

ОБРАЗОВАНИЕ,

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ**

международный научный электронный журнал

*Выпуск журнала № 11
Часть-2_Декабрь 2022*

OPEN  ACCESS



ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ

международный научный электронный журнал

ДЕКАБРЬ - 2022 год

ЧАСТЬ - 2



YANGI O'ZBEKISTONDA ARXITEKTURA SOHASIDA AMALGA OSHIRILAYOTGAN ISLOHOTLAR

Beknazarova Mahbuba

SamDAQI (1-kurs doktoranti)

Toshboyeva Hurshida Farhod qizi

Termiz muhandislik va texnologiya instituti

Arxitektura (turlari bo'yicha) 2-kurs talabasi

Anatatsiya: Vazirlik tizimidagi tashkilotlar, qurilish sohasida axborot-texnologiyalar rivojlantirish markazi, "O'zbekiston Respublikasi davlat shaharsozlik kadastri" geoaxborot tizimi, shaharsozlik hujjatlari ekspertizasini elektron hujjatlar almashinuvi. Qurilish-pudrat tashkilotlarining faoliyatini takomillashtirish, qurilish ishlari sifatini oshirish

Kalit so'zlar: shaharsozlik, kadastri, geoaxborot, qurilish-pudrat tashkiloti, o'zshaharsozlik

Sir emaski, O'zbekistonda so'nggi yillarda barcha sohalar kabi qurilish sohasini rivojlantirishga ham alohida e'tibor berilmoqda. Tizimni yanada takomillashtirishga qaratilgan hukumat va davlat rahbarining farmon hamda qarorlari, qabul qilingan davlat dasturlari, ular ijrosini ta'minlash, tarmoqda islohotlar samaradorligini oshirish bo'yicha olib borilayotgan tadbirlar natijada bunyodkorlik ko'lamlari tobora kengayib bormoqda. Biroq, qurilish sohasidagi yangi davrning boshlanishi, tizimdagi muammolarni aniqlash, tan olish va ochiqdash, ayniqsa, ularni yechish oson kechgani yo'q. 2017-2019 yillar va 2020 yilning shu kuniga qadar qurilish sohasini tartibga soluvchi jami 40 ga yaqin qonun, farmon va qarorlar qabul qilindi: 2017 - 4 ta, 2018 yilda - 13 ta, 2019 yilda - 10 ta va 2020 yilning shu kunigacha 10 dan ortiq. Ushbu qaror va farmonlar tizimda yillar davomida saqlanib qolgan muammolarni tubdan isloh qilishga qaratildi. Xususan, O'zbekiston Respublikasi Prezidentining 2017 yil 1 mayida PQ-2936-son O'zbekiston Respublikasi davlat arxitektura va qurilish qo'mitasi faoliyatini tashkil etish chora-tadbirlari to'g'risida qarori qabul qilindi. Unga ko'ra, Davlat arxitektura va qurilish qo'mitasi tarkibiy tuzilmasi tubdan o'zgartirildi va yangi vazifalar qo'yildi. Qo'mitaning hududiy bo'linmalari qo'shimcha shtat birliklari bilan kengaytirildi. Natijada, 11 ta hududda "O'zshaharsozlik" va Samarqand shahrida "Toshkentboshplan" loyiha instituti filiallari, shuningdek, 13 ta hududda 26 ta yetakchi loyiha tashkiloti ochildi. Toshkent va Samarqand arxitektura-qurilish institutlari hamda 14 ta qurilish kasb-hunar kolleji qo'mita tasarrufiga o'tkazildi. Biroq, sohaga doir normativ hujjatlar, jumladan, shaharsozlik qoidalari va qurilish me'yorlarining aksariyat qismi eskirgan, sobiq tuzum davridan qolib ketganligi tufayli, ushbu

me'yorlarni zamonaviy talablarga moslashtirish dolzarbligicha qoldi. Shaharlarning bosh rejalari, qishloqlarda arxitektura-rejalashtirish loyihalarini ishlab chiqish talabga mutlaqo javob bermas edi. Bundan tashqari, qurilish va loyihalash bo'yicha kadrlar tayyorlash sifati ham talabga javob bermas edi. Xususan, tizimdagi 500 ga yaqin vakant o'rinlar, jumladan, tuman (shahar) arxitektura va qurilish bo'limlaridagi 110 ta, loyiha tashkilotlaridagi 200 ga yaqin shtatlar vakantligicha qolgan. Har tomonlama salohiyatga ega bo'lgan professional qurilish-pudrat tashkilotlari shakllanmagani, ulardagi mavjud moddiy-texnik baza, moliyaviy manbalar tobora ortib borayotgan qurilish ishlari hajmini to'liq qoplashga qodir emas ahvolga kelib qolgan edi. Bir so'z bilan aytganda, Qo'mitaga bildirilgan ishonch oqlanmadi. Yillar davomida yig'ilib qolgan ushbu muammolar va yo'l qo'yilgan sustkashliklarni bartaraf etish maqsadida davlat rahbari farmoni qabul qilindi. O'zbekiston Respublikasi Prezidentining 2018 yil 2 apreldagi «Qurilish sohasida davlat boshqaruvi tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida»gi PF-5392-son farmoniga muvofiq Davlat arxitektura va qurilish qo'mitasi negizida O'zbekiston Qurilish vazirligi tashkil etildi. Shu bilan birga ushbu sananing o'zida "O'zbekiston Respublikasi Qurilish vazirligi faoliyatini samarali tashkil etish to'g'risida"gi PQ-3646-son Qarori qabul qilindi. Ushbu hujjat bilan «Shaharsozlik hujjatlari ekspertizasi» davlat unitar korxonasi tashkil etilishi belgilandi.[1] Unga ko'ra, belgilangan tartibda shaharsozlik hujjatlari ekspertizasini tashkil etish va o'tkazishni ta'minlash, arxitektura-rejalashtirish va shaharsozlik yechimlari darajasini oshirish, loyiha ishi va qurilish ishlab chiqarishini takomillashtirish, loyihalash va qurilish sohasida ilg'or tajribani o'rganish va ommalashtirish kabi asosiy vazifalar biriktirildi. Ushbu ikki me'yoriy hujjat tizimda yangi bosqichga o'tishning negizi bo'ldi. Natijada, 2019 yilga kelib rejadagi 35 ta shaharsozlik hujjatlaridan 18 ta bosh rejalar va 10 ta qishloqlar (ovullar) fuqarolar yig'inlari hududlarini arxitektura-rejalashtirish jihatidan tashkil etish loyihalari ishlab chiqildi. Buning natijasida respublikadagi 113 ta shaharlar (95 foiz) va 142 ta shahar posyolkalari (13,1 foiz) bosh rejalariga ega bo'ladi. Xususan, Respublika bo'yicha jami qurilish ishlari o'sish surati 2019 yil yakuni bo'yicha 119%ga yetib, 68,9 trl. so'mni tashkil etdi. Bu 2017 yil bilan solishtirganda 2 barobar o'sish demakdir. 2020 yilga kelib esa 9 oyning o'zidayoq qurilish ishlari hajmi 71,8 trl. so'mga yetdi. Natijada 2019 yil yakuni bo'yicha Respublika bo'yicha foydalanishga topshirilgan qurilish hajmi 15,5 mln. kvadrat metrni tashkil qildi. 2017 va 2018 yillar uchun ushbu ko'rsatkich mos ravishda 11,5 va 13,4, 15,5 mln. kvadrat metrni tashkil qilgan edi. Joriy yilda esa qishloqlarda 12 mingdan ziyod, shaharlarda 18 mingdan ortiq arzon, ko'p qavatli turar joy barpo etilmoqda. Aholini arzon uy-joylar bilan ta'minlash dasturlari bo'yicha, tadbirkorlar tomonidan bank krediti va o'z mablag'lari hisobidan jami 298 ta ko'p qavatli uy-joylar (xususiy sektor) qurilishi ishlari jadal tus olgan. Qurilish sohasida faoliyat yuritayotgan korxonalar va tashkilotlar soni (Respublika bo'yicha) ham jadal

ravishda o'sib kelmoqda. 2017 yil 1 yanvar holatiga 22 mingtani tashkil etgan bo'lsa, 2020 yilga kelib bunday tashkilotlar soni 1,8 barobar o'sib, 40,3 mingtaga yetti. "Obod qishloq" va "Obod mahalla" davlat dasturida belgilangan topshiriqlarga muvofiq 159 ta tumandagi 478 ta qishloqlarning bosh reja sxemalari va batafsil rejalashtirish loyihalari, shuningdek, 41 ta shaharlarda 116 ta mahallalarning bosh reja sxemalari va batafsil rejalashtirish loyihalari ishlab chiqildi. Qurilish sohasiga axborot-kommunikatsiya texnologiyalari kirib keldi va "Shaffof qurilish" axborot tizimi ishga tushdi.[2] Natijada:

- qurilish sohasida axborot-texnologiyalar rivojlantirish Markazi tashkil etildi;
- yuridik va jismoniy shaxslarga keng foydalanish imkonini beruvchi "O'zbekiston Respublikasi davlat shaharsozlik kadastrisi" geoaxborot tizimi joriy qilindi;
- qurilish-montaj ishlarida tizimli nazorat o'rnatilib, qurilishning barcha bosqichlarida nazorat qilishning aniq mexanizmlari va ijro hujjatlarini yuritishning elektron onlayn tizimi yaratildi;
- shaharsozlik hujjatlari ekspertizasini elektron hujjatlar almashinuvi orqali bosqichma-bosqich amalga oshirish tizimi joriy etildi;
- vazirlik tizimidagi tashkilotlar zamonaviy kompyuter texnikasi va dasturiy mahsulotlar bilan ta'minlandi.

Qurilish-pudrat tashkilotlarining faoliyatini takomillashtirish va qurilish ishlari sifatini oshirish maqsadida:

- qurilish-pudrat tashkilotlarining faoliyatini baholash reytingi joriy etildi;
- tashkilotlarning ixtisoslashuvi, qurilish-montaj ishlari turlari, doimiy ishlaydigan ishchi-xodimlar soni, asosiy ishlab chiqarish vositalari to'g'risida ma'lumotlarning yagona elektron bazasi joriy etildi;
- qurilish-pudrat tashkilotlari ishchilarini qayta tayyorlash va kasbga o'qitish bo'yicha qisqa muddatli o'quv kurslari, kasb-hunarga ega bo'lganligi to'g'risida sertifikatlar berish ko'zda tutilyapti.

Shiddat bilan qad ko'tarayotgan ijtimoiy ob'yektlar, ko'p qavatli turar joylar va umuman olganda, barcha turdagi bunyodkorlik ishlari o'z navbatida sifatli qurilish mahsulotlariga bo'lgan talabni kuchaytirmoqda. Shu bois, ushbu yo'nalishdagi ishlarni to'g'ri yo'lga qo'yish, yangi turdagi energiya tejamkor qurilish materiallari ishlab chiqarish, sohaga investorlarni keng jalb qilish orqali yirik loyihalarni amalga oshirish, tadbirkorlarni qo'llab-quvvatlash borasida tizimli ishlar amalga oshirib kelinyapti. Buning natijasida sohada jiddiy o'zgarishlar yuz beryapti. Prezidentimizning 2019 yil 2 fevraldagi "Qurilish materiallari sanoatini tubdan takomillashtirish va kompleks rivojlantirish chora-tadbirlari to'g'risida"gi qarorida 2019-2021 yillarda umumiy qiymati 1,3 milliard, shu jumladan, to'g'ridan-to'g'ri xorijiy investitsiyalar hisobiga 692 million AQSh dollari miqdorida amaldagi korxonalarni texnik va texnologik

yangilash hamda yangi korxonalar barpo etish bo'yicha 67 ta investitsiya loyihasini amalga oshirish vazifasi qo'yildi. Bu va boshqa loyihalarning amalga oshirilishi 2021 yilga qadar sement ishlab chiqarish quvvatlari hajmini 17 million tonnaga, arxitektura-qurilish oynasini — 32 million kvadrat metrqa, yog'och-qipiq plitasi (DSP)ni — 380 ming, gaz-beton bloklarini — 700, ko'p qavatli uylar qurilishi uchun yirik panelli temir-beton buyumlarini — 180 ming kvadrat metrqa yetkazish imkonini beradi. Davlatimiz rahbarining 2019 yil 23 maydagi "Qurilish materiallari sanoatini jadal rivojlantirishga oid qo'shimcha chora-tadbirlar to'g'risida"gi qarori sohaning yaqin istiqbolga mo'ljallangan istiqbollari va strategiyasini belgilab berdi. Uning asosiy maqsadi tarmoqni jadal rivojlantirish va diversifikatsiya qilish uchun qulay shart-sharoitlar yaratish, mahalliy mineral xom ashyo resurslarini qayta ishlashga investitsiyalarni jalb qilish va qurilish materiallarini eksport qilish hajmlarini oshirishga qaratilgan. Bu vazifalarni hal etilishi natijasida 2025 yilga qadar ishlab chiqarish hajmlarini gulqog'ozlar bo'yicha — 47 barobardan ortiqqa, yig'ilgan parket panellari va plitalari — 19 barobarga, yog'och va boshqa yog'ochbop materiallardan tayyorlangan plitalar — 15 barobarga, gazobeton bloklari — 7 barobarga, lak-bo'yoq materiallari hamda energiya va issiqlikni tejovchi float-texnologiya asosida tayyorlangan arxitektura-qurilish oynasi — 4 barobarga, bazaltdan tayyorlanadigan kompozit armatura — 3 barobarga va sement bo'yicha — 2 barobarga oshirish ko'zda tutilgan. Olib borilayotgan ishlar va kiritilayotgan investitsiyalar mahsulot sifatini yaxshilash orqali sohaning eksport salohiyatini ham oshirmoqda. Keramik plitkalar, santexkeramika, gulqog'oz, quruq qurilish aralashmalari, pishgan g'isht, tabiiy toshdan yasalgan pardozebop plitalar, ohak, polipropilen quvurlar, deraza oynasi, fittinglar kabi mahsulotlar eksport qilmoqda. Xulosa urnida shuni aytish joizki O'zbekiston Respublikasida bugungi kunda asosan arxitektura va qurilish sohasida ko'plab islohotlar amalga oshirilmoqda. Jahonga yuz tutgan ko'plab mamlakatlar bilan o'zaro fikr almashib, shartnoma asosida qurilayotgan, ya'ni jahon standartlariga to'la mos keladigan inshootlarning yurtimizda qad rostlayotgani bugungi kunda olib borilayotgan islohatlarning yorqin dalilidir.

Foydalanilgan adabiyotlar:

1. Sh.Mirziyoyev «Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir». T,O'zbekiston,2018.434-bet.
2. Shavkat Mirziyoyiv «Yangi O'zbekistonda erkin va farovon yashaylik»T,O'zbekiston ,2020

QISHKI BOG' QURILISHI VA O'STIRILADIGAN GULLAR

Beknazarova Mahbuba

SamDAQI (2-kurs doktoranti)

Toshboyeva Hurshida Farhod qizi

Termiz muhandislik va texnologiya instituti

Arxitektura(turlari bo'yicha) 2-kurs talabasi

Annotatsiya: Tabiiy quyosh issiqligi, yoritish tizimlari, suv ta'minoti, qishki bog'ning dizayni, qishki bog'i bo'lgan uylarning loyihalari.

Kalit so'zlar: buffer, yashil zona uy, klassik uslub, Yapon uslubi.

Xususiy uyda, kvartirada, yozgi uyda yoki balkonda qishki bog' butun yil davomida yozning bir qismidir. Go'zallik va dam olish uchun qulay joy yaratish jiddiy muhandislik yechimini amalga oshirishni o'z ichiga oladi va loyihani yaratishdan tortib to amalga oshirishgacha bo'lgan barcha bosqichlarda ehtiyotkorlik talab qiladi. Qishki bog' ma'lum bir maqsadga ega bo'lgan xonadir. Bu ekzotik, yopiq va issiqlikni yaxshi ko'radigan o'simliklarni joylashtirish uchun xizmat qiladi, tabiiy quyosh issiqligi va yorug'ligidan eng oqilona foydalanish bilan maxsus isitish, suv ta'minoti va yoritish tizimlarini talab qiladi. Odatda bu metall, alyuminiy, yog'och yoki metall-plastmassa ramkadagi shisha tuzilishi. Bu teras shaklida yashash xonasining davomi bo'lishi mumkin. Qishki bog' alohida bino emas, balki uyning ajralmas qismidir. Atmosfera ta'siridan (yomg'ir va shamol) shisha tom va devorlar bilan himoyalangan. Gullarning go'zalligi va xushbo'yliги inson asab tizimiga ijobiy ta'sir ko'rsatadi. Yashil zona bir qator ijobiy funksiyalarni bajaradi. Qishki bog'ni qurish uchun keng uy yoki hovli bo'lishi shart emas. Hatto kvartiraning balkonida ham qulay yozgi burchak yaratishingiz mumkin. Xususiy uydagi qishki bog'ning paydo bo'lishi. Miloddan avvalgi IV-ming yillikdayoq birinchi qishki bog' paydo bo'lgan. Qadimgi Misr saroylaridagi tosh vazalar tasvirlangan suratlar bundan yaqqol dalolat beradi. Misrliklarning izdoshlari qadimgi rimliklar bo'lib, ular derazalarga mini-bog'larni joylashtirishni boshladilar. Qishki bog'lar Yevropaga XI -asrda yetib kelgan. Gollandiya qiroli Uilyam o'z saroyida gulli issiqxona tashkil qildi. Ko'p o'tmay, "apelsin uylari" paydo bo'ldi - bu sitrus mevalari butun yil davomida gullaydigan binolar. Lyudovik XIV davridagi Versaldagi apelsinlar tarixdagi eng go'zal hisoblanadi va hozirgi kungacha saqlanib qolgan. Potsdam Sanssouci saroyining issiqxonalari ham mashhur. XVIII-asrda sitrus mevalari tropik o'simliklar o'rnini egalladi. Qishki bog'lar XIX-asrga qadar hashamatli hisoblangan, Nataniel Uord shisha gumbaz ostida o'simliklar yetishtirishga harakat qilgan. 1854 yilda ingliz Jozef Pakston zamonaviy qishki bog'ning prototipi bo'lgan Kristal saroyni qurdi. Bugungi kunda deyarli har bir

kishi uyga qishki bog'ni biriktirishi mumkin. Bundan tashqari, u balkonga yoki terassaga joylashtirilishi mumkin. Uydagi qishki bog'ning asosiy maqsadi tafakkurdan zavqlanishdir. Suvli ko'katlar, kichik daraxtlar, yorqin gullarning go'zalligi va ularning xushbo'yligi. Bog'ning shisha ostidagi mikroiklimi oqilona tanlanadi, bu madaniy o'simliklarga ham, odamlarning farovonligiga ham ijobiy ta'sir ko'rsatadi. Qurilish va obodonlashtirishning barcha qoidalariga qat'iy rioya qilingan taqdirdagina bunday uyg'unlikni yaratishingiz mumkin. Qishki bog'ning dizayni, qayerda joylashganidan qat'i nazar, shaffof, yetarlicha yoritilgan, estetik jihatdan yaratilgan va tashqi omillarga chidamli bo'lishi kerak. Qishki bog'i bo'lgan uylarning ko'plab loyihalari mavjud bo'lib, ular asosiy xona bilan birga qurishni o'z ichiga oladi, ammo o'simliklarni yetishtirish uchun shisha binolar ko'proq mashhur. Qishki bog'ning eng maqbul tomoni sharqdir. Ushbu zonadagi struktura qizib ketmaydi. O'simliklar kerakli narsalarni oladi ertalabgi issiq quyoshdan. G'arbiy tomon ham juda maqbul va muvaffaqiyatli, ikkinchisi optimal. Ammo bunday joylashtirish loyihasi, ayniqsa yozda, ortiqcha issiqlikka duchor bo'ladi va shuning uchun qo'shimcha sug'orishni talab qiladi. Janub tomoni ko'pincha qishki bog' uchun eng mos deb hisoblanadi. Bu fikr juda noto'g'ri. Uyning janubi qishki bog' uchun yaroqsiz hududdir. To'g'ridan-to'g'ri quyosh nuri, ayniqsa yozda, o'simliklarning haddan tashqari qizib ketishiga yordam beradi. Bunga yo'l qo'ymaslik uchun qo'shimcha shamollatish va sug'orishni ta'minlash kerak bo'ladi. Shuni ta'kidlash kerakki, qish vaqtida janubiy bog'da issiqlik yaxshi va uzoq vaqt saqlanadi. Shimoliy. Bu tomondagi bog' faqat boshqa muqobil bo'lmaganda istisno sifatida joylashtiriladi. Bu zonada issiqlikning to'planishi eng kam, shuning uchun ehtiyot bo'lish kerak qo'shimcha tizim isitishdan. Quyosh nurlari ham minimal bo'ladi. Shuning uchun, bunday bog'da soyani yaxshi ko'radigan o'simliklar ekiladi. Amalga oshirilgan funktsiyaga va uning joylashgan joyiga qarab, qish bog'i bir necha turga ega.

Буфер - bu sirlangan teras yoki veranda shaklida uyga biriktirilgan qishki bog'.
Mini-variant vestibul yoki balkon.

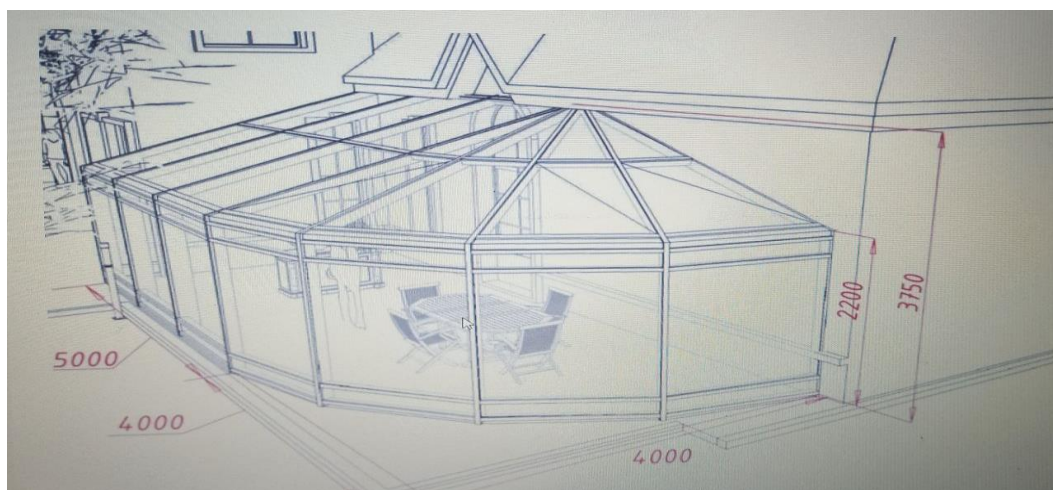
Xususiy uydagi qishki bog' - bu to'liq yoki qisman sirlangan maxsus ajratilgan xona yoki xonaning bir qismi. Bu yashash xonasi yoki ovqat xonasi bo'lishi mumkin.



Uyning issiqxonasi - bu ekzotik o'simliklar yetishtiriladigan sun'iy mikroiqlimga ega bo'lmagan turar-joy kengaytmasi. Uyga to'rtburchak qish bog'i kengaytmasi. Ushbu dizayn universal va eng mashhur variantdir. Binoning shaffof tomi bor. Burchakli. Yashil zona uyning tashqi burchagiga kengaytma yordamida yaratilishi mumkin. Ikki tomonlama bino. Ushbu parametr uyning ichki burchagiga kengaytmani o'z ichiga oladi. Kengaytmaning yana bir nomi - to'rtta nurli yoki gable tomi bilan birlashtirilgan chorak ko'pburchak.



Uch fasadli dizayn yorug'lik nuqtai nazaridan eng samarali hisoblanadi. Kengaytmaning uchta devori shisha, to'rtinchisi - asosiy binoning devorlaridan biri. Qishgi bog' uyga ulashgan struktura yoki asosiy xonaga koridor yoki shisha o'tish yo'li bilan bog'langan alohida bino. Har bir variant isitish, suv ta'minoti va shamollatish tizimlarini loyihalash va qurishga ta'sir qiladi.



Shiypon kengaytmasining tomida bitta tom qiyalik bor minimal nishab 10° . Quruvchilar kamida 25° burchakni saqlashni tavsiya qiladilar va eng maqbul 45° . gable tomi, qoida tariqasida, ikkita qiyalik, blokli kengaytmalar - uch yoki undan ortiq tom yonbag'irlari mavjud. Gazebos ko'rinishidagi qishki bog'larning loyihalari juda keng tarqalgan, ularning tasnifi yuzlar soniga va kengaytirish usuliga bog'liq:

- ko'p qirrali;
- olti burchakli;
- uchburchak.

Qishki bog'ning dizayni. Qishki bog'ning estetik funksiyasi uslubga muvofiqlikni nazarda tutadi. Qishki bog' uchun bir nechta eng keng tarqalgan uslub variantlari mavjud. Klassik uslub. Bir xil iqlim zonasida o'sadigan ko'plab o'simliklar bilan keng xonada issiqxonaning joylashishini nazarda tutadi. aniq simmetriya, qat'iy dizayn - klassikaning o'ziga xos belgisi. Bunday bog'ni bezash elementi to'tiqushlar yoki kataklardagi kanareykalar yoki baliqli hovuz bo'lishi mumkin. Toshlar, kichik daraxtlar dekor sifatida xizmat qiladi. Yapon uslubi. Bo'sh joy mavjudligi yaxshi shamollatish, ixchamlik va assimetriya - yapon qishgi bog'ining asosiy farqlovchi xususiyatlari. Shu bilan birga, tashqi ko'rinishdagi soddalik talab qiladi, professional yondashuv uning yaratilishida. Yuqori texnologiyalar. Ekzotik o'simliklar, aniq geometriya. Dizaynda beton, metall materiallar qo'llaniladi. Shisha qishki bog'ni qurishda ishlatiladigan asosiy materiallardan biridir. Loyihalashda ham, ushbu materialning juda og'irligi va qo'llab-quvvatlovchi tuzilishga ma'lum bir yuk yaratishi mumkinligini hisobga olish kerak, u shamol va qor ta'sirida ham ortadi. O'tish joylarida kutilgan yuklar metall-plastmassa shisha konstruksiyalar bilan bir xil usul bo'yicha hisoblab chiqiladi, bu yerda post-transom tashuvchilarning birlashtiruvchi aloqasi bo'lib xizmat qiladi. Issiqlik xususiyatlari turar-joyning oynalanishiga mos keladi. Shisha yoki polikarbonat olti oydan ko'proq vaqt davomida - bahorning o'rtasidan kuzning o'rtalariga qadar yetarli issiqlikni to'plashi mumkin. Sovuq havoda siz

samarali isitish haqida qayg'urishingiz kerak. Isitish usulini tanlashda xonaning o'lchamini va yetishtirilgan o'simliklar turini hisobga olish kerak. Agar bu balkonda kichik issiqxona bo'lsa, unda oddiy isitgich yetarli, agar qishki bog' xususiy uyda bo'lsa, unda siz isitish tizimisiz qilolmaysiz. Elektr isitgichlar. Ularning harakatchanligi, o'rnatish qulayligi va kerak bo'lganda foydalanish jihatidan qulay. Shu bilan birga, operatsiya katta moliyaviy xarajatlarga olib keladi. Tez-tez ishlatish havoni quritadi, bu o'simliklarga salbiy ta'sir qiladi. Konditsionerlar va isitgichlar yordami bilan siz havoni haddan tashqari quritmasdan haroratni tartibga solishingiz mumkin. Suv isitish ko'pincha xususiy uyda qishki bog'lar va teraslarni isitish uchun ishlatiladi. Bunday tizim asosiy isitish tizimiga ulanishni o'z ichiga oladi, bu esa o'rtasidagi farqlarsiz doimiy haroratni saqlashga imkon beradi yashash xonalari va bog'. Bu terasta dam olish uchun ajoyib joy. Isitish quvurlarining devorlar bo'ylab joylashishi devorlarni va tomni muzlashdan himoya qiladi.



Yuqori qoplama ostida "issiqlik izolyatsiyalangan zamin tizimini" joylashtirish orqali siz qishki bog'da barqaror havo haroratini saqlashni nazorat qilishni sezilarli darajada soddalashtirishingiz mumkin. Pechni isitish - muqobil xom ashyolardan foydalanish imkoniyati. Pechka dizayni bog'ga o'ziga xos lazzat bag'ishlaydi. Shu bilan birga, issiqlikning notekis taqsimlanishi kuzatilishi mumkin, pechka yuqori yong'in xavfi tufayli diqqat bilan e'tibor talab qiladi. Bog'dagi yer isitish dizayni, o'rnatish va ulanishda mashaqqatli. O'rnatish bog'ni tartibga solishdan oldin amalga oshirilishi kerak. Tizim bog'da optimal issiqlik rejimini yaratishga imkon beradi, ildizlarning rivojlanishiga yordam beradi.

Namlikka bo'lgan ehtiyojga qarab turli xil sug'orish rejimlaridan foydalangan holda, avtomatik sug'orish imkonini beruvchi juda ko'p turli xil sug'orish tizimlari mavjud. Eng mashhuri avtomatik. Bu teshilgan shlang bo'lib, u orqali sug'orish dozalanadi. Suv faqat o'simliklarning ildizlariga kiradi va maxsus sensorlar tuproqdagi

namlik darajasini nazorat qilish imkonini beradi. Vegetativ qismini sug'orishni talab qiladigan suvni yaxshi ko'radigan o'simliklar uchun maxsus favvoralar o'rnatiladi. Qurilmalar bir vaqtning o'zida havoni namlaydi va bog'ning bezaklari bo'lib xizmat qiladi. Haddan tashqari suv jihozlangan drenaj tizimidan o'tishi kerak. Sovuq mavsumda va bulutli ob-havo sharoitida o'simliklar quyosh nurining yetishmasligini boshdan kechiradi, bu ularning o'sishiga salbiy ta'sir qiladi va qishki bog'da qo'shimcha yoritishni o'rnatishni talab qiladi. O'simliklar quyosh nuri va issiqlikning yetishmasligi va haddan tashqari ko'pligidan aziyat chekishi mumkin, ayniqsa issiq havoda. Yoz vaqti. Buning uchun quyosh nurlaridan himoya vositalarini ixtiro qildi. Yorug'likning 40% ni blokirovka qilishga qodir pardalar va pardalar ichki himoyani ta'minlaydi. Ular mato, plastmassa, bambuk yoki metall qotishmalaridan tayyorlangan. Tentlar va avizolar ko'rinishidagi tashqi himoya yorug'likning 90% gacha kirib borishini oldini oladi. Ular aks ettiruvchi matodan qilingan. Ushbu himoya, shuningdek, devorlarning haddan tashqari qizib ketishining oldini oladi. Isitish, yoritish va sug'orish bilan bir qatorda siz yuqori sifatli tuproqqa g'amxo'rlik qilishingiz, uning etarli darajada urug'lantirilishi va kislorod bilan boyitilganligini ta'minlashingiz kerak. Maxsus tuproq-yog'ochli aralashmalardan foydalanish yaxshidir. Xususiy uyda qishki bog' uchun o'simliklarni tanlashda nafaqat ta'mga, balki turli xil turlar va navlarning birgalikda yashash qobiliyatiga ham e'tibor qaratish lozim. Issiqxonaning kattaligi, dizayni va joylashuvidan qat'i nazar, xususiy uyda qishki bog' uchun ranglarning kombinatsiyasi yaxshi tuzilgan kompozitsiyaga ega bo'lishi kerak. Uyning issiqxonasi gullarni o'simliklarning doimiy mavjudligini nazarda tutadi, shuning uchun tajribali paxtakorlar o'simliklar yilning vaqtiga qarab ekilgan. Qishda ular primrose, Kalanchoe, za'faron va lolalarni afzal ko'radilar. Bahor issiqligining kelishi bilan qo'shimcha ravishda sumbullar, zambaklar, hidrangealar, pelargoniumlar, astilbes va shisanthus ekiladi. Yozda bir bulbous o'simlik boshqasi bilan almashtiriladi. Sharq va Osiyo zambaklar, begonias, zinnias, perillas, vincha, salphia, echinacea yaxshi o'sadi. Kuz - siklamen, kokiya, gomphen, xrizantema davri. Ushbu yondashuv bilan ekzotik gullar qishki bog'da butun yil davomida xushbo'y bo'ladi. Sevishganlar qishki bog' uchun ekzotik, tropik o'simliklarni tanlaydi, rezavorlar, mevali mitti daraxtlar. Bog' uchun mashhur o'simliklar - qulupnay va yovvoyi qulupnay, har xil turdagi dekorativ gullar. Uydagi qishki bog' favvora bilan jihozlangan bo'lsa, u zambaklar bilan bezatilgan. Orkide eng injiq va g'ayrioddiy go'zal issiqxona gullaridan biridir. Ular kvartiraning yoki xususiy uyning bog'ida haqiqiy chakalakzorlarni yaratadilar. Kaktuslar va palma daraxtlari, mitti ignabargli daraxtlar qishgi bog'lar egalari orasida ham talab mavjud. Yil davomida gul paxtakorlari qishki bog' uchun ba'zi o'simliklarni boshqalar bilan almashtiradilar.

Yanvar	kalanchoe, primrose
Fevral	kalanchoe, za'faron, lolalar, muscari, sümbül
Mart	za'faron, lolalar, sümbül, zambaklar, kalanchoe
Aprel	zambaklar, gortenziyalar, zambaklar, za'faron, lolalar, sümbül, pelargoniumlar
May	pelargoniumlar, Osiyo zambaklar, astilb, shizantus
Iyun	sharqona zambaklar, begoniyalar, gipsofila
Iyul	Tuberous begonias, Blue Salvia, Astilbe, Celosia, Gomphrena, Veronika, Rudbeckia, Zinnia
Avqust	zinniya, perilla, vincha, rudbekiya, o'tlar namoyishi, ko'k salvia, echinasya,
Sentyabr	siklamen, shasta romashka, gomfrena, zinniya, vincha, begonias
Oktyabr	siklamen, xrizantema
Noyabr	xrizantema, Rojdestvo kaktuslari, manzarali qalampir
Dekabr	ipak eman

Gullar yordamida ular qulay bog' muhitini yaratadilar, umuman olganda qishki bog'lar xonodonda tashkil qilish inson kayfiyatini hamda sog'lom muhitni shakllantiradi unda siz qo'lingizda kitob va issiq kofe yoki choy bilan dam olishingiz mumkin. Siz o'z uyingizda qishda ham turli xil gullar o'stirishingiz mumkin, kam harajatlar bilan.

Foydalanilgan adabiyotlar:

1. M.M.Miralimov «Turar joy binolarini loyihalash asoslari» Toshkent-2008
2. P.Sh.Zohidov «Memor olami» Toshkent-1996
3. X.P.O'latov, P.Sh.Zohidov, D.Nosirova, M.Miryusupova, Sh.Nurmuamedova «Arxitekturaviy kompozitsiya asoslari»
4. Энтони Уайт, Брюс Робертсон «Архитектура ФОРМЫ, КОНСТРУКЦИИ, ДЕТАЛИ» Москва АСТ Астрель 2005
5. N.J. To'uchiyev «BINO VA INSHOOTLAR KONSTRUKSIYASI» Toshkent - 2010

TURAR JOY HOVLILI UY VA XONADONLARNI TANLASH HAMDA SHAKLLANTIRISH UCHUN ZARUR TALABLAR VA SHAROITLAR

Beknazarova Mahbuba

SamDAQI (2-kurs doktoranti)

Toshboyeva Hurshida Farhod qizi

Termiz muhandislik va texnologiya

Instituti Arxitektura ta'lim yo'nalishi 2-kurs talabasi

O'zbekiston mustaqillikka erishganidan keyin ijtimoiy-iqtisodiy sohada rivojlanish jarayonining sezilarli darajada o'sishi ko'zga tashlanmoqda. Respublika aholisining madaniy darajasi va moddiy farovonligining oshishiga qarab uning faolligi, xarid qobiliyati, sport, ko'ngilochar tomoshalar hamda jamoat xizmatiga yo'naltirilgan boshqa muassasalarga talab ham o'sib boradi. Keyingi yillarda respublikamizga xorijlik sayyohlarning kelishi sezilarli darajada o'sganligi kuzatilmoqda. Mamlakatimizda o'tkazilayotgan ilmiy anjumanlar, simpoziumlar, ijodiy uchrashuvlarga xorijlik olimlar, ishbilarmonlar, diplomatlarning tashriflari sezilarli darajada faollashdi. Bularning barchasi jamoat manfaatlariga xizmat qilishga yo'naltirilgan binolar, turar joylar, mehmonxonalar, teatrlar, kinoteatrlar, supermarketlar, madaniy-ma'rifiy, sport, savdo markazlarini jadal rivojlantirish uchun obyektiv shart-sharoit yaratmoqda. Shu sababli O'zbekiston hukumati ilmiy-texnika taraqqiyotining rivojlanishini jadallashtirish va turar joy, jamoat va sanoat binolarini barpo etish, yangi qurilish materiallari va konstruksiyalarga o'sib borayotgan ehtiyojlamini ta'minlash uchun qurilish industriyasining moddiy-texnika bazasini mustahkamlashni ustuvor yo'nalishlar qatoriga kiritgan. Ayni paytda yangi qurilayotgan obyektlarni loyihalash va qurilish sifatiga talablar oshib bormoqda.

O'zbekiston sharoitida turar uy-joylarni loyihalash uchun qo'yiladigan asosiy talablar:

1. O'zbekistonning iqlim sharoitida xonadonni yer sathi va ochiq havo bilan bog'lash an'anaga aylanib qolgan. Shaharlarning tez o'sishi va yer sathini ehtiyot qilish o'rta va ko'p qavatli uylarning qurilishiga olib keldi.
2. Xonadonlarni yer bilan bog'lash an'anasi yo'qoldi. Buning o'rnini almashtirish uchun xonadon tarkibiga har xil yozgi xonalarni loyihalash va uylarda kam qavatli uylarga nisbatan har xil qulayliklar, ya'ni markazlashgan issiq suv, isitish elektr jihozlari va chiqindini olib ketish uchun qulayliklar yaratildi. Shu sabablar natijasida O'zbekiston tabiati, iqlim sharoitini va urf-odatlariga javob beradigan turli xil ko'p qavatli uylarga qo'yiladigan talablar ishlab chiqildi.
3. Yoz paytlaridagi issiq havo va nisbatan yumshoq, qisqa davrli qish xonadonlarni issiq havodan saqlashni taqozo etadi. Bu esa uylarni quyoshga nisbatan to'g'ri qaratish

(oriyentatsiya) qilish, yaxshi shamollatish, konstruksiyalar xususiyatlaridan to'g'ri foydalanish, quyoshga qarshi qurilmalardan foydalanish orqali erishiladi.

4. Uylarni quyoshga nisbatan to'g'ri qaratish (ya'ni, oriyentatsiya) ma'nosi shundaki, qish paytida xonadonlar quyosh nuridan ko'proq foydalanish, yoz paytida esa xonalarga kamroq quyosh nuri tushishini ta'minlashi zarur. Bunga erishish uchun quyosh tikkadan o'tganligi sababli quyoshga qarshi kichkinagina qurilma, ya'ni (soyabon) derazalami issiq quyosh nuridan saqlaydi. Qishda esa quyosh pastlab nur sochganligi sababli quyosh nuri to'g'ridan-to'g'ri janubga qaratilgan derazaga tushadi. Quyoshni to'g'ridan-to'g'ri tushishi faqat turar uy joylardagi xonalarga zarur, lekin u yordamchi xonalarga: oshxona, dahliz, hojatxonalariga kerak emas, aksincha ular bu xonalarda noqulayliklar tug'dirishi mumkin. Demak, xonadonlarni ikki tarafga qaratish kerak: asosiy xonalar janub tomonga joylashtirilsa, yordamchi xonalar shimol tomonga joylashtirilishi kerak.

Turar joy va jamoat binolarini loyihalashning asosiy mezonlari mehnat unumdorligining oshishini ta'minlaydigan yuqori darajadagi komfortlilik, kapital va foydalanish xarajatlarining pasayishiga va ulaming arxitekturaviy-badiiy tavsiflarining yuqori darajada bolishiga ko'maklashuvchi tejamkorlik hisoblanadi. Turar joy va jamoat binolarining bar bir turi o'ziga xos hajmiy-rejaviy yechimga ega, ularni loyihalash o'zida juda murakkab ish jarayonini aks ettiradi. Shuning uchun turar joy va jamoat binolari loyahasini ishlab chiqishga katta tajribaga ega bo'lgan, ularni tashqi tabiiy iqlim sharoitlari va ichki murakkab funksional-texnologik jarayonlaming ta'siri ostida vujudga keladigan arxitekturaviy-rejaviy yechimlarini shakllantirish xususiyatlarini biladigan yuqori malakali arxitektorlar jalb qilinadi

Respublikamizning shaharlari, viloyat va tumanlarining aholisining tarkibi, ya'ni aholining yoshi, oila tarkibi: erkak, ayol va bolalaming tarkibi va boshqa shunga o'xshash omillar e'tiborga olinishi lozim. Bu esa butun mamlakatimizda aholi ro'yxati o'tkazilganidan so'ng aniqlanadi. Turar joy va xonadonlarni tanlashda, albatta hisobga olinishi kerak bo'lgan talablar quyidagilardan iborat:

— aholining demografik tarkibi; — oila a'zolarining urf-odatlar va hunari, ya'ni qanaqa ish bilan mashg'ul bo'lishlari;

— qurilish joyi; — qurilish joyining tabiiy iqlim sharoiti;

— texnika-qurilish bazasining ahvoli va sharoiti. Har bir shahar, viloyat, tuman va qishloq uchun uy-joy tanlashda ularda yashaydigan aholining demografik tarkibiga qarab har-xil sonli nisbatlari olinadi. Respublikamiz aholisining demografik tarkibi, albatta boshqa davlatlar ko'rsatkichidan o'zgaradi. Ayniqsa bu ko'rsatkich Boltiq bo'yi davlatlari va Belorussiyadagidan katta farq qiladi. o'zbekistonda bir yillik aholining o'sishi 3% ni tashkil etadi. Boshqa qo'shni davlatlar ko'rsatkichiga nisbatan bizning respublikamizda ko'p bolali oilalar ancha ko'proqdir. Bu esa, o'z navbatida, ko'p xonali xonadonlarning nisbiy foizini oshirishga olib keladi. Ko'p bolali oilalar, ayniqsa, qishloq aholisiga mansubdir. Turar joyi tiklashda aholining qaysi hunar bilan

marshg'ul bo'lishi ham eng asosiy omillardan biridir. Shuning uchun qishloqda ko'p qavatli uylar shaxsiy tomorqali hovlilari uy bilan qulay bog'langan bo'lishi kerak. Bundan tashqari qishloq turar joyining tarkibida yordamchi xonalar, molxonalar, tovuqxona, qo'yxona, somonxonalar hamda qishloq xo'jaligi uchun kerak bo'lgan asbob-uskunalar saqlaydigan xonalar, qishloq xo'jaligi mahsulotlarini saqlaydigan omborxonalar bo'lishi kerak. Ilm-fan va san'at ahllari uchun qo'shimcha xonalar qurilishi xonadon tarkibini va tarxini belgilashda hisobga olinishi kerak bo'lgan shart-sharoit hisoblanadi. Xalqning urf-odatlarini ham xonadon tarkibiga o'z ta'sirini o'tkazadi. O'zbek xalqining eng asosiy urf-odatlaridan biri bu ochiq havoda ko'proq vaqtni o'tkazishdir. Bu odat mamlakatimizning tabiati, iqlim-sharoitidan kelib chiqqan bo'lib, xonadon tarkibiga ochiq yozgi xonalar ayvonlar va supalami kiritishni taqozo etadi. Bu yerda aholi mehmon kutadi, dam oladi va uxlaydi. Uyning turini tanlashga uning qayerda joylashgani ham ta'sir qiladi. Uyning joylashgan joyiga qarab uy shahardami, qishloqdami, shahar markazidami yoki chetdami shunga qarab har-xil talablar paydo bo'ladi, undan tashqari yeming past-balandligi, uyni o'rab turgan tabiat, iqlim sharoiti, tuproq tarkibi va seysmik holatlari ham uy turini tanlashda muhim rol o'ynaydi. Ayniqsa, bu narsaga tabiiy iqlim sharoiti katta ta'sir qiladi. Shimol va janubda quriladigan uylar bir-biridan o'ta farq qiladi, undan tashqari nam va quruq iqlim, tog' yoki pastliklar sahro va nam yerlarning ta'siri ham turar joy me'morchiligiga katta ta'sir o'tkazadi. O'zbekiston tog'lardan, sahrolardan, tekislik va pasttekisliklardan, ko'kalamzor, lalmikor yerlardan tashkil topgan. Shuning uchun O'zbekiston sharoitida hamma yerga bir xil turar joylarni loyihalashtirish va qurish katta xatoliklarga olib kelishi mumkin. Respublikamiz ilmiy tekshirish institutlari tomonidan tabiati, iqlim sharoiti, yer qimirlashi hisobga olingan xaritalar ishlab chiqilgan. Shu xaritalarga qarab qurilish mutaxassislari uylarning turlarini tanlaydilar, undan foydalanadilar va quradilar. Uylarni tanlash va qurishga qanaqa qurilish ashyolarining borligi, qurilish-texnik jihozlari va asboblarning ahvoli ham ta'sir etadi. Lekin bu narsalar o'zgaruvchan bo'lib, umumiy texnik-iqtisodiy o'zgarishlarga, fan va texnikaning o'zgarishiga ham bog'liqdir. Shuning uchun loyihalovchi me'morning oldiga qo'yiladigan vazifa bu - hamma shart-sharoitlarni to'la o'rganib chiqib, keyin eng qulay va chiroyli turar joylarni loyihalashdan iborat bo'lib, ayniqsa, yeming shart-sharoiti jiddiy e'tiborga olinishi kerak bo'lgan muhim omildir.

Foydalanilgan adabiyotlar:

1. X.M. Ubaydullayev, M .M . Inog'omova «Turar joy va Jamoat binolarini loyihalashning tipologik asoslari» Toshkent - 2009
2. M.M. Miralimov «Turar joy binolarini loyihalash asoslari» Toshkent-2008
3. P.Sh. Zohidov «Memor olami» Toshkent-1996
4. X.M. Ubaydullayev, M .M . Inog'omova «Turar joy va Jamoat binolarini loyihalashning tipologik asoslari» Toshkent - 2009

TUYG'ULARI ROST SHOIR

*Nurulloyeva Nazokat To'rayevna**Navoiy viloyati Uchquduq tumani**18-sonli maktab ona tili va adabiyot fani o'qituvchisi*

Annotatsiya: Maqola o'quvchilarga adabiyot darslarida Muhammad Yusuf she'rlarini tahlil qilishda, nasriy bayon qilishda, ma'nosini tushinishda qo'llanma bo'lib, Muhammad Yusuf she'rlarini mazmuniy jihatdan ochib bergan.

Kalit so'zlar: tashbeh, tajnis, she'riyat.

She'riyatning qat'iy talab-qoidalari bor, bu ayon. Qo'liga qalam ushlagan odam bularga rioya etishi shart. Biroq...Hamma gap ana shu "biroq"da. Tuyg'u rost, samimiy bo'lmasa, izhor ko'ngildan chiqmasa, har qancha qoidali bo'lmasin, bunday bitik ko'ngillarga yetib bormaydi. Bunday she'rning uzoq yashashi amrimahol. O'zbekiston xalq shoiri Muhammad Yusuf she'riyatining bugun ham o'quvchilar qalbu shuurida aks-sado berayotgani sababi aynan rostgo'ylik va samimiyat ekanini ta'kidlash kerak. Shoir ta'biricha, she'riyat bu-qadim buyuk so'qmoq. Shunday so'qmoqki, undan yurmoq har kimning ham haddi emas. Shu bois u kiyik so'qmoqqa mengzaydi. Xo'sh, she'riyatni yana ta'riflamoq mumkin?

Shirin azob ekan, jonni

Yoqmoq ekan.

Bir qo'lda gul, bir qo'lingda

Chaqqoq ekan.

She'riyat bu-obrazli tafakkur demakdir. Chinakam shoir obrazni shu darajada aniq-tiniq tasvirleydiki, bu obraz o'quvchi ko'z o'ngida yorqin manzara hosil qiladi; uning tuyg'ularini, shuurini o'ziga rom etib qo'yadi. Muhammad Yusuf she'riyatida ana shunday misralar talaygina. Yuqoridagi she'rning mana bu poetik xulosasi ham fikrimizni tasdiqlaydi:

Ko'nglim sezar-bu so'qmoqdan

O'tolmayman.

Qaytib ketay desam, qaytib

Ketolmayman.

Chaqirtoshlar tovonimdan

Tishlab olgan.

Qo'llarimdan kiyikchalar

Ushlab olgan.

Tovoni chqirtoshlarga botib, qo‘llaridan kiyikchalar ushlab olgan shoir obrazi-
chindan ham nozik topilma. Obraz shu darajada jozibaliki, ko‘ngilda hayrat uyg‘otadi,
tasavvurda muhrlanib qoladi.

Boshqa bir she‘rida shoir she‘riyatni bevafo sanamga qiyoslaydi. U bois
orttirgan zahmatlarinibu dunyoda orttirgan zari deb biladi. Uxlamay qon yutgan tunlari
uchun rahmatlari bor ekanini izhor etadi. U - she‘riyatning chin oshig‘i. Shoirning
xayoli- mahbuba ostonasidagi it. Uning uchun she‘riyat- qo‘l yetmas hilol. Tanasi
yerda bo‘lsa ham, ruhi ko‘kda ekani sababi shunda. Ana shu so‘nmas ishq, ana shu
chinakam oshiqlik shoir nazmiga nur bag‘ishlab turadi.

Vatan muhabbati- Muhammad Yusuf she‘riyatining bosh mavzusi. Ijodkor ona
Vatanni “yorug‘ jahonim”, “taxti Sulaymonim”, “yagonam”, “topingan koshonam”
deya vasf etadi. Shoir ko‘nglining mana bu izhori esa tashbehning betakrorligi,
ifodaning tiniqligi bilan ko‘ngilning tub-tubiga o‘rnashadi:

Oftobdan ham o‘zing mehri
Ilig‘imsan, Vatanim.

Professor Qozoqboy Yo‘ldosh:”Ko‘pincha Vatan haqida she‘r bitgan ijodkorlar
qandaydir o‘zidan tashqaridagi bir mavjudlik haqida yozayotgandek qalam surishadi.
Shuning uchun ham vataniy ash‘orda joziba kamroq, fikr kuchliroq bo‘ladi.
Muhammad Yusufning vatani uning naq yuragida edi. U Vatan haqida ichdan kuyunib,
qizg‘anish va iztirob bilan yozardi”, deya e‘tirof etadi. Darhaqiqat, shoirning Vatan
mavzusidagi she‘rlarini befarq o‘qish mahol. Sababi, u ona zaminni mana shu tarzda
sevadi:

Vatan-
Yuragimning
Olampanohi,
Bu dunyo-
Bukri bir
Jiydangning shoxi!...
Ko‘zim Yoshi bilan sug‘orib gohi
Ko‘ksimda o‘stirgan
Gulday sevaman.

Dunyolar ichra dunyoga mengzarli ona Vatan va murodi oq yaktagi yanglig‘
oppoq ona xalq timsollari shoir she‘rlarida ajib uyg‘unlik kasb etadi, baland pafos
bilan kuylandi. Ijodkor o‘zi mansub millat bolalarining boshida do‘ppi, belida belbog‘
ko‘rishni istaydi. Tildoshlarining do‘ppi kiymay qo‘yganidan kuyinish hissini “Boshga
loyiq do‘ppi yo‘qdir yo, Bosh qolmadi do‘ppiga loyiq”, deya ohorli umumlashma
orqali izhor etadi. Milliy g‘urur timsoli bo‘lgan belbog‘ini tashlaganlardan
“Belbog‘ingiz qani belingizdagi?” deya o‘rtanadi. Har ikki timsol-do‘ppi va belbog‘ni

Muhammad Yusuf shunchaki bir buyum sifatida emas, milliy o'zlik va oriyat ramzi o'laroq tasvirlaydi.

O'tgan asrning 70-yillarida O'zbekiston Qahramoni, Xalq shoiri Abdulla Oripovning "Qachon xalq bo'lasan, sen, ey olomon" degan misrasi el qalbidagi aks-sado bergani, juda ko'p ijodkorlarga ilhom bag'ishlagani ayon. Muhammad Yusufning "Xalq bo'l, elim" she'ri mohiyatan shunga yaqin. U qadim yurtiga qadim navolari qaytmog'ini istaydi, buyuk Sohibqiron beshigini tebratgan, bolasi yulduzlarga narvon qo'ygan elining bir mayizni qirq bo'lgan bir tanu jon kunlarga yana yetishmog'ini orzu qiladi. Tuyg'uning tozaligi, ifodaning samimiyligi she'rning ta'sir kuchini, ayniqsa, oshirgan:

Qadim yurtga qaytsin qadim navolarim,
Qumlar bosib qurimasin daryolarim.
Alpomishga alla aytgan momolarim
Ruhini shod etay desang -xalq bo'l, elim!

U elining xalq bo'lishini istadi, o'zbekni mahalliychilik qiyratganidan iztirob chekadi, daholarga boy millatning ular qadriga har doim ham yetavermaganidan kuyindi. Yaktaning yenglaridan ter yugurgan, dalasini bolasidan ham ustun qo'ygan, bir qo'lini silamoqqa ikkinchi qo'lining fursati yo'q bobo-dehqonga bor mehrini nisor etdi:

Ish degani faqat senga
Chiqqanmi yo, ey mo'min?
Qora mehnat yo'rgagingdan
Yuqqanmi yo, ey mo'min?
Onang seni paxtazorda
Tuqqanmi yo, ey mo'min?
Qadoqqo'l-tovonim mening,
Bobodehqonim mening.

Muhammad Yusuf she'riyatining obraz va timsollar olami o'rganilsa, qiziq bir hol kuzatiladi. Shoir qizg'aldoq, binafsha, kapalak timsollariga eng ko'p murojaat qilgan va bu tasodifiy emas. E'tibor berilsa, ular barchasi go'zallikning betakror namunasi bo'lishi barobarida, hammasi birday qisqa umr ko'radi. Nima uchun shoir bu timsollarni xush ko'rgan? Nega aynan ko'proq ularni qalamga olgan?

"Qizg'aldoq" she'ri ijodkor nazmida obrazli tafakkurning o'ziga xos namunasi ekani bilan alohida ajralib turadi. She'rda shoir qalbidagi hech kimga aytilmaydigan iztirob izhorini kuzatish mumkin. Bu iztirob beixtiyor o'quvchi qalbiga ham ko'chadi:

Qizg'aldog'im, qirdan bo'lak koshonang yo'q,
Kokil yoysang, yerdan bo'lak toshonang yo'q,
O'ksib-o'ksib turganingda o'zim borib,
Peshonangdan o'pay desam, peshonang yo'q.

Qizg'aldoqning bosh egib, kelinchakday sollanishi, jayron o'tgan so'qmoqlarga yosh to'kishi- tashxis san'atining yorqin namunasi. Bu gulning qizil yuzi shoirning qon diliga tashbeh etilishi, "Meningdek sen g'aribning ham parvonang yo'q" deya muallif ruhiyatining, lirik kayfiyatining ifodalanishi she'rning badiiy quvvatini oshirgan.

"Binafsha" she'rida shoir "Asl gulning hamisha umri qisqa bo'ladi" tarzidagi badiiy umumlashmani beradi. Muallif nazdida, binafshaning yuragi mudom qon, ichi to'la faryod. Vaholanki, bahor usiz bahor bo'lolmaydi. Zamin usiz huvillagan kelinsiz hovliga mengzaydi. Baraka ham, Xizr ham u bor joyda muhayyo. Shu bois binafsha go'zal dostonga qiyos etgulikdir. Juda qisqa umr ko'radigan birgina gul timsolida shuncha hikmatni mushohada etish uchun ijodkor nazari zarur, shoir bo'lib tug'ilish kerak. Muhammad Yusuf ana shunday shoir edi.

Foydalanilgan adabiyotlar ro'yxati:

1. Zamon. Mezon. She'riyat/N.Jabborov.-Toshkent:G'afur G'ulom, 2015.-304b.
2. Ko'nglimdagi daryo/A.Sulaymon.-Toshkent:Muharrir, 2012
3. Hayot falasafasi va shoir muhabbati/Farhod Hamroyev.-Toshkent:Sharq, 2008, 394-408 betlar
4. Ruhim sen vujudning g'amini yema.-Abdulla Oripov bilan suhbat. "Fidokor" gazetasi 1999-yil 27-may soni

HARAKAT NOMINING O'ZIGA XOS XUSUSIYATLARI

To'rayeva Lutfiya Ro'ziqulovna

Navoiy viloyati Uchquduq tumani

18-sonli maktab ona tili va adabiyot fani o'qituvchisi

Annotatsiya: Moqala 6-sinf o'quvchilariga darsga kiradigan yosh o'qituvchilar uchun kichik qo'llanma bo'lib, harakat nomini boshqa fe'ning xoslangan shakllaridan farqli va qiziqarli tomonlarini ochib bergan.

Kalit so'zlari: harakat nomi, fonetik hodisa, shakldoshlik, gap va so'z birikmasi.

Harakat nomi fe'ning otga xoslangan shakli bo'lib, ish-harakatning bajarilish/bajarilmasligi, harakat va holatning nomi kabi ma'noni bildiradi va otning shakl yasovchisini olib, unga xos sintaktik vazifani bajaradi.

Harakat nomi otning shakl yasovchisini olib, otga xos sintaktik vazifani bajarishi otlashish degani emas. Qo'shimchalari: -sh,-ish, -v,-uv,-moq,-mak. Masalan: yozish, saylov, o'quv, ko'rmak, bilmoq va hz.

I. Harakat nomining yasalishi:

1) fe'l asosiga –sh,-ish qo'shimchasini qo'shish bilan: kelish, borish, ishlash, o'qish, sayrash kabi. Hozirgi o'zbek tilida bu qo'shimcha bilan yasalgan harakat nomi shakli ko'p qo'llaniladi. Qadimgi o'zbek tili davrida esa kam ishlatilgan.

2) fe'l asosiga –v,-uv qo'shimchasini qo'shish bilan: boruv, o'quv, keluv, yozuv, ishlov. Bu qo'shimcha bilan yasalgan harakat nomi hozirgi o'zbek tilida ancha kam qo'llaniladi. Masalan: Bugungi amaliy o'quv mashg'ulotimiz ertaga qoldirildi. A yoki i unlisi bilan tugagan fe'l asoslariga harakat nomining –v qo'shimchasi qo'shilganda a unlisi o unlisiga i unlisi u unlisiga aylanadi va shunday yoziladi: ishla+v = ishlov; o'qi+v = o'quv

Izoh! O'quv, ishlov, saylov, qistov, tanlov bular otga ko'chgan.

3) Fe'l asosiga –moq qo'shimchasini qo'shish bilan: kelmoq, bormoq, yemoq, o'qimoq. Bu qo'shimcha bilan yasalgan harakat nomi shakli eski o'zbek tilida faol qo'llangan. Hozirgi o'zbek tilida esa nisbatan kamroq ishlatiladi. –moq qo'shimchasi qadimiy yodgorliklarda va eski o'zbek tilida –mak shaklida qo'llangan. Bu shakl hozirda badiiy asarlarda ham uchraydi.

II. Harakat nomi fe'lga va otga xos Grammatik belgilarga ega.

Harakat nomi fe'lga xos xususiyatlari:

1) mazmunan harakatni bildiradi;
2) o'timli – o'timsizlikni ko'rsatish xususiyatiga ega: o'qimoq- o'timli fe'l (kitobni o'qimoq), bormoq- o'timsiz fe'l (uyga bormoq).

3) Boshqa fe'l shakllari kabi kelishiklarni boshqarib keladi: kitobni o'qimoq, maktabga bormoq, do'kondan chiqmoq, uyda yotmoq kabi;

4) Nisbat qo'shimchalarini qabul qiladi: o'qish – aniq nisbatda, o'qitish – orttirma nisbatda, kiyinish – o'zlik nisbatda, kiyilish majhul nisbatda.

5) Boshqa fe'llar kabi bo'lishli va bo'lishsizlik ma'nolarini ko'rsatish xususiyatiga ega. Harakat nomining bo'lishsiz shakli – maslik: o'qish- o'qimaslik, bilish- bilmaslik.

Izoh! Harakat nomi zamon, mayl va shaxs-sonni ko'rsatmaydi, fe'lning noaniq shakli hisoblanadi. Lug'atlarda fe'llar harakat nomi shaklida beriladi.

Harakat nomining otga xos xususiyatlari.

1) Kelishik va egalik qo'shimchalarini qabul qilib turlanadi. Harakat nomining egalik bilan turlanishi otlardan farq qiladi. Chunki harakat nomi egalik qo'shimchasini olganda harakatning bajaruvchisini bildiradi. Harakat nomi tarkibidagi egalik qo'shimchasi bajaruvchining shaxs va sonini bildiradi. Xalqning o'zingga xayrixoh bo'lishini istasang, avval o'zing xalqqa xayrixoh bo'l. (*Fitrat*)

2) harakat nomi gapda ot bajargan sintaktik vazifalarni bajaradi. Ega, to'ldiruvchi, qaratqich aniqlovchi ,ot kesim vazifasida keladi.

Harakat nomining sintaktik vazifalari.

Ega	O'qish- koni foyda.
Ot kesim	Mavlon kutib olishi kerak
Qaratqich aniqlovchi	Bilim o'qish va takrorlashning mevasidir.
To'ldiruvchi	Vaqtни samarasiz tortishuvlarga sarflamaylik
Hol	Maktabga borishimda do'stimni ko'rib o'taman.

Izoh! Harakat nomi + egalik shakli + kerak, zarur, darkor ,lozim, mumkin, shart (bog'lamalar) shaklida kelsa shaxsi ma'lum gap hisoblanib, ot kesim vazifasida keladi. Men **o'qishim kerak**. Birga darsga **tayyorlanishimiz mumkin**. Harakat nomi+ kerak, zarur, darkor ,lozim, mumkin, shart shaklida kelsa, shaxsi noma'lum gap hisoblanib ot kesim vazifasida keladi. Masalan: Vazifani bajarish **kerak**. Topshiriqlarni **aytish kerak**. Bu kitoblarni **o'qish mumkin**.

Harakat nomi nega ot kesim tarkibiga kiradi, lekin otli birikma tarkibiga kirmaydi?

Gapning asosiy xususiyati grammatik asosda, ya'ni ega va kesimda. So'z birikmasida bunday xususiyat yo'qligi uchun biz harakat nomini fe'lli birikma tarkibiga qo'shamiz. Bizga ma'lumki, hokim qism qaysi so'z turkumi bilan ifodalanishiga qarab ot birikma va fe'lli birikmaga ajratamiz.

Otli birikma	Fe'lli birikma
O'qish kitobi	Xatni yozmog
Bilish ishtiyoqi	Haqiqatni bilish
Ko'rish orzusi	Tez yurmog

Qo'shimchalar shakldoshligi.

Haqiqatni bilish ushbu so'z brikmasini shaxs va sonda moslashtirsak. Ular haqiqatni bilishdi, deb oladigan bo'lsak, bunda –ish qo'shimchasi harakat nomi qo'shimchasi hisoblanmaydi, u birgalik nisbat qo'shimchasi hisoblanadi. Biz buni qanday farqlaymiz? Harakat nomidan keyin egalik, kelishik qo'shimchlari qo'shilib gapda ot kesim, to'ldiruvchi, hol bo'lib keladi. Haqiqatni **bilishim kerak**. Buni biz yuqorida aytib o'tdik. Birgalik nisbat qo'shimchasidan keyin zamon, shaxs-son qo'shimchalari qo'shilib fe'l kesim vazifasini bajaradi. Ular haqiqatni **bilishdi** (-ish birgalik nisbat,-di o'tgan zamon qo'shimchasi).

Bu kabi omonimlik so'z yasovchi qo'shimchalar tarkibida ham uchraydi.

-moq; quymoq (Suvni quymoq harakat nomi; Quymoqni yedi ot yasovchi qo'shimcha), ilmoq (harakat nomi), ilmoq (ot , ilgak), qo'shuv (harakat nomi), qo'shuv (ot, matematik belgi). Xulosa.

Ushbu maqola fe'ning xoslangan shakli harakat nomining boshqa xoslangan shakli sifatdash va ravishdashdan farqlari to'liq izohlab berilgan. Ko'pgina tortishuvlarga sabab bo'lgan harakat nomi mavzusining murakkablik darajasi nihoyatda sodda , ravon qisqa va misollar bilan ifodalab berilgan.

Foydalanilgan adabiyotlar ro'yxati:

1. N. Erkaboyeva - O'zbek tilidan maruzlar to'plami. T.2017.
2. F.A. Abdullayev - O'zbek tilining Oliy grammatikasi II qism. T.1983
3. Mahmudov , Nurmonov va boshqalar - 6- sinf ona tili darsligi. T.2017
4. M. Qodirov, H. Ne'matov va boshqalar – 8- sinf ona tili darsligi. T. 2019

FIZIKA FANINI O'QITISH SAMARADORLIGINI OSHIRISH VA O'QUVCHILARNI FANGA BO'LGAN QIZIQISHLARINI KUCHAYTIRISH

Jusipova Saragul Joldasbayevna

Qoraqalpog'iston Respublikasi Qorao'zak tumani

9-sonli umumiy o'rta ta'lim maktabining

Fizika fani o'qituvchisi

Annotatsiya: Ushbu maqolada umumta'lim maktablarida fizika fanini o'qitishda sinflar darajasida o'quvchilar fikrlash doirasidan kelib chiqqan holda innovatsion va interfaol usullardan foydalish haqida bayon qilinadi.

Kalitso'zlar: "Fizika", yorug'lik, trayektoriya, gipoteza, temperatura, absolyut, nisbiy, maydon, radiatsiya, radiaktivlik, raketa, biofizika.

Kirish : O'sib kelayotgan o'g'il-qizlarimizning har tomonlama barkamol avlod bo'lib, hayotga kirib kelishlarini ta'minlash jamiyat oldidagi eng ulug' maqsadlardandir. Bugungi tezkor davr o'quvchilardan mukammal bilim olishni talab etmoqda. Zero, yoshlarimizning kelajakda erishadigan muvaffaqiyati mustaqil bilim olish layoqati, o'z-o'zini rivojlantirish va takomillashtirish qobiliyatiga ega bo'lishi bilan belgilanadi. Bolalarga bunday munosabat ta'limga oid davlat siyosatida, uning hayotga joriy bo'layotgan tamoyillarida to'la namoyon bo'lmoqda. "Fizika" fani 6-9-sinflarda haftasiga ikki soatdan o'qitiladi. 6-sinfda o'quvchilarga fizik hodisalar va kattaliklar haqida umumiy ma'lumotlar beriladi. Bu bilan o'quvchilarni fizikaga qiziqtiriladi, fizika fani haqida dastlabki tasavvur hosil qilinadi, tevarak-atrofdagi fizik hodisalarning mohiyatini elementar tarzda tushuntirish orqali ilmiy dunyoqarashlari shakllantiriladi.

- suv, yer, havo, olov, yomg'ir, qor, muz, tosh, temir, daraxt, o't, qush, baliq kabilarni;

- yorug'lik va qorong'ulikning farqini, osmon, quyosh, oy, yulduzlar haqidagi bilimlarni, ularning har kuni chiqishi va botishi haqidagi tasavvurlarni;

- o'zi yashayotgan joyning xususiyatiga muvofiq tog', vodiy, dala, daryo, qishloq, shahar nima ekanligini bilishi kerak.

Bu tushunchalar orqali o'quvchilar jism va hodisalarni ko'ra olishi, eshitishi, qabul qila olishi va kuzata olishi kerak. Bu kuzatishlar orqali tabiiy geografiya, biologiya va kimyo predmetlari mazmunida uchraydigan fizikaga oid bilimlarni o'zlashtirishga tayyorlanadi.

O'quvchilar yuqori sinflarda fizika kursining barcha bo'limlarini sistemali ravishda o'rganadilar. Bunda fizika ta'limi mazmuni ijtimoiy hayotda, tevarak-atrofdagi uchraydigan fizik hodisalar va jarayonlar bilan bog'lab o'rgatiladi.

Fizika fani o'quvchilar qalbiga oson kirib borishi, ularning xotirasidan mustahkam o'rin olishida jonli misollar, hayotiy taqqoslar muhim ahamiyat kasb etadi. Ayni tajribadan har bir fan misolida samarali foydalanish mumkin.

Fizikaning tabiat sirlarini ochishdagi fundamental ahamiyatini va uning qonunlarining hozirgi zamon texnologiyasining asosini tashkil qilganligi hamda fizika sohasidagi bilimlar kelajakda jamiyat taraqqiyoti uchun benihoya katta ahamiyatga ega. Fizika o'quv predmeti sifatida shakllantirish uchun yetarli darajada imkoniyatlarga ega. Bu o'quv predmetining barcha texnik qurilmalarning asosi sifatida namoyon bo'lishi, egallagan bilimlarining hayotda hayotda qo'llash imkoniyatlarning ko'pligi bilan belgilanadi. Shu bilan birga, fizikani o'rganish jarayonida o'quvchi bilishning barcha bosqichlari (kuzatish, gipoteza, tajriba o'tkazish, mushohada qilish va natijalarni umumlashtirish)da o'tkaziladi. O'quvchilarni fizika faniga qiziqtirishni bir nechta usullari mavjud. Masalan, fizikani boshlang'ich kursida o'quvchilarni xalq ertaklari va matallaridan foydalanish, yaxshi samara beradi. Bu ertak va matallar dars jarayonida, savol-javoblar, qiziqarli kechalar, fizikadan har xil mushoiralar, viktorinalar, quvnoqlar va zukkolar tanlovini o'tkazishda hamda darsdan tashqari mashg'ulotlar qo'l keladi. Ertak va matallardagi bunday obrazli o'xshatishlar fizika fanini boshqa fanlar bilan yaqinlashtirish, fizikadagi bir-biriga yaqin bo'lgan mavzularni birlashtirishda muhim ro'l o'ynaydi. Masalan, 6-sinfdagi boshlang'ich tushunchalarda moddiy nuqta, trayektoriya, yo'l va ko'chish, vaqt, tezlik kabi kattaliklarni tushuntirishda o'quvchilarni o'zlari uchun qiziqarli bo'lib qolgan „Bo'g'irsoq“ ertagi orqali qiziqtirish muhim ro'l o'yanaydi. O'rmon tomon yo'l olgan bo'g'irsoq trayektoriya orqali o'rmon yo'lagidan yurib, yo'lida har xil hayvonlarga duch keladi. Qo'shiq aytib berib, vaqtdan yutadi. Bu vaqt har xil hayvonlarda har xil bo'ladi. Bu mavzularda bo'g'irsoqning shakli sababli harakatining osonligi yo'lning notekisligi harakatga salbiy ta'sir qilmaydi. Ertak orqali ko'chish, yo'l, trayektoriya, tezlik, vaqt kabi fizik kattaliklar o'quvchilarga qiziqarli qilib tushuntiriladi. Yana shunday ertaklardan „Qizil qalpoqcha“ ertagi. Buvisinikiga yo'l olgan qizil qalpoqcha o'rmon yo'lagi orqali harakat qiladi. Bo'ri esa yo'lakdan yurmay, ko'chish orqali qizil shapkachadan oldin buvisinikiga yetib oladi. Bu ertak orqali ham yuqoridagi mavzularda foydalanib, o'quvchilarni fizika faniga qiziqtirish mumkin. Yoshlik chog'larida o'quvchilarni sevimli ertaklaridan bo'lgan „Sholg'om“ ertagidagi hodisalar- kuch, og'irlik kuchi, ishqalanish kuchi, tortish kuchi mavzularida foydalanish mumkin. Bobo sholg'omni torta olmagach, yordamga buvi, nabira, it, mushuk va sichqonni chaqiradi: kuchlarni qo'shilish natijasida, sholg'om ornidan jiladi.

O'quvchilarni fizik hodisalarni o'rganishda mustaqil ravishda kuzatish, tajribalar o'tkazish, tajriba natijalarini umumlashtirish hamda darsliklar, o'quv qo'llanmalari va boshqa qo'shimcha adabiyotlardan foydalana olishga o'rgatish muhim o'rin tutadi.

Ma'lumki, organizm muhitning harorat (temperatura), ravshanlik(yorug'lik), namlik(absolyut va nisbiy), havo bosimi, shovqin, elektr va magnit maydoni, radiatsiya oqimi, radiaktivlik va shu kabi fizik xarakteristikalarining o'zgarishidan darhol ta'sirlanadi. Fizikani o'rganishda o'quvchilarga biofizikaga oid materiallardan ham foydalanish mumkin. Biofizika elementlarini o'quvchilarga o'rgatishda o'qitishning turli formalaridan foydalanish mumkin: dars, ekskursiya, amaliy ish va laboratoriya mashg'ulotlari, o'quvchilarning mustaqil tadqiqot olib borish faoliyati, referatlar tayyorlashi va boshqalar. Biroq biofizikaga oid materialni o'rganishda ko'pincha darsdan foydalanish yaxshi natija beradi. Kuzatishlar o'quvchilarni biofizika elementlari bilan tanishtirishda fragmentdan foydalanish maqsadga muvofiq ekanini ko'rsatdi, chunki u juda kam o'quv vaqtini sarf qilishni talab etadi va fizika bilan biologiyaning bog'lanishini sistemali amalga oshirilishini ta'minlaydi. Buning uchun ancha ko'p vaqtdan foydalanish o'quvchilarning sinfdan va maktabdan tashqi faoliyatining turli xillari va fakultetiv mashg'ulotlar uchun xarakterli deb hisoblanadi. O'rganish uchun ajratib olingan biofizik materialni didaktik jihatdan shunday o'zgartirish kerakki, uni fizikaning aniq bir mavzularini o'rganish uchun eng yaxshi holga keltirish lozim bo'lsin, chunki, o'quvchilarga biofizika elementlarining mazmunini ochib berishning metod va formalari o'quvchilar o'quv faoliyatini tashkil etishning turli usullarini va alohida o'qitish metodlarini talab qilmaydi. Ular o'quvchilarni texnika elementlari bilan tanishtirish uchun foydalanadigan metodlardan deyarli farq qilmaydi. Albatta, bunda biofizik jismning o'ziga xos mazmuni hisobga olinishi, materialni chuqur bayon qilish usuli to'g'ri aniqlanishi, aniq dars orasiga jismlarning xususiyati va xossasini hisobga olinishi kerak.

Issiqlik hodisalari mavzularida issiqlikning inson hayotida eng muhim o'rin tutishi ko'rsatib beriladi. Bunda o'quvchilarning yosh xususiyatini hisobga olib, televizorda ko'rgan multfilmlari, qadimgi dunyo tarixi darslarida eshitgan olov haqidagi afsonalari eslatilib, insonning yashash uchun tabiatda olib borgan kurashlari qiziqarli holda o'tkaziladi. Darslikda ulardan ayrimli keltirilgan. „Olovni bo'ysundirish“ nafaqat qadimgi davrda, balki hozirgi zamonning eng baquvvat texnikasida ham asosiy harakatlantiruvchi kuch ekanligi ko'rsatib beriladi. Masalan: Kosmik uchiruvchi raketa, qit'alararo raketa, barcha kemalar, avtomobillar, traktorlar, poyezdlar va hokazo. Shunga ko'ra issiqlik hodisalarni o'rgatish, u bilan bog'liq mashinalarni ishlatish, sozlash va takomillashtirishda kerak bo'lishi uqtililadi. Undan keying mavzu „issiqlikni hosil qiluvchi va qabul qiluvchilar“ga o'tish bir tekisda boradi. Yerdagi issiqlikning asosiy manbai-Quyoshdir. Avtomobil dvigatelida yonib turgan benzinning ham asosi Quyosh ekanligi tushuntirib o'tiladi. Bu bilan birga

issiqlikni faqatgina nimanidir yondirish orqali emas, balki ish bajarib ham hosil qilish mumkinligi isbotlab ko'rsatiladi. Bundan tangani jun materialga ishqalaganda isiganligi namoyish qilinadi. Bu bilan ishning energiyaga, energiyaning ishga aylanishi tushunchasi hosil qilinishiga zamin yaratiladi.

Hozirgi fan-texnikaning rivojlanishi bilim, amaliyot va tajriba o'zaro aloqani uzviy bog'lab borilishini taqozo qiladi. Fizika fani ishlab chiqarishdan ajratilgan holda o'qitilsa, o'quvchilar bu fanning nima uchun kerakligini, uni o'rganishning nima uchun zarurligini tushuna olmaydilar. O'quvchilarning faqatgina fizika faniga qiziqishini oshirishga qaratilmay, balki ularning texnik faolligini rivojlantirish, fan va texnika yutuqlarining zamonaviy ishlab chiqarishdagi o'rni va ahamiyatini ko'rsatish bilan ularning politexnik tayyorgarligini kuchaytirishni ham ko'zda tutadi. Jumladan, "Elektr sig'imi", "Kondensatorlar", "Yarim o'tkazgichli asboblar", "Elektromagnit tebranishlar va to'lqinlar" mavzular o'tilayotgan vaqtda uning amaliy ahamiyatiga e'tibor berilishi, o'quvchilarning texnik ijodiy qobiliyatlarini rivojlanishiga ijobiy ta'sir qiladi.

O'quvchilar "Tokning magnit maydoni" masalasini o'rganishda organizm to'qimalarining magnit xossalari, to'qimalar ma'lum darajada suvga o'xshab diamagnit ekani, shuning uchun u tashqi magnit maydon ta'sirida umuman magnitlanmasligi haqida bilib oladilar. Biroq organizmda paramagnit moddalar, molekulalar, ionlar mavjud(organizmda ferramagnit zarralar bo'lmaydi). Magnit maydon ularga ta'sir etib, hayot faoliyatining ko'pgina jarayonlariga, masalan, hujayralarning holatiga, to'qimalarning nafas olishiga, odamning nerv sistemasiga va boshqalariga ta'sir etadi. Yana shuni ham nazarda tutish kerakki, o'tkazgichning qarshiligi kichik bo'lganda qarshilik qancha kam bo'lsa, tok kuchi shuncha katta bo'ladi. Bunga e'tiborsizlik qilingan hollarda og'ir oqibatlariga olib kelishi mumkin.

Fizika fanini o'qitish jarayonida o'quvchilarni bu fanga qiziqtirishni yana bir usullaridan biri dars mobaynida fizik tajribalar tabiatdagi fizik jarayonlarni o'quvchilarning o'zlari fizikani o'rganishga qadar kuzatganlar. Lekin bu kuzatishlar natijasidabarcha o'quvchilar ularning mohiyati haqida to'g'ri xulosa chiqara olmaydilar, albatta. Bundan tashqari hamma o'quvchilar ham mavjud jarayonlarning barchasini ko'rmagan. Shu sababli maktab sharoiti doirasida sinfda maxsus tashkil etiladigan fizik tajribalarni ko'rsatish zaruriyati tug'iladi. Fizikadan to'g'ri tashkil etilib, namoyish qilingan va talqin etilgan tajribalar o'quvchida nafaqat asbob-uskunalar tuzilishi, ishlashini o'rganib qolmay, balki ulardagi qonuniyatlarni payqashga ham imkoniyat tug'diradi. Fizik namoyishlar o'quvchilarga mazkur fanga bo'lgan qiziqishlarini ham orttiradi. Namoyishlar yordmida fizik tushunchalar, fizik kattaliklar va ularni o'lchash imkoniyatlari ko'rsatiladi. Ular so'ngra laboratoriya ishlarini bajarishda, masalalarni yechishda shakllanadi, rivojlanadi va bilimlari chuqurlashib boradi. Fizika darslarining boshida shunday tajribalarni namoyish etish

kerakki, ular oddiy bo'lsa-da, boshlang'ich nuqta bo'lsin. Ularda ko'rgan hodisalar, keyinchalik boshqalarini tushuntirish uchun asos bo'ladi. Fizik kattaliklarning o'lchamlari (uzunlik, vaqt, massa, bosim, temperatura va h.k) aniqlanadi va ular orasidagi miqdoriy va sifat bog'lanishlari ko'rsatiladi (suyulik bosimining idish tubiga bosimi).

Namoyish tajribalarini o'rgatish jarayonida fizika qonunlaridan amalda foydalanishni ko'rsatishdan iborat (issiqlik mashinasi, termometr). Keyingi namoyishlari bilimlarni chuqurlashtirishga qaratilgandir. Ularda ko'rsatiladigan tajribalarda bir nechta fizik qonun ishlatilgan murakkab jarayon ko'rsatiladi. Albatta, bunday tajribalar unchalik ko'p bo'lmay, o'quvchilarda ma'lum miqdorda bilimlar to'planganda o'tkaziladi. Ko'rsatiladigan namoyishlar soni ko'p bo'lmasligi kerak. Tajriba o'qituvchi tushuntirishiga ko'makchi sifatida berilgani ma'qul. Ishlatiladigan asboblarda sodda va turli xil bo'lib, o'quvchi diqqatini charchatmasligi kerak. Eng muhimi namoyish qisqa muddatli bo'lishi talab qilinadi. Shuningdek, uyga bajarish uchun qiziqarli tajribalar ham berish mumkin.

1. Yupqa devorli stakan olib, issiq suvga botirib qo'ying. So'ngra ochiq tomoni bilan sovuq suvga to'nkarib qo'ying. Birozdan so'ng stakan ichida sovuq suv ko'tariladi. Nimaga?

2. Ikkita stakan oling. Ularning og'zi bilan bir xil diametrdagi rezina halqa qirqib oling. Birinchi stakan og'ziga rezina halqani qo'ying. Kichik qog'oz bo'lagini stakan ichiga tashlab yoqib yuboring. Darhol ikkinchi stakan og'zini rezina halqa ustiga qo'yib yoping. 1-2 s dan so'ng yuqoridagi stakanni ko'tarsangiz pastkisi ham qo'shib ko'tariladi. Nega?

3. Qalinroq karton qog'ozdan quticha yasang. Uning ichiga suv quyib qizigan elektr plitkasiga qo'ying. Suv isiydi va nihoyat qaynaydi. Quti butun qoladi. Sababini tushuntiring. Fizikadan ekskursiyalar o'tkazish metodikasi bir qator tadqiqotlarda o'z aksini topadi, biroq ularda kuzatish obyekti sifatida asosan qishloq xo'jalik va sanoat korxonalarida xizmat qiladi. O'quvchilarning fizikadan olgan bilimlari sifatini yaxshilash ularni kasbga yo'llash uchun uyushtiriladigan ekskursiyalar yaxshi natija beradi.

Masalan, kosmonavtikaga oid ko'rgazmalari bor muzeylar, meditsina texnikasiga oid poliklinikalarda kuzatuvlar. Maqsad- o'quvchilarni elektr tokining organizmga biologik ta'sirini ko'rsatish va uning meditsina asboblari bemorlarni diagnostika qilish va davolashda qo'llanilishini o'quvchilarga ko'rsatish. Ekskursiya poliklinikaning fizioterapevtik kabinetida o'tkaziladi.

Ekskursiyalarni mavzuviy, fikriy-ilmiy sayohat usulida ham olib borish mumkin. Buning uchun ko'hna Samarqand imoratlari, rasadxona rasmlari tushirilgan otkritkadan foydalaniladi. Fizika xonasida epidiaskop ishlasa, ularni kattalashtirib, ekranga tushirish mumkin. O'quvchilar ilmiy sayohat ishtirokchilari, o'qituvchi esa „gid“ vazifasini bajaradi.

Tanishtirish temuriylar davrida qurilgan tarixiy obidalar bilan boshlab, rasadxona rasmiga kelib to'xtaydi. Rasadxonani qurish uchun loyihaning boshida Ulug'bekning o'zi turganligini, o'sha davrning buyuk matematigi G'iyosiddin Jamshid loyihalarga tuzatish kiritganligini, astronomik asboblarni tayyorlash va qurishda katta hissa qo'shganligi aytiladi. Bu tadqiqotlarning davomi sifatida teleskoplar yaratilishi va hozirgi zamondagi radioteleskop, rentgen teleskoplari va kosmosga chiqarilgan teleskoplar haqida tushuncha beradi.

O'quvchilarni fizika faniga qiziqtirishda har xil fizikaga oid topishmoqlardan ham foydalanish mumkin. Topishmoqlar aql-zakovat, fikr o'tkirligining sinov quroli hisoblanadi. Chunki u o'quvchini hozirjavoblikka o'rgatadi. Dars jarayonida ruhiy charchashning oldini oladi. O'qituvchiga esa o'quvchilarning zehni dunyoni o'rganishga, ularni individual xususiyatlarini aniqlashga yordam beradi.

Ko'zga ko'rinmas Qo'lga ilinmas, Shusiz hech joyda, Hayot ham bo'lmas. (Havo)
Kerak har bir xonadonga, Issiqligi huzur jonga. Televizor, xolodelnik,
U bor bo'lsa jonli tirik. (Elektr toki)

Fizikadan o'tkaziladigan to'garaklar o'quvchilarning nazariy va amaliy bilimlarini chuqurlashtirish eng qulay shakli bo'lib, unda fizikaga, uning amaliy tadbirlariga qiziqish mayllarini ixtiyoriy ravishda jalb qilinadi. To'garaklarning muvaffaqiyati uni to'g'ri tashkil qilishda to'garakdan maqsad o'quvchilarni fizik tajriba o'tkazishda mustaqillik, tashabbuskorlik va faolligini oshirishdir. To'garak mashg'ulotlarini qiziqarli qilib tashkil etish maqsadida ba'zi hollarda o'quvchilar dars bilan kamroq band bo'lgan kunlarida, ularning o'tkazish usul va metodlarini juda tez o'zgartirib turish maqsadga muvofiqdir.

Maktabning ta'limiy muhitiga fizika xonasining jihozlanganligi, kompyuter sinflarining mavjudligi kiradi. Hududda ishlab chiqarish korxonasi, muzeylarning borligi va ularga ilmiy sayohatlar uyushtirish imkoniyatlari esa maktabdan tashqari ta'lim muhiti hisoblanadi. O'quvchilarning ta'limga bo'lgan ehtiyojini o'rganishning usullaridan biri - bu kuzatishdir. Kuzatish ishlari darsda va darsdan tashqari paytlarda ham o'tkazilishi kerak. Bunda qaysi mavzudagi kitoblarni ko'proq o'qishi, qanday to'garakka qatnashi, sayohatga chiqqanda, muzeyga borganida, ko'rgazmalarda bo'lganida o'zini tutishi ham hisobga olinadi.

Maktabda o'quvchilarni fizika faniga qiziqtirishda tatbiqiy fizika hamda fanlararo bog'lanishlarning ahamiyati katta. Shu munosabat bilan maktabda, biofizika elementlarining kiritilishi eng avval o'quvchilarda fizika predmetini chuqur va keng o'rganishlarida zamin yaratadi, fanlararo aloqadorlikni jonlanatiradi, o'quvchilarda kasbga bo'lgan qiziqishlarini oshirib, uni ongli ravishda tanlash imkoniyatlarini yaratadi, politexnik ta'limni yanada kuchaytiradi. Fizika o'qituvchisi fizikaga oid materiallarni boshqa predmetlar bilan bog'lagan holda o'tishlari uchun ular eng avval, o'rta maktabda o'tiladigan predmetlarning programmalari bilan yaxshi tanishishlari

hamda taklif etilayotgan materiallar mazmuni, maqsadi va vazifalarini yaxshi bilishlari zarur. Shuningdek, fizika o'qituvchisi o'quvchilarning fizika predmeti materiallaridan olgan bilim va ko'nikmalarini qaysi biri qachon va qaysi temani o'tishda boshqa predmet-o'qituvchisiga yordam berishini, xuddi shuningdek, fizik materiallar amaliyotda qayerda, qancha miqdorda qo'llanishini ham bilishlari kerak. Aks holda fizika o'qituvchisi boshqa predmet o'qituvchilariga yaqindan yordam bera olmaydi va o'z predmetini ham boshqa fan materiallariga, ayniqsa, amaliyot bilan bog'lagan holda tushuntira olmaydilar. Biofizika elementlarini fizika kursida hamda boshqa predmet materiallari bilan bog'lab o'qitish va tarbiya jarayonida, samaradorligini oshirishda, o'quvchilarning har tomonlama to'liq va mustahkam bilim olishlariga katta imkoniyat yaratib beradi. Keyingi yillarda qayta tiklanuvchi energiya manbalari (shamol, quyosh, geothermal, biomassa) haqida ommaviy axborot vositalari, ilmiy-amaliy konferensiyalarda ko'plab yangi ma'lumotlar e'lon qilinmoqda. Shu bois, bu ma'lumotlarni ta'lim jarayoniga, xususan, fizika darslariga tatbiq qilish, energiya, energetikaning eng so'nggi zamonaviy fizik va texnologik asoslarini o'quvchilarga yetkazish, ularda bu soha bo'yicha yetarlicha bilim, ko'nikma va malakalarni hosil qilish muhim ahamiyatga ega.

Ilm-fanga, ustoz-murabbiylarga e'tibor qaratilayotgan shunday zamonda biz o'qituvchilardan yangi zamonga yangicha qarash, yondoshish va texnologiyalar bilan o'quvchilar ongiga, qalbiga kirib borish talab qilinarkan, shu oliy maqsad ila qadam tashlashimiz lozimdir.

Foydalanilgan adabiyotlar

1. Ya.I.Perelman "Qiziqarli fizika" Toshkent-2009y 6 bet.
2. K.Tursunmetov "Ma'lumotnoma" Toshkent-2007 y 13-15 betlar .
3. M.Yo'ldashev "8-sinf fizika darslik" Toshkent - 2010 105-122 betlar.
4. L.S.Landsberg "Optika" Moskva. 1976 y. 5-bet 278 [HTTP://OAC.DSMI-QF.UZ](http://OAC.DSMI-QF.UZ)

USING GAMES IN ASSESSING PRIMARY CLASSES

Eshchanova Gulzira Endirovna
Senior teacher of the Department
of “Language Teaching Methods”
National Center for Training Teachers of
the Republic of Karakalpakstan for New Methods

Annotation: This article research the importance of using games in teaching English to primary class pupils. There are a lot of interesting games but a teacher should know which games to use and when to use them, how to link them up with other activities. The key to a successful language game is that the rules are clear, meaningful and, of course, the game should be fun.

Аннотация: В данной статье исследуется важность использования игр в обучении английскому языку учащихся начальных классов. Есть много интересных игр, но учитель должен знать, какие игры использовать и когда их использовать, как связать их с другими видами деятельности. Ключ к успешной языковой игре заключается в том, чтобы правила были четкими, осмысленными и, конечно же, игра должна приносить удовольствие.

Keywords: games, instructions, success, difficulties, emphasize.

Ключевые слова: игры, инструкции, успех, трудности, акцент.

“There is nothing greater than empowering someone with love of knowledge.”

On May 6, President chaired a meeting on measures to improve the system of teaching foreign language. Uzbekistan’s policy of openness, active entry into the global market, expansion of international cooperation in all areas the need for studying foreign languages. According to president’s great attention to teaching foreign languages and to rise its quality for us foreign language teachers is bound great responsibility. Think thoroughly about the content of the lesson and approach with effective techniques. Creating positive environment for effective learning in the classroom is the concern of all the teachers. They have to find different ways of engaging students in their lessons, to encourage both active and weak students participation in lessons, to acknowledge the diversity of interests and motivations learners bring to the classroom, and to apply useful strategies that make the class to work cooperatively.

From the first grade at schools, children start learning English. As they are very young and learning foreign language may be difficult for them, lessons are usually held with the help of interesting games.

Games are very useful especially for younger learners. While beginning to learn a foreign language, pupils need some time to adapt to the language, its sounds and rhythms. Most of learners easily achieve success in this sphere, while the others can have difficulties and require more time. Games help children to listen and understand language without requiring production. Finally, games develop their social skills such as working in groups, communities and good relationships while they interact with each other. [2]

Children are fond of playing games as they feel happy and free while playing. If they feel themselves comfortable and safe, they learn the language very quickly. It means that we have reached our objectives. [3]

There are a lot of interesting games but a teacher should know which games to use and when to use them, how to link them up with other activities. The key to a successful language game is that the rules are clear, meaningful and, of course, the game should be fun. While giving instructions to younger learners, usage of mother tongue in explaining some difficult words is useful for clear understanding. If we demonstrate them, they will get us without any difficulties. In addition, it is very important not to play a game too long. It will be as great a bore as to hear a poet read his own verses. It is better to stop a game at its peak. [2]

There is a wide variety of games, which can be used with learners.

One of such easy and interesting games is “Opposites”. It is a vocabulary game.

Any number of players can play this game. The players sit in a row. The leader stands in front of them whatever the leader tells a player to do; the player must do the exact opposite. If the leader tells the player to stand up, he must, of course sit down. If the leader tells the player to smile, he must not smile, though it is very difficult. If the leader tells the player to cry, he must laugh and so on. The player who cannot do that drops out of the game. The last player in the game is the winner. It helps pupils to develop their oral speech and enrich their vocabulary. We can revise and consolidate the previous materials through this game.

Another funny game, which I usually use for inspiration, is “Sausages”. It can be used at any time of the lesson. In this game, all players sit in a circle and ask “it” such questions as “What is your favorite fruit?”, “What is your nose like?”, “What do you put on in the morning, when it is cold in the street?”. To every question “it” must answer “Sausages” if he/she laughs or even smiles, he/she drops out of the game. Then another player must take his place in the centre of the circle. The winner is the player whom the players cannot make laugh or smile and it is not very easy to remain serious in the game, as it may seem.

The next game is “Magic pencil-box”. I usually use them for younger learners. This game played by teams is useful to practice numbers. The process of the game is as follows. The class is divided into several teams according to the number of pupils.

Pupils choose English names for their teams as “Cats” and “Dogs”. Then these names are written on the board for scoring during the game. Each team should have 12 pencils.

One player from the “Cats” stands up, puts some of the 12 pencils into the pencil-box and shakes it. Then he/she asks the second group the “Dogs” “How many?” The second group tries to find it out. If the answer is correct, the “Dogs” get a score. If the answer is wrong, the “Cats” get the score. The game finishes when all the members of the teams get a turn. The teacher writes the scores on the board. The winner of the game is the team with the most scores. It lasts about 15 minutes. [2]

Another game “My grandmother’s trunk” is a kind of memory game, which is used to revise and consolidate pupils’ grammar skills and thinking abilities. All the players sit around in a circle. The first player starts a game. He says, “I packed my grandmother’s trunk with blouses”. The next player says, “I packed my grandmother’s trunk with blouses and shirts”. The third player says, “I packed my grandmother’s trunk with blouses, shirts and vegetables”. Did you guess what the game is? Each player must repeat the names of the objects that the other players have said and then add a new one. Anyone who forgets an object or names the objects in the wrong order drops out of the game. The last player is the winner.

The popular game which my pupils enjoy playing is “Simon says”. One of the best sides of this game is that the whole class participates. All players must stand in a line facing to the teacher. The teacher begins by saying: “Simon says”, “Hands out in front of you”. Then each player must stretch out his hands. The teacher says: “Simon says: “Drop hands”. Everybody must drop hands.

The players obey orders only if the teacher first says, “Simon says”. If the teacher just says, “Turn left” everyone must stand still because the teacher did not say: “Simon says”, “Turn left”. If a player obeys an order, which he must not obey, he drops out of the game. However, if the player does not obey an order, which he must obey, he drops out of the game, too. The last player left in the game is the winner.

The next game is Bingo, which is familiar to most of the teachers. The pupils are divided into 2 teams. The teacher should prepare tables divided into 8 parts on the blackboard for each team. Then one pupil from each team comes to the blackboard to write numbers from 1 to 8 randomly in the cells. When the tables are ready, the teacher shows the pupils cards with numbers from 1 to 8. These cards should be shuffled and put on the table. After doing this, the teacher takes one flashcard and says the number without showing it to the teams. The pupils must understand which number it is, find it in the table and stick it with coloured paper. After that, the teacher can show the flashcard. The purpose of the game is that there should be four stuck cells in the table in a row. If so, the team says Bingo. The teams are allowed to prompt their representatives at the blackboard. The game is played fast.

Another interesting physical game is “Swat a fly”. The teacher puts a poster on the board. Six or eight flies with different vegetables are drawn on that poster. One member from each team stands in front of the poster. When the teacher names one of those vegetables, they should run quickly and try to find and swat the fly near that vegetable. The winner is the player who swats the fly first.

In conclusion, using games during the lesson is very important for developing pupils’ listening, speaking, reading and even writing skills. Games provide a good opportunity for the learners do the talking. They can add fun to the learning process and pupils enjoy playing them. But pupils do not always play games for fun – they want a prize. They are always interested in receiving extra points or cards for their work. Games arise pupils’ motivation, prepare them for life. They learn working in groups, sharing, helping each other and etc through games.

It is also the best way to teach efficiently in a language class. A teacher should investigate them as a means of enliven his/her lessons so that his/her learners look forward to the next lesson with delight.

REFERENCES:

1. Khan, J. 1996 “Using games in teaching English to young learners” in (eds) Brumfit, C, Teaching English to children. From Practice to Principle England: Longman
2. <http://englishtips.org/1150823770-the-importance-of-using-games-in-the-english.html>

FACTORS OF THE FORMATION OF THE TEACHER'S PERSONALITY IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Khudoyberganova Aydin Qurbanbay qizi
Student of Termez State Pedagogical Institute

Abstract: In this article, the great reforms that will be implemented in our country and people's responsible attitude to their work, issues related to daily work activities, contributing to the country's development, as well as educating the growing generation of pedagogues in society, to our hardworking people in all aspects the priority factors aimed at the fulfillment of meritorious and responsible tasks such as education are described.

Key words: pedagogue, educator, scientific-methodical center, technical means, information, pedagogical skills.

INTRODUCTION

The duty of an educator is to prepare intelligent, capable, mature generation that will benefit the people. An educator fulfills the important and proud and at the same time responsible task of raising the young generation to become worthy children of our nation. The political maturity of an educator helps to realize his responsibility to the people and society for the quality of children's education, to creatively approach the solution of educational and educational tasks, to constantly activate his skills, and to support the growth of professions at work. An educator should know the life of the country where he lives, understand the factors of nature and society, and be socially active. Education is a legacy for the future. The value of this wealth is so great that it makes a person spiritually rich and fills his heart with happiness and divine light.

There is no one in the world without a teacher. Whether he is the head of the government, a writer who has won the love of the people, great scientists, doctors, or a handyman, he will be everyone's teacher and guide who lights the way of life. In our country, the monthly salaries of pedagogues are increasing year by year, and their living conditions are improving. Scientific-methodical centers for training of teaching staff are being expanded, the demand for their political training is increasing; conditions are being created for them to undergo retraining every 4-5 years. Requirements for a pedagogue-educator: a pedagogue-educator affects children in everyday life, games, training, joint work activities and dealings with them. He should carefully study each child, know his personal characteristics, abilities, show pedagogical sensitivity, honestly evaluate children's behavior and work results, be able to provide timely help to them, and be interested in their family situation.

One of the main qualities of a modern educator is his devotion to his profession, ideological belief, love for his profession, and unlimited devotion to this profession, a teacher-educator is distinguished from other professions. One of the important requirements for a pedagogue-educator is that he must have thoroughly mastered his subject and its methodology. Deep knowledge of the subject and its theory increases children's interest in learning. This raises the reputation of the pedagogue. One of the important qualities characteristic of the teacher's profession is to love children, to be interested in their lives, to respect each person. Only a person who loves a child and can mobilize all his strength and knowledge to raise children to become loyal citizens of the great country in the future can be a real educator and pedagogue.

A person who is indifferent to the child and is not interested in the future of the education profession cannot be a real pedagogue - an educator. Loving children makes the difficult work of a pedagogue attractive and easy. In pedagogy, the teacher's attitude towards the children is equal to the respect for the person being educated and the demand for him. This attitude instills confidence in the child towards the pedagogue, allows the teacher to become a real spiritual mentor for children. The success of a teacher's work also depends on the availability of pedagogical skills.

Pedagogical skills are the basis for achieving pedagogical skills. Pedagogical skills include: pedagogical observation, pedagogical imagination, distribution of attention, organizational skills and pedagogical problems. Pedagogical abilities are formed in the process of pedagogical activity, as well as in the process of preparing him for this activity. Pedagogical skill is the art of high-level and continuous improvement of education of the young generation. Educator-educator personality formation: the educator provides preschool children with basic knowledge and understanding of nature, social events, the work of adults, inculcates in them cultural ethics, the habits of being in a civilized relationship with their peers and adults, goodness, truthfulness, educates moral qualities such as justice, courage, humility, respect for adults, interest in nature, observation, caring for plants and animals, hard work, preservation of the results of the work of adults.

Knowledge of folk art, music, singing, literature, fine art, love for art makes the educator cultured and helps in his work with children. A pedagogue can achieve good results in raising and teaching children only if he acquires the necessary knowledge, skills and abilities with certain consistency. An educator must undergo special training to become a master of his profession. It must comply with the following conditions:

- the pedagogue should be able to observe children, correctly analyze the reasons for their behavior, and find tools that have a positive effect on them
- in order to make the young generation aware of the necessary knowledge, skills, and abilities, the speech of the pedagogue should be fluent, clear, logical, and concise.

Must be able to effectively use technical tools in teaching. Children should actively use questions to master knowledge, skills, and abilities

- should be able to determine the mental and physical condition of children and take this into account in educational work with children

- the teacher should hold regular conversations and meetings with parents and exchange information

- the pedagogue should be kind to the children, create comfortable conditions for each child, and be able to take care of them if they are upset.

- should be able to analyze the educational work carried out on the agenda and find ways to further improve it.

CONCLUSION

In conclusion, it should be noted that the educator should look at children with confidence, reward their hard work, independence, initiative and create an opportunity for them to work independently. Children appreciate it. Therefore, it should be noted that the success of a pedagogue-educator's activity also depends on the availability of pedagogical skills.

REFERENCES

1. Rahimov Sh. Asosiy vazifa – bolalarni ta'limga qamrab olish.// “Maktabgacha ta'lim” jurnali, 3-son, 2017. 2-3 bet.

2. Quronov M. Bolam baxtli bo'lsin, desangiz...: ota-onalar uchun. – T.: Manaviyat, 2013. – 320 b.

3. Quronov.M. Bolam baxtli bo'lsin, desangiz... .T. “Ma'naviyat”, 2014, 22-bet.

4. Xasanova, G. (2020). Maktabgacha Ta'lim Tashkilotlarida xalq og'zaki ijodi vositalaridan foydalanishning pedagogik mazmuni.

5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)

6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016

7. Место и значение игры в процессе художественного воспитания.

И.И. Рахматова - Ученый XXI века, 2016

8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г. Нур-Султан.. Казахстан. 2021.5-7 ст. I.Rakhmatova,S.Sattorova

9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova

10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorrf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova

11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova

12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication. Volume:1.Issue.1. I.Rakhmatova,S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1February.2021. Page 1-4. I.Rakhmatova

14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN.

“Polish Science journal”.PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME ”ISCIENCE”.2020. Page 162-164. I.Rakhmatova

15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations.

AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World scientific research journal” international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

THE PROBLEM OF STRESS IN THE FORMATION OF A CHILD'S PERSONALITY

Shirinova Bahoroy Ikmatillo qizi

Student of Termez State Pedagogical Institute

Annotation: This article examines the problem of stress in the formation of a child's personality. The concept of stress, negative, painful experiences or disappointments caused by difficulties, insurmountable obstacles, unfulfilled expectations, and the theory of Hans Selye, the originator of stress theory, are described.

Keywords: relaxation, stress, cluster, trap, constructive approach.

INTRODUCTION

The process of transient stress in children is currently an area that requires more research. Although children are generally less stressful than adults, they can experience stress in certain environmental situations, and they are not as resilient to stress as adults in some situations. Sometimes stress can also be caused by air and atmospheric pressure. This type of stress in a child is observed in very rare cases, the reason may be a person's childhood. A child can be observed quickly, because he is emotionally volatile. It is natural to observe cases of rapid laughing and rapid crying during childhood and can be caused by injuries. Such stress can sometimes occur in children in connection with various diseases. For example, we can cite the effect of all toxic substances. It can be caused by a stimulus. have trouble fitting in properly. Stress can be caused by external and internal factors, primarily the interaction of both factors. In this way, the causes of stress in childhood are from stress experienced by adults to environmental demands or internal mental demands. When we talk about bad internal factors, we mean the characteristics that are part of the mental and psychological functioning of a child suffering from stress. As internal factors that can participate in the development of stress, we find the child's character, thoughts and views. Thus, when a child is faced with difficult situations, it depends on the process of perception of himself and the world that the child does not have the necessary resources to adapt and respond to them with stressful emotions.

It is known that stress is not a disease, but the human body fights against unwanted conditions. When the word "stress" is translated from English, it means tension, pressure - a constant and frequent condition. Sometimes stress can be beneficial. Wrong thinking only causes disappointment. Excessive joy can lead to stress. For example, winning the lottery can cause changes in the human body, and it is described as stress arising from intense joy. Often people complain to the doctor about physical

strain, in fact, the reason for this is stress. Stress causes all diseases. Stress also leads to positive results - a person who has experienced stress learns to overcome difficulties and become stronger after overcoming them. In order for any person to feel that he is alive and complete, he solves all the difficulties and problems around him and begins to feel happy. In this training class, we will get acquainted with ways to overcome the stress situation in a constructive way.

* Question to others - "What do I feel in a very emotional situation?". Participants say 1049 what they feel in stressful, difficult situations. Some feelings are different from others, adolescents experience the following during stress: sadness, fear, affectation, distrust.

* Conducting relaxation - Now we will talk about exercises that affect the nervous system. These exercises help to get out of deep depression and avoid bad results. Such exercises relieve the tension of nervous systems in all parts of the body.

* Cluster "Stress" - The verbal or written stress of the participants connects their thoughts to each other. The facilitator then presents diagram 1 with the participants for analysis.

The following can be recommended as ways to cope with stress:

Avoid black and white thinking.

Treat stress as a positive experience.

Get used to the fact that you cannot control everything.

Forget the past.

Communicate.

Make a fist and then release it. The fingers straighten, the wave spreads, and the pleasant pain spreads. Regular 15-20 minute exercises for leg muscles, abdomen, chest, arms, waist, neck, and face will help relieve stress. In humans and animals with a highly developed nervous system, emotion often acts as a stressor, and this creates the basis for the effect of a physical stressor. In a person, stress of the same intensity can be both dangerous and positive. Therefore, it is impossible to live without a certain level of stress, because the absence of stress is equal to death, G. Seyle said. therefore, stress is not only dangerous, but can also be beneficial for the body (outstress). helps to get rid of them. The following training sessions can be recommended for the correct organization of interpersonal relations. Purpose: To develop ways to overcome stress. Main work:

Stress can be both negative and positive. For example: the birth of a child, winning competitions, winning lotteries, entering an institute. These are also winning the lottery, entering the institute. These are also stress, but positive stress. Stress activates a person. Life would be boring without stress. But long-term stress exhausts the body, causes insomnia, headaches, irritability, crying. As a result, it leads to stomach ulcers, diabetes, and heart disease. Let's draw a stress tree: the body is stressed,

the results of its kings (insomnia, tears, depression). What should be done to deal with the effects of stress?

What state does a person fall into under stress? Trapped (L. Khokhlova) Trap #1 Common among children - crying. I am unhappy, no one loves me. I will get sick and die! Crying is easy. But who will solve the problem? Trap No. 2 Everyone around him is to blame. Trap No. 3 Hiding one's feelings. He is polite with the person he doesn't like. Trap #4 Jizzakilik. Yelling, fighting, throwing objects, subordinates of the boss, spouses "take pain" from each other. In some cases, he can "take pain" from himself. This can lead to suicide. Trap No. 5 Taking various drugs or drugs, cigarettes, alcohol. This makes him a slave to these issues. Trap #6 Everyone finds a reason in bad luck. He does not admit his shortcomings. Criticizes others. Trap #7 Forgetting. He forgets his sins. To close your eyes and forget everything, like a young child covers his eyes with his hand.

CONCLUSION

In conclusion, it should be noted that some of the causes of stress in children are: Major changes in the family. Changes that can cause stress in children include divorce, death in the family, moving, and even the birth of a new family member. These seismic shifts disrupt the child's world and create great stress in the child's life. Major life changes can shake your child's sense of security and make him anxious and worried. For example, a new family member can cause a child to feel intimidated and jealous. In the family, the death of someone else can cause confusion and grief, as well as anxiety and stress.

REFERENCES

1. Quronov M. Bolam baxtli bo'lsin, desangiz...: ota-onalar uchun. – T.: Manaviyat, 2013. – 320 b.
2. G'oziyev E. G' Jabborov A. Faoliyat va hulq-atvor motivatsiyasi. Toshkent.,2003
3. Rozikova M., Aliyeva K. Psixologik tashxis metodikalari . – Toshkent., 2010
4. Voxidov M.«Bolalar psixologiyasi» Toshkent. 1992 y.
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г.Нур-Султан.. Казахстан.2021.5-7 ст. I.Rakhmatova,S.Sattorova

9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova

10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorff-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova

11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova

12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication.Volume:1.Issue.1. I.Rakhmatova,S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions.Volume:1February.2021.Page 1-4. I.Rakhmatova

14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN.

“Polish Science journal”.PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME ”ISCIENCE”.2020.Page 162-164. I.Rakhmatova

15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations.

AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World scientific research journal” international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

FACTORS OF MORAL CULTURE FORMATION IN PRESCHOOL CHILDREN

To'raqulova Xurshida Ashirboy qizi

Student of Termez State Pedagogical Institute

Annotation: This article describes the mental, spiritual and spiritual development of students in the preschool educational organization, as well as the main conditions for their personal development and the factors of forming their moral culture.

Keywords: personality, educator, education, spiritual, mental, pedagogical, game, continuous education.

INTRODUCTION

It is clear to everyone that the pedagogical process organized in pre-school educational organizations should be focused on the comprehensive development of the child's personality. One of the main aspects of the pedagogical process is a careful pedagogical and psychological approach to the child's personality. A pedagogical process that is not fully organized causes gaps to appear in the brain of a growing child. As the child grows, his brain and mind become full.

Therefore, parents should pay attention to educators. Educational games aimed at developing children according to their age should be toys that develop movements and even restore children's health. The role of toys in the development of children's speech is important. Currently, the child's personality develops only when the game activity is fully implemented. Play activities are carried out directly with adults.

Reforms in the field of education in developing countries start from the family first. At the same time, it should be emphasized that preschool education is the main part of continuous education. First of all, this system envisages parents' social activities and creating conditions for their children. The purpose of preschool educational organizations is to prepare children to study at the school level. Our goal is to raise the quality of knowledge and bring it to the level of world standards. A lot of attention is paid to preschool children being well-mannered, capable of work, and mature. By teaching children from an early age, the rules of behavior at home, at school, in kindergarten, in the guest house, etiquette, eating, dressing and undressing, walking in an orderly manner, being a polite worker, and appreciating the work of others to educate.

Preschool education is the first center of knowledge that affects the child by the social environment and effectively organizes educational activities by qualified persons. Each child's psyche has its own complex configuration, and the factors affecting it and their effects are also very different. finds its expression in the processes.

Also, the main activities conducted among children under education today have a positive effect on the child's attention and behavioral skills, and create a special interest in life in the child.

The most important tool in education is to educate with love and kindness. These two tools are one and form the child. Including, it is better not to carry out education with anger and punishment. After all, forced education quickly fades from a child's memory. As a result, his interest in this field may fade.

To sum up, the beginning of education begins with a good upbringing. In the teachings of Islam, it is very important for the young generation to grow up physically healthy and strong. Our Prophet (pbuh) said about this: "Teach your children to swim and shoot a bow, and teach your girls to spin yarn."

The content of the work of the preschool educational organization is the basis of education. In order to raise preschool children to be polite and hardworking, it is necessary to teach them how to greet and say goodbye, how to address their elders. They should use words and expressions such as "hup", "it's ok", "welcome", "thank you", "hello", "maybe", "excuse me", "thank you" We must inculcate the use of burning in the minds of children. Fundamentals of moral education of preschool children, children learn to communicate with their peers, their activities expand significantly, and knowledge of the world around them is constantly replenished.

So how do parents set the course when they are ready to adopt and follow moral standards?

There is a simple test: ask your child not to go back, and you have to open an interesting new player in front of him. Did you resist it? Didn't you come back? If the child has learned to control his desires and wishes, he is ready to fulfill the requirements of simple moral standards. The essence of the meaning is to bring up a healthy generation.

Issues related to the organization of mental activity and regulation of mental work are covered. The purpose of this is to prevent excessive fatigue and nervousness. We are moving towards a great future. Therefore, we need to raise a generation with high moral potential. A healthy people, a healthy nation will be able to do great things.

The most important aspect of personal (mental) preparation is the formation of "child's internal position" or "motivational preparation", i.e. awakening the desire to go to school for reasons related to the child's need to help adults and peers. Personal development depends on upbringing in the family. Shy and timid children are more likely to be in families where the child takes the initiative and acts only with the permission of adults or others. In a family that praises its child, children learn to give orders and do not know how to behave, even if they do not have a clear goal.

CONCLUSION

To sum up, the beginning of education begins with a good upbringing. In the teachings of Islam, it is very important for the young generation to grow up physically healthy and strong. If the child is left to his own devices, there will be militant, indecisive, negative symptoms. The mental, spiritual and spiritual development of the students of preschool educational organizations are the conditions for their personal development. Personal training refers to the formation of a personal culture that occurs in relation to the environment, adults, peers, oneself, the world of plants and animals, natural phenomena, human creativity. and the recognition of universal human values is the understanding of "what is bad" and "what is good".

REFERENCES

1. Voxidov M.«Bolalar psixologiyasi» Toshkent. 1992 y.
2. Vohidov M.V. Maktabgacha tarbiya psixologiyasi. T.,
3. Krutetskiy V.A. Pedagogik psixologiya asoslari
4. Zunnunov A. Oilada bola shaxsini shakllantirish. T.: O`zbekiston, 2006 yil
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г.Нур-Султан.. Казахстан.2021.5-7 ст. I.Rakhmatova,S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorrf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova
11. O` quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o`rni. Xalq ta`limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication.Volume:1.Issue.1. I.Rakhmatova,S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1 February.2021. Page 1-4. I.Rakhmatova
14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN.“PolishScience journal”.PL.1921621. Warsaw*Poland. WYDAWNICTWO NAUKOME ”ISCIENCE”.2020. Page 162-164. I.Rakhmatova
15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. . I.Rakhmatova. G.Radjabova.
16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations. AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M
17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World scientific research journal” international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.
18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI БЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

IMPORTANT ISSUES OF COOPERATION WITH PARENTS IN THE ORGANIZATION OF PRESCHOOL EDUCATION

Normuradova Dilshoda Alisherovna

Student of Termez State Pedagogical Institute

Annotation: In this article, there are a number of interruptions in cooperation with parents in preschool education organizations, the opinions of our channel scholars, and general conclusions from foreign systems are highlighted in this article.

Keywords: Educator, China, Korea, cooperation with parents in preschool education organization, idea, family upbringing.

INTRODUCTION

It is possible to achieve positive results in the education of children thanks to skillfully combining the forms of working with parents in the preschool education organization in a team style and individually, and organizing pedagogical campaign work among the general population. Some of the most common forms of in preschool educational organizations staff's work in partnership with parents and families can be cited:

- one-on-one work with parents. Advanced pedagogical experiences show that this type of work is of great importance. In this case, the educator studies the personal characteristics of the family and the child and takes them into account in his educational work. In the experience of our pre-school education organizations, various forms of one-on-one work with parents have been identified; visit of the tutor to the family, conducting a conversation for the parents, giving them advice, familiarizing the parents with the life of in preschool educational organizations.

-work organized with parents as a team. These are group and general meeting of parents, school of parents, conferences, Saturdays, question-and-answer evenings.

- instructional works. This type of work is demonstrative, showing children's work, open house, pedagogical information stands, library for parents, a folder with materials on all issues of family education. - can show parents pedagogical training and others. In preschool educational organizations Cooperation with parents.

In order to ensure the comprehensive development of the child, the preschool educational organization can organize the following forms of interaction with parents:

- *taking into account parents' opinions about preschool education;
- *providing knowledge to parents on issues of early development;
- * involving parents to actively participate in the educational process;

*it is possible to support the initiatives of parents to participate in the life of the institution.

The ancient Greek philosophers Plato and Aristotle put forward the idea that the society should take over the education of children, and the state should perform all the necessary work in the education process. They put forward the idea that the state should mainly deal with child education. But Eastern thinkers came to the conclusion that parents should be mainly involved in child education. With this, they paid great attention to the role of family education.

Before the children come to the preschool educational institution, the child learns the first signs of important culture and the most necessary skills in the family. Currently, some parents think that the attention to the child is strong, but the child does not reflect the strong attention in their imagination.

The fact that parents do not work together with in preschool educational organizations and neglect of their little children is one of the most pressing problems of today. Parents should be in constant contact with the educator, be interested in their children's abilities, needs and interests, and their readiness for school. Involvement of parents in preschool educational organizations is beneficial for the educator, the child and for themselves. Mutual respect, communication, culture and the importance of the child's interests are the basis for effective cooperation.

In foreign countries, the interest of their children is more important than their work. In Japan, motherhood is always the first priority for women.

In Korean preschool education, there are constant discussions with parents. At such meetings, the child's actions, his achievements, and teachers gave insights on how to organize effective education at home. Before going to each family, the educator should set a clear goal for himself, decide in advance what topic he will talk about. Questions to parents should be carefully thought out. The conversation should be structured in such a way that the educator and parents understand each other well, and a reliable relationship should be established between them.

Before visiting a family, the educator should have certain ideas about this family (character of parents, family relations, child's level of development). In order to gain the respect and trust of the parents, the educator first expresses his opinions and comments to the parents about the positive qualities of the child and how to organize the child's life at home, what to read and tell him stories, the child's daily routine, makes recommendations on the content and methods of educational work, such as involving him in family work, raising him in respect for adults. Of course, in the educator's work with the family, the child's age, capabilities, and characteristics are taken into account.

The following special forms of work are used in working with parents: interviews, consultations, visiting families, inviting some parents to kindergarten,

using special memorabilia and mobile folders. The purpose of visiting the child's home is to get to know the family conditions, the child's behavior and interests, parents and family members, as well as to introduce parents to effective methods of child education and to study and publicize the family's positive experiences in child education.

The educator should go to the child's house not as an inspector, but as a friend, a helper in the difficult task of raising a child, and should treat family members with kindness and courtesy.

Parents or other family members are invited to the preschool educational institution in order for the teacher's recommendations and advice to the parents to be reliable. In this case, parents see how the child is doing his duty or how he is playing before going for a walk, they are sure of the children's learning and capabilities.

The purpose and content of the visit to the family should be reflected in the educator's plan and report, as well as in his diary. The tutor must visit each child's family at least twice a year.

The content of work with parents is diverse, and it is necessary to discuss some issues together. For example:

- the role of the family in raising children, laws on the duties of parents, preparing children for school;
- on the annual work plan of pre-school education institutions;
- issues related to the work of the parents' community are among them.

Forms of work such as groups of parents and general meetings, consultations, conferences, parents' evenings for discussing these issues as a team are included in the forms of team work.

CONCLUSION

In conclusion, it is worth noting that parents' neglect of their children's education in preschool educational organizations leads to the child's interest, what direction he will go in the future, not knowing what love is, and putting the educator in the place of his mother. That is why he is in constant contact with in preschool educational organizations . should be. Parents should not neglect their children.

REFERENCES

- 1." Ilk qadam "o'quv dasturi.T-2019.
2. Maktabgacha pedagogika [Matn] darslik / F.R.Qodirova -Xalqaro pedagogika Akademiyasining akademigi, professor, p.f.d.,Sh.Q-Toshpulatova - dotsent, N.M.Kayumova - dotsent, M.NA'zamova - Toshkent: Tafakkur nashriyoti, 2019. - 688 b.
3. Krutetskiy V.A. Pedagogik psixologiya asoslari
4. Zunnunov A. Oilada bola shaxsini shakllantirish. T.: O`zbekiston, 2006 yil
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM
TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)

6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г.Нур-Султан.. Казахстан.2021.5-7 ст. I.Rakhmatova,S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorrf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova
11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication.Volume:1.Issue.1. I.Rakhmatova,S.Sattorova
13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions.Volume:1February.2021.Page 1-4. I.Rakhmatova
14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN. "Polish Science journal".PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME "ISCIENCE".2020.Page 162-164. I.Rakhmatova
15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.
16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations. AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M
17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. "World scientific research journal" international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.
18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI БЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

PECULIAR PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF MUSIC LESSONS IN THE DEVELOPMENT OF ARTISTIC AND AESTHETIC TASTE OF ELEMENTARY SCHOOL STUDENTS

Davladiyarova Shahzoda Komiljon qizi

137-head of the organization of preschool education music

Annotation: This article discusses the unique pedagogical and psychological features of music lessons in the development of artistic and aesthetic taste of elementary school students.

Keywords: neoplasms, perception, thinking, intuition, image, thinking

Primary school age is a special age. A child of this age is optimistic and inquisitive. Still very active, emotional, loves to play and fantasize. His mood changes quickly. At the same time, he is completely independent, has his own views and opinions, and does not always accept someone else's opinion without proof. The skill of a teacher is reflected in how much he can captivate his students with his art. It is the responsibility of music teachers to teach them to feel and to be in psychological contact with feelings. According to psychologists, a child between 7-10 years of age is characterized by the presence of psychological neoplasms¹.

The famous child psychologist L.S. Vygotsky wrote: "The most important content of development at a critical age is the emergence of neoplasms"².

A neoplasm is something that distinguishes the developmental results of a certain age stage from the developmental results of an earlier stage and belongs to the psychological sphere (speech, thinking, perception, imagination) and personality³.

The characteristic features of any healthy child of primary school age are interest in the phenomena of the surrounding world, cognitive activity, the manifestation of interest not only in the objects that surround him, but also in distant, abstract things⁴.

It is necessary to take into account the psychological laws of aesthetic perception when organizing aesthetic education. The phenomena of the surrounding reality are not initially seen in an aesthetic way: before they become such, they must be meaningful, comprehensible. Therefore, first of all, it is necessary to help teachers to understand the phenomena and forms of

¹ Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество: Учебник для студ. вузов. – 6-е изд., стереотип. – М.: Изд. центр «Академия», 2000.

² Немов Р.С. Психология: Учеб. для студ. высш. учеб. заведений: В 3 кн. – 3-е изд. – М.: Гуманит. изд. центр ВЛАДОС, 2000. – Кн. 2.

³ Возрастная и педагогическая психология: Хрестоматия. / Сост. И.В.Дубровина и др. – М.: Академия, 2000

⁴ Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество: Учебник для студ. вузов. – 6-е изд., стереотип. – М.: Изд. центр «Академия», 2000.

beauty, aesthetic problems, which are becoming more and more complicated, taking into account the age characteristics of students.⁵

In order to cultivate aesthetic perception in young students, it is very important to study literary works, listen to music and use comparison methods when looking at pictures and encourage them to evaluate these works, express their attitude to their advantages and disadvantages. Asking children the simplest questions aimed at determining what they like in this or that work, which picture or music tone is better sharpens their perception and encourages them to evaluate value⁶.

The most important aspect of artistic-aesthetic perception is the concentration of these feelings. While perceiving high artistic works that vividly reflect reality, students feel joy or anger, anxiety or hope. These feelings cause a desire to live according to the laws of beauty⁷. Listening to music alone is not enough to achieve harmony, it is necessary to learn to understand music. The formation of the process of musical perception in young students should begin with the awakening of emotions, the formation of emotional sensitivity, as part of musical and aesthetic culture⁸.

Necessary conditions for full musical perception are: systematic pedagogical guidance, emotional openness of teachers and children (joy, surprise, admiration for music), interesting form of presentation of musical knowledge; small volumes of musical works⁹.

In all observations, the possibilities of music are really huge: it reveals the inner world of a person with special brilliance; develop in time and convey the movement of feelings and thoughts in all subtle shades; can reflect the emotional aspects of the intellectual and willful qualities of a person, and this allows him to reveal the psychological state of people, their character. With the help of music, a person perceives the world, learns to think, joins the culture of the people. On the basis of this, a moral and civil position is formed, which contributes to the development of the child's personality.

Literature.

1. Безбородова Л.А., Алиев Ю.Б. Методика преподавания музыки в общеобразовательных учреждениях: Учеб. пособие. – М.: Издательский центр «Академия», 2002.
2. Виноградов Л. Система общего музыкального воспитания // Начальная школа: Газ. – 2004. - №35

⁵ Подласый И.П. Педагогика: Новый курс: учеб. для студ. высш. учеб. заведений: В 2 кн. – М.: Гуманит. издат. центр ВЛАДОС, 2003. - Кн. 2: Процесс воспитания.

⁶ Кудина Г.Н. и др. Как развивать художественное восприятие у школьников. – М.: Знание, 1988.

⁷ Подласый И.П. Педагогика: Новый курс: учеб. для студ. высш. учеб. заведений: В 2 кн. – М.: Гуманит. издат. центр ВЛАДОС, 2003. - Кн. 2: Процесс воспитания.

⁸ Безбородова Л.А., Алиев Ю.Б. Методика преподавания музыки в общеобразовательных учреждениях: Учеб. пособие. – М.: Издательский центр «Академия», 2002.

⁹ Виноградов Л. Система общего музыкального воспитания // Начальная школа: Газ. – 2004. - №35.

3. Возрастная и педагогическая психология: Хрестоматия. / Сост. И.В.Дубровина и др. – М.: Академия, 2000
4. Кудина Г.Н. и др. Как развивать художественное восприятие у школьников. – М.: Знание, 1988.
5. Мухина В.С. Возрастная психология: феноменология развития, детство, отрочество: Учебник для студ. вузов. – 6-е изд., стереотип. – М.: Изд. центр «Академия», 2000.
6. Немов Р.С. Психология: Учеб. для студ. высш. учеб. заведений: В 3 кн. – 3-е изд. – М.: Гуманит. изд. центр ВЛАДОС, 2000. – Кн. 2.
7. Подласый И.П. Педагогика: Новый курс: учеб. для студ. высш. учеб. заведений: В 2 кн. – М.: Гуманит. издат. центр ВЛАДОС, 2003. - Кн. 2: Процесс воспитания.

INTERESTING FACTS ABOUT USA

Komilova Hilola Mirzohid qizi

Student of Samarkand State University (Kattakurgan branch)

e-mail address: komilovahilola409@gmail.com

Annotation: In this article you can read about some interesting facts about USA. Discover all the amazing and interesting things America has to offer with these interesting facts.

America Is Home To Many Natural Wonders

America is home to many natural wonders of the world. In fact, the United Nations Education, Scientific, and Cultural Organization (UNESCO) have recognized many heritage sites in America. According to UNESCO, a world heritage site is a place of special cultural or physical significance. Some examples of the UNESCO world heritage sites in America are the Grand Canyon National Park, the Great Smoky Mountains National Park, Yellowstone National Park, and a few others

The US Has The 4th Longest River System In The World.

The Missouri River is the longest river in North America. The river derives from Montana, located at the base of the Rocky Mountains, and flows for approximately 2,341 miles (3,767 kilometers) before it empties into the Mississippi River just north of St. Louis, Missouri. The Missouri River and the Mississippi River combine to create the 4th longest river system in the world.

The American Flag Has Had 27 Versions.

The first American flag only displayed 13 stripes as well as 13 stars that were arranged in a circle. The stars and stripes represented the 13 colonies that declared independence from Great Britain. While the origins of the first American Flag are unknown, some do believe that it was designed by a New Jersey Congressman, Francis Hopkinson, and sewn by a Philadelphia seamstress, Betsy Ross.

Since the founding of the United States, there have been 27 versions of the American flag. Each new flag represented the addition of new states. Today, the American flag displays 50 stars that represent the 50 states that make up the US.

Center of Entertainment.

America has a huge impact on global culture and a portion of that stems from entertainment. Many romance and action movies we enjoy are filmed and produced in the United States.

Hollywood is globally well-known as the center of entertainment and some would consider that it is one of the most famous places on earth. Hollywood attracts tourists from all over the world with landmarks such as the brass star embedded Walk of Fame

and the TCL Chinese Theatre. There are endless things to do in Hollywood surrounding the entertainment industry making it a top destination for film buffs to visit.

Las Vegas Is The Gambling Capital Of The World.

Las Vegas, Nevada is the 28th-most populated city in the United States and is the most populous city in Nevada. This famous city is renowned for its nightlife, entertainment, gambling, shopping, and fine dining. Las Vegas has the largest strip of casinos which has earned this city the Gambling Capital of the World title.

The city is also famous for its mega casino-hotels which has also earned Las Vegas the title of Entertainment Capital of the World. Further, Las Vegas is one of the world's most visited tourist destinations as well as one of the top destinations for business conventions in the United States.

Used literature:

1. <https://www.livescience.com/28945-american-culture.html>
2. <https://www.livescience.com/28945-american-culture.html>
3. <https://growproexperience.com/en/usa/culture-and-tradition-of-the-usa/>

THE DIFFERENCE BETWEEN STUDYING IN THE USA AND THE UK

Safarova Gulbahor Sunnatilloeyvna

Student of Samarkand State University (Kattakurgan branch)

e-mail address: gulbahorsafarova0606@gmail.com

Annotation: In this article you can read about some general pattern and variety of education in the UK and the USA, at what age kids study in each grade, and what exams students take in these countries.

Key words: pupil, student, education system, A-levels, major, curriculum, GCSE, elementary school, middle school, higher school, subjects, exams, degrees, term, grade.

The biggest difference between the British and American systems is that in the former, you study one subject, whereas in the latter you have a general sense of emphasis-what's called a major. Americans fresh out of high school don't have to decide on that major straight away either.

The education system in the UK

In Great Britain, England, Wales and Northern Ireland follow the National Curriculum, with some variations. Scotland, on the other hand, has its own curriculum.

In the UK, children generally start formal education at the age of four, earlier than in the US. Students take exams at key stages in their education. Then the two-year program starting at the age of 14 ends with the GCSE (General Certificate of Secondary Education - O-Levels or ordinary levels until 1988), and the next two-year program starting at the age of 16 is crowned with the English “Baccalaureate”—secondary school diploma exams, i.e., A-Level exams. (Advanced Level). Overall, it can be said that the system leads students towards increasing specialization.

A-levels

The A-Level diploma was introduced in Great Britain in 1951, and its idea is to educate the best candidates for leading universities.

The A-Levels are taken between the ages of 16 and 18 and are much more difficult than the GCSEs. They can't be taken without having passed GCSEs in similar subjects. If you want to go to university, you have to take both exam.

The education system in the USA

In the US system, less emphasis is placed on examinations and students study general subjects until the end of high school, which is Grade 12, the UK equivalent of Year 13.

In the United States, most children attend preschool part-time, but state-provided education does not start until Kindergarten (Year 1 in the UK).

In the early years, children are gradually introduced to learning, with a strong emphasis on socialization as well as developing basic language and math skills. It's generally accepted that from kindergarten through Grade 3, children acquire basic knowledge that is then applied and developed more rigorously in Grade 4.

The US system is typically divided into three levels:

- Basic: Elementary school (K - Grade 5),
- Middle school (Grades 6-8)
- High school (Grades 9–12).

The curriculum in the United States is usually quite extensive, and students are expected to study many subjects—such as English, math, science, foreign languages, history, art, music, and physical education—all the way to Grade 12.

Students are assessed at the end of each grade when they move on to the next, but the exams are not nationally standardized and have traditionally had relatively little influence on their progression to the next grade. They can, however, help to determine at what level a student can choose a course in the next grade—more or less advanced. However, there are no exams in the US comparable to GCSE or A-Levels.

Used literature:

1. <https://www.livescience.com/28945-american-education.html>
2. <https://www.livescience.com/28945-british-education.html>
3. <https://www.ourkids.net/pl-en/comparison-of-british-and-american-education-system.php>

COVID-19 АССОЦИРЛАНГАН ОВҚАТ ҲАЗМ ҚИЛИШ ТИЗИМИ КАСАЛЛИКЛАРИ ЭПИДЕМИОЛОГИЯСИ ВА COVID-19 БИЛАН КАСАЛЛАНГАН БЕМОРЛАРДА КОМПЮТЕР ТОМОГРАФИЯСИ

Болтабоев Алишер Муродилович, Араббоев Мухаммадқодир
Фаргона Жамоат саломатлиги Тиббиёт Институти Факултатив терапия
кафедраси ассистенти, Фаргона Жамоат саломатлиги Тиббиёт Институти
Даволаш иши 4-курс талабаси
ali_shayx@mail.ru

АННОТАЦИЯ

Ушбу мақолада COVID-19 ассоцирланган овқат ҳазм қилиш тизими касалликлари эпидемиологияси шунингдек COVID-19 билан касалланган беморларда компютер томографияси аҳамияти ва ўрнини аниқлаш. Тадқиқот мақсади коронавирус инфекциясининг рентгенологик кўринишлари учраш тезлиги ва хусусиятларини, ҳамроҳ касалликларда ўпка шикастланишларини ўрганишга бағишланган. Шу мақсадда тадқиқот давомида COVID-19 билан касалланган беморлардан клиник мисоллар келтирилди. Хулоса ўрнида шуни айтиш керакки, янги коронавирус инфекцияси пандемияси шароитида КТ асосий аҳамияти SARS-CoV-2 РНК таҳлилини ўтказиш имкони бўлмаганда ёки манфий бўлганда шароитда COVID-19 ташхисини қўйишда ва касаллик оғирлик даражасини аниқлашда жуда муҳим ҳисобланади. COVID-19 касаллигида динамикада ўпка тўқимаси ҳолатини КТ ёрдамида кузатиб туриш терапияни коррекциялашда муҳимдир. Клиник амалиётда КТ усули COVID-19 га хос ўзгаришларни аниқлашдан ташқари, ҳамроҳ касалликларга чалинган беморларда ўпка ва ўпкадан ташқари патологияларни дифференциал ташхислаш имконини беради.

Калит сўз: COVID-19, коронавирусная пневмония, мультиспиральная компьютерная томография, дифференциальная диагностика.

Кириш. 2020 йилга қадар инсоният коронавирусларни жиддий асоратлар келтириб чиқармайдиган мавсумий ЎРВИ вируслари сифатида қарашган. 2019-йилнинг ноябрида Хитой Халқ республикаси Гуандун вилояти қишлоқ жойларида янги, илгари фанга номаълум бўлган коронавирус оқибатида 11% ўлим даражаси билан "оғир ўткир респиратор синдром" (ТОРС, SARS) номли касаллик авж олди. Бу касаллик кўзгатувчисига SARS-CoV номи берилди ва кейинчалик Betacoronavirus турига киритилиб, оғир ўткир респиратор синдром билан боғлиқ коронавируснинг янги тури келиб чикди [5].

2012-йил сентябр ойида бетакоронавирус тури ичида янги тур (якин Шарк респиратор синдроми билан боғлиқ коронавирус) сифатида таснифланган бошқа илгари номаълум коронавирус (MERS-CoV) оқибатида "якин Шарк респиратор синдроми" (MERS) деб номланган нафас олиш билан боғлиқ оғир касаллик ҳолатлари якин Шарк давлатларида қайд этила бошланди [1,2]. 2020 йилнинг май ойи охирига келиб дунё бўйича 6,1 млн.дан ортиқ SARS-CoV-1 инфекцияси билан касалланган беморлар аниқланди, шундан 370.000дан ортиғи летал оқибат билан тугади. Янги инфекциянинг авж олиши биринчи марта 2019-йилнинг охирида Ухань (Хитой) шаҳри маҳаллий аҳолиси ўртасида кузатилди. Ҳозирги COVID-19 эпидемияси ўлим даражаси оғир ўткир респиратор синдром (SARS) ёки якин Шарк респиратор синдроми (MERS)га нисбатан анча паст. Бироқ SARS-CoV-2 вирусини анча тез тарқалиб, SARS ва MERS вирусларига қараганда нисбатан кўпроқ летал оқибат кузатилади. Генетик тадқиқотлар шуни кўрсатдики, COVID-19нинг этиологик агенти SARS CoV(2002–2003 гг.) билан чамбарчас боғлиқ ва Betacoronavirus авлодига мансуб оғир ўткир респиратор синдром ҳолатини келтириб чиқаради. Шу боис, ушбу вирус SARS-CoV-

2. дейлади (9). Янги коронавируслар бутун дунё бўйлаб тарқалиб, тез тиббий ёрдамни ташкил этишда бироз муаммоларга сабаб бўлди. Дунё иқтисодиётини инқирозга учратди. Шубоис, турли мамлакатлар тадқиқотчилари вирусини инфекцияларнинг кечиш йўллариини ишлаб чиқиш, диагностика тестлари, профилактика вакциналари ва дори-дармонларни яратиш касаллик ривожланишига тўсқинлик қилувчи асосий омиллар ҳисобланади. Уханда ўтказилган ретроспектив тадқиқотлар шуни кўрсатдики, COVID-19 нинг асосий клиник белгилари иситма, йўтал, нафас қисилиши, ҳансираш эканлигини кўрсатди. COVID-19 нинг кам тарқалган аломатлари балғам, бош оғриғи, қон тупуриш ва ошқозон-ичак томонидан кузатиладиган белгилар ҳисобланади. Соғлиқни сақлаш тизимининг асосий ва энг долзарб муаммоларидан бири шифохонадан ташқари орттирилган пневмония ҳисобланиб, юқори касалланиш ва ўлим бериши билан боғлиқ. Ҳозирги вақтда COVID-19 янги коронавирусли инфекциясининг пандемияси яна шу мавзуга мурожаат қилишга мажбур қилади, чунки SARS-CoV-2 вирусини томонидан кузатилган пневмония ва ўпка зарарланишини ташхислаш, даволашмасаларини таҳлил қилиш ўта муҳимдир. Шу ўринда таъкидлаш лозимки, Жаҳон Соғлиқни сақлаш ташкилоти маълумотларига кўра, ҳар йили пневмония ва гриппдан 3 миллиондан ортиқ киши нобуд бўлади. Одатда, бу сурункали обструктив ўпка касаллиги (ОЎК), хавфли ўсмалар, қандли диабет ва бошқа ҳамроҳ касалликлари бўлган кекса ёшдаги беморлардир [3,4]. COVID-19 янги коронавирусли инфекцияси ярим миллиондан ортиқ инсон ҳаётига зомин бўлди ва дунё бўйича инфекцияланганлар сони 10 миллиондан ошди [6,7]. Коронавирус пневмонияси

бир неча босқичда содир бўлади: 1. Вирусемия. Касалликнинг кечиши оддий тумовга ўхшайди, бу давр 7 кундан 9 кунгача давом этади. 2. Касаллик синиши 9 кундан 14 кунгача содир бўлади. Бунга сабаб нафас аъзолари эпителий хужайраларининг шикастланиши, бактериал инфекция қўшилиши билан боғлиқ. 3. Агар пневмония эрта босқичда аниқланилган бўлмаса, нафас олиш дистресс-синдромини кўзгатади. Одам сунъий нафас олдириш қурилмаси (ИВЛ) ёрдамсиз нафас ололмайди. Иммуносупрессия босқичи. Касаллик эрта босқичларда тўхтатилмаса, орттирилган ва туғма иммунитет йўқолиши кузатилади. 4. Коронавирусли пневмонияда вирус табиатли асосий кўзгатувчига кўпинча патоген флора ва замбуруғли инфекция қўшилади. Одатда нормал нафас олмаслик коронавирусли пневмонияси ва ўпка яллиғланишининг бошқа турлари ўртасидаги асосий фарқдир. Коронавирусли инфекцияда пневмония атипик бўлмаган шифохона пневмонияси сифатида таснифланади. Бу касалликда ўпка зарарланиши вирус ва шифохона микрофлораси типик вакиллари билан бўлмаган бактериал агент қўшилади. Ҳар қандай инфекциянинг патогенезида асосий этап инсон патоген ва шартли патоген микроорганизм биотоплари колонизацияси кузатилади. Бурун ҳалқумдаги инвазив хусусиятга шартли-патоген микроорганизмларни таҳлил қилиш касалликлар профилактикасини ишлаб чиқишда муҳим. Юқори нафас йўлларидаги микробиоценози, макроорганизм микробиотасининг ажралмас қисми сифатида, ўпкада патологик жараённи химоя қилиш ва шакллантиришда фаол иштирок этадиган "орган" ҳисобланади [7,8,9,10].

Касаллик оғирлиги (Covid-19) бўйича енгил шаклдан оғир шаклгача, нафас етишмовчилиги билан кечадиган пневмония ва ўлимгача ҳам олиб келиши мумкин. COVID-19 билан касалланган беморлар сонининг сезиларли даражада ошиши COVID-19 билан касалланган беморларни кузатиш, диагностика қилиш ва даволаш бўйича тажрибанинг тўпланиш имконини берди. COVID-19 пандемиясининг илк даврида 1099 беморни кузатиш асосида ўтказилган биринчи умумлаштирувчи тадқиқотда кўкрак қафаси аъзоларининг компьютер томографиясида (КТ) турли хил клиник белгилар ва ўзгаришларнинг частотаси аниқланилди [7,12]. Хусусан, текширилган 975 нафар беморнинг 86,2 фоизидида компьютер томографиясида (КТ) ўзгаришлар аниқланилган. Шу билан бирга, беморларнинг 51,8 фоизидидаикки томонлама ўзгаришлар тасвирланган ва энг кўп учрайдиган «хира ойна» симптоми 56,4%ни ташкил этган. КТ диагностикасидаги асосий нуқта ўзгаришларни касаллик кунларига қараб босқичларга бўлиш эди [8,13]. Кейинчалик турли хил илмий нашрларда COVID-19 касаллигида касаллик босқичига ва касаллик ривожланиш динамикасига кўра, КТ натижаларини фарқлашнинг турли хил вариантлари таклиф қилинди (икки томонлама «хира шиша», «тошли қошлама» ва бошқалар [9, 11]. Пандемия

даврида COVID-19 касаллигида кўкрак қафасининг оддий рентгенограммалари компьютер томографиясига нисбатан кам сезгир эканлиги тадқиқотларда маълум бўлди. Пневмониянинг аускултатив белгилари ва ўпка шикастланиши даражаси ўртасида боғлиқлик йўқлиги, шунингдек, полимераз занжирли реакция (ПЗР) бўйича текширувда сохта манфий натижалар туфайли КТ COVID-19 касаллигида ташхислашнинг таянч усулига айланди. COVID-19 касаллиги пандемияси даврида бронхопулмонал патологияси мавжуд, шу жумладан онкологик касалликлар, сил касаллиги [12, 13] бор бошқа гуруҳдаги беморларнинг эпидемик жараёнга табиий равишда жалб қилиниши, бу беморларга дифференциал ташхис қўйиш зарурлигини кўрсатади. Бунинг натижасида коронавирус пневмониясини ташхислаш жараёнида рентгенологлар ва клиницистлар уни кўпинча фон бўлиши мумкин бўлган бошқа нафас олиш касалликларидан фарқлашлари керак. Кўп сонли илмий нашрлар COVID-19 касаллигида рентгенологик белгиларнинг дифференциал диагностикаси, уларнинг ўзига хослиги, коронавирусинфекциясининг турли хил вариантларида пайдо бўлиш частотаси, бошқа вирусли ва бактериал пневмонияларда ўпка шикастланиш хусусиятларига бағишланган. Ҳақиқий клиникамалиётда бошқа касалликларнинг рентгенологик белгилари бўлган коморбид беморларда ҳам коронавирус пневмонияси ривожланиши мумкин. Мавжуд илмий нашрларда COVID-19 касаллигининг рентгенологик кўринишларининг частотаси ва хусусиятларини таҳлил қилишга бағишланган маълумотлар жуда кам учрайди. COVID-19 билан касалланган беморларда касаллик ташхисоти ва қиёсий ташхисоти нафақат клиник, балки эпидемиологик жиҳатдан ҳам муҳим аҳамиятга эга, чунки КТ маълумотларини ўз вақтида малакали талқин қилиш тиббиёт муассасаларининг турли бўлимларига беморлар оқимини тақсимлаш имконини беради.

Тадқиқот мақсади: COVID-19 билан касалланган беморларда компьютер томографияси аҳамияти ва ўрнини аниқлаш.

Тадқиқот материаллари ва усуллари. Тадқиқот учун материал Фарғона шаҳри бўйича айрим гуруҳ беморларда ўтказилган компьютер томограмма натижалари ва уларнинг касаллик тарихи протоколлари ҳисобланади. Текширув материали сифатида қон, сийдик, ахлат олинди ва текширув усуллари сифатида умумий қон, сийдик, ахлат тахлили, вирусологик усуллар, ПЦР, коагулограмма, Д димер, ферритин, прокальцитонинни аниқлаш, МСКТ ўтказилди. Компьютер томографияси GE Optima-CT660 диагностик апаратида 128 кесим олиниши билан ўтказилган. Натижалар ретроспектив ҳолда чуқур статистик таҳлил қилинди.

Тадқиқот муҳокамаси: Фарғона шаҳри бўйича COVID-19 билан касалланган беморларда ўтказилган клиник лаборатор текширув усуллари

натижаларини таҳлил қилишга асосланган. Кузатув давомида COVID-19 билан касалланган беморларда аниқланган рентгенологик белгиларга асосланган ҳолда беморларни бир нечта тенг бўлмаган гуруҳларга ажратиш имконини берди: фақат коронавирус пневмонияси белгилари бўлган беморлар, COVID-19 касаллиги комбинацияси ва турли хил коморбид касалликлари бўлган беморлар, COVID-19 белгилари ва унинг асоратлари аниқланган беморлар (плеврит, иккиламчи бактериал пневмония, деструкция, пневмоторакс), бошқа патологияси бўлган беморлар ёки КТда патологияси кузатилмаган беморлар. Қуйида COVID-19 диагностикаси, унинг асоратлари ва қўшма касалликларда кўкрак қафаси текширувида КТ нинг ролини кўрсатадиган клиник мисоллар келтирилган.

1- клиник мисол

Бемор Х., 46 ёшда. Касалликнинг 8-кунида шифохонага қуйидаги ташхис билан ётқизилган: “Янги коронавирусли инфекцияси. Икки томонлама полисегментар пневмония, HE 2 даражаси». Ҳамроҳ: Артериал гипертензия II даражаси. Семизлик II даражаси.

Бемор қабул қилинган вақтда компьютер томографияси хулосаси: ўпканинг барча соҳаларида перибронховаскуляр ва субплеврал тарқалган, деярли симметрик тарзда жойлашган «хира шиша» кўринишидаги кўплаб алоҳида ёки қўшилиб кетган ўчоқлар. Қўшилиб кетган ўчоқлар (6-8 см гача) бўлиб, апикал, ўрта бўлақда, шунингдек, иккала ўпканинг пастки базал сегментларида қайд этилган. Уларнинг фонида ретикуляр компонент ва чизикли битишма аниқланади, консолидация кузатилмайди. Шикастланиш ҳажми 50-75% (COVID-19 билан касалланган беморларни олиб бориш ва даволаш бўйича вақтинчалик тавсиянома 10 версиясига кўра КТ-3 оғирлик даражасига тўғри келади). Полимераз занжирли реакция (ПЦР) текширувида РНК SARS-CoV-2 мусбат натижа олинди. Интоксикация ва нафас етишмовчилиги (HE) кучайганлиги сабабли бемор реанимация бўлимига ўтказилди. Юқори оқимли кислородли терапия берилди, протокол асосида даво чоралари ўтказилди. Бироқ даво чораларига қарамай, касалликнинг 11-кунида бемор ўпка сунъий вентилизациясига ўтказилган (ЎСВ). 12-куни беморда пневмоторакс, тери ости амфиземаси аниқланганлиги боис, пункция ўтказилди. Беморда иситма маълум муддат давомида ушланиб турди. Касалликнинг 16-кунида рентгенография ўтказилди. Бунда рентгенологик белгиларнинг кучайиши аниқланди. Шикастланиш ҳажми 75% дан ортиқни ташкил этди (КТ-4). Беморда ўткир респиратор дистресс синдром (ЎРДС) кузатилди. Касалликнинг 18 куни такрорий ПЦР текширувида РНК SARS-CoV-2 манфий натижа олинди. Бу даврда беморда беморда прокальцитонин миқдорининг ошиши аниқланди. Бактериологик текширувда клебсиелла аниқланилган. Кейинчалик, микрофлоранинг сезгирлигини ҳисобга

олган ҳолда, антибактериал терапиянинг ўзгариши фонида бемор ҳолатининг барқарорлашуви қайд этилди. Аммо касалликнинг 30-кунида компьютер томографиясида ўнг ўпканинг юқори ва пастки бўлақларида алвеоляр консолидация ҳажмининг ошиши фонида, ўпканинг юқори бўлағида янги кичик консолидация ўчоқлари пайдо бўлади. Чап ўпка, ўнг ўпканинг ўрта бўлағида ҳалқа шаклида консолидация билан ўралган 14 мм ҳажмдаги ҳаво бўшлиғининг пайдо бўлиши (абсцесс-хўппоз шаклланиши) кузатилди. Касалликнинг 39-кунида ўпкада алвеоляр консолидация соҳалари ҳажми «хира шиша» майдонларнинг сақланиши билан сезиларли даражада камайди, консолидациянинг янги ўчоқлари аниқланилмади. Ўнг ўпканинг ўрта бўлағида 17 мм ҳаво бўшлиғи сақланиб қолган. Ўнг плевра бўшлиғида оз миқдорда плеврал суюқлик аниқланилди. Ўтказилаётган муолажаларга қарамасдан, беморда юрак қон томир тизими томонидан ўзгаришлар аниқланилди. Реанимация чора тадбирлар муваффақиятли ўтказилди, аммо кучли гипоксия таъсирида беморда вегетатив бузилишлар кузатилди. ЎРДС клиник ва инструментал- лаборатория натижаларининг ижобий динамикаси, икки томонлама хўппозланган пневмониява орофарингеал суртмада РНК SARS-CoV-2 аниқланилмаганлигини боис, бемор реабилитация қилиш учун бошқа тиббий муассасага ўтказилди. Шундай қилиб, иммуносупрессив препаратни киритишни талаб қиладиган оғир коронавирусли пневмония билан ётқизилган беморда динамикада даврий равишда рентгенография ва КТ ўтказиб турилиши вақт ўтиши билан иккиламчи бактериал инфекциянинг кўшилиши ташхисини аниқлаш имконини берди (1-жадвал).

1-жадвал.

КТ даги ўзгаришларга қараб касаллик оғирлик даражасини аниқлаш

Касаллик оғирлик даражаси	КТ даги ўзгаришлар	Ўзгаришлар ҳажми
Енгил даражаси	«Хира шиша» кўринишидаги ўзгаришлар	Максимал диаметри 3 см.гача бўлган 3 тагача патологик ўзгаришлар кузатилиши
Мўътадил шакли	«Хира шиша» кўринишидаги ўзгаришлар	Максимал диаметри 3 см.дан катта бўлган 3 тадан зиёд патологик ўзгаришлар кузатилиши
Ўрта оғир шакли	«Хира шиша» кўринишидаги ягона консолидация ўчоқлари мавжуд ўзгаришлар	Ўпка паренхимасининг 25–50% инфильтратив шикастланиши

Оғир шакли	«Хира шиша» кўринишидаги кўплаб консолидация ўчоқлари мавжуд ўзгаришлар, ретикуляр ўзгаришлар ва ўпка паренхимаси архитектуроникаси бузилиши	Диффуз ўпканинг полисегментар шикастланиши
------------	--	--

2-жадвал.

КТ даги ўзгаришларга қараб уларни таснифлаш

Ўзгаришлар даражаси	КТ даги асосий ўзгаришлар	Ўзгаришлар ҳажми
КТ – 0 даражаси	Эпидемиологик ва клиник картинага мос вирусли пневмонияга тўғри келадиган КТ ўзгаришлар бўлмаслиги	
КТ – 1 энгил даражаси	Бошқа белгилар кузатилмасдан «хира шиша» кўринишидаги ўзгаришлар	Ўпка паренхимасининг 25% дан кам қисми жараёнга кўшилиши
КТ – 2 ўрта оғир даражаси	Бошқа белгилар кузатилмасдан «хира шиша» кўринишидаги ўзгаришлар	Ўпка паренхимасининг 25-50% дан зиёд қисми жараёнга кўшилиши
КТ – 3 оғир даражаси	Консолидация ўчоқлари билан «хира шиша» кўринишидаги ўзгаришлар	Ўпка паренхимасининг 50-75% қисми жараёнга кўшилиши
КТ – 4 ўта оғир даражаси	«Хира шиша» кўринишидаги диффуз зичлашишлар ва ретикуляр ўзгаришлар билан консолидация ўчоқларининг кузатилиши. икки томонлама гидроторакс, айрим ҳолларда бир томонлама гидроторакс кузатилиши	Ўпка паренхимасининг 75% дан зиёд қисми жараёнга кўшилиши

1-клиник мисол.

Бемор Т., 55 ёшда. Беморда 5 кун давомида тана ҳароратининг $39,5^{\circ}\text{C}$ гача кўтарилиши, куруқ йўтал, ҳансираш кузатилган. Амбулатор равишда SARS-CoV-2 РНК сига олинган таҳлил натижаси мусбат берган. Симптоматик даволаш ўтказилди, бироқ даволанишнинг самараси кузатилмади. Касалликнинг 6-куни шопилинч касалхонага ётқизилган. Бемор қабулқилинганда аҳволи оғир. Тана ҳарорати: $39,5^{\circ}\text{C}$. Онги ўзида, саволларга адекват жавоб беради. НС 22 мин. Сатурацияси 93%. Юрак уриши бир дақиқада 90 зарба. Қабул пайтида КТ натижаси: иккала ўпка паренхимасида кўплаб «хира шиша» кўринишидаги ўчоқлар минимал ретикуляр ўзгаришлар билан кузатилди (СО-RADS 5, КТ-2). Даволаш COVID-19 билан касалланган беморларни олиб бориш ва даволаш бўйича вақтинчалик тавсиянома 10 версиясига асосан бошланди. Кислородли терапия ўтказилди. Касалликнинг 8-кунида НЕ нинг кўпайиши, сатурациянинг 89% гача камайиши, нафас сонининг 30 тагача кўпайганлигини эътиборга олиниб, интенсив терапия бўлимига ўтказилди. Беморга интубация қилиниб, ўпка сунъий вентилляцияси қилинган. Касалликнинг 18-кунида оксигенациянинг кескин камайиши туфайли КТ ўтказилди ва чап томонлама пневмоторакс аниқланилди. Шу муносабат билан плевра бўшлиғини дренажлаш амалга оширилди. «Хира шиша» фонида ўнг ўпканинг пастки бўлагида ҳаво бўшлиғи, шунингдек, чап томонлама пневмоторакс билан консолидацияни кўрсатади. Чапда - чап плевра бўшлиғидаги қисман сиқилган ўпка паренхимасида «хира шиша» аниқланилди. Давом этилаётган даволаниш фонида беморнинг умумий аҳволи яхшиланди, бемор ўзи мустақил нафас олишни бошлади ва бўлимига ўтказилди. Кейинги тикланиш даври асоратсиз ўтди, бемор касаллик бошланган кундан бошлаб 51- кунида қониқарли ҳолатда уйга чиқарилди. Ушбу клиник мисолда КТ пневмония билан асоратланган оғир коронавирус инфекцияси, ўпка тўқималари деструкцияси билан бактериал суперинфекция, пневмоторакс туфайли узок вақт реанимация бўлимида ётган беморда ўпкадаги ўзгаришлар динамикасини кузатиш имконини берди.

2-клиник мисол

Бемор А., 68 ёшда. 2020 йил январь ойи бошида касалхонада шифохонадан ташқари пневмония ташхиси билан даволанган. Йўлдош касалликлар: Гипертония III босқичи. Бош мияда қон айланиш бузилиши. Паркинсон касаллиги. Семизлик II даражаси. 2020 йил сентябрда «шифохонадан ташқари пневмония» ташхиси билан такрорий ётқизилган. Икки марта бурун халқум ва оғиз халқумдан олинган суртмада РНК SARS-CoV-2 аниқланилмаган. КТ маълумотларига кўра, чап ўпканинг илдиз соҳасида катта инфилтратсия мавжуд бўлиб, бубактериал пневмонияга хосдир. Даволаниш жараёнида динамикада чап ўпка инфилтратсиянинг тўлиқ регрессияси қайд этилди. Бемор умумий аҳволи

яхшилангач, уйга жавоб берилган. Бироқ эртаси куни беморда тана ҳароратининг 38 С гача кўтарилиши аниқланилган. Шу муносабат билан шифохонага такрорий ётқизилган. Қабул қилингандан сўнг беморнинг аҳволи ўртача оғирликда эди, ҳаракатчанлиги чекланганлиги сабабли мажбурий позицияни эгаллаганди. Ўпкада аускультатив хириллашлар эшитилмайди. SpO₂ – 94%. Оғиз халқумдан олинган суртмада SARS-CoV-2 РНКси аниқланилган.

Қабул қилинганда кўкрак қафасининг КТ маълумотлари: иккала ўпканинг паренхимасида ўпка тўқималарининг кислород билан тўйиниши пасайган, кўп жойларда диффуз характерга эга, «хира шиша» кўринишида илдиз олди ва субплеврал соҳаларада жойлашган. Охирги кунларда бемор соғлигининг ёмонлашиши, ўпка шикастланиш ҳажмининг КТ-3 гача кўтарилиши кузатилди. Касалхонга ётқизилганининг 21 кунда умумий аҳволининг барқарорлашуви ва қисман регрессиясидан сўнг уйга юборилди. Шундай қилиб, бемор А.нинг анамнезига кўра, пневмониянинг биринчи эпизоди (эҳтимол, гипостатик хусусиятга эга) бактериал инфекция, иккинчи эпизод эса коронавирус инфекцияси билан боғлиқ деб ҳисоблаш мумкин.

Бемор С., 58 ёшда. 2005 йилда кўкрак беши саратони туфайли чап томонда лимфа тугунлари билан радикал мастэктомия, сўнгра полихимотерапия ва нур терапияси қабул қилган. 30.04.2020 озгина жисмоний зўриқишда ҳансираш туфайли касалхонага ётқизилган. Беморда кардиомиопатия аниқланилди. Беморга қуйидаги ташхис қўйилди: Гисс тўплами чапоёғи блокадаси. 1-даражали атриовентрикуляр блокада. Чап қоринча ташлаш фракцияси камайиши (26%). Сурункали юрак етишмовчилиги III даражаси. Икки томонлама гидроторакс. Плеврал суюқлик аниқланилган. Бемор стандарт асосида даво муолажалари қабул қилган. Қониқарли аҳволда уйга жавоб берилган. Беморда жавоб берилгандан сўнг бир ҳафта ўтгач, фебрил ҳарорат пайдо бўлди ва ҳансираш яна кучая бошлади. Яшаш жойидаги поликлиника шифокори тавсияси билан компьютер томографияси ўтказилди, унда иккала ўпкада кардиомегалия фонида кўплаб «хира шиша» кўринишидаги ўчоқлар аниқланилди. Периферик жойлашган полисегментар консолидация ўчоқлари ўнгда - 50 -75%, чапда - 25 - 50% ни ташкил этади. Бемор тинч ҳолатда ҳансираш билан оғир аҳволда шифохонага ётқизилган. Бемор қабул қилинганда: Тана ҳарорати 36,1°С. Диффуз цианоз. НС 1 дақиқада 22-24. SpO₂ 94%, кислородли терапия билан - 98-100%. Артериал қон босими 100/60 мм.сим.уст.га тенг, юрак уриш тезлиги 125 зарба / мин, ЭКГ да QRS комплекслари билан тахикардия. Бу ҳолат медикаментоз терапия билан бартараф этилди. Шиш, гепатомегалия аниқланилмади. Оғиз халқумдан олинган суртмада SARS-CoV-2 РНКси аниқланилди.

Беморни қабул қилиш пайтидаги кўкрак қафасининг КТ маълумотлари:

иккала ўпка паренхимасида интерлобуляр ораликларнинг диффуз қалинлашиши (интерстициал шиш), шунингдек, «хира шиша» кўринишидаги ўчоқлар ҳам мавжуд. Паренхимада «хира шиша» кўринишидаги ўчоқлар асосан, базал ва ўнгда (ўнгда - 50-75%, чапда - 25-50%, КТ-3, CORADS 4) аниқланилди. Шунингдек, тахминан 14 мм ҳажмдаги инфилтратсия жойлари мавжуд. Плеврал суюқлик қатлами қалинлиги чапда 3 см, ўнгда 1,3 см. Кардиомегалия кузатилди.

Оғир юрак патологиясини ҳисобга олган ҳолда, кардиолог, пульмонолог, терапевт кўригиб урилди ва даво муолажалари тавсия этилди. Касалликнинг 11-кунда кўкрак қафасининг такрорий КТ текширувида иккала ўпкада ҳаво ҳажмининг консолидация / «хира шиша» кўринишида ҳажми ва сонининг 35% гача камайганлигини аниқланилди (КТ-2). Шу билан бирга, ўпканинг пастки бўлақларининг фиброз туфайли субплеврал зонаси ҳажми камайиши

аниқланилди. Беморнинг даво муолажалари кучайтирилди (диуретик терапия, гипоалбуминемияни ҳисобга олган ҳолда албуминни томир ичига юбориш). Касалликнинг 18- кунда кўкрак қафасининг такрорий рентгенографияси иккала ўпкада консолидация / «хира шиша» майдонларининг ҳажми ва сонининг 25% гача пасайишини кўрсатди. Кичик қон айланиш доирасида димланишнинг камайиши, бироқ плевра бўшлиқларида суюқлик миқдори бироз ошганлиги кузатилди. Бемор ҳансирашнинг сезиларли пасайиши (SpO₂ 98%), барқарор гемодинамика (ЭКГда - юрак уриш тезлиги минутига 78 та, синусли ритм, АҚБ 90/60 мм сим уст.га тенг), С реактив оқсил (СРО) даражасининг 49,9 дан 1,6 мг/л гача пасайиши аниқланди. SARS-CoV-2 РНК таҳлили икки марта манфий натижа берди. Кейинчалик, беморга режалаштирилган тарзда юрак ресинхронизацияси терапияси ўтказилди.

Ушбу клиник ҳолатда КТ ўпкада қон айланиши бузилиши натижасида оғир юрак етишмовчилиги билан коронавирусли инфекцияда ўпка паренхимаси инфилтратсияси белгиларидан қиёсий ташхислаш имконини берди.

Шундай қилиб, бемордаги шикоятлар давомийлиги, SARS-CoV-2 РНК таҳлили манфий натижалари ва КТ маълумотларини ҳисобга олган ҳолда, бемор бир ойдан кўпроқ вақт олдин коронавирус билан касалланган, касаллик асимптоматик ўтган деб тахмин қилиш мумкин. Бемор касалхонага ётқизилганда аллақачон репликация тўхтаган эди. Бироқ, ўпкада КТ томонидан аниқланган коронавирус инфекцияси туфайли юзага келган ўзгаришлар сақланиб қолди. COVID-19 га шубҳа қилинган барча беморлар учун дастлабки компьютер томографиясини ўтказиш тавсия этилади, агар 7 кун давомида даволаниш пайтида клиник яхшиланиш бўлмаса ёки клинко лаборатор кўрсаткичлар ёмонлашса, такрорий ўтказиш тавсия этилади (2-жадвал).

Хулоса ўрнида шуни айтиш керакки, янги коронавирус инфекцияси пандемияси шароитида КТ асосий аҳамияти SARS-CoV-2 РНК таҳлилини

Ўтказиш имкони бўлмаганда ёки манфий бўлганда шароитда COVID-19 ташхисини қўйишда ва касаллик оғирлик даражасини аниқлашда жуда муҳим ҳисобланади. COVID-19 касаллигида динамикада ўпка тўқимаси ҳолатини КТ ёрдамида кузатиб туриш терапияни коррекциялашда муҳимдир. Клиник амалиётда КТ усули COVID-19 га хос ўзгаришларни аниқлашдан ташқари, ҳамроҳ касалликларга чалинган беморларда ўпка ва ўпкадан ташқари патологияларни дифференциал ташхислаш имконини беради.

References / сноски / иқтибослар:

1. Natsionalnaya 10-ya vremenная deklaratsiya Ministerstva zdoravoohraneniya Respubliki Uzbekistan po diagnostike i lecheniyu Covid-19. Tashkent 2022.
2. Узакова Г.З., Ярмухамедова Н.А., Джумаева Н.С. Болаларда коронавирус инфекцияси кечишининг узига хос хусусиятлари.-Самарканд: Журнал гепато-гастроэнтерологических исследований, 2021 г. II - том. С.-126-129.
3. Джумаева Н.С., Ярмухамедова Н.А., Узакова Г.З. Амалиётдан бир ҳолат Covid-19 касаллиги ҳамроҳ касалликлар билан кечиш хусусиятлари.- Самарканд: Журнал гепато-гастроэнтерологических исследований, 2021 г. I-том. С.-47-50.
4. Орзикулов А.О., Рустамова Ш.А., Караматуллаева З.Э., Ибрагимова Э.Ф. Covid-19 инфекциясини даволашда антикоагулянтлар ўрни ва аҳамияти. – Фаргона: Достижения современной медицины в изучении эпидемиологии инфекционных болезней. Материалы международной научно-практической конференции с участием международных партнерских вузов 10-июня 2021 год. С.206-215
5. РАХИМОВ Н. М. и др. КЛИНИКО-РЕНТГЕНОЛОГИЧЕСКАЯ И КОМПЬЮТЕРНО-ТОМОГРАФИЧЕСКАЯ ХАРАКТЕРИСТИКА ТИМОМЫ //ЖУРНАЛ БИОМЕДИЦИНЫ И ПРАКТИКИ. – 2022. – Т. 7. – №. 2.
6. Рустамова Ш. А., Мирзаева Д. А. Ранняя клинико-эпидемиологическая диагностика коронавирусной инфекции у пожилых.- Ташкент: Сборник материалов международной online научно-практической конференции. Актуальные проблемы охраны окружающей среды и здоровье населения в период пандемии коронавирусной инфекции (Covid-19)» 10 декабря 2020 года. С.94-98.
7. Рустамова Ш. А., Мирзаева Д. А. Современные подходы к диагностике, профилактике, лечению и реабилитatsии Covid-19. Казахстан: Сборник материалов III международного конгресс «Непрерывное медицинское образование в республике Казахстан. 26-27 ноября 2020 г.

8. D.A. Khavkina, P.V. Chuliaev, N.A. Yarmukhamedova, D.B. Mirzajonova, A.A. Garbuzov, J.J. Janibekov, T.A. Ruzhentsova INFECTIOUS SAFETY IN THE CONTEXT OF THE COVID-19 PANDEMIC: INTERSTATE EXPERIENCE OF INTERACTION (Turkish Journal of Physiotherapy and Rehabilitation; 32(2) ISSN 2651-4451 | e-ISSN 2651-446X) 4165-4167.
9. Pan F., Ye T., Sun P., Gui S., Liang B., Li L. Time course of lung changes on chest CT during recovery from 2019 novel coronavirus (COVID-19) Pneumonia. Radiology. 2020 doi: 10.1148/radiol.2020200370.
10. Kligerman S.J., Franks T.J., Galvin J.R. From the Radiologic Pathology Archives: Organization and fibrosis as a response to lung injury in diffuse alveolar damage, organizing pneumonia, and acute fibrinous and organizing pneumonia. Radiographics. 2013;33:1951–1975.
11. Bai H.X., Hsieh B., Xiong Z., Halsey K., Choi J.W., Tran T.M.L. Performance of radiologists in differentiating COVID-19 from viral pneumonia on chest CT. Radiology. 2020 doi: 10.1148/radiol.2020200823.
12. Сахара Сотудех Горбани, Нилуфар Тахерпур, Сахара Баят, Али Гаджари, Париса Мохсени. Эпидемиологические характеристики случаев повторного заражения, рецидива и повторной госпитализации в связи с COVID-19: систематический обзор и мета-анализ (англ.) // Журнал медицинской вирусологии.- 2022.-январь (т. 94, iss. 1).-С.44-53.-ISSN 1096-9071.
13. Дженнифер М. Сан, Хосе Матеус, Ю. Като, Кэтрин М. Хасты, Эстер Дон Ю. Иммунологическая память к SARS-CoV-2 оценивалась в течение 8 месяцев после заражения (англ.) // Наука.-2021.-6 января.-ISSN 1095-9203 0036-8075, 1095-9203.
14. ЗЕЙНИТДИНОВА З. А., РИЗАЕВ Ж. А., ОРИПОВ Ф. С. СТЕПЕНЬ ЦИТОЛОГИЧЕСКОГО ПОРАЖЕНИЯ ЭПИТЕЛИЯ СЛИЗИСТОЙ ОБОЛОЧКИ ЩЕКИ ПРИ COVID-19 //ЖУРНАЛ БИМЕДИЦИНЫ И ПРАКТИКИ. – 2022. – Т. 7. – №. 2.
15. Умурзаков З.Б., Ризаев Ж.А., Умиров С.Э. ОСНОВЫ ОБЕСПЕЧЕНИЯ АДЕКВАТНОЙ ОРГАНИЗАЦИИ ПРОФИЛАКТИКИ COVID-19// Проблемы биологии и медицины, 2021, №2 (127) с134-140
16. Rizaev J.A., Rizaev E.A., Akhmadaliev N.N. Current View of the Problem: A New Approach to Covid-19 Treatment// Medigo-legal update An Internasional journal. 2020, vol 20, N4 India, C1103-1109

THE DIFFERENCES AND SIMILARITIES BETWEEN ENGLISH FOR SPECIFIC PURPOSES(ESP) AND ENGLISH FOR GENERAL PURPOSES(EGP) TEACHERS

Sidiknazarova Zulfiya Mirsharapovna

*Senior teacher, Tashkent State Transport University,
Department of Foreign Languages*

Abstract: This theoretical study aims to explore the differences and similarities between the roles of English for Special Purposes (ESP) and English for General Purposes (EGP) teachers. It also highlights the impact of these differences and similarities on English language teaching (ELT), course materials, and classroom practice. A review of previous research shows that EGP focuses on students' general English skills, while ESP focuses on specific skills. Besides the role of a language teacher, ESP professionals have some specific roles such as course designer, material provider, collaborator, researcher, evaluator, and cultural translator. Therefore, the study recommends specific education and training for ESP teachers so that they acquire the skills to meet the challenges of their work.

Keywords: English Language Teaching (ELT); English for Special Purposes (ESP); English for General Purposes (EGP); English Academic Objectives (EAP); Analysis of needs; Material design.

Literature Review

A working definition of ESP might be that it is a broad term referring to the teaching of English to students who are learning the language for a specific work or study-related reason. ESP has always focused on needs analysis, text analysis, and training learners to communicate effectively in the tasks their academic or professional situation imposes on them (Dudley-Evans & St. John, 1998). ESP can be roughly divided into two main types: English for Professional/Professional/Professional Purposes (EOP/EVP/EPP) ... and English for Academic Purposes (EAP) (Jordan, 1997, p.4). English for General Purposes (EGP) is called TENOR - teaching English for no apparent reason (Abbott, 1981 in Jordan, 1997, p.4).

Similarities and Differences between ESP and EGP

ESP can be viewed as a special and specific edition of EGP that includes practical language skills to enable students to perform professional tasks successfully (Potocar, 2002). However, EGP provides basic knowledge and skills of the English language at the school level, where students' professional/professional and academic orientations are not well defined. The main goal of introducing ESP in different non-native/international settings is to equip learners with the necessary English skills to

meet the challenges of practical communication in their future careers. As Holme (1996 cited in Potocar, 2002) suggests, ESP should help students acquire the language skills necessary to apply their knowledge and combine work-related skills with personal development and socio-cultural knowledge

The specifics of ESP courses require a teacher to adopt a different role and teaching strategy to impart knowledge to their students. First of all, he/she has to identify the needs of the learners, which determine the method, material, and level of language teaching (Robinson, 1991). What distinguishes ESP from general English is the sense of necessity (Hutchinson and Waters, 1987, p. 53). From this, it can be concluded that an ESP teacher is almost a general English teacher unless they understand and focus on the special needs of their students (Robinson, 1991). However, certain language knowledge and skills will likely be relevant and useful for more than one subject or profession (Holme, 1996). For example, the communication skills required for different jobs may be similar (Potocar, 2002).

Comparative roles of an ESP

It is not easy to identify a teacher's role in a general or specific context because it is not static. It is constantly changing due to differences in curricula, courses, and teaching contexts (Jordan, 1997). It is precisely this fact that leads us to understand the different roles of EGP and ESP teachers. If an ESP and an EGP teacher are not identical, the question arises as to the differences between them. Hutchinson and Waters (1987) answer this question very briefly, referring to ESP and EGP that theoretically there is no difference; In practice, however, there are many differences. There is no single, ideal role description (Robinson, 1991, p. 79) for an ESP teacher, as there is a wide variety of ESP courses and contexts. However, Dudley-Evans & St. John (1998) have identified some specific roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher, and evaluator. These particular roles make an ESP teacher less like a general English teacher. Flexibility is considered the secret of success for an ESP teacher. It is a personal trait that transforms an EGP teacher into an ESP practitioner and helps them successfully teach diverse groups of students, even in the short term (Robinson, 1991, p. 80).

Role as a Teacher

The ESP practitioner is first and foremost a teacher, so he must possess the qualities of a good general language teacher along with the specific qualities desired for his subject (Robinson, 1991). The methodology of ESP teaching must not differ radically from that of General English (Dudley-Evans & St. John, 1998, p. 13). However, considering the specifics of ESP in a narrower sense, it is understood that the role and methodology of a practitioner differ from that of an EGP teacher. An ESP instructor is not the primary connoisseur of material vehicle contents (ibid.). The reason is obvious since ESP contains specific knowledge about the target situation, the field

of knowledge, or the profession, but a teacher is usually only trained in language. Because of this, learners may know more about lesson material or content than the teacher. An experienced teacher can channel students' knowledge to develop effective communication strategies in the classroom. In these situations, the teacher becomes the advisor (Robinson, 1991) who, with the help of the students, develops a teaching strategy to achieve the intended learning goals.

As a Course designer and materials Provider

ESP practitioners are expected to develop courses and provide materials to their students. These courses and materials should suit the different needs and contexts of learners. It is usually very difficult to find appropriate textbooks that address most of the language and communicative needs of students in a given context (Dudley-Evans & St. John, 1998). Therefore, ESP teacher must create their teaching material. He/she either gathers material from various sources or writes his own when what is desired is not available (Kennedy & Bolitho, 1984). But an ESP teaching assignment doesn't end here; he/she must assess the effectiveness of these materials during and after the course. In comparison, an EGP teacher follows the prescribed curriculum and teaches published textbooks recommended by school boards for various levels. He/she even adheres to the teaching methodology recommended in the book or recommended by the authorities.

As a Collaborator

Because ESP practitioners work in diverse academic and professional genres, they need to know their students' specialties to plan courses and teaching materials. In practice, a teacher cannot master the specific requirements of all the subjects he has to teach. In such a situation, cooperation with subject matter experts in the respective disciplines is recommended (Dudley-Evans & St. John, 1998). This type of collaboration can be of different types; simple cooperation, specific cooperation, and the most comprehensive cooperation (*ibid.*). Working with subject specialists, an ESP teacher knows the subject curriculum and professional responsibilities of their students. The specific collaboration involves an extended collaboration between the ESP teacher and the subject specialist. The latter offers the former access to the actual content of the specialist course, which can be used in the classroom. A subject librarian can assess the teaching materials created by the ESP teacher in certain situations (*ibid.*). The specialist lecturer and the ESP practitioner teach the class together in full cooperation. It is known as team teaching (Robinson, 1991, p. 88). This type of collaboration is not required in an EGP context.

As a Researcher

An ESP practitioner should also have an interest in research methodologies that can aid in the performance of various tasks such as needs analysis, course design, and material selection. This role is urgently needed in the field of EAP, where volumes of

research have already been published (Swales, 1990, cited in Dudley-Evans & St. John, 1998). To benefit from this research, a teacher should have research aptitude and skills. When assessing needs, teachers need to go beyond the superficial analysis of the skills students want. They should provide a comprehensive overview of the skills identified by learners and the relevant texts (Dudley-Evans & St. John, 1998). In the field of EGP, there is no such research as the same traditional grammatical structures are taught up until now.

As an Evaluator

An ESP practitioner not only assesses students' language knowledge and skills, but also the courses and materials they have developed themselves (ibid.). Discussions with the students and their ongoing needs analysis can be very helpful in determining the compatibility between the course and the materials taught and the learning priorities identified by the students. An EGP teacher also fulfills this role to a certain extent as they are also involved in the assessment of their students.

Cultural Understanding as a Role of ESP Teacher

An ESP practitioner, much like an EGP teacher, must understand and respect the cultural sensitivities of their students, especially when teaching in a non-native setting. In addition, an ESP teacher should also be aware of the differences between different academic or professional cultures in which he/she works (ibid.). He/she must take this type of cultural awareness into account when designing courses, preparing materials, and delivering classes.

Implications for the materials, classroom practices, and ELT

In general, the spread of ESP has also influenced the teaching of English. Currently, many ELT teachers analyze the needs of their students to make their programs more effective (Kennedy & Bolitho, 1984). Therefore, educational leaders and policymakers can be recommended to create conditions to promote research culture among ELT teachers. In this regard, teachers should conduct action research to help them analyze the effectiveness of their specific language courses and the methodology used (Kennedy, 1985, cited in Robinson, 1991). Given the above literature, it appears that an ESP practitioner has more roles to play compared to an EGP teacher. Therefore, special training courses must be agreed upon and defined as a prerequisite for entry into ESP teaching. The preparatory, in-service, and refresher courses can be fruitful for the specific training of ESP teachers. As there is a wide variety of ESP contexts and courses, it is not possible to train one teacher for all. McDonough (1988 quoted in Robinson, 1991, p.94) makes sense to divide the training route into wide-angle and narrow-angle areas. Typically, newcomers to ESP teaching do not know which specific ESP situation they will select to teach. For this reason, we recommend broad-based courses with general language teaching and broad ESP knowledge for professional preparation and more specific, closely interlinked, subject-

specific courses for extra-occupational training. In addition, Ewer (1983 in Robinson, p. 94) also recommends training for ESP teachers to address attitudinal, conceptual, linguistic, methodological, and organizational problems they may encounter when performing different roles.

The impact on the material design was also far-reaching. The immense work related to the languages of various disciplines and professions has enlightened people about the various functions of the English language. It has inspired many people to initiate projects to write materials in all areas of ELT (Kennedy & Bolitho, 1984). Due to developments in material design, ESP has shown how a communicative language curriculum can be transformed into either a functional fictional or a task-based curriculum (Dudley-Evans & St. John, 1998, p. 19). This can help teachers engage students by allowing them to use language to convey their intentions and meanings. Since ESP ensures student autonomy, it would be a good idea to ask students to choose materials themselves. This freedom of choice can increase their creativity and motivation (Ajideh, 2009).

Conclusion

The comparative roles of ESP and EGP teachers highlighted in the above literature make it clear that while there are some commonalities for both teachers in their respective classes, ESP teachers have several responsibilities that are unique to them, which makes the work more challenging. The ESP teacher or practitioner who fulfills the traditional role of an EGP teacher must simultaneously become a material designer, an organizer, a consultant, a facilitator, and a researcher. The diversity of their roles must be largely reflected in their teaching practice to achieve their teaching goals. Compared to EGP teachers, ESP practitioners need to show more flexibility in their approaches due to constantly changing classroom situations and autonomous students in ESP contexts. Both EGP and ESP teachers should be qualified and trained to achieve fruitful results in their fields. However, it can be assumed that ESP teachers need specific training in the necessary skills such as needs analysis and material design to meet the specific needs and high expectations of their students.

REFERENCES:

1. Ajideh, P. (2009). Autonomous Learning and Metacognitive Strategies in ESP Class.
2. Journal of English Language Teaching, Volume 2, No.1, pp.161 – 168
3. Kiyasova R.M. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/103>
4. Kiyasova R.M. English for specific purposes in the aviation. Peerian journal, 2022. <https://peerianjournal.com/index.php/tpj/article/view/110>

5. Z. M Sidiknazarova Social problems raised in “Mother to son” Langston Hughes. Peerian journal, 2022

<https://scholar.google.com/scholar?oi=bibs&cluster=2040084273238332029&btnI=1&hl=ru>

6. Sidiknazarova Zulfiya Mirsharapovna Determination of the Needs of Students by Psychological and Pedagogical Teaching Tools Using Remote Technologies <https://scholar.google.com/scholar?oi=bibs&cluster=13329136855322135845&btnI=1&hl=ru>

7. Z. M Sidiknazarova Learning with the help of electronic portfolio in universities in Germany

<https://scholar.google.com/scholar?oi=bibs&cluster=797966883827394993&btnI=1&hl=ru>

8 Sidiknazarova Zulfiya Mirsharapovna Pros and Cons of Computer Technologies in Education

<https://scholar.google.com/scholar?oi=bibs&cluster=10579112779057830167&btnI=1&hl=ru>

TEACHING ENGLISH GRAMMAR VIA GAMES

Sidiknazarova Zulfiya Mirsharapovna

Senior teacher, Tashkent State Transport University,

Department of Foreign Languages

Abstract: Teaching grammar is a complex but crucial process in the course of an educational and epistemological program for learning any language, especially English. An English teacher must teach vocabulary and grammar so that the learner can develop the four basic skills for learning a language. In any teaching strategy, a method followed by a theory, goal setting (general and specific), curriculum design, curriculum planning, checklist compilation, material selection, and lesson planning is identified as mandatory steps to be performed by an English teacher. In the case of methods, four types of methods viz. H. The method of grammar translation, the direct method, the audiolingual method, and the method of communicative language teaching are given. In addition, various methods, in particular keyword methods, word cards, restructuring of the reading material, root analysis, etc. can be marked as necessary when teaching vocabulary.

Keywords: a teaching grammar, the structure of the target language, formal linguistic competence, linguistic intuition, learning activities, grammar points, problem-solving activities, communicative practice

Over the past twenty years, many ESL/EFL books have been devoted to teaching grammar. We believe that teaching grammar is the most difficult aspect of teaching English as a foreign language as people should acquire what many refer to as a sense of language or intuition. English constructions are simpler than in Russian; However, there are only twelve tenses for the active voice. Also, students should know their mother tongue to understand the structure of the target language. So, we can say that the topic of improving grammar teaching is relevant today.

The use of games in grammar lessons has always been a point of contention. Some teachers consider games just fun or activities that can only be used as a warm-up. Other teachers do not believe at all that grammar can be taught interactively, and place great emphasis on drills and substitution exercises as the main means of gaining formal mastery. These teachers believe that games only have a legitimate place in children's classrooms, but adults would respond better to formal instruction.

Most English teachers agree that games are excellent learning activities for children; Some believe that adult students are not receptive because they expect more from their classes than fun and games. Practice shows that well-planned games can be very successful in teaching and deepening grammar content if the activities are tailored

to the ability, age, and experience of the students and are not presented in a patronizing way. There can still be surprises when a supposedly childish game is a real hit in an adult class and conversely a problem-solving task that requires critical and conceptual thinking could be interesting for younger students.

We also strongly believe that games can and should be used at all language levels and in all age groups because when students engage in games or problem-solving activities, their use of language is task-oriented and has a purpose that goes beyond producing correct language. This makes these activities ideal for practicing communicative grammar when the activities can be structured to draw learners' attention to some specific forms before practicing communicatively. When this is successfully achieved, problems and games help reinforce the connection between the form (grammar structure) and real-life situations in which it can be applied, as the forms to which attention is focused naturally appear in the larger context created by the game or issue.

When using games or problem-solving activities, the teacher needs to be sure that students are familiar with the words and structures needed to complete the task. Quick drills or drills should usually be done before students play the game or solve the problem. This will encourage them to practice the appropriate forms, rather than the forms that can arise when learners are forced to engage in a communicative task before they have an adequate command of the words and structures required to do so.

The treasure hunt can be used successfully with high-beginner or low-intermediate students. For this game, which evokes the communicative practice of imperatives and possibly all kinds of questions (yes/no, w-, alternative), the teacher first divides the class into groups of three (in a large class, the students could form groups of three). four). or four). five).). Each group gets a small picture of a pot of gold - or other suitable treasure - with the group number written on it in large letters. The group is also given a thumbtack or piece of tape and asked to choose one of their members for a very important task.

The group members selected for the important task leave the room with the teacher and are instructed to hide the pot of gold in a secluded but accessible location at least fifty paces from the classroom door. At this stage, they should only be instructed to find a very good hiding spot for the treasure and return to the classroom as soon as possible. Once all of the class members in charge of hiding the treasure have returned, they are told to rejoin their groups but say nothing until further instructions are given. They are then asked to give the other group members precise verbal instructions on where to go to find their group's treasure. These instructions should only be given orally. Cards, gestures, or written notes are not allowed. The other group members can ask as many questions as they like. The one hiding the treasure has to tell the others how to get to the hiding place from the classroom, not just where it is.

The next game is Where is what? It can be used at all levels. This non-threatening guessing game is a great way to complete a lesson on prepositions. This game aims to practice using prepositions in a task-based situation. The flow of this game is as follows:

1. Before class begins, place one of the items on top of something, under something, or between two other things.
2. Divide the class into two teams or groups.
3. Tell the class that they only need to identify an object they have chosen in the classroom using yes/no questions about its location (e.g. is it on the wall? is it behind you?).
4. The teams take turns asking positional questions; no points will be lost if the answer is wrong.
5. Each team can try to guess the object at any time, if they guess wrong, the point goes to the other side.
6. The first team to identify the object wins the point.

This game also works best as a short activity at the end of a class.\

The next game is easy to perform as no materials are required. It is used at an intermediate level and requires 10-15 minutes. It exercises the first condition. You should do the following: 1. Ask a student to draw on the board a girl standing confused on the shore of a lake. 2. In a speech bubble that comes out of her mouth, write: I wonder what I'll do if he doesn't visit me at this strange lake tonight. 3. Tell the students that the exercise aims to completely transform the sentence. To do this, they can either put one word or two words together, but each time they have to replace them with a three-word sentence. When the first student suggests deletions and additions, cross out a word or two and add the three suggested words. Have another student read the new sentence to see if it works for him or her and the group. You don't have to speak at all if the students can't decide on a substitute, and if it's wrong you just have to cross out the three words and put the original one or two back. If a student suggests something wrong, avoid commenting with your face and body, you can remain silent and still be very non-neutral.

These are far from just games that can be used in the classroom; we just wanted to show a few that have proven to be very effective and can be used in English classes. Besides games, we can also use role-playing as an activity, which is a dramatization of a real-life situation in which students take on roles. It presents students with a problem, but instead of reaching a group consensus on the solution, students act out their solution. The role-play format allows students to use the target structures naturally without having to think too much about which end goes where. Properly chosen role-playing scenes expose students to the types of situations they are most likely to encounter inside and outside of the classroom.

These are such situations that help improve students' confidence and ability to communicate effectively. It is an excellent technique for the communicative practice of structures sensitive to social factors. The general procedure is to give students the problem first and answer questions. Next, introduce and explain the vocabulary and structures required for the task. In the following session, divide the students into groups to discuss and practice how they will do the role play. During this step, the teacher lets the students communicate freely and does not interrupt for correction. However, the teacher should note grammatical, cultural, and phonological errors for future reference.

Next, the role-play is performed in front of the class. After each performance, the teacher comments on selected minor language errors. Major mistakes are saved later for formal grammar lessons. After each group has performed, the whole class discusses the questions raised by the situation, such as B. different interpretations of the scene and culturally or linguistically appropriate responses. The final step is to assign a writing exercise based on the role-play or a related question. Subsequent grammar lessons based on the errors observed during the exercise should be presented.

The entire exercise extends over three days: Introduction to the role-play situation and first group work on the first day; on the second-day further group work, performances, class evaluations, and written work; the grammar follow-up on the third. Such a classroom activity typically includes vocabulary work, a culture lesson, writing work, and a grammar lesson, as well as work on pronunciation and communication strategies. Role play thus represents a comprehensive approach to language learning.

To illustrate the process, consider the following role-play: Getting stopped by a police officer. The grammatical emphasis is on the social use of models, please understand, and the logical use of models, as in must have left.

1. Scenery - You are driving on a freeway in California and are stopped by a police officer. He completely disagrees that you are a foreign student and that your nervousness is making it difficult for you to express yourself. You're not sure why he stopped you, but you know he's extremely angry. You will be asked to create a short skit featuring three characters: the driver, a passenger, and the policeman. The presentation should last about five minutes.

2. Vocabulary driver's license, vehicle registration, insurance valid until, law.3. Role-play planning questions: Why did the policeman stop you? How to react to this anger? Could it be that he had a good reason to stop you? What's the best way to go about it? What language do you speak with a police officer? What are the possible problems you might have? 4. Discussion Questions: Is bribery a good way to deal with a police officer in the United States? Why or not? What is the role of a police officer in the US? In our country? If you are stopped by a police officer, what should you do?

Having studied some of the recent work on the place of games in an English classroom, we should say that there are both advantages and disadvantages to using games. The advantages are the following:

- Interaction of all students during the game;
- Arouse students' interest in the topic;
- Involve learners in communication;
- Good practice of all aspects of the language;
- Suitable for all levels;
- Possibility to play the games that can be used at any stage of the lesson. Among

the disadvantages, the most common are:

- Games can take a lot of time in terms of preparation, construction, evaluation, evaluation, etc.

- Not every student is willing to participate
- Games can cause arguments among classmates.

Despite the disadvantages listed, most games provide meaningful contexts for integrating writing, reading, pronunciation, listening, and grammar. In this article, we've tried to focus on how to liven up grammar lessons with interactive games that help reinforce learning. We believe that games allow students to engage with language spontaneously, experience more empathy, increase self-esteem and motivation, and reduce sensitivity to rejection, thereby facilitating second language acquisition. After all, games, when done right, provide delightful lessons for both teachers and students.

References:

1. Diane Larsen-Freeman "Techniques and Principles in language teaching" (Oxford university Press, 1986).
2. Donna Inness, James Kealey "Grammar- Focused Interactive Activities and games (Oxford University Press, 2002).
3. Mario Rinvolucry, Paul Davis "More grammar games" (Cambridge University Press, 1995)
4. Mario Rinvolucry "Grammar Games" (New York, 2003)
5. Amanov A.K. Principles of communicative competence and its practical reflection on homework. International Interdisciplinary research journal (GIIRJ), 480-484, 2021. <https://internationaljournals.co.in/index.php/giirj/article/view/724>
6. Amanov A.K. Cognitive and linguocultural Features of the English wedding ceremony. Zien journal of Social Science and Humanities, 2021. <https://zienjournals.com/index.php/zjssh/article/view/401>
7. Z. M Sidiknazarova Social problems raised in "Mother to son" Langston Hughes. Peerian journal, 2022

<https://scholar.google.com/scholar?oi=bibs&cluster=2040084273238332029&btnI=1&hl=ru>

8. Sidiknazarova Zulfiya Mirsharapovna Determination of the Needs of Students by Psychological and Pedagogical Teaching Tools Using Remote Technologies

<https://scholar.google.com/scholar?oi=bibs&cluster=13329136855322135845&btnI=1&hl=ru>

9. Z. M Sidiknazarova Learning with the help of electronic portfolio in universities in Germany

<https://scholar.google.com/scholar?oi=bibs&cluster=797966883827394993&btnI=1&hl=ru>

10. Sidiknazarova Zulfiya Mirsharapovna Pros and Cons of Computer Technologies in Education

<https://scholar.google.com/scholar?oi=bibs&cluster=10579112779057830167&btnI=1&hl=ru>

THE ROLE OF PORTFOLIO IN TEACHING ENGLISH

Sidiknazarova Zulfiya Mirsharapovna

Senior teacher, Tashkent State Transport University,

Department of Foreign Languages

Abstract: This study focuses on determining the impact of the portfolio on learning products on eighth-grade students in foreign language learning. In the research, the experimental design pre-test-post-test with a control group was used. In this twelve-week experimental study, two groups were randomly formed as experimental and control groups. The activities in the teacher's manual were used with the control group. However, portfolio activities were also used in the experimental group. At the beginning and end of the study, both groups received an ability test and a scale to measure attitudes toward English. Therefore, the impact of the portfolio on success and attitudes toward English was examined. An achievement test was developed consisting of 20 multiple-choice grammar and vocabulary questions, a 15-part listening test, a 15-part reading test, a 15-part speaking test, and a 15-part writing test. The English attitude scale consisted of 34 items. In addition, the students in the experimental group were asked five open-ended questions to find out what they thought about the portfolio. At the end of the research, it was found that the portfolio had a positive impact on student performance but had no impact on attitudes toward English. In addition, it had positive effects on writing, listening, and reading skills, but no effect on speaking skills. The evaluation of the open questions showed that the students liked the portfolio application and that they generally had a positive attitude toward learning English. On the other hand, the interview with the students made it clear that the students liked portfolio activities.

Keywords: effects of the portfolio, experimental study, grammatical structures, curriculum drafts

Nowadays, the importance of teaching English increases with the speed of information exchange. The understanding of traditional language teaching has been replaced by a communicative approach. The aim is for the students not only to use the language to learn the grammatical structures but also to communicate functionally with strangers. The innovations in language teaching have also had an impact on the assessment process. It can be seen that process-based evaluation was important in language teaching. And we see that in newer approaches to language teaching, more importance is attached to the process than to the product. Considering the transition from teacher-centered approaches to student- and learner-centered approaches, it can be said that process-based approaches should be included in curriculum design. The

basic hypothesis of process-based approaches is that, based on each language behavior, specific skills and strategies are used to understand or produce the language. The learning environment is important because it is in learning environments that students become aware of their abilities and potential. One of the process-based valuation techniques is certainly portfolios. Constructivist approaches are presented using portfolio studies. Because the student needs construction in their mind for each study and activity to be included in the portfolio. He/she reflects on his/her learning in his/her studies. From this perspective, portfolio application can be said to contribute to constructivist learning theory (Mhladz, 2007:22). Portfolio, which can be easily used in all areas of primary and secondary education, can be called a personal progress file, portfolio, or student portfolio in Turkish literature (Bahar, 2006:74). It will be useful to briefly mention the definitions to understand their contribution to language teaching.

Multilingualism is currently being encouraged and the importance of language learning is increasing to enable today's nations to keep up with rapidly expanding knowledge. The new approaches in education guide both teachers and students to actively participate in education. Therefore, traditional methods had to be replaced by new ones. The thoroughly teacher-centered system, in which the students as passive recipients only had a limited space for participation, lost its validity. Language teaching can only be undertaken as a task that focuses on the process rather than the product, aiming to teach communication skills and provide real-world environments for using the language. All of this certainly shows how much a student learns in the assessment processes of an alternative method of valuation, the portfolio has emerged as a result of these trends, but ideas about the functionality of its results have remained limited. Although there are several studies abroad, the number of studies on this topic in our country is limited. In particular, the studies on the effectiveness of portfolio exercises in English lessons are not sufficient. It is expected that this study will contribute to the evaluation process in foreign language teaching. This study aims to determine the impact of using portfolios in 8th-grade English classes on student performance and attitudes. In this study, a pretest-posttest experimental design with a control group was used.

The independent variables in this study are portfolio-building activities, and the dependent variables are students' academic achievement levels and their attitudes toward English courses. To collect the data, the researcher created an ability test that included knowledge, comprehension, and application questions and aimed to measure listening, speaking, reading, and writing skills. Students' attitudes toward English were assessed using the scale developed by Chanel (2002). The Cronbach alpha reliability coefficient of the 34 elements was found to be 0.895. The multiple choice test consists of 20 knowledge questions and aims to test grammar and vocabulary. To assess reading

competence, 15 questions were asked about a reading text. Eight of these questions were true/false and seven were multiple choice.

Regarding writing skills, students were given blank forms and asked to write about an event they experienced in at least 15 sentences. For listening comprehension, students were asked to choose the correct picture from three pictures that were shown to them after hearing a title appropriate to their level. For speaking skills, 15 questions were prepared, each with only one correct answer. For each question, picture cards were prepared, which were shown to the students while answering the questions. Students received the competency pretest, and item test correlations, item discrimination index, and item difficulty index were identified.

The performance test and the attitude scale were practiced twice at the beginning and end of the semester. During the study, which lasted 12 weeks, both groups received activities that matched curriculum goals. The students of the experimental group prepared portfolios and activities to develop their four language skills and presented their work in class in addition to the above activities. It aimed to develop their speaking and listening skills. These presentations included activities such as debates, partner work, and dialogue practice. The activities were designed to be carried out outside of class, and at the end of each activity the students received feedback and their mistakes were corrected. The portfolio was formed with these activities: adapting a fairy tale or story to the present; being aware of your strengths and weaknesses and being able to express them in English; interviewing a family member, turning it into a dialogue, and acting it out in the classroom with a friend; making a list of the ten things he most wanted to achieve in life; to write about a person who influenced him the most and to give several reasons; Conduct an imaginary interview with a celebrity or a character they played by asking questions about what they did or where they went. creating a puzzle with the new vocabulary; Creating an advertisement or brochure about a well-known tourist destination or resort, etc.

Finally, based on the student's responses to the open-ended questions, it became clear that they were positively influenced by the practice and that they believed they benefited from this practice. It also became clear that the students spoke more English in class and increased their vocabulary. The students also indicated that they developed regular study habits and in this way improved their English exam results through portfolio exercises. On the other hand, the students explained that they had some time problems with this exercise because they were afraid of the exam at the end of this semester and therefore could not concentrate enough on the process.

When the mean scores for the four core competencies were compared, it was found that portfolio practice had a positive impact on students' reading, writing, and listening skills, but had no impact on speaking skills. These results are similar to those obtained in several studies on the effects of the portfolio on four basic skills (Fourie

and Niekerk, 2001). Brooch and Keshavarz (2002) also concluded that the portfolio technique has a positive effect on student performance. As Yueh (1997) found, portfolio practice has a positive impact on student performance. In addition, Bowman and Sue (1997) emphasized the potential effectiveness of the portfolio in their study. The study of writing skills conducted by Spencer (1999) supports the findings of this research. This study shows that the portfolio had a positive impact on students.

Kse (2006) found that the portfolio had a positive impact on reading skills and increased students' awareness of reading skills. As Belanoff and Dickson (1991) noted, the portfolio technique is a form of targeted pooling of student competencies. The portfolio is much more about developing students' writing skills. The portfolio did not affect my speaking ability. In his portfolio study, Ponte (2000) mentions the difficulties of doing homework for speaking. According to him, very little speaking practice can be done in the classroom and it is very difficult to develop such a skill if it is used a little or a very little outside of the classroom. The portfolio practice did not create meaningful meaning between the groups in terms of attitudes toward English. This finding is consistent with those also found by Starck (1999) and Erdoan (2006).

REFERENCES:

1. Yueh, H. (1997). The relationship between the quality of portfolios and students' use of self-regulated learning strategies. Doctoral Dissertation, The Pennsylvania State University, Pennsylvania.
2. Barootchi, N., & Keshavarz, M.H. (2002). Assessment of achievement through portfolios and teacher made tests. *Educational Research*, 44(3).
3. Belanoff, P. & Dickson, M. (Eds) (1991). *Portfolios: process and product*. Portsmouth, NH: Boynton/Cook Heinemann.
4. Fourie, I. & Niekerk, D. (2001). Follow-up on the use of portfolio assessment for a module in research information skills: An analysis of its value. *Education for Information*, 19, 107-126.
5. Ishankulova D.A. Graves and the suspicious copy of Khayyam. *Science and education*. -2017-2024, 2022.
<https://openscience.uz/index.php/sciedu/article/view/3261>
6. Sidiqnazarova Z.M. Social problems raised in "Mother to son" Langston Hughes. *Peerian journal*, 2022. <https://peerianjournal.com/index.php/tpj/article/view/112>
7. Sidiqnazarova Z.M. Amy Tan and literary specification of her works. *Academica Globe: Inderscience research*, 2022.
<https://agir.acemiascience.org/index.php/agir/article/view/>
8. Sidiknazarova Z. M. , Kiyasova R. M. Types of Interactive Methods in Teaching English to Students
9. . Sidiknazarova Z. M. Types of Interactive Methods in Teaching English to Students *Texas Journal of Multidisciplinary Studies*
<https://zienjournals.com/index.php/tjm/article/view/2641/2214>

DEVELOPING VOCABULARY THROUGH SPEAKING AND LISTENING ACTIVITIES

Sidiknazarova Zulfiya Mirsharapovna

*Senior teacher, Tashkent State Transport University,
Department of Foreign Languages*

Abstract: Vocabulary is an important aspect of language and communication skills. Teaching new vocabulary in a foreign language class can be a challenge for many teachers. A complete knowledge of a word requires far more than simply recognizing the word or being able to state its meaning; it includes learning it: form (spoken and written form, parts of words), meaning (form and meaning, concepts and references, associations) and usage (grammatical functions, collocations, and limitations of use). Since the goal of the English language school program is to learn English for communicative purposes, this article, based on recent research on foreign language vocabulary teaching and learning, calls for the use of some very important strategies and techniques for effective vocabulary teaching and building Listening Skills Comprehension and speaking: dividing text vocabulary into active and passive, effectively organizing and focusing repetition, using the target foreign language at different stages of the lesson, and selecting effective teaching and learning activities. These strategies offer learners good opportunities to expand their current vocabulary and acquire new words in the target language in a classroom-based environment.

Keywords: vocabulary, foreign language, speaking, listening, activity.

Referring to our teaching experience, communication characterized by low levels of verbal accuracy and fluency is often observed in an EFL classroom, even though learners have studied it for many years. Naturally, the following question arises: What strategies and techniques must foreign language teachers use to teach vocabulary effectively while building listening and speaking skills to help their learners learn a language for communicative purposes? Through a literature review, the research aims to examine this question and make suggestions for English teachers to teach and learn vocabulary effectively concerning language learning theory and research.

When dealing with vocabulary, it is important to consider what it means to know and learn a word. Full knowledge of a word requires more than just recognizing the word or being able to state its meaning, as is typically the case when ESL is taught and learned in the classroom. Borrowing from Nation (2005) and Thornbury (2008), knowing and learning a word from the perspective of receptive and productive language includes knowing and learning its: form (spoken and written form, word parts), meaning (form and meaning, concepts) and referents, associations) and usage

(grammatical functions, collocations, and usage restrictions). The spoken and written form: The lack of consistency between spelling and pronunciation makes it difficult (or impossible) to base pronunciation on the written form, or vice versa, not only for foreign learners but also for native speakers (Nation, 2005, p. 45). Not knowing the correct pronunciation can lead to not understanding words in spoken English that the learner clearly understands in written English. In addition, the stress in a word determines the lexical and grammatical meaning of the word (/import/-noun, /import/-verb.), the length of a phoneme determines the lexical meaning of a word /i:p/ - /ip/, and a sound can be represented by one or more letters: // (cut, come, country, blood, does). Word parts: A known stem or affix facilitates the process of word learning and use; It helps the learner: remember its meaning, recognize it in a different context, make assumptions about the meaning of unfamiliar objects, and expand learners' expressive possibilities by using another word instead of the target word without being able to remember a specific communicative situation. Meaning: To fully understand a word, learners need to know not only what it refers to, but also when the boundaries separate it from words of related meaning (such as synonymy, hyponymy, antonymy, part-whole relationships) (Gairns & Redman, 2004, p.13).

In addition, to avoid confusion, learners need to know that a word form can have: several different meanings that are not closely related (homonymy: a tray for papers; a tool for cutting), and one referential (denotative) and one connotative meaning. Grammar function: To use a word correctly, one must know what part of speech it is and what grammatical patterns it can fit into. This is particularly important in English, where: the same word form can be used in different parts of speech (a book / to reserve a table); the lexical choice, especially of the verbs, determines the grammatical structure of the rest of the sentence: the prices went up (intransitive verb); She enjoys music (transitive verb); I left the key at home (complex transitive verb). In addition, as in other languages, words of a certain word class are classified according to their grammatical features (regular/irregular verbs, countable/uncountable nouns, and regular/irregular noun forms in the plural). Unfamiliarity with irregular shapes can lead to improper learning and use by the learner. In collocation, it is important to know which word typically occurs with [The earth rotates (not orbits) the sun]. Such knowledge of words helps learners to learn and use the target language correctly and fluently. With insufficient word formation ability and under the influence of the mother tongue, the learner tends to use grammatically correct but unnatural phrases (I have decided instead of I have decided). Usage constraints refer to the sociolinguistic factors (such as the speaker's relationship to the addressed speaker, their social status, age and gender, the communication goal, etc.) that drive the language used to use a word (of a particular style or voice) pitch) rather than another (with a different style or

voice) in a given communication situation. Failure to consider these aspects can lead to inappropriate use of language.

This multidimensional nature of word knowledge needs to be considered when choosing the right strategies and practice activities that will allow learners to progressively acquire the desired aspects of word knowledge and commonly spoken English for communication purposes. Below are some key strategies and activities that can be used successfully in developing EFL vocabulary through speaking and listening activities. It should be noted that not all aspects of word knowledge of every word occurring material should be fully considered. It is the teacher who selects the words and their aspects that need to be included in the learner's active vocabulary based on their importance to text comprehension, the learner's knowledge load, and their role in the development of learning skills.

Division of text vocabulary into an active and passive vocabulary: the new words aimed for must be used in the active (important to be part of the active vocabulary) and in the passive (must be known but not learned as they will be the focus later) for learners are more important). When teaching active vocabulary, it is recommended: to take time to give examples and ask questions (Doff, 1988, p. 19) so that students can see how the word is used; a rich instruction that explores different aspects of word knowledge and encourages learners to process the word thoughtfully and actively (Nation, 2005, p. 95). Good contributions to this strategy are the activities of finding keywords in a text and creating a semantic or thought tree of words or ideas.

One such strategy, the division of text vocabulary into active and passive vocabulary, should be encouraged to be used by the learner to enhance independent vocabulary learning. To this end, the teacher should regularly discuss with the students what new words need to be learned from them. They justify their choices and are trained to choose words for their learning. Repetition is very important for vocabulary learning, especially when there is so much to know about each word (as illustrated above); An encounter with him is not enough to acquire the word fully and use it fluently. Repetition not only helps to consolidate knowledge but can enrich previous meetings. Repetition is not meant as a mechanical repetition of the word as a chain of sounds; Such repetition does not help word memory, but word from memory. Effective repetition, which strengthens and enriches word knowledge, involves the exposure of learners to word use in different contexts by listening to and reading texts and using them in different speaking and writing activities (Nation, 2005).

Much research has been done on how elements should be repeated. Concerning Nation (2005), foreign language vocabulary research has shown that: - learning through repetition depends on the spacing of repetitions and the type of repetition; - Spaced repetition (spreading the repetition over a long period) leads to safer learning than bulk repetition (using a continuous period, e.g. 15 minutes). Pimsleur (1967, cited in Nation,

2005, p. 77) proposed, based on research, an exponential scale for the size of the distance between repetitions; The general principle behind distance is that the older a learner is, the slower they forget. Similarly, Webb's results from his study (2007) showed greater knowledge gains for at least one aspect of knowledge as repetitions increased. Webb suggested that more than ten repetitions might be required to develop full knowledge of a word.

But there are even research cases, such as Webb & Chang's (2014) study, which suggest that frequency is just one of many factors affecting learning and found that the relationships between vocabulary learning and frequency and distribution of occurrence are not significant. Regarding the type of repetition, experimental evidence has shown that retrieving the element is more effective than simply seeing it again, as it resembles the performance required during normal use (Nation, 2005, p. 79). When there is a delay between the presentation of a word form and its meaning, learners have an opportunity to try to guess or remember the meaning, resulting in faster and longer-lasting learning. Encountering words when listening to and reading texts and using them when speaking and writing offer opportunities for relaxation. Baddeley (1990, cited in Nation, 2005, p. 79) considered the combination of spatial repetition and retrieval to be easy to handle and broadly applicable.

The type of repetition is closely related to the learning objective: word form, word form-meaning connection, and remembering the meaning in different contexts. Nation (2005) found that more extensive repetition (expanding the meaning of the word and meeting some of its collocations) had stronger effects on understanding passages than repetition of the same information. Repetition must be realized through various activities that allow learners to use the words in different ways, not only to repeat the known aspects of the word but also to enrich it and expand word meaning and usage. Gairns and Redman (2004) suggested FL teachers use an activity aimed at reviewing the previous lesson(s) before starting the new lesson. In addition to the teacher's responsibility and desire to check the target words, the course books and the total number of EFL lessons play an important role in this aspect. A good course book provides students with materials and content that allows learners to review previous language elements. The number of EFL instruction hours must be signed for teachers to allocate enough refresher hours to their learners.

Learn vocabulary through clear instructions and definitions. Another important factor in vocabulary acquisition is the strategy used to present new words, either before listening to a text or when they appear during the lesson. Target word translation is a traditional and widely used vocabulary presentation technique as it is the simplest and clearest way to show the meaning of the word, but it is incomplete and insufficient as learners cannot see how the word is used, and neither can you. Concentrate on the other aspects of word knowledge.

Three main factors affect vocabulary acquisition through oral input:

1. The teacher's ability to define a word; good definitions must be specific, direct, unambiguous, and simple; Ellis (1995) and Chaudron (1982) (cited in Nation, 2005, p. 83) suggested that short, direct word definitions are best suited for oral input while repeating the meaning of words for learners with a limited brief knowledge of Advantage is useful and can lead to confusion. Appointment memory and make it difficult to recognize which characteristics are decisive for the meaning of the word. The use of unknown words when defining the target word also makes understanding impossible.

2. The ability to learn. Learners have different learning styles: they learn differently and at different speeds because of their biological and psychological differences. Therefore, some learners use a holistic model of word meaning (they abandon a concept when conflicting information arises); More successful learners use an analytical approach (developing a concept for a word that consisted of several separate components of meaning and allowed the incorporation of new information); some students perceive the new verbal information, which depends heavily on the visual representation; others prefer spoken language; still others respond better to physical activity (Oxford, 1990). The teacher must help learners to define their perceptual style and help them memorize new foreign words using the techniques that best suit their learning style.

3. The features of the language in question are important for communicating and understanding meaning. There are many ways to communicate the meaning of words: through actions, by showing objects, pictures, or diagrams, by using translations, by defining them in a foreign language, and by providing linguistic context cues. Visual techniques such as real objects, images, and action demonstrations are considered to be the most beneficial methods of conveying word meaning because learners see an instance of meaning, and meaning is memorized both linguistically and visually. Additionally, these techniques are often viewed as fun by learners and time-saving by teachers.

The use of the English language in different phases and situations of teaching for practice purposes. Non-English teachers teaching classes of learners who speak a common language other than English have many opportunities to use basic English in the classroom. The target foreign language can be used (Doff, 1988): in the lesson itself: explaining a new word or grammar point, giving examples, introducing a text, asking questions, etc. It should be noted that the explanations in English should be simple and as clear as possible so that the learners can understand them. If the language to be explained is too complex, it is best to use the learner's language, for other activities that are not part of the lesson: checking attendance, telling learners where to sit, explaining how an activity works, controlling the class, etc. In such activities,

teachers use organizing language made up of simple commands, and Instructions are repeated in each lesson: Books open/close! Please come here. Be calm! Who wants to clean the blackboard? Who is absent today?). If the teacher says them over and over again in English, even beginners will quickly understand what they mean. Also, the situations that arise in class (a student is late, someone forgets a book) and conversations in English with the class about interesting topics (student activities, holidays and vacations, a school play, a TV show, birthdays, etc.). Starting the lesson (rather than going straight to the textbook) creates an opportunity for real language practice and creates an English-speaking atmosphere in the classroom that makes learners feel that English is the right language for communication and not just a school subject.

Because the teacher speaks English most of the time, learners practice listening and responding to spoken English, which helps them absorb and learn words and phrases that go beyond the language of the textbook. While there are benefits to using English in class, teachers should not feel that they have to use it all the time; There are situations where it makes more sense to use the learner's language than English. How much English the teacher uses depends on the level of the class and the teacher's language skills. Selection of vocabulary teaching and learning activities. Numerous practice activities can be used to learn target vocabulary while building listening and speaking skills (see Doff, 1988; Gairns & Redman, 2004; Hedge, 2000; Thornbury, 2008). When choosing the right one for successful teaching and learning, it is important to consider the following aspects:

The goal of the activity. An activity can help learners acquire one or more aspects of word knowledge. After testing the learner's knowledge of the target vocabulary, the teacher selects the activities that will help the learner acquire the aspects they are already missing. The psychological conditions that the activity uses to achieve the learning goal of perceiving, remembering, and creating help the learner retain the word in long-term memory. Recognizing or directing learners' attention to the target words can be influenced by several factors, including stress on the word during text entry or discussion, learners' prior exposure to the word, guessing a word from context, and decontextualization (emphasis). write on the blackboard, negotiate the meaning of words with each other or with the teacher).

During a receptive activity (reading/listening), the learner can perceive the form and retrieve its meaning; Similarly, when the learner wishes to communicate the meaning of the word, they retrieve it's spoken or written form in a speaking/writing activity. Generating involves seeing or using previously encountered words in new contexts that differ from the previous encounter with the word. For example: retell a text from a different perspective, and role play based on a text. The new encounters force learners to review their knowledge of the word by incorporating a range of

variations from inflection to collocation and grammatical context to references and meanings. Teaching new vocabulary in a foreign language classroom is a real challenge for teachers, as full knowledge and mastery of a word require more than just recognizing it or giving its meaning. The following strategies need to be employed when aiming for effective vocabulary teaching while building listening and speaking skills to help learners learn a language for communicative purposes: Splitting text vocabulary into active and passive vocabulary to allow time for further practice activities save up; Effectively repeat the target vocabulary to strengthen and enrich it, taking into account the spacing of the repetitions and the type of repetition; Using clear instructions and definitions to improve vocabulary acquisition through oral input; using English in different phases and situations of the lesson to provide more practice input;

Choosing vocabulary teaching and learning activities, taking into account the goal of the activity and the psychological conditions it uses to help learners achieve their learning goal; Increase learner engagement with lexical items in various listening and speaking activities to enhance vocabulary learning.

REFERENCES:

1. Doff, Adrian. (1988). Teach English: A training course for teachers. Trainer's handbook. Cambridge University Press.
2. Gairns, R. & Redman, S. (2004). Working with words. Cambridge University Press.
3. Hedge, T. (2000). Teaching and learning in the language classroom. Oxford University Press.
4. Nation I.S.P. (2005). Learning vocabulary in another language. Cambridge University Press.
5. Oxford, R. L. (1990). Language learning strategies: what every teacher should know. Heinle & Heinle Publishers.
6. Peters, E. (2014). The effects of repetition and time of post-test administration on EFL learners' form recall of single words and collocations. Language Teaching Research, 18(1), 75-94.
7. Z. M Sidiknazarova Social problems raised in "Mother to son" Langston Hughes. Peerian journal, 2022
<https://scholar.google.com/scholar?oi=bibs&cluster=2040084273238332029&btnI=1&hl=ru>
8. Sidiknazarova Zulfiya Mirsharapovna Determination of the Needs of Students by Psychological and Pedagogical Teaching Tools Using Remote Technologies
<https://scholar.google.com/scholar?oi=bibs&cluster=13329136855322135845&btnI=1&hl=ru>
9. Z. M Sidiknazarova Learning with the help of electronic portfolio in universities in Germany
<https://scholar.google.com/scholar?oi=bibs&cluster=797966883827394993&btnI=1&hl=ru>
10. Sidiknazarova Zulfiya Mirsharapovna Pros and Cons of Computer Technologies in Education
<https://scholar.google.com/scholar?oi=bibs&cluster=10579112779057830167&btnI=1&hl=ru>

TEACHING CHILDREN TO THINK CREATIVELY

O'rolova Dinara O'rol qizi

Student of Termez State Pedagogical Institute

Annotation: This article contains ideas about innovative methods of teaching children to think creatively. It is very important for children to be able to show themselves in front of their friends and prove what they are capable of. Opinions about the need to create opportunities for them have been put forward.

Keywords: creative thinking, conscious work preparation, formation of thinking in preschool education, educational product.

INTRODUCTION

It is known that every activity should be like a small invention that can ignite the sparks of the child's abilities. Small achievements in understanding the surrounding world and oneself make the whole educational activity strange and fascinating. It is very important for children to be able to show themselves in front of their friends and prove what they are capable of. For this, it is necessary to create an opportunity for them. Creative thinking is close to critical thinking in many ways. An example of this is David Kluster's valuable ideas about critical thinking.

Stage 1 (conscious work) - preparation - a special state of activity performed before a new idea appears.

Stage 2 (unrealized work) - maturing - the problem the unconscious work on the "solution", the incubation period of the guiding idea.

Stage 3 (turning the unconscious state into a conscious state) - inspiration - preliminary - hypothetical understanding of the idea of discovery as a result of unconscious work.

Stage 4 (conscious work) - development of the idea, formalization and verification of it in its final form.

Indeed, creative thinking is, first of all, independent thinking, as well as critical thinking. Only when thinking is independent can it be creative thinking. No one can think creatively for someone else. During the educational process, it is necessary to create an opportunity for children to think independently and to solve very complex problems independently. The received information is the starting point for creative thinking, and it should not be the last stop. In other words, creative thinking begins with receiving information and evidence. New knowledge creates a desire for creative thinking.

Lessons can be organized in the form of an endless journey with the help of children's imagination. They learn the basic ways of imagination, and on the basis of

these, interesting events, stories, riddles, poems and fairy tales are created. Children's creativity becomes more and more manageable depending on the educational process. By the end of the year, they should have sufficiently mastered the methods of independently composing stories and fairy tales, and the first steps should be taken to familiarize themselves with the internal structure of systems, learn their divisions and why they serve.

As children grow up, they can do many things independently. They should be able to create small stories, events, and fairy tales based on basic words and concepts related to the training. During this period, it is necessary for children to independently find systems, understand what parts they are made of, what characteristics and signs they have, why they serve, and the relationship between other systems.

In a large group, the working environment is different. A new "Book of Tales" is formed from a new educational story or fairy tales related to various subjects, which children have compiled based on the topics of the lesson. The skill of partitioning systems and inter-system connection is brought to an automatic level, the main direction of their activity is to know the consistency of the collection of files. Their children's interests are diverse, and they want to get answers in the fields that interest them. Questions and answers may be from different fields.

In general, the question of how to form the basic conceptual thinking of children is on everyone's mind. The results of children's creative activities will undoubtedly create an opportunity to conduct various types of analysis. A psychologist finds important sources of psychological analysis or the study of the psyche of children's creativity. Linguists will have a rich resource for studying children's folklore. A sociologist studies the relationship between the cultural environment and children's fairy tales. This account can be extended. Educators are interested in what methods of analysis of fairy tales, riddles and proverbs can form continuous and scientific thinking in children.

CONCLUSION

In conclusion, it should be noted that creative thinking begins with setting a problem and clarifying the problem to be solved. We often fully understand that the main task of an educator is to develop the skills of independent thinking in children, unfortunately, in our practice, we do not follow it. Humanity cannot live in the 21st century without developed creative thinking.

REFERENCES

1. Н.Алексеева.Иновационные технологии как ресурс эксперимента.2004
2. Vohidov M.V. Maktabgacha tarbiya psixologiyasi. T.,
3. Rozikova M., Aliyeva K. Psixologik tashxis metodikalari . – Toshkent., 2010
4. Voxidov M.«Bolalar psixologiyasi» Toshkent. 1992 y.

5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г. Нур-Султан.. Казахстан. 2021.5-7 ст. I.Rakhmatova,S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Rakhmatova
11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Rakhmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication. Volume:1. Issue.1. I.Rakhmatova,S.Sattorova
13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1 February.2021. Page 1-4. I.Rakhmatova
14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN. "Polish Science journal". PL.1921621. Warsaw*Poland. WYDAWNICTWO NAUKOME "ISCIENCE". 2020. Page 162-164. I.Rakhmatova
15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal. VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.
16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations. AREAS. VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M
17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. "World scientific research journal" international interdisciplinary research journal. VOLUME:2. ISSUE-1. 2022.25-28p. I.Rakhmatova.,G.Tursoatova.
18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI БЕКЕ. ISSN 2658-7998. Выпуск № 20. Том 4..2021. I.Rakhmatova, G.Tursoatova.

LINGO-CULTURAL CONSTRUCT IN DESCRIBING LINGO-CULTURAL STATE OF AFFAIRS

Karimova Dilorom Shavkat,
Independent researcher of the department
"Uzbek language and literature" of the
Andijan Machine building Institute
Phone: +998900600661
e-mail: karimovadilorom15@gmail.com

Abstract

The matter of the link and interaction of language and culture has become central in science emerged within the middle of the last century at the confluence of sociolinguistics, ethno-linguistics, linguistic country studies, cultural studies – cultural linguistics. Main tasks of recent cultural linguistics are reflective national consciousness in the language, verbalizing cultural objects by means that of the language, sending valuable cultural classes in lexical meanings of words. to explain issues of language system functioning during a certain period and on a definite territory, one ought to refer to the ideas of a language scenario, a Lingo-Cultural situation that are perpetually developing, therefore, they will be characterized as stable or dynamic and represent a static fundamental measure of a definite linguistic culture that forms next similar periods.

Key words: sociolinguistics, ethno-linguistics, verbalizing cultural objects, lexical meanings.

Аннотация

Проблема связи и взаимодействия языка и культуры стала центральной в науке, возникшей в середине прошлого века на стыке социолингвистики, этнолингвистики, лингвострановедения, культурологии – культурологии. Основными задачами новейшей лингвокультурологии являются отражение национального самосознания в языке, вербализация объектов культуры средствами языка, передача в лексических значениях слов ценных культурных классов. Для объяснения вопросов функционирования языковой системы в определенный период и на определенной территории следует обращаться к представлениям о языковом сценарии, о лингвокультурной ситуации, которые постоянно развиваются, поэтому их можно охарактеризовать как устойчивые или динамичные и представляют собой статическую фундаментальную меру определенной языковой культуры, образующую следующие подобные периоды.

Ключевые слова: социолингвистика, этнолингвистика, вербализация объектов культуры, лексические значения.

In describing a lingo-cultural state of affairs, it's vital to research lingo-cultural details and universals. The analysis of linguistic units verbalizing these formations is that the essence of lingo-culturological analysis of a creative text. One amongst the strategies of describing a lingo-cultural situation is modeling cultural thematic text fields. The tactic of cultural and thematic fields projected by Shacklein (1997) flows organically from the sector method in linguistics. This field has some characteristics the same as those of alternative fields: the words within the fields are connected by syntagmatic, paradigmatic and associative relations. Additional particular cultural meanings are existent in cultural thematic micro fields of the text. The concept of a linguistic state of affairs was a initio related to a language or languages serving certain areas of society on a specific territory. This idea was developed within the works by MD (1978). He projected an additional careful definition of the linguistic situation as “systems of socially and functionally distributed and hierarchically linguistic systems and subsystems that be and act during a given ethnic community or in a given administrative-territorial association and in respect of that members of the corresponding linguistic and verbal collectives adhere to bound social attitudes” (Schweizer & Nikolsky, 1978, p. 145). <https://doi.org/10.15405/epsbs.2019.12.04.198> Corresponding Author: Maria Karelova choice and peer-review beneath responsibility of the Organizing Committee of the conference ISSN: 2357-1330 1464 In accordance with Vinogradov (1990), a language state of affairs is “a set of types of existence (as well as styles) of one language or a collection of languages in their territorial and social relation and purposeful interaction at intervals certain nations or administrative-political entities” (p. 57). In fashionable linguistics, the term “linguistic state of affairs” refers, as a rule, to massive linguistic communities, equivalent to countries, regions. The linguistic situation unites all language formations (languages and language variants), providing communication during a particular grouping or polytechnic community within the boundaries of a specific region, political and territorial association or state. The aspects of cultural linguistics and, in particular, linguistic situation as an actual downside of linguistics, are regularly thought-about on the fabric of country language within the USA (Schweizer, 1983), the Russian language in Russia (Proshina, Rivlina, Ter-Minasova, Beloglazova, & Kabakchi, 2016; Samarina, Nezhelskaya, & Gubanova, 2017), many languages in geographic region (Vinogradov, Koval, & Porkhomovsky, 1984), Romanic languages (Stepanov, 1976). we are able to conjointly mention linguistic and cultural studies on the fabric of the Russian language in terms of alternative linguistic and cultural traditions: Vietnam (Shacklein & Nguyen, 2017; Lonskaia & Shacklein, 2018), the Republic of Kazakh (Koniratbaeva, Altaeva, &

Koniratbaev, 2015; Zhaeva, 2013). to explain linguistic phenomena in their interaction with cultural ones, we have a tendency to advised the term of the lingo-cultural situation, understood as “all manifestations of human religious activity, similarly as socio ideological and philosophic processes mirrored within the language” (Chapaeva, 2007, p. 58). prof Yamuna Kachru, the scientist of Anglophone linguistic culture, attracts attention to such arguments as “the relationship between language and culture”; cultural specifics of text types” (Proshina, 2015). The paper by Zhumasheva, Sametova, Muktarova, Batyrkhan, and Sultaniyazova (2014) is devoted to the study of “a lingo-cultural interference in the dialogue of cultures”. Highlight pure linguistic phenomena in their indivisible reference to the culture of the community at an exact historic period gave birth to the term of the lingo-cultural state of affairs. This term, similarly because the methodology of learning the lingo-cultural situation, was projected by Shaklein (1997) in his treatise "Lingo-cultural situation and also the study of the text." The text is recognized as the material for studying the lingo-cultural situation, and the degree of the analysis sound judgment depends on the amount of texts studied by the researcher. once characterizing the lingo-cultural situation, 2 factors are important: 1) temporary: the lingo-cultural situation is known as a perpetually ever-changing process, ready by previous periods and getting ready the premise for resulting periods; 2) structural: the lingo-cultural state of affairs contains an exact variety of social formations, languages, and cultures. All above-named characteristics create it doable to formulate the subsequent definition of the lingo-cultural situation: “A lingo-cultural situation may be a dynamic and crinkly method of interaction between languages and cultures in traditionally established cultural regions and social environments” (Shaklein, 1997, p. 111). The lingo-cultural situation is complex; it incorporates a linguistic, cultural, social, and ethnic situation. The essence of every lingo-cultural situation is an advanced of nationwide, cluster and individual options within the language of the period. Even comparatively individual language of creative texts reflects lingo- <https://doi.org/10.15405/epsbs.2019.12.04.198>

Corresponding Author: Maria Karelova choice and peer-review beneath responsibility of the Organizing Committee of the conference ISSN: 2357-1330 1465 cultural state of affairs to an exact degree. Therefore, so as to get an objective read of a lingo-cultural situation, it's necessary to involve as several texts of various writers as possible. that's why lingo-culturological analysis is complex, it includes a general liberal arts analysis, involving techniques of genre assessment of language means that and analysis of the philosophic content of the text, and abstract analysis aimed toward recreating a selected fragment of the linguistic worldview. Consequently, a lingo-cult urological analysis of a text considers 3 aspects - cultural and ideological content, composition, and language. During this regard, so as to adequately describe the lingo-cultural situation, we should always analyses compositional, plot, ideological, and thematic levels of the text.

however the most factor is “considering the speech 'fabric' of the text from the purpose of read of its details that constitute the lexical basis of lingo-cultural universals vital for the time once the text was written” (Shaklein, 1997, p. 98). Such lexical elements, as a rule, are intensively utilized in the text and verify its linguistics richness. they're found in the micro- and macro context (from a phrase to the literary language of the epoch overall). Additionally to lingo-cultural universals, in lingo-cultural texts one will distinguish singular lingo--cultural details. These are the functions that lingo-cultural details perform within the text: - making a visible image of the time; - creating the case of the text specific; - actualizing the partisanship of the text; - acting as leitmotifs. the importance of every lingo-cultural detail is decided by the amount of the signs of the time setting or historical era contained in it however doesn't rely upon the degree of the speech section by that it's expressed (word, phrase, sentence or a bigger speech segment). These lingo-cultural details produce a visual image of the epoch in several ways. An additional stable visual image is formed by strictly indicatory lingo-cultural details, whereas figurative lingo-cultural details don't forever produce this image; however typically actualize an abstract quality related to the visual image. Linguistic and cultural parts of a plan ought to be considered, in step with A.A. Grigoriev, within their relation with philosophy, culture and society (Grigoriev, 2006). The lingo-cultural understanding of the concept is distinguished, 1st of all, by the very fact that it's recognized as a cultural object, as Stepanov (2001) defines, “a slot of culture in the human mind” (p. 732). a plan in cultural linguistics may be a multilayered, flat structure that features ideas, emotive, historical, story components, characterized by sound judgment and historical state (Tokarev, 2000). All the above mentioned definitions indicate 2 components, two plans of a plan - a plan of expression and a plan of content. An in depth description of the lingo-cultural concept is given by Slicking (2004). The human points out basic characteristics of the concept: “its advanced presence in language, consciousness and culture, mental nature, limitedness by the speaker’s consciousness, worthiness, conventionality and vagueness, psychological feature and generalizing orientation, poly-ape ability, variability, three-level linguistic embodiment, including levels of general potential, subject potential and matter implementation” (Slyshkin, 2004, p. 78). At a similar time, a major distinction between lingo-cultural and alternative ideas lies in its localization in consciousness and not at the same time in consciousness and in language, like in logo-epistemology, lingo-culture, and culture. At the same time, lingo-cultural idea differs from other mental units (frame, script, stereotype, image, etc.) as a result of it forever incorporate a bound value at its center. Thus, the idea “belongs to consciousness, is decided by culture and objectified within the

language” (Slyshkin, 2004, p. 83) the lingo-cultural state of affairs, that may be a static time sample of an exact lingo-culture, is characterized by a brief factor. It incorporates many cultures and languages. It’s studied on the material of texts, and also the sound judgment of its assessment depends on the amount of those texts. Analyzing texts in terms of the lingo-cultural situation implies characterization of linguistic fragments that actualize lingo-cultural universals, lingo-cultural details and lingo-cultural ideas. Philosophic and thematic content, plot features, text composition also is of interest to the researcher. The essential distinction between the lingo-cultural concept and alternative ideas lies in its localization in consciousness and not at the same time in consciousness and in language. The lingo-cultural concept differs from other mental units in this it forever incorporates a bound worth in its center. It’s a unit of consciousness; it is determined by culture and expressed by language units. A major part within the structure of the lingo-cultural concept is philosophy that conveys varied varieties of assessments.

REFERENCES:

1. Chupryna, O.G., Baranova, K. M., & Merkulova, M. G. (2018). Fate as a concept in language and culture. *Questions of cognitive linguistics*, 3, 120–125.
2. Grigoriev, A. A. (2006). Philosophy, culture, society. Concept and its lingo-cultural components. *Philosophy questions*, 3, 64–76.
3. Karasik, V. I. (2005). Regulatory concepts. *Language, consciousness, communication*, 30, 95–108. Koniratbaeva, Z. M., Altaeva, Z.T.,&
4. Koniratbaev, O. M. (2015). Kazakh ethno and lingo-cultural ideology: The symbol of "blue". *Anthropologist*, 22(3), 435–441. <http://dx.doi.org/10.1080/09720073.2015.1189189>
5. D.Sh.Karimova “The importance of mistreatment technology in English teaching and learning” *Journal Results of National Scientific Research 2022 SJIF 4.431 ISSN: 2181-3639* <https://doi.org/10.5281/zenodo.7144636>.
6. D.Sh.Karimova “Frame Analysis of the construct of Death across cultures”
7. D.Sh.Karimova “Definition of the Term Concept in English and Uzbek”

О`QUVCHILARNI KASB-HUNARGA YO`NALTIRISHDA IJTIMOIIY TARMOQLARNING ROLI. IJTIMOIIY TARMOQLARNING IJOBIY VA SALBIY TA`SIRI

Roziqova Malika Olim qizi.

Qoraqalpoqiston Respublikasi Pedagoglarni yangi meodiklarga o`rgatish milliy markazi "Pedagogika, psixologiya va ta'lim texnologiyalari" kafedrası o`qituvchisi

ANNOTATSIYA

Ushbu maqolada hozirgi kunda yoshlarimiz ayniqsa o`smirlar orasida foydalanish ko`rsatkichi yuqorilab borayotgan ijtimoiy tarmoqlar va ularning ijobiy hamda salbiy jihatlari yoritilgan bo`lib salbiy ta`sirlarni oldini olishga qaratilgan tavsiyalar berilgan.

Kalit so`zlar: Internet, ijtimoiy tarmoq , telegram, facebook, instagram, yolg`izlik, depressiya.

Bugungi kunda, kamdan-kam hollarda ijtimoiy tarmoqlardan birida ro'yxatdan o'tmagan hamda shaxsiy sahifasi bo'lmagan odamni uchratish mumkin. Ijtimoiy tarmoq foydalanuvchilri soni kundan-kunga emas balki soatsayin oshib bormoqda. Ayniqsa yoshlar va o`smirlar orasida bu ko`rsatkich o`sib bormoqda. Aynan mana shu Internet va ijtimoiy tarmoq -resurslar orqali odamlar muloqot qilishga allaqachon o'rganib qolgan.

Ijtimoiy tarmoq – bu ijtimoiy ob`ektlar (odamlar yoki tashkilotlar) va ular o`rtasidagi aloqalar (ijtimoiy munosabatlar) bo`lgan tugunlar guruhidan iborat ijtimoiy tuzilma. Oddiyroq qilib aytganda, bu o`zaro tanish odamlarning ma'lum bir guruhi bo'lib, bu erda odamning o'zi markaz, ijtimoiy tarmoqlarda do`stlar bir-biri bilan muloqot qilishga mo`ljallangan bo`lgan. 1991-yilda ingliz olimi Tim Berners-Li tufayli ommabop bo'lgan Internet ixtirosi muhim voqea bo'ldi. 1995 yilda Rendi Konrad zamonaviy ma'noda birinchi ijtimoiy tarmoq bo'lgan Classmates.comni yaratdi. **Sixdegrees.com, Friendster, LinkedIn, Twitter, Facebook, YouTube, WhatsApp Telegram va Instagram** tug'ilishi bilan Ijtimoiy tarmoqlar haqiqatan ham insoniyatga hashamatli sovg`a bo'ldi.

Ijtimoiy tarmoqlarning o'smirlarga ta'siri haqida gap ketganda, ularning ijobiy va salbiy tomonlari ayniqsa muhimdir. Raqamli texnologiyalar bolalar farovonligini yaxshilash uchun ko'plab imkoniyatlarni ochib beradi, ayniqsa, ularning sog'lig'i, ijtimoiy ahvoli va boshqalar tufayli zaif holatda bo'lganlar o`smirlar va yoshlar uchun.¹

¹ Положение детей в мире, 2017 год: дети в цифровом мире [Электронный ресурс]. Доклад ЮНИСЕФ

Bundan tashqari internet va turli ijtimoiy tarmoqlardan samarali foydalanish orqali hozirgi kunda o`quvchilar juda katta yutuqlarga erishishlari mumkin. Qiziqishlaridan kelib chiqqan holda online til o`rganishlari, dasturlashni o`rganishlari va turli kasb sirlarini o`rganishlari mumkin.

Internet va itimoiy tarmoqlardan foydalanish ikki xil tomoni mavud bo`lib bular:

- Konstruktiv(ijobiy);
- Destruktiv (salbiy)

Dastavval ijtimoiy tarmoqlarning konstruktiv ya`ni ijobiy tomonlarini ko`rib chiqamiz:

- **Muloqot qilishda va izlashda qulaylik** . Ijtimoiy tarmoqlarda video, audio, surat, biror-bir shaxs yoki maslakdoshlarni topish juda oson.

- **Ma`lumot topish va almashishdagi qulay va osonlik**. Ijtimoiy tarmoqlarda biror mavzudagi axborotni yengillik bilan topish mumkin. Turli sohalarda maslahatlar olish, kerakli bilim va tasavvurlar hosil qilish imkoniga ega.

- **Shaxsiy rivojlanish, o`z-o`zini tarbiyalash, izlanish vositasi**. Ijtimoiy tarmoqlarning eng qamrovli , ahamiyatli jihatlaridan biri – ilm olish, kasb-hunar va ilm o`rganishdagi beqiyos yordamidir. Oddiy misol, qizlarimiz bichish-tikish yoki pazandalik sirlarini Youtube tarmog`idagi kanallardan bemalol o`zlashtira oladi.

- **Biznes yuritishda beminnat yordamchi**. Bugun juda ko`p savdo, ishlab chiqarish va xizmat ko`rsatish bilan shug`ullanuvchi tadbirkorlar ijtimoiy tarmoqlardan samarali foydalanyapti. Ba`zi ijtimoiy tarmoqlarda esa reklamani tanlangan yoki kerakli auditoriyaga yetkazish imkoni bor.

- **Turli ijtimoiy aksiyalar va yordamlar o`tkazish uchun qulaylik**. Ijtimoiy tarmoqlarda og`ir hayotiy vaziyatga tushib qolganlar, yetim-yesirlar, nogironlar, bir so`z bilan aytganda moddiy-ma`naviy himoyaga muhtoj qatlamga yordamlar uyushtirish mumkin.

- **Ijodkorlar va boshqa soha vakillari uchun keng maydon**. Qalam ahlini ijodi tanitadi. Ba`zida boshlovchilar, hatto tajribali jurnalistlar uchun ham bosma yoki elektron nashrlardan “joy tegmay qolishi” mumkin.

Bundan tashqari ko`plab ijtimoiy tarmoqlar orqali biz hozirgi kunda endi rivojlanib kelayotgan va kelajakda juda ahamiyatli va zarur bo`lgan kasblar haqida ma`lumotga ega bo`lib bu kasblarni o`rganish imkoniyatlari ham mavjud. Online tarzda til o`rganish, IT sohasi, dasturlash kabi ko`plab kasblarni o`rganish imkoni mavjud. Bu juda qulay imkoniyat aslida. Biroq ba`zi hollarda bu imkoniyatlardan foydalanish o`rniga yoshlarimiz orasida ijtimoiy tarmoqlardan me`yoridan ortiq hamda maqsadsiz foydalanish natijasida ijtimoiy tarmoqlarga qaram bo`lib qolish kabi salbiy oqibatlarini ham guvohi bo`lmoqdamiz.

Ijtimoiy media platformalarining o'ziga xos afzalliklari bo'lsa-da, ulardan tez-tez foydalanish odamlarni o'zlarini baxtsiz va yolg'iz his qilishlariga olib kelishi mumkin. Ushbu salbiy hissiy reaksiyalar nafaqat boshqalar bilan narsalarni baham ko'rishning ijtimoiy bosimi, balki ushbu saytlar targ'ib qiladigan moddiy narsalar va turmush tarzini taqqoslash natijasida yuzaga keladi. Instagram va Facebook`da

foydalanuvchilar saralangan tarkibni ko'radi: ularning qiziqishlari asosida foydalanuvchilarni jalb qilish uchun maxsus ishlab chiqilgan reklama va postlar. Foydalanuvchilar boshqalarning o'zlarining ajoyib ishlari, ajoyib hamkorlari yoki go'zal uylari haqida e'lon qilayotganlarini ko'rishlari va natijada o'zlarini baxtli yoki ilhomlantirishlari mumkin. Boshqalar esa, bu rasmlarni ko'rib, hasad, tushkunlikka tushishi yoki hatto o'z joniga qasd qilishga moyil bo'lishi mumkin, chunki ularning hayoti Facebook yoki Instagramda ko'rgandek "mukammal" emas. Ijtimoiy tarmoqlarda kuniga 3 soat yoki undan ko'proq vaqt o'tkazadigan bolalarning taxminan 27 foizi ruhiy salomatlik alomatlarini ko'rsatadi. Ijtimoiy tarmoq saytlaridan ortiqcha foydalanish bolalar va yoshlarda ancha muammoli, chunki ularning miyasi va ijtimoiy ko'nikmalari hali ha rivojlanmoqda. Tadqiqotlar shuni ko'rsatdiki, yoshligidan ijtimoiy tarmoqlardan muntazam ravishda foydalanadigan o'smirlar ijtimoiy o'zaro munosabatlarni rivojlantirish qobiliyatini sezilarli darajada susaytiradi. O'smirlik davrida Internetga qaramlikning rivojlanishi uchun muhim xavf omili hissiy va kognitiv sohaning buzilishi deb hisoblanishi mumkin. Ushbu kognitiv o'zgarishlar shaxsning ijtimoiy-psixologik munosabatlarini, uning "men-kontseptsiyasini" buzadi, deformatsiya qiladi.

O'smirlarni ijtimoiy tarmoqlarning salbiy ta'siridan himoya qilish yo'llarini ota-onalar, psixologlar, o'qituvchilar, bilishi zarur. Internetga qaramlik asosida qanday muammolar yotishini tahlil qiling, nima uchun odam "virtual olamga qochib ketadi" - bu oiladagi muammolar, ota-onalar bilan bog'liq muammolar, baxtsiz sevgi, o'ziga ishonchsizlik, ish yoki maktabdagi qiyinchiliklar bo'lishi mumkin. Agar siz "zaif bo'g'in" ni topsangiz, uni yo'q qilish uchun hamma narsani qilishingiz kerak - insonning o'ziga bo'lgan hurmatini oshirish, oiladagi vaziyatni yaxshilashga harakat qilish, ishdagi, maktabdagi muammolarni bartaraf etish va hokazo.

Masalan, quyidagilarga e'tibor qaratish lozim:

- Tarbiya jarayonida bolalarning qiziqishlari va xatti_harakat lariga e'tiborli bo'lish. O'smirning fikrlarini tinglash va uning «Men»ini hurmat qilib, muloqotda bo'lish.
- O'smir e'tiborini haqiqiy voqelikka qaratishga intilish. Kundalik hayotdagi voqelikda ularning faol ishtirokini ta'minlash.
- Haqiqiy hayotda do'stlar orttirishi va ular bilan muloqotiga e'tiborli bo'lish.
- Ular ustidan qat'iy nazorat qilmaslik va qattiqqo'l bo'lmaslik, taqiqlarni kamaytirish. Sababi «taqiqlangan meva shirin bo'ladi».
- O'smirning ichki kechinmalariga e'tiborli bo'lish, agar taqiqlar bo'lmasa, uning o'zi ham hech narsani sir tutmaydi, balki boshqalar bilan bo'lishishga harakat qiladi.

Foydalanilgan adabiyotlar.

1. G`oziyev E. Ontogenez psixologiyasi. T.: 2010 y.
2. Д.В.Зотова, В.А.Розанов. Вестник Санкт-Петербургского университета. Психология. 2020. Т. 10. Вып. 2. С. 158–183.
3. Положение детей в мире, 2017 год: дети в цифровом мире [Электронный ресурс]. Доклад ЮНИСЕФ

THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN

Raxmatova Ikbolxon Inomjonovna

Teacher of Termez State Pedagogical Institute

Aloviddinova Shaxlo Yusuf qizi

Student of Termez State Pedagogical Institute

Annotation: In this article, the specific characteristics of music in the aesthetic education of preschool children, as well as the interaction of music on human life, to introduce children to music as early as possible in order to attract them to music, to teach children all the beauty and diversity of this art. it is stated about showing the difference.

Keywords: Italy, France, Germany, Baldazare Castiglione, functional harmony, music, song, art, vocal, beauty.

INTRODUCTION

The formation of musical activity of a preschool child goes through several stages. For example, musical object activities, when a child is interested in toys and instruments that make sound, musical play activities, if music becomes a source of enrichment of emotional relationships and experiences, this allows for the enrichment of social relationships in play and communication. , because any musical activity at this stage, be it singing or listening to music, serves the aesthetic development of the child.

In interpreting the question of the purpose of music, Renaissance musical aesthetics is based on real practice characterized by the extraordinary development of music in public life. Currently, hundreds of musical clubs are organized in Italian, French, and German cities, where they enthusiastically study composition or play various musical instruments. The possession and knowledge of music become necessary elements of secular culture and secular education. The famous Italian writer Baldazare Castiglione, in his treatise "On the Courtiers" (1518), "if he is not a musician, does not know how to read music by sight and knows nothing about various instruments", a courtier writes that it cannot be. The extraordinary prevalence of music in the civil life of the 16th century is confirmed by the paintings of that period. In many paintings depicting the personal life of the nobility, we meet hundreds of people who are constantly engaged in music: singing, playing, dancing, improvising, etc.

The early culture of the Renaissance originated and developed in Italy. Here, the Renaissance is characterized by a strong development of folklore poetry and music, where the main role is played by the richest traditions of songwriting in genres such as

lauda, frottola and vilanella. Cacchia has become a no less popular genre in everyday urban music creation, usually from intonations in the text and music - to the shouts of vendors and salesmen, representing a juicy genre scene. Cacchia was often accompanied by a round dance.

The Italian ballad is a widespread genre of song and dance texts associated with solo and choral performance (the viirele genre had similar characteristics in France at the time). The intonations of folk songs, a certain weight of the melodic principle, the inventiveness of textures - these qualities of secular everyday music are absorbed into sacred music, as well as polyphonic music. The melodiousness of the music was due to the fact that the tradition of creating solo and ensemble music on stringed instruments developed very quickly in Italy. In general, the spread of instrumental music served to form a homophonic storehouse and functional harmony.

It is desirable to perform basic, general development exercises for music. It is not recommended to deviate from the rhythm of the music while running, as they represent the rhythm of free movement that matches the capabilities of each child. Each type of exercise requires careful selection of different compositions. The issue of musical education of children has been relevant for a long time. Considering the great impact of music on human life, we should take care of attracting children to music, showing children all the beauty and diversity of this art. Many scientists have proven that musical aptitude and ability are more active and brighter at a young age. Our task is to discover these tendencies and abilities in the child as soon as possible and start developing them.

Preparing a child for school is the main task of preschool educational institutions. Accordingly, for the purpose of educating children, exercises in painting, music, rhythmic, and physical education are held. In this regard, music exercises have a special place. After all, in the process of music training, children have the most clear and understandable ideas about musical realities, and also have the opportunity to listen, compare and evaluate musical works. One of the positive aspects of music is that it directly affects the child's emotions and forms his moral character. The power of music is variable and sometimes more powerful than persuasion or direction. For example, a song about the Motherland evokes a feeling of love for the Motherland. Collective dances and songs have a positive effect on children's education. Especially, the dances and songs of different peoples arouse interest in the customs of those peoples, form their understanding of national culture and genres of musical art. Another important aspect of musical genres is that they help to perceive heroic images and lyrical moods, cheerful humor and cheerful dances according to their content. Different emotions that appear in the process of music perception enrich children's experiences and their spiritual world. The fact that children sing songs, dance, and play various musical games as a team makes a great contribution to solving educational problems

when they have a lot of common experience. The common passion, action, interest, aspiration and joy of performance in the children united by singing activates timid, indecisive children who are afraid as a result of excitement.

In the course of our work, we have often observed that children who are shy, who do not make friends with anyone, who are wrapped in their shells, join the group in the process of singing as a team, and their activity increases in training. Such a child can be offered to help his partners, thus instilling humility and developing children's individual abilities. Music training affects the general behavior of preschool children. Various activities of the child (singing, singing in a group, listening to music, playing children's musical instruments, etc.) require change, attention, intelligence, speed of reaction, organization, manifestation of children's voluntary actions. Being able to start a song in time and finish its melody, content, dances and games encourages obedience to the music.

It also encourages you to run faster to the beat of the music and to give up the desire to overtake someone. All this improves the child's activity, has a positive effect on the growth of his musical and spiritual culture. Therefore, music and art, due to their intrinsic nature, should be an integral part of any education, and for this they should become a part of the education of every person.

It is useful to watch musical films, cartoons, celebrate children's birthdays (with music). This has a positive effect on children's psyche. Including, the music used in the game makes it more interesting and fun. In games such as "Concert" and "Musical Activity", music is the main content. In other cases, the action of the game (in the game "mother and child" the participants sing a lullaby, celebrate the construction of a house, sing and dance, boys play soldiers and march to the sound of drums, some puppet characters sing in the theater).

Singing helps to correct some speech defects. The theme of drawings, appliqué sculpture can be the theme of a familiar song. You can do the training while singing that song. Or you can give the task of drawing an application or a picture on the topic "My favorite song". Music helps convey the unique characteristics of an artistic image in an artistic work.

The music used in the morning physical training exercises makes the child an important skill in physical education. Along with physical exercises, music creates a certain emotional mood, activates children's attention, and increases expressiveness of actions.

CONCLUSION

In conclusion, it should be noted that the most important task of a music leader and teacher is to regularly work in the inclusion of music in the daily life of children. Possibilities of using music in preschool children, in addition to music lessons: during free time, role-playing, morning physical education, during reception of children,

before going to bed, etc. The importance of engaging in musical activities in various classes is the basis of aesthetic education.

REFERENCES

1. M.D. Shavkatovna "Pedagogy before school" Bukhara 2021
2. Karimov M., Ikromova M., Physical development of children through dance elements. T., "IZ", 2008. p. 304.
3. "Pedagogy" edited by A. Munavvarova - T., 1996
4. D. Omonullaev "Course of lectures on the methodology of music education at school". Tashkent - 1990.
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г.Нур-Султан.. Казахстан.2021.5-7 ст. I.Rakhmatova,S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorrf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova
11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication.Volume:1.Issue.1. I.Rakhmatova,S.Sattorova
13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions.Volume:1February.2021.Page 1-4. I.Rakhmatova
14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN. "Polish Science journal".PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME "ISCIENCE".2020.Page 162-164. I.Rakhmatova
15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international

research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. . I.Rakhmatova.
G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN
EDUCATIONAL INSTITUTIONS. Journal of new century innovations.

AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF
CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World
scientific research journal” international interdisciplinary research
journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE
ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА
В XXI ВЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova,
G.Tursoatova.

FORMING AESTHETIC IDEAS OF PRE-SCHOOL CHILDREN BY TEACHING THEM TO DRAW

Raxmatova Ikbolxon Inomjonovna

Teacher of Termez State Pedagogical Institute

Hayitboyeva Maftuna Qilichbek qizi

Student of Termez State Pedagogical Institute

Annotation: This article highlights the issues of educating preschool children, becoming one of the urgent problems of psychology and pedagogy of preschool children, and forming aesthetic imaginations by teaching children to draw in preschool education organizations in order to create a great future state.

Keywords: education, visual activity, pedagogy, psychology, psychology of preschool children, aesthetics, imagination, plot, decorative, color characteristics.

INTRODUCTION

It is known that in raising a well-rounded person, it is important for educators, pedagogues and psychologists, parents to know the psychological characteristics of a child from birth to adulthood. The reason is that education of preschool children, which lays the foundation stone for the future of human life, is becoming one of the urgent problems of pedagogy, psychology, psychology and pedagogy of preschool children. In fact, in order to create a great country in the future, a citizen of any country should be perfectly educated first in the family and then in a pre-school educational institution, and have opportunities to fully develop as a person. In particular, the state policy in the field of personnel training envisages the formation of a well-rounded person-citizen through the continuous education system, which is inextricably linked with the intellectual, spiritual and moral education of a person.

Looking at the issue from the other side, the organization of pre-school education, which is considered one of the main links of continuous education, plays an important role in the formation of a person as a person. It is known from pedagogical, psychological and physiological studies the main part of children's worldview is formed in their pre-school years. Therefore, the child's level of preparation for school education is, in a certain sense, a guarantee of the upbringing of a well-rounded person.

Aesthetic imagination plays an important role in the spiritual qualities of a child's worldview. Historical reforms were implemented in Uzbekistan during the years of independence. Significant changes have taken place in the continuing education system, including its pre-school education link.

Drawing of each type of visual art, decorative painting, painting based on the theme, and talking about art in a preschool educational organization helps to develop

children's creative abilities and the formation of a worldview. , that is, it leads a person to perfection in all aspects. One of the main tasks of fine art is to give children aesthetic, especially artistic education. Aesthetic education is the training of preschool children to fully perceive the beauty of life, nature, art, science and education. Beauty enriches the view of the spiritual world by influencing the heart of feelings and perception.

At the moment, one of the main tasks of preschool educational organizations is not only to form children's need and ability to creatively master the world, but also to educate them with the sense of rebuilding the world according to the laws of beauty.

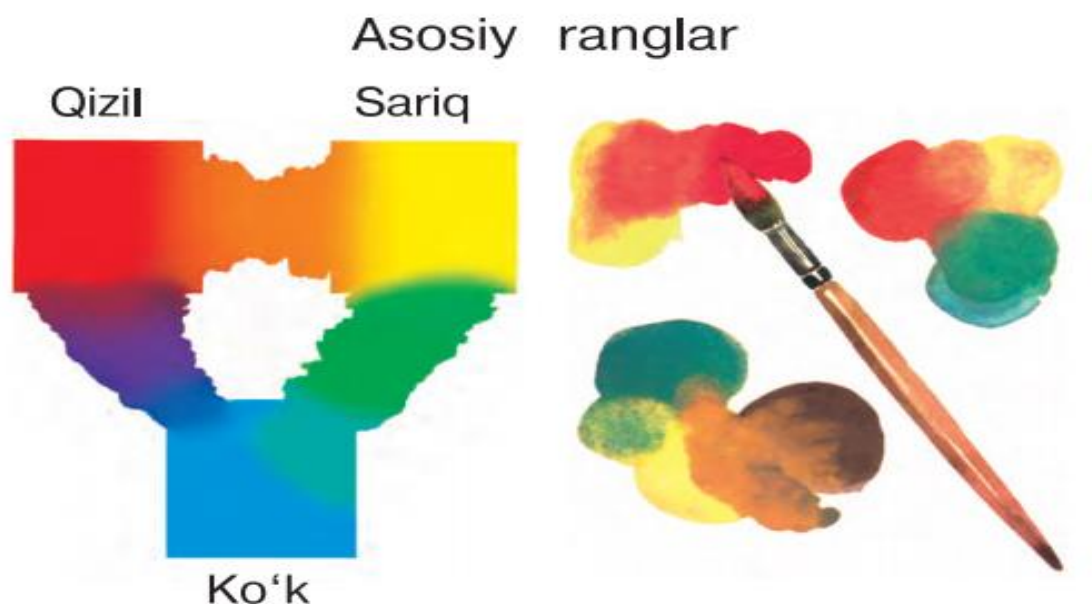
As we have already mentioned, increasing the importance of attracting preschool children to preschool educational institutions is one of the most urgent issues, so when preparing children for school, it is necessary to form a holistic vision of the world in them, in particular, to have a stable interest in visual activities. formation is an actual psychological-pedagogical problem waiting for its solution.

Drawing plays a key role in teaching children to visual arts and includes three types: drawing individual objects, plot drawing, decorative drawing. One of the main tasks of teaching visual activity is to help children imagine the surrounding existence. It is to develop their observation, to educate the sense of aesthetic beauty, and to teach the methods of description. At the same time, the most important task of visual activity is the formation of creative children, such as creating different representations of various objects with visual materials suitable for a certain age. According to the researches of psychologists, in order to distinguish one object from other objects, it helps the child to know the shape of the object while perceiving this object. Errors in the visual process of forms are explained not only by the child's misconceptions and insufficient skills, but also by the fact that he does not know how to perceive the object correctly.

Since the child's ability to describe is not yet well developed, he has difficulties in thinking and picturing. In the picture, the form is limited by the correct contour, but at the same time, the 1st stages of the work are not considered to be the task of the process of working on the image, drawing the lines correctly and clearly (defining) the contours. If the general shape is not found, the contour cannot be drawn with a straight line, because it is always changing, so its drawing will also change, that is, as a result, the direction of the end of the drawing will also change. is variable. When depicting an object, the artist first marks the main shape on paper. This method of description is very difficult for a preschool child, especially a 3-4-year-old child, because he cannot imagine the subject as a whole. It is easier for him to slowly draw the object to one side. This method of imaging makes the child's work easier. he chooses one piece first, remembers or sees the next piece in nature, divides this piece into raw pieces and continues drawing. Gradually, it is necessary to teach children to draw the general signs of a picture on paper, because it is difficult to draw a picture by dividing it into parts.

In this case, it will be difficult to draw and determine the relative position of the main parts and secondary parts of the desired shape and their positions in space. The main general tasks of teaching drawing activities for all age groups are as follows:

- * Teaching to describe the shape and structure of an object, to show the mutual proportion of their parts, and to teach them to change as a result of movement.
- * Teaching to describe some characteristic details that make the image vivid.
- * Teaching to combine the color of the object, its content and the character of the image.
- * Development of technical skills in drawing with paint, colored pencils and other materials.



CONCLUSION

In conclusion, it should be noted that the issues of forming aesthetic ideas by teaching children to draw in the preschool education organization are of great importance in preparing children for school. Knowledge of painting, clay, building materials, acquisition of skills is the basis for successful acquisition of art classes and labor training at school. It prepares them for educational activities: teaches them to listen to the teacher, to follow his instructions. One of the main reasons for this educational activity is to find the main and important ways to solve the task. Everyone in society, regardless of the field of work, must be able to see beauty and elegance and know it correctly. In order to educate children aesthetically, it is emphasized that the teacher can show them the different conditions of beauty.

REFERENCES

1. D.T. Sabirova. Visual literacy in preschool children forming elements. (13.00.01.-Theory and history of pedagogy the abstract of the dissertation written on the specialty). T. 2007
2. "Actual problems of child personality development". International scientific

collection of theses and articles of the practical conference. 2008.

3. Джалалова Д.Х. Основные тенденции развития современной японской школы. Автореферат дис.к.п.н. 2004.

4. Титов В.А. Педагогика зарубежных стран (сравнительная педагогика). А-Приор, 2010.

5. COMPETENCE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)

6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016

7. Место и значение игры в процессе художественного воспитания.

И.И. Рахматова - Ученый XXI века, 2016

8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г. Нур-Султан.. Казахстан. 2021.5-7 ст. I.Rakhmatova, S.Sattorova

9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova

10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova

11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova

12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication. Volume:1.Issue.1. I.Rakhmatova, S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1 February.2021. Page 1-4. I.Rakhmatova

14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN. "Polish Science journal". PL.1921621. Warsaw*Poland. WYDAWNICTWO NAUKOME "ISCIENCE". 2020. Page 162-164. I.Rakhmatova

15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal. VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations. AREAS. VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. "World scientific research journal" international interdisciplinary research journal. VOLUME:2. ISSUE-1. 2022.25-28p. I.Rakhmatova., G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ. ISSN 2658-7998. Выпуск № 20. Том 4..2021. I.Rakhmatova, G.Tursoatova.

THE IMPORTANCE OF THE TECHNOLOGY OF WORKING WITH CLAY, PAPER AND MATERIALS IN INVOLVING CHILDREN IN WORK ACTIVITIES IN THE PRESCHOOL EDUCATIONAL ORGANIZATION

Raxmatova Ikbolxon Inomjonovna

Teacher of Termiz State Pedagogical Institute

Islomova Surayyo Shuhrat qizi

Student of Termez State Pedagogical Institute

Annotation: In this article, the process of labor education is aimed at developing children's knowledge, work, moral, aesthetic, economic, ecological and mental capabilities in concrete labor processes, as a result of which the necessary connection is formed for the continuation of their preparation for labor from kindergarten to school, and labor. The issues of proper organization of working with various materials and implementation in accordance with the general requirements of its methods are highlighted in the training sessions.

Keywords: clay, paper, materials, waste materials, technology, natural materials, artificial materials.

INTRODUCTION

The great Greek philosopher Socrates called expert educators "**midwives of thought**" already at that time. It is necessary to ensure that a new idea is born in the minds of children, not to declare a ready-made truth.

Preparing children for work in pre-school education is manual work based on their interests, inclinations and capabilities. In this regard, the process of labor education is aimed at developing knowledge, labor, moral, aesthetic, economic, ecological and mental capabilities of children of this age in specific labor processes, as a result of which the necessary connection is formed for the continuation of their preparation for labor from kindergarten to school. Working with various materials in labor education training should be done in accordance with the general requirements of proper organization of the training and its methods.

An educator can use various teaching methods in his experience. His aspiration and behavior should be aimed at keeping the children's attention during training, focusing their thoughts, and their closeness. given the right to be. However, it can be said that all this can be achieved only when they acquire solid knowledge, truths that are obvious to everyone at a glance.

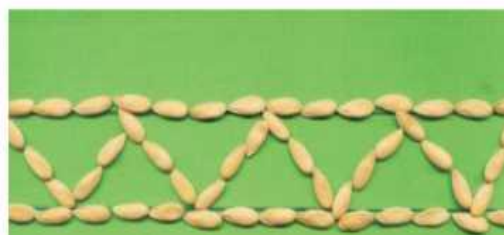
A child's making even the simplest toy is a creative process. For example, a spherical piece of clay looks like a ball, an orange, an apple to a small child, and a stick

of clay rounded until the ends come together looks like a ring or a hole. While working, the child plays with the clay in different shapes, he enjoys its softness and volume, he is happy looking at the shape he made. At the same time, the child understands the different properties of clay and plasticine, gets acquainted with the three-dimensional shape, the structure and proportions of the object, learns to accurately move his hands with his eyes, learns to take the correct aim, and develops constructive abilities. If this type of activity is carried out correctly, making various toys from clay and plasticine can become a favorite hobby of children. They are assigned the tasks of creating visual and technical skills, and arousing interest in this type of activity. The educational system in kindergarten is organized with the goal of preparing children for school.

Making toys from clay and plasticine, like painting, has a certain place in the system of aesthetic education and has its own characteristics. Each type of visual activity allows children to develop mental activity, creativity, artistic taste and other qualities. Without such qualities, the initial foundations of a socially active person cannot be formed.

One of the main tasks of working with different materials is to provide students with aesthetic, artistic and creative education. Aesthetic education is the education of students' ability to fully perceive the beauty in life, nature, art, and relationships between people, and to develop creativity based on the laws of beauty.

1. Setting the goal and topic of teaching children to work with different materials.



a) the importance of the item or work intended for teaching to work with various materials in the training in meeting the needs of children's life or this aspect;

b) show what new knowledge and skills need to be acquired in order to independently perform the assigned work.

2. When teaching to work with different materials, check the readiness of the workplace, equipment, material, samples, drawings on the board, remind of the rules that help to organize the work well and organized.

3. Pre-planning of labor tasks to be performed during training sessions for working with various materials:

a) analysis of the amount of samples, parts and details, preparation of necessary materials, given measurements;

b) to recognize and understand the image of the product and its details from the sample, to find and read all measurements and working lines, that is, to determine what actions to take to prepare the work, what tools to use, and the sequence of work actions.

4. Determination of the material according to the sample and given dimensions. It is necessary for children to know the marking procedure and to do it simultaneously with the educator who is performing the stages of marking on the board or showing the item and explaining it.

Checking work, correcting mistakes and shortcomings, evaluating work.

Ending work, setting new tasks.

Working with various materials in a preschool educational organization is manifested in the following:

- a) Application and mosaic work.
- b) Working with clay and plasticine.
- c) Working with different materials
- g) Working with natural materials

Teaching children to work with different materials is of great importance in the education of children in an aesthetic spirit and in their ideological-political, intellectual, moral and labor education.

Working with different materials in small groups can include the following tasks among the tasks of labor education:

- to teach children to develop an aesthetic attitude to things and events in nature, to be able to feel and understand the beauty in them, and to apply these feelings and concepts to life;
- to develop aesthetic and emotional sensitivity to nature;
- regular and appropriate development of perception, color perception, composite culture, spatial thinking, fantasy, visual imagination and combination, solving creative tasks into clear images;
- introducing the specific features of working with different materials;
- focus on developing emotional perception, creative ability, taste, imagination in them in relation to nature;
- teaching how to make different toys and exhibits from different materials;
- development of creative technical skills in making various toys and exhibitions based on various materials.

A person who lives harmoniously with his personality and society, is intellectually mature, i.e. has broad knowledge, free thinking, refined taste and high moral qualities, who looks critically at himself and the shortcomings and achievements of society, creative. , education of an inquisitive, physically and mentally healthy generation should be started first from the family and preschool educational institutions. "While we are talking about forming and perfecting the spiritual world of young people from childhood on the basis of good ideas, I think it is appropriate to stop at another important issue. Even so, it is a matter of developing dolls and toys that

match the interests and feelings of our young children who look at the world with eyes of wonder and seek to find meaning in it. At first glance, this problem may seem trivial.

CONCLUSION

In conclusion, it should be noted that working with various materials in labor education training should be carried out in accordance with the general requirements for proper organization of training and its methods. can use different teaching methods. His aspiration and behavior should be aimed at keeping the children's attention during training, focusing their thoughts, and their closeness. given the right to be. However, it can be said that all this can be achieved only when they acquire solid knowledge, truths that are obvious to everyone at a glance.

REFERENCES

1. D.T. Sabirova. Visual literacy in preschool children forming elements. (13.00.01.-Theory and history of pedagogy the abstract of the dissertation written on the specialty). Т. 2007
2. "Actual problems of child personality development". International scientific collection of theses and articles of the practical conference. 2008.
3. Джалалова Д.Х. Основные тенденции развития современной японской школы. Автореферат дис.к.п.н. 2004.
4. Титов В.А. Педагогика зарубежных стран (сравнительная педагогика). А-Приор, 2010.
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г. Нур-Султан.. Казахстан. 2021. 5-7 ст. I.Rakhmatova, S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1., 19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorff-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova
11. О' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o' rni. Xalq ta' limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND

TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication. Volume:1.Issue.1. I.Rakhmatova,S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1February.2021. Page 1-4. I.Rakhmatova

14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN.

“Polish Science journal”.PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME ”ISCIENCE”.2020. Page 162-164. I.Rakhmatova

15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. . I.Rakhmatova. G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations.

AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World scientific research journal” international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

EFFECTIVENESS OF BUILDING-MAKING AND WORKING WITH CLAY TECHNOLOGY IN PRE-SCHOOL EDUCATIONAL ORGANIZATION

Raxmatova Ikbolxon Inomjonovna

Teacher of Termez State Pedagogical Institute

Normaxmatova Rayxona Orif qizi

student of Termez State Pedagogical Institute

Annotation: In this article, the relevance of the technology of building and working with clay in the preschool education organization, the development of aesthetic perception of artistic images (in works of art) and objects (events) of the surrounding world as aesthetic objects, the development of cognitive abilities, creative imagination, creative thinking, formation of educational skills: orientation in plane and space, hand skills, ability to analyze things and events of the surrounding world, work in pairs, in groups, development of fine motor skills of hands, coordination, speech, communication., education of personal characteristics: determination, attention, accuracy, hard work, initiative and independence, as well as issues such as ensuring children's psychological well-being and health are highlighted.

Keywords: construction, clay, technology, subject, object, aesthetic perception, cognitive ability, creative imagination, creative thinking, orientation in plane and space, hand skills, perseverance, attention, accuracy, diligence, initiative, psychological

INTRODUCTION

Creation of necessary conditions for training on construction materials and technology of working with clay is urgent and one of the priority tasks. It is necessary to create the necessary conditions in groups for children to master construction techniques well. For this, first of all, it is necessary to have enough building materials in the group, i.e. enough materials for all children to work at the same time, or at least half a group of children.

Children are allowed to take construction classes when they have just started to acquire construction skills, that is, starting from the second small group. It is best to use a table-top construction kit to teach build-to-make in the classroom, as these building materials are used at the same time as large building materials for building and playing in most kindergartens. . These materials teach children to build and play in groups. Tables can be arranged in different ways during the training so that all the children in the group can master the building methods well. When doing the construction individually, the tables can be placed in the usual order or in a circle, if

the children are doing the same construction in a group, 2-3 tables should be combined and placed in a row. During the training, children are shown the most necessary methods of construction, so the training should not be long (no more than 10-12 minutes). It is advisable to conduct construction activities in the first half of the school year, and in the second half it is possible to limit it to games.

Construction is derived from the Latin language and means to bring various objects, parts and elements to a certain state. Children are taught to make various toys from construction materials, paper, cardboard, wood and other materials. By its nature, children's construction is often similar to visual and game activities - this is reflected in the surrounding environment. Children's creations are mainly used in practice. Types of building materials. Building materials, constructors, paper, nature, discarded materials, etc. are used to teach children about construction activities in preschool educational organizations. The type of material determines the type of construction.

Children of preschool age build concrete objects around them, i.e. a house for a rabbit, a bridge for cars and climbers. The use of toys in building and making is of great importance and has a great impact on the development of game activities. Construction materials are stored in certain cabinets in an orderly manner. Children of preschool age use constructors (wooden, plastic, metal and ceramic) outside of training. Various constructions can be made through these nabors. Under the guidance of the teacher, the children make various moving constructions based on the pictures using the simple combination method. The main focus is on forming the skills of combining certain parts of children. Children's hand muscles are involved in this, at this age the hand muscles are not yet well developed. The teacher first learns the methodical instructions for assembling the constructor. Under the guidance of the teacher, construction material and constructors are given to children one after the other.

Materials and equipment for clay work.

After children learn to make balls, cylinders, discs, they learn to make objects made of several parts. For example: from an airplane, a snowman, a balloon or discs to a tower, a bear, a doll, a rabbit, etc. This subject will have no more than 2 or 3 parts. The most important thing is that they should see these objects by hand. For this reason, the teacher offers a game for the children to play before the lessons. In the same way, they hold objects made up of 3-4 parts and get acquainted with it in every way. When looking at these subjects, the educator first draws attention to the parts of the subject and the shape of each part. At the same time, it is attracted to the large and small parts. In the first lessons, the educator shows and explains how to make 3 objects out of clay. The teacher showed and explained that it is necessary to be clear and understandable with the children, or before making the object, the technical methods of making it can

be practiced in the air. Showing and explaining should not exceed 3-4 minutes. If the technical method of making is familiar to the children, it can be offered to the children themselves in order to develop their independence.

"Using non-traditional modeling methods as a means of developing creative abilities of preschool children"

Purpose: formation of artistic and creative abilities in visual activity in older preschool children using non-traditional modeling methods.

Duties:

1. Practical acquisition of non-traditional modeling skills and abilities by children, use of non-standard tools;
2. Creating conditions for free experimentation with artistic materials;
3. Introduction to folk art, the universal "language" of art - through artistic and figurative expression;
4. Development of aesthetic perception of artistic images (in works of art) and objects (events) of the surrounding world as aesthetic objects;
5. Development of cognitive abilities, creative imagination, creative thinking;
6. Formation of educational skills: orientation in plane and space, manual dexterity, ability to analyze objects and events of the surrounding world, work in pairs, groups, maintaining the general pace of the lesson, development of fine motor skills of hands, coordination, speech, communication.
7. Cultivation of personal characteristics: determination, attention, accuracy, diligence, initiative and independence;
8. Ensuring children's psychological well-being and health;

This work is carried out according to the plan developed for 5-7 year old children. The most interesting, in our opinion, are the modeling methods that are adapted to the age of children. Their development goes in parallel with the main program, complementing each other. A wide field for imagination is provided by integration with natural and waste materials and other production activities. The circle program is a consistent system of forming the aesthetic attitude and artistic abilities of 5-7-year-old children in visual activity (modeling) and reflects the content and requirements for modeling knowledge, skills and abilities of preschool children. makes; expands and deepens them. Includes 2 years of advanced thematic planning.

How it works: A series of finger games are offered to develop fine motor skills and coordination in the hand-eye system. The content of finger gymnastics in each lesson corresponds to the theme and artistic images,

- expanding the child's aesthetic experience through the connection of literary and visual images;

- deepening and clarifying the artistic experience of the child by "immersing" in the situation;

- practical development of new technology;

-expanding the information space by integrating educational areas

6 - 7 years - systematization of generalized movement methods and generalized images in different types of modeling using several working methods;

- independent creative activity.

All materials are divided into blocks and carried out by the design method. Each project ends with an exhibition or an integrated summary session. The essence of modeling is to design a three-dimensional craft from plasticine, clay, salt dough or wax that resembles the real object as much as possible. As a rule, the last three types of plastic materials are used in modeling circles. . Modeling in the preparatory group of kindergarten is in accordance with the following goals:

- expanding the experience of knowledge about the surrounding world - children create crafts based on their ideas about objects, as well as additional information on the subject obtained during the educational process;

- Enriching tactile experiences, including working with salt dough, clay, and wax, as well as DIY compositions (eg potato starch, hair conditioner, and food coloring mix). desired shade);

- improvement of speech skills - children learn to build complex sentences, comparative sentences, introductory words, etc. when describing crafts;

- development of motor skills of the fingers as part of the work on preparing the hand for writing;

- to develop the ability to rationally allocate time for crafting;

- to educate ideas about beauty and the ability to adequately evaluate the results of one's work.



the preparatory group, children combine several colors at the same time in one craft, which helps to develop a sense of taste and proportion. To accomplish this task, the teacher sets the following tasks in the modeling lesson:

- Creation of "multi-series" plot modeling - children make figurines to create planned mise-en-scenes, and as the plot develops, they fill the composition of "heroes" with new crafts;
- development of methods of creating fine elements for decorative crafts, for example, painting Khokhloma with "flagella" on dishes;
- formation of the ability to find unique combinations of modeling with other artistic activities based on the craft theme;
- increase intonation expressiveness of speech - young people learn to convey their moods and feelings, to speak on behalf of the hero of the craft;
- to develop the skills to defend one's opinion or give evidence to refute someone else's opinion (for example, when reflecting or discussing the actions of some characters involved in the formation of the plot);
- education of teamwork skills, especially the division of tasks in the performance of collective crafts.

CONCLUSION

In conclusion, it should be noted that the necessary conditions for games and training with construction materials. It is necessary to create the necessary conditions in groups for children to master construction techniques well. For this, first of all, it is

necessary to have a sufficient amount of building materials in the group, that is, enough materials for all children to be engaged at the same time, or at least half a group of children. In the exercise of building according to the sample, children should not be restricted from the materials, but should be distributed to everyone. Let them learn to always take the material they need and use it. All materials are divided into blocks and carried out by the design method. Each project ends with an exhibition or an integrated summary session. The essence of modeling in clay is to design a three-dimensional craft from plasticine, clay, salt dough or wax that resembles the real object as much as possible. , is a real reality aimed at a goal. In the process of teaching the activities of building-making and clay classes, children's mental, moral, aesthetic and labor education is further formed, and they develop the ability to analyze the objects around them, independent thinking, artistic taste, willful qualities of the individual (striving for the goal , persistence) begins to find content, all this prepares children to study at school.

REFERENCES

1. D.T. Sabirova. Visual literacy in preschool children forming elements. (13.00.01.-Theory and history of pedagogy the abstract of the dissertation written on the specialty). Т. 2007
2. "Actual problems of child personality development". International scientific collection of theses and articles of the practical conference. 2008.
3. Джалалова Д.Х. Основные тенденции развития современной японской школы. Автореферат дис.к.п.н. 2004.
4. Титов В.А. Педагогика зарубежных стран (сравнительная педагогика). А-Приор, 2010.
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (А3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г. Нур-Султан.. Казахстан. 2021. 5-7 ст. I.Rakhmatova, S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1., 19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorff-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova

11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o' mi. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication. Volume:1.Issue.1. I.Rakhmatova,S.Sattorova
13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions. Volume:1February.2021.Page 1-4. I.Rakhmatova
14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN. "Polish Science journal".PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME "ISCIENCE".2020.Page 162-164. I.Rakhmatova
15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. . I.Rakhmatova. G.Radjabova.
16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations. AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M
17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. "World scientific research journal" international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.
18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI БЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

DEVELOPMENT OF PEDAGOGICAL TECHNOLOGY OF USE OF ART THERAPY IN PRESCHOOL CHILDREN

Raxmatova Ikbolxon Inomjonovna

Teacher of Termiz State Pedagogical Institute

Davronova Charos Mahmadiyevna

Student of Termez State Pedagogical Institute

Annotation: In this article, the social processes taking place in our society present Uzbek pedagogy with new tasks in the field of education and training of the young generation, including through art. to appear as the most important tool for the aesthetic development and formation of children at the age of 10 years, aesthetic education plays an extremely important role in the main process of personality development, currently art is not only a factor of personality development and formation, but also the prevention of disorders and the preservation of children's health, the child's psyche Pedagogical foundations of the need to consider issues as an effective means of protection from the aggressive effects of the environment are highlighted

Keywords: young generation, art, art therapy, aesthetics, pedagogical technology, psycho-emotional, development, psychological tension, social process, healing, self-correction, stress, psychic function, emotional cognition, scientific and technical development, ecological problems, environment, man-made disasters, information flow, individual, hereditary factors, education, art pedagogy.

INTRODUCTION

The new tasks of education and upbringing are related to the complexity of the problems of the modern world landscape, in which the young generation must develop and be formed. They include: the aggravation of social processes that lead to an increase in psychological tension in society, the consequences of scientific and technical development manifested in environmental problems, in particular, environmental pollution, man-made disasters, an increase in the flow of information, etc., all of this is the development of the young generation and significantly affects its formation.

Thus, the educational system faces the task of expanding the field of psychological and pedagogical correction of children. These tasks are related, among other things, to the strengthening of innovative pedagogical processes aimed at the maximum development of children's intellectual and creative potential.

The healing potential of art has been known since ancient times. Today, according to the evidence of pedagogy and psychology, art helps to develop psychological

protection mechanisms from the harmful external effects of the environment, to form a culture of art therapy in preschool children.

It is necessary to improve and organize the pedagogical process in order to maintain the psychological health of preschool children, who are more prone to the harmful effects of the external environment due to age-related psychological characteristics. It does not allow to effectively solve the problems of maintaining children's psychological health and requires the scientific development of new approaches to this problem.

It consists in studying the possibilities of using different types of art within the educational process as a means of art therapy for the prevention of negative psycho-emotional states and self-correction in children of normal level. development, general, characteristic of the majority of children of primary school age, and purely individual conditions. The urgency of this problem is related to the contradictions between the real needs of the society to prevent psychological health disorders of the young generation and the insufficient effective implementation of the educational and educational and psychological potential of art in the educational process. liq. The modern conditions of the general education school to maintain the psychological health of children, as well as the underutilized art of the aesthetic potential that helps to maximize the development of the child's personality, his entry into the context of modern culture, his entry into the context of modern culture. the theme of his life, the formation of his motives and values.

It is art, as the most powerful factor affecting human personality, that can help to form the art therapy culture of young children as part of the common culture of each child, which is a universal human experience that must be mastered. The goals and objectives of the formation of art therapy culture, in turn, determine the main content of education in the art-aesthetic cycle sciences necessary for the formation of this culture. The artistic-aesthetic cycle, modeled with these goals and tasks in mind, allows you to form an art therapy culture. Art therapy culture means prevention of negative psycho-emotional states in the child's own body and self-correction, art therapy knowledge, skills and experience to eliminate stress, fatigue and other negative states. the culture of using skills is understood. Currently, the strategy of creative self-development of educational systems, that is, the strategy of creative self-development of an individual (V.I. Andreev) is of great importance. In this regard, it is important to consider education as a purposeful creation of conditions for a person's assimilation of culture, turning it into a personal experience, a long-term organized influence on the development of a person from the surrounding educational institutions, social and social environment. The formation of art therapy culture in children of preschool age is considered by us in socio-psychological and pedagogical aspects. In connection with the stimulating role of art in the development of the child's personality, the stages of

self-knowledge, self-development and self-healing with the help of art are identified. includes, in the modern educational process, the educational and educational aesthetic potential of art contributes to the maximum development of "a bright and unique source of knowledge of the lifestyle, color, spiritual content of any era" (B.T. Likhachev). formation of the child's personality, his motives and values. All the above sets of interactions are carried out to prevent disorders and maintain the psychological health of children, as well as to correct negative psycho-emotional conditions.

The healing potential of art has been known since ancient times, and the opinions of the ancient philosophers Aristotle, Plato, Pythagoras, Socrates about the influence of art on the human body and various aspects of human activity have been preserved to this day. In Judaism, India, Ancient Greece, and China, attempts were made to study color and diagnose diseases, as well as to use changes in psychological states through songs and prayers. Many local and foreign teachers, psychologists and philosophers have conducted research on the impact of art on people. The history of the relationship between man and art goes back many centuries. In the course of cultural and historical development of society, aesthetic views, scope of studied problems, goals and tasks of art have changed. In the period of ancient culture, Greek natural philosophers and Pythagoreans, in turn, believed that aesthetics, which is a part of philosophy, should strive to create a holistic picture of the world.

Studies in the field of philosophy of art Tertullian, F. Aquinas, A.G. Baumgarten, L. da Vinci, G.W. Hegel, G.W. Leibniz, F.W. Schelling, J.J. Rousseau and others. Modern domestic aesthetics is the successor of the wonderful heritage of foreign and Russian aesthetic thinking. In the 7th branch of philosophy of musical art, Aristotle, Plato, Pythagoras, as well as J.J. Rousseau, A.F. Losev and others. Plato, in particular, spoke about the possibilities of using the art of music to improve the human psyche: "Harmony, whose path is similar to the circulation of the soul, was given by the Muses to every intelligent admirer, not for frivolous pleasure. They are now only they see the meaning - but as an antidote to discord in the circulation of the soul, it must be regulated and harmonized with itself" (131, v.3, p.11,121).

Aristotle developed the doctrine of mimesis - the idea of the inner world of man and the influence on it with the help of art. In the theory of mimesis, the doctrine of catharsis was presented - the purification of the human soul in the process of perceiving works of art. Ancient philosophers Aristotle, Plato, Pythagoras, Socrates made an invaluable contribution to the theory and practice of using art to improve and harmonize the inner world of man. In Aristotle's works "Nicomachean Ethics" (12, p. 554-560) and "Metaphysics" (121, p. 31) "self" - self-knowledge, self-development, through art the processes of self-realization are reflected. Recently, the use of music to normalize the emotional-volitional sphere of personality has become widespread in art

therapy, because any course of the disease is associated with changes in affective structures.

Implementation of a complex psychological and pedagogical diagnosis of the art therapy process, along with the pedagogical diagnosis of the level of art therapy culture (criteria for determining the level of art therapy culture, criteria for selecting artistic material for the purposes of art therapy), the level of artistic orientation of the child's personality, to determine their tastes, interests and needs) also includes psychological diagnosis of the emotional and psychological state of young children;

Psychological-pedagogical modeling of the art therapy process represents a set of results of psychological-pedagogical diagnosis and design, training based on individual group programs for the development of art therapy culture developed on the basis of them; Individual group work depending on the goals and tasks of the art therapy situation. To achieve these goals, it is proposed to use the art therapy program "Self-art therapist" (the main content, forms and methods of art therapy work), as well as the system of corrective and developmental activities based on art therapy techniques. art therapy classes, psychological novels using musical and visual art tools, business and interactive games, psychological-pedagogical training of art therapy skills, musical and art fitness salons, etc.) - combining all the above activities together allows

The structure of the entire system of aesthetic education is determined by the sum of social institutions such as family, preschool education, school institutions and additional education, culture, vocational education, secondary and higher special education. From our point of view, the system of aesthetic education should be understood not only as institutions that are called to deal with it, but also, first of all, as "a system of constantly changing dialectical relations between external aesthetic influences on a person and his inner world" (N.M. Sokolnikova).

The defining component of aesthetic education is art and music education. A system of aesthetic education aimed at the development and formation of art therapy culture among children has been created, as a culture of using art therapy, knowledge, skills and experience in the prevention of negative psychology and psychological self-correction use of skills. - the emotional states of one's body through art. In our understanding, this is related to the development of the processes of "self-awareness" in both the teacher and the junior student.

CONCLUSION

In conclusion, it should be noted that the logical principle prevails over the figurative principle in the current educational system. The system developed by us shows the possibility of combining emotional and rational principles through the medium of art, which leads to the development and formation of "emotional intelligence". Use of knowledge, skills and abilities for prevention of negative

psychology and psychological self-correction as a culture of using art therapy. - the emotional states of one's body through art. In our understanding, this is related to the development of the processes of "self-awareness" both in the teacher, in the junior student, and in preschool children.

REFERENCES

1. Abulkhanova-Slavskaya, K.A. Activity and personality psychology / K.A. Abulkhanova-Slavskaya. M: Nauka, 1980. - 375 p.
2. Azarova, T.V. Developmental work of a psychologist at the stage of adaptation of children at school / T.V. Azarova, M.R. Bityanova // World of psychologists. 1996 - Issue 1. — S. 147-170.
3. Actual problems of socio-cultural activity: Sat. Art. / Ed. coll.: T.G. Kiseleva (chief editor), B.G. Mosalev, Yu.A. Streltsov. M.: MGUK, 1995.- 121
4. Alexandrova, V.G. School of life: theory and practice: pedagogical workshop of Shalva Amonashvili / V.G. Alexandrova and others - M.: Bustard. Series Higher Pedagogical Education, 2009. 176 p.
5. COMPETENSE APPROACH IN THE MODERN EDUCATION SYSTEM TM, Rakhmatova I. Образование и наука в XXI веке (A3-20211130-420)
6. Причины, повышающие творческие способности студентов на занятиях по созданию портрета. И.И. Рахматова - Учёный XXI века, 2016
7. Место и значение игры в процессе художественного воспитания. И.И. Рахматова - Ученый XXI века, 2016
8. EDUCATING PRESCHOOL CHILDREN IN THE SPIRIT OF NATIONAL TRADITIONS. «Лучший молодой ученый-2021 г.Нур-Султан.. Казахстан.2021.5-7 ст. I.Rakhmatova,S.Sattorova
9. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. Journal of Ethics and Diversity in International Communication/Volume:1 Issue: 1.,19-22 p. I.Rakhmatova
10. Practical Application of Prospekt Rules in Drawing. /Eastern European Scientific Journal Dusseldorrf-Germany/AURIS.2018. 82-86 page. Valiyev A.N, I.Raxmatova
11. O' quvchilarda ijodiy fikrlashni rivojlantirishda loyihalash masalalarining o'rni. Xalq ta'limi jurnali. Toshkent 2019. Valiyev A.N, I.Raxmatova
12. CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NONTRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART FOR ITS ORGANIZATION. Journal of Ethics and Diversity in International Communication.Volume:1.Issue.1. I.Rakhmatova,S.Sattorova

13. THE GREAT SILK ROAD.CULTURAL LIFE. Issue: Researchjet journal of Analysis and Inventions.Volume:1February.2021.Page 1-4. I.Rakhmatova

14. PUCULIARITIES OF THE VISUAL ACTIVITIES OF PRESCHOOL CHILDREN.

“Polish Science journal”.PL.1921621.Warsaw*Poland.WYDAWNICTWO NAUKOME ”ISCIENCE”.2020.Page 162-164. I.Rakhmatova

15. LEVELS AND OPPORTUNITIES FOR THE DEVELOPMENT OF PERSONAL AND CREATIVE COMPETENCES IN STUDENTS. PEDAGOGS.international research journal.VOLUME:7 ISSUE-1. SJIF: 4.995..2022.59-64 bet.. I.Rakhmatova. G.Radjabova.

16. INTERACTIV GAMES IN THE PROCESS OF THE TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS. Journal of new century innovations.

AREAS.VOLUME:2..202270-73p. I.Rakhmatova. Begimova.M

17. FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. “World scientific research journal” international interdisciplinary research journal.VOLUME:2.ISSUE-1.2022.25-28p. I.Rakhmatova.,G.Tursoatova.

18. EDUCATIONAL GAMES AND THEIR IMPORTANCE IN THE ORGANIZATION OF PRESCHOOL EDUCATION. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ.ISSN 2658-7998. Выпуск№ 20.Том 4..2021. I.Rakhmatova, G.Tursoatova.

ОЦЕНКА КАЧЕСТВА ЖИЗНИ БОЛЬНЫХ САХАРНЫМ ДИАБЕТОМ 2 ТИПА С СИНДРОМОМ ДИАБЕТИЧЕСКОЙ СТОПЫ ПОСЛЕ РЕКОНСТРУКТИВНЫХ ОПЕРАТИВНЫХ ВМЕШАТЕЛЬСТВ

*Шагазатова Б.Х., Артикова Д.М., Ишонкулова Н.Ф., Авезова Г.С.,
Артиков А.Ф., Урунбаева Д.А.,*

Ташкентская медицинская академия

Ташкентский государственный стоматологический институт

Ключевые слова: сахарный диабет, диабетическая стопа, гипергликемия, реконструктивная хирургия, качество жизни.

Актуальность: Diabetes mellitus (DM) is a paramount and rising medical challenge in both industrial and emerging nations. Он представляет серьезную медико-социальную проблему, что обусловлено, не только его высокой распространенностью, хроническим течением, определяющим накопление контингента больных диабетом, но и большим числом осложнений и высокой степенью инвалидизации.

Сахарный диабет (СД) — самое распространенное эндокринное заболевание, которое уже приняло характер неинфекционной эпидемии во всем мире. Число больных СД удваивается каждые 10–15 лет. СД характеризуется ранней инвалидизацией и высокой смертностью больных вследствие развития поздних сосудистых осложнений. Это обстоятельство ставит СД в ряд социально значимых заболеваний.

У более чем 70 % больных СД развиваются различные осложнения, в том числе синдром диабетической стопы (СДС) — сложный комплекс анатомо-функциональных изменений в тканях на фоне диабетической микро- и макроангиопатии, нейропатии и остеоартропатии. Общеизвестно, что ведущими факторами, приводящими к поражению стоп при диабете, являются периферическая нейропатия, деформации стоп с формированием зон высокого давления, а также периферический атеросклероз сосудов нижних конечностей. Почти у половины пациентов СДС осложняется развитием гнойно-некротических процессов на стопе, что в 50–75 % случаев приводит к ампутации на различном уровне. Частота ампутаций у больных СД, по различным источникам, в 17–45 раз выше, чем у лиц, не страдающих СД; до 30 % пациентов после первой ампутации подвергаются ампутации второй конечности в течение ближайших 3 лет, и до 50 % — в течение 5 лет. В среднем срок жизни в послеоперационном периоде составляет 5 лет после ампутации одной конечности и 1 год после ампутации двух конечностей.

Использование современных методов диагностики позволяет врачу принять правильную тактику лечения СДС. Так, в настоящее время, к общепринятым видам лечения – хирургической обработке раны, назначению антибактериальных препаратов, выполнению режима разгрузки и консервативной коррекции артериального кровотока – применяются реконструктивные операции, такие как баллонное шунтирование и наложение стента на ишемический отрезок сосуда.

Несмотря на то, что на сегодняшний день уже получены ответы на многие вопросы диабетологии в отношении тактики лечения и предупреждения осложнений заболевания, диабет остается серьезной проблемой в том числе и потому, что оказывает выраженное негативное влияние на качество жизни (КЖ) пациентов [Glasgow RE et al., 1997, Isla Pera P. et al., 2011]. Снижение КЖ при диабете связано не только с ухудшением состояния здоровья по причине поздних осложнений, но и с различными психопатологическими состояниями (например депрессией), изменением характера социальных контактов и привычного образа жизни [Jacobson AM et al., 1994, Goldney RD et al., 2004, Schram MT et al., 2009, Egede LE et al., 2010, Ppolonsky WH., 2002]. В настоящее время КЖ рассматривается как важный показатель здоровья, а его повышение является одной из ключевых задач здравоохранения.

Цель исследования: Провести оценку качества жизни больных с нейроишемической формой синдрома диабетической стопы до и после реконструктивных операций.

Материал и методы:

Сбор клинических данных осуществлялся на базе Республиканского центра гнойной хирургии и хирургической осложнение СДС многопрофильной клиники ТМА. Было обследовано 116 человек с синдромом диабетической стопы. Из них 87 мужчин и 29 женщин, средний возраст $65,2 \pm 2,7$ года. Контрольную группу составили 10 здоровых лиц (7 женщин и 3 мужчин). Все обследованные на основании анамнеза, результатов клинического и лабораторно-инструментального методов исследования были разделены на 2 группы: нейропатическую (70 больных -60%) и нейроишемическую (46 больных-40%). Всем больным была проведена ультрозвуковая доплерография и МСКТ сосудов нижних конечностей.

Всем больным было проведено реконструктивное вмешательство, а именно-транслюминальная баллонная ангиопластика с стентированием. Нами были изучены данные анкетирования по опроснику SF36 (оценка качества жизни) у больных с нейроишемической формой СДС.

Согласно опроснику мы оценили следующие показатели.

Физическое функционирование (PF).

1. Ролевое (физическое) функционирование (RP).
2. Боль (P).
3. Общее здоровье (GH).
4. Жизнеспособность (VT).
5. Социальное функционирование (SF).
6. Эмоциональное функционирование (RE).
7. Психологическое здоровье (MH).

Результаты и их обсуждение:

Согласно классификации Фонтейна-Лериша-Покровского у 27 больных (59%) была III стадия нарушения кровообращения, у 19- (41%) – IV стадия. Всем больным была предложена реконструктивная операция с баллонным шунтированием. 12 больных отказались от оперативного вмешательства. Им была проведена стандартная медикаментозная терапия (сахароснижающая, антибактериальная, двигательная разгрузка стопы, сосудистая терапия, местные перевязки, дезинтоксикационная терапия). В обеих группах было проведено анкетирование по опроснику КЖ SF36. До лечения и через 3 месяц после лечения.

..... В таблице 1 представлены средние значения результатов анкетирования по опроснику SF36 до реконструктивных вмешательств и после (через 3 мес.) в группе больных с нейроишемической формой СДС. Показатели сравнивали как между собой, так и с группой контроля, которую составили 10 лиц больных СД 2 типа средней степени тяжести.

Таблица 1.

Показатели параметров качества жизни до и после реконструктивных вмешательств и медикаментозного лечения.

Показатели	<i>До реконструктивных вмешательств n=34</i>	<i>Контроль n=10</i>	<i>После реконструктивных вмешательств n=34</i>	<i>До медикаментозного лечения n=12</i>	<i>После медикаментозного лечения n=12</i>

Физическое функционирование (PF)	32	79	49	34	40
Ролевое функционирование (RP)	33	64	40*	30	37
Социальное функционирование (SF)	59	68	68*	59	60
Боль (P)	36	65	56*	35	42
Психологическое здоровье (MH)	60	58	62	58	60
Эмоциональное функционирование (RE)	37	67	55*	37	50
Жизнеспособность (VT)	52	56	57*	52	54

Общее здоровье (GH)	37	52	45	36	40
---------------------------	----	----	----	----	----

Примечание: *- $p \geq 0,001$

Как видно из таблицы, качество жизни пациентов после прямых реконструктивных операций возрастает по всем параметрам, однако не достигает уровня показателей контрольной группы здоровой популяции кроме фактора социальной активности, психического здоровья и жизнеспособности.

В таблице представлены показатели КЖ у больных в группе, получавших медикаментозное лечение.

Как видно из таблицы 1, показатели качества жизни улучшились по таким параметрам как PF, RP, P,RE недостоверно.

Показатели социального функционирования и психологического здоровья практически не изменились.

Выводы:

Качество жизни больных сахарным диабетом 2 типа после реконструктивных операций возрастает по всем показателям относительно как группы контроля, так и группы больных, принимающих медикаментозное лечение.

Литература

1. Chicharro-Luna E, Pomares-Gómez FJ, Ortega-Ávila AB, Marchena-Rodríguez A, Blanquer-Gregori JFJ, Navarro-Flores E. Predictive model to identify the risk of losing protective sensibility of the foot in patients with diabetes mellitus//Int Wound J. 2020 Feb;17(1):220-227. doi: 10.1111/iwj.13263. Epub 2019 Nov 5
2. Navarro-Flores E, Cauli O. Quality of Life in Individuals with Diabetic Foot Syndrome//Endocr Metab Immune Disord Drug Targets. 2020;20(9):1365-1372. doi: 10.2174/1871530320666200128154036.
3. Riedel U, Schüßler E, Härtel D, Keiler A, Nestoris S, Stege H. Wound treatment in diabetes patients and diabetic foot ulcers// Hautarzt. 2020 Nov;71(11):835-842. doi: 10.1007/s00105-020-04699-9.
4. Rümenapf G, Morbach S, Rother U, Uhl C, Görtz H, Böckler D, Behrendt CA, Hochlenert D, Engels G. Diabetic foot syndrome-Part 1 : Definition, pathophysiology, diagnostics and classification//Free PMC article 2021 Jan;92(1):81-94. doi: 10.1007/s00104-020-01301-9.

MIKROBOLOGIYA BIOLOGIYANING MUHIM TARMOG'I SIFATIDA

Suleymanova Marg'uba Kenjaboyevna
Farg'ona politexnika instituti akademik litseyi

Annontatsiya: Ushbu maqolada Mikrobiologiya haqida va qanday kelib chiqqanligi, biologiyaning farqli jihatlari haqida qisqacha so'z yuritilgan.

Kalit so'zlar: Mikrobiologiya, biologiya, mohiyat, kashf qilish, hayot, hujayra.

Mikrobiologiya (yunoncha mikros — kichik, bios — hayot va logos — ta'limot) — mayda, sodda, ko'zga ko'rinmaydigan bir hujayrali organizmlar haqidagi fan. Bu fan mikroblarning hayot faoliyati, ular ta'sirida odam, hayvon va o'simliklar organizmida sodir bo'ladigan o'zgarishlar qonuniyatlarini o'rganadi. Keyingi yillarda mikrobiologiya fani sohasida shu qadar ko'p ma'lumotlar to'plandiki, endilikda u bir necha tarmoqlarga bo'lingan va bu tarmoqlar o'ziga xos rivojlanish yo'lidan bormoqda. Tibbiyot, veterinariya, sanoat yoki texnika, qishloq xo'jaligi, oziq-ovqatlar biologiyasi, kosmik biologiya va boshqalar shular jumlasidandir. Hozirgi zamon tibbiyot biologiyasi keng qamrovli soha bo'lib, o'z navbatida bakteriologiya (bakteriyalar haqidagi ta'limot), virusologiya (viruslar haqidagi ta'limot), immunologiya (organizmning patogen va patogen bo'lmagan mikroorganizmlardan hamda organizmga irsiy jihatdan begona bo'lgan antigenlardan himoya qiladigan vositalarini o'rganadi), mikologiya (odam organizmiga ziyoni bo'lgan zamburug'lar faoliyatini o'rganadi), protozoologiya (bir hujayrali patogen sodda jonivorlar hayot faoliyatini o'rganadi) kabi fanlarga bo'linadi. Tibbiyot biologiyasi umumiy va xususiy qismlardan iborat. Umumiy qismda mikroblarning tuzilishi va tashqi ko'rinishi (morfologiyasi), fiziologik jarayonlari, genetikasi, ulardagi moddalar almashinuvi va ko'payish jarayonlari, nafas olishi va oziqlanishi, patogen mikroblar bilan makroorganizm o'rtasidagi o'zaro munosabatlar hamda organizmning himoya vositalari (immunitet) o'rganiladi. Xususiy qismda yuqumli kasalliklar qo'zg'atuvchilarining morfologik, biokimyoviy, patogenlik (kasallik qo'zg'atish) xususiyatlari, shuningdek bu kasalliklarni laboratoriya usulida aniqlash, maxsus davolash va oldini olish chora-tadbirlari tahlil qilinadi. Tibbiyot biologiyasi muayyan obyektning tekshirish asosida mustaqil vazifani bajaradi. Umumiy biologiya, epidemiologiya, gigiyena, biokimyova va boshqa fanlardagi yangi ma'lumotlardan foydalangan holda yuqumli kasalliklarning kelib chiqishi (etiologiya) sabablarini, zamonaviy tashxis usullarini, davolash va oldini olish masalalarini o'rganadi. Evolutsion taraqqiyot jarayonida odam organizmiga moslashib, unda ko'payib kasallik qo'zg'atish xususiyatiga ega bo'lgan — patogen mikroblar tibbiyot biologiyasini tekshiruv obyekti hisoblanadi.

Tabiatda patogen mikroblardan tashqari ko'plab saprofit (odam ga zarar yetkazmaydigan) mikroblar ham borki, ular o'z ko'rinishi va ayrim biologik xususiyatlari bilan patogen mikroblarga juda o'xshaydi. B unga vabo vibrioni bilan vabosimon vibrionlarni, kuydirgi batsillalari bilan antrokoidlarni yoki bog'ma tayoqchasi bilan difteroidlarni misol qilib ko'rsatish mumkin. Shu nuqtai nazardan tibbiyot mikrobiologiyasining qonun-qoidalariga qat'iy amal qilinsa va har bir obyektning o'z vaqtida tabiati aniqlansa, nafaqat kasallikka tashxis qo'yish, balki unga qarshi kurash chora-tadbirlarini ishlab chiqish ham osonlashadi. Hozirgi vaqtda odam va hayvonlarda uchraydigan yuqumli kasalliklar patologiyasida viruslar muhim o'rin tutadi, chunki 75% yuqumli kasalliklarni viruslar qo'zg'atib aholining sog'lig'iga putur yetkazadi va davlat iqtisodiyotiga zarar keltiradi. Yangi topilgan viruslar qo'zg'atadigan kasalliklar, xususan viruslarning o'sma kasalliklaridagi o'mini aniqlash virusologiyaning asosiy vazifalaridan biri hisoblanadi. Virusologiya keyingi yillarda jadal rivojlanmoqda. Turli soha olimlari va virusologlar oldida turgan

vazifalardan biri virusli kasalliklarga aniq va to'g'ri tashxis qo'yish, ularning oldini olish va davolash usullarini ishlab chiqishdan iborat. XX asming ikkinchi yarmida tibbiyot sohasida yirik kashfiyotlar qilindi. Masalan: genetik kodning tuzilishi va faoliyati, oqsilni sintez qilish mexanizmi, genlarning o'zgaruvchanligi, induksiyasi, repressiyasi va boshqalar aniqlandi. Bu kashfiyotlarda tekshiruv uchun virus va bakteriyalardan foydalanildi. Olingan natijalar mikroorganizmlarning tashqi muhit bilan o'zaro ta'sir mexanizmini ochish imkonini berdi. Mikrobiologiya va virusologiya sohasida qilingan kashfiyotlar yangi fanlar, masalan: molekulyar biologiya, genetika, enzimologiya, immunologiya, biotexnologiya va boshqalarning vujudga kelishiga sabab bo'ldi. Ushbu fanlar yordamida mikroorganizmlarning faol oddalar ajratuvchishtammlari, tibbiyotda qo'llaniladigan yangi antibiotiklar, tashxis qo'yishda ishlatiladigan omillar, interferon, interleykin, vaksinalar, monoklonal antitelo va boshqalar olindi. Bu preparatlarni qo'llab yuqumli kasalliklarga erta tashxis qo'yish, davolash va oldini olish mumkin.

Keyingi yillarda immunologiya fani juda tez sur'atlarda rivojlanmoqda. Immunitet deganda dastlab kishilarni yuqumli kasalliklardan himoya qilish tushunilardi. Hozir esa, immunitet deganda organizm ichki muhit gomeostazini ham ekzogen (tashqi), ham endogen (ichki) yot omillar ta'siriga nisbatan normada ushlab turuvchi tizim tushuniladi. Tibbiyot mikrobiologiyasi, virusologiyasi va immunologiyasining

vazifasi yuqumli kasallik qo'zg'atuvchilarini aniqlash, bunday kasalliklarni oldini olish, ularni iloji boricha kamaytirish va patogen mikroorganizmlarni bartaraf etish hisoblanadi. Bunday ishlar sanitariya-epidemiologiya stansiyasi, bakteriologik, virusologik, parazitologik va boshqa maxsus laboratoriyalar, ilmiy tekshirish institutlari hamda tibbiyot oliy o'quv yurtlarining mikrobiologiya, virusologiya, immunologiya kafedralarida amalga oshiriladi. Bularda tashkiliy, ilmiy-tekshirish va

amaliy ishlar ham nazorat qilib turiladi. Yuqumli kasalliklarga tashxis qo'yishda quyidagi mikrobiologik tekshirish usullaridan foydalaniladi:

— mikroskop yordamida tekshirish. Bu tekshirishning boshlang'ich bosqichi bo'lib, asosan kasallik qo'zg'atuvchisining morfologik-tinoktorial xususiyatlari, ya'ni mikrobnining bo'yalishi, shakli, hajmi, harakati aniqlanadi. Ba'zi kasalliklar (bezgak, so'zak, leyshmaniozlar, qaytalama terlam va boshqalar) tashxisi bevosita mikroskop yordamida aniqlanishi mumkin;

— bakteriologik usul. Bunda mikroblar sun'iy oziq muhitga ekiladi va gumon qilingan patogen mikroblarning sof kulturasi ajratib olinadi, so'ngra ajratilgan kulturadagi mikroblarning fermentativ faolligi, antibakterial dorilarga ta'sirchanligi, antigenlik va boshqa xususiyatlari o'rganiladi;

— biologik usul. Bu usul yordamida yuqumli materialni turli hayvonlarga yuqtirish yo'li bilan kasallik qo'zg'atuvchisi ajratib olinadi va uning patogenligi, tekshiruv materialida zaharli moddalar bor-yo'qligi aniqlanadi;

— serologik usulda immun zardoblar yordamida reaksiyalar qo'yilib, kasallik tashxisi aniqlanadi. Bu usul kasallik qo'zg'atuvchisini ajratish mushkul bo'lganda yaxshi samara beradi va tezkor usul hisoblanadi;

— allergik usul. Ma'lum bir yuqumli mikrobgaga nisbatan organizmda yuqori sezgirlik holati paydo bo'ladi-ki, bu makroorganizmning mikroba antigeni (allergeni) ta'siriga javoban o'ziga xos reaksiyasidir. Ana shu g'ayritabiiy holat allergik tekshiruvlar yordamida aniqlanadi.

Mikrobiologiya ham boshqa fanlarga o'xshash o'z tarixiga ega. Mikroblar haqida ilmiy ma'lumotlar paydo bo'lishidan bir necha asr muqaddam bular faoliyatiga mansub boigan jarayonlar (uzum shirasining b'ijgishi, sut va xamirning achishi) insoniyatga ma'lum bo'lib, odamlar ongli ravishda musallas, qimiz, qatiq va boshqa mahsulotlarni tayyorlash usullaridan foydalanib kelganlar.

Shifokorlar va tabiatshunoslar fanning dastlabki rivojlanish davrlaridanoq yuqumli kasalliklarning kelib chiqish sabablari bilan qiziqqanlar. Gippokrat (milodgacha boigan 460-377) va Galen (131-211) yuqumli kasalliklarga tirik mavjudotlar sabab bo'lsa kerak, deb gumon qilgan edilar. Osiyo xalqlari esa moxovni yuqumli hisoblab, bu kasallikka chalinganlarni xalq orasidan uzoqlashtirishni tavsiya etganlar. Buyuk olim Abu Ali ibn Sino (980-1037) yuqumli kasalliklarni ko'zga ko'rinmaydigan tirik mavjudotlar qo'zg'atishi va bular suv, havo orqali tarqalishi borasida fikr yuritgan. Feodalizm davri Yevropa hamda Osiyo qit'alarida xavfli yuqumli kasalliklar (chinchek, toun (o'lat), vabo va boshqalar)ning keng tarqalishi bilan xarakterlanadi. Ammo epidemiyalarga qarshi kurash borasida samarali ilmiy yo'nalish yo'qligi, insoniyatning yuqumli kasalliklarga qarshi kurashish faoliyati zaifligi oqibatida ko'p odamlar nobud bo'lgan. Keyinchalik dindorlar tomonidan joriy etilgan qiyinchiliklarni yengib, tajribalar asosida samarali ilmiy izlanishlar

boshlandi. Yallig'lanish jarayoni patogen mikroblar ta'siriga javoban organizm ning himoya reaksiyasi ekanligini I.I. Mechnikov isbotladi. I.I. Mechnikov mikroblar orasida raqobat (antagonizm) mavjudligini va bu jarayon tibbiyotda katta ahamiyatga ega ekanligini uqtirdi. Keyinchalik amaliy va nazariy izlanishlar natijasida antibiotiklarni ajratib olish texnologiyasi ishlab chiqildi. I.I. Mechnikovning fagositoz nazariyasi uning safdoshlari (P. Erlich, R. Pfeyfer, J. Borde) tomonidan qon zardobidagi antitelolarni aniqlash, ularning xususiyatlari va umumiy oral immunitet sirlarini o'rganishga asos bo'ldi. Fagositoz va gumoral immunitet masalasiga oid yangiliklar bu muammoga tegishli barcha muhim izlanishlarga yo'l ochib berdi. Jumladan, 1888-yilda fransuz olimlari E. Ru va A. Iersen bo'lgan mikroblarning ekzotoksin ishlab chiqarishi va kasallik rivojlanishida uning o'rnini aniqladilar. Nemis olimi E. Bering va yaponiyalik S. Kitazato bu zahar kam miqdorda hayvonlarga qayta-qayta yuborib, unga qarshi ta'sir etuvchi immun zardob tayyorlashga muvaffaq bo'ldilar. Keyinchalik E. Ru bilan G.N. Gabrichevskiy ana shunday immun zardobni tayyorlab, bo'lgan bilan og'rigan bolalarni davolash usulini ishlab chiqdi, bu kashfiyot botulizm, anaerob infeksiyalarga, ilon zahariga ham qarshi immun zardoblar tayyorlash texnologiyasi yaratilishiga asos bo'la oldi.

Foydalanilgan adabiyotlar:

- Краткий определитель бактерий Берджи. Под редакцией Дж. Уоттса, И. С. И., Еукринская А.Г. Вирусология. — М.: 1986.
 Лобан К.М. Важнейшие риккетсиозы человека, — Л.: 1980.
 Медицинская микробиология, вирусология и иммунология. Под редакцией Борисова Л.Б. — М.: 1994.
 Хаитов Р.М. Иммунология. — М.: 1996.
 Энтеробактерии (руководство) под редакцией Покровского П.П. — М.: 1985.
 Покровский В.И. Медицинская микробиология. — М.: 1998.
 Воробьев А.А. Микробиология. — М.: 1998.
 Плегель Г. Общая микробиология (немисчадан таржима). — М.: 1987.
 Ройт А. Основы иммунологии (инглизчадан таржима). — М.: 1991.
 Королюк А.М. Медицинская микробиология. Санкт-Петербург, 1999.
 Караулов А.В. Клиническая иммунология. — М.: 1999.

THE SIGHTSEEING OF THE USA

Mubinova Diyora Sur`at qizi

Student of Samarkand State University (Kattakurgan branch)

Annotation: In this article you can read about some sightseeing of the USA . About the ancient and modern places of the USA.

Key words: The Washington Monument , The White House , New York, Columbia University

Washington , the capital of the United States of America , is situated on the Potomac River in the district of Columbia .Washington is not the largest city in USA .It has a population of 900 000 people .Washington has many historical places . One of them , Washington Monument , which looks like a very big pencil . Inside the Monument there are 898 steps to the top. It rises 160 metres and hollow inside . It symbolized the Nation`s respect for G. Washington . It is called “ The Pencil” , because it is one of the tallest stone structure in the USA . This monument is over 555 feet tall and provides a panoramic view of Washington . D. C .

The White House, is the President`s residence . All American Presidents except George Washington (the White House was not yet built in this time) , have lived in the White House . it was built in 1799. It is a two-storied , white building . The United States Capitol is the seat of Congress . It stands on the Capitol Hill. It is interesting to know that the Capitol is the highest building in Washington . There is a law not build houses higher than the Capital . It is the tallest building in Washington , D.C and the most famous building in the USA , because this is where laws are made . The Capitol is surrounded by a beautiful garden with many trees and flowers .

The White House is the home of President . Here the President lives and works. The White House is a large building . It has 132 rooms . All presidents except G. Washington live there .

New York is the biggest city in the USA . American tourist companies call it “the wonder city of the world “but Maxim Gorky called it “ the city of the yellow devil “ . New York is the city of sky –scrapes . It was founded in 1613 by Dutch settlers . It was bought by a Dutchman Peter Minuit . He paid to Indians for Manhattan Island 24 dollars and a barrel of rum .

New York , often called New York City or NYC , is the most populous city in the United States . With a 2020 population of 8, 804, 190 distributed over 300 . 46 square miles (778. 2 km) , New York City is also the most densely populated major city in the United States , and is more than twice as populous as second –place Los Angeles . New York State , and constitutes the geographical and demographic center of both the

Northeast megalopolis and the New York metropolitan area are the largest metropolitan area in the world by urban landmass. With over 20.1 million people in its combined statistical area as of 2020, New York is one of the world's most populous megacities, and over 58 million people live within 250 mi (400km) of the City.

New York City is a global cultural, financial and media center with a significant influence on commerce, health care and life sciences, entertainment, research, technology, education, politics, tourism, dining, art, fashion, and sports. Home to the headquarters of the United Nations, New York is an important center for international diplomacy, an established safe haven for global investors, and is sometimes described as the capital of the world. New York City comprises five boroughs, each of which is coextensive with a respective county of the state of New York. The five boroughs –

Brooklyn (Kings County), Queens (Queens County), Manhattan (New York County), the Bronx (Bronx County) and Staten Island (Richmond County) were created when local governments were consolidated into a single municipal entity in 1898.

Columbia University was founded in 1754 and is one of the biggest universities of the USA. Columbia University's School of Social Work has been in social work education and research since 1898. It joins rigorous academic theory with real-world practice to enhance the welfare of citizens and communities around the world. The School's award-winning online campus uses innovative technology to engage students around the country. The program is the only Ivy League Master's of Social Work program available online. Live online classes allow students to interact with each other and with their instructors in real time. Before and after class, students complete their classwork using an online learning management system that permits them to access readings, view mini video lectures, and participate in discussion forums with their classmates.

Pentagon is the military centre of U.S. imperialism. Here are the headquarters of the Department of Defence, the Army, the Navy and Air Force. The Pentagon is a five-sided building and five stories high. The Statue of Liberty stands on a small island at the entrance to New York Harbour. It is nearly 100 metres above the water level. The figure shows a young woman. She holds a torch in her right hand above her head and a tablet with the date "July 4th 1776" in her left hand. It was built in New York Harbor in 1886. It was a gift from the people of France.

Empire State Building is one of the tallest buildings. It has 102 floors and is 448 metres high.

Brooklyn Bridge was completed in 1883. The bridge is over the East River and connects Manhattan with Brooklyn.

Chicago is one of the biggest industrial cities . San Francisco is a big port . Boston is one of the first town founded on the Atlantic coast of America . The American call Boston , the city of yesterday and tomorrow . It has a very interesting history .

San Francisco City Hall. The building houses the Public Library , the War Memorial Opera House and the Exposition Auditorium . People are very proud of City Hall .

Statue of Liberty is the symbol of freedom in America. It is a bronze figure (almost 46 metre of a woman holding up a torch , on Liberty Island in New York Harbor , which is a gift from the French government sent to America in 1884.

The Mississippi River in the United States of America is called “ the father of waters “ the name Mississippi comes from the Indian tribes that lived along the famous river . The Mississippi touches all or part of 31 states , as well 2 Canadian provinces .

Montana is the fourth largest state in area . The state was once called “the ice box of nation” before Alaska took away that distinction .

The Rocky Mountains are in the west of USA , in the Rockies there are several peaks between 4000 and 5000 metres high.

Valdez Museum , boasts a wide variety of restaurants amidst stunning surroundings . From seafood and burgers to dinners and restaurants , you are sure to find something delicious , authentically , Alaskan , and all within walking distance of hotels , B&b’s , RV parks and campgrounds . Dine on local Alaskan seafood from a secluded corner booth or with seaside views. The bounty of prince William Sound and the Copper River will be available to you at our local seafood restaurants . Enjoy halibut burgers , beer –bettered rockfish , salmon fillets , or Alaskan king crab legs . Valdez’s seafood restaurants span from family-style to fine dining and many of them are located right on the waterfront !

Used literature:

1. <https://www.amazingpubcycle.com>
2. <https://www.sightseeingofusa.com>
3. <https://www.visitarizona.com>

KIMYO FANINING KELIB CHIQISHI VA HAYOTIMIZDAGI O'RNI

Murodova Nilufar Zokirovna

Buxoro viloyat g'ijduvon tuman 61-IDUM

Kimyo fani o'qituvchisi

Annotatsiya: Siz ushbu maqolada kimyo asoslari, tabiiy boyliklarning kimyo bilan bog'liqligi, kimyoning har sohaga qanday holatda bog'liqligi haqida bilib olishingiz mumkin.

Kalit so'zlar: Kimyo, atom, fan, element, sanoat.

Kimyo — moddalarning tuzilishi va o'zgarishini o'rganadigan fan. Kimyo boshqa fanlar qatori inson faoliyatining mahsuli sifatida vujudga kelib, tabiiy ehtiyojlarni qondirish, zaruriy mahsulotlar ishlab chiqarish, biridan ikkinchisini xosil qilish va, nihoyat, turli hodisalar sirlarini bilish maqsadida ro'yobga chiqdi. Odamlar qadimda rudalardan metallarni ajratib olish, turli xil qotishmalar tayyorlash va qo'llash, jumladan, shisha tayyorlash va undan turli maqsadlarda foydalanishni bilganlar. Miloddan avvalgi Misrda kimyoviy jarayonlarga asoslangan hunarmandchilik rivojlanganligi ma'lum. Pishiq charm tayyorlash, uni bo'yash, rangli shisha olish, o'simliklardan dori-darmon va xushbo'y hidli moddalar tayyorlash, sopol buyumlar ishlab chiqarish yo'lga qo'yilgan.

Insonlar juda qadimdan qand, yog' va oqsilga boy o'simlik mahsulotlaridan iste'mol qilganlar. Ular bundan 6 ming yil avval oltin va kumushdan zebu-ziynat buyumlari tayyorlashni bilganlar. Eramizdan 2000 yil avval Xitoyda qishloq xo'jaligi zararkunandalariga qarshi kurashda margimushdan foydalanilgan. O'sha davrlarda Misrda o'simlik va hayvon organizmlar turli bo'yoq moddalar, rux va oltingugurtdan dorivor moddalar tayyorlangan. Barcha xalqlar juda qadimdan bijg'ish jarayonini bilganlar. Har bir xalqni o'ziga xos spirtli ichimligi bo'lgan. Uni dondan, asaldan yoki uzum sharbatidan tayyorlaganlar. Sirkadan oziq-ovqat tayyorlashdagina foydalanmay, undan bo'yoq olishda ham foydalanilgan. Lekin o'sha davrlarda kimyo bilan faqat maxsus kishilargina shug'ullangan. Kimyoning nazariy masalalari bilan qadimgi grek olimlari eramizdan avvalgi V-VI asrlarda shug'ullangan. Ular butun borliqning asosini to'rtta $\langle \rangle$ - suv, havo, tuproq va olov tashkil etadi deb tushuntirganlar. Keyinchalik Arastu (eramizdan avvalgi 384-322-yillari) butun borliq bitta asosiy materiyadan tuzilgan, degan nazariyani yaratdi. Uning fikricha to'rtta xossa: sovuqlik, issiqlik, namlik va quriqlikning asosiy materiyaga har xil nisbatda birikishidan - suv, havo, tuproq va olov hosil bo'ladi. Masalan, asosiy materiyaga issiqlik va namlik qo'shilsa havo, namlik va havo qo'shilsa suv va hokazo hosil bo'ladi. Ular bir-biriga aylanishi ham mumkin. Masalan, havo sovutilsa, issiqligi chiqib ketib suvga, suv qizdirilsa

namligi chiqib ketib tuproqqa aylanadi va hokazo. Moddiy dunyoga bunday Arastucha qarash Yevropada XVI asrgacha hukm surib keldi.

Har bir jamiyatni, fanni o`rganish bilan birga uning paydo bo`lish, rivojlanish, yuksalish va bugungi kundagi mavqeiga erishgunga qadar bosib o`tgan yo`li, bu yo`lning ayrim bosqichlari, ularda yashab o`tgan izlangan olimlar shu fanning yaratilishiga qo`shgan hissalar, hodisa va atrof muhitdagi materiyani o`rganishda ularga yondashish usullari va ularni o`rganish hozirda zamonaviy hayotimizda juda muhim masala bo`lib qolmoqda. Kimyo fanining ham o`z tarixi bor. Bu tarix bilan tanishish kimyo fani qachon paydo bo`la boshladi, u yoki bu kimyoviy hodisalar qanday qilib kashf qilindi va ular kishilar hayotida o`rin egallay boshladi. Fan tarixini o`rganish shu fanni har tomonlama, chuqur va mukammal, ichki mantiqiy bog`langan ma`lumotlar asosida omil va vosita hisoblanadi

Xulosa qilib aytganda mustaqil respublikamizni ilmiy-texnika taraqqiyoti asosida sotsial iqtisodiy rivojlantirish dasturi ishlab chiqilgan bo`lib, xalq xo`jaligini sifat jihatdan qayta ko`rib yanada yuqori pog`onalarga ko`tarish uchun qator masalalarga kompleks va sistemali ravishda yondashilgan holda ish ko`rila boshladi. Muhim yo`nalishlar rivojlanishini ta`minlab , ishlab chiqarilayotgan mahsulotlar sifatini yanada oshirish, iqtisodiy rivojlanishni yangi izga solish, boshqarishning samarali usullaridan foydalanib, sotsial muammolarni keng ko`lamda kompleks holda hal etish va bu masalalarni hal etishda asosiy omillardan biri ham kimyoga kelib taqaladi. Mustaqil mamlakatimizda kimyoga oid qator sanoatlar tez suratlar bilan rivojlanmoqda, yirik kimyo korxonalar barpo etilmoqda, chunonchi ularda o`nlab tonna fosfor, sirka kislota angridi, sirka kislota, ammiak, ammoniy, nitrate, azot kislota, soda, sement, shisha, karbamid, paxta selluloza, akrilatnitrit, kaprolaktam, atsetilen, etilen nitron, kapron va atsetat tolalar va xalq xo`jaligini muvaffaqiyatli rivojlantirish uchun zarur bo`lgan ko`pgina boshqa mahsulotlar respublikamiz mintaqalaridagi er osti va usti zahiralardan foydalanib ishlab chiqarilmoqda.

Foydalanilgan adabiyotlar royxati:

1. "Kimyo nazariy asoslari" Toshkent -2005. yil.
2. Toshpo.,latov Yu.T., Ishoqov Sh.S. Anorganik kimyo. T.: O.,qituvchi.1992
3. Raymond Chang. General Chemistry: The Essential Concepts. 5 edition,England 2013
4. N.N.Azizxo'jayeva. Pedagogiktexnologiyalar va pedagogik mahorat. Tosh. 2006.
5. Y.G'. Yo'ldashev, S.A. Usmonov. Pedagogik texnologiya asoslari. Tosh.2004.

АКАДЕМИК ЛИТSEYLARDA “ИНФОРМАТИКА ВА АХБОРОТ ТЕХНОЛОГИЯЛАРИ” FANINI O‘QITISH HOLATI VA UNING TAHLILI

Xoshimova Iroda Sarimsoqovna

*Jizzax Politexnika instituti akademik litseyi informatika va axborot
Texnologiyalari fani o'qituvchisi*

Annotatsiya: Maqolada akademik litseylarda informatika fanining o‘qitish texnologiyalari va ularni o‘qitish holati bo‘yicha talablarga to‘xtalib o‘tilgan.

Kalit so‘zlar: Informatika, axborot texnologiyalari, pedagogik texnologiyalar, rebus, daturlash tillari.

Hozirgi kunda respublikamizning barcha akademik litseylar zamonaviy kompyuter texnologiyalari bilan jihozlashga alohida e‘tibor qaratilayotganligini hisobga olib, o‘quvchilar “Informatika va axborot texnologiyalari” fanidan dars jarayonida va darsdan tashqari vaqtlarda mustaqil ta‘lim olishlari uchun ta‘lim tizimiga masofali o‘qitish texnologiyalarini joriy etish maqsadida elektron ta‘lim resurslari yaratish muhim masalalardan biri hisoblanadi. Tadqiqot davomida Web texnologiyalar asosida yaratilgan elektron ta‘lim resurslari tarkibida turli xil kurslar, nazariy va amaliy mazmundagi materiallar, bilimlarni mustahkamlash uchun topshiriqlar mazmunini ishlab chiqish, unga joylashtirish va ulardan foydalanish bo‘yicha metodik ishlanmalar, tavsiyalar zarurligi, shuningdek, bu sohadagi ilmiy izlanishlarning kamligi rivojlangan mamlakatlar singari o‘quvchilarni Web texnologiyalar asosida yaratilgan elektron ta‘lim resurslaridan foydalanib, amaliyotga masofali o‘qitishni joriy qilish bilan mustaqil bilimlarini mustahkamlashga etarlicha e‘tibor berilmayotganligi aniqlandi va bu muammo ushbu tadqiqotga asos bo‘ldi. Uzlüksiz ta‘lim tizimining o‘rta va o‘rta maxsus bosqichi ya‘ni akademik litseylarda “Informatika va axborot texnologiyalari” fanini o‘qitishning uzluksizligini ta‘minlashning mazmuni, maqsadi, vazifalari hamda o‘quvchilarning bilim, ko‘nikma va malakalariga qo‘yiladigan talablar quyidagilardan iborat [1],[3]:

✓ “Informatika va axborot texnologiyalari” fanini o‘rganish natijasida o‘quvchilar: axborotning turlari, ularni tasvirlash, saqlash, ishlov berish va uzatish yo‘llarini, axborotning sifat ko‘rsatkichlari, jarayonlari, madaniyati, jamiyatni axborotlashtirishning huquqiy asoslari, axborotlashgan jamiyatning moddiy va texnologik negizlari, jamiyatning axborot resurslari, axborot xavfsizligi, axboriy huquq va etika, o‘z kasbiy faoliyatda axborotning roli va ahamiyatini, informatika va axborot texnologiyalarining axborotlashgan jamiyatdagi, xususan, o‘z kasbiy sohasidagi o‘rni, roli va vazifalarini bilishi va ular haqida tushunchalarga ega bo‘lishi;

- ✓ компьютерни axborotga ishlov beruvchi vosita sifatidagi rolini, kompyuter dasturlari va ularning axborotlarini qayta ishlash jaryonidagi o'rnini, shaxsiy kompyuterlar tarkibi va tasnifini, sistemali blok va uning tuzilmasini, kompyuterda ma'lumotlarni tashkil etish va saqlashni bilishlari;
- ✓ zamonaviy kompyuterning dasturiy ta'minoti va uning turlarini, drayverlar, utilitlar, amaliy dasturiy ta'minot turlarini, zamonaviy dasturlash texnologiyasining uskunaviy vositalarini tushunishi va ularni amalda qo'llay olishi;
- ✓ tizimli dasturiy ta'minot va uning turlarini, operatsion tizim va uning qobig'i ostida ishlovchi zamonaviy dasturlarni bilishi va ularni amalda qo'llay olishi, yangi operatsion tizimlar haqida ma'lumotlarga ega bo'lishi, Windows operatsion tizimining yangi versiyalarida ishlay olishi, Linux-operatsion tizimi va uning imkoniyatlari, qo'llanilish doirasi, xususiyatlari va afzalliklari haqidagi bilimlarga ega bo'lishi;
- ✓ ofis dasturi paketlari va uning tarkibini, zamonaviy matn protsessorlarining imkoniyatlarini bilishi va ulardan foydalana olish malakalariga ega bo'lishi, gipermurojaatlar, rasmlar va murakkab jadvallar bilan ishlash qo'nikmasi, zamonaviy jadval protsessorining imkoniyatlari haqida bilimlarga ega bo'lishi va ulardan foydalana olishi, taqdimot yaratishning zamonaviy dasturiy ta'minoti haqida chuqurroq bilimga ega bo'lishi va Power Point dasturida murakkab harakatli taqdimotlarni yarata olishi, o'z kasbiy faoliyatda ofis dasturlaridan foydalanish imkoniyatlari haqidagi bilim-ko'nikmalarga ega bo'lishi va ulardan foydalana olishi;
- ✓ grafik ob'ektlar va ularni kompyuterda tasvirlash usullarini, kompyuter grafikasi va uning turlarini, tasvirlarni grafik muharrir uskunalari (grafik, skaner, planshet) yordamida kiritish va qayta ishlash yo'llarini, rastri va vektorli grafikaning dasturiy ta'minotini bilishi, CorelDraw, Photoshop dasturlaridan birida ishlay olishi, ikki va uch o'lchovli grafika haqida bilimga ega bo'lishi va o'z kasbiy faoliyatida grafik dasturlaridan foydalana olish ko'nikma
- ✓ malakalariga ega bo'lishi;
- ✓ amaliy dasturlar va ularning turli kasbiy sohalarda qo'llanilishi, nashriyot tizimlari haqida ma'lumotga ega bo'lishi, o'z kasbiy sohasidan kelib chiqqan holda turli sohalarda qo'llaniladigan dasturlar (PageMaker, 1S: Bugalteriya, BEM, muhandislik grafikasi dasturlari – AvtoCad, MathCad va boshqa dasturlar) haqida ma'lumotga ega bo'lishi va ulardan birida ishlay olish malakalariga ega bo'lishi;
- ✓ zamonaviy dasturlash tillari va ularning tasnifi, dasturlash tilining asosiy tushunchalari va operatorlarini, ob'ektga mo'ljallangan dasturlash haqida bilimga ega bo'lishi, Delphi dasturlash muhiti va uning ishchi oynasi bilan ishlay olishi, komponentlar palitrasi va uning bo'limlari va ayrim komponentlarni qo'llay olishi, Delphi dasturi strukturasi, loyiha va modullar tuzishga oid masalalarni hal qilishni, Delphi da protsedura va funktsiyalar bilan ishlay olishi, Delphi dasturlash muhitining

график имкониятларига oid dasturlar tuzish va ularni kompyuterga kiritib tahlil qilish, o'z kasbiy sohasiga oid uncha murakkab bo'lmagan masalalarning dasturini tuzish va kompyuterda natijasini ola bilish malakalariga ega bo'lishi;

✓ Veb-dizayn va uning dasturiy ta'minoti, Flash texnologiyasi yordamida Veb-sahifa yaratish va bezashni, Veb-sahifalarga rasmlil, grafikli ma'lumotlarni turli usullarda joylashtirish va bezash usullarini, Veb-sahifalarda formalar o'rnatish usullarini, tovushli ma'lumotlarni joylashtirishni, Veb-sahifalar orasida aloqalarni o'rnatish imkoniyatlarini bilishlari va amaliyotda qo'llay olishlari- amaliy dasturlar va ularning turli kasbiy sohalarda qo'llalanilishi, nashriyot tizimlari haqida ma'lumotga ega bo'lishi, o'z kasbiy sohasidan kelib chiqqan holda turli sohalarda qo'llaniladigan dasturlar (PageMaker, 1S: Bugalteriya, BEM, muhandislik grafikasi dasturlari – AvtoCad, MathCad va boshqa dasturlar) haqida ma'lumotga ega bo'lishi va ulardan birida ishlay olish malakalariga ega bo'lishi;

✓ zamonaviy dasturlash tillari va ularning tasnifi, dasturlash tilining asosiy tushunchalari va operatorlarini, ob'ektga mo'ljallangan dasturlash haqida bilimga ega bo'lishi, Delphi dasturlash muhiti va uning ishchi oynasi bilan ishlay olishi, komponentlar palitrasi va uning bo'limlari va ayrim komponentlarni qo'llay olishi, Delphi dasturi strukturasi, loyiha va modullar tuzishga oid masalalarni hal qilishni, Delphi da protsedura va funktsiyalar bilan ishlay olishi, Delphi dasturlash muhitining grafik imkoniyatlariga oid dasturlar tuzish va ularni kompyuterga kiritib tahlil qilish, o'z kasbiy sohasiga oid uncha murakkab bo'lmagan masalalarning dasturini tuzish va kompyuterda natijasini ola bilish malakalariga ega bo'lishi;

✓ Veb-dizayn va uning dasturiy ta'minoti, Flash texnologiyasi yordamida Veb-sahifa yaratish va bezashni, Veb-sahifalarga rasmlil, grafikli ma'lumotlarni turli usullarda joylashtirish va bezash usullarini, Veb-sahifalarda formalar o'rnatish usullarini, tovushli ma'lumotlarni joylashtirishni, Veb-sahifalar orasida aloqalarni o'rnatish imkoniyatlarini bilishlari va amaliyotda qo'llay olishlari

Foydalanilgan adabiyotlar:

1. Арипов М., Ҳайдаров А. Информатика асослари. Академик лицей ва Академик лицейлар учун ўқув қўлланма – Тошкент: Ўқитувчи, 2002.– 431 б.
2. Ахмедов А., Тайлоқов Н. Информатика. Академик лицейлар учун дарслик. – Тошкент: Ўзбекистон, 2001. - 272 б.
3. Боқиев Р.Р., Жуманазаров С.С., Академик лицейларда Информатика ва ахборот технологиялари фани ўқув дастури. Тошкент, 2018. – 14 б.

УДК 656.13.053.42: 681.268 (470.53)

К ВОПРОСУ НЕОБХОДИМОСТИ ИСПОЛЬЗОВАНИЯ ПЕРЕДВИЖНЫХ ПУНКТОВ ВЕСОГАБАРИТНОГО КОНТРОЛЯ В РЕСПУБЛИКЕ УЗБЕКИСТАН

*Халмухамедов А.С. д.т.н, доцент**Омаров Ж. докторант**Анваржонов А. ассистент**Ташкентский государственный транспортный университет*

Аннотация. Несоблюдение пользователями автодорог установленных норм и правил в сфере перевозки крупногабаритных и тяжеловесных грузов создает реальную угрозу жизни и здоровью граждан, о чем свидетельствуют статистические данные об аварийности на автомобильных дорогах и смертности в дорожно-транспортных происшествиях и приводит к негативным экономическим последствиям, нанося ущерб как государственному имуществу, к которому относится автомобильная дорога как имущественный комплекс инженерно-технических сооружений, так и транспортным средствам различных форм собственности, в т.ч. личному имуществу граждан. Существенное влияние на износ и разрушение дорожной одежды проезжей части и обочин оказывает фактор превышения допустимых осевых нагрузок грузовых транспортных средств, показатели которого имеют выраженную тенденцию роста на большинстве автомобильных дорог общего пользования. В настоящее время в Республике Узбекистан ведутся работы по созданию системы весового и габаритного контроля транспортных средств которая позволяла бы проводить проверку грузовых транспортных средств и обеспечивала сбор денежных средств по возмещению вреда, причиняемого автомобильным дорогам. В период 2020-2022 гг. предусмотрено развертывание и функционирование 52 пунктов весогабаритного контроля. Анализ показывает, что планируемое к установке данное количество ПВГК – 52 ед. недостаточно для создания системы. Это приведет к возрастанию нагрузки на оставшиеся без весогабаритного контроля автомобильные дороги международного, государственного и местного значения, а значит снижению безопасности дорожного движения, увеличению количества мест концентрации ДТП, отсутствию защиты автомобильных дорог данных категорий от движения грузовых АТС с перегрузом, уменьшению их межремонтных сроков. В этой ситуации исходя из международного опыта развитых государств решение проблемы предлагается в применении передвижных пунктов весогабаритного контроля - ППВГК. В статье рассмотрен и обобщен опыт зарубежных государств в области весогабаритного контроля

грузовых АТСППВГК. Предлагается оснастить ППВГК областные территориальные управления Комитета автомобильных дорог при Министерстве транспорта Республики Узбекистан.

Ключевые слова: грузоперевозки, весогабаритный контроль, крупногабаритный и тяжеловесный груз, взвешивание, стационарный пост весогабаритного контроля, автоматический пост весогабаритного контроля, передвижной пост весогабаритного контроля, осевая нагрузка, весы динамического действия, перегруз, специальное разрешение, автомобильные дороги.

Несоблюдение пользователями автодорог установленных норм и правил в сфере перевозки крупногабаритных и тяжеловесных грузов создает реальную угрозу жизни и здоровью граждан, о чем свидетельствуют статистические данные об аварийности на автомобильных дорогах и смертности в дорожно-транспортных происшествиях и приводит к негативным экономическим последствиям, нанося ущерб как государственному имуществу, к которому относится автомобильная дорога как имущественный комплекс инженерно-технических сооружений, так и транспортным средствам различных форм собственности, в т.ч. личному имуществу граждан.

Именно обеспечение безопасного проезда при организации грузовых и пассажирских перевозок, а также сохранение дорожной сети являются основным и необходимым условием для решения других заявленных руководством страны задач по развитию автодорожного комплекса страны как одной из важнейших необходимых составляющих дальнейшего экономического развития государства, в т.ч. по созданию экономически комфортной среды для пользователей автомобильных дорог.

В настоящее время на содержание дорожной сети в Республике Узбекистан расходуются значительные материальные, финансовые и технические ресурсы. Тяжеловесные транспортные средства ежегодно наносят ущерб государственным автомобильным дорогам, в связи, с чем на восстановление дорожных одежд требуется миллиарды сум. Все более важной становится проблема повышения эффективности использования этих расходов, в части управления процессом автомобилизации страны, то есть развития и совершенствования транспортного комплекса в целом и отдельных ее подсистем, в том числе и сети автомобильных дорог.

Несмотря на рост расходов на содержание и ремонт государственных автомобильных дорог развитие и состояние дорожной сети Республики Узбекистан не отвечает требованиям эффективной работы автомобильного транспорта и не обеспечивает его бесперебойного функционирования при

возрастающем спросе экономики и общества на транспортные услуги.

Наблюдается значительное отставание темпов развития дорожной сети от темпов автомобилизации общества. Высокими темпами растут объемы тяжеловесных грузоперевозок, что соответственно влечет увеличение нагрузки на дорожную сеть Республики Узбекистан. С ростом грузоподъемности автомобилей с одной стороны снижаются затраты на перевозку грузов, а с другой стороны увеличиваются расходы на строительство, реконструкцию и ремонт дорожной сети.

Существенное влияние на износ и разрушение дорожной одежды проезжей части и обочин (рис. 1) оказывает фактор превышения допустимых осевых нагрузок грузовых транспортных средств, показатели которого имеют выраженную тенденцию роста на большинстве автомобильных дорогах общего пользования (рис. 2).



Рис. 1. Результаты негативного воздействия движения грузовых АТС с перегрузом на автомобильных дорогах Республики Узбекистан



Рис. 2. Грузовые АТС с перегрузом на автомобильных дорогах Республики Узбекистан

При наличии в составе парка подвижного состава, осуществляющего перевозку грузов транспортных средств имеющих допустимую нагрузку на ось для ведущей оси 11,5 т и на остальные оси 10 т, только начиная с 2008 г. дорожная одежда проезжей части на автомобильных дорогах IиIIтехнических категорий рассчитывается под нагрузку 13 т, на дорогах III, IVи Vтехнической категории - с осевой нагрузкой в 10 т.

Следует отметить, что большая часть автомобильных дорог не рассчитана на указанные нагрузки.

При этом эквивалентный коэффициент износа дорожной одежды проезжей части увеличивается в сравнении с нагрузкой на ось от 6 до 10 т в 2,9 раза, а от 10 до 13 т - в 6 раз, что приводит к интенсивному преждевременному износу автодорог и требует значительных денежных средств на их содержание и ремонт.

В настоящее время в Республике Узбекистанведутся работы по созданию системы весового и габаритного контроля транспортных средств которая позволяла бы проводить проверку грузовых транспортных средств и

обеспечивала сбор денежных средств по возмещению вреда, причиняемого автомобильным дорогам.

Согласно постановления Кабинета Министров от 28.05.2020 г. № 337 «О мерах по введению контроля весовых и габаритных параметров транспортных средств» на территории Республики Узбекистан в период с 2020-2022 гг. предусмотрено развертывание и функционирование 52 пунктов весогабаритного контроля (табл. 1, рис. 3).

Таблица 1.

Программа мероприятий по строительству, модернизации и оснащению современным техническим оборудованием пунктов весогабаритного контроля в 2020-2022 гг.

Т/р	Автомобильная дорога	Адрес пункта	Из них по годам (единиц):		
			2020 г.	2021 г.	2022 г.
Всего по Республике общее количество пунктов – 52, из них:			8	30	14
	Республика Караклпакстан		2	2	—
1.	A380 «Фузор — Бухоро — Нукус — Бейнеу»	753 км	2	—	—
2.	A380 «Фузор — Бухоро — Нукус — Бейнеу»	698 км	—	2	—
	Андижанская область		2	2	—
3.	A373 «M39 автойўли — Гулистон — Бўка — Ангрэн — Кўқонва Андижонорқали — Ўш»	385 км	—	2	—
4.	A373 «M39 автойўли — Гулистон — Бўка — Ангрэн — Кўқонва Андижонорқали — Ўш»	475 км	2	—	—
	Бухарская область		—	2	—
5.	M37 «Самарқанд — Бухоро — Туркманбоши»	212 км	—	2	—
	Джизакская область		—	4	2
6.	M39 «Алмати — Бишкек — Тошкент — Шахрисабз — Термиз»	1018 км	—	2	—
7.	A376 «Кўқон — Жиззах»	245 км	—	—	2
8.	M34 «Тошкент — Душанбе»	174 км	—	2	—
	Кашкадарьинская область		—	2	—
9.	A378 «Самарқанд — Фузор»	58 км	—	2	—
	Навоийская область		—	2	—
10.	M37 «Самарқанд — Бухоро — Туркманбоши»	147 км	—	2	—
	Наманганская область		—	—	2

Т/р	Автомобильная дорога	Адрес пункта	Из них по годам (единиц):		
			2020 г.	2021 г.	2022 г.
11.	4Р117 «Тўрақўрғон ш. — Наманган ш. — Чортоқ ш. — Кесканёр қ. — Сассиксой қ. — М41 автойўли»	6 км	—	—	2
	Самаркандская область		—	2	—
12.	М39 «Алматы — Бишкек — Тошкент — Шахрисабз — Термиз»	1081 км	—	2	—
	Сурхандарьинская область		2	2	—
13.	М41 «Бишкек — Душанбе — Термиз»	1618 км	2	—	—
14.	М39 «Алматы — Бишкек — Тошкент — Шахрисабз — Термиз»	1334 км	—	2	—
	Сырдарьинская область		—	—	2
15.	М39 «Алматы — Бишкек — Тошкент — Шахрисабз — Термиз»	919 км	—	—	2
	Ташкентская область		2	4	4
16.	4Р4-а «Сариёғочшахрига»	5 км	—	2	—
17.	М39 «Алматы — Бишкек — Тошкент — Шахрисабз — Термиз»	807 км	2	—	—
18.	4Р186 «Чиноз ш. — Чиноз ПКҚП — Яллама қ. — Қозоғистон Республикаси чегараси»	5 км	—	—	2
19.	4Р20 «Қорасув қ. — Бўка ш. — Бекобод ш.»	63 км	—	—	2
20.	М39 «Алматы — Бишкек — Тошкент — Шахрисабз — Термиз»	817 км	—	2	—
	Хорезмская область		—	4	—
21.	4Р161 «Урганч ш. — Чолиш қ. — Беруний ш.»	11,5 км	—	2	—
22.	4Р156-г «Туркменистон Республикаси чегарасига»	15 км	—	2	—
	Ферганская область		—	4	4
23.	А376 «Кўқон — Жиззах»	45 км	—	2	—
24.	4Р144 «Фарғона ш. — Водил қ. — Ҳамзаобод қ.»	25 км	—	—	2
25.	4Р147 «Марғилон ш. — Риштон ш. — Ўқчи қ. — Каримдевона қ — Конибодом ш.»	101 км	—	2	—
26.	4Р143 «Фарғона ш. — Қувасой ш. — Қизилқия ш.»	25 км	—	—	2



Рис. 3. Карта дислокации пунктов весогабаритного контроля на территории Республики Узбекистан, согласно постановления Кабинета Министров РУ от 28.05.2020 г. № 337 «О мерах по введению контроля весовых и габаритных параметров транспортных средств»

Анализ данного документа показывает, что планируемое к установке данное количество ПВГК – 52 ед. недостаточно для создания системы и решения ключевых задач весогабаритного контроля, а именно: повышения безопасности дорожного движения, снижения количества мест концентрации ДТП, защиты автомобильных дорог общего пользования от перегруза, увеличения их межремонтных сроков на всей сети автомобильных дорог общего пользования страны.

Учитывая, что протяженность автомобильных дорог общего пользования составляет, всего - 42695 км, в т.ч.: - автомобильные дороги международного значения – 3981 км; автомобильные дороги государственного значения - 14100 км; автомобильные дороги местного значения – 24614 км. Минтранс РФ установлена норма 1 ПВГК на 100-150 км. Исходя из верхнего минимального предела этого норматива - 1 ПВГК на 150 км всего по республике требуется только для автомобильных дорог международного и государственного значения 121 ПВГК; всего для автомобильных дорог международного, государственного и местного значения - 285 ПВГК.

Анализ документа показывает, что все ПВГК будут установлены на автомобильных дорогах международного значения (34 ед.) и государственного значения (18 ед.). Но при этом ничего не говорится об остальных дорогах международного и государственного значения, не говоря уже о дорогах местного

значения. Это приведет к возрастанию нагрузки на оставшиеся без весогабаритного контроля автомобильные дороги международного, государственного и местного значения, а значит снижению безопасности дорожного движения, увеличению количества мест концентрации ДТП, отсутствию защиты автомобильных дорог данных категорий от движения грузовых АТС с перегрузом, уменьшению их межремонтных сроков. В этой ситуации исходя из международного опыта развитых государств решение проблемы видится в применении передвижных пунктов весогабаритного контроля – ППВГК (рис. 4).



Рис. 4. Применение ППВГК за рубежом

ППВГК обладает следующими преимуществами, а именно:

Этот вариант не потребует значительных инвестиций и даст возможность ВГК быть более гибким в отношении контроля осевой нагрузки. По-прежнему рекомендуется строительство безопасных «карманов» (полосы для стоянки транспорта) для ППВГК. Многие страны осуществляют контроль и штрафование за превышение нагрузки на ось при помощи ППВГК и показывают хорошие результаты. Все эти страны работают с центральным сервером, который собирает и делает мониторинг данных, полученных от ППВГК, что является предварительным условием. Необходимо предусмотреть такой вариант для

Республики Узбекистан. В действительности, ППВГК трудно контролировать и проводить мониторинг, и этот метод имеет наибольший риск вовлечения «человеческого фактора» во всех странах. Такой риск может быть (частично, но не полностью) смягчен с использованием современных IT-технологий, с подключением ППВГК к центральному серверу, а также ежедневным участием широкой общественности, дающей отзывы о работе таких ППВГК. Кроме того, при данном методе не могут быть собраны статистические данные о транспортных потоках и грузовых транспортных средствах. Поэтому всегда рекомендуется объединять ППВГК со счетчиками интенсивности дорожного движения для сбора данных о грузовом транспорте и общем транспортном потоке, требуемые для эффективного планирования и управления инфраструктурой. В заключение, этот вариант считается достаточно эффективным, и может быть альтернативой в случае ограниченных имеющихся средств.

В случае установки сети безопасных контрольных постов для ППВГК по всей дорожной сети, данную работу можно сделать постепенно во время предстоящего проекта по восстановлению дорог. Если такие придорожные площадки должны быть построены отдельно и есть возможность установить посты на ровной местности (нет необходимости в сложных земляных работах), тогда необходимо предусмотреть финансовые расходы.

Строительство придорожных площадок для безопасных ППВГК может считаться необязательной, если есть возможность найти достаточно большие ровные и плоские участки (автозаправочные станции, парковка, посты ГУБДД).

Организация работы ППВГК, анализ данных и контроль за их деятельностью:

Оснащение ППВГК новейшей технологией с подключением к центральному серверу для постоянного мониторинга, и приобретение 26 ППВГК;

ППВГК должны быть достаточно оснащены и необходим контроль для улучшения результатов их работы;

ППВГК должны повысить прозрачность своей работы, сообщать данные на центральный сервер и проводить частую ротацию на контрольных постах. На данном этапе может быть вовлечена широкая общественность, чтобы получать отзывы и отчеты в качестве показателя их работы.

В отношении ППВГК следует отметить, что подобные возможности по отслеживанию транспортных средств (GPS отслеживание) и мониторинга их работы имеются, но до сих пор они не используются.

Все развитые страны, а также большинство развивающихся стран осуществляют определенный вид контроля нагрузки на ось на своих

национальных дорогах. Наиболее популярными системами по всему миру остаются контрольные пункты с ППВГК с применением ручного штрафования. Процедуры контроля осевой нагрузки также значительно отличаются, но чаще всего сотрудники дорожной полиции передают полномочия по контролю осевой нагрузки Администрациям дорог, что означает остановку транспортных средств и выдачу билетов.

ППВГК

ППВГК представляют собой мобильные бригады по контролю осевой нагрузки состоят из команды, которая разъезжает по стране и оснащена переносными весами, готовыми к установке по первому требованию для ручного контроля осевой нагрузки.

Мобильные весы всегда состоят из самих весов, настала предназначенных для обеспечения плавного движения по весам, и небольшого процессора данных (обычно хранящегося в маленьком ящике), оборудованного программным обеспечением для анализа, и принтером для выдачи чеков (рис. 5).

Такое оборудование хранится в транспортном средстве ППВГК (минвэн, пикап). Следует отметить, что ППВГК должны быть оснащены GPS-контролерами, а также удаленным подключением к серверу, чтобы собирать данные централизованно, а также определять местоположение транспортного средства и проверять деятельность ППВГК. Однако, хотя ППВГК по своей природе «мобильны», что означает автономность, именно в этом методе человеческий фактор играет свою главную роль.

Несмотря на это, мобильный контроль осевой нагрузки был признан полезным и по-прежнему используется в большинстве стран для конкретных целей:

1. Доступ к конкретным участкам работ, промышленным объектам или карьерам;
2. Внезапный контроль в разных местах дорожной сети.



Рис. 5. Мобильные весы

Участки для мобильного контроля осевой нагрузки

Необходимо тщательно выбрать место для мобильного контроля осевой нагрузки. Он не может проводиться в любом месте для безопасного и точного взвешивания.

По соображениям безопасности и для обеспечения точных замеров общая практика в западных странах заключается в том, чтобы построить небольшие площадки у дорог для временной стоянки машин для контроля осевой нагрузки на отобранных местах. Данные площадки могут также использоваться в качестве парковочных мест в оставшееся время.

Для выбора участков важно убедиться в том, что:

- 1.определены правильные участки дорог;
- 2.можно обследовать интенсивность движения в обоих направлениях;
- 3.были рассмотрены аспекты безопасности дорожного движения;
- 4.нет доступа к легким объездам, чтобы избежать участков проведения обследования.

В идеальном случае места обследований должны располагаться на четком участке дороги с хорошей видимостью, так как важно установить дорожные знаки впереди, чтобы машины могли снизить скорость и остановиться. Как упоминалось выше, существует множество различных типов мобильных устройств контроля осевой нагрузки, однако требования к измерительному положению, как правило, аналогичны для всех типов. Весовая поверхность должна быть твердой, гладкой, а градиент/уклон не должен превышать 2%, чтобы обеспечить соответствующую точность измерения.

Ручное штрафование

Необходимо предусмотреть возможность осуществления ручного штрафования на ППВГК.

Для процедуры ручного штрафования необходимо постоянное присутствие на постах квалифицированного и аккредитованного персонала ГУБДД, который будет отвечать за отбор транспортных средств, взимание штрафов и возможных других санкций (в некоторых странах, разгрузка или запрет на дальнейших проезд транспортных средств).

В табл. 2 приведен анализ работы ППВГК преимущества, возможности, недостатки и риски.

Таблица 2.

Анализ работы ППВГК

Преимущества:	Недостатки:
----------------------	--------------------

<p>-обработка данных непосредственно в системе в соответствии с желаемой структурой. Возможность ввода контрольных органов, персонала, номера лицензии на транспортное средство и типов осей; -в соответствии с действующими законами, метрологическими нормами, санкционированные для штрафов; -высокая точность;</p>	<p>-не распознается категория транспортного средства и его габариты; -отсутствие возможности использовать систему для сбора данных об интенсивности движения и составе транспортного потока; -потребность в присутствии оператора; -опасность работы на обочине дороги; -относительно сложный процесс установки.</p>
<p>Возможности:</p>	<p>Риски:</p>
<p>-возможность установки при небольших затратах сети безопасных мест для ручного контроля; -необходимый дополнительный метод в случае автоматического штрафования с использованием ДСВК; -благодаря своей мобильности, можно выбрать</p>	<p>-связь с центральным сервером не может быть предоставлена во всех местах; - требуется не только новое весовое оборудование, но и современный автомобиль, GPS-слежение и центральное обслуживание для планирования и мониторинга деятельности</p>

В связи с вышеизложенным и исходя из-за недостаточности предпринимаемых мер по развитию ВГК в Республике Узбекистан представляется необходимым в дополнение к предлагаемым 52 ПВГК оснащение территориальных управлений Комитета по автомобильным дорогам ППВГК (например, исходя из расчета по 2 на каждое территориальное управление – всего 26).

Вывод.

В настоящее время в Республике Узбекистан ведутся работы по созданию системы весового и габаритного контроля транспортных средств которая позволяла бы проводить проверку грузовых транспортных средств и обеспечивала сбор денежных средств по возмещению вреда, причиняемого автомобильным дорогам.

Предусмотрено развертывание и функционирование 52 комплексов весогабаритного контроля, этого недостаточно для создания системы и решения ключевых задач весогабаритного контроля, а именно: повышения безопасности дорожного движения, снижение количества мест концентрации ДТП, защиты автомобильных дорог общего пользования от перегруза, увеличения их межремонтных сроков на всей сети автомобильных дорог общего пользования страны. Кроме того, это приведет к возрастанию нагрузки на оставшиеся без весогабаритного контроля автомобильные дороги общего пользования.

Проанализированы требования к ППВГК которые обладают рядом преимуществ по мобильности и не требуют значительных финансовых средств.

Предлагается оснастить ППВГК областные территориальные управления Комитета автомобильных дорог при Министерстве транспорта Республики Узбекистан к 52 ПВГК планируемыми к развертыванию. Территориальные управления лучше владеют ситуацией по неблагополучным с точки зрения

перегруза автомобильных дорогах общего пользования и организуют их работу.

Таким образом необходимо развитие ППВГК на территории Республики Узбекистан и предлагается:

1. Приобрести 26 ППВГК и оснастить ими территориальные управления Комитета автомобильных дорог при Министерстве транспорта Республики Узбекистан исходя из расчета 2 ППВГК на каждое территориальное управление;

2. С этой целью необходимо:

- изучить требования и особенности выпускаемых ППВГК;

- на базе автомобиля минивэна предлагается оснастить опытную ППВГК;

- исследовать работу опытного ППВГК на территории Республики Узбекистан с целью наработки опыта весогабаритного контроля, исследования особенностей весогабаритного контроля в Республике Узбекистан, разработки требований к перспективной ППВГК.

3. Вместе с тем необходимо обеспечить автономную и независимую работу ППВГК в целях исключения человеческого фактора, что особенно актуально с учетом местных реалий в регионах Республики Узбекистан.

Список литературы

1. Закон Республики Узбекистан от 2 октября 2007 г., № ЗРУ-117 «Об автомобильных дорогах».

2. Постановление Кабинета Министров Республики Узбекистан от 26 декабря 2011 г. № 342 «О мерах по организации и обеспечению безопасности на автомобильных дорогах на территории Республики Узбекистан».

3. Постановление Кабинета Министров Республики Узбекистан 28 мая 2020 г. № 337 «О мерах по введению контроля весовых и габаритных параметров транспортных средств».

4. Агапов М. М., Хазова В. И. Организация перевозок тяжёлых крупногабаритных грузов на автомобильных дорогах общего пользования регионального и муниципального значения // Транспортное дело России. – 2019. – № 1. – С. 122–124.

5. Вебер М. Как тяжёлый грузовой транспорт влияет на состояние дорог в России (системы взвешивания в движении WIM – Weight In Motion на российских улицах) // Вестник транспорта. – 2013. – № 2. – С. 42–44.

6. Гималов И. Р., Кожуховская Л. Я. Повышение безопасности перевозки грузов с использованием систем весового контроля // Техническое регулирование в транспортном строительстве. – 2018. – № 1 (27). – С. 95–98.

7. Грузовые автомобильные перевозки: учебник для вузов / А. В. Вельможин, В. А. Гудков, Л. Б. Миротин, А. В. Куликов. – М.: Горячая линия – Телеком, 2006. – 560 с.

8. Ершов А. М., Вербицкая Н. О., Петрова А. В. Автоматически керамиковесогабаритного контроля: Проблемы использования в процессах грузоперевозки // Лесная наука

ка реализации концепции уральской инженерной школы: Социально-экономические и экологические проблемы лесного сектора экономики / Урал. гос. лесотехн. ун-т. – Екатеринбург, 2019. – С. 340–343.

9. Конкина А. В. Элементы интеллектуальной транспортной системы на территории автотрасс Новосибирской области // САПР и ГИС автомобильных дорог. – 2013. – № 1. – С. 76–80.

10. Коротких Ю. С. Внедрение системы «Платон» в России и ее влияние на грузоперевозки // Управление рисками в АПК. – 2016. – № 2. – С. 5–9.

11. Линник Н. В., Алянчиков В. Н. Аспекты внедрения системы автоматического весового контроля в Российской Федерации // Автомобильный транспорт Дальнего Востока. – 2016. – № 1. – С. 183–193.

12. Парашина А. В. Методика оценки эффективности подсистемы выдачи разрешений автоматизированной системы весогабаритного контроля // Научный форум. Сибирь. – 2016. – Т. 2, № 3. – С. 22.

13. Речицкий В. И. Концепция внедрения автоматической системы весогабаритного контроля автотранспорта на дорожной сети РФ // Мир дорог. – 2017. – № 96. – С. 62–67.

14. Система дорожная весового и габаритного контроля «СВК», паспорт / ЗАО Весоизмерительная компания «ТЕНЗО-М». – 2017. – 21 с.

15. Система дорожная весового и габаритного контроля «СВК», руководство по эксплуатации / ЗАО Весоизмерительная компания «ТЕНЗО-М». – 2017. – 28 с.

16. Хмельницкий С. П. Перевозка крупногабаритных и тяжелых грузов автотранспортом: Анализ нормативно-правового регулирования // Вестник НЦБЖД. – 2017. – № 1 (31). – С. 66–79.

17. D. Rys, J. Judycki and P. Jaskula (2016). Analysis of effect of overloaded vehicles on fatigue life of flexible pavements based on weigh-in-motion (WIM) data. *Inter. J. of Pavement Eng.* 17(8), 716-726.

18. J. C. Pais, S. I. R. Amorim, and M. J. C. Minhoto (2013). Impact of traffic overload on road pavement performance. *J. of Trans. Eng.* 139(9), 873–879.

19. Mulyono, A. T., Parikesit, D., Antameng, M., Rahim, R., (2010). Analysis of Loss Cost of Road Pavement Distress due to Overloading Freight Transportation, *J. Eastern Asia Soc. for Transp. Stud.*, Vol. 8, 706-721.

20. Podborochynski, D., Berthelot, C., Anthony, A., Marjerison, B., Litzemberger, R., Kealy, T., (2011). Quantifying Incremental Pavement Damage Caused by Overweight Trucks, Paper prepared for presentation at the Effects of Increased Loading on Pavement Session of the 2011 Annual Conference of the Transportation Association of Canada, Edmonton, Alberta.

21. Straus, S. H., Semmens, J., (2006). Estimating the Cost of Overweight Vehicle Travel on Arizona Highways, Arizona Department of Transportation, Final Report 528.

ВАЖНОСТЬ РАЗМИНКИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Кушакова Нодира Одилевна

преподавательница английского языка в СамГИИЯ

+998972854882

Кутбиддинова Шоира Фатхиддиновна

Преподаватель английского языка

Узбекско - Финский педагогический институт

+ 998 97928 86 33

Ключевые слова: разминка, стимулировать, иллюстрировать, чтения, вопрос, подсказка

Keywords: warm-up, stimulate, illustrate, reading, question, hint

Правильная разминка может решить несколько задач. Прежде всего, разогревающие действия может связать старую информацию с новой, тем самым помогая учащимся установить связь между предыдущие уроки и новую тему или концепцию. Таким образом, в своей самой основной форме разминка активность помогает учащимся вспомнить то, что они знают (стимулирует припоминание ранее полученных знаний) а затем строить на нем. Разминка также знакомит с новой информацией таким образом, служит средством привлечения внимания, поэтому разминку иногда называют вниманием добытчики.

При этом разминка должна не только привлекать внимание учащихся, но и направлять это внимание на подходящей целью, поэтому он может и должен также служить для того, чтобы дать учащимся широкое представление о тема, которая будет представлена позже в плане урока более конкретно. Хорошо тепло идеально интригуют учащихся, по крайней мере, в том смысле, что они могут дать информацию таким образом, который вызывает любопытство и побуждает к предсказательной деятельности. Таким образом, использование визуальных подсказки с вопросами на доске или небольшие видеоролики являются обычным явлением.

Еще один способ думать о разминке — использовать идиоматическое выражение: «заправить насос». Это выражение, которое означает «стимулировать рост, предоставляя небольшую катализатор», происходит от старомодного подхода к перекачиванию воды из сухого скважинного насоса.

Вода часто не выходит из сухого скважинного насоса, поэтому часто небольшое количество воды помещается в насос так, чтобы он стимулировал насос и обеспечивал достаточную для этого смазку. насос, чтобы начать забор воды. Аналогичным образом, разминка — это небольшое упражнение, которое

«подготавливает насос." Другими словами, небольшое действие (например, небольшое количество воды) активирует фон знаний, заинтриговывает студентов и дает им доступ ко всему, что они знают (колодец). Разминка часто естественным образом приводит к объективным обсуждениям, которые могут еще больше вдохновить учащихся рассмотреть, какие навыки они приобретут в результате завершения урока.

1. Письменная подсказка на доске: вопрос или утверждение

Использование вопроса или утверждения может быть мощным способом представить класс, особенно если урок английского основан на теме (как правило, урок чтения, письма, аудирования или разговорной речи). Хотя концепция проста, найти правильный вопрос или утверждение, чтобы вызвать участие не так просто. При использовании этого метода убедитесь, что вы приглашаете студентов реагировать на что-то, что непосредственно нацелено на информацию, которую вы пытаетесь научить позже. Часто цитата, вызывающая разногласия или разные точки зрения, может стимулировать беседу. Использование цитаты известного человека также может спровоцировать дискуссию о том, что люди знают об этом человеке (What do you know about Martin Luther King Jr...?), как они относятся к цитате (Do you agree or disagree with this statement?), и может привести к упражнению по прогнозированию будущего контента (What do you think this quote has to do with what we will talk about today?) Это также может быть связано с прошлым содержанием (What does this have to do with what we discussed yesterday?) Другими словами, когда вы пишете вопрос на доске, часто следует серия уточняющих вопросов, помогающих учащимся начать говорить и думать на эту тему. Запишите слова и ответы, если это уместно, по мере того как студенты отвечают, и дайте положительные отзывы тем, кто готов говорить. Пока эта разминка может длиться всего несколько минут, она может вовлечь учащихся в размышления о теме и дать вам информацию о том, что студенты уже знают.

Рассмотрим следующие примеры тем и примеры подсказок, которые могут сопровождать эти темы:

Level Prompt	Theme	(Question or Statement)
Basic	Family	What makes a family?
Intermediate	Family	What do you love (and hate) about your family?
Advanced	Family	A family isn't always about blood. Agree or disagree
Basic	Food	What are your favorite foods?
Intermediate	Food	"All you need is love. But a little chocolate now and then doesn't hurt" Charles. M.Schulz

Advanced	Food	“There are people in the world so hungry , that God cannot appear to them expect in the form of bread” M.Gandhi
----------	------	---

В качестве варианта вы можете предоставить письменную подсказку на листе бумаги и попросить учащихся ответить на него в частном порядке, как письменное задание, или в парах и малых группах.

2. Графическая подсказка

Хотя обычно утверждается, что «картинки стоят тысячи слов», в мир, картинки вызывают тысячу слов. Хорошая картинка может помочь начать разговор в классе и попросите студентов немедленно включиться в вдумчивое обсуждение. Так же, как в письменной подсказке, иллюстрированная подсказка предполагает, что учитель задает много вопросов о картинке, чтобы вести учащихся к обсуждению текущего урока. Хорошая графическая подсказка должна быть достаточно большой, чтобы его могли видеть все учащиеся, и часто имеет что-то необычное или интересное для разговора вы можете начать с утверждения: «Что вы видите?» или задать более конкретный вопрос, например: «Какие проблемы вы видите на этой картинке?» или «Почему этот мальчик грустный?» Хорошая картинка часто имеет несколько ответов, и учитель может спросить самых разных мнений. Когда студенты отвечают, учителю, возможно, придется предоставить ключевую лексику для объяснения определенных визуальных элементов (Кто-нибудь знает, что это такое? Это называется радуга. Позвольте мне написать это на доске).

Помните, что вы можете попросить учащихся записать свои ответы или обсудить их в парах или в группах, прежде чем говорить со всем классом или с вами как с учителем.

3. Зашифрованные полосы предложений

Для этой деятельности вы должны иметь чтение в вашей последующий инструкции. Несколько предложений от этого нового чтения нарезаются полосы бумаги одинакового размера (4-5 для начинающих, а по мере до 10 предложений для продвинутых учащихся). Приглашайте учащихся индивидуально, парами или группами, чтобы поставить предложения в правильном порядке. Для удобства вы можете пронумеровать каждое предложение (в случайном порядке), чтобы вы могли обсудить правильный порядок после того, как учащиеся сделано. После того, как учащиеся собирают перемешанные предложения по порядку, начинается класс прийти к согласию в правильном порядке, спросить учащихся, о чем, по их мнению, будет чтение, предварительно научить словарному запасу, используя слова на полосках, или попросить учащихся поделиться своими мыслями о том, что они прочитали до

сих пор. Если возможно, вы можете разместить более крупную версию на доске и покажите правильный порядок, как в примере ниже.

9 Он решил вздремнуть.	9 He decided to take a nap
1 Гусеница проголодалась.	1 The caterpillar felt hungry.
2 Гусеничный люк.	2 A caterpillar hatches.
7 Гусеница устала.	7 The caterpillar felt tired.
10 Гусеница уснула.	10 The caterpillar fell asleep.
5 Маслятник проснулся.	5 The butterfly woke up.
3 Гусеница съела 1 яблоко.	3 The caterpillar ate 1 apple.
6 Яйцо лежало на листе.	6 An egg lay on a leaf.
4 Гусеница съела 2 груши.	4 The caterpillar ate 2 pears.
8 Гусеница съела 3 дыни.	8 The caterpillar ate 3 melons.

4. Непрерывный информационный пробел: переработка словарного запаса

Это словарная деятельность. Выявление ключевой лексики может быть хорошим способом представить учащихся к новой теме, особенно если лексика использовалась ранее (использование словарный запас предыдущего урока называется повторным использованием). В этом упражнении разделите учащихся на пары. Один учащийся смотрит на доску, а другой повернуться спиной к доске. Если возможно, поставьте стулья учащихся лицом к в противоположном направлении, чтобы учащиеся стояли спиной к спине.

PROS AND CONS OF TECHNOLOGY

*Supervisor: Yuldasheva F.F.
Senior Teacher of UzSWLU
Sheraliyeva E' tibor
Student of UzSWL*

Annotation

The content of this article shows the good and bad sides of the currently developing news media. In addition, it was mentioned how important these technologies are in our lives. Technology is a systematized set of recommendations for design of successful advanced annotation software covering the architectural, functional and user-interface aspects.

Key words: computers, materials, technology, device, education, transform, transmit, curriculum, lessons, visual arts, facilities alphabet, linguistics, mathematics, self-education, home education.

Аннотация

Содержание этой статьи показывает хорошие и плохие стороны развивающихся в настоящее время средств массовой информации. Кроме того, было упомянуто, насколько важны эти технологии в нашей жизни. Технология представляет собой систематизированный набор рекомендаций по разработке успешного программного обеспечения для расширенных аннотаций, охватывающих архитектурные, функциональные аспекты и аспекты пользовательского интерфейса.

Ключевые слова: компьютеры, материалы, технология, устройство, образование, преобразование, возможности, передача, учебная программа, уроки, изобразительное искусство, средства алфавита, лингвистика, математика, самообразование, домашнее образование.

Annotatsiya

Ushbu maqolaning mazmuni hozirgi kunda rivojlanayotgan axborot vositalarining yaxshi va yomon tomonlarini ko'rsatadi. Bundan tashqari, ushbu texnologiyalar hayotimizda naqadar muhim ekani ta'kidlandi. Texnologiya – arxitektura, funksional va foydalanuvchi interfeysi jihatlarini qamrab oluvchi muvaffaqiyatli ilg'or annotatsiya dasturiy ta'minotini loyihalash bo'yicha tizimlashtirilgan tavsiyalar majmuasidir.

Kalit so'zlar: kompyuterlar, materiallar, texnologiya, qurilma, ta'lim, o'zgartirish, imkoniyatlar, uzatish, o'quv dasturi, darslar, tasviriy san'at, ob'ektlar alifbosi, tilshunoslik, matematika, o'z-o'zini tarbiyalash, uyda ta'lim

Today's life cannot be imagined without computers, they have become an integral part of them. But the first computer appeared in the United States more than half a century ago. This event was connected with the discovery of materials, electronics, mathematics, physicists and other experts to automate calculations. Automatic models of computers are called electronic machines (ECM). High cost and special education have limited their widespread use. For many years, desktop computers were only tools for scientific calculations. The computer is just a tool of human activity, which, like any other tool, is used by society to solve problems and achieve goals determined by its social, economic, and ideological characteristics. recorders or calculators also help us process information. However, each of these devices performs a limited set of operations (memory or calculation), moreover, through certain types of data (sounds or numbers). The advantages of computers are that they have wide possibilities for processing all kinds of information. Computers help us memorize, retrieve, organize, compare, transform, transmit, receive and analyze words, numbers, images and sounds. The wide capabilities of computers for information processing make them suitable for various uses, mainly in the field of education. They can facilitate teaching and learning at all levels, from preschoolers learning the alphabet to doctors learning new diagnostic techniques. Computers are suitable for use in areas such as linguistics and mathematics, history and science, vocational education, music and visual arts, and reading and writing. Computers open up new ways to develop thinking and problem-solving skills and create new opportunities for active learning. With the help of computers, you can make lessons, exercises, tests, and record keeping more efficient. This relieves teachers and allows them to devote more time to individual lessons. Computers can make many lessons more interesting and engaging, and can easily capture a vast stream of information. Computers can be programmed to create various images, play music, perform calculations, serve as typewriters, and read the class journal. It converted written text into speech, measured student reaction time, controlled tape recorders and videodisc players, and generally created an environment for creative and engaging learning.

The possibilities of using computers for teaching are endless. Their common presence can lead to a radical change in the school curriculum, a more complete solution to educational problems, new means of teaching disabled people, and the expansion of opportunities for self-education and home education.

In addition to their potential as educational tools, computers themselves should become important subjects of study. Understanding their capabilities and limitations is essential for every educated person.

A computer is a tool, but it differs from all other tools in that it can be programmed to process information and perform various tasks. But like any other tool, it can serve both good and bad purposes. With the hammer you can build or destroy. Computers can be used to create original stories, compose music, create pictures, explore complex relationships in the natural sciences, or play mindless games. The extent to which computers affect students depends on how students use them.

References

American Council on Education. (1995). Computers, technology, and people with disabilities. Washington, DC: American Council on Education.

Anderson, R.E., and Ronnkvist, A. (1999). The presence of computers in American schools. Irvine, CA: Center for Research on Information Technology and Organizations, University of California, Irvine.

Allen, N., Kline, D., and Zelenal, C. (1997). The NAEP 1994 technical report (NCES 97-897). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Capozzi, M. M. (2007). Knowledge Management Architectures Beyond Technology. *First Monday* 12 (6).

Dhaliwal, J. S., & Benbasat, I. (1996). The use and effects of knowledgebased system explanations: theoretical foundations and a framework for empirical evaluation. *Information Systems Research*, 7(3), pp. 342-362.

Drew, S. (1999). Building knowledge management into strategy: making sense of a new perspective. *Long Range Planning*, 32(1), pp. 130-136.

Nonaka, I., Umemoto, K., & Senoo, D. (1996). From information processing to knowledge creation: a paradigm shift in business management. *Technology in Society*, 18(2), pp. 203-218.

FARZAND TARBIYASIDA OILAVIY MUNOSABATLAR VA TARBIYANING XUSUSIYATLARI

Abdullayeva Ilmira Boltayevna

Xiva pedagogika kolleji "Tillar" kafedrasining

Oliy toifali o`qituvchisi

Annotatsiya: Mazkur maqolada farzand tarbiyasida oilaviy munosabatlar va tarbiyaning xususiyatlari tahlil qilingan.

Kalit so'zlar: ma'naviy salohiyat, tarbiya, oila, Ibn Sino, Navoiy, Fitrat, Avloniy ma'naviyat va ma'rifat, ilm.

*Tarbiya biz uchun yo hayo-yo mamot, yo najot,
yo halokat, yo saodat, yo falokat masalasidir*

(A.Avloniy)

Barkamol inson haqida, uning mehnati va turmushi, ma'naviy taraqqiyoti haqida g'amxo'rlik jumhuriyatimizning asosiy maqsadidir. Inson o'ziga hos xususiyatlari uning mehnatga, ma'naviy, g'oyaviy va madaniy boylklarga munosabatining asoslari oilada shakllanadi. Jamiyat mustahkam, ma'naviy va axloqiy jihatdan sog'lom oila bo'lishidan manfaatdordir. Shu sababli jumhuriyatimiz oilani mustahkamlashni, bolalar tarbiyasi, shuningdek, ijtimoiy turmush sharoitlarini yaxshilashda yordam berishni davlat ahamiyatiga molik ish deb biladi. Tarbiya avvalo oilada, keyinchalik ta'lim- tarbiya muassasalarida ta'lim bilan birgalikda uzluksiz ravishda berib beriladi. Muhtaram Prezidentimiz aytganlaridek : "Oila kichik vatan, oila tinch bo'lsa, baxtli bo'lsa, vatan tinch bo'ladi". Shaxsning qaror topishining eng muhim vazifasi o'quvchida ahloq talablariga javob beradigan e'tiqod va ideallar tarkib toptirishdir. Bola shaxsning shakllanishdagi bundan keying jarayon shundan iboratki, unda yuzaga kelgan axloqiy e'tiqod va ideallar sistemasi ya'ni uning ma'naviy ong hukmronlik qiluvchi omildan uning ijtimoiy faolligini belgilab beruvchi omilga aylanadi.

Mamlakatimiz birinchi prezidenti I.A. Karimov, oilada hukmron bo'lishi lozim bo'lgan ma'naviy muhit va noyob udumlarimizning xosiyatlari haqida fikr bildirib: "Bunda o'zaro hurmat va qattiq tartib bo'lmasa, oilaning barcha a'zolari o'z burchlarini ado etmasa, bir-birlariga nisbatan ezgulik bilan mehr oqibat ko'rsatmasa, yaxshi va munosib tarzda yashash mumkin emas... O'zbeklarning aksariyati o'zining shaxsiy farovonligi to'g'risida emas, balki oilasining qarindosh-urug'lari va yaqin odamlarning, qo'shnilarining omon-esonligi to'g'risida g'amxo'rlik qilishni birinchi o'ringa qo'yadi. Bu esa eng oliy darajada ma'naviy qadriyat, inson qalbining

gavharidir”,- deb ta’kidlaganlar. Buyuk mutafakkirlarning fikricha, tarbiyachi bolalar bilan muomalada bosiq bo’lishi, o’quvchilar ta’limni qanday o’zlashtirayotganini kuzatib borishi, o’qitishi va tarbiya jarayonida har xil usullarni qo’llashi, o’quvchining xotirasi va boshqa aqliy qobiliyatini bilishi, bolalarni tarbiyalashda tegishli jazo choralari qo’llashi, ularni fanga qiziqtirishi, aniq adabiy tilda tushuntirishi bolalarda hissiyot uyg’otadigan bo’lishi zarur. Ta’lim-tarbiya haqidagi bu fikrlar yosh avlodni komil inson qilib voyaga yetkazishda xizmat qiladi. Abu Ali ibn Sinoning fikricha, insonning aqlan barkamol, jismonan yetuk, axloqiy – ma’naviy boy bo’lishida tarbiyaning barcha turlarini uyg’unlashgan holda olib borilishi katta ahamiyatga ega ekanligini ta’kidlaydi. Tarbiyaning asosiy vazifasi–shaxsning aqliy, axloqiy erkin fikrlovchi va jismoniy rivojlanish, uning qobiliyatlarini har tomonlama ochish uchun imkoniyat yaratishdir. Yoshlarni insoniy fazilatlar ruhida tarbiyalashda muqaddas kitob Qur’oni Karim, Hadisi sharifdan foydalanash juda muhim. Mahmud Qoshg’ariyning «Devoni lug’atit turk», Yusuf Xos Hojibning «Qutadg’u bilik», Ahmad

Yugnakiyning «Hibat-ul haqoyiq», Kaykovusning «Qobusnoma», Ahmad Yassaviyning «Hikmatlari», Alisher Navoiyning shoh asarlari, hikmatlari muhim tarbiyaviy ahamiyatga ega. Manaviy qadriyatlar va g’oyalar har hil millat talabalarini birlashtiradi, o’quv va mehnat faoliyatlarini uyushtirishda yordam beradi. Xalqimizning ko’p asrlik qadriyatlarini, ulkan va boy madaniy merosini chuqur bilmasdan, milliy o’zlikni anglash, milliy g’urur tuyg’usini qaror toptirish mumkin emas. O’zbek xalqi ko’p asrlik tarixiy taraqqiyotida katta madaniyatni yaratdi. U yaratgan boyliklar yoshlar tarbiyasida muhim vosita bo’lib xizmat qiladi. Ismoil Al-Buxoriy, al-Xorazmiy, Beruniy, Forobiy, Abu Ali Ibn Sino Fariddin Attor, Marg’iloniy Alisher Navoiy, Nizomiy Ganjaviy va boshqa buyuk mutafakkirlarning asarlari orqali o’quvchilar go’zal axloq, baxt, insof, poklik, iffat, sabr-matonat, mehr-shafqat, otanonani hurmat qilish qoidalari haqida keng tasavvurga ega bo’ladilar. O’zbek oilasida bola tarbiyasi haqida gapirganda, keyingi avlodlarga boy meros qoldirgan O’rta Osiyoning buyuk mutafakkirlarini eslash muhimdir. Ular hozirgi kunlarimizda ham o’z ahamiyatini yo’qotmagan tarbiya, shaxsni kamol toptirish, oilada bolani tarbiyalashning yo’llari haqida qimmatli fikrlarni bayon etganlar. Bir yigit Ibn Sinodan «Bola tarbiyasini qaysi» yoshdan boshlash kerak? – deb so’rabdi. Ibn Sino: «O’g’lingiz necha yoshda» deb savol beribdi va uning bir yarim oylik bo’ldi, degan javobini eshitgach «Siz bir yarim oy kechikibsiz?» - debdi. Bugungi kunda bolani haqiqatan tug’ilgan kundan boshlab tarbiyalash kerakligiga hech kim shubha qilmaydi, bu bizning psixologlarimiz va pedagoglarimiz tomonidan isbotlangan. Oilada bola tarbiyasi to’g’risida Alisher Navoiyning ajoyib fikrlari bor. Navoiyning fikriga ko’ra, eng muhimi bolalarni sevish, «Bolaga, degan edi ulug’ shoir, - kichikligidan boshlab yoshini hisobga olgan holda axloqiy tarbiya bermoq zarur». taniqli shoir va pedagog Abdulla Avloniy oilada bolalar tarbiyasi to’g’risida muhim ahamiyatga ega bo’lgan ajoyib fikrlarni bayon qilgan. O’zining «Yashnagan o’lka va axloq» degan kitobida yozganidek, bolaning sog’lig’i va baxti, avvalo, uning yaxshi tarbiyalanishiga, badanining tozaligiga, e’tiqod hosil qilishiga, yaxshi xulqqa ega bo’lishiga, uni g’ayriaxloqiy xatti-harakatlardan ogohlantirilishiga bog’liq.

Istiqlol va ozodlik uchun kurashgan jadid ziyolilaridan biri, shoir alloma Abdurauf Fitrat ham jamiyat rivoji va millat taqdirini oila taqdiri bilan, ularning mustahkam va farovon bo'lishi bilan bog'liqligini o'z asarlarida qayta-qayta ta'kidlaydi. «Har bir millatning saodati va izzati, albatta, shu xalqning ichki intizomi va totuvligiga bog'liq. Tinchlik va totuvlik esa, shu millat oilalarining intizosiga tayanadi. Qayerda oila munosabatlari kuchli intizomga tayansa mamlakat va millat ham muncha kuchli va muazzam bo'ladi», - deb yozadi Fitrat. Abdurauf Fitrat Sharq va G'arb olimlarining asarlarini o'rganib, 1914- yilda «Oila yoki oila boshqarish tartibi» nomli oila masalasidagi mukammal yo'riqnomani yaratadiki, u hozirgi kunimiz uchun ham o'ta dolzarb va ahamiyatlidir. Oilada yetarli mehr va samimiyligni ko'rgan bola axloqiy qadriyatlarni o'zida mujassamlashtirishga intiladi.

Valid ibn Numayr ibn Avsdan rivoyat qilinadi: “U otasining “Solihlik Allohdan, odob otalardan”, - deganini eshitgan ekan. Bundan ma'lum bo'ladiki, bolaning kim bo'lib yetishishi Alloh taoloning qadari bilan bo'lsa ham, uning odobli bo'lishida ota-onaning o'rni katta. Zero, Allohning O'zi bolaning kim bo'lib yetishishiga ota-ona tomonidan beriladigan tarbiyani sabab qilib qo'ygan. Agar uyda kattalar baqirib chaqirishsa, bunday oilada ulg'ayayotgan bolaga sokin va sabrli bo'lishni o'rgatish qiyin. Zero, qush uyasida ko'rganini qiladi. Bola jamiyat qadriyatlari va madaniyatini oiladan o'rganishni boshlaydi. U, eng avvalo, ota va onasidan ibrat oladi. Bola uyda hamma narsani kuzatishi, eshitishi, ko'rishi, taqlid qilishini unutmagan holda harakat qilish lozim.

Xulosa qilib aytish mumkinki, shaxs tarbiyasida ota-ona bilimlarini doimiy oshirib borishlari lozim. Yagona haqiqat shuki, uyda ota-ona, maktabda ustoz va murabbiylar ma'naviy boy, dunyoqarashi keng bo'lishlari zarur. Shundagina o'sib kelayotgan avlodlarga to'g'ri yo'l ko'rsata olish mumkin. Eng muhimi ularning psixologik rivojlanishi, ruhiyatidagi o'zgarishlar to'g'risida umumiy ma'lumotga ega bo'lish mumkin bo'ladi. Bu esa o'z o'rnida munosabatlarni to'g'ri rivojlanishiga, ularni hayotini oldindan ko'ra bilishga, kelajagini porloq qilibvoyaga yetkazishga katta yordam beradi.

Foydalanilgan adabiyotlar ro'yxati.

1. Karimov, Islom Abdug'aniyevich. Yuksak ma'naviyat – yengilmas kuch. I. Karimov-T.: «Ma'naviyat», 2009.
2. Munnavarov A.K. Oila pedagogikasi. Toshkent, "O'qituvchi", 1994.
3. Davletshin M.G. Abduraxmonov F. R. Qadimgi sharq mamlakatlarida psixologik fikrlar taraqqiyoti. Toshkent, 1995.
4. Hadis namunalari. Toshkent, "Fan", 1990.

Internet manbalari:

1. <http://www.Ziyonet.uz>
2. <http://www.google.uz>
3. <http://www.Pedagog.uz>
4. [gazeta.uz](http://www.gazeta.uz)

« ERTAKLAR MAKTABGACHA YOSHDAGI BOLALARNI MA'NAVY- AXLOQIY TARBIYALASH VOSITASI »

Salimova Sharofat

*Xiva pedagogika kolleji "Tillar" kafedrasining
Oliy toifali o`qituvchisi*

Annotatsiya: Mazkur maqolada ertaklar maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalash vositasi ekanligi haqida mulohazalar tahlil qilingan.

Kalit so'zlar: maktabgacha ta'lim tizimi, ertak, ma'naviy salohiyat, tarbiya, ma'naviyat va ma'rifat, A. V. Zaporjets va h.k

Zamonaviy pedagog oldida maktabgacha yoshdagi bolalarni axloqiy tarbiyalashning keskin muammosi turibdi va uning keskinligi hech qachon zaiflashmagan, chunki odamlar ongida axloq jamiyatimizning o'zagi, asosidir. "Kitob – madaniyatning eng katta yutug'i, san'at asari, ta'lim-tarbiyaning qudratli vositasidir", -deb yozgan edi K.D. Ushinskiy. Shuningdek, rus olim A. V. Zaporjets o'z asarlarida: "Bolaning san'at asarini tushunish yo'lidagi birinchi qadamlari uning shaxsiyatining shakllanishiga, uning axloqiy rivojlanishiga sezilarli ta'sir ko'rsatishi mumkin" deb ta'kidlagan.

Bolaning ma'naviy-axloqiy rivojlanishiga sezilarli ta'sir ko'rsatadigan janrlardan biri xalq ertaklaridir. Ertaklarda qahramonlarning ijobiy va salbiy sifatlari ancha aniq ifodalangan. Ularda ijobiy qahramon har doim g'olib bo'ladi va yovuz odam o'z aybini tan olib, yaxshi bo'ladi yoki ko'pincha jazolanadi. Ertaklardagi birorta ham inson jinoyati qasossiz qolmaydi. Bolalar buni juda yaxshi tushunadilar va eslashadi. Agar kattalar bolaga ertak o'qiyotganini ko'rsangiz, bolaning butun hissiyotlar ichida o'tirganini ko'rishingiz mumkin. U ertakni diqqat bilan, chalg'itmasdan tinglaydi, qayerdadir quvonadi, qayerdadir qahramon haqida qayg'uradi, hayratda qoladi va hokazo. Bir so'z bilan aytganda, bola bu ertakni yashaydi, har bir ijobiy qahramonning rolini o'ynaydi, u bilan o'zini bog'laydi.

Rus olimi A. V. Zaporjetsning maktabgacha yoshdagi bolalarning ertaklarni idrok etishini o'rganishga bag'ishlangan tadqiqotlarida badiiy adabiyotning bolaning axloqiy fazilatlarini tarbiyalashdagi ahamiyati ko'rib chiqildi. Ular bizga quyidagi xususiyatlarni ajratib ko'rsatishga imkon berdi. Bolalar noaniq vaziyatlardan, kim yaxshi va kim yomon ekanligi aniq bo'lmaganda, qoniqmaydi. Bola darhol ijobiy belgilarni ta'kidlashga harakat qiladi va ularning pozitsiyalarini so'zsiz qabul qiladi. Va o'z rejalarini amalga oshirishga to'sqinlik qiladigan har bir kishiga nisbatan u keskin salbiy munosabatda bo'ladi. Asar qahramonlarining xatti-harakati, bola uchun xatti-harakat namunasidir. Vaqt o'tishi bilan bu xatti-harakatlar uning uchun

harakatlantiruvchi kuchga aylanadi. Keyingi hayotda bola kattalar maslahat bergani uchun emas, balki buning uchun maqtovg'a sazovor bo'lganligi uchun emas, balki boshqa yo'l tutishni bilmagani uchun yaxshi ishlay boshlaydi. Shuning uchun kattalar bolaga o'qish uchun asarlarni tanlash imkoniyatiga ega bo'lishi kerak. Biz har bir asarga bolalarga hayotning u yoki bu tomonini ko'rsatadigan oyna sifatida qarashimiz kerak. **Bolaning ruhi oq choyshabga o'xshaydi, biz unga o'z dunyomiz haqida gapirganimizdek, u umrining oxirigacha uni eslab qoladi.**

Har bir yosh bosqichi o'ziga xos xususiyatlar bilan ajralib turadi, shuning uchun maktabgacha yoshdagi bolalarda ma'naviy-axloqiy fazilatlarni tarbiyalashda yanada samarali natijalarga erishish uchun bolalarning yosh xususiyatlarini hisobga olish kerak. Ushbu kontekstda ishlashda individual yondashuv ham juda muhim shartdir. Bu bolaning yosh xususiyatlarini hisobga olgan holda va unga individual yondashuv bolaga dunyomiz haqida to'liq tasavvur berishga imkon beradi. Yana bir muhim shart - **oilaviy kitobxonlik**. Bolalarni ma'naviy-axloqiy tarbiyalashda nafaqat o'qituvchi va bola o'qiydigan bog'cha, balki oila ham katta rol o'ynaydi. Oila bolaga birinchi hayot tajribasini beradi, u yerda u birinchi taassurotlarni oladi. Shuning uchun bu ish oila ishtirokisiz samarali bo'lmaydi. Oila ta'lim tizimining muhim elementi bo'lib, tizimni shakllantiruvchi asoslari urf-odatlar va an'analardir. Binobarin, oilaviy kitobxonlik bolalarni ajdodlarimizning hayotiy tajribasi bilan tanishtirishning eng qulay va qisqa yo'li, demakki, shaxsni ma'naviy-axloqiy tarbiyalash vositasidir. Onaning ovozi orqali bola insoniy munosabatlar olami va butun atrofidagi dunyo bilan tanishishni boshlaydi. Bolaga ma'naviy qadriyatlarni yetkazish uchun ota-onalarning o'zlari ularga rioya qilishlari kerak. Chunki bolalar kattalarga taqlid qilishga moyil. Bolalarda axloqiy qadriyatlar haqida tug'ma tushuncha yo'q. Bizning loqaydligimiz mehr-oqibat, mehribonlik, saxovatlilik kabi tushunchalar farzandlarimizga notanish bo'lib qolishiga olib keladi. Ertak bolalarni ijodiy tafakkurga, butun insoniyat kelajagiga muhabbat va hurmatga o'rgatadi. Bolaning bolaligini ertaklar va bolalar kitoblarisiz tasavvur qilish qiyin. Ertaklar bolaning hayotiga bolalikdan kirib keladi va unga butun umri davomida hamroh bo'ladi. Albatta, ertaklarni o'yin-kulgi, shuningdek, zerikishning davosi deb bo'lmaydi. Zero, ertaklar bolani takomillashtirish yo'lidir. Bola o'zi sevgan ertak qahramonlari haqidagi hikoyani qayta-qayta eshitish uchun ota-onasi yoki o'qituvchilaridan sevimli kitobini o'qishni qayta-qayta so'rashi mumkin. Ko'pincha bola bosh qahramonlarga taqlid qiladi, ular kabi bo'lishga harakat qiladi. Axir, har bir bola haqiqatan ham qo'rqmas, kuchli bo'lishni va yaxshilik ekishni xohlaydi. Men kimman? Agar menda sehr bo'lsa, nima qilardim? Va shuning uchun bolalar ertaklarni yaxshi ko'radilar va o'z fantaziyalarida o'zlarini yaxshi sehrgarlar, devlar, parilar va boshqalar roliga tasavvur qilishadi. Kattalarning yetakchi vazifasi, meningcha, bolaning fantaziyasini to'g'ri ijobiy tomonga yo'naltirishdir, chunki unga salbiy munosabatda bo'lish unchalik qiyin emas.

Shunday qilib, ezgulik va yomonlik, ezgulik va yovuzlik, haqiqat va yolg'on, ishq va nafrat, xohish va burch o'rtasidagi axloqiy tanlovlarning cheksiz oqimida biz o'sib kelayotgan avlodni ma'naviy-axloqiy fazilatlar bilan tarbiyalashga intilamiz. Bu fazilatlar bolalarning go'zal va munosib hayot kechirishiga yordam beradi.

Ma'naviy-axloqiy tarbiya - bu insonning barqaror, barkamol rivojlanishini ta'minlaydigan hayotga qadriyatli munosabatni shakllantirish, shu jumladan, burch, adolat, mas'uliyat tuyg'ularini va shaxsning xatti-harakati va fikriga yuksak ma'no bera oladigan boshqa fazilatlarni tarbiyalashdir. Har qanday jamiyat to'plangan tajribani saqlab qolish va uzatishdan manfaatdor, aks holda nafaqat uning rivojlanishi, balki mavjudligi ham mumkin emas. Ushbu tajribaning saqlanishi ko'p jihatdan tarbiya va ta'lim tizimiga bog'liq bo'lib, u o'z navbatida ma'lum bir jamiyatning dunyoqarashi va ijtimoiy-madaniy rivojlanishining o'ziga xos xususiyatlarini hisobga olgan holda shakllanadi.

Qadim zamonlardan beri xalq ertaklari yosh avlodni axloqiy va estetik tarbiyalashda sodiqlik bilan xizmat qilgan. Ertaklarga qarama-qarshiliklar asosida yaxshilik va yomonlik, ezgulik va yovuzlikning tasviriy va ishonarli ifodalanishi xarakterlidir: xunuklik, yovuzlik, adolatsizlik yonida keskin va aniq ifodalangan yaxshilik, go'zallik, rostgo'ylik, halollik namoyon bo'ladi. Harakat va uning oqibati o'rtasidagi bevosita bog'liqlik xalq ertaklariga xos bo'lib, uning axloqini maktabgacha yoshdagi bolaga yaqin va tushunarli qiladi. U uchun mavhum tushunchalar bilan ishlash hali ham qiyin va yaxshilik va yomonlik, yaxshilik va yomonlik g'oyasini faktlar, aniq misollar asosida idrok etish ancha oson.

Ertak tili bola uchun ochiqdir. Hikoya oddiy va ayni paytda sirli. "Ma'lum bir davlatda ma'lum bir shohlikda ..." yoki "Hayvonlar gaplasha oladigan uzoq vaqtlarda ..." va bola allaqachon haqiqiy dunyoni tark etadi va ertak tomonidan qo'zg'atilgan fantaziyalar dunyosiga olib ketiladi. Ertak tasavvurni rivojlantirishga hissa qo'shadi va bu bolaning o'z muammolarini hal qilishi uchun zarurdir.

Ertak axloqiy muammolarni hal qilishga yordam beradi. Unda barcha qahramonlar aniq axloqiy yo'nalishga ega. Ular butunlay yaxshi yoki butunlay yomon. Bu bolaning xushyoqishini aniqlash, yaxshi va yomonni farqlash, o'zining murakkab va noaniq his-tuyg'ularini tartibga solish uchun juda muhimdir. Bola deyarli har doim o'zini ijobiy qahramon bilan tanishtiradi, ya'ni ertak mehr-oqibatni singdiradi, bolada empatiya ko'nikmalarini shakllantiradi.

Qadim zamonlardan beri ertak insoniyat jamiyatida bilim va tajribani uzatishning eng qulay va hissiy usuli bo'lib kelgan. Keyinchalik ertak nafaqat hayotni anglash vositasi, balki yosh avlodni axloqiy va estetik tarbiyalash maktabiga ham aylandi. Makon va vaqtni yengib, ertak hali ham bolaning hissiy dunyosiga katta ta'sir ko'rsatadi. Maktabgacha yoshdagi bolalik - bu inson hayotidagi kichik bir segment. Ammo bu vaqt ichida bola butun keyingi hayotidan ko'ra ko'proq narsani oladi, shuning

uchun axloqiy tarbiyada asosiy narsa bola yashaydigan muhit ekanligini unutmasligimiz kerak. Ma'lumki, bolalar sezilmaydigan darajada o'sadi, shuning uchun chaqaloqqa aytilgan ertak juda muhimdir. Ertak bolalarga to'g'ridan-to'g'ri ko'rsatmalar bermaydi - "Ota-onangizni tinglang, kattalarni hurmat qiling", "Uydan ruxsatsiz chiqmang", lekin uning mazmuni doimo ular asta-sekin idrok etadigan, qayta-qayta matnga qaytayotgan saboqni o'z ichiga oladi.

Xulosa qilib shuni aytish mumkinki,ertakni idrok etish bolaning o'ziga, kelajagiga ishonchini oshirishga yordam berishi, uni qo'rqitmasligi kerak. Har qanday vaqtda ertaklarni birgalikda o'qish kichkintoyga ham, kattalarga ham ko'p narsalarni beradi, ularning qalbiga yaqinlashishga yordam beradi.

Bolalar ertaklarining o'rni faqat yoqimli o'yin-kulgi bilan cheklanmaydi. Ertak bolada tashvishlanishni bartaraf etish usuli sifatida ishlatilishi mumkin. Bolalarni ertak bilan o'rgatish vazifasi juda qiyin. Farzandingizning xususiyatlari bilan bog'liq bir qator fikrlarni hisobga olish kerak. Ertakda ko'p asrlik xalq hikmatlari mavjud. Ertaklarda yaxshilik doimo g'alaba qozonadi, yomonlik esa yo'q bo'lib ketishi kerak. Bu bolalarni ertaklar asosida tarbiyalashda juda muhimdir.

Adabiyotlar ro'yxati:

1. Zaporjets A.V. Maktabgacha yoshdagi bolaning adabiy asarni idrok etish psixologiyasi: tanlangan psixologik asarlar. - M.: Ma'rifat, 2003.
2. Ertaklardan maktabgacha va boshlang'ich maktab yoshidagi bolalarni axloqiy tarbiyalash vositasi sifatida foydalanish // Diplom ishi. - [Elektron resurs] - Kirish rejimi. - URL: 2001
3. Ertak - maktabgacha yoshdagi bolalarning shaxsida ijobiy axloqiy fazilatlarini tarbiyalash vositasi sifatida [Elektron resurs]
4. I. Zimina "Maktabgacha yoshdagi bolalarni ta'lim tizimida xalq ertaklari" 1-son - 5-son 2005 yil;
5. N. Isaeva "Ertak katta yoshdagi maktabgacha yoshdagi bolalarning psixo-emotsional sohasini optimallashtirish vositasi sifatida" 7-son 2012 yil;

МАКТАБГАЧА ТА'ЛИМДА BOLALAR NUTQINI RIVOJLANTIRISH

Naimova Munisa Ikrom qizi

Buxoro viloyati Vobkent tumani 37-DMTT tarbiyachisi

Annotatsiya: Maqolada MTTlari tarbiyalanuvchilarini maktab ta'limiga tayyorlashda nutq o'stirish mashg'ulotlari va ushbu mashg'ulotlarning bolalar rivojlanishidagi ahamiyati yoritib berilgan.

Kalit so'zlar: til, nutq, bilim, ko'nikma, malaka, obrazli bayon qilish ,maktab ta'limiga tayyorlash

Bolalar tarbiyachi tomonidan beriladigan bilimlarni egallash bilan bir qatorda, tengdoshlarining ham nutqini tinlab ularni tushuna olishlari kerak bo'ladi. Zero til (nutq) 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. Nutq o'stirish mashg'ulotlari maktabgacha ta'limda bolalarni og'zaki nutqini o'stirish, 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 o'zbek odobini egallashni shakllantiradi. 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. Bola, eng avvalo, tilning tovush tomonini egallashi kerak, yani tovushlarni to'g'ri talaffuz etishi lozim. Nutqning tovush tomoni ustida ishlash o'zbek tilining fonetikasi va orfoepiyasiga asoslanadi. Bola kattalarga taqlid qilib, so'zlarda urg'uni to'g'ri ishlatishga o'rganib oladi, ona tilining intonatsion tomonini o'zlashtiradi hamda so'zlarni to'g'ri talaffuz qilishga odatlanadi. Ayniqsa, bola atrofdagilar bilan nutqiy muloqotda bo'layotganda samimiy ohangda, burro va aniq gapirishga o'rgatiladi. Zero hozirgi kunda MTTlarida talim jarayonlarini tashkil qilishda „Ilk qadam“ davlat dasturi hamda „Ilm yo'li“ variativ dasturlaridan foydalanilmoqda.

Ushbu dasturlarning vazifasi ta'lim tarbiya jarayonlarini samarali tashkil etish va ushbu jarayonda maktabgacha talim yoshidagi bolalar egallashi kerak bo'lgan bilim, ko'nikma va malakalar belgilab berilgan. Jumladan nutq o'stirish sohasi bo'yicha bolalarning „Nutq muloqot o'qish va yozish malakalari“ sohasi kompetensiyalari

belgilangan. „Ilm yo‘li” variativ dasturidagi ushbu sohadagi o‘quv-tarbiyaviy faoliyat yakuniga yetgandan so‘ng 6-7 yoshli(maktabga tayyorlov) bolalar quyidagi ko‘nikmalarga ega bo‘ladi:

- nutqni eshitadi va tushunadi;
- o‘z nutqida to‘g‘ri talaffuz ,qulay gramatik shakllar va xilma-xil gap konstruksiyalaridan foydalanadi;
- ikkinchi tilni o‘rganishga qiziqish namoyon qiladi;
- ikkinchi tilni egallash bo‘yicha dastlabki bilimlarni ko‘rsatadi; -badiiy adabiyot asarlariga qiziqish namoyon bo‘ladi ;
- so‘zning lug‘aviy bo‘g‘inli fonetik tuzilishi to‘g‘risida tasavvurga ega bo‘ladi ;
- turli ma‘no shakllarini mustaqil ravishta tuzish va so‘zlab berishni biladi ;
- yozishning dastlabki malakalari va vosotalaridan foydalanishni biladi;

Har bir bolada nutqning bunday sifatlarini tarbiyalash, kelgusi hayotida, yani maktabda, o‘quv yurtlarida ta‘lim olishda, mustaqil mehnat faoliyatida jamoa, jamiyat orasida o‘z fikrlarini to‘liq va tushunarli qilib bayon etishda muhim ahamiyatga egadir.

Foydalanilgan adabiyotlar:

1. Anna Golubeva, D.Shankar, V.Nazarova, Y.Narolskaya, M.Ismoilova, Li Dong Vuk. “Ilk qadam” Maktabgacha ta‘lim muassasalarining davlat o‘quv dasturi. Toshkent-2018.-107 b.
2. Grosheva I.V., Say Ye.F., Mirjalilova S.S., Medvedova N.I. ”Ilm yo‘li” variativ dastur. Toshkent: “Sano-standart”, 2020.-16 b.
3. Fayzullayev Sh. Bolalarni maktabga tayyorlash metodikasi. O‘quvqo‘llanma. Samarqand-2020. 60-63 betlar.
4. Kazadayev, A., Sharopov, B., Hakimov, S., Umarov, I., Muxtoraliyeva, M., Dadaxanov, F., & Abdunazarov, A. (2022). MAMLAKATIMIZDA NEMIS TA‘LIM TIZIMINI JORIY QILISHNING SAMARADORLIGI TAHLILI. *Journal of new century innovations*, 18(1), 124-129.
5. Mukhtasar, M., Begyor, S., Aleksandr, K., Farrukh, D., Isroil, U., Sodiqjon, K., & Akbarjon, A. (2022). ANALYSIS OF THE EFFECTIVENESS OF THE DEVELOPMENT OF THE GERMAN EDUCATION SYSTEM IN OUR COUNTRY. *Journal of new century innovations*, 18(1), 168-173.

MANGOSTIN MEVALI VA DORIVOR DARAXTINI YETISHTIRILISH

Otabek No'monov O'rmonjon o'g'li

Namangan muhandislik texnologiya instituti talabasi

E-mail: otabeknumanov1019@gmail.com

Annotatsiya: Mangostin - 40 darajadan past bo'lmagan va 100 dan yuqori bo'lmagan haroratlarda o'sadigan tropik meva. Bu chegaralardan tashqarida haroratda o'simlik o'ladi. Qobiqdan chiqqan achchiq lateks tufayli mangostinlar kamdan-kam zararkunandalardan aziyat chekadi va ko'pincha kasalliklarga duchor bo'lmaydi.

Kalit so'zlar: Mangostin, tropik meva, ekzotik, kanton, rozet, tarkibiy qism.

Mangostin daraxti sekin o'sib boradi, yashash joyi tik, piramida shaklidagi toj bilan. Daraxt balandligi 20-82 futgacha (6-25 m.) o'sadi, deyarli qora, po'stloq tashqi po'stlog'i va po'stlog'i ichida joylashgan gummy, o'ta achchiq lateks. Ushbu doim yashovchan daraxtning tepasida uzun bo'yli va yaltiroq, pastki qismida esa sariq-yashil va xira bo'lib turadigan qisqa sopi, quyuq yashil barglari bor. Yangi barglar pushti qizil va uzun bo'yli.

Gullashning eni 1 ½ -2 dyuym (3,8-4 sm.) Va bir xil daraxtda erkak yoki germafrodit bo'lishi mumkin. Erkaklar gullari uchdan to'qqiztagacha shoxchalar uchida to'planadi; go'shtli, tashqi tomoni qizil dog'lar bilan yashil va ichki qismida sarg'ish qizil. Ularda ko'plab chakalaklar bor, ammo anteriyalarda chang yo'q. Germafrodit gullab-yashnashi shoxchalar uchida uchraydi va sarg'ish yashil rang qizil bilan chegaralangan va qisqa umr ko'radi.

Olingan meva dumaloq, to'q binafsha rangdan qizg'ish binafsha ranggacha, silliq va diametri taxminan 1/3 dan 3 dyuymgacha (3-8 sm.). Meva cho'qqisida to'rtidan sakkiztagacha bo'lgan uchburchak shaklidagi, stigmaning tekis qoldiqlaridan tashkil topgan sezilarli rozet bor. Tana go'shti oppoq, suvli va yumshoq bo'lib, unda urug'lar bo'lishi mumkin yoki bo'lmasligi mumkin. Mangostin mevasi shirin, yoqimli, ozgina kislotali ta'mi bilan mashhur. Darhaqiqat, mangostinning mevalari ko'pincha "tropik mevalar malikasi" deb nomlanadi.

"Mangostin mevali daraxtlarini qanday etishtirish kerak" degan javob, ehtimol siz qilolmaysiz. Yuqorida aytib o'tilganidek, daraxtni ko'paytirish uchun ko'plab sa'y-harakatlar butun dunyoda ozgina omad bilan amalga oshirildi. Tropikni yaxshi ko'radigan bu daraxt juda nozik. U 40 daraja F. (4 C) dan past yoki 100 darajadan yuqori (37 S) haroratga toqat qilmaydi. Hatto ko'chat ko'chatlari 45 daraja F (7 C) da yo'q qilinadi.

Mangostinlar balandlik, namlikni sinchkovlik bilan bilishadi va yiliga kamida 50 dyuym (1 m) yog'ingarchilikni talab qiladi, qurg'oqchiliksiz. Daraxtlar chuqur, boy

organik tuproqda o'sadi, ammo tarkibida qumli yoki tuproq tarkibidagi loydan omon qoladi. Tik turgan suv ko'chatlarni o'ldirsa, kattalar mangostenlari yil davomida ildizlari suv bilan qoplangan mintaqalarda omon qolishlari va hatto rivojlanishi mumkin. Biroq, ular kuchli shamol va tuz purkagichidan saqlanishlari kerak. Mangostin mevali daraxtlarini o'stirishda, asosan, tarkibiy qismlarning mukammal bo'roni bo'lishi kerak.

Ko'paytirish urug'lar orqali amalga oshiriladi, ammo payvandlash tajribalari o'tkazilgan. Urug'lar haqiqatan ham haqiqiy urug'lar emas, balki gipokotil tubercles, chunki jinsiy urug'lanish bo'lmagan. Urug'larni ko'paytirish uchun mevdan olinganidan besh kun o'tgach foydalanish kerak va 20-22 kun ichida unib chiqadi. Olingan ko'chatni uzun va nozik bir ildiz tufayli ko'chirib o'tkazish qiyin, hatto imkonsiz bo'lsa ham, uni ko'chirib olishga urinishdan oldin kamida ikki yil qoladigan joyda boshlash kerak. Daraxt etti-to'qqiz yil ichida meva berishi mumkin, lekin ko'pincha 10-20 yoshda.

Mangostinlar bir-biridan 35-40 fut (11-12 m.) Oraliqda joylashtirilishi va ekishdan 30 kun oldin organik moddalar bilan boyitilgan 4 x 4 x 4 ½ (1-2 m.) Chuqurlarga ekilgan bo'lishi kerak. Daraxt yaxshi sug'oriladigan maydonga muhtoj; Biroq, gullash vaqtidan oldin quruq ob-havo yaxshi mevalar hosil bo'lishiga yordam beradi. Daraxtlarni qisman soyada ekish va doimiy ravishda boqish kerak.

Qobiqdan chiqqan achchiq lateks tufayli mangosteinar kamdan-kam zararkunandalardan aziyat chekadi va ko'pincha kasalliklarga duchor bo'lmaydi.

Mashg'ulotda fosfor, kaltsiy va b vitaminlari kabi foydali moddalar mavjud va C. ko'qtinchidan iborat tabiiy antioksidant xanthone mavjud. Yadro va ManGostin daraxti keskin sekretsialarda bo'yoqlar va laklar ishlab chiqarish uchun ishlatiladigan lateks gummini aylanib chiqadi.

"Mangostin" uzoq vaqt davomida Tailand tibbiyotida qo'llaniladi. Ekstrakt meva Ularni yuqumli kasalliklar bilan davolanadi, ular infeksiyani oldini olish, tananing energiyasini anestetik va yallig'lanishga qarshi vositadir. Asrlar davomida mevalar odamlarga bronxit, vabo, sistit, diabet, ekzema, dizenteriya kabi kasalliklarni engishga yordam berdi.

So'nggi yillarni o'rganish antioksidantlar (kanton) - Mangostin mevalarida onkologik kasalliklarga bardosh beradigan moddalarni topdi. Bundan tashqari, Xantonlar Farmakologiyada bo'g'imlarning moslashuvchanligini saqlash, immunitetning funksiyalarini kuchaytirish, ruhiy salomatlikni yaxshilash uchun keng qo'llaniladi.

Foydalanilgan adabiyotlar

- 1) Abdukhamidovich, N. A., & Urmonovich, N. O. (2021). The Results of Theoretical Studies of the Chisel Cultivator Rack Frontal Surface Shape. *Annals of the Romanian Society for Cell Biology*, 5930-5938.
- 2) Melanova, N. R., Davlatova, M. U., & Numanov, O. (2021). The Effect of Extracellular Glutathione on the Regulation of Thymocyte Volume in Rats under Conditions of Hypoosmotic Stress. *Annals of the Romanian Society for Cell Biology*, 7032-7038.
- 3) Rashidovna, M. N., & Urmonovich, N. O. Comparative Characteristics of the Leaving of Glutathione From Cells of Different Types. *International Journal on Orange Technologies*, 2(10), 79-82.
- 4) Abdukhamidovich, N. A., Urmanovna, M. D., & Urmonovich, N. O. (2021). Strip Till Age of Soil for Deuteric Sowing (Second Crop). *International Journal on Orange Technologies*, 3(4), 71-74.
- 5) M.N.Rashidovna, N.O.Urmonovich "O'simliklarni mikroklonli ko'paytirish" NamMTI ilmiy-texnika jurnali Scientific and technical journal of NamIET ISSN 2181-8622 TOM 5 - Mahsus son (1), 2020
- 6) How to Grow Mangosteen Tree | Mangosteen Planting Guide <https://balconygardenweb.com/how-to-grow-mangosteen-tree-planting-guide>
- 7) The King and Queen of Fruits: the Durian and Mangosteen - Flora and Fauna - 103 Meridian East, Singapore".

THE BIOLOGICAL AND CHEMICAL PROPERTIES OF THE MANGOSTEEN TREE

Numonov Otabek Urmonjon ugli

*Student, Namangan Institute of Engineering and Technology,
Namangan region, Namangan city, st. Kasansay, Uzbekistan,*

E-mail: otabeknumanov1019@gmail.com

Annotation: This fruit very much useful that is known and healing and therapeutic properties has Traditional east in medicine thousand years since using coming heart-blood vein system , nervous system and metabolism treatment for qualities are recognized.

The key words: Mangosteen , medicinal, hermaphrodite, tropic fruits, xanthone, hypocotyl tubercles.

This fruit very much useful that is known and healing and therapeutic properties has Traditional east in medicine thousand years since using coming heart-blood vein system, nervous system and metabolism treatment for qualities are recognized.

That's a lot appreciated fruit and other from fruits difference does . That year during so it cooks for almost all year during how at the time enjoy possible. Once the disadvantage is this price very much high and simple in the supermarket find difficult

It's just that his benefit, but availability also distinguished by costs very much sweet and honey taste. This is very good benefits.

Fruit infections, irritation feature transmitter intestine syndrome, diarrhea, dysentery and even wounds treatment for used . It's strong antioxidant, anti-inflammatory antifungal, antibacterial , antimicrobial , antiviral against and is a rich source of catechins. West plant first times in 1855 dysentery research take went the Germans by found. Mangosteen St. John with a in the family Mangosteen phenol and tanin They are rich in substances free radicals clean up This encourages cancer disease prevent take , stranger compounds against reactions and even aging process slow down possible.

Mangosteen inflammation due to come came out pain and annoyance soften natural method as applied. Inflammation is this to our health danger that bacteria and viruses of the organism is the answer. Mangostina pericarpada 20 and all 40 giant in the factory. Mangosteen other fruits than xanthoness high percent has Alpha-mangosteen and gamma- mangosteen strong from xanthoness one and inflammation against effect shows. Xanthoness produce prostaglandins issue obstacle This makes it pain and inflammation between dependence. Mangosteen COX-2 enzymes inhibitors function does and the level of this enzyme reduction through inflammation process

reverse redirect it is possible our immune of our system bacteria, oxidation and viral attacks against inflammation reaction quoting produces.

Great mangosteen is also yours to your heart useful Oxidation stress and antioxidants deficiency heart attacks and blood veins such as factors effect does. Oxidation stress - this free radicals functional remove and antioxidant compounds using toxins no to do natural our ability between balance Of China Central South Of the University Pharmacology chair mangosteen xanthones heart attack or myocardium from a heart attack then heart protection to do help give proved research spent . Xantons given in patients mangosten compounds acceptance did not control to the group relatively heart activity noticeable degree restored. Mangosteen 100 grams of fruit following nutritional importance has:

- 15.6 grams carbohydrates
- 0.4 grams is
- 0.5 grams protein
- 5.1 grams silk
- 0.36 micrograms iron
- 10 micrograms calcium

Allocated tissue culture with performance basic condition sterility firm follows is to do. Food-rich composition of the environment microorganism growth is also good for the substrate is Food in the environment-cultivated plant parts (transplants) of microorganisms easily infected. Therefore, for both grafts and nutrients, the medium is also sterilized to be condition Allocated tissue with take to be done all works (to culture transfer, new food environment transfer) sterile in rooms, (in laminar boxes) sterile tools using instead increased, separated cast grow sterility during the period save because it is necessary temperature decreases, or humidity the surface when comes cabin well plug through test tube into microorganisms entry possible.

References:

- 1) Abdukhamidovich, N. A., & Urmonovich, N. O. (2021). The Results of Theoretical Studies of the Chisel Cultivator Rack Frontal Surface Shape. *Annals of the Romanian Society for Cell Biology*, 5930-5938.
- 2) Melanova, N. R., Davlatova, M. U., & Numanov, O. (2021). The Effect of Extracellular Glutathione on the Regulation of Thymocyte Volume in Rats under Conditions of Hypoosmotic Stress. *Annals of the Romanian Society for Cell Biology*, 7032-7038.
- 3) Rashidovna, M. N., & Urmonovich, N. O. Comparative Characteristics of the Leaving of Glutathione From Cells of Different Types. *International Journal on Orange Technologies*, 2(10), 79-82.

- 4) Abdukhamidovich, N. A., Urmanovna, M. D., & Urmonovich, N. O. (2021). Strip Till Age of Soil for Deuteric Sowing (Second Crop). *International Journal on Orange Technologies*, 3(4), 71-74.
- 5) M.N.Rashidovna, N.O.Urmonovich “O‘simliklarni mikroklonli ko‘paytirish” NamMTI ilmiy-texnika jurnali Scientific and technical journal of NamIET ISSN 2181-8622 TOM 5 - Mahsus son (1), 2020
- 6) How to Grow Mangosteen Tree | Mangosteen Planting Guide <https://balconygardenweb.com/how-to-grow-mangosteen-tree-planting-guide>
- 7) The King and Queen of Fruits: the Durian and Mangosteen - Flora and Fauna - 103 Meridian East, Singapore".

TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA

№	The subject of the article / Тема статьи / Maqola mavzusi	Page / Страница / Sahifa
1	YANGI O'ZBEKISTONDA ARXITEKTURA SOHASIDA AMALGA OSHIRILAYOTGAN ISLOHOTLAR	3
2	QISHKI BOG' QURILISHI VA O'STIRILADIGAN GULLAR	7
3	TURAR JOY HOVLILI UY VA XONADONLARNI TANLASH HAMDA SHAKLLANTIRISH UCHUN ZARUR TALABLAR VA SHAROITLAR	14
4	TUYG'ULARI ROST SHOIR	17
5	HARAKAT NOMINING O'ZIGA XOS XUSUSIYATLARI	21
6	FIZIKA FANINI O'QITISH SAMARADORLIGINI OSHIRISH VA O'QUVCHILARNI FANGA BO'LGAN QIZIQISHLARINI KUCHAYTIRISH	24
7	USING GAMES IN ASSESSING PRIMARY CLASSES	31
8	FACTORS OF THE FORMATION OF THE TEACHER'S PERSONALITY IN PRESCHOOL EDUCATIONAL ORGANIZATIONS	35
9	THE PROBLEM OF STRESS IN THE FORMATION OF A CHILD'S PERSONALITY	39
10	FACTORS OF MORAL CULTURE FORMATION IN PRESCHOOL CHILDREN	43
11	IMPORTANT ISSUES OF COOPERATION WITH PARENTS IN THE ORGANIZATION OF PRESCHOOL EDUCATION	47
12	PECULIAR PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF MUSIC LESSONS IN THE DEVELOPMENT OF ARTISTIC AND AESTHETIC TASTE OF ELEMENTARY SCHOOL STUDENTS	51
13	INTERESTING FACTS ABOUT USA	54
14	THE DIFFERENCE BETWEEN STUDYING IN THE USA AND THE UK	56
15	COVID-19 ASSOЦИРЛАНГАН ОБҚАТ ҲАЗМ ҚИЛИШ ТИЗИМИ КАСАЛЛИКЛАРИ ЭПИДЕМИОЛОГИЯСИ ВА COVID-19 БИЛАН КАСАЛЛАНГАН БЕМОРЛАРДА КОМПЮТЕР ТОМОГРАФИЯСИ	58
16	THE DIFFERENCES AND SIMILARITIES BETWEEN ENGLISH FOR SPECIFIC PURPOSES(ESP) AND ENGLISH FOR GENERAL PURPOSES(EGP) TEACHERS	70
17	TEACHING ENGLISH GRAMMAR VIA GAMES	76
18	THE ROLE OF PORTFOLIO IN TEACHING ENGLISH	82
19	DEVELOPING VOCABULARY THROUGH SPEAKING AND LISTENING ACTIVITIES	86
20	TEACHING CHILDREN TO THINK CREATIVELY	93
21	LINGO-CULTURAL CONSTRUCT IN DESCRIBING LINGO-CULTURAL STATE OF AFFAIRS	96
22	O'QUVCHILARNI KASB-HUNARGA YO`NALTIRISHDA IJTIMOYIY TARMOQLARNING ROLI. IJTIMOYIY TARMOQLARNING IJOBIY VA SALBIY TA`SIRI	101

23	THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN	104
24	FORMING AESTHETIC IDEAS OF PRE-SCHOOL CHILDREN BY TEACHING THEM TO DRAW	109
25	THE IMPORTANCE OF THE TECHNOLOGY OF WORKING WITH CLAY, PAPER AND MATERIALS IN INVOLVING CHILDREN IN WORK ACTIVITIES IN THE PRESCHOOL EDUCATIONAL ORGANIZATION	113
26	EFFECTIVENESS OF BUILDING-MAKING AND WORKING WITH CLAY TECHNOLOGY IN PRE-SCHOOL EDUCATIONAL ORGANIZATION	118
27	DEVELOPMENT OF PEDAGOGICAL TECHNOLOGY OF USE OF ART THERAPY IN PRESCHOOL CHILDREN	125
28	ОЦЕНКА КАЧЕСТВА ЖИЗНИ БОЛЬНЫХ САХАРНЫМ ДИАБЕТОМ 2 ТИПА С СИНДРОМОМ ДИАБЕТИЧЕСКОЙ СТОПЫ ПОСЛЕ РЕКОНСТРУКТИВНЫХ ОПЕРАТИВНЫХ ВМЕШАТЕЛЬСТВ	131
29	MIKROBOLOGIYA BIOLOGIYANING MUHIM TARMOG'I SIFATIDA	136
30	THE SIGHTSEEING OF THE USA	140
31	KIMYO FANINING KELIB CHIQISHI VA HAYOTIMIZDAGI O'RNI	143
32	AKADEMIK LITSEYLARDA "INFORMATIKA VA AXBOROT TEXNOLOGIYALARI" FANINI O'QITISH HOLATI VA UNING TAHLILI	145
33	К ВОПРОСУ НЕОБХОДИМОСТИ ИСПОЛЬЗОВАНИЯ ПЕРЕДВИЖНЫХ ПУНКТОВ ВЕСОГАБАРИТНОГО КОНТРОЛЯ В РЕСПУБЛИКЕ УЗБЕКИСТАН	148
34	ВАЖНОСТЬ РАЗМИНКИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА	162
35	PROS AND CONS OF TECHNOLOGY	166
36	FARZAND TARBIYASIDA OILAVIY MUNOSABATLAR VA TARBIYANING XUSUSIYATLARI	169
37	« ERTAKLAR MAKTABGACHA YOSHDAGI BOLALARNI MA'NAVIY-AXLOQIY TARBIYALASH VOSITASI »	172
38	MAKTABGACHA TALIMDA BOLALAR NUTQINI RIVOJLANTIRISH	176
39	MANGOSTIN MEVALI VA DORIVOR DARAXTINI YETISHTIRILISH	178
40	THE BIOLOGICAL AND CHEMICAL PROPERTIES OF THE MANGOSTEEN TREE	181

Напоминание! — Образование наука и инновационные идеи в мире || Авторы несут персональную ответственность за правильность цифр и данных в статьях и планах занятий, включенных в мировой научно-методический журнал, и за правильность приведенных цитат.

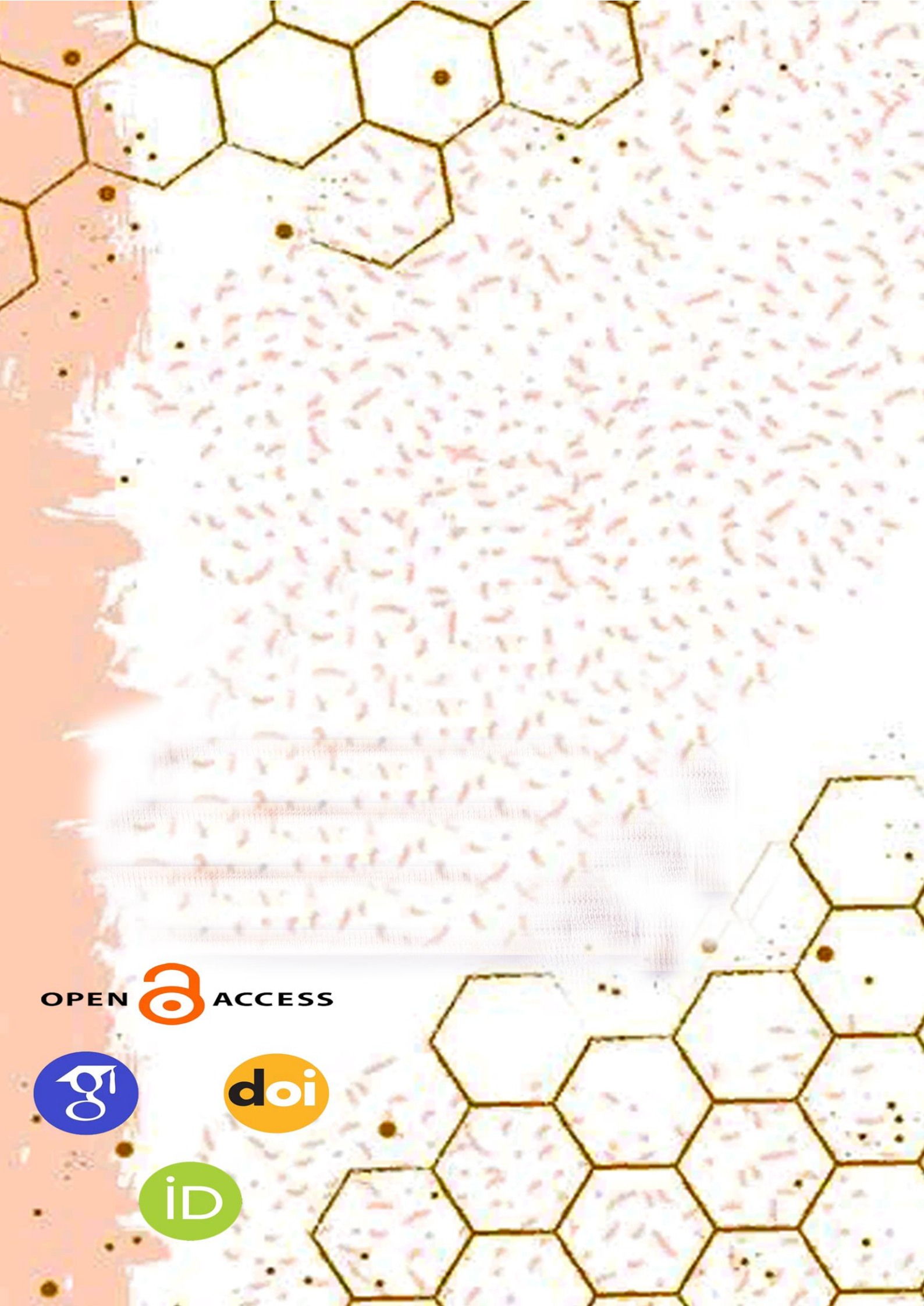
**Главный редактор:
Семёнов Владимир Львович**

**Помощник редактора:
Абдурахманов Бобуржон**

**Подготовитель к публикации:
Халиков Тохирджон Шавкатжонович**

— Образование наука и инновационные идеи в мире всемирный научно-методический журнал, 2022-г.





OPEN  ACCESS

