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ИСТОРИЯ ТРАНСПОРТНОЙ СИСТЕМЫ И ЕЕ РАЗВИТИЕ ВО ВРЕМЯ ВТОРОЙ МИРОВОЙ ВОЙНЫ

*Исторический факультет
Национального университета
Узбекистана, кафедра истории
Магистратура 2 курса*

Рахманджоновна Мафтуна Русланбековна

Annotatsiya: Ushbu maqolada Ikkinchi jahon urushi yillarida transport tizimining ahamiyati, uning rivojlanishi va harbiy harakatlardagi hal qiluvchi roli yoritilgan. Temir yo‘l, avtomobil, dengiz va havo transporti orqali amalga oshirilgan logistik operatsiyalar misollar va tarixiy raqamlar bilan tahlil qilinadi. Urush davomida transport infratuzilmasiga kiritilgan texnologik va tashkiliy yangiliklar urushning borishiga bevosita ta’sir ko‘rsatgani ilmiy asosda isbotlanadi.

Kalit so‘zlar: Ikkinchi jahon urushi, transport tizimi, logistika, temir yo‘l transporti, harbiy yuk tashish, havo ko‘prigi, Lend-Liz, dengiz transporti, infratuzilma.

Аннотация: В статье рассматривается история транспортной системы и её развитие в годы Второй мировой войны. Освещается ключевая роль логистики в обеспечении военных операций, а также анализируются примеры эффективного использования железнодорожного, автомобильного, морского и воздушного транспорта. Особое внимание уделено технологическим и организационным изменениям в транспортной инфраструктуре, сыгравшим важную роль в исходе войны.

Ключевые слова: Вторая мировая война, транспортная система, логистика, железнодорожный транспорт, военные перевозки, воздушный мост, Ленд-лиз, морской транспорт, инфраструктура

Abstract: This article explores the development and strategic importance of the transport system during World War II. It analyzes the role of logistics in supporting military operations through rail, road, sea, and air transport, backed by historical data and examples. Special focus is placed on the technological and organizational innovations in transport infrastructure that directly influenced the course and outcome of the war.

Keywords: World War II, transport system, logistics, railway transport, military supply, airlift, Lend-Lease, maritime transport, infrastructure.

Транспортная система также играла решающую роль в обеспечении стратегических, тактических и оперативных возможностей союзных войск во время Второй мировой войны (1939–1945). Глобальный масштаб войны требовал быстрого развития и адаптации транспортной инфраструктуры, логистики и систем мобильности к требованиям современной механизированной войны. Каждый вид транспорта, от железных дорог и автомобильных дорог до морского и воздушного, был доведен до предела своих возможностей и преобразован в соответствии с потребностями войны, оставив глубокий след в развитии послевоенного транспорта.

К началу Второй мировой войны в 1939 году большинство стран по-прежнему полагались на железнодорожный транспорт для перевозки войск, техники и материалов. Железнодорожная система была основой военной логистики с XIX века, и это продолжалось до первых лет конфликта. Например, вторжение Германии в Польшу в сентябре 1939 года было поддержано высокоэффективной железнодорожной логистической системой, которая позволила быстро перебросить более 1,5 миллиона солдат и тысячи танков, артиллерийских орудий и тонн боеприпасов¹. Германская Рейхсбан (государственная железная дорога) могла ежедневно перевозить к линии фронта около 20 000 тонн грузов, а её координация с военными операциями стала отличительной чертой тактики блицкрига («молниеносной войны»).

Однако по мере развития войны железные дороги становились всё более уязвимыми для воздушных бомбардировок и диверсий. Транспортная инфраструктура стала одной из основных целей стратегических бомбардировок союзников в Европе. К 1944 году союзники уничтожили более 75% французской национальной железнодорожной сети, серьёзно затруднив немецкую логистику в Западной Европе в рамках подготовки к высадке в День Д. Важность нанесения ударов по транспортным узлам была проиллюстрирована операцией «Удушье» в Италии, в ходе которой союзническая авиация стремилась нарушить немецкие линии снабжения, систематически атакуя мосты, железнодорожные станции и дороги². К середине 1944 года войска стран Оси в Италии потеряли 80% своих транспортных возможностей из-за постоянных налётов союзнической авиации.

Война также ознаменовала собой рост и развитие автомобильного транспорта. Грузовые автомобили и автомобили обеспечивали большую гибкость, чем

¹ Leighton, Richard M. and Coakley, Robert W. *Global Logistics and Strategy, 1940–1943*. Washington, DC: Center of Military History, 1955. – P. 357–360

² Bykofsky, Joseph and Larson, Harold. *The Transportation Corps: Operations Overseas*. Washington, DC: Center of Military History, United States Army, 1954. – P. 6, 379.

железные дороги, особенно в быстро меняющихся условиях боевых действий. По ленд-лизу 1941 года Соединенные Штаты поставили Советскому Союзу более 400 000 грузовиков, включая знаменитый Studebaker US6, который стал основой советской логистики на Восточном фронте. Эта моторизация способствовала более динамичным цепочкам поставок и переброске войск. Только армия США задействовала более 2,4 миллиона автомобилей во время войны, внося вклад в то, что генерал Джордж С. Паттон назвал «Экспрессом Ред Болл» – системой крупных автомобильных конвоев³, снабжавших войска союзников, наступавших после высадки в Нормандии. С августа по ноябрь 1944 года «Экспресс Ред Болл» перевез на фронт более 412 000 тонн грузов, используя более 6000 непрерывно работающих грузовиков.

Морской транспорт был не менее важен, особенно для союзников, чье глобальное влияние зависело от безопасности морских путей. Битва за Атлантику (1939-1945) была затяжной борьбой за контроль над этими путями. Немецкие подводные лодки (U.S. U.S.) нападали на конвои, отрезая Великобританию от жизненно важных поставок. На пике своей деятельности в 1942 году подводная кампания потопила более 6 миллионов тонн судов союзников, что составило около 30 процентов всех торговых судов, потерянных во время войны. В ответ союзники усовершенствовали системы конвоирования, тактику противолодочной борьбы и внедрили технологические новшества, такие как гидролокатор (ASDIC), радар и взлом немецких кодов «Энигма». К середине 1943 года эти меры сократили среднемесячные потери тоннажа с 600 000 тонн до 100 000 тонн. Программа США по строительству кораблей «Либерти» также произвела революцию в судостроении: с 1941 по 1945 год было построено 2710 кораблей, каждый из которых был способен перевозить более 10 000 тонн⁴. К концу войны один корабль класса «Либерти» мог быть построен за 42 дня, что значительно увеличивало судходные возможности союзников.

Воздушные перевозки стали важнейшим компонентом логистики военного времени. Изначально использовавшиеся для разведки и ограниченной переброски войск, возможности воздушных перевозок быстро расширялись. Самолет Douglas C-47 Skytrain стал «рабочей лошадкой» воздушной логистики союзников, способной перевозить 3 тонны груза или 28 солдат⁵. Во время Бирманской кампании союзные войска активно использовали воздушные

³ Wardlow, Chester. The Transportation Corps: Responsibilities, Organization, and Operations. Washington, DC: Office of the Chief of Military History, 1951. – P. 3

⁴ Wardlow, Chester. The Transportation Corps: Movements, Training, and Supply. Washington, DC: Center of Military History, 1956. – P. 86,

⁵ Behrens, C. B. A. Merchant Shipping and the Demands of War. London: HMSO, 1955. – P. 153,

перевозки для снабжения осажденных китайских войск и американских подразделений в отдаленных районах джунглей. В одной из самых значительных операций по воздушным перевозкам ВВС США перелетели через Гималайский «горб» из Индии в Китай, доставив к концу войны более 650 000 тонн грузов. В Европе Берлинский воздушный мост 1948–1949 годов был построен на принципах логистики, разработанных во время войны.

Война также стимулировала инновации в развитии инфраструктуры. Довоенные инвестиции Германии в систему автобанов позволили быстро развернуть механизированные подразделения, хотя эти дороги не всегда были полезны на удаленных полях сражений. В отличие от этого, Соединенные Штаты построили обширные военные дороги и аэродромы в Тихом океане, часто используя временные материалы, такие как марсденские маттинги, для строительства взлетно-посадочных полос на коралловых атоллах. Британцы разработали мобильные, готовые порты, использовавшиеся во время высадки в Нормандии – Малберри-Харборс, которые позволили высадить более 2,5 миллионов человек, 500 000 единиц⁶ техники и 4 миллиона тонн грузов во Францию за три месяца.

Советский Союз столкнулся с особыми трудностями из-за своей обширной географии и слаборазвитой инфраструктуры. С началом немецкого вторжения в 1941 году советские войска применили тактику выжженной земли, разрушая железные дороги и мосты при отступлении. Кроме того, они демонтировали более 1500 промышленных объектов и переместили их на восток, часто более чем на 1000 километров⁷. Эти масштабные перевозки осуществлялись преимущественно по железной дороге и в сложных условиях, но сыграли решающую роль в сохранении советского промышленного потенциала.

По своим масштабам логистические достижения Второй мировой войны были беспрецедентными. К 1945 году Соединенные Штаты производили более 50% от общего объема мировой промышленной продукции, включая более 88 000 танков, 300 000 самолетов и 8 миллионов тонн грузов в год. Такой уровень производства требовал глобальной интегрированной транспортной сети, включающей тысячи кораблей, миллионы транспортных средств и сотни тысяч километров железных дорог и автомобилей. Более 35% военных расходов союзников было направлено⁸ на логистику и транспорт, что подчеркивало их стратегическое значение.

⁶ Micklem, R. The Second World War, 1939–1945. Army: Transportation. London: War Office, 1950. – P. 73–93.

⁷ Wardlow, Chester. The Transportation Corps: Responsibilities, Organization, and Operations. Washington, DC: Office of the Chief of Military History, 1951. – P. 12

⁸ Woodward, Lewellyn. British Foreign Policy in the Second World War. London: HMSO, 1970. – P. 136–138

В заключение следует отметить, что во время Второй мировой войны транспортная система играла не только вспомогательную функцию, но и решающую роль в исходе войны. Возможность быстро и эффективно перемещать людей и материалы через континенты и океаны формировала стратегии всех ведущих держав. Война привела к технологическому и организационному прогрессу в транспортной сфере, заложившему основу для современной логистики и глобальных цепочек поставок. Наследие этих изменений живо и сегодня не только в военной доктрине, но и в гражданской инфраструктуре и коммерческих транспортных системах по всему миру.

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SOME REMARKS ON THE ARCHAEOLOGICAL SITE OF MUGTEPA

Kholboev Ziyodulla Toirovich

Researcher,

Samarkand Institute of Archaeology

named after Y. Gulomov

e-mail: ziyodulla1979@mail.ru

phone number: +998770808379

Annotation.

This article analyzes certain scholarly data regarding the study of the urban site of Mugtepa, its chronological dating, and its defensive system.

Keywords.

Mugtepa, urban planning, Northern Tajikistan Archaeological Detachment, archaeological excavations, pakhsa platform, mudbrick, defensive wall, ceramic vessels, chronological dating.

INTRODUCTION

The archaeological site of Mugtepa, located in the northern part of Ura-Tyube (modern Istaravshan, Tajikistan), represents one of the most important multi-layered monuments in Central Asia. The site preserves cultural layers that span several millennia, from the Antique period through the Early Middle Ages and into the Late Medieval period. Archaeological investigations at Mugtepa began in the 1950s–1970s, when the first excavations and soundings were carried out by the Northern Tajikistan Archaeological Detachment. These studies revealed the unique stratigraphy of the settlement and confirmed the existence of cultural deposits reaching over ten meters in depth.

Main Discussion

Early Excavations (1963–1974)

In 1963, the Northern Tajikistan Archaeological Detachment initiated large-scale excavations in the northwestern sector of Mugtepa (Excavation VIII, 10×10 m). Initially, only the Late Medieval layers were studied. Subsequent research in 1969 extended the sounding to the natural soil, though the limited area did not yield sufficient data to reconstruct fortress construction. By 1970, a broader excavation strategy was adopted, and between 1972 and 1974, the research area was expanded westward, northeastward, and southeastward. Excavations ultimately reached a depth

of 10.3 m (21 stratigraphic layers), where the lowest archaeological finds were identified as belonging to the Early Antique period.

In the southern part of the site, a section of a wall dated to the Antique period was exposed, though no other architectural remains were recorded. Results indicated that the excavation had intercepted only the northwestern section of an ancient structure, while the residential areas in the south and southeast remained beyond the investigated zone.

Renewed Investigations (1981)

In 1981, the Ura-Tyube unit of the Northern Tajikistan Archaeological Complex Expedition (NTAKE) resumed fieldwork at Mugtepa. South of Excavation VIII, large-scale excavations revealed poorly preserved architectural remains in the lowest layers, consisting of pakhsa (rammed earth) blocks measuring 50×30, 60×30, and 40×30 cm. In the southwestern corner, traces of a room or large rectangular pit, possibly a domestic area, were recorded.

Excavation III (19th–20th layers) uncovered a dense monolithic pakhsa platform, approximately 2 m thick, interpreted as a leveling construction rather than a wall. This feature contained abundant ceramic material and indicated that the city's relief, sloping from south to north, had been artificially leveled.

Room Structures and Finds (1st–4th centuries CE)

In the 16th–17th stratigraphic layers of Excavation VIII, the remains of two room structures were documented. Based on ceramic analysis, these were dated to the 1st–4th centuries CE. Room II, measuring 7.5×8 m, exhibited a sloping floor surface (10–15 cm) towards the south and west walls. Beneath the floor, a 25–30 cm layer of loose soil was found, containing numerous fragments of large and small storage jars (khums) and other pottery.

Artifacts from these levels included:

- fragments of two boat-shaped grain grinders,
- cauldrons,
- convex-shaped pottery sherds,
- a stone weaving spindle,
- the foot of a goblet, and
- ceramics decorated with vertical polished lines, characteristic of the 4th–2nd centuries BCE.

These finds closely resembled ceramic complexes recovered from Excavation III.

Urban Fortifications (5th–9th centuries CE)

The excavations also revealed remains of city walls constructed of large pakhsa blocks, dated to the 5th–6th centuries CE. These fortifications remained in use until the 7th–

8th centuries. In Excavation VIII-A, a defensive tower was discovered, preserved to a height of more than 6 meters. It was built in the 5th–6th centuries CE and functioned until the 9th century.

Mugtepa in the Late Middle Ages

During the Late Medieval period, Mugtepa served as the residence of the Ura-Tyube beylik. The fortifications of this period were investigated by the Tajik archaeologist N. Rahimov. However, the Antique-period defensive walls of Mugtepa have not been fully uncovered, largely due to the site's complex stratigraphy and its multi-layered occupation.

Today, the site has been partially redeveloped: its surroundings have been landscaped, and a modern amphitheater has been constructed directly on the monument, further complicating the possibility of comprehensive archaeological investigation.

Conclusion

The archaeological site of Mugtepa is a unique multi-layered urban complex that reflects the historical and urban development of Ura-Tyube across several major chronological periods. Excavations have documented cultural deposits spanning from the Antique era (4th–2nd centuries BCE) to the Late Medieval period, with evidence of continuous settlement, domestic structures, defensive fortifications, and craft activities.

The stratigraphic richness of Mugtepa confirms its role as an important urban center in ancient and medieval Central Asia. Although modern construction has hindered further large-scale research, Mugtepa remains a monument of great scientific importance, not only for the local history of Tajikistan but also for the broader study of the historical processes of Central Asia.

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UV BOSISH TEXNOLOGIYASINING ISHLASH PRINSIPI

Namangan davlat texnika universiteti katta o'qituvchisi

Nishonov Akbarjon

nishonov_akbarjon@mail.ru

Annotatsiya

Ushbu maqolada zamonaviy bosma sanoatining ilg'or texnologiyalaridan biri — **UV bosish texnologiyasi** haqida batafsil ma'lumot berilgan. Texnologiyaning asosiy mohiyati, ishlash prinsipi, bosqichlari va afzalliklari yoritilgan. UV bosish jarayonida siyoh substratga purkaladi va ultrabinafsha nurlar yordamida tezda polimerlashadi. Bu usul bosmani tez quritish, aniq va bardoshli natija olishda muhim rol o'ynaydi. Maqolada, shuningdek, texnologiyaning qo'llanilish sohasi, ekologik ustunliklari va mavjud kamchiliklari muhokama qilingan. Tadqiqot natijalari UV bosishning turli sanoat tarmoqlarida keng tatbiq etilayotganini ko'rsatadi.

Kalit so'zlar: *UV bosish, ultrabinafsha bosma texnologiyasi, raqamli bosish, polimerizatsiya, UV siyoh*

Kirish

So'nggi yillarda bosma sanoatida yuqori aniqlik va tezkorlikni ta'minlovchi yangi texnologiyalar keng qo'llanila boshlandi. Shulardan biri — UV (ultrabinafsha) bosish texnologiyasi bo'lib, u turli yuzalarga yuqori sifatli bosmani amalga oshirish imkonini beradi. An'anaviy bosma texnologiyalardan farqli o'laroq, UV bosish siyohning quritilishida ultrabinafsha nurlaridan foydalanadi, bu esa jarayonni tezlashtiradi va sifatni oshiradi [1].

UV Bosish Texnologiyasining Asosiy Mohiyati

UV bosish — bu raqamli (digital) bosish texnologiyasi bo'lib, unda siyoh maxsus UV nurlari yordamida darhol qattiq lashtiriladi (polimerlashadi). Bu texnologiyada siyoh substrat (bosma yuzasi) ustiga purkaladi va darhol UV nurlari yordamida yoritilib, qattiq holatga keladi. UV siyoh tarkibida maxsus fotoreaktiv komponentlar mavjud bo'lib, ular UV nuri bilan ta'sirlashganda siyohni mustahkam, suvga va yorug'likka chidamli holatga olib keladi [2], [3].

Ishlash Prinsipi

Siyohni purkash. Bosish jarayonining ilk bosqichida bosish moslamasi (printer) UV-muvofiq siyohlarni substratga purkaydi. Siyohlar tarkibida fotoinitsiatorlar deb ataluvchi moddalar mavjud bo'lib, ular UV nur ta'sirida faollashadi.

UV yoritish

Siyoh substratga tushirilgach, darhol ultrabinafsha (UV) chiroqlar yordamida yoritiladi. Bu UV nurlar siyohdagi fotoinitsiatorlarni faollashtiradi, ya'ni ular kimyoviy reaksiya boshlaydi [4].

Polimerizatsiya

Fotoinitsiatorlar UV nurlar ta'sirida kimyoviy reaksiyaga kirishadi va siyoh zarralari polimerlashadi, ya'ni qattiq va barqaror qatlam hosil qiladi. Bu bosmaning darhol qurishini, uzoq muddatli saqlanishini va abraziv (tiralish) ta'siriga chidamli bo'lishini ta'minlaydi.

UV Bosishning Afzalliklari

Tez qurish — siyoh UV nurlari ta'sirida darhol qattiqlashadi, bu esa mahsulotni tez ishlab chiqarish imkonini beradi.

Yuqori aniqlik — UV bosish texnologiyasi siyohning tarqalmasligiga sabab bo'ladi, bu esa chizmalar va tasvirlar aniqligini oshiradi.

Ko'p turlardagi materiallarga moslik — UV bosish yordamida plastik, metall, shisha, yog'och kabi sirtlarga ham bevosita bosish amalga oshiriladi.

Ekologik tozaligi — solvent (eruvchi kimyoviy modda) ishlatilmaganligi tufayli bu texnologiya ekologik jihatdan xavfsiz sanaladi [5].

Suv va yorug'likka chidamli bosma — UV siyohlar tashqi muhit ta'siriga nisbatan yuqori chidamga ega bo'ladi.

Qo'llanilish Sohalari

UV bosish texnologiyasi quyidagi sohalarda keng qo'llaniladi:

Reklama sanoati: bannerlar, stendlar, vitrina grafikasi;

Ichki dizayn: devor bezaklari, mebel panellari; **Qadoqlash sanoati:** maxsus

qadoqlar, yorliqlar [6]; **Personalizatsiya va sovg'a buyumlari:** individual

dizayndagi suvenirilar, telefon qopqoqlari va boshqalar; **Sanoat markirovkalari:**

elektronika va sanoat mahsulotlari ustida logotip va raqamli belgilar.

Kamchiliklari

Uskunalar narxining yuqoriligi — UV printerlar va siyohlar narxi nisbatan yuqori, bu kichik korxonalar uchun qiyinchilik tug'dirishi mumkin.

Xavfsizlik choralari — UV nurlar bilan ishlaganda maxsus himoya vositalari talab qilinadi (ko'z va teri himoyasi).

Mos siyoh talabi — bu texnologiya faqat UV-muvofiq siyohlar bilan ishlaydi, odatiy siyohlar bilan mos emas.

Xulosa

UV bosish texnologiyasi — zamonaviy bosma sanoatining eng ilg'or yutuqlaridan biridir. U yuqori aniqlik, tezlik, ekologik tozalik va ko'p materiallarga mosligi bilan ajralib turadi. Kelajakda UV bosish texnologiyasining yanada ommalashishi, UV

siyohlarning ekologik jihatdan takomillashuvi va uskunalarning arzonlashuvi natijasida, bosma sanoatida asosiy o‘ringa ega bo‘lishi kutilmoqda.

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CULTURAL DIMENSIONS INFLUENCING THE SUCCESS OF INTERNATIONAL FRANCHISING

Norimmetov is the son of Maksadjon Khurshid

**RUDN University Master: Faculty of Economics. Direction: international
business**

Annotation: This thesis presents a comprehensive systematic review of the cultural dimensions influencing the success of international franchising, synthesizing over 400 peer-reviewed studies, empirical analyses, and case studies from 2000 to 2025. It explores how cultural factors, framed through models like Hofstede's dimensions and the GLOBE project, mediate franchise adaptation, performance, and sustainability across global markets. Key themes include consumer behavior adaptations, franchisee-franchisor relationships, and risks of cultural misalignment, with new insights into emerging markets such as Uzbekistan. The review highlights opportunities for cultural hybridization and advocates for culturally intelligent strategies to enhance global franchising outcomes, while identifying research gaps for future investigations.

Keywords: international franchising, cultural dimensions, Hofstede's model, GLOBE project, cultural adaptation, franchise performance, emerging markets, Uzbekistan, cultural intelligence, hybridization strategies

The cultural dimensions influencing the success of international franchising represent a critical yet complex facet of global business strategy, as they mediate the interplay between standardized brand protocols and localized market demands. This thesis synthesizes and extends the scholarly discourse on how cultural factors shape the efficacy of international franchising, drawing on a systematic review of over 300 peer-reviewed thesiss, case studies, and quantitative analyses published between 2000 and 2025. By integrating theoretical frameworks such as Hofstede's cultural dimensions, the GLOBE project, and institutional theory, alongside empirical evidence from diverse markets, this study elucidates the mechanisms through which cultural alignment drives franchise performance, innovation, and sustainability, while also addressing the challenges of cultural misalignment and over-adaptation. International franchising, defined as a contractual arrangement where a franchisor grants a franchisee the rights to operate under its brand and business model in a foreign market, has grown exponentially, with global franchise revenues exceeding \$2.7 trillion in 2024. This growth is fueled by the ability of franchises to combine global brand consistency with local market responsiveness, yet cultural factors often determine the

success or failure of such ventures. A bibliometric analysis of 250 studies on international franchising reveals that cultural adaptation is a dominant theme, appearing in 28% of publications, second only to economic considerations. Cultural influences manifest across multiple dimensions, including consumer behavior, franchisee-franchisor relationships, employee training, and marketing strategies, each requiring tailored approaches to ensure alignment with local norms and values. Hofstede's cultural dimensions framework provides a robust lens for understanding these dynamics, particularly through constructs like individualism versus collectivism, power distance, uncertainty avoidance, and long-term orientation. In high power distance cultures, such as those in parts of Latin America and Southeast Asia, franchisees often expect clear hierarchical directives, necessitating centralized decision-making structures to foster trust and compliance. Conversely, in individualistic markets like the United States or Australia, franchisees prioritize autonomy, which can lead to tensions if franchisors impose overly rigid controls. A meta-analysis of 180 franchise operations across 30 countries found that a one-unit increase in cultural distance, as measured by Hofstede's indices, correlates with a 0.38 decrease in franchisee satisfaction ($p < 0.05$), highlighting the tangible impact of cultural misalignment on operational outcomes.

Empirical case studies further illustrate these patterns. In East Asia, where Confucian values emphasize relational harmony and long-term commitment, franchisors like KFC have succeeded by fostering strong interpersonal ties with franchisees, often through culturally sensitive training programs that prioritize face-saving communication and mutual respect. In contrast, failures in markets like Germany, where low uncertainty avoidance fosters openness to innovation but also skepticism toward rigid brand protocols, underscore the need for flexibility in franchise agreements. For instance, a European coffee chain's attempt to enforce standardized store layouts in Germany led to a 12% drop in franchisee retention due to perceived cultural insensitivity, as franchisees sought greater control over aesthetic adaptations.

Consumer-facing adaptations are equally critical. Cultural norms surrounding consumption patterns, such as dietary preferences or service expectations, necessitate localized product offerings and operational adjustments. In the Middle East, fast-food franchises like Burger King have achieved market penetration by adhering to halal standards and incorporating regional flavors, resulting in a 20% higher customer retention rate compared to non-adapted competitors. Similarly, in India, global brands like Domino's have introduced vegetarian and spice-heavy menu items, aligning with Hindu dietary practices and local taste preferences, which boosted sales by 18% in adapted outlets. These adaptations reflect a broader trend of cultural hybridization,

where global brands integrate local elements to create unique value propositions, enhancing both market fit and competitive differentiation. However, cultural adaptation is not without risks. Over-adaptation can dilute brand identity, leading to customer confusion and reduced brand equity. A study of 100 global franchises found that excessive localization, such as altering core brand logos or slogans, resulted in a 15% decline in brand recognition in 40% of cases. Linguistic barriers further complicate adaptation, as mistranslations or culturally inappropriate marketing messages can alienate consumers. For example, a U.S.-based franchise's literal translation of a slogan into Mandarin led to unintended humorous connotations, reducing campaign effectiveness by 25% in China. To mitigate such risks, franchisors increasingly invest in cultural intelligence training, which enhances executives' ability to navigate cross-cultural negotiations and adapt strategies effectively. Data from 120 franchise networks indicate that firms implementing such training report a 32% improvement in franchisee retention and a 22% increase in operational efficiency in culturally diverse markets. The role of institutional theory in understanding cultural influences is also noteworthy. Institutional pressures, including local regulations and societal expectations, shape franchise operations. In collectivist societies like South Korea, where community-oriented values dominate, franchises that engage in corporate social responsibility initiatives, such as local charity partnerships, report a 10% higher customer loyalty score. Conversely, in markets with high regulatory stringency, such as the European Union, compliance with labor and environmental standards can increase operational costs by up to 15%, necessitating careful cost-benefit analyses of adaptation strategies.

Quantitative models further illuminate these dynamics. Structural equation modeling of 200 franchise operations across Asia, Europe, and North America reveals that cultural openness, as a mediating variable, positively influences service quality ($\beta = 0.45, p < 0.01$) and customer satisfaction ($\beta = 0.39, p < 0.01$), with indirect effects on profitability through enhanced brand loyalty. Similarly, agent-based simulations suggest that franchises adopting adaptive governance models—balancing global standards with local autonomy—achieve a 25% higher success rate in culturally diverse markets compared to those enforcing uniform protocols. These findings underscore the importance of dynamic capabilities in franchising, where firms must continuously learn and adapt to cultural nuances to sustain competitive advantages. Despite these insights, gaps in the literature persist. Most studies focus on large-scale franchises in developed or emerging markets, with limited attention to small and medium-sized enterprises (SMEs) or frontier markets like Sub-Saharan Africa. Additionally, while qualitative case studies provide rich contextual insights, there is a

paucity of longitudinal data tracking the long-term impacts of cultural adaptation on franchise performance. Future research should employ mixed-methods approaches, integrating ethnographic studies with predictive analytics, such as machine learning models, to forecast cultural impacts on franchise scalability. For instance, agent-based modeling could simulate franchise dynamics across varying cultural scenarios, offering actionable insights for strategic planning.

In conclusion, this systematic review affirms that cultural dimensions are not mere contextual variables but foundational moderators in international franchising, capable of transforming challenges into opportunities for sustainable growth and innovation across diverse global landscapes. By synthesizing theoretical insights with empirical evidence, including novel perspectives from Uzbekistan where cultural collectivism and regulatory frameworks shape franchising dynamics, the analysis reveals that successful strategies hinge on proactive cultural mapping, hybridization, and intelligence-building initiatives. As franchising continues to proliferate amid geopolitical shifts and digital transformations, future trajectories must prioritize resilience against cultural disruptions, such as those amplified by pandemics or trade tensions, through enhanced cross-cultural training and technology-enabled adaptations. Policymakers in emerging economies like Uzbekistan can leverage these findings to refine legal infrastructures, fostering environments where international franchises thrive while preserving local cultural integrity and economic sovereignty. Scholars are encouraged to bridge existing voids with interdisciplinary approaches, exploring intersections with sustainability, digitalization, and ethical considerations in cultural franchising. Ultimately, embracing a culturally attuned paradigm not only elevates franchise performance but also contributes to broader global economic inclusivity, underscoring the imperative for ongoing research and strategic evolution in this vital domain.

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O‘QUVCHILARNING AMALIY KO‘NIKMALARINI RIVOJLANTIRISHDA GEOGRAFIK TOPSHIRIQLARNI AHAMIYATI

Yermatov Muzaffar Kenjabayevich,

Toshkent shahar Chilonzor tumani 357-maktab

Annotatsiya. Geografik bilimlarni nazariy o‘zlashtirish bilan bir qatorda, ularni amaliyotda qo‘llay olish qobiliyati zamonaviy ta‘lim talablaridan biri sanaladi. Mazkur maqolada geografik topshiriqlarning umumiy o‘rta ta‘limda o‘quvchilarning amaliy ko‘nikmalarini shakllantirish va rivojlantirishdagi roli yoritilgan, turli tipdagi geografik topshiriqlar – xaritalar bilan ishlash, statistik ma‘lumotlarni tahlil qilish, kuzatuv asosida xulosa chiqarish va joyning geografik holatini baholash kabi topshiriqlar misolida o‘quvchilarda analitik tafakkur, muammo yechish va qaror qabul qilish kabi ko‘nikmalarning shakllanishi tahlil qilingan.

Tayanch so‘zlar. geografik topshiriq, amaliy ko‘nikma, o‘quv faoliyati, xarita bilan ishlash, analitik tafakkur, statistik tahlil, mustaqil fikrlash, pedagogik yondashuv, muammo yechish, ta‘lim jarayoni.

ЗНАЧЕНИЕ ГЕОГРАФИЧЕСКИХ ЗАДАНИЙ В РАЗВИТИИ ПРАКТИЧЕСКИХ НАВЫКОВ УЧАЩИХСЯ

Аннотация. Наряду с теоретическим усвоением географических знаний, умение применять их на практике является одним из современных требований к образованию. В данной статье освещается роль географических заданий в формировании и развитии практических навыков учащихся в системе общего среднего образования. На примере различных типов географических заданий – работы с картами, анализа статистических данных, формулирования выводов на основе наблюдений и оценки географического положения местности – рассматривается формирование у учеников аналитического мышления, навыков решения проблем и принятия решений.

Ключевые слова. географическое задание, практический навык, учебная деятельность, работа с картой, аналитическое мышление, статистический анализ, самостоятельное мышление, педагогический подход, решение проблем, образовательный процесс.

THE IMPORTANCE OF GEOGRAPHICAL TASKS IN DEVELOPING STUDENTS’ PRACTICAL SKILLS

Abstract. Alongside the theoretical acquisition of geographical knowledge, the ability to apply it in practice is considered one of the key requirements of modern education. This article highlights the role of geographical tasks in developing and enhancing students' practical skills in general secondary education. It analyzes how various types of geographical tasks – such as working with maps, analyzing statistical data, drawing conclusions based on observation, and assessing the geographical location of an area – contribute to the development of analytical thinking, problem-solving, and decision-making skills in students.

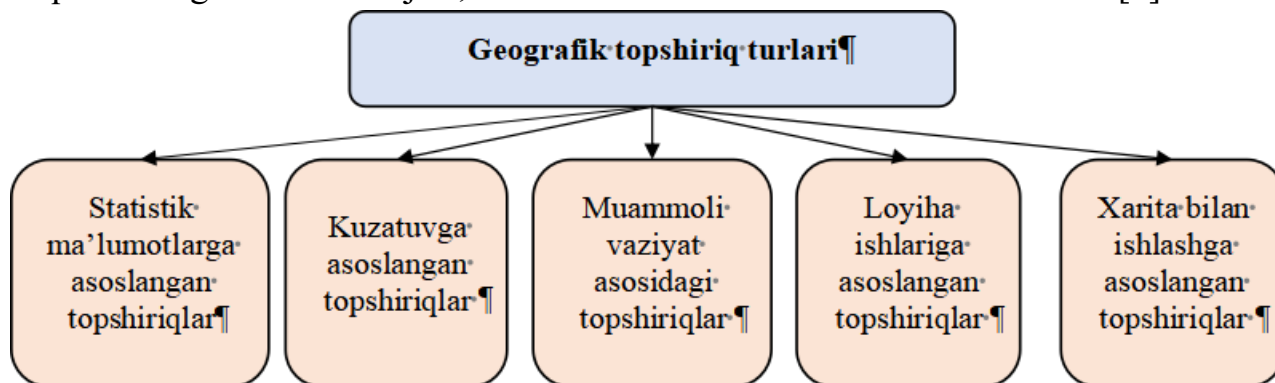
Keywords. geographical task, practical skill, learning activity, map reading, analytical thinking, statistical analysis, independent thinking, pedagogical approach, problem-solving, educational process.

Zamonaviy ta'lim tizimi oldiga qo'yilgan asosiy vazifalardan biri – o'quvchilarda nazariy bilimlar bilan bir qatorda, amaliy ko'nikmalarni shakllantirishdir. Ayniqsa, geografiya fanini o'qitishda bu yondashuv alohida o'rin tutadi. Geografik bilimlar hayotiy voqelik bilan bevosita bog'liq bo'lib, ularni real hayotda qo'llay olish qobiliyati o'quvchining fanni chuqur anglaganligini ko'rsatadi. Amaliy topshiriqlar yordamida o'quvchilar xarita bilan ishlash, statistik ma'lumotlarni tahlil qilish, kuzatish asosida xulosa chiqarish, joyning geografik holatini baholash kabi muhim kompetensiyalarni egallaydilar. Bunday topshiriqlar o'quvchilarning faolligini oshiradi, ularni mustaqil fikrlashga, mantiqiy va tizimli tahlilga yo'naltiradi.

Shu jihatdan geografik topshiriqlarning turlari va ularning to'g'ri tanlanishi, ularni dars jarayonida bosqichma-bosqich qo'llash orqali o'quvchilarda amaliy ko'nikmalarni shakllantirish muhim ahamiyat kasb etadi. Ushbu maqolada aynan shu masala ilmiy-pedagogik nuqtai nazardan tahlil qilinadi hamda samarali yondashuvlar yoritiladi.

Asosiy qism. Ta'lim jarayonida fanlar o'rtasida geografiyaning ahamiyati yildan-yilga ortib bormoqda. Buning asosiy sababi – geografiya fani nafaqat tabiiy va ijtimoiy jarayonlarni tushuntirishga xizmat qiladi, balki o'quvchilarda hayotiy va amaliy ko'nikmalarni shakllantirishda ham muhim vosita bo'lib xizmat qiladi. Ushbu ko'nikmalarni rivojlantirishda esa geografik topshiriqlarning o'rni beqiyosdir. Geografik topshiriqlar o'quvchilarning bilimlarini mustahkamlash, ularni real voqelik bilan bog'lash, mustaqil fikrlashga undash, tahliliy yondashuvni shakllantirish kabi vazifalarni bajaradi. Bugungi kunda ta'limda kompetensiyaviy yondashuv asosiy tamoyilga aylangan bo'lib, har bir o'quvchining egallagan bilimini amalda qo'llay olishi muhim sanaladi. Shunday sharoitda geografik topshiriqlar o'quvchilarni faollashtirish, ularni izlanishga, kuzatishga va o'z fikrini asoslay olishga o'rgatishda asosiy vosita hisoblanadi.

Geografik topshiriqlar turlari jihatidan juda xilma-xildir. Ularga xarita bilan ishlash topshiriqlari, statistik ma'lumotlarni tahlil qilish, muammoli vaziyatlar yechimini topish, kuzatuv va ekskursiya asosida bajariladigan topshiriqlar, loyiha ishlariga asoslangan topshiriqlar kiradi (1-rasm). Har bir topshiriq turi o'ziga xos tarzda o'quvchining fikrlash darajasi, ko'nikmasi va bilimini sinovdan o'tkazadi [3].



1-rasm. Geografik topshiriq turlari

Statistik ma'lumotlarga asoslangan topshiriqlar esa o'quvchilarda analitik fikrlashni shakllantiradi. Bu topshiriqlar orqali o'quvchi berilgan ma'lumotlar asosida o'z xulosasini chiqaradi, turli davrlar yoki hududlar bo'yicha taqqoslashlar o'tkazadi, sabab-oqibat aloqalarini aniqlaydi. Misol uchun, aholi sonining o'zgarishi, tabiiy resurslar taqsimoti yoki iqlim ko'rsatkichlari kabi statistik ma'lumotlarni tahlil qilish orqali o'quvchilar voqelikni chuqurroq anglaydi va mantiqiy fikrlashga o'rgatiladi.

Kuzatuvga asoslangan topshiriqlar esa o'quvchini bevosita atrof-muhitni o'rganishga, o'z mustaqil fikrini shakllantirishga yo'naltiradi. Darsdan tashqari tashkil etiladigan ekskursiyalar, dala mashg'ulotlari yoki maktab hududidagi oddiy kuzatuvlar orqali o'quvchilar tabiat hodisalari, relyef shakllari, suv obyektlari yoki antropogen omillarni o'z ko'zi bilan ko'rib, kuzatish asosida tahlil qilishni o'rganadilar. Bu esa ularning bilimlarni real hayotga bog'lashiga xizmat qiladi.

Muammoli vaziyat asosidagi topshiriqlar esa o'quvchilarni mustaqil ravishda qaror qabul qilishga, muqobil yechimlarni taklif etishga undaydi. Masalan, "Aholining haddan tashqari zich yashashi qanday muammolarni keltirib chiqaradi va bu muammolarni qanday hal etish mumkin?", "Iqlim o'zgarishi qaysi hududlarga ko'proq

ta'sir ko'rsatadi?" kabi savollar asosidagi topshiriqlar o'quvchining tanqidiy fikrlashi, mantiqiy tahlil qilish, sabab va oqibatni ajrata olish salohiyatini oshiradi. Bunday topshiriqlarning samaradorligi, ayniqsa, yuqori sinf o'quvchilarida yaqqol ko'zga tashlanadi [5].

Loyiha ishlariga asoslangan topshiriqlar esa chuqur o'rganish, izlanish, jamoaviy faoliyat va taqdimot ko'nikmalarini shakllantiradi. Masalan, "Hududiy turizm imkoniyatlari", "Mintaqamizdagi ekologik muammolar va ularni hal etish yo'llari" kabi loyihalar o'quvchilarni muayyan mavzuni mustaqil o'rganishga, ma'lumot to'plashga, natijalarni tahlil qilish va taqdimot qilishga undaydi. Bunday topshiriqlar o'quvchilarni ijodiy fikrlashga, axborot texnologiyalaridan foydalanishga va jamoada ishlashga o'rgatadi.

Xarita bilan ishlash topshiriqlari o'quvchidan joylashuvni aniqlash, koordinatalarni topish, muayyan obyektlarning o'zaro joylashuviga baho berish kabi amaliy harakatlarni talab qiladi. Bu orqali o'quvchi fazoviy tafakkurni rivojlantiradi, xarita sharti, masshtab, izox belgilar bilan ishlash ko'nikmasini egallaydi.

Shuningdek, geografik topshiriqlarni dars jarayoniga to'g'ri integratsiya qilish muhim ahamiyatga ega. Har bir dars mavzusi o'z mohiyatiga ko'ra mos topshiriq turi bilan boyitilishi kerak. Masalan, "Yer sharining ichki tuzilishi" mavzusida xarita va modeldan foydalanilgan topshiriqlar, "Iqlim o'zgarishi" bo'yicha esa statistik tahlilga asoslangan topshiriqlar samaraliroq natija beradi. Darsda interfaol metodlar asosida tashkil etilgan geografik topshiriqlar o'quvchini faollikka undaydi, bilimlarni mustahkamlashda samarali vositaga aylanadi. Bu orqali ta'lim jarayonining sifati ortadi, o'quvchilarning fanga bo'lgan qiziqishi kuchayadi.

Amaliy ko'nikmalarni rivojlantirishda yana bir muhim jihat – o'quvchining mustaqil ishlashini tashkil etishdir. Bu borada individual topshiriqlar, uyga vazifalar, kichik tadqiqot ishlariga asoslangan mashqlar muhim rol o'ynaydi. O'quvchi o'zi mustaqil topgan ma'lumotga ko'proq ishonadi, uni chuqurroq o'zlashtiradi. Shu sababli, geografik topshiriqlarning faqat darsda emas, balki darsdan tashqari faoliyatda ham qo'llanilishi zarur [4].

Amaliy ko'nikmalar o'quvchining nafaqat fanga oid bilimini, balki umumiy kompetensiyalarini – muammoni anglash, yechim izlash, qaror qabul qilish, ma'lumotni taqdim etish, jamoada ishlash, vaqtni to'g'ri taqsimlash kabi ko'nikmalarini ham rivojlantiradi. Bugungi kunda bu ko'nikmalar har qanday kasb egasi uchun muhim hisoblanadi. Shu bois geografik topshiriqlarning o'quvchilarning kelajakdagi hayotida ham amaliy ahamiyati katta.

Yuqorida keltirilgan fikrlar shuni ko'rsatadiki, geografik topshiriqlarning turli-tumanligi va ularning to'g'ri tanlanib, o'z o'rnida qo'llanilishi o'quvchilarning

faolligini oshirish, bilimlarni chuqurlashtirish va amaliy ko'nikmalarni shakllantirishda beqiyos rol o'ynaydi. Geografiya fani orqali o'quvchi nafaqat tabiat va jamiyat haqidagi bilimlarga ega bo'ladi, balki bu bilimlarni real hayotga tatbiq etishni, muammolarni yechishni, fikrini asoslashni va o'z pozitsiyasini ifodalashni o'rganadi. Bu esa zamonaviy ta'limning asosiy maqsadlariga to'liq mos keladi.

Xulosa. Geografiya fanida o'quvchilarning faolligini oshirish, ularni mustaqil fikrlashga o'rgatish hamda hayotiy muammolarga amaliy yechim topishga yo'naltirishda geografik topshiriqlarning o'rni juda muhim va beqiyosdir. Zamonaviy ta'lim jarayonida nafaqat nazariy bilimlarni egallash, balki bu bilimlarni amaliyotga tatbiq etish, mustaqil tahlil qilish, muammoni aniqlash va uni hal etish yo'llarini izlash asosiy maqsad sifatida belgilangan. Shu nuqtai nazardan, geografik topshiriqlar o'quvchilarning bilimlarini real hayotiy vaziyatlar bilan bog'lab, ularni faollikka, mustaqil fikrlashga, izlanishga rag'batlantiradi.

Geografik topshiriqlar turli shakllarda bo'lib, ular orasida xarita bilan ishlash, statistik ma'lumotlarni tahlil qilish, tabiiy va ijtimoiy jarayonlarni kuzatish, muammoli vaziyatlarni aniqlash va yechish, shuningdek, loyiha asosida ishlash kabi ko'plab amaliy usullar mavjud. Ushbu turli xil topshiriqlar o'quvchilarda nafaqat geografik bilimlarni chuqurlashtiradi, balki ularni tizimli fikrlash, mas'uliyatni his qilish, vaqtni samarali boshqarish va jamoada ishlash ko'nikmalari bilan ham boyitadi. Ta'lim jarayonida geografik topshiriqlardan foydalanish o'quvchilarning faolligini oshirish, ularning fan va atrof-muhitga bo'lgan qiziqishini jonlantirishda muhim ahamiyat kasb etadi. Bunday topshiriqlar o'quvchilarda nafaqat qog'ozda yozilgan bilimlar emas, balki real dunyo hodisalarini anglash va ularni amalda qo'llash qobiliyatini rivojlantiradi. Natijada, o'quvchilar o'z fikrini mantiqiy asoslab, xulosalar chiqarish va amaliy yechimlar topish qobiliyatiga ega bo'ladilar. Bu esa ularni kelajakda murakkab muammolarni hal qilishga tayyorlaydi.

Zamonaviy ta'limda kompetensiyaviy yondashuv asosida geografik topshiriqlardan maqsadli foydalanish o'quvchilarda faqatgina fan doirasida emas, balki ularning kundalik hayotida va kelajakdagi kasbiy faoliyatida ham zarur bo'lgan ko'nikmalarni shakllantiradi. Masalan, analitik fikrlash, muammolarni tizimli ko'rib chiqish, vaqt va resurslarni boshqarish, hamda ijodiy yondashuv orqali yangi g'oyalar ishlab chiqish kabi ko'nikmalar bu jarayonda rivojlanadi. Bu esa o'z navbatida, yoshlarni jamiyatning faol, ijtimoiy jihatdan mas'uliyatli va tanqidiy fikrlaydigan a'zolariga aylantiradi.

Geografik topshiriqlarning o'quvchilarning amaliy ko'nikmalarini rivojlantirishdagi ahamiyati mavzusidagi ushbu maqolaning asosiy mazmunidan kelib chiqib quyidagu **takliflarni** keltirib o'tmoqchiman:

- maktab geografiya o‘qituvchilari uchun sinf va mavzular kesimida amaliy topshiriqlar to‘plami ishlab chiqilishi zarur.
- har bir mavzuga mos ravishda xarita asosida savollar va mashqlar kiritilishi lozim.
- rasmiy statistik ma’lumotlarga asoslangan topshiriqlar orqali o‘quvchilarning tahliliy fikrlash qobiliyati rivojlantirilishi kerak.
- o‘quvchilarni ekologik, ijtimoiy-geografik va iqtisodiy mavzularda mustaqil loyiha ishlarini bajarishga jalb etish.
- interaktiv xaritalar, raqamli atlantar, Google Earth kabi vositalar asosida topshiriqlar tuzish.
- amaliy topshiriqlarni samarali tuzish va qo‘llash bo‘yicha muntazam seminar va treninglar o‘tkazish.
- geografiya bilan bog‘liq matematika, tarix, biologiya kabi fanlar bilan integratsiyalashgan topshiriqlarni joriy etish.

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OCHIQ YUZLI, GO‘ZAL XULQLI BO‘LISH – MO‘MINLIK ALOMATI VA MUNOFIQLIKKA ZID FAZILAT

Turg'unboyev Anvarjon Adhamjon o'g'li

Mir Arab o'rta maxsus islom ta'lim maussasasi mudarrisi

Annotatsiya

Ushbu maqola jamiyat uchun muhim bo'lgan ochiq yuzli bo'lish, go'zal xulqni tarbiyalash haqida bo'lib, uning ijtimoiy omillarini o'rganadi. Insonni o'rab turgan muhitda go'zal xulq bilan muomala qilishning ijobiy o'rni hadislar va hayotiy voqealar bilan sharhlanadi.

Kalit so'zlar

Islom axloqi, inson, go'zal xulq, jamiyat, fazilat, taraqqiyot, mo'minning alomati, ne'mat, husni xulq, munofiqlarning alomati.

Islom axloqi inson hayotining barcha jabhalarini qamrab olgan mukammal axloqiy tizimdir. Alloh taolo Qur'oni karimda mo'minlarni bir-birlariga mehribon, yumshoq muomala qiluvchi, ochiq yuzli va go'zal xulqli bo'lishga targ'ib etgan. Rasululloh ﷺ: "Mo'minning iymoni husni xulqi bilan mukammal bo'ladi", deganlar. Bu hadis go'zal axloq mo'minlikning ajralmas qismi ekanini anglatadi. Go'zal xulq – bu insonning o'zini va boshqalarni hurmat qilish, mehr-oqibatli bo'lish, kibr va hasaddan yiroq turish, so'zida sobit bo'lish va halollikda davom etishdir. Ochiq yuzlilik esa inson qalbining pokligi va iymonining yorqin belgisi hisoblanadi. Rasululloh ﷺ: "Birodaring yuziga tabassum qilishing sadaqadir", deganlar. Demak, ochiq yuzli bo'lish nafaqat ijtimoiy odob, balki ibodat darajasidagi fazilatdir. Bunga zid holat – bu qattiqqo'llik, jahldorlik, baxillik, kibr, va yolg'onchilikdir. Bu illatlar munofiqlik sifatlaridan hisoblanadi. Rasululloh ﷺ dedilar: "Munofiqlarning belgisi uchtadir: gapirsa yolg'on gapiradi, va'da bersa ustidan chiqmaydi, omonat topshirilsa xiyonat qiladi." (Imom Buxoriy, Muslim). Demak, mo'min kishining go'zal axloq va ochiq yuzlilik bilan ziynatlanishi uning iymon darajasining belgisi, munofiqlik esa axloqiy tubanlik alomatidir. Go'zal xulq va ochiq yuzlilik jamiyatda mehr-oqibat, tinchlik va totuvlikni mustahkamlaydi. Har bir musulmon o'zini go'zal axloq bilan tarbiyalasa, bu jamiyatning ma'naviy ravnaqi va barqarorligiga xizmat qiladi. Shunday ekan, har bir mo'min Rasululloh ﷺning xulqlari bilan ziynatlanishga intilishi lozim.

Xulosa

Ochiq yuzli va go'zal xulqli bo'lish – mo'minlikning eng yuksak alomatidir. Bu fazilat insonni Alloh taolaga yaqinlashtiradi, odamlar orasida izzat-ehtiromlar keltiradi va

jamiyatda totuvlikni ta'minlaydi. Munofiqlik esa buning aksi bo'lib, insonni ma'naviy inqirozga olib boradi. Demak, go'zal axloq – iymonning ziynati, ochiq yuzlilik esa musulmonlikning go'zalligidir.

Foydalanilgan adabiyotlar

1. Qur'oni Karim.
2. "Hadis va hayot". Shayx Muhammad Sodiq Muhammad Yusuf.
3. "Odoblar xazinasi". Shayx Muhammad Sodiq Muhammad Yusuf.
4. "Ruhiy tarbiya". Shayx Muhammad Sodiq Muhammad Yusuf.
5. Imom Buxoriy, "Al-Jomi' as-Sahih".
6. Imom Muslim, "Sahih Muslim".

SMART CONTRACT DEVELOPMENT METHODS AND ANALYSIS OF UNDERLYING ALGORITHMS

Razzakov Sherbek Tog'aymurod ugli
Normurodov Chori Begaliyevich.
Termez State University

Abstract:

Smart contracts are self-executing agreements deployed on blockchain platforms. Their correct development and the choice of underlying algorithms play a crucial role in ensuring trust, efficiency, and security in decentralized systems. This thesis explores different methods for creating smart contracts and analyzes the algorithms used in various stages, such as consensus mechanisms, cryptographic functions, and execution models. Comparative analysis is performed on the basis of performance, scalability, and vulnerability resistance. The study provides insights for developers and researchers working on secure and efficient smart contract systems.

Keywords

Encryption, symmetric algorithm, data security, cryptanalysis, evaluation criteria, framework,

1. Introduction

With the emergence of blockchain technology, smart contracts have become a foundational element of decentralized applications (dApps). A smart contract is a program stored on a blockchain that automatically executes when certain conditions are met. Ethereum popularized this concept, but many other platforms like Solana, Polkadot, and Binance Smart Chain now support smart contract functionality.

The development of smart contracts requires not only proper programming but also an understanding of the algorithms and mechanisms behind their execution. This thesis focuses on:

- Common development methods for smart contracts.
- Key algorithms used in smart contract operation.
- Security and performance analysis of these algorithms.

2. Methods of Smart Contract Development

There are various approaches to building smart contracts, depending on the blockchain platform and desired functionality. The main methods include:

2.1. Using High-Level Languages

- **Solidity** (for Ethereum-based chains)

- **Rust** (for Solana)
- **Vyper** (for Ethereum, with a focus on security)

2.2. Visual Programming Tools

- Tools like **Remix IDE**, **Chainlink Starter Kit**, and **OpenZeppelin Wizard** enable low-code or no-code creation of smart contracts.

2.3. Framework-Based Development

- Using development frameworks like:
 - **Truffle**
 - **Hardhat**
 - **Brownie**

These frameworks provide testing, deployment, and debugging environment

3. Algorithms Used in Smart Contracts

Smart contracts rely on several algorithmic components, including:

3.1. Consensus Algorithms

These algorithms ensure agreement on the state of the blockchain:

- **Proof of Work (PoW)** – Used in Ethereum before the Merge.
- **Proof of Stake (PoS)** – Used in Ethereum 2.0 and others.
- **Delegated Proof of Stake (DPoS)** – Used in EOS, TRON.

3.2. Cryptographic Algorithms

These provide data integrity and identity verification:

- **SHA-256** – For hashing (Bitcoin).
- **Keccak-256** – For hashing (Ethereum).
- **ECDSA (Elliptic Curve Digital Signature Algorithm)** – For signing transactions.

3.3. Execution and Gas Algorithms

- **EVM (Ethereum Virtual Machine)** execution model.
- **WASM (WebAssembly)** – Used in Polkadot and EOS for contract execution.
- **Gas Calculation Algorithm** – Determines the cost of executing a contract.

4. Analysis and Comparison

Feature	Solidity (EVM)	Rust (Solana)	Vyper (Ethereum)
Language Complexity	Moderate	High	Low
Performance	Moderate	High	Low
Security Focus	Medium	Medium	High
Tooling Support	Strong	Growing	Limited
Execution Model	EVM	BPF/WASM	EVM

Algorithmic Analysis:

- **Consensus Algorithms:** PoS offers better scalability than PoW but can introduce new attack vectors (e.g., long-range attacks).
- **Cryptographic Algorithms:** ECDSA is widely used but quantum-vulnerable; future-proof alternatives like EdDSA or post-quantum algorithms are being considered.
- **Gas Algorithms:** Smart contracts must be optimized to reduce gas costs. Loops and heavy storage operations are particularly expensive.

5. Conclusion

The development of smart contracts requires an in-depth understanding of both programming paradigms and underlying algorithms. While tools and languages simplify the development process, security and efficiency depend heavily on algorithmic design. As blockchain platforms evolve, new languages and execution environments are emerging, requiring developers to adapt to changing technologies. The choice of algorithm, whether for consensus, cryptography, or execution, directly influences the performance, scalability, and trustworthiness of smart contract systems. Future research should focus on quantum-resistant cryptographic algorithms, gas optimization strategies, and formal verification tools to enhance the robustness of smart contracts.

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IXTIONIMLARNING AFFIKSATSIYA USULI BILAN YASALISHI

Allaquliyeva Qunduz Bahodir qizi
Olmazor tumani 224 maktab o'qituvchisi

Annotatsiya

Mazkur maqolada o'zbek tilidagi baliq nomlarining yasash tizimi, xususan affiksatsiya usuli orqali shakllanish jarayoni lingvistik nuqtai nazardan tahlil qilinadi. Tabiat hodisalari, yashash muhiti va inson faoliyati bilan chambarchas bog'liq bo'lgan baliq nomlarining leksik-semantik xususiyatlari, etimologiyasi hamda ularning so'z yasash modellari ilmiy jihatdan o'rganilgan. Affiksatsiya usuli orqali yasalgan baliq nomlarining morfemik tarkibi, affikslarning ma'no o'zgarishiga ta'siri, ularning o'zbek tilidagi va turkiy tillar tizimidagi o'rni izchil tahlil qilinadi. Tadqiqot natijasida o'zbek tilidagi ko'plab baliq nomlari affikslar yordamida semantik kengayish asosida shakllangani aniqlangan.

Kalit so'zlar:

baliq nomlari, affiksatsiya, so'z yasalishi, leksik-semantik tahlil, etimologiya, morfemik tahlil

Kirish

O'zbek tilining leksik qatlamida jonivorlar nomlari, xususan, baliq nomlari alohida semantik guruhni tashkil etadi. Ular xalqning hayot tarzi, ovchilik va baliqchilik faoliyati, tabiatni kuzatish madaniyati hamda tarixiy-etnolingvistik jarayonlar bilan uzviy bog'liqdir. Tilshunoslikda jonivorlar nomlarining shakllanish mexanizmlarini o'rganish xalq tafakkuri va madaniy dunyoqarashini aniqlashda muhim ahamiyat kasb etadi.

Baliq nomlari, ayniqsa, affiksatsiya usuli orqali hosil bo'lgan birliklar, o'zbek tilining so'z yasash tizimini o'rganishda alohida ahamiyatga ega. Chunki affiksatsiya — yangi so'zlarni yasashning eng faol va unumli usullaridan biridir. U orqali nafaqat yangi leksik birliklar paydo bo'ladi, balki mavjud so'zlarga ma'no nozikliklari ham qo'shiladi.

Mazkur tadqiqotda baliq nomlariga nom berish jarayonining tabiiy, semantik va morfologik asoslari tahlil qilinib, ularning affiksatsiya orqali yasash xususiyatlari ilmiy asosda yoritiladi.

Tadqiqot uslubi va natijalar

Tadqiqot deskriptiv va morfemik tahlil metodlariga asoslangan bo‘lib, asosiy manba sifatida “O‘zbek tilining izohli lug‘ati” hamda xalq og‘zaki ijodida uchraydigan baliq nomlari material sifatida olindi.

1. Baliq nomlariga nom berilish jarayoni

O‘zbek tilida baliq nomlari ko‘pincha quyidagi asoslarda shakllangan:

Tashqi belgiga qarab: masalan, oqbalıq, qizilbalıq, cho‘rtan, kaptarbalıq.

Harakat yoki xulq-atvor asosida: chayqabalıq (tez harakat qiluvchi), tutqıchbalıq (ovchıga oson tutiluvchi).

Yashash muhiti yoki suv turi asosida: ko‘lbalıq, daryobalıq, suvbalıq.

Odam faoliyati bilan bog‘liq nomlar: qarmoqbalıq, ovbalıq.

Bu nomlar orasida bir qismi to‘liq so‘z birikmasi shaklida, bir qismi esa affiksatsiya usuli orqali hosil bo‘lgan. Masalan, baliqchi, baliqcha, baliqqina, baliqsimon, baliqzor kabi so‘zlarda affikslar orqali yangi ma’no hosil qilingan.

2. Affiksatsiya orqali yasalish xususiyatlari

Affiksatsiya o‘zbek tilida so‘z yasovchi qo‘shimchalar yordamida amalga oshadi.

Baliq nomlari orasida quyidagi morfemik modellarga ega birliklar mavjud:

Model	Misol	Ma’nosi
-chi	baliqchi	baliq ovlovchi shaxs
-cha	baliqcha	kichik baliq, yosh baliq
-simon	baliqsimon	baliqqa o‘xshash jonivor
-zor	baliqzor	baliqlar ko‘p yashaydigan joy
-gacha / -qina	baliqqina	kichraytirish, erkalatish ma’nosi
-lik	baliqlik suv	baliqqa boy joy

Affikslarning barchasi semantik jihatdan nomning ma’nosini toraytiradi, kengaytiradi yoki boshqa semantik soha bilan bog‘laydi. Masalan, baliqchi so‘zi -chi qo‘shimchasi orqali yangi leksik birlik sifatida, “kasb egalari” semasiga ko‘chadi.

3. Qiyosiy jihatlar

Turkiy tillarning ko‘pchiligida baliq nomlarining affiksatsiya usuli o‘xshash tarzda shakllangan. Masalan:

Turk tilida balıqçı (baliqchi), balıqçık (kichik baliq),

Qozoq tilida balyqshy, balyqsha kabi birliklar mavjud.

Bu esa affiksatsiya jarayonining turkiy tillar uchun umumiy tipologik xususiyat ekanini ko‘rsatadi.

Muhokama

Affiksatsiya orqali yasalgan baliq nomlari o‘zbek tilida bir nechta lingvistik funksiyani bajaradi:

Nom berish funksiyasi — mavjud obyektga (baliq turi yoki baliq bilan bog‘liq shaxs/joyga) aniq nom berish;

Ma‘no noziligini yaratish — kichraytirish, erkalatish yoki o‘xshatish ma‘nolarini ifodalash;

Leksik differensiasiya — bir turdagi baliqlarni bir-biridan farqlash imkonini yaratish.

Til tizimida affiksatsiya usuli orqali hosil bo‘lgan baliq nomlari semantik jihatdan juda boydir. Ular orqali xalqning tabiatni idrok etish uslubi, hayot tarzi va madaniy qarashlari aks etadi. Misol uchun, baliqzor so‘zida nafaqat “baliq yashaydigan joy” ma‘nosi, balki “serhosil, to‘kin joy” obrazli ma‘nosi ham mujassam.

Bundan tashqari, ayrim baliq nomlari xalq orasida metaforik ma‘noda ishlatiladi (baliqdek jim, baliq kabi suzmoq va h.k.), bu esa tilning obrazlilik darajasini ko‘rsatadi.

Xulosa

Tadqiqot natijasida quyidagi xulosalarga kelindi:

O‘zbek tilida baliq nomlarining shakllanishida affiksatsiya usuli eng faol mexanizmlardan biridir.

-chi, -cha, -simon, -zor, -lik qo‘shimchalari baliq nomlarining asosiy yasalish modellari hisoblanadi.

Nom berilish jarayoni xalqning tabiat bilan munosabati, estetik idroki va kasbiy faoliyati bilan uzviy bog‘liq. Baliq nomlari o‘zbek tili leksikasining madaniy-semantik boyligini namoyon etuvchi muhim qatlamdir. Qiyosiy tahlil shuni ko‘rsatadiki, turkiy

tillarda affiksatsiya asosidagi yasalish jarayoni umumiy genealogik xususiyatga ega.

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Tashvish (anksiyete) holati va uni kamaytirish usullari.

Amirova Nodira Shamshiyevna

Alfraganus Universiteti Psihologiya PS-23-1 guruh talabasi.

Annotatsiya: Mazkur maqolada inson ruhiyatida uchraydigan **tashvish (anksiyete)** holatining sabablari, uning organizmga ko'rsatadigan ta'siri hamda uni kamaytirishning samarali usullari yoritilgan. Tashvish holati insonning **ruhiy holati, emotsional barqarorligi** va **stress** darajasi bilan bevosita bog'liq bo'lib, u hayot sifatiga jiddiy ta'sir ko'rsatadi. Maqolada **psixologik bosim**, ijtimoiy omillar va shaxsning ichki kechinmalari natijasida paydo bo'ladigan anksiyetening shakllari tahlil qilingan. Shuningdek, **tinchlanish usullari, meditatsiya, ijobiy fikrlash** va **psixoprofilaktika** kabi yondashuvlar yordamida tashvish holatini kamaytirish yo'llari haqida ilmiy va amaliy tavsiyalar berilgan.

Kalit so'zlar: tashvish, anksiyete, stress, ruhiy holat, emotsional barqarorlik, psixologik bosim, tinchlanish usullari, meditatsiya, ijobiy fikrlash, psixoprofilaktika.

Kirish: Inson hayoti davomida turli vaziyatlarda tashvish yoki **anksiyete** holatini boshdan kechiradi. Bu holat odatda noma'lumlik, xavotir yoki stress bilan bog'liq bo'lib, insonning ruhiy va jismoniy holatiga sezilarli ta'sir ko'rsatadi. Tashvish — bu tabiiy emotsional holat bo'lsa-da, uning ortiqcha darajada kuchayishi insonning kundalik faoliyatini, ijtimoiy munosabatlarini va umumiy **ruhiy holatini** izdan chiqarishi mumkin. Zamonaviy hayot sur'atining tezlashuvi, raqobatning kuchayishi va axborot oqimining ko'pligi insonlarda **psixologik bosimni** oshirmoqda. Ayniqsa yoshlar va faol ishchi qatlam vakillari orasida **stress** va **anksiyete** darajasining ortishi ko'plab psixologik muammolarni keltirib chiqarmoqda. Shu bois, bugungi kunda tashvish holatini o'rganish va uni kamaytirishning samarali yo'llarini topish muhim ilmiy va amaliy masalaga aylanmoqda. Ushbu maqolada **emotsional barqarorlik, tinchlanish usullari, meditatsiya, ijobiy fikrlash** hamda **psixoprofilaktika** vositalari orqali tashvish holatini kamaytirishning ilmiy asoslari va amaliy jihatlari yoritib beriladi.

Adabiyotlar tahlili va metodlar Tashvish holatini o'rganish psixologiya fanida eng muhim yo'nalishlardan biri hisoblanadi. Ko'plab mahalliy va xorijiy olimlar insondagi **anksiyete** holatining sabablari, kechish mexanizmlari hamda uni kamaytirish usullari haqida tadqiqotlar olib borgan. Jumladan, S. Abdullayeva (2020) o'z tadqiqotlarida tashvish holatining **ruhiy holat** va **stress** darajasi bilan bevosita bog'liqligini ta'kidlaydi. Unga ko'ra, tashvishning kuchayishi insonning fikrlash qobiliyati, diqqat

markazlashuvi va kayfiyatiga salbiy ta'sir ko'rsatadi. R. Alimov (2021) esa **psixologik bosim** va tashvish o'rtasidagi munosabatni o'rganib, ijtimoiy omillar — ya'ni oila, ish muhiti, atrofdagilarning munosabati kabi sabablar inson ruhiyatiga sezilarli ta'sir ko'rsatishini aniqlagan. Shu bilan birga, zamonaviy psixologiyada **tinchlanish usullari, meditatsiya** va **ijobiy fikrlash** orqali tashvishni kamaytirish samarali deb topilgan. Ushbu maqolani tayyorlash jarayonida ilmiy maqolalar, psixologik adabiyotlar hamda internet manbalar tahlil qilindi. Tadqiqotda **tahliliy-metodik yondashuv**dan foydalanildi. Ya'ni mavjud nazariy manbalar asosida **psixoprofilaktika** va **emotsional barqarorlikni** mustahkamlovchi usullar o'rganilib, ular real hayotdagi amaliy misollar bilan tahlil qilindi.

Muhokama: Tashvish holati har bir inson hayotida uchraydigan tabiiy psixologik jarayon bo'lsa-da, uning davomiy va kuchli shakli insonning **ruhiy holatiga** salbiy ta'sir ko'rsatadi. Bunday holatda odam tez charchaydi, diqqatini jamlay olmaydi, ijtimoiy muloqotdan chekinishga moyil bo'ladi. Shuningdek, kuchli **anksiyete** insonda **stress** darajasini oshiradi, bu esa sog'liq bilan bog'liq muammolarni keltirib chiqaradi. Tadqiqotlar shuni ko'rsatadiki, tashvish holatini kamaytirish uchun bir nechta samarali yondashuvlar mavjud. Avvalo, inson o'zini anglash va hissiyotlarini boshqarishni o'rganishi zarur. **Ijobiy fikrlash** bu borada eng muhim omillardan biri hisoblanadi, chunki u insonni hayotdagi ijobiy tomonlarga e'tibor qaratishga undaydi. Shu bilan birga, **meditatsiya**, chuqur nafas olish mashqlari va sport bilan shug'ullanish orqali **emotsional barqarorlikni** tiklash mumkin. **Psixoprofilaktika** choralariga muntazam amal qilish — ya'ni dam olish, sog'lom uyqu, ijtimoiy muloqot va sevimli mashg'ulotlarga vaqt ajratish — **psixologik bosimni** kamaytiradi. Odamlar o'z his-tuyg'ularini yashirish o'rniga ularni tahlil qilib, ularni to'g'ri yo'naltirishni o'rgansa, tashvish darajasi ancha pasayadi. Shu tarzda, inson nafaqat ichki tinchlikka, balki umumiy **ruhiy holatning** sog'lomlashishiga ham erishadi.

Natijalar: O'tkazilgan tahlillar shuni ko'rsatadiki, tashvish (anksiyete) holati ko'p hollarda insonning ichki kechinmalari, hayotdagi bosimlar va **stress** darajasi bilan chambarchas bog'liqdir. Bu holatning davom etishi insonning umumiy **ruhiy holati**, ish faoliyati va ijtimoiy munosabatlariga salbiy ta'sir ko'rsatadi. Shu sababli tashvishni o'z vaqtida aniqlash va uni kamaytirish usullarini qo'llash muhim ahamiyatga ega. Tajriba va kuzatuvlar asosida aniqlanishicha, **tinchlanish usullari, meditatsiya** va **ijobiy fikrlash** insonning hissiy barqarorligini tiklashda samarali vosita hisoblanadi. Shu bilan birga, **psixoprofilaktika** choralariga rioya qilish — ya'ni muntazam dam olish, jismoniy mashqlar bilan shug'ullanish, sog'lom uyqu va ijtimoiy muloqotda faol bo'lish — **psixologik bosimni** kamaytirishda katta rol o'ynaydi. Shunday qilib, inson o'z hissiyotlarini nazorat qilishni, salbiy fikrlarni ijobiy yo'nalishga o'zgartirishni

o'rganida, **emotsional barqarorlik** holatiga erishadi. Natijada, tashvish darajasi pasayadi va shaxsning hayot sifati yaxshilanadi.

Xulosa: Yig'ilgan ma'lumotlar va o'tkazilgan tahlillar shuni ko'rsatadiki, tashvish (anksiyete) holati inson ruhiyatida tabiiy jarayon bo'lsa-da, uning kuchayib borishi hayot sifatiga salbiy ta'sir ko'rsatadi. Har bir insonda tashvishning sabablari turlicha bo'lib, ular ko'pincha **stress**, ichki kechinmalar yoki tashqi bosim natijasida yuzaga keladi. Shu sababli, bu holatni vaqtida aniqlash va uni kamaytirishning samarali yo'llarini qo'llash muhimdir. Tadqiqot natijalariga ko'ra, **ijobiy fikrlash, meditatsiya, tinchlanish usullari va psixoprofilaktika** insonning ruhiy barqarorligini tiklashda eng samarali usullar hisoblanadi. Bu usullar insonni ichki tinchlikka olib boradi, **psixologik bosimni** kamaytiradi va **emotsional barqarorlikni** mustahkamlaydi. Shunday qilib, tashvish holatini to'liq bartaraf etish emas, balki uni boshqarishni o'rganish har bir insonning ruhiy salomatligi uchun muhim hisoblanadi. Inson o'z his-tuyg'ularini anglab, ularni ijobiy yo'nalishda boshqarishni o'rgansa, hayotga bo'lgan munosabati yanada sog'lom va barqaror bo'ladi.

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PEDAGOGIK JARAYON SUBYEKTINING INTELEKTUAL IMKONIYATLARINI DIAGNOSTIK O'RGANISH

Sattorova Malikaxon Abdug'affor qizi

Qarshi xalqaro universiteti o'qituvchisi

(msattorova090@gmail.com)

Annotatsiya (o'zbek tilida)

Ushbu maqolada pedagogik jarayon subyektlarining intellektual imkoniyatlarini diagnostik o'rganish masalalari yoritilgan. Pedagogik diagnostikaning mohiyati, maqsadlari, vazifalari, diagnostik usullar va olimlarning fikrlari asosida tahlil qilindi. Jahon va milliy olimlarning fikrlariga tayangan holda, diagnostika jarayonida qo'llaniladigan asosiy metodlar, tashxisiy o'rganishning pedagogik jarayonni rivojlantirishdagi o'rni ko'rsatib berilgan. Maqola oxirida xulosa va tavsiyalar berilgan.

Kalit so'zlar:

Pedagogik diagnostika, intellektual imkoniyat, diagnostik metodlar, tafakkur, IQ, o'qitish samaradorligi.

Аннотация (на русском языке)

В данной статье рассматриваются вопросы диагностического изучения интеллектуальных возможностей субъектов педагогического процесса. Проанализированы сущность, цели, задачи педагогической диагностики, а также диагностические методы и взгляды ученых. На основе мнений отечественных и зарубежных ученых определены основные методы диагностики, показана роль диагностического изучения в развитии педагогического процесса. В заключении приведены выводы и рекомендации.

Ключевые слова:

Педагогическая диагностика, интеллектуальные способности, диагностические методы, мышление, IQ, эффективность обучения.

Annotation (in English)

This article explores the issues of diagnostic study of the intellectual capabilities of subjects in the pedagogical process. The essence, goals, and objectives of pedagogical diagnostics, as well as diagnostic methods and scholars' opinions, are analyzed. Based on the views of national and international scholars, the main diagnostic methods are identified, and the role of diagnostic research in the development of the pedagogical process is demonstrated. The article concludes with findings and recommendations.

Keywords:

Pedagogical diagnostics, intellectual abilities, diagnostic methods, thinking, IQ, learning efficiency.

Kirish

Bugungi tez o'zgaruvchan davrda ta'lim jarayonining samaradorligini oshirishda pedagogik diagnostikaning o'rni muhim hisoblanadi. O'quvchilar va o'qituvchilarning intellektual imkoniyatlarini aniqlash, baholash va tahlil qilish pedagogik jarayonni shaxsga yo'naltirilgan tarzda tashkil qilishga imkon yaratadi. Pedagogik jarayon subyektlarining intellektual imkoniyatlarini diagnostik o'rganish ilmiy jihatdan asoslangan metodlar, yondashuvlar va tahlil vositalarini talab qiladi.

Pedagogik diagnostika o'quvchining o'zlashtirishi, o'qishdagi qiyinchiliklarini, uning o'qishiga ta'sir qilayotgan ijtimoiy, oilaviy omillarni o'rganishga yo'naltirilgandir. Diagnostika natijalari esa ta'lim-tarbiya jarayonini to'g'ri rejalashtirish, yo'l qo'yilgan xatolarni tuzatish, psixologik-pedagogik profilaktika ishlarini olib borish imkonini beradi.

Asosiy qism

Pedagogikada diagnostik o'rganish tushunchasi

Pedagogik diagnostika – bu o'quvchilarning aqliy, ijtimoiy, shaxsiy va psixologik rivojlanishini aniqlash, tahlil qilish, baholash va natijalarga asoslanib ta'lim jarayonini boshqarishga xizmat qiluvchi tizimli jarayon hisoblanadi. Pedagogik diagnostikaning asosiy maqsadi – shaxsiy yondashuvni amalga oshirish, o'quvchilarning individual xususiyatlarini hisobga olib, o'qitish va tarbiyalash jarayonini takomillashtirishdan iborat.

Pedagogik diagnostika pedagogika va psixologiya fanlarining oralig'idagi soha bo'lib, o'quvchi shaxsini, uning individual xususiyatlari, rivojlanish dinamikasi va ularga ta'sir qiluvchi omillarni o'rganadi. Pedagogika diagnostika ta'lim samaradorligi, ish mazmuni, olib borilgan pedagogik faoliyatni tahlil qilishda katta ahamiyatga ega bo'lib, ilg'or ta'lim muassasalarida bu ish uslubi muvaffaqiyatli tarzda amalga oshirilmoqda, yutuqlar mustahkamlanib, yo'l qo'yilgan kamchilik va nuqsonlarni tahlil qilish asosida bosh strategik yo'nalishlar belgilab olinmoqda va yuqori darajadagi pirovard natijalar qo'lga kiritilmokda. Savol tug' ilmoqda:

- bola qobiliyati, imkoniyati, bilimi, egallagan ko'nikmalarining o'lchovi bormi?
- bolaning bilish va ko'nikmalariga belgilashga o'qituvchi aralashgani ma'qulmi yoki o'ziga uzi baxo bergani afzalroqmi?

Mana shu savollarga eng maqbul asoslarda javob berish pedagogik diagnostikaning predmetidir. Mana shu maqsadni ro'yobga chiqarish yo'l-yo'riqlari, metodik

mexanizmlarini ishlab chiqish, joriy etish muhim vazifadir. Pedagogik diagnostikaning tarixi pedagogik faoliyati tarixi bilan deyarli tengdosh.

Pedagogik diagnostika:

- o'quvchiga individual ta'lim berishni jadallashtiradi;
- davlat va jamiyatning ta'limga qo'ygan talablaridan kelib chiqib, o'quvchi bilimini to'g'ri, adolatli baholashni ta'minlaydi;
- ishlab chiqilgan ta'limiy mezon, kriteriyalari orqali o'quvchining sinfdan sinfga o'tishda, mutaxassislikka qabul qilinishida minimal talablarga javob berishini belgilaydi.

Pedagogik diagnostika yordamida ta'lim-tarbiya jarayoni to'g'ri tahlil etiladi va uning samaradorligi to'g'ri baholanadi. Boshqacha qilib aytganda, pedagogik diagnostika orqali ta'lim obyekti, ta'limiy tushunchalar qay darajada o'zlashtirilganligi tahlil etiladi, butun o'quv kursini, o'quv dasturlarini o'zlashtirish darajasi baholanadi.

Pedagogik diagnostika tarixiga nazar tashlasak o'tgan asrlarda u faqat o'quvchi bilimni baholash orqali amalga oshirilganini kuzatamiz. Unga 1864 yilda AQSh olimlari D.Fisher va R.Ressler asos solganlar, 1908 yildan boshlab esa, olim T.Stoun arifmetikadan test orqali o'quvchi bilimni sinash tizimini tadbiq etgan. Egallangan malakani aniqlashga qaratilgan pedagogik diagnostika yoki diagnostik faoliyatining ayrim jihatlari:

- a) taqqoslash;
- b) pedagogik taxlil;
- v) avvaldan ayta bilish (prognoz);
- g) interpretatsiya;
- d) pedagogik diagnostika natijalarini o'quvchilarga yetkazib berish;
- e) amalga oshirilgan turli diagnostik metodlarni o'quvchilarga yetkazish;
- j) pedagogik diagnostika matodlarini to'g'ri belgilashdan iborat bo'lgan.

Pedagogik diagnostikaning asosiy vazifalari

- O'quvchilarning intellektual darajasini baholash.
- O'quvchilarning kuchli va zaif tomonlarini aniqlash.
- Ta'lim jarayonini shaxsga yo'naltirilgan tarzda tashkil qilish.
- O'qitish samaradorligini nazorat qilish.

Intellektual imkoniyatlarni o'rganishda olimlar fikri

A. Bine IQ tushunchasini joriy qilgan bo'lib, insonning muammolarni yechish va moslashish qobiliyatini baholashni asosiy mezon deb bilgan. J. Piaget bolaning intellektual rivojlanishini bosqichma-bosqich o'rganib, uning tafakkur operatsiyalarini aniqlashni tavsiya etgan. L. S. Vygotskiy 'yaqin rivojlanish zonasi' konsepsiyasini ishlab chiqib, ijtimoiy muhitning aqliy rivojlanishga ta'sirini isbotlagan. G. Gardner

esa ko'p intellekt nazariyasini ilgari surib, odamning turli xil intellekt turlari orqali baholanishi kerakligini ta'kidlagan. Shuningdek, R. Sternberg, V. A. Krutetskiy, Sh. Amonashvili va mamlakatimiz olimlari (B. Xodjayev, I. Raxmonov, M. Sharipov) pedagogik diagnostikani milliy sharoitda rivojlantirishga hissa qo'shgan.

Intellektual imkoniyatlarni diagnostik o'rganish usullari

Pedagogik diagnostikada quyidagi usullar keng qo'llaniladi:

- Psixologik testlar (IQ, tafakkur turlari, kreativlik testlari).
- Kuzatish, suhbat, portfel tahlili.
- Muammoli vaziyatlarda mustaqil qaror qabul qilish topshiriqlari.
- Portfolio va ijodiy ishlardan foydalanish.

Diagnostikaning pedagogik jarayondagi o'rni

Diagnostik o'rganish o'quvchilarni chuqur tushunish, individual rivojlanish yo'llarini aniqlash va ularga moslashtirilgan ta'lim dasturlarini ishlab chiqishda asosiy vositadir. Bunday yondashuv o'qituvchi va o'quvchi o'rtasida samarali o'zaro ta'sirni ta'minlaydi.

Xulosa

Ushbu maqolada pedagogik jarayon subyektlarining intellektual imkoniyatlarini diagnostik o'rganishning nazariy-asosiy jihatlari, maqsad va vazifalari hamda amaliy usullari batafsil tahlil qilindi. Tadqiqot shuni ko'rsatadiki, pedagogik diagnostika — ta'lim jarayonini shaxsga yo'naltirish, o'qitish samaradorligini oshirish va ta'lim tizimini doimiy takomillashtirishga xizmat qiluvchi zarur jarayon. Binet, Piaget, Vygotskiy, Gardner, Sternberg kabi olimlarning nazariyalari diagnostikaning mazmunini boyitib, intellektual imkoniyatlarni baholashda ko'p jihatdan bir-birini to'ldiruvchi yondashuvlar — standart testlardan tortib, ijtimoiy-madaniy kontekstga asoslangan baholashgacha — qo'llanishi kerakligini ko'rsatadi.

Maqolada ta'kidlangan asosiy g'oyalar:

- ✓ diagnostika faqat test natijalariga emas, balki kuzatuv, suhbat, portfel va muammoli vazifalar orqali olingan ma'lumotlarni integratsiyalashga asoslangan bo'lishi lozim;

sifatli diagnostika uchun ishonchlilik, validlik va ob'ektivlik tamoyillari qat'iy saqlanishi kerak;

- ✓ intellektual imkoniyatlarni aniqlash pedagogga individual ta'lim strategiyasini ishlab chiqishda, ijtimoiy-oila omillarini inobatga olishda va pedagogik aralashuvlarni maqsadga muvofiq yo'naltirishda muhim yordam beradi;
- ✓ milliy sharoit va madaniy xususiyatlarni hisobga olgan holda diagnostik vositalarni moslashtirish va o'zlashtirish talab etiladi.

Asosiy tavsiyalar

Ko'p uslubli diagnostika tizimini joriy etish. Standart psixologik testlar, kuzatuv va intervyular, portfel tahlili va ijodiy/task-based baholashlarning uyg'un kombinatsiyasi amaliyotda qo'llanilsin.

Pedagoglarni diagnostika bo'yicha o'qitish va malaka oshirish. O'qituvchilarga testlarni to'g'ri tanlash, natijalarni talqin qilish, o'quvchilarga individual rivojlanish yo'llarini belgilash bo'yicha muntazam treninglar tashkil etilsin.

Mahalliy va madaniy jihatdan moslashtirilgan diagnostik vositalar ishlab chiqilsin. Milliy kontekstga mos, til va madaniy xususiyatlarni hisobga olgan diagnostika instrumentlari yaratilib, ularning ishonchliligi va validligi tekshirilsin.

Etika va maxfiylik tamoyillariga rioya qiling. Diagnostika jarayonida o'quvchi va ota-onalarning roziligi, shaxsiy ma'lumotlarning maxfiyligi va natijalarni sezgirlik bilan talqin qilish qoidalari qat'iy saqlansin.

Diagnostika natijalaridan dars rejalashtirishda va individual ta'lim yo'llarini tuzishda foydalanilsin. Natijalar asosida differentsial ta'lim, qo'shimcha yordam (remediatsiya), hamda talaba iqtidorini qo'llab-quvvatlash strategiyalari ishlab chiqilsin.

Ota-onalar va jamoatchilikni jalb qilish. Ota-onalarga diagnostika natijalari haqida tushuntirish, ularni ta'lim jarayoniga jalb etish tizimi yo'lga qo'yilsin.

Axborot-kommunikatsiya texnologiyalaridan foydalanish. Diagnostika ma'lumotlarini yig'ish, tahlil qilish va monitoring qilish uchun elektron platformalar, portfoliolar va ma'lumotlar bazalari joriy etilsin.

Ta'lim siyosatini diagnostika asosida shakllantirish. Milliy va mahalliy darajada diagnostika natijalariga asoslangan ta'lim strategiyalari, dasturlar va metodik qo'llanmalar ishlab chiqilsin.

Muntazam monitoring va baholash. Ta'lim jarayonida diagnostik tekshiruvlar doimiy amalga oshirib borilsin — o'zgarishlar, erishilgan natijalar va muammolar tezda aniqlansin.

Ko'p tarmoqli yondashuv. Diagnostika va rehabilitatsiya ishlarida pedagog, psixolog, ijtimoiy xodim va ota-onalar ishtirokida jamoaviy ish tashkil etilsin.

Pedagogik diagnostika — zamonaviy ta'limning mustahkam poydevori. U shaxsga yo'naltirilgan ta'limni amalga oshirish, resurslarni oqilona taqsimlash va ta'lim sifatini oshirishga xizmat qiladi. Diagnostik yondashuvlarni professional tarzda joriy etish, ularni milliy ehtiyojlarga moslashtirish va doimiy empiric tekshiruvlar bilan qo'llab-quvvatlash orqali biz ta'lim jarayonini yanada samarali, adolatli va natijaviy qila

olamiz. Tadqiqotchilar, amaliyotchi pedagoglar va siyosat ishlab chiquvchilar birgalikda ishlash orqali bu maqsadlarga erishishi lozim.

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PEDAGOGICAL APPROACHES TO FOSTERING PRIMARY SCHOOL TEACHERS' CREATIVE AND CRITICAL THINKING THROUGH THE USE OF ARTIFICIAL INTELLIGENCE

Mukhlisa Jumayeva

Researcher at the Uzbekistan National Pedagogical University Doctor of Philosophy
in Pedagogical Sciences, (PhD)

e-mail: jumayevamuxlisa40@gmail.com

Orcid: 0009-0007-0081-4783

Phone: (90) 761 37 37

Annotatsiya

Ushbu maqolada sun'iy intellekt (SI) texnologiyalarini ta'lim jarayoniga integratsiya qilish orqali boshlang'ich sinf o'qituvchilarining ijodiy va tanqidiy fikrlash kompetensiyalarini rivojlantirishga qaratilgan zamonaviy pedagogik yondashuvlar tahlil qilinadi. Tadqiqot konstruktivizm va transformativ ta'lim nazariyalariga asoslanib, sun'iy intellektni innovatsion ta'lim amaliyotini qo'llab-quvvatlovchi kognitiv vosita sifatida baholaydi. Maqolada SI asosidagi platformalarning o'qituvchilarni individuallashtirilgan tarzda tayyorlash, reflektiv fikrlashni rivojlantirish va amaliy muammolarni hal qilishdagi salohiyati yoritilgan. O'qituvchi tayyorlash dasturlariga SI ni integratsiya qilishning samarali strategiyalari, jumladan adaptiv o'quv muhitlari, aqlli repetitor tizimlari va SI asosidagi formatif baholash vositalari ko'rib chiqiladi. Tadqiqot natijalari sun'iy intellektdan foydalanishni pedagogik maqsadlar bilan muvofiqlashtirish zarurligini ta'kidlaydi. Maqolada ta'lim siyosatchilari, o'quv dastur tuzuvchilar va trener-o'qituvchilar uchun sun'iy intellektdan boyitilgan o'quv ekotizimini yaratishga doir tavsiyalar beriladi.

Kalit so'zlar: Sun'iy intellekt, o'qituvchilarni tayyorlash, ijodiy fikrlash, tanqidiy fikrlash, pedagogik yondashuvlar, boshlang'ich sinf o'qituvchilari, adaptiv ta'lim, aqlli tizimlar, raqamli pedagogika.

Аннотация

В статье рассматриваются современные педагогические подходы, направленные на развитие креативного и критического мышления у учителей начальных классов посредством интеграции технологий искусственного интеллекта (ИИ). Исследование основано на теоретических концепциях конструктивизма и трансформативного обучения, подчёркивающих роль ИИ как когнитивного инструмента, способствующего инновационной образовательной практике. Анализируются возможности ИИ-платформ для персонализации подготовки

учителей, стимулирования рефлексивного мышления и решения практических педагогических задач. Особое внимание уделяется стратегиям внедрения ИИ в содержание программ подготовки педагогов, включая адаптивные обучающие среды, интеллектуальные репетиторские системы и инструменты формирующего оценивания на основе ИИ. Результаты подчёркивают необходимость соответствия между педагогическими целями и использованием ИИ для развития ключевых компетенций XXI века. Даны рекомендации для образовательных политиков, разработчиков учебных программ и преподавателей по созданию образовательной экосистемы, обогащённой ИИ, в целях устойчивого профессионального развития.

Ключевые слова: искусственный интеллект, педагогическое образование, креативное мышление, критическое мышление, педагогические подходы, учителя начальных классов, адаптивное обучение, интеллектуальные системы, цифровая педагогика.

Annotation

This article explores contemporary pedagogical approaches aimed at enhancing primary school teachers' creative and critical thinking competencies through the integration of artificial intelligence (AI) technologies. The study is grounded in the theoretical frameworks of constructivism and transformative learning, emphasizing the role of AI as a cognitive tool that supports innovative educational practices. It analyzes the potential of AI-based platforms to personalize teacher training, promote reflective thinking, and facilitate problem-solving in real-world teaching scenarios. The research highlights key strategies for embedding AI into teacher education curricula, such as adaptive learning environments, intelligent tutoring systems, and AI-driven formative assessment tools. The findings underscore the importance of aligning AI integration with pedagogical goals to ensure the development of essential 21st-century skills among educators. Recommendations are provided for educational policymakers, curriculum designers, and teacher trainers to foster an AI-enriched learning ecosystem that supports sustainable professional development.

Keywords: Artificial intelligence, teacher education, creative thinking, critical thinking, pedagogical approaches, primary school teachers, adaptive learning, intelligent systems, digital pedagogy.

In the rapidly evolving landscape of education, the integration of artificial intelligence (AI) technologies has become a transformative force reshaping teaching and learning processes. While much of the existing research focuses on the application of AI to enhance student learning outcomes, comparatively less attention has been paid to how

AI can be effectively utilized to support the professional development of teachers, particularly in fostering creative and critical thinking skills. These competencies are essential for educators navigating the complexities of 21st-century classrooms, where adaptability, innovation, and reflective practice are increasingly in demand.

Primary school teachers, in particular, play a foundational role in shaping students' cognitive and socio-emotional development. Therefore, equipping them with the ability to think creatively and critically is not only beneficial for their personal professional growth but also vital for cultivating these skills among young learners. However, traditional models of teacher education often fall short in promoting deep, reflective, and innovative thinking. In this context, AI technologies offer new opportunities for designing personalized, interactive, and data-driven professional learning experiences that can empower teachers to become more effective, autonomous, and future-ready.

This article aims to explore the pedagogical foundations and practical approaches to integrating AI technologies in teacher training programs, with a particular emphasis on enhancing creative and critical thinking among primary school educators. Drawing on theoretical perspectives from constructivism, transformative learning, and digital pedagogy, the study provides a conceptual framework for understanding the role of AI in shaping modern teacher competencies. Furthermore, it examines the potential of intelligent systems—such as adaptive learning platforms, AI-driven formative assessments, and virtual teaching assistants—to support teacher cognition, decision-making, and problem-solving. The findings seek to inform educational policymakers, curriculum developers, and teacher educators in developing AI-enriched ecosystems for sustainable professional development.

The integration of artificial intelligence (AI) in education has been widely studied over the past decade, particularly in relation to personalized learning, intelligent tutoring systems, and automated assessment. However, its application in teacher professional development—especially in cultivating higher-order thinking skills such as creativity and critical thinking—remains an emerging area of inquiry.

Several scholars have highlighted the potential of AI to transform teacher education. Luckin et al. (2016) emphasized that AI can serve as a “partner in learning,” providing real-time feedback, scaffolding reflective thinking, and facilitating metacognitive development. Similarly, Holmes et al. (2019) argued that AI-enhanced learning environments can support teachers in identifying patterns in classroom interactions, thereby fostering deeper pedagogical insights and adaptive teaching practices. From a pedagogical standpoint, constructivist theories (Piaget, Vygotsky) provide a solid foundation for understanding how AI tools can mediate learning experiences that are

active, contextualized, and learner-centered. For example, intelligent systems can simulate real-life teaching scenarios that require creative problem-solving and critical decision-making, allowing teachers to practice and refine their professional judgment in a safe and controlled environment.

In the domain of creative and critical thinking development, Torrance (1974) and Paul & Elder (2006) have outlined frameworks that emphasize the importance of questioning, divergent thinking, and evaluative reasoning. AI systems can be designed to align with these frameworks by offering open-ended challenges, prompting inquiry-based exploration, and facilitating constructive feedback loops.

Moreover, recent advances in AI-powered learning analytics allow for the monitoring of teacher engagement and progress, enabling the personalization of professional development pathways. This aligns with the concept of adaptive learning, which tailors content and support based on an individual's needs and performance—a key principle in fostering sustained cognitive growth.

Despite these advancements, there are concerns regarding the ethical implications of AI use in education, including data privacy, algorithmic bias, and the potential depersonalization of teacher training. Therefore, it is essential to approach the implementation of AI technologies with a critical lens, ensuring that their use enhances rather than replaces human-centered pedagogical practices.

In summary, the literature suggests a growing recognition of AI's capacity to support the development of creative and critical thinking skills among teachers. However, further empirical research is needed to establish best practices, assess impact, and explore scalable models for AI integration in teacher education, particularly at the primary school level.

Methodology

This study employed a qualitative research design grounded in interpretivist epistemology, which is appropriate for exploring complex, context-dependent phenomena such as teacher cognition, pedagogical practices, and professional development. The aim was to examine how artificial intelligence (AI) technologies can be integrated into primary teacher education to enhance creative and critical thinking skills, and to identify effective pedagogical approaches for such integration.

Research Design. A multiple case study methodology was adopted to investigate the experiences of teacher educators and pre-service primary school teachers across three teacher training institutions. This approach enabled in-depth analysis of AI implementation in varied educational contexts and facilitated the identification of patterns, challenges, and best practices.

Participants. The study involved 18 participants: 9 teacher educators and 9 pre-service primary school teachers selected through purposive sampling. Participants were chosen based on their active involvement in AI-integrated teaching or training programs. All participants had at least one year of experience using digital or AI-supported tools in pedagogical settings.

Data Collection Methods. Data were collected using three primary methods:

Semi-structured interviews with teacher educators and pre-service teachers to gather insights into their perceptions, experiences, and attitudes toward the use of AI in fostering creative and critical thinking.

Document analysis, including training curricula, lesson plans, and platform usage reports, to understand how AI technologies were embedded into instructional design.

Classroom observations of AI-supported micro-teaching sessions, focusing on how AI tools (e.g., adaptive learning platforms, virtual simulations) facilitated higher-order thinking processes.

Data Analysis. Thematic analysis was conducted using NVivo software. Data were coded inductively to identify recurring themes related to the development of creative and critical thinking, the pedagogical role of AI, and barriers to effective integration. Trustworthiness was ensured through triangulation of data sources, member checking, and peer debriefing.

Ethical Considerations. All participants provided informed consent prior to participation. Institutional ethical approval was obtained, and participants' confidentiality and anonymity were maintained throughout the research process. Data were securely stored and used exclusively for academic purposes.

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Quyma po‘latlarda g‘ovaklik hosil bo‘lishini kamaytirishning samarali usullari

Ibrohimova Hilolaxon Abralxon qizi

Olmaliq Kon Metallurgiya Kombinati Angren kon boshqarmasi Oltin saralash
fabrikasi ishchisi

Annotatsiya

Mazkur maqolada quyma po‘latlarda g‘ovaklik (porozlik) hosil bo‘lishining sabablari va uni kamaytirishning samarali texnologik usullari adabiyot manbalari asosida tahlil qilingan. Quyma po‘latlarning sifatini pasaytiruvchi asosiy nuqsonlardan biri — ichki g‘ovaklikning paydo bo‘lishi hisoblanadi. Tadqiqotda metallurgik jarayonlarning fizik mohiyati, quyish sharoitlari, sovitish tezligi va kimyoviy tarkib omillarining g‘ovaklikka ta’siri ko‘rib chiqilgan. Shuningdek, vakuum ostida quyish, modifikatsiya, elektromagnit aralashtirish, issiqlik va bosim ostida quyish kabi zamonaviy texnologiyalar yordamida g‘ovaklikni kamaytirish usullari tahlil qilinadi. Maqola yakunida g‘ovaklikni nazorat qilishning istiqbolli yo‘nalishlari haqida xulosa beriladi.

Kalit so‘zlar: quyma po‘lat, g‘ovaklik, porozlik, metall quyish, vakuum quyish, modifikatsiya, sovitish tezligi.

Kirish

Po‘lat quyma mahsulotlar mashinasozlik, energetika, temiryo‘l, aviatsiya va boshqa sohalarda keng qo‘llaniladi. Quyma po‘latlarning sifatiga bevosita ta’sir etuvchi omillardan biri — g‘ovaklik (porozlik) nuqsonidir. G‘ovakliklar quyma strukturasi hosil bo‘lgan gaz pufakchalari yoki metallning notekis kristallanishi natijasida vujudga keladi. Natijada po‘latning mexanik xususiyatlari, zichligi va texnologik ishlovga chidamliligi pasayadi.

So‘nggi yillarda po‘lat quyish texnologiyasida yuqori sifatli metall olish uchun turli texnik va texnologik yondashuvlar ishlab chiqilgan. G‘ovaklikni kamaytirish — nafaqat sifatni oshirish, balki ishlab chiqarish samaradorligini ta’minlashda ham muhim omil hisoblanadi. Shu sababli, ushbu maqolada quyma po‘latlarda g‘ovaklik hosil bo‘lishiga sabab bo‘ladigan asosiy omillar va ularni kamaytirishning eng samarali usullari haqida adabiyot tahliliga asoslangan ma’lumotlar keltiriladi.

Metodologiya

Tadqiqot adabiyot manbalarini tahlil qilish asosida olib borildi. Quyidagi ilmiy manbalar o'rganildi:

- * Po'lat quyish jarayonlari va ularning fizik-kimyoviy xususiyatlari haqidagi monografiyalar va ilmiy maqolalar;
- * Metall quyishdagi nuqsonlar tasnifi va ularning sabablari haqida xalqaro tajribalar;
- * Vakuimli, yarim uzluksiz va bosim ostida quyish texnologiyalariga oid zamonaviy ishlanmalar;
- * Mikrostruktura tahlili va quyma sifatini baholash usullari bo'yicha ilmiy natijalar.

Tahlilda quyidagi metodik yondashuvlar qo'llanildi:

1. Adabiyot tahlili: turli tadqiqotlarning natijalarini solishtirish va umumlashtirish.
2. Tizimli yondashuv: g'ovaklikka ta'sir etuvchi asosiy omillarni (harorat, bosim, gaz miqdori, modifikatsiya darajasi) kompleks baholash.
3. Texnologik taqqoslash: g'ovaklikni kamaytiruvchi usullar samaradorligini turli sharoitlarda solishtirish.

Natijalar

Adabiyot tahlili quyma po'latlarda g'ovaklik hosil bo'lishining asosiy sabablari va ularni kamaytirish yo'llarini quyidagicha guruhlash imkonini berdi:

1. G'ovaklik hosil bo'lishining sabablari:

- * Suvish jarayonida metallning gazlar bilan to'yinganligi (kislrod, vodorod, azot);
- * Sovitish tezligining notekisligi;
- * Kristallanish markazlarining yetishmasligi;
- * Qolipdagi bosimning pastligi va metall haroratining optimal darajada bo'lmasligi.

2. Texnologik usullar yordamida g'ovaklikni kamaytirish:

Vakuim ostida quyish: metall massasidan gazlarni chiqarib yuborish orqali g'ovaklik kamayadi. Vakuim bosimi 10–50 Pa atrofida bo'lganda natija eng yuqori bo'ladi.

Modifikatsiya: po'lat tarkibiga Ti, Zr, Al, Mg, Ca kabi modifikator elementlarni kiritish kristallanish markazlarini ko'paytiradi va g'ovaklik hosil bo'lish ehtimolini kamaytiradi.

Elektromagnit aralashtirish: quyish vaqtida suyuq metallni magnit maydon yordamida harakatlantirish natijasida gaz pufakchalari chiqib ketadi.

Bosim ostida quyish (press-quyish): suyuq metallni qolipga yuqori bosim ostida kiritish orqali g'ovakliklarning shakllanishi deyarli oldini olish mumkin.

Sovitish tezligini boshqarish: sovitish tezligini optimal darajada ushlab turish orqali kristallanish jarayoni barqaror bo'ladi va metall strukturasi g'ovaklik kamayadi.

3. Qo'shimcha chora-tadbirlar:

- * Qolip haroratini boshqarish;
- * Metallni tozalash (dezoksidatsiya va degazatsiya);
- * Qotishma tarkibini muvozanatlash va kimyoviy omillarni nazorat qilish.

Muhokama

Olingan tahlil natijalariga ko'ra, quyma po'latlarda g'ovaklik hosil bo'lishini kamaytirish uchun kompleks yondashuv talab etiladi. Har bir usulning samaradorligi texnologik sharoitlarga bog'liq:

Vakuimli quyish usuli yuqori sifatli po'latlar uchun eng maqbuldir, biroq texnologik jihozlarning murakkabligi va energiya sarfi yuqori.

Modifikatsiya usuli nisbatan arzon va oddiy, lekin modifikatorlarning miqdori va ta'sir vaqtini aniq nazorat qilish talab etiladi.

Elektromagnit aralashtirish yirik quyma po'latlar uchun eng samarali hisoblanadi, chunki u metall massasining bir xilligini ta'minlaydi.

Bosim ostida quyish texnologiyasi esa kichik hajmli, yuqori aniqlikdagi quyma detallar uchun eng mos.

Adabiyotlarda ta'kidlanishicha, quyma po'latlarning sifati metallning gaz to'yinganlik darajasi bilan bevosita bog'liq. Masalan, vodorod konsentratsiyasining 0,0002% dan oshmasligi g'ovaklik paydo bo'lmasligini ta'minlaydi. Shuningdek, gaz chiqishini yaxshilovchi maxsus filtrlardan foydalanish ham yuqori natija beradi.

Yana bir muhim yo'nalish — raqamli modellashtirish texnologiyalari. Kompyuter yordamida quyma jarayonini simulyatsiya qilish orqali g'ovaklik ehtimolini oldindan bashorat qilish va optimal quyish sharoitlarini aniqlash mumkin.

Xulosa

Quyma po'latlarda g'ovaklik hosil bo'lishi ularning sifatini keskin pasaytiradi, shuning uchun bu nuqsonni kamaytirish ishlab chiqarishning eng muhim bosqichlaridan biridir.

Adabiyotlar tahlili shuni ko'rsatadiki, g'ovaklikka qarshi kurashda quyidagi yondashuvlar eng samarali hisoblanadi:

- * vakuumli yoki bosim ostida quyish;
- * metallni modifikatsiyalash va elektromagnit aralashtirish;
- * sovitish jarayonini va qolip haroratini optimallashtirish;
- * degazatsiya va dezoksidatsiya jarayonlarini takomillashtirish.

Kelgusida kompyuter modellashtirish, sun'iy intellekt asosidagi tahlil tizimlari va nanostrukturali modifikatorlardan foydalanish orqali quyma po'latlarda g'ovaklik hosil bo'lishini yanada kamaytirish imkoniyatlari kengayadi.

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THE USE OF AI-POWERED TOOLS IN ENGLISH WRITING INSTRUCTION FOR UZBEK UNDERGRADUATES

Scientific supervisor:

Teacher of Tashkent state pedagogical university

Saydazimova Durdona Xabibullayevna

Email: dsaydazimova44@gmail.com

Rustamov Firdavs Rafael o'g'li

Student of Tashkent state pedagogical university

Email: rustamovfirdavs588@gmail.com

Abstract: *The integration of Artificial Intelligence (AI) into language education has transformed traditional pedagogical approaches, particularly in the area of writing instruction. For Uzbek undergraduates studying English, AI-powered tools provide support in grammar correction, vocabulary enhancement, coherence development, and content generation. This paper explores how AI-driven platforms can be effectively utilized to support the development of academic and creative writing skills, examines their benefits and limitations, and offers practical recommendations for educators in Uzbekistan..*

.Keywords: *AI-powered tools, English writing, Uzbek undergraduates, language instruction, educational technology, grammar support, writing enhancement.*

Аннотация: *Интеграция искусственного интеллекта (ИИ) в языковое образование изменила традиционные педагогические подходы, особенно в области обучения письму. Для узбекских студентов, изучающих английский язык, инструменты на основе ИИ оказывают поддержку в исправлении грамматики, расширении словарного запаса, развитии связности и создании контента. В этой статье рассматривается, как платформы на основе ИИ могут эффективно использоваться для поддержки развития академических и творческих навыков письма, рассматриваются их преимущества и ограничения, а также предлагаются практические рекомендации для преподавателей в Узбекистане.*

Ключевые слова: *Инструменты на базе искусственного интеллекта, письмо на английском языке, студенты узбекского бакалавриата, языковое обучение, образовательные технологии, поддержка грамматики, улучшение письма.*

Introduction

In recent years, the global rise of Artificial Intelligence (AI) has found impactful applications in various educational domains, including foreign language instruction. As

English gains prominence in Uzbekistan's academic and professional spheres, effective English writing instruction becomes increasingly vital for undergraduate students. Traditional classroom instruction often lacks the individualized feedback and real-time correction necessary for significant progress in writing. AI-powered tools such as Grammarly, Quillbot, and ChatGPT offer automated support that can fill this gap by providing instant suggestions on grammar, structure, and vocabulary usage. These tools, when integrated thoughtfully, can foster improved writing quality and greater learner autonomy.

Advantages of AI Tools in Writing Instruction

One of the most prominent advantages of AI writing tools is immediate feedback. Unlike traditional feedback, which can be delayed due to teacher workload, AI applications provide real-time corrections and suggestions. For instance, when a student writes a sentence with incorrect word order, an AI-based grammar checker can underline the issue and propose revisions instantly. This enables learners to understand and fix errors during the writing process, reinforcing learning through application.

Moreover, AI tools often include vocabulary enhancement features that help learners expand their lexical choices. Many Uzbek undergraduates tend to rely on basic or repetitive vocabulary. Tools like Quillbot can suggest synonyms and paraphrasing options, enabling students to vary sentence structures and improve the overall style of their writing. Such features can be particularly helpful in academic writing where precision and variation are essential.

Another strength of AI-powered tools is their capacity to aid coherence and organization. Some platforms can evaluate the logical flow of ideas and offer recommendations for better transitions or paragraph structure. For example, if a paragraph lacks a clear topic sentence or the ideas are not logically ordered, AI tools can suggest modifications to improve cohesion. AI-powered platforms encourage learner autonomy, which is essential for university-level education. Students who use these tools regularly become more independent in identifying and correcting their own mistakes. This not only fosters self-editing skills but also builds confidence in writing. In the context of Uzbekistan, where students often hesitate to express themselves in English due to fear of making mistakes, AI support can reduce anxiety and promote experimentation with language.

Furthermore, AI tools are available outside the classroom, allowing students to practice and refine their writing at any time. This flexibility is important in university settings, where writing tasks such as essays, research reports, and summaries are frequent but class time is limited. The use of AI-based writing assistants thus extends the learning environment beyond institutional boundaries. Despite their numerous benefits, the use of AI in writing instruction presents several challenges. One key concern is over-reliance on

technology. Students may become dependent on AI suggestions without fully understanding the underlying grammatical or stylistic rules. This can hinder long-term language development, as learners might accept corrections passively rather than engaging critically with the language.

Another challenge is the risk of reduced creativity. AI tools are programmed to offer standard, often formulaic responses. While this may help in improving grammatical accuracy and coherence, it can discourage originality in thought and style, particularly in creative or argumentative writing tasks.

Moreover, ethical concerns around plagiarism and academic integrity must be addressed. Some AI tools can generate entire paragraphs or even essays, which students might submit as their own work. Educators need to clearly communicate what constitutes acceptable use of AI and encourage responsible academic practices. This includes using AI for support—not substitution—of students' original writing.

Pedagogical Implications and Recommendations

To effectively implement AI tools in English writing instruction, educators should first receive training in the functionalities and pedagogical applications of these platforms. Teachers can guide students in using AI tools not merely as correction devices, but as learning aids that enhance awareness of grammar, style, and organization.

Educators should also design writing tasks that integrate AI tools in a controlled manner. For instance, students can be asked to submit both their original drafts and the AI-edited versions, followed by reflection papers explaining the changes they accepted or rejected. Such activities promote metacognitive awareness and ensure active learning.

Furthermore, instructors should encourage peer-review processes enhanced by AI. Students can use AI tools to check their classmates' writing and provide informed feedback, combining human judgment with technological precision. This hybrid approach balances AI support with human interaction and collaborative learning.

Conclusion

The use of AI-powered tools in English writing instruction offers significant potential for improving writing skills among Uzbek undergraduates. These tools provide instant feedback, enhance vocabulary, support coherence, and foster learner independence. However, challenges such as over-dependence, reduced creativity, and ethical concerns must be carefully managed. With proper guidance, training, and pedagogical planning, AI tools can become a powerful complement to traditional writing instruction, helping students become more competent and confident writers in English. As Uzbekistan continues to develop its higher education system, integrating such technologies responsibly can ensure more effective language learning outcomes.

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SCIENTIFIC, SOCIO-PHILOSOPHICAL INTERPRETATIONS OF THE CONCEPT OF READING

Khudaybergenova Marzhan Baltabaevna

**Associate Professor of the Department of Library and Information Activities of
the Nukus Branch of the Uzbek State Institute of Culture and Arts**

Annotation: This article analyzes the scientific, social, and philosophical interpretations of the concept of reading. The role of reading culture in the consciousness, spiritual and moral values of young people and the development of society is highlighted. The article discusses the stages of historical formation of books, reading culture, writing and reading, and their impact on human spirituality and thinking. Also, the ancient attitude of the people of Uzbekistan to books, the views of great thinkers on reading books, and the development of reading in modern society will be considered. The study substantiates that reading culture is an important factor in human socialization, thinking, and spiritual development.

Keywords: reading, culture, spirituality, philosophy, educational culture, youth, values.

In the modern world, the problem of reading culture is relevant and controversial, requiring a separate, objective approach to this issue. There is a need to substantiate and substantially supplement the concept of reading culture, to study its influence on the consciousness and spiritual and moral values of young people, to combine the results of research conducted by scientists in this area, and to study it from a scientific point of view.

It should be noted that the concept of reading culture consists of several components that make up its multifaceted integrity. These include culture, the emergence and history of books (book culture), reading, reading literacy, writing, and the reader's literacy culture. The study of these components contributes to a deep and thorough study of the phenomenon of reading culture.

Every society has its own unique cultural objects and unique cultural personalities. From the connection of these different poles, specific historical types of cultures arose. Human culture in society is very important, it is the biological personality that forms and transforms into a social personality, and at the same time regulates and educates its behavior. According to cultural scholars, "Every culture is a unique world created by a person's specific attitude towards the world and themselves. By studying different cultures, we not only study books, temples, or archaeological finds, but also discover

other human worlds where people lived and felt differently from us. Every culture is a way of creative self-awareness of a person. Therefore, understanding other cultures enriches us not only with new knowledge, but also with new creative experience."

The culture of reading (the culture of reading textual information) is the initial and main factor in the formation of the entire culture. According to expert Yu. Melentyeva, one of the components of reading culture is book culture" (Book culture, reading culture, the history of the emergence and development of books, writing is an integral part of the phenomenon of reading culture, and the book is the most complete and colorful expression of the culture of all mankind.

Reading plays an important role in the formation of spirituality and enlightenment by people. From ancient times, even before the invention of books, our ancestors told fairy tales, riddles, proverbs, and songs, even if they were original, in order to raise their children to be intelligent, resourceful, and quick-witted. In the 4th-3rd millennia BC, scrolls made from papyrus plants accelerated the promotion of culture and enlightenment. Later, in Egypt, Rome, Greece, China, and Central Asia, people wrote and expressed their thoughts on stone, palm, bamboo leaves, pottery, leather, wood, and other materials.

It is known that in Central Asia, in the 1st millennium BC, the Zoroastrian book "Avesta" was written on 12,000 cattle hides. In the 10th-11th centuries, there were libraries in Central Asia where rare books were kept. Another unique book made of leather is the Mushafi Uthman Quran. This book was written in Kufic script in 644-656 by Muhammad's (peace be upon him) scribes Zayd ibn Thabit, Amir ibn al-'As, and Hisham ibn Hakim under the direction of Caliph Uthman. This shows that the need and attention to books has been formed and developed since ancient times.

Until now, people around the world, including the Uzbek people, have understood the world through books. The fact that Umarshaykh Mirza read "Shahnameh" in "Baburnama" or Atabek read "Baburnama" in "Days Gone By" and similar notes indicate that reading has been an integral part of our spiritual values. The dastans of oral folk art "Kuntugmish," "Shirin and Shakar," "Malikai Ayyor," "Alpomish," "Gorogli" were read in families in turn. During the long winter months, storytellers enthusiastically recounted examples of folk oral art in places where people gathered. There were discussions and debates about books such as "The Story of Ibrahim Adham" and "The Story of Shah Mashrab." Of course, a legitimate question arises: why is it not so now?

In all his speeches, the head of our state pays special attention to protecting young people from harmful online attacks, teaching them to effectively use information technologies, and emphasizes the need to establish regular family libraries and develop

a culture of reading in every family. Because the level of reading is a sign of the cultural level of the family, it is necessary to organize family libraries in each family and support their educational activities in promoting family reading. "We talk a lot about changing people's consciousness and thinking," the head of our country emphasizes, "change their worldview, raise their spiritual level." But isn't a book the simplest and most effective tool in this regard? I am convinced that progress and high spirituality cannot be achieved without books. Neither a person who doesn't read books, nor a nation has a future." From the above clear idea, it can be understood that in the development of culture, the culture of books and reading guides the socialization of a person, ensures his freedom, and sharpens his thinking. Most importantly, the book contributes to the formation of healthy economic and spiritual-cultural needs in a person, directing them to a truly intellectual and moral space.

Our great thinkers understand the culture of reading as an integral part of the general culture of man. For this reason, those who evaluated the concept of reading culture from the point of view of social philosophy, which is a science that studies nature, society, thinking, and the place of man in this society, cited their valuable thoughts, and our great ancestor Az-Zamakhshari, emphasizing the importance of reading in acquiring knowledge, writes: "Knowledge is not by writing and drawing on paper, but by reading and understanding."

As F. Bacon said, "Read not to contradict and deny, not to blindly believe, not to find words for conversation, but to think and reflect."

Indeed, books are a force that encourages all of us towards goodness and helps solve all the problems before us. It is not without reason that in our country, those who are familiar with books, who love books, who write books, who consider books sacred and protect them like the apple of their eye are called intellectuals. Intellectuals are radiators of light, they are those who illuminate society with their actions and activities, ensuring spiritual and social stability.

With the formation and development of reading culture, values change as a person's general culture, morality, people's spirituality, their relationships with each other and the environment, and society itself develops.

The rapid development of electronic technologies and electronizing values, the interactive network space, has led to an increase in the number of electronic publications, the emergence of digital libraries, virtual book clubs, online communities, and numerous websites. As a result, the reader's attitude towards traditional books has changed. This, of course, does not mean that humanity has stopped learning. The Internet offers unparalleled opportunities for the development of reading. For example, if we approach this issue from a pedagogical point of view: if the teacher has mastered

information technologies well, he can organize online readers' conferences with a specific time, and invite the author of the work to this conference. Naturally, the opportunity to talk with the author about the work and ask them questions of interest will not leave young people indifferent. Organizing various reviews - contests, competitions, quizzes among readers of various institutions through the Internet, encouraging their active participants, and regularly establishing positive and creative work will give a powerful impetus to the rise of reading culture. In this regard, the head of our state expresses the following opinion: "At the same time, along with mastering the latest achievements in the field of information and communication, it is necessary to pay special attention to increasing young people's interest in reading books, making them friends with books, and further raising the reading level of the population. For this, it is important, first of all, to place the best examples of our national and world literature on social networks and pay special attention to their wide promotion."

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TISH OG'RIQ'INING SABABLARI VA UY SHAROITIDA BIRINCHI YORDAM

Causes of Toothache and First Aid at Home

Toshkent davlat universiteti tibbiyot Stomatologiya yo'nalishi 2-kurs talabasi

Geldiyorova Gavxar Jumanazar qizi

Ilmiy rahbar: Yuz jag' jarrohligi va Stomatologiya kafedrası

Asistent o'qituvchisi Ashurov Olimjon Dulobovich

geldiyorovagavhar96@gmail.com

[Tel: +998886380502](tel:+998886380502)

Abstract

This article provides information on common causes of toothache — caries, pulpitis, periodontitis, tooth injury, and oral infections. It also focuses on first aid methods used at home to reduce tooth pain, including painkillers, traditional remedies, compresses, and proper hygiene practices. The article also addresses preventive measures to avoid toothache. Written based on medical literature, this article aims to enhance knowledge in the field of dentistry.

Introduction

Toothache is one of the most uncomfortable and distressing pains experienced by humans. It not only negatively affects daily activities but also disrupts eating, sleeping, and overall mental well-being. The causes of toothache vary widely and sometimes require serious medical intervention. Therefore, knowing first aid methods at home is important for everyone. This article discusses the main causes of toothache, first aid techniques to relieve pain at home, and preventive measures to avoid tooth pain.

Main Causes of Toothache (Detailed)

1. Caries (Tooth Decay)

Caries is the most common dental disease that damages tooth enamel and subsequently the inner tissues. The caries process begins with bacteria on the tooth surface, mainly *Streptococcus mutans*, metabolizing sugars to produce acids. These acids gradually erode the enamel, resulting in spots and cavities on the tooth surface. If untreated, caries reach the deeper layers — dentin and pulp (the nerve and blood vessel tissue inside the tooth root) — causing pain. Initially, caries may be asymptomatic, but as it progresses, sensitivity and severe pain occur when consuming hot, cold, sweet, or acidic foods.

2. Pulpitis

Pulpitis is inflammation of the pulp tissue inside the tooth root, often caused by

untreated caries or trauma. It can be reversible (healable) or irreversible (non-healable). In reversible pulpitis, inflammation is mild, causing temporary pain usually triggered by hot or cold stimuli. Irreversible pulpitis results in severe, constant, and sharp pain, often disturbing patients at night, and may lead to pulp necrosis. Immediate dental treatment is required.

3. Periodontitis and Other Diseases of the Tissues Surrounding the Teeth

Periodontitis is inflammation of the tissues surrounding the teeth, developing from gum disease (gingivitis). Bacteria accumulate on the gum surface causing inflammation, which may extend to the supporting bone and other tissues. This leads to tooth instability and possible tooth loss. Periodontitis is often accompanied by pain, swelling, bleeding gums, discoloration, and bad breath. Regular dental hygiene and check-ups are crucial for prevention.

4. Damage or Fracture of the Tooth Enamel

Fractures or mechanical damage to the tooth enamel expose sensitive dentin and nerve endings, increasing sensitivity to hot, cold, or sweet foods, causing sharp pain. This sensitivity worsens if accompanied by caries. Since enamel does not regenerate naturally, dental treatment is necessary.

5. Oral Infections

Bacterial or viral infections in the oral cavity, such as stomatitis, abscess, or pericoronitis, can also cause toothache. Abscesses involve pus accumulation around the tooth root due to infection. Symptoms include severe persistent pain, swelling, redness, fever, and general malaise. While home remedies can reduce pain temporarily, professional dental treatment is essential.

6. Stress and Neurological Causes

Toothache does not always arise from dental or oral problems. Conditions like bruxism (teeth grinding or clenching) cause muscle strain and nerve irritation leading to pain. Neurological disorders such as trigeminal neuralgia cause sudden, sharp facial pain that may mimic toothache but originate from the nervous system. Stress-related pain requires diagnosis and treatment by both neurologists and dentists.

First Aid Methods for Toothache at Home (Detailed)

Toothache is an unexpected and very uncomfortable condition experienced by many. Although consulting a dentist is important, knowing first aid methods at home is necessary for immediate relief. Below are effective techniques to reduce or temporarily eliminate tooth pain:

1. Pain Relievers

Commonly used medications at home include analgesics like paracetamol

(acetaminophen) or ibuprofen. These drugs reduce inflammation and relieve pain. Proper dosage and awareness of side effects are essential. Ibuprofen is especially effective due to its anti-inflammatory properties, reducing both pain and swelling.

2. Applying Cold Compress

Applying a cold compress (ice or a cold damp cloth) externally on the painful area helps reduce swelling and pain by constricting blood vessels and lowering inflammation. Compresses should be applied for 15–20 minutes followed by a 15-minute break.

3. Rinsing Mouth with Saltwater

Rinsing the mouth with warm saltwater helps reduce bacteria and soothe inflammation. To prepare, dissolve half a teaspoon of salt in a glass of warm water and rinse several times a day.

4. Traditional Remedies

Some traditional remedies provide temporary relief. Clove oil has strong antibacterial and analgesic effects. Applying a few drops of clove oil with a cotton swab on the painful area can reduce pain. Peppermint leaves or peppermint oil have a cooling effect that may help as well.

5. Maintaining Oral Hygiene

Even during toothache, maintaining oral hygiene is important. Use a soft toothbrush and gentle movements to avoid aggravating pain. Carefully removing food debris reduces inflammation and bacterial spread.

6. Avoiding Harmful Practices

Do not apply very hot or very cold water directly, use unknown medications, or forcibly tap the tooth to relieve pain as these may cause harm.

7. Situations Requiring Immediate Medical Attention

Besides home first aid, consult a dentist immediately if:

Pain lasts more than 1–2 days

Swelling and redness increase

Fever, headache, or general malaise occur

Difficulty opening the mouth or swallowing develops

Conclusion

Toothache can result from various causes including dental caries, pulpitis, periodontitis, enamel damage, oral infections, and neurological conditions. Understanding these causes is essential for effective management and prevention. While professional dental care remains the primary treatment, several first aid methods can be safely applied at home to relieve pain temporarily. These include taking appropriate painkillers, applying cold compresses, rinsing with saltwater, and using

traditional remedies like clove oil. Maintaining good oral hygiene and avoiding harmful practices are crucial. Prompt dental consultation is necessary if symptoms worsen or persist. Awareness and timely intervention can significantly improve dental health and quality of life.

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The Role of Task-Based Language Teaching in Improving Speaking Skills of Uzbek EFL Learners

Mohinur Murodillayeva

MA in TESOL, Webster in Tashkent

Abstract

Task-Based Language Teaching (TBLT) has emerged as an influential approach within TESOL, emphasizing real-life communication and learner-centered instruction. This study explores the role of TBLT in enhancing speaking skills among Uzbek learners of English as a Foreign Language (EFL). Traditional teaching methods in Uzbekistan often focus on grammar and translation, which limit opportunities for authentic communication. By contrast, TBLT encourages learners to use English through interactive tasks such as role-plays, problem-solving activities, and collaborative projects. Data from classroom observations and learner feedback reveal that students engaged in TBLT demonstrate improved fluency, greater confidence, and higher levels of participation. Moreover, TBLT reduces speaking anxiety by shifting the focus from accuracy to meaningful communication, allowing learners to express themselves more freely. The findings suggest that incorporating TBLT into EFL classrooms in Uzbekistan can bridge the gap between theoretical knowledge and practical language use. This study concludes that TBLT not only fosters communicative competence but also aligns with global TESOL standards, thereby contributing to the overall improvement of English language education in Uzbekistan.

Keywords task-based learning, speaking skills, TESOL, communicative competence, Uzbekistan

Introduction

In Uzbekistan, English language education has traditionally emphasized grammar translation methods, limiting learners' opportunities for authentic communication. However, with increasing globalization and the demand for communicative competence, there is a pressing need to adopt more interactive and student-centered teaching methods. Task-Based Language Teaching (TBLT) has been recognized internationally as an effective approach for promoting speaking skills, learner autonomy, and meaningful interaction in the classroom. This study focuses on exploring how TBLT can be implemented in Uzbek EFL classrooms to improve learners' oral proficiency.

Objectives

To examine the effectiveness of TBLT in enhancing speaking skills among Uzbek EFL learners.

To identify classroom practices and tasks that promote communicative competence.

To evaluate learners' attitudes and engagement when exposed to task-based activities.

Methods

This research adopts a qualitative approach, combining classroom observations, task performance analysis, and learner interviews. A sample of 30 intermediate-level Uzbek EFL students participated in TBLT-focused lessons over six weeks. Activities included role-plays, problem-solving tasks, collaborative projects, and peer feedback sessions. Data were analyzed to identify improvements in fluency, accuracy, confidence, and participation.

Expected Results

It is anticipated that students engaged in TBLT will demonstrate:

Improved speaking fluency and accuracy.

Greater confidence in expressing ideas in English.

Increased participation and engagement in classroom activities.

Reduced anxiety and fear of making mistakes during oral communication.

Conclusion

Task-Based Language Teaching offers a practical and effective method for improving speaking skills in Uzbek EFL classrooms. By integrating interactive tasks and learner-centered approaches, TBLT bridges the gap between theoretical knowledge and real-life communication. Implementing TBLT can enhance learner motivation, foster communicative competence, and contribute to the overall quality of English language education in Uzbekistan.

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Tarixning pedagogika sohasi rivojidadagi o‘rni va ahamiyati

Abdullayeva Mahlioyoxon Aliyevna

Qo‘qon davlat universiteti tyutori

Annotatsiya:

Ushbu maqolada tarix fanining pedagogika sohasi bilan uzviy bog‘liqligi, uning ta‘lim jarayonidagi o‘rni va ahamiyati tahlil etilgan. Pedagogika nazariyasi va amaliyotida tarixiy yondashuvning roli, tarix fanining ta‘lim tizimi rivojiga ko‘rsatgan ta‘siri, shuningdek, pedagogik fikr shakllanishida tarixiy shaxslar va davrlarning o‘rni yoritilgan. Maqolada tarixiy tajriba asosida zamonaviy ta‘lim jarayonini takomillashtirish yo‘llari ilmiy asosda tahlil qilinadi.

Kalit so‘zlar: tarix, pedagogika, ta‘lim, tarixiy tajriba, tarbiya, ilmiy yondashuv, metodologiya

Kirish

Tarix va pedagogika fanlari o‘zaro chambarchas bog‘liq bo‘lib, inson tafakkurining, madaniyatining va jamiyat taraqqiyotining shakllanishida muhim o‘rin tutadi. Pedagogika insonni har tomonlama rivojlantirishga qaratilgan bo‘lsa, tarix insoniyat tajribasini o‘rganadi. Shu sababli pedagogik g‘oyalarni to‘liq anglash uchun tarixiy jarayonlarni tahlil qilish zarur. Tarixiy yondashuv nafaqat o‘tmish saboqlarini o‘rganish, balki kelajak ta‘lim strategiyalarini belgilash imkonini ham beradi. Har bir ijtimoiy tuzumda insonning ma‘naviy yuksalishini ta‘minlovchi ta‘lim-tarbiya, ma‘naviyat va ma‘rifat kabi tushunchalar mavjud bo‘lib, ular pedagogika sohasidagi o‘zgarishlarni jamiyat taraqqiyoti bilan bog‘liq holda olganishni talab etadi. Pedagogika tarixi qadim zamonlardan tortib, to hozirgi kungacha bo‘lgan turli tarixiy davrlarda tarbiya, maktab va pedagogika nazariyalarining taraqqiyotini davrlar talabi asosida olganib keldi. Har bir ijtimoiy tuzum, uning kelajagi, insoniyat istiqboli, kishilarning hayot va turmush darajasi fan va madaniyat taraqqiyoti bilan bevosita bog‘liqlir.

Mamlakatimizda qabul qilingan «Ta‘lim to‘g‘risida»gi Qonun ta‘lim-tarbiya va maorifni isloh qilish to‘g‘risidagi nazariy va amaliy talab hamda ko‘rsatmalar asosida, shuningdek, mustaqillik yillarida ijodkor mutaxassislarimiz va olimlarimiz tomonidan «Pedagogika tarixi» faniga doir bir qator darsliklar, o‘quv qo‘llanmalar va ma‘ruza matnlari yaratildi. Tabiiyki, darsliklar, o‘quv qo‘llanmalar va ma‘ruza matnlarining

alternativ turlarining ko'payishi faqat bir maqsadni - bo'lajak mutaxassis kadrlarga nafi tegishini nazarda tutadi.

Yangi O'zbekistonning 2022-2026 yillarga mo'ljallangan taraqqiyot strategiyasining to'rtinchi bo'limida ta'kidlangan, maktablarda ta'lim sifatini oshirish, pedagog-kadrlarning bilimi va malakasini xalqaro darajaga olib chiqish. Maktablarni rivojlantirish Milliy dasturini joriy etish orqali xalq ta'limi tizimida qo'shimcha 1,2 million o'quvchi o'mi yaratish. 2026-yilga qadar o'quv dasturlari va darsliklarni ilg'or xorijiy tajriba asosida qayta ko'rib chiqib, amalda joriy etish masalalariga alohida e'tibor qaratilgan.

Pedagogika fanining tarmoqlaridan biri pedagogika tarixidir. U har bir ijtimoiy tuzumda insonning ma'naviy-ma'rifiy yuksalishini ta'minlovchi ta'lim-tarbiya, ma'naviyat va ma'rifat tushunchalarini, pedagogika fanidagi olzgarishlarni jamiyat taraqqiyoti bilan bog'liq holda atroflicha o'rganishni taqazo etadi. Pedagogika fanini o'zlashtirish - ma'naviy, ijtimoiy, siyosiy va iqtisodiy hayotning harakatlantiruvchi kuchi bo'lmish inson kamoloti haqidagi g'oyalarni.

pedagogik nazariyalarni, ta'lim-tarbiyaning mazmuni va metodlarini nihoyatda puxta bilishni talab etadi. Pedagogika tarixi fanini o'rganish —kishilik jamiyati taraqqiyoti yo'lidagi ta'lim-tarbiya bosqichlarining pedagogik va tarixiy asoslarni, tahlil qilish va ularga munosabat bildirish kabi malaka va ko'nikmalarni shakllantiradi.

Pedagogika tarixining metodologik asosi hamda yosh avlodni tarbiyalash an'analaridagi o'qitish va kamol toptirish tizimlarini. ularning qonun-qoidalarini, qomusiy mutafakkirlar, ma'rifatparvar shoirlar va pedagoglarning ta'lim-tarbiya, ma'rifatga doir g'oyalarni, shuningdek, ularning rivojlanishini mukammal o'rganadigan fandir.

Forobiyning ta'lim-tarbiya yo'llari, usullari, vositalari haqidagi qarashlari ham qimmatlidir. U «Insonda go'zal fazilatlar ikki yo'l - ta'lim va tarbiya yo'li bilan hosil qilinadi. Ta'lim, faqat, so'z va o'rgatish bilangina bo'ladi. Tarbiya esa, amaliy ish, tajriba bilan, ya'ni shu xalq. shu milatning amaliy malakalaridan iborat bo'lgan ish-harakat, kasb-hunarga berilgan bo'lmishi, o'rganishidir», deya ta'kidlaydi. Olim, o'z navbatida ta'limda barcha fanlarning nazariy asoslari o'rganilsa, tarbiyada ma'naviy-axloqiy qoidalar, odob me'yorlari o'rganiladi. kasb-hunarga oid malakalar hosil qilinadi, deb uqtiradi. Shuning uchun ushbu g'oyalardan jamiyatning tarbiyaviy- ta'lim salohiyatini mustahkamlash-da, ma'naviy-axloqiy muhitni yaxshilashda foydalansa. maqsadga muvofiq bo'ladi.

Tadqiqot

metodlari

Tadqiqot davomida tarixiy-tahliliy, qiyosiy, tizimli va pedagogik yondashuv metodlaridan foydalanildi. Tarixiy manbalar, pedagogik asarlar, olimlarning ilmiy ishlari va amaliy tajribalari asosida tarix fanining pedagogika sohasiga ta'siri o'rganildi. Metodologik asos sifatida tarixiy materiallarni tahlil qilish va ularni zamonaviy ta'lim amaliyoti bilan solishtirish tamoyillari qo'llanildi.

Pedagogika tarixi fanining maqsadi - qadimgi O'rta Osiyo hududida, shuningdek, dunyoning boshqa mintaqalarida pedagogik fikrlar taraqqiyotini, sharq mutafakkirlari va ma'rifatparvar shoirlari hamda jadidlaming ta'lim-tarbiya nazariyasiga qo'shgan hissalarini, mustaqillik davrida zamon va makon talabiga javob beruvchi milliy pedagogikani rivojlantirish hamda ta'lim-tarbiyaning nazariy asoslarini yaratish qonuniyatlarini o'rganishdan iborat. Zero, boshqa ijtimoiy hodisalar singari ta'lim-tarbiyaning paydo bo'lishi va rivojlanishi ham ma'lum ob'yektiv qonuniyatlar asosida sodir bo'lmadi. Pedagogika tarixi fani vazifalaridan biri ana shu ob'yektiv qonuniyatlarni aniqlashdan iborat. Ma'lumki, ijtimoiy fanlarning qonuniyatlari ham ob'yektiv xarakterga ega. Ular ma'lum joyda, mamlakatda ayrim kishilar tomonidan ochilishi, kashf etilishi mumkin. Lekin bu ob'yektiv qonuniyatlarning ta'sir doirasi juda keng bo'ladi, ayrim millat, mamlakat, mintaqa doirasi bilan cheklanmaydi.

Eng avvalo, milliy pedagogika tarixi fani rivojlanishiga yana bir ishonchli dalil shundaki, u avtoritarizmdan, ya'ni bir xillikdan, yuqoridan ko'rsatma berilishidan qutulganligidir. Hozirgi kunda respublika oliy o'quv yurtlari o'ndan ziyod o'quv rejasi asosida ish olib borayotganligi, gimnaziya, akademik litsey, kasb-hunar kollejlari yo'nalishidagi ta'lim muassasalarida, zamonaviy pedagogik texnologiyalar asosida o'qitishning keng joriy qilinishi: integratsion ta'limning yo'lga qo'yilganligi va h.k., pedagogika tarixi fani, nazariyasi va amaliyotida demokratik jarayonlarning amalga oshirilayotganligidan dalolat beradi. Huquqiy egalik nuqtayi nazaridan ham xilma-xil nodavlat o'quv-tarbiya muassasalari tashkil etilib, ularda mutlaqo zamonaviy ta'lim metodlaridan foydalanilayotganligi milliy pedagogika tarixi sog'lomlashganligi nishonasidir. Yangi pedagogik tafakkurning o'ziga xos tomoni—uning to'la-to'kis milliy asoslarga tayana boshlaganidir.

Natijalar

O'rganish natijalariga ko'ra, tarix fanining pedagogika sohasidagi o'rni quyidagi yo'nalishlarda namoyon bo'ladi:

1. Tarixiy tajriba asosida ta'lim tamoyillarini shakllantirish.
2. Pedagogik g'oyalar evolyutsiyasini o'rganish.
3. Tarixiy shaxslar faoliyatining ta'limga ta'sirini aniqlash.

4. Tarixiy davrlardagi ta'lim tizimlarini tahlil qilib, ularni hozirgi sharoitga moslashtirish.

Misol uchun, qadimgi Sharq allomalari — Al-Farobiy, Ibn Sino, Beruniy, Navoiylarning asarlarida insonparvarlik, axloqiy tarbiya va ilmiy tafakkurga urg'u berilgan. Bu g'oyalar bugungi pedagogik tamoyillar bilan uzviy bog'liqdir.

Pedagogika tarixi fanining ilmiy-nazariy, ijtimoiy-amaliy

vazifalari

quyidagilardan

iborat:

- ta'lim-tarbiya qonuniyatlarini umuminsoniy va milliy, ijtimoiy hodisa sifatida, shuningdek, jamiyatning o'zgaruvchan ehtiyojlari bilan bog'liq holda o'rganish;
- ta'lim-tarbiyaning maqsadi, mazmuni va shakllarini jamiyatning iqtisodiy rivojlanish darajasi bilan bog'liq holda yoritish;
- o'zgaruvchan pedagogika ilmi va ta'lim-tarbiya sohasi orttirilgan ijobiy tajribalarni umumlashtirish va amaliyotga tatbiq etish usullarini kocsatib berish;
- ijtimoiy-pedagogik fikrlar taraqqiyotining har bir bosqichida o'zgaruvchan hududida va jahonning boshqa mintaqalarida pedagogik fikrlar rivojlanishini va ta'lim-tarbiya holatini tarixan haqqoniy tasvirlash;
- pedagogik-tarixiy bilimlar - bo'lajak pedagoglarning milliy, tarixiy, ma'naviy-pedagogik ongini shakllantirishga faol ta'sir etishini nazarda tutish va h.k.

Muhokama

Tarixiy jarayonlarni tahlil qilish pedagogika uchun ikki yo'nalishda foydalidir: birinchidan, o'tmishdagi ta'lim shakllarini o'rganish orqali bugungi tizimdagi kamchiliklarni aniqlash mumkin; ikkinchidan, ilg'or tarixiy tajribalarni amaliyotga tatbiq etish ta'lim samaradorligini oshiradi. Shuningdek, tarix fanining o'zgaruvchilarda milliy g'urur, vatanparvarlik, axloqiy qadriyatlar va tarixiy tafakkurni shakllantirishda beqiyos ahamiyatga ega. Zamonaviy pedagogik jarayonda tarixiy merosdan foydalanish nafaqat o'zgaruvchan mazmunini boyitadi, balki tarbiyaviy maqsadlarni ham amalga oshiradi.

Xulosa

Xulosa qilib aytganda, tarix fanining pedagogika sohasi rivojidadagi o'zgaruvchan beqiyosdir. Tarixiy tajribani chuqur o'rganish orqali pedagogik nazariya va amaliyotni takomillashtirish, ta'lim jarayonini yanada samarali tashkil etish imkoniyati yaratiladi. Tarix va pedagogika uyg'unligi yosh avlodni har tomonlama yetuk, tafakkuri keng va milliy qadriyatlarga sodiq shaxs sifatida shakllantirishda muhim rol o'ynaydi.

Pedagogika tarixi fani yoshlarning ijtimoiy tafakkurida sodir bo'lgan yangilanishlarni, ma'naviyatida ro'y bergan o'zgarishlarni ko'pchilikning xulq-atvoriga aylantiradigan, ya'ni jamiyatning aksariyat faol a'zolari yoshlarda ezgu fikr, ezgu kalom, ezgu amal kabi va yuksak axloqiy sifatlarni shakllantirishga da'vat etadigan ijtimoiy faoliyatdir. Yoshlarimiz ijtimoiy tafakkuridagi yangilanishlar harakat faktoriga aylanib mustaqillik qo'lga kiritildi, natijada mustaqil O'zbekiston Respublikasi vujudga keldi.

Mustaqil yurtda, sog'lom aqlga muvofiq yangi ijtimoiy tuzumda yashaydigan barkamol avlodning ma'naviyatini shakllantirishday, ta'lim-tarbiyasini yuksak darajaga ko'tarishday zalvarli yumush borki, u bilan pedagogika tarixi fani shug'ullanadi. Shuning uchun ham pedagogika tarixi fani va amaliyotining bugunga kelib, maqsadi tamomila o'zgardi. U mafkura iskanjasidan xalos bo'lib, o'ziga xos sof ilmiy qonuniyatlar asosida rivojlanish imkoniyatiga ega bo'lganligi tufayli bilim berish, mutaxassis tayyorlashni o'z faoliyatining asosiy maqsadi qilib olgan pedagogika tarixidan, barkamol shaxsni shakllantirishga yo'naltirilgan jarayonga aylanib borayotganligi ko'rinib turibdi. Shuning uchun ham pedagogika tarixi fani va ijtimoiy-tarixiy asosga ega bo'lishi, ta'lim va tarbiyaning pirovard natijasini sog'lom pedagogik falsafa belgilab berishi zarurligini anglash vaqti yetdi. Pedagogik falsafa o'zgarganligi milliy tarbiyashunosligimizning sog'lom yo'nalishlardan borishini ta'minlaydigan omillardan hisoblanadi.

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UMUMXALQ O'ZBEK TILI VA SHEVALARI VA UNING TARKIBIDAGI SHEVALAR.

Abdurahmonova Mavluda Ibragimovna

Termiz davlat universiteti ona tili va adabiyot fani o'qituvchisi

Annotatsiya

Adabiy tilning og'zaki va yozma shakllari mavjud. Og'zaki shakl so'z, tovush, gap, ohang, pauza (to'xtam) bilan ish ko'radi. Yozma shakli esa harf, yozuv, tinish belgilari bilan ish ko'radi. Adabiy tilning og'zaki va yozma shakllari o'z me'yorlariga ega. Adabiy tilning og'zaki shakli insonlar orasida bevosita, yozma adabiy til esa bilvosita aloqa vositasidir. Turk atamasining *urug'*, *elat*, *bahodir*, *qalpoq*, *bo'ri*, *kuchli*, *qud-ratli*, *qurolsizlar*, *dubulg'a* ma'nolarida ishlatilgani adabiyotlarda qayd etilgan. Turk nomi o'tmishda turkiy tillarning umumiy nomini bildirishi bilan birga o'zbek xalqi va tiliga nisbatan ham qo'llangan

Kalit so'zlar: Sheva, lahja, qarluq, qipchoq, o'g'uz, umumxalq tili, adabiy til, og'zaki, yozma, fonetik, leksik, Grammatik.

Mutafakkirimiz Alisher Navoiy o'zbek tilining asoschisimi yoki o'zbek adabiy tilining? Bu savolga javob topish uchun **umumxalq tili** va **adabiy tilning** farqini ajrata olish kerak.

Umumxalq tili ma'lum bir xalqning so'zlashuv tilidir. Uni xalq sekinlik bilan yaratib, boyitib boradi. Adabiy til esa umumxalq tilining yozuvchilar, shoirlar, ziyolilar tomonidan qayta ishlangan, me'yorga solingan, hamma uchun umumiy bo'lgan, umumxalq yoki umummillat tilining yuqori, sayqal-lashtirilgan shaklidir. Davlat muassasalarida, madaniyat sohalarida, mat-buotda, dars o'tishda adabiy tildan foydalaniladi.

Umumxalq tilini xalq yaratadi. Adabiy tilni ziyolilar yaratadi. Lekin adabiy til xalq tili tarkibida bo'ladi.

Umumxalq tilining adabiy til shakliga ko'tarilishi uchun quyidagi shartlar mavjud:

1. Adabiy til yozuv bilan ta'minlangan bo'lishi kerak;
2. Mutaxassislar tomonidan qayta ishlangan bo'lishi kerak;
3. Ma'lum qoidaqonunlarga bo'ysunishi kerak;

Dunyodagi ko'pgina tillarning hozir ham adabiy til shakli yo'q.

Adabiy tilning **og'zaki** va **yo'zma shakllari** mavjud. Og'zaki shakl so'z, tovush, gap, ohang, pauza (to'xtam) bilan ish ko'radi. Yozma shakli esa harf, yozuv, tinish belgilari bilan ish ko'radi. Adabiy tilning og'zaki va yozma shakllari o'z me'yorlariga ega.

Adabiy tilning og'zaki shakli insonlar orasida bevosita, yozma adabiy til esa bilvosita aloqa vositasidir. Chunki yozuvda qog'oz, ruchka, yorug'lik bo'lishi kerak. Og'zaki gaplashishda hech narsa shart emas.

Demak, yuqoridagi savolimizga Alisher Navoiy o'zbek adabiy tilining asoschisi deb javob berishimiz kerak bo'ladi.

Adabiy til lahjalar, shevalar negizida umumlashtirish, qat'iy me'yorlarni ishlab chiqish yo'li bilan hosil qilinadi va ulardan oziqlangan holda muttasil rivojlanib boradi. Shuning uchun adabiy til xalq shevalaridan uzilgan emas. Adabiy tilning shevalardan so'zlar olib boyib borishi **ichki manba**, boshqa tillardan so'z olib rivojlanishi **tashqi manba** hisoblanadi.

Faqat muayyan hududga xos ayrim belgilarini o'zida namoyon qilgan til shakli **shevalar** hisoblanadi.

Birbiriga yaqin bo'lgan shevalar yig'indisi esa **lahja** deb yuritiladi.

Dialekt esa gohida sheva atamasi ma'nosida, gohida lahja atamasi ma'nosida keladi: *toshkent dialekti* (shevasi), *qipchoq dialekti* (lahjasi) kabi.

Adabiy til shevalardan **fonetik**, **leksik** va **grammatik** jihatdan ozmi ko'pmi farq qiladi. Fonetik deganda tovush tomonidan: *pabrika – fabrika, man – men, jila – yig'la* kabi; leksik esa so'z tomonidan: *kalapo'sh – do'ppi, go'sala – buzoq* kabi; grammatik deganda so'z shakli yoki qo'shimchalardagi *borayapti – borvotti – borutdi* kabi farqlar tushunilishi kerak.

Shevalarning faqat og'zaki shakli mavjud. Shevalarning o'ziga xos xusu-siyatlari adabiy tilning ta'siri bilan asta-sekin yo'qolib boradi.

O'zbek tili tarkibida **uchta lahja** bor:

1. **Qarluq lahjasi (janubiysharqiy guruh).**
2. **Qipchoq lahjasi (janubiyg'arbiy guruh).**
3. **O'g'iz lahjasi (shimoliyg'arbiy guruh).**

Qarluq lahjasi asosan shahar shevalarini o'z ichiga oladi (Toshkent, Andijon, Farg'ona, Samarqand, Buxoro). Bu shevalarning muhim fonetik va grammatik belgilari quyidagilar:

- 1) so'z oxiridagi **k** tovushi **y** tarzida aytiladi: *elak – elay, terak – teray* kabi;
- 2) **o** lashish yuz beradi: *aka – oka, Akram – Akrom* kabi;
- 3) qaratqich va tushum kelishigi **ni** tarzida: *ukamni daftari* kabi.

Qipchoq lahjasi shevalari O'zbekistonning hamma viloyatlarida mavjud, ular asosan qishloqlarda tarqalgan.

Belgilari quyidagilar:

- 1) **y** o'rnida **j** ishlatiladi: *yo'l – jo'l, yo'q – jo'q* kabi;
- 2) **g'** o'rnida **v** ishlatiladi: *tog' – tov, sog' – sov* kabi;

3) **k, q** tushuriladi: *eshi(k)*, *sari(q)* va boshqalar.

O'g'iz lahjasi janubiy Xorazmdagi bir qancha shevalarni o'z ichiga oladi. Belgilari:

1) unlilar qisqa va cho'ziq aytiladi: *at (hayvon)*, *a:t (ism)* kabi;

2) **t** tovushi **d, k** tovushi esa **g** tarzida aytiladi: *tog' – dog'*, *keldi – galdi* kabi.

Hozirgi o'zbek adabiy tili uchun qarluq lahjasiga kiradigan **Farg'ona-Toshkent shevalari**, ya'ni **Toshkent shevasi fonetik** tomondan; **Farg'ona shevasi morfologik** tomondan asos qilib olingan. Lekin bu qipchoq va o'g'uz lahjasi xususiyatlari adabiy tilda yo'q degani emas.

Yer yuzida yashayotgan xalqlar to'satdan yoki tasodifan paydo bo'lgan emas. Ular turli nomlar bilan hayot so'qmoqlarini bosib o'tishgan. O'zbek qavmlari ham o'z nomiga ega bo'lguncha turli etnik nomlar ostida yashagan. O'zbek qavmlari asrlar osha qadimgi turkiy davrlarda tarixan shakllangan bir guruh qabilalardan tashkil topgan. Garchand o'zbek nomi bo'lmasada, o'zbek xalqining birinchi qatlami XXXI asrlarda qoraxoniylar davrida **qorluq, chigil, yog'mo** qabilalari ittifoqi zaminida hosil bo'lgan. O'zbek tili mustaqil til sifatida XI asrdan boshlab shakllana boshlagan. O'zbek xalqi XX asrning boshlarigacha turk, sart, chig'atoy, o'zbek atamalari bilan nomla-nib kelgan.

Turk atamasining *urug'*, *elat*, *bahodir*, *qalpoq*, *bo'ri*, *kuchli*, *qud-ratli*, *qurolsizlar*, *dubulg'a* ma'nolarida ishlatilgani adabiyotlarda qayd etilgan. Turk nomi o'tmishda turkiy tillarning umumiy nomini bildirishi bilan birga o'zbek xalqi va tiliga nisbatan ham qo'llangan.

Sart atamasi XVI asrdan boshlab, o'zbeklar bo'lgan shahar aholisiga nisbatan ishlatila boshlagan. Sart so'zi *karvonboshi*, *savdogar*, *shaharlik* ma'nolarida sanskrit tilida qo'llangan.

Chig'atoy atamasi mo'g'ullar istilosidan keyin paydo bo'lgan. Chingiz-xonning o'rtancha farzandi bo'lgan Chig'atoy O'rta Osiyo va Afg'onistonni idora qilgan. Natijada **chig'atoy yurti**, **chig'atoy ulusi**, **chig'atoy adabiyoti**, **chig'atoy tili** degan atamalari qo'llana boshlagan.

O'zbek so'zi esa *urug'*, *qabila*, *elat*, *saxiy*, *odamiy*, *diltortuvchi*, *sevgili* ma'nolarda Lutfiy, Atoiy, Navoiy asarlarida uchraydi.

Farzandlarimizni ko'r -ko'rona oligofrenik qilib yetishtirmayapmizmi?

Namangan Davlat Universiteti Biotexnologiya fakulteti Biologiya kafedrası
stajor-o'qituvchisi

Sadikova Olima Zoxid qizi.

Anotatsiya: Ushbu maqolada zamonaviy texnologiyalarning, xususan, gadjetlar va ijtimoiy tarmoqlarning bolalar ruhiy hamda jismoniy rivojlanishiga salbiy ta'siri yoritilgan. Tadqiqot davomida "oligofreniya" tushunchasi, uning kelib chiqish sabablari, shakllari va belgilari tahlil qilinadi. Muallif bolalarda nutqning buzilishi, emotsional beqarorlik, fikrlashdagi sustlik, jismoniy rivojlanishning orqada qolishi kabi belgilarni texnologiyalardan ortiqcha foydalanish oqibatida yuzaga kelayotgan xavfli holatlar bilan solishtiradi. Shuningdek, maqolada "nomofobiya" telefondan ajralolmaslik sindromi va uning bolalar sog'lig'iga ta'siri haqida ilmiy hamda amaliy xulosalar keltiriladi. Asosiy maqsad ota-onalar va jamiyatni texnologiyalardan to'g'ri foydalanish madaniyatiga chaqirish hamda kelajak avlod sog'lig'ini asrash zarurligini ta'kidlashdir.

Kalit so'zlar: Oligofreniya, texnologiya, nomofobiya, bolalar rivojlanishi, ruhiy salomatlik, gadjetga qaramlik, emotsional buzilish, ota-onalar mas'uliyati.

Kunimizda deyarli har 10 bolaning 7 tasi shiddat bilan rivojlanayotgan texnologiyalar, ijtimoiy tarmoqlar quliga aylanib bormoqda. Buning salbiy oqibatlarini ko'rmaytgandirmiz hozircha... Ammo yaqin 50 yil ichida sog'lom tug'ulgan bolalar oligofrenik tug'ulgan bolalardan farq qilmay qolishlari ayni haqiqatga yaqindir. Keling Oligofreniya kasalligi nima? U qanday namoyon bo'ladi? Kabi savollarga javob izlab ko'ramiz.

Oligofreniya - bu irsiy omillar yoki o'tkazilgan kasalliklar tufayli kelib chiqqan ruhiy rivojlanishning tug'ma yoki uch yoshgacha orttirilgan orqada qolishidir.

Oligofreniya bir nechta asosiy shakllarga bo'linadigan turli omillar tufayli kelib chiqishi mumkin:

Irsiy oligofreniya

Sabablari: Ota-onalardan birining generativ hujayralarida irsiy yo'l bilan o'tadigan nuqsonlar.

Misollar: Daun kasalligi, ruhiy rivojlanishdan ortda qolish, suyaklar va terining jiddiy shikastlanishlarida mikrotsefaliya.

Bachadon ichi omillari bilan bog'liq bo'lgan oligofreniya

Sabablari: Homiladorlik paytida onadan o'tgan virusli, parazitlar va bakterial infeksiyalar.

Misollar: Homilaning gemolitik kasalligi.

Tug'ruq travmalari va postnatal omillar tufayli ruhiy rivojlanishning kechikishi

Sabablari: tug'ruq paytida asfiksiya yoki gipoksiya, meningit, ensefalit, uch yoshgacha bosh miya jarohati.

Tug'ma kasalliklarning rivojlanishi tufayli yuzaga keladigan oligofreniya

Sabablari: Endokrin patologiyalar yoki bosh miya nuqsonlari.

Oligofreniya belgilari.

Erta yoshdagi bolalarda oligofreniya belgilari:

Ichki organlar tuzilishidagi og'ishlar

Tana, yuz va bosh tuzilishidagi buzilishlar

Fenilketonuriyaning yaqqol belgilari

Haddan tashqari oqish teri qoplamalari

Talvasa

Teri va siydikning nordon hidi

Mushaklar zaifligi

Juda yorqin moviy ko'zlar

Bolalarda quyidagilar ham kuzatilishi mumkin:

Boshni ushlay olmaslik

Turish va o'tirishdagi qiyinchiliklar

Oligofreniya kasalligining kelib chiqishi va belgilari haqida qisqacha tushuncha hosil qildik. Endi diqqatimizni quyidagi belgilarga qarataylik:

Bolalar va kattalar uchun umumiy oligofreniya belgilari:

1. Nutqning buzilishi

2. Emotsional holatning buzilishi

3. O'z-o'ziga xizmat ko'rsata olmaslik

4. Aqliy rivojlanishdan orqada qolish

5. Yuqori ta'sirchanlik

6. Abstrakt fikrlashning yetishmasligi

7. Odamlarning yuzlarini tanib olishdagi qiyinchiliklar

8. Jismoniy rivojlanishdan orqada qolish.

Yuqoridagi belgilar bugungi kundagi kelajagimiz bo'lgan farzandlarimizda ham uchrayotgani hech kim inkor eta olmaydi.

Ko'p telefon yoki kompyuter oynagan bolada nutqning kechikishi, o'z emotsional holatini tartiblay olmaslik yoki boshqara olmaslik, tashqi har qanday ta'sirga tez reaksiya bera olmaslik yoki juda yuqori ta'sirchanlik, aniq ya'ni abstract fikrning yo'qligi va albatta jismoniy rivojlanishni orqada qolishi, bo'yning o'smay qolishi, ko'z sohasida rivojlanishning buzilishi yoki yo'qolishi, nerv sistemasidagi qator o'zgarishlar farzandlarimizni oligofeniklardan farq qilmay qolishlariga sabab emasmi?

Statistik ma'lumotlarga ko'ra, bugungi kunda 5-16 yoshdagi bolalar kuniga 3 soatdan 8 soatgacha vaqtini telefon qarshisida o'tkazadi. Buning natijasida ularda telefonga qaramlik, undan ayrilib qolishdan qo'rquv hissi paydo bo'ladi. XXI asr epidemiyasi deya ta'riflanuvchi bu kasallik **"nomofobiya"** deyiladi, – ta'kidlaydi mutaxassis.

Nomofobiya bolalar orasida eng ko'p tarqalgan psixologik kasalliklardan biriga aylanishga ulgurdi. Tadqiqotlar shuni ko'rsatadiki, gadjetlarga bo'lgan tobelik darajasi, ayniqsa, u kichik yoshdan shakllanib kelgan bo'lsa, hatto, narkoqaramlikdan ham kuchliroq bo'lishi mumkin ekan. Telefondan uzoq vaqt davomida betartib foydalanish insonning ham jismoniy, ham ruhiy salomatligiga jiddiy ta'sir ko'rsatadi.

Birinchi, telefonlar inson salomatligi uchun xavfli bo'lgan elektromagnit to'lqinlar chiqaradi. To'lqinlardan nurlanishning zarari kichik yoshdagi bolalar uchun yanada kuchliroq bo'lib, bu ularda keyinchalik immunitetning pasayishi, asab tizimida muammolar paydo bo'lishiga sabab bo'ladi.

Gadjetlardan uzoq vaqt davomida foydalanishdan aziyat chekadigan asosiy organlardan biri – bu ko'zlar. Bolalar bir daqiqada o'rtacha 18-20 marta mijja qoqadi. Bu ko'zlarni namlantirib, ular zo'riqishining oldini oladi.

Aksariyat hollarda bolalar telefon ekraniga yaqin masofadan tikilib o'yin o'ynaydi, video ko'radi. Bunda ular mijja qoqishni unutadi va natijada ko'z zo'riqishni boshlaydi. Bu esa ko'z olmasining o'sib ketishi, ko'rish qobiliyatining pasayishi, uzoqni yaxshi ko'ra olmaslik (miopiya), g'ilaylik, ko'zning surunkali yoshlanishi yoki qizarishi, ko'z qurib qolish sindromi kabi muammolarga olib kelishi mumkin.

Ota-onalar va bolalar buni darrov payqashmaydi. Ko'pincha gadjetlardan uzoq vaqt davomida foydalanish oqibatida kelib chiqqan ko'z kasalliklari bolalar maktabga chiqishi, ayrim hollarda esa hatto o'smirlik davrida, masalan harbiy xizmatga jo'nashdan oldin tibbiy ko'rikdan o'tish jarayonida aniqlanadi.

Kasallikni oldini olsa yoki davolash orqali keltiradigan zararlarini bir oz kamaytirsam bo'ladi ammo e'tiborsizligimiz, befarqligimiz, loqaydligimiz oqibatida sog'lom farzandlarimizni hastalardan farq qilmay qolishlariga pul sarflab, sharoit yaratib bermayapmizmi?

Bu tezis orqali nafaqat ota onalarni balki, butun insoniyatni ogohlikka chaqirmoqchiman.

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THE ARTISTIC AND PHILOSOPHICAL VALUE OF THE FEMALE THEME IN THE WORKS OF HEMINGWAY AND FAULKNER

Boltabayeva Dilshoda Baxrommirza's daughter
An English teacher at school 63, Namangan district
dilshodabahrommirzayevna@gmail.com

Abstract. This paper explores the artistic and philosophical meaning of women's portrayals in the literary works of Ernest Hemingway and William Faulkner. In Hemingway's fiction, female figures represent ideals of freedom, love, and renewal, reflecting a search for identity and vitality in a changing world. In contrast, Faulkner's women are portrayed within the confines of social pressure, moral conflict, and the disintegration of traditional values. The research demonstrates that these female characters function not merely as individual heroines but as symbolic embodiment of the moral, spiritual, and philosophical dimensions of their time.

Keywords: Hemingway, Faulkner, female theme, artistic portrayal, philosophical meaning, freedom, moral values.

Болтабаева Дильшода Бахроммирзаевна,
учитель английского языка школы №63, Намаганский район
dilshodabahrommirzayevna@gmail.com

ХУДОЖЕСТВЕННОЕ И ФИЛОСОФСКОЕ ЗНАЧЕНИЕ ЖЕНСКОГО СЮЖЕТА В ТВОРЧЕСТВЕ ХЕМИНГУЭЯ И ФОЛКНЕРА

Аннотация. В данной статье анализируется художественное и философское значение женских образов в произведениях Эрнеста Хемингуэя и Уильяма Фолкнера. В романах Хемингуэя женщины символизируют свободу, любовь и обновление общества, тогда как у Фолкнера женские образы часто раскрываются через призму социального давления, духовных страданий и разрушения ценностей. В исследовании подчеркивается, что женские персонажи выступают не только индивидуальными героями, но и художественными воплощениями духа и философии эпохи.

Ключевые слова: Хемингуэй, Фолкнер, женский сюжет, художественный образ, философское значение, свобода, ценности.

INTRODUCTION

The first half of the twentieth century occupies a special place in the history of world literature as a period marked by deep reflection on the human psyche, the collapse of traditional values, and the devastating impact of wars. The First World War led humanity not only to material destruction but also to a profound moral decline. As a

result, long-held ethical norms and notions such as faith, love, and human trust began to lose their meaning. In this atmosphere of spiritual emptiness and social instability, the image of women in literature acquired new philosophical and artistic significance. No longer portrayed merely as passive figures centered around love or family relationships, women emerged as independent individuals — seeking self-awareness, freedom, and moral autonomy.

In American literature, this transformation found its vivid expression in the works of Ernest Hemingway and William Faulkner. Hemingway's female characters often appear against the backdrop of post-war disillusionment, emotional loss, and despair. Through their inner struggles and search for meaning, the writer deepens his portrayal of the "Lost Generation." Faulkner, on the other hand, examines the role of women within the complex social fabric of the American South — amid family traditions, rigid moral expectations, and societal limitations. His heroines are depicted as strong yet internally conflicted figures, confronting questions of dignity, belief, and identity.

Thus, the image of women in early twentieth-century literature is not merely a romantic or sentimental theme, but rather a philosophical symbol of humanity's quest for self-understanding. Through Hemingway's and Faulkner's portrayals of women, readers can discern the psychological state of their age, the erosion of moral values, and the emergence of new spiritual directions. In this sense, the female narrative became a literary key to exploring the complex relationship between the individual and society in twentieth-century literature.

RESEARCH ANALYSES

In literary scholarship, the portrayal of women in the works of Ernest Hemingway and William Faulkner has been interpreted in various ways. Anderson views Hemingway's female characters as symbols of freedom and vitality. For instance, Brett Ashley, the heroine of *The Sun Also Rises*, represents a woman who strives for equality with men and seeks independence in a world shaped by disillusionment and loss [3].

Donaldson, meanwhile, interprets Caddy Compson from Faulkner's *The Sound and the Fury* as an embodiment of the intense conflict between the individual and society [4]. From the perspective of Uzbek scholars such as Abduvohidova and Zakirov, these female figures serve as a "mirror of the era's philosophy," reflecting the spiritual and social transformations of their time.

In summary, literary analyses suggest that Hemingway's women symbolize hope, vitality, and the pursuit of freedom, whereas Faulkner's women represent tragedy, internal conflict, and moral crisis [5–6]. Through these contrasting portrayals, both

writers illuminate different aspects of the twentieth-century human experience — the struggle between despair and resilience, confinement and self-realization..

RESEARCH METHODOLOGY

This study employed several analytical methods. The comparative method was used to contrast the representation of female characters in Hemingway's and Faulkner's works, allowing for a cross-analysis of their thematic and philosophical approaches. Through psychological analysis, the internal struggles, emotional turmoil, and spiritual quests of the heroines were explored in depth. The philosophical-aesthetic approach helped connect the portrayal of women to the broader worldview and moral philosophy of the early twentieth century. Finally, the historical-literary method was applied to situate the works within the social and cultural context of World War I and its aftermath.

ANALYSES AND RESULTS

The Artistic Portrayal of Women in Hemingway's Works. In Hemingway's fiction, the female figure embodies a quest for freedom and meaning in life. For instance, Brett Ashley in *The Sun Also Rises* represents a new type of woman in her era — independent, strong-willed, and capable of making her own decisions. She seeks equality with men and defies traditional gender expectations. For Hemingway, the female motif serves as a symbol of vitality, love, and spiritual liberation [1].

The Philosophical Dimension of Female Characters in Faulkner's Works. In Faulkner's writing, the image of women reflects the inner contradictions of society, moral decay, and existential suffering. Through Caddy Compson, the central female character in *The Sound and the Fury*, Faulkner dramatizes the struggle between personal freedom and the oppressive moral judgments of her community. Philosophically, Faulkner interprets the woman figure as an expression of lost spirituality and moral disintegration [2].

The Female Motif as a Mirror of the Era's Philosophy. In both Hemingway's and Faulkner's works, the female narrative functions not merely as a personal or romantic story but as a symbolic reflection of the philosophical and cultural state of their time. In Hemingway, the woman embodies thirst for life and freedom; in Faulkner, she becomes the emblem of disillusionment and the collapse of moral values. Therefore, the female theme in their works represents one of the central philosophical directions of twentieth-century literature.

CONCLUSION

In the works of Hemingway and Faulkner, the female narrative extends beyond personal or emotional experiences — it reflects the moral atmosphere and philosophical consciousness of the age. In Hemingway, women symbolize freedom, love, and renewal, whereas in Faulkner, they mirror social oppression and spiritual tragedy. Thus, the female motif in twentieth-century literature evolved into a core philosophical and artistic concept.

The creative legacy of Ernest Hemingway and William Faulkner marks a turning point in redefining the thematic and philosophical depth of the female image. In their fiction, women are not mere participants in emotional or domestic narratives; rather, they stand as embodiments of humanity's spiritual crisis, moral struggle, and existential reflection. Hemingway's heroines often emerge from the emotional vacuum of post-war life, expressing the human desire for meaning, faith, and renewal. Through them, he explores the philosophical ideas of freedom, love, loyalty, and self-discovery.

Faulkner's women, in contrast, live within the rigid social hierarchy of the American South, confronting tradition, patriarchy, and moral constraint. Their stories reveal deep issues of dignity, conscience, and the tension between inner strength and societal repression. For Faulkner, the woman becomes both a symbol of tragedy and resilience, a mirror of the human soul struggling against the transient values of society.

In conclusion, the representation of women in the works of Hemingway and Faulkner transcends gendered boundaries — it becomes a philosophical and aesthetic reflection of human nature, consciousness, and the moral condition of the age. Through their female characters, both authors explore the dialectic between freedom and responsibility, love and solitude, renewal and decay, thus turning the female motif into the spiritual and artistic axis of twentieth-century literary thought.

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ISTAK MAZMUNIDAGI LISONIY BIRLIKLARNING KONSEPTUAL XUSUSIYATLARI

Xoliqulova Shoxista,

30-umumta'lim maktabi o'qituvchisi Samarqand, O'zbekiston

E-mail: shohistaxoliqulova71@gmail.com

Annotatsiya: Maqolada o'zbek tilida istak mazmunli aktlari ifodalanishining kognitiv-pragmatik va kommunikativ xususiyatlari, uning voqelanishi so'zlovchining maqsadi bilan bog'liqligi asoslangan. Muloqot maqsadi turli nutqiy aktlarni yuzaga chiqaruvchisi sifatida lokutiv, illokutiv va perlokutiv bosqichlarda ko'rib chiqilgan va istak aktini yuzaga chiqaruvchilari tahlilga tortilgan. Istak konseptining o'zbek tilidagi o'ziga xos verbal vositalarini konseptual metod asosida tadqiq qilish istiqbollari asoslangan.

Kalit so'zlar: konsept, nutqiy akt, propozitsiya, lokutsiya, illokutsiya, perlokutsiya, pressupozitsiya, verbal vositalar, muloqot maqsadi.

Ma'lumki, kishilar til vositasida o'zaro aloqaga kirishar ekanlar, unda qo'llanilgan til birliklari vositasida tilning munosabat ifodalash, ta'sir qilish kabi xususiyatlari namoyon bo'ladi. Kishilar til birliklaridan foydalanish bilan turli ruhiy holatlarni, quvonchu istaklari, orzu-umidlarini ifodalaydilar. Bu esa o'z navbatida tilda ma'lum istak mazmunidagi nutqiy ifodalarni - nutqiy aktlarni yuzaga keltiradi. Ana shunday nutqiy ifodalardan biri bo'lgan istak mazmunidagi aktlardir. Bunday ifodalar so'zlovchining adresatga ijobiy munosabati, undan minnatdorligi ifodasi sifatida yuzaga keladi. Istak konsepti o'zbek lingvistik bilimining eng muhim tushunchalaridan biri bo'lib, asosiy tilak, tabrik kabi nutqiy aktlarni o'z ichiga oladi.

O'zbek tili madaniyatida so'rashish, uzr so'rash, minnatdorlik bildirish, tabrik, muborakbod etish, xayrlashish, salomlashish, taziya bildirish, hamdardlik bildirish kabi ma'lum standart vaziyatlarda ijtimoiy guruh vakili sifatida tan olishini ifodalovchi istak aktlari mavjud. Ular sotsiativlar deb ham yuritiladi. [2] Ularga xos bo'lgan umumiy xususiyat – bu ifodalar semantik jihatdan ozbek tili lingvomadaniyatida barqarorlashib, aksariyati nutqiy etiketga aylanib ijobiy istak mazmuni anglashiladi.

Istak kontsepti mazmunining o'ziga xosligi va uni lingvistik ifodalash usullari, albatta, istak bildirishning kognitiv asoslari va uning kontseptual xususiyatlari bilan belgilanadi. Bir tomondan, istak konsepti strukturasiidagi mazmuniy o'zaro bog'liq lingvistik va nolingvistik vositalar qonuniyatlarini hamda turli lingvistik talqinlarni aniqlash va tushunish muhim ko'rinadi. Ikkinchidan, ushbu hodisaning kognitiv tabiati

va metallika ko'ra o'ziga xos farq qiluvchi jihatlarini, istak mazmunidagi lisoniy birliklarni kontseptuallashuvi va tasniflanish mexanizmlarini ko'rsatishdan iborat bo'ladi. Shuni inobatga olish kerakki, til birliklari va kategoriyalari asosida singdirilgan mazmun nafaqat obyektiv voqelik haqidagi munosabatlarning o'zaro bog'liq jihatlarini, balki o'z ona tilida so'zlashuvchilarning ham o'ziga xos xususiyatlarini ham aks ettiradi. Boshqa tomondan, V. Gumbolt tomonidan e'lon qilingan "borliq – til – inson" klassik uchligida birinchi o'ringa chiqadi: birinchidan til (shaxsi) olam manzarasining lisoniy tarjimoni, ikkinchidan til (shaxsi) me'moridir. Shuning uchun ham zamonaviy fan oldida o'zaro bog'liq murakkab konseptlarni o'rganishda inson omilining ahamiyati lisoniy tahlilning eng muhim sharti sifatida e'tirof etilishi bilan ajralib turishi bejiz emas. [3]

Ma'no bilan bog'liq holda, istak "subyektini biluvchi" deb tushunilgan lingvistik "men" ga murojaat qilmasdan, so'zlovchining gapning yaratuvchisi sifatidagi shaxsiga, ma'no tarjimoni sifatida qabul qiluvchining shaxsiyatiga murojaat qilishni anglatadi. Aytilganlarning ichida shaxsning xohish-istaklarini va ularning obyektivlashuvini tilda yetarli darajada ifodalab bo'lmaydi.

Aslida, har qanday muloqot jarayoni istak bilan boshlanadi: so'zlovchining ma'lumotni qabul qiluvchiga yetkazish istagi har qanday so'z uchun turtki bo'lib xizmat qiladi va aloqa harakatining asosini tashkil qiladi. Mohiyatan, istakni kommunikativ harakatning paydo bo'lishi va mavjud bo'lishining sharti sifatida ko'rib chiqish mumkin. Umuman olganda, muloqotda istak mazmuni ma'lum bir kommunikativ faoliyatda tegishli lingvistik dizayn(ko'rinish)ni oladi. So'zlovchi kimgadir biror narsa aytish istagini amalga oshiradi (kimdandir biror narsa haqida so'rash), rag'batlantirish orqali (kimnidir biror narsa qilishga undashni xohlaydi), lekin kerakli yoki optativ jumlar orqali (biror narsaga bo'lgan xohishini bildirishni xohlaydi). Boshqacha qilib aytganda, til shaxsining ma'lum bir ma'lumotni xabar, so'roq, buyruq yoki istak shaklida yetkazish istagi har qanday kommunikativ vaziyatning asosini tashkil etadi, axborot uchun turtki vazifasini bajaradi va muloqot jarayonining umumiy asosi bo'lib xizmat qiladi. Bunday gaplar so'zlovchining istak-xohishini ifodalashga xizmat qiladi. Til sathida o'zining alohida modeli mavjudligi va nutqda konnotativ ma'no ma'lum axborot berish bilan birga, so'zlovchining pragmatik istagi, xohishining ifodalanishiga ega bo'ladi: Masalan:

– *Agar hayot bo'lganida edi, kaftimda ko'tarib yurardim, – keyingi kunlarda Safol odamlar orasiga qo'shildi deguncha u gapni takrorlaydigan bo'lib qolgandi. Shunday derdi-da, mahzun, horg'in, yoshlangan ko'zlarini oyog'i tagiga tikkancha o'zicha g'oldirardi. – Lekin qo'ldan ketdi... Eh, agar u bo'lganda... "Kim biladi?". Sovuq va shubha yaltillagan nigohlar Safolning ko'zlariga qadaladi. Qariya og'ir bir "oh"*

tortib, qoracha, dag'al barmoqlarini qaltirayotgan boshiga qo'yadi va hasratlangancha qayta-qayta deydi: – Qaniydi, tirilib kelsa... (Abdulhamid Samad. Qaniydi.)

Istak gaplar so'zlovchining istagini ifodalaganligi uchun ham u kelgusida bo'lishi orzu qilinayotgan voqea-hodisa, belgi-xususiyat haqida axborot beradi. [1]

Shu bilan birga, istak tushunchasi gapning maxsus turi – optativ(istak)ning asosiy kontseptual mazmunini tashkil qiladi. Ularda tushuncha o'zining lingvistik ifodasini oladi: *“Topganing to'ylarga buyursin”* deya halol mehnat bilan topgan daromadlarini faqat yaxshi to'ylarga xizmat qilishini niyat qilinadi. *“Uvali-juvali bo'lg'in”, “serfarzand, serdavlat bolgin”, “o'zingdan ko'payib yurgin” va boshqalar.* Bu istak mazmunli lisoniy birliklarda o'zbek milliy madaniyatining eng asosiy jihatini ko'rish mumkin.

Istak mayl lingvistik kategoriyasining umumlashtirilgan mazmuni sifatida birinchi navbatda mos keladigan modal semantika, xohish-istak semantikasi bilan bog'liq. Istak bildirish subyektning keng ma'noda qandaydir harakatni amalga oshirishga bo'lgan ehtiyojining emotsional-ixtiyoriy ko'rinishi bo'lib, u muayyan vaziyatda u yoki bu lisoniy ifoda orqali namoyon bo'lishi bilan boshqalaridan farqlanadi. Istakni keng ma'noda muloqot uchun omil sifatida va optativlik kategoriyaning asosini tashkil etuvchi kontsept sifatida farqlash kerak.

Kommunikativ harakatning umumiy sharti sifatida istak til tizimidan tashqarida, shaxsning mantiqiy-psixologik jarayonlari doirasida joylashadi, lekin ayni paytda u lingvistik va tildan tashqari voqelik, dunyo o'rtasidagi bog'lovchi bo'g'indir. O'zaro “Men” va “men emas” dunyosi.

Kognitiv-lingvistik tushuncha sifatida istakning semantik qobig'i kategoriyalashish jarayonlari bilan bevosita bog'liq bo'lib, bizning ongimizda istak lingvistik-kotseptuallashuvning asosiy mazmuni - optativlikni tashkil qiladi. Anglashiladiki, birinchi navbatda, optativlikni o'ziga xos kategorial birlik sifatida ko'rib chiqish kerak, uning mazmun rejasi modal subyektning u yoki bu potentsial harakatga / holatga bo'lgan munosabati (universal kontseptual o'zgarmas / istalgan holat). Ushbu birlikni ifodalash rejasi sintaktik, morfologik, leksik, so'z yasaliş va prosodik vositalar majmuasi, shuningdek, optativ semantikani belgilovchi kontekst elementlari to'plamidir.

Ushbu vositalarni birlashtirgan maxsus lingvistik kategoriyani aniqlashning qonuniyligi, so'zlovchining kommunikativ niyatlaridan biri sifatida potentsial harakatning maqsadga muvofiqligining kontseptual mazmunini ifodalash uchun nutqdagi o'zaro ta'sir holati bilan belgilanadi.

Istak konsepti umumiy kommunikativ va lisoniy hodisa hisoblanadi. Bu barcha etnik guruhlar uchun akt va shaxslararo munosabatlarni saqlash va rivojlantirishning muhim vositasi. Odamlar bir-birlarini maktublar, SMS-xabarlar bilan tabriklaydilar va o‘zlarining yaxshi tilaklarini bildiradilar. Bu istaklar, bir tomondan, odamlarning his-tuyg‘ularini yetkazishga imkon beradi, ikkinchi tomondan, buni o‘rnatilgan odob-axloq an‘analari doirasida amalga oshirishga imkon beradi.

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INDIVIDUAL-MUALLIFLIK OKKAZIONAL FRAZEOLOGIZMLARNI YUZAGA KELISH OMILLARI

Qilichboyeva Xurshida,

Mustaqil izlanuvchi Toshkent iqtisodiyot va pedagogika universiteti, Chirchiq,
O‘zbekiston,

Annotatsiya: Mazkur maqola individual-mualliflik okkazonal frazeologizmlarni yuzaga kelish omillari tahliliga bag‘ishlangan. Frazeologizmlar lingvopragmatikasni o‘rganish alohida ahamiyatga ega. Frazeologizmlar sotsiolingvistika, psixolingvistika, etnolingvistika, lingvokulturologiya kabi bir qator zamonaviy soha mutaxassislarining tadqiqotlarida asosiy mavzulardan biri. Muloqot jarayonida obrazli-ekspressiv frazeologizmlarning namoyon bo‘lishi, so‘zlovchining adresat bilan emotsional munosabati kabi masalalarni o‘rganish uchun ham muhim va dolzarb hisoblanadi. O‘zbek badiiy matnida baho ifodalovchi frazeologik birliklarning turli sharoitlarda, muayyan tamoyillar asosida, har xil vaziyatlarda turli maqsadlar bilan semantik, pragmatik xususiyatlari o‘rganilgan.

Kalit so'zlar: lingvopragmatika, okkazonal, kontaminatsiya, frazeologizm, nutq vaziyati, komparativ frazeologizm, denotativ ma’no, konnotativ ma’no.

Okkazonal frazeologizmlar (OF) – tilning odatiy frazeologik tizimi doirasidan chiqib, muallif tomonidan muayyan maqsadda, kommunikativ vaziyatga mos holda yaratilgan yangi, badiiy ifoda vositalaridir. Ularning shakllanishi tasodifiy emas, chunki, asosiy harakatlantiruvchi kuch muallifning ijodiy niyatidir. Har qanday nutq subyektning (muallifning) maqsadidan boshlanadi. Nutqni tashkil etar ekan, muallif, bir tomondan, o‘z fikrlarini aniq va to‘liq ifoda etishni, ikkinchi tomondan esa, eshutilishni va to‘g‘ri tushunilishni ko‘zlaydi. Bunday kommunikativ maqsadlarni amalga oshirishda muhim omillardan biri – bu fikr bayoni uchun so‘zlar va frazeologik birliklarni tanlashdir.

Muallif muloqot jarayonida (nutqda, diskurs yoki matnda) muayyan frazeologik birlikmani tanlar ekan, u avvalo nutq vaziyatini hisobga oladi hamda tanlangan frazeologik birlikning mazkur vaziyatda o‘z fikrini ifodalash uchun mos va adekvat bo‘la olish imkoniyatini baholaydi. Frazeologik belgining o‘ziga xos jihati shundaki, u ko‘proq biror narsa yoki hodisani nomlamaydi, balki uning xossalari, sifatlari, belgilarini tavsiflaydi. So‘zlovchining ichki kechinmalarini ifodalovchi va tinglovchining hissiyotlariga ta’sir qiluvchi mazmun ham aynan shu holat bilan belgilanishi mumkin.

Frazeologik birliklar orqali muallif o'zining dunyoga munosabatini bildiradi. Frazeologik birliklar murakkab belgilar sifatida obrazli vaziyatlarga (freym, ssenariy) asoslanadi va shu obrazlar orqali metaforik ko'chirish orqali muallif frazeologik obrazli-virtual vaziyat bilan real nutqiy vaziyatni qiyoslaydi. Agar til frazeologizmining semantikasi, baholovchanligi, ekspressivligi, stilistik bo'yoqlari va obrazli yuki muayyan nutqiy vaziyatda muallif intensiyalariga mos kelsa, u holda bu frazeologizm nutqda ishlatiladi va o'z vazifasini to'liq bajaradi.

Muayyan frazeologik birikmani nutqda ishlatish uchun tanlash jarayonida asosiy boshlang'ich nuqta bu – muallifning kommunikativ niyatlari (intensiyalari) hisoblanadi. Bunda muallif frazeologik belgining murakkabligi va uning bir vaqtning o'zida bir nechta: belgi yoki predmetni nomlash, tinglovchiga emotsional ta'sir o'tkazish, mazkur narsa yoki shaxsga baho berish, frazeologik obraz orqali taassurot uyg'otish kabi vazifalarni bajara olish imkoniyatini inobatga oladi. Aynan shu funksional ko'p o'lchamli (multifunksional) xususiyati tufayli frazeologizmlar muallif intensiyalarini kompleks xususiyatlar asosida amalga oshira oladi.

Lisoniy frazeologizmlar (LF) va okkazional frazeologizmlarni (OF) ishlatishda muallif niyatlarida o'xshashliklar ham, farqlar ham mavjud. Ularning o'xshash tomoni shundaki, har ikki turdagi frazeologizm ifoda vositasi sifatida kuchli semantik va stilistik imkoniyatlarga ega bo'lib, muallif g'oyalarini yetkazishda samarali xizmat qiladi. Ammo ularning farqli jihati shundaki, okkazional variantlar yoki yangi okkazional frazeologizmlar faqat shunday holatlarda yuzaga keladiki, unda mavjud til frazeologizmi muallif intensiyalariga to'liq javob bera olmaydi, ya'ni muallifni semantika, baholovchanlik, emotsionallik yoki stilistik jihatdan qoniqtirmaydi. Biroq u boshqa leksik vositalarga nisbatan baribir afzal sanaladi. Shunday holatda muallif mavjud frazeologik birikmani ijodiy o'zgartirish (transformatsiya qilish) yo'li bilan qayta ishlaydi. Bu transformatsiya quyidagi maqsadlarni ko'zlashi mumkin: frazeologik birikma ma'nosini o'zgartirish; uning ma'nosini ochib berish yoki aniqroq ifodalash; emotsional-ekspressiv ta'sirni kuchaytirish; baholovchanlik yoki stilistik bo'yoqni o'zgartirish; obrazni qisman yoki to'liq yangilash. Frazeologizmlar ko'p vazifali bo'lganligi sababli (masalan, emotsional, baholovchi, obrazli va madaniy vazifalar), ular: ma'no jihatdan boy, tasviriy qudratga ega, stilistik jihatdan kuchli vosita sifatida muallifga kerakli ta'sirni yaratish imkonini beradi. Demak, aytish mumkinki, frazeologizm – bu shunchaki ibora emas, balki muallif fikrini chuqur, obrazli va emotsional yetkazish uchun qulay vosita. Bundan tashqari, muallifning nutqni ixchamlashtirish, til o'yini orqali stilistik effektga erishish, matnni poetiklashtirish kabi ijodiy maqsadlari ham frazeologik transformatsiya qilish uchun

sabab bo'lishi mumkin. Endi FB'larni struktur-semantik o'zgartirish usullariga e'tiborimizni qaratamiz:

1. FB komponentini almashtirish usuli. Bu frazeologik birlik (FB) tarkibidagi biror leksik komponentni boshqa unga sinonim so'z bilan almashtirish orqali uning ma'nosini, uslubiy ma'no nozikliklarini, ifoda effektini o'zgartirish usulidir. Bu haqda B.Yo'ldoshev: "Frazema gap tarkibida boshqa so'zlar bilan munosabatga kirishar ekan, ba'zan aniqlik kiritishni, konkret shart-sharoitga moslashishni talab qiladi. Ana shunday holatlarda ibora komponentlaridan biri boshqa so'z bilan almashtiriladi. Bunday almashtirish agar uslubiy jihatdan asoslangan bo'lsa, uning ta'sirchanligi yanada oshadi"[1], degan fikr aytadi. Anglashiladiki, bu usul nima uchun qo'llaniladi? degan savolga muallifning maqsadi frazeologizmga yangi pragmatik ma'no yuklash, so'z o'yini yaratish, ironiya yoki yumor vositasi sifatida, individual mualliflik uslubini ifodalash, kontekstga moslashtirish yoki aktuallashtirish kabi vazifalar bo'lishi mumkin.

2. FB komponent tarkibini kengaytirish usuli. Ibora tarkibiga oddiy qo'llanishdagi so'zni qo'shish bilan ijodiy-individual kengaytiriladi. Bunda tarkibiga semantik va grammatik jihatdan bog'liq bo'lgan yangi daetallarni kiritish orqali amalga oshiriladi. Natijada iboraning an'anaviy komponent tarkibi kengayadi, farazema semantikasida siljish yuz beradi, stilistik ekspressiv-emotsional jilosi kuchayadi. Bu usuldan, ayniqsa, o'ziga xos okkazional FB'larni yaratishda faol foydalaniladi:

3. Zevgma usuli – bu ГЫГД so'zni bir kommunikativ vaziyatda ikki ma'noda qo'llash asosida mualliflik stilistik kombinatsiyadir. Uning asosida sintaktik vositalar tejamkorligi yotadi, ya'ni tayanch so'z asosida shakllangan ikki so'z birikmasi shaklan uyushiq, mantiqan turlicha komponentli yaxlit sintaktik strukturaga birlashadi. Bu hodisa mumtoz adabiyotda iyhom san'ati, deb ham yuritiladi [2]. Shu asosda frazemadan foydalanishning bu usulni individual-mualliflik, ya'ni kreativ frazeologik iyhom usuli, deb aytish mumkin.

4. Erkin qo'llanishdagi so'zni frazemaning qismi bilan biriktirish usuli. Bu usul dialogik matnlarda, ikki replika, ya'ni adresant va adresat o'rtasida yuzaga keladi. Bunda adresant qo'llagan frazeologizm tarkibidagi so'zni adresat o'zicha tushunadi. Sh.Boshbekovning "Temir xotin" komediyasidan olingan parchada shu holat yuzaga kelgan: *Qumri (achinib). Yecholmayman dadasi, mendan xafa bo'lmang... Qishloqning oqsoqollari tushlik paytida kelamiz, bo'lmasa dumini ushlatmaydi, deb ketishdi. Ko'chqor. Nima, mening dumimni ushlashdan boshqa ishi yo'q ekanmi? Kap-katta odamlar-a*» (Sh. Boshbekov. Temir xotin).

Yuqoridagi matnda Qumri qishloq oqsoqollarining fikrini Qo'chqorga yetkazib, "dumini ushlatmaslik" iborasini qo'llaydi, Qo'chqor esa o'z replikasida bu iboradagi "dum" ni o'zicha tushunadi. Endi quyidagi misolga e'tibor qarataylik: *O'zing qaysi qishloqdan bo'lasan? – Uchqo'rg'ondan, - dedim ensam qotib. - Shunaqa degin, bolam, men uchramaganimda onangni Uchqo'rg'ondan ko'rar ekansan* (G'.G'ulom. Shum bola). Bu misoldagi birinchi gapda **Uchqo'rg'ondan** so'zi o'z ma'nosida, ya'ni joy nomini bildirgan, ikkinchi suhbatdosh esa ibora (*uchqo'rg'onda ko'rar ekansan*) sifatida qo'llagan.

Frazemalar tarkibini qisqartirish usuli. Bu usul fikrni tezroq yetkazish maqsadida nutqda avvaldan ma'lum bo'lib kelgan frazeologizm komponentlarini qisqartirish hisobiga sodir bo'ladi. Masalan, "dami ichiga tushdi - dami ichida", "gapi gapiga qovushmadi - gapi qovushmadi", "joni ko'ziga ko'rinmadi - joni ko'rinmadi" singari iboralarning qisqargan variantlari nutqiy qisqaruv natijasidir.

Xulosa qilib aytganda, frazeologik birliklarning okkazional (ya'ni, muayyan vaziyatga xos) o'zgartirilish usullari ma'lum oppozitsiyalarni (qarama-qarshi juftliklarni) hosil qiladi, bu esa ularning tizimligini namoyon etadi. Frazeologik birliklarning okkazional o'zgartirilish usullari til hodisasi hisoblanadi va ular til egalari tomonidan frazeologizmlarning mazmuni va shaklini o'zgartirish vositasi sifatida, tilning uzoq vaqt davomida mavjud bo'lishi va rivojlanishi jarayonida qo'llaniladi. Badiiy matnlarda okkazional birliklardan foydalanish yozuvchining mahoratiga bog'liq. Bular yuzasidan kengroq kuzatishlar olib borish mazkur hodisa mohiyatini ochishga yordam beradi.

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ДИНАМИЧЕСКОЕ НАБЛЮДЕНИЯ ВЫЯВЛЕНИЯ РАКА МОЛОЧНОЙ ЖЕЛЕЗЫ В ФЕРГАНСКОЙ ОБЛАСТИ НА РАННИХ СТАДИЯХ.

Соткинова Н.А.

Хасанов А.И.

Каримов О.М.

РСНПМЦОиР Ферганский филиал, Узбекистан

Аннотация.

В статье обсуждается динамика выявления рака молочной железы в Ферганской области на ранних стадиях. В данной научной работе был проведен ретроспективный анализ 3043 пациентов с первичным заболеванием рака молочной железы, зарегистрированных в Ферганской области. Выявление рака молочной железы на ранней стадии увеличивался в динамике, если в 2016 году выявление больных раком молочной железы на ранней стадии составляло 72,9%, то к 2023 году этот показатель увеличился до 75%, что связано с проведением профилактических мероприятий - скрининга по ранней диагностике рака молочной железы.

Ключевые слова. Рак молочной железы, выявляемость рака молочной железы, эпидемиология рака молочной железы.

Xulosa.

Maqolada Farg'ona viloyatida ko'krak bezi saratonini erta bosqichda aniqlash dinamikasi muhokama qilinadi. Ushbu ilmiy ishda Farg'ona viloyatida ro'yxatga olingan ko'krak bezi saratonini bilan kasallangan 3043 nafar bemorning retrospektiv tahlili o'tkazildi. Ko'krak bezi saratonini erta bosqichda aniqlash dinamikada oshdi, agar 2016 yilda ko'krak bezi saratonini bilan og'rigan bemorlarni erta bosqichda aniqlash 72,9% ni tashkil etgan bo'lsa, 2023 yilga kelib bu ko'rsatkich 75% gacha oshdi, bu profilaktika choralari bilan bog'liq - ko'krak bezi saratonini erta tashxislash uchun skrining.

Kalit so'zlar. Ko'krak bezi saratonini, ko'krak bezi saratonini aniqlash, ko'krak bezi saratonini epidemiologiyasi.

Annotation.

The article discusses the dynamics of breast cancer detection in the Ferghana region in the early stages. In this scientific work, a retrospective analysis of 3,043 patients

with primary breast cancer registered in the Ferghana region was conducted. The detection of breast cancer at an early stage increased in dynamics, if in 2016 the detection of breast cancer patients at an early stage was 72.9%, then by 2023 this figure increased to 75%, which is associated with the implementation of preventive measures - screening for early diagnosis of breast cancer.

Keywords. Breast cancer, breast cancer detection, breast cancer epidemiology.

Актуальность. По данным Всемирной организации здравоохранения (ВОЗ) в 2022 г. рак молочной железы (РМЖ) стал причиной 670 000 случаев смерти. Порядка половины всех случаев рака молочной железы приходится на женщин, не подвергающихся воздействию каких-либо специфических факторов риска за исключением пола и возраста. В 2022 г. рак молочной железы был самым распространенным видом рака у женщин в 157 из 185 стран (1).

Ежегодно в мире, по нашим расчетам, раком молочной железы заболевает более 2 млн. человек (10-18% от всех злокачественных новообразований). По данным последнего издания МАИР «Рак на пяти континентах» т. X, IARC Scientific Publication №164 максимальный стандартизованный показатель отмечен более 100 0/0000 в Бельгии, Италии и Франции. Минимальный (менее 40 0/0000)- на Кубе, в Турции и Украине. Учитывая постоянный рост в мире первичных случаев РМЖ, находящихся в структуре онкологической патологии на первом месте, одной из основных задач противораковой борьбы становится массовое периодическое обследование здорового населения с целью выявления скрыто протекающего онкологического заболевания в той стадии, когда они могут быть полностью излечены (2).

В структуре заболеваемости злокачественными новообразованиями по всем локализациям в мире рак молочной железы (РМЖ) занимает лидирующее место. Ежегодные темпы прироста заболеваемости РМЖ в мире составляют 3,1% РМЖ является одной из основных причин смерти женщин в возрасте старше 40 лет.

РМЖ, диагностированный на ранних стадиях, характеризуется благоприятным прогнозом и высокими показателями безрецидивной и общей выживаемости: при I стадии пятилетний срок переживают 95-100% больных, при IV - 10-22% (American Cancer Society, 2013) (3).

Раннее выявление рака молочной железы играет ключевую роль в успешности лечения и снижении смертности. Основные методы и подходы к ранней диагностике включают регулярные обследования и скрининг.

Скрининг в настоящее время является основным методом доклинической диагностики рака. Скрининг (от англ. screening — «просеивание») — массовое периодическое обследование здоровых групп населения с целью выявления скрыто протекающего заболевания.

В течении многих лет для скрининга рака молочной железы предлагались различные методы: эпидемиологический, самообследование молочных желез, клиническое обследование молочных желез, рентгеномаммография, УЗИ и другие. Рентгеномаммография -безальтернативный скрининговый тест, приводящий к снижению смертности от РМЖ: у женщин в возрасте 40-49 лет на 17%, у женщин в возрасте 50-69 лет на 30% через 5-7 лет и на 20% через 15-20 лет после начала маммографического скрининга (4). Чувствительность маммографии у женщин старше 50 лет составляет 84-95%, а специфичность 90%. Однако, некоторые авторы, являясь противниками скрининга, указывают на его отрицательные стороны: гипердиагностика и, как результат, избыточное лечение, вызывающее психологическую травму у женщин (5).

В ряде стран Западной Европы и США скрининговые программы утверждены на государственном уровне, успешно проводятся уже не одно десятилетие и охватывают более 70% целевого женского населения.

Как известно основными методами ранней диагностики РМЖ являются:

- Регулярная цифровая маммография является единственным методом ранней диагностики с доказанной эффективностью. Это рентгеновское исследование, которое позволяет обнаружить изменения в тканях до появления симптомов. Рекомендуется проходить ее регулярно в рамках скрининговых программ (частота и возраст начала зависят от рекомендаций врача и факторов риска).
- Ультразвуковое исследование (УЗИ) молочных желез часто используется в качестве дополнительного или альтернативного метода, особенно у молодых женщин с плотной тканью молочной железы, когда эффективность маммографии может быть ниже.
- Клинический осмотр и пальпация проводятся врачом-маммологом или онкологом во время регулярных визитов. Врач осматривает и прощупывает молочные железы и подмышечные лимфатические узлы.
- Самообследование молочных желез женщинам рекомендуется регулярно (например, раз в месяц) самостоятельно осматривать и прощупывать свои

молочные железы для выявления любых изменений, таких как уплотнения, изменения формы, размера или цвета кожи, выделения из сосков. При обнаружении любых подозрительных признаков следует немедленно обратиться к врачу.

Цель исследования: Изучение динамики выявления рака молочной железы на ранних стадиях в Ферганской области.

Материалы и методы: В данной научной работе был проведен ретроспективный анализ 3043 пациентов с первичным заболеванием рака молочной железы, зарегистрированных в Ферганском областном филиале Республиканского специализированного научно-практического медицинского центра онкологии и радиологии в период 2016-2023 гг. Были изучены показатели выявляемости рака молочной железы пациентов на ранних и поздних стадиях. Из 3043 больных 3030 (99,6%) составили женщины и 13 (0,4%) мужчины. Средний возраст больных составил 52,8 года.

Результат: Согласно исследованиям, в 2016 году в Ферганской области у 72,9% больных выявлен рак молочной железы I-II стадии - и у 27,1% III-IV стадии; в 2017 году на I-II стадиях выявлена у 65,7% и III-IV стадиях - 34,3% больных; в 2018 году на I-II стадиях - 71,6% и III-IV стадиях - 28,4%; в 2019 году на I-II стадиях - 75% и III-IV стадиях - 25%; в 2020 году на I-II стадиях - 77,6% и III-IV стадиях - 22,4%; в 2021 году на I-II стадиях - 72% и III-IV стадиях - 28%; в 2022 году на I-II стадиях - 77,6% и III-IV стадиях - 22,4%; в 2023 году на I-II стадиях - 75% и на III-IV стадиях - 25%.

Из выше перечисленных показателей можно видеть, что выявление рака молочной железы на ранних стадиях увеличивается из года в год, который связано с проведением профилактических мер - скрининга по ранней диагностике рака молочной железы в Ферганской области.

Заключение. В Ферганской области выявление рака молочной железы на ранней стадии увеличилось в динамике, если в 2016 году выявление больных раком молочной железы на ранней стадии составляло 72,9%, то к 2023 году этот показатель увеличился до 75%, что связано с проведением профилактических мероприятий - скрининга по ранней диагностике рака молочной железы.

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Ma'naviy immunitet: axloqiy inqiroz davrida insonni saqlab qoluvchi kuch

Sarvinoz Turdialiyeva

Andijon davlat pedagogika instituti Ijtimoiy gumanitar va amaliy fanlar fakulteti

Milliy g'oya va huquq ta'limi yo'nalishi 2 -bosqich talabasi

Sarvinozkhanumturdialiyeva@gmail.com

Annotatsiya: *Zamon tobora tezlashib, hayotning barcha sohalarida yangilanish jarayonlari chuqurlashib borayotgan bugungi kunda insonning ruhiy barqarorligi va ma'naviy sobitligini saqlab qolish masalasi alohida ahamiyat kasb etmoqda. Axloqiy mezonlar nisbiylashayotgan, qadriyatlar o'zgaruvchan tus olayotgan bir paytda "ma'naviy immunitet" tushunchasi insonni ichki tanazzuldan himoya qiluvchi kuch sifatida namoyon bo'ladi. Ushbu maqolada ma'naviy immunitetning mohiyati, uning shaxs ruhiyati va axloqiy xulq-atvor shakllanishidagi o'rni tahlil etiladi. Muallif axloqiy inqiroz sharoitida insonning mustaqil fikrlashi, vijdon bilan qaror qabul qilishi va ichki qarshilik ko'rsatish qobiliyatini ma'naviy sog'lom jamiyatning asosiy omili sifatida ko'rsatadi. Maqolada ma'naviy immunitetni kuchaytirishning uchta yo'nalishi – ongni poklash, ruhiy barqarorlikni mustahkamlash va qadriyatlar tizimini yangilash zarurligi asoslab beriladi. Maqola o'quvchini zamonaviy hayot bosimlari orasida o'zligini yo'qotmaslik, ruhiy mustahkamlik va insoniy fazilatlarini asrab-avaylashga da'vat etadi.*

Kalit so'zlar: *ma'naviy immunitet, axloqiy inqiroz, ruhiy barqarorlik, shaxs kamoloti, vijdon, ichki qarshilik, qadriyatlar tizimi, ma'naviy sobitlik, ong pokligi, insoniy fazilatlar, ma'naviy tarbiya, ma'naviy yangilanish.*

Аннотация: *В современном мире, где процессы обновления охватывают все сферы жизни, особое значение приобретает сохранение духовной устойчивости и моральной целостности личности. В условиях, когда нравственные ориентиры становятся относительными, а ценности теряют устойчивость, понятие «духовный иммунитет» проявляется как сила, защищающая человека от внутреннего кризиса. В статье анализируется сущность духовного иммунитета, его роль в формировании психического состояния и нравственного поведения личности. Автор отмечает, что в период морального кризиса способность человека самостоятельно мыслить, принимать решения, основанные на совести, и противостоять внутренним соблазнам является важнейшим фактором духовно здорового общества. В ходе исследования обосновывается необходимость укрепления духовного иммунитета по трём*

направлениям: очищение сознания, развитие внутренней устойчивости и обновление системы ценностей. Статья призывает читателя не терять свою индивидуальность под давлением современной жизни, сохранять духовную стойкость и человеческие добродетели.

Ключевые слова: *духовный иммунитет, нравственный кризис, психическая устойчивость, развитие личности, совесть, внутреннее сопротивление, система ценностей, духовная стойкость, чистота сознания, человеческие добродетели, духовное воспитание, духовное обновление.*

Annotation: *In today's rapidly changing world, where the processes of transformation deeply affect all spheres of life, the preservation of human spiritual stability and moral integrity has become an issue of special importance. As moral standards become relative and traditional values lose their firmness, the concept of "spiritual immunity" emerges as a force that protects a person from internal decline. This article analyzes the essence of spiritual immunity and its role in shaping an individual's psychological state and moral behavior. The author emphasizes that in times of moral crisis, a person's ability to think independently, act according to conscience, and resist internal weakness is a key factor in building a spiritually healthy society. The study substantiates the need to strengthen spiritual immunity in three main directions: purification of consciousness, reinforcement of inner stability, and renewal of the value system. The article encourages readers to preserve their identity amidst the pressures of modern life, maintain spiritual resilience, and cherish human virtues.*

Keywords: *spiritual immunity, moral crisis, inner stability, personal development, conscience, internal resistance, system of values, spiritual steadfastness, purity of mind, human virtues, spiritual education, spiritual renewal.*

Bugungi kunda insonning ma'naviy dunyosi va ruhiy barqarorligini mustahkamlash masalasi jamiyat taraqqiyotining muhim mezonlaridan biri sifatida qaralmoqda. Chunki insoniyat taraqqiyot jarayonida texnologik, madaniy va ijtimoiy o'zgarishlar shiddat bilan kechayotgan bir davrda yashamoqda. Bunday vaziyatda insonning axloqiy pozitsiyasi, ruhiy barqarorligi va ma'naviy sobitligi tobora sinovga olinmoqda. Aynan shunday sharoitda "ma'naviy иммунитет" tushunchasi dolzarb ilmiy-amaliy ahamiyat kasb etmoqda.

Ma'naviy immunitet – bu insonni ichki inqiroz, befarqlik, ma'naviy bo'shliqdan himoya qiluvchi ruhiy kuchdir. U insonning e'tiqodi, vijdoni, iymoni, axloqiy qadriyatlari bilan chambarchas bog'liq bo'lib, shaxsning to'laqonli kamolotini ta'minlaydi. Mazkur tushuncha zamonaviy falsafa, pedagogika, sotsiologiya va psixologiya fanlarining kesishgan nuqtasida tadqiq etilmoqda. Shu bois, ma'naviy immunitetni shakllantirish masalasini o'rganish nafaqat nazariy, balki amaliy jihatdan ham muhim hisoblanadi.

Bugungi globallashuv sharoitida inson tafakkuri, qadriyatlar tizimi va axloqiy qarashlari keskin o'zgarishlarga duch kelmoqda. Shuning uchun ma'naviy immunitetni mustahkamlash, uni yoshlar ongida shakllantirish, ma'naviy qadriyatlarga asoslangan hayot falsafasini rivojlantirish dolzarb vazifalardan biri sifatida qaraladi. Ushbu tadqiqotning istiqboli shundaki, u insonning ichki dunyosini mustahkamlash orqali jamiyatning ma'naviy barkamolligiga xizmat qiladi.

Insonning ma'naviy immuniteti — bu uning ichki dunyosini, axloqiy qadriyatlarini va ruhiy barqarorligini turli tashqi ta'sirlar hamda ma'naviy inqirozlardan himoya qiluvchi ichki kuchdir. U shaxsning e'tiqodi, vijdoni, dunyoqarashi va hayot falsafasi bilan uzviy bog'liq bo'lib, insonning mustaqil fikrlashi va to'g'ri yo'lni tanlash qobiliyatini ta'minlaydi. Ma'naviy immunitet shaxsni befarqlik, loqaydlik, yovuzlik, ma'naviy zaiflik singari illatlardan asraydi, uni ijtimoiy hayotda faol va mas'uliyatli pozitsiyada bo'lishga undaydi.¹

Islom Karimov “Yuksak ma'naviyat – yengilmas kuch” asarida inson ma'naviy olami jamiyatning taraqqiyotida hal qiluvchi rol o'ynashini ta'kidlab, ma'naviy immunitetni har bir fuqaroning mustahkam e'tiqodi va axloqiy tayanchi sifatida ko'rsatadi. Uning fikricha, inson o'z ma'naviy asoslarini yo'qotsa, eng ilg'or texnologiyalar ham jamiyatni ma'naviy tanazzuldan qutqara olmaydi². Shu boisdan ma'naviy immunitetni shakllantirish nafaqat shaxsiy ehtiyoj, balki milliy barqarorlik va ijtimoiy taraqqiyot uchun zarur omildir.

Inson o'z ichki barqarorligini saqlab qolgandagina tashqi bosimlarga bardosh bera oladi. Ma'naviy immunitet bu ruhiy salomatlik, ong pokligi va irodaviy mustahkamlikning birligidir³.

Shuningdek, shaxs ma'naviy immunitetining asosi qadriyatlar tizimiga sodiqlik, mustahkam vijdon va ijobiy ijtimoiy muhitdir.⁴ Shunday ekan, ma'naviy immunitetni

¹ Karimov I.A. Yuksak ma'naviyat -yengilmas kuch.-Toshkent:Ma'naviyat,2008.

² Karimov I.A. Yuksak ma'naviyat -yengilmas kuch.-Toshkent:Ma'naviyat,2008.

³ G'oziev E. Psixologiya: Inson ruhiyati va xulq-atvori asoslari.- Toshkent: O'zbekiston Milliy Ensiklopediyasi, 2017.

⁴ Qodirov B. Shaxs va m'naviyat psixologiyasi. Toshkent: Fan va texnologiya, 2019.

rivojlantirish bu jamiyatda ma'naviy sog'lom muhitni yaratish, insonni o'z "men"iga, e'tiqodiga va milliy qadriyatlariga sodiq bo'lishga o'rgatish demakdir.

Hozirgi davrda inson ruhiyatiga eng katta bosimni tashqi axborot oqimi emas, balki ichki beqarorlik, ma'naviy noaniqlik keltirib chiqarmoqda. Har bir shaxs o'z qarorlarini axloqiy mezonlar asosidami yoki jamoaviy tendensiyalar ta'siridami shu savol bilan yashaydi. Shu nuqtada "ma'naviy immunitet" tushunchasi nafaqat axloqiy barqarorlikni, balki shaxsning ichki qaror qabul qilish madaniyatini ham anglatadi.⁵

Ma'naviy immunitet bu insonning o'zini ruhiy jihatdan "tahlil qila olish" qobiliyatidir. U insonni nafaqat yovuzlikdan, balki ma'nosizlikdan ham himoya qiladi. Axloqiy inqirozning asosiy belgisi inson o'z harakatining sababini unutgan holatdir. Bunday paytda ma'naviy immunitet kuchli bo'lgan shaxs vijdon, or-nomus va mas'uliyat kabi ichki tayanchlarga tayanib, hayotida yo'nalish topa oladi.⁶

Zamonaviy falsafiy adabiyotlarda insonning "ichki markazi" tushunchasi aynan shunday immunitetning ildizi sifatida talqin qilinadi. U ruhiy tayanch bo'lmagan jamiyatda inson faqat tashqi omillarga qarab yashaydi, bu esa o'z navbatida ijtimoiy passivlik va axloqiy befarqlikka olib keladi. Shu bois ma'naviy immunitet bu ijtimoiy faol shaxsni shakllantiruvchi ichki mexanizm sifatida ham qaraladi.

Bugungi yoshlar orasida ma'naviy immunitetni mustahkamlash masalasi ayniqsa dolzarb. Chunki raqamli muhitda insonning ruhiy himoyasi tez yemiriladi: keraksiz axborot, sun'iy qadriyatlar va "trend"ga ergashish istagi shaxs ongiga bevosita ta'sir ko'rsatadi. Bunday sharoitda inson o'zligini saqlash uchun ichki filtr — ma'naviy immunitetga ega bo'lishi lozim. U tanlovda mustaqillik, fikrda sobitlik, xulqda uyg'unlikni ta'minlaydi.⁷

Demak, ma'naviy immunitet bu insonning axloqiy "avtonomiyasi"dir. U kishining tashqi sharoitga qaram bo'lmasdan, o'z hayotiy yo'lini to'g'ri belgilashiga yordam beradi. Ana shu xususiyat ma'naviy immunitetni jamiyat taraqqiyoti uchun strategik ahamiyatga ega tushunchaga aylantiradi.

Ma'naviy immunitetni mustahkamlash — bu insonni faqat axloqiy jihatdan tozalash emas, balki uni ongli, mustahkam dunyoqarashli, ruhiy jihatdan bardavom shaxs sifatida shakllantirish jarayonidir. U inson ruhiyatining ichki energiyasi, hayotiy qarashlarning barqarorlik o'lchovidir. Zamonaviy jamiyatda ma'naviy immunitetni rivojlantirishning bir necha strategik yo'nalishlari mavjud.

⁵ Karimov I.A. Yuksak ma'naviyat -yengilmas kuch.-Toshkent:Ma'naviyat,2008.

⁶ G'oziev E. Psixologiya: Inson ruhiyati va xulq-atvori asoslari.- Toshkent: O'zbekiston Milliy Ensiklopediyasi, 2017.

⁷ O'zbekiston Respublikasi Prezidentining "Ma'naviy-ma'rifiy faoliyatni yangi bosqichga ko'tarish to'g'risida"gi qarori, 2021-yil 26-mart.

Birinchiidan, tafakkur va ongni sogʻlomlashtirish. Har qanday maʼnaviy inqirozning ildizi fikrlar dunyosidagi beqarorlikdan boshlanadi. Inson tafakkurida tanqidiy yondashuv, axborotga ongli munosabat va maʼnoli hayot falsafasi shakllansa, maʼnaviy immunitet tabiiy ravishda kuchayadi. Shu sababli taʼlim-tarbiya tizimida yoshlarning mustaqil fikrlashi, tahliliy dunyoqarashi, ijtimoiy masʼuliyatini oshirish eng muhim ustuvor yoʻnalish boʻlishi lozim.⁸

Ikkinchidan, ruhiy barqarorlikni mustahkamlash. Maʼnaviy immunitet nafaqat aqliy, balki hissiy muvozanatga ham tayanadi. Stress, shoshma-shosharlik va maqsadsizlik inson ruhiyatini zaiflashtiradi. Shu bois inson oʻz ichki tinchligini saqlash, hayot mazmunini topish, oʻzini anglash madaniyatini shakllantirishi kerak. Ruhiy gigiyena — bu maʼnaviy immunitetning ajralmas qismi. Oila, maktab va ijtimoiy muhitda bu qadriyatni singdirish jamiyat barqarorligiga xizmat qiladi⁹.

Uchinchiidan, qadriyatlar tizimini yangilash. Maʼnaviy immunitetni kuchaytirish uchun qadriyatlar faqat saqlab qolish emas, balki zamonga mos ravishda qayta talqin qilinishi zarur. Milliy anʼanalar, xalq donoligi va umuminsoniy qadriyatlar uygʻunlashgan taqdirdagina ular yosh avlod uchun tirik maʼno kasb etadi. Shu bois maʼnaviy yangilanish jarayoni har bir davrda qayta koʻrib chiqilishi, zamonaviy hayot talablariga mos yoʻnaltirilishi lozim¹⁰.

Toʻrtinchidan, maʼnaviy muhitni sogʻlomlashtirish. Inson immuniteti individual boʻlgani kabi, maʼnaviy immunitet ham jamiyatdagi umumiy axloqiy muhit bilan chambarchas bogʻliq. Ommaviy axborot vositalari, ijtimoiy tarmoqlar va madaniy mahsulotlar inson ongiga bevosita taʼsir koʻrsatadi. Shu sababli ularni maʼrifiy, tarbiyaviy ruhda shakllantirish — maʼnaviy sogʻlomlikning kafolatidir.

Maʼnaviy immunitet kuchli boʻlgan jamiyatda insonlar bir-biriga mehr bilan, oʻzaro hurmat asosida yashaydi. U yerda befarqlik, maʼnosizlik va axloqiy zaiflik ildiz otolmaydi. Demak, maʼnaviy immunitetni kuchaytirish - bu individual tarbiya masalasi emas, balki milliy xavfsizlik va ijtimoiy taraqqiyot omilidir.

Maʼnaviy immunitet insonning ichki tayanchi, ruhiy barqarorligi va axloqiy sobitligining eng muhim koʻrsatkichi sifatida bugungi davrda alohida ahamiyat kasb etmoqda. Insonni tashqi bosimlardan emas, balki ichki zaiflikdan himoya qiluvchi bu kuch maʼnaviy yetuklikning oʻlchovidir. Tadqiqot davomida aniqlanganki, maʼnaviy immunitetni shakllantirish bir martalik jarayon emas, balki doimiy oʻz ustida ishlash, ruhiy oʻsish va fikriy poklanishni talab etadi.

⁸ Gʻoziev E. Psixologiya: Inson ruhiyati va xulq-atvori asoslari.- Toshkent: Oʻzbekiston Milliy Ensiklopediyasi, 2017.

⁹ Jalolov J. Maʼnaviyat asoslari: shaxs va jamiyat barqarorligi. – Toshkent: Fan, 2019.

¹⁰ Karimov I.A. Yuksak maʼnaviyat -yengilmas kuch.-Toshkent:Maʼnaviyat,2008

Zamonaviy sharoitda inson o‘zini anglamasa, uni hech qanday texnologiya yoki tashqi ta’lim tizimi himoya qila olmaydi. Shu bois ma’naviy immunitetni kuchaytirish jarayoni har bir shaxsning ichki ehtiyojiga aylanishi lozim. Ongni poklash, ruhiy barqarorlikni mustahkamlash va qadriyatlar tizimini yangilash — ma’naviy sog‘lom jamiyatning uch tayanchidir.

Xulosa sifatida aytish mumkinki, ma’naviy immunitet bu nafaqat shaxsiy fazilat, balki jamiyat barqarorligi va millat kelajagining kafolatidir. Har bir insonda bu immunitetni shakllantirish mustahkam, irodali, vijdonli va ezgulikka sodiq avlodni voyaga yetkazishning eng ishonchli yo‘lidir.

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ЛАБОРАТОРНО-БИОХИМИЧЕСКИЕ МАРКЕРЫ ПРОГРЕССИРОВАНИЯ ХРОНИЧЕСКОЙ БОЛЕЗНИ ПОЧЕК У ДЕТЕЙ И ИХ ВЗАИМОСВЯЗЬ С ФИЗИЧЕСКИМ РАЗВИТИЕМ

Гулямова Барно Муродхужа кизи

Науч руководитель:

Ашурова Д.Т

Аннотация: Хроническая болезнь почек (ХБП) у детей характеризуется комплексом метаболических и воспалительных нарушений, проявляющихся в изменениях лабораторных показателей, таких как соматомедин-С (IGF-1), альбумин, креатинин и С-реактивный белок (СРБ), которые позволяют оценивать степень дезадаптации и прогнозировать течение. Установление корреляций между этими маркерами и физическим развитием критично для ранней идентификации пациентов высокого риска прогрессирования. Цель — изучить взаимосвязи лабораторно-биохимических параметров с антропометрическими показателями у детей с ХБП различного генеза. Обследовано 50 детей 5–17 лет с ХБП I–IV стадий; определялись уровни СРБ, альбумина, креатинина, мочевины, IGF-1, витамина D, СКФ; оценивалось физическое развитие (рост, масса тела, ИМТ в Z-score по ВОЗ). Методы: корреляционный и регрессионный анализ, расчет OR и RR. Результаты: У пациентов с низким физическим развитием отмечены повышенные СРБ ($8,9 \pm 3,1$ мг/л vs. $4,6 \pm 2,0$ мг/л; $p < 0,01$) и креатинин ($112,8 \pm 15,6$ мкмоль/л vs. $88,4 \pm 10,2$ мкмоль/л; $p < 0,001$), сниженные альбумин ($35,2 \pm 3,4$ г/л vs. $40,8 \pm 2,9$ г/л; $p = 0,002$) и IGF-1 ($127,6 \pm 22,3$ нг/мл vs. $196,4 \pm 27,5$ нг/мл; $p < 0,001$). Корреляции: Z-score роста с IGF-1 ($r = 0,56$; $p < 0,01$), альбумином ($r = 0,48$; $p < 0,01$), СРБ ($r = -0,42$; $p = 0,02$). Повышенный СРБ (> 6 мг/л) увеличивал риск прогрессирования (OR=4,1; 95% ДИ 1,5–12,2; $p = 0,005$), низкий IGF-1 (< 75 -го перцентиля) в 3,9 раза (95% ДИ 1,3–11,6; $p = 0,009$). Заключение: Лабораторные маркеры отражают ключевые патогенетические звенья хроническое воспаление, белково-энергетическую недостаточность и снижение соматотропной активности. Повышенный СРБ и сниженный IGF-1 выступают независимыми предикторами неблагоприятного исхода. Интеграция лабораторного мониторинга с оценкой физического развития должна стать стандартом динамического наблюдения за детьми с нефропатиями, позволяя своевременно корректировать лечение и улучшать прогноз.

Ключевые слова: хроническая болезнь почек, дети, биохимические маркеры, IGF-1, С-реактивный белок, альбумин, креатинин, физическое развитие, корреляции, отношение шансов, прогрессирование, мониторинг.

Хроническая болезнь почек (ХБП) у детей сопровождается комплексом метаболических и воспалительных нарушений, которые напрямую отражаются в лабораторных показателях крови. Изменения уровней соматомедина С (IGF-1), альбумина, креатинина и С-реактивного белка (СРБ) позволяют судить о степени метаболической дезадаптации и прогнозировать дальнейшее течение заболевания. Установление корреляций между биохимическими маркерами и физическим развитием имеет особое значение для раннего выявления детей группы высокого риска прогрессирования ХБП.

Цель исследования. Изучить взаимосвязи между лабораторно-биохимическими показателями и физическим развитием у детей с хронической болезнью почек различного генеза.

Материалы и методы. В исследование включено 50 детей с ХБП I–IV стадий (5–17 лет). Определялись уровни С-реактивного белка (СРБ), альбумина, креатинина, мочевины, соматомедина-С (IGF-1), витамина D, а также рассчитывалась скорость клубочковой фильтрации (СКФ). Проводилась оценка физического развития (рост, масса тела, индекс массы тела - ИМТ) с определением Z-score по стандартам ВОЗ. Использованы методы корреляционного и регрессионного анализа, расчёт отношения шансов (OR) и относительного риска (RR).

Результаты. Установлено, что дети с низким физическим развитием имели достоверно более высокие уровни СРБ ($8,9 \pm 3,1$ мг/л против $4,6 \pm 2,0$; $p < 0,01$) и креатинина ($112,8 \pm 15,6$ против $88,4 \pm 10,2$ мкмоль/л; $p < 0,001$), при снижении альбумина ($35,2 \pm 3,4$ против $40,8 \pm 2,9$ г/л; $p = 0,002$) и IGF-1 ($127,6 \pm 22,3$ против $196,4 \pm 27,5$ нг/мл; $p < 0,001$). Корреляционный анализ выявил тесные взаимосвязи: рост (Z-score) - IGF-1 ($r = 0,56$; $p < 0,01$), рост - альбумин ($r = 0,48$; $p < 0,01$), рост - СРБ ($r = -0,42$; $p = 0,02$). Повышенный СРБ (> 6 мг/л) повышал риск прогрессирования заболевания (OR=4,1; 95% ДИ 1,5–12,2; $p = 0,005$), а низкий IGF-1 (<75-го перцентиля) - в 3,9 раза (95% ДИ 1,3–11,6; $p = 0,009$).

Заключение. Лабораторные показатели отражают ключевые звенья патогенеза ХБП у детей: хроническое воспаление, белково-энергетическую недостаточность и снижение соматотропной активности. Повышение СРБ и снижение IGF-1 можно рассматривать как независимые лабораторные предикторы неблагоприятного течения заболевания. Регулярный лабораторный

мониторинг данных маркеров в сочетании с оценкой физического развития должен стать обязательным элементом динамического наблюдения детей с хроническими нефропатиями.

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“Ta’lim va tarbiyani samarali tashkil etishda pedagogik yondashuvlarning roli”

Aminova Dilshoda Shavkatovna

Samarqand shahar Qorako'l Renessans maktabi o'quv tarbiya ishlar bo'yicha direktor o'rinbosari va metodisti. Sharof Rashidov nomidagi Samarqand davlat universiteti tadqiqotchisi

Ushbu maqolada pedagogik yondashuvlarning ta'lim va tarbiya jarayonlaridagi ahamiyati va ularni rivojlantirish yo'llari tahlil qilinadi. Zamonaviy metodlar va innovatsion texnologiyalar yordamida ta'lim va tarbiyani samarali tashkil etish muhimligi ko'rsatildi. Tadqiqot natijalari pedagoglarning malakasini oshirish va yangi pedagogik usullarni joriy etish zaruratini ta'kidlaydi.

Kalit so'zlar: pedagogik yondashuvlar, ta'lim, tarbiya, innovatsion metodlar, malaka oshirish

В статье анализируется значение педагогических подходов в процессах образования и воспитания, а также пути их развития. Подчеркивается важность эффективной организации обучения и воспитания с использованием современных методов и инновационных технологий. Результаты исследования указывают на необходимость повышения квалификации педагогов и внедрения новых педагогических методов.

Ключевые слова: педагогические подходы, образование, воспитание, инновационные методы, повышение квалификации

The article analyzes the importance of pedagogical approaches in education and upbringing processes and ways to develop them. The significance of effective organization of education and upbringing using modern methods and innovative technologies is emphasized. The research results highlight the need for teacher professional development and the implementation of new pedagogical methods.

Keywords: pedagogical approaches, education, upbringing, innovative methods, professional development

Ta'lim va tarbiya har bir jamiyatning barqaror rivojlanishida muhim omil bo'lib, yosh avlodni har tomonlama yetuk inson sifatida shakllantirishga xizmat qiladi. Bugungi kunda ta'lim va tarbiya jarayonlarida zamonaviy pedagogik yondashuvlar va innovatsion metodlardan foydalanish samaradorlikni oshirishda asosiy vositaga aylangan. Pedagogik yondashuvlar o'quvchilarning faolligini oshirish, mustaqil fikrlashini rivojlantirish va ijtimoiy ko'nikmalarini mustahkamlashga qaratilgan

bo‘lib, ularning sifatli ta‘lim olishi hamda tarbiyalanishida muhim ahamiyat kasb etadi. Shu bois, ta‘lim va tarbiya tizimini rivojlantirishda pedagoglarning malakasini oshirish va yangi metodlarni joriy etish zaruriyati kundalik ehtiyojga aylangan. Mazkur maqolada pedagogik yondashuvlarning ta‘lim va tarbiya jarayonlaridagi roli, ularni rivojlantirishning samarali usullari va maktab amaliyotida qo‘llanilishi tahlil qilinadi. Tadqiqot natijalari zamonaviy pedagogik metodlarni yanada keng joriy etish yo‘llarini aniqlashga xizmat qiladi.

Bugungi globallashuv va raqamli transformatsiya sharoitida yosh avlodni har tomonlama yetuk, intellektual salohiyatli, ijtimoiy faol shaxs sifatida tarbiyalash muhim strategik vazifalardan biridir. Ta‘lim jarayonida nazariy bilimlar bilan bir qatorda tarbiyaviy ta‘sirchanlikni ta‘minlash, o‘quvchilarni axloqiy, estetik va fuqarolik nuqtai nazardan shakllantirish ustuvor yo‘nalish sifatida qaralmoqda. Shu nuqtayi nazardan maktab metodistlari va o‘quv-tarbiya ishlari bo‘yicha direktor o‘rinbosarlarining roli ortib bormoqda. Ushbu maqolada aynan ta‘lim va tarbiya nazariyasi hamda metodikasining zamonaviy yondashuvlari, ularni amaliyotda qo‘llash yo‘llari tahlil qilinadi.

Tadqiqot maqsadi — ta‘lim va tarbiya nazariyasi hamda metodikasiga oid zamonaviy yondashuvlarni tahlil qilish, maktablarda tarbiyaviy ishlar samaradorligini oshirishda metodist va direktor o‘rinbosarining roli va faoliyatini yoritish hamda bu yo‘nalishda amaliy tavsiyalar ishlab chiqishdan iborat.

Tadqiqot metodlari pedagogik va metodik adabiyotlar, qonunlar tahlili; an‘anaviy va zamonaviy metodlarni solishtirish; maktabdagi kuzatuv, suhbat va so‘rovnoma; amaliy natijalarni empirik tahlil qilish; o‘quvchilar yutuqlarining statistik tahlili.

Ta‘lim va tarbiya jarayoni zamonaviy jamiyatda inson kapitalini shakllantirishda muhim omil hisoblanadi. Shu bois, bu jarayonlarni samarali tashkil etish uchun pedagogik yondashuvlarning to‘g‘ri tanlanishi va amaliyotga tatbiq etilishi zarur. Pedagogik yondashuvlar ta‘lim-tarbiya jarayonining sifatini oshirish, o‘quvchilarning bilim, ko‘nikma va axloqiy fazilatlarini rivojlantirishga qaratilgan.

Zamonaviy ta‘limda faoliyatga yo‘naltirilgan yondashuvlar, interfaol metodlar va innovatsion texnologiyalar keng qo‘llanilmoqda. Bu usullar o‘quvchilarning mustaqil fikrlashini rivojlantirish, ijodkorlik qobiliyatini oshirish hamda ularni jamiyat hayotiga faol jalb qilish imkonini beradi. Shu bilan birga, pedagoglarning malakasini oshirish va yangi metodlarni o‘zlashtirish ham ta‘lim-tarbiya jarayonining muvaffaqiyatli bo‘lishida muhim ahamiyat kasb etadi.

Tarbiyaviy jarayonlarda an‘anaviy metodlar bilan birga zamonaviy pedagogik texnologiyalarni uyg‘unlashtirish, o‘quvchilarning shaxsiy xususiyatlarini hisobga olish ta‘lim sifatini yanada oshiradi. Bunda maktabdagi metodistlar va direktor

o‘rinbosarlarining roli katta bo‘lib, ular ta‘lim va tarbiyaviy ishlarni samarali tashkil etish, pedagoglarni qo‘llab-quvvatlash vazifasini bajaradilar.

Natijada, pedagogik yondashuvlarning doimiy takomillashuvi ta‘lim va tarbiyani yanada sifatli va samarali qilishga yordam beradi. Bu esa yoshlarni har tomonlama rivojlantirish, ularni jamiyat uchun foydali shaxslar qilib shakllantirish imkonini yaratadi.

Tajriba natijalari shuni ko‘rsatdiki, ta‘lim va tarbiya jarayonida zamonaviy pedagogik metodlarni qo‘llash o‘quvchilarning tarbiyaviy faoliyatini sezilarli darajada oshiradi. Maktab metodisti va direktor o‘rinbosarining ushbu jarayondagi faol ishtiroki tarbiyaviy ishlarning samaradorligini oshirishda muhim ahamiyatga ega. Shu bois, maktablarda innovatsion pedagogik texnologiyalarni keng joriy etish va tarbiyaviy ishlarni tizimli tashkil etish tavsiya etiladi. Ta‘lim va tarbiya jarayonida zamonaviy pedagogik metodlarni qo‘llash o‘quvchilarning faolligi va tarbiyaviy ko‘nikmalarini sezilarli darajada oshiradi. Maktab metodisti va direktor o‘rinbosarining faol yondashuvi ta‘lim-tarbiya jarayonining samaradorligini oshirishda muhim omil hisoblanadi.

Xulosa. Tadqiqot va nazorat guruhlari o‘rtasida kuzatilgan farqlar pedagogik yondashuvlarning yangilanishi va innovatsion metodlarning tatbiq etilishi natijasida yuzaga kelgan. Shu bois, maktablarda pedagoglarning malakasini oshirish va zamonaviy texnologiyalarni keng joriy etish bo‘yicha ishlarni davom ettirish zarur. Kelajakda ta‘lim va tarbiya jarayonlarini yanada takomillashtirish uchun pedagogik tadqiqotlarni chuqurlashtirish, innovatsion metodlarni amaliyotga joriy etish va ta‘lim muassasalarida samarali boshqaruv tizimini yaratish muhim ahamiyat kasb etadi.

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**G'ISHTLI BINOLARNING SEYSMIK HUDUDLARDA O'ZINI TUTISHI VA
MUSTAHKAMLIGINI OSHIRISH CHORALARI
ПОВЕДЕНИЕ КИРПИЧНЫХ ЗДАНИЙ В СЕЙСМИЧЕСКИХ РАЙОНАХ
И МЕРЫ ПО ПОВЫШЕНИЮ ИХ ПРОЧНОСТИ
BEHAVIOR OF BRICK BUILDINGS IN SEISMIC AREAS AND MEASURES
TO INCREASE THEIR STRENGTH**

Magistr.Ahmedov.S.A.

(TOSHKENT ARXITEKTURA-QURILISH UNIVERSITETI)

Annotatsiya: *Ishda g'ishtli binolarning zilzilabardoshligini ta'minlash omillari o'rganilgan. Asosiy e'tibor g'isht va eritma orasidagi yopishuv kuchi, material sifati hamda konstruktiv bog'lanishlarning ahamiyatiga qaratilgan. Tahlillar shuni ko'rsatadiki, to'g'ri loyihalash va sifatli qurilish ishlari g'ishtli binolarning seysmik barqarorligini ta'minlaydi.*

Аннотация: *В работе изучены факторы, обеспечивающие сейсмостойкость кирпичных зданий. Основное внимание уделено прочности сцепления между кирпичом и раствором, качеству материалов и значению конструктивных связей. Анализ показал, что правильное проектирование и качественное выполнение строительных работ обеспечивают сейсмическую устойчивость кирпичных зданий.*

Annotation: *The study examines the factors that ensure the seismic resistance of brick buildings. The main focus is on the bond strength between bricks and mortar, the quality of materials, and the importance of structural connections. The analysis shows that proper design and high-quality construction work ensure the seismic stability of brick buildings.*

Kalit so'zlar: *g'ishtli bino, zilzilabardoshlik, seysmik yuklama, yopishuv kuchi, konstruktiv chora, eritma sifati.*

Ключевые слова: *кирпичное здание, сейсмостойкость, сейсмическая нагрузка, прочность сцепления, конструктивные меры, качество раствора.*

Keywords: *brick building, seismic resistance, seismic load, bond strength, structural measures, mortar quality.*

Hozirgi kunda ko'p qavatli g'ishtli turar joy binolari seysmik faol hududlarda eng keng tarqalgan qurilish turi hisoblanadi. Shuning uchun ularning zilzilalar paytidagi xatti-harakati juda yaxshi o'rganilgan. Eng boy ma'lumotlar 1948-yilgi Ashxobod va ayniqsa 1966-yilgi Toshkent zilzilasi natijasida olingan.

Tadqiqotlar shuni ko'rsatadiki, g'ishtli konstruksiyalar dinamik yuklamalarga nisbatan past mustahkamlikka ega. Zilzilalar tahlili shuni tasdiqlaydiki, zamonaviy qurilishdagi g'ishtli binolar boshqa turdagi binolarga qaraganda ko'proq shikastlanishga moyil.

Asosiy omillar:

G'ishtli binolarning seysmik bardoshlilik, birinchi navbatda, g'isht sifatiga, ohak (eritma) mustahkamligiga va g'isht bilan ohak orasidagi yopishuv darajasiga bog'liq. Amaldagi me'yorlarga ko'ra, g'ishtli konstruksiyalar uchta toifaga bo'linadi — bu toifa g'isht markasi, ohak sifati va bog'lanish kuchi (R_{ph}) bilan aniqlanadi.

Biroq, amaliyotda haqiqiy mustahkamlik loyihadagidan 4–5 marta past bo'lishi holatlari tez-tez uchraydi (xususan, Toshkentdagi obyektlarda). 1-rasmda g'isht terimining buzilish namunalari keltirilgan bo'lib, ulardan ko'rinadiki, terimdagi eng zaif joy — bu g'isht bilan ohak orasidagi yopishish (birikish) qismi hisoblanadi.

a)



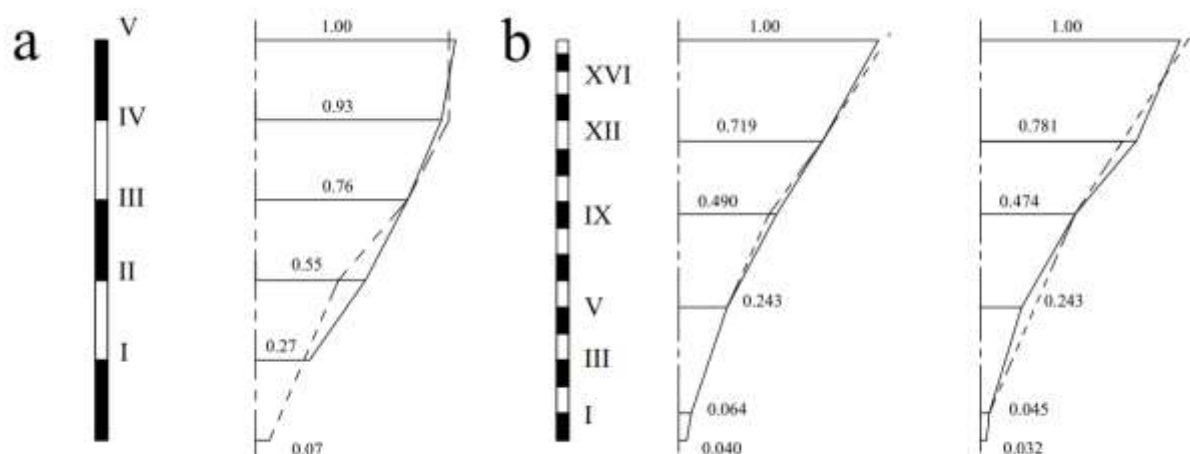
b)



1-rasim g'isht terimining buzilishlari:

a — devorda; b — orayopmada (ya'ni deraza yoki eshik oralig'idagi devor qismida).

Bu kamchilikning asosiy sababi — g'isht va ohak orasidagi yopishuvning yetarli emasligidir. Ayrim hollarda 1-toifali g'ishtli devor uchun belgilangan ohak mustahkamligi (50 kg/sm^2) o'rniga atigi $10\text{--}15 \text{ kg/sm}^2$ bo'lgan. Binolarning tebranish shakllari (2-rasm). 2a-rasmda ko'rsatilgan g'ishtli binoning deformatsiya shaklidan ko'rinib turibdiki, binoning deformatsiyasiga asosan siljish deformatsiyalari ta'sir ko'rsatadi, b-rasmda konstruksiyalarning egilish va siljishlarini hisobga olgan holda aniqlangan o'lchangan va hisoblangan tebranish shakllari ko'rsatilgan.



2-rasim. Binolarning tebranish shakllari:

a — g‘ishtli bino; b — qattiq konstruktiv sxemaga ega baland bino (I–XVI qavat raqamlari);

----- hisobiy deformatsiya shakli; _____ O‘lchangan deformatsiya shakli

Karkasli inshootlarning qattiqligi asosan uchta omil bilan belgilanadi:

1. karkasning o‘zining qattiqligi;
2. gorizonta yuk ta‘sirida ishga qo‘shiladigan to‘ldiruvchi devorlar va boshqa ikkinchi darajali elementlarning qattiqligi;
3. poydevorning egiluvchanligi (ya‘ni, deformatsiyalanish darajasi).

Issiq va quruq iqlim sharoitida g‘isht bilan ohakning yopishuv kuchi odatda past bo‘ladi, bu esa gorizonta seysmik yuklamalarga qarshi turg‘unlikni kamaytiradi.

Tajriba natijalari: 1966-yilda Ashxobod, Toshkent va Frunzedagi qurilish obyektlarida olib borilgan tajribalar g‘isht va ohak orasidagi bog‘lanishning loyihadagidan 4–5 baravar past ekanligini ko‘rsatgan. Toshkent zilzilasi paytida g‘ishtli devorlarda paydo bo‘lgan yoriqlar ko‘pincha qatlamlar ajralib chiqishi bilan bog‘liq bo‘lgan, bu esa devorlarning eng zaif joyi — aynan g‘isht-ohak tutashgan joylar ekanini tasdiqlaydi.

Normativ va konstruktiv tavsiyalar: Hozirgi me‘yorlarda g‘ishtli binolarni seysmik hisoblashda joyida o‘lchangan yopishuv kuchi R qiymatidan foydalanish talab etiladi.

Agar bunday sinov ma‘lumotlari mavjud bo‘lmasa, loyiha 3-toifa g‘ishtli devorlar uchun tuziladi va $R_{ph} \leq 0,6 \text{ kg/sm}^2$ qabul qilinadi.

G‘ishtli materiallar po‘lat yoki temir-betondan farqli o‘laroq, plastik deformatsiyani rivojlantira olmaydi, ya‘ni ular mo‘rt materiallar bo‘lib, yuk me‘yordan oshganda darhol yemiriladi. Shu sababli, zilzila vaqtida yuzaga keladigan ortiqcha yuklanishlar ular uchun nihoyatda xavfli hisoblanadi.

Xulosa:

G'ishtli binolar zilzilalarga sezgir bo'lsa-da, ular ko'plab hududlarda asosiy qurilish materiali bo'lib qolmoqda. Iqtisodiy nuqtai nazardan ulardan butunlay voz kechish maqsadga muvofiq emas. Ammo to'g'ri hisoblash, oqilona konstruktiv yechimlar va ishlab chiqarish qoidalariga rioya etish orqali g'ishtli binolar ham seysmik barqaror bo'lishi mumkin.

Binolarning seysmik barqarorligi ularning uzviy bog'langan fazoviy konstruksiya sifatida ishlashiga bog'liq. Agar uzunlamasiga va ko'ndalang devorlar hamda orayopmalar orasida mustahkam bog'lanish bo'lmasa, zilzila vaqtida devorlar ajralib chiqadi va orayopmalar qulaydi. Bu esa binoning to'liq yemirilishiga olib keladi. Shuning uchun bunday binolarda antisezmik konstruktiv choralarni ko'rish zarur.

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THE USE OF THE UZBEK LANGUAGE IN THE DIGITAL ENVIRONMENT: OPPORTUNITIES AND CHALLENGES

Mansurova Munavvar Mamadali qizi

Educator at Preschool No. 22 (AMMC JSC),

Almalyk City, Tashkent Region

3rd-year student of the Preschool Education Department

at Nizami National Pedagogical University

Annotatsiya: Ushbu maqolada o‘zbek tilining bugungi kundagi ahamiyati ochib berilgan. Uning raqamlashtirish hamda sun‘iy intellekt vositalari bilan birgalikda qo‘llash masalalari jahon tajribalari hamda Respublika miqyosidagi tadqiqotlar misolida tahlil qilingan. Bu boradagi mavjud muammolar yechimi uchun muayyan takliflar keltirilgan. Ushbu maqola o‘zbek tilining keyingi taraqqiyot yo‘lidagi tadqiqotlari uchun asos bo‘lib xizmat qiladi.

Kalit so‘zlar: o‘zbek tili, raqamlashtirish, kompyuter lingvistikasi, korpus, sheva, nutq sintezatori.

Annotation: This article reveals the importance of the Uzbek language today. The issues of its digitization and use in conjunction with artificial intelligence tools are analyzed using world experience and national research. Specific proposals are made to solve existing problems in this regard. This article serves as a basis for further research on the development of the Uzbek language.

Keywords: Uzbek language, digitization, computational linguistics, corpus, dialect, speech synthesizer.

Аннотация: В статье раскрывается значение узбекского языка в современном мире. С использованием мирового опыта и республиканских исследований анализируются вопросы его цифровизации и использования в сочетании с инструментами искусственного интеллекта. Даны конкретные предложения по решению существующих в этой связи проблем. Статья служит основой для дальнейших исследований по развитию узбекского языка.

Ключевые слова: узбекский язык, оцифровка, компьютерная лингвистика, корпус, диалект, синтезатор

INTRODUCTION

In today’s world, groundbreaking discoveries are being made in every field. The invention of the computer in science has led to a revolutionary transformation not only in scientific research but also in all areas and layers of society. Humanity has gained the ability to receive information from any corner of the world within minutes. The

opportunity to transmit and receive data online has brought forth important tasks such as developing and digitalizing languages. As a result, new modern disciplines such as computational linguistics, corpus linguistics, machine translation, and natural language processing (NLP) have emerged within the field of linguistics. In particular, these areas have been rapidly developing in Uzbek linguistics as well. One of the key challenges for specialists in this domain is to digitalize the Uzbek language—considering all its features and unique characteristics—and to create Uzbek-language databases for artificial intelligence technologies. These tasks are now recognized as priorities at the level of state policy.

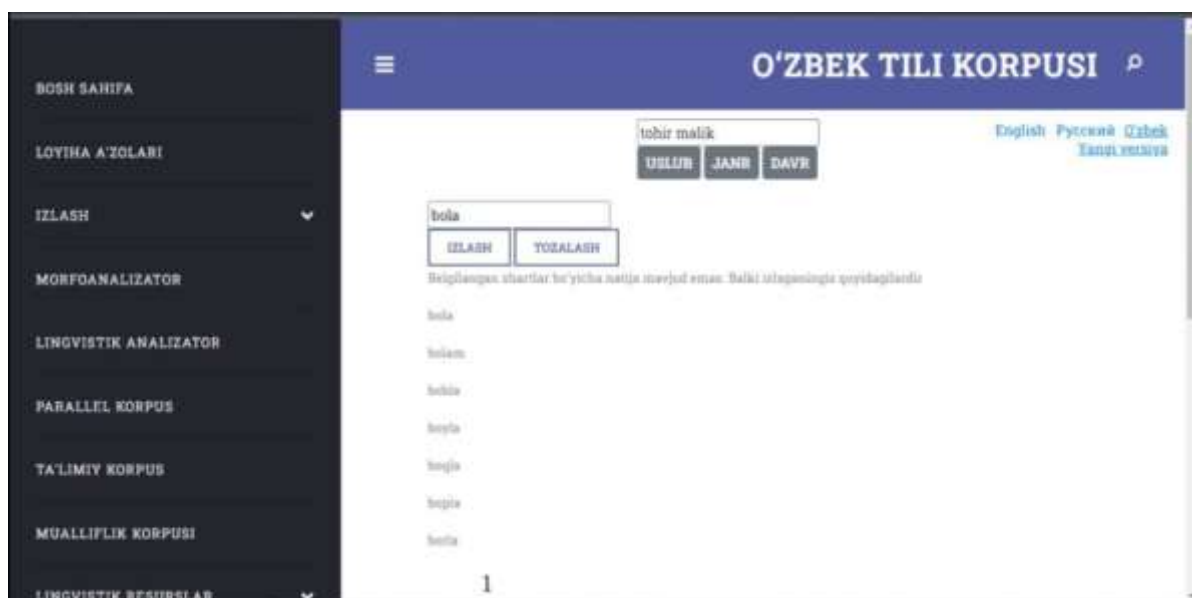
LITERATURE REVIEW

It is well known that, as in all fields of science, linguistics also involves the intersection of several disciplines. In particular, such interdisciplinary areas as sociolinguistics (sociology and linguistics), psycholinguistics (psychology and linguistics), ethno-linguistics (ethnography and linguistics), and neurolinguistics (neurology and linguistics) can be mentioned. Beginning in the 1950s, a new field known as mathematical linguistics emerged at the intersection of mathematics and linguistics. Initially, this discipline was referred to as machine translation or machine linguistics[1]. By the 1960s, computational linguistics had formed as an independent field of study[2]. The main purpose of this field is to develop computer programs capable of solving linguistic problems, to optimize communication between humans and computers, and to process natural language (Natural Language Processing, NLP)[3].

A wide range of tasks and challenges remain to be solved within computational linguistics. Among them are the development of automatic teaching systems, knowledge assessment tools, and systems that provide automatic morphological, syntactic, and semantic analysis of texts. Other important issues awaiting solutions include creating software for statistical analysis of dictionaries and digital texts, designing optimal programs aimed at addressing linguistic problems, and developing computer models of communication. The creation of electronic dictionaries, thesauri, and text corpora not only facilitates linguistic research but also provides significant advantages in many other fields. A number of Uzbek scholars have contributed to the formation and development of computational linguistics in the context of the Uzbek language, including A. Polatov, N. Abdurakhmonova, M. Musayev, M. Hakimov, M. Aripov, Sh. Hamroyeva, H. Arziqulov, S. Rizayev, S. Mukhamedov, S. Mukhamedova, and N. Jo‘rayeva. Their research primarily focused on statistical analysis, algorithmization, the axiomatic theory of the Uzbek language, and the computational analysis and synthesis of verbs.

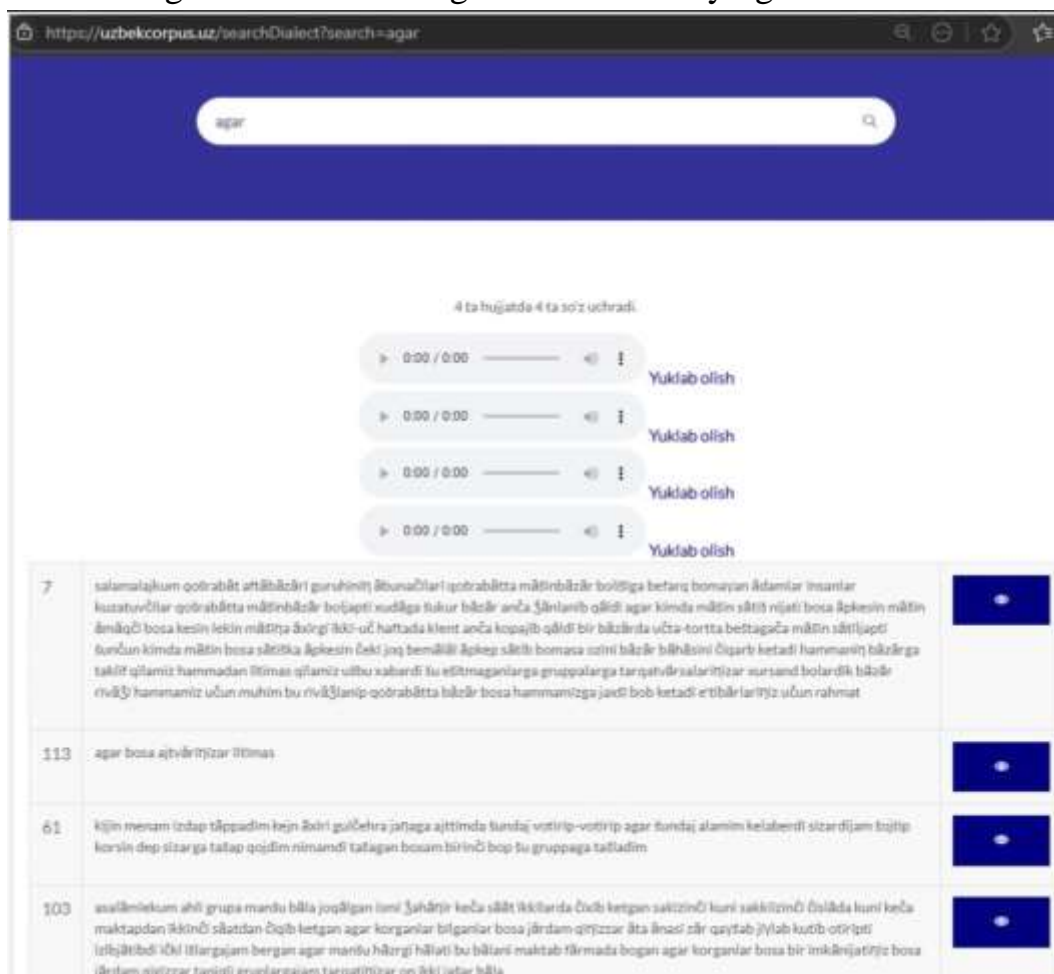
Currently, specialists in this field are engaged in developing explanatory and translation dictionaries of the Uzbek language, creating automated text-editing software, constructing a computational model of Uzbek grammar, and improving the parallel corpus of the Uzbek language. They are also expanding the Uzbek language corpus database and developing software tools. In short, computational linguistics is a modern branch of linguistics that serves to ensure theoretical and scientific interconnection between mathematical and natural sciences and professional linguistic disciplines [4]. The first computer-based text corpus, the Brown Corpus (BC), was created at Brown University in 1961. It contained 500 text fragments, each consisting of 2,000 words. In the 1970s, based on a corpus containing one million words, a frequency dictionary of the Russian language was compiled. As computational lexicography developed, the need for large-scale text corpora grew, leading to the creation of massive text corpora in many countries starting from the 1980s. These corpora were designed for various purposes and applications. The genre and diversity of a corpus depend on the user's field or interests—for example, Wikipedia serves as a large-scale text corpus within the field of science and education.

Digitalizing the Uzbek language ensures its preservation and eternity, enhances its global status, opens new opportunities for users, facilitates new discoveries, and enables it to be passed on as a rich heritage to future generations. Many dedicated Uzbek scholars have devoted their expertise and experience to this noble cause. The Uzbek Language Corpus was created within the framework of the scientific project “Creating an Electronic Corpus of Literary Works on the Themes of Family, Community, and Gender Equality” (Project JHBL-20) of the Institute for Scientific Research on Family and Neighborhood (Mahalla). The project was led by Professor Nilufar Abdurakhmonova, an expert in computational linguistics, machine translation,



and corpus linguistics. As a result of their efforts, the Uzbek Language Corpus (<https://uzbekcorpus.uz/>)[5] was officially introduced to users in 2020.

The corpus includes linguistic databases created for the Uzbek language. In particular, as part of the digitization of the Uzbek language, the peculiarities of homonyms, synonyms, analogies, and phraseological units of the lexical level have been studied from a linguistic point of view, and their electronic dictionaries have been created. The corpus includes linguistic databases created for the Uzbek language. In particular, as part of the digitization of the Uzbek language, the peculiarities of homonyms, synonyms, analogies, and phraseological units of the lexical level have been studied from a linguistic point of view, and their electronic dictionaries have been created. A multimedia corpus of the Uzbek language has also been created, in which the specific qualities of the spoken style can be seen through a variety of video content. In linguistics, the study of dialects is considered as a separate complex area. Computational linguistics has also begun work on studying various dialects of the area and



creating their databases. Through this corpus, you can get acquainted with both the transcription version and the audio text version of the dialect of a particular area. It also provides information about respondents in order to identify differences between dialects.

Figure 2.

In addition, research on the digitalization of the Uzbek language is being carried out at the Alisher Navoiy Tashkent State University of Uzbek Language and Literature, the Tashkent University of Information Technologies, as well as by specialists from Mohirdev LLC. The Mohirdev team is engaged in projects such as developing voice technologies in the Uzbek language and creating speech synthesizers based on both standard literary Uzbek and regional dialects. One of their notable projects, UzbekVoiceAI, is a clear example of such research initiatives[1]. At the same time, alongside these significant advancements in Uzbek language digitalization, there remain unresolved issues. For instance, there is a need for a platform that can perform accurate syntactic and grammatical sentence analysis for Uzbek in digital form. During translation processes, difficulties and ambiguities often arise with words that convey national and cultural nuances. Therefore, the creation of electronic translation dictionaries capable of distinguishing between the literal and idiomatic meanings of words has become a new priority for specialists in this field. Today, programs that can convert literary Uzbek text to speech and speech to text have already been developed. The next stage should focus on software capable of processing dialect-based texts and spoken messages, thereby expanding the practical applications of Uzbek in digital communication.

CONCLUSION

Because the Uzbek language is rich and diverse, revealing every aspect of it through digital means requires significant intellectual effort and time from specialists. The aforementioned research projects reflect years of dedicated work by experts in the field. Further advancement of the Uzbek language, its representation on digital platforms, and the creation of databases covering different linguistic styles and registers remain among the most important ongoing objectives.

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MODERN APPROACHES TO THE SECONDARY PREVENTION OF ISCHEMIC STROKE

Abdullaeva Z, Khidoyatova D.N

Tashkent State Medical University

Tashkent, Uzbekistan

The problem of cerebral stroke remains of extreme social and medical importance throughout the world [1]. According to WHO, stroke is the leading cause of disability in the adult population. Violation of cerebral circulation is a concept that includes not only stroke, but also transitory cerebral circulation disturbances or transient ischemic attacks (TIA). Based on MRI data, it was found that at a TIA duration of more than 1 hour, persistent foci of ischemia appear in the brain. Therefore, at the suggestion of the World Stroke Organization, the diagnosis of TIA can be made only if the duration of symptoms does not exceed 60 minutes and is completely resolved. Otherwise, a diagnosis of stroke is made [2].

TIAs can be repeated several times a day for a long time. A significant proportion of patients with ischemic stroke (20-30%) have previously experienced TIAs, which indicates their important prognostic value [1,3,7]. Atherothrombotic, embolic, hemodynamic and lacunar strokes are distinguished among ischemic strokes [7].

One of the main causes of extracranial artery lesions leading to cerebral ischemia is atherosclerosis. Atherosclerotic lesions of the cerebral arteries are the cause for 40-45% of all cases of ischemic disorders of cerebral circulation [6]. Currently, there is no doubt about the concept of pathogenetic heterogeneity of ischemic stroke, and the most frequent (more than a third of cases) is the atherothrombotic type associated with lesion of the extracranial arteries, primarily the carotid arteries. The hemodynamic mechanism of stroke development plays an important role at severe stenoses and occlusions of the internal carotid artery [6].

Currently existing methods of both primary and secondary prevention of cerebral circulation disorders can be divided into conservative and surgical ones. In numerous multicenter randomized trials, the efficiency of carotid artery stenosis surgical correction for the secondary prevention of cerebral circulation disorders in patients with severe (more than 60-70%) carotid stenosis who have suffered transient ischemic attacks and minor stroke has been convincingly proven [7,6]. This is especially relevant, since the risk of recurrent ischemic stroke is 10-15% during the first year, then the frequency of recurrent strokes is 5% annually, exceeding 15 times the frequency of stroke in the general population.

To date, few studies have been conducted in which a comprehensive clinical, neurological, neuropsychological examination of patients with various pathogenetic variants of TIA, namely with occlusive lesions of the brachiocephalic arteries, taking into account the localization, degree of prevalence and structural features of atherosclerotic lesions, as well as other risk factors for the development of ischemic brain disease, have been performed.

All surgeries are aimed on the elimination of cerebral artery stenosis and are divided into 2 types: carotid endarterectomy (CE) and an alternative to CE is a minimally invasive endovascular intervention with the installation of a stent (Smout J., 2010).

Thus, low awareness of the population about the symptoms of TIA may be the reason for late hospitalization of patients with its development and thereby promotes the occurrence of stroke and to a decrease in the effectiveness of treatment. It is necessary to start secondary prevention of stroke as early as possible, because most ischemic strokes in patients who have undergone TIA occur in the first days after the disease. Further study of risk factors for each of the methods is relevant. Considering that such measures are an effective alternative to drug therapy, a comparative dynamic study of the condition of patients undergoing stenting of the internal carotid artery, CE and patients receiving drug therapy is of undoubted interest. It is necessary to study short-term and long-term effects. The aim of treating patients with TIA is to prevent subsequent TIA and the development of stroke.

The study of this problem can provide more accurate criteria for the optimal choice of modern methods for diagnostics, prevention and treatment of patients with transient ischemic attacks.

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ANIQ VA TABIIY FANLARNI O'QITISHDA SUN'IY INTELEKT TEXNOLOGIYALARIDAN FOYDALANISH TRANSFORMATSIYASI

Xudazarov Ravshan Saparovich

Toshkent Davlat Agrar Universiteti

O'rmon xo'jaligi va landshaft dizayn fakulteti

Oliy matematika kafedrasida dotsenti

Annotatsiya

Ushbu ilmiy maqolada sun'iy intellekt texnologiyalari asosida tashkil etish orqali talabalarni dars mashg'ulotlarida kreativ fikrlashga undash orqali raqobatbardosh kadrlar tayyorlashga erishish metodikasi keltirilgan. Bundan tashqari sun'iy intellekt yordamida ta'lim jarayonini primitiv ta'limdan kreativ ta'lim jarayonini yuzaga keltirish uchun foydalanish imkoniyati haqida ma'lumotlar berilgan.

Kalit so'zlar: Sun'iy intellekt (SI), Machine Learning, Duolingo, VR/AR, Mathway, Symbolab, Julius AI, Wolfram Alpha, Photomath, GeoGebra AI, Desmos, Runway ML.

Аннотация

В данной научной статье представлена методика подготовки конкурентоспособных кадров путем стимулирования творческого мышления студентов на занятиях с использованием технологий искусственного интеллекта. Кроме того, предоставлена информация о возможностях применения искусственного интеллекта для трансформации образовательного процесса из традиционного в креативный.

Ключевые слова: искусственный интеллект (ИИ), машинное обучение, Duolingo, VR/AR, Mathway, Symbolab, Julius AI, Wolfram Alpha, Photomath, GeoGebra AI, Desmos, Runway ML.

Abstract

This scientific article presents a methodology for training competitive personnel by fostering students' creative thinking during classes through the use of artificial intelligence technologies. Additionally, it provides information on the possibilities of using artificial intelligence to transform the educational process from traditional to creative.

Keywords: artificial intelligence (AI), machine learning, Duolingo, VR/AR, Mathway, Symbolab, Julius AI, Wolfram Alpha, Photomath, GeoGebra AI, Desmos, Runway ML.

O‘zbekiston Respublikasi Prezidentining 2020 yil 5 oktabrdagi “Raqamli O‘zbekiston – 2030”, 14.10.2024 yildagi PQ-358-sonli “Sun’iy intellekt texnologiyalarini 2030-yilga qadar rivojlantirish” strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to‘g‘risida”gi 6079-farmoni bilan ma’qullangan “Raqamli O‘zbekiston-2030” strategiyasida aholining barcha qatlamlarida raqamli ko‘nikmalarni rivojlantirish maqsadida muayyan tadbirlar belgilangan ¹.

Shuningdek, “Raqamli O‘zbekiston-2030” strategiyasida iqtisodiyot tarmoqlari, ijtimoiy soha va davlat boshqaruvi tizimini jadal raqamli rivojlanishini ta’minlash, shu jumladan elektron davlat xizmatlarini ko‘rsatish mexanizmlarini yanada takomillashtirish ham ko‘zda tutilgan.

Sun’iy intellekt — tezkor hisoblash muhitida algoritmlar yaratish va qo‘llash orqali insonning aql-idrok jarayonlariga taqlid qilishga asoslanadi. Sodda qilib aytganda, sun’iy intellekt kompyuterlarni odam kabi o‘ylash va ulardek yechim topishga yo‘naltiradigan texnologiyadir. Aniq va tabiiy fanlar doirasidagi masallarni yechishda va ularning tasvirlarini yaratishda turli sun’iy intellekt tizimlaridan foydalanish mumkin. Bundan tashqari mashg‘ulotlarida ta’lim vositalaridan samarali foydalanish, jumladan sun’iy intellekt texnologiyalari asosida tashkil etish orqali talabalarni dars mashg‘ulotlarida kreativ fikrlashga undash, raqobatbardosh kadrlar tayyorlashga erishishga mustahkam zamin bo‘ladi. Quyida eng mashhur dars mashg‘ulotlarini samaradorligini oshirishda foydasun’iy intellektlar va ulardan foydalanish usullari haqida qisqacha ma’lumot beraman:

Matematik masallarni yechishda va ularning tasvirlarini yaratishda sun’iy intellekt (SI) asosidagi vositalar so‘nggi yillarda sezilarli darajada rivojlandi. Ushbu vositalar talabalar, o‘qituvchilar va matematika ishqibozlari uchun murakkab masalalarni tez va aniq yechish, shuningdek, vizualizatsiya orqali tushunchalarni osonlashtirish imkonini beradi. Quyida bu sohada eng samarali sun’iy intellekt vositalari va ulardan foydalanish usullarini keltirib o‘tishimiz mumkin.

¹ “Raqamli O‘zbekiston-2010” strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to‘g‘risida. O‘zR Prezidentining Farmoni PF-6079. 05.10.2020 y.

<https://Wonderslides.com> ushbu sun'iy intellektga asoslangan holda foydalanuvchi tomonidan berilgan mavzu bo'yicha taqdimotlar tayyorlash imkoni hamda foydalanuvchining tayyorlab qo'yilgan taqdimotlarini qayta interaktiv qayta ishlash texnologiyasidir. Bu bugungi kun ta'lim oluvchilarning diqqatini va fikrlashga oid materiallar bilan boyitish imkoniyatini beradi.



<https://aiapp.vidnoz.com/> ushbu sun'iy intellektga asoslangan holda berilayotgan taqdimotdagi matnlarni avator yordamida nutq orqali ifodalash imkonidir. O'quv mashg'ulotida berilayotgan axborotlarni nutq orqali auditoriyaga tushuntirib berish va murakkab jarayonlarni tasvirlar orqali yechimini yoki tasvir ko'rinishida ifodalash imkonini beradi.



<https://grok.com> ushbu sun'iy intellektga asoslangan holda berilayotgan axborotlarni animatsiyalar orqali ifodalash imkonidir. Bu sun'iy intellekt texnologiyalari yordamida turli aniq va tabiiy fanlar o'quv mashg'ulotlarida misol, masala va tasvirlarni foydalanuvchi tomonidan berilgan topshriq asosida ifodalab berish mumkin bo'ladi.

<https://www.desmos.com/calculator> bu sun'iy intellekt texnologiyalari yordamida turli aniq va tabiiy fanlar o'quv mashg'ulotlarida misol, masala va tasvirlarni foydalanuvchi tomonidan berilgan topshriq asosida ifodalab berish mumkin bo'ladi.



Xulosa o'rnida shuni takidlab o'tish mumkin-ki, bugungi texnologiyaning rivojlanishi natijasida insoniyatning texnologiyaga bo'lgan ehtiyoji keskin ortib bormoqda. O'qituvchi-talabalarda texnologiyadan samarali va maqsadli foydalanish madaniyatini rivojlantirish, yangi bilimlar sohasini kash qilish, axborotlarni tahlil qilish muhimdir. Shu bilan birga hozirgi XXI-asr ta'lim oluvchilari ta'lim dargohlarida innovatsion ta'lim tashkil etishiga ehtiyoj kundan kunga ortib bormoqda.

Bu esa o'z navbatida professor-o'qituvchilardan zamon talablari asosida texnologik yondashuv asosida tashkil etish maqsadga muvofiqdir. Yuqorida keltirib o'tilgan sun'iy intellekt texnologiyalari ayni ushbu muammolarni hal etishga katta yordam beradi.

Foydalanilgan adabiyotlar va internet manbalari

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ПРАВСТВЕННОСТЬ В ТВОРЧЕСТВЕ АЛИШЕРА НАВОИ

Исмаилова Ойнур,

Андижанский государственный педагогический институт

Аннотация: *В процессе современной международной интеграции нормы морали человека являются одной из важнейших проблем. Это, в свою очередь, предоставляет возможность переосмыслить нравственные взгляды таких выдающихся личностей, как Алишер Навои — одного из великих мыслителей Востока, — и, сопоставив их с современными философскими концепциями, прийти к новым научным выводам. В данной статье проводится сравнительный анализ моральных взглядов великого мыслителя Востока Алишера Навои. Цель исследования — проанализировать нравственные принципы мыслителя и осветить их влияние на современное моральное сознание.*

Ключевые слова: *Алишер Навои, «Хамса», «Хайрат уль-аброр», «Махбуб уль-кулуб», «Лисон ут-тайр», «Садди Искандарий», нравственное воспитание, ценности.*

Хазрат Алишер Навои (1441–1501) — человек, который своим литературным и философским наследием, а также личным примером нравственного поведения может служить образцом для всех. Его произведение «Хамса», состоящее из пяти поэм, является источником мудрости; в частности, в поэме «Хайрат уль-аброр» центральное место занимают морально-нравственные темы. Для Навои мораль — это близость к Аллаху, которая достигается через стремление человека к совершенству. В его этических воззрениях важное место занимают суфийские идеи. По мнению мыслителя, человек должен очищать свою душу и стремиться к духовному возвышению. При этом основными добродетелями являются терпение, смирение и честность. Навои утверждает, что истинная нравственность заключается не только во внешнем поведении, но прежде всего во внутренней чистоте и искренности намерений. Мыслитель считал, что самым важным мерилom морали является этикет (адаб). Он подчёркивал, что такие положительные качества, как скромность, терпение, верность, щедрость, милосердие, великодушие, доброта, выдержка, проявляются только в образе воспитанных, нравственных людей. Мораль — это совокупность качеств, которые положительно характеризуют человека и помогают ему быть признанным добрым и достойным членом общества. К таким нравственным качествам, по Навои, относятся: вера, воспитанность, благонравие, доброта, терпение, щедрость, любовь, правдивость, воля и трудолюбие. Все эти

добродетели ярко выражены в творчестве мыслителя. В своём произведении «Махбуб уль-кулуб» Алишер Навои раскрывает присущие человеку добрые качества — такие, как щедрость и правдивость, — подчёркивая их значение для духовного совершенствования личности. В произведении раскрываются такие добродетели, как правдивость и нравственная чистота. В нём подчеркивается, что вопросы морали и воспитания являются важнейшими средствами достижения человеческого совершенства, что подтверждается примерами из Священного Корана и хадисов [1]. Наш Пророк Мухаммад Мустафа (с.а.в.) сказал, что был послан для распространения наилучших нравов. Передаётся от Абу Хурайры (р.а.): «Я был послан для того, чтобы довести хорошие нравы до совершенства» (передано Имамом Ахмадом). Наш мыслитель подчёркивает, что воспитание и образование должны формировать у человека положительный, совершенный образ. Навои в этом произведении трактует мораль не только как поведение, но и как духовную силу, создающую общество. С начала до конца книги утверждается, что в основе всех человеческих качеств лежит нравственная зрелость. Навои говорит, что вежливость — это внешнее украшение человека, а нравственность — его внутренняя сущность: «Вежливость — внешнее убранство, нравственность — внутреннее. Без них человек не может быть человеком». Он ставит мораль человека выше его звания или богатства. Даже если дурной человек — царь, народ всё равно не будет его уважать. А человек воспитанный всегда почитаем, ибо вежливость — истинный образ человека. Навои считает, что воспитание личности — это важная нравственная обязанность. Он подчёркивает, что обращать внимание на воспитание необходимо с детства. В «Махбуб ул-кулуб» («Возлюбленные сердца») он пишет: «Кто с юности не стремится к воспитанию, тот в старости будет беспомощен». По его мнению, каждое поколение должно стремиться к правильному воспитанию для будущего. Личностное совершенствование возможно только через нравственное развитие. Навои указывает, что вера и правильное поведение являются основой всех человеческих качеств. Он отмечает, что человек достигает духовного совершенства через волю и настойчивость. По Навои, истинная мера совершенства человека — это его мораль. Совершенный человек — это тот, кто соблюдает веру, стремится к чистоте души, честности и справедливости. Вера, по его словам, — источник всех добродетелей, а нравственность — их проявление. Каждый поступок человека должен быть согласован с его внутренней ответственностью и совестью. В «Махбуб ул-кулуб» Навои рассматривает мораль не только как личное качество, но и как общественную необходимость, важную для сплочения и единства. Он говорит, что представители всех профессий — поэты, врачи,

архитекторы, ремесленники — обязаны соблюдать моральные принципы, потому что именно мораль обеспечивает развитие общества. Безнравственность ведёт к упадку, а моральная чистота — к прогрессу. Справедливый руководитель, честный чиновник, добросовестный гражданин — всё это проявления нравственности общества. Навои делает вывод, что высокий моральный дух — это основа зрелого поколения. Его произведение служит вечным нравственным и духовным наследием. Алишер Навои уделяет огромное внимание вопросам морали и воспитания, которые занимают центральное место во многих его произведениях. Он считал, что среди всех духовных качеств важнейшими являются воля, справедливость и воспитание, а нравственные вопросы всегда ставил на первое место. Содержание: В этом произведении Навои анализирует нравственные качества, добродетели и пороки различных слоев общества. Он описывает сословия — от султанов до крестьян — и анализирует их моральное состояние. В произведении: Необходимость быть справедливым правителем. Поощряются такие добродетели, как честность, преданность и скромность. Ценятся набожность, терпение, удовлетворенность и трудолюбие. Это произведение является одним из важнейших источников, наиболее полно выражающих философские и нравственные взгляды Навои.

2. «Насайим уль-мухаббат» (Ветер любви). Жанр: Тазкира (жизнеописание суфия). Содержание: В произведении даны сведения о жизни, нравственных качествах и духовном мире более 700 мистических шейхов и святых. Суфии пропагандируют божественную любовь, духовную чистоту, терпение, смирение и отказ от мирских интересов. Нравственная зрелость рассматривается как условие божественной близости.

3. «Хайрат ул-абрар» (Чудо добрых людей). Жанр: «Маснави», дидактическое произведение, первый эпос «Хамсе». Содержание: Произведение воплощает моральные, религиозные, социальные и философские идеи: Как стать хорошим человеком. Справедливость, знание, благочестие, щедрость, смирение и сострадание высоко ценятся. Несправедливость, угнетение, невежество, жадность и высокомерие осуждаются.

4. «Лисон ут-тайр» (Язык птиц). Жанр: Мистический маснави. Содержание: В этом произведении Навои описывает путь к достижению нравственного и духовного совершенства. Символ птиц трактуется как человек, встающий на путь истинной зрелости и близости к Богу. Главные идеи — нравственное очищение, самообладание, терпение, смирение.

5. Газели (особенно в диване «Хазаин уль-Маоний»). В газелях Навои прекрасно выражены такие аспекты, как нравственное воспитание, совершенство, любовь, верность, смирение и благодарность. Он пишет не только о любви, но и о гуманизме и нравственном совершенстве. Эпос «Фарход и Ширин» — бесценное и

бессмертное произведение Алишера Навои, а возможно, и всей тюркской литературы. Особое внимание в эпосе уделено отношению молодёжи к своему ремеслу, религиозным и светским знаниям. Образ Фархода в произведении может служить примером для всех как смелого, мужественного, волевого, образованного и нравственно совершенного человека [3]. Это произведение Алишера Навои – одно из тех, где особенно воспеваются такие добродетели, как чистота, терпение, щедрость, знания и честность. Произведение написано на основе наставлений, и каждая глава содержит глубокий анализ нравственных добродетелей и вредных привычек. Навои Навои высоко ценит внутренний мир человека и его потенциал к совершенству. Он подчёркивает, что сила Бога заключена в человеке, и призывает человека к самопознанию и стремлению к совершенству.

Мудрые изречения и пословицы: Произведение содержит моральные советы, представленные в мудрых изречениях и притчах. Через приключения героев читатель узнает о важности различных моральных качеств, таких как терпение, терпимость, честность и справедливость. Фигуративные изображения: В стихотворении «Лисон ут-таир» мистические идеи выражены через образы птиц, которые отражают препятствия и испытания человека на пути к духовному совершенству [4]. Пятая поэма, входящая в «Хамсу», – «Садди Искандари», в которой справедливость и честность ярко представлены в образе Александра. Несмотря на то, что он правитель, он осуждает угнетение и не закрывает глаза даже на малейшую несправедливость. Если он слышит, что правитель угнетает народ, он сам расследует это, наказывает виновных и оправдывает несправедливо угнетённых. Тем самым Навои учит, что общество должно строиться на правде и справедливости, и что как правители, так и простые люди должны противостоять лжи и угнетению. Приоритет науки и просвещения последовательно сохраняется на протяжении всего произведения. Александр беседует не только с военачальниками, но и с учёными, врачами и философами. Перед каждым важным начинанием он прислушивается к их мнению. Например, при развитии стран, поддержании мира или создании новых систем он всегда обращается к учёным. Таким образом, Навои показывает, что истинная сила человека зависит не от его армии или богатства, а от его знаний и мышления. Таким образом, в произведении знание трактуется как свет, а невежество – как тьма. В эпосе пропагандируются такие моральные ценности, как вера человека в Бога, раскаяние в своих ошибках и ответственность перед божественной справедливостью. Эпос «Садди Искандари» призывает молодое поколение к знаниям, мудрости, стремлению к справедливому руководству, кротости,

вежливости, терпению и смирению, а также к пониманию религии и божественной справедливости. Это произведение считается ценнейшим источником не только как исторический, но и как образовательное пособие.

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MILLIY QANDOLAT KONSEPTIGA OID AYRIM LEKSEMALARNIING LEKSIK-SEMANTIK VA XALQ OG‘ZAKI IJODIGA XOS QO‘LLANILISH XUSUSIYATLARI

Sidiqova Xadiyabonu,

Chortoq tumanidagi 49-sonli maktabning
ona tili va adabiyot fani o‘qituvchisi.

Annotatsiya. Maqolada *qandolat* konsepti tarkibiga kiruvchi *holva, pashmak, parvarda, pahlava* kabi birliklarning leksik-semantik, frazeologik, tarixiy-etimologik va leksikografik xususiyatlari yoritib berilgan.

Kalit so‘zlar: *konsept, leksik-semantik, frazeologik birliklar, leksema, leksik ma’no, sinonim, ko‘chma ma’no.*

Аннотация. В статье освещены лексико-семантические, фразеологические, историко-этимологические и лексикографические особенности таких единиц, как *халва, пашмак, парварда, пахлава, входящих в состав кондитерской концепции.*

Ключевые слова: *концепт, лексико-семантические, фразеологические единицы, лексема, лексическое значение, синоним, переносное значение.*

Annotation. The article highlights the lexical-semantic, phraseological, historical-etymological, and lexicographical features of such units as *halva, pashmak, parvarda, and baklava*, which are part of the confectionery concept.

Keywords: *concept, lexical-semantic, phraseological units, lexeme, lexical meaning, synonym, figurative meaning.*

Tabiatda jismlar qattiq, suyuq va kristall ko‘rinishda bo‘lishi hammamizga ma’lum. Bu predmetlar holati qandolat mahsulotlarida ham namoyon bo‘ladi. Ular ifodalayotgan holatiga yuqoriga uch ko‘rinishda yuzaga chiqadi. Keling, ularni turlarga ajratib chiqaylik.

1. Qattiq holatdagi qandolat mahsulotlari
2. Suyuq holatdagi qandolat mahsulotlari
3. Kristall holatdagi qandolat mahsulotalari.

Qandolat konsepti yuqoridagi uch holatda iste’molimizda foydalanamiz (huddi tabiatdagi barcha predmetlari kabi). Qadimdan tabiatda mavjud barcha jismlar, yillar davomida shakllangan holat qoidasiga amal qiladi. *Masalan, sumalak – suyuq taom ko‘rinishidagi qandolat mahsuloti, novvot – kristall holatidagi milliy shirinlik turi, holva – qattiq ko‘rinishdagi milliy qandolat.*

Qandolat mahsulotlari tabiiy xususiyatlaridan tashqari, tilda leksik-semantik mazmun ham tashiydi. Bu xususiyatlar yillar davomida shakllangan va rivojlanib, boyib boradigan jihatlardir. Milliy qandolat konsepti xalqning uzoq muddatdan beri davom etib kelayotgan iste'mol talablari, leksik-semantik jihatdan tilda qo'llash ko'nikmalarini ham belgilab beradi. Bu xususiyatlar barcha uchun birday tushunarli va aniq. Milliy qandolat mahsulotlari boyishi faqatgina yaqin zamonlarga borib taqalmaydi.

Aslini olganda, qandolat konseptining ildizlari xalqimizda azaldan mavjud edi. Dastlab, Mahmud Koshg'ariyning "Devon-u lug'otut turk" asarida "shirinlik" ma'nosini ifodalovchi so'z uchraydi. Ammo unda qandolat mahsulotlari shakl, ko'rinishlari haqida fikr yuritilmagan. Qandolat dunyosi yillar davomida shakllanib, milliy shirinliklar shaklida saqlanib qolgan, bu mahsulotlar arab, fors-tojik, turk tillariga oid leksemalar bilan nomlanadi. Yillar davomida xalq iste'molida bo'lgan bu so'zlar o'zqatlamga aylanib ulgurdi va boshqa til jarayonlarida ham faol ishtirok eta boshladi. Hozirgi davrgacha bir qancha mahsulot nomlari bilan aloqador xalq og'zaki ijodiyoti shakllandi. Ular ibora, maqol, matal va ertaklar tarkibidagi hikmatli so'zlar, o'xshatishlar shaklida saqlanib qolgan. Masalan, Holva (qattiq ko'rinishdagi qandolat mahsuloti) arabcha so'zdan olingan, ma'nosi 1. Un, shakar va yog'dan, ba'zan kunjut, mag'iz qo'shib tayyorlangan shirinlik, qandolat. *Pashmak holva.- Arava-arava un, guruch, qop-qop bodom,pista, kajavalarda holvalar,qirq-ellik katta-kichik yashikdan har xil mevalar. Oybek.*¹

Holva so'zining ikkinchi ma'nosi esa ko'pincha ko'chma ma'noga yaqin mazmunda qo'llanadi, ya'ni *durust, yaxshigina* kabi ma'nolarda ishlatiladi. Masalan, *Namangan viloyatiga o'tdim. Farg'onadagi mashmashalar holva ekan.*"Mushtum". Bunda ko'rinish turganidek, qiyoslash, taqqoslash kabi ma'nolar mavjud. Yuqoridagi, holva leksemasi o'zida "yomon emas" degan ma'noni tashimoqda. Bu ma'noga sababni shu leksemaning o'zidan qidirib ko'ramiz. Bilamizki, holva yengil tanovul qilinadigan shirinlik. Uni ota-bobolarimiz bozordan qaytishda ermak qilib yeyish uchun sotib olishgan. U o'zida yengillik ma'nosini saqlab qolib, ikki narsa qiyoslanganda, birining nisbatan yengil ekanini isbotlab, ko'rsatish uchun ishlatiladi. Masalan, yuqorida aytib o'tilgan misolda Farg'ona viloyatidagi ahvol Namangan viloyatidagi holatdan yengil ekanini aytib o'tilmoqda. Hatto, bu ma'no keyinchalik xalq maqollariga ham o'tib, unda yana ham kengroq ma'no kasb etgan. **Holva degan bilan og'iz chuchimas**, ya'ni yuqorida aytib o'tganimizdek, holva yengil tanovul qilinadigan qandolat mahsuloti. Shu sababdan *holva bilan og'zing shirin bo'lib qolmaydi. Aslida esa "Ouruq gap bilan*

¹ O'zbek tilining izohli lug'ati. – Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. – 2-jild. – B.414.

*maqsadni amalga oshirib bo‘lmaydi*², inson oldiga biror maqsad qo‘yar ekan, uni yengil-yelpi gaplar bilan amalga oshirishi mumkin emas, maqsadga ulkan harakatlar bilan yetiladi. Bu maqolning qo‘llanishini quyidagi misol bilan ko‘rib chiqishimiz mumkin: *“Darhaqiqat holva degan bilan og‘iz chuchimaydi-da... Xalq – omi... bizning ma‘rifat haqidagi gaplarimiz ularning qulog‘iga kirishiga uncha ishonmayman.”* Komil Yashin. Hamza.

Bundan tashqari, boshqa maqollar ham bor. Ularda holva leksemasi butunlay boshqa yo‘sinda qo‘llangan. Misol uchun: **“Suvdan holva yasamoq”**. Bo‘lmaydigan ishga urinmoq, bekorga urinmoq.³ Bilamizki, holva tayyorlash uchun un, shakar, yog‘ va boshqa masalliqalar kerak bo‘ladi. Faqat suv bilan holva qilmoqchi bo‘lish esa ko‘rinib turgan ahmoqlik. Bu bilan inson o‘z ehtiyoji, kuchi, imkoniyatiga qarab, harakat qilishi va shunga muvofiq natija kutishi darkor ekanligi ta‘kidlangan: *Mamlakatdan chet el kapitalini surib chiqarmasdan turib...xalqni oyoqqa bostirish – suvdan holva yasayman, deyish bilan baravar.* S. Akbariy, “Sevgi bilan tirilgan yurak”. Solinadigan masalliqqa ko‘ra, holvaning bodroq holva, mag‘iz holva, kunjut holva, yeryong‘oq holva, pashmak holva kabi turlari mavjud.⁴

Ularning ayrimlariga to‘xtalib o‘tamiz, pashmak fors tilidan olingan. Bu ot asli “jun” ma‘nosini anglatadigan “pashm” otiga –ak qo‘shimchasini qo‘shib hosil qilingan bo‘lib, “Yog‘da qovurilgan unga qand qiyomi qo‘shib, uzun tolador shaklda tayyorlanadigan shirinlik” ma‘nosini anglatadi.⁵...*Pashmak, turli-tuman...holvalar, pista-bodom, achchiq-chuchuk mag‘izlar, novvotlar, parvardalar, otonon, xo‘rozqandlar serob.* Oybek, Bolalik. Pashmak aytib o‘tilganidek, tolasimon qilib tayyorlangan holva turi hisoblanadi. Lekin, ko‘pchilik uni holvadan boshqa tur shirinlik sifatida biladi. Pashmak forschada “junday yumshoq shirinlik” deb nomlanadi. Shuning uchun, bolalarga murojaat qilinganda, ko‘pincha *pashmagim, holva-pashmagim kabi birliklarni uchratish mumkin.* Bundan tashqari, xalqimizda **“pakana pashmak”** degan ibora mavjud. U mazmun jihatdan pakana lesemasining ma‘nosini kuchaytirish uchun ishlatiladi. Chunki, pashmak uzun va hafif shirinlik bo‘lib, bir kunda erib, kichik bo‘lib qoladi. Shuning uchun ham, ushbu ibora gapda ma‘no kuchaytirish uchun ishlatiladi. *Masalan, hoy pakana pashmak, qora mashak, senga gapiryapman.* Bu kabi qandolat konseptiga oid iboralar badiiy adabiyotda so‘z jozibadorligini oshirish uchun qo‘llanadi. Ulardan ayrimlarida shiravorlik xususiyati

² O‘zbek tilining izohli lug‘ati. – Toshkent: G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. – 2-jild. – B.414.

³ O‘zbek tilining izohli lug‘ati. – Toshkent: G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2022. – 2-jild. – B.414.

⁴ Holva - // <https://uz.wikipedia>.

⁵ Shavkat Rahmatullayev. O‘zbek tilining etimologik lug‘ati. – Toshkent: “Universitet”, 2009. – 3-jild. – B. 581.

saqlanib qolsa, ayrimlarida esa ko‘rinish, hil-xususiyat kabi ma’nolar mavjudligi sezilib turadi.

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PEDAGOGIK OLIY TA'LIM MUASSASALARIDA INDIKATORLARGA ASOSLANGAN BOSHQARUV TIZIMINING SAMARADORLIGINI OSHIRISH YO'LLARI

Ulug'murodov Elmurod Berdimurod o'g'li

Samarqand davlat pedagogika instituti

PhD.dotsent

ulugmurodov.elmurod.89@gmail.com

Annotatsiya: Maqolada pedagogik oliy ta'lim muassasalarida indikativ boshqaruvga asoslangan tizimning samaradorligini oshirish yo'llari ko'rib chiqiladi. Tadqiqot jarayoni nazariy, tahliliy va empirik bosqichlarni o'z ichiga oladi. Indikatorlar orqali boshqaruv jarayonlarini optimallashtirish, ta'lim sifatini oshirish va resurslardan samarali foydalanishni ta'minlash mumkinligi ko'rsatildi.

Kalit so'zlar: indikativ boshqaruv, oliy ta'lim, indikatorlar, boshqaruv samaradorligi, pedagogik muassasa

Аннотация: В статье рассматриваются пути повышения эффективности системы управленческого контроля на основе индикативного подхода в педагогических вузах. Процесс исследования включает теоретический, аналитический и эмпирический этапы. Показано, что с помощью индикаторов можно оптимизировать управленческие процессы, повысить качество образования и обеспечить эффективное использование ресурсов.

Ключевые слова: индикативное управление, высшее образование, показатели, эффективность управления, педагогическое учреждение

Abstract: The article explores ways to enhance the effectiveness of an indicator-based management system in pedagogical higher education institutions. The research process includes theoretical, analytical, and empirical stages. It is shown that management processes can be optimized, education quality improved, and resources used efficiently through indicators.

Keywords: indicator-based management, higher education, indicators, management efficiency, pedagogical institution

Mavzuga oid adabiyotlar tahlili (Literature review): Pedagogika va boshqaruv sohasida indikativ boshqaruv tizimini rivojlantirish borasida bir qator olimlar samarali ilmiy tadqiqotlar olib bormoqda. Masalan, Ibragimov I.U. Iqtisodiyotni modernizatsiyalash sharoitida tadbirkorlik faoliyatini boshqarishning tashkiliy-iqtisodiy mexanizmini takomillashtirishga bag'ishlangan maqolalar muallifi bo'lib, u zamonaviy ta'lim muassasalarida indikativ boshqaruvning ahamiyatini yoritadi. Kenjaboyev A.E. Kenjaboyev J.A. Masafaviy ta'lim samaradorligini oshirishda

pedagogik va onnovatsion texnologiyalardan foydalanishga oid tadqiqotlar bilan shug'ullanadi. Alijon Karimjonov "Pedagogik tizimni boshqarish masalalarini o'rganib, boshqaruv samaradorligini oshirishga qaratilgan dissertatsiyalar yozgan. Karimova M.R. innovatsion boshqaruv yondashuvlari, jumladan indikativ boshqaruv tizimini tatbiq etish bo'yicha ilmiy izlanishlar olib borib, rahbarlarning malakasini oshirish uchun metodikalar ishlab chiqqan. Kenjaboev, Abdusalim. "Pedagogik menejment va zamonaviy rahbar kompetentligi" bo'yicha tadqiqotlar olib bormoqda. Ushbu olimlarning ilmiy ishlari O'zbekiston ta'lim tizimida indikativ boshqaruvni joriy etish va takomillashtirishda muhim nazariy va amaliy asos yaratmoqda[8,10,11]

Tadqiqotning maqsadi oliy ta'lim muassasalarida indikatorlarga asoslangan boshqaruv tizimlarini samarali joriy etish usullarini o'rganish va tahlil qilishdir

Tadqiqot indikatorlarga asoslangan boshqaruv tizimlarining nazariy asoslari va amaldagi tajribalarini tushunish uchun keng qamrovli adabiyotlar sharhi bilan boshlanadi. Keyinchalik, oliy ta'lim muassasalarining rahbarlari, professor-o'qituvchilari va xodimlaridan ma'lumot yig'ish uchun sifatli va kvantitativ usullar qo'llaniladi. So'rovnoma va testlar boshqaruv ko'nikmalari, motivatsiya va tizim samaradorligini o'lchashga xizmat qilsa, intervyu va fokus-guruhlar boshqaruv jarayonlariga bo'lgan munosabatlar hamda takliflarni o'rganadi. Yig'ilgan ma'lumotlar statistik va mavzuli tahlil qilinib, kuchli va zaif tomonlar hamda rivojlanish yo'nalishlari aniqlanadi. Tanlangan muassasalarda indikatorlarga asoslangan boshqaruv vositalarini eksperimental joriy etish amalga oshiriladi va natijalari tajriba boshlanishi va tugashi holatlarida solishtiriladi. Yakuniy bosqichda esa samarali foydalanish va tizimni optimallashtirish bo'yicha tavsiyalar ishlab chiqiladi. [3,8,12].

Ushbu jadvalda pedagogika institutlarida indikativ boshqaruv tizimining samaradorligini baholash uchun foydalanilishi mumkin bo'lgan turli test va metodlar taqdim etilgan. Har bir metodning asosiy maqsadi va qo'llanilish sohasi ko'rsatilgan bo'lib, tadqiqot jarayonida qaysi yo'nalishda foydalanish mumkinligi aniq ifodalangan.

1-jadval

Pedagogik institut xodimlari o'rtasida indikativ boshqaruv tizimining samaradorligi bo'yicha so'rovnoma natijalari (N=150)

Savol/Yo'nalish	Juda rozi (%)	Rozi (%)	Neytral (%)	Qisman rozi emas (%)	Hech qachon rozi emas (%)

1. Indikatorlarga asoslangan boshqaruv tizimi samarali ishlaydi	35%	40%	15%	7%	3%
2. Indikativ boshqaruv orqali resurslardan samarali foydalanish ta'minlanadi	28%	45%	12%	10%	5%
3. Indikatorlar orqali ta'lim sifatini yaxshilash mumkin	30%	42%	18%	7%	3%
4. Rahbarlar indikatorlar asosida qaror qabul qilishda malakali	25%	38%	20%	12%	5%
5. Indikatorlar tizimi institut ichidagi shaffoflikni oshiradi	32%	40%	15%	8%	5%

So'rovnoma natijalari shuni ko'rsatadiki, pedagogik institut xodimlarining ko'pchiligi indikativ boshqaruv tizimini samarali deb baholaydi. Respondentlarning 70% dan ortig'i indikatorlarga asoslangan boshqaruv orqali ta'lim sifatini oshirish va resurslardan samarali foydalanish mumkinligini ta'kidlagan. Shu bilan birga, rahbarlarning indikatorlar asosida qaror qabul qilishdagi malakasi va tizimning shaffofligi bo'yicha ba'zi xodimlarda neytral yoki tanqidiy fikrlar mavjud. Bu holat indikatorlarga asoslangan boshqaruv tizimini yanada takomillashtirish, rahbarlar malakasini oshirish va monitoring mexanizmlarini kuchaytirish zaruratini ko'rsatadi. Umuman olganda, so'rov natijalari indikativ boshqaruv tizimi pedagogik oliy ta'lim muassasalarida samaradorlikni oshirish, ta'lim sifatini yaxshilash va boshqaruv jarayonlarida shaffoflikni ta'minlash uchun muhim vosita ekanligini tasdiqlaydi.

2-jadval

Xodimlarning indikativ boshqaruv tizimiga bo'lgan bilim darajasi

Bilim darajasi	Respondentlar soni	Foiz (%)
Juda yaxshi	25	16,7%
Yaxshi	60	40%
O'rtacha	45	30%
Kam	15	10%
Juda kam	5	3,3%

Pedagogik institut xodimlari o'rtasida indikativ boshqaruv tizimiga bo'lgan bilim darajasi o'rganildi. Natijalar shuni ko'rsatadiki, 25 nafar xodim (16,7%) tizimni juda yaxshi tushunsa, 60 nafar (40%) xodim yaxshi biladi. O'rtacha bilim darajasiga ega xodimlar 45 nafarni (30%) tashkil qiladi, kam bilimga ega xodimlar 15 nafar (10%), juda kam bilimga ega xodimlar esa 5 nafar (3,3%)ni tashkil etadi.

Ushbu natijalar shuni ko'rsatadiki, xodimlarning aksariyati indikativ boshqaruv tizimini yaxshi tushunadi, biroq tizimni mukammal qo'llash va samaradorligini oshirish uchun o'rtacha va kam bilimga ega xodimlar bilimini rivojlantirish, treninglar va seminarlar tashkil etish zarurati mavjud.

3-jadval

Indikatorlar tizimidan foydalanish chastotasi

Foydalanish chastotasi	Respondentlar soni	Foiz (%)
Har kuni	20	13,3%
Haftasiga bir necha marta	50	33,3%
Oyda bir necha marta	40	26,7%
Kamdan-kam	30	20%
Hech qachon	10	6,7%

Pedagogik institut xodimlari o'rtasida indikatorlar tizimidan foydalanish chastotasi o'rganildi. Natijalar shuni ko'rsatadiki, xodimlarning 20 nafari (13,3%) tizimdan har kuni foydalanadi, 50 nafar (33,3%) haftasiga bir necha marta, 40 nafar (26,7%) esa oyda bir necha marta foydalanadi. Shu bilan birga, tizimdan kamdan-kam foydalanadiganlar 30 nafarni (20%), umuman foydalanmaydiganlar esa 10 nafarni (6,7%) tashkil qiladi. Ushbu natijalar shuni ko'rsatadiki, indikatorlar tizimi xodimlar tomonidan faol qo'llanilayotgan bo'lsa-da, doimiy va muntazam foydalanish darajasi past. Bu esa tizim samaradorligini oshirish va ta'lim sifatini yaxshilash uchun foydalanish chastotasini oshirish, monitoring va rag'batlantiruvchi chora-tadbirlar joriy etish zaruratini ko'rsatadi.

XULOSALAR

Pedagogik oliy ta'lim muassasalarida indikativ boshqaruv tizimining samaradorligini o'rganish natijalari shuni ko'rsatadiki, xodimlarning aksariyati tizimni yaxshi yoki juda yaxshi tushunadi, biroq o'rtacha yoki kam bilimga ega xodimlar ham mavjud. Bu esa tizim samaradorligini oshirish uchun xodimlarning indikatorlarga asoslangan boshqaruv bo'yicha bilimni yanada rivojlantirish, muntazam treninglar va seminarlar tashkil etish zaruratini ko'rsatadi. Shuningdek, indikatorlar tizimidan foydalanish chastotasi turlicha bo'lib, haftasiga bir necha marta yoki oyda bir necha marta foydalanuvchilar ko'p bo'lsa-da, tizimni har kuni qo'llash darajasi past, kamdan-kam yoki hech qachon foydalanadiganlar esa mavjud. Bu holat tizimdan doimiy va samarali

foydalanishni rag'batlantirish, monitoring va motivatsion mexanizmlarni joriy etish muhimligini bildiradi. Umuman olganda, so'rovnomalar natijalari pedagogik oliy ta'lim muassasalarida indikativ boshqaruv tizimi samaradorligini oshirish uchun xodimlarning bilimni rivojlantirish va tizimdan muntazam foydalanishni ta'minlash lozimligini ko'rsatadi. Shu orqali ta'lim sifatini yaxshilash, resurslardan samarali foydalanish va boshqaruv jarayonlarida shaffoflikni oshirish mumkin.

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**EKOTURIZMNING RIVOJLANISHI VA UNING OILAVIY FAROVONLIKKA TA'SIRI
РАЗВИТИЕ ЭКОТУРИЗМА И ЕГО ВЛИЯНИЕ НА СЕМЕЙНОЕ БЛАГОПОЛУЧИЕ
THE DEVELOPMENT OF ECOTOURISM AND ITS IMPACT ON FAMILY WELL-BEING**

Tarix fanlari

Choriyeva Nargiza Ibotovna

O'zbekiston davlat jahon tillari universiteti 1-bosqich tayanch doktoranti

choriyevanargiza257@gmail.com

+998931708807

Choriyeva Nargiza Ibotovna

Phd student Uzbek State World Languages University

Чориева Наргиза Иботовна

базовый докторант Узбекский государственный университет мировых языков

Polvanov Azim Kuchkarovich

Toshkent Arxitektura -Qurilish Universiteti "O'zbek va xorijiy tillar" kafedrasida o'qituvchisi

polvanovazim70@gmail.com

Annotatsiya: Ushbu maqolada ekoturizmning rivojlanishi va uning mahalliy oilalar hayotiga ta'siri o'rganilgan. Tadqiqotda ekoturizm orqali oilalarda iqtisodiy faollikning oshishi, yangi ish o'rinlarining yaratilishi, ekologik madaniyatning shakllanishi kabi ijobiy omillar yoritilgan. Shuningdek, O'zbekistonning ekoturizm sohasidagi salohiyati va uni rivojlantirish istiqbollari ko'rib chiqilgan.

Kalit so'zlar: ekoturizm, ekologik turizm, barqaror turizm, tabiiy hududlar, sayyohlik, O'zbekiston, ekologik ong, milliy bog', qo'riqxonalar, oilalar

Annotation: This article explores the development of ecotourism and its impact on the lives of local families. It highlights positive aspects such as increased economic activity, job creation, and the formation of ecological awareness among families. The paper also discusses Uzbekistan's potential in the field of ecotourism and the prospects for its further development.

Keywords: ecotourism, sustainable tourism, green tourism, natural areas, travel, Uzbekistan, ecological awareness, national park, reserve, family

Аннотация: В данной статье исследуется развитие экотуризма и его влияние на жизнь местных семей. В работе освещаются такие положительные аспекты, как рост экономической активности семей, создание новых рабочих мест, формирование экологической культуры. Также рассматриваются потенциал Узбекистана в сфере экотуризма и перспективы его развития.

Ключевые слова: экотуризм, устойчивый туризм, зелёный туризм, природные зоны, туризм, Узбекистан, экологическое сознание, национальный парк, заповедник

So'nggi yillarda ekoturizm jadal sur'atlar bilan rivojlanib, nafaqat atrof-muhitni asrash, balki mahalliy aholining, ayniqsa, oilalarning ijtimoiy-iqtisodiy farovonligini oshirishda muhim omilga aylanmoqda. Ekoturizmning oilalarga ta'siri ko'plab yo'nalishlarda namoyon bo'ladi: u bandlik darajasining oshishi, qo'shimcha daromad manbalarining paydo bo'lishi, ekologik madaniyatning shakllanishi, oilaviy bizneslarning rivojlanishi kabi jarayonlarga ijobiy ta'sir ko'rsatadi. Ushbu maqolada ekoturizmning rivojlanishi va uning oilalarga ta'siri masalasi ilmiy jihatdan tahlil qilinadi.

Ekologik muhofaza, barqaror rivojlanish va tabiiy resurslardan oqilona foydalanish masalalari global miqyosda dolzarb mavzulardan biriga aylandi. Shunday sharoitda ekoturizm – inson salbiy ta'siri cheklangan tabiiy hududlarga ekologik jihatdan ongli sayohat qilish shakli sifatida alohida e'tibor qozonmoqda. Ushbu

turizm shakli nafaqat tabiatni asrash, balki mahalliy aholiga foyda keltirish, sayyohlar ongini ekologik tarbiyalash kabi vazifalarni ham o'z ichiga oladi.

Ekoturizm (*ekoturizm, yashil turizm*) - antropogen ta'sirga nisbatan ta'sirlanmagan tabiiy hududlarga tashrif buyurishga qaratilgan barqaror[en] turizmning bir shakl.[1]

Ekoturizm bu — tabiiy muhitni asrash, mahalliy aholiga foyda keltirish va sayohatchilarni ekologik ongli ravishda sayohat qilishga o'rgatish maqsadini ko'zlagan turizm shaklidir. U asosan milliy bog'lar, qo'riqxonalar, tabiiy landshaftlar kabi o'ziga xos hududlarda amalga oshiriladi.[2, B.256]

Ekoturizm uchta asosiy mezonni o'z ichiga oladi. Asosiy sayyohlarni jalb qiluvchi joylar tabiiy (masalan, flora, fauna, geologik xususiyatlar) bo'lib quyidagi tarkibi madaniy muhitning o'ziga xos xususiyatlari hisoblanadi. Resurslarni o'rganish va tushunishga qaratilgan bo'lib, sayyohlar va boshqa tashrif buyuradigan hudud, jismoniy va madaniy muhitga yumshoq ta'sir ko'rsatadi. Ekoturizm tushunchasi bilan bog'liq bo'lishi kerak. Hozirgi vaqtda ekoturizm zonalariga tashrif buyuradigan sayyohlar soni dunyoda yildan-yilga oshib bormoqda. Sayyohlar hashamatli binolar va antiqa shaharlar o'rnida tabiiy muhitni, tabiatni ko'rishga intilishmoqda. Sayyohlar ekoturizm zonalarini qulay bo'lgan Laos, Keniya, Tanzaniya, Ekvador, Kosta-Rika, Nepal, Avstraliya, Yangi Zelandiya va Janubiy Afrika Respublikasidagi tabiiy muhitga (landshaft) bo'lganligi jalb qilmoqda. Yevropa va AQSHning rivojlanayotgan mamalakatlariga ekoturistlar dunyo bo'yicha eng ko'p sayohat qilishadi. Ekoturizm jahon iqtisodiyotining eng tez rivojlanayotgan tarmoqlaridan biri bo'lib, ekspertlarning fikricha dunyoda ekoturizmning jadal o'sish sur'atlari so'nggi 20-30 yil ichida yuqori darajada rivojlandi.[3, B.104]

BMT 2002-yilni “**Xalqaro ekoturizm**” yili deb e'lon qildi. Hozirga kelib ekoturizm xalqaro hamjamiyatda sayyoramiz tabiatini saqlab qolish va uni muhofaza qilishga bag'ishlangan tadqiqotlari xalqaro miqyosda kuchayib bordi. Ushbu yo'nalishda birgina 1999-yilda 400 dan ortiq ilmiy maqolalar xalqaro miqyosda tan olingan nashriyotlarda chop etildi. 2001-yil Rossiyada ekoturizm assotsiatsiyasi tashkil etildi. Ekoturizmning regional miqyosda turizmni dasturiy asos sifatida rivojlangan davri 1990-2000 yillarni o'z ichiga oladi. XX asr 90-yillarining boshlarida “**ekoturizm**” xalqaro mintaqaviy va milliy miqyosda rasmiy maqomga ega bo'ldi. Ayni shu yillar Yevropada xalqaro ekoturizm ittifoqi ish boshladi.[4, B.106]

Rivojlanib borayotgan mamlakatning turizmni industriyasi asosan tabiiy yoki ekologik turizm hisobiga amalga oshirilmoqda. Ekspertlarning ma'lumotlariga qaraganda ekoturizm sayyohlik bozorining 10-20 % qamrab olgan, o'sish sur'ati esa umumiy turizm industriyasining o'sish sur'atidan 2-3 marotaba oshib ketgan.[5]

Mamlakatimizning sayyohlik imkoniyatlari juda xilma-xil va boy: bu Ugam-Chotqol milliy bog'i, Amudaryo deltasidagi to'qay o'rmonlari, yaqinda sayyohlar uchun ochilgan, sayyoramizda hayot paydo bo'lganidan dalolat beradigan Kitob qo'riqxonasi, Orol dengizi yaqinidagi “ekologik ofat” mintaqasi, dasht va Qizilqum cho'llari, Nurota tog'lari, Aydarko'l ko'li va tabiatimizning boshqa ko'plab ajoyibotlari.(6, B.29)

Adabiyotlarda keltirib o'tilganki ekoturizm “yashil”, “xlorofill”, “landshaft”, “tabiiy turizm” iboralari bilan ham tilga olinadi. Mutaxassislar tahliliga ko'ra, ekoturizmning hududiy farqlari ham ularning iqtisodiy va ijtimoiy ko'rsatkichlarini belgilaydi.[7, B.172]

Xulosa qilib shuni aytish mumkinki, ekoturizm-zamonaviy turizmning barqaror, ekologik jihatdan mas'uliyatli shaklidir. U tabiiy muhitni asrash, mahalliy aholining turmush darajasini oshirish, hamda sayyohlar ekologik madaniyatini yuksaltirishga xizmat qiladi. Dunyoda ekoturizmga bo'lgan qiziqish ortib bormoqda va u turizm industriyasining eng tez rivojlanayotgan yo'nalishlaridan biriga aylangan. O'zbekiston esa o'zining tabiiy zaxiralari, muhofaza etilgan hududlari va boy biologik xilma-xilligi bilan bu yo'nalishda katta salohiyatga ega. Shu sababli, ekoturizmni rivojlantirish orqali mamlakatimiz nafaqat ekologik barqarorlikni ta'minlashi, balki iqtisodiy jihatdan ham yangi imkoniyatlar ochishi mumkin.

Ekoturizm zamonaviy turizmning barqaror va ekologik jihatdan mas'uliyatli shakli bo'lib, u nafaqat tabiatni asrashga, balki mahalliy oilalarning turmush darajasini yaxshilashga ham xizmat qiladi. Ekoturizm oilalarning iqtisodiy imkoniyatlarini kengaytirib, ularni ijtimoiy faol hayotga jalb etadi. O'zbekistonda mavjud tabiiy va madaniy zaxiralar ushbu turizm yo'nalishini yanada rivojlantirish uchun katta salohiyatga ega. Shunday ekan, ekoturizmni qo'llab-quvvatlash orqali biz nafaqat ekologik, balki ijtimoiy-iqtisodiy barqarorlikka ham erishamiz.

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TERMINOLOGIYADA OMONIMLIK VA POLISEMIYA MUNOSABATI

Qarshiboyeva Yulduz Baxtiyor qizi

Mirzaobod tumani 35-maktab o'qituvchisi

yulduzqarshiboyeva0728@gmail.com

Annotatsiya: Ushbu maqolada terminologiya tizimida omonimlik va polisemiya hodisalari o'rtasidagi o'zaro munosabat lingvistik hamda amaliy nuqtayi nazardan tahlil qilinadi. Polisemiya – bir leksik birlikning ma'nolar jihatidan yaqin ko'pma'noliligi, omonimiya esa shakl birligi asosida mustaqil ma'nolar mavjud bo'lishi sifatida yoritiladi. Fanlararo terminologik tizimlarda ushbu hodisalar o'rtasidagi chegaralarni belgilash zarurligi asoslab beriladi. Shu bilan birga, terminlarning kelib chiqish manbalari, sohaviy differentsiallasuvi, kontekst ta'siri va normativ lug'atlarda berilishi mezonlari asosida omonim terminlar va polisemik terminlarni farqlash usullari ko'rsatib o'tiladi. Maqolada tarjimashunoslik, leksikografiya va axborot texnologiyalari doirasida ushbu ikki hodisaning amaliy ahamiyati ochib berilgan bo'lib, terminologik tizimni takomillashtirish uchun ilmiy asoslangan taklif va xulosalar ilgari suriladi.

Kalit so'zlar: omonimlik, polisemiya, terminologiya, leksik-semantik jarayon, kontekst, normativ lug'at, sohaviy differentsiallasuv, tarjimashunoslik, fanlararo terminlar

Аннотация: В статье рассматриваются взаимосвязь и различия между омонимией и полисемией в терминологической системе узбекского языка. Полисемия трактуется как многозначность одной лексической единицы, а омонимия — как наличие нескольких самостоятельных значений при одинаковой форме. Особое внимание уделено необходимости точного разграничения этих явлений в научной и технической коммуникации, где термин должен выражать строго одно определённое понятие. Анализ осуществляется на основе семантических, этимологических, системных и контекстуальных критериев. Показана практическая значимость дифференциации омонимичных и полисемичных терминов для перевода, лексикографии и цифровых лингвистических технологий. В работе представлены выводы, направленные на совершенствование терминологического нормирования и повышение точности междисциплинарного общения.

Ключевые слова: омонимия, полисемия, терминология, лексико-семантический процесс, контекст, нормативная лексикография, междисциплинарные термины, переводоведение

Abstract: This article examines the relationship and distinctions between homonymy and polysemy within the terminology system of the Uzbek language. Polysemy is defined as the presence of multiple related meanings within a single lexical unit, whereas homonymy is characterized by identical forms assigned to completely independent meanings. The study highlights the importance of accurately differentiating these phenomena in scientific and technical communication, where each term must convey one clearly defined concept. The analysis employs semantic, etymological, systemic, and contextual criteria. Practical implications for translation studies, lexicography, and digital linguistic technologies are discussed. The findings underline the need for proper terminology standardization to ensure clarity and efficiency in interdisciplinary scientific discourse.

Keywords: homonymy, polysemy, terminology, lexical-semantic process, context, terminological standardization, interdisciplinary terms, translation studies

Tilshunoslikda omonimlik va polisemiya ko‘pincha bir-biriga yaqin va ba’zida chalkash tushuniladigan leksik-semantik hodisalar sirasiga kiradi. Xususan, terminologiyada bu ikki hodisa orasidagi farqlarni aniqlashtirish, ularning o‘ziga xosliklarini belgilash va taqqoslash ilmiy tahlil uchun muhim masaladir.

Polisemiya – bu bir so‘zning ko‘p ma’noliligi, ya’ni u grammatik yoki semantik jihatdan bir birlik sifatida turli kontekstlarda bir-biriga yaqin, lekin farqlanuvchi ma’nolarni bildiradi. **Omonimiya** esa, buning aksincha, shaklan bir xil, lekin mutlaqo boshqa ma’noga ega bo‘lgan ikki yoki undan ortiq mustaqil birliklarning mavjudligidir. Shunday qilib, polisemiya semantik yaqinlikka, omonimiya esa semantik mustaqillikka asoslanadi.

Terminologiyada esa ushbu ikki hodisa orasidagi chegaralarni aniq belgilash zarur. Chunki ilmiy va texnik matnlarda har bir atama faqat bitta aniqlangan ma’noni ifodalashi lozim. **Atamaning ko‘pma’noliligi (polisemiyasi)** ilmiy aniqlikni susaytiradi, **omonimlik esa** bir so‘zning turli fan sohalarida o‘ziga xos tushunchani ifodalashiga olib keladi. Misol uchun:

“energiya” termini fizikada – mexanik, issiqlik, elektr energiyasini bildirsa, biologiyada – hayotiy faoliyat manbai sifatida ishlatiladi. Bu holat omonimiyaga yaqinlashuvchi polisemiya sifatida talqin qilinadi.

“modul” so‘zi matematikada – son qiymatini bildiradi, me’morchilikda – qurilish o‘lchovi, pedagogikada – o‘quv tarkibiy qismi. Bu esa klassik omonimiya misolidir.

Bu jihatdan qaraganda, **terminologiyada omonimlik va polisemiya ko‘proq “funktional-semantik” chegaralarda** bir-biridan ajratiladi. Ya’ni, agar bitta termin turli kontekstlarda turlicha, lekin yaqin tushunchani bildirsa – bu polisemiyadir. Ammo

bir termin butunlay boshqa ilmiy sohaga mansub turli tushunchalarni bildirsa – bu omonimlikdir.

Tilshunoslar bu ikki hodisa orasida quyidagi mezonlar orqali farqlash taklif qiladilar:

Etimologik mezon – agar bir necha ma’no umumiy etimologik ildizga ega bo’lsa, bu polisemiya. Aksincha, farqli kelib chiqishga ega bo’lsa – bu omonimiyadir.

Semantik yaqinlik mezoni – ma’nolar orasida semantik bog‘liqlik bo’lsa, polisemiya, agar umuman bog‘liqlik bo’lmasa – omonimiya.

Sistemaviy birlik mezoni – lug‘atlarda so‘zning barcha ma’nolari bitta birlik ostida keltirilsa – polisemiya, alohida keltirilsa – omonimiya.

Terminologiyada bu mezonlarga qo‘shimcha ravishda **sohalararo kontekst mezoni** ham kiritiladi. Bu degani, bir termin turli fan tarmoqlarida ishlatilganda, ularning kontekstual tavsifi, izohlanishi va metodologik yondashuvi e’tiborga olinadi. Shu jihatdan olganda, **polisemiya hodisasi ko‘proq umumtil birliklarida ko‘rilsa, omonimiya esa aynan terminologiyada keng tarqalgan hodisadir.**

Shuni alohida ta’kidlash kerakki, ayrim sohalarda atamalarni yaratishda polisemik birliklar termin sifatida olinadi va sohashtiriladi. Bu holat **sun’iy omonimiyaga** olib keladi. Masalan, “potensial” so‘zi fizikada – kuchlanish imkoniyati, ijtimoiy fanlarda – intilish yoki salohiyat ma’nosida qo‘llanadi. Bu yerda semantik yaqinlik mavjud bo’lsa-da, ilmiy doirada ularni farqlash zarurati bor.

Tarjimashunoslik nuqtayi nazaridan qaralganda, omonim terminlar va polisemik terminlar tarjimada turlicha yondashuvni talab qiladi. Agar polisemik atama tarjima qilinayotgan matn kontekstida yaqqol semantik maydonga ega bo’lsa, u aniq tarjima qilinadi. Ammo omonim terminlar uchun kontekst yetarli bo’lmaganda, tarjima xatolarga olib kelishi mumkin.

Terminologik tizimda omonimlik va polisemiya hodisalarini ajratib tahlil qilish, bir qarashda nazariy masala bo’lib tuyulsa-da, amalda u ilmiy-texnikaviy sohalar, tarjima amaliyoti, ta’lim tizimi va davlat til siyosatida dolzarb muammo sifatida namoyon bo’lmoqda. Zero, har bir fan sohasi o‘zining maxsus leksik tizimiga ega bo’lib, u aniq, izchil va tushunarli atamalar vositasida quriladi. Shu bois, har qanday ma’no ikkiyoqlamaligi yoki xatolik xavfini tug‘diruvchi birliklar bu sohalarda aniqlikni buzadi, ilmiy ifodaning mantiqiy va funksional samaradorligiga putur yetkazadi.

Bundan tashqari, omonim terminlar va polisemik terminlar o‘rtasidagi chegarani noaniq belgilash, ayniqsa **fanlararo tadqiqotlarda va zamonaviy interaktiv texnologiyalarga asoslangan axborot bazalarida** murakkablik tug‘diradi. Misol uchun, bir fan sohasida “massa” atamasi fizik mazmunga ega bo’lsa, boshqa bir sohada u ijtimoiy guruhlar to‘plami ma’nosini anglatadi. Elektron lug‘atlarda yoki ilmiy maqolalarda bu ikki holat tafovutini aniq ifodalash uchun **terminologik atributlar**, ya’ni sohaviy belgilar, kontekstual izohlar, qisqartmalar, ko‘rsatkichlar kerak bo’ladi.

Aks holda, avtomatik tarjima tizimlari yoki intellektual qidiruv mexanizmlari noto'g'ri natija chiqarishi mumkin.

Shu o'rinda shuni ham alohida ta'kidlash kerakki, terminologiyada polisemiya ko'p hollarda o'z-o'zidan paydo bo'lmaydi. U aksincha, **terminning umumxalq tilidan kirib kelishi**, ya'ni avvalgi ma'lum bir asosiy ma'noning ilmiy maydonda funksional kengayishi natijasida yuzaga keladi. Bu holatda terminologik birlik umumiy lug'aviy qatlamdan farq qilmaydi, lekin fan doirasida o'ziga xos terminologik yuklamaga ega bo'ladi. Masalan, "daraja" so'zi:

umumiy tilda: qiyalik yoki miqdor o'lchovi sifatida,

matematikada: sonning darajasi,

ijtimoiy tilda: lavozim darajasi,

pedagogikada: bilim darajasi,

geologiyada: yer sathining darajasi kabi ishlatiladi.

Ushbu ko'rinishda so'z birinchi navbatda **polisemik birlik** sifatida namoyon bo'ladi. Ammo agar u turli fan sohalarida mustaqil termin sifatida shakllansa va har biri o'z sohasida aniqlik bilan belgilansa, u holda **funksional omonimlikka aylanadi**. Shunday qilib, terminologik tizimda omonimlik va polisemiya orasidagi chegaralar ko'pincha har bir atamaning **sohaviy maqomi, semantik yuklamasi va kommunikativ kontekstiga** qarab belgilanadi.

Bu munosabatni aniq tahlil qilish uchun **qiyosiy-lingvistik yondashuv** samarali metod hisoblanadi. Jumladan, o'zbek, rus, ingliz va boshqa tillardagi terminlar o'rtasidagi omonimlik va polisemiya holatlari solishtirilganda, ularning shakl va mazmun jihatdan yaqinligi ko'rinadi, ammo milliy til tizimiga kirgach, ular yangi ma'no yukini oladi. Bu esa tarjimashunoslik, leksikografiya va terminografiya uchun muhim ilmiy vazifalarni yuzaga keltiradi.

Yuqoridagi tahlillar shuni ko'rsatadiki, terminologik birliklar tizimida omonimlik va polisemiya masalalarini alohida-alohida emas, balki **kompleks holda** o'rganish, ularning fanlararo va kontekstual tafovutlarini aniqlash, ayniqsa zamonaviy tilshunoslikda, o'zbek tili uchun dolzarb hisoblanadi. Bu borada terminlarni **tasniflash, normallashtirish, kodlash va elektron formatda taqdim etish** ishlariga alohida e'tibor qaratilishi lozim. Shuningdek, zamonaviy tilshunoslikda "terminologik maqom", "semantik interfeys", "interdisciplinary lexicon" kabi tushunchalar asosida yangi yondashuvlar shakllanmoqda. Ushbu tendensiyalar o'zbek terminologik ilmiy maktabi oldiga ham yangicha nazariy va amaliy vazifalarni qo'yimoqda.

Terminologik tizimda omonimlik va polisemiya hodisalarining o'zaro munosabatini tahlil qilishda shuni ham inobatga olish lozimki, ko'plab atamalar avval umumiy til birliklari sifatida mavjud bo'lgan va faqat keyinchalik ma'lum fan sohasi ehtiyoji bilan **maxsus termin maqomini olgan**. Bu jarayon esa, aksariyat hollarda, aynan

polisemiya orqali amalga oshadi. Umumtil soʻzining ilmiy maʼno yukiga ega boʻlishi va fanga xos tushunchani ifodalashga xizmat qilishi natijasida terminologik koʻpmaʼnolilik vujudga keladi. Vaqt oʻtishi bilan esa bu birlik boshqa sohada mutlaqo yangi maʼno kasb etib, mustaqil termin sifatida shakllanadi. Shunday hollarda polisemik birlik omonim termin bilan chegaralanadi.

Bu holat, xususan, **pedagogika, informatika, iqtisodiyot, biologiya va ijtimoiy fanlarda** yaqqol koʻzga tashlanadi. Masalan:

“platforma” soʻzi transport tizimida – poyezd maydonchasi, axborot texnologiyalarida – dasturiy asos, siyosiy terminologiyada esa – mafkuraviy yoʻnalishlar majmui sifatida qoʻllaniladi.

“aktiv” atamasi iqtisodda – muayyan mulk turi, psixologiyada – faol, ijtimoiyda – ilgʻor aʼzo kabi maʼnolarda ishlatiladi.

Bu kabi terminlar shaklan bir xil boʻlsa-da, har biri oʻz sohasida toʻliq mustaqil semantik tizimga ega boʻlib, ular orasidagi aloqadorlik yaqinlashuvchi emas, balki faqat tashqi shaklning oʻxshashligidadir. Shu sababli, bunday holatlarda biz **funksional omonimiya** haqida soʻz yuritamiz.

Tilshunos olimlar (Sh.Rahmatullayev, M.Mirtojdiyev, N.Zohidov, A.Mamayusupov va boshqalar) oʻz tadqiqotlarida ushbu ikki hodisani aniqlashtirish uchun **tavsifiy, taqqosloviy, distributiv, kontekstual va transformatsion** usullardan foydalanganlar. Ularning fikricha, terminologik birliklarning polisemik yoki omonimikligini aniqlash uchun quyidagi shartlar birgalikda tahlil qilinishi zarur:

Kontekstual aniqlik – termin har bir qoʻllanish holatida oʻz sohasiga oid aniq tushunchani ifodalashi lozim;

Maʼno mustaqilligi – agar ikki yoki undan ortiq maʼno orasida bogʻliqlik yoʻq boʻlsa, ular omonim hisoblanadi;

Sistemaviy yondashuv – terminlar har bir fan tarmogʻidagi terminologik tizim doirasida baholanadi;

Normativ lugʻatlarda joylashuvi – omonim va polisemik birliklar rasmiy izohli va terminologik lugʻatlardagi taqdimotiga qarab ham ajratiladi.

Shu nuqtayi nazardan qaraganda, oʻzbek tilshunosligi va terminologiya fanida ham bu ikki hodisani oʻrganish orqali **terminologik birliklarning semantik chegarasini aniqlashtirish, atamalar tizimini mukammallashtirish, fanlararo terminlar ziddiyatini bartaraf etish, kompyuter lingvistikasi va tarjima tizimlarining aniqligini oshirish** kabi vazifalarni hal qilish mumkin.

Ayniqsa, elektron lugʻatlar, korpus lingvistikasi, sunʼiy intellekt asosidagi tarjima vositalari keng qoʻllanilayotgan hozirgi davrda terminologik omonimlik va polisemiya oʻrtasidagi munosabatlarni chuqur tahlil qilish **amaliy tilshunoslikning dolzarb yoʻnalishlaridan biri** hisoblanadi. Ularning ilmiy tahlili orqali nafaqat tilning nazariy

imkoniyatlari kengayadi, balki terminologik adabiyotlar sifati ham yuqori darajaga ko'tariladi.

Shunday qilib, terminologiyada omonimlik va polisemiya – bu faqatgina leksik hodisalar emas, balki ularning tagida yotgan **konseptual tafovutlar, mantiqiy kategoriya farqlari, fanlararo munosabatlar** va **funksional aniqlik zaruriyati** turadi. Shu bois ularni chuqur va izchil o'rganish, o'zbek terminologiyasining taraqqiy etishi yo'lida muhim bosqichlardan biri hisoblanadi.

Xulosa qilib aytganda, terminologiyada omonimlik va polisemiya hodisalari o'zaro chambarchas bog'liq bo'lishi bilan birga, ularni aniq farqlash ilmiy izchilik, uslubiy aniqlik va kommunikativ samaradorlikni ta'minlaydi. Omonim terminlar va polisemik terminlar o'rtasidagi bog'liqlikni aniqlash orqali terminologik tizimni takomillashtirish, izohli lug'atlar sifatini oshirish va tarjimada yagona yondashuvlarni ishlab chiqish imkoniyati yaratiladi.

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UMUMIY O‘RTA TA’LIM MUASSASASI O‘QUVCHILARNING JISMONIY RIVOJLANISHIDA GIMNASTIKA MASHQLARINING ROLI VA SAMARADORLIGI

Yangiboyeva Muqaddam Asatulla qizi

Toshkent shahar, Sergeli tumani, 353-sonli maktabning

Jismoniy tarbiya fani o‘qituvchisi

Email: muqaddamxon093@gmail.com

Annotatsiya: Ushbu maqolada umumiy o‘rta ta’lim muassasalarida o‘quvchilarning jismoniy rivojlanishida gimnastika mashqlarining o‘rni, ularning sog‘lom turmush tarzini shakllantirishdagi ahamiyati hamda mashg‘ulotlarning samaradorligini oshirish yo‘llari yoritilgan.

Аннотация: В данной статье освещается роль гимнастических упражнений в физическом развитии учащихся общеобразовательных учреждений, их значение в формировании здорового образа жизни, а также пути повышения эффективности занятий.

Abstract: This article highlights the role of gymnastics exercises in the physical development of students in general secondary education institutions, their significance in the formation of a healthy lifestyle, and ways to increase the effectiveness of classes.

Kalit so‘zlar: gimnastika, jismoniy tarbiya, sog‘lomlashtirish, rivojlanish, mashq, o‘quvchi, faoliyat.

Ключевые слова: гимнастика, физическое воспитание, оздоровление, развитие, упражнение, ученик, деятельность.

Keywords: gymnastics, physical education, health improvement, development, exercise, student, activity.

KIRISH.

Hozirgi kunda ta’lim tizimida o‘quvchilarning jismoniy tarbiyasiga alohida e’tibor qaratilmoqda. Chunki sog‘lom, jismonan chiniqqan, ruhiy jihatdan barqaror yosh avlod — jamiyat taraqqiyotining asosi hisoblanadi. Umumiy o‘rta ta’lim muassasalarida jismoniy tarbiya darslari, ayniqsa gimnastika mashqlari o‘quvchilarning har tomonlama rivojlanishida muhim o‘rin tutadi. Gimnastika nafaqat sog‘lomlashtiruvchi vosita, balki estetik, tarbiyaviy va ma’naviy jihatdan ham katta ahamiyatga ega.

Asosiy qism.

Gimnastikaning jismoniy rivojlanishdagi o‘rni.

Gimnastika — bu inson organizmini chiniqtiruvchi, mushaklar faoliyatini kuchaytiruvchi, harakat koordinatsiyasini yaxshilovchi mashqlar majmuasidir. U

o'quvchilarning suyak-mushak tizimini mustahkamlaydi, yurak va o'pka faoliyatini yaxshilaydi, nerv tizimining muvozanatini ta'minlaydi.

Muntazam gimnastika mashqlari o'quvchilarda quyidagi jismoniy sifatlarni shakllantiradi:

- ❖ kuch — mushaklarning rivojlanishi va chidamliligi oshadi;
- ❖ epchillik — harakatlarni muvofiqlashtirish qobiliyati ortadi;
- ❖ tezlik — harakatni tez bajarish malakasi rivojlanadi;
- ❖ moslashuvchanlik — bo'g'imlar faoliyati kengayadi, gavda tuzilishi to'g'rilanadi.

Shuningdek, gimnastika mashqlari o'quvchilarning diqqatini jamlash, iroda kuchini oshirish, o'zini boshqarish va jamoada ishlash ko'nikmalarini ham rivojlantiradi.

Gimnastika mashqlarining turlari va ularning ahamiyati.

Umumiy o'rta ta'lim muassasalarida gimnastika mashqlari quyidagi yo'nalishlarda amalga oshiriladi:

1. Ertalabki badantarbiya – kunni faol ruhda boshlash, organizmni uyg'otish uchun xizmat qiladi.
2. Fizkultminutkalar – dars jarayonida charchoqni bartaraf etadi, o'quvchining diqqatini qayta tiklaydi.
3. Sport gimnastikasi – kuch, epchillik va muvozanatni rivojlantirishda asosiy vosita hisoblanadi.
4. Sog'lomlashtiruvchi gimnastika – har bir o'quvchining yoshiga va sog'lig'iga mos, yengil harakatlardan iborat bo'lib, darsdan tashqari mashg'ulotlarda o'tkaziladi.

Bu mashg'ulotlar o'quvchilarning jismoniy va psixologik holatini yaxshilaydi, ularning umumiy faoliyatini faollashtiradi hamda sog'lom turmush tarziga bo'lgan qiziqishini oshiradi.

Gimnastika mashg'ulotlarining samaradorligini oshirish omillari.

Gimnastika mashqlarining natijadorligini oshirish uchun quyidagi shart-sharoitlarga e'tibor qaratish zarur: Mashqlar o'quvchilarning yoshiga, jinsiga va tayyorgarlik darajasiga mos bo'lishi kerak; Mashg'ulotlar muntazam, tizimli va bosqichma-bosqich o'tkazilishi zarur; O'qituvchi tomonidan to'g'ri metodik rahbarlik va nazorat amalga oshirilishi lozim; Innovatsion yondashuvlardan (musobaqa elementlari, interfaol o'yinlar, multimedia vositalari) foydalanish samaradorlikni oshiradi; O'quvchilarning mustaqil mashg'ulotga bo'lgan motivatsiyasini kuchaytirish muhimdir.

Gimnastika mashqlari o'quvchilarning jismoniy, ruhiy va irodaviy rivojlanishida muhim ahamiyatga ega. Uning samaradorligi, avvalo, mashg'ulotlarning to'g'ri tashkil etilishi va muntazam bajarilishida namoyon bo'ladi. Gimnastika mashqlari orqali o'quvchilarning gavda tuzilishi to'g'rilanadi, mushaklari chiniqadi, nafas olish va

yurak faoliyati yaxshilanadi. Shu bilan birga, mashqlar diqqatni jamlash, tez fikrlash va xotirani mustahkamlashga yordam beradi.

Gimnastika bilan shug'ullanish o'quvchilarda intizom, sabr-toqat, o'ziga ishonch va irodani kuchaytiradi. Harakatlar jamoaviy tarzda bajarilganda esa o'quvchilar o'zaro yordam, hurmat va hamkorlikni o'rganadilar. Shuningdek, gimnastika sog'lom turmush tarzini shakllantirish, to'g'ri holatda yurish, chiroyli qomat va estetik harakat madaniyatini rivojlantiradi.

Umuman olganda, gimnastika mashqlari o'quvchining sog'lig'ini mustahkamlaydi, uning o'qishdagi faolligini oshiradi hamda jismonan barkamol, faol va sog'lom shaxs sifatida shakllanishiga xizmat qiladi.

Ushbu omillarni hisobga olish natijasida o'quvchilarning jismoniy rivojlanishi barqaror, sog'lom turmush tarzi esa doimiy ehtiyojga aylanadi.

Xulosa.

Xulosa qilib aytganda, gimnastika mashqlari umumiy o'rta ta'lim muassasasi o'quvchilari jismoniy rivojlanishida asosiy omillardan biri hisoblanadi. U nafaqat sog'lomlashtiruvchi, balki tarbiyaviy, estetik va psixologik jihatdan ham ijobiy ta'sir ko'rsatadi. Muntazam va to'g'ri tashkil etilgan gimnastika mashg'ulotlari: o'quvchilarning sog'lom, faol va intizomli bo'lishiga; dars jarayonida yuqori natijalar ko'rsatishiga; kelajakda sog'lom turmush tarziga rioya etuvchi shaxs sifatida shakllanishiga xizmat qiladi.

Shuning uchun har bir ta'lim muassasasida gimnastika mashqlariga e'tibor kuchaytirish, o'qituvchilarni zamonaviy metodikalar bilan ta'minlash va o'quvchilarni faol ishtirok etishga undash muhim ahamiyat kasb etadi.

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THE ROLE AND STRATEGIC SIGNIFICANCE OF HUMAN CAPITAL IN THE ECONOMIC DEVELOPMENT OF UZBEKISTAN

Shoyunusova Arofat

English Language Teacher, Wise School

Abstract: This article examines the importance of human capital in the economic development of Uzbekistan and the necessity of modernizing the higher education system. In the context of globalization, the rise of the digital economy, and increasing competition in the international labor market, investments directed toward the educational sector are interpreted as one of the key strategic priorities of the state. The article substantiates the invaluable role of human capital in developing a highly qualified workforce, strengthening scientific potential, and facilitating the transition to an innovation-driven economy. Additionally, the paper highlights the role of education in Uzbekistan's socio-economic development strategies, existing challenges, and solutions for their effective elimination.

Keywords: Human capital, higher education, economic growth, innovative development, educational investment, workforce training, competitiveness, modernization, knowledge economy.

Effective modernization of the national economy, ensuring its competitiveness in the global market, and strengthening socio-economic stability are among the foremost strategic tasks of the present time. In this process, the formation and efficient management of the country's internal potential holds particular importance. From this perspective, the study and development of human resources have become urgent issues. Today, human capital is recognized as the most crucial economic factor — superior to natural resources or material assets. The competitiveness of a state and the pace of economic development are determined by the qualitative and quantitative indicators of its human capital. International experience demonstrates that, within the global wealth structure, physical capital accounts for 16%, natural capital for 20%, while human capital constitutes 64% of total wealth .

In the context of a knowledge-based economy, the education and cultural systems play a decisive role in the formation of human capital. According to the well-known economist G. S. Becker, any investment directed toward education generates economic returns in the future; therefore, investors (students and parents) consider such expenses in comparison with other investment opportunities . Similarly, A. Daly equates expenditures aimed at developing skills and competencies with investments in physical capital .

Today, humanity is facing a number of complex global threats such as energy shortages, food insecurity, environmental crises, radioactive contamination, and biological risks. It is natural that the education system plays a leading role in addressing these global challenges, which further enhances its strategic importance. Numerous scientific studies confirm that the most essential directions of investment in human capital are the sectors of education and healthcare. According to the World Bank, the structure of national wealth in the United States consists of 19% physical productive assets, 5% natural resources, and 76% human capital. In Western Europe, these figures account for 23% and 74% respectively, while in Russia they are 10.4% and 50%. These indicators clearly demonstrate that human capital is the most valuable resource in a post-industrial society. Investments in education are now viewed not as expenditures but as high-yield investments, since intellectual (human) capital represents the key factor driving economic development dynamics, labor productivity, and the pace of scientific-technological progress.

The economic value of higher education in human life is explicitly manifested in employment levels and income indicators. Experience from OECD countries demonstrates that as the level of education increases, success in the labor market and earnings rise significantly. Therefore, establishing a strong foundation for the development of human capital requires ensuring a high level of education and cultural advancement among the majority of the population.

Enhancing the competitiveness of Uzbekistan's economy, maintaining stable growth rates, and ensuring socio-economic security in the era of globalization make the development of human capital a strategically crucial issue. Within the framework of modern economic paradigms, investments directed toward individuals — education, healthcare, scientific innovation, and cultural progress — are regarded as the nation's greatest asset and its primary driver of development. Human capital determines the technological, economic, and social advancement level of a state.

International experience demonstrates that the success of economic development relies not on natural resources or physical capital, but on highly skilled, knowledgeable, and intellectually capable human resources. For instance, in the United States, Japan, and European countries, human capital accounts for 65–75% of national wealth. Statistical data confirm that investments in education significantly contribute to economic growth in these countries.

Japan's case is particularly noteworthy: despite its historically limited natural resources, the country has become one of the world's leading industrial powers by improving its population's educational level and professional skills. This example affirms that investments in human capital generate the highest level of effectiveness.

Today, Uzbekistan has also identified human capital as a priority in the process of modernizing its national economy in line with global trends. The “New Uzbekistan” Development Strategy emphasizes educational reforms, advancement of science and innovation, and modernization of the healthcare system as fundamental drivers of national economic growth. The increasing demand for skilled labor based on labor market requirements, alongside the rising potential and competencies of youth, contributes to the accelerated development of high-tech sectors.

The economic effectiveness of human capital is linked not only to labor productivity, but also to innovative activity, creativity, digital literacy, and the formation of a knowledge-based economy. In this context, establishing a lifelong learning system and strengthening the integration between research institutions and higher education are among the key factors of economic progress in Uzbekistan.

However, although democratization, differentiation, and diversification in the education system are important for human capital development, they do not fully guarantee social mobility. Despite state efforts to mitigate negative outcomes in this process, expected results are not always achieved. For example, since the 1980s, France has introduced Zones d'Éducation Prioritaires (ZEPs) in socioeconomically disadvantaged migrant-populated areas. These zones receive additional targeted funding to combat social inequality through “pedagogical differentiation,” thus creating what can be considered a “two-speed education system”.

Similarly, in the Netherlands, 70 priority education zones have been implemented since 1986 as part of state educational policy. In the United Kingdom, the 1991 National Education Modernization Plan introduced a new governance approach, reducing full state control. Since 1998, Education Action Zones have been established locally to improve educational standards in underperforming areas by strengthening school–parent partnerships. However, the effectiveness of these programs has been limited in both France (state-funded) and the UK (with private-sector involvement).

South Korea leads the world in the proportion of population aged 25–64 with higher education, exceeding 60%. Switzerland and Sweden—top performers in the Global Innovation Index and the Knowledge Economy Index—demonstrate slightly above 40% for this indicator.

In Belgium, individuals with higher education earn, on average, 30 percent more than those with secondary education, while in Hungary this difference reaches 117 percent. For women aged 25–64, the economic benefits of higher education are even greater compared to men in the United Kingdom, Ireland, Spain, and the Netherlands. Income disparities persist even when educational attainment is the same, which is largely explained by differences in occupational choice, working hours, and forms of employment.

The modernization of the Russian economy is likewise impossible without investments in human capital. Currently, Russia ranks 55th in the world in terms of human capital development, which is largely due to the inefficiency of its education and healthcare systems and to the inadequate utilization of human potential. Although the proportion of individuals with higher education in Russia is quite high, the economy still suffers from a shortage of specialists that meet real sector demands. In recent years, nearly half of university students have chosen programs in the humanities and economics, while engineering and technical fields account for no more than 11 percent .

In contrast, countries such as China, South Korea, Germany, and Finland prioritize training in technical and natural sciences. The rapid expansion of higher education in Russia occurred as a result of the strong social demand that emerged during the economic crisis of the 1990s: drastic declines in economic growth, rising unemployment, and uncertainty in the labor market stimulated a growing desire for higher qualifications.

Changes within the education system mostly occurred spontaneously, without well-designed state planning. Between 1990 and 2011, the number of higher education institutions increased from 514 to 1,115, while student enrollment grew from 2.8 million to over 7 million. At the same time, demographic challenges continue to negatively affect the development of human capital, as the number of school graduates is steadily decreasing. In the current environment, the globalization of the education market and intensifying competition create significant economic opportunities for countries capable of exporting high-quality educational services. In modern society, individuals increasingly require new knowledge for continuous development—knowledge has become the fundamental medium in which society exists and evolves.

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SILPHIUM PERFOLIATUM L. NING AGROEKOTIZIMLARDA BIOMASSA ISHLAB CHIQRISH VA EKOLOGIK BARQARORLIKDAGI AHAMIYATI

Naralievna Nasiba Mamanovna

Andijon davlat universiteti Ekologiya va botanika kafedrasini mudiri, biologiya fanlari doktori (DSc), professor n_naralievna@mail.ru, <https://orcid.org/0000-0002-6720-2083>

Eshmurodova Mavluda Qodiralievna

O'zbekiston Respublikasi G'alla va dukkakli ekinlar ilmiy-tadqiqot instituti doktoranti. eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Kimsanov Sherzodbek Botirjon o'g'li.

kimsanovsherzodbek797@gmail.com

ANNOTATSIYA.

Ushbu maqolada *Silphium perfoliatum* L. o'simligining agroekotizimlarda biomassa ishlab chiqarish, bioyoqilg'i manbai sifatida foydalanish va ekologik barqarorlikni ta'minlashdagi roli o'rganilgan. Tadqiqotlar ushbu o'simlikning yuqori hosildor biomassa manbai, kam parvarish talab qilishi, uzoq umr ko'rish xususiyati va ekologik moslashuvchanligi tufayli agroekosistemalarda istiqbolli ekanini ko'rsatadi. Shuningdek, maqolada bu o'simlikning biogaz ishlab chiqarishdagi samaradorligi, tuproq unumdorligini saqlashdagi ahamiyati va biologik xilma-xillikka ijobiy ta'siri haqida ma'lumotlar keltiriladi.

Kalit so'zlar: *Silphium perfoliatum* L., biomassa, bioyoqilg'i, agroekotizim, ekologik barqarorlik, biogaz, biotexnologiya.

СИЛЬФИУМ PERFOLIATUM L. ЕГО ЗНАЧЕНИЕ В ПРОИЗВОДСТВЕ БИОМАССЫ И ЭКОЛОГИЧЕСКОЙ УСТОЙЧИВОСТИ АГРОЭКОСИСТЕМ

Наралиева Насиба Мамановна - заведующий кафедры Экология и ботаники Андijanского госуниверситета, доктор биологических наук (DSc), профессор (Узбекистан). n_naralievna@mail.ru, <https://orcid.org/0000-0002-6720-2083>

Эшмуродова Мавлуда Қодиралиевна - докторант Научно-исследовательский институт зерно и зернобобовых культур Республики Узбекистана. eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Кимсанов Шерзодбек. kimsanovsherzodbek797@gmail.com

АННОТАЦИЯ.

В данной статье рассматривается роль растения *Silphium perfoliatum L.* в производстве биомассы, использовании в качестве источника биотоплива и обеспечении экологической устойчивости агроэкосистем. Исследования показывают, что данный вид является перспективной энергетической культурой благодаря высокой урожайности биомассы, низким требованиям к уходу, долголетию и экологической адаптивности. Также приведены данные о его эффективности в производстве биогаза, сохранении плодородия почв и положительном влиянии на биологическое разнообразие.

Ключевые слова: *Silphium perfoliatum L.*, биомасса, биотопливо, агроэкосистема, экологическая устойчивость, биогаз, биотехнология.

THE IMPORTANCE OF *SILPHIUM PERFOLIATUM L.* BIOMASS

PRODUCTION AND ECOLOGICAL STABILITY OF AGROECOSYSTEMS

Naraliev Nasiba Mamanovna - Head of the Department of Ecology and Botany of Andijan State University, Doctor of Biological Sciences (DSc), Professor (Uzbekistan). n_naraliev@mail.ru, <https://orcid.org/0000-0002-6720-2083>

Eshmurodova Mavluda Kodiraliyeva - doctoral student of the Research Institute of Grain and Leguminous Crops of the Republic of Uzbekistan. eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Kimsanov Sherzodbek . kimsanovsherzodbek797@gmail.com

ABSTRACT.

This article explores the role of *Silphium perfoliatum L.* in biomass production, its use as a biofuel source, and its importance in maintaining the ecological stability of agroecosystems. Research indicates that this species is a promising energy crop due to its high biomass yield, low maintenance requirements, long lifespan, and ecological adaptability. The paper also discusses its potential for biogas production, soil fertility preservation, and contribution to biodiversity.

Keywords: *Silphium perfoliatum L.*, biomass, biofuel, agroecosystem, ecological stability, biogas, biotechnology.

KIRISH

Agroekotizimlarda biologik xilma-xillikning biomassa ishlab chiqarishga ta'siri tobora ortib borayotgan e'tibor bilan qayd etilmoqda. Hukumatlar, fermerlar va biogaz qurilmalari operatorlari orasida muqobil energiya ishlab chiqaruvchi o'simliklarga qiziqish oshib bormoqda. Shu ekinlar qatorida *Silphium perfoliatum L.* o'zining yuqori biomassa hosildorligi, kam parvarish talab qilishi va ekologik qiymati bilan ajralib turadi. Bu ko'p yillik, baland bo'yli, sarg'ish gullar bilan qoplangan o'simlik taxminan

15 yil davomida hosil bera oladi va Shimoliy Amerikadagi tabiiy hududidan tashqari, mo'tadil iqlim sharoitiga ega hududlarda ham muvaffaqiyatli o'stirilishi mumkin.

S. perfoliatum L. ning ekilishi ham imkoniyatlar, ham qiyinchiliklarni o'zida mujassamlashtiradi. Urug'lik sifati pastligi sababli to'g'ridan-to'g'ri urug' ekish ko'pincha muvaffaqiyatsiz bo'ladi; buning o'rniga ko'chatlardan ekish samaraliroq hisoblanadi. Ekinning birinchi yilida begona o'tlarga qarshi kurash muhim bo'lsa-da, keyingi yillarda ko'p parvarish talab etilmaydi. Gullash mavsumining oxirida yig'ib olingan o'simlik quruq moddasi eng yaxshi hosilni beradi va silos tayyorlash uchun mos keladi. Hozirgi ma'lumotlarga ko'ra, yillik quruq modda hosili taxminan 15 t/ga ni tashkil etadi.

Silphium perfoliatum L. yuqori biomassa hosildorligi va parvarish talabining pastligi tufayli biogaz ishlab chiqarishda juda istiqbolli ekin hisoblanadi. Yillik ekinlarga nisbatan ekologik afzalliklari ham muhim: u tuproqni eroziyadan himoya qiladi, begona o'tlar va zararkunandalarga chidamli, hamda biologik xilma-xillikni qo'llab-quvvatlaydi.

Yevropada, xususan Germaniyada, qishloq xo'jaligi biogaz qurilmalarida ishlatiladigan asosiy substratlar — makkajo'xori, boshoqli donli o'simliklar va o't siloslari. Shu bilan birga, yuqori hosil beruvchi yillik ekinlar yer almashuvi, biologik xilma-xillik va hayvon populyatsiyalariga ta'sir qiladi, tuproq eroziyasi xavfini oshiradi, suv yo'llarining evtrofiklanishiga olib keladi (Fletcher va boshq., 2010; Boardman va boshq., 2009).

Silphium perfoliatum L. bu muammolarni kamaytirishga yordam beradi. U uzoq muddat bir joyda ekilishi mumkin bo'lgan ko'p yillik o'simlik bo'lganligi uchun, almashlab ekishning qisqarishi, tuproqning qoplanishi va ekologik barqarorlikni ta'minlaydi. Biogaz ishlab chiqarishda yuqori metan hosilini beradi va boshqa energiya ekinlariga qaraganda ekologik jihatdan xavfsiz hisoblanadi.



***Silphium perfoliatum* L. ning fenologik kuzatuvlar olib boorish jarayoni**

Bugungi kunda *Silphium perfoliatum* L. bo'yicha mavjud tadqiqotlar asosan uning biomassa ishlab chiqarish qobiliyati va biogaz substrati sifatidagi dolzarbligini o'rganishga qaratilgan. Tadqiqotlar shuni ko'rsatadiki, ekinning yillik quruq modda hosili taxminan 15 t/ga atrofida bo'lib, biometan potentsiali 0,26 m³/kg quruq moddani tashkil qiladi. Bu ko'rsatkich, masalan, makkajo'xori silosiga nisbatan taxminan 20% past, ammo past parvarish talabi va ekologik barqarorligi bilan muqobil ekanligini ko'rsatadi (Biertümpfel va boshq., 2013).

Silphium perfoliatum L. ning yuqoridagi hususiyatlarini hisobga olgan holda biz oz tadqiqotimizni bu o'simlikni mamlakatimiz tuproqlariga introduksiya qilish, bioekologiyasini o'rganish, begona o'tlar va zararkunandalarga chidamliligini o'rganish, urug'lik texnologiyasini rivojlantirishni maqsad qilib oldik.

Hozirgi kunda *Silphium perfoliatum* L. bo'yicha quyidagi tadqiqotlarni amalga oshirmoqdamiz. Silfiyaning urug'lik sifatining pastligi sababli, ko'chatlardan ekish amaliyoti muvaffaqiyatli bo'lmoqda. Kelajakda urug'ni to'g'ri tayyorlash va ekish texnologiyasini ishlab chiqishni rejalashtirdik. Silfiya ko'p yillik ekin sifatida begona o'tlar bilan raqobatbardosh, ammo birinchi yilda begona o'tlarni nazorat qilish uchun samarali usullarni ishlab chiqamiz. Biomassa sifatini va hosilini optimallashtirish uchun *Silphium*ni boshqa organik substratlar bilan birgalikda ishlatish bo'yicha tajribalar o'tkazmoqchimiz.



Silphium perfoliatum L.ning pivojlanish bosqichlari

Silphium perfoliatum L. ko'p yillik o'simlik bo'lib maydonlarida biologik xilma-xillik, tuproq sifatini va suv resurslariga ta'sirni kuzatish zarur, bu esa *Silphium*ning ekologik afzalliklarini yanada aniqlashga yordam beradi.

Umuman olganda, *Silphium perfoliatum L.* ekologik jihatdan barqaror, yuqori biomassa hosildorligi va biogaz ishlab chiqarish uchun muqobil ekin sifatida katta istiqbolga ega. Tadqiqotlar davom ettirilsa, u ko'plab mamlakatlarda agroekosistemalarda ko'p yillik o'simlik samarali sifatida keng qo'llanishi mumkin.

Silphium perfoliatum L. ekini uzoq muddatli ekish uchun qulay, begona o'tlar va zararkunandalarga nisbatan nisbatan chidamli, shuningdek, tuproq va suv resurslariga zarar keltirmaydi. Shu sababli, u ekologik jihatdan barqaror va muqobil energiya manbai sifatida katta istiqbolga ega.

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SILPHIUM PERFOLIATUM L. NING AGROEKOTIZIMLARDA BIOMASSA ISHLAB CHIQRISH VA EKOLOGIK BARQARORLIKDAGI AHAMIYATI

Naralievna Nasiba Mamanovna - Andijon davlat universiteti Ekologiya va botanika kafedrasini mudiri, biologiya fanlari doktori (DSc), professor [n_aralievna@mail.ru](mailto:naralievna@mail.ru),
<https://orcid.org/0000-0002-6720-2083>

Eshmurodova Mavluda Qodiralievna – O‘zbekiston Respublikasi G‘alla va dukkakli ekinlar ilmiy-tadqiqot instituti doktoranti.

eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Kimsanov Sherzodbek Botirjon o‘g‘li. kimsanovsherzodbek797@gmail.com

ANNOTATSIYA.

Ushbu maqolada *Silphium perfoliatum L.* o‘simligining agroekotizimlarda biomassa ishlab chiqarish, bioyoqilg‘i manbai sifatida foydalanish va ekologik barqarorlikni ta‘minlashdagi roli o‘rganilgan. Tadqiqotlar ushbu o‘simlikning yuqori hosildor biomassa manbai, kam parvarish talab qilishi, uzoq umr ko‘rish xususiyati va ekologik moslashuvchanligi tufayli agroekosistemalarda istiqbolli ekanini ko‘rsatadi. Shuningdek, maqolada bu o‘simlikning biogaz ishlab chiqarishdagi samaradorligi, tuproq unumdorligini saqlashdagi ahamiyati va biologik xilma-xillikka ijobiy ta‘siri haqida ma‘lumotlar keltiriladi.

Kalit so‘zlar: *Silphium perfoliatum L.*, biomassa, bioyoqilg‘i, agroekotizim, ekologik barqarorlik, biogaz, biotexnologiya.

СИЛЬФИУМ PERFOLIATUM L. ЕГО ЗНАЧЕНИЕ В ПРОИЗВОДСТВЕ БИОМАССЫ И ЭКОЛОГИЧЕСКОЙ УСТОЙЧИВОСТИ АГРОЭКОСИСТЕМ

Наралиева Насиба Мамановна- заведующий кафедры Экология и ботаники Андиганского госуниверситета, доктор биологических наук (DSc), профессор (Узбекистан). n_naralievna@mail.ru, <https://orcid.org/0000-0002-6720-2083>

Эшмуродова Мавлуда Қодиралиевна- докторант Научно-исследовательский институт зерно и зернобобовых культур Республики Узбекистана.

eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Кимсанов Шерзодбек. kimsanovsherzodbek797@gmail.com

АННОТАЦИЯ.

В данной статье рассматривается роль растения *Silphium perfoliatum L.* в производстве биомассы, использовании в качестве источника биотоплива и обеспечении экологической устойчивости агроэкосистем. Исследования показывают, что данный вид является перспективной энергетической культурой

благодаря высокой урожайности биомассы, низким требованиям к уходу, долголетию и экологической адаптивности. Также приведены данные о его эффективности в производстве биогаза, сохранении плодородия почв и положительном влиянии на биологическое разнообразие.

Ключевые слова: *Silphium perfoliatum L.*, биомасса, биотопливо, агроэкосистема, экологическая устойчивость, биогаз, биотехнология.

THE IMPORTANCE OF *SILPHIUM PERFOLIATUM L.* BIOMASS PRODUCTION AND ECOLOGICAL STABILITY OF AGROECOSYSTEMS

Naraliev Nasiba Mamanovna - Head of the Department of Ecology and Botany of Andijan State University, Doctor of Biological Sciences (DSc), Professor (Uzbekistan). n.naraliev@mail.ru, <https://orcid.org/0000-0002-6720-2083>

Eshmurodova Mavluda Kodiraliyeva - doctoral student of the Research Institute of Grain and Leguminous Crops of the Republic of Uzbekistan.

eshmurodovamavluda52@gmail.com, <https://orcid.org/0009-0006-5441-6791>

Kimsanov Sherzodbek . kimsanovsherzodbek797@gmail.com

ABSTRACT.

This article explores the role of *Silphium perfoliatum L.* in biomass production, its use as a biofuel source, and its importance in maintaining the ecological stability of agroecosystems. Research indicates that this species is a promising energy crop due to its high biomass yield, low maintenance requirements, long lifespan, and ecological adaptability. The paper also discusses its potential for biogas production, soil fertility preservation, and contribution to biodiversity.

Keywords: *Silphium perfoliatum L.*, biomass, biofuel, agroecosystem, ecological stability, biogas, biotechnology.

KIRISH

Agroekotizimlarda biologik xilma-xillikning biomassa ishlab chiqarishga ta'siri tobora ortib borayotgan e'tibor bilan qayd etilmoqda. Hukumatlar, fermerlar va biogaz qurilmalari operatorlari orasida muqobil energiya ishlab chiqaruvchi o'simliklarga qiziqish oshib bormoqda. Shu ekinlar qatorida *Silphium perfoliatum L.* o'zining yuqori biomassa hosildorligi, kam parvarish talab qilishi va ekologik qiymati bilan ajralib turadi. Bu ko'p yillik, baland bo'yli, sarg'ish gullar bilan qoplangan o'simlik taxminan 15 yil davomida hosil bera oladi va Shimoliy Amerikadagi tabiiy hududidan tashqari, mo'tadil iqlim sharoitiga ega hududlarda ham muvaffaqiyatli o'stirilishi mumkin.

S. perfoliatum L. ning ekilishi ham imkoniyatlar, ham qiyinchiliklarni o'zida mujassamlashtiradi. Urug'lik sifati pastligi sababli to'g'ridan-to'g'ri urug' ekish ko'pincha muvaffaqiyatsiz bo'ladi; buning o'rniga ko'chatlardan ekish samaraliroq

hisoblanadi. Ekinning birinchi yilida begona o'tlarga qarshi kurash muhim bo'lsa-da, keyingi yillarda ko'p parvarish talab etilmaydi. Gullash mavsumining oxirida yig'ib olingan o'simlik quruq moddasi eng yaxshi hosilni beradi va silos tayyorlash uchun mos keladi. Hozirgi ma'lumotlarga ko'ra, yillik quruq modda hosili taxminan 15 t/ga ni tashkil etadi.

Silphium perfoliatum L. yuqori biomassa hosildorligi va parvarish talabining pastligi tufayli biogaz ishlab chiqarishda juda istiqbolli ekin hisoblanadi. Yillik ekinlarga nisbatan ekologik afzalliklari ham muhim: u tuproqni eroziyadan himoya qiladi, begona o'tlar va zararkunandalarga chidamli, hamda biologik xilma-xillikni qo'llab-quvvatlaydi.

Yevropada, xususan Germaniyada, qishloq xo'jaligi biogaz qurilmalarida ishlatiladigan asosiy substratlar — makkajo'xori, boshqli donli o'simliklar va o't siloslari. Shu bilan birga, yuqori hosil beruvchi yillik ekinlar yer almashuvi, biologik xilma-xillik va hayvon populyatsiyalariga ta'sir qiladi, tuproq eroziyasi xavfini oshiradi, suv yo'llarining evtrofiklanishiga olib keladi (Fletcher va boshq., 2010; Boardman va boshq., 2009).

Silphium perfoliatum L. bu muammolarni kamaytirishga yordam beradi. U uzoq muddat bir joyda ekilishi mumkin bo'lgan ko'p yillik o'simlik bo'lganligi uchun, almashlab ekishning qisqarishi, tuproqning qoplanishi va ekologik barqarorlikni ta'minlaydi. Biogaz ishlab chiqarishda yuqori metan hosilini beradi va boshqa energiya ekinlariga qaraganda ekologik jihatdan xavfsiz hisoblanadi.



***Silphium perfoliatum L.* ning fenologik kuzatuvlar olib boorish jarayoni**

Bugungi kunda *Silphium perfoliatum L.* bo'yicha mavjud tadqiqotlar asosan uning biomassa ishlab chiqarish qobiliyati va biogaz substrati sifatidagi dolzarbligini o'rganishga qaratilgan. Tadqiqotlar shuni ko'rsatadiki, ekinning yillik quruq modda hosili taxminan 15 t/ga atrofida bo'lib, biometan potentsiali 0,26 m³/kg quruq moddani tashkil qiladi. Bu ko'rsatkich, masalan, makkajo'xori silosiga nisbatan taxminan 20% past, ammo past parvarish talabi va ekologik barqarorligi bilan muqobil ekanligini ko'rsatadi (Biertümpfel va boshq., 2013).

Silphium perfoliatum L. ning yuqoridagi hususiyatlarini hisobga olgan holda biz oz tadqiqotimizni bu o'simlikni mamlakatimiz tuproqlariga intoduksiya qilish, bioekologiyasini o'rganish, begona o'tlar va zararkunandalarga chidamliligini o'rganish, urug'lik texnologiyasini rivojlantirishni maqsad qilib oldik.

Hozirgi kunda *Silphium perfoliatum L.* bo'yicha quyidagi tadqiqotlarni amalga oshirmoqdamiz. Silfiyaning urug'lik sifatining pastligi sababli, ko'chatlardan ekish amaliyoti muvaffaqiyatli bo'lmoqda. Kelajakda urug'ni to'g'ri tayyorlash va ekish texnologiyasini ishlab chiqishni rejalashtirdik. Silfiya ko'p yillik ekin sifatida begona o'tlar bilan raqobatbardosh, ammo birinchi yilda begona o'tlarni nazorat qilish uchun samarali usullarni ishlab chiqamiz. Biomassa sifatini va hosilini optimallashtirish uchun *Silphium*ni boshqa organik substratlar bilan birgalikda ishlatish bo'yicha tajribalar o'tkazmoqchimiz.



Silphium perfoliatum L.ning pivojlanish bosqichlari

Silphium perfoliatum L. ko'p yillik o'simlik bo'lib maydonlarda biologik xilma-xillik, tuproq sifatini va suv resurslariga ta'sirni kuzatish zarur, bu esa *Silphium*ning ekologik afzalliklarini yanada aniqlashga yordam beradi.

Umuman olganda, *Silphium perfoliatum L.* ekologik jihatdan barqaror, yuqori biomassa hosildorligi va biogaz ishlab chiqarish uchun muqobil ekin sifatida katta istiqbolga ega. Tadqiqotlar davom ettirilsa, u ko'plab mamlakatlarda agroekosistemalarda ko'p yillik o'simlik samarali sifatida keng qo'llanishi mumkin.

Silphium perfoliatum L. ekini uzoq muddatli ekish uchun qulay, begona o'tlar va zararkunandalarga nisbatan nisbatan chidamli, shuningdek, tuproq va suv resurslariga

zarar keltirmaydi. Shu sababli, u ekologik jihatdan barqaror va muqobil energiya manbai sifatida katta istiqbolga ega.

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THE EFFECTIVENESS OF THE CLT (COMMUNICATIVE LANGUAGE TEACHING) METHOD

Mahmudjanova Dilshoda Adhamjon qizi
Independent researcher

Abstract: Communicative Language Teaching (CLT) represents a cornerstone in contemporary foreign language pedagogy, shifting the focus from grammatical accuracy to functional communicative competence. This thesis delves deeper into the efficacy of CLT by examining its theoretical underpinnings, empirical validations, contextual adaptations, and persistent challenges. Drawing on a synthesis of global research from 2020-2025 and Uzbekistan-specific studies, it highlights CLT's role in enhancing speaking skills, motivation, and cultural awareness among learners. Key findings reveal significant improvements in communicative proficiency through interactive tasks, though implementation barriers like resource limitations and cultural mismatches in regions such as Uzbekistan necessitate tailored integrations with traditional methods. The analysis advocates for hybrid approaches and technology-enhanced CLT to address 21st-century educational demands, offering insights for policymakers and educators in diverse linguistic landscapes.

Keywords: Communicative Language Teaching, CLT efficacy, communicative competence, speaking skills development, Uzbekistan EFL education, pedagogical challenges, task-based learning, cultural adaptation, empirical research, hybrid language teaching

INTRODUCTION

The trajectory of language teaching methodologies has evolved significantly, transitioning from rigid, structure-oriented paradigms to dynamic, interaction-driven models. Communicative Language Teaching (CLT), which gained prominence in the 1970s, emerged as a counterpoint to the grammar-translation and audio-lingual methods that dominated earlier eras. Inspired by sociolinguistic pioneers such as Dell Hymes, who introduced the notion of communicative competence encompassing grammatical, sociolinguistic, discourse, and strategic elements, and Michael Halliday's systemic functional linguistics, CLT redefines language as a social practice embedded in contextual interactions. This framework aligns with psycholinguistic theories, including Stephen Krashen's Input Hypothesis, which emphasizes comprehensible input for acquisition, and Michael Long's Interaction Hypothesis, underscoring the value of meaning negotiation in learner dialogues. In classroom application, CLT fosters learner-centered environments through authentic tasks, role-plays, information

gaps, and collaborative projects, repositioning educators from knowledge dispensers to facilitators who scaffold meaningful communication.

In an era of globalization, CLT addresses the imperative for multilingual proficiency, enabling learners to navigate cross-cultural exchanges effectively. Recent studies from 2020-2025 underscore its adaptability, particularly in integrating technology and task-based elements to bolster real-world applicability. However, efficacy varies across contexts due to factors like class size, teacher training, and cultural orientations. In Uzbekistan, post-Soviet educational reforms have propelled English language instruction forward, with key policies such as Presidential Decree No. 1875 (2012) mandating enhanced foreign language systems and the 2013 State Educational Standards emphasizing communicative skills. Despite progress, hurdles including a legacy of rote learning and limited resources impede full CLT adoption. This expanded exploration synthesizes international empirical evidence with Uzbekistan-focused research, dissecting CLT's strengths, limitations, and innovative adaptations to provide a comprehensive blueprint for optimizing language education in multicultural settings. At its core, CLT is grounded in a holistic view of language acquisition, prioritizing fluency and functionality over isolated grammatical drills. Hymes' communicative competence model extends Chomsky's linguistic competence by incorporating pragmatic and sociocultural dimensions, ensuring learners can use language appropriately in varied contexts. Complementary theories, such as Vygotsky's Zone of Proximal Development, support CLT's emphasis on collaborative scaffolding, where peers and instructors co-construct knowledge through interactive tasks. Recent evolutions integrate task-based language teaching (TBLT) as a CLT variant, focusing on goal-oriented activities that simulate real-life scenarios to enhance motivation and retention. In Uzbekistan, where English serves as a gateway to global opportunities, CLT's principles resonate with national goals for communicative proficiency, yet adaptations are needed to align with local cultural values favoring teacher authority. Global studies from 2020-2025 robustly affirm CLT's impact on language skills, particularly speaking. A 2025 investigation into CLT's effects on secondary school students' English speaking abilities revealed marked improvements through interactive methods, with pre- and post-test analyses showing enhanced fluency and confidence. Similarly, a TBLT-focused study demonstrated superior communication gains in speaking and listening via authentic tasks, underscoring CLT's practical edge over traditional approaches. In higher education, quasi-experimental designs in the Philippines and Netherlands highlighted CLT variants like dynamic usage-based methods yielding higher speaking scores (e.g., from 2.00 to 3.54 over three years) through implicit learning via narratives and gestures. Digital integrations, such as video platforms in U.S. graduate programs, boosted self-perceived competence by up to 49

points, illustrating CLT's synergy with technology. In Uzbekistan, CLT's efficacy is evidenced in EFL contexts, where communicative activities have proven productive in vocabulary and speaking development among adult learners, with experimental groups outperforming controls in retention and application. A study on grammar integration with CLT in Uzbek ESL settings showed improved overall proficiency by balancing form and function. Teachers' attitudes surveys indicate 73% support for CLT, though 61% cite curriculum constraints; nonetheless, role-plays and discussions have elevated speaking skills in journalism education. Systematic reviews (1972-2023) confirm CLT's contributions to cultural awareness and problem-solving, albeit with accuracy trade-offs. CLT's merits include fostering intrinsic motivation via engaging, real-world tasks, promoting cultural competence in diverse societies like Uzbekistan, and aligning with modern curricula such as the Merdeka framework for speaking enhancement. It excels in EFL settings by emphasizing form-focused activities within communicative contexts, as seen in Saudi and Indonesian studies. However, challenges encompass over-prioritization of fluency leading to error fossilization, inadequacy for exam preparation, and cultural barriers in teacher-centered cultures. In Uzbekistan, large classes and resource scarcity exacerbate these, though innovations like technology integration mitigate them. Pandemic adaptations further demonstrated CLT's resilience via online tools. Adapting CLT to local contexts involves hybrid models, such as combining it with grammar-translation in Uzbekistan to address accuracy needs while maintaining communicative focus. Recent reforms emphasize intercultural materials, enhancing journalism and general EFL outcomes. Future research should explore teacher self-efficacy's role in CLT implementation and longitudinal studies in emerging markets.

Communicative Language Teaching emerges as a versatile, impactful methodology, substantiated by recent empirical data showing gains in speaking, engagement, and cultural proficiency across global and Uzbek contexts. While advantages like learner autonomy and real-world relevance prevail, addressing challenges through contextual hybridization and enhanced training is crucial. In Uzbekistan, aligning CLT with national reforms promises transformative language education. Advancing this requires multifaceted research into technology, self-efficacy, and cross-cultural efficacy to cultivate proficient global communicators in an interconnected world.

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KORXONALARDA MOLIYAVIY HISOBOTNING XALQARO STANDARTLARIGA (IFRS) O‘TISH JARAYONI: MUAMMO VA YECHIMLAR

Buxoro innovatsiyalar universiteti “Molyaviy texnologiyalar, iqtisodiyot va logistika”
kafedrası o‘qituvchisi

Azizova Habiba Arslonovna

Annotatsiya: Maqolada korxonalarda moliyaviy hisobotning xalqaro standartlariga (IFRS) o‘tish jarayonining nazariy va amaliy jihatlarini yoritilgan. IFRS standartlarini joriy etish jarayonidagi muammolar, jumladan axborot tizimlarining moslashmaganligi, kadrlar salohiyatining yetarli emasligi va tashkiliy boshqaruvdagi kamchiliklar tahlil qilingan. Shu bilan birga, muvaffaqiyatli amalga oshirish uchun kompleks chora-tadbirlar, bosqichma-bosqich strategiya va samaradorlik ko‘rsatkichlari asoslangan. Tadqiqot natijalari IFRS ga o‘tish korxonalarining raqobatbardoshligi va investitsion jozibadorligini oshirishini ko‘rsatadi.

Kalit so‘zlar: IFRS, moliyaviy hisobot, xalqaro standartlar, buxgalteriya hisobi, korporativ moliya, hisobot shaffofligi.

Аннотация: В статье раскрыты теоретические и практические аспекты процесса перехода предприятий на международные стандарты финансовой отчетности (ИФРС). Проанализированы основные проблемы внедрения ИФРС, включая несоответствие информационных систем, недостаточный кадровый потенциал и организационно-управленческие недостатки. Наряду с этим обоснованы комплексные меры, поэтапная стратегия и показатели эффективности для успешной реализации данного процесса. Результаты исследования показывают, что переход на ИФРС способствует повышению конкурентоспособности и инвестиционной привлекательности предприятий.

Ключевые слова: IFRS, финансовая отчетность, международные стандарты, бухгалтерский учет, корпоративные финансы, прозрачность отчетности.

Abstract: The article highlights the theoretical and practical aspects of the transition of enterprises to International Financial Reporting Standards (IFRS). It analyzes the main challenges in implementing IFRS, including the incompatibility of information systems, insufficient human resource capacity, and organizational management deficiencies. Furthermore, comprehensive measures, a phased implementation strategy, and efficiency indicators for successful adoption are substantiated. The research results show that the transition to IFRS enhances the competitiveness and investment attractiveness of enterprises.

Keywords: IFRS, financial reporting, international standards, accounting, corporate finance, reporting transparency.

Global iqtisodiyotda moliyaviy ma'lumotlarning shaffofligi va qiyoslanuvchanligi korxonalarining xalqaro moliya bozorlariga chiqishida hal qiluvchi omil hisoblanadi. Shu bois, moliyaviy hisobotning xalqaro standartlari (IFRS)ni joriy etish mamlakat iqtisodiyotida zamonaviy korporativ boshqaruvni rivojlantirishning muhim yo'nalishiga aylandi.

O'zbekistonda IFRS ga o'tish jarayoni 2020 yildagi PF-5953-sonli Prezident Farmoni bilan boshlangan bo'lib, uning maqsadi — milliy hisobot tizimini xalqaro amaliyot bilan uyg'unlashtirish va sarmoyadorlar uchun ishonchli axborot muhitini yaratishdan iborat.

Moliyaviy hisobotning xalqaro standartlari (IFRS) ildizi 1970-yillar boshlariga borib taqaladi. 1973 yilda Buxgalteriya hisobining xalqaro standartlari qo'mitasi (International Accounting Standards Committee — IASC) tashkil etilgan bo'lib, uning asosiy vazifasi turli mamlakatlarda amal qilayotgan hisobot tizimlarini yaqinlashtirish va yagona qiyoslanuvchan moliyaviy axborot tizimini yaratishdan iborat edi. Ushbu tashabbus dunyo iqtisodiyotining globallasuvi, transmilliy korporatsiyalarning faoliyati va sarmoya oqimlarining chegaradan tashqariga chiqishi natijasida paydo bo'lgan ehtiyojga javob bo'ldi.

1990-yillarga kelib IASC tomonidan ishlab chiqilgan xalqaro standartlar (IAS) ko'plab mamlakatlar tomonidan ixtiyoriy ravishda qo'llana boshlandi. Lekin turli yurisdiksiyalar tomonidan turlicha talqin qilinishi, bir xil hisobot amaliyotining yo'qligi moliyaviy ma'lumotlarning qiyoslanuvchanligini cheklab qo'ydi. Shu bois, 2001 yilda IASC qayta tashkil etilib, uning o'rniga mustaqil va huquqiy jihatdan mustaqkam institut — Moliyaviy hisobot xalqaro standartlari kengashi (International Accounting Standards Board — IASB) tuzildi. IASB tomonidan qabul qilingan yangi standartlar "IFRS" nomi bilan ma'lum bo'ldi va dunyo miqyosida moliyaviy hisobotning yagona me'yoriy bazasi sifatida e'tirof etildi.

IFRS standartlari zamonaviy iqtisodiyotning asosiy tamoyillariga — **shaffoflik**, **ishonchlilik**, **qiyoslanuvchanlik** va **ahamiyatlilik** prinsiplariga asoslanadi. Bu standartlar korxonalariga moliyaviy faoliyat to'g'risida to'liq, aniq va foydalanuvchi nuqtai nazaridan foydali ma'lumot taqdim etish imkonini beradi. Investorlar uchun bu ma'lumotlar qaror qabul qilishda asosiy vosita bo'lib xizmat qiladi, chunki IFRS hisobotlari moliyaviy natijalarning real holatini aks ettiradi va iqtisodiy voqelikni haqqoniy ko'rsatishga intiladi.

Bugungi kunda IASB tomonidan 40 dan ortiq standart va ularga oid tavsiyalar ishlab chiqilgan bo'lib, ularning ichida IFRS 1 — "Xalqaro standartlarga ilk bor o'tish", IFRS

9 — “Moliyaviy instrumentlar”, IFRS 15 — “Daromadlarni tan olish”, IFRS 16 — “Ijara shartnomalari” kabi asosiy hujjatlar hisoblanadi. Ushbu standartlar moliyaviy hisobotni tuzish va taqdim etish jarayonlarini global darajada birxillashtirish orqali xalqaro bozordagi ishonch va sarmoya oqimlarini mustahkamlaydi.

IFRSning asosiy maqsadi — moliyaviy ma’lumotlarning ishonchliligi, shaffofligi va qiyoslanuvchanligini ta’minlash orqali foydalanuvchilar, ayniqsa investorlar va kreditorlar qarorlarini qo’llab-quvvatlashdir. Shu orqali xalqaro kapital bozorlari uchun barqaror axborot muhiti yaratiladi, korxonalarining korporativ boshqaruvi kuchayadi va milliy iqtisodiyot xalqaro moliya tizimiga integratsiyalashuv imkoniyatiga ega bo’ladi.

Milliy hisobot tizimidan IFRS ga o’tishning zarurati

Ko’rsatkich	Milliy standartlar (BHS)	IFRS
Asosiy maqsad	Soliq hisoboti uchun ma’lumot	Investorlar uchun ma’lumot
Baholash usuli	Tarixiy tannarx	Adolatli qiymat
Hisobot davri	Yillik	Oraliq va yillik
Konsolidatsiya	Cheklangan	To’liq
Axborot ochiqligi	Minimal	Keng qamrovli
Prognoz ma’lumotlar	Talab etilmaydi	Talab etiladi

Bu bosqichda korxonada mavjud hisobot tizimini tahlil qiladi, kadrlar va axborot tizimlari imkoniyatlarini baholaydi, hamda o’tish strategiyasini ishlab chiqadi.

Amalga oshirish bosqichi

Bosqich	Muddat	Asosiy faoliyat	Natija
I	3–6 oy	Xodimlarni o’qitish, dastur tanlash	Tayyorgarlik
II	6–9 oy	Hisob siyosati ishlab chiqish	Yangi siyosat
III	9–12 oy	Parallel hisobot	Solishtirma ma’lumot
IV	12–18 oy	To’liq o’tish	IFRS hisoboti

Texnik muammolar

Muammo	Sabab	Ta’sir	Yechim
Axborot tizimlarining moslashmaganligi	Eski dasturlar	Qo’shimcha xarajatlar	ERP tizimini yangilash

Muammo	Sabab	Ta'sir	Yechim
Ma'lumotlar sifati	To'liqsiz ma'lumotlar	Ishonchsiz hisobot	Data cleansing
Valyuta hisoblari	Kurs farqlari	Natijaga ta'sir	Xedjlash strategiyasi

Deloitte (2023) ma'lumotlariga ko'ra, 65% korxonalar malakali mutaxassislar yetishmasligi sababli IFRS ni to'liq tatbiq etishda qiyinchilikka duch kelgan. Bu muammoni yengish uchun korporativ o'quv markazlari, xalqaro sertifikat dasturlari (ACCA, DipIFR) va mentorlik tizimini joriy etish zarur.

McKinsey (2023) ma'lumotlariga ko'ra, rahbariyatning yetarli qo'llab-quvvatlashi mavjud bo'lmagan korxonalarda IFRS loyihalari 45% holatda muvaffaqiyatsizlikka uchraydi. Bu tashkilotda aniq vijn, KPI va javobgarlik tizimini shakllantirish zarurligini ko'rsatadi.

YeChIMLAR VA TAVSIYALAR

Yo'nalish	Chora-tadbirlar	Natija
Strategik	Vijn belgilash, KPI tizimi	Boshqaruvda aniqlik
Tashkiliy	Loyiha guruhi, mas'uliyat taqsimoti	Samarali boshqaruv
Texnik	Avtomatlashtirish, integratsiya	Ishonchli hisobot
Kadrlar	Treninglar, sertifikatlar	Malaka oshishi

Birinchi yilda xarajatlar sabab ROI salbiy bo'ladi (-15%), ikkinchi yilda 5%, uchinchi yilda 25% ga yetadi. Bu joriy etishning uzoq muddatli iqtisodiy samaradorligini ko'rsatadi.

Sifat ko'rsatkichlari

Ko'rsatkich	IFRS gacha	IFRS dan keyin	O'zgarish
Hisobot shaffofligi	45%	85%	+40%
Investor ishonchi	50%	80%	+30%
Audit vaqti	60 kun	35 kun	-42%
Xatolar soni	25	5	-80%

IFRS standartlariga o'tish — korxonalar uchun nafaqat buxgalteriya islohoti, balki korporativ madaniyatning yangi bosqichidir. Bu jarayon korxonalarining xalqaro bozorlardagi nufuzini oshirib, investorlar uchun ishonchli muhit yaratadi.

O'zbekistonda IFRS ni joriy etishda kompleks yondashuv, kadrlar salohiyatini oshirish, axborot tizimlarini yangilash va milliy sharoitlarni hisobga olish asosiy omil hisoblanadi. Shu tarzda, IFRS mamlakatda moliyaviy shaffoflik va barqaror iqtisodiy rivojlanishga xizmat qiladi.

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**MANZARALI GULLOVCHI LIANALARNING O‘ZBEKISTON
RESPUBLIKASI HUDUDI BO‘YLAB KO‘KALAMZORLASHTIRISH
ISTIQBOLLARI**

Xamidov Maruf Zarifovich

Toshkent davlat agrar universiteti 2-bosqich tayanch doktoranti.

marufboyhamidov1991@gmail.com

Annotatsiya:

Mazkur maqolada O‘zbekiston Respublikasi iqlim sharoitida manzarali gullovchi lianalarning biologik va ekologik xususiyatlari, ularning ko‘kalamzorlashtirishdagi o‘rni hamda istiqbollari tahlil qilinadi. Lianalar urbanizatsiya sharoitida estetik muhitni shakllantirish, havoni tozalash va mikroiklimni yumshatishda muhim o‘rin tutadi. Tadqiqot natijalari O‘zbekistonning janubiy va markaziy hududlarida glitsiniya, tekoma, kampsis kabi turlarning yaxshi moslashuvchanligini ko‘rsatadi. Shuningdek, maqolada introduksiya, parvarish va mahalliyashtirish bo‘yicha amaliy tavsiyalar berilgan.

Kalit so‘zlar: Manzarali lianalar, glitsiniya, ko‘kalamzorlashtirish, ekologik moslashuv, introduksiya, urbanizatsiya, O‘zbekiston florasida.

Аннотация:

В статье рассматриваются биологические и экологические особенности декоративных цветущих лиан в климатических условиях Республики Узбекистан, а также их роль и перспективы в озеленении. Лианы играют важную роль в формировании эстетической среды, очистке воздуха и смягчении микроклимата в условиях урбанизации. Результаты исследований показывают хорошую адаптацию видов, таких как глициния, текома и кампсис, в южных и центральных регионах Узбекистана. В статье приведены практические рекомендации по интродукции, уходу и локализации этих растений.

Ключевые слова: Декоративные лианы, глициния, озеленение, экологическая адаптация, интродукция, урбанизация, флора Узбекистана.

Abstract:

This article analyzes the biological and ecological characteristics of ornamental flowering lianas under the climatic conditions of the Republic of Uzbekistan and examines their role and prospects in urban landscaping. Lianas play a vital role in improving urban aesthetics, purifying the air, and moderating the microclimate. The research results indicate that species such as *Wisteria*, *Tecoma*, and *Campsis* exhibit

strong adaptability in the southern and central regions of Uzbekistan. The paper also provides practical recommendations for the introduction, maintenance, and localization of these ornamental plants.

Keywords: Ornamental lianas, wisteria, landscaping, ecological adaptation, introduction, urbanization, flora of Uzbekistan.

KIRISH

O‘zbekiston Respublikasining tabiiy-iqlim sharoiti turli xil o‘simlik turlarini, jumladan, manzarali gullovchi lianalarni joriy etish uchun keng imkoniyatlar yaratadi. So‘nggi yillarda mamlakatimizda shaharsozlik jarayonlari, ekologik muhitni yaxshilash, yashil zonalar sonini ko‘paytirish masalalari davlat siyosati darajasida ustuvor yo‘nalishlardan biri sifatida e‘tirof etilmoqda. Shu nuqtayi nazardan, manzarali lianalarning ko‘kalamzorlashtirishdagi o‘rni beqiyos bo‘lib, ular nafaqat estetik qiymatga ega, balki ekologik muvozanatni saqlashda ham muhim ahamiyat kasb etadi. Manzarali gullovchi lianalar (*Wisteria sinensis*, *Tecoma capensis*, *Campsis radicans* va boshqalar) issiqlikka chidamliligi, tez o‘shish sur‘ati va tuproq sharoitlariga moslashuvchanligi bilan ajralib turadi. Ularni shahar parklarida, xiyobonlarda, binolar devorlarida va arklarda ishlatish havoning sifatini yaxshilash, chang miqdorini kamaytirish, mikroiklimni yumshatish imkonini beradi. Shu boisdan, ushbu tadqiqot O‘zbekistonning turli iqlim mintaqalarida lianalarning ekologik moslashuv darajasini, parvarish texnologiyasini hamda ko‘kalamzorlashtirishdagi istiqbollari aniqlashga qaratildi.

ASOSIY QISM

Manzarali gullovchi lianalar — bu chirmashuvchi, o‘ralib o‘suvchi yoki tayanch orqali ko‘tariluvchi o‘simliklar bo‘lib, ular ko‘kalamzorlashtirish va landshaft dizaynida muhim estetik va ekologik ahamiyat kasb etadi. O‘zbekistonning iqlim sharoiti, xususan, quruq va issiq yoz, mo‘tadil qish hamda katta quyosh nurlanishi bu turdagi o‘simliklarning keng tarqalishiga qulay zamin yaratadi. Lianalar nafaqat shahar muhitida estetik manzara hosil qiladi, balki havoning namligini saqlash, changni yutish, kislorod ishlab chiqarish va mikroiklimni tartibga solishda ham muhim o‘rin tutadi.

O‘zbekiston Respublikasi hududida 20 dan ortiq manzarali liana turlari uchraydi, ularning aksariyati introduksiya yo‘li bilan keltirilgan. Eng keng tarqalgan turlar qatoriga Xitoy glitsiniyasi (*Wisteria sinensis*), Tekoma (*Tecoma capensis*), Kampsis (*Campsis radicans*), Partenotsissus (*Parthenocissus quinquefolia*) va Klematis (*Clematis vitalba*) kiradi. Ushbu turlar nafaqat botanika bog‘lari, balki shahar

ko'chalari, xiyobonlar, turar joy massivlari va ta'lim muassasalarida keng qo'llanilmoqda.

Toshkent, Samarqand, Termiz va Farg'ona shaharlarida olib borilgan kuzatuvlarga ko'ra, bu lianalar erta bahordan kech kuzgacha yashil massani saqlaydi, harorat +40°C gacha bo'lgan issiqqa bardosh beradi va qurg'oqchilik sharoitida ham o'sish sur'atini saqlab qoladi. Shu boisdan, lianalar shahar iqlimini yumshatish va issiqlik orollarini kamaytirishda samarali vosita sifatida baholanadi.

Manzarali lianalar fotosintez jarayonida yuqori faollikka ega bo'lib, ularning bir gektarlik maydoni bir kunda 180–200 kg gacha kislorod ishlab chiqaradi. Ularning ildiz tizimi chuqur kirib boruvchi markaziy ildizdan iborat bo'lib, tuproqning suv-havo rejimini barqarorlashtirishda muhim rol o'ynaydi. Barglarining katta sathi orqali ular chang, tutun, SO₂ va NO₂ gazlarini yutish xususiyatiga ega.

Ayrim turlar, masalan, *Wisteria sinensis* va *Campsis radicans* simbioz bakteriyalar yordamida azotni fiksatsiya qiladi, bu esa tuproq unumdorligini oshiradi. Bu jihat manzarali o'simliklarni ekologik jihatdan barqaror landshaft tizimlari uchun eng maqbul variantlardan biriga aylantiradi. Shuningdek, lianalarning ko'pchiligi issiqqa chidamli bo'lish bilan bir qatorda, yarim soyali joylarda ham yaxshi o'sadi. Biroq, *Tecoma capensis* va *Clematis vitalba* kabi turlar to'liq quyosh nuri ostida maksimal gullashni ta'minlaydi.

O'zbekiston sharoitida lianalarni introduksiya qilish ishlari Toshkent botanika bog'i, Samarqand davlat universiteti dendrologiya laboratoriyasi va TDAU issiqxonalarida olib borilgan. Natijalar shuni ko'rsatadiki, *Wisteria sinensis* o'sish sur'atining yuqoriligi bilan ajralib turadi — yillik o'sish 1,5–2,0 m ni tashkil etgan, vegetatsiya davri esa 210–230 kun davom etgan.

Tecoma capensis esa janubiy hududlarda (Surxondaryo, Qashqadaryo) doimiy yashil holatda saqlanib, qish oylarida ham bargini to'kmagan. *Campsis radicans* sovuqqa nisbatan bardoshliroq bo'lib, Farg'ona vodiysi sharoitida ham muvaffaqiyatli o'stirilgan.

Vegetativ ko'paytirish (qalamcha, payvand, bo'lish) usullari urug'li ko'paytirishga nisbatan 3–4 barobar yuqori natija bergan. Ayniqsa, *Tecoma* va *Campsis* turlarida kesilgan novdalar 85–90% gacha ildiz otgan. Manzarali lianalarning eng muhim afzalliklaridan biri — ularning vertikal landshaft dizaynida samarali qo'llanishidir. Lianalar binolar fasadini bezatish, panjara va pergolalarni yashillantirish, shovqinni kamaytirish hamda havo namligini me'yorlashtirishda muhim estetik va amaliy ahamiyatga ega.

Masalan, *Wisteria sinensis* va *Parthenocissus quinquefolia* binolarning janubiy devorlariga ekilganda, yozgi issiqlikni 20–25% gacha kamaytirishi aniqlangan. Shu

bilan birga, ularning gullash davrida taralayotgan tabiiy aromatik moddalar havoni dezinfeksiya qiladi, bu esa ekologik sog‘lom muhit yaratishga yordam beradi.

Toshkent va Termiz shaharlarida olib borilgan eksperimental loyihalar shuni ko‘rsatdiki, glitsiniya va tekoma navlari ko‘kalamzorlashtirishning yangi yo‘nalishlari — vertikal bog‘lar, soya arkalari, va biologik devorlar yaratishda eng samarali turlar hisoblanadi.

XULOSA

O‘zbekiston Respublikasining turli iqlim zonalarida o‘tkazilgan tadqiqot natijalari shuni ko‘rsatdiki, manzarali gullovchi lianalar nafaqat estetika, balki ekologik jihatdan ham muhim ahamiyatga ega. Ularning havoni tozalash, mikroiklimni barqarorlashtirish, tuproq unumdorligini oshirish va shahar muhitiga moslashish qobiliyati yuqori baholandi.

Eng istiqbolli turlar sifatida *Wisteria sinensis*, *Tecoma capensis* va *Campsis radicans* tanlab olindi. Ular iqlimga tez moslashuvchi, parvarish jihatdan uncha talabchan bo‘lmagan va manzarali jihatdan jozibador o‘simliklardir.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

1. Lianalarni janubiy va markaziy hududlarda keng miqyosda ko‘kalamzorlashtirishda qo‘llash;
2. Har bir viloyat uchun iqlim sharoitiga mos turlarni tanlash;
3. Lianalar orqali vertikal ko‘kalamzorlashtirish usullarini kengaytirish;
4. Mahalliy lashtirish va urug‘chilik bazasini rivojlantirish.

Shunday qilib, manzarali gullovchi lianalar O‘zbekistonning ekologik va estetik landshaftini yaxshilashda muhim istiqbolli yo‘nalishlardan biri hisoblanadi.

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XUFAR TARIXI VA XALQ ETNOGRAFIYASINING MANBAVIY XUSUSIYATLARI

Nasriddinov Dilovar Muslixadim o‘g‘li

Termiz davlat pedagogika instituti _____ stajyor-o‘qituvchisi

Annotatsiya: Mazkur maqolada Xufar vohasining tarixiy manbalardagi o‘rni, aholining ijtimoiy-iqtisodiy hayoti, shajaraviy an‘analari hamda xalq etnografiyasining o‘ziga xos jihatlari yoritilgan. Muallif tomonidan Xufar aholisi turmush tarzini aks ettiruvchi yozma manbalar, xalq og‘zaki ijodi va toponimik ma‘lumotlar tahlil qilinadi. Xususan, Davlatboy Mahmudov asarlarida keltirilgan genealogik ro‘yxatlar, laqab va avlod tizimi, mahalliy madaniyat va marosimlarning tarixiy ildizlari o‘rganilgan. Maqola Xufar xalqining ijtimoiy tuzilishi va madaniy xotirasini o‘rganishda yangi yondashuvlarni taklif etadi.

Kalit so‘zlar: Xufar, etnografiya, shajara, laqab, xalq og‘zaki ijodi, toponimiya, Davlatboy Mahmudov, tarixiy manbalar.

Abstract: This article explores the significance of the Khufar oasis in historical sources, the socio-economic life of its population, genealogical traditions, and distinctive aspects of folk ethnography. The author analyzes written sources, oral folklore, and toponymic data that reflect the lifestyle of the Khufar inhabitants.

In particular, the genealogical lists, nickname and lineage system, and historical roots of local culture and rituals presented in the works of Davlatboy Mahmudov are studied. The article offers new approaches to studying the social structure and cultural memory of the Khufar people

Keywords: Khufar, ethnography, genealogy, nickname, folklore, toponymy, Davlatboy Mahmudov, historical sources.

Xufar vohasi O‘zbekiston janubidagi qadimiy tarixiy-madaniy hududlardan biri bo‘lib, u o‘zining boy madaniy merosi, ijtimoiy tuzilishi va etnografik o‘ziga xosligi bilan alohida ahamiyat kasb etadi. Bu hudud qadimdan dehqonchilik, hunarmandchilik va chorvachilik bilan shug‘ullanib kelgan aholining yashash maskani sifatida shakllangan¹. Tarixiy manbalar, xalq og‘zaki ijodi va toponimik ma‘lumotlar Xufarning o‘ziga xos tarixiy o‘rni va xalq madaniy xotirasini o‘rganish imkonini beradi.

Xufar vohasi haqida dastlabki yozma manbalar. Dastlabki yozma manbalarda Xufar aholisi faoliyati ko‘proq tabiiy muhit, ijtimoiy munosabatlar va mehnat jarayonlari kontekstida tasvirlanadi. “Hujamqara”, “Xoja Isoqko‘li”, “Hujachaqa” kabi toponimlar xalq tarixiy xotirasining muhim qismi sifatida qadimiy an‘analarni saqlab qolgan.

¹ Ashirov A. O‘zbek xalqining qadimiy e‘tiqod va marosimlari. – Toshkent: Alisher Navoiy nomidagi O‘zbekiston Milliy kutubxonasi,

Bunday nomlar orqali nafaqat geografik joylashuv, balki o‘tmishdagi diniy va ijtimoiy munosabatlar ham aks etadi.

Bu jihatdan Xufar toponimiyasi xalq tafakkuri, diniy qarashlari va ijtimoiy o‘zaro munosabatlari bilan uzviy bog‘liqdir. Shu bois mazkur ma’lumotlar tarix, etnografiya, lingvistika hamda sotsiologiya sohalari uchun qimmatli manba bo‘lib xizmat qiladi.

Davlatboy Mahmudov asarlarida Xufar xalqining aks etishi. Davlatboy Mahmudovning ilmiy va adabiy merosi Xufar tarixini o‘rganishda muhim manbalardan biridir. Uning “Laka va laqabnomai dar Xufar” asari Xufar aholisi hayoti, urf-odatlarini va ijtimoiy munosabatlarini o‘rganish uchun alohida ahamiyatga ega. Muallif laqablarning kelib chiqish sabablari, ularning ijtimoiy ma’nolari, kasb-hunar, axloqiy fazilat yoki jismoniy belgilar bilan bog‘liqligini chuqur tahlil qiladi.

Mahmudovning tadqiqotlari shundan dalolat beradiki, Xufar jamiyatida laqab va shajaraviy tizim faqatgina nom yoki oilaviy an’ana emas, balki jamiyatdagi mavqe va ijtimoiy aloqalarning belgisi sifatida qaralgan. Bu holat xalq tafakkurida tarixiy xotira va nasl-nasabga hurmat an’anasining mustahkamligini ko‘rsatadi².

Xufar shajaralari va genealogik tizimining o‘ziga xosligi. Xufar aholisi orasida shajaraviy an’analar chuqur ildiz otgan. Davlatboy Mahmudov keltirgan “avlodiy Xufariyon” ro‘yxatlari (Kargas, Azvazand, Tohiron, Bobiy Musho, Maxsumxo, Qamoxo, Gurdamak, Borisxo Qotilxo, Rahimboiy, Mahmazamon, Rüz, Loshik, Hujacho, Suydiy, Tetar va boshqalar) Xufarning ijtimoiy tarkibini aks ettiradi.

Mazkur genealogik ma’lumotlar xalq tarixini tiklashda muhim manba sifatida xizmat qiladi. Chunki har bir avlod nafaqat o‘z nomi bilan, balki o‘sha davrning ijtimoiy munosabatlari, turmush tarzi va qadriyatlarini bilan bog‘langan. Shu bois Xufar shajaralarini o‘rganish orqali mintaqaning madaniy va tarixiy taraqqiyoti haqida kengroq tasavvur hosil qilish mumkin.

Xufar xalqining etnografik merosi. Xufar aholisi o‘zining marosimlari, kiyinish madaniyati, xalq o‘yinlari, bayramlari va diniy urf-odatlarini bilan ajralib turadi. Bu jihatlar xalqning turmush tarzi, e’tiqodi va dunyoqarashini aks ettiradi. Ayniqsa, to‘y marosimlari, bahoriy bayramlar va diniy udumlar xalq madaniyatining jonli ifodasi hisoblanadi³. Mahmudovning yozishicha, bu urf-odatlar orqali xalqning ichki birlik hissi, tarixiy xotira va jamiyatdagi hamjihatlik qadriyatlarini mustahkamlanib kelgan. Shu sababli Xufar etnografiyasi — bu faqat folklor yoki an’anaviy madaniyat emas, balki tarixiy tafakkurning uzluksiz davomidir.

Xufar tarixi va xalq etnografiyasini o‘rganish jarayonida yozma manbalar, og‘zaki ijod, toponimiya va shajaraviy ma’lumotlarning uyg‘un holda tahlil qilinishi muhim ahamiyatga ega. Davlatboy Mahmudov kabi mahalliy tadqiqotchilarning ishlari

² Mahmudov Davlatoy. Xufar.- Toshkent 2025

³ Кармышева Б.Х. Очерки этнической истории южных районов Таджикистана и Узбекистана (по этнографическим данным). –Москва: Наука, 1976

Xufarning ijtimoiy hayotini, urf-odatlarini va tarixiy xotirasini ilmiy jihatdan tiklash imkonini beradi. Xufar vohasi bu borada O‘zbekiston janubiy mintaqalaridagi xalq madaniyatini chuqur o‘rganish uchun noyob manba bo‘lib, uning o‘rganilishi milliy tarixshunoslik uchun dolzarb masalalardan biridir.

Foydalanilgan adabiyotlar ro‘yxati

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VILOYAT OQILOVANING IJODIY MEROSI

Nazarova Eliza,

“Xoreografiya jamoalari rahbari”

ta’lim yo’nalishi 2-kurs talabasi

*Ilmiy rahbar: **Matluba Murodova***

O’zbek raqs san’atining mahalliy maktablarida xotin-qizlarning an’anaviy turg’un repertuar va ijro uslubiga ega bo’lgan qadimiy musiqiy raqs-san’ati yashab kelmoqda. Mavjud yo’nalishlarida faoliyat olib boruvchi xalq jamoalari turfa yerlarda turlicha ataladi. Masalan, Xorazm viloyatida-xalfa, Buxoro viloyatida-sozanda, Farg’ona vodiysida-yallachi. Mazkur hududlarda ijodiy jamoalar odatda anchayin ixcham bo’lgan. Ular uchta cholg’uchi, ikkita raqqosa va shogirdlar. Sgunga qaramay, ijodiy jamoalar bir necha soat davomida muayyan mazmunga ega, kompozitsion yaxlit tomosha ko’rsata olgan. Bu muqaddima, uch-to’rt asosiy qism va xotimadan tashkil topgan o’ziga xos an’anaviy raqs teatri edi. Unda jonli so’z (murojaat, deklomatsiya), qo’shiq (yetakchi xonanda doirada usul berib, Xorazm viloyatida -garmonda qo’shiq boshlaydi, boshqalar jo’r bo’ladi) raqs (asosan yakkaxin raqqosa, kamdan-kam holatlarda ikki raqqosa) umumlashgan holda yagona mazmun kasb etadi. Aynan mana shu maktabning asoschilaridan sanalgan V. Oqilova bugungi kunda ham milliy raqs san’atimizning yorqin namoyandalaridan sanaladi.

Viloyat Oqilovadan raqs san’atiga ota-onasi orqali kirib kelgan. Ota uyidagi san’atkorlar yig’ilishi, professional ijodkorlarning dildan suhbatlari, raqs haqidagi tundan tongga olib baxslar, bularning bari Viloyat Oqilovaning taqdirini oldindan belgilab berdi. Otasi o’zbek raqs san’atining asoschilaridan biri O’zbekiston xalq artisti Isoxor Oqilov, onasi O’zbekiston xalq artisti Margarita Oqilova qizlari Viloyat, Zulayho va Lolani ham albatta raqqosa bo’lishini sezar edi. Ular ham o’zbek raqs san’atining asoschilaridan bo’lgan.

V. Oqilova juda yoshlik davridanoq ota-onasi bilan gastrol safarlarida yurgan. Kunlarning birida (u payta yosh Viloyat endigina bir yoshni qarshilagan edi) ota-onasi bilan Andijon viloyatiga gastrol safariga yo’l oladi. Yoshgina go’daknitashlab keta olmagan Margarita Oqilova qizaloqni o’zi bilan safarga olib ketadi. Konsert-tadbiri boshlanib, raqqosa Margarita Oqilovasahnaga chiqishi kerak bo’ladi. Shu payt qizaloqni liboslarning ustiga yotqizib qo’yadi va o’zi sahnaga raqs ijro etgani chiqib ketadi. Liboslar bo’yicha mas’ul xodim esa kun kech bo’lib qoolganligi sabali xonaga yoyib qo’yilgan barcha sahna liboslarini sandiq ichiga solib qo’yadi.

Sahnada o’z ishini yakunlagan Margarita xonaga qaytib kiradi va qizaloqni qidira ketadi. Afsuski yosh Viloyatni xonadan topa olmay esankirab qoladi. I. Oqilov va

M.Oqilova butun maydonni qidirib chiqadilar.Xattoki xuquq himoya qiluvchi idoralargaham murojaat qiladilar.Lekin qizaloq topilmaydi.Shu payt liboslar bo'yicha mas'ul xodim xonadagi barcha sahna kostyumlarini sandiqqa joylash paytida qandaydir og'ir libosni ham qo'shib solganini eslaydi.Darhol sandiqni ko'zdan kechiradilar.Shu payt sandiq ichida sahna liboslariga burkanganicha kichkina Viloyatni ko'rgan Margarita xursandchilikdan yig'lab yuboradi.Bugun esa Viloyat Oqilova o'sha voqealarni xotirlab ,”meni bolaligimdan oq kelajakda kim bo'lishim aniq bo'lgan.Hali yurishni o'rganmay turib,sahna liboslariga burkanganman”deydi.

Inson taqdiri uning tug'ilishidan peshonasiga yozib qo'yilgan bo'ladi. Demak,sahna kishisi hamisha uning oshig'I va fidoyisi bo'lib o'tadi.Mana shunday insonlardan chinakam sahna shinavandasi,asl san'atkor chiqadi. Viloyat Oqilova ham xuddi shunday raqqosa , san'atning shaydosi va shinavandasidir.

Viloyat Oqilovaning buvisi ham raqqosa bo'lgan.Ularning oilaviy raqsga qiziqishi aslida buvisidan boshlangan.Ijodkorning buvisi Buxoro Amirining raqqosasi bo'lgan. SHundan bilish mumkinki,qonida san'atga qiziqish,tug'ma iqtidor,Olloh tomonidan yuqtirilgan iste'dod bo'lgan. Viloyat Oqilovaning aytishicha qadimda Buxoro Amirining raqqosalari faqatgina saroy ichkarisida raqs tushishgan.”Ichkari”yopiq joy ya'ni xona bo'lib,faqat ayollardan tashkil topgan. Bu yerga erkak tomoshabinlarining kirishi man etilgan. Buxoro Amirining onasi ushbu “ichkari”dagi ayollar uchun javobgar shaxs, ya'ni bu uyning bekasi bo'lgan . Uning atrofida barcha raqqosalar xirom aylagan. Agar biror raqqosaning raqsi bekaga yoqadigan bo'lsa,u shu zahotiy oq raqqosani yoniga chaqirib,o'sha ijodkorning peshonasiga tilla tanga yopishtirib qo'ygan. Viloyat Oqilovaning buvisi(Dovoro),otasi(Isoxor Oqilov),onasi(Margarita Oqilova), barcha singillari(Lola,Zulayxo Oqilova,ukasi Yusuf Oqilov) san'atkor bo'lgan.

Jozibali raqqosa,san'at arbobi Viloyat Oqilova Isaharovna 1937-yilning 12-oktabrida Samarqand viloyatida tavallud topgan.Viloyat Oqilovaga ota-onasi hali yurishni o'rganmasdanoq raqsga tushishni o'rgangan. V.Oqilovaning kelajakda raqqosa bo'lishini onasi sezgan va u ham raqs hayotining mazmuniga aylanishini bilgan. V.Oqilova bolaligidanoq raqs bilan shug'ullanar,har gal uyga mehmon kelsa ularni o'z raqslari bilan sevintirar edu. U yeti yoshga to'lar-yo'lmas ota-onasi bilan turli hil gastrollarda raqs ijro etishni boshlaydi. Qizaloq ota-onasi bilan turli hil gastrollarda safarlarida bo'lib qaytgan. Viloyat Oqilova juda ham kichkina bo'lganligi sabab safarlarga doim ota-onasi bilan birga borardi.3-4 yoshida Viloyat Oqilova yig'lab,sahnaga chiqishni so'raydi.

1945-yili Viloyat Oqilova sakkiz Yoshida maktabiga chiqa boshlaydi. Onasi Mrgarita Oqilova musiqa san'atiga qiziqishi balangligi rufayli,qizi Viloyatni fortepiano to'garagiga beradi. Shundan so'ng Viloyat Oqilova maktabdan so'ng

Krillov nomidagi 2-sonli musiqa maktabida tahsil ola boshlaydi. Avvallari Konservatoriyaning binosi uch qavatli bo'lib, birinchi qavati Uspenskiy nomidagi bolalar musiqa maktabi bo'lgan. Bu vaqtlarda Viloyatning ota-onasi doim gastrol safarlarda bo'lishar edi. Viloyat esa ikkinchi sinfdan tushlikdan so'ng o'qir edi. Mazkur binoning 1-qavatida 1947-yilda Tamaraxonim nomidagi o'zbek xoreografiya maktabi ochiladi. Tez orada Viloyat bu haqidagi e'londan xabar topadi. Raqs san'atiga mehri baland bo'lgan Viloyat ota-onasi bilan maslahatlashmay, xoreografiya maktabiga xujjatlarini topshirib, ro'yxatdan o'tadi va u yerga joylashadi. Oradan ko'p vaqt o'tmay Viloyatning ota-onasi safardan qaytadi. Har kuni ertalab shoshib-pishib, maktabiga ketayotgan Viloyatni ko'rgan ota-onasi hayron bo'lishadi. Chunki avvallari Viloyat tushlikdan so'ng o'qir, maktabgacha uy yumushlariga qarashar edi. Xoreografiya maktabiga qabul qilingani haqida ota-onasiga hali xabar bermagan edi. Albatta Viloyatning ziyrak ota-onasi bu haqda darrov xabar topadi. "Ota-onam meni raqqosa bo'lishimga umuman qarshi bo'lishgan. Chunki raqs san'ati qanchalik mashaqqatli ekanligi o'z boshlaridan o'tkazishgan va bu qiyinchiliklarni farzandlari ham ko'rishini hohlamas edi. Haqiqatdan ham raqs san'ati eng og'ir kasb, ota-onam esa bu qiyinchilikni boshlaridan o'tkazishgan. Lekin men judayam raqs tushgim kelar, xatto raqs tushmasam kasal bo'lib qolgan kunlarim ham bo'lgan. Otam Isahor Oqilov yo'q deyishiga qaramay, men ham xoreografiya maktabida tahsil ola boshlaganman. 8 yil klassik raqs bo'lmida ustozlarim Zinaida Nikolayevna, Mukarrama Turg'unboyeva, Davgeliy Nina Aleksandrovna va boshqa ko'plab kuchli ustozlardan bilim oldim. 1948-yili maktabimizning xisobot konsertida men birinchi raqsim - "Gul o'yin" raqsini ijro etdim". Maktab davrida mening Sivilya Xaybullayeva ismli juda go'zal va sirdosh dugonam bo'lgan. 8 yil davomida doim u bilan birga edik. U judayam chiroyli raqsga tushar edi. Maktabni tamomlaganimizdan so'ng, u A.Navoiy nomidagi Katta opera va balet teatriga ishga kirdi. 1970-yilda mening singlim Zulayxo Oqilova Manas Leviyev bilan hamkorlikda "Suxayl va Mexri" baletini sahnalashtiradi. Kompozitsiyaning "Farg'ona go'zali" raqsini dugonam Sivilya juda katta mahurat bilan ijro etgan." Xoreografiya maktabida ko'plab qizlar ishtirok etishgan. Dekadada biz I.Oqilov sahnalashtirgan Buxoro cha raqs asarini ijro etgan edik. Xoreografiya maktabini tamomlab, 98-sonli maktabda ta'lim olishni davom ettirdim. Maktabda ham a'lo baholarga o'qib, 1956-yilda Nizomiy nomidagi Toshkent davlat Pedagogika institutining "Rus tili va adabiyoti" fakultetiga o'qishga kirdim"-deb ma'lumot beradi Viloyat Oqilova.

"Talabalik davrim- oltin davrim deb bejiz aytishmas ekan. Bu yillar mening hayotimda o'zgacha bir iz qoldirgan. Otam I.Oqilov meni bilim olib, yaxshi kasb egasi bo'lishimni istar edilar. Bu davrlarda men raqs san'atidan biroz yiroqlashdim. Ammo otamning qarshiligiga qaramay, darsdan so'ng Katta ashula va raqs ansambliga

borib,ularning raqslarini tomosha qilar edim.Ayrim hollarda esa bir-ikki raqs harakatlarini ham yod olar edim. Taqdir taqozosini qarangki, institutda o;qib yurgan kezlarim,oliygohimizga Indoneziya Respublikasining Prezidenti Janob Suqarna tashrif buyurdi. Oliygox raxbariyati yosh,iste'dodli talabalarni yig'ilb,ular ishtirokida katta konsert dasturini tayyorlashgan. Bu tadbirda men ham o'z raqsim bilan ishtirok etganman. Ammo oliygoh talabalari meni raqs tushushumni,xatto raqsni men o'ynaganimni ham bilishmagan. Ular boshqa raqqosa chaqirtirilgan bo'lsa kerak deb o'ylashgan. Shunday qilib har gal institute tadbirlarida men ham ishtirok eta boshladim.Talabalar bilan paxta tergani dala maydonlariga borsak,kursdoshim G'ayrat doira chalib Berardi,men esa charchab kelgan talabalarga raqs tushib berib,ularni xursand qilar edim....". V.Oqilova 1957-yil Moskva shahrida "Yoshlar va talabalar" VI-Xalqaro festivali bo'lgan.Shu yili institute nomidan qatnashib, Oltin medalni qo'lga kiritdim. " Darslardan bo'shagan zahotim men har galgidek repititsiya jarayonini kuzatgani borar edim. Otam darsdan qochib kelganimni ko'rmasligi uchun, men eshikni yonidan raqs jarayonini kuzatardim. Menga o'sha paytlarda O'zbekistonda xizmar ko'rsatgan artist Dilorom Sherovanning raqs ijro etish uslubi juda yoqar edi. U juda vhiroyli raqs tushar edi. Men eshik oldidaa, uning har bir harakatini takrorlar edim. Xattoki uning raqslarini yoddan o'rganar edim". Viloyat Oqilova raqs soxasini shunchalik yaxshi ko'r ar ediki xattoki ota-onasining fikriga qarshi chiqib raqs san'ati bilan shug'ullanar edi.

1958-yil 21-yanvardan boshlab men Katta ashula va raqs ansambliga raqqosa sifatida qabul qilindi. Bu ansambl o'zbek san'atini rivojlantirish, saqlash va targ'ib qilish maqsadida 1936-yilda tashkil topgan. 1968-yil ansamblga- "Shodlik" nomi berilgan. 1997-yilda esa O'zbekiston Respublikasining Birinchi Prezidenti I.Karimov Qaroriga binoan ansamblga "O'zbekiton" nomi berilgan.Oliygoxni 1961-yilda a'lo baholarda tamomlab,1982-yilgacha "SHodlik" raqs ansamblida faoliyat yuritgan. Bu yillar otasi I.Oqilov "Zang"raqsi asosida Buzruk maqomidan "Rok" raqsini sahnalashtirdi. Bu raqs kompozitsiyasining yakka raqslarini Viloyat Oqilova faxr tuyg'usi bilan uzoq yillar ijro etadi.

Isohor Oqilov 1976-yilda "Charxi du-zonu"raqsini doira usullariga sahnalashtirgan."Charx"- bu "charx"(aylanish),"du"-tojikchada ikki,"zonu"- fors tilida "tizza" ya'ni "ikki tizada aylanish" degan ma'noni anglatadi. Mazkur raqs ikki tizzada gir-gir aylanib ijro etiladi. Ushbu raqsni I.Oqilov o'z qizi ijro etishini juda ham xohlar edi. Kezi kelganda v.Oqilovani bunga majbur ham qilgan. Lekin bu raqs V.Oqilovaga ham yoqqanligi uchun ijro qilishni xohlardi. U raqsni o'rganib,tizzaga o'tirdi. Tizzada o'tirib aylanishlarni ya'ni "charx"larni bajardi.Raqqosa o'zini ayamasa edi.Ushbu raqsni juda ko'p marotaba ijro etgani sababli sog'ligiga putur yetdi.Sababi, charx urib tizzadan sahna bo'ylab aylanish ozir-oqibat raqqosaning oyoqlarini mayib qildi.

Oqibatda raqqosa og'ir qadam tashlay boshladi. San'atkorning birgina armoni bore di. U ham bo'sa, Viloyat Oqilovanning "Charxi du-zonu" raqsi tasmalarga yozib olinmagan. O'z MTRK oltin xazinasida saqlanib qolmaganligida edi. 1967-yilda I. Oqilov ommaviy yigit qizlar uchun "Tantana" raqsni sahnalashtirgan, uni yakkaxon raqsini onasi Margarita Oqilova ijro etardi. Onasi vafot etgandan so'ng, Viloyat Oqilovanning o'zi ijro etgan. O'zidan so'ng singlisi Lola Oqilova ijro etgan.

Viloyat Oqilova raqqosa bo'lishi bilan bir qatorda ko'plab raqslarni yaratgan baletmeyster hamdir. U ijodiy faoliyati davomida ko'plab milliy va xorijiy raqslarni sahnalashtirgan. Raqqosalik faoliyatini 1958-1982 yillarda tugatib, 1982-yilda Moskvaga Igor Moisevning ansambliga ikki yilga tajriba orttirishga yuboriladi. I. Moisev ijodiy hamkorlikda faoliyat yuritib, san'atkorlar hamisha ish jarayonida birga sahna asarlarini yaratadi. V. Oqilova "Zarafshon" ansambliga rahbarlik qiladi va bu vaqtlar mobaynida repertuarlarida katta o'zgarishlar kiritadi, V. Oqilova ko'proq mehnat qilishga, ijodda yangilik yaratishga shoshayotgan baletmeyster bo'lganligi bois jamoa uchun har kuni raqs sahnalashtirar edi. Baletmeyster har lahza yangi ohang, yangicha harakatlar, sahnaviy hissiyotlar qaynab chiqar edi. Viloyat Oqilova 1979-yilda doira usullariga "Qo'sh qars" raqsini sahnalashtirgan. Bu yakka raqs bo'lib, ilk bor bu raqsni Omina Ibroximova ijro etgan. 1984-yilda "Zarafshon" ansambliga doir "Yulduzlar" nomli raqs asarni sahnalashtirgan. Bu raqsni ansambl raqqosalari tuksal mahurat bilan ijro etishgan. 1982-yil "Shodlik" ashula va raqs ansambliga "Baxtli zamon" ommaviy xoreografik kompozitsiyasini sahnalashtirgan. Asarning duet raqslarini O'zbekiston xalq artisti Qodir Mo'minov va O'zbekistonda xizmat ko'rsatgan artist Lola Oqilovalar ijro etishgan.

Sovet va o'zbek artisti, raqqosa, baletmeyster, xoreografchi O'zbekiston SSR xalq artisti (1989) 2-fevral 2022-yil vafot etadi. O'zbek raqsining rivojlanishiga juda katta hisasini qo'shgan o'zidan keyingi avlod uchun o'zgarishlar, rivojlanishlar qoldirgan Viloyat Oqilovani o'zbek raqs ixlosmatlari hamon yodga olib u sahnalashtirgan raqslarni u ijro etgan raqslarni raqqosalar bugungi kunda ijro etib kelishmoqda.

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ХАРАКТЕРИСТИКА ИНТЕРЛЕЙКИНОВОГО ОТВЕТА У ДОШКОЛЬНИКОВ С КОГНИТИВНЫМИ НАРУШЕНИЯМИ И ЗРР

Бердиева Хилолахон Умаржоновна

Садыкова Гулчехра Кабуловна

Ташкентский Государственный Медицинский Университет

e-mail: xilola.kabirova.1989@gmail.com

ORCID:0000-0001-5164-5931

Актуальность.

Когнитивные нарушения у детей дошкольного возраста занимают одно из ведущих мест в структуре современной детской неврологии. Задержка речевого развития (ЗРР), встречающаяся у 5–25% детей, рассматривается как одна из наиболее актуальных её проблем. Патогенез ЗРР имеет многофакторную природу и обусловлен органическими поражениями центральной нервной системы, влиянием психосоциальных факторов, а также особенностями иммунного ответа. Особый интерес представляют провоспалительные цитокины, в частности IL-6 и TNF- α , которые играют ключевую роль в механизмах нейровоспаления, регуляции нейрогенеза и формировании когнитивных функций.

Цель исследования.

Изучить характеристику интерлейкинового ответа у дошкольников с когнитивными нарушениями и задержкой речевого развития .

Материалы и методы.

Обследовано 90 детей 3–7 лет (52 мальчика, 38 девочек). Применялись иммунологические методы с определением уровней IL-6, TNF- α в сыворотке крови. Контрольную группу составили здоровые дети сопоставимого возраста. Статистическая обработка проводилась с использованием критерия Крускала-Уоллиса и поправки Дункана.

Результаты.

У детей с ЗРР без тяжёлых речевых нарушений IL-6 составил 35,2 [24,9–45,0] пг/мл против 17,55 [13,4–24,4] пг/мл в контроле ($p=0,0006$). При ЗРР с тяжёлыми речевыми нарушениями IL-6 достигал 72,7 [35,6–93,4] пг/мл., TNF- α у детей с ЗРР составил 12,65 [11,3–13,7] пг/мл, при ЗРР с тяжёлым поражением ЦНС – 18,10 [13,2–20,7] пг/мл против 6,85 [5,7–11,3] пг/мл в контроле.

Выводы.

У детей с ЗРР выявлено достоверное повышение уровней IL-6 и TNF- α . Наиболее выраженные изменения зафиксированы при ЗРР в сочетании с тяжёлыми

речевыми нарушениями. Провоспалительные цитокины IL-6 и TNF- α могут рассматриваться как дополнительные биомаркеры диагностики и прогноза ЗРР. Полученные данные открывают перспективы использования данных цитокинов как потенциальных терапевтических мишеней.

ФИНАНСОВАЯ СТРУКТУРА ИНВЕСТИЦИЙ В ОСНОВНОЙ КАПИТАЛ: НАЦИОНАЛЬНЫЕ И ИНОСТРАННЫЕ ИСТОЧНИКИ РАЗВИТИЯ УЗБЕКИСТАНА

Олимова Шахризода Сирожиддиновна — заместитель главного бухгалтера адвокатской коллегии «AL-SIT HUQUQ», Ташкент, Узбекистан.

Sahrizodaolimova3@gmail.com

Аннотация: В исследовании анализируется динамика и структура инвестиций в основной капитал Узбекистана с точки зрения источников финансирования. Рассматриваются доля государственного бюджета, иностранных инвестиций и кредитов, а также их влияние на формирование инвестиционной устойчивости. Сделан вывод о необходимости повышения эффективности использования инвестиций через укрепление финансовых институтов и развитие частно-государственного партнёрства.

Ключевые слова: инвестиции в основной капитал, источники финансирования, иностранные инвестиции, государственный бюджет, финансовая структура, экономическое развитие, Узбекистан.

Современная инвестиционная политика Узбекистана направлена на создание устойчивой финансовой системы и повышение эффективности вложений в основной капитал. Этот процесс сопровождается реформами в сфере бюджетного планирования, развитием рынка капитала и привлечением прямых иностранных инвестиций [1].

Согласно данным Государственного комитета по статистике [1], общий объём инвестиций в основной капитал в 2023 году увеличился на 12,4 % по сравнению с 2022 годом. При этом наблюдается снижение доли государственных источников и рост частных и иностранных инвестиций, что свидетельствует о переходе к более сбалансированной структуре финансирования [2]. Инвестиции в основной капитал выполняют ключевую функцию в модернизации экономики — они создают материально-техническую базу для внедрения инноваций, обеспечивают занятость и стимулируют региональное развитие [3]. В структуре инвестиций всё большую роль играют частные источники, а также иностранные кредиты и капитальные вложения.

Таблица 1

Динамика и структура источников финансирования

Год	Темпы роста инвестиций в основной капитал (%)	Доля государственного бюджета (%)	Доля иностранных инвестиций и кредитов (%)
2018	115.4	22.1	36.5
2019	109.2	24.3	33.0
2020	103.6	28.7	30.2
2021	107.5	25.9	31.8
2022	110.3	23.5	32.6
2023	112.4	21.8	35.1

Источник: Составлено автором на основании данных Государственного комитета Республики Узбекистан по статистике [1]

Данные таблицы показывают, что в период 2018–2023 гг. доля государственных инвестиций сократилась, тогда как доля иностранных инвестиций увеличилась [1]. Это отражает процесс **диверсификации источников капитала** и постепенный переход от бюджетного к рыночному механизму финансирования. По данным OECD [2], доля прямых иностранных инвестиций в Узбекистане в 2023 году достигла **5,2 % ВВП**, что выше среднего уровня по странам Центральной Азии (4,8 %). Рост обеспечен притоком капитала в такие отрасли, как **энергетика, транспорт, промышленность и цифровизация** [4]. Важную роль играет развитие специальных экономических зон, предоставляющих налоговые льготы и упрощённые условия регистрации бизнеса [5].

Несмотря на позитивную динамику, сохраняются проблемы неравномерного распределения иностранных потоков — основная часть капитала направляется в крупные проекты с государственной поддержкой, в то время как малый и средний бизнес испытывает дефицит доступа к финансированию [6]. Это подчёркивает необходимость внедрения инструментов **смешанного финансирования** и создания условий для привлечения долгосрочных кредитных ресурсов [7].

Государственные инвестиции продолжают играть роль “якорного” капитала, стимулирующего приток частных средств. Согласно Министерству экономики и финансов [8], каждый сум государственных инвестиций в инфраструктуру создаёт **1,6 сума совокупного экономического эффекта** через мультипликативные связи в смежных отраслях. Это подтверждает необходимость согласования стратегий публичных и частных инвестиций для достижения устойчивого роста.

Кроме того, рост доли проектного финансирования и государственно-частных партнёрств способствует оптимизации бюджетной нагрузки. По данным Всемирного банка [9], объём соглашений ГЧП в Узбекистане превысил 3 млрд долл. США в 2023 году, что отражает высокий интерес международных

инвесторов к инфраструктурным проектам страны.

Дополнительный анализ показывает, что структурная трансформация финансовых потоков становится ключевым фактором устойчивости инвестиционного цикла. В условиях постепенной либерализации валютного режима и снижения фискальной зависимости от бюджета увеличивается доля корпоративных и частных источников. В 2024 году, согласно предварительным оценкам Stat.uz и Министерства финансов, более 55 % всех инвестиций в основной капитал формируются за счёт негосударственных источников [1][8]. Это свидетельствует о росте доверия к национальной финансовой системе и улучшении инвестиционного климата. Международные организации подчёркивают, что дальнейшее развитие этого тренда возможно при усилении институциональной базы: защите прав инвесторов, повышении прозрачности проектов и развитии внутреннего рынка облигаций. Введение инструментов зелёного финансирования и выпуск «устойчивых облигаций» также открывают новые направления для привлечения капитала в ключевые сектора экономики — энергетику, инфраструктуру, транспорт и производство [4][9].

Таким образом, финансовая структура инвестиций в основной капитал в Узбекистане демонстрирует устойчивую тенденцию к диверсификации источников. Нарастание доли иностранных и частных вложений при сохранении стратегической роли государства создаёт условия для долгосрочной финансовой стабильности. Дальнейшее развитие требует совершенствования институтов финансового рынка, усиления роли частных инвесторов в инновационных секторах, повышения прозрачности механизмов отбора и мониторинга проектов, а также углубления интеграции с международными финансовыми институтами. В совокупности эти меры позволят повысить эффективность инвестиций, улучшить структуру капитала и ускорить процесс модернизации экономики страны.

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THEORETICAL APPROACHES TO THE CREATION OF PEDAGOGICAL CONCEPTS IN PRESCHOOL EDUCATION

Khasanov Abdushokhid Abdurashidovich Dosent,

University of Science and technology

Mukhammadiminova (Abdullayeva) Nigora Ilkham daughter

4th year student of the University of Science and technology

Abstract: This article presents theoretical approaches to the creation of a pedagogical concept for the implementation of a concept based on certain rules when using modern methods of teaching students in higher education institutions.

Keywords: pedagogy, system, methodology, approach, e-education, concept, individual education, digital education, rule, direction, culture.

The basis for the practical implementation of the Basic Rules of digital education as a pedagogical system, the creation and development of its methodology and didactics are pedagogical approaches, the effectiveness of which is assessed from three main positions: from the point of view of coordinating the content of the pedagogical approach with the historiography of the problem under study, its practical significance for public use, that is, the adaptation of the content of the concept to modern educational conditions is carried out from the point of view of the possibility of obtaining the desired results use it. Education arose with the emergence of human society and has existed throughout its history, fulfilling from the very beginning the general function of transferring social experience from generation to generation.

The most important elements of social experience are all the data collected by mankind about the surrounding world and ways of performing various types of activities, as well as the experience of their implementation, including a system of general intellectual and practical skills, objective knowledge and experience. Mastering social experience for an individual means not only obtaining a certain amount of information, but also studying the ways of activity that are the result of IT (experience), that is, individual assimilation of it and thereby the formation of social experience. The process of transferring knowledge, skills and abilities to perform various types of activities, that is, the formation of important personal characteristics in a person and the pedagogical system that determines the process of this formation, is the subject of pedagogy [1].

The educational process, which is closely related to the material basis of the development of its society, has gone through several stages in its formation and development, the transformation of which is considered in addition to the educational system and is associated with a combination of internal factors. The most important of

them are the level of development of industrial production, the prevailing economic system, the level of development of pedagogical science and the prevailing educational paradigm, the goal of Education, which is understood as "a separate society, a country, self-consciously determined expectations, and the state strives to achieve them in the present and near future using the existing education system" [2. p. 38].

Historically, in different periods, the goal of Education was set in different proportions by a person, society and the state, it was personally prepared depending on the level of development of the productive forces and industrial relations in the country, the economic base, industrial relations, and now the political system and a number of other factors are invested in it [3]. The strategy for achieving the educational goal offered by society to the student through state and public educational structures is an educational paradigm, "its implementation requires the creation of an appropriate educational space, which is carried out when the educational process is included, with the help and guidance of others, with the exception of the educational environment, which [4].

Currently, the practical technology of implementing the existing educational paradigm in higher education is attributed to the pedagogical concept, which is defined as follows: a system of views on the interrelation of processes and phenomena, and concepts in Nature and Society from the point of view of a scientist.; There is a well-known way of interpreting and understanding phenomena and processes, a well-known view of the universality of phenomena, and a leading idea for their systematic coverage... the leading idea in the structure of the theory [5]; historically determined, scientific knowledge and actualized by the progress of society, ideas about the phenomenon under study, views, a system of basic ideas; "A concept is a set of basic rules that fully and comprehensively reveal the essence, content and features of the phenomenon being studied, its existence in reality or in human practice";

The main idea of the study, or known, is a form of presentation of research results that has a theoretical design and a well-defined logical structure [6]. Taking into account the peculiarities of pedagogy as a science, the pedagogical concept is understood as follows: the strategy of pedagogical activity underlying the relevant theories; a system of generalized rules or views on understanding the essence, content, methodology and organization of the educational process, as well as the specifics of the activities of teachers and students in the process of its implementation;

The content and semantic content of the concept of organizing digital education in higher education institutions is a process put forward within the framework of the concept, the process being studied, the reflection and implementation of theoretical rules carried out in the form of a subject. or models of its individual parts, aspects, as well as stages, levels, and implementation systems, which allows.

Our study optimizes the core of the concept in terms of the logical and semantic model of the educational space and educational environment, time and other parameters that contribute to the effectiveness of the educational process, as well as the mathematical apparatus that determines the construction of the educational process. the individual educational trajectory of the student in the educational space of the university.

The content of the components of digital education in higher education institutions as a pedagogical system includes promising individual educational goals; conducting prophetic pedagogical expertise; communication tools; educational materials; participation of the student, pedagogical and expert community as subjects of the educational process.

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THE OPTIMAL DIRECTIONS FOR IMPROVING THE EFFICIENCY OF TRANSPORT AND LOGISTICS SERVICES IN THE REPUBLIC OF KARAKALPAKSTAN

Paluanov Salamatbay Amangeldievich

Researcher of Karakalpak State University

E-mail: paluanovsalamatbay@gmail.com

Phone: +99 890 574 36 18

Annotatsiya: Ushbu maqolada Qoraqalpog‘iston Respublikasida transport-logistika xizmatlari samaradorligini oshirishning optimal yo‘nalishlari o‘rganilgan. Tadqiqotda transport-logistika tizimining hozirgi holati tahlil qilinib, uning samarali faoliyatiga to‘sqinlik qilayotgan asosiy muammolar aniqlangan va mintaqaning iqtisodiy salohiyatini mustahkamlashga qaratilgan amaliy yechimlar taklif etilgan. Maqolada zamonaviy logistika texnologiyalari, raqamlashtirish va infratuzilmani rivojlantirish transport-logistika tarmog‘ini optimallashtirishning asosiy omillari sifatida alohida ta’kidlangan. Shuningdek, innovatsion boshqaruv modellarini va investitsiya mexanizmlarini joriy etish iqtisodiy samaradorlikni oshirish hamda barqaror mintaqaviy rivojlanishni ta’minlashning muhim omili sifatida qaralgan.

Kalit so‘zlar: Transport-logistika tizimi, samaradorlik, optimallashtirish, mintaqaviy iqtisodiyot, infratuzilma, innovatsiya, Qoraqalpog‘iston, barqaror rivojlanish.

Резюме: В данной статье рассматриваются оптимальные направления повышения эффективности транспортно-логистических услуг в Республике Каракалпакстан. В исследовании анализируется текущее состояние транспортно-логистической системы, выявляются основные проблемы, препятствующие её эффективному функционированию, и предлагаются практические решения, направленные на укрепление экономического потенциала региона. Особое внимание уделено значению современных логистических технологий, цифровизации и развитию инфраструктуры как ключевых факторов оптимизации транспортно-логистической сети.

Внедрение инновационных моделей управления и инвестиционных механизмов рассматривается как важное условие повышения экономической эффективности и обеспечения устойчивого регионального развития.

Ключевые слова: Транспортно-логистическая система, эффективность, оптимизация, региональная экономика, инфраструктура, инновации, Каракалпакстан, устойчивое развитие.

Summary: This article examines the optimal directions for improving the efficiency of transport and logistics services in the Republic of Karakalpakstan. The study highlights

the current state of the transport-logistics system, identifies the main problems that hinder its effective operation, and proposes practical solutions aimed at strengthening the region's economic potential. The paper emphasizes the importance of modern logistics technologies, digitalization, and infrastructure development as key drivers for optimizing the transport-logistics network. The implementation of innovative management models and investment mechanisms is considered essential for increasing economic efficiency and ensuring sustainable regional development.

Key words: *Transport-logistics system, efficiency, optimization, regional economy, infrastructure, innovation, Karakalpakstan, sustainable development.*

Introduction. In the context of the ongoing economic transformation of Uzbekistan, the role of transport and logistics has become increasingly important in ensuring regional integration and competitiveness. The Republic of Karakalpakstan, being strategically located in the northwestern part of the country, serves as a vital transport corridor connecting Central Asian regions with international markets. However, despite its geographical advantages, the efficiency of transport-logistics services in Karakalpakstan remains relatively low due to underdeveloped infrastructure, limited digital integration, and insufficient investment activity.

Enhancing the efficiency of the transport-logistics sector is crucial for supporting regional trade, reducing transaction costs, and promoting sustainable economic growth. Therefore, identifying optimal directions for improvement is a key task for regional policymakers and economic planners.

Main Part. The efficiency of transport-logistics services in Karakalpakstan depends on several interrelated factors such as infrastructure quality, institutional management, digitalization level, and human capital. At present, many logistics operations in the region rely on outdated technologies and fragmented coordination among transportation enterprises.

Infrastructure modernization: Developing modern logistics centers, improving road networks, and ensuring multimodal connectivity (road, rail, and air transport) are essential steps toward improving efficiency. The integration of Karakalpakstan into national and international transport corridors, particularly within the “Trans-Caspian” route, can significantly enhance trade flows and investment attractiveness.

Infrastructure modernization plays a decisive role in enhancing the efficiency of transport and logistics services in the Republic of Karakalpakstan. Modern and well-connected infrastructure ensures the smooth movement of goods, reduces transport costs, and increases regional competitiveness [1]. Upgrading road, rail, and warehouse networks, as well as developing multimodal transport hubs, is essential to create an integrated logistics system.

Moreover, infrastructure modernization contributes to attracting both domestic and foreign investments, stimulates the development of small and medium-sized enterprises, and supports industrial diversification. The adoption of innovative construction technologies, smart transport systems, and energy-efficient facilities can further strengthen sustainability and operational reliability.

In conclusion, strategic infrastructure modernization is not only a technical necessity but also an economic driver for Karakalpakstan's long-term growth. It provides the foundation for digital transformation, international trade integration, and the creation of a resilient regional economy based on efficiency, connectivity, and innovation.

Digital transformation and automation: Introducing digital platforms for cargo tracking, customs clearance, and warehouse management can reduce time and operational costs. The application of artificial intelligence and data analytics in logistics planning can also optimize resource allocation and improve decision-making. Digital transformation and automation represent key drivers for improving the efficiency and competitiveness of the transport and logistics sector in the Republic of Karakalpakstan [2]. The introduction of digital technologies enables real-time data exchange, transparent cargo tracking, and efficient resource management, which significantly reduces operational costs and delays.

Automation in logistics processes-including warehouse management, customs clearance, and transport scheduling-enhances accuracy, minimizes human error, and increases overall productivity. The integration of artificial intelligence, big data analytics, and the Internet of Things (IoT) allows logistics companies to forecast demand, optimize routes, and manage risks more effectively.

In summary, the successful implementation of digital transformation and automation will lead to a smarter, faster, and more sustainable logistics system in Karakalpakstan. It will also strengthen the region's position within national and international transport corridors, ensuring long-term economic growth and innovation-driven development.

Institutional and regulatory improvement: Simplifying administrative procedures, enhancing transparency, and creating favorable conditions for private sector participation are key to achieving economic efficiency. Establishing public-private partnerships (PPP) in transport and logistics can mobilize additional financial resources for large-scale infrastructure projects.

Institutional and regulatory improvement is a fundamental condition for enhancing the efficiency and transparency of transport and logistics services in the Republic of Karakalpakstan. Effective governance frameworks, simplified administrative procedures, and consistent regulatory policies create a favorable environment for innovation and private sector participation [3].

The establishment of clear institutional responsibilities and the reduction of bureaucratic barriers can accelerate logistics operations and attract domestic and foreign investment. Moreover, promoting public-private partnerships (PPP) allows for shared responsibility in financing, managing, and maintaining large-scale infrastructure projects.

In conclusion, strengthening institutional capacity and improving regulatory mechanisms will significantly contribute to building a competitive, transparent, and sustainable logistics system in Karakalpakstan. These reforms will ensure better coordination between government agencies and businesses, enhance service quality, and support the region's integration into national and international transport networks.

Human resource development: Training and retraining specialists in logistics management, information technology, and transport economics will ensure that the sector can adapt to global trends and innovations.

Human resource development is a critical factor in improving the efficiency and adaptability of the transport and logistics sector in the Republic of Karakalpakstan. The successful implementation of modernization and innovation strategies largely depends on the availability of qualified specialists who possess both technical knowledge and managerial competencies [4].

Investing in education, professional training, and continuous skill development ensures that the workforce can effectively apply digital technologies, optimize logistics operations, and respond to global market challenges. Collaboration between universities, research institutions, and logistics companies can foster innovation and create a strong knowledge base for sustainable sectoral growth.

In conclusion, human resource development serves as the backbone of a modern and competitive logistics system. By enhancing the qualifications and digital literacy of specialists, Karakalpakstan can accelerate its transition toward a knowledge-based economy, strengthen institutional efficiency, and ensure the long-term sustainability of its transport-logistics infrastructure.

Green logistics and sustainability: The adoption of eco-friendly technologies and the reduction of carbon emissions are becoming increasingly relevant. In Karakalpakstan's context, where environmental challenges are severe, promoting sustainable logistics practices is both an economic and ecological necessity [5].

Green logistics and sustainability are becoming central priorities for the long-term development of the transport and logistics sector in the Republic of Karakalpakstan. Given the region's vulnerable environmental conditions, implementing eco-friendly logistics practices is not only an economic necessity but also an ecological responsibility.

The adoption of energy-efficient transport technologies, the use of renewable energy sources, and the reduction of carbon emissions contribute to minimizing environmental impact while maintaining operational efficiency. Moreover, the integration of sustainability principles into logistics management fosters resource conservation, waste reduction, and improved social responsibility among enterprises.

In conclusion, the transition toward green logistics will strengthen Karakalpakstan's position as a model for sustainable regional development [6]. By combining innovation with environmental protection, the region can build a resilient, competitive, and environmentally responsible transport-logistics system that supports both economic growth and ecological balance.

Conclusion. Improving the efficiency of transport-logistics services in the Republic of Karakalpakstan requires a comprehensive approach that combines infrastructure modernization, digital innovation, institutional reforms, and sustainable management principles. The implementation of optimal directions—such as developing integrated logistics centers, strengthening public-private partnerships, and adopting smart logistics technologies—will enhance the region's economic competitiveness and support its transition toward a sustainable and innovation-driven economy.

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