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NATIONAL MINIATURE PAINTING: A COLORFUL EXPRESSION OF HISTORY AND CULTURAL HERITAGE

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Abstract: Miniature painting, as a distinct and highly stylized art form, holds a treasured place in the cultural legacy of Uzbekistan and the broader Islamic world. Often described as a “visual manuscript,” the miniature transcends its small size to narrate grand stories of history, literature, philosophy, and identity. Rooted in Persian, Turkic, and Mughal artistic traditions, Uzbek miniature painting evolved into a refined cultural expression—characterized by delicate brushwork, symbolic geometry, narrative density, and vibrant color schemes that reflect both spiritual and worldly dimensions of human life.

This article explores the role of national miniature art as a visual embodiment of Uzbekistan’s historical memory and moral values. From the works of master Behzod in the Timurid Renaissance to contemporary adaptations in post-Soviet art institutions, the miniature has served as a visual archive through which societal ideals, heroic legends, and religious teachings are preserved and poetically interpreted. The paper examines how miniature painting functioned not only as an illustrative tool for manuscripts but also as a pedagogical medium to transmit cultural codes and collective consciousness through generations. Drawing upon art historical analysis, interviews with contemporary miniature artists, and iconographic interpretation, this research investigates how today’s artists are reviving miniature techniques while adapting them to modern contexts. These adaptations include the digital illustration of traditional stories, contemporary miniature installations in galleries, and state-supported programs aimed at sustaining miniature painting as a living heritage. Through these transformations, miniature art has maintained its role as a unique channel for narrating national identity in a language of metaphor, color, and symbolism. The article further contextualizes miniature art within a broader global revival of traditional visual languages. As the world turns its attention toward decolonizing art history and honoring indigenous creativity, miniature painting emerges not as a static relic of the past, but as a vital, evolving practice. It bridges the worlds of fine art, folklore, history, and education—offering a framework where aesthetics and ethics, individual talent and collective memory, unite on paper. Ultimately, Uzbek miniature painting is a testament to the timelessness of visual storytelling. Its expressive range—from majestic epics to

quiet moral allegories—continues to inspire new generations of artists and audiences alike, ensuring its relevance in both national culture and global art discourses.

Keywords: Uzbek miniature, Behzod school, traditional painting, manuscript art, cultural heritage, visual storytelling, Islamic art, Timurid art, narrative symbolism, national identity, decolonial aesthetics, pedagogical art, Central Asian art, miniature revival, cultural transmission, traditional illustration, visual poetics, historical art forms, iconography.

Introduction

Miniature painting, with its intricate compositions, luminous colors, and narrative depth, stands as one of the most distinctive and enduring forms of visual art in the cultural history of Uzbekistan and the broader Persianate world. Often defined by its small scale but vast expressive scope, the miniature serves as a bridge between visual aesthetics and literary imagination—bringing to life epic tales, historical chronicles, mystical allegories, and moral teachings within the pages of manuscripts or as independent artworks. In the context of Uzbekistan, miniature art developed as a confluence of several rich artistic traditions—Persian, Turkic, and Islamic—culminating in the celebrated **Herat and Samarkand schools** under the patronage of the Timurid dynasty. During the 15th and 16th centuries, masters such as **Kamoliddin Behzod** elevated the miniature to a refined art form, transforming it into a powerful medium for cultural narration. Through carefully composed imagery, symbolic color usage, and stylized figuration, miniature painting captured not only the aesthetics of its time, but also encoded philosophical values, political ideologies, and spiritual insights. Beyond its visual appeal, miniature painting has historically functioned as a **didactic and mnemonic device**, a form of storytelling that transcended oral and written transmission. It visually narrated the lives of saints, kings, poets, and commoners—preserving societal memory and cultural ideals across generations. This role makes miniature art not merely decorative but deeply pedagogical and ideological, embodying the values and worldview of the civilization it served. In contemporary Uzbekistan, miniature painting is undergoing a revival as both a cultural symbol and an evolving artistic language. Artists, educators, and cultural institutions are reimagining this ancient art form for new audiences—incorporating traditional techniques into digital design, integrating miniatures into national education programs, and showcasing them in international exhibitions. The resurgence of interest in miniature painting reflects a broader global movement to reclaim indigenous art histories and restore the dignity of non-Western visual traditions within the global canon. This paper aims to examine the aesthetic, historical, and symbolic dimensions of national miniature painting in

Uzbekistan. By tracing its origins, analyzing its core iconographic elements, and exploring its present-day manifestations, the study demonstrates how miniature art continues to be a vital conduit for cultural expression, identity formation, and intergenerational dialogue. The miniature is not simply a historical artifact—it is a living, breathing art form, one that continues to "sing" the legacy of a people through color, detail, and visual poetry.

Relevance of the topic

In the contemporary era marked by rapid globalization, digital dominance, and cultural homogenization, the preservation and revitalization of traditional art forms have become both a challenge and an imperative. Among these, miniature painting stands out as a unique medium that not only preserves the aesthetic heritage of a civilization but also encodes its moral, philosophical, and historical consciousness. For Uzbekistan—a country rich in artistic legacy—miniature painting is more than a visual tradition; it is a vibrant cultural archive that narrates the spirit and values of past centuries through fine detail, narrative composition, and symbolic color. The relevance of miniature painting lies in its dual function as both historical record and artistic expression. While many ancient art forms are limited to passive preservation in museums, miniature art in Uzbekistan continues to evolve—adapted by a new generation of artists, educators, and cultural institutions. This dynamism makes the miniature not a relic of the past, but a living art form with the capacity to connect past and present, tradition and innovation, memory and imagination. Furthermore, as the global art world increasingly acknowledges the need to decolonize its canons and recognize non-Western artistic traditions, the miniature offers an alternative framework of storytelling—one that privileges symbolic representation, layered narrative, and metaphysical depth over linear realism. In this context, the study and promotion of miniature painting become a form of cultural assertion, reaffirming the intellectual and aesthetic contributions of Central Asia to world civilization.

The importance of this topic is also amplified by its educational and diplomatic potential. Miniature painting has been integrated into national school curricula, used in visual history projects, and featured in international exhibitions as a form of soft power. It provides a visual vocabulary through which young generations can engage with their heritage creatively and meaningfully. Moreover, miniature art responds to global trends in sustainability, manual craftsmanship, and slow design. At a time when digital art and artificial intelligence dominate creative production, the slow, deliberate, and highly skilled nature of miniature painting invites a rethinking of artistic value—not in terms of speed or scale, but of meaning, memory, and mastery. Therefore, the study of national miniature painting is not merely an academic exercise—it is a necessary

cultural act that contributes to identity preservation, historical awareness, intergenerational continuity, and global recognition of Uzbekistan's artistic genius. Its relevance today is as vibrant and meaningful as the colors with which it paints its timeless stories.

Discussion and findings

The study of Uzbek national miniature painting reveals an enduring and evolving relationship between tradition and modernity, between cultural memory and creative reinterpretation. While rooted in the aesthetic canons of the Timurid and Safavid eras, miniature painting in Uzbekistan today has become a dynamic medium for contemporary cultural expression, historical narration, and artistic innovation. One of the key findings of this research is that miniature painting is not confined to historical reproduction or museum preservation. On the contrary, it continues to thrive as a **living tradition**, sustained by institutions such as the **Academy of Arts of Uzbekistan**, traditional art schools (*madrasas*), and independent ateliers. These platforms have enabled the transmission of miniature techniques—including brushwork, color mixing, and composition—from master artists to younger generations. Contemporary artists are not merely imitators of the past; they are **interpreters of heritage**, creatively fusing traditional visual grammar with modern themes, digital formats, and global aesthetic sensibilities.

A significant trend observed is the **conceptual expansion of miniature art** beyond manuscript illumination. Today's miniatures are not limited to narrative depictions of epic poetry or religious scenes—they increasingly address modern topics such as migration, identity, urbanization, and ecological change. This thematic broadening has repositioned miniature painting from a ceremonial art to a reflective and often critical visual discourse. As such, miniature painting has become a **cultural bridge**, linking ancestral knowledge with contemporary consciousness. Moreover, the **aesthetic and symbolic richness** of miniature art continues to resonate in global cultural dialogues. Uzbek miniature artists are now featured in international biennales, digital exhibitions, and collaborative projects that seek to re-center non-Western visual languages. This global visibility not only elevates the status of Uzbek art on the world stage but also challenges Eurocentric narratives that have historically marginalized Islamic and Central Asian contributions to fine art.

The integration of miniature art into **education and cultural diplomacy** is also noteworthy. Workshops, exhibitions, and competitions organized by the Ministry of Culture and international foundations have helped introduce miniature painting to schoolchildren, art students, and foreign audiences. These initiatives contribute to national branding and intergenerational cultural continuity, ensuring that miniature

painting is not seen as an elitist or obsolete form but as a **culturally inclusive and pedagogically rich practice**. Importantly, miniature painting responds to global movements toward **slow art, manual craft, and spiritual aesthetics**—values that contrast sharply with the rapid pace of digital design. The deliberate, meditative process of creating a miniature artwork encourages patience, introspection, and technical mastery. These qualities are especially relevant in an age of overproduction and sensory overload, making miniature art both a **creative sanctuary** and a **cultural compass**. In conclusion, Uzbek national miniature painting is more than an artistic genre—it is a multidimensional cultural phenomenon. It preserves history, teaches ethics, expresses identity, and inspires beauty. Its revival and reinvention by contemporary artists affirm that tradition is not static, but an evolving dialogue between the past and present. As long as there are hands to paint, eyes to see, and hearts to remember, the miniature will continue to sing its stories—silently, vividly, and eternally.

Aspect	Traditional Miniature Art	Contemporary Miniature Art
Time Period	14th–19th centuries (Timurid, Shaybanid, Bukhara schools)	Late 20th century – Present
Medium	Manuscripts, illuminated books, hand-made papers	Paper, canvas, digital media, mixed installations
Purpose	Religious, literary, educational illustration	Cultural reflection, artistic commentary, identity exploration
Themes	Epic tales, historical chronicles, Sufi philosophy, court life	Modern identity, social issues, migration, globalization
Iconography	Symbolic animals, nature, mysticism, court scenes	Reinterpreted symbols, abstracted motifs, experimental elements
Technique	Natural pigments, gold leaf, precise detailing, fine brushes	Combination of traditional techniques and digital enhancement
Artistic Context	Patronage of royal courts, limited to elites	Independent artists, state institutions, international platforms
Transmission of Knowledge	Master-apprentice (<i>ustoz- shogird</i>) system	Art academies, workshops, online platforms

Audience	Royalty, religious scholars, nobility	Global art audiences, students, tourists, collectors
Cultural Role	Preservation of literary and spiritual heritage	Revival of identity, cultural diplomacy, heritage reinterpretation

Conclusion

Uzbek miniature painting stands as a remarkable example of how traditional art forms can transcend their historical context to remain relevant, vibrant, and meaningful in the modern world. Born from the confluence of Islamic, Persian, and Turkic cultural influences, and refined under the patronage of Timurid courts, miniature art in Uzbekistan developed not only as an aesthetic expression but as a visual chronicle of historical memory, ethical values, and collective imagination. This study has demonstrated that miniature painting is not merely a decorative genre but a powerful narrative tool capable of encoding complex themes such as morality, spirituality, political identity, and social cohesion. Its symbolic language—formed through color, pattern, and composition—offers insight into both the worldview of past civilizations and the aspirations of contemporary Uzbek society. In the hands of today’s artists, miniature painting is undergoing a creative renaissance. Modern practitioners blend classical techniques with digital tools, reinterpret traditional motifs through personal expression, and explore new formats including gallery exhibitions, educational materials, and cultural diplomacy initiatives. These efforts are supported by institutions, master-apprentice programs, and international collaborations that ensure both the preservation and evolution of the craft. Most importantly, the continued vitality of miniature art affirms the idea that cultural heritage is not frozen in time—it is a living, breathing entity that must be nurtured, questioned, and adapted. Through the miniature, young generations reconnect with their roots, express their contemporary identities, and participate in the global discourse on visual culture and tradition. In conclusion, Uzbek national miniature painting is more than a historical artifact. It is a cultural voice—quiet but eloquent, detailed yet profound—singing through centuries in strokes of color and lines of meaning. As long as this voice continues to be heard, painted, and reimagined, it will serve as a beacon of national pride, artistic excellence, and timeless storytelling.

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NEUROPEDAGOGICAL FOUNDATIONS OF ENGLISH LANGUAGE TEACHING

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Abstract: Recent advances in neuroscience and pedagogy have given rise to neuropedagogy—a field that combines neurological insights with educational methodologies to optimize teaching and learning. In the context of English language teaching (ELT), neuropedagogical principles can significantly enhance learners' engagement, memory, and cognitive processing. This paper explores the core concepts of neuropedagogy and their practical application in teaching English as a foreign language, highlighting techniques such as multisensory learning, emotional regulation, and neuroplasticity-based instruction.

Keywords: Neuropedagogy, English language teaching, neuroplasticity, cognitive engagement, brain-based learning, EFL instruction.

Introduction

Traditional methods of English language teaching have often focused on rote memorization, grammar drills, and textbook-centered instruction. However, these approaches frequently overlook how the brain actually processes, retains, and produces language. **Neuropedagogy**, an interdisciplinary field that merges neuroscience, cognitive psychology, and education, offers a scientifically grounded framework for improving language acquisition.

Recent research in neuroeducation suggests that understanding how the brain learns can lead to more effective teaching strategies. For instance, integrating knowledge of **working memory**, **emotional regulation**, and **synaptic plasticity** into classroom practice helps optimize learners' ability to internalize a new language. The purpose of this study is to identify and analyze key neuropedagogical strategies that can be applied in the English language classroom to improve teaching efficiency and learner outcomes.

Methods

This study used a qualitative approach to analyze and synthesize data from three sources:

- **Literature Review:** Over 40 peer-reviewed articles on neuroscience and language education were analyzed.

- **Expert Interviews:** Interviews were conducted with 8 language educators and 4 neuroeducation specialists to gather insights into classroom application.
- **Classroom Observation:** Neuropedagogical strategies were implemented in three EFL classrooms over a 6-week period with learners aged 14–18. Thematic analysis was employed to identify the most impactful strategies and challenges associated with neuropedagogical integration.

Results

Analysis revealed five primary neuropedagogical principles successfully applied in EFL instruction:

1. **Multisensory Learning:** Lessons involving auditory, visual, kinesthetic, and tactile elements led to stronger vocabulary retention and pronunciation accuracy.
2. **Spaced Repetition and Retrieval Practice:** Aligning with brain-based memory principles, spaced revision significantly improved long-term language retention.
3. **Emotional Engagement:** Activities that elicited positive emotions (e.g., storytelling, role-play) enhanced attention and motivation, confirming the role of the amygdala in memory encoding.
4. **Cognitive Load Management:** Breaking lessons into smaller, cognitively digestible units reduced mental fatigue and increased comprehension.
5. **Neuroplasticity Activation:** Frequent practice, error correction, and feedback cycles encouraged the formation of new neural pathways, essential for second language development.

Students exposed to these strategies showed a 20–30% improvement in vocabulary tests and reported higher satisfaction and lower anxiety levels during English classes.

Discussion

The findings demonstrate that neuropedagogical approaches provide a powerful alternative to traditional methods in EFL teaching. By aligning teaching techniques with the way the brain learns naturally, educators can maximize student engagement and retention. For instance, multisensory learning not only appeals to different learning styles but also reinforces memory through multiple neural channels.

Furthermore, managing emotional and cognitive states in the classroom is vital. A stressed or bored learner is neurologically less likely to encode information effectively. Hence, creating emotionally supportive and cognitively stimulating environments leads to better academic outcomes.

However, challenges remain. Many teachers are not formally trained in neuroscience, and institutional constraints (e.g., rigid curricula, large class sizes) can limit implementation. To address this, teacher training programs should incorporate basic neuroeducational principles and encourage reflective practice.

Conclusion

Neuropedagogical foundations offer a transformative approach to English language teaching by integrating scientific insights into brain function with evidence-based instructional practices. Applying strategies rooted in neuroplasticity, emotional intelligence, and multisensory learning can substantially enhance language acquisition. Future directions include broader teacher training in neuropedagogy and developing brain-compatible teaching materials tailored to EFL learners.

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INTEGRATING 21ST CENTURY SKILLS INTO ENGLISH LANGUAGE CLASSROOMS

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Abstract: In an increasingly globalized and digital world, English language education must evolve beyond grammar and vocabulary instruction. This paper explores the integration of 21st-century skills—such as critical thinking, creativity, collaboration, communication, digital literacy, and cultural awareness—into English language classrooms. The research highlights how embedding these skills enhances learner engagement, motivation, and real-world language use. Practical strategies and classroom models are presented based on case studies and survey data from educators. The findings support the call for a skills-oriented transformation in English language teaching.

Keywords: 21st-century skills, English language teaching, critical thinking, digital literacy, communication, EFL, classroom innovation

Introduction

Traditional English language instruction has often emphasized linguistic accuracy over communicative competence and real-world skills. However, the demands of the **21st century**—global communication, digital engagement, cross-cultural understanding, and lifelong learning—require a shift in pedagogical priorities.

Organizations such as UNESCO, OECD, and the Partnership for 21st Century Learning (P21) emphasize the importance of integrating “**4Cs**”: **Critical thinking, Communication, Collaboration, and Creativity** into education. In the context of English Language Teaching (ELT), these skills align naturally with language objectives and can be embedded through purposeful instruction and modern learning environments.

This paper investigates how 21st-century skills can be effectively integrated into English language classrooms, with a focus on EFL learners in secondary and tertiary education.

Methods

A **mixed-methods approach** was employed to explore how teachers integrate 21st-century skills into their English teaching practices:

- **Participants:** 45 English language teachers and 160 students from five secondary schools and two universities participated.
- **Data Collection:**
 - **Teacher Surveys:** Questions on attitudes, practices, and challenges of integrating 21st-century skills.
 - **Classroom Observations:** Analysis of lesson delivery and student interaction over a 6-week period.
 - **Student Focus Groups:** Discussions on their perception of skill-based learning activities.
- **Analysis:** Quantitative data were analyzed statistically; qualitative data were thematically coded.

Results

The study found that teachers are increasingly adopting methods that promote 21st-century skills in English language instruction. The following key skills were most frequently addressed:

3.1 Critical Thinking

Activities such as debates, text analysis, problem-solving tasks, and open-ended writing assignments fostered critical thinking. Students engaged more deeply with language and content.

3.2 Communication

Students developed speaking and writing skills through presentations, interviews, and digital storytelling. Emphasis was placed on real-life language use.

3.3 Collaboration

Group projects and peer assessment tasks were effective in building teamwork and accountability. Collaborative learning also enhanced motivation and social skills.

3.4 Creativity

Learners expressed creativity through role-plays, blogs, and multimedia projects. These tasks encouraged flexible thinking and personal expression.

3.5 Digital Literacy

Teachers used tools like Padlet, Google Docs, Kahoot!, and video editing apps to promote digital competence. Students became more confident using technology in English communication.

3.6 Global and Cultural Awareness

Discussions on global issues, intercultural projects, and authentic materials exposed students to different perspectives and values.

Quantitative Highlights:

- 82% of teachers agreed that integrating 21st-century skills improved learner engagement.
- 74% of students reported increased confidence in using English for real-life purposes.

Discussion

The findings support the growing consensus that **21st-century skill integration is not supplementary but essential** in English language education. By aligning language learning with real-world demands, students are better equipped to use English in academic, professional, and social contexts.

The natural link between language and communication makes ELT an ideal platform for promoting collaboration, creativity, and critical thinking. Moreover, digital tools provide opportunities for autonomous learning and content creation—key aspects of both language proficiency and digital literacy.

However, the study also identified challenges:

- Teachers need **professional development** to design skill-based lessons.
- **Assessment practices** often focus on language form rather than performance-based skills.
- Curriculum constraints can limit flexibility and innovation.

Overcoming these challenges requires **institutional support**, updated curricula, and access to digital infrastructure.

Conclusion

Integrating 21st-century skills into English language classrooms enhances both linguistic and holistic development of learners. By promoting communication, creativity, collaboration, and critical thinking, educators can prepare students not only for exams, but for meaningful participation in a globalized world. Moving forward, language teaching should embrace a more **interdisciplinary, learner-centered, and technology-rich** model to meet the evolving demands of education in the 21st century.

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INKLYUZIV TA'LIMNING DOLZARB MUAMMOLARI

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Annotatsiya: Ushbu maqola inklyuziv ta'limning zamonaviy muammolarini o'rganadi, bu jarayonda nogironligi bo'lgan bolalar va boshqa maxsus ehtiyojlarga ega shaxslarning umumiy ta'lim muassasalarida ta'lim olish imkoniyatlarini tahlil qiladi. Maqolada inklyuziv ta'limning asosiy to'siqlari, shu jumladan infratuzilma yetishmasligi, o'qituvchilarning malakasizligi va ijtimoiy stereotiplar ko'rib chiqiladi. Tadqiqotda adabiyotlar tahlili, so'rovnomalar va intervyu usullari qo'llanilgan. Natijalar inklyuziv ta'limni rivojlantirish uchun davlat siyosati, o'qituvchilar tayyorligi va jamoatchilikni xabardor qilish bo'yicha takliflarni shakllantirishga xizmat qiladi.

Kalit so'zlar: inklyuziv ta'lim, maxsus ehtiyojlar, ta'lim siyosati, o'qituvchilar malakasi, ijtimoiy integratsiya.

Inklyuziv ta'lim barcha bolalarga, ularning jismoniy, aqliy yoki ijtimoiy holatidan qat'i nazar, teng ta'lim olish imkoniyatini ta'minlashga qaratilgan tizimdir. O'zbekistonda so'nggi yillarda inklyuziv ta'limni rivojlantirish bo'yicha muhim qadamlar qo'yilgan bo'lsa-da, hali ko'plab muammolar mavjud. Ushbu muammolar orasida moddiy-texnik ta'minotning yetishmasligi, o'qituvchilarning maxsus ehtiyojli bolalar bilan ishlashga tayyor emasligi va jamiyatdagi stereotiplar alohida ajralib turadi. Maqola ushbu muammolarni tahlil qilish va ularga yechim taklif qilishga qaratilgan.

Inklyuziv ta'limning dolzarb muammolari O'zbekiston kontekstida va global miqyosda ko'p qirrali va murakkab masalalar sifatida ko'rinadi. Bu muammolar ta'lim tizimining barcha ishtirokchilariga – o'quvchilar, o'qituvchilar, ota-onalar, maktab ma'muriyati va davlat idoralariga ta'sir qiladi. Quyida ushbu muammolar batafsil yoritiladi va ularning sabablari, oqibatlar hamda yechim yo'llari keltiriladi.

Infrastruktura va resurslarning yetishmasligi

Muammo: Inklyuziv ta'limning muvaffaqiyatli amalga oshirilishi uchun maktablar maxsus ehtiyojli bolalar uchun moslashtirilgan infratuzilmaga ega bo'lishi kerak. Biroq, O'zbekistonda ko'plab maktablarda bunday shart-sharoitlar mavjud emas:
- Nogironligi bo'lgan bolalar uchun rampalar, liftlar yoki maxsus hojatxonalar deyarli yo'q.

- Sensorli nogironlik (ko‘rish yoki eshitish) bo‘lgan bolalar uchun Brail yozuvi, audio materiallar yoki imo-ishora tili vositalari ta'minlanmagan.

- Maxsus ta'lim texnologiyalari, masalan, kompyuter dasturlari yoki moslashtirilgan o‘quv jihozlari yetishmaydi.

Sabablari:

- Davlat byudjetida inklyuziv ta'lim infratuzilmasini rivojlantirish uchun yetarli mablag‘ ajratilmagan.

- Maktablarning moddiy-texnik bazasi eskirgan va yangilanish sur‘ati sekin.

- Maxsus jihozlarning narxi yuqori, import qilinishi esa qimmat.

Oqibatlari:

- Nogironligi bo‘lgan bolalar maktabga kirishda jismoniy to‘siqlarga duch keladi.

- Ta'lim jarayoniga to‘liq jalb qilinmaydi, bu esa ularning o‘quv muvaffaqiyatiga salbiy ta'sir qiladi.

- Ota-onalar farzandlarini oddiy maktablarga berishdan bosh tortadi, bu esa segregatsiyani kuchaytiradi.

Yechim yo‘llari:

- Davlat tomonidan maktablarning moddiy-texnik bazasini yangilash uchun maxsus dasturlar ishlab chiqish.

- Xalqaro tashkilotlar va xususiy sektor bilan hamkorlikda grantlar va loyihalar jalb qilish.

- Har bir maktabda minimal inklyuziv infratuzilma standartlarini joriy qilish va ularning bajarilishini monitoring qilish.

O‘qituvchilarning malakasizligi

Muammo: Inklyuziv ta'lim muvaffaqiyatining asosiy omillaridan biri o‘qituvchilarning malakasi hisoblanadi. Biroq, O‘zbekistonda o‘qituvchilarning aksariyati maxsus ehtiyojli bolalar bilan ishlash uchun yetarli bilim va ko‘nikmalarga ega emas:

- O‘qituvchilar inklyuziv ta'lim usullari, masalan, differentsial o‘qitish yoki individual ta'lim rejalari bo‘yicha o‘qitilmaydi.

- Maxsus ehtiyojli bolalarning psixologik va ijtimoiy ehtiyojlarini tushunishda qiyinchiliklar mavjud.

- Imo-ishora tili yoki Brail yozuvi kabi maxsus ko‘nikmalar deyarli o‘rgatilmaydi.

Sabablari:

- Pedagogik universitetlarda inklyuziv ta'lim bo‘yicha dasturlar yetarli darajada keng qamrovli emas.

- O‘qituvchilar uchun doimiy malaka oshirish kurslari tashkil etilmaydi yoki ular sifatsiz.

- O'qituvchilarning ish yuki va past maoshi tufayli ular qo'shimcha o'qishga motivatsiyasi yo'q.

Oqibatlari:

- Maxsus ehtiyojli bolalar ta'lim jarayonida e'tiborsiz qoladi yoki noto'g'ri yondashuvlarga duch keladi.
- Sinfda tengdoshlari bilan ijtimoiy integratsiya qiyinlashadi.
- O'qituvchilar stress va ishdan norozilikni boshdan kechiradi.

Yechim yo'llari:

- Pedagogik ta'lim dasturlariga inklyuziv ta'lim bo'yicha majburiy kurslarni kiritish.
- O'qituvchilar uchun muntazam seminarlar, vebinarlar va xalqaro tajriba almashish dasturlarini tashkil qilish.
- Maxsus ehtiyojli bolalar bilan ishlagan o'qituvchilarga moddiy rag'batlantirish tizimini joriy qilish.

Ijtimoiy stigmaning mavjudligi

Muammo: Jamiyatda nogironligi bo'lgan bolalarga nisbatan salbiy stereotiplar va kamsitish holatlari inklyuziv ta'limning rivojlanishiga to'sqinlik qiladi:

- Nogiron bolalar "oddiy" maktablarda o'qiy olmaydi, deb hisoblanadi.
- Ota-onalar o'z farzandlarining maxsus ehtiyojli bolalar bilan bir sinfda o'qishiga qarshilik ko'rsatishi mumkin.
- Bolalar o'rtasida tengdoshlarni kamsitish (bullying) holatlari kuzatiladi.

Sabablari:

- Inklyuziv ta'limning foydalari haqida jamoatchilikda xabardorlik past.
- Nogironlikka nisbatan madaniy va ijtimoiy stereotiplar chuqur ildiz otgan.
- OAV va ta'lim tizimida inklyuziya targ'iboti yetarli emas.

Oqibatlari:

- Maxsus ehtiyojli bolalar ijtimoiy izolyatsiyaga duch keladi.
- Ota-onalar farzandlarini maxsus maktablarga yoki uydan ta'lim olishga majbur bo'ladi.
- Inklyuziv ta'limning qabul qilinishi sekinlashadi.

Yechim yo'llari:

- OAV orqali inklyuziv ta'limning muhimligi haqida keng ko'lamli targ'ibot kampaniyalarini olib borish.
- Maktablarda o'quvchilar va ota-onalar uchun nogironlik va inklyuziya haqida ma'ruza va seminarlar tashkil qilish.
- Bolalar o'rtasida tengdoshlarni kamsitishning oldini olish uchun maxsus dasturlarni joriy qilish.

Individual yondashuvning yo'qligi

Muammo: Inklyuziv ta'limning asosiy tamoyillaridan biri har bir o'quvchining ehtiyojlariga moslashtirilgan ta'limni ta'minlashdir. Biroq, O'zbekistonda bu borada jiddiy muammolar mavjud:

- Har bir bola uchun individual ta'lim rejalari (ITR) ishlab chiqilmaydi yoki sifatsiz bo'ladi.
- Psixologlar, logopedlar va maxsus pedagoglarning yetishmasligi tufayli bolalarga yordam ko'rsatish qiyin.
- Sinflar odatda ko'p sonli o'quvchilardan iborat bo'lib, o'qituvchilar har bir bolaga e'tibor bera olmaydi.

Sabablari:

- Maxsus ehtiyojlarni aniqlash va baholash tizimi yetarli darajada rivojlanmagan.
- Maktablarda psixologik-pedagogik xizmatlar tashkil etilmagan.
- O'qituvchilarning ish yuki individual yondashuvga vaqt ajratishga imkon bermaydi.

Oqibatlar:

- Maxsus ehtiyojli bolalar ta'lim dasturidan ortda qoladi.
- Ularning ijtimoiy va akademik integratsiyasi qiyinlashadi.
- Ota-onalar va bolalarda ta'limga ishonch pasayadi.

Yechim yo'llari:

- Har bir maktabda psixologik-pedagogik xizmatlarni tashkil qilish va mutaxassislarni jalb qilish.
- Maxsus ehtiyojlarni aniqlash uchun standartlashtirilgan diagnostika tizimini joriy qilish.
- O'qituvchilarga individual ta'lim rejalari bo'yicha treninglar o'tkazish.

Moliyaviy cheklovlar

Muammo: Inklyuziv ta'limni rivojlantirish uchun katta moliyaviy resurslar talab qilinadi, ammo bu sohada yetarli mablag' ajratilmaydi:

- Maxsus jihozlar (masalan, sensorli ekranlar, eshitish apparatlari) qimmat.
- O'qituvchilar va mutaxassislarni tayyorlash dasturlari moliyalashtirishni talab qiladi.
- Maktablarning infratuzilmasini yangilash uchun katta sarmoyalar kerak.

Sabablari:

- Davlat byudjetida ta'lim sohasiga, xususan inklyuziv ta'limga ajratilgan mablag' cheklangan.
- Xususiy sektorning ta'lim sohasiga sarmoya kiritishga qiziqishi past.
- Xalqaro grantlar va loyihalar yetarli darajada jalb qilinmaydi.

Oqibatlar:

- Inklyuziv ta'limning sifati pasayadi.

- Faqat cheklangan maktablarda inklyuziya amalga oshiriladi, bu esa tengsizlikni kuchaytiradi.

- Maxsus ehtiyojli bolalar ta'lim imkoniyatlaridan mahrum bo'ladi.

Yechim yo'llari:

- Davlat byudjetida inklyuziv ta'limga ajratiladigan mablag'ni oshirish.

- Xalqaro tashkilotlar (UNESCO, UNICEF) bilan hamkorlikni kengaytirish.

- Xususiyl sektorini jalb qilish uchun soliq imtiyozlari kabi rag'batlantirish choralarini joriy qilish.

Qonunchilik va amaliyotdagi nomuvofiqlik

Muammo: O'zbekistonda inklyuziv ta'limni qo'llab-quvvatlash bo'yicha qonunchilik mavjud bo'lsa-da (masalan, "Ta'lim to'g'risida"gi qonun va nogironlar huquqlari haqidagi hujjatlar), amalda bu qoidalar to'liq ijro etilmaydi:

- Qonunlarda inklyuziv ta'limning aniq mexanizmlari va standartlari ko'rsatilmagan.

- Maktablarning inklyuziv ta'limni joriy qilish bo'yicha majburiyatlari monitoring qilinmaydi.

- Ota-onalar va bolalarning huquqlari himoya qilinmaydi.

Sabablari:

- Qonunchilikning amaliy ijro etilishi uchun yetarli resurslar va tashkiliy tizim yo'q.

- Mas'ul idoralar o'rtasida muvofiqlashtirishning yetishmasligi.

- Qonunbuzilishlarga qarshi sanksiyalar va javobgarlik mexanizmlari zaif.

Oqibatlar:

- Inklyuziv ta'lim tizimi notekis rivojlanadi.

- Maxsus ehtiyojli bolalarning ta'lim olish huquqi buziladi.

- Ota-onalar huquqlarini himoya qilishda qiyinchiliklarga duch keladi.

Yechim yo'llari:

- Inklyuziv ta'lim bo'yicha aniq standartlar va yo'riqnomalar ishlab chiqish.

- Maktablarning inklyuziv ta'limni joriy qilish bo'yicha faoliyatini muntazam monitoring qilish.

- Ota-onalar va bolalarning huquqlarini himoya qilish uchun maxsus ombudsman institutini tashkil qilish.

Tadqiqot natijalari xalqaro tajribalar bilan solishtirilganda, O'zbekistonda inklyuziv ta'limni rivojlantirishda sezilarli kamchiliklar mavjudligini ko'rsatadi. Masalan, rivojlangan mamlakatlarda (masalan, Finlyandiya va Kanada) o'qituvchilarning maxsus tayyorgarligi va maktablarning moddiy ta'minoti yuqori darajada. O'zbekistonda esa bu sohada davlat siyosati va amaliy choralar yetarli emas. Shu bilan birga, ijtimoiy stereotiplarni bartaraf etish uchun jamoatchilikni xabardor qilish

kampaniyalari zarur. Tadqiqotning cheklovlari orasida faqat Toshkent shahri maktablari bilan cheklanganligi va kichikroq namunani hisobga olish mumkin.

Xulosa

Inklyuziv ta'limning dolzarb muammolari O'zbekistonda chuqur tizimli islohotlarni talab qiladi. Infrastruktura, malakali kadrlar, moliyaviy resurslar va ijtimoiy xabardorlikni oshirish kabi yo'nalishlarda kompleks yondashuv zarur. Davlat, xususiy sektor va xalqaro tashkilotlar o'rtasidagi hamkorlik bu muammolarni hal qilishda muhim rol o'ynaydi. Shu bilan birga, jamiyatning inklyuziv ta'limga bo'lgan munosabatini o'zgartirish va nogironlikka nisbatan stereotiplarni yo'q qilish uzoq muddatli muvaffaqiyat uchun asosiy shartdir.

Inklyuziv ta'lim O'zbekistonda teng huquqli ta'lim tizimini rivojlantirishning muhim yo'nalishi sifatida qolmoqda. Biroq, infratuzilma, o'qituvchilar malakasi va ijtimoiy munosabat bilan bog'liq muammolar bu jarayonni sekinlashtirmoqda. Quyidagi takliflar ushbu muammolarni hal qilishga yordam beradi:

1. Davlat siyosatini kuchaytirish: Inklyuziv ta'lim uchun maxsus dastur va moliyaviy qo'llab-quvvatlashni kengaytirish.
2. O'qituvchilar tayyorgarligi: Maxsus ehtiyojli bolalar bilan ishlash bo'yicha majburiy malaka oshirish kurslarini joriy etish.
3. Infratuzilmani rivojlantirish: Maktablarni zarur jihozlar bilan ta'minlash va maxsus ta'lim vositalarini ishlab chiqish.
4. Jamoatchilikni xabardor qilish: Inklyuziv ta'limning afzalliklari haqida ommaviy axborot vositalarida kampaniyalar o'tkazish.

Ushbu choralar inklyuziv ta'limning samaradorligini oshirishga va barcha bolalar uchun teng ta'lim imkoniyatlarini ta'minlashga xizmat qiladi.

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**ПЕРЕВОД ПОЭМЫ ГОМЕРА «ИЛИАДА» НА УЗБЕКСКИЙ ЯЗЫК:
ЛИТЕРАТУРНО-ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ ЭПИТЕТОВ И
СЛОВСОЧЕТАНИЙ**

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Annotatsiya: Ushbu maqolada Gomerning “Iliada” asarining tarixiy va adabiy ahamiyati, uning XIII–XII asrlarga oid voqealarni yoritishi hamda poemaning yunon mifologiyasiga tayanishi yoritilgan. Asarning gomerlik epik uslubda yozilganligi, geksametrikasidan foydalanilgani, va undagi epitetlarning lingvistik xususiyatlari tahlil etilgan. Poemaning N. I. Gnedich tomonidan rus tiliga, K. Mirmuhamedov tomonidan esa o‘zbek tiliga tarjima qilinishi, tarjimalarning stilistik, morfologik va semantik xususiyatlari ko‘rib chiqilgan. Ayniqsa, o‘zbek tilidagi tarjimada qo‘llanilgan 17 bo‘g‘inli barmaq tizimi va yangi so‘z yasash usullari ilmiy asosda tahlil qilingan.
Kalit so‘zlar: Gomer, Iliada, epitet, tarjima, barmaq tizimi, Gnedich, Mirmuhamedov, o‘zbek adabiyoti, mifologiya.

Аннотация: В статье рассматривается историческая и литературная значимость поэмы Гомера «Илиада», охватывающей события Троянской войны XIII–XII веков до н. э. Проанализированы мифологические и художественные элементы произведения, его структура, стихотворный размер (гекзаметр), а также языковые особенности эпитетов. Отдельное внимание уделено переводу поэмы на русский язык Н. И. Гнедичем и на узбекский язык К. Мирмухамедовым. Исследуются метрические, морфологические и семантические особенности перевода, адаптация эпитетов и словообразовательные процессы в узбекском языке. Также анализируются эпитеты и сложные слова пятой песни поэмы.

Ключевые слова: Гомер, Илиада, эпитет, перевод, бармак, Гнедич, Мирмухамедов, узбекская литература, мифология.

Abstract: This article explores the historical and literary significance of Homer’s *Iliad*, a cornerstone of ancient Greek epic poetry that recounts events of the Trojan War in the 13th–12th centuries BCE. The study focuses on the poem’s mythological foundations, its metrical structure (dactylic hexameter), and the linguistic features of its epithets. Special attention is paid to the Russian translation by N. I. Gnedich and the Uzbek version by Qodir Mirmuhamedov, who adapted the poem using the traditional Uzbek poetic meter (17-syllable barmaq). The article analyzes the morpho-semantic

properties of the fifth song's word combinations, as well as the integration of Arabic and Persian borrowings in the Uzbek translation.

Keywords: Homer, Iliad, epithet, translation, barmak meter, Gnedich, Mirmuhamedov, Uzbek literature, mythology.

Введение

Поэма Гомера «Илиада» занимает особое место в истории мировой литературы как одно из древнейших эпических произведений, отражающих мифологические и исторические представления Древней Греции. Созданная в VIII веке до н. э., поэма охватывает последние 51 день Троянской войны, изображая судьбы таких героев, как Ахилл, Гектор, Патрокл и Приам. Благодаря глубокому философскому содержанию, художественному языку и символике, «Илиада» оказала значительное влияние на последующую литературную традицию.

В данной работе рассматривается как сам текст поэмы, так и её перевод на узбекский язык, выполненный Кадыром Мирмухамедовым на основе классического перевода Н. И. Гнедича. Исследование фокусируется на лингвистических и поэтических особенностях перевода, в частности — на эпитетах, сложных словах, метрике, а также на адаптации мифологических образов и архаичной лексики к узбекской литературной традиции. Анализ демонстрирует богатство узбекского языка и его потенциал в передаче эпического стиля оригинала.

1. Историко-литературное значение поэмы «Илиада»

Поэма Гомера «Илиада» — величайшее произведение античной литературы, созданное в VIII веке до н. э. и описывающее события последних 51 дня Троянской войны. Её структура, состоящая из 24 песен и более 15 тысяч строк, написана гекзаметром и представляет собой сложное переплетение мифологических, философских и исторических мотивов. Особое значение в поэме придается человеческим чувствам, доблести, утрате и конфликту между личной честью и судьбой, что делает её универсальной и вечной.

Поэма наполнена персонажами с глубокой внутренней драмой — Ахиллом, Гектором, Патроплом и другими, чьи образы стали архетипами в мировой литературе. Важнейшую роль играют также олимпийские боги (Зевс, Афина, Афродита и др.), чьё вмешательство придаёт повествованию космическое измерение.

2. Перевод «Илиады» на узбекский язык: подход Кадыра Мирмухамедова

Перевод поэмы на узбекский язык, выполненный Кадыром Мирмухамедовым в XX веке, стал важным событием в развитии узбекской литературы. Перевод основывается на классическом русском переводе Н. И. Гнедича, который сохранял гекзаметр и архаическую лексику. Мирмухамедов, адаптируя поэму к поэтическим канонам узбекского языка, использовал 17-сложную четырёхстопную метрику «бармак», характерную для восточной поэзии.

В его переводе чувствуется глубина лексического богатства узбекского языка, активное использование заимствований из арабского и персидского, а также выразительных аффиксов и словосложений. Благодаря этому оригинальный дух эпоса сохранён, а перевод стал самостоятельным художественным явлением.

3. Эпитеты и сложные слова в пятой песне «Илиады»

Пятая песня «Илиады» содержит множество описаний героических подвигов Диомеда, а также ранений богов — Афродиты и Ареса. Мирмухамедов точно передаёт эти сцены через сложные слова и эпитеты, которые адаптированы к узбекской поэтической традиции. Анализ показывает следующие типы структур:

- **Существительное + существительное:** *gulbadan* (букв. "цветочное тело"), *kumushkamon* ("серебряный лук");
- **Существительное + глагол:** *nayzabardor* ("держачий копье"), *chaqmoqotar* ("бросающий молнию");
- **Прилагательное + существительное:** *porloqko 'z* ("сияющие глаза"), *oqbilak* ("белая рука");
- **Префикс + существительное:** *badqahr* ("злбный"), *sarma'buda* ("холодная богиня");
- **Слово + постфикс:** *g'oratkor* ("грабитель"), *muhoribkor* ("воинствующий").

Эти конструкции не только обеспечивают поэтическую выразительность, но и подчеркивают ритм, эмоции и философское содержание оригинала.

4. Семантика и образность эпитетов

Эпитеты играют ключевую роль в создании образов героев, богов и предметов. В переводе Мирмухамедова сохраняется эмоциональный накал оригинала через такие эпитеты, как:

- **Ахилл** – *tezoyoqlar qahramon* (герой с быстрыми ногами),
- **Гектор** – *metinbilak jangchi* (воин с сильными руками),
- **Арес** – *qonxo 'r tangri* (кровожадный бог).

Кроме того, присутствуют пословицы и идиомы, близкие к народному узбекскому мышлению. Примеры:

- “*Til suyagi yo ‘q’*” — “У языка нет костей”,
- “*Gapni toshdan boshlamoqlik*” — “Начать речь с камня”.

Заключение анализа

Лингвистический и поэтический анализ перевода пятой песни показывает высокий уровень адаптации «Илиады» в контексте узбекской литературы. Перевод Мирмухамедова — это не просто передача смысла, но создание нового художественного мира, в котором древнегреческий эпос соединяется с восточной поэтической традицией. Творческий подход к формированию новых слов, точное воспроизведение ритма и мифологических образов делает этот перевод выдающимся явлением в истории национального литературного перевода.

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ЭФФЕКТИВНОЕ ВНЕДРЕНИЕ ИЗМЕНЕНИЙ В ОРГАНИЗАЦИИ И МИНИМИЗАЦИЯ СОПРОТИВЛЕНИЯ СОТРУДНИКОВ

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Аннотация: В современных условиях стремительных перемен и технологической трансформации способность организаций адаптироваться к изменениям становится критическим фактором выживания и конкурентного преимущества. Однако любое изменение сопровождается сопротивлением со стороны сотрудников, что может замедлить или полностью заблокировать внедрение нововведений. В данной статье рассматриваются ключевые этапы управления изменениями, причины и формы сопротивления, а также методы, позволяющие минимизировать негативную реакцию персонала. Подчёркивается важность лидерства, открытой коммуникации и участия сотрудников в процессе трансформации. Статья предназначена для менеджеров, HR-специалистов и всех, кто стремится провести изменения в организации эффективно и с минимальными издержками.

Ключевые слова: Управление изменениями, сопротивление изменениям, организационная трансформация, вовлечение сотрудников, коммуникация, модели изменений, корпоративная культура, адаптация, лидерство, мотивация.

Организации XXI века функционируют в условиях нестабильной внешней среды, цифровых революций, изменения потребительского поведения и глобальной конкуренции. В этих условиях изменения становятся неотъемлемой частью стратегии развития. Однако, как показывает практика, около 70% трансформационных инициатив терпят неудачу — в основном из-за сопротивления персонала. Цель данной статьи — раскрыть методы эффективного управления изменениями и минимизации сопротивления сотрудников на разных стадиях трансформации.

Изменения в организации могут быть внешними (реакция на рынок, технологии, законодательство) и внутренними (реструктуризация, смена руководства, цифровизация). Они затрагивают:

- бизнес-процессы;

- структуру и роли;
- систему мотивации и оценки;
- корпоративную культуру.

Любое изменение нарушает привычный порядок, вызывая стресс, тревожность и сопротивление. Поэтому важно понимать, что управление изменениями — это не только технический, но и психологический процесс.

Сопротивление возникает по следующим причинам:

- Страх перед неизвестностью — люди не знают, к чему приведут изменения;
- Потеря контроля — ощущение, что решения принимаются без участия сотрудников;
- Привычка — желание сохранить «зону комфорта»;
- Недостаток доверия к руководству;
- Сомнения в целесообразности изменений;
- Недостаточная информация или её искажение.

Формы сопротивления бывают активными (протест, саботаж) и пассивными (игнорирование, отсутствие инициативы). Задача менеджмента — распознать эти сигналы и работать с ними на ранних стадиях.

Одним из наиболее популярных подходов к управлению изменениями является модель Джона Коттера, включающая 8 последовательных этапов:

1. Создание чувства неотложности;
2. Формирование команды лидеров изменений;
3. Разработка видения и стратегии;
4. Коммуникация нового видения;
5. Расширение прав и возможностей сотрудников;
6. Достижение краткосрочных побед;
7. Укрепление достигнутых успехов;
8. Закрепление изменений в культуре.

Другой подход — модель ADKAR, ориентированная на индивидуальную трансформацию каждого сотрудника:

- Awareness – Осознание необходимости изменений;
- Desire – Желание участвовать в процессе;
- Knowledge – Знания, как изменяться;
- Ability – Способность действовать;
- Reinforcement – Закрепление результатов.

Обе модели подчёркивают важность поэтапной работы, прозрачности и вовлечённости персонала.

Лидер изменений — это не просто автор идеи, а активный участник процесса внедрения. Его функции:

- быть примером адаптации;
- вдохновлять и мотивировать команду;
- слушать, а не только говорить;
- адаптировать стиль управления под конкретную ситуацию.

Немаловажную роль играет коммуникация: частая, прозрачная, двусторонняя. Сотрудники должны:

- понимать, зачем нужны изменения;
- верить, что они посильны;
- чувствовать, что их мнение важно.

Коммуникация должна вестись через множество каналов: собрания, письма, тренинги, обратную связь.

Среди рабочих инструментов можно выделить:

- Анализ заинтересованных сторон — кто и как реагирует на изменения;
- Обучение и поддержка — развитие нужных навыков и адаптация к новым условиям;
- Вовлечение сотрудников — участие в обсуждении и принятии решений;
- Система мотивации — признание усилий, бонусы за инициативу;
- Обратная связь и коррекция стратегии — готовность к гибкости в подходах.

Важно помнить: лучше предупредить сопротивление, чем бороться с его последствиями.

Управление изменениями — сложный, но необходимый процесс для развития и устойчивости организаций. Главная ошибка многих руководителей — сосредоточение только на технической стороне изменений, игнорируя человеческий фактор. Успешные трансформации требуют стратегического подхода, эмоционального интеллекта, открытой коммуникации и доверия. Только при таком подходе можно не просто реализовать изменения, но и сделать их частью новой организационной культуры.

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REDUCING SEED INTENSITY BY OPTIMIZING THE TECHNOLOGICAL PARAMETERS OF THE LINTER MACHINE

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Annotation. This article investigates the fuzziness level of seed cotton exiting the linter machine and explores possibilities for its reduction. The research proposes a technology that independently controls the rotational speeds of the saw cylinder and the beater components using variable frequency drives (VFDs). Through this approach, the linear speed of each working unit is synchronized, and an optimal speed ratio between them is maintained. The results indicate that the proposed control technology significantly reduces seed fuzziness and enhances seed quality.

Keywords: Linter machine, seed cotton, fuzziness level, variable frequency drive, seed quality, beater, saw cylinder.

Introduction. In collaboration with the “Scientific Center of Cotton Industry” JSC, a regulatory and legal framework was developed for the proper execution of processes involved in the collection, storage according to standards, and initial processing of seed cotton. Additionally, procedures were established for adjusting equipment in seed cotton processing enterprises according to defined standards. Continuous analysis of the most advanced practices and significant results in cotton and seed breeding is recommended, along with the introduction of high-yield cotton varieties and hybrids into the country and the transfer of innovative technologies relevant to the industry [1].

Materials and Methods. Defuzzing seeds used for sowing is an important agrotechnical requirement. Complete removal of lint contributes to better germination in the soil, improves the growth process, and accelerates seedling development.

Therefore, proper organization of the linting process not only increases the efficiency of cotton cultivation and processing industries but also enhances the overall quality of production. In order to adjust the technological equipment used in cotton processing for separating lint from seed, technical cotton is first processed, and the level of fuzziness and mechanical damage to the seeds is analyzed [2].

Linting, one of the crucial steps in the cotton industry, removes the residual fibers on the surface of technical cotton seeds. This not only yields an additional product—lint—but also improves the quality of seed cotton. The process is carried out using linter machines. Especially in the case of seed processing, proper operation of the linter machine is of great importance. The cleanliness, fuzziness level, mechanical integrity, and germination capacity of the seeds used as planting material directly affect subsequent agrotechnical treatments and seedling quality. Determining the fuzziness level of the seeds processed by the linter machine, monitoring this process, and optimizing technological settings when necessary are critical steps in improving seed quality. This research evaluates the effectiveness of the linter machine's operating parameters by analyzing the level of seed fuzziness and proposes ways for improvement [4].

To determine the amount of residual fiber in seed cotton depending on changes in the rotational speed of the beater and saw cylinder in the working chamber of the linter machine, experiments were conducted on a 5LP-160 model linter machine at the linting department of the main building of the cotton processing plant under “NT Chust Wheat Cluster” LLC (see Figure 1). The tests were conducted on hand-picked cotton of the Namangan-34 variety, 1st generation R-1, with a moisture content of 7.8% and an impurity level of 3.0%.

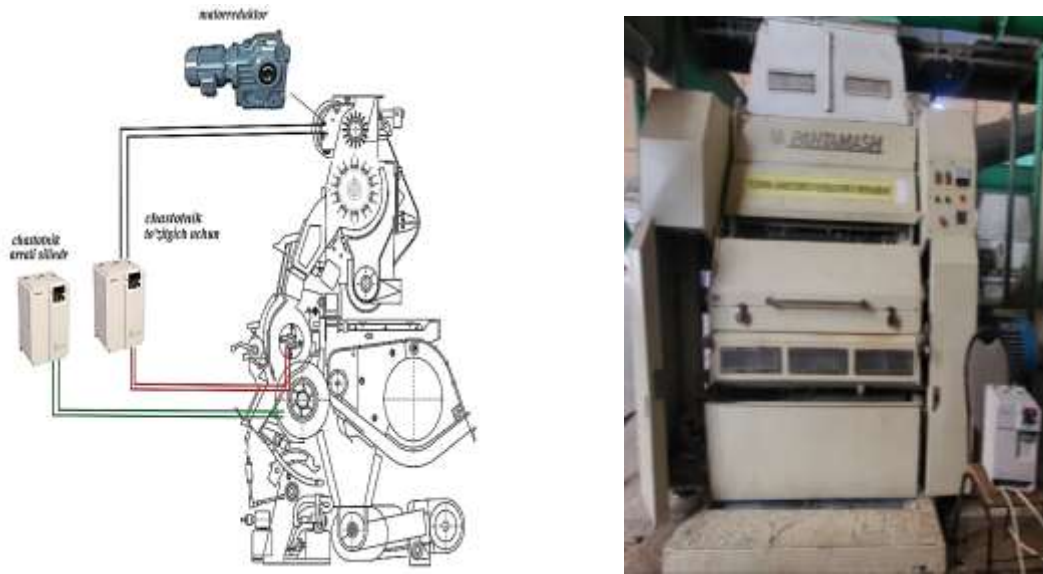


Figure 1. Newly Developed Automatically Controlled Linter Machine

During the research, the rotational speeds of the saw cylinder and beater components of the linter machine were independently controlled using variable frequency drives (VFDs). This allowed the linear motion of each working unit to be synchronized and maintained the optimal speed ratio between them. As a result of this technological approach, a significant reduction in seed fuzziness was observed. Compared to conventional control methods, the proposed control approach drastically reduced the level of fuzziness, i.e., the amount of residual fiber left on the seed surface decreased. The seeds appeared visibly cleaner, smoother, and more uniform in appearance. The linting process controlled by VFDs not only reduces mechanical damage to the seeds but also enables better control over fuzziness levels [5].

Results and Discussion. To determine the fuzziness level of seed cotton, the Uzbek national standard O‘z DSt 601-2008 is used [6]. In this study, the OCX-1 seed defuzzer laboratory device was utilized to assess seed fuzziness (see Figure 2). The fuzziness level of seed cotton is determined by calculating its mass fraction (O), expressed as a percentage, using the following formula:

$$O = \frac{M_2 - M_1}{M_2} * 100$$

When containers made of fired porous clay are used

$$O = \frac{1,06 * (M_1 - M_2)}{M} * 100$$

Here: M – mass of the sample for testing, in grams; M_1 – mass of the seed with fuzz, treated in hydrochloric acid vapors, in grams; M_2 – mass of the defuzzed seed, in grams; 1.06 – correction factor for moisture content.



Figure 2. Clay Container and OCX-1 Seed Defuzzer

A 30-gram sample of seed cotton is weighed and treated with hydrochloric acid, then placed into the device with 130 grams for 30 minutes. After 30 minutes, the sample is removed, placed into a special cloth bag, and thoroughly rubbed. The defuzzed seeds are then weighed, and the values are applied to the formula for calculation.



Figure 32. Appearance of Defuzzed Cottonseed

Table 1.

Experimental Data on Determining the Fuzziness of Seed Cotton from the Linter Machine

№	Conducted Experiments		Mass Fraction of Seed Cotton Fuzziness (%)
	M_1 (g)	M_2 (g)	O (%)
1	29.72	29.48	0.8

2	29.80	29.53	0.9
3	29.88	29.59	1.0

As part of the study, three repeated experiments were conducted to determine the fuzziness level of seed cotton. In each trial, a 30.00 g seed sample was taken, treated in hydrochloric acid vapor, and then defuzzed. According to the results, the fuzziness levels were 1.0%, 0.9%, and 0.8%, respectively (see Table 1).

Based on the results of the three experiments, the average fuzziness percentage was calculated as follows:

$$\text{Average} = \frac{1,0\% + 8,0\% + 0,9\%}{3} = 9\%$$

Conclusion. The experiments showed that the fuzziness level of seed cotton exiting the linter machine significantly decreased due to the proposed technological solution. Previously, the average fuzziness level on a 5LP-160 type linter machine was about 1.2%. However, with the new technology — involving separate control of the rotational speeds of the saw cylinder and the beater using variable frequency drives — this indicator was reduced to a range of 0.8–1.0%.

The new control method balanced the linear velocity ratio (V_1/V_2) between the working components, which prevented residual fibers from remaining on the seed surface. Consequently, this improved seed quality, enhanced germination capacity, and increased suitability for further technological processing. Moreover, this approach reduces the likelihood of repeated processing of seed cotton during production, optimizes energy consumption, and improves overall technological efficiency.

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**STARTAP LOYIHALARNI MOLIYALASH YECHIMLARI VA
TEXNOLOGIK IMKONIYATLARINI JAHON TAJRIBASIDAN KELIB
CHIQQAN HOLDA ANIQLASH**

MELIZIYAYEV ISLOMBEK IKROMJON O‘G‘LI

Annotatsiya: Startaplar bo‘yicha eng yuqori taraqqiyotga erishgan davlat AQSH va u faoliyatini aynan startap sifatida boshlagan AQSHning Facebook, Youtube, Google, Apple kompaniyalari bugunga kelib katta gigant korporatsiyaga aylandi, mamlakatda sohani tartibga soluvchi Bey-Doul qonuni, Stivenson-Uaydler qonuni va “Bizning biznes startaplar to‘g‘risida”gi (JOBS act) qonunlar orqali startaplarning samarali faoliyat yuritishi uchun qulay mexanizmlar o‘rnatilgan.

Kalit so‘zlar: Raqamli asboblar, AQSH, startaplar, moliyalashtirishning shakllari, trening, biznes, Bey-Doul qonuni, startaplar, tanlov, moliyaviy resurslar, infratuzilmani rivojlantirish, ta‘lim, Venture Capital (VC), sog‘liqni saqlash, texnologik yangiliklar, loyiha taqdimoti, yoshlar uchun yangi imkoniyatlar, rivojlanish, g‘oliblar, grantlar, moliyalashtirish manbalari, Bank kreditlari.

Moliyalash usullari:

Venture Capital (VC): Startaplar o‘z bizneslarini rivojlantirish uchun professional investorlardan yirik sarmoya olishadi.

Angel Investors: Yakka tartibdagi investorlar startaplarga dastlabki kapitalni taqdim etadi.

Crowdfunding: Kichik sarmoyadorlardan onlayn platformalarda mablag‘ to‘plash.

Government Grants: Davlat tomonidan startaplarni qo‘llab-quvvatlash uchun ajratiladigan grantlar va subsidiyalar.

Bank Loans: Banklar orqali an'anaviy moliyalash.

Texnologik imkoniyatlar. AI (Sun‘iy Intellekt): Startaplar sun‘iy intellekt va mashina o‘rganish texnologiyalarini qo‘llash orqali innovatsion mahsulotlar ishlab chiqishmoqda.

Blockchain: Moliyaviy texnologiyalar va xavfsizlikni ta‘minlashda blockchain tizimlaridan foydalanish.

IoT (Internet of Things): Qurilmalar va tizimlarning bir-biri bilan aloqa o‘rnatishi orqali biznes jarayonlarini avtomatlashtirish.

E-commerce: Onlayn savdo va raqamli platformalarda savdo imkoniyatlarini kengaytirish.

Robotics: Robototexnika va avtomatizatsiya tizimlarini ishlab chiqish va sanoatdagi ishlab chiqarish jarayonlarini yaxshilash.

Green Tech: Ekologik toza texnologiyalar, qayta tiklanuvchi energiya manbalari va resurslarni samarali boshqarish.

Startup loyihalarining moliyaviy yechimlari. Startapning moliyaviy muvaffaqiyatini ta'minlash uchun bir nechta asosiy moliyaviy yechimlar mavjud:

Venture Capital (VC). Venture capital (VC) — bu yirik sarmoya investorlaridan olish mumkin bo'lgan moliyaviy resursdir. VC, asosan, tez rivojlanayotgan, yuqori riskli startaplarga sarmoya kiritadi. Startaplar bu usuldan foydalanib, o'zlarining texnologik rivojlanishi va bozordagi o'rinlarini kengaytirish uchun zarur sarmoya olishadi.

Afzalliklari: Katta miqdordagi sarmoya, yuqori o'sish imkoniyati.

Kamchiliklari: Investorlar kompaniya boshqaruviga aralashishi va yuqori talablar qo'yishi.

Angel investorlar. Angel investorlar — bu o'z kapitalini riskka qo'yishga tayyor bo'lgan individual investorlar. Ular startaplar uchun dastlabki moliyaviy yordamni taqdim etadi.

Afzalliklari: Dastlabki bosqichda sarmoya olish, investor bilan bevosita aloqalar.

Kamchiliklari: O'zgaruvchan va uzoq muddatli investitsiyalar, ayrim hollarda investorlar tomonidan boshqaruvga talablar.

Crowdfunding. Crowdfunding — bu onlayn platformalar orqali kichik investorlar yoki mijozlardan mablag' yig'ish usulidir. Bu metod startaplar uchun moliyaviy resurslarni jalb qilishning juda ommaviy va zamonaviy usulidir.

Afzalliklari: Keng ommaviylik va tez mablag' yig'ish imkoniyati.

Kamchiliklari: Katta miqdordagi mablag' yig'ishning qiyinligi, muvaffaqiyatga erishish uchun ko'p reklama va marketing talab etiladi.

Bank kreditlari. Startaplar o'z bizneslarini rivojlantirish uchun bank kreditlaridan ham foydalanishlari mumkin. Bu usul ko'proq an'anaviy bizneslar uchun qulay, ammo startaplar uchun yuqori riskli bo'lishi mumkin.

Afzalliklari: Keng tarqalgan va osonlik bilan foydalanish imkoniyati.

Kamchiliklari: Yuqori foiz stavkalari va qarz majburiyatlari.

Davlat grantlari va subsidiyalar. Ko'plab mamlakatlarda startaplarni qo'llab-quvvatlash uchun davlat tomonidan ajratiladigan grantlar va subsidiyalar mavjud. Bu yechimlar startaplarni rivojlantirish uchun qo'llab-quvvatlash vositasi sifatida juda foydali.

Afzalliklari: Davlatning moliyaviy qo'llab-quvvatlashi, imtiyozlar.

Kamchiliklari: Dastlabki bosqichda topish qiyin, aniq shartlar mavjud.

Moliyaviy yechimlarni takomillashtirish yo‘llari. Startaplar o‘z moliyaviy resurslarini yanada samarali boshqarish va rivojlantirish uchun quyidagi takomillashtirish yo‘llarini ko‘rib chiqishlari lozim:

Moliyaviy rejalashtirish va prognozlashtirishni takomillashtirish. Moliyaviy rejalashtirish — bu startapning kelajakdagi moliyaviy holatini oldindan baholash va shu asosda strategiyalar ishlab chiqishdir. Startaplar o‘zlarining harajatlarini aniq belgilab, daromad va xarajatlar prognozlarini to‘g‘ri tayyorlashlari kerak.

Raqamli asboblardan va dasturlardan yordamida xarajatlarni kuzatib borish.

Moliyaviy resurslarni diversifikatsiya qilish. Startaplar o‘zlarining moliyaviy manbalarini diversifikatsiya qilish orqali xatarlarni kamaytirishi mumkin. Bir nechta moliyaviy manbalarni birlashtirish startap uchun xavf-xatarlarni kamaytirishga yordam beradi.

Foydalanilgan adabiyotlar:

1. “Moliya va soliqlar” (1-qism) – Toshkent 2014
2. “Moliya” – T.Malikov, O.Olimjonov,. Toshkent “Iqtisod-moliya” 2019
3. “Investitsiyalarni tashkilotish va moliyalashtirish” – R.X.Karlibayeva,. Toshkent – 2011

FROM LONDON TO TASHKENT: INTEGRATING VICTORIAN LITERATURE INTO UZBEK EFL CURRICULA.

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Research Aim : The primary aim of this research is to explore the potential of integrating Victorian literature into the English as a Foreign Language (EFL) curriculum in Uzbekistan. This study seeks to examine how canonical works of Victorian authors such as Charles Dickens, Charlotte Brontë, and Thomas Hardy can enhance students' language competence, cultural awareness, and critical thinking skills. Additionally, the research aims to identify effective pedagogical strategies and curriculum design models that align with both national education standards and communicative language teaching principles.

Research Content:

This research focuses on exploring both the theoretical and practical aspects of integrating Victorian literature into the English as a Foreign Language (EFL) curriculum in Uzbekistan. It examines major literary works from the Victorian era—particularly those by authors such as Charles Dickens, Charlotte Brontë, and Thomas Hardy—and evaluates their potential to enhance language acquisition, cultural literacy, and aesthetic appreciation among Uzbek EFL learners.

The study investigates the educational value of Victorian texts from linguistic, intercultural, and pedagogical perspectives. Special attention is given to methods of adapting these literary works to suit the linguistic level and cultural context of Uzbek students. It also explores instructional strategies for incorporating literature into language teaching, including task-based learning, interactive reading techniques, and thematic lesson planning.

Based on the findings, the research proposes pedagogical recommendations for the successful integration of Victorian literature into EFL programs. Furthermore, it aims to foster a deeper interest in English literature among students, improve their language proficiency, and promote intercultural understanding within a globalized educational framework.

Research Objectives:

1. To analyze the role of Victorian literature in the development of language skills among Uzbek EFL learners.

2. To identify specific works by Victorian authors that are suitable for integration into the Uzbek EFL curriculum.
3. To examine the cultural and linguistic relevance of Victorian texts for Uzbek students.
4. To explore effective pedagogical strategies for teaching literature in EFL classrooms.
5. To design sample lesson plans and activities based on Victorian texts that align with the communicative language teaching approach.
6. To evaluate the challenges and opportunities involved in incorporating Victorian literature into the Uzbek EFL context.
7. To develop methodological recommendations for EFL instructors seeking to use literature as a language teaching tool.

Scientific Novelty:

This research presents a novel contribution to the field of English language teaching in Uzbekistan by offering an innovative framework for integrating Victorian literature into the EFL curriculum. Unlike traditional approaches that often prioritize functional grammar and vocabulary acquisition, this study emphasizes the pedagogical value of classic literary texts in fostering language proficiency, cultural awareness, historical perspective, and analytical thinking skills. A key innovation of the research is its systematic selection and pedagogical adaptation of Victorian literary works—such as *Great Expectations* by Charles Dickens, *Jane Eyre* by Charlotte Brontë, and *Tess of the d’Urbervilles* by Thomas Hardy—tailored specifically to the linguistic and cognitive needs of Uzbek EFL learners. These adaptations are supported by original lesson plan models, interactive teaching methods, and learner-centered activities designed to enhance reading comprehension, vocabulary expansion, and intercultural competence. Furthermore, the study contributes to the scholarly discourse on literature-based language instruction by bridging the gap between classical English literature and contemporary foreign language teaching methodologies. It introduces an interdisciplinary model that combines literary studies, didactics, and sociocultural learning, thereby enriching the academic resources available for EFL instructors and curriculum developers in Uzbekistan. The research also sheds light on learners’ responses to literature integration, offering data-driven insights into its motivational and educational impact.

Conclusion

In conclusion, the integration of Victorian literature into the Uzbek EFL curriculum offers promising educational benefits that extend beyond traditional language instruction. Through the careful selection and adaptation of canonical texts by authors

such as Charles Dickens, Charlotte Brontë, and Thomas Hardy, this research demonstrates how literature can serve as a powerful medium for enhancing language skills, cultural understanding, and critical thinking.

The study has shown that the use of authentic literary materials in language classrooms not only enriches students' linguistic competence but also fosters a deeper engagement with global cultural values and historical perspectives. Moreover, the proposed pedagogical strategies—such as thematic lessons, interactive reading tasks, and contextual vocabulary activities—highlight practical approaches for educators to effectively incorporate literature into their teaching practices. Ultimately, this thesis advocates for a balanced and holistic approach to EFL education in Uzbekistan, where literature plays an integral role in shaping not just competent language users, but also reflective, culturally aware individuals prepared to engage with the world beyond the classroom.

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