



# INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS

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## **INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS**

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## **NATIONAL HANDICRAFTS: TRADITIONS EVOLVED FROM DOMESTIC PRACTICE TO CULTURAL REPRESENTATION**

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**Abstract:** National handicrafts are more than decorative artifacts or commercial products—they are embodiments of cultural memory, intergenerational knowledge, and lived experience. In Uzbekistan, traditional crafts such as embroidery, pottery, wood carving, textile weaving, and metalwork have long shaped the rhythm and aesthetics of daily life. Historically rooted in necessity and spiritual symbolism, these crafts have served both utilitarian and expressive functions—enriching homes, rituals, and communities through beauty and meaning.

This article examines the evolution of Uzbek national handicrafts from functional household practices to celebrated cultural expressions showcased on global platforms. It explores how once-private artisanal knowledge—primarily preserved through domestic labor and family lineages—has been elevated to the status of cultural heritage through institutional support, state recognition, and global interest in intangible traditions. Drawing on field research, artisan interviews, and policy analysis, the study investigates the factors driving the revival of traditional crafts in Uzbekistan. These include post-independence nation-building efforts, tourism development, women's economic empowerment, and a global shift toward sustainability and slow production. The article highlights the role of artisans not only as producers but as cultural ambassadors—translating the visual language of their ancestors into contemporary art, design, and identity. The transformation of national handicrafts into symbols of cultural identity is also analyzed within the context of globalization. In the 21st century, Uzbek crafts are exhibited at international expos, integrated into high fashion collections, and promoted as tools of soft power. While commercialization brings new opportunities, it also raises challenges related to authenticity, cultural appropriation, and the preservation of craftsmanship standards. Ultimately, this article argues that the movement of handicrafts from the private sphere of everyday life to the public stage of cultural diplomacy reflects more than a change in function—it signifies the resilience, adaptability, and continued relevance of traditional arts in shaping national consciousness. In the hands of today's artisans, these crafts are not relics of the past, but evolving narratives that connect tradition with innovation, and heritage with global identity.

**Keywords:** Uzbek handicrafts, cultural heritage, traditional crafts, embroidery, wood carving, sustainable design, artisan identity, gender and crafts, slow production, heritage revival, intangible cultural heritage, globalization and tradition, national identity, cultural diplomacy, post-Soviet cultural revival, economic empowerment, domestic arts, soft power, traditional knowledge systems.

### **Introduction**

Handicrafts have long stood as silent witnesses to the everyday lives, values, and aesthetic sensibilities of communities across the world. In Uzbekistan, national handicrafts have historically served both functional and spiritual purposes—woven into the fabric of daily life through household objects, clothing, architectural details, and ritual artifacts. Far from being mere decorative arts, these practices—ranging from **embroidery, wood carving, ceramic making, metalwork, to textile weaving**—reflect a complex and deeply rooted cultural knowledge system transmitted through generations, often within families and gendered spaces. These traditional crafts once emerged from necessity. A hand-carved wooden cradle, an embroidered suzani, or a handwoven rug were created to meet everyday needs, celebrate major life events, and safeguard spiritual well-being. Each item carried with it not just material function, but also symbolic significance, storytelling elements, and artisanal pride. The artisan, often a family elder or community master, was both a maker and a bearer of memory—linking practical craftsmanship to cultural identity. In recent decades, however, national handicrafts in Uzbekistan have undergone a significant transformation. With the rise of cultural tourism, post-Soviet nation-building, and increasing interest in sustainability and slow production, traditional crafts have been revalorized—not just as heritage, but as instruments of cultural diplomacy, economic empowerment, and contemporary design. What was once part of the domestic sphere has now found its way onto **museum walls, fashion runways, international expos, and UNESCO heritage lists**. This shift marks not just a change in context, but also in meaning: handicrafts have become a medium for projecting national pride and cultural uniqueness in a globalized world.

This article aims to explore the journey of Uzbek national handicrafts from their embeddedness in daily life to their elevated status on the global cultural stage. It interrogates how artisans, policymakers, educators, and designers have contributed to this evolution, and what it means for the future of cultural heritage preservation. Drawing upon field observations, interviews, and institutional analysis, the paper highlights the dual nature of this revival: as both a return to ancestral techniques and a reimagining of their purpose in modern society. By examining the interplay between

**tradition, innovation, economy, and identity**, this study sheds light on how handicrafts continue to shape, reflect, and redefine Uzbekistan’s cultural narrative—offering a vibrant example of how heritage can be both preserved and transformed in the hands of its people.

### Relevance of the Topic

In the 21st century, traditional arts and crafts are experiencing a complex transformation. While industrialization, mass production, and globalization have threatened the survival of many heritage-based practices, there is also a growing global movement that seeks to **reclaim, revive, and revalue** traditional knowledge systems. In this context, **Uzbek national handicrafts** represent a uniquely rich case of cultural continuity and creative adaptation. Their evolution—from objects made for daily life to celebrated symbols of cultural identity—offers insight into how tradition can remain relevant in an age of rapid change. The topic is particularly relevant in light of several global trends:

- the rise of **sustainable and ethical design**;
- the increasing value placed on **handcrafted and locally sourced goods**;
- the need to **empower rural and women artisans economically**;
- and the use of culture as a form of **soft power and national branding**.

In Uzbekistan, handicrafts have become a strategic part of cultural and economic development. Through **state-supported initiatives**, heritage preservation programs, and international partnerships, these crafts are being reintroduced to new audiences and markets. Additionally, the inclusion of traditional arts in tourism, education, and digital platforms highlights their continued vitality. By examining how national handicrafts have transitioned from **utilitarian domestic production** to **professional artistic representation**, this study addresses urgent questions about identity, heritage, and economic resilience. It highlights the relevance of **craft not only as memory, but also as agency**—a form of cultural self-determination and sustainable development in a globalized world.

Aspect	Traditional Context	Contemporary Context
Function	Utilitarian: household use, ritual, personal expression	Cultural representation, fashion, tourism, national branding
Production environment	Home-based, passed down through generations	Artisan cooperatives, craft schools, commercial workshops
Knowledge transmission	Oral tradition, family-based mentorship	Formal education, vocational training, online learning
Market orientation	Local community, bartering or gifting	Global markets, e-commerce, international exhibitions

Gender roles	Primarily women (embroidery, weaving), men (carving, metalwork)	Inclusive and gender-diverse artisan networks
Symbolism and meaning	Spiritual protection, social status, ancestral memory	Cultural identity, heritage preservation, aesthetic experimentation
Materials and tools	Natural dyes, wool, cotton, silk, handmade tools	Sustainable materials, blended fibers, digital design tools
Visibility and platform	Private sphere (home, ceremonies, bazaars)	Public sphere (museums, design fairs, global media)

### Discussion and findings

The evolution of Uzbek national handicrafts from domestic utility to cultural representation illustrates the dynamic resilience of traditional knowledge systems in the face of modernity. Once embedded in everyday life, handicrafts such as suzani embroidery, ceramic ware, wood carving, ikat weaving, metal engraving, and leatherwork have transcended their original functions to become powerful mediums for storytelling, identity expression, and economic innovation. This transition reflects a broader global trend: the revalorization of indigenous and handmade arts as responses to industrialization, consumer fatigue, and cultural homogenization. One of the key findings of this study is the strategic revitalization of crafts as tools of soft power. In Uzbekistan, state policies and cultural institutions have actively promoted handicrafts as part of national branding, tourism development, and post-Soviet cultural revival. Events such as the International Festival of Handicrafts in Kokand and the inclusion of Uzbek crafts in UNESCO’s lists of Intangible Cultural Heritage have contributed to elevating artisans to the status of cultural ambassadors. Through these platforms, crafts have gained new visibility, appreciation, and legitimacy—both domestically and internationally.

Another important dimension is the economic empowerment of artisans, particularly women in rural communities. Handicrafts provide a sustainable source of income for thousands of families, allowing women to work from home, maintain cultural traditions, and participate in the national economy. Programs offering training, microfinance, and e-commerce access—often supported by NGOs, development agencies, or state structures—have enabled artisans to expand their creative capacities and reach new markets beyond traditional bazaars. The study also finds that contemporary artisans are not passive preservers of heritage; rather, they are innovators who reinterpret traditional forms through a modern lens. Younger generations of craftspeople, many trained in art academies or exposed to global design trends, are

blending old motifs with new materials, styles, and functions. This is particularly evident in the crossover between traditional techniques and modern fashion, architecture, and product design. The result is a vibrant hybrid aesthetic that retains cultural depth while engaging with current consumer expectations and artistic languages. However, this revival is not without its challenges. The commercialization of crafts can risk cultural dilution, mass production may threaten artisanal integrity, and international demand may favor aesthetics over authenticity. Moreover, many crafts are still vulnerable due to an aging artisan population, migration, and lack of formal archival documentation. Ensuring sustainable growth requires careful balance—between tradition and innovation, preservation and profit, domestic heritage and global market dynamics.

Despite these tensions, the study concludes that Uzbek handicrafts remain deeply relevant in contemporary cultural, economic, and political life. They serve not only as links to ancestral knowledge but also as platforms for self-expression, community resilience, and intercultural dialogue. From household tools to museum pieces, from dowry textiles to fashion catwalks, these crafts embody a journey from necessity to narrative, from survival to symbolism. In essence, the transition of handicrafts from the private to the public sphere reveals a profound cultural metamorphosis—one in which the handmade object becomes a living testament to the continuity, creativity, and strength of a nation's soul.

### **Conclusion**

National handicrafts in Uzbekistan represent far more than artistic tradition—they are living embodiments of cultural continuity, economic potential, and collective identity. Once born out of daily needs, spiritual beliefs, and familial customs, these crafts have traveled from the quiet corners of homes and workshops to the global stage, where they are now celebrated as symbols of national heritage and creative excellence. This article has shown that the transformation of handicrafts from utilitarian practices to cultural icons is the result of complex historical, social, and political processes. Government initiatives, international heritage recognition, market forces, and the agency of artisans themselves have all contributed to this evolution. In today's Uzbekistan, handicrafts serve as powerful tools for cultural diplomacy, gender empowerment, sustainable development, and artistic innovation.

The findings reveal that traditional crafts thrive not through static preservation, but through dynamic adaptation. Modern artisans are not merely preserving the past—they are reshaping it, integrating traditional forms with contemporary aesthetics, new materials, and global narratives. In this way, handicrafts become not only visual artifacts, but also storytelling devices, economic engines, and educational resources for

the future. At the same time, the commercialization and institutionalization of crafts bring challenges: risks of cultural commodification, loss of authenticity, and generational gaps in knowledge transmission. Addressing these requires a thoughtful balance between tradition and innovation, as well as inclusive policies that support artisans as cultural entrepreneurs rather than as passive transmitters of the past. Ultimately, Uzbek handicrafts stand as powerful testimony to the resilience and creativity of a people whose hands shape memory into matter, and whose traditions—though rooted in the past—remain profoundly relevant to the world of today. In every stitch, carving, weave, and glaze lies a message: that heritage is not only to be remembered, but to be lived, shared, and continually reimagined.

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## **THE EFFECTIVENESS OF LANGUAGE IMMERSION METHODS IN ENGLISH INSTRUCTION**

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**Abstract:** Language immersion is widely regarded as one of the most effective strategies for second language acquisition. This paper investigates the impact of immersion-based approaches on learners' English language proficiency, comparing them to traditional instructional methods. Through classroom observation, learner assessments, and teacher interviews, the study explores cognitive, linguistic, and motivational outcomes associated with immersion programs. Findings indicate that immersion significantly enhances communicative competence, vocabulary acquisition, and learner confidence, especially when combined with contextualized, meaningful interaction.

**Keywords:** Language immersion, English instruction, communicative competence, second language acquisition, EFL methodology, immersive learning.

### **Introduction**

In recent decades, the need for effective English language teaching strategies has become more urgent due to globalization and the increasing demand for English proficiency. Traditional language instruction often focuses on explicit grammar teaching and translation-based methods, which may fail to promote real-life communication skills. In contrast, **language immersion** provides learners with continuous and contextualized exposure to the target language, creating an environment similar to that of native speakers.

Language immersion programs, originally designed for bilingual education, have since been adopted in English as a Foreign Language (EFL) contexts to accelerate learning and improve language retention. This paper aims to assess the effectiveness of immersion methods in EFL classrooms by analyzing learner performance, engagement, and language development over a specified period.

### **Methods**

To evaluate the effectiveness of immersion strategies, this study employed a **comparative experimental design** in two secondary schools over 12 weeks.

- **Participants:** 60 students aged 13–16 were divided into two groups (30 in the immersion group and 30 in the traditional instruction group).

- **Instructional Design:**

- *Immersion Group:* English was used exclusively as the medium of instruction in all language-related subjects. Lessons emphasized real-world tasks, contextual conversations, and project-based learning.
- *Traditional Group:* Instruction relied on grammar translation, vocabulary lists, and native language explanations.

- **Data Collection Tools:**

- Pre- and post-tests (assessing vocabulary, grammar, listening, and speaking).
- Weekly observation checklists.
- Student motivation surveys.
- Teacher interviews.

Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were coded and thematically analyzed.

## **Results**

The results of the study demonstrate a clear advantage for the immersion group across several domains:

- **Language Proficiency Gains:**

- Immersion students improved by an average of **28%** in overall language proficiency, compared to **13%** in the traditional group.
- Listening and speaking scores were particularly higher in the immersion group (average 32% gain vs. 10%).

- **Vocabulary Acquisition:**

- Learners in the immersion group acquired more contextually relevant vocabulary and retained it longer.

- **Confidence and Fluency:**

- Surveys indicated that 83% of immersion learners felt “comfortable” or “very comfortable” using English spontaneously, compared to 47% in the traditional group.

- **Engagement and Motivation:**

- Immersion learners were more engaged in classroom activities and reported higher motivation to learn English.

Teacher interviews confirmed that students exposed to immersion demonstrated better classroom interaction, faster error correction response, and more creative language use.

## **Discussion**

The findings validate the effectiveness of language immersion as a dynamic and learner-centered approach to English instruction. Immersion facilitates **naturalistic language acquisition**, allowing learners to internalize grammatical structures and

vocabulary through use rather than explicit instruction. This aligns with Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input for language learning.

Moreover, immersion supports **cognitive development**, especially in young learners, by enhancing problem-solving, memory, and attention. It also reduces learner anxiety, fostering a safe environment where language mistakes are seen as part of the learning process.

However, challenges include the need for well-trained teachers fluent in English and capable of maintaining immersion without reverting to the native language. Additionally, curriculum development and parental support are critical to sustaining immersion programs.

### Conclusion

Language immersion methods offer a powerful alternative to traditional English language teaching by creating authentic, meaningful learning environments. Immersion enhances communicative competence, vocabulary retention, learner confidence, and classroom engagement. While implementing immersion can be resource-intensive, its long-term benefits for language acquisition justify its adoption in modern EFL curricula. Future studies should explore hybrid immersion models and strategies for scaling immersion in low-resource contexts.

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## **The Role of Blended Learning in Modern English Language Education**

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**Abstract:** Blended learning, the integration of traditional face-to-face teaching with digital technologies, has transformed English language education in recent years. This study explores the effectiveness of blended learning models in enhancing learners' language proficiency, motivation, and engagement. The research was conducted through a combination of surveys and classroom observations in secondary and tertiary educational institutions. Results show that students exposed to blended learning demonstrate greater autonomy, improved digital literacy, and higher language achievement compared to those in traditional learning environments. The paper concludes with recommendations for implementing blended learning frameworks in language curricula.

### **Introduction**

In the digital era, the traditional boundaries of education have expanded with the integration of technology into the learning environment. One of the most significant developments is **blended learning**, a pedagogical approach that combines in-person instruction with online learning resources. This model is particularly relevant in **English language education**, where access to multimedia content, real-time feedback, and self-paced learning can substantially enhance language acquisition. Blended learning has gained traction due to its flexibility, learner-centered nature, and capacity to address diverse learning styles. This paper aims to investigate the impact of blended learning on modern English language education, focusing on its role in improving language proficiency, learner engagement, and digital competence.

### **Methods**

This study employed a **mixed-methods** approach, combining quantitative and qualitative data to provide a comprehensive analysis.

- **Participants:** 120 English language learners from three institutions (two universities and one high school) in Uzbekistan were selected.
- **Instruments:**
  - **Questionnaire:** Used to assess learners' attitudes, motivation, and perceived improvements in language skills.
  - **Pre- and Post-tests:** Standardized English proficiency tests to measure learning outcomes.
  - **Classroom Observation:** Conducted over eight weeks to evaluate student participation, interaction, and use of digital tools.
- **Procedure:**
  - Group A received traditional classroom instruction.
  - Group B received instruction through a blended learning model (50% online, 50% face-to-face).
- Data were analyzed using **SPSS** for statistical tests and thematic analysis for qualitative responses.

### **Results**

The results revealed notable differences between the two groups:

- **Language Proficiency:** Group B (blended learning) showed an average improvement of 18% in test scores, compared to 9% in Group A.
- **Engagement and Motivation:** 83% of students in the blended learning group reported higher motivation and interest in learning English.
- **Digital Literacy:** Blended learners developed stronger skills in navigating educational technologies and managing independent study tasks.
- **Classroom Dynamics:** Observations indicated that blended learning environments encouraged more student interaction, peer collaboration, and use of authentic English resources.

### **Discussion**

The findings align with previous studies (Graham, 2006; Horn & Staker, 2014) that suggest blended learning enhances educational outcomes. In English language education, it not only supplements linguistic input but also provides opportunities for **contextual learning**, **repetitive practice**, and **interactive content**. The flexibility of online components allows learners to revisit lessons, engage in self-paced study, and access diverse multimedia materials, which reinforce classroom instruction. However, successful implementation requires careful planning, teacher training, and access to reliable infrastructure. The digital divide remains a concern, particularly in rural or under-resourced contexts. Nevertheless, when applied effectively, blended learning can support a more inclusive, personalized, and effective language learning experience.

### **Conclusion**

Blended learning represents a promising approach in modern English language education. By combining the strengths of face-to-face instruction and online learning, it supports improved student outcomes, increased motivation, and enhanced digital skills. Educators and policymakers should consider integrating blended learning into English language curricula, supported by continuous professional development and technological investment.

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## **ПРОБЛЕМЫ И ТЕНДЕНЦИИ РАЗВИТИЯ РЫНКА ТРАНСПОРТНО- ГРУЗОВЫХ УСЛУГ**

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**Аннотация.** В статье рассматривается влияние транспортной системы на экономическое пространство стран и регионов, выделяя значимость рациональной организации транспортно-грузовых перевозок для развития торговли и производства. Анализируются тенденции развития железнодорожных перевозок на пространстве «широкой колеи» 1520 мм, подчеркивается модальный сдвиг с морских перевозок на железнодорожные благодаря их скорости, надежности и низкой стоимости доставки. Отмечены проблемы инфраструктурных ограничений и экономических кризисных явлений, влияющих на сферу грузоперевозок, а также подчеркивается положительная динамика сокращения доли порожних контейнеров и рост объемов грузоперевозок по евразийскому маршруту в 2025 году за счет конкурентных преимуществ железнодорожного транспорта.

**Ключевые слова:** железнодорожный транспорт, грузоперевозки, евразийский маршрут, транспортная инфраструктура, модальный сдвиг, экономика.

### **Problems and Trends in the Development of the Transport and Freight Services Market**

**Annotation.** The article examines the impact of the transport system on the economic space of countries and regions, highlighting the importance of the rational organization of freight transport for the development of trade and production. It analyzes the development trends of railway transport within the "broad gauge" 1520 mm space, emphasizing the modal shift from sea to rail transport due to its speed, reliability, and low delivery cost. Infrastructure limitations and economic crises affecting the freight transport sector are noted, alongside the positive dynamics of reducing the share of empty containers and the growth of freight volumes along the Eurasian route in 2025, driven by the competitive advantages of railway transport.

**Keywords:** railway transport, freight transportation, Eurasian route, transport infrastructure, modal shift, economy.

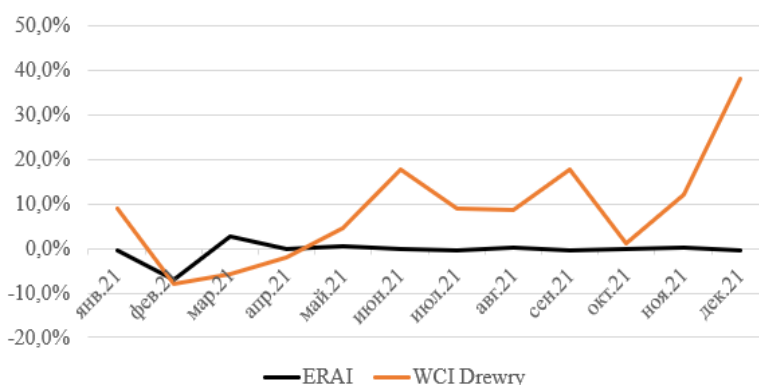
Экономическое пространство содружеств, союзов, стран, регионов и отдельных отраслей напрямую увязано с состоянием транспортной системы – проблемы доставки материальных ресурсов и благ играют решающую роль в организации любой торговли, без которой, по сути, не будет и производства. Экономическая конъюнктура, уровень цен на экспортно-импортную продукцию, интенсивность развития торгово-экономических отношений в существенной мере зависит от рациональной организации транспортно-грузовых перевозок.

Грузовые транспортные потоки перераспределились в основном по направлению Европа-Азия. В 2020-2021 годы по сравнению с 2019 годом проявились негативные тенденции в виде регулярного роста стоимости топливно-энергетических ресурсов, ужесточения регулятивных требований, роста таможенных пошлин, санкций в виде отмены ранее введенных льгот и другое. В то же время можно отметить общее обновление железнодорожного парка. Развитию транспортной отрасли в целом препятствуют такие факторы, как недобросовестная конкуренция, низкая прозрачность рынка, недостаточное инфраструктурное развитие.

Тенденции развития транспортно-грузового рынка рассмотрены на примере железнодорожной сети Пространства 1520 за период до 2021 гг. (1520 мм – официальная ширина колеи железных дорог стран СНГ, Балтии, Монголии и Финляндии. Общая протяженность Пространства «широкой колеи» составляет свыше 150 000 км).

По данным рис. 1.1 видно, что объемы импорта и экспорта КНР превышает аналогичные показатели других стран в 2020 году, что касается динамики, то наблюдается снижение по всем показателям в 2020 году по сравнению с 2019 годом, а в 2021 году показатели превысили данные 2019-2020 годов, что не могло не сказаться на показателях железнодорожных грузоперевозок.

В течение 2020-2021гг. индекс WCI Drewry, отражающий стоимость доставки контейнера морем между Китаем и Европой, превысил железнодорожный индекс ERAI, чем подтвердились преимущества железнодорожных грузоперевозок – скорость, надежность и низкая стоимость доставки. Произошел модальный сдвиг и наметилась тенденция перехода с морских перевозок на железнодорожные при грузовых отправлениях.



**Рис. 1.1. Динамика изменения ставок ERAI и WCI Drewry**

Практическое отсутствие волатильности ставок повышает привлекательность железнодорожных перевозок в рамках внешнеторговых сделок.

Продолжающийся прирост объемов грузовых перевозок на железнодорожном евразийском маршруте существенно увеличил нагрузку на инфраструктуру Пространства 1520, что повлияло на такие показатели как скорость контейнерных перевозок и среднее время в пути. Одной из причин стала недостаточная пропускная способность в местах смены грузовыми контейнерами колеи, в том числе из-за недостаточной обустроенности инфраструктуры по пути следования и недостатке грузовых объектов.

В целом можно говорить о наличии большого числа показателей, оценивающих результативность деятельности отрасли грузоперевозок, которые демонстрируют отрицательную динамику, и это говорит об экономическом кризисе стран СНГ, усугубляемом мировой политической обстановкой, приводящему к нарастанию проблем транспортной отрасли. В железнодорожных грузовых перевозках ситуация гораздо лучше, доля порожних контейнеров сократилась с 23% в 2017 году до 6% в 2021 году.

Главным фактором успеха на всем протяжении 2025 года, который проявился в виде очередного обновления рекордов в объемах перевозимых по евразийскому маршруту грузов стали конкурентные преимущества железнодорожного транспорта, подкрепленные многолетним плодотворным и стабильным функционированием сервисов евразийского маршрута и оптимально выстроенными связями с грузоотправителями и другими партнерами. Это стало итогом не столько конъюнктуры, в том числе в других видах транспорта, сколько результатом многолетних усилий и работы по развитию евразийских железнодорожных транзитных перевозок.

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## **INCLUSIVE EDUCATION CHILDREN WITH DISABILITIES IN UZBEKISTAN**

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2025

### **Abstract**

This thesis examines the evolving landscape of inclusive education for children with disabilities in Uzbekistan. Through a combination of local fieldwork and international comparative analysis, the research identifies critical systemic barriers and proposes evidence-based reforms. The investigation integrates qualitative research methodologies with detailed case analyses, encompassing classroom observations and in-depth interviews with educators and families. Results demonstrate that properly implemented inclusive education substantially improves both educational outcomes and social integration for children with disabilities. The thesis puts forward strategic recommendations concerning teacher professional development, policy refinement, family engagement, and physical infrastructure enhancements.

### **Acknowledgements**

I wish to express my profound gratitude to my academic supervisor, whose unwavering guidance and insightful feedback proved invaluable throughout this research journey. My sincere appreciation extends to the school administrators, dedicated teachers, and courageous families who generously contributed their time and shared their experiences for this study. Finally, I owe an immeasurable debt of gratitude to my family, whose steadfast support sustained me through the inevitable challenges of this academic endeavour.

### **Introduction**

Education constitutes a cornerstone in every child's social and intellectual development. For children with disabilities, the educational environment serves a dual purpose—functioning not merely as an academic institution but as a vital support network. Within Uzbekistan, inclusive education has gained recognition as an essential approach to fulfilling the educational rights of all children, irrespective of their physical, emotional, or cognitive circumstances.

Despite heightened awareness, children with disabilities throughout Uzbekistan continue to encounter substantial obstacles: physically inaccessible learning environments, educators with insufficient specialized training, and limited social acceptance. While governmental initiatives have introduced inclusive education policies, their practical implementation remains fragmented and inadequately resourced.

This thesis endeavours to investigate both the practical realities and policy dimensions of inclusive education for children with disabilities in Uzbekistan. It scrutinizes existing impediments, highlights exemplary international practices, and advances contextually appropriate solutions. The research ultimately aims to contribute meaningful insights toward developing an educational framework that embodies principles of equity, effectiveness, and genuine inclusion.

### Literature Review

The philosophy of inclusive education rests upon the fundamental principle that all children, regardless of ability status, should learn collaboratively within supportive environments. Prominent scholar Ballard (2016) contends that authentic inclusion necessitates transformative changes in both institutional culture and curricular design. Recent UNICEF (2023) global assessments reveal that children with disabilities consistently encounter disproportionate barriers to educational access. Within the Uzbek context, researchers Hamidova (2023) and Haqberdiyeva (2023) identify inadequate teacher preparation and insufficient resource allocation as particularly pressing concerns. Furthermore, international case studies from educational systems in Finland and Italy demonstrate that teacher competency, parental partnership, and adapted physical infrastructure represent critical success factors for effective inclusion. The scholarly consensus suggests that inclusive education achieves optimal outcomes when reinforced by robust policy frameworks, comprehensive professional development, and fundamental shifts in societal attitudes toward disability.

### Methodology

This investigation employs a qualitative methodological framework centered on detailed case study analysis. Primary data collection occurred through systematic classroom observations at School No. 223 in Tashkent's Yakkasaray district, an institution providing specialized education for children with disabilities. The week-long observational period incorporated comprehensive field documentation, behavioral assessment, and in-depth semi-structured interviews with both educators and parents. Additionally, the research examined national educational policy documents and statistical analyses from international organizations. This methodological triangulation

enhances the validity and contextual relevance of the findings. The investigation was guided by a central research question: 'Which interventions most effectively promote inclusive educational practices for children with disabilities in Uzbekistan?'

### Findings and Discussion

The field investigation yielded several significant insights. Firstly, the majority of educational facilities lack appropriate physical accessibility for students with mobility impairments. Secondly, educators frequently possess insufficient specialized training in inclusive pedagogical approaches and struggle to address diverse learning requirements within mainstream classrooms. Thirdly, social stigmatization remains pervasive among both student populations and parental communities. Nevertheless, promising developments were observed in institutions characterized by proactive leadership and substantive community engagement. Educators consistently reported enhanced outcomes in circumstances where parents actively participated in educational planning processes. These findings underscore the necessity for coordinated multi-stakeholder collaboration and suggest that professional development initiatives, infrastructure enhancements, and public awareness campaigns represent essential components for successful inclusive education.

### Conclusion and Recommendations

Inclusive education for children with disabilities transcends mere pedagogical reform—it constitutes a fundamental human right. While Uzbekistan has initiated promising policy developments, substantial implementation challenges persist. This thesis proposes the following strategic recommendations: (1) Implement comprehensive specialized training programmes for all educators in inclusive educational methodologies; (2) Undertake systematic improvements to school infrastructure to ensure universal accessibility; (3) Develop and launch nationwide awareness initiatives to address persistent stigmatization; and (4) Establish robust collaborative frameworks connecting educational institutions, families, and governmental entities. Through these coordinated strategies, Uzbekistan can develop an educational system that genuinely honours diversity and empowers each learner to achieve their full potential.

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## **The impact of teaching the “Theoretical mechanics” course using software-based educational tools on learning efficiency**

**Влияние преподавания курса «Теоретическая механика» с использованием программных образовательных инструментов на эффективность обучения.**

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**Annotation:** This study analyzes the learning performance of students studying in the Physics education field at higher education institutions regarding the subject “Theoretical Mechanics.” It presents a comparative mathematical-statistical analysis of learning outcomes when using software-based educational tools during the teaching process versus outcomes from traditional teaching methods.

**Keywords:** Python programming language, software-based educational tool, learning efficiency, theoretical mechanics.

**Аннотация:** В данном исследовании анализируется учебная успеваемость студентов, обучающихся по направлению «Физика» в учреждениях высшего образования по дисциплине «Теоретическая механика». Представлен сравнительный математико-статистический анализ результатов обучения при использовании программных образовательных инструментов в процессе преподавания по сравнению с результатами, полученными при традиционных методах обучения.

**Ключевые слова:** язык программирования Python, программный образовательный инструмент, эффективность обучения, теоретическая механика.

Each student of a higher education institution aims to acquire knowledge, skills, and competencies that will benefit their personal, professional, and social life. The main objective of education is to prepare students to learn new materials, facilitate the perception of knowledge, strengthen practical skills, review and generalize the knowledge and skills, identify and address weak areas, and enable the application of acquired knowledge in real-life situations and behavioral patterns.

During the learning process, by forming the basic competencies related to the subject of “Theoretical Mechanics,” which is one of the theoretical courses in Physics, students develop interest in the study of mechanical motion, coordinate systems, phenomena occurring according to the laws of conservation of energy in nature, planetary motion

physics, and the nature of space and time. As a result, students gain sufficient skills to form the foundation for scientific research and physical experimentation. The process of providing in-depth knowledge of the subject “Theoretical Mechanics” is a two-way interaction that incorporates both the teacher’s instructional activities and the student’s engagement during the lesson.

In this context, it is relevant to analyze the possibilities, advantages, and outcomes of using a software-based educational tool named “Theoretical Mechanics Teaching Program.” From this point of view, it is necessary to compare the results of lessons conducted with this software tool and those carried out using traditional teaching methods. When using software-based educational tools during lectures and practical sessions of the theoretical mechanics course, it has been determined that students better comprehend complex topics. This is made possible by the availability of relevant videos, presentations, graphics, complex diagrams, topic-based problems with their solutions, and graphs corresponding to those solutions—all integrated into the software tool. These materials allow students to study both during the lesson and independently, gaining sufficient knowledge, skills, competencies, and core proficiencies related to the subject.

In higher education institutions, alongside delivering theoretical knowledge, the use of software-based educational tools in teaching theoretical mechanics proves to be an effective and reliable method for expanding students’ understanding of the subject, enhancing their problem-solving and analytical skills, comprehending the underlying essence of physical phenomena, and fully developing their subject-related core competencies. In order to verify the accuracy and effectiveness of this methodology, a pedagogical experimental trial was organized. This trial aimed to define the content and implementation stages of using software-based educational tools in teaching theoretical mechanics within the Physics education curriculum at higher education institutions. The experimental trial to improve the effectiveness of teaching and develop students’ subject-specific competencies using software-based learning materials was conducted in the following stages:

1. Analysis of results obtained during the experimental trial conducted at selected higher education institutions. The generalized results of the experimental trial were compared between the experimental and control groups. These results were then processed using mathematical-statistical analysis methods.

2. Based on the final outcomes of the experimental trial, scientific and methodological recommendations were developed aimed at increasing the effectiveness of teaching and improving students’ core competencies. These recommendations are based on using learning materials and tools from the “Theoretical

Mechanics Teaching Program” developed using the Python programming language as a software-based educational tool.

In the study, mathematical statistics-a method used to evaluate the effectiveness of the teaching process-was applied to process and analyze the results of the experiment. During the re-analysis of the results, as specified in mathematical-statistical methods, the effectiveness of the educational process was assessed by determining the difference between the initial and final indicators of students in the experimental and control groups. This evaluation was based on the methodology developed for improving core competencies in the subject of theoretical mechanics among students of physics education at higher education institutions through the use of software-based educational tools.

For this purpose, according to Karl Pearson’s criterion, the comparative analysis of the final performance of the experimental and control group students was conducted across the first, second, third, and final stages of the study. A total of 649 students from Bukhara State University, Termez State University, and Karshi State University participated in this research. The experimental group consisted of 326 students, while the control group included 323 students [1].

Based on the data provided in Table 1, the academic performance indicators of students from the three higher education institutions in the subject of “Theoretical Mechanics” were analyzed using mathematical-statistical methods as follows:

**Initial Results of the Students:**

$$\chi_{emp}^2 = 326 \cdot 323 \cdot \left[ \frac{\left(\frac{15}{326} - \frac{16}{323}\right)^2}{\frac{15}{326} + \frac{16}{323}} + \frac{\left(\frac{157}{326} - \frac{153}{323}\right)^2}{\frac{157}{326} + \frac{153}{323}} + \frac{\left(\frac{138}{326} - \frac{142}{323}\right)^2}{\frac{138}{326} + \frac{142}{323}} + \frac{\left(\frac{16}{326} - \frac{12}{323}\right)^2}{\frac{16}{326} + \frac{12}{323}} \right]$$

$$\approx 0.7;$$

$$\bar{x} = \frac{1}{326} \cdot [2 \cdot 15 + 3 \cdot 157 + 4 \cdot 138 + 5 \cdot 16] \approx 3,47;$$

$$\bar{y} = \frac{1}{323} \cdot [2 \cdot 16 + 3 \cdot 153 + 4 \cdot 142 + 5 \cdot 12] \approx 3,47;$$

$$\eta = \frac{3,47}{3,47} \approx 1,00.$$

**Overall results of experimental trials conducted in three higher education institutions**

**Table 1**

Name of HEI	Indicators	Experimental groups				Control groups			
		Number of students at the start of experiment	%	Number of students at the end of experiment	%	Number of students at the start of experiment	%	Number of students at the end of experiment	%
In terms of three higher education institutions	Excellent	16	5	43	13	12	4	20	6
	Good	138	42	227	70	142	44	150	46
	Satisfactory	157	48	56	17	153	47	147	46
	Unsatisfactory	15	5	0	0	16	5	6	2
Total:		326	100	326	100	323	100	323	100

The obtained empirical value is less than the critical value,  $0,7 < 7,81$  which indicates that  $H_1$  hypothesis can be accepted at the beginning of the experiment. In other words, there was no significant difference in the knowledge levels of students in the experimental and control groups prior to the experimental trial.

**Final results of the students in the experimental phase:**

$$\chi_{emp}^2 = 326 \cdot 323$$

$$\cdot \left[ \frac{\left(\frac{0}{326} - \frac{6}{323}\right)^2}{0 + 6} + \frac{\left(\frac{56}{326} - \frac{147}{323}\right)^2}{56 + 147} + \frac{\left(\frac{227}{326} - \frac{150}{323}\right)^2}{227 + 150} + \frac{\left(\frac{43}{326} - \frac{20}{323}\right)^2}{43 + 20} \right]$$

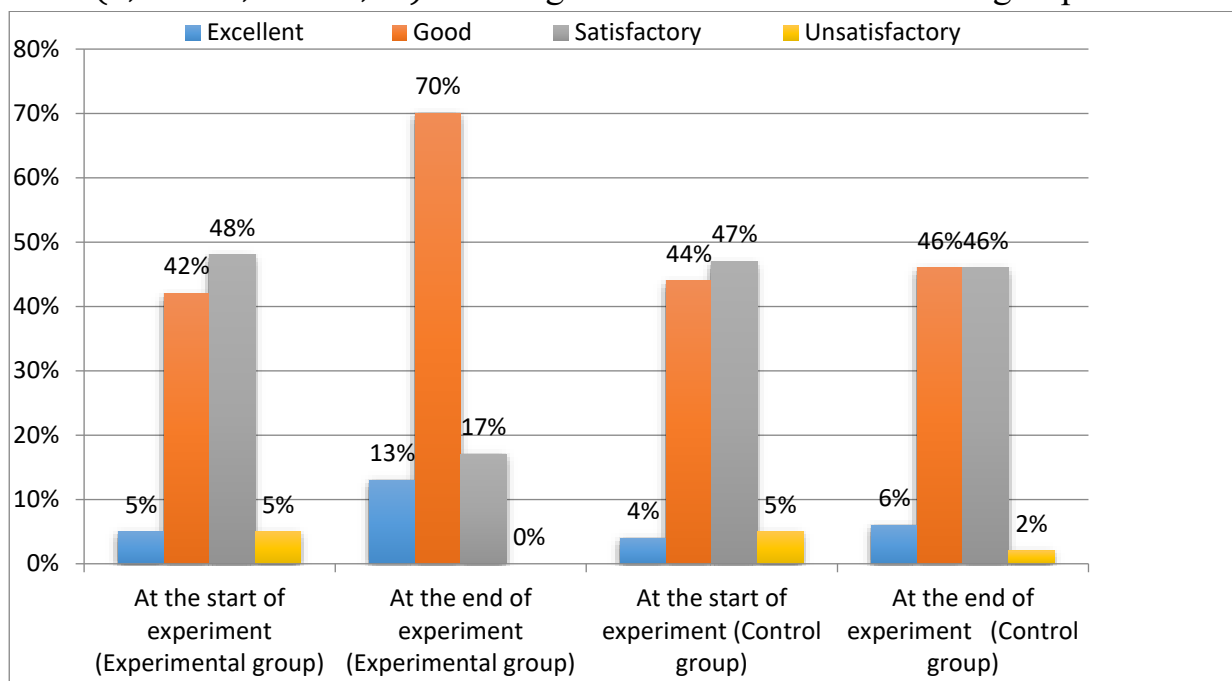
$$\approx 70,8;$$

$$\bar{x} = \frac{1}{326} \cdot [2 \cdot 0 + 3 \cdot 56 + 4 \cdot 227 + 5 \cdot 43] \approx 3,96;$$

$$\bar{y} = \frac{1}{323} \cdot [2 \cdot 6 + 3 \cdot 147 + 4 \cdot 150 + 5 \cdot 20] \approx 3,56;$$

$$\eta = \frac{3,96}{3,56} \approx 1,11$$

The obtained empirical value is greater than the critical value,  $70,8 > 7,81$  which means that the proposed methodology is effective, and therefore, the alternative  $H_1$  hypothesis can be accepted. That is, after the experimental trial, a significant difference was observed in the knowledge levels of students in the experimental and control groups. The results from the three regional higher education institutions demonstrated that the performance indicators of the experimental group 11% ( $1,11 - 1,00 = 0,11$ ) were higher than those of the control group.



**Figure 1. Diagram of academic performance indicators across three higher education institutions**

As a result of the experimental trials, it was observed that the knowledge level of students in the experimental group was higher than that of students in the control group. This proves that the use of the software-based educational tool—designed to improve the methodology for developing students' core competencies—yielded positive and effective results, as confirmed by the outcomes of the experiment.

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## **MAQSUD SHAYXZODA DRAMATURGIYASI**

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**Khalilova M.**

### **ABSTRACT:**

Maqsud Shaykhzoda is one of the great figures of Uzbek dramaturgy, and his works are distinguished by the harmony of the national spirit, historical truth, and human values. In his plays, he skillfully reflected the inner feelings of a person, the ideas of social justice, and national independence. Shaykhzoda's dramatic works, such as "Jaloliddin Manguberdi" and "Mirzo Ulugbek," reflect the people's aspirations for freedom and progress through the fate of historical figures. His dramaturgy occupies a special place with the depth of images, the liveliness of dialogues, and the impressiveness of the stage. Therefore, Shaykhzoda is considered one of the playwrights who made a great contribution to the development of Uzbek theatrical art.

**KEYWORDS:** Uzbek dramaturgy, Maqsud Shaykhzoda, historical drama, science and enlightenment, historical truth, human values, theater art, Jaloliddin Manguberdi, Mirzo Ulugbek.

**MAMUROVA F.I.**

**Xalilova.M.**

### **ANNOTATSIYA:**

Maqsud Shayxzoda o'zbek dramaturgiyasining yirik namoyandalaridan biri bo'lib, uning asarlari milliy ruh, tarixiy haqiqat va insoniy qadriyatlar uyg'unligi bilan ajralib turadi. U o'z pyesalarida insonning ichki kechinmalari, ijtimoiy adolat va milliy mustaqillik g'oyalarini mahorat bilan yoritgan. Shayxzodaning "Jaloliddin Manguberdi", "Mirzo Ulug'bek" kabi dramatik asarlari tarixiy shaxsiyatlar taqdiri orqali xalqning ozodlik va taraqqiyotga intilishlarini aks ettiradi. Uning dramaturgiyasi obrazlar teranligi, dialoglarning jonliligi va sahnaviy ta'sirchanligi bilan o'ziga xos o'rin tutadi. Shu bois, Shayxzoda o'zbek teatr san'ati rivojiga katta hissa qo'shgan dramaturglardan biri hisoblanadi.

### **KALIT SO'ZLAR:**

O'zbek dramaturgiyasi, Maqsud Shayxzoda, tarixiy drama, ilm-ma'rifat, tarixiy haqiqat, insoniy qadriyatlar, teatr san'ati, Jaloliddin Manguberdi, Mirzo Ulug'bek.

## KIRISH

O'zbek adabiyotining atoqli namoyondalaridan biri, mashhur shoir, zabardast dramaturg, adabiyotshunos olim, tarjimon va muallim Maqsud Shayxzoda. Maqsud Maqsumbek o'gli Shayxzoda 7- noyabr 1908-yil Ozarboyjonning Oqtosh shahrida tavallud topdi. Boshlang'ich va o'rta ma'lumotni Oqtosh shahrida oladi. So'ngra esa Boku pedagogika institutida sirtqii ta'limda o'qib, 1925-yildan Derkend shahrida muallimlik bilan shug'ullanadi.

Shoir 1928-yilda Toshkent shahriga kelib, turli gazeta va jurnallar tahririyatlarida, 1935-1938 Fanlar Qo'mitasi qoshidagi Til va adabiyot institutida ilmiy xodim, 1938-yildan to umrining so'ngiga qadar Nizomiy nomidagi Toshkent Davlat pedagogika institutining o'zbek mumtoz adabiyotining kafedrasida dotsent vazifasida xizmat qilib, yuqori malakali kadrlar tayyorladi.

Maqsud Shayxzoda faoliyatini 1929-yildan boshlaydi. Uning "O'n she'r"(1932),"Undoshlarim"(1933),"Uchinchi kitob"(1934) va "Jumhuriyat"(1935) to'plamlari nashr etilishi adabiyotga o'ziga xos ovozi shoir kirib kelayotganidan darak beradi. Maqsud Shayxzoda yaratgan asarlar bugungi kunda ham o'z qimmatini to'la saqlab kelmoqda. Ulkan so'z san'atkor haqida yozilgan ko'plab maqolalar mualliflari-shoirning zamondoshlari va shogirdlari uning benihoya ulug'vor, lekin shu qadar pokqalb, kamtarin inson bo'lganini e'tirof etadilar. Ko'plab talabalarga ustozlik qilgan shoir hayotda ham, ijodda ham ulkan siymo bo'lgan. Shoir serbaraka ijodiy badiialar, ballada va dostonlar, "Jalolliddin Manguberdi" va "Mirzo Ulug'bek" kabi dramalar, 300 dan ziyod ilmiy va publitsistik asarlari bilan ko'plab kitobxonlarni va adabiyot ixlosmandlarni ko'nglidan joy oladi.

Shoir ko'p qirrali ijodkorlardan biri bo'lib, adabiyotning turli janrlarida faol ijod qiladi. Shuningdek shoir o'z faoliyati davomida tarjimonchilik bilan ham shug'ullanadi. U asosan quyidagi janrlarda asarlar yaratgan: "She'riyat", "Dramaturgiya" va "Nasr".

Maqsud Shayxzoda o'zbek dramaturgiyasining yirik namoyandalaridan biri bo'lib, uning ijodi o'zbek teatr san'ati rivojiga katta hissa qo'shgan. Uning dramatik asarlari tarixiy haqiqat, milliy g'oya va insoniy qadriyatlarni o'zida mujassam etgan bo'lib, ular bugungi kunda ham sahnalarda qo'yilib, tomoshabinlarga tarixiy saboqlar yetkazmoqda.

Maqsud Shayxzoda o'zbek dramaturgiyasida o'ziga xos uslub va yondashuvga ega bo'lgan ijodkorlardan biri bo'lib, uning pyesalari chuqur falsafiy mazmun, tarixiy haqiqat va insoniy qadriyatlar uyg'unligi bilan ajralib turadi. Uning dramaturgiyasining asosiy xususiyatlari quyidagilardan iborat:

Tarixiy manbalarga chuqur e'tibor- shoir o'z asarlarida tarixiy shaxsiyatlar va ularning taqdirini yotishga alohida ahamiyat bergan."Jaloliddin Manguberdi" va "Mirzo Ulug'bek" kabi pyesalarida milliy qahramonlar hayoti orqali xalqning mustaqillik va adolatga intilishi tasvirlangan.

Milliy g'oya vatanparvarlik ruhi- uning asarlarida milliy g'urur va ozodlik g'oyasi kuchli aks etgan. Shoir vatanparvarlik motivlarini dramatik konflikt va qahramonlarning ichki kecinmalari orqali ochib beradi.

Obrazlarning teranligi va xarakterlarning jonliligi-Shayxzodaning dramatic qahramonlari hayotiy, ko'p qirrali va ruhiy murakkablikka egadir. Tarixiy shaxslar shunchaki yodgorlik sifatida emas, balki his-tuyg'ulari, orzu-istaklari, ziddiyatlari bilan yashaydigan real insonlar sifatida tasvirlangan.

Falsafiy chuqurlik va jamiyatga oid muammolar- Shayxzodaning pyesalari shunchaki tarixiy voqealar emas, balki inson tafakkuri, ma'rifat va adolat muammolarini ko'taradi. "Mirzo Ulug'bek" dramasida ilm-fan va jaholat o'rtasidagi kurash markaziy o'rin tutadi.

Diologlarni jonliligi va sahnaviy ta'sirchanlik-Uning pyesalarida qahramonlar orasidagi suhbatlar tabiiy, jonli va ma'nodor. Dialoglar orqali nafaqat syujet rivojlantiriladi, balki xarakterlarning ichki dunyosi ochib beriladi.

Dramatik konflikt va keskinlikning yuksakligi-Shayxzoda asarlarida voqealar keskin rivoji burilishlarga, kuchli ichki va tashqi ziddiyatlarga boy. Bu esa uning pyesalarini tomoshabinlar uchun yanada ta'sirchan qiladi.

### **"Jaloliddin Manguberdi" dramasida vatanparvarlik g'oyasi.**

Maqsud Shayxzodaning "*Jaloliddin Manguberdi*" dramasi o'zbek xalqining ozodlik va mustaqillik yo'lidagi kurashlarini aks ettiruvchi eng muhim asarlardan biridir. Asarda asosiy g'oya – vatanparvarlik, xalqning erkinligi uchun fidoyilik va milliy g'urur yuqori badiiy ifodada tasvirlangan.

Jaloliddin Manguberding vatanparvarlik timsoli sifatida gavdalantirilishi- Dramaning bosh qahramoni – Jaloliddin Manguberdi, jasur va vatanparvar sarkarda sifatida namoyon bo'ladi. U mo'g'ul bosqinchilariga qarshi mardonavor kurashib, xalqining erkinligini himoya qilish uchun hayotini baxsh etadi. Jaloliddin obrazi orqali Shayxzoda millat ozodligi yo'lida kurashish, o'z yurtining sha'ni va qadr-qimmatini himoya qilish g'oyalarini ilgari suradi.

Vatan ozodligi uchun fidoyilik va jasorat- Dramada Jaloliddinning qattiq sinovlardan o'tishi, har qanday sharoitda ham xalq va yurti asrashga intilishi uning haqiqiy vatanparvar sifatidagi obrazini shakllantiradi. U shaxsiy hayotidan, hatto o'z oilasi va yaqinlaridan ham voz kechib, faqat yurt mustaqilligi uchun kurashni o'zining asosiy burchi deb biladi.

Xalq va hukmdor birligi- Asarda faqat Jaloliddinning emas, balki butun xalqning dushmanga qarshi kurashga ko'tarilishi vatanparvarlik g'oyasini kuchaytiradi. Jaloliddin xalq bilan birdamlikda harakat qilib, ularni bosqinchilarga qarshi ruhlantiradi. Bu esa vatanparvarlikning jamoaviy xarakterini ochib beradi.

Milliy g'urur va mustaqillik harakati- Shayxzoda asarida Jaloliddinning eng asosiy maqsadi – xalqni mo'g'ullar zulmidan ozod qilish, o'z yurti mustaqilligini saqlab qolish ekanligi ta'kidlanadi. U shaxsiy manfaatlarni emas, balki millat manfaatlarini ustun qo'yadi. Asarning har bir qismida vatanparvarlik g'oyasi ustuvor bo'lib, qahramonlarning o'z yurtiga bo'lgan sadoqati ularning fe'l-atvorida yaqqol aks etadi. Dramaning bugungi kun uchun dolzarbligi- "*Jaloliddin Manguberdi*" asari faqat tarixiy asar bo'lib qolmay, balki bugungi kunda ham dolzarbdir. U yosh avlodga vatanparvarlik, jasorat va fidoyilik saboqlarini o'rgatadi. Yurtining mustaqilligi yo'lida kurashgan qahramon obrazi o'zbek milliy g'ururining ifodasi sifatida qadrlanadi.

Shoirning bu asaridan xulosa qilishimiz mumkinki shoir "*Jaloliddin Manguberdi*" dramasi orqali o'zbek xalqining vatanparvarlik ruhini yuksak darajada aks ettirib, milliy ozodlik g'oyalarini oldinga surdi. Asardagi Jaloliddin obrazi shunchaki tarixiy shaxs emas, balki har qanday davrda xalqning ozodligi uchun kurashadigan fidoyi insonning ramzi sifatida gavdalantirilgan.

### **"Mirzo Ulug'bek" asarida ilm-fan va ma'rifatning ulug'lanishi.**

Maqsud Shayxzodaning "*Mirzo Ulug'bek*" dramasi buyuk alloma va davlat arbobi Mirzo Ulug'bek hayoti va faoliyatiga bag'ishlangan bo'lib, unda ilm-fan va ma'rifat g'oyalarining yuksak qadriyat sifatida ulug'lanishi markaziy o'rinni egallaydi. Asar orqali Shayxzoda o'z davrida ilm-fan taraqqiyotiga ulkan hissa qo'shgan, ammo jaholat va fitnalarning qurboniga aylangan buyuk hukmdorning fojiali taqdirini tasvirlaydi.

Ilm-fanning davlat va jamiyat taraqqiyotidagi o'rni- Mirzo Ulug'bek obrazi asarda ilm-fanni davlat rivojining asosiy ustunlaridan biri sifatida ko'rsatgan hukmdor sifatida gavdalantiriladi. U o'z saltanatida ilmiy faoliyatni rivojlantirish, astronomiyani keng targ'ib qilish va ma'rifat ahlini qo'llab-quvvatlash orqali xalqni taraqqiyot sari yetaklashga intiladi. Samarqandda qurilgan Ulug'bek madrasasi va rasadxona ilmiy taraqqiyotning eng muhim yutuqlaridan biri sifatida e'tirof etiladi. Ulug'bekning ta'kidlashicha, davlat qudrati faqatgina harbiy kuch bilan emas, balki ilm-fan va aql-idrok orqali mustahkam bo'ladi.

Ma'rifat va jaholat o'rtasidagi kurash- Dramaning asosiy konfliktlaridan biri ilm-ma'rifat va jaholat o'rtasidagi ziddiyatdir. Mirzo Ulug'bek o'z davrining eng yuksak ilmiy qarashlarini ilgari surgan bo'lsa-da, uning atrofidagi ayrim kimsalar jaholatni targ'ib qilib, ilm-fanga qarshi chiqadilar. Asarda diniy mutaassiblik va ta'limni rad

etuvchi qarashlarning hukmronligi Ulug‘bek uchun katta to‘siq bo‘lib, oxir-oqibat uning fojiali o‘limiga sabab bo‘ladi. O‘g‘li Abdulatifning fitnaga uchib, otasiga qarshi chiqishi ma‘rifatparvarlikning qanchalik zaif bo‘lishi mumkinligini ham ko‘rsatadi.

Ulug‘bekning ilmga fidoyiligi va olimlarga bo‘lgan hurmati- Mirzo Ulug‘bek asarda ilm yo‘lida barcha qiyinchiliklarni yengishga tayyor bo‘lgan fidoyi hukmdor sifatida tasvirlanadi. U ilm ahliga homiylik qilib, dunyoning eng mashhur olimlarini Samarqandga jamlaydi. Uning eng yaqin maslahatchilaridan biri bo‘lgan Qozizoda Rumiylar obrazi orqali olimlarning davlat va jamiyat uchun qanchalik muhim ekani ko‘rsatiladi. Ulug‘bek o‘zining hayotini ilm-fanga bag‘ishlaydi va hatto taxtni ham shu yo‘lda qurbon qiladi.

Asarning zamonaviy dolzarbligi- Mirzo Ulug‘bekning taqdiri orqali Shayxzoda nafaqat o‘tmishdagi tarixiy haqiqatni ochib beradi, balki bugungi jamiyat uchun ham muhim saboqlarni taqdim etadi. Ilm-fan taraqqiyotning eng asosiy omili ekanligi va uni qo‘llab-quvvatlash muhimligi ta‘kidlanadi. Jaholat va ilm o‘rtasidagi kurash har qanday davrda mavjud bo‘lishi mumkinligi ko‘rsatiladi. Davlat rahbarlari uchun ilm-fanga tayanish va ma‘rifatparvarlik yo‘lini tanlash qanchalik qimmatga tushishi mumkinligi ochib beriladi.

Maqsud Shayxzoda *"Mirzo Ulug‘bek"* asari orqali ilm-fanning ulug‘ligini, ma‘rifatning jamiyat hayotidagi muhim o‘rnini va jaholat bilan kurashning nechog‘lik murakkabligini mahorat bilan yoritgan. Ulug‘bek obrazi shunchaki tarixiy shaxs emas, balki har qanday davrda ilm va taraqqiyot yo‘lida fidokorlik bilan harakat qilgan buyuk ma‘rifatparvarning timsoli sifatida gavydalantirilgan.

Maqsud Shayxzoda dramaturgiyasining asosiy xususiyatlaridan biri – qahramonlarning chuqur ichki dunyosi va jonli xarakter ifodasi hisoblanadi. Uning dramatik asarlarida obrazlar oddiy tarixiy shaxs yoki ramziy qahramonlar emas, balki murakkab psixologik kechinmalarga ega bo‘lgan, hayotiy va jonli shaxslar sifatida tasvirlanadi. Qahramonning shakllanish bosqichi- Bu bosqichda qahramon o‘z oldiga qo‘ygan maqsadlarni anglaydi, ichki va tashqi omillar ta‘sirida shakllanadi. **Jaloliddin Manguberdi** (*"Jaloliddin Manguberdi"*) – yoshlikdan boshlab o‘z oldiga buyuk maqsad qo‘yadi: xalqni bosqinchilardan ozod qilish. **Mirzo Ulug‘bek** (*"Mirzo Ulug‘bek"*) – ilm-fanni rivojlantirish va ma‘rifatni yoyish uchun harakat qiladi.

Kurash va sinov bosqichi- Bu bosqichda qahramon turli qiyinchiliklar va sinovlar bilan yuzlashadi, hayot unga murakkab tanlovlarni taqdim etadi. Jaloliddin Manguberdi – mo‘g‘ullarga qarshi kurash olib borib, dushmanlarining kuchini anglaydi. Mirzo Ulug‘bek – jaholat va fitnalar oldida og‘ir qarorlar qabul qilishga majbur bo‘ladi.

Eng yuqori cho‘qqi va hal qiluvchi lahza-Bu bosqichda qahramon o‘zining eng muhim qarorini qabul qiladi va taqdiri hal bo‘ladi. Jaloliddin Manguberdi – hal qiluvchi janglarda jonbozlik ko‘rsatadi, lekin dushmanlar tomonidan qurshab olinadi. Mirzo Ulug‘bek – ilm va davlat o‘rtasida tanlov qilishga majbur bo‘ladi, ammo fitna qurboniga aylanadi.

Fojeaviy yoki g‘alaba bosqichi-Bu bosqichda qahramon o‘z taqdirining eng so‘nggi nuqtasiga yetadi. Bu ba‘zan g‘alaba, ba‘zan esa fojea bo‘lishi mumkin. **Jaloliddin Manguberdi** – oxir-oqibat dushmanlar tomonidan mag‘lub etiladi, ammo vatanparvarlik timsoli sifatida tarixda qoladi. Mirzo Ulug‘bek – o‘g‘li Abdulatif tomonidan o‘ldiriladi, lekin uning ilmiy merosi asrlar davomida saqlanib qoladi.

Shunday qilib, Shayxzodaning "*Jaloliddin Manguberdi*" va "*Mirzo Ulug‘bek*" asarlaridagi qahramonlar klassik qahramonlik yo‘lining to‘rt bosqichidan o‘tadi: shakllanish, sinov, hal qiluvchi lahza va yakuniy natija.

Tarixiy shaxslarni jonli talqini- Shoir tarixiy dramatismni chuqur o‘rganib, buyuk shaxslarning xarakterini oddiy qahramon sifatida emas, balki ichki dunyosi murakkab, ziddiyatli inson sifatida yaratadi. Jaloliddin Manguberdi – jasorat va fidoyilik timsoli bo‘lsa-da, u ham shubha, og‘riq, yo‘qotish va qaror qabul qilish jarayonida ichki azoblarni boshdan kechiradigan murakkab shaxs sifatida tasvirlanadi. Mirzo Ulug‘bek – ilm-fanni ulug‘lagan buyuk hukmdor bo‘lishiga qaramay, oilaviy va siyosiy fitnalar qurboniga aylangan fojiali qahramon sifatida gavdalanadi.

**Ichki ziddiyat va dramatik kechinmalar**-Shayxzoda qahramonlarini idealizatsiya qilmaydi, balki ularning ichki qarama-qarshiliklarini ham ochib beradi. **Jaloliddinning mo‘g‘ullarga qarshi kurash va oilasi o‘rtasidagi tanlovi** uning dramatik kechinmalarini ochib beradi. **Mirzo Ulug‘bekning ilm yo‘lidagi sadoqati va siyosiy voqelik o‘rtasida qiynalishi** uning shaxsiy fojeasiga sabab bo‘ladi.

Dialoglarning tabiiyligi va jonliligi-Shayxzodaning dramatik asarlarida qahramonlarning so‘zlari hayotiy, jonli va tabiiy chiqadi. Ularning muloqotlari faqat voqealar rivoji uchun emas, balki xarakterlarining ichki olamini ochib berish uchun xizmat qiladi. **Jaloliddinning** jang maydonida sodiq sarkardalari bilan bo‘lgan suhbatlari uning yetuk harbiy strateg ekanligini ko‘rsatadi. **Mirzo Ulug‘bekning** olimlar va farzandi Abdulatif bilan bo‘lgan bahs-munozaralari uning ilm yo‘lidagi qat‘iyatini va oilaviy rishtalar oldidagi ojizligini yaqqol aks ettiradi.

Ikki qirrali qahramonlar – faqat yaxshi yoki yomon emas-Shayxzoda asarlarida qahramonlar bir tomonlama emas, ularning harakatlarida insoniy zaiflik va kuchli jihatlar mujassam. **Mo‘g‘ullar** –bu asarda faqat bosqinchilar sifatida emas, balki o‘z strategiyasi va siyosati bilan kuchli davlat qurgan imperiya sifatida ham ko‘rsatilgan. Jaloliddinning ularga qarshi kurashi faqat shaxsiy nafratga emas, balki ikki

sivilizatsiyaning to'qnashuviga asoslanadi. Mo'g'ullar ham oddiy yovuz kuch emas, balki o'z qarashlari, madaniyati va harbiy taktikasi bor taraf sifatida tasvirlanadi. **Abdulatif** -bu dramada Murzo Ulug'bekning o'g'li bo'lib, u otasining fojiasiga sabab bo'lsa ham, yovuz qahramon sifatida emas, balki o'z davrining shafqatsiz siyosiy sharoitiga tushib qolgan inson sifatida tasvirlanadi. U taxt uchun kurashayotgan davrning qurboni bo'lgan va o'ziga bo'lgan bosimlar ostida noinsoniy qarorlar qabul qilgan murakkab shaxsdir.

Qahramonlarning tarixiy sharoit bilan bog'liqligi-Shayxzoda qahramonlarini o'z davrining ijtimoiy, siyosiy va madaniy sharoitiga mos holda yaratgan. Ularning qaror va harakatlari tarixiy haqiqat va real voqealarga asoslangan. Maqsud Shayxzodaning dramaturgiyasida obrazlar hayotiy, jonli va chuqur psixologik tahlil bilan yaratilgan. Uning qahramonlari oddiy tarixiy shaxslar emas, balki insoniy kechinmalari, qarama-qarshiliklari va dramatik kechinmalari bilan haqiqatga yaqin bo'lgan teran obrazlardir. Shu sababli uning asarlari o'quvchi va tomoshabinlarga kuchli ta'sir o'tkaza oladi.

.Maqsud Shayxzoda o'zbek dramaturgiyasida o'ziga xos uslubi, teran ma'naviy va tarixiy mazmuni bilan ajralib turadi. Uning asarlari jamiyatga katta ta'sir ko'rsatgan bo'lib, milliy ong, vatanparvarlik, ilm-ma'rifat va adolat g'oyalari keng targ'ib etgan. Shayxzodaning tarixiy dramalari milliy g'urur va tarixiy xotirani tiklashga xizmat qilgan. **Jaloliddin Manguberdi**" dramasi qahramonlik va Vatanga sadoqat g'oyasi ilgari surilib, o'zbek xalqining jasorati ulug'lanadi. "Mirzo Ulug'bek" asari orqali ilm-fan, ma'rifat va adolat g'oyalari targ'ib qilinib, ajdodlarning buyuk ilmiy yutuqlari yodga olinadi.

Bu asarlar milliy o'zlikni anglashga va tarixiy shaxslarni qahramon sifatida tan olishga xizmat qilgan.

Shayxzodaning asarlari xalq orasida vatanparvarlik ruhini kuchaytirgan. "Jaloliddin Manguberdi" orqali bosqinchilarga qarshi kurash g'oyasi mustahkamlanib, ozodlik yo'lida kurashish sharaflilik ekani ko'rsatildi. Uning dramalari o'zbek xalqining o'z tarixiga hurmat bilan qarashiga turtki bo'lib, mustaqillik g'oyalarining rivojlanishida katta rol o'ynagan.

Ilm-fan va ma'rifat targ'iboti. "Mirzo Ulug'bek" dramasi ilm-fanning buyuk qudrati va uning jamiyat taraqqiyotidagi o'rni ta'kidlangan. Bu asar o'quvchilar va tomoshabinlarni ilmga bo'lgan e'tiborini oshirishga, yoshlarni ilm-ma'rifatga oshno qilishga xizmat qilgan.

Shayxzoda dramaturgiyasida ijtimoiy adolat, haqiqat va axloqiy qadriyatlar asosiy o'rinni egallaydi. Qahramonlarning dramatik taqdiri orqali jamiyatdagi zulm va adolatsizliklar fosh qilinadi. Uning asarlari tomoshabinlarni haqiqat va adolat uchun kurashishga undaydi. Shayxzodaning asarlari teatr sahnasida muvaffaqiyatli namoyish

etilgan va milliy dramaturgiya rivojiga katta hissa qo'shgan. Uning tarixiy dramalari teatr tomoshabinlarining intellektual darajasini oshirib, ma'naviy kamolotiga xizmat qilgan.

Maqsud Shayxzoda o'zining tarixiy va dramatik asarlari orqali o'zbek adabiyotiga ulkan hissa qo'shgan ijodkorlardan biri hisoblanadi. Uning dramaturgik merosi bugungi kunda ham o'z ahamiyatini yo'qotmagan bo'lib, milliy ong, vatanparvarlik, ilm-ma'rifat va adolat g'oyalari targ'ib etish nuqtai nazaridan dolzarb bo'lib qolmoqda. Shoirning tarixiy dramalari nafaqat san'at va adabiyot namunasi, balki yosh avlod uchun muhim tarbiyaviy ahamiyatga ega bo'lgan asarlardir. Ular orqali tarixiy xotira, milliy o'zlik, ilm-ma'rifat va adolat g'oyalari yosh avlodga yetkaziladi.

Shayxzodaning tarixiy dramalari yoshlarni ajdodlarning buyuk merosi bilan tanishtirishga xizmat qiladi. Asarlarda millatning kechmishi, buyuk shaxslari va ularning kurashi haqqoniy aks ettirilgan. Yosh avlod tarixni bilishi va undan saboq olishi, xatolarni takrorlamasligi, ajdodlariga munosib avlod bo'lishi kerakligi uqtiriladi. Uning asarlarida qahramonlar adolat uchun kurashadi, haqiqat yo'lida jon fido qiladi. Mirzo Ulug'bek va Abdulatif obrazi orqali, adolatsizlik va fitnalarning jamiyatni qanday inqirozga olib kelishi ko'rsatiladi. Bu esa yosh avlodni adolat, halollik va to'g'rilik yo'lidan borishga undaydi. Yosh avlod o'z milliy qadriyatlari va madaniyatini qadrlashni o'rganadi. Maqsud Shayxzodaning asarlari yosh avlodni vatanparvarlik, ilm-ma'rifatga bo'lgan ishtiyoq, adolat va insoniy fazilatlar ruhida tarbiyalaydi. Bu asarlar yoshlarni ajdodlari qoldirgan buyuk merosga hurmat bilan qarashga, tarixdan saboq olishga va kelajakka mustahkam qadam qo'yishga undaydi.

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