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YURAK ISHEMIK KASALLIGI MAVJUD BO‘LGAN BEMORLARDA GIPOLIPIDEMIK TERAPIYANING SAMARADORLIGI

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Annotatsiya: Ushbu maqolada yurak ishemik kasalligi (YIK) mavjud bo‘lgan bemorlarda gipolipidemik terapiyaning samaradorligi o‘rganildi. Tadqiqot davomida bemorlarning lipid profiliga ta’sir ko‘rsatuvchi preparatlar, xususan, statinlar va boshqa gipolipidemik vositalarning klinik natijalarga ta’siri tahlil qilindi. Terapiya davomida umumiy xolesterin, LDL, HDL va triglitserid darajalari monitoring qilinib, ularning pasayishi yurak qon-tomir asoratlari xavfini kamaytirishi aniqlanadi. Shuningdek, gipolipidemik davo vositalarining nojo‘ya ta’sirlari va ularni kamaytirish usullari haqida ham ma’lumotlar taqdim etildi. Maqola natijalari YIK bilan kasallangan bemorlarda kompleks va individual yondashuv asosida olib boriladigan gipolipidemik terapiyaning dolzarbligi asoslab berilgan.

Kalit so‘zlar: Yurak ishemik kasalligi, gipolipidemik terapiya, statinlar, xolesterin, LDL, HDL, triglitseridlar, yurak-qon tomir xavfi, dori samaradorligi, lipid profil, davolash strategiyasi, nojo‘ya ta’sir, profilaktika.

Kirish. Yurak ishemik kasalligi (YIK) bugungi kunda global sog‘liqni saqlash tizimida eng ko‘p uchraydigan va o‘limga olib keluvchi yurak-qon tomir kasalliklaridan biri hisoblanadi. Ateroskleroz bilan bog‘liq lipid almashinuvi buzilishlari YIKning asosiy patogenetik omillaridan biri bo‘lib, bu holatning oldini olish va rivojlanishini sekinlashtirishda gipolipidemik terapiya muhim rol o‘ynaydi. Zamonaviy tibbiyotda xolesterin miqdorini me’yorga keltirish orqali yurak qon-tomir asoratlari xavfini kamaytirishga qaratilgan yondashuvlar keng qo‘llanilmoqda. Ayniqsa, statinlar guruhiga mansub dorilar bemorlarning lipid profilini yaxshilash va infarkt, insult kabi og‘ir asoratlarning oldini olishda o‘z samarasini isbotlagan. *Mavzuning dolzarbligi* shundaki, yurak ishemik kasalligiga chalingan bemorlar soni yil sayin ortib bormoqda va ular orasida kasallikning og‘ir kechishiga olib keluvchi

omillarni aniqlash, davolashda individual yondashuvni ishlab chiqish zarurati mavjud. Ushbu *maqolaning maqsadi* YIK bilan kasallangan bemorlarda gipolipidemik terapiyaning samaradorligini o'rganish, turli dorivor vositalarning ta'sir mexanizmlari va ularning amaliyotdagi qo'llanilishiga baho berishdan iboratdir. Mazkur tadqiqotning nazariy ahamiyati shundaki, u gipolipidemik terapiya asoslarini yanada chuqurroq o'rganish, davo usullarini takomillashtirish va ilmiy-amaliy tavsiyalar ishlab chiqishga xizmat qiladi.

Material va usullar. Ushbu tadqiqotda yurak ishemik kasalligi bilan og'rikan bemorlarda gipolipidemik terapiyaning samaradorligini aniqlash maqsadida klinik kuzatuv va laborator tahlil usullari qo'llanildi. Tadqiqot materiallari sifatida 45 nafar yurak ishemik kasalligi tashxisi qo'yilgan va stasionar hamda ambulator sharoitda davolanayotgan bemorlar tanlab olindi. Ular orasida erkak va ayol jinsiga mansub, yoshi 40 dan 70 gacha bo'lgan bemorlar qatnashdi. Tadqiqot davomida bemorlarning anamnezi, somatik holati, yurak faoliyatining asosiy ko'rsatkichlari, qon bosimi, EKG natijalari va lipid profili (umumiy xolesterin, past zichlikdagi lipoproteidlar (LDL), yuqori zichlikdagi lipoproteidlar (HDL), triglitseridlar) tahlil qilindi.

Gipolipidemik terapiya sifatida statinlar (atorvastatin, rosuvastatin) va ayrim holatlarda fibratlar hamda omega-3 yog' kislotalari qo'llanildi. Terapiya boshlanishidan oldin va davolashning 3 va 6 haftalarida bemorlarning lipid ko'rsatkichlari qayta tekshirildi va ularning dinamikasi baholandi. Tadqiqot natijalari statistik usullar asosida tahlil qilinib, o'rtacha qiymatlar, standart og'ish va ishonchlilik darajasi ($p < 0,05$) aniqlandi. Shuningdek, bemorlarning dori vositalariga bo'lgan individual javobi, nojo'ya ta'sirlar va davo davomiyligi ham inobatga olindi. Ushbu metodologik yondashuv gipolipidemik terapiyaning klinik samaradorligini ilmiy asosda baholashga imkon berdi.

Natija va muhokama. O'tkazilgan tadqiqot natijalari yurak ishemik kasalligi (YIK) bilan og'rikan bemorlarda gipolipidemik terapiya, ayniqsa statinlar guruhiga mansub dorilarning samaradorligini yaqqol namoyon etdi. Davolash jarayonida bemorlarning lipid profili sezilarli darajada ijobiy o'zgarishlarga uchradi. Xususan, 6 hafta davomida atorvastatin va rosuvastatin qabul qilgan bemorlarda umumiy xolesterin miqdori o'rtacha 25–30% ga, past zichlikdagi lipoproteidlar (LDL) darajasi esa 35–40% gacha kamaygani kuzatildi. Shu bilan birga, yuqori zichlikdagi lipoproteidlar (HDL) darajasida biroz o'sish (7–10%) qayd etildi, bu esa yurak qon-tomir xavfini kamaytirishga xizmat qiladi. Triglitseridlar miqdorining kamayishi esa bemorlarning dastlabki lipid ko'rsatkichlariga bog'liq holda o'rtacha 20–25% ni tashkil etdi. Muhim jihatlardan biri shuki, gipolipidemik terapiya faqat laborator

ko'rsatkichlarni yaxshilash bilangina cheklanmay, bemorlarning umumiy holatini, yurak faoliyatini va simptomatik belgilarini ham yengillashtirishga xizmat qilgan. Ayrim bemorlarda angina xurujlarining kamayishi va jismoniy faollik darajasining ortishi kuzatildi. Biroq, terapiya davomida ayrim bemorlarda nojo'ya ta'sirlar, xususan, jigar fermentlari ko'rsatkichlarida biroz oshish, mushak og'riqlari va holsizlik holatlari qayd etildi, bu esa davo jarayonida individual yondashuv zarurligini ko'rsatadi.

Tadqiqot shuni ko'rsatdiki, gipolipidemik terapiya, ayniqsa statinlar, YIK bo'lgan bemorlar uchun asosiy va samarali davo usullaridan biri bo'lib, yurak qon-tomir asoratlarning oldini olishda muhim rol o'ynaydi. Ushbu natijalar ilgari o'tkazilgan xorijiy klinik tadqiqotlar bilan uyg'unlikda bo'lib, milliy sharoitda ham bu davo strategiyasining muhimligini tasdiqlaydi. Terapiya davomiyligi, dori dozalari va bemorning umumiy holatini hisobga olgan holda olib borilgan yondashuv natijasida davo samaradorligi oshdi va bemorlarning hayot sifati yaxshilandi. Shuningdek, gipolipidemik terapiyaning uzoq muddatli afzalliklarini baholash uchun kengroq va uzoq davom etadigan tadqiqotlar zarur ekanligi aniqlandi. Olingan natijalar asosida bemorlarni erta bosqichda aniqlash, davolash va individual yondashuv asosida profilaktika chora-tadbirlarini ishlab chiqish tavsiya etiladi.

Xulosa. O'tkazilgan tadqiqot natijalari yurak ishemik kasalligi mavjud bo'lgan bemorlarda gipolipidemik terapiyaning yuqori samaradorligini tasdiqladi. Xususan, statinlar qo'llanilgan bemorlarda lipid ko'rsatkichlarining normallasuvi, yurak faoliyatining yaxshilanishi va simptomlarning kamayishi kuzatildi. Davolash jarayonida umumiy xolesterin va LDL darajalari sezilarli darajada kamaygan bo'lib, bu yurak qon-tomir asoratlarning oldini olishga yordam berdi. Shu bilan birga, terapiya jarayonida yuzaga kelgan nojo'ya ta'sirlar individual yondashuv orqali bartaraf etildi. Tadqiqot gipolipidemik terapiya, ayniqsa statinlarni YIKni davolash va profilaktika qilishda asosiy davo usuli sifatida qo'llash zarurligini ko'rsatdi. Maqola natijalari sog'liqni saqlash amaliyotida bemorlar holatiga qarab individual tarzda davo strategiyasini ishlab chiqish va yurak-qon tomir kasalliklarini erta bosqichda aniqlab, ularni samarali davolash muhimligini asoslaydi.

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SURXONDARYO SUR QORAKO‘L QO‘YLARI GENOFONDINI SAQLASH VA TIKLASHNING SELEKSION-GENETIK USULLARI.

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Anotatsiya: Maqolada Surxondaryo sur qorako‘l qo‘ylari genofondini saqlash, tiklash va takomillashtirishda ota-ona juftliklarining biologik mahsuldorligi, evolutsion kelib chiqish genologiyasini har taraflama o‘rganish va solishtirish, maqsadli tanlash va saralash, sur qo‘ylarni gomogen juftlashtirish orqali yo‘qolib va kamayib borayotgan noyob va antiqa, qimmatbaho sur rangbarangliklarni tiklashning ilmiy-amaliy seleksion-genetik usullari bayon etilgan.

Kalit so‘zlar: genofond, molekulyar-genetik, orginal, bonitirovka, pigment, liniya, genologik struktura, geterogen, gomogen, genotip, morfo-biologik.

Kirish. Bugungi kunda dunyoda iqlim o‘zgarishlari keskinlashuvi va tabiiy landshaftlar buzilishi tirik mavjudodlar xilma-xilligining kamayishiga shu jumladan, uy va chorva hayvon zotlari genofondi keskin qisqarishi va ayrim zotlarning butunlay yo‘qolib ketishiga sabab bo‘lmoqda. Shu bois, jahonda barcha turdagi uy va chorva hayvon zotlari xilma-xilligini aniqlash, kamayib va yo‘qolib ketayotgan zotlar genofondini saqlab qolish global muammolardan biri hisoblanmoqda. Shu bois, Hukumatimiz tomonidan keyingi yillarda mamlakat iqtisodiyotining muhim tarmog‘i hisoblangan qorako‘lchilikni tubdan isloh qilish, sohani qayta tiklash va rivojlantirish borasida, bir qator farmon va qarorlari qabul qilinib, aniq va kompleks chora-tadbirlar ishlab chiqildi. Jumladan, O‘zbekiston Respublikasi Prezidentining 2018 yil 14 martdagi PQ-3603-son “Qorako‘lchilik sohasini jadal rivojlantirish chora-tadbirlari

to'g'risida"gi, 2019 yil 16 avgustdagi PQ-4420-son "Qorako'lchilik tarmog'ini kompleks rivojlantirish chora-tadbirlari to'g'risida"gi qarori, 2020 yil 2 sentyabrdagi "O'zbekiston Respublikasida Pillachilik va qorako'lchilikni yanada rivojlantirish chora-tadbirlari to'g'risida"gi PF-6059-sonli Farmoni qorako'lchilikni rivojlantirishda muhim ahamiyat kasb etadi. [1.,2.,3].

Mazkur davlat hujjatlarida mamlakatimizda qorako'l zotli qo'ylar genofondini saqlash, qimmatbaho va sanoatbop qorako'l terilari sifatini yaxshilash, naslchilik ishlarini ilmiy asosda takomillashtirish, qorako'lchilik mahsulotlari ishlab chiqarish hajmini yanada oshirish va qayta ishlash, yaylovlar hosildorligini oshirish, sohaga klasterlarni joriy qilish kabi dolzarb vazifalar belgilab berilgan.

Ushbu dolzarblikdan kelib chiqib, mamlakatimiz chorvachiligida molekulyar-genetik usullar yordamida chorva mol zotlari genofondini saqlash uslublarini ishlab chiqish, kamyob va yo'qolish arafasida turgan zotlarni asrab qolish, ayniqsa noyob va antiqa, qimmatbaho qorako'l terilari yetkazib beruvchi qorako'l qo'ylar genofondini saqlash, tiklash va ko'paytirish hamda qorako'l terilari sifatini yaxshilashga qaratilgan ilmiy tadqiqotlar ustuvor yo'nalishlar sifatida qaralmoqda. Shu bois, biz dovrug'i nafaqat O'zbekistonda balki, Markaziy Osiyo davlatlarida keng tarqalgan, biroq yillar davomida turli sabablarga ko'ra yo'qolish arafasiga kelib qolayotgan Surxondaryo sur qo'ylari genofondini saqlash, tiklash va takomillashtirish hamda qorako'l terilari sifatini yaxshilashning seleksion-genetik usullarini ishlab chiqishga qaratilgan keng qamrovli ilmiy-tadqiqot ishlarini olib bordik.

Tadqiqot ishlari Qumqo'rg'on tumanidagi "Bobotog' suri qorako'lchilik" MChJ naslchilik xo'jaligi surchilikka ixtisoslashgan 2-3 fermasida olib borilmoqda.

Tadqiqot maqsadi: Surxondaryo sur tipli qorako'l qo'ylari genofondini saqlash, noyob va antiqa, qimmatbaho sur rangbarangliklarni tiklash va takomillashtirishning ilmiy asoslangan seleksion-genetik usullarini ishlab chiqishdan iborat.

Tadqiqot vazifalari: Surxondaryo sur tipli qorako'l qo'ylari genofondini saqlash, noyob va antiqa, qimmatbaho sur rangbarangliklarni tiklash, sur terilar sifatini yaxshilashda gomogen juftlash seleksiya usulidan tizimli va maqsadli foydalanish.

Tadqiqot materiali va metodi: Tajriba otaridagi Surxondaryo sur tipli qo'ylar (jami 386 bosh, bronza, platina, yantar, antrosit suri) umumjahon zootexnikaviy ta'limoti asosida geterogen va gomogen seleksiyalagan, qo'zilar teri sifati "Qorako'lchilikda naslchilik ishlarini yuritish va qo'zilar baholash (bonitirovka qilish) qo'llanmasi" asosida baholandi. [8].

Tadqiqot natijalari. Surxondaryo suri 1962-yilda Butun ittifoq chorvachilik instituti (Rossiya) professor N.S.Gigineyshvili tomonidan Qumqo'rg'on tumanidagi sobiq Yu.Gagarin davlat naslchilik xo'jaligida yaratilgan. Uning bronza, platina, yantar va antrosit sur rangbarangliklari mavjud. [4].

Surxondaryo sur tipli qo'ylar Buxoro va Qoraqalpoq sur qo'ylaridan o'zining qimmat baholigi, irsiyati va jun qoplaminig morfologik tuzilishi jihatidan murakkab tuzilishga egaligi, sur rangi jun tolasini uzunligi bo'ylab pigmentning past tarqalishi bilan ajralib turadi. Shuningdek, turli pigmentlanish darajalariga ega bo'lib, jun tolasining ostki qismi kuchsiz qora yoki to'q qo'ng'ir rangda, uchki qismi esa oq rangdan sutsimon, qaymoqsimon bo'ladi, pigmentning jun tolasida, aynan shunday tarqalishi uning chiroyli va ko'p sonli variasiyalarini hosil qiladi.

Surxondaryo sur tipi yaratilishida mualliflar dastlab bosh sonini ko'paytirish maqsadida naslli materialini to'plash, seleksion guruhlarni shakllantirish, o'ziga xos rangbarangliklar bo'yicha maqsadga muvofiq tanlash va saralash ishlarini olib borgan va sur qo'ylarni geterogen juftlash orqali 60,0% o'ziga xos, 25,0% boshqa rangbaranglikli qo'zilar olishga erishgan. Geterogen juftlashdan olingan sovlqlar qimmatli rangbaranglikli (platina, yantar, bronza, antratsit) qo'chqorlar bilan juftlash ishlari amalga oshirilgan.[5]. Binobarin, sur qorako'l qo'ylarning har qanday populyasiyasini tanlash va saralash manbai bu - irsiy xilma-xillikning juda katta zahirasidir. Shu tufayli, muayyan maqsadga qaratilgan tizimli tanlash va saralashning o'zi ham ma'lum ma'noda yaratuvchanlik imkoniyatlarini yaratadi.

Xulosa. Surxondaryo sur qorako'l zotli qo'ylarni gomogen juftlashtirish o'z navbatida ota-ona juftliklaridagi qimmatbaho sur rangbarangliklarining nasldan-naslga o'tishini va avlodlarida mustahkamlanib borishini ta'minlashi barobarida, uning irsiylanish koefitsientini oshiradi hamda kamayib borayotgan va yo'qolish arafasida turgan noyob va antiqa sur rangbarangliklarni tiklash, saqlash va yuqori mahsuldor sur qo'ylar genofondini ko'paytirishning muhim selekson-genetik usullari hisoblanadi. Seleksiyalash ishlarida naslli qo'chqorlardan keng foydalanish asosida mahsuldorlik belgilarini konsolidasiyalash uchun Surxondaryo suriga mansub original va tekis: platina, yantar, bronza, antrasit rangbaranglikli sur qo'ylar genofondini ko'paytirish masalalari bartaraf etiladi. Bu bosqichda yanada chuqur seleksiyalash, qat'iy tanlash, maqsadga muvofiq tizimli juftlash, teri sifati va mahsuldorligi past hayvonlarni bir yoshgacha bo'lgan davrda ayovsiz yaroqsizga chiqarish maqsadga muvofiqdir.

Foydalanilgan adabiyotlar.

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THE ROLE OF TEACHER'S GESTURE IN THE CLASSROOM

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Annotation. *This study examines the role of teacher's gestures as a crucial component of classroom communication and pedagogical effectiveness. The research analyzes how teachers use various types of gestures to enhance instruction, manage classroom dynamics, and facilitate student comprehension across different educational contexts. The paper investigates the relationship between gestural communication and learning outcomes, exploring how nonverbal behaviors complement verbal instruction to create more effective teaching environments.* **Аннотация.** *В данном исследовании рассматривается роль жестов учителя как важнейшего компонента классной коммуникации и педагогической эффективности. Исследование анализирует, как учителя используют различные типы жестов для улучшения обучения, управления классной динамикой и содействия пониманию учащихся в различных образовательных контекстах. В работе исследуется взаимосвязь между жестикуляционной коммуникацией и результатами обучения, изучается, как невербальное поведение дополняет вербальное обучение для создания более эффективной учебной среды.*

Keywords: *Teacher gestures, nonverbal communication, classroom interaction, pedagogical gestures, instructional effectiveness, body language, multimodal communication, gesture-speech integration.*

Ключевые слова: *Жесты учителя, невербальная коммуникация, классное взаимодействие, педагогические жесты, эффективность обучения, язык тела, мультимодальная коммуникация, интеграция жеста и речи.*

Teacher's gestures constitute a fundamental yet often underestimated component of classroom communication, serving as powerful tools that enhance verbal instruction, facilitate student comprehension, and create dynamic learning environments. As McNeill observes, "Gesture and speech form a single integrated system of meaning, with gestures providing visual and spatial dimensions that complement and extend verbal communication" [1; 45]. This integration becomes particularly significant in

educational contexts, where teachers must communicate complex concepts to diverse audiences with varying learning styles and comprehension levels.

The significance of gestural communication in teaching extends beyond mere accompaniment to speech, functioning as an independent channel of information that can clarify meaning, direct attention, demonstrate relationships, and provide emotional context for learning experiences. Research in educational psychology and cognitive science increasingly recognizes that effective teaching involves sophisticated coordination of verbal and nonverbal behaviors, with gestures playing crucial roles in making abstract concepts concrete and enhancing student engagement.

Contemporary educational environments, characterized by diverse student populations, multilingual classrooms, and technology-enhanced instruction, have heightened the importance of nonverbal communication skills for teachers. Students with different cultural backgrounds, language proficiency levels, and learning disabilities may rely heavily on gestural cues to understand instruction and participate effectively in classroom activities.

The study of teacher gestures has evolved from simple observations of hand movements to comprehensive analyses of multimodal communication systems that include facial expressions, body positioning, spatial relationships, and temporal coordination with speech. This broader understanding reveals how skilled teachers orchestrate complex nonverbal performances that support multiple pedagogical objectives simultaneously. This research aims to provide a comprehensive examination of teacher gestures in classroom contexts by analyzing their types, functions, and effects on student learning outcomes. Through exploration of theoretical frameworks, empirical research findings, and practical applications, this study seeks to illuminate the sophisticated ways in which effective teachers use gestural communication to enhance educational effectiveness and create supportive learning environments.

The theoretical foundation for understanding teacher gestures draws from multiple disciplines including cognitive psychology, linguistics, anthropology, and communication studies. McNeill's classification system provides a fundamental framework for analyzing gestural behavior, distinguishing between iconic gestures (representing concrete images), metaphoric gestures (representing abstract concepts), deictic gestures (pointing and indicating), and beat gestures (marking rhythm and emphasis) [2; 78].

Cognitive theories of gesture production suggest that gestures emerge from the same conceptual processes that generate speech, serving as external manifestations of internal thought processes. This perspective implies that teacher gestures provide

students with direct access to instructional thinking, making invisible cognitive processes visible and comprehensible. The embodied cognition framework further suggests that physical movements and spatial relationships directly influence conceptual understanding, making gestures not merely communicative but also cognitively formative. Vygotsky's zone of proximal development concept extends to gestural communication, with teacher gestures serving as scaffolding tools that support student understanding by providing visual and spatial representations of concepts that may be challenging to express verbally alone. This scaffolding function becomes particularly important when working with students who have different language backgrounds or learning challenges.

Social interaction theories emphasize how gestures function as coordination mechanisms in classroom discourse, helping to manage turn-taking, signal transitions, maintain attention, and create shared understanding between teachers and students. The interactive nature of classroom gestures distinguishes them from gestures in other contexts, as they must serve both individual expression and group communication functions. Instructional gestures serve primary pedagogical functions by making abstract concepts visible and concrete for student comprehension. Iconic gestures represent physical objects, spatial relationships, or concrete actions, helping students visualize concepts that may be difficult to understand through verbal description alone. For example, mathematics teachers use hand movements to demonstrate geometric relationships, while science teachers gesture to show molecular movements or wave properties.

Metaphoric gestures extend instructional capability by providing spatial and visual representations of abstract concepts. Literature teachers might use gestures to represent character relationships or thematic developments, while history teachers employ spatial metaphors to clarify temporal sequences or cause-effect relationships. These gestures transform abstract intellectual content into embodied, comprehensible experiences. Deictic gestures, including pointing and spatial reference, direct student attention to relevant information, organize visual space, and create shared reference points for discussion. Teachers use these gestures to highlight specific textbook passages, board content, or student contributions, managing the visual attention of the entire class efficiently.

Demonstrative gestures accompany procedural instruction, showing students how to perform specific tasks or manipulate materials. These gestures are particularly important in laboratory sciences, mathematics problem-solving, and skill-based subjects where physical demonstration enhances verbal explanation.

Teacher gestures serve crucial classroom management functions, helping to maintain order, direct student behavior, and facilitate smooth transitions between activities. Regulatory gestures include signals for attention, quiet, movement, and participation that allow teachers to manage classroom dynamics without interrupting instructional flow through verbal commands. Traffic control gestures help organize student movement, group formation, and spatial arrangements efficiently. These nonverbal signals become particularly important during activity transitions, when verbal instructions might create confusion or noise that disrupts the learning environment.

Feedback gestures provide immediate nonverbal responses to student contributions, including acknowledgment, encouragement, correction, or requests for elaboration. These gestures allow teachers to maintain conversational flow while providing necessary guidance and support for student participation.

Teachers use gestures to convey emotional tone, establish rapport, and create supportive classroom atmospheres. Welcoming gestures, expressions of enthusiasm, and empathetic responses help build positive relationships that facilitate learning and encourage student engagement. Motivational gestures accompany encouragement and praise, reinforcing positive behaviors and academic achievements through nonverbal celebration and recognition. These gestures often have more immediate emotional impact than verbal praise alone, particularly for younger students or those from cultures that emphasize nonverbal communication.

Calming and reassuring gestures help manage student anxiety, particularly during challenging tasks or assessment situations. Teachers develop repertoires of soothing gestural behaviors that can reduce stress and maintain confidence without drawing excessive attention to individual student difficulties.

Gestural communication varies significantly across cultures, requiring teachers to develop cultural competence in both producing and interpreting nonverbal behaviors. What constitutes appropriate, respectful, or effective gestural communication differs among cultural groups, and teachers must navigate these differences sensitively while maintaining instructional effectiveness. Some cultures emphasize restraint in gestural expression, while others expect more animated nonverbal communication. Teachers working with diverse student populations must calibrate their gestural behavior to match cultural expectations while ensuring that all students receive necessary nonverbal support for learning.

Individual differences in gesture processing and production affect how students respond to teacher nonverbal communication. Some students rely heavily on gestural

cues for comprehension, while others may find excessive gesture distracting or confusing. Effective teachers develop awareness of these individual preferences and adapt their communication accordingly. Students with autism spectrum disorders, attention difficulties, or processing disorders may have particular needs regarding gestural communication. Teachers must understand how different types of gestures affect these students and modify their nonverbal behavior to support rather than hinder learning for all class members.

Empirical research consistently demonstrates positive relationships between appropriate teacher gesture use and various measures of student learning and engagement. Studies show that students taught by teachers who use purposeful, coordinated gestures demonstrate better comprehension, retention, and application of instructional content across multiple subject areas [3; 156].

Mathematics education research reveals particularly strong effects for gestural instruction, with students showing improved problem-solving abilities and conceptual understanding when teachers use gestures to demonstrate mathematical relationships and procedures. The spatial nature of mathematical concepts makes them particularly amenable to gestural enhancement.

Language learning contexts show significant benefits from teacher gesture use, particularly for vocabulary acquisition, grammar comprehension, and pronunciation improvement. Gestures provide additional channels of meaning that support second language learners in understanding and producing target language structures. Research on student attention and engagement indicates that appropriate teacher gestures help maintain focus, signal important information, and create visual interest that supports sustained attention to instruction. However, excessive or inappropriate gestures can have opposite effects, creating distraction rather than enhancement.

Contemporary educational technology creates new contexts and challenges for teacher gestural communication. Video conferencing platforms, interactive whiteboards, and digital presentation tools require adaptation of traditional gestural behaviors to maintain effectiveness in technology-mediated environments. Online and hybrid learning environments present particular challenges for gestural communication, as camera angles, screen sizes, and technical limitations may interfere with gesture visibility and effectiveness. Teachers must develop new strategies for using gestures effectively in digital contexts while maintaining personal connection with students [4;76].

Interactive technologies offer new possibilities for incorporating gesture into instruction through motion-sensing devices, virtual reality environments, and

augmented reality applications that can enhance traditional gestural communication with digital capabilities. Understanding the role of gestures in classroom communication has significant implications for teacher education and professional development programs. Pre-service teachers need explicit instruction in gestural awareness, cultural sensitivity, and coordination of verbal and nonverbal communication to develop effective classroom presence.

Professional development should address the unconscious nature of much gestural behavior, helping teachers become aware of their existing gestural patterns and their effects on student learning and classroom dynamics. Video analysis provides valuable tools for developing gestural self-awareness and improvement.

Ongoing reflection on nonverbal communication practices helps teachers refine their gestural repertoires and develop sensitivity to student responses to different types of nonverbal behavior. This reflection should include consideration of cultural appropriateness and individual student needs.

Teacher gestures play multifaceted and crucial roles in classroom communication, serving instructional, regulatory, and relational functions that significantly enhance educational effectiveness. The integration of gestural and verbal communication creates richer, more accessible learning experiences that accommodate diverse student needs and learning styles while maintaining engagement and comprehension. As educational contexts continue to evolve with technological advancement and increasing cultural diversity, teachers must develop sophisticated awareness of how gestural communication can be used strategically to support all learners. This requires ongoing professional development, cultural competence, and reflective practice that recognizes the powerful impact of nonverbal behavior on educational outcomes.

The study of teacher gestures reveals the complex artistry involved in effective teaching, highlighting the need for educators to develop not only content knowledge but also sophisticated nonverbal communication skills. Future research should continue to explore how gestural communication can be optimized for different educational contexts, student populations, and technological environments to maximize learning effectiveness and student success.

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INTRODUCTION TO SPEECH CULTURE AND HISTORY OF SPEECH CULTURE

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Annotation. *This study provides a comprehensive examination of speech culture as a fundamental component of human communication and social interaction. The research explores the historical development of speech culture from ancient civilizations to contemporary digital communication, analyzing its theoretical foundations, cultural variations, and evolving significance in modern society. The paper investigates how speech culture reflects societal values, educational practices, and communicative competence across different historical periods and cultural contexts.*

Аннотация. *В данном исследовании представлен всесторонний анализ культуры речи как основополагающего компонента человеческого общения и социального взаимодействия. Исследование рассматривает историческое развитие культуры речи от древних цивилизаций до современной цифровой коммуникации, анализируя её теоретические основы, культурные особенности и развивающееся значение в современном обществе. В работе исследуется, как культура речи отражает общественные ценности, образовательные практики и коммуникативную компетентность в различные исторические периоды и культурные контексты.*

Keywords: *Speech culture, communication competence, rhetoric, oratory, linguistic etiquette, historical linguistics, cultural communication, discourse analysis, pragmatics, sociolinguistics, communicative norms, verbal behavior.*

Ключевые слова: *Культура речи, коммуникативная компетентность, риторика, ораторское искусство, языковой этикет, историческая лингвистика, культурная коммуникация, дискурс-анализ, прагматика, социолингвистика, коммуникативные нормы, речевое поведение.*

Speech culture represents one of the most fundamental aspects of human civilization, serving as both a mirror of societal values and a vehicle for cultural transmission across generations. As Halliday notes, "Language is not simply a means of communication but a way of meaning-making that shapes our understanding of the

world and our place within it" [1;23]. The concept of speech culture encompasses far more than mere linguistic competence; it embodies the complex interplay between language use, social norms, cultural values, and communicative effectiveness within specific communities and historical contexts.

The significance of studying speech culture lies in its profound impact on human interaction, education, and social cohesion. Throughout history, societies have recognized that effective communication extends beyond grammatical accuracy to include appropriateness, cultural sensitivity, and rhetorical effectiveness. From ancient Greek concepts of rhetoric to contemporary theories of communicative competence, the notion that speech reflects and shapes cultural identity has remained constant.

In our increasingly interconnected world, understanding speech culture becomes even more critical. As Crystal observes, "The globalization of communication has created new challenges and opportunities for cross-cultural understanding, making the study of speech culture essential for effective international communication" [2; 45]. This perspective highlights the contemporary relevance of examining how speech culture has evolved and continues to adapt to changing social conditions.

The purpose of this study is to provide a comprehensive introduction to speech culture and trace its historical development from ancient civilizations to the present day. By examining the theoretical foundations, cultural manifestations, and evolutionary patterns of speech culture, this research aims to contribute to our understanding of how human communication practices reflect and influence societal development. Speech culture, as a scholarly concept, encompasses the systematic study of how language use reflects and shapes cultural norms, social relationships, and communicative effectiveness. According to Vinogradov, speech culture involves "the conscious selection and organization of linguistic means to achieve maximum communicative effectiveness while adhering to social and cultural norms" [3; 78]. This definition emphasizes both the strategic and normative aspects of speech culture, highlighting its role in facilitating successful communication within specific cultural contexts.

The theoretical framework for understanding speech culture draws from multiple disciplines, including linguistics, anthropology, sociology, and communication studies. Hymes' concept of communicative competence provides a foundational understanding, suggesting that effective communication requires not only linguistic knowledge but also sociolinguistic awareness of when, where, and how to use language appropriately. This multidimensional approach recognizes that speech culture involves complex interactions between linguistic forms, social contexts, and cultural expectations.

Goffman's work on the presentation of self in everyday life further illuminates the performative aspects of speech culture, demonstrating how individuals strategically manage their linguistic behavior to create desired impressions and maintain social relationships. This perspective emphasizes that speech culture is not merely about following rules but about actively constructing and negotiating social identity through communicative choices.

The concept of discourse communities, as developed by Swales, provides another crucial theoretical lens for understanding speech culture. Discourse communities are groups of people who share common goals, communicative practices, and specialized knowledge, developing distinctive ways of using language that reflect their collective identity and purposes. This framework helps explain how speech culture varies across different social groups and professional contexts.

Contemporary theories of pragmatics and speech act theory, pioneered by Austin and Searle, contribute to our understanding of how speech culture involves not just saying things but doing things with words. These theories emphasize that effective speech culture requires understanding the performative dimensions of language use and the social consequences of different communicative choices.

The roots of formal speech culture can be traced to ancient civilizations, where the power of eloquent speech was recognized as essential for leadership, education, and social influence. In ancient Mesopotamia, scribal schools emphasized not only writing skills but also proper speech patterns and ceremonial language use, recognizing that effective communication was crucial for administrative and religious functions [3;23].

The Industrial Revolution and urbanization created new contexts for speech culture as people from diverse backgrounds came into contact in unprecedented ways. Educational institutions responded by developing more systematic approaches to speech education, often emphasizing standard language varieties while sometimes suppressing regional and cultural variation.

The twentieth century witnessed dramatic transformations in speech culture through technological innovations including radio, television, and eventually digital communication. These developments created new forms of public discourse while also enabling new forms of intimate communication across great distances. Mass media created shared models of speech culture while also documenting and sometimes preserving linguistic diversity.

Contemporary speech culture faces unique challenges and opportunities in the digital age. Computer-mediated communication has created new genres of discourse

that blend oral and written characteristics while also enabling global communication across cultural boundaries. Social media platforms have democratized certain aspects of public discourse while also creating new forms of linguistic inequality and cultural conflict.

The concept of digital literacy has expanded to include new forms of speech culture competence, as individuals must navigate complex multimodal communication environments that combine text, images, audio, and video. This multimodal dimension requires new theoretical frameworks for understanding how speech culture operates in digital contexts.

Globalization has created unprecedented opportunities for cross-cultural communication while also highlighting the importance of understanding cultural variation in speech culture practices. International business, education, and diplomacy require new forms of intercultural communicative competence that build on traditional speech culture foundations while adapting to contemporary global contexts. [4;56]

Research in cross-cultural communication has revealed both universal principles and significant cultural variations in speech culture practices. While all cultures develop norms for effective and appropriate communication, the specific content and application of these norms vary considerably across cultural boundaries

High-context and low-context communication styles, as identified by Hall, represent one important dimension of cultural variation in speech culture. High-context cultures rely heavily on shared background knowledge and implicit communication, while low-context cultures emphasize explicit verbal communication. These differences have profound implications for cross-cultural speech culture competence. Concepts of politeness and face, as developed by Brown and Levinson, provide another framework for understanding cultural variation in speech culture. Different cultures have varying strategies for maintaining social harmony and individual dignity through speech, requiring culturally sensitive approaches to speech culture education and practice.

The study of speech culture has significant implications for educational practice at all levels. Elementary and secondary education must balance appreciation for linguistic diversity with development of standard language competence, while higher education faces challenges in preparing students for increasingly complex communicative environments.

Professional development programs in various fields increasingly recognize the importance of speech culture competence for career success. Medical, legal, business,

and educational professionals require specialized forms of speech culture knowledge that combine general principles with field-specific applications [5; 189].

Future research in speech culture should address several emerging areas of inquiry. The impact of artificial intelligence and machine translation on human speech culture practices represents one important frontier. The development of virtual and augmented reality technologies creates new possibilities for immersive speech culture education. Climate change and global migration patterns are creating new contexts for multilingual and multicultural communication that require innovative approaches to speech culture understanding. Speech culture represents a fundamental dimension of human experience that connects individual communicative competence with broader cultural patterns and social institutions. From ancient rhetorical traditions to contemporary digital communication, the evolution of speech culture reflects changing social conditions while also maintaining core principles of effective and appropriate communication.

Understanding speech culture requires interdisciplinary approaches that integrate linguistic analysis with cultural, historical, and social perspectives. As our world becomes increasingly interconnected, the ability to navigate diverse speech culture contexts becomes ever more important for personal, professional, and civic success.

The future of speech culture studies lies in developing theoretical frameworks and practical applications that can address the complex communicative challenges of the twenty-first century. This includes understanding how traditional speech culture principles apply to digital communication contexts, how global communication affects local speech culture practices, and how educational institutions can effectively prepare individuals for multicultural communicative environments. As we continue to develop our understanding of speech culture, we must remain attentive to both universal principles of human communication and the rich diversity of cultural practices that make human communication such a fascinating and complex phenomenon. The study of speech culture ultimately contributes to our broader understanding of what it means to be human in a communicative, social, and cultural sense.

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TA'LIMDA MADANIYATLARARO MULOQOT: KO'P MADANIYATLILIK NUQTAYI NAZARIDAN KOMMUNIKATSION MUAMMOLAR

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Andijon davlat chet tillari instituti

Xorijiy til va adabiyoti fakulteti

3-bosqich talabasi

Annotatsiya: Bugungi globallashuv jarayonida dunyo mamlakatlari o'rtasidagi aloqalar tobora kengayib bormoqda. Bu holat nafaqat iqtisodiy va siyosiy sohalarda, balki ita'lim tizimida ham o'z aksini topmoqda. Ayniqsa, turli millat, irq, til va madaniyat vakillarining bir joyda ta'lim olishi — ya'ni ko'p madaniyatli muhitda ta'lim jarayonining tashkil etilishi madaniyatlararo muloqot (cross-cultural communication) masalasin idolzarb qilib qo'ymoqda.

Abstract: In today's process of globalization, the relationships among countries around the world are expanding rapidly. This is evident not only in economic and political fields, but also in the education system. Particularly, the organization of the educational process in a multicultural environment — where individuals of various nationalities, races, languages, and cultures study together — has made the issue of cross-cultural communication increasingly relevant.

Аннотация: В условиях глобализации взаимодействие между странами мира стремительно расширяется. Это касается не только экономической и политической сфер, но и системы образования. Особенно актуальной становится проблема межкультурной коммуникации, когда представители различных наций, рас, языков и культур обучаются в одном пространстве, то есть в условиях мультикультурной среды.

Kalit so'z: Madaniyat, madaniyatlilik, kommunikatsion muammolar, tanqid, kompetensiya, urf-odat.

Keywords: Culture, multiculturalism, communicational problems, criticism, competence, traditions.

Ключевые понятия: Культура, мультикультурность, коммуникативные проблемы, критика, компетенция, традиции.

Madaniyatlararo muloqot nima? Madaniyatlararo muloqot — bu turli madaniy qatlamlarga mansub shaxslar o'rtasida yuzaga keladigan axborot almashinuvi va o'zaro tushunish jarayonidir. Bu jarayonda nafaqat til, balki urf-odatlar, qadriyatlar, e'tiqodlar va ijtimoiy me'yorlar muhim o'rin tutadi. Ta'lim tizimidagi ko'p

madaniyatlilik. Ko‘p madaniyatli ta’lim — bu turli millat va madaniyat vakillarining teng va birgalikda ta’lim olishiga asoslangan tizimdir. Bunday muhitda o‘quvchilar va o‘qituvchilar o‘zaro muloqot qilishdan faqatlingvistik, balki madaniy tafovutlarni ham hisobga olishlari lozim. Madaniyatlararo muloqotda yuzaga keladigan kommunikatsion muammolar.

1. Til to‘sig‘i: Har bir madaniyatda tiling o‘z tili yoki dialekti mavjud. Agar o‘qituvchi va o‘quvchi o‘rtasida umumiy til bo‘lmasa yoki biror tomon tilni yetarli darajada bilmasa, bu o‘zaro tushunmovchiliklarga sabab bo‘ladi. 2. Ishonch va hurmatning talqini: Ba’zi madaniyatlarda o‘qituvchiga qarab turish hurmat belgisi bo‘lsa, boshqalarida bu beodoblik deb qabul qilinadi. Shu kabi tafovutlar noto‘g‘ri talqinlarga olib kelishi mumkin. 3. Guruhdagi ijtimoiy rol va faollik: Ayrim madaniyatlarda o‘quvchilar guruhda faol bo‘lishga odatlangan bo‘lsa, boshqalarida esa passivlik yoki kam gaplik me‘yor deb hisoblanadi. Bu esa guruhli ishlar yoki bahsli darslarda teng ishtirokni qiyinlashtiradi. 4. Tanqid va fikr bildirish: G‘arb madaniyatlarida o‘z fikrini ochiq aytish qadrlansa, ayrim Sharqiy madaniyatlardagi o‘quvchilar tanqidni aytishga yoki unga javob berishga tortinishi mumkin [1;23].

Bu esa bilimni baholashda to‘siq bo‘ladi. 5. Jadval va vaqt tushunchasi: Vaqtga bo‘lgan munosabat ham madaniyatga qarab o‘zgaradi. Ayrim madaniyatlarda qat‘iy tartib-intizom muhim bo‘lsa, boshqalarida erkinlikka ko‘proq e‘tibor qaratiladi. Ushbu muammolarni bartaraf etish yo‘llari. 1. O‘qituvchilarning madaniyatlararo kompetensiyasini oshirish: O‘qituvchilar turli madaniyat vakillari bilan ishlashda ularning qadriyatlarini, urf-odatlarini va til xususiyatlarini bilishlari zarur. Buning uchun maxsus treninglar tashkil etilish imomkin. 2. Moslashuvchan o‘qitish usullaridan foydalanish: Har xil o‘quvchilarning ehtiyojiga moslab, turli me‘todlar, jumladan, vizual, eshitish va amaliy o‘qitish usullaridan foydalanish foydali bo‘ladi. 3. Madaniyatlararo dialogni rag‘batlantirish: O‘quvchilar o‘rtasida madaniy almashinuv dasturlarini, xalqaro loyihalarni, tanlovlar va prezentatsiyalarni joriy etish orqali ularning bir-biriga nisbatan hurmati oshadi. 4. Til o‘rganishga alohida e‘tibor: Ko‘p madaniyatli muhitda umumiy aloqa tilini (masalan, ingliz yoki rus tilini) yaxshi o‘zlashtirish madaniyatlararo to‘siqlarni kamaytiradi. 5. Ota-onalar bilan hamkorlik: Ota-onalar madaniy tafovutlarni tushunishda o‘z farzandlariga yordam berishlari uchun ular bilan ham faol muloqot olib borish kerak.

Ta’lim, sotsializatsiya, urf-odatlar, qadriyatlar va kelib chiqish jamiyatining me‘yorlari orqali o‘zlashtirilgan ona madaniyati turli qadriyatlar tizimlari bilan aloqa qilishda haqiqiy madaniy zarbaga moslashish, integratsiya, muloqot qilish muammolarini keltirib chiqaradi. Iqtisodiyot, harbiy va madaniy sohalaridagi o‘zaro

ta'sirlar yonma-yon borib, tarixiy va geosiyosiy kontekstingizga qarab madaniy aralashuv sohalarini yaratdi. Yigirmanchi asrda ikkita jahon urushi guvohi bo'lganini eslaylik, hozirgi to'qnashuvlar, ularning sivilizatsiyasi va diniy o'lchovlari haqida gapirmasa ham, qaramaqarshiliklar va madaniyatlararo almashinuvlar uchun keng imkoniyatlar mavjud edi. 1. Resurslar uchun kurash, globallashuv, migratsiya va kapital oqimlari madaniyatlar o'rtasidagi qulay o'zaro ta'sirni yaratdi. Jahon iqtisodiyoti, global xavfsizlik, yangi texnologiyalar yordamida qulaylashtirilgan global aloqa yangi ehtiyojlarga javob beradi. 2. Yondashuvlar va madaniyatlararo to'qnashuvlar ko'nikma, malaka va o'zlashtirishlarni egallashga asoslangan kundalik haqiqatga aylandi.

Shaxslar ijtimoiy kontekstlar, siyosiy va madaniy muammolar bilan bog'liq holda nisbatan yangi bir nechta o'ziga xosliklarni yaratishlari kerak. Madaniyatlararo muloqotning odatiy holi muhojirlar tomonidan tasvirlangan, ular yangi jamiyatga moslashish va integratsiyalashuv gacha drama va haqiqiy madaniy zarba o'rtasida tebranadigan lahzalar bo'ylab o'tib ketayotganda bir nechta tajribalarni boshdan kechirmoqda. Faqat bir-birining farqlarini bilish (odoblilik, aniqlik, qanday bo'lish va gapirish, his-tuyg'ular va ular qanday yashashi va tashqi ko'rinishi, odatlar, kiyim-kechak, din, oilaga, ta'limga, hukumatga munosabat) madaniy qadriyatlardan kelib chiqqan holda madaniyatlararo muloqotga olib keladi. 3. Turli vaziyatlarda, xoh sayyoh sifatida sayohat qilganimizda, xoh biz immigrant sifatida joylashishni xohlayotganimizda, yo kundalik tajriba ichkarida tashqi ko'rinish, sahna orqasi bilan bog'liq bo'lishi kerak, fon faktlarini qadriyatlar bilan shakllantiradi. Madaniyatlararo kompetentsiyaga ega bo'lish ushbu ikki tomonlama voqelik o'rtasidagi o'zaro bog'liqlik va farqlarni boshqarishni o'z ichiga oladi. Ta'limning roli yoshlarni farqlarni tushunish va qabul qilish, ochiq va bag'rikeng munosabatda bo'lish, hamkorlik qilish va boshqa madaniy sohalaridagi hamkorlar bilan samarali muloqot qilish uchun tayyorlashdir.

Ta'lim Kashshoflari madaniy farqlarni himoya qilish va insoniyat taraqqiyoti foydasiga birgalikda yashashlari uchun qulay muhitni shakllantirish uchun kurashishlari kerak. Darslarni boshqarish va qarama-qarshi madaniy farqlar va turli o'ziga xosliklarni uyg'unlashtirish zamonaviy dunyoning muammolaridan biridir. 4. Maktab umumiy qadriyatlarga rioya qilish, shaxsiy va ijtimoiy muloqot bir ovozdan qabul qilingan ta'lim orqali inson kamolotga erishiladigan makonni ifodalaydi.

Madaniyatlararo muloqotning tarkibiy qismlari nimadan iboratligi haqida muloqot qilish zamonaviy jamiyatning majburiy talabidir. Odamlar tanlov va muassasalarning ko'p madaniyatlilik haqiqatiga tayyor bo'lishlari kerak; va o'z

navbatida, ular turli xil kodlarni qadrlaydiganlarni kutib olishlari kerak. Dunyo madaniy to'qnashuvlar va aralashuvlar uchun zamindir. Madaniyatlararo ta'lim o'qituvchini me'yordan chetga chiqish va bir nechta o'ziga xosliklarning erkinligini tasdiqlash uchun kirishni ochish natijasida talabalar va o'qituvchilar o'rtasidagi tashvishga o'xshash qadriyatlar, xatti-harakatlarni muzokara qilish holatiga qo'yadi. Madaniyatlar to'qnashuvi va madaniy muloqot ijtimoiy va ta'lim darajasidagi murakkab vaziyatlarni belgilaydi. 5. Bo'linishlarni yangi dunyo tartibi uchun ta'lim orqali yumshatish mumkin. Interkulturalizm - bu Evropa qit'asining iqtisodiy, siyosiy va madaniy xususiyatlari kontekstida ta'lim uchun yangi muammodir. Shuningdek, madaniyatlararo xulq-atvor doirasida targ'ib qilinsa, har qanday turdagi intolerans yo'qolishi mumkin. Ko'p madaniyatli jamiyat integratsiyaga asoslanadi, madaniy xavfsizlik a'zolarini ta'minlaydi va har bir kishiga maktab yordamida iqtisodiy va madaniyatlararo ta'limda qatnashish uchun teng imkoniyat beradi, biz madaniy plyuralizmga javoban shakllanadigan madaniy munosabat va xatti-harakatlarning shakllanishini inkor etib bo'lmaydigan integrativ fazilat bilan kuzatamiz.

Xulosa. Madaniyatlararo muloqot har qanday zamonaviy ta'lim tizimining ajralmas qismiga aylanmoqda. Turli madaniyat vakillarining bir joyda ta'lim olishi nafaqat ijtimoiy uyg'unlik, balki global raqoba tbardoshlikni ham ta'minlaydi. Biroq bu jarayonda kommunikatsion muammolarni inkoretib bo'lmaydi. Ularni oldini olish va bartaraf etish uchun o'qituvchi, o'quvchi va ota-onalar birgalikda harakat qilishlari lozim. Faqat shundagina haqiqiy ko'p madaniyatli va inklyuziv ta'lim tizimi shakllanadi.

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UMUMINSONIY QADRIYATLARNING JAHONDAGI HAMJIHATLIKNI MUSTAHKAMLASHDAGI AHAMIYATI

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Annotatsiya: Maqolada umuminsoniy qadriyatlar, ularning ildizlari, jaxon xamjamiyati, uning qator muammolari, jaxon xamjamiyatining aloqalarini mustahkamlashda hamjixatlikni o‘rni xususida so‘z boradi.

Kalit so‘zlar: Qadriyatlar, taraqqiyot, urf odat, xamjixatlik, ijtimoiy gurux, ma‘naviy qadriyatlar, millat va elat.

Hozirgi zamon jahon sivilizatsiyasi taraqqiyot muammolari va kelajagi umuminsoniy ma‘naviy qadriyatlarning ahamiyatini nihoyat darajada oshirdi va ularni jahon sivilizatsiyasining hayotiy zaruriyatiga aylantirdi. Chunki bu muammolarni faqatgina yer yuzidagi barcha xalqlar va davlatlar birgalikda hamjihatlik bilangina hal qilishlari mumkin.

Urf-odat va an‘analari hamda dini, tarixiy o‘tmishlari, ijtimoiy-iqtisodiy va ma‘naviy manfaatlari xilma-xil, hattoki, bir-birlariga zid bo‘lgan millat va elatlarni taraqqiyotning turli bosqichida, hattoki, qarama-qarshi ijtimoiy-iqtisodiy tuzumda turgan xalqlarni bir-birlariga yaqinlashtirishda, ularni qaysi millat va elatga, sinf va ijtimoiy guruhga mansub bo‘lishlaridan qat’i nazar bir inson farzandi ekanliklarini his etishida va bu omilning ustuvor omil ekanligini tushunib yetishida hamda shu asosda jahon hamjihatligini vujudga keltirishda umuminsoniy ma‘naviy qadriyatlarning ahamiyoti beqiyosdir.

Lekin bu o‘ta hayotiy vazifalarni amalga oshirish juda ham murakkab va qiyin bo‘lib, jahondagi barcha progressiv kuchlardan zo‘r chidam va matonatni, jonbozlik va sa’y-harakatlarni talab qiladi. Bunga erishmoq uchun kurramizdagi barcha xalqlar olimlarining ma‘naviy qadriyatlarning vujudga kelishi, ularning murakkab taraqqiyot yo‘liga, mazmun va shakllariga bag‘ishlagan ilmiy-tadqiqot ishlarini kuchaytirishlari hamda ularning natijalarini mehnatkash omma orasida yoyish va tushuntirish ishlarini keng qo‘lamda olib borishlari lozim. Shu bilan bir qatorda bu

ishlarni davlat siyosati darajasiga ko'tarish zarurdir. Aks holda, bu vazifalarni amalga oshirib bo'lmaydi.

Gap shundaki, insonlar qaysi sinf va ijtimoiy guruh, qaysi din, elat va millat vakillari bo'lishlaridan qat'i nazar, ular tabiatning o'ziga xos bir qismi sifatida o'zining ijtimoiy va biologik mohiyati jihatidan bir butunni tashkil etadiki, bu hol umuminsoniy xarakterga ega bo'lgan ma'naviy qadriyatlarining shakllanishiga olib keladi. Bunday qadriyatlar ularning ijtimoiy tabiatiga mos bo'lib, ulardan ajralgan holda bo'lmaydi. Bir davrlar insonlar o'zlariga xos bo'lgan bu umumiy hislatlarni his etmaganlar va ularning insoniyat uchun ahamiyatini tushunmaganlar ham. Ular uchun faqatgina tor doiradagi uyushmalargagina xos bo'lgan umumiylik tushunarli bo'lgan.

Insonlar yer yuzining turli mintaqalarida vujudga kelib, xilma-xil tabiiy sharoitda istiqomat qilganlar. Bu hol ularning o'ziga xos urf-odat va an'analarning, turmush tarzi hamda boshqa xildagi o'ziga xosliklarning shakllanishiga olib keladi. Insoniyatning keyingi davrdagi taraqqiyoti kishilarning turli sinf va ijtimoiy guruhlarga, tabaqa va ijtimoiy qatlamlarga, elat va millatlarga ajralishlariga olib keldi. Jahon sivilizatsiyasining hozirgi davrdagi taraqqiyot darajasi va xarakteri insonlarning o'zini inson sifatida saqlab qolishi zaruriyati va jamiyat taraqqiyotini yanada yuksakroq bosqichga ko'tarish borasidagi hayotiy vazifalar umuminsoniy ma'naviy qadriyatlarni beqiyos darajada oshirib boradi. Umuminsoniy ma'naviy qadriyatlar insoniyatning porloq kelajagining qiyofasidir. Hozirgi kundayoq ular turli elat va millatlarning turli ijtimoiy-iqtisodiy tizimidagi xalqlarning tinch-totuv yashashdagi ularning birgalikda va hamjihatlikda hozirgi zamon olamshumul muammo va vazifalarni hal qilishdagi muhim bir ma'naviy vositaga aylanib bormoqda.

Umuminsoniy ma'naviy qadriyatlar murakkab qismga ega bo'lib, inson ma'naviy hayotining barcha sohalarida namoyon bo'ladi. Umuminsoniy ma'naviy qadriyatlar - bu barcha xalqlar urf-odat va an'alaridagi, din va his-tuyg'ulardagi, o'zaro munosabatlar, ularning axloqiy va estetik qarashlardagi, xullas, insonlar ma'naviy hayotidagi umumiy tomonlardan iboratdir. Umuminsoniylik, ayniqsa, ilm-fan sohasida namoyon bo'ladi. U o'z mazmuni bilan umuminsoniy xarakterga egadir. Lekin ilm-fan ayrim xalqlarning zabardast farzandlari tomonidan rivojlantiriladi va buyuk kashfiyotlar qilinadi, bu jihatdan hamda ularning milliy tillarda ifodalanishi nuqtai nazardan olganda, ularning milliyligidan dalolat beradi.

Ammo ular milliylik doirasidan chiqib, boshqa xalqlarning ma'naviy boyligiga aylangach, ular umuminsoniy ma'naviy qadriyatlar darajasigacha ko'tariladi hamda barcha xalqlarga bir xilda xizmat qila boshlaydi. Shu tarzda ilm-fan uzluksiz

ravishda rivojlanib, o'zining mazmunan umuminsoniyligini namoyon qilaveradi. Yer yuzidagi xalqlarning iqtisodiy va siyosiy jihatdan yaqinlashuv jarayoni davomida bu xalqlar ma'naviy hayoti turli xalqlarda milliy shaklda namoyon bo'lgan umuminsoniy ma'naviy qadriyatlar bilan boyib boraveradi. Bu hol esa, turli xalqlar o'rtasidagi qardoshlik hissiyotini kuchaytiraveradi va shu asosda jahon xalqlari o'rtasidagi do'stlik va barqarorlik mustahkamlanaveradi. Chinakam sivilizatsiyalashgan demokratik davlat hamda bozor munosabatlari, bozor vositalari faqat yuksak ma'naviyat negizida yaratilishi mumkin. Yuksak madaniyatsiz buyuk davlat qurib bo'lmaydi. Shuni e'tiborga olgan xolda xukumatimiz fan, maorif va madaniyat sohasiga jiddiy e'tibor bilan qaramoqda. Mustaqillikning dastlabki yillaridan boshlab davom etib kelayotgan qutlug' an'ana - ulug' bobolarimiz, dunyoga dong taratgan, jahon jamoatchiligi allaqachon o'z muqaddas mulki deb tan olgan ma'naviy meros sohiblarining yubileylarini mamlakat va jahon miqyosida nishonlash haqidagi farmonlar va ularning ijrosi ayni shu masala milliy ma'naviyatimiz sarchashmalariga butun xalqimiz va birinchi navbatda, yosh avlod e'tiborini jalb etish maqsadini ko'zda tutadi. Xalq ma'naviyatini, millat ma'naviyatini sun'iy ravishda qandaydir uylab topilgan aqidalarga tayanib yuzaga keltirib ham, keskin o'zgartirib ham bo'lmaydi. Chunki ma'naviyat tushunchasining mazmuni bir kunda, bir yilda, hatto bir asrda shakllanadigan narsa emas, u har bir xalqning juda uzoq tarixi qa'ridan oziq olib, teranlik kasb etib keladi.

Xulosa o'rnida aytish mumkinki, hech bir xalq dunyoda yakka yashamaydi, yolg'izlikda rivojlanmaydi ham. Elat va millatlar doimo o'zaro turlicha munosabatlarda bo'ladilar va tarix davomida bir-birlariga ta'sir o'tkazib, o'zlarini ham, o'zgalarni ham ma'naviy boyitib boradilar. Yakka bir shaxs butkul o'zga bir ma'naviy bir muhitda tarbiya topib, unga to'liq moslashishi mumkin. Shu sababli ham milliy mustaqillik poydevorini ma'naviy mustaqillik tashkil etadi. Milliy ma'naviyatimizning takomili esa o'sha millatga mansub har bir shaxsning ma'naviy kamoloti bilan bevosita bog'liq va ushbu zaminga tayanib yuksaladi.

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YASHIL MOLİYALASHTIRISH TUSHUNCHASI.

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Annotatsiya: Yashil moliyalashtirish – bu atrof-muhitga zarar yetkazmasdan iqtisodiy o'sishni ta'minlashga qaratilgan moliyaviy mexanizmlar majmuasidir. Ushbu maqolada yashil moliyalashtirishning nazariy asoslari, asosiy tushunchalari va zamonaviy moliyaviy vositalari tahlil qilinadi. Xususan, yashil obligatsiyalar, ekologik kreditlar hamda davlat va xususiy sektor o'rtasidagi hamkorlikning ahamiyati yoritiladi. Shuningdek, xalqaro tajriba asosida yashil moliyalashtirishning muvaffaqiyatli amaliyotlari ko'rib chiqilib, O'zbekiston sharoitida uni joriy etish istiqbollari va mavjud muammolar tahlil qilinadi.

Kalit so'zlar: Yashil moliyalashtirish, barqaror rivojlanish, yashil obligatsiyalar, ekologik investitsiyalar, iqlim moliyasi, moliyaviy instrumentlar, O'zbekiston iqtisodiyoti.

Аннотация: Зеленые финансы — это совокупность финансовых механизмов, направленных на обеспечение экономического роста без нанесения вреда окружающей среде. В статье анализируются теоретические основы, ключевые концепции и современные финансовые инструменты зеленого финансирования. В частности, будет подчеркнута важность зеленых облигаций, экологических кредитов и государственно-частного партнерства. Также на основе международного опыта будут рассмотрены успешные практики зеленого финансирования, проанализированы перспективы и существующие проблемы его внедрения в условиях Узбекистана.

Ключевые слова: Зеленое финансирование, устойчивое развитие, зеленые облигации, экологические инвестиции, климатическое финансирование, финансовые инструменты, экономика Узбекистана.

Abstract: Green finance is a set of financial mechanisms aimed at ensuring economic growth without harming the environment. This article analyzes the theoretical foundations, basic concepts and modern financial instruments of green finance. In particular, the importance of green bonds, environmental loans and cooperation between the public and private sectors is highlighted. Also, based on international experience, successful practices of green finance are reviewed, and the prospects for its implementation in the conditions of Uzbekistan and existing problems are analyzed.

Keywords: Green finance, sustainable development, green bonds, environmental investments, climate finance, financial instruments, economy of Uzbekistan.

Kirish. Iqlim o'zgarishi, ekologik muammolar va tabiiy resurslardan samarasiz foydalanish bugungi kunda global iqtisodiyot uchun eng dolzarb muammolardan biri hisoblanadi. Shu nuqtai nazardan, barqaror taraqqiyotga erishish maqsadida moliyaviy tizimda yangi yondashuvlar paydo bo'lmoqda. Ular orasida "yashil moliyalashtirish" konsepsiyasi alohida ahamiyat kasb etadi. Yashil moliyalashtirish – bu atrof-muhitni muhofaza qilish, iqlim o'zgarishining oldini olish va tabiiy resurslardan samarali foydalanishga yo'naltirilgan moliyaviy faoliyat turidir. Yashil moliyalashtirish – bu ekologik toza, iqlimga qulay va barqaror loyihalarni moliyalashtirishni nazarda tutuvchi moliyaviy amaliyotdir. Bu turdagi moliyalashtirish ekologik loyihalarga (masalan, qayta tiklanuvchi energiya, chiqindilarni kamaytirish, suv resurslarini tejash) investitsiyalarni rag'batlantiradi. Boshqacha qilib aytganda, yashil moliyalashtirish iqtisodiy o'sish bilan birgalikda ekologik muvozanatni ham ta'minlashga xizmat qiladi.

Yashil moliyalashtirishning asosiy vositalari

Yashil moliyalashtirish quyidagi vositalar orqali amalga oshiriladi: Yashil obligatsiyalar (Green Bonds): Atrof-muhitni muhofaza qilishga qaratilgan loyihalarni moliyalashtirish uchun chiqariladigan obligatsiyalar. Yashil kreditlar (Green Loans): Ekologik jihatdan barqaror faoliyatlarni qo'llab-quvvatlovchi kreditlar. Iqlim fondlari va grantlar: Davlat yoki xalqaro tashkilotlar tomonidan ajratiladigan, iqlim o'zgarishiga qarshi kurashish va moslashuvni qo'llab-quvvatlovchi moliyaviy manbalar. Ekologik sug'urtalar: Tabiiy ofatlar yoki ekologik xatarlardan himoyalaniшни moliyalashtirishga xizmat qiladi.

Yashil moliyalashtirishning afzalliklari: Atmosferaga chiqadigan zararli gazlar kamayadi, biologik xilma-xillik saqlanadi. Yashil texnologiyalar va yangi ish o'rinlari yaratilishi orqali iqtisodiyotga ijobiy ta'sir ko'rsatadi. Aholining sog'lom muhitda yashash sharoitlarini yaxshilaydi va turmush sifatini oshiradi. O'zbekiston barqaror rivojlanish maqsadlarini amalga oshirish yo'lida yashil moliyalashtirishni rivojlantirishga katta e'tibor qaratmoqda. Mamlakatda quyosh va shamol energetikasi loyihalari, chiqindilarni qayta ishlash tizimlari va suvni tejovchi texnologiyalarni joriy etish orqali yashil iqtisodiyotga o'tish jarayoni bosqichma-bosqich amalga oshirilmoqda. Yashil moliyalashtirish global darajada barqaror rivojlanishga erishish yo'lida muhim vositalardan biri bo'lib, turli mamlakatlar, xalqaro moliya institutlari va xususiy sektor tomonidan faol rivojlantirilmoqda. Quyida bu sohada olib borilayotgan asosiy ishlar tahlil qilinadi: **Yashil obligatsiyalar bozorining kengayishi:** So'nggi yillarda butun dunyo bo'ylab trillionlab AQSH dollari miqdorida yashil obligatsiyalar chiqarilmoqda. Jahon banki, Yevropa investitsiya banki, Osiyo taraqqiyot banki kabi yirik institutlar ekologik loyihalarni moliyalashtirish uchun mablag' ajratmoqda. **BMT tomonidan tashkil etilgan Yashil iqlim fondi (Green Climate Fund)** rivojlanayotgan davlatlarga iqlim o'zgarishiga moslashishda yordam bermoqda. **UNEP (BMT Atrof-muhit dasturi)** yashil moliyaviy tizimni targ'ib qilishda faol ishtirok etmoqda. Parij iqlim kelishuvi (2015) doirasida ko'plab mamlakatlar yashil iqtisodiyotni rivojlantirishga va'da bergan. COP (Conference of the Parties) iqlim sammitlarida har yili yashil moliyalashtirish asosiy mavzulardan biri sifatida muhokama qilinadi.

O'zbekistonda qayta tiklanuvchi energiya loyihalari: Quyosh va shamol elektr stansiyalari qurilmoqda (Masalan: Navoiy, Samarqand va Buxoro viloyatlarida). BAAning "Masdar" kompaniyasi bilan hamkorlikda yirik ekologik loyihalar amalga oshirilmoqda. O'zbekiston Markaziy banki va Moliya vazirligi xalqaro tashkilotlar bilan hamkorlikda yashil obligatsiyalar chiqarish ustida ishlamoqda. "Yashil iqtisodiyotga o'tish bo'yicha 2030 yilgacha bo'lgan strategiya" qabul qilingan. Davlat tomonidan energiya samaradorligini oshirish va ekologik toza transport turlarini rivojlantirish rag'batlantirilmoqda. Osiyo taraqqiyot banki, Yevropa tiklanish va taraqqiyot banki, Jahon banki kabi institutlar bilan ekologik loyihalarni moliyalashtirish bo'yicha hamkorlik kengaymoqda. Bank sektorida yashil kreditlar amaliyoti yo'lga qo'yilmoqda (masalan, energiya tejovchi uskunalar xaridi uchun imtiyozli kreditlar). Atrof-

muhitga yo‘naltirilgan startaplar (eko-inshootlar, chiqindi qayta ishlash, ekologik qadoqlash) soni oshmoqda.

Hozirgi vaqtda “yashil” moliyalashtirish .Jahon moliya bozrining yashil segmenti va mas’uliyatli investitsiyalar barqaror rivojlanishining global va milliy maqsadlarga erishish va “yashil” iqtisodiyotni rivojlantirishning ajralmas tarkibiy qismiga aylanib,yangi eklogik barqaror konturlarni va xalqaro moliya tizimini rivojlantirish istiqbollari belgilab beradi.2030- yilgacha O‘zbekiston Respublikasida “yashil” iqtisodiyotga o‘tish va energiya tejamkorligini ta’minlash bo‘yicha harakatlar rejasi qabul qilingan .25 ta korxona va tashkilotlarda ishlab chiqarilgan mahsulotning energiya sig‘imi ko‘rsatkichini 2026-yilga kelib 2022-yilga nisbatan 20 foizga kamaytirishga qaratilgan 2022-2026-yillarda iqtisodiyot tarmoqlarida yoqilg‘i-energetika resurslarini tejashning maqsadli parametrlari ishlab chiqilgan .

Prezidentning 2022-yil 2-dekabrdagi “2030-yilgacha O‘zbekiston respublikasining”yashil” iqtisodiyotga o‘tishiga qaratilgan islohotlar samaradorligini oshirish bo‘yicha chora-tadbirlar to‘g‘risida “gi RQ-346-son Qarori qabul qilindi .Hujjat bilan 2030-yilgacha O‘zbekiston Respublikasida “yashil” iqtisodiyotga o‘tish va “yashil” o‘sishni ta’minlash dasturi tasdiqlandi. Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi “tashil” iqtisodiyotni ilgari surish va “yashil moliya”lar, “yashil” kreditlarni joriy etish ,iqtisodiy tarmoqlarda issiqxona gazlari tashlanmalarini qisqartirishga doir faoliyatni muvofiqlashtirish bo‘yicha vakolatli organ etib belgilandi.

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YASHIL IQTISODIYOTNING AXBOROT RESURSLARI VA YASHIL IQTISODIYOT UCHUN INSON KAPITALINI RIVOJLANTIRISH.

Muhiddinova Gavharshodbegim Tursunxo'ja qizi

TerDPI Tabiiy va aniq fanlar fakulteti Texnologik ta'lim yo'nalishi 2-bosqich talabasi.

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Annotatsiya. Ushbu maqolada yashil iqtisodiyot konsepsiyasining muvaffaqiyatli amalga oshirilishida axborot resurslarining o'rni hamda inson kapitalini rivojlantirish muhim omil sifatida ko'rib chiqiladi. Yashil texnologiyalar, ekologik barqarorlik va raqamli transformatsiyaning integratsiyasi orqali innovatsion yondashuvlar shakllanmoqda. Mazkur jarayonda zamonaviy axborot-kommunikatsiya texnologiyalari, ochiq ma'lumotlar bazalari va ta'lim tizimi orqali malakali kadrlar tayyorlash, ekologik ongni yuksaltirish va yashil ko'nikmalarni shakllantirish muhim ahamiyat kasb etadi. Maqolada inson kapitalini rivojlantirishda davlat siyosati, xalqaro tajribalar hamda axborot texnologiyalarining roli tahlil qilinadi va istiqboldagi ustuvor yo'nalishlar taklif etiladi.

Kalit so'zlar: Yashil iqtisodiyot, axborot resurslari, inson kapitali, raqamli transformatsiya, ekologik barqarorlik, yashil texnologiyalar, ta'lim va malaka, barqaror rivojlanish, ekologik ong, innovatsion yondashuvlar.

Абстрактный. В статье рассматривается роль информационных ресурсов и развития человеческого капитала как важного фактора успешной реализации концепции зеленой экономики. Инновационные подходы формируются посредством интеграции зеленых технологий, экологической устойчивости и цифровой трансформации. В этом процессе большое значение имеет подготовка квалифицированных кадров, повышение экологической осведомленности и развитие экологических навыков с использованием современных информационно-коммуникационных технологий, открытых баз данных и системы образования. В статье анализируется роль государственной политики,

международного опыта и информационных технологий в развитии человеческого капитала и предлагаются приоритетные направления на будущее.

Ключевые слова: Зеленая экономика, информационные ресурсы, человеческий капитал, цифровая трансформация, экологическая устойчивость, зеленые технологии, образование и навыки, устойчивое развитие, экологическая осведомленность, инновационные подходы.

Abstract. This article examines the role of information resources and human capital development as an important factor in the successful implementation of the green economy concept. Innovative approaches are being formed through the integration of green technologies, environmental sustainability and digital transformation. In this process, training qualified personnel through modern information and communication technologies, open databases and the education system, raising environmental awareness and forming green skills are of great importance. The article analyzes the role of state policy, international experience and information technologies in the development of human capital and proposes priority areas for the future.

Keywords: Green economy, information resources, human capital, digital transformation, environmental sustainability, green technologies, education and skills, sustainable development, environmental awareness, innovative approaches.

KIRISH. Axborot resurslari yashil iqtisodiyotning asosiy poydevori bo'lib, ular orqali ekologik ma'lumotlar, yashil texnologiyalar, energiya samaradorligi va barqaror ishlab chiqarish haqida axborotlar taqdim etiladi. Axborot texnologiyalarining rivojlanishi bilan yashil iqtisodiyotning samaradorligi oshmoqda. Inson kapitali yashil iqtisodiyotning muvaffaqiyatli rivojlanishida asosiy rol o'ynaydi. Malakali kadrlar, ekologik ong va yashil ko'nikmalarni rivojlantirish orqali yashil ish o'rinlari yaratiladi va ijtimoiy barqarorlik ta'minlanadi. O'zbekiston hukumati tomonidan qabul qilingan "2019–2030 yillarga mo'ljallangan yashil iqtisodiyotga o'tish strategiyasi"da inson kapitalini rivojlantirishga alohida e'tibor qaratilgan. Mazkur strategiya doirasida ekologik ta'lim, kasb-hunar o'qitish va malaka oshirish dasturlari amalga oshirilmoqda.

Yuqorida qayd etilganidek "yashil iqtisodiyot"ga o'tish muayyan shartsharoitlarni talab etadi. [Jumladan](#), ushbu sohaning axborot bazasini shakllantirish, malakali mutaxassislar bilan ta'minlash masalasi dolzarb muammo hisoblanadi. Axborot-

kommunikatsiya texnologiyalari (AKT) tarmog'ini yashillashtirish “yashil iqtisodiyot”ning axborot resurslaridan biri hisoblanadi. “Yashil AKT” deyilganda kompyuter texnologiyalari va aloqa vositalaridan foydalanishda ekologiyaga minimal ta'sir etish va atrof-muhitni muhofaza qilish borasida maksimal darajada ijobiy samaraga erishish uchun texnologik qarorlar qabul qilish tushuniladi. Ushbu texnologik qarorlarga energiya iste'molini [qisqartirish](#), AKTning xizmat muddatini uzaytirish, kompyuter texnologiyalari va aloqa vositalarini [xavfsiz utillashtirish](#), ulardan ikkilamchi [foydalanish](#), omborlar va ma'lumotlarni qayta ishlash markazlari faoliyatini ta'minlash uchun qayta tiklanadigan energiya manbalaridan foydalanish va boshqalarni kiritish mumkin.

AKTning “yashil iqtisodiyot”ni rivojlantirishga qo'shayotgan hissasi bu bilan cheklanib qolmaydi. Raqamli texnologiyalardan samarali foydalanish iqtisodiyotni “yashillashtirish”da juda katta imkoniyatlar yaratadi. AKT yordamida elektron [hujjat aylanishini joriy etish](#), elektron ommaviy axborot vositalari, elektron kitoblar [va musiqani rivojlantirish](#), elektron tijorat va internet-bankingni kengaytirish, turli uchrashuvlarni tashkil etishda elektron pochta va videokonferensiyalardan foydalanish, masofadan turib ishlash rejimini joriy etish orqali iste'molni demateriallashtirish ¹², inson faoliyatining ko'plab sohalarini virtuallashtirish amalga oshirilmoqda.

AKTning rag'batlantiruvchi samaralaridan yana biri iqtisodiyot tarmoqlarida energiya va resurslar iste'moli samaradorligini energiya va transport infratuzilmasini intellektual transformatsiyalash uchun qulay [shart-sharoitlar yaratish](#), ishlab chiqarish sikllarini optimallashtirish va avtomatlashtirish, “aqlli” uylar va ofislar qurish hisoblanadi. Iqlim guruhi (The Climate Group) mutaxassislari hisob-kitoblariga ko'ra AKT 2030 [yilga qadar SO₂](#) ni atmosferaga chiqarib yuborish hajmini 12,1 mlrd. tonna SO₂ ekvivalentida qisqartirish va 11 trln. dollar foyda olish imkonini beradi.

Yashil stiker va ekologik belgi amaliyoti iste'molchilar oldida atrof-muhitga do'stona munosabat va barqaror rivojlanish ko'rsatkichlari sifatida paydo bo'ldi. Ko'pgina sanoat tarmoqlari [globallashtirish](#) iqtisodiyotda yashillashtirish amaliyotini targ'ib qilish usuli sifatida ushbu standartlarni qabul qila boshlaydi. Barqarorlik standartlari sifatida ham tanilgan bu standartlar sotib olingan mahsulotlar atrof-muhitga va ularni ishlab chiqaruvchi odamlarga zarar yetkazmasligini kafolatlaydigan maxsus qoidalardir. Ushbu standartlar soni yaqinda o'sib bordi va endi ular yangi, yanada yashil iqtisodiyotni qurishda yordam berishi mumkin.

Axborot resurslari sohasida amalga oshirilayotgan islohotlar

1.

Raqamli texnologiyalarni joriy etish. O'zbekiston "Raqamli O'zbekiston – 2030" strategiyasi doirasida ko'plab sohalarda raqamli transformatsiyani yo'lga qo'ydi. Xususan: Qishloq xo'jaligida sun'iy intellekt asosida suv sarfini nazorat qilish tizimlari joriy etilmoqda. Ekologik monitoring uchun geografik axborot tizimlari (GIS) kengaytirilmoqda. 2. Ma'lumotlarning ochiqligi va shaffofligi. Davlat ekologik qo'mitasi, "O'zgidromet" va boshqa tashkilotlar ochiq ma'lumotlar portallari orqali ekologik holat bo'yicha muntazam axborot e'lon qilmoqda. Aholini atrof-muhit muhofazasi bilan bog'liq qarorlar jarayoniga jalb etish kuchaytirilmoqda. 3. Yashil texnologiyalar transferi. Xalqaro hamkorlik doirasida energiya samarador texnologiyalar, quyosh panellari va chiqindilarni qayta ishlash uskunalari mamlakatga olib kirilmoqda. BMTTD, YeTTB va boshqa donor tashkilotlar bilan axborot tizimlarini modernizatsiyalash bo'yicha loyihalar amalga oshirilmoqda.

Inson kapitalini rivojlantirish yo'nalishlar. 1. Yashil kasb va ko'nikmalarni shakllantirish: 2022-yildan boshlab oliy ta'lim muassasalarida "yashil iqtisodiyot", "ekotexnologiya", "barqaror rivojlanish menejmenti" kabi yangi yo'nalishlar ochildi. Kasb-hunar maktablarida energiya samarador qurilish, muqobil energetika bo'yicha qisqa muddatli kurslar yo'lga qo'yildi. 2. Ekologik tafakkurni shakllantirish: Maktab va kollej dasturlariga ekologiya va barqarorlik asoslari kiritilmoqda. Ijtimoiy tarmoqlar, ommaviy axborot vositalarida "yashil turmush tarzi" targ'iboti kuchaymoqda. 3. Innovatsion salohiyatni oshirish: Yosh olimlar va startaplar uchun ekologik innovatsiyalar yo'nalishida grantlar va inkubatsiya markazlari tashkil etilmoqda. Talabalar o'rtasida "Yashil texnologiyalar" tanlovlari o'tkazilmoqda. Yashil iqtisodiyot va axborot texnologiyalari o'rtasidagi munosabat, ekologik ravishda moliyaviy rivojlanishni ta'minlashda katta o'rin egallaydi. Axborot texnologiyalari yashil iqtisodiyotning amalda qo'llanilishini oshirish, ekologik muhitni saqlab qolish va moliyaviy resurslari samarali ishlatishning asosiy elementlaridan biri bo'lib kelmoqda.

Yashil iqtisodda axborot texnologiyalari, ekologik muhitni saqlash va moliyaviy rivojlanishni o'zaro birlashtirishda katta rol o'ynaydi. Yashil iqtisodiyot inson taraqqiyotining muhim omili bo'lib, atrof-muhit barqarorligini saqlash, iqtisodiy o'sishni ta'minlash va ijtimoiy farovonlikni oshirishda juda muhim. Empirik ma'lumotlar shuni ko'rsatadiki, yashil iqtisodiyot va axborot resurslarini joriy etgan davlatlar uzoq muddatda iqtisodiy va ekologik jihatdan barqaror rivojlanish ko'rsatkichlariga erishgan. Yashil iqtisodiyot bandlik, inson kapitali va innovatsion

rivojlanishni qo'llab-quvvatlash orqali davlatlarning iqtisodiy barqarorlikni mustahkamlaydi. Xalqaro tashkilotlar yashil iqtisodiyotni rivojlantirish bo'yicha strategiyalar ishlab chiqishi kerak, jumladan, ekologik soliq siyosatini qo'llash va barqaror energiya manbalariga sarmoya kiritish va ekologik tadbirkorlikni qo'llab-quvvatlash dolzarb masala. Aholining ekologik savodxonligini oshirish- yashil iqtisodiyotni rivojlantirish uchun ta'lim va ommaviy axborot vositalari, orqali atrof-muhit muammolari haqida xabardorlikni oshirishi muhim. **Xulosa** qilish mumkinki, yashil iqtisodiyotning muvaffaqiyatli rivojlanishi uchun axborot resurslarining samarali boshqaruvi va inson kapitalining rivojlanishi zarur. Bu ikki omilning uyg'unligi orqali ekologik barqarorlik, iqtisodiy o'sish va ijtimoiy rivojlanish ta'minlanadi.

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Замоноҳавий йондашувлар ва истикболлар . MANAGEMENT, MARKETING
AND FINANCE INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 2 ISSUE 3.

PROFESSIONAL TRAINING OF FUTURE TEACHERS AND ANALYSIS OF CURRENT PROBLEMS IN THE EDUCATION SYSTEM OF UZBEKISTAN

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Training future teachers is one of the central directions of educational reforms today. Within the framework of the educational policy pursued in the Republic of Uzbekistan, the formation of a modern teacher personality, improving the quality of education, and training competitive personnel are set as priority tasks. However, it cannot be denied that the systemic problems that remain in the higher pedagogical education system are a serious obstacle to preparing future teachers for modern professional activities.

Since 2017, radical reforms have been gradually being carried out in the education system of our republic. These reforms mainly include priority areas such as improving the quality of education, training competitive and modern-thinking personnel, applying international experience, and introducing advanced technologies. Within the framework of the "Improving the Quality of Education" program adopted by the President of the Republic of Uzbekistan for 2020-2025, large-scale work is being carried out to increase the efficiency of pedagogical personnel training, introduce innovative educational technologies, and develop the teacher-student tradition. As an actual example of these innovative activities, the following series of innovations can be cited:

Changes in educational programs - recently, educational programs and subject modules have been revised and a number of changes are being made. Competency-based approaches are of particular importance in updating programs.

- Introduction of digital technologies - in order to improve the quality of education and facilitate the provision of education, electronic learning platforms, tests, assignments, distance learning systems are being introduced.

- The existence of a policy to support young personnel. In this, issues related to the education, employment, professional adaptation, and professional development of young personnel are considered as the main idea.

- International cooperation - that is, providing education based on advanced pedagogical foreign experiences in the field of education, providing students with knowledge based on foreign experiences, as well as the organization of joint educational programs with foreign universities.

However, it is worth noting that, along with the existing positive achievements, a number of problems are also emerging in practical activities:

- The lack of coordination of theory and practice is characterized by the fact that although students are given theoretical knowledge in depth during the pedagogical activity, the student is not able to quickly apply his knowledge to practical activities. That is, the student is not fully prepared for the real teaching process.

- Educational and methodological support - some textbooks and manuals do not meet the requirements of modern education, and the provision of new textbooks is not the same everywhere.

- Inadequate quality of personnel - in some cases, the shortage of personnel is a problem, while in others the quality of modern personnel does not meet the requirements. In particular, the low level of knowledge of modern educational methods, the low level of skills in mastering STEAM, 4K, CLIL technologies.

- Insufficient establishment of the teacher-student system - the lack of systematic arrangement of attaching young personnel to experienced teachers in the pedagogical education process. This will inevitably have an impact on education quality indicators.

We make the following recommendations for the current problems in the analysis process:

- Expanding the practice-oriented education system. Creating opportunities for students to actively participate in the real lesson process by integrating the stages of pedagogical practice with the school.

- Improving curricula. Textbooks and methodological materials should be redeveloped based on modern pedagogical technologies and international competency-based approaches.

- Increasing digital literacy. Special courses and training should be organized so that students who want to become teachers can effectively use modern information and communication technologies.

- Strengthening the motivational environment. In order to increase students' internal confidence and interest in the pedagogical profession, it is necessary to expand the incentive system, professional psychological training and social support programs.

- Strengthening the teacher-student system. Qualified and experienced teachers should be assigned as mentors for each student, and a system of regular monitoring and guidance on professional development should be introduced.

- Social appreciation of pedagogical activity. Social packages, benefits, and support systems should be developed to increase the prestige of the teaching profession, encourage young professionals, and retain them in the school system.

The issue of professional training of future teachers in the education system of Uzbekistan is one of the important factors of national development and social stability. The educational reforms carried out in recent years have yielded certain results in terms of strengthening the theoretical knowledge of future teachers, preparing them for practical work, and teaching based on innovative approaches. However, a number of problems remain in the existing system that need to be resolved. In particular, the incomplete compliance of curricula with modern requirements, insufficient practical training, poor skills in working with digital technologies, and a weak motivational and moral-psychological environment - all of these are obstacles to the professional formation of future teachers. Modern education requires teachers not only knowledge, but also such competencies as innovation, freedom of thought, initiative, and empathy. Therefore, not only theoretical, but also practical and motivational approaches are important in the training of future teachers. Improving the quality of education can be achieved by comprehensively solving existing problems in the system.

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**POYEZDLAR HARAKATI XAVFIZLIGINI TA'MINLASH USULLARINING
QO'LLANILISHI SOHALARI BO'YICHA AFZALLIKLARI VA
KAMCHILIKLARI**

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ANNOTATSIYA

Ushbu maqola temir yo'l transportida poyezdlar harakati va manyovr ishlarini tashkil etish jarayonida sodir bo'lgan buzilishlarni aniqlash, tahlil qilish, baholash va buzilishlar sabablarini aniqlashdan kabi chora tadbirlarni amalga oshirishga qaratilgan. Poyezdlar harakati xavfsizligi buzilishi holatlari "O'zbekiston temir yo'llari" AJ misolida 2008 yildan 2020 yilgacha bo'lgan davr mobaynida tadqiq qilindi va barcha turdagi buzilishlarning 60% inson, 37% texnik va 3% boshqa turdagi omillar natijasida yuzaga kelishi aniqlandi. Barcha turdagi buzilishlar to'rt guruhga ajratildi. Poyezdlar harakati xavfsizligi buzilishlarini tizimli ravshda tahlil qilish, ularni o'z vaqtida bartaraf etish va temir yo'l ish ko'rsatkichlari meyoriy qiymatlarining asosli bajarilishini taminlab beradi.

Kalit so'zlar: Poyezdlar harakati, xavfsizlik buzilishi, poyezdlar halokati, avariya, ishdagi brak holati, yuk, tezlik.

Kirish

Temir yo'l transportida poyezdlar harakati xavfsizligini taminlash masalasi temir yo'llarning tarkibiy tuzilmalari uchun muhim ahamiyat kasb etadi. Poyezdlar harakati xavfsizligini taminlash tashish jarayonini uzluksiz tashkil etish, yuk va yo'lovchilarni belgilangan muddatlarda o'z manzillariga yetkazish, atrof muhitni asrash, temir yo'l transporti xizmatlari iste'molchilariga sifatli xizmat ko'rsatish hamda foydalanish harajatlarini kamaytirish imkoniyatlarini yaratadi. Ushbu ishlar hajmining yuqori dinamikasini taminlash va tashish jarayoni sifatini oshirish uchun

poyezdlar harakati xavfsizligini yuqori va eng muhimi barqaror darajada taminlash zarurati har qachongidan ham ortib bormoqda. Shuning uchun poyezdlar harakati xavfsizligi buzilishlari sabablarini oʻz vaqtida aniqlash, tahlil qilish, baholash va olingan natijalar asosida ularni bartaraf etish boʻyicha tashkiliy va texnik chora-tadbirlarni ishlab chiqish hamda amaliyotga keng qamrovli tadbiriq etish dolzarb masalalardan biri hisoblanadi.

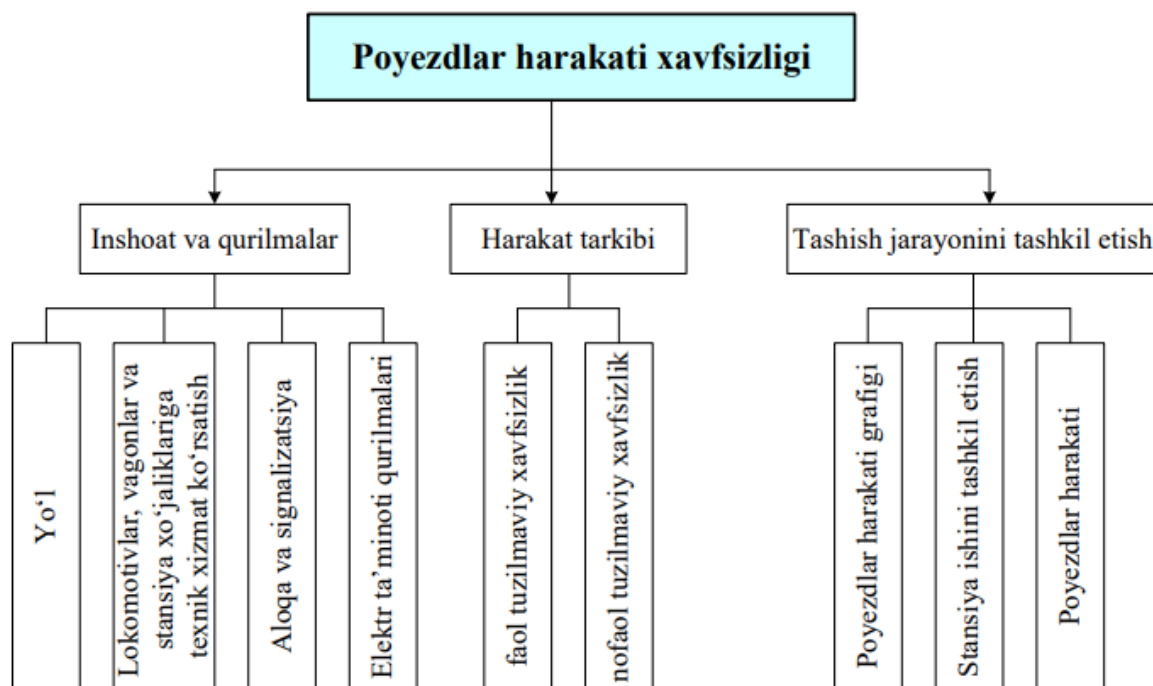
Poyezdlar harakati xavfsizligi temir yoʻl transporti tizimining barcha elementlarining ishonchli ishlashi va tashqi muhit sharoitlari orqali aniqlanadi. Poyezdlar harakati paytida xavf manbalari quyidagilar boʻlishi mumkin: – xodimlarning xato hatti-harakatlari; – yoʻl ustki tuzilishi, boshqarish va aloqa qurilmalarining yaroqsizligi; – harakatlanuvchi tarkibning yaroqsizligi; – tashish jarayoni texnologiyasining buzilishlari. Bu sabablar poyezdlarning toʻqnashuvlari, ularning yonishi, portlashlar, zaharli moddalarning chiqarilishi, yashash joylarining oʻzgarishlariga, yaʼni inson hayoti va yuklarning xavfsizligi uchun xavfli vaziyatlarga olib keladi. Temir yoʻlda har doim texnikaning ishdan chiqishlarini tashish jarayoniga taʼsiri imkoniyatlarini yoʻqotish uchun yetarlicha puxtalik zahirasi yaratish asosida tizimlar va qurilmalarni qurishga qattiq yondashishlar mavjud boʻlgan. Ammo, afsuski, tabiatni aldash qiyin va avariylar tez-tez davriylikda vujudga kelmoqda. Poyezdlar harakati xavfsizligini taʼminlashda signalizatsiya, markazlashtirish va bloklash qurilmalariga eng muhim oʻrin berilgan.

ADABIYOTLAR TAHLILI VA METADALOGIYA

Temir yoʻl liniyalari va stansiyalarida harakat xavfsizligini taʼminlash temir yoʻl harakat tarkibi va inshoot va qurilmalarining soz holatda boʻlishi hamda ishonchli ishlashiga va tashish jarayonining toʻgʻri tashkil etilganligiga bogʻliq (1- rasm). Poyezdlar harakati xavfsizligi buzilishlarini tadqiq etish poyezdlar harakatining haqiqiy yoki bashorat qilinayotgan xavfsizligi darajasi toʻgʻrisida maʼlumotlar olish maqsadida amalga oshiriladi. Ushbu maʼlumotlar temir yoʻl transporti xizmatlari va texnik vositalari xavfsizligining meyoriy darajasini taʼminlashga qaratilgan chora-tadbirlarning yetarliligini baholash, poyezdlarning xavfsiz harakatlanishi muammolarini hal qilish uchun ajratilgan resurslarni minimallashtirish uchun xizmat qiladi . Poyezdlar harakati xavfsizligi buzilishlarini tadqiq etish va tahlil qilishning barcha usullari uch guruhga boʻlinadi: aposterior, aprior va bayes . 1- va 2-usullar eksperimental yoʻllar bilan va ekspertlar muhokamalari natijasida olingan maʼlumotlardan, 3-usulda esa, har ikki usuldan foydalanishga qaratilgan.

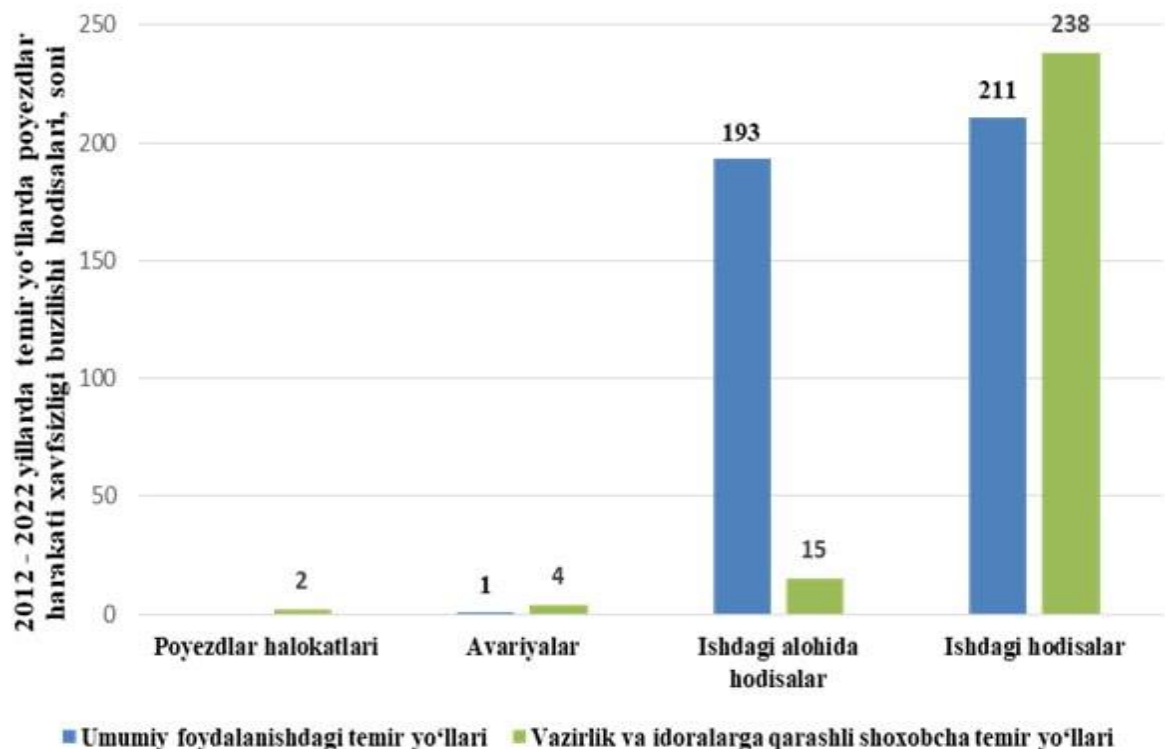
MUHOKAMA VA NATIJALAR

Xavfsiz tizimlarga asosiy talab xatoliklar – ishdan chiqishlar, nosozliklar va buzilishlar (qoidabuzarliklar) yuz berganda insonlar, moddiy boyliklar va atrofmuhit uchun yo‘l qo‘yib bo‘lmaydigan darajadagi yuqori xavflarning oldini olishdan iborat. Agar ularning paydo bo‘lishida tizimning reaksiyasi xavfsiz bo‘lsa, u holda bu talab bajariladi. Ishdan chiqishlar vujudga keladigan hollarda tizim komponentlarining o‘zini tutishi to‘g‘risida to‘liq bilish uning xavfsiz holatini aniqlash uchun asos hisoblanadi. Bu bilish zarur xavfsizlik darajasiga erishish uchun u yoki bu choralarni



1-rasm. Poyezdlar harakati xavfsizligini ta'minlash parametrlari

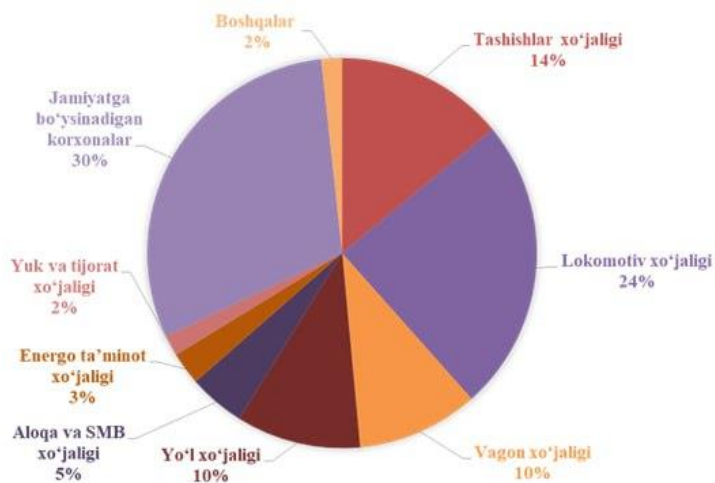
tanlashga ta'sir qiladi. Ishlab chiqarishda yo‘l qo‘yilgan muntazam xatolik tizimni ishlatishni boshlashdan oldin sinchkovlik bilan tekshirish yordamida aniqlanishi mumkin. Ishlatish vaqtidagi o‘z-o‘zidan ixtiyoriy (tasodifiy) ishdan chiqish, aksincha, bu bosqichda aniqlanishi mumkin emas. Biroq, bunday ishdan chiqishning xavfli oqibatlarini tizimning ma’lum arxitekturasini ishlab chiqish yo‘li bilan oldini olish mumkin.



2012-2022-yillar davomida temir yo'l transportida harakat xavfsizligi buzilish hodisalar tahliliy ma'lumoti.

Tizimning xavfsizligiga erishish uchun quyidagi strategiyalar qo'llanilishi mumkin:

- ishdan chiqishlarning oldini olish;
- ishdan chiqishlar oqibatlarini bartaraf etish;
- ishdan chiqishlar oqibatlarini cheklash.

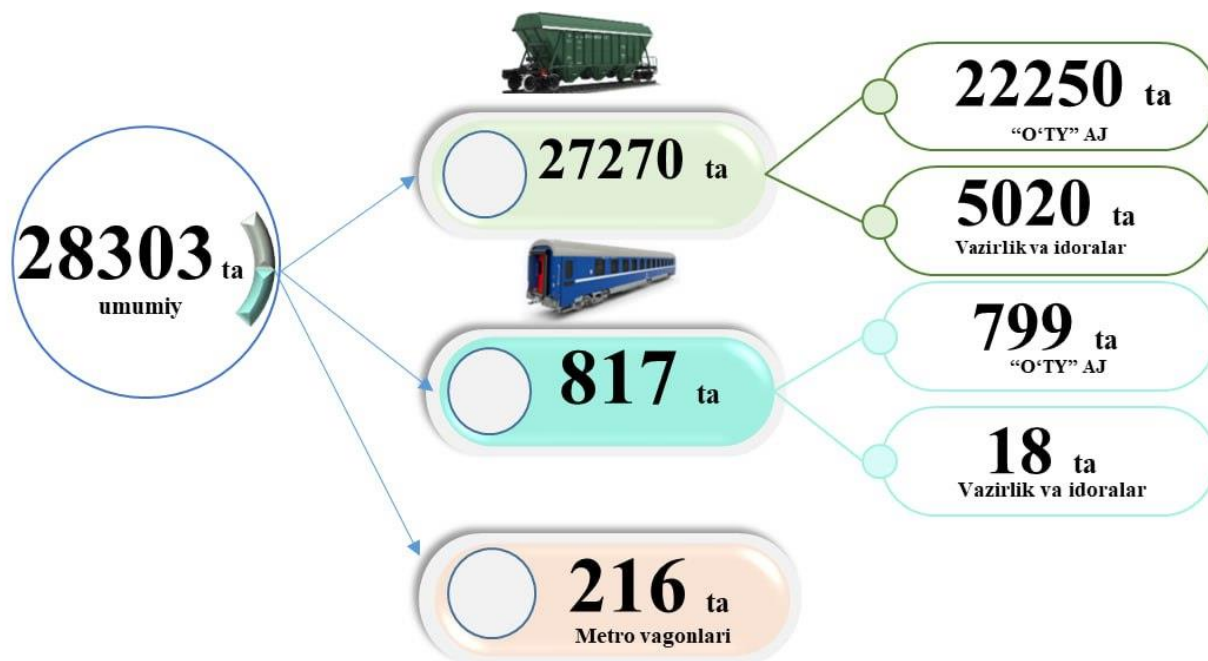


2012-2022-yillarda umumiy foydalanishdagi temir yo'llarda harakat xavfsizligi buzilish hodisalari xo'jaliklar kesimidagi ro'y bergan barcha hodisalardagi ulushi bo'yicha tahliliy ma'lumoti.

Temir yo'l transporti orqali yo'lovchi tashishda logistika tamoillarini qo'llash uchun yo'lovchilarni eng kam sarf harajatlari va sifatli xizmat ko'rsatish bilan tashish asosida transport infratuzilmasini rivojlantirish, tashish jarayonlarini amalga oshirishda muqobil rejalar tuzgan holda kam vaqt sarflash, transport turlaridan to'g'ri foydalanish hamda barcha jarayonlarni boshidan oxirigacha nazoratga olish muhimdir.

XULOSA

Berilgan uchastka yo'l profilining turli elementlarida harakatlanish tezligi va yurish vaqti hisob-kitobining grafik usullari asoslab berildi. Temir yo'llarning tortuv harakatlanuvchi tarkibidan real foydalanish sharoitlariga tayanib, samaradorlik mezonini hisobga olgan holda poyezdning harakatlanish texnologik jarayonini o'rganish vazifasi shakllantirildi va uni hal qilishning yiriklashtirilgan algoritmi taklif qilindi. Temir yo'l transportida yo'lovchi tashish sohasidagi muammolarni muvaffaqiyatli hal etish ko'p jihatdan transportni boshqarishning yagona logistik tizimi doirasida logistika va marketing usullarini sintez qilish bilan amalga oshirish kerakligini ko'rsatdi.



Temir yo'l transporti va metropolitenda nazorat boshqarmasi tomonidan harakat xavfsizligi nazorat qilinadigan temir yo'l transporti korxonalari va texnik vositalari.

To'plangan marketing ma'lumotlarini talab parametrlari bo'yicha amalga oshirib borilishini ta'minlash, zamonaviy texnologiyalarni joriy qilish va ularni

amaliyotda qo'llay olish uchun shu sohada faoliyat olib borayotgan ta'lim muassasalari bilan hamkorlikda ish olib borish maqsadga muvofiqdir. Temir yo'l transportida yo'lovchi tashishni takomillashtirish bo'yicha tavsiya etilayotgan takliflar yo'lovchi tashish boshqaruv tizimini takomillashtirish, zamonaviy texnika va texnologiyalarni o'zlashtirishlari hamda shular asosida xizmatlar bajarishni ta'minlash orqali yo'lovchi tashish tarmog'ini sezilarli darajada rivojlanish imkoniyatini yaratadi.

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TRANSLATION IN THE INFORMATION TECHNOLOGY

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Annotation. *This study examines the transformative role of translation within the rapidly evolving field of information technology. The research explores how digital technologies have revolutionized translation practices, from traditional human translation to computer-assisted translation tools and artificial intelligence-powered systems. The paper analyzes the theoretical foundations of computational translation, examines contemporary machine translation technologies, and investigates the implications of these developments for professional translators, global communication, and cross-cultural information exchange in the digital age.*

Аннотация. *В данном исследовании рассматривается трансформирующая роль перевода в быстро развивающейся области информационных технологий. Исследование изучает, как цифровые технологии революционизировали переводческую практику, от традиционного человеческого перевода до инструментов компьютерного перевода и систем на основе искусственного интеллекта. В работе анализируются теоретические основы компьютерного перевода, рассматриваются современные технологии машинного перевода и исследуются последствия этих разработок для профессиональных переводчиков, глобальной коммуникации и межкультурного обмена информацией в цифровую эпоху.*

Keywords: *Machine translation, computer-assisted translation, artificial intelligence, neural networks, localization, natural language processing, computational linguistics, translation technology, digital communication, cross-cultural information exchange.*

Ключевые слова: *Машинный перевод, компьютерный перевод, искусственный интеллект, нейронные сети, локализация, обработка естественного языка, компьютерная лингвистика, переводческие технологии, цифровая коммуникация, межкультурный обмен информацией.*

Translation in the information technology era represents one of the most significant paradigm shifts in the history of interlingual communication. As Hutchins observes, "The convergence of computational power and linguistic theory has

fundamentally transformed not only how we translate but also how we conceptualize the translation process itself" [1; 34]. The integration of information technology into translation practices has created unprecedented opportunities for global communication while simultaneously challenging traditional notions of translation quality, accuracy, and professional expertise. The significance of studying translation within the information technology context extends beyond mere technological curiosity. In our hyperconnected world, the demand for rapid, accurate, and cost-effective translation has grown exponentially. Kenny notes that "the digital revolution has created an environment where translation is no longer a luxury for international communication but an essential infrastructure for global information exchange" [2; 67].

This transformation has implications not only for professional translators but for businesses, educational institutions, and individuals navigating an increasingly multilingual digital landscape. The emergence of artificial intelligence and machine learning technologies has particularly accelerated changes in translation practices. Neural machine translation systems have achieved unprecedented levels of accuracy, while computer-assisted translation tools have enhanced human translator productivity and consistency. However, these technological advances also raise fundamental questions about the nature of translation itself and the role of human expertise in an increasingly automated world. The purpose of this study is to provide a comprehensive examination of translation in the information technology context, analyzing both the opportunities and challenges presented by technological innovation. By exploring the evolution from early computational approaches to contemporary AI-powered systems, this research aims to contribute to our understanding of how technology is reshaping translation theory and practice.

Translation technology encompasses a broad spectrum of computational approaches to interlingual communication, ranging from simple dictionary lookup systems to sophisticated neural networks capable of producing human-quality translations. According to Somers, translation technology involves "the systematic application of computational methods to facilitate, enhance, or automate the process of converting text from one language to another while preserving meaning, style, and communicative intent" [3; 89].

The theoretical framework for understanding translation technology draws from multiple disciplines, including computational linguistics, artificial intelligence, cognitive science, and translation studies. The concept of computational equivalence, developed by early machine translation researchers, provided the foundation for systematic approaches to automated translation by attempting to establish algorithmic

relationships between linguistic structures across languages. Chomsky's generative grammar theory significantly influenced early approaches to machine translation by suggesting that underlying syntactic structures could be identified and manipulated computationally. This approach, known as transfer-based machine translation, involved analyzing source language texts, converting them to intermediate representations, and generating target language equivalents through rule-based transformations. Statistical machine translation, pioneered by researchers at IBM in the 1990s, represented a paradigm shift toward data-driven approaches. Brown et al. demonstrated that "translation could be modeled as a statistical process where the probability of target language sequences could be calculated based on large bilingual corpora" [4;112].

This approach moved away from rule-based systems toward machine learning methodologies that could automatically discover translation patterns from data. Contemporary neural machine translation builds upon deep learning architectures, particularly recurrent neural networks and transformer models, to achieve unprecedented translation quality. The attention mechanism, introduced by Bahdanau et al., enables neural networks to focus on relevant parts of source sentences when generating target language outputs, more closely mimicking human translation processes [5; 156].

The history of translation technology can be traced to the early days of computer science when researchers first envisioned machines capable of automatic translation. The Georgetown-IBM experiment of 1954, which successfully translated Russian sentences into English, marked the beginning of systematic machine translation research and generated enormous optimism about the potential for fully automated translation systems. The ALPAC report of 1966 provided a sobering assessment of early machine translation efforts, concluding that fully automatic high-quality translation was not immediately achievable with available technology. This report led to reduced funding for machine translation research but also encouraged more realistic approaches that emphasized computer-assisted rather than fully automatic translation.

The development of personal computers in the 1980s enabled new approaches to translation technology, including translation memory systems that stored previously translated segments for reuse. These tools enhanced translator productivity by reducing repetitive work and ensuring consistency across large translation projects. Companies like Trados and SDL developed comprehensive translation workbenches that integrated multiple technological tools into unified workflows. The internet revolution of the 1990s created new demands for translation technology as websites, e-commerce

platforms, and digital content required multilingual versions. Localization emerged as a specialized field combining translation with cultural adaptation and technical implementation for software and web-based applications.

The introduction of Google Translate in 2006 marked a watershed moment in translation technology accessibility. By providing free, instant translation services to millions of users worldwide, Google demonstrated the potential for large-scale deployment of machine translation technology and fundamentally changed public expectations about translation availability and speed.

Modern machine translation systems represent the culmination of decades of research in computational linguistics and artificial intelligence. Neural machine translation, based on deep learning architectures, has achieved remarkable improvements in translation quality across multiple language pairs and domains. The transformer architecture, introduced by Vaswani et al. in 2017, revolutionized neural machine translation by enabling more efficient training on large datasets and better handling of long-distance dependencies in natural language [6; 78]. This architecture forms the foundation for state-of-the-art systems including Google's BERT, OpenAI's GPT series, and Facebook's M2M-100 multilingual model.

Large language models have expanded translation capabilities beyond simple sentence-level conversion to include document-level translation that considers broader context and maintains stylistic consistency. These models can handle various text types, from technical documentation to creative literature, while adapting their output to match the register and tone of source texts. Zero-shot and few-shot translation capabilities represent particularly exciting developments in contemporary machine translation. These approaches enable translation between language pairs that were not explicitly trained together, opening possibilities for supporting low-resource languages that previously lacked sufficient training data for machine translation systems.

Real-time translation applications have transformed international communication by enabling instant spoken language translation through mobile devices and web applications. These systems combine automatic speech recognition, machine translation, and text-to-speech technologies to facilitate real-time multilingual conversations.

Computer-assisted translation (CAT) tools represent a middle ground between fully manual and fully automatic translation, combining human expertise with technological efficiency. These tools enhance translator productivity while maintaining human control over translation quality and decision-making processes. Translation memory systems form the core of most CAT environments, storing previously

translated sentence pairs for reuse in new projects. This technology is particularly valuable for technical documentation, legal texts, and other domains where consistency across multiple documents is essential. Modern translation memory systems use fuzzy matching algorithms to identify similar segments and suggest appropriate modifications for new contexts. Terminology management systems integrate with CAT tools to ensure consistent translation of specialized terms across projects and translators. These systems can include pronunciation guides, usage notes, and contextual examples to support translator decision-making. Collaborative terminology management enables translation teams to maintain shared resources and quality standards.

Translation in the information technology era represents a fascinating convergence of linguistic theory, computational innovation, and cultural adaptation. From early rule-based systems to contemporary neural networks, technological advances have continuously expanded the possibilities for automated and assisted translation while raising fundamental questions about the nature of interlingual communication.

The impact of information technology on translation extends far beyond simple automation of linguistic conversion. Technology has enabled new forms of global communication, created opportunities for preserving and revitalizing endangered languages, and democratized access to multilingual information resources. Simultaneously, these developments have challenged traditional professional boundaries and required adaptation of educational and certification frameworks.

Understanding translation technology requires interdisciplinary approaches that integrate insights from computer science, linguistics, cultural studies, and professional practice. As translation technology continues to evolve, the most successful implementations will likely be those that thoughtfully combine technological capabilities with human expertise and cultural sensitivity.

The future of translation in information technology lies in developing systems that enhance rather than replace human communicative abilities. This includes creating tools that support professional translators, enable cross-cultural understanding, and preserve the richness and diversity of human language. As we continue to advance translation technology, we must remain committed to serving the fundamental human need for meaningful communication across linguistic and cultural boundaries.

The study of translation technology ultimately contributes to our broader understanding of how humans and machines can collaborate to overcome communication barriers and build more connected, inclusive global communities. The

continued evolution of this field promises exciting developments that will shape the future of international communication and cross-cultural exchange.

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HEART ATTACK

To'xtasinova Gulsanam

Andijon davlat chet tillari instituti ingliz filologiyasi o'qitish metodikasi va tarjimashunoslik fakulteti gid hamrohligi va tarjimonlik faoliyati yo'nalishi 301-guruh talabasi

Ilmiy rahbar: **Abduraxmonov To'raxon**

A heart attack, or myocardial infarction, occurs when blood flow to a part of the heart is obstructed, typically due to atherosclerosis —a buildup of plaque in coronary arteries. This blockage deprives cardiac muscle of oxygen, leading to tissue damage.

Symptoms often include chest pain or discomfort, radiating pain in the arms, neck, jaw, or back, shortness of breath, and nausea. Immediate recognition of these signs is crucial for timely intervention. The American Heart Association emphasizes the importance of calling emergency services at the first sign of a heart attack.

Risk factors include hypertension, hyperlipidemia, smoking, diabetes, obesity, and a sedentary lifestyle. Preventive measures involve lifestyle modifications such as a balanced diet rich in fruits, vegetables, whole grains, and lean proteins, regular physical activity, and smoking cessation.

In the event of a heart attack, treatments may include medications like antiplatelets (e.g., aspirin), thrombolytics to dissolve clots, and procedures such as angioplasty and stent placement. Long-term management may involve cardiac rehabilitation and lifestyle changes to reduce the risk of future events.

THE PRIMARY REASONS AND RISK FACTORS ASSOCIATED WITH HEART ATTACK

1. Coronary Artery Disease (CAD)

-The most common cause, where plaque builds up in the coronary arteries, narrowing them and restricting blood flow to the heart.

2. High Blood Pressure (Hypertension)

-Elevated blood pressure can damage arteries over time, making them more susceptible to plaque buildup.

3. High Cholesterol Levels

-High levels of low-density lipoprotein (LDL) cholesterol can lead to plaque formation in the arteries.

4. Smoking

-Tobacco use damages blood vessels, reduces oxygen in the blood, and increases the risk of clot formation.

5. Diabetes-High blood sugar can damage blood vessels and nerves that control the heart, increasing the risk of CAD.

6. Obesity

-Excess weight is linked to high blood pressure, high cholesterol, and diabetes, all of which increase heart attack risk.

7. Sedentary Lifestyle

-Lack of physical activity contributes to obesity and increases the likelihood of high blood pressure and cholesterol.

8. Unhealthy Diet

-Diets high in saturated fats, trans fats, sodium, and sugar can contribute to obesity and high cholesterol levels.

9. Family History

-A family history of heart disease can increase an individual's risk, indicating a genetic predisposition.

10. Age and Gender

-Risk increases with age; men typically have a higher risk at a younger age compared to women, although women's risk increases after menopause.

11. Stress

-Chronic stress may contribute to heart disease, leading to unhealthy coping mechanisms such as poor diet or smoking.

12. Alcohol Consumption

-Excessive drinking can raise blood pressure and contribute to weight gain, increasing heart attack risk.

13. Inflammation and Other Conditions

-Conditions like rheumatoid arthritis or lupus can increase inflammation in the body, affecting heart health.

Preventing heart diseases like heart attacks involves a combination of lifestyle changes and, in some cases, medical management of risk factors. 1. Healthy Eating:

Focus on a balanced diet: Emphasize fruits, vegetables, and whole grains.

Limit unhealthy fats: Reduce saturated and trans fats found in processed foods, fatty meats, butter, and some baked goods. Opt for unsaturated fats from sources like olive oil, avocados, nuts, and oily fish (salmon, mackerel).

Reduce sodium (salt) intake: High salt consumption can increase blood pressure. Aim for no more than 6g (about 1 teaspoon) a day. Use herbs and spices to flavor food instead.

Limit added sugars: Excessive sugar can contribute to diabetes, a significant risk factor for heart disease.

Choose lean proteins: Opt for plant-based proteins (beans, lentils, nuts, seeds), fish, seafood, and lean poultry. Limit red meat consumption.

Unflavored dairy: Choose unflavored milk, yogurt, and cheese. If you have high cholesterol, opt for reduced-fat varieties.

2. Regular Physical Activity:

Aim for consistency: Get at least 150 minutes of moderate-intensity aerobic exercise (like brisk walking or cycling) per week, or 75 minutes of vigorous aerobic activity (like running).

Include strength training: Do resistance training at least two non-consecutive days per week. This helps build lean muscle mass and can improve cholesterol levels.

Even small amounts help: If you're new to exercise, start slowly and gradually increase your activity. Even short bursts of activity can offer heart benefits.

3. Maintain a Healthy Weight:

Being overweight or obese increases the risk of heart disease by contributing to high blood pressure, high cholesterol, and diabetes.

Work with a healthcare provider to determine a healthy weight range for you and develop a plan to achieve and maintain it. Even modest weight loss can significantly reduce your risk.

4. Quit Smoking (and don't start):

Smoking is a major risk factor for heart disease. Quitting is one of the most impactful things you can do for your heart health.

Seek support from your doctor or smoking cessation programs if you need help to quit.

5. Manage Blood Pressure:

High blood pressure puts extra strain on your heart and arteries.

Get your blood pressure checked regularly (at least once a year for most adults).

Follow lifestyle recommendations (diet, exercise) and take medications as prescribed by your doctor if you have high blood pressure.

6. Control Cholesterol and Triglyceride Levels:

High levels of "bad" cholesterol (LDL) can clog arteries, while high triglycerides also increase risk.

A heart-healthy diet and regular exercise can help manage these levels. Your doctor may also recommend medication if needed.

7. Manage Diabetes:

If you have diabetes, carefully manage your blood sugar levels as directed by your healthcare provider. Diabetes significantly increases the risk of heart disease.

8. Limit Alcohol Consumption:

Excessive alcohol intake can raise blood pressure and cholesterol levels, increasing heart disease risk.

Moderate consumption is generally defined as up to one drink per day for women and up to two drinks per day for men. Some sources even suggest there's no safe amount of alcohol.

9. Manage Stress:

Chronic stress can negatively impact heart health and may lead to unhealthy coping mechanisms (e.g., overeating, smoking).

Implement stress-reducing strategies:

Regular physical activity

Mindfulness and relaxation techniques (meditation, deep breathing, yoga)

Adequate sleep (7-9 hours for adults)

Strong social connections

Time management and setting realistic goals

Seeking professional help if stress becomes overwhelming.

10. Regular Health Check-ups:

Regular check-ups allow your doctor to monitor your blood pressure, cholesterol, blood sugar, and overall heart health, and address any potential issues early.

By adopting these healthy habits, you can significantly reduce your risk of developing heart diseases and having a heart attack. Always consult with your healthcare provider for personalized advice and to address any specific health concerns.

YURAK HURUJI

Yurak huruji yoki miokard infarkti yurakning bir qismiga qon oqimi to'sib qolganda yuzaga keladi, odatda bu ateroskleroz — koronar arteriyalarda blyashka to'planishi natijasida kelib chiqadi. Bu tiqilish yurak mushagini kislorodsiz qoldiradi, natijada to'qimalar shikastlanadi.

Simptomlarga ko'pincha ko'krak qafasidagi og'riq yoki noqulaylik, qo'llar, bo'yin, jag' yoki orqaga tarqaladigan og'riq, nafas qisilishi va ko'ngil aynishi kiradi. Bu belgilarni darhol aniqlash o'z vaqtida tibbiy yordam ko'rsatish uchun juda muhimdir. Amerika Yurak Assotsiatsiyasi yurak xurujining birinchi belgisida tez yordamga qo'ng'iroq qilish muhimligini ta'kidlaydi.

Xavf omillariga gipertoniya, giperlipidemiya, chekish, diabet, semizlik va kam harakatli turmush tarzi kiradi. Profilaktik choralar meva, sabzavot, butun don va yog'siz oqsillarga boy muvozanatli ovqatlanish, muntazam jismoniy faollik va chekishni tashlash kabi turmush tarzini o'zgartirishni o'z ichiga oladi.

Yurak huruji sodir bo'lganda, davolash usullariga antitrombotsitar preparatlar (masalan, aspirin), trombolitiklar (qon quyqalarini eritish uchun) kabi dorilar va angioplastika va stentlash kabi muolajalar kirishi mumkin. Uzoq muddatli davolash kelajakdagi xavflarni kamaytirish uchun yurak rehabilitatsiyasi va turmush tarzini o'zgartirishni o'z ichiga olishi mumkin

YURAK HURUJIGA OLIB KELUVCHI ASOSIY SABABLAR VA XAVF OMILLARI

- Koronar Arteriya Kasalligi (KAK)
- Eng ko'p uchraydigan sabab, bunda koronar arteriyalarda blyashka to'planib, ularni toraytiradi va yurakka qon oqimini cheklaydi.
- Yuqori Qon Bosimi (Gipertoniya)
- Uzoq vaqt davomida yuqori qon bosimi arteriyalarni shikastlashi, ularni blyashka to'planishiga ko'proq moyil qilishi mumkin.
- Yuqori Xolesterin Darajasi
- Past zichlikdagi lipoprotein (LDL) xolesterinning yuqori darajasi arteriyalarda blyashka hosil bo'lishiga olib kelishi mumkin.
- Chekish
- Tamaki iste'moli qon tomirlarini shikastlaydi, qondagi kislorodni kamaytiradi va qon quyqalari hosil bo'lish xavfini oshiradi.
- Qandli Diabet
- Yuqori qon shakar yurakni nazorat qiluvchi qon tomirlari va nervlarni shikastlashi, KAK xavfini oshirishi mumkin.
- Semizlik
- Ortiqcha vazn yuqori qon bosimi, yuqori xolesterin va diabet bilan bog'liq bo'lib, bularning barchasi yurak huruji xavfini oshiradi.
- Kam Harakatli Turmush Tarzi
- Jismoniy faollikning yetishmasligi semizlikka olib keladi va yuqori qon bosimi va xolesterin ehtimolini oshiradi.
- Noto'g'ri Ovqatlanish

- To'yingan yog'lar, trans yog'lar, natriy va shakarga boy dieta semizlik va yuqori xolesterin darajasiga olib kelishi mumkin.
- Oila Anamnezi
- Oila a'zolarida yurak kasalliklari bo'lganligi shaxsning xavfini oshirishi mumkin, bu genetik moyillikni ko'rsatadi.
- Yosh va Jins
- Xavf yosh bilan ortadi; erkaklar odatda ayollarga qaraganda yoshroq davrda yuqori xavfga ega, garchi ayollarning xavfi menopauzadan keyin ortsa ham.
- Stress
- Surunkali stress yurak kasalliklariga olib kelishi mumkin, bu noto'g'ri ovqatlanish yoki chekish kabi nosog'lom yengillashish mexanizmlariga olib keladi.
- Alkogol Iste'moli
- Haddan tashqari ichish qon bosimini oshirishi va vazn ortishiga yordam berishi, yurak huruji xavfini oshirishi mumkin.
- Yallig'lanish va Boshqa Holatlar
- Revmatoid artrit yoki lupus kabi holatlar tanadagi yallig'lanishni kuchaytirishi, yurak salomatligiga ta'sir qilishi mumkin.

Atamalar lug'ati:

Aspirin - Aspirin

Atherosclerosis - Ateroskleroz

Balanced diet - Muvozanatli ovqatlanish

Back - Orqa

Blood clots - Qon quyqalari

Blood flow - Qon oqimi

Blood vessels - Qon tomirlari

Cardiac muscle - Yurak mushagi

Cardiac rehabilitation - Yurak reabilitatsiyasi

Chest pain - Ko'krak qafasidagi og'riq
Chronic stress - Surunkali stress
Clot formation - Qon quyqasi hosil bo'lishi
Coronary arteries - Koronar arteriyalar
Coronary Artery Disease (CAD) - Koronar Arteriya Kasalligi (KAK)
Diabetes - Qandli diabet
Discomfort - Noqulaylik
Emergency services - Tez yordam xizmati
Excess weight - Ortiqcha vazn
Excessive drinking - Haddan tashqari ichish
Family History - Oila anamnezi
Fruits - Meva
Gender - Jins
Genetic predisposition - Genetik moyillik
Heart attack (Myocardial infarction) - Yurak huruji (Yurak infarkti)
Heart health - Yurak salomatligi
High blood pressure (Hypertension) - Gipertoniya (Yuqori qon bosimi)
High blood sugar - Yuqori qon shakar
High Cholesterol Levels - Yuqori Xolesterin Darajasi
Hyperlipidemia (High cholesterol levels) - Giperlipidemiya (Yuqori xolesterin)
Hypertension (High blood pressure) - Gipertoniya (Yuqori qon bosimi)
Inflammation - Yallig'lanish
Jaw - Jag'
Lean proteins - Yog'siz oqsillar
Lifestyle modifications - Turmush tarzini o'zgartirish

Long-term management - Uzoq muddatli davolash

Low-density lipoprotein (LDL) cholesterol - Past zichlikdagi lipoprotein (LDL) xolesterin

Lupus - Lupus

Medications - Dorilar

Menopause - Menopauza

Myocardial infarction - Miokard infarkti

Narrowing - Torayish

Nausea - Ko'ngil aynishi

Neck - Bo'yin

Nerves - Nervlar

Oxygen - Kislorod

Oxygen in the blood - Qonda kislorod

Plaque - Blyashka

Plaque buildup - Blyashka to'planishi

Preventive measures - Profilaktik choralar

Radiating pain - Tarqaladigan og'riq

Regular physical activity - Muntazam jismoniy faollik

Rheumatoid arthritis - Revmatoid artrit

Risk factors - Xavf omillari

Saturated fats - To'yingan yog'lar

Sedentary lifestyle - Kam harakatli turmush tarzi

Shortness of breath - Nafas qisilishi

Smoking - Chekish

Smoking cessation - Chekishni tashlash

Sodium - Natriy

Stent placement - Stentlash

Stress - Stress

Sugar - Shakar

Symptoms - Simptomlar

Tissue - To'qima

Tobacco use - Tamaki iste'moli

Trans fats - Trans yog'lar

Treatments - Davolash usullari

Unhealthy coping mechanisms - Nosog'lom yengillashish mexanizmlari

Unhealthy Diet - Noto'g'ri ovqatlanish

Vegetables - Sabzavotlar

Weight gain - Vazn ortishi

Whole grains – don mahsulotlar

Foydalanilgan adabiyotlar:

- 1)"Heart Attack Proof: A Six-Week Cardiac Makeover for a Lifetime of Optimal Health" by Michael Ozner.
- 2)"Have You Planned Your Heart Attack?" by Dr. Warrick Bishop.
- 3)"Heart Attack Demystified: Heart Attack Myths Busted Step-by-Step Guide to Heart Attack Prevention and Care" by Dr. K. V. Sahasranam.
- 4)<https://www.health.harvard.edu/a-through-c>
- 5) <https://www.mayoclinic.org/diseases-conditions/heart-disease/in-depth/heart-healthy-diet/art-20047702?hl=en-GB>

TERRITORIAL VARIETIES OF ENGLISH PRONUNCIATION

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Annotation. This study examines the territorial varieties of English pronunciation across different geographical regions where English serves as a primary or official language. The research explores phonetic and phonological variations that characterize major English dialects, analyzing systematic differences in vowel systems, consonant realizations, prosodic patterns, and accent features. Through comprehensive examination of British, American, Australian, Canadian, and other regional varieties, this paper investigates the historical, social, and linguistic factors that have shaped distinct pronunciations. The study contributes to understanding dialectal diversity within English and its implications for language teaching, communication, and linguistic identity.

Аннотация. В данном исследовании рассматриваются территориальные разновидности английского произношения в различных географических регионах, где английский язык служит основным или официальным языком. Исследование изучает фонетические и фонологические вариации, характеризующие основные английские диалекты, анализируя систематические различия в гласных системах, реализации согласных, просодических моделях и акцентных особенностях. Посредством всестороннего рассмотрения британских, американских, австралийских, канадских и других региональных разновидностей в работе исследуются исторические, социальные и лингвистические факторы, которые сформировали отличительные произносительные модели. Исследование способствует пониманию диалектного разнообразия в английском языке и его значения для преподавания языка, коммуникации и лингвистической идентичности.

Keywords: English dialects, regional pronunciation, phonetic variation, accent diversity, British English, American English, Australian English, dialectology, phonological systems, territorial linguistics.

Ключевые слова: Английские диалекты, региональное произношение, фонетическая вариация, акцентное разнообразие, британский английский,

американский английский, австралийский английский, диалектология, фонологические системы, территориальная лингвистика.

The English language, having spread across continents through historical processes of colonization, migration, and globalization, has developed into a rich tapestry of territorial varieties, each characterized by distinctive pronunciational features that reflect local linguistic environments, cultural influences, and historical developments. These territorial varieties represent more than mere accent differences; they constitute systematic phonetic and phonological variations that have evolved through centuries of independent development in different geographical contexts.

Understanding territorial varieties of English pronunciation provides crucial insights into the dynamic nature of language change, the influence of geographical and social factors on linguistic development, and the complex relationships between language, identity, and community. Each major variety of English carries within its pronunciational patterns the historical traces of settlement patterns, contact with other languages, and the social dynamics that have shaped English-speaking communities worldwide.

The study of English pronunciation varieties has gained increasing importance in our globalized world, where speakers of different English varieties regularly interact in international contexts. This interaction raises important questions about mutual intelligibility, standard language ideologies, and the role of pronunciation in establishing social and professional identities. Understanding these varieties enables more effective cross-cultural communication and challenges prescriptivist notions of "correct" pronunciation.

Contemporary research in English dialectology has revealed the systematic nature of pronunciational differences across territories, demonstrating that these variations follow predictable patterns rather than representing random deviations from a presumed standard. These patterns reflect both universal tendencies in language change and the specific historical and social conditions that have influenced English development in different regions.

This study aims to provide a comprehensive analysis of territorial varieties of English pronunciation, examining the major regional varieties and their distinctive features while exploring the historical, social, and linguistic factors that have contributed to their development. Through systematic comparison of pronunciation patterns across different English-speaking territories, this research seeks to illuminate the complex dynamics of language variation and change in a global language.

The theoretical framework for understanding territorial varieties of English pronunciation draws from dialectology, sociolinguistics, and historical linguistics, each contributing essential perspectives on the nature and development of regional language variation. Dialectology provides systematic methods for describing and comparing regional language varieties, while sociolinguistics illuminates the social factors that influence language variation and change.

Historical linguistics contributes crucial insights into the processes through which territorial varieties have emerged, tracing the pathways of language change that have led to contemporary pronunciation differences. The colonial history of English expansion created conditions for independent linguistic development in different territories, leading to the divergence patterns observed in modern English varieties.

The wave model of linguistic change, proposed by Schmidt, offers a particularly relevant framework for understanding how pronunciational innovations spread geographically and socially, creating the complex patterns of similarity and difference that characterize territorial varieties. This model explains how linguistic features can spread unevenly across territories, creating transitional zones and mixed varieties that complicate simple geographical boundaries.

Contact linguistics provides additional theoretical tools for understanding how interaction with other languages has influenced the development of territorial English varieties. In many regions, English has developed alongside indigenous languages or other colonial languages, leading to substrate influences that have shaped pronunciational patterns in distinctive ways.

The concept of linguistic accommodation helps explain how territorial varieties maintain internal coherence while also responding to external influences. Speakers continuously adjust their pronunciation patterns in response to social pressures, leading to gradual changes that accumulate over time to create systematic differences between territories.

British English encompasses a complex array of regional varieties that reflect the diverse linguistic landscape of the British Isles. Received Pronunciation, traditionally associated with educated southeastern England, has served as a reference point for British English, though it represents only one variety among many and has itself undergone significant changes over time.

The vowel system represents one of the most distinctive features of British English varieties, with systematic differences in vowel quality, length, and distribution that distinguish different regions. The preservation of length distinctions in stressed vowels, the specific qualities of key vowels like the TRAP and BATH sets, and the

maintenance of centering diphthongs create characteristic patterns that differentiate British from other major English varieties.

Regional British varieties display considerable diversity in their pronunciational features. Northern English varieties often maintain monophthongal realizations of vowels that are diphthongized in southern varieties, while Scottish English shows distinctive features influenced by historical Scots and Gaelic substrates. Welsh English reflects contact with the Welsh language, and Irish English varieties demonstrate influences from Irish Gaelic.

The consonant system of British varieties also shows systematic regional variation, particularly in the realization of /r/, the distribution of /h/, and the patterns of consonant cluster simplification. These features create distinctive regional profiles that speakers use to identify geographical origins and social affiliations.

Contemporary British English continues to evolve, with new urban varieties emerging that blend traditional regional features with influences from global English varieties and contact with other languages in multicultural urban environments. These developments illustrate the ongoing dynamic nature of territorial variation in English pronunciation.

American English represents the largest territorial variety of English by speaker population and has developed distinctive pronunciational features that distinguish it systematically from British varieties. The historical development of American English involved complex processes of dialect mixing, contact with other languages, and independent innovation that created its characteristic patterns.

The American English vowel system differs systematically from British varieties in several key respects. The merger of vowels in words like "cot" and "caught" in many American dialects, the absence of the TRAP-BATH split, and distinctive realizations of vowels before /r/ create characteristic patterns that identify American speech. The maintenance of rhotic pronunciation in most American varieties represents another major distinguishing feature.

Regional variation within American English reflects the complex settlement history of North America, with different regions showing influences from different European colonial groups and contact with various indigenous and immigrant languages. The Northern Cities Vowel Shift, Southern vowel patterns, and Western merger phenomena demonstrate ongoing systematic changes that create internal differentiation within American English.

American English consonant patterns also show distinctive features, including specific realizations of /t/ in various phonetic environments, patterns of /l/ vocalization,

and the distribution of glottal stops. These features contribute to the overall phonetic profile that distinguishes American from other English varieties.

The influence of American English through media and cultural products has created pressures for convergence in some areas while also generating resistance movements that seek to maintain distinctive local pronunciations traditions. This dynamic illustrates the complex relationship between global and local forces in shaping territorial varieties.

Australian English has developed distinctive pronunciations features that reflect its unique historical development and geographical isolation. The formation of Australian English involved complex processes of dialect mixing among early settlers, creating a relatively homogeneous variety with some internal regional variation.

The Australian vowel system shows systematic differences from both British and American varieties, with distinctive realizations of key vowels that create the characteristic "Australian accent." The fronting and raising of certain vowels, combined with specific diphthong patterns, creates acoustic patterns that are immediately recognizable to speakers of other English varieties.

Australian English consonant patterns include specific features such as the realization of intervocalic /t/ as a tap, patterns of /l/ vocalization, and distinctive prosodic characteristics including characteristic intonation patterns and stress placement. These features combine to create the distinctive sound of Australian English.

Regional variation within Australian English is relatively limited compared to other major English territories, though research has identified some systematic differences between different cities and regions. These differences often involve specific lexical items or minor phonetic variations rather than major systematic differences.

The development of Australian English continues to be influenced by immigration from diverse linguistic backgrounds, creating new patterns of variation and change that reflect the multicultural nature of contemporary Australian society.

Canadian English represents a territorial variety that combines features from both British and American English while also developing distinctive characteristics. The proximity to American English has created strong influences in some areas, while historical ties to British English maintain certain conservative features.

The Canadian Vowel Shift represents a systematic change affecting the vowel system of Canadian English, creating patterns that distinguish it from neighboring

American varieties. This shift involves the lowering and backing of certain vowels, creating distinctive acoustic characteristics that mark Canadian speech.

Canadian raising, affecting vowels before voiceless consonants, represents another distinctive feature that creates systematic differences in vowel quality depending on phonetic environment. This feature has become emblematic of Canadian English pronunciation and serves as a marker of Canadian linguistic identity.

Regional variation within Canadian English reflects the complex linguistic landscape of Canada, with differences between eastern and western regions and influences from French in Quebec and surrounding areas. These patterns illustrate how political boundaries and linguistic contacts interact to shape territorial varieties.

Other territorial varieties of English, including those in South Africa, New Zealand, India, and other regions, each display distinctive pronunciations that reflect their unique historical and social contexts. These varieties demonstrate the continued vitality and adaptability of English as it develops in different territorial contexts.

The contemporary landscape of English territorial varieties faces new challenges and opportunities through globalization, digital communication, and increased mobility. These forces create pressures for convergence while also providing new mechanisms for maintaining and transmitting distinctive regional features.

Global media and digital communication expose speakers to multiple English varieties simultaneously, creating new patterns of accommodation and influence that transcend traditional geographical boundaries. Young speakers often demonstrate familiarity with multiple territorial varieties and may switch between different pronunciations depending on context and audience.

The role of territorial varieties in education and professional contexts continues to evolve, with debates about which varieties should serve as teaching models and how to address the communicative needs of speakers from different territorial backgrounds. These discussions reflect broader questions about linguistic diversity, standardization, and cultural identity.

Future developments in territorial English varieties will likely involve continued interaction between global and local forces, with some features spreading across territories while others maintain regional distinctiveness. Understanding these processes requires continued research into the social and linguistic factors that influence territorial variation in English pronunciation.

The study of territorial varieties of English pronunciation reveals the remarkable diversity and systematic nature of regional language variation within a single language.

Each major territorial variety represents a unique solution to the challenge of adapting English to specific geographical, historical, and social contexts, resulting in distinctive pronunciations patterns that reflect local linguistic environments and cultural identities.

The systematic differences observed across territorial varieties demonstrate that pronunciation variation is not random but follows predictable patterns that reflect universal tendencies in language change as well as specific historical and social influences. These patterns provide valuable insights into the nature of language variation and change more generally.

Understanding territorial varieties has important practical implications for language teaching, international communication, and cross-cultural understanding. Recognition of the legitimacy and systematic nature of different territorial varieties challenges prescriptivist attitudes and promotes more inclusive approaches to language education and assessment.

Contemporary developments in territorial English varieties illustrate the dynamic nature of language change and the complex interactions between global and local influences in shaping pronunciation patterns. As English continues to serve as a global lingua franca while maintaining its role as a marker of local and regional identity, territorial varieties will continue to evolve in response to changing social and technological conditions.

Future research in this area will need to address the evolving nature of territorial boundaries in an increasingly connected world, the emergence of new hybrid varieties, and the role of digital communication in both promoting convergence and maintaining distinctiveness across English territorial varieties.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF LEARNING MOTIVATION IN STUDENTS IN THE CONTEXT OF DIGITAL TECHNOLOGIES

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Annotation: This article explores the pedagogical conditions necessary for fostering learning motivation among students in the context of digital technologies. With the increasing integration of digital tools into the educational process, it has become essential to understand how these technologies influence students' engagement and motivation. The study examines various pedagogical strategies, learning environments, and digital resources that can enhance students' interest and active participation in learning. Special attention is given to the role of teacher guidance, interactive platforms, and individualized learning approaches in promoting sustainable motivation in the digital age.

Keywords: digital technologies, learning motivation, pedagogical conditions, student engagement, interactive learning, education, individualized learning, teaching strategies.

Introduction

In the era of rapid technological advancement, the integration of digital technologies into the educational process has become a global trend. These innovations are not only transforming the structure of education but also significantly influencing students' motivation to learn. Motivation is a key factor in the learning process, as it determines the level of student engagement, interest, and academic achievement.

However, simply introducing digital tools into classrooms does not automatically guarantee improved learning outcomes. It is essential to create appropriate pedagogical conditions that effectively utilize digital resources to stimulate and sustain students' motivation. This includes the development of interactive learning environments, the use of personalized learning strategies, and the active involvement of teachers in guiding students through digital platforms.

This article aims to analyze the pedagogical conditions required to shape and enhance students' learning motivation within the context of digital technologies. By identifying effective methods and tools, the study seeks to contribute to the development of more engaging and student-centered educational practices.

The use of digital technologies in education offers vast opportunities to enhance student learning motivation. However, their effectiveness largely depends on the pedagogical conditions under which they are applied. Several key factors contribute to the successful implementation of digital tools for motivational purposes:

Creating a Student-Centered Learning Environment

Digital technologies allow for a shift from traditional teacher-centered instruction to student-centered learning. Platforms such as learning management systems, educational apps, and virtual classrooms provide learners with autonomy, enabling them to choose the pace, style, and content of their education. This personalization fosters a sense of ownership and increases motivation.

Interactive and Engaging Content

Multimedia resources—videos, animations, simulations, and gamified learning—can make the learning process more dynamic and engaging. When students interact with content that is visually stimulating and relevant to their interests, they are more likely to remain motivated and invested in the learning process.

Teacher's Role and Digital Pedagogy

Despite the increasing presence of technology, the teacher remains a critical figure in motivating students. Educators must possess digital competence to effectively use technology for instructional purposes. Their ability to design interactive lessons, provide timely feedback, and support students in navigating digital platforms is essential for maintaining motivation.

Feedback and Assessment

Instant feedback made possible by digital tools plays a crucial role in sustaining motivation. Online quizzes, progress tracking, and adaptive learning systems help students understand their learning progress and encourage continuous improvement.

Collaborative Learning Opportunities

Digital technologies enable collaborative learning through forums, group projects, video conferencing, and social networks. These platforms allow students to engage in meaningful peer interactions, which can enhance both motivation and academic performance.

Overcoming Digital Challenges

While digital technologies offer many advantages, they also present challenges such as digital fatigue, lack of access to devices, and distractions. Educators must be aware of these issues and create balanced learning environments that combine both online and offline activities.

Conclusion

In conclusion, the integration of digital technologies into the educational process presents significant potential for enhancing students' learning motivation. However, this potential can only be fully realized when appropriate pedagogical conditions are established. A student-centered approach, interactive and engaging content, skilled and digitally competent teachers, effective feedback mechanisms, and opportunities for collaborative learning are all essential components in motivating students in a digital environment.

It is important to recognize that technology alone is not a solution; its success depends on how it is used to meet the educational and emotional needs of learners. Therefore, educators and educational institutions must thoughtfully design digital learning environments that inspire curiosity, promote active participation, and support individual learning paths.

By fostering these conditions, schools can not only improve academic outcomes but also cultivate lifelong learners who are motivated, independent, and adaptable to future challenges in an increasingly digital world.

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**"PROTEZLASH TURLARI. TISH PROTEZLARINING TASNIFI.
ORTOPEDIK STOMATOLOGIYA AMALIYOTIDA QO'LLANILADIGAN
TISH PROTEZLARI."**

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Annotatsiya. Mazkur maqolada zamonaviy ortopedik stomatologiyada qo'llaniladigan tish protezlash usullari, ularning turlari va tasnifi haqida batafsil tahlil berilgan. Tish yetishmovchiligi muammosi chaynov, nutq, estetik hamda psixologik funksiyalarga ta'sir qilgani bois, protezlash usullarining to'g'ri tanlanishi stomatologik amaliyotda katta ahamiyatga ega. Maqolada protezlashning turlari – fiksatsiyalanuvchi, olinadigan va shartli olinadigan protezlar, ularning konstruktiv va funksional farqlari, zamonaviy texnologiyalar asosida ishlab chiqilayotgan innovatsion materiallar asosida tahlil qilinadi.

Kalit so'zlar: Ortopedik stomatologiya, tish protezi, fiksatsiyalanuvchi protez, olinadigan protez, byugel, implant, zirkoniy, CAD/CAM texnologiyasi, estetik protezlash.

KIRISH

Ortopedik stomatologiya – bu jag'-yuz sohasi, chaynov apparatining funksional, estetik va anatomiya strukturaviy yaxlitligini tiklashga qaratilgan muhim yo'nalishdir. Bugungi kunda aholining katta qismi tish yo'qotilishi yoki turli darajadagi tish yetishmovchiligi muammosiga duch kelmoqda. Bunday hollarda tish protezlash — asosiy tiklovchi vosita sifatida ko'riladi. Tish protezlarining to'g'ri tanlanishi bemorning hayot sifatini oshiradi, ovqat hazm qilish tizimini me'yorga keltiradi, psixologik holatga ijobiy ta'sir ko'rsatadi. Zamonaviy dunyoda tishlarning nuqsoni uchun kompensatsiya masalalari ularning ahamiyatini yo'qotmaydi. Afsuski, zararli ishlab chiqarish, beqaror ekologik vaziyat, qoniqarsiz oziq-ovqat tarkibi, oziq-ovqat sifati va boshqa omillar, avvalgidek, tishlarning sog'lig'iga merosxo'r omil bilan

parallel ta'sir ko'rsatadi. Yaxshiyamki, bugungi kunda faqat bitta savol berilishi kerak - muayyan holatda qanday protez proteksionlari maqbul bo'ladi.

ASOSIY QISM

1. PROTEZLASHNING TURLARI

Stomatologik amaliyotda protezlash quyidagi asosiy turlarga bo'linadi:

To'liq protezlash – og'iz bo'shlig'ida barcha tishlar yo'qotilgan hollarda qo'llaniladi. Maxsus plastmassalardan tayyorlangan, so'rish kuchi yoki implantlar asosida og'iz bo'shlig'iga mahkamlanadi.

Qisman protezlash – og'izda ayrim tishlar saqlanib qolgan bo'lsa, qolgan tishlar o'rnini tiklash uchun ishlatiladi.

Fiksatsiyalanuvchi (doimiy) protezlar – bemor tomonidan yechilmaydigan, sement yoki boshqa materiallar yordamida mahkam o'rnatiladigan protezlar.

Olinadigan protezlar – bemor istagiga ko'ra og'izdan yechib olinadigan protezlar.

Shartli olinadigan protezlar – maxsus konstruksiyaga ega bo'lib, faqat shifokor tomonidan yechiladigan turdagi protezlar.

2. TISH PROTEZLARINING TASNIFI

Tish protezlarini bir nechta mezonlarga ko'ra tasniflash mumkin:

A) Fiksatsiyalanish usuliga ko'ra:

Fiksatsiyalanuvchi protezlar: tojlar (kronalar), ko'priklar, venyerlar, implant asosidagi protezlar.

Olinadigan protezlar: qisman va butunlay olinadigan plastmassali protezlar.

Shartli olinadigan protezlar: implant asosida, teleskopik yoki lokatorli tizimlar.

B) Konstruktsion tuzilishiga ko'ra:

To'liq protezlar – barcha tishlar yo'qotilgan holatlarda.

Qisman protezlar – bir yoki bir nechta tishlar yo'qolganida.

Byugel protezlar – metall karkasli, mustahkam va uzoq muddatli ishlatiladigan protezlar.

C) Ishlatilgan materialiga ko‘ra:

- Akril plastmassali protezlar
- Metall-keramik protezlar
- Zirkoniy asosidagi protezlar
- Kompozit materialli protezlar

**3. ORTOPEDIK STOMATOLOGIYA AMALIYOTIDA QO‘LLANILADIGAN
TISH PROTEZLARI**

Zamonaviy stomatologiya amaliyotida quyidagi tish protezlari keng qo‘llaniladi:

3.1. Fiksatsiyalanuvchi protezlar:

Tojlar (kronalar) – tishning toj qismini tiklaydi.

Ko‘prikcha protezlar – bitta yoki bir nechta tish yo‘qotilganda.

Venyerlar – old tishlarda estetik ko‘rinishni tiklashda.

Implant asosida fiksatsiya qilingan protezlar – eng zamonaviy va uzoq muddatli usul hisoblanadi.

3.2. Olinadigan protezlar:

To‘liq olinadigan protezlar – tishsiz holatlarda ishlatiladi.

Qisman olinadigan protezlar – ayrim tishlar saqlangan hollarda.

Byugel protezlar – metall karkasli bo‘lib, chaynov yuklamasini fiziologik taqsimlaydi, bemor uchun qulay va mustahkamdir.

3.3. Shartli olinadigan protezlar:

Teleskopik tizimli protezlar – bazal tishlar ustiga joylashtiriladi, faqat stomatolog yordamida yechiladi.

Lokatorli yoki barli implant tizimlari – maxsus mahkamlovchi elementlar orqali fiksatsiya qilinadi.

4. ZAMONAVIY TEXNOLOGIYALAR VA MATERIALLAR

So‘nggi yillarda CAD/CAM texnologiyasi, 3D skanerlash va zirkoniy asosidagi materiallar keng qo‘llanilmoqda. Bu esa protezlarning aniqligini, estetikasini va bardoshligini oshiradi. Zirkoniy protezlar metallga qaraganda allergik ta’siri kam,

ko‘rinishi esa tabiiyroq bo‘ladi. Shuningdek, biokompatibil materiallar, shaffof keramikalar bemor salomatligiga zarar yetkazmaydi.

XULOSA

Ortopedik stomatologiyada protezlashning to‘g‘ri tanlovi bemorning umumiy sog‘lig‘i, hayot sifati va psixologik holatiga bevosita ta‘sir ko‘rsatadi. Har bir klinik holatda individual yondashuv, zamonaviy texnologiyalardan foydalanish va sifatli material tanlash ortopedik stomatologik amaliyotning samaradorligini belgilaydi. Protezlash turlari va ularning to‘g‘ri qo‘llanilishi shifokorning tajribasi, klinik imkoniyatlar va bemorning ehtiyojlariga mos bo‘lishi kerak.

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**“ORTAPEDIK STOMATOLOGIYADA IMPLANTATSIYADAN KEYINGI
PROTEZLARDAGI MUAMMOLAR VA ULARNI BARTARAF ETISH
YO‘LLARI”**

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Annotatsiya: Ushbu maqola o‘z imkoniyatlaridan kelib chiqqan holda to‘liq tishsizlikda bo‘lgan bemorlar bilan ishlash jarayonida yuzaga keladigan xato va asoratlarni bartaraf etishga qaratilgan.

Kalit so‘zlar: ortopediya, shilliq qavat, protez, model, gips, pardoz, tishlar, gorizontal, vertikal, maydon.

KIRISH

So‘nggi yillarda ortopedik stomatologiyada tish yo‘qotilishini bartaraf etishda implantatsiya eng ishonchli va uzoq muddatli yechim sifatida qaralmoqda. Implant asosida turgan protezlar yuqori darajada estetik, funksional va bemor uchun qulay hisoblanadi. Shunga qaramay, har qanday jarayonda bo‘lgani kabi, implantatsiyadan keyingi bosqichda ham muammolar yuzaga kelishi mumkin. Bu muammolar ko‘pincha noto‘g‘ri yuklama taqsimoti, yomon gigiyena, materiallar sifatsizligi yoki klinik rejaning noto‘g‘ri tuzilishiga bog‘liq bo‘ladi.

ASOSIY QISM

1. Implantatsiyadan keyingi protezlardagi asosiy muammolar

1.1. Periimplantit – implant atrofidagi to‘qimalarning yallig‘lanishi

Sabablari: gigiyena yetishmovchiligi, mikroorganizmlar, ortiqcha yuklama, sigaret chekish.

Klinik belgilar: milk qizarishi, qonash, suyak rezorbsiyasi.

Bartaraf etish yo‘li: gigiyenani yaxshilash, antiseptik davolash, antibiotik terapiya, ayrim hollarda implantni olib tashlash.

1.2. Okluzion yuklamaning noto‘g‘ri taqsimlanishi

Sabablari: protez dizaynining to‘g‘ri tuzilmasligi, tishlararo noto‘g‘ri kontakt, implantlar sonining yetarli emasligi.

Oqibatlar: implant atrofidagi suyak yo‘qolishi, protezning sinishi, yallig‘lanish.

Yechimlar: okluzion tekshiruvlar, protezni qayta dizaynlash, shina va okluzion splintlardan foydalanish.

1.3. Estetik muammolar

Sabablari: gingival konturga e‘tibor berilmaganligi, implantni noto‘g‘ri joylashtirish, toj balandligi noto‘g‘riligi.

Ko‘rinishlari: milk simmetriyasining buzilishi, qora uchburchaklar, noto‘g‘ri rang mosligi.

Yechimlar: gingival plastika, keramika tanlashda ehtiyotkorlik, implant joylashtirishni rejalashtirishda DVT (CBCT) dan foydalanish.

1.4. Mexanik muammolar – protez qismlarining sinishi yoki bo‘shashuvi

Sabablari: protez dizaynidagi nuqsonlar, implant va abutment o‘rtasidagi kuchlanish, material sifatsizligi.

Ko‘rinishlari: protezlar sinishi, vintlarning bo‘shashuvi, mikroharakatlar.

Yechimlar: yuqori sifatli komponentlardan foydalanish, mukammal o‘lchov olish, CAD/CAM texnologiyasidan foydalanish.

1.5. Psixologik va funksional noqulayliklar

Sabablari: bemorning kutgan natijasi va real holat orasidagi farq, protezga moslashishdagi qiyinchiliklar.

Ko‘rinishlari: og‘riq, bemorning noroziligi, chaynash funksiyasining buzilishi.

Yechimlar: bemorni oldindan to‘g‘ri xabardor qilish, vaqtinchalik protezlar yordamida bosqichma-bosqich moslashuv, qayta sozlash.

2. Muammolar oldini olish va profilaktika

Klinik rejalashtirishda DVT (CBCT) rentgenologik tekshiruvdan foydalanish.

Har bir bemorga individual yondashuv: suyak zichligi, tish yuki, estetik ehtiyojlar inobatga olinishi kerak.

Implant joylashtirishda birlamchi barqarorlikni nazorat qilish.

Har 3-6 oyda tekshiruv va professional gigiyena xizmatlarini ko'rsatish.

Protez qismlarining sifatli materiallardan tayyorlanishi: zirkoniy, titan, CAD/CAM texnologiyasi bilan frezalanish.

Okluzion kontaktlarning dinamik tekshiruv orqali nazorat qilinishi.

Jag'larning markaziy nisbatlarini aniqlash yoki ushbu bosqichni o'tkazib yuborishdagi xatolar. Ular tishlarni noto'g'ri joylashtirishga olib keladi. Sababi: jag'ning markaziy nisbatini aniqlash texnikasini bilmaslik.

Xatoni tuzatish: protez dizaynini tekshirish bosqichida markaziy jipslashuvni yoki xatoni tuzatish.

Protezni qo'llashdagi xatolar:

- deontologik yondashuvning yo'qligi;
- muolajaning to'liqligi tamoyiliga rioya qilmaslik;
- shifokor tomonidan aseptik va antiseptik qoidalariga rioya qilmaslik.

Xatolarni tuzatish: shifokor protezni qo'llash bilan yakunlanmasligini eslashi kerak, oldinda hali moslashuv davri ham bor. Va faqat bemor protezga to'liq moslashganidan keyingina davolanish to'liq deb hisoblanadi.

Shifokor protezni qo'llash, og'iz gigienasi haqida bemorga batafsil ko'rsatma berishi kerak. Protezlar va ularning yarim tayyor mahsulotlarini bemorning og'iz bo'shlig'iga kiritishdan oldin, shifokor ularni dezinfektsiyalashi kerak.

Texnologik xatolar - shifokor e'tibor bermasligi natijasida texnik tomonidan yo'l qo'yilgan xatolar hisoblanadi. Ular:

- qolip olish jarayonida beparvolik munosabatida bo'lish;
- olingan qolipdan o'z vaqtida model quymaslik;
- mos bo'lmagan gipsni ishlatish;

-gipsni noto'g'ri aralashtirish;

-model quyish jarayonida, gips va suv nisbatining noto'g'ri ekanligi;

-modelni ochishda zarar yetkazish, ehtiyotsizlik bilan ochish;

shifokorning namunadagi chizmalariga e'tibor bermaslik;

-tishlarni o'rnatish jarayonidagi xatolar.

Bularning bari protezning dizaynini tekshirish bosqichida namoyon bo'ladi. Protezni pardoqlash va parlatish jarayonidagi xatolar: Protezni pardoqlash yoki parlatish vaqtida, plastmassaning tuzilishi o'zgaradi, plastmassani eritishi va buning natijasida uni ingichka qilib qo'yishi mumkin. Ba'zi xatoliklar jag'larning markaziy nisbatlarini vertikal va gorizontaal yo'nalishda noto'g'ri aniqlashi natijasida ham kelib chiqishi mumkin. Materialni maqsadli tanlash shifokorga, olinadigan protezlarni ishlatishda yuzaga keladigan asoratlardan birini - shilliq qavatning shikastlanishini oldini olishga imkon beradi. Bunday holatlarda ko'plab tuzatishlar muvaffaqiyat keltirmaydi. O'z-o'zidan qattiqlashadigan plastmassadan foydalangan holda qisman boshqa joyga ko'chirish ham og'riqni yengillashtirmaydi. Shilliq qavat kuyishi sababli suyuq massani ishlatib bo'lmaydi. Qalin konsistentsiya massasi esa shilliq qavatni deformatsiyasiga olib keladi. Ushbu vaziyatdan chiqish yo'li yangi protez tayorlash yoki protezni laboratoriya sharoitida tamirlash kerak bo'ladi.

O'tish burmasi bo'ylab dekubital yaralarning paydo bolishi, protezning chekkasini cho'zish yoki qisqartirish, yupqalash yoki uning hajmini haddan tashqari olgandan keyin uchraydi. Shaxsiy sezgirlikka qarab, bu jarohatlar kuchli og'riq bilan birga kuzatiladi, ammo kam hollarda ular og'riqsizdir. Protez maydoning shilliq qavatiga og'riqsiz surunkali travma ko'pincha papillomalarning rivojlanishiga olib keladi (travmatik papillomatoz).

Papillomalar - bu stromaning biriktiruvchi to'qimasidan epiteliyning papillar o'sishi tushuniladi. Ular tilning orqa qismida, qattiq tanglayda, lablar va lunjda joylashadi. Qoida tariqasida, papilloma og'riqsiz kechadi, ammo agar u tilning uchida bo'lsa, gapirganda va ovqat yeganda xalaqit berishi mumkin. Bunda shilliq qavat shikastlanadi, yaralanadi va qonashi mumkin. Papilloma juda sekin o'sib boradi va ma'lum hajmga yetib borgach to'xtaydi.

To'liq olib qo'yiladigan protezlar bilan protezlashda yaqin oradagi va ma'lum bir vaqt o'tgandan keyingi natijalar.

Protezlashning yaqin oradagi va ma'lum bir vaqt o'tgandan keyingi natijalari nafaqat protezlar va ularning xususiyatlarni baholashni, balki protez bevosita yoki vositali ta'sir ko'rsatayotgan, chaynash apparati to'qimalarining holati va reaksiyasini puxta o'rganishni o'z ichiga oladi.

Protezning chaynash apparati to'qimalari va organlariga ta'siri turlicha bo'lgani kabi organizmni ana shu omillarga qarshi ta'sir javobi ham mohiyatan, turlichadir. Shu bois, bu qo'zg'atuvchilarni tasniflashga bo'lgan ehtiyoj tabiiydir.

Birinchi navbatda, protezning og'iz bo'shlig'i to'qimalari va organlariga bevosita ta'sir ko'rsatishi mumkinligini albatta inobatga olish kerak, bunday ta'sir protezning to'qimalar bilan aloqasida kuzatilib, uni "protez maydoni" atamasi bilan umumlashirish qabul qilingan. To'liq olib qo'yiladigan protezlar uchun maydon sifatida: qattiq tanglay, alveolar o'siqning shilliq pardasi, til osti sohalari va o'tuv burmalari xizmat qiladi. Bevosita ta'sirdan tashqari, protez, undan uzoqda joylashgan va u bilan aloqada bo'lmagan organ va to'qimalarga vositali ta'sir ko'rsatadi. Bunday ta'sirning oqibati alveolar balandlikning ortishi yoki kamayishida mushaklar, bo'g'imlar funksiyasining o'zgarishi, tayanch tishlarning zo'riqishida parodontning atrofiyasi va hokazolar hisoblanadi. Binobarin, protezning ta'siri faqat protez maydoni bilangina chegaralanib qolmay, balki uning chegarasidan tashqariga ham chiqadi. Shunday qilib, biz boshqa atamaning, ya'ni protez maydoni tuchunchasi mohiyatini ochib berish zaruratiga duch keldik. Protez maydoni deganda, protezning ham bevosita, ham bilvosita ta'siri sohasidagi barcha to'qimalar va organlar tushuniladi. Shu ma'noda protez tagi maydoni protez maydoning bir qismi bo'ladi (Gavrilov E.I.).

Protez maydonining aks ta'siri, bir tomondan, qo'zg'atuvchining xarakteri, jadalligi va davomiyligi bilan, ikkinchi tomondan esa organizmning reaktivligi bilan belgilanadi. Hozirgi vaqtda protez maydonining to'qimalarga ta'siri haqida muayyan qo'zg'atuvchini va unga mos keluvchi reaksiyani tilga olmasdan turib gapirish mumkin emas. Protez maydoni to'qimalari reaksiyalarining etiologiasi va patogenezi o'rganish sabablari protezlashda o'tkaziladigan turli muolajalarning klinik, texnik ijrosida, protez yasalgan material xarakterida yoki konstruktsiya tamoyilining o'zida mujassamlagan o'zgarishlarni aniqlash imkonini beradi, boshqacha qilib aytganda, ko'ngilsiz reaksiyalar profilaktikasini rejalashtirish imkoni paydo bo'ladi.

Avvalambor, protez keltirib chiqarayotgan qo'zg'atuvchilarning xarakteri qanday va mazkur qo'zg'atuvchilar uning qaysi xususiyatlari bilan bog'liq, ekanligini

aniqlash kerak. Shuning uchun protezning qo'shimcha toksik, allergik va jarohatlovchi tasirini ajratib ko'rsatish o'rinliroq va foydali bo'lar edi:

-to'liq olib qo'yiladigan protezlarning qo'shimcha ta'siri shilliq parda uchun noadekvat qo'zg'atuvchi hisoblangan chaynash bosimini protez maydoniga uzatishida, o'z-o'zini tozalash, termoregulasiya, nutqning, shuningdek, ta'm sezishning buzilishida aks etadi.

-to'liq olib qo'yiladigan protezlarning zaharlovchi (toksik) ta'siri, protez maydoning shilliq pardasiga qo'zg'atuvchi ta'sir ko'rsatayotgan monomerning ortiqligidan, shuningdek, protez gigiyenasining yomonligi tufayli bakterial toksinlardan kelib chiqadi. Rivojlanayotgan stomatitlar Akiril stomatit nomini olgan.

-to'liq olib qo'yiladigan protezlarning allergik ta'siri undagi materiallar bilan bog'liq. Bunda asosan protez tarkibiga kiruvchi monomer va bo'yoqlar, shuningdek, protez maydoni to'qimalarining oqsillar bilan reaksiyaga kirishishi sabab bo'ladi. Odatda, toksik va allergik ta'sir o'zaro uzviy bog'langan bo'lib, bundan tashqari, ularni bir-biridan differensiyalash ham juda qiyin. Shu bois, ko'pincha protezning "toksiko-allergik" ta'siri ham deyiladi.

-to'liq olib qo'yiladigan protezlar maydoni to'qimalarning shikastlanishiga (mexanik) olib keladi. Bunday holatlar protez maydoni chegaralariga mos kelmaganda kuzatiladi.

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PROSPECTS FOR ORGANIZING SOCIAL SUPPORT FOR CHILDREN WITH DISABILITIES IN OUR COUNTRY

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Annotation:

This article analyzes the pressing issues of social support provided to children with disabilities, its development prospects, and ways to improve it. The conditions created for children with disabilities in the Republic of Uzbekistan, the state policy, legal and regulatory framework, and international experiences are studied. Measures aimed at

developing the inclusive education system, improving the functioning of rehabilitation centers, expanding social protection programs, and fostering a positive societal attitude towards children with disabilities are analyzed. In addition, the article highlights the role of special educational institutions, psychological and pedagogical support programs, and mechanisms for integrating children with disabilities into the labor market. Based on the results of the study, practical recommendations are developed to increase the effectiveness of social assistance to children with disabilities and to define strategic directions for the future.

Keywords: children with disabilities, social support, inclusive education, rehabilitation, special educational institutions, social integration, state programs, legal framework, psychological support, social protection, international experience, labor market adaptation.

Introduction

It is enshrined in international norms on human rights and freedoms, as well as in the Constitution and laws of the Republic of Uzbekistan, that every member of society must have equal rights. From this point of view, ensuring the active participation of children with disabilities in social life, facilitating their access to quality education, supporting their health recovery, and assisting their integration into the labor market are among the state's priority tasks. Today, in Uzbekistan, a number of state programs aimed at supporting children with disabilities are being implemented. In particular, special educational institutions, rehabilitation centers, and the inclusive education system are being developed. Moreover, special programs for these children are being created in cooperation with non-governmental organizations and the international community. Despite these efforts, there remains a need to further improve social support for children with disabilities. In particular, it is necessary to expand their access to education, facilitate their adaptation to society, and modernize rehabilitation services in line with contemporary standards. Establishing on the basis and strengthening legal and economic mechanisms is among the important issues. This article analyzes the prospects for the development of the social support system for children with disabilities, and scientific-practical recommendations are developed regarding the existing problems and ways to solve them.

The main purpose of the research is to improve the support system for children with disabilities, to assist their full participation in social life, and to study advanced international experiences in this regard.

Research Methods and Materials

This study is aimed at analyzing the system of social support for children with disabilities and identifying its promising directions. Various scientific-methodological approaches and practical research methods were used in the research process.

Theoretical analysis – legislative documents of the Republic of Uzbekistan, state programs, international conventions, and normative-legal documents on social protection were studied.

Analytical approach – the conditions created for children with disabilities, the activities of governmental and non-governmental organizations, rehabilitation centers, and the inclusive education system were analyzed.

Comparative method – Uzbekistan's experience was compared with the social support systems for children with disabilities in foreign countries, and effective models and mechanisms were identified.

Sociological research – surveys were conducted among children with disabilities and their parents, teachers, psychologists, and social workers, and problems and needs were analyzed.

Statistical analysis – based on official data and research results, the level of social integration of children with disabilities, their educational opportunities, and the effectiveness of the rehabilitation process were evaluated.

Decrees and decisions of the President of the Republic of Uzbekistan on supporting children with disabilities;

The UN Convention on the Rights of Persons with Disabilities and reports of international organizations;

Scientific articles and research works on education, rehabilitation, and social services;

Reports and statistical data of state bodies and non-governmental organizations;

Results of sociological surveys and expert opinions.

The results of the research serve to develop scientific-practical recommendations for further development of the support system for children with disabilities.

MAIN PART

Legal foundations of social support for children with disabilities.

Providing social support for children with disabilities is one of the priority directions of state policy, and its legal foundations are enshrined in the Constitution of the Republic of Uzbekistan and international documents. The Republic of Uzbekistan has joined the UN Convention on the Rights of Persons with Disabilities, which guarantees equal rights for children with disabilities.

In our country, a program titled "Rehabilitation of persons with disabilities and ensuring their social integration" has been adopted to provide additional social support to children with disabilities. Within the framework of this program, special educational institutions and rehabilitation centers have been established, and an inclusive education system is being introduced.

However, it is necessary to further improve the legislation in this field, to study international experience in depth, and to implement advanced mechanisms into practice.

Education and rehabilitation system for children with disabilities.

Expanding access to quality education for children with disabilities is considered one of the key issues. Currently, special educational institutions and the inclusive education system are being developed in Uzbekistan.

Inclusive education creates conditions for children with disabilities to study in general education schools and accelerates their process of adaptation to society

Children with disabilities are provided with various social assistance and material support programs by the state. These include: social benefits allocated from the state budget; free medical services and rehabilitation courses for children with disabilities; special housing programs and privileges. However, improving the economic support system remains one of the pressing issues. According to the experience of developed countries, it is of great importance to expand vocational education and labor market adaptation programs for children with disabilities. Therefore, in Uzbekistan, it is also necessary to develop and support programs that teach children with disabilities professional skills and encourage their active participation in society.

Children with disabilities are considered full members of society. However, in order for them to be fully integrated into social life, it is necessary to create a supportive environment in society. Currently, awareness-raising activities regarding the rights of children with disabilities and their role in society are being carried out, but efforts in this direction need to be further intensified. In order to change public perception towards children with disabilities and to form an inclusive society, it is necessary to promote special programs through the media and social networks; organize cultural and sports events with the participation of children with disabilities; and increase public awareness about their rights and opportunities. Such measures play an important role in creating a more accessible and open society for children with disabilities. The system of social support provided to children with disabilities is developing year by year, but there are still a number of issues that need to be resolved. A comprehensive approach

is required to improve their education, rehabilitation, social protection, and social status in society.

Research Results

According to the results of the study, it was found that the system of social assistance provided to children with disabilities is developing in the following main directions: strengthening of legal foundations – legislative documents and state programs aimed at protecting the rights of children with disabilities have been adopted. However, there are some shortcomings in their implementation and practical application. Improvement of the education and rehabilitation system – special educational institutions and inclusive education programs for children with disabilities have been established in Uzbekistan. During the study, it was found that there is a high demand for special educators and rehabilitation specialists. Expansion of social protection and economic support mechanisms – various benefits and privileges are provided by the state for children with disabilities and their families. However, in order to increase their economic independence and adaptation to the labor market, it is necessary to develop additional vocational training programs.

Discussion

During the process of discussing the research results, the following key aspects were analyzed. Legal and organizational issues. Although the existence of legal foundations is an important factor in increasing the effectiveness of assistance provided to children with disabilities, there are some practical problems. In particular, issues were identified regarding the full implementation of adopted laws and the effectiveness of the monitoring system. Therefore, it is necessary to strengthen the mechanisms for monitoring the implementation of these documents in practice.

Shortcomings in the education and rehabilitation system. Although special educational institutions and the inclusive education system are developing, there are still urgent problems in this field. Specifically, a shortage of special educators and defectologists, insufficient application of modern rehabilitation methods, and the need for improvement of infrastructure were identified. In this regard, it is advisable to equip special education and rehabilitation centers with modern facilities and to expand the training system for specialists, based on international experience. Socio-economic support and employment issues. According to the research results, although the social assistance provided by the state to children with disabilities and their families is sufficient, the measures aimed at increasing their economic independence are inadequate. Based on the experience of developed countries, it is important to expand

vocational training centers for children with disabilities and implement employment programs for them.

Conclusion

The research results show that in the process of improving social assistance for children with disabilities, attention should be paid to important aspects such as legal, economic, educational, and social adaptation issues. Although a number of positive reforms are being implemented by the state, additional measures are necessary to address the existing problems in this area. In particular, it is advisable to expand special methodologies in the education system, equip rehabilitation centers with modern technologies, and strengthen activities aimed at forming positive attitudes towards children with disabilities in society.

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CLASSIFICATION OF CONSONANTS ACCORDING TO THE TYPE OF OBSTRUCTION AND THE DEGREE OF NOISE OF AGE GROUPS

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Annotation. *This study examines the phonetic classification of consonants based on the type of obstruction created during articulation and the degree of noise produced in the speech process. The research explores the fundamental principles underlying consonant categorization in phonetics, analyzing how different articulatory mechanisms create distinct sound patterns and acoustic characteristics. Through systematic examination of obstruent and sonorant categories, this paper investigates the relationship between articulatory processes and acoustic output in consonant production.*

Аннотация. *В данном исследовании рассматривается фонетическая классификация согласных на основе типа препятствия, создаваемого при артикуляции, и степени шума, производимого в процессе речи. Исследование изучает фундаментальные принципы, лежащие в основе категоризации согласных в фонетике, анализируя, как различные артикуляционные механизмы создают отличительные звуковые паттерны и акустические характеристики. Посредством систематического рассмотрения категорий обструктивных и сонорантов в работе исследуется взаимосвязь между артикуляционными процессами и акустическим выходом при производстве согласных.*

Keywords: *Consonant classification, articulatory phonetics, obstruction types, noise degree, obstruents, sonorants, phonetic analysis, acoustic properties, speech sounds, articulatory mechanisms.*

Ключевые слова: *Классификация согласных, артикуляционная фонетика, типы препятствий, степень шума, обструктивы, сонорные, фонетический анализ, акустические свойства, звуки речи, артикуляционные механизмы.*

The classification of consonants represents one of the fundamental areas of phonetic inquiry, providing essential frameworks for understanding how speech sounds are produced, perceived, and organized across human languages. Among the various approaches to consonant categorization, the classification based on the type of

obstruction and degree of noise offers particularly valuable insights into the articulatory and acoustic properties that distinguish different consonant classes. Understanding consonant classification through obstruction types and noise degrees illuminates the relationship between articulatory gestures and acoustic output in speech production. This approach recognizes that consonants are characterized not merely by their place and manner of articulation, but also by the specific ways in which airflow is modified during production and the resulting acoustic consequences of these modifications [1;32].

The significance of this classification system extends beyond theoretical phonetic description to encompass practical applications in speech pathology, language teaching, acoustic analysis, and cross-linguistic research. By understanding how different types of obstruction create varying degrees of noise in the speech signal, researchers and practitioners can better analyze speech disorders, design pronunciation instruction, develop acoustic recognition systems, and compare sound systems across languages.

Contemporary phonetic research has refined traditional approaches to consonant classification by incorporating detailed acoustic analysis, articulatory measurement techniques, and cross-linguistic data that reveal both universal tendencies and language-specific variations in consonant systems. These developments have enhanced understanding of how obstruction types and noise characteristics interact with other phonetic dimensions to create the full range of consonantal distinctions found in human languages. This study aims to provide a comprehensive analysis of consonant classification based on obstruction types and noise degrees, examining the articulatory mechanisms underlying different consonant categories and exploring their acoustic manifestations. Through systematic investigation of obstruent and sonorant classes, this research seeks to illuminate the phonetic principles governing consonant organization and their implications for linguistic theory and practice [2;53].

The theoretical foundation for classifying consonants according to obstruction type and noise degree draws from fundamental principles of articulatory and acoustic phonetics established through decades of experimental research. The basic insight underlying this approach is that consonants can be systematically categorized based on how completely the vocal tract is obstructed during articulation and the resulting acoustic characteristics of the produced sounds.

The primary distinction in this classification system separates obstruents from sonorants, representing a fundamental divide in consonant organization that reflects both articulatory and acoustic differences. Obstruents are characterized by significant

obstruction of airflow through the vocal tract, creating turbulence and noise in the acoustic signal. Sonorants, in contrast, involve relatively unobstructed airflow that allows for more resonant sound production with minimal noise components. This binary division reflects deeper physiological and acoustic principles governing speech sound production. The degree of vocal tract constriction directly influences the acoustic properties of resulting sounds, with greater constriction typically producing more noise and less harmonic structure. Understanding these relationships provides insight into why certain consonant classes pattern together across languages and how they contribute to overall speech intelligibility [3;65].

The obstruction-based classification system also incorporates considerations of voicing, duration, and spectral characteristics that interact with basic obstruction patterns to create finer phonetic distinctions. These interactions demonstrate the multidimensional nature of consonant classification and the need for comprehensive analytical frameworks that can capture the full complexity of consonantal systems.

Research in acoustic phonetics has provided detailed measurements of the noise characteristics associated with different consonant classes, revealing systematic patterns in spectral energy distribution, duration, and amplitude that correspond to articulatory differences. These findings have validated and refined traditional phonetic classifications while also revealing previously unrecognized subtleties in consonant organization.

Obstruents represent the consonant class characterized by significant obstruction of airflow through the vocal tract, resulting in turbulent flow patterns that create noise components in the acoustic signal. This class encompasses stops, fricatives, and affricates, each representing different degrees and types of obstruction that produce characteristic acoustic signatures. Stops, also known as plosives, involve complete closure of the vocal tract followed by rapid release, creating a distinctive acoustic pattern characterized by silence during closure, burst noise at release, and subsequent formant transitions. The degree of noise in stop consonants varies depending on factors such as place of articulation, voicing, and aspiration patterns. Voiceless stops typically exhibit more prominent burst noise than their voiced counterparts, while aspirated stops show additional noise components during the aspiration phase.

Fricatives are produced through partial constriction of the vocal tract that creates continuous turbulent airflow, resulting in sustained noise throughout their duration. The acoustic characteristics of fricative noise vary significantly depending on the location and degree of constriction, with different places of articulation producing distinct spectral patterns. Sibilant fricatives like /s/ and /ʃ/ exhibit high-frequency noise

concentration, while non-sibilant fricatives show more distributed spectral energy. The classification of fricatives according to noise characteristics reveals important phonetic distinctions that influence their perceptual salience and linguistic patterning. High-frequency fricatives tend to be more acoustically prominent and perceptually robust than those with lower frequency characteristics, explaining their common occurrence across language systems and their resistance to phonological processes that might obscure their distinctive features.

Affricates combine characteristics of both stops and fricatives, beginning with complete closure like stops but releasing into fricative-like turbulent flow. This dual nature creates complex acoustic patterns that include both burst and friction noise components. The relative prominence of these components varies across different affricates and influences their classification and phonological behavior.

The voicing distinction within obstruent classes adds another dimension to noise characteristics, as voiceless obstruents typically exhibit more prominent noise components than their voiced counterparts. This difference reflects the acoustic masking effects of voicing, where periodic vocal fold vibration can reduce the perceptual prominence of turbulence noise.

Sonorants encompass consonants produced with relatively unobstructed airflow that allows for resonant sound production with minimal noise components. This class includes nasals, liquids, and glides, each characterized by specific resonance patterns and relatively harmonic acoustic structure compared to obstruents.

The development of acoustic analysis techniques has enabled more precise characterization of consonant classes and has revealed previously unrecognized subtleties in their organization. Digital signal processing methods allow for detailed examination of spectral characteristics, temporal patterns, and amplitude relationships that provide comprehensive acoustic profiles for different consonant types. Cross-linguistic research has demonstrated both universal tendencies and language-specific variations in how obstruction types and noise degrees are realized across different sound systems. While the fundamental distinction between obstruents and sonorants appears universal, languages vary in their specific implementations of these categories and in the phonetic details of individual consonant classes. Some languages show enhanced noise characteristics in certain consonant classes, while others exhibit reduced obstruction in traditionally obstruent categories. These variations provide important insights into the flexibility of human speech production systems and the ways in which universal phonetic tendencies interact with language-specific articulatory habits.

The study of consonant classification through obstruction and noise characteristics has important implications for understanding phonological processes, sound change patterns, and the organization of consonant systems. Consonants with similar obstruction types and noise characteristics often pattern together in phonological rules, suggesting that these acoustic properties influence cognitive organization of sound systems.

Contemporary developments in consonant classification continue to refine understanding of obstruction types and noise characteristics through improved measurement techniques, expanded cross-linguistic databases, and enhanced theoretical frameworks. These advances contribute to more accurate and comprehensive models of consonant organization that can account for both universal patterns and language-specific variations. The classification of consonants according to obstruction type and noise degree provides a fundamental framework for understanding the organization of consonantal sound systems. This approach illuminates the relationship between articulatory mechanisms and acoustic output, revealing systematic patterns that characterize different consonant classes and distinguish them from one another.

The primary division between obstruents and sonorants reflects basic differences in airflow obstruction and resulting acoustic characteristics, with obstruents exhibiting significant noise components and sonorants maintaining harmonic structure. Within these major classes, further subdivisions based on specific obstruction types and noise characteristics create more detailed taxonomies that capture the full range of consonantal distinctions found across human languages.

Understanding these classification principles has important implications for various areas of linguistic research and application, from theoretical phonology to speech technology development. The systematic relationship between articulatory gestures and acoustic output provides insights into the fundamental nature of human speech production and the ways in which physical constraints shape the organization of sound systems. Future research in consonant classification will likely continue to refine these frameworks through improved measurement techniques, expanded cross-linguistic investigation, and enhanced theoretical models that can account for the full complexity of consonantal organization. These developments will contribute to deeper understanding of the phonetic foundations underlying human language and their role in shaping linguistic structure and evolution.

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THE STUDY OF LANGUAGE AND CULTURE IN A GLOBALIZED WORLD

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Annotation. This article discusses the study of language and culture in a globalized world. This article examines the significance of the English language in the current process of globalization, where languages and cultures increasingly influence each other. It explores how modern technologies, the internet, and the growing interactions between nations contribute to this phenomenon. Representatives of different nations become familiar with each other's values, lifestyles, and cultures. Today, English is becoming an international means of communication and plays a crucial role in enhancing friendly dialogue and relations between countries.

Key words: Language, culture, globalization, intercultural communication, linguistic diversity, cultural identity, language learning, cultural exchange, cultural adaptation, translation and interpretation, language policy, cross-cultural understanding.

Introduction: Globalization is the process of developing political, economic, cultural, and technological relations among all countries. The English language is widely used as an international means of communication. Knowing a language not only allows people to communicate but also provides an opportunity to learn about the customs and culture of the people who speak it. Language serves as the main tool in developing international relations and cooperation between countries, strengthening friendships and social interactions. However, it is no secret that some local languages and cultures are at risk of disappearing due to globalization. Moreover, language plays a crucial role in addressing global issues affecting the entire world. Learning more languages not only helps reduce differences between nations and promotes interethnic tolerance, but also increases mutual respect for traditions and cultures while broadening people's worldview.

Globalization is the process of developing political, economic, cultural, and technological relations among all countries. The English language is widely used as an international means of communication. Knowing a language not only allows people to communicate but also provides an opportunity to learn about the customs and

culture of the people who speak it. Language serves as the main tool in developing international relations and cooperation between countries, strengthening friendships and social interactions. However, it is no secret that some local languages and cultures are at risk of disappearing due to globalization. Moreover, language plays a crucial role in addressing global issues affecting the entire world. Learning more languages not only helps reduce differences between nations and promotes interethnic tolerance, but also increases mutual respect for traditions and cultures while broadening people's worldview.

In today's modern life, competence holds great significance, as it is a crucial factor in communication for professionals such as business partners, teachers, and politicians. In this process, merely learning a language is not sufficient; it is also essential to study its culture and ethical norms. Only then can communication proceed without difficulties or misunderstandings. As we know, each nation values its own traditions, as cultural identity plays a key role in representing a country. For a balanced and effective interaction—just like the two sides of a scale—both aspects must be studied equally. One of the main reasons for emphasizing culture is that, in Western countries, direct communication is valued, whereas in Asian and Eastern countries, communication is often more indirect and focused on concepts such as respect and honor. In the fields of medicine and business, cultural awareness is crucial for establishing long-term relationships and ensuring that international negotiations lead to reliable and lasting partnerships without difficulties.

In addition, mastering languages perfectly is not enough when translating various works and information into another language, because there are national proverbs and terms commonly used among people. To translate them fully and accurately, it is essential to have knowledge of the culture. At the same time, when literature and speeches are translated, their emotional and sentimental aspects must be preserved. This is especially important in political discussions, where interpreters need to understand not only the words but also the speaker's intentions and emotions.

On the other hand, artificial intelligence provides word-for-word translation but struggles with idioms and cultural adaptation. This is why human translators remain essential. In particular, translation plays a key role in international organizations such as the UN, where translators work under high pressure. A single mistranslated word can influence entire political decisions and business agreements. Sometimes, translators are even forced to create new words and phrases. Every aspect of life is connected through communication and the exchange of ideas.

Conclusion: All things considered, In today's rapidly developing world, learning a language alongside its culture creates vast opportunities. It opens many doors to success in various fields and accelerates the process of globalization. It strengthens international friendship and unity while fostering better communication. The saying "One who knows a language knows a nation" is not without reason. As information exchange opportunities expand, progress becomes significantly more evident.

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**YASHIL MOLİYALASHTIRISH VA KORPORATIV EKOLOGIK
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talabasi.**

ANNOTATSIYA. Ushbu maqola O'zbekistondagi moliyaviy institutlar tomonidan amalga oshirilayotgan yashil moliyalashtirish va korporativ ekologik javobgarlik (KEJ) strategiyalarini tahlil qilishga qaratilgan. Tadqiqotda yashil moliyalashtirishning iqtisodiy va ekologik samaradorligi, shuningdek, bu jarayonning xalqaro KEJ tamoyillariga mosligi o'rganilgan. Tadqiqot doirasida sifatli va miqdoriy tahlil usullari qo'llanilib, O'zbekistondagi moliyaviy institutlarning rasmiy hisobotlari va GEFF dasturi ma'lumotlari tahlil qilingan.

Kalit so'zlar: Yashil iqtisodiyot, moliyalashtirish, korporativ ekologik javobgarlik (KEJ), moliyaviy institutlar, ekologik barqarorlik, GEFF, xalqaro tamoyillar, iqtisodiy samaradorlik.

АННОТАЦИЯ. Целью данной статьи является анализ стратегий зеленого финансирования и корпоративной экологической ответственности (КЭО), реализуемых финансовыми институтами Узбекистана. В исследовании рассматривается экономическая и экологическая эффективность зеленого финансирования, а также его соответствие международным принципам КЭО. В исследовании используются качественные и количественные методы анализа, анализируются официальные отчеты финансовых институтов Узбекистана и данные программы GEFF.

Ключевые слова: Зеленая экономика, финансы, корпоративная экологическая ответственность (КЭО), финансовые институты, экологическая устойчивость, GEFF, международные принципы, экономическая эффективность.

ABSTRACT. This article is aimed at analyzing the green finance and corporate environmental responsibility (CER) strategies implemented by financial institutions in Uzbekistan. The study examines the economic and environmental efficiency of green finance, as well as its compliance with international CER principles. The study uses qualitative and quantitative analysis methods and analyzes official reports of financial institutions in Uzbekistan and data from the GEFF program.

Keywords: Green economy, finance, corporate environmental responsibility (CER), financial institutions, environmental sustainability, GEF, international principles, economic efficiency.

Kirish. O‘zbekiston Respublikasi Prezidentining 2022-yil 2-dekabrda “2030-yilgacha O‘zbekiston Respublikasining “yashil” iqtisodiyotga o‘tishiga qaratilgan islohotlar samaradorligini oshirish bo‘yicha chora-tadbirlar to‘g‘risida”gi PK-436-son qarori bilan O‘zbekistonning yashil iqtisodiyotga o‘tish maqsadlari belgilandi. Mazkur Qarorga “yashil” va inklyuziv iqtisodiy o‘rni ta‘minlash borasida amalga oshirilayotgan chora-tadbirlar samaradorligini oshirish, qayta tiklanuvchi energiya manbalaridan foydalanish hamda iqtisodiyotning barcha tarmoqlarida resurslarni tejashni yanada kengaytirish borasida aniq maqsadlar belgilangan.

Mamlakatimizda yashil iqtisodiyotga o‘tish, yashil loyihalarni moliyalashtirish imkoniyatlarini oshirish bo‘yicha bir qator choralar ko‘rilmoqda. Xususan, O‘zbekiston Respublikasi Vazirlar Mahkamasining “Milliy yashil iqtisodiyot taksonomiyasini tasdiqlash to‘g‘risida”gi 561-son Qaroriga muvofiq 2024-yil 1-oktabrga qadar “yashil” obligatsiyalar va kreditlar, shuningdek, boshqa manbalar hisobidan moliyalashtiriladigan “yashil” turdagi loyihalarni tasniflash tajriba tariqasida Milliy “yashil” iqtisodiyot taksonomiyasi orqali amalga oshirilishi hamda davlat moliyaviy ko‘magidan (subsidiyalar, grantlar, kredit liniyalari, kafolatlar va boshqalardan) foydalangan barcha tadbirkorlik subyektlari, shu jumladan, xususiy va davlat ishtirokidagi xo‘jalik birlashmalarining investitsiyaviy xarajatlari Milliy yashil iqtisodiyot taksonomiyasi asosida tasniflanadi hamda ular tomonidan mas‘ul respublika ijro etuvchi hokimiyat organiga ma‘lumotlar taqdim etish tartibi joriy etilishi belgilangan.

Ushbu tadqiqotda yashil moliyalashtirish va korporativ ekologik javobgarlik masalalari O‘zbekiston moliyaviy institutlari tajribasi asosida o‘rganilgan va bu jarayonda banklar asosiy vazifani bajaradi. Chunki, banklar ekologik standartlarga mos loyihalarni moliyalashtirish orqali korxonalarining ekologik javobgarligini oshirishga hissa qo‘shadi. Masalan, qayta tiklanadigan energiya manbalarini rivojlantirish, chiqindilarni qayta ishlash, suv resurslarini samarali boshqarish kabi loyihalarga mablag‘ ajratadi. Yashil obligatsiyalar chiqarish orqali esa barqaror moliyaviy tizim yaratishga yordam beradi. Bundan tashqari, ular investorlarga ekologik mezonlarga asoslangan moliyaviy mahsulotlarni taklif etish orqali yashil iqtisodiyotga o‘tishni tezlashtiradi. Yurtimizda bir nechta banklar yashil moliyalashtirish yo‘nalishida faoliyatini yo‘lga qo‘ygan, jumladan, **Kapitalbank:** “Yashil Makon” milliy ekologik

loyihasini qo‘llab-quvvatlab, 2024-yilda 40 mingdan ortiq daraxt ekish va havo sifatini nazorat qiluvchi datchiklar o‘rnatish kabi tadbirlarni amalga oshirdi. **Trastbank:** Jismoniy va yuridik shaxslar uchun “Yashil moliyalashtirish” iste‘mol kreditini taklif etadi. Bu kreditlar quyosh panellari va energiya tejamkor uskunalarni sotib olish va o‘rnatish uchun mo‘ljallangan. **O‘zsanoatqurilishbank:** Ekologik, ijtimoiy va korporativ boshqaruv (ESG) tamoyillarini joriy etib, yashil loyihalarni moliyalashtirishda faol ishtirok etmoqda. Bank Yevropa tiklanish va taraqqiyot bankining “Yashil moliyalashtirish yo‘nalishidagi eng yaxshi loyiha” sovriniga sazovor bo‘lgan”.

Ekologik javobgarlik – bu insonlarning o‘z faoliyatlari natijasida atrof-muhitga keltiriladigan ta’sirni anglab, uni kamaytirishga qaratilgan harakatlardir. Xalqaro moliya tashkilotlari jahon iqtisodiyotida katta rol o‘ynaydi. Ular turli mamlakatlarga mablag‘ ajratish va kredit berish bilan shug‘ullanadilar, jahon savdosini rivojlantirish va moliya tizimini barqarorlashtirishga yordam beradilar.

Xalqaro moliya tashkilotlari (XMT) - xalqaro moliya sohasida davlatlararo (xalqaro) bitimlar asosida tashkil etilgan institutlardir. **2008 yilda tashkil topgan Moliyaviy ommaboplik al’yansining (MOA)** maqsadi moliyaviy ommaboplik bo‘yicha samarali siyosatni amalga oshirish orqali moliyaviy resurslardan foydalana olmaydiganlar uchun tegishli moliyaviy xizmatlar sifatini va ulardan foydalanish imkoniyatini oshirishdan iborat. Dunyoning 95 rivojlanayotgan mamlakatlarining tartibga soluvchi moliyaviy tashkilotlarini birlashtiradi. Al’yans davlat moliyaviy tizimining iqtisodiy rivojlanishiga hissa qo‘shadigan muhim siyosiy sohalarda a’zo mamlakatlarga grantlar va texnik yordam ko‘rsatadi.

Yashil kreditlash va imtiyozli moliyalashtirish tomonidan solishtirilganda ham Sanoatqurilishbank asosiy kreditlarini yirik loyihalarga ajratmoqda, bu esa kichik biznesning ekologik barqarorlikka o‘tishiga to‘sqinlik qilishi mumkin. Bunda O‘zbekiston bank sektorida yashil moliyalashtirish hajmini oshirish va xalqaro moliyaviy institutlarning tajribasidan foydalanish muhim ahamiyatga ega.

2019-yil 30-oktyabrdagi O‘zbekiston Respublikasi Prezidentining “2030-yilgacha bo‘lgan davrda O‘zbekiston Respublikasining Atrof-muhitni muhofaza qilish konsepsiyasini tasdiqlash to‘g‘risida”gi 5863-sonli farmonida: “...atrof muhit obyektlarini (atmosfera havosi, suv, tuproq, yer qa’ri, bioxilma-xillik, qo‘riqlanadigan tabiiy hududlar) antropogen ta’sir hamda boshqa salbiy ta’sir qiluvchi omillardan saqlash va sifatini ta’minlash; ekologik jihatdan eng kam xavf tug‘diruvchi materiallardan, mahsulotlardan, ishlab chiqarish obyektlari va boshqa obyektlardan ustuvor darajada foydalanish; qo‘riqlanadigan tabiiy hududlarni kengaytirish; zaharli

kimyoviy va radioaktiv moddalardan ekologik xavfsiz foydalanishni ta'minlash; chiqindilar bilan bog'liq ishlarni amalga oshirishning ekologik xavfsiz tizimini takomillashtirish; aholining ekologik madaniyatini shakllantirish, atrof-muhitni muhofaza qilish sohasida davlat organlari faoliyatining shaffoflik darajasini oshirish va fuqarolik jamiyatining rolini kuchaytirish..."kabi muhim masalalarning yechimi o'z aksini topgan. Darhaqiqat, "eng muhim masala aholining ekologik madaniyatini oshirish haqida jiddiy bosh qotirishimiz zarur. Albatta, bunday muammolarni faqat ma'muriy yo'l bilan hal etib bo'lmaydi, bunga yosh avlod qalbida ona tabiatga mehr-muhabbat, unga daxldorlik hissini tarbiyalash orqali erishish mumkin"-deya ta'kidlaganlar davlatimiz rahbari Shavkat Mirziyoyev.

Ta'kidlash joizki, ekologik javobgarlik quyidagi ikki turga bo'linadi: 1)Ekologik-iqtisodiy javobgarlik; 2)Ekologik-huquqiy(yuridik) javobgarlik.

Yashil moliyalashtirish va korporativ ekologik javobgarlik — bu atamalar zamonaviy iqtisodiyotda barqaror rivojlanish va ekologik xavfsizlikni ta'minlash uchun muhim konsepsiyalardir. Korporativ ekologik javobgarlik — bu kompaniyalarning o'z faoliyatida ekologik me'yorlarga rioya qilish, tabiiy resurslardan oqilona foydalanish va atrof-muhitga zarar yetkazmaslikka doir majburiyatidir.Uning asosiy yo'nalishlari : energiya samaradorligini oshirish, qayta tiklanadigan enegiyalarga o'tish, chiqindilarni kamaytirish va qayta ishlash, uglerod izini kamaytirish, ekologik sertifikat va hisosbotlar tayyorlash.

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PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF THINKING IN PRESCHOOL CHILDREN

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The theories of thinking existing in modern psychology reflect various approaches to the study of thinking and reveal the essence, structure and features of the flow of mental activity in children of different ages in various processes of activity.

The wide social demand for the study of the development of preschool children in modern dynamically changing conditions increases the relevance of research in the field of psychology.

In the theoretical analysis of the problems of the development of thinking in preschool children, we will focus on a number of points: firstly, on the analysis of research on the means of thinking related to actions and operations and methods of its implementation; secondly, we will consider two main directions of the development of thinking in preschool children - logical and dialectical;

The psychology of thinking in preschool children, on the one hand, is a fairly well-studied area of developmental psychology, on the other hand, there is uncertainty in the interpretation of this complex cognitive process at a given age. It is customary to evaluate thinking in ontogenesis from the point of view of the means and methods of its implementation, since in psychology, thinking itself is considered as an indirect and generalized reflection process. L.S. Vygotsky's work "Thinking and Speech" is devoted to the study of the means of thinking. Several types of interpretation of the development of thinking in the ontogenesis proposed by the scientist are proposed: visually effective, visually figurative, verbal and logical types of the cognitive process are distinguished[1].

The thinking of preschool children and its development have their own characteristics. Thinking begins to develop very rapidly during the preschool period. This is due, firstly, to the relatively increased life experience of preschool children, secondly, to the

well-developed speech of children during this period, and thirdly, to the ability of preschool children to act freely and independently.

The emergence of questions in preschool children in all areas indicates the activation of their thinking. If a child cannot find an answer to his question or if adults do not pay attention to his question, his curiosity begins to fade.

Usually, any thinking process arises from surprise, amazement, and as a result, various questions arise. Many parents and some educators, if children ask too many questions, say, "Don't be too flattering," "Where did you learn such things?" As a result, the child becomes shy and tries to understand as best he can. Some shy children do not ask any questions at all. Adults themselves should ask such children questions during various activities and trips, thus activating them.

Any thinking usually begins with comparing, analyzing, and synthesizing something. Therefore, we call this comparison, analysis, and synthesis the thinking process. Traveling helps to activate and develop the thinking process in children. During trips to nature, children compare, analyze, and synthesize different things. Sensory standards are shown in the works of L.A. Wenger as a tool for thinking in preschool children[2]. A number of authors note that in preschool children, along with visual thinking, verbal-logical thinking also becomes relevant. So, Y.A.L.Kolominsky writes about this: "the transition from visual thinking to verbal-logical thinking occurs in the middle of preschool age"[3].

Thinking cannot exist as a separate mental process, it develops together with all other cognitive processes in perception, attention, imagination, memory, speech. Along with the change in the content of the child's knowledge of the environment, the nature of mental activity, new forms of thinking appear. Children of this age are curious, ask a lot of questions, are interested in everything they see around them: people, animals, natural phenomena. A preschool child reacts differently to the intellectual task facing him, the range of tasks also expands. To solve it, he uses other methods, he generalizes the observed phenomena in a different way.

Thus, considering the development of thinking in a preschool child, it is necessary to take into account two interrelated aspects of this process: a change in its content and the emergence of new forms of intellectual activity of the child. Preschool children receive new knowledge from adults, in games, on walks, during various experiments and in other types of children's activities.

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SA'DIY SHEROZIY "GULISTON" ASARI OGAHİY VA SAYFI SAROYI TARJIMALARIDA TIL VA USLUB MASALASI

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Annotatsiya. Ushbu maqolada fors-tojik adabiyotining yirik namoyondalaridan biri Sa'diy Sheroziyning "Guliston" asarining o'zbek tiliga Ogahiy hamda Sayfi Saroyi tomonidan amalga oshirilgan tarjimalari til va uslubiy xususiyatlar nuqtai nazaridan qiyosiy tahlil qilinadi. Tarjimonlarning tarixiy-madaniy kontekstdagi o'rni, ularning tarjima uslubi, badiiylikka yondashuvi, leksik va grammatik vositalardan foydalanish xususiyatlari o'rganiladi.

Kalit so'zlar: Sa'diy Sheroziy, "Guliston", Ogahiy, Sayfi Saroyi, tarjima, uslub, badiiylilik, qiyosiy tahlil.

Abstract. This article presents a comparative analysis of the linguistic and stylistic features of the Uzbek translations of the "Gulistan" by one of the greatest representatives of Persian-Tajik literature, Saadi Shirazi, carried out by Ogahiy and Sayfi Saroyi. The study examines the translators' roles within their historical and cultural contexts, their translation strategies, approaches to artistic expression, and the specific use of lexical and grammatical devices.

Keywords: Saadi Shirazi, Gulistan, Ogahiy, Sayfi Saroyi, translation, language, style, artistic expression, comparative analysis.

Аннотация. В данной статье проводится сравнительный анализ языковых и стилистических особенностей узбекских переводов произведения "Гулистан" одного из крупнейших представителей персо-таджикской литературы Саади Ширази, выполненных Огахи и Сайфи Сараи. Исследуются место переводчиков в историко-культурном контексте, их переводческие подходы, отношение к художественной выразительности, а также особенности использования лексических и грамматических средств.

Ключевые слова: Саади Ширази, Гулистан, Огахи, Сайфи Сараи, перевод, язык, стиль, художественная выразительность, сравнительный анализ.

Kirish. Sa'diy Sheroziyning "Guliston" asari Sharq adabiyoti tarixida o'ziga xos o'rin egallagan, axloqiy-falsafiy hikmatlar bilan to'la, badiiy jihatdan mukammal asardir. Ushbu asar o'zbek mumtoz adabiyotiga ham katta ta'sir ko'rsatgan. Xususan, Ogahiy va Sayfi Saroyi kabi yirik tarjimonlar ushbu asarni o'zbek

tiliga tarjima qilganlar. Har ikki tarjima o'z zamonasi, ijtimoiy-madaniy muhit, shuningdek, tarjimonning estetik didi va til imkoniyatlariga bog'liq holda shakllangan. Sayfi Saroyi "Guliston" tarjimasini bilan o'z ismini turkiy adabiyotga oltin harflar bilan yozgan tarjimon va shoirdir. Asarlarini turk tilining qipchoq lahjasida yozgan. Sayfi Saroyining "Guliston bit-turkiy" turk lahjalarida so'zlashuvchi xalqlar uchun o'z davrida o'rnak asar hisoblangan. Hatto maktablarda darslik sifatida o'qitilgan. Tarjimalarning tili xususiyatiga to'xtaladigan bo'lsak, turkiy tillarni davrlashtirish nuqtai nazaridan kelib chiqib, "Guliston bit-turkiy" eski turk davrida yozilgan asar hisoblanadi. Bu davr tilining o'ziga xos bir necha xususiyatlari bor: tovushlarning talaffuzida, so'zlarning qo'llanilishi, gap bo'laklarining o'rni va boshqalar. Sayfi Saroyi tarjimasidagi asar tili, Ogahiy tarjimasidagi asar tili va bugungi kundagi tilimizning ham ba'zi so'z va qo'shimchalarida ba'zi o'zgarishlarga duch kelamiz. Ogahiy tarjimasida ba'zi jihatlari bilan Sayfi Saroyi tarjimasiga o'xshash. Ikkala tarjimaning ba'zi joydagi hikoyatlari deyarli bir xil. Masalan: Ulug'lardan bir kimersa bir parso erga so'rdi: "Falon obid haqqina ne aytursan? Ko'b ta'nali so'zlar aning uchun derlar". Aytti: "Zohirinda ayb ko'rmon, botininda g'ayb bilmon". "Guliston bit-turkiy" da keltirilgan hikoyatdagi "kimersa" (kimdir olmoshi o'rnida), "so'rdi" (so'radi fe'li o'rnida), "er" (kishi oti o'rnida), "aning" (uning olmoshi o'rnida), kabi so'zlar, haqqina so'zidagi -na qo'shimchasi (jo'nalish kelishigi -ga o'rnida qo'llangan), aytti so'zidagi -ti (o'tgan zamon qo'shimchasi-di o'rida), ko'rmon va bilmon so'zlaridagi mon qo'shimchalari (bo'lishsizlik -ma, zamon-di va shaxs-son-m) aynan eski turk davri tiliga xos. Bulardan tashqari "Guliston bit-turkiy" da "emas" to'liqsiz fe'li o'niga qadimgi va eski turk davrida qo'llanilgan va bugungi kunda ham turk tilida mavjud bo'lgan "deg'il" so'zi qo'llangan. Ogahiy tarjimasida esa bu so'z bugungi kunimizdagi til uslubida, ya'ni "emas" shaklida qo'llangan. Yana bir misol: eng yangi davr va yangi turk davrida (Ogahiy davrida) qo'llangan "ozuqalanmoq" so'zi o'rida "Guliston bit-turkiy" da eski turk davriga xos bo'lgan "beslenmek" so'ziga ham ko'zimiz tushadi. Shu kabi yana bir qancha eski turk davriga xos bo'lgan so'zlarni uchratishimiz mumkin. Xuddi shu hikoyat Ogahiy tarjimasida quyidagicha berilgan: Ulug'larning biri bir porso kishiga dedi: "Falon obidning haqida na so'z aytursankim, o'zgalar aning izidin ta'na qilib, ko'b so'z ayturlar". Porso dedi: "Zohirida hech ayb ko'rmasmen va botinida na aybi borin bilmasmen". Bu yerda "na" so'zi ikki bor qo'llangan va "qanday" so'roq olmoshi o'rnida qo'llangan. "Aytursankim", "ko'rmasmen", "bilmasmen" kabi o'sha davrga xos bo'lgan fe'llar, "aning" kishilik olmoshi ham qatnashgan. Ogahiyning tarjimasini keyingi asrlarga oid bo'lgani uchun Sayfi Saroyinikiga nisbatan bugungi adabiy tilimizga

yaqinroq. “Guliston”ning nasr va nazmi Sayfi Saroyi va Ogahiy tarjimalarida, asosan, nazmda bir qancha farqlar kuzatiladi. Yana bir hikoyatda shunday deyilgan: bir vazirning bir bilimsiz, axloqsiz o‘g‘li bo‘lib, uni bir donishmandga tarbiyalanishga va ilm o‘rganishga beradilar. Bu donishmand ko‘p muddat bilim va tarbiya beradi, ammo foydasi bo‘lmaydi. Bolaning otasiga odam yuborib, shunday gaplarni aytadi: sening bu o‘g‘ling hech qachon oqil bo‘lmaydi, lekin meni aqldan ozdiradi. Hikoyatdan keyin ushbu she‘r berilgan:

Chun buvad asli gavhari qobil,
Tarbiyatro dar o asar boshad.
Hech asayqal nako nadonad kard
Ohanero, ki badguhar boshad.

Asarning asl nusxasida bu she‘r bolaning otasiga yuborilgan odam tilidan aytiladi. Ogahiy tarjimasida ham aynan shunday. Ammo “Guliston bit-turkiyda” otasining oldiga yuboriladigan kishiga donishmandning o‘z tilidan aytiladi. Sayfi Saroyida quyidagi uslubda berilgan:

Javhari asl ul durur qobil-
Kim, anga tarbiyat asar qilg‘ay.
Sayqal urisa, ochilmag‘ay hargiz,
Ul temurkim ko‘ki yomon bo‘lg‘ay.

Bu hikoyat Sayfi Saroyida asl nusxaga yaqinroq tarjima qilingan, ya‘ni aynan so‘zma so‘z asl nusxa bilan bir xil va ma‘nosi ham juda yaqin. Ogahiyning tarjima uslubi poetik tafakkur bilan uyg‘unlashgan. U “Guliston”dagi hikmatlarni nafaqat tarjima qilgan, balki ularni o‘z ijodiy salohiyatidan kelib chiqqan holda o‘zbekcha ifoda vositalari orqali yangidan yaratgan. Uning she‘riy ifodasi, qofiyalangan jumalari, tashbeh va istioralari orqali matnga poetik ruh bag‘ishlangan. Sayfi Saroyi esa tarjimada soddalik, mazmunning aniq yetkazilishiga urg‘u bergan. U asarning hikmatli jihatini saqlagan, biroq uslubda yuksak poetiklik emas, balki amaliy nutqqa yaqinlik seziladi. Bu uning tarjimasi ko‘proq didaktik maqsadga xizmat qilganini ko‘rsatadi.

Xulosa.

Sa‘diy Sheroziyning “Guliston” asarining Ogahiy va Sayfi Saroyi tomonidan amalga oshirilgan tarjimalari o‘zbek tarjimashunosligi tarixida muhim o‘rin tutadi. Har ikki tarjimon o‘z davri, til imkoniyatlari va estetik qarashlari asosida asarni tarjima qilgan. Sayfi Saroyi xalq tiliga yaqin, tushunarli tarjima yaratgan bo‘lsa, Ogahiy badiiy, she‘riy ruhda yuksak uslub bilan tarjima qilgan. Bu ikki tarjima o‘zbek tilining turli bosqichlaridagi imkoniyatlarini va tarjimonlik madaniyatini ko‘rsatib beradi.

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**LINGUODIDACTIC AND THEORETICAL-METHODOLOGICAL
FOUNDATIONS OF FOREIGN LANGUAGE TEACHING THROUGH
DIGITAL APPLICATIONS**

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Abstract: This article focuses on the effectiveness of digital technologies in language learning today. It explores how digital tools can increase motivation in language acquisition, accelerate the learning process, and enhance students' cognitive and educational engagement in modern conditions. The article also discusses innovative forms of education aimed at improving the quality and efficiency of teaching.

Keywords: Digital education, digital applications, features of education, theoretical foundations of digital learning.

**ЛИНГВОДИДАКТИЧЕСКИЕ И ТЕОРЕТИКО - МЕТОДОЛОГИЧЕСКИЕ
ОСНОВЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ С ПОМОЩЬЮ
ЦИФРОВЫХ ПРИЛОЖЕНИЙ**

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Аннотация: В данной статье рассматривается эффективность цифровых технологий в изучении языка на современном этапе. Цифровые инструменты могут повышать мотивацию к изучению языка, ускорять процесс усвоения языка, а также способствовать усилению учебно-познавательной активности студентов в современных условиях. Обсуждаются инновационные формы обучения, направленные на повышение качества и эффективности преподавания.

Ключевые слова: цифровое образование, цифровые приложения, особенности образования, теоретические основы цифрового обучения.

The growing demands of modern educational standards and the rapid development of new information technologies necessitate a flexible transformation in the direction and content of educational activities. It is evident that computer technologies, which are being integrated into all areas of our lives, are playing an increasingly important role in the educational process. Innovations are continuously being introduced into education by changing its forms and tools and updating the content of instruction.

The generation born at the beginning of the new millennium, during a period of rapid digital technology development, is referred to as Generation Z or the Net Generation. This younger generation feels confident and comfortable working with technology and electronic resources. The development of the Internet has eliminated barriers to searching for and sharing quality information. Young people who have grown up in the era of advanced technologies perceive the information space in a different way. Along with the growth of the Internet, information needs have also increased.

In educational institutions, referring to online resources as a means of obtaining additional information and enhancing cognitive activity on a given topic has become widespread. Digital applications are increasingly becoming standard tools used by students in foreign language education, just as they are in various other fields. A fundamentally new situation is emerging in the educational system.

Modern teaching is aimed not only at providing students with extensive knowledge but also at developing their independence, critical thinking towards the material, and creative thinking—in other words, at forming universal learning actions. The informatization of education is one of the priority directions in the modernization of Uzbekistan's educational system, focusing on the development of methodological systems, technologies, and organizational forms of teaching in a modern information society.¹

Digital education is a system for organizing, managing, and implementing educational processes using information and communication technologies (ICT) and digital tools. It enhances traditional teaching methods by integrating modern technologies, making the learning process more interactive, flexible, and effective.²

German scholars Dräger, J., Müller-Eiselt, R.G., and Gilly Salmon have described the key features of digital education in their studies as follows:

¹ Морозов Е. А. Дистанционный формат в обучении иностранному языку: «за» и «против» // Актуальные проблемы современной науки, техники и образования. Тезисы докладов 76-й международной научно-технической конференции. – 2018. Том 2. – С. 465. Уразаева Н.Р., Морозов Е.А. Корпусная лингвистика при обучении немецкому языку: практические основы и инструменты // Современное образование. 2018. № 3. С. 71-79.

² Dräger, J.; Müller-Eiselt, R. (2015a): Die digitale Bildungsrevolution- der digitale Wandel des Lernens und wie wir ihn gestalten können. 1. Auflage. München: Deutsche Verlags-Anstalt in der Verlagsgruppe Random House GmbH. Gilly Salmon – Moderating: The Key to Teaching and Learning Online" 2011 New York

1.Flexibility: Students can study anytime and anywhere.

2.Individual approach: Offers educational programs tailored to each student's needs.

3.Interactivity: Makes learning engaging through multimedia tools, games, simulations, and more.

4.Continuity: Provides 24/7 access to educational materials.

5. Data analysis: Digital systems monitor the learning process and analyze individual performance.

In the scientific works of scholars such as Thomas C. Reeves and Thomas H. Reynolds, the following theoretical foundations of digital education have been examined:

- **Constructivist Theory:** This theory encourages students to actively construct knowledge. The digital environment offers broad opportunities to implement teaching strategies based on constructivism.
- **Multimodality Theory:** Digital education often integrates multiple modalities (text, audio, video, animation), making it adaptable to various learning styles.
- **Cognitive Theory:** This theory emphasizes optimizing the presentation of information based on students' cognitive capabilities. Digital tools help facilitate this process.
- **Motivational Theories:** Digital elements such as gamification, reward systems, and interactivity enhance student motivation.
- **Self-Determination Theory:** In digital education, students can independently manage their time, learning plans, and use of resources, which enhances their autonomy.

Based on these theories, it becomes evident that digital education offers several advantages.

- A fundamentally new situation is emerging in the education system: modern education aims not only to provide students with broad knowledge but also to foster their independence, critical engagement with content, and creative thinking—thus promoting the formation of universal learning competencies.³ The informatization of education has become one of the priority directions in the modernization of the Russian educational system, focusing on the development of

³ MOOCs and Open Education Around the World

Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H. Reynolds, 2015. New York

methodological systems, technologies, and organizational forms of education within the modern information society.

Theoretical information related to digital education intersects with several disciplines—pedagogy, psychology, computer science, and communication theories. From a pedagogical perspective, the central idea of constructivism is that knowledge is actively and independently constructed by students themselves. In the context of foreign language teaching, constructivism enables the creation of problem-based situations through interactive tools, the application of simulation and project-based learning methods, and the development of students' individual abilities. Additionally, motivation theory also plays a significant role in foreign language lessons and serves as a foundation for effective education.

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Til o'zgarishlarining transformativ tabiati: nazariya va amaliyot

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Annotatsiya. Ushbu tezisda til o'zgarishlarining transformativ tabiati nazariy va amaliy jihatlarini tahlil qilinadi. Tilning leksik, morfologik, sintaktik va pragmatik darajadagi o'zgarishlari, shuningdek, ijtimoiy, texnologik va siyosiy omillar ta'siri ko'rib chiqiladi. Zamonaviy raqamli kommunikatsiya vositalarining tilga ta'siri va o'zbek tilidagi amaliy misollar asosida tahliliy yondashuv taqdim etiladi. Tadqiqot tilshunoslik, ijtimoiy fanlar va kommunikatsiya sohasidagi mutaxassislar uchun foydali bo'lishi mo'ljallangan.

Kalit so'zlar: til o'zgarishlari, til transformatsiyasi, raqamli kommunikatsiya, o'zbek tili, leksika, sintaksis.

Annotation. This thesis analyzes the transformative nature of language changes from theoretical and practical perspectives. Changes at lexical, morphological, syntactic, and pragmatic levels are examined, along with the influence of social, technological, and political factors. The impact of modern digital communication tools on language and analytical examples from the Uzbek language are presented. The research is intended to be useful for linguists, social scientists, and communication specialists.

Keywords: language changes, language transformation, digital communication, Uzbek language, lexicon, syntax.

Til insoniyatning eng muhim kommunikatsiya vositasi bo'lib, doimiy o'zgarishlar jarayonida bo'ladi. Zamonaviy jamiyatda bu jarayonlar yanada murakkablashib, transformativ xususiyat kasb etdi. Til o'zgarishlarining transformativ tabiati – tilning leksik, morfologik, sintaktik va pragmatik darajalardagi doimiy yangilanishi va moslashuvi bilan ifodalanadi. Bugungi kunda global kommunikatsiya, internet va yangi texnologiyalar tilga yangi shakllar, ifoda uslublari va funksiyalar olib kirmoqda, bu esa tilshunoslikda nazariy va amaliy tadqiqotlar uchun keng maydon yaratmoqda [1:3].

Nazariy asoslar. Til transformatsiyasi tushunchasi dastlab Noam Chomsky tomonidan sintaktik darajada tahlil qilindi. U o'zining “Aspects of the Theory of Syntax” asarida

til strukturasi va uni transformatsiya qilish qoidalarini yoritdi [1:5]. Keyinchalik tilshunoslik sohasida André Martinet til o'zgarishlarini tilning iqtisodiylik tamoyili – maksimal samaradorlik tamoyiliga asoslanib tushuntirdi. Martinet tilning o'zgarishi uning funksionallik va iqtisodiyliги bilan bog'liq ekanligini ta'kidladi [2:12]. Shu bilan birga, William Labov ijtimoiy omillar til o'zgarishiga qanday ta'sir qilishini o'rganib, tilni ijtimoiy hodisa sifatida tahlil qildi [3:45]. Zamonaviy tilshunoslikda til o'zgarishlari semantik, pragmatik va stilistik jihatlar bilan ham qamrab olinmoqda, til va jamiyat o'rtasidagi uzviylik chuqur tahlil qilinmoqda [3:50].

Til o'zgarishlarining sabablari va mexanizmlari. Til tirik ijtimoiy hodisa sifatida doimiy rivojlanish va o'zgarish jarayonida bo'ladi. Har bir til o'z hayotiy davrida turli bosqichlardan o'tadi: ayrim birliklar eskiradi, yangilari esa paydo bo'ladi. Til o'zgarishlari nafaqat ichki lingvistik jarayonlar bilan, balki keng ijtimoiy, madaniy, texnologik va siyosiy omillar bilan chambarchas bog'liqdir. Quyida til o'zgarishlariga ta'sir qiluvchi asosiy omillar va ularning mexanizmlari tahlil qilinadi. Til o'zgarishlariga ta'sir qiluvchi asosiy omillar quyidagilar:

Ijtimoiy omillar: Til ijtimoiy muhitning mahsuli bo'lib, undagi o'zgarishlar jamiyatdagi ijtimoiy dinamikaga bevosita bog'liq. Jamiyatda yangi kasblarning paydo bo'lishi, urbanizatsiya, demografik o'zgarishlar, madaniy aloqalarning kengayishi til leksikasiga yangi so'z va iboralarni olib kiradi. Masalan, zamonaviy urbanistik hayotda "freelancer", "startup", "smm" kabi atamalar keng tarqalgan. Bu yangiliklar faqat leksik qatlamda emas, balki stilistik, pragmatik va hatto fonetik darajalarda ham seziladi.

Amerikalik sotsiolingvist U. Labovning tadqiqotlariga ko'ra, til o'zgarishlarining eng faol harakatlantiruvchi kuchlaridan biri bu ijtimoiy tabaqalanish, ya'ni til vositalarining yosh, jins, ijtimoiy mavqe va ta'lim darajasi bo'yicha farqlanishidir. U o'zining *Sociolinguistic Patterns* asarida til o'zgarishlari, ayniqsa, yoshlar orasida boshlanib, keyinchalik keng ijtimoiy qatlamlarga tarqalishini isbotlagan [3:60].

Texnologik omillar: Zamonaviy texnologik taraqqiyot tilda o'z aksini topmoqda. Internet, mobil aloqa, ijtimoiy tarmoqlar va sun'iy intellekt tilga nafaqat yangi birliklar kiritmoqda, balki ifoda uslubini, nutq tezligini va hatto grammatik qurilmalarning qo'llanishini ham o'zgartirmoqda. David Crystalning fikricha, internet tilni deformatsiya qilmaydi, aksincha, uni yangi imkoniyatlar bilan boyitadi. U *Language and the Internet* asarida raqamli kommunikatsiyaning tilga ta'sirini keng tahlil qilgan va internet tilining o'ziga xos qonuniyatlarini ko'rsatgan [4:110].

Masalan, qisqartmalar (lol, asap, btw), emoji va giflar yordamida ifoda qilish, tovushli xabarlar yuborish – bularning barchasi zamonaviy tilshunoslikda “raqamli diskurs” deb nomlanadi.

Psixologik omillar: Inson psixologiyasi ham til o‘zgarishlarida muhim rol o‘ynaydi. Odamlar o‘z fikrini tez, aniq va sodda tarzda yetkazishni istaydi. Bu esa ifoda vositalarining soddalashuvi, qisqartmalar va kontekstual anglashuvning kengayishiga olib keladi. Labov o‘z tadqiqotlarida psixologik ehtiyojlar – ayniqsa kommunikativ samaradorlik – til o‘zgarishlarining psixolingvistik mexanizmlaridan biri ekanligini alohida ta’kidlaydi [3:65].

Bu holat ayniqsa yoshlar tilida yaqqol ko‘zga tashlanadi: qisqa, mazmunli va hissiy jihatdan boy ifodalar tobora ommalashmoqda.

Siyosiy omillar: Davlat siyosati va qonunchilik ham til o‘zgarishlarini tartibga soluvchi kuchli tashqi omillardan biridir. Rasmiy til maqomining berilishi, terminologik siyosat, ta’lim va ommaviy axborot vositalari orqali olib borilayotgan til siyosati – bularning barchasi tilning yo‘nalishini belgilaydi. O‘zbekistonda olib borilayotgan til siyosati, xususan, davlat tilining maqomini mustahkamlash, leksikani milliylashtirish va me’yoriylashga qaratilgan islohotlar bu borada muhim ahamiyat kasb etadi. O. Saidovning “Til siyosati va normativ me’yorlar” asarida davlat til siyosatining asosiy yo‘nalishlari, me’yoriy hujjatlarning shakllanishi va ularning tilga ko‘rsatgan ta’siri chuqur tahlil qilingan [5:20].

- **Zamonaviy til transformatsiyalari.** Bugungi kunda til o‘zgarishlari ko‘proq raqamli kommunikatsiya vositalari ta’sirida yuz bermoqda. Bu o‘zgarishlar quyidagi shakllarda namoyon bo‘lmoqda:

- **Leksik jihatdan:** emoji, hashtag, qisqartmalar (LOL, OMG), ingliz tilidan o‘zlashgan so‘zlar (“like qilmoq”, “skrin olmoq”) keng tarqalmoqda [4:115].

- **Sintaktik jihatdan:** gaplarning qisqarishi, grammatik tuzilmaning soddalashuvi kuzatilmoqda. Masalan, gapda yordamchi so‘zlar va vositalarning qisqarishi [4:120].

- **Madaniy jihatdan:** boshqa tillardan, xususan ingliz tilidan, ko‘plab so‘zlar va ifoda shakllari o‘zlashtirilmoqda, bu esa madaniyatlararo o‘zaro ta’sirni kuchaytiradi [3:72].

- **Nutq etiketida:** an’anaviy “siz” shakli o‘rniga “sen” shaklining ko‘proq ishlatilishi, til odatlarining soddalashuvi kuzatiladi [6:30].

- **Pragmatik jihatdan:** kinoya, ironiya, memlar kabi yangi ifoda vositalari paydo bo‘lib, til kommunikatsiyasining yangi qatlamlarini shakllantirmoqda [6:35].

O‘zbek tilida transformatsiya misollari. O‘zbek tilida til o‘zgarishlari quyidagi darajalarda ko‘rinmoqda:

- **Leksik darajada:** “zoomlashmoq”, “onlayn”, “registratsiya qilmoq” kabi yangi texnoleksik birliklar paydo bo‘lmoqda. Bu so‘zlar zamonaviy texnologiyalar bilan bog‘liq bo‘lib, tilning yangi realiyalarni qamrab olishini ko‘rsatadi [7:40].
- **Morfologik darajada:** inglizcha so‘zlarga o‘zbekcha qo‘shimchalar qo‘shilishi misol tariqasida “bloklamoq”, “forward qilmoq” so‘zlari keltiriladi [7:42].
- **Sintaktik darajada:** gaplar ifodalarining soddalashuvi kuzatiladi. Masalan, “Man boraman” o‘rniga “Boraman”, “kelolmayman” o‘rniga “kelolmiyman” shakllari kengaymoqda [7:45].
- **Pragmatik darajada:** memlar, kinoya va ironiya orqali ifoda shakllarining kengayishi tilni boyitmoqda, lekin shu bilan birga, yangi kommunikativ kodlar hosil qilinmoqda [7:47].

Xulosa qilib aytganda, til o‘zgarishlari faqatgina lingvistik tizim doirasidagi hodisa bo‘lib qolmasdan, balki keng ijtimoiy-madaniy, texnologik va siyosiy kontekstlarda qaralishi zarur bo‘lgan murakkab jarayondir. Har bir til jamiyatda sodir bo‘layotgan turli omillar — yangi turmush tarzi, madaniy almashinuv, raqamli texnologiyalar, siyosiy islohotlar va inson psixologiyasidagi o‘zgarishlar ta’sirida rivojlanadi va transformatsiyalanadi. Ayniqsa, XXI asrda global kommunikatsiya vositalarining kengayishi, internet va sun’iy intellekt kabi omillar tilga yangi leksik, morfologik, sintaktik va pragmatik shakllarning kirib kelishiga olib kelmoqda.

O‘zbek tilida ham ushbu til o‘zgarishlari faol tarzda kuzatilmoqda. So‘nggi yillarda yangilangan atamalar, ommaviy axborot vositalari va ijtimoiy tarmoqlar orqali kirib kelayotgan zamonaviy ifoda shakllari, ayniqsa yoshlar orasida tez tarqalmoqda. Bular tilning tabiiy rivojlanish belgilari bo‘lib, uni jamiyat ehtiyojlariga muvofiq shakllantirishga xizmat qiladi. Shu bilan birga, davlat til siyosatining faol yuritilishi, til me’yorlarini ishlab chiqish va ularni amaliyotga joriy etish ham o‘zgarishlarning boshqarilishini ta’minlaydi.

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Gender tengligi: huquqiy asos, jamiyat barqarorligining garovi

Tojimurodova Ra'no Rashid qizi

Surxondaryo viloyat ma'muriy sudi sudya kata yordamchisi

Annotatsiya: Ushbu publitsistik maqolada gender tengligi masalasi huquqiy, ijtimoiy va siyosiy nuqtayi nazardan yoritilgan. O'zbekiston Respublikasining Konstitutsiyasi, milliy qonunlari va xalqaro huquqiy hujjatlarga tayangan holda, ayollar va erkaklar uchun teng huquq va imkoniyatlar yaratishning zarurligi asoslab berilgan. Maqolada gender tengligining jamiyat barqarorligi, iqtisodiy rivojlanish va fuqarolik ongining shakllanishiga ta'siri tahlil qilinadi. Amaldagi islohotlar, mavjud muammolar va ularni hal qilish yo'llari keng yoritilgan bo'lib, yosh avlodning ushbu jarayondagi roli alohida ta'kidlangan.

Kalit so'zlar: Gender tengligi, huquq, Konstitutsiya, CEDAW, ayollar huquqlari, erkaklar va ayollar tengligi, O'zbekiston qonunchiligi, ijtimoiy tenglik, inson huquqlari, gender adolati, huquqiy islohotlar, jamiyat barqarorligi.

Bugungi globallashuv davrida gender tengligi masalasi inson huquqlari, ijtimoiy adolat va demokratik taraqqiyotning ajralmas qismi sifatida dunyo miqyosida muhim mavzulardan biri bo'lib qolmoqda. Har bir inson – erkakmi, ayolmi – teng huquq va imkoniyatlarga ega bo'lishi kerak. Bu nafaqat axloqiy, balki huquqiy mezon hamdir. Gender tengligi O'zbekiston Respublikasi Konstitutsiyasida, milliy qonunchilikda va xalqaro huquqiy hujjatlarda o'z aksini topgan.

O'zbekiston Respublikasining 2023-yilda yangi tahrirda qabul qilingan Konstitutsiyasining 58-moddasida aniq qayd etilgan: **“Erkaklar va ayollar teng huquq va imkoniyatlarga ega.”** Bu nafaqat deklarativ norma, balki davlat siyosatining ustuvor yo'nalishlaridan biri sifatida belgilangan. Shu bilan birga, O'zbekiston Respublikasining “Ayollar va erkaklar uchun teng huquq va imkoniyatlar kafolatlari to'g'risida”gi qonuni (2004-yil) gender tengligini ta'minlashda muhim huquqiy asos bo'lib xizmat qilmoqda.

Bu qonunda ayollar va erkaklar o'rtasidagi tenglikni ta'minlashga qaratilgan mexanizmlar, davlat organlarining majburiyatlari va jamoatchilik ishtirokining yo'nalishlari belgilangan.

O'zbekiston BMTning bir qator muhim xalqaro hujjatlarini, jumladan, “Ayollarga nisbatan kamsitishning barcha shakllarini bartaraf etish to'g'risida”gi Konvensiya (CEDAW)ni ratifikatsiya qilgan. Bu konvensiyaga binoan, ishtirokchi davlatlar

ayollarning barcha sohalarda – siyosiy, iqtisodiy, ijtimoiy va madaniy hayotda – erkaklar bilan teng qatnashishini ta'minlashga majburdir.

Shuningdek, O'zbekiston BMT Barqaror rivojlanish maqsadlarining 5-maqsadi – **“Gender tengligiga erishish va barcha ayollar hamda qizlarning imkoniyatlarini kengaytirish”** bo'yicha izchil ish olib bormoqda.

So'nggi yillarda O'zbekiston gender tengligini ta'minlash borasida sezilarli yutuqlarga erishdi. Xususan:

- Davlat boshqaruvida, parlament va mahalliy kengashlarda ayollar soni ortdi.
- Xotin-qizlar qo'mitasi, “Ayollar daftari”, “Ayollarni qo'llab-quvvatlash markazlari” kabi tashabbuslar orqali ayollarning iqtisodiy va ijtimoiy faolligi oshmoqda.
- Oilaviy zo'ravonlikka qarshi qonunlar qabul qilinib, himoya orderlari joriy etildi.

Biroq muammolar ham yo'q emas. Ayniqsa, qishloq hududlarida ayollarning mehnat bozorida to'liq ishtirok etmasligi, ma'lumot olish imkoniyatlarining cheklanganligi, ba'zan patriarxal qarashlarning ustunligi tenglik sari yo'ldagi to'siqlardir. Shuningdek, oilaviy va gender zo'ravonlik holatlari hanuz dolzarb muammo bo'lib qolmoqda.

Bugungi kunda yoshlar orasida gender tengligi haqida huquqiy tushunchalarni oshirish – eng dolzarb vazifalardan biridir. Yosh avlodga inson huquqlari, ayniqsa, ayollar huquqlari, tenglik, erkinlik va adolat tushunchalarini tushuntirish orqali sog'lom va ijtimoiy mas'uliyatli jamiyatni shakllantirish mumkin.

Oliy ta'lim muassasalarida o'quv dasturlariga gender tengligi, oilaviy huquq, ayollar huquqlari kabi fanlarni kiritish, seminar-treninglar, davra suhbatlari orqali gender masalasini chuqurroq anglatish zarur.

Gender tengligi – bu ayollar erkaklardan ustun bo'lishi degani emas. Bu – huquqiy tenglik, imkoniyatlar tengligi, erkin tanlov va o'z salohiyatini to'laqonli ro'yobga chiqarish huquqidir. Huquqiy jihatdan barqaror, demokratik va taraqqiy etgan jamiyat aynan shu prinsip asosida quriladi.

Shunday ekan, gender tengligi haqida faqat ayollar emas, balki butun jamiyat, ayniqsa, erkaklar ham o'ylashi, unga hissa qo'shishi kerak. Zero, jamiyat taraqqiyoti faqat yarmigina emas, **barcha fuqarolarining huquqi, imkoniyati va erki teng bo'lgandagina** barqaror bo'ladi.

**ERKIN A'ZAMNING "CHIROQLAR O'CHMAGAN KECHA" ASARIDA
INSONIY QADRIYATLAR VA JAMIYAT MUAMMOLARINING BADIY
TALQINI**

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Annotatsiya. Ushbu maqolada taniqli o'zbek yozuvchisi Erkin A'zamning "Chiroqlar o'chmagan kecha" asari badiiy tahlil qilinadi. Asarda ijtimoiy adolat, insoniylik, axloqiy tanlovlar, zamonaviy jamiyatdagi ma'naviy inqiroz kabi masalalar ilgari suriladi. Muallif real hayotiy voqeliklar asosida jamiyatdagi muhim muammolarga e'tibor qaratadi. Asarning badiiy uslubi, obrazlar tizimi, konfliktlar hamda yozuvchining falsafiy qarashlari chuqur tahlil qilinadi. Mazkur maqola adabiyotshunoslik nuqtai nazaridan asarning mazmun-mohiyatini ochib berishga, o'quvchilarda asarga nisbatan chuqur tahliliy yondashuvni shakllantirishga xizmat qiladi.

Kalit so'zlar: Erkin A'zam, Chiroqlar o'chmagan kecha, ijtimoiy adolat, badiiy tahlil, obraz, jamiyat, halollik, vijdon, axloqiy qadriyatlar.

Erkin A'zamning badiiy publitsistikasi mazmunan nihoyatda boy va teran fikrlar bilan yo'g'rilgan bo'lib, unda milliy an'ana va qadriyatlar, farzandlik burchi, Vatanga sadoqat, tarixiy haqiqatni xolisona baholash, Sharq va G'arb tamaddunlari o'rtasidagi tafovut hamda uyg'unlik, shuningdek, adabiy qarashlar va tafakkur olami muhim o'rin tutadi. Yozuvchining asarlarida ushbu mavzular ko'pincha ijobiy va salbiy hodisalarning qarama-qarshiligi (kolliziyasi) orqali ochib beriladi. Ushbu to'qnashuvlar muallifning fikr-munosabati, estetik qarashi bilan uyg'unlashib, o'quvchiga kuchli badiiy taassurot beradi.

Ma'lumki, badiiy asarda eng avvalo muallif mansub bo'lgan xalqning, kengroq ma'noda esa butun insoniyatning badiiy-estetik ideallari o'z ifodasini topadi. Shu nuqtai nazardan qaralganda, O'zbekiston xalq yozuvchisi Erkin A'zamning asarlarida zamonaviy insonning ichki kechinmalari, ruhiy holati, dunyoqarashi va hayotga munosabati o'ziga xos tarzda yoritiladi. Yozuvchi o'z qahramonlari orqali xalqning dard-u tashvishlari, orzu-umidlari, ijtimoiy hayotdagi turli voqea-hodisalarga bo'lgan munosabatini ifodalaydi.

Erkin A'zam asarlarida badiiy-estetik yondashuv markaziy o'rinni egallaydi. U o'zining nasriy ijodida real hayotni chuqur tahlil qilib, uni estetik mezonlar asosida badiiy ifodalashga intiladi. Yozuvchining adabiy-estetik qarashlari, jamiyat va inson o'rtasidagi murakkab munosabatlarni chuqur tahlil etishga asoslangan. Badiiyat – san'atning eng yuksak ko'rinishi sifatida muallif uchun badiiy so'z estetikasi muhim ahamiyat kasb etadi. Shu sababli, Erkin A'zam ijodini tizimli tarzda o'rganish, uning so'z san'atiga bo'lgan yondashuvi, badiiy tafakkurini chuqurroq anglash imkonini beradi.

Yozuvchi bugungi kungacha o'ndan ortiq badiiy to'plamlar muallifi sifatida tanilgan bo'lib, u o'zbek adabiyotining hikoya, qissa, roman, kinoqissa va dramaturgiya janrlarida samarali ijod qilgan. Ayniqsa, badiiy publitsistika yo'nalishida ham – maqola, safarnoma, fiqra, adabiy qaydlar, adabiy portret, xotira va suhbat janrlarida sermahsul ijod qilgan. Har bir asarida u milliy o'zlikni, tarixiy xotirani, xalqning ruhiy dunyosini ifodalovchi badiiy-estetik mezonlarga tayangan holda yondashadi.

Erkin A'zamning ijodi – bu nafaqat badiiy mahorat namunasi, balki xalq tafakkuri, ruhiyati va estetik dunyoqarashining badiiy ifodasi sifatida ham ahamiyatlidir.

Shuningdek, Erkin A'zam — zamonaviy o'zbek adabiyotining yorqin vakillaridan biri bo'lib, o'z asarlarida jamiyat, inson va hayot falsafasiga chuqur yondashadi. Uning “Chiroqlar o'chmagan kecha” hikoyasi badiiy adabiyotimizda o'ziga xos mavqe egallaydi. Ushbu asarda muallif oddiy hayotiy voqealar vositasida chuqur ijtimoiy-falsafiy masalalarni ko'taradi.

Asarda sobiq militsioner Qayumjon va boshqa personajlar hayoti orqali jamiyatdagi axloqiy, ijtimoiy muammolar ochib beriladi. Qayumjon o'zining halolligi, fidoyiligi bilan ajralib turadi. U hayotda o'z prinsiplariga sodiq qolgan odam sifatida tasvirlanadi. Qayumjon obrazi orqali muallif haqgo'ylik, adolat, fidoyilik kabi qadriyatlarni targ'ib qiladi. U – jamiyatda or-nomus, halollik, vijdon tushunchalarining timsoli. Shu bilan birga, boshqa obrazlar orqali jamiyatdagi befarqlik, adolatsizlik, ma'naviy inqiroz holatlari ochib beriladi.

Asarda jamiyatdagi muammolar – korrupsiya, befarqlik, mansabparastlik, axloqiy tanazzul kabi holatlar tanqidiy ko'rinishda ifodalanadi. Hikoya oxiridagi chiroqlarning o'chmasligi – insoniyatda umid, vijdon va halollik hali yo'qolmaganligini ifodalaydi. Erkin A'zamning uslubi sodda, ammo mazmunan teran. U badiiy detallar, kinoya, ramziy ma'nolar orqali asarga chuqur mazmun bag'ishlaydi. “Chiroqlar” – umid, yorug'lik, halollik timsolidir.

Shuningdek, Erkin A'zamning “Chiroqlar o'chmagan kecha” hikoyasida yangi yil bayrami arafasidagi hayotiy bir voqea tasvirlanadi. Hikoya markazida – ijara

xonadonda yashayotgan talaba yoshlar va ularning yangi yilni kutib olish jarayoni turadi. Bu yoshlar birgalikda vaqt o'tkazib, bayramni o'z xonadonlaridan yiroqda, ammo iliq va quvnoq muhitda qarshi oladilar. Bayramona kayfiyat, quvonchli kulgu, yoshlikning beg'uborligi va shijoati ularni chinakamiga rom etadi. Bu shukuhli onlarda ular vaqtincha yashayotgan ijara uyi emas, go'yo o'zlarining aziz maskanlaridek tuyiladi.

Ushbu hikoyaning yana bir muhim qahramoni – xonadon egasi Vali ota. U hayotda yolg'iz qolgan: umr yo'ldoshi vafot etgan, farzandlari va nevaralari esa turli sabablarga ko'ra kelishmagan. Bayram oqshomida u ich-ichidan g'amgin va befarq bo'lsa-da, bu dardini yoshlar bilan bo'lishishni istamaydi. Aksincha, u o'zini tutib, yoshlar bilan birga yangi yilni qarshi oladi, ularga xalaqit bermaslikka harakat qiladi. Shunday qilib, Vali otaning yuragidagi yolg'izlik bilan yoshlarning quvonchi orasida kuchli hissiy kontrast yuzaga keladi.

Hikoyaning nomi – “Chiroqlar o'chmagan kecha” – ramziy ma'noga ega. Bu atama nafaqat elektr chiroqlari yoki yangi yil bezaklari haqida, balki qalblardagi yorug'lik, umid va hayot davomiyligi haqida hamdir. Vali otaning ko'ngli garchi xira bo'lsa-da, yoshlar bilan birga o'tkazilgan kecha uning hayotida bir nechta lahzalik bo'lsa-da, ilqlilik, isinish, insoniy yaqinlik chirog'ini yoqadi. Go'yo bu kecha uning qalbidagi qorong'ulikni ham bir oz yoritadi.

Erkin A'zamning mazkur hikoyasi o'zbek adabiyotidagi chuqur ruhiy tahlil va hayotni ichki holat orqali ifodalashga bo'lgan intilishini yaqqol namoyon etadi. Yozuvchi tashqi voqealardan ko'ra, inson qalbidagi holatlarni nozik tasvirlashga harakat qiladi. Matndagi ichki ritm, obrazlarning ruhiy holatini ifodalovchi til vositalari, yozuvchining hayotga teran nigohi hikoyani o'quvchi qalbiga yaqinlashtiradi.

Xulosa qilib aytganda, “Chiroqlar o'chmagan kecha” — zamonaviy o'zbek adabiyotining ijtimoiy, axloqiy muammolarni ko'taruvchi kuchli badiiy asarlaridan biridir. Unda inson va jamiyat o'rtasidagi murakkab munosabatlar, adolat, vijdon, halollik kabi e'tiqodiy qadriyatlar chuqur tahlil etilgan. Muallif o'z asari orqali o'quvchini o'zini va jamiyatni anglashga undaydi.

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**O‘ZBEKISTON RESPUBLIKASIDA KORRUPSIYAGA QARSHI
KURASHNING HUQUQIY MEXANIZMLARI: SAMARADORLIK VA
MUAMMOLAR.**

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Annotatsiya

Mazkur maqolada O‘zbekiston Respublikasida korrupsiyaga qarshi kurash sohasida shakllantirilgan huquqiy mexanizmlarning mazmun-mohiyati, amaliy samaradorligi hamda mavjud muammolari yoritilgan. So‘nggi yillarda korrupsiyaga qarshi kurashish borasida amalga oshirilgan huquqiy islohotlar, xususan, “Korrupsiyaga qarshi kurashish to‘g‘risida”gi Qonunning qabul qilinishi, Korrupsiyaga qarshi kurashish agentligi va boshqa institutlarning faoliyati tahlil qilinadi. Maqolada korrupsiyaga qarshi kurashishning xalqaro standartlariga muvofiqlik, institutsional va normativ-huquqiy muhit, hamda amaliyotdagi kamchiliklar chuqur tahlil qilinadi. Shuningdek, korrupsiyaga qarshi kurash samaradorligini oshirishga doir takliflar ilgari suriladi.

Kalit so‘zlar: Korrupsiya, huquqiy mexanizmlar, Korrupsiyaga qarshi kurashish agentligi, institutsional islohotlar, qonunchilik, sud-huquq tizimi, xalqaro standartlar, profilaktika, javobgarlik, davlat xizmati, korrupsiyaning oldini olish, samaradorlik.

Kirish

Bugungi kunda korrupsiya global muammo sifatida nafaqat rivojlanayotgan davlatlar, balki taraqqiy topgan jamiyatlar uchun ham jiddiy xavf omiliga aylanib bormoqda. O‘zbekiston Respublikasi ham korrupsiyaning davlat boshqaruvi, iqtisodiyot va ijtimoiy sohalardagi salbiy ta’sirini chuqur anglagan holda, ushbu illatga qarshi tizimli va kompleks chora-tadbirlarni amalga oshirishga kirishgan.

Ayniqsa, 2017-yildan boshlab davlat boshqaruvi va sud-huquq sohasidagi keng ko‘lamli islohotlar korrupsiyaga qarshi kurashni davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgiladi.

Mazkur maqolada O‘zbekiston Respublikasida korrupsiyaga qarshi kurashish bo‘yicha qabul qilingan huquqiy mexanizmlarning mazmuni, amaliyotdagi qo‘llanishi, samaradorligi va mavjud tizimli muammolari tahlil qilinadi. Shuningdek, xalqaro tajriba bilan taqqoslov asosida ushbu sohadagi islohotlarni takomillashtirish bo‘yicha takliflar keltiriladi.

Asosiy qism

1. **Korrupsiyaga qarshi kurashning normativ-huquqiy asoslari**

O‘zbekistonda korrupsiyaga qarshi kurashishning huquqiy asoslari bir nechta muhim hujjatlar bilan belgilanadi. 2017-yilda qabul qilingan

“Korrupsiyaga qarshi kurashish to‘g‘risida”gi Qonun ushbu sohadagi asosiy normativ-huquqiy hujjat bo‘lib, unda korrupsiya tushunchasi, asosiy prinsiplari, subyektlari va kurash mexanizmlari belgilab berilgan.

Bundan tashqari, **“Davlat fuqarolik xizmati to‘g‘risida”**, **“Ommaviy axborot vositalari to‘g‘risida”**, **“Ochiq ma‘lumotlar to‘g‘risida”**, **“Davlat xaridlari to‘g‘risida”**gi qonunlar ham korrupsiyaning oldini olishda muhim huquqiy asos vazifasini bajaradi. Shuningdek, **Jinoyat kodeksi** va **Ma‘muriy javobgarlik to‘g‘risidagi kodeksda** korrupsiyaviy huquqbuzarliklar uchun javobgarlik choralarining belgilanishi ushbu muammoga qarshi kurashda muhim o‘rin tutadi.

2. **Institutsional mexanizmlar va ularning samaradorligi**

O‘zbekiston korrupsiyaga qarshi kurashda alohida institutsional tuzilmalarga ham e‘tibor qaratgan. 2020-yilda **Korrupsiyaga qarshi kurashish agentligi** tashkil etildi.

Agentlik korrupsiyaga qarshi siyosatni shakllantirish va amalga oshirishda muvofiqlashtiruvchi organ bo‘lib xizmat qiladi. Agentlik davlat organlari faoliyatining ochiqqligi, manfaatlar to‘qnashuvining oldini olish, korrupsiyaviy xavf-xatarlarni aniqlash va monitoring qilish, qonunchilik takomillashtirish bo‘yicha tahliliy faoliyat olib boradi.

Bundan tashqari, **Prokuratura organlari**, **Ichki ishlar tizimi**, **Davlat xavfsizlik xizmati**, **Davlat moliyaviy nazorati organlari** va **Hisob palatasi** ham bevosita yoki bilvosita korrupsiyaga qarshi kurashda ishtirok etuvchi subyektlardir.

Shu bilan birga, fuqarolik jamiyati institutlari — nodavlat notijorat tashkilotlar, OAV va bloggerlarning ham bu boradagi faolligi oshmoqda. 2021-yilda ilk bor **Korrupsiyaga qarshi kurashish bo‘yicha milliy indeks** joriy etilib, davlat idoralarining ochiqlik darajasi baholanmoqda.

3. **Amaliy muammolar va ularni hal etish yo‘llari**

Huquqiy va institutsional mexanizmlarning mavjudligiga qaramasdan, korrupsiyaga qarshi kurashishda hali yechimini topmagan muammolar saqlanib qolmoqda:

Qonunlar va amaliyot o‘rtasidagi tafovut — qabul qilingan qonunlar ba‘zan amaliyotda to‘liq ishlamaydi yoki ijrosi susayadi.

Kadrlar tanlovi va tayyorlashdagi kamchiliklar — davlat xizmatiga kadrlar tanlovining ochiq va shaffof bo‘lmasligi korrupsiyaviy xavflarni kuchaytiradi.

Javobgarlik mexanizmlarining sustligi — ayrim hollarda korrupsiyaviy jinoyatlar uchun jazo choralarining yengilligi yoki qo‘llanilmasligi jazosizlik muhitini kuchaytiradi.

Davlat xaridlari va qurilish sohasidagi noaniqliklar — bu sohalar korrupsiyaga eng moyil yo‘nalishlar bo‘lib qolmoqda.

Ushbu muammolarni bartaraf etish uchun quyidagi takliflar ilgari surilishi mumkin: Qonunchilikni xalqaro konvensiyalarga mos ravishda takomillashtirish. Davlat xizmatiga ochiq tanlov tizimini kuchaytirish.

Korrupsiya bilan bog‘liq jinoyatlar uchun qat’iyoq javobgarlik choralari belgilash. Korrupsiyaning profilaktikasi bo‘yicha ta’lim va targ‘ibotni kuchaytirish. OAV va fuqarolik jamiyatining monitoring huquqini kengaytirish.

Xulosa

O‘zbekiston Respublikasi korrupsiyaga qarshi kurashish sohasida sezilarli yutuqlarga erishgan bo‘lsa-da, bu jarayon hali yakuniga yetmagan. Huquqiy asoslarning mavjudligi, yangi institutlarning tashkil etilishi va xalqaro tajribadan foydalanish bu borada ijobiy natijalar berayotgan bo‘lsa-da, ularning samaradorligini ta’minlash uchun amaliy mexanizmlarni mustahkamlash, javobgarlik tizimini qat’iylashtirish va profilaktik chora-tadbirlarni kengaytirish zarur. Bu esa, o‘z navbatida, korrupsiyasiz jamiyat sari dadil qadamlar qo‘yish imkonini beradi.

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KIMYO FANIDA STEAM YONDASHUVIGA ASOSLANGAN INTEGRATSIYALASHTIRILGAN DARSLARNI TASHKIL ETISH METODIKASI

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TerDU akademik litseyi kimyo fani o'qituvchisi

ANNOTATSIYA

Ushbu maqolada kimyo fanini o'qitishda STEAM yondashuvi asosida integratsiyalashgan darslarni loyihalash, ularni metodik jihatdan to'g'ri tashkil etish va o'quv jarayoniga tatbiq etish masalalari chuqur yoritilgan. Tadqiqotda fanlararo aloqalarning o'quvchilarda tizimli va amaliy fikrlash ko'nikmalarini shakllantirishdagi o'rni, dizayn-o'ylash metodikasi, loyihaviy topshiriqlar va eksperimental yondashuvning o'quv faoliyatiga ta'siri ilmiy asosda tahlil etilgan. Kimyo fanining matematika, texnologiya, muhandislik va san'at bilan integratsiyasi orqali o'quvchilarda ijodiy, texnikaviy va ilmiy kompetensiyalarni rivojlantirish imkoniyatlari asoslab berilgan. Shuningdek, baholash mezonlari, metodik tavsiyalar va STEAM asosidagi namunaviy dars modellarining amaliy samaradorligi tahlil qilingan. Maqola o'qituvchilar, metodistlar va ta'lim sohasidagi innovatorlar uchun nazariy va amaliy manba sifatida xizmat qiladi.

KALIT SO'ZLAR: STEAM yondashuvi, integratsiyalashgan ta'lim, kimyo darsi, fanlararo bog'liqlik, loyiha asosida o'qitish, eksperiment, dizayn-o'ylash, amaliy faoliyat, texnologik kompetensiya, o'quv metodikasi, baholash mezonlari.

KIRISH

Zamonaviy ta'lim tizimi innovatsion texnologiyalar va muhandislik asosidagi yondashuvlarni o'z ichiga olgan holda shakllanmoqda. Bu kontekstdagi dolzarb tushunchalardan biri — STEAM yondashuvi bo'lib, u fan (S — Science), texnologiya (T — Technology), muhandislik (E — Engineering), san'at (A — Art), matematika (M — Mathematics) integratsiyasini ta'minlashga xizmat qiladi. STEAM modeli nafaqat bilim berish, balki o'quvchining ijodiy tafakkurini rivojlantirish, real hayotiy vaziyatlarni hal qilishda ilmiy asosda fikr yuritishga o'rgatadi. Ayniqsa, kimyo fanini boshqa tabiiy va texnik fanlar bilan integratsiyalash orqali amaliyotga yo'naltirilgan ta'lim mazmunini shakllantirish imkoniyati tug'iladi.

Kimyo — moddalarning tarkibi, tuzilishi, xossalari va ularning o'zaro ta'sirini o'rganuvchi fan sifatida ko'plab sohalar bilan bevosita bog'langan. Uni matematika,

fizika, biologiya, texnologiya va san'at bilan uyg'unlashtirish orqali ko'p qirrali, tizimli va hayotga yaqin dars tashkil etish mumkin. Mazkur maqolada kimyo fanida STEAM yondashuvi asosida integratsiyalashgan darslarni loyihalash, o'quv jarayoniga tatbiq etish va baholash metodikasi ilmiy asosda tahlil qilinadi.

ASOSIY QISM

1. STEAM yondashuvining mohiyati va kimyo ta'limidagi ahamiyati

STEAM yondashuvi — bu fanni mustaqil emas, balki boshqa fanlar bilan o'zaro aloqada o'rgatish orqali o'quvchining ilmiy fikrlashi, texnik madaniyati va ijodiy salohiyatini rivojlantirishga qaratilgan kompleks yondashuvdir. Kimyo fani bu modelning asosiy bo'g'inlaridan biridir. Masalan, modda tuzilishini tahlil qilishda fizika bilimlari, kimyoviy formulalarni yechishda matematika, molekulyar tuzilmalarning grafik ifodasida san'at, kimyoviy jarayonlarni modellashtirishda texnologik vositalar bilan uzviy bog'lanish talab etiladi.

2. Kimyo fanida STEAM asosidagi darslarni loyihalash

Kimyo darslarini integratsiyalashgan shaklda tashkil etish uch bosqichda amalga oshiriladi:

- **Tayyorlov bosqichi** – mavzu tanlash, unga integratsiyalanadigan fanlarni aniqlash, loyihani rejalashtirish;
- **Amaliy bosqich** – darsda loyiha ishlari, muammo yechish topshiriqlari, eksperimentlar va dizayn asosidagi topshiriqlarni bajarish;
- **Tahlil bosqichi** – o'quvchilarning loyihalarini baholash, yakuniy xulosalar chiqarish, kompetensiyalarni rivojlantirish holatini aniqlash.

Bu jarayonda o'qituvchi – fasilitator, o'quvchilar esa mustaqil tadqiqotchilar va muammoli vaziyatlar yechuvchilariga aylanadi.

3. Integratsiyalashgan dars mavzularining namunaviy modellari

Quyidagi jadvalda STEAM yondashuvi asosida tashkil etiladigan kimyo darslarining integratsiya yo'nalishlari keltirilgan:

Jadval 1. Kimyo fanida STEAM yondashuvi asosida dars integratsiyasi

Kimyo mavzusi	Integratsiya yo'nalishi	Loyiha topshirig'i mazmuni
Kislotalar va asoslar	Biologiya, san'at	Tabiiy indikatorlardan foydalanib pH o'lchov asbobini yaratish
Moddalarning holat o'zgarishi	Fizika, matematika	Issiqlik almashinuvi va faza o'zgarishlarini grafikda tahlil qilish

Kimyo mavzusi	Integratsiya yo'nalishi	Loyiha topshirig'i mazmuni
Tozalash usullari (filtrlash, distillatsiya)	Texnologiya, ekologiya	Mahalliy manbalardan suvni tozalash qurilmasi loyihasini yaratish
Kimyoviy reaksiyalar energetikasi	Fizika, informatika	Eksotermik va endotermik reaksiyalarni termogram asosida modellashtirish
Organik birikmalar va plastmassa	Texnologiya, muhandislik, dizayn	Bioplastmassa ishlab chiqarish bo'yicha eksperimental loyiha

Bu yondashuvda o'quvchilar nazariy bilimlarini real hayotiy masalalarga qo'llashni o'rganadilar, muammoga turli fanlar prizmasidan qarash orqali tizimli fikrlashni shakllantiradilar. Masalan, distillatsiya mavzusini o'rganishda ular fizik qonuniyatlardan foydalanib issiqlik uzatilishini tahlil qiladi, biologik xavfsizlikni inobatga oladi va texnologik yechimlar ishlab chiqadi.

4. Dars jarayonida STEAM asosida kompetensiyalarni shakllantirish

STEAM yondashuvi o'quvchilarda quyidagi kompetensiyalarni rivojlantiradi:

- **Ilmiy-tadqiqot kompetensiyasi** – gipoteza ilgari surish, tajriba o'tkazish, natijalarni tahlil qilish;
- **Texnologik kompetensiya** – qurilmalar yaratish, modellashtirish, texnik chizmalar tuzish;
- **Ijodiy kompetensiya** – dizayn, rang, shakl va funksional uyg'unlikni hisobga olgan loyiha ishlab chiqish;
- **Kommunikativ kompetensiya** – jamoada ishlash, fikr bildirish, loyiha himoya qilish;
- **Matematik kompetensiya** – hisob-kitob, grafiklar chizish, modellar tuzish.

Kimyo fanida mazkur kompetensiyalar ayniqsa muhim bo'lib, ularning uyg'unlashgan holda rivojlanishi o'quvchining hayotiy muammolarni hal qilishga tayyor shaxs sifatida shakllanishiga xizmat qiladi.

5. STEAM yondashuvining baholash mexanizmi

An'anaviy ball tizimi o'rniga baholashda quyidagi ko'rsatkichlarga asoslangan rubrikalardan foydalaniladi:

- **Ijodkorlik:** yangi g'oya, o'ziga xos dizayn, funksionallik;
- **Ilmiylik:** ilmiy asoslanganlik, izchillik, dalillashganlik;
- **Jamoaviylik:** guruhdagi faol ishtirok, muvofiqlik, vazifani taqsimlash;

- **Taqdimot sifati:** vizual materiallar, nutq, savol-javob bosqichi.

Bu mezonlar asosida o'quvchilarning loyihaviy faoliyati baholanadi, natijada baholash shaffof, ko'nikmaga yo'naltirilgan va rivojlantiruvchi xarakter kasb etadi.

6. Metodik tavsiyalar

- Dars ssenariysi ishlab chiqilganda, har bir fan komponenti izchil bog'langan bo'lishi zarur;
- Muammoli topshiriqlar o'quvchilarning yosh darajasiga mos va hayotiy bo'lishi lozim;
- Har bir loyiha oxirida tahlil va refleksiya bosqichi albatta o'tkazilishi kerak;
- O'qituvchilar uchun muntazam STEAM metodik treninglari tashkil etilishi lozim;
- Mahalliy muhit, mavjud resurslar va ekologik omillar inobatga olinsin.

XULOSA

Kimyo fanida STEAM yondashuvi asosida integratsiyalashgan darslarni tashkil etish o'quvchilarning fanga bo'lgan qiziqishini oshiradi, ularni amaliyotga yaqinlashtiradi va real muammolarga ilmiy yondashish ko'nikmalarini shakllantiradi. Bu yondashuv o'quvchiga bilimni alohida fanlar kesimida emas, balki kompleks, tizimli va hayotiy kontekstda egallash imkonini beradi. Ayniqsa, loyihaviy faoliyat, muammoli topshiriqlar va eksperimentlar orqali o'quvchilarda mustaqillik, tashabbuskorlik va ilmiy izlanishlarga bo'lgan qiziqish kuchayadi.

Shuningdek, STEAM asosida tashkil etilgan darslar zamonaviy ta'lim standartlariga mos keladi, o'qituvchilarning innovatsion salohiyatini oshiradi, ta'lim sifati va natijadorligini ta'minlaydi. Shu boisdan, mazkur yondashuv kimyo fanini samarali o'qitish, ta'lim mazmunini amaliy hayot bilan bog'lashda ustuvor metodik tamoyil sifatida e'tirof etilishi lozim.

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QALQONSIMON BEZNING SHAKLI VA JINSIGA QARAB GISTOLOGIK TUZILISHINING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada qalqonsimon bez gistologiyasi, shakli va jinsga qarab o'zgarishi, xususiyatlari to'g'risida yoziladi. Qalqonsimon bez - bo'yinning pastki qismida joylashgan kapalak shaklidagi muhim endokrin bez. U traxeyaning old va yon tomonlarida, halqumdan pastda joylashgan. Kaltsiy almashinuvida muhim rol o'ynashdan tashqari, bazal metabolizm tezligini (BMR) tartibga solish va somatik va ruhiy o'sishni rag'batlantirishda muhim rol o'ynaydi.

Kalit so'zlar: Qalqonsimon bez, gormon, hipotiroidizm, kaltsiy almashinuvi, kapsula, o'ng va chap bo'lak

Qalqonsimon bezning ikki bo'lagi mavjud. Bu ikki bo'lak, o'ng va chap bo'laklardan tashkil topgan bez bo'lib, ular oraliq tuzilish - istmus bilan birlashadi. Ba'zida piramidal lob deb ataladigan uchinchi lob istmusdan chiqadi. U tolali/tolamushak tasma ega, ya'ni levator glandulae thyroideae gioid suyagi tanasidan istmusga o'tadi. Bo'laklarning o'lchamlari 5 x 2,5 x 2,5 sm va og'irligi taxminan 25 g. U beshinchi servikaldan birinchi ko'krak umurtqalarigacha cho'ziladi. Loblar qalqonsimon xaftaga o'rtasidan beshinchi trakeal halqagacha cho'ziladi. Istmusning o'lchamlari 1,2 x 1,2 sm bo'lib, ikkinchidan uchinchi traxeya halqalarigacha cho'ziladi. U ayollarda hayz ko'rish va homiladorlik davrida kattaroq o'sadi.

Loblar konussimon shaklga ega bo'lib, tepalik, asos, uchta sirt - lateral, medial va posterolateral va ikkita chegara - old va orqa. Biroq, istmus ikkita sirtga ega - old va orqa va ikkita chegara - yuqori va pastki. Bo'laklar old tomondan teri, yuzaki va chuqur fastsiya va platisma bilan bog'langan. Orqa tomondan loblar qalqonsimon xaftaga va traxeya halqalarining qatlamlari bilan, yon tomondan esa tashqi uyqu arteriyasi va ichki bo'yin venasi bilan bog'langan.

Qalqonsimon bez yuqori va pastki qalqonsimon arteriyalar va ba'zan thyroidea ima arteriyasi deb nomlanuvchi qo'shimcha arteriya bilan ta'minlangan boy qon tomir organdir. Vena drenaji qalqonsimon bezning yuqori, o'rta va pastki venalari orqali amalga oshiriladi. Ba'zida qalqonsimon bezning to'rtinchi venasi bo'lishi mumkin, bu Kocher venasi deb ataladi. Nerv ta'minoti, asosan, o'rta bo'yin ganglionidan va qisman yuqori va pastki bo'yin ganglionlaridan. Ikki kapsula qalqonsimon bezni to'liq qoplaydi. Haqiqiy kapsula tolali elastik biriktiruvchi to'qimadan iborat. Soxta kapsula chuqur bachadon bo'yni fastsiyasining trakeal oldingi qatlamini o'z ichiga oladi. U haqiqiy kapsulaga chuqur joylashgan chuqur kapillyar pleksusdan iborat. Shuning uchun tiroidektomiya paytida pleksusni kapsula bilan olib tashlash juda muhimdir.

Qalqonsimon bez bilan bog'liq nervlar

Qalqonsimon bez ikkita hal qiluvchi nervga yaqin joylashgan: yuqori halqum nervining tashqi shoxchasi va takrorlanuvchi halqum nervi. Ikkalasi ham vagus nervining shoxlari. Tiroidektomiya paytida bu nervlarning shikastlanishi fonatsiya va / yoki nafas olishni buzishi mumkin. Yuqori laringeal asabning shikastlanishi ipsilateral kritiroid mushaklarining zaiflashishiga yoki falajiga olib keladi, natijada fonatsiya kamayadi va tovush balandligini o'zgartirish qiyinlashadi. Qaytalanuvchi laringeal asabning ipsilateral shikastlanishi ipsilateral ovoz paychalarining o'g'irlanishiga ta'sir qilishi va ovozning xirillashiga va nafas olishda qiyinchilikka olib kelishi mumkin. Ikki tomonlama takroriy laringeal asab shikastlanishi jiddiy va ko'pincha traxeostomiyani talab qiladi. Qalqonsimon bez butunlay ikkita kapsula bilan qoplangan - haqiqiy va yolg'on. Qalqonsimon bez haqiqiy kapsulaga chuqurroq joylashgan chuqur kapillyar pleksusdan iborat. Ushbu jismoniy tartibga solish tiroidektomiya paytida pleksusni kapsula bilan olib tashlashni juda muhim qiladi.

Tuzilishi

Qalqonsimon bez kapsuladan cho'kayotgan septalar orqali bo'laklarga bo'linadi. Qalqonsimon bez lobulalari qalqonsimon follikullar deb ataladigan ko'plab tipik birliklardan iborat. Qalqonsimon follikullar qalqonsimon bezning strukturaviy va funksional birliklaridir. Bular sharsimon bo'lib, devori ko'p sonli kubsimon hujayralardan, follikulyar hujayralardan iborat. Bu follikulyar hujayralar endoderma hosilalari bo'lib, qalqonsimon bez gormonini chiqaradi. Ushbu gormonning aylanma shakli tiroksin bo'lib, u tetraiodotironin (T4) va oz miqdordagi triiodotironin (T3). T4 ning aksariyati keyinchalik faolroq T3 shakliga o'tsa ham, ikkalasi ham turli darajadagi

stimulyatsiya bilan maqsadli hujayralarga ta'sir qiladi. Ushbu gormonlar tanadagi BMRni tartibga solishga yordam beradi. Ushbu qalqonsimon follikullar orasida yoki qalqonsimon follikullar devorida biz parafollikulyar hujayralar deb ham ataladigan kichik C hujayralarini topamiz. Bular neyron tepalik hujayralaridan kelib chiqadi va qon va skelet to'qimalarida kaltsiy va fosfat darajasini tartibga solishda ishtirok etadigan polipeptid gormon - kalsitoninni chiqaradi. Bu funktsiya paratiroid gormoniga qarama-qarshidir.

Qalqonsimon bez follikullari kolloid deb ataladigan modda bilan to'ldirilgan saqlash bo'linmalari vazifasini bajaradi. Ushbu kolloid tiroglobulin bo'lib, u PAS-musbat bo'lgan atsidofil sekretor glikoproteindir. Follikullar keng kapillyar to'shakka ega bo'lgan nozik retikulyar tolalar tarmog'ida mahkam bog'langan.

Immunohistokimyo uchun to'qimalarni tayyorlash qalqonsimon bezning lezyonlarini jarrohlik yo'li bilan rezekeksiya qilishni talab qiladi. Qalqonsimon bez namunalarini tayyorlash 10% sink formalin yordamida fiksatsiyani o'z ichiga oladi, shundan so'ng to'qimalarni kerosinga solib qo'yish kerak. O'rnatish protokollari protokol xromogen yoki lyuminescent substratdan foydalanishiga qaramasdan, substratga qarab farqlanadi. Parafinni kiritish to'qimalarni uzoq muddatli saqlash imkoniyatini beradi. To'qimalarni mahkamlash uchun 24 soatdan ortiq qoldirmaslik kerak, chunki ortiqcha fiksatsiya antijenni niqoblashi mumkin. Agar kerak bo'lsa, to'qimalarni joylashtirish jarayonidan oldin fiksatsiyadan keyin spirtli ichimliklarga o'tishi mumkin. Aksincha, to'qimalarni mahkamlash o'rniga muzlatish mumkin. Tez muzlatish odatda fosforlanish, nitratsiya va boshqalar kabi post-translatsiyadan keyingi o'zgarishlarni aniqlash uchun amalga oshiriladi. To'qimalarni muzlatish to'qimalarni suyuq azot yoki izopentanga botirish yoki quruq muzda tez muzlatish orqali amalga oshirilishi mumkin. Muzlatilgan to'qimalar bo'limlari spirtli ichimliklarni tuzatishni talab qiladi. Bu jarayon formaldegid/formalinni mahkamlash usuli bilan niqoblangan epitoplarni olish zaruratidan qochadi.

Keyinchalik, ko'milgan to'qimalar mikrotomga bo'linadi. Odatda, 4 mm qalinlikdagi kesmalar muntazam gistologik tekshirish uchun gematoksilin va eozin bilan aniq bo'yashni ta'minlaydi. Immunohistokimyoviy bo'yash uchun alohida joylar qo'llaniladi va tanlangan markerlar bilan bo'yaladi. Immunitetni bo'yash har bir qiziqish antijeni uchun kuchli va o'ziga xos immunohistokimyoviy bo'yashni yaratish uchun aniq eksperimental sharoitlarni talab qiladi.

Qalqonsimon bez kapsulalari

Ikki kapsula qalqonsimon bezni to'liq qoplaydi.

To'g'ri - bezli to'qimalarning periferik kondensatsiyasi

Noto'g'ri - chuqur servikal fastsiyaning traxeyadan oldingi qatlami

Bez nozik tolali elastik (haqiqiy) kapsula bilan o'ralgan. Bu kapsula, o'z navbatida, soxta kapsula rolini o'ynaydigan tashqi tomondan trakeal fastsiya bilan qoplangan. Haqiqiy kapsula parenximaga chuqur kirib, bezni lobulalarga bo'ladigan septalarni keltirib chiqaradi. Septalar qon tomirlari, nervlar va limfa yo'llarining bezga o'tishini ta'minlaydi.

Har bir lobula qalqonsimon bezning strukturaviy va funktsional birliklari bo'lgan follikullar yig'indisidan iborat. Follikullar bazal membranada joylashgan follikulyar hujayralar (oddiy) bilan qoplangan va kolloid deb ataladigan bir hil jelatinli material bilan to'ldirilgan bo'shliqqa ega. Kolloid qalqonsimon bez gormonining faol bo'lmagan saqlash shakli bo'lgan tiroglobulin, yodlangan glikoproteindan iborat. Follikullar orasidagi bo'shliq biriktiruvchi to'qima stromasi, ko'p sonli kapillyarlar va limfa yo'llari bilan to'ldirilgan. Bu sekretsiya mahsulotlari hujayra ichida va juda ko'p miqdorda saqlanadigan yagona endokrin bezdir. Follikullar orasida parafollikulyar hujayralar joylashgan bo'lib, ular C-hujayralari deb ham ataladi.

Follikulyar hujayralar

Follikulyar hujayralar qalqonsimon follikulaning qoplama hujayralaridir. Faoliyatiga qarab, ular hajmi jihatidan farq qiladi. Follikullar dam olish (harakatsiz) bosqichida bo'lsa, follikulyar hujayralar tekis oddiy skuamoz bo'lib, bo'shliq ichida ko'p miqdorda to'qnashadi. Agar follikullar yuqori faol bo'lsa, follikulyar hujayralar oddiy ustunli bo'lib, ozgina to'qnashadi. O'rtacha faollik davrida follikullarning normal holatida hujayralar oddiy kub shaklida bo'lib, bo'shliq etarli miqdorda kolloid bilan to'ldiriladi. Ammo bir xil qalqonsimon to'qimalarda turli xil hujayralar turli darajadagi faollik ko'rsatishi ham mumkin.

Ular metabolizm tezligiga ta'sir qiluvchi ikkita gormon ishlab chiqaradilar:

T3 (tri-iyodotironin) va

T4 (tetra-iyodotironin yoki tiroksin)

T3 T4 ga qaraganda faolroq, garchi ikkalasi ham maqsadli hujayralarga ta'sir qiladi.

EM xususiyatlari: follikulyar hujayralarning elektron mikroskopida apikal mikrovilluslar, ko'p miqdorda granulyar endoplazmatik retikulum, supranuklear Golji kompleksi, lizosomalar, mikronaychalar va mikrofilamentlar mavjud. Ushbu hujayralar faoliyatiga miya hipofizi tomonidan chiqariladigan qalqonsimon bezni ogohlantiruvchi gormon (TSH) ta'sir qiladi.

Parafollikulyar hujayralar (C-hujayralar)

Ular tiniq hujayralar yoki yorug'lik hujayralari sifatida ham tanilgan. C kalsitonin yoki shaffof degan ma'noni anglatadi. Bular oval va eksantrik yadrolari bo'lgan yirik, ko'p yuzli, och rangga bo'yalgan hujayralardir. Ular follikulyar hujayralar va ularning bazal membranasi orasida keng tarqalgan. Ular, shuningdek, qo'shni follikulyar hujayralar orasida yotadi, lekin lümene etib bormaydi. Ba'zi turlarda ular biriktiruvchi to'qimadagi follikulalar orasida guruhlarda ham ko'rinadi. Ular kalsitonin deb nomlanuvchi gormonni chiqaradilar. Ushbu gormonning sekretiysasi gipofiz funktsiyasi bilan tartibga solinmaydi va asosan qon zardobidagi kaltsiy darajasiga bog'liq.

EM xususiyatlari: Elektron mikroskop ostida ko'rilganda, C-hujayralari ko'rinadigan darajada elektron zich sekretiya granulalari (diametri 100 dan 200 nm) kalsitonin gormoni bilan to'ldirilgan. Kalsitoninning ta'siri paratiroid gormonining ta'siriga ziddir. Osteoklastik faollikni inhiye qilish va osteoblastik faollikni rag'batlantirish orqali suyak rezorbsiyasini bostirish orqali sarum kaltsiyini pasaytiradi.

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PULMONARY ARTERY THROMBOEMBOLISM.**Tursunov Orifjon Odil o'g'li**

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Annotation: Pulmonary artery thromboembolism (PATE) is a life-threatening condition resulting from the obstruction of the pulmonary artery or its branches by a blood clot. It is considered one of the most serious cardiovascular emergencies due to its sudden onset and high mortality rate. This article discusses the etiology, pathogenesis, clinical presentation, diagnostic approaches, and treatment methods of pulmonary embolism. Special attention is paid to risk factors such as immobility, surgical interventions, cancer, and thrombophilia. The importance of early diagnosis and prompt anticoagulant therapy in reducing complications and improving patient outcomes is emphasized. The article also reviews modern imaging techniques and prevention strategies to reduce the incidence of PATE in at-risk populations.

Keywords: pulmonary embolism, thromboembolism, pulmonary artery, blood clot, deep vein thrombosis, anticoagulant therapy, risk factors, diagnosis, imaging techniques, clinical symptoms, treatment, prevention

Introduction.

Pulmonary artery thromboembolism (PATE), commonly referred to as pulmonary embolism (PE), is a serious and potentially fatal cardiovascular disorder that occurs when a blood clot, usually originating from the deep veins of the lower extremities, travels through the bloodstream and lodges in the pulmonary arteries. This obstruction impairs blood flow to the lungs, leading to significant respiratory and hemodynamic compromise. PE is considered a major public health issue due to its high morbidity and mortality rates, particularly when diagnosis and treatment are delayed. Despite advancements in diagnostic imaging and therapeutic strategies, pulmonary embolism remains a diagnostic challenge, as its clinical presentation can vary from mild, nonspecific symptoms to sudden cardiac arrest. Common symptoms include shortness of breath, chest pain, tachycardia, and in some cases, hemoptysis. Risk factors for PATE include prolonged immobility, recent surgery, malignancy, pregnancy, and inherited thrombophilic disorders. Early identification and management are crucial to prevent complications such as pulmonary hypertension, right ventricular failure, and death. The aim of this article is to provide a comprehensive overview of pulmonary artery thromboembolism, covering its pathophysiology, clinical manifestations, diagnostic methods, treatment options, and prevention strategies. Special emphasis is placed on current clinical guidelines and evidence-based practices for the effective management of this life-threatening condition.

Main Body.

1. Pathophysiology of Pulmonary Artery Thromboembolism. Pulmonary artery thromboembolism occurs when a thrombus—usually originating from deep vein thrombosis (DVT) in the lower

extremities—detaches and travels through the venous system into the pulmonary circulation. When the clot becomes lodged in one or more pulmonary arteries, it obstructs blood flow, leading to increased pulmonary vascular resistance and impaired gas exchange. This causes a cascade of physiological responses, including hypoxemia, pulmonary hypertension, and strain on the right side of the heart. In severe cases, massive PE can result in acute right ventricular failure and cardiogenic shock.

2. Risk Factors. Several risk factors are associated with the development of PATE. These include: Prolonged immobility (e.g., long flights, bed rest, hospitalization). Surgical procedures, particularly orthopedic and abdominal surgeries. Malignancies, due to prothrombotic state. Pregnancy and the postpartum period. Hormone replacement therapy or oral contraceptives. Obesity. Smoking. Inherited thrombophilia (e.g., Factor V Leiden mutation, protein C or S deficiency). Identifying these risk factors is essential for both prevention and early diagnosis.

3. Clinical Manifestations. The clinical presentation of pulmonary embolism is highly variable and often nonspecific. Common symptoms and signs include: Sudden onset of dyspnea (shortness of breath). Chest pain that may be pleuritic in nature. Tachycardia and tachypnea. Cough and hemoptysis (in cases of pulmonary infarction). Hypotension, syncope, or even sudden cardiac arrest in massive PE. Signs of DVT, such as unilateral leg swelling and pain. Because symptoms overlap with many other conditions, clinical suspicion and diagnostic testing are critical.

4. Diagnosis. The diagnosis of pulmonary embolism involves a combination of clinical assessment, laboratory testing, and imaging studies. D-dimer test: Elevated levels indicate fibrin degradation, suggesting the presence of a clot. Electrocardiogram (ECG): May show right heart strain, though not specific. Chest X-ray: Often normal but useful in ruling out other causes. CT pulmonary angiography (CTPA): The gold standard for diagnosing PE; visualizes clots in pulmonary arteries. Ventilation-perfusion (V/Q) scan: Useful in patients who cannot undergo CTPA. Echocardiography: Helpful in detecting right ventricular dysfunction in massive PE. Clinical scoring systems such as the Wells score and Geneva score are also used to estimate the pre-test probability of PE.

5. Treatment and Management. Treatment depends on the severity of the embolism and the patient's overall condition. Anticoagulation therapy: The cornerstone of treatment. Initial therapy may include heparin or low molecular weight heparin (LMWH), followed by oral anticoagulants like warfarin or direct oral anticoagulants (DOACs) such as rivaroxaban or apixaban. Thrombolytic therapy: Indicated in massive PE with hemodynamic instability; involves drugs like alteplase to dissolve clots. Inferior vena cava (IVC) filter: Used in patients who have contraindications to anticoagulation. Surgical or catheter-directed thrombectomy: Considered in selected cases with massive PE and contraindications to thrombolysis.

6. Prognosis and Complications. The prognosis of pulmonary embolism varies depending on the size of the clot, the patient's comorbidities, and how quickly treatment is initiated. Potential complications include: Chronic thromboembolic pulmonary hypertension (CTEPH). Right ventricular dysfunction. Recurrent venous thromboembolism (VTE). Death, especially in cases of untreated or massive PE. Early recognition and aggressive management significantly improve outcomes.

7. Prevention. Preventive strategies are crucial, especially in high-risk individuals. These include: Mechanical methods: Graduated compression stockings, intermittent pneumatic compression devices. Pharmacological prophylaxis: LMWH or DOACs post-surgery or during hospitalization.

Lifestyle modifications: Regular movement during travel, weight management, smoking cessation. Monitoring and management of underlying conditions, such as cancer or thrombophilia.

Conclusion:

Pulmonary artery thromboembolism is a serious and potentially fatal cardiovascular emergency that demands prompt recognition and immediate intervention. Due to its nonspecific clinical presentation, it often poses a diagnostic challenge, making early risk assessment and use of appropriate diagnostic tools essential for effective management. Advances in imaging techniques and the development of novel anticoagulant therapies have significantly improved patient outcomes. However, the prevention of thromboembolic events, especially among high-risk populations, remains a cornerstone of reducing morbidity and mortality. Continued awareness, timely diagnosis, evidence-based treatment, and long-term follow-up are key to improving the prognosis of patients affected by this condition. Further research and education are needed to enhance early detection and optimize therapeutic strategies.

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**“Boshlang‘ich sinflarda nutq madaniyatini rivojlantirishda zamonaviy
metodlardan foydalanish”**

**«Использование современных методов в развитии культуры речи в
начальных классах»**

"Using modern methods in developing speech culture in primary grades"

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Annotatsiya; Mazkur maqolada boshlang‘ich sinf o‘quvchilarida nutq madaniyatini shakllantirish va rivojlantirishda zamonaviy pedagogik metodlarning roli tahlil qilinadi. Nutq madaniyati — bu o‘quvchining o‘z fikrini aniq, ravon, madaniyatli ifoda etish qobiliyatidir. Ushbu jarayonda interfaol metodlar, axborot-kommunikatsiya texnologiyalari va ijodiy topshiriqlardan foydalanishning samaradorligi yoritiladi. Shuningdek, dars jarayonida o‘quvchilarning og‘zaki va yozma nutqini rivojlantirishga qaratilgan metodik yondashuvlar amaliy misollar asosida ko‘rib chiqiladi.

Kalit so‘zlar: boshlang‘ich ta‘lim, nutq madaniyati, zamonaviy metodlar, interfaol usullar, kommunikativ kompetensiya, ijodiy fikrlash, pedagogik yondashuvlar.

Аннотация; В данной статье анализируется роль современных педагогических методов в формировании и развитии речевой культуры учащихся начальной школы. Речевая культура – это способность ученика ясно, складно и культурно излагать свои мысли. Подчеркивается эффективность использования в этом процессе интерактивных методов, информационно-коммуникационных технологий, творческих заданий. Также на основе практических примеров рассматриваются методические подходы, направленные на развитие устной и письменной речи учащихся в процессе урока.

Ключевые слова: начальное образование, культура речи, современные методы, интерактивные методы, коммуникативная компетентность, творческое мышление, педагогические подходы.

Abstract; This article analyzes the role of modern pedagogical methods in the formation and development of speech culture in primary school students. Speech culture is the ability of a student to express his or her thoughts clearly, fluently, and in a cultured manner. The effectiveness of using interactive methods, information and communication technologies, and creative tasks in this process is highlighted. Also, methodological approaches aimed at developing students' oral and written speech in the lesson process are considered on the basis of practical examples.

Keywords: primary education, speech culture, modern methods, interactive methods, communicative competence, creative thinking, pedagogical approaches.

Kirish

Bugungi kunda ta'lim tizimida amalga oshirilayotgan islohotlar zamirida o'quvchilarning mustaqil fikrlashi, o'z fikrini erkin bayon etishi va muloqot madaniyatiga ega bo'lishini ta'minlash muhim o'rin tutadi. Ayniqsa, boshlang'ich ta'lim bosqichi bu borada muhim poydevor vazifasini bajaradi. Chunki aynan shu davrda bola shaxsining nutqiy faoliyati shakllana boshlaydi. Boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirish, ularning so'z boyligini kengaytirish, fikrni mantiqiy tarzda ifoda eta olish qobiliyatini shakllantirishda zamonaviy metodlardan foydalanish zaruriy hisoblanadi. Zamonaviy pedagogik yondashuvlar, xususan interfaol va innovatsion metodlar, o'quvchilarning dars jarayonida faol ishtirokini ta'minlab, ularning og'zaki va yozma nutqini rivojlantirishga xizmat qiladi. Ushbu maqolada aynan shu metodlarning ahamiyati, ularni amaliyotga tadbiq etish yo'llari va kutilayotgan natijalar haqida so'z yuritiladi.

Asosiy qism; Boshlang'ich ta'lim bosqichi o'quvchilarning nutqiy faoliyatini shakllantirishda asosiy rol o'ynaydi. Bu davrda o'quvchilarning og'zaki va yozma nutqi, ifodali so'zlash, muloqotga kirishish, fikrini to'g'ri yetkazish ko'nikmalari rivojlanadi. Shunday bo'lsa-da, o'quvchilarda nutq madaniyatini samarali rivojlantirish o'qituvchidan metodik jihatdan to'g'ri yondashuvni talab qiladi. Bugungi kunda an'anaviy yondashuvlar o'rnini innovatsion va interfaol metodlar egallab bormoqda.

Zamonaviy metodlardan ba'zilarini ko'rib chiqamiz:

1. Interfaol metodlar (fikrlar charxi, munozara, klaster, konseptual xarita):

Bu usullar orqali o'quvchilar fikr yuritish, asoslash, savol-javob qilish, hamkorlikda muhokama yuritish ko'nikmalarini o'zlashtiradilar. Masalan, "fikrlar charxi" usuli

orqali o'quvchilar mavzu yuzasidan erkin fikr bildiradi, bu esa nutq faolligini oshiradi.

2.Roliy o'yinlar va sahnalashtirish:

O'quvchilarning ijtimoiy muloqotga kirishish malakasi, to'g'ri talaffuz qilish, ifodali so'zlash, dramatik nutqni qo'llash ko'nikmalari rivojlanadi. Bu usul orqali nutq boyligi va emotsional ifoda kuchayadi.

3.Axborot-kommunikatsiya texnologiyalari (AKT):

Multimedia materiallar, interaktiv taqdimotlar, audio va video darslar yordamida o'quvchilar mavzuni chuqurroq anglab, eslab qolishadi. Shu bilan birga, mustaqil ishlash va nutqni mustahkamlash imkoniyatlari kengayadi.

4.Mavzuga doir ijodiy topshiriqlar:

Matn asosida hikoya yozish, she'r tuzish, rasmga qarab matn tuzish kabi topshiriqlar orqali o'quvchilarning mustaqil fikrlashi, nutqni mantiqan bog'lash va grammatik jihatdan to'g'ri ifoda qilish malakalari shakllanadi.

5.Jamoaviy ishlash va bahs-munozarali topshiriqlar:

Guruhlar bilan ishlash jarayonida o'quvchilar o'zaro fikr almashadi, bir-birining nutqiga quloq tutadi, bu esa og'zaki muloqotni faol rivojlantirishga xizmat qiladi.

Zamonaviy metodlardan foydalanish orqali o'quvchilarning nutq faolligi, mustaqil fikrlash qobiliyati va muloqot madaniyati bosqichma-bosqich shakllanadi. Bu esa ularning keyingi ta'lim bosqichlaridagi muvaffaqiyatli faoliyatiga mustahkam asos yaratadi

Xulosa

Boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirish o'qituvchining pedagogik mahorati, metodik yondashuvi va dars jarayonida qo'llanilayotgan vositalarga bevosita bog'liqdir. Zamonaviy metodlardan oqilona foydalanish o'quvchilarning faolligini oshirib, ularni mustaqil fikrlovchi, o'z fikrini aniq ifoda eta oladigan, muloqot madaniyatiga ega shaxs sifatida shakllantiradi. Ayniqsa, interfaol metodlar, ijodiy topshiriqlar va texnologik vositalar nutqni rivojlantirishda muhim omil bo'lib xizmat qiladi. Shuning uchun har bir boshlang'ich sinf o'qituvchisi zamonaviy pedagogik texnologiyalarni chuqur o'zlashtirib, amaliyotda samarali qo'llashi zarur.

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“O’mirlik- shaxs kamolatining bosqichlari”

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**Xalqaro innovatsion universiteti “Psixologiya va jismoniy madaniyat” kafedrası
o’qituvchisi.**

Aliyeva Ra’nogul Boymurod qizi

Xalqaro innovatsion universitet talabasi.

Anatatsiya: O’smilik ruhiy yetilish davri hamdir. O’smir bola bu bosqichda o’zini anglashga intiladi. Bu holat esa ko’plab ichki ziddiyatlar shubhalar va o’ziga nisbatan tanqidiy qarashlar paydo bo’lishiga olib keladi.

Kalit so’zi: O’smirlik, shaxs, fiziologik holat, munosabat, ishonch, ruhiy holatlar, ijtimoiy munosabatlar, psixologik jarayon.

Аннотация: Подростковый возраст — это также период духовной зрелости. На этом этапе подросток стремится понять себя. Такая ситуация приводит ко многим внутренним конфликтам, сомнениям и критическому отношению к себе.

Ключевые слова: Подростковый возраст, личность, физиологическое состояние, отношение, доверие, психические состояния, социальные отношения, психологический процесс.

Abstract: Adolescence is also a period of spiritual maturity. At this stage, the adolescent seeks to understand himself. This situation leads to the emergence of many internal conflicts, doubts and critical views of himself.

Keywords: Adolescence, personality, physiological state, attitude, trust, mental states, social relations, psychological process.

O’smirlik- inson hayotining eng muhim va mas’uliyatli davrlaridan biridir. Bu davr bolalik bilan kattalik orasidagi o’tish bosqichi bo’lib, odatda 10 yoshdan 19-yoshgacha bo’lgan yosh oralig’ini qamrab oladi. O’smirlik bu nafaqat jismoniy o’zgarishlar davri, balki ruhiy hissiy va ijtimoiy jihatdan ham o’sish yetilish bosqichidir. Shaxsning kelajakdagi yo’nalishi aynan shu davrda shakllana boshlaydi. O’smirlik davrida inson tanasida ham fiziologik ham psixologik keskin o’zgarishlar

yuz beradi. Bo'y o'sishi tezlashadi, tana a'zolarini faol tanasiga boshqacha qarashni boshlanishiga sabab bo'ladi.

O'smirlik davrida inson tanasida keskin o'zgarishlar yuz beradi. O'mirlar bu davrda mustaqil fikrlay boshlaydilar hayot, jamiyat va o'z o'rnini haqida chuqurroq mulohaza yuritadilar. O'smirlik davrida do'stlar, tengdoshlar bilan bo'lgan munosabatlar kuchayadi. Ota-onalarda mustaqilroq bo'lish istagi paydo bo'ladi. O'smirlar jamiyatda o'z o'rnini topishga harakat qiladilar, ba'zan esa bu harakat noto'g'ri yo'nalishda ham kechishi mumkin. Shu sababli ota-onalar va ustozlarning rolini izhor etib bo'lmaydi- ular yoshlarni to'g'ri yo'naltirishi zarur paytda qo'llab quvvatlashi kerak.

O'smirlik davri ayrim maxsus psixologik adabiyotlarda "O'tish davri", "Og'ir davr", "Inqiroz davr" kabi nomlar bilan ham ataladi. O'smirlik davri – insonning bolalalikdan yoshlikga o'tuvchi va boshqa davrlardan murakkabroq kechishi bilan farqlanib turuvchi davrdir.

Bu davr taxminan bolalarning 5-8 sinflarida o'qish paytiga to'g'ri keladi. 11-12 yoshdan 14-15 yoshgacha bo'lgan davr oralig'ida kechadi. O'smirlik davrida esa bola o'z hayotini, xavsizligini ta'minlash borasiga nisbatan mustaqillikga erishadi. Endi u o'zini-o'zi himoya qila olishi, lozim bo'lsa o'z imkoniyatlari darajasida mehnat qilib, yetarli darajada daromat qilishi, o'z ehtiyojlarini mustaqil ravishda o'zi qondira olishi mumkin bo'ladi. O'smirlik davrida shaxs egotsentrizmi boshqa davrdagilarga qaraganda eng yuqori darajaga yetadi.

Bu davrda o'smir o'z shaxsiyatini boshqalardan ustun qo'yadigan, o'ziga ko'proq bino qo'yadigan bo'lib qoladi. Shu davrda o'g'il bolalarda ham, qiz bolalarda ham shunchaki kattalarga taqlid qilib emas, balki o'zining xatti-harakatini nazorat qilish, o'zining yurish turishi, kiyinishi, tashqi ko'rinishga astoydil e'tibor berish, pardo andoz bilan shug'ullanish kabi holatlar kuzatiladi. O'mirlik davrida bola tanasida kata o'zgarishlar sodir boladi. Bu holat ba'zan o'smirlarni chalkashtirib qo'yadi, o'ziga ishonchsizlik paydo bo'lishi mumkin. Ruhiy jihatdan esa o'smir o'zini o'zi anglashga, hayotdagi o'rnini topishga harakat qiladi. O'smirlik bu orzular va rejalarga boy davr. Yaxshi ta'lim olish, iqtidorni rivojlantirish jamiyatda o'z o'rnini topish yo'lidagi birinchi qadamlardir. Bu bosqichda qo'llab quvvatlash, sabr bilan yo'l ko'rsatish o'smirlarning baxtli kelajagini ta'minlaydi. Har bir inson hayotida o'smirlik davri o'z izini qoldiradi va uning kelajakdagi shaxs sifatida shakllanishiga kata ta'sir ko'rsatadi. O'smirlik davrining boshlanishi bilan inson tanasida kuchli o'zgarishlar sodir bo'ladi. Bo'y o'sishi tezlashadi, tana tuzilishi o'zgaradi, jinsiy yetilish jarayoni boshlanadi. Bu o'zgarishlar ko'pincha o'smirda turli savollar, tushunmovchiliklar hatto qo'rquv

tuyg'uvsi paydo bo'ladi. Shuning uchun ham bu davrda ota-onalar, psixologlar o'smir yoshdagi bolalar bilan yaqin va samimiy munosabatda bo'lishlari o'zlarining savollariga to'g'ri javob olish nihoyatda muhimdir. O'smilik ruhiy yetilish davri hamdir. O'smir bola bu bosqichda o'zini anglashga intiladi. Bu holat esa ko'plab ichki ziddiyatlar shubhalar va o'ziga nisbatan tanqidiy qarashlar paydo bo'lishiga olib keladi. O'smir ba'zan o'zini yolg'iz tushinarsiz his qilishi mumkin. Ruhiy holatning tez-tez o'zgarib turishi ba'zan quvonchli ba'zan tushkunlik bo'lishi bu davr uchun tabiiydir. Shu sababli bu bosqichda yoshlar bilan samimiy muloqotda bo'lish, ularni tinglash va tushunishga harakat qilish kata ahamiyatga ega. O'smirlik – bu inson o'z fikriga ega bo'la boshlaydigan davrdir. U o'z qarashlarini shakllantiradi. O'smirlar uchun do'stlik, tengdoshlar bilan bo'lgan munosabatlar juda kata ahamiyatga ega. O'smir yoshdagi bolalar asosan o'zlarini do'stlar davrasida erkin his qilishadi, bu esa o'z navbatida o'smirlikni asosini tashkil etadi.

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MANIFESTATION OF DESTRUCTIVE BEHAVIOR

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Abstract. This thesis presents the basic concepts of destructive behavior. It also describes the forms of destructive behavior, its causes, and the role of destructive morality in society.

Keywords: Destructive behavior, psychological aggression, interpersonal relationships, emotional imbalance, social factors, stress and frustration, negative social environment, youth and destructive behavior, treatment approaches, preventive measures.

Many social problems observed in society today, especially violence, delinquency, alcohol and drug abuse among young people, are due to the destructive behavior of the individual. Destructive behavior is a behavior by an individual or group that intentionally or unconsciously harms themselves or others. Such behavior requires psychological, social and moral explanation. This thesis focuses on the psychological foundations, types, forms of manifestation of destructive behavior, as well as its negative consequences and preventive measures.

1. The concept of destructive behavior and its psychological foundations

Destructive behavior is a set of actions that are harmful, destructive, and destructive to oneself or others. The formation of this behavior is often associated with factors such as childhood trauma, family problems, social isolation, mental instability, and problems in interpersonal relationships. From a psychological point of view, destructive behavior appears as a subconscious expression of internal conflicts, feelings of dissatisfaction, and stress. When a person feels unaccepted in a social environment, he tries to draw attention to himself through behavior that contradicts social norms.

2. Types and forms of destructive behavior

Destructive behavior is divided into several main types: Autodestructive behavior - self-harm (alcoholism, drug addiction, suicide); Interdestructive behavior - aggression towards others (physical violence, psychological pressure); Social destructiveness - actions directed against society (crime, extremism, vandalism). Such forms of behavior are more common among adolescents, since during this period the formation of the personality continues and the sensitivity to the social environment is strong. Virtual

violence on social networks, peer pressure, lack of sufficient emotional contact with parents are considered the main factors of destructive behavior.

3. The consequences of destructive behavior and the need for preventive measures.

The negative social and psychological consequences of destructive behavior are numerous:

Disturbance of mental balance in the individual;

Deterioration of social relationships;

Increased crime rate;

Increased suicide rates.

To prevent destructive behavior, it is necessary to pay attention to the following:

Creating a healthy family environment;

Expanding psychological services;

Strengthening emotional education in schools and universities;

Introducing programs to increase stress resistance among young people.

Preventive measures include:

Creating a healthy communication environment in the family and school;

Strengthening the activities of psychological services (consultation centers, hotlines);

Developing emotional intelligence among young people, increasing stress resistance;

Promoting a healthy lifestyle in the media.

Destructive behavior is a complex psychological condition that is formed under the influence of internal and external factors of the individual, negatively affecting social life. Early detection and effective measures can help maintain social balance in society. For this, it is important to work together with families, educational institutions, psychologists and government agencies.

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MAKTABGACHA YOSHDAGI BOLALARNING JISMONIY TAYYORGARLIK JARAYONIDAGI GIMNASTIKA VOSITALARI

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Annotatsiya. Maktabgacha yoshdagi bolalarni jismoniy tarbiyalash nazariyasi jismoniy tarbiyaning umumiy nazariyasi bilan yagona mazmunga va o'rganish predmetiga ega, ayni paytda u 7 yoshgacha bo'lgan bolalar jismoniy tarbiyasi qonuniyatlarini va shunga muvofiq bolaning ta'lim va tarbiya jarayonidagi rivojlanishini boshqarishning umumiy qonuniyatlarini maxsus o'rganadi.

Kalit so'zlar: maktabgacha yoshdagi bolalar, gimnastika, tarbiya, ta'lim, faol o'yinlar, jismoniy tarbiya, qo'l, oyoq gavda, mushaklar.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev maktabgacha ta'lim tashkilot tarmoqlarini kengaytirish maqsadida 2016-yil 29-dekabrda qabul qilingan PQ 2707-sonli, PQ 3031-sonli qarorlasosida yosh avlodni jismoniy jihatdan tarbiyalash, ta'lim berish, sport bilan shug'ullanishi uchun ko'plab gimnastika zallari qurilib ishga tushurildi va bu zallarda minglab o'zbek qizlari gimnastikaning nafis turi bilan shug'ullanishiga imkon yaratildi. O'zbekistonda gimnastika qadimdan turli xil mashqlar ko'rinishida rivojlanib kelgan.

Maktabgacha yosh - har bir bola hayotidagi juda muhim davr. Maktabgacha yoshdagi jismoniy va aqliy rivojlanish mutlaqo butunlay ta'sir qiladi deb ishoniladi. Ko'pgina ota-onalar farzandlari yomon o'sib borayotganini boshdan kechirmoqdalar. Aslida, bu mutlaqo normal hodisa. 4 yoshdan 6 yilgacha bo'lgan bolalar statistik ma'lumotlariga ko'ra, o'sish 10-15 sm gacha o'sishi va vazni atigi 3-5 kg. Maktabgacha tarbiyachilar faol va kuch bilan to'lgan bo'lsa-da, ularning energiyalari kutilmaganda yo'q bo'lib ketishi mumkin. Ko'pgina ota-onalar kechqurun bolalar charchaganligini payqashadi. Bu bolaning haddan tashqari tendentsiyasi borligi haqida izohlanadi: kuchli charchoq va juda faol o'yinlar. Haddan tashqari faoliyat hayajonning ko'payishiga olib kelishi mumkin.

Maktabgacha ta'lim tashkilotlarida tarbiyalanuvchilarni gimnastika bilan shug'ullanishlariga, ularning qiziqishlarini oshirish maqsadida yurtimiz bayrog'ini baland tutib turuvchi ko'plab gimnastikandlarimizdan: O.Chusovitina, Sabina Turobova, Aleksandra Serdyukova, Sabina Tashkenbayeva, Nurinisa Usmonova,

Dildora Rahmatova va ko'plab yosh sportchi yoshlarimizni o'rnak qilib ko'rsatishimiz mumkin. Gimnastika mashg'ulotlarini tashkil etishdayosh bosqichlari, shug'ullanuvchilarning jismoniy tayyorgarligi inobatga olinishi lozim.

Maktabgacha tayyorlov yoshida bolalar bilan mashg'ulotlarni tashkil etishda pedagog uchun muhim bo'lgan holatlar bo'lib, bu guruh yosh bosqichlarida ko'nikmalarni shakllantirish bilan bog'liq. Maktabgacha ta'lim tashkilotlarida badiiy gimnastika mashqlari sakrash, muvazanat saqlash, buyumlarsiz, buyumlar bilan, yo'nalish va bo'shashtirish mashqlarini navbatlantirish, shu bilan birga tayanch organlari: qo'l, oyoq gavda, mushaklarni mustahkamlaydi.

Gimnastika mashg'ulotlarini tashkil etish 3 qismga bo'linadi: 1. Daslabki o'rgatish 2. Mukammal o'rgatish 3. Mustahkamlash va takomillashtirish. Sog'lomlashtiruvchi gimnastika maktabgacha ta'lim tashkilotlarida yassioyoqlikni oldini olish, skolioz, tayanch harakat tizimini to'g'ri shakllanishida universal vosita hisoblanadi. Mashg'ulotni faqat kunning birinchi yarmida emas, balki ikkinchi yarmida ham o'tkazish maqsadga muvofiq. Shu bilan birga, kechki vaqtlarda ham oila bilan olib borilishi organizmning mehnat jarayonida asosiy yuklama tushadigan organlari va tizimlari faolligini oshirishga yordam beradi.

Maktabgacha yoshdagi bolalarni maktabgacha ta'lim muassasalarida, oilada jismoniy tarbiyalashning asosiy vazifalari ularni sog'lom va baquvvat qilib o'stirish, ular organizmini chiniqtirish, ta'lim va tarbiyani to'g'ri tashkil etishdan iboratdir. Maktabgacha yoshdagi bolalarning sog'lomlashtirish vazifalari - bu jismoniy tarbiyaning eng asosiy vazifasi bo'lib, bola hayotini muhofaza qilish, uning sog'lig'ini mustahkamlash, organizmini chiniqtirish yo'li bilan o'zini himoya qilish va turli kasalliklarga chidamlilik xislatlarini oshirishdan iborat.

Jismoniy tarbiya jarayonida bolalarni harakatga o'rgatish tarbiyachining bevosita rahbarligi hamda uning kuzatuv ostidagi bolalarning mustaqil faoliyatida amalga oshiriladi. Harakat faoliyatiga o'rgatishda bolaning anglash, irodaviy va emotsional kuchlari rivojlanadi hamda uning amaliy harakat ko'nikmalari shakllanadi. Harakatlarga o'rgatish bola ichki dunyosi his-tuyg'usi, tafakkuri, asta-sekin shakllanadigan dunyoqarashi, axloqiy fazilatlariga; bolalar tomonidan bajariladigan, salomatlik va umum-jismoniy rivojlanish uchun foydali bo'lgan harakat faoliyatiga maqsadga yo'nalgan tarzda ta'sir etadi. Ta'lim mazmunini muvofiq maktabgacha yoshdagi bolalar ta'lim-tarbiyasiga qo'yiladigan davlat talablari asosida tanlangan jismoniy mashqlar, harakatli o'yinlar tashkil etadi. Ta'lim jarayonida kattalar bolalarga maqsadga yo'naltirilgan faoliyatning tajribasini beradi. Uning mazmuniga rivojlanish va takomillashishga xizmat qiluvchi harakatlarni egallash tajribasi ham kiradi.

Jismoniy tarbiya nazariyasi ilk yoshdagi va maktabgacha ta'lim yoshidagi bolalarning quyidagi psixofiziologik xususiyatlarini o'z ichiga oladi: organizmning ish qobiliyati imkoniyatlari, yuzaga keluvchi qiziqish va ehtiyojlar, ko'rgazmali harakat, ko'rgazmali obraz va mantiqiy tafakkur formalari, ustun turuvchi faoliyat turining o'ziga xosligi, bu faoliyat rivojlanishi bilan bog'liq ravishda bola psixikasida muhim o'zgarishlar kechadi va "Bolaning yangi oliy rivojlanish bosqichiga o'tishiga tayyorlanadi. Shunga muvofiq bolalar jismoniy tarbiya nazariyasi, jismoniy tarbiyani tashkil qilish va ularni optimal pedagogik sharoitlarda amalga oshirishning barcha formalari mazmunini ishlab chiqadi. Jismoniy tarbiya nazariyasi har bir yosh bosqichdagi bolaning potensial imkoniyatlari qonuniyatlarini o'rganib va hisobga olib, jismoniy tarbiyaning butun ta'lim-tarbiya kompleksi ilmiy asoslangan dasturi talablarini (harakat, ko'nikma va malakalari, jismoniy sifatlar, ba'zi elementar bilimlarni) ko'zda tutadi. Ularni o'zlashtirish bolalarni maktabda o'qishi uchun zarur jismoniy tayyorgarlik darajasini ta'minlash imkonini beradi.

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“REFERENTIAL ERRORS AND THEIR CAUSES IN THE CONTEXT OF TWO LANGUAGES”

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Annotation : This article explores referential errors and their underlying causes in English and Uzbek language contexts. Referential errors occur when language users fail to accurately identify or maintain the intended referent in discourse. These mistakes can lead to ambiguity, misunderstanding, or communication breakdown. The paper compares how such errors emerge due to linguistic, syntactic, and pragmatic differences in the two languages. It also examines the influence of cognitive and cultural factors on referential accuracy. By analyzing real examples from both languages, the study aims to highlight the specific features that contribute to referential errors and suggest strategies for improving communicative effectiveness and translation accuracy.

Keywords: referential error, referent, English, Uzbek, syntax, pragmatics, ambiguity, discourse, context, communication, translation, cognition.

Introduction

Referential errors are a type of linguistic mistake that occurs when the intended referent is not clearly or accurately represented in discourse. These errors hinder communication by causing confusion about who or what is being referred to in a conversation or text. In bilingual or multilingual contexts, such as comparing English and Uzbek, referential errors are particularly noteworthy because of the structural and pragmatic differences between the languages. This article analyzes the types, causes, and effects of referential errors in both English and Uzbek, drawing attention to linguistic, cognitive, and cultural factors that influence their occurrence.

Main Part

1. Understanding Referential Errors. Referential errors can be broadly defined as inconsistencies or inaccuracies in maintaining reference to a person, object, or idea in a communicative context. Common examples include pronoun misuse, unclear antecedents, and improper noun usage. For instance, in English, a sentence like “John told Peter that he was late” can be ambiguous—“he” could refer to either John or Peter. In Uzbek, similar confusion can occur but is often mediated through context and word

order rather than through morphological markers like articles or auxiliary verbs. In both languages, the key function of referential expressions is to establish coherence and maintain clarity across discourse. When reference is not maintained properly, the listener or reader may misinterpret the meaning, leading to misunderstanding or complete communication failure.

2. Structural Differences Between English and Uzbek. One major cause of referential errors lies in the structural differences between English and Uzbek. English, as a Germanic language, heavily relies on articles (a, an, the), auxiliary verbs, and fixed word order to express reference. For example, English speakers use “the” to indicate a known referent and “a” for an unknown or new one. Uzbek, on the other hand, does not use articles and allows for more flexible word order. Reference in Uzbek is often inferred through syntactic structure and pragmatic context rather than explicit markers. This difference can lead to referential errors among bilingual speakers or translators. For example, an Uzbek speaker translating a sentence like “He bought a book. The book was expensive.” May omit the distinction between “a book” and “the book,” thereby losing the referential continuity and clarity that English requires.

3. Pragmatic and Cognitive Influences. Beyond grammar, referential errors often stem from pragmatic or cognitive limitations. Speakers may assume shared knowledge or fail to consider the listener’s perspective. In Uzbek, for instance, it is common to rely on contextual knowledge rather than explicit markers, which can be problematic when switching to English. This assumption of shared context leads to omission or vague reference. Cognitive overload or limited working memory can also cause referential errors. When speakers manage multiple pieces of information, they may confuse referents or fail to update them properly. For example, while narrating a story, a speaker may switch referents without signaling the change, causing the listener to lose track of who is being referred to.

4. Cultural Influences on Referential Strategies. Cultural norms shape how reference is managed in communication. Uzbek communication style tends to be more context-dependent and implicit, relying heavily on nonverbal cues, shared cultural knowledge, and respect for hierarchy. This high-context culture leads speakers to understate or imply referents rather than explicitly name them. In contrast, English belongs to a low-context culture, where speakers are expected to be explicit, precise, and unambiguous. This leads to more overt referencing strategies, such as repeating proper nouns or using clear pronouns and determiners. These differences can cause referential errors in cross-cultural communication or translation when implicit norms are not adapted to the audience’s expectations.

5. Referential Errors in Translation. In translation, especially between English and Uzbek, referential errors are common when the translator fails to preserve the clarity and continuity of referents. For instance, the English sentence “He met a teacher. The teacher gave him advice.” May be translated too loosely in Uzbek as “U bir o‘qituvchiga duch keldi. U unga maslahat berdi,” leading to confusion due to the repeated use of “u” without clear distinction. Effective translation requires awareness of both source and target language referential systems. Maintaining referential coherence often means restructuring sentences or adding clarifying expressions in Uzbek, even if they were implicit in the original.

6. Role of Education in Minimizing Referential Errors. Language education plays a vital role in preventing referential errors. Teachers should incorporate contrastive grammar lessons and contextual exercises to help students recognize and correct referential ambiguity. Writing and speaking exercises that focus on clarity and coherence can build learners’ awareness of proper referential usage. Additionally, using texts from both languages to analyze reference mechanisms can enrich learners’ understanding and make them more adept at managing reference across contexts. Encouraging peer feedback in group discussions and translations can also help learners spot referential inconsistencies.

Conclusion. In both English and Uzbek, referential expressions are central to effective communication. However, due to structural, cognitive, and cultural differences, speakers often face challenges in managing references accurately. Misuse of pronouns, omission of referential cues, and assumption of shared context are some key sources of referential errors. By studying these issues in a comparative framework, educators, linguists, and translators can develop better strategies for preventing errors and enhancing mutual understanding across languages.

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ПРИМЕНЕНИЕ МЕТОДОВ НЕОПРЕДЕЛЁННОСТИ ИЗМЕРЕНИЙ В НАУЧНЫХ И ИНЖЕНЕРНЫХ ИССЛЕДОВАНИЯХ

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Annotatsiya: Ushbu maqolada o'lvovlardagi noaniqlikning ilmiy va muhandislik tadqiqotlaridagi asosiy komponent sifatidagi ahamiyati ko'rib chiqiladi. Noaniqlik turlari, ularni xalqaro tavsiyalar (GUM) asosida baholash usullari hamda texnika, fizika, kimyo va biotibbiyotning turli sohalarida amaliy qo'llanilishiga oid misollar muhokama qilinadi. Noaniqlik natijalar ishonchliligiga va qaror qabul qilish jarayoniga ko'rsatadigan ta'siriga alohida e'tibor qaratiladi.

Kalit so'zlar: o'lvov noaniqligi, GUM, metrologiya, aniqlik, ishonch oralig'i, muhandislik tadqiqotlari, statistik usullar.

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Аннотация: В данной статье рассматривается значение неопределённости измерений как ключевого компонента в научных и инженерных исследованиях. Обсуждаются виды неопределённостей, методы их оценки в соответствии с международными рекомендациями (GUM), а также примеры практического применения в различных отраслях техники, физики, химии и биомедицины. Уделено внимание влиянию неопределённости на достоверность выводов и принятие решений.

Ключевые слова: неопределённость измерений, GUM, метрология, точность, доверительный интервал, инженерные исследования, статистические методы.

APPLICATION OF MEASUREMENT UNCERTAINTY METHODS IN SCIENTIFIC AND ENGINEERING RESEARCH

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Abstract: This article examines the importance of measurement uncertainty as a key component in scientific and engineering research. The types of uncertainties, methods of their assessment in accordance with international recommendations (GUM), as well as practical application examples in various fields of engineering, physics, chemistry and biomedicine are discussed. Attention is paid to the effect of uncertainty on the reliability of conclusions and decision-making.

Key words: measurement uncertainty, GUM, metrology, accuracy, confidence interval, engineering research, statistical methods.

Метрология как наука об измерениях играет фундаментальную роль в развитии научного знания и технологического прогресса. Одним из ключевых понятий метрологии является неопределённость измерений - числовая характеристика разброса значений, которые можно с определённой вероятностью приписать измеряемой величине. Согласно Руководству по выражению неопределённости измерений (GUM), неопределённость - это мера недоверия к результату, и её оценка становится необходимым этапом в любом эксперименте (GUM, 2008). Теоретические основы неопределённости

Неопределённость измерений подразделяется на два основных типа:

Тип А - оценивается статистически, на основе серии наблюдений;

Тип В - оценивается на основе другой информации (например, паспорта оборудования, предшествующих данных и пр.).

Суммарная (объединённая) неопределённость включает оба типа. Расширенная неопределённость U вычисляется по формуле:

$$U = k \cdot u_c,$$

где u_c - объединённая стандартная неопределённость, k - коэффициент охвата (обычно $k = 2$ для доверительного уровня 95%).

Международные и национальные стандарты

Основным документом, регламентирующим подходы к оценке неопределённости, является Руководство GUM (Guide to the Expression of Uncertainty in Measurement), одобренное ИСО, ИЕК, БИПМ и ИАЭА. В Узбекистане действует национальный стандарт О‘зDSt ISO/IEC Guide 98-3:2010, полностью основанный на международной версии GUM [1].

Практическое значение в научных исследованиях

В научных работах оценка неопределённости позволяет:

Повысить воспроизводимость и достоверность результатов;

Сравнивать данные между лабораториями и странами;

Принять обоснованные научные выводы и гипотезы.

При измерении коэффициента теплопроводности нового материала важно не только указать среднее значение, но и доверительный интервал, в пределах которого находится истинное значение. Это необходимо для дальнейшего моделирования и промышленного внедрения.

Инженерное применение: машиностроение, электроника, строительство

В инженерных исследованиях неопределённость критична при калибровке оборудования, контроле качества продукции, тестировании новых технологий.

Например:

В строительстве - при измерении прочности бетона или устойчивости конструкций;

В машиностроении - при точной обработке деталей с допусками в микронах;

В энергетике - при контроле параметров турбин и генераторов.

Ошибки, вызванные игнорированием неопределённости, могут привести к недопустимому риску аварий или значительным экономическим потерям [2]

Биомедицина и химия: неопределённость в измерениях концентраций

В клинической диагностике точность измерения уровня глюкозы, гормонов или биомаркеров напрямую влияет на постановку диагноза. Пример:

Уровень глюкозы: разница в 0,5 ммоль/л может определить назначение инсулина.

Неопределённость 0,3 ммоль/л должна быть известна врачу для интерпретации результатов [3]

Аналогично, в аналитической химии неопределённость влияет на точность определения концентрации загрязнителей в воде или воздухе. Это особенно важно при сертификации результатов в международных лабораториях [4]

Методы расчёта: от простых к продвинутым

Существует несколько уровней оценки неопределённости:

Простая оценка стандартного отклонения;

Метод Монте-Карло (в случаях сложных моделей);

Байесовский подход (в условиях неполной информации).

Современные программные средства, такие как LabVIEW, MATLAB, а также специализированные метрологические пакеты (например, GUM Workbench), позволяют автоматизировать расчёты и визуализировать результаты [5]

Неопределённость как фактор принятия инженерных решений

Неопределённость напрямую влияет на расчёт риска и надёжности. Например, при проектировании мостов учитываются не только номинальные нагрузки, но и диапазон возможных колебаний. В условиях высокого риска неопределённость учитывается через коэффициенты запаса и симуляции предельных состояний.

Таким образом, неопределённость не следует рассматривать как негативный фактор. Напротив, это полезный инструмент оценки границ знаний и обеспечения надёжности систем [6]

Проблемы и вызовы в Узбекистане

Несмотря на наличие нормативной базы, уровень практического применения методов оценки неопределённости в Узбекистане остаётся недостаточным.

Причины:

Ограниченная оснащённость лабораторий;

Недостаточная подготовка специалистов;

Отсутствие единой платформы для метрологических расчётов.

Необходимо развитие центров компетенций, проведение тренингов и интеграция методов неопределённости в образовательные программы технических вузов [7]

Перспективы развития

Внедрение цифровых двойников, Интернета вещей, систем контроля на основе ИИ требует расширенного подхода к учёту неопределённостей. Будущее метрологии связано с интеграцией в автоматизированные системы контроля и предиктивной диагностики.

Пример: в «умных» производствах системы контроля сами оценивают и сообщают оператору уровень неопределённости, позволяя принимать решения в реальном времени.

Заключение.

Неопределённость измерений является неотъемлемой частью научной и инженерной деятельности. Её оценка позволяет повысить достоверность, сопоставимость и надёжность результатов. В условиях Узбекистана развитие культуры учёта неопределённости станет важным шагом к интеграции в глобальное научно-техническое пространство и укреплению позиций в международных метрологических инициативах.

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OVQAT HAZIM QILISH ORGANLARI SISTEMASINING GISTOMORFOLOGIK TUZILISHI VA ÁHAMİYATI.

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Annotatsiya. Ovqat hazm qilish organlari kompleksi eng qadimgi va koʻplab organlarni oʻz ichiga oluvchi eng massiv sistemadir. Bu organlar atrof-muhitdan ovqat moddalar va suvni qabul qilish, ovqat moddalarni mexanik va biokimyoviy ishlash natijasida parchalanishi, kerakli oziqa va mineral moddalar hamda suvni qon va limfaga soʻrilishi, keraksiz moddalarni tashqi muhitga chiqarilishi uchun xizmat qiladi. Tuzilishiga koʻra ovqat hazm qilish organlari bezlarga ega boʻlgan naydir. Bu nayning ikki uchi ochiq boʻlgani uchun ichki yuzasini tana yuzasining davomi, ichidagi massani tashqi muhit, ovqat hazm qilish vazifasini esa organizmning tashqi muhit bilan aloqalaridan biri, deb qarash lozim.

Kalit soʻzlar: epiteliy qavati, bezlar, shilliq parda, ichak boʻshligʻi, silliq muskul, yumshoq toʻqima, teri ekdotermasi, adontoblist.

Kirish

Ovqat hazm qilish organlari koʻpdan-koʻp nerv apparatlari bilan taʼminlangan. Ular ovqat moddalar taʼsirida vujudga keladigan kimyoviy, mexanik taʼsirotlarni qabul qiladi, meʼdada ovqat moddalar boʻlmagan paytda esa markaziy nerv sistemasiga signallar yuborib ochlik hissini uygʻotadi.

Endoderma birlamchi ichakning shakllanishi uchun dastlabki asos boʻlib xizmat qiladi. Undan ovqat hazm qilish organlari shilliq pardasining epiteliy qavati va bezlar hosil boʻladi. Mezodermadan zardob pardani qoplovchi epiteliy (mezoteliy) hosil boʻladi. Atrofdagi mezenxima silliq muskul va birlashtiruvchi toʻqimani hosil qiladi.

Embrion birlamchi ichak nayining har ikki uchi avval berk (koʻr) boʻladi. Keyinroq oldingi tomonda ogʻiz qoʻltigʻi, orqa tomonda orqa chiqaruv teshigi qoʻltigʻi hosil boʻladi. Avvaliga ichak boʻshligʻi bu qoʻltiqlardan maxsus toʻsiqlar bilan ajralib turadi.

Soʻngra bu toʻsiqlar asta-sekin yupqalashadi va teshiladi, birlamchi ichakning ikki uchi esa ochiq boʻlib qoladi. Keyinchalik birlamchi ichakning tez oʻsishi natijasida u embrion tanasiga nisbatan uzun boʻladi, bir necha bukilish va halqalar hosil qiladi. Ichakning ichki yuzasi ham notekis boʻlib qoladi. Soʻrgʻichlar, bezlar va shilliq pardaning burmalari yuzaga keladi. Bularning hammasi ovqat hazm qilish shiralari ishlab chiqaruvchi va soʻruvchi yuzalarning kattalashishiga olib keladi. Birlamchi ichak turli boʻlimlarining bir tekis oʻsmasligi va turli vazifalarni bajarishga ixtisoslashuvi natijasida ovqat hazm qilishning turli bosqichlarini amalga oshiradigan boʻlimlar yuzaga keladi. Shilliq pardani qoplovchi epiteliyning oʻsib chiqishi natijasida yirik ovqat hazm qilish bezlari hosil boʻladi.

Ovqat hazm qilish nayi devori tuzilishining umumiy xarakteristikasi. Ovqat hazm qilish nayining turli boʻlimlari tabaqalanish natijasida birlamchi ichakdan hosil boʻlganligi uchun ularning tuzilishida bir qator oʻxshashliklar mavjud. Ularning devori barcha naysimon organlar devori kabi uch parda: ichki, oʻrta va tashqi pardalarga ega.

Ovqat hazm qilish nayi barcha boʻlimlarining ichki pardasi shilliq ishlab chiqaruvchi epiteliy bilan qoplangan shilliq pardadir. Bu organlarda shilliq parda toʻrtta: qoplovchi, xususiy, muskul va shilliq osti qavatlaridan iborat. Qoplovchi qavat turli boʻlimlarda oʻziga xos tuzilgan epiteliy toʻqimadir. Xususiy qavat biriktiruvchi yumshoq toʻqimadan iborat. Shilliq pardaning muskul qavati shilliq muskul boʻlib, hujayralar odatda sirkulyar va uzunasiga joylashgan qavatlar hosil qiladi. Shilliq osti qavat ancha yaxshi taraqqiy qilgan biriktiruvchi yumshoq toʻqimadan iborat. Ushbu qavat yoʻq organlar (tilning ustki tomoni, qattiq tanglay, milkar)da shilliq parda burmalar hosil qila olmaydi. Oʻrta parda shilliq muskul toʻqimadan iborat boʻlib, muskul parda deb ataladi. Koʻpincha bu parda ichki, muskul hujayralari sirkulyar va tashqi, muskul hujayralari uzunasiga (boʻylama) joylashgan qavatlarga ega. Tashqi parda koʻkrak va qorin boʻshliqlaridagi organlarda zardob pardadir. Zardob pardaning asosi biriktiruvchi tolador toʻqima boʻlib, mezoteliy uning yuzasini qoplaydi va qoʻshni organlar bilan ishqalanishni kamaytiradi. Boʻshliqlardan tashqaridagi organlar (masalan, qiziloʻngachning boʻyin qismi)da tashqi parda adventitsiya boʻlib, atrofdagi organlar bilan tutashib oʻsib ketadi.

Ichak nayining arterial tomirlar sistemasi bir-biri bilan tutashib ketgan shilliq osti qavatdagi, muskul parda qavatlari orasidagi va zardob parda ostidagi arterial toʻrlardan iborat. Shilliq osti qavatda venoz toʻr ham mavjud. Bezlardan qon olib keluvchi venalar ham shu toʻrga quyiladi. Bu toʻrdan kattaroq venalar boshlanib, boshqa pardalardan

qon olib ketuvchi venalarga qo'shiladi. Limfa tomirlari ham ko'p miqdorda uchraydi. Xususiyl qavat, shilliq osti qavat va zardob pardada limfa tomirlarining to'rlari mavjud.

Ovqat hazm qilish nayi devori simpatik va adashgan nervlarning tarmoqlari bilan innervatsiya qilinadi. Bu nervlarning tarmoqlari uchta chatishma: zardob parda osti, muskul parda ichi va shilliq osti qavat nerv chatishmalarini hosil qiladi. Ushbu chatishmalarda nerv tolalari bog'lamchalari bir-biri bilan kesishgan joylarda uzun aksonli va teng o'simtali nevrotsitlarga ega gangliylar bor.

Og'iz bo'shlig'i. Og'iz bo'shlig'ida ovqat maydalanadi, so'lak bilan ho'llanadi, luqma hosil bo'lib, osonlik bilan yutiladigan va qizilo'ngach orqali me'daga o'tadigan holga keladi. Og'iz bo'shlig'idagi fermentlar ta'sirida kam miqdorda bo'lsa ham, kraxmalning parchalanishi yuz beradi. Og'iz bo'shlig'i organlarining tuzilishi ko'p jihatdan ana shu vazifalarni bajarishga muvofiqlashgan: shilliq parda ko'p qatlamli yassi epiteliyl bilan qoplangan bo'lib, bezlarga ega va nerv terminallariga boy.

Og'iz bo'shlig'i dastlab og'iz qo'ltig'i shaklida hosil bo'lib, uning atrofida beshta bo'rtma yuzaga keladi. Bulardan biri - peshona bo'rtmasi toq, yuqorigi va pastki jag' bo'rtmalari juft bo'ladi. Yuqorigi va pastki jag' bo'rtmalarini ajratib turuvchi ariqcha keyinchalik og'izning burchaklariga aylanadi. Peshona bo'rtmasi jag' bo'rtmalari bilan qo'shib, yuqorigi jag' va labni hosil qiladi. Pastki jag' bo'rtmalari esa pastki jag' va labni shakllantiradi. Peshona bo'rtmasida mavjud bo'lgan juft hidlov chuqurchalarining chuqurlashishi va og'iz qo'ltig'iga ochilishidan keyin birlamchi og'iz hosil bo'ladi. Keyinroq bir-biriga tomon o'suvchi tanglay burmalari o'zaro qo'shib, qattiq va yumshoq tanglay hosil bo'lgach, og'iz bo'shlig'i ikki qavatga ajraladi. Bulardan yuqorigisi burun bo'shlig'i, pastkisi ikkilamchi og'iz bo'shlig'idir. Shunday qilib, og'iz bo'shlig'ining shilliq pardasi teri ekdotermasi va mezenximasidan kelib chiqadi, anatomik jihatdan esa terining davomidir. Shilliq parda gistologik tuzilishiga ko'ra, epidermisga o'xshash epiteliyl va dermaga to'g'ri keladigan biriktiruvchi to'qima qavatiga ega. Shilliq parda kuchli mexanik ta'sirotlarga uchraydigan joylarda epiteliyl qalin, kuchli muguzlanadi, biriktiruvchi to'qima qavati qalin va so'rg'ichlar hosil qiladi, ta'sirotlar kuchsiz joylarda esa shilliq parda yupqadir. Shilliq pardada mayda so'lak bezchalari juda ko'p. Hujayralarining morfo- fiziologik xossalriga ko'ra, oqsilli - zardob so'lak ishlab chiqaruvchi va shilliq bezlar farq qilinadi. Ularning ko'pchiligi aralash bezchalar hisoblanib, murakkab naycha-alveolyar yoki alveolyar tuzilishga ega.

Lablar. Lablar terining og'iz bo'shlig'i chetidagi burmasi bo'lib, bu erda epidermis og'iz bo'shlig'i shilliq pardasining epiteliy qavatiga aylanadi. Ko'pchilik hayvonlarda epiteliy anchagina yupqalanishiga qaramasdan muguz qavatini yo'qotmaydi. Biriktiruvchi to'qimaning qa'rida tuzilishi va ishlab chiqaruvchi sekretining xarakteriga ko'ra, turli hayvonlarda turlicha bo'lgan lab bezlari mavjud. Yirtqichlar yuqori labining teri yuzasi bezlarga ega emas, cho'chqalar va kavshovchilarda murakkab naychasimon zardob bezlarga boy.

Lablarda chuqur joylashgan va anatomik jihatdan shakllangan ko'ndalang- targ'il muskul - og'izning aylana muskuli mavjud. Lablar sezuv organlari bo'lganligidan ular ko'plab sezuvchi nerv terminallari uchraydi. Kapsulasiz nerv terminallaridan tashqari, bu erda kapsula bilan o'ralgan, asosan kolbachalar shaklidagi, biriktiruvchi to'qimada bir tekis tarqalib joylashmagan retseptorlar bor. Epiteliyda daraxtsimon tarmoqlanuvchi nerv tolalari, cho'chqalar tumshuqchasida sezuvchi menisklar mavjud.

Lunjlilar. Lunjlarning tashqi pardasi teri, o'rta pardasi ko'ndalang-targ'il muskullar, ichki, shilliq pardasi esa lablarning shilliq pardasiga o'xshashdir. Itlarda shilliq parda pigmentga ega. Shilliq pardada bezlar va ko'plab so'rg'ichlar uchraydi. Lunj bezlari turli hayvonlarda tuzilishi va sekreti xarakteriga ko'ra turlicha bo'lib, muskullar orasida joylashadi. Ularning chiqaruv yo'llari shilliq parda orqali o'tib og'iz bo'shlig'iga ochiladi.

Qattiq tanglay. Qattiq tanglay juda pishiq, suyak pardasiga birlashib ketuvchi, ko'ndalang g'ovlarga ega shilliq pardadir. Epiteliy kuchli muguzlangan. Xususiy qavat biriktiruvchi zich to'qima bo'lib, vena tomirlariga boy. Otlarda bu venalar ma'lum sharoitlarda shishish qobiliyatiga ega.

Yumshoq tanglay. Yumshoq tanglay shilliq pardaning burmasi bo'lib, og'iz va halqum bo'shlig'i orasiga chiqib turadi. Uning asosi ko'ndalang-targ'il muskul to'qimadir. Og'iz bo'shlig'iga qaragan yuzasidagi shilliq parda og'iz bo'shlig'i shu pardasining davomi bo'lib, epiteliy ostidagi ancha qalin biriktiruvchi to'qimada shilliq bezlarning paketlari va tanglay bodomchalari joylashgan. Halqum yuzasining shilliq pardasi burun bo'shlig'inikiga o'xshash tebranuvchi epiteliy bilan qoplangan, biriktiruvchi to'qima yupqaroq, shilliq bezlar kamroq uchraydi. Milklar. Milklarning shilliq pardasi bezlar va limfa tugunchalariga ega emas. Epiteliy kuchli muguzlangan. Epiteliy osti biriktiruvchi to'qima jag' suyagining pardasiga tutashib ketgan.

Tishlar og'iz bo'shlig'ining shilliq pardasida bo'lib uning yordamida hayvonlar ozuqani ushlaydi va maydalaydi. Taraqqiy etgan tishda uch qism: tish toji, bo'yinchasi

va ildizi bo‘ladi. Toj tishning jag‘dan chiqib turgan qismi ildizi jag‘ suyak chuqurchasida, bo‘yinchasi ular orasidagi milk bilan qoplangan qismidir. Toj ichidagi tish bo‘shlig‘ini qon tomirlari va nervlarga ega tish pulpasi to‘ldirib turadi. Tish bo‘shlig‘i ildiz ichiga qarab davom etib ildiz ildiz kanalini hosil qiladi. Tishning asosiy to‘qimasi dentinning ustini-tepa qismida emal ildiz qismiga sement qoplaydi.

Dentin shakli o‘zgargan juda qattiq suyak to‘qimadir. Dentin ichiga adontoblistlarning faqat o‘simtalari kirib boradi. Ular dentin naychalari ichida yotadi va radial yunolentda dentin yuzasiga yetib boradi. Dentin naychalaridan yon tomirchalar ajralib, bir-biri bilan anastomozlar hosil qiladi.

Emal tishning tuzilmasi hisoblanib judakam miqdorda (3-4%) organik moddalardan tashkil topgan. Uzun ingichka tayoqchalar shaklidagi emal ildizchalari enammeloblastlarning hosilasidir. Prizmalarning joylashishi radial kanalidan biroz chetda, “biroz” egilgan bo‘lib bir-biriga zich tegib yotadi. Emalning yuzasini yupqa kitikula pardasi qoplagan.

Sement tarkibi va gistologik tuzilishiga ko‘ra dag‘al tolali suyakni eslatadi. Sementning oziqlanishi tish chuqurchalar tomondan bo‘lib sement chuqurcha – devoriga teshib o‘tuvchi tolalar vositasida birikkan tish pulpasi ko‘p dirildoq modda qoplagan.

Til. Til kurtagi embrionda juda barvaqt, birinchi va ikkinchi jabra yoylari orasida, qalqonsimon bez kurtagi old tomonida joylashgan toq bo‘rtma holida paydo bo‘ladi. Keyinchalik bu bo‘rtma oldinga qarab o‘sib, ikkita yon g‘ovlar hosil qiladi.

Qalqonsimon bez kurtagi ketida hosil bo‘luvchi bo‘rtma yon g‘ovlar bilan qo‘shilib, bir butun organ - tilga aylanadi.

Tilning shilliq pardasi og‘iz bo‘shlig‘ining boshqa organlaridek ko‘p qatlamli, yassi, tilning ustki tomonida kuchli muguzlanuvchi epiteliy bilan qoplangan. Biriktiruvchi to‘qima epiteliyga o‘sib kirib, anchagina uzun so‘rg‘ichlar hosil qiladi. Tilning yon tomonlari, osti va shilliq pardaning og‘iz bo‘shlig‘i tubiga o‘tadigan qismi so‘rg‘ichlarga ega emas. Tilning ustki yuzasidagi so‘rg‘ichlar shakliga ko‘ra ipsimon, zamburug‘simon, novsimon va bargsimon so‘rg‘ichlarga bo‘linadi. Ipsimon so‘rg‘ichlar mexanik vazifa bajaradi, ya‘ni og‘izdagi ovqat parchalari silqib tushib ketmasligini ta‘minlaydi va mexanik ta‘sirotlarni sezishga yordam beradi. Yirtqichlarda ular halqum tomonga egilgan bo‘lib, ilgak shaklidir. Ot va cho‘chqalarda ipsimon so‘rg‘ichlar ingichka va juda uzun. Kavsh qaytaruvchilarda bu so‘rg‘ichlarning usti kuchli muguzlangan epiteliy bilan qoplangan.

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ДЕМЕНЦИЯ КАК ОСЛОЖНЕНИЕ САХАРНОГО ДИАБЕТА 2 ГО ТИПА

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Аннотация: Сахарный диабет 2-го типа представляет собой одно из наиболее распространённых эндокринных заболеваний, ассоциированных с рядом тяжёлых осложнений, в том числе нейродегенеративного характера. Одним из таких осложнений является деменция — прогрессирующее снижение когнитивных функций, способное существенно снижать качество жизни пациентов. В данной статье рассматриваются эпидемиологические данные, патогенетические механизмы и клинические особенности деменции, развивающейся на фоне сахарного диабета 2-го типа, а также обсуждаются направления диагностики и профилактики.

Ключевые слова: сахарный диабет 2-го типа, деменция, когнитивные нарушения, инсулинорезистентность, нейродегенерация.

Abstract. Type 2 diabetes mellitus (T2DM) is one of the most widespread endocrine disorders and is associated with numerous serious complications, including those of a neurodegenerative nature. One such complication is dementia—a progressive decline in cognitive function that significantly reduces the quality of life of affected individuals. This article examines epidemiological data, pathogenic mechanisms, and clinical features of dementia that develops in the context of T2DM. Particular attention is given to the role of chronic hyperglycemia, insulin resistance, vascular changes, and neuroinflammation in accelerating cognitive decline. The paper also discusses approaches to the diagnosis and prevention of dementia in diabetic patients, highlighting the importance of early cognitive screening, metabolic control, and lifestyle interventions.

Keywords: type 2 diabetes mellitus, dementia, cognitive impairment, insulin resistance, neurodegeneration.

Введение. Сахарный диабет 2-го типа (СД2) является одним из самых распространённых хронических неинфекционных заболеваний в мире. По данным Всемирной организации здравоохранения (ВОЗ), более 540 миллионов

человек страдают диабетом, и более 90% из них имеют именно СД2. Его течение ассоциировано с широким спектром осложнений — от поражения сосудов и почек до нарушений зрения и периферической нейропатии. Однако на фоне традиционных микро- и макрососудистых осложнений всё большее внимание исследователей привлекает его влияние на центральную нервную систему, в частности — развитие деменции.

Деменция представляет собой клинический синдром, характеризующийся стойким снижением когнитивных функций, влияющим на повседневную деятельность и социальную адаптацию. Современные эпидемиологические исследования показывают, что наличие СД2 повышает риск развития деменции в 1,5–2 раза. Более того, диабет ускоряет темпы когнитивного снижения и способствует более тяжёлому клиническому течению деменции, независимо от её нозологической формы — будь то болезнь Альцгеймера, сосудистая деменция или смешанный вариант. Это связано не только с гипергликемией и сосудистыми нарушениями, но и с инсулинорезистентностью, нарушением нейрональной передачи, оксидативным стрессом и хроническим воспалением.

Инсулин выполняет ключевые функции не только в регуляции углеводного обмена, но и в работе центральной нервной системы. В головном мозге он участвует в процессах обучения, памяти, регуляции синаптической пластичности и нейропротекции. При сахарном диабете 2-го типа нарушается как системная, так и центральная чувствительность к инсулину, что приводит к дестабилизации гомеостаза нейронов. Кроме того, гиперинсулинемия способствует снижению деградации β -амилоида — ключевого патологического белка при болезни Альцгеймера.

Таким образом, нейрокогнитивные нарушения у больных с СД2 не являются случайным или редким явлением. Они представляют собой закономерный результат патофизиологических процессов, характерных для метаболического синдрома и диабетической болезни. Тем не менее, диагностика деменции у таких пациентов зачастую запаздывает, а когнитивное снижение воспринимается как естественный возрастной процесс. Это затрудняет своевременное вмешательство и ухудшает прогноз.

В связи с этим изучение патогенетических механизмов, клинических особенностей и подходов к профилактике деменции у пациентов с сахарным

диабетом 2-го типа является актуальной задачей современной медицины, нейроэндокринологии и геронтологии.

Патогенез. Механизмы развития деменции при сахарном диабете 2-го типа являются мультифакторными. Во-первых, хроническая гипергликемия приводит к сосудистым изменениям, включая микроангиопатию, ишемию и нарушение гематоэнцефалического барьера. Это способствует повреждению белого вещества головного мозга и снижению перфузии. Во-вторых, инсулинорезистентность оказывает прямое влияние на нейроны и глиальные клетки, нарушая передачу сигнала и метаболизм глюкозы в центральной нервной системе. Кроме того, инсулин играет важную роль в регуляции уровня β -амилоида — белка, ассоциированного с болезнью Альцгеймера.

Также хроническое воспаление и оксидативный стресс, присущие СД2, способствуют ускорению нейродегенеративных процессов. Повышенные уровни провоспалительных цитокинов (IL-6, TNF- α) негативно влияют на нейрональную активность, усиливают апоптоз и нарушают нейрогенез. Атеросклеротическое поражение сосудов головного мозга, часто сопутствующее диабету, дополнительно ухудшает когнитивную функцию за счёт хронической гипоперфузии.

Клинические проявления. Деменция у пациентов с СД2 может развиваться как по типу болезни Альцгеймера, так и по типу сосудистой деменции. На начальных этапах наблюдаются умеренные когнитивные нарушения: снижение концентрации внимания, ухудшение кратковременной памяти, затруднение в подборе слов и планировании действий. В дальнейшем возможно прогрессирование до тяжёлой деменции, сопровождающейся потерей самостоятельности, личностными изменениями и дезориентацией.

Характерной особенностью деменции при диабете является раннее начало (после 60 лет) и быстрое прогрессирование. Когнитивные нарушения часто сочетаются с депрессией, тревожностью, нарушением сна, что дополнительно ухудшает общее состояние пациента.

Диагностика и профилактика. Для выявления когнитивных нарушений у больных СД2 рекомендуется регулярное использование скрининговых тестов, таких как MMSE (Mini-Mental State Examination), MoCA (Montreal Cognitive Assessment), шкала GDS (Global Deterioration Scale). Также важно проводить

нейропсихологическое тестирование и МРТ головного мозга для исключения других причин деменции.

Профилактика развития деменции у диабетиков включает эффективный контроль уровня гликемии, артериального давления и липидного профиля. Важную роль играет коррекция образа жизни: регулярная физическая активность, сбалансированное питание, отказ от курения и алкоголя, а также тренировка памяти и когнитивных навыков.

Фармакологически рассматриваются препараты, улучшающие мозговое кровообращение и метаболизм (например, антиоксиданты, церебропротекторы), а также исследования эффективности ингибиторов DPP-4 и GLP-1-агонстов в замедлении когнитивного снижения.

Заключение. Деменция является серьёзным осложнением сахарного диабета 2-го типа, оказывающим значительное влияние на качество жизни и прогноз пациентов. Механизмы развития когнитивных нарушений при СД2 многофакторны и включают хроническую гипергликемию, инсулинорезистентность, сосудистые поражения, оксидативный стресс и нейровоспаление. Ранняя диагностика и регулярный мониторинг когнитивных функций у больных диабетом необходимы для своевременного выявления деменции и начала коррекции. Комплексный подход к лечению, включающий контроль гликемии, коррекцию факторов риска сосудистых заболеваний, а также немедикаментозные методы, способствует замедлению прогрессирования когнитивных расстройств. Дальнейшее изучение патогенетических особенностей деменции при сахарном диабете 2-го типа позволит разработать более эффективные стратегии профилактики и терапии, улучшая качество жизни пациентов и снижая нагрузку на систему здравоохранения.

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ИНКИШОФИ МАҲОРАТИ КАСБИИ МУАЛЛИМ ДАР ЗАМОНИ ҲОЗИРА

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**Донишҷӯи бахши 4-гурӯҳи 21-11 факултети томақтабӣ ва таълими
ибтидоӣ Норова Моҳиситора**

Аннотатсия: Дар мақолаи зерин дар бораи пайдоиши касби муаллим, сохти таълиму тарбия, ислохотҳои дар соҳаи муаллими бурдаистода, масъалаҳои тайёр намудани муаллимони ҷавон, тарбия намудани шахс ва қобилиятҳои муаллим сухан меравад.

Калид воҷаҳо: муаллим, тарбия, қобилият, мадинияти нутқ, тадқиқотҳои илмӣ, сиёсати устувори давлатӣ, ташаббускорӣ муаллими ҷавон, мулоқот фаъолияти ҷавонон, маҳорат.

Сохти таълиму тарбияро аз нав ислоҳ намудан, онро ба дараҷаи талаби замон бардоштан, барпо намудани сохти корҳои миллӣ, барои оянда тарбия намудани авлоди солими ба камолот расида, бо мақсади насли босалоҳиятро тарбия намудан: Қонуни «Дар бораи таълим» ва Тайёр намудани кадрҳои миллӣ, корҳои ба ҳаёт татбиқ намудани қонунҳо сиёсати устувори давлатӣ ҳисоб карда шавад. Солҳои истиқлол ба ҷараёни таълиму тарбия ва тайёр намудани кадрҳо дар кишварамон эътибори алоҳида дода мешавад. Дар ин бора чандин қарору фармон ва қарорҳои ҳукумат ба имзо расиданд. Дар аз нав ислоҳ кардани соҳа чун дигар ҷабҳаҳо корҳои назаррас ба амал бароварда шуданд. Ислохотҳои дар тамоми соҳаҳо бурдашударо бе ғояҳои нав, соҳиби дониши замонавӣ тасаввур кардан ғайриимкон аст. Масъалаи тайёр намудани кадрҳо аз ҳама аввал ба зиммаи муаллимон ва мураббӣ гузашта мешавад. Аз ин сабаб, ба дониши мукаммал соҳиб будани муаллимони замонавӣ ҳамчун воситаи асосии тараққиёт доништа мешавад. Муаллимони мо ҳамчун ва дониши мувофиқи талаби замон буда, ба мазмуни таълими нав мусаллаҳ бояд бошанд, ва мунтазам ривож додани маҳорати касбии худ ҳодимони маориф шарт аст. Ба амалиёт татбиқ шудани ғояҳои дар «Дастури миллии тайёркунии кадрҳо» нишон додашуда ба ислохотҳои дар соҳаи мазкур шудаистода мувофиқ буда, тайёр намудани муаллим, тарбиячиён ба маънавият ва маҳорати устодон вобаста аст.

Тарбия намудани шахс фаъолият ва ҷараёни ниҳоят мураккаб буда, аз замонҳои қадим диққати шахсони бузургро ба худ ҷалб намудааст. Аз ин ҷост,

ки тарбия намудани насли наврас, ташаккул додани он, на танҳо ба камолоти шахс, балки дар тараққиёти ҷамъият аҳамияти калон дорад. Дар Республикаи Ўзбекистон ба симои маънавии муаллимон, салоҳияти ақлии онҳо ва маҳорати касбӣ талабҳои ҷиддӣ гузошта шудаанд. Чунончи дар ин бора нахустин Президенти Республикаи Ўзбекистон И.А.Каримов чунин қайд намудааст: «Тарбия кунанда барои устод шудан ақл ва идроки дигаронро такмил диҳад, аз нури маърифат баҳраманд намуда, ватанпарвари ҳақиқӣ, шахрванди боиродаро тарбия кунад, пеш аз ҳама, ҳуди тарбиякунанда ба ҳамин гуна хислатҳои наҷиб ҷавоб дода тавонад ва ба онҳо соҳиб бояд бошад».

Аз фикрҳои дар боло зикргардида ҳар як шахс дарк менамояд, ки дар назди муаллими имрӯза чи гуна талабҳо гузошта шудааст. Муаллими замонавӣ чӣ гуна бояд бошад? Аз рӯзҳои нахустини истиқлолият педагогҳо, психологҳо ва олимони дар ин бора бо фикру мулоҳизаҳои худ баромад карданд. Дар айни замон дар бораи ин муаммо ҷустуҷӯҳо ва тадқиқотҳои илмӣ давом дода истодааст. Дар асри XXI вазифаи муаллим боз ҳам ривоч ёфта, дар замони дигаргуниҳои глобалӣ, тараққиёти фан ва техника, ахбори коммуникатсионии рӯз аз рӯз ривочёбанда аз муаллим маҳорати баланд, иродаи мустаҳкам, қувваи психологӣ, ҷустуҷӯҳои бардавом ва мулоҳизакор будан талаб мекунад:

1. Муаллим пеш аз ҳама ҷискунандаи масъулияти тарбиячигӣ, нотиқи ботачриба, тарғибкунандаи маданият ва маърифат аст.

2. Муаллим бояд шогирдонро дӯст дорад, меҳри худ, ҳиссиёти ҳудро ба хонанда вобаста карда тавонад, ба меҳр ва муҳаббати онҳо сазовор бояд шавад.

3. Муаллим моҳияти дигаргуниҳои ҷамъият, моҳияти дигаргуниҳои иҷтимоӣ-иқтисодӣ, ислохотҳоро бо иродаи қавӣ ба хонандагон фаҳмонда тавонад.

4. Аз муаллими замонавӣ ҳабардор будан аз дастовардҳои илму фан, техника, ахбори коммуникатсионӣ, навигарии техникӣ талаб карда мешавад.

5. Муаллим доир ба соҳаи худ ба дониши мукамал соҳиб буда, интегратсияҳои ҳамаи фанҳоро азхуд намуда, дар соҳаи худ мунтазам корҳои илмӣ гирифта бурданаи лозим.

6. Муаллим асосҳои фанни педагогика ва психологияро хуб дониста, дар асоси синну сол психологияи хонандагонро ба инобат гирифта, фаъолияти таълиму тарбияро ташкил диҳад.

7. Муаллим дар фаъолияти педагогии худ шаклҳои наватарин ва замонавии таълиму тарбияро ба кор бояд барад.

8. Муаллим ба таълиму тарбия, ташаббускорӣ, эҷодкории ҷавонон ҷавобгар мебошад.

9. Муаллим ҳангоми ҷараёни касбии маҳорати педагогӣ, лаёқати коммуникативӣ, техникаи педагогӣ (нутқ, рӯй, даст пой, ҳаракати қомат, мимика, пантомимика, роҳ, метод) ва қоидаҳои онро бояд донад.

10. Муаллим бояд соҳиби маданияти нутқ бошад, нутқи он чунин хусусиятҳоро дар худ акс карда тавонад: аз шеваҳои гуногун ҳолӣ будан, танҳо ба забони адабӣ суҳан рондан, нутқи муаллим бояд содда, раван ва фаҳмо бошад; суҳанҳои пурҳикмат, ибора ва мақолҳо, афсона ва суҳанҳои айнан нақлшударо дар вақташ қор фармуда тавонад, жаргон (суҳанони касбҳои алоҳида ё дигар мутахассисон), варваризм (забони як миллати дигар, ҳоси забони дигаронро ноҷӯя қор фармуданаш), вулгаризм (суҳанони қабех, дашном, ҳақорат) ва конселяризм (дар вақти лозим набудан аз забони расмӣ қор фармудан) аз суҳанони ғайримакбул ҳолӣ буданаш лозим.

Муаллим набояд фаромӯш кунад, ки ҳангоми мулоқот бо ҳонандагон, ҳамкасбон, падару модарон фикри худро аниқ, фаҳмо баён намуданаш мувофиқи мақсад аст. Ҳангоми бо онҳо мулоқот намудан суҳанҳои ба ҳолати нугувор оварандаро қор нафармояд, баръакс бо ҳонандагон (ҳамкасбон, падару модарон) суҳанони муваффақиятҳоро эътироф мекардагӣ, манбаи дониши онҳоро зиёд мекардагӣ қор фармуданаш лозим. Ҳангоми мулоқот ва сӯҳбатҳо нисбат ба онҳо хайрхоҳ, самимӣ, мулоқоти дӯстона дошта бошад. Намуди зоҳирии муаллим, ки ба чунин хислатҳо соҳиб аст, дар байни ҳонандагон, ҳамкасбон ва падару модарон обрӯи ӯро афзун мегардонад. Дар давраи ҳозира нисбат ба касби муаллимӣ талаб рӯз аз рӯз зиёд шуда истодааст ва ин талабҳоро ба амал баровардан ба муаллим вобаста аст.

Муаллим ҳамчун тарбиятгар талабҳои зеринро бояд амалӣ гардонад: баробари мукамал донишони касби худ, аз илмҳои гуногун хабардор бояд бошад; психология, педагогика, физиологияи ҷавонон, методикаи қорҳои тарбиявӣ, гигиенаи мактаб ва донишҳои оид ба касби худро мукамал донишони муаллимони ҷавон;

- доир ба касби худ аз навигариҳои дар олам ба вучуд омада, тарбияи технологӣ, компютер ва технологияи ахборӣ аз навгониҳо хабардор бошад;
- бо малакаю методикаи таълиму тарбия маҳорати худро зиёд намояд.
- ба касби худ эҷодкорона муносибат доштан:
- ба техникаи педагогӣ (мантик, нутқ, ифодаи воситаҳои таълими нутқ) ва назокати педагогӣ соҳиб будан;

- дониш ва маҳорати педагогии худро мунтазам афзудан. Барои бо муваффақият кор кардан ҳар як муаллим ба маҳорат соҳиб буданаш зарур аст. Қонуни асосии меҳнати педагогӣ кам меҳнат сарф карда ба дастовардҳои бузург ноил гардидан аст. Омӯзгор ҳамеша бо корҳои эҷодӣ машғул бояд бошад. Ба фаъолияти педагогӣ рӯчӯкунанда, боқобилият ва шахси боистеъдод маҳорати педагогиро такмил дода тавонад.

Фаъолияти педагогӣ бо моҳияти худ хусусияти эҷодкорона дорад. Муаллим шахсияти хонандаро ташаккул медиҳад, дар вақтҳои зарурӣ қарорҳои мустақилона мебарорад, муаммоҳои педагогиро ҳал менамояд, чараҳои таълимро бомаҳорат идора мекунад. Ҳамаи ин ба корҳои эҷодӣ, моҳият, мақсад ва характери он вобаста аст. Муаллими таҷрибанок танҳо барои ба муваффақият роҳнамун сохтани хонандагон, бо омӯхтани маҳорати муаллими пешқадам банд нашуда, бо корҳои тадқиқотӣ ва афзудани малакаи худ бояд кӯшиш намояд.

Муаллими замони ҳозира аз тараққиёти техникӣ бояд бохабар бошад. Аз муаллими ояндаи ҷамъият умеди калон дорад. Аз ин бармеояд, ки эътиқоди дурусти муаллим ба ояндаи аҳли ҷомеа ба ояндаи дурахшон ҳидоят менамояд. Дар фаъолияти омӯзгори бевосита сиёсати Ҳукумати Ёзбекистон оиди маориф, илм ва фарҳанг таҷассум меёбад. Муаллим аввалин шахсе мебошад, ки сиёсати ҳукуматро дуруст фаҳмида байни халқ ташфиқоти дуруст мебарад. Дуруст таълиму тарбияи шогирдон қарзи шахрвандии муаллим мебошад ва барои мафҳуми савод дониш ва одоби ахлоқ муаллим дар назди волидайн ва ҷамъият ҷавобгӯ кори тарбиявиеро, ки ба ӯ супорида шудааст, дар синф ба ҷо меорад. Вай дар иҷрои ин вазифа танҳо нест, бо муаллимони фанҳои гуногун, ки дар синф дарс медиҳанд, дар талабагон асосҳои ҷаҳонбинии миллиро ташаккул медиҳанд ва тарбияи ахлоқии онҳоро инкишоф медиҳанд, зич кор мекунад ва ба онҳо така мекунад. Барои хонандагон машғулиятҳои беруназсинфӣ ташкил намуда, коллективи синфҳоро мустаҳкам менамояд. Вазифаи махсуси роҳбари синф аз он иборат аст, ки хонандаро ба сӯи касбу ҳунар раҳнамоӣ карда, мақсадҳои ҳаётии ӯро бо назардошти хусусиятҳои психологӣ фардиаш ташаккул диҳад. Дар баробари ин ба мустаҳкам намудани саломатии ҳар як талаба низ диққати калон медиҳад.

Хулоса

Муаллим дар мазмуни фаъолияти тарбиячигии худ мувофиқи мақсад ва вазифаҳои ба пеш гузошта рафтор мекунад, азхуд намудани донишҳои лозимӣ аз тарафи хонандагон, малака ва одат, дар сифат ва талаботҳо акс мегардад. Муаллим мазмуни тарбияро аз моҳияти талаботҳои ба пеш гузоштаи шаклигрии

шахс барои маданият, тарбияи инсоният ва иқтисод, моҳияти муносибатҳои шахсӣ ва ҷамъиятӣ он, инчунин дар асоси ҳаёти мафкураи ҷамъият намоён мекунад. Ғайр аз ин фаъолияти тарбиявӣ аввало, ба маҳорати педагогии муаллим, ба ташкилотии моҳир будани ӯ ҳам вобаста аст. Маҳорати тарбиячигии муаллим - ба дунёи хонандагон даромадан, муҳаббати онҳо сазовор гаштан ва фаъолияти педагогии худро дар муассисаҳои таълимӣ дурусту ба як мақсад равона кардани он намоён мешавад. Маҳорати тарбиячигии муаллим ин малакаи аз ҳар ҷиҳат дуруст ва вазъиятҳои педагогиро дуруст ташкил кардани хонандагони мактаб аст. Маҳорати тарбиячигии муаллим ин муносибатҳои муаллим хонандаро дар як вақт ба зудӣ мусбӣ ҳал кардан нест, балки ба ҷамъаи хонандагон ва шахсони алоҳида таъсири тарбиявӣ расонидан буда, дар ҷамъа муҳити тарбиявиро дар як маром ташкил кардан мебошад.

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INSURANCE TRANSLATION: BRIDGING LANGUAGE AND LIABILITY

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Annotation: The globalized world of finance and risk management increasingly relies on a specialized linguistic discipline: **insurance translation**. Far more than a simple word-for-word conversion, this field demands a profound understanding of complex legal frameworks, intricate terminology, and cultural nuances to ensure clarity, compliance, and effective communication across borders. This article delves into what insurance translation entails, provides a practical example, analyzes its unique stylistic demands, and highlights its critical importance in today's interconnected world.

Keywords: Insurance Translation, Legal Accuracy, Specialized Terminology, Policy Documents, Risk Management, Cross-cultural Communication, Financial Compliance, Uzbek Translation, Global Insurance Claims Processing

What is Insurance Translation?

Insurance translation is the specialized process of converting documents and communications related to the insurance industry from a source language to a target language. This critical function goes beyond mere linguistic proficiency, requiring a deep grasp of insurance-specific jargon, legal intricacies, and the cultural contexts in which policies operate. The ultimate goal is to maintain the original document's legal validity, precision, and intended meaning in the translated version.

Key characteristics that define this specialization include:

- **Specialized Terminology:** The insurance sector uses a unique lexicon – terms like "premium," "deductible," "underwriting," "indemnity," and "subrogation" are commonplace. Accurate translation necessitates precise equivalents that convey the exact technical and legal meaning in the target language.
- **Legal Accuracy:** Insurance policies are legally binding contracts. Any translation error can lead to severe legal ramifications, affecting the rights and obligations of policyholders, insurers, and other parties. Therefore, legal accuracy is paramount.
- **Cultural Sensitivity:** Risk perception, liability concepts, and communication

styles vary significantly across cultures. An effective insurance translation considers these cultural differences to ensure the message is received as intended, preventing misunderstandings.

- **Confidentiality and Data Security:** Insurance documents frequently contain sensitive personal and financial data. Translators in this field must adhere to stringent confidentiality protocols and data security measures.
- **Diverse Document Types:** The scope of insurance translation is broad, encompassing everything from lengthy policy wordings and reinsurance treaties to claims forms, marketing materials, and regulatory filings.

Example: Insurance Policy Exclusions (English to Uzbek)

To illustrate the practical application, let's examine a common clause from a general insurance policy and its precise Uzbek translation.

Original English Clause (from a hypothetical General Insurance Policy):

Article 7: Exclusions

This policy does not cover loss or damage directly or indirectly caused by or contributed to by:

a) War, invasion, act of foreign enemies, hostilities (whether war be declared or not), civil war, rebellion, revolution, insurrection, military or usurped power. b) Nuclear fission, nuclear fusion, or radioactive contamination. c) Any act of terrorism, regardless of any other cause or event contributing concurrently or in any other sequence to the loss. d) Deliberate act or gross negligence of the Insured.

Uzbek Translation:

7-modda: Istisnolar (*Annotation: "Modda" is the standard Uzbek legal term for "Article," maintaining formal contractual language.*)

Ushbu sug'urta polisi bevosita yoki bilvosita quyidagilar sababli kelib chiqqan yoki hissa qo'shgan yo'qotish yoki zararni qoplamaydi: (*Annotation: This sentence meticulously translates the legal causation: "directly or indirectly caused by or contributed to by."*)

a) Urush, bosqin, chet el dushmanlarining harakatlari, harbiy harakatlar (urush e'lon qilingan yoki qilinmaganidan qat'i nazar), fuqarolar urushi, isyon, inqilob,

qo'zg'olon, harbiy yoki noqonuniy egallangan hokimiyat. (*Annotation: Each term like "invasion," "rebellion," "insurrection" has a precise, legally recognized Uzbek equivalent.*) b) Yadro bo'linishi, yadro sintezi yoki radioaktiv ifloslanish. (*Annotation: Technical scientific terms are accurately rendered to avoid ambiguity.*) c) Har qanday terrorchilik harakati, yo'qotishga bir vaqtning o'zida yoki boshqa ketma-ketlikda hissa qo'shgan boshqa sabab yoki hodisadan qat'i nazar. (*Annotation: This complex phrase, "regardless of any other cause or event contributing concurrently or in any other sequence to the loss," is carefully translated to preserve its specific legal scope.*) d) Sug'urta qilingan shaxsning qasddan qilgan harakati yoki qo'pol ehtiyotsizligi. (*Annotation: "Sug'urta qilingan shaxs" directly means "insured person," commonly used for "the Insured." "Qasddan qilgan harakati" (deliberate act) and "qo'pol ehtiyotsizligi" (gross negligence) are precise legal terms.*)

Analysis of Translation Style

The prevailing style in insurance translation is characterized by its **formality, precision, objectivity, and unwavering legal accuracy**. Key elements of this style include:

- **Legally Binding Language:** The paramount objective is for the translated document to carry the identical legal weight and interpretation as the original. This necessitates meticulous attention to legal terminology, contractual clauses, and the specific implications of every word. Ambiguity is rigorously avoided.
- **Technical and Specialized Terminology:** Insurance documents are inherently technical. The translation must employ the correct, widely accepted terms within the insurance and legal industries of the target language. This often implies using established equivalents over literal or generalized translations.
- **Accuracy over Aesthetics:** While clarity is crucial, the translation prioritizes accuracy and faithfulness to the source text above stylistic flair or creative interpretation. The focus is on conveying information precisely, not on enhancing readability through stylistic devices.
- **Consistency:** Uniformity in terminology and phrasing is non-negotiable. If a particular term appears repeatedly in the source, it must be rendered with the exact same term in the target to prevent confusion and uphold legal integrity. This is typically supported by glossaries and translation memory tools.
- **Clarity and Unambiguity:** Every effort is made to eliminate any potential for

misinterpretation. Sentences are structured to be clear and concise, even if the original is somewhat convoluted. The aim is to ensure the meaning is unmistakable for all parties, especially policyholders.

- **Standardized Phrasing:** Insurance documents frequently utilize standardized legal and contractual phrasing. The translation should mirror these conventions in the target language, using phrases that are commonly understood and accepted in similar legal contexts.
- **Impersonal Tone:** The language adopted is typically impersonal and objective, focusing on facts, conditions, rights, and obligations rather than emotional appeals or subjective interpretations.

In the provided Uzbek example, these stylistic elements are evident through the formal and specific vocabulary, the meticulous rendering of complex legal concepts, and the overall objective and unambiguous presentation.

Why Studying Insurance Translation is Important

The study of insurance translation is not merely an academic pursuit; it is a vital discipline with far-reaching implications for individuals, businesses, and global commerce. Its importance stems from several critical factors:

- **Ensuring Legal and Financial Compliance:** Insurance policies are foundational legal instruments. Translation errors can lead to costly legal disputes, significant financial losses, and breaches of international or local regulatory requirements. Specialized training equips translators to produce legally sound documents, safeguarding compliance.
- **Mitigating Risks and Misunderstandings:** In the insurance sector, clear and accurate communication is paramount. Misinterpretations of policy terms, claim procedures, or exclusions, resulting from poor translation, can lead to policyholders being denied expected coverage or insurers facing unwarranted claims. Expert translation minimizes these risks.
- **Facilitating International Business Expansion:** The insurance industry operates on a global scale. Companies expand into new markets, dealing with diverse client bases and regulatory landscapes. Studying insurance translation enables professionals to bridge linguistic and cultural divides, facilitating smooth international transactions and market penetration.
- **Protecting Policyholders' Rights:** For non-native speakers, accurate translations of policies, claim forms, and other crucial documents are indispensable. They

empower policyholders to fully comprehend their rights, obligations, and the scope of their coverage, promoting fairness and accessibility.

- **Building Trust and Credibility:** When insurance providers offer clear, accurate, and culturally sensitive information in a policyholder's native language, it significantly builds trust and enhances their reputation. Conversely, inadequate translations can swiftly erode credibility.
- **Navigating Complex Terminology:** Insurance documents are dense with specialized jargon drawn from legal, financial, medical, and engineering fields. Dedicated study in insurance translation provides translators with the necessary linguistic and subject-matter expertise to proficiently handle this complexity.
- **Addressing Cultural Nuances:** Beyond direct linguistic conversion, cultural differences can profoundly impact the understanding of insurance concepts. Training in this field often includes an awareness of these nuances, ensuring the translated message is culturally appropriate and resonates effectively with the target audience.
- **Career Specialization and Demand:** The globalized economy has fueled a robust demand for highly specialized translators. Insurance translation represents a high-value niche, making professionals with expertise in this area highly sought after by insurance corporations, legal firms, and specialized translation agencies.
- **Contributing to Global Standardization:** As the insurance industry progressively adopts international standards, accurate and consistent translation plays a pivotal role in harmonizing practices and fostering shared understanding across different regions and regulatory bodies.

In conclusion, studying insurance translation is not merely an exercise in language conversion. It is a vital endeavor that underpins legal certainty, financial security, international collaboration, and transparent, trustworthy communication within a globally interconnected and indispensable industry.

Foydalanilgan adabiyotlar:

1. "In Other Words: A Coursebook on Translation" by
Mona Baker
2. "Translation Studies" by Susan Bassnett
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ПЛАНКТОННЫХ БЕСПОЗВОНОЧНЫХ ЖИВОТНЫХ РИСОВЫХ ПОЛЕЙ

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Аннотация. В работе по результатам исследований планктонных беспозвоночных животных рисовых полей важную роль играет кормовая база рисовых чеков для обеспечения нормального роста и выживание рыбы.

Ключевые слова: планктон, палеарктической, эфиопской, неоарктической и неотропической, эфиппидеи самки, антеннула; антенна; максилла, рисовальный аппарат.

Annotatsiya. Sholipoyalardagi plankton umurtqasiz hayvonlarni o'rganish natijalari bo'yicha olib borilgan ishlarda sholipoyalarning ozuqa bazasi baliqlarning normal o'sishi va yashovchanligini ta'minlashda muhim rol o'ynaydi.

Tayanch iboralar: plankton, palearktiki, efio, neoarktiki va neotropik, efippial urg'ochilari, antennula; antenna; maksilla, rasm chizish apparati.

Abstract. In the work on the results of research on planktonic invertebrates in rice fields, the feed base of rice paddies plays an important role in ensuring normal growth and fish survival.

Keywords: plankton, Paleoarctic, Ethiopian, Neoarctic and Neotropic, Ehippian females, antenna; antenna; maxilla, drawing apparatus.

В данной статье впервые приведены гидробиологических исследований и результаты планктонных беспозвоночных животных рисовых полей Каракалпакстана. Важную роль играет кормовая база рисовых чеков для обеспечения нормального роста и выживание рыбы. Здесь достаточно хорошо развивается планктоны, который является основным кормом рыбы на ранних этапах развития. В гидробиологическом отношении большой интерес представляет рисовых чеки. На рисовых полях развитие зоопланктона наблюдается в середине

июня. Эфиопиальные самки и самцы обнаруживаются с середины мая до конца июня. Осеннее эфиопиальные самки встречаются редко. В наших условиях вид дициклический. Ниже приводится список этих некоторых видов и форм, планктонных организмы, которые являются ценным объектом при проведении экологического мониторинга рисовых чеки, а также повышению их продуктивности.

Материалом работы послужили собственные сборы 2022-2023 гг. на рисовые чеки Каракалпакстана.

Все рисунки изготовляли, используя рисовальный аппарат РА-4. Сезонное развитие зоопланктонов изучали главным образом в нагульных прудах. В нашей работе приняты следующие условные обозначения и сокращения:

L - длина; A1 - антеннула; A2 - антенна; Mx - максилла; Mxp - максиллипеда; W - ширина; Enp - эндоподит; Exp - экзоподит; P1, P2, P3, P4, P5 - конечности 1-5 пар; CP1 - соединительная пластинка; Enp3P4 - третий членик четвертой пары ног; Int. sp. - внутренний шип; Ex. sp. - внешний шип; Fu - фурка; s1 - самая внутренняя апикулярная щетинка фурки; s2 - внутренняя медиальная щетинка фурки; s3 - внешняя медиальная апикулярная щетинка фурки; s4 - самая внешняя апикулярная щетинка фурки; s5 - дорзальная щетинка фурки.

Подотряд Cladocera, Семейство Sididae Baird, diaphanosoma Fischer. Этот род представлен у нас двумя видами *Diaphanosoma brachium* (Livin) 1848

***Diaphanosoma brachium* (Livin) 1848**

Чрезвычайно широко распространенный вид, известный из многих районов Палеарктической, Эфиопской, Неоарктической и Неотропической областей. Он неоднократно указывался для многих водоемов Кавказа, Средней Азии, Казахстана (Сырдарья и Амударья, оз. Иссык-Куль, многие предгорные и высокогорные водохранилища, рыболовные пруды) (Кейзер, 1929, 1950; Рылов, 1930, 1933; Муравейки, 1937; Никольский, Гладков, 1934; Никольский, Панкратова, 1934; Грезе, 1936; Акатова, 1950; Степанова, 1950; Ожегова, Синельникова, 1959; и др.).

Морфологическое описание вида дается в определителе Е. Ф. Мануйловой (1964).

В течение ряда лет постоянно встречаются в рисовых полях и озерах Каракалпакстана. Большинство экземпляров из наших проб были прозрачными. Партеногенетические самки имели по 1 (редко 2) яйцу в яйцевых камерах. Рис. 1. Во всех указанных водоемах рачок встречался с начала июня до середины сентября в количестве от 50 до 80 (реже до 100) экз. в 1 м³.

Максимальное развитие вида отмечается в середине августа (и в начале сентября). В июне и июле количество *D. brachium* не превышало 100-500 экз. в 1 м³. Эфиопиальные самки обнаружены в пробах озер в середине августа. *D. brachium* моно цикличен. Длина самок в наших пробах составляет 610-860 мкм. *D. brachium* переносит осолонение водоема, поэтому иногда попадает в прибрежной зоне озер.

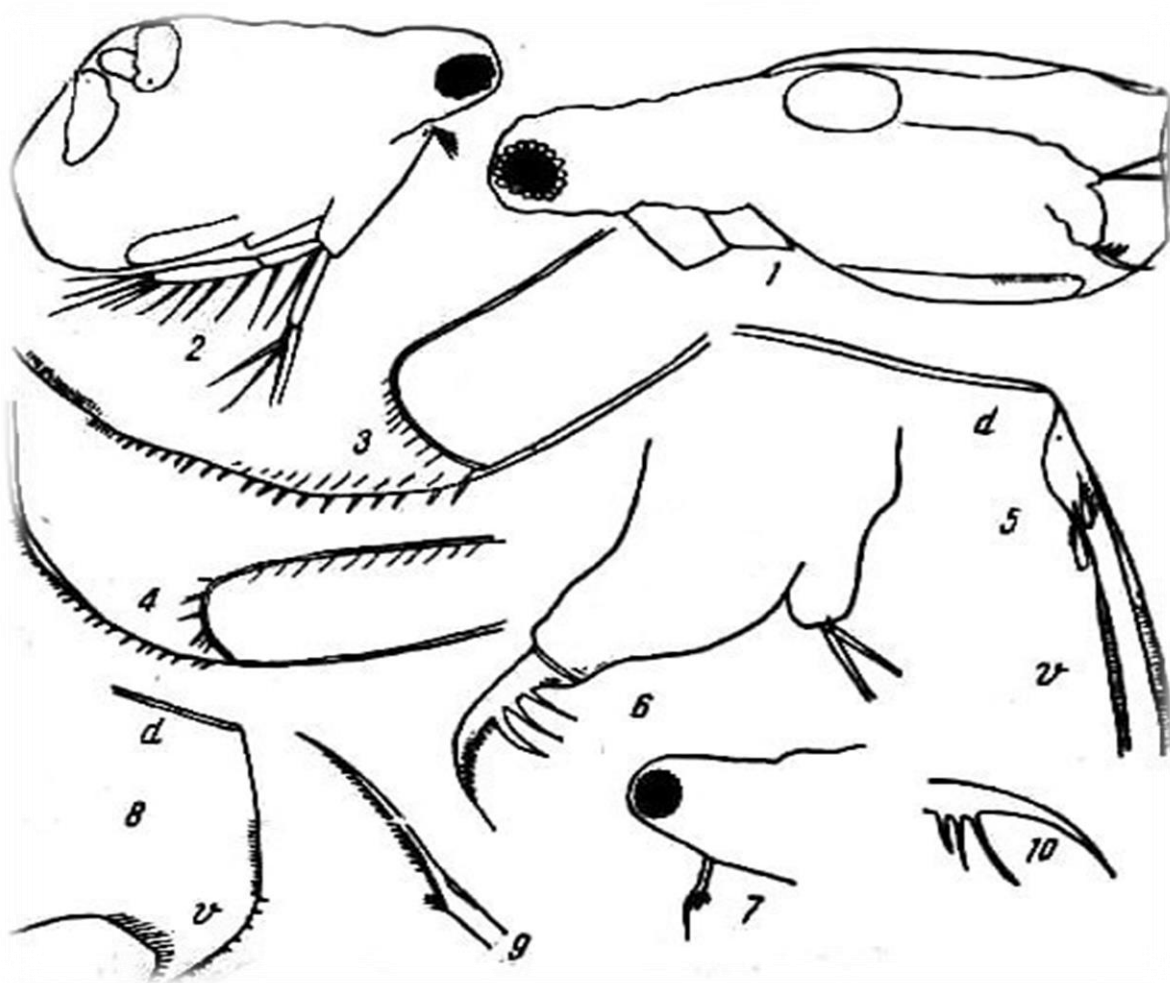


Рис.1. *Diaphanosoma brachium*

1 – Взрослая самка (рисовые чеки Нукусского района), 2 – взрослая самка, 3–4 оторочка брюшного края створок самки, 5 – заднее-верхний угол створок самки, 6 – постабдомен самки, 7 – голова самца, 8 – оторочка и задний край створок самки, 9 – 1 антенна самца, 10 – дистальная часть постабдомена (увеличена), (1–6 – оригинал, 7–10 – по Brehm); d – дорзальная сторона, v – вентральная сторона.

Daphnia pulex (De Geer)

Относится к чрезвычайно широко распространенным эвритермным видам Cladocera. Расположен во всех зоогеографических областях, за исключением Австралийской. Встречается почти во всех водоемах вплоть до Памира (Richard, 1892; Sars, 1903; Рылов, 1928; Бенинг, 1941).

В Каракалпакстане *D. pulex* распространен главным образом во многих озерах и временных водоемах, редко в рыбоводных прудах и рисовых чеках некоторых района. Длина тела партеногенетических самок 1460-2360 мкм, высота тела 714-1610 мкм, длина тела эфиппийальных самок 1740-1100 мкм.

В озерах первые особи *D. pulex* появляются в начале марта. Первое массовое развитие наблюдается в первой половине марта и продолжается во многих временных водоемов до середины или до конца апреля. Второе массовое размножение наблюдается в середине мая и продолжается до середины июня. Во второй половине июля происходит третье (последнее) максимальное размножение (оно наблюдается не во всех водоемах).

Продуктивность *D. pulex* очень высокая: при массовом размножении, особенно весной, количество особей составляет 1650-2500 и более экз./м³.

Эфиппийальные самки и самцы в временных водоемов выявлены в середине апреля. Летнее двуполое размножение протекает в июле или конце августа. Таким образом, *D. pulex* в условиях малых водоемов поли цикличен.

Характерны видовые взаимоотношения *D. pulex* и *D. longispina*. В тех крупных временных водоемов и парковых прудах, где встречается *D. longispina*, *D. pulex* обычно не обнаруживается в пробках или встречается в незначительном количестве. Фауна рисовых полей значительно отличается от фауны озер и водохранилищ и могут быть использованы в полном объеме для выращивания рыб.

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“BIRIKTIRUVCHI TO‘QIMALAR: TOG‘AY VA SUYAK TO‘QIMASI”

«СОЕДИНИТЕЛЬНЫЕ ТКАНИ: ЖЕЛЕЗНАЯ И КОСТНАЯ ТКАНЬ»

"CONNECTIVE TISSUES: GLAND AND BONE TISSUE"

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Annotatsiya: Ushbu maqolada biriktiruvchi to‘qimalarning ikki asosiy turi – tog‘ay va suyak to‘qimalari haqida so‘z yuritiladi. Ularning tuzilishi, funksiyasi, biologik ahamiyati, shuningdek, organizmdagi asosiy vazifalari yoritilgan. Maqolada tog‘ay va suyak to‘qimalarining o‘zaro farqlari, rivojlanish bosqichlari va ularni hosil qiluvchi hujayralar (xondrositlar va osteositlar) haqida ham batafsil ma’lumot berilgan. Mazkur maqola tibbiyot, biologiya va anatomiya sohasidagi o‘quvchilar hamda tadqiqotchilar uchun foydali manba bo‘lib xizmat qiladi.

Kalit so‘zlar: biriktiruvchi to‘qima, tog‘ay to‘qimasi, suyak to‘qimasi, xondrosit, osteosit, kollagen, mineralizatsiya, regeneratsiya, skelet, histologiya

Аннотация: В данной статье рассматриваются два основных типа соединительной ткани — хрящевая и костная. Рассматриваются их структура, функции, биологическое значение, а также их основные задачи в организме. В статье также приводится подробная информация о различиях между хрящевой и костной тканью, стадиях развития и клетках, которые их образуют (хондроцитах и остеоцитах). Данная статья будет полезна студентам и исследователям в области медицины, биологии и анатомии.

Ключевые слова: соединительная ткань, хрящевая ткань, костная ткань, хондроцит, остеоцит, коллаген, минерализация, регенерация, скелет, гистология

Abstract: This article discusses the two main types of connective tissue - cartilage and bone tissue. Their structure, function, biological significance, as well as their main tasks in the body are covered. The article also provides detailed information about the differences between cartilage and bone tissue, the stages of development and the cells that form them (chondrocytes and osteocytes). This article will serve as a useful resource for students and researchers in the fields of medicine, biology and anatomy.

Keywords: connective tissue, cartilage tissue, bone tissue, chondrocyte, osteocyte, collagen, mineralization, regeneration, skeleton, histology

Kirish:

Odam organizmi murakkab tuzilgan tizim bo'lib, undagi har bir to'qima o'ziga xos tuzilish va vazifaga ega. Shular qatorida biriktiruvchi to'qimalar organizmning tuzilmasini saqlab turuvchi, ichki organlarni birlashtiruvchi va ularni himoya qiluvchi muhim rol o'ynaydi. Biriktiruvchi to'qimalarning eng muhim turlaridan biri bu — tog'ay va suyak to'qimalaridir. Ular nafaqat tana shaklini belgilaydi, balki harakatni ta'minlaydi, ichki a'zolari himoya qiladi va minerallar ombori vazifasini bajaradi. Ushbu maqolada tog'ay va suyak to'qimalarining morfologik va funksional xususiyatlari, ularni tashkil etuvchi hujayralar, tarkibiy elementlari va ularning biologik roli haqida batafsil yoritib beriladi.

1. Biriktiruvchi to'qimalarning umumiy tavsifi

Biriktiruvchi to'qimalar organizmning ichki muhitini tashkil etuvchi, hujayralararo modda orqali to'qimalar va organlarni bog'lovchi hamda ularga mexanik tayanch bo'luvchi tuzilmalardir. Bu to'qimalar mezodermadan rivojlanadi va ularning asosiy funksiyasi — tayanch, bog'lovchi, himoya, transport va zahira vazifalarini bajarishdan iborat.

2. Tog'ay to'qimasi (xondral to'qima)

a) Tarkibi va tuzilishi:

Tog'ay to'qimasi zich, ammo egiluvchan tuzilishga ega. U xondrositlar deb ataluvchi hujayralar va xondrin deb ataluvchi hujayralararo moddadan tashkil topgan. Tog'ayda qon tomirlari bo'lmaydi; oziqlanish difuziya orqali amalga oshadi.

b) Turlari:

- **Hialin tog'ay:** burun, nafas yo'llari, bo'g'imlar sirtida uchraydi.
- **Elastik tog'ay:** quloq suprasi, epiglotisda joylashgan.
- **Tolali tog'ay:** orqa umurtqa diskalarida, pubik simfizda uchraydi.

c) Funktsiyasi:

Tog'ay silliq sirtini ta'minlaydi, bo'g'im harakatini osonlashtiradi, zarbani yumshatadi va shakl beradi.

3. Suyak to'qimasi (osteal to'qima)

a) Tarkibi va tuzilishi:

Suyak to‘qimasi — qattiq, zich va minerallarga boy biriktiruvchi to‘qimadir. Asosiy hujayralari: **osteoblastlar** (yangi suyak to‘qimasini hosil qiladi), **osteositlar** (yetilgan suyak hujayralari), va **osteoklastlar** (eskirgan suyakni yemiradi). Suv, kollagen tolalari va kaltsiy fosfat kabi mineral tuzlar mavjud.

b) Turlari:

- **Gavakli (g‘ovak) suyak moddasi:** suyak epifizlari va yengil suyaklarda uchraydi.
- **Zich suyak moddasi:** suyaklarning diafiz qismida bo‘ladi.

c) Funktsiyasi:

Suyaklar tana tayanchi, harakatlar asosiy bazasi, ichki a‘zolar himoyachisi, qon ishlab chiqaruvchi ilik uyasi va mineral omboridir.

4. Tog‘ay va suyak to‘qimalarining solishtirma tahlili

Belgilar	Tog‘ay to‘qimasi	Suyak to‘qimasi
Qattiqlik	Egiluvchan	Juda qattiq
Qon tomirlari	Yo‘q	Mavjud
Hujayralar	Xondrositlar	Osteositlar
Qayta tiklanish tezligi	Sekin	Nisbatan tez
Tarkibiy elementlari	Kollagen, proteoglikan	Kollagen, mineral tuzlar

Xulosa

Tog‘ay va suyak to‘qimalari organizmda muhim funksiyalarni bajaradi — ular harakatni ta‘minlaydi, ichki a‘zolarini himoya qiladi va organizmga shakl beradi. Suyak to‘qimasi o‘zining mustahkamligi bilan ajralib turadi, tog‘ay esa elastiklik va yumshoqlik bilan harakatlanish imkonini oshiradi. Ularning sog‘lom holatda bo‘lishi butun harakat-tayanch tizimi faoliyatining muvozanatli ishlashiga bevosita ta‘sir ko‘rsatadi.

Foydalanilgan adabiyotlar ro'yxati

1. **Qomus.INFO.** Biriktiruvchi to'qima haqida umumiy ma'lumot.
Qomus.INFO
2. **AzKurs.org.** Biriktiruvchi to'qima reja va tavsifi. AzKurs.org
3. **Hozir.org.** Biriktiruvchi to'qimalar haqida taqdimot. Hozir.org
4. **Greelane.com.** Qon va biriktiruvchi to'qimalarning boshqa turlari.
Greelane.com(greelane.com)
5. **Arxiv.uz.** Tog'ay va suyak to'qimasi haqida referat.
Arxiv.uz(arxiv.uz)

GENDER DISPARITIES IN PIRLS AND TIMSS: THE CASE OF UZBEKISTAN

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Annotation. This article analyzes gender disparities in educational achievement in Uzbekistan through PIRLS and TIMSS data, revealing consistent trends where girls outperform boys in reading while boys generally do better in mathematics. It highlights contributing factors such as cultural norms, teaching practices, and parental support, and emphasizes the importance of Uzbekistan’s participation in PIRLS 2026 and TIMSS 2027 for developing targeted, gender-sensitive educational policies.

Key words. Gender disparities; PIRLS; TIMSS; Uzbekistan; Reading literacy; Mathematics achievement; Science education; Educational assessment; International comparison; Educational policy; Equity in education; Student performance.

Education is universally acknowledged as a cornerstone for personal empowerment, social development, and economic progress. In the context of a rapidly changing global landscape, ensuring equitable access to high-quality education for all students, regardless of gender, has become a central focus for policymakers and educators. Despite global advancements in educational access and quality, gender disparities in learning outcomes remain a significant challenge across many countries. These disparities not only perpetuate cycles of inequality but also undermine the potential for sustainable development and social cohesion. Addressing these disparities is critical, particularly in light of international frameworks like the United Nations Sustainable Development Goal 4 (SDG 4), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

International assessments such as the Progress in International Reading Literacy Study (PIRLS) and the Trends in International Mathematics and Science Study (TIMSS) have become essential tools for evaluating educational systems across the world. These assessments, conducted by the International Association for the Evaluation of Educational Achievement (IEA), provide valuable data on the academic

performance of students in key areas: reading literacy, mathematics, and science. Through these data, PIRLS and TIMSS offer insights into not only the relative performance of students but also highlight disparities in achievement across gender lines. Understanding the extent of these gender differences is crucial for the formulation of policies aimed at promoting gender equality in education. The PIRLS assessment, which focuses on measuring reading literacy, has consistently shown that girls outperform boys in reading skills in most countries. Similarly, the TIMSS assessment, which evaluates students' knowledge in mathematics and science, has revealed varying gender gaps depending on the region, with boys often performing better in mathematics, while girls tend to outperform boys in science in some countries. These findings underscore the complexity of gender-related educational issues, with gender disparities not only existing across different subjects but also varying by geographic region and cultural context. The PIRLS and TIMSS studies serve as crucial instruments for understanding the multifaceted nature of gender inequality in education. By analyzing the performance data from these assessments, researchers and policymakers can identify patterns of gender-based achievement gaps and the potential factors contributing to these disparities. For example, cultural expectations, gendered teaching practices, societal norms, and unequal access to educational resources are just a few of the factors that may influence student performance differently based on gender. Moreover, the findings from these assessments provide an empirical basis for designing interventions to address these disparities, offering a roadmap for educational reforms aimed at ensuring that both boys and girls have equal opportunities to succeed academically.

The issue of gender disparities in education has been a focal point of academic research for decades. Despite global efforts to promote gender equality in education, substantial gaps persist in various regions, particularly in terms of academic performance and educational outcomes. International assessments like PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study) have become key sources of data for understanding these disparities, providing a comparative lens to examine gender differences in educational achievement across countries. Numerous studies have highlighted the persistent gender gaps in education, particularly in the early stages of schooling. According to the World Economic Forum (2020), gender disparities in education manifest in various forms, ranging from enrollment rates and access to quality education to differences in learning outcomes and academic achievement. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also

reported that while gender parity in primary education has been largely achieved globally, disparities in secondary and higher education persist, with girls often outperforming boys in reading and boys outperforming girls in mathematics and science in certain regions (UNESCO, 2019). The PIRLS assessment, which measures reading literacy among 4th-grade students, has consistently shown that girls tend to outperform boys in reading skills in most countries. Studies by Mullis et al. (2017) and Foy et al. (2019) suggest that this gender gap in reading proficiency is not only persistent but widening in some countries, particularly in regions like Eastern Europe and North America. Several factors have been identified as contributing to this gender gap, including societal gender roles, early childhood socialization, and differences in reading habits between boys and girls. Fletcher and Colwell (2017) suggest that boys are less likely to engage in reading outside of school, which has been linked to lower reading achievement scores in PIRLS assessments. Conversely, Mullis et al. (2017) have noted that girls are more likely to enjoy reading and to receive parental encouragement in developing reading skills, which positively impacts their performance. Furthermore, Foy et al. (2019) indicate that the gender gap in reading is not solely a result of individual behaviors but is also influenced by the broader educational environment, including teacher expectations, curricular choices, and instructional practices that may favor the development of girls' reading skills over boys'. Educational systems that focus heavily on reading as a core skill tend to produce wider gender gaps, with girls outperforming boys.

In contrast to the PIRLS findings, TIMSS results reveal more complex patterns of gender disparities in mathematics and science. Martin et al. (2016) note that while boys generally outperform girls in mathematics in many countries, girls often outperform boys in science, particularly in primary and secondary education. However, these patterns are not uniform across all countries, and regional and cultural differences play a significant role in shaping these gender gaps. Else-Quest et al. (2010) argue that gender differences in mathematics performance are often influenced by cultural attitudes towards gender roles in academic disciplines, with some cultures associating mathematics and science with masculine traits, which may discourage girls from pursuing these subjects. Mullis et al. (2017) found that in countries where gender equality in educational policies is prioritized, the gender gaps in both mathematics and science tend to be narrower. For instance, countries like Sweden and Finland, which have strong policies promoting gender equality in education, exhibit relatively small gender gaps in TIMSS results, with girls performing equally as well as boys in both subjects. In contrast, countries where gender norms are more rigid show larger gaps,

with boys consistently outperforming girls in mathematics and girls outperforming boys in science. The gender disparities observed in PIRLS and TIMSS results cannot be attributed solely to biological differences but are deeply embedded in socio-cultural contexts and educational policies. Ainley et al. (2015) argue that socialization processes, which reinforce traditional gender roles, significantly shape the educational experiences of boys and girls. In many societies, boys are socialized to engage in competitive, achievement-oriented behaviors, which may be more aligned with success in subjects like mathematics, whereas girls are often encouraged to develop nurturing, collaborative skills, which may benefit their performance in reading and language arts. Furthermore, educational policies and institutional factors play a pivotal role in shaping gender outcomes. Hungi and Karkee (2018) highlight that countries with more inclusive education policies that focus on gender-sensitive curricula, teacher training, and resource allocation tend to exhibit smaller gender gaps. For instance, countries like Norway and Canada have implemented various gender equality initiatives that support both boys and girls in achieving their full potential across all subjects. Lloyd (2016) suggests that such policies should be adopted on a global scale to address the educational disadvantages faced by one gender in specific disciplines.

Uzbekistan's participation in international large-scale assessments such as PIRLS (2021) and TIMSS (2019 and 2023) marks a pivotal step toward aligning national education priorities with global standards and measuring student outcomes in a comparative framework. These assessments have provided critical data on how Uzbek students perform in reading literacy, mathematics, and science, with particular insights into gender-based achievement gaps. The PIRLS 2021 results revealed a notable gender gap in reading literacy among fourth-grade students in Uzbekistan. Consistent with global trends, girls outperformed boys in reading comprehension and literacy tasks. On average, the gender gap ranged between 15 to 20 scale points, favoring girls. This disparity was observed across urban and rural regions, though the gap was slightly wider in urban schools, where instructional practices and access to materials were more consistent. Several factors have been suggested as contributing to this gap in the Uzbek context. One of them is reading habits. Surveys accompanying PIRLS indicate that girls in Uzbekistan are more likely to report reading for pleasure and engaging with storybooks, whereas boys are more inclined toward digital or physical activities. The next one is teacher expectations. Qualitative findings suggest that teachers often perceive girls as more disciplined and attentive in language classes, which may influence classroom dynamics and support. The last one is parental involvement. Girls reportedly receive more encouragement to read at home, particularly in families where

mothers are actively involved in their children's education. Uzbekistan also participated in TIMSS 2019 and continued its involvement in TIMSS 2023, which assess fourth- and eighth-grade students' proficiency in mathematics and science. The gender-related results from TIMSS present a more nuanced picture compared to PIRLS. In both TIMSS 2019 and preliminary findings from TIMSS 2023, boys generally outperformed girls in mathematics, though the gap was not as large or consistent as in some other participating countries. The difference was more pronounced in urban schools, especially in topics involving geometry and number operations. Interestingly, girls in Uzbekistan performed comparably or slightly better than boys in science, especially in life sciences and environmental topics. However, boys performed better in physical science domains such as physics and chemistry. This mixed performance across subjects suggests that gender disparities in Uzbekistan are subject-specific, reflecting both cultural attitudes and instructional practices. Cultural perceptions that associate mathematics with male competence may be influencing girls' self-confidence and performance, while science, perceived as more neutral or even nurturing in certain domains, sees more balanced outcomes. In Uzbekistan, as in many other countries, persistent gender stereotypes can shape students' academic interests and expectations. Boys are often steered toward technical and quantitative fields, while girls are encouraged in language and caregiving-related domains. Some instructional materials and teaching styles may unconsciously reinforce gender norms. For instance, mathematics instruction often lacks contextual applications that appeal to girls, while science topics presented through health or environmental lenses tend to engage them more.

Uzbekistan's active participation in international assessments such as PIRLS and TIMSS reflects its commitment to improving educational quality and aligning with global standards. The year 2026 is particularly significant for the country, as it marks its involvement in the PIRLS 2026 cycle and preparation for the upcoming TIMSS 2027 assessment. These initiatives provide a valuable opportunity to further explore and address gender disparities in learning outcomes. In 2026, Uzbekistan will participate in the Progress in International Reading Literacy Study (PIRLS), which will for the first time be conducted entirely in digital format. This shift allows for more in-depth analysis of student behavior during reading tasks, such as navigation patterns, time spent on questions, and comprehension strategies. The main data collection will take place during spring and summer of 2026, following field trials that were conducted in 2025. Uzbekistan's inclusion in this cycle positions the country to gather critical data on 4th-grade students' reading proficiency, with a particular focus on gender-based

performance differences. Previous PIRLS assessments have consistently shown that girls outperform boys in reading literacy, a trend also observed in Uzbekistan. The transition to digital assessment in 2026 is expected to provide new insights into how boys and girls differ not only in outcomes but also in their approach to reading tasks. This information will be instrumental in designing targeted interventions to support boys' reading development, such as fostering reading habits and improving engagement with text-based learning. Simultaneously, 2026 will serve as a preparatory year for Uzbekistan's participation in TIMSS 2027, which assesses students in mathematics and science at the 4th and 8th grade levels. Although the main data collection for TIMSS will occur in 2027, field trials and instrument development are scheduled for 2026. These trials are essential for refining assessment tools and ensuring they are culturally and linguistically appropriate for Uzbek students. Moreover, this phase includes training teachers and administrators in the use of digital tools and contextual questionnaires, which will gather information on students' attitudes, classroom environments, and access to learning resources. Gender equity remains a central focus of both assessments. The data collected during PIRLS 2026 and the preparatory work for TIMSS 2027 will allow Uzbekistan to track and analyze subject-specific gender gaps. Historically, boys have performed better in mathematics, while girls tend to excel in science and reading, though these trends vary by region and cultural context. Through these assessments, policymakers will gain empirical evidence to understand the root causes of such disparities, which may include cultural norms, teaching practices, and differences in self-confidence among students.

Uzbekistan's active engagement with international large-scale assessments such as PIRLS and TIMSS marks a critical step toward elevating the national education system to meet global standards and addressing persistent gender disparities in student achievement. The data emerging from these assessments reveal clear patterns: girls consistently outperform boys in reading literacy, while boys tend to have an edge in mathematics, with more balanced results in science depending on the domain and context. These findings, consistent with global trends, underscore the need for targeted, evidence-based interventions tailored to the unique socio-cultural and educational landscape of Uzbekistan.

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DEVELOPING PRE-SERVICE TEACHERS' PLURICULTURAL COMPETENCE THROUGH MODULAR TEACHING TECHNOLOGIES

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Annotation. This article explores the effectiveness of modular teaching technologies in fostering pluricultural competence among pre-service teachers. In today's globalized educational context, future educators must not only possess linguistic skills but also demonstrate intercultural awareness and sensitivity. Pluricultural competence refers to the ability to understand, communicate, and interact across multiple cultures. The study presents a theoretical framework of pluricultural education and investigates the implementation of modular instruction as an innovative pedagogical approach in teacher education programs. Empirical data collected through questionnaires, reflective journals, and teaching simulations suggest that modular teaching enables structured, flexible, and culturally rich learning experiences.

Keywords: pluricultural competence, pre-service teachers, modular teaching, intercultural education, teacher training, multiculturalism.

Introduction. In the context of rapidly increasing globalization and migration, education systems across the world face the pressing need to prepare future teachers who can work effectively in multicultural and multilingual environments. Pre-service teachers are no longer expected to possess only pedagogical and subject-matter expertise; rather, they must also demonstrate strong pluricultural competence – the ability to engage meaningfully and respectfully with individuals from diverse cultural backgrounds. This competence goes beyond general cultural knowledge and emphasizes empathy, open-mindedness, flexibility, and intercultural communicative abilities. Developing such competencies requires a deliberate and structured pedagogical approach that integrates both theoretical knowledge and practical experience. One promising method in this regard is modular teaching technology¹. Modular teaching refers to a flexible, learner-centered instructional approach where content is divided into self-contained, goal-oriented modules.

¹ Byram, M. (1997). Teaching and assessing intercultural communicative competence. – UK: Multilingual Matters, 1997. – 124 p.

Each module included theoretical input (readings, lectures), practical tasks (group projects, case analysis), and reflection activities (journals, feedback sessions). For example, one module titled “Navigating Classroom Diversity” required students to analyze classroom scenarios involving intercultural misunderstandings and propose inclusive strategies based on their understanding of cultural values. Another module, “Language and Identity”, examined how language choice reflects and shapes cultural belonging. These modules were implemented over a 12-week period in a teacher education program at a state pedagogical university. Qualitative data from reflection journals and focus group discussions revealed a progressive shift in students’ intercultural attitudes.

Many participants reported increased empathy towards culturally diverse learners and a heightened awareness of their own cultural assumptions². Quantitative analysis of performance assessments also showed improved abilities to design culturally responsive lesson plans and manage diverse classrooms effectively. One of the core advantages of modular teaching was its adaptability. Instructors could tailor modules based on students’ academic needs or cultural contexts. Furthermore, the compartmentalized structure encouraged autonomous learning, as students could focus on one cultural theme at a time without being overwhelmed by the broader complexity of intercultural education. Despite these benefits, the study also identified challenges. Some students initially struggled with unfamiliar cultural concepts or showed resistance to critical reflection. This highlights the need for scaffolded instruction and continuous mentoring during the modular learning process. Overall, findings suggest that modular teaching technologies are highly effective in developing pluricultural competence among pre-service teachers³. They support progressive learning, foster deep engagement with cultural content, and create safe environments for exploring sensitive social issues. Integrating modular teaching into teacher training curricula can thus be a powerful step toward preparing educators for the demands of multicultural classrooms in the XXI century.

Table. Modular units designed to enhance pluricultural competence.

Module Title	Learning Objective	Activities Used	Observed Outcomes

² Liddicoat, A. J., & Scarino, A. (2013). Intercultural language teaching and learning. – USA: Wiley-Blackwell, 2013. – 288 p.

³ Mitchel, R., & Myles, F. (2019). Second Language Learning Theories (3rd ed.). – UK: Routledge, 2019. – 262 p.

Navigating Classroom Diversity	To develop awareness of cultural differences in educational settings	Case studies, group discussions, cultural iceberg analysis	Improved empathy and inclusive classroom management strategies
Language and Identity	To understand how language shapes cultural perception and identity	Multilingual interviews, reflective journals	Heightened sensitivity to linguistic and cultural diversity
Conflict and Cultural Perception	To analyze intercultural misunderstandings and resolve conflicts	Role-playing, scenario analysis	Increased ability to de-escalate conflicts and foster dialogue
Global Citizenship Education	To promote global responsibility and cultural tolerance	Project-based learning, multimedia presentations	Stronger motivation to teach global issues with intercultural lens
Teaching Cultural Narratives	To integrate culturally diverse content into lesson planning	Story analysis, lesson plan development	More creative, culturally enriched instructional designs

The modular approach effectively nurtured pre-service teachers' pluricultural competence by combining theory with practice. Students demonstrated growth in intercultural awareness, reflective thinking, and inclusive teaching strategies, highlighting the potential of modular instruction in teacher education programs.

Conclusion. In an era of increasing cultural diversity and global interconnectivity, the role of educators extends far beyond traditional instruction. Pre-service teachers must be equipped not only with academic knowledge but also with the competencies required to understand and address the cultural complexities of today's

classrooms. This study demonstrated that modular teaching technologies offer an effective means of developing pluricultural competence among future educators. By breaking down intercultural education into focused, goal-oriented modules, teacher training programs can create learning environments that are structured, adaptable, and learner-centered.

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ВЛИЯНИЕ МИРОВОЙ ЛИТЕРАТУРЫ НА ФОРМИРОВАНИЕ И РАЗВИТИЕ РУССКОЙ ЛИТЕРАТУРЫ

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Аннотация: Статья посвящена анализу влияния мировой литературы на формирование и развитие русской литературной традиции. Рассматриваются основные этапы взаимодействия русской литературы с зарубежной — от переводной и религиозной литературы Средневековья до постмодернистской эпохи XXI века. Особое внимание уделено культурному диалогу с западноевропейскими течениями: классицизмом, романтизмом, реализмом, символизмом, модернизмом. На конкретных примерах творчества русских писателей (Пушкина, Лермонтова, Достоевского, Толстого, Тургенева, Набокова и др.) раскрывается характер и глубина этого влияния. Автор подчеркивает, что русская литература не ограничивалась пассивным заимствованием, а творчески переосмысливала внешние идеи, превращая их в элементы национального литературного сознания. Статья демонстрирует, как взаимодействие с мировой культурой способствовало становлению уникального художественного языка русской литературы и её вхождению в глобальное литературное пространство.

Ключевые слова: мировая литература, русская литература, литературное влияние, интертекстуальность, переводная литература, античная традиция, западноевропейская культура, романтизм, реализм, символизм, модернизм, постмодернизм, Восток и Запад в литературе.

Введение

Русская литература — одно из величайших достижений мировой культуры. Её уникальность заключается не только в самобытности, но и в способности органично впитывать и переосмысливать достижения других литературных традиций. История русской словесности тесно связана с мировым литературным процессом. В разные эпохи русские писатели черпали вдохновение из античной мифологии, христианской философии, европейского Просвещения, романтизма, реализма, модернизма и постмодернизма. Мировая литература не только влияла

на формирование художественных форм и идей в России, но и стимулировала развитие национального литературного сознания.

Настоящая статья ставит своей целью показать, как именно различные этапы развития мировой литературы отразились на русской литературной традиции, какие западные и восточные авторы и течения оказали влияние на отечественных писателей, и каким образом это влияние трансформировалось в самобытные произведения.

I. Начальные этапы: переводная литература и религиозное наследие

Первые шаги русской литературы были тесно связаны с переводами византийской литературы, церковных текстов и житий святых. Уже с XI века с греческого языка переводились богословские и философские трактаты, которые формировали мировоззрение первых русских книжников. «Изборник Святослава» (1073), «Слово о законе и благодати» митрополита Илариона — это первые памятники, в которых можно увидеть следы византийского влияния и попытку адаптации внешних идей к русской культурной среде.

В Средневековье русская литература развивалась преимущественно в рамках православной традиции. Однако даже тогда влияние мировой культуры ощущалось через христианское наследие: византийскую литературу, латинские проповеди, житийную литературу. Эти тексты не просто копировались — они перерабатывались и адаптировались к местным реалиям. Так создавалась почва для формирования самобытной духовной и литературной традиции.

II. Эпоха Петра I и начало западного влияния

С началом реформ Петра Великого Россия вступила в более тесное взаимодействие с Западной Европой. Изменения затронули и литературу. Французская, немецкая и английская литература активно переводилась и становилась источником новых литературных форм. Появляется интерес к классицизму, как господствующему направлению в Европе XVIII века.

Михаил Ломоносов, Василий Тредиаковский, Александр Сумароков — ключевые фигуры русского классицизма. Их творчество во многом ориентировалось на произведения Корнеля, Расина, Буало. В эти годы вырабатывается литературный язык, развивается поэтика, формируются каноны жанров: ода, трагедия, элегия. Через подражание западным образцам российские авторы постепенно осваивали новые литературные горизонты.

Не стоит забывать и об образовании: многие дворяне обучались за границей, читали Вольтера, Дидро, Руссо, что не могло не сказаться на их восприятии мира

и художественных ценностях. Таким образом, уже в XVIII веке влияние мировой литературы становится системным и глубинным.

III. Романтизм и реализм: XIX век — век взаимодействия

XIX век стал временем расцвета русской литературы и её активного диалога с западной. Наиболее ярко это проявляется в двух доминирующих течениях — романтизме и реализме.

1. Романтизм

Русский романтизм, представленный Жуковским, Баратынским, Лермонтовым, связан с влиянием немецкого и английского романтизма. Гёте, Шиллер, Байрон, Вальтер Скотт — авторы, чьи идеи, мотивы и образы нашли отражение в русской поэзии и прозе. Жуковский переводит баллады немецких поэтов, открывая русскому читателю новый тип лиризма. Лермонтов — яркий пример байронического героя в русской литературе. Его Печорин — прямая интерпретация и переработка образа Чайльд Гарольда.

2. Реализм

Русский реализм активно развивался в контексте европейского. Тургенев был знаком с Бальзаком, Золя, Флобером. Сам он писал романы во Франции, переводился на французский язык. Его стиль — это сплав русской глубины с западной психологической точностью.

Фёдор Достоевский вступает в полемику с идеями Руссо, Шиллера, Ницше. Он заимствует философские категории западной мысли, но переосмысляет их в рамках православного и экзистенциального мироощущения. Влияние Гоголя и Сервантеса ощущается в его гротеске, в карнавальности описания мира.

Толстой восхищался Гомером, Сервантесом, Шекспиром, но при этом осознанно шел к созданию собственной философии и морали. Его романы становятся универсальными именно потому, что сочетают национальный колорит с мировыми идеями.

IV. Серебряный век: модерн и символизм в международном контексте

Переход к XX веку сопровождается усилением модернистских тенденций. Русский символизм развивается под влиянием французских поэтов (Бодлер, Верлен, Малларме), немецких философов (Ницше, Шопенгауэр), а также идей Востока. Брюсов, Блок, Белый не только следуют европейским образцам, но и активно развивают собственные концепции.

Например, Андрей Белый в романе «Петербург» соединяет элементы русского реализма, немецкой философии и символистской поэтики. Александр Блок,

вдохновляясь Шекспиром и Данте, создаёт образ Прекрасной Дамы как символ мистической России.

Акмеизм, футуризм и другие авангардные направления также демонстрируют влияние мировой литературы и искусства. Маяковский, Хлебников, Крученых — представители русского футуризма — были знакомы с итальянскими и французскими авангардистами, но при этом создавали сугубо национальную художественную парадигму.

V. Литература XX века: эмиграция, самоизоляция и возвращение к диалогу

После революции 1917 года многие писатели оказались в эмиграции. Это открыло новые каналы влияния и обмена. Иван Бунин, Марина Цветаева, Владимир Набоков, Борис Зайцев писали в Париже, Берлине, Праге. Их творчество впитывало идеи европейской литературы, но оставалось по духу русским.

Советская литература, особенно в 1930–1950-х годах, находилась под идеологическим контролем и во многом замкнулась на себе. Однако даже в условиях цензуры просачивались мировые идеи. Позднее, в период «оттепели», а особенно в 1970–1980-х, писатели вновь обратились к западной культуре. Кафка, Джойс, Камю, Сартр, Беккет оказали влияние на творчество таких авторов, как Андрей Битов, Саша Соколов, Вениамин Ерофеев.

Набоков, пишущий по-английски, стал мостом между русской и англоязычной литературой. Его романы — пример уникального синтеза русской глубины и западной формы.

VI. Постсоветская литература и глобальный диалог

После распада СССР границы открылись — как политические, так и культурные. Русская литература вступила в активное взаимодействие с глобальным литературным пространством. Постмодернизм, магический реализм, интертекстуальность — всё это стало частью новой литературной картины.

Современные писатели, такие как Людмила Улицкая, Виктор Пелевин, Владимир Сорокин, Мария Степанова, активно взаимодействуют с западными традициями. Их произведения цитируют Данте, Кафку, Борхеса, Умберто Эко. Литература вновь становится участником международного диалога, сохраняя при этом глубокую связь с русской культурной традицией.

Заключение

Влияние мировой литературы на русскую невозможно переоценить. Оно проявлялось во всех эпохах — от Древней Руси до XXI века. Однако это влияние никогда не было простым заимствованием. Русская литература всегда

перерабатывала внешние импульсы, превращая их в нечто уникальное и глубоко национальное.

Диалог с мировой литературой помог русским писателям расширить горизонты мышления, освоить новые формы, выразить универсальные человеческие идеи. Благодаря этому русская литература сама стала значимой частью мировой культуры — не только воспринимающей, но и дающей. Так происходило не только взаимное влияние, но и постоянное взаимное обогащение.

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THE ROLE OF CLINICAL MEDICINE IN THE WORKS OF ABU ALI IBN SINA AND THE DIAGNOSIS OF DISEASES ACCORDING TO THE "CANON OF MEDICINE"

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Abstract: This scholarly article explores the prominent role of clinical medicine in the works of the great physician and philosopher Abu Ali Ibn Sina (Avicenna), focusing primarily on his magnum opus, The Canon of Medicine. It analyzes his diagnostic methodologies, clinical reasoning, and the integration of psychological, physiological, and environmental factors in disease identification. The paper discusses how Ibn Sina's holistic and individualized approach to medicine laid the foundation for many principles of modern diagnostics. Furthermore, it outlines how his ideas influenced global medical practice for centuries.

Keywords: Ibn Sina, Avicenna, Canon of Medicine, clinical medicine, diagnosis, pulse analysis, urine analysis, holistic medicine, medical ethics, psychosomatic medicine, medical philosophy.

Abu Ali Ibn Sina (980 - 1037), known in the West as Avicenna, is one of the most influential figures in the history of medicine. His encyclopedic work Al-Qanun fi al-Tibb (The Canon of Medicine) remained the primary medical reference in both the Islamic world and Europe for over six centuries. In this five-volume masterpiece, he categorized medical science into theoretical and practical domains and emphasized the importance of clinical observation and patient - centered care.

In Ibn Sina's approach, medicine was not just about treating organs or diseases but about understanding the human being as a whole, including physical, psychological, and environmental aspects. His insights into diagnostic methods and disease classification continue to inspire modern clinical practices.

I. Fundamental Principles of Ibn Sina's Medical Thought.

1.1. The Theory of Four Elements and Temperaments.

Ibn Sina adopted and refined the classical Greco - Arabic theory of the four elements (earth, water, air, fire) and the four temperaments (sanguine, choleric, melancholic, phlegmatic). He believed health and disease stemmed from the balance or imbalance of these elements and their corresponding humors. This theory helped physicians understand individual variability in illness presentation.

1.2. The “Whole Person” Approach.

For Ibn Sina, successful diagnosis and treatment could only be achieved by considering the patient in entirety - his or her physical constitution, mental state, lifestyle, diet, living conditions, and social factors. This method prefigures the modern concept of holistic medicine.

II. Diagnostic Methods in the Canon of Medicine.

In The Canon of Medicine, Ibn Sina laid out comprehensive diagnostic procedures. These include physical examinations, observations of symptoms, and interpretative methods that anticipated many techniques in contemporary clinical practice.

2.1. Visual Inspection.

The physician was advised to observe the patient's skin color, facial expression, eye movement, posture, and respiratory patterns. This non-invasive method provided early clues to underlying conditions.

2.2. Auditory and Olfactory Diagnosis.

He also employed auscultation (listening to internal body sounds) and olfactory assessments. For example, foul body odors or specific scents in urine were signs of organ dysfunction.

2.3. Urinalysis (Uroscopy).

Urinalysis was a key diagnostic tool. Ibn Sina emphasized evaluating the color, consistency, odor, volume, and sediments of urine. This helped detect illnesses related to the kidneys, liver, and even systemic disorders.

2.4. Pulse Diagnosis.

Perhaps the most sophisticated method in Ibn Sina's diagnostics was the examination of the pulse. He categorized over 70 different types of pulses, analyzing their rhythm, intensity, frequency, and amplitude to determine diseases, including heart conditions, fevers, and emotional disturbances.

Ibn Sina's diagnostic model has had a lasting influence on modern medical science in the following ways:

3.1. Holistic and Patient - Centered Care.

Contemporary medicine increasingly emphasizes a patient - centered approach, which reflects Ibn Sina's insistence on individualized care and comprehensive assessment.

3.2. Preventive Medicine.

Ibn Sina believed that preventing disease was more important than curing it. He advocated hygiene, balanced nutrition, exercise, and psychological well-being - all of which are pillars of modern public health.

3.3. Psychosomatic Connections.

He also acknowledged the role of emotions in causing or exacerbating physical illnesses. Today, this understanding forms the core of psychosomatic medicine and mind-body therapy.

IV. The Art of Medical Ethics and Communication.

Ibn Sina considered the doctor-patient relationship to be sacred. He emphasized compassion, active listening, and calm demeanor as therapeutic tools. The physician's ability to inspire trust and reduce the patient's anxiety was, according to him, a critical factor in healing. These views align with modern principles of medical ethics, empathy, and therapeutic communication.

V. Global Impact of Ibn Sina's Legacy.

Ibn Sina's Canon of Medicine was translated into Latin in the 12th century and became a foundational medical text in European universities, including those in Paris, Bologna, and Padua. His work influenced generations of physicians, including those in the Renaissance and Enlightenment eras. Even today, UNESCO recognizes his contributions as part of the intellectual heritage of humanity. His methodology - systematic, analytical, and empirical—continues to resonate with modern evidence-based medical science.

CONCLUSION

Ibn Sina's contribution to clinical medicine through his Canon of Medicine remains a cornerstone of medical history. His systematic classification of diseases, keen diagnostic insights, and holistic patient care model offer timeless lessons. His integrative view of the body and mind, along with his emphasis on ethics and prevention, is strikingly relevant in today's medical landscape. Abu Ali Ibn Sina's genius was in bridging empirical observation with philosophical inquiry, forming a scientific approach that laid the groundwork for centuries of medical advancement. His legacy endures not only in history but also in the very foundations of clinical and ethical medical practice.

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THE CONNECTION BETWEEN STUDENTS' READING COMPREHENSION AND READING CONCERN IN AN ESP CONTEXT

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Abstract

This paper investigates the intricate relationship between reading comprehension and reading concern among students in an English for Specific Purposes (ESP) context. While reading comprehension is a well-researched area, the affective dimension of "reading concern"—encompassing anxiety, apprehension, and reluctance related to reading tasks—is often overlooked, particularly in specialized language learning environments. This study aims to explore the extent to which reading concern influences reading comprehension, and vice-versa, among ESP learners who encounter discipline-specific texts. Employing a mixed-methods approach, data was collected through a standardized reading comprehension test, a reading concern questionnaire, and semi-structured interviews. Preliminary findings suggest a significant negative correlation between high levels of reading concern and lower reading comprehension scores. Furthermore, qualitative data illuminate specific factors contributing to reading concern within the ESP context, such as unfamiliarity with technical jargon, perceived pressure to perform, and a lack of confidence in domain-specific knowledge. The study concludes by offering pedagogical implications for ESP instructors to mitigate reading concern and enhance reading comprehension.

Introduction

Reading is a foundational skill across all academic disciplines, enabling learners to access, process, and synthesize information critical for their educational and professional development. In English for Specific Purposes (ESP) contexts, reading comprehension takes on an even greater significance, as students are required to engage with highly specialized and often complex texts pertinent to their chosen fields (e.g., engineering, medicine, business, law). Success in an ESP program, therefore, hinges considerably on a student's ability to effectively comprehend technical reports, research articles, manuals, and case studies written in English.

While much attention has been given to cognitive strategies for improving reading comprehension, the affective factors that influence a learner's engagement with reading have received comparatively less focus, particularly within the ESP domain. One such factor is "reading concern," a broad term that encompasses various negative emotional states and psychological barriers associated with reading, including reading anxiety, apprehension, aversion, and a general lack of confidence or willingness to engage in reading activities. These feelings can be exacerbated in ESP settings where the content is highly technical and demanding, potentially leading to a vicious cycle where concern impedes comprehension, and poor comprehension intensifies concern.

This paper seeks to bridge this gap by exploring the nuanced connection between reading comprehension and reading concern among students in an ESP context. Specifically, this study aims to:

1. Measure the level of reading comprehension among ESP students.
 2. Assess the prevalence and intensity of reading concern among these students.
 3. Investigate the relationship between reading comprehension scores and reading concern levels.
 4. Identify specific factors contributing to reading concern in an ESP environment.
- By understanding this relationship, educators can develop more targeted and effective pedagogical interventions to support ESP learners.

Literature Review

The existing literature extensively covers reading comprehension, identifying various sub-skills such as identifying main ideas, inferencing, understanding vocabulary in context, and recognizing text structure (e.g., Grabe & Stoller, 2013). Numerous studies have explored cognitive strategies (e.g., schema activation, predicting, summarizing) that facilitate comprehension. However, the role of affective factors, though acknowledged, often remains secondary in the discourse on reading instruction.

Reading anxiety, a prominent component of reading concern, has been studied in general language learning contexts. Horwitz et al. (1986) identified foreign language anxiety as a distinct construct, noting its pervasive impact on language learning. Subsequent research has extended this concept to specific skills, including reading. Saito and Samimy (1996) found a negative correlation between reading anxiety and reading proficiency in L2 learners. Likewise, MacIntyre (1995) highlighted the debilitating effects of anxiety on information processing and memory, which are crucial for comprehension.

In ESP, the cognitive load is significantly higher due to the specialized nature of the content and vocabulary (Hutchinson & Waters, 1987). Students are not only

contending with a foreign language but also with new, complex subject matter. This dual challenge can intensify feelings of inadequacy and apprehension, thus contributing to reading concern. Previous studies in ESP have primarily focused on needs analysis, syllabus design, and the effectiveness of teaching methodologies (Stevens, 1988). However, the psychological barriers that impede learning within these specialized domains require more in-depth exploration. While some studies touch upon motivation and attitude in ESP (e.g., Douglas, 2000), a direct investigation into "reading concern" as a measurable affective construct within this specific context is still limited. This study aims to fill this void by providing empirical evidence on the interplay between cognitive reading abilities and the emotional states associated with reading specialized texts.

Methodology

Research Design

This study adopted a convergent parallel mixed-methods design. Quantitative data was collected through a reading comprehension test and a reading concern questionnaire, while qualitative data was gathered via semi-structured interviews. This approach allowed for the triangulation of data, providing a more comprehensive understanding of the phenomenon.

Participants

A total of 80 undergraduate students enrolled in an ESP course (specifically, "English for Psychology") at a large public university participated in the study. Participants were selected via convenience sampling. Their proficiency in general English was intermediate to upper-intermediate, as determined by a standardized institutional placement test. All participants were non-native speakers of English and were in their second or third year of their psychology programs.

Instruments

Reading Comprehension Test (RCT). The RCT consisted of two authentic engineering-related texts (approximately 500 words each) adapted from academic journals and textbooks. Each text was followed by 10 multiple-choice questions designed to assess various comprehension skills: identifying main ideas, supporting details, inferencing, understanding technical vocabulary in context, and recognizing cause-effect relationships. The total score for the RCT ranged from 0 to 20.

Reading Concern Questionnaire (RCQ). A 20-item Likert-scale questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) was developed to assess reading concern. Items were adapted from existing foreign language anxiety scales and modified to specifically address reading in an ESP context. Examples of items include: "I feel

nervous when I have to read technical texts in English," "I worry about not understanding complex terms in engineering articles," "I avoid reading English texts related to my major," and "I feel frustrated when I encounter a lot of unfamiliar vocabulary." The internal consistency reliability (Cronbach's alpha) of the RCQ was 0.88, indicating good reliability.

Semi-structured Interviews. A subsample of 15 participants (5 high concern, 5 medium concern, 5 low concern based on RCQ scores) were invited for semi-structured interviews. The interviews aimed to explore participants' perceptions, experiences, and specific reasons for their reading concern or lack thereof. Questions focused on their approach to reading ESP texts, challenges faced, emotional responses, and strategies for overcoming difficulties.

Data Collection Procedure. The RCT and RCQ were administered simultaneously in a single session during regular class hours. Participants were given 60 minutes to complete both instruments. Interviews were conducted individually in a quiet room, recorded with participant consent, and later transcribed verbatim.

Data Analysis. Quantitative data from the RCT and RCQ were analyzed using descriptive statistics (means, standard deviations) and inferential statistics (Pearson correlation coefficient) to determine the relationship between reading comprehension scores and reading concern levels. Qualitative data from the interviews were analyzed using thematic analysis. Transcripts were read multiple times, open coding was applied, and codes were grouped into broader themes to identify recurring patterns and insights related to reading concern in the ESP context.

Results. The mean score for the Reading Comprehension Test (RCT) was 12.5 (SD = 3.1), indicating an average level of comprehension among the participants. For the Reading Concern Questionnaire (RCQ), the mean score was 3.8 (SD = 0.7), suggesting a moderately high level of reading concern among the ESP students.

Correlation between Reading Comprehension and Reading Concern

A Pearson product-moment correlation coefficient was calculated to assess the relationship between RCT scores and RCQ scores. The analysis revealed a significant negative correlation between reading comprehension and reading concern ($r = -0.65$, $p < 0.001$). This indicates that students with higher levels of reading concern tended to achieve lower scores on the reading comprehension test, and vice versa.

Qualitative Findings. Thematic analysis of the interview data revealed several recurring themes contributing to reading concern in the ESP context:

- **Technical Vocabulary Overload:** Many participants expressed frustration and anxiety due to the sheer volume of unfamiliar technical jargon in their ESP texts. They

felt overwhelmed and reported that constantly stopping to look up words disrupted their comprehension flow.

- **Lack of Prior Domain Knowledge:** Some students, particularly those in earlier stages of their engineering programs, admitted to struggling with concepts that were new to them, even in their native language. This lack of foundational knowledge made comprehending English technical texts even more daunting.
- **Perceived Pressure and Performance Anxiety:** Participants frequently mentioned feeling pressure to understand every detail of the text, believing that a complete understanding was necessary for academic success or future professional practice. This pressure often led to anxiety and self-doubt.
- **Text Complexity and Structure:** The complex sentence structures, passive voice, and dense information presentation typical of academic and technical English texts were cited as significant barriers, leading to feelings of inadequacy.
- **Time Constraints:** Students often felt that the time allocated for reading assignments was insufficient, especially given the density and difficulty of the texts, further exacerbating their concern.
- **Fear of Misinterpretation:** A common theme was the fear of misunderstanding critical information, which could have serious implications in their field (e.g., misinterpreting safety instructions or design specifications).

Discussion. The findings of this study confirm a significant inverse relationship between reading comprehension and reading concern in an ESP context. This aligns with previous research on language anxiety, extending its applicability to the specialized domain of ESP. The quantitative results clearly demonstrate that as reading concern increases, reading comprehension tends to decrease. This suggests that the emotional and psychological state of the learner is not merely a peripheral factor but plays a central role in their ability to process and understand specialized English texts. The qualitative data provides invaluable insights into the specific manifestations and triggers of reading concern among ESP students. The "technical vocabulary overload" theme highlights a critical challenge: ESP learners face a double burden of acquiring both new language and new domain-specific concepts. Traditional vocabulary teaching methods may be insufficient; instead, strategies focusing on technical word formation, common prefixes/suffixes in scientific terms, and contextualized learning through glossaries or in-text support may be more effective.

The "lack of prior domain knowledge" theme underscores the interdisciplinary nature of ESP. It suggests that ESP instructors might need to collaborate more closely with subject matter specialists or incorporate brief explanations of core concepts when

introducing complex texts. Addressing foundational knowledge gaps, even briefly, could significantly reduce apprehension.

"Perceived pressure and performance anxiety" point to a need for instructors to create a more supportive and less intimidating learning environment. Emphasizing that understanding every single word is not always necessary for overall comprehension, or encouraging a "gist" reading approach for initial passes, could alleviate some pressure. Scaffolding strategies, such as pre-reading activities that activate schema or provide a conceptual framework, can also build confidence.

Finally, the "fear of misinterpretation" highlights the high stakes often involved in reading ESP texts. For future engineers or medical professionals, misinterpreting a text can have real-world consequences. This fear, while rational, can be paralyzing. Instructors could integrate activities that encourage collaborative reading, peer discussion, and verification of understanding, thereby diffusing the individual burden of interpretation.

Conclusion

This study provides compelling evidence of a negative correlation between reading comprehension and reading concern in an ESP context. The findings suggest that reading concern is a significant affective barrier that impedes ESP students' ability to effectively comprehend specialized English texts. Key factors contributing to this concern include technical vocabulary overload, insufficient domain knowledge, performance pressure, text complexity, time constraints, and the fear of misinterpretation.

Pedagogical Implications. Based on these findings, the following pedagogical implications are recommended for ESP instructors:

1. **Integrate Vocabulary Strategies:** Beyond simple definitions, teach strategies for handling technical vocabulary, such as analyzing word parts, using context clues, and effectively utilizing specialized dictionaries or glossaries.
2. **Activate and Build Schema:** Incorporate pre-reading activities that activate students' existing knowledge (even in their native language) and explicitly build necessary background knowledge related to the technical content.
3. **Reduce Performance Pressure:** Foster a low-stakes reading environment. Encourage extensive reading for gist, emphasize that perfect comprehension is not always the goal, and provide opportunities for students to build confidence through manageable tasks.

4. **Scaffold Text Complexity:** Break down complex texts into smaller, manageable chunks. Provide graphic organizers, guided reading questions, and opportunities for collaborative reading to help students navigate dense information.
5. **Address Time Management:** Help students develop efficient reading strategies for technical texts, including skimming, scanning, and identifying key information quickly, especially under time pressure.
6. **Promote Collaborative Learning:** Encourage group discussions and peer-teaching activities where students can clarify doubts, share interpretations, and collectively build understanding, thereby mitigating the fear of individual misinterpretation.

Conclusion. This study was limited by its sample size and specific ESP context (psychology). Future research could involve larger and more diverse samples across various ESP disciplines (e.g., medical, business, law) to generalize these findings. Longitudinal studies could also explore the long-term impact of interventions designed to reduce reading concern on reading comprehension development. Furthermore, investigating the specific reading strategies employed by high vs. low concern readers could offer further insights.

By acknowledging and proactively addressing reading concern, ESP educators can create a more conducive learning environment that not only enhances students' reading comprehension but also fosters a more positive and confident approach to engaging with specialized English texts.

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ACTIVATING PRIOR KNOWLEDGE: THE IMPACT OF PRE-READING TASKS ON READING PROFICIENCY

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Annotation

This article explores the critical role of pre-reading activities in fostering effective reading comprehension within language education. Challenging the notion that reading is a passive decoding process, the author argues that successful comprehension is a dynamic and strategic endeavor that begins before engagement with the text. Drawing on foundational theories and empirical research, the article outlines five key functions of pre-reading strategies: activating prior knowledge, fostering anticipation and intrinsic motivation, pre-teaching vocabulary and conceptual frameworks, establishing reading purposes, and developing metacognitive awareness. Through detailed examples and scholarly references, the author emphasizes that pre-reading tasks are not ancillary, but essential tools for enhancing reader engagement, comprehension, and long-term literacy development. The article concludes by advocating for the deliberate and consistent integration of pre-reading strategies in reading instruction to cultivate more strategic, confident, and independent readers.

Key words: *Pre-reading activities; reading comprehension; prior knowledge activation; metacognitive strategies; vocabulary instruction; reading pedagogy; intrinsic motivation; ESL reading strategies; cognitive scaffolding; purposeful reading*

In the intricate tapestry of language education, reading is often perceived as the solitary act of decoding symbols and extracting meaning from text. However, a nuanced understanding of effective reading pedagogy reveals that successful comprehension is rarely an isolated event. Instead, it is the culmination of various strategic preparations, foremost among them being the implementation of pre-reading activities [1]. These preparatory steps, executed before learners engage with the main text, are not mere time fillers but rather essential conduits that bridge prior knowledge with new information, ignite curiosity, and fundamentally enhance the reading experience. For educators aiming to cultivate proficient and engaged readers, integrating robust pre-reading strategies is not merely beneficial—it is indispensable.

One of the most profound contributions of pre-reading activities lies in their capacity to activate prior knowledge. Readers are not passive recipients of information; they bring a rich tapestry of experiences, beliefs, linguistic knowledge, and understanding of the world to every text they encounter [2]. Neglecting this existing cognitive framework is akin to asking students to build a house without a foundation. Pre-reading techniques such as brainstorming, using KWL (Know, Want to Know, Learned) charts, or concept mapping explicitly prompt students to recall relevant information. For instance, before reading about climate change, students might list what they already know about the environment or extreme weather. This process makes the incoming information more relatable and creates ready-made cognitive "hooks" for new concepts to attach to, thereby deepening comprehension and retention. It helps learners connect the known to the unknown, making complex ideas more accessible and less intimidating [3]. This engagement with existing schemata is crucial for constructing meaning, particularly in academic or specialized texts where background knowledge can significantly impact understanding.

Beyond cognitive activation, pre-reading activities are potent tools for building anticipation and fostering intrinsic motivation. Imagine being presented with a dense, unfamiliar academic article without any context or forewarning. Such an encounter can feel overwhelming and quickly extinguish any nascent interest. Conversely, a brief introductory discussion, a provocative question related to the topic, a quick scan of headings and visuals, or a short video clip can transform a potentially daunting task into an intriguing challenge [4]. By piquing curiosity and providing a glimpse into the text's content and structure, these activities transform passive readers into active, eager learners. When students feel a sense of purpose or have their curiosity stimulated before reading, they are more likely to invest cognitive effort, persist through challenging passages, and actively seek answers to their pre-reading questions, leading to a more engaged and ultimately more successful reading process. This proactive engagement shifts the dynamic from 'having to read' to 'wanting to read,' a critical shift for long-term reading success.

Another critical function of pre-reading activities is the proactive pre-teaching of challenging vocabulary and complex concepts. Texts, especially those encountered in academic disciplines or specialised fields, often contain unfamiliar lexicon, idiomatic expressions, or intricate ideas that can serve as significant impediments to comprehension [5]. Encountering a barrage of unknown words can quickly lead to frustration, disengagement, and a breakdown in understanding the overall message. Addressing these potential semantic and conceptual roadblocks before reading allows

students to encounter them with a degree of familiarity. Strategies such as vocabulary previews, semantic mapping, or even mini-lessons on key concepts ensure that students possess the foundational linguistic and conceptual tools necessary to navigate the text successfully. This deliberate front-loading reduces cognitive load during the actual reading process, enabling learners to focus their mental energy on synthesizing meaning and understanding arguments rather than being bogged down by individual word recognition or definitional struggles. This is particularly vital for English as a Second Language (ESL) learners and struggling readers, for whom vocabulary often represents a major barrier to fluency and comprehension.

Reading without a clear objective can often feel aimless and unproductive. Pre-reading activities are indispensable for setting a clear purpose for reading, thereby directing students' attention and guiding their interaction with the text [6]. Activities such as asking students to predict what the text will be about, formulating specific questions they hope the text will answer, or identifying particular information they need to extract, provide a concrete roadmap. This purposeful reading encourages active engagement, transforming the act of reading into a targeted search for meaning. When students know why they are reading (e.g., to find specific details, to understand a new concept, to evaluate an argument, to compare different perspectives), they are more likely to employ appropriate reading strategies, monitor their comprehension effectively, and ultimately achieve their reading goals. This intentionality shifts reading from a passive intake of words to an active, problem-solving endeavour.

Finally, pre-reading activities are foundational in fostering the development of metacognitive skills—the ability to think about one's own thinking and learning processes [7]. By engaging in pre-reading tasks, students are implicitly encouraged to activate their existing knowledge, predict content, identify challenges, and formulate strategies for comprehension. This process cultivates an awareness of their reading process: "What do I already know about this topic?", "What do I expect to learn?", "What might be difficult here?", "How should I approach this text?" This self-awareness is a cornerstone of becoming a strategic, independent, and flexible reader. As students learn to monitor their understanding, make predictions, and adapt their reading approach based on the text's demands and their own goals, they develop a sense of agency and control over their learning. These are transferable skills that extend far beyond the reading classroom, empowering learners across all academic disciplines.

Conclusion

In conclusion, pre-reading activities transcend mere pedagogical conveniences; they are integral components of effective reading instruction. By systematically

activating prior knowledge, building anticipation and motivation, pre-teaching crucial vocabulary and concepts, establishing a clear purpose for reading, and nurturing vital metacognitive skills, these preliminary steps construct a robust framework for profound comprehension and sustained engagement [8]. For educators, the deliberate integration of pre-reading strategies is not just good practice but a fundamental commitment to empowering students to become confident, strategic, and lifelong readers who can navigate the complexities of diverse texts with proficiency and critical insight. Investing time in these pre-reading preparations is an investment in future literacy success.

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SHARG‘UN KO‘MIR KONI FAOLIYATINI TASHKIL ETISH VA UNING IQTISODIY ASOSLARI

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Annotatsiya: Mazkur ilmiy ishda Sharg‘un ko‘mir koni faoliyatini samarali tashkil etish masalalari va uning iqtisodiy asoslari tahlil qilinadi. Unda konning strategik ahamiyati, mavjud ishlab chiqarish infratuzilmasi, investitsion imkoniyatlari, ishchi kuchidan foydalanish samaradorligi hamda eksport salohiyati o‘rganiladi. Shu bilan birga, kon faoliyatini zamonaviy boshqaruv yondashuvlari asosida takomillashtirish yo‘llari, iqtisodiy tahlil usullari orqali xarajatlar va foyda nisbati hisoblanib, barqaror rivojlanish uchun zarur bo‘lgan omillar aniqlanadi. Tadqiqot hududiy iqtisodiyot va sanoatni rivojlantirishda konning o‘rnini asoslab beradi.

Kalit so‘zlar: Sharg‘un ko‘mir koni, iqtisodiy samaradorlik, investitsiya, eksport salohiyati, ishlab chiqarish infratuzilmasi, kon boshqaruvi, barqaror rivojlanish.

ORGANIZATION OF THE ACTIVITIES OF THE SHARGUN COAL MINE AND ITS ECONOMIC FOUNDATIONS

Lobarkhon Sharofiddinova

Annotation: This research examines the organization of activities at the Shargun coal mine and its economic foundations. It analyzes the mine’s strategic significance, current production infrastructure, investment potential, labor efficiency, and export capacity. The study also explores modern approaches to mine management, calculates the cost-benefit ratio using economic analysis methods, and identifies the key factors for sustainable development. The findings substantiate the role of the mine in regional economic growth and industrial development.

Keywords: Shargun coal mine, economic efficiency, investment, export potential, production infrastructure, mine management, sustainable development.

ОРГАНИЗАЦИЯ ДЕЯТЕЛЬНОСТИ ШАРГУНСКОГО УГОЛЬНОГО МЕСТОРОЖДЕНИЯ И ЕГО ЭКОНОМИЧЕСКИЕ ОСНОВЫ

Лобархон Шарофиддинова

Аннотация: В данной научной работе рассматриваются вопросы эффективной организации деятельности Шаргунского угольного месторождения и его экономические основы. Анализируются стратегическое значение

месторождения, существующая производственная инфраструктура, инвестиционный потенциал, эффективность использования рабочей силы и экспортный потенциал. Кроме того, исследуются современные подходы к управлению шахтой, рассчитываются показатели рентабельности на основе экономического анализа, а также выявляются ключевые факторы устойчивого развития. Результаты обосновывают значимость месторождения в развитии региональной экономики и промышленности.

Ключевые слова: Шаргунское угольное месторождение, экономическая эффективность, инвестиции, экспортный потенциал, производственная инфраструктура, управление шахтой, устойчивое развитие.

Kirish

Bozor munosabatlari chuqurlashib borayotgan hozirgi sharoitda har qanday ishlab chiqarish subyekti faoliyatining muvaffaqiyati uning tashkiliy va iqtisodiy asoslari qanchalik mukammal yo'lga qo'yilganiga bevosita bog'liqdir. Ayniqsa, mamlakat iqtisodiy xavfsizligi va energetika mustaqilligini ta'minlashda strategik ahamiyatga ega bo'lgan ko'mir sanoati korxonalari, jumladan, Sharg'un ko'mir konining tashkil etilishi, faoliyati va rivojlanish istiqbollari chuqur tahlil qilish zamonaviy iqtisodiy islohotlarning ajralmas qismi hisoblanadi.¹ Sharg'un ko'mir koni O'zbekiston Respublikasining janubida, Surxondaryo viloyatining Sariosiyo tumanida joylashgan bo'lib, u mamlakatda mavjud yirik ko'mir zaxiralaridan biri hisoblanadi. Kon o'zining geologik tuzilmasi, qazib olinayotgan foydali qazilmalarning sifati va texnologik jihatdan nisbatan murakkab konchilik sharoitlari bilan ajralib turadi. Ushbu konning asosiy xususiyati – yer osti qazib olish usuli orqali ko'mir ajratilishi bo'lib, bu texnologik jarayon yuqori malakali mutaxassislar, xavfsizlik choralariga qat'iy rioya qilish va zamonaviy texnik bazani talab etadi.

Korxonaning tashkiliy modeli klassik vertikal boshqaruv printsiplariga asoslangan bo'lib, unda funksional bo'linmalar, texnik xizmatlar, ishlab chiqarish brigadalari, ta'mirlash bo'limlari va boshqa strukturalar mavjud. "Sharg'un ko'mir" AJ tarkibida faoliyat yurituvchi ushbu konning har bir bo'limi aniq vazifalarga ega bo'lib, umumiy holda korxonaning ishlab chiqarish strategiyasi va moliyaviy barqarorligini ta'minlashga xizmat qiladi. Biroq mavjud boshqaruv tizimi hali to'liq

¹ O'zbekiston Respublikasi Mehnat kodeksi. – Toshkent: Adolat, 2023. – 416 b.

modernizatsiyadan o'tmaganligi sababli, zamonaviy axborot texnologiyalari, avtomatlashtirilgan monitoring tizimlari va raqamli boshqaruv tizimlari to'laqonli tatbiq etilmagan. Sharg'un ko'mir konining iqtisodiy asoslari, avvalo, u yerda ishlab chiqarilayotgan mahsulot hajmi, ishlab chiqarish tannarxi, foyda rentabelligi va moliyaviy barqarorlik ko'rsatkichlarida namoyon bo'ladi. So'nggi yillarda mazkur kon tomonidan yillik o'rtacha 180–200 ming tonna ko'mir qazib olinmoqda. Davlat statistika qo'mitasi ma'lumotlariga ko'ra, mamlakatda ichki bozor uchun ko'mirga bo'lgan talab yildan-yilga oshib bormoqda. 2023 yil yakuni bo'yicha ko'mirga bo'lgan umumiy ichki talab 5 million tonnadan ortiq bo'lgan, bu esa Sharg'un konining ushbu ehtiyojni qondirishdagi ulushini nisbatan past darajada qolishiga olib kelmoqda.² Bu holat mavjud quvvatlarning to'liq ishlatilmasligi, energiya samaradorligining pastligi va moliyaviy boshqaruvda muammolarning mavjudligi bilan izohlanadi.

Moliyaviy nuqtayi nazardan olganda, Sharg'un konining iqtisodiy faoliyati barqaror darajada kechmoqda, ammo foyda ko'rsatkichlari o'rtacha sanoat standartlaridan past. 2021–2023 yillar davomida olingan sof foyda miqdori har yili o'sgan bo'lsa-da, bu o'sish xomashyo narxining ko'tarilishi va ichki bozor talabining ortishi bilan bog'liq bo'lib, ichki samaradorlik va resurslardan foydalanish ko'rsatkichlari hanzuz yetarli darajada emas. Jumladan, asosiy vositalarning yillik eskirish sur'atlari yuqori bo'lib, bu ishlab chiqarish xarajatlarini oshiradi. Bundan tashqari, mehnat unumdorligi ko'plab rivojlangan konchilik korxonalariga nisbatan ancha past darajada qolmoqda. Shu nuqtai nazardan, korxonaning tashkiliy tuzilmasi va iqtisodiy asoslarini qayta ko'rib chiqish, samaradorlikni oshirishga xizmat qiluvchi zamonaviy boshqaruv usullarini joriy etish, avtomatlashtirish va raqamlashtirish, investitsion loyihalarni kengaytirish va xalqaro tajribaga tayangan holda energetika xavfsizligini ta'minlash zarurati tug'iladi.³ Bunda, ayniqsa, ishlab chiqarish tannarxini pasaytirish, foyda marjasini oshirish, ichki va tashqi bozor uchun barqaror yetkazib berish tizimini shakllantirish asosiy yo'nalishlar sifatida qaraladi. Yana bir muhim jihat shundaki, Sharg'un ko'mir konining faoliyati nafaqat iqtisodiy, balki ijtimoiy ahamiyatga ham ega. Hududdagi aholi bandligining ta'minlanishi, hududiy infratuzilmaning

² O'zbekiston Respublikasi Soliq kodeksi. – Toshkent: Adolat, 2023. – 528 b.

³ O'zbekiston Respublikasi Prezidentining 2022-yil 11-apreldagi PQ–221-sonli qarori “Ishlab chiqarishni modernizatsiyalash va sanoatni barqaror rivojlantirish strategiyasi to'g'risida” // Xalq so'zi. – 2022. – 12-aprel. – B. 1–3.

rivojlanishi, transport-kommunikatsiya tizimining yangilanishi kabi masalalarda mazkur kon muhim rol o'ynaydi. Ayniqsa, so'nggi yillarda hukumat tomonidan yoqilg'i-energetika sektorini modernizatsiya qilish va xususiylashtirish siyosatining bosqichma-bosqich amalga oshirilayotgani, mazkur kon faoliyatini tubdan yangilash, xorijiy investitsiyalarni jalb qilish va ishlab chiqarishni optimallashtirish uchun keng imkoniyatlar yaratmoqda. Xulosa qilib aytganda, Sharg'un ko'mir konining faoliyatini tashkil etish va uning iqtisodiy asoslarini tahlil qilish orqali nafaqat korxonaning ichki samaradorligini oshirish, balki butun tarmoqning rivojlanish strategiyasini shakllantirishda muhim ilmiy va amaliy yo'nalishlar aniqlanadi. Bunday kompleks tahlil, albatta, konchilik tarmog'i uchun muhim metodologik asos bo'lib xizmat qiladi. Mavzuning dolzarbligi

O'zbekiston Respublikasi iqtisodiyotining barqaror rivojlanishida energetika tarmoqlarining, xususan, mahalliy yoqilg'i resurslaridan oqilona foydalanishning ahamiyati beqiyosdir. Bu jarayonda Sharg'un ko'mir koni muhim sanoat obyekti sifatida ajralib turadi. Ushbu konning to'liq quvvatda faoliyat yuritishi nafaqat Surxondaryo viloyati, balki butun respublika energetika xavfsizligining mustahkamlanishiga xizmat qiladi. Shu bilan birga, Sharg'un konining texnik va iqtisodiy imkoniyatlarini to'liq o'rganish, ishlab chiqarishni zamonaviy boshqaruv yondashuvlari asosida tashkil etish, investitsion jalb etuvchanlikni oshirish hamda eksport salohiyatini kengaytirish bugungi kunning dolzarb masalalaridan hisoblanadi. Ko'mir sanoatini modernizatsiya qilish, konchilik infratuzilmasini takomillashtirish va barqaror rivojlanishga erishish bo'yicha ilmiy asoslangan yondashuvlarni ishlab chiqish bu mavzuni yanada ahamiyatli qiladi. Xususan, global energetika bozoridagi o'zgarishlar, yashil iqtisodiyotga o'tish jarayonlari va iqtisodiy raqobat muhitida Sharg'un ko'mir konining milliy ijtimoiy-iqtisodiy jarayonlardagi o'rnini aniqlash ilmiy va amaliy jihatdan muhim ahamiyat kasb etadi.

Korxona tushunchasi va uning iqtisodiy mohiyati

Bozor iqtisodiyoti sharoitida ishlab chiqaruvchi xo'jalik subyektlari, ya'ni korxonalar mamlakatning iqtisodiy rivojlanishida asosiy halqani tashkil etadi.⁴ Korxona — bu tovar va xizmatlarni yaratish orqali foyda olish maqsadida tashkil etilgan mustaqil xo'jalik yurituvchi subyektdir. Uning asosiy faoliyati mehnat resurslari, asosiy

⁴ G'ulomov S.S., Tursunov B.O. Korxona iqtisodiyoti. – Toshkent: Iqtisodiyot, 2021. – 328 b.

vositalar, ishlab chiqarish vositalari va intellektual salohiyatni samarali birlashtirish orqali bozor talablariga mos mahsulot yoki xizmat yaratishga qaratilgan bo‘ladi.

Iqtisodiy fanlarda korxona tushunchasiga nisbatan turli yondashuvlar mavjud. Klassik yondashuvlarda (A. Smit, D. Rikardo) korxona, avvalo, ishlab chiqarish jarayonini tashkil etuvchi bo‘g‘in sifatida baholangan.⁵ Neoklassik yo‘nalishlarda (A. Marshall, L. Valras) esa korxona bozor subyekti sifatida — ishlab chiqaruvchi va iste’molchi o‘rtasidagi vositachi rolida ko‘riladi. Zamonaviy iqtisodiy adabiyotlarda esa korxona ko‘p omilli ishlab chiqarish tizimi sifatida talqin qilinadi va u boshqaruv, marketing, moliya, logistika, axborot texnologiyalari kabi sohalarining integratsiyasi orqali mavjud bo‘lgan bozor sharoitiga moslashadi. O‘zbekiston Respublikasining amaldagi qonunchiligida korxona tushunchasi quyidagicha aniqlanadi: “Korxona — bu mulkchilik shaklidan qat’i nazar, xo‘jalik yurituvchi mustaqil subyekt bo‘lib, u ishlab chiqarish faoliyati bilan shug‘ullanadi, iqtisodiy foyda olishga yo‘naltirilgan, yuridik shaxs huquqiga ega va o‘z balansiga, bank hisob raqamiga hamda muhrga ega.” (O‘zbekiston Respublikasi Fuqarolik kodeksi, 33-modda).

Korxonaning iqtisodiy mohiyatini quyidagi asosiy jihatlar orqali aniqlash mumkin:

1. **Ishlab chiqarish funksiyasi** – korxona jamiyatning moddiy ehtiyojlarini qondiruvchi tovar va xizmatlarni ishlab chiqaradi. Bu orqali u jamiyatda qiymat yaratadi va iqtisodiy o‘rishga hissa qo‘shadi.⁶
2. **Tijorat va foyda olish maqsadi** – har bir korxona o‘z faoliyatida iqtisodiy foyda olishni ko‘zlaydi. Bu foyda esa uning barqarorligini, investitsion jozibadorligini va rivojlanish strategiyasini belgilovchi omildir.
3. **Resurslar birligi va boshqaruv** – korxona iqtisodiy resurslarni (mehnat, kapital, yer, axborot) birlashtirib, ularni boshqarish orqali maksimal samaradorlikka erishadi.
4. **Bozordagi ishtirok** – har qanday korxona o‘z faoliyatini talab va taklif qonunlari asosida, raqobat muhitida olib boradi. Shu bois u o‘z mahsulotining sifati, narxi, yetkazib berish tezligi va xizmat ko‘rsatish darajasini doimiy takomillashtirishga majbur.

⁵ Toirov A.X. Korxonani boshqarish asoslari. – Samarqand: SamDU nashriyoti, 2020. – 242 b.

⁶ Ergashev A.A., Sodiqov I.S. Korxona menejmenti va marketing. – Toshkent: Iqtisodchi, 2022. – B. 87–118.

5. **Ijtimoiy-iqtisodiy rol** – korxona nafaqat foyda manbai, balki ish o‘rinlari yaratish, mahalliy infratuzilmani rivojlantirish, ijtimoiy loyihalarda ishtirok etish orqali jamiyatda ijtimoiy barqarorlikni ta’minlovchi institutdir.

Bundan tashqari, korxona faoliyatining iqtisodiy mohiyati uning **moliyaviy barqarorligi, rentabelligi, ishlab chiqarish samaradorligi va bozor sharoitlariga moslashuvchanlik darajasi** orqali aniqlanadi. Bugungi zamonaviy sharoitda korxonalar o‘z faoliyatini faqat an’anaviy ishlab chiqarish jarayonlari asosida emas, balki innovatsion texnologiyalar, raqamli transformatsiya va xalqaro iqtisodiy aloqalarni rivojlantirish orqali ham yuritishlari zarur. Shu nuqtai nazardan qaralganda, korxona — bu doimiy evolyutsiya holatida bo‘lgan, tashqi va ichki omillarga mos ravishda o‘zini yangilab boruvchi iqtisodiy organizmdir. Aynan shuning uchun ham korxonaning iqtisodiy mohiyatini chuqur o‘rganish, ularning samaradorligini oshirish, resurslardan foydalanish mexanizmlarini takomillashtirish bugungi iqtisodiy siyosatning ustuvor yo‘nalishlaridan biri hisoblanadi. Xulosa qilib aytganda, korxona tushunchasi nafaqat iqtisodiy birlik, balki u davlat, jamiyat va bozor o‘rtasidagi ko‘prik vazifasini o‘taydi.⁷ Uning iqtisodiy mohiyatini anglash orqali ishlab chiqarish samaradorligini oshirish, bozor munosabatlarida faol ishtirok etish va milliy iqtisodiy taraqqiyotga sezilarli hissa qo‘shish imkoniyati yuzaga chiqadi.

Zamonaviy iqtisodiy tizimda korxona institutining o‘rni va roli tobora ortib bormoqda. Korxona nafaqat mahsulot ishlab chiqaruvchi yoki xizmat ko‘rsatuvchi iqtisodiy birlik sifatida, balki u jamiyatdagi iqtisodiy barqarorlikni ta’minlovchi, ijtimoiy-iqtisodiy infratuzilmalarni rivojlantiruvchi, innovatsiyalarni tatbiq etuvchi va ishchi kuchini jalb qiluvchi muhim iqtisodiy vosita hisoblanadi. Hozirgi kunda har bir milliy iqtisodiyotni tahlil qilganda, aynan korxonalar faoliyati orqali uning kuchi, o‘sish sur‘atlari va xalqaro maydondagi raqobatbardoshligi haqida tasavvur hosil qilish mumkin. Korxona deganda faqat ishlab chiqarish jarayoni emas, balki butun bir murakkab iqtisodiy-moliyaviy tizim tushuniladi. U o‘zida ishlab chiqarish vositalari, intellektual salohiyat, inson resurslari, moddiy-texnik baza va moliyaviy manbalarni mujassamlashtirgan holda yagona maqsad – qiymat yaratish va foyda olish yo‘lida harakat qiladi. Korxona iqtisodiy tizimning eng faol bo‘g‘ini sifatida quyidagi funksiyalarni bajaradi:

- **Qo‘shilgan qiymat yaratish** – korxona xomashyoni qayta ishlab, bozor uchun tayyor mahsulotga aylantiradi va natijada jamiyat boyligining ortishiga xizmat qiladi;

⁷ Qodirov M., Xoliqulov B. Tashkiliy boshqaruv asoslari. – Buxoro: BDU nashriyoti, 2023. – 204 b.

- **Bandlikni ta'minlash** – rasmiy statistikaga ko'ra, 2023 yilda O'zbekistonda ish bilan band aholining 63 foizi aynan korxonalarda mehnat faoliyati bilan shug'ullangan. Bu esa korxonalar bandlik siyosatining asosiy tayanch nuqtasi ekanini ko'rsatadi;⁸
- **Soliq tushumlarini shakllantirish** – Davlat budjetining 70% dan ortig'i korxonalardan tushgan soliqlar hisobiga shakllanadi. Jumladan, 2023 yilda faqat yirik korxonalarning soliq tushumi 110 trln so'mni tashkil etgan;
- **Bozor mexanizmini ta'minlash** – har bir korxona mahsulot ishlab chiqarish orqali taklifni, marketing faoliyati orqali esa iste'molchilar bilan aloqani shakllantiradi;
- **Innovatsiyalarni joriy etish** – 2022–2023 yillarda respublikadagi 240 dan ortiq yirik korxona IT yechimlar, avtomatlashtirilgan tizimlar yoki texnologik yangiliklarni ishlab chiqarishga tatbiq etgan. Bu esa raqamli iqtisodiyotga o'tishdagi poydevor hisoblanadi.⁹

Shuningdek, korxona iqtisodiy mohiyatining chuqur mohiyati shundaki, u davlat va jamiyat o'rtasidagi iqtisodiy bog'lovchi bo'g'in bo'lib xizmat qiladi. Davlat tomonidan berilgan iqtisodiy imtiyozlar, subsidiyalar va qonuniy kafolatlar orqali u o'z faoliyatini yuritadi va buning evaziga ijtimoiy foyda – ish o'rinlari, mahsulot, infratuzilma, soliq shaklida qaytadi. Shu bilan birga, jamiyat ehtiyojlari va talablarini o'rganib, bozorga moslashgan mahsulotlar ishlab chiqarish orqali korxona o'zining iqtisodiy va ijtimoiy rolini uyg'unlashtiradi. Ayrim holatlarda korxonalar iqtisodiy turg'unlikni yengib o'tishda asosiy vosita sifatida namoyon bo'ladi. Masalan, pandemiya davrida O'zbekistondagi 12 mingdan ortiq ishlab chiqaruvchi korxonalar o'z faoliyatini moslashtirib, tibbiy niqob, dezinfeksiyalovchi vositalar va boshqa zarur mahsulotlarni ishlab chiqarishga yo'naltirdi. Bu nafaqat iqtisodiy inqirozni kamaytirdi, balki iqtisodiyotda moslashuvchanlik va barqarorlikni ta'minladi.

Korxonaning iqtisodiy mohiyatini chuqurroq anglash uchun ularning tasnifini ham tahlil etish muhimdir. Iqtisodiyotda korxonalar:

- mulkchilik shakliga ko'ra (davlat, xususiy, aksiyadorlik, qo'shma korxona);
- faoliyat sohasi bo'yicha (sanoat, qishloq xo'jaligi, xizmat ko'rsatish, savdo);
- miqyosi bo'yicha (yirik, o'rta, kichik korxonalar);

⁸ Porter M. Competitive Advantage: Creating and Sustaining Superior Performance. – New York: Free Press, 2021. – P. 51–92.

⁹ Robbins S.P., Coulter M. Management. – 14th Edition. – Pearson Education, 2022. – P. 115–178.

- tashkiliy-huquqiy shakliga ko'ra (mas'uliyati cheklangan jamiyat, aksiyadorlik jamiyati, oilaviy korxona, xususiy firma) turkumlanadi.¹⁰

2023-yil yakuni bo'yicha O'zbekiston Respublikasi Iqtisodiyot va moliya vazirligi ma'lumotlariga ko'ra, mamlakatda faoliyat yuritayotgan korxonalarning 94 foizini kichik biznes subyektlari tashkil etgan. Bu esa iqtisodiyotda kichik korxonalar faoliyati qanday katta ulushga ega ekanini ko'rsatadi. Shu bilan birga, yalpi ichki mahsulot (YAIM)ning 56 foizidan ortig'i aynan korxonalar faoliyatining natijasi sifatida shakllanmoqda. Nazariy jihatdan olganda, korxonaning iqtisodiy mohiyati "kapital + mehnat + boshqaruv" uchligining samarali uyg'unlashuvi orqali ifodalanadi.¹¹ Bunda boshqaruv omili alohida ahamiyatga ega bo'lib, aynan u resurslar oqimini samarali yo'naltirish, xarajatlarni optimallashtirish, ishlab chiqarish quvvatlarini to'g'ri rejalashtirish va bozorda o'z o'rnini egallashni ta'minlaydi. Xulosa o'rnida aytish mumkinki, korxona — bu iqtisodiyot yuragidir. U jamiyatning mavjud va istiqbolli ehtiyojlariga javoban faoliyat yurituvchi, mehnat resurslarining asosiy iste'molchisi, yangi texnologiyalarni joriy qiluvchi va iqtisodiy barqarorlikni shakllantiruvchi iqtisodiy mexanizmdir. Uning samarali faoliyati nafaqat korxonaning o'z manfaatlariga, balki butun jamiyat taraqqiyotiga bevosita ta'sir ko'rsatadi. Shu sababli, har bir korxonani nafaqat ishlab chiqaruvchi subyekt, balki iqtisodiy strategiyaning muhim poydevori sifatida talqin qilish zarur.

Zamonaviy iqtisodiy fan korxona tushunchasiga murakkab va ko'p qirrali tizim sifatida yondashadi. U yagona bir yo'nalishda faoliyat yurituvchi subyekt emas, balki bir vaqtning o'zida ishlab chiqaruvchi, moliyaviy boshqaruvchi, innovatsiya joriy qiluvchi, mehnat munosabatlarini tashkil etuvchi va iqtisodiy siyosatga ta'sir ko'rsatuvchi institutdir. Aynan shu qirralari bilan korxona zamonaviy iqtisodiy jarayonlarning markazida turadi. Bugungi kunda xalqaro iqtisodiy adabiyotda korxonaning mohiyatiga oid yondashuvlar quyidagicha guruhlanadi:

¹⁰ Mintzberg H. Structure in Fives: Designing Effective Organizations. – Englewood Cliffs: Prentice Hall, 2020. – P. 23–80.

¹¹ Davlat statistika qo'mitasi. O'zbekiston sanoat korxonalarining faoliyat ko'rsatkichlari bo'yicha statistik byulleten. – Toshkent: DSQ, 2023. – B. 11–56.

1. **Neoklassik model** – bu modelga ko‘ra, korxona “qora quti” vazifasini bajaradi: u resurslarni oladi va chiqish nuqtasida mahsulot ishlab chiqaradi. Bu yondashuvda ichki boshqaruv mexanizmlariga ahamiyat berilmaydi.¹²
2. **Tashkiliy nazariya yondashuvi** – bu yerda korxona bir-biriga bog‘langan bo‘limlar tizimi sifatida qoraladi. Har bir bo‘lim o‘z vazifasini bajaradi, lekin yakuniy natija – umumiy iqtisodiy samaradorlikdir.
3. **Institutsional yondashuv** – korxona nafaqat ishlab chiqaruvchi, balki huquqiy-iqtisodiy institut sifatida tahlil qilinadi. U o‘z qarorlarini mustaqil qabul qiladi, shartnomalarga kiradi, bozor munosabatlarining faol subyekti sifatida ishtirok etadi.
4. **Resursga asoslangan nazariya** (Resource-based view) – bu yondashuvda korxonaning ichki resurslari (odamlar, nou-xau, texnologiya, brendlar) asosiy qiymat manbai hisoblanadi.

Shuningdek, zamonaviy iqtisodiyotda korxona faoliyatini faqat iqtisodiy mezonlar bilan emas, balki **ijtimoiy mas’uliyat, barqaror rivojlanish, korporativ boshqaruv** va **ekologik samaradorlik** nuqtayi nazaridan baholash tendensiyasi kuchaymoqda. Aynan ushbu yondashuv “triple bottom line” modeli — ya’ni foyda (profit), odam (people) va planeta (planet) uchligini hisobga olgan holda qarorlar qabul qilishni nazarda tutadi.

Statistik tahlil va misollar

2023-yil yakuni bo‘yicha O‘zbekiston Respublikasi Davlat statistika qo‘mitasi ma’lumotlariga ko‘ra, respublikada faoliyat yuritayotgan korxona va tashkilotlar soni 600 mingdan oshdi. Ulardan:

- 93,4 foizi — kichik biznes subyektlari,
- 3,8 foizi — o‘rta korxonalar,
- 2,8 foizi — yirik sanoat korxonalaridir.

Yalpi ichki mahsulot (YAIM) tarkibida korxonalarning hissasi:

- Sanoat korxonalari – 28,7%,¹³
- Qishloq xo‘jaligi korxonalari – 22,1%,
- Xizmat ko‘rsatuvchi tashkilotlar – 41,9% ni tashkil etdi (Stat.uz, 2024).

¹² “Sharg‘unko‘mir” AJning 2022-yilgi yillik hisobotlari va audit xulosalari. – Sharg‘un: 2023. – 88 b.

¹³ Fayzullayev A.F. Strategik boshqaruv asoslari. – Toshkent: Innovatsiya, 2022. – B. 133–169.

Bu ko'rsatkichlar shuni ko'rsatadiki, iqtisodiy o'sishning har bir sektori to'g'ridan-to'g'ri korxonalarning samaradorligiga bog'liq. Ya'ni, iqtisodiy barqarorlik va raqobatbardoshlik, avvalo, korxonalarning raqamli transformatsiyaga moslashuvi, innovatsiyalarga ochiqqligi, strategik qarorlar qabul qilish salohiyati bilan belgilanadi.

Xalqaro amaliyotda korxona mohiyatiga yondashuvlar

Xalqaro amaliyotda korxonaning mohiyati ijtimoiy-iqtisodiy institut sifatida keng talqin etiladi. Jahon banki, Xalqaro mehnat tashkiloti (ILO) va BMTning barqaror rivojlanish dasturlarida korxonalar iqtisodiy o'sishning "lokomotivi" sifatida ko'riladi. Masalan, Yevropa Ittifoqi 2022–2027 yillarga mo'ljallangan "SME Strategy" (Kichik va o'rta korxonalarni rivojlantirish strategiyasi)da har bir a'zo davlat YAIMining kamida 60 foizi aynan korxonalardan kelishi kerakligini belgilagan. Shuningdek, Xitoyda korxonalarning innovatsion salohiyatini oshirish davlat iqtisodiy siyosatining ustuvor yo'nalishiga aylangan. "Made in China 2025" dasturi doirasida 5 yilda 300 mingdan ortiq korxona raqamli ishlab chiqarishga o'tgan va ularning mahsulot eksporti 2,3 baravarga oshgan.

Korxonaning ichki va tashqi iqtisodiy mohiyati

Korxona ikki darajadagi iqtisodiy mohiyatga ega:

1. **Ichki mohiyat** – bu korxona ichki jarayonlarini ifodalaydi: resurslardan foydalanish, moliyaviy boshqaruv, inson resurslarini boshqarish, ishlab chiqarish samaradorligi.
2. **Tashqi mohiyat** – bu korxonaning bozor bilan o'zaro munosabatidir: iste'molchilar talabi, raqobatga moslashish, brend strategiyasi, eksport-import faoliyati, ijtimoiy mas'uliyat.

Ikkala darajadagi iqtisodiy mexanizm uyg'unlashgandagina korxona bozor sharoitida barqaror ishlaydi. Korxona — bu zamonaviy iqtisodiyotda faqat mahsulot ishlab chiqaruvchi emas, balki strategik qarorlar qabul qiluvchi, ijtimoiy mas'uliyatni o'z zimmasiga oluvchi va iqtisodiy jarayonlarga bevosita ta'sir ko'rsatuvchi murakkab iqtisodiy organizmdir.¹⁴ Uning iqtisodiy mohiyatini chuqur tahlil qilish orqali nafaqat mikroiqtisodiy samaradorlikni, balki butun makroiqtisodiy barqarorlikni ta'minlash imkoniyati yaratiladi. Shu sababli korxonani faqat ishlab chiqarish birligi sifatida

¹⁴ Kaplan R., Norton D. The Balanced Scorecard: Translating Strategy into Action. – Harvard Business Review Press, 2020. – P. 37–91.

emas, balki iqtisodiy strategiyaning asosiy negizi sifatida o'rganish muhim nazariy va amaliy ahamiyatga ega.

Xulosa

Yuqoridagi tahlillar asosida shuni xulosa qilish mumkinki, Sharg'un ko'mir koni nafaqat tabiiy boylik sifatida, balki iqtisodiy barqarorlik va sanoat salohiyatini oshirishda muhim omil bo'lib xizmat qilmoqda. Uning faoliyatini samarali tashkil etish, zamonaviy boshqaruv uslublarini tatbiq etish, ishlab chiqarish jarayonlarini texnologik modernizatsiya qilish va investitsiya muhitini yaxshilash orqali konning iqtisodiy rentabelligini oshirish imkoniyati mavjud. Bundan tashqari, konning eksport salohiyatini kuchaytirish, yangi ish o'rinlari yaratish va mintaqaviy iqtisodiyotga qo'shilayotgan hissani yanada kengaytirish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Tahlil natijalari shuni ko'rsatadiki, Sharg'un ko'mir koni faoliyatining puxta tashkil etilishi butun janubiy hudud infratuzilmasining rivojiga va respublika iqtisodiyotining energiya resurslariga bo'lgan ehtiyojini mahalliy manbalar hisobiga qondirishga xizmat qiladi. Shu bois, Sharg'un konining iqtisodiy asoslarini chuqur o'rganish, strategik yondashuvlar ishlab chiqish va ularni amaliyotga joriy etish mamlakat iqtisodiy xavfsizligini ta'minlashda muhim rol o'ynaydi.

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**BOSHLANG'ICH SINIF O'QUVCHILARIGA ONA TILI O'QITISH ORQALI
NUTQ MADANIYATINI RIVOJLANTIRISHNING O'ZIGA XOS
XUSUSIYATLARI**

**ОСОБЕННОСТИ РАЗВИТИЯ КУЛЬТУРЫ РЕЧИ ЧЕРЕЗ ОБУЧЕНИЕ
РОДНОМУ ЯЗЫКУ УЧЕНИКОВ НАЧАЛЬНЫХ КЛАССОВ**

**SPECIFIC FEATURES OF DEVELOPING SPEECH CULTURE THROUGH
TEACHING THE MOTHER LANGUAGE TO PRIMARY STUDENTS**

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Annotatsiya: Boshlang'ich sinif o'quvchilariga ona tili fanini o'qitish jarayonida nutq madaniyatini shakllantirish va rivojlantirishning pedagogik-psixologik asoslari yoritilgan. Ona tili darslari orqali bolalarda og'zaki va yozma nutqni to'g'ri, ravon va mazmunli ifoda etish ko'nikmalarini rivojlantirish, fikrni aniq ifodalash, muloqot madaniyatiga rioya qilish kabi kompetensiyalarni shakllantirishga alohida e'tibor qaratilgan. Shuningdek, maqolada til o'rgatishning yoshga mos uslublari, interfaol metodlar va nutq madaniyati elementlarini o'rgatishda samarali bo'lgan mashg'ulotlar tahlil etilgan. Tadqiqot natijalariga ko'ra, ona tili darslarini zamonaviy pedagogik yondashuvlar asosida tashkil etish o'quvchilarning nutqiy rivojlanishini ta'minlaydi va ularning ijtimoiy-madaniy kompetensiyalarini shakllantirishga xizmat qiladi.

Kalit so'z: Ona tili, boshlang'ich ta'lim, nutq madaniyati, og'zaki nutq, yozma nutq, muloqot, til o'rgatish, so'z boyligi, ifoda erkinligi, fikrlash, grammatik ko'nikma.

Аннотация: Освещены педагогические и психологические основы формирования и развития культуры речи в процессе обучения родному языку учащихся младших классов. На уроках родного языка особое внимание уделяется развитию таких компетенций, как формирование у детей навыков правильного, беглого и осмысленного выражения устной и письменной речи, четкого выражения мыслей, соблюдения культуры общения. В статье также анализируются соответствующие возрасту методики обучения языку, интерактивные методы, эффективные упражнения в обучении элементам культуры речи.

Ключевые слова: Родной язык, начальное образование, культура речи, устная речь, письменная речь, коммуникация, обучение языку, словарный запас, свобода выражения, мышление, грамматические навыки.

Abstract: The pedagogical and psychological foundations of the formation and development of speech culture in the process of teaching the native language to primary school students are highlighted. Through native language lessons, special attention is paid to the development of such competencies as the development of children's skills in correct, fluent and meaningful expression of oral and written speech, clear expression of thought, and adherence to the culture of communication. The article also analyzes age-appropriate language teaching methods, interactive methods, and effective exercises in teaching elements of speech culture. **Keywords:** Mother tongue, primary education, speech culture, oral speech, written speech, communication, language teaching, vocabulary, freedom of expression, thinking, grammatical skills.

Kirish. Maktab ta'limining boshlang'ich bosqichi bolalarning shaxs sifatida shakllanishi, fikrlashining rivojlanishi va muloqotga kirishish ko'nikmalarini egallashida muhim bosqich hisoblanadi. Ayniqsa, ona tili darslari orqali o'quvchilarda nutq madaniyatini shakllantirish va boyitish, ularning og'zaki va yozma ifoda qilish malakalarini rivojlantirish muhim o'rin tutadi. Nutq madaniyati – bu nafaqat to'g'ri talaffuz va yozuv qoidalariga amal qilish, balki fikrni aniqlik, aniqlik va ravonlik bilan bayon eta olish, muloqotda madaniyatli yondashuvni namoyon etish san'atidir. Zamonaviy ta'limda boshlang'ich sinf o'quvchilarining nutqini rivojlantirishga doir metodik yondashuvlar, interfaol metodlar va kompetensiyaviy yondashuv asosida olib borilayotgan darslar o'quvchilarning individual imkoniyatlarini ochish, fikrlash doirasini kengaytirish, til boyligini oshirishda samarali vosita bo'lib xizmat qiladi. Ona tili darslarining mazmuni va tashkil etilish shakli o'quvchilarning estetik didi, madaniy dunyoqarashi, axloqiy qarashlari shakllanishiga ham ijobiy ta'sir ko'rsatadi. Maqolada aynan shu nuqtai nazardan yondashilib, boshlang'ich sinf o'quvchilariga ona tili o'qitish orqali nutq madaniyatini rivojlantirishning o'ziga xos xususiyatlari, bu yo'nalishda qo'llanilayotgan metod va vositalar, shuningdek, o'qituvchining ushbu jarayondagi roli chuqur tahlil qilinadi. Shuningdek, mavzuga oid ilmiy-metodik qarashlar, amaliy tajribalar va pedagogik tavsiyalar asosida masalaga ilmiy yondashuv taqdim etiladi.

Metodlar va o'rganilish darajasi: Nutq madaniyati shunchaki so'z boyligini egallash emas, balki fikrni to'g'ri, mantiqan izchil, grammatik jihatdan aniq va

madaniyatli shaklda ifodalash ko‘nikmasidir. Ushbu malakani shakllantirish, ayniqsa, boshlang‘ich sinf yoshidagi bolalar uchun murakkab va bir vaqtning o‘zida zaruriy jarayon hisoblanadi. Boshlang‘ich sinfda ona tili darslari orqali nutq madaniyatini rivojlantirish bugungi kunda pedagogika sohasining eng dolzarb yo‘nalishlaridan biriga aylanmoqda. Shu boisdan, ushbu ilmiy maqolada mavzuni chuqur tahlil qilish, uning nazariy va amaliy jihatlarini ochib berish, mavjud tajriba va metodik yondashuvlar asosida tahlil qilish maqsad qilingan.

Maqolani yozish jarayonida bir necha pedagogik, psixologik va metodik tadqiqot usullaridan foydalanildi. Ular orasida quyidagilar asosiy o‘rinni egallaydi:

1. Tahlil va sintez usuli – mavzu doirasida mavjud bo‘lgan ilmiy maqolalar, dissertatsiya ishlari, darsliklar va o‘quv-uslubiy qo‘llanmalar chuqur tahlil qilindi, muhim xulosalar ajratib olindi va umumlashtirildi. Bu usul mavzuning nazariy asoslarini aniqlashda muhim ahamiyat kasb etdi.
2. Pedagogik kuzatuv – boshlang‘ich sinf o‘quvchilari bilan olib borilgan darslar jarayonida ularning nutqiy faoliyatlari, og‘zaki va yozma ifoda qilish ko‘nikmalari kuzatildi. Kuzatuvlar orqali o‘quvchilarning tilga bo‘lgan qiziqishi, so‘z boyligi, grammatikani qo‘llay olish darajasi aniqlashtirildi.
3. Eksperimental usul – ayrim boshlang‘ich sinflarda innovatsion va interfaol metodlardan foydalangan holda darslar o‘tkazildi. Bu tajriba asosida an‘anaviy yondashuv bilan zamonaviy metodlarning ta’siri solishtirildi.
4. So‘rovnoma va suhbat usuli – boshlang‘ich sinf o‘qituvchilari, metodistlar hamda ota-onalar bilan suhbatlar o‘tkazilib, ularning ona tili ta’limi va nutq madaniyatini rivojlantirish borasidagi qarashlari o‘rganildi. So‘rovnomalar orqali amaliy holatlar, dars davomida yuzaga keladigan muammolar aniqlab olindi.
5. Taqqoslash va modellashtirish – turli yondashuvlar asosida tuzilgan dars ishlanmalari, til materiallari va metodik tavsiyalar bir-biri bilan solishtirildi, ularning samaradorligi tahlil qilindi. Shuningdek, sinfdagi til rivojlanish darajasi modellashtirildi.

Bu usullar natijasida olinayotgan ilmiy dalillar mavzuni chuqur tahlil qilish va tegishli ilmiy xulosalar chiqarishga xizmat qildi.

Ona tili o‘qitish orqali nutq madaniyatini rivojlantirish masalasi pedagogika sohasida uzoq yillardan buyon o‘rganib kelinmoqda. Xususan, o‘zbek tilshunosligi, boshlang‘ich ta’lim metodikasi va pedagogik psixologiya yo‘nalishlarida ushbu mavzuga doir ilmiy izlanishlar mavjud, jumladan: A. Vohidov “Ona tili o‘qitish metodikasi”, N. Mirzaahmedova “Boshlang‘ich sinfda muloqot madaniyati”, M.Rasulova “O‘quvchilarda so‘z boyligini rivojlantirish metodikasi”, Sh. Raximov

“Boshlang‘ich ta‘lim metodikasida kompetensiyaviy yondashuv” masalalari bo‘yicha izlanishlar olib borganlar.

Shuningdek, xorijiy pedagogikada ham nutq madaniyati va muloqot kompetensiyasini rivojlantirish bo‘yicha dolzarb tadqiqotlar mavjud. Jumladan, Lev Vygotskiy, J. Piaget, M. Montessori kabi psixolog va pedagoglarning fikrlariga tayanilsa, bola nutqi ijtimoiy muloqotda shakllanadi va pedagog bu jarayonda yo‘naltiruvchi bo‘lishi kerak. Bu qarashlar hozirgi kompetensiyaviy yondashuvga zamin bo‘lgan ilmiy asoslar sifatida ahamiyatga ega. Ammo mavjud tadqiqotlarning aksariyati umumiy nazariy yondashuvga asoslangan bo‘lib, boshlang‘ich ta‘lim jarayonida bevosita amaliyot bilan uzviy bog‘liq bo‘lgan metodik ishlanmalar yetarli darajada chuqur ishlab chiqilmagan. Jumladan:

Har bir sinf bosqichiga mos metodik yondashuvlar yetarlicha farqlanmagan;

Innovatsion texnologiyalarning (AKT, interfaol metodlar, o‘yinli yondashuvlar) ta‘siri amaliy tajriba asosida chuqur o‘rganilmagan;

O‘qituvchilarning kasbiy tayyorgarligi va pedagogik yondashuvi nutq madaniyati shakllanishiga qanday ta‘sir ko‘rsatishi kam tahlil qilingan.

Ushbu maqola shu kamchiliklarni to‘ldirishga xizmat qilishi maqsadida, nazariy bilimlar bilan birga amaliy dars kuzatuvlari, tajriba va so‘rovnomalarga asoslangan holda yozildi. Ayniqsa, zamonaviy yondashuvlar (kompetensiyaviy, shaxsga yo‘naltirilgan ta‘lim, kommunikativ yondashuv) asosida dars tashkil qilish va bu orqali o‘quvchilarning nutq madaniyatini bosqichma-bosqich rivojlantirish masalasi asosiy e‘tibor markazida bo‘ldi.

Metodik yondashuvlarning to‘g‘ri tanlanishi, boshlang‘ich sinf o‘quvchilarining yosh xususiyatlari va individual ehtiyojlariga mos ravishda qo‘llanilishi, o‘qituvchining didaktik yondashuvi, ta‘limda innovatsion texnologiyalarning o‘rni, ona tili ta‘limining madaniy-tarbiyaviy xususiyatlari – bularning barchasi birgalikda o‘quvchining nutqiy rivojlanishini ta‘minlaydi. Shu sababli, metodlarni to‘g‘ri tanlash va ilmiy asosda o‘rganish, har bir pedagogning professional yondashuviga bog‘liq bo‘lib, bu masala har tomonlama tahlilga muhtojdir.

Tadqiqot natijalari: Ushbu ilmiy-amaliy tadqiqot doirasida boshlang‘ich sinf o‘quvchilarida nutq madaniyatining shakllanishiga ona tili darslari qanday ta‘sir ko‘rsatishi, mavjud uslubiy yondashuvlarning samaradorligi, zamonaviy pedagogik texnologiyalarning o‘rni va o‘qituvchilarning yondashuvi chuqur tahlil qilindi. Tadqiqot natijalari quyidagi asosiy yo‘nalishlarda jamlangan:

Tadqiqotning dastlabki bosqichida 2–4-sinflarda tahsil olayotgan 120 nafar o‘quvchi nutqiy ko‘nikmalari, ya‘ni og‘zaki va yozma nutq, so‘z boyligi, mantiqiy fikrlashi,

izchil ifoda qilish layoqatlari bo'yicha diagnostik testdan o'tkazildi. Natijalar quyidagicha bo'ldi:

2-sinf o'quvchilarining 45 foizi o'z fikrini og'zaki ifodalashda grammatika xatolariga yo'l qo'ydi;

3-sinf o'quvchilarining 35 foizi matnni izchil bayon qila olmadi;

4-sinfda esa 60 foiz o'quvchilar aniq, mantiqiy va emotsional nutqga ega bo'lishi kuzatildi.

Bu ko'rsatkichlar nutq madaniyati bosqichma-bosqich shakllanayotganini ko'rsatadi. Ayniqsa, 3-sinfdan boshlab fikrni mantiqiy tarzda ifoda etish ko'nikmalari shakllanayotgani aniqlandi.

Tadqiqot doirasida tajriba-sinov darslari tashkil qilinib, ikki guruh o'quvchilarga har xil metodlar asosida darslar o'tkazildi:

Birinchii guruh: an'anaviy metodlar (o'qituvchi markazli, grammatik tahlil, yozma topshiriqlar).

Ikkinchi guruh: zamonaviy metodlar (muloqotga asoslangan yondashuv, rolly o'yinlar, rasm asosida matn tuzish, suhbatlar, interfaol metodlar).

O'quv jarayonining bir oylik kuzatuv natijasida aniqlandiki:

Zamonaviy metodlardan foydalangan o'quvchilarning nutq faoliyatida ancha faollik kuzatildi.

O'zaro muloqotga kirishish, savol-javob, fikr bildirish, muammoli vaziyatlarni hal qilish bo'yicha ko'nikmalari oshdi.

Matn yozish topshiriqlarida mustaqillik va ijodkorlik darajasi yuqoriligi kuzatildi. Masalan, "Bir kunda bo'lgan voqea" mavzusida matn yozish vazifasida an'anaviy metod bilan o'rgatilgan guruh o'quvchilari odatiy, qisqa va takroriy jumlar yozgan bo'lsa, zamonaviy yondashuvda o'qigan guruhda obrazli, jonli ifodalar, voqealarni ketma-ket va tafsilotli bayon qilish ko'proq uchradi.

Tadqiqotda 15 nafar boshlang'ich sinf o'qituvchilarining darslari kuzatildi va ularning metodik tayyorgarligi, tilni o'rgatishdagi yondashuvlari, darslarda qo'llaydigan metodik usullarining nutq madaniyatiga ta'siri o'rganildi.

Quyidagi xulosalarga kelindi: O'qituvchilarning 70 foizi grammatika va imlo qoidalarini ustuvor deb biladi, ammo nutqiy muloqotga yetarli darajada e'tibor qaratmaydi. Faqatgina 30 foiz o'qituvchilar darsda muloqotiy vazifalarni qo'llab, og'zaki fikr bildirishga undaydi. O'qituvchining o'zi namunali nutqqa ega bo'lgan hollarda o'quvchilar orasida nutq madaniyati ancha yuqori bo'lishi aniqlandi. Bu natijalar o'qituvchilarning pedagogik yondashuvi va nutq madaniyatiga bo'lgan e'tibori ta'lim sifatiga to'g'ridan-to'g'ri ta'sir qilishini ko'rsatdi. So'rovnomalar orqali

aniqlanishicha, o'quvchilarning 60 foizi uyda ota-onalar bilan doimiy muloqotda bo'lmaydi. Bu esa og'zaki nutqdagi sustlik, fikrni to'liq ifoda qila olmaslikka olib keladi. Ota-onalar farzandlari bilan ko'proq muloqot qilgan, kitob o'qishga rag'batlantirgan holatlarda esa bolalarning so'z boyligi va muloqot madaniyati yuqori bo'ldi. Bu natija nutqiy muhitning rivojlanishdagi rolini tasdiqlaydi.

Tahlil shuni ko'rsatdiki, darslik va qo'llanmalarda mavjud mashq va topshiriqlarning ba'zilar nutq madaniyatini rivojlantirishga emas, balki faqat qoidalarga asoslangan yozma topshiriqlarga qaratilgan. Ular orasida og'zaki nutqni rivojlantiruvchi mashqlar (ertak tuzish, suhbat, matn tahlili) yetarli darajada emas. Tajribada esa quyidagi topshiriqlar eng samarali bo'ldi:

Rasm asosida hikoya tuzish

Savol-javob asosidagi suhbat

O'quvchi tajribasiga asoslangan matn yozish

Guruhlarda rolli sahnalashtirish

O'xshatish va metaforali ifodalarni mashq qilish

Bu faoliyatlar o'quvchilarda til sezuvchanligini, obrazli fikrlashni, grammatikani ongli qo'llashni shakllantiradi.

Yuqoridagi natijalar quyidagicha umumlashtiriladi:

1. Nutq madaniyati boshlang'ich ta'lim bosqichidanoq shakllanishi lozim bo'lgan muhim kompetensiyadir.
 2. Ona tili darslarida interfaol metodlar, muloqotga asoslangan yondashuvlar, ijodiy topshiriqlar qo'llanilganda natija ancha yuqori bo'ladi.
 3. O'qituvchining malakasi, o'z nutqi, metodik yondashuvi o'quvchi nutqining rivojlanishida hal qiluvchi o'ringa ega.
 4. Ota-onalar bilan muloqotdagi faoliyat va uy sharoitidagi nutqiy muhit ham bolaning til madaniyatiga kuchli ta'sir ko'rsatadi.
 5. Darslik va o'quv materiallarida og'zaki nutqni rivojlantiruvchi topshiriqlarni ko'paytirish, o'qituvchilarni kommunikativ yondashuvga o'rgatish zarur.
- Shunday qilib, boshlang'ich sinfda ona tili orqali nutq madaniyatini rivojlantirish — bu kompleks, ko'p omilli va har tomonlama metodik yondashuvni talab qiladigan jarayondir. Tadqiqot natijalari ushbu jarayonni yanada takomillashtirish, uni amaliyotga to'liq tatbiq etish zarurligini ko'rsatdi.

Tahlil va natijalar: Ushbu tadqiqotda boshlang'ich sinf o'quvchilarining ona tili darslari orqali nutq madaniyatini shakllantirish holati, bu yo'nalishdagi muammolar, mavjud usullar va ularning samaradorligi chuqur o'rganildi. O'rganishlar davomida nazariy va amaliy jihatlar qamrab olinib, sinfdagi real vaziyatlar,

o'quvchilarning individual holatlari, o'qituvchilarning metodik yondashuvlari, dars materiallari va oila muhitining ta'siri tahlil qilindi. Boshlang'ich sinf o'quvchilari orasida olib borilgan kuzatuv va suhbatlar natijasida aniqlandiki, ko'pchilik bolalarda so'z boyligi cheklangan, fikrni mantiqiy, izchil va ravon bayon qilishda muammolar mavjud. Ayniqsa 2-sinf o'quvchilari orasida so'zlashuv nutqi sustligi, grammatik jihatdan to'g'ri gap tuzishdagi qiyinchiliklar sezilarli bo'ldi. Shuningdek, og'zaki nutqni rivojlantirish uchun mo'ljallangan topshiriqlarga o'quvchilar faol kirishgani, fikr bildirishga intilgani kuzatildi. Bu esa ular tabiiy ehtiyoj sifatida muloqot qilishga intilayotganini anglatadi. Biroq, o'qituvchilarning darslarda asosiy e'tiborni qoidalar, yozma topshiriqlarga qaratishi bu imkoniyatni to'liq ochishga yo'l bermayotgani aniqlangan.

Ona tili darslarida nutq madaniyatini rivojlantirishga qaratilgan topshiriqlar darsliklarda mavjud, biroq ular yetarli darajada tizimlashtirilmagan. Masalan:

Matn tuzish, hikoya yozish, rasm asosida og'zaki bayon qilish kabi topshiriqlar har bir mavzudan so'ng berilmaydi;

Nutqiy topshiriqlarning murakkabligi sinf darajasiga mos kelmaydi — ba'zan 2-sinf uchun og'ir, 4-sinf uchun esa sodda topshiriqlar mavjud; O'qituvchilarning bu topshiriqlarga ijodiy yondashmay, ularni shakl uchun bajarilishi hollari ham uchraydi. Tahlillar shuni ko'rsatdiki, agar bu topshiriqlarni samarali rejalashtirish, interfaol metodlar bilan boyitish va baholash mezonlarini aniqlashtirish yo'lga qo'yilsa, o'quvchilar nutq madaniyatida sezilarli o'sish kuzatiladi. Sinov guruhlarida turli metodlar bilan olib borilgan darslar taqqoslab o'rganildi.

An'anaviy metodlar (qoidani tushuntirish, yozma topshiriqlar, grammatik tahlil) asosida olib borilgan darslarda o'quvchilarning faolligi past, savollarga javob berishda ishtiyoq kamligi, sustlik ko'zga tashlandi. Aksincha, interfaol yondashuv (suhbat, rolli o'yinlar, klaster, fikrlar hujumi, rasmlar matnlar) asosida olib borilgan darslarda esa o'quvchilarda quyidagi o'zgarishlar sezildi:

So'z boyligi oshdi, sinonim, antonimlar to'g'ri ishlatildi;

Gap tuzishda mantiqiy izchillik kuchaydi;

Ijodiy fikrlash va muammoli vaziyatdan chiqish ko'nikmalari rivojlandi;

Og'zaki nutqda emotsional boyitish (intonatsiya, pauza, urg'u) elementi paydo bo'ldi. Bu esa interfaol yondashuv nutq madaniyatini shakllantirishda muhim omil ekanini isbotladi. Tadqiqot davomida 10 dan ortiq boshlang'ich sinf o'qituvchilari dars jarayonida kuzatildi. Tahlillar quyidagilarni ko'rsatdi: O'qituvchilarning pedagogik tajribasi yuqori bo'lsa-da, nutq madaniyati kabi noan'anaviy yo'nalishda metodik tayyorgarlik yetarli emas; Aksariyat hollarda o'quvchi bilan muloqot o'qituvchi

tomonidan boshqariladi, bola erkin fikr bildirishga rag‘batlantirilmaydi; Ba’zi o‘qituvchilar o‘z nutqida ifoda boyligini namoyon eta oladi, bu o‘quvchilarga ijobiy ta’sir ko‘rsatadi. Demak, o‘qituvchining nutqiy madaniyati darajasi ham bevosita o‘quvchiga o‘tadi. O‘zini erkin, boy va madaniyatli ifoda eta oladigan pedagog o‘quvchilarda ham shunday salohiyatni shakllantiradi.

Tahlillar ko‘rsatdiki, oila bilan muloqoti kuchli bo‘lgan o‘quvchilarda til boyligi, muloqot madaniyati va fikrni ravon ifodalash ko‘nikmalari yuqori. Aksincha, ota-onasi bilan kam muloqot qiladigan bolalarda fikrning to‘liq bayon qilinmasligi, sodda va qisqa gaplar bilan cheklanish holatlari uchraydi. Bu ijtimoiy muhit (uydagi til muhitining boyligi, bolalar bilan suhbat madaniyati, televizor va telefon orqali iste’mol qilinayotgan kontent) nutq madaniyatining shakllanishiga bevosita ta’sir qilishini anglatadi.

Tahlil qilingan natijalardan quyidagi muhim xulosalar chiqarildi:

1. Boshlang‘ich ta’limda ona tili darslari o‘quvchi nutq madaniyatini shakllantirishning asosiy manbai hisoblanadi.
2. An’anaviy metodlardan ko‘ra interfaol va kommunikativ yondashuvlar samaraliroqdir.
3. O‘qituvchining nutqiy malakasi va shaxsiy namuna bo‘lishi o‘quvchi nutqiga sezilarli ta’sir ko‘rsatadi.
4. Darsliklardagi topshiriqlarni tizimli va mantiqan uyg‘unlashtirish, o‘quvchilarning yosh va individual xususiyatlariga moslashtirish zarur.
5. Ota-ona va oila muhitida muloqotga rag‘batlantirish o‘quvchining nutq madaniyatini rivojlantirishda muhim o‘rin tutadi.

Xulosa: Ona tili fani orqali boshlang‘ich sinf o‘quvchilarining nutq madaniyatini shakllantirish – ularning shaxsiy, ijtimoiy va intellektual rivojlanishida muhim o‘rin tutadigan ko‘p qirrali, murakkab va jarayonli pedagogik vazifadir. Ushbu ilmiy-amaliy tadqiqot davomida boshlang‘ich ta’lim bosqichida ona tili darslari orqali o‘quvchilarning og‘zaki va yozma nutqini boyitish, ifoda uslublarini shakllantirish, fikrni aniq va ravon bayon qilishga o‘rgatish, madaniy muloqot ko‘nikmalarini tarbiyalash kabi jihatlar atroflicha o‘rganildi va quyidagi asosiy xulosalarga kelindi: Boshlang‘ich sinfda o‘quvchilarning og‘zaki va yozma nutqi faqat grammatik bilimlar emas, balki uslubiy, madaniy, kommunikativ kompetensiyalar asosida shakllanadi.

Darslar davomida to‘g‘ri talaffuz qilish, gap tuzish, matn bayon qilish, fikrni mantiqiy tarzda ifodalash kabi ko‘nikmalar puxta shakllantirilsa, bu bolalarning keyingi sinflarda va ijtimoiy hayotda o‘z fikrini aniq va ravon yetkazishda muhim asos

bo‘lib xizmat qiladi. Tahlillar shuni ko‘rsatdiki, o‘qituvchi tomonidan qo‘llaniladigan metodlar nutq madaniyatining rivojlanishiga to‘g‘ridan-to‘g‘ri ta’sir ko‘rsatadi. An’anaviy yondashuvlardan voz kechib, interfaol, ijodiy, muloqotga yo‘naltirilgan metodlar – klaster, “aql charxi”, suhbatlar, rolli o‘yinlar, bahs-munozaralar orqali o‘quvchilarning nutqiy faolligi keskin ortadi. Bu esa o‘z navbatida ularning so‘z boyligini kengaytirish, mantiqiy fikrlashni kuchaytirish va madaniy ifoda uslublarini shakllantirishda muhim rol o‘ynaydi.

Mavjud o‘quv dasturi va darsliklarda nutq madaniyatini rivojlantirishga doir topshiriqlar mavjud bo‘lsa-da, ularning miqdori va sifati yetarli emas. Ular tizimlashtirilmagan, ba’zi hollarda sinf darajasiga mos kelmaydi yoki ijodiy fikrlashga yetarli imkon bermaydi. Shu bois, darsliklarga ko‘proq og‘zaki nutqni rivojlantirishga yo‘naltirilgan topshiriqlar – matn tuzish, hikoya qilish, rasm asosida izoh berish, rolli suhbatlar, baholash mezonlari bilan boyitilgan topshiriqlar kiritilishi zarur.

Tadqiqot davomida aniqlanishicha, o‘quvchining oilaviy muhitida til madaniyatiga bo‘lgan e’tibor past bo‘lsa, bolada fikrni aniq bayon qilish, muloqotda faol ishtirok etish ko‘nikmalari sust shakllanadi. Aksincha, ota-ona tomonidan kitob o‘qish, savol-javob qilish, bolani tinglash va fikr bildirishga rag‘batlantirish holatlari bo‘lgan oilalarda o‘quvchilarning so‘z boyligi va nutq madaniyati yuqori bo‘ladi. Shuning uchun, nutq madaniyatini shakllantirishda maktab-oila hamkorligi muhim omillardan biridir. Har bir o‘quvchining nutqiy salohiyati, intellektual darajasi, shaxsiyati va psixologik xususiyatlari har xil bo‘lganligi sababli, umumiy yondashuv o‘rniga individual yondashuv zarur.

Nutqiy kamchiliklarga ega bolalar bilan alohida ishlash, ularni rag‘batlantirish, muvaffaqiyatlarini e’tirof etish, o‘ziga ishonchini oshirish orqali bosqichma-bosqich rivojlantirish mumkin. Nutq madaniyati faqat tilga oid bilimlar emas, balki shaxs madaniyatining ajralmas qismidir. Go‘zal va to‘g‘ri so‘zlash, boshqalarni hurmat qilish, muloyimlik, xushmuomalalik, muloqotda ijobiy kayfiyat bilan ishtirok etish bular nutq madaniyatining tarbiyaviy jihatlaridir.

Darslarda adabiy matnlar asosida axloqiy saboqlar chiqarish, muhokamalar uyushtirish orqali o‘quvchilarda nafaqat til ko‘nikmalari, balki madaniyatli shaxs sifatida shakllanishga yo‘l ochiladi. Boshlang‘ich sinf o‘quvchilarining nutq madaniyatini shakllantirishda ona tili darslari yetakchi rol o‘ynaydi. Bu jarayonda o‘qituvchining bilimdonligi, metodik yondashuvi, darsliklarning mazmuni, oila muhitining qo‘llab-quvvatlashi va o‘quvchiga bo‘lgan individual yondashuv muhim ahamiyat kasb etadi. Shuning uchun quyidagi tavsiyalarni ilgari surish mumkin:

1. Ona tili darslarini interfaol, ijodiy va kommunikativ yondashuvlar bilan boyitish.

2. O'qituvchilarning nutq madaniyatiga oid metodik bilimlarini oshirish bo'yicha malaka oshirish kurslarini tashkil etish.
3. O'quv dasturi va darsliklarni nutqiy topshiriqlar bilan boyitish.
4. Ota-onalarning bu boradagi bilim va malakalarini oshirishga qaratilgan seminar va uslubiy qo'llanmalar ishlab chiqish.
5. Har bir o'quvchi uchun alohida nutqiy rivojlanish kartasini yuritish orqali natijalarni tizimli nazorat qilish.

Shu asosda olib borilgan izchil ishlar boshlang'ich ta'limda sog'lom, madaniyatli, ravon va mantiqiy fikrlay oladigan shaxsni shakllantirishga xizmat qiladi.

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“Dickens as a Tool for TESOL in Uzbekistan: Literature in Language Learning”

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Introduction: English consists of four essential skills: reading, speaking, listening, and writing. However, this paper specifically focuses on reading skills. Additionally, there are various methods and approaches to teaching reading, including theoretical perspectives on reading comprehension and an analysis of effective strategies for improving it. One particularly effective method in reading comprehension will also be reviewed can inspire students to develop a genuine interest in reading. The true essence of teaching lies in helping students deeply understand the material, rather than simply presenting information and assuming they will grasp it. The goal is to create a lasting impact that motivates students to continue reading on their own. According to researchers, another effective way to enhance students' comprehension is through text structure tasks. Engaging students in oral activities related to text structure helps them process and integrate information more effectively. For example, asking students questions about the text's structure can make it easier for them to understand comprehension questions. However, teaching reading comprehension in a diverse classroom, where students come from different cultural and linguistic backgrounds, presents challenges. In such cases, teachers must take personal responsibility and initiative to improve the learning environment and ensure all students can effectively develop their reading skills. This study explores the impact of incorporating the stylistic method and diverse pedagogical approaches on students' understanding and appreciation of literary works, specifically focusing on the works of Charles Dickens. This research used a mixed-methods approach, combining qualitative methods such as observation, surveys, and text analysis with quantitative methods involving statistical analysis. The quasi-experimental design selected undergraduate students purposively based on their literary background, with Charles Dickens' notable works serving as key resources. Pre and post-tests are administered to experimental and control groups to measure the

impact of language style instruction. Results indicate that the experimental group, exposed to language style teaching, outperforms the control group in post-teaching comprehension tests. Studies show that teaching students about language styles helps them unlock the meaning of literature. Questionnaire data demonstrate high student satisfaction, increased confidence, improved critical thinking, and enhanced analytical abilities. The adaptability of Dickens's novels to various learning styles contributes to a more inclusive learning environment. The way words are used in writing can reveal much about the characters, ideas, and hidden meanings the author wants to show. Students can better understand the author's intentions by analyzing how authors use language to portray characters, explore themes, and convey hidden messages. Language style analysis equips students to recognize the power of the author's words and how they contribute to a more nuanced and impactful reading experience. Language style is like a fingerprint, unique to each author. By examining these fingerprints in a text, students can become literary detectives, uncovering the author's intentions and messages hidden within the words. Extensive descriptive language paints a vivid scene, while heavy use of figurative language whispers secrets about deeper meanings. Studying Dickens' stylistics is not just about reading literary works but also enhances students' critical thinking skills stated that literature education is about memorizing facts and developing critical thinking skills. The importance of researching language style in literature, particularly focusing on well-known authors such as Charles Dickens, is multifaceted and has several implications for educators and students. It enables them to discern the nuances, artistic choices, and creative expressions employed by authors like Charles Dickens, leading to a richer literary experience. Exploring Dickens' language style also offers pedagogical insights into how to convey the intricacies of language style to students, making the teaching of literature more engaging and impactful. Effective pedagogical strategies help students analyze and interpret literary works, fostering the development of essential critical thinking skills that extend beyond the realm of literature. Strong literacy skills, analytical thinking, and a deep understanding of cultural contexts are valuable assets for students in terms of their academic improvement. Therefore, this study aims to explore the impact of incorporating the stylistic method and diverse pedagogical approaches on students' understanding and appreciation of literary works, specifically focusing on the works of Charles Dickens.

Conclusion : This study provides evidence that using Charles Dickens' novels to teach language style is an effective method for university students to better understand literary works. The experimental group, exposed to the stylistics method, demonstrated

significantly higher average scores in post-teaching comprehension tests compared to the control group. The findings of both independent t tests and simple linear regression tests consistently confirmed a positive link between language style teaching and students' literary comprehension. Moreover, the questionnaire data revealed high student satisfaction and perceived benefits. Most students reported increased confidence in analyzing literary works, improved critical and analytical thinking abilities, and a greater comfort level in approaching literature. While some variations were noted in the impact on curiosity and imagination, the overall positive responses indicate the effectiveness of the stylistics method. The diversified utilization of Dickens novels allowed for adaptability, accommodating various learning styles among students. The flexibility and inclusivity of this approach contribute to a more effective learning environment where students can engage with the material in ways that align with their individual preferences. Therefore, teaching language style, especially the stylistic method with Dickens novels, emerges as a potent pedagogical tool for enhancing students' appreciation and analytical abilities in literature.

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MUSTAQILLIK YILLARIDA O‘ZBEKISTONDA TURIZM SOHASINING RIVOJLANISH TARIXI

S. Safarov

Toshkent davlat texnika universiteti O‘zbekiston tarixi kafedrası dotsenti.

Annotatsiya. Ushbu maqolada O‘zbekiston Respublikasi mustaqillikka erishgach, turizm sohasida olib borilgan islohotlar, qonunchilik bazasining takomillashuvi, infratuzilmaning rivojlanishi hamda ichki va tashqi turizmning kengayishi yoritiladi. Shuningdek, Prezident qarorlari va milliy strategiyalar asosida turizm sohasidagi bosqichma-bosqich taraqqiyot tahlil qilinadi.

Kalit so‘zlar: turizm, mustaqillik, iqtisodiy islohotlar, madaniy meros, infratuzilma, ichki turizm, tashqi turizm, ziyorat turizmi.

O‘zbekiston — Markaziy Osiyoning yuragida joylashgan, boy tarixiy merosi, qadimiy shaharlari va madaniy yodgorliklari bilan mashhur yurt hisoblanadi. Mustaqillik yillarida mamlakatimizda turizm sohasiga alohida e‘tibor qaratilib, bu yo‘nalish milliy iqtisodiyotning ustuvor tarmoqlaridan biriga aylanmoqda. Xususan, Buxoro, Samarqand, Xiva, Shahrisabz, Termiz kabi shaharlar nafaqat mamlakatimiz, balki butun insoniyat tamadduni, ma‘naviyati va qadimiy sivilizatsiyalarining markazlari sifatida xalqaro miqyosda e‘tirof etilmoqda. Bu shaharlardagi tarixiy obidalar, me‘moriy inshootlar va ziyoratgohlar nafaqat ilmiy va madaniy ahamiyatga, balki katta turistik potensialga ham ega.

O‘zbekistonda mavjud bo‘lgan ko‘plab turistik yo‘nalishlar — tarixiy, arxeologik, tabiiy rekreatsion, madaniy va ziyorat turizmi kabi yo‘nalishlarni o‘z ichiga oladi. Bu esa, o‘z navbatida, barcha viloyat va hududlarda mavjud turistik imkoniyatlarni chuqur o‘rganish, infratuzilmani takomillashtirish, zamonaviy xizmat ko‘rsatish tizimini joriy etish va aniq turistik marshrutlarni ishlab chiqishni taqozo etadi. Har bir mintaqaning o‘ziga xos tabiiy, tarixiy va madaniy xususiyatlarini hisobga olgan holda, mahalliy va xalqaro sayyohlar uchun jozibador turistik paketlarni yaratish zarur.

Mutaxassislar fikriga ko‘ra, XXI asrda turizm sohasi jahon miqyosida eng daromadli tarmoqlardan biriga aylanmoqda. Bugungi kunda u global darajada avtomobilsozlik va neftni qayta ishlash sanoatidan keyingi uchinchi o‘rinda turibdi. Buning sababi — turizm yuqori texnologik yoki ilmiy-investitsion xarajatlarni talab qilmasdan, tez rivojlana oladigan va boshqa sohalar bilan bevosita bog‘liq tarzda taraqqiy etadigan soha sanaladi. Ayniqsa, xizmat ko‘rsatish, transport, savdo, mehmonxona biznesi,

axborot-kommunikatsiya texnologiyalari kabi yo‘nalishlar turizm bilan uzviy aloqador bo‘lib, ularning rivojlanishi mamlakatning iqtisodiy ko‘rsatkichlariga ijobiy ta‘sir ko‘rsatadi.

Mustaqillik yillarida ko‘plab muqaddas qadamjolar, tarixiy yodgorliklar, allomalarimiz maqbaralari qayta kashf etilib, restavratsiya qilindi. Misol uchun, Samarqand viloyatining Tayloq tumanida Xo‘ja Darun, Urgut tumanida Imom A‘zam, Jizzax viloyatining Baxmal tumanida Mir Sayyid Xalil, G‘allaorol tumanida esa Sadir Vag‘qos kabi ulug‘ siymolarning ziyoratgohlari yangidan tiklandi, ularda zamonaviy majmualar qad rostladi. Biroq, bu muqaddas maskanlarning aksariyati hali to‘liq turistik marshrutlarga kiritilmagan, ularni asosan mahalliy aholi ziyorat qiladi xolos. Shu bois, bu obidalarni keng targ‘ib qilish, ularning tarixini aholiga va xorijiy sayyohlarga yetkazish, ular asosida tematik turizm dasturlarini ishlab chiqish lozim.

Bundan tashqari, so‘nggi yillarda Andijon shahri va viloyatida ko‘plab zamonaviy mehmonxonalar barpo etildi, mavjudlari esa kapital ta‘mirdan chiqarildi. Bu esa viloyatni tashrif buyuruvchi mehmonlar uchun yanada qulay maskanga aylantirmoqda. Aytish joizki, mamlakatimizning barcha hududlarida shunday salohiyat mavjud bo‘lib, ularni kompleks o‘rganish va iqtisodiy jihatdan baholash orqali O‘zbekistonni dunyodagi eng jozibador turistik yo‘nalishlardan biriga aylantirish mumkin.

O‘zbekistonning turistik salohiyatini to‘liq namoyon etish uchun har bir tarixiy obida, madaniy meros yodgorligi va tabiiy maskanlarni chuqur ilmiy o‘rganish, infratuzilmasini rivojlantirish, zamonaviy turizm xizmatlarini yo‘lga qo‘yish lozim. Shu orqali nafaqat milliy iqtisodiyotga salmoqli hissa qo‘shiladi, balki mamlakatimizning xalqaro maydondagi turistik brendi ham yuksaladi.

Mustaqillik mamlakat tarixida yangi davrni boshlab berdi: milliy qadriyatlar, tarixiy meros va tabiiy resurslarga asoslangan holda turizm salohiyatini ochib berish imkoniyati yaratildi. Turizm, iqtisodiy o‘rshning muhim omili sifatida e‘tirof etilib, unga davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida qarala boshlandi.

1992-yilda O‘zbekiston Respublikasi Turizmni rivojlantirish davlat qo‘mitasi tashkil etildi. O‘sha davrda asosiy e‘tibor xorijiy sayyohlarni jalb etish, tarixiy shaharlardagi obidalarni ta‘mirlash va targ‘ibot ishlarini yo‘lga qo‘yishga qaratildi. Samarqand, Buxoro, Xiva kabi shaharlardagi obidalar UNESCO ro‘yxatiga kiritildi.

O‘zbekiston islom olamidagi muqaddas ziyorat maskanlari bo‘yicha mashhur davlatlardan biriga aylandi. Imom Buxoriy, Bahouddin Naqshband, Termiziy, Zangiota va boshqa manzillar xorijiy ziyoratchilarni jalb etishga xizmat qilmoqda. Shu asosda “ziyosat turizmi strategiyasi” ishlab chiqildi.

O'zbekiston mustaqillikka erishgach, mamlakatimizdagi tarixiy va diniy ahamiyatga ega maskanlarga bo'lgan e'tibor sezilarli darajada oshdi. Ayni paytda diqqatga sazovor joylarga tashrif buyuruvchilar soni bir necha barobarga ortdi. Bu esa nafaqat ichki turizmning rivojlanishiga, balki milliy ma'naviyatni mustahkamlashga ham xizmat qilmoqda. Har bir viloyat, har bir tuman o'ziga xos tarixiy, madaniy va tabiiy merosga ega bo'lib, ularni o'rganish, asrash va keng jamoatchilikka yetkazish muhim vazifalardan biridir.

Shunday muqaddas maskanlardan biri — Hazrati Dovud g'ori bo'lib, u Samarqand shahridan taxminan 40 kilometr uzoqlikda joylashgan Oqsoy qishlog'ida joylashgan. Bu ziyorat maskani — qadimiy tarix, afsonaviy voqealar va diniy e'tiqodlar bilan chambarchas bog'langan noyob arxeologik yodgorlik, ayni paytda tabiatning betakror mo'jizasi hisoblanadi.

Hazrat Dovud g'ori ayni paytda nafaqat tarixiy yoki diniy yodgorlik, balki xalqimiz orasida muqaddas qadamjo sifatida tan olingan. Bu g'or har kuni o'nlab, ba'zida yuzlab ziyoratchilarni o'ziga tortadi. Ziyoratchilar bu yerga faqatgina diniy sabablarga ko'ra emas, balki tarix, afsona va tabiat bilan uyg'unlashgan noyob muhitni his qilish uchun ham keladilar.

Shuningdek, ushbu qadamjo atrofi ham yildan-yilga obodonlashtirilib, mehmonlar uchun barcha zarur sharoitlar yaratilmoqda. Yo'llar ta'mirlanmoqda, zamonaviy xizmat ko'rsatish punktlari barpo etilmoqda, hudud ekologik muhofaza ostida saqlanmoqda. Bu kabi tadbirlar esa hududda turizm infratuzilmasini rivojlantirishga, mahalliy iqtisodiyotning faollashuviga xizmat qilmoqda.

Mustaqillik yillarida O'zbekistonda muqaddas qadamjolar, tarixiy obidalar va tabiat in'omlari bo'lgan maskanlarga bo'lgan qiziqish ortdi. Hazrati Dovud g'ori bunga yorqin misollardan biridir. U nafaqat diniy va tarixiy yodgorlik, balki o'zida ma'naviy tarbiya, milliy qadriyatlar va ekologik go'zallikni jamlagan betakror maskan hisoblanadi. Bunday joylarni targ'ib qilish, ular haqida jamoatchilikni keng xabardor qilish milliy turizmni yangi bosqichga olib chiqadi.

Shuningdek, O'zbekiston mustaqillikka erishganidan so'ng mamlakatimiz ijtimoiy-ma'naviy hayotida tub burilishlar yuz berdi. Ayniqsa, qadimiy urf-odatlarimiz, milliy qadriyat va an'analарimiz qayta tiklanib, jamiyat hayotida chuqur ildiz otishga erishdi. Asrlar davomida unutilib borayotgan ko'plab ma'naviy meroslarimizga yangicha yondashuv asosida e'tibor qaratilib, ularni saqlash, rivojlantirish va yosh avlodga yetkazish davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi.

Bu davrda yoshlar uchun keng imkoniyatlar eshigi ochildi. Ularning jismoniy va intellektual salohiyatini yuksaltirish maqsadida yuzlab zamonaviy sport majmualari,

kutubxonalar, madaniyat markazlari barpo etildi. Shu bilan birga, yangi ish o‘rinlari tashkil qilinib, yoshlarning bandligini ta’minlash, kasb-hunar o‘rganishlari uchun zamonaviy ta’lim va ishlab chiqarish infratuzilmalari yaratildi.

Ichki turizmning rivojlanishi ham mustaqillik davrining muhim yo‘nalishlaridan biri bo‘ldi. Mamlakatimiz hududidagi diqqatga sazovor joylarga bo‘lgan e’tibor kuchaydi, tarixiy obidalarni saqlab qolish, ularni restavratsiya qilish va yangidan tiklash borasida muhim islohotlar amalga oshirildi. O‘z navbatida, moddiy-madaniy meros obyektlarini asrash, tarixiy binolar va inshootlarni zamonaviy ko‘rinishda ta’mirlash hamda ularning atrofini obodonlashtirish ishlari jadal sur’atlarda olib borildi.

O‘zbekistonning har bir hududida, har bir mintaqasida bunday ijobiy jarayonlar kechmoqda. Tarixiy obidalarni asrab-avaylash, ularni xalqimiz va kelajak avlod uchun saqlab qolish yo‘lida amalga oshirilayotgan keng ko‘lamli ishlar — mamlakatimiz taraqqiyotining yorqin ko‘rsatkichidir. Zero, o‘z o‘tmishini qadrlagan xalqgina mustahkam va nurli kelajak sari dadil odimlashi mumkin.

Shuni ham aytish joizki, O‘zbekistonda mintaqaviy turizm sohasini jadal rivojlantirish bugungi kunning dolzarb masalalaridan biri hisoblanadi. Shu nuqtai nazardan qaraganda, turizmni rivojlantirishda mintaqaviy yondashuvga asoslangan strategiyalar ishlab chiqish va ularni hayotga tatbiq etish muhim ahamiyat kasb etadi. Mamlakatimizda har bir hududning o‘ziga xos tabiiy, tarixiy, madaniy va iqtisodiy xususiyatlari mavjud bo‘lib, ularni to‘liq hisobga olgan holda turizm siyosatini yuritish zarurdir. Zero, mintaqalarda turizmni rivojlantirish faqatgina mahalliy darajada emas, balki butun mamlakat turizm infratuzilmasining yuksalishiga bevosita ta’sir ko‘rsatadi. Shu bilan birga, har bir mintaqaning turistik salohiyatini to‘liq ro‘yobga chiqarish uchun alohida strategik yondashuvlarni ishlab chiqish lozim. Bunga misol tariqasida, turistik firmalarning hududiy joylashuvi, ularning faoliyat samaradorligi va bu jarayonning tizimli monitoringini olib borish mumkin. Bu esa ilmiy-tadqiqotlar, statistik tahlillar va innovatsion metodikalar asosida yo‘lga qo‘yilishi kerak.

Hozirgi global tendensiyalar shuni ko‘rsatmoqdaki, turizm nafaqat alohida davlatlarning, balki butun mintaqalarning iqtisodiy taraqqiyotida muhim omilga aylanmoqda. Bu soha aholining sayohat, dam olish, madaniy merosni o‘rganish va yangi tajribalarni qo‘lga kiritish kabi ehtiyojlarini qondirishga xizmat qilib, milliy iqtisodiyotning strategik tarmoqlaridan biri sifatida shakllanmoqda.

Turizmning barqaror rivojlanishi orqali nafaqat turistik tashkilotlar, balki unga bevosita yoki bilvosita aloqador bo‘lgan boshqa tarmoqlar — transport, savdo, qishloq xo‘jaligi, xizmat ko‘rsatish kabi sohalar ham rivojlanadi. Bu esa iqtisodiyotda kuchli

multiplikativ ta'sirni yuzaga keltiradi. Shu bois, turizm sohasi xalq xo'jaligi kompleksining ajralmas tarkibiy qismi sifatida ko'rilmogda.

Bundan tashqari, turizm insonlarning madaniy, estetik, ruhiy va jismoniy ehtiyojlarini qondirishda muhim vosita bo'lib xizmat qiladi. Texnologik taraqqiyot, ish samaradorligining oshishi va hayot sur'atining tezlashuvi natijasida yuzaga keladigan ruhiy bosim va stresslarni kamaytirishda sayohat va hordiq chiqarish muhim rol o'ynaydi. Bu esa turizmning nafaqat iqtisodiy, balki ijtimoiy-psixologik jihatdan ham dolzarb soha ekanligini isbotlaydi.

Shu asosda aytish mumkinki, O'zbekistonda mintaqaviy turizmni rivojlantirish — nafaqat hududiy taraqqiyotga, balki umumiy milliy iqtisodiy o'sishga ham kuchli turtki beradi. Shu sababli, mazkur yo'nalishda chuqur ilmiy izlanishlar, kompleks yondashuv va zamonaviy strategiyalarni joriy etish davr talabiga aylangan.

Xulosa qilib aytganda, yurtimizda mustaqillik yillarida amalga oshirilgan islohotlar, ayniqsa, ma'naviy-ma'rifiy sohadagi o'zgarishlar va tarixiy obidalarni asrash borasidagi sa'y-harakatlar — xalqimizning milliy o'zlikni anglashida, o'z tarixiga bo'lgan hurmatini shakllantirishda muhim rol o'ynamoqda. Bu jarayonlar nafaqat o'zimiz uchun, balki butun dunyo sayyohlari uchun ham O'zbekistonni yanada jozibador maskanga aylantirmogda. O'zbekiston mustaqillik yillarida turizm sohasini iqtisodiy taraqqiyotning muhim tarmog'iga aylantira oldi. Soha nafaqat valyuta tushumlari manbai, balki madaniy merosni saqlash, xalqaro aloqalarni kengaytirish va milliy qadriyatlarni targ'ib etishda muhim rol o'ynamoqda. Yaqin yillarda raqamli turizm, "aqlli shaharlar" va barqaror turizm konsepsiyalari asosida turizm sohasi yanada rivojlanishi kutilmogda.

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MUSTAQILLIK YILLARIDA O‘ZBEKISTON NEFT VA GAZ SANOATINING RIVOJLANISH TARIXI

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Annotatsiya. Ushbu maqolada O‘zbekiston Respublikasi mustaqillik yillarida neft va gaz sanoatida amalga oshirilgan tub islohotlar, soha infratuzilmasining modernizatsiyasi, xorijiy investorlar bilan hamkorlikda olib borilgan yirik loyihalar, eksport salohiyatining oshirilishi va energetik xavfsizlikka erishish yo‘llari tahlil qilinadi. Shuningdek, ekologik barqarorlik va yashil energiyaga o‘tish masalalari yoritilgan.

Kalit so‘zlar: Neft, gaz, mustaqillik, O‘zbekiston, energetika siyosati, infratuzilma, O‘zbekneftgaz, eksport, CNPC, Lukoil, gaz quvuri, yashil energetika, xalqaro investitsiyalar.

Bugungi kunda O‘zbekiston milliy iqtisodiyotini modernizatsiyalash sharoitida chuqur tarkibiy islohotlarni amalga oshirishga katta e‘tibor qaratmoqda. Ushbu islohotlar doirasida ayniqsa sanoat tarmoqlarining barqaror va izchil rivojlanishini ta‘minlash, ishlab chiqarish tizimlarini zamonaviylashtirish, ishlab chiqarish jarayonlarini texnik va texnologik jihatdan yangilash, shuningdek, ularni diversifikatsiya qilish muhim o‘rin tutadi. Shu bilan birga, innovatsion texnologiyalarni joriy etish va ilg‘or ishlab chiqarish tajribalarini keng miqyosda amaliyotga tatbiq etish orqali iqtisodiyotning raqobatbardoshligini oshirishga intilinyapti.

Ma‘lumki, mamlakat iqtisodiy rivojlanishi va yalpi ichki mahsulotning o‘sish sur‘ati ko‘p jihatdan real sektor – ya‘ni ishlab chiqarish korxonalari faoliyatining barqarorligi va samaradorligiga bevosita bog‘liq. Shu sababli har qanday davlat uchun sanoat tarmoqlarini qo‘llab-quvvatlash, ularning modernizatsiyasi, iqtisodiy muhitga mos ravishda moslashuvchanligini oshirish va zamon talablari asosida faoliyatini yo‘lga qo‘yish ustuvor vazifalardan biri hisoblanadi.

Xususan, O‘zbekiston Respublikasida neft va gaz sanoati mamlakat energetika xavfsizligini ta‘minlashda hal qiluvchi strategik sohalardan biri sifatida e‘tirof etiladi. Respublikada mavjud bo‘lgan tabiiy neft va gaz zaxiralari ularni izlab topish, qazib olish hamda sanoat ishlab chiqarish tizimlariga joriy etish orqali milliy energetika mustaqilligini mustahkamlashga xizmat qilmoqda.

Tabiiy gaz bugungi kunda O‘zbekistonning asosiy eksport mahsulotlaridan biri bo‘lib, mamlakatning valyuta tushumlarini shakllantirishda muhim o‘rin tutadi. Shu bilan birga, ichki neft ishlab chiqarishi ham mamlakatdagi yoqilg‘i-energetika mahsulotlariga bo‘lgan talabni qondirish, sanoat va transport tarmoqlarining barqaror faoliyat yuritishini ta‘minlashda muhim manba sifatida xizmat qilmoqda.

Yuqoridagilardan kelib chiqib aytish mumkinki, neft-gaz sanoatining rivoji nafaqat energetika xavfsizligiga xizmat qiladi, balki butun iqtisodiy tizimning faoliyati va rivojlanish sur‘atiga ijobiy ta‘sir ko‘rsatadi. Shu bois, mazkur sohaning modernizatsiyasi, xorijiy investitsiyalarni jalb etish, yuqori texnologiyalar asosida ishlab chiqarish zanjirlarini shakllantirish va raqobatbardosh mahsulotlar tayyorlash – O‘zbekistonning uzoq muddatli iqtisodiy barqarorligini ta‘minlashda muhim o‘rin egallaydi.

1991-yilda O‘zbekiston o‘zining davlat mustaqilligini e‘lon qilganidan so‘ng, mamlakat iqtisodiyotining strategik sohalarini mustaqil ravishda rivojlantirish zarurati tug‘ildi. Ayniqsa, tabiiy resurslarga boy mamlakatda neft va gaz sanoati iqtisodiy mustaqillik va milliy daromadning asosiy manbai sifatida ajralib turardi. Mustaqillikdan so‘ng bu soha tubdan qayta tashkil qilindi, yangi boshqaruv tizimi, investitsion muhit va texnologik infratuzilma shakllantirildi.

Mustaqillikdan keyin birinchi navbatda, sobiq ittifoqdan qolgan neft va gaz infratuzilmasi ustidan to‘liq milliy nazorat o‘rnatildi. 1992-yilda “O‘zbekneftgaz” davlat konserni tashkil qilindi. Bu korxona respublikadagi neft va gaz konlarini izlab topish, qazib olish, qayta ishlash va mahsulotlarni ichki hamda tashqi bozorlarga yetkazib berish bo‘yicha yagona markazga aylandi.

Konsern tuzilmasi orqali yoqilg‘i-energetika kompleksining boshqa tarmoqlari bilan ham uzviy aloqalar o‘rnatildi. Davlat tomonidan yoqilg‘i-energetika resurslaridan foydalanish bo‘yicha bir qator qonunlar qabul qilindi. Shu bilan birga, sohadagi korxonalar aktsiyadorlik jamiyatlariga aylantirilib, bozor iqtisodiyotiga bosqichma-bosqich o‘tila boshlandi.

1990-yillarning oxiri va 2000-yillarning boshlaridan boshlab mamlakatda yirik gazni qayta ishlash va gaz-kimyoy loyihalari amalga oshirildi. Jumladan:

- Muborak gazni qayta ishlash zavodining quvvati oshirildi;
- Sho‘rtan gaz-kimyoy majmuasi ishga tushirildi;
- Qandim, G‘uzor va Olot hududlarida yangi konlar ochildi va ulardan foydalanish yo‘lga qo‘yildi.

Ayni paytda mavjud gaz transporti tizimi ham bosqichma-bosqich yangilandi. Quvurlar rekonstruksiya qilinib, avtomatlashtirilgan boshqaruv tizimlari joriy etildi. Bu esa energiya samaradorligini oshirib, yo‘qotishlarni kamaytirishga xizmat qildi. Mustaqillik yillarida O‘zbekiston hukumati xorijiy investitsiyalarni jalb etishga alohida e‘tibor qaratdi. Neft va gaz sanoatida quyidagi yirik xalqaro hamkorlik loyihalari amalga oshirildi:

- CNPC (Xitoy) kompaniyasi bilan “Markaziy Osiyo – Xitoy” gaz quvuri loyihasi;
- Lukoil (Rossiya) kompaniyasi bilan “Qandim, Xausak, Shodi” gaz konlarini birgalikda o‘zlashtirish;
- KOGAS (Janubiy Koreya) bilan gazni qayta ishlash majmualari qurilishi;
- Petronas (Malayziya) bilan dengizda izlanish ishlari.

Ushbu loyihalar natijasida mamlakat xorijga gaz eksport qilish salohiyatiga ega bo‘ldi. Ayniqsa, 2009-yilda ishga tushgan “Markaziy Osiyo – Xitoy” gaz quvuri O‘zbekiston gazining yirik bozorlariga chiqish imkonini yaratdi.

O‘zbekiston Respublikasida neft-gaz tarmog‘ini izchil va samarali rivojlantirish yo‘lida bir qator ustuvor yo‘nalishlar belgilanmoqda. Bu yo‘nalishlarning eng muhimlaridan biri — mavjud uglevodorod zaxiralarini kengaytirish orqali resurs bazasini mustahkamlashdan iborat. Uglevodorodlar, ya’ni neft va tabiiy gaz konlari mamlakat iqtisodiyotining energetik asosi bo‘lib, sanoatni rivojlantirishda, aholini issiqlik va elektr energiyasi bilan ta’minlashda muhim rol o‘ynaydi. So‘nggi yillarda respublika ichida energiyaga bo‘lgan talab keskin ortib borayotganligi bois, yangi konlarni izlash va mavjudlarini chuqurroq o‘rganish dolzarb ahamiyat kasb etmoqda. Shu maqsadda geologik qidiruv ishlariga yanada kengroq ko‘lamda yondashish zaruriyati tug‘ilmoqda. Ayniqsa, ilgari to‘liq o‘rganilmagan yoki chuqur qatlamlarda joylashgan hududlarni o‘z ichiga olgan yangi istiqbolli zonalarini o‘rganish talab etilmoqda. Misol uchun, quyidagi yo‘nalishlar geologik qidiruv ishlari uchun ustuvor deb hisoblanmoqda: Ustyurt platosi, Buxoro-Xiva va Farg‘ona mintaqalari doirasidagi paleozoy davri qatlamlari; Surxondaryo viloyatida tuz ostida joylashgan yura davriga oid qatlamlar; shuningdek, Surxondaryo mintaqasining Uchqizil–Mirshodin zonasidagi istiqbolli hududlar. Bundan tashqari, O‘rta-Sirdaryo depressiyasi hamda Zarafshon chuqurligi kabi ilgari yetarlicha o‘rganilmagan yangi geologik mintaqalar ham alohida e‘tiborni talab qilmoqda.

2021 yilgacha bo‘lgan davrda respublikaning turli hududlarida geologik qidiruv ishlarini olib borish bo‘yicha bir nechta investitsion loyihalar ishlab chiqilgan va amaliyotga tatbiq etilgan. Jumladan, Qo‘ng‘irot uchastkasi, Boysun va Surxon bloklari,

Xorazm viloyati, shuningdek, Meshekli-Tuzkoy investitsion neft-gaz maydonlarida ishlar olib borilishi rejalashtirilgan. Bu loyihalar xorijiy va mahalliy investorlar hamkorligida amalga oshirilmoqda.

Shuningdek, respublikada neft va gaz zaxiralarini aniqlash va qazib olish bo'yicha an'anaviy yo'nalishlar bilan bir qatorda, noan'anaviy uglevodorod manbalarini — masalan, slanes gazlari yoki zich tog' jinslaridagi neftlarni o'rganish va ulardan foydalanish ustida ham izlanishlar olib borilmoqda. Bu esa mavjud konlardan tashqari yangi imkoniyatlarni ochishga xizmat qiladi.

Yuqorida keltirilgan geologik qidiruv tadbirlarini muvaffaqiyatli amalga oshirish natijasida, 2022 yilga kelib O'zbekistonning uglevodorod zaxiralari salohiyatini 2014 yildagi ko'rsatkichlarga nisbatan 1,5 baravarga oshirish imkoni yaratiladi. Bu esa mamlakatning energetika xavfsizligini ta'minlash, eksport salohiyatini kuchaytirish va iqtisodiy mustaqillikni mustahkamlashda muhim omil hisoblanadi.

So'nggi yillarda O'zbekiston hukumatining asosiy maqsadlaridan biri neft-gaz resurslaridan samarali foydalanish bilan birga, alternativ energiya manbalarini rivojlantirish hisoblanadi. 2030-yilgacha mamlakatda quyosh va shamol elektr stansiyalarini barpo etish bo'yicha qator xalqaro loyihalar amalga oshirilmoqda. Biroq, gaz va gaz-kimyo mahsulotlari hali ham asosiy eksport va ichki energiya manbai bo'lib qolmoqda.

Yangi "Energetika strategiyasi – 2030"ga muvofiq, O'zbekiston gaz-kimyo sanoatini chuqur qayta ishlash asosida rivojlantirib, qo'shilgan qiymati yuqori mahsulotlar ishlab chiqarishni maqsad qilgan. Shu tariqa mamlakat o'z energetik mustaqilligini ta'minlashda izchil harakat qilmoqda.

Neft va gaz sanoatini bozor mexanizmlari asosida rivojlantirish zamonaviy iqtisodiy islohotlarning muhim yo'nalishlaridan biridir. Bunday yondashuv sohada sog'lom raqobat muhitini shakllantiradi, bu esa o'z navbatida ishlab chiqarish, tashish va qayta ishlash jarayonlarining samaradorligini oshiradi. Raqobatning kuchayishi nafaqat mahsulot sifatining yuksalishiga, balki iste'molchilarni tabiiy gaz va boshqa energetik resurslar bilan barqaror va uzluksiz ta'minlash imkoniyatining kengayishiga olib keladi.

Shu bilan birga, sohadagi bozor tamoyillariga asoslangan yondashuv moliyaviy resurslar bilan bir qatorda ilg'or texnologiyalar va boy tajribaga ega xorijiy hamda mahalliy investorlarni jalb qilish uchun qulay sharoit yaratadi. Neft va gaz sanoatiga investitsiyalarni jalb qilish esa innovatsion yechimlarning keng tatbiq etilishi, ishlab chiqarish hajmining ko'payishi va resurslardan samarali foydalanishni ta'minlaydi.

Bugungi kunda neft-gaz tarmog'ida raqamlashtirish jarayonlari sanoatning raqobatbardoshligi va iqtisodiy samaradorligini oshirishning asosiy yo'li sifatida qaralmoqda. Raqamli texnologiyalar yordamida murakkab texnologik jarayonlarni modellashtirish imkoniyati paydo bo'lmoqda. Sinov va xatolik yo'li bilan vaqt va mablag' sarflab o'rganish o'rniga, ilgari tuzilgan modellar asosida eng optimal ssenariy tanlab olinmoqda. Bir necha soatlik virtual simulyatsiyalar bir necha oylik tajriba-sinov jarayonlarini muvaffaqiyatli almashtira oladi, bu esa nafaqat vaqtdan yutish, balki geologik shakllanishlar va qazib olish jarayonlarini aniqroq bashorat qilish imkonini beradi. Buning natijasida esa yillab qilinadigan ishlar qisqa muddatda amalga oshiriladi, neft qazib olish hajmi esa 1,5–2 baravarga oshadi.

Neft-gaz sanoatini ilg'or texnologiyalar asosida rivojlantirish, axborot-kommunikatsiya vositalarini keng joriy qilish va avtomatlashtirishni ta'minlash maqsadida O'zbekiston Respublikasi Energetika vazirligi "IKS Xolding" kompaniyasi bilan hamkorlikda "Yoqilg'i-energetika kompleksini avtomatlashtirish va raqamlashtirish bo'yicha kompleks rivojlantirish konsepsiyasi"ni ishlab chiqmoqda. Ushbu konsepsiya sanoatning joriy holati, istiqboldagi maqsad va vazifalarini hisobga olgan holda, texnologik yangilanishlar asosida samarali boshqaruv tizimini shakllantirishga qaratilgan.

Umuman olganda, O'zbekistonda neft va gaz sohasida amalga oshirilayotgan islohotlar ishlab chiqaruvchilar va iste'molchilar manfaatlarini muvozanatli tarzda uyg'unlashtirgan holda, energetik xavfsizlikni ta'minlash, mavjud resurslardan oqilona foydalanish, hamda bozor ehtiyojlariga mos ravishda energiya yetkazib berishni ta'minlashga xizmat qilmoqda. Soha faoliyatining shaffofligi, raqobatbardoshligi va innovatsion rivoji nafaqat milliy iqtisodiyot, balki xalqaro energetika bozorida ham O'zbekistonning mavqeini mustahkamlashga xizmat qiladi.

Xulosa qilib aytganda, mustaqillik yillarida O'zbekiston neft va gaz sanoati strategik ahamiyat kasb etgan tarmoq sifatida sezilarli taraqqiyotga erishdi. Dastlabki yillarda sohani milliylashtirish, infratuzilmani shakllantirish va xorijiy sarmoyalarni jalb qilish orqali boshlangan islohotlar hozirgi kunda o'zining samaralarini bermoqda. Energetika xavfsizligi, eksport salohiyatining ortishi, yangi texnologiyalar joriy etilishi va xalqaro hamkorlik O'zbekistonni mintaqadagi muhim energetik markazga aylantirmoqda. Yaqin istiqbolda neft va gaz sanoati mamlakatning iqtisodiy suvereniteti va raqobatbardoshligining kafolati sifatida o'z ahamiyatini saqlab qoladi.

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WAYS TO IMPROVE THE EFFICIENT FORMATION AND MANAGEMENT OF INVESTMENT RESOURCES

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Abstract. This article explores the fundamental principles and practical strategies for improving the formation and management of investment resources, particularly in emerging economies. Efficient investment resource mobilization and allocation are critical for accelerating economic growth, enhancing infrastructure development, and ensuring long-term financial stability. The study evaluates the current structure of investment sources—including public funds, foreign direct investments, and corporate savings—and identifies major challenges such as inefficiency, lack of transparency, and weak regulatory environments. Drawing on international best practices, the paper proposes policy recommendations aimed at enhancing digital oversight, strategic planning, and public-private cooperation. Data tables and graphical analysis provide visual insights into investment trends and performance comparisons across selected countries. The findings emphasize the urgent need for systemic reforms to optimize investment effectiveness in alignment with national development priorities.

Keywords: Investment Resources, Economic Development, Capital Allocation, Investment Management, Public-Private Partnership, Foreign Direct Investment, Financial Efficiency, Regulatory Framework.

Introduction

In the modern global economy, investment resources serve as a cornerstone for driving sustainable economic development, boosting national competitiveness, and fostering innovation. Countries that effectively mobilize and manage their investment resources are more likely to achieve long-term growth, reduce poverty, and improve living standards. Investment resources include a broad array of financial instruments and capital inflows, such as public investment, foreign direct investment (FDI), private sector savings, international loans, and public-private partnerships (PPPs). However, the process of efficiently organizing and utilizing these resources poses significant challenges, especially in developing and transition economies.

These challenges range from institutional weaknesses, poor financial planning, and lack of transparency, to insufficient capacity in strategic investment management. Moreover, the volatility of global markets and increased investor scrutiny require

robust regulatory frameworks and adaptive strategies. In this context, improving the mechanisms for forming and managing investment resources has become a priority for governments and financial institutions alike.

This paper aims to explore the key components of investment resource formation, examine the current practices in various economies, and identify proven methods to enhance efficiency. Special attention is given to international best practices and digital innovations that can be adapted to the context of developing countries. Through comparative analysis, visual data, and strategic recommendations, the paper contributes to the academic and policy dialogue on fostering a more effective and sustainable investment climate.

Literature of review

The formation and management of investment resources has long been a central topic in the field of development economics and financial management. Various scholars and institutions have explored the theoretical frameworks, empirical models, and practical approaches to optimizing investment capital to promote economic growth.

According to Solow's (1956) growth model, capital accumulation plays a vital role in driving long-term economic development. Later developments by Romer (1986) and Lucas (1988) incorporated human capital and knowledge as complementary components, emphasizing the importance of productive investment resource allocation. These models laid the foundation for modern approaches to investment planning.

In recent years, international financial institutions such as the World Bank and IMF have emphasized the role of institutional quality and transparency in enhancing investment efficiency. The World Bank (2021) notes that countries with strong governance frameworks are more successful in attracting foreign investment and ensuring high returns from public infrastructure projects.

A study by Dabla-Norris et al. (2012) highlights how inefficiencies in public investment management systems (PIMS) can result in resource wastage, delays, and cost overruns. The authors propose a three-pillar framework that includes strategic planning, effective budgeting, and transparent implementation as key pillars for investment efficiency.

Empirical research by Alfaro et al. (2004) demonstrates that foreign direct investment contributes positively to growth only when supported by well-developed financial markets and regulatory institutions. This suggests that the effectiveness of investment resources is conditional upon broader macroeconomic and institutional factors.

In the context of digital transformation, scholars such as Brynjolfsson and McAfee (2014) argue that big data and analytics can revolutionize investment planning, allowing for more informed decisions, risk mitigation, and adaptive management strategies. Moreover, the integration of digital tools in investment monitoring is increasingly being adopted in developing economies.

Regionally, studies on Central Asia and post-Soviet economies show mixed results. According to UNDP (2023), while Uzbekistan and Kazakhstan have made progress in mobilizing investment capital, challenges remain in transparency, investor protection, and capital market development.

In summary, the literature underlines that investment resource efficiency hinges on multi-dimensional factors, including institutional strength, access to digital technology, sound financial markets, and strategic governance. While theoretical models offer a robust framework, country-specific implementations and policy adaptations are crucial to translate potential into actual economic outcomes.

Investment resources refer to the financial assets mobilized from various sources, including public budgets, foreign direct investments (FDI), corporate savings, and credit institutions. A diverse mix of these sources enables an economy to reduce its dependency on a single channel and enhances financial resilience. Effective management of such resources requires a clear institutional framework, transparent procedures, and strategic planning mechanisms.

According to data from 2020–2024, many developing countries show a gradual shift from state-dominated investment to more private and foreign-funded mechanisms. For instance, the share of FDI has increased steadily, while reliance on public funds has slightly decreased. This reflects global investor interest in emerging markets, but also highlights the need for governance reforms to ensure the efficient use of private capital.

Table-1

Main sources of investment resources in developing countries (2020–2024)

Source	2020	2021	2022	2023	2024 (Est.)
State Budget Allocation	25%	24%	23%	22%	21%
Foreign Direct Investment	30%	32%	34%	35%	36%

Domestic Corporate Savings	20%	21%	22%	22%	23%
Bank Loans & Capital Mkts	25%	23%	21%	21%	20%

The comparative table presented in the article highlights the structural differences and strategic priorities of investment resource management across various countries. It reveals that nations with well-established regulatory frameworks, diversified capital sources, and digital oversight mechanisms tend to achieve higher levels of investment efficiency and return on capital. Moreover, countries that integrate public-private partnerships and prioritize transparency consistently outperform those with centralized or outdated investment planning models. This suggests that adopting global best practices and enhancing institutional capacity are essential steps toward improving investment outcomes in developing economies like Uzbekistan.

Despite the availability of resources, many economies face challenges in their effective utilization. These include bureaucratic inefficiencies in public investment processes, lack of transparent evaluation criteria, weak risk assessment frameworks, and insufficient digital monitoring tools. Such shortcomings result in capital misallocation, lower returns on investment, and delays in project implementation.

Advanced economies and high-performing developing nations have adopted several innovative models to enhance investment efficiency. These include public-private partnerships (PPPs), sovereign wealth funds, green financing mechanisms, and performance-based investment planning. Digital platforms for project tracking and AI-based evaluation models are increasingly being used to improve decision-making and minimize investment risks.

The visual comparison of ROI across different economies shows that countries with well-developed investment governance and diversified funding structures achieve significantly higher efficiency. This underlines the need for institutional capacity building, legal reforms, and transparent investment frameworks in emerging markets. To improve investment resource formation and management, countries should prioritize the development of a unified national investment strategy aligned with long-term development goals. Introducing digital tools in project evaluation, promoting co-financing mechanisms, and increasing investor protection are also critical. Capacity-

building programs for public officials and private managers involved in investment planning are equally essential.

Conclusion

In conclusion, the effective formation and management of investment resources is a decisive factor in achieving sustainable economic development, particularly in emerging and transition economies. As demonstrated throughout the article, countries that have adopted strategic investment planning, implemented digital oversight tools, and embraced public-private partnerships tend to optimize resource utilization and maximize developmental outcomes.

Key findings show that transparent governance, diversified investment sources, and institutional capacity-building significantly enhance investment performance. Moreover, integrating international best practices—such as performance-based budgeting, digital monitoring systems, and impact evaluation frameworks—can improve resource efficiency and investor confidence.

For Uzbekistan and similar economies, strengthening the regulatory environment, expanding access to financial markets, and prioritizing long-term investment strategies are crucial. The adoption of modern technologies and data-driven decision-making processes can further support the alignment of investment flows with national development goals.

Overall, investment resource optimization requires a balanced approach that combines strong policy frameworks, institutional reforms, and adaptive strategies to ensure that capital contributes effectively to sustainable economic growth.

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RISKS AND REGULATORY CHALLENGES ASSOCIATED WITH FINTECH TECHNOLOGIES

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Abstract. The rapid development of financial technologies (fintech) has revolutionized the global financial ecosystem by offering more efficient, inclusive, and user-centric services. However, this digital transformation also brings a set of complex risks, including cybersecurity threats, data privacy violations, regulatory arbitrage, and operational vulnerabilities. This paper examines the major risk categories associated with fintech innovations and explores the regulatory challenges that arise in different jurisdictions. Through the analysis of global regulatory responses and comparative case studies, the article highlights the need for adaptive, technology-neutral frameworks to ensure sustainable fintech growth. Furthermore, it presents policy recommendations aimed at enhancing international cooperation, strengthening supervisory capacity, and ensuring the ethical use of emerging financial technologies.

Keywords: Fintech, Cybersecurity, Regulatory Challenges, Data Privacy, Financial Innovation, Digital Risk, Global Regulation, Financial Stability, Regulatory Arbitrage, Supervisory Technology.

Introduction

Fintech technologies have significantly transformed the global financial landscape by providing digital alternatives to traditional banking services. Innovations such as blockchain, peer-to-peer lending, mobile banking, and robo-advisory platforms have made financial services more accessible, faster, and cheaper. However, this rapid growth has also introduced complex risks that existing regulatory frameworks are often not equipped to handle.

Literature of review

The global emergence of fintech has attracted increasing scholarly attention, particularly in relation to its risk implications and regulatory responses. Arner, Barberis, and Buckley (2016) emphasize that fintech represents not only a technological shift but also a challenge to traditional financial infrastructure and legal frameworks. Their work highlights the transformative impact of distributed ledger technologies, peer-to-peer platforms, and AI-powered financial services.

Zetzsche et al. (2017) discuss regulatory fragmentation across jurisdictions, identifying the risk of regulatory arbitrage where fintech firms relocate to regions with minimal oversight. This insight is echoed by the Financial Stability Board (FSB, 2020), which has called for more coordinated global responses to fintech-related threats, including the integration of regtech (regulatory technology) to monitor dynamic risks in real-time.

Gai, Qiu, and Sun (2018) analyze cybersecurity vulnerabilities inherent in fintech systems, noting that as digital platforms expand, they become more attractive to cybercriminals. Their empirical work links system breaches to diminished consumer trust and financial instability, especially in unregulated markets.

Moreover, the World Bank's 2022 report emphasizes that data privacy and digital consumer rights remain underdeveloped in many developing countries, creating risks of exploitation and surveillance.

They advocate for robust legal infrastructures that define clear data protection standards while supporting innovation.

Philippon (2020) highlights the efficiency gains fintech can offer but warns that systemic risks may arise if these innovations are not aligned with macroprudential regulation. In this context, sandboxes—regulatory test environments pioneered by the UK’s FCA and adopted in Singapore—are presented as innovative tools for supervised experimentation.

The OECD (2021) contributes by examining cross-border fintech operations, suggesting that lack of coordination among national regulators can lead to gaps in oversight. Their recommendations stress the importance of harmonized policy guidelines and increased data-sharing between countries.

Lastly, recent works by Gomber et al. (2021) argue that fintech’s promise of financial inclusion must be balanced with ethical AI usage, fair lending practices, and financial literacy programs to prevent marginalization.

One of the most prominent challenges in fintech is cybersecurity. Because fintech platforms operate primarily online and rely on massive amounts of personal and financial data, they are attractive targets for hackers. Data breaches, denial-of-service attacks, and malware incidents have affected even well-established fintech companies, threatening user trust and system integrity.

The use of big data and artificial intelligence in fintech raises serious concerns regarding the ethical use of personal information. Many fintech companies collect user data for predictive modeling and personalized services, but weak or unclear data governance policies can result in privacy violations, discriminatory practices, and legal repercussions.

Fintech operations often depend on complex algorithms and third-party service providers. Algorithmic miscalculations or software glitches may lead to erroneous transactions or mismanagement of customer funds. Furthermore, reliance on cloud infrastructure and APIs introduces technical vulnerabilities and service disruption risks.

5. Regulatory Arbitrage and Lack of Oversight

Fintech companies often operate across borders without a unified regulatory framework. This leads to regulatory arbitrage, where firms exploit less stringent jurisdictions, undermining financial stability. Many fintech startups are not subject to the same level of scrutiny as banks, creating an uneven competitive landscape.

Table-1

Global Distribution of Fintech-Related Risks (Survey of 50 Regulators, 2024)

Type of Risk	Percentage of Concerned Regulators
Cybersecurity	85%
Data Privacy	72%
Fraud & Money Laundering	66%
Operational Risk	59%
Market Concentration	48%

As fintech services become increasingly global, national regulators face difficulties monitoring their operations. For example, a lending platform registered in one country may serve clients in another where local laws do not apply, complicating enforcement and consumer protection efforts.

Striking a balance between encouraging innovation and protecting stakeholders remains a key challenge. Overregulation can stifle technological advancement, while underregulation may lead to systemic risks and the exploitation of consumers. A balanced approach requires adaptable, technology-neutral, and principles-based regulation.

Some countries have taken proactive steps to manage fintech risks. The UK's "regulatory sandbox" allows startups to test innovations under regulatory supervision. Singapore enforces a robust data protection framework, while the European Union's Digital Finance Package offers a coordinated approach to supervising cross-border services.

Effective regulatory responses to fintech risks should include the adoption of dynamic legal frameworks that evolve with technology. Enhanced international cooperation is also essential, especially through bodies like the Financial Stability Board (FSB) and the Bank for International Settlements (BIS). Additionally, investing in AI-powered regulatory tools and cybersecurity infrastructure will strengthen supervisory capabilities.

In a global survey conducted among 50 financial regulators (2024), 85% cited cybersecurity as the top concern, followed by data privacy (72%) and financial fraud (66%). This highlights a widespread recognition of the need for comprehensive risk mitigation frameworks in the fintech sector.

Between 2018 and 2024, the number of fintech firms globally increased by over 200%, while regulatory capacity in most countries lagged behind. This growth-regulation gap can lead to uncontrolled expansion and potential market failures if not promptly addressed through structural reforms.

Fintech technologies offer immense potential for enhancing financial inclusion and efficiency. However, their unregulated or poorly regulated growth may endanger systemic stability, data privacy, and consumer rights. A future-oriented, collaborative, and risk-based regulatory model is essential to ensure that innovation in fintech remains safe, inclusive, and sustainable.

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O'QUVCHILARNING BILISH FAOLLIGINI OSHIRISHNING NAZARIY- PSIXOLOGIK ASOSLARINI STEAM ASOSIDA SHAKLLANTIRISH

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Annotatsiya: Mazkur maqolada o'quvchilardagi qobiliyatlarni rivojlantirishda STEAM ta'lim texnologiyasining ahamiyati borasida va o'quvchilarning bilish faolligini oshirishning nazariy-psixologik asoslarini STEAM asosida shakllantirish usullari va samaradorligi haqida fikr yuritiladi.

Kalit so'zlar: STEAM ta'lim texnologiyasi, intellektual qobiliyat, ijodkorlik, fikr, xotira, tasavvur, tasviriy san'at yo'nalishi, nazariya, o'quvchi.

FORMATION OF THEORETICAL-PSYCHOLOGICAL BASIS OF INCREASING STUDENTS' COGNITIVE ACTIVITY ON THE BASIS OF STEAM

Abstract: This article discusses the importance of STEAM educational technology in developing students' abilities and the methods and effectiveness of forming them based on theoretical psychological STEAM to increase students' cognitive activity.

Keywords: STEAM educational technology, intellectual abilities, creativity, thinking, memory, imagination, fine arts direction, theory, student.

Our updated Constitution has been supplemented with special norms regarding youth. That is, a norm has been introduced that states that the state and society shall take care of the formation of loyalty to national and universal values, pride in the rich cultural and spiritual heritage of our people, patriotism and love for the Motherland in children and young people. Chapter XIV, Article 79 of the Constitution of the Republic of Uzbekistan states that "The state ensures the protection of the personal, political, economic, social, cultural, and environmental rights of young people, encourages their active participation in the life of society and the state. The state creates conditions for the intellectual, creative, physical, and moral formation and development of young people, for the realization of their rights to education, health, housing, employment, employment, and recreation." Also, the statement of our Honorable President Sh.

Mirziyoyev “We must always teach our young people to think, think, and live in new ways!” – are clear proof of this.

Research is being conducted in various areas to study, analyze, and apply the results of STEAM educational technology in practice. One of the things that was studied in the preparation of this article is As a result of the analysis of a number of literatures, it can be said that the work on the study of STEAM educational technology is still insufficient. This indicates that there is still work to be done in this direction. During the research, methods such as theoretical analysis and generalization of scientific, theoretical, methodological literature, a number of scientific articles, theses and literature of foreign and Uzbek scientists, psychological and pedagogical observation, comparative and pedagogical analysis were used. In the psychology of abilities specific to the visual arts, a psychological analysis of visual abilities is given. In the process of studying the characteristics of perception in visual activities, V.I. Kirnenko came to the conclusion that the ability in the visual arts is manifested in the perception of phenomena in a holistic and synthetic form, which is the main content of artistic talent. As we know, a child's imagination plays a very important role in childhood. However, how many people think about the need to develop children's creative abilities. Unfortunately, many adults do not pay enough attention to the development of a child's imagination, which significantly limits the possibilities of children in the future. Creativity plays a very important role in the life of every person. Imagination and fantasy help people both in relationships and at work, but most importantly, creative people are able to express their individuality, which helps them succeed in any business. So, even if a child does not suffer from a lack of imagination, parents should pay attention to the development of their creative abilities. General abilities are understood as a person's intellectual abilities. Intelligence is the ability that is responsible for a person's success in mental activity. The following cognitive abilities depend on the general level of intelligence:

- memory
- attention
- thinking ability (the ability to compare, analyze, distinguish the main from the secondary)
- imagination
- representation (for example, the ability to depict a three-dimensional figure on a drawn flat diagram)
- good knowledge of speech.

All people have intellectual abilities, but their level of development varies from low to high. Most people have more specific intellectual abilities (for example, some people can express themselves well, they have a good memory), others have others (for example, abstract-logical thinking, thanks to which a person quickly and correctly solves mathematical problems). If intellectual abilities are responsible for a person's success in life in general and in the field of mental labor in particular, then special abilities are responsible for a person's success in specific activities. For example, special abilities include:

- sports ability
- musical (sense of rhythm, perfect pitch),
- artistic (ability to depict and depict an image in a picture),
- mathematical,
- technical
- and others.

Each person has the ability to perform several types of activities. But the most pronounced, as a rule, are abilities in one or two areas.

RESULTS. To further develop these abilities, it is possible to apply the STEAM educational technology, which has been tested on the basis of international experience and is the most widely used today. STEAM the full name of this abbreviation is as follows: STEAM is S - science, T - technology, E - engineering, A - art and M - math. In English it will be like this: natural sciences, technology, engineering, art and mathematics. Do not forget that these areas are becoming the most popular in the modern world. Therefore, today the STEAM system is developing as one of the main trends. The direction of STEAM education and the use of a practical approach are also based on the integration of all five areas into a single educational system. Schools should identify the abilities of students, taking into account their interests and aspirations. The reason is that whether a student is talented in one subject or not is reflected in the development of his intellectuality from the set of areas of interest to him. In fact, there is no such thing as a person without abilities. An ability can be hidden or undeveloped.

DISCUSSION. The importance of the STEAM project in developing abilities is that this project is a set of natural sciences, in which students can work as a team, In a STEAM educational environment, students acquire theoretical knowledge and immediately learn to use it in practice. That is, it creates a foundation for them to be able to apply the knowledge they have gained in science in practice. Therefore, when they grow up and encounter life problems, they understand that complex issues can

only be solved by relying on knowledge from different fields and working together. Relying on knowledge in only one subject is not enough here. Based on the above information, we can conclude that the main goal of this educational technology is to focus on practical skills, students develop their will, creativity, flexibility and learn to cooperate with others. In it, skills and knowledge constitute the main educational task, that is, this is what the entire education system strives for. It serves as one of the most effective methods today in developing students' abilities. In addition, the project's goal is to create a basis for students to acquire skills in applying theoretical knowledge in practice while mastering subjects. It ensures that lessons are interesting and effective. It helps to identify and develop students' abilities.

The current global educational system requires the development of life skills in learners and the creation of educational content that can train highly qualified specialists by improving their performance.

In order to qualitatively enrich the content of continuing education and increase its effectiveness, new requirements for education include the development of personal qualities such as interest, talent, and ability of learners, as well as the formation of scientific literacy and practical competencies through integrative STEM approaches to natural and technical knowledge in general education[2; p. 192].

The need to improve the functioning of the education system in our country, the need for personnel with 21st century skills, and the conduct of conceptual research on the creation of educational content that can train individuals capable of ensuring the sustainable development of Uzbekistan put on the agenda the issue of raising general secondary education to a new qualitative level, preparing competitive personnel capable of leading sustainable development from national revival to national advancement. In this regard, the creation of curricula, teaching methodologies, and a system for assessing the quality of education, taking into account the requirements of international assessment programs such as PIRLS, TIMSS, and PISA, is pedagogically important.

In our country, STEM education is reflected in research work on directing students to technical creativity. A. Toychiev's research work on the topic of improving technical creativity competencies in students in the field of robotics based on robotics elements explains the pedagogical conditions for developing technical creativity competencies of students of general secondary schools, didactic support for the development of technical creativity competencies of students, criteria for determining the level of development of technical creativity competencies, and a model for developing technical creativity competencies. The research work is of practical importance in

education, as it is aimed at the development of robotics and strengthening the natural and technical components of secondary general education[3; p. 43]. By 2030, China plans to become a leader in the field of artificial intelligence. In this context, it is not surprising that technical and scientific education programs (STEM) are becoming increasingly popular in the country.

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РАБОТА ПО РАЗДЕЛУ «ЛЕКСИКА» С ПРИВЛЕЧЕНИЕМ СЛОВАРЕЙ

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Аннотация. Работу по разделу «Лексика» можно начинать со знакомства учеников с различными типами словарей русского языка (толковым, синонимов, антонимов, омонимов и т.п.), а также с учебным русско-узбекским словарём. Как работать со словарями, какие задания давать ученикам – вот об этом идет речь в статье.

Ключевые слова. Аналогичные упражнения, оттенки значений, лексические значения слов, прямые и переносные значения слов, однозначные и многозначные слова, смысловые характеристики слов.

Abstract. Work on the "Vocabulary" section can begin with introducing students to various types of Russian language dictionaries (explanatory, synonyms, antonyms, homonyms, etc.), as well as to the educational Russian-Uzbek dictionary. How to work with dictionaries, what tasks to give students - this is what the article is about.

Key words. Similar exercises, shades of meaning, lexical meanings of words, direct and figurative meanings of words, unambiguous and polysemantic words, semantic characteristics of words.

Работу по разделу «Лексика» можно начинать со знакомства учеников с различными типами словарей русского языка (толковым, синонимов, антонимов, омонимов и т.п.), а также с учебным русско-узбекским словарём.

«Однозначные и многозначные слова», «Синонимы», «Антонимы», «Омонимы», обязательно предлагать учащимся упражнения и задания с использованием этих словарей.

Например, при закреплении темы «Лексические значения слов. Слова однозначные и многозначные» можно предложить задания такого типа:

1. Найдите в русско-узбекском словаре 4 слова, имеющие только по одному значению, и запишите их в первый столбик. Найдите 4 слова, имеющие по несколько значений, и запишите их во второй столбик.

При проверке учащиеся зачитывают по словарю значения многозначных слов.

2. Составьте предложения со словами, имеющими несколько значений.

Недавно я была на **Красной** площади. Девочки носили **красные** юбки.

3. Найдите в словаре многозначные слова. Распределите их по количеству значений. Опираясь на примеры в словаре, составьте свои.

4. Найдите в словаре слова *блюдо, земля, зерно, перо, язык* и укажите их прямые и переносные значения путем перевода их на узбекский язык. Составьте словосочетания или небольшие предложения с одним из этих слов в разных значениях. Например: *Планета Земля вращается вокруг своей оси. Моряки достигли земли. Заморские земли. Фермерская земля.*

5. Найдите в русско-узбекском учебном словаре слова, которые одинаково звучат на русском и узбекском языках (например, *роль, театр, кино*). Прочтите их толкования на узбекском языке. Составьте с этими словами 2-3 предложения на узбекском языке и переведите их на русский.

При закреплении темы «Синонимы» учащиеся выполняют следующие задания с привлечением словарей:

1. Найдите в русско-узбекском учебном словаре слова: *большой, высокий, огромный*. Прочтите все значения этих слов на узбекском языке.

Учащиеся отмечают, например, что у слова *большой* в словарной статье указано 6 значений: 1. katta, ulkan; 2. yirik, katta; 3. zo'r, ulkan; 4. muhim, ahamiyatli; 5. mashhur, taniqli; 6. uzun, novcha, bo'yi uzun. У слова *высокий* - 4 значения: 1. baland, yuqori, novcha, daroz; 2. kuchli, yuqori, ortiq 3, a'lo, yuqori; 4. oliy, buyur, ulug'. Слово *огромный* имеет одно значение: juda katta, kattakon, ulkan, zo'r и т. п.

2. Скажите, в каком значении все данные слова являются синонимами? Составьте словосочетания с этими словами, находящимися в синонимических отношениях (*большой дом - высокий дом - огромный дом*).

3. Скажите, полностью ли совпадают по значению синонимы в этих словосочетаниях? (Выполняя это задание, учащиеся отмечают, что синонимичные словосочетания отличаются оттенками значений, что подтверждается при переводе этих словосочетаний на узбекский язык.)

4. Составьте небольшие фразы с синонимичными словами так, чтобы можно было уловить их смысловые различия.

Аналогичные упражнения учащиеся выполняют с синонимами, выраженными другими частями речи (существительными, глаголами, наречиями).

При повторении материала по теме «Антонимы» мы привлекаем на уроке словари антонимов, с помощью которых учащиеся определяют смысловые характеристики слов. Например, предлагаем им найти в словаре антонимы, выражающие: а) качественную противоположность (*горячий-холодный, сильный - слабый*); б) противоположную направленность действий (*закрывать - открывать, спускаться - подниматься, входит - выходит*) и др.

Наша цель: довести до сведения учащихся, что многозначность некоторых слов в русском языке обуславливает наличие у одного и того же слова нескольких антонимов. Для иллюстрации этого явления можно предложить, например, такое задание:

Подберите антонимы к прилагательным, объясняя смысл каждого словосочетания:

низкий забор... (высокий забор) низкий поступок... (благородный поступок)

свежий хлеб... (черствый хлеб) свежая газета... (старая газета)

свежий суп... (несвежий суп)

Закончите пословицу (устно).

Мир строит, а война...разрушает. Человек от лени болеет, а от труда ...здоровеет. Лето припасает, а зима ... подъедает.

Чем зря кричать – лучше ... помолчать. Декабрь год кончает, а зиму... начинает.

Работая со словарями учащиеся отмечают, что рядом с некоторыми словами стоят цифры. Нужно объяснить им, что так обозначаются в словарях омонимы. Уделив этой теме немного времени, сообщаем ребятам, что омонимы – это слова, одинаково звучащие, но разные по значению. В словарях они обозначены цифрами, и каждому омониму посвящается отдельная словарная статья. После такого пояснения учащиеся легко находят в толковом словаре омонимы. С этой категорией слов они выполняют такие, например, упражнения:

1. Найдите в толковом словаре омонимы среди слов, начинающихся на букву *Б*. Прочтите словарные статьи к каждому слову.

Ребята читают словарные статьи к словам:

Бор -1, -а. Сосновый лес;

бор – 2, -а. Химический элемент

бор – 3, -а. Стальное сверло, употребляемое в стоматологии.

2. Составьте фразы со следующими омонимами: *ключ* (для замка) - *ключ* (родник); *заставить* (мебелью) — *заставить* (что-либо сделать).

Учащиеся составляют такие примерно фразы: *Я потерял ключ от квартиры. Под горой бил холодный ключ. Комнату заставили мебелью. Меня заставили подмести двор.*

На начальном этапе при изучении словарных слов можно использовать различные приемы и методы: **приёмы зрительного запоминания** - зрительный диктант, списывание с различными заданиями, проверка слов по словарiku, использование таблиц, карточек, перфокарт, выделение орфограмм цветным мелом на доске, чернилами, карандашом в рабочих тетрадях, подчеркивание, записывание не слов, а только орфограмм, повторное написание слов.

Метод сопоставления определенной группы заучиваемых слов (например, сопоставление названий животных: корова, лошадь, собака – во всех словах присутствует буква «О»; однокоренных слов – *работа, рабочий, работать*; форм слов – *стакан, стаканы*; метод противопоставления – *ученик- учитель*; и т.д.;

приём сопоставления зрительного и слухового образов (состава) слов: различные виды слуховых диктантов;

метод языкового анализа, который включает приемы звукобуквенного анализа слов, фонетического разбора, комментирования орфограмм, устного проговаривания;

составление словосочетаний с трудными словами, выработка словесных ассоциаций: *пальто – осеннее пальто, надел пальто, пальто велико* и т. д. составление предложений с трудными словами, включение их в письменные и устные творческие работы;

занимательные формы работы- включение словарных слов в игры, ребусы, кроссворды (ученики разгадывают их или сами составляют); составление стихотворений, юморесок, загадок, отгадывание загадок, проведение конкурсов, викторин.

Подобная работа помогает учащимся уяснить семантику каждого омонима. Опыт показал, что привлечение на уроках русского языка словарей не только способствует расширению и углублению словарного запаса школьников, но и помогает вырабатывать у них навыки работы со словарями, что очень важно для самостоятельного изучения не только русского, но и любого иностранного языка.

И не следует забывать слова известного французского писателя Анатolia Франса:

«Словарь - это вся вселенная в алфавитном порядке!

Если хорошенько подумать, словарь – это книга книг.

Он включает в себя все другие книги.

Нужно лишь извлечь их из нее».

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ЛИНГВИСТИКА КАК НАУКА: СОВРЕМЕННОЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ

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Аннотация

В статье рассматривается современное состояние лингвистики как науки. Анализируются основные направления, методы исследования, а также перспективы развития в условиях цифровой эпохи. Отдельное внимание уделяется междисциплинарным связям лингвистики с другими науками — когнитивистикой, информатикой, социологией. Подчеркивается важность прикладной лингвистики в сфере образования, автоматического перевода и искусственного интеллекта.

Ключевые слова: язык, лингвистика, когнитивная наука, цифровая лингвистика, междисциплинарность, искусственный интеллект.

Abstract

The article examines the current state of linguistics as a science. It analyzes the main research directions, methods, and prospects for development in the digital era. Special attention is given to interdisciplinary connections of linguistics with other sciences such as cognitive science, computer science, and sociology. The significance of applied linguistics is emphasized, especially in the fields of education, machine translation, and artificial intelligence.

Keywords: language, linguistics, cognitive science, digital linguistics, interdisciplinarity, artificial intelligence.

Annotatsiya

Maqolada tilshunoslikning zamonaviy holati ilmiy soha sifatida tahlil qilinadi. Tadqiqot yo'nalishlari, metodlari hamda raqamli davrdagi rivojlanish istiqbollari o'rganiladi. Tilshunoslikning boshqa fanlar — kognitiv fanlar, informatika, sotsiologiya bilan o'zaro bog'liqligiga alohida e'tibor qaratiladi. Amaliy tilshunoslikning ta'lim, avtomatik tarjima va sun'iy intellekt sohalaridagi ahamiyati ta'kidlanadi.

Asosiy so'zlar: til, tilshunoslik, kognitiv fan, raqamli tilshunoslik, fanlararo bog'liqlik, sun'iy intellekt.

Введение

Лингвистика — это наука, изучающая язык как многоуровневую систему, включающую в себя фонетику, морфологию, синтаксис, семантику, прагматику и дискурс. Язык рассматривается не только как средство общения, но и как социальный, культурный и когнитивный феномен, отражающий картину мира его носителей. Лингвистика охватывает широкий спектр вопросов — от звуковой организации речи до анализа значений слов, построения предложений и исследования коммуникативных стратегий в различных контекстах.

В XXI веке лингвистика приобретает особую актуальность в связи с бурным развитием информационных технологий, усилением процессов глобализации и возрастающей потребностью в межкультурной коммуникации. Цифровизация общества вызвала к жизни новые лингвистические явления, такие как интернет-язык, меметика, цифровая письменность, а также расширила исследовательские горизонты за счёт применения больших данных, искусственного интеллекта и машинного обучения.

Современная лингвистика стала междисциплинарной наукой, тесно связанной с когнитивистикой, психологией, социологией, антропологией, информатикой и философией языка. Кроме того, особое развитие получили прикладные направления: компьютерная лингвистика, автоматический перевод, распознавание речи, лингводидактика и лингвокультурология. Это делает лингвистику не только теоретической, но и высоко востребованной практической наукой.

Современные направления лингвистики

Современная лингвистика представляет собой многогранную область, включающую в себя ряд теоретических и прикладных направлений. Эти направления позволяют исследовать язык на различных уровнях и в разных аспектах его функционирования.

- **Фонетика и фонология** — изучают звуковой строй языка. Фонетика занимается физическими характеристиками звуков речи (артикуляцией, акустикой, восприятием), тогда как фонология исследует функции звуков в языковой системе.
- **Морфология и синтаксис** — анализируют строение слов (морфология) и структуру предложений (синтаксис).
- **Семантика и прагматика** — рассматривают значения слов и фраз (семантика) и их употребление в конкретных контекстах (прагматика).

- **Психолингвистика** — изучает процессы восприятия, понимания и порождения речи.
- **Социолингвистика** — анализирует, как язык функционирует в обществе, включая явления языковой политики, диалектов и билингвизма.
- **Когнитивная лингвистика** — исследует язык как отражение ментальных процессов и концептуальной картины мира.

Новые вызовы и технологии

Развитие технологий вызвало к жизни принципиально новые подходы к изучению языка и открыло множество перспектив для прикладной лингвистики:

- **Корпусная лингвистика** — основана на анализе больших текстовых баз с помощью цифровых инструментов.
- **Автоматический перевод** — использует нейросети и машинное обучение для создания переводов, учитывающих контекст и структуру языка.
- **Речевая аналитика** — применяется в бизнесе, медицине и криминалистике, включая анализ интонации и эмоциональной окраски речи.
- **Нейролингвистика** — исследует взаимодействие языка и мозга с помощью современных нейрофизиологических методов.
- **Лингвистика в ИИ (NLP)** — разрабатывает алгоритмы, обеспечивающие понимание и генерацию естественного языка машинами.

Междисциплинарность

Современная лингвистика активно взаимодействует с рядом других наук:

- **Когнитивные науки** — исследуют взаимосвязь языка и мышления.
- **Информатика** — помогает создавать программные средства для обработки языка.
- **Социология и культурология** — изучают язык как элемент культуры и социальной идентичности.
- **Педагогика и психология образования** — используют лингвистические данные для разработки эффективных методов преподавания языков.
- **Медицина и логопедия** — применяют лингвистику в диагностике и лечении речевых нарушений.

Заключение

Таким образом, лингвистика сегодня — это динамично развивающаяся область знания, стоящая на стыке гуманитарных и технических наук. Она не только изучает язык как явление, но и активно решает практические задачи в различных сферах — от образования до информационных технологий. Перспективы её

развития связаны с углублением междисциплинарных связей и расширением сферы применения в условиях цифрового общества.

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CULTURAL CONCEPTS WITHOUT EQUIVALENTS: THE MENTAL REPRESENTATION OF UNTRANSLATABLE WORDS IN ENGLISH, UZBEK, AND RUSSIAN BILINGUALS

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Abstract: This study investigates how English–Uzbek and English–Russian bilinguals conceptualize untranslatable words—lexical units that encode culturally specific meanings without direct English equivalents. Using a mixed-methods design, participants completed semantic categorization tasks and semi-structured interviews on selected Uzbek and Russian lexical items. The results show that bilinguals construct complex cognitive approximations rather than direct translations, often relying on metaphor, emotional resonance, or cultural schemas. These findings underscore the layered nature of bilingual mental lexicons and the importance of culturally grounded lexical semantics in understanding bilingual cognition.

Keywords: bilingual cognition, untranslatable words, Uzbek, Russian, conceptual semantics, lexical gaps, cultural linguistics.

Introduction

In recent years, the study of bilingual cognition has moved beyond structural linguistics to embrace the cultural and conceptual dimensions of language. One particularly intriguing area of inquiry lies in the cognitive processing and representation of *untranslatable words*—lexical items that encapsulate culturally specific concepts with no direct equivalent in another language. These words not only pose challenges for translators and language learners but also offer a unique lens into how bilingual individuals mentally structure meaning across linguistic boundaries.

While bilingual lexical access and cross-linguistic influence have been widely studied (Kroll & De Groot, 2005; Pavlenko, 2009), there remains a significant gap in our understanding of how culturally embedded, semantically dense words are stored and interpreted by bilinguals. This study focuses on the mental representation of untranslatable words among speakers proficient in **English, Uzbek, and Russian**—

three languages that differ significantly in grammatical structure, cultural context, and lexical categorization.

Languages such as Uzbek and Russian are rich in culturally bound lexemes that express social values, emotional states, or interpersonal nuances—concepts that often lack one-to-one counterparts in English. For example, the Uzbek word *orziqmoq* conveys a culturally nuanced sense of longing and respectful anticipation, while the Russian word *тоска* (*toska*) expresses a deep, melancholic yearning without an exact English equivalent. Such words challenge conventional semantic boundaries and invite further exploration of how bilingual speakers conceptualize and access them cognitively.

The purpose of this study is to investigate how bilinguals mentally process and categorize untranslatable words, using a mixed-methods approach that combines semantic mapping tasks and introspective interviews. By examining how English-Uzbek and English-Russian bilinguals navigate these lexical gaps, the research aims to shed light on the cognitive strategies employed when bridging culturally rooted semantic fields.

This study contributes to the growing body of work in **cognitive linguistics**, **translation studies**, and **bilingual education**, and aims to offer insights relevant to lexicography, intercultural communication, and AI-driven language processing systems.

Literature review

The concept of *untranslatability* has long intrigued linguists, philosophers, and translators alike. At its core, an untranslatable word is one that encapsulates a meaning, emotion, or concept so embedded in its cultural and linguistic context that it defies direct lexical equivalence in another language (Wierzbicka, 1997). These words reveal not only the expressive limits of language but also the deep cognitive structures that underlie how individuals perceive and describe their world. For bilinguals—especially those navigating typologically and culturally diverse languages such as English, Uzbek, and Russian—these words present a unique challenge and opportunity for linguistic and cognitive inquiry.

Bilingual lexicon and mental representation

Theories of bilingual language processing have evolved from early models of separate lexicons to more integrated frameworks. Kroll and Stewart's (1994) **Revised Hierarchical Model (RHM)** posits that while bilinguals may store words from each language in separate lexicons, they share a common conceptual store. However, how this conceptual store accommodates culturally bound terms remains underexplored. Pavlenko (2009) introduced the notion of "**conceptual restructuring**" in bilingual

minds, arguing that exposure to new linguistic categories can reshape existing mental representations—especially when a language offers a unique label for a previously unnamed concept.

Untranslatable words in cognitive Linguistics

Untranslatable words often represent **semantic gaps**—concepts available in one language but not lexicalized in another. The **Natural Semantic Metalanguage (NSM)** framework, pioneered by Wierzbicka (1997) and Goddard (2015), attempts to deconstruct such terms into simpler semantic primes, suggesting that even untranslatable words can be rendered in a universally intelligible form. However, critics argue that such reductionist approaches can strip away essential cultural nuance. In contrast, scholars in **cultural linguistics** (Sharifian, 2017) emphasize that meaning is deeply shaped by shared cultural schemas, making direct translation inherently problematic.

Russian is rich in emotional and philosophical lexemes that resist direct translation. Words like *тоска* (*toska*) or *разгуляй* capture deeply cultural emotions and experiences. As discussed by Pavlenko (2012), Russian-English bilinguals often experience a mismatch between emotional expression and available vocabulary, leading to shifts in emotional salience depending on the language of expression.

Similarly, Uzbek contains expressions like *orziqmoq* (yearning with respectful anticipation), *ko'ngil* (a concept blending heart, mood, and intention), and *tashakkur* (gratitude beyond formal thankfulness), all of which carry cultural weights not easily captured in English. Yet, little empirical research has been done on how bilingual Uzbek speakers manage these concepts cognitively, whether they retain the original conceptual frame or adapt it to a target language schema.

Translation strategies and conceptual mapping

Translation theorists have proposed various strategies to handle untranslatable words, including **calques, paraphrase, neologism, and omission** (Newmark, 1988; Baker, 2011). However, most of these focus on the text, not the mind. What remains underexplored is how **bilinguals themselves translate or paraphrase these words mentally** during speech or thought. Studies in psycholinguistics (Dewaele, 2010) have shown that the **emotional weight** of certain words is retained differently depending on the language of acquisition, emotional context, and language dominance.

This study aims to bridge these perspectives by focusing not only on the linguistic behavior of bilinguals but also on the **cognitive and cultural mechanisms** that allow them to navigate untranslatable concepts between English, Uzbek, and Russian.

Methodology

Research design

This study employs a **mixed-methods design**, integrating **semantic categorization tasks** (quantitative) with **semi-structured interviews** (qualitative) to explore how bilingual speakers of English, Uzbek, and Russian conceptualize and mentally process untranslatable words. This design was chosen to capture both measurable patterns in cognitive behavior and in-depth personal strategies used to interpret culturally embedded lexemes.

Participants

A total of **30 bilingual participants** were recruited for the study, divided into two groups:

Group A: 15 English–Uzbek bilinguals

Group B: 15 English–Russian bilinguals

Participants were selected based on the following criteria:

Age: 18–45

Proficient in both target languages (B2 or higher CEFR level)

Acquired both languages before age 15 (early bilinguals) or have used both languages for 5+ years in academic or professional contexts

No cognitive or language impairments reported

Participants were recruited through university mailing lists, Telegram groups, and bilingual community forums in Uzbekistan and Russia.

Materials

The research focused on a curated list of **18 culturally specific, untranslatable words**, divided evenly across Uzbek and Russian:

Uzbek examples: *orziqmoq*, *ko‘ngil*, *tushunmovchilik*, *tashakkur*

Russian examples: *тоска* (*toska*), *душа* (*dusha*), *разгуляй*, *авось*

Each word was selected based on its presence in cultural discourse and confirmed through expert consultation and prior literature (Wierzbicka, 1997; Pavlenko, 2012).

Materials included:

- Word definition cards in the source language
- A semantic field map template
- A short paraphrasing task in English
- Interview guide with open-ended reflection questions

Procedure

Participants completed the study in two stages, either online or in person:

Stage 1: Semantic Categorization Task (Quantitative)

- Participants were shown the untranslatable word with a short definition and usage example in the original language.
- They were asked to:
 - Provide an English equivalent or paraphrase.
 - Place the word on a **semantic map**, connecting it with emotions, concepts, or contexts (e.g., joy, nostalgia, uncertainty).
- Responses were scored for depth, accuracy, and consistency across participants.

Stage 2: Semi-Structured Interviews (Qualitative)

- Participants were asked open-ended questions, such as:
 - *How would you explain this word to someone unfamiliar with your culture?*
 - *Do you ever think in this word when speaking English? Why or why not?*
 - *Does the meaning of this word change depending on your language context?*
- Interviews were audio-recorded, transcribed, and coded thematically using NVivo.

Data Analysis

Quantitative data from the categorization task were analyzed using **descriptive statistics** (mean, frequency) and **cross-group comparison** to identify common mapping strategies.

Qualitative data were analyzed using **thematic analysis** (Braun & Clarke, 2006), identifying recurring patterns in how bilinguals describe and mentally navigate untranslatable concepts. Emergent codes included “conceptual borrowing,” “cultural gaps,” “metaphorical approximation,” and “emotional residue.”

Results

Quantitative findings: semantic categorization tasks

Participants showed varied success in paraphrasing and categorizing the 18 untranslatable words: **English–Uzbek bilinguals** demonstrated **moderate to high consistency** in mapping words like *orziqmoq* (linked to “longing,” “hope,” and “respect”) and *ko‘ngil* (linked to “mood,” “heart,” “desire”). However, paraphrasing often required two or more English words, indicating **semantic overload**. **English–Russian bilinguals** showed **lower consistency** for abstract emotional words like *тоска* and *разгуляй*, with definitions ranging from “depression” to “spiritual emptiness” for *тоска*, and “wild fun” to “recklessness” for *разгуляй*.

A semantic density index (average number of associated concepts per word) revealed: Uzbek words: **3.8 associations per word**

Russian words: **4.3 associations per word**

This indicates **greater abstraction and emotional layering** in the Russian data, compared to more socially oriented semantics in Uzbek.

Qualitative findings: thematic interview analysis

Four main themes emerged across both bilingual groups:

1. **Conceptual approximation**

Participants often relied on metaphor or analogy:

“*Ko ‘ngil* is like your mood and heart combined — I say ‘I don’t feel right inside’ when I mean it in English.” (Uzbek participant)

“*Toska* is like when you’re homesick, but more spiritual. It’s a sadness without a reason.” (Russian participant)

2. **Cultural anchoring**

Untranslatable words were seen as **emotionally and culturally grounded**:

“You can’t really understand *orziqmoq* unless you’ve waited for someone important. It’s not just ‘to wait’.”

“English doesn’t have *dyua* (soul) the way we use it — it’s more than spirit, it’s identity.”

3. **Language context shifts**

Participants described shifts in meaning and emotional depth depending on language use:

“When I think in English, I say ‘thank you’, but it doesn’t feel as warm as *tashakkur*. That word carries more respect.”

4. **Cognitive code-switching**

Several participants reported **thinking in the original language** when the concept did not feel translatable:

“Sometimes I just use *toska* in my head because no English word feels right. It’s just *toska*.”

Discussion

These findings support the idea that bilinguals do not simply translate untranslatable words but **construct internal approximations based on cultural knowledge, personal experience, and emotional resonance**.

The **semantic mapping results** indicate that Russian and Uzbek untranslatable words tend to be **multidimensional**, requiring bilinguals to recruit multiple English concepts to capture even partial meanings. This reinforces Wierzbicka’s (1997) and Pavlenko’s (2012) claims that cultural lexicons encode complex emotional and relational schemas absent in other languages.

Moreover, the **interview data** reveals how bilinguals engage in **conceptual negotiation**—either by borrowing cultural frameworks from one language to explain a word or accepting that a word may “live” only in its original language. This supports Sharifian’s (2017) **cultural linguistics** perspective that meaning is bound to collective experience and not fully transferable through direct lexical substitution.

The presence of **cognitive code-switching**—thinking in Uzbek or Russian when facing semantic gaps in English—suggests that bilingual cognition accommodates **parallel conceptual systems**, each with its own culturally specific logic. This nuance expands on the **Revised Hierarchical Model** (Kroll & Stewart, 1994), suggesting a more dynamic relationship between lexicons and conceptual stores for culturally embedded vocabulary.

These insights are valuable for:

- **Lexicographers**, who may need to represent such words using multi-word entries and usage notes.
- **Language educators**, who can integrate cultural schemas into vocabulary instruction.
- **AI translation systems**, which currently struggle with semantic layering and cultural nuance.

Conclusion

This research work studied how English–Uzbek and English–Russian bilinguals process, conceptualize, and mentally translate untranslatable words—lexical items embedded deeply within specific cultural and emotional contexts. By integrating semantic categorization tasks with in-depth interviews, the research reveals that bilingual speakers do not merely search for equivalents but engage in **cognitive and cultural negotiation** to approximate meaning.

The findings support existing theories in bilingual cognition, particularly regarding **conceptual restructuring, code-switching**, and the **cultural anchoring of language**. Untranslatable words function not just as linguistic curiosities, but as **windows into how culture shapes thought** and how bilinguals manage meaning across linguistic systems.

This research highlights the need for further interdisciplinary work involving **cognitive linguistics, cultural studies, translation theory, and psycholinguistics**. Future studies may incorporate neurocognitive tools (e.g., fMRI, EEG) to explore how the brain processes these culturally dense concepts.

By focusing on three distinct linguistic and cultural systems—English, Uzbek, and Russian—this study contributes to a more inclusive understanding of bilingual

cognition and underscores the role of untranslatable words as key elements in the structure of human thought.

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SYMBOLS OF COLOR IN NAVOI'S WORKS

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Annotatsiya: Ushbu maqolada Alisher Navoiy ijodida rang bilan bog'liq ramziy obrazlar yaratishning asoslari, o'zbek mumtoz she'riyatida tutgan o'zni, ado etayotgan vazifasi haqida to'xtalib o'tildi. Rang bilan bog'liq ramziy obrazlar o'zbek she'riyatining badiiyligini, jozibadorligini, ta'sir etish qudratini oshirishga xizmat qiladi. Alisher Navoiy she'riyatda rang ramzlari fikrni aniq, lo'nda va obrazli ifodalash vositasi sifatida misollar yordamida tadqiq etilgan.

Kalit so'zlar: O'zbek mumtoz she'riyati, ramzlar, rang bilan bog'liq ramzlar, qora, qaro kun.

Аннотация: В данной статье рассматриваются основы создания символических образов, связанных с цветом в творчестве Алишера Навои, его место в узбекской классической поэзии, роль. Символические образы, связанные с цветом, служат для усиления художественности, очарования и воздействия узбекской поэзии. В поэзии Алишера Навои цветовая символика изучалась на примерах как средство ясного, лаконичного и образного выражения мыслей.

Ключевые слова: узбекская классическая поэзия, символы, цветовые символы, черный цвет, черный день.

Annotation: This article discusses the basics of creating symbolic images associated with color in the works of Alisher Navoi, its place in Uzbek classical poetry, its role. Symbolic images associated with color serve to enhance the artistry, charm and impact of Uzbek poetry. In Alisher Navoi's poetry, color symbols have been studied using examples as a means of expressing ideas clearly, succinctly, and figuratively.

Keywords: Uzbek classical poetry, symbols, color symbols, black, black day.

We know that the heart of Navoi's works does not contain evil - there is no ignorance. Navoi's poetry elevates a person and leads him to love. Teaches all the virtues of the world. Only when a person has a sense of beauty in his heart does he create and do his work beautifully and perfectly.

Art, especially poetry, has evolved from time immemorial in connection with symbolism. Therefore, it is difficult to imagine a poetic image, its essence, poetic work, content and idea without symbolism.

Symbolism, especially color-related symbols, is the most ancient means of artistic thinking, and modern poetry gives these means a special meaning, a special luster, and conveys the spiritual world of our time, the cries of its delicate heart. z tarovati serves to reflect with its splendor. Because the use of poetic symbols, their appropriate and skillful use allows each artist to express the spirit of the time, the dreams of the people, human experiences in a concise, meaningful and moving form. In this way, the symbol enhances the artistic and aesthetic value of the poetic observation. The connection of the symbolic image with color, on the other hand, serves to make the artistic expression deeper and more impressive, to arouse in the fans of poetry the extraordinary wonder and delight that the poet expects.

In our classical literature, which is based on folklore in terms of its experience of expressing both artistic, formal and poetic content, we find beautiful, mature examples of symbols associated with colors. Yusuf Khas Hajib's Qutadgu Bilig, Mahmud Qashqari's Devonu lug'atit turk, and Ahmad Yugnaki's Hibat ul-haqayiq have many images, paintings, and depictions of nature.

Ahmad Yassavi through the refinement of the centuries-old truths in black and white through the proverbs underlying colors:

The world is mine, the world is mine,

The carcass is like a bird, and it sinks into the abyss.

Mullo. those who are muftis, those who make false claims

Those who blackened the white entered the throat¹ [Yassavi A.Hikmatlar.-T,: Literature and art.1991, -256 pages]

Or

Oppressed by oppression, hurt by orphans,

I saw his hand behind his back in the black-faced mashar. [Source]

The "black and white" in the verses is a symbol of the wicked, the evildoers, who ridicule the good and the bad, who deceive the truth, who distort the truth, and who live only for their own benefit. All their impure deeds are summed up in a black symbol. The "black faces" are a symbol of the tyrants and filthy rulers who look down on orphans.

Their abominable vices, which are not typical of perfect man, are given the epithet "black."

The ancient religious symbols of the people about colors are widely used in the works of great figures of our classical literature, including Alisher Navoi. His lyrics, especially his poems, are full of black symbols:

Luckily for me, my face was dark that day

My heart was pounding with tears. 2 [Navoi Alisher. Gazals.-Comments.-T.: rainbow, 1991, p. 35]

Although the exaggeration of the day from the grief in the verse is used in the form of an exaggeration, if we look at the "black day" in the form of a compound, it is a symbol of grief from the tragedy of love. is coming.

I'm sorry to hear that.

The bird of my heart is the heart of sorrow.1 [Navoi Alisher.Ghazals.-Comments.-T.: rainbow, 1991, p. 35]

Or:

The smoke of the oppressed ahin made my life,
Let the cruel tyrant see you. 2 [Source]

The adjectives "black" in these verses are a symbolic representation of grief at the generalized level.

A description of human beauty, a hymn of pure emotion, is descriptive in nature. In one group of ghazals, as Navoi scholar Yakubjon Ishakov admits, the experience goes hand in hand with the description. In such poems, the symbolism is strong, and the color of the mistress's dress creates a mood in the poem associated with this color. For example, note the following bytes in Navoi's first lyrics:

Black dastor mountain chirmadi mohim,
I have a headache.

Or consider the following verses from the poet's youthful lyrics:

How yellow is the color of tears on my face in the morning,
Ki dressing carrot talx ul carrot sweet.

In the lyrics of old age, one can see that the symbolism of color has increased due to the diversity and richness of experiences.

Red, yellow, green,

Red, yellow, and green on all sides. [Navoi Alisher.Ghazallar.-Sharhlar.-T.: kamalak, 1991, p.35.]

A description of human beauty, a hymn of pure emotion, is descriptive in nature

Regarding the symbolism associated with the colors in the last verse, Yakubjon Ishakov admits that the color of his mistress's dress evokes a mood associated with this color in the poem1 [Ishakov Yo. Navoi poetics.T.: Science, 1983, pages 58-59.]

In his analysis, Jamal Kamal interprets it as a “landscape of truth” 2 [Kamal J. “Red, yellow, green” // Gazelles, commentator. -T., 1991, p.138.].

Ishakov's confession is close to the truth, as he said: "Navoi's work is a treasure, everyone will reach out to him and take as much as he can ...". Because the truth is the truth. It should be the same color, not different colors. Furthermore, “in the ideological and artistic structure of a real poem, something is always a mystery, a pearl of meaning is hidden. Even the most intelligent poet has limited ability to analyze. Because no matter how hard he tries, he can't comprehend the metaphorical meaning of the word with all its tones and colors. Because a poem that can combine several symbolic meanings at once is a real poem. Navoi's ghazal is a bright proof of this claim [Hakkulov I.Parim, if I fly // Ghazals, comments.-T., 1991, pp. 147-148.].

One of the characteristic features of Navoi's poetry is the symbolic use of colors. This method has its own legitimacy and is found in Uzbek and Persian-Tajik lyrics before Navoi. [Ishakov Yo. Navoi poetics.T .: Science, 1983, pages 124-130.].

Navoi devons have several gazelles of each color, and according to the method of application, Yakubjon Ishakov divides them into three groups:

1. A certain situation, to exaggerate the mood. In this case, the protagonist of the work directly describes his experiences through various poetic means, and in the poem the image goes from beginning to end in one color.

For example:

My body made a baby stone black sartosar black,
That's the decent thing to do, and it should end there
(N.Sh.36)

2. A number of poems are created under the influence of real events, in which the scenic image plays a key role, but the colors in the poem are symbolic:

Har hazon bargi erur zoriki dahr.ozoridin,
The nights were as yellow as mine.
(N.S, 468).

3. In a group of poems, the mistress appears in a dress of the same color from the beginning, and each color symbolically represents an ominous state of the lyrical hero:

Black dastor to chirmadi mohim,
The smoke clung to my head.
I'm so sorry to hear that.
I have a living ...
My eyes are wide open, that is, O Navoi,
The dark blue is gone.

(F.K, 404)

In general, each color used in Navoi's ghazals serves to symbolize a certain state of the lyrical hero.

We know that in classical lyricism, the image does not have to be completely rediscovered, but by discovering new aspects of the traditional image, it is possible to renew the poetry, to give it a new spirit, a new freshness. Therefore, in the classical lyric genres, it was very difficult for the artist to demonstrate his skills and create attractive, timeless works. Simple imitation, with simple repetition, no poet could take his rightful place in the blossoming of classical lyricism. This is especially true when using color-coded symbols.

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XALQ TA'LIMI SOHASIDA MEDIA – TA'LIMNI SAMARALI BOSHQARISH ISTIQBOLLARI.

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Annotatsiya: Raqamli transformatsiya bugungi kunda barcha sohalarni, xususan, xalq ta'limi tizimini tubdan o'zgartirmoqda. Endilikda faqat o'quv jarayonini emas, balki ta'lim boshqaruvini ham media texnologiyalar vositasida yangicha asosda tashkil etish dolzarb vazifaga aylangan. Media vositalarining samarali boshqaruvdagi o'rni ta'lim tizimini yanada ochiq, shaffof va interaktiv qilish imkonini bermogda.

Kalit so'zlar: Media vositalari, monitoring vositalari, ijtimoiy tarmoqlar.

Media vositalarining ta'lim boshqaruvidagi o'rni: Zamonaviy media – bu faqat ommaviy axborot tarqatish vositasi emas, balki:

— **Monitoring vositasi:** real vaqtda maktab faoliyatini kuzatish, muammoli nuqtalarni aniqlash.

— **Tahlil platformasi:** tarmoqdagi ijtimoiy fikrlarni, ota-onalar va o'qituvchilarning fikrlarini tahlil qilish.

— **Tashviqot vositasi:** islohotlar, yutuqlar va yangi tashabbuslarni keng jamoatchilikka yetkazish.

— **Hamkorlik maydoni:** maktab-ma'muriyat-oilalar orasida o'zaro fikr almashinuviga sharoit yaratish.

Bugungi kunda xalq ta'limi boshqaruvi faqat byurokratik qarorlar qabul qilish bilan emas, balki ijtimoiy tarmoqlarda jamoatchilik fikriga asoslangan interaktiv yondashuvlar orqali ham shakllanmoqda.

Media orqali raqamli boshqaruvni shakllantirish

Media texnologiyalar asosida quyidagi raqamli boshqaruv mexanizmlari rivojlanmoqda:

— Ta’lim portallari va onlayn platformalar: orqali o’quvchi ma’lumotlarini markazlashtirilgan holda boshqarish.

— Telegram-botlar va mobil ilovalar: yordamida ota-onalar, o’qituvchilar va direktorlar o’rtasidagi tezkor aloqani yo’lga qo’yish.

— Media monitoring: orqali maktablardagi muammolarga tezkor javob berish.

„YouTube va podcast” formatida rahbarlarning ochiq muloqotga chiqishi – hisobdorlik va ochiqlikning yangi bosqichi.

Tizim samaradorligini oshirishdagi istiqbollar

1. Media-savodxon rahbarlar – zamonaviy ta’lim boshqaruvida media bilan ishlay oladigan rahbar kadrlarga talab oshadi. Ular ijtimoiy tarmoqlarda o’z maktabining imijini shakllantira oladi.

2. Sun’iy intellekt vositalari bilan integratsiya– kelgusida media monitoring va tahlil jarayonlari sun’iy intellekt orqali avtomatlashtiriladi.

3.Virtual forumlar va masofaviy boshqaruv – rahbarlar va ota-onalar o’rtasida doimiy muloqot uchun media asosida virtual maydonlar kengayadi.

4.Ochiq ma’lumotlar siyosati – ta’limdagi statistikalar, test natijalari va moliyaviy ma’lumotlarning ommaga ochiq bo’lishi media orqali ta'minlanadi.

Xulosa: Media vositalarining xalq ta’limi sohasidagi boshqaruvga kirib kelishi bu sohani yanada ochiq, innovatsion va samarali qilish imkonini bermoqda. Media – bu endilikda faqat axborot tarqatish vositasi emas, balki faol boshqaruv va tahlil instrumenti sifatida xizmat qilmoqda. Shu sababli kelajakda har bir maktab rahbari media vositalarini puxta o’zlashtirgan, axborot maydonida faol ishtirok etadigan raqamli lider bo’lishi zarur.

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STRATEGIES OF SOCIAL AND ECONOMIC DEVELOPMENT OF REGIONS.

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Abstract. This article explores the linkages between regional strategies for the social economy and regional development in Uzbekistan. It provides a comparative perspective of regional strategies for the social economy, based on: the level of recognition of the social economy itself, multi-level governance arrangements, the regional strategic priority given to the social economy and financial resources available for regional strategies. It gives examples of strategies for the social economy in selected regions in the four countries to document the diversity of practice. It outlines conclusions and policy orientations to help reinforce the positive impact of regional strategies for the social economy on regional development.

Key words: regional economy, result, investment potential, innovation, regional policy, investment resources, GRP.

Introduction. The effective development and functioning of regions largely depends not only on all types of resources available to them : production , labor , financial, natural, innovation, but also on the rational use and implementation of a sound investment policy. The latter should include managing the distribution of investment resources in the region to obtain the maximum possible result from the investment potential of the region.

In economic Research on the problem of state regional policy is considered in various aspects , such as the relationship between levels of regional policy (state and local), the difference between objects and subjects of regulation, the methods used and means of attracting investment resources , the role of regional authorities in implementing regional policy and ensuring sustainable socioeconomic development of regions, coordinating the interests of the state center and regions, solving problems of socioeconomic development of regions based on the use competitive advantages, taking into account regional aspects of various types of policies, interaction of regions in a single economic space, differentiation of social and economic development of regions. [1]

Priorities and principles of regional policy. State socioeconomic policy is a concentrated reflection of the interests of society, and it is the interests of society that

are the incentive and engine of social development. At the same time, it is necessary to take into account the fact that society is heterogeneous. It is represented by various groups of the population united by common interests.[2]

The goal underlying the state economic policy is aimed at uniting the interests of the entire society and is to create a competitive economy that ensures the socially oriented development of the country and its security.[3] The key elements of socioeconomic policy are categories such as priorities and principles for implementing these priorities. Priorities of state socioeconomic policy are a well-founded set of priority tasks for the socioeconomic development of the state, the solution of which is aimed at achieving strategic goals. The principles for implementing state socioeconomic policy in relation to the problem of socioeconomic development represent the methodological basis of the management system and reflect the objective laws of socioeconomic development. The principles may be mutually contradictory. For example, the principle of economic efficiency is associated with the pattern of searching for solutions that minimize production costs. If this minimization occurs due to lower wages and reduced costs for environmental protection measures, then this will conflict with the principle of social justice and the principle of environmental safety.[4]

Creating an effective management system is about finding a balance in the use of established principles. The implementation of the principles should be reflected in the legislative framework underlying the management system and used instrument mechanism of the control system. Speaking about regional policy, it should be said that it is not unambiguous and multifaceted [5].

Results. The first direction can be defined as “state regional policy,” the subject of which is understood as the spatial organization of the economy and the living conditions of the population. At the heart of spatial development The state is responsible for the social division of labor and the distribution of productive forces that ensures the most efficient use of resource potential. In the system of state regional policy, regions are objects of management, in relation to which the state makes fundamental decisions that determine the future specialization and role in the socioeconomic development of the state.

State regional policy, first of all, will be reflected in the system of documents that are developed by ministries and departments . For example, it is presented in the “Strategy for the Development of New Uzbekistan for 2022 - 2026”, Decree of the President of the Republic of Uzbekistan, dated January 28, 2022 No.

Among the priorities of this concept are: the formation of a new supporting framework of the country from regions - “locomotives of growth”, formation of regional modules

of the innovation system; creating conditions for industrial modernization, support and development of competitive production (territorial) clusters; creation of a human resource management system, improving the quality of public administration in regions and localities education - these priorities is based on the principles of polarized development, synarization of actions, as well as the principles of “preference for reforms” and subsidiarity.

We can say that this direction of regional policy is aimed at stimulating the economic growth of regions that have such competitive advantages that give them the opportunity, with government support, to quickly join the system of world economic relations.

Long-term priorities include the following priorities of the country’s regional economic policy:

1. Creating conditions for the development and growth of human potential. In the modern world, there is a direct correlation between the prosperity of a state and the quality of its human resources. A highly theological innovation economy requires high human potential. The human potential index is determined on the basis of indicators characterizing the health, level of education and income of the population, i.e. This is an integral indicator that reflects the level of economic development and its quality, the level of development of the education system, healthcare system, state of the ecological environment, etc. We can say that this priority is common to most regions, but the specific features of the region determine the specifics of its implementation.
2. Development of highly theoretical sectors of the economy. This priority means the development of production based on the use of scientific achievements, ensuring an increase in labor productivity, resource conservation and an increase in the production of products with a high share of added value. The in-susceptibility of the economy to the development of innovative sectors in it is explained by the lack of demand for innovative products, high risks in their creation and the lack of interest in its creation on the part of structures that actually have financial resources (table).
3. Creating a favorable investment climate in the region. It is no coincidence that global and domestic agencies regularly analyze the investment climate in different regions and countries and determine investment ratings of territories on this basis. These ratings inform businesses about the presence or absence of additional, unjustified costs when doing business in a given territory.
4. Creating conditions for the production and promotion of products that are competitive in the domestic and global markets. It is necessary to organize territory marketing (participation in international exhibition with demonstration of products

produced in the region, organization of fairs, development of twinning relations between cities, use of theoretical media to advertise products and services, etc.). As for medium-term priorities, they are determined by the problems that the state faces at the present stage of development, and which lead to a serious long-term crisis. [6]

These problems are primarily related to the inefficient structure of the economy and high dependence on imports. Therefore, among the most important Medium-term priorities of regional economic policy include: re-industrialization of industry. At the present stage, re-industrialization closely intersects with the idea of import substitution. The political situation and the state of the country's economy indicate the need for the urgent implementation of this priority. Until now, this task has not been solved due to the lack of economic demand for import substitution: import substitution had a competitor- the world market. [7]

Economic sanctions create “favorable” preconditions and force the economy to switch to the trajectory of reviving its own industry. The demand for import substitution should be organized, first of all, by regional authorities. To do this, it is necessary to analyze government procurement, the structure of imports and act as an organizational and financial participant in the development of import-substituting industries. In addition, it is necessary to analyze the production and labor potential of the country's constituent entities and assess the possibilities of using them for the production of import substituting products;

- assess the missing economic potential; develop optimal the development and placement of enterprises for the production of import-substituting products;

- develop a plan for launching this project;

- modernization of traditional industries. First of all, we are talking about industries such as agriculture, forestry and wood processing, light and food industries.

Conclusion. Summarizing the results obtained from the analysis of structural transformations and the contribution of industries to the growth of GRP of the regions of Uzbekistan, we can conclude that in regions that fall into groups with moderate and low rates of economic growth, it is advisable to more intensively develop industrial and service sectors in the near future.

Quality of regional economic growth. To achieve these goals, regions need to develop medium term strategies for the development of regional economies, focused on stimulating the development of industries and services. A special place in the formation of strategies should be given to short-term investment programs, where the main The characteristics of projects should be the efficiency indicators of the introduced and modernized production capacity.

Ensuring broad participation of the private sector and small businesses in the implementation of these projects will contribute to a significant increase in the competitiveness of the products and services produced, which will ultimately serve as the foundation for the growth of the competitiveness of the region's economy and ensure high growth rates of the regions' GRP.

Another important result obtained from the analysis of the sectoral structure of GRP of the administrative- territorial divisions of Uzbekistan and the contribution of industries to the growth of GRP for 2022-2023. is the following conclusion. Some regions lag behind in terms of economic growth, despite the same natural resource and infrastructural potential as other regions. An example is the Navoi region, which has rich natural resources and has enormous potential for industrial development. However, during the analyzed period, in terms of cumulative GRP growth, it had the lowest values compared to other regions of Uzbekistan.

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BENEFICIATION OF SILVINITE ORES BY HALURGICAL METHOD

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Abstract

The halurgical method, also known as the thermal-solution treatment, represents an alternative route for potash extraction from silvinite ores, especially in deposits where flotation efficiency is limited due to fine intergrowths or high halite content. This approach involves dissolving potassium chloride selectively from crushed ore by manipulating temperature, solution concentration, and crystallization conditions. The present thesis examines the principles, process flow, and technological parameters of silvinite beneficiation through halurgical processing. The study outlines key stages including ore dissolution in saturated brine, selective crystallization of KCl, and recovery of high-purity potassium salts. Special attention is paid to thermodynamic modeling, energy requirements, and brine recycling. The halurgical method is evaluated in terms of its industrial applicability, energy efficiency, and environmental impact. The findings show that with appropriate control over temperature and brine composition, the halurgical method can achieve over 90% KCl recovery, offering a viable complement to flotation-based techniques in specific geological settings.

Keywords. Silvinite, halurgical method, potash beneficiation, potassium chloride, thermal-solution treatment, crystallization, brine processing, KCl recovery.

Аннотация

Галургический метод, также известный как термическая обработка раствором, представляет собой альтернативный путь извлечения калия из сильвинитовых руд, особенно в месторождениях, где эффективность флотации ограничена из-за мелких сростков или высокого содержания галита. Этот подход включает селективное растворение хлорида калия из измельченной руды путем манипулирования температурой, концентрацией раствора и условиями кристаллизации. В настоящей диссертации рассматриваются принципы, технологический процесс и технологические параметры обогащения сильвинита посредством галургической обработки. В исследовании излагаются ключевые этапы, включая растворение руды в насыщенном рассоле, селективную

кристаллизацию KCl и извлечение высокочистых калийных солей. Особое внимание уделяется термодинамическому моделированию, энергетическим потребностям и переработке рассола. Галургический метод оценивается с точки зрения его промышленной применимости, энергоэффективности и воздействия на окружающую среду. Результаты показывают, что при соответствующем контроле температуры и состава рассола галургический метод позволяет достичь извлечения более 90% KCl, что является эффективным дополнением к методам, основанным на флотации, в определенных геологических условиях.

Ключевые слова. Сильвинит, галургический метод, обогащение калийных солей, хлорид калия, терморастворная обработка, кристаллизация, переработка рассола, извлечение KCl.

Introduction. Potassium chloride, extracted from potash ores such as silvinit, plays a vital role in global agriculture as a primary nutrient in compound fertilizers. Conventionally, silvinit is processed using flotation techniques to separate sylvite (KCl) from halite (NaCl). However, flotation efficiency diminishes significantly when the ore contains fine-grained intergrowths, excessive clay content, or variable mineral textures. In such cases, the halurgical method—based on differential solubility and temperature control—presents a viable alternative for potash extraction.

The halurgical approach leverages the contrasting solubility behaviors of sylvite and halite in saturated brines at varying temperatures. Unlike flotation, which relies on surface chemistry and reagent interaction, halurgical processing employs controlled dissolution, cooling crystallization, and mechanical separation to recover potassium salts. This method is particularly suitable for silvinit ores that are difficult to float or for processing tailings from flotation plants.

This thesis explores the technological stages, thermodynamic fundamentals, and operational variables of the halurgical method. By analyzing its potential for integration into existing processing systems, this study evaluates whether halurgical beneficiation can enhance overall potash recovery and support more sustainable mineral resource management.

Main part. The halurgical method consists of several key stages designed to dissolve and selectively recrystallize potassium chloride from silvinit ores. These stages include:

1. *Ore Preparation and Crushing.* The silvinit ore is first crushed to particles smaller than 5 mm. This size range facilitates rapid and uniform dissolution of the

mineral components in brine. Pre-treatment also includes screening and removal of insoluble components such as clays and carbonates.

2. *Preparation of Saturated Brine.* A saturated NaCl brine is prepared to act as a solvent medium. This brine minimizes unwanted dissolution of halite while promoting the selective solubilization of KCl. Temperature control is critical, as KCl solubility increases with temperature, while halite solubility remains relatively stable.

3. *Thermal Leaching (Hot Dissolution).* The crushed ore is leached with hot brine at temperatures ranging from 70°C to 100°C. At these temperatures, potassium chloride readily dissolves into the solution, leaving most of the NaCl undissolved due to its lower solubility differential.

4. *Cooling and Crystallization.* The KCl-rich solution is then cooled under controlled conditions (typically 20–40°C), prompting the crystallization of sylvite. The rate of cooling and agitation determines the size and purity of the formed crystals. Nucleation and crystal growth kinetics are managed to favor KCl over NaCl.

5. *Solid-Liquid Separation and Drying.* The KCl crystals are separated using hydrocyclones, centrifuges, or vacuum filters. Residual brine is recycled, and the KCl product is dried to obtain fertilizer-grade material.

6. *Brine Recycling and Waste Management.* Spent brine is re-concentrated and reused in the cycle to reduce environmental discharge. Insoluble tailings are either neutralized or disposed of in dry form. Modern halurgical systems integrate heat exchangers and closed-loop brine systems to improve thermal efficiency.

Thermodynamic Considerations. Using HSC Chemistry modeling, the solubility of KCl and NaCl was calculated across a range of temperatures. The data confirm a favorable window for selective dissolution and crystallization. The energy demand of the process depends largely on the thermal gradient and the efficiency of the crystallization step.

Industrial Applicability. Halurgical beneficiation is already used in regions with high-salinity ores, including parts of China and Russia. It is particularly useful when the ore is too fine-grained or impure for flotation. The method can be integrated into existing flotation plants to treat tailings or low-grade ores.

Conclusion. The halurgical method of potash beneficiation presents an effective, technically viable alternative to traditional flotation, particularly for silvinites with complex mineralogical characteristics. By utilizing temperature-controlled dissolution and crystallization, this process can achieve high recoveries of potassium chloride with minimal environmental burden.

Key advantages of the halurgical approach include its adaptability to fine-grained ores, potential for high product purity, and compatibility with closed-cycle brine systems that conserve water and minimize waste. Moreover, thermodynamic control allows precise targeting of KCl solubility zones, enhancing process predictability and product consistency.

While the energy requirements are significant, especially for heating and cooling stages, modern heat recovery systems and renewable energy integration offer pathways for improving sustainability. When applied strategically, halurgical processing can complement flotation to maximize potash recovery and support comprehensive resource utilization strategies.

Future directions include the integration of real-time monitoring tools, machine learning-based crystallization control, and hybrid schemes that combine halurgical and flotation processes. With further refinement, the halurgical method may play an increasingly prominent role in global potash production.

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THE COMMON TYPES OF FINANCIAL RISKS IN THE INDUSTRIAL COMPANIES IN OUR COUNTRY

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Research objective. This article presents the views on the issues of financial risk and financial security encountered in industrial enterprises of our country. In addition, considerations and conclusions are made regarding the type of financial risks related to technological aspects.

Research material and methods. In order to level the financial risks of industrial enterprises in the economy of our country, effective reforms are being implemented to finance the needs of these enterprises for material and financial resources, increase the level of creditworthiness in using bank loans, and ensure the safety of enterprise capital. At the same time, in order to ensure the financial security of enterprises, the main emphasis is placed on bringing the reporting procedure into line with the requirements of international standards. The financial security of enterprises is one of the main components of the national security of any state, since enterprises are taxpayers, form part of the budget revenue and create jobs. The level of wages, the purchasing power of the population, the unemployment rate and the gross domestic product depend on their financial condition. In addition, enterprises provide the population with goods, including the most necessary goods. Therefore, in order to avoid a financial crisis and subsequent bankruptcy, it is necessary to constantly monitor the financial condition of enterprises. To conduct an assessment of financial security, assessment methods and indicators, factors affecting financial security and levels of financial security are determined.

Results. We believe that it is necessary to carry out an analysis of the level of financial security in industrial enterprises based on financial reporting data in the following sequence:

- analysis of the financial condition based on the balance sheet;
- analysis of profit and loss based on the statement of financial results;
- analysis of the movement of funds based on the statement of cash flows;
- analysis of equity based on the statement of equity.

In our opinion, a thorough analysis of the financial condition of business entities, timely elimination of existing shortcomings, leads to increased financial stability. Increasing the financial stability of business entities creates an opportunity to expand

production, modernize and create new jobs. To ensure the financial security of industrial enterprises, it is necessary to pay attention to the following areas: ensuring high financial efficiency of industrial enterprises, ensuring their financial stability and independence, ensuring technological independence of industrial enterprises, high efficiency of industrial enterprises, optimality and efficiency of their organizational structure, highly qualified personnel of industrial enterprises and their intellectual potential, increasing the efficiency of corporate research and advanced developments, high level of environmental performance of industrial enterprises, minimizing the destructive impact of industrial activity results on the environment, high-quality legal support of all aspects of industrial enterprises' activities, protecting the information environment of industrial enterprises, trade secrets and achieving a high level of information provision of all its services, ensuring the safety of employees, their capital, property and commercial interests of industrial enterprises, and other areas. Types of financial risks encountered in industrial companies in our country include:

- **Debt risk:** The company may not have enough funds to meet its obligations. This can lead to problems in paying debts on time or meeting other financial obligations.
- **Market risk:** Industrial companies are exposed to changes in market conditions when selling their products and services. A decrease in demand or the strengthening of competitors can lead to a decrease in profits.
- **Investment risk:** Investment projects may fail or not bring the expected return. This requires caution when making investment decisions.
- **Currency risk:** If a company is engaged in international trade, changes in exchange rates can lead to financial losses in import and export transactions.
- **Social and political risks:** Political instability, changes in legislation, or social movements can affect the operations of industrial companies.
- **Natural disasters and environmental risks:** Natural events (such as earthquakes, floods) or environmental problems (such as pollution) can cause a company to stop production or increase costs.
- **Technological risk:** In an era of rapid technological development, outdated equipment and technology can make it difficult to produce efficiently.
- **Employee skills and salary risk:** The skills, experience, and salary levels of employees also affect financial performance; a shortage of skilled employees or rising wages can increase costs.
- To manage these risks, industrial companies need to develop well-planned strategies, such as diversifying, obtaining insurance, or using financial strategies to minimize risks.

Financial investment risk in industrial companies can be associated with several factors. The value of an investment can decrease as a result of a decrease in market demand or changes in product prices. This is especially important in industries where competition is fierce. A company may have difficulty paying its debts, which could lead to bankruptcy and financial instability. Problems in production processes, such as equipment failure or disruptions in the supply of raw materials, can lead to a loss of investment. Changes in government policies and laws (such as tax laws or environmental regulations) can affect a company's operations and increase costs.

If a company operates in an international market, exchange rate fluctuations can affect export and import contracts.

Social conflicts or political instability can jeopardize investments and limit a company's operations. Earthquakes, floods, or other natural disasters can damage production facilities and cause financial losses. As new technologies emerge, old methods become less efficient, leaving it behind competitors.

Conclusion. Industrial companies need to develop risk management strategies to minimize these risks. These include methods such as risk analysis, diversification, insurance, and financial planning.

Technological risks faced by industrial companies in our country depend on several factors. Below are some of the main types of risks:

- **Data security:** Companies, especially those operating in the information technology sector, face threats such as loss, theft, or corruption of their data. Systems can be damaged through cyberattacks and viruses.
- **Technical failures:** Failures or malfunctions of methods and equipment can stop the production process and cause financial losses. Regular maintenance is important to prevent these situations.
- **Difficulties in adopting innovations:** Difficulties may arise during the implementation of new technologies. In particular, it is necessary for employees to adapt to new systems and learn how to use them correctly.
- **Non-compliance with legislation and standards:** Industrial companies must comply with a wide range of regulations. Violations of these can result in fines or production shutdowns.
- **Environmental impact:** Some industries can be environmentally hazardous, which not only harms the environment but also negatively affects the company's reputation.
- **Labor-related risks:** Workers can be exposed to unsafe working conditions, which can lead to injuries or illnesses.

External factors (e.g., political and economic changes): External factors such as political instability within a country or economic crises can also negatively affect the operations of industrial companies.

To mitigate these risks, companies should develop risk management strategies, implement modern technologies, and regularly train employees.

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BO‘YOQLAR ORTIDAGI OVOZ: RANGTASVIR ORQALI JAMIYATGA MUROJAAT

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Tayanch so‘zlar: Rangtasvir, vizual kommunikatsiya, san’at va jamiyat, ijtimoiy murojaat, badiiy ifoda, madaniy xabar.

Annotatsiya: Ushbu maqolada rangtasvir san’atining jamiyat bilan muloqotdagi o‘rni, uning vizual vosita sifatidagi mohiyati va ijtimoiy muammolarga badiiy yondashuvi yoritiladi. Rassomlar o‘z asarlari orqali nafaqat go‘zallikni, balki hayot haqiqatlarini, adolatsizlik, tinchlik, tenglik va umumbashariy qadriyatlarni targ‘ib qiladi. San’atning jamiyatga ta’siri, insonlar tafakkuriga yetkazayotgan xabarlarini, zamonaviy rangtasvirda ifoda vositalari bilan bog‘liq jihatlar ko‘rib chiqiladi.

1. Rangtasvir – jamiyat ko‘zgusi sifatida

San’at har doim jamiyatdagi o‘zgarishlarni, ijtimoiy holatni va insoniyatning ichki kechinmalarini aks ettirib kelgan. Rangtasvir – bu oddiy tasvir emas, balki hissiyot, fikr va pozitsiyaning ifodasidir. Rassomlar o‘z asarlarida jamiyatdagi adolatsizlik, muammolar, urush, tengsizlik kabi holatlarga o‘z munosabatlarini bildiradilar. Bo‘yoqlar orqali aytilgan so‘zlar ba’zida siyosiy, ba’zida ijtimoiy, ba’zida esa falsafiy mazmunga ega bo‘ladi.

2. Ranglar orqali ifodaning kuchi

Rang inson psixologiyasiga bevosita ta’sir etuvchi omildir. Qizil – norozilik, isyon; ko‘k – osoyishtalik; qora – qayg‘u, yashil – umid timsoli bo‘lishi mumkin. Rassom rang tanlash orqali tomoshabinni ruhiy holatga olib kiradi, uni o‘ylantiradi va ichki savollarga undaydi. Ranglar nafaqat ko‘zni, balki qalbni ham to‘lqintiradi.

3. Rangtasvirda ijtimoiy mavzular

Zamonaviy rangtasvirda rassomlar ekologik muammolar, inson huquqlari, ayollar erkinligi, urush va tinchlik, qashshoqlik kabi dolzarb masalalarni ko‘taradilar. Bu orqali ular san’atning faqat estetik emas, balki axloqiy va fuqarolik pozitsiyasini

namoyon etish vositasi ekanini ko'rsatadilar. Har bir chizgi va bo'yoq qatlamida jamiyatga qarata aytilgan murojaat mavjud.

4. Rassomning jamiyat oldidagi mas'uliyati

San'atkorlar – bu jamiyatda sezgir qalb egasi bo'lib, ular boshqalarning aytolmaganini bo'yoqlar orqali aytadilar. Rassom jamiyatga ta'sir ko'rsatuvchi, uni o'ylantiruvchi, o'zgarishga undovchi shaxsdir. U o'z asari orqali ko'zgu tutadi, savol beradi, ba'zida esa ochiq norozilik bildiradi.

5. Tarixiy misollar va zamonaviy davomiylik

Tarixda Diego Rivera, Picasso, Goya kabi rassomlar ijtimoiy mavzularga e'tibor qaratgan. "Guernica" asari urush dahshatini aks ettirsa, Goya asarlarida zolimlikka qarshi norozilik mavjud. Bugungi kunda esa Banksy kabi zamonaviy rassomlar ko'cha san'ati orqali jamiyat bilan muloqot qilmoqda. Ular devorlarga yozadi, ammo jamiyat qalbida yangraydi.

6. Tomoshabinning talqini va fikri

Har bir tomoshabin rangtasvir asariga o'z dunyoqarashi asosida yondashadi. Shuning uchun ham san'at universal tilda so'zlaydi. U har kimga o'z savolini beradi, o'zicha javob qidiradi. Bu rangtasvirni kuchli vositaga aylantiradi. Rassom nima deganini tushunmasak ham, nimadir demoqchi bo'lganini his qilamiz.

7. Talabalar va yosh rassomlar nigohida

San'at yo'nalishida tahsil olayotgan yoshlar uchun ijtimoiy mavzularni tasvirlash orqali jamiyatdagi muammolarga befarq bo'lmaslikni o'rganadilar. Bu ularga faqat texnika emas, balki mas'uliyat hissini ham shakllantiradi. Ularning bo'yoqlar bilan ifoda qilgan har bir gapi jamiyatga qaratilgan murojaatdir. Bu — yosh qalbning bo'yoqlar ortidagi ovozidir.

Xulosa

Rangtasvir bu faqat go'zallik emas, u jamiyatga aytilgan so'z, bo'yoqlar bilan yozilgan xatdir. Har bir rasm – bu o'ziga xos murojaat bo'lib, rassom uni ko'rish, o'ylash, anglash uchun yaratadi. San'at jamiyatni o'zgartira oladi, uni yaxshilik sari undaydi. Rassom esa bu o'zgarishlarga sababchi bo'luvchi kuchdir. Jamiyat rangtasvirdan nafaqat zavq, balki saboq ham oladi. Foydalanilgan adabiyotlar.

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**TALABALAR BILIMINI BAHOLASHDA AXBOROT
TEXNOLOGIYALARIDAN FOYDALANISHNING PEDAGOGIK SHART
SHAROITLARI**

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ANNOTATSIYA

Mazkur maqolada talabalarning bilimni baholash jarayonida axborot texnologiyalaridan foydalanishning samaradorligi, bu jarayonni tashkil etishda zarur bo'lgan pedagogik shart-sharoitlar, shuningdek, zamonaviy raqamli platformalarning imkoniyatlari tahlil qilinadi. Bilimni baholashning an'anaviy va interaktiv usullari solishtirilib, elektron testlar, onlayn baholash tizimlari, avtomatlashtirilgan tahlil vositalarining afzalliklari ko'rsatib beriladi. Pedagogik jihatdan samarali baholash tizimini shakllantirish uchun o'quv jarayonini raqamlashtirish, o'qituvchi va talabalar o'rtasida samarali aloqa, tahlil natijalaridan foydalanish ko'nikmalari kabi shart-sharoitlarning ahamiyati asoslab beriladi.

Kalit so'zlar: axborot texnologiyalari, bilimni baholash, pedagogik shart-sharoitlar, raqamli ta'lim, elektron test, onlayn baholash, ta'lim sifati, interaktiv metodlar, avtomatlashtirilgan tizimlar.

**PEDAGOGICAL CONDITIONS FOR USING INFORMATION
TECHNOLOGIES IN STUDENT KNOWLEDGE ASSESSMENT
ANNOTATION**

This article analyzes the effectiveness of using information technologies in the process of assessing students' knowledge, as well as the pedagogical conditions necessary for organizing this process and the potential of modern digital platforms. Traditional and interactive assessment methods are compared, highlighting the advantages of electronic tests, online assessment systems, and automated analysis tools. The importance of pedagogical conditions such as the digitalization of the educational process, effective communication between teachers and students, and the ability to utilize assessment results is substantiated for the development of an effective evaluation system.

Keywords: information technologies, knowledge assessment, pedagogical conditions, digital education, electronic testing, online assessment, education quality, interactive methods, automated systems.

**ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ИСПОЛЬЗОВАНИЯ
ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОЦЕНКЕ ЗНАНИЙ
СТУДЕНТОВ
АННОТАЦИЯ**

В данной статье анализируется эффективность использования информационных технологий в процессе оценки знаний студентов, а также педагогические условия, необходимые для организации этого процесса, и возможности современных цифровых платформ. Сравниваются традиционные и интерактивные методы оценки знаний, подчеркиваются преимущества электронных тестов, онлайн-систем оценки и автоматизированных инструментов анализа. Обоснована значимость таких условий, как цифровизация образовательного процесса, эффективная коммуникация между преподавателем и студентами, а также навыки использования результатов анализа для формирования педагогически эффективной системы оценки знаний.

Ключевые слова: информационные технологии, оценка знаний, педагогические условия, цифровое образование, электронное тестирование, онлайн-оценка, качество образования, интерактивные методы, автоматизированные системы.

KIRISH

Bugungi kunda ta'lim jarayonida axborot texnologiyalarining roli tobora ortib bormoqda. Ayniqsa, talabalarning bilimni baholashda zamonaviy raqamli vositalardan foydalanish ta'lim sifatini oshirish, baholash jarayonini samarali va shaffof qilish imkonini beradi. Axborot texnologiyalari o'quv jarayonini avtomatlashtirish, baholashni tez va aniq o'tkazish, shuningdek, natijalarni tahlil qilishda yangi imkoniyatlar yaratmoqda.

Biroq, axborot texnologiyalarini ta'lim jarayoniga muvaffaqiyatli joriy etish uchun faqat texnik vositalar bilan cheklanib qolmasdan, ularning samarali ishlatilishini ta'minlaydigan pedagogik shart-sharoitlarni ham hisobga olish zarur. Pedagogik shart-sharoitlar o'qituvchi va talaba o'rtasida samarali aloqa, o'quv jarayonini rejalashtirish va boshqarish, shuningdek, baholash mezonlarining aniq va tushunarli bo'lishi kabi omillarni o'z ichiga oladi.

Zamonaviy ta'lim jarayonida axborot texnologiyalarining keng joriy etilishi o'quvchilarning bilim darajasini baholashda sifat jihatdan yangi bosqichni boshlab berdi. Tadqiqotlar shuni ko'rsatadiki, axborot texnologiyalari yordamida amalga oshiriladigan baholash tizimlari nafaqat baholash jarayonining samaradorligini oshiradi, balki talabalarning individual o'quv ehtiyojlarini aniqlashga ham yordam beradi (Johnson & Johnson, 2017). Bu esa o'z navbatida ta'lim jarayonini yanada moslashtirish imkonini yaratadi.

Shuningdek, elektron va onlayn baholash vositalari o'qituvchilarga o'quvchilarning bilim darajasini tez va aniq tahlil qilish imkoniyatini beradi, shu orqali ta'lim jarayonini boshqarish va takomillashtirish uchun asos bo'lib xizmat qiladi (Karimova & Usmonov, 2019). UNESCOning 2022-yilgi hisobotida ta'kidlanishicha, raqamli texnologiyalar ta'lim sifatini oshirishda, shuningdek, baholash jarayonlarida shaffoflik va adolatni ta'minlashda muhim vosita hisoblanadi.

Biroq, texnologiyalarni muvaffaqiyatli integratsiya qilish uchun faqat texnik infratuzilmani yaratish yetarli emas, balki pedagogik shart-sharoitlarni ham to'liq ta'minlash zarur. Bu shart-sharoitlar qatoriga o'qituvchilar va talabalar uchun texnologiyalardan foydalanish ko'nikmalarini rivojlantirish, baholash mezonlarini aniq belgilash va o'quv jarayonini raqamlashtirish kiradi (Sa'dullayev, 2018; Tursunov, 2023). Shu bois, pedagogik yondashuv bilan birlashtirilgan axborot texnologiyalari ta'limda innovatsion o'zgarishlarni rag'batlantiradi va ta'lim sifatini sezilarli darajada oshiradi.

Mazkur ishda talabalar bilimni baholashda axborot texnologiyalaridan foydalanishning samaradorligini ta'minlash uchun zarur bo'lgan pedagogik shart-sharoitlar tizimli tarzda o'rganilib, amaliy takliflar beriladi. Shu orqali ta'lim jarayonida innovatsion yondashuvlarni joriy etish va ta'lim sifatini oshirishga ko'maklashish maqsad qilingan.

MUHOKAMA VA NATIJALAR

Axborot texnologiyalaridan foydalanish talabalarning bilimni baholash jarayonida samaradorlikni oshirishda muhim omil ekanligi ko'plab tadqiqotlarda tasdiqlangan. Olingan ma'lumotlarga ko'ra, elektron testlar va onlayn baholash tizimlari an'anaviy baholash usullariga nisbatan vaqt va resurslardan samaraliroq foydalanishni ta'minlaydi. Shuningdek, avtomatlashtirilgan tahlil vositalari o'quv natijalarini

chuqurroq va tezroq tahlil qilish imkonini beradi, bu esa o'qituvchilarga individual yondashuvni kuchaytirishda yordam beradi.

Biroq, ushbu texnologiyalarning samarali qo'llanilishi uchun pedagogik shart-sharoitlarning muhimligi yaqqol ko'rinadi. Jumladan, o'qituvchilar va talabalar o'rtasidagi samarali kommunikatsiya, baholash mezonlarining ochiqqligi va tushunarli bo'lishi, shuningdek, o'quv jarayonining raqamlashtirilgan modellarini qo'llash talab qilinadi. Bundan tashqari, o'qituvchilarning axborot texnologiyalaridan foydalanish bo'yicha malakalarini oshirish ham natijalarni yaxshilashga xizmat qiladi.

Pedagogik shart-sharoitlar yetarli darajada ta'minlanmaganda, texnologiyalar samarasi pasayishi mumkin. Masalan, texnik muammolar, malakasiz foydalanish yoki baholash natijalarini noto'g'ri talqin qilish o'quv jarayonida noto'g'ri baholashlarga olib keladi. Shu sababli, texnologiyalarni joriy etishda nafaqat texnik, balki pedagogik jihatlarni ham chuqur o'rganish va amaliyotga tadbiiq etish zarur.

Tadqiqot natijalari shuni ko'rsatdiki, axborot texnologiyalaridan foydalanish talabalar bilimini baholash jarayonini samarali tashkil etish uchun muhim shart-sharoitlarni talab qiladi. Eng avvalo, pedagogik shart-sharoitlar to'liq ta'minlangan taqdirda, elektron va onlayn baholash tizimlari an'anaviy usullarga nisbatan yuqori natijalar ko'rsatadi.

Shuningdek, o'qituvchilar va talabalar o'rtasida samarali aloqa, baholash mezonlarining aniq va tushunarli bo'lishi, hamda o'qituvchilarning axborot texnologiyalaridan foydalanish ko'nikmalarini oshirish ta'lim jarayonining sifatini sezilarli darajada yaxshilaydi. Tadqiqot davomida aniqlanishicha, pedagogik shart-sharoitlarning yetarli darajada yaratilishi talabalar bilimini baholashda axborot texnologiyalaridan samarali foydalanishni ta'minlaydi va ta'lim jarayonining interaktivligini oshiradi.

XULOSA

Mazkur tadqiqot natijalariga ko'ra, axborot texnologiyalaridan foydalanish talabalarning bilimini baholash jarayonini samarali va sifatli tashkil etishda muhim ahamiyatga ega ekanligi aniqlandi. Biroq, texnologiyalarning to'liq va samarali qo'llanilishi uchun pedagogik shart-sharoitlarning ta'minlanishi zarur. Ushbu shart-sharoitlarga o'qituvchi va talabalar o'rtasida samarali kommunikatsiya, baholash mezonlarining aniq va tushunarli bo'lishi, o'qituvchilarning axborot texnologiyalaridan foydalanish malakalarini oshirish kiradi.

Shuningdek, o'quv jarayonining raqamlashtirilishi va interaktiv usullarni joriy etish ta'lim sifatini yaxshilashda katta rol o'ynaydi. Axborot texnologiyalarini pedagogik

yondashuv bilan uyg'unlashtirish orqali bilimni baholash jarayoni yanada shaffof, adolatli va samarali bo'lishi mumkin. Shu sababli, ta'lim muassasalarida texnologik infratuzilmani takomillashtirish bilan birga pedagogik jarayonlarni ham doimiy rivojlantirish va qo'llab-quvvatlash zarur.

Natijada, axborot texnologiyalaridan samarali foydalanish ta'lim jarayonining sifatini oshirish, talabalarning bilim darajasini aniq va ob'ektiv baholash imkonini yaratadi, bu esa mamlakatimiz ta'lim tizimini yanada rivojlantirishga xizmat qiladi.

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THE STUDY OF SIMPLE SENTENCE STRUCTURE IN WORLD LINGUISTICS

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Abstract: This article is dedicated to the study of simple sentence structure in world linguistics. It examines the concept of a sentence as a syntactic unit that expresses a complete thought with intonational and grammatical completeness. Special attention is given to the grammatical category of predicativity, as well as to various classifications of sentences based on communicative purpose, emotionality, reality, structure, and components. The paper traces the historical development of the study of simple sentences in English grammar from the 16th–18th centuries to the structural and transformational grammars of the 20th century. It analyzes the views of prominent scholars such as J. Brightland, L. Murray, V.G. Admoni, A.I. Smirnitsky, N.P. Gaman, and O.V. Dolgova, and explores types of syntactic connections: attributive, predicative, copulative, and completive. The article concludes with the importance of syntactic-semantic approaches and the diversity of grammatical models in global linguistics when analyzing the structure of the simple sentence.

Keywords: sentence, simple sentence, predicativity, syntax, syntactic connection, grammatical structure, English grammar, structural linguistics, transformational grammar, world linguistics.

It is said that the combination of words that express objective reality and attitude towards it, express a relatively complete thought or feeling, have a complete intonation, and are connected on the basis of grammatical rules, we call a sentence. The grammatical category of a sentence is the categorical meaning that distinguishes a sentence from other units that are not sentences, and the predicativity as a system of forms expressing this meaning, primarily as a grammatical category of a sentence. Predicativity, as a whole, consists of several elements: grammatical person, tense, communicativeness, purpose of expression, modality.

A sentence can be classified according to its communicative purpose, emotionality, reality, the participation of the main parts, and structure. The classification takes into account the external side of the sentence - its structure and the internal side - its content.

Sentences in their structure are divided into two types: simple sentences and compound sentences. The structural basis of simple sentences is one and expresses a certain idea. The structure of compound sentences is based on two or more sentences, expressing one complex thought. But a sentence is usually understood as a simple sentence: "When we say a sentence, we mainly mean a simple sentence. It is usually grammatically contrasted with a phrase. Compound sentences are formed by the combination of simple sentences based on syntactic connections. Thus, if a simple sentence is a separate syntactic unit, then a compound sentence is another separate syntactic unit.

The basic unit of syntax is the sentence. A sentence is the main means of forming, expressing, and expressing thoughts, a syntactic unit formed on the basis of the rules of a particular language. The main feature of a sentence is the function of expressing and presenting a thought. As we all know, simple sentences and their types have been studied as objects of research not only in Uzbek but also in world linguistics. A number of world linguists, such as A.Meye, O.Espersen, A.Smirnitsky, V.Admoni, L.Tener, V.Gak, A.Shakhmatov, A.M.Peshkovsky, M.N.Peterson, Eva Nazalatus Sa'adiyah Sai, Khoyrul Huda, Sharif Hidoyatullah, have also conducted a number of research works on simple speech and its types, and have written textbooks, teaching aids, and dissertations. In this article, we tried to cite some of such research works.

Considering the history of the study of syntax in English linguistics, the study of simple sentences in English linguistics dates back to the emergence of English grammar, mainly to the end of the 16th century. Medieval ancient and Latin grammars did not create a perfect doctrine of sentences. Under the influence of logic, the definition of a sentence as a form expressing a complete thought emerged. The first English grammar (1585) did not have a syntax section. The thought about the sentence is given in the chapter on conjunctions, in their definition.

In the grammar of B.Johnson and Butler (first half of the 17th century), the concept of a sentence is given only in connection with the rules of punctuation. In the grammar and textbook created by C. Cooper in the second half of the 17th century, comments are given on the concepts of simple and compound sentences in the interpretation of punctuation rules. Along with these new concepts, Cooper works with concepts such as main clause, subordinate clauses, or parts of speech. The concepts of simple and compound sentences lived in the doctrine of compound sentences until the middle of the 19th century, and the concepts of subordinate parts and sentences, as well as main clauses and verbs, began to be used by English grammarians from the middle of the 19th century.

In the grammar created by J. Brightland and published at the beginning of the 18th century, the doctrine of sentences and their division into simple and compound sentences was taken as a basis. The grammarians of this period, Greenwood and Ferrou, were followers of J. Brightland and did not make many changes to the new classification. According to them, there exists a simple and single sentence; the characteristic of a single sentence is a single verb; and a composite sentence is made up of simple sentences [made up or composed]. Linguist L.L. Iofik noted in his time that the textbooks on logic published in England in the 17th-18th centuries were the basis of this doctrine.

According to V.G. Admoni, scholars of this period, in understanding the structure of sentences, relied on non-grammatical concepts in the doctrine of simple and compound sentences, relying on the concepts of rhetoric and logic, and showed these grammarians a path from content to form in speech division. Lout, a leading grammarian of the second half of the 18th century, in his 1762 grammar, taking into account the grammatical formation of sentences, comprehensively expresses his thoughts and considerations about sentences. R. Lout's follower, L. Murry, in his work published in 1795, shortened Lout's definition of speech. The scholar's grammar, compiled based on the text of Lout's grammar, became widespread. This grammar served as a model for linguists of the first half of the 19th century, perhaps because of this, syntactic theory was not developed in their works. In the second half of the 18th century, grammarians introduced the concept of clauses into the doctrine of compound sentences. Lout did not make use of this concept at all.

The term clauses had no terminological meaning in the first half of the 19th century, and scholars expressed different opinions about what could be included in it (connective - compound sentences - several sentences...).

From the end of the 19th century, classical scientific grammar began to develop, and in the 20th century, normative grammar ceased to be the only type of grammar in English linguistics. The reason these two grammars coexisted is that works created in the 19th century were revised and published several times in the 20th century. For example, the Nesfield Grammar, published at the end of the 19th century, was revised and reprinted many times in the 20th century. In structural grammars, some scholars preserve the traditional trichotomous classification, some exclude it, but do not provide a theoretical basis for this exclusion, and in others, the terminology has been updated, but the system has remained traditional.

Some representatives of structural linguistics wanted to introduce into the theory of compound sentences an idea aimed at eliminating the differences between simple and compound sentences.

Therefore, the simple sentence - a sentence of equal composition, created by normative grammar, promoting the absence of differences between subordinate clauses, they wanted to change the general trichotomous classification of sentences. Thus, the elimination of the structural boundaries between simple and complex sentences, which began in scientific grammar and developed in structural linguistics, was completed in Harris's transformational grammar. Harris's goal was to normalize the text using transformation so as not to interfere with speech analysis. In his point of view, it is necessary to bring the sentence and its parts into the same structure. Thus, the author was more interested in the similarity (not structural, but logical similarity) of the components of "phrases" or the "sequence" of sentences, their differences, peculiarities were not in the center of attention, therefore the position of the sentence was assigned to both homogeneous parts, as well as to the explanatory (defining) and impersonal forms of the verb.

A.I. Smirnitsky studied syntactic connections by dividing them into four categories:

- 1) Attributivity (the shortest type of connection) - a connection that studies the main and subordinate parts within one complex;
- 2) Predicativity (the most independent types of communication) - the connection between the main parts of the sentence;
- 3) Completeness (type of conjugated connection) - connection between secondary parts of the sentence;
- 4) Copulative - the connection between homogeneous parts of a sentence. The last type of connection, the copulative connection, belongs to the simplest type of connection. Through the copulative connection in the sentence, the homogeneous parts of the sentence are controlled, the copulative connection divides the sentence into separate parts.

The attributive connection, identified by A.I. Smirnitsky, is the connection between the main and subordinate parts of speech, which refers to the syntactic section. Many linguists have studied the attributive relation differently in their scientific works. The most important of the connections involved in the sentence are the connections of predicativity and completeness. N.P. Gaman also illuminated the connections based on sound tones, and in his research elaborated on the predicative connection. Gaman connections are divided into two types: 1) Formal grammar (the connection between a grammatical noun and a grammatical predicate); 2) Communicative-dynamic (the

connection between a lexical noun and a lexical predicate). O. Dolgova also worked on her theory of connections. O.V. Dolgova, working between connections, mainly focused on the connection of completeness.

Consequently, O.V. Dolgova, M.Kh. Chharishvili. Scientists such as N.P. Gaman, O.S. Akhmanova, and M. Beglieva, in their research, divided connections into four types: attributive, predicative, copulative, and complementary. Scientists studied these connections between poetry and prose, divided them based on a certain pause or diorama, and distinguished them from each other. In particular, many studies have been conducted on the topic of syntactic-semantic analysis, for example, Professor A.M. Mukhin, V. Ilyish, M.A. Ganshina conducted research on this topic. He wrote B. Ilyish's work "The Structure of Modern English."

In the construction of a sentence, two types of elementary syntactic units constitute the component structure of the sentence, and the second - the syntacsemic structure of the sentence. The characteristic feature of one or another unit is its syntactic indivisibility, as a result of which it is called an elementary syntactic unit. A.M. Mukhin defines each word with an independent lexical meaning in the sentence as a lexeme and considers them as a separate component.

Although the predicate, as one of the main parts of speech, has a universal character in all languages, when it is classified according to its expression, we witness the diversity of linguists' opinions about the predicate. For example, in one of the theoretical grammars of the English language, the predicate is classified as follows: simple verb predicate, compound verb predicate. Compound predicate has two forms: 1) compound noun-predicate; 2) compound verb-predicate. When considering their expression, it is noted that a simple verb-predicate is expressed not only with the help of a single, integral verb, but also with the help of a complex form of the verb. Furthermore, it is emphasized that compound nouns and predicates are expressed through nouns, adjectives, numerals, pronouns, participles, words expressing states, infinitives, gerunds, or adverbs expressing connecting verbs and predicates.

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РУС ВА ЎЗБЕК ТИЛЛАРИДА ФРАЗЕОЛОГИЗМЛАРНИНГ ҚИЁСИЙ ТАҲЛИЛИ (БАДИЙ АДАБИЁТ МАТЕРИАЛЛАРИ АСОСИДА)

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Аннотация

Ушбу мақола рус ва ўзбек тилларидаги фразеологик бирликларнинг қиёсий-чоғиштира таҳлилига бағишланган. Тадқиқотнинг асосий мақсади – икки халқнинг бадий адабиёт материаллари асосида фразеологизмлар орқали миллий тафаккур, менталитет ва маданиятнинг қай тарзда акс этганини очиб беришдан иборат. Мақолада рус ва ўзбек фразеологизмларининг семантик хусусиятлари, образлилиги ва нутқдаги функциялари атрофлича ўрганилган. Тадқиқот натижалари фразеологизмларнинг тил бойлигини оширишдаги ўрни ва халқларнинг маданий ўзига хослигини ифодалашдаги аҳамиятини яна бир бор тасдиқлайди.

Калит сўзлар: фразеологизмлар, қиёсий таҳлил, рус тили, ўзбек тили, бадий адабиёт, миллий тафаккур, менталитет, маданият.

Кириш

Тил – халқнинг тарихи, маданияти ва менталитетини акс эттирувчи кўзгудир. Унинг фразеологик фонди эса тилнинг экспрессив ва образлилик имкониятларини кенгайтиради. Фразеологизмлар ўзида миллий тафаккурнинг нозик қирраларини мужассам этади.

Қиёсий фразеология тилларнинг фарқ ва ўхшашликларини аниқлашда муҳим аҳамиятга эга. Рус ва ўзбек тиллари турли оилаларга мансуб бўлса-да, узоқ тарихий ва мадабий алоқалар натижасида бир-бирига таъсир кўрсатган. Бу таъсир, айниқса, бадий адабиётда ёрқин акс этади.

Мазкур мақоланинг асосий мақсади рус ва ўзбек фразеологизмларини бадий адабиёт материаллари асосида қиёсий таҳлил қилишдир. Биз бу таҳлил орқали икки халқнинг миллий тафаккури, менталитети ва маданиятининг фразеологизмларда қай тарзда акс этганини очиб беришга ҳаракат қиламиз. Шунингдек, уларнинг семантик хусусиятлари, образлилиги ва нутқдаги

функциялари ўрганилади. Тадқиқот натижалари фразеологизмларнинг тил бойлигини оширишдаги ўрни ва халқларнинг маданий ўзига хослигини ифодалашдаги аҳамиятини тасдиқлайди.

Асосий қисм

Фразеологизмларнинг ўзига хослиги уларнинг маъно бирлиги, образлилиги ва барқарорлигида намоён бўлади. Рус ва ўзбек тилларидаги фразеологик бирликларни таҳлил қилишда, аввало, уларнинг семантик хусусиятлари, образли асоси ва миллий-маданий коннотацияларига эътибор қаратиш лозим.

Ҳар қандай икки тилни қиёсий таҳлил қилганда, улардаги умумийлик ва фарқларни аниқлаш муҳимдир. Рус ва ўзбек фразеологизмлари орасида бир қатор семантик ва структурал ўхшашликлар мавжуд. Бу, асосан, инсоннинг умуминсоний туйғулари, ҳаёт тажрибаси ва дунёқараши билан боғлиқ ҳолатларда учрайди.

Тўлиқ эквивалентлар: Баъзи фразеологизмлар иккала тилда ҳам ҳам семантик, ҳам образли жиҳатдан тўлиқ мос келади. Масалан:

- Русча: «Не в своей тарелке» (ўз ликопичасида эмас) – Ўзбекча: «Ўз ўрнида эмас» ёки «Хурсанд эмас». Ҳар икки ифода ҳам ўзини ноқулай ҳис қилиш маъносини беради.

- Русча: «Водой не разольёшь» (сув билан ҳам ажратиб бўлмайди) – Ўзбекча: «Сув ичмас дўст» ёки «Оғзидан суви томмайдиган». Бу фразеологизмлар жуда яқин дўстликни ифодалайди. Бу каби мисоллар фразеологик бирликларнинг турли тиллардаги умумий когнитив асосга эга эканлигидан далолат беради [Верещагин, Костомаров, 1990].

Қисман эквивалентлар: Кўп ҳолларда фразеологизмларнинг маъноси бир-бирига яқин бўлса-да, уларнинг образли асоси ёки компонент таркибида фарқлар бўлади.

- Русча: «Набить оскомину» (оғизни қитиклаш) – Ўзбекча: «Жонга тегмоқ» ёки «Тескари келмоқ». Бу ерда маъно умумий (бирон нарсадан зерикаш), лекин образлилиқ фарқли. Рус тилидаги ибора таъмини ёқтирмаслик билан боғлиқ, ўзбекчада эса кўпроқ руҳий ҳолатга ишора.

- Русча: «Взять себя в руки» (ўзини қўлга олмоқ) – Ўзбекча: «Ўзини босмоқ». Ҳар иккиси ҳам «ўзини тутиб олиш» маъносини бера-да, рус тилидаги «қўлга олмоқ» фаолликни, ўзбек тилидаги «босмоқ» эса кўпроқ босишни, тўхтатишни англатади. Бундай ҳолатлар фразеологизмларнинг маданий-специфик хусусиятларини акс эттиради [Телия, 1996].

Фразеологизмлар халқнинг маданияти, тарихи, турмуш тарзи, дини ва атроф-муҳитга бўлган муносабатини ўзида мужассам этади. Рус ва ўзбек фразеологизмларидаги фарқлар айнан шу миллий-маданий ўзига хосликлар билан боғлиқ.

Табиат ва географик шароитларнинг акс этиши:

Рус тилида ўрмон, дарё, қиш билан боғлиқ фразеологизмлар кўп учрайди: «Заблудиться в трёх соснах» (учта қарағайда адашмоқ – оддий нарсани тушунмаслик), «Как снег на голову» (бошга қордек – кутилмаганда). Булар Россиянинг кенг ўрмонлари ва совуқ иқлими билан боғлиқ [Бирих, Мокиенко, Степанова, 2005].

- Ўзбек тилида эса чўл, сувсизлик, иссиқлик, деҳқончилик билан боғлиқ иборалар кенг тарқалган: «Саҳродаги бир томчи сувдек» (жуда зарур), «Оч қолган туядек» (жуда интиқ), «Чаноғига сув тушмоқ» (иши юришмоқ). Булар Ўзбекистоннинг географик жойлашуви ва аграр турмуш тарзини акс эттиради [Ҳожиёв, 1978].

Турмуш тарзи ва анъаналар:

Рус фразеологизмларида қадимги рус халқининг маиший ҳаёти, деҳқончилиги, савдоси, аскарлик турмуши акс этади: «Бить баклуши» (бекорчилик), «Как с гуся вода» (ғоздан сув оққандек – қор қилмаслик).

- Ўзбек фразеологизмларида шарқона менталитет, меҳмондўстлик, оилавий қадриятлар, чорвачилик ва деҳқончилик муҳим ўрин тутди: «Ош сузиш» (меҳмон кутиш), «Кўнгли оқ» (соддадил), «Бир қозонда қайнамоқ» (бир оила бўлмоқ). Ушбу иборалар ўзбек халқининг анъаналари ва қадриятларини яққол кўрсатади [Турсунов, 2012].

Диний ва эътиқодий қарашлар:

Рус тилида христианликка оид иборалар учрайди: «Креститься левой ногой» (чап оёқ билан чўқинмоқ – нотўғри иш қилмоқ).

Ўзбек тилида исломий тушунчалар билан боғлиқ фразеологизмлар мавжуд: «Аллоҳга солмоқ» (инсофга ҳавола қилмоқ), «Имон келтирмоқ» (ишонмоқ). Бу фразеологизмлар халқларнинг диний эътиқодларининг тилга таъсирини акс эттиради [Мокиенко, 2003].

Бадий Адабиётда Фразеологизмларнинг Функционал Қўлланилиши

Адиблар ўз асарларида фразеологизмлардан персонажларнинг нутқини жонлантириш, уларнинг ички дунёсини очиқ бериш, воқеа-ҳодисаларга эмоционал баҳо бериш ва асарга миллий колорит бағишлаш мақсадида кенг фойдаланадилар.

Рус адабиётидан мисоллар:

Л.Н. Толстойнинг «Уруш ва тинчлик» романида «Катерить глаза» (кўзларини очиб қараб) ибораси персонажнинг ҳайратланишини ёки қўрқишини ифодалаш учун ишлатилган.

А.П. Чеховнинг «Шкатулка» ҳикоясида «Доводить до белого каления» (оққина қизитиб юбориш – жуда ғазаблантириш) ибораси қаҳрамоннинг сабрсизлигини таъкидлайди.

Ўзбек адабиётидан мисоллар:

Абдулла Қодирийнинг «Ўтган кунлар» романида «Қулоғига лағмон осмоқ» (ёлгон гап айтиш) ибораси персонажларнинг айёрлигини ёки соддалигини кўрсатиш учун қўлланилган [Қодирий, 1926].

Абдулла Қаҳҳорнинг «Сароб» асарида «Эгнига дўппи киймаслик» (қарздор бўлмаслик, ҳеч кимга муҳтож бўлмаслик) каби иборалар персонажларнинг ҳаётга муносабатини, уларнинг характер хусусиятларини ошкор этади [Қаҳҳор, 1934].

Бадий матнда фразеологизмлар нафақат маънони етказиш, балки образлиликни ошириш, экспрессивлиликни кучайтириш ва матннинг миллий руҳини сақлаш каби муҳим функцияларни бажаради. Улар персонажларнинг нутқига индивидуаллик бағишлаб, муаллифнинг ғоясини янада таъсирчан етказишга хизмат қилади.

Таржимада фразеологизмлар муаммоси

Фразеологизмларнинг таржимаси алоҳида мураккаблик касб этади, чунки уларнинг маъноси кўпинча сўзма-сўз таржима қилиш орқали тўлиқ етказилмайди. Таржимон фразеологизмнинг асл маъносини, образли асосини ва миллий-маданий коннотациясини сақлаган ҳолда эквивалент топиши ёки компенсация усулидан фойдаланиши керак.

Масалан: Рус тилидаги «Деньги не пахнут» (пул ҳидланмайди) иборасининг ўзбек тилида тўғридан-тўғри эквиваленти йўқ. Уни «Пулнинг кўзи йўқ» ёки «Пул айб санамайди» каби иборалар билан ёки изоҳлаб таржима қилиш мумкин. Бундай ҳолатлар фразеологизмларнинг чуқур миллий асосга эга эканлигини яна бир бор исботлайди ва таржима назариясида алоҳида ўрганилиши керак бўлган жиҳатдир [Комиссаров, 1990].

Хулоса

Рус ва ўзбек тилларидаги фразеологизмларнинг қиёсий таҳлили шуни кўрсатадики, ушбу икки тил фразеологик фондида ҳам умумийлик, ҳам ўзига хос фарқлар мавжуд. Умумийликлар асосан инсоннинг умуминсоний туйғулари,

хаётий тажрибалари ва абстракт тушунчаларнинг ифодасида намоён бўлса, фарқлар ҳар бир халқнинг миллий маданияти, тарихи, турмуш тарзи, географик шароити ва диний эътиқодлари билан бевосита боғлиқдир.

Хулоса қилиб айтганда, рус ва ўзбек тилларидаги фразеологизмларнинг қиёсий таҳлили тилшуносликнинг муҳим йўналишларидан бири бўлиб, у нафақат тилнинг бойлиги ва ранг-баранглигини, балки икки халқнинг чуқур маданий ўзаро таъсирини ва дунёқарашидаги ўзига хосликларни ҳам очиқ беради. Ушбу тадқиқот келажакда қиёсий фразеология, лингвомаданиятшунослик ва таржима назарияси соҳасидаги изланишлар учун асос бўлиб хизмат қилиши мумкин.

Фойдаланилган адабиётлар рўйхати:

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**«ДЕМОГРАФИК ПАРАДИГМАЛАР: МАЛЬТУСДАН
ВИШНЕВСКИЙГАЧА»**

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Аннотация: Мақоллада классик Malthus nazariyasi va A.G.Vishnevskiy ilgari surgan demografik modernizatsiya konsepsiyasi qiyosiy tahlil qilindi. Ikkala yondashuv ham tugʻilish, oʻlim va davlat institutsional choralari oʻrtasidagi bogʻliqlikni taʼkidlaydi, ammo innovatsiya va ijtimoiy taraqqiyotga turlicha baho beradi. Tahlil aholi tez koʻpayib borayotgan davlatlar uchun resurs boshqaruvi va ijtimoiy barqarorlik masalalarini dolzarb koʻrsatadi.

Калит сўзлар: demografik oʻtish; Malthus nazariyasi; demografik modernizatsiya; resurs xavfsizligi; ijtimoiy siyosat

Аннотация: Настоящая статья сопоставляет классическую мальтузианскую концепцию демографического баланса с теорией демографической модернизации А.Г.Вишневого. Показано, что обе парадигмы подчёркивают взаимосвязь рождаемости, смертности и институциональных мер государства, однако по-разному трактуют роль инноваций и социального развития. Анализ актуализирован для стран с быстрым ростом населения, где задачи ресурсного обеспечения и равенства остаются критически важными.

Ключевые слово: демографический переход; мальтузианство; демографическая модернизация; ресурсная безопасность; социальная политика

Annotation: This article juxtaposes Thomas Malthus's population-resource thesis with A. G. Vishnevsky's theory of demographic modernization. While both frameworks link fertility, mortality and state interventions, they diverge on the mitigating roles of innovation and social development. The discussion is contextualized for rapidly growing societies where resource management and social stability remain pressing challenges.

Keywords: demographic transition; Malthusian theory; demographic modernization; resource security; social policy

Томас Роберт Мальтус XVIII аср охирида ёзган «Аҳоли сонининг тамойиллари ҳақида рисола» асари орқали демография ва социологияга янги йўналиш берди. У тўғридан-тўғри шундай даъво қилди: аҳоли табиий шароитда геометрик прогрессия бўйича ўсади, озиқ-овқат эса фақат арифметик суръатда кўпайиши мумкин; бу оралиқдаги фарқ ресурс танқислигини келтириб чиқариб, уруш, очарчилик, эпидемия каби табиий ва ижтимоий воқеалар орқали «ўз-ўзидан» бартараф бўлади. Мальтус бу фикрларини Англияда саноат инқилоби авж олган, аҳоли тез кўпайиб, бозор муносабатлари ўзгараётган бир даврда илгари сурди. Шундай шароитда у мавжуд ресурслар ҳаммага етмаслигини, айниқса камбағал қатлам кўпроқ жабр кўришини таъкидлади.

Мальтуснинг ғоялари ижтимоий табақалашувни тушунтиришга катта таъсир қилди. У камбағаллар доим ресурс танқислигига кўпроқ дуч келишини эслатиб, аҳолини ўзига тўқ турмуш даражасига эга бўлиш учун «манфаатли кечикиш» – яъни турмуш куриш ва фарзандли бўлишни режалаштиришга ундади. Кейинги социологлар унинг «positive» ва «preventive» чеклов деган атамаларини ривожлантириб, давлат сиёсатларигача олиб киришди: масалан, солиқ имтиёзлари ёки туғилишни чекловчи қонунлар шундай профилактик воситаларга айланди.

Бошқа олимлар Мальтусга танқидий ёндашди. Эстер Босеруп аҳоли кўпайиши тескари тартибда инновация ва янги қишлоқ хўжалиги технологияларини рағбатлантиришини, шу боис озиқ-овқат ҳосили ҳам тезроқ ўсиши мумкинлигини кўрсатди. Юлиан Саймон эса инсоннинг ижодий салоҳиятини «энг муҳим ресурс» деб атаб, аҳоли ўсишини имконият, деб ҳимоя қилди. XX асрда демографик ўтиш назарияси ҳам Мальтуснинг тезисига мурожаат қилди: у ҳолатларнинг кўпида аҳоли ўсиши аввал тўғридан-тўғри тезлашиши, аммо тиббиёт, таълим ва даромадлар кўпайиши билан ўз-ўзидан секинлашишини исбот қилди.

Шунга қарамай, глобал иқлим ўзгариши, сув ва озиқ-овқат хавфсизлиги мавзулари ортидан Мальтуснинг ресурс-аҳоли мувозанатини билдирувчи огоҳлантирувлари яна долзарб бўлмоқда. Ўзбекистон ва бутун Марказий Осиёда аҳоли ўсиш суръати нисбатан юқори. Сув танқислиги, озиқ-овқат импорти, меҳнат миграцияси каби муаммолар бу ерда ҳам Мальтусий масалани янгидан кўтармоқда. Мамлакатда хонадон тадбиркорлигини қўллаб-қувватлаш ёки

камбағалликни қисқартириш дастурлари айнан «preventive» чекловларни институционал усулда амалга оширишга хизмат қилади.

Мальтус ресурслар ва аҳоли ўртасидаги нисбатни илк бор илмий даражада кўтарган, уни иқтисод, сиёсат ва социология ўртасидаги мураккаб боғлиқлик сифатида талқин қилган забардаст мутафаккирдир. Унинг пессимистик прогнозлари тўлиқ тўғри келмаса-да, инсон ва табиат ўртасидаги мувозанат муаммоси борлигини эслатиб туради. Ҳар қандай демографик сиёсат, иқлим стратегияси ёки ижтимоий ислоҳот бу ҳақиқатдан ўзини четга ола олмайди.

Александр Георгиевич Вишневский (1935–2020) – замонавий рус демография мактабининг йирик намояндаларидан бири бўлиб, у ўз асарларида аҳоли ўзгаришларини жамиятнинг иқтисодий-ижтимоий модернизация жараёнлари билан чамбарчас боғлиқ ҳолда изоҳлади.

Биринчи навбатда, Вишневский **«демографик инқилоб» (демографик революция)** тушунчасини илгари сурди. Унингча, ҳар бир мамлакат саноатлашув ва урбанизация босқичига ўтаётганда туғилиш ва ўлим даражалари кетма-кет пасаяди; бу жараённи у **демографик модернизация** деб атади. Яъни аҳоли таркибини ўзгартирадиган асосий омиллар — таълимнинг оммавийлашиши, тиббиётни беҳтарлаш, хотин-қизларнинг меҳнат бозорига кириб келиши ва маданий қадриятлар эволюциясидир.

Вишневскийнинг иккинчи муҳим ғояси — **алмашув кўпайиши (воспроизводство) ва демографик сиёсат** ўртасидаги муносабатга бағишланган. У ҳам совети даври, ҳам кейинги пост-совет Россия тажрибаси асосида, давлат томонидан туғилишни рағбатлантириш чоралари фақат ижтимоий-иқтисодий барқарорлик билан уйғунлашгандагина самара беради, деб хулоса қилди. Шу нуқтаи назардан у «қисқа муддатли пулли имтиёзлар»ни эмас, хотин-қизлар учун таҳсил ва карьера-оила уйғунлигини таъминлайдиган **институционал дастурларни** тавсия этган.

Учинчи йўналиш — **ўлим динамикаси ва демографик «поляризация»**. Вишневский Россия мисолида урбанизация ва даромадлар ўсишига қарамасдан, турли ҳудудлар ўртасида ўлим ва умр кўриши фарқлари катта бўлиб қолишини «поляризация» деб атади. Унинг фикрича, бу соҳадаги асйметрияни бартараф

этиш учун табибий профилактика, соғлом турмуш тарзи ва ташқи муҳит (экология, меҳнат шароити)ни яхшилашга қаратилган комплекс сиёсат зарур.

Ниҳоят, Вишневский *учинчи демографик ўтиш* ҳақида ҳам ёзган: у мамлакатларда туғилиш даражаси одатда иккинчи босқичда (яъни пасайишдан кейин) барқарорлашса-да, пост-индустриал жамиятларда демографик рағбат ва миграция ҳисобига маълум даражада тикланиши мумкинлигини таъкидлади. У буни «ғайри-традицион демографик йўл» деб кўрсатади.

Вишневский асарлари нафақат Россия, балки бутун пост-совет ва ривожланаётган мамлакатлар демографик таҳлили учун методологик пойдевор бўлиб хизмат қилади. Унинг ғояларидан келиб чиқиб, Ўзбекистон каби аҳолиси тез кўпайиб бораётган давлатлар замонавий таълим, тиббиёт ва хотин-қизлар учун меҳнат имкониятларини кенгайтириш орқали туғилишни табиий тарзда барқарорлаштириб, демографик яхлитликни сақлаб қолиши мумкин, деган хулосани чиқариш мумкин.

Мальтус ва Вишневский назариялари аҳоли ўсиши, ресурслар етарлилиги ва давлат сиёсатининг ўзаро боғлиқлигини очик кўрсатади. Мальтус ресурс танқислиги хавфини илгари сурса, Вишневский саноатлашув ва таълим орқали туғилиш ва ўлимнинг табиий пасайишини тушунтиради. Ҳар икки мутафаккир демографияни муваффақиятли бошқариш учун профилактик ва институционал чоралар зарурлигини таъкидлайди. Технология, таълим ва миграция каби омиллар демографик инқироз эҳтимолини юмшатиши мумкин. Ўзбекистон каби аҳоли тез кўпайиб бораётган мамлакатлар учун ресурсларни оқилона бошқариш ва ижтимоий барқарорликни таъминлаш бу назарияларнинг амалий аҳамиятини тасдиқлайди.

**Boshlang'ich sinf o'quvchilarining nutqini o'stirish va savodini chiqarishda
ilg'or pedagogik texnologiyalardan foydalanish**

Denov tumanidagi 6-umumta'lim maktabining boshlang'ich sinf o'qituvchilari

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Annotatsiya: *Bu maqolada o'quvchilarning darslarda nutqini o'stirish va savodini chiqarishda turli didaktik o'yinlardan foydalanish, metodik tavsiyalar haqida so'z boradi.*

Kalit so'zlar: *didaktik, zamonaviy, chalg'itish, intellektual, texnologiya*

O'zbekiston Respublikasining „Ta'lim to'g'risida“gi qonuni yosh avlodni tarbiyalashning asosiy istiqbol yo'nalishlarini belgilab berdi. Ta'lim berishning ilg'or pedagogik texnologiyalarini, zamonaviy o'quv-uslubiy majmualarini yaratish va o'quv tarbiya jarayonini didaktik jihatdan ta'minlash umumiy o'rta ta'limning asosiy vazifalaridan biri sifatida belgilangan edi.

Prezidentimiz o'z nutqida „Biz farzandlarimizning, nafaqat, jismoniy va ma'naviy sog'lom o'sishi, balki ularning eng zamonaviy intellektual bilimga ega bo'lgan insonlar bo'lib, XXI asr talabiga to'la javob beradigan barkamol avlod bo'lib voyaga yetishi uchun, zarur barcha imkoniyat va sharoitlar yaratishni o'z oldimizga maqsad qilib qo'yganmiz!“ degan edilar.

Prezidentimiz tomonidan kelajak avlod tarbiyasiga berilayotgan bunday katta e'tibor ta'lim tizimi va pedagoglar zimmasiga ulkan vazifalar yuklaydi. Zamonaviy pedagogik texnologiyalar ta'lim jarayonining unumdorligini oshiradi, o'quvchilarning mustaqil fikrlash jarayonini shakllantiradi, o'quvchilarda mustaqil fikrlash jarayonini shakllantiradi, ularda bilimga ishtiyoq va qiziqishini oshiradi, bilimlarni mustahkam o'zlashtirish, ularda amaliyotda erkin foydalanish, ko'nikma va malakalarini shakllantiradi.

Xalq pedagogikasida shakllanib kelgan bolalarni o'qitish va tarbiyalash didaktik o'yinlardan keng foydalanish an'analari o'qituvchilarning amaliy tajribalari va olimlarning ishlarida rivojlantiriladi.

Chex pedagogi Ya.A.Komenskiy o'yinni bola faoliyatining asosiy shakli ekanligini ta'kidlab aynan o'yin bolaning tabiati va qiziqishlariga mos kelishini aytgan edi. Olim

o'yin bolaning aqliy qobiliyatlarini har tomonlama o'stirishi, uning tevarak-atrof haqidagi tasavvurlarini kengaytirishini, nutqini o'stirishini ta'kidlaydi.

O'yin o'qitishning interfaol metodi bo'lib, ta'lim oluvchilarning hayotiy-psixologik ko'nikmalarini rivojlantirishga yordam beradi.

Aziz o'qituvchilar!!! Biz ham darslarimiz davomida o'yinlardan foydalansak, oldimizga qo'ygan maqsadlarimizga erishgan bo'lamiz. Shunday o'yinlardan biri **"Bo'lishi mumkin emas"** o'yinidir. Bu o'yin ko'proq savod o'rgatish va o'qish darslarida foydalansak, o'quvchilarni og'zaki nutqini o'stirgan bo'lamiz.

Bu o'yinni o'tkazishda o'qituvchi matnni o'qiydi. O'quvchilar bo'lishi mumkin bo'lmagan voqea va hodisalar ifodalangan jumla yoki gapni topishlari lozim.

Hazil-mutoiba bilan o'tadigan bu o'yin ham o'quvchilardan ziyraklik, sinchikovlik va kuzatuvchanlikni talab qilish bilan birgalikda, ulardan atrofda sodir bo'layotgan voqea va hodisalarga befarq bo'lmaslikni ham talab qiladi. Masalan: Bugun dushanba dam olish kuni bo'lganligi uchun Kamronbek maktabga bormadi. U opasi Diana bilan hayvonot bog'iga bordi. Ular hayvonot bog'ida suvda suzib yurgan she'rni, qafasda sayrayotgan baliqlarni va kattakon vahshiy bulbulni ko'rdilar.

Chalg'ituvchi she'riy o'yinlar. Bu o'yinda she'rda ma'no to'g'ri bo'lsa,, ha, to'g'ri" deb javob beradi, agar ma'no noto'g'ri bo'lsa, yo'q noto'g'ri" deb javob beradi.

"Yaxshi bolami? – Yomon bolami?"

Assalom alaykumdan boshlaydi o'z so'zini,

Ko'pchilikni o'rtasida yaxshi tutar o'zini.

Kattalarni hurmat qilar, doim toza yuradi,

Tortib olib o'yinchog'in, ukasini uradi.

U o'zidan kattalarga joy berishni bilmaydi,

O'jar qaysar erkatoydir, uyda hech ish qilmaydi.

Daraxtlarni sindiradi, qo'shnilar undan bezor,

Mushugining bolasini qiynaydi berib ozor.

Hovlilarni supuradi, onasiga yordamchi,

Sira-sira rost gapirmas o'ta ketgan yolg'onchi.

Ovqatlanish oldidan u yuvadi qo'llarin,

Kesib o'tmas kattalarning hech qachon yo'llarin.

O'rtog'ini gapini, ey jim tur" deb biladi,

Qizlar yiqilib tushsa, u xoxolab kuladi.

Xulosa qilib aytish lozimki, ta'lim-tarbiya jarayonida amalga oshirilishi lozim bo'lgan ma'naviy-ma'rifiy ishlar ko'lami kengaymoqda, sifat jihatidan yangilanmoqda. Bu, o'z navbatida, ta'lim-tarbiya sohasida faoliyat ko'rsatayotgan insonlardan ijodiy izlanishni, ishga yangicha yondashishni, ma'suliyatli kasbining haqiqiy ustasi bo'lishni talab etadi.

**BOSHLANG'ICH SINFLARGA SAVOD O'RGATISH DAVRIDA TOVUSH
VA HARFLARNI O'ZLASHTIRISHDA INNOVATSION
TEXNOLOGIYALARDAN FOYDALANISH**

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Annotatsiya

Ushbu maqolada boshlang'ich sinf o'quvchilariga savod o'rgatish jarayonida tovush va harflarni o'zlashtirishda innovatsion pedagogik texnologiyalardan foydalanishning ahamiyati yoritilgan. Dars jarayonida interaktiv usullar, multimedia vositalari va axborot-kommunikatsiya texnologiyalarining samarali tatbiqi tahlil qilingan. Shuningdek, o'quvchilarning eshitish, ko'rish, sezish kabi analizatorlari orqali tovush-harf o'zlashtirish jarayonini soddalashtirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar:

Savod o'rgatish, boshlang'ich ta'lim, tovush, harf, innovatsion texnologiyalar, AKT, interaktiv metodlar.

Kirish : Ta'lim – bu inson hayotini yorituvchi nur, uning shakllanishida esa maktab, ayniqsa, boshlang'ich sinf darslari katta ahamiyatga ega. Boshlang'ich sinf bu – ta'lim poydevori. Aynan shu davrda bolalarda yozuv, o'qish, tinglash va fikrlash ko'nikmalari shakllanadi. Ularning harf va tovushlarni to'g'ri o'zlashtirishi kelgusi bosqichdagi butun ta'lim jarayoniga bevosita ta'sir qiladi. Shu sababli bu jarayonda innovatsion texnologiyalardan foydalanish juda muhim va dolzarb masalaga aylanmoqda.

Asosiy qism

1. An'anaviy yondashuv va uning cheklovlari

Ilgari harflarni o'rgatish asosan og'zaki tushuntirish, doskaga yozish va oddiy kitobdan foydalanish orqali olib borilardi. Albatta, bu usullar ham o'z vaqtida foydali bo'lgan. Biroq zamonaviy bolalarning diqqatini ushlab turish, ularni faol jalb etish, ularning shaxsiy xususiyatlarini hisobga olish uchun faqat an'anaviy metodlar yetarli emas.

Masalan, "A" harfi o'rgatilganda faqat aytilishi va yozilishi tushuntirilsa, bolalar bu harfni tez unutib qo'yishlari mumkin. Lekin agar shu harfni animatsion video, musiqa, harakatli o'yin orqali o'rgatilsa, bu ular uchun nafaqat qiziqarli, balki samarali bo'ladi.

2. Innovatsion texnologiyalar – nima uchun kerak?

Innovatsion texnologiyalar – bu ta'lim jarayoniga yangicha yondashuv, ya'ni axborot-kommunikatsion vositalar, interaktiv metodlar, multimedia vositalari, raqamli ilovalar orqali ta'lim samaradorligini oshirishdir.

Ular quyidagi afzalliklarni beradi:

- Vizual va eshitish orqali o'rganish imkoniyati: o'quvchi harfni ko'radi, eshitadi, takrorlaydi va mustahkamlaydi.
- Individual yondashuv: har bir bola o'z tezligida va uslubida o'rganish imkoniyatiga ega bo'ladi.
- Qiziqish uyg'otadi: texnologiyalar o'yin, sarguzasht, multimedia orqali bolalarda darsga nisbatan ijobiy munosabat hosil qiladi.
- Faol ishtirokni ta'minlaydi: o'quvchilar darsning faol qatnashchisiga aylanadi, bu esa bilimlarni chuqurroq egallashga olib keladi.

3. Amaliy misollar va yondashuvlar

- Interaktiv doskalar: harflarni yozish, tovushlarni tinglash, harfni ob'ektlar bilan bog'lash (masalan: "O" – olma, "S" – soat) imkonini beradi.
- Mobil ilovalar: o'qituvchi "Alphabet learning", "Sound Train", "ABC Kids" kabi ilovalar orqali bolalarga topshiriqlar beradi.
- QR-kodli darsliklar: har bir sahifada joylashgan QR kod orqali tovushli yoki videoli mashq ochiladi.
- Ovozli robotlar: ayrim ilg'or maktablarda harfni aytgan o'quvchining tovushini aniqlab, to'g'ri yoki noto'g'riligini bildiruvchi ovozli qurilmalar ishlatilmoqda.
- Google Classroom, Kahoot, Wordwall kabi platformalar yordamida bolalar onlayn mashg'ulotlar orqali bilimlarini mustahkamlashadi.

4. O'qituvchining roli

Texnologiya – vosita, o'qituvchi esa kalitdir. Eng ilg'or qurilmalar bo'lsa ham, o'qituvchining mehribonligi, sabr-toqati va yondashuvi bo'lmasa, hech qanday natijaga erishib bo'lmaydi. O'qituvchi texnologiyani o'rganishi, uni darsga moslashtirishi va ayniqsa bolaning yoshi, qiziqishi va ehtiyojiga qarab qo'llashi kerak. Yaxshi o'qituvchi bolani faqat savodli emas, balki o'rganishni yoqtiradigan shaxs qilib tarbiyalaydi. Bu esa butun umrga zamin yaratadi.

Pedagogik yondashuv

O'qituvchining yondashuvi ham muhim. Quyidagi tavsiyalar natijadorlikni oshiradi:

O'quvchini faol tinglovchi va ko'ruvchi sifatida jalb etish;
Differensial yondashuv asosida individual topshiriqlar berish;
O'zlashtirishni kuzatish uchun raqamli diagnostika vositalaridan foydalanish;
Bolalar orasida musobaqa elementlari orqali rag'batlantirish.

Xulosa

Boshlang'ich ta'limda savod o'rgatish – bu juda mas'uliyatli jarayon. Harf va tovushlarni o'zlashtirish – bolaning butun keyingi ta'lim hayotini belgilaydi. Zamonaviy texnologiyalar bu murakkab jarayonni qiziqarli, sodda va samarali qiladi. Innovatsion yondashuvlar yordamida bola o'rganadi, ko'radi, eshitadi, harakat qiladi va eng muhimi – o'qishni sevib qoladi. Har bir o'qituvchi, har bir maktab texnologiyani to'g'ri qo'llasa, savodxonlik darajasi ortadi, ta'lim sifati esa yuksaladi.

Tovush va harflarni o'rgatishda innovatsion texnologiyalarni tatbiq etish orqali o'quvchilarning faolligi, mustaqil fikrlashi va eslab qolish ko'nikmalari rivojlanadi. Interaktiv vositalar yordamida savod o'rgatish jarayoni jonlanadi, bolalar har bir darsda yangi kashfiyot qilishdek hisni tuyadilar. Shu bois, har bir boshlang'ich sinf o'qituvchisi o'z amaliyotida zamonaviy texnologiyalardan foydalangan holda dars samaradorligini oshirishi zarur.

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**DIALECTICS OF SCIENTIFIC KNOWLEDGE AND ACTIVITY IN
RELATION TO THE DEVELOPMENT OF POSTNONCLASSICAL
SCIENCE: RESEARCH DIRECTIONS****Xidirov Mustafo Toyirqulovich****Doctoral Researcher at the National University of Uzbekistan,**

Abstract. This article analyzes how the dialectical connection between scientific knowledge and activity acquires new meaning in the context of postnonclassical science. Since the second half of the twentieth century, the postnonclassical stage of scientific development has promoted approaches based on the complex interaction between the knowing subject and the known object. On this basis, the article highlights the contextual, systemic, and self-organizing characteristics of knowledge activity. It also examines the philosophical methodology of scientific cognition, the role of human practical activity, and the socio-cultural factors that arise during the process of knowing, thereby demonstrating that scientific cognition includes not only theoretical but also activity-oriented forms.

Keywords: knowledge; activity; scientific cognition; practical activity; dialectics; postnonclassical science; subject–object relations; methodological pluralism; self-organization.

Human thought and its connection to surrounding reality through scientific cognition have always been central to philosophical inquiry. Since classical philosophy, thinkers have debated the inseparability of the cognitive process from human activity and their dialectical interdependence. However, only under the conditions of postnonclassical science has a fundamentally new, complex approach to the relationship between scientific cognition and activity begun to form. This approach interprets the cognitive process not as passive observation aimed at uncovering an objective truth in isolation, but as an active, contextual, and goal-directed form of human action.

The paradigm of postnonclassical science brings to the forefront, unlike earlier stages, the subjective, axiological, and socio-communicative aspects of science and cognition. The knowing subject is seen not merely as a reflector of an external object but as an active participant in interaction with that object. This necessitates interpreting scientific cognition itself as an integral part of activity. From this perspective, analyzing the dialectical interconnection between the cognition process and human activity becomes one of the urgent tasks of contemporary philosophy.

The complex ontological foundations of science and its epistemological content rank among the most pressing issues of today's philosophical thought. In particular, under the development of postnonclassical science, the very nature of the cognitive process, its main structural features, and its organic link to activity are being re-examined on new grounds not only within theoretical but also within practical ontology. In this approach, reality is not understood as a single layer but as a multilayered, interrelated system. Likewise, there is no longer a single knowing subject but a plurality of subjects, each requiring its own contextual approach. Moreover, science is no longer a claimant to absolute truth but a dynamic system capable of critically evaluating its own limits and methodological foundations. From this standpoint, activity is recognized not merely as personal experience but as a social-ontological practice aimed at fundamentally transforming reality.

The postnonclassical paradigm that emerged at the end of the twentieth and the beginning of the twenty-first centuries views the cognitive process not only through theoretical models but as a process tied to the subject's active stance and human practice [1]. In this view, science is not a neutral system that collects data, but a system of knowledge continuously shaped by human life activities, cultural values, and social needs, influenced by historical-legal, spiritual, and technological factors.

“The subject's activity in the cognitive process, the importance of intersubjective relations, and the dynamic nature of science demonstrate that scientific cognition is not universal but goal-directed. Subjectivity is not a deficiency of scientific cognition but its very essence” [2].

Research into the activity-related aspects of scientific knowledge must encompass all scientific investigations connected to human activity as well as analysis of all social relations that can influence scientific research. Several factors together have led to the contemporary urgency of these issues in the philosophy of science: social movements like environmentalism and feminism that critique science's dominant position in society; concerns about the social consequences of scientific discoveries; epistemological questions raised by “big science”; new trends in the history of science such as the move away from internalist historiography; and non-normative approaches in the sociology of science—all of which drive a renewed return to naturalism and pragmatism in philosophy.

Philosophers investigating the social character of scientific knowledge often trace the roots of these ideas back to John Stuart Mill. Both C. S. Peirce and Karl Popper, likewise, considered critical interaction among individuals central to validating

knowledge claims. Mill's arguments on this point—in his famous work *On Liberty* rather than in his logical and methodological treatises—state:

“If the opinion of one person were in solitude a private possession of no value to anyone else, suppressing it would be simply an injury to that one. But the peculiar evil of silencing the expression of an opinion is that it robs all of mankind... Both those who dissent and those who hold the opinion suffer. Were the opinion right, they lose the opportunity of exchanging error for truth; were it wrong, they lose, what is almost as great a benefit, the clearer perception and livelier impression of truth...”[3]

Mill thus shows that any claim to knowledge or truth applies universally: the possibility of error requires a free and critical public debate. Only through such debate can we be confident in our true beliefs and avoid one-sided or erroneous convictions.

“Scientific knowledge is now considered dependent on the social context of its creation. What is accepted as truth is not merely the product of empirical evidence but also of professional interests, political ideologies, and institutional loyalties” [4]

Such views have provoked reactions among philosophers who, while acknowledging the social dimensions of knowledge, strive to preserve the epistemological validity of scientific laws. Meanwhile, the organization of scientific research compels philosophers to examine the normative implications of scientific practices.

Research in other fields of science – such as work within the Human Genome Project – also exemplifies the traits of Big Science, demanding multiple specializations. The shift from small-scale amateur or university research to internationally funded, institutionally governed projects with significant economic impact underscores the need for new ethical and epistemological approaches. Moreover, dependence on centralized funding bodies and growing private or commercial foundations raises questions about the autonomy of modern scientific knowledge from its social and economic contexts.

Analyzing the dialectical relationship between scientific knowledge and activity in the context of postnonclassical science offers a profound understanding of the methodological and ontological directions of contemporary philosophy. As shown in this article, postnonclassical thought does not deny the interaction between subject and object but regards them as mutually formative active systems. Furthermore, the cognitive process is no longer passive observation but an activity-oriented phenomenon intrinsically linked to social and cultural contexts.

Recognizing the role of activity in scientific cognition necessitates viewing it as a means of understanding and transforming reality. In particular, the introduction of self-organizing system theories into philosophy has illuminated the dynamic, ever-

changing, and subjectivized character of the cognitive process. At the same time, within postnonclassical science, the interplay between knowledge and values, cognition and practice, is reaching a new level.

In conclusion, analyzing the dialectics of scientific knowledge and activity in harmony with the development of postnonclassical science stands as one of the most important tasks of modern philosophy, serving to clarify the social-spiritual foundations of cognition and its axiological and communicative criteria. This analysis reinforces the role of science not only as a producer of knowledge but as a conscious form of activity aimed at social progress.

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THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES IN SMALL BUSINESS AND PERFORMANCE INDICATORS

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Аннотация

В этой статье рассматривается внедрение цифровых технологий в малом бизнесе и анализируется, как такая интеграция влияет на ключевые показатели эффективности (KPI). С быстрым ускорением цифровой трансформации на мировых рынках малые и средние предприятия (МСП) все чаще используют цифровые инструменты для повышения производительности, оптимизации операций и повышения конкурентоспособности. Исследование фокусируется на том, как такие технологии, как облачные вычисления, системы управления взаимоотношениями с клиентами (CRM), платформы электронной коммерции и каналы цифрового маркетинга, влияют на эффективность бизнеса. Опираясь на данные различных глобальных тематических исследований и опросов МСП, в статье определяются измеримые воздействия на объем продаж, привлечение клиентов, экономическую эффективность и операционную масштабируемость. В статье также излагаются основные препятствия для внедрения цифровых технологий среди МСП, включая ограниченную цифровую грамотность, недостаточное финансирование и инфраструктурные различия. Подход с использованием смешанных методов, сочетающий количественные данные о производительности с качественной обратной связью от предпринимателей, обеспечивает целостное понимание результатов цифровой интеграции. Результаты показывают положительную корреляцию между цифровым принятием и эффективностью бизнеса, а также подчеркивают необходимость целевых политических вмешательств, программ обучения и доступа к доступной цифровой инфраструктуре. Статья завершается стратегическими рекомендациями по оптимизации цифрового принятия в малом бизнесе для обеспечения долгосрочного устойчивого роста.

Ключевые слова. Малый бизнес, цифровые технологии, показатели эффективности, инновации МСП, облачные вычисления, цифровая

трансформация, производительность, электронная коммерция, CRM, цифровой маркетинг.

Abstract

This article investigates the implementation of digital technologies in small businesses and analyzes how such integration influences key performance indicators (KPIs). With the rapid acceleration of digital transformation across global markets, small and medium-sized enterprises (SMEs) are increasingly leveraging digital tools to enhance productivity, streamline operations, and increase competitiveness. The study focuses on how technologies such as cloud computing, customer relationship management (CRM) systems, e-commerce platforms, and digital marketing channels affect business performance. Drawing upon data from various global case studies and SME surveys, the article identifies measurable impacts on sales volume, customer acquisition, cost-efficiency, and operational scalability. The paper also outlines major barriers to digital adoption among SMEs, including limited digital literacy, inadequate funding, and infrastructural disparities. A mixed-methods approach combining quantitative performance data with qualitative feedback from entrepreneurs provides a holistic understanding of digital integration outcomes. The findings reveal a positive correlation between digital adoption and business performance, while also emphasizing the need for targeted policy interventions, training programs, and access to affordable digital infrastructure. The article concludes with strategic recommendations for optimizing digital adoption in small businesses to drive long-term sustainable growth.

Keywords. Small business, digital technologies, performance indicators, SME innovation, cloud computing, digital transformation, productivity, e-commerce, CRM, digital marketing.

Introduction. In the contemporary business environment, digital technologies have emerged as transformative tools that significantly reshape how businesses operate, particularly in the small business sector. Small and medium-sized enterprises (SMEs) account for the majority of global employment and a significant portion of GDP in most economies. Despite their contribution, SMEs often face systemic limitations in terms of resources, infrastructure, and strategic capabilities. Digital technologies offer potential solutions to these limitations by providing cost-effective tools that can improve efficiency, foster innovation, and enable access to wider markets.

The post-COVID-19 economic reality has further accelerated the need for digital transformation among SMEs. Lockdowns, supply chain disruptions, and changes in

consumer behavior forced businesses to adapt rapidly or risk extinction. This period highlighted the importance of adopting technologies such as online platforms, digital payment systems, customer management software, and remote collaboration tools. While larger corporations had already embraced digitalization, many SMEs had to navigate the steep learning curve with limited support and expertise.

This article explores how the implementation of digital technologies affects the performance of small businesses, focusing on measurable indicators such as sales growth, customer engagement, cost efficiency, and operational agility. It also evaluates the challenges that inhibit digital adoption and identifies enablers that facilitate successful transformation. Special attention is given to low- and middle-income countries where infrastructural constraints and skills shortages may impede digital progress.

The central argument is that digital transformation, when appropriately tailored to the scale and needs of small businesses, serves as a catalyst for sustainable economic growth. However, its success is contingent upon supportive ecosystems, including policy frameworks, financial instruments, and education programs. Thus, this article seeks to contribute to the discourse on SME development by providing empirical insights and practical recommendations for policymakers, business owners, and development organizations.

Main part. The implementation of digital technologies in small businesses spans several domains: internal operations, customer relations, marketing, supply chain management, and strategic planning. The core technologies typically adopted include cloud-based platforms, e-commerce systems, social media marketing, and business analytics tools. Each of these technologies contributes differently to performance outcomes, depending on the nature of the business and its stage of digital maturity.

Cloud computing, for instance, enables small businesses to access scalable computing power and data storage without investing in expensive infrastructure. Services like Microsoft Azure, Google Workspace, and Amazon Web Services (AWS) allow SMEs to run applications, store customer data securely, and collaborate in real time. According to a 2022 report by Deloitte, SMEs using cloud solutions experience up to 26% higher productivity and 21% faster decision-making processes.

Customer Relationship Management (CRM) systems such as Salesforce or Zoho CRM enable businesses to better understand customer behavior, tailor their services, and retain client loyalty. Studies show that companies using CRM tools have increased customer retention by 27% and improved cross-selling rates by up to 30%. Moreover, integrating CRM with digital marketing tools such as email automation and targeted

ads enhances personalization, which is a critical performance metric in modern commerce.

E-commerce platforms provide small retailers and service providers with access to national and global markets. Platforms like Shopify, Etsy, and local equivalents facilitate online presence and digital transactions. In developing countries, mobile payment systems such as M-Pesa in Kenya or Payme in Uzbekistan have transformed retail operations by enabling safe, cashless transactions. SMEs adopting these systems reported a 40% increase in transaction volume and a 35% expansion in customer base within the first year of implementation (World Bank, 2023).

Digital marketing is another vital area where small businesses can compete with larger firms at relatively low cost. Social media platforms, SEO strategies, and influencer collaborations have proven highly effective. For instance, a case study of a textile SME in Uzbekistan that adopted Instagram-based marketing showed a 300% growth in monthly sales over a six-month period. Digital analytics tools allow for precise measurement of campaign effectiveness, enabling continuous refinement.

Despite the positive impacts, several barriers persist. Limited digital skills among entrepreneurs and staff is a major hurdle. According to an OECD survey, 45% of SME owners identify lack of knowledge as the main obstacle to digital adoption. Additionally, affordability of advanced tools remains an issue, particularly in emerging economies. Infrastructural limitations—such as low internet bandwidth and unstable electricity—further hinder digital integration.

To overcome these challenges, successful strategies include government-subsidized digital literacy programs, partnerships with tech providers offering SME discounts, and the creation of business incubators with access to shared digital infrastructure. Public-private collaborations have also proven effective, as demonstrated by India's Digital MSME Scheme and similar initiatives in Eastern Europe.

Conclusion. The integration of digital technologies into small business operations has proven to be a pivotal factor in enhancing performance, competitiveness, and long-term sustainability. This article has demonstrated that technologies such as cloud computing, CRM, digital marketing, and e-commerce provide measurable benefits in terms of productivity, sales, customer engagement, and operational efficiency. Case studies and statistical data confirm that digitally equipped SMEs outperform their non-digitized counterparts across various indicators.

However, digital transformation is not a one-size-fits-all solution. The degree of benefit derived from technology depends on contextual factors including the industry, geographic location, digital maturity, and the readiness of both management and

employees. Therefore, strategies to promote digitalization in SMEs must be nuanced, inclusive, and adaptive to local realities.

Crucially, overcoming barriers such as limited digital literacy, infrastructure gaps, and financing constraints will require coordinated efforts. Governments have a key role to play by designing policies that support digital adoption through fiscal incentives, regulatory clarity, and education. Development agencies and private sector actors should collaborate to provide accessible tools and platforms, particularly in underserved regions.

It is also important to measure the impact of digital adoption using standardized performance indicators. KPIs such as customer acquisition cost, return on digital investment (RODI), employee productivity rates, and digital revenue share should be systematically monitored to inform strategy. Encouraging SMEs to engage in continuous digital learning and providing platforms for knowledge exchange will ensure that technology adoption is sustainable and growth-oriented.

In conclusion, digital technologies are reshaping the small business landscape, offering unprecedented opportunities for agility, innovation, and expansion. By fostering an enabling environment and addressing structural limitations, stakeholders can ensure that the digital revolution becomes an inclusive engine of economic progress. Small businesses, as the backbone of many economies, stand to benefit immensely from this transformation—provided they are equipped, empowered, and encouraged to participate fully in the digital future.

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THE ROLE OF INSTITUTIONAL INVESTORS IN THE DEVELOPMENT OF CAPITAL MARKETS: THE CASE OF UZBEKISTAN

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Аннотация

В этой статье рассматривается важнейшая роль институциональных инвесторов в развитии рынков капитала, с упором на случай Узбекистана. Поскольку развивающиеся экономики стремятся создать динамичные и прозрачные рынки капитала, институциональные инвесторы, включая пенсионные фонды, страховые компании, инвестиционные фонды и суверенные фонды благосостояния, все чаще признаются ключевыми агентами стабильности рынка, ликвидности и эффективности. В статье рассматриваются теоретические основы участия институциональных инвесторов, определяются передовые международные практики и оценивается прогресс и ограничения Узбекистана в мобилизации долгосрочного институционального капитала. На основе анализа политики, обзора регулирования и эмпирических данных исследование показывает, что институциональные инвесторы в Узбекистане остаются недостаточно развитыми, несмотря на усилия правительства по либерализации финансового сектора. Такие факторы, как узкая база активов, фрагментация регулирования, недостаточная защита инвесторов и низкая финансовая грамотность, препятствуют их эффективному участию на рынках капитала. Статья завершается рекомендациями по политике, направленными на укрепление нормативной инфраструктуры, повышение прозрачности рынка и содействие вовлечению институциональных инвесторов для обеспечения устойчивого роста рынков капитала Узбекистана.

Ключевые слова. Рынки капитала, институциональные инвесторы, Узбекистан, финансовый сектор, инвестиционные фонды, пенсионные фонды, развитие рынка, ликвидность, нормативно-правовая база, финансовая реформа.

Abstract

This article explores the critical role of institutional investors in the development of capital markets, focusing on the case of Uzbekistan. As emerging economies strive to establish dynamic and transparent capital markets, institutional investors—including

pension funds, insurance companies, investment funds, and sovereign wealth funds—are increasingly recognized as key agents of market stability, liquidity, and efficiency. The article examines the theoretical framework of institutional investor involvement, identifies international best practices, and evaluates Uzbekistan’s progress and constraints in mobilizing long-term institutional capital. Based on policy analysis, regulatory review, and empirical data, the study reveals that institutional investors in Uzbekistan remain underdeveloped despite government efforts to liberalize the financial sector. Factors such as a narrow asset base, regulatory fragmentation, insufficient investor protection, and low financial literacy hinder their effective participation in capital markets. The article concludes with policy recommendations aimed at strengthening the regulatory infrastructure, enhancing market transparency, and fostering institutional investor engagement to ensure the sustainable growth of Uzbekistan’s capital markets.

Keywords. Capital markets, institutional investors, Uzbekistan, financial sector, investment funds, pension funds, market development, liquidity, regulatory framework, financial reform.

Introduction. Capital markets play a pivotal role in mobilizing long-term resources, allocating capital efficiently, and supporting economic development. A well-functioning capital market not only provides businesses with access to finance beyond traditional banking channels but also offers investors diversified instruments to allocate risk-adjusted returns. One of the most important contributors to the evolution and deepening of capital markets are institutional investors, whose scale, professionalism, and long-term investment horizon allow them to drive demand for market instruments, influence corporate governance, and promote stability.

Institutional investors—comprising pension funds, mutual funds, insurance companies, and sovereign wealth funds—are central to capital market formation in both developed and emerging economies. These entities are often seen as strategic actors capable of enhancing liquidity, reducing volatility, and encouraging innovation in financial products. Furthermore, their fiduciary responsibility to beneficiaries typically aligns with stable, long-term investment approaches, which are essential for the development of capital markets.

In the context of Uzbekistan, the capital market is still in its nascent stage, despite notable reforms in recent years. The Uzbek government has prioritized the liberalization of the financial sector and the development of a robust capital market infrastructure as part of its broader economic modernization strategy. Presidential

decrees, legislative updates, and institutional restructuring have laid the foundation for market growth. However, the role of institutional investors remains limited, both in terms of size and scope.

This article seeks to analyze the potential and actual contributions of institutional investors to the development of capital markets in Uzbekistan. It addresses key questions: What roles do institutional investors play in maturing capital markets? What is the current state of institutional investor activity in Uzbekistan? What are the barriers preventing their full participation, and how can these be overcome?

Through a combination of theoretical exploration, empirical analysis, and policy evaluation, the article aims to provide a comprehensive understanding of how institutional investors can be catalysts for market development in Uzbekistan. The findings will be of interest to policymakers, financial market regulators, investment professionals, and academics seeking to promote inclusive and resilient financial systems in emerging economies.

Main part. Institutional investors bring several structural advantages to capital markets. Unlike retail investors, who may act on short-term sentiments, institutional investors typically follow analytical investment strategies, contributing to informed pricing and reduced market volatility. Their involvement increases the depth and liquidity of financial markets by ensuring a steady flow of capital and active trading in various asset classes. Moreover, institutional investors often drive demand for high-quality financial instruments and better disclosure standards, exerting positive pressure on corporate governance practices and regulatory frameworks.

Globally, countries with robust institutional investor participation—such as the United States, the United Kingdom, Canada, and the Netherlands—have well-developed capital markets. In these countries, pension funds and insurance companies are among the largest holders of equities and bonds. Their consistent demand supports market liquidity and encourages financial innovation. In East Asia, South Korea and Malaysia provide successful models where targeted policies helped build pension systems and mutual funds that channeled savings into domestic capital markets.

In Uzbekistan, however, the contribution of institutional investors remains marginal. As of 2023, the total assets under management by domestic pension and investment funds are significantly below regional benchmarks. The state pension system dominates the landscape, while voluntary private pension schemes and mutual investment funds are still in embryonic stages. Insurance companies mostly invest in bank deposits due to limited available instruments in the capital market. This underlines the limited sophistication and depth of institutional capital.

Several structural and institutional challenges hinder the development of institutional investors in Uzbekistan. Firstly, the legal and regulatory framework governing investment funds, insurance companies, and pension systems is fragmented and lacks coherence. The overlap of regulatory functions among different agencies results in inconsistent supervision and creates uncertainty for market participants. Secondly, capital market instruments such as corporate bonds, derivatives, and real estate investment trusts (REITs) are either underdeveloped or non-existent, limiting the investment universe for institutional players.

Thirdly, macroeconomic volatility and limited investor protection reduce institutional investors' willingness to commit long-term capital. Without strong safeguards for property rights, reliable disclosure practices, and effective dispute resolution mechanisms, risk-adjusted returns remain unattractive. Moreover, a general lack of financial literacy among the population hampers the growth of demand-driven savings vehicles like mutual funds and private pensions.

Despite these challenges, recent reforms offer grounds for cautious optimism. The Capital Market Development Agency (CMDA) and Central Securities Depository have taken steps to modernize the infrastructure for trading and settlement. The 2021 Presidential Decree on capital market liberalization outlined a roadmap for developing investment funds and supporting institutional capital formation. The creation of state investment funds such as the Uzbekistan Direct Investment Fund is another positive development aimed at crowding in private investors through co-investment mechanisms.

To fully harness the potential of institutional investors, Uzbekistan must continue reforming its regulatory framework, incentivizing innovation in financial products, and building capacity in both the public and private sectors. The integration of environmental, social, and governance (ESG) principles could further align institutional investment with sustainable development goals and attract impact-oriented capital.

Conclusion. Institutional investors play a vital role in the development and stabilization of capital markets by providing long-term funding, promoting efficient pricing, and improving corporate governance. In countries with mature financial ecosystems, institutional investors have been the backbone of capital market expansion. They facilitate the transformation of savings into productive investments and enable market-based financing for economic growth. Their size, strategic

orientation, and investment horizon make them particularly suited to drive financial deepening and resilience.

In the case of Uzbekistan, the underutilization of institutional investors represents a missed opportunity to accelerate capital market development. While the government has made commendable progress in reforming the financial sector, more targeted actions are required to support the emergence and expansion of institutional investors. The challenges are multifaceted: legal fragmentation, limited market instruments, shallow liquidity, low financial literacy, and insufficient investor protection all serve as constraints.

Moving forward, the government and regulatory authorities should prioritize several strategic reforms. First, it is imperative to develop a unified and coherent regulatory framework for all types of institutional investors. This should be accompanied by capacity-building programs for regulators to ensure consistent enforcement and oversight. Second, market depth must be improved by introducing a wider range of investment products, including long-term government securities, municipal bonds, and asset-backed securities.

Third, public awareness campaigns and financial education programs can play a crucial role in promoting savings culture and investor participation. Partnering with private financial institutions to introduce pension products and retail mutual funds could help stimulate demand and build the foundation for institutional investment. Fourth, digitalization of trading platforms, fund management, and regulatory compliance will enhance transparency, reduce costs, and make capital markets more accessible to a wider audience.

Lastly, the state can act as a market enabler by supporting public-private partnerships in the investment sector, providing seed capital for emerging funds, and ensuring macroeconomic stability. Encouraging foreign institutional investors to participate in domestic markets through liberalized access and bilateral cooperation agreements could also stimulate growth.

In conclusion, institutional investors are not merely passive participants but active architects of capital market ecosystems. For Uzbekistan to realize its vision of a diversified, innovative, and investment-driven economy, institutional investor development must become a central pillar of its financial strategy. Strengthening their

role will not only deepen capital markets but also foster a more resilient and inclusive financial system capable of supporting long-term national development goals.

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ИЗУЧЕНИЕ ЦЕЛЛЮЛАЗНОЙ АКТИВНОСТИ ТЕРМИТОВ ПО ДЕГРАДАЦИИ ЦЕЛЛЮЛОЗЫ И ИХ ИНАКТИВАЦИИ ФТОРИДОМ НАТРИЯ

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Ключевые слова: термит, целлюлаза, целлюлоза, эндо- α -1,4- глюканазы, целлобиогидролазы, β -глюкозидазы.

Key words: termite, cellulase, cellulose, endo- α -1,4-glucanases, cellobiohydrolases, β -glucosidases.

Термиты наносят серьезный вред деревянным конструкциям культурно-исторических памятников, объектам стратегического назначения, гидротехническим сооружениям, населенным пунктам и административным зданиям. Одна семья термитов из 25 тысяч особей, обитающая в 100 см³ объема, в год потребляет в среднем до 50 тысяч см³ различного вида целлюлозы. Вместе с тем все это приводит к глобальному круговороту углерода и повышению в атмосфере концентрации парникового газа – диоксида углерода. Все это осуществляется за счет пищеварительных секретов термитов и ферментов симбионтов, а также за счет активности биохимических процессов.

Термиты имеют специализированную систему переваривания целлюлозы. Различные целлюлазы участвуют в деградации целлюлозы у термитов и их симбионтов. Важным направлением исследований является изучение целлюлазной активности термитов. Три основных типа целлюлаз-это эндо- α -1,4- глюканазы, целлобиогидролазы и β -глюкозидазы, и деградация целлюлозы требует синергического действия трех типов гликозидгидролаз. Модели и характеры целлюлаз у термитов и их симбионтов были широко описаны, а целлюлазная активность целлюлаз и их распределение в пищеварительной системе были различными у различных видов термитов. В последнее время в основном изучались распределения различной активности целлюлазы в каждом сегменте кишечника термитов, и обнаружили, что экспрессия генов эндогенной целлюлазы переместилась из слюнных желез низших термитов в среднюю кишку высших термитов.

Нашим объектом исследований является термиты рода *Anacanthotermes*

turkestanicus. Термиты были привезены из разных областей Узбекистана.

Анализ активности целлюлазы. В двух пробирках суспензировали по 50 мг окрашенного субстрата в 4 мл 0,1 М ацетатного буфера (pH=4,5) при 40°C, перемешивая на магнитной мешалке 5 мин. Затем в одну пробирку добавляли 0,1 мл раствора, содержащего 2-6 мг ферментного препарата, продолжая перемешивать. В другую пробирку также добавляли 0,1 мл указанного раствора ферментного препарата, и содержимое быстро пропускали через фильтр (контроль). Через 20 мин. реакцию смесь в первой пробирке пропускали через фильтр и определяли оптическую плотность фильтрата при длине волны 490 нм для ОЦ-31 и 375 нм для НОЦ-ОХ против контрольной пробы.

Оптическую плотность гидролизатов измеряли на спектрофотометре «Spekol-II» (ГДР). Целлюлазную активность определяли по результатам трех параллельных измерений согласно формуле:

$$A \text{ (усл. ед./г)} = \frac{D \cdot 1000}{M};$$

где D -оптическая плотность гидролизата, M -масса ферментного препарата, взятого для анализа.

За условную единицу активности принимали активность такого количества фермента, которая образует 1 ед. оптической плотности при 500, 490, 410 или 375 нм (в зависимости от типа красителя) за 20 мин.

Результаты и обсуждение.

Было изучено влияние ингибиторов на целлюлазную активность фермента термитов. Полученные данные говорят о том, что фторид натрия в концентрации 10 мг/л ингибирует целлюлазную активность во всех образцах и, хотя этот эффект проявляется в разной степени (снижение активности от 1,5 до 5 раз).

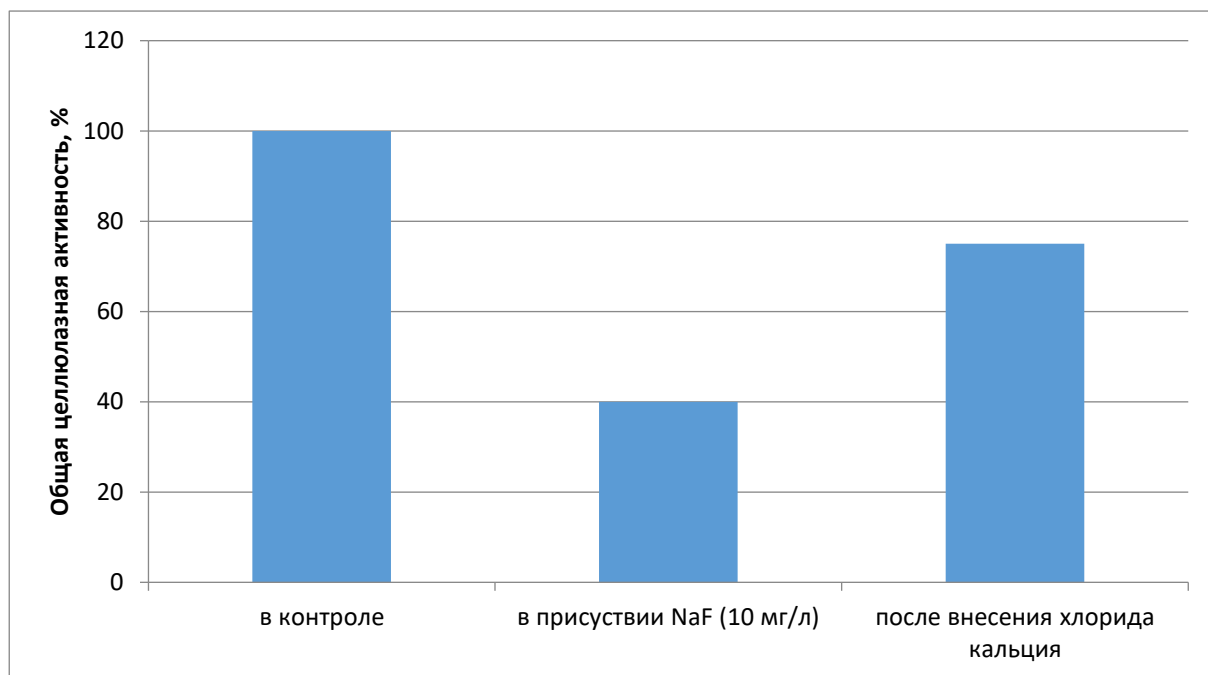


Рис. 1. Реактивация фермента брюшной части термита хлоридом кальция после фторид-зависимого ингибирования целлюлазной активности

Что касается динамического сдвига у термитов, то наши результаты показали, что целлюлазная активность и деградирующая активность фильтровальной бумаги были наиболее сильно сосредоточены в кишке изученных термитов, чем у других образцов (части тела, образцы I и II) термитов, что подтверждающие исследования ЭГ, динамическое изменение целлюлазной активности подтверждают соответствующему отчету Fujita A., T. Miura, T. Matsumoto (2008) и Tokuda G (2009). Они предположили, что основное положение активности к голове/передней кишке с эволюцией древесных термитов, и эволюционировавшие древесные термиты, такие как термиты Rhinotermitidae и Termitidae, могут иметь более высокую активность БГ в грудной части тела термита.

Что касается сравнения активности целлюлазы в целых телах термитов, то было высказано предположение, что деградирующая активность фильтровальной бумаги и процентное содержание СВН в полных целлюлазах увеличиваются со средней повышением эволюционного статуса.

Полученные данные показывают полученные суспензии от разных мест тело термитов после фильтрование наибольшее гидролизуют целлюлозу в виде фильтровальной бумаги, чем суспензии без фильтрованием это тоже

доказывают что имеющие разных веществ в составе субстрата отрицательно влияет на биodeградацию образцов целлюлозы (в виде фильтровальной бумаги). Полученные данные даёт возможность сделать вывод в том что термиты в грудной и брюшной части, целлюлазная активность термита постепенно уменьшается. Эту явлению можно объяснить тем что в составе полученной суспензии имеются разные примеси и они могут влиять на целлюлазную активность, так как не однократно было доказано что на активность целлюлазы могут влиять мультиномиальные факторы, такие как температура, субстрат, состояние и состав субстрата.

Было показано, что фторид натрия в концентрации 10 мг/л ингибирует целлюлазную активность во всех образцах и, хотя этот эффект проявляется в разной степени (снижение активности от 1,5 до 5 раз).

Переведённый на рисунке служит доказательством того, что наблюдаемый эффект определяется именно фторид-анионом, является эксперимент, в ходе которого в реакционную среду (фермент-субстрат-буфер), содержащую фторид натрия (10 мг/л), добавлялось эквимольное количество хлорида кальция. После выпадения фторида кальция в осадок происходила частичная реактивация фермента

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Изучение влияния ионов металлов на активность целлюлаз

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Целлюлазные ферменты представляют собой особый класс биологических катализаторов, обеспечивающих расщепление целлюлозы — одного из самых распространённых органических полимеров на Земле. Целлюлоза входит в состав клеточных стенок растений и является важным компонентом растительной биомассы. Благодаря своим уникальным свойствам, она представляет значительный интерес для различных областей науки и промышленности, включая биотехнологию, биоэнергетику, сельское хозяйство и переработку отходов.

На фоне глобальных изменений климата, дефицита невозобновляемых ресурсов и необходимости экологической устойчивости, интерес к целлюлазным ферментам только возрастает. Они рассматриваются как ключевое звено в цепи преобразования растительной биомассы в экологически безопасные материалы, топлива и химические вещества. Кроме того, исследования в этой области способствуют формированию нового научного направления — ферментативной инженерии, цель которого заключается в создании более стабильных, активных и устойчивых ферментных систем.

В качестве источника целлюлаз использовался промышленный штамм гриба *Trichoderma reesei*, известный своей способностью к высокой продукции целлюлазных ферментов. Культивирование проводилось на жидкой среде, содержащей 1% микрокристаллическую целлюлозу в качестве индуцирующего субстрата, 0,5% мальтозы и необходимые минеральные соли (состав среды согласно стандартному рецепту для *Trichoderma*).

Инкубация культуры велась при температуре 28 °C и постоянном перемешивании (150 об/мин) в течение 6 суток. По окончании культивирования культуральная жидкость фильтровалась через марлю и центрифугировалась при 8000 об/мин в течение 20 минут для удаления клеточного осадка и нерастворимых частиц.

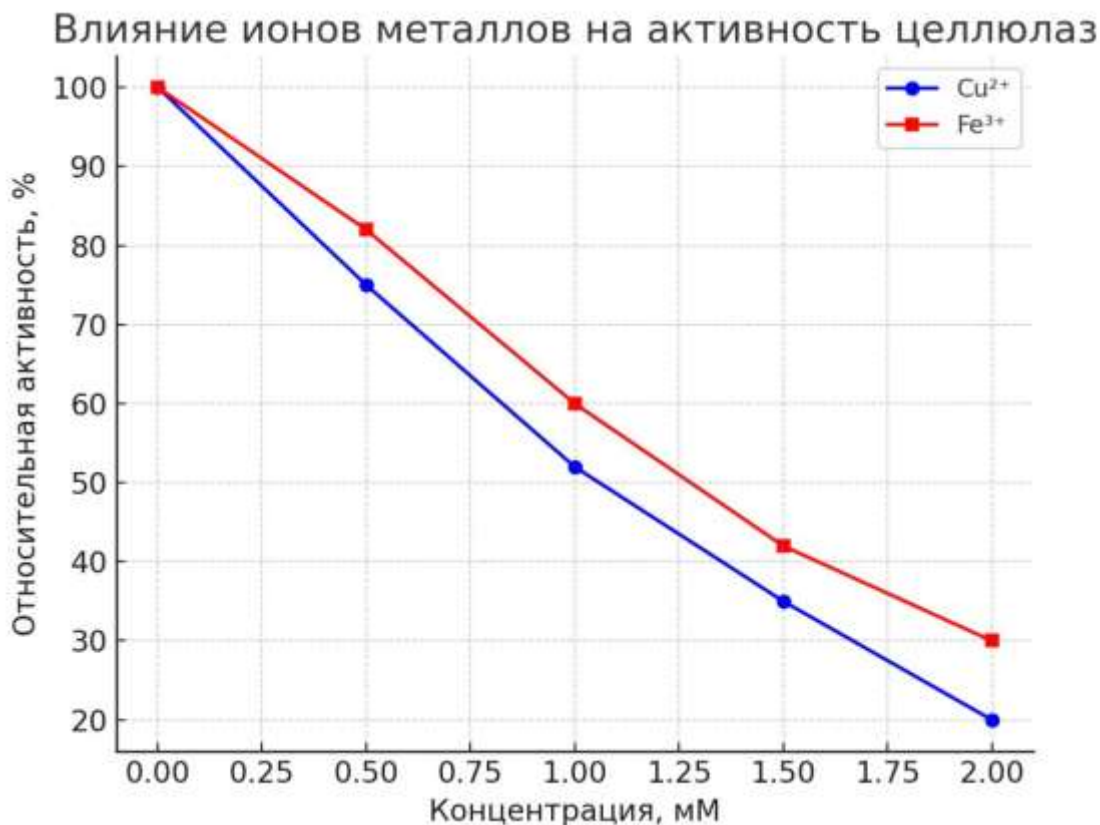
Супернатант культуры подвергался аммонийному осаждению с добавлением соли до 70% насыщения. Полученный белковый осадок растворяли в цитрат-фосфатном буфере (pH 5,0) и диализировали против того же буфера в течение 12

часов для удаления избыточного аммония и солей. При необходимости для повышения чистоты препарата использовали ионообменную хроматографию на DEAE-сорбенте.

Активность фермента оценивали по количеству редуцирующих сахаров, образующихся в результате гидролиза микрокристаллической целлюлозы, используя метод 3,5-динитросалициловой кислоты (DNS). Реакция инкубировалась при 50 °С и pH 5,0 в течение 30 минут. Единица активности (U) определялась как количество фермента, выделяющего 1 мкмоль глюкозы за 1 минуту.

Влияние ионов металлов на активность целлюлаз

№	Ион и концентрация, мМ	Cu ²⁺ (активность, %)	Fe ³⁺ (активность, %)
1	0 (контроль)	100	100
2	0.5	75	82
3	1.0	52	60
4	1.5	35	42
5	2.0	20	30



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Azotobacter — живые помощники для урожая без химии**Рахимова К.З.**

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Современное сельское хозяйство стремится к устойчивому развитию, минимизируя экологическую нагрузку на окружающую среду. Одним из ключевых направлений этого процесса является замена или дополнение химических удобрений биологическими. Биоудобрения на основе азотфиксирующих бактерий, в частности *Azotobacter*, представляют собой перспективное решение, поскольку позволяют не только улучшить питание растений, но и повысить плодородие почвы без вреда для экосистемы.

В Узбекистане, где значительная часть земель подвержена засолению и эрозии, особенно важно внедрение экологически чистых и эффективных агротехнологий. Использование бактериальных биоудобрений, адаптированных к местным условиям, может существенно повысить урожайность сельскохозяйственных культур и снизить затраты фермеров на приобретение химических препаратов. Научные исследования показывают, что бактерии рода *Azotobacter* способны не только фиксировать атмосферный азот, но и синтезировать фитогормоны, витамины, органические кислоты, оказывая комплексное воздействие на рост растений.

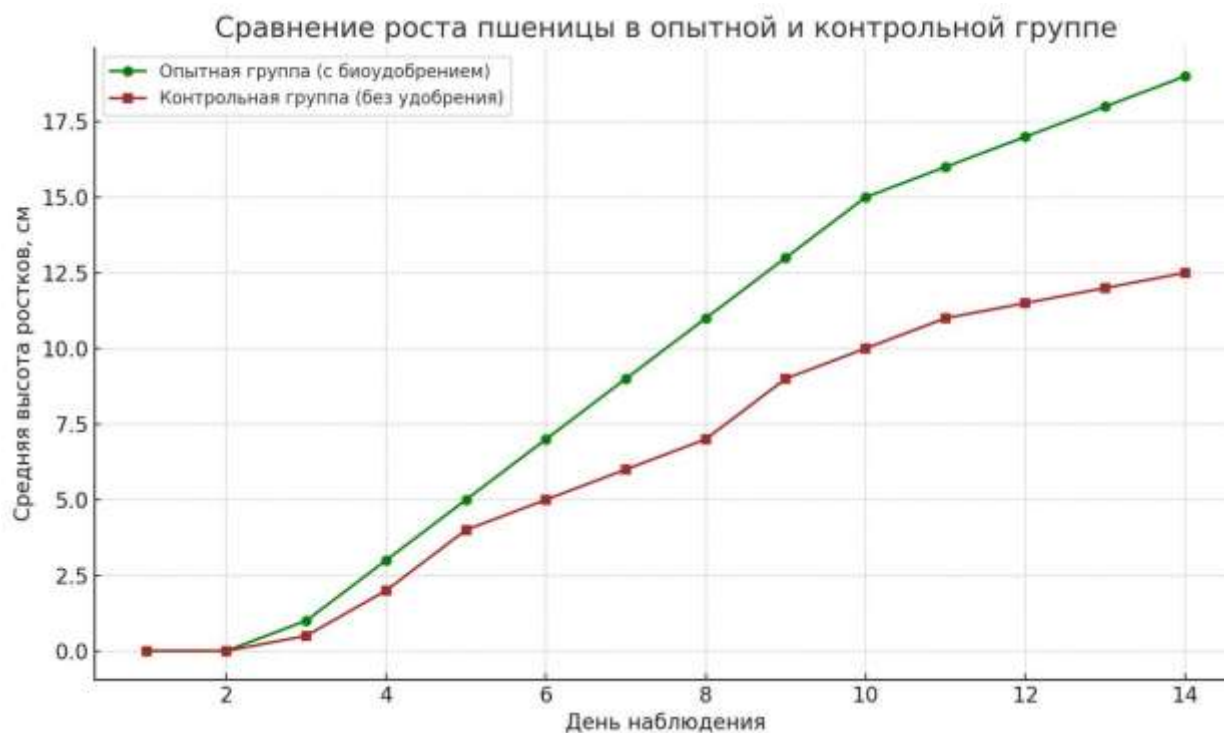
Азотобактер выделяли методом почвенных комочков. Для этого использовали почвенный образец с поля из-под хлопчатника. Увлажнённую почву комочками раскладывают на поверхность питательной среды Эшби в чашки Петри. Навеску почвы увлажняют стерильной водопроводной водой до пастообразного состояния и микробиологической петлей или тонкой стеклянной палочкой раскладывают комочки - 50 комочков на каждую чашку. Чашки помещают в термостат во влажной камере при 28 – 30°С на 3 суток. Спустя 3 суток на чашках можно наблюдать рост слизистых колоний вокруг комочков почвы. Аккуратно петличкой брали каплю слизи и переносили на агаризованную среду Эшби, размазывали каплю штрихом и этой же петличкой размазывали остатки капли ещё по 2 чашкам. Через 2 суток наблюдали рост бесцветных слизистых колоний. На первой чашке был очень сильный рост и вся поверхность была покрыта слизью. На третьей чашке можно было увидеть отдельные маленькие колонии. Далее из третьей чашки брали каплю колонии и помещали на агаризованную

среду Эшби для дальнейшей расчистки. Чашку помещали в термостат и культивировали при 28°C в течение 2 дней. Микроскопировали при увеличении 900 диоптрий. Посев был проведён на жидкую среду Эшби, в которой бактерии активно развивались на протяжении 72 часов при температуре +28...+30 °C в условиях постоянного аэрирования.

Для оценки действия штаммов *Azotobacter* использовала семена пшеницы. Все семена были предварительно отсортированы и обработаны 1% раствором марганцовки (перманганат калия) в течение 20 минут, затем промыты в стерильной воде и подсушены на стерильной фильтровальной бумаге.

В опытные контейнеры внесла культуральной жидкости штаммов *Azotobacter* в количестве 10 г на 500 г почвы. Смесь тщательно перемешалась, чтобы равномерно распределить препарат по всей толщине почвы. После этого в каждую группу я высадила по 10 семян пшеницы на одинаковую глубину (примерно 1,5–2 см).

Уже на 3–4 день я заметила, что семена из опытной группы начали прорастать быстрее, чем в контрольной. Ростки выглядели более зелёными и крепкими. К 10 дню различия стали особенно заметны — в опытной группе растения имели более развитую корневую систему и большую высоту.



На приведённом графике представлено сравнение средней высоты ростков пшеницы в течение 14 дней наблюдения между контрольной группой (без биоудобрения) и опытной группой (с внесением препарата на основе *Azotobacter*).

Использование биоудобрения, приготовленного на основе бактерий *Azotobacter*, положительно сказалось на скорости прорастания и общем росте растений. Это подтверждает эффективность препарата и его биостимулирующее действие на начальных этапах развития пшеницы.

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ИЗУЧЕНИЕ ЦЕЛЛЮЛАЗНОЙ АКТИВНОСТИ ТЕРМИТОВ ПО ДЕГРАДАЦИИ ЦЕЛЛЮЛОЗЫ

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Термиты (Isoptera) — одни из наиболее эффективных разрушителей лигноцеллюлозной биомассы в природе. Несмотря на их репутацию вредителей, способных наносить ущерб деревянным конструкциям, термиты играют ключевую роль в экосистемах, способствуя разложению растительных остатков и возвращению питательных веществ в почву. Их способность переваривать трудно расщепляемые компоненты растительных клеточных стенок, такие как целлюлоза, гемицеллюлоза и лигнин, обусловлена наличием уникальной ферментативной системы, функционирующей в симбиозе с разнообразной микрофлорой кишечника. Среди многочисленного и бесконечно разнообразного мира насекомых термиты (Isoptera) занимают особое место. Их значение для биосферных процессов определяется следующими обстоятельствами. Во-первых, этот отряд, хотя и не самый многочисленный по числу видов, но один из самых многочисленных по числу особей, имеющий экстремально большую биомассу. Во-вторых, это один из немногих таксонов, который на протяжении многих лет непрерывно наращивает свою численность и расширяет ареал обитания, вторгаясь в урбанизированные биоценозы и агроценозы. В-третьих, они имеют исключительное негативное значение для человечества, так как разрушают деревянные постройки.

В двух пробирках суспензировали по 50 мг окрашенного субстрата в 4 мл 0,1 М ацетатного буфера (рН=4,5) при 40⁰С, перемешивая на магнитной мешалке 5 мин. Затем в одну пробирку добавляли 0,1 мл раствора, содержащего 2-6 мг ферментного препарата, продолжая перемешивать. В другую пробирку также добавляли 0,1 мл указанного раствора ферментного препарата, и содержимое быстро пропускали через фильтр (контроль). Через 20 мин. реакционную смесь в первой пробирке пропускали через фильтр и определяли оптическую плотность фильтрата при длине волны 490 нм для ОЦ-31 и 375 нм для НОЦ-ОХ против контрольной пробы.

Оптическую плотность гидролизатов измеряли на спектрофотометре «Spekol-II» (ГДР). Целлюлазную активность определяли по результатам трех параллельных измерений согласно формуле:

$$A \text{ (усл. ед./г)} = \frac{D \cdot 1000}{M};$$

где D -оптическая плотность гидролизата, M -масса ферментного препарата, взятого для анализа.

За условную единицу активности принимали активность такого количества фермента, которая образует 1 ед. оптической плотности при 500, 490, 410 или 375 нм (в зависимости от типа красителя) за 20 мин.

Термиты играют важную роль в деградации целлюлозных материалов в природе, и особое внимание уделяется активности и экспрессии термитных целлюлаз [2]. Эффективное переваривание целлюлозы у термитов требует как эндогенных, так и кишечных микробных целлюлаз. Настоящее исследование показало, что грудная и брюшная часть является основным местом переваривания целлюлозы у термитов, что согласуется с сообщением.

Мы провели сравнительное определение активности из трех отделов тела термитов сырых ферментов по отношению к фильтровальной бумаги, которую определяли по образованию глюкозы и восстанавливающих сахаров методом Шомоди – Нельсона [6]. За единицу активности принимали количество фермента, которое приводит к образованию 1 мкМ ВС за 1 мин из соответствующего субстрата. На таблице 1 и рисунке 1 представлены результаты этих экспериментов, из которых видно, что наиболее активной оказалась, образцы грудно-брюшной части тела термитов.

Таблица 1. Полная целлюлазная активность разных частей тела у испытуемых рабочих-термитов.

№	Части тел термитов	После 1 часа	48 часов	72 часов
1	Термит	7,4	3,9	3,2
2	Головная отдел термита	4,7	4,2	4,2
3	Грудной и брюшной отдел термита	10,5	10	9,5

Полученные данные показывают что (Рис. 1.) полученные суспензии от разных мест тело термитов после фильтрование наибольшее гидролизуют целлюлозу в виде фильтровальной бумаги, чем суспензии без фильтрованием это тоже доказывают что имеющие разных веществ в составе субстрата отрицательно влияет на биodeградацию образцов целлюлозы (в виде фильтровальной бумаги).

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“HIND SAYYOHI BAYONOTI”DA DAVR MUAMMOLARINING BADIY TALQINI

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Annotatsiya: *Jadidchilik adabiyoti haqida soʻz yuritir ekanmiz, Abduraif Fitratning bu boradagi oʻrnini alohida eʼtirof etish joiz. Uning har bir asarida oʻsha zamon va makondagi muammolar, ularning yechimlari boʻyicha qimmatli fikrlar joy olgan. Jumladan, adibning “Hind sayyohi bayonoti” asarida Buxoro xonligining, umuman Turkistonning iqtisodiy, ijtimoiy, siyosiy, diniy hayotidagi kamchiliklar, muammolar keskin fosh etiladi. Shuningdek, ularni hal qilishga oid islohotchilik gʻoyalari ham beriladi.*

Kalit soʻzlar: *milliy uygʻonish, islohot, gʻoya, maʼrifatparlik, asar, muammo, obraz, hadis.*

Аннотация: *Говоря о джадидской литературе, стоит признать особое место Абдураифа Фитрата в этом плане. Каждое его произведение содержит ценные мысли о проблемах того времени и места, их решениях. В частности, произведение писателя «Заявление индийского путешественника» остро обнажает недостатки и проблемы в экономической, социальной, политической и религиозной жизни Бухарского ханства и Туркестана в целом. Также приводятся реформаторские идеи по их решению.*

Ключевые слова: *национальное пробуждение, реформа, идея, просвещение, произведение, проблема, образ, хадис*

Abstract: *Speaking about Jadid literature, it is worth recognizing the special place of Abduraif Fitrat in this regard. Each of his works contains valuable ideas on the problems of that time and place, their solutions. In particular, the writer's work "The Statement of the Indian Traveler" sharply exposes the shortcomings and problems in the economic, social, political, and religious life of the Bukhara Khanate and Turkestan in general. Reformist ideas for solving them are also given.*

Keywords: *national awakening, reform, idea, enlightenment, work, problem, image, hadith*

Abduraif Fitrat XX asrning boshlaridagi ijtimoiy-madaniy oʻzgarishlar zamonida yashadi. Ana shunday talotoʻpli hayot, milliy uygʻonish va bu uygʻonishni bostirishga urinishlar, mustamlakachilik zulmi, millat erki va taqdirining xavf ostida qolishi Fitrat

ijodining asl g'oyasini belgiladi. Aytish mumkinki, islohotchilik, ma'rifatparvarlik, Turkiston birligi g'oyalari Fitrat uchun har doim asosiy g'oyaviy bazis bo'lib xizmat qilgan.

Abdurauf Fitratning Istanbulda nashr qilingan tojik tilida yozilgan “Bayonoti sayyohi hindi” (“Hind sayyohi bayonoti”) qissasi yaratgan nasriy asarlari ichida alohida o'rin tutadi. Sadriddin Ayniy mazkur asarni “Roman uslubida yozilgan asar” deya ta'riflaydi va uning Buxoro afkori umumiyasiga kuchli ta'sir etganini qayd etadi.

Fitrat 1909-yilda tojik tilida yozgan “Munozara” asarida ma'rifatparvar adib sifatida Buxoro amirligi idorasiga ma'lum islohot-o'zgartish kiritish g'oyasini ilgari surgan edi. “Hind sayyohi”da yangicha g'oyani – ma'lum darajada Buxoro amirligiga nisbatan o'z e'tiroznomasini bayon etadi. Asarning mavzu doirasi ham, unda bayon qilingan voqealarning ko'lami ham ancha keng. Asarda Buxoro amirligi hududidagi butun iqtisodiy, siyosiy, madaniy hayotning ko'plab muammolari tilga olinadi. Ularni vujudga keltirgan ijtimoiy ildizlarni tahlil etish barobarida, bu kabi sanoqsiz illat va kamchiliklardan xalos bo'lish yo'llari ham ko'rsatiladi. O'z davrida Fayzulla Xo'jayev ushbu asar haqida quyidagicha fikr bildirgan edi: “...Mavjud tuzumni qattiq tanqid qilgan, uning barcha tanqidlarini ayovsiz ochib tashlagan, amirlikning chirik sistemasini ochib bergan “Sayyohi hind” asarining ahamiyatini qayd etmasdan o'tolmaymiz” [4.98-99-b.]

To'g'ri, asarda yozuvchining hali islohotchilik g'oyalaridan butkul voz kechmagani seziladi. Biroq, Buxoro davlatining madaniyati, tabobati, sanoati va hatto yer osti boyliklaridan xalq manfaati yo'lida foydalanish, o'lkaning ma'naviy va moddiy boyliklari haqidagi qayg'urishlari uni o'quvchi ko'z o'ngida yuksaklikka ko'taradi.

Qissa Buxoroga kelgan hindistonlik musulmon sayyoh tilidan hikoya qilinadi. Aslida hind sayyohi – yozuvchining o'zi. Bu yerda Fitratning asar qurilmasi borasidagi mahoratiga, fikrni bayon etish uslubiga tan bermasdan iloj yo'q. “Hind sayyohi” yozilgan paytda Rossiyada Stolipin islohoti avjga chiqqan, birinchi rus inqilobining “achchiq saboqlari” hukmron sinfnı larzaga solgan, ana shular ta'sirida esa Rossiyaga qaram bo'lgan Buxoroda ma'rifatparvar jadidlar harakati ancha kuchaygan edi. Shuningdek, bu davrda Turkiya va Erondagi ma'rifiy-inqilobiy harakatlar jonlangan, Afg'onistonda mustabid amir Habibulloxon zulmiga qarshi Omonulloxon, Mahmud Tarziylar harakati yuzaga kelgan edi.

Fitrat “Hind sayohati”da Buxoro xalqini uch toifaga ajratadi: ulamo, umaro va fuqaro. Bu tasnif orqali muallif Buxoro jamiyatidagi kuchlar muvozanatini, adolatning qayerda yo'qolganini, zulmning kimlardan kelib chiqqanini aniqlashtirib beradi.

Ulamo – diniy rahbarlar, shayxlar va mudarrislar jamiyatning axloqiy va diniy ustunlaridir. Biroq Fitrat ularning aksariyatini tanqid qilib, ularni ilmni xalq manfaatiga emas, balki hukmron tuzumni mustahkamlashga xizmat qilayotganlikda ayblaydi. Ilmga emas, mansab va boylikka intilgan bu toifa o‘z vazifasini unutganini ko‘rsatadi. Umaro – amir va uning atrofidagi amaldorlar, zodagonlar sinfi bo‘lib, ular hokimiyatni suiiste‘mol qilib, oddiy xalqni iqtisodiy va ijtimoiy jihatdan ezib kelgan. Fitrat ularni xalqni o‘ylamaydigan, o‘z manfaatidan nariga o‘tolmaydigan toifa sifatida ko‘rsatadi. Fuqaro – oddiy mehnatkash xalq. Aynan shu qatlam adolatsizlikning eng katta qurboni bo‘lgan. Fitrat bu sinfni o‘z asarlarida mehr bilan tasvirlaydi. Ularning beozorligi, sabr-toqatga to‘la hayoti, lekin ayni paytda nohaqliklardan aziyat chekayotgan holati muallifning yuragini og‘ritadi.

“Hind sayyohi...”ni mutolaa qilar ekanmiz, Fitratning yurt taqdiri uchun qanchalik qayg‘urishi, iztirobga tushishini ravshan ko‘rib boramiz. Buxoro amirligi o‘sha paytda hozirgi Qarshi, G‘uzor, Shahrisabz, hatto Hisor tog‘larigacha bo‘lgan hududda hukmronlik qilar edi. Ana shunday keng sarhadlarda ma‘rifat va sog‘liqni saqlash, ilm-fanning taraqqiyotdan ortda qolishi sababini mullalar, mufti va amirlarning keng ma‘nodagi ilm-fandan uzoqligi, mansab-u boylikka o‘chligi, poraxo‘rligi tufayli deb bilgan Fitrat, katta mahorat bilan bu illatlarni fosh etadi, shu yo‘l bilan ma‘rifat chirog‘ini yoqib, qorong‘ulik va dahshatdan qutulish yo‘llarini qidiradi.

Fitrat “Hind sayyohining qissasi”da ma‘rifat haqidagi fikrlari, mulohazalarini ilgari surar ekan, Buxoro xonligida sodir bo‘layotgan adolatsizliklarni chuqur tahlil etish, dalillarni qiyoslash, umumlashtirish yo‘lidan boradi. Uning katta samimiyat va dard bilan aytgan fikrlari, hukm-xulosalari o‘quvchiga kuchli ta’sir etadi.

“Hind sayyohi...”da Fitrat Buxoro amirligida mang‘itlar sulolasidan meros qolgan qoloqlik, bid‘at, xalq qonini so‘ruvchi amiru amaldorlar, ajnabiy fabrikantlar-u mahalliy boylar, savodsiz muftilaru bir-birini g‘ajishga tushgan mahalliy tojirlar, qora kunini “taqdiri ilohiy” deb bilgan omi kosibu dehqonlarni qattiq tanqid qiladi, ularni islohotga chorlaydi, millat g‘ururi, boyligi, hunarmandchiligi-yu amaliy san‘atini asrashga va yuksaltirishga chaqiradi. Yozuvchi o‘lkadagi bir qator sohalardagi, jumladan ta’lim, sog‘liq, iqtisodiyot va adliya tizimidagi buzuvchiliklar va ularni bartaraf etish yo‘llari, shuningdek dindagi bid‘at va xurofotlarga qarshi kurashish haqida to‘xtalib o‘tadi.

Fitrat birinchi navbatda ta’lim muammosiga e’tibor qaratadi. Boshlang‘ich ta’lim maskanlari bo‘lgan maktab, madrasa, qorixona, kutubxonalar, shu qatori, kadrlar tayyorlash tizimi, o‘quvchi va o‘qituvchilarning bilim darajalarini alohida ko‘rib chiqadi. Ayniqsa ta’lim uchun ajratilgan vaqf pullarining boshqa maqsadlarda sarf

qilayotgan mudarris va boshqa ta'lim boshqaruvidagi mutasaddilarni tanqid qiladi. Xususan, juda yomon sharoitlarda och, yupun, nochor ahvolda yigirma yilga yaqin vaqtini ilm olish bilan o'tkazayotgan talabalarning ahvolini ko'z oldiga keltiradi.

Bu sohaning yechimi shu bilan birga Buxoroning eski shonli kunlariga qaytara oladigan kuch sifatida yozuvchi usuli-jadid maktablarini e'tirof etadi.

Fitrat nazarida turgan yana bir masala bu sog'liqni saqlash tizimidagi muammolardir. Unga ko'ra, Buxoroda xalqning sog'liqni saqlash uchun asosiy shart bo'lgan kasalxonalarining yetarli emasligi va mutaxassislarning kamligidir. Eng ahamiyatlisi o'lkada hanuz bir tibbiyot o'quv maskanining yo'qligidir. Asarda sayyoh kasalligi sabab ikki buxorolik shifokorlardan yordam so'raydi. Bularning biri eski usulda tib ilmini o'rgangan va an'anaviy yo'llar bilan davolaydi. Boshqa tomondan dunyoda tibbiyot sohasidagi yangiliklardan xabarsizdir. Buxoro Dorush-shifosi va Amirning bosh tabibi bo'lgan ikkinchi shifokor ham tibbiy bilimini u otasidan meros qolgan tib kitoblaridan o'zi o'rgangan. Fitrat bu ikki shifokorning ham bilim va saviyasi jihatdan shifokorlik kasbiga nomunosib ekanligini aytib o'tadi. Mahalliy tabiblardan davo topmagan Sayyoh oxiri rus shifokorini keltiradi. Rossiyada o'qigan bu shifokor ustalik bo'lgan kasallikni davolaydi. Ammo achinarlisi Buxoro xalqi bu rus shifokoridan uni kofir deya uzoq turadilar. Holbuki, Yevropa tibbiyot ilmi juda oldinda bo'lib, bu yo'nalishda aslida buxorolik kadrlar tayyorlash zarur bo'lsa, shu davlatlarda o'qish uchun musulmon talabalarning ham jo'natish kerakligini yozuvchi alohida e'tirof etadi. Fikrining dalili sifatida Payg'ambarimiz Muhammad alayhisssalomning "Ilm Chinda bo'lsa ham, o'rganinglar" shaklidagi hadislarini keltiradi. U hind sayyohi tilidan Buxoroda tozalik, sog'liqni saqlash ishlari o'lda-jo'lda ekanligi haqida gapirar ekan, bu shaharda tibbiyotga oid oliy maktab – Dorush-shifo ochish zarurligini ta'kidlaydi. O'z mulohazalarini isbotlash uchun juda ko'p dalil va raqamlarni keltiradi, ushbu yumushni amirlik xazinasidan bir tanga ham olmasdan, faqat mudarris-u boyonlar g'orat etayotgan vaqf pullarini o'z o'rnida sarflash hisobidan bajarish mumkin ekanligini isbotlab beradi. Asardagi rus do'xtiri obrazida Fitrat o'z yurtdoshlarini Yevropa mamlakatlaridagi kabi madaniy, pokiza va o'qimishli kishilar timsolida ko'rishdek olijanob niyatini yorqin ifodalaydi.

Buxoro amirligi iqtisodiyotining asosi bo'lgan soliq va boshqa an'anaviy to'lovlar bo'lib, shuningdek ishlab chiqarishda mashina kuchidan deyarli foydalanilmasdi. Buxoro yerli aholisi dehqon va hunarmandlar qo'l kuchi bilan ishlaydilar. Lekin Yevropaning ko'plab davlatlarining mashina kuchi bilan ishlab chiqarish juda rivojlangan edi. Fitrat Turkistonlilarning ham iqtisodiyotidagi sohalarni shirkatga birlashtirib, ularda zamonaviy ishlab chiqarish uskunalarini faoliyatini yo'lga qo'yish

kerakligi taklifini beradi. Shuningdek, u Buxoro amirligiga qarashli yerlardan unumli foydalanish haqida jon kuydirib, “agar shu Shahrisabz yerlari Yapon elida bo‘lganida edi, zar ekib, zar undirar edilar”, deb yozadi. Bu o‘rinda “Hind sayyohi...”da ilgari surilgan masalalar shunchaki Movarounnahr doirasida emas, jahon miqyosida hal etilganligini ko‘ramiz. Bu albatta, Fitratning keng dunyoqarashi, el uchun kuyinishi, o‘z xalqi, yurti fojialarini o‘ta chuqur idrok qila olganligidan dalolatdir.

Buxoroning eng katta muammolaridan biri adolat mexanizmidagi nosozliklardir. Fitratning qarashlariga ko‘ra, bu tizimda tamoman poraxo‘rlik, adolatsizlik hokim bo‘lgan. Yozuvchi fikrini ochiqchasiga isbot etish uchun qozixonaga shikoyat bilan kelgan er-xotinlar o‘rtasidagi nizo bilan bog‘liq voqeani misol keltiradi. Bu kabi hodisalarni berish orqali yozuvchi qozilar tomonidan shariat qonunlarining noo‘rin qo‘llanilayotganini va adolatsizlikning yoyilishi esa Buxoroning kunlik ijtimoiy va iqtisodiy hayotiga salbiy ta‘sir ko‘rsatayotganini qayd etadi.

Yozuvchi Buxoroni cho‘ktirayotgan sabablardan biri bid‘at va xurofotlarning avj olishi deya hisoblaydi. Yuz yillar ichida haqiqiy islomiy diniy bilimlar o‘rnini asossiz bid‘atlar egallashi aholi ijtimoiy hayotiga salbiy ta‘sir ko‘rsatdi. Bunga misol sifatida Fitrat Bahouddin Naqshbandning mozorida xalqning ko‘r-ko‘rona bajarayotgan amallari butparastlik ekanligi, ulamolar esa nu ishlarga qarshi chiqish o‘rniga dinni dastak qilib o‘zlarining foydasi uchun qo‘llayotganini aytib o‘tadi. Ba‘zi din peshvolari bu g‘ayriislomiy amallarni hadis va rivoyatlarga ko‘ra islomiylashtirishga urinadilar. Diniy tushunchalarni asil manbalarga tayanmasdan, o‘zlarining so‘zlari orqali isbot sifatida qabul qiladilar.

Fitrat bu holatga nisbatan ularga Muhammad alayhissalomdan qolgan deya hisoblangan hadislardan Imom Buxoriy 600 mingga yaqinini to‘plaganini va bulardan faqat 9200 tasini sahih sifatida kitobga kiritganini yozadi. YA’ni hamma hadislar ham rost bo‘lavermasligini uqtiradi.

Fitratning bu tahlili nafaqat bir ijtimoiy tuzum tanqididir, balki xalqni uyg‘otishga qaratilgan chaqiruvdir. U o‘z asarlari orqali jamiyatda islohotlar bo‘lishi kerakligini, ilm, adolat va haqiqat yo‘lidan yurish muhimligini uqtiradi. Fitratning bu fikrlari o‘z davri uchun juda jasoratli va ta‘sirli bo‘lgan. U tarixiy voqelikni tanqidiy tahlil qilish orqali millatni o‘ylashga, uyg‘onishga undagan.

Xulosa qilib aytganda, Bu asar orqali Fitrat o‘z zamonasining chuqur ijtimoiy muammolarini ochib berish bilan bir qatorda, ularni chuqur tahlil qilgan holda hayotiy yechim topishga urinadi hamda ulamo, umaro va fuqaro o‘rtasidagi adolatsizlikni fosh etadi va bu holatdan chiqish yo‘lini ilm va uyg‘onishda ko‘radi.

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**Baron Dezmezonning fransuz tiliga tarjimasida Abu-l-G‘oziy Bahodirxonning
"Shajara-i Turk" asarida lingvomadaniy birliklarning berilishi**

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ANNOTATSIYA

Mazkur maqolada Baron Dezmezon tomonidan fransuz tiliga tarjima qilingan Abu-l-G‘oziy Bahodirxonning “Shajara-i Turk” asaridagi lingvomadaniy birliklarning tarjimasini tahlil etiladi. Tarjimada qo‘llanilgan asosiy usullar — transliteratsiya, izohli tarjima, kontekstual tushuntirish, ekvivalentli tarjima va madaniy moslashtirish holatlari misollar orqali ko‘rsatib berilgan. Muallif Dezmezon tarjimasida turkiy xalqlarning tarixiy, madaniy va dini o‘ziga xosliklarini qanday tarzda saqlab qolishga intilganini ko‘rsatadi. Shuningdek, maqolada etnonimlar, toponimlar, antroponimlar, diniy iboralar, urf-odatlar, kiyim-kechak va taom nomlarining tarjimadagi aks etishi tahlil qilinadi. Tadqiqot natijalari tarjima jarayonida madaniy kontekstni saqlashning ahamiyati va lingvomadaniy birliklarning tarjimada qanday rol o‘ynashini yoritadi.

KALIT SO‘ZLAR

Abu-l-G‘oziy Bahodirxon, Shajara-i Turk, Baron Dezmezon, lingvomadaniy birlik, tarjima usullari, etnonim, toponim, antroponim, madaniy tarjima, fransuz tili.

Kirish:

Abu-l-G‘oziy Bahodirxonning “Shajara-i Turk” asari – turkiy xalqlarning kelib chiqishi, nasl-nasab zanjiri, urf-odatlari, tarixiy-madaniy merosini aks ettirgan noyob tarixiy manbadir. Asar, turkiy xalqlarning tarixini, madaniyatini va urf-odatlari to‘liq yoritib beradi. Baron Dezmezon ushbu asarni fransuz tiliga tarjima qilish orqali nafaqat tarixiy matnni tarjima qilgan, balki undagi lingvomadaniy birliklarni ham o‘quvchiga to‘g‘ri yetkazishga harakat qilgan. Dezmezonning tarjimasini lingvistik va madaniy jihatlarni hisobga olgan holda amalga oshirilgan va uning tarjimasini orqali turkiy xalqlarning tarixiy va madaniy o‘ziga xosligi Yevropa o‘quvchilari uchun yangi bilim manbaiga aylangan.

1. Lingvomadaniy birlik tushunchasi

Lingvomadaniy birlik – bu tilda mavjud bo‘lgan va o‘zida milliy, madaniy va tarixiy ma’lumotlarni mujassam etgan leksik birliklar bo‘lib, ular quyidagilarni o‘z ichiga oladi:

- **Etnonimlar** (xalq nomlari)
- **Toponimlar** (joy nomlari)
- **Antroponimlar** (shaxs nomlari)
- **Madaniy-religioz birliklar** (diniy, urf-odatlariga oid so‘zlar)
- **Folklorik iboralar**
- **An'anaviy kiyim, qurol, ovqat va boshqalar**

Baron Dezmèzon ushbu birliklarni qanday tarjima qilgani, ularni tushuntirib berishda qanday izoh va usullardan foydalangani seminarimizning asosiy e'tibor markazidir.

2. Etnonimlar va ularning berilishi

Misollar:

1. Original: “Qangli urug‘i”

Fransuzcha tarjimasi (Dezmèzon): *la tribu des Kangly*

Izoh: Dezmèzon “Qangli” etnonimini transliteratsiya qilib saqlagan va “tribu” (qabila) so‘zi orqali uni izohlab bergan. Bu usul – fonetik transliteratsiya + izohli tarjima.

Tahlil: Etnonimlarning o‘ziga xos fonetik shaklini saqlash milliylikni ta’minlagan, “tribu” esa fransuz o‘quvchiga tushunarli kontekst bergan.

2. Original: “O‘g‘uzlar”

Fransuzcha tarjimasi (Dezmèzon): *les Oghouzes*

Izoh: Dezmèzon "O‘g‘uzlar" nomini to‘g‘ridan-to‘g‘ri transliteratsiya qilgan va so‘zga fransuz o‘quvchisi uchun tushunarli bo‘lishi uchun o‘xshashlikni saqlagan.

Tahlil: Dezmèzon o‘zbek tilidagi etnonimni saqlab qolgan, lekin bu nomni aniqroq tushunish uchun boshqa madaniy kontekstda ishlatgan.

3. Original: “Kipchaklar”

Fransuzcha tarjimasi (Dezmèzon): *les Kipchaks*

Izoh: Dezmèzon "Kipchaklar" nomini fonetik tarzda tarjima qilgan va uni fransuz tilidagi maxsus so‘z bilan to‘g‘ri yetkazgan.

Tahlil: Kipchaklar etnonimi milliy madaniy ajralib turishiga qaramay, Dezmèzon uni aniq va tushunarli qilib fransuz tiliga tarjima qilgan.

3. Toponimlarning tarjimasi

Misollar:

1. Original: “Itil daryosi”

Fransuzcha tarjimasi: *la rivière Itil (le fleuve Volga)*

Izoh: Dezmèzon toponimni transliteratsiya qilgan (Itil), so'ngra uni hozirgi ma'lum nomi bilan qavs ichida bergan (Volga). Bu usul ikkilamchi izohli tarjima deyiladi.

Tahlil: Dezmèzonning bu usuli tarixiy va zamonaviy nomlarni birlashtirishga imkon beradi, bu orqali o'quvchilar ikkala davrni ham tushunishi mumkin.

2. **Original:** "Buxoro shahri"

Fransuzcha tarjimasi: *la ville de Boukhara*

Izoh: Buxoro shahri nomi Dezmèzon tomonidan fonetik tarzda keltirilgan va "shahri" so'zi fransuz tilida aniq tarjima qilinib, toponimni tushunarli qiladi.

Tahlil: Dezmèzon Buxoro nomini so'zma-so'z tarjima qilgan, ammo fransuz tilida uning ahamiyatini tushunishga yordam beradi.

3. **Original:** "Chach shahr"

Fransuzcha tarjimasi: *la ville de Tchach*

Izoh: "Chach" shahrining nomi Dezmèzon tomonidan fransuz tilida o'zgarishsiz keltirilgan, lekin bu toponimni izohlash orqali uning geosiyosiy va madaniy kontekstini ham ta'riflab o'tdi.

Tahlil: Dezmèzonning bunday yondashuvi geosiyosiy va madaniy jihatdan to'g'ri ekanligini ko'rsatadi.

4. Antroponimlarning tarjimasi

Misollar:

1. **Original:** "O'g'uzxon"

Fransuzcha tarjimasi: *Oghouz-Khan*

Izoh: Dezmèzon "xon" so'zini transliteratsiya qilib saqlab qolgan, chunki bu unvon fransuz tilida aynan muqobili yo'q.

Tahlil: Bu usul orqali madaniy semantikani yo'qotmaydi. Shu bilan birga, ko'pchilik antroponimlar haqida izohli izohlar bergan.

2. **Original:** "Temur"

Fransuzcha tarjimasi: *Tamerlan*

Izoh: Dezmèzon "Temur" nomini Yevropada tanilgan "Tamerlan" nomi bilan almashtirgan.

Tahlil: Yevropada "Tamerlan" nomi keng tarqalgan va shu orqali tarixiy shaxsning taniqliligi oshirilgan.

3. **Original:** "Alisher Navoiy"

Fransuzcha tarjimasi: *Alisher Navoi*

Izoh: Dezmèzon Alisher Navoiy nomini fonetik tarzda o'zgartirmagan va asliyatga sodiq qolgan.

Tahlil: Bunday tarjima uning shaxsiyatining milliy ahamiyatini saqlab qolgani uchun muhimdir.

5. Madaniy tushunchalar (urf-odatlar)

Misollar:

1. Original: “Toy-to‘y”

Fransuzcha tarjimasi: *fête traditionnelle turque (Toy ou Toï)*

Izoh: Dezmèzon birinchi bo‘lib umumiy tushuntirish beradi – “turk an’anaviy bayrami”, keyin esa asl so‘zni transliteratsiya qiladi.

Tahlil: Bu yondashuv – tarjimaviy ekvivalent + tushuntirish usulidir, o‘quvchining madaniy tushunchani anglashini osonlashtiradi.

2. Original: “Shady” (qabila boshlig‘i)

Fransuzcha tarjimasi: *chef de la tribu*

Izoh: Dezmèzon "shady" so‘zini fransuz tilidagi o‘xshash termin bilan ifodalagan.

Tahlil: Madaniy farqni hisobga olib, Dezmèzon "qabila boshlig‘i" so‘zining muqobilini aniqlagan.

3. Original: “An’anaviy kiyim”

Fransuzcha tarjimasi: *vêtements traditionnels*

Izoh: Dezmèzon "an’anaviy kiyim"ni fransuz tilida umumiy tarzda ifodalagan.

Tahlil: Kiyim turlaridagi madaniy o‘xshashlikni ta’riflashda izohli tarjima ishlatilgan.

6. Folklorik iboralar va maqollar

Misollar:

1. Original: “Otam o‘tsa – tog‘ o‘tar, otam qolsa – men qolurman”

Fransuzcha tarjimasi: *Si mon père franchit la montagne, je la franchirai aussi ; s’il reste, je resterais.*

Izoh: Dezmèzon iboraning mazmunini semantik jihatdan tarjima qilgan.

Tahlil: Bu maqol o‘zbek tilidagi qadimiy ijtimoiy-harbiy mentalitetni ko‘rsatadi. Tarjimon ma’noni saqlab, ifodani fransuz ruhida bergan.

2. Original: “Agar tuzatganingni ko‘rsang, butun dunyo tuzatadi”

Fransuzcha tarjimasi: *Si tu corriges toi-même, le monde entier te suivra.*

Izoh: Dezmèzon ushbu maqolni o‘zbek tilidagi ideologik va axloqiy mazmunini fransuz tilida yetkazib bergan.

Tahlil: Tarjimon maqolning hayotiy va ahloqiy o‘rgatish elementini saqlab, semantik jihatdan izohlashga harakat qilgan.

7. Kiyim-kechak va an’anaviy buyumlar

Misol:

Original: “*Chigatoy do ‘ppi*”

Fransuzcha tarjimasi: *coiffe traditionnelle Tchagatay*

Izoh: Dezmezon milliy elementni “coiffe” (bosh kiyim) deb izohlab, “Tchagatay”ni saqlab qolgan.

Tahlil: Lingvomadaniy birlikning asosiy jihati saqlanadi. Bu esa **kontekstual izohli tarjima** sanaladi.

8. Diniy iboralar

Misol:

Original: “*Alloh rizosi uchun*”

Fransuzcha tarjimasi: *pour le plaisir d’Allah*

Izoh: Fransuz tilida diniy ifodalar boshqacha shakllangan, ammo Dezmezon ma’noni saqlab, fransuz o‘quvchisiga tanish struktura bilan tarjima qilgan.

9. Oziq-ovqat va taom nomlari

Misol:

Original: “*Qazi*” (*ot go ‘shtidan tayyorlangan kolbasa*)

Fransuzcha tarjimasi: *saucisson de cheval (qazy)*

Izoh: Ma’nosini tushuntirib, qavs ichida asl so‘zni qoldiradi.

10. Tarjima uslublarining umumiy xulosasi

Baron Dezmezon quyidagi tarjima usullaridan foydalangan:

- **Transliteratsiya (fonetik)**
- **Kontekstual izoh**
- **Izohli tarjima**
- **Ekvivalentli tarjima**
- **Qavs ichidagi tushuntirishlar**
- **Madaniy moslashtirish**

U har bir lingvomadaniy birlikni madaniy kontekstda tushuntirib, o‘quvchining tarixiy va madaniy anglashini kengaytirishga harakat qilgan.

Xulosa

Baron Dezmezon "Shajara-i Turk" asarini tarjima qilishda nafaqat til, balki madaniyat tarjimoni bo‘lish vazifasini bajargan. U lingvomadaniy birliklarga e’tibor qaratgan, ularni iloji boricha to‘g‘ri va madaniy mazmunga sodiq tarjima qilgan. Dezmezonning ushbu yondashuvi orqali, turk xalqlarining tarixiy va madaniy merosi Yevropa o‘quvchilari uchun yangi va qimmatli bilim manbai bo‘lib xizmat qiladi.

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ЎЗБЕКИСТОНДА КАРТОШКА УРУҒЧИЛИГИ ТИЗИМИНИНГ ИҚТИСОДИЙ САМАРАДОРЛИГИНИ ОШИРИШ ИСТИҚБОЛЛАРИ

Аҳатқулов Баҳриддин Матлабович

*Ўзбекистон Республикаси Қишлоқ хўжалиги вазирлиги ҳузуридаги
Озиқ-овқат ва қишлоқ хўжалиги соҳасида стратегик ривожланиш
ва тадқиқотлар халқаро маркази тадқиқотчиси,
Ўзбекистон Республикаси Қишлоқ хўжалиги вазири ёрдамчиси*

Аннотация. Мақолада Ўзбекистонда картошка уруғчилиги тизимининг ривожланиш ҳолати, иқтисодий самарадорлик ва ривожлантириш имкониятлари ўрганилган. Озиқ-овқат хавфсизлигини таъминлашда ресурслардан ва “in vitro” кўпайтириш усулидан фойдаланиш, шу билан бирга, картошка уруғчилигида иқтисодий самарадорликни ошириш ҳамда барқарор бозор тизимига ўтиш бўйича таклиф ва тавсиялар ишлаб чиқилган.

Калит сўзлар. Картошка уруғчилиги, иқтисодий самарадорлик, озиқ-овқат хавфсизлиги, ресурслардан самарали фойдаланиш, “in vitro” кўпайтириш, барқарор ривожланиш ва бозор тизими, инновацион технологиялар, моддий-техник база ва суғурта.

Охирги йилларда дунё бўйлаб картошка ишлаб чиқариш сезиларли даражада ўсди. Олдин картошка ишлаб чиқариш бўйича етакчи бўлган Европада ишлаб чиқариш пасайди ва Осиё қитъасида бу кўрсаткич ўсди. Африкада эса тез ўсиш суръатлари кўрсатилмоқда, Океания, Жанубий ҳамда Шимолий Америкада барқарорлик сақланиб қолинмоқда¹. Масалан, Осиёда картошка етиштиришда замонавий технологиялар, ирригация тизимлари, селекция, агроинформатика, механизация ва экологик усуллар кенг қўлланилмоқда. Натижада ҳосилдорлик ва сифат яхшиланмоқда. Маълумот ўрнида айтадиган бўлсак, Осиё иқтисодиёти сўнгги йилларда жадал ўсмоқда, 2030 йилга келиб ўрта синф аҳолиси 3,2 миллиардга етиши, ялпи ички маҳсулот жон бошига кўрсаткичи эса Европанинг ҳозирги даражасига етказилиши кутилмоқда².

Картошка кенг истеъмол маҳсулоти ҳисобланади, у углеводлар, оқсиллар, крахмал, С витамини, темир ҳамда калций каби фойдали моддаларга бой. 75%

¹ <https://pmc.ncbi.nlm.nih.gov/articles/PMC10239890/>

² <https://cipotato.org/asia>

сув ва 25% куруқ моддалардан (*крахмал 16%, оқсиллар 1,2-3%, қанд 0,9% ва бошқалар*) иборат [1]. Шунингдек, картошканинг ёш поясида 84% сув мавжуд. Тугунаги таркиби эса 75% сув ва 25% куруқ моддадан иборат. Куруқ моддаси эса (*1% минерал бирикмалар, 1% клетчатка, 1,2-3,0% оқсил, 0,7% аминокислоталар, 14-22% крахмал, 0,9% қанд, 0,7% пектин моддалар, 0,2% органик кислоталар, 0,1% ёғ ва 1,5% бошқа моддалар*) компонентлар учрайди [2].

Картошканинг асосий захираси углевод бўлиб, у крахмал олиш учун муҳим манбаидир. Крахмал саноатида асосий ишлаб чиқарувчилар Шимолий Америка, Хитой, Европа ҳамда Жануби-Шарқий Осиё мамлакатлари ҳисобланади. “In plant”да ўзгартирилган крахмаллар кимёвий усулларга нисбатан хавфсиз ва самарали ҳисобланади. Картошка крахмали фосфорга бой бўлади, шаффоф гел ва барқарор паста ҳосил қилади, шунинг учун у ёпишқоқ маҳсулотлар ва глютенсиз озуқа сифатида қўлланилади [3]. Крахмал ишлаб чиқаришга мўлжалланган картошка нисбатан арзон бўлади.

Ҳар қандай жамиятда аҳолисининг асосий ва иккиламчи эҳтиёжлари учун моддий ва бошқа товарларни доимий ишлаб чиқариш, шу билан бирга, ишлаб чиқариш учун зарур бўлган ресурсларни (*айниқса ишлаб чиқариш воситалари ва малака талаблари*) янгилаб бориши шарт. Шунингдек, ресурслардан самарали фойдаланиш, қишлоқ хўжалигини комплекс ривожлантириш, экологик ҳамда иқтисодий самарадорликни баҳолаш ҳам талаб этилади [4]. Шу сабабли, кўп давлатларда ресурсларни бошқариш учун қонунчилик яратилади, тақсимлаш ва назорат қилиш, инновацияларни жорий қилиш, молиялаштириш, таълим ҳамда экологик мониторингни таъминлаш чоралари кўрилади.

Иқтисодиётда зиддиятларнинг айримлари ресурсларнинг чекланишидан келиб чиқади. Иқтисодий ўсиш самарадорлигига *3 та омил таъсир қилади*: ялпи ички маҳсулотнинг меҳнат, моддий ва капитал талаблари. Меҳнат сиғими эса ялпи ички маҳсулот бирлигини яратишга сарфланадиган меҳнат миқдорига тенг бўлади. Масалан, меҳнат унумдорлиги ошса меҳнат сиғими камаяди шунингдек, унумдорлик пасайса сиғим кўпаяди [5].

Агар ресурслар ортиқча сарфланса, бу исрофгарлик ҳисобланади ва уларни самаралироқ ишлатиш керак. Агар ресурс етишмаса, қўшимча сарфлаш зарур бўлади. Нолга тенг натижа ресурсларни тўғри ҳамда мақсадга мувофиқ ишлатилишини кўрсатади. Бу таҳлиллар, ердан фойдаланувчиларга ресурсларни тежаш ҳамда ишлаб чиқариш самарадорлигини оширишда ёрдам беради.

Экологик-технологик императивни амалга ошириш ва экологик-иқтисодий янгилашни таъминлаш учун ишлаб чиқаришда ресурсларни тежаш ҳамда атроф-муҳитга таъсирни камайтиришга ҳаракат қилиш керак. Айнан, технологик баланс таҳлили бу ёндашувларни мувозанатда сақлайди [6]. Натижада ишлаб чиқариш жараёнлари оптималлаштирилади, самарадорлик оширилади ҳамда тўғри қарорлар қабул қилиш имкони яратилади.

Қишлоқ хўжалигининг ривожланишига бевосита табиий-иқлим ўзгариши омиллари таъсир қилади. Айнан, қишлоқ хўжалигида салоҳиятни иқлим ўзгаришлари нуктаи назаридан ҳам ўрганиш мақсадга мувофиқ бўлади [7]. Иқлим ўзгаришлари туфайли бегона ўсимлик турлари ҳам кўпаяди. Бунда ўсимликлар орасида юқумли касалликлар, айниқса вируслар пайдо бўлиш хавфини оширади [8].

Картошка етиштириш самарадорлигига табиий омиллар билан бирга, қишлоқ хўжалиги техникасини янгилаш, сифатли уруғликдан фойдаланиш ҳамда ўғитларни кўпайтириш каби ишлаб чиқаришни интенсивлаштириш ҳам катта таъсири бор³. Шунинг учун, турли экиш усулларига эга деҳқончилик тизимлари иқлим ўзгаришларига мослашишда муҳим аҳамиятга эга [9]. Мослашувчанлик эса вақт ва маблағни тежайди. Картошка техник экин, уруғлик сифатига экологик омилларни таъсири катта, уруғ айнишининг асосий сабаби етиштириш ва сақлаш шароитининг ўсимликни биологик хусусиятларига мос келмаслигидир [1].

Айтиш мумкинки, картошка етиштиришда маблағ талаб қилинади, барча амалиётлар тўлиқ бажарилса, у яхши даромад келтиради. Истеъмол картошка одатда уруғлик картошкага қараганда арзонроқ нархда сотилади. Сотишдан даромад олиш асосан картошканинг бозордаги нархи ва сотиш йўлларига шунингдек, етиштириш рентабеллиги бу нархларга боғлиқ.

Global Seed Potatoes Market Report томонидан эълон қилинган сўнгги ҳисоботга кўра, 2024 йилда глобал уруғлик картошка бозори ҳажми 13 863,18 миллион АҚШ долларни ташкил қилган ва бу кўрсаткич 2030 йилга келиб 16 558,05 млн. долларга етиши прогноз қилинмоқда. Уруғлик картошка саноатининг йиллик ўртача ўсиш суръати 2024 йилдан 2031 йилгача 2,97% бўлиши кутилмоқда⁴.

³ <https://cyberleninka.ru/article/n/tendencies-and-prospects-of-potato-cultivation-development-in-the-region/viewer>

⁴ <https://www.cognitivemarketresearch.com/seed-potatoes-market-report#:~:text=As%20per%20Cognitive%20Market%20Research's,2.97%25%20from%202024%20to%202031.>

Картошкани ўғитлаш тизими фақат меъёр ва усулларни белгилаш билан чекланмай, ўсимлик биологияси, ҳосил режаси, тупроқ-иқлим шароитлари ва олдинги экинларга қараб мослаштирилиши керак [10]. Картошка уруғлари махсус шароитларда сақлашга ҳам эътибор бериш керак. Ўзбекистон шароитида картошка махсус яшик ва контейнерларда, $+1^{\circ}\text{C}$ дан $+2^{\circ}\text{C}$ гача ҳароратда сақланса, уни июнь ойининг охиригача баъзи ҳолларда ундан ҳам узоқроқ муддатгача сақлаш мумкин [11].

Шунингдек, уруғларнинг деградацияси (*сифат бузилиши*) оқибатида вегетатив усулда кўпайтирилган экинларда касалликлар жамланади ва ҳосил камаяди. Бу уруғ тизимлари учун жиддий муаммо. Чунки, уруғ деградацияси патогенлар йиғилиши орқали ҳосилнинг йўқолишига олиб келади [12]. Дунё тажрибасида ҳам картошка ҳосилини чекловчи асосий омиллардан бири уруғларнинг деградацияси ҳисобланади.

Картошка етиштиришда тоғ тупроқ ва иқлим шароити қулай, чунки бу ерларда уруғ кам айнийди ва сифатли, серҳосил уруғ олинади. Картошка совуққа ярим чидамли экин, унга мос ҳарорат ҳам совуққа чидамли экинлардагидек бўлади. Лекин узоқ муддат 0°C атрофидаги ҳароратда сақлаб бўлмайди [13]. Ўғитлаш эса сифатли ўсиши ва юқори ҳосил беришида муҳим аҳамиятга эга. Масалан, азот, фосфор ва калий каби асосий ўғитлар картошканинг барглари, илдизи ва ҳосил сифатини яхшилайди.

Ҳисоб-китобларга кўра, бир тонна картошка маҳсулоти ҳамда поя-барг етиштириш учун жами 16,2 кг ўғит сарфланади, шунинг 6,2 кг азот, 2 кг фосфор ва 8 кг калийни ташкил этади. Картошка ўсиш даврида ер ости суви яқин жойлашган майдонларда 4-7 марта ва чуқур жойлашган ерларда эса 8-9 марта суғорилади [2].

Қишлоқ хўжалиги вазирлигининг маълумотлари кўра, Ўзбекистонда 1 гектар ерда картошка етиштириш учун 3,0 тонна уруғлик — 45-50 млн сўм, соф ҳолда 500 кг минерал ўғитлар — 6,4 млн сўм (250 кг азот-2,6 млн, 180 кг фосфор — 3,4 млн, 70 кг калий — 0,4 млн), 230 кг ёнилғи мойлаш маҳсулотлари-3 млн сўм, 2 млн сўм механизация хизмати, 2 млн сўм ер ва сув солиғи, 10-12 млн сўм иш ҳақи, 1,5 млн сўм бошқа харажатлар (*ташиш, энергия ва бошқ.*) сарфланади (1 га харажат пахтада 26-27 млн сўм, галлада 14-15 млн сўм, сабзавотда 25-30 млн сўм).

Ўзбекистонда етиштирилаётган картошка навларининг 80-90 % асосан Голландиядан олиб келинган, улар маҳаллий навларга нисбатан юқори ҳосил беради. Турли шароитлар туфайли барча ҳудудлардан бирдек юқори ҳосил олиш

имкони мавжуд эмас [14]. Ҳосилдорликни фарқланиши асосан иқлим, тупроқ сифати, сувлаш шароитлари, агротехнологияларни қўллаш даражаси ҳамда касалликлар даражасига боғлиқ.

Ўзбекистонда картошка асосан озиқ-овқат учун етиштирилади ҳамда етиштирилган картошканинг 25-30% қисми уруғлик сифатида ишлатилади [2].

Картошка етиштиришда умумий харажатларнинг 60-65%и уруғлик материалга тўғри келади. Масалан, генератив кўпайтиришда ҳар гектар учун 100-120 грамм уруғлик керак бўлади, бу умумий харажатларнинг фақат 5%ини ташкил этади. Генератив кўпайтириш иқтисодий жиҳатдан самарали, шунингдек, картошка ўсимликларининг соғлом бўлишига ёрдам беради. Ушбу усул сифатли уруғ чекланган мамлакатлар ва/ёки ҳудудлар учун қулайдир [15].

Картошкани зарарлайдиган 50 дан ортиқ вирус тури мавжуд, улар экин ҳосилига сезиларли таъсир кўрсатади ва зарар етказади [16]. Вирусларнинг популятсияда улушини ортиши уларнинг тарқалиш даражасини кўрсатади. Вирусларни тарқаш йўллари ва сабабларини аниқлаш мумкин. Ўзбекистонда картошка вируслари кўп ҳолларда уларни ташувчиси орқали тарқалиши тахмин қилинади. Бугунги кунда, озиқ-овқат маҳсулотларида генетик жиҳатдан ўзгартириш (*ГМО*) усуллари кенгаймоқда. Ушбу жараёнлар кенг жамоатчилик ҳамда мутахассислар ўртасида ўзаро турли баҳсларга сабаб бўлмоқда [17]. Чунки, қишлоқ хўжалиги маҳсулотларининг сифати аҳолининг талаб ва эҳтиёжлари асосида баҳоланади [18].

Сифатга эришишда генетик муҳандислик усуллари муҳим, чунки, ушбу технологиялар қишлоқ хўжалиги маҳсулотларининг турли сифат кўрсаткичларини яхшилашга имкон беради. Замонавий генетик муҳандислик усуллари қишлоқ хўжалигида ҳосилдорликни ошириш шу билан бирга, касалликларга чидамлилиқ каби афзалликлар беради.

Бунда, замонавий биотехнология ҳамда агротехнологияларни жорий этиш орқали қишлоқ хўжалигида интенсив усулларга ўтиш ва барқарор ривожланиш мақсад қилинади. Айнан, “*in vitro*” кўпайтириш ва ўсимликларни клонли микрокўпайтиришни оптимал самарали ва иқтисодий жиҳатдан фойдали усул ҳисобланади (*1-жадвал*) [19]. Бундан ташқари, ушбу усулдан фойдаланиш картошка етиштиришни тезлаштиради ва иқтисодий самарадорликни оширади.

Ўзбекистонда иқтисодиётни ривожлантириш учун инновациялардан фойдаланиш зарур. Чунки, технологик даражани ҳамда ишлаб чиқаришнинг рақобатбардошлигини ошириш, инновацион маҳсулотларни ички ва ташқи бозорларга чиқариш, импорт ўрнини босувчи товарлар ишлаб чиқариш

шунингдек, экспортга йўналтирилган иқтисодий тузилмани шакллантириш муҳим [20]. Хўжалик фаолиятида фойда ва даромадни ошириш самарадорликни белгилайди. Маҳсулотнинг таннархини ва сифатсиз маҳсулот ишлаб чиқаришни камайтириш ва ёки бутунлай бартараф этиш мумкин.

Иқтисодий самарадорлик эришилган натижани сарф қилинган ресурслар ёки харажатлар билан солиштириш орқали баҳоланади [21]. Замонавий агро ва биотехнологиялар, молиявий ёрдам, тренинглари шу билан бирга, экологик усуллар картошка уруғчилигида муҳим аҳамиятга эга.

“in vitro” кўпайтиришда ҳам картошка уруғларини ишлаб чиқаришда ресурслар аниқ ҳамда самарали бошқарилади. Ресурслар оптимал сарфланади, самарадорлик ошади ва кам харажат қилинади. Барча харажатлар ва даромадлар ҳисобига иқтисодий самарадорлик (*инвестиция ва харажатлар асосида олинган даромадлар*) баҳоланади. “in vitro” лабораторияда кўпайтириш жараёнидир. Ушбу усулда стохастик ишлаб чиқариш статистик методлар орқали ишлаб чиқаришда иқтисодий самарадорликни баҳоланади.

Анъанавий ва “in vitro” кўпайтириш усуллари билан етиштирилган картошка ҳосилдорлиги солиштира таҳлил-жадвали

1-жадвал

Усуллар	Ҳосилдорлик (тонна/га)	Харажатлар (млн сўм/га)	Фойда (млн сўм/га)
Анъанавий усулда	20-25	10-12	15-18
“in vitro” кўпайтиришда	30-35	8-10	25-30

Иқтисодий самарадорликни таъминлаш омиллари [15]

2-жадвал

Ҳосилдорлик ошиши	Модернизация ҳамда тузилмани янгилаш аҳоли даромадини оширади, давлатни ривожлантиради.

	Янги маҳсулотлар ишлаб чиқариш сифатни яхшилаш ва иқтисодий ўсишни тезлаштиради. Ўзбекистонда юқори ва барқарор ўсишга эришиш учун хўжалик тузилмасини янгилаш зарур. Иқтисодий ўсишга ташқи иқтисодий алоқалар ҳам катта таъсир кўрсатади. Чет эл инвестициялари миллий бозор ва рақобатга қараб чекланиши керак.
Ўсимликларнинг касалликларга қарши туриш қобилияти	“in vitro” кўпайтиришда картошка уруғлари касалликлар ва зараркундаларга чидамли бўлади. Пестицидлар ва кимёвий моддаларни камроқ ишлатишга имкон беради ва харажатларни тежайди. “in vitro” кўпайтиришда кичик лабораторияда юқори сифатли уруғлик картошка ишлаб чиқариш мумкин. Биотехнология орқали харажатлар 15-20%га камайиб, вируссиз уруғлар пестицидлар талабини пасайтиради ва узок муддатли даромад келтиради.
Уруғлар сифатининг яхшиланиши	“in vitro” кўпайтириш орқали олинган уруғлар юқори сифатга эга бўлади. Лаборатория шароитида йил давомида уруғликни кўпайтириш мумкин. Ўзбекистонда биотехнология ёрдамида ишлаб чиқарилган картошка уруғчилиги бўйича экспорт 2025-2030 йилларда 2-3 баробар ошиб кетиши мумкин. “in vitro” кўпайтиришда картошка турларининг генетик хосиятлари сақланади. “in vitro” кўпайтиришнинг турли усуллари, масалан, меристема культураси, микроқаламчалар, микро-туганаклар ва аэропоникани таҳлил қилиш орқали уруғлар сифатини яхшилаш мумкин.
Тармоқларга кенгайтириш	“in vitro” кўпайтириш тез ўсувчи ва сифатли картошка уруғлари етиштирилади. Картошка хўжалиklarининг қишлоқ хўжалиги иқтисодиётига ҳиссаси ошади ва умумий фойда кенгаяди. Вирусларсиз ва сертификатланган картошка уруғчилигининг халқаро бозорларга экспорти кенгаяди.

	Агар картошка ишлаб чиқариш харажатларининг 60-65%и уруғлик материалга тўғри келса, “in vitro” кўпайтиришда 1 гектар учун фақат 100-120 грамм уруғ керак бўлади, бу харажатларнинг 5%ини ташкил қилади.

Иқтисодиётнинг барқарор ривожланиши учун технологик тараққиёт муҳим. Модернизация ва тузилмани янгилаш аҳоли жон бошига ялпи ички маҳсулотни оширишга ёрдам беради.

Ўзбекистонда юқори шу билан бирга, барқарор ўсишга эришиш учун хўжалик тузилмасини янгилаш зарур. Бозор иқтисодиёти шароитида иқтисодий ўсишнинг муҳим омилларидан бири ташқи иқтисодий алоқалардир, улар ҳам модернизация ва тузилмани янгилаш билан боғлиқ [22].

Бугунги кунда, деярли барча давлатлар чет эл инвестициялари билан иқтисодиётни ривожлантирмоқда, аммо улар миллий бозор, ишлаб чиқариш ҳамда ижтимоий инфратузилма, шунингдек, ташқи бозорда рақобатбардошлик чекланиши лозим.

Ўзбекистонда озиқ-овқат хавфсизлигини таъминлашда картошкачилик муҳим ўрин тутганлиги учун “Иккинчи нон” деб аталади. Картошкачиликни ривожлантириш мақсадида, Ўзбекистон Республикаси Президентининг 2023 йил 28 февралдаги ПФ-27-сонли «2022–2026 йилларга мўлжалланган Янги Ўзбекистон тараққиёт стратегиясини “Инсонга эътибор ва сифатли таълим йили”да амалга ошириш тўғрисида»ги давлат дастурига кўра, қишлоқ хўжалигининг йиллик ўсиш суръатлари камида 5 фоизга етказилиши белгиланган. Шунингдек, 2023 йил 5 апрелдаги ПҚ-113-сонли қарори, 2020 йил 6 майдаги ПҚ-4704-сонли қарори ва бошқа тегишли меъёрий-ҳуқуқий ҳужжатларда картошкачилик соҳасидаги муаммоли вазифаларни ҳал этиш учун зарур чора-тадбирлар белгиланган.

Ўзбекистонда сабзавотчилик, полизчилик ҳамда картошкачиликни жаҳон миқёсида танитиш, замонавий усулларда ташкил этиш учун назарий ва амалий методларни ишлаб чиқишда профессорлар Н.Н.Балашев, В.И.Зуев ҳамда Х.Ч.Бўриевларнинг хизматларини эътироф этиш керак.

Жумладан, Самарқанд қишлоқ хўжалик институтида Д.Т.Абдукаримов, Т.Э.Остонақулов ҳамда И.Т.Эргашевлар томонидан картошка уруғчилиги бўйича олиб борилган қатор илмий ишлар натижасида юқори ҳосилли навлар яратилди. Бундан ташқари, В.Д.Пряхин, П.Ф.Черников, И.Эсанов, Қ.Бойтўраев,

Г.Хўжаев ва Б.Азимовлар ҳам картошкачилик ривожига муносиб ҳисса қўшганлар [13].

Озиқ-овқат маҳсулотларининг халқаро савдоси ишлаб чиқаришни самарали ташкил этишга ёрдам беради. Импорт орқали ички бозорда таъминот яхшиланади, нархлар пасаяди ва маҳаллий ишлаб чиқарувчилар рақобатга киришиб, самарадорликни оширишга мажбур бўлади.

Экспорт эса ишлаб чиқарувчиларга ташқи бозорларга чиқиш имконини беради, харажатларни қисқартиради ва самарали фаолият юритишни таъминлайди. Шу тарзда, халқаро савдо иқтисодий ўсишни рағбатлантириб, аҳоли турмуш даражасини ва озиқ-овқат таъминотини яхшилайдди.

Картошка етиштиришда иқтисодий самарадорликка эришишда соҳадаги интеллектуал мулк бозорини ривожлантириш учун лицензия нархи, даромад ва яратиш харажатларига асосланган аниқ ҳисоб-китоблар асосланган иқтисодий муносабатларни шакллантириш зарур.

Ўзбекистон Республикасида қишлоқ хўжалиги соҳаси бўйича олиб борилаётган ислохотларнинг босқичлари [23]

3-жадвал

Босқичлар	Босқичларнинг номланиши	Қабул қилинган қонунлар	Эришилган ютуқлар
1-босқич (1990-1995 йй.)	Қишлоқ хўжалигида аграр ва иқтисодий муносабатлар ҳуқуқий асосларининг яратилиш босқичи	“Ер тўғрисида”, “Кооперативлар тўғрисида”, “Ижара тўғрисида” “Дехқон хўжаликлари тўғрисида”	Кўп укладли иқтисодиётни шакллантиришга шарт-шароит яратилади
2-босқич (1996-2000 йй.)	Аграр секторнинг бир неча йўналишлари бўйича ислох қилиш босқичлари	“Фермер хўжаликлари тўғрисида”, Дехқон хўжаликлари тўғрисида”	Бу даврда бозор иқтисодиётидаги ислохотларни чуқурлаштиришга хизмат қилувчи ҳуқуқий асос тўла яратилди

3-босқич (2001-2008 йй.)	Қишлоқ хўжалиги ишлаб чиқаришни ташқил этиш босқичи	“Фермер хўжаликлари тўғрисида” (янги тахрирадаги), 2004 йил 24 август	Қишлоқ хўжалигида махсулот ишлаб чиқариш эркинлиги ва иқтисодий ҳуқуққа кенг йўл очиб берилди
4-босқич (2009 йилдан ҳозирги кунга қадар)	Қишлоқ хўжалиги ишлаб чиқаришини инновацион ривожлантириш босқичлари	“Ўзбекистон Республикасининг Солиқ кодексига ўзгартириш ва қўшимчалар қиритиш тўғрисида”, 2019 йил 30 декабрь	Агробизнеснинг яхлит занжирини ўз ичига қамраб олган кластер моделини ва кооперация тизимини тўлиқ яратишга жиддий аҳамият қаратилди

Навнинг қийматини баҳолашда учта асосий усул қўлланилади: *нарх усули*, *аналог усули* ва *даромад усули*. Ҳар бир усул ўзига хос ёндашувга асосланади ҳамда навнинг иқтисодий қийматини аниқлашда турли хил аспектлар:

Турли хил методлар ёрдамида навнинг қийматини баҳолаш⁵

4-жадвал

Нарх усули (Cost method)	Нарх усули ресурсларни энг самарали ишлатиш принципига асосланади, яъни янги навни жорий этиш орқали уларни оптимал алмаштиришни кўзда тутди. Бу усулда иқтисодий ҳажм ва харажатлар ўртасида мувозанат сақлаш муҳим. Навнинг нархи, муаллифи ва истеъмолчиси ўртасидаги харажатлар тақсимооти ҳисобга олиниб, янги навдан

⁵ [Zakharchuk, O.V. \(2020\). Seed production efficiency and prospects for seed farming in Ukraine. Ekonomika APK, 3. 6-15. doi: 10.32317/2221-1055.202003006.](#) [Lytvyn, Yu.Ya. \(1993\). Organization of accounting, control and analysis in agriculture. Kyiv: High School.](#)

	кутилаётган иқтисодий фойда ва ресурслардан самарали фойдаланиш имконияти баҳоланади. Нарх усули янги навнинг иқтисодий самарадорлигини таҳлил қилишда фойдалидир.
Даромад усули (Income method)	Даромад усули навнинг келажакда келтирадиган даромадларини ҳисоблаб, уларнинг ҳозирги қийматини аниқлашга асосланади. Бу усулда навадан фойдаланиш ёки унинг интеллектуал мулк ҳуқуқларини сотиш орқали олинadиган даромадлар баҳоланади. Кутилаётган йиллик даромадлар дисконтлаш усули билан ҳозирги қийматга келтирилади. Ушбу усул навадан келадиган иқтисодий фойда ва даромадларни аниқлашга ёрдам беради. Анъанавий усулда етиштирилган уруғлик картошкadan ўртача ҳосилдорлик 20-25 тонна/га бўлиб, харажатлар юқори — айниқса пестицидлар ва уруғни янгилашга тўғри келади. “in vitro” кўпайтиришда ҳосилдорлик 30-35 тонна/га гача ошади, юқори сифатли уруғлар туфайли харажатлар камаяди ва фойда 30-40% га ортиши мумкин.
Аналог усули (Comparative method)	Аналог усули навнинг қийматини ўхшаш навлар бозорида амалга оширилган сотувлар асосида баҳолайди. Агар ўхшаш навларга тегишли мулк ҳуқуқлари сотилган бўлса, бу маълумотлар таҳлил қилинади. Ушбу усулда ўхшаш навларнинг асосий кўрсаткичлари таққосланади ҳамда бозор нархларига мослаштиришлар киритилади. Бу орқали навнинг бозор қиймати ва интеллектуал мулк ҳуқуқларининг қийматга таъсири аниқланади. Аналог усули навларнинг бозор қийматини баҳолашда кенг қўлланилади ва аниқ таҳлилий ёндашувни таъминлайди.

Картошка уруғчилигида бозор механизмлари *ишлаб чиқариш, тарқатиш, алмашиш* ва уруғ маҳсулотларини истеъмол қилишга таъсир қилувчи органик,

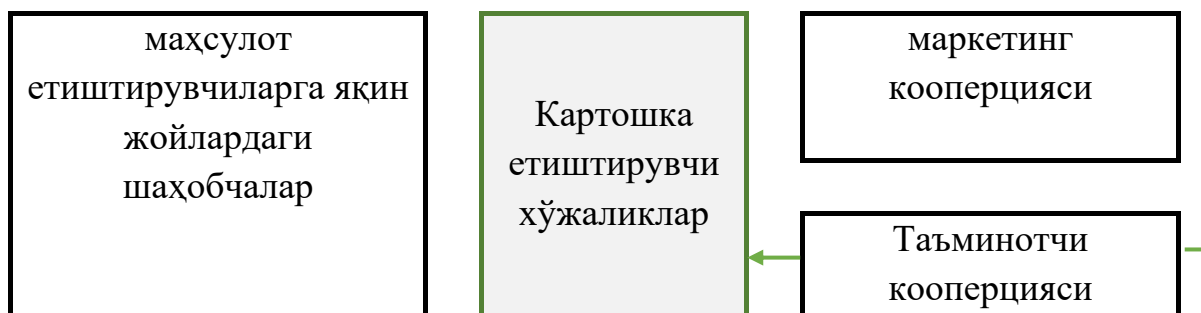
иқтисодий ва ҳуқуқий усуллар ҳамда воситаларни ўз ичига олади. Ушбу механизм *норматив-ҳуқуқий*, ташкилотчи ва иқтисодий регулятор чоратадбирлардан иборат бўлади. Шунингдек, уруғчилик сиёсати ишлаб чиқиш, мувофиқлаштириш ва координациялаштириш асосида давлат томонидан бозор усуллари ишлаб чиқариш ва уруғлар сотишни тартибга солиш билан уйғунлаштириш мумкин.

Иқтисодий самарадорликни баҳолашда бозор талабларига мос мезон ва кўрсаткичлардан фойдаланиш керак. Чунки, самарадорлик натурал кўринишда ишлаб чиқариш ҳажмини, пул кўринишида эса иқтисодий фойдани англатади [24]. Самарадорликни оширишнинг асосий имконияти инвестицияларни кўпайтириш орқали таъминланади.

Картошка маҳсулотининг бозор тизими [25]

5-жадвал





Техник самарадорликни ҳисоблаш [26]

Техник самарадорлик картошка уруғларини ишлаб чиқаришда максимал ишлаб чиқариш даражаси ва ресурслар ишлатилган даража ўртасидаги фарқни кўрсатади.

$$TC = \frac{\text{Чиқиш (Output)}}{\text{Кириш (Input)}} * 100$$

Бу ерда, Чиқиш (*Output*) — ишлаб чиқариш натижаси (*ҳосил ёки маҳсулот миқдори*), Кириш (*Input*) — ишлаб чиқаришга сарфланган ресурслар миқдори (*масалан, уруғ, меҳнат, ўғитлар ва ҳоказо*).

Мисол учун, агар лабораторияда 1000 дона картошка уруғи ишлаб чиқариш учун керакли барча ресурсларни ишлатсангиз, аммо фақат 800 дона уруғ ишлаб чиқарса, техник самарадорлик қуйидагича ҳисобланади:

$$TC = \frac{800}{1\,000} * 100 = 80\%$$

Бу 80% техник самарадорликни англатади, яъни ресурслардан максимал даражада фойдаланмаганлигини кўрсатади.

Иқтисодий самарадорлик

Иқтисодий самарадорлик ишлаб чиқариш жараёнида ресурсларнинг нархлари билан боғлиқ даражани кўрсатади. Бу ишлаб чиқарилган маҳсулотнинг харажатларига нисбатан даромадни ифодалайди. Иқтисодий самарадорлик қуйидагича ҳисобланади:

$$IC = \frac{\text{Харажатлар}}{\text{Даромад}}$$

УХ-Маҳсулотни ишлаб чиқариш учун сарфланган умумий харажатлар.

ИС>1-ишлаб чиқариш иқтисодий жиҳатдан самарали, яъни даромад харажатлардан кўпроқ. ИС<1-ишлаб чиқариш иқтисодий жиҳатдан самарасиз, яъни харажатлар даромаддан кўпроқ.

Стохастик ишлаб чиқариш чегараси модели (*Stochastic Production Frontier Model, СПФМ*) ишлаб чиқариш жараёнидаги самарадорликни баҳолаш ва ишлаб чиқаришнинг максимал даражасини аниқлашга ёрдам берадиган статистик моделдир [27]. Бу модел, ишлаб чиқариш жараёнида тасодифий омилларни ҳисобга олиш имконини беради [28]. Стохастик ишлаб чиқариш чегараси модели картошка уруғларини ишлаб чиқаришда фойдаланилаётган ресурслар асосида эришилиши мумкин бўлган энг юқори (*максимал*) самарадорликни ҳисоблайди. Бу модел ишлаб чиқариш натижасига таъсир этувчи тасодифий омилларни (*масалан, об-ҳаво, касалликлар, инсон хатолари*) ҳам инобатга олади. Шу тарзда, фермер ёки корхона ресурслардан қай даражада самарали фойдаланганини аниқлаш мумкин бўлади.

Иқтисодий самарадорлик самарадорлик тушунчасига нисбатан торроқ маънога эга. У, асосан, ресурслардан мақсадли ва оқилона фойдаланишда иқтисодий натижани аниқлашга хизмат қилади [29]. **Картошка уруғчилигида ишлаб чиқаришда иқтисодий самарадорлик ресурслардан оқилона фойдаланиш муҳим.** Стохастик ишлаб чиқариш чегараси модели тасодифийликни ҳисобга олади, ишлаб чиқариш самарадорлигини оширишга ёрдам беради. Иқтисодий самарадорлик мутлоқ ва нисбий самарадорликка бўлинади. Мутлоқ самарадорлик фақат қиймат кўрсаткичларига шунингдек, бир вақтнинг ўзида икки хил вариантга нисбатан афзаллигини ҳамда фойдали даражаси (*нисбий самарадорлик*)ни аниқлаш мумкин [30]. Нисбий самарадорликда бир неча усул, технология ёки ресурслар орасида энг яхшисига нисбатан самарадорлик даражаси баҳоланади.

Ишлаб чиқаришни самарали режалаштириш учун ердан фойдаланувчилар етарли агрономик ва иқтисодий билимларга эга бўлиши керак. Ер майдони, ресурслар (*гўнг, ўғит, пестицид*) миқдори, ишлатиш меъёрлари ва ҳўжаликдаги иш юритиш тартибини аниқ билиш орқали ишлаб чиқариш жараёнини тўғри ташкил этиш мумкин бўлади. Бу эса умумий самарадорликни оширади.

Картошка етиштириш учун керакли ресурслар ва ишловларни аниқлаб олгач, бу иш фойда келтирадимиз ёки зарар қиладимиз – шуни билиш муҳим. Буни аниқлаш учун сарфланган харажатлар ва ҳосилдан олинган даромадлар ҳисоблаб чиқилади. Бу “Гросс Маргин таҳлили” ёки айрим ҳолларда “Харажат-фойда нисбати” деб аталади.

$$\text{Gross Margin \%} = \frac{\text{Савдо ҳажми-Товарлар нархи}}{\text{Савдо ҳажми}} = 100 \%$$

ГМ (Gross Margin) - бу картошка сотишдан тушган умумий даромад билан уни етиштиришга кетган умумий харажатлар орасидаги фарқдир [31].

Бозорлар таклиф қилинаётган уруғ ва экиш материалларининг хилма-хиллиги туфайли кўпроқ эътибор талаб қиладди. Ўзбекистон иқтисодиётида қишлоқ хўжалиги ва фермер хўжаликларининг роли катта, чунки улар мамлакат ялпи ички маҳсулотининг муҳим қисмини ташкил қиладди. Шу боис, фермер хўжаликларини суғурталашда бу соҳа хусусиятларини алоҳида эътиборга олиш зарур (-жадвал).

Ўзбекистонда картошка уруғчилигининг иқтисодий самарадорлигини оширишда қуйидаги *таклиф ва тавсиялардан фойдаланиш мумкин:*

1. Картошка уруғчилиги тизимини маҳаллий шароитга мос, касалликларга чидамли ҳамда ҳосилдор навлар билан бойитиш муҳим. Илмий-тадқиқот институтлари билан ўзаро ҳамкорлик қилиш, инфратузилмани яхшилаш ҳамда молиялаштиришни ошириш керак. Шунингдек, давлат ва хусусий сектор ҳамкорлигида замонавий биотехнологияларни жорий этиш зарур.
2. Картошка уруғчилиги тизими учун тадбиркорлик субъектлари (*жамият*) ва лабораториялар ташкил этиш ҳамда мавжудларини таъмирлаш керак. Шунингдек, суғурталаш, сифат ва сертификатлаш бўйича жаҳон стандартлари жорий этилиши зарур.
3. Картошка уруғчилиги тизимини ривожлантириш учун қонунчилик ҳужжатларини такомиллаштириш керак. Қўллаб-қувватлаш механизмлари ҳамда давлат назоратини кучайтириш зарур.
4. Картошка уруғчилиги билан шуғулланувчи тадбиркорларга имтиёзли кредитлар ҳамда субсидиялар ажратиш зарур. Шунингдек, уруғ етиштирувчилар учун техник ва молиявий ёрдам кўрсатишга қаратилган давлат дастурлари

(микрокредитлар ва лизинг орқали техника сотиб олиш имкониятлари) ташкил этилиши керак.

5. Картошка уруғчилигида хорижнинг ривожланган хусусий компанияларни тажрибасидан фойдаланиш зарур. Шунингдек, картошка етиштирувчилар учун онлайн платформа яратиш ҳамда ўзаро шартнома асосида сертификатланган уруғларни етказиб беришни ташкил этиш муҳим.

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«ADVANTAGES OF USING AutoCAD GRAPHIC SOFTWARE IN DRAWING DESCRIPTIVE GEOMETRY AND PERSPECTIVE DRAWINGS»

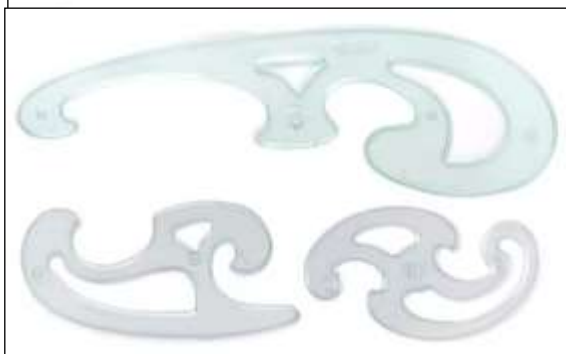
senior lecturer
X.T. Rizayev (taqi)

ANNOTATSIYA

Annotation: Basic primitives in AutoCAD graphic software. Analytical methods for designing complex primitives and drawings. Stages of the design process. The design workflow. Creating a flat-contour part drawing in AutoCAD graphic software. Rotating, moving, mirroring, and stretching objects. Constructing objects in AutoCAD graphic software. Creating sections, extrusions, attachments, adding dimensions, and applying scales to objects. Constructing objects using editing tools in AutoCAD graphic software.

Keywords: AutoCAD graphic software, basic primitives, complex primitives, analytical methods, design stages, design process, rotating objects, moving, mirroring, stretching.

Introduction. Descriptive geometry is one of the fundamental subjects in technical and engineering education. It teaches the rules of representation, the projection of



geometric shapes, and their positions in space. Traditional teaching methods have relied on paper and drafting tools (shape-1).

Shape-1.

However, the use of modern digital technologies, particularly the AutoCAD software, significantly enhances the quality of teaching this subject. Nowadays, engineers can sit in front of a computer, move the mouse on their desk, and occasionally press keyboard buttons to draw the model of the project they are working on.

In many developed countries around the world, the use of automated design software has become a common practice. One such program is AutoCAD, a graphic software developed by the American company Autodesk, specifically designed for drawing complex projects and models. AutoCAD enables the automation of drawings on personal computers running DOS and Windows operating systems.

Any drawing that can be made by hand can be completed much faster and in a very short time using the AutoCAD graphic software.

The versatile capabilities of AutoCAD allow its wide application in fields such as architecture and construction, electronics, mechanical engineering, aerospace industry, publishing, and design.

The AutoCAD package is particularly useful for technical designers and constructors in solving complex and practical problems. Using AutoCAD, it is possible to create drawings in both two-dimensional and three-dimensional coordinate systems. The program allows switching from 2D systems to 3D space systems and vice versa.

In AutoCAD, it is possible to create planes and surfaces, develop geometric models from them, generate views of these models from any desired angle, create sections from required locations, represent them in various colors, and manipulate the views by panning, rotating, and moving.

Since AutoCAD is a complex software, it is recommended to start with simple drawings. First, one should become familiar with the AutoCAD command panel. After learning the command panel, drawings should be created gradually — from simple to complex.

A brief overview of the AutoCAD software.

AutoCAD is a professional graphic system developed by **Autodesk**, which allows users to create, edit, save, and print two-dimensional (2D) and three-dimensional (3D) drawings. It is widely used in fields such as engineering, architecture, construction, and industrial design.

As of today, the 2025 version of the AutoCAD graphic software has been released and made available to users. This clearly demonstrates that the program is continuously evolving, taking into account user feedback and suggestions. The software is based on the theory of descriptive geometry and engineering graphics, meaning that drawing operations can be carried out according to drawing rules and state standards.

In AutoCAD, it is possible to perform operations ranging from drawing simple lines to creating complex surfaces. Additionally, the software allows the creation and editing of both 2D and 3D objects. Its capabilities to transform simple shapes into models are particularly noteworthy.

Versiya	Hotira	Videoadptr	Operatsion tizm	Diskda
AutoCAD 2014	2gb (4gb)	1gb DireceX11 (4gb DireceX12)	Windows 7, 8.1, XP	6gb
AutoCAD 2015	2gb (8gb)	DireceX9 (DireceX11)	Windows 7, 8.1,	6gb
AutoCAD 2016	4gb (4gb)	DireceX9 (DireceX11)	Windows 7, 8.1, 10, 11	6gb
AutoCAD 2017	4gb (8gb)	DireceX9 (DireceX11)	Windows 7, 8.1, 10, 11	6gb
AutoCAD 2018	4gb (8gb)	DireceX9 (DireceX11)	Windows 7, 8.1, 10, 11	6gb
AutoCAD 2019	4gb (16gb)	1gb DireceX11 (4gb DireceX11)	Windows 7, 8.1, 10, 11	6gb
AutoCAD 2020	4gb (16gb)	1gb DireceX11 (4gb DireceX11)	Windows 7, 8.1, 10, 11	6gb
AutoCAD 2021	4gb (16gb)	1gb DireceX11 (4gb DireceX11)	Windows 10, 11	7gb
AutoCAD 2022	4gb (16gb)	1gb DireceX11 (4gb DireceX12)	Windows 10, 11	10gb
AutoCAD 2023	4gb (16gb)	1gb DireceX11 (4gb DireceX12)	Windows 10, 11	10gb
AutoCAD 2024	4gb (32gb)	2gb DireceX11 (8gb DireceX12)	Windows 10, 11	10gb
AutoCAD 2025	8gb (32gb)	2gb DireceX11 (8gb DireceX12)	Windows 10, 11	10gb



AutoCAD

- **Function:** Creating 2D and 3D drawings, design, and modeling.
- **Field:** Architecture, engineering, construction, mechanical design, and other related fields.
- **Features:** Automation, working with drawings, support for extensions and integrations, 3D modeling.

Advantages of Using AutoCAD in Teaching Descriptive Geometry.

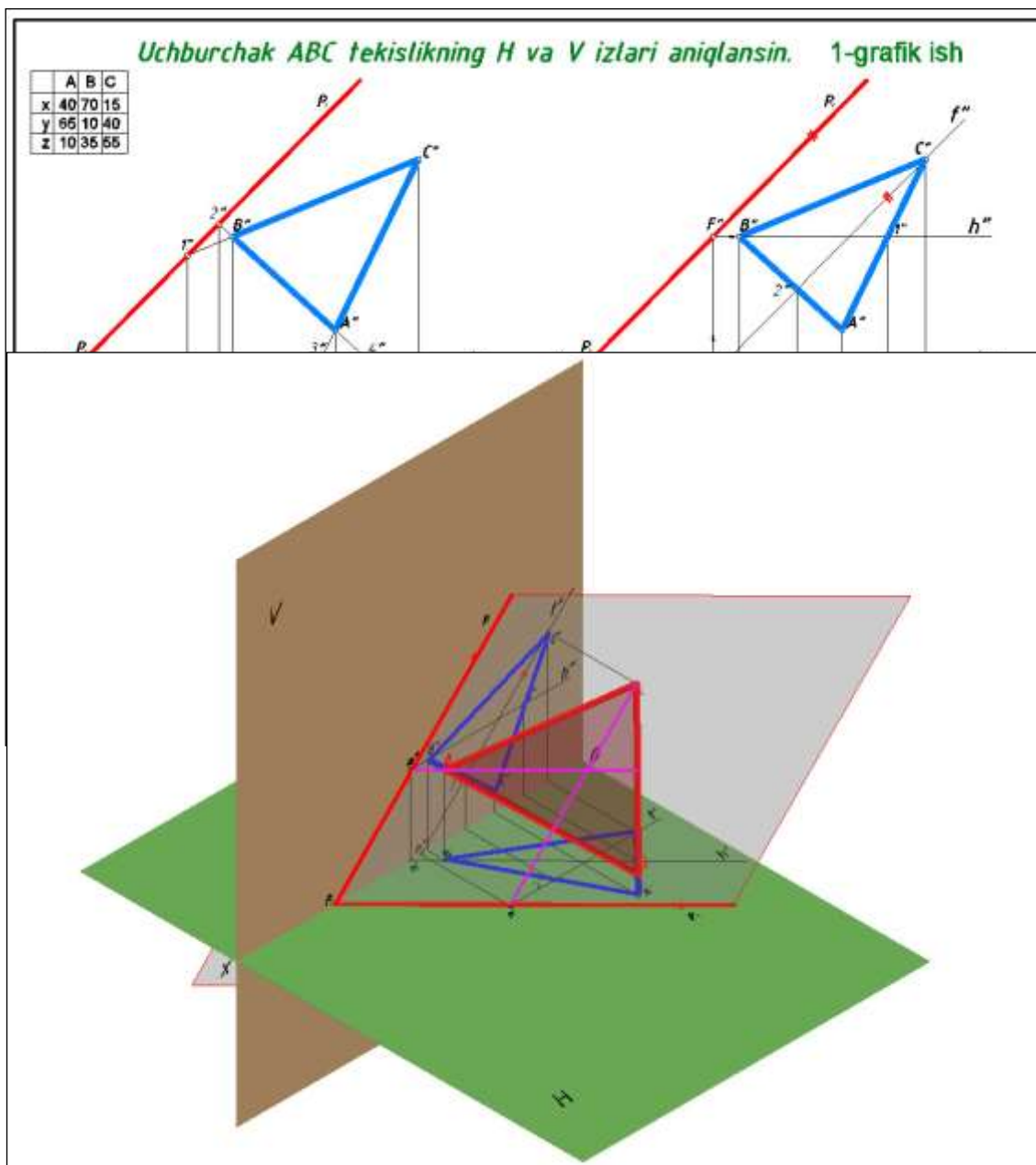
Let us explore the advantages of using AutoCAD software in teaching descriptive geometry:

1. **Precision and Accuracy:** AutoCAD enables geometric drawings to be created with millimeter precision. This is particularly important when illustrating complex geometric projections.
2. **Time Efficiency:** The software allows automatic construction of lines, circles, intersections, and projections. This significantly reduces the time required to complete a drawing.
3. **Error Reduction:** AutoCAD's automatic correction tools help identify and fix drawing errors. It also ensures that dimensions and angles are displayed with high accuracy.
4. **Three-Dimensional Visualization:** Traditional methods only support working with two-dimensional projections. AutoCAD, however, allows users to create 3D models and view them from multiple spatial perspectives.
5. **Interactive and Visual Learning Environment:** Students can create drawings interactively using AutoCAD, allowing them to view, rotate, cut, and analyze models. This enhances their spatial imagination and understanding.
6. **Convenience in Editing and Saving Drawings:** Drawings are stored digitally and can be edited at any time. Additionally, they can be easily duplicated, shared, and exported into various formats. The Layout section in particular allows users to place both 2D and 3D drawings on a single sheet.
7. **Preparation for the Modern Job Market:** In many technical professions, knowledge and skills in AutoCAD are required. By learning to use this software, students become more competitive in the labor market.

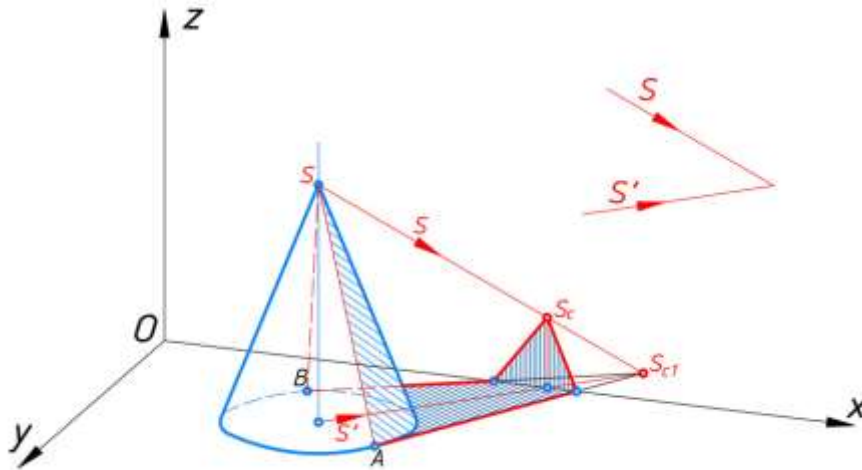
Conclusion

Teaching descriptive geometry using AutoCAD is not only a way to utilize modern technological tools, but also a means to enhance students' professional preparedness. This approach enables learners to gain deeper knowledge of drafting and equips them to solve real-world engineering problems. Therefore, effective integration of AutoCAD into technical education can significantly improve the quality of instruction and take it to a new level.

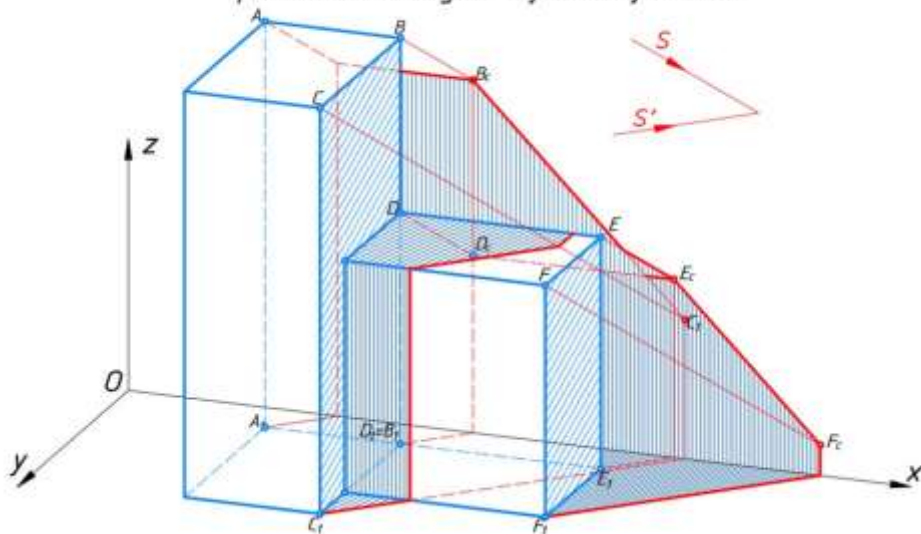
Examples of graphics tasks drawn in AutoCAD software.



3-Masala: Asosi gorizonttal tekslikda joylashgan to'g'ri doiraviy konusning soyasini qurilsin.



5-Masala: Aksonometrik proyeksiyalarda ikkita prizmadan tushgan soyalarni yasalsin.



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