



INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

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INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 02, Issue 12, 2025 (26- DECEMBER)

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ТЕХНОЛОГИЗАЦИЯ ПРОЦЕССА ПРОБЛЕМНОГО ОБУЧЕНИЯ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

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Аннотация: The article presents the essence and technology of problem-based learning, in the use of which the teacher creates problematic situations and as a result of their resolution, creative acquisition of professional knowledge, skills, abilities and the development of students' thinking abilities occurs.

Ключевые слова: Проблемное обучение, технология проблемного обучения, личностно-ориентированная технология обучения, проблемная ситуация, проблемная интерпретация учебного материала.

THE ESSENCE OF PROBLEM-BASED LEARNING

Abstract: The article presents the essence of problem-based learning, in which the teacher creates problem situations and, as a result of their resolution, creative mastery of professional knowledge, skills, abilities and the development of students' thinking abilities occurs.

Key words: Problem-based learning, problem-based learning technology, student-centered learning technology, problem-based situation, problem-based interpretation of educational material.

Проблемное обучение основывается на теоретических положениях американского философа, психолога и педагога Дж.Дьюи и получило распространение в 20-30 х годах XX века. Дж.Дьюи выделял 4 инстинкта для обучения: социальный, конструирование, художественное выражение, исследовательский. Для удовлетворения их представлялись в качестве инстинктов познания: слово, произведения искусства, технические устройства, игры и труд.

Сегодня под проблемным обучением понимается – создание педагогом проблемных ситуаций на занятиях и активную самостоятельную деятельность учащихся по их разрешению, в результате чего и происходит творческое овладение профессиональными знаниями, навыками, умениями и развитие мыслительных способностей.

Проблемное обучение относится к личностно-ориентированным технологиям, так как личность здесь является субъектом, а цель проблемных ситуаций – особым видом мотивации в педагогическом процессе [1].

Оптимальной структурой учебного материала является традиционное изложение с включением проблемных ситуаций.

Педагог создаёт проблемную ситуацию, направляет учащегося на ее решение, организует поиск решения (рис.1) .

Управление проблемным обучением требует педагогического мастерства, так как возникновение проблемной ситуации - акт индивидуальный, поэтому требуется использование дифференцированного и индивидуального подхода.

Проблемное обучение как творческий процесс представляется как решение нестандартных научно-учебных задач нестандартными же методами. Если тренировочные задачи предлагаются учащимся для закрепления знаний и отработки навыков, то проблемные задачи – это всегда поиск нового способа решения.

Суть проблемной интерпретации учебного материала состоит в том, что преподаватель не сообщает знаний в готовом виде, но ставит перед учащимися проблемные задачи, побуждая искать пути и средства их решения. Проблема сама прокладывает путь к новым знаниям и способам действия.

Это вид учебных занятий в котором педагогам
создаются проблемные ситуации и активная



Рис. 1. Блок-схема «Проблемного обучения»

Принципиально важен тот факт, что новые знания даются не для сведений, а для решения проблемы или проблем. При традиционной педагогической стратегии – от знаний к проблеме – учащиеся не могут выработать умений и навыков самостоятельного научного поиска, поскольку им даются для усвоения его готовые результаты. Решение проблемы требует включения творческого мышления. Репродуктивные психические процессы, связанные с воспроизведением усвоенных шаблонов, в проблемной ситуации просто неэффективны.

Если человека постоянно приучить усваивать знания и умения в готовом виде, можно и притупить его природные творческие способности: «разучить» думать самостоятельно. В максимальной степени процесс мышления проявляется и развивается при решении проблемных задач.

Психологический механизм происходящих процессов при проблемном обучении следующий: сталкиваясь с противоречивой, новой, непонятной проблемной (проблема – сложный теоретический или практический вопрос, содержащий в себе скрытое противоречие, вызывающий разные, порой противоположные позиции при его решении), у человека возникает состояние недоумения, удивления, возникает вопрос: в чем суть?

И человек либо самостоятельно осуществляет мыслительный поиск открытия неизвестного, либо с помощью преподавателя. Активизации творческого мышления способствуют субъект-объект-субъектные отношения, возникающие при коллективном решении проблемы.

Важнейшей чертой содержательного аспекта проблемного обучения является отражение объективных противоречий, закономерно возникающих в процессе научного знания, учебной или любой другой деятельности, которые и есть источник движения и развития в любой сфере. Именно в связи с этим проблемное обучение можно назвать развивающим, ибо его цель – формирование знания, гипотез, их разработки и решений. При проблемном обучении процесс мышления включается лишь с целью разрешения проблемной ситуации, оно формирует мышление, необходимое для решения нестандартных задач [2].

Рассмотрев вышеизложенные основные аспекты проблемного обучения можно сделать следующие выводы:

- В результате добытых в ходе активного поиска и самостоятельного решения проблем усвоение учащимся знаний, умений становится более прочным, чем при традиционном обучении;
- При проблемном обучении развивается мышление, способности, активная творческая личность учащегося, умеющего видеть, ставить и разрешать нестандартные проблемы.

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**IKKINCHI JAHON URUSHIDAGI O'ZBEKISTONLIK LARNING JASORATLARI:
FALSAFIY TAHLIL**

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ANNOTATSIYA

Mazkur maqolada Ikkinchi jahon urushi yillarida o'zbekistonliklarning frontda va orqa frontdagi jasorati ijtimoiy-falsafiy nuqtayi nazardan tahlil qilinadi. Jasorat, vatanparvarlik, inson burchi va ma'naviy fidoyilik tushunchalari falsafiy asosda yoritilib, bu jarayonlarning zamonaviy avlod uchun ma'naviy ahamiyati ochib beriladi.

Kalit so'zlar: jasorat, vatanparvarlik, fidoyilik, axloq falsafasi, urush, inson mohiyati, ijtimoiy qadriyat.

АННОТАЦИЯ

В данной статье с социально-философской точки зрения анализируется подвиг узбеков на фронте и в тылу в годы Второй мировой войны. Философски освещены понятия мужества, патриотизма, человеческого долга и духовной самопожертвования, раскрыта духовная значимость этих процессов для современного поколения.

Ключевые слова: мужество, патриотизм, самоотверженность, моральная философия, война, человеческая сущность, социальная ценность.

ANNOTATION

This article analyzes the feat of the Uzbeks at the front and in the rear during the Second World War from a socio-philosophical point of view. The concepts of courage, patriotism, human duty and spiritual self-sacrifice are philosophically clarified, and the spiritual significance of these processes for the modern generation is revealed.

Keywords: courage, patriotism, dedication, moral philosophy, war, human essence, social value.

KIRISH

Ikkinchi jahon urushi insoniyat tarixidagi eng og'ir sinovlardan biri bo'lib, 1941–1945-yillar oralig'ida kechgan bu urushda 60 milliondan ortiq inson halok bo'lgan[1]. Bu urush nafaqat siyosiy va harbiy to'qnashuv, balki insoniyatning ma'naviy-axloqiy poydevorini sinovdan o'tkazgan global fojia bo'ldi. O'zbekiston xalqi bu sinovdan katta fidoyilik, sabr-toqat va qahramonlik bilan o'tdi. Minglab o'zbekistonliklar frontda jonini fido qilar ekan, yana millionlab yurtdoshlar front ortida mehnat frontida g'alaba uchun tinmay ishlab, Vatan oldidagi burchini ado etdilar.

Falsafiy nuqtayi nazardan qaraganda, bu davr inson borlig'ining mohiyati, vijdon, burch, sadoqat va insoniy qadriyatlarning haqiqiy sinov maydoni bo'ldi. Urush inson ruhiyatida yovuzlik va yaxshilik, nafrat va mehr, hayot va o'lim o'rtasidagi ziddiyatlarni keskinlashtirdi. O'zbekistonlik jangchilar va mehnatkashlar ana shu ziddiyatlar orasida o'zining axloqiy yuksakligini, insoniyligining qudratini namoyon etdilar. Ularning qahramonligi shaxs va jamiyat munosabatlaridagi eng oliy falsafiy qadriyat — inson burchi va vatanparvarlik timsoliga aylandi.

Urush sharoitida O'zbekiston xalqi nafaqat g'alabaga o'z hissasini qo'shdi, balki insoniyatga sadoqat, irodaviy kuch va birlik timsoli sifatida tarixda o'chmas iz qoldirdi. Shu bois, Ikkinchi jahon urushi davridagi o'zbekistonliklarning jasorati — bu oddiy tarixiy fakt emas, balki insoniylik falsafasining yorqin ifodasidir.

Asosiy qism

1. Jasorat fenomenining falsafiy mohiyati

Aristotel o'zining “Nikomax axloqi” asarida jasoratni inson fazilatlarining o'rtasi — “qo'rquv va beparvolik o'rtasidagi oltin o'rta” deb ta'riflaydi[3, b. 74]. Bu yondashuvdan kelib chiqib, jasorat — bu qo'rquvni yengish emas, balki uni ongli tarzda boshqarish, insonni maqsad sari yetaklaydigan iroda kuchidir. Forobiy esa “Fozil shahar ahli” asarida jasoratni “aqlga tayanadigan burch” sifatida talqin etadi[4, b. 56]. Demak, haqiqiy jasorat — bu nafaqat kuch yoki g'alaba istagi, balki aql, vijdon va axloqning uyg'un harakati hisoblanadi.

Islom falsafasida jasorat — bu nafaqat jismoniy kuch, balki iymon va vijdonning yuksak ko'rinishidir. Qur'on va hadis ta'limotlarida haq yo'lida sabr va fidoyilik eng oliy fazilat sifatida e'tirof etilgan. Shu ma'noda, o'zbekistonliklarning urush davridagi jasorati individual emas, balki ijtimoiy-axloqiy ongning faol ifodasi, jamiyatning vijdoni sifatida namoyon bo'lgan. Bu jasorat insoniylikning eng yuksak shakli — vatan va xalq oldidagi burchni ado etishning ramzidir.

2. Frontdagi o'zbekistonlik qahramonlar jasorati

Urush yillarida 1,5 milliondan ortiq o'zbekistonliklar frontga safarbar qilingan[5, b. 17]. Ular orasida general Sobir Rahimov, To'xtasin Jalilov, Zulfiya Zakirova, Tursunoy Akramova singari insonlar xalq jasoratining timsoliga aylanishdi. Ularning har biri o'z hayoti bilan Vatanga sadoqat, burch va iymonning yuksak namunalarini ko'rsatgan.

Heidegger o'zining “Borliq va vaqt” asarida inson borlig'ini o'lim va xavf fonida anglaydi[6, b. 224]. Shu jihatdan, urushda ko'rsatilgan jasorat — bu insonning “borlig'ini o'zi uchun kashf etish” holatidir. Har bir jangchi, har bir fidoyi inson hayot va o'lim o'rtasida tanlov qilgan holda, o'zining inson sifatidagi mohiyatini anglaydi. Shuning uchun frontdagi o'zbekistonlik jangchilar jasorati nafaqat harbiy g'alabaga, balki insoniylikning falsafiy mazmunini ochishga xizmat qilgan.

Jasorat bu jarayonda shunchaki jismoniy jasurlik emas, balki ma'naviy o'zlikni tasdiqlashdir. Bu holat, aslida, milliy o'zlikni, vatanparvarlikni va inson sha'nini himoya qilishning eng oliy bosqichidir.

3. Orqa frontdagi mehnat — ma'naviy jasorat ifodasi

O'zbekiston Ikkinchi jahon urushi yillarida orqa front markaziga aylangani ma'lum: bu yerga 200 dan ortiq korxona ko'chirildi, yuz minglab ayollar, qariyalar va bolalar front uchun jonbozlik ko'rsatdi[7, b. 43]. O'zbekiston xalqi og'ir iqtisodiy sharoitda ham g'alabaga ishonchni yo'qotmadi, mehnatni fidoyilik darajasiga olib chiqdi.

Kant axloqni “burchni ongli ravishda ado etish” deb talqin etadi[8, b. 57]. Shu ma'noda, orqa frontdagi mehnat — bu amaliy axloq falsafasining eng yorqin namunasidir. Inson o'z hayotini emas, boshqalar hayotini saqlab qolish uchun ishladi, har bir tikilgan kiyim, har bir non bo'lagi g'alabaga bo'lgan ishonchni ifodalaydi. Bu mehnat — jasoratning ma'naviy shakli, irodaviy kuch va vijdon uyg'unligining ifodasidir.

Bu jarayon orqali o'zbekistonliklar o'z tarixida "mehnat etikasi" va "burch falsafasi"ni shakllantirdilar. Shunday qilib, jasorat nafaqat jang maydonida, balki orqa frontda, sabr va mehnatda ham namoyon bo'lgan.

4. Jasoratning ma'naviy-metafizik ildizlari

O'zbekiston xalqining jasorati diniy, milliy va ma'naviy qadriyatlarga tayanadi. Al-G'azzoliy "Ihyo ulum ad-din" asarida "haq yo'lida fidokorlik"ni insonning eng oliy kamoloti sifatida izohlaydi[9, b. 312]. Bu, aslida, o'z "men"ini umumiy ezigulikda eritish — jasoratning metafizik mohiyatidir.

Bu jihatdan, urush davridagi o'zbekistonliklarning harakati — "o'zidan kechish" falsafasining real hayotdagi ifodasidir. Inson o'z manfaatidan voz kechib, umumiy ezigulik — Vatan, xalq, tinchlik manfaatini ustun qo'ygan. Shu ma'noda, jasoratning ildizi inson ruhiyatidagi komillikka intilish, o'zini yuksak maqsadga bag'ishlashda yotadi.

Bu tushuncha bugungi kunda ham o'z ahamiyatini yo'qotmagan: jasorat insonni moddiy chegaralardan ruhiy yuksaklik sari olib chiqadigan ma'naviy ko'prikdir.

5. Jasoratning zamonaviy talqini

Shavkat Mirziyoyev "Yangi O'zbekiston strategiyasi" asarida ta'kidlaganidek:

"O'tgan ajdodlarning mardligi va jasorati — bu biz uchun yo'l ko'rsatuvchi nurdir"[10, b. 29].

Bu fikr bugungi kunda urush qahramonlarining jasoratini falsafiy jihatdan talqin etish zaruratini yanada kuchaytiradi. Chunki jasorat — bu tarixiy xotira emas, balki zamonaviy jamiyatni ruhiy jihatdan mustahkamlovchi kuchdir.

Bugungi yoshlar uchun jasoratning falsafiy mazmuni — bu o'z burchini anglash, haqiqat va adolat yo'lida qat'iy turish, Vatanga fidoyilik bilan xizmat qilishdir. Shunday qilib, jasorat fenomeni o'z mohiyatida o'tgan avlodlardan meros bo'lib kelayotgan ma'naviy energiya, insoniy qadriyatlar va ijtimoiy ongning uyg'unlashgan shaklidir.

Xulosa

Ikkinchi jahon urushidagi o'zbekistonliklarning jasorati insonning ma'naviy barkamolligini namoyon etuvchi tarixiy hodisadir. Falsafiy tahlil shuni ko'rsatadiki, jasorat — bu nafaqat harbiy faoliyat, balki **vijdon, burch va iymonning sinovidir.**

Bu jasoratlar bugun ham yosh avlodni vatanparvarlik va insonparvarlik ruhida tarbiyalashda muhim ma'naviy manba bo'lib xizmat qilmoqda.

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**METHODOLOGICAL FOUNDATIONS OF A DIFFERENTIAL APPROACH IN
DEVELOPING DIALOGIC SPEECH****Komilova Muxtsar Abdunabi qizi,**

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ANNOTATION

This article is devoted to the methodological foundations of a differential approach in developing dialogic speech within the framework of English language education. The article is based on concrete facts and written using an analysis of relevant online sources and foreign scientific literature. The study has a scientific-theoretical character, highlighting the importance of developing dialogic speech and the necessity of organizing the educational process with consideration of students' individual characteristics. Each idea is supported by reliable sources, and the views of scholars and educators are presented with appropriate references (web links). The article demonstrates the essence of the differential approach and methods of applying it in teaching practice by examining the experience of developed countries, while also discussing its expected outcomes and practical significance. In the conclusion, it is emphasized that applying a differential approach can significantly improve students' dialogic speaking skills, and recommendations are provided for effectively implementing this approach in English language lessons.

Keywords: differential approach, dialogic speech, communicative competence, English language education, interactive methods, individual approach.

Scientific research confirms that using dialogic methods in the classroom positively influences students' learning outcomes. For instance, the Cambridge Primary Review conducted in the United Kingdom found that allocating more time for meaningful and logical dialogues during lessons (instead of merely giving ready-made answers, allowing students to think, debate, and explain) improved primary school learners' performance. It was observed that such a dialogic approach provided students with an average of two months' additional learning progress in mathematics, science, and English classes. These findings demonstrate that developing dialogic speech contributes not only to language competence but also to overall academic success. At the same time, fostering dialogic speech in a foreign language is a complex methodological process, since each student has different levels of readiness, vocabulary range, and psychological characteristics. Within the same class, some students may grasp new material quickly, while others may lag behind or feel hesitant to actively participate in conversations. Therefore, the principle of "one approach for all students" proves ineffective, and working with children who have diverse abilities and needs requires teachers to be flexible. Today, in the education systems of developed countries, differentiated instruction is regarded as a solution to this issue. Differentiated instruction is the organization of the teaching process based on each learner's individuality, readiness level, and needs. As researcher Sh. Sultanova notes, differentiated instruction makes it possible to organize the learning process effectively by considering each student's individual abilities, knowledge level, and interests. In other words, in such an approach, a "single standard" is not applied to the entire class — all students are expected to

acquire the same core knowledge, but the ways to achieve this may vary (the level of task difficulty, the method of completing the assignment, the pace, etc. are adapted to the learner).

It should be noted that differentiated instruction is not a new idea; its theoretical foundation dates back to the early 20th century, to Lev Vygotsky's concept of the Zone of Proximal Development (ZPD). According to Vygotsky, there is a certain "gap" between the tasks a child can complete independently and the tasks they can accomplish with the help of guided support, and effective learning takes place only when instruction is organized within this zone. Therefore, the teacher must correctly determine each learner's current level of knowledge and help them "stretch" by providing tasks that are slightly challenging—while offering sufficient scaffolding and support during the process. Thus, Vygotsky advocated individualized learning and the acquisition of knowledge through social interaction. The principles of modern differentiated instruction are also based on this same scientific foundation and require teachers to constantly ask themselves: "What kind of support does this student need at this moment, and what am I doing to foster their development?"

The theoretical and practical evidence presented shows that applying differentiated instruction in the process of developing dialogic speech in English teaching has significant methodological importance. The aim of this article is to explain the essence of differentiated instruction in enhancing dialogic speech, the methods of its implementation, and its effectiveness based on scientific sources. The article first examines the theoretical foundations of the concept of differentiated instruction and its application in foreign practice, and then analyzes the methods of individualizing dialogic activities in English lessons, the results achieved, and the existing challenges.

Implementing differentiated instruction in practice requires teachers to thoroughly plan and flexibly manage the lesson process. First of all, it is necessary to diagnose the level of knowledge and skills of students in the class. Once learners' current oral communication abilities (especially dialogic speaking) are identified, it becomes possible to divide them into groups or determine individual learning paths. Research shows that working in small groups is effective for all students, and it is advisable to reorganize these groups regularly. In some cases, grouping students with similar levels of preparation or difficulty and giving them special attention is beneficial, while in other situations, mixing stronger and weaker learners can create a "mentor-apprentice" collaboration among peers. For example, during a complex dialogic task, a more knowledgeable student may take the lead and support their weaker partner by guiding them with questions.

Tiered assignments are one of the key elements of differentiated instruction. In this approach, the overall topic and communicative goal of the lesson remain the same for all students, but learners are offered tasks at different levels. For example, to develop dialogic speech, three different task variants can be prepared:

- ✓ For beginner-level students – exercises to continue a conversation using given starter phrases. They are provided with special scaffolding cards, showing sentence starters (for example: "What do you think about ...?", "I agree that ..."). This method facilitates participation for students who struggle to express their ideas in English.
- ✓ For intermediate-level students – freer role-play tasks. For instance, they are given specific communicative situations ("A customer and a seller in a shop," "A conversation in the library," "Two friends planning a weekend"). Students assign roles in pairs or small groups and create dialogues based on the situation. The teacher occasionally reminds them of new words or phrases but mainly

encourages independent conversation. These tasks activate dialogic speech in intermediate learners and give them some creative freedom.

✓ For advanced students – problem-solving or debate/discussion tasks. For example, a controversial question related to the lesson topic is given (“Is technology beneficial or harmful to education?”, “Is homework necessary or not?”). Stronger students engage in debates in small groups, defending their opinions with evidence. The teacher mainly acts as an observer and facilitator, enriching or guiding the discussion with new arguments when necessary. Engaging in more complex communication further hones the speaking skills of advanced learners.

Leveled tasks, such as those described above, enable all students to engage in activities that are appropriately matched to their individual abilities. Consequently, high-achieving students do not experience boredom, while lower-achieving students are not excessively challenged to the point of losing motivation; each student continues to progress according to their own level. Moreover, through group work and general discussions, students of varying proficiency levels still learn from one another and actively participate in communication.

The adaptation of didactic materials plays a crucial role in facilitating a differentiated approach. Teachers should prepare multiple versions of supplementary materials for each lesson, including texts of varying complexity, vocabulary cards, dialogue templates, illustrations, and similar resources. For instance, lower-level groups may be provided with brief and simple dialogue texts, whereas higher-level students may be given texts containing more ambiguous information or more complex situational contexts. Additionally, some students may receive lists of “scaffolding phrases” to use during interaction (e.g., “In my opinion...,” “Could you please repeat that?,” “If I understood you correctly...,” etc.). Such tailored materials foster students’ confidence and enable them to participate in dialogues without difficulty.

Furthermore, information and communication technologies can significantly support the differentiated development of dialogic competence. For example, in Russia, a special website integrated with a neural network (such as twee.com) was trialed in English lessons to automatically generate oral tasks adapted to students’ varying levels of proficiency. Teachers and students collaboratively selected exercises on the online platform and adjusted their content to correspond with learners’ current abilities. Although such innovative approaches are not yet widely implemented, they are expected to enrich differentiated teaching methodologies in the future.

In a differentiated approach, not only the teaching process but also the assessment system must be adapted. In traditional approaches, the same requirements and criteria are applied to all students, which can lead some to consistently receive low grades and experience emotional discouragement. Differentiated assessment, however, encourages students to compete primarily with themselves: their achievements are evaluated mainly based on their personal growth trajectory. For example, if a student demonstrates a score of 2 (beginner level) in a diagnostic conversation at the beginning of the lesson and achieves a score of 3 (intermediate level) after one month, this is recognized as a significant achievement, even if some classmates continue to outperform them. In this way, each student’s personal progress is encouraged. Various forms of assessment are employed, including recording and analyzing oral responses, self-assessment sheets, peer evaluations, portfolios, and more. Differentiated assessment ensures that each student receives feedback—praise or constructive criticism—that positively influences their subsequent dialogic engagement.

The aforementioned methods—grouping, leveled assignments, adapted materials, interactive techniques, and individualized approaches—together form the mechanism for implementing a differentiated approach. It is noteworthy that the teacher’s role is crucial: they must continuously monitor students’ needs, adapt lesson plans accordingly, provide additional guidance to one group while allowing another to work independently, and adjust instruction as necessary. Although managing such a classroom may seem complex, experienced educators emphasize that a “tailored approach for each student” enhances overall effectiveness by enabling learners to enjoy the educational process and demonstrate their abilities. When applied consistently, differentiated instruction fosters mutual respect, collaboration, and an environment of open communication, ultimately allowing each student to confidently engage in foreign language dialogue and enjoy the learning process.

The anticipated outcomes of implementing the differentiated approach, as described above, have been observed in various studies and practical experiments. Firstly, this approach actively engages students in the learning process and increases their motivation. When learners are provided with tasks aligned with their interests and proficiency levels, they show greater engagement with the lesson content, as the materials correspond to their personal experiences and needs. Consequently, students develop a positive attitude toward the subject and are motivated to demonstrate their abilities. Observations conducted in the United States indicate that students participating in differentiated instruction take a more active role in learning, selecting their preferred learning methods and demonstrating knowledge to peers. Such engagement and autonomy also foster independent thinking and strengthen students’ sense of responsibility.

Secondly, differentiated instruction has been statistically shown to positively influence the development of dialogic competence in a foreign language. In particular, an experiment conducted in the Philippines among 18 sixth-grade students implemented differentiated lessons over a specified period. The results were measured using diagnostic assessments at the beginning and end of the study. Speaking skills were evaluated based on five key indicators: vocabulary, grammatical accuracy, fluency, pronunciation, and content expression. By the end of the experiment, students demonstrated significant improvement across all five indicators, with differences between pre- and post-intervention scores statistically significant. Thus, tasks and approaches tailored to individual abilities genuinely enhance students’ English-speaking proficiency. According to the study’s authors, the implementation of differentiated instruction reduced vocabulary and grammatical errors, increased fluency, and enabled students to express their ideas more coherently and accurately—outcomes that directly contribute to the development of communicative competence in a foreign language.

Thirdly, differentiated instruction positively affects the psychological climate of the classroom and students’ self-confidence. When all students receive tasks appropriate to their level and succeed in completing them, their self-efficacy increases. For instance, teachers involved in the “Dialogic Teaching” project in the United Kingdom reported that this interactive approach enhanced students’ confidence in expressing their opinions and increased overall engagement. Initially shy or hesitant students began to participate actively in discussions when placed in suitable groups and given appropriate tasks. In a differentiated learning environment, students are less fearful of failure, as tasks are manageable and peer competition is not overwhelming. Consequently, students feel freer to ask questions, express opinions, and join conversations. Research indicates that when a classroom

environment is supportive and open, students' anxiety about speaking in a foreign language decreases. Students who previously remained silent for fear of making mistakes are encouraged to "speak up" in smaller groups or with simpler tasks. For example, observations by teachers in Thailand revealed that when lessons were dialogic and communicative, students spoke more actively, worried less about mistakes, and felt confident participating in discussions, even when errors occurred. Thus, differentiated and dialogic instruction fosters psychological safety, which is essential for developing foreign language communication skills.

Fourthly, the implementation of differentiated instruction contributes, in the long term, to improving the quality and effectiveness of education and promoting the principle of equity. In developed countries, the emphasis is not on ensuring identical results for all students but on maximizing individual growth. For instance, U.S. schools have integrated differentiated approaches within inclusive education, teaching students of diverse cultures, languages, and abilities within the same classroom. By employing varied learning styles and activities, an inclusive environment is created that accommodates all learners. As a result, students who previously received little attention or struggled due to difficulties are given opportunities to demonstrate their talents. Differentiated instruction ensures that each student achieves success in their own way, thereby promoting equal opportunities in education.

Overall, the differentiated approach positively impacts the development of dialogic competence in two main ways. Firstly, it enhances the quality of students' speaking skills, as evidenced by the previously cited research, which observed improvements across specific linguistic indicators. Secondly, it improves the overall learning process by increasing student engagement, interest, and confidence. While the effects of this approach may not be immediately visible, consistent application accelerates students' overall development. At the conclusion of English lessons conducted using differentiated strategies, teachers frequently report positive outcomes, such as "students are more active in participating in discussions," "even quieter students have begun speaking," and "students are more accustomed to communicating in English with one another." These observations corroborate the theoretical evidence in practice.

The results above indicate the high effectiveness of the differentiated approach in fostering dialogic competence. In this discussion, we analyze its significance in depth and examine the challenges and solutions associated with its practical implementation.

Firstly, from a theoretical standpoint, the success of the differentiated approach aligns closely with Vygotsky's sociocultural theory of education. As noted earlier, Vygotsky emphasized that learning occurs through social interaction and that each child possesses a unique developmental level. The differentiated approach adheres to this principle, whereby instruction is designed according to each student's "zone of proximal development." This, in turn, establishes a learner-centered model of education. In this model, the teacher is not merely a monologic lecturer but a designer of the learning process who collaborates with students to co-construct knowledge. As critical pedagogue R. Alexander notes, in dialogic education, teachers and students act as partners, with knowledge formed collaboratively rather than transmitted unilaterally. Thus, the differentiated approach is not merely a set of methods; it transforms the philosophy of education itself by aligning lessons with students' interests and fostering subject-to-subject interactions.

However, certain challenges arise in the implementation of the differentiated approach. The first challenge concerns the additional time and resources required from teachers. Preparing multiple versions of lesson materials and designing tasks for different groups demands significant effort and creativity. According to foreign educators, successful implementation requires teachers to possess adequate methodological preparation. Initially, teachers may encounter difficulties: classroom management becomes more complex, lesson progression may diverge from the plan, and planning requires more time. For instance, participants in the dialogic teaching project in the United Kingdom noted that fully integrating this approach into classrooms may require significantly more time than usual—at least two semesters. Therefore, the differentiated approach is not a “magic wand” for immediate results but a strategy to be gradually introduced. Support from school administration and the educational system is essential, such as allocating extra preparation time in schedules and offering professional development in differentiated instruction. In developed countries, teacher training programs include differentiated instruction as a key component, equipping educators with the necessary skills, which both eases their workload and encourages the adoption of innovative teaching methods.

The second challenge involves classroom discipline. When different groups engage in varied activities, especially with younger students, distractions and noise may increase. This tests the teacher’s classroom management skills. One solution is to establish clear rules and tasks for each group at the beginning of the lesson. Each group should understand what they are expected to accomplish and within what timeframe. Assigning specific roles, such as group leader or spokesperson, can further enhance responsibility and maintain order. Additionally, a certain level of background noise is natural when students are actively engaged; the key is ensuring that students remain focused on their tasks. In differentiated classrooms, the environment may appear noisier than usual, as all students are actively communicating, but this should be understood as productive, creative noise rather than disruption.

The third factor is psychological: some students may initially struggle to adapt to the differentiated approach. For example, students accustomed to listening to teacher monologues and taking notes may find independent group discussions challenging, while highly active students placed in slower groups may become bored. To address these situations, teachers should carefully assign groups and monitor engagement continuously. If a student struggles with a given task, additional support or task adaptation should be provided promptly. For instance, a student engaged in a complex debate but not yet prepared may be assisted subtly through guiding questions or temporarily assigned an observer role. Ensuring that no student is overlooked is essential, as neglecting any learner undermines the approach’s effectiveness. Teachers continuously monitor group activities, collect student feedback through reflection exercises, and adjust future lesson plans accordingly. Although this process demands ongoing refinement, the outcome is worthwhile: each student ultimately finds their place in the classroom and contributes according to their abilities, forming a cohesive, balanced learning community.

Referring to international experience, it is evident that several national programs and studies in developed countries have focused on promoting dialogic competence and implementing differentiated instruction. For instance, in the United Kingdom, under the leadership of Robin Alexander, the Cambridge Primary Review project proposed the introduction of dialogic teaching

methodologies and evaluated their effectiveness. As a result, this approach became widely adopted in primary schools, enhancing classroom communication quality and fostering students' critical thinking skills.

Similarly, in the United States, Carol Ann Tomlinson and colleagues conducted extensive research on differentiated instruction and developed practical guidelines for applying this method across various subjects. Today, U.S. teachers are encouraged to consider "Student Differences" when planning lessons, meaning that each lesson should incorporate at least three distinct strategies or activities. For example, in an English lesson, one activity may be visual (picture-based communication), another kinesthetic (movement-based game), and a third focused on listening and speaking skills—thereby creating a learning environment suitable for diverse student types.

Differentiated instruction has also been recognized in European education systems. Within the framework of the Common European Framework of Reference for Languages (CEFR), language proficiency levels (A1–C2) are clearly defined, and methodological recommendations corresponding to these levels have been developed. Teachers can assess students' varying abilities according to these standards and assign tasks and expected outcomes accordingly. Moreover, textbooks in developed countries often include elements of differentiated instruction, such as additional complex exercises ("challenge tasks") or simplified tasks for students needing support ("support" or "remedial tasks"), which teachers can use flexibly based on classroom conditions. Over time, such practices have become established as standard.

In summary, the evidence indicates that differentiated instruction is a scientifically grounded and practically effective method. Its application in developing dialogic competence is expected to yield high results. While successful implementation requires teachers to possess specific competencies and adequate resources, current demands for improving educational quality necessitate overcoming these challenges. Crucially, the differentiated approach places the student's interests at the center, recognizing each learner's unique abilities and needs—one of the most fundamental principles of modern pedagogy.

Conclusion

Organizing the development of dialogic competence in English language teaching through a differentiated approach leads to high effectiveness. As the above analysis demonstrates, the differentiated approach is grounded in solid scientific and methodological principles and has been widely applied in the experience of developed countries. Its implementation increases students' interest in communicating in a foreign language, ensures that each learner is engaged at their individual level of ability, and facilitates their success. Research has shown that the use of differentiated instruction significantly improves students' dialogic skills, including vocabulary range, fluency, grammatical accuracy, pronunciation, and other aspects. Moreover, participation in communicative activities enhances learners' confidence and activity, fostering the development of other dimensions of communicative competence.

Of course, applying a differentiated approach requires thorough preparation and effort on the part of the teacher. However, the pedagogical benefits achieved—comprehensive student development and improved lesson quality—justify this investment. Therefore, it is essential for English language teachers in our country to actively implement the principles and methods of differentiated instruction

in the process of developing dialogic competence. In particular, the following recommendations should be adopted in practice:

Assess students' readiness for each new topic and plan lesson activities accordingly (e.g., grouping tasks by level, assigning roles).

Make extensive use of interactive methods in lessons, including role-plays, discussions, collaborative activities such as "jigsaw," debates, and project-based tasks, integrated with differentiated instruction. Prepare learning materials with different levels of complexity (texts, vocabulary, questions – easy, intermediate, and challenging versions) and provide each group with materials suited to their level.

Regularly monitor students' individual progress and conduct reflective analyses. Each learner's achievements should be compared to their previous results to encourage ongoing growth.

Collaborate with parents and school administration to explain the benefits of the differentiated approach and, if necessary, provide additional materials.

If these measures are implemented, classrooms will become environments where each student can demonstrate their abilities and engage in free communication. This provides a solid foundation for developing dialogic competence—an essential skill in foreign language acquisition that involves active oral interaction. In conclusion, the differentiated approach to developing dialogic competence is a scientifically grounded and practically effective methodological direction that fully meets modern educational standards. By mastering this approach and applying it creatively in lessons, we can nurture students who possess communicative competencies aligned with international standards.

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**KONSTITUSIYASIDA FUQAROLARNING XAVFSIZLIGINI TA'MINLASH
MASALALARI: UNDA ISHTIROK ETUVCHI SUBYEKTLARNING VAZIFALARI**

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Annotatsiya: Tezisdan konstitutsiyada fuqarolar xavfsizligini ta'minlash, bu yo'nalishda Milliy gvardiya va Favqulodda vaziyatlar vazirligi bo'linmalari vazifalari tahlil qilingan.

Kalit so'zlar: konstitutsiya, jamoat xavfsizligi, fuqarolarning shaxsiy xavfsizligi, favqulodda holat, Favqulodda vaziyatlar vazirligi, Milliy gvardiya va boshqalar.

Аннотация: В тезисе проанализированы задачи Национальной гвардии и подразделений Министерства по чрезвычайным ситуациям по обеспечению безопасности граждан в Конституции

Ключевые слова: конституция, общественная безопасность, личная безопасность граждан, чрезвычайное положение, Министерство по чрезвычайным ситуациям, Национальная гвардия и другие.

Annotation: The thesis analyzes the tasks of the National Guard and units of the Ministry of Emergency Situations to ensure the safety of citizens in the Constitution.

Key words: constitution, public safety, personal safety of citizens, state of emergency, Ministry of Emergency Situations, National Guard and others.

Mamlakatimizda amalga oshirilayotgan islohotlar insonning sha'ni, qadr-qimmat, huquq va erkinliklari bundan buyon barcha sohalarida ustuvor ahamiyat kasb etishini qat'iy qoidaga aylantirish, bir so'z bilan aytganda, "Inson – jamiyat – davlat" degan yondashuv va bugungi islohotlarning bosh tamoyili bo'lgan "Inson qadri uchun" g'oyasi asosida amalga oshirilmoqda.

Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasi 2023-yil 30-aprel kuni o'tkazilgan O'zbekiston Respublikasi referendumida umumxalq ovoz berish orqali qabul qilinib, joriy yilning 1-may sanasidan kuchga kirdi. Uning moddalari 128 tadan 155 taga ko'payib, normalari 275 tadan 434 taga, ya'ni 65 foizdan ko'proqqa oshdi.

Konstitutsiyada O'zbekiston – suveren, demokratik, huquqiy va ijtimoiy davlat ekani qat'iy belgilab qo'yilmoqda.

O'zbekiston o'zini ijtimoiy davlat deb e'lon qilishi bilan, har bir fuqarosiga munosib turmush kechirishi uchun shart-sharoit yaratish majburiyatini olmoqda. Bu – mavjud resurslarni ijtimoiy adolat tamoyillari asosida taqsimlash, jamiyatda kuchli tabaqalanish avj olishiga yo'l qo'ymaslik, eng zaif qatlamlar uchun ham sifatli ta'lim va tibbiyot kafolatlanishi, samarali ijtimoiy himoya dasturlari ishlashi, imkoniyati cheklangan va qo'llovga muhtoj fuqarolarni qo'llab-quvvatlash, adolatli mehnat qonunchiligi va jozibador pensiya tizimi kabilarni anglatadi. Oddiyroq aytganda, eng kambag'al

oilaning bolalarida ham sog‘-salomat o‘sib-ulg‘ayib, yaxshi ta‘lim olib, farovonlikka erishish imkoniyati bo‘lishi kerak.

Konstitusiyaning 109-moddasi 19-bandida O‘zbekiston Respublikasi Prezidenti “Alohida hollarda (real tashqi xavf, ommaviy tartibsizliklar, yirik halokat, tabiiy ofat, epidemiyalar) fuqarolarning xavfsizligini ta‘minlashni ko‘zlab, O‘zbekiston Respublikasining butun hududida yoki uning ayrim joylarida favqulodda holat joriy etadi va qabul qilgan qarorini uch kun ichida O‘zbekiston Respublikasi Oliy Majlisining palatalari tasdig‘iga kiritadi”[1] deb belgilab qo‘yilgan.

Favqulodda holat – O‘zbekiston Respublikasi fuqarolarining, chet el fuqarolarining hamda fuqaroligi bo‘lmagan shaxslarning huquq va erkinliklariga, shuningdek yuridik shaxslarning huquqlariga nisbatan ushbu Konstitusiyaviy Qonunda nazarda tutilgan ayrim cheklovlar belgilashga yo‘l qo‘yadigan hamda ularning zimmasiga qo‘shimcha majburiyatlar yuklaydigan, O‘zbekiston Respublikasi [Konstitusiyasiga](#) muvofiq O‘zbekiston Respublikasining butun hududida yoki ayrim joylarida vaqtincha joriy qilinadigan davlat boshqaruvi organlari, mahalliy davlat hokimiyati organlari, fuqarolarning o‘zini o‘zi boshqarish organlari, nodavlat notijorat tashkilotlari hamda tashkiliy-huquqiy va mulkchilik shaklidan qat‘i nazar, boshqa tashkilotlar, ularning mansabdor shaxslari faoliyatining alohida huquqiy rejimi.[2]

Favqulodda holat O‘zbekiston Respublikasi fuqarolarining hayotiga, sog‘lig‘iga va xavfsizligiga, O‘zbekiston Respublikasining konstitusiyaviy tuzumiga va (yoki) hududiy yaxlitligiga bevosita tahdid soladigan hamda favqulodda choralar qo‘llamasdan bartaraf etish mumkin bo‘lmagan holatlar mavjud bo‘lgan taqdirda, alohida hollarda joriy etiladi. Bunday holatlar jumlasiga quyidagilar kiradi:

- real tashqi xavf, O‘zbekiston Respublikasining konstitusiyaviy tuzumini va (yoki) hududiy yaxlitligini zo‘rlilik bilan o‘zgartirishga urinishlar, ommaviy tartibsizliklar, terrorchilik harakatlari, shuningdek zo‘ravonlik harakatlari bilan bir vaqtda yuz beradigan, fuqarolarning hayotiga, sog‘lig‘iga va xavfsizligiga, davlat organlarining, boshqa tashkilotlarning kundalik faoliyatiga bevosita tahdid soluvchi o‘ta muhim hamda toifalangan ob‘yektlarni yoki ayrim joylarni to‘shish yoki bosib olish, qonunga xilof qurolli tuzilmalarni tayyorlash (tashkil etish) va ularning faoliyati, millatlararo, konfessiyalarga ro‘va chegaraviy nizolar;
- keng qamrovli avariya-qutqaruv ishlari va boshqa kechiktirib bo‘lmaydigan ishlar amalga oshirilishini talab etadigan yirik halokatlar, tabiiy ofatlar, epidemiyalar hamda boshqa tabiiy va texnogen xususiyatga ega favqulodda vaziyatlar, favqulodda ekologik vaziyatlar.[3]

Favqulodda holat rejimini ta‘minlovchi sub‘yektlarga quyidagilar kiradi:

- Ichki ishlar vazirligi;
- Milliy gvardiya;
- Davlat xavfsizlik xizmati;
- Favqulodda vaziyatlar vazirligi;

O‘zbekiston Respublikasining Favqulodda vaziyatlarning oldini olish va harakat qilish davlat tizimiga kiruvchi boshqa davlat organlari hamda tashkilotlari.

O‘zbekiston Respublikasi Milliy gvardiyasi va Favqulodda vaziyatlar vazirligi hamda tegishli vazirliklar jamoat tartibini, o‘ta muhim va toifalangan ob‘yektlarni hamda aholining hayot faoliyatini va transportning harakatlanishini ta‘minlovchi ob‘yektlarni muhofaza qilishni kuchaytirish vazifalarini amalga oshiradi. Fuqarolar o‘z fuqarolik pozitsiyasidan kelib chiqqan holda, kiritilgan cheklovlar va favqulodda choralarga bo‘ysunishi talab etiladi.

Bunda asosiy ko'zlangan maqsad, O'zbekiston Respublikasi fuqarolarining xavfsizligini hamda O'zbekiston Respublikasining konstitusiyaviy tuzumi va hududiy yaxlitligi himoya qilinishini ta'minlash, shuningdek favqulodda holatni joriy etish uchun asos bo'lib xizmat qilgan holatlarni bartaraf etishdir.

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ИДЕЙНО-ЭСТЕТИЧЕСКИЕ ПРИНЦИПЫ ПИСАТЕЛЯ В РОМАНЕ «ЭМИР ТЕМУР»

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 DOI: <https://doi.org/10.5281/zenodo.>

IDEOLOGICAL AND AESTHETIC PRINCIPLES OF THE WRITER IN THE NOVEL "EMIR TEMUR"

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Аннотация:

В статье рассматривается идейно-художественная позиция азербайджанского писателя Юнуса Огуза в романе «Эмир Темура», который состоит из двух частей: «Возвышение» и «Правитель мира». Автор романа раскрывает личность знаменитого восточного правителя Тимура как дипломата, военного стратега и тактика, государственного деятеля. В романе изображены дипломатическая деятельность правителя в приеме послов разных государств, его переписка с правителями многих стран, которые отражены в различных эпизодах и рассказах. В произведении посредством образа великого правителя раскрываются особенности средневековой дипломатии, политических отношений и культурной жизни.

Ключевые слова: дипломатия, военная стратегия, послы, переписка, исторический роман, идейно-художественная мысль

Abstract:

This article examines the ideological and artistic position of Azerbaijani writer Yunus Oguz in his novel "Emir Temur," which consists of two parts: "Rise" and "Ruler of the World." The novel reveals the personality of the famous Eastern ruler Timur as a diplomat, military strategist and tactician, and statesman. The novel depicts the ruler's diplomatic activities, receiving ambassadors from various states, and his correspondence with rulers of many countries, reflected in various episodes and stories.

Through the image of the great ruler, the work reveals the peculiarities of medieval diplomacy, political relations, and cultural life.

Keywords: diplomacy, military strategy, ambassadors, correspondence, historical novel, ideological and artistic thought

Введение. В XX веке образ Великого Завоевателя Эмира Тимура в азербайджанской литературе трактовался как символ единства тюркских народов. Писатели романисты и поэты, как Ремиз Аскер, А. Исмаилов, Юнус Огуз, Алмаз Биннатова, Яшар Касымбейли широко освещали в своих произведениях личность и дипломатическую деятельность этой легендарной личности. Наиболее реалистическое воплощение этого образа нашло своё отражение в художественном изображении совершенства военной тактики Правителя, его политической и культурной осмысленности, самобытности его поступков.

В романе «Эмир Тимур» (Юнус Огуз., 2014) известный писатель посредством художественных образов осмысливает жизнь и деятельность Правителя, его историческую личность как государственного деятеля.

Материал и методы исследования. Произведение представляет собой дилогию, написанную в историко-художественном стиле и состоящую из двух частей: «Возвышение» и «Правитель мира». В нём показаны детство и юность великого Эмира Тимура, его происхождение из туркестанской знати и формирование его личности на фоне политической нестабильности на родине, где явно ощущалось подчинение иноземному захватчику.

Результаты исследования и их обсуждение. Автор романа Юнус Огуз показывает роль разума и целомудрия в жизни и деятельности Тимура: «Хороший полководец должен видеть себя и девять подчинённых ему воинов как единое тело, используя их как руки, ноги, голову, грудь и другие члены этого тела, и считать их сражающимся воином» (Огуз., 2014, 87). Юнус Огуз описывает героя своего произведения и его прославленное войско без преувеличения, но с восхищением: «...они были умными, храбрыми, искусными полководцами, способными сломить вражеское войско и разгромить его» (Огуз., 2014, 102). Писатель описывает Эмира Тимура в своем романе как храброго полководца, искусного военачальника и дальнзорького политика.

В романе автор описывает, как к моменту прибытия Тимура в Самарканд старый город – Афросиаб – был разрушен после монгольского нашествия. Тимур предпочел построить новый город и с этой целью он в 1370 году созвал в Самарканде большое собрание аристократии и военачальников - “курултай” и обсудил вопрос о строительстве новой столицы.

При строительстве нового города было уделено особое внимание вопросу обороны города. Для этого на холме к западу от старого города был построен новый Арк, окружённый двумя рядами оборонительных стен. Спустя двадцать лет Правитель приказал здесь построить мечеть для своей супруги царицы Сараймульк-ханым – Биби-ханым. К строительству мечети Биби-ханым были привлечены самые опытные архитекторы, инженеры и художники. Эта мечеть стала одной из крупнейших архитектурных ансамблей в мире.

В романе уделены страницы, где изображены образы цариц - супруг Правителя. В частности, Сараймулькханым, известная как «Большая госпожа» – «Бибиханым», была любимой супругой Тимура, участвовавшей в его военных походах и поддерживавшей правителя своими

мудрыми советами. В сложных политических и финансовых ситуациях, возникавших во время походов правителя, она помогала ему выйти из трудных положений своими мудрыми предложениями и предприимчивостью.

Выводы (заключение). В романе в лице Тимура созданы символы национальной гордости, высокой духовности и непоколебимой справедливости. Основная идейно-художественная направленность и суть романа заключается в том, что в нем воссоздано через художественные образы политические, духовные и нравственные принципы Эмира Тимура. В нем читатель видит такие качества, как уникальное стратегическое мышление в личности Тимура, справедливость и честность в управлении государством, неизменное превосходство интересов народа.

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**BRONXITNING ZIMDAN YAQINLASHGAN XAVFI VA SAMARALI
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Annotatsiya

Bronxit: zimdan yaqinlashgan xavf va uning samarali himoya yo‘llari. Dunyo bo‘yicha har yili millionlab bemor bronxit tashxisi bilan ro‘yxatga olinadi. O‘tkir bronxit qisqa muddatli, ammo og‘ir kechadigan yallig‘lanish jarayoni bo‘lsa, surunkali bronxit esa uzoq davom etib, nafas tizimi faoliyatida jiddiy buzilishlarga olib keladi. Kasallikning dastlabki belgilarini erta aniqlash, xavf omillarini bilish va profilaktika choralari amal qilish bronxit oqibatlarini sezilarli darajada kamaytiradi.

Kalit so‘zlar: Nafas yetishmovchiligi, bronxlar yallig‘lanishi, immunitet, havo-tomchi yo‘li, obstruksiya, profilaktika.

Kirish

Bronxit – bu bronxlar devorining o‘tkir yoki surunkali yallig‘lanishi bilan kechadigan kasallik bo‘lib, asosan viruslar, bakteriyalar, allergenlar yoki zararli omillar ta’siridan kelib chiqadi. O‘tkir bronxit ko‘pincha shamollash kasalliklari fonida

boshlanib, yo‘tal, bronxial sekretiya kuchayishi va umumiy intoksikatsiya belgilari bilan kechadi. Surunkali bronxitda esa bronxlarning uzoq davom etuvchi shikastlanishi kuzatilib, bemorlarda muntazam nam yo‘tal, nafas qisilishi, bo‘g‘ilish xurujlari paydo bo‘ladi. Kasallik belgilari ko‘pincha oddiy shamollash belgilariga o‘xshab ketgani sababli, dastlabki bosqichda e‘tibordan chetda qolishi mumkin. Aynan shuning uchun bronxitning yashirin xavfi — uning “zimdan” rivojlanishida yotadi. Erta tashxis va to‘g‘ri davolash yo‘qligi kelajakda o‘pkada obstruktiv o‘zgarishlar va surunkali nafas yetishmovchiligi rivojlanishiga olib kelishi mumkin.

Asosiy qism .

Bronxit turli etiologik omillar ta’sirida rivojlanadi. Kasallikning eng keng tarqalgan sabablari ichida virusli infeksiyalar yetakchi o‘rin tutadi, chunki ular nafaqat bronx epiteliyiga zarar yetkazadi, balki himoya mexanizmlarining izdan chiqishiga ham sabab bo‘ladi. O‘tkir bronxitning asosiy qo‘zg‘atuvchilari respirator-sinsitial virus (RSV), adenoviruslar, paragripp viruslari, rinoviruslar, koronaviruslar bo‘lib, ular havo-tomchi yo‘li orqali bir bemordan boshqasiga yuqadi. Virusli zararlanishda patogenlar bronxlarning kirpikchali epiteliy qatlami ustiga tushadi, epiteliy hujayralariga kirib ko‘payadi, mukotsiliar klirensni izdan chiqaradi va bronx ichida ortiqcha shilliq yig‘ilishiga zamin yaratadi. Odam gavjum joylarda, ayniqsa bolalar bog‘chalari, maktablar, kasalxonalar va yopiq jamoalarda kasallanish ko‘rsatkichlari yuqori bo‘lishining asosiy sababi ham shudir. Zararli odatlar, ayniqsa faol va passiv chekish bronxit rivojlanishida asosiy xavf omillaridan biridir. Tamaki tutuni bronx devorining shilliq qavatini doimiy ravishda tirnash xususiyati bilan yallig‘lanishga olib keladi, bronx shilliq mushaklarining tonusiga ta’sir qiladi, alveolalarda gaz almashinuvini buzadi va surunkali gipersekretiya jarayonini kuchaytiradi. Chekish oqibatida goblet hujayralari sonining ko‘payishi kuzatiladi, ular haddan tashqari shilliq ishlab chiqaradi, natijada bronx bo‘shlig‘i sekin-asta toraya boradi va obstruktiv sindrom rivojlanadi. Passiv chekuvchi bolalarda esa bronxit yanada og‘ir kechadi, chunki ularning bronxial yo‘llari anatomik jihatdan tor va rezistentligi past bo‘ladi. Ekologik omillar ham bronxit rivojlanishida katta rol o‘ynaydi. Atmosfera havosining ifloslanishi, sanoat chiqindilari, avtomobil gazlari, chang zarralari va kimyoviy aerzollar bronx shilliq pardasini tirnash xususiyati bilan doimiy zarar yetkazadi. Changli va gazlangan muhitda ishlovchi insonlarda bronxlar ichki qavatining qalinlashishi, shish, gipersekretiya va nafas olish mexanizmining buzilishi tez-tez uchraydi. Metallurgiya zavodlari, qurilish maydonlari, paxta-to‘qimachilik sexlari kabi joylarda ishlaydiganlarda surunkali bronxit rivojlanish xavfi juda baland hisoblanadi.

Allergenlar ham bronxitning kelib chiqishida muhim etiologik omil bo'lib, ayniqsa atopik holatga ega shaxslarda tez-tez kuzatiladi. Uy changi, chang zarralari, hayvon junlari, gul changlari, kimyoviy vositalar, maishiy tozalagichlar bronxlar devorida immunologik reaksiyalarni faollashtirib, allergik bronxit rivojlanishiga olib keladi. Allergik shaklda bronxlar silliq mushaklari spazmi, shish, eozinofillarning ko'payishi, bronx ichida yopishqoq shilliq to'planishi kuzatiladi va bemorda bo'g'ilish xurujlari paydo bo'lishi mumkin. Immunitetning pasayishi ham bronxit boshlanishiga sabab bo'ladi. Sovuqqa tushish, vitamin yetishmovchiligi, stress, yetarli ovqatlanmaslik, charchash va surunkali kasalliklar immun tizim faoliyatini susaytirib, bronxial epiteliyning himoya funksiyasini kamaytiradi. Bunday holatda organizm virus va bakteriyalar ta'siriga nisbatan zaiflashadi, infeksiyon yallig'lanish osonroq rivojlanadi va uzoqroq davom etadi.

Klinik belgilari. Bronxitning klinik belgilari kasallikning shakliga, etiologiyasiga, bemorning yoshiga, immun holatiga va yallig'lanish jarayonining chuqurligiga qarab farqlanadi. O'tkir bronxit ko'pincha to'satdan boshlanib, dastlab yengil shamollash belgilariga o'xshab ketadi, biroq bir necha soat yoki kun ichida yallig'lanish jarayoni kuchayib, bronxlar ichidagi shish, gipersekretsiya va mukotsiliar klirensning buzilishi natijasida yo'tal intensivligi ortib boradi. Boshlanishida yo'tal quruq, keskin, bezovta qiluvchi, ko'pincha kechasi kuchayib, bemorning uyquasi buzilishiga olib keladi. 2–3 kundan so'ng bronxial bezlarning faollashuvi va shilliq yig'ilishi ortishi natijasida yo'tal nam yo'talga o'tadi, balg'am ajralishi esa avval shaffof, seroz, keyinchalik yallig'lanish kuchayishi bilan shilliq-yiringli tusga o'tadi. Ba'zan balg'am yopishqoq bo'lib, uni chiqarish qiyinlashadi, bu esa yo'tal xurujlarining tez-tez takrorlanishiga sabab bo'ladi. Ko'krak qafasida og'riq yoki achishish bronx devorlari shishining kuchayishi, bronxlar ichida bosimning ortishi, kuchli yo'tal paytida muskullar zo'riqishi bilan bog'liq bo'lib, bemor chuqur nafas olganida yoki yo'talganda og'riq yanada kuchayishi mumkin. Ba'zi holatlarda og'riq yonbosh sohalarga tarqalib, o'pka qafasi atrofida taranglik hissini keltiradi. Hansirash bronxlar ichida shish, shilliq yig'ilishi va obstruksiya kuchayganida paydo bo'ladi. Ayniqsa bolalarda bronxlarning anatomik torligi sababli nafas qisilishi tez va yaqqol namoyon bo'ladi. Bemor tez-tez yuzaki nafas ola boshlaydi, og'iz orqali nafas oladi, kichik jismoniy faoliyatda ham nafas tezlashadi. Og'ir holatlarda inspirator yoki ekspirator qiyinchilik, nafas chiqarishda hushtaksimov tovushlar (xirillash) eshitilishi mumkin. Isitma bronxitning virusli yoki bakterial shaklida ko'p uchraydi. Virusli etiologiyada tana harorati odatda 37,5–38,5°C gacha ko'tariladi, umumiy holsizlik, bosh og'rig'i, titroq, ko'ngil aynishi kuzatiladi. Agar bakterial infeksiya qo'shilsa,

isitma 39°C va undan yuqoriga ko'tarilishi mumkin, bu intoksikatsiya belgilarini kuchaytiradi. Mushak og'riqlari, bo'g'imlar og'rig'i va kuchli intoksikatsiya holati bronxitning boshlang'ich bosqichida ayniqsa kuchli bo'ladi. Viruslar qon orqali butun organizmga tarqalib, intoksikatsion sindromni kuchaytiradi. Bemorda bosh og'rig'i, ko'ngil aynishi, umumiy holsizlik, darmonsizlik, tez charchash paydo bo'ladi.

Surunkali bronxitda klinik belgilar asta-sekin rivojlanadi va o'tkir shakldan farqli ravishda doimiy takrorlanib turadi. Surunkali bronxit uchun eng xos belgi — ertalabki balg'amli yo'tal bo'lib, u ko'proq uyg'onish vaqtida kuzatiladi. Tunda to'planib qolgan shilliq ertalab ko'p miqdorda ajraladi, ba'zan balg'am zich, yopishqoq, yiringli bo'lishi mumkin. Bunday yo'tal yillar davomida davom etadi va bemor uni "odatiy hol" deb qabul qilib yuborishi kasallikni kech aniqlanishiga olib keladi. Nafas qisishi surunkali bronxitning ikkinchi muhim belgisi bo'lib, bronxlar o'tuvchanligining pasayishi, shilliq bezlarining giperplaziyasi va obstruktiv jarayonlar rivojlanishi bilan bog'liq. Dastlab nafas qisishi faqat jismoniy faollikda paydo bo'lishi mumkin, keyinchalik esa bemor xotirjam holatda ham yetarli nafas ola olmaydi, kundalik faoliyatda zo'riqish sezadi, zinadan ko'tarilish yoki uzoq yurishda hansirab qoladi. Tez-tez takrorlanuvchi infeksiyalar surunkali bronxitning davomiy yallig'lanish jarayoni va bronxlarning himoya funksiyasi pasayganidan dalolat beradi. Mukotsiliar klirensning buzilishi mikroblar va zarrachalarning bronxlarda to'planib qolishiga sabab bo'ladi, natijada kichik sovuq qotish yoki yengil virusli infeksiya ham tezda bronxit xurujiga aylanadi. Jismoniy faollikda charchoq bemorning kislorod bilan ta'minlanish darajasi pasayganidan kelib chiqadi. O'pkada ventilyatsiya-perfuziya nisbatining buzilishi, alveolalardagi gaz almashinuvining sekinlashishi va to'qimalarga yetkaziladigan kislorod miqdorining kamayishi bemorni tez toliqtiradi. Uzoq davom etuvchi shilliq ajralmasi surunkali bronxitning yetakchi belgilaridan biri bo'lib, shilliq bezlarining o'sishi, ularning faoliyati kuchayishi va bronxlar devorining qalinlashishi natijasida kelib chiqadi. Shilliqning ko'payishi bronx bo'shlig'ini toraytiradi, nafas olishni qiyinlashtiradi va obstruktiv o'zgarishlarni yanada kuchaytiradi. Agar kasallik vaqtida davolanmasa, yillar davomida progredient kechib, o'pka emfizemasi, surunkali obstruktiv o'pka kasalligi(SO'OK),pulmonal gipertenziya va hatto o'ng yurak yetishmovchiligi rivojlanishi mumkin.

Tashxis. Bronxit tashxisi klinik belgilarni baholash, laborator va instrumental tekshiruvlarni kompleks o'tkazish orqali aniqlanadi. Tashxis jarayonining asosiy maqsadi — yallig'lanish jarayonining darajasini, infeksiyaning etiologiyasini, bronxlar o'tkazuvchanligini, gaz almashinuvi holatini va kasallikning o'tkir yoki surunkali

shaklini farqlashdan iborat. Bronxit tashxisini qo'yishda quyidagi asosiy tekshiruvlar muhim o'rin tutadi. Umumiy qon tahlili bronxitning yallig'lanish darajasini baholashda birinchi bosqich hisoblanadi. O'tkir bronxitda leykotsitlar sonining oshishi (leykotsitoz), neytrofil fraksiyasining ko'payishi, ESRning yuqorilashi yallig'lanish jarayonining faol kechayotganidan dalolat beradi. Agar kasallik virusli etiologiyada bo'lsa, limfotsitoz kuzatilishi mumkin. Surunkali bronxitda esa yengil leykotsitoz yoki normotsitoz, yallig'lanishning sust davom etishi bilan bog'liq o'rtacha ESR oshishi qayd qilinadi. Bu laborator ko'rsatkichlar shifokorga kasallikning bosqichi va etiologiyasi haqida muhim ma'lumot beradi. Ko'krak qafasi rentgenografiyasi bronxit tashxisida yordamchi bo'lsa-da, o'tkir va surunkali bronxitni boshqa o'pka patologiyalaridan farqlashda asosiy diagnostik qiymatga ega. O'tkir bronxitda rentgen tasvirida o'pka naqshining kuchayishi, peribronxial infiltratsiya, bronx devorlarining qalinlashuvi, ayrim hollarda giperhavo to'lish kuzatiladi. Surunkali bronxitda esa o'pka chizgilari qo'pol, bronx devorlari diffuz qalinlashgan, diafragma pastga tushgan, o'pkaning giperinflatsiyasi va yengil emfizema belgilari paydo bo'ladi. Rentgenografiya, shuningdek, pnevmoniya, tuberkulyoz, o'pka fibrozlari kabi kasalliklarni istisno qilishda muhim ahamiyatga ega. Balg'am tahlili (mikroskopiya va bakteriologiya) bronxitning qo'zg'atuvchisini aniqlashda asosiy rol o'ynaydi. Balg'amning mikroskopik ko'rinishi bakterial infektsiya mavjudligini, yiring aralashmasi, leykotsitlarning ko'pligi yoki eozinofillar sonining ortishini ko'rsatishi mumkin. Bakteriologik ekish orqali patogen mikroorganizmlar aniqlanadi, ularning antibiotiklarga sezgirliги tekshiriladi va bu ma'lumotlar davolashni to'g'ri tanlashda hal qiluvchi ahamiyat kasb etadi. Surunkali bronxitda balg'am zich, yopishqoq, yiringli bo'lishi mumkin, bu esa uzoq davom etayotgan infeksiyani tasdiqlaydi. Spirometriya bronxlarning o'tkazuvchanligi va o'pkaning ventilyatsiya imkoniyatini baholashda eng muhim instrumental tekshiruvlardan biridir. Spirometriya natijasida FEV1 (birinchi soniyada chiqarilgan havo hajmi), FVC (majburiy haydash hajmi) va FEV1/FVC nisbatiga qarab obstruktiv jarayon mavjudligi aniqlanadi. O'tkir bronxitda o'zgarishlar yengil bo'lsa-da, surunkali bronxitda FEV1 sezilarli kamayadi, bronxlar o'tuvchanligi pasayadi, havoning chiqarilishi cheklangan bo'ladi. Bu tekshiruv surunkali obstruktiv o'pka kasalligini erta aniqlashda ham juda muhimdir. Pulsoksimetriya qonda kislorodning to'yinish darajasini baholashda qo'llaniladigan sodda, ammo juda foydali usul bo'lib, bronxitning og'ir shakllarida, ayniqsa nafas yetishmovchiligi kuzatilganda muhim rol o'ynaydi. SpO₂ ning 95% dan pastga tushishi alveolalarda gaz almashinuvining buzilganidan dalolat beradi. Agar bemorda surunkali bronxit va obstruktiv o'zgarishlar mavjud bo'lsa, SpO₂ 88–92% gacha pasayishi mumkin, bu esa

kislorod bilan davolashga ehtiyoj borligini ko'rsatadi. Ushbu tekshiruvlar majmuasi bronxitni to'g'ri tashxislash, uning shaklini aniqlash, boshqa o'pka kasalliklaridan farqlash va to'g'ri davolash strategiyasini ishlab chiqishda muhim diagnostik asos bo'lib xizmat qiladi.

Davolash. Bronxitni davolash kasallikning etiologiyasi, kechishi, klinik belgilari va bemorning umumiy holatiga qarab kompleks tarzda olib boriladi. Davolashning asosiy maqsadi — yallig'lanish jarayonini kamaytirish, bronxlarning o'tkazuvchanligini tiklash, balg'amning qulay chiqarilishini ta'minlash, nafas yetishmovchiligini bartaraf etish va kasallikning asoratlarini oldini olishdan iborat. Etiotrop terapiya qo'zg'atuvchini bartaraf etishga qaratilib, virusli bronxitda ko'pincha simptomatik davolash ustuvor hisoblanadi, bakterial bronxitda esa antibiotiklar qo'llaniladi. Virusli bronxitda antibiotiklar samarasi bo'lmaydi, shuning uchun u faqat bakterial infeksiya qo'shilganda buyuriladi. Antibiotiklar orasida keng spektrli preparatlar — amoksitsillin, amoksiklav, azitromitsin, klaritromitsin kabi makrolidlar va beta-laktamlar eng ko'p qo'llaniladi. Ularning tanlanishi balg'am tahlili natijalari va klinik holatga qarab amalga oshiriladi. Shu bilan birga, bronxitni davolashda balg'am chiqaruvchi preparatlar muhim o'rin tutadi. Ambroksol, asetilsistein (ACC), bromgeksin kabi mukolitik vositalar bronx ichidagi shilliqni suyultiradi, uning yopishqoqligini kamaytiradi va yo'tal orqali oson chiqarilishiga yordam beradi. Bu preparatlar bronxlarning shilliqdan tozalanishini tezlashtiradi, nafas yo'llari o'tkazuvchanligini yaxshilaydi va yo'tal xurujlarini kamaytiradi. Bronxlarni kengaytiruvchi vositalar (bronxodilatatorlar) — salbutamol, formoterol, ipratropiy bromid kabi preparatlar bronx silliq mushaklarining spazmini bartaraf etadi, obstruksiyani kamaytiradi va nafas olishni yengillashtiradi. Ayniqsa bolalar va keksa yoshdagilar uchun inhalatsion bronxodilatatorlar juda samarali hisoblanadi, chunki ular bevosita bronxlar devoriga ta'sir qilib, yengil nafas olishni tiklaydi. Inhalatsiyalar bronxitni davolashning asosiy tarkibiy qismidir. Nebulizer orqali fiziologik eritma, bronxolitiklar, ba'zan yallig'lanishga qarshi preparatlar yuboriladi. Inhalatsion terapiya dorining to'g'ridan-to'g'ri bronxlarga yetib borishini ta'minlab, shish, yallig'lanish va spazmni tezda kamaytiradi. Fiziologik eritmalar havoni namlaydi, quruq yo'talni yumshatadi va shilliqning oson ko'chishiga yordam beradi. Issiq suyuqliklar ichish — choy, asalli iliq suv, issiq sho'rva — organizmda suyuqlik balansini tiklaydi, balg'amni suyultiradi va yo'talni yengillashtiradi. Bemorlarning ko'pchiligida suyuqlik yetishmovchiligi balg'amning qalinlashishiga olib keladi, shuning uchun ko'p ichimlik tavsiya etiladi. Dam olish rejimi bronxitni davolashning ajralmas qismidir. Tana dam olishi, jismoniy zo'riqishning kamaytirilishi va uyquning

yetarli bo‘lishi immun tizimning kuchli ishlashiga yordam beradi. Bolalarda esa yotqizib davolash yallig‘lanish jarayonining oldini olishda ayniqsa muhim hisoblanadi. Shu bilan birga bemorga xonani muntazam shamollatish, namlikni saqlash, changdan himoyalash, tamaki tutunidan uzoqroq bo‘lish qat’iy tavsiya etiladi. Zarur holatlarda fizioterapiya — UHF, vibratsion ko‘krak massaji, postural drenaj kabi usullar bronxlarni shilliqdan tozalashga va nafas olish mexanizmini yaxshilashga yordam beradi.

Bronxitning oldini olish kompleks yondashuvni talab qiladi, chunki kasallik ko‘plab tashqi va ichki omillar ta‘sirida rivojlanadi. Profilaktikaning eng muhim yo‘nalishlaridan biri — gigiyena qoidalariga qat’iy rioya qilishdir. Ayniqsa qo‘l gigiyenasi, niqob taqish, jamoat joylarida masofa saqlash kabi chora-tadbirlar respirator viruslarning yuqishini sezilarli darajada kamaytiradi. Sovuq mavsumda odamlar yopiq binolarda ko‘p vaqt o‘tkazgani sababli viruslar tez tarqaladi, shu bois xonalarni muntazam shamollatish, havoni namlab turish, changni kamaytirish bronxlarni himoya qilishda muhim ahamiyat kasb etadi. Immunitetni mustahkamlash ham bronxit profilaktikasining asosiy qismidir. To‘g‘ri ovqatlanish, yetarli miqdorda vitamin C, D, rux va oqsil qabul qilish, muntazam jismoniy faollik, sog‘lom uyqu nafas yo‘llarini infeksiyalarga nisbatan chidamli qiladi. Sovuqda organizmning himoya kuchi pasayadi, shuning uchun ayniqsa bolalar va keksa yoshdagilar uchun sovuq shamolda yaxshi kiyinish, nam oyoq bilan yurmaslik, sovuq ichimliklarni suiiste‘mol qilmaslik tavsiya etiladi. Chekish bronxitning eng xavfli risk omillaridan biri bo‘lib, uning oldini olishda tamaki mahsulotlaridan to‘liq voz kechish eng samarali choradir. Tamaki tutuni bronx shilliq qavatini doimiy tirnash xususiyati bilan yallig‘lantiradi, himoya mexanizmlarini izdan chiqaradi va balg‘amning to‘planishiga olib keladi. Passiv chekish ham ayniqsa bolalar uchun jiddiy xavf tug‘diradi, shuning uchun ularni chekuvchilardan uzoq tutish zarur. Bolalarda bronxitning og‘ir kechishini sezilarli darajada kamaytiradigan yana bir muhim omil — mavsumiy vaksinalar bo‘lib, ular gripp va pnevmokokk infeksiyalariga qarshi immunitet hosil qiladi. Vaksinalar orqali organizmning virus va bakteriyalarga qarshi kurashish qobiliyati kuchayadi, ayniqsa immuniteti zaif bolalar va surunkali kasalligi bo‘lgan shaxslarda og‘ir asoratlarning oldi olinadi. Vaqtida davolanmagan burun-halqum infeksiyalari — rinit, sinusit, faringit kabi kasalliklar bronxlar bo‘ylab pastga tarqalib, bronxitga sabab bo‘lishi mumkin, shuning uchun ularni erta davolash ham samarali profilaktikaning bir qismidir. Shuningdek, atrof-muhit holatini yaxshilash — chang, gaz, kimyoviy zarrachalardan himoyalash, ishlab chiqarish joylarida shaxsiy himoya vositalaridan (respirator, niqob) foydalanish bronxlarni zararli moddalardan himoya qiladi. Allergik

bronxitning oldini olish uchun esa allergenlar bilan kontakti cheklash, uy changi, hayvon tuklari, maishiy kimyoviy vositalarni nazorat ostida ishlatish muhimdir. Bu chora-tadbirlar bronxlarni yalligʻlanishdan himoya qilish, nafas yoʻllarining funksional holatini barqaror saqlash va kasallik xavfini kamaytirishga xizmat qiladi.

Xulosa

Bronxit — nafas yoʻllarining yalligʻlanishi bilan kechadigan keng tarqalgan kasallik boʻlib, oʻtkir va surunkali shakllarda namoyon boʻladi. Kasallikning erta belgilari — yoʻtal, isitma, hansirash va koʻkrakdagi noqulayliklarni vaqtda aniqlash davolash samaradorligini oshiradi. Tashxislashda umumiy qon tahlili, rentgen, spirometriya va balgʻam tekshiruv muhim oʻrin tutadi. Davolash kasallik sababiga qarab olib boriladi: virusli bronxitda simptomatik davo, bakterial shaklda esa antibiotiklar qoʻllaniladi. Mukolitiklar, bronxodilatatorlar, inhalatsiyalar va dam olish rejimi yalligʻlanishni kamaytirib, nafas yoʻllarining oʻtkazuvchanligini tiklaydi. Bronxitning oldini olish gigiyenaga rioya qilish, sovuqdan saqlanish, immunitetni mustahkamlash, chekishdan voz kechish va yashash muhitini toza saqlash orqali amalga oshiriladi. Bolalarda esa mavsumiy vaksinalar kasallikning ogʻir kechishini sezilarli kamaytiradi.

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**LOTIN TILINING ZAMONAVIY TIBBIY TA'LIMDAGI O'RNI:
INTEGRATIV YONDASHUVLAR**

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Annotatsiya: Ushbu maqolada lotin tilining zamonaviy tibbiy ta'lim jarayonidagi ahamiyati, uning klinik fanlar bilan bog'liqligi va integrativ o'qitishning samaradorligi tahlil qilinadi. Lotin tili tibbiy terminologiyaning universal va tarixiy jihatdan barqaror asosini tashkil qilib, anatomik tuzilmalar, farmakologik atamalar, klinik tashxislar va xalqaro tasniflar tizimida yetakchi o'rin egallaydi. Integrativ yondashuvlar, ya'ni lotin tilini anatomiya, gistologiya, farmakologiya va klinik fanlar bilan bog'lab o'qitish talabalarning terminologik savodxonligini, ilmiy fikrlashini va klinik tafakkurini sezilarli darajada rivojlantirishi aniqlangan. Maqolada raqamli texnologiyalar, 3D anatomiya platformalari, keys-metodlar va klinik simulyatsiya kabi innovatsion vositalarning lotin tilini o'qitishdagi o'rni ham ko'rsatib beriladi. Tadqiqot natijalari lotin tilining zamonaviy tibbiy ta'limning ajralmas bo'lagi ekanini, shuningdek, tibbiyot mutaxassislarining global muloqoti va ilmiy izlanishlari uchun muhim terminologik asos yaratishini tasdiqlaydi.

Kalit so'zlar: Lotin tili, tibbiy ta'lim, integrativ yondashuv, terminologiya, klinik tafakkur, anatomik atamalar, farmakologik atamalar, innovatsion pedagogika

**THE ROLE OF THE LATIN LANGUAGE IN MODERN MEDICAL
EDUCATION: INTEGRATIVE APPROACHES**

Abstract: This article analyzes the role of the Latin language in modern medical education, its connection with clinical disciplines, and the effectiveness of integrative

teaching. Latin forms a universal and historically stable foundation for medical terminology, playing a leading role in anatomical structures, pharmacological terms, clinical diagnoses, and international classification systems. Integrative approaches, i.e., teaching Latin in conjunction with anatomy, histology, pharmacology, and clinical disciplines, have been shown to significantly enhance students' terminological literacy, scientific thinking, and clinical reasoning. The article also highlights the role of digital technologies, 3D anatomy platforms, case-based learning, and clinical simulations in teaching Latin. The results indicate that the Latin language is an integral part of modern medical education and provides a crucial terminological foundation for global communication and scientific research among medical professionals.

Keywords: Latin language, medical education, integrative approach, terminology, clinical reasoning, anatomical terms, pharmacological terms, innovative pedagogy

РОЛЬ ЛАТИНСКОГО ЯЗЫКА В СОВРЕМЕННОМ МЕДИЦИНСКОМ ОБРАЗОВАНИИ: ИНТЕГРАТИВНЫЕ ПОДХОДЫ

Аннотация: В данной статье анализируется роль латинского языка в современном медицинском образовании, его связь с клиническими дисциплинами и эффективность интегративного обучения. Латинский язык является универсальной и исторически стабильной основой медицинской терминологии, занимая ведущую роль в обозначении анатомических структур, фармакологических терминов, клинических диагнозов и международных классификаций. Интегративные подходы, то есть обучение латинскому языку в сочетании с анатомией, гистологией, фармакологией и клиническими дисциплинами, показали значительное повышение терминологической грамотности, научного мышления и клинического рассуждения студентов. Статья также подчеркивает роль цифровых технологий, 3D-платформ для изучения анатомии, кейс-методов и клинических симуляций в обучении латинскому языку. Результаты показывают, что латинский язык является неотъемлемой частью современного медицинского образования и обеспечивает важную терминологическую основу для глобального общения и научных исследований медицинских специалистов.

Ключевые слова: латинский язык, медицинское образование, интегративный подход, терминология, клиническое мышление, анатомические термины, фармакологические термины, инновационная педагогика

Kirish

Lotin tili tibbiyot terminologiyasining tarixiy va universal asosini tashkil etadi. U qadimiy davrlardan beri anatomik tuzilmalar, kasallik nomlari, farmakologik

preparatlar va klinik tashxislarni belgilashda ishlatiladi. Hozirgi globallashuv davrida esa lotin tili nafaqat akademik yoki tarixiy ahamiyatga, balki zamonaviy tibbiy ta'limning ajralmas qismiga aylangan. Zamonaviy tibbiyotda tibbiy terminologiya, kasalliklar tasnifi, xalqaro retseptura tizimi va laborator diagnostika usullari ko'plab hollarda lotin tiliga tayangan. Talabalarga lotin tilini o'rgatish ularning klinik tafakkurini rivojlantirish, terminologik savodxonlikni oshirish va fanlararo bog'liqlikni mustahkamlash uchun muhimdir. Shu bois, integrativ yondashuvlar - ya'ni lotin tilini anatomiya, gistologiya, farmakologiya va klinik fanlar bilan birgalikda o'qitish - talabalarning nazariy bilimlarini amaliyot bilan uyg'unlashtirish imkonini beradi. Shuningdek, raqamli texnologiyalar, 3D anatomiya platformalari, keys-metodlar va klinik simulyatsiyalar lotin tilini o'qitish jarayonini yanada samarali qiladi. Bularning barchasi zamonaviy tibbiy ta'limda lotin tilining amaliy ahamiyatini oshirib, talabalarning global ilmiy va klinik muloqotga tayyorligini ta'minlaydi.

1. Lotin tilining tibbiy terminologiyadagi roli

Lotin tili tibbiyotning klinik va ilmiy terminologiyasida uzoq asrlardan buyon asosiy vosita sifatida ishlatiladi. Tibbiy atamalar ko'pincha lotin va yunon tillaridan kelib chiqqan bo'lib, ular orqali anatomik tuzilishlar, kasalliklar, dorilar va jarrohlik protseduralari aniqlanadi. Lotin tilidagi prefikslar, ildiz va suffikslar strukturasi murakkab tibbiy tushunchalarni soddalashtirib, talabalarga ularni tez va aniq o'zlashtirish imkonini beradi. Masalan, "cardiomyopathy" (yurak mushak kasalligi) kabi terminlar ildiz va qo'shimchalar yordamida talaba uchun oson tushunarli bo'ladi. Bundan tashqari, klinik terminlar xalqaro standartga ega bo'lib, shifokorlar, ilmiy xodimlar va talaba o'rtasida aniq va bir xil muloqotni ta'minlaydi. Shu sababli, lotin tili zamonaviy tibbiy amaliyotda ham asosiy vosita sifatida qoladi, ayniqsa turli mamlakatlardan bo'lgan mutaxassislar birgalikda ishlaganda.

2. Integrativ yondashuvlar

Lotin tilini tibbiy ta'limga integratsiya qilish bir nechta yo'nalishda amalga oshiriladi:

Lingvistik integratsiya: Lotin tili anatomiya dan farmakologiyagacha bo'lgan fanlar bilan uyg'unlashadi. Anatomik strukturalarni lotincha atamalar bilan o'rganish talabalarga kasalliklarni to'g'ri diagnostika qilish va dori tanlashda qulaylik yaratadi.

Pedagogik integratsiya: Lotin tili darslari boshqa tibbiy fanlar bilan birlashtiriladi. Masalan, "Anatomiya + Lotin tili" mashg'ulotlari orqali talabalar organlarning nomlari va funksiyalarini bir vaqtning o'zida o'rganadi. "Farmakologiya + Lotin atamalari" darslari esa dori preparatlarini o'rganishda talabalarga aniq va universal bilim beradi.

Ilmiy integratsiya: Lotin tili xalqaro ilmiy maqolalar, klinik protokollar va tadqiqotlarda bilim almashish imkonini beradi. Shu orqali talabalar nafaqat o'z milliy, balki xalqaro ilmiy jamoalarda ham muvaffaqiyatli ishtirok etishi mumkin. Lotin terminlari ilmiy maqolalarda standartlashtirilgan bo'lgani sababli, talaba va mutaxassislar bir-birini tushunishda xatoliklar kamayadi.

3. Zamonaviy tibbiy ta'limda amaliy ahamiyati

Lotin tilining zamonaviy tibbiy ta'limdagi amaliy ahamiyati juda katta:

- Diagnostika va klinik ko'nikmalarni o'rgatishda lotin atamaları qisqa, aniq va bir xilda ifodalanadi, bu esa talabalarning o'qish samaradorligini oshiradi.
- Murakkab kasallik nomlari va dori nomlarini tez va to'g'ri tushunish imkonini beradi. Masalan, "hepatitis B" yoki "nephrolithiasis" kabi terminlarni talaba lotin ildizlari orqali osongina eslab qoladi va izohlay oladi.
- Lotin tili talabalarda ilmiy fikrlashni rivojlantiradi, analitik ko'nikmalarni mustahkamlaydi va klinik tafakkurni shakllantiradi.
- Xalqaro akademik aloqalarni mustahkamlashga xizmat qiladi: talabalar turli mamlakatlarda o'tkaziladigan konferensiyalar va klinik tajribalarda lotin terminlari yordamida bir xil bilim asosida muloqot qiladi.

4. O'zbekiston misolida

O'zbekiston tibbiy oliy ta'lim muassasalarida lotin tili integrativ usulda o'qitiladi.

Toshkent davlat tibbiyot universiteti va boshqa tibbiyot institutlarida talabalarga lotin tili faqat nazariy predmet sifatida emas, balki klinika va laboratoriya mashg'ulotlarida amaliy qo'llaniladi.

Masalan, anatomik laboratoriya mashg'ulotlarida har bir organ va tuzilma lotincha nomi bilan belgilanadi. Farmakologiya darslarida dorilarning nomlanishi va tavsifida lotin tilidan foydalanish talabalarga dori vositalarini tez va to'g'ri eslab qolish imkonini beradi. Shu bilan birga, talabalarning xalqaro ilmiy adabiyotlarni o'rganishi ham osonlashadi, chunki lotin terminlari ko'plab maqolalar va klinik protokollarda standartlashtirilgan.

Xulosa

Lotin tili zamonaviy tibbiy ta'limda muhim ahamiyatga ega bo'lib, tibbiy terminologiyaning aniqligi, izchilligi va xalqaro standartlarga muvofiqligini ta'minlaydi. Tadqiqotlar shuni ko'rsatadiki, integrativ yondashuvlar -ya'ni lotin tilini klinik, morfologik va amaliy kontekst bilan birlashtirish - talabalarning terminlarni tez va samarali o'zlashtirishiga, shuningdek, murakkab tibbiy tushunchalarni tushunish qobiliyatini oshirishga yordam beradi.

Lotin tilini o'rganish orqali talaba:

- tibbiy prefikslar, ildizlar va suffikslardan foydalangan holda murakkab atamalarni tahlil qila oladi;
- xalqaro tibbiy hamjamiyatda aniq va bir ma'noli kommunikatsiya qilish imkoniyatiga ega bo'ladi;
- ilmiy tadqiqotlarda terminologik aniqlikni saqlash orqali sifatli natijalar hosil qilishi mumkin;
- klinika va laboratoriya ishlari jarayonida mustaqil va xavfsiz qarorlar qabul qilish ko'nikmalarini rivojlantiradi.

Shuningdek, zamonaviy pedagogik texnologiyalar, interaktiv darslar va onlayn platformalar yordamida lotin tilini integratsiyasini yanada samarali qilish mumkin. Bu esa tibbiyot ta'limi sifatini oshirish, translatsion kompetensiyani rivojlantirish va talabalarning amaliy ko'nikmalarini mustahkamlashga xizmat qiladi. Shu nuqtai nazardan, lotin tilining zamonaviy tibbiy ta'limdagi roli nafaqat ilmiy, balki amaliy jihatdan ham beqiyosdir.

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"UZBEK BOWED STRING INSTRUMENTS: HISTORY, THEORY AND PRACTICE (The traditional and contemporary kobuz as an example)"

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Аннотация

Ўзбек торли-камонли мусиқа чолғулари қўбuz чолғусининг назарий, технологик ва ижрочилик имкониятларини миллий анъанавий санъат ривожини нуктаи назардан ёритиб бериш.

Аннотация

Осветить теоретические, технологические и исполнительские возможности узбекского струнного музыкального инструмента кобуз с точки зрения развития национального традиционного искусства.

Abstract

To highlight the theoretical, technological and performance capabilities of the Uzbek stringed musical instrument kobuz from the perspective of the development of national traditional art.

Калит сўзлар

Мусикий, Жаҳоншумул, Нозиктаъб, Тембр, Эффект.

Ключевые слова

Музыкальный, Всемирный, Разборчивый, Тембр, Эффект.

Keywords

Musical, Worldwide, Coherent, Tembr, Effect.

The kobuz is an ancient bowed string instrument that was already well-known in early times in Khiva, Bukhara, Samarkand, and other cities and regions of Central Asia. It is considered one of the typologically related varieties, similar to the Kazakh qyl-kobyz and the Kyrgyz kyl-kiyak.

The ladle-shaped instrument has two strings made of unspun horsehair, and it is played with a curved bow. The kobuz embodies a deep, velvety timbre and rich overtone resonance, which ultimately contribute to creating a distinctive timbral-phonetic character and forming its unique sound. A light touch of the left-hand fingers on the strings in all registers produces a clear and resonant flageolet (harmonic) effect. *“This indescribably colorful sound of the kobuz is further enhanced by performers through*



the skillful use of extremely delicate dynamic shades.”

Abdurauf Fitrat, in his book *“Uzbek Classical Music and Its History”*, describes the kobuz as follows:

“The kobuz is the oldest Turkic musical instrument. Its body consists of one tailpiece, one bowl, one neck, and one head. The upper part of the tailpiece is covered with thick leather, while the top of the bowl remains open. The combined length of the tailpiece and the bowl is equal to the length of the neck and the

head.”. The kobuz is a two-string instrument played with a bow, and each of its strings is made from a bundle of horsehair. The first string contains fewer hairs than the second, which indicates that the first string produces a higher pitch, while the second string produces a lower one. The tone quality of the kobuz is plaintive and expressive. This instrument is preserved as a unique exhibit under inventory number 45 in the *Museum of Musical Instruments* at the Uzbekistan State Conservatory.

According to various legends, the kobuz was the instrument of the bakshi–ozons, the



ancient epic poets of the Turkic peoples. In the old Turkic dictionary “*Dīwān luḡāt at-Turk*”, words such as “*kobuz*” and “*kobuzlamoq*” are recorded, and the name “*kobuz*” can also be found in the works of several Chagatai poets, including Navoi, Lutfi, and Mirhaydar Majzub. (In the musical treatise of Hafiz Darvish Ali, there is a legend stating that during the time of Sultan Uvays Jalayir of the Ilkhanids, the kobuz was made using an instrument called “*ozon*.”).

Researchers emphasize the attractive sound qualities of the kobuz, noting that these characteristics historically ensured its wide demand in various forms across many countries of

the East. The musical and aesthetic sensibilities of listeners directed the perception of the kobuz’s sound world, particularly highlighting a more tangible appreciation of the tones produced by musical instruments. With the emergence of new methods of sound production in musical instruments, interest in the kobuz gradually declined. It is known that in ancient times, the distinctive feature of playing the kobuz was its natural production of harmonic (flageolet) tones. “The strings were touched and pressed very lightly, resulting in harmonic-like (flageolet) sounds across all registers of the instrument.”.

The modern revival of the kobuz is associated with the establishment of the folk instruments of the orchestra. This was carried out in order to strengthen the lower register with instruments possessing a bass timbre, thereby achieving polyphonic harmonious sounds. For this reason, A. Petrosyants included the kobuz family in the bowed string instrument section of the folk instruments of the orchestra. The kobuz family is also documented in A. Tashmatova’s “*Catalog of the Museum of Musical Instruments*”, which states the following:

“A family of ghijjaks and kobuzes was created to meet the requirements of modern performance practice. The ghijjak family consists of prima, alto, bass, and contrabass ghijjaks based on the ghijjak and kobuz, while the kobuz family consists of prima, alto, bass, and contrabass kobuzes. Due to the wide variety of timbres in this group of instruments and their extensive performance possibilities, they fulfill one of the main

roles within the orchestra.”. Undoubtedly, in Uzbekistan, due to the revival of ancient spiritual values and nearly forgotten art forms, interest in kobuz performance has been steadily increasing. In particular, the establishment of the professional art directions of dastan performance and bakhshi traditions at the Yunus Rajabi National Institute of Music, as well as their integration into practical training, provides a foundation for the revival and further development of the kobuz.

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Лингвокультурные различия в семантике родственных терминов

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Аннотация.

В статье рассматриваются реалии и лакуны в рамках сопоставительного анализа русской и узбекской лексики, обозначающей члены семьи и гендерно-возрастные категории: «мать, девушка, тётя, женщина». Выявляются культурно маркированные элементы, отсутствующие в других языках, и особенности их функционирования. Исследование демонстрирует, что различия в семейной структуре и социальных ролях женщин в русской и узбекской культурах формируют уникальные лексические поля, не имеющие полных эквивалентов при переводе.

Вопросы лингвокультурологии и сопоставительного языкознания остаются актуальными в связи с необходимостью межкультурной коммуникации и переводческой практики. Важнейшими объектами анализа выступают реалии и лакуны — лексико-семантические единицы, отражающие национальное своеобразие языка.

В узбекском и русском языках сфера родственных отношений и обозначение социальной роли женщины представляет особый интерес. Эти лексемы тесно связаны с культурой, менталитетом, семейной структурой и историческими традициями. Изучение реалий и лакун позволяет понять, какие элементы культуры являются уникальными и труднопереводимыми.

Реалии — слова, обозначающие предметы, явления и культурные категории, не имеющие полного эквивалента в другом языке. В сфере родства и обозначений женщин узбекский язык обладает особой системой терминов, отражающих

социальную иерархию семьи и уважительные формы обращения. **Қайнона** — специализированный термин, обозначающий мать мужа. Русское «свекровь» не передаёт всего культурного содержания этого слова: в узбекской традиции *qaynona* выполняет важные социальные функции в доме и обладает определённым символическим статусом. **Қайнота** — отец мужа. Хотя русское «свёкор» является эквивалентом, культурных коннотаций, присущих узбекской семье, оно не охватывает. **Хола / Амма** — два разных типа «тёти»: • хола — сестра матери, амма — сестра отца. В русском языке существует одно слово «тётя», поэтому данное различие отсутствует. **Опа / Апа** — уважительные формы обращения к старшей женщине или старшей сестре. В русском языке нет точного соответствия, поскольку уважительное обращение по возрасту выражается интонационно или добавлением имени-отчества. **Онажон, онахон** — формы уважительного и ласкательного обращения к матери, выражающие высокий уровень почтительности. В русском языке отсутствует аналогичная разветвлённая система обращений: слова «мама», «мамочка» передают лишь оттенок ласки, но не социальный статус.

Лакунарность как проявление культурных различий. Лакуна — отсутствие эквивалентной лексической единицы в другом языке. Лакуны показывают культурные пробелы и различия в восприятии социальных ролей. Лакуны русского языка в узбекском. Девушка — многозначное слово, включающее значения: «юная женщина», обращение в социальном контексте, «возлюбленная» (girlfiend). Узбекское *qiz* не охватывает всю семантическую структуру русского слова. Свояченица — сестра жены. В узбекском языке нет одного соответствующего слова: значение выражается описательно (*xotinimning opasi*). Женщина средних лет — специфическая возрастная категория. В узбекском нет отдельного термина: используется *ayol*, без возрастного уточнения. Келин — включает не только значение «невестка», но и социально-культурную роль молодой женщины в доме мужа. Русское невестка лишено культурного наполнения, например: обязанности келин, её традиционный статус, нормы поведения.

Как мы видим узбекский язык отражает более детализированную структуру семейных ролей, связанную с традиционной моделью расширенной семьи. Русский язык, напротив, использует обобщающие термины и менее ориентирован на различия по линии родства. Реалии узбекского языка несут сильную культурную коннотацию, связанную с уважением к старшим, ролевой иерархией женщин в семье, что отсутствует в русской культуре в таком объёме.

Лакуны русского языка, такие как «девушка», отражают социальные явления городской культуры, любовные отношения и возрастные категории, которые в узбекском языке иначе структурированы.

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**PEDAGOGIKA, RUHSUNOSLIK(PSIXOLOGIYA) VA INNOVATSIYALAR ORQALI
BOSHLANG'ICH TA'LIMNI RIVOJLANTIRISH**

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ANNOTATSIYA

Ushbu ilmiy maqolada Respublikamizda uzluksiz ta'lim tizimida innovatsion muhitning yaratilishi barobarida ta'lim muassasalarining innovatsion faoliyatini, innovatsion ta'limning rivojlanishi, tendentsiyalar va istiqbollari, innovatsion ta'limni rivojlantirishda innovatsion faoliyatni amalga oshirish masalalari haqida fikr yuritilgan.

Kalit so'zlar: innovatsiya, innovatsion muhit, innovatsion faoliyat, innovatsion ta'lim, innovatsion tendentsiyalar, ilm-fan, ta'lim tizimi.

АННОТАЦИЯ

В данной научной статье рассматривается инновационная деятельность образовательных организаций в контексте создания инновационной среды в системе непрерывного образования нашей республики, развитие, тенденции и перспективы инновационного образования, а также реализация инновационной деятельности в развитии инновационного образования.

Ключевые слова: инновации, инновационная среда, инновационная деятельность, инновационное образование, инновационные тенденции, наука, система образования.

ABSTRACT

This scientific article discusses the issues of innovative activities of educational institutions, the development of innovative education, trends and prospects, the implementation of innovative activities in the development of innovative education, along with the creation of an innovative environment in the system of continuing education in the country.

Keywords: innovation, innovative environment, innovative activity, innovative education, innovative trends, science, education system.

O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risidagi 2020 yil 6 noyabrdagi PF -6108-sonli O'zbekiston Respublikasi Prezidentining Farmonida mamlakatimizda ta'lim muassasalarining innovatsion faoliyatini joriy etish xususiyatlari, uning ahamiyati va zaruriyatidan kelib chiqqan holda vazifalar belgilangan. Shuningdek, O'zbekiston Respublikasi Prezidentining 2020 yil 6 noyabrdagi "Ta'lim-tarbiya tizimini yanada takomillashtirishga oid qo'shimcha chora-tadbirlar to'g'risida"gi PQ-4884-sonli qarorida ta'lim sifatini oshirish masalalari bo'yicha vazifalar uzluksiz ta'lim tizimining har bir bo'g'ini uchun alohida ajratib ko'rsatilgan bo'lib, bu vazifalarni amalga oshirishda ta'lim texnologiyalarini qo'llash asosida o'qitish jarayonini tashkil etish ham o'z ahamiyatiga ega.

Amaliyotga joriy etiladigan innovatsiyalar jamiyat tomonidan e'tirof etilishi oqibat natijada vujudga keladi. Bu xususda quyidagi global tendentsiyalarni alohida ko'rsatib otamiz:

1. Ta'lim tizimini demokratlashtirish, ta'lim tizimining barcha bosqichlarida uzluksizlik va uzviylikni ta'minlash, ta'lim muassasalari mustaqilligini mustahkamlash.

2. Aholining barcha qatlamlari uchun ta'lim olishga teng imkoniyatlar yaratish. 3. Ijtimoiy-iqtisodiy taraqqiyotning ta'lim oldiga yangi vazifalar qo'yishi. Kasb o'rganish uchun ta'lim olish bilan birga kelajakda ishlash uchun emas, balki o'z shaxsiy ehtiyoji uchun ta'lim olishning rivojlanib borishi va boshqalar.

Milliy ta'lim tizimlari innovatsion faollik ular faoliyatiga ta'sir kursatib kelmoqda, ular bir-biridan taraqqiyot darajasi, maqsad va vazifalari, milliy va tarixiy xususiyatlari, an'analari, aholini qamrab olish darajasiga ko'ra keskin farqlanadi.

Ta'lim tizimini rivojlantirish uchun mamlakatimizning ilmiy-texnik va innovatsion potentsialini barqaror saqlash xamda rivojlantirish zarur. Buning uchun quyidagi yunalishlar bo'yicha chora-tadbirlar amalga oshirilishi kerak:

- mavjud konunchilikka innovatsion sohadagi faollikni yanada jadallashtirish uchun qulay shart-sharoit yaratib beradigan yangi takliflar kiritish;
- ilm-fanni rivojlantirish va innovatsiyalarni yaratish uchun, ilm-fan yutuklaridan keng ko'lamda foydalanish asosida innovatsion faoliyat sub'ektlarini va ulardagi faollarni qo'llab-quvvatlash;
- yaratiladigan innovatsion loyihalarni ro'yobga oshirish bilan bog'lik bo'lgan barcha ishlarni muvofiqlashtirib boshqarib boradigan maxsus innovatsion guruhlarini yaratish;
- bilimli, tajribali professional ilmiy-texnik xodimlari, olimlari va mutaxassislaridan tarkib topadigan innovatsion loyixalarni ishlab chiqib ularni ro'yobga oshirish bilan bog'liq chora-tadbirlarni rejalashtiradigan, keyinchalik ushbu faoliyatni boshqarib turadigan ta'lim muassasalariaro Forsayt markazlarini tashkil qilish.

Innovatsion guruhlar faoliyat va undagi faollikni tartibga solish mexanizmlarini boshqaruv funktsiyalari orqali muvofiqlashtirib borish quyidagilarni amalga oshirishga bog'liq:

- ijtimoiy-iqtisodiy va ilmiy-texnik istiqbollarni to'g'ri belgilash;
- turli xil ilmiy izlanishlarni va innovatsiyalarni amalga oshirish uchun zarur bo'ladigan mablag'larni akkumulyatsiyalash;
- innovatsion faoliyatni muvofiqlashtirish;
- innovatsiyalarni rag'batlantirish; innovatsion sohada raqobatchilikni kuchaytirish va ta'lim tizimidagi innovatsion faoliyatni amalga oshirishda salohiyatli kadrlar ta'minotiga ahamiyat berish;
- ilmiy-innovatsion infratuzilmani shakllantirish;
- amalga oshirilishi mo'ljallangan innovatsiyalarning ijtimoiy va iqtisodiy yo'nalishli bo'lishligini ta'minlash;
- ta'lim tizimida innovatsion faoliyatning ijtimoiy mavqeini ko'tarish;
- ta'lim tizimida innovatsion jarayonlarni regional miqyoslarda tartibga solish;

XULOSA

Innovatsiyalarni ta'lim jarayonlariga joriy etilishi natijasida ta'lim sifatiga ta'sir etishi hammaga ma'lum. Innovatsion guruhlarini tashkil etgan ta'lim muassasalari raqobatbardoshlikka ega. Bu esa o'z navbatida turli xil dasturlarni tashkil etishda va integratsiya qilinishida xizmat qiladi. Innovatsion guruhlarini tashkil etgan muassasalar - bu lider, ya'ni bu ta'lim muassasalarining faol ishtirokini bildirib, chet ellik hamkorlar bilan mustahkam tashqi munosabatlarni bildiradi. Bu - muassasalar qulay bo'lib, ya'ni xavfsizlikni ta'minlaydi va to'liq infratuzilma bilan (meditsina, sport, mediateka, psixolog - pedagogik kuzatuv, informatsion markaz va boshqalar) ajralib turadi. Bunda muassasalar innovatsion faoliyatni ham samarali yuritadi, ya'ni yangi tashkillashtirilgan

texnologiyalarni, yangi dasturlarni va uslublarni ishlab chiqadi. Biz bularni quyidagicha guruhlariga bo'lishimiz mumkin:

Birinchi guruh:

1. Ta'lim maqsadi va mazmuniga oid innovatsiyalar;
2. Pedagogik jarayonda foydalaniluvchi metodlar, vositalar, usullar, texnologiyalarni o'zgartirishga qaratilgan innovatsiyalar;
3. Ta'lim va tarbiya shakllari va usullarini o'zgartirishga qaratilgan innovatsiyalar;
4. Ta'lim muassasasi rahbariyati, pedagoglar va ta'lim oluvchilar faoliyatini tashkil etish va boshqarishni o'zgartirishga qaratilgan innovatsiyalar;

Ikkinchi guruh:

1. Yakka, muayyan ta'lim muassasasiga oid, o'zaro bir-biriga bog'liq bo'lmagan innovatsiyalar;
2. Kompleks holdagi, o'zaro bir-biriga bog'liq bo'lgan innovatsiyalar;
3. Tizimli, ta'lim tizimini to'liq qamrab olgan va barcha ta'lim muassasalariga tatbiq qilish mumkin bo'lgan innovatsiyalar.

Uchinchi guruh:

1. Mavjud tizim (o'quv rejalari, DTS, fan dasturlari)ni qisman o'zgartirish, rivojlantirish, takomillashtirishga qaratilgan innovatsiyalar;
2. Nisbatan chuqurroq o'zgarishlarga qaratilgan innovatsiyalar;
3. Tub islohotlarga qaratilgan innovatsiyalar. To'rtinchi guruh:
 1. Muayyan hududni zamonaviy kadrlarga bo'lgan ehtiyojini qondirishga qaratilgan innovatsiyalar;
 2. Ijtimoiy buyurtmani qondirishga qaratilgan me'yoriy-huquqiy hujjatlarni ishlab chiqish va takomillashtirishga qaratilgan innovatsiyalar;
 3. Inson haqidagi fanlarning yutuqlarini o'rganishga qaratilgan innovatsiyalar;
 4. Ilg'or pedagogik tajribalarni tatbiq etishga qaratilgan innovatsiyalar;
 5. Ta'lim muassasasi rahbariyati va pedagoglarning malakasini oshirib borish, ishga ijodiy yondoshuv, mas'uliyat va fidoyilikni tarbiyalashga qaratilgan innovatsiyalar;
 6. Tajriba-sinov ishlari, yangiliklarni sinash uchun ma'lum bir ta'lim muassasalarida qo'llab ko'rib, ijobiy tajribalarni, yutuqlarni ommalashtirishga qaratilgan innovatsiyalar;
 7. Ilg'or xorijiy tajribalar, jahondagi nufuzli ta'lim muassasalarining yutuqlarini joriy etishga qaratilgan etishga qaratilgan innovatsiyalar va boshqalar.

Innovatsion ta'limni rivojlantirishda yuqorida ajratib ko'rsatilgan innovatsion faoliyatni amalga oshirish guruhleri eng maqbul variantlarni tanlashi, innovatsiyalarni unumli boshqarishi uchun zarur oid masalalarni hal etishi lozim. Innovatsion ta'limni rivojlantirishda, ta'lim tizimida innovatsiyalar xususida maqbul qarorlar qabul qilish, elektron axborot tizimini yaratish va undan unumli foydalanish masalalarini muvaffaqiyatli hal etish maqsadga muvofiq.

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LITERARY APHORISMS AS CONCEPT VERBALIZERS**Gulchekhra Rakhimova Obidjonovna**

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Annotation: This thesis examines literary aphorisms as effective linguistic tools for verbalizing complex cultural, philosophical, and moral concepts. As highly condensed and stylistically marked units of discourse, aphorisms encapsulate abstract ideas in a succinct and memorable form. The study analyzes how structural brevity, metaphorical density, and pragmatic intention contribute to the transformation of conceptual content into verbal expression. Through the examination of selected literary sources, the research demonstrates that aphorisms function not only as aesthetic elements but also as cognitive frameworks shaping readers' understanding of universal human values and worldviews.

Keywords: literary aphorisms; concept verbalization; linguistic condensation; cognitive linguistics; figurative meaning; conceptual expression

Literary aphorisms occupy a unique position in the realm of linguistic and cultural expression. Characterized by brevity, expressiveness, and philosophical depth, they serve as compact verbal forms through which complex concepts are communicated with striking clarity. Unlike ordinary sentences, aphorisms distill abstract ideas—such as truth, morality, human nature, and wisdom—into memorable and impactful statements. Their enduring presence in literature demonstrates their powerful role in shaping intellectual traditions and cultural worldviews. In the field of cognitive linguistics, aphorisms are increasingly recognized as concept verbalizers, meaning that they function as tools for articulating and framing mental constructs. Through metaphor, parallelism, and symbolic imagery, aphorisms transform conceptual content into concrete linguistic form, making abstract ideas more accessible and emotionally resonant. This transformative function highlights the intersection of language, cognition, and literary aesthetics. Despite their significance, the mechanisms by which aphorisms verbalize concepts have not been sufficiently explored in linguistic research. Many studies focus on stylistic features or rhetorical impact, while less attention is paid to their cognitive and conceptual dimensions. Therefore, this study aims to investigate how literary aphorisms encode, structure, and transmit conceptual meanings. By examining selected literary texts and analyzing the linguistic and cognitive strategies embedded in them, the research sheds light on the essential role of aphorisms in conceptual communication and cultural knowledge formation. This study employs a qualitative and text-centered research design to investigate how literary aphorisms function as verbalizers of conceptual meaning. The primary method is cognitive-stylistic analysis, which integrates principles from cognitive linguistics, conceptual metaphor theory, and literary stylistics. This approach allows for a detailed examination of the mental constructs encoded in aphoristic expressions. A corpus of literary aphorisms was compiled from classical and modern authors whose works are known for their philosophical and reflective style. Each aphorism in the corpus was analyzed according to its structural features, figurative mechanisms, and semantic density. Special attention was given to metaphorical frameworks, symbolic imagery, and conceptual mappings that contribute to the verbalization of abstract ideas. The study also applied comparative

analysis to identify similarities and differences in how various authors encode concepts such as truth, wisdom, morality, and human behavior. Contextual analysis was used to interpret aphorisms within their literary and cultural settings, ensuring that conceptual meanings were examined not only linguistically but also cognitively and culturally. This combination of methods provides a comprehensive understanding of the linguistic, cognitive, and aesthetic mechanisms that enable literary aphorisms to function as concept verbalizers. The analysis of the selected literary aphorisms revealed several key mechanisms through which they function as concept verbalizers. First, metaphorical compression emerged as a dominant strategy, allowing complex ideas to be conveyed succinctly. For example, aphorisms often employ natural and human imagery to represent abstract concepts such as truth, morality, or human destiny, creating cognitive mappings that facilitate comprehension. Second, structural brevity and syntactic parallelism were observed to enhance memorability and rhetorical impact. Many aphorisms rely on concise clauses, antithesis, or repetition to encapsulate multi-layered concepts within a compact linguistic form, making the conveyed idea both striking and easily retrievable.

Conclusion

The study demonstrates that literary aphorisms serve as powerful concept verbalizers, effectively transforming abstract and complex ideas into concise, memorable, and aesthetically engaging linguistic forms. Through the strategic use of metaphor, syntactic compression, figurative language, and cultural embedding, aphorisms enable authors to convey philosophical, moral, and cognitive concepts in ways that are both cognitively accessible and emotionally resonant. The findings highlight the multifaceted nature of aphorisms, showing that their value extends beyond stylistic elegance to include cognitive and communicative functions. By bridging the gap between abstract thought and concrete expression, aphorisms contribute significantly to the transmission of cultural knowledge and the formation of intellectual frameworks. This research underscores the importance of analyzing aphoristic language not only from a literary perspective but also through the lens of cognitive and conceptual linguistics.

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KORXONADA INNOVATSION FAOLIYATNI RIVOJLANISHIDA STANDARTLASHTIRISH TIZIMINING TASHKILY VA METODOLOGIK ASOSLARI

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Annotatsiya. Ushbu tezisda korxonada innovatsion faoliyatni rivojlantirish jarayonida standartlashtirish tizimining tashkiliy va metodologik asoslari tahlil etiladi. Innovatsion jarayonlarning murakkabligi va noaniqligi sharoitida moslashuvchan standartlashtirish modeli, raqamli standart boshqaruv tizimi, riskga asoslangan yondashuv, xodimlar kompetensiyasini me‘yorlashtirish hamda xalqaro standartlar integratsiyasining strategik ahamiyati ilmiy asoslangan holda ochib beriladi. Tesis korxonalarda innovatsion texnologiyalarni joriy etishning zamonaviy mexanizmlarini takomillashtirishga xizmat qiluvchi yangi ilmiy takliflar, konseptual yondashuvlar va tizimli boshqaruv modellarini taklif etadi. Tadqiqot natijalari innovatsion boshqaruvni modernizatsiya qilish, samaradorlikni oshirish va korxona raqobatbardoshligini kuchaytirishga qaratilgan amaliy ahamiyatga ega.

Kalit so‘zlar: Innovatsiya, standartlashtirish, metodologiya, tashkiliy asoslar, raqamli standartlar, riskga asoslangan boshqaruv, kompetensiya standartlari, innovatsion jarayonlar, texnik reglamentlar, xalqaro integratsiya.

Raqamli iqtisodiyot sharoitida korxonalar o‘z innovatsion salohiyatini oshirish orqali tez o‘zgaruvchan bozor talablariga moslashishga intilmoqda. Innovatsion faoliyatning samarali tashkil etilishi esa faqat ilg‘or texnologiyalarni qo‘llash bilan emas, balki ushbu jarayonlarni tartibga soluvchi standartlashtirish tizimining ilmiy asoslari bilan ham bevosita bog‘liqdir. Standartlashtirish innovatsion jarayonni cheklovchi emas, balki uning izchil, xavfsiz, sifatli va boshqariladigan tarzda amalga oshirilishini ta‘minlovchi asosiy mexanizm sifatida namoyon bo‘ladi. Bugungi kunda an‘anaviy standartlar o‘rnini moslashuvchan, jarayonlar dinamikasiga tez moslasha oladigan va raqamli texnologiyalar bilan uyg‘unlashgan standartlashtirish modellari egallamoqda.

Korxonalarda innovatsion faoliyat odatda g‘oyaning shakllanishi, sinov ishlari, tajriba-sanoat bosqichlari, joriy etish va tijoratlashtirish kabi ketma-ket jarayonlarni o‘z ichiga oladi. Har bir bosqich o‘ziga xos noaniqlik va xavf omillariga ega bo‘lib, ularga o‘z vaqtida ta‘sir ko‘rsatishning eng samarali yo‘li — jarayonlarni standartlashtirishdir. Bu yondashuv g‘oyadan yakuniy mahsulotgacha bo‘lgan jarayonni yagona metodik platformaga soladi, vaqt va resurslarni optimallashtiradi, sifat barqarorligini ta‘minlaydi, texnologik xavflarni oldini oladi. Ayniqsa, innovatsion texnologiyalar bilan ishlashda me‘yoriy talablarning o‘zgaruvchanligi korxonalardan yuqori darajadagi moslashuvchanlikni talab qiladi.

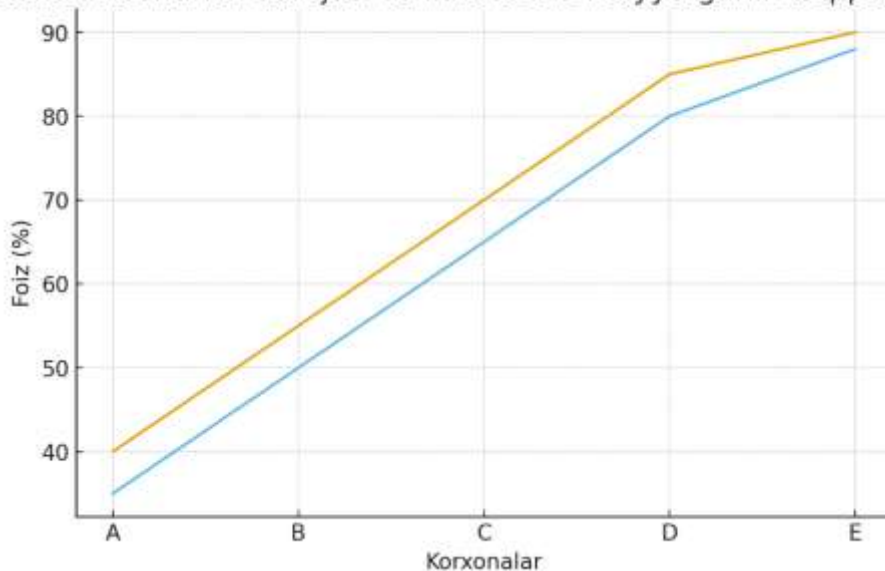
Zamonaviy innovatsion korxonalarda moslashuvchan standartlashtirish modeli tobora ommalashib bormoqda. Ushbu model standartlarni qat‘iy va o‘zgarmas me‘yorlar emas, balki doimiy takomillashib boruvchi, tajriba natijalariga mos ravishda yangilanadigan dinamik tizim sifatida talqin qiladi. Mazkur yondashuv korxonalarga bozordagi o‘zgarishlarga tez javob qaytarish, texnologik

yangiliklarni qisqa muddatlarda joriy etish, jarayon xatoliklarini erta aniqlash va iterativ takomillashtirish imkonini yaratadi. Natijada innovatsion loyihalar joriy etilish tezligi oshadi va me'yoriy to'siqlar kamayadi.

Innovatsion faoliyatda raqamlashtirilgan standart boshqaruv tizimining ahamiyati alohida e'tiborga loyiq. Elektron standartlar arxitekturasini korxonalarga standart versiyalarini boshqarish, ularning amal qilish muddatini nazorat qilish, xodimlar uchun vizual ko'rinishdagi yo'riqnomalar yaratish, audit jarayonlarini avtomatlashtirish kabi imkoniyatlarni beradi. Bu esa standartlashtirishni faqat hujjatlar yig'indisi emas, balki real vaqt rejimida ishlaydigan, axborot texnologiyalari bilan to'liq integratsiyalashgan boshqaruv tizimiga aylantiradi. O'zbekiston sanoat korxonalarida ushbu yondashuvni joriy etish raqobatbardoshlikni keskin oshirishi mumkin.

Korxonalarda standartlashtirish darajasi oshishi bilan innovatsion tayyorgarlik ko'rsatkichlari o'rtasida bevosita bog'liqlik mavjud. Quyidagi jadvalda bir qator shartli korxonalar misolida standartlashtirish yetukligi va innovatsion tayyorgarlik darajasining o'zaro dinamikasi keltirilgan.

Standartlashtirish darajasi va innovatsion tayyorgarlik taqqoslanishi



Jadvaldan ko'rinib turibdiki, standartlashtirishning tizimli joriy etilgan korxonalarda (C, D, E) innovatsion faoliyatning boshlang'ich bosqichlari ham yuqori darajada shakllangan.

Innovatsion jarayonlarning xavf omillari yuqori bo'lganligi sababli, riskga asoslangan standartlashtirish yondashuvi ham dolzarb ahamiyat kasb etadi. Xalqaro ISO 31000 va ISO 56002 standartlari tavsiyalariga asoslanib, korxonalar xavflarni aniqlash, ularning ehtimolligi va oqibatini baholash, tavakkalchiliklarni kamaytiruvchi protseduralarni ishlab chiqish va ularni doimiy monitoring qilish tizimiga ega bo'lishi lozim. Bunday yondashuv texnologik xavfsizlikni, ishlab chiqarish barqarorligini va innovatsion jarayonlarning uzluksizligini ta'minlaydi.

Innovatsion faoliyatni muvaffaqiyatli yuritishning yana bir muhim omili — xodimlar kompetensiyasining standartlashtirilgan tizimini yaratishdir. Innovatsion jarayonlarda ishtirok etuvchi mutaxassislarining bilim, ko'nikma va malakasiga qo'yiladigan aniq me'yorlar belgilansa, korxona ichida malaka nomutanosibligi, texnik xatoliklar va noto'g'ri qarorlar qabul qilinishi minimal darajaga tushiriladi. Kompetensiya standartlari asosida o'qitish tizimi, raqamli trening

modullari, simulyatsiya asosidagi o‘quv platformalari va ichki sertifikatlash mexanizmlarining joriy etilishi innovatsion jarayonlarning sifatini sezilarli darajada oshiradi.

Bugungi global bozor sharoitida korxonalarning raqobatbardoshligi ko‘p jihatdan xalqaro standartlarga integratsiyalashuv darajasiga bog‘liqdir. ISO, IEC va EN tizimidagi talablarning o‘zlashtirilishi, mahalliy standartlarning ularga muvofiqlashtirilishi, texnik to‘siqlarning qisqarishi va eksport salohiyatining oshishiga xizmat qiladi. Xalqaro standartlar integratsiyasi korxonaning ichki boshqaruv tizimini modernizatsiya qiladi, texnologik moslashuvchanlikni kuchaytiradi va innovatsion mahsulotlarni global bozorga chiqarish imkoniyatini oshiradi.

Xulosa: Yuqoridagi ilmiy tahlillar shuni ko‘rsatadiki, korxonalarda innovatsion faoliyatni samarali rivojlantirish faqat yangi texnologiyalar bilan emas, balki ularni tartibga soluvchi va boshqaruvchi zamonaviy standartlashtirish tizimini shakllantirish bilan chambarchas bog‘liqdir. Moslashuvchan standartlashtirish modeli, raqamlashtirilgan standart boshqaruvi, riskga asoslangan yondashuv, xodimlar kompetensiyasini me‘yorlashtirish va xalqaro standartlar integratsiyasi korxonalarda innovatsion boshqaruvni yangi bosqichga olib chiqadi. Ushbu ilmiy yondashuvlarning joriy etilishi korxonalarning samaradorligini oshiradi, xavfsizlik darajasini mustahkamlaydi, texnologik jarayonlar sifatini yuqori bosqichga ko‘taradi va global raqobat sharoitida barqaror rivojlanishni ta‘minlaydi.

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OF LEGAL SERVICES AND WAYS TO REGULATE RELATIONS BETWEEN THEM

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Abstract: In the article, the importance of the attorney performing the legal service and the amount of fees to be paid to him, the quality and efficiency of the legal service depending on who and how much money is paid for the services, the development of the legal service institution, the role of lawyers in the consideration of criminal, civil, administrative and economic cases, the effective use of its positive achievements for the further development of the legal service institution, the legal service and state and non-profit organizations to business entities Further improvement of the mechanisms of implementation of legal documents on legal aid is shown through specific practical indicators .

Key words : legal service, in accordance with the agreement (agreement), compensable costs, requisites of the parties, person expressing trust (person under protection).

Introduction.

When providing legal services, the lawyer providing them and the amount of fees payable to him are of course important, because the quality and efficiency of legal services increase depending on who pays for these services and in what amount. Clause 2.6 of the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan” focuses on improving the legal aid and service system, “increasing the efficiency of the legal services of state bodies;

" Development of the institution of advocacy, increasing the role of lawyers in considering criminal, civil, administrative and economic cases;" - he specifically indicated. Therefore, the further development of the institution of advocacy requires the effective use of its positive achievements, further improvement of the mechanisms for implementing legislation on legal services and legal assistance to business entities by state and non-governmental non-profit organizations.

Analysis of literature on the topic. Sh. Mirziyoyev 2017-2021 Action Strategy, Khvan L.B., Tax Law, Otakhonov F.H. The role of legal services in concluding business contracts and ensuring their execution, Karimov I.A. Although the literature on the topic of “Justice is the Rule of Law” does not contain scientific research on the problems associated with the effective development of legal services, theoretical and legal problems of legal services, the general theoretical and specific problems of forming a legal state and civil society in the Republic of Uzbekistan are studied in the works of Sh.N. Berdiyarov, H.B. Boboev, M.S. Vosikova, I.B. Zokirov, O.Kh. Mukhamedov, Z. Muqimov, H.T. Odilkariev, O. Okyulov, F.A. Primov, F.Kh. Rakhimov, H.Rakhmonkulov, M.Kh. Rakhmonkulov, and others, but they do not study the problematic issues of accounting in legal services. This indicates the current relevance of the chosen topic.

Research methodology. The article uses methods such as analysis and synthesis, cause and effect, time and space, induction and deduction, systematic approach, traditional economic analysis, economic mathematical and statistical, correlation level and linear regression.

Analysis and results. In accordance with the Constitution of the Republic of Uzbekistan, the Bar Association provides legal services to citizens of the Republic of Uzbekistan, foreign citizens, stateless persons, enterprises, institutions, organizations, including:

provides advice and explanations on legal issues, oral and written information on legal documents; prepares applications, complaints and other documents of a legal nature;

represents individuals and legal entities in civil cases and administrative offense cases in court, other state bodies;

participates in the preliminary investigation of criminal cases and in court as a defender, representative of the victim, civil plaintiff, civil defendant;

provides legal assistance to business activities and other types not prohibited by law.

Legal service exists in all sectors of the national economy, that is, in all stages of production and management of the economy, in ministries, offices, associations, enterprises, institutions and organizations, as well as in hokimities, the highest bodies of state power and administration, so any activity cannot be organized without legal service. In order to legally ensure the activity of local state and economic management bodies, legal services are organized in their structure.

M is the past tense in our country during small business and private entrepreneurship special attention is paid to the development. As a result, an enterprise with an organizational legal form in the form of a joint-stock company, a limited liability company, an additional liability company, a private enterprise, and a business partnership, and the number of organizations increased several hundred times. Theirs ensuring legislation in its activities, control over compliance with contracts and labor discipline, ensuring property preservation through legal means and other legal matters the role of the legal service is gaining importance in implementation.

In order to develop and improve legal services, the President of the Republic of Uzbekistan adopted a resolution No. PP-2733 "ON MEASURES TO FUNDAMENTALLY IMPROVE THE ACTIVITIES OF LEGAL SERVICES" dated January 19, 2017, based on which a comprehensive set of measures has been implemented to ensure the rule of law and legality in the activities of state bodies, economic management bodies, state enterprises, institutions and organizations in our country, legal services of state bodies and organizations that carry out normative, contractual, legal and claim-claim work assist in compliance with the legislation, at the same time, due to the fact that employees of legal services do not have sufficient and effective powers to prevent violations of the law and take timely measures against them, their activities do not produce the expected results, the procedure for organizing legal services, the absence of norms and criteria for determining their staffing levels, the organizational staffing of legal services in various state bodies and organizations. It is noted that the legal services are not effectively organized to study and generalize the practice of law enforcement, to develop proposals to improve legislation, and that work in this area is limited to taking measures to eliminate shortcomings and violations of the law identified by law enforcement and supervisory bodies. The level of material support of legal service employees prevents the attraction of highly qualified personnel with higher legal education and practical experience to this area, which affects the quality of legal services. For this reason, it is necessary to further strengthen legality in the activities of state bodies and organizations, to consistently strengthen the role and responsibility of legal services in implementing democratic and legal reforms, and to implement a number of measures in this regard.

Also Uzbekistan The Law of the Republic of Uzbekistan "On the Contractual and Legal Framework for the Activities of Economic Entities" of August 29, 1998 regulates relations arising between economic entities during the conclusion, execution, amendment and termination of economic contracts, establishes the legal basis for the conclusion, execution, amendment and termination of economic contracts, the rights and obligations of economic entities, as well as the powers of local government bodies and state management bodies in the field of contractual relations.

In this regard, in order to provide legal assistance to individuals and legal entities, a lawyer provides advice and explanations on legal issues, provides oral and written references on legislative acts, draws up applications, complaints and other documents of a legal nature, represents individuals and legal entities in civil, economic and administrative cases and cases of administrative offenses in court, before other state bodies, in criminal cases, participates in the inquiry, preliminary investigation stage and in court as a defender, representative of the victim, civil plaintiff, civil defendant, provides legal

services to entrepreneurial activities, provides representation in arbitration courts and international commercial arbitration (court), and a lawyer may also provide other types of legal assistance not prohibited by law.

Therefore, business entities are mostly lawyers boards, law firms and law offices more than the services of practicing lawyers are using.

In the conditions of market relations, effective regulation of relations between various entities is carried out through contracts, and in the legal profession, as well as in Article 3 of the Law of the Republic of Uzbekistan "On Advocacy" dated December 27, 1996 No. 349-I, it is stated that "A lawyer is a citizen of the Republic of Uzbekistan who has a higher legal education and has received a license [in the established manner granting the right to engage in legal activities](#).

have been recognized as legally incompetent or have limited legal capacity [in accordance with the established procedure, as well as those whose criminal record](#) has not been terminated or expunged, are not allowed to practice law.

A lawyer is not entitled to engage in any other paid activity, except for the following:
scientific and pedagogical activities;

Activities in the Chamber of Advocates of the Republic of Uzbekistan and its territorial departments;
activity as a patent representative and mediator;

activity as an employee of the legal service of state bodies, economic management bodies, state enterprises, institutions and organizations on a contractual and legal basis;

"activities as a judge in arbitration courts and international commercial arbitrations (courts)" are indicated.

"Advocacy carries out its activities on the basis of the rule of law, independence and other democratic principles.

A person who has obtained a license in accordance with the established procedure has the right to practice law individually by opening his own law office, or to form a law firm or a membership-based bar association with other lawyers (partners), or to join one of such existing law structures, or to practice law by working in a legal consulting office. A lawyer has the right to practice law only in one law structure.

Registration of law offices, law firms and bar associations, as well as legal consulting offices, is carried out by public service centers in accordance with the procedure established by the Cabinet of Ministers of the Republic of Uzbekistan.

The establishment, activities, reorganization and liquidation of advocacy structures, their structure, staff, tasks, procedure for spending funds, powers of governing bodies, procedure for their election, and other issues related to the activities of advocacy structures are regulated by their charters (regulations) and founding agreements.

Law bureaus, law firms and associations of lawyers acquire the status of a legal entity from the date of their registration. The legal consultancy has the right to carry out its activities from the date of registration.

The location of a law firm or bar association must be in a non-residential location.

Lawyers who have established law offices may carry out their activities in residential premises owned by them on the basis of property rights or other legal grounds, and it is not required to transfer the residential premises owned by the lawyer on the basis of property rights to the category of non-residential premises for use in the activities of the law office.

Advocacy organizations receive support from money (income) received from them for providing legal assistance to citizens and legal entities, as well as other funds not prohibited by law.

Lawyers may establish public associations of lawyers.

A law firm and a bar association have the right to establish their separate divisions (representative offices and branches) in the territory of the Republic of Uzbekistan and in foreign countries in

accordance with the legislation of these countries. In this case, the law firm and the bar association shall notify the judicial body in advance of the decision to open a separate division.

To provide legal services to individuals and legal entities, an agreement (contract) on the provision of legal assistance shall be concluded in accordance with the procedure specified in Article 91 of the Law on the Bar;

Advocacy activities are carried out on the basis of an agreement (agreement) on the provision of legal assistance concluded between a lawyer and a person who expresses trust (a person under protection). An agreement (contract) on the provision of legal assistance is a civil law contract concluded in simple written form between a principal (client) and a lawyer for the provision of legal assistance to the principal (client) or a person appointed by him/her.

are regulated by [the Civil Code](#) of the Republic of Uzbekistan, unless otherwise provided for by the law on the bar .

Conclusions and suggestions.

A lawyer, regardless of the judicial authority from which he was certified, has the right to conclude an agreement (contract) on the provision of legal assistance with a client (client), regardless of his place of residence or location.

The important terms of the agreement (agreement) on the provision of legal assistance are as follows: information about the lawyer who has undertaken to perform the assignment as a proxy, indicating the details of his/her certificate;

the subject of the assignment;

conditions for payment of fees by the person expressing trust (person under protection) for the provided legal assistance;

the procedure and amount of compensation for the lawyer's expenses related to the execution of the assignment;

the amount and nature of the responsibility of the lawyer who undertakes the assignment.

The right to receive a lawyer's fee and to be reimbursed for expenses related to the performance of the assignment may not be transferred to third parties without the special permission of the principal (client).

The fee paid to the attorney by the principal (client) and compensation for the attorney's expenses related to the execution of the assignment must be deposited in the cash register of the relevant law firm or transferred to the bank account of the law firm in the manner and within the time limits stipulated in the agreement (contract) on the provision of legal assistance .

After concluding a contract (agreement) with a client, the lawyer must fully assume the obligations of the contract and approach it in good faith. Even if the contract was not concluded directly with the person under protection, that is, even if the contract was concluded with the family members of the person under protection in cases of imprisonment, the essence and purpose of the contract will not change, regardless of who paid the fees under the contract and in what form, whether in cash or by money transfer.

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ЛОГОПЕДИЧЕСКАЯ РИТМИКА КАК СРЕДСТВО ФОРМИРОВАНИЯ ПРОИЗНОШЕНИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С НАРУШЕНИЯМИ РЕЧИ

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Аннотация: В тезисе рассматривается логопедическая ритмика как эффективное средство формирования правильного произношения у дошкольников с речевыми нарушениями. Особое внимание уделяется взаимосвязи ритмических движений, музыкально-моторных компонентов и речевой активности. Показано, что ритмопластические упражнения способствуют активизации артикуляционного аппарата, совершенствованию речевого дыхания и нормализации темпо-ритмической структуры высказывания. Обоснована коррекционная ценность логоритмики, её возможности в развитии звукопроизношения, просодических характеристик и общей речевой моторики. Полученные выводы подтверждают актуальность применения ритмических методов в практике логопедической помощи дошкольникам.

Ключевые слова: логопедическая ритмика, логоритмика, дошкольники, речевые нарушения, коррекция произношения, артикуляционная моторика, просодические компоненты речи, ритмические упражнения.

Логопедическая ритмика занимает важное место в системе коррекционной работы с детьми дошкольного возраста, имеющими нарушения речи. Она объединяет движения, музыку и речевые упражнения, что позволяет воздействовать одновременно на моторную, эмоциональную и речевую сферы ребёнка. У дошкольников с нарушениями звукопроизношения часто наблюдаются несформированность артикуляционных укладов, недостаточная координация речевого дыхания и сниженная темпо-ритмическая организация высказывания. В этих условиях применение логоритмики создаёт возможность комплексного развития: формирование правильного произношения происходит через активизацию моторики, улучшение слухо-двигательной координации и развитие чувства ритма. Определить эффективность логопедической ритмики как средства формирования правильного произношения у детей дошкольного возраста с речевыми нарушениями. наблюдение за деятельностью детей на логоритмических занятиях; качественный анализ динамики звукопроизношения и речевого дыхания; практические логоритмические упражнения, включающие ритмические шаги, хлопки, музыкально-двигательные элементы и артикуляционную гимнастику; сравнительный анализ речевых показателей до и после применения комплекса упражнений. Материалами исследования стали дети дошкольного возраста со специфическими нарушениями звукопроизношения, посещающие логопедические занятия. Проведённая работа показала, что систематическое использование логопедической ритмики положительно влияет на формирование правильного произношения. У детей наблюдалось: улучшение чёткости и стабильности артикуляционных движений;

нормализация речевого дыхания и его координации с речью; повышение темпо-ритмической устойчивости высказываний; сокращение количества фонетических ошибок; увеличение уверенности в речевой деятельности и снижение речевого напряжения. Дети стали активнее включаться в упражнения, лучше удерживать ритм и быстрее овладевать правильными артикуляционными укладами. Проведённый анализ теоретических положений и эмпирических наблюдений позволяет утверждать, что логопедическая ритмика представляет собой многоуровневый коррекционный инструмент, воздействующий одновременно на сенсомоторный, речедвигательный и просодический компоненты речевой деятельности дошкольника. Включение ритмопластических упражнений в структуру логопедической работы обеспечивает формирование устойчивых артикуляционных паттернов, способствует оптимизации механизмов речевого дыхания и активизирует слухо-моторную интеграцию, являющуюся ключевым условием формирования звукопроизношения. Полученные данные демонстрируют, что регулярная работа в логоритмическом формате позволяет не только корректировать отдельные фонетические дефекты, но и выстраивать более гармоничную темпо-ритмическую организацию речи, повышая её чёткость, выразительность и ритмическую стабильность. Логоритмика усиливает компенсаторные возможности ребёнка, стимулирует нейродинамические процессы, связанные с координацией движений и речевым программированием, а также формирует предпосылки для дальнейшего речевого развития. Таким образом, логопедическая ритмика должна рассматриваться как значимый и перспективный компонент коррекционно-педагогической практики, обладающий доказанной эффективностью в формировании правильного произношения у детей дошкольного возраста с речевыми нарушениями.

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BOOSTING IMMUNITY: NATURAL AND SYNTHETIC APPROACHES

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Abstract: This thesis presents a critical analysis of the diverse strategies aimed at modulating and enhancing immune function, examining the evidence base, mechanisms of action, and practical applications of both natural and synthetic approaches. The central objective is to distinguish evidence-based interventions from popular myths and provide a scientifically grounded framework for immune support. The thesis evaluates the strength of scientific evidence for common practices, addresses the commercialization of the "immune-boosting" industry, and emphasizes that the most effective strategy is a holistic lifestyle approach that supports the complex, interconnected systems governing immune function. It concludes that while targeted synthetic interventions are irreplaceable for specific deficiencies or diseases, foundational natural lifestyle practices provide the essential substrate for optimal, balanced immune competence in the general population.

Keywords: immune function, immunomodulation, immune resilience, nutrition, micronutrients, physical activity, sleep, stress, microbiome, vaccines, immunostimulants, dietary supplements, lifestyle medicine.

Main section

1. Introduction: The Multifaceted Concept of "Immune Boosting"

The desire to enhance immune function to prevent illness and improve health is pervasive in society. However, the term "immune boost" is a significant oversimplification of a highly complex and tightly regulated biological system. The immune system is not a single entity but a dynamic network of cells, tissues, and soluble factors that must maintain a delicate balance: it must be vigilant enough to detect and eliminate pathogens and malignant cells, yet tolerant enough to avoid attacking the body's own tissues (autoimmunity) or harmless environmental substances (allergies). Therefore, the goal is not indiscriminate hyper-stimulation but optimal immune regulation and resilience. This thesis explores the scientific basis of interventions purported to support immunity, categorizing them into natural lifestyle-based approaches and targeted synthetic interventions, while critically appraising their efficacy and appropriate context for use.

2. Foundational Natural Approaches: Supporting the Immune Ecosystem

These strategies focus on creating a physiological environment conducive to robust immune function by addressing modifiable lifestyle factors.

2.1. Nutrition: Fueling the Immune System

Adequate and balanced nutrition provides the essential substrates for the development, maintenance, and execution of immune responses. Specific micronutrients play non-redundant roles:

* Vitamin D: Beyond its classical role in calcium homeostasis, vitamin D is a potent immunomodulator. It enhances innate immunity by promoting antimicrobial peptide (e.g., cathelicidin) production and modulates adaptive immunity by promoting a more regulatory, anti-

inflammatory state (shifting T cells towards Treg and Th2 profiles). Deficiency is strongly associated with increased susceptibility to respiratory infections.¹

- * **Zinc:** Crucial for the normal development and function of innate immune cells (neutrophils, NK cells) and is a cofactor for over 300 enzymes involved in DNA synthesis, cell division, and antioxidant defense. Zinc lozenges may reduce the duration of common colds if taken at onset.

- * **Vitamin C:** An antioxidant that supports epithelial barrier function, the oxidant-generating capacity of neutrophils, and is a cofactor for enzymes involved in immune cell function. While routine supplementation does not prevent colds in the general population, it may modestly reduce duration and severity.

- * **The Gut-Immune Axis:** Approximately 70-80% of immune cells reside in the gut-associated lymphoid tissue (GALT). A diverse, fiber-rich diet supports a healthy gut microbiome, which in turn produces short-chain fatty acids (SCFAs like butyrate) that have systemic anti-inflammatory effects and help maintain intestinal barrier integrity, preventing inappropriate immune activation.² Fermented foods and probiotics may help stabilize the microbiome post-antibiotics.

2.2. Physical Activity: The Dual-Phase Modulator

Exercise has a profound, dose-dependent impact on immunity, often described by the "J-curve" model.

- * **Moderate, Regular Exercise:** Enhances immune surveillance by promoting the circulation of immune cells, reducing chronic low-grade inflammation, improving metabolic health, and potentially slowing age-related immunosenescence. It is associated with a reduced incidence and severity of viral infections like the common cold.³

- * **Prolonged, High-Intensity Exercise:** Temporarily suppresses immune function (open "window" of increased risk), decreases salivary IgA, and induces a sharp, transient increase in inflammatory cytokines and stress hormones (cortisol). This highlights the importance of adequate recovery for athletes.

2.3. Sleep and Circadian Rhythm: The Immunological Reset

Sleep is a period of active immunological regulation. During slow-wave sleep, the production of pro-inflammatory cytokines like IL-1 and TNF- α is increased, supporting innate defense, while anti-inflammatory pathways and T cell interactions are enhanced.⁴ Chronic sleep deprivation (<7 hours/night) is linked to decreased vaccine responses, increased susceptibility to infection, and elevated markers of systemic inflammation.

2.4. Stress Management: Breaking the Neuroendocrine-Immune Link

Chronic psychological stress activates the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic nervous system, leading to sustained elevated cortisol and catecholamine levels. These hormones can suppress lymphocyte proliferation, NK cell activity, and the inflammatory response, while dysregulating the production of protective antibodies.⁵ Mind-body practices like mindfulness, meditation, and yoga can mitigate these effects and improve immune regulation markers.

3. Targeted Synthetic and Pharmacological Interventions

These are deliberate, specific manipulations of the immune system, typically used in clinical or preventive medicine.

3.1. Vaccines: The Gold Standard of Immunological Enhancement

Vaccines represent the most effective and proven method of "boosting" immunity in a targeted, antigen-specific manner. They safely prime the adaptive immune system, generating immunological memory (memory B and T cells) without causing disease. This provides a rapid, robust, and specific response upon future exposure to the pathogen, preventing or attenuating infection.

3.2. Immunomodulatory Drugs

These are prescription medications used to treat specific immunodeficiencies or dysregulations.

- * **Therapeutic Cytokines:** Recombinant interferons (IFN- α for hepatitis, IFN- β for multiple sclerosis) and interleukins (IL-2 for renal cell carcinoma) are used to directly stimulate specific antiviral or antitumor immune pathways.

- * **Colony-Stimulating Factors (CSFs):** Drugs like granulocyte colony-stimulating factor (G-CSF) are used to boost neutrophil production in patients undergoing chemotherapy, preventing febrile neutropenia.

3.3. Dietary Supplements and Nutraceuticals

This is a vast, commercially driven category with variable quality of evidence.

- * **Evidence-Supported for Deficiency States:** Supplementation with vitamin D, zinc, or vitamin C is clearly beneficial for individuals with clinically documented deficiencies.

- * **Herbal Extracts with Immunomodulatory Properties:**

- * **Echinacea:** Some meta-analyses suggest it may slightly reduce the risk and duration of common colds, likely through mild stimulation of phagocytic activity and cytokine production.⁶

- * **Elderberry (Sambucus nigra):** Contains polyphenols that may inhibit viral entry and replication in vitro; some clinical trials show reduction in cold/flu duration.

- * **Beta-Glucans (from mushrooms/yeast):** Can bind to receptors on macrophages and neutrophils, enhancing their phagocytic and microbicidal activity ("training" innate immunity).

- * **Caveats:** Quality control, standardization, and potential interactions with medications are significant concerns. The effect is often modest and should not replace foundational lifestyle practices.

4. Critical Perspectives and Myths

- * **The "Superfood" Fallacy:** No single food can dramatically "boost" immunity. A consistent pattern of overall healthy eating is what matters.

- * **More is Not Better:** Excessive intake of certain immune-stimulating nutrients (e.g., zinc, vitamin E) can be immunosuppressive or toxic.

- * **Commercial Exploitation:** The "immune-boosting" supplement industry often makes exaggerated claims not backed by robust clinical trials in healthy populations.

- * **The Danger of Non-Specific Stimulation:** In individuals with underlying autoimmune tendencies or inflammatory conditions, indiscriminate immune stimulation could theoretically exacerbate disease.

Conclusion

Enhancing immune function is a legitimate health goal, but it must be pursued through a nuanced understanding of immune balance rather than simplistic "boosting." The most powerful and broadly applicable strategy is a holistic lifestyle approach that provides the necessary physiological foundation for immune competence. This includes a nutrient-dense diet rich in vitamins, minerals, and phytonutrients; regular moderate exercise; sufficient, high-quality sleep; and effective stress

management. These natural practices work synergistically to support immune resilience—the system's ability to respond appropriately to challenge and return to equilibrium.

Targeted synthetic interventions, most notably vaccines, are irreplaceable for providing specific, adaptive protection against dangerous pathogens. Pharmacological immunomodulators play a critical role in clinical medicine for treating defined deficiencies or diseases.

For the general healthy population, the pursuit of "immune-boosting" should focus on sustainable lifestyle optimization rather than reliance on pills or superfoods. Future research should aim to better personalize nutritional and lifestyle recommendations based on individual genetics, microbiome composition, and immune phenotype. Ultimately, supporting immunity is not about finding a magic bullet but about consistently cultivating the internal environment in which this exquisite and complex defense system can function at its best.

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“OILAVIY NIZOLAR VA ULARNING BOLALAR TARBIYASIGA TA’SIRI”

Termiz davlat

Pedagogika instituti

Amaliy psixologiya yonalishi

3 kurs talabasi

Abdullayeva Farida

Anatatsiy: Oilaviy nizolar — yashirin ta’sir kuchiga ega omil

Odatda, ota-ona o’rtasidagi janjallar faqat kattalarning shaxsiy masalasi deb qaraladi. Ammo aslida ularning har bir keskin so’zi, o’zaro hurmatsiz muomala yoki baland ovozdagi tortishuvi bolalar ongida chuqur iz qoldiradi. Bola kattalardek muammolarni tushunmasa-da, uy ichidagi taranglikni sezadi va o’zicha shu holatni izohlashga harakat qiladi. Bu jarayonda u noto’g’ri xulosalarga kelishi, o’zini aybdor his qilishi yoki qo’rquv bilan yashashi mumkin.

Anatatsi: Family Conflicts — A Factor with Hidden Influence

Usually, arguments between parents are considered a personal matter of adults. However, in reality, every harsh word, disrespectful interaction, or loud dispute leaves a deep mark on a child’s mind. Even though a child cannot understand problems the way adults do, they can sense the tension at home and try to interpret it in their own way. During this process, the child may arrive at incorrect conclusions, feel guilty, or live in fear.

Kalit so’z: Oilaviy nizolar, ota-ona o’rtasidagi ziddiyatlar, oiladagi psixologik muhit, zo’ravonlik va keskinlik, bolaning ruhiy rivojlanishi, emotsional beqarorlik, stress omillari, bolaning xulqi, ijtimoiy moslashuv muammolari, ta’lim-tarbiya, psixologiya, motiv, mativatsiya, axloqiy va ijtimoiy, pedagogik, ruhiy salomatlik

Kirish: Psixologlar oiladagi nizolarni normal holat deb hisoblashadi. Mojarolar natijasida er-xotinlar bir-birlaridan nafratlana boshlaydilar va ularning ajralishlari yanada keng tarqalgan. Shu sababli, oilada doimo yuzaga keladigan nizolarni qanday hal qilish masalasi juda muhim bo’lib qolmoqda. Oilaviy nizolar turmush o’rtoqlar va hatto bolalar o’rtasidagi munosabatlarning bir usuli hisoblanadi. Jarayon bor va ijobiy tomoni bor: ziddiyat munosabatlarni rivojlantirishga, o’zgarishga, har qanday yo’nalishga borishga undaydi. Ba’zida odamlar janjallashishadi, chunki bu ularni birlashtirishning yagona yo’li. Bu borada har bir oilaning o’ziga xos xususiyatlari bor.

Asosiy qisim: Tabiiyki, odamlar janjallashganda, ayniqsa, bu odamlar turmush o’rtoqlar va mehribon sheriklar bo’lsa. Inson o’z munosabatida hech qachon janjal bo’lmasligiga umid qilish ahmoqlikdir, chunki dunyoda ikkita bir xil odam yo’q. Bir-biri bilan qanchalik yaqin va sevgan bo’lsalarda, juft bilan fikrlar mos kelmaydigan savollar doimo mavjud. Va nima uchun mukammal munosabatlar janjalga aylanganiga hayron qolmaslik uchun buni eslab qolish kerak. Oilaviy nizolar va ularning bolalar tarbiyasiga tata’siri. Oilaviy muhit — bolalar shaxsining shakllanishida eng asosiy va birlamchi tarbiya maktabidir. Bu maskanda hukm suradigan iliqlik, mehr, o’zaro hurmat va barqarorlik bolalarning ruhiy holati, dunyoqarashi hamda xulq-atvorining shakllanishiga bevosita ta’sir ko’rsatadi. Aksincha, oilada tez-tez uchrab turadigan nizolar, keskin munozaralar va ruhiy zo’riqishlar bolalarning psixologik rivojiga zarar yetkazishi mumkin. Oilaviy nizolar — yashirin

ta'sir kuchiga ega omom. Odatda, ota-ona o'rtasidagi janjallar faqat kattalarning shaxsiy masalasi deb qaraladi. Ammo aslida ularning har bir keskin so'zi, o'zaro hurmatsiz muomala yoki baland ovozda tortishuvi bolalar ongida chuqur iz qoldiradi. Bola kattalardek muammolarni tushunmasada, uy ichidagi taranglikni sezadi va o'zicha shu holatni izohlashga harakat qiladi. Bu jarayonda u noto'g'ri xulosalarga kelishi, o'zini aybdor his qilishi yoki qo'rquv bilan yashashi mumkin.

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Yosh oila hayotining birinchi yilida ko'pincha nizolar paydo bo'ladi. Ularni yo'q qilish uchun ikki juft quyidagilarga tayyor bo'lishlari kerak:

1. Axloqiy va ijtimoiy. Bu yerda sheriklarning tarbiyasi, yoshi, ijtimoiy hayot darajasi muhimdir. Shunday qilib, yosh ayollar uchun turmush qurish 22-23 yoshda, erkaklar uchun 23-24 yoshda. Ayol erkakdan katta bo'lmasligi kerak. Erkak kishi 12 yoshdan katta bo'la olmaydi. Odamlar nikoh nima ekanligini, nikohda ulardan nimani

kutish va o'z majburiyatlarini bajarishga tayyorligi haqida aniq tasavvurga ega bo'lishlari kerak, lekin faqat o'z huquqlarini talab qilishlari kerak. Turmush o'rtoqlar

oilani mustahkamlashga va sog'lom bolalarni tarbiyalashga yordam beradigan

sog'lom turmush tarzini olib borishga tayyor bo'lishlari kerak. Uy-joy va moddiy

boyliklar har doim ham munosabatlarning davomiyligiga ta'sir qilmaydi, lekin ba'zida bu nizolarni rivojlantirishning mustahkamlovchi omiliga aylanadi.

2. Motivatsion. Oila mehr-muruvvatga, o'z zimmasiga mas'uliyatni olishga

tayyorlikka, farzandlar tarbiyasiga va ularni o'ziga to'q inson qilishga, mustaqil bo'lishga asoslangan bo'lishi lozim.

3. Psixologik. Oilani mustahkamlashga, rivojlantirishga va ziddiyatli

vaziyatlarni hal qilishga yordam beradigan bunday fazilatlar va xatti-harakatlarning mavjudligi.

4. Pedagogik. Oilaviy hayotning turli sohalarida ma'lum bilimlarning mavjudligi va bu bilimlarni qo'llashga tayyorlik. Ruhiy salomatlikka ta'siri

Oilaviy nizolar davomli bo'lsa, bola quyidagi holatlarga duch kelishi ehtimoli yuqori:

Asabiylik, qo'rquv, xavotir kukuchayadi. O'ziga ishonchsizlik paydo bo'lishi mumkin.

Tinch uxlay olmaslik, tush ko'rish, injiqlik kabi belgilar yuzaga chiqadi.

Kattalarda ko'proq uchraydigan stress va tushkunlik holatlari bolada ham kuzatiladi.

Bunday bolalarda maktabdagi muvaffaqiyat ham pasayishi, o'rtoblari bilan munosabatlarida muammolar yuzaga kelishi odatiy hol.

Xulq-atvor va shaxs shakllanishiga ta'siri

Oiladagi nizolar natijasida:

Bola kattalar muomalasini kuzatgan holda, tajovuzkorlikni odatiy vaziyat deb qabul qilishi mumkin. Yoki aksincha, juda yopiq, tortinchoq, jur'atsiz bo'lib qolishi ehtimoli bor.

Ota-onalar o'zaro o'xshash bo'lmagan qarashlarni ko'rsatganda, bola qaysi yo'l to'g'ri ekanini aniqlay olmay, ikki o't orasida qoladi.

Natijada, bola kelajakda oilaviy hayot qurayotganda ham shunday ziddiyatli muhitni takrorlab qo'yishi mumkin — chunki u bolalikda ko'rganlarini "norma" deb hisoblaydi. Mehr-muhabbat o'rnini hech narsa bosa olmaydi

XuXulo: Oilaviy nizolar — bolalar tarbiyasiga bevosita ta'sir qiluvchi omil bo'lib, ularning ruhiy holati, xulq-atvori, kelajakdagi hayot qarashlariga kuchli ta'sir ko'rsatadi. Shuning uchun har bir ota-ona oilaviy muammolarni hal etishda, birinchi navbatda, farzandlar ruhiyatini o'ylashi, ularning tinch va sog'lom muhitda ulg'ayishlarini ta'minlashi zarur.

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АКТУАЛЬНЫЕ МЕТОДЫ РАБОТЫ С ДЕТЬМИ С РАССТРОЙСТВОМ АУТИСТИЧЕСКОГО СПЕКТРА: ИНКЛЮЗИЯ, ПОВЕДЕНЧЕСКИЕ ПОДХОДЫ И СОВРЕМЕННЫЕ ПРАКТИКИ

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Факультет: инновационная педагогика. Инклюзивное образование. Магистратура.

Современная практика работы с детьми с расстройством аутистического спектра требует объединения научно подтверждённых методов, междисциплинарного сотрудничества, раннего вмешательства и развития по-настоящему инклюзивной среды. Эти ключевые темы стали центральными на конференции «Актуальные методы работы с детьми с расстройством аутистического спектра: инклюзия, поведенческие подходы и современные практики», объединившей экспертов в области поведенческого анализа, педагогики, психологии, медицины и инклюзивного образования.

Приглашённые спикеры и организаторы конференции - Зухра Камар, Мадина Иманова, Зухра Саттарова и Шахноза Имамходжаева - подчеркнули, что истинная инклюзия выходит далеко за рамки физического присутствия ребёнка в коллективе сверстников. Инклюзия предполагает создание условий, в которых ребёнок может учиться, взаимодействовать, активно участвовать в процессе и быть понятым.

Среди ключевых компонентов современной инклюзивной практики были выделены:

- формирование поддерживающей, адаптированной под особенности ребёнка среды;
- подготовка педагогов и родителей для понимания специфики поведения и восприятия детей с расстройством аутистического спектра;
- создание безопасной эмоциональной атмосферы, снижающей тревожность и повышающей способность к обучению;

- включение семьи в процесс поддержки как обязательного участника развития ребёнка.

Спикеры отметили, что грамотная инклюзия способствует развитию у детей с расстройством аутистического спектра социальных и коммуникативных навыков, формированию чувства принадлежности и значительному повышению качества жизни.

Большой блок конференции был посвящён научно обоснованным методам прикладного анализа поведения (Applied Behavior Analysis, ABA).

Эксперты прикладного анализа Ахметова Жанат, Айнур Нур, Памела Ши и другие представили современные инструменты АВА, включая естественные модели обучения, эффективные алгоритмы коррекции поведения, методы формирования вокальной имитации и внутренней речи, особенно значимые для неговорящих детей и подходы к анализу функций поведения и работе с проблемным поведением.

Отмечалось, что АВА сегодня - это не только коррекция поведения, но и полноценная система обучения жизненным, коммуникативным, когнитивным и социальным навыкам.

Особое внимание также было уделено поддержке родителей через методы терапии принятия и ответственности (АСТ), которые помогают снижать стресс, повышать устойчивость семьи и улучшать взаимодействие с ребёнком.

Также на конференции особое значение представляли медицинские и нейропсихологические аспекты. Медицинские специалисты - Аббас Кадыров, Юлдашева Севара и Памела Ши - представили современный взгляд на нейропсихологические и неврологические особенности детей с расстройством аутистического спектра. В своих докладах они акцентировали внимание на

важность ранней диагностики для своевременного вмешательства, на влияние сенсорных особенностей на поведение и эффективность обучения, на нейро-реабилитационные подходы, включая остеопатию и микрополяризацию и особенности формирования пищевых привычек при сенсорных нарушениях.

Представленные направления позволяют комплексно работать с сопутствующими трудностями - сенсорной перегрузкой, моторными проблемами, тревожностью, нарушениями питания - повышая способность ребёнка к включению в образовательный процесс и социальную жизнь.

Отдельный блок конференции был посвящён логопедическим и когнитивным методикам. Ольга Мелешкевич и Ольга Ефревна рассмотрели стратегии развития внутренней речи и понимания; продемонстрировали алгоритмы формирования вокальной имитации как ключевого этапа запуска речи и подробно рассказали об особенностях коррекции речевых нарушений у детей с расстройством аутистического спектра. Озвученные специалистами стратегии способствуют формированию эффективной коммуникации - фундаментального элемента успешной социализации и обучения.

Психотерапевты и психологи конференции уделили особое внимание эмоциональному состоянию родителей, отметив, что снижение родительского чувства вины способствует улучшению поведения ребёнка; работа с семейной тревожностью создаёт благоприятные условия для прогресса и стиль взаимодействия родителей с ребёнком напрямую влияет на результативность всех видов терапии. Спикеры подчеркнули, что поддержка семьи является неотъемлемой частью комплексной помощи детям с расстройством аутистического спектра.

Главная идея конференции: в рамках мероприятия была выведена ключевая мысль: эффективная работа с детьми с расстройством аутистического спектра возможно только при объединении усилий разных специалистов и сочетании взаимодополняющих методов таких как:

- инклюзивное образование;
- поведенческий анализ;
- медицинская и нейро-реабилитационная поддержка;
- педагогическая коррекция;
- психологическая помощь семье;
- логопедические и коммуникативные практики;

Только при таком подходе можно создать условия, в которых каждый ребёнок сможет раскрыть свой потенциал.

Конференция была организована НОО «Sebzor yog'dusi», Имамходжаевой Шахнозой Адыловной - олигофренопедагогом с 25-летним опытом работы в сфере коррекционной педагогики и коррекционным центром «АВА АНГЕЛ» - Саттаровой Зухрой Шухратовной - поведенческим специалистом, супервизором и руководителем коррекционного центра «АВА АНГЕЛ».

Имамходжаева Шахноза Адыловна - высококвалифицированный дефектолог-олигофренопедагог, специализирующийся на работе с детьми с расстройствами аутистического спектра. Обладает глубокими знаниями в области специальной педагогики, методов развития и коррекции, а также современными подходами АВА-терапии и альтернативной коммуникации. В своей практике сочетает системность, индивидуальный подход и научно обоснованные технологии обучения.

Педагог умело выстраивает занятия, направленные на формирование коммуникативных навыков, развитие познавательных функций, сенсорной интеграции, навыков самообслуживания и социального взаимодействия. Отличается терпеливостью, тактичностью и высокой наблюдательностью, что позволяет своевременно корректировать программу и добиваться устойчивых положительных результатов у детей.

Кроме непосредственной работы с воспитанниками, Имамходжаева Ш. А. активно участвует в подготовке молодых специалистов. Проводит практические занятия для студентов, обучая их работе с детьми с РАС, знакомит с методами анализа поведения, техниками обучения, правильным ведением документации и этическими аспектами профессиональной деятельности. Является наставником, который не только передаёт знания, но и формирует профессиональные ценности будущих педагогов.

Проводит кураторские часы, посвящённые вопросам коррекционной работы, альтернативной коммуникации, особенностям поведения детей с аутизмом и эффективным методам взаимодействия. Отличается умением четко структурировать материал, объяснять сложные темы доступным языком и мотивировать обучающихся к профессиональному росту.

Имамходжаева Ш. А. - педагог, который постоянно повышает квалификацию, участвует в методических семинарах, делится опытом с коллегами и вносит вклад в повышение качества коррекционно-педагогической работы в детском центре «Нурафшон».

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LINGUISTIC AND CULTURAL CHALLENGES IN MODERN TRANSLATION

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Abstract: *This article examines the key challenges faced by translators in contemporary practice, focusing on semantic ambiguity, cultural differences, idiomatic expressions, stylistic variations, and terminology issues. It emphasizes that translation is more than a simple transfer of words; it is a complex process requiring linguistic skill, cultural awareness, and interpretive judgment. The study highlights the importance of understanding both the source and target cultures to produce accurate and effective translations.*

Translation has always been a vital tool for communication between cultures and societies. In today's globalized world, the role of translation has expanded, covering fields such as science, diplomacy, media, and literature. Despite the development of advanced translation tools, human translators remain indispensable due to the interpretive and cultural dimensions of language.

The process of translation is challenging not because of the difficulty of substituting words from one language to another, but because languages differ in meaning, expression, cultural norms, and stylistic conventions. Translators must navigate these differences carefully to convey the intended meaning without losing the essence of the original text. One of the major difficulties in translation is semantic ambiguity. Words often carry multiple meanings depending on context, tone, and grammatical structure. A single word in one language may require several different words in another language to capture the full range of its meaning. False friends—words that appear similar across languages but differ in meaning—add another layer of complexity. Misinterpreting such words can change the overall meaning of a text, making careful analysis essential. Translators must consider not only dictionary definitions but also contextual clues and cultural connotations.

Language is deeply connected with culture. Many words, expressions, and concepts reflect the unique worldview of a community. Some of these concepts have no direct equivalent in other languages, requiring descriptive translation or adaptation. Cultural references, traditional customs, and social practices are often difficult to translate. Translators must decide whether to retain the original term, explain it, or replace it with a culturally relevant alternative. The choice affects how the target audience understands and interprets the text, and it requires sensitivity to both source and target cultures.

Idiomatic expressions and metaphors present another significant challenge. Their meanings often cannot be deduced from the individual words, and literal translations may confuse or mislead readers. Effective translation of figurative language requires creativity and cultural knowledge. In literary and artistic texts, translators also need to preserve stylistic features and emotional impact. Achieving equivalence in meaning while maintaining the original tone is a delicate and skillful process.

Languages differ in stylistic norms and conventions. Academic writing, journalism, literary texts, and advertisements each have unique requirements. A translation that ignores these conventions may appear unnatural or fail to communicate effectively. Translators must adapt the style of the source

text to the expectations of the target audience while retaining the original meaning. In technical, scientific, and professional texts, accurate terminology is crucial. Many fields continually introduce new terms, and some concepts may not yet have equivalents in other languages. Translators often need to create new terms, consult experts, or use standardized terminology resources to ensure accuracy. Mistakes in specialized terminology can lead to serious miscommunication.

Pragmatics — the interpretation of meaning in context—plays a crucial role in translation. Languages differ in politeness strategies, social hierarchy, and implied meanings. Translators must consider how a message will be received in the target culture and adjust wording accordingly. Ignoring pragmatic factors can result in translations that are grammatically correct but culturally inappropriate or misleading. Effective translation therefore requires an understanding of both linguistic structures and social norms.

Conclusion: Translation is a complex activity that extends beyond the mechanical replacement of words. Semantic ambiguity, cultural differences, idiomatic expressions, stylistic variations, terminological issues, and pragmatic considerations all contribute to the challenges faced by translators. Successful translation demands not only linguistic competence but also cultural knowledge, analytical thinking, and interpretive skill. Understanding the interplay between language and culture is essential for producing accurate and effective translations, especially in today's interconnected world

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**MILLIY MANFAATLARDAN KELIB CHIQIB UMUMBASHARIY MUAMMOLARGA
YONDASHISHNING NAZARIY ASOSLARI VA AMALIY AHAMIYATI**

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ANNOTATSIYA : Ushbu maqolada milliy manfaatlar va umumbashariy muammolarning o‘zaro uyg‘unligi, zamonaviy global jarayonlarda davlatlar faoliyatining nazariy asoslari hamda milliy siyosatning global tahdidlarga munosabatdagi o‘rni chuqur tahlil etiladi. Shu nuqtai nazardan, maqolada milliy manfaatlarni belgilovchi omillar, ularning global muammolarni bartaraf etish jarayoniga ta’siri, xalqaro tashkilotlarning integratsion roli hamda davlatlararo hamkorlikning siyosiy-diplomatik mexanizmlari keng yoritiladi.

Kalit so‘zlar: milliy manfaatlar, global muammolar, xavfsizlik, xalqaro hamkorlik, geosiyosat, iqlim o‘zgarishi, kibertahdidlar.

АННОТАЦИЯ : В статье комплексно рассматривается взаимосвязь национальных интересов и глобальных проблем, раскрывается роль государств в условиях современных международных процессов и анализируется влияние национальных приоритетов на решение общемировых вызовов.. В работе освещаются факторы, определяющие содержание национальных интересов, механизмы их реализации в международных отношениях, взаимодействие с глобальными институтами, а также значение дипломатических и политических инструментов сотрудничества.

Ключевые слова: национальные интересы, глобальные вызовы, международная безопасность, сотрудничество, геополитика, климат, международное взаимодействие.

Xalqaro munosabatlar va global jarayonlarni o‘rganish davomida men shunga amin bo‘ldimki, har qanday davlatning tashqi siyosati va strategik qarorlari uning milliy manfaatlaridan kelib chiqadi. Ayni paytda, bugungi kunda global jarayonlar shunchalik o‘zaro bog‘langan va murakkabki, ularning birortasi alohida davlat manfaati bilan cheklanib qolmaydi. Men kuzatayotgan iqlim o‘zgarishi, axborot xavfsizligining zaiflashuvi, pandemiyalar, xalqaro migratsiya, yadro qurollari tarqalishi kabi jarayonlar milliy manfaatlarni qayta ko‘rib chiqishga majbur qilmoqda. Shu sababli men ushbu mavzu doirasida milliy manfaatlar va umumbashariy muammolar o‘rtasidagi dialektik bog‘liqlikni chuqur ilmiy asoslar bilan tahlil qilishni muhim deb bildim.

Milliy manfaatlar davlatning mavjudligi, uning iqtisodiy rivojlanishi, xavfsizligi, xalqaro maydondagi nufuzi va ichki barqarorligini belgilovchi fundamental kategoriyadir. Ilmiy adabiyotlarda milliy manfaatlarning shakllanishi davlatning geosiyosiy o‘rni, iqtisodiy imkoniyatlari, siyosiy tizimi, ijtimoiy resurslari va tarixiy tajribasi bilan bog‘liq ekani ta’kidlanadi¹. Bugungi kunda milliy manfaatlar klassik ko‘rinishda — hayotiy, strategik va taktik manfaatlar tarzida talqin

¹ Ahmedov R. Geosiyosat va global xavfsizlik. – Toshkent, 2020, 23-bet

qilinsada, global jarayonlarning murakkablashuvi ushbu mezonlarning yanada kengaytirilishiga olib kelmoqda ².

Global muammolar esa, aksincha, bitta davlat manfaatlari bilan chegaralanmaydi. Masalan, iqlim o'zgarishi natijasida kelib chiqayotgan ekologik falokatlar butun insoniyatga ta'sir qilmoqda. Birlashgan Millatlar Tashkiloti ma'lumotlariga ko'ra, atmosfera isishi, dengiz sathining ko'tarilishi va biologik xilma-xillikning kamayishi global xavfsizlikka eng yirik tahdid sifatida baholangan³. Shuningdek, COVID-19 pandemiyasi davlatlarning sog'liqni saqlash tizimi qanchalik bog'langanini, global hamkorliksiz pandemiyalarga qarshi kurash mumkin emasligini ko'rsatdi.

Kiber tahdidlar masalasi ham yangi avlod global muammolaridan biri bo'lib, davlatlar infratuzilmasining zaiflashuvi, sun'iy intellektdan noqonuniy foydalanish, kiberhujumlar natijasida iqtisodiy va siyosiy tizimlarga zarar yetkazish ehtimolini kuchaytirmoqda⁴. Bu jarayonlar milliy manfaatlarining mazmuniga axborot xavfsizligini qo'shimcha strategik yo'nalish sifatida kiritishni taqozo etmoqda.

Zamonaviy global tizimda milliy manfaatlar bilan umumbashariy ehtiyojlar o'rtasida muvozanatni topish masalasi alohida ahamiyat kasb etadi. Chunki davlatlar bir tomondan o'z iqtisodiy o'sishini ta'minlashga intilsa, ikkinchi tomondan ekologik barqarorlikni saqlash uchun majburiy cheklovlarni joriy qilishi kerak bo'ladi. Bu esa "milliylilik–umuminsoniylik" dialektikasining amaliy namunasi. Xavfsizlik va taraqqiyot o'rtasidagi bog'liqlik ham milliy siyosatning eng muhim mezonlaridan biridir. Xavfsizlik bo'lmasa taraqqiyot sodir bo'lmaydi, taraqqiyot bo'lmasa xavfsizlik izdan chiqadi. Masalan, iqtisodiy tengsizlikning kuchayishi geosiyosiy beqarorlikka, geosiyosiy beqarorlik esa iqtisodiy rivojlanishning sekinlashuviga olib keladi ⁵.

Davlatlar o'rtasidagi raqobat esa global jarayonlarda hamkorlik zarurligini inkor etmaydi. Iqlim o'zgarishi, pandemiyalar, terrorizm, yadro xavfsizligi kabi masalalarda raqobat emas, balki integratsion mexanizmlar ustuvor bo'lishi zarur. Shu bois Xalqaro tashkilotlar, jumladan BMT, VOZ, YUNEP va mintaqaviy koalitsiyalar davlatlar manfaatlarini uyg'unlashtirishda alohida rol o'ynaydi. Bundan tashqari, barqaror rivojlanish maqsadlari (SDGs) milliy manfaatlarini global ehtiyojlar bilan mutanosiblashtirishga xizmat qiluvchi universal platforma sifatida e'tirof etilmoqda. SDGlar iqtisodiy o'sish, ijtimoiy tenglik, ekologik barqarorlik va xalqaro hamkorlikni bir butun jarayon sifatida ko'rishga undaydi.

Milliy manfaatlar global muammolarga yechim topishda quyidagi amaliy yo'nalishlar orqali namoyon bo'ladi: ilm-fan va innovatsiyalarni rivojlantirish, ekologik texnologiyalarni joriy etish, xalqaro axborot xavfsizligi standartlarini shakllantirish, pandemiyalarga tayyorgarlik tizimini kuchaytirish, migratsiyani tartibga solish, oziq-ovqat xavfsizligini ta'minlash va davlatlararo iqtisodiy integratsiyani kengaytirish. Bularning barchasi milliy manfaatlarini global mas'uliyat bilan uyg'unlashtirish zarurligini ko'rsatadi.

Xulosa o'rnida shuni ta'kidlamochimanki, milliy manfaatlar va umumbashariy muammolar o'rtasida qarama-qarshilikdan ko'ra o'zaro to'ldiruvchanlik mavjud. Global xavf-xatarlar kuchayib borayotgan bir paytda davlatlar nafaqat o'z manfaatlarini himoya qilishi, balki umumiy global

² Karimova S. Milliy manfaatlar va xalqaro munosabatlar. – Toshkent, 2021, 17- bet

³ Xabibullayev M. Global muammolar va barqaror rivojlanish. – Toshkent, 2019, 35- bet

⁴ Castells M. The Network Society and Cybersecurity. – Oxford, 2019, 48- bet

⁵ Nye J. Understanding Global Conflicts. – New York, 2016, 63-bet

manfaatlarga hissa qo‘shishi lozim. Milliy manfaatlarni to‘g‘ri belgilash davlatning xalqaro maydondagi pozitsiyasini mustahkamlaydi, global xavfsizlik va barqaror rivojlanishga xizmat qiladi.

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TA'LIMNI RIVOJLANTIRISHDA SUN'IY INTELLEKT VA RAQAMLI TRANSFORMATSIYA IMKONIYATLARI.

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Annotatsiya : Ushbu maqolada AI (sun'iy intellekt) atamasi kundalik hayotimizda tez-tez uchratib va uni qo'llash butun dunyoda rivojlanib borayotganligi, so'nggi paytlarda sun'iy intellekt turli tarmoqlar va ijtimoiy infratuzilmalarga kiritilmoqda. Misol uchun, ish uslubini isloh qilish nomi bilan ishni avtomatlashtirish va unumdorlikni oshirish uchun RJA (Robotik jarayonlarni avtomatlashtirish) joriy etayotgan kompaniyalar soni ortib bormoqda. RJA o'z-o'zidan sun'iy intellekt emas, lekin u kompyuterlarga elektron jadval dasturiy ta'minoti va asosiy biznes tizimlari kabi oddiy vazifalarni o'z zimmasiga olishga imkon beradi, ular hukm chiqarishda odamlar tomonidan amalga oshiriladi, boshqacha qilib aytganda, shaxsiy kompyuterning takroriy operatsiyalari. Kelajakda biz sun'iy intellektning ilovalari bo'lgan qo'lda yozilgan belgilarni aniqlash, ovozni aniqlash va javob berish tizimlari bilan bog'lash orqali butun biznesni avtomatlashtirishni maqsad qilganmiz.

Kalit so'z: Raqamli O'zbekiston, AI, suniy intellekt, matematika, strategiya, JavaScript, abacus, fanlar, universitet, o'quvchi, talaba, informatika. Sun'iy intellekt, ta'lim texnologiyalari, oliy ta'lim, raqamli transformatsiya, o'quv jarayoni, shaxsiylashtirilgan o'quv dasturlari, avtomatlashtirilgan baholash, virtual o'qituvchi.

Abstract: This article discusses the term AI (artificial intelligence) as it is increasingly used in our daily lives and its application is developing all over the world. Recently, artificial intelligence has been introduced into various industries and social infrastructures. For example, in the name of improving work methods, an increasing number of companies are implementing Robotic Process Automation (RPA) to automate work and increase productivity. RPA itself is not artificial intelligence, but it allows computers to take over simple tasks such as spreadsheet software and basic business systems, which are performed by humans in judgment, in other words, repetitive operations of a personal computer. In the future, we aim to automate the entire business by connecting them with handwritten character recognition, voice recognition, and response systems, which are applications of artificial intelligence.

Keywords: Digital Uzbekistan, AI, artificial intelligence, mathematics, strategy, JavaScript, abacus, sciences, university, student, computer science. Artificial intelligence, educational technologies, higher education, digital transformation, learning process, personalized learning programs, automated assessment, virtual teacher.

Ta'lim tizimi inson kapitalini shakllantirishning asosiy vositasi sifatida doimiy yangilanishni talab qiladi. Hozirgi kunda raqamli texnologiyalar, xususan, sun'iy intellekt texnologiyalari bu jarayonda inqilobiy o'zgarishlarni yuzaga keltirmoqda. O'zbekiston Respublikasi Prezidentining qarori, 17.02.2021 yildagi PQ-4996- son, Sun'iy intellekt texnologiyalarini jadal joriy etish uchun

shart-sharoitlar yaratish chora-tadbirlari to'g'risida "Raqamli O'zbekiston — 2030" Strategiyasiga muvofiq hamda sun'iy intellekt texnologiyalarini jadal joriy etish va ularni mamlakatimizda keng qo'llash, raqamli ma'lumotlardan foydalanish imkoniyatini va ularning yuqori sifatini ta'minlash, ushbu sohada malakali kadrlar tayyorlash uchun qulay shart-sharoitlar yaratish maqsadida:

"Raqamli O'zbekiston — 2030" Strategiyasini har tomonlama amalga oshirishga qaratilgan ilmiy tadqiqotlarni tashkil qilish hamda iqtisodiyot tarmoqlari, ijtimoiy soha va davlat boshqaruvi tizimida sun'iy intellekt texnologiyalarini joriy qilish;

sun'iy intellekt sohasida fundamental va amaliy ilmiy tadqiqotlarni olib borish, raqamli texnologiyalarni rivojlantirishning ilmiy ekotizimini shakllantirish;

sun'iy intellekt texnologiyalari asosida boshqaruv va ishlab chiqarish jarayonlarini avtomatlashtirish bo'yicha innovatsion mahsulotlarni hamda ularning modellari, algoritmlari va dasturiy ta'minotini ishlab chiqish;

sun'iy intellekt texnologiyalarini rivojlantirish bo'yicha yetakchi xorijiy innovatsion va ilmiy muassasalar bilan hamkorlikni yo'lga qo'yish va qo'shma loyihalarni amalga oshirish.

Sun'iy intellekt texnologiyalari nafaqat o'quv jarayonini avtomatlashtirish, balki talabalarga shaxsiy yondashuvni ta'minlash, ularning bilim olish jarayonlarini individual ravishda moslashtirish imkonini beradi. Misol uchun, interaktiv o'quv dasturlari yordamida talabalar o'z bilim darajasini mustaqil baholashlari va o'quv materiallarini o'zlashtirishni tezlashtirishlari mumkin. Bundan tashqari, oliy ta'lim tizimida sun'iy intellekt asosida ishlovchi avtomatlashtirilgan baholash tizimlari o'qituvchilar va talabalarining vaqtini tejashda, shuningdek, baholash jarayonida adolatni ta'minlashda muhim rol o'ynamoqda. Masalan, esse va imtihonlarni baholashda sun'iy intellekt texnologiyalari aniqlikni oshirish imkonini beradi. Bugungi kunda ta'limning raqamli transformatsiyasi nafaqat texnologik, balki pedagogik yondashuvlarni ham o'zgartirishga olib kelmoqda. Sun'iy intellekt texnologiyalarining joriy etilishi natijasida o'qituvchilar va talabalarining o'zaro muloqoti yanada interaktiv va samarali tus olmoqda.

Raqamli texnologiyalar hayotimizga shunchalik singib ketdiki, bugungi kunda nafaqat kundalik faoliyatimiz, balki ijtimoiy-iqtisodiy sohalar rivojini ham ularsiz tasavvur qilib bo'lmaydi. Tabiiyki, boshqa sohalarda bo'lgani singari kabi raqamli texnologiyalar jahon ta'lim muassasalarida bo'lajak mutaxassislarni raqamli texnologiyalar muhitida mehnat bozoridagi o'zgaruvchan tendensiyalarga tezkor moslashish imkonini beruvchi raqamlikompetensiyalar (soft skills) tizimidan foydalanib tayyorlash amaliyotiga tadbiq etilgan. YuNESKO tomonidan qabul qilingan 2030 yilgacha xalqaro ta'lim konsepsiyasida "Butun hayot davomida sifatli ta'lim olishga imkoniyat yaratish" [1] dolzarb vazifa sifatida belgilangan. Ilm-fan va axborot-kommunikatsiya texnologiyalari jadal taraqqiy etib borayotgan bugungi sharoitda dunyoning rivojlangan mamlakatlarida davlat va jamiyat boshqaruvi, iqtisodiyot, sanoat, ijtimoiy himoya, ta'lim, tibbiyot, bandlik, qishloq ho'jaligi, mudofaa, xavfsizlik, turizm va boshqa sohalarda raqamli texnologiyalar va sun'iy intellekt imkoniyatlaridan keng foydalanish asosiy masalalardan bo'lib qolmoqda. Sun'iy intellekt texnologiyalari oliy ta'lim jarayonini takomillashtirishda muhim rol o'ynamoqda. Ular ta'lim jarayonini shaxsiylashtirish va samaradorligini oshirishga yordam bersa-da, ushbu texnologiyalarni qo'llash bilan bog'liq bir qancha muammolar ham yuzaga keladi. Masalan: Inson omiliga bo'lgan ehtiyojning qisqarishi: Sun'iy intellekt tizimlarining joriy etilishi ba'zi o'qituvchilarning o'z faoliyatidan chetlatilishiga olib kelishi mumkin. Texnologik infrastruktura: Aksariyat rivojlanayotgan davlatlarda ta'lim muassasalarida

zamonaviy texnologik infratuzilmaning yo'qligi ushbu texnologiyalarni joriy etishni qiyinlashtiradi. O'qituvchi va talabalarni tayyorlash: Sun'iy intellektni samarali qo'llash uchun o'qituvchilar va talabalarni tegishli ko'nikmalar bilan ta'minlash talab etiladi. Shu sababli, sun'iy intellektdan muvaffaqiyatli foydalanish uchun uning texnologik va pedagogik jihatlarini muvozanatlash zarur. Bundan tashqari, davlat tomonidan qo'llabquvvatlash va infratuzilmani rivojlantirish masalalari ham dolzarb hisoblanadi. Kelajakda sun'iy intellekt texnologiyalarini oliy ta'limda yanada kengroq tatbiq etish uchun tadqiqotlarni davom ettirish va bu borada ilg'or yondashuvlarni ishlab chiqish lozim. Sun'iy intellekt texnologiyalari oliy ta'limni rivojlantirish uchun keng imkoniyatlar taqdim etadi.

Ushbu maqolada sun'iy intellekt texnologiyalarining oliy ta'limdagi o'rni va ahamiyati tahlil qilinib, ularning afzalliklari, cheklovlari va yuzaga kelishi mumkin bo'lgan muammolar muhokama qilindi. Ta'lim jarayonini shaxsiylashtirish, avtomatlashtirish va monitoring qilish orqali sun'iy intellekt texnologiyalari o'qitish samaradorligini oshiradi. Biroq, ushbu texnologiyalarni muvaffaqiyatli joriy qilish uchun infratuzilmani takomillashtirish, o'qituvchi va talabalarni tayyorlash hamda davlat darajasida qo'llab-quvvatlash zarur.

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MIS-MOLIBDEN RUDALARNI FLOTATSIYALASHDA TO'PLOVCHI REAGENTLARNING TA'SIR QILISH MEKANIZMINI VA OPTIMAL VARIANTINI TANLASH

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Annotatsiya

Ushbu maqolada mis-molibden (Cu–Mo) sulfidlari tarkibidagi mineralarning flotatsiyalash jarayonida to'plovchi (kollektor) reagentlarning yuzaga ta'sir qilish mexanizmi va optimal kollektor sxemasini tanlash yondashuvlari ko'rib chiqiladi. Flotatsiya selektivligini oshirish va konsentrat sifatini optimallashtirish maqsadida kollektorlarning kimyoviy tuzilishi, minerallar yuzasida sorbsiya (adsorbsiya) mexanizmlari, pH, oksidlanish holati va depressorlardan foydalanish muhim omillar ekanligi adabiyotlar va laboratoriya-tajriba natijalari asosida tasdiqlandi. Tavsiya etilgan optimal variant — minerallar tarkibi va sanoat sharoitiga mos ravishda eksperimental ravishda tasdiqlanishi zarur.

Kalit so'zlar: xalkopirit, molibdenit, kollektorlar, xantat, ditiofosfat, adsorbsiya, selektivlik, depressor.

Аннотация

В данной статье рассматриваются механизмы взаимодействия коллекторных реагентов с поверхностью минералов, содержащихся в сульфидах меди-молибдена (Cu–Mo), в процессе флотации, а также подходы к выбору оптимальной схемы применения коллекторов. С целью повышения селективности флотации и оптимизации качества концентрата были подтверждены, на основании литературы и лабораторно-экспериментальных данных, важность химической структуры коллекторов, механизмов сорбции (адсорбции) на поверхности минералов, pH, степени окисления и использования депрессоров. Рекомендуемый оптимальный вариант необходимо экспериментально подтвердить с учётом состава минералов и условий промышленного производства.

Ключевые слова: халькопирит, молибденит, коллекторы, ксантат, дитиофосфат, адсорбция, селективность, депрессор.

Annotation

This article examines the surface interaction mechanisms of collector reagents and approaches to selecting the optimal collector scheme in the flotation of copper–molybdenum (Cu–Mo) sulfide minerals. Literature analysis and laboratory experiment results confirm that the chemical structure of collectors, sorption (adsorption) mechanisms on mineral surfaces, pH, oxidation state, and the use of depressants are crucial factors for enhancing flotation selectivity and optimizing concentrate quality. The recommended optimal scheme must be experimentally validated according to the mineral composition and industrial conditions.

Keywords: chalcopyrite, molibdenit, collectors, xanthate, dithiophosphate, adsorption, selectivity, depressant.

KIRISH

Mis-molibden rudalaridan samarali Cu va Mo ajratib olish ko'plab konlar va metallurgiya korxonalarining asosiy vazifasidir. Ko'pincha bu jarayon flotatsiya yordamida bajariladi: mineral zarralari yuzasining gidrofoblashtirilishi va ko'pik yordamida yig'ilishi orqali qiymatli minerallar markazlashadi. Xalkopirit (CuFeS_2) — misni olib beruvchi asosiy sulfid mineral hisoblanadi, molibdenit (MoS_2) esa molibden manbai bo'lib, ularning birgalikda mavjudligi tenglama (Cu-Mo) boyitish jarayonini murakkablashtiradi. Molibdenit tabiiy ravishda nisbatan gidrofob tabiatga ega bo'lib, xalkopirit esa nasos kollektorlar talab qilishi mumkin; natijada Cu va Mo separat qilish murakkablashadi. Shu sababli, to'plovchi (collector) reagentlarning turini va ularning minerallar yuzasida qanday mexanizmlar bilan ishlashini yaxshi tushunish va optimal sxemani tanlash juda muhimdir. [1]

Adabiyotlar ko'rsatadiki, kollektorlarning ishlash mexanizmi kimyoviy va fizik komponentlardan iborat bo'lib, xantatlar, ditiofosfatlar va boshqa sulfid-yo'naltirilgan organik molekulalar xalkopirit yuzasida kimyoviy kompleks hosil qilishi yoki fizik-kimyoviy sorbsiya orqali ushlanishi mumkin. Kollektor va depressorlardan foydalangan holda selektiv ayrimlashtirishga erishish mumkin, ammo bu jarayon minerallar yuzasi, pH, oksidlanish darajasi va agentlarning dozalariga bog'liq [2].

Adabiyotlar sharhi

Kollektorlar kimyoviy jihatdan sulfid mineral yuzalariga adsorbsiya qilinadi va, xususan, xantatlar xalkopirit bilan kimyoviy reaksiyaga kirishib, metall-xantat komplekslarini hosil qiladi — natijada yuzada organik kislotalar qoldig'i bilan gidrofob faza yuzaga keladi. Xantatlar adsorbsiya mexanizmi uch yo'lda sodir bo'lishi mumkin: fizik adsorbsiya, kimyoviy sorbsiya (metal-organik kompleks) va diksantogen hosil bo'lishi orqali (oksidlash sharoitida). [3]

Ditiofosfatlar va ditiofosfinatlar (DTP, DTPI) xalkopirit yuzasida kuchli adsorbsiya ko'rsatishi va ba'zi hollarda xantatlarga nisbatan yuqori selektivlik berishi mumkin — bu ularning poliar guruhlari va fosfor bilan bog'liq mexanizmlar bilan izohlanadi [4].

Molibdenit (MoS_2) — lamellar (plyonal) tuzilishga ega bo'lib, tabiiy ravishda gidrofob bo'ladi va aralash xalkopirit bilan oddiy flotatsiyada birga olinishi mumkin. Shu bois Cu-Mo separelash strategiyalari ikki bosqichli bo'lishi mumkin: avval bulk yoki molibdenitni birinchi bosqichda ajratib olish (equal floatability yoki molybdenitni birinchi bosqichdagi prioritet floatatsiyasi), keyin qoldiqdan xalkopirit'ni oladigan kuchli kollektor qo'llash kabi yondashuvlar mavjud. Depressorlardan (masalan, Na_2S , lignosulfonatlar, STG va yangi organik depressorlar) xalkopirit yoki molibdenitni maqsadga muvofiq bostirishda foydalaniladi [5].

Yaqinda nashr etilgan sharhlar kollektor molekulalarining molekulyar dizayni (molekulaning og'irligi, gidrofob guruhining uzunligi, poliar/funksional guruhlar) va yuzaviy modifikatsiyalar orqali flotatsiya selektivligini oshirish yo'llariga urg'u bermoqda [6].

Maqsad va tadqiqot savollari

Ushbu tadqiqotning asosiy maqsadi — mis-molibden rudasini flotatsiyalashda kollektorlarning yuzaga ta'sir mexanizmining analitik tahlili asosida optimal kollektor variantini tanlash bo'yicha tavsiyalar ishlab chiqishdir. Tadqiqot quyidagi savollarga javob beradi:

Kollektorlarning xalkopirit va molibdenite yuzasidagi asosiy adsorbsiya mexanizmlari qanday? [3].

Qaysi kollektor kimyoviy jihatdan xalkopirit uchun afzal — xantatmi yoki ditiofosfatmi [4].

Selektivlikni oshirish uchun depressorlar va pH qanday integratsiyalangan sxema bo'yicha qo'llanilishi kerak? [5].

Optimal variantni laboratoriya va pilot-miqyosda qanday aniqlash tavsiya etiladi?

Metod

Ushbu maqola — sistematik adabiyotlar tahlili va mavjud eksperimental tadqiqotlar natijalariga asoslangan sintez hisoblanadi. Shuningdek, maqolada sanoat va laboratoriya tajribalarini rejalashtirish uchun tavsiyalar berildi. Metodologiya quyidagilarni o'z ichiga oladi:

Adabiyotlar tanlovi: So'nggi 20 yil ichidagi sharh maqolalari, Bulatovichning qo'llanmasi va so'nggi tajriba ishlari (2014–2025) o'rganildi. Maqolalar tanlovida eksperimental ma'lumotlar, yuzaviy kimyo tahlillari (XPS, FTIR, TOF-SIMS), kontakt burchaklari va zeta potensial o'lchovlari, hamda flotatsiya natijalari (recovery, grade) ustuvor qilindi [2].

Mexanistik tahlil: Kollektor-mineral o'zaro ta'siri — kimyoviy kompleks hosil bo'lish, elektron almashinuvi, oksidlanish va fizik adsorbsiya nuqtai nazaridan baholandi. Ushbu tahlil adabiyotlardagi XPS/FTIR/TOF-SIMS ma'lumotlariga tayandi [7].

Optimal variant tanlash protokoli (tavsiya): laboratoriya-miqyosidagi seriyali flotatsiya testlari (single mineral, mixed mineral, bulk flotation, selektive flotation), adsorbsiya izotermalari, kontakt burchaklari, zeta-potensial, va qiyosiy kimyoviy tahlillar asosida amalga oshirilishi lozim. Jarayon parametrlari: pH, oksidlanish (ORP), kollektor dozasi, depressor turi va dozasi, maydalanish darajasi [8].

Natijalar

Quyida adabiyotlar va tajriba ishlari asosida olingan asosiy natijalar jamlandi.

Kollektorlar mexanizmi haqida asosiy xulosalar

Xantatlar xalkopirit yuzasida kimyoviy reaksiyalar orqali metall-xantat komplekslarini hosil qiladi; bu jarayon oksidlanish va pH ga sezgir. Xantat adsorbsiya jarayoni uch xil uslubda yuz beradi: fizik adsorbsiya, kimyoviy (chemisorbsiya) va diksantogen hosil bo'lishi orqali. Bu mexanizm flotatsiya kinetikasini va selektivlikni belgilaydi [3].

Ditiofosfatlar (DTP/DTPi) ko'pincha xalkopirit uchun mustahkamroq adsorbsiya ko'rsatadi va ba'zida xantatlarga nisbatan selektivlikni yaxshilaydi. Ularning sirt-faollik va koordinatsion bog'lanish xususiyatlari buni izohlaydi [4].

Molibdenit tabiatan gidrofob bo'lib, oddiy neftiy kollektorlarni talab qilmaydi; ammo u bilan birga xalkopirit ham float bo'lib qolishi sababli selektivlik qiyinchiliklari paydo bo'ladi. Shuning uchun molibdenitni birinchi bosqichda olish yoki xalkopiritni depressorlar orqali bostirish amaliy yechim hisoblanadi [5].

Depressorlar va selektivlik

Depressorlar xalkopirit yoki boshqa keraksiz minerallarni selektiv tarzda gidrofil holga keltirib, ularning floatatsiyasini kamaytiradi. Na₂S, lignosulfonatlar, STG, va yangi organik depressorlar turli sharoitlarda samarali ekanligi guvohlangan. Yaqinda kashf etilgan MMO kabi yangi molekullar xalkopiritni kuchli bosuvchi ta'sir ko'rsatishi, lekin molibdenitga kam ta'sir qilishi ko'rsatildi — bu selektivlikni oshirishga imkon beradi [7].

Parametrlar ta'siri

pH: xalkopirit va molibdenitning yuzaviy kimyoviy xulq-atvori pH ga juda sezgir; xususan xantatning adsorbsiyasi yuqori pHda odatda oshishi mumkin, lekin oksidlanish va gidroksil-guruhlarining paydo bo'lishi bilan murakkablashadi [3].

Oksidlanish (ORP): xalkopirit yuzasining oksidlanishi kollektor bilan reaksiyani o'zgartiradi; ba'zi hollarda oksidlangan qatlam xantatning kimyoviy bog'lanishini osonlashtirishi yoki aksincha kamaytirishi mumkin [3].

Taklif etilayotgan optimal variantni tanlash protokoli

Adabiy va eksperimental natijalarga asoslanib, quyidagi bosqichli protokolni tavsiya qilamiz:

Mineralografik tahlil — ruda namunalarini minerallar tarkibi, zarralar o'lchami, xalflanish (liberation) darajasi va pyrit/okidlash darajasini aniqlash. (SEM, XRD, QEMSCAN).

Single-mineral flotatsiya testlari — toza xalkopirit va molibdenit namunalarida xantat, DTP va boshqa kollektorlarning individual ta'sirini o'rganish. Adsorbsiya izotermalari, kontakt burchak va zeta-potensial o'lchashlar [9].

Mixed mineral va bulk flotatsiya testlari — haqiqiy ruda sharoitida bir nechta kollektor va depressor kombinatsiyalarini sinovdan o'tkazish. Bosqichli (molibdenit birinchi, so'ngra mis) yondashuvni sinab ko'rish [6].

Optimallashtirish va kinetika tahlili — kollektor dozasini o'zgartirib, flotatsiya kinetikasini (recovery-time curves) qurish va iqtisodiy baholash [8].

Pilot-scale tasdiqlash — laboratoriya natijalari asosida pilot miqyosidagi sinovlarni (circuit-scale) o'tkazish, reagent sarfini aniqlash hamda mahsulot sifatini tekshirish.

Sanoat joriy etish va monitoring — real fabrikada onlayn ORP, pH va flotatsiya samaradorligini monitoring qilish va reagent dozasini adaptiv boshqarish.

Muhokama

Yuqorida bayon etilganlar shuni ko'rsatadiki, kollektorlarning “eng yaxshi” turi universal emas — u ruda xususiyatlariga, texnologik oqimga va iqtisodiy mezonlarga bog'liq. Bulatovichning qo'llanmasi va so'nggi tadqiqotlar (jumladan, kollektor molekulalarining mukammal dizayni) kollektor tanlash jarayonida quyidagi prinsiplarga rioya qilishni tavsiya qiladi: funksional guruhning selektivligi, hidrofob guruhining yetarliligi, molekula barqarorligi va ekologik-xavfsizlik [2].

Xalkopirit va molibdenitni samarali ajratishda ikki asosiy yondashuv paydo bo'ladi: (1) molibdenitni birinchi navbatda yuqori selektiv bilan ajratish va keyin misni tiklash; yoki (2) avval misni ajratib, kalan moddadan molibdenit olish. Har ikki yondashuvda depressorlar va kollektorlarning o'zaro ta'siri muhim. Depressor sifatida Na_2S va lignosulfonatlar ko'plab amaliy holatlarda ishlatiladi, ammo yangi molekulalar (masalan, MMO) xalkopiritni cheklovchi sifatida yuqori selektivlik ko'rsatishi mumkin — ularni yanada kengroq tadqiq etish tavsiya etiladi [5].

Amaliy jihatdan, optimal kollektor varianti — odatda kombinatsiyalangan (xantat + ditiofosfat yoki xantat + naftalin sulfonat kabi) yoki strukturali modifikatsiya qilingan kollektorlar bo'lib chiqadi; ular xalkopirit uchun yuqori adsorbsiya va molibdenit uchun kam ta'sir ko'rsatishi kerak. Molibdenit qisman lamellar tabiatga ega bo'lgani uchun uning yuzasini kimyoviy o'zgartirish (oksidlanish yoki pastevali qoplamalar) orqali uni vaqtinchalik gidrofil qilish ham texnologik imkoniyatdir [10].

Xulosa va takliflar

Kollektorlarning asosiy ta'sir mexanizmi — mineral yuzasida fizik va kimyoviy adsorbsiya orqali gidrofoblik hosil qilishdir; xantatlar xalkopirit bilan kimyoviy kompleks hosil qiladi, ditiofosfatlar esa ba'zi sharoitlarda yuqori selektivlik ko'rsatadi [3].

Molibdenitning tabiiy gidrofobligi uni oddiy flotatsiyada qiyinchilik bilan xalkopirit bilan ajratishga sabab bo'ladi; depressorlardan va bosqichli floatatsiyadan foydalanish talab etiladi [5].

Optimal kollektor variantini tanlash uchun laboratoriya-miqyosdan boshlab pilot-miqyosgacha bo'lgan bosqichli protokol (single-mineral → mixed → bulk → pilot) qo'llanishi kerak [8].

Yangi molekulyar dizaynli kollektorlar va depressorlar (molekulyar maqsadli depressorlar) selektivlikni oshirish istiqbollarini ochmoqda; ularning sanoat tatbiqi uchun qo'shimcha tadqiqotlar zarur [11].

Tavsiya: Bizning konlarimiz uchun eng maqbul kollektor/depressor kombinatsiyasini aniqlashda yuqoridagi protokol bo'yicha konkret laboratoriya-va pilot-sinovlarni o'tkazish zarur — faqat shunda iqtisodiy va ekologik jihatlari bilan optimal variant tasdiqlanadi.

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**O‘ZBEKISTON MAKTABGACHA TA’LIM TASHKILOTLARIDA YAPONIYA
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Yurtimizda yosh avlodning har jihatdan barkamol bo‘lib voyaga yetishi uchun keng imkoniyatlar yaratilib, ko‘pgina xayrli ishlar amalga oshirilmoqda. Onalar va bolalarning ijtimoiy muhofazasi, sog‘lom oila muhitini, sog‘lom turmush tarzini shakllantirish, bolalarning bo‘sh vaqtini to‘g‘ri tashkil etish, ularni sportga, qo‘shimcha ta‘limga jalb etish, sog‘lomlashtirish va profilaktik tadbirlar, kasbga yo‘naltirish, har taraflama uyg‘un rivojlangan yetuk shaxsni tarbiyalash borasidagi sa‘y-harakatlarga bo‘sh vaqtini to‘g‘ri Hech ikkilanmay aytish mumkinki, dunyodagi birorta davlat ertangi kun egalari bo‘lgan yosh avlodning ma‘naviy va jismoniy kamoloti uchun ularning zamon talablariga mos bilim olishi, qobiliyati va iqtidorini erkin namoyon qilishi uchun zarur shart-sharoitlarni yaratib berish bilan birgalikda doimiy diqqat markazida tutishida, qayg‘urishida O‘zbekistonga tenglasha olmaydi. Bu haqiqatni bugungi kunda jahon hamjamiyati ham e‘tirof etganligini ta‘kidlash o‘rinlidir. Ayni paytda dunyoda kechayotgan globallashuv jarayonlari barchamizga yangi vazifalar yuklamoqda. Shunday vazifalardan biri – yosh avlodni vatanparvarlik, insonparvarlik kabi xislatlar bilan birga yuksak ma‘naviyat egasi bo‘lish hamda boshqa millatlarga nisbatan hurmat bilan qaraydigan, insoniy qadr qimmatni va milliy urf-odatlarini e‘zozlaydigan insonlar qilib tarbiyalashdir. Mamlakatimizda maktabgacha ta‘lim tizimi yuksak sur‘at bilan rivojlanib borayotgan bir paytda yosh avlod zimmasidagi ma‘suliyat ham ortmoqda. Ularga berilishi lozim bo‘lgan bilimning hajmi yil sayin ortmoqda. Bolalarni maktabgacha ta‘lim davridayoq maktabga sifatli tayyorlash, ilk va maktabgacha yoshdagi bolalarning rivojlanishiga qo‘yiladigan davlat talablarining beshta sohasi bo‘yicha rivojlantirish, ta‘limning yangi shakllari asosida ta‘lim-tarbiya berish amalga oshirilmoqda. Bunda bola rivojlanishining o‘ziga xosligiga doir jihatlar, ya‘ni bolalar qiziqishlariga javob beruvchi faoliyat turlari, ularning ijtimoiy va hissiy yetuklik darajasi nazarda tutiladi. Maktabgacha ta‘lim tashkilotlari tarbiyachisi va ota-onaning, mahallaning o‘rni shundan iboratki, bolalarning qiziqishi, qobiliyati va ehtiyojini hisobga olgan holda ularga maqsad qo‘yishi, bolalarning tabiiy qiziqishlarini qo‘llab-quvvatlashi, ularda borliqni birgalikda o‘zlashtirish ko‘nikmalarini shakllantirishlari kerak. Modomiki, har bir inson intellektual salohiyatining qirq foizi u dunyoga kelgan dastlabki yillarda shakllanar ekan, sifatli maktabgacha ta‘lim olgan bola kelajakda ko‘p imkoniyatlarga ega bo‘ladi, shuning uchun ularga yoshligidanoq e‘tiborimizni qaratmog‘imiz zarur. Bunda mahalla, oila va maktabgacha ta‘lim tashkilotining xamkorlik tizimi ishlarini rivojlantirish bolaga sifatli maktabgacha ta‘lim berishga poydevor bo‘ladi.

Zamonaviy jamiyatda professional o‘zini o‘zi belgilash muammosi dolzarb bo‘lib qoladi. Zamonaviy hayotning yuqori sur‘atlari, axborot texnologiyalarining rivojlanishi mehnat bozorini turli xil yangi kasblar bilan to‘ldiradi, ularda harakat qilish va o‘z qobiliyati va imkoniyatlariga mos ravishda ongli tanlov qilish ko‘pincha qiyin. Yuqori kasbiy, ijtimoiy faol, tashabbuskor, tashkilotchilik va ijodiy salohiyatga ega insonlarga ehtiyoj katta. O‘z taqdirini o‘zi belgilash va o‘z-o‘zini rivojlantirishga qodir professional shaxsni shakllantirish zamonaviy ta‘limning eng muhim vazifalaridan biridir. Kasb-hunarga yo‘naltirishning bir qismi sifatida bolalar bog‘chasi yagona

uzluksiz ta'lim tizimining boshlang'ich bo'g'inidir. Maktabgacha ta'lim muassasasi kasblar haqidagi asosiy bilimlarni shakllantirishning birinchi bosqichidir. Bolalar bog'chada kasblarning xilma-xilligi va keng tanlovi bilan tanishadilar. Bola qanchalik ko'p ma'lumotni o'zlashtirsa va qanchalik xilma-xil va boy bo'lsa, kelajakda uning hayotini belgilaydigan hal qiluvchi tanlovini amalga oshirish osonroq bo'ladi. Insonda hamma narsa bolalikdan, shu jumladan kasbiy yo'nalishdan kelib chiqadi. Bolaning kasblar haqidagi g'oyalari uning shu paytgacha kambag'al hayotiy tajribasi - ona va dadaning ishi, bolalar bog'chasi o'qituvchisi, uchuvchi, politsiyachi, sotuvchi kasbi bilan cheklangan, ammo bolalar bu yoki boshqa tanish yo'llar haqida juda kam va juda yuzaki bilishadi. Shu bilan birga, zamonaviy dunyoda juda ko'p ish turlari mavjud. Inson faoliyatining ushbu okeanida yo'naltirilganlik bolaning ijtimoiy moslashuvdagi eng muhim bo'g'indir. Shunday qilib, maktabgacha yoshdagi bolalarning mehnat va kasblar dunyosi haqidagi g'oyalarni shakllantirish zamonaviy dunyoda dolzarb bo'lgan zarur jarayondir. Muammoning dolzarbligi va ahamiyatini ko'rib chiqib, erta kasbiy yo'naltirish jarayoni maktabgacha yoshda, bola kasblarning keng dunyosi bilan tanishganida, uning shaxsiy fazilatlarini rivojlantirish uchun asos yaratadi degan xulosaga keldi.

Maktabgacha ta'lim tizimi har bir davlatda bolaning dastlabki tarbiya va ta'lim olishi uchun poydevor vazifasini bajaradi. O'zbekistonda so'nggi yillarda maktabgacha yoshdagi bolalarni kompleks rivojlantirish va kelajakda muvaffaqiyatli kasb tanlash imkoniyatlarini yaratish borasida katta islohotlar amalga oshirilmoqda. Ayniqsa, kasbga yo'naltirish jarayonida ilg'or xalqaro tajribalarni o'rganish va tatbiq etish katta ahamiyat kasb etadi. Shu nuqtayi nazardan, Yaponiya maktabgacha ta'lim tizimining o'ziga xos yondashuvlari, metodikalari va rivojlangan kasbga yo'naltirish tizimi O'zbekiston uchun qulay namuna bo'lishi mumkin.

Yaponiya maktabgacha ta'lim tizimida bolalarni erta yoshda ijtimoiy ko'nikmalar, mustaqil fikrlash hamda mehnatsevarlik ruhida tarbiyalashga katta e'tibor qaratiladi. Bu jarayonlarda nafaqat o'quv dasturlari, balki ota-onalar va jamiyat bilan faol hamkorlik qilish muhim hisoblanadi. Kasbga yo'naltirish esa yoshlarning qiziqishlari, qobiliyatlari va ijtimoiy ehtiyojlarni hisobga olgan holda, aniq va tizimli tarzda amalga oshiriladi. Maktabgacha yoshdan boshlangan bu jarayon kelajakda ularning kasb tanlashda aniqlik yuzaga kelishiga yordam beradi.

Yaponiya tizimining yana bir muhim jihati – pedagoglarning alohida malaka oshirish tizimi va doimiy professional o'sishidir. Pedagoglar maktabgacha yoshdagi bolalarni kasbga yo'naltirishda, ularning ijtimoiy va ruhiy rivojlanishini qo'llab-quvvatlashda chuqur bilim va ko'nikmalarga ega bo'lishadi. Ushbu professional tayyorgarlik Yaponiyada maktabgacha ta'lim sifatini ta'minlashda muhim omil sanaladi. O'zbekistonda ham maktabgacha ta'lim xodimlarining malakasini oshirish orqali bu tajribani joriy etish imkoniyatlari mavjud.

Yaponiya maktabgacha ta'lim tashkilotlarida foydalaniladigan texnologiyalar va innovatsiyalar ham e'tiborga loyiqdir. Interaktiv ta'lim asboblari va raqamli platformalar bolalarning qiziqishini oshiradi, shuningdek, ularning qobiliyatlarini aniqlash va rivojlantirishga yordam beradi. Bu maqsadlarda sun'iy intellektidan foydalanish hozircha rivojlanmoqda, biroq kelajakda bolalarning individual rivojlanish yo'nalishlarini belgilashda yangi imkoniyatlarni yaratadi. O'zbekistonda ham texnologiyalarni tatbiq qilish maktabgacha ta'lim tizimini yanada samarali qilishda muhim omil hisoblanadi.

Maktabgacha yoshdagi bolalarni ijtimoiylashtirish va erta kasbiy yo'nalishda katta imkoniyatlar muzey pedagogikasi usullari bilan ta'minlanadi. Bizning bolalar bog'chamizdagi ekspozitsiyalardan

biri «Oʻtmishdagi kasblar - hozirgi zamon kasblari» asariga bagʻishlangan. Kasblar bilan tanishib, kolleksiya toʻplagandan soʻng, bolalar bogʻchasining ota-onalari va mehmonlari uchun mini-muzeyda ekskursiyalar oʻtkaziladi, bu erda tayyorgarlik guruhining bolalari gid sifatida ishlaydi. Muzey pedagogikasi bolalarning kasb-hunar tarixining rivojlanishi nuqtai nazaridan atrofdagi narsalarni koʻrish va baholash koʻnikmalarini shakllantirish muammolarini hal qilishda yordam beradi, mehnatning odamlar hayotidagi maʼnosini anglash, zarurat va qobiliyatlarni rivojlantirishga yordam beradi. atrofdagi kasblar dunyosini mustaqil ravishda egallash. Ammo asosiy qoida: bolaning kasb haqida bilishi etarli emas, u oʻynashi kerak! Kasblar haqida olingan bilimlarni mustahkamlash uchun men rolli oʻyinlardan keng foydalanaman. Kasb-hunarga yoʻnaltirish jarayonida rolli oʻyinlar, ishlab chiqarish syujetlari va vaziyatlari, kasbiy xatti-harakatlar modeli va shaxslararo kasbiy munosabatlar taqlid qilinadi. Agar dastlab rol tanlashda asosiy oʻrinni uning tashqi jozibadorligi egallagan boʻlsa: choʻqqisiz qalpoq, fonendoskop, yelkama-kamar, keyin oʻyin jarayonida uning ijtimoiy foydalari aniqlanadi. Endi bola oʻqituvchi bolalarni tarbiyalashini, shifokor ularni davolashini tushunadi. Toʻgʻri tashkil etilgan oʻyin mehnatga hissiy ijobiy munosabatni tarbiyalashning ajoyib vositasidir. Maktabgacha yoshdagi bola shaxsi ijtimoiylashuvi jarayonida uning oʻzi toʻgʻrisidagi tasavvurlari tizimining shakllanishida oila omilining roli shundaki, bunda asosiy shakllantiruvchi mexanizm oiladagi manaviy-ruhiy muhit, ota-ona va yaqinlarining oʻzaro munosabatlaridan tashqari ota-onaning farzandga boʻlgan munosabatlari va bolani komil inson etib tarbiyalash toʻgʻrisidagi bilimlari muhim oʻrin tutadi. Demak, bolaning oʻzini, oʻz shaxsini, qaysi bir jins vakili ekanligini anglashi va hayotiy tasavvurlarining shakllanishida ota-onalik munosabatlarining uygʻunlashgan boʻlishi katta ahamiyatga ega. Normal rivojlanayotgan bolalar maktabgacha talim tashkilotlarlarida katta hayotiy tasavvurlarga ega boʻlib boradilar, bu yerdagi talim va tarbiyaning samaradorligi oila bilan hamkorlikka tayanishi barchaga malum. Koʻplab xalqlarda qaysi yosh davrida bolalarga qanday muomala qilish haqida maʼlum tasavvurlar shakllangan. Ana shu tasavvurlarning hammasi bir narsani taʼkidlaydiki, bola shaxsi taraqqiyoti undagi turli sifatlarning shakllanishi uchun eng masʼuliyatli davr bu bolaning 5–6 yoshgacha boʻlgan davri, yaʼni ilmiy psixologik til bilan aytganda maktabgacha yosh davri hisoblanadi. “Qush uyasida koʻrganini qiladi” deganlaridek, bola oilada nimani oʻzlashtirsa, hayotda ham shu tajribani qoʻllaydi, yaʼni shafqatsizlik qilsak, shafqatsizlikni, qoʻpollik qilsak, qoʻpollikni, befarqlik qilsak, befarqlikni, loqaydlik qilsak, loqaydlikni. Farzandni dunyoga keltirish bilan bir qatorda uning toʻgʻri tarbiyasi, iymon-eʼtiqodli boʻlib tarbiyalanishi ota-onaning yuksak masʼuliyatni his qilishiga bevosita bogʻliq. Tarbiyaning mazmuni eng yaxshi oʻzbek oilalarida amal qilgan va amal qilayotgan tarbiyaning mazmuni mahalla, oila va maktabgacha taʼlim va tarbiyasidan kelib chiqadi. Bu borada qadimgi Xitoy ilohiyotchisi, mutafakkiri Konfutsiy “Ota otaligicha, farzand farzandligicha, duradgor duradgorchiligicha boʻlishi lozim” deganda mutlaqo haq edi. Insonni har tomonlama barkamol etib tarbiyalash bashariyatning azaliy orzusi boʻlib kelgan. Taʼlim-tarbiya tizimida oila maʼnaviyati, undagi ota-onaning oʻrniga ajdodlarimiz alohida eʼtibor qaratganlar. Bu borada Amir Temur oʻziga xos alohida mislsiz oʻrin egallaydi. Amir Temur hukmronlik yillarida Samarqand, Hirot shaharlarida madaniyat, ilm-fan rivojlandi. Sohibqiron odob-axloq, iymon, eʼtiqod, taʼlim-tarbiya sohasida yuksaklikka erishgan siymolardan hisoblanadi. Buning isboti Amir Temurning “Temur tuzuklari”, yaratgan odob-axloqqa oid dasturlari, oʻgitlari, pand-nasihatlar hamda sohibqiron haqidagi yozilgan tarixiy manbalarni, asarlarni oʻqib chiqish yetarli. Yaponiya maktabgacha taʼlimdagi kasbga

yoʻnaltirish tajribasi Oʻzbekiston uchun katta ahamiyatga ega. Bu tajriba bolalarni erta yoshdan mehnatsevarlik, mustaqillik, qobiliyatlarni rivojlantirish va jamiyatga moslashtirishga yoʻnaltirilgan. Oʻzbekiston ushbu metodologiyalarni oʻz sharoitlariga moslashtirib, pedagoglarning malakasini oshirish, texnologiyalarni joriy qilish va ota-onalar bilan hamkorlikni kuchaytirish orqali maktabgacha taʼlim tizimini takomillashtirishi mumkin. Natijada, yosh avlod kasb tanlashda aniq maqsad va yoʻnalishga ega boʻlib, jamiyat rivojiga samarali hissa qoʻshadi.

INTEGRATIVE APPROACH TO TEACHING NATURAL SCIENCES IN PRIMARY SCHOOL:

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Abstract

The rapid expansion of scientific knowledge, technological progress and the complexity of modern life require educational systems to employ methodologies that promote holistic, interdisciplinary and practice-oriented learning. This article examines the integrative approach to teaching natural sciences in primary school, emphasizing its methodological, psychological and pedagogical foundations. The research demonstrates how integrative teaching stimulates curiosity, enhances practical and critical thinking, strengthens problem-solving skills and helps young learners connect scientific knowledge with daily experiences. The study also provides an in-depth analysis of theoretical frameworks, instructional models, classroom strategies and assessment approaches that align with contemporary educational standards. Findings show that integrative education enriches conceptual understanding, increases motivation and supports the formation of essential 21st-century competencies.

Keywords: *Integrative approach, primary education, natural science teaching, interdisciplinary learning, STEAM, inquiry-based learning, pedagogy, scientific literacy, project-based learning.*

Primary education plays a crucial role in shaping children’s worldview, scientific thinking and learning behaviors. In the modern educational context, natural science teaching—which integrates elements of biology, physics, ecology and earth sciences—requires innovative strategies that go beyond traditional subject boundaries. The integrative (interdisciplinary or holistic) approach has emerged as an effective pedagogical model for presenting scientific knowledge in a unified and meaningful way.

Global educational reforms emphasize competency-based learning, inquiry activities and the development of transferable skills. For young learners, who naturally perceive the world as an interconnected whole, integrative teaching corresponds well with their cognitive and emotional developmental characteristics. Despite its growing relevance, many teachers still lack methodological clarity for implementing integrative science education in primary classrooms. This article seeks to address this gap by analyzing theoretical foundations, methodological principles and effective models of integrative instruction.

Theoretical Foundations

Educational theorists such as Dewey, Vygotsky and Bruner highlight experiential learning, collaboration and scaffolding as essential for meaningful knowledge formation. Integrative

instruction builds on these principles by creating cross-disciplinary links and placing learning within meaningful contexts.

Forms of Integration

Scholars identify several integration models:

- **Multidisciplinary** – themes unite different subjects while maintaining boundaries.
- **Interdisciplinary** – concepts from multiple subjects merge to address shared problems.
- **Transdisciplinary** – real-life issues guide learning without clear subject divisions.

In primary schools, interdisciplinary and transdisciplinary approaches are often most effective because they reflect how children intuitively explore the world.

Benefits of Integration in Science Education

Research highlights that integrative science learning:

- strengthens conceptual understanding;
- boosts motivation and curiosity;
- promotes inquiry and exploration;
- enhances reasoning and problem-solving;
- encourages connections between scientific ideas and real life.

Challenges Reported in Studies

Despite advantages, educators encounter:

- limited integrative teaching resources,
- insufficient training,
- restricted classroom time,
- assessment difficulties,
- rigid subject-based curriculum structures.

These challenges emphasize the need for improved methodological support.

This study employs a qualitative analytical approach based on:

- the review of academic literature on integrative pedagogy;
- analysis of primary school science curriculum requirements;
- synthesis of international instructional models;
- evaluation of expert recommendations and classroom practices.

This approach supports the development of a comprehensive integrative teaching model suitable for primary education.

Key principles include:

1. **Holistic Learning** – presenting knowledge as an interconnected system.
2. **Contextualization** – linking scientific ideas with real-life examples and natural phenomena.
3. **Activity-Based Learning** – engaging students in experiments, observations and hands-on tasks.
4. **Interdisciplinary Connections** – integrating science with mathematics, technology, literacy, arts and social studies.
5. **Inquiry Orientation** – encouraging questioning, exploration and investigation.
6. **21st-Century Skills Development** – fostering creativity, communication, teamwork and critical thinking.

These principles form the pedagogical core of integrative science education.

1. Thematic Integration

Lessons revolve around unified themes such as:

- *Nature and Seasons*
- *Water and Life*
- *Earth and Environment*
- *Energy and Movement*

Themes combine science with literacy, mathematics, environmental studies and art.

2. Inquiry-Based Learning

Students learn through:

- *questioning,*
- *hypothesizing,*
- *experimenting,*
- *observing,*
- *drawing conclusions.*

This model builds scientific reasoning from early grades.

3. STEAM Integration

The STEAM model merges:

- *Science,*
- *Technology,*
- *Engineering,*
- *Art,*
- *Mathematics.*

For example, students construct simple models using natural materials while exploring measurement, design and physical forces.

4. Project-Based Learning

Students participate in long-term projects, including:

- *observing plant growth,*
- *designing a school garden,*
- *keeping weather journals,*
- *studying local ecosystems.*

Projects foster collaboration and meaningful learning.

Cognitive Advantages

Integrative learning promotes:

- *deeper conceptual understanding;*
- *transfer of knowledge across subjects;*
- *improved retention through hands-on activities;*
- *development of metacognitive skills.*

Social and Emotional Growth

Collaborative activities encourage communication, empathy, teamwork and a positive attitude toward nature. Students become more confident as they take an active role in exploration.

Teacher's Role

The teacher serves as:

- facilitator of inquiry,
- designer of learning experiences,
- guide providing scaffolding,
- assessor of both process and outcomes.

This role enhances student engagement and autonomy.

Challenges	Proposed Solutions
Limited teacher preparation	Continuous professional development in integrative pedagogy
Lack of resources	Use of low-cost and natural materials
Overloaded curriculum	Development of integrated thematic units
Assessment difficulties	Use of formative and performance-based assessment

These solutions help implement integration effectively even in resource-constrained settings.

The integrative approach to teaching natural sciences in primary schools provides a strong framework for developing scientific literacy, curiosity and problem-solving skills. By uniting multiple disciplines and situating learning in real-life contexts, integrative pedagogy enhances motivation, deepens understanding and prepares learners for modern societal challenges.

To ensure effectiveness, teachers should employ inquiry-based strategies, thematic units, STEAM activities and project-based learning. Future research should focus on designing localized integrative curricula, creating teacher training modules and developing digital tools to support interdisciplinary natural science education.

1. *Develop national integrative science curricula aligned with global competency standards.*
2. *Include specialized integrative pedagogy courses in teacher education institutions.*
3. *Encourage collaborative planning across subject areas in schools.*
4. *Expand outdoor learning, laboratory work and project-based instruction in primary classrooms.*
5. *Implement assessment systems that measure inquiry skills, creativity and interdisciplinary understanding.*

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МИКРОТОПОНИМЫ В КИНОПЕРЕВОДЕ КАК ДИДАКТИЧЕСКИЙ РЕСУРС (НА МАТЕРИАЛЕ УЗБЕКСКОЙ ОНОМАСТИКИ)

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Аннотация. Статья посвящена анализу использования микротопонимов в процессе киноперевода фильмов и сериалов для аудитории, говорящей на русском и узбекском языках. На материале узбекских локальных географических названий (махалли, кишлаки, рельефные объекты, сакральные места) рассматривается их функционирование в мультимодальном дискурсе и потенциал использования в образовательных целях. Показано, что микротопонимы в переводе выполняют не только номинативную и локализационную, но и культурно-идентификационную функции, что открывает возможности их дидактического применения при обучении языку и межкультурной коммуникации.

Ключевые слова: топонимика, микротопонимы, ономастика, культурное наследие, киноперевод, транслитерация, калькирование, локальный колорит.

Введение. Топонимы, или географические названия, представляют собой значимый компонент культурного наследия и национальной идентичности народа. Они фиксируют исторические процессы, ментальные представления, традиции и социально-политические трансформации, отражённые в языковой картине мира.

Современный киноперевод стремится не только передать содержание фильма, но и сохранить культурные смыслы, связанные с локальными реалиями. Особое место среди них занимают **микротопонимы** – названия небольших географических объектов: махаллей, кишлаков, улиц, арыков, холмов, сакральных мест. В узбекской культуре микротопонимическая система чрезвычайно развита и включает элементы, восходящие к тюркским, арабским, персидским и советским ономастическим традициям.

В дидактике РКИ и преподавании узбекского языка киноперевод предоставляет уникальный материал для анализа: взаимодействие локальных реалий и их переводческих решений способствует развитию языковой догадки, межкультурной компетенции и критического мышления обучающихся.

1. Теоретические основы изучения микротопонимов в кинопереводе

1.1. Понятие микротопонима. Микротопонимы — локальные географические названия малых объектов: улиц, отделений махалли, арыков, небольших горных участков, полей, мостиков и т.п. Они передают уникальные особенности быта, традиций и социально-культурного пространства.

Существуют ряд факторов оказывающие влияние на формирование микротопонимики, из истории известно, что Средняя Азия была захвачена Греческой империей при Александре Македонском, затем Персидским царством при правлении Дарий 1, затем арабским халифатом, после этого монгольской империей под предводительством Чингизхана, затем

Темуриды, после узбекским правителем Шейбаниханом, и в итоге Российской империей, и это привело к разнообразию микротопонимики, и в настоящее время в Узбекистане существуют тюркские (узбекские) (Катта Қани, Қазичи), русские, английские, персидский (Чиланзар, Асалобод), арабский (Аския, Асробод), согдийский (Новза, Афросиёб), монгольские (Дархан, Чигатай) микротопонимы.

1.2. Микротопонимы как объект киноперевода. При переводе фильмов переводчик сталкивается с несколькими стратегиями передачи микротопонимов:

- **транслитерация** (Chortoq → Чартак);
- **транскрибирование** (Qoratepa → Каратепа);
- **калькирование** (Boʻzsuv → «Серый ручей»), используется редко;
- **описательный перевод**;
- **опущение**, ведущее к культурным потерям.

2. Микротопонимы в современном узбекском кинематографе и их перевод. Для анализа используются условные, но реалистичные примеры из художественных фильмов и сериалов, ориентированных на двуязычную аудиторию.

2.1. Пример 1: махалля как социально-культурный маркер

Оригинал (узб.): “Dugonam Jarqorgʻon tumani Kakaidi maxallasidan”

Перевод 1 (буквальный): «Моя подруга из махалли «Kakaidi» «Jarkurgan» ского района».

Перевод 2 (адаптационный): «Моя подруга из квартала «Какайди» Жаркурганского района.

Сохранение микротопонима «Kakaidi» «Jarkurgan» способствует передаче локального колорита, однако добавление «квартала» повышает понимание у зрителя, незнакомого с системой махаллей.

2.2. Пример 2: природные объекты. “Ertaga Qizil Jar yoniga boramiz.”
Микротопоним: **Qizil Jar** (‘Красный обрыв’).

- «Завтра поедем к Кызыл-Джару» (транслитерация).
 - Возможный вариант: «к Красному обрыву» (калькирование).
- Транслитерация сохраняет национальную маркированность, калькирование — делает локус прозрачным для зрителя. Выбор решения может стать темой дискуссии на занятиях как элемент анализа переводческих стратегий.

2.3. Пример 3: сакральные объекты. “Bu yer Qora Mozor deb ataladi.”
Микротопоним: **Qora Mozor** (‘Чёрный мавзолей’, сакральное место).

- «Это место называется Кора Мозор».
- Дополнительный пояснительный вариант: «Это сакральное место, которое называют Кора Мозор».

2.4. Пример 4: урбанонимы — улицы и районы

“Doʻkon Termez shaxrining Joʻyjangal maxallasidagi Kichik Ergash koʻchasida.”

Микротопонимы: *Joʻyjangal maxallasi, Kichik Ergash koʻchasi* (‘Малая Эргаишевская улица’), *Termez shaxri*.

- «Магазин находится на улице Кичик Эргаиш, махалли Жуйжангаль города Термеза».

- Альтернатива: «...на Малой Эргашевской улице, деревня Жуйжангаль...» (калькирование фамилии нежелательно, нарушает аутентичность).

3. Дидактический потенциал микротопонимов в кинопереводе

3.1. Формирование межкультурной компетенции

Анализ реальных топонимов помогает студентам:

- понять структуру узбекской микротопонимии (tepa, jar, bo‘z, qizil, qoriq);
- освоить культурные коннотации;
- сопоставить функции топонимов в русском и узбекском языках.

3.2. Развитие критического мышления и переводческого анализа

Упражнения по сравнению переводческих вариантов стимулируют:

- оценку степени адекватности перевода;
- понимание роли локального контекста;
- анализ потерь и трансформаций.

3.3. Применение в практических занятиях по русскому языку

Примеры заданий:

Задание 1. Проанализируйте перевод микротопонима *Bo‘zsuv*. Почему переводчик оставил оригинал? Какие альтернативы возможны?

Задание 2. Найдите в фрагменте фильма 3 микротопонима. Определите их тип и предложите свой вариант перевода.

Задание 3. Составьте мини-карту с микротопонимами из эпизода фильма. Обсудите их функции в сюжете.

Задание 4. Объясните иностранным студентам значение микротопонимов *Panjob*, *Zarabog`*, *Dug`oba*, *Hojaipok*, *Chilonzor*, *Qoratepa*, *Dalvarzintepa*. Какие культурные образы они создают?

4. Дидактические рекомендации по использованию микротопонимов

1. **Использовать отрывки фильмов**, где есть локально окрашенные географические названия.
2. **Сопровождать просмотр картами**, схемами и фотографиями мест.
3. **Объяснять семантику компонентов топонимов** (qizil, jar, tepa, qoriq, dara, bo‘z).
4. **Сравнивать варианты перевода**, формируя у студентов чувство стилистической и культурной адекватности.
5. **Предлагать проектные задания**, например, «Создайте глоссарий микротопонимов из киноматериала».

Заключение. Узбекские микротопонимы в кинопереводе представляют собой значимый лингвокультурный феномен, который сохраняет территориальную идентичность и усиливает реалистичность экранного пространства. Их анализ обладает высоким дидактическим потенциалом: способствует обучению языку, развитию межкультурной компетенции, пониманию национальной картины мира. Использование микротопонимов в образовательной практике делает процесс обучения более интерактивным, культурно насыщенным и

профессионально ориентированным, особенно в контексте подготовки переводчиков и преподавателей.

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SANOAT KORXONALARIDA INNOVATSION FAOLIYATNI BOSHQARISHNING RIVOJLANTIRISHNING MOHIYATI

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Annotatsiya: Maqolada sanoat korxonalarida innovatsion faoliyatni boshqarishning rivojlanish bosqichlari va uning mohiyati o'rganilgan. Shuningdek, innovatsion boshqaruv nuqtai nazaridan —Innovatsiyal iqtisodiy kategoriyasining mohiyati, sanoat korxonalarida innovatsion boshqaruvni tashkil etish, korxona innovatsion boshqaruvining tashqi strategik maqsadlari korxonalarda innovatsion boshqaruvning darajalari ochib berilgan.

Kalit soʻzlar: innovatsiya, postindustrial, samaradorlik, texnika, texnologiya, boshqarish va mehnatni tashkil etish, —fraskati qoʻllanmasil va —oslo qoʻllanmasil.

Innovatsion boshqaruvning tub mohiyatini ochib berishda avvalo innovatsiya atamasining lugʻaviy maʼnosi va uning iqtisodiy kategoriya sifatidagi taʼriflarini tahlil qilish maqsadga muvofiq. Innovatsiya atamasi inglizcha «innovations» soʻzidan olingan boʻlib, lugʻaviy jihatdan kiritilgan yangilik, ixtiro degan maʼnoni anglatadi. Jumladan, innovatsiyalar fan-texnika yutuqlari va ilgʻor tajribaga asoslangan texnika, texnologiya, boshqarish va mehnatni tashkil etish kabi sohalaridagi yangiliklar, ularni turli soha va faoliyat doiralarida qoʻllanilishini anglatadi [1].

Iqtisodiy munosabatlar tizimida innovatsiyalar deb, yangi koʻrinishdagi mahsulot (tovar, ish, xizmat) yaratilishini yoki takomillashtirilishini, ishlab chiqarish jarayonlarining yangi koʻrinishini joriy qilinishini yoki ushbu jarayonlarning takomillashtirilishini, biznes yuritishda yangi marketing yoki tashkiliy usullarning joriy qilinishini, ish oʻrinlarini tashkil etish va tashqi aloqalar oʻrnatilishini oʻzida mujassamlashtirgan innovatsion faoliyatning yakuniy natijasi hisoblanadi [7].

Iqtisodiy adabiyotda —innovatsiyal iqtisodiy kategoriyasi ilmiy-texnik taraqqiyotning potensial yangi mahsulot va texnologiyalarda real namoyon boʻlishi sifatida tavsiflanadi [13]. Jumladan, innovatsiya – jamiyat rivojlanishi bilan oʻzgarib boruvchi inson ehtiyojlarini qondirishga oid yangiliklar, ularni yaratish, tarqatish va foydalanish jarayonlarini oʻzidamujassamlashtiradi [1]. Shu bilan bir qatorda, innovatsiya bu maʼlum bir bozor ijtimoiy ehtiyojini qondirish asosida maʼlum bir iqtisodiy samara (tadbirkorlik foydasi, korxona qiymatining oshishi) olish maqsadida sanoat korxonasi faoliyatiga yoki ularning kombinatsiyasiga kiritilgan yangilik (mahsulot, xizmat, texnologiya) [16] hisoblanadi.

Xalqaro standartlarga koʻra, innovatsiya bozorda joriy etilgan yangi yoki takomillashtirilgan mahsulot, amaliy faoliyatda qoʻllaniladigan yangi yoki takomillashtirilgan texnologik jarayon, yohud ijtimoiy xizmatlarga yangicha yondashuv koʻrinishidagi innovatsion faoliyatning pirovard natijasi hisoblanadi [1].

Innovatsion boshqaruvni tashkil etish amaliyotida innovatsiya atamasi aksariyat holatlarda —innovatsiyalarni investitsiyalash bilan bog'liq bo'ladi. Bunda innovatsiya (novatsiya, yangilik) tushunchasi ishlab chiqarish jarayonlarini tashkil etishdagi ijtimoiy-iqtisodiy munosabatlardagi yangiliklarni joriy etish bo'yicha intellektual faoliyat natijasi hisoblanib, uning quyidagi belgilarini ajratib o'tish mumkin bo'ladi: [7] yangilik, ya'ni yangi sifat ko'rsatkichlari; yangiliklarni amaliyotga tatbiq etish orqali iste'molchilar nuqtai nazaridan naflilik va xavsizlik darajasining ortishiga erishish; yuqori iqtisodiy samaradorlikka erishish; korxona yoki mahsulotning raqobatbardoshligi ko'rsatkichining takomillashuvi. Iqtisodiy adabiyotda innovatsiya iqtisodiy kategoriyasiga bag'ishlangan ko'plab nazariy qarashlar shakllangan bo'lib, 1-jadvalda keltirib o'tilgan ilmiy qarashlar tadqiqot ishimiz obyektiga mos deb hisoblaymiz.

Sanoat korxonalarida innovatsion boshqaruvni tashkil etishda aksariyat hozirgi zamon iqtisodchi olimlari va amaliyotchilari innovatsiya tushunchasiga bo'lgan o'z yondashuvlarini shakllantirishda meyoriy xujjat sifatida —Fraskati qo'llanmasi va —Oslo qo'llanmasidan keng foydalanadilar [15]. Tadqiqotlarimiz natijalariga ko'ra, bozor iqtisodiyoti sharoitida korxona boshqaruvi samaradorligini oshirish, uning raqobatbardoshligi darajasini takomillashtirish va bozordagi o'rnini mustahkamlashda innovatsiyalar muhim ahamiyat kasb etadi.

Innovatsion boshqaruv – yangiliklarni ilmiy asoslangan holda boshqarish tamoyillari, shakllari, usullari, metodlari va vositalari, ularning yaratish, ishlab chiqarishni rivojlantirish va bozorda yuqori natijaga erishish maqsadida yuqori ishlab chiqarish samaradorligiga, resursdan samaraliroq foydalanish, bozorda salohiyat, raqobat ustunliklari va foyda olishdan iborat [11]. Fikrimizcha, innovatsion boshqaruvda sanoat korxonalarini o'rta va uzoq muddatli rivojlanish strategiyasi maqsadlaridan kelib chiqib amalga oshiriladigan chora-tadbirlar majmuasini tashkil etishi zarur.

Yuqorida sanab o'tilgan to'rt davriy rivojlanish bosqichlari tegishli vazifalarni hal etishi lozim bo'ladi. Bunda: [11] birinchi bosqich innovatsiyalarni rejalashtirish bo'lib, ushbu bosqichda korxonaning innovatsion rivojlanish strategiyasiga muvofiq innovatsiyalarni to'rt rejalashtirish vazifasi hal etilishi lozim; ikkinchi bosqich innovatsiyalarni amaliyotga tatbiq etish bo'yicha tashkiliy shart-sharoitlarni aniqlashga qaratilgan bo'lib,

Shu o'rinda, iqtisodchi olim P.N. Zavlin tomonidan amalga oshirilgan tadqiqotlar natijalariga e'tiborni qaratish maqsadga muvofiq. Olim o'z tadqiqotlarida korxonalar innovatsion boshqaruvining quyidagi uch jihatlari ajratib o'tadi: [19] innovatsiyalarni boshqarish san'ati va u bilan bog'liq bo'lgan fan; korxonadagi innovatsiyalar jarayonida boshqaruv qarorlarini qabul qilish bilan bog'liq bo'lgan faoliyat turi; korxonaning innovatsiyalarni boshqaruvi apparati.

Korxonalarning innovatsion boshqaruvining nazariy asoslarini tahlili ko'rsatishicha, korxona boshqaruvchisi bu turdagi boshqaruvni amalga oshirishda quyidagi talablarga javob berishi lozim bo'ladi: [19] innovatsiyalarning mohiyatini anglab etish va uning turlarini ajrata olish; innovatsion jarayonlarning xususiyatlarini tushunish; korxonaning innovatsion salohiyatini to'g'ri baholay olish; korxonadagi ichki va tashqi innovatsion muhitni tahlil qilish va uning tarkibiy elementlaridan samarali foydalana olish; korxonaning innovatsion faoliyatining risklilik darajasini to'g'ri baholay olish va uni kamaytirish bo'yicha tegishli qarorlar qabul qilish.

Tahlillar ko'rsatishicha, 2-rasmda tashqi muhit ta'siridan kelib chiqqan holda korxona innovatsion boshqaruvining strategik maqsadlari tizimi ko'rsatib o'tilgan.

Korxonaning rivojlanishi bilan bog'liq bo'lgan ichki ehtiyojlaridan kelib chiqqan holda innovatsion boshqaruv maqsadlari quyidagilarda o'z aksini topadi: [12] ishlab chiqarish bosqichlari tizimini to'liq yangilash hisobiga uning samaradorligini oshirish; korxonaning ilmiy, ilmiy-texnik, intellektual va iqtisodiy salohiyatlaridan o'zaro mutanosiblikda samarali foydalanish asosida uning raqobatbardoshligi ko'rsatkichini oshirish.

Korxonalarda innovatsion boshqaruvni tashkil etish amaliyotida —maqsadlar daraxtil amal qilishini kuzatish mumkin bo'ladi. Bunda quyi darajadagi maqsadlar o'zidan yuqori turuvchi maqsadlarning tarkibiy qismi sifatida ularga bo'y sunadi. Korxonaning —innovatsion boshqaruv maqsadlari daraxtilni shakllantirishda innovatsion boshqaruv darajalarini tahlil etish talab etiladi va maqsadlar daraxti darajalari innovatsion boshqaruv darajalariga mos holda tashkil topadi. Innovatsion boshqaruv aksariyat hollarda ikki darajaga ajratiladi: [10] strategik innovatsion boshqaruv—bu korxonaning uzoq muddatli davrda iqtisodiy o'sish va rivojlanishining strategik yo'nalishlarini anglatadi.

Innovatsion boshqaruv funksiyalari, uning darajalari o'rtasidagi o'zaro aloqadorlikdan kelib chiqqan holda, korxonaning innovatsion boshqaruv maqsadlari daraxtini uch bosqichga ajratib o'tish maqsadga muvofiq deb hisoblaymiz (2-jadvalga qarang). Bu orqali innovatsion boshqaruvni amalga oshirishning komplekslik va samaradorligi darajasining yanada ortishiga erishiladi. Jumladan, ishlab chiqarish samaradorligini, o'z biznesining moliyaviy natijasini barqarorligini ta'minlashga imkoniyat yaratilishi, buning natijasida sanoat korxonalari innovatsion faoliyatni yanada jadallashtirish uchun yangi vositalar va resurslarni shakllanishiga hamda ilmiy tadqiqot va amaliy tadqiqotlarni olib borish imkoniyatlari ortishiga olib keladi.

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PLACE OF SPIRITUAL AND MORAL VALUES IN OUR SOCIETY

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Abstract: The article highlights the relevance of the issue of preserving spiritual and moral values, customs and traditions, raising young people in the spirit of patriotism, being at the center of state policy, the important aspects of the reforms being carried out in this regard, and the traditional and modern methods of educating young people in the spirit of patriotism in the process of globalization.

Key words: education in the spirit of patriotism, state policy, youth, reform, action strategy, preservation of spiritual and moral values, customs and traditions, traditional and modern methods.

Everyone should know and clearly imagine the main ideas that express the historical purpose of the society or state in which he lives. Then the ideas expressing these goals take place in his mind and heart, and gradually turn into trust and faith. A person without trust and faith does not have a deep understanding of his path, goals and interests. If the faith is strong, a person will walk without retreating from the path of an idea and a noble goal. The national idea is the basis for the mutual solidarity of people, becomes a strong moral and spiritual factor and serves development.

One of the first medieval thinkers, Abu Nasir Farabi, believed that the only condition for spiritual freedom and the creation of a perfect society is to encourage people to be good and to bring them up ideologically. and if he spends his judgment, strength and energy on other things, these actions are bad and inappropriate..." [1]

Therefore, the national idea is important in the enrichment of national and spiritual values. The transformation of spiritual values into the property of large sections of the population, especially the young generation, does not happen by itself, it requires the efforts of progressive representatives who are not indifferent to the fate and prospects of this nation. If material and spiritual wealth and national education are not put on the right track, they will be reduced to the level of dusty books, shining artifacts, and mockery. The present day calls for the realization of the tasks of strengthening peace and harmony between nations and religions, preserving and developing spiritual and moral values, customs and traditions, and strengthening spiritual and moral education, increasing the political consciousness and legal culture of the population.

That is why the concept of educating young people in the military-patriotic spirit in 2023-2027 (CONCEPT of increasing the effectiveness of educating young people in the military-patriotic spirit in 2023-2027. The concept was adopted by the decision of the Cabinet of Ministers dated June 29, 2023 No. 267) Constitution of the Republic of Uzbekistan in the new version, It was developed on the basis of the Law "On State Policy Regarding Youth", decrees and decisions of the President of the Republic of Uzbekistan, and decisions of the Government of the Republic of Uzbekistan.

As you know, our great grandfather Zahiruddin Muhammad Babur and his descendants conquered India and ruled for 332 years. One episode really impressed me: Zahiruddin Muhammad Babur's army was very nervous before the battle against the powerful Indian general Rano Sango. Because this opponent of Babur, who appeared after Ibrahim Lodi, the raja of Mewar, the capable and brave

commander Rano Sango, made a name for his ruthlessness. There were serious reasons for this. First of all, Babur's recently sent army to Bayana was defeated by Rano's Rajput soldiers. Rana Sango destroyed all the units sent against him without leaving a single one, which caused great fear in Babur's army. The situation was really precarious. Against Rano Babur, he faced a terrible force of 90-100 thousand, consisting of militant Rajputs and Afghans. The fact that Babur's army numbered around 30,000, 3 times the number of Rajputs and their proven bravery caused real fear among Babur's soldiers. And as if that weren't enough, a hawkish astrologer adds to the generality with his foolish predictions of "the destruction of all." The Afghans in Babur's army also fled one after another. Moreover, Babur's most trusted Chigatai Turks, instead of protecting the land of India, which they hated, begged Babur to go to Kabul with the rich spoils they had collected. Babur writes about that situation in "Baburnoma": "The fierceness and bravery of the pagan army" caused the soldiers "concern and fear." No man's word, nor brave advice was heard from anyone." On the eve of the battle, the real struggle begins. The risk of dying in vain without seeing their family and children, surrounded their homes, scared the soldiers, and there were even those who wanted to avoid joining the battle. Annoyed by this, Mirza Babur addressed his soldiers on the eve of the battle while standing on his horse without feeling his anger: "Is there anyone among you who will not die and will live forever?" Everyone is quiet. He continues. "The sun rises to set, and man is born to die. This is the same truth. A dog dies, and a young man dies. But there is a difference between their deaths. If a dog dies because of his ego, a young man gives his life protecting his family, country, and honor. A young man dies in the way of protecting his land, homeland, glory, religion, motherland like the apple of an eye. it is an honorable death. Is there a great blessing from the will of the generations, peaceful and peaceful life? At least we are the conquerors, my God, if we die, we will be martyred." The soldiers who listened to this were silent for a few seconds. After a while, they shouted as if they could catch the whole world: "We are ready for battle, we will definitely win!" Soldiers raise their swords and lances to show their readiness for battle. This speech, imbued with the spirit of war, was the appeal of Babur in March 1527, when he crushed the army of the Rajputs, Rano Sango, and subdued the whole of India.

I think that it is the duty of us intellectuals to inculcate spiritual and moral values, customs, traditions and the feeling of the Motherland in the youth.

The difficulty of strengthening peace and harmony between nations and religions, preserving spiritual and moral values, customs and traditions, and difficulties, obstacles, imbalances, and even the increase in criminal activities cannot extinguish the feeling of the Motherland in the heart of a person of pure conscience, if it has become a deep belief. The birth of new generations and their appearance on the stage of life creates new problems for the society, and this continuity and gradualness ensures the continuous and gradual continuation of social life.

In conclusion, it should be said that it has become a moral need to strengthen the sense of belonging to the Motherland in young people, to strengthen peace and harmony between nations and religions, to preserve spiritual and moral values, customs and traditions, to love and protect the Motherland. Today it is at the center of state policy. It is evident that meeting this need with the means of spiritual and moral heritage will give an effective result. According to President Sh.M. Mirziyoev, patriotism is one of the ancient values of our people. It belongs to moral virtues such as kindness, preservation

of spiritual and moral values, customs and traditions, concern for the fate of the Motherland, sympathy for worries and disasters.

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**MILLIY MANFAATLARDAN KELIB CHIQQAN HOLDA UMMUMBASHARIY
MUAMMOLARGA YONDASHISH: NAZARIY ASOSLAR VA ZAMONAVIY TAJRIBA**

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Annotatsiya

Mazkur maqolada milliy manfaatlar va umumbashariy muammolar o'rtasidagi o'zaro bog'liqlik ilmiy-nazariy jihatdan tahlil qilinadi. Globallashuv sharoitida davlatlarning milliy manfaatlarni himoya qilgan holda iqlim o'zgarishi, xavfsizlik, migratsiya, ekologiya va barqaror rivojlanish kabi global muammolarga yondashuvi muhim ahamiyat kasb etmoqda. Maqolada milliy manfaatlar tushunchasining mazmuni, umumbashariy muammolarning mohiyati hamda ularni hal etishda xalqaro hamkorlik va muvozanatli siyosatning roli yoritib beriladi.

Kalit so'zlar

Milliy manfaat, umumbashariy muammolar, globallashuv, xalqaro hamkorlik, barqaror rivojlanish, global xavfsizlik

Аннотация

В статье с научно-теоретической точки зрения анализируется взаимосвязь национальных интересов и общечеловеческих проблем. В условиях глобализации особое значение приобретает подход государств к решению таких глобальных вызовов, как изменение климата, безопасность, миграция, экология и устойчивое развитие, исходя из национальных интересов. Рассматривается сущность национальных интересов, характер общечеловеческих проблем, а также роль международного сотрудничества и сбалансированной политики в их решении.

Ключевые слова

Национальные интересы, общечеловеческие проблемы, глобализация, международное сотрудничество, устойчивое развитие, глобальная безопасность

Abstract

This article provides a scientific and theoretical analysis of the relationship between national interests and global challenges. In the context of globalization, addressing universal issues such as climate change, security, migration, environmental protection, and sustainable development while safeguarding national interests has become increasingly important. The article examines the concept of national interests, the nature of global challenges, and the role of international cooperation and balanced policy approaches in addressing them.

Keywords

National interests, global challenges, globalization, international cooperation, sustainable development, global security

KIRISH

XXI asr globallashtirish jarayonlarining jadallashtirish bilan xarakterlanib, davlatlar va xalqlar o'rtasidagi o'zaro bog'liqlikni keskin kuchaytirdi. Iqtisodiy, siyosiy, ekologik va axborot maydonlarida yuzaga kelayotgan jarayonlar milliy chegaralar bilan cheklanib qolmay, butun insoniyat taqdiriga daxldor bo'lgan umumbashariy muammolarni yuzaga chiqarmoqda. Shu bois bugungi kunda milliy manfaatlardan kelib chiqqan holda global muammolarga yondashish masalasi dolzarb ahamiyat kasb etmoqda.

Milliy manfaatlar har bir davlatning suvereniteti, xavfsizligi, iqtisodiy barqarorligi va ijtimoiy taraqqiyotini ta'minlashga qaratilgan ustuvor maqsadlar majmuasidir. Umumbashariy muammolar esa iqlim o'zgarishi, ekologik inqiroz, global xavfsizlik, terrorizm, pandemiyalar va migratsiya kabi masalalarni o'z ichiga oladi. Ushbu muammolarni samarali hal etish faqat milliy manfaatlarni hisobga olgan holda va xalqaro hamkorlik asosida amalga oshirilishi mumkin.

Mazkur maqolaning maqsadi milliy manfaatlar va umumbashariy muammolar o'rtasidagi o'zaro munosabatlarni ilmiy asosda tahlil qilish, zamonaviy sharoitda muvozanatli yondashuvning ahamiyatini ochib berishdan iborat.

Asosiy qism

Milliy manfaat tushunchasining nazariy asoslari

Milliy manfaat tushunchasi siyosatshunoslik va xalqaro munosabatlar nazariyasida markaziy o'rin egallaydi. U davlatning ichki va tashqi siyosatida ustuvor yo'nalishlarni belgilovchi mezon sifatida namoyon bo'ladi. Milliy manfaatlar odatda siyosiy barqarorlik, iqtisodiy rivojlanish, hududiy yaxlitlik va ijtimoiy farovonlikni o'z ichiga oladi.

Zamonaviy sharoitda milliy manfaatlar faqat davlat ichki ehtiyojlari bilan cheklanib qolmay, balki global jarayonlar bilan uzviy bog'liq holda shakllanmoqda. Bu holat davlatlardan moslashuvchan va uzoqni ko'zlagan siyosiy yondashuvni talab etadi.

Umumbashariy muammolarning mohiyati va turlari

Umumbashariy muammolar — bu butun insoniyat taraqqiyotiga ta'sir ko'rsatuvchi va alohida davlatlar doirasida hal etib bo'lmaydigan muammolardir. Iqlim o'zgarishi, ekologik muvozanatning buzilishi, global xavfsizlikka tahdidlar va pandemiyalar shular jumlasidandir.

Ushbu muammolarning asosiy xususiyati ularning transmilliy xarakterga egaligidir. Shu sababli ularni bartaraf etish umumiy mas'uliyat va xalqaro hamkorlikni taqozo etadi.

Milliy manfaatlar va umumbashariy muammolar o'rtasidagi muvozanat

Milliy manfaatlar va global muammolar o'rtasida muvozanatni ta'minlash murakkab, ammo zarur jarayondir. Agar davlatlar faqat o'z manfaatlarini ko'zlab, global muammolarga e'tiborsiz yondashsa, bu butun insoniyat uchun salbiy oqibatlariga olib kelishi mumkin. Aksincha, global manfaatlarni mutlaq ustun qo'yib, milliy manfaatlarni e'tibordan chetda qoldirish ham ichki barqarorlikka putur yetkazadi. Shu bois zamonaviy siyosatda muvozanatli yondashuv asosiy tamoyil sifatida qaralmoqda.

Xalqaro hamkorlikning ahamiyati

Umumbashariy muammolarni hal etishda xalqaro tashkilotlar muhim rol o'ynaydi. Jumladan, birlashgan millatlar tashkiloti global muammolarni muhokama qilish va ularni hal etish bo'yicha universal platforma vazifasini bajaradi. Xalqaro bitimlar, konvensiyalar va hamkorlik dasturlari milliy manfaatlarni hisobga olgan holda umumiy yechimlarni ishlab chiqishga xizmat qiladi.

Barqaror rivojlanish konsepsiyasi va milliy manfaatlar

Barqaror rivojlanish konsepsiyasi milliy manfaatlar va umumbashariy muammolarni uyg'unlashtiruvchi muhim nazariy asos hisoblanadi. Ushbu konsepsiya iqtisodiy rivojlanish, ijtimoiy adolat va ekologik muvozanatni bir butun tizim sifatida qaraydi. Milliy rivojlanish strategiyalarini barqaror rivojlanish maqsadlariga moslashtirish global muammolarni bartaraf etishda samarali natijalar beradi.

Zamonaviy tajriba va istiqbolli yo'nalishlar

Bugungi kunda ko'plab davlatlar milliy manfaatlardan kelib chiqqan holda global muammolarga faol yondashmoqda. Iqlim o'zgarishiga qarshi kurash, "yashil iqtisodiyot"ga o'tish, xalqaro xavfsizlikni mustahkamlash shular jumlasidandir. Kelgusida bu jarayonlar yanada chuqurlashib, davlatlararo hamkorlikning yangi shakllarini talab etadi.

Xulosa

Xulosa qilib aytganda, milliy manfaatlardan kelib chiqqan holda umumbashariy muammolarga yondashish zamonaviy xalqaro munosabatlarning muhim tamoyillaridan biridir. Global tahdidlarning kuchayib borishi davlatlardan mas'uliyatli, muvozanatli va uzoqni ko'zlagan siyosiy qarorlar qabul qilishni talab etadi. Milliy manfaatlar va umuminsoniy qadriyatlar uyg'unligi barqaror rivojlanish va global tinchlikni ta'minlashning asosiy sharti hisoblanadi.

Foydalanilgan adabiyotlar

1. Xalqaro munosabatlar nazariyasi. – toshkent: o'zbekiston nashriyoti.
2. Globallashuv va milliy manfaatlar. – monografiya.
3. Barqaror rivojlanish konsepsiyasi va global muammolar. – ilmiy maqolalar to'plami.
4. Bmt va global muammolarni hal etish mexanizmlari. – tahliliy nashr.
5. Zamonaviy siyosiy jarayonlar va global xavfsizlik. – o'quv qo'llanma.
6. Ilmiy elektron manbalar va xalqaro hisobotlar

**BOSHLANG'ICH SINIF O'QUVCHILARIGA ONA TILI O'QITISH ORQALINUTQ
MADANIYATINI RIVOJLANTIRISHDA QO'LLANILADIGAN ZAMONAVIY
PEDAGOGIK TEXNOLOGIYALAR****Chorshanbiyeva Mahliyo**

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Boshlang'ich ta'lim kafedrasi

katta o'qituvchisi

Annotatsiya

Mazkur maqolada boshlang'ich sinf o'quvchilariga ona tili fanini o'qitish jarayonida nutq madaniyatini rivojlantirishda qo'llaniladigan zamonaviy pedagogik texnologiyalarning nazariy va amaliy jihatlarini tahlil qilinadi. Tadqiqotda interfaol metodlar, axborot-kommunikatsiya texnologiyalari, shaxsga yo'naltirilgan va kompetensiyaviy yondashuv asosida nutq madaniyatini shakllantirish imkoniyatlari ochib beriladi. Maqolada boshlang'ich ta'limda o'quvchilarning og'zaki va yozma nutqini rivojlantirishda zamonaviy pedagogik texnologiyalarning samaradorligi ilmiy asosda yoritiladi.

Kalit so'zlar

Ona tili ta'limi, nutq madaniyati, boshlang'ich sinf, pedagogik texnologiyalar, interfaol metodlar, kompetensiyaviy yondashuv

Аннотация

В статье анализируются теоретические и практические аспекты использования современных педагогических технологий в развитии культуры речи учащихся начальных классов в процессе обучения родному языку. Рассматриваются возможности формирования устной и письменной речи на основе интерактивных методов, информационно-коммуникационных технологий, личностно-ориентированного и компетентностного подходов. Обосновывается эффективность современных педагогических технологий в развитии речевой культуры младших школьников.

Ключевые слова

Обучение родному языку, культура речи, начальная школа, педагогические технологии, интерактивные методы, компетентностный подход

Abstract

This article analyzes the theoretical and practical aspects of using modern pedagogical technologies in developing speech culture of primary school students through teaching the mother tongue. The study explores the possibilities of forming oral and written speech based on interactive methods, information and communication technologies, learner-centered and competency-based approaches. The effectiveness of modern pedagogical technologies in improving speech culture of primary school students is scientifically substantiated.

Keywords

Mother tongue education, speech culture, primary school, pedagogical technologies, interactive methods, competency-based approach

KIRISH

Boshlang'ich ta'lim bosqichi o'quvchilarning shaxs sifatida shakllanishida, ularning nutqiy va tafakkur rivojida muhim o'rin tutadi. Aynan shu davrda o'quvchilarda to'g'ri, ravon, mantiqli va madaniyatli nutq ko'nikmalari shakllanadi. Ona tili fani boshlang'ich sinflarda nutq madaniyatini rivojlantirishning asosiy vositasi bo'lib xizmat qiladi.

Bugungi kunda ta'lim tizimida amalga oshirilayotgan islohotlar, kompetensiyaviy yondashuvga asoslangan davlat ta'lim standartlarining joriy etilishi o'qitish jarayonida zamonaviy pedagogik texnologiyalardan samarali foydalanishni taqozo etmoqda. An'anaviy o'qitish usullari o'quvchilarning nutqiy faolligini to'liq ta'minlab bera olmayotgan bir paytda, interfaol metodlar va innovatsion texnologiyalar nutq madaniyatini rivojlantirishda muhim ahamiyat kasb etmoqda.

Mazkur maqolaning maqsadi boshlang'ich sinf o'quvchilariga ona tili o'qitish orqali nutq madaniyatini rivojlantirishda qo'llaniladigan zamonaviy pedagogik texnologiyalarning nazariy asoslari va amaliy imkoniyatlarini ilmiy jihatdan tahlil qilishdan iborat.

Asosiy qism

Nutq madaniyati tushunchasi va uning boshlang'ich ta'limdagi ahamiyati

Nutq madaniyati — bu til birliklaridan maqsadga muvofiq, adabiy til me'yorlariga rioya qilgan holda foydalanish malakasidir. Nutq madaniyati shaxsning umumiy madaniy saviyasi, tafakkuri va ijtimoiy faolligini aks ettiradi.

Boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirish quyidagi jihatlar bilan belgilanadi:

- So'z boyligini kengaytirish;
- Talaffuz va grammatik me'yorlarga amal qilish;
- Fikrni mantiqiy va izchil bayon etish;
- Og'zaki va yozma nutqni rivojlantirish.

Mazkur vazifalarni amalga oshirishda ona tili darslarining o'rni beqiyosdir.

ona tili ta'limida zamonaviy pedagogik texnologiyalar mohiyati

Zamonaviy pedagogik texnologiyalar ta'lim jarayonini rejalashtirish, tashkil etish va natijaga yo'naltirishga xizmat qiluvchi metodlar va vositalar majmuasidir. Ular o'quvchi shaxsini rivojlantirishga qaratilgan bo'lib, mustaqil fikrlash, muloqot madaniyati va nutqiy kompetensiyalarni shakllantirishni nazarda tutadi.

Boshlang'ich ta'limda ona tili darslarida qo'llaniladigan zamonaviy pedagogik texnologiyalar quyidagilardan iborat:

- Interfaol o'qitish metodlari;
- Axborot-kommunikatsiya texnologiyalari;
- Shaxsga yo'naltirilgan ta'lim;
- Kompetensiyaviy yondashuv.

Interfaol metodlar orqali nutq madaniyatini rivojlantirish

Interfaol metodlar o'quvchilarning faolligini oshirish, ularni dars jarayoniga faol jalb etish orqali nutqiy ko'nikmalarini rivojlantirishga xizmat qiladi. "aqliy hujum", "klaster", "insert", "rol o'ynash", "bahs-munozara" kabi metodlar o'quvchilarning erkin fikrlashini va og'zaki nutqini rivojlantiradi.

Bu metodlar orqali o'quvchilar:

- O'z fikrini aniq va ravon ifodalashga;
- Muloqot jarayonida nutq madaniyatiga rioya qilishga;
- Tinglash va tushunish ko'nikmalarini shakllantirishga erishadi.

Axborot-kommunikatsiya texnologiyalarining nutq rivojiga ta'siri

Axborot-kommunikatsiya texnologiyalaridan foydalanish boshlang'ich sinf o'quvchilarining qiziqishini oshiradi va nutqiy faoliyatini faollashtiradi. Multimediali taqdimotlar, audio va video materiallar, interaktiv mashqlar o'quvchilarning so'z boyligini kengaytirishga xizmat qiladi.

Akt vositalari yordamida:

- To'g'ri talaffuz shakllanadi;
- Eshitish orqali idrok etish rivojlanadi;
- Yozma nutq ko'nikmalari mustahkamlanadi.

Shaxsga yo'naltirilgan yondashuv va nutq madaniyati

Shaxsga yo'naltirilgan ta'lim o'quvchining individual imkoniyatlari, qiziqishlari va ehtiyojlarini hisobga olgan holda tashkil etiladi. Ushbu yondashuv nutq madaniyatini rivojlantirishda muhim ahamiyatga ega, chunki har bir o'quvchining nutqiy rivoji turlicha kechadi.

O'qituvchi o'quvchining nutqiy faoliyatini rag'batlantirish orqali uning ishonchini oshiradi va erkin muloqotga undaydi.

kompetensiyaviy yondashuv asosida nutq madaniyatini shakllantirish

Kompetensiyaviy yondashuv o'quvchilarda hayotiy vaziyatlarda qo'llaniladigan bilim, ko'nikma va malakalarni shakllantirishga qaratilgan. Ona tili ta'limida bu yondashuv nutqiy kompetensiyalarni rivojlantirishda muhim omil hisoblanadi.

Nutqiy kompetensiya quyidagilarni o'z ichiga oladi:

- Muloqot qilish;
- Fikrni og'zaki va yozma shaklda ifodalash;
- Nutq madaniyati me'yorlariga rioya qilish.

Zamonaviy pedagogik texnologiyalarning amaliy samaradorligi

Amaliy tajribalar shuni ko'rsatadiki, zamonaviy pedagogik texnologiyalar asosida tashkil etilgan ona tili darslari o'quvchilarning nutq madaniyatini rivojlantirishda yuqori samaradorlikka ega. O'quvchilarning darsga qiziqishi oshadi, ularning nutqiy faolligi kuchayadi va muloqot madaniyati shakllanadi.

Xulosa

Xulosa qilib aytganda, boshlang'ich sinf o'quvchilariga ona tili o'qitish jarayonida zamonaviy pedagogik texnologiyalardan foydalanish nutq madaniyatini rivojlantirishning muhim sharti hisoblanadi. Interfaol metodlar, axborot-kommunikatsiya texnologiyalari, shaxsga yo'naltirilgan va kompetensiyaviy yondashuv o'quvchilarning nutqiy kompetensiyalarini samarali shakllantirishga xizmat qiladi. Bu esa barkamol, muloqotga layoqatli shaxsni tarbiyalashga zamin yaratadi.

Foydalanilgan adabiyotlar

1. Boshlang'ich ta'lim metodikasi. – toshkent.
2. Ona tili o'qitish metodikasi. – o'quv qo'llanma.
3. Zamonaviy pedagogik texnologiyalar. – monografiya.
4. Nutq madaniyati asoslari. – ilmiy-nazariy manbalar.

5. Kompetensiyaviy yondashuv va ta'lim sifati. – ilmiy maqolalar.
6. Boshlang'ich ta'limda innovatsion metodlar.

THE ROLE AND FUNCTIONS OF INTERNATIONAL ASSESSMENT PROGRAMS (PISA, PIRLS, TIMSS) IN THE NATIONAL ECONOMY

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Abstract: *In the context of the sharp intensification of global competition and the development of a knowledge-based economy, the quality of education has become a decisive factor for a country's long-term economic stability and competitiveness. International assessment programs—PISA, PIRLS, and TIMSS—serve as important tools for objectively evaluating the effectiveness of education systems and for shaping strategies aimed at developing a nation's human capital. This article analyzes the essence of these programs, their impact on the national economy, and the ways in which they provide guidance for the implementation of educational reforms.*

Keywords: *International assessment programs, economy, labor market, education system, infrastructure, strategy.*

PISA is a study conducted by the OECD that assesses the practical skills of 15-year-old students in reading literacy, mathematics, and science. PIRLS and TIMSS, on the other hand, are organized by the IEA and measure, respectively, the reading literacy of 4th-grade students and the knowledge levels of 4th- and 8th-grade students in mathematics and natural sciences. These programs analyze not only students' theoretical knowledge, but also their ability to apply this knowledge in real-life situations. When discussing the role of international assessment programs in a country's economy, first of all, the quality of education determines the quality of human capital — higher PISA scores are associated with increased rates of economic growth. Secondly, these results help identify the competencies demanded in the labor market and indicate to employers which areas lack qualified specialists. Moreover, international assessment results are aimed at developing the necessary science, mathematics, and technical preparedness required to accelerate the transition to an innovative economy. In strengthening the competitiveness of the labor market, the results of PISA and TIMSS play an important role in identifying policy measures by assessing young people's logical thinking, problem-solving abilities, and practical skills, and aligning them with the requirements of the global labor market. Countries that achieve high performance — such as South Korea, Singapore, and Japan — lead

in the markets of high technologies and innovations. Therefore, education policy and workforce training must be aligned with economic strategy. Accelerating the transition to an innovative economy: Fields such as artificial intelligence, robotics, biotechnology, and digital services require a strong foundation in science and mathematics. TIMSS and PISA identify weak areas and encourage the development of STEM education, as well as the training of personnel necessary to support startups and scientific research. Increasing the efficiency of investments in education, that is, identifying where public funds are being used effectively, is another important function of international assessment results. With their help, it is possible to optimize investments aimed at improving teacher qualifications, modernizing curricula, and enhancing school infrastructure. The country's position in global rankings: The results of PISA, PIRLS, and TIMSS shape a country's standing in the international educational arena and thereby increase opportunities for attracting foreign investment, expanding international cooperation, and obtaining grants. As for the functions of international assessment programs, these programs serve to evaluate the education system based on independent and objective external criteria, orient education toward the development of student competencies, and create a foundation for reforms in education policy. Through these programs, it is possible to identify regional disparities, ensure the fair distribution of resources, and provide transparency for parents and society. Uzbekistan participated in PISA (2022) and PIRLS (2021) for the first time, and the results clearly demonstrated the need to modernize the education system. This led to the introduction of new competency-based curricula, increased emphasis on STEM, improvement of teacher qualifications, enhancement of school infrastructure, and the widespread implementation of digital education technologies.

Conclusion: International assessment programs are not merely tools for measuring the quality of education, but also important instruments for determining a country's economic development strategy. They contribute to the development of human capital, increasing the competitiveness of the labor market, stimulating the transition to an innovative economy, and improving the efficiency of investments. The case of Uzbekistan shows that reforms implemented on the basis of international assessment results strengthen economic growth and competitiveness in the long term.

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INFLUENCE OF CYTOMEGALOVIRUSES ON FETAL DEVELOPMENT

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Annotation; This article analyzes the effect of cytomegalovirus (CMV) infection on fetal development, its pathogenesis, clinical manifestations and preventive measures. Cytomegalovirus is a DNA virus belonging to the herpesvirus family, which is latent in most people and is activated in conditions of weakened immune systems. The development of primary or recurrent CMV infection in a pregnant woman can cause intrauterine infection. The article discusses the mechanisms of virus transmission to the fetus through the placenta, as well as morphological and functional changes in embryonic and fetoplacental development. CMV-infected fetuses are mainly characterized by pathologies such as central nervous system damage, developmental defects of the hearing and vision organs, microcephaly, and intrauterine growth retardation. The article also presents diagnostic methods (serological tests, PCR), preventive and therapeutic measures, and recommendations for preventing CMV infection during pregnancy. The results of the study indicate the need for early detection and monitoring of CMV infection in pregnant women.

Keywords: cytomegalovirus, fetal development, intrauterine infection, placenta, birth defects, prevention.

Аннотация. В статье анализируется влияние цитомегаловирусной (ЦМВ) инфекции на развитие плода, её патогенез, клинические проявления и профилактические меры. Цитомегаловирус – ДНК-содержащий вирус семейства герпесвирусов, который у большинства людей находится в латентной форме и активируется при снижении иммунитета. Развитие первичной или рецидивирующей ЦМВ-инфекции у беременной женщины может привести к внутриутробному инфицированию. В статье рассматриваются механизмы передачи вируса плоду через плаценту, а также морфофункциональные изменения эмбрионального и фетоплацентарного развития. Для плодов, инфицированных ЦМВ, характерны такие патологии, как поражение центральной нервной системы, пороки развития органов слуха и зрения, микроцефалия и задержка внутриутробного развития. В статье также представлены методы диагностики (серологические исследования, ПЦР), профилактические и лечебные мероприятия, а также рекомендации по профилактике ЦМВ-инфекции во время беременности. Результаты исследования свидетельствуют о необходимости раннего выявления и мониторинга ЦМВ-инфекции у беременных женщин.

Ключевые слова: цитомегаловирус, развитие плода, внутриутробное инфицирование, плацента, врожденные пороки развития, профилактика.

Introduction. Among viral infections, cytomegalovirus (CMV) infection is currently one of the most pressing problems in medicine and perinatology. Cytomegalovirus is a DNA-containing virus belonging to the Herpesviridae family, which remains latent in the human body for a long time and is reactivated when the immune system is weakened. Despite the fact that a large part of the population, especially women of reproductive age, is infected with this virus, the infection often proceeds without clinical symptoms. However, the development of primary or recurrent CMV infection during pregnancy can lead to serious consequences for the fetus.

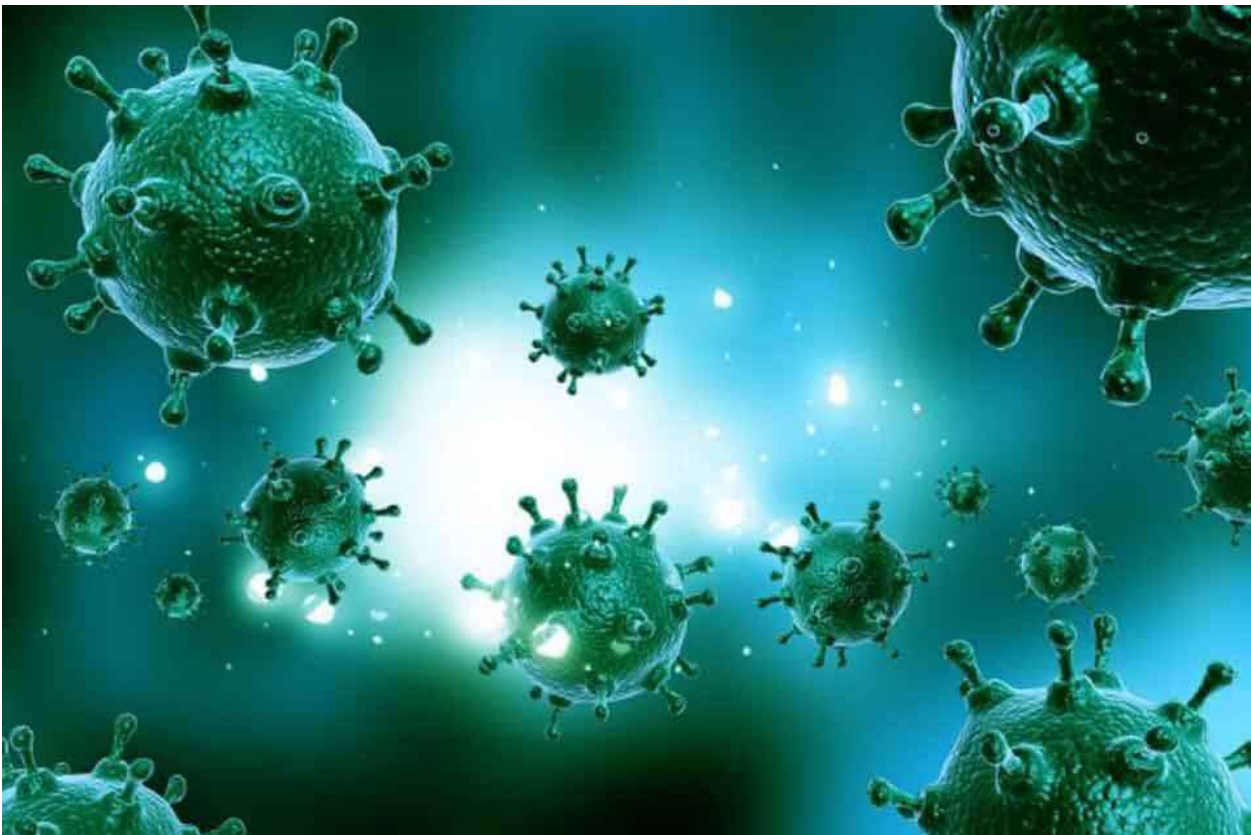
The fetus is infected with CMV most often through the placenta, and sometimes during childbirth or during breastfeeding. As a result of intrauterine infection, severe pathological changes are observed in the central nervous system, hearing and vision organs, liver, spleen and other organs of the fetus. As a result, complications such as congenital CMV infection, microcephaly, sensorineural hearing loss, and developmental delay occur. Therefore, early detection of cytomegalovirus infection during pregnancy, regular screening of women, and the development of preventive measures are of great importance. This article discusses the impact of cytomegalovirus infection on fetal development, pathogenesis mechanisms, clinical symptoms, and prevention issues.

Of course, the main part of the article on the topic “The impact of cytomegaloviruses on fetal development” is presented below, without paragraphs, continuously, in detail and expanded in a scientific manner:

Cytomegalovirus (CMV) infection is one of the most important intrauterine infections in modern medicine during pregnancy. This virus belongs to the Herpesviridae family, contains double-stranded DNA and is 150–200 nanometers in size. CMV multiplies in epithelial, endothelial, leukocyte and fibroblast cells in the human body. One of the most important features of the virus is its ability to remain latent for a long time. Usually, the infection is asymptomatic in healthy people, but in people with weakened immune systems, especially pregnant women, it becomes active and causes serious damage to the development of the fetus. The virus is often transmitted from mother to fetus through the placenta. If the primary infection occurs in the first trimester of pregnancy, the central nervous system, organs of vision and hearing, liver, spleen and heart function of the fetus are significantly damaged. CMV damages the cells of the placental barrier and disrupts blood circulation, resulting in hypoxia and growth retardation in the fetus. After the virus crosses the placental barrier, it multiplies in trophoblast and endothelial cells and enters the fetal circulatory system. This causes the virus to enter the brain and nervous tissue. As a result of damage to neuronal cells, pathologies such as microcephaly, hydrocephalus, intracranial calcifications, damage to the optic and auditory nerves, and mental retardation occur. Children infected with CMV intrauterinely at birth or in the following months develop clinical signs such as jaundice, hepatosplenomegaly, hemolytic anemia, pneumonia, low birth weight, and sensorineural hearing loss. In some cases, the infection is latent and the baby appears healthy at first glance, but in later years, late complications such as developmental delay, mental retardation, speech disorders, and hearing loss occur. According to epidemiological data, primary CMV infection is detected in 0.5–2% of pregnant women worldwide, and intrauterine damage occurs in approximately 30–40% of them. Therefore, CMV infection is recognized as the

most common viral cause of neonatal death and birth defects. Among the diagnostic methods, serological tests (detection of IgM and IgG antibodies) and polymerase chain reaction (PCR) are the most reliable. The presence of IgM antibodies indicates an active phase of infection, while low avidity of IgG indicates a recent infection. Ultrasound examination of the fetus may reveal signs such as microcephaly, ventriculomegaly, growth retardation, and enlargement of the liver and spleen. In doubtful cases, detection of viral DNA from amniotic fluid by amniocentesis confirms intrauterine infection. Treatment options are limited, and antiviral drugs such as ganciclovir, valganciclovir, and foscarnet are used, but they are used only when necessary during pregnancy, as there is a risk of embryotoxic effects. In some cases, it has been found that the administration of specific CMV immunoglobulin to pregnant women can reduce the risk of fetal damage. The most effective way is prevention. It is important to conduct serological screening of pregnant women for CMV, strictly observe personal hygiene rules, avoid contact with saliva or urine when working with young children, test donor blood and organs for CMV, and implement measures to strengthen immunity. The social and medical importance of CMV infection is that it is a major cause of not only birth defects, but also hearing loss and mental retardation in childhood.

Therefore, it is important for each country to implement a strategy for early detection and prevention of CMV infection in its health system. Scientific studies have shown that determining the immune status against CMV infection before and during pregnancy plays an important role in reducing the risk of viral reactivation and ensuring the birth of a healthy offspring.



Cytomegalovirus and its impact on fetal development

Cytomegalovirus (CMV) is a common pathogen belonging to the herpesvirus family, which poses a serious threat to the health of the mother and fetus during pregnancy. The virus can usually exist in a

latent state, but when immunity is weakened, it can become actively activated and infect the fetus. CMV infection in pregnant women disrupts the process of fetal organogenesis, which can lead to complications during childbirth and developmental defects.

Transmission of the virus to the fetus

Cytomegalovirus is transmitted to the fetus through the maternal bloodstream. The first trimester of pregnancy is especially dangerous, since during this period the fetal organs are forming. As a result of infection of the virus to the fetus, delays in the development of organs and systems, necrotic changes in cells and tissues, as well as a weakening of the fetal immune system are observed. All this increases the risk of severe complications during childbirth, including central nervous system disorders and internal organ failure.

Mechanisms of effect on the fetus

CMV harms the fetus through several mechanisms. The virus enters cells and destroys them, which leads to tissue necrosis and insufficient development of organs. At the same time, the virus activates inflammatory processes, which are manifested by an increased immune response and tissue damage. Important organs such as the central nervous system, liver, kidneys and heart are especially affected.

Clinical signs and complications

Women infected with CMV during pregnancy may develop various clinical signs as a result of virus transmission to the fetus. Central nervous system disorders are manifested by delayed brain development of the fetus, impaired cognitive and motor activity. Also, due to insufficient development of the sensory organs - ears and eyes, hearing loss and vision problems occur. Pathological changes may develop in internal organs, including the liver, kidneys and heart systems. The overall growth of the fetus slows down, and height and weight are below normal.

Fetal protection and prevention

There are several important measures to protect the fetus from cytomegalovirus. Monitoring CMV infection in pregnant women, that is, early diagnosis can be made by detecting antibodies to the virus in the blood and urine. Compliance with hygiene rules is especially important, since the virus is often transmitted through children. It is necessary to support the fetus and the mother's body by strengthening immunity. If necessary, antiviral drugs can be used under the supervision of a doctor, but their safety for the fetus is always taken into account.

Research and observations

Modern scientific studies show that CMV infection in the first trimester of pregnancy has the greatest negative impact on fetal development. Therefore, regular medical monitoring and laboratory tests during pregnancy play an important role in reducing the negative consequences of the virus.

Cytomegalovirus Prevention and Treatment

Cytomegalovirus (CMV) requires a number of preventive and treatment measures to reduce the negative impact on the fetus and protect against infection. These measures can be used before, during, and after pregnancy.

Pre- and ongoing prevention

The most effective way to prevent CMV infection is to use preventive measures before and during pregnancy. Good hygiene among women, especially women who have contact with children, reduces the risk of transmission of the virus. Regular hand washing, keeping the face and mouth clean, and ensuring food and water safety significantly reduce the likelihood of infection to the fetus.

Laboratory monitoring

For early detection of CMV infection during pregnancy, it is important to detect antibodies to the virus in the blood and urine. If the presence of the virus is detected, special monitoring is carried out under the supervision of a doctor. This allows for early detection of negative changes in the development of the fetus and the application of appropriate measures.

Treatment and antiviral drugs

There are special antiviral drugs against cytomegalovirus that slow down the reproduction of the virus and reduce the amount of damage to the body. At the same time, the use of drugs is carried out only under the supervision of a doctor, since it is necessary to take into account their safety for the fetus. During treatment, the development of the fetus is monitored by regular ultrasound and laboratory tests.

Strengthening immunity

Strengthening the mother's immunity during pregnancy plays an important role in reducing the negative effects of CMV infection. A healthy lifestyle, proper nutrition, adequate sleep and stress reduction strengthen the body's natural defense mechanisms. This slows down the activation of the virus and reduces the risk of transmission to the fetus.

Postpartum monitoring

If CMV infection is detected during pregnancy, the mother and baby will undergo continuous medical monitoring after delivery. If the baby has signs of viral infection or developmental defects, they will be identified in a timely manner and appropriate treatment measures will be taken. In this way, complications can be prevented and the baby's health can be ensured.

Conclusion

Cytomegalovirus (CMV) is a pathogen that poses a serious threat to the health of the mother and fetus during pregnancy. Infection of the fetus with the virus causes developmental disorders of various degrees in the organs and systems of the fetus. Especially in the case of infection in the first trimester, the central nervous system, heart, liver, kidneys and sensory organs are affected, which leads to serious complications such as delayed brain development, impaired cognitive and motor activity, and reduced hearing and vision. In addition, the overall growth of the fetus slows down, and its height and weight may be below normal. Preventive measures are important to reduce the impact of cytomegalovirus on the fetus and prevent the spread of infection. Strict adherence to hygiene rules, especially limiting contact with children and infected people, significantly reduces the risk of virus transmission. Laboratory tests and monitoring of viral antibodies during pregnancy allow early detection of negative changes in the development of the fetus. At the same time, strengthening immunity - through a healthy lifestyle, proper nutrition, adequate sleep and stress reduction - slows down the activation of the virus and reduces the risk of infection of the fetus. If necessary, the use of antiviral drugs under the supervision of a doctor reduces the amount of damage to the fetus and prevents the severe course of infection. Regular medical monitoring after childbirth is important for timely detection of viral infection or developmental defects in the baby, the use of necessary treatment measures and the reduction of complications. In conclusion, a thorough study of the negative effects of cytomegalovirus on the fetus, the use of effective preventive and therapeutic measures against infection are important for maintaining the health of the mother and baby, preventing infectious diseases and reducing complications during childbirth. At the same time, regular medical monitoring,

a healthy lifestyle, immunity support, and strict adherence to hygiene rules significantly reduce the impact of the virus on the fetus and ensure the full, healthy development of the fetus.

SUG'URTA KOMPANIYALARIDA KORPORATIV BOSHQARUV TIZIMINI ISLOH QILISH TENDENSIYALARI

*Xususiylashtirish va davlat aktivlarini
boshqarish muammolarini tadqiq etish markazi*

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Annotatsiya. Hozirgi kunda sug'urta bozorida raqobatning kuchayishi, mijozlar talablarining oshishi va xalqaro standartlar va talablar kompaniyalarni korporativ boshqaruvni takomillashtirishga majbur qilmoqda. Shu bilan birga, raqamlashtirish jarayonlari va innovatsion texnologiyalarni joriy etish korporativ boshqaruvning samaradorligini oshirishda muhim ahamiyatga ega. Korporativ boshqaruvning asosiy yo'nalishlari, xususan: qaror qabul qilish jarayonlarida ochiqlik va hisobdorlikni ta'minlash, risk-menejment tizimini mustahkamlash, rahbar va direktorlar motivatsiyasini yaxshilash, mijozlar va aksiyadorlar bilan samarali kommunikatsiyani yo'lga qo'yish masalalari tahlil qilish, raqamli texnologiyalar va sun'iy intellektning joriy etilishi korporativ boshqaruvning avtomatlashtirilishi va tezkor qaror qabul qilish imkoniyatlarini kengaytiradi.

Sug'urta kompaniyalarining iqtisodiy barqarorligini ta'minlash, investitsiyalarni jalb qilish va bozorda raqobatbardoshligini oshirishga xizmat qiladi. Islohotlar natijasida kompaniyalarda korporativ boshqaruvning shaffofligi va hisobdorligi orttiriladi, bu esa mijozlar va aksiyadorlar ishonchini mustahkamlaydi.

Kalit so'zlar: sug'urta kompaniyasi, korporativ boshqaruv, islohot, risk-menejment, raqamlashtirish, xalqaro standartlar.

Kirish. Korporativ boshqaruv (corporate governance) sug'urta kompaniyalarining samarali faoliyati, iqtisodiy barqarorligi va bozordagi raqobatbardoshligini ta'minlashda muhim omil hisoblanadi. Bugungi kunda sug'urta bozori murakkablashib, raqobat kuchaymoqda, bu esa kompaniyalarni o'z ichki boshqaruv tizimlarini takomillashtirishga majbur qilmoqda. Korporativ boshqaruvning asosiy vazifasi – qaror qabul qilish jarayonlarini tartibga solish, risklarni samarali boshqarish, kompaniya aktivlarini himoya qilish va investitsiyalarni jalb qilishdir.

Shuningdek, global moliya va sug'urta bozorlari bilan integratsiyalashuv jarayoni korporativ boshqaruv standartlariga rioya qilishni talab qiladi. OECD va Solvency II kabi xalqaro standartlar kompaniyalarni ochiqlik, hisobdorlik va samaradorlik tamoyillariga amal qilishga undaydi. Shu bilan birga, raqamli texnologiyalar va innovatsion yechimlarning rivojlanishi korporativ boshqaruvni yanada samarali qilish, qaror qabul qilish jarayonlarini tezlashtirish va kompaniyaning ichki nazorat tizimini kuchaytirish imkoniyatini beradi.

Bugungi kunda ko'plab sug'urta kompaniyalarida korporativ boshqaruv tizimi yetarli darajada rivojlanmagan bo'lib, bu moliyaviy xavflar, kutilmagan yo'qotishlar va investorlar hamda mijozlar ishonchining pasayishiga olib keladi. Shu bois, korporativ boshqaruvni isloh qilish va modernizatsiya qilish kompaniya strategiyasining ajralmas qismi sifatida qaraladi. Ushbu tadqiqotning maqsadi – sug'urta kompaniyalarida korporativ boshqaruvni takomillashtirish tendensiyalarini aniqlash,

ularning asosiy yo'nalishlarini tahlil qilish va samarali boshqaruv tizimini joriy qilish yo'llarini o'rganishdir.

Korporativ boshqaruvning ahamiyati-sug'urta kompaniyasida korporativ boshqaruv kompaniyaning moliyaviy barqarorligi, risklarni samarali boshqarish va investitsiyalarni jalb qilish imkoniyatini ta'minlaydi. Samarali korporativ boshqaruv korporativ madaniyatni rivojlantirish va xodimlarning mas'uliyatini oshirishga xizmat qiladi. Korporativ boshqaruvning asosiy tamoyillari – ochiqlik, hisobdorlik, javobgarlik va barqarorlik – kompaniyaning uzoq muddatli strategiyasini shakllantirishga yordam beradi.

Islohot zarurati-risklarni samarali boshqarish tizimining yetarli darajada rivojlanmaganligi va xalqaro standartlarga mos kelmasligi islohotlarni talab qiladi. Raqamlashtirish va innovatsiyalar korporativ boshqaruv jarayonlarini tezlashtirish va optimal qaror qabul qilishni ta'minlaydi. Global raqobat sharoitida kompaniyalar o'z boshqaruv tizimini modernizatsiya qilmasa, ular moliyaviy yo'qotishlar va bozor ulushining pasayishi xavfi ostida bo'ladi.

Islohotning asosiy yo'nalishlari

- **Shaffoflik va hisobdorlik:** qaror qabul qilish jarayonlarida ochiqlikni ta'minlash, ichki audit va nazoratni kuchaytirish.
- **Risk-menejment:** sug'urta kompaniyalari uchun moliyaviy va operatsion xavflarni tahlil qilish va kamaytirish mexanizmlarini takomillashtirish.
- **Rahbarlar va direktorlar motivatsiyasi:** menedjmentni maqsadli stimullar bilan ta'minlash, korporativ strategiyaga moslikni oshirish.
- **Mijozlar va aksiyadorlar bilan kommunikatsiya:** samarali axborot almashinuv, onlayn hisobotlar va ochiqlikni ta'minlash.

Raqamlashtirish va innovatsiyalar-IT texnologiyalar, sun'iy intellekt va elektron hisobotlar korporativ boshqaruv jarayonlarini avtomatlashtirish va qarorlarni tezkor qabul qilish imkoniyatini beradi. Elektron nazorat va audit mexanizmlari kompaniyaning ochiqligini va hisobdorligini oshiradi. Raqamli platformalar orqali mijozlar va aksiyadorlar bilan samarali aloqani yo'lga qo'yish korporativ boshqaruvning samaradorligini oshiradi.

Xulosa

Sug'urta kompaniyalarida korporativ boshqaruvni isloh qilish bozorda raqobatbardoshlikni ta'minlash, moliyaviy barqarorlikni mustahkamlash va mijozlar ishonchini oshirishga xizmat qiladi. Islohotlar natijasida kompaniyalarda risklarni samarali boshqarish, korporativ qaror qabul qilish jarayonida ochiqlik va hisobdorlikni ta'minlash, rahbarlar motivatsiyasi va mijozlar bilan samarali kommunikatsiya yo'lga qo'yiladi. Raqamlashtirish va innovatsiyalarni joriy etish korporativ boshqaruvning samaradorligini yanada oshirish imkoniyatini beradi. Shu bois, sug'urta kompaniyalari rahbarlari va regulyatorlar uchun korporativ boshqaruvni takomillashtirish doimiy jarayon bo'lib, strategik ustuvorlik sifatida qaralishi lozim.

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THE ARYANS PARADIGM: HISTORICAL, LINGUISTIC, AND ARCHAEOLOGICAL PERSPECTIVES

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Abstract

This thesis examines the concept of the Aryans paradigm through historical, linguistic, and archaeological lenses. It explores the origins, migrations, and cultural influence of Indo-Iranian groups, commonly referred to as Aryans, across Central and South Asia. By integrating archaeological evidence from the Bactria–Margiana Archaeological Complex (BMAC) and linguistic data from Proto-Indo-Iranian languages, this research investigates the interactions between migrating Aryan groups and established local civilizations. The study emphasizes the complexities of defining Aryans in terms of ethnicity, language, and socio-cultural impact and highlights the significance of an interdisciplinary approach for reconstructing early Indo-European history.

Keywords: Aryans, Indo-Iranians, Bactria–Margiana Archaeological Complex (BMAC), Proto-Indo-Iranian language, migrations, Central Asia, Indo-European studies, archaeological linguistics.

The Aryans paradigm occupies a central place in the study of early Indo-European history. The term “Aryan” has been used historically to describe groups of Indo-Iranian speakers who migrated across Central and South Asia during the second and third millennia BCE. Understanding the Aryans’ role in shaping early civilizations requires integrating linguistic evidence, archaeological findings, and historical texts.

This thesis aims to provide a comprehensive examination of the Aryans’ identity, migration patterns, and cultural influence by focusing on both material culture, especially from the Bactria–Margiana Archaeological Complex (BMAC), and linguistic reconstructions from Proto-Indo-Iranian.

The research addresses four main questions:

1. Who were the Aryans, and how can their identity be established through historical, linguistic, and archaeological evidence?
2. What were their migration patterns across Central and South Asia?
3. How did Aryan migrations influence the socio-cultural and linguistic landscapes of local civilizations?
4. What methodological frameworks can best integrate archaeology and linguistics to study the Aryans paradigm?

Early studies of the Aryans focused primarily on linguistic reconstruction. Pioneers such as William Jones (1786) first observed affinities among Indo-European languages, leading to the identification of Indo-Iranian as a major branch. Modern scholarship, including works by Mallory (1989) and

Fortson (2010), emphasizes a multidisciplinary approach, combining linguistic, archaeological, and historical data to trace Aryan migrations.

Archaeological studies, particularly those by V.I. Sarianidi, have highlighted the BMAC as a crucial cultural and economic hub of the early second millennium BCE (Sarianidi, 1998; 2001). Excavations at Gonur-depe reveal advanced urban planning, irrigation systems, religious complexes, and craft specialization, suggesting interaction with migrating Indo-Iranian groups (Lamberg-Karlovsky, 2003; Possehl, 2002). Linguistic studies identify Proto-Indo-Iranian vocabulary reflecting technology, religion, and social structures, which may indicate contact between Aryans and BMAC populations (Parpola, 2015; Witzel, 1995).

Despite extensive research, debates persist regarding the Aryans' precise role in BMAC. Some scholars argue for direct settlement, while others suggest interaction without direct political or urban control (Mallory & Adams, 1997). This thesis aims to clarify these ambiguities by synthesizing archaeological and linguistic evidence.

This study employs an interdisciplinary methodology combining:

1) Historical Analysis: Reviewing textual evidence from Vedic, Avestan, and classical sources. 2) Linguistic Reconstruction: Analyzing Proto-Indo-Iranian vocabulary, morphology, and phonology to trace cultural and technological influence. 3) Archaeological Contextualization: Examining artifacts, urban layouts, irrigation systems, and religious structures from BMAC sites. 4) Comparative Synthesis: Integrating linguistic and material evidence to reconstruct Aryan migration patterns and interactions with BMAC populations.

Data were drawn from primary archaeological reports (Sarianidi, 1998; 2001), linguistic databases, and comparative Indo-European studies. Excavations at Gonur-depe, the BMAC's central settlement, reveal urban complexes including fortifications, religious temenos, necropolises, and specialized craft areas (Sarianidi, 2001). Artifacts such as ceramics, metalwork, and ritual objects indicate extensive trade and cultural exchange with regions of Mesopotamia and the Indus Valley (Possehl, 2002). Although no direct evidence confirms Aryan urban construction, the presence of Proto-Indo-Iranian cultural markers in material culture suggests interaction.

Proto-Indo-Iranian lexicon reconstructed from Vedic Sanskrit and Avestan reveals terms associated with agriculture, animal husbandry, religious rites, and urban features. Examples include words for dwellings, irrigation channels, religious offerings, and domesticated animals (Parpola, 2015). These linguistic elements, combined with BMAC archaeological context, imply the Aryans adopted and transmitted elements of BMAC culture without necessarily being city founders.

Based on linguistic and archaeological evidence, Aryan migrations likely originated in the Central Asian steppes during the late third and early second millennium BCE. Groups moved both eastward into the Indian subcontinent and southward into Iran. This migration coincides chronologically with the decline of BMAC urban centers, suggesting cultural interactions and potential assimilation (Mallory, 1989; Fortson, 2010).

The Aryans paradigm is complex, encompassing ethnicity, language, and socio-cultural influence. While archaeological evidence does not confirm direct Aryan governance of BMAC cities, linguistic and material data indicate intensive interaction. Aryans contributed to the diffusion of religious concepts (e.g., Soma/Haoma rituals), domesticated animals, and technological vocabulary across

Central and South Asia. These findings support a model of cultural exchange rather than direct conquest or settlement.

Furthermore, interdisciplinary analysis demonstrates the importance of combining linguistic reconstruction with archaeological context. The Aryans paradigm cannot be fully understood through a single discipline, as both language and material culture provide complementary insights into ancient population movements and cultural integration.

This thesis concludes that the Aryans were mobile Indo-Iranian groups whose migrations in the second and third millennia BCE intersected with established civilizations such as BMAC. Although they were not the primary builders of BMAC cities, Aryans actively participated in cultural and linguistic exchanges, leaving a significant imprint on local populations. The integration of archaeological and linguistic evidence clarifies the Aryans' role in shaping early Central and South Asian civilizations. Future studies, including ancient DNA analysis from BMAC sites, may further elucidate the genetic and cultural dimensions of Aryan interactions.

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DIAGNOSTIC CRITERIA OF MULTIPLE SCLEROSIS: CURRENT APPROACHES AND CLINICAL SIGNIFICANCE

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Abstract

Multiple sclerosis (MS) is a chronic immune-mediated demyelinating disease of the central nervous system characterized by inflammation, demyelination, and neurodegeneration. Due to the heterogeneity of clinical manifestations and the absence of a single pathognomonic test, early and accurate diagnosis remains a major clinical challenge. The introduction of the McDonald diagnostic criteria has significantly improved diagnostic accuracy by integrating clinical, radiological, and laboratory findings. This thesis reviews the current diagnostic criteria for multiple sclerosis, emphasizing the role of magnetic resonance imaging (MRI), cerebrospinal fluid (CSF) analysis, and evidence of dissemination in space and time.

Keywords: Multiple sclerosis, diagnostic criteria, McDonald criteria, MRI, cerebrospinal fluid, oligoclonal bands.

INTRODUCTION

Multiple sclerosis is one of the most common non-traumatic causes of neurological disability in young adults, typically affecting individuals between 20 and 40 years of age. The disease course is highly variable, ranging from benign forms to rapidly progressive disability. Early diagnosis is crucial, as disease-modifying therapies can reduce relapse rates, delay disability progression, and improve long-term outcomes. Therefore, standardized and evidence-based diagnostic criteria are essential for clinical practice and research.

Pathophysiological Basis of Diagnosis

The diagnostic framework of MS is based on demonstrating inflammatory demyelinating lesions within the central nervous system that are disseminated in both **space** and **time**, while excluding alternative diagnoses.

Table 1. Pathophysiological Features Relevant to MS Diagnosis

Feature	Description	Diagnostic relevance
Demyelination	Immune-mediated damage to myelin	Causes characteristic MRI lesions
Axonal injury	Neurodegeneration accompanying demyelination	Explains irreversible disability
Inflammation	T-cell and B-cell mediated immune response	Reflected by CSF abnormalities
Gliosis	Chronic scarring of CNS tissue	Seen in long-standing lesions

Clinical Diagnostic Criteria

Clinically, MS is suspected in patients presenting with neurological deficits consistent with CNS demyelination, lasting at least 24 hours, in the absence of fever or infection. Common initial presentations include optic neuritis, sensory disturbances, motor weakness, and brainstem syndromes.

Table 2. Common Clinical Manifestations Suggestive of MS

System involved	Typical symptoms
Optic nerve	Visual loss, pain on eye movement
Spinal cord	Limb weakness, sensory level, bladder dysfunction
Brainstem	Diplopia, vertigo, dysarthria
Cerebellum	Ataxia, tremor, coordination impairment

McDonald Diagnostic Criteria

The McDonald criteria (latest revisions: 2017, with emerging updates in 2023) integrate clinical attacks, objective neurological findings, MRI features, and CSF analysis.

Dissemination in Space (DIS)

DIS is demonstrated by MRI evidence of lesions in at least two of the following CNS regions:

- Periventricular
- Cortical or juxtacortical
- Infratentorial
- Spinal cord

Table 3. MRI Criteria for Dissemination in Space

CNS region	Typical MRI characteristics
Periventricular	Ovoid lesions perpendicular to ventricles (“Dawson’s fingers”)
Cortical / Juxtacortical	Lesions abutting the cortex
Infratentorial	Brainstem or cerebellar plaques
Spinal cord	Short-segment, peripheral lesions

Dissemination in Time (DIT)

DIT reflects disease activity over time and can be demonstrated by:

- Simultaneous presence of gadolinium-enhancing and non-enhancing lesions on MRI
- New lesions on follow-up MRI
- Presence of CSF-specific oligoclonal IgG bands

Table 4. Methods to Demonstrate Dissemination in Time

Method	Diagnostic significance
Contrast-enhanced MRI	Differentiates active vs. chronic lesions
Follow-up MRI	Shows new lesion formation
CSF oligoclonal bands	Indicates chronic immune activation

Cerebrospinal Fluid Analysis

CSF examination plays a supportive but critical role in MS diagnosis. The most characteristic finding is the presence of CSF-restricted oligoclonal IgG bands, detected by isoelectric focusing.

Table 5. CSF Findings in Multiple Sclerosis

Parameter	Typical finding
Oligoclonal bands	Positive in ~85–95% of MS patients

Parameter	Typical finding
IgG index	Elevated
Cell count	Normal or mild lymphocytosis
Protein	Normal or mildly increased

Differential Diagnosis

Several conditions may mimic MS and must be carefully excluded.

Table 6. Differential Diagnosis of Multiple Sclerosis

Condition	Key distinguishing features
Neuromyelitis optica (NMO)	AQP4-IgG positivity, longitudinal spinal lesions
Acute disseminated encephalomyelitis (ADEM)	Monophasic, post-infectious
CNS vasculitis	Systemic inflammation, angiographic changes
Vitamin B12 deficiency	Metabolic abnormalities, symmetrical lesions

Conclusion

The diagnosis of multiple sclerosis requires a comprehensive and systematic approach that integrates clinical evaluation with advanced neuroimaging and laboratory investigations. The McDonald criteria provide a reliable framework for early and accurate diagnosis by emphasizing dissemination in space and time. MRI and CSF analysis remain cornerstone tools in modern MS diagnostics, allowing clinicians to initiate disease-modifying therapy at an early stage and improve long-term patient outcomes.

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MA'NAVIY TARAQQIYOTNI TA'MINLASH VA SOHANI YANGI BOSQICHGA OLIB CHIQISH.

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Annotatsiya: Ushbu maqolada ma'naviyat, ma'naviy immunitet va uning tasnifi, yoshlarda ma'naviyatni yuksaltirish va uni mustahkamlash uchun, turli yod g'oyalarga aldanmaslik uchun kerakli tavsiyalar, Taraqqiyot strategiyasi va uning 7-yo'nalishi haqida keltirilgan.

Kalit so'zlar: Ma'naviyat, ma'naviy immunitet, Taraqqiyot strategiyasi.

Аннотация: В данной статье рассматриваются духовность, духовный иммунитет и его классификация, рекомендации по улучшению и укреплению духовности молодежи, избеганию обмана различными зарубежными идеями, а также Стратегия развития и ее 7-е направление.

Ключевые слова: Духовность, духовный иммунитет, Стратегия развития.

Ma'naviyat-shaxsning ichki va tashqi dunyosining birligini ifodolovchi tushuncha. Ma'naviyat insonning aqliy, ruhiy dunyosining go'zalligini ifodalaydi.

Ma'naviy immunitet-bu har bir shxdsda shakllanishi lozim bo'lgan tushuncha hisoblanadi. Ma'naviy immunitet insonni turli yod, buzg'unchi g'oyalardan himoyalovchi vosita hisoblanadi. Ma'naviy immunitetga inson bir yoki bir necha kunda erishib qolmaydi. Balki yillar davomida oilada, ta'lim muassasalarida o'rganilgan bilimlar, o'qilgan kitoblar, boy tarixni o'rganish orqali shakllanadi. Ma'naviy taraqqiyot — jamiyatning ma'rifiy, axloqiy, madaniy va intellektual salohiyati yuksalishi bo'lib, mamlakatning barqaror rivojlanishi va kelajak avlodning yetuk bo'lib voyaga yetishida hal qiluvchi o'rin tutadi. Bugungi globallashuv davrida ma'naviy-ma'rifiy sohani mustahkamlash, yoshlarni milliy va umuminsoniy qadriyatlarga sodiq ruhda tarbiyalash dolzarb vazifalardan biri hisoblanadi. Ma'nav taraqqiyot esa xalqni yanada yuksaltiruvchi, xalqni turli yod g'oyalardan himoyalovchi, mamlakatda barcha sohalarni rivojlantiruvchi tizim hisoblanadi. Xalqda ma'naviy taraqqiyot bo'lsa xalq ham Ruhan ham aqlan sog'lom farzandlarni yetishtiradi. Bugungi kunda Muhtaram Prezidentimiz Sh.Mirziyoyev olib borayotgan islohotlar nafaqat mamlakatimiz rivoji balki xalqni yanda ma'naviyatli qilish uchun, xalqni ilmga bo'lgan qiziqishlarini kuchaytirish, yoshlarni to'g'ri tarbiyalashga oid hisoblanadi. Mamlakat taraqqiyotida yoshlar asosan yetakchi o'rin hisoblangani uchun, kelajak yoshlar qo'lida. Aynan Prezidentimiz Sh.Mirziyoyev qabul qilgan "2022-2026-yillarga mo'ljallangan Taraqqiyot strategiyasi" ning 7 yo'nalishidan 5-yo'nalishi ham "Ma'naviy taraqqiyotni ta'minlash, ushbu sohani tubdan isloh qilish va yangi bosqichga olib chiqish" yo'nalishida Targ'ibot-tashviqot ishlarini tashkil etishning ta'sirchan, kreativ va innovatsion uslublarini ishlab chiqish hamda ularni o'z vaqtida amalga oshirish choralari ko'rish vazifasi belgilangan (71-maqсад).

Ma'naviy taraqqiyotni ta'minlash uchun ko'plab ishlar olib borilmoqda. Taraqqiyot strategiyasining 71-78-maqsadlari bu sohalarga qaratilgan. Yoshlarni oliy ta'limda o'qish ko'rsatkichini oshirish, ularni xalqqa manfaati tegadigan yetuk kadr qilib tayyorlash, xalqni o'z huquqlarini

o'rganishi, mamlakatda, jamiyatda adolatli qarorlar qabul qilish, korrupsiyani bartaraf etish, zamonaviy axborot texnologiyalaridan foydalanish madaniyatini oshirish, xalqimizning boy tarixini o'rganish, uni butun dunyoga tanitish ishlari olib borilmoqda. Bundan tashqari san'at sohasini keng yoyish, yoshlarni ma'naviyatli kamol topishi uchun kino sohasini yanada rivojlantirish, dunyo miqyosiga chiqadigan jurnalistlarni ko'paytirish, shu bilan birga mahalla institutlarini rolini oshirish, mahallalarga qo'shimcha mablag'lar ajratish, yoshlarni bo'sh vaqtini manfaatli ta'minlash, kitobga qiziqishini oshirish tadbirlari ham olib borilmoqda.

Bugungi yoshlarni malakali, har tomonlama yetuk kadr bo'lib yetishishida ularga tavsiyalar berish, uchrashuvlar o'tkazib to'g'ri yo'nalish berish muhim hisoblanadi.

Xulosa o'rinda Marhum birinchi Prezidentimiz I.A. Karimovning "bir xalqni yo'q qilish uchun harbiy kuchlar katta xavf emas, balki u davlatning yoshlarini ma'naviyatini zaharlash, ma'naviyatini yo'q qilishning o'zi yetarli" deydi. Demakki yoshlarimizni ma'naviyatini yanada yuksaltirish ularni yodg'oyalarga aldanib qolmasligi uchun bir qator tavsiyalar berishimiz mumkin:

1. Yoshlar o'rtasida oila, mahalla, maktab, kollej, institut borasida kitobxonlik kechalari va kutubxonalar tashkil qilish lozim.
2. Yoshlarda bo'sh vaqtlarini qoldirmaslik, turli to'garaklar atshkil etish.
3. Mahallalarda hunarmandchilik, turli kasblarni o'rgatadigan va sertifikat bilan taqdirlaydigan markazlarni ko'paytirish.
4. Psixologlar doimiy o'quvchilar bilan ishlashi lozim.

Chunki yoshlar kelajagimiz poydevori hisoblanadi.

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MAKTABGACHA YOSHDAGI KOXLEAR IMPLANTLI BOLALARNI NUTQIY REABILITATSIYASI

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Annotatsiya: Mazkur maqolada eshitishida nuqsoni boʻlgan bolalar uchun koxlear implantatsiyaning ahamiyati hamda maktabgacha yoshdagi koxlear implantli bolalarning nutqiy rehabilitatsiyasi masalalari yoritilgan. Koxlear implantning tuzilishi, ishlash mexanizmi va implantatsiyaga koʻrsatmalar ilmiy asosda bayon etilgan. Shuningdek, implantatsiyadan keyingi abilitatsiya jarayoni, logopedik va korreksion-pedagogik ishlarning mazmuni hamda bosqichlari tahlil qilingan. Maqolada maktabgacha yosh davrining nutq rivojida ahamiyati, eshitish asosida nutqni idrok etish, tovushlarni farqlash, talaffuzni shakllantirish, lugʻat boyligini oshirish va grammatik nutqni rivojlantirish yoʻllari yoritilgan. Oila va mutaxassislar hamkorligining nutqiy rehabilitatsiyadagi oʻrni alohida taʼkidlangan. Tadqiqot natijalari koxlear implantli bolalarni jamiyatga moslashtirishda tizimli va individual yondashuv muhimligini koʻrsatadi.

Kalit soʻzlar: koxlear implant, eshitishida nuqson, nutqiy rehabilitatsiya, maktabgacha yosh, kar va zaif eshituvchi bolalar, surdopedagogika, logopedik ishlar, abilitatsiya, nutq rivoji.

Аннотация: В статье рассматривается значение кохлеарной имплантации для детей с нарушениями слуха, а также особенности речевой реабилитации кохлеарно имплантированных детей дошкольного возраста. Описаны устройство и механизм работы кохлеарного импланта, а также основные показания к его применению. Проанализированы этапы послеоперационной абилитации, содержание логопедической и коррекционно-педагогической работы. Особое внимание уделено развитию слухового восприятия речи, формированию произношения, расширению словарного запаса и развитию грамматической стороны речи у детей дошкольного возраста. Подчёркивается значимость сотрудничества специалистов и семьи в процессе речевой реабилитации. Сделан вывод о необходимости системного и индивидуального подхода к развитию речи кохлеарно имплантированных детей и их успешной социальной адаптации.

Ключевые слова: кохлеарный имплант, нарушение слуха, речевая реабилитация, дошкольный возраст, глухие и слабослышащие дети, сурдопедагогика, логопедическая работа, абилитация, развитие речи.

Abstract: This article examines the importance of cochlear implantation for children with hearing impairments and focuses on speech rehabilitation of preschool children with cochlear implants. The structure and functioning of the cochlear implant, as well as the main indications for implantation, are described. The stages of post-implantation habilitation, speech therapy, and corrective pedagogical work are analyzed. Special attention is given to the development of auditory speech perception, sound discrimination, pronunciation skills, vocabulary enrichment, and grammatical language development in preschool-aged children. The role of cooperation between specialists and families in the speech rehabilitation process is emphasized. The findings highlight the necessity of a

systematic and individualized approach to support speech development and social integration of children with cochlear implants.

Keywords: cochlear implant, hearing impairment, speech rehabilitation, preschool age, deaf and hard of hearing children, surdopedagogy, speech therapy, habilitation, speech development.

Koxlear implant — eshitishda nuqsoni bo'lgan (kar va zaif eshituvchi) shaxslarga atrof-muhit tovushlari va nutqni eshitish imkoniyatini beruvchi zamonaviy elektron qurilma hisoblanadi. Ushbu qurilma ichki va tashqi qismlardan iborat bo'lib, ichki qismi jarrohlik yo'li bilan bemorning ichki qulog'iga implantatsiya qilinadi, tashqi qismi esa nutq protsessoriga ega bo'lib, quloq yoki bosh qismiga joylashtiriladi. Tashqi qurilma tovush va nutq signallarini qabul qilib, ularni elektr impulsiga aylantiradi hamda bosh terisi orqali ichki qismga uzatadi. Natijada eshitish nervlari qo'zg'atiladi va tovushlar markaziy nerv tizimi tomonidan idrok etila boshlaydi.

Koxlear implantatsiyani qo'llashga asosiy ko'rsatma sensonevral karlikning og'ir va chuqur darajalari hisoblanadi. Implantatsiya uchun tanlov mezonlaridan biri — oddiy eshitish apparatlaridan foydalanish samaradorligidir. Agar eshitish apparati yordamida shaxs so'zlarning 30–40 foizini anglay olsa, koxlear implantatsiya tavsiya etilishi ijobiy natijalarga olib kelishi mumkin. Agar eshitish apparati bilan nutqni idrok etish darajasi juda past bo'lsa, biroq qarshi ko'rsatmalar mavjud bo'lmasa, implantatsiya qilish maqsadga muvofiq hisoblanadi. Koxlear implantatsiya operatsiyasidan so'ng ayrim asoratlarning yuzaga kelishi mumkin bo'lib, bu holatlar haqida pedagoglar va ota-onalar xabardor bo'lishlari zarur. Ular orasida jarohatning asoratlanishi, yuz nervining shikastlanishi, quloq orqasi sohasida sezuvchanlikning pasayishi, muvozanat va ta'm bilishning buzilishi, shuningdek quloqda shovqinning kuchayishi kabi holatlar uchrashi mumkin. Koxlear implantatsiyadan keyingi jarayonda **abilitatsiya** muhim o'rin tutadi. Abilitatsiya — bu nogironligi bo'lgan shaxslarning tug'ma yoki erta yo'qotilgan funksiyalarini imkon qadar yuqori darajada rivojlantirishga qaratilgan tibbiy, ruhiy, pedagogik, ijtimoiy va kasbiy chora-tadbirlar tizimidir. O'zbekiston Respublikasida abilitatsiya nogironligi bo'lgan shaxslarni faol ijtimoiy va mehnat hayotiga jalb etishga qaratilgan davlat siyosatining muhim yo'nalishlaridan biri sifatida qoraladi.

Koxlear implantatsiyadan so'ng olib boriladigan **logopedik va korreksion ishlar** alohida ahamiyatga ega. Operatsiyadan taxminan 3–4 hafta o'tgach, nutq protsessori implantga ulanadi va uning dastlabki sozlanishi amalga oshiriladi. Audiolog tomonidan amalga oshiriladigan ushbu sozlash jarayoni eshitish sezgilarini shakllantirishda muhim ahamiyat kasb etadi. Shu vaqtdan boshlab bola tovushlarni eshita boshlaydi, biroq ularni to'g'ri idrok etish va tushunish uchun uzoq muddatli pedagogik mashg'ulotlar talab etiladi. Yosh bolalarda nutq protsessorini dastlabki sozlash jarayoni murakkab kechadi, chunki ular o'z sezgilarini baholay olmaydilar. Shu sababli tovushga shartli motor reaksiyalarni shakllantirishga qaratilgan maxsus pedagogik mashg'ulotlar olib boriladi. Operatsiyadan oldingi va keyingi davrda olib boriladigan mashg'ulotlarning asosiy maqsadi — bolani tovushga nisbatan shartli reflektor javob berishga o'rgatish, tinglash qobiliyatini rivojlantirish va tizimli faoliyatga moslashtirishdan iborat. Dastlab bola faqat baland tovushlarni eshinishi mumkin, biroq vaqt o'tishi bilan asta-sekin tinch, past va yuqori chastotali tovushlarni farqlashni o'rganadi. Ushbu jarayonda o'qituvchi va surdopedagogning kuzatuvi muhim bo'lib, bolaning turli chastotali tovushlar va fonemalarni idrok etish darajasi baholanadi.

Hozirgi kunda dunyoning ko'plab mamlakatlarida koxlear implantatsiya eshitishni tiklashning eng samarali vositalaridan biri sifatida keng qo'llanilmoqda. Oddiy eshitish apparatlari barcha holatlarda yetarli samara bermasligi mumkin. Ayniqsa, sensonevral karlikning og'ir shakllarida koxlear implantatsiya eshitish va nutqni rivojlantirish uchun muhim imkoniyat yaratadi. Kar va zaif eshituvchi bolalar ta'lim-tarbiyasiga oid ilmiy manbalar tahlili shuni ko'rsatadiki, to'g'ri tashxis qo'yish va eshitish qoldig'idan samarali foydalanish nutqni rivojlantirishda muhim ahamiyatga ega. Ushbu jarayonda bolaning fiziologik va psixologik xususiyatlarini hisobga olgan holda, eshitish sezgilariga ta'sir etuvchi vositalarni to'g'ri tanlash zarur. Kar va zaif eshituvchi bolalarda so'zlashuv nutqini rivojlantirishda og'zaki nutq, yozma nutq, daktil va imo-ishora nutqidan o'rinli va uyg'un foydalanish talab etiladi. Dastlabki bosqichdan boshlab eshitish va nutq ustida parallel ishlash lozim. Korreksion-pedagogik va rivojlantiruvchi ishlar samaradorligini oshirishda koxlear implantatsiya muhim vosita sifatida e'tirof etiladi. Koxlear implantatsiyaning asosiy maqsadlari quyidagilardan iborat: shovqin sharoitida nutqning tushunarligini oshirish, tovush manbaini fazoda aniqlash qobiliyatini yaxshilash, reverberatsiya sharoitida nutqni idrok etishni rivojlantirish, turli tovushlarni farqlash, gapirish ko'nikmalarini shakllantirish va lug'at boyligini oshirishdir.

Maktabgacha yosh davri bolaning nutqiy rivojlanishida eng muhim bosqichlardan biri hisoblanadi. Aynan shu davrda nutqning fonetik, leksik va grammatik tuzilmalari shakllanadi, muloqot ehtiyoji kuchayadi va til orqali ijtimoiylashuv jarayoni faol kechadi. Eshitishda chuqur nuqsoni bo'lgan bolalarda esa bu jarayon tabiiy ravishda buziladi. Koxlear implantatsiya ushbu bolalar uchun nutqni eshitish orqali o'zlashtirish imkoniyatini yaratadi, biroq nutqning shakllanishi o'z-o'zidan kechmaydi, balki maxsus tashkil etilgan nutqiy rehabilitatsiyaning talab qiladi. Koxlear implantatsiyadan so'ng maktabgacha yoshdagi bolalarda nutqiy rehabilitatsiyaning asosiy maqsadi — eshitish asosida nutqni idrok etish, tushunish va faol nutqni shakllantirishdan iborat. Dastlabki bosqichda bolaning tovushlarga bo'lgan e'tiborini oshirish, atrof-muhit tovushlarini eshitish va farqlash ko'nikmalari rivojlantiriladi. Bu jarayonda baland va past tovushlarni, turli manbalardan kelayotgan tovushlarni ajratish mashqlari muhim ahamiyat kasb etadi. Nutqiy rehabilitatsiyaning keyingi bosqichida nutq tovushlarini idrok etish va farqlash ustida ish olib boriladi. Bolaga unli va undosh tovushlarni eshitish orqali tanish, ularni taqlid qilish va to'g'ri talaffuz etishga o'rgatish asosiy vazifa hisoblanadi. Ushbu jarayonda surdopedagog va logoped tomonidan maxsus mashqlar, o'yinlar va ko'rgazmali vositalardan foydalaniladi. Nutq tovushlarini to'g'ri shakllantirish uchun artikulyatsion mashqlar, nafas mashqlari va ovoz chiqarishga qaratilgan mashg'ulotlar tizimli tarzda olib boriladi. Maktabgacha yoshdagi koxlear implantli bolalarda lug'at boyligini shakllantirish nutqiy rehabilitatsiyaning muhim yo'nalishlaridan biridir. Dastlab bolaga kundalik hayotda tez-tez uchraydigan so'zlar o'rgatiladi. So'zlarni o'zlashtirish jarayoni predmetlar, harakatlar va holatlar bilan bog'langan holda olib boriladi. Bolaning eshitgan so'zini tushunishi va uni mustaqil qo'llay olishi nutq rivojining muhim ko'rsatkichi hisoblanadi. Nutqiy rehabilitatsiya jarayonida grammatik tuzilmani shakllantirish ham muhim o'rin tutadi. Bolalarda gap tuzish, so'zlarni to'g'ri bog'lash, oddiy jumalardan kengaytirilgan gaplarga o'tish bosqichma-bosqich amalga oshiriladi. Bu jarayonda kattalar tomonidan namunaviy nutq, savol-javoblar va dialogli mashg'ulotlar muhim ahamiyat kasb etadi. Maktabgacha yoshdagi bolalarda nutqiy rehabilitatsiyaning samaradorligi ko'p jihatdan oila ishtirokiga bog'liq. Ota-onalar bolaning kundalik hayotida doimiy nutqiy muhit yaratishi, bola bilan

ko‘proq muloqotda bo‘lishi va mutaxassislar tavsiyalariga amal qilishi zarur. Oila va mutaxassislar hamkorligi bolaning nutqiy rivojlanishini tezlashtiradi.

Xulosa qilib aytganda, maktabgacha yoshdagi koxlear implantli bolalarning nutqiy rehabilitatsiyasi uzluksiz, tizimli va individual yondashuv asosida olib boriladigan murakkab jarayondir. Eshitish imkoniyatining yaratilishi nutqning shakllanishi uchun shart bo‘lsa-da, nutqni rivojlantirish faqat maxsus pedagogik va logopedik ishlar orqali ta‘minlanadi. To‘g‘ri tashkil etilgan nutqiy rehabilitatsiya koxlear implantli bolalarning muloqot qobiliyatini rivojlantirish va ularni jamiyatga muvaffaqiyatli moslashtirishga xizmat qiladi.

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MAQSUD SHAYXZODA ASARLARI HAQIDA.

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Anotatsiya:

Mashhur shoir umrini juda mazmunli o'tkazgan bo'lib juda ko'p yozuvchi, shoir va ijodkorlar bilan birga ijod qilgan. U umri davomida bu ijodkorlardan ham ko'p narsalarni o'rgangan va ular haqida ko'plab asarlarida ma'lumotlar berib o'tgan.

Kalit so'zlar :

Hayot yo'li asarlari, Shirin va Shakar, Jaloliddin Mnguberdi. Mirzo Ulug'bek, Alpomish.

Аннотация:

Знаменитый поэт провел свою жизнь очень осмысленно и творил вместе со многими писателями, поэтами и творцами. За свою жизнь он многому научился у этих художников и дал информацию о них во многих своих работах.

Ключевые слова:

Жизненный путь, работает, Ширин и Шакар, Джалалуддина Мнгуберди, Мирзо Улугбек, Алпомиш.

KIRISH. Atoqli shoir va mutafakkir Maqsud Shayxzoda 1929-yil Toshkentga ko'chib keladi. Shundan boshlab umrining oxirigacha O'zbekiston unga ikkinchi vatan bo'lib qoldi. Toshkentda shoir bir qator gazeta va jurnallarda ish boshlaydi, oliy o'quv yurtlarida dars beradi, shu qatori Nizomiy nomidagi TDPU da ilmiy faoliyat olib bordi. Uning ko'pdan ko'p tadqiqotlari o'zbek adabiytshunosligi rivojiga muhim hissa bo'lib qo'shildi.

MUHOKAMA VA NATIJALAR. Maqsud Shayxzodaning o'zbek adabiyotiga, madaniyati ravnaqiga qo'shgan hissasi mustaqil O'zbekiston va uning hukumati tomonidan munosib e'zozlandi. Qator maktab va ko'chalar uning nomi bilan nomlangan. Maqsud Shayxzoda bundan tashqari 2001-yilda «Buyuk xizmatlari uchun» ordeni bilan taqdirlandi. Shoir hech qachon, kitobiy, sun'iy muammolarni izlamadi. U, eng avvalo, o'zini hayajonga solgan, o'zidagi fuqarolik va poetik hujayralari ko'zini ochgan masalalarga murojaat etadi. O'zining yangi umrini boshlaydi. Uning she'rlarida, ayniqsa, chiroyli badiiy obrazlar mo'ldir. Shoirga ba'zan dengizdagi nuqtadek qayiq «suv ustidagi xol» bo'lib tuyulsa, ba'zan chag'alaylar quyrig'i «Ufqqa berilgan savol» bo'lib jaranglaydi. Shayxzoda she'rlari «Chorak asr davomida», «Dunyo boqiy», «Xiyobon» singari o'nlab to'plamlarda bosilib chiqdi. Bu she'rlar yuksak insoniy orzular bilan yashayotgan zamondosh xayollari, muhabbati, dardlari, umidlari bilan kuylandi. To'g'ri, qirq yil davom etgan ijodida Shayxzoda Lenin, Kreml, sho'rolar, irqa va firqaviylarni ham kuyladi. Lekin bu zamon va tuzumning shoir taqdiri va ijodidagi muhridir. Biroq Shayxzoda she'riyatining qimmatini bu yo'nalishdagi asarlar bilan emas, inson qalbinin nozik va betakror holatlarini nafis va ko'tarinki, umidvor aks ettirib, o'quvchida ana shunday go'zal onlarning yanada boyishida xizmat qiluvchi asarlari bilan belgilanadi. Shayxzoda

shoirning asosiy vazifasini «inson ruhini tarbiyalash, odamda yaxshilik unsurlarini ko'paytirish, xalqqa go'zallik va nafosat tuyg'usini yanada baland darajada ko'tarishda» deb bilgan edi.

Maqsud Shayxzoda Sharq mifologiyasi va shu jumladan, o'zbek folkloriga badiiy xazina bo'lgan xalq mifologiyasini alohida tekshirish juda katta bir vaqt va ilmiy tayyorgarlikni talab qilishini o'z vaqtidayoq to'g'ri ta'kidlagan edi. Qizig'i shundaki, ko'p yillar dev obrazi bizning folklorshunosligimizda sharhlanmay kelindi. Dev obrazining vazifasini ko'pchilik hozirgacha manfiy, yomonlik ramzi sifatida anglaydilar. Maqsud Shayxzoda bu obrazni har bir asardagi voqealar yo'nalishiga qarab baholash zarurligini, devlar ko'p holatlarda insonning yovuz dushmani emas, aksincha yechilishi mushkul tilsimlar sirini ochib, odamzodga qudratli ko'makdosh sifatida talqin etilganligi haqida ilk marta dadil fikr aytdi, o'z fikrini eposlaridan olingan xarakterli dalillar bilan isbot qildi. Bundan tashqari, u "Shirin bilan Shakar" dostonining bir xususiyatini alohida uqtirib o'tadi: "... qo'limizdagi bu doston ma'lum bir afsonaviy asardir. Haqiqatan ham bu dostonida tarixchi-etnograf uchun o'rganishga sazovor birmuncha ma'rifiy va etnografik ma'lumotlar topish mumkin. Bu dostonni o'qish bilan o'quvchi ham eski urushlarning texnikasini, urush oldidan o'zbeklarda polvonlarning chiqib bahslashuvlarini, urushda yengilgan lashkarlarning bizning zamonamizda bo'lganiday, qilichlarni taslim qilmasdan, balki o'z bo'yinlariga olganlarini, ko'pkari-uloq chopishning kelib chiqqanligi haqidagi materiallarni, burungi feodallardagi jazolash usullarini jallodlar gunohkorlar qo'lini oldiga bog'lagandan keyingi o'zining mutlaqo o'lajagini bilar va yana birmuncha an'analarni, qiziq ilmiy ham ruhiy xususiyatlarini tekshirib borishi mumkindir. Zotan, yaxshi, go'zal, badiiy bir doston boshqacha turli bo'lolmaydi. U qancha xayoliy, afsonaviy bo'lmasin, mutlaqo ma'lum tarixiy bir davrning real chiziqlarini o'ziga singdirib olishi tabiiydir"

Umr shomiga yaqin Shayxzoda bir xatti-harakatlari, dunyoga qarashi, atrofdagilarga munosabati, xususan, ichki va tashqi istarasi bilan qator judoliklarni boshdan kechirdi. 1966-yilda yaqin do'sti, buyuk shoir G'afur G'ulom, munosabatlari yaqin bo'lgan ulkan davlat arbobi Usmon Yusupov vafot etdi. Bu yo'qotishlar shoir yuragida kuchli aks sado berdi: «G'afurga xat» va «Ayriliq» (Usmon Yusupov xotirasiga) nomli she'rlar yaratildi.

Xulosa: Maqsud Shayxzoda o'zining "Shirin bilan Shakar", "Alpomish" dostonlari xususidagi chuqur mulohazalari, "Baxshining ijod yo'li" kabi maqolalari bilan xalq og'zaki ijodiga o'z hissasini qo'sha olgandir.

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PEDAGOGIK KOMPETENTLIKNI SHAKLLANTIRISHDA ELEKTRON DARSLIKLAR TEKNOLOGIYASI

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Annotatsiya: Ushbu maqolada pedagogik kompetentlikni shakllantirish jarayonida elektron darsliklar texnologiyasining samaradorligi tahlil qilinadi. Elektron darsliklar interaktiv va multimediya imkoniyatlari orqali o'quv jarayonini yaxshilash, o'qituvchi va talabaning faol ishtirokini ta'minlashda muhim vosita hisoblanadi. Tadqiqotda elektron darsliklar pedagogik kompetentlikni rivojlantirishga ta'siri, ularning ta'lim jarayonidagi afzalliklari va foydalanish usullari o'rganilgan. Maqola natijalari pedagogik faoliyatda zamonaviy texnologiyalarni qo'llash samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: pedagogik kompetentlik; elektron darsliklar; interaktiv ta'lim; ta'lim texnologiyalari; o'qituvchi kompetensiyasi; multimediya vositalari

KIRISH

Zamonaviy ta'lim jarayonida pedagogik kompetentlikni shakllantirish o'quvchilarning bilim, ko'nikma va malakalarini mukammal rivojlantirish uchun muhim ahamiyatga ega. Bu jarayonda elektron darsliklar texnologiyasi o'zining interaktivligi, vizual va audio imkoniyatlari orqali o'quv jarayonini samarali tashkil etishda asosiy vositalardan biri sifatida e'tirof etiladi. Elektron darsliklar o'quvchilarning mustaqil faoliyatini rag'batlantiradi, ta'lim mazmunini individual xususiyatlarga moslashtirish imkonini beradi va pedagogik faoliyat samaradorligini oshiradi. Shu bilan birga, elektron darsliklar pedagogik kompetentlikni shakllantirishda nafaqat o'quv jarayonining sifatini yaxshilash, balki o'qituvchilarning innovatsion kompetensiyalarini rivojlantirishga ham yordam beradi. Shu bois, ushbu tadqiqotning maqsadi pedagogik kompetentlikni shakllantirish jarayonida elektron darsliklar texnologiyasining roli va samaradorligini o'rganishdan iborat.

Tadqiqot usullari:

Ushbu tadqiqot sifatli va miqdoriy usullarni birlashtirgan aralash (mixed-method) yondashuv asosida olib borildi. Tadqiqotning asosiy maqsadi pedagogik kompetentlikni shakllantirish jarayonida elektron darsliklar texnologiyasining samaradorligini aniqlashdir. Tadqiqot materiali sifatida maktab va oliy ta'lim muassasalarida elektron darsliklardan foydalanish bo'yicha o'tkazilgan interaktiv darslar va metodik qo'llanmalar tahlil qilindi. Tadqiqotda quyidagi usullar qo'llandi: Kuzatish – elektron darsliklardan foydalanish jarayoni va o'quvchilarning faoliyati monitoring qilindi. So'rovnoma va testlar – pedagogik kompetentlik darajasini aniqlash uchun o'qituvchilar va talabalar orasida so'rovnomalar o'tkazildi. Matnli va vizual tahlil – elektron darsliklarning mazmuni, dizayni, interaktiv elementlari va pedagogik imkoniyatlari baholandi. Olingan ma'lumotlar statistik va sifatli tahlil usullari orqali qayta ishlanib, elektron darsliklarning pedagogik kompetentlikni shakllantirishdagi samaradorligi aniqlandi.

Natijalar

Tadqiqot natijalari shuni ko'rsatdiki, elektron darsliklar pedagogik kompetentlikni shakllantirishda bir nechta murakkab va o'zaro bog'liq omillar orqali samarali ta'sir ko'rsatadi. Tahlil qilingan elektron darsliklar turli interaktiv elementlarni (testlar, simulatsiyalar, video materiallar, animatsiyalar) o'z ichiga olgan. Bu elementlar o'quvchilarning faolligini oshirish bilan birga, o'qituvchilarga pedagogik vazifalarni individuallashtirish imkonini berdi. Masalan, talabalar elektron testlar orqali o'z bilimlarini sinab ko'rishlari va darhol fikr-mulohaza olishlari mumkin. Shu tariqa, elektron darsliklar nafaqat ma'lumot beruvchi vosita, balki mustaqil o'rganish va refleksiya jarayonini rag'batlantiruvchi strategiya sifatida ishlaydi. So'rovnoma va testlar natijalari shuni ko'rsatdiki, elektron darsliklardan muntazam foydalangan o'qituvchilar pedagogik kompetentlikning bir nechta komponentlarida sezilarli o'sishga erishgan: Ta'lim jarayonini rejalashtirish va boshqarish qobiliyati – 18% o'sish; Innovatsion metod va texnologiyalarni qo'llash ko'nikmasi – 22% o'sish; Talaba markazli pedagogik yondashuv – 16% o'sish. Bu ko'rsatkichlar elektron darsliklarning nafaqat o'quvchilar, balki o'qituvchilarning professional malakasini ham rivojlantirishda muhimligini tasdiqlaydi. Elektron darsliklar o'quvchilarning motivatsiyasini oshirish bilan birga, yuqori kognitiv jarayonlarni rag'batlantiradi. Masalan, o'quvchilar animatsiya va simulyatsiyalar orqali murakkab tushunchalarni vizual tarzda qabul qiladilar, bu esa tushunish va xotirada saqlash darajasini sezilarli oshiradi. Shu bilan birga, interaktiv topshiriqlar va darajalashtirilgan testlar o'quvchilarda o'z-o'zini baholash, analitik fikrlash va tanqidiy qaror qabul qilish ko'nikmalarini rivojlantiradi. Tahlil natijalari shuni ko'rsatdiki, elektron darsliklardan samarali foydalanish uchun ularni ta'lim jarayoniga integratsiyalash, o'qituvchi metodik qo'llanmalarini ishlab chiqish va o'quvchilarga interaktiv vazifalarni bosqichma-bosqich taqdim etish muhimdir. Shu bilan birga, elektron darsliklar mazmuni muntazam yangilanib turishi va zamonaviy pedagogik talablar bilan uyg'unlashgan bo'lishi lozim. Tadqiqot shuni ko'rsatdiki, elektron darsliklar pedagogik kompetentlikni shakllantirishda nafaqat texnologik vosita, balki strategik pedagogik instrument sifatida ishlaydi. Ular o'qituvchilar va o'quvchilarning interaktiv va kognitiv faoliyatini uyg'unlashtiradi, innovatsion metodlarni tatbiq etish imkonini yaratadi va ta'lim jarayonining sifatini sezilarli darajada oshiradi. Elektron darslar va raqamli ta'lim texnologiyalaridan foydalanish pedagogik kompetentlikni shakllantirishning muhim omillaridan biri sifatida namoyon bo'lmoqda. Xususan, V. P. Bepalko ta'kidlaganidek, zamonaviy ta'lim texnologiyalari o'qituvchining kasbiy faoliyatini takomillashtirish, metodik yondashuvlarini boyitish hamda ta'lim jarayonining samaradorligini oshirishga xizmat qiladi. Tadqiqot natijalari ham elektron darslar o'qituvchining axborot-kommunikativ, metodik va refleksiv kompetensiyalarini rivojlantirishga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Xulosa

Tadqiqot natijalari shuni ko'rsatdiki, elektron darsliklar pedagogik kompetentlikni shakllantirish jarayonida murakkab va ko'p qirrali ta'sir ko'rsatadi. Ularning interaktiv va multimediya imkoniyatlari o'quv jarayonini faollashtirish, talabaning mustaqil faoliyatini rag'batlantirish va pedagogik faoliyatni individual xususiyatlarga moslashtirishga yordam beradi. Tahlil shuni ko'rsatdiki, elektron darsliklardan foydalanish pedagogik kompetentlikning bir nechta komponentlarini sezilarli darajada rivojlantiradi, jumladan: ta'lim jarayonini rejalashtirish va boshqarish, innovatsion metodlarni qo'llash, va talaba markazli yondashuvni shakllantirish. Shu bilan

birga, elektron darsliklar o'quvchilarning kognitiv va motivatsion faoliyatini kuchaytiradi, murakkab tushunchalarni vizual va interaktiv usullar orqali tushunishga yordam beradi va tanqidiy fikrlash ko'nikmalarini rivojlantiradi. Tadqiqot shuningdek, elektron darsliklardan samarali foydalanish uchun ularni ta'lim jarayoniga integratsiyalash, metodik qo'llanmalar bilan ta'minlash, interaktiv topshiriqlarni bosqichma-bosqich taqdim etish va ularning mazmunini muntazam yangilab borish zarurligini ko'rsatdi. Umuman olganda, elektron darsliklar pedagogik kompetentlikni shakllantirishda nafaqat texnologik vosita, balki strategik pedagogik instrument sifatida samarali ishlaydi, ta'lim jarayonining sifatini oshiradi va o'qituvchilar hamda o'quvchilarning innovatsion va kognitiv faoliyatini uyg'unlashtiradi.

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СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ ЧЕРЕЗ КРЕДИТНО-МОДУЛЬНУЮ СИСТЕМУ

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Аннотация: Современное профессиональное образование требует развития у обучающихся не только профессиональных знаний и навыков, но и коммуникативной компетенции, которая является важным фактором успешной социальной и профессиональной адаптации. Внедрение кредитно-модульной системы предоставляет возможности для гибкой организации учебного процесса и индивидуализации образовательных траекторий, что способствует активному формированию коммуникативных навыков. В статье рассматриваются методические подходы к совершенствованию формирования коммуникативной компетенции через кредитно-модульное обучение, включая использование интерактивных технологий, групповых и проектных форм работы, а также методов рефлексии и самоконтроля. Подчёркнута значимость педагогического сопровождения и психологической поддержки обучающихся для эффективного развития их коммуникативных компетенций.

Ключевые слова: коммуникативная компетенция, кредитно-модульная система, профессиональное образование, методика обучения, интерактивные технологии, педагогическое сопровождение, развитие навыков общения

ВВЕДЕНИЕ

Современное профессиональное образование ориентировано не только на формирование профессиональных знаний и практических навыков, но и на развитие у обучающихся ключевых компетенций, среди которых особое значение имеет коммуникативная компетенция. Умение эффективно взаимодействовать с коллегами, преподавателями и клиентами, аргументированно выражать свои мысли и принимать участие в коллективной деятельности является важным компонентом успешной профессиональной и социальной адаптации. В последние годы внедрение кредитно-модульной системы в профессиональных образовательных организациях стало важным инструментом, позволяющим гибко организовать учебный процесс, учитывать индивидуальные особенности обучающихся и формировать образовательные траектории, ориентированные на развитие конкретных компетенций. Модульная организация обучения позволяет интегрировать в образовательный процесс интерактивные методы, проектные и групповые формы работы, что создаёт благоприятные условия для формирования коммуникативных навыков. Однако эффективное развитие коммуникативной компетенции требует не только структурной перестройки учебных программ, но и продуманной методической поддержки, включающей педагогическое сопровождение, мотивацию, организацию рефлексивной и самостоятельной работы студентов.

Материалы и методы

Для исследования методики формирования коммуникативной компетенции через кредитно-модульную систему использовались теоретические и эмпирические методы. Теоретическая база включала анализ отечественных и зарубежных публикаций по педагогике профессионального образования, психологии обучения, коммуникативной компетенции и методике модульного обучения. Также были изучены нормативно-правовые документы, регламентирующие внедрение кредитно-модульной системы в профессиональных образовательных организациях. Эмпирическая часть исследования проводилась на базе профессиональных образовательных учреждений с участием студентов различных специальностей. В качестве материалов использовались учебные программы, модульные комплексы дисциплин, планы занятий, а также результаты наблюдений за образовательным процессом. Методы исследования включали: Педагогическое наблюдение — оценка взаимодействия обучающихся в групповой и проектной работе, а также уровня их коммуникативной активности; Анкетирование и опрос — выявление уровня сформированности коммуникативной компетенции, мотивации к развитию навыков общения и восприятия интерактивных методов обучения; Анализ учебных результатов — оценка эффективности формирования коммуникативных навыков в рамках кредитно-модульной системы через тесты, презентации, проекты и групповые задания; Методы статистической обработки — систематизация и обобщение полученных данных для выявления закономерностей и эффективности применяемых методических подходов.

Результаты

Результаты исследования показали, что внедрение кредитно-модульной системы способствует более активному формированию коммуникативной компетенции у обучающихся. Педагогическое наблюдение выявило, что студенты, участвующие в модульных занятиях с интерактивными методами, чаще проявляют инициативу в обсуждениях, умеют аргументированно выражать свои мысли и эффективно взаимодействовать в группах. Анкетирование и опрос студентов показали повышение уровня уверенности в коммуникативных навыках: более 78% участников отметили улучшение способности участвовать в дискуссиях, презентовать результаты работы и работать в команде. Кроме того, студенты отмечали рост интереса к обучению, мотивации к самостоятельной работе и способности планировать своё учебное время в рамках модульной структуры. Анализ учебных результатов продемонстрировал, что применение проектной и групповой работы, интерактивных методов обучения и модульного деления дисциплин положительно влияет на качество выполнения практических заданий и презентаций, что является объективным показателем развития коммуникативной компетенции. При этом выявлены и определённые трудности: на начальном этапе внедрения кредитно-модульной системы часть студентов испытывала сложности с организацией самостоятельной работы и планированием времени, а также с активным включением в коллективные формы деятельности. Эти наблюдения подчеркивают необходимость дополнительного педагогического сопровождения и методической поддержки в процессе формирования коммуникативной компетенции.

Обсуждение

Анализ полученных данных показывает, что внедрение кредитно-модульной системы обучения оказывает положительное влияние на формирование коммуникативной

компетенции студентов. Наблюдения и опросы подтвердили, что модульная структура дисциплин способствует активизации учебной деятельности, повышению самостоятельности и ответственности обучающихся за результаты своей работы, что согласуется с выводами предыдущих исследований по компетентностному подходу в профессиональном образовании. Использование интерактивных методов, таких как дискуссии, ролевые игры, групповые и проектные задания, позволяет студентам эффективно развивать навыки устного и письменного общения, умение работать в команде и представлять результаты своей работы. При этом опросы показали, что повышение уровня мотивации и вовлеченности напрямую связано с возможностью студентов самостоятельно выбирать темп и порядок освоения модулей, что является одной из ключевых особенностей кредитно-модульного обучения. Выявленные трудности адаптации на начальном этапе внедрения системы, такие как необходимость организации самостоятельной работы и управление временем, подчеркивают значимость педагогического сопровождения.

Заключение

Проведённое исследование показало, что внедрение кредитно-модульной системы обучения является эффективным инструментом формирования коммуникативной компетенции у студентов профессиональных образовательных учреждений. Использование интерактивных методов, проектной и групповой работы, а также педагогического сопровождения способствует повышению учебной мотивации, развитию навыков общения, самостоятельности и ответственности обучающихся за результаты своей деятельности. Результаты исследования подтверждают, что комплексный подход, включающий модульную организацию дисциплин и психологическую поддержку студентов, обеспечивает успешное развитие коммуникативной компетенции, улучшает качество усвоения учебного материала и способствует профессиональной и социальной адаптации студентов.

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TALOQNING TUZILISHI VA UNING FIZIOLOGIK VA KLINIK AHAMIYATI

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Annotasiya:

Ushbu maqolada taloqning anotomik va mikroskopik tuzilishi, fiziologik funksiyalari, ontogeneza da tutgan o' rni, gematologik va immunologik jarayonlardagi ishtiroki, shuningdek, klinik ahamiyati yoritib berilgan. Taloqning patologik holatlari, diagnostik usullari va davolash yondashuvlari bayon etilgan. Maqola taloq faoliyatining inson salomatligidagi o' rnini kompleks yondashuv asosida ko' rsatdi.

Kalit so' zlar:

Taloq, splen, limfoid organ, immunitet, eritrotsit, fagotsitoz, splenektomiya, splenomegaliya.

KIRISH.

Taloq (lot. lien, yun. splen) — odam va ko' pchilik umurtqali hayvonlarda mavjud bo' lgan eng yirik limfoid a' zodir. Evolutsion jihatdan olganda, taloq ba' zi hayvon turlarida bo' lmasligi mumkin, biroq inson organizmida u immun va gematologik funksiyalarning ajralmas qismi hisoblanadi. Taloq — bu faoliyatni faqat favqulodda holatlarda to' liq namoyon etadi: infeksiyaga qarshi kurashda, yallig' lanishlarda, qon yo' qotish va gemolitik jarayonlarda. Ko' pincha odam taloqqa ega ekanini u kasallik tufayli kattalashmaguncha sezmaydi. Taloqning ilmiy jihatdan chuqur o' rganilishi XX asr oxiri va XXI asr boshlarida immunologiya, gistologiya, molekulyar biologiya yutuqlari bilan bog' liq holda amalga oshdi. U nafaqat limfoid organ, balki organizmdagi "filtr", "ombor", "makrofag fabrikasi" va "gematologik detoksifikator" sifatida qaraladi.

Taloqning anotomik joylashuvi va tashqi tuzilishi.

- Topografik anatomiyasi.

Taloq

qorin bo' shlig' ining chap yuqori kvadratida, diagrama ostida, 9—11-qovurg' alar oralig' ida joylashgan. Uning orqa yuzasi qovurg' alar bilan qoplangan, shuning uchun palpatsiya faqat splenomegaliya (kattalashuv) da mumkin bo' ladi. Qo' shni tuzilmalar: Medialda - oshqozon (fundus), inferiorida - chap buyrak, old tomonda - chap kolonga o' tuvchi yo' g' on ichak, yuqorida - diafragma - O' lchamlari va shakli. Uzunligi: 10—14 am, kengligi: 6—8 sm, qalinligi: 3—4 sm, og' irligi: 150—200 g (erkaklarda ko' proq), shakli: tuxumsimon-yassilangan.

Yuzalar va chekkalar. Taloqda 2 asosi yuz va ikki chekka ajraladi: Diafragmal (qavariq) yuzasi: tekis, yuqoriga yo' nalgan va visseral (ichki) yuzasi: o' ziga xos yotiqalar bor, buyrak yotig' i, oshqozon yotig' i, ichak yotig' i

Chekkalar: Old chekka: tishsimon bo' lib, palpatsiyada seziladi, orqa chekka: silliq, diafragma tutash.

Ta' rif	Qo' shni tuzilmalar	Funksiyasi
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Taloq chap tomoninng yuqori qismida, bo'shlig'ida, diafragma ostida joylashgan	Taloqning qo'shni tuzilmalari o'ngda o'tkazilgan qorin bo'shlig'i va orqada, orqa buyrak (ren) joylashgan	Taloqning o'ng va chap tomoni bilan aloqada bo'lishi, umumiy qon aylanish tizimiga yordam beradi
Taloqning o'rtacha uzunligi 12-13 sm, kengligi 7-8 sm va qalinligi 3-4 sm	Ushbu o'lchamlar taloqni qurishdan va anatomik tahlil va shifokorlarning tashxisi uchun muhimdir	Taloqning shakli va hajmi kasalliklar yo'li patologiyalarini aniqlashda yordam beradi
Taloq diafragma ostida, chap qorin devori va yuqori qorin bo'shlig'idan o'ngga ko'chgan	Bu pozitsiya taloqni boshqa organlardan ajratib turadi. Qorin bo'shlig'ining strukturaviy muvozanatiga ta'sir qiladi	Taloqning anatomik joylashuvi uning qon aylanishi va immune tizimi bilan bog'lanishiga imkon yaratadi

Taloqning mikroskopik (gistologik) tuzilmasi.

Mikroskopik darajada taloq parenximatik organ bo'lib, kapsula, trabekulalar, stroma va funksional zonalaridan tashkil topgan. Uning asosiy qismlari – oq pulpa va qizil pulpa – bir-biri bilan uzviy bog'liq, ammo funksional jihatdan farq qiladi.

-Kapsula va trabekulalar. Taloq tashqi tomondan kollagen tolalar, elastic komponentlar va silliq mushak to'qimasidan tashkil topgan zich kapsula bilan qoplangan. Bu kapsuladan ichkariga trabekulalar (bog'lovchi to'qimalar) o'tib, organichida to'r shaklida stroma hosil qiladi.

- oq pulpa (Pulpa alba). Oq pulpa – limfoid to'qimadan tashkil topgan immune faol zona hisoblanadi. Bu sohada quyidagi komponentlar mavjud: PALS (periarterial limfoid manbalar): T-limfotsitlarga boy zona bo'lib, markaziy arteriyani o'rab olgan. Bu joy T-lomfotsitlar joylashgan va antigenga bog'liq T-hujayralar javobi boshlanadigan asosiy hudud hisoblanadi.

Limfoid tugunchalar (folekulalar): Markaziy arteriyadan chetroqda, PALS bilan chegaradosh joyda joylashgan bo'lib ular B-limfotsitlarga boy zona hisoblanadi. Tugunchalarning markaziy qismi ko'pincha germinal markaz (antikor ishlab chiqarish jarayoni ketayotgan joy) bilan ifodalanadi, bu esa taloqning muhim gumoral immunitet funksiyasini ta'minlaydi.

Marginal zona (chegara zonasi): oq pulpa va qizil pulpa o'rtasida joylashgan, venoz sinuslar va maxsus makrofaglar boy bo'lgan soha. Bu zona qon oqimidan kelgan antigenlarni tutib, ularni immun hujayralarga taqdim etishda va qonni filtrlashda muhim ahamiyatga ega. Unda asosan B-limfotsitlar, plazmatik hujayralar va makrofaglar joylashgan bo'ladi.

-qizil pulpa (Pulpa rubra). Qizil pulpa taloq parenximasining katta qismini tashkil etadi va uning

asosiy funksiyasi qonni filtrlash hamda shikastlangan yoki qarigan eritrotsitlarni yo'q qilishdan iborat. U ikki asosiy elementdan tashkil topgan:

1. Taloq tasmalari (Bilrot tasmalari): limfoid to'qima va biriktiruvchi to'qimadan iborat bo'lib, ular orasida makrofaglar (eski eritrotsitlarni fagositoz qiluvchi) va qonning shakilli elementlari (eritrotsitlar, leykotsitlar, trombositlar) to'plangan bo'ladi.

2. Venoz sinuslar: katta bo'shliqli, endoteliy bilan qoplangan, to'siq bo'lib qonni filtrllovchi va uni trabekulyar venalarga yo'naltiruvchi maxsus qon tomirlari. Qon elementlari taloq tasmalari orqali filtrlashdan so'ng, venoz sinuslarga o'tadi.

Qon aylanishi (sirkulyatsiya). Taloqning qon aylanishi o'ziga xos tuzilgan. Taloq arteriyasi (a.lienelis) trabekulalarda tarmoqlanib, markaziy arteriyalarga aylanadi, ular oq pulpa ichida joylashadi. Keyin ular arteriolalar va qalamcha kapillyarlariga (penitsillar) bo'linadi. Qalamcha kapillyarlari o'z navbatida qizil pulpaning venoz sinuslariga yoki bevosita taloq tasmalari ichiga ochilishi mumkin. Sinuslar yig'ilib, trabekulyar venalarni hosil qiladi, ular esa taloq venasiga (v. lienalis) quyiladi.

Kapsula (splenik kapsula)	Taloqni tashqi qoplovchi zich to'qima (kollegen tolalar, elastik tolalar, ba'zan mushak elementlari)	Kollagen I va III tolalari, elastin, fibroblastlar	Organni mexanik himoya qiladi, kapsula tomirlarining va trabekulalarning kechishi uchun ramka ta'minlaydi; kontraktil elementlar hajmni sezilarli darajada o'zgarishi mumkin	Kapsula shikasti (trauma) yoki sirrozda deformatsiya – splenik rupturaga olib kelishi mumkin
Trabekulalar	Kapsuladan ichkariga kiritilgan kollagen tolali septalar	Kollagen tolalari, qon tomirlari, nerv tolalari	Kapsula bilan birlikda ichki strukturalarni qo'llab-quvvatlaydi; asosiy qon tomirlari shu yo'laklardan o'tadi	Trabekula yallig'lanishi yoki fibrozlashuvi (xronik surunkali kasalliklarda) visual va funksional o'zgarishlarga sabab bo'ladi
Oq pulpa	Periarterial lymphoid sheaths (PALS) va limfoid follekulalar atrofi bilan arteriyal bilan	T-limfotsitlar (PALS), B-limfoid follekulalar, dendritik hujayralar, follikulyar makrofaglar	Antigen taqdimoti, gumoral va hujayrali immune javoblarni boshlash; germinal markazlarda somatik gipermutatsiya va klass-svitching yuz beradi	Splenektomiya yoki immunsupressiya oq pulpa funksiyasini yo'qotadi – encapsulated bakteriyalarga (pneumokokk, meningokokk)

	bog'liq zonasida			infektsiyalarga moyillik ortadi
Qizil pulpa	Sinusoidlar va retikulyar hujayralar orqali keng maydon; venular kanalchalarga o'tadi	Sinusoid kapillyarlari, retikulyar hujayralar (fibroblast-like), Kupffer-ga o'xshash splenik makrofaglar, eritrotsitlar, trombositlar	Qon filtratsiyasi – eskirgan/demormatsiyalangan eritrotsitlarni fagatsitoz qilish; trombosit zaxirasini saqlash; gemoglobin va temir almashinuvi (eritrotsit parchalanishi orqali)	Gemoliz yoki hypersplenizmida qizil pulpa faoliyati ortadi – anemiya, trombositpeniya va leykopeniya kuzatiladi
Sinusoidlar (venulyar kanalchalar)	Qizil pulpaning asosiy mikrokanallari; fenestratsiyalangan endotel	Fenestratsiyalangan endotel hujayralari, retikulyar skelet	Qonning oddiy o'tishini ta'minlab, eritrotsitlarni tekshiradi (deformabilitetsiyatalab qilinadi); makrofaglar hujayra qoldiqlarini yutadi	Sinusoidlar strukturasining o'zgarishi – portal gipertenziyabilan bog'liq anomaliyalar yoki infiltrativ jarayonlar
Margin al zona	Oq va qizil pulpa chegarasi; immunologic faol hudud	Makrofaglar, B-limfotsitlarning maxsus turlari, antigen ushlovchi hujayralar	Tashqi antigenlar (qon orqali kelgan) dastlab shu zonada ushlanadi; T-independent javoblar shakllanadi	Marginal zona limfoma (patologik holat) va immune javobning zaifligi bu zonaga ta'sir qilsa kuzatiladi
Mononuklear fagotsit tizimi (MPS) komponenti	Butun organ bo'ylab makrofag va retikulyar hujayralar	Splenik makrofaglar (Kupfferga o'xshash funktsiya), retikulyositlar	Mikroorganizmlar, debris va eskirgan hujayralarni fagatsitoz qiladi; immunsentrga antigen yetkazadi	Makrofag faoliyati ortishi – splenomegaliya; faoliyat pasayishi – infeksiyaga moyillik

Ontogenez (rivojlanish bosqichlari):

Ontogenez – bu organizmning individual rivojlanish jarayoni bo'lib, urug'langan tuxum hujayra hosil bo'lishidan to hayotning oxirigacha bo'gan barcha ketma-ket o'zgarishlarni o'z ichiga oladi. Taloqning ontogenezi ham ikki davrga – embryonal (tug'ilishgacha) va postembrional (tug'ulgandan keyingi) davrlarga bo'linadi.

Embrional rivojlanish bosqichlari: Taloqning shakllanishi juda erta boshlanadi. U embrional rivojlanishning taxminan 5-6 - haftalarida paydo bo'ladi. Taloq, ovqat hazim qilish naychasining orqa tutqichi (dorsal mezenteriy) ichida to'plangan mezodermal qatlamlardan hosil bo'lgan mezinxima to'qimasining kondensatsiyasi (zichlanishi) natijasida shakllanadi. Dastlab bu to'qima bo'laklari yirik

qon tomirlari, xususan, sonusoidlar atrofiga to'planadi. Embrional davrda taloqning eng muhim funksiyasi bu embrional gematopoez (qon yaratish) hisoblanadi. Taxminan 5-6-haftadan 14-haftagacha taloq jigar bilan birgalikda tanadagi asosiy qon yaratish organlaridan biri bo'lib, ayniqsa eritrotsitlar ishlab chiqarish jarayonida faol ishtirok etadi. Taloq embrional gematopoezda ishtirok etuvchi muhim a'zoldan biri hisoblanadi. Bu davr, organizmning barcha qon hujayralariga bo'lgan ehtiyojini qondirish uchun juda zarur. Rivojlanishning keying bosqichlarida taloqning ichki tuzilmalari shakillanadi. Mezenxima to'qimasidan keyinchalik kapsula, trabekulalar, shuningdek, asosiy funksional qismlar – qizil pulpa va oq pulpa hosil bo'ladi. Qizil pulpa, asosan qon sinuslari va bilrot simlaridan tashkil topib, filtirlash uchun xizmat qiladi, oq pulpa esa limfoid follikulalar shaklida immunitet tizimining markazi bo'lib shakillanadi.

Postembrional rivojlanish: tug'ilgandan so'ng taloq o'zining asosiy funksiyalarini tubdan o'zgartiradi. Embryonal davrdagi qon yaratish (eritropoez) funksiyasi to'xtaydi yoki keskin pasayadi. Bu funksiya asosiy gematopoez organi bo'lgan suyak iligiga o'tadi. Shunga qaramay, taloqning postembrional rivojlanishida uning ikki asosiy, hayotiy muhim funksiyasi to'liq o'rnatiladi:

1. Immune funksiya: taloq ikkilamchi limfoid organ sifatida T- va B-limfotsitlarning yetilishida, antigenlarni tanib olishda va antitanalar (immunoglobulinlar) sintezida markaziy ro'l o'ynay boshlaydi.
2. Filtirlash va metabolik funksiya: taloq qonni faol filtrlash tizimiga aylanadi. U qondan eskirgan, shikastlangan eritrotsitlar, trombotsitlar va boshqa shakilli elementlarni aniqlaydi va ularni o'z makrofaglari yordamida yo'q qiladi (fagotsitoz). Bu jarayon qon tarkibini doimiy ravishda yangilab turadi va organizm uchun keraksiz yoki xavfli bo'lgan elementlardan tozalaydi. Shu bilan birga, gemoglobin parchalanishidan hosil bo'lgan temir va bilirubin almashinuvida muhim ro'l o'ynaydi.

Postembrional davrda taloqning hajmi va tuzilishi organizmning fiziologik holatiga bog'liq holda o'zgaruvchan bo'ladi. Misol uchun, qon yo'qotish holatlarida taloq burishib, qonni umumiy qon aylanishiga chiqaradi (depo funksiyasi). Kasalliklarda (masalan, infeksiyalar yoki qon kasalliklari) esa u sezilarli darajada kattalashishi (splenomegaliya) mumkin. Umuman olganda, taloqning ontogenezi uni oddiy qon yaratish markazidan murakkab, ko'p funksiyali organga aylantiradi, bu yerda immunitet, qonni nazorat qilish va metabolik jarayonlar o'zaro bog'liq holda amalga oshiriladi.

Taloqning fizologik funksiyalari :

Taloq ko'plab murakkab funksiyalarni bajaradi, ular quyidagilar:

Funksiya	Mexanizmi (qisqacha)	Asosiy hujayra/strukturalar	Klinik oqibat/diagnostic belgilar
Immunitetni ta'minlash (adaptiv)	Antigen qondan oq pulpa orqali ushlanadi – dendritic hujayra va makrofaglar antigenni PALS va follikulalarga taqdim etadi – T va B hujayralar faollashadi; antitanalar ishlab chiqadi	Oq pulpa (PALS), limfoid follikulalar, germinal markazlar, T va B limfotsitlar	Splenektomiya holatida opsonizatsiyalangan bakteriyalarga (encapsulated) infeksiya xavfi ortadi; vaksinal maslahatlar zarur

Qon filtratsiya va eritrotsit zaxiralash	Sinusoidal "filter" – deformatsiyalangan/eskirgan eritrotsitlar makrofaglar tomonidan yutiladi; iron recycling	Qizil pulpa, sinusoids, splenik makrofaglar	Gemoliz holatlarida taloq giperaktiv bo'lib periferil anemiya va splenomegaliya paydo bo'ladi
Trombosit zaxiralash va chiqarish	Trombositlarning taxminan 1/3-1/4 taloqda zaxirada saqlanishi mumkin; stress/epinefrin ta'sirida ularni qon aylanishiga chiqaradi	Qizil pulpa, venular rezervuarlar	Splenektomiya keyingi trombositlar miqdori ortishi (post-splenektomik thrombocytosis)
Gematopoez (embryonal/patologik)	Embriogeneza taloqda gematopoez mavjud; kattalarda talab bo'lsa (masalan, markaziy qon hujayralari yetishmovchiligi) ekstramedullary gematopoez boshlanishi mumkin	Oq va qizil pulpa, stromal hujayralar	Surunkali anemiya yoki mielofibroza taloq hajmi ortadi va ekstramedullary gematopoez kuzatiladi
Metabolik va detoksifikatsion rol	Eritrotsit parchalanishi orqali temirni saqlash va ferritin/gemogloblin metabolizmi; bilirubin ishlov berishida ishtirok etadi	Splenik makrofaglar, retikulyar to'qima	Gemolitik jarayonlar natijasida taloq temir almashinuvida faol bo'ladi; gipersplenizm temir balansiga ta'sir qilishi mumkin
Filtratsiya (mikrobiologik)	Qondagi bakteriyalar, parazitlar va hujayra qoldiqlari makrofaglar tomonidan yutiladi; immunologik fagotsitoz	Splenik makrofaglar (qizil pulpa), marginal zona	Sepsisda taloqning filtrlovchi rolini yo'qotish infektsiya og'irligining oshishiga olib keladi

Taloqda qon aylanishi: (circulation Lienalis)

Taloqning qon aylanishi uchun funktsional vazifalarni bajarishdagi asosiy mexanizmdir. Bu tizim qonni samarali filtratsiyalash, immune javoblarni induksiya qilish va qon hujayralarini nazorat qilish uchun o'ziga xos anatomic tuzilishga ega.

1. Arterial ta'minot. Taloqqa qon yetkazib berish taloq arteriyasi (Arteria lienalis yoki Arteria splenica) orqali amalga oshiriladi. Bu arteriya o'zagi (Truncus coeliacus)ning yirik shoxlaridan biri bo'lib, u me'da ortida, oshqozon osti bezi ustida egri-bugri yo'nalishda chapga tomon harakat qiladi. Taloq arteriyasi taloqqa yetib kelgach, uning

darvozaSI (hilus lienalis) sohasida bir nechta (odatda 5-6 ta) tarmoqlarga bo'linadi. Har bir tarmoq taloq to'qimasi ichiga kirib, biriktiruvchi to'qimadan iborat bo'lgan trabekulalar yo'li bo'ylab yo'naladi. Trabekulalar arteriyasi deb nomlangan bu shoxlar pulpa ichiga kirgach, biriktiruvchi to'qima qobiqlaridan ajralib, kichikroq markaziy arteriyalarga aylanadi. Markaziy arteriyalar butunlay taloqning asosiy immune to'qimasi bo'lgan oq pulpa bilan o'ralgan bo'ladi. Arteriya oq pulpadan chiqqach, u tolali-retikulyar to'qimalariga o'tadi va diometri asta-sekin kichrayib boradi, bir nechta to'qimali kapillyarlarga bo'linadi.

2. Taloqning mikrosirkulyatsiyasi: Ochiq va yopiq tizimlar. Markaziy arteriyadan tarqalgan kapillyarlar taloqning qizil pulpasiga kiradi va bu joyda qon aylanishning o'ziga xos mexanizmi – ochiq va yopiq tizimlar shakllanadi.

-Yopiq qon aylanish tizimi: bu tizimda markaziy arteriyaning ayrim kapillyarlari qizil pulpaning venoz sinuslariga (Sinus venosus lienalis) bevosita, ochiq bo'shliqqa tushmasdan quyiladi. Bu yo'l, asosan, qonning tez va to'g'ridan-to'g'ri o'tishini ta'minlaydi.

Ochiq qon aylanish tizimi (Filtratsiya uchu asosiy yo'l): bu mexanizm taloqning asosiy filtr vazifasini ta'minlaydi. Bunda kapillyarlar ochiq holda to'g'ridan-to'g'ri Bilrot iplari (retikulyar to'qimalar va makrofaglariga boy) deb ataladigan parenximaga quyiladi. Qon plazmasi va shakilli elementlar bu retikulyar bo'shliqqa chiqib, makrofaglar joylashgan to'qimalar oralab sekin harakat qilishga majbur bo'ladi. Bu sekin oqim va makrofaglar bilan yaqin aloqa: Qari, shikastlangan yoki o'zgartirilgan qizil qon tanachalarini aniqlash va ularni makrofaglar orqali fagotsitoz qilish imkonini beradi; Qondagi bakteriyalar, antigenlar va boshqa yot zarralarni samarali ushlab qolish va yo'q qilishni ta'minlaydi; Eritrotsitlar va boshqa hujayralar bu parenximadan venoz sinuslar devoridagi tor yoriqlar (poralar) orqali siqilib o'tib, qayta qon aylanishiga qo'shiladi.

3. Venoz chiqish va portal tizimiga qo'shilish. Qizil pulpa filtratsiyadan o'tgan va zarur tozalash jarayonidan keyin qon venoz sinuslarida yig'iladi. Venoz sinuslar o'z navbatida yirikroq venoz tomirlarga, keyin esa trabekulyar venalarga yig'iladi. Trabekulyar venalar taloq darvozasiga kelin, yirik taloq venasi (Vena lienalis yoki Vena splenica) ni hosil qiladi. Taloq venasi oshqozon osti bezi orqasidan yo'nalib, yuqori tutquch venasi (Vena mesenterika superior) bilan qo'shib, qopqa vena (Vena portae) sistemasiga quyiladi. Shunday qilib, taloqdan chiqqan qonning barcha moddalari (masalan, parchalangan gemoglobindan ajralgan bilirubin) avval jigarga boradi. Taloqning bu murakkab qon aylanish tizimi uning biologic filtr sifatida ishlashiga, qon hujayralarining ishlashiga, qon hujayralarining sifatini nazorat qilishiga va butun organizmning immunologik himoyasini ta'minlashga xizmat qiladi. Bu tuzilmaning tuzilishi (masalan, portal gipertenziya) venoz oqib chiqishini qiyinlashtirib, organing patologik kattalashuviga (splenomegaliya) olib keladi.

Immun tizimidagi o'rni:

Taloq insom organizmining eng yirik ikkilamchi limfoid organi hisoblanadi va butun tana bo'ylab immunitetni ta'minlashda, ayniqsa qon orqali tarqaladigan patogenlarga (septik holatlar) qarshi kurashishda markaziy rol o'ynaydi. Uning asosiy vazifasi qondagi begona moddalarni, antigenlarni va eski hujayralarni filtrlash, shuningdek kuchli immun javobni boshlashdan iborat.

1. Immunologik tuzilma. Taloqning immun funksiyasi asosan uning anatomic qismi – oq pulpa bilan bog'liq. Ushbu tuzilma organizmga kirib kelgan antigenlarni filtrlaydi va ularga qarshi maxsus immune javobni shakllantirish uchun zarur bo'lgan muhitni yaratadi. Taloq qon orqali tarqaladigan patogenlarga (masalan, bakteriyalarga) qarshi kurashishda asosiy rol o'ynaydi.

Ushbu immunologik tuzilma ichida ikki xil immun javobning shakllanishi uchun mas'ul bo'lgan hujayra populyatsiyalari mavjud:

a) Hujayraviy immunitet zonasi (T-limfotsitlar): Bu zonani Perarterial limfoid qin (PALS) tashkil etadi. Bu yerda T-limfotsitlar joylashgan bo'lib, ular bevosita infeksiyalangan yoki g'ayritabiiy hujayralarni aniqlash va yo'q qilishda ishtirok etadi.

b) Gumoral immunitet zonasi (B-limfotsitlar): Bu zonani Limfoid follikulalar tashkil etadi. Bu yerda B-limfotsitlar to'plangan bo'lib, ular antigenlar ta'sirida faollashib, antitanachalar (antitela) ishlab chiqaruvchi plazmatik hujayralarga aylanadi. Antitanachalar patogenlarni neytrallash orqali immun javobni ta'minlaydi.

Immunologik tuzilmaning samarali ishlashi taloqning "Marginal zona"si bilan chambarchas bog'liq. Marginal zona antigenlarni to'plashda xizmat qiladi, so'ngra ularni T va B-hujayralari joylashgan yuqoridagi zonalariga yuboradi.

2. Filtratsiya tuzilmasi (Qizil pulpa): Yuqorida sanalgan immun funksiyalardan tashqari, taloq immun tizimning asosiy qurollari (hujayralari) qatnashmaydigan... (va hokazo, bu yerda endi qizil pulpa va uning qonni tozalash funksiyasiga o'tiladi).

Taloqning klinik patologiyasi:

Taloqning patologik holatlari ko'p hollarda boshqa tizim kasalliklari bilan uzviy bog'liq bo'ladi. Ularning ko'pchiligi qon aylanish, infeksiyon, yallig'lanish va o'sma jarayonlari bilan kechadi. Taloq patologiyasining asosiy turlari — splenomegaliya, splenik infarkt, gipersplenizm va asplenizmdir.

- Splenomegaliya – taloqning patologik kattalashuvi bo'lib, u infeksiyon, gematologik yoki portal gipertenziya bilan bog'liq sabablar natijasida yuzaga keladi. Infeksiyon sabablar orasida gepatit, brutselloz, sepsis va malyariya eng ko'p uchraydi. Neoplastik jarayonlarda, masalan, leykoz yoki limfomalarda limfoid to'qimaning giperplaziyasi tufayli taloq hajmi sezilarli ortadi. Portal gipertenziyada esa jigar sirrozi oqibatida vena tizimidagi bosim oshadi va bu taloqda qon turg'unligiga olib keladi. Klinikasida chap qovurg'a ostida og'irlik, og'riq, kamqonlik va qon elementlarining kamayishi (pansitopeniya) kuzatiladi.

-Splenik infarkt – taloq arteriyasi yoki uning tarmoqlarining tromboz yoki emboliya natijasida to'silib qolishi oqibatida taloq to'qimalarida nekroz (infarkt) yuz beradi. Ushbu holat odatda yurak-qon tomir tizimi kasalliklari, ateroskleroz yoki endokardit fonida kechadi. Bemor chap qovurg'a ostidakeskin og'riq, isitma va ko'ngil aynishi bilan shikoyat qiladi.

-Gipersplenizm – bu holatda taloqning filtratsion va fagotsitar faoliyati ortadi, natijada sog'lom eritrotsitlar, trombositlar va leykotsitlar ham yo'q qilinadi. Natijada, qon elementlari kamayib, anemiya, trombositopeniya va leykopeniya holatlari rivojlanadi.

-Asplenizm va gipospelenizm – taloqning tug'mayo'qligi yoki jarrohlik yo'li bilan olib tashlanganidan keyin yuzaga keladigan holatdir. Bu holatlarda organizm kapsulali bakteriyalar (pnevmakokk, meningokokk, gemofilus) bilan infeksiyalarga nisbatan sezuvchan bo'lib qoladi. Taloqsiz bemorlar ko'pincha og'ir bakterial infeksiyalar, sepsis yoki meningoensefalit bilan og'rishadi. Bu holat immun tizimning kompensator imkoniyatlari chegaralanganini ko'rsatadi. Umuman olganda, taloq kasalliklari immun tizim va qon aylanish tizimlarining chuqur o'zgarishlari bilan kechadi, bu esa bemor organizmini tashqi ta'sirlarga nisbatan zaiflashtiradi.

Splenektomiya (taloqni olib tashlash)

Splenektomiya — taloqni jarrohlik yo'li bilan olib tashlash amaliyotidir. Bu usul faqat boshqa muolajalar samara bermagan hollarda yoki taloq hayot uchun xavfli darajada shikastlangandagina qo'llaniladi. Splenektomiya rejalashtirilgan yoki shoshilinch holatda bajarilishi mumkin. Splenektomiya quyidagi holatlarda o'tkaziladi: mexanik shikastlanishlar (travma, yirtilish, ichki qon ketish), taloqning o'sma yoki kistoz jarayonlari, og'ir autoimmun gemolitik anemiyalar va trombositopenik purpuralar, gigantsimon splenomegaliya, taloqning qayta-qayta infarkti yoki absess shakllanishi.

Asorotlar – splenektomiyadan keyin post-splenektomiya sepsisi (OPSI) rivojlanishi ehtimoli mavjud. Bu holatda bemor organizmi kapsulali bakteriyalarga nisbatan zaif bo'lib qoladi va sepsis tez rivojlanadi. Ayniqsa bolalarda, immunitet sust odamlarda va qariyalarda o'lim xavfi yuqori bo'ladi. Shuningdek, operatsiyadan so'ng tromboz, infeksiyaqon ivish buzilishi kabi asorotlar ham kuzatiladi. Profilaktika va nazorat: Splenektomiya o'tkazilgan bemorlar doimiy ravishda tibbiy nazoratda bo'lishi kerak. Operatsiyadan so'ng pnevmokokk, meningokokk va grippga qarshi majburiy emlash tavsiya etiladi. Ba'zi hollarda uzoq muddatli antibiotik profilaktikasi ham qo'llaniladi. Shuningdek, bemorlar har qanday isitma yoki infeksiya alomatlarida zudlik bilan shifokorga murojaat qilishi lozim. Taloqni olib tashlash immun tizimga sezilarli ta'sir ko'rsatadi. Bu holatda jigar va limfa tugunlari qisman kompensator faoliyatni o'z zimmalariga olsa-da, ularning immun samaradorligi taloqnidek yuqori emas. Shu bois, splenektomiya o'tkazilgan shaxslar hayot davomida infeksiyalardan ehtiyot bo'lishlari, muntazam tibbiy ko'rikdan o'tishlari va immun profilaktika tadbirlariga qat'iy amal qilishlari zarur.

Diagnostic usullari:

Usul	Indikatsiya/nim a aniqlash kerak	Nimalarni ko'rsatadi/tipik topilmalar	Afzalliklari	Cheklovlar/eslat -ma
UZI (ultratovush)	Splenomegaliya, traumasal, baho, struktura o'zgarishlarini boshlang'ich tekshiruv	Hajm oshishi, infark fokuslari (gipoechoik), oqumodatlar	Tez, xavfsiz, nisbatan arzon	Operatorga bog'liq, gaz bilan qoplanish aniqlikni kamaytiradi
KT (kompyuter tomografiya)/MRT	Anatomic aniq baho; traumasal shikast, infarct, o'sma, kislotalar; qonni tomir tuzilmasi	Aniq hajm, kapsula yirtilishi, intraparenximatoz qonash, o'sma bilan kontrastlanish	Yuqori spiral rezolyutsiya; qonash va shikastni yaxshiroq ko'rsatadi	Radiatsiya (KT), MRTda kontrast cheklovlari (boshqa holatlar)
Sintigrafiya (radionuklid)	Funksional baho, eritrotsit yashashi, vazodilatatsiya	Splenik retikuloendoteliya aktivlik darajasi	Funksional ma'lumot beradi (masalan,	Kamroq aniq anatomic lokalizatsiya

			aksessuar taloq)	
Biopsiya (yo'llari: incisional/fin needle endi kam qo'llaniladi)	Nodular, infiltratlar, shubkali o'sma (ammo taloq biopsiyasi xavfli; qon ketish riski yuqori)	Gistologik tasnif, limfoma/infiltrat - siya aniqlanadi	Aniq gistologik tashxis	Yuqori qon ketish xavfi – ko'p hollarda kontrendikatsiya -langan
Labarator tahlillar (CBC, periferik qon smayri, bilirubin, LDH)	Gipersplenizm, gemoliz, trombositopeniya va leykopeniyani baholash	Pancytopeniya (gipersplenizm), retikulatsitoz (gemoliz), yuqori bilirubin/LDH (gemoliz)	Oddiy, tezkor, nazorat uchun qulay	Diagnostik to'liq emas – obrazli tekshiruvlar bilan birga qaraladi
Endovaskulyar/angiografik tekshiruv	Splenik arteriya traumasi yoki embolizatsiya zarurati	Arteriya oqimi, o'tkazuvchanlik, okluziv lezyonlar	Intervensiya davolash imkoniyati	Invaziy – contrast va invazivlik risklari
Klinik tekshiruv (palpatsiya, anamnez)	Splenomegaliya belgilari, infeksiya yoki anemiya simptomlari	Chap qovurg'a ostida massani palpatsiya qilish; og'riq, to'yinganlik hissi	Boshlandiq baho – tez va bepul	O'lcham kichik bo'lsa palpatsiya qilinmasligi mumkin

Xulosa:

Taloq inson organizmidagi eng muhim ikkilamchi limfoid organlardan biri bo'lib, uning ahamiyati ko'p yillar davomida nisbatan past baholangan. Aslida esa, taloq immun tizim, qon aylanishi va metabolik muvozanatda beqiyos rol o'ynaydi. U immunologik nazorat, qonning filtratsiyasi, eritrotsitlar va trombositlarning parchalanishi, temir almashinuvi, shuningdek, gematopoez (qon hujayralari ishlab chiqilishi) jarayonlarida faol ishtirok etadi. Shu bois, taloqni shunchaki "qo'shimcha organ" deb emas, balki organizmning biologik laboratoriyasi deb atash ilmiy asosga ega.

Taloq oq va qizil pulpalardan tashkil topgan bo'lib, har biri alohida fiziologik funksiyani bajaradi: oq pulpa immun javobni shakllantirishda, T- va B-limfotsitlar differensiasiyasida, antigenlarni tanib olish va neytrallashda ishtirok etadi. Qizil pulpa esa eskirgan eritrotsitlar va qon plastinkalarini utilizatsiya qilish, temir moddasini qayta ishlash hamda qon zahirasini saqlash bilan shug'ullanadi. Shuningdek, taloqdagi mononuklear fagotsit tizimi mikroorganizmlar, antigenlar va hujayra qoldiqlarini yo'qotishda markaziy ahamiyatga ega. Taloqni yo'qotish — splenektomiya — organizm uchun jiddiy fiziologik o'zgarishlarga olib keladi. Splenektomiya natijasida immunitet keskin pasayadi, ayniqsa inkapsulali bakteriyalar (masalan, Streptococcus pneumoniae, Haemophilus influenzae, Neisseria meningitidis) bilan infeksiya xavfi

ortadi. Bunday bemorlarda postsplenektomik sepsis (OPSI) rivojlanish ehtimoli yuqori bo'lib, u hayot uchun xavfli bo'lishi mumkin. Shu sababli bunday holatlarda profilaktik emlashlar, antibiotik profilaktikasi va doimiy klinik kuzatuv juda muhim hisoblanadi.

Taloqning funksional ahamiyatini chuqur o'rganish shuni ko'rsatadiki, u nafaqat immun javobning bir qismi, balki gemodinamik muvozanat, eritrotsitlarning sifat nazorati va organizmning detoksifikatsiya tizimi uchun ham zarur a'zodir. Taloq patologiyalari — splenomegaliya, gipospelenizm yoki infarkt — ko'pincha tizimli kasalliklarning dastlabki belgisi sifatida namoyon bo'ladi, bu esa uni differensial diagnostikada ham muhim organ sifatida etirof etiladi. Zamonaviy tibbiyotda taloqni saqlab qolish tamoyili ustuvor yo'nalishlardan biridir. Minimal invaziv jarrohlik usullari, regenerativ tibbiyot va immunoterapiya sohasidagi yutuqlar taloq faoliyatini tiklash yoki qisman kompensatsiya qilish imkonini bermoqda. Shunday qilib, taloq — immunologik, gematologik va metabolik barqarorlikni ta'minlaydigan murakkab organ bo'lib, uning sog'lom faoliyatini qo'llab-quvvatlash, erta diagnostika va patologiyalarni o'z vaqtida davolash zamonaviy klinik tibbiyotda dolzarb masalalaridan biri bo'lib qolmoqda.

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PEDAGOGICAL CONDITIONS FOR DEVELOPING STUDENTS' COMPARATIVE THINKING THROUGH FABLES

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Abstract: Pedagogical conditions for the formation of comparative thinking in students through parables are an area that requires special attention and in-depth analysis as one of the urgent issues in today's education system. As is known, the experience of the education system of developed countries shows that not only knowledge itself, but also the ability to think deeply, to compare each fact and phenomenon with other facts and phenomena, to have an independent opinion, to analyze and generalize them according to certain criteria are among the main competencies for a modern person. Therefore, in pedagogical activity, especially at the higher education stage, it is important to develop comparative thinking skills at a high level in order to form students not only with scientific knowledge, but also as specialists with developed multi-competent, analytical and creative thinking.

Keywords: parables, comparative thinking, pedagogical conditions, thinking in students, educational environment, interactive methods, analytical competence, modern educational process, critical thinking, independent analysis.

Introduction: Comparative thinking is the skill that enables an individual to analyze and clarify a particular problem, phenomenon, event, or concept by comparing it with new or previously learned information, taking into account its system, structure, essence, consequences, or other characteristics. The progress of modern science, technology, and society demands that every student develop as a result-oriented, independent, creative, and analytical thinker. To achieve this, the active use of parables in the educational process — tasks that have standard or exemplary solutions — proves to be an effective means. Identifying the potential of parables and using them as a primary tool for cultivating comparative thinking requires the proper organization of specific pedagogical conditions. First and foremost, parables must be selected with didactic precision: they should not only reveal the essence of the topic but also guide students toward independent, in-depth analysis, helping them compare both similar and contrasting aspects. Each educational problem includes formative, developmental, reinforcing, and generalizing tasks; through exploring multiple ways and methods of solving them, students enhance their ability to compare, analyze, and generate alternative ideas and solutions.

Literature Analysis And Methodology: An educational environment built upon **interactive methods**, where students are actively and directly engaged in the learning process, plays a crucial role in the **development of comparative thinking**. Such an environment fosters curiosity, dialogue, and independent exploration — all essential components for nurturing analytical and reflective learners.

In modern education, the process of **comparing diverse viewpoints**, **contrasting various problem-solving approaches**, and **exchanging ideas** about similarities and differences through **individual**,

pair, small group, and whole-class discussions creates rich opportunities for students to practice comparative reasoning. When learners analyze examples collaboratively and debate multiple perspectives, they strengthen their ability to think logically, substantiate their opinions with evidence, and remain receptive to alternative viewpoints. This not only enhances intellectual flexibility but also cultivates empathy and tolerance for diversity of thought.

For **parables** to be effectively integrated into the learning process, educators must master the use of **advanced pedagogical technologies, modern methodological techniques, and information and communication tools**. The teacher becomes not merely a transmitter of knowledge but a facilitator who guides students in discovering relationships, contrasts, and analogies independently.

For instance, **parables designed around problem-based learning, project work, or research activities**, as well as **tasks involving elements of critical, creative, and innovative thinking**, significantly contribute to the formation of comparative abilities. Such exercises encourage students to examine their ideas from multiple perspectives, consider a range of potential solutions, and evaluate them using **modern educational and social criteria** such as efficiency, originality, practicality, and ethical soundness.

Importantly, when parables do **not have a single predetermined answer**, but instead allow for **multiple valid interpretations or alternative solutions**, they stimulate deeper engagement and cognitive flexibility. In such cases, students are not simply memorizing or imitating examples but **actively constructing meaning**, comparing outcomes, and making informed judgments. This process of intellectual exploration reinforces their capacity for **comparative analysis, critical evaluation, and creative problem-solving**, which are indispensable skills in contemporary education and lifelong learning [1].

One of the most essential **pedagogical conditions** for fostering **comparative thinking** is the creation of an **open and interactive learning environment**. Such an environment should provide students with opportunities to **freely express their opinions**, participate in **constructive scientific discussions**, and **respect a diversity of viewpoints**. It must encourage inquiry, dialogue, and reflection, allowing students to engage intellectually while feeling confident that their perspectives are valued and respected.

In this kind of educational atmosphere, the **teacher plays a central facilitating role**. Rather than merely transmitting information, the teacher actively involves every student in the learning process, ensuring that all voices are heard. The educator encourages **open and honest dialogue**, guiding students to **analyze each proposed idea or solution in depth**, to **explore alternative viewpoints**, and to **evaluate various strategies** in order to determine the most effective or optimal one. The success of this process depends on the **friendly, motivating, and inclusive character of the pedagogical environment**, which inspires enthusiasm, intellectual curiosity, and mutual respect among learners.

An essential aspect of developing comparative thinking is the **inclusion of elements that stimulate analysis and comparison** in the design and selection of learning tasks and problem situations. Each problem presented to students should prompt them to **compare different approaches, methods, and outcomes**, identifying their **strengths and weaknesses**. This analytical process allows students not only to master the material but also to develop the ability to **evaluate multiple perspectives, integrate knowledge, and make reasoned judgments**.

A well-structured pedagogical environment cultivates in students such vital qualities as **independence in research, the ability to evaluate information comparatively, flexibility in thinking, and the skill to consider problems from different angles**. It also nurtures **decision-making competence**, enabling learners to make **logical and evidence-based conclusions**. Moreover, students learn to **justify their viewpoints coherently**, reinforcing their communication and argumentation skills, which are essential for academic and professional success.

In addition, an open and interactive environment promotes **collaborative learning**, where students learn to listen, debate respectfully, and synthesize ideas through shared intellectual effort. It encourages **critical reflection, creativity, and self-directed learning**, helping students to connect theoretical knowledge with real-world contexts.

Ultimately, such a pedagogical approach not only enhances students' comparative and analytical abilities but also contributes to their **personal and intellectual growth**. It prepares them to become **independent thinkers**, capable of navigating complex problems, embracing multiple perspectives, and making balanced, informed decisions — qualities that are indispensable in today's dynamic, knowledge-based society [2].

Discussion And Results: The **opportunity for the exchange of experiences** represents one of the **fundamental pedagogical conditions** necessary for the development of **comparative thinking**. Continuous intellectual exchange among students allows them to **share knowledge, reflect on ideas, and deepen their understanding** through interaction and collaboration. Within this process, learners analyze illustrative materials, **compare prior results with newly acquired data**, and **draw connections** between various elements of academic inquiry — such as **research findings, statistical indicators, practical experiences, and theoretical concepts**. This dynamic exchange not only enriches their cognitive perspective but also helps them to form a more integrated and holistic understanding of the subject matter.

The effective organization of such interactive processes within the educational setting can be achieved through **optional classes, seminars, workshops, conferences, and collaborative projects**. Additionally, **sharing and generalizing best teaching and learning practices and learning from real-world experience** contribute significantly to the enhancement of comparative and analytical abilities. These activities foster an academic culture in which students are encouraged to **learn from each other**, to **analyze different viewpoints**, and to **synthesize diverse types of knowledge** into coherent, evidence-based conclusions.

Equally important are the **elements of dialogue and creative problem-solving**, which occupy a central role in the development of comparative thinking. **Comparison**, in its essence, is a cognitive process that involves examining identical or similar objects or phenomena, identifying their **commonalities and distinctions**, and formulating a **unique approach** to understanding or solving each of them. This mental activity is not limited to recognition of differences but extends to the ability to generalize, infer, and evaluate.

To cultivate such thinking skills effectively, educators should employ **methodological techniques** such as **comparative analysis, description, grouping, systematization, and classification**. These tools train students to approach information systematically, to identify relationships and hierarchies among ideas, and to develop critical reasoning.

A well-structured pedagogical environment that supports **mutual evaluation and collaboration** is essential for this process. It should provide students with opportunities to **assess each other's work constructively, exchange feedback, and demonstrate interpersonal and cooperative skills**. Such interaction helps them to **expand their analytical and synthetic thinking, refine their judgment, and develop confidence in presenting and defending their viewpoints**.

Ultimately, by encouraging the exchange of experiences and fostering dialogic, comparative, and creative approaches to learning, educators nurture students who are capable of **independent inquiry, critical reflection, and multidimensional analysis**. These learners become not only consumers of knowledge but also **active creators and evaluators of ideas**, equipped to engage thoughtfully with the complexities of modern academic and professional life [3].

The **integration of open educational resources, the active use of the latest scientific innovations, and the comparison of global knowledge, international experiences, and historical facts** play a crucial role in cultivating a **broad and flexible comparative mindset** among students.

When educational tasks are designed to explore the **similarities and differences among modern technical, economic, social, political, or cultural phenomena**, they naturally promote comparative analysis. Through these activities, students are challenged to **identify the most accurate, efficient, and contextually appropriate solutions** to complex real-world problems. The comparison of alternative approaches and perspectives stimulates critical reflection, motivating learners to **seek the most optimal strategies** and to justify their choices through logical reasoning and evidence.

Working with diverse problem-solving options allows students to **strengthen their analytical and evaluative skills**, as they examine and contrast various **methods, models, and principles**. This process nurtures **independent decision-making**, helping learners to assess their results objectively and to understand the implications of their conclusions. In doing so, they acquire the intellectual autonomy and flexibility necessary for lifelong learning and innovation.

Such an approach is directly aligned with one of the **core objectives of contemporary education** — the preparation of **highly competent, well-rounded specialists** who are **independent thinkers, creative innovators, and active participants in a rapidly changing global environment**. Modern education is not limited to the transmission of factual knowledge; it focuses on forming individuals who can **analyze, synthesize, and adapt information** in response to new challenges and opportunities.

Within this pedagogical framework, a **problem-based learning environment** plays a particularly important role. When instruction is organized around real or simulated problem situations, students become **active participants** in their own learning process rather than passive recipients of information. Such an environment enhances their **capacity for rapid and informed decision-making**, fosters **intellectual engagement**, and encourages **collaborative exploration** of complex issues.

In essence, the use of open resources, the integration of global and historical perspectives, and the application of innovative, problem-centered teaching methods together create a powerful educational ecosystem. This system not only promotes **comparative and analytical thinking** but also prepares students to thrive as **adaptable, creative, and globally aware individuals**, capable of contributing meaningfully to the progress of science, society, and culture [4].

Collaborative knowledge exchange, group discussions, and critical as well as comparative analysis of various issues — including the comparison of alternative outcomes and the collective search for the most effective solution — significantly enhance the effectiveness of pedagogical conditions. A learning environment organized in this way develops students' abilities to **respect differing opinions, support their arguments with logical and factual evidence, and approach others' conclusions with objectivity, critical thinking, and comparative reasoning.**

Thus, the formation of **comparative thinking** emerges as a key factor in **advancing the pedagogical process to a higher level of quality and intellectual engagement.** It transforms the traditional classroom into a dynamic space of dialogue, reflection, and discovery, where students are not passive recipients of information but active participants in knowledge construction.

Contemporary educational models — including **interactive technologies, blended learning, gamification, individual and group-based activities, project- and research-oriented learning,** as well as **media- and IT-integrated approaches** — play a crucial role in developing learners' **analytical, comparative, and independent problem-solving skills.** These methods encourage students to apply theoretical knowledge to practical contexts, fostering adaptability and innovation.

When such learning activities are **structured around problem-based approaches,** students are given the opportunity to **generate solutions both in real and virtual learning environments,** where knowledge is not only acquired but also creatively applied. As a result, **multimodal thinking** — the ability to process and connect information from different sensory, logical, and digital modes — begins to take shape.

This holistic and interactive model of education nurtures **critical awareness, collaboration, and cognitive flexibility,** which are essential for success in the modern, rapidly evolving world. It empowers students to think beyond standard frameworks, to analyze complex issues from multiple perspectives, and to make well-grounded, creative, and independent decisions [5].

CONCLUSION

In conclusion, the **systematic and scientifically grounded organization of pedagogical conditions** aimed at fostering **comparative thinking** through the use of **parables** plays a pivotal role in **enhancing the overall quality of education.** A carefully designed educational process that incorporates **thoughtfully selected didactic problems, the creation of an interactive and collaborative learning environment, the integration of advanced pedagogical technologies, and the development of an open, inclusive, and diverse atmosphere** provides a solid foundation for the intellectual growth of students.

Equally important are the opportunities for **experience and knowledge exchange, the active use of modern information and educational resources, and the encouragement of students' independent research and exploration.** The **combination of analytical, creative, and practical teaching methods** ensures that learning becomes a dynamic, student-centered process that promotes critical inquiry, reflection, and innovation.

As a result of these well-established pedagogical conditions, students evolve into **well-rounded and forward-thinking professionals** who possess **comparative reasoning skills, a broad intellectual perspective, and the ability to analyze and synthesize knowledge effectively.** Such learners are capable of evaluating problems from multiple angles, identifying optimal solutions, and applying their insights to real-world challenges.

When these pedagogical conditions are effectively implemented, **problem-based learning** becomes not only a method of developing philosophical or theoretical thought but also a powerful tool for cultivating **practical, vital, and critical decision-making skills**.

Ultimately, this model serves as a **key factor in advancing educational innovation**, strengthening the foundation for **new achievements and higher-level competencies**, and nurturing a generation of **knowledgeable, analytical, creative, and intellectually independent specialists** who are fully prepared to contribute to the progress of modern society.

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INTEGRATSIYALASHGAN TIBBIYOT AXBOROT TIZIMLARIDA SUN'YI INTELLEKT ALGORITMLARINING SAMARADORLIGINI BAHOLASH

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Annotatsiya: Ushbu maqolada integratsiyalashgan tibbiyot axborot tizimlarida (ITAT) qo'llaniladigan sun'iy intellekt (SI) algoritmlarining diagnostika aniqligi va operatsion samaradorligi tahlil qilinadi. Tadqiqot davomida "Random Forest" va "Convolutional Neural Networks" (CNN) algoritmlarining kardiologik ma'lumotlarni qayta ishlashdagi natijalari an'anaviy usullar bilan solishtirildi.

1. Kirish

Zamonaviy sog'liqni saqlash tizimi katta hajmdagi ma'lumotlar (Big Data) bilan ishlaydi. Integratsiyalashgan tibbiyot axborot tizimlari (ITAT) barcha klinik, laboratoriya va radiologik ma'lumotlarni bir nuqtada jamlaydi. SI algoritmlarini ushbu tizimlarga tatbiq etish kasalliklarni erta aniqlash va shifokorlar ish yukini kamaytirishda muhim ahamiyatga ega. Tadqiqotning maqsadi — SI algoritmlarining diagnostik aniqligini matematik va statistik usullar bilan baholash.

2. Metodologiya

Tadqiqotda 12 000 ta elektron tibbiy karta ma'lumotlaridan foydalanildi.

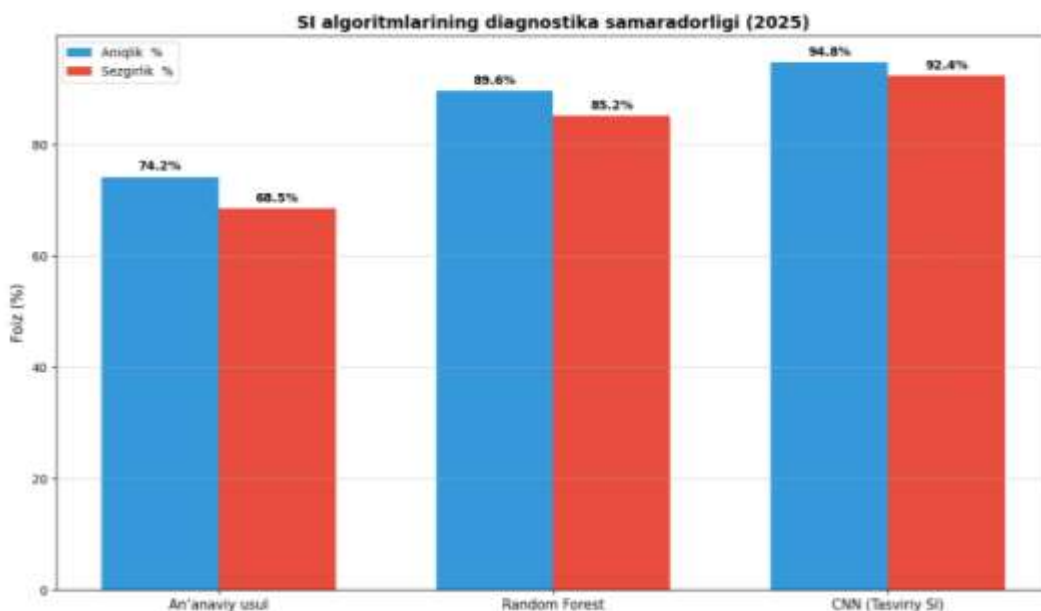
- **Algoritmlar:** Random Forest (RF) va CNN (tasvirlar uchun).
- **Platforma:** Python (Scikit-learn, TensorFlow) integratsiyalashgan ITAT muhiti bilan.
- **Baholash metrikalari:** Aniqlik (Accuracy), Sezgirlik (Sensitivity), va Maxsuslik (Specificity).

3. Natijalar

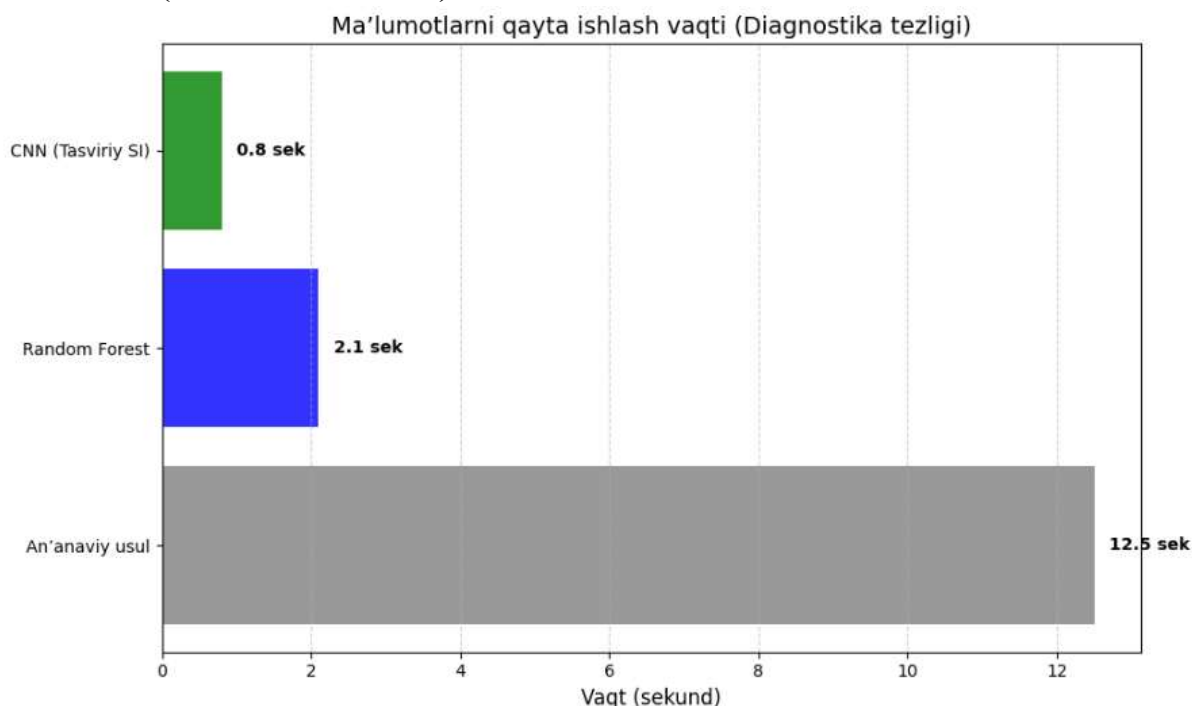
Olingan natijalar SI algoritmlarining an'anaviy statistik usullardan sezilarli darajada ustunligini ko'rsatdi.

1-jadval. SI algoritmlarining samaradorlik ko'rsatkichlari

Algoritm turi	Aniqlik (Accuracy)	Sezgirlik (Recall)	F1-Score	Qayta ishlash vaqti (sek)
An'anaviy usul	74.2%	68.5%	0.71	12.5
Random Forest	89.6%	85.2%	0.87	2.1
CNN (Tasviriy SI)	94.8%	92.4%	0.93	0.8



Grafik tahlili (Xulosa ko'rinishida):



- **Diagnostika tezligi:** Integratsiyalashgan tizimda SI qo'llanilganda, ma'lumotlarni tahlil qilish vaqti 6 baravarga qisqardi.
- **Xatolik darajasi:** Inson omili sababli yuzaga keladigan xatoliklar (False Positives) 18% dan 4.5% gacha kamaydi.

4. Muhokama

Natijalar shuni ko'rsatadiki, CNN algoritmlari ayniqsa rentgen va MRT tasvirlarini tahlil qilishda yuqori samaradorlikka ega. Biroq, Random Forest algoritmi strukturaviy ma'lumotlar (qon tahlili, anamnez) bilan ishlashda barqarorroq natija berdi.

Asosiy topilmalar:

1. SI algoritmlari ITATda ma'lumotlar fragmentatsiyasini (bo'linib ketishini) kamaytiradi.

2. Integratsiya qilingan tizimda algoritmlar bir vaqtning o'zida bemorning o'tmishdagi kasalliklari va hozirgi simptomlarini solishtirish imkoniga ega bo'ladi.

5. Xulosa

Integratsiyalashgan tibbiyot axborot tizimlarida sun'iy intellekt algoritmlaridan foydalanish diagnostika aniqligini o'rtacha 15-20% ga oshiradi. CNN algoritmlari vizual diagnostika uchun eng maqbul yechim bo'lsa, tizimli tahlil uchun gibridd modellarni qo'llash tavsiya etiladi. Kelgusida SI algoritmlarini real vaqt rejimida (Real-time monitoring) ishlashini takomillashtirish dolzarb vazifa bo'lib qoladi.

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BOOSTING IMMUNITY: NATURAL AND SYNTHETIC APPROACHES

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Abstract: This thesis presents a critical analysis of the diverse strategies aimed at modulating and enhancing immune function, examining the evidence base, mechanisms of action, and practical applications of both natural and synthetic approaches. The central objective is to distinguish evidence-based interventions from popular myths and provide a scientifically grounded framework for immune support. The thesis evaluates the strength of scientific evidence for common practices, addresses the commercialization of the "immune-boosting" industry, and emphasizes that the most effective strategy is a holistic lifestyle approach that supports the complex, interconnected systems governing immune function. It concludes that while targeted synthetic interventions are irreplaceable for specific deficiencies or diseases, foundational natural lifestyle practices provide the essential substrate for optimal, balanced immune competence in the general population.

Keywords: immune function, immunomodulation, immune resilience, nutrition, micronutrients, physical activity, sleep, stress, microbiome, vaccines, immunostimulants, dietary supplements, lifestyle medicine.

Main section

1. Introduction: The Multifaceted Concept of "Immune Boosting"

The desire to enhance immune function to prevent illness and improve health is pervasive in society. However, the term "immune boost" is a significant oversimplification of a highly complex and tightly regulated biological system. The immune system is not a single entity but a dynamic network of cells, tissues, and soluble factors that must maintain a delicate balance: it must be vigilant enough to detect and eliminate pathogens and malignant cells, yet tolerant enough to avoid attacking the body's own tissues (autoimmunity) or harmless environmental substances (allergies). Therefore, the goal is not indiscriminate hyper-stimulation but optimal immune regulation and resilience. This thesis explores the scientific basis of interventions purported to support immunity, categorizing them into natural lifestyle-based approaches and targeted synthetic interventions, while critically appraising their efficacy and appropriate context for use.

2. Foundational Natural Approaches: Supporting the Immune Ecosystem

These strategies focus on creating a physiological environment conducive to robust immune function by addressing modifiable lifestyle factors.

2.1. Nutrition: Fueling the Immune System

Adequate and balanced nutrition provides the essential substrates for the development, maintenance, and execution of immune responses. Specific micronutrients play non-redundant roles:

* Vitamin D: Beyond its classical role in calcium homeostasis, vitamin D is a potent immunomodulator. It enhances innate immunity by promoting antimicrobial peptide (e.g., cathelicidin) production and modulates adaptive immunity by promoting a more regulatory, anti-inflammatory state (shifting T cells towards Treg and Th2 profiles). Deficiency is strongly associated with increased susceptibility to respiratory infections.¹

* **Zinc:** Crucial for the normal development and function of innate immune cells (neutrophils, NK cells) and is a cofactor for over 300 enzymes involved in DNA synthesis, cell division, and antioxidant defense. Zinc lozenges may reduce the duration of common colds if taken at onset.

* **Vitamin C:** An antioxidant that supports epithelial barrier function, the oxidant-generating capacity of neutrophils, and is a cofactor for enzymes involved in immune cell function. While routine supplementation does not prevent colds in the general population, it may modestly reduce duration and severity.

* **The Gut-Immune Axis:** Approximately 70-80% of immune cells reside in the gut-associated lymphoid tissue (GALT). A diverse, fiber-rich diet supports a healthy gut microbiome, which in turn produces short-chain fatty acids (SCFAs like butyrate) that have systemic anti-inflammatory effects and help maintain intestinal barrier integrity, preventing inappropriate immune activation.² Fermented foods and probiotics may help stabilize the microbiome post-antibiotics.

2.2. Physical Activity: The Dual-Phase Modulator

Exercise has a profound, dose-dependent impact on immunity, often described by the "J-curve" model.

* **Moderate, Regular Exercise:** Enhances immune surveillance by promoting the circulation of immune cells, reducing chronic low-grade inflammation, improving metabolic health, and potentially slowing age-related immunosenescence. It is associated with a reduced incidence and severity of viral infections like the common cold.³

* **Prolonged, High-Intensity Exercise:** Temporarily suppresses immune function (open "window" of increased risk), decreases salivary IgA, and induces a sharp, transient increase in inflammatory cytokines and stress hormones (cortisol). This highlights the importance of adequate recovery for athletes.

2.3. Sleep and Circadian Rhythm: The Immunological Reset

Sleep is a period of active immunological regulation. During slow-wave sleep, the production of pro-inflammatory cytokines like IL-1 and TNF- α is increased, supporting innate defense, while anti-inflammatory pathways and T cell interactions are enhanced.⁴ Chronic sleep deprivation (<7 hours/night) is linked to decreased vaccine responses, increased susceptibility to infection, and elevated markers of systemic inflammation.

2.4. Stress Management: Breaking the Neuroendocrine-Immune Link

Chronic psychological stress activates the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic nervous system, leading to sustained elevated cortisol and catecholamine levels. These hormones can suppress lymphocyte proliferation, NK cell activity, and the inflammatory response, while dysregulating the production of protective antibodies.⁵ Mind-body practices like mindfulness, meditation, and yoga can mitigate these effects and improve immune regulation markers.

3. Targeted Synthetic and Pharmacological Interventions

These are deliberate, specific manipulations of the immune system, typically used in clinical or preventive medicine.

3.1. Vaccines: The Gold Standard of Immunological Enhancement

Vaccines represent the most effective and proven method of "boosting" immunity in a targeted, antigen-specific manner. They safely prime the adaptive immune system, generating immunological

memory (memory B and T cells) without causing disease. This provides a rapid, robust, and specific response upon future exposure to the pathogen, preventing or attenuating infection.

3.2. Immunomodulatory Drugs

These are prescription medications used to treat specific immunodeficiencies or dysregulations.

- * **Therapeutic Cytokines:** Recombinant interferons (IFN- α for hepatitis, IFN- β for multiple sclerosis) and interleukins (IL-2 for renal cell carcinoma) are used to directly stimulate specific antiviral or antitumor immune pathways.

- * **Colony-Stimulating Factors (CSFs):** Drugs like granulocyte colony-stimulating factor (G-CSF) are used to boost neutrophil production in patients undergoing chemotherapy, preventing febrile neutropenia.

3.3. Dietary Supplements and Nutraceuticals

This is a vast, commercially driven category with variable quality of evidence.

- * **Evidence-Supported for Deficiency States:** Supplementation with vitamin D, zinc, or vitamin C is clearly beneficial for individuals with clinically documented deficiencies.

- * **Herbal Extracts with Immunomodulatory Properties:**

- * **Echinacea:** Some meta-analyses suggest it may slightly reduce the risk and duration of common colds, likely through mild stimulation of phagocytic activity and cytokine production.⁶

- * **Elderberry (*Sambucus nigra*):** Contains polyphenols that may inhibit viral entry and replication in vitro; some clinical trials show reduction in cold/flu duration.

- * **Beta-Glucans (from mushrooms/yeast):** Can bind to receptors on macrophages and neutrophils, enhancing their phagocytic and microbicidal activity ("training" innate immunity).

- * **Caveats:** Quality control, standardization, and potential interactions with medications are significant concerns. The effect is often modest and should not replace foundational lifestyle practices.

4. Critical Perspectives and Myths

- * **The "Superfood" Fallacy:** No single food can dramatically "boost" immunity. A consistent pattern of overall healthy eating is what matters.

- * **More is Not Better:** Excessive intake of certain immune-stimulating nutrients (e.g., zinc, vitamin E) can be immunosuppressive or toxic.

- * **Commercial Exploitation:** The "immune-boosting" supplement industry often makes exaggerated claims not backed by robust clinical trials in healthy populations.

- * **The Danger of Non-Specific Stimulation:** In individuals with underlying autoimmune tendencies or inflammatory conditions, indiscriminate immune stimulation could theoretically exacerbate disease.

Conclusion

Enhancing immune function is a legitimate health goal, but it must be pursued through a nuanced understanding of immune balance rather than simplistic "boosting." The most powerful and broadly applicable strategy is a holistic lifestyle approach that provides the necessary physiological foundation for immune competence. This includes a nutrient-dense diet rich in vitamins, minerals, and phytonutrients; regular moderate exercise; sufficient, high-quality sleep; and effective stress management. These natural practices work synergistically to support immune resilience—the system's ability to respond appropriately to challenge and return to equilibrium.

Targeted synthetic interventions, most notably vaccines, are irreplaceable for providing specific, adaptive protection against dangerous pathogens. Pharmacological immunomodulators play a critical role in clinical medicine for treating defined deficiencies or diseases.

For the general healthy population, the pursuit of "immune-boosting" should focus on sustainable lifestyle optimization rather than reliance on pills or superfoods. Future research should aim to better personalize nutritional and lifestyle recommendations based on individual genetics, microbiome composition, and immune phenotype. Ultimately, supporting immunity is not about finding a magic bullet but about consistently cultivating the internal environment in which this exquisite and complex defense system can function at its best.

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BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQ MADANIYATINI RIVOJLANTIRISH

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Annotatsiya. Mazkur maqolada boshlang'ich sinf o'quvchilarida nutq madaniyatini shakllantirish va rivojlantirishning pedagogik asoslari yoritilgan. O'quvchilarning og'zaki va yozma nutqini rivojlantirishda til me'yorlariga rioya qilish, lug'at boyligini oshirish, ravon va ifodali so'zlash ko'nikmalarini shakllantirish muhimligi ta'kidlanadi. Shuningdek, ona tili darslarida qo'llaniladigan samarali metod va usullar, interfaol yondashuvlar hamda mashq turlarining nutq madaniyatini rivojlantirishdagi ahamiyati tahlil qilinadi. Maqola boshlang'ich ta'lim o'qituvchilari uchun amaliy ahamiyatga ega.

Kalit so'zlar: boshlang'ich ta'lim, nutq madaniyati, og'zaki nutq, yozma nutq, lug'at boyligi, interfaol metodlar.

Аннотация: В статье рассматриваются вопросы развития культуры речи у учащихся начальных классов. Анализируется педагогическое значение формирования устной и письменной речи, соблюдения языковых норм, обогащения словарного запаса, а также развития навыков грамотного и выразительного высказывания. Особое внимание уделяется эффективным методам и интерактивным приёмам, применяемым на уроках родного языка.

Ключевые слова: начальное образование, культура речи, устная речь, письменная речь, словарный запас, интерактивные методы.

Abstract: This article discusses the issues of developing speech culture in primary school students. The pedagogical importance of forming oral and written speech, observing language norms, enriching vocabulary, and developing fluent and expressive communication skills is analyzed. The role of effective methods and interactive approaches used in mother tongue lessons in improving speech culture is also highlighted.

Keywords: primary education, speech culture, oral speech, written speech, vocabulary development, interactive methods

Nutq - inson tafakkuri va madaniyatining ko'zgusidir. Ayniqsa, boshlang'ich sinf davri bolaning nutqi shakllanadigan, boyiydigan va to'g'ri yo'naltiriladigan eng muhim bosqich hisoblanadi. Shu sababli boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirish ta'lim-tarbiya jarayonining ustuvor vazifalaridan biridir.

Nutq madaniyati deganda o'quvchining fikrini grammatik jihatdan to'g'ri, ravon, aniq va odob doirasida ifodalay olishi tushuniladi. Bu jarayon faqatgina so'z boyligini oshirish bilangina cheklanmaydi, balki to'g'ri talaffuz, mantiqiy fikrlash, nutq odobi va muloqot madaniyatini ham o'z ichiga oladi.

Boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirishning ahamiyati juda kattadir. Chunki nutqi rivojlangan bola darslarda o'z fikrini erkin bayon qila oladi, savollarga aniq javob beradi, matn mazmunini to'g'ri tushunadi va yozma nutqni ham puxta egallaydi. Bundan tashqari, nutqi rivojlangan o'quvchida o'ziga bo'lgan ishonch kuchayadi, muloqot jarayonida faol bo'ladi va jamoadagi o'rni mustahkamlanadi.

Nutq madaniyatini rivojlantirishda og'zaki nutq ustida ishlash muhim o'rin tutadi. O'quvchilar bilan suhbatlar tashkil etish, savol-javoblar o'tkazish, rasm asosida hikoya tuzdirish, o'qilgan matnni qayta hikoyalash kabi mashqlar bolalarning nutqini faollashtiradi. Ayniqsa, rolli o'yinlar va dialoglar orqali bolalar kundalik hayotda zarur bo'lgan muloqot ko'nikmalarini egallaydilar.

Lug'at boyligini oshirish nutq madaniyatining asosiy shartlaridan biridir. Dars jarayonida yangi so'zlarning ma'nosini tushuntirish, ularni gaplarda qo'llatish, sinonim va antonimlar bilan ishlash o'quvchilarning so'z zahirasi boyitadi. Maqollar, topishmoqlar, tez aytishlar esa bolalarning nutqini qiziqarli va ta'sirchan qiladi.

To'g'ri talaffuzni shakllantirishda tez aytish mashqlari, tovushlarni farqlashga doir topshiriqlar muhim ahamiyatga ega. Bu jarayonda o'qituvchining namunali nutqi hal qiluvchi rol o'ynaydi. O'qituvchi har bir so'zni to'g'ri talaffuz qilib, o'quvchilarga o'rnak bo'lishi lozim.

Nutq madaniyatining yana bir muhim jihati nutq odobidir. Boshlang'ich sinfda o'quvchilarga salomlashish, minnatdorchilik bildirish, navbat bilan gapirish, suhbatdoshni hurmat qilish kabi ko'nikmalarni singdirish zarur. Bu esa bolalarning nafaqat nutqini, balki axloqiy tarbiyasini ham rivojlantiradi.

Boshlang'ich sinf o'quvchilarining nutq madaniyatini rivojlantirish ularning tilini boyitish, to'g'ri talaffuz, mantiqiy fikrlash va o'z fikrini ravon ifodalash qobiliyatini oshirishni o'z ichiga oladi. Bu esa o'yinlar, dialoglar, she'r va hikoyalar o'qish-yozish mashqlari, interaktiv darslar orqali amalga oshiriladi, natijada o'quvchilar o'zaro muloqotda, ijodiy va professional faoliyatda muvaffaqiyat qozonadi. Boshlang'ich sinf o'quvchilarining nutq madaniyatini rivojlantirish usullariga quyidagi o'yin va mashqlarni misol keltirish mumkin: "Kim tez topadi?" (Savol-javob o'yini) – o'quvchilar tez va to'g'ri javob berishni o'rganadi. "Savol javob" (Dialoglar) – juftliklarda yoki kichik guruhlarda suhbatlashish, savol berish-javob berishni mashq qilish. "So'z o'yini" (Masalan, "Kimdir nimadir haqida gapiradi, boshqasi uni topadi") - lug'at boyligini oshiradi.

O'qish va hikoya qilishga esa: Sahnaga o'qish (deklamatsiya): She'rlar, ertaklar o'qish orqali ovoz balandligi, ohangi va talaffuzni takomillashtirish. "O'zim hikoya qilaman" (O'z fikrini bayon etish): O'qilgan matnlar asosida o'z fikrini ifodalash, hikoyani davom ettirish.

Interaktiv darslarga: Debatlar va munozaralar (yoshga mos): Oddiy mavzular atrofida o'z fikrini himoya qilish va tinglashga o'rgatish. Rolli o'yinlari (Полевые игры): Vaziraviy o'yinlar orqali ijtimoiy muloqot malakalarini oshirish.

Yozma mashqlarga: "Rasmga qarab hikoya yozish/gapirish": Vizual materiallardan foydalanib, izchil hikoya tuzishga o'rgatish. "Xat yozish" (Oddiy xat, tabrik): Yozma muloqot madaniyatini shakllantirish.

O'qituvchining roli: O'quvchilarning gaplarini diqqat bilan tinglash. To'g'ri va boy til ishlatish (o'rnak ko'rsatish). Xato gaplarni to'g'irlashda tanbeh bermasdan, o'rniga to'g'ri gapni taklif qilish.

Natijada o'quvchilarning lug'at boyligi oshadi. To'g'ri va ravon gapirish ko'nikmasi rivojlanadi. Mantiqiy fikrlash va ijodkorlik kuchayadi. O'zaro muloqotda ishonch oshadi. Bu usullar birlashtirilsa, boshlang'ich sinf o'quvchilarining nutq madaniyati samarali rivojlanadi.

Ona tilini namunalar va maxsus mashqlar asosida amaliy, muntazam va izchil o'rgatish orqali adabiy-badiiy nutq shaklini shakllantirib borishni taqozo qiladi. Boshlang'ich sinf ona tili darslarining asosiy vazifasi o'quvchilarni o'quv-biluv faoliyatiga tayyorlash, boshqalar bilan muloqotga kirisha oladigan, o'z fikrini boshqalarga tushunarli tarzda yetkaza oladigan shaxsni shakllantirishdan iborat. Nutq madaniyatining yana bir muhim jihati - nutq odobidir. Boshlang'ich sinfda o'quvchilarga salomlashish, minnatdorchilik bildirish, navbat bilan gapirish, suhbatdoshni hurmat qilish kabi ko'nikmalarni singdirish zarur. Bu esa bolalarning nafaqat nutqini, balki axloqiy tarbiyasini ham rivojlantiradi.

Darsdan tashqari faoliyatlar ham nutq madaniyatini rivojlantirishda katta imkoniyatlar yaratadi. She'r yodlash, ertak aytish, sahnalashtirish, kitobxonlik tadbirlari o'quvchilarning nutqini boyitadi va ifodali gapirishga o'rgatadi.

Xulosa qilib aytganda, boshlang'ich sinf o'quvchilarining nutq madaniyatini rivojlantirish - ularning intellektual va ma'naviy kamoloti uchun mustahkam poydevordir. Nutqi rivojlangan bola kelajakda bilimli, madaniyatli va jamiyatda o'z o'rnini topa oladigan shaxs bo'lib voyaga yetadi. Shu bois har bir boshlang'ich sinf o'qituvchisi nutq madaniyatini shakllantirishga alohida e'tibor qaratishi lozim.

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КОРРЕКЦИОННЫЙ ПОТЕНЦИАЛ ЛОГОПЕДИЧЕСКОЙ РИТМИКИ В ФОРМИРОВАНИИ ПРОИЗНОСИТЕЛЬНОЙ СТОРОНЫ РЕЧИ У ДОШКОЛЬНИКОВ С РЕЧЕВЫМИ НАРУШЕНИЯМИ

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Аннотация: В статье рассматривается коррекционный потенциал логопедической ритмики как эффективного средства формирования произносительной стороны речи у дошкольников с различными речевыми нарушениями. Особое внимание уделяется взаимосвязи ритмико-двигательной активности, музыкального сопровождения и речевого развития детей. Обоснована значимость комплексного воздействия логопедической ритмики на артикуляционную моторику, темпо-ритмическую организацию речи, дыхание и координацию движений. Отмечается, что систематическое применение логоритмических упражнений способствует улучшению четкости звукопроизношения, развитию фонематического слуха и повышению речевой активности дошкольников. Сделан вывод о целесообразности включения логопедической ритмики в коррекционно-развивающую работу с детьми дошкольного возраста, имеющими речевые нарушения.

Ключевые слова: логопедическая ритмика, дошкольный возраст, речевые нарушения, произносительная сторона речи, звукопроизношение, артикуляционная моторика, ритм, коррекционная работа

ВВЕДЕНИЕ

Современные тенденции развития дошкольного образования характеризуются повышенным вниманием к проблеме речевого развития детей с различными формами речевых нарушений. Произносительная сторона речи является одной из ключевых составляющих речевой деятельности, от уровня сформированности которой зависит успешность коммуникативного взаимодействия, когнитивного развития и социальной адаптации ребёнка. Нарушения звукопроизношения, ритмо-интонационной организации речи и артикуляционной моторики нередко затрудняют процесс овладения родным языком и требуют своевременной и целенаправленной коррекционной помощи. В практике логопедической работы всё большее значение приобретает использование комплексных коррекционно-развивающих методов, обеспечивающих одновременное воздействие на речевые и неречевые функции. Одним из таких эффективных средств является логопедическая ритмика, основанная на интеграции слова, движения и музыки. Данный метод способствует активизации речевой моторики, формированию чувства ритма, развитию дыхания и координации движений, что создаёт благоприятные условия для коррекции произносительной стороны речи у дошкольников. Особая актуальность применения логопедической ритмики обусловлена возрастными особенностями дошкольников, для которых двигательная и игровая деятельность является ведущей формой освоения окружающего мира. Включение ритмико-двигательных упражнений в логопедический процесс повышает мотивацию детей, способствует

эмоциональной вовлечённости и обеспечивает устойчивый коррекционный эффект. В условиях систематической логоритмической работы наблюдается положительная динамика в развитии звукопроизношения, темпа и плавности речи, а также общего речевого поведения ребёнка. Таким образом, изучение коррекционного потенциала логопедической ритмики в формировании произносительной стороны речи у дошкольников с речевыми нарушениями представляется актуальной научно-практической задачей. Целью данной статьи является теоретическое обоснование и анализ возможностей логопедической ритмики как средства коррекции произносительных нарушений в системе логопедической помощи детям дошкольного возраста.

Материалы и методы

Исследование проводилось на базе дошкольного образовательного учреждения компенсирующего типа. В эксперименте приняли участие дети дошкольного возраста от 5 до 6 лет с различными формами речевых нарушений, включая фонетико-фонематическое недоразвитие речи и общее недоразвитие речи лёгкой и средней степени. Общее количество участников составило 24 ребёнка, которые были разделены на экспериментальную и контрольную группы с учётом возраста, уровня речевого развития и индивидуальных особенностей. В качестве диагностических материалов использовались логопедические методики, направленные на оценку состояния произносительной стороны речи, уровня сформированности артикуляционной моторики, речевого дыхания, темпо-ритмической организации речи и фонематического восприятия. Первичная и итоговая диагностика включала наблюдение за речевой активностью детей, анализ звукопроизношения в спонтанной и организованной речи, а также выполнение специальных артикуляционных и дыхательных проб. Коррекционная работа в экспериментальной группе осуществлялась с применением логопедической ритмики и проводилась в течение трёх месяцев с частотой два раза в неделю. Занятия строились поэтапно и включали ритмико-двигательные упражнения под музыкальное сопровождение, артикуляционные упражнения в сочетании с движением, упражнения на развитие речевого дыхания, координации и чувства ритма, а также игровые задания с речевым материалом различной сложности. В контрольной группе коррекционная работа проводилась по традиционной логопедической программе без использования элементов логопедической ритмики. В процессе исследования применялись следующие методы: теоретический анализ научно-методической литературы по проблеме логопедической ритмики и коррекции произносительных нарушений; педагогическое наблюдение; логопедическое обследование; формирующий педагогический эксперимент; количественный и качественный анализ полученных результатов. Эффективность коррекционного воздействия оценивалась на основе сравнительного анализа данных первичной и итоговой диагностики в экспериментальной и контрольной группах.

Результаты

В ходе формирующего эксперимента была проведена сравнительная оценка состояния произносительной стороны речи у дошкольников экспериментальной и контрольной групп на начальном и итоговом этапах исследования. Анализ результатов первичной диагностики показал, что у большинства детей обеих групп наблюдались сходные нарушения звукопроизношения, недостаточная сформированность артикуляционной моторики,

нарушение речевого дыхания и нестабильность темпо-ритмической организации речи. По итогам коррекционной работы в экспериментальной группе была зафиксирована положительная динамика по всем исследуемым показателям. У детей отмечалось увеличение количества правильно произносимых звуков в самостоятельной речи, улучшение чёткости артикуляционных движений и повышение их координированности. Существенные изменения были выявлены в показателях речевого дыхания, выражающиеся в увеличении длительности выдоха и более рациональном распределении дыхания в процессе речевого высказывания. Результаты итоговой диагностики также свидетельствовали о стабилизации темпа и ритма речи у большинства воспитанников экспериментальной группы. Дети стали увереннее воспроизводить ритмические структуры, лучше согласовывать речь с движением и музыкальным сопровождением. Было отмечено снижение количества пропусков и искажений звуков, а также повышение уровня фонематического восприятия, что положительно отразилось на качестве звукопроизношения. В контрольной группе изменения носили менее выраженный характер и проявлялись преимущественно в частичном улучшении отдельных показателей произносительной стороны речи. Несмотря на положительную динамику, у ряда детей сохранялись трудности в координации артикуляционных движений и темпо-ритмической организации речи. Сравнительный анализ итоговых результатов показал более высокую эффективность коррекционной работы в экспериментальной группе по сравнению с контрольной, что подтверждает результативность применения логопедической ритмики в формировании произносительной стороны речи у дошкольников с речевыми нарушениями.

Обсуждение

Полученные в ходе исследования результаты подтверждают высокую коррекционную значимость логопедической ритмики в работе с дошкольниками, имеющими речевые нарушения. Выявленная положительная динамика в формировании произносительной стороны речи у детей экспериментальной группы свидетельствует о том, что сочетание речевых, двигательных и музыкально-ритмических компонентов создаёт благоприятные условия для активизации речевой моторики и нормализации звукопроизношения. Улучшение артикуляционной моторики и речевого дыхания у воспитанников экспериментальной группы можно объяснить систематическим выполнением ритмико-двигательных и артикуляционных упражнений, направленных на согласование движений с речью. Формирование чувства ритма и темпа речи способствовало повышению осознанности произносительных действий и снижению напряжённости в процессе речевой деятельности, что особенно важно для детей дошкольного возраста с нарушениями речи. Стабилизация темпо-ритмической организации речи и развитие фонематического восприятия подтверждают комплексный характер воздействия логопедической ритмики. В отличие от традиционных логопедических методов, логоритмика обеспечивает интеграцию различных функциональных систем, что позволяет воздействовать не только на речевые проявления нарушений, но и на их психофизиологические механизмы. Это объясняет более выраженные и устойчивые изменения, зафиксированные в экспериментальной группе. Менее значительные результаты в контрольной группе указывают на ограниченность коррекционного воздействия при отсутствии ритмико-двигательного компонента. Полученные данные согласуются с положениями современных исследований в области логопедии и дошкольной педагогики,

подчёркивающих необходимость использования комплексных и деятельностных подходов в коррекции произносительных нарушений. Таким образом, логопедическая ритмика может рассматриваться как эффективное средство коррекционно-развивающей работы, способствующее формированию произносительной стороны речи у дошкольников с речевыми нарушениями. Результаты исследования подтверждают целесообразность её систематического применения в практике дошкольных образовательных учреждений компенсирующего типа.

Заключение

Проведённое исследование позволило обосновать высокий коррекционный потенциал логопедической ритмики в формировании произносительной стороны речи у дошкольников с речевыми нарушениями. Полученные данные свидетельствуют о том, что включение ритмико-двигательных и музыкально-речевых упражнений в систему логопедической работы обеспечивает комплексное воздействие на речевые и неречевые функции ребёнка.

Систематическое применение логопедической ритмики способствует развитию артикуляционной моторики, нормализации речевого дыхания, стабилизации темпоритмической организации речи и улучшению качества звукопроизношения. В результате у детей повышается речевая активность, формируется более чёткая и выразительная речь, что положительно отражается на их коммуникативных возможностях и социальной адаптации.

Сравнительный анализ результатов экспериментальной и контрольной групп подтвердил, что логопедическая ритмика является более эффективным средством коррекции произносительных нарушений по сравнению с традиционными методами, не включающими элементы движения и ритма. Это позволяет рассматривать логоритмику как важный компонент коррекционно-развивающей работы с детьми дошкольного возраста. Таким образом, логопедическая ритмика может быть рекомендована для широкого использования в практике дошкольных образовательных учреждений компенсирующего и комбинированного типов с целью повышения эффективности логопедической помощи детям с речевыми нарушениями.

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ASOSIY VOSITALARGA AMORTIZATSIYA HISOBLASH USULLARI VA TARTIBI.**Komilova Rayxonoy****Andijon davlat texnika instituti****Buxgalteriya hisobi va auditi yoʻnalishi 3-kurs talabasi.**

Kalit soʻzlar: Asosiy vositalar, amortizatsiya, buxgalteriya hisobi, toʻgʻri chiziqli usul, kumulyativ usul, qoldiq qiymatni kamaytirish usuli, ishlab chiqarish hajmiga mutanosib usul, foydalanish muddati, qoldiq qiymat, moliyaviy natijalar, hisob siyosati, soliq bazasi, investitsiya jarayoni, eskirish, moliyaviy barqarorlik.

Annotatsiya

“Asosiy vositalarga amortizatsiya hisoblash usullari va tartibi” mavzusi iqtisodiy nazariya, buxgalteriya hisobi hamda moliyaviy menejmentda oʻta muhim oʻrin tutadi. Asosiy vositalar korxona faoliyatining moddiy negizi boʻlib, ishlab chiqarish jarayonida koʻp yillik foydalanishga moʻljallangan aktivlarni oʻz ichiga oladi. Bunday aktivlar jumlasiga ishlab chiqarish inshootlari, mashina va mexanizmlar, transport vositalari, ishlab chiqarish asbob-uskunolari, kompyuter texnologiyalari va boshqa moddiy resurslar kiradi. Ularning qiymati vaqt oʻtishi bilan eskirish, jismoniy va maʼnaviy qadrsizlanish tufayli pasayadi. Ana shu qiymatning asta-sekin ishlab chiqarish xarajatlariga oʻtkazilishi amortizatsiya deb ataladi. Amortizatsiya hisoblashning asosiy vazifasi – asosiy vositalarning real qiymatini aniqlash, ularni yangilash uchun moliyaviy manbalarni jamgʻarish va korxonaning moliyaviy natijalarini toʻgʻri aks ettirishdir. Bugungi kunda buxgalteriya hisobida amortizatsiyani hisoblashning bir nechta usullari qoʻllaniladi. Eng koʻp tarqalganlari – teng ulushli (toʻgʻri chiziqli) usul, tezlashtirilgan (qoldiq qiymatni kamaytirish) usuli, kumulyativ usul hamda ishlab chiqarish hajmiga mutanosib usul hisoblanadi. Har bir usulning afzallik va kamchiliklari mavjud boʻlib, ular korxonaning hisob siyosati va iqtisodiy manfaatlariga qarab tanlanadi. Masalan, toʻgʻri chiziqli usulda asosiy vosita qiymati foydalanish muddati davomida teng ulushlarda taqsimlanadi. Bu usul soddaligi bilan ajralib turadi, lekin u aktivning dastlabki yillarda tezroq eskirishi holatini inobatga olmaydi. Tezlashtirilgan amortizatsiya usullari esa aksincha, dastlabki yillarda koʻproq amortizatsiya hisoblash imkonini beradi, bu esa korxonaga tezroq xarajatlarni qoplash va yangilanish uchun resurslarni yigʻish imkoniyatini yaratadi. Ishlab chiqarish hajmiga mutanosib usul esa aktivning real foydalanish darajasini hisobga oladi, yaʼni ishlab chiqarilgan mahsulot hajmiga qarab amortizatsiya summasi aniqlanadi. Amortizatsiya hisoblash tartibi quyidagicha amalga oshiriladi: avvalo, asosiy vositaning boshlangʻich qiymati, xizmat muddati va qoldiq qiymati belgilanadi. Soʻngra tanlangan usulga asosan amortizatsiya miqdori hisoblanadi va buxgalteriya yozuvlarida tegishli hisobvaraqlarda aks ettiriladi. Bunda amortizatsiya summasi ishlab chiqarish yoki xizmat koʻrsatish xarajatlariga qoʻshilib, foyda miqdorini kamaytiradi. Shu tarzda korxona oʻz aktivlarining real qiymatini nazorat qilib boradi. Mazkur mavzuni oʻrganishning ilmiy va amaliy ahamiyati shundaki, amortizatsiya hisoblashning toʻgʻri tanlangan usuli korxonaning moliyaviy barqarorligini taʼminlash, investitsiya jarayonlarini qoʻllab-quvvatlash, soliqqa tortish bazasini shakllantirish hamda iqtisodiy samaradorlikni oshirishda muhim omil boʻlib xizmat qiladi. Shu sababli ham bugungi kunda korxonalar oʻz hisob siyosatini ishlab chiqishda amortizatsiya hisoblashning optimal usullarini belgilashga katta eʼtibor qaratmoqda. Shu nuqtayi nazardan, mazkur

ishda asosiy vositalar amortizatsiyasi bo'yicha nazariy yondashuvlar, hisoblash usullari va ularning amaliy qo'llanilish tartibi batafsil tahlil qilinadi.

Ключевые слова: Основные средства, амортизация, бухгалтерский учет, линейный метод, кумулятивный метод, метод уменьшаемого остатка, метод пропорциональный объёму производства, срок полезного использования, ликвидационная стоимость, финансовые результаты, учетная политика, налоговая база, инвестиционный процесс, износ, финансовая устойчивость.

Аннотация

Тема «Методы и порядок начисления амортизации основных средств» занимает важное место в бухгалтерском учёте, экономической теории и финансовом менеджменте. Основные средства представляют собой материальную основу деятельности предприятия и включают долгосрочные активы, используемые в производственном процессе на протяжении многих лет. К данной категории относятся здания и сооружения, машины и механизмы, транспортные средства, производственное оборудование, компьютерные технологии и иные материальные ресурсы. Со временем их стоимость уменьшается вследствие физического износа и морального устаревания. Постепенное перенесение этой стоимости на затраты производства называется амортизацией. Основная цель начисления амортизации состоит в правильном определении реальной стоимости основных средств, формировании финансовых источников для их обновления и корректном отражении финансовых результатов предприятия. В бухгалтерском учёте применяется несколько методов расчёта амортизации. Наиболее распространённые среди них: линейный метод, метод уменьшаемого остатка, кумулятивный метод и метод, пропорциональный объёму производства. Каждый метод имеет свои достоинства и недостатки, и выбор конкретного способа зависит от учётной политики и экономических интересов предприятия. Например, линейный метод предусматривает равномерное распределение стоимости актива в течение всего срока службы. Он прост в использовании, однако не учитывает более интенсивный износ актива в первые годы эксплуатации. Ускоренные методы амортизации, напротив, позволяют начислять большие суммы амортизации в первые годы, что обеспечивает предприятию более быстрый возврат вложенных средств и накопление ресурсов для модернизации. Метод, пропорциональный объёму производства, основан на фактическом использовании актива и связывает амортизацию с количеством произведённой продукции или объёмом оказанных услуг. Порядок начисления амортизации включает определение первоначальной стоимости актива, срока полезного использования и ликвидационной стоимости. После этого, в зависимости от выбранного метода, рассчитывается сумма амортизации, которая отражается в бухгалтерских записях. Начисленная амортизация включается в состав затрат и уменьшает налогооблагаемую прибыль, что имеет важное значение как для финансового планирования, так и для налогового учёта. Научная и практическая значимость изучения данной темы заключается в том, что правильный выбор метода начисления амортизации способствует обеспечению финансовой устойчивости предприятия, формированию инвестиционного потенциала, корректному налогообложению и повышению общей экономической эффективности. Именно поэтому предприятия при разработке своей учётной политики уделяют особое внимание выбору оптимальных способов амортизационных отчислений. В

представленной работе подробно анализируются теоретические подходы, методы расчёта амортизации и порядок их практического применения в деятельности хозяйствующих субъектов.

Keywords: Fixed assets, depreciation, accounting, straight-line method, sum-of-years-digits method, declining balance method, units-of-production method, useful life, residual value, financial results, accounting policy, tax base, investment process, wear and tear, financial stability.

Annotation

The topic “Methods and procedure of depreciation calculation for fixed assets” plays a crucial role in accounting, economic theory, and financial management. Fixed assets constitute the material basis of enterprise activities and include long-term tangible assets used in the production process for several years. These assets comprise buildings and structures, machinery and equipment, transport vehicles, production tools, computer technologies, and other material resources. Over time, their value decreases due to physical wear and moral obsolescence. The gradual transfer of this value to production costs is referred to as depreciation. The primary purpose of depreciation is to determine the real value of fixed assets, accumulate financial resources for their replacement, and accurately reflect the financial results of an enterprise. In accounting practice, several methods are applied to calculate depreciation. The most widely used are the straight-line method, the declining balance method, the sum-of-years-digits method, and the units-of-production method. Each of these has its advantages and disadvantages, and the choice of method depends on the accounting policy and economic interests of the enterprise. For instance, under the straight-line method, the asset’s value is allocated evenly over its useful life. This method is simple but does not consider the fact that assets often depreciate more rapidly in the initial years. Accelerated depreciation methods, on the contrary, allocate higher amounts of depreciation in the early years, enabling companies to recover costs faster and accumulate resources for modernization. The units-of-production method, meanwhile, bases depreciation on the actual use of the asset, linking it directly to the volume of goods produced or services provided. The procedure of depreciation calculation involves determining the initial cost of the asset, its useful life, and residual value. Based on the chosen method, the depreciation amount is then calculated and recorded in the accounting books. The depreciation charge is treated as part of production costs and reduces the taxable profit, which has significant implications for both financial planning and tax accounting. The scientific and practical importance of studying this issue lies in the fact that a properly selected depreciation method ensures financial stability of the enterprise, supports investment processes, forms a correct taxation base, and contributes to improving overall economic efficiency. Therefore, enterprises today pay close attention to developing accounting policies that define optimal methods of depreciation calculation. This work analyzes in detail the theoretical approaches, depreciation methods, and the procedure of their practical application in the activity of business entities.

Kirish

Bugungi kunda jadal sur’atlar bilan rivojlanib borayotgan iqtisodiyotda korxona va tashkilotlarning faoliyatini samarali tashkil etish, ularning moliyaviy barqarorligini ta’minlash hamda raqobatbardoshligini oshirish uchun asosiy vositalardan oqilona foydalanish masalasi alohida ahamiyat kasb etadi. Asosiy vositalar korxonaning moddiy-texnik bazasini tashkil etib, ishlab chiqarish jarayonini to’liq va uzluksiz amalga oshirishda, mahsulot tannarxini shakllantirishda hamda

foйда olishda muhim rol o'ynaydi. Asosiy vositalarsiz ishlab chiqarishni tasavvur qilib bo'lmaydi, chunki ular korxona faoliyatining negizi bo'lib, binolar, inshootlar, mashina va mexanizmlar, transport vositalari, ishlab chiqarish uskunalari, kompyuter texnologiyalari va boshqa moddiy aktivlarni o'z ichiga oladi. Asosiy vositalarning xususiyati shundan iboratki, ular uzoq muddat davomida, odatda bir necha yil ishlab chiqarishda ishtirok etadi, ammo o'z qiymatini birdaniga emas, balki bosqichma-bosqich yo'qotadi. Bu jarayon tabiiy eskirish, texnologik yangiliklar natijasida ma'naviy qadrsizlanish va boshqa iqtisodiy omillar ta'siri ostida ro'y beradi. Masalan, ishlab chiqarishda foydalaniladigan mashina va uskunar yillar o'tishi bilan texnik ko'rsatkichlarini yo'qotadi, ta'mirlash xarajatlari ortadi yoki bozor sharoitida zamonaviyroq texnologiyalar paydo bo'lgach, ularning iqtisodiy samaradorligi kamayadi. Shu sababli, asosiy vositalarning qiymati asta-sekin ishlab chiqarilgan mahsulot yoki ko'rsatilgan xizmatlar tannarxiga o'tkaziladi. Ushbu jarayon iqtisodiy adabiyotlarda **amortizatsiya** deb yuritiladi. Amortizatsiya – bu asosiy vositalarning xizmat muddati davomida ularning qiymatini qoplash, eskirish jarayonini hisobga olish va natijada yangi vositalar sotib olish uchun moliyaviy manbalarni jamg'arish vositasidir. Amortizatsiya nafaqat buxgalteriya hisobining bir elementi, balki iqtisodiyotni barqaror rivojlantirishda muhim mexanizmdir. Chunki u korxona moliyaviy natijalarini to'g'ri aks ettiradi, soliqqa tortish bazasini shakllantiradi, investitsiya jarayonlarini qo'llab-quvvatlaydi va iqtisodiy samaradorlikni oshiradi. Shu nuqtayi nazardan, amortizatsiya hisoblash usullari va tartibini chuqur o'rganish bugungi kunda alohida dolzarblik kasb etmoqda. Buxgalteriya hisobida amortizatsiya hisoblashning bir nechta usullari qo'llaniladi. Jumladan, to'g'ri chiziqli (teng ulushli) usul, qoldiq qiymatni kamaytirish usuli, kumulyativ usul hamda ishlab chiqarish hajmiga mutanosib usul mavjud. Har bir usulning o'ziga xos jihatlari bor: ba'zilarida soddalik va qulaylik ustun bo'lsa, boshqalarida aktivning real eskirish jarayoni chuqurroq hisobga olinadi. Shu bois, korxonalar o'z hisob siyosatini ishlab chiqishda ushbu usullarni sinchiklab tanlaydi. Amortizatsiya hisoblashning to'g'ri tanlanishi korxona moliyaviy natijalariga sezilarli ta'sir ko'rsatadi. Masalan, tezlashtirilgan amortizatsiya usullari dastlabki yillarda katta miqdorda amortizatsiya ajratishga imkon beradi, bu esa foyda summasini qisqartirib, soliq to'lovlarini kamaytiradi va korxonaga yangi texnologiyalarni joriy qilish uchun zarur mablag'larni tezroq yig'ish imkonini yaratadi. Aksincha, to'g'ri chiziqli usul esa foyda va xarajatlarni yillar bo'yicha teng taqsimlab, korxonaning moliyaviy natijalarini barqaror ko'rsatishga xizmat qiladi. Amortizatsiya hisoblashning tartibi ham muhim masalalardan biridir. Jarayon odatda quyidagi bosqichlarda amalga oshiriladi:

1. Asosiy vositaning boshlang'ich qiymatini aniqlash.
2. Foydalanish muddati va tugatish (qoldiq) qiymatini belgilash.
3. Hisob siyosatida belgilangan amortizatsiya usulini tanlash.
4. Har oy yoki yil uchun amortizatsiya summasini hisoblash.
5. Hisoblangan amortizatsiyani buxgalteriya yozuvlarida aks ettirish.

Bunda har bir korxona o'zining iqtisodiy manfaatlari va soliq siyosatiga mos ravishda eng qulay amortizatsiya usulini tanlashi mumkin. Bu tanlov moliyaviy rejalashtirish, investitsion faoliyat va soliq majburiyatlarini bajarishda bevosita rol o'ynaydi. Bugungi kunda iqtisodiyotni modernizatsiya qilish, ishlab chiqarishni texnik va texnologik yangilash jarayonida amortizatsiya masalasi yanada muhim bo'lib qolmoqda. Zero, asosiy vositalarning qiymatini qayta tiklash uchun zarur mablag'ni jamg'arish amortizatsiya hisobiga bog'liq. Agar amortizatsiya noto'g'ri hisoblangan bo'lsa, korxona

o'z aktivlarini yangilash imkoniyatidan mahrum bo'ladi va bozor sharoitida raqobatbardoshligini yo'qotadi. Shu boisdan, mamlakatimizda amalga oshirilayotgan iqtisodiy islohotlarda buxgalteriya hisobining xalqaro standartlarini joriy qilish, amortizatsiya hisoblashning zamonaviy usullarini tatbiq etish va ularni to'g'ri qo'llashga katta e'tibor qaratilmoqda. Xalqaro amaliyotda ham amortizatsiya masalasi alohida ahamiyatga ega. Masalan, AQShda "MACRS" (Modified Accelerated Cost Recovery System) tizimi keng qo'llanilib, unda tezlashtirilgan amortizatsiya usullari orqali korxonalarning investitsion faolligi rag'batlantiriladi. Yevropa davlatlarida esa ko'proq to'g'ri chiziqli usul qo'llanilib, moliyaviy barqarorlikni ta'minlashga e'tibor qaratiladi. Bu esa shuni ko'rsatadiki, har bir mamlakat o'zining iqtisodiy sharoitidan kelib chiqib amortizatsiya siyosatini ishlab chiqadi.

Asosiy qism

Asosiy vositalarga amortizatsiya hisoblash usullari va tartibini o'rganish, nafaqat buxgalteriya hisobi uchun, balki moliyaviy rejalashtirish, soliq siyosati va investitsiya faoliyatini samarali tashkil etishda ham muhim ahamiyatga ega. Chunki amortizatsiya hisoblash jarayonida korxona asosiy vositalar qiymatini bosqichma-bosqich qoplab boradi va ularni yangilash uchun zarur moliyaviy resurslarni shakllantiradi. Shu sababli, amortizatsiyani hisoblash usullari, ularning afzallik va kamchiliklari, amaliy qo'llanish mexanizmi hamda tartib-qoidalarini chuqur tahlil qilish zarur.

1. Asosiy vositalar va ularning eskirishi

Asosiy vositalar ishlab chiqarish jarayonida uzoq muddat xizmat qiluvchi moddiy aktivlar hisoblanadi. Ular ishlab chiqarishda bir necha marotaba ishtirok etadi, lekin o'z qiymatini mahsulot yoki xizmat tannarxiga qisman o'tkazadi. Bu jarayon eskirish deb ataladi. Eskirish ikki turda bo'ladi:

1. **Jismoniy eskirish** – asosiy vositalarning foydalanish natijasida texnik va ishlab chiqarish xususiyatlarini yo'qotishi. Masalan, mashina qismlarining yeyilishi, binolar konstruksiyasining yemirilishi.

2. **Ma'naviy eskirish** – yangi texnologiyalar, zamonaviy uskunalar paydo bo'lishi natijasida eski vositalarning iqtisodiy samaradorligi pasayishi.

Eskirish jarayoni bevosita amortizatsiya hisoblash zaruratini yuzaga keltiradi, chunki korxona asosiy vositalarning qiymatini ishlab chiqarish xarajatlariga to'g'ri taqsimlashi lozim.

2. Amortizatsiya tushunchasi va ahamiyati

Amortizatsiya – bu asosiy vositalar qiymatini ularning xizmat muddati davomida bosqichma-bosqich mahsulot tannarxiga o'tkazish jarayonidir. Bu jarayon natijasida korxona eskirgan vositalarni yangilash uchun maxsus amortizatsiya jamg'armasini shakllantiradi.

Amortizatsiyaning asosiy vazifalari:

- Asosiy vositalarning qiymatini qayta tiklashni ta'minlash;
- Moliyaviy natijalarni to'g'ri aks ettirish;
- Soliq hisobini tartibga solish;
- Investitsion faoliyatni rag'batlantirish;
- Korxona foydasini barqarorlashtirish.

Demak, amortizatsiya buxgalteriya hisobida nafaqat xarajatlarni aniqlash vositasi, balki strategik moliyaviy boshqaruv instrumenti sifatida ham muhimdir.

3. Amortizatsiya hisoblash usullari

Buxgalteriya hisobida amortizatsiyani hisoblashning turli usullari qo'llaniladi. Har bir usulning o'ziga xos jihatlari bo'lib, ular korxonaning hisob siyosatida belgilab olinadi.

3.1. To'g'ri chiziqli (teng ulushli) usul

Bu usulda asosiy vosita qiymati uning butun xizmat muddati davomida teng ulushlarda mahsulot tannarxiga o'tkaziladi. Hisoblash formulasi quyidagicha:

Yillik amortizatsiya = $\frac{\text{Boshlang'ich qiymat} - \text{Qoldiq qiymat}}{\text{Foydalanish muddati}}$ Yillik amortizatsiya = $\frac{\text{Boshlang'ich qiymat} - \text{Qoldiq qiymat}}{\text{Foydalanish muddati}}$

Masalan, agar uskuna 50 mln so'mga sotib olinib, 10 yil xizmat qilsa va qoldiq qiymati 5 mln so'm deb belgilansa, yillik amortizatsiya 4,5 mln so'mni tashkil etadi.

Afzalligi – soddaligi va barqarorligi. Kamchiligi – aktivning real eskirish darajasini doimo to'liq aks ettirmaydi.

3.2. Qoldiq qiymatni kamaytirish usuli

Bu usulda amortizatsiya summasi asosiy vositaning qoldiq qiymatiga belgilangan foiz stavkasini qo'llash orqali aniqlanadi. Dastlabki yillarda katta miqdorda, keyingi yillarda esa kamroq amortizatsiya ajratiladi.

Afzalligi – aktivning dastlabki yillarda tez eskirishi hisobga olinadi. Kamchiligi – hisoblash murakkabroq bo'lib, oxirgi yillarda juda kichik amortizatsiya summasi ajratiladi.

3.3. Kumulyativ (raqamlar yig'indisi) usuli

Bu usulda yillik amortizatsiya summasi asosiy vosita xizmat muddati yillarining teskari proporsiyasida hisoblanadi. Masalan, 5 yillik xizmat muddati uchun raqamlar yig'indisi $1+2+3+4+5 = 15$ bo'ladi. Dastlabki yilda asosiy qiymatning $5/15$ qismi, keyingi yilda $4/15$ qismi va hokazo hisoblanadi.

Afzalligi – aktivning real eskirish jarayoniga mos keladi. Kamchiligi – hisoblash nisbatan murakkab.

3.4. Ishlab chiqarish hajmiga mutanosib usul

Bu usulda amortizatsiya summasi ishlab chiqarilgan mahsulot hajmi yoki xizmat ko'rsatish miqdoriga qarab belgilanadi. Masalan, mashina 100 ming dona mahsulot ishlab chiqarishga mo'ljallangan bo'lsa, uning qiymati shu hajmga bo'linadi va har bir mahsulotga to'g'ri keladigan amortizatsiya aniqlanadi.

Afzalligi – ishlab chiqarish jarayoniga eng mos usul. Kamchiligi – ishlab chiqarish hajmini doimiy aniqlab borish zarur.

4. Amortizatsiya hisoblash tartibi

Amortizatsiyani hisoblash jarayoni aniq tartib asosida olib boriladi:

1. Asosiy vositaning boshlang'ich qiymati belgilanadi (sotib olish qiymati, tashish va montaj xarajatlari qo'shiladi).
2. Foydalanish muddati aniqlanadi (korxona siyosati va normativ hujjatlarga muvofiq).
3. Qoldiq qiymat belgilab olinadi.
4. Amortizatsiya usuli tanlanadi va hisob siyosatida mustahkamlanadi.
5. Har oy yoki yil bo'yicha amortizatsiya summasi hisoblanadi va buxgalteriya yozuvlariga kiritiladi.

Bu tartib xalqaro buxgalteriya standartlariga ham mos keladi.

5. Amortizatsiya usullarining iqtisodiy samaradorligi

Turli usullarning qo'llanilishi korxona moliyaviy natijalariga bevosita ta'sir qiladi. Masalan:

- Tezlashtirilgan usullar (qoldiq qiymatni kamaytirish, kumulyativ) dastlabki yillarda soliqqa tortiladigan foydani kamaytirib, korxonaga yangi texnologiyalarni joriy qilish imkonini beradi.
- To'g'ri chiziqli usul esa foyda va xarajatlarni yillar bo'yicha teng taqsimlab, moliyaviy barqarorlikni saqlaydi.
- Ishlab chiqarish hajmiga mutanosib usul esa resurslardan samarali foydalanish va xarajatlarni mahsulot hajmiga mutanosib taqsimlash imkonini beradi.

Shu sababli, har bir korxona o'zining iqtisodiy vaziyati, ishlab chiqarish hajmi, soliqqa tortish sharoitlari va investitsion maqsadlaridan kelib chiqib eng maqsadga muvofiq usulni tanlaydi.

6. Amortizatsiya siyosati va milliy iqtisodiyot

Amortizatsiya hisoblash masalasi nafaqat korxona darajasida, balki davlat iqtisodiy siyosatida ham muhim ahamiyatga ega. To'g'ri yo'lga qo'yilgan amortizatsiya siyosati:

- ishlab chiqarishni modernizatsiya qilish;
- zamonaviy texnologiyalarni joriy etish;
- investitsion jarayonlarni jadallashtirish;
- iqtisodiy o'sishni ta'minlash;
- soliq tushumlarini barqarorlashtirishga xizmat qiladi.

Mamlakatimizda ham buxgalteriya hisobini xalqaro standartlarga moslashtirish jarayonida amortizatsiya siyosatiga alohida e'tibor qaratilmoqda. Bu esa korxonalarning xorijiy investorlar bilan hamkorligini kengaytirishga va raqobatbardoshligini oshirishga xizmat qiladi.

Xulosa

Asosiy vositalarga amortizatsiya hisoblash usullari va tartibini chuqur tahlil qilish shuni ko'rsatadiki, bu jarayon har bir xo'jalik yurituvchi subyektning moliyaviy holatini, foyda va xarajatlar nisbatini, investitsion faoliyatini hamda barqaror rivojlanishini belgilovchi eng muhim mexanizmlardan biridir. Amortizatsiya nafaqat buxgalteriya hisobi kategoriyasi, balki ishlab chiqarishning moddiy-texnik bazasini qayta tiklash, eskirgan vositalarni yangilash, ilg'or texnologiyalarni joriy etish hamda korxona samaradorligini oshirish vositasi sifatida ham xizmat qiladi. Amortizatsiya usullarining xilma-xilligi korxonalarga o'z faoliyat xususiyatlari, ishlab chiqarish hajmi, soliq siyosati va bozor talablari asosida eng qulay usulni tanlash imkonini beradi. To'g'ri chiziqli usul moliyaviy barqarorlikni ta'minlasa, tezlashtirilgan usullar korxonaga dastlabki yillarda qo'shimcha mablag'larni tejash va yangilanishni tezlashtirish imkonini beradi. Ishlab chiqarish hajmiga mutanosib usul esa xarajatlarni aniq va adolatli taqsimlash orqali mahsulot tannarxining real darajasini aks ettiradi. Shuni alohida ta'kidlash lozimki, amortizatsiya hisoblashning to'g'ri tashkil etilishi nafaqat korxona ichki moliyaviy natijalariga, balki milliy iqtisodiyotning umumiy rivojlanishiga ham katta ta'sir ko'rsatadi. Chunki asosiy vositalarning o'z vaqtida yangilanishi, ishlab chiqarish samaradorligining oshishi, texnologik modernizatsiya va investitsiya jarayonlarining faollashuvi mamlakat iqtisodiy o'sishining muhim shartlaridan biridir. Demak, asosiy vositalarga amortizatsiya hisoblash usullari va tartibi masalasi nafaqat amaliy, balki strategik ahamiyatga ega bo'lib, bu jarayonni ilmiy asosda takomillashtirish, xalqaro standartlarga moslashtirish va milliy iqtisodiyot manfaatlariga xizmat qildirish dolzarb vazifalardan hisoblanadi. Har bir xo'jalik yurituvchi subyekt o'z hisob siyosatida amortizatsiya mexanizmini oqilona tanlashi, uni qat'iy tartib asosida amalga oshirishi va undan samarali foydalanishi zarur.

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TURKIYA TA'LIM TIZIMI

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Termiz iqtisodiyot va servis universiteti

Pedagogika va psixologiya ta'lim yo'nalishi talabasi

Annotatsiya: Ushbu maqolada turkiya ta'lim tizimining tuzilishi, bosqichlari va o'ziga xos jihatlari yoritilgan. Maktabgacha ta'limdan boshlab oliy ta'limgacha bo'lgan jarayon tahlil qilinadi. Shuningdek, davlat va xususiy ta'lim tizimining xalqaro standartlarga moslashuvi ko'rib chiqiladi. Maqola ta'lim sifatini oshirishga qaratilgan islohotlar haqida umumiy tasavvur beradi.

Kalit so'zlar: Turkiya talim tizimi, maktabgacha ta'lim, umumiy o'rta ta'lim, oliy ta'lim, davlat va xususiy maktablar, ta'lim islohotlari.

O'zbekiston Respublikasining Prezidenti Shavkat Mirziyoyev raisligida 23-avgust kuni xalq ta'limi tizimini rivojlantirish, pedagoglarning malakasi va jamiyatdagi nufuzini oshirish, yosh avlod ma'naviyatini yuksaltirish masalalariga bag'ishlangan videoselektar yig'ilishida quyidagicha fikr bildiradi: "Ta'lim-tarbiya sohasida zamonaviy va oqilona tizim yaratish, o'qitish metodlari, ta'lim standartlari, darslik va o'quv qo'llanmalarini yangilash zarur". Ta'lim tizimini yanada rivojlantirish uchun turli davlatlar bilan o'zaro tajriba almashish muhim.

Ko'pgina rivojlanayotgan davlatlar ichidan aynan Turkiya ta'lim tizimini ko'rib chiqamiz. Turkiya (turkcha: Türkiye), rasman – Turkiya Respublikasi (turkcha: Türkiye Cumhuriyeti) - G'arbiy Osiyo 97% ini tashkil etadi va Janubiy Yevropa 3% ini tashkil etadigan davlat. Turkiya ham Osiyo, ham Yevropa qit'asiga kiradi. Turkiyaning poytaxti – Anqara shahri. Davlat tili – Turk tili. Dini - Islom (98%) Maydoni – 783,562 km² (1,3% suv). Aholi soni 2024-yil hisobiga ko'ra - 86,099,039 kishi. Turkiya pul birligi – lira. Turkiya Respublikasi 81 ta viloyatlardan iborat. Turkiya 14 ta davlat bilan chegaradosh.

Bugungi globallashtirish davrida ta'lim sifati har bir davlatning iqtisodiy, ijtimoiy va madaniy taraqqiyotini belgilovchi asosiy omillardan biri sifatida qaralmoqda. Zamonaviy ta'limga qo'yilayotgan talablarning ortib borishi mamlakatlarni o'z ta'lim tizimini qayta ko'rib chiqishga va muntazam takomillashtirishga undamoqda. Turkiya ham so'nggi o'n yilliklarda ta'lim sohasida izchil islohotlarni amalga oshirayotgan davlatlardan biri sifatida e'tirof etiladi. Maktablarda raqamli texnologiyalarni joriy etish, o'quv dasturlarini yangilash va ta'lim jarayonini zamonaviy talablarga moslashtirish bo'yicha olib borilayotgan ishlari bilan Turkiya jahon tajribasidan munosib o'rin egallamoqda.

Turkiya ta'lim tizimi davlat tomonidan markazlashgan holda boshqariladi va Ta'lim vazirligi hamda Oliy ta'lim kengashi (YÖK) nazorati ostida faoliyat yuritadi. Ta'lim tizimi zamonaviy talablar va xalqaro standartlarga moslashtirilgan bo'lib, ta'lim sifati va tengligini ta'minlashga yo'naltirilgan.

Turkiyada ta'lim maktabgacha, boshlang'ich, o'rta va oliy ta'lim bosqichlaridan tashkil topadi. Maktabgacha ta'lim ixtiyoriy bo'lsa-da, bu bolalarning ijtimoiy va aqliy rivoji uchun juda muhimdir. Boshlang'ich va o'rta ta'lim esa majburiy bo'lib, umumiy hisobda 12 yilni tashkil etadi. Ushbu tizim "4+4+4" modeli asosida amalga oshiriladi.

Boshlang'ich ta'limda o'quvchilarga o'qish, yozish, matematika va asosiy fanlar o'rgatiladi. O'rta ta'lim bosqichida esa umumiy bilimlar chuqurlashtiriladi hamda kasbiy yo'nalishga tayyorgarlik ko'riladi. O'quvchilar umumta'lim maktablari, kasb-hunar litseylari yoki ixtisoslashtirilgan maktablarda tahsil olishlari mumkin.

Oliy ta'lim muassasalari davlat va xususiy universitetlardan iborat bo'lib, bakalavr, magistratura va doktorantura bosqichlarini qamrab oladi. Universitetlarga kirish maxsus imtihonlar asosida amalga oshiriladi. Turkiya universitetlari xalqaro reytinglarda yaxshi o'rinlarni egallab, chet ellik talabalar uchun keng imkoniyatlar yaratmoqda.

Bundan tashqari, Turkiya ta'lim tizimida raqamli texnologiyalar, masofaviy ta'lim va innovatsion o'qitish usullariga katta e'tibor berilmoqda. Davlat tomonidan olib borilayotgan islohotlar ta'lim sifatini oshirish va yoshlarning raqobatbardoshligini kuchaytirishga qaratilgan.

O'zbekiston va Turkiya ta'lim tizimini taqqoslaydigan bo'lsak, ko'pgina farqlarni sezishimiz mumkin. O'zbekiston va Turkiya ta'lim tizimi jamiyat taraqqiyotining muhim omili hisoblanadi. Har ikki mamlakatda ta'lim davlat siyosatining ustuvor yo'nalishlaridan biri bo'lib, yosh avlodni bilimli va raqobatbardosh tarbiyalashga qaratilgan. Shunga qaramay, ularning ta'lim tizimida o'xshashliklar va farqlar mavjud. Har ikki davlatda ham malakali kadr yetishtirib berish asosiy masala hisoblanadi.

O'zbekistonda ta'lim tizimi Ta'lim vazirligi va Oliy ta'lim, fan va innovatsiyalar vazirligi tomonidan boshqariladi. Ta'lim bosqichlari maktabgacha, umumiy o'rta, o'rta maxsus va oliy ta'limdan iborat. Umumiy o'rta ta'lim majburiy bo'lib, 11 yil davom etadi. So'nggi yillarda ta'lim tizimini modernizatsiya qilish, raqamlashtirish va xalqaro hamkorlikni kengaytirishga alohida e'tibor qaratilmoqda.

Turkiyada esa ta'lim tizimi Milliy ta'lim vazirligi va Oliy ta'lim kengashi (YÖK) tomonidan boshqariladi. Ta'lim bosqichlari maktabgacha, boshlang'ich, o'rta va oliy ta'limdan iborat bo'lib, umumiy majburiy ta'lim 12 yilni tashkil etadi va "4+4+4" modeli asosida amalga oshiriladi. Turkiya ta'lim tizimi xalqaro standartlarga mosligi va universitetlarining nufuzi bilan ajralib turadi.

Har ikki davlatda ham davlat va xususiy ta'lim muassasalari faoliyat yuritadi. O'zbekistonda xususiy maktablar va universitetlar soni ortib borayotgan bo'lsa, Turkiyada bu tizim ancha rivojlangan va keng tajribaga ega. Turkiya oliy ta'lim muassasalari xorijiy talabalarni jalb etishda yetakchi o'rinlardan birini egallaydi.

Baholash va qabul tizimida ham farqlar mavjud. O'zbekistonda oliy ta'limga kirish asosan markazlashgan test sinovlari orqali amalga oshiriladi. Turkiyada esa talabalar oliy ta'lim muassasalariga milliy imtihonlar asosida qabul qilinadi. Bundan tashqari, Turkiyada akademik erkinlik va tanlov imkoniyatlari kengroq hisoblanadi.

O'zbekiston va Turkiya ta'lim tizimlari umumiy maqsadga — sifatli ta'lim berishga xizmat qiladi. O'zbekistonning ta'lim tizimi islohotlar bosqichida bo'lsa, Turkiya tajribasi orqali rivojlanmoqda. Har ikki mamlakat tajribasini o'rganish esa ta'lim sifatini yanada oshirishga yordam beradi. So'nggi yillarda mamlakatimiz va Turkiya o'zaro tajriba almashish uchun ko'pgina amaliyotlar o'tkazishmoqda. Bu amaliyotlar va almashinishlar bizning ta'lim tizimimizga ham yangiliklarni olib keldi va ko'pgina tajribalar olindi.

O'zbekiston va Turkiya ta'lim tizimlarini tahlil qilish shuni ko'rsatadiki, har ikki davlatda ta'lim jamiyat taraqqiyotining asosiy yo'nalishi sifatida qoraladi. Ta'lim tizimlarining tuzilishi va boshqaruv

mexanizmlarida ayrim farqlar mavjud bo'lsa-da, ularning asosiy maqsadi bilimli, malakali va raqobatbardosh kadrlarni tayyorlashdir.

Turkiya ta'lim tizimi ko'p yillik tajribaga, aniq modellarga asoslanishiga va xalqaro standartlarga mos kelishiga ega. O'zbekiston ta'lim tizimi esa jadal islohotlar bosqichida bo'lib, zamonaviy texnologiyalarni joriy etish, ta'lim sifatini oshirish va xalqaro hamkorlikni kengaytirishga qaratilgan.

Taqqoslash natijalari shuni ko'rsatadiki, Turkiya tajribasidan o'quv dasturlarini diversifikatsiya qilishda, oliy ta'limda akademik erkinlikni kengaytirishda va xalqaro talabalarni jalb etishda samarali foydalanish mumkin. Bunga qo'shimcha ravishda, O'zbekistonning milliy qadriyatlar va ta'limda ijtimoiy tenglikka yo'naltirilgan yondashuvi ham muhim ahamiyatga ega.

Xulosa qilib aytganda, har ikki davlat ta'lim tizimi o'zaro tajriba almashish orqali yanada takomillashishi mumkin. Bu jarayon ta'lim sifatini oshirishga va yoshlarning global mehnat bozorida raqobatbardoshligini ta'minlashga xizmat qiladi.

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USING AUTHENTIC TEXTS TO ENHANCE READING AND WRITING SKILLS**Sheraliyeva Shahnoza Usmanovna**

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Abstract: This article investigates the role of authentic texts in enhancing reading and writing skills in foreign language education. Authentic texts, such as newspaper articles, literary excerpts, and real-life documents, provide learners with exposure to natural language usage, cultural context, and varied linguistic structures. The study aims to analyze how integrating authentic materials into classroom instruction can improve learners' comprehension, vocabulary acquisition, and writing proficiency. Using a qualitative research design, classroom observations, learner feedback, and analysis of writing tasks were employed to evaluate the effectiveness of authentic texts in promoting language skills.

Keywords: authentic texts, reading skills, writing skills, foreign language education, learner engagement, language proficiency, classroom instruction

Introduction

In contemporary foreign language education, the development of reading and writing skills is considered a core objective for promoting communicative competence. Traditional teaching materials often fail to provide learners with real-life language exposure, which can limit their ability to understand authentic linguistic structures and cultural nuances. Authentic texts, including newspaper articles, literary excerpts, letters, and official documents, offer learners an opportunity to engage with natural language in meaningful contexts. The use of authentic materials is closely linked to learner motivation, cultural awareness, and critical thinking development. Exposure to real-world texts allows students to encounter diverse vocabulary, idiomatic expressions, and stylistic variations, which contribute to both comprehension and production skills. Despite its recognized benefits, the systematic integration of authentic texts into classroom instruction remains limited in many educational contexts.

Materials and Methods

The study employed a qualitative research design to investigate the effects of authentic texts on reading and writing skills. The participants included students enrolled in intermediate-level foreign language courses at a higher education institution. Authentic materials used in the study consisted of newspaper and magazine articles, literary excerpts, letters, and online texts, carefully selected to match the students' language proficiency and thematic interests. Data collection methods included classroom observations, analysis of learners' written assignments, and feedback from reflective journals. Students were assigned reading and writing tasks based on authentic texts over a period of six weeks. The tasks included summarizing, paraphrasing, opinion writing, and composing short essays. Descriptive and comparative analyses were applied to evaluate changes in reading comprehension, vocabulary usage, writing coherence, and overall engagement. This methodology

allowed for a comprehensive assessment of the pedagogical value of authentic texts and their influence on language development.

Results

The analysis of the study revealed that the integration of authentic texts had a positive impact on learners' reading and writing skills. Students demonstrated improved comprehension of complex texts, showing better understanding of context, vocabulary, and stylistic features. Reading tasks based on authentic materials enhanced learners' ability to infer meaning, recognize main ideas, and critically evaluate information. In terms of writing, learners exhibited greater coherence, richer vocabulary usage, and more accurate grammatical structures in their compositions. Reflective journal entries indicated that students felt more engaged and motivated when working with real-life texts. They reported increased confidence in producing written work and a better ability to express opinions, summarize information, and apply language structures creatively. Overall, authentic texts promoted active learning, critical thinking, and enhanced learners' ability to transfer reading strategies into writing tasks.

Discussion

The findings support the notion that authentic texts are a valuable tool in foreign language education for developing reading and writing skills. Exposure to real-life language materials enables learners to experience linguistic diversity and cultural nuances, which traditional textbooks often lack. The observed improvement in comprehension and writing skills demonstrates that authentic texts not only provide meaningful context but also foster cognitive engagement and learner autonomy. Furthermore, the study highlights the motivational benefits of authentic materials. Students' increased engagement and positive attitudes toward reading and writing tasks suggest that authenticity enhances interest and reduces the perceived gap between classroom learning and real-world language use. The results also underscore the importance of carefully selecting texts that are appropriate in complexity and relevance to learners' needs. In conclusion, integrating authentic texts into classroom practice can create a more learner-centered environment, encourage independent learning, and contribute to long-term language proficiency development.

Conclusion

The study demonstrates that the use of authentic texts in foreign language classrooms significantly enhances both reading comprehension and writing proficiency. Learners exposed to real-life materials showed improved ability to understand complex texts, expand vocabulary, and apply grammatical and stylistic knowledge in writing tasks. Authentic texts also fostered critical thinking, creativity, and learner engagement, contributing to the development of independent and self-directed learning skills. The findings emphasize the importance of integrating authentic materials into language instruction as a means of bridging classroom learning with real-world language use. By carefully selecting texts that align with learners' proficiency and interests, educators can create a more motivating and meaningful learning environment. Overall, authentic texts prove to be an effective pedagogical tool for promoting learner-centered instruction, enhancing literacy skills, and supporting long-term language acquisition.

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DEVELOPING SELF-DIRECTED LEARNING THROUGH A STRATEGY-BASED APPROACH

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Abstract: This article examines the development of self-directed learning through a strategy-based approach in foreign language education. Self-directed learning is considered a crucial competence that enables learners to take responsibility for planning, monitoring, and evaluating their own learning process. The study aims to explore how the systematic use of learning strategies can enhance learners' autonomy and motivation. A strategy-based approach is analyzed as an instructional framework that explicitly teaches cognitive, metacognitive, and socio-affective strategies to support independent learning.

Keywords: self-directed learning, strategy-based approach, learner autonomy, learning strategies, language education, metacognition

INTRODUCTION

In contemporary education, the focus has increasingly shifted toward learner-centered approaches that emphasize autonomy and lifelong learning skills. One of the key concepts supporting this shift is self-directed learning, which enables learners to take an active role in setting goals, selecting learning strategies, and evaluating learning outcomes. In the context of foreign language education, self-directed learning is particularly important due to the need for continuous practice and independent language exposure beyond the classroom. A strategy-based approach has gained attention as an effective pedagogical framework for fostering self-directed learning. This approach involves explicit instruction in learning strategies, including cognitive, metacognitive, and socio-affective strategies, which help learners become more aware of how they learn and how they can improve their performance. By developing strategic competence, learners are better equipped to manage their learning process and adapt to various learning tasks and contexts. The relevance of this study lies in the growing demand for autonomous learners who are capable of regulating their own learning in academic and professional environments. Despite the recognized importance of self-directed learning, many learners lack the necessary skills and strategies to learn independently.

Materials and Methods

The research material for this study consists of instructional activities, learning tasks, and reflective materials designed within a strategy-based teaching framework. The participants included students studying a foreign language in a higher education setting. The selected learning strategies focused on cognitive strategies (such as summarizing and inferencing), metacognitive strategies (planning, monitoring, and self-evaluation), and socio-affective strategies (cooperation and self-motivation). A qualitative research design was employed to examine the impact of strategy-based instruction on the development of self-directed learning. The methods used included classroom observation, analysis of

learners' reflective journals, and evaluation of task performance before and after the implementation of strategy instruction. Descriptive and comparative analysis methods were applied to identify changes in learners' autonomy, strategic awareness, and engagement in the learning process. The combination of these methods allowed for a comprehensive assessment of how strategy-based instruction contributes to the development of self-directed learning skills and provides a reliable basis for further pedagogical conclusions.

Results

The results of the study indicate that the implementation of a strategy-based approach had a positive impact on the development of self-directed learning among students. After the introduction of explicit strategy instruction, learners demonstrated increased awareness of learning strategies and greater confidence in managing their own learning processes. Many students showed improvement in planning their learning activities, setting realistic goals, and monitoring their progress during language tasks. The analysis of reflective journals revealed that learners became more active in evaluating their learning outcomes and identifying their strengths and weaknesses. Task performance data also suggested higher levels of engagement and responsibility, as students increasingly relied on self-selected strategies rather than teacher guidance. Furthermore, learners demonstrated improved motivation and persistence when facing challenging learning tasks, indicating a growth in autonomous learning behavior.

Discussion

The findings of this study support the view that strategy-based instruction plays a significant role in fostering self-directed learning in language education. The observed improvement in learners' planning, monitoring, and self-evaluation skills aligns with theoretical models of self-directed learning, which emphasize metacognitive control as a key factor in learner autonomy. The increased use of cognitive and socio-affective strategies suggests that learners not only improved their academic performance but also developed greater emotional engagement and self-confidence. This confirms previous research indicating that explicit strategy instruction can empower learners to take ownership of their learning and reduce dependence on teacher-centered instruction. Moreover, the results highlight the importance of integrating strategy training into regular classroom practice rather than treating it as a separate component.

Conclusion

The study has demonstrated that implementing a strategy-based approach significantly enhances the development of self-directed learning skills among language learners. The findings indicate that learners who receive explicit instruction in cognitive, metacognitive, and socio-affective strategies show greater autonomy, improved planning and monitoring abilities, and higher motivation to engage in independent learning. Strategy-based instruction not only increases learners' awareness of effective learning techniques but also promotes sustainable self-regulation and learner-centered behavior. The results underscore the importance of incorporating strategy-based frameworks into language teaching curricula to foster learner independence and lifelong learning competencies. By equipping students with strategic tools, educators can create an environment that encourages active participation, personal responsibility, and continuous self-improvement.

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DAVR XARAJATLARINING HUIJATLASHTIRILISHI VA SINTETIK HISOBI

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Bozor iqtisodiyotining ustunligini ta'minlovchi muhim xususiyati unda barcha xo'jalik yurituvchi sub'ektlarning o'zaro raqobat asosida faoliyat yuritishi hisoblanadi. Raqobatchilik sharoitida faoliyat yuritish barcha korxonalardan xarajatlarini tejagan xolda xo'jalik faoliyatini tashkil etishni talab qiladi. Aks holda ular raqobatda yutqazadilar.

Korxona xarajatlarining tarkibida o'zining axamiyati va salmog'i bo'yicha davr xarajatlari ham muhim o'rin egallaydi. Bozor iqtisodiyoti davr xarajatlarini ham optimal miqdorda saqlashni, keraksiz sarflarga yo'l qo'ymaslikni talab qiladi. Buni nazorat qiluvchi muhim vosita bolib, buxgalteriya hisobi sanaladi.

Korxonalarning doimiy faoliyat yuritishlari uchun ishlab chiqarishdan tashqari mahsulotlarni (Tovarlarni, ish va xizmatlarni) sotishga, korxonani ma'muriy boshqaruviga va boshqa operatsion faoliyatiga oid xarajatlarni ham amalga oshirishlari talab etiladi. Bunday xarajatlar davr xarajatlari, deb ataladi. Korxonalar xarajatlarining tarkibida o'zining miqdori bo'yicha davr xarajatlari ham muhim o'rin egallaydi.

Davr xarajatlarining turlari, tarkibiy elementlari "Mahsulot (ish, xizmat)larni ishlab chiqarish va sotish xarajatlarining tarkibi va moliyaviy natijalari to'g'risidagi Nizomda" batafsil ochib berilgan. Unga muvofiq davr xarajatlari quyidagi 4xil xarajatni o'z ichiga oladi:

1. Sotish xarajatlari;
2. Ma'muriy xarajatlari;
3. Boshqa operatsion xarajatlari;
4. Kelgusida soliq bazasidan chegiriladigan hisobot davr xarajatlari;

Birinchi guruhga korxonada ishlab chiqarilgan tayyor mahsulotlarni, sotish uchun xarid qilingan tovarlarni sotish bilan bog'liq bo'lgan xarajatlar kiradi. Bularga sotish (marketing) bo'limi xodimlari ish haqisi, ular ish haqidan ijtimoiy sug'urta fondlariga ajratmalar, tovarlarni saqlash, tashish, navlarga ajratish, qadoqlash xarajatlari, reklama uchun qilingan xarajatlar, tovarlarni sotishga xizmat qiluvchi asosiy vositalar va nomoddiy aktivlar amortizatsiyasi kabi xarajatlar kiradi.

Ma'muriy xarajatlarga korxona rahbariyatini tutib turish uchun qilingan barcha xarajatlar kiradi. Bunday xarajatlar tarkibiga boshqaruv xodimlariga tegishli bo'lgan mehnatga haq to'lash xarajatlari, ish haqidan ijtimoiy sug'urtaga ajratmalar, xizmat avtotransportiga va xizmat mikroavtobusini saqlash, yollash va ijaraga olish xarajatlari, boshqaruvning texnik vositalari, aloqa uzellari, signalizatsiya vositalari, hisoblash markazlarini va ishlab chiqarishga tegishli bo'lmagan boshqaruvining boshqa texnik vositalarini saqlash va ularga xizmat ko'rsatish xarajatlari, ma'muriy – boshqaruv axamiyatidagi asosiy vositalar va nomoddiy aktivlarni saqlash, ularga xisoblangan amortizatsiya va boshqa xarajatlar kiradi.

Boshqa operatsion xarajatlarga mahsulot tannarxiga, sotish va ma'muriy xarajatlarga taaluqli bo'lmagan xarajatlar kiradi. Bularga, kadrlar tayyorlash va ularni qayta tayyorlash xarajatlari, maslahat, axborot va auditorlik xizmatlariga to'langan haqlar, o'zining xizmat ko'rsatuvchi ishlab chiqarishlari va xo'jaliklarni saqlashdan ko'rigan zararlar, salomatlikni muhofaza qilish va xodimlarning ishlab chiqarish jarayonida bevosita qatnashuvchi bilan bog'liq bo'lmagan dam olishlarini tashkil etish tadbirlari, kompensatsiya va rag'batlantirish tusidagi to'lovlar, ish haqini hisoblashda hisobga olinmaydigan to'lovlar va xarajatlar, bank va depozit xizmatlarga to'lovlar, turli jarimalar va boshqa xarajatlar kiradi.

Kelgusida soliq bazasidan chegiriladigan hisobot davr xarajatlariga sarmoya bilan ta'minlash bilan bog'liq bo'lmagan va sarmoya bilan ta'minlanadigan asosiy vositalar qiymatiga qo'shilmaydigan xarajatlar kiradi. Jumladan:

- Xo'jalik yurutuvchi yangi subektlar, ishlab chiqarishlar, sexlar, agregatlarni o'zlashtirishga xarajatlar;
- Boshqaruv tizimlari va vositalarini yaratish hamda takomillashtirish bo'yicha xarajatlar;
- Seriyali va keng ko'lamda chiqariladigan mahsulotlar yangi turlarini ishlab chiqarishni hamda texnologik jarayonlarni tayyorlash va o'zlashtirish xarajatlari;
- Qonunchilikka muvofiq ishchi kuchlari qabul qilish bilan bog'liq xarajatlar;
- Xo'jalik yurituvchi subektlarni, ishlab chiqarish liniyalarini rivojlantirish (takomillashtirish)xarajatlari.
- Buxgalteriya hisobining boshqa hisob turlaridan farqli xususiyati shundaki, unda aks ettirilgan xo'jalik operatsiyalari qat'iy xujjatlashtirilgan bo'ladi, yani hisobda aks ettirilgan ma'lumotlarini muhimligini, ishonarliligini, yuridik kuchga ega ekanligini ta'minlaydi. Shuning uchun ham xujjatlashtirish buxgalteriya hisobining muhim usuli hisoblanadi.

Davr xarajatlarini hujjatlashtirish deganda yuz bergan davr xarajatlariga oid operatsiyalarini ma'lum bir xujjatlar bilan rasmiylashtirish usuli tushiniladi.

Davr xarajatlarini aks ettiradigan xujjatlar deganda davr xarajatlarining sarflanganligini guvohlik beruvchi yoki ularni kelgusida sarflanishiga asos bo'luvchi yozma guvohnoma tushuniladi. Masalan, ma'muriyat xodimlari uchun hisoblangan ish haqiga ularning ishga chiqish tabeli va ish haqi hisob kitobi guvohlik beradi. Boshqa bir hujjatlar davr xarajatlarining kelgusida sarflanishiga asos bo'ladi, masalan, xodimlarni moddiy rag'batlantirish to'g'risidagi raxbarning buyrug'i xodimlarga mukofot hisoblash uchun asos bo'ladi.

Davr xarajatlarining hisobi alohida moddalari bo'yicha quyidagi hujjatlarga asoslanib yuritiladi.

1-jadval

Davr xarajatlari xisobini yuritishga asos bo'luvchi birlamchi hujjatlar

Xarajat turlari	Hisob yuritishga asos bo'luvchi birlamchi hujjatlar
Ish haqi ko'rinishidagi xarajatlar	1.Tabellar 2.Ish haqi hisob -kitoblari
Ijtimoiy sug'urta xarajatlari	Hisob -kitoblar
Xodimlarga mukofotlar va boshqa rag'batlantirish ko'rinishidagi xarajatlar	1.Raxbarning buyrug'i 2.Mukofotlar hisob-kitoblari

Xizmat safarlari bilan bog'liq xarajatlar	Bo'nak hisobotlari
Ko'rilgan moddiy zararlar	1.Moddiy zararni tekshirish kommiyasining dalolatnomalari 2.Raxbarning zararni korxona hisobidan qoplash haqidagi qarori
Boshqa korxonalar tomonidan ko'rsatilgan savdo boshqa xizmatlar(brokerlik, auditorlik,konsalting)haqlari	1.Shartnomalar 2.Bajarilgan ishlarni topshirish qabul qilish dalolatnomalari schyot fakturali
Savdo va ma'muriy maqsadlarda qilingan moddiy xarajatlar (xo'jalik inventarlari sarfi ,materiallar sarfi)	1.Talabnomalar; 2.Chiqim dalolatnomalari 3.Naryadlar; 4.Zabor varaqlari
Davr xarajatlariga olib boriladigan soliqlar va boshqa majburiy to'lovlar	Soliqlar va boshqa majburiy to'lovlar hisob-kitoblari
Savdo va ma'muriy maqsadlar uchun ishlatilgan asosiy vositalar va nomoddiy aktivlar amortizatsiyasi	Eskirish hisoblash hisob-kitoblari
Boshqa xarajatlar	1.Dalolatnomalar; 2.Moddiy javobgar shaxslar hisobotlari 3.Raxbar buyruqlari va boshqalar

21-son BHMS ga muvofiq davr xarajatlarining hisobi quyidagi schyotlarda olib boriladi

2-jadval

21-son BHMSga muvofiq davr xarajatlari hisobi uchun mo'ljallangan hisobvaraqlar

Hisobraqam	Schyotlarning nomi
9400	Davr xarajatlarini hisobga olivchi schyotlar
9410	Sotish xarajatlari
9420	Ma'muriy xarajatlar
9430	Boshqa operatsion xarajatlar
9440	Kelgusida soliq solinadigan bazadan chiqariladigan hisobot davr xarajatlari

Ushbu schotlarning barchasi tranzit schyotlar bo'lib, ular yil boshi va oxiriga qoldiqqa ega bo'lmaydi. Biroq, hisobot davrining o'rtalarida, masalan, muayyan oylarda bosh va oxirgi qoldiqlar hisoblanishi mumkin. Ushbu schyotlar mohiyatan aktiv schyotlarga o'xshaydi. Shu sababli, ularning ko'payishi debet tomonda, kamayishi esa ,kredit tomonda aks ettiriladi. Bu schyotning muayyan davr mobaynidagi debet oboroti shu davr mobaynida korxona tomonidan qilingan davr xarajatlarini aks ettiradi.

Tadqiqotlar shuni ko'rsatadiki, amaliyotda juda ko'p hollarda kelgusi davrlarga oid xarajatlar davr xarajatlariga olib boriladi. Shuningdek ,sotish, ma'muriy va boshqa operatsion xarajatlar ham bir-biri bilan chalkashtirilgan xolda hisobga olinadi.Bunday xatolar hisobot davri foyda ko'rsatkichlarining ham noto'g'ri xulosalarning shakllanishiga olib keladi. Shu sababli, davr xarajatlari hisobini yuqorida

nomi e'tirof etilgan Nizom va buxgalteriya hisobi tamoyillariga qat'iy amal qilgan holda yuritish maqsadga muvofiqdir.

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**ФОРМИРОВАНИЕ ДОЧИСЛОВЫХ КОЛИЧЕСТВЕННЫХ
ПРЕДСТАВЛЕНИЙ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА
С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ****Шахзода Шавкат кизи Инагомова**

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Аннотация: В данной тезисной работе рассматриваются особенности формирования дочисловых количественных представлений у детей дошкольного возраста с общим недоразвитием речи. Акцент делается на взаимосвязь речевого развития и становления элементарных математических представлений, таких как понимание количества, сравнение предметов по величине, форме и множественности. Отмечается, что недостаточная сформированность речи оказывает существенное влияние на процесс усвоения дочисловых понятий, замедляя развитие познавательной деятельности детей. В работе подчеркивается значимость целенаправленного педагогического и логопедического сопровождения, направленного на развитие сенсорных эталонов, наглядно-действенного мышления и активного словаря. Полученные выводы могут быть использованы в коррекционно-развивающей работе с детьми дошкольного возраста, имеющими общее недоразвитие речи.

Ключевые слова: дошкольный возраст, общее недоразвитие речи, дочисловые представления, количественные представления, сенсорное развитие, коррекционная работа, познавательная деятельность

Современный этап развития дошкольного образования характеризуется повышенным вниманием к формированию элементарных математических представлений у детей раннего и дошкольного возраста. Особое значение в этом процессе имеет становление дочисловых количественных представлений, которые служат основой для дальнейшего усвоения числовых понятий и успешного обучения в школе. Данные представления формируются в тесной взаимосвязи с развитием речи, мышления и познавательной активности ребенка. Особую категорию составляют дети дошкольного возраста с общим недоразвитием речи, у которых наблюдаются стойкие нарушения всех компонентов речевой системы. Недостаточная сформированность лексико-грамматических и семантических средств речи затрудняет осмысление количественных отношений, понимание инструкций и обобщение сенсорного опыта. В результате у таких детей отмечаются трудности в различении и сравнении предметов по количеству, величине и пространственным признакам. В связи с этим актуальной является проблема целенаправленного формирования дочисловых количественных представлений у детей с общим недоразвитием речи в условиях коррекционно-развивающей работы. Изучение данного вопроса позволяет определить эффективные педагогические и логопедические подходы, направленные на комплексное развитие речи и познавательной сферы дошкольников. Цель исследования – изучение и обоснование педагогических условий формирования дочисловых количественных представлений у детей дошкольного возраста с общим недоразвитием речи в процессе коррекционно-развивающей работы.

Проанализировать психолого-педагогическую и логопедическую литературу по проблеме формирования дочисловых количественных представлений у дошкольников. Определить особенности развития количественных представлений у детей дошкольного возраста с общим недоразвитием речи. Выявить влияние речевых нарушений на процесс усвоения дочисловых понятий. Описать эффективные методы и приемы коррекционно-развивающей работы, направленные на формирование количественных представлений. Обосновать значение комплексного взаимодействия педагога и логопеда в развитии познавательной деятельности детей с общим недоразвитием речи.

Заключение

Формирование дочисловых количественных представлений у детей дошкольного возраста с общим недоразвитием речи является важным направлением коррекционно-развивающей работы, поскольку данные представления выступают основой дальнейшего интеллектуального и учебного развития ребенка. Нарушения речевой системы оказывают негативное влияние на усвоение количественных отношений, что проявляется в трудностях сравнения, обобщения и классификации предметов. Проведенный анализ позволяет сделать вывод о необходимости комплексного подхода, сочетающего развитие речи, сенсорных эталонов и познавательной активности дошкольников. Целенаправленное использование наглядных, игровых и практико-ориентированных методов способствует более эффективному формированию дочисловых понятий у детей с общим недоразвитием речи. Таким образом, организация систематической и согласованной деятельности педагога и логопеда создает благоприятные условия для развития количественных представлений и повышения общей готовности детей дошкольного возраста с речевыми нарушениями к обучению в школе.

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АБДУРАУФ ФИТРАТ: ЖАДИДЧИЛИК ТАЪЛИМ ИСЛОҲОТЛАРИ ВА МИЛЛИЙ ОНГНИНГ РИВОЖЛАНИШИ

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Аннотация

XX аср бошларида Марказий Осиё, айниқса Туркистон минтақаси чуқур ижтимоий, маданий ва сиёсий ўзгаришларга дуч келган. Ушбу даврда анъанавий ислом мадраса таълими Россия империяси ҳамда кейинчалик Совет Иттифоқининг таъсири остида туб бурилиш жараёнига кирган эди. Мазкур минтақада юзага келган модернизация ва янгиланишни маъқулловчи оқимлардан бири бўлган Жадидчилик, Туркистон жамиятининг замонавийлашиш ва Ғарбга йўналиш ҳаракатларига раҳбарлик қилган. Ушбу ҳаракатнинг етакчи шахсларидан бири Абдурауф Фитрат бўлган.

Туркистондаги жадидчилик ҳаракатининг пайдо бўлиш шароитлари, замонавий таълим тизимини асос қилиб олган жадид олимларидан бири бўлган Абдурауф Фитрат халқни уйғонишга чақириб, исломни тўғри тушунириш ва туркликни мустаҳкамлаш мақсадида кенг кўламли ҳаракатларни амалга оширди. Маҳмудхўжа Бехбудий, Абдурауф Фитрат ва Исмоил Гаспирали каби етакчи шахсларнинг фаолиятлари ёрдамида жадидчилик ҳаракатининг Туркистондаги тарихий аҳамияти ушбу мақолада таҳлил қилинган.

Калит сўзлар: Жадидчилик, таълим ислоҳотлари, миллий онг, модернизация, Туркистон, маданият, инқилобий ғоялар, ислом ва замонавийлик, жамият ислоҳоти, тил ислоҳоти.

Тарих давомида кўплаб маданиятларга мезбонлик қилган Туркистон минтақаси XIX аср ўрталарида Россия империяси босқинчилигига учраган ва бу ҳолат мавжуд тузумга чек қўйган. Ушбу даврда жамиятнинг маданий ва ижтимоий муаммоларига ечим излаган айрим олимлар “усул-и жадид” (янги усул) деб аталган таълим ва маданий ислоҳот ҳаракатини бошлаганлар. Бу ҳаракат етакчиларига “Жадидчилар” ёки “Жадидлар” номлари берилган.

Жадидчилик ҳаракати таълим ислоҳотидан ташқари маданий, ижтимоий ва сиёсий уйғониш жараёни сифатида баҳоланиши лозим. Ҳаракат етакчилари Туркистон халқларини замонавий дунёга интеграциялаштириш мақсадида халқни таълим олишга чақирган, асарлар ёзган ва турли соҳаларда фаолият юритганлар. Афсуски, 1930-йилларда Совет Иттифоқи босим сиёсати ва “Катта тозалаш” даврида ушбу олимларнинг катта қисми қамалган ёки ўлдирилган. Шундай бўлса-да, ҳозирги Марказий Осиё давлатларида кузатилаётган миллий уйғонишда жадидчиларнинг фикрий мероси яшаб келмоқда.

Абдурауф Фитрат 1886 йили Бухорода туғилган ва Марказий Осиёнинг йирик файласуфларидан бири сифатида тарихда қолган. Ҳақиқий исми Муҳаммад Ризо бўлган Фитрат эса уни таҳаллуси бўлган; бу танлов унинг модернизация ва маърифат йўлидаги ғояларини акс эттирган. Анъанавий мадраса таълимида таълим олган Фитрат ёшлигидан араб, форс ва ўзбек тилларини юқори даражада ўрганган. 1907 йилда таълимни давом эттириш учун Истамбулга борган, бу ерда Усмонлидаги ислом ва модернизация ҳаракатларидан катта таъсир олган.

Истамбулда турган пайтларида у турк интеллигенцияси билан яқин алоқалар ўрнатган ва “усул-и жаид” таълим усули билан танишган. У Ислом жамиятларининг тараққиёти учун замонавий фанларнинг қабул қилиниши зарурлигини англаган. Шу даврда Ислом оламидаги янгиланиш ва ислоҳот ғоялари унинг таълим, дин ва маданият соҳаларида жуда катта ўзгаришлар кераклигига бўлган ишончини мустаҳкамлаган.

Абдурауф Фитрат 1910 йили Бухорога қайтгач, жаидчилик ҳаракатининг фаол тарафдори ва етакчисига айланган. Жаидчилик Россия таъсирига қарши курашувчи ва исломий қадриятларни сақлаш ҳамда Ғарб фан ва технологияларини жорий этишни мақсад қилган янгиланиш ҳаракати эди. Фитрат бу йўлда таълим дастурларини замонавийлаштириш, қизларни таълимга жалб қилиш ва тилни соддалаштириш каби соҳаларда муҳим ҳисса қўшган. 1917 йил Октябр инқилоби орқали ташкил этилган Совет Иттифоқи билан Марказий Осиёда сиёсий тузилма тубдан ўзгарган. Фитрат Совет ҳукуматининг илк йилларида Ўзбекистон Совет Социалистик Республикасида турли таълим соҳаларида ишлаган, бир муддат таълим вазири лавозимида ҳам фаолият кўрсатган. Аммо кейинчалик совет ҳокимиятининг босим ва марказий назоратига қарши чиққан.

Фитратнинг ҳаёт йўли анъанавий жамиятдан замонавий миллат-давлат тушунчасига ўтиш жараёнининг муҳим намунаси ҳисобланади. Ушбу ўтиш даври жараёнидаги ижтимоий, сиёсий ва маданий зиддиятлар унинг фикрларида ва асарларида очиқ акс этган.

Фитратнинг замонавийлашиш тушунчасининг марказида таълимда туб ўзгариш ётади. Унинг фикрича, анъанавий мадраса тизими фақат диний билимлар билан чекланган бўлиб, жамиятнинг ривожланаётган эҳтиёжларига жавоб бера олмай қолган. Фитрат “Усул-и Жаид” деб аталадиган замонавий таълим усулини қабул қилишни тарғиб қилган; фанлар, математика, тарих ва география каби замонавий фанларнинг мадраса ўқув дастурига киритилиши зарурлигини таъкидлаган. Бундан ташқари, қизларнинг ҳам таълим олиш ҳуқуқига эга бўлиши кераклигини айтиб, аёлларнинг таълим жараёнига жалб этилишининг аҳамиятига урғу берган. Ушбу фикрлар, ўша даврнинг катъий консерватив тузилмасида унинг қанчалик илғор ва ислоҳотпарвар қарашга эга эканлигини кўрсатади.

Фитратга кўра, тил миллатнинг ўзлиги ва мавжудлигининг асосий пойдеворидир. У Туркистон халқларининг умумий турк тили ва ўзлиги атрофида бирлашиши кераклигига ишонч билдирган; шу маънода араб алифбосининг мураккаблигини танқид қилиб, унинг ўрнига лотин алифбосидан фойдаланишни таклиф қилган. Шунингдек, тилни соддалаштиришни қўллаб-қувватлаган, халқнинг осон тушунадиган очиқ ва содда тилни қўллаши лозим деб ҳисоблаган. Ушбу ёндашув Фитратнинг миллатчилик тушунчасининг асосий элементларидан биридир. Унинг фикрича, тил ислоҳотлари нафақат мулоқотни осонлаштириш билан чекланмай, балки миллий онгнинг ривожланиши ва маданий уйғонишни ҳам таъминлайди.

Абдуррауф Фитрат Исломни қаттиқ ва ўзгармас қоидаларга асосланиб эмас, балки ақл ва замон талабларига мос тарзда талқин қилувчи зиёли бўлган. Унинг фикрича, дин миш-миш ва қаттиқ эътиқодлардан тозаланиши, ақл ва илм-фан билан уйғунлашиши керак эди. Шу нуқтаи назардан Фитрат анъанавий мадраса тизимидаги ёдлашга асосланган, консерватив диний қарашларни танқид қилиб, Исломнинг қайта талқин қилиниб, ислоҳ қилинишини ҳимоя қилган. Бу илғор фикрлар ўша даврнинг консерватив диний муҳитлари ва Совет ҳокимиятлари томонидан қаттиқ қаршилик билан қарши олинган.

Фитрат Туркистон халқларининг ўз келажагини белгилаш ҳуқуқини ҳимоя қилган ва эркинлик ҳамда мустақиллик ғояларига интилган. Совет Иттифоқининг дастлабки йилларида маҳаллий автономияларни тан олиш ва маданий ўзликни сақлаш бўйича ташаббуслар кўрсатган. Аммо кейинчалик Совет ҳокимиятининг босим ва марказлашган сиёсатига қарши чиққан. Фитратнинг миллатчилик тушунчаси Пан-Туркизм ва Туранизм таъсирида шаклланган; у турк халқларининг минтақавий бирдамлик ва ҳамкорликда ҳаракат қилишининг зарурлигини таъкидлаган.

Фитрат адабиёт ва илм-фан соҳасида кенг доирада асарлар яратган. Унинг ёзувларида дидактик ҳамда сиёсий хабарлар етакчи ўринда бўлган.

Мунозара (1911): Фитратнинг энг машҳур асарларидан бири бўлиб, эски ва янги таълим усуллари ўртасидаги таққослашни диалог шаклида беради. Ушбу асар мадраса ислоҳотининг зарурлигини ҳимоя қилувчи кучли манифестдир.

Ҳинд Инқилобчилари (1913): Мустамлакачиликка қарши матн бўлиб, мустақиллик учун курашаётган Ҳинд халқларининг қаршилигини тасвирлаб, Туркистон халқларига илҳом беришни мақсад қилган.

Жадидчилик Тарихи: Жадидчилик ҳаракатининг тарихини ва ривожланишини ёритади. Ҳаракатнинг мақсадлари, муваффақиятлари ва дуч келган тўсиқлари ҳақида маълумот беради.

Шоирларимиз: Туркистоннинг муҳим шоирлари ва ёзувчиларига оид биографик ёзувлар жамланмаси бўлиб, миллий адабиёт аҳамиятини таъкидлайди.

Уйғониш: Ижтимоий онгни ошириш ва миллий уйғониш мавзусини ўрганади. Халқни ўқитиш ва онгли қилишга қаратилган.

Фитрат бу асарлар билан нафақат зиёлилар қатламига, балки кенг халқ оммасига мурожаат қилмоқчи бўлган. У ёзув тилини содда ва тушунарли тутиб, жамиятнинг барча қатламларини ёритишни мақсад қилган.

Абдуррауф Фитрат ва Жадидчилик ҳаракати ҳақида олиб борилган тадқиқотлар Марказий Осиёнинг тарихий, маданий ва замонавийлашиш жараёнларига катта ҳисса қўшмоқда. Эдвард Олворзнинг *The Modern Uzbeks* номли асари минтақадаги модернизация ҳаракатлари ва Фитратнинг бу жараёндаги таъсирини батафсил ўрганадиган асосий манбалардан биридир.

Турк ва ўзбек олимларининг тадқиқотлари ҳам Фитратнинг тил ислоҳотлари ва таълим соҳасидаги фаолиятларига эътибор қаратган. Şinasi Gündüzнинг “Abdurrauf Fitrat ve Türkistan’da Aydınlanma Hareketi.” мақоласи минтақадаги ижтимоий ўзгаришларни тушунишда асосий манбалар сифатида фойдаланилади. Совет Иттифоқи давридаги сиёсатлар ва Фитрат дуч келган босимлар ҳақидаги таҳлиллар Alexandre Bennigsenнинг “*Muslim National Communism in the Soviet Union*” асарида батафсил кўриб чиқилган. Ушбу адабиётлар

ёритилишида Фитратнинг ҳаёти ва асарлари кенг қамровда ўрганилган ҳамда унинг минтақавий замонавийлашиш жараёнларига қўшган ҳиссалари чуқур таҳлил қилинган.

Фитратнинг ижтимоий ва сиёсий фаолиятлари:

Таълим Вазирлиги ва вазирлик вазифалари: Совет даврида Ўзбекистон ССРда турли таълим вазифаларида ишлаган.

Газетачилик ва нашриёт: Замонавий таълим ва ислохотларни қўллаб-қувватловчи мақолалар ёзган, журналлар нашр этган.

Сиёсий фаоллик: Совет Иттифоқининг халқларнинг ўз тақдирини белгилаш ҳукукидан фойдаланган ҳолда Туркистон халқларининг ҳуқуқларини ҳимоя қилган.

Фитрат Марказий Осиёдаги маърифат ҳаракатининг рамзи ҳисобланади. Унинг ғоялари анъанавий ислом жамиятида замонавийлашиш эшикларини очган, янги миллий онг яратган.

Айниқса таълим ва тил соҳасидаги ислохотлари минтақанинг кейинги мустақиллик ва маданий уйғониш жараёнлари учун замин яратган.

Совет Иттифоқининг репрессив сиёсатларига қарамай, Фитратнинг фикрлари ва асарлари унутилмади, айниқса Советлар даври кейин Марказий Осиёда миллий ўзлик ва маданий уйғонишда қайта кашф этилди. Абдурауф Фитрат нафақат ўз даврида, балки ҳозирги кунда ҳам Марказий Осиёнинг маданий ва интеллектуал ривожланиши учун илҳом манбаи бўлиб қолмоқда.

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