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REHABILITATION OF CHILDREN WITH SPEECH DISORDERS

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Abstract

Speech disorders in children are a significant concern in the field of speech therapy and special education. This thesis explores the rehabilitation methods for children with speech disorders, focusing on the scientific basis, practical approaches, and outcomes of intervention programs. The study highlights the importance of early diagnosis and individualized therapy plans to improve communication skills and social integration. Key findings suggest that a combination of traditional and innovative methods yields the best results in speech rehabilitation. The thesis concludes with recommendations for further research and practical applications in the field.

Keywords: speech disorders, children, rehabilitation, speech therapy, early intervention, communication skills, neuroplasticity, multidisciplinary approach.

Introduction

Speech disorders in children, including articulation disorders, stuttering, and language delays, are a growing concern globally. According to the American Speech-Language-Hearing Association (ASHA), approximately 5-10% of children experience some form of speech or language impairment. These disorders can have profound effects on a child's academic performance, social interactions, and emotional well-being. Early intervention is critical to mitigate these effects and help children develop effective communication skills.

The relevance of this topic is further underscored by the increasing awareness of the long-term consequences of untreated speech disorders, such as poor academic achievement, social isolation, and low self-esteem. This thesis aims to provide a comprehensive analysis of the rehabilitation methods for children with speech disorders, emphasizing the scientific basis, practical approaches, and outcomes of these interventions.

Scientific Basis of the Topic

The scientific foundation for speech rehabilitation is rooted in several disciplines, including neurolinguistics, psychology, and pedagogy. Research indicates that speech disorders often result from a combination of genetic, neurological, and environmental factors. For example, conditions such as cerebral palsy, autism spectrum disorder (ASD), and hearing impairments are frequently associated with speech delays.

One of the key concepts in speech rehabilitation is neuroplasticity, the brain's ability to reorganize itself by forming new neural connections. This phenomenon is particularly important in children, as their brains are more adaptable than those of adults. Studies by Lev Vygotsky and Jean Piaget have highlighted the role of social interaction and cognitive development in language acquisition. Vygotsky's theory of the Zone of Proximal Development (ZPD) emphasizes the importance of guided learning and scaffolding in helping children achieve their potential.

Additionally, modern research has shown that early intervention is crucial for maximizing the benefits of neuroplasticity. For instance, children who receive speech therapy before the age of 5 are more likely to achieve significant improvements in their communication skills compared to those who start therapy later.

Materials and Methods

This study employs a mixed-methods approach, combining qualitative and quantitative research techniques. Data were collected from 100 children aged 3-10 years with diagnosed speech disorders, who participated in a 12-month rehabilitation program. The program included the following methods:

1. Traditional Speech Therapy:

- Articulation exercises to improve pronunciation.
- Phonation training to enhance voice control.
- Breathing techniques to support speech production.

2. Innovative Approaches:

- Use of speech-generating devices (SGDs) for non-verbal children.
- Mobile applications designed for speech therapy, such as Articulation Station and Speech Blubs.
- Virtual reality (VR) for immersive and interactive learning experiences.

3. Parental Involvement:

- Training parents to reinforce therapy at home through guided activities.
- Providing resources and materials for home practice.

4. Multidisciplinary Collaboration:

- Involvement of psychologists to address emotional and behavioral challenges.
- Collaboration with educators to support academic progress.
- Consultation with neurologists to address underlying medical conditions.

Data were analyzed using statistical tools to measure improvements in speech clarity, vocabulary, and social communication skills. Pre- and post-intervention assessments were conducted to evaluate the effectiveness of the program.

Results and Discussion

The results of the study demonstrated significant improvements in the participants' speech and communication abilities. Key findings include:

- A 45% increase in speech clarity among children who participated in the program.
- Enhanced vocabulary acquisition, with an average increase of 35% in word usage.
- Improved social interaction skills, as reported by parents and teachers.

The combination of traditional and innovative methods proved to be the most effective. For example, children who used speech-generating devices and mobile applications showed greater engagement and motivation compared to those who relied solely on traditional methods. Parental involvement was also critical, as it ensured consistent reinforcement of therapy goals.

However, the study also identified several challenges:

- Limited access to technology in underserved communities.
- The need for specialized therapists trained in both traditional and innovative methods.
- Financial constraints that may prevent families from accessing comprehensive rehabilitation programs.

These findings align with previous research, which highlights the importance of individualized and holistic approaches in speech rehabilitation. For instance, a study by Law et al. (2004) found that early intervention and parental involvement are key predictors of success in speech therapy.

Conclusion

The rehabilitation of children with speech disorders requires a comprehensive and multidisciplinary approach. Early intervention, combined with traditional and innovative methods, can significantly improve speech and communication outcomes. This study underscores the importance of parental involvement and the use of technology in therapy.

Future research should focus on:

- Developing cost-effective and accessible rehabilitation programs.
- Exploring the long-term effects of early intervention.
- Investigating the role of cultural and linguistic diversity in speech therapy.

By addressing these challenges, we can ensure that all children with speech disorders have the opportunity to reach their full potential.

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ВЛИЯНИЕ КОМПЛЕКСНЫХ ПРЕПАРАТОВ НА РОСТ, РАЗВИТИЕ РАСТЕНИЙ И УРОЖАЙНОСТЬ АРБУЗА

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Аннотация. В статье описывается влияние препаратов, включающих предпосевную обработку семян арбуза, а также опрыскивание растений до цветения на темпы роста, развития растений, среднюю массу плодов и урожайность.

Ключевые слова: арбуз, семена, препараты, предпосевная обработка, растения, плоды, средняя масса, урожайность.

Введение. Изначально арбуз попал в Иран, Китай и страны Центральной Азии из Индии. В Южную и Западную Европу арбуз проник из Египта через Италию и Грецию, в Восточную Европу - через Грецию и Армению из Малой Азии, а в Центральную Азию - из Ирана и Индии. В настоящее время 95% разнообразных сортов арбуза сосредоточено в России, США, Китае, Японии, странах Малой и Центральной Азии [1].

Одна из главных областей применения наноразмерных форм микроэлементов – сельское хозяйство, а именно их внедрение в сектор производства кормовых и пищевых добавок для сельскохозяйственных животных, удобрений и средств защиты растений. Широкие перспективы для использования нанопродуктов есть в медицине и фармацевтической промышленности, а также в области охраны окружающей среды. [2].

В настоящее время актуальным становится использование нанотехнологий в сельскохозяйственных исследованиях. Исследования, проведённые в различных странах показали, что наночастицы, применяемые в виде микроудобрений, активно проникают в растения, оказывают положительное влияние на процесс фотосинтеза, повышают устойчивость растений к болезням и неблагоприятным климатическим условиям, а также способствуют увеличению урожайности [3].

Методика исследования. С целью определения влияния комплексных препаратов на семена и растения арбуза нами в 2022-2023 г.г. на экспериментальном поле Научно-исследовательского института овоще-бахчевых культур и картофеля проведены исследования в этом направлении. На районированном сорте арбуза “Ширин” опыты проводились в следующих вариантах: контроль (замачивание семян в воде); Максим XL 3,5%, суспензионный концентрат, 5 мл/кг (обработка семян препаратом и опрыскивание растений водой дважды по листьям перед цветением); БИО удобрение-1 г/л (обработка семян препаратом Максим XL 3,5%, сус. к., 5 мл/кг и подкормка растений NPK+микроэлементами дважды перед цветением); MnO_2 -1 г/л (обработка семян препаратом Максим XL 3,5%, сус. к., 5 мл/кг и двухкратное опрыскивание растений диоксидом марганца перед цветением); Fe_2O_3 -1 г/л (обработка семян препаратом Максим XL 3,5%, сус. к., 5 мл/кг и двухкратное опрыскивание растений перед цветением). Биометрические измерения проводились на 10 отмеченных растениях в период вегетации проводились согласно методике Б.Ж. Азимова, Б.Б.Азимова “Методика проведения опытов в овощеводстве, бахчеводстве и картофелеводстве”(2002) [4].

Результаты исследования. Результаты влияния испытанных препаратов на биометрические показатели и урожайность растений арбуза представлены в таблице 1.

Таблица 1.

Влияние комплексных препаратов на рост и урожайность растений арбуза сорта Ширин (2022-2023 гг.).

Опыт варианты	Биометрические измерения					Общая урожайность		
	главный стебель	толщина стебля, см	количество боковых	длина боковых ветвей, см	количество листьев, шт	вес плода (кг)	т/га	к контролю, %
Контроль (замочка семян в воде)	139,0	0,8	3,8	424,5	102	4,5	23,9	100,0
Максим XL, 3,5% 5 мл/кг (замочка семян)	141,1	0,9	4,0	438,1	107	4,8	26,3	110,0

Максим XL, 3,5% 5 мл/кг + удобрение БИО -1 г/л	156,1	1,0	4,2	483,2	121	5,3	27,4	114, 6
Максим XL, 3,5% 5 мл/кг + MnO_2 -1г/л	155,8	1,0	4,1	480,1	120	5,3	27,5	115, 1
Максим XL, 3,5% 5 мл/кг + Fe_2O_3 -1 г/л	165,6	1,1	4,3	510,7	129	5,4	27,8	116, 3

Полученные результаты показывают, что в вариантах с применением комплекса препаратов показатели длины главного стебля, количества боковых побегов, толщины стебля и количества листьев превосходили контрольные варианты и предпосевную подготовку препаратом Максим XL. При этом, масса плодов и общая урожайность также превосходили показатели контрольных вариантов и вариант с предпосевной обработкой препаратом Максим XL.

В контрольном варианте (замочка семян в воде) средняя масса плода составила 4,5 кг, урожайность - 23,9 т/га. В варианте Максим XL, 3,5% средняя масса плода была 4,8 кг, что на 0,3 кг больше, по сравнению с контролем, а урожайность достигла 26,3 т/га, превысив контроль на 10%.

Совместное применение препарата Максим XL в концентрации 3,5% для обработки семян арбуза и комплекса различных препаратов для растений обеспечило увеличение массы плодов на 0,5-0,6 кг и урожайности на 4,6-6,3% по сравнению с применением предпосевной обработки только с Максим XL.

Выводы. При обработке семян арбуза сорта Ширин препаратом Максим XL 3,5%, в норме 5 мл/кг и двукратном опрыскивании растений регуляторами роста с микрочастицами MnO_2 и Fe_2O_3 (в норме 1 г/л) перед цветением было отмечено положительное влияние на развитие растений. По сравнению только с предпосевной обработкой семян препаратом Максим XL, 3,5% масса плодов была выше на 0,5-0,6 кг, урожайность увеличилась на 1,1-1,5 т/га или на 4,6-6,3%.

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BO‘LAJAK O‘QITUVCHILARNING KASBIY MADANIYATINI SHAKILLANTIRISH JARAYONI

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In this article, the relevance and theoretical foundations of the problem of developing the professional culture of teachers, the process of developing the professional culture of school teachers, self-control, self-esteem, reflective and creative thinking, value-epistemological and activity-creative analysis. the content of structures and components is highlighted. The article also shows the psychological and pedagogical features and components of the development of the professional culture of teachers.

Key words: professional culture, professional activity, reflection, self-control, self-assessment, psychological, pedagogical.

Introduction. In world pedagogical practice, great attention is paid to ensuring the adaptability of specialists to the requirements of the changing labor market by developing their professional culture and social competence. This trend has recently led to an increase in scientific research by the international scientific community on the problem of "pedagogical worldview". Indeed, the constant growth and change of the political, social and cultural nature of society requires modern specialists, in particular teachers, to have their own professional values and personal beliefs, to be able to accept not only their own, but also other cultures, and to constantly improve their pedagogical worldview and abilities in accordance with social needs. In our country, the main strategic tasks are to improve the quality of training highly qualified personnel for the modernization of the socio-economic sphere, to develop human capital based on the requirements of the labor market, to introduce digital technologies and modern teaching methods into the educational process, to train highly qualified, "creatively thinking, able to make independent decisions, to create the necessary conditions for their manifestation of intellectual abilities and formation as spiritually mature individuals" based on international standards. This requires improving the mechanisms that serve to improve the quality of training of specialists with higher education[1]. It should also be noted that the development of modern education systems and globalization processes are increasing the demand for improving the quality of education. Teachers, as the main actors of the educational process, play an important role in educating students and managing their learning process through their

professional culture. The professional culture of teachers includes not only their pedagogical knowledge and skills, but also their adaptability to social, ethnic and cultural contexts.

Today, the importance of the institutional approach in the educational process is increasing. This approach includes educational institutions and their internal structures, relationships between teachers and students, as well as strategies aimed at increasing the effectiveness of the education system. The process of forming the professional culture of teachers in educational institutions, when implemented through an institutional approach, allows ensuring the professional development of teachers and making their pedagogical activities more effective. At the same time, the process of forming the professional culture of teachers in modern educational conditions depends on many factors. These include the level of training of teachers, their practical experience, strategic directions of the educational institution and socio-economic conditions. Therefore, this article analyzes the process of forming the professional culture of teachers based on the institutional approach and justifies its relevance. As a result, this study serves to further reveal the importance of the process of forming the professional culture of teachers and to develop new approaches aimed at ensuring quality teaching in the education system. The formation of a professional culture of teachers contributes not only to their personal development, but also to increasing the effectiveness of the entire education system. This, in turn, has a positive impact on the future development of society.

Literature review. Uzbek researchers J.D. Alimov studies the process of training teachers through the use of innovative approaches in the education system[2]. M.M. Shodmonova provides an analysis of professional culture and its role in the educational process[13]. E. Khamroev studies the formation of the process of training teachers through modern pedagogical approaches. Seymour Novruzov studies the methods of developing and training teachers' professional culture in the modern education system. He emphasizes the importance of improving the skills of teachers in the process of training based on an institutional approach. D. Kadyrova studies the importance of using pedagogical innovations in the formation of professional culture. She is developing new methodologies for improving the skills of teachers in this area. J. Khamrova studies the role of modern pedagogical technologies in developing the professional culture of teachers. His works consider the professional practices of teachers, ethics and ways of forming professional culture in communication in the educational process.

The process of forming professional culture of teachers in the modern education system has been studied by many researchers. For example, one of the researchers studying

the professional culture of teachers is Elliot Eisner, who focused on the development of pedagogical approaches of teachers through the use of art and aesthetics in education[4]. Eisner emphasizes in his works the importance of a creative approach in forming professional culture of teachers.

Research methodology. The concept of “professional culture” has been defined in many ways in the scientific literature. Professional culture is a certain worldview and special knowledge, qualities, abilities, skills, feelings, value orientations of a person, which are manifested in his subject-labor activity and ensure high efficiency. That is, professional culture is understood as a type of culture associated with the individual characteristics of a person in relation to any type of work[8].

The professional culture of a person is the basis for systematizing the important professional qualities of a specialist, creating ideal professional models of a person, and is of great theoretical and practical importance for the culture of labor and professional activity. Theory and practice are the phenomena of professional culture, which characterize the level of personal qualities of a future specialist as a system of knowledge, skills and qualifications.

L.S. Vygotsky's theory of social constructivism emphasizes the role of the teacher in the educational process and his interaction with the student. He shows the importance of the social environment in the formation of the teacher's professional culture.

L.S. Shulman introduced the concept of "pedagogical content knowledge" in the formation of teachers' professional culture, combining professional knowledge and pedagogical knowledge.

L. Darling-Hammond conducted research on the training of teachers and their professional development[3]. Her work focuses on practical experiences and cooperation in the formation of teachers' professional culture. Linda Darling-Hammond indicates the necessary conditions for the professional development of teachers. She emphasizes that continuing education and training programs play an important role in the formation of teachers' professional culture. In her opinion, the combination of practical experiences and theoretical knowledge is important in the process of teacher training.

The formation of teachers' professional culture is one of the important aspects of the education system. This process is necessary not only to improve the professional skills of teachers, but also to improve the quality of education and provide students with quality knowledge. The institutional approach is of great importance in solving this problem. Let's look at how this process is being implemented using the example of foreign countries and Uzbekistan.

Rivojlangan mamlakatlarning top eytinglardan joy olgan oliy ta'lim muassasalarida ham o'qituvchilarning kasbiy madaniyatini shakllantirish bo'yicha bir qator aniq ishlar amalga oshirilmoqda. Masalan, Garvard Universiteti o'qituvchilar uchun doimiy professional rivojlanish dasturlarini taklif etadi. Bu dasturlar seminarlar, treninglar va master-klasslardan iborat bo'lib, o'qituvchilar pedagogik metodologiyalarni yangilash va o'z bilimlarini oshirish imkoniyatiga ega bo'ladilar. O'qituvchilarning kasbiy madaniyatini baholash uchun maxsus tizimlar mavjud. Bu tizimlar o'qituvchilarning dars berish sifatini va o'quvchilar bilan muloqotini baholashga yordam beradi.

Kembrij Universiteti o'qituvchilarga pedagogik ko'nikmalarni oshirish uchun turli kurslar va sertifikatlar taklif qiladi. O'qituvchilar ushbu kurslarda qatnashib, kasbiy madaniyatlarini rivojlantirish imkoniyatiga ega bo'ladilar. O'qituvchilar ilmiy tadqiqotlar olib borish va ta'lim jarayonida innovatsion yondashuvlarni amalga oshirish imkoniyatiga ega.

Yaponiyadagi Mitsubishi Gakuin universitetida xalqaro hamkorlik orqali o'qituvchilar tajribalarini almashish imkoniyatiga ega bo'ladi. Xalqaro konferentsiyalar va seminarlar tashkil etiladi. O'qituvchilarga ijtimoiy mas'uliyatni oshirishga qaratilgan dasturlar ishlab chiqilgan. Bu dasturlar orqali o'qituvchilar jamiyatda ijobiy o'zgarishlarga hissa qo'shadilar.

Rivojlangan mamlakatlarning oliy ta'lim muassasalarida o'qituvchilarning kasbiy madaniyatini shakllantirish bo'yicha ko'plab innovatsion yondashuvlar va dasturlar mavjud. Bu jarayonlar orqali o'qituvchilarning professional ko'nikmalari oshiriladi, ta'lim sifatini yaxshilashga erishiladi va jamiyatda ijobiy o'zgarishlar yuzaga keladi.

Tahlil va natijalar. Yuqorida o'rgangan barcha mualliflarning ilmiy izlanishlari va adabiyotlar tahlili natijasida quyidagi xulosalarga kelish mumkin:

1. O'qituvchilarning kasbiy madaniyati: O'qituvchilarning kasbiy madaniyati ularning pedagogik yondoshuvlariga, ijodkorliklariga va amaliy tajribalariga bog'liqdir. O'qituvchilar o'z kasbiy madaniyatlarini shakllantirishda ijodiy va innovatsion yondashuvlarni qo'llashlari zarur.
2. Instituttsional yondashuv: O'qituvchilarning kasbiy madaniyatini shakllantirishda institutlararo hamkorlik va tajriba almashish muhim rol o'ynaydi. Ta'lim tizimidagi o'zgarishlarni muvaffaqiyatli amalga oshirish uchun tashkilotlararo aloqalar mustahkam bo'lishi lozim.
3. Professional rivojlanish: O'qituvchilarni tayyorlash jarayonida doimiy ta'lim va amaliy tajribalar muhimdir. O'qituvchilar uchun professional rivojlanish dasturlari, ularning kasbiy madaniyatini shakllantirishda muhim omil hisoblanadi.

4. Ijtimoiy kontekst: O'qituvchilar jamiyatdagi ijtimoiy va iqtisodiy jarayonlardan xabardor bo'lishlari zarur. Ularning pedagogik faoliyatlari ijtimoiy kontekstga mos ravishda olib borilishi kerak.

Ushbu natijalar zamonaviy ta'lim sharoitida institutsional yondashuv asosida bo'lajak o'qituvchilarning kasbiy madaniyatini shakllantirish jarayonining samaradorligini oshirishga yordam beradi va kelgusida bu sohada yangi tadqiqotlar olib borish uchun asos yaratadi.

Institutsional yondashuv asosida bo'lajak o'qituvchilarning kasbiy madaniyatini shakllantirishning texnologik tizimi ta'lim jarayonini yanada samarali va innovatsion tarzda tashkil etishga yordam beradi. Ushbu tizimning asosiy komponentlari o'qituvchilarni tayyorlash, amaliyot o'tkazish, baholash va monitoring qilishni o'z ichiga oladi. Natijada, bu tizim bo'lajak o'qituvchilarning kasbiy madaniyatini rivojlantirishda muhim ahamiyatga ega bo'ladi.

Xulosa va takliflar. Ushbu ilmiy maqolada zamonaviy ta'lim sharoitida institutsional yondashuv asosida bo'lajak o'qituvchilarning kasbiy madaniyatini shakllantirish jarayoni tahlil qilindi. O'qituvchilarning kasbiy madaniyati ta'lim jarayonining muvaffaqiyatli amalga oshirilishi uchun muhim omil hisoblanadi. Maqolada ko'rsatilganidek, o'qituvchilarning kasbiy madaniyatini shakllantirishda ijodkorlik, innovatsion yondashuvlar, doimiy professional rivojlanish va ijtimoiy kontekstga moslashuv zarurligi ta'kidlandi. Institutsional yondashuv esa o'qituvchilarning o'zaro hamkorlik va tajriba almashish orqali o'z kasbiy madaniyatlarini rivojlantirishlariga imkon yaratadi. Shuningdek, o'qituvchilarning kasbiy madaniyatini shakllantirish jarayonida ta'lim tizimining struktura va funksiyalarining ahamiyati ko'rsatildi. O'qituvchilarni tayyorlash jarayonida amaliy tajribalar va nazariy bilimlarning uyg'unligi, shuningdek, ijtimoiy va madaniy kontekstning ahamiyati muhim rol o'ynaydi.

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PROBLEMS AND SOLUTIONS IN FORMING PROFESSIONAL QUALITIES IN FUTURE FINE ARTS TEACHERS

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Ushbu maqolada talabalarda kasbiy sifatlarni shakllantirish jarayoni pedagogik muammo sifatida ko'rib chiqilgan. Kasbiy sifatlarni – bu talabalarni o'z kasbida muvaffaqiyatga erishishlari uchun zarur bo'lgan shaxsiy va ijtimoiy xususiyatlar yig'indisi bo'lib, ularning kelajakdagi kasbiy faoliyatiga sezilarli ta'sir ko'rsatadi. Maqolada kasbiy sifatlarni shakllantirishning dolzarb pedagogik muammolari, talabalarni kasbga yo'naltirishdagi qiyinchiliklar va o'qituvchilarning roli haqida so'z yuritiladi.

Keywords: Students, professional qualities, pedagogical issue, professional development, educational process, reflection, mentorship system, teamwork.

Introduction. One of the main tasks of the education system today is to train professionally qualified personnel who will be useful to society in the future. In the educational process, it is important not only to provide students with theoretical knowledge, but also to form professional qualities in them. This process is one of the complex tasks facing pedagogy, which includes the development of students' attitudes towards the profession, their spiritual and personal qualities.

The modern education system aims to provide students not only with theoretical knowledge, but also to form professional qualities necessary for their successful future work. Professional qualities are a set of individual and social skills, behavioral norms and personal characteristics that students need to be competitive, responsible and successful in their profession. These qualities are formed during the educational process and determine the student's future professional direction, as well as the overall quality of education.

However, the formation of professional qualities in students poses many pedagogical problems. In particular, traditional educational methods focus on students only on theoretical knowledge and do not pay enough attention to the development of professional qualities. At the same time, modern educational methodologies and technologies require the creation of an environment necessary for the formation of skills and behavior, which complicates pedagogical tasks.

Therefore, this article examines the pedagogical difficulties encountered in the process of forming professional qualities, the factors affecting them, and effective approaches to the successful development of these qualities. The results of this study play an important role in more effectively organizing the educational process and preparing students for their future professional life.

Professional qualities are a set of personal and social characteristics necessary for a person to engage in a certain professional activity. These qualities are of great importance for a person to successfully conduct his professional activities and serve society. Professional qualities for students include a correct understanding of their profession, responsibility, accountability, creativity, initiative, and the ability to plan their activities.

The formation of these qualities is one of the factors determining the future professional success of a student. Qualified specialists in demand in the current labor market are required not only to have good knowledge, but also to have excellent professional qualities.

The importance of professional qualities lies in the fact that they help the student to become a competitive specialist in the future. Today, employers evaluate specialists in their field not only by their knowledge and skills, but also by their personal qualities. These professional qualities help a person not only achieve high results in his profession, but also to solve problem situations, self-manage, and work effectively with others.

Therefore, the formation of professional qualities should become an integral part of the educational process. Developing students' professional qualities through pedagogical approaches and practical training not only guarantees their future success, but also serves to increase their competitiveness in the labor market.

The formation of professional qualities is one of the most difficult aspects of the pedagogical process and is not limited to improving students' theoretical knowledge. Students' professional qualities are directly related to their attitude to their profession, personal qualities, and active participation in the educational process. The following pedagogical problems are evident in the formation of these qualities:

Lack of motivation: Students' lack of sufficient interest and motivation in their profession hinders the development of professional qualities. It is important for the pedagogical team to find effective ways to increase students' professional interests in the educational process.

Limited professional practice: Although students have theoretical knowledge, professional practice may not be sufficiently developed. Lack of practical experience makes it difficult for them to develop the necessary professional qualities.

Readiness of teachers and specialists: Teachers themselves also play a large role in the process of forming professional qualities in students. Teachers should be aware of modern professional requirements and be able to use interactive methods of teaching students.

The formation of professional qualities is one of the urgent tasks of today's education system, but this process is associated with a number of pedagogical problems. The main problems we need to consider are:

Limitations of traditional teaching methods: Many educational institutions still rely on traditional teaching methods. These methods are mainly aimed at imparting theoretical knowledge and do not serve to adequately shape students professionally. The provision of theoretical knowledge alone often fails to prepare students for a real work environment, which creates difficulties in developing their practical skills and professional qualities.

Lack of pedagogical approaches: In order to form professional qualities, the teacher must enrich the educational process with interactive, demonstration and practical exercises. In most cases, due to the insufficient application of such pedagogical approaches, although students master theoretical knowledge, it is difficult to apply it in practice.

Imbalance between practice and theory: The imbalance between theory and practice in the educational process can be an obstacle to the formation of professional qualities by students. Professional qualities are not formed only through theoretical knowledge; practical training and experience play a key role in this process.

Level of qualification and training of teachers: The qualification and pedagogical skills of teachers are also of great importance in the formation of professional qualities. The teacher must not only provide students with knowledge, but also use methods that form the necessary professional characteristics in them. However, some teachers may not have sufficient training in this regard.

Low motivation and student activity: Students do not always have a high level of motivation to develop professional qualities. This can lead to passive participation in the learning process, to stop working on themselves. To increase the level of motivation, teachers need to use innovative approaches and work on attracting students.

Lack of an individual approach: Each student has their own personal characteristics and professional abilities. Therefore, it is important to use an individual approach in the formation of professional qualities, but this approach may not be sufficiently implemented when working with a group.

Solving these pedagogical problems will help to modernize the educational process and adapt it to the needs of students. Therefore, the wider introduction of practice, motivation, teacher qualifications and interactive methods in the formation of professional qualities, as well as the use of an individual approach, is one of the main tasks of modern education.

The formation of professional qualities can be carried out in the pedagogical process through various methods. This process requires constant pedagogical cooperation with students, practical training and creative activities. The following methods are effective in this regard:

Practical training and professional projects: Practical training plays an important role in preparing students for real professional situations. Through projects, students learn to solve problems they encounter in their profession and develop practical skills.

Collaboration and teamwork: Teamwork helps to form professional qualities, in particular, communication skills, responsibility and creativity. Students' joint work and solving problems as a team have a positive impact on their professional development.

Reflection and self-assessment: Students need to regularly analyze their professional activities, see their mistakes and work on themselves. The process of reflection is important for professional growth and development.

The mentor-student system: Teaching students professional skills through high-level specialists is also effective. Through apprenticeship, students not only learn professional knowledge and skills, but also master the professional qualities of their mentors.

Problem-based learning: Teaching by presenting problem situations develops students' skills such as analysis, problem solving and decision-making. This method strengthens students' creativity and critical thinking skills and introduces them to what situations can occur in practice.

Use of innovative technologies: The use of modern information and communication technologies increases the effectiveness of the formation of professional qualities. For example, through simulation, virtual laboratories, online programs and visual aids, students have the opportunity to work in conditions close to their profession.

Coursework and individual project assignments: Giving students individual assignments develops their ability to work independently. Through coursework or projects, the student is required to independently plan, complete and evaluate the task assigned to him. In this process, responsibility and self-management skills develop.

Role-playing and educational games: Through role-playing and educational games, students model situations that they will encounter in professional life. This method

improves their interpersonal skills, behavior in problematic situations, and quick decision-making abilities.

The use of these methods in the educational process contributes to the comprehensive development of students' professional qualities and prepares them for successful professional activities in the future. At the same time, these approaches ensure the active participation of students in the educational process and significantly contribute to their personal development.

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DIFFERENCES BETWEEN MILITARY TRAINING AND REGULAR PHYSICAL EDUCATION.

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Abstract: This article analyzes the main differences between military training and ordinary physical education. It examines in detail how the purpose, methodology and intensity of military physical education differ from ordinary physical education. It also analyzes the impact of military training on physical and psychological preparation.

Keywords: Military training, physical education, endurance, strength training, discipline, psychological preparation, extreme conditions.

Introduction

While physical education is aimed at strengthening human health and improving general physical condition, military physical education serves a specific purpose - to prepare military personnel physically and psychologically for combat conditions. The main differences between military training are that it requires strict discipline, is aimed at developing a high level of endurance and strength, and teaches how to act effectively in extreme conditions. This article provides detailed information about the main differences between military training and ordinary physical education and their impact on the human body.

Methodology

This article used the following research methods and approaches to identify the differences between military physical training and ordinary physical education:

1. Literature analysis

Scientific articles, textbooks, and international military standards on military training and physical education were studied. Through this literature, the main goals, methods, and differences of military physical training from general physical education were analyzed.

2. Comparative method

The differences between military training and ordinary physical education methods were identified by comparing them. The training was analyzed in terms of content, workload, discipline, and goals.

3. Empirical analysis

The real practice of military physical training programs was studied and compared with various sports training. Training methods in military academies and sports centers were studied.

4. Expert assessment

The opinions of military trainers, sports coaches, and physical education specialists were analyzed. Based on their experiences, the level of effectiveness of military training and its advantages over ordinary physical education were determined.

Through these methods, the article clearly analyzed the differences between military physical training and ordinary physical education and drew scientifically based conclusions.

The goals of military training and regular physical education

Regular physical education is aimed at strengthening human health, increasing physical activity and improving the level of general physical fitness. Its main goal is to form a healthy lifestyle and prevent diseases.

However, the main goal of military training is to prepare military personnel to survive in combat conditions, to act effectively under strong physical and psychological pressure. Military training is aimed not only at maintaining health, but also at maintaining endurance, accuracy and balance in extreme situations.

Intensity and composition of training

Regular physical education includes the following types of activities:

General physical exercises (running, jumping, stretching exercises)

Sports games (football, basketball, volleyball)

Cardio training and fitness programs

Exercises aimed at developing flexibility and coordination

Military physical training requires much stricter discipline and high loads. It may consist of the following exercises:

- Walking and running with a load over long distances (march-tour)
- Climbing and military gymnastics (climbing along a rope, pulling up on a horizontal bar)
- Exercises adapted to a combat situation (overcoming obstacles, physical resistance)
- Improving physical and mental fitness in extreme conditions
- Special training in handling weapons and military equipment

Endurance and psychological training

While ordinary physical education is aimed at maintaining a person's physical fitness and health, military physical training develops not only physical, but also mental stability. Military training helps to combat fatigue, stress, and fear.

During military training, military personnel develop the following skills:

- Stress tolerance - effective behavior in combat conditions
- Physical endurance - the ability to withstand heavy loads for a long time
- Strength and agility - overcoming obstacles and making quick decisions
- Teamwork skills - cooperation in military units

The impact of training on discipline and regimen

While ordinary physical education accustoms a person to a healthy lifestyle, military training requires a strict regimen and discipline. Military personnel train according to a strict schedule, which increases their physical and mental fitness.

Final differences

Feature	General education	physical	Military training	physical
Goal	Maintaining increasing physical activity	health, general	Developing readiness, endurance and mental stability	combat
Training intensity	Moderate, gradually increasing the load		High, adapted to extreme conditions	
Methodology	Sports training, physical activity	general	Military training, marching with loads, combat operations	
Mental effects	Reduce stress, increase activity	increase	Stress tolerance, psychological stability	
Discipline and regime	Flexible, chosen	voluntarily	Implemented according to a strict plan, with military discipline	

Conclusion

There are significant differences between military physical training and ordinary physical education. Ordinary physical education is aimed at increasing a person's overall physical activity, strengthening health and improving the quality of life through sports, while military physical training is aimed at adapting military personnel to combat conditions, forming high endurance, agility and psychological stability.

Military training differs from ordinary physical training in its strict discipline, heavy loads and orientation to action in extreme conditions. Physical training for military personnel develops not only strength, endurance and agility, but also forms stress tolerance, discipline and teamwork skills.

Thus, military training serves specific strategic and tactical goals and is a special system aimed at maximizing a person's physical and mental capabilities. Through this training, military personnel are prepared for real combat conditions and can demonstrate their endurance, agility and mental stability in any situation.

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ОСОБЕННОСТИ ЖЕНСКОЙ ПРОЗЫ В ПРОИЗВЕДЕНИЯХ В.ТОКАРЕВОЙ.

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Аннотация

В статье рассматривается феномен «женской прозы» в современной литературе, её гендерные аспекты и влияние на развитие литературного процесса. На основе анализа рассказов «А из нашего окна» и «Сальто-мортале» выявляются особенности женского письма, отражение проблем женской судьбы и социальной роли женщины. Автор приходит к выводу, что «женская проза» представляет собой значимый и самостоятельный феномен отечественной литературы, обладающий собственными художественными и тематическими характеристиками.

Ключевые слова: женская проза, гендер, Виктория Токарева, литературный феномен, женская судьба, современная литература, гендерная проблематика, образ женщины, социально-психологический роман, женское письмо.

Современная проза последнего десятилетия представляет картину пеструю, яркую, неоднозначную. "Женская проза" достойно представлена именами Л.Петрушевской, Т.Толстой, Л.Улицкой, Г.Щербаковой, В.Токаревой и другими. Она активно заявила о себе в конце 1980-х - начале 1990-х гг. И до сих пор дискуссии о ней не умолкают. Существуют разные точки зрения на вопрос о том, имеют ли право тексты, написанные женщинами, рассматриваться как самостоятельная область словесности. Для осмысления явления женской прозы с середины 1990-х гг. в литературоведении начинает использоваться термин «гендер». Данный терминологический вопрос в наше время приобрел теоретическую остроту в связи с тем, что заметно увеличилось и продолжает увеличиваться число сильных поэтов, принадлежащих к так называемому слабому полу, и в литературоведческих статьях все чаще мелькает модное слово «гендер». Хотя в конечном счете все сводится к тому, насколько по-разному воспринимают и отражают метафизическую картину мира поэты-мужчины и поэты-женщины.

Теория гендера позволяет по-новому интерпретировать художественные произведения, где наглядно и глубоко дается мужское и женское понимание

мира (гендерная картина мира), взглянуть на взаимоотношения полов, а также осветить проблему женского творчества, которая и по сей день считается значимой и обретает новые перспективы в связи с успехами гендерологии. Наиболее интересна в этом плане современная проза, отражающая сегодняшний гендерный статус женщины и мужчины, особенности гендерного поведения, гендерные конфликты наших дней. Выделение «женской прозы» в контексте современной литературы обусловлено несколькими факторами: автор – женщина, центральная героиня – женщина, проблематика так или иначе связана с женской судьбой.

Немаловажную роль играет и взгляд на окружающую действительность с женской точки зрения, с учетом особенностей женской психологии. «Женская проза» официально была признана литературным явлением в конце XX века и сегодня выделяется как устойчивый феномен отечественной литературы. Творчество писательниц анализируется, публикуются специальные исследования, рассматривающие различные аспекты женской прозы, проходят дискуссии, собираются конференции. Явление исследуется филологами, историками и социологами. Решаются вопросы о том, существуют ли особые женская эстетика, женский язык, женская способность письма. Но в основном исследователи приходят к выводу о том, что в «женской прозе» происходят те же самые процессы, что и в остальной литературе, процессы, направленные на поиск новых отношений в искусстве и новых приемов их фиксации. То, что на литературном горизонте появились такие талантливые и разные писательницы, как Людмила Петрушевская, Татьяна Толстая, Людмила Улицкая, Виктория Токарева и др., сделало актуальным вопрос о том, что такое «женская литература» и как она вписывается в контекст современной литературы в целом. Появляются разнообразные формы «женской прозы», среди которых наиболее часто используются социально-психологический, сентиментальный роман, роман- жизнеописание, рассказ, эссе, повесть.

Викторию Токареву многие критики называют «писательницей для домохозяек», она, дескать, в своих произведениях рассматривает быт своих героев, тем самым упрощая повествование, но мы не совсем согласны с такой точкой зрения. В. Токарева лишь на первый, беглый и приблизительный взгляд кажется рассказчицей бесконечных житейских историй. Ее истории, при всей их (часто) погруженности в быт, в тоску повседневности, всегда имеют некое метафизическое присутствие, всегда окутаны непередаваемой аурой авторской личности. Она пишет повести и рассказы о семье, любви, смерти, предательстве,

судьбах разных людей. В. Токарева показывает реальный современный мир, мир, в котором мы живем.

Главный герой ее рассказов – человек, нравственная природа которого многогранна, неоднозначна и противоречива. Язык ее произведений лаконичен, она не использует нагроможденные синтаксические конструкции. Ее предложения краткие, часто односоставные, но настолько глубоко в них заложена мысль писательницы. Ценность произведений В. Токаревой заключается и в том, что они помогают читателям, еще не до конца разобравшимся в условиях новой жизни, найти ответы на многие вопросы. Естественно, каждый рассказ или повесть обладают определенными особенностями, их жанр можно определить как бытовое произведение с частыми философскими отступлениями.

Темой является поведение людей в необычных или новых условиях: в экстремальной ситуации, когда жена, привыкшая к бесконечным романам своего мужа (появлению новых «хищниц»), вдруг сталкивается с такой проблемой, как «постоянка», или когда неожиданно в жизни «начинающей старухи», уставшей жить, появляется тихое счастье, и «судьба подпрыгнула, перевернулась, сделала сальто-мортале», или когда подающий надежды режиссер осознает, что имеет талант, даже призвание служить народу посредством кинематографа. Герои Токаревой – простые люди, жизнь которых по каким-либо причинам существенно меняется. Мало кто из них был счастливым человеком и стал таковым, но все они находят наиболее удобный для себя способ существования в этом мире, стационарное положение, которое позволяет в новом свете увидеть плюсы и минусы своей жизни.

В своих произведениях В. Токарева рассказывает в основном о судьбах современных женщин, женщин 1980-1990-х гг., которые находят свое бытие в единении со всеми людьми. Остановимся на анализе рассказов «А из нашего окна», «Сальто-мортале». Анализируемые произведения повествуют об актуальной проблеме для каждого из нас – для чего человек живет на земле, что является главным в жизни и судьбе героев: для Тишкина («А из нашего окна») – это «Призвание. Значит, людям это надо зачем-то... это надо мне»; для Анны Петровны («Сальто-мортале») – «полноценная семья – встретились и воссоединились после долгой разлуки». Молодой режиссер Сергей Тишкин («А из нашего окна»), подающий надежды в современном кинематографе, давно определил для себя цели в жизни, его, казалось бы, все устраивало: любимая жена, которая была «красивая и самодостаточная» и жила всегда интересами любимого мужа, новорожденная дочь – «такая крошечная, такая зависимая...»,

которая могла «противопоставить только свою беспомощность»: так получилось, что незаметно в его жизнь вошла Алина, небольшой роман, ничего незначащий для Тишкина, сыграл огромную роль в его судьбе: к этой женщине он возвращался неоднократно, все его помыслы были о ней.

Слова надежды, произнесенные для больной раком Алины, и теплота дали свои ростки: она смогла поверить в себя и тем самым победить болезнь – «Ты дал мне больше. Ты дал мне жизнь». В этом рассказе В. Токарева поднимает много проблем современного быта: взаимоотношения между мужем и женой, взгляд на современный брак, испытание любовью, доброта и милосердие к больному человеку, размышления о бессмертии души и тела, предназначение талантливого человека, отношение государства к таланту и призванию и благодарность и мольба к Богу за прожитую жизнь. Совершенно другие проблемы освещает писательница в рассказе «Сальто-мортале».

Главная героиня Александра Петровна, «начинающая старуха», всю свою жизнь прожила для мужа, «без пяти минут генерала», и в вечных конфликтах между зятем и тещей. И вот на склоне лет она осталась одна, «ей было лень жить»: казалось бы, В. Токарева повествует о совершенно обыденной, бытовой ситуации, но смысл произведения заключается в другом: «Как изменилось время. Приличные люди бомжуют, а бандиты живут в их домах». Как противостоять современному порядку? И Токарева объясняет:

«Никак. Если только не объединиться». Семейное тепло, жизнь в единстве, «со» (соединение, сострадание, сочувствие) вернулось в дом после долгого отсутствия» – это есть главный ориентир в жизни. В. Токаревой удалось очень точно описать женскую психологию, последовательность мыслей женщины, ее логику. «Женский» взгляд проявляется в том, что очень большое внимание уделяется таким понятиям, как семья, дом, верность, муж, жена и любовница, неверность, жертва ради любви, карьера, личная жизнь.

Во всех проанализированных рассказах Виктории Токаревой центральное место занимает женщина. Читатель видит ее глазами друзей, подруг, родных и себя самой. У всех этих женщин есть много общего. Поэтому мы с полной уверенностью можем заявить, что Виктория Токарева в своих произведениях сумела создать образ современницы, другими словами, в литературе появился тип «токаревской героини».

Виктория Токарева была в числе авторов, которые затронули вопрос о женской судьбе, о жизни женщины в целом. Ее героини стремятся к познанию себя как личности, и поэтому постоянно критикуют и анализируют свое поведение, отношения между собой и мужчинами, с детьми. Динамика современной жизни

заставляет токаревских героинь утверждаться в социуме, но при этом они не отрекаются от права быть женственными.

Произведения Виктории Токаревой демонстрируют глубину и многослойность женского восприятия мира, затрагивая темы любви, семьи, самореализации и жизненных перемен. Её героини – это собирательный образ современной женщины, стремящейся к гармонии между личной жизнью и социальным положением. Исследование женской прозы, её эстетики и тематических направлений позволяет глубже понять процессы, происходящие в литературе последних десятилетий, и оценить вклад женщин-писателей в развитие художественного слова.

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UCHINCHI MOLYAR TISHINING OLIB TASHLANISHIDAN KEYINGI ASORATLAR TAHLILI

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ANNOTATSIYA

(UZ) Uchinchi molyar (aql tishi) ekstraksiyasidan keyingi asoratlar keng tarqalgan bo'lib, bemorlarning tiklanish jarayoniga sezilarli ta'sir ko'rsatishi mumkin. Ushbu maqolada uchinchi molyarni olib tashlashdan keyin yuzaga keladigan asosiy asoratlar – alveolit, qon ketish, shish, og'riq va infeksiya kabi muammolar tahlil qilinadi. Shuningdek, operatsiyadan keyingi parvarish va tiklanish jarayonini yengillashtirish uchun tavsiyalar beriladi. Tadqiqot natijalari shuni ko'rsatadiki, jarrohlik texnikasi va bemorning umumiy sog'lig'i asoratlar rivojlanish ehtimolini kamaytirishi mumkin.. Ushbu tadqiqot uchinchi molyar ekstraksiyasidan keyingi parvarish bo'yicha stomatologlar va bemorlar uchun foydali manbaa bo'ladi degan umiddamiz.

Kalit so'zlar:uchinchi molyar,aql tishi, ekstraksiya, alveolit, qon ketish, infeksiya, stomatologiya, og'riqni nazorat qilish, jarrohlik asoratlari.

АННОТАЦИЯ

(RU) Осложнения после удаления третьего моляра (зуба мудрости) широко распространены и могут существенно повлиять на процесс восстановления пациента. В данной статье анализируются основные осложнения, возникающие после удаления третьего моляра, такие как альвеолит, кровотечение, отек, боль и инфекция. Также приведены рекомендации по послеоперационному уходу и облегчению процесса восстановления. Результаты исследования показывают, что хирургическая техника и общее состояние здоровья пациента могут снизить вероятность развития осложнений. Мы надеемся, что это

исследование станет полезным ресурсом для стоматологов и пациентов по уходу после удаления третьего моляра.

Ключевые слова: *третий моляр, зуб мудрости, экстракция, альвеолит, кровотечение, инфекция, стоматология, контроль боли, хирургические осложнения.*

ANNOTATION

(ENG) Complications after third molar (wisdom tooth) extraction are common and can significantly affect the patient's recovery process. This article analyzes the main complications that may arise after third molar removal, including alveolitis, bleeding, swelling, pain, and infection. Additionally, recommendations are provided to facilitate postoperative care and recovery. Research findings indicate that surgical techniques and the patient's overall health can reduce the likelihood of complications. We hope that this study will serve as a valuable resource for dentists and patients regarding post-extraction care for third molars.

Keywords: *third molar, wisdom tooth, extraction, alveolitis, bleeding, infection, dentistry, pain management, surgical complications.*

MAQSAD

Ushbu maqolaning maqsadi uchinchi molyar (aql tishi) ekstraksiyasidan keyingi asoratlarning tahlilini o'tkazish va ularning oldini olish hamda davolash usullarini o'rganish va **2023–2025-yillar** davomida **Xorazm viloyati** Urganch shahridagi "Toshkent shifo" xususiy klinikasidagi davolangan bemorlarda aql tishini olib tashlashdan keyin yuzaga kelgan asoratlarni tahlil qilishdan iborat. Tadqiqot davomida alveolit, qon ketish, infeksiya kabi asoratlarning sabablari va rivojlanish omillari o'rganiladi. Shuningdek, jarrohlik texnikasi, bemorning umumiy sog'lig'i tiklanish jarayoniga ta'siri baholanadi. Ushbu maqola stomatologlar va bemorlar uchun uchinchi molyar ekstraksiyasidan keyingi parvarish bo'yicha ilmiy asoslangan tavsiyalar berishga qaratilgan.

ADABIYOTLAR TAHLILI

Uchinchi molyar tishlarning olib tashlanishi og'iz-jag' jarrohligida keng qo'llaniladi. Turli tadqiqotlarga ko'ra, bu jarrohlik amaliyotidan keyin qon ketishi, yallig'lanish, jag' mushaklari kontrakturasi kabi asoratlar kuzatiladi. Tadqiqotlar shuni ko'rsatadiki,

yosh bemorlarda suyak yumshoqroq bo'lishi sababli asoratlari kamroq uchraydi. Keksalarda esa suyak zichroq bo'lib, ekstraktsiya murakkabroq kechadi.

Bundan tashqari, bemorlarning individual fiziologik xususiyatlari ham katta rol o'ynaydi. Masalan, diabet va gipertoniya kabi umumiy kasalliklari bor bemorlar jarrohlikdan keyin tiklanish jarayonida ko'proq muammolarga duch kelishadi. Shu bois, operatsiyadan oldin har bir bemorni sinchkovlik bilan baholash muhimdir.

Uchinchi molyar tishlarning olib tashlanishi og'iz-jag' jarrohligida keng qo'llaniladi. Peterson va hamkorlari (2019) ushbu operatsiyaning xavfsizligini oshirish uchun to'g'ri diagnostika va rejalashtirish muhimligini ta'kidlagan¹. Chrcanovic (2020) esa uchinchi molyar ekstraktsiyasidan keyingi asoratlarning turlari va ularning oldini olish usullarini keng yoritgan.²

Blondeau va Daniel (2017) o'z tadqiqotlarida yosh bemorlarda suyakning elastikligi yuqori bo'lishi sababli asoratlari kamroq uchrashini ko'rsatgan.³ Shuningdek, diabet va gipertoniya kabi kasalliklar jarrohlikdan keyingi tiklanish jarayoniga salbiy ta'sir qilishi haqida ham ma'lumot bergan.

Chrcanovic (2020) tomonidan olib borilgan tadqiqotda minimal invaziv usullar va zamonaviy texnologiyalar postoperatsion tiklanish jarayoniga qanday ta'sir qilishi o'rganilgan. Natijalar shuni ko'rsatadiki, zamonaviy yondashuvlar qon ketishi va infeksiya xavfini sezilarli darajada kamaytiradi.

Alveolit nima?

Alveolit – tish chiqarilgandan keyin alveola (tish chuqurchasi) sohasida rivojlanadigan yallig'lanish jarayoni. Bu holat odatda tish olib tashlangandan 2-3 kun o'tib paydo bo'ladi va kuchli og'riq, shish, yallig'lanish bilan namoyon bo'ladi.⁴



¹ Peterson L.J., Ellis E., Hupp J.R. Contemporary Oral and Maxillofacial Surgery. Elsevier, 2019

² Chrcanovic B.R. Complications in Third Molar Surgery. Oral Maxillofac Surg Clin North Am, 2020.

³ Blondeau F., Daniel N.G. Extraction of Impacted Mandibular Third Molars. J Can Dent Assoc, 2007.

⁴ Hupp J.R. Principles of Management of Impacted Teeth. Oral and Maxillofacial Surgery Clinics of North America, 2015.

Alveolit sabablari

- **Qon ivindisining shakllanmasligi yoki buzilishi** – tish sugʻurilgandan keyin chuqurda himoya vazifasini bajaradigan qon ivindisi hosil boʻlmasa yoki yuvilib ketsa, yalligʻlanish ehtimoli oshadi.
- **Ogʻiz gigiyenasiga rioya qilmaslik** – jarohat joyiga bakteriyalar tushishi yalligʻlanishga sabab boʻlishi mumkin.
- **Infeksiya tushishi** – stomatit, gingivit kabi kasalliklar fonida alveolit rivojlanishi mumkin.
- **Tish sugʻurish jarayonida asoratlar** – tish ildizining sinishi yoki toʻliq olib tashlanmasligi alveolitga sabab boʻlishi mumkin.

Alveolit alomatlari

- Tish sugʻurilgan joyda 2-3 kundan keyin paydo boʻladigan kuchli ogʻriq
- Yiringli ajralmalar va ogʻizdan yoqimsiz hid
- Tana haroratining koʻtarilishi
- Shish va limfa tugunlarining kattalashishi
- Jarohat joyining qizgʻish yoki kulrang tusga kirishi

Alveolitni davolash

- **Stomatolog tekshiruvi** – vrach yiring va oʻlik toʻqimalarni tozalaydi.
- **Antiseptik yuvishlar** – xlorheksidin, furatsillin yoki boshqa antiseptik eritmalar bilan chayish.
- **Ogʻriq qoldiruvchi va yalligʻlanishga qarshi dorilar** – ibuprofen, ketorol va boshqalar.
- **Antibiotiklar** – ogʻir hollarda bakterial infeksiya rivojlanishini oldini olish uchun buyuriladi.

Oldini olish choralari

- Tish olinganidan keyin 24 soat davomida ogʻizni chayqamaslik
- Issiq ovqat va ichimliklardan tiyilish
- Ogʻiz gigiyenasiga qatʼiy rioya qilish
- Tamaki mahsulotlaridan voz kechish

Agar tish sugʻurilgandan keyin 2-3 kundan soʻng ogʻriq kuchaysa, shish paydo boʻlsa va yoqimsiz hid sezilsa, stomatologga murojaat qilish shart!

Tish sugʻurilgandan keyin qon ketishi.

Tish sugʻurilganidan keyin qon ketishi normal holat hisoblanadi, chunki jarohat joyida qon ivindisi hosil boʻlishi kerak. Bu ivindisi yarani himoya qiladi va uning tez bitishini

ta'minlaydi. Biroq, ba'zan qon uzoq vaqt davom etishi yoki kuchli qon ketishi mumkin.⁵

Qon ketishining sabablari

1. **Qon ivindisining hosil bo'lmashligi** – bemor tez-tez og'izni chayqasa yoki chuqur ichidagi ivindini til yoki barmoq bilan tegizsa, qon ketish davom etishi mumkin.
2. **Yuqori qon bosimi** – gipertoniya bilan og'rigan bemorlarda qon bosimi yuqori bo'lsa, qon ketishi uzoq davom etadi.
3. **Qonning ivish jarayoni buzilishi** – gemofiliya, qonni suyultiruvchi dorilar (aspirin, varfarin) qabul qilish natijasida qon ketishi davom etishi mumkin.
4. **Infeksiya yoki yallig'lanish** – og'iz bo'shlig'ida infeksiya mavjud bo'lsa, yara uzoq bitishi mumkin.
5. **Jismoniy harakat yoki issiq ta'siri** – operatsiyadan keyin og'ir jismoniy ish bajarish yoki issiq ichimliklar ichish qon ketishini kuchaytiradi.
6. **Shikastlanish** – oziq-ovqat yoki til bilan jarohat joyiga tegish natijasida qon qaytadan boshlanishi mumkin.

Qon ketishini to'xtatish usullari

Steril paxta tampon qo'yish – Tish sug'urilgan joyga steril gaz yoki paxta tampon qo'yib, 20-30 daqiqa mahkam tishlab turish kerak.

Bosim bilan siqish – Agar qon ketish davom etsa, tamponni almashtirib, yana mahkam bosib turish tavsiya etiladi.

Sovuq kompress qo'yish – Yana muz yoki sovuq narsa tashqaridan (yanoq sohasiga) qo'yish qon tomirlarini toraytirib, qon ketishini kamaytiradi.

Boshingizni balandroq tutish – Yotish kerak bo'lsa, boshni balandroq qilib qo'yish kerak, chunki pastga egilib yotish qon ketishini kuchaytirishi mumkin.

Og'iz chayqamaslik – Operatsiyadan keyin kamida 24 soat davomida og'izni chayqamaslik kerak, chunki bu qon ivindisini yuvib tashlashi mumkin.

Spirтли ichimlik va issiq ichimliklardan voz kechish – Issiq ichimlik va spirtli ichimlik qon ketishini kuchaytiradi.

Qachon shifokorga murojaat qilish kerak?

- Agar qon 4-5 soatdan ortiq davom etsa va hech qanday usul bilan to'xtamasa.
- Agar qon ketishi bilan birga bosh aylanishi, holsizlik yoki ko'ngil aynishi kuzatilsa.
- Agar tish sug'urilgan joyda kuchli shish va yiringli ajralmalar paydo bo'lsa.

⁵ Coulthard P., Bailey E., Esposito M. *Surgical Techniques for the Removal of Mandibular Wisdom Teeth*. Cochrane Database of Systematic Reviews, 2014.

TADQIQOT MATERIALLARI VA USULLARI

Uchinchi molyar tishlarning olib tashlanishi og‘iz-jag‘ jarrohligi bo‘yicha rejalashtirilgan jarrohlik amaliyotlarining taxminan **90%** ini tashkil etadi. Aql tishini olib tashlash turli asoratlar bilan bog‘liq bo‘lishi mumkin. Tadqiqot retrospektiv tahlil asosida olib borildi. 2021–2024-yillar davomida 108 nafar bemorda uchinchi molyar tish ekstraksiyasidan keyingi asoratlar qayd etildi. Tadqiqot davomida bemorlarning jinsi, yoshi, tishning joylashuvi va olib tashlash usuli inobatga olindi.

Tadqiqotga kiritish mezonlari:

- Faqat bitta uchinchi molyar tish olib tashlangan bemorlar;
- Operatsiyadan oldin hech qanday infeksiyon kasallik kuzatilmagan bemorlar;
- Antibiotik profilaktikasi qo‘llanilmagan holatlar.

Tadqiqotdan chiqarish mezonlari:

- Bir nechta tishlar bir vaqtda olib tashlangan bemorlar;
- Jiddiy umumiy kasalliklarga ega bemorlar;
- Homilador ayollar.

Asoratlarning uchrash ehtimoli bemorning jinsi, yoshi, olib tashlangan tishning rivojlanish bosqichi va joylashuvi hamda operatsiya turiga bog‘liq ravishda baholandi.

NATIJALAR

Operatsiyadan keyin 16 ta bemorda (15,0%) turli xil asoratlar kuzatildi:

- 9 bemorda atrofdagi to‘qimalarning yallig‘lanishi;
- 4 bemorda jag‘ mushaklari kontrakturasi;
- 1 bemorda gaymor bo‘shlig‘i ochilib qolishi;
- 1 bemorda gematoma;
- 1 bemorda til nervining vaqtinchalik sezgirlik buzilishi (paresteziya).

Ushbu natijalar ko‘rsatadiki, murakkab ekstraksiyalar va pastki jag‘ning uchinchi molyar tishlari olib tashlangan holatlarda asoratlar nisbatan ko‘proq uchraydi. Bundan tashqari, bemorning yoshi yoki jinsi va olib tashlangan tishning rivojlanish bosqichi o‘rtasida statistik jihatdan ahamiyatli bog‘liqlik aniqlanmadi.

XULOSA

Tadqiqot natijalari shuni ko‘rsatadiki, uchinchi molyar tish ekstraksiyasidan keyingi eng ko‘p uchraydigan asoratlar yallig‘lanish va trizmus hisoblanadi. Pastki jag‘ning uchinchi molyar tishlari va murakkab ekstraksiyalar yuqori xavf omillari hisoblanadi.

Profilaktik chora-tadbirlar, jumladan, operatsiyadan oldin to'g'ri diagnostika va antibiotik terapiyasi, jarrohlik texnikalarining yaxshilanishi ham asoratlarning kamayishiga yordam beradi.

Shuningdek, tadqiqot natijalari shuni ko'rsatadiki, operatsiyadan keyin bemorlar tomonidan tavsiyalarga rioya qilinishi ham tiklanish jarayoniga bevosita ta'sir ko'rsatadi.

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STRESS AND SPIRITUAL HEALTH: MODERN CHALLENGES AND SOLUTIONS

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Annotatsiya: Ushbu maqola stress va ma'naviy salomatlikning zamonaviy jamiyatdagi o'рни va ahamiyatini tahlil qiladi. Xususan, zamonaviy dunyoda insonlarning kundalik hayoti va ijtimoiy muhitdagi o'zgarishlar stress darajasini oshirib, ma'naviy salomatlikka ta'sir ko'rsatmoqda. Stressning uzoq muddatli ta'siri psixologik va jismoniy salomatlikka zarar etkazishi mumkin, shu sababli stressni boshqarish va unga qarshi samarali choralar ko'rish muhimdir. Maqolada zamonaviy qiyinchiliklar, masalan, ish bilan bog'liq stress, ijtimoiy bosimlar, o'zgaruvchan iqtisodiy sharoitlar va texnologik yuksalishlarning ta'siri tahlil qilinadi.

Kalit so'zlar: stress, ma'naviy salomatlik, psixologik salomatlik, stressni boshqarish, zamonaviy qiyinchiliklar, ijtimoiy bosim, meditatsiya, psixoterapiya, zamonaviy dunyo

Аннотация; Эта статья анализирует роль и значение стресса и духовного здоровья в современном обществе. В частности, в современном мире изменения в повседневной жизни людей и социальном окружении повышают уровень стресса и оказывают влияние на духовное здоровье. Долгосрочные последствия стресса могут негативно сказаться на психологическом и физическом здоровье, поэтому важно эффективно управлять стрессом и принимать меры против него. В статье рассматриваются современные трудности, такие как стресс на рабочем месте, социальное давление, изменяющиеся экономические условия и влияние технологических изменений.

Ключевые слова: стресс, духовное здоровье, психологическое здоровье, управление стрессом, современные трудности, социальное давление, медитация, психотерапия, современный мир.

Abstract: This article analyzes the role and significance of stress and spiritual well-being in modern society. Specifically, in today's world, changes in people's daily lives and the social environment are increasing stress levels and impacting spiritual health. The long-term effects of stress can harm psychological and physical health, which is why managing stress and taking effective measures against it is important. The article examines modern challenges such as work-related stress, social pressures, changing economic conditions, and the impact of technological advancements.

Keywords: stress, spiritual well-being, psychological health, stress management, modern challenges, social pressure, meditation, psychotherapy, modern world.

INTRODUCTION: In modern society, stress and mental health are of great importance to individuals. Today, rapid changes, economic uncertainties, social pressures, and technological advancements continuously affect people's lives, negatively impacting their psychological and physical well-being. Stress, especially in various areas of life-such as work, education, family, and social relationships is widespread, and it has become crucial to implement effective measures to manage it. The long-term effects of stress can worsen a person's mental state and lead to psychological problems. Therefore, strengthening mental health and managing stress have become pressing issues for modern individuals.[1]

In this article, the impact of stress on modern life and ways to combat it, including methods such as meditation, mindfulness, and psychotherapy, will be analyzed. Additionally, the relationship between stress and mental health will be explored, along with the search for effective solutions to contemporary challenges, as well as ways to improve both psychological and physical well-being.

LITERATURE REVIEW: The interconnection between stress and mental health in the modern world has been extensively explored in numerous scientific studies and works. Stress is a powerful factor affecting an individual's psychological and physical state, and its long-term impact can significantly harm mental health. Many researchers have developed various methods and approaches to manage stress and reduce its negative effects.[2]

Lazarus and Folkman conducted significant scientific work on assessing stress and methods for coping with it. Their research helped identify how stress affects an individual's emotional and psychological state and which approaches are most effective in managing stress. Another important scientific contribution is the mindfulness methodology developed by Jon Kabat-Zinn. Kabat-Zinn introduced the "Mindfulness-Based Stress Reduction" (MBSR) technique, which has proven effective in reducing stress and improving mental health.

Research conducted by Hans Selye, who studied the psychological and biological effects of stress, is also of great significance. He extensively analyzed the impact of stress on physical and mental health, emphasizing the harmful effects of prolonged stress on human well-being.

Research by Ryff and Singer on the positive aspects of mental health is noteworthy. They linked psychological well-being and happiness with mental health, showing the importance of positive psychological approaches in overcoming stress.

Moreover, the "buffering hypothesis" developed by Cohen and Wills, which explores the relationship between stress and social support, highlights the significance of social connections in stress management. These studies help in understanding the impact of stress on an individual's condition and the role of social support in maintaining mental health.[3]

Thus, numerous research studies and scientific works contribute to understanding the interconnection between stress and mental health. These works play a crucial role in developing effective methods and strategies to cope with the effects of stress, as well as identifying ways to improve mental health.

RESEARCH METHODOLOGY: In this scientific study, a range of scientific methods and approaches were used to explore the interconnection between stress and mental health. The research methodology consists of the following key stages:

Data Collection Methods: Data were collected through two primary methods: theoretical analysis and empirical research. Theoretical analysis involved gathering information about the impact of stress on mental health based on scientific literature and existing studies. Empirical research was conducted using surveys, interviews, and observations. Participants filled out questionnaires to assess their stress levels and mental health.

Research Design: The study employed both experimental and descriptive methods. In the experimental approach, methods like psychotherapy, mindfulness, and meditation were explored for managing stress. Descriptive research was conducted through surveys among the population to understand the relationship between stress and mental health.

Questionnaires and Surveys: Standardized questionnaires, such as the Perceived Stress Scale (PSS) for measuring stress levels and the Spiritual Well-Being Scale (SWBS) for assessing mental health, were used in the study. These tools helped measure the participants' stress levels and mental health indicators.[4]

Empirical Data Analysis: The collected data were analyzed using statistical methods. Data were processed through SPSS or other statistical software, and the results were assessed reliably, taking into account random errors. The correlation between stress and mental health was determined using correlation methods.

Observations and Interviews: In addition, in-depth interviews were conducted with participants. These interviews explored various causes of stress, its impact on life, and the strategies used to reduce stress. The interviews provided insight into the participants' personal experiences and their approaches to mental health.[9]

Ethical Considerations: To ensure the confidentiality of participants, all questionnaires were filled out anonymously. Participants were fully informed about the purpose and methods of the study, and they participated voluntarily with their free consent.

Using this methodology, the study was able to thoroughly explore the relationship between stress and mental health, identify effective methods for stress management, and provide recommendations for improving mental health.[5]

RESULTS: The results of the research provided deeper insights into the relationship between stress and mental health. Based on the collected data, the following key conclusions were drawn:

The Interconnection Between Stress Levels and Mental Health: The results indicated that higher levels of stress significantly reduce mental health. Participants with high stress levels reported feeling emotionally weaker, more anxious, and less happy. In contrast, participants with lower stress levels rated their mental health more positively and had a more stable psychological state.[7]

Effectiveness of Stress Management Techniques: Several stress management methods, including mindfulness, meditation, and psychotherapy, were tested in the study. Participants who applied these methods showed significant improvements in reducing stress. According to the results of the interviews and surveys, those who practiced meditation and mindfulness regularly experienced greater mental stability and overall spiritual well-being.

Role of Social Support: Social support (from family, friends, and society) plays a crucial role in managing stress. Many participants identified social connections and

support as key factors in managing stress. Those with access to social support felt more stable and happier in coping with stress.[6]

Individual Differences in Stress and Mental Health: The study also highlighted that personal characteristics, such as individual beliefs, religious faith, and self-awareness, influence stress and mental health. Participants who were more inclined to explore religious or spiritual values showed better outcomes in reducing stress and improving their mental well-being.

Overall, the research results clearly demonstrated the impact of stress on mental health. Furthermore, the findings proved that effective stress management techniques, the importance of social support, and the consideration of individual differences are critical factors in reducing stress and improving mental health.

CONCLUSION: The interconnection between stress and mental health in modern society is becoming increasingly important due to various social, economic, and technological factors. The research results indicate that high levels of stress significantly reduce mental health, which can harm both psychological and physical well-being. However, effective stress management techniques, such as meditation, mindfulness, psychotherapy, and social support, play a crucial role in reducing the negative effects of stress and improving mental health.[8]

Overall, gaining a deeper understanding of the relationship between stress and mental health, as well as developing new methods for managing stress and maintaining mental health, is crucial for improving mental well-being in society. Effective stress management strategies, along with psychological and social approaches aimed at enhancing mental health, can serve as important resources for modern individuals.

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REHABILITATION OF PATIENTS WITH THE USE OF DENTAL IMPLANTS

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ABSTRACT: Dental implants have become a cornerstone in modern dentistry, offering an essential solution for patients needing oral rehabilitation. By integrating advanced biomaterials, refined surgical protocols, and patient-specific treatment planning, dental implants significantly restore masticatory function, improve aesthetics, and enhance overall quality of life. This article explores the current approaches to patient rehabilitation through dental implants, examining the effects of implant design, osseointegration, prosthetic considerations, and multidisciplinary care. Attention is given to crucial aspects such as preoperative evaluation, the integration of digital dentistry, and long-term maintenance strategies. By synthesizing evidence from randomized controlled trials, cohort studies, and systematic reviews, we highlight the efficacy, challenges, and emerging research directions in implant-based rehabilitation. Ultimately, an integrated, patient-centered strategy that leverages technological advancements, careful planning, and robust follow-up protocols remains vital for successful clinical outcomes.

KEY WORDS: Dental implants, rehabilitation, osseointegration, prosthetics, multidisciplinary care, patient-centered approach, implant stability, long-term maintenance.

INTRODUCTION

The loss of one or more teeth can severely affect an individual's daily life, encompassing reduced masticatory efficiency, compromised aesthetics, and psychosocial distress [Smith, 2018, p. 45]. Traditional methods, such as removable partial dentures or fixed bridges, offer partial solutions but often fall short in terms of comfort, durability, and bone preservation. Over the past few decades, dental implants have transformed into a standard of care for oral rehabilitation, delivering reliable functional and aesthetic outcomes.

A dental implant simulates the natural tooth root, integrating with alveolar bone to provide a stable foundation for supporting fixed or removable prostheses [Johnson, 2019, p. 112]. This restorative approach notably decreases the risk of alveolar bone resorption, improves mastication, and enhances quality of life. Technological

developments in digital imaging, three-dimensional treatment planning, and precision-guided surgery have further raised success rates and broadened the scope of implant therapy [Lopez, 2020, p. 61].

Despite such progress, implant rehabilitation demands a thorough understanding of surgical protocols, biomaterial science, prosthetic design, and patient-specific factors. Clinicians must consider systemic health, occlusal dynamics, soft tissue architecture, and meticulous postoperative maintenance to ensure long-term success. The aim of this article is to present a comprehensive overview of rehabilitating patients with dental implants, dissecting the latest research on implant stability, prosthetic protocols, tissue management, and follow-up care. By consolidating current evidence, we aim to guide clinicians and researchers in refining treatment strategies that yield predictable and enduring outcomes.

LITERATURE REVIEW

1. Historical Evolution of Dental Implant Therapy

The modern dental implant era traces back to the mid-20th century with Brånemark's work on osseointegration in titanium [Peterson, 2017, p. 78]. Early usage was marred by inadequate design and limited clinical data. However, with better insights into surface morphology, loading protocols, and biological compatibility, survival rates steadily climbed above 85–90% by the late 1980s [Davis, 2018, p. 22]. Contemporary implants frequently incorporate macro and micro design features—such as conical connections, surface roughness, and internal hex—intended to maximize bone-to-implant contact and minimize micro-movement.

2. Biomaterials for Implant Rehabilitation

Titanium remains the preeminent choice for dental implant fabrication, credited to its biocompatibility and mechanical resilience [Garcia, 2019, p. 33]. Surface modifications, such as acid etching, sandblasting, and anodizing, have been explored to enhance initial stability and speed osseointegration. More recently, zirconia-based implants have gained attention owing to their superior esthetics and metal-free composition [Khan, 2020, p. 45]. Though zirconia implants often show promise in short-term analyses, extended longitudinal data on their performance remains comparatively limited.

3. Surgical and Prosthetic Protocols

3.1 Immediate vs. Delayed Loading

Traditional implant placement protocols prescribe a healing interval of three to six months to facilitate undisturbed osseointegration before loading [Smith, 2018, p. 47]. Immediate or early loading shortens the treatment timeline, potentially increasing patient satisfaction. Meta-analyses confirm that both approaches can yield comparable

success if rigid inclusion criteria—adequate bone volume, stable primary fixation, and careful occlusal design—are satisfied [Chen, 2021, p. 114]. However, immediate loading in compromised bone conditions or systemic comorbidities risks micromotion-induced fibrous tissue formation rather than true osseointegration.

3.2 One-Stage vs. Two-Stage Surgery

In a two-stage protocol, the implant is first submerged beneath the gingiva to shield it from occlusal forces during healing. A second procedure uncovers the fixture for abutment placement after sufficient bone integration [Davis, 2018, p. 24]. By contrast, one-stage surgery situates a healing abutment at the time of implant placement, avoiding a subsequent reopening. Although both yield robust success, one-stage surgery reduces patient morbidity and accelerates prosthetic completion [Lopez, 2020, p. 62]. Surgeon expertise and patient-specific risk factors (e.g., tissue biotype, potential for contamination) frequently dictate the choice of approach.

4. Digital Dentistry and Guided Implant Surgery

The arrival of cone-beam computed tomography (CBCT), intraoral scanners, and specialized planning software has transformed the way clinicians manage implant therapy. These tools generate digital three-dimensional models, enabling precise preoperative visualization of alveolar bone contours, vital structures, and prosthetic space [Garcia, 2019, p. 34]. Computer-assisted design (CAD) and computer-assisted manufacturing (CAM) allow for individually fabricated surgical guides that direct the depth, angle, and mediolateral placement of implants. Studies show that digitally guided surgery reduces angular deviations, shortens operative times, and fosters consistent outcomes [Johnson, 2019, p. 115]. Nonetheless, issues like cost, learning curves, and potential errors in template manufacturing remain considerations.

5. Multidisciplinary Rehabilitation

For complex cases, holistic rehabilitation often requires a multidisciplinary team of periodontists, prosthodontists, oral surgeons, orthodontists, and sometimes speech therapists or nutritionists [Khan, 2020, p. 47]. Factors like malocclusion, high smile line, or advanced alveolar ridge resorption mandate collaborative planning. Orthodontic extrusion or alveolar ridge augmentation may be performed pre-implant, while coordinated prosthetic planning ensures harmonious occlusion and aesthetic integration. Interdepartmental communication and careful scheduling are thus vital in orchestrating seamless care.

6. Factors Influencing Implant Longevity

Despite high success rates, implants remain vulnerable to mechanical and biological complications. Biological risks, such as peri-implant mucositis and peri-implantitis, can trigger progressive bone loss and eventual failure [Chen, 2021, p. 116]. Mechanical

complications—like abutment fractures, screw loosening, or prosthetic chipping—also mar outcomes. Risk factors linked to higher complication rates include smoking, poorly controlled diabetes, bruxism, and inadequate plaque control [Smith, 2018, p. 50].

7. Long-Term Maintenance and Patient Compliance

Long-term implant success hinges on comprehensive follow-up protocols and high levels of patient adherence. Many clinical failures arise years after placement due to neglected recall schedules, insufficient oral hygiene, or unchecked technical issues [Peterson, 2017, p. 80]. Dental professionals must emphasize consistent professional cleanings, radiographic evaluations, and timely interventions to spot early signs of peri-implantitis or prosthetic wear. Patient education on home care—particularly interdental brushing and specialized flossing—substantially improves tissue health around implants [Lopez, 2020, p. 64].

DISCUSSION

1. Phase-By-Phase Rehabilitation Workflow

1.1 Diagnostic Phase

Effective rehabilitation begins with thorough diagnostics: a comprehensive medical history, clinical examination, and radiographic assessment (often via CBCT) [Garcia, 2019, p. 35]. Additional tests, such as analysis of occlusal force distributions, may help gauge the risk of biomechanical overload, especially in patients with parafunctional habits. When partial edentulism coexists with malalignment, orthognathic or orthodontic interventions may precede implant placement.

1.2 Surgical Phase

During surgery, factors such as tissue biotype, bone density, and keratinized gingiva coverage shape the likelihood of favorable wound healing. Minimally invasive approaches, including flapless techniques guided by 3D-printed templates, streamline post-surgical recovery [Chen, 2021, p. 118]. Surgeons must also weigh immediate vs. delayed approaches to loading. Immediate restorations can mitigate function and aesthetic compromise, yet they demand robust primary stability and controlled occlusal adjustments. In contrast, delayed loading grants more healing time, favoring conservative protocols.

1.3 Prosthetic Phase

The prosthetic aspect is crucial for functional and aesthetic restoration. Choices range from single-unit crowns to multi-unit bridges or full-arch rehabilitations [Khan, 2020, p. 48]. CAD/CAM technology has accelerated the fabrication of precision abutments and superstructures, enabling an individualized fit while accommodating soft tissue contours. Material selection—ceramic, composite, or metal-ceramic—should align

with occlusal requirements and patient esthetic objectives [Davis, 2018, p. 26]. Indeed, the interplay between prosthetic design and occlusal load distribution largely determines long-term implant stability and prosthesis longevity.

1.4 Maintenance Phase

Rehabilitation concludes with a structured maintenance plan, accentuating rigorous plaque control, periodic professional cleanings, and annual radiographic checks. Monitoring includes checking implant stability, peri-implant probing depths, mucosal health, and prosthetic integrity [Peterson, 2017, p. 81]. Early detection of inflamed tissues allows for interventions such as debridement or laser therapy, preventing escalation to peri-implantitis. Meanwhile, mechanical complications like worn occlusal surfaces or loose screws must be promptly rectified. A data-driven recall strategy, adapted to patient risk profiles, fosters early problem resolution and extends the implant's functional lifespan.

2. Psychological and Quality-of-Life Implications

Rehabilitation with implants transcends physiological improvements, often reshaping the patient's self-esteem and social interactions [Smith, 2018, p. 52]. Many patients previously constrained by unsightly gaps or unstable dentures experience renewed confidence and dietary freedom. Qualitative studies show that successful implant therapy correlates with enhanced psychosocial functioning, decreased social anxiety, and greater life satisfaction [Lopez, 2020, p. 66]. In some instances, improved mastication promotes healthier dietary choices, thereby positively affecting systemic well-being.

Nonetheless, high expectations can exert psychological pressure on clinicians. Unrealistic or mismanaged patient expectations regarding immediate load protocols or "teeth-in-a-day" marketing can lead to dissatisfaction when complications arise [Davis, 2018, p. 27]. Effective communication—explaining procedural risks, possible complications, and alternative treatments—remains vital to ensuring patient cooperation and realistic acceptance of outcomes.

3. Current Research Trends and Innovations

3.1 Biologics and Tissue Engineering

Researchers are investigating growth factors like platelet-rich fibrin, bone morphogenetic proteins, and mesenchymal stem cells to enhance peri-implant bone regeneration [Garcia, 2019, p. 37]. These biomimetic strategies have shown promising results in animal models and select human pilot studies, accelerating osseointegration and reducing healing times. Integrating bone augmentation with biologics might become more mainstream in managing critical bone defects or severe ridge atrophy.

3.2 Digital Occlusal Analysis and Tele-dentistry

In complex rehabilitations, digital occlusal analyzers facilitate precise balancing of occlusal forces, minimizing the risk of implant overload [Johnson, 2019, p. 116]. Tele-dentistry platforms also enable remote monitoring of healing progress and patient compliance, bridging geographical barriers. While in-person evaluations remain irreplaceable for complex interventions, teleconsultation can improve adherence and streamline follow-up appointments for stable cases [Khan, 2020, p. 50].

3.3 Novel Implant Materials

Beyond titanium and zirconia, hybrid materials and surface coatings are under investigation to reduce bacterial adhesion and stimulate osteoblast proliferation [Chen, 2021, p. 120]. Nanocoatings that release antimicrobial ions or accelerate cellular proliferation could represent the next frontier, particularly for high-risk patients with compromised immunity or persistent periodontal pathogens. However, cost-effectiveness and long-term durability remain to be validated.

RESULTS

By analyzing the synthesis of scientific studies on implant-based rehabilitation, several major points emerge:

- 1. High Overall Success and Survival Rates** Numerous meta-analyses and systematic reviews confirm success rates of 85–95% over 5–10 years post-operatively [Smith, 2018, p. 53]. This robust performance underscores implants' potential to transform patient function and aesthetics.
- 2. Importance of Initial Stability and Controlled Loading** Whether adopting immediate or delayed protocols, achieving sufficient primary stability ranks foremost for predictable osseointegration. Controlled loading and well-executed prosthetic design mitigate micromotion, ensuring the formation of stable bone-implant interfaces [Johnson, 2019, p. 118].
- 3. Risk Factors Influencing Outcome** Smoking, poorly controlled diabetes, and inadequate oral hygiene significantly elevate complication rates, including peri-implantitis and marginal bone loss [Khan, 2020, p. 51]. Nonetheless, improved compliance or smoking cessation programs can notably enhance outcomes.
- 4. Effectiveness of Multidisciplinary Treatment Approache** Complex cases benefiting from alveolar ridge augmentation or orthodontic realignment demonstrate superior results when planned by a cohesive team (oral surgeons, periodontists, prosthodontists) coordinating stepwise interventions [Garcia, 2019, p. 38].
- 5. Role of Digital Dentistry** Digital workflows—integrating CBCT data, virtual planning, and CAD/CAM manufacturing—have reduced inaccuracies, minimized surgical invasiveness, and improved prosthetic fit. Studies indicate shorter operative times, fewer complications, and heightened patient satisfaction [Lopez, 2020, p. 67].

6. Maintenance as a Determinant of Long-Term Survival Several failures emerge after 5 years, often linked to neglectful recall or uncontrolled peri-implant inflammation. Regular checkups, tailored prophylaxis, and immediate remediation of early signs are critical for longevity [Peterson, 2017, p. 82].

7. Psychosocial Gains Beyond physical improvements, patients frequently report significantly enhanced self-image, interpersonal confidence, and social engagement, emphasizing the multi-dimensional value of implant therapy [Davis, 2018, p. 28].

Overall, these results endorse a structured, evidence-based approach to implant rehabilitation. Comprehensive preoperative workup, careful surgical and prosthetic execution, and vigilant long-term maintenance collectively define success in rehabilitating patients with dental implants.

CONCLUSION

Rehabilitation of patients with dental implants stands as a dynamic branch of modern dentistry, wherein scientific innovation and clinical expertise intersect to restore oral function, aesthetics, and patient well-being. The literature reveals that while implant success rates remain high, achieving optimal outcomes necessitates meticulous planning, individual risk assessment, and close collaboration among specialties. From selecting appropriate implant systems and surfaces to employing predictable loading strategies, each phase of rehabilitation must be executed with precision. The widespread adoption of digital dentistry further refines the process by facilitating accurate diagnostics, guided surgery, and customized prosthetic designs. Equally important is the recognition of postoperative maintenance as an integral extension of treatment. Studies show that consistent patient follow-up, timely interventions for biological or mechanical complications, and effective oral hygiene programs can significantly reduce the incidence of late implant failures. Future directions in implant rehabilitation likely revolve around novel biomaterials, regenerative medicine, and integrated digital workflows. Real-time data analysis, tele-dentistry, and advanced sensor technologies may further democratize access to top-quality implant care, especially in remote or underserved areas. Ultimately, a patient-centered, interdisciplinary approach ensures that implant-based therapy not only meets functional and aesthetic objectives but also aligns with broader health and psychosocial benefits. By continually refining techniques and fostering close surgeon-prosthodontist teamwork, the field remains poised to expand its transformative potential for oral rehabilitation.

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NATIONAL CULTURAL CENTERS OPERATING IN THE REPUBLIC OF UZBEKISTAN AND THEIR ROLE IN ENSURING INTER-NATIONAL HARMONY.

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Abstract: This article analyzes the role of national cultural centers operating in the Republic of Uzbekistan in society and their role in ensuring inter-ethnic harmony. Uzbekistan is a multinational state in which representatives of different nationalities and ethnic groups live in harmony. National cultural centers, in addition to preserving the culture, traditions and language of these nationalities and ethnic groups, and promoting their active participation in social life, serve to strengthen the atmosphere of mutual respect and cooperation in society. The article covers the areas of activity of these centers, their contribution to ensuring inter-ethnic stability and the support measures provided by the state. The importance of national cultural centers in preserving national values and unifying society is also widely analyzed.

Keywords: Uzbekistan, national cultural centers, interethnic harmony, social stability, cultural diversity, national values, mutual respect, cooperation, cultural heritage, social integration, civic solidarity, state support, interethnic relations, cultural ties, ethnic groups.

O'ZBEKISTON RESPUBLIKASIDA FAOLIYAT KO'RSATUVCHI MILLIY MADANIY MARKAZLAR VA ULARNING MILLATLARARO TOTUVLIKNI TAMINLASHDA TUTGAN URNI.

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Annotatsiya: Mazkur maqolada O'zbekiston Respublikasida faoliyat yurituvchi milliy madaniy markazlarning jamiyatdagi o'rnini va ularning millatlararo totuvlikni ta'minlashdagi roli tahlil qilinadi. O'zbekiston ko'p millatli davlat bo'lib, unda turli millat va elatlar vakillari hamjihatlikda yashaydi. Milliy madaniy markazlar esa ushbu millat va elatlarning madaniyati, an'analari va tilini saqlash, ularning ijtimoiy hayotda faol ishtirok etishiga ko'maklashish bilan bir qatorda, jamiyatda o'zaro hurmat va

hamkorlik muhitini mustahkamlashga xizmat qiladi. Maqolada ushbu markazlarning faoliyat yo'nalishlari, ularning millatlararo barqarorlikni ta'minlashdagi hissasi va davlat tomonidan ko'rsatilayotgan qo'llab-quvvatlash choralari yoritiladi. Shuningdek, milliy madaniy markazlarning milliy qadriyatlarni asrab-avaylash va jamiyatni birlashtirishdagi ahamiyati keng tahlil qilinadi.

Kalit so'zlar: O'zbekiston, milliy madaniy markazlar, millatlararo totuvlik, ijtimoiy barqarorlik, madaniy xilma-xillik, milliy qadriyatlar, o'zaro hurmat, hamkorlik, madaniy meros, ijtimoiy integratsiya, fuqarolik birdamligi, davlat qo'llab-quvvatlovi, millatlararo munosabatlar, madaniy aloqalar, etnik guruhlar.

НАЦИОНАЛЬНЫЕ КУЛЬТУРНЫЕ ЦЕНТРЫ, ДЕЙСТВУЮЩИЕ В РЕСПУБЛИКЕ УЗБЕКИСТАН, И ИХ РОЛЬ В ОБЕСПЕЧЕНИИ МЕЖНАЦИОНАЛЬНОГО СОГЛАСИЯ.

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Аннотация: В статье анализируется роль национальных культурных центров, действующих в Республике Узбекистан, в обществе и их роль в обеспечении межнационального согласия. Узбекистан – многонациональное государство, где дружно проживают представители разных национальностей и народностей. Национальные культурные центры, помимо сохранения культуры, традиций и языка этих наций и народностей, способствуют их активному участию в общественной жизни, укреплению атмосферы взаимного уважения и сотрудничества в обществе. В статье рассматриваются направления деятельности этих центров, их вклад в обеспечение межэтнической стабильности, а также меры поддержки со стороны государства. Также будет подробно проанализировано значение национальных культурных центров в сохранении национальных ценностей и объединении общества.

Ключевые слова: Узбекистан, национальные культурные центры, межнациональное согласие, социальная стабильность, культурное многообразие, национальные ценности, взаимоуважение, сотрудничество, культурное наследие, социальная интеграция, гражданская солидарность, государственная поддержка, межнациональные отношения, культурные связи, этнические группы.

The Republic of Uzbekistan is a multinational state, where representatives of different nationalities and ethnic groups live in peace and harmony, contributing to the development of society. The role of national cultural centers in strengthening this interethnic harmony and stability is incomparable. These centers serve to preserve and develop the culture, traditions and customs of representatives of different nationalities, strengthen the atmosphere of mutual respect and cooperation, and ensure stability in society. The government of Uzbekistan actively supports the policy of interethnic harmony and solidarity and creates the necessary conditions for the effective functioning of national cultural centers. These centers serve as an important tool of public diplomacy and play an important role in strengthening friendly ties between nations. The first national cultural centers in our country were established in 1989 by Koreans, Kazakhs, Jews, and Armenians. The real development and prosperity of these centers began after our country gained its independence. During the years of independence, ample opportunities were created for their effective operation. If in 1992 there were 10 national-cultural centers, in 1995 their number reached 72, and by 2003 it reached 135. Today, the Committee on Interethnic Relations and Friendship with Foreign Countries cooperates with 150 national cultural centers, 38 friendship societies and 38 societies of compatriots abroad operating in our country. They consist of republican cultural centers, regional, city and district cultural centers. Ensuring the active participation of representatives of different nationalities living in the Republic of Uzbekistan in socio-political, spiritual-educational and cultural processes is one of the important areas of activity of national-cultural centers. The centers also carry out friendly cooperation with compatriots of nations in foreign countries, establish and develop cultural and educational ties. The Republican International Cultural Center, on the other hand, performs the task of strengthening solidarity and interethnic harmony among the citizens of the country. The main tasks of national-cultural centers have three directions:

- 1) restoring the language, culture, traditions and customs of each nation, reviving contacts and relations with the historical Motherland, and opening a wide path for the manifestation of national feelings;
- 2) recognizing independent Uzbekistan as one's true Motherland and serving it with gratitude and loyalty;
- 3) Living together with the Motherland, studying its culture, history and language, living in friendship, cooperation and harmony with the nation that gave its name to the independent state. The activities carried out in these three areas correspond to the requirements of modernizing social life and the development of interethnic relations. Today, they include:

- studying their national history, culture, language, and traditions;
- mastering the secrets of national music, dance, and crafts;
- holding mass events and festivals dedicated to national holidays;
- organizing exhibitions dedicated to the life and work of artists, writers, poets, aqins and bakhshis, cultural and political figures of their historical homeland;
- holding meetings with people from their historical homeland has become a tradition.

National cultural centers operate within the republic, region, city, district and act as organizations that coordinate events held in these territorial units. At the same time, the centers also play the role of a kind of cultural and ideological center, uniting and directing representatives of different nationalities and ethnic groups around the strategic goals of Uzbekistan. Experienced, well-known scientists, intellectuals, and artists began to come to national cultural centers, and they began to form professional and amateur artistic associations. The activities of Russian, Korean, Crimean Tatar, Turkish, Kazakh, German, Tajik, and Uyghur groups were especially effective. Courses for studying the language and literature of a particular nation began to be opened at such centers. The activities of national cultural centers are coordinated by the Republican International Cultural Center, established by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated January 13, 1992. Interethnic harmony, international friendship, is one of the main ideas of the ideology of national independence. It is no exaggeration to say that the culture of interethnic dialogue is at an excellent level in our independent country. Because the friendly relations of Uzbeks with representatives of other nationalities are manifested in the form of indirect and direct dialogue. In the process of interethnic dialogue, as a representative of his nation, he performs a certain social function. As a result, he assimilates the spiritual values, manners, and culture of behavior accumulated by his people in the process of historical development. The role of national cultural centers in the development of such interethnic relations is very important.

National cultural centers (NCCs) operate on the basis of the Constitution of the Republic of Uzbekistan and the current laws of the Republic of Uzbekistan on public organizations, as well as their own charter. National cultural centers voluntarily unite citizens of Uzbekistan interested in studying, preserving and developing national culture, language, customs, traditions and customs characteristic of a particular nationality. They carry out their activities directly or through their branches in communities on the territory of Uzbekistan. By 2010, about 140 national cultural centers established by representatives of 27 nationalities operated in our republic. 28 MMM have republican status. 31 MMMs were established by Koreans, 23 MMMs by Russians, 10 MMMs by Tajiks, 9 MMMs by Kazakhs, 9 MMMs by Tatars (3 of which

are Tatar-Bashkir MMMs), 8 MMMs among Azerbaijanis, 7 among Turkmens, 6 among Ukrainians and Kyrgyz, 5 among Turks and European Jews.

Germans, Poles and Armenians have established 4 MMMs each. Uyghurs and Bukhara Jews have 3 MMMs each. Belarusians and Crimean Tatars have 2 MMMs each. Arabs, Bulgarians, Bashkirs, Greeks, Georgians, Lithuanians, Karakalpaks, Chinese and Dungans have established 1 MMM each. 74 people from the Republican International Cultural Center and MMM activists have been awarded high state awards. Including, 32 people were awarded the Order of Friendship, 2 people were awarded the Order of Labor Glory, 13 people were awarded the Medal of Glory. 7 people were awarded honorary titles, 17 people were awarded Certificates of Honor of the Republic of Uzbekistan. Among the awardees are representatives of 24 nationalities. Today, Hero of Uzbekistan Vera Borisovna Pak is a member of the board of the Khorezm regional Korean MMM. The head of the Republican Russian National Cultural Center Svetlana Ivanovna Gerasimova is a senator, People's Teacher of Uzbekistan. 12 programs and broadcasts are conducted on television and radio (Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, Turkmen, Tatar, Uyghur, Azerbaijani). Newspapers are published in 10 languages (Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, Turkmen, Ukrainian, English), and magazines are published in 8 languages. (Uzbek, Karakalpak, Russian, English, Kazakh, Kyrgyz, Tajik, Turkmen). Secondary and higher education is carried out in 7 languages: Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, Turkmen.

In particular, it is advisable to organize a large-scale friendship festival, which is being held in cooperation with the RBMM and the MMM under the slogan "Uzbekistan - our common home" and promote it through the media. In 2013, 162 creative associations representing 120 nationalities and ethnic groups participated in the friendship festival "Uzbekistan - our common home", 14 of which were awarded honorary certificates, 4 third, 3 second, 2 first places and prizes. The performed work, melody, song, dance were evaluated according to whether they reflect the achievements of the renewing country and homeland.

National cultural centers are actively participating in the formation and development of a democratic legal state in the modernization processes. In his congratulatory message on the 10th anniversary of the establishment of the Russian National Cultural Center, our First President says: "Today, it is difficult to overestimate the positive and multifaceted work carried out by national cultural centers in our country to strengthen mutual trust between people, to create an atmosphere of confidence in the future, to educate the younger generation in the spirit that they should be smarter, more enlightened, stronger and, of course, happier than us."

In connection with the declaration of 2015 by the First President of our country as the Year of “Respect for the Elderly,” the MMMs are planning to hold literary evenings, meetings, anniversaries and celebrations dedicated to great people of different nations. For example, the Russian MMM and its regional branches are planning to hold an evening dedicated to M. Lermontov, L. Tolstoy, M. Svetaeva, A. Akhmatova, A. Navoi, the Ukrainian MMM is planning to hold an evening dedicated to T. Shevchenko, Gogol, and the Tatar MMM is planning to hold an evening dedicated to the life and work of the Tatar writer and poet Abdulla Tokai.

The centers' activities to strengthen interethnic harmony in Uzbekistan are also distinguished by their diversity. For example, in this direction, the German MMM has staged performances glorifying friendship between peoples through the “Vdoknovenie” youth theater organized by it, while the Uyghur MMM has been organizing roundtable discussions in Andijan and other regions on the topic “Uzbekistan is our common home”. In order to contribute to the patriotic upbringing of young people, the RBMM, in collaboration with the MMM, organized an excursion to Samarkand in order to familiarize young people of different nationalities with our rich history by taking them to museums such as “History of Uzbekistan” and “History of the Timurids”. In May 2014, the Greek MMM organized an excursion to Samarkand to familiarize their young people with the ancient cities of Uzbekistan and introduced them to the rich history of the Uzbek people. In 2014 and 2016, together with the RBMM and MMM, they celebrated national holidays such as Russian Easter, Bashkir-Tatar Sabantoy, Korean Tano and Chusok, and German Ostern on a large scale with the participation of representatives of different nationalities and ethnic groups.

In 2014, the final stage of the Korean culture festival “Zdrastvuy, Tano” was held in the G.Ghulom Park, and in October, the Festival of Friendship between Uzbekistan and the Republic of Korea was held. The German MMM held the Republican Youth Festival of German Culture for the fourth time. The Bulgarian MMM organized a sports dance evening called “New Asian Style”, in which citizens of Uzbekistan of different nationalities participated.

Since 2004-2015, the RBMM, together with the MMM, organized 28 exhibitions of works by artists of different nationalities living in the republic under the slogan “Uzbekistan is my Homeland”. In particular, they:

- “Winter Vernissage”, “My Native City” in 2004;- Graphic works by Yanis Salpinkidis on the theme “My Native Uzbekistan” by the Greek MMM in 2005;
- 2007: color paintings on the themes of “Spring Vernissage”, “Navruz”, “Spring Colors”;
- 2011: works by Margarita Shuvalova on the theme of “Spring, zhenshina, sveti”;

- 2014: exhibitions “Joy of Pure Love” dedicated to the Sazanov dynasty and “I Love You, My Country” were organized.

Since 2017, a new era has begun in the activities of the National Cultural Centers. In 2017, various events were held in all regions of our country on the occasion of the 25th anniversary of the Republican International Cultural Center. Over the years of independence, more than a hundred activists of the Republican International Cultural Center and national cultural centers have been awarded honorary titles, orders and medals. It is worth noting that 14 of our citizens, representing different nationalities, were awarded the high title of Hero of Uzbekistan. I know many of you personally, most of you through your appearances on television and in the press, and today I am happy to present high awards of our Motherland to more than 20 more enterprising and selfless compatriots who are an example to others and make a worthy contribution to strengthening the unity and cohesion of our people. Among them are our compatriots Nurkul Bazarbayeva, an activist of the Karakalpak National Cultural Center in the Konimekh district of the Navoi region, Sergey Mironov, deputy director of the Republican International Cultural Center, Anisya Gataullina, chairman of the Tatar National Cultural Center in the Yangiyul district of the Tashkent region, Faina Golubsova, chairman of the Russian National Cultural Center in the Syrdarya region, Polatbek Izyumov, chairman of the Kazakh National Cultural Center in the Khorezm region, Oleg Kim, chairman of the Korean National Cultural Center in the Jizzakh region, Semyon Abdurakhmonov, chairman of the Jewish National Cultural Center in the Fergana region, Lidiya Dovidaitis, chairman of the Lithuanian National Cultural Center in Tashkent, Natalya Kaiser, chairman of the German National Cultural Center in the Samarkand region, Olga Mironets, chairman of the Ukrainian National Cultural Center "Slavutich" in the Nukus city, and Abdurasul Ergashev, chairman of the Tajik National Cultural Center in the Kashkadarya region. Also, Nina Shubnikova, deputy chairman of the Belarusian National Cultural Center "Svitanak" in Tashkent, and Nina Shubnikova, deputy chairman of the Arab National Cultural Center in the Kashkadarya region Niyozmuhammad Panjiyev, Deputy Chairman of the Turkish National Cultural Center in Bukhara region Juma Shukurov, Artistic Director of the "Azerbaijan Girls" Ensemble of the Azerbaijani National Cultural Center of the Republic Kaykep Aliyeva, An activist of the Turkmen National Cultural Center of the Republic of Karakalpakstan Arazmukhammet Abayev, An activist of the Kyrgyz National Cultural Center in Andijan region Umutkhan Mamataliyeva, An activist of the Armenian National Cultural Center of the Republic Georgiy Saakov and others were also awarded state awards. With their joint efforts, they are fulfilling the most important task, namely,

making a worthy contribution to the development of our country, strengthening its spiritual and humanitarian foundations.

In conclusion, the national cultural centers operating in the Republic of Uzbekistan play an important role in strengthening interethnic harmony and solidarity in the country. They help representatives of different nationalities to preserve their national culture, language and traditions, and serve to strengthen the bonds of friendship between them. At the same time, these centers also carry out activities such as developing cultural and educational ties with compatriots abroad, promoting national art and traditions. Ensuring interethnic harmony in Uzbekistan is one of the priorities of state policy, and constant support and conditions are created for the effective functioning of national cultural centers. Their activities serve to ensure the peaceful coexistence of representatives of different nationalities in the country and the social stability of society. Therefore, the role of national cultural centers is incomparable, and their development will help to further strengthen interethnic friendship and harmony in the future.

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ЛЮДИ ПОСЛЕДНИХ ДНЕЙ МАКСУД ШАЙХЗАДЕ

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Аннотация: О том, с кем встречался Максуд Шейхзаде в последние дни его жизни, беседа с людьми, с которыми он встречался. Шейхзада отличался от всех нас не только в смысле ума, но и в смысле люди. Во все времена, во всех средах и обстоятельствах он питал чувство гордости, которое украшало его сердце

Ключевые слова: гость, состояние, домла, Сакинаханим, Шейхзада, Алишер Навои, Яшин, доктор, аллея, мулла, пациент, сборник стихов, союз писателей.

Annotation: about who met the last days of the life of Maqsd Shaykhzoda, a conversation with people with whom he met. Shaikhzoda stood out from all of us not only in the sense of reason, but also in the sense of siymo. The idle question of the autonomous mouth did not seem to melt into it. All the time, in all environments and conditions, the feeling of pride, which has made his heart prosperous, has been exasperated

Keywords: Guest, resident, domla, Sakinakhanim, Shaykhzoda, Alisher Navoi, Yashin aka, Doctor, Alley, flies, Mullah, patient, poetry collection, Writers Association.

Шейхзада отличался от всех нас не только в смысле ума, но и в смысле фигуры. Неуклюжий вопрос Мухтар-аги не казался ему тающим. Во все времена, во всех средах и обстоятельствах он излучал чувство гордости, которое украшало его сердце.

9 февраля 1967 года. Председатель Союза писателей Камиль Яшин вместе с редактором газеты “Узбекистон маданияти” (ныне” литература и искусство Узбекистана”) Лазизом Каюмовым едут навестить больного поэта. К сожалению, Лазиз Каюмов, сообщая о последних днях поэта в “телеграфном стиле”, писал только такие слова: “боль была тяжелая, но никогда не изнашивалась. Яшин ака: "позвать доктора из Москвы?" нет, доктор хороший, квалифицированный-он есть, но у пациента слабое сердце”. И снова Из воспоминаний становится ясно, что Шейхзада не принимал лекарства, прописанные докторами, потому что “я выпил их в аптеке”. Услышав упреки моей сакинахани по этому поводу, Яшин посмотрел на брата Шайхзаду и сказал: “Надо вдаваться в разговоры жен. Сакинахан-не только ваша верная жена, но и врач кирои. Он знает, что лекарства

полезны лучше, чем я с вами”. Тогда больной поэт в ответ на слова Яшина отвечает: - сыновья муллы Нумана говорят, что в древности жил человек. Будь то потому, что он болен, как я, или по какой-то другой причине, в любом случае, когда он лежал в постели, муха продолжала появляться, грабить его и истощать его Тинку. Затем, пока человек-бояга убил одну из мух и преследовал другую, царь мух сделал этого человека достойным Бога. Не справедлив ли Бог, взяв сторону мух, сказал человеку бояги: “и тебя, и муху Я сотворил. Вы не имеете права водить муху. Никогда не делай после этого ничего подобного”. Тогда человек с бояги открыл обе руки к небу и сказал: “О Всемогуший Господь, Ты сотворил и человечество, и существо, живущее в семи климатах. Вы передаете им свое суждение. Если бы я не мог передать свое слово одной бледной мухе, что бы вы сделали, создав меня? оказывается. Точно так же, если бы я не мог передать свое слово своей мудрой жене, что бы сделал Господь, создав меня. Шейхзада был волевым человеком, который даже во время тяжелой болезни мог с таким юмором отвечать на жалобы своих братьев и сестер.

В начале января суймахан пригласил Шейхзаде с женой к себе домой. Дама, хорошо знавшая науку, как ждать дорогого гостя, накрыла красивый стол. Поэт ставил из любимых лакомых кусочков. Гости приходили, спрашивали, Как дела, а также пили чашку чая. Суйимахан вышел на кухню и горел, намереваясь процедить жидкую пищу, в то время как вошла моя жительница. - Суйимахан, не беспокойся слишком сильно. Мы не будем убивать долго. Состояние вашего дома не улучшится. ” Выйди и скажи, Не беспокойся", - говорит домлангиз.

Моя жительница так сказала, что из ее глаз невольно потекли слезы. Хотя сам суймахан тоже был опечален, он собрался и утешил моего Сасанидского хана. Затем две женщины вышли к Шейхзаде со смехом, как будто ничего плохого не произошло. Немного отдохнув от еды, которую принес хозяин, шейхзада прочитал одно из своих новых стихотворений, а затем перевод, который Самад сделал с акцента. Суйимахан подарил мастеру брошюру “Алишер Навои” вместе с недавно вышедшим из печати рассказом “Калила и Димна” в собственном переводе. Шейхзада попросил разрешения уехать, сказав, что в обмен на эти книги он подарит ему сборник стихов “Аллея”, который скоро выйдет из печати, и что в этом сборнике обязательно будут стихи, посвященные суйимахану.

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MODERNE TRENDS IN DER LINGUISTIK UND IM FREMDSPRACHENUNTERRICHT IM KONTEXT DER GLOBALISIERUNG

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ZUSAMMENFASSUNG

In der heutigen globalisierten Welt erfährt die Linguistik sowie der Fremdsprachenunterricht tiefgreifende Veränderungen. Moderne Trends spiegeln sich in der Integration digitaler Technologien, der zunehmenden Bedeutung der Mehrsprachigkeit sowie in innovativen didaktischen Ansätzen wider. Die Forschung zeigt, dass adaptive Lernmethoden, künstliche Intelligenz und interkulturelle Kompetenz eine zentrale Rolle im Sprachunterricht spielen. Zudem beeinflusst die Globalisierung die sprachliche Variation und den Sprachwandel, was neue Herausforderungen für die Sprachwissenschaft mit sich bringt. Der vorliegende Artikel analysiert aktuelle Entwicklungen und diskutiert deren Implikationen für die Sprachdidaktik und linguistische Forschung.

Schlüsselwörter: Linguistik, Fremdsprachenunterricht, Globalisierung, digitale Technologien, Mehrsprachigkeit, Sprachdidaktik

EINLEITUNG

Die Globalisierung hat tiefgreifende Auswirkungen auf verschiedene gesellschaftliche Bereiche, insbesondere auf die Linguistik und den Fremdsprachenunterricht. Die zunehmende Vernetzung der Welt führt zu einem verstärkten sprachlichen und kulturellen Austausch, wodurch sich sowohl die Sprachforschung als auch die Lehrmethoden kontinuierlich weiterentwickeln. Moderne Technologien, wie künstliche Intelligenz und digitale Lernplattformen, verändern die Art und Weise, wie Sprachen erworben, vermittelt und analysiert werden. Gleichzeitig gewinnt die Mehrsprachigkeit an Bedeutung, da interkulturelle Kommunikation in einer globalisierten Gesellschaft unerlässlich geworden ist. Neue didaktische Konzepte, wie adaptives Lernen oder der Einsatz von Gamification im Unterricht, ermöglichen eine individuellere und effizientere Sprachvermittlung. Darüber hinaus beeinflussen soziolinguistische Faktoren, etwa Sprachkontaktphänomene und hybride Sprachformen, zunehmend die Sprachwissenschaft. Ziel dieses Artikels ist es, die aktuellen Trends in der Linguistik und im Fremdsprachenunterricht im Kontext der

Globalisierung zu untersuchen. Dabei werden sowohl theoretische Entwicklungen als auch praktische Ansätze betrachtet, um die Herausforderungen und Chancen dieser Veränderungen aufzuzeigen.

THEORETISCHER HINTERGRUND

Die Forschung zur Linguistik und zum Fremdsprachenunterricht im Kontext der Globalisierung basiert auf mehreren theoretischen Ansätzen, die die aktuellen Entwicklungen und Herausforderungen in diesen Bereichen erklären. Die Globalisierung hat zu einer zunehmenden sprachlichen Vernetzung geführt, die sich in Phänomenen wie der Mehrsprachigkeit, dem Sprachwandel und der Verbreitung von Lingua Francas widerspiegelt. Der Einfluss dominanter Sprachen wie Englisch, Spanisch und Chinesisch auf andere Sprachgemeinschaften hat sowohl positive als auch negative Folgen: Während interkulturelle Kommunikation erleichtert wird, besteht gleichzeitig die Gefahr der sprachlichen Homogenisierung und des Verlusts von Minderheitensprachen. In der modernen Linguistik gewinnen technologische Methoden wie Korpuslinguistik, maschinelles Lernen und computergestützte Sprachverarbeitung zunehmend an Bedeutung. Diese Entwicklungen ermöglichen tiefere Einblicke in Sprachstrukturen, Sprachgebrauch und semantische Veränderungen. Darüber hinaus spielen soziolinguistische Theorien eine zentrale Rolle bei der Analyse von Sprachkontakt, Code-Switching und der Entstehung neuer Sprachvarietäten in multilingualen Gesellschaften. Die Didaktik des Fremdsprachenunterrichts hat sich in den letzten Jahrzehnten stark gewandelt. Die klassischen Methoden des Spracherwerbs wurden durch kommunikative und technologiegestützte Ansätze ergänzt. Zu den wichtigsten Trends gehören die Kombination aus traditionellen Lehrmethoden und digitalen Lernplattformen, der Einsatz künstlicher Intelligenz zur individuellen Anpassung des Lernprozesses, die Integration spielerischer Elemente zur Steigerung der Motivation sowie die Förderung kultureller Kompetenz als wesentlicher Bestandteil des Spracherwerbs. Diese Entwicklungen zeigen, dass sich sowohl die Linguistik als auch der Fremdsprachenunterricht in einem dynamischen Wandel befinden, der durch technologische, gesellschaftliche und kulturelle Faktoren geprägt ist.

METHODIK

Die Untersuchung der modernen Trends in der Linguistik und im Fremdsprachenunterricht im Kontext der Globalisierung basiert auf einer qualitativen und quantitativen Methodik. Dabei werden verschiedene Forschungsansätze kombiniert, um sowohl theoretische als auch praktische Entwicklungen in diesem Bereich umfassend zu analysieren. Zunächst wurde eine systematische Literaturrecherche durchgeführt, um aktuelle wissenschaftliche Arbeiten, empirische

Studien und theoretische Konzepte zu identifizieren. Die analysierten Quellen stammen aus renommierten Fachzeitschriften, Konferenzberichten und Monografien, die sich mit Sprachwissenschaft, Didaktik und interkultureller Kommunikation befassen. Neben der Literaturanalyse wurden auch Fallstudien untersucht, die innovative Ansätze im Fremdsprachenunterricht und deren Auswirkungen auf die Sprachkompetenz der Lernenden beleuchten. Hierbei wurden sowohl traditionelle als auch technologiegestützte Lernmethoden betrachtet, um ihre Effektivität im Kontext der Globalisierung zu bewerten. Zur quantitativen Datenerhebung wurden statistische Daten zu Sprachlertrends, Nutzung digitaler Lernplattformen und Mehrsprachigkeitsentwicklung in verschiedenen Ländern ausgewertet. Diese Daten wurden aus internationalen Bildungsberichten, Umfragen sowie aus Plattformen für Sprachunterricht und E-Learning bezogen. Die Kombination dieser Methoden ermöglicht eine umfassende Analyse der aktuellen Trends und Herausforderungen in der Linguistik und im Fremdsprachenunterricht. Sie bietet zudem eine Grundlage für die Bewertung zukünftiger Entwicklungen und deren potenzielle Auswirkungen auf den Spracherwerb in einer zunehmend globalisierten Welt.

ERGEBNISSE

Die Analyse der modernen Trends in der Linguistik und im Fremdsprachenunterricht im Kontext der Globalisierung zeigt mehrere zentrale Entwicklungen auf. Erstens hat die Digitalisierung den Fremdsprachenunterricht grundlegend verändert. Der Einsatz von Online-Plattformen, mobilen Lern-Apps und künstlicher Intelligenz ermöglicht eine individuellere und flexiblere Sprachvermittlung. Digitale Tools unterstützen nicht nur den autonomen Lernprozess, sondern fördern auch interaktive und immersive Lernmethoden, wie beispielsweise virtuelle Klassenzimmer und Gamification-Elemente. Zweitens hat die Mehrsprachigkeit in globalisierten Gesellschaften an Bedeutung gewonnen. Untersuchungen zeigen, dass interkulturelle Kommunikation und sprachliche Vielfalt zunehmend gefördert werden, insbesondere in Bildungssystemen, die auf mehrsprachigen Unterricht setzen. Gleichzeitig gibt es jedoch Herausforderungen im Zusammenhang mit der sprachlichen Dominanz des Englischen, das als internationale Lingua Franca fungiert. Drittens wurden neue didaktische Ansätze entwickelt, die den Spracherwerb effizienter gestalten. Besonders hervorzuheben sind adaptive Lernsysteme, die mithilfe von künstlicher Intelligenz personalisierte Lehrpläne erstellen. Zudem spielt der kommunikative Ansatz eine Schlüsselrolle, der die aktive Sprachproduktion und authentische Interaktion in den Mittelpunkt des Lernprozesses stellt. Schließlich zeigt die Forschung, dass die Globalisierung auch zu Veränderungen in der Linguistik selbst geführt hat. Soziolinguistische Phänomene wie Code-Switching, Sprachhybridisierung und die

Entstehung neuer Sprachvarietäten sind eng mit den transnationalen Mobilitätsstrukturen verbunden. Diese Entwicklungen stellen neue Herausforderungen für die Sprachwissenschaft dar und erfordern interdisziplinäre Forschungsansätze. Insgesamt bestätigen die Ergebnisse, dass sowohl der Fremdsprachenunterricht als auch die Linguistik einem dynamischen Wandel unterliegen. Die fortschreitende Digitalisierung, die Förderung der Mehrsprachigkeit und innovative didaktische Konzepte prägen die zukünftige Entwicklung dieser Disziplinen maßgeblich.

DISKUSSION

Die moderne Linguistik und der Fremdsprachenunterricht unterliegen einem dynamischen Wandel, der durch Globalisierung, technologische Innovationen und gesellschaftliche Veränderungen geprägt ist. Diese Faktoren beeinflussen sowohl die Art und Weise, wie Sprachen gelernt werden, als auch die sprachlichen Strukturen selbst. Insbesondere die Digitalisierung hat in den letzten zwei Jahrzehnten tiefgreifende Veränderungen in der Methodik des Sprachenlernens mit sich gebracht. Ein wesentlicher Aspekt dieser Entwicklung ist die zunehmende Nutzung von Online-Plattformen und mobilen Anwendungen. Laut aktuellen Studien nutzen über 70 % der Sprachlernenden digitale Medien, um ihre Kenntnisse zu verbessern. Dies zeigt, dass traditionelle Lehrmethoden durch flexible, individuell anpassbare Ansätze ergänzt oder sogar ersetzt werden. Ein interessanter Trend ist der Einsatz künstlicher Intelligenz im Sprachenlernen. Automatisierte Lernplattformen wie Duolingo oder Babbel ermöglichen ein personalisiertes Lernen, das sich an die Bedürfnisse des Nutzers anpasst. Etwa 60 % der Nutzer dieser Plattformen berichten, dass sie durch KI-gestützte Programme schneller Fortschritte machen als durch herkömmliche Lehrmethoden. Trotz der Vorteile digitaler Technologien bleibt die Frage offen, inwieweit diese den klassischen Unterricht ersetzen können. Studien zeigen, dass 45 % der Lernenden digitale Methoden bevorzugen, während 55 % angeben, dass sie den direkten Kontakt mit Lehrkräften und Muttersprachlern für effektiver halten. Ein weiteres wichtiges Thema ist die Rolle der englischen Sprache als globale Lingua Franca. Mehr als 80 % der internationalen wissenschaftlichen Publikationen erscheinen auf Englisch, und in vielen multinationalen Unternehmen ist Englisch die Arbeitssprache. Dies führt dazu, dass andere Sprachen an Bedeutung verlieren, was langfristig die sprachliche Vielfalt gefährden könnte. Gleichzeitig zeigt sich, dass Mehrsprachigkeit in Bildungssystemen zwar gefördert wird, aber nicht immer effektiv umgesetzt werden kann. In der EU lernen beispielsweise 92 % der Schüler eine Fremdsprache, doch nur 24 % erreichen ein hohes Kompetenzniveau. Dies deutet darauf hin, dass es nicht nur auf den frühen Beginn des Sprachenlernens ankommt, sondern auch auf die Qualität der didaktischen Methoden. Der Einfluss der

Globalisierung auf die Sprachentwicklung ist ebenfalls nicht zu unterschätzen. Viele Sprachen nehmen Wörter und Redewendungen aus anderen Sprachen auf, was zur Entstehung neuer Hybridformen führt. So hat sich in vielen Ländern ein Sprachmix etabliert, bei dem bis zu 30 % der alltäglichen Kommunikation aus Fremdsprachenlehnwörtern besteht. Code-Switching ist ein weiteres Phänomen, das durch Globalisierung und Mehrsprachigkeit verstärkt wird. Studien zeigen, dass in bilingualen Gemeinschaften etwa 65 % der Sprecher regelmäßig zwischen zwei oder mehr Sprachen wechseln. Dies kann einerseits die sprachliche Flexibilität fördern, andererseits aber auch zu Unsicherheiten in der Muttersprache führen. Auch der Einfluss sozialer Medien auf die Sprache ist ein viel diskutiertes Thema. Plattformen wie Twitter, Instagram und TikTok haben dazu beigetragen, dass sich neue sprachliche Ausdrucksweisen entwickeln. Untersuchungen belegen, dass etwa 50 % der jungen Menschen zwischen 14 und 25 Jahren in ihrer digitalen Kommunikation regelmäßig Abkürzungen und Emojis verwenden, was langfristig die schriftliche Ausdrucksweise verändern könnte. Neben den technologischen Aspekten gibt es auch soziokulturelle Faktoren, die den Sprachunterricht beeinflussen. In multikulturellen Gesellschaften wird zunehmend Wert auf interkulturelle Kommunikation gelegt. Etwa 70 % der Sprachkurse in internationalen Schulen beinhalten inzwischen kulturelle Elemente, um den Lernenden ein besseres Verständnis der Sprache und ihrer kulturellen Kontexte zu vermitteln. Der Einsatz von Gamification im Sprachunterricht hat sich als effektives Mittel erwiesen, um die Motivation der Lernenden zu steigern. Untersuchungen zeigen, dass Lernende, die spielbasierte Methoden nutzen, um 40 % schneller neue Vokabeln lernen als diejenigen, die traditionelle Methoden anwenden. Ein weiteres innovatives Konzept ist der immersive Sprachunterricht, bei dem Lernende durch virtuelle Realität (VR) in sprachliche Umgebungen eintauchen können. Erste Studien belegen, dass VR-gestützter Sprachunterricht die Kommunikationsfähigkeit um bis zu 35 % verbessern kann, da er realitätsnahe Situationen simuliert. Allerdings gibt es auch Herausforderungen bei der Integration neuer Technologien in den Sprachunterricht. Viele Schulen und Universitäten verfügen nicht über die notwendige Infrastruktur, um digitale Methoden effektiv einzusetzen. Weltweit geben etwa 50 % der Bildungseinrichtungen an, dass finanzielle oder technische Hürden die Digitalisierung des Sprachunterrichts erschweren. Darüber hinaus gibt es Debatten darüber, ob digitale Methoden den individuellen Lernstil jedes Schülers berücksichtigen können. Studien zeigen, dass etwa 30 % der Lernenden Schwierigkeiten haben, sich ohne direkten Lehrer-Input in digitalen Lernumgebungen zurechtzufinden. Dies legt nahe, dass hybride Modelle, die digitale und traditionelle Methoden kombinieren, möglicherweise der effektivste Ansatz sind. Ein wichtiger Faktor, der oft übersehen wird, ist die

Motivation der Lernenden. Untersuchungen belegen, dass etwa 65 % der Menschen, die eine neue Sprache lernen, ihre Motivation nach den ersten sechs Monaten verlieren, wenn keine regelmäßige Interaktion mit Muttersprachlern oder eine klare Zielsetzung besteht. Auch die Rolle der Lehrkräfte verändert sich im Zuge dieser Entwicklungen. In vielen Ländern werden Lehrer zunehmend als Moderatoren des Lernprozesses betrachtet, die Schüler beim selbstständigen Lernen begleiten. Etwa 55 % der Sprachlehrkräfte weltweit setzen inzwischen auf interaktive Lernmethoden, um den Unterricht lebendiger zu gestalten. Die Frage der Bewertung von Sprachkompetenzen ist ebenfalls ein wichtiger Diskussionspunkt. Während klassische Prüfungen immer noch weit verbreitet sind, gibt es einen Trend hin zu alternativen Bewertungsmethoden, wie Portfolio-Arbeiten oder digitalen Kompetenztests. Erste Untersuchungen zeigen, dass solche Methoden zu einer nachhaltigeren Sprachbeherrschung führen können. Ein bedeutender Trend ist die zunehmende Bedeutung von berufsspezifischem Sprachenlernen. In vielen Branchen werden maßgeschneiderte Sprachkurse angeboten, um Fachkräfte gezielt auf die Anforderungen des internationalen Arbeitsmarktes vorzubereiten. Statistiken zeigen, dass etwa 40 % der Unternehmen gezielt in Sprachtrainings für ihre Mitarbeiter investieren, um die Wettbewerbsfähigkeit zu steigern. Abschließend lässt sich sagen, dass moderne Trends in der Linguistik und im Fremdsprachenunterricht zahlreiche Chancen, aber auch Herausforderungen mit sich bringen. Die Globalisierung, die Digitalisierung und neue didaktische Konzepte eröffnen neue Wege des Spracherwerbs, erfordern jedoch auch eine kontinuierliche Anpassung der Lehrmethoden. Die Frage, wie traditionelle und moderne Ansätze optimal kombiniert werden können, bleibt eine zentrale Herausforderung für Wissenschaft und Praxis.

FAZIT UND AUSBLICK

Die moderne Linguistik und der Fremdsprachenunterricht haben sich im Zuge der Globalisierung und Digitalisierung grundlegend verändert. Neue Technologien, veränderte gesellschaftliche Rahmenbedingungen und innovative didaktische Konzepte haben das Erlernen und Lehren von Sprachen revolutioniert. Diese Entwicklungen bieten sowohl Chancen als auch Herausforderungen, die in der zukünftigen Forschung und Praxis weiter untersucht werden müssen. Ein zentraler Aspekt der aktuellen Entwicklungen ist die zunehmende Digitalisierung des Fremdsprachenunterrichts. Durch den Einsatz von Online-Plattformen, künstlicher Intelligenz und virtuellen Lernräumen erhalten Lernende flexible und individuell anpassbare Lernmöglichkeiten. Untersuchungen zeigen, dass digitale Methoden in vielen Fällen die Motivation der Lernenden steigern und den Lernprozess effektiver gestalten. Gleichzeitig bleibt die Frage offen, ob sie den traditionellen Unterricht

vollständig ersetzen können oder nur als Ergänzung dienen sollten. Die Rolle der Lehrkräfte verändert sich in diesem Kontext erheblich. Während sie früher vor allem als Wissensvermittler fungierten, übernehmen sie heute zunehmend die Rolle von Moderatoren, die den Lernprozess individuell begleiten und fördern. Dies erfordert neue didaktische Ansätze und eine Anpassung der Ausbildung von Sprachlehrkräften. Ein weiteres zentrales Thema ist die Mehrsprachigkeit im Kontext der Globalisierung. Während Englisch weiterhin als Lingua Franca dominiert, wächst das Bewusstsein für die Bedeutung anderer Sprachen, insbesondere in wirtschaftlichen und diplomatischen Kontexten. Die Förderung von Mehrsprachigkeit stellt eine wichtige Aufgabe für Bildungssysteme weltweit dar. Auch die Interkulturalität gewinnt zunehmend an Bedeutung. Sprache wird nicht mehr nur als Kommunikationsmittel betrachtet, sondern auch als Schlüssel zur interkulturellen Kompetenz. In diesem Zusammenhang werden neue Lehrmethoden entwickelt, die kulturelle Elemente in den Sprachunterricht integrieren. Dies trägt nicht nur zur besseren Sprachbeherrschung bei, sondern auch zur Förderung eines globalen Verständnisses. Gleichzeitig stehen Bildungssysteme vor großen Herausforderungen. Die Integration neuer Technologien erfordert erhebliche Investitionen, sowohl in die technische Infrastruktur als auch in die Weiterbildung von Lehrkräften. Zudem gibt es erhebliche Unterschiede in der digitalen Ausstattung von Schulen und Universitäten weltweit, was zu einer digitalen Kluft im Fremdsprachenunterricht führen kann. Ein weiteres Problem ist die Motivation der Lernenden. Während digitale Lernplattformen oft spielerische Elemente nutzen, um das Lernen attraktiver zu gestalten, zeigen Studien, dass viele Lernende nach einiger Zeit das Interesse verlieren. Die Entwicklung nachhaltiger Lernstrategien bleibt daher eine zentrale Herausforderung für die Zukunft. Auch die Bewertung von Sprachkompetenzen steht vor einem Wandel. Während traditionelle Prüfungsformate weiterhin weit verbreitet sind, gewinnen alternative Bewertungsmethoden an Bedeutung. Portfolios, digitale Tests und kontinuierliche Leistungsbewertungen könnten in Zukunft eine größere Rolle spielen. Die Forschung zur Linguistik und zum Fremdsprachenunterricht muss sich weiterhin mit der Frage befassen, wie moderne Technologien, interkulturelle Ansätze und klassische Lehrmethoden optimal kombiniert werden können. Es gibt keine universelle Lösung, sondern verschiedene Modelle, die an die jeweiligen gesellschaftlichen und individuellen Bedürfnisse angepasst werden müssen. Ein wichtiger Trend für die Zukunft ist die stärkere Vernetzung von Wissenschaft und Praxis. Bildungseinrichtungen, Technologieunternehmen und Forschungsinstitute müssen enger zusammenarbeiten, um innovative und praxisnahe Lösungen zu entwickeln. Der Austausch zwischen verschiedenen Disziplinen kann dazu beitragen, neue

Perspektiven zu eröffnen und den Fremdsprachenunterricht weiter zu optimieren. Zusammenfassend lässt sich sagen, dass der Fremdsprachenunterricht in einem ständigen Wandel begriffen ist. Die Globalisierung und Digitalisierung haben neue Möglichkeiten geschaffen, aber auch neue Herausforderungen mit sich gebracht. Die Zukunft wird davon abhängen, inwieweit es gelingt, traditionelle und moderne Ansätze sinnvoll zu kombinieren und den Sprachunterricht an die sich verändernden Bedingungen anzupassen. Der Blick in die Zukunft zeigt, dass der Bedarf an mehrsprachigen und interkulturell kompetenten Fachkräften weiter wachsen wird. In einer zunehmend vernetzten Welt wird die Fähigkeit, mehrere Sprachen zu sprechen, zu einem immer wichtigeren Wettbewerbsvorteil. Bildungssysteme müssen daher Strategien entwickeln, um Schüler und Studierende optimal auf diese Anforderungen vorzubereiten. Gleichzeitig bleibt die Frage offen, welche Rolle künstliche Intelligenz und Automatisierung im Sprachenlernen in den kommenden Jahren spielen werden. Während einige Experten davon ausgehen, dass KI-gestützte Programme den traditionellen Unterricht zunehmend ersetzen könnten, argumentieren andere, dass der menschliche Faktor im Sprachenlernen unersetzlich bleibt. Eine weitere Herausforderung ist der Umgang mit Sprachverlust und Sprachwandel. Viele kleinere Sprachen sind durch die Dominanz globaler Verkehrssprachen bedroht. Sprachwissenschaftler und Bildungseinrichtungen müssen Wege finden, um sprachliche Vielfalt zu erhalten und zu fördern. Die Integration von Fremdsprachen in den Fachunterricht ist ein weiteres Zukunftsthema. Immer mehr Bildungseinrichtungen setzen auf bilinguale Unterrichtsmodelle, in denen Schüler und Studierende nicht nur eine Sprache lernen, sondern Fachinhalte in einer Fremdsprache vermittelt bekommen. Diese Ansätze könnten sich in den kommenden Jahren weiter verbreiten. Auch der Einfluss sozialer Medien auf die Sprachentwicklung bleibt ein relevantes Forschungsfeld. Jugendliche kommunizieren zunehmend über digitale Plattformen, was die Sprache und deren Gebrauch nachhaltig verändert. Sprachwissenschaftler werden sich weiterhin mit diesen Entwicklungen auseinandersetzen müssen, um zu verstehen, wie sich Sprache in digitalen Räumen entwickelt. Insgesamt zeigt sich, dass der Fremdsprachenunterricht auch in Zukunft ein dynamisches Feld bleiben wird. Die Digitalisierung, die Globalisierung und gesellschaftliche Veränderungen werden weiterhin neue Herausforderungen und Chancen mit sich bringen. Entscheidend wird sein, innovative und nachhaltige Konzepte zu entwickeln, die den Bedürfnissen der Lernenden gerecht werden. Die Debatte darüber, welche Methoden und Technologien sich langfristig durchsetzen werden, ist noch nicht abgeschlossen. Klar ist jedoch, dass der Fremdsprachenunterricht eine Schlüsselrolle in der globalisierten Welt spielt und weiterhin intensiv erforscht und weiterentwickelt werden muss.

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FORENSIC EXAMINATIONS ARE THE MAIN FACTOR IN DETECTING CRIMES

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As we all know, expert opinions are of great importance in determining the circumstances and other circumstances of the commission of crimes. Therefore, a number of documents regulating the field of expertise have been adopted in our legislation, and the procedure for appointing and conducting an expert examination has been clearly defined.

Consequently, one of the priority tasks of the investigation officers, as well as the experts participating as specialists at the scene of the crime, is to carefully examine the material evidence at the places where the crime was committed and suspected.

It is worth noting that the activities of the laboratory departments of our branch are of particular importance in the work of law enforcement agencies in solving numerous murders, thefts, bodily injuries, defamation and assault crimes committed in the Surkhandarya region.

For example, the forensic biology department of the branch carries out expert work on the identification of biological traces. The main thing is that the department uses the most effective laboratory methods for identifying traces of crime. This forensic biology department conducts forensic biological examinations of information and bioobjects on case materials submitted to it by employees of the court, investigation, inquiry bodies.

In this process, it is advisable to analyze the cases of committing certain types of crimes, including defamation, assault on honor, bodily harm, murder, theft.

During the past year, our branch received decisions on a total of 198 criminal cases on the crime of defamation from the Internal Affairs Directorate, and in 164 cases, the commission of a crime was confirmed.

In the investigation of these crimes, the victims and suspects, who were investigated by the district and inter-district forensic departments at the regional level, made a significant contribution to the discovery of crimes of indecent assault and assault on honor based on a total of 9,115 bio-smeared swabs, that is, swabs from the oral cavity and genitals, in 2023.

As is known, a thorough examination of physical evidence at the places where the crime was committed and suspected, ensuring its high-quality implementation based

on existing standards, is one of the priority tasks of the investigation officers, as well as experts participating at the scene as specialists.

For biological examination, it is necessary to bring it to laboratories in accordance with the rules of forensic medical examination. Because physical evidence is considered the main objects of examination of the forensic biology department. Actions taken to hide or destroy traces of the crime will certainly be identified during the examination.

When washing and other attempts to remove existing stains, the stains may not be visible on the physical evidence at all or their color may change. In such cases, the presence or absence of stains can only be determined by examining the physical evidence in a laboratory using special reliable methods.

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THE ROLE OF NURSES IN THE PREVENTION AND MANAGEMENT OF PRESSURE ULCERS IN CRITICALLY ILL PATIENTS

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Abstract: This article explores the essential role of nurses in the prevention and management of pressure ulcers among critically ill patients. Pressure ulcers are one of the most common complications in intensive care units (ICUs) due to patient immobility, impaired circulation, and critical health conditions. The study analyzes the causes and risk factors of pressure ulcers, nursing responsibilities in early detection and prevention, as well as effective management strategies. Based on research results, the article provides practical recommendations to improve nursing care and reduce the incidence of pressure ulcers in critically ill patients.

Keywords: Pressure ulcers, critically ill patients, nursing care, prevention, intensive care unit, wound management.

Relevance of the Topic: Pressure ulcers remain a serious problem in modern intensive care practice. According to international statistics, approximately 10-20% of patients in ICUs develop pressure ulcers due to prolonged immobilization and physiological instability. The presence of pressure ulcers increases the risk of infection, prolongs hospitalization, and worsens patient outcomes. Nurses play a key role in preventing this complication through early risk assessment, proper skin care, repositioning, and implementation of preventive measures. Therefore, the topic is highly relevant for improving the quality of care in ICUs.

Purpose of the Study: The purpose of this study is to analyze the role of nurses in the prevention and management of pressure ulcers in critically ill patients and to develop evidence-based recommendations for nursing practice in intensive care units.

Materials and Methods: The research was conducted between October 2024 and January 2025 in the Intensive Care Unit of the Termez Regional Multidisciplinary Medical Center. The study involved:

- 30 critically ill patients who were bedridden and at risk of developing pressure ulcers;
- 20 ICU nursing staff members. The following research methods were used:
- Assessment of patient medical records;
- Application of the Braden Scale to evaluate the risk of pressure ulcers;
- Direct observation of nursing interventions;
- Surveys and interviews with nursing staff;

- Statistical analysis of the incidence and severity of pressure ulcers.

Research Results

The results of the study demonstrated that:

1. Among the 30 critically ill patients, 12 (40%) developed stage I or II pressure ulcers during hospitalization.
2. The primary risk factors identified were prolonged immobility (85%), hemodynamic instability (65%), and malnutrition (60%).
3. Nursing interventions such as repositioning every two hours, use of pressure-relieving mattresses, and daily skin assessments significantly reduced the risk of ulcer development.
4. The survey of nursing staff revealed that 70% of nurses were aware of pressure ulcer prevention protocols, but 30% noted lack of time and staff shortage as barriers to effective prevention.
5. Implementation of a standardized nursing care plan and regular educational sessions for nurses led to a 25% reduction in the incidence of new pressure ulcers over the study period.

Conclusions: The study confirms that nurses play a crucial role in the prevention and management of pressure ulcers in critically ill patients. Early risk assessment, regular patient repositioning, proper skin care, and continuous nursing education are essential measures to minimize the occurrence of pressure ulcers. Improving working conditions and increasing staff numbers may further enhance the effectiveness of nursing interventions and improve patient outcomes.

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ШОШИЛИНЧ НЕФРОЭКТОМИЯ АМАЛИЁТИДАН КЕЙИНГИ БЕМОРЛАРДА ЛИМФА ТУГУНЛАРИНИНГ МОРФОЛОГИЯСИ.

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Республика тез тиббий ёрдам маркази Хоразм филиали.

Мавзунинг долзарблиги: шошилинч нефроэктомия амалиётдан кейинги беморларда лимфа тугунларининг морфологик ўзгаришларини ўрганиш бугунги кунда тиббиёт соҳасида муҳим илмий ва амалий вазифалардан биридир. Нефректомия ўсма ва бошқа ҳосилалар, сурункали буйрак етишмовчилиги ҳамда бошқа патологиялар сабабли бажариладиган жарроҳлик амалиёти бўлиб, у иммун тизимининг ўзгаришларига олиб келиши мумкин. Бу эса лимфоид тўқималарнинг реактив ва патологик ўзгаришларида намоён бўлиши эҳтимоли мавжуд бўлиб, лимфа тугунлари иммун назоратда асосий рол ўйнайди, шунингдек, ўсма ва яллиғланиш реакцияларининг шаклланишида иштирок этади.

Буйрак олиб ташланганидан кейин лимфа тугунларида турли морфологик ўзгаришлар, жумладан, гиперплазия, склерозланиш, макрофаг тизимининг фаоллашуви ва патологик моддалар тўпланиши кузатилиши мумкин. Бундан ташқари, буйракнинг онкологик касалликларида минтақавий лимфа тугунлари метастатик зарарланиш белгиси сифатида аҳамият касб этиши мумкин, бу эса прогноз жиҳатидан муҳимдир.

Шундай қилиб, шошилинч нефректомиядан кейин лимфа тугунлари морфологиясини ўрганиш илмий ва клиник жиҳатдан муҳим бўлиб, организмнинг мослашиш патогенетик механизмларини аниқлаш, диагностик ва прогностик мезонларни белгилаш, шунингдек, даволаш ва реабилитация усулларини оптималлаштиришга ёрдам беради.

Ишнинг мақсади: ишнинг мақсади сифатида Республика ихтисослаштирилган Урология илмий-амалий маркази Хоразм филиалига мурожаат қилган беморларнинг шошилинч нефроэктомия ва ундан кейинги турли касалликларнинг этиологияси, компенсатор-мослашув жараёнилари

характерига қараб, лимфа тугунларининг морфологик ўзгаришлари ўрганилди.

Олинган натижалар: изланишлар давомида жорий йил давомида Республика ихтисослаштирилган Урология илмий-амалий маркази Хоразм филиалига муружаат қилган беморларнинг шошилиш нефроэктомиа амалиёти 10 нафар бемордан 8 нафарида нефроэктомиа амалиёти бажарилди ва 2 нафари гемодиализ орқали даволанишга тавсия қилинди. Нефроэктомиа амалиёти бажарилган беморларнинг лимфа тугунлари патологоанатомик текширувдан утказилганда, 8 нафар бемордан 2 нафарида лимфа тугунларининг гиперплазияси, 2 нафарида лимфа тугунларининг фиброз ўзгариши, 4 нафарида лимфа тугунларида гранулёметоз ўзгаришлар аниқланди.

Хулосалар: хулоса ўрнида шуни айтиш мумкинки, шошилиш нефроэктомиа амалиётидан кейинги беморларда лимфа тугунларининг патологоанатомик текширув ўтказиш, беморнинг умумий ахволини ва касалликнинг тарқалиш даражасини баҳолашда муҳим аҳамият касб этади. Шунингдек, касалликни олдини олиш мақсадида соғлом турмуш тарзига риоя қилиш, мунтазам равишда тиббий кўриклардан ўтиш ва зарарли омиллардан воз кечиш муҳим ҳисобланади.

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UNGA OLIB KELUVCHI OMILLAR.*

HYGIENIC MONITORING OF WATER BASINS AS SOURCES OF DRINKING WATER

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Relevance : Water is one of the most essential factors for human health and life. Providing the population with clean and safe drinking water is one of the priority areas of the healthcare system. Therefore, the quality of drinking water sources and their hygienic condition should be constantly monitored.

Research Objective: The aim of the research is to study the hygienic condition of water reservoirs as drinking water sources and to develop measures to protect them from contamination.

Materials and methods: used include data from water reservoir monitoring, results of sanitary-epidemiological surveillance, as well as sanitary-hygienic assessment and descriptive analysis methods.

Results: In Uzbekistan, various water basins such as rivers, reservoirs, artesian wells, and springs are used as sources of drinking water. These sources are not only at risk of natural pollution but also face anthropogenic (human activity-related) pollution sources. This makes the issue of monitoring water quality, analyzing it, and taking necessary actions extremely important.

Drinking Water Sources refer to natural or artificial objects from which water suitable for drinking, cooking, and household needs is obtained. These sources can vary based on their origin, quality, and usage:

1. *Natural Water Sources* include groundwater (artesian layers, springs), rivers, lakes, and mountain waters. These sources often pass through natural filters, making them relatively clean in terms of chemical and microbiological content. Artesian waters, in particular, are considered one of the most preferred sources from a hygienic standpoint due to their very low levels of harmful substances.

2. *Surface Water Sources* such as rivers, reservoirs, and lakes, being located in open environments, may be exposed to various pollutants (industrial waste, agricultural runoff, household waste). Therefore, these waters must be continuously monitored and undergo purification and disinfection processes.

3. *Artificial Water Sources* refer to wells drilled using technical equipment, reservoirs, and water systems delivered through pipelines. These sources primarily extract water from natural sources, which is then passed through special purification facilities before being supplied to the population. The cleanliness of water basins is one of the most

important factors determining the quality of drinking water. However, in recent years, due to ecological issues, and the expansion of industrial and agricultural activities, the level of pollution in water sources has been increasing. Water basins become polluted through the following main channels: industrial waste, agricultural waste, household and sewage waste, pollutants falling from the atmosphere, natural disasters, and climate change, among others. Regardless of the source of drinking water, its quality must meet sanitary standards. Therefore, every source must be hygienically evaluated, regularly monitored, and preventive measures should be taken against pollution risks. The quality indicators of drinking water are of critical importance in ensuring public health. Water is one of the most essential life sources, entering the body after nutrients. For this reason, drinking water is evaluated from a hygienic perspective based on specific requirements. These requirements are determined according to the physical, chemical, biological, and radioactive properties of the water. Physical properties refer to the appearance, clarity, color, odor, and taste of the water. Drinking water must be transparent, colorless, and free from any foreign odors or tastes. If the water appears turbid, or has an unusual smell or taste, it signals contamination. Chemical composition depends on the levels of minerals, salts, metals, and other chemical elements in the water. Specifically, substances such as nitrates, nitrites, ammonium, chlorine, iron, and sulfates, if present in excessive amounts, can be harmful to the body. Additionally, the presence of heavy metals (such as lead, mercury, cadmium) is toxic. Microbiological indicators indicate the presence of harmful microorganisms (such as *Escherichia coli*, *staphylococcus*, *streptococcus*, etc.) in the water. According to hygienic standards, drinking water should not contain any pathogenic microorganisms. To achieve this, the water is disinfected using special disinfectants. Radiation safety is also crucial, particularly in geologically active areas. The levels of radioactive isotopes (such as radon, uranium) in the water must be within sanitary norms. Thus, the selected water sources must meet the state standard O`zDST 951:2011, which specifies "Centralized potable water supply sources, hygienic and technical requirements, and selection rules."

Conclusion: The hygienic control of drinking water sources and protecting them from pollution is of vital importance in ensuring public health. To ensure that water basins remain clean and safe, regular monitoring and preventive measures must be taken. This includes monitoring the water basins, purifying and disinfecting the water, preventing harmful waste from entering the basins, informing the public, conducting sanitary education, cleaning water networks, and providing technical maintenance. These actions are essential for maintaining safe drinking water sources for the population.

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