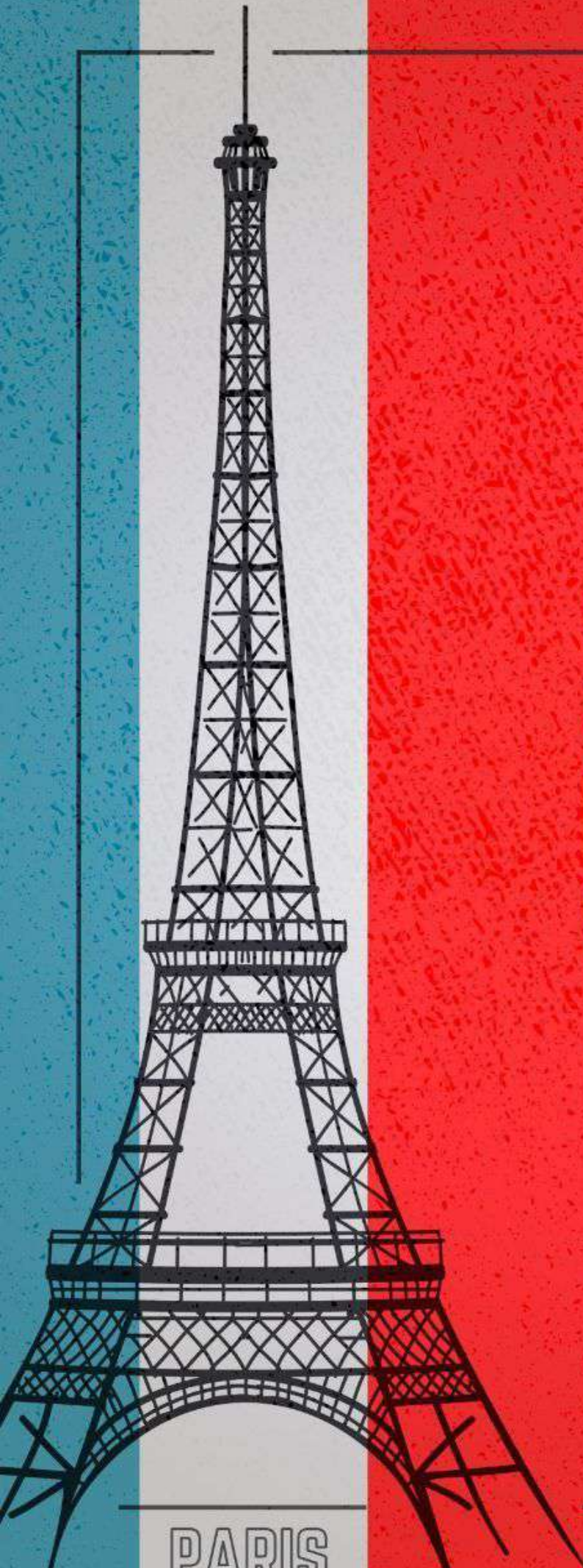




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## **MAQSUD SHAYXZODA "TOSHKENTNOMA" DOSTONI HAQIDA**

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**Annotasiya:** Maqsud Shayxzoda san'at, adabiyot tarix va falsafaga qiziqgan ko'p qirrali istedod soxibi bo'lgan. Bundan tashqari u mohir tarjimon ham bo'lgan. Uning yaratgan asarlari manaviy merosimiz va boyligimiz hisoblanadi. Ushbu maqolada shoirning "Toshkentnoma" dostoni haqida so'z borgan.

**Kalit so'zlar:** mumtoz she'riyat, poetik belgilar, tadqiqotchi, musiqiy ravonlik.

**Аннотация:** Максуд Шейхзаде был разносторонним талантом, интересовавшимся искусством, литературой, историей и философией. Он также был искусным переводчиком. Его произведения – наше духовное наследие и богатство. В данной статье рассказывается о поэме «Ташкентнома» поэта.

**Ключевые слова:** классическая поэзия, поэтические символы, исследователь, музыкальная беглость.

**Abstract:** Maqsud Sheikhzadeh was a versatile talent interested in art, literature, history and philosophy. He was also a skilled translator. His works are our spiritual heritage and wealth. This article talks about the poem "Tashkentnoma" by the poet.

**Key words:** classical poetry, poetic symbols, researcher, musical fluency.

Maqsud Shayxzoda 1908 yili Ozarbayjonning Ganja viloyatiga qarashli Oqtosh shahrida tug'ildi. Otasi Ma'sumbek elu-yurtda katta obro'ga ega shifokor edi. U san'at va adabiyotni sevar, tarix va falsafaga qiziqardi, Oqtosh ziyolilari bilan turli masalalarda suhbatlashardi. Yosh Maqsud Nizomiy va Firdavsiy, Navoiy va Fuzuliy, Pushkin va Shekspir kabi buyuklar nomini ilk matotaba ana shu gurunglarda eshitadi va bu muhit unga adabiyotga bo'lgan qiziqishini uyg'otadi. Maqsud Shayxzoda Oqtoshda ibtidoiy maktabni bitirgach, 1921 yili Boku dorilmualliminiga o'qishga kiradi va uni tugatgach Dog'istonning Darband, Bo'ynoq shaharlarida muallimlik qilgan. U 1926 yili Adhem Fayziy tashkilotiga a'zo etilgan «Milliy firqa» tashkilotiga a'zo bo'lib, musovotchilar harakatida faol qatnashgani uchun 1928 yili hibsga olinib, Toshkentga surgun qilingan. Umrining oxiriga qadar shu yerda yashab, ijod qilgan.

Albatta, sho‘ro hukumati Shayxzodani O‘zbekistonda ham ta‘qiblar va tahqirlardan benasib qoldirgani yo‘q. Muhimi shundaki, Shayxzoda «tole’ doim erkalamaganiga» qaramay, umrining oxiriga qadar o‘zbek xalqining sadoqatli farzandi sifatida faoliyat ko‘rsatdi va O‘zbekiston uning ikkinchi vatani bo‘lib qoldi. Shayxzoda Toshkentga kelgach, avval Narimonov nomidagi texnikumda dars beradi, keyin “Sharq haqiqati”, “Qizil O‘zbekiston”, “Yosh leninchi” gazetalarida ishlaydi. 1929 yili yosh shoirning o‘zbek tilidagi dastlabki she‘ri “Sharq haqiqati” gazetasi sahifalarida bosilib chiqadi. Oradan ko‘p o‘tmay, Shayxzodaning birinchi to‘plami “O‘n she‘r”, keyinroq “Undoshlarim” (1933), “Uchinchi kitob” (1934), “Jumhuriyat” (1935) kabi to‘plamlari nashr etiladi. Dastlabki she‘riy to‘plami — „Loyiq soqchi“ (1932). Shundan keyin shahrining „O‘n she‘r“ (1932), „Undoshlarim“ (1933), „Uchinchi kitob“ (1934), „Jumhuriyat“ (1935), „O‘n ikki“, „Yangi devon“ (1937), „Saylov qo‘shiqlari“ (1938), „Kurash nechun?“ (1942), „Jang va qo‘shiq“, „Ko‘ngil deydiki“ (1943), „O‘n besh yilning daftari“ (1947), „Yurt she‘rlari“ (1948), „Zamon torlari“, „Olqishlarim“ (1949), „Yillar va yo‘llar“ (1961), „She‘rlar“ (1964) va boshqa she‘riy to‘plamlari nashr etilgan. Shoirning dastlabki ijodida va qisman 50 yillardagi ayrim she‘rlarida ozarbayjon she‘riyatiga xos ohanglar, minbar she‘riyat belgilari ustuvorlik qilgan. Ammo Shayxzoda o‘zbek mumtoz va zamonaviy she‘riyatining tili va uslubini egallagani sayin uning she‘rlarida o‘zbekona musiqiy ravonlik kuchaya bordi. Shayxzoda voqelikka faol munosabatda bo‘lishga intilib, xalq va mamlakat hayotida ro‘y bergan muhim voqealarni tasvirlashga, mehnat va kurash qahramonlari obrazini yaratishga alohida e‘tibor berdi. U shu maqsadda doston janriga qo‘l urib, „O‘rtoq mulk“ (1933), „Chirog“, „O‘rtoq“, „Meros“, „Tuproq va haq“ (1936), „Ovchi qissasi“, „Iskandar Zulqarnayn“ (1940), „O‘n birlar“, „Jenya“, „Oqsoqol“ (1943), „Axmadjonning hikmatlari“, „Uchinchi o‘g‘il“ (1944), „Nurmat otaning tushi“ (1947) singari liroepik asarlar yozdi. Shoirning 30-40 yillardagi she‘riyatiga ham, keyingi ijodiga ham xos muhim fazilatlardan biri syujetlilikdir. Shayxzoda lirik syujet yaratishga moyil shoir sifatida xalq afsonalari va tarixiy o‘tmish sahifalariga, shuningdek, zamondoshlari hayotiga murojaat etib, o‘z she‘rlariga balladaga xos poetik belgilar va turli poetik tafsillarni olib kirgan, so‘zning she‘riy qurilmadagi mavqeini oshirish choralarini ko‘rgan.

Maqsud Shayxzoda “xalqimizning mehnat qahramonligi, kurash va jang, ozodlik va do‘stlik, baxt va alam, yurtning go‘zal manzaralari va insonning ma‘naviy jamoli mening qalamimga oshno, dilimga mazmun bo‘lib keldi” deb ta‘kidlagan edi. Shoirning bu fazilatlari, eng avvalo, hayotdagi, voqelikdagi va odamlarimizning ruhiy olamidagi o‘zgarishlar, holatlarni ifodalashga qodir yangi, betakror obrazlarida namoyon bo‘ldi. Bu Tarix -Yo‘l - Safar - Kema -Karvon, Xarita (er kurrasi va Vatani),

Manzil, Raqam, Sur'at va Vaqt obrazlaridir. Bular bir-biri bilan uzviy bog'langan bo'lib, insoniyat tarixi yaxlitdir va doim olg'a qarab harakat qiladi, bu insoniyat karvonini - kemani to'xtatib bo'lmaydi, u insoniyat orzusi - baxt-saodat manzili sari harakat qiladi.

Buni Shayxzodaning o'z kitoblariga "O'n besh yillik daftari" yoki "Chorak asr devoni" deb sarlavha qo'yishidan ham bilish mumkin. Shoirning o'zi "Inson umri cheklangan muhlatli daftar", demak bu daftarni foydali, ezgu ishlar - "yozuvlar" bilan to'ldirish lozim deydi. "Raqamlar" she'rida esa shunday satrlar bor: "Men na munajjimman va na hisobdon va lekin ko'raman sonlar mag'zida osmoncha ma'nolar, yurtni obodon"... "Qo'llar» she'rida qo'llarda insonning borlig'ini, uning ichki olamining muhrini ko'radi. Uningcha, "g'oyat shafqatli, hayotbaxsh qo'llar" ham "ayovsiz, yovuz, go'r kabi sovuq, tanbal" qo'llar ham bor, qisqasi, har bir qo'l "yurakning navkarlaridir", yurak neni buyursa, qo'l shuni ijro etadi. Maqsud Shayxzoda ijodiy balog'atidan dalolat beruvchi asarlardan biri "Toshkentnoma" dostonidir. Adabiy jamoatchilik o'z vaqtida bu dostonni shoirning adabiyotimizning yirik ijodiy muvaffaqiyati sifatida baholadi. Chindan ham, "Toshkentnoma" Shayxzoda dostonlari ichida eng barkamoli bo'lib, unda shoir shaxsiyatining o'ziga xos qirralari ancha yorqin namoyon bo'lgan. Dostondagi o'ziga xoslik shundaki, asar yaxlit voqea asosiga qurilgan emas.

Shaharlar boqiydir, umr — o'tkinchi,  
Daryolar sobitdir, suvlar — ko'chkinchi.  
Har kim o'z shahrida qo'ygan esdalik:  
YO bino qurishda katta ustalik,  
YO shirin latifa yoki ixtiro,  
YO daraxt, yo farzand, ko'prik, yo misra,  
YO qo'shiq, yo dori, maktab, sog'chilik,  
Xulosa: dunyoda biron yaxshilik...  
Bir vaqtlar men senga shahrimni maqtab  
Qilarkan ta'rifin, sen bir oz to'xtab,  
«Shunchalar bormikan?» deb gumon qilding,  
«Ko'rganda aytamiz!» deb imo qilding.  
Va aytding – darvoqe ko'rgandan keyin:  
«Maqtoving oz ekan, soz ekan uying!»  
Qomatga munosib bo'lsin deb libos,  
Shahrimga dildagi muhabbat, ixlos  
Dostonga quyilsin degandim u choq,  
Kechikib yozganim kechirgin, o'rtoq!  
Bu yerda turganlar, yoki ko'rganlar,

Yoki ko'rayin deb istab turganlar,  
Yoki Toshkentimning shaklin so'rganlar,  
Naqshini dilida olib yurganlar...  
Sizga bu taronam — kuyim armug'on,  
Nasr — og'ir qadam, nazm — chopog'on.

Shayxzoda ko'pqirrali iste'dod sohibi edi. U she'rlar va dostonlar bilan birga, juda yuksak badiiy quvvatga ega bo'lgan dramalar ham yaratdi. Shayxzoda umrining so'ngida yozishga kirishgan, lekin tugatib ulgurmagan “Beruniy” dramasini hisobga olmaganda ham, uning “Jaloliddin Manguberdi” va “Mirzo Ulug'bek” dramalari allaqachon xalqimizning badiiy mulkiga aylanib qoldi. Shayxzoda ikkinchi jahon urushi yillarida yozgan “Jaloliddin Manguberdi” (1944) tragediyasida o'z yurtining ozodligi va mustaqilligi uchun mo'g'ul istilochilariga qarshi kurashgan so'nggi Xorazm shohining jangovar jasoratini tarixan aniq va haqqoniy tasvirlagan. Oybek bilan G'afur G'ulom o'sha vaqtda asarga yuqori baho berishib: “Tarixiy jarayonning haqiqiy mazmunini, uning ichki ma'nosini” ochib bergan, “Kompozitsiyasi pishiq, dramatik to'qnashuvlarga boy bir asar. 1946 yilgacha “Jaloliddin Manguberdi” dramasidan ayrim parchalar “Armug'on” to'plamida bosilgan edi. Shundan keyin 43 yil davomida asar tilga olinmadi va dunyo yuzini ko'rmadi. Asar sahnadan olingandan keyin ko'p utmay Shayxzoda qamaldi. Bu asarga o'tmish ideallashtirilgan degan siyosiy ayb qo'yildi. Musodara etilgan buyumlar ichida dramaning qo'lyozmasi ham bor edi. Muallif oqlanib, qaytib kelganidan keyin muayyan tashkilotlar “yo'qoldi” degan bahonalar bilan qo'lyozmani qaytarib bermadilar. Shayxzoda uni bir necha yil qidirishga majbur bo'ldi va nihoyat, teatrning sobiq suflyorlaridan uning bir nusxasini topishga muvaffaq bo'ldi. Maqsud Shayxzodaning xalqimiz tarixiga, jumladan, Jaloliddin Manguberdi taqdiri va kurashiga odilona yondoshganligi, haqiqatni himoya qilganligi Prezidentimiz Islom Karimov imzosi bilan e'lon qilingan O'zbekiston Respublikasi Vazirlar Mahkamasining 1998 yil 24 sentyabrdagi “Jaloliddin Manguberdi tavalludining 800 yilligini nishonlash to'g'risida” qarori ham yana bir bor tasdiqlaydi. Maqsud Shayxzoda yuksak ilm egasi edi. Ayniqsa, u o'zbek mumtoz adabiyotini chuqur bilar edi. 1941 yilda Toshkentda nashr etilgan “Genial shoir” to'plami adabiyotshunos olim Shayxzodaning Navoiy ijodiga oid ilmiy maqolalaridan tashkil topgan. Navoiy she'riyatining bu chuqur ilmiy tadqiqi navoiyshunoslikda hamisha alohida o'rin egallab qoladi. Shayxzoda Navoiy mahoratini, uning san'atkorligini teran o'rganishni boshlab bergan o'tkir tadqiqotchi edi. Filologiya fanlari nomzodi, dotsent Maqsud Shayxzoda Toshkent Davlat universiteti (hozirgi O'zbekiston Milliy universiteti)da, Toshkent Davlat pedagogika instituti (hozirgi

Toshkent Davlat pedagogika universiteti)da uzoq yillar davomida o‘zbek adabiyoti tarixidan o‘qigan ma’ruzalari, maxsus kurslari o‘zbek adabiyoti tarixi bo‘yicha eng qimmatli darslar edi. Maqsud Shayxzodaning butun ijodi chuqur siyosiy publitsistik ruh bilan to‘la. Uning she’riy, dramatik asarlari qaysi mavzuga bag‘ishlangan bo‘lmasin, zamona bilan hamohangdir. Shuning uchun ham shu tipdagi ijodkorning bevosita publitsistika janrida xizmat qilishi tasodifiy hol emas. Uning zo‘r badiiy janrga ega bo‘lgan publitsistik maqolalari va nutqlari bu iste’dodli adib ijodining mazmundorligi va rang-barangligidan yorqin nishonadir. Iste’dodli shoir mohir tarjimon ham edi. U jahon adabiyoti mumtoz shoirlarining asarlarini o‘zbek tiliga tarjima qilishda katta xizmat qildi. Jumladan, Shekspirning “Hamlet” va “Romeo va Juletta” asarlari o‘zbek drama teatrlari sahnasida Shayxzoda tarjimasida sahnalashtirildi. Shoir mahoratining o‘shishiga, uning jahon adabiyoti klassiklarining asarlarini g‘oyat sevib o‘rgangani, ularning boy badiiy tajribasini ustalik bilan o‘zlashtirgani ham sabab bo‘ldi. U G‘arbiy Yevropa va rus adabiyotini mukammal bilgani holda o‘zining Vatan adabiyotini - Sharq she’riyati merosini ham to‘la o‘rgangan edi. Maqsud Shayxzodani 50-yillar boshida mutlaqo asossiz ravishda qamoqqa oladilar va 25 yilga surgun qiladilar. Stalin vafot etgach, tuhmat bilan nohaq qamalganlarning ishi qayta ko‘rildi. Shu tariqa 1955 yili ko‘pgina fidoyi ziyolilarimiz qatori Shayxzoda ham oqlanib chiqdi. Lekin 5 yillik qamoqxona azoblari natijasida shoirning sog‘ligi juda yomonlashib qolgan edi. Shunga qaramay, umrining oxirigacha 10 yil davomida baland uyning eng yuqori qavatida yashashga majbur bo‘ldi. Ana shunday og‘ir sharoit va xastalikda ham hayotidan sira nolimay umrining oxirigacha ijod qilishdan to‘xtamadi.

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**ПРИМЕНЕНИЕ ТВОРЧЕСКИХ ЗАДАНИЙ С ЭЛЕМЕНТАМИ  
КРЕОЛИЗОВАННЫХ ТЕКСТОВ НА УРОКАХ РУССКОГО ЯЗЫКА  
В НАЧАЛЬНОЙ ШКОЛЕ**

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**Аннотация.** В статье рассматриваются основные виды творческих заданий с элементами креолизованных текстов, которые способствуют развитию познавательной активности, самостоятельности и интереса младших школьников к учебной деятельности. Подчеркивается значимость систематического использования таких упражнений для формирования связной речи, критического мышления и языковых компетенций. Представлены примеры заданий и методические рекомендации по их внедрению в образовательный процесс.

**Ключевые слова:** познавательная активность, самостоятельность, креолизованные тексты, творческие задания, русский язык, методика преподавания.

**Abstract.** The article examines the main types of creative assignments with elements of creolized texts that contribute to the development of cognitive activity, independence, and interest in learning among younger students. The importance of systematically using such exercises to develop coherent speech, critical thinking, and language competencies is emphasized. Examples of assignments in the educational process are provided.

**Keywords:** cognitive activity, independence, creolized texts, creative assignments, Russian language, teaching methodology.

Современное обучение русскому языку в начальной школе ориентировано не только на овладение базовыми языковыми нормами, но и на развитие познавательной активности и самостоятельности учащихся. Одним из эффективных способов достижения этой цели является использование креолизованных текстов – текстов, сочетающих вербальную и визуальную информацию [3, с. 15].

Применение творческих заданий на основе креолизованных текстов помогает активизировать мыслительную деятельность учащихся, стимулирует их интерес к предмету и способствует формированию коммуникативных навыков [6, с. 22]. Работа с такими текстами требует осознанного восприятия информации, анализа содержания и самостоятельного формулирования высказываний [8, с. 30]. Исследования узбекских педагогов, таких как Абдурахмонова Д.М. и Холмухаммедов Б.К., подтверждают значимость интеграции визуальных и текстовых элементов в образовательный процесс для повышения мотивации учащихся [1, с. 18].

Работа с творческими заданиями с элементами креолизованных текстов может быть представлена следующим образом.

1. Работа с комиксами. Использование комиксов способствует вовлечению учащихся в образовательный процесс, развивает их воображение и лингвистическую интуицию [2, с. 12].

1 класс. Дополните комикс словами.

*Ученикам предлагается комикс с пропущенными словами (существительными, глаголами, прилагательными). Они должны вставить подходящие слова, опираясь на изображения.*

2 класс. Вставьте знаки препинания.

*Дан комикс с диалогами без знаков препинания. Ученики расставляют знаки, объясняя их использование.*

3 класс. Составьте диалог.

*Учащиеся придумывают диалоги для персонажей, соблюдая правила оформления прямой речи.*

4 класс. Напишите продолжение комикса.

*Ученики анализируют ситуацию в комиксе и придумывают логическое продолжение, соблюдая стиль и структуру повествования.*

2. Инфографика и схемы. Инфографика помогает систематизировать информацию и облегчает запоминание изучаемого материала. Исследования показывают, что наглядное представление учебного материала повышает его усвоение на 30–40 % [4, с. 19].

1 класс. Найдите буквы в инфографике.

*Ученики анализируют картинку с буквами и подбирают слова, которые начинаются с этих букв.*

2 класс. Разделите слова на части речи.

*Дана инфографика с разными словами. Ученики распределяют их на существительные, прилагательные и глаголы.*

3 класс. Морфологический разбор слова.

*Ученикам дается схема морфологического разбора. Они выбирают слово из инфографики и проводят его разбор по схеме.*

4 класс. Постройте сложное предложение.

*На основе инфографики ученики составляют сложное предложение и разбирают его по членам.*

3. Иллюстрации к текстам. Работа с иллюстрациями способствует формированию ассоциативного мышления и развитию речевых навыков [7, с. 25].

1 класс. Назовите предметы на картинке.

*Ученики рассматривают иллюстрацию и называют изображённые предметы.*

2 класс. Опишите картинку.

*Ученики составляют короткое описание, используя прилагательные и наречия.*

3 класс. Составьте рассказ.

*Ученики пишут связный текст по серии картинок, соблюдая логику повествования.*

4 класс. Придумайте заголовок и основную мысль.

*Учащиеся формулируют заголовок к изображению и определяют его основную мысль.*

4. Рекламные объявления и афиши. Рекламные тексты позволяют учащимся овладеть лаконичным и выразительным стилем изложения [5, с. 20].

1 класс. Найдите лишнее слово в рекламе.

*Ученики читают рекламу и находят слово, которое не подходит по смыслу.*

2 класс. Составьте рекламу предмета.

*Ученики пишут рекламное объявление для школьного предмета (карандаш, рюкзак).*

3 класс. Найдите средства выразительности в рекламе.

*Ученики анализируют рекламные тексты и выделяют эпитеты, сравнения, метафоры.*

4 класс. Напишите аргументированную рекламу.

*Ученики создают рекламный текст, аргументируя преимущества товара.*

5. Создание видеороликов с текстовым сопровождением. Использование мультимедийных технологий в обучении способствует интеграции визуального и текстового контента, что делает процесс усвоения материала более эффективным [4, с. 28].

1 класс. Озвучьте видео буквами.

*Ученики озвучивают анимацию, произнося буквы и слова.*

2 класс. Придумайте подписи к видео.

*Ученики пишут короткие подписи к сюжетным видеороликам.*

3 класс. Напишите синопсис видеоролика.

*Ученики описывают сюжет видеоролика в нескольких предложениях.*

4 класс. Составьте сценарий.

*Ученики создают сценарий короткого видеоролика и разыгрывают его в классе.*

Систематическое использование творческих заданий с элементами креолизованных текстов на уроках русского языка способствует развитию познавательной активности, самостоятельности и интереса к учебной деятельности. Интеграция визуальных и текстовых элементов делает обучение более увлекательным, помогает формировать устойчивые речевые навыки и развивает критическое мышление младших школьников.

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## **COMPARATIVE ASSESSMENT OF THE FREQUENCY OF CLINICAL MANIFESTATIONS IN PATIENTS WITH IMMUNE THROMBOCYTOPENIA**

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### **ABSTRACT**

**Objective:** To analyze and compare the frequency of clinical manifestations in patients with immune thrombocytopenia depending on the severity of the disease.

**Materials and methods:** The study included 91 patients diagnosed with ITP in medical institutions of the Surkhandarya region from 2020 to 2024. Methods included clinical, laboratory, morphological, and statistical studies.

**Results:** Manifestations of hemorrhagic syndrome were observed in almost all patients with ITP, characterized by both skin and mucosal phenomena in the form of bruises and petechiae, as well as bleeding ranging from nasal to internal and renal variants. The severity and duration of the hemorrhagic syndrome corresponded to the severity of thrombocytopenia, being more pronounced in moderate and severe forms.

**Keywords:** immune thrombocytopenia, Surkhandarya region, clinical presentation, hemorrhagic manifestations, severity of thrombocytopenia.

**Introduction:** The problem of immune thrombocytopenia (ITP), given its widespread prevalence, diverse clinical manifestations, and the risk of hemorrhagic complications, has been of particular interest to scientists for centuries [1, 2, 8, 12].

Due to the unknown etiology of ITP, until recently the disease was referred to as idiopathic thrombocytopenic purpura [3, 4, 6]. However, the currently proven immune-mediated genesis of the disease has become the basis for designating idiopathic thrombocytopenic purpura as immune thrombocytopenia (ITP), as approved by an international group of experts [10]. Previously, the threshold platelet count for diagnosis was considered to be  $150.0 \times 10^9/L$ , while according to modern diagnostic criteria, experts have proposed a level of  $100.0 \times 10^9/L$  [10].

According to foreign researchers, clinical manifestations at diagnosis are observed in 72% of patients with primary ITP and in 67% of patients with secondary ITP, mainly represented by skin manifestations (61% and 63% respectively) and nasal bleeding (17% and 24%) [5, 7, 9, 11].

**Objective:** To analyze and compare the frequency of clinical manifestations in patients with immune thrombocytopenia depending on the severity of the disease.

**Materials and methods:** The study included 91 patients with ITP aged 98 to 80 years (median age  $41.2 \pm 3.9$  years) from the city of Termez and districts of the Surkhandarya region. The diagnosis of ITP was established based on international criteria (2019), taking into account the results of clinical examination of patients and laboratory test data (complete blood count, bone marrow examination) [9]. Statistical analysis of the results was performed using the "Statistic for Windows, 2017" software package.

**Results and discussion:** In the prospective study, when assessing the clinical manifestations in patients with ITP in the main group ( $n=91$ ), attention was drawn to the presence of skin manifestations in all patients (100%) in the form of bruises of varying sizes (from 0.5 cm to 6.0 cm), at different stages (from fresh ones with crimson-red and dark blue color to older ones with greenish-yellow color).

Additionally, 79 (86.8%) of the examined patients exhibited another characteristic hemorrhagic manifestation of ITP - petechial skin hemorrhages. Point hemorrhages were also observed on the visible oral mucosa (37/40.6%).

Nasal bleeding was observed in 63 (69.2%) patients, varying in intensity from rapid spontaneous cessation (50/54.9%) to prolonged bleeding (13/14.3%).

Gingival bleeding was observed in 19 (20.9%) patients, of whom 11 (12.1%) experienced bleeding during tooth brushing or when consuming solid food (mainly fruits), while in 7 (7.7%) patients it began spontaneously and continued for 2-3 hours. Menorrhagia (lasting from 7 to 21 days) was observed in 29 (31.8%) female patients, of whom 14 (15.8%) required medication to stop the bleeding.

The clinical severity of ITP was also manifested by hemorrhagic phenomena in the eyes, ranging from pinpoint hemorrhages with a diameter of 2-3 mm (7/7.7%) to larger hemorrhages up to 1.5-2.3 cm in the conjunctiva and eyeballs (3/3.3%). Additionally, in 8 (8.8%) patients, the severity of ITP manifested as gastrointestinal bleeding (5/5.5%) and hematuria (3/3.3%).

At the time of patients' admission to medical institutions in the main group, 47 (51.6%) had manifestations of wet hemorrhagic syndrome.

Assessing the nature of hemorrhagic manifestations among patients with ITP, taking into account the degree of platelet decrease with moderate (mild) reduction ( $n=36$ , 39.6%), skin manifestations in the form of bruises of varying ages, often not exceeding 1 cm, were observed in all patients (100%), and the presence of small petechiae on the skin was detected in 24 (66.7%) patients with moderate thrombocytopenia. Among these patients, there were no hemorrhages in visible mucous membranes.

Along with the aforementioned hemorrhagic phenomena, only 8 (22.3%) patients with moderate thrombocytopenia experienced spontaneous and rapidly resolving nosebleeds. Meanwhile, 2 (5.6%) women with moderate thrombocytopenia experienced menorrhagia lasting up to 7-10 days.

Among patients with moderate ITP, episodes of gingival bleeding, internal and renal hemorrhage were not observed (see Figure 3.6).

Clinically, the severity of ITP was also manifested by the presence of hemorrhagic phenomena in the form of eye hemorrhages, ranging in size from pinpoint (2-3 mm in diameter) (7, 7.7%) to larger ones up to 1.5-2.3 cm in the conjunctiva and eyeballs (3, 3.3%). Additionally, in 8 (8.8%) patients, the severity of ITP manifested as gastrointestinal bleeding (5, 5.5%) and hematuria (3, 3.3%).

Hemorrhagic manifestations among patients with moderate-severe thrombocytopenia (n=32, 35.2%) in the form of bruises of varying ages, which were larger (up to 5 cm in diameter) than in patients with moderate ITP, were also characteristic of 100% (32) of patients in this group. Moreover, all patients with moderate-severe thrombocytopenia had petechial skin hemorrhages (32, 100%), as well as hemorrhages in the visible oral mucosa (14, 43.7%). Additionally, in one case (3.1%), hemorrhage was observed in the left eyeball.

The presence of wet hemorrhagic syndrome in the form of nasal and gingival bleeding was observed in 32 (100%) and 7 (21.9%) patients, respectively, and menorrhagia in 13 (40.6%) women with moderate-severe ITP.

In this group of patients, internal and renal hemorrhages were not observed.

Hemorrhagic skin manifestations among patients with ITP with severe thrombocytopenia (n=23, 25.3%) in the form of bruises of varying ages (reaching up to 6 cm in diameter) and skin petechiae were observed in almost all patients. The severity of thrombocytopenia was manifested by a greater intensity of hemorrhagic manifestations in the form of nasal (23, 100%) and gingival (12, 52.2%) bleeding, hemorrhages in the visible oral mucosa (23, 100%), menorrhagia (13, 56.5%), conjunctival hemorrhages (7, 30.4%) and eyeball hemorrhages (2, 8.7%), bleeding from the gastrointestinal tract (5, 21.7%) and kidneys (3, 13.0%).

Conclusion. Thus, the manifestation of hemorrhagic syndrome in patients with ITP was recorded in practically all patients, characterized by the presence of both skin and mucosal manifestations in the form of bruises and petechiae, as well as bleeding ranging from nasal to internal and renal variants. Corresponding to the severity of thrombocytopenia, hemorrhagic syndrome differed in its intensity and duration in moderate and severe forms.

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## **INTER-NATIONAL HARMONY - THE BASIS OF SOCIAL STABILITY.**

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**Abstract:** This article analyzes inter-ethnic harmony and its role in ensuring social stability. The author discusses the coexistence of representatives of different nationalities in a society in the spirit of mutual respect and harmony, the impact of this process on political, economic and cultural stability. The importance of state policy, education and culture in strengthening national unity is also highlighted. The article analyzes the role of harmony in social development, its role in preventing conflicts and the main factors on the way to building a strong society.

**Keywords:** Inter-ethnic harmony, social stability, national unity, harmony, cultural diversity, tolerance, peace, social stability, state policy, mutual respect, integration, cooperation, development, conflict prevention.

## **MILLATLARARO TOTUVLIK- IJTIMOYIY BARQARORLIK ASOSI.**

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**Annotatsiya:** Mazkur maqolada millatlararo totuvlik va uning ijtimoiy barqarorlikni ta'minlashdagi o'rni tahlil etiladi. Muallif jamiyatda turli millat vakillarining o'zaro hurmat va hamjihatlik ruhida yashashi, bu jarayonning siyosiy, iqtisodiy va madaniy barqarorlikka ta'siri haqida fikr yuritadi. Shuningdek, milliy birdamlikni mustahkamlashda davlat siyosati, ta'lim va madaniyatning ahamiyati yoritiladi. Maqolada totuvlikning ijtimoiy taraqqiyotga xizmat qilishi, nizolarning oldini olishdagi roli va mustahkam jamiyat barpo etish yo'lidagi asosiy omillar tahlil qilinadi.

**Kalit so'zlar:** Millatlararo totuvlik, ijtimoiy barqarorlik, milliy birdamlik, hamjihatlik, madaniy xilma-xillik, bag'rikenglik, tinchlik, jamiyat barqarorligi, davlat siyosati, o'zaro hurmat, integratsiya, hamkorlik, taraqqiyot, mojarolarning oldini olish.

**МЕЖНАЦИОНАЛЬНАЯ ГАРМОНИЯ – ОСНОВА СОЦИАЛЬНОЙ  
СТАБИЛЬНОСТИ.**

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**Аннотация:** В статье анализируется межнациональное согласие и его роль в обеспечении социальной стабильности. Автор размышляет о сосуществовании представителей разных национальностей в обществе в духе взаимного уважения и согласия, а также о влиянии этого процесса на политическую, экономическую и культурную стабильность. В нем также подчеркивается важность государственной политики, образования и культуры в укреплении национального единства. В статье анализируется вклад гармонии в общественный прогресс, ее роль в предотвращении конфликтов, а также ключевые факторы построения сильного общества.

**Ключевые слова:** Межэтническое согласие, социальная стабильность, национальное единство, сплоченность, культурное многообразие, толерантность, мир, социальная стабильность, государственная политика, взаимное уважение, интеграция, сотрудничество, развитие, предотвращение конфликтов.

Social stability is an important factor in the evolutionary development of society. Therefore, when it comes to interethnic relations and development, the issue of social stability is first of all brought to mind. However, this stability should not be equated with conservatism or stagnation, orthodox approaches are not suitable for it. Although social stability is sometimes formed by combining different events and approaches, it does not accept permanent connections in society as absolute. On the contrary, the existence of internal contradictions in this process is considered a natural state. Therefore, stability should be ensured not through external pressure, dictatorship or

violence, but on the basis of the primacy of democratic principles and legal values in relations between the individual, society and the state. In particular, civil society and modern ethno-political paradigms require the formation of social stability on the basis of legal and democratic values. In recent years, one of the priority areas of state policy has been to ensure interethnic harmony and tolerance in society, to strengthen the atmosphere of friendship and the feeling of a large multinational single family, to educate young people in the spirit of love and devotion to the Motherland, respect for national and universal values, and to expand cultural and educational ties with foreign countries. The provisions of the Constitution of the Republic of Uzbekistan are being actively implemented in life, which declare and guarantee that citizens of the Republic of Uzbekistan constitute the people of Uzbekistan, regardless of their nationality, as well as that the Republic of Uzbekistan will respect the language, customs and traditions of the nations and peoples living on its territory, and will create conditions for their development. For these purposes, the Committee on Interethnic Relations and Friendship with Foreign Countries was established under the Cabinet of Ministers of the Republic of Uzbekistan, which carries out its activities and consistently implements the state policy on ensuring interethnic harmony and tolerance in society. Today, more than 130 nationalities and ethnic groups living in our country adhere to 16 religious confessions. Classes are held in seven languages in state educational institutions of our country. The programs of the National Television and Radio Company of Uzbekistan are broadcast in a total of twelve languages, and newspapers and magazines are published in more than ten languages. 156 national cultural centers operate under the Committee on Interethnic Relations and Friendship with Foreign Countries under the Ministry of Culture. In addition, there are about 2,300 religious organizations belonging to 16 religious confessions in our country. Using the equal rights and opportunities provided by the Constitution and laws of the Republic of Uzbekistan, they work effectively in various sectors of the economy and the social sphere, in the fields of science and culture, making a worthy contribution to the prosperity of our Motherland and strengthening its independence, as well as to enhancing the prestige and image of the republic in the international arena. The adoption of the Concept of State Policy of the Republic of Uzbekistan in the field of interethnic relations today serves as an important factor in ensuring social stability. An analysis of the pace of implementation of priority areas, large-scale democratic reforms, political, economic, social, spiritual liberalization and significant successes achieved in other aspects of public life gives all the grounds to emphasize that the people of Uzbekistan are united around a single idea - a single goal of achieving noble goals and extremely important tasks in the priority areas of development of the Republic of Uzbekistan.

At the same time, in the context of ongoing globalization and transformation in international and regional relations, the intensification of economic, political, national, religious and other conflicts in the world, and the increasing confrontation in information and cyberspace, a number of urgent issues remain that require their resolution in the field of further development of interethnic relations and friendly relations with foreign countries, including:

Further increase in the level of interaction between state bodies and organizations, local executive authorities with civil society institutions in the field of further development of interethnic relations and friendly relations with foreign countries;

Monitoring the state of interethnic relations in the field of early prevention and prevention of possible conflict situations and disagreements in society as a basis for organizing activities to prevent them.

Improving the work on training, retraining and advanced training of specialists of state bodies, as well as employees of other organizations, in the field of further development of interethnic relations and friendly relations with foreign countries. Interethnic harmony means peaceful and harmonious coexistence of representatives of different nationalities and ethnic groups. This process is achieved through mutual understanding, cooperation and respect for cultural diversity in society. Harmony not only ensures social cohesion, but also has a positive impact on the economic development, political stability and cultural development of the country. Social stability is a state aimed at maintaining the internal balance of society, preventing conflicts and protecting the interests of all citizens. Interethnic harmony is one of the main foundations of this stability. If injustice, discrimination or conflict arises between representatives of different nationalities in society, this can lead to social instability. Therefore, strengthening interethnic relations is an important condition for ensuring stability.

1. Public policy – Any state should develop effective legal mechanisms to maintain interethnic harmony. The equal rights of citizens, regardless of their nationality, are a fundamental condition for the principles of social justice.

2. Education system – It is important to educate the younger generation in the spirit of tolerance, intercultural dialogue and cooperation. Programs promoting interethnic harmony should be implemented in schools and higher education institutions.

3. Cultural exchange – Respect and understanding of each other's values are strengthened through cultural events, festivals and art conferences between representatives of different nationalities.

4. Mass media – The press, television and internet platforms should create content that promotes interethnic harmony. Materials that incite conflicts or promote hatred should not be allowed.

There are certain differences between social stability and democratic values. The first has a tendency towards generalization, even unification, while the second may require absolute freedom. The rational combination of these two approaches is the task of the new ethnopolitical paradigm. Issues of social stability have not yet been the subject of scientific, socio-philosophical research. In fact, the ethnopolitical paradigm and achievements in interethnic relations are reflected in social stability. In order to ensure social stability, it is important to analyze the factors that directly affect it and the indirect factors that serve to eliminate instability. Indirect factors include the formation of ethnopolitical paradigms, the establishment of institutions aimed at the development of national and cultural development, the strengthening of international integration ties, the development of international values, and the provision of equality between nations. These measures serve to stabilize interethnic relations. If polyethnic states ignore these factors, it will be difficult to achieve social stability. At the same time, some of the factors that directly affect may also be dangerous and destructive. For example, approaches such as making territorial claims without taking into account the existing reality, interpreting a certain historical figure as a representative of only one nation, contrasting the cultural values of different peoples, presenting one's own culture and language as the most ancient, seeking the causes of decline only in representatives of other nations, or considering oneself to be always humiliated can cause interethnic conflicts. There are an extremely large number of indirect factors, which can be related to economic, political, cultural-domestic, professional, religious, moral values, lifestyle, ideological views and mentality. In fact, interethnic conflicts and social instability in the world are mainly caused by such indirect factors. Therefore, any society should pay special attention to maintaining and strengthening interethnic harmony. Today, there is almost no state that has not written the principle of equal rights into its constitution or does not seek to protect it. However, the famous sociologist P. Sorokin noted that “there are no national problems and interethnic inequality, but there is a general problem of inequality caused by various manifestations of general social factors.” According to the scientist, there is no purely national problem, it is always the result of general social, that is, religious, economic, intellectual, legal, household, professional, territorial and other factors. Anyone who wants to fight national inequality must first of all fight against social inequality. In fact, this is one of the basic principles of social stability. If someone wants to ensure interethnic stability, he must, first of all, try to strengthen social stability. This

fundamental principle does not deny the existence of certain disagreements, conflicts and contradictions. Just as any social process is unique, social instability also has its own characteristics. Therefore, preventing and eliminating instability is one of the important conditions for sustainable development.

Socio-political stability creates a solid foundation for the effective implementation of political reforms in the state and society. This creates the necessary conditions for ensuring the effective functioning of the institutions of the political system, controlling the implementation of laws, strengthening public order, ensuring peace and security. In turn, ensuring stability in society and the consistency of state policy are one of the important factors that distinguish Uzbekistan as an independent state. It also expands the possibilities for large-scale reforms, economic growth and attracting investment. In order to ensure political stability in a multinational society, it is important to strengthen cooperation between nations and religions, to find ways to achieve political agreement. In this regard, preventing interethnic conflicts, predicting them and taking necessary measures are crucial for maintaining the integrity of the state. For example, the social instability and interethnic conflicts that arose as a result of the collapse of the USSR serve as one of the illustrative examples of the consequences of this process. Therefore, every society must constantly strive to ensure interethnic harmony and stability. Interethnic relations are an integral part of social relations, and together with them they undergo processes of change, development and renewal. Therefore, any national relations ultimately enter the sphere of social relations and create the need to solve various problems in society. Although national relations have their own functional characteristics, the mechanisms for regulating and resolving them, as well as their main essence, are closely related to social relations. The inextricable link between specific processes and general trends means that, in particular, the regulation and resolution of interethnic relations through broad social relations should be considered as a factor in strengthening social stability in society. Therefore, ensuring interethnic harmony and social solidarity is one of the important conditions for the development of any stable society. In our opinion, to ensure social stability, the state needs the following characteristics: a) a sense of belonging to the nation; b) consistency of the form of government; c) a gradual and orderly change of the ruling elite; d) the presence of checking and opposing forces to maintain the balance of government structures; d) the practice of multi-party democracy with a framework that allows the opposition to function effectively; e) the presence of a large middle class. There are various approaches and ideas about regulating relations between nations and peoples and social classes. One of the main reasons for this can be explained by the fact that in world political history, peoples that had their own place fell into the clutches of colonialism,

and by the 20th century, as a result of the further strengthening of the awareness of national identity and the desire for independence, new independent states emerged on the world map.

In conclusion, it is worth noting that interethnic harmony is an important factor in the stability and consistent development of any society. It is a key factor in ensuring social stability and serves to strengthen mutual respect, cooperation and solidarity between different nations and peoples. Social stability, in turn, plays an important role in ensuring the economic, political and cultural development of the state. Therefore, measures aimed at maintaining and developing interethnic harmony are necessary not only to prevent disagreements within society, but also for the development of the country as a whole. Ensuring interethnic harmony requires strengthening the principles of equality, respect for cultural diversity and social justice. Interethnic harmony and social stability are closely related concepts, which are the basis of peace, prosperity and development in society. Therefore, every state and society should pay special attention to supporting and developing these principles.

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**The dramas of Maksud Sheikhzade have laid a solid foundation.**

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**Annotasiya.** In his poetic work, Sheikhzada mainly wrote on modern topics, while in his dramaturgy he plunged deeply into the historical past, giving new artistic life to figures and events that helped to highlight modern problems in it. One of the outstanding figures of Uzbek literature, the famous poet, playwright, literary critic and translator Maksud Shaikhzada stood out among all of us not only in terms of mind, but also in terms of figure. Mukhtar-aga's clumsy question did not seem to melt away to him.

**Keywords:** poet, work, Maksud Sheikhzada, book, poem, genre, poems.

He started writing his first poems while studying at school. I read them at school events. His first poem was published in Baku, in the newspaper Kommunist in 1921. Most of the poems of this period, written in Azerbaijani, have been preserved in the form of manuscripts in the "Sheikhzade Notebook".

After his exile, the first collection of his poems in Uzbek, Ten Poems, was published in Tashkent in 1930. This was followed by new poetry collections by Maksud Sheikhzade — "Consonant with Me" (1933), "The Third Book" (1934), "Republic" (1935). His poems of this period are examples of civil and love lyrics. He actively experimented in the field of versification, trying himself in other poetic genres, but less successfully.

Ueyn Javiid (Azerbaijani, Huseyn Cavid; birth name Huseyn Abdullah oglu Rasizade, October 24, 1882, Nakhichevan — December 5, 1941, Shevchenko village, Tayshet district) was an Azerbaijani teacher, poet and playwright. He was a prominent representative of romanticism in Azerbaijan at the beginning of the 20th century. Huseyn Javid played a huge role in the formation of Azerbaijani literature of the 20th century. With his works, which reflect the motives of philosophical lyrics, issues of humanism and humanity, historical dramas, Huseyn Javid opened a new page in the literature and drama of Azerbaijan.

During the Second World War, Maksud Sheikhzade published several poetry collections.: "What is the struggle for?", "Battle and song", "The Heart speaks", "Saaz", "Born of a thunderstorm" (the last three in Russian). He wrote a number of poems, among which the poems "The Eleventh", "Zhenya", "The Third Son", "Aksakal" about Yuldash Akhunbabayev should be highlighted.

At the same time, his articles and essays, imbued with a patriotic spirit, were published. In his poems of that period, the best poetic traditions of Uzbek folklore and classical poetry are combined with the achievements of modern literature. Maksud Sheikhzade writes works in classical genres of oriental poetry, and makes extensive use of the rediff. For example, he uses the form of mesnevi in the poem "What are We Fighting for?" (1942).

We will remember one truth:

"If you want peace, win the war."

We are fighting for the right to life,  
For everything that our labor has created.  
The struggle for Pushkin, for Navoi,  
And there are fights for Baburova gazelle.

Maksud Sheikhzade's post-war work is divided into two main stages. The first one was marked by a tragic event in the poet's life, he was declared an enemy of the people and repressed. The years he spent in a camp near Irkutsk in Siberia had a severe impact on his health and were reflected in his poetry.

The new stage began in 1956, when the poet was rehabilitated, and covers the last decade of his life. It was the period of the highest disclosure of his poetic and writing talent. He wrote the lyrical and philosophical Poem about Tashkent (Tashkent, 1958), the collection of selected works The Sofa of a Quarter of a Century, the lyrical collection Years and Roads (1961), the collections Prospect, The World is Eternal.

During the same period, Maksud Sheikhzade wrote his main dramatic work, the tragedy Mirzo Ulugbek (1964), about the last years of the life of the emir and scientist Mirza Ulugbek, who lived in Samarkand in the 14th century. In addition to this play, which he adapted into a film, having created the script for "The Stars of Ulugbek" (directed by Latif Fayziev, 1964), the poet wrote dramas — "Jalaleddin Manguberdi" (1941), about the struggle against the Mongol invasion in the XIII century, and "Abu Reyhan Biruni" (not preserved), about the famous Uzbek scientist. The dramas of Maksud Sheikhzade laid a solid foundation for poetic Uzbek drama.

Maksud Maksumbek-oglu Sheikhzade was born on November 7, 1908, in the village of Agdash (now a city in the Republic of Azerbaijan) Born in Aresh county, Elizavetpol province, Russian Empire, to a family of Azerbaijani intellectuals, doctor Maksum bek Sheikhzade and his wife Fatima Khanum.

He received his primary education at the Ryushdiye school, which was founded by the famous teacher Mukhtar Efendi. From 1920 to 1925, he studied by correspondence at

the Baku Pedagogical College, where among his teachers were Huseyn Javid, Abdullah Shaik, Jabbar Efendizade, Medina Giyasbeyli, and the national teacher Jamo Jabrayilbeyli. After completing his studies, he taught for two years at educational institutions in Derbent and Buinaksk in Dagestan.

In 1928, with the beginning of the Bolshevik persecution of the national intelligentsia in the Azerbaijan SSR, Maksud Sheikhzade was exiled to Tashkent. In 1933 he graduated from the Baku Pedagogical Institute. From 1933 to 1935, he studied at the postgraduate school at the Science Committee of the People's Commissariat of the Uzbek SSR. In 1935-1938, he was a researcher at the Pushkin Institute of Language and Literature of the Academy of Sciences of the Uzbek SSR.

Azerbaijan State Pedagogical University (Azerbaijan. Azərbaycan Dövlət Pedaqoji Universiteti, AGPU, ADPU) is a state higher educational institution engaged in the training of teaching staff. By 2021, the university was the second largest higher education institution in Azerbaijan with more than 18,600 students, 1,684 professors, and administrative and technical staff. In the period from 1921 to 2021, more than 160 thousand students graduated from ASPU[1]

Since 1938, he taught the history of Uzbek literature at the Tashkent Pedagogical Institute. Nizami, worked as dean of the faculty and head of the Department of Uzbek Literature. He was regularly published in periodicals. His active translation work, works in the field of Uzbek literature and teaching activities have earned him fame in the scientific community of Uzbekistan.

In September 1952, he was accused of spreading counter-revolutionary ideas and declared the head of an underground organization. Betrayed by colleagues and friends, he was sentenced to 25 years in prison as an enemy of the people. In the mid-50s, he was released from a camp near Irkutsk and rehabilitated.

Maksud Sheikhzade died on February 19, 1967 in Tashkent. He was buried at the Chigatai Memorial Cemetery. The writer's name was given to secondary school No. 167 in Tashkent.

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## **ABOUT THE ARTIST WHO SPENT IN THE UZBEK LAND**

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**Annotation:** Maqsud was the eldest child of her parents. His family had four more children after him. These are Maqsud, Safura, Fuod, Nozim and Saida. Father Masim the father was a man who was extremely interested in literature and poetry, and was a doctor by profession. About the life and work of Maqsud Shaykhzoda, about his entry into Uzbekistan and acquaintance with the famous writers here, about his creations during the war years

**Keywords:** creativity, courage, fairness, thoughtful thought, popularism, literary critic

Maqsud was the eldest child of her parents. His family had four more children after him. These are Maqsud, Safura, Fuod, Nozim and Saida. Father Masim the father was a man who was extremely interested in literature and poetry, and was a doctor by profession. Shaykhzoda's interest in literature also passed through his father. The future poet Maqsud Shaykhzoda lived under the attractive tone and magic of the Royal works, enjoying literary discussions. He began his career at the age of 12. He received his first lesson at the Rushdia school in Aqtaş. At school, he reads his poems and gets the attention of his teachers and visitors who come. Even with his poems printed in newspapers, the school principal advises him to call his parents and send them to Baku for Maqsud's more extensive education. Later, he entered the Pedagogical Institute in Baku. Here he is influenced by a wider literary environment, learning from the intellectuals of his time. Having received a superficial education at the high school, he became a teacher in the city of Darband, regularly interacting with intellectual people and realizing the ugliness of Soviet ideology. Fights him.

Maqsud Shaykhzoda was born in 1908 in Oqtosh, Azerbaijan, studied at the higher Pedagogical Institute in Baku, and the main part of his life devoted to creativity and literature was recorded in the works of many of our writers about the artist who spent in the Uzbek land – Tashkent. And we look at the youth of the Maqsud Shaykhzadeh as mentioned above.

In 1927, Maqsud Shaykhzoda and his friends were imprisoned for the counter-revolutionary movement. According to the court decision, he could serve his term of exile in any city other than Moscow, Tbilisi and Baku. Maqsud, who has been released from his 9-month imprisonment in Makhachkala, chooses Tashkent on the wishes of his father. Because his father had made Noble Azerbaijani acquaintances, such as Pasha

Ganiyev and Sobir Sharipov, who lived in Tashkent during his studies in Moscow, and his father says that his son will contact them if he needs any help.

Maqsud Shaykhzoda arrives in Tashkent in February 1928. At first, the Azerbaijani lived in the House of his acquaintances, and later in a rented apartment in the House of the poet Dadakishiy. Having mastered the Uzbek language well within a year, he begins to teach in Uzbek schools. In the meantime, he also enters the Faculty of Oriental Studies of the Central Asian State University, and his activities are greatly expanded. He finds himself a number of friends, like-minded people. Ghafur Ghulam, Oybek, Abdullah Qadiri, Abdullah Qahhor, who will be among the great writers in the future, will get acquainted with young people. For a while he works for the newspapers "Red Uzbekistan", "eastern truth" and "young Lenin".

He then continued his postgraduate studies, working as a research fellow at the Institute of language and literature. In 1932, "The Poet's" worthy watchman", ten poems", in 1933 "the third book", "My relatives", in 1935 "Republic", in 1937 "New davron", "twelve", in 1938 "holiday songs", in 1948 "poems of the Fatherland". Since 1938, he begins teaching at the Tashkent State Pedagogical University named after Nizami.

Despite the fact that in the years of post-war construction, repression suffered, a dedicated poet to his homeland wrote a wide column about triumphal Labor, the struggle for peace, creating such poetic collections as "notebook of fifteen years", "my applause", "the strings of time", "Shu'la", "the Lord of a quarter of a century".

Maqsud shaykhzoda, Saeed Ahmad, Shukrullo, Mirzakalon Ismaili, Shurh, Mirkarim Osim and several other intellectuals were arrested in 1952 on charges of "anti-Soviet nationalist activities" and sentenced to 25 years in prison.

Even pre-trial investigative processes before the arrest were not inferior in number to the early repression periods of 1937-1938. Day and night interrogations, confrontations with false witnesses, insults cannot bend his will. It can also be said that when we get to know closely the archival documents that reflect the life of that time, from many of our adobs, your passion goes back. But with the exception of Shaykhzoda, because without infecting himself or others with gard, "chalchasavod" gives a clear answer to the absurd questions of the investigators. They are called by his intelligence (mind, mind sharp; wise, mind-sharp.) with matte finish. But despite this, a sentence of twenty-five years of imprisonment will be issued for the person.

When the enemy crossed the western borders of the Soviet country and reached the threshold of Moscow for several months, the heads of state, whose fate was in great danger, urged the writers to write a work about the famous Warlords of the past. In their opinion, such works could call on the people and the army to instruct themselves from the brave Warlords of the past, from the heroes of the people, to educate them in

the spirit of the patriotic qualities of these famous personalities. Having received such an ijofndiy order, Shaykhzoda went on to write a stage play about Jalaliddin, one of the brave children of the Uzbek people. Not a single piece of fiction was created before the Sheik about Jalaliddin, who showed great courage in Movaraunnahr during the Mongol invasion, while in the scientific works of Soviet historians, neither his name nor his combat courage were mentioned in warm words. Nevertheless, Shaikhzoda made a commitment to write his own work based on the events of the historical period described in these works, reading Shahobuddin Muhammad nasawi's "Siyrat as-Sultan Jaloliddin Mangburni" and Alouddin Atoma's "Historia jahongushoyi Juvayni" on this magnificent siymo. It is worth noting separately that one of the unique sources about Jaloliddin – Nasavi's name in the work noted above-is the name of the famous sarkarda Jaloliddin Mangburni. In his work, however, Shaikhzoda referred to Jalaliddin, unlike historical sources, as "Manguberdi", and thus translated the word "Mangburni" from The Book of nasawi into Uzbek. And the famous sarkarda still lives with this name among the Uzbek people. Judging by historical sources, if Khorezmshah had not accepted Genghis Khan's proposal for peace and harmony and had not crossed the trade caravan with the ambassador he sent with the sword, the powerful Khwarezmian kingdom would not have been bloodied by the Mongols in the 13th century. Khwarazmshah made a big mistake, not counting on Genghis Khan's accumulation of the most powerful army of the time, while the Tsar scattered the seeds of death around him and did not help Jalaliddin, who, like ya'juj-Ma'juj, rode against the invading Mongols, but, on the contrary, resisted him in every possible way and made a big mistake again. Jalaliddin, not only because he deeply felt his duty to the homeland and history, would go on an unequal struggle against the Mongols with a small army and show examples of genuine courage. Despite the fact that jalaliddin was a fierce enemy of the Mongols, Genghis Khan is forced to confess to his bravery and skill as a captain. In the first stage play, which shaykhzoda began to write as a mature writer, he heroizes such a historical figure –Jaloliddin, who humbled the Mongolian troops, who also left the battlefields, where the victory turned away, omoneson.

If in 1953 I.V. When Stalin did not die, The Life of the Sheikhs and the innocent punished ADIBS like him could have been extremely tragic, like Abdullah Qadiri, Fitrat, Chulpan, Uthman Nazareth.

In 1958, a lyric epic "Tashkent" was created, dedicated to the city of navqiron Tashkent in Kohn and Ayn chog of ADIB, describing its history, past culture and international ties. In the 1960 tragedy " Ulughbek, who wrote Mirzo", the great Uzbek astronomer created the image of the enlightener and Tsar, the first of the Uzbek ADIBS to create

a Shaykhzoda. the history of Uzbek literature, Uzbek folk oral creativity, in particular the scientific work on the research of Alisher Navoi creativity, are also noteworthy.

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## **INTEGRATING ACMEOLOGICAL METHODS INTO TEACHER TRAINING CURRICULUM: OPPORTUNITIES AND CHALLENGES**

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**Annotation:** This article explores both the theoretical and practical dimensions of integrating acmeological methods into teacher training curricula. The acmeological approach, which focuses on personal growth, professional excellence, and the realization of human potential, provides a valuable framework for enhancing reflective thinking, intrinsic motivation, and professional competencies in pre-service teachers. The study outlines the advantages of embedding acmeological principles into educational programs while also addressing the challenges—technological, methodological, and psychological—that may arise during implementation. The findings support the view that a structured and systematic incorporation of acmeological strategies can significantly improve the quality and effectiveness of teacher education.

**Keywords:** Acmeological approach, teacher training, professional development, educational curriculum, integration, motivation, reflection, innovative methods.

### **O'qituvchilarni tayyorlash dasturiga akmeologik usullarni integratsiyalash: imkoniyatlar va muammolar**

**Annotatsiya:** Mazkur maqolada o'qituvchilarni tayyorlash dasturiga akmeologik usullarni integratsiyalashning nazariy va amaliy jihatlari tahlil qilinadi. Akmeologik yondashuv o'qituvchilik kasbinning eng yuqori bosqichiga intilish, shaxsiy o'sish va kasbiy yetuklikni ta'minlashga yo'naltirilgan bo'lib, bu metodlarni pedagogik ta'lim dasturlariga tatbiq etish orqali bo'lajak o'qituvchilarning reflektiv tafakkuri, motivatsiyasi va kasbiy kompetensiyalari sezilarli darajada rivojlanadi. Maqolada ushbu yondashuvni o'quv dasturlariga integratsiyalashning afzalliklari bilan bir qatorda duch kelinadigan muammolar – texnologik, metodologik va psixologik to'siqlar ham ko'rib chiqiladi. Xulosa sifatida, akmeologik metodlarni o'qituvchi tayyorlash tizimiga kiritish ta'lim sifati va pedagogik samaradorlikni oshirishga xizmat qilishi ta'kidlanadi.

**Kalit so'zlar:** Akmeologik yondashuv, o'qituvchi tayyorlash, kasbiy rivojlanish, ta'lim dasturi, integratsiya, motivatsiya, refleksiya, innovatsion metodlar.

**Интеграция акмеологических методов в программу подготовки учителей:  
возможности и проблемы**

**Аннотация:** В статье рассматриваются теоретические и практические аспекты интеграции акмеологических методов в программу подготовки будущих учителей. Акмеологический подход направлен на достижение личностного и профессионального роста, развитие высокой мотивации, рефлексивного мышления и стремления к профессиональному совершенству. Внедрение таких методов в образовательные программы способствует формированию более компетентных, устойчивых и инициативных педагогов. Наряду с раскрытием потенциальных преимуществ акмеологических технологий, в статье анализируются и существующие трудности, включая методологические, технические и психологические барьеры. В заключение подчеркивается необходимость системного подхода к интеграции акмеологических инструментов с целью повышения качества педагогического образования.

**Ключевые слова:** Акмеологический подход, подготовка учителей, профессиональное развитие, образовательная программа, интеграция, мотивация, рефлексия, инновационные методы.

## INTRODUCTION

In the rapidly evolving landscape of global education, the preparation of future teachers requires more than just the acquisition of subject knowledge and pedagogical skills. Contemporary teacher education must respond to complex societal demands by cultivating reflective, resilient, and innovative professionals capable of lifelong learning and adaptation. Against this backdrop, the acmeological approach has emerged as a promising framework that emphasizes the holistic development of the individual—focusing on personal growth, self-actualization, and the achievement of professional excellence. Acmeology, a multidisciplinary science concerned with studying the processes of attaining the highest levels of human development, offers unique insights into how educators can reach and maintain peak performance throughout their careers.<sup>1</sup> When applied to teacher training, acmeological methods promote the cultivation of intrinsic motivation, emotional stability, reflective practice, and professional consciousness—all essential qualities for effective teaching in the 21st century. Despite its potential, the integration of acmeological principles into existing teacher training curricula remains limited. This is often due to a lack of awareness, methodological clarity, or institutional support. Furthermore, practical challenges such

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<sup>1</sup> Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum. <https://doi.org/10.1007/978-1-4899-2271-7>

as resource constraints, resistance to change, and the need for specially trained personnel present additional barriers to implementation. Nevertheless, recent advances in educational theory and practice suggest that structured, well-designed integration of acmeological strategies can significantly enhance the quality of teacher preparation programs.

This paper aims to explore the opportunities and challenges associated with integrating acmeological methods into teacher training curricula. It provides a critical analysis of the theoretical foundations of the acmeological approach, examines best practices for its application in educational institutions, and identifies potential obstacles and solutions. By doing so, the study contributes to a deeper understanding of how acmeology can be effectively utilized to shape competent, motivated, and self-developing educators equipped to thrive in a complex and ever-changing educational environment.

### **The theoretical foundations of acmeology in teacher education**

Acmeology, as a scientific discipline, explores the conditions and mechanisms that allow individuals to reach their highest potential in both personal and professional domains.<sup>2</sup> Rooted in psychology, pedagogy, and philosophy, acmeology emphasizes the importance of goal-setting, self-actualization, reflective development, and inner motivation. In the context of teacher education, these principles are highly relevant, as modern educators must be self-directed, emotionally intelligent, and capable of continuous growth. The integration of acmeological concepts into pedagogical curricula encourages prospective teachers to view their career not just as a profession, but as a path of holistic development. The core components of the acmeological approach in education include the development of acme-position (an internal orientation toward excellence), acmeological environment (a supportive setting that stimulates growth), and structured strategies for self-reflection, creativity, and professional responsibility. These elements foster a mindset in which the teacher becomes both a facilitator of learning and an active participant in their own transformation.

### **Opportunities for integration into teacher training programs**

The inclusion of acmeological methods in teacher education opens numerous opportunities for enhancing the quality and depth of teacher preparation. First,

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<sup>2</sup> Korthagen, F. A. J. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Mahwah, NJ: Lawrence Erlbaum Associates.

acmeological practices encourage active learning and self-regulation. Pre-service teachers learn to set clear professional goals, monitor their progress, and adapt their approaches based on self-assessment and feedback. Second, the integration of these methods supports emotional resilience. By addressing psychological stability and stress management, acmeological training can reduce burnout rates and improve job satisfaction, which are critical issues in the early years of teaching.

Third, acmeological approaches strengthen reflective thinking—a fundamental quality in effective educators.<sup>3</sup> Through the use of reflective journals, dialogue with mentors, and structured self-evaluation tools, future teachers develop deeper insight into their actions, attitudes, and teaching strategies. This in turn leads to better classroom management, improved communication, and more meaningful engagement with students. Moreover, acmeological methods can be aligned with modern competency-based education models, making them suitable for integration with national teacher qualification standards.<sup>4</sup> This alignment allows for seamless adoption into existing curricula without undermining institutional frameworks.

### **Practical challenges in implementation**

Despite the benefits, integrating acmeological methods into teacher training programs presents several challenges. One of the primary issues is the lack of awareness and understanding among educational stakeholders. Many teacher educators and administrators are unfamiliar with the principles of acmeology, which limits their ability to design and implement relevant modules effectively. Another barrier lies in methodological uncertainty.<sup>5</sup> Acmeology, though conceptually rich, still lacks standardized tools and models for practical application in educational institutions. The development of acmeologically-informed teaching materials, assessment tools, and training modules requires further research and piloting. Institutional resistance to innovation is also a considerable factor. In many cases, traditional teaching methods and rigid curricula leave little room for new, experimental approaches. Without support from administration and policy-makers, the adoption of acmeological strategies remains fragmented and inconsistent. Additionally, the successful integration of these

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<sup>3</sup> Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York, NY: Harper & Row.

<sup>4</sup> Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

<sup>5</sup> Sergeev, I. S. (2004). *Acmeology: Theory and practice of personal and professional development*. St. Petersburg, Russia: Piter.

methods demands highly trained personnel who are not only familiar with acmeological theory but also skilled in its application within diverse educational contexts. Developing such expertise requires dedicated training programs, resources, and institutional commitment.

### **Examples of best practices**

Despite these challenges, several pilot initiatives have demonstrated the feasibility and success of acmeological integration. For instance, training modules incorporating reflective practice, self-development workshops, and personal goal-setting have been implemented in teacher training institutions in Uzbekistan and other countries.<sup>6</sup> These modules focus on developing metacognitive awareness, emotional regulation, and professional ethics. In these pilot projects, pre-service teachers reported increased motivation, improved academic performance, and greater confidence in their pedagogical practice. Mentors also noted that these students exhibited stronger initiative, adaptability, and leadership skills compared to their peers who underwent traditional training. These examples suggest that with proper design, institutional support, and professional development, acmeological methods can be effectively integrated into teacher education systems and produce meaningful outcomes.

### **Conclusion**

The integration of acmeological methods into teacher training curricula presents a promising and innovative direction in the modernization of teacher education. Rooted in the principles of personal and professional growth, acmeology equips future educators with the tools necessary for achieving excellence, self-awareness, and continuous development. The findings of this study reveal that when acmeological strategies—such as reflective practice, goal-oriented learning, and motivational development—are embedded into pedagogical programs, they foster more competent, self-regulated, and emotionally resilient teachers. Despite its considerable potential, the implementation of the acmeological approach is not without its challenges. Institutional inertia, a lack of methodological clarity, and insufficient professional training remain significant barriers. Overcoming these challenges requires a systemic effort involving curriculum developers, educational leaders, and teacher educators who are open to innovative and holistic practices. Nonetheless, the opportunities outweigh

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<sup>6</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner & E. Soubberman, Eds.). Cambridge, MA: Harvard University Press.

the difficulties. As education systems strive to prepare teachers who are not only skilled but also adaptable and ethically grounded, the acmeological approach emerges as a timely and transformative solution. Its integration into teacher training programs can enhance the overall quality of education by nurturing individuals who are prepared to lead, reflect, and grow throughout their professional journey.

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## **BOLALARNING QO'LLANILADIGAN SHAXSIY GIGIYENIK VOSITALARNING SAMARADORLIGINI BAXOLASH**

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**Annotatsiya:** Bolalar sog'lig'i jamiyat salomatligining muhim ko'rsatkichlaridan biridir. Ayniqsa, og'iz bo'shlig'i gigiyenasi bolaning umumiy salomatligi, ovqat hazm qilish tizimi, nutq shakllanishi va psixologik holatiga bevosita ta'sir ko'rsatadi. Og'iz gigiyenasiga e'tiborsizlik erta yoshdan boshlab kariyes, gingivit, stomatit va boshqa stomatologik kasalliklarning yuzaga kelishiga sabab bo'ladi. Ushbu ilmiy maqolada bolalarda og'iz bo'shlig'ining sog'lom holatini ta'minlashda qo'llaniladigan shaxsiy gigiyenik vositalarning (tish pastasi, tish cho'tkasi, og'iz chayqovchi vositalar) samaradorligini baholash masalasi yoritilgan. Tadqiqotning asosiy maqsadi – turli yoshdagi bolalar uchun tavsiya etiladigan gigiyena vositalarining klinik va mikrobiologik jihatdan samaradorligini aniqlash hamda ulardan foydalanishning og'iz bo'shlig'i salomatligiga ta'sirini o'rganishdan iborat. Maqolada gigiyenik vositalarning tarkibi, ularning faol moddalari (fluoridlar, antiseptiklar, kalsiy birikmalari va boshqalar), har birining organizmga va og'iz mikroflorasiga ko'rsatadigan ijobiy yoki salbiy ta'siri keng muhokama qilinadi. Tadqiqot doirasida eksperimental va nazorat guruhleri shakllantirilib, ularda gigiyenik vositalardan foydalanish natijalari 3-6 oy davomida monitoring qilindi. Bunda Silness–Löe blyashka indeksi, gingival indeksi, kariyes holati bo'yicha DMFT indeksi, shuningdek og'iz mikroflorasi o'zgarishlari tahlil qilindi. Ota-onalar va bolalarning subyektiv fikrlari, vositalarning ta'mi, foydalanish qulayligi hamda natijasi haqidagi mulohazalari ham inobatga olindi. Maqolada olingan natijalar asosida turli yoshdagi bolalar uchun mos va samarali gigiyenik vositalarni tanlashda yordam beruvchi amaliy tavsiyalar berilgan. Shuningdek, bolalarda og'iz bo'shlig'i gigiyenasini mustahkamlashda sog'lom turmush tarzining ahamiyati va ota-onalarning faol ishtiroki zarurligi ta'kidlangan. Ushbu tadqiqot natijalari bolalar stomatologiyasi amaliyotida og'iz gigiyenasini yaxshilash, kasalliklarni erta oldini olish va jamiyatda sog'lom avlodni tarbiyalashga xizmat qiladi.

**Kalit soʻzlar:** bolalar ogʻiz gigiyenasi, shaxsiy gigiyenik vositalar, tish pastasi, tish choʻtkasi, ogʻiz chayqovchi suyuqlik, stomatologik kasalliklar, bolalar stomatologiyasi, kariyes profilaktikasi, blyashka indeksi, DMFT indeksi, gingivit, stomatit, fluoridli vositalar, antiseptik moddalar, ogʻiz mikroflorasi, tish emali himoyasi, sogʻlom turmush tarzi, gigiyenik taʼlim, ota-onalar nazorati, bolalar salomatligi, ogʻiz boʻshligʻi kasalliklarini oldini olish, pediatriya, sogʻlom avlod, klinik baholash, subyektiv fikrlar, tibbiy-profilaktik vositalar, tish sogʻligʻi, bolalarda stomatologik tarbiya, gigiyenik odatlarni shakllantirish.

### **KIRISH.**

Bola organizmining toʻlaqonli rivojlanishida ogʻiz boʻshligʻi salomatligi muhim oʻrin tutadi. Bu nafaqat tishlarning holati, balki butun ovqat hazm qilish tizimi, nutq faoliyati, immunitet va hatto bolaning ijtimoiy moslashuvi bilan chambarchas bogʻliqdir. Bolalik – bu organizmda faol oʻsish, fiziologik oʻzgarishlar va yangi koʻnikmalar shakllanishi davri boʻlib, aynan shu bosqichda toʻgʻri ogʻiz gigiyenasi odatlarini shakllantirish katta ahamiyatga ega. Statistika maʼlumotlariga koʻra, maktabgacha yoshdagi bolalarning 60–80% ida kariyes va boshqa ogʻiz boʻshligʻi kasalliklari uchraydi. Bu esa gigiyenik vositalardan toʻgʻri foydalanish madaniyati hali yetarli darajada shakllanmaganligini koʻrsatadi. Zamonaviy stomatologiya vositalari bozori bolalar uchun moʻljallangan turli tish pastalari, yumshoq choʻtkalar, ogʻiz chayqovchi suyuqliklar, tish ipi va boshqa gigiyenik vositalarni keng tanlash imkoniyatini beradi. Ularning tarkibida kariyesga qarshi, antibakterial, yalligʻlanishga qarshi va remineralizatsiyalovchi komponentlar mavjud. Biroq har bir vosita har xil yoshdagi bolalar uchun bir xil samaradorlikka ega emas. Shuningdek, ayrim vositalarning haddan tashqari abrazivligi, allergik reaksiyalar chaqirishi yoki tish emalini zararlashi mumkin. Shu sababli, gigiyenik vositalarni tanlashda ilmiy asoslangan yondashuv va samaradorlikka doir ishonchli maʼlumotlar zarurdir. Shuningdek, bolalar orasida ogʻiz gigiyenasi qoidalariga amal qilishda ota-onalarning roli beqiyosdir. Aynan oilada shakllanadigan gigiyena madaniyati, kundalik nazorat, tish yuvish texnikasi va tartibi bolalarda mustahkam odatga aylanishi mumkin. Maktabgacha taʼlim muassasalari va maktablar ham bu borada gigiyenik taʼlim va profilaktika tadbirlarini tizimli olib borishi lozim. Mazkur maqolada bolalarda ogʻiz boʻshligʻini sogʻlom saqlashda qoʻllaniladigan shaxsiy gigiyenik vositalarning klinik va amaliy samaradorligi oʻrganiladi. Tadqiqot orqali turli vositalarning foydaliligi, ulardan foydalanish boʻyicha tavsiyalar, shuningdek yoshga qarab qanday vositalar maqbul ekani aniqlanadi. Ushbu tahlillar orqali stomatologik kasalliklarning erta

profilaktikasi, gigiyenik madaniyatni shakllantirish va sog‘lom avlodni tarbiyalashda muhim amaliy asoslar yaratiladi.

### **Asosiy qism.**

1. Bolalarda og‘iz bo‘shlig‘i gigiyenasining o‘ziga xosligi. Bolalar og‘iz bo‘shlig‘i anatomik va fiziologik jihatdan katta yoshdagilarnikidan farq qiladi. Molochnye (sut) tishlar emali yupqaroq, minerallashuv darajasi pastroq va kariyesga nisbatan sezuvchanroq bo‘ladi. Bolalar, ayniqsa maktabgacha yoshdagilar, tishlarini to‘g‘ri tozalash ko‘nikmasiga ega emaslar. Shu sababli ular uchun gigiyenik vositalar yumshoq, xavfsiz, samarali va yoshga mos bo‘lishi lozim.

2. Shaxsiy gigiyenik vositalarning asosiy turlari va ularning xususiyatlari

a) Tish pastalari: Bolalar uchun mo‘ljallangan tish pastalari kattalarnikidan tarkibi, abrazivlik darajasi va ta‘sir kuchi bo‘yicha farq qiladi. Ularning asosiy komponentlariga quyidagilar kiradi: Fluoridlar – kariyesning oldini olishda eng muhim komponent (ammo bolalar uchun 500–1000 ppm dozasi bo‘lishi kerak). Kaltsiy va fosfat birikmalari – tish emalini mustahkamlash va remineralizatsiyaga yordam beradi. Antiseptiklar (xlorheksidin, triklozan) – mikroblarga qarshi kurashadi, lekin bolalar uchun uzoq muddatli foydalanish tavsiya etilmaydi. Shirinlashtiruvchi vositalar (ksilitol, sorbitol) – tishlarga zarar yetkazmasdan pastaning ta‘mini yaxshilaydi. Tish pastasi tanlashda bolaning yoshi, tish soni, kariyes xavfi darajasi va individual allergik reaksiyalari hisobga olinishi zarur.

b) Tish cho‘tkalari: Bolalar uchun tish cho‘tkalari kichik boshli, yumshoq cho‘tkali va ergonomik tutqichli bo‘lishi kerak. Har 2–3 oyda bir marta cho‘tkani almashtirish tavsiya etiladi. Elektron cho‘tkalar katta yoshli bolalarda samaraliroq natija beradi, ayniqsa motivatsiyani oshirishda foydalidir.

c) Og‘iz chayqovchi vositalar: Bu vositalar 6–7 yoshdan boshlab qo‘llanilishi mumkin. Ular tarkibida fluorid, antiseptiklar, yallig‘lanishga qarshi moddalar bo‘ladi. Kundalik foydalanish uchun yengil konsentratsiyadagi eritmalar tavsiya qilinadi.

d) Tish ipi va interdental vositalar: Bu vositalar 9–10 yoshdan boshlab, ya‘ni bolada tishlar oraliq‘ida blyashka to‘planish xavfi paydo bo‘lganida qo‘llanilishi mumkin. Tibbiy nazorat ostida o‘rgatish tavsiya etiladi.

3. Gigiyenik vositalarning samaradorligini baholash mezonlari. Gigiyenik vositalarning samaradorligini aniqlash uchun quyidagi ko‘rsatkichlar asosida baholash o‘tkaziladi: Klinik mezonlar: DMFT indeksi (kariyes, to‘ldirilgan va yo‘qotilgan tishlar), blyashka indeksi (Silness–Löe), gingival indeksi. Mikrobiologik tahlillar: Streptococcus mutans, Lactobacillus kabi kariyes chaqiruvchi mikroorganizmlarning miqdori. Subyektiv baholar: bola va ota-onalarning vositalardan foydalanishdagi qulaylik, ta‘sir sezilishi, yallig‘lanish kamayishi haqidagi fikrlari.

4. Amaliy tadqiqotlar misolida samaradorlik tahlili. Tadqiqotlar shuni ko'rsatadiki, bolalarda fluoridli pastalardan doimiy foydalanish DMFT indeksini 20–30% gacha kamaytiradi. Shuningdek, cho'tkalash texnikasini to'g'ri o'rgatish va ota-onalar nazoratining yuqori darajada bo'lishi blyashka indeksini ancha pasaytiradi. Bir nechta ilmiy ishlar og'iz chayqovchi eritmalar, ayniqsa ksilitol yoki xlorheksidin asosidagi vositalarning gingivit va stomatit profilaktikasida ijobiy natijalar berganini tasdiqlaydi.
5. Muammolar va yechimlar. Ko'pchilik hollarda ota-onalar gigiyenik vositalarni tanlashda noto'g'ri yondashadi: reklama, narx yoki ta'mga asoslanadi. Bundan tashqari, bolalar tish yuvishni ko'ngilsiz jarayon deb hisoblab, cho'tkalashni tez va yuzaki bajaradi. Ushbu muammolarni hal qilish uchun quyidagi choralar muhimdir: Ota-onalar va bolalarga gigiyenik ta'lim berish. Maktabgacha muassasalarda stomatologik profilaktika mashg'ulotlarini joriy etish. Pediatrlar va stomatologlarning hamkorlikda ishlashi. Sifatli, bolalarning yoshiga mos gigiyenik vositalarni ishlab chiqish va targ'ib qilish.
6. Xalqaro tajriba va ilmiy izlanishlar. Jahon sog'liqni saqlash tashkiloti (JSST) bolalarda og'iz gigiyenasini takomillashtirish bo'yicha bir necha yirik dasturlarni amalga oshirgan. Masalan, Skandinaviya mamlakatlarida maktabgacha ta'lim muassasalarida gigiyena vositalaridan muntazam foydalanish, tibbiy nazorat va ota-onalar bilan ishlash natijasida 12 yoshli bolalarda kariyes darajasi keskin kamaygan. Yaponiyada bolalar har kuni maktabda tishlarini yuvadi – bu esa gigiyena odatining hayot tarziga aylanganligini ko'rsatadi. AQSh va Germaniyada esa bolalarning og'iz salomatligini baholashda interaktiv texnologiyalar – mobil ilovalar, smart cho'tkalar va gamifikatsiyalangan (o'yinga asoslangan) dasturlar keng joriy etilgan. Bu orqali gigiyenik vositalardan foydalanishga bo'lgan qiziqish oshadi, nazorat kuchayadi va ijobiy natijalar qayd etiladi.
7. Gigiyenik vositalardan foydalanishga ta'sir qiluvchi omillar. Og'iz gigiyenasi vositalarining samaradorligi ko'plab ichki va tashqi omillarga bog'liq: Ijtimoiy-iqtisodiy omillar: past daromadli oilalarda arzon, sifatsiz vositalardan foydalanish hollari ko'p uchraydi. Shu sababli davlat tomonidan subsidiya ajratish yoki bepul gigiyena vositalari tarqatish amaliyoti dolzarb. Ma'naviy-madaniy daraja: gigiyena madaniyatining pastligi gigiyenik vositalarning noto'g'ri tanlanishi yoki umuman foydalanmaslikka olib keladi. Psixologik omillar: bolada gigiyena vositalariga nisbatan salbiy munosabat bo'lsa, doimiy foydalanish qiyinlashadi. Shuning uchun mahsulotlarning dizayni, ta'mi, shakli bolaning yoshiga mos, qiziqarli va xavfsiz bo'lishi zarur. Ta'lim darajasi: ota-onaning tibbiy savodxonligi va bolani gigiyenaga o'rgatishdagi faol ishtiroki eng muhim omillardandir.

8. Sogʻliqni saqlash tizimida stomatologik profilaktikaning oʻrni. Oʻzbekistonda soʻnggi yillarda sogʻliqni saqlash tizimida stomatologik xizmatlar bosqichma-bosqich takomillashtirilmoqda. Ammo bolalarning ogʻiz boʻshligʻi salomatligini tizimli nazorat qilish, maktab va bogʻchalarda profilaktik koʻriklar oʻtkazish, gigiyenik vositalardan foydalanish madaniyatini shakllantirish ishlari hanuz yetarli darajada emas. Shuning uchun quyidagi yoʻnalishlarda ishlash zarur: Bolalar stomatologiyasi boʻyicha davlat dasturlarini kengaytirish; Oʻzbekistonda ishlab chiqarilgan, arzon va sifatli gigiyenik vositalar ishlab chiqarishni yoʻlga qoʻyish; Maktablarda va bogʻchalarda sogʻlomlashtirish kunlarini joriy etish; Pediatriklar va stomatologlar oʻrtasida hamkorlikda ogʻiz gigiyenasi boʻyicha seminarlar, treninglar oʻtkazish.

9. Gigiyena vositalarining taʼsiri boʻyicha eksperimental tahlil. Tajriba uchun 6–12 yoshdagi 100 nafar bola ikki guruhga boʻlindi: birinchisiga fluoridli tish pastasi va ogʻiz chayqovchi eritma berildi, ikkinchisiga esa oddiy tish pastasi va faqat choʻtkalash usuli qoʻllanildi. 3 oy davomida har ikki guruh klinik kuzatuvdan oʻtkazildi. Natijalar quyidagicha boʻldi: 1-guruhda blyashka indeksi 45% ga kamaydi, DMFT indeksi oʻzgarishsiz qoldi, ogʻizda noxush hid kamaydi. 2-guruhda blyashka indeksi faqat 15% ga kamaydi, gingival yalligʻlanish alomatlari biroz kuchaygan. Bu esa gigiyenik vositalar toʻgʻri tanlanganda va tizimli qoʻllanganda sezilarli klinik natijalar berishini koʻrsatadi.

### **Xulosa:**

Bolalarda ogʻiz boʻshligʻi gigiyenasini saqlash – nafaqat individual sogʻliqni taʼminlovchi omil, balki jamiyatda umumiy sanitariya madaniyatini yuksaltirishda muhim rol oʻynaydi. Tadqiqotlar va amaliy kuzatishlar shuni koʻrsatadiki, yoshga mos, sifatli va ilmiy asosda tanlangan gigiyenik vositalar (tish pastasi, choʻtkalar, ogʻiz chayqovchi suyuqliklar, tish ipi va boshqalar) muntazam va toʻgʻri qoʻllanilganida, ogʻiz boʻshligʻi kasalliklarini sezilarli darajada kamaytirishga erishish mumkin. Tish pastalarining tarkibidagi fluorid, kaltsiy-fosfat moddalari va antibakterial komponentlar kariyes va blyashka hosil boʻlishining oldini olishda muhim rol oʻynaydi. Tish choʻtkalari va ogʻiz chayqovchi vositalar esa blyashkani mexanik va kimyoviy yoʻl bilan tozalashda samaralidir. Shu bilan birga, gigiyenik vositalarning samaradorligi nafaqat ularning sifati, balki ularni qanday, qachon va qanchalik toʻgʻri ishlatilishiga ham bevosita bogʻliq. Gigiyena vositalaridan foydalanish madaniyatini shakllantirishda ota-onalarning roli beqiyos boʻlib, bu borada sogʻliqni saqlash muassasalari, taʼlim tizimi va ommaviy axborot vositalarining hamkorligi zarur. Bolalarning ogʻiz boʻshligʻi salomatligi ularning umumiy jismoniy va psixologik holatiga, oʻqish qobiliyatiga va ijtimoiy faolligiga bevosita taʼsir koʻrsatadi. Shu bois, bolalarning ogʻiz boʻshligʻida qoʻllaniladigan shaxsiy gigiyenik vositalarning ilmiy

asosda o'rganilishi, ularning samaradorligini baholash, yurtimizda keng joriy etilishi va bu borada tizimli yondashuvning yo'lga qo'yilishi sog'lom avlod tarbiyasining ajralmas qismi bo'lishi zarur.

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## **INNOVATIVE APPROACHES IN SPORTS PEDAGOGY AND THEIR EFFECTIVENESS**

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**Abstract:** In recent years, sports pedagogy has undergone a profound transformation as a result of the integration of innovative teaching strategies and technological advancements. These developments have reshaped the way physical education and athletic training are conceptualized, delivered, and assessed, with a growing emphasis on learner-centered, interactive, and evidence-based methods. The purpose of this study is to explore the various innovative approaches currently being applied in sports pedagogy and to evaluate their impact on learners' physical, cognitive, and motivational outcomes. The article examines key innovations such as digital learning platforms, gamification in physical education, blended learning models, virtual and augmented reality in skill acquisition, as well as data-driven coaching methods. These pedagogical strategies have been shown to enhance student engagement, improve skill retention, promote autonomous learning, and foster greater inclusivity in the learning environment. Special attention is given to the role of formative assessment tools, mobile fitness applications, wearable technologies, and AI-assisted performance tracking, which have revolutionized how progress and performance are measured in both academic and athletic settings. Furthermore, the effectiveness of these innovations is evaluated through empirical research and case studies conducted in schools, universities, and sports academies. The findings suggest that when applied appropriately, innovative approaches contribute to more personalized, flexible, and adaptive educational environments, which in turn positively influence learning efficiency, discipline-specific competence, and long-term athletic development.

The study also addresses potential barriers to innovation, including limited access to technology, lack of teacher training, resistance to change, and the digital divide among different regions and institutions. In conclusion, the article advocates for a systematic integration of innovation in sports pedagogy supported by policy reforms, continuous professional development, and cross-sector collaboration between educators, technologists, and sports scientists.

**Keywords:** Sports pedagogy, innovation in education, digital learning, gamification, blended learning, virtual reality, formative assessment, coaching technology, physical

education, learner engagement, personalized instruction, performance monitoring, educational technology

### **Introduction**

In the evolving landscape of modern education, sports pedagogy has emerged as a dynamic and transformative field that continuously adapts to the demands of a rapidly changing world. Traditional, one-dimensional methods of instruction in physical education are increasingly being replaced by innovative, learner-centered approaches that emphasize engagement, personalization, and technological integration. These innovations are not merely supplemental enhancements but are redefining the very foundations of how sports and physical education are taught, learned, and assessed. The integration of innovative methodologies into sports pedagogy has become an educational imperative in light of several global developments. Firstly, the increasing digitization of learning environments has prompted educators to explore new modalities for delivering instruction and feedback in both classroom and athletic contexts. Secondly, the growing recognition of multiple learning styles and the diversity of learners' physical and cognitive abilities have driven the shift toward more flexible, inclusive, and interactive teaching methods. Moreover, the demand for improved performance outcomes in both recreational and competitive sport has created a strong incentive to develop data-informed, technology-supported strategies for physical skill acquisition and performance enhancement.

Innovation in sports pedagogy encompasses a broad spectrum of techniques and tools. From the use of virtual reality (VR) simulations that allow athletes to rehearse complex movements in controlled environments to gamified learning systems that boost motivation and engagement in physical education classes, these approaches are reshaping pedagogical thinking. Blended learning models that combine face-to-face physical training with online theory modules have been particularly effective in academic institutions, enabling students to learn at their own pace while still achieving practical competency.<sup>1</sup> In parallel, the proliferation of wearable fitness devices and mobile applications has empowered learners to monitor their physical progress autonomously, promoting lifelong habits of health and fitness awareness. Importantly, innovation in sports pedagogy does not rely solely on technology. It also involves reimagining the roles of teachers and learners, fostering a culture of collaboration, critical thinking, and continuous feedback. Formative assessment methods, reflective

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<sup>1</sup> Xayitov, A., & Qodirov, M. (2022). *Jismoniy tarbiya va sport pedagogikasida zamonaviy texnologiyalar*. Toshkent: "Fan va texnologiya" nashriyoti.

practice, peer coaching, and student-led learning initiatives are all hallmarks of a progressive educational framework that prioritizes individual growth over rote memorization or rigid curricula. Such approaches cultivate intrinsic motivation, encourage adaptive expertise, and create conditions where learners are actively engaged in their own development. Despite these advances, the implementation of innovation in sports pedagogy remains uneven across regions and institutions. Barriers such as limited access to resources, lack of digital infrastructure, insufficient teacher training, and institutional resistance to pedagogical change continue to hinder progress.<sup>2</sup> Nonetheless, the existing body of evidence strongly supports the view that when innovations are thoughtfully and contextually applied, they can significantly improve both educational and athletic outcomes.

This paper aims to explore the scope, types, and effectiveness of innovative approaches in sports pedagogy by reviewing current literature, analyzing case studies, and evaluating empirical findings. It seeks to identify best practices, highlight successful implementations, and propose practical recommendations for integrating innovation into physical education systems at various levels. By bridging the gap between theory and practice, the study aspires to contribute to the ongoing transformation of sports pedagogy into a more engaging, effective, and inclusive domain.

#### Relevance of the topic

The relevance of studying innovative approaches in sports pedagogy has grown significantly in recent years, driven by profound changes in both educational philosophy and the technological landscape. In an era marked by rapid digital transformation, globalization, and evolving societal demands, traditional models of physical education are no longer sufficient to address the complex needs of contemporary learners. Today's students and athletes require more than basic physical training—they need dynamic, individualized, and engaging pedagogical experiences that foster not only physical development but also cognitive, emotional, and social growth. In this context, innovation in sports pedagogy emerges not as a luxury, but as a necessity. Modern educational systems are increasingly expected to produce well-rounded individuals capable of adapting to diverse physical challenges, maintaining a

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<sup>2</sup> Karimov, Z. R. (2021). Sport ta'limida interaktiv metodlarning qo'llanilishi samaradorligi. *Jismoniy tarbiya va sport ilmiy-amaliy jurnali*, №2, 53–56.

healthy lifestyle, and applying critical thinking in sports-related decision-making.<sup>3</sup> To meet these expectations, educators must adopt teaching methods that reflect the realities of 21st-century learning—methods that are flexible, inclusive, technology-enhanced, and outcomes-oriented. Innovative pedagogical strategies offer precisely this potential by enabling educators to move beyond rigid, uniform instruction and toward more personalized, motivating, and skill-oriented teaching practices.

Furthermore, the integration of modern technologies—such as motion capture systems, virtual and augmented reality, wearable fitness trackers, and mobile learning platforms—has revolutionized how physical education is delivered and assessed. These tools provide real-time feedback, facilitate data-driven decision-making, and allow learners to take ownership of their progress. As a result, the learning process becomes more transparent, goal-directed, and aligned with both educational and athletic objectives. In turn, this fosters a deeper level of engagement, commitment, and long-term performance sustainability. At the same time, the global emphasis on inclusive education and lifelong learning calls for sports pedagogy to be accessible and adaptable to all learners, regardless of physical ability, background, or learning style. Innovative methods help bridge these gaps by introducing differentiated instruction, collaborative learning models, and student-led activities that promote autonomy and confidence. The ability of such approaches to democratize physical education and enhance learning outcomes across diverse populations further highlights their significance in both academic and policy-making circles.

The topic is also timely due to the increasing importance placed on mental health, motivation, and student well-being within the context of physical education. Innovative strategies that incorporate gamification, feedback loops, and interactive learning environments have been found to reduce performance anxiety, enhance intrinsic motivation, and foster more positive attitudes toward physical activity. This not only improves immediate learning results but also contributes to the cultivation of lifelong habits that support physical and psychological resilience. In summary, the exploration of innovative approaches in sports pedagogy is highly relevant to modern education

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<sup>3</sup> Ismoilov, M. A. (2020). *Pedagogik innovatsiyalar va ularning jismoniy tarbiya daralaridagi roli*. Termiz: TDPU nashriyoti.

and society.<sup>4</sup> It aligns with global trends in pedagogy, addresses the limitations of traditional methods, and offers practical solutions for enhancing physical education across all levels. By understanding and implementing these innovations, educators, coaches, and policy-makers can ensure that physical education remains impactful, equitable, and responsive to the evolving needs of learners in the 21st century.

#### Discussion

The analysis of innovative approaches in sports pedagogy reveals a clear shift from traditional, instructor-centered teaching models to more dynamic, learner-oriented practices that emphasize active participation, critical thinking, and technological integration. This transformation is not only a response to evolving educational standards but also to the changing profiles and expectations of learners in the digital age. As demonstrated in recent empirical studies and practical implementations, innovation in sports pedagogy is significantly enhancing the quality, accessibility, and effectiveness of physical education across diverse learning environments.<sup>5</sup> One of the most notable findings is the positive impact of technology on learner engagement and motivation. The integration of virtual reality simulations, gamified learning experiences, and mobile fitness applications has created highly interactive and stimulating environments that capture student interest and promote deeper involvement in physical activity. These tools allow for real-time feedback and personalized goal-setting, which are critical for sustaining learner motivation and reinforcing consistent effort—key factors in both educational and athletic success. Furthermore, innovations such as blended learning and flipped classrooms in physical education have shown considerable promise in increasing learning flexibility and accessibility. These approaches enable students to engage with theoretical content through digital platforms outside of class, allowing in-person sessions to focus on skill acquisition, coaching feedback, and collaborative learning. This hybrid model supports differentiated instruction, catering to various learning styles, fitness levels, and personal preferences.

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<sup>4</sup> Nishonov, O. T. (2021). Sport ta'limida axborot texnologiyalaridan foydalanish tajribalari. *Ilm-fan va innovatsiya* jurnali, №4, 88–91.

<sup>5</sup> Jo'rayev, B. (2022). *Jismoniy tarbiya darslarida zamonaviy baholash vositalari*. Toshkent: "Yangi asr avlodi" nashriyoti.

Another important aspect highlighted in the discussion is the role of data-driven decision-making.<sup>6</sup> Through the use of wearable technologies, motion analysis systems, and performance monitoring software, educators and coaches are now able to make more informed choices regarding training load, skill progression, and performance improvement. The ability to analyze trends, identify weaknesses, and tailor instruction to the unique needs of each learner marks a significant advancement in instructional quality and athlete development. In addition to improving learning outcomes, innovative approaches are fostering a more inclusive and equitable learning environment. Traditional sports pedagogy often marginalizes students with lower physical abilities or different learning needs. However, the use of adaptive technologies, student-led activities, and collaborative problem-solving methods has enabled more inclusive participation, reducing disparities in learning outcomes and increasing self-efficacy among all learners. Despite these benefits, the implementation of innovation in sports pedagogy is not without challenges. Technological limitations, lack of professional training, and institutional resistance can hinder the effective adoption of innovative practices. In many cases, educators express a willingness to integrate new tools but lack the pedagogical or technical knowledge to do so effectively. This points to the urgent need for targeted professional development programs, ongoing technical support, and policy-level advocacy to ensure sustained and meaningful innovation in sports education. Moreover, while technology offers numerous advantages, it must be carefully balanced with pedagogical intent. The use of innovation should not replace fundamental educational principles such as human interaction, ethical teaching, and values-based instruction. Rather, it should serve as an enhancement—a strategic complement to well-designed, student-centered pedagogy. In conclusion, the discussion affirms that innovative approaches in sports pedagogy are reshaping the way physical education is conceived and delivered.<sup>7</sup> They offer powerful solutions to existing limitations, enrich the learning process, and align with broader educational goals such as inclusivity, personalization, and lifelong learning. However, their success depends heavily on the readiness of institutions, the professional capacity

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<sup>6</sup> Rink, J. E. (2013). *Teaching Physical Education for Learning* (7th ed.). McGraw-Hill Education.

<sup>7</sup> Casey, A., Goodyear, V. A., & Armour, K. M. (2016). *Digital Technologies and Learning in Physical Education: Pedagogical Cases*. Routledge.

of educators, and the availability of supportive infrastructure. With the right strategies and investments, innovation has the potential to become a cornerstone of a modern, effective, and responsive sports pedagogy.

### Conclusion

The exploration of innovative approaches in sports pedagogy underscores a significant evolution in the way physical education is conceptualized, delivered, and evaluated. As this study has shown, the integration of modern teaching methodologies and digital technologies into sports education has opened new possibilities for enhancing learner engagement, personalizing instruction, improving performance outcomes, and promoting inclusive learning environments. These innovations are not merely auxiliary tools; they represent a strategic reimagining of pedagogy that responds directly to the diverse and ever-changing needs of 21st-century learners. One of the key takeaways from this research is the effectiveness of technology-enhanced instruction in increasing motivation, autonomy, and performance among students and athletes alike. The use of tools such as gamification platforms, virtual simulations, wearable fitness devices, and interactive learning software has provided learners with greater control over their development and a deeper understanding of their physical and cognitive progress. By offering real-time feedback and facilitating data-driven coaching, these tools support both immediate performance enhancement and long-term athletic development. Additionally, the rise of flexible and hybrid learning models—such as blended and flipped classroom approaches—has helped bridge gaps in accessibility, allowing learners to engage with content at their own pace and according to their own learning preferences. This adaptability is particularly crucial in diverse educational contexts, where student backgrounds, abilities, and motivations vary widely.

The pedagogical shift toward individualized learning, collaborative problem-solving, and formative assessment has also contributed to a more learner-centered educational climate.<sup>8</sup> Such a climate not only encourages physical skill acquisition but also nurtures critical thinking, self-regulation, and resilience—skills essential for success both in sport and in life. Moreover, by emphasizing inclusivity and adaptive instruction, innovative sports pedagogy creates opportunities for all learners to thrive, regardless of ability, experience level, or socioeconomic background. However, the successful implementation of these innovations is contingent on several factors, including

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<sup>8</sup> Lieberman, L. J., & Houston-Wilson, C. (2018). *Strategies for Inclusion: Physical Education for Everyone* (3rd ed.). Human Kinetics.

adequate teacher training, institutional support, and access to appropriate technological resources. Without these, even the most promising pedagogical tools may fail to achieve their full potential. Therefore, there is a pressing need for sustained investment in infrastructure, professional development, and educational reform policies that prioritize innovation and support educators in adopting new approaches confidently and competently. In conclusion, innovative approaches in sports pedagogy offer a powerful pathway for modernizing physical education and aligning it with the broader goals of holistic, equitable, and lifelong learning. As the educational landscape continues to evolve, embracing these innovations is not only desirable but essential to ensure that sports education remains relevant, impactful, and responsive to the needs of future generations. By fostering an environment of creativity, adaptability, and evidence-based practice, we can empower both educators and learners to reach their fullest potential in the realm of physical and human development.

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## **IJTIMOYIY IQTISODIYOT VA IJTIMOYIY TENGLIK**

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### **ANNOTATSIYA**

Ushbu maqolada ijtimoiy iqtisodiyot va ijtimoiy tenglik tushunchalari chuqur tahlil qilinib, ularning zamonaviy jamiyatdagi o‘zaro bog‘liqligi hamda ahamiyati yoritilgan. Maqolada ijtimoiy tenglik ijtimoiy-iqtisodiy siyosatning muhim yo‘nalishi sifatida e’tirof etilib, uning yo‘qligi jamiyatda beqarorlik, norozilik va imkoniyatlar tengsizligiga olib kelishi mumkinligi ta’kidlanadi. Maqolada, shuningdek, tarixiy va zamonaviy tajribalar asosida turli mamlakatlar misolida ijtimoiy iqtisodiy yondashuvlarning samaradorligi tahlil qilinadi. O‘zbekiston sharoitida olib borilayotgan islohotlar, ijtimoiy himoya tizimining takomillashuvi, kambag‘allikka qarshi kurash va bandlik siyosati asosida ijtimoiy tenglikka erishish yo‘llari ko‘rib chiqiladi. Annotatsiyada ijtimoiy tenglikni ta’minlashda davlat, fuqarolik jamiyati va xususiy sektor o‘rtasidagi hamkorlikning ahamiyati ham alohida ta’kidlanadi.

### **ANNOTATION**

This article provides an in-depth analysis of the concepts of social economy and social equality, highlighting their interconnection and significance in modern society. Social equality is recognized as an important aspect of socio-economic policy, and the article emphasizes that its absence may lead to instability, dissatisfaction, and unequal opportunities within society. The effectiveness of various social-economic approaches is analyzed through historical and contemporary experiences of different countries. The article also examines the reforms being carried out in Uzbekistan, the improvement of the social protection system, the fight against poverty, and employment policies as ways to achieve social equality. Additionally, the importance of cooperation between the state, civil society, and the private sector in ensuring social equality is underlined.

**Kalit so‘zlar:** ijtimoiy iqtisodiyot, ijtimoiy tenglik, tadbirkorlik, innovatsiyalar, investitsiyalar, texnologik taraqqiyot, iqtisodiy sektor, "temir daftari".

**Keywords:** Social economy, social equality, entrepreneurship, innovations, investments, technological development, economic sector, "temir daftar".

### **Tadbirkorlik va uning iqtisodiyot rivojlanishiga ta'siri**

Tadbirkorlik siyosatining maqsadi nafaqat ishga tushirish stavkalarini oshirish, balki yangi tashkil etilgan korxonalarining saviyasini oshirish bo'lishi kerak. Bir kishilik / ish beruvchi bo'lmagan firmalar, umuman olganda, yangi biznes boshlashlarning aksariyat

qismini tashkil qiladi. Yakka tartibdagi tadbirkorlarning bandlik va o'sishga qo'shgan o'rtacha hisyasi kichik. Ba'zi odamlar juda muvaffaqiyatli va ijodiy bo'lish potentsialiga ega, jumladan vakolatli mustaqil pudratchilar va tarmoq biznes egalari. Odamlar endi mustaqil ish bilan shug'ullanishlari mumkin, bu esa bir kun kelib yirik tadbirkorlik tashabbuslari uchun asos bo'lib xizmat qilishi mumkin, chunki platformaga asoslangan ish tartibining mashhurligi oshib bormoqda. Iqtisodiy va ijtimoiy manfaatlarni yaxshilashga qaratilgan siyosat uchun resurslar o'sish va barqarorlik salohiyatiga ega startaplarga qaratilishi kerak.

Tadbirkorlikning ko'plab turlari mavjud bo'lib, ularning barchasi jamiyatga turlicha hissa qo'shadi. Hamma tadbirkorlik iqtisodiyot yoki jamiyat nuqtai nazaridan foydali emas (Baumol, 1990). Bundan tashqari, barcha korxonalar ish o'rinlarini yaratmaydi: OECD davlatlarining aksariyatida ish beruvchi bo'lmagan firmalar barcha korxonalarining yarmidan ko'pini tashkil qiladi (OECD, 2017).

Tadbirkorlik tashabbuslarining ko'p ta'siri odatda uzoq vaqt davomida sodir bo'ladi. Hududning tadbirkorlik madaniyatini va yangi korxonalarining umumiy sur'atini o'zgartirish uchun zarur bo'lgan vaqt miqdori, ehtimol, yakka tartibdagi tadbirkorlarning yangi mahsulot yoki bozor yaratish kabi o'ziga xos yutuqlarini o'zgartirish uchun zarur bo'lgan vaqtdan ancha katta. Natijada, siyosatning samarali bo'lishi yoki yo'qligi haqidagi qarorlar kuchga kirishi uchun etarli vaqt berilganidan keyin qabul qilinishi kerak. Vaqtli baholashlar ham talab qilinadi.

Tadbirkorlik iqtisodiy rivojlanishning muhim omillaridan biri bo'lib, jamiyatdagi o'zgarishlarga bevosita ta'sir ko'rsatadi. Tadbirkorlar yangi bizneslarni boshlash, innovatsiyalarni joriy etish va yangi ish o'rinlarini yaratish orqali iqtisodiy o'sishga hissa qo'shadi. Birinchi navbatda, tadbirkorlik iqtisodiy o'sishni rag'batlantiradi, chunki yangi kompaniyalar va ishlab chiqarish tarmoqlari iqtisodiyotning turli sohalarini rivojlantiradi va ishlab chiqarish hajmini oshiradi. Shuningdek, tadbirkorlar tomonidan yaratilgan ish o'rinlari aholining bandligini ta'minlab, iqtisodiy barqarorlikni mustahkamlaydi.

Ikkinchidan, tadbirkorlik innovatsiyalarni olib keladi, bu esa jamiyatda texnologik taraqqiyot va yangi mahsulotlar ishlab chiqarishni rag'batlantiradi. Innovatsiyalar raqobatni oshiradi, narxlarni pasaytiradi va iqtisodiyotni yanada samarali qilishga yordam beradi. Shuningdek, tadbirkorlikning rivojlanishi, o'z navbatida, sarmoya jalb qilishga yordam beradi. Tadbirkorlar tomonidan amalga oshirilgan yangi loyihalar iqtisodiy sektorlarga sarmoyalarni jalb qiladi va ishlab chiqarish quvvatlarini kengaytirishga olib keladi. O'zbekiston iqtisodiyotida ham tadbirkorlikni rivojlantirishga alohida e'tibor qaratilmoqda. Davlat tomonidan kichik biznes va xususiy tadbirkorlikni qo'llab-quvvatlash, investitsiyalarni jalb qilish va iqtisodiy

infratuzilmani rivojlantirishga qaratilgan islohotlar amalga oshirilmoqda. Ushbu islohotlar yangi ish o‘rinlari yaratishga, aholining turmush darajasini yaxshilashga va iqtisodiy o‘sish sur‘atlarini oshirishga yordam bermoqda.

Shu bilan birga, O‘zbekiston hukumati tadbirkorlik faoliyatini samarali amalga oshirish uchun qonunlar va siyosatni doimiy ravishda takomillashtirib bormoqda. Tadbirkorlikni rivojlantirishda, shuningdek, innovatsiyalarni qo‘llab-quvvatlash va raqobatbardoshlikni oshirish uchun o‘zgarishlar kiritilmoqda.

### **Kambag‘allik darajasini kamaytirish strategiyalari**

O‘zbekiston uchun 2020-yil nafaqat pandemiya sababli, balki mamlakat tarixida ilk bor kambag‘allik tushunchasi davlat rahbari darajasida e‘tirof etilib, mazkur yo‘nalish ijtimoiy-iqtisodiy siyosatning asosiy kun tartibiga aylangani bilan alohida e‘tiborga molik. “Daryo” Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi bilan hamkorlikda mamlakatda ushbu yo‘nalishda qilingan ishlar va istiqboldagi rejalar haqida hikoya qiladi.

O‘zbekistonda 2020-yilda kambag‘allikni qisqartirish vositalarining quyidagi asosiy strategik yo‘nalishlari amaliyotga joriy etildi.

Birinchidan, O‘zbekistonda kambag‘allikni qisqartirishning institutsional asoslari yaratilib, kambag‘allikni qisqartirish masalalarini muvofiqlashtiruvchi vazirlik hamda ushbu yo‘nalishda ilmiy-tadqiqot ishlarini olib boruvchi ilmiy markaz tashkil etildi.

O‘zbekistonda kambag‘allikni qisqartirish uchun nimalarga e‘tibor qaratilmoqda?

O‘zbekiston uchun 2020-yil nafaqat pandemiya sababli, balki mamlakat tarixida ilk bor kambag‘allik tushunchasi davlat rahbari darajasida e‘tirof etilib, mazkur yo‘nalish ijtimoiy-iqtisodiy siyosatning asosiy kun tartibiga aylangani bilan alohida e‘tiborga molik. “Daryo” Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi bilan hamkorlikda mamlakatda ushbu yo‘nalishda qilingan ishlar va istiqboldagi rejalar haqida hikoya qiladi.

Kambag‘allikni qisqartirish vositalarining asosiy strategik yo‘nalishlari

O‘zbekistonda 2020-yilda kambag‘allikni qisqartirish vositalarining quyidagi asosiy strategik yo‘nalishlari amaliyotga joriy etildi.

Birinchidan, O‘zbekistonda kambag‘allikni qisqartirishning institutsional asoslari yaratilib, kambag‘allikni qisqartirish masalalarini muvofiqlashtiruvchi vazirlik hamda ushbu yo‘nalishda ilmiy-tadqiqot ishlarini olib boruvchi ilmiy markaz tashkil etildi.

O‘tgan davr mobaynida mamlakatda bevosita kambag‘allikni qisqartirish borasida xalqaro tashkilotlar (BMT Taraqqiyot dasturi, Shanxay hamkorlik tashkiloti, YUNISEF va boshqalar), moliyaviy institutlar (Jahon banki, Osiyo taraqqiyot banki) hamda ushbu yo‘nalishda ilg‘or tajribaga ega mamlakatlar ilmiy markazlari (Xitoy Kambag‘allikni qisqartirish xalqaro markazi) bilan mustahkam aloqalar o‘rnatildi.

Ikkinchidan, pandemiya sharoitida ehtiyojmand aholini moddiy va nomoddiy qo‘llab-quvvatlash maqsadida joylardagi to‘rtta sektor, mahalla organlari, keng jamoatchilik vakillari hamda deputatlar bilan birgalikda kambag‘al va moddiy yordamga muhtoj oilalar ro‘yxati — “Temir daftar” tizimi tashkil etildi.

Mazkur tizimning shaffofligini ta‘minlash, ijtimoiy ahvoli va turmush sharoiti og‘irlashgan va sektor rahbarlari tomonidan alohida nazoratga olingan oilalarni qayd etishga mo‘ljallangan saxovat.argos.uz dasturi ishga tushirilib, oilalarning mehnatga layoqatli ishsizlari bandligini ta‘minlash orqali ularga daromad manbai yaratishning “Vaqtinchalik tartibi” tasdiqlandi. Mazkur ro‘yxat quyidagi mezonlar asosida shakllantirildi:

-oilada mehnatga layoqatsiz nogironlar va surunkali kasallikka chalingan a‘zolarining mavjudligi;

-oilaning yakka-yolg‘iz keksalar, beva va o‘zgalar qaramog‘iga muhtoj kam ta‘minlanganlardan iboratligi;

-besh va undan ko‘p farzandi bor oilalar;

-koronavirus pandemiyasi sababli qo‘llanilgan karantin choralari natijasida o‘zining daromad manbaini yo‘qotgan, biroq “temir daftar”ga kiritilmay qolgan oilalar;

-oilaning haqiqatda ehtiyojmand, nochor va moddiy ko‘makka muhtojligi.

Respublika miqyosida “temir daftar”ga 594,3 ming oila va ularning 2,5 million nafar a‘zosi, shundan 648,0 ming nafar mehnatga layoqatli ishsiz oila a‘zolari kiritilib, 2021-yil 1-mart holatiga 641,3 ming nafarining (99 foizi) bandligi ta‘minlangan.

Prezident Shavkat Mirziyoyevning 2020-yil 30-iyuldagi 6038-son farmoni bilan “Temir daftar”dagi haqiqatda muhtoj, nochor va ehtiyojmand oilalarni moddiy qo‘llab-quvvatlash maqsadida:

-dastlab, 2020-yilgi Qurbon Hayiti arafasida “Temir daftar”ga kiritilgan 182 mingdan ortiq oilaga 154 milliard so‘m moddiy yordam ajratildi;

-keyingi bosqichda, 2020-yil avgust oyida jami 280 ming oilaga jon boshiga 220 ming so‘mdan 258 milliard so‘m bir martalik moddiy yordam ajratildi;

-tez tibbiy yordam brigadalarining 41 mingdan ortiq xodimlariga bir martalik pul mukofotlari uchun 141 milliard so‘m mablag‘ ajratildi.

Shu bilan birga, keksa yoshdagi hamda nogironligi bo‘lgan shaxslarni moddiy qo‘llab-quvvatlash maqsadida 2020-yil 1-sentabrdan boshlab pensiyalar, bolalikdan nogironligi bo‘lgan shaxslarga, zarur ish stajiga ega bo‘lmagan keksa yoshdagi va mehnatga layoqatsiz fuqarolarga beriladigan nafaqalar miqdori 10 foizga oshirildi.

Bundan tashqari, moddiy yordam va ko‘makka muhtoj, “Temir daftar”ga kiritilgan oilalarning 16 yoshga to‘lmagan bolalariga, nogiron va boquvchisini yo‘qotganlik pensiyasi yoki nafaqasini oluvchi oilalarning 16 yoshga to‘lmagan jami 845 ming

nafardan ortiq bolalarning har biriga 500 ming soʻmdan jami 422 milliard soʻm bir martalik yordam toʻlovlari toʻlab berildi. Hozirgi kunga qadar “Temir daftar”ga kiritilgan 600 mingga yaqin ehtiyojmand oilalarga jami 1,37 trillion soʻmlik toʻgʻridan-toʻgʻri moddiy va nomoddiy yordamlar koʻrsatildi.

Bunda jahon tajribasida keng qoʻllaniladigan kambagʻal oilalarning doimiy daromad manbaini yaratish, inson kapitali sifatini oshirish hamda toʻgʻridan-toʻgʻri qoʻllab-quvvatlash kabi uch vositadan foydalanilmoqda.

Uchinchidan, Jahon banki va BMT Taraqqiyot dasturi kabi xalqaro tashkilotlarning taklif va tavsiyalari asosida aholining minimal isteʼmol xarajatlari qiymatini hisoblash tartibini amaliyotga joriy etish choralari koʻrilmogʻda. Mazkur uslubiyot Oʻzbekistonda aholini ijtimoiy himoya qilishda muhim dastaklardan biri boʻlib, ijtimoiy standartlarni belgilashda foydalaniladi.

Toʻrtinchidan, oʻrta va uzoq muddatlarda kambagʻallikni qisqartirishning strategik maqsadlarini belgilash maqsadida, Jahon banki va BMT Taraqqiyot Dasturi ekspertlari bilan birga “2021—2030-yillarga qadar Oʻzbekistonda kambagʻallikni qisqartirish strategiyasi” loyihasi ishlab chiqilib, umumxalq muhokamasiga qoʻyildi.

Hujjatda respublikada kambagʻallikni qisqartirish uchun kompleks yondashilib, quyidagi ustuvor yoʻnalishlar doirasida chora-tadbirlarni amalga oshirish nazarda tutilmoqda:

- ehtyojmand aholiga koʻrsatiladigan yordam va xizmatlar turini koʻpaytirish hamda sifatini yaxshilash orqali mavjud tizimni yanada takomillashtirish;
- aholi ehtiyojmand qatlamini ijtimoiy muhofaza qilishning yangi usul va mexanizmlarini doimiy takomillashtirib borish orqali kambagʻallik darajasini yanada qisqartirish;
- aholi ehtiyojmand qatlamining sifatli va uzluksiz taʼlim olish imkoniyatlarini oshirish orqali inson kapitalini rivojlantirish hamda sogʻliqni saqlash xizmatlaridan toʻliq foydalanishiga erishish;
- hududlar va iqtisodiyot tarmoqlarida foydalanilmayotgan yangi resurslarni ishga tushirish orqali kambagʻal aholi, ayniqsa ayollar va yoshlar bandligini oshirishning zamonaviy mexanizmlarini joriy etish;
- hukumat tomonidan davlat va nodavlat tashkilotlarining bevosita kambagʻallikni qisqartirish borasidagi faoliyati hamda amalga oshiriladigan chora-tadbirlar samaradorligini taʼminlash;
- hududlarda kambagʻal aholining uy-joy sharoitlarini yaxshilash, kommunal xizmatlar, muhandislik infratuzilma obyektlaridan foydalanish darajasini oshirish.

## **Xulosa**

Ijtimoiy iqtisodiyot va ijtimoiy tenglik bugungi zamonaviy jamiyatda iqtisodiy barqarorlik va ijtimoiy adolatni ta'minlashda muhim omillar hisoblanadi. Tadbirkorlik, innovatsiyalar, investitsiyalar va texnologik taraqqiyot kabi omillar ijtimoiy-iqtisodiy rivojlanishni jadallashtiradi va iqtisodiy sektorlarni harakatga keltiradi. Shu bilan birga, "Temir daftari" kabi mexanizmlar orqali ijtimoiy himoyaga muhtoj qatlamlarni qo'llab-quvvatlash, teng imkoniyatlar yaratish va ijtimoiy adolatni qaror toptirish mumkin. Davlat, xususiy sektor va fuqarolik jamiyatining hamkorligi ijtimoiy tenglikni ta'minlash va barqaror taraqqiyot sari dadil qadamlar tashlashda asosiy omillardan biri hisoblanadi.

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## **INTEGRATIVE APPROACH AS A BASIS FOR FORMING COMPETENCE**

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New generation standards based on a competency-based approach are entering the system of higher professional education. In this regard, it should be emphasized that even a thorough study of the very structure of professional competence and the competencies included in it, which has been actively carried out recently by many specialists, does not in itself allow us to answer the most important question: how exactly, with the help of what mechanisms, to form this competence? Competence as a systemic new formation cannot arise instantly.

Long-term work is required not only by the teacher, but also by the student himself, connected not only with the application of knowledge in practice, but with overcoming external and internal barriers, with awareness of his own characteristics both as an individual and as a subject of professional activity. It can be said that the formation of a specialist's professional competence is, first of all, a subjective appropriation, the interiorization of subject knowledge, its transition into personal knowledge, "integrated" into professional thinking.

Continuity, succession, systematicity and integration at all levels of education are important for the implementation of such a strategy. At the same time, the solution to the problem of systematization and integration of knowledge depends to a significant extent on the efforts of the student himself. The project method, polytechnicism in teaching, the connection of teaching with production and productive work, the implementation of interdisciplinary connections, the relationship between general and vocational education, the consolidation of didactic units, the technology of modular teaching - all these are examples of some significant directions for the implementation of the idea of integration in domestic pedagogical practice.

V.S. Bezrukova, I.D. Zverev, K.Yu. Kolesina, N.Yu. Kustov, V.N. Maksimova, N.K. Chapaev and other researchers identify various types, characteristics, levels and indicators of integration. The problem of integration in vocational education was developed in detail by A.P. Belyaeva, M.N. Berulava, L.A. Volovich, V.V. Kondratyev, A.A. Kirsanov, A.A. Kupriyanov, M.I. Makhmutov, G.V. Mukhametzyanova, A.M. Novikov, Z.S. Sazonova, Yu.S. Tyunnikov and others (see: [1–4]).

In a broad sense, integration is usually understood as the process of uniting disunited components into a new whole. In the case of pedagogical integration, these may be

new qualities, connections and functions of the pedagogical system and, as a consequence, new competencies formed in the process of professional training within the framework of this system.

Although in modern pedagogical research the “integrative approach” is often mentioned as being in parallel with the “competency-based” approach, this is hardly correct. Rather, it can be assumed that the integrative approach in its various manifestations and levels of application (integration of science, education and production, integration of education at its various levels, integration of the educational content of individual disciplines and much more) is a means of developing professional competence. Competencies can be considered as new formations that constitute the quintessence of professional thinking and individual style of professional activity. This applies primarily to competencies formed during the study of psychological and pedagogical disciplines.

In the system of continuous professional education in a technical university, they are the basis of the psychological and pedagogical component of the professional competence of a specialist. Psychological and pedagogical training is one of the most important factors in the formation of three blocks of competencies: social-personal, personal-activity and cognitive.

Social and personal competencies allow for interaction with people and management in subsequent professional activities. Personal and activity competencies make it possible to gain self-knowledge, understand one's strengths and weaknesses, find effective individual styles of professional activity, and professional self-development. Cognitive competencies are necessary for successful work with information and self-education.

The block of social and personal competencies of a specialist includes the following components: knowledge about a person as a subject of communication, about the patterns of interaction between people in professional groups and teams; skills, abilities and experience of interacting with people in various situations, readiness to take leadership in solving complex production and social problems; reflection of one's own characteristics as a subject of communication and professional interaction; communicative (allowing for effective exchange of information), perceptual (allowing for understanding people and developing successful tactics of interaction with them) and interactive (allowing for organizing joint professional activities) abilities and personal qualities; basics of individual style of professional communication (use of the strengths of the specialist); experience of communication when performing various professional roles.

The block of personal-activity competencies includes such components as: knowledge of the essence and structure of personality and activity; skills and experience of self-knowledge that allow one to recognize oneself as a subject of professional activity, possessing both individual characteristics and the most important professionally significant qualities; a focus on self-realization; understanding the essence of the processes of self-education and self-education, which provide the opportunity for professional growth; the formation of an individual style of educational and professional activity; other qualities that ensure professional self-development.

The following components can be identified in the block of cognitive competencies: understanding the essence and structure of the cognitive sphere and its features, manifested both in educational and professional activities; skills, experience of working with professionally significant information; ability to self-learn; individual style of thinking and professional activity. The development of the described competencies in a technical university is possible within the framework of continuous psychological and pedagogical training based on an integrative approach.

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## **ЭКСТРЕМАЛ КАМ ВАЗНЛИ ЧАҚАЛОҚЛАРДА ИММУН ТИЗИМИ АЪЗОЛАРИНИНГ МОРФОЛОГИЯСИ.**

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**Мавзунинг долзарблиги:** Дунёда муддатидан олдин туғилган ўта кичик вазнли (1001 гр.гачам) чақалоқлар ўлимининг хозирги пайтда ривожланаётган давлатларда жуда юқори кўрсаткичи йил сайин ошиб бормоқда. АҚШ ва Европада перинатал патологияларда муддатидан олдин экстремал кам вазнда туғилган чақалоқларда ўлим кўрсакичи 1000 туғруққа 12-14 тани ташкил этса, Россия Федерациясида 14-17 тани, МДХ давлатлари ва Ўрта Осиёда ушбу кўрсаткич, 30-67 тани ташкил этиб, летал кўрсаткич ўртача 41-75% ни ташкил этади. Ўрта Осиё давлатлари ичида, экстремал тана вазни билан туғилиш юқори бўлган давлат бу, Туркменистон давлати ( 1000 туғруққа 72,3 тани), Тожикистони жануби шарқий вилоятлари (1000та туғруққа 64 тани) ва Ўзбекистонни жануби шарқий худудлари, жумладан Хоразм вилоятида (1000 та туғруққа 38,7 та) ҳисобланади. Жумладан, мамлакатимизда 2022 йилда жами йил давомидаги туғруқларни ўртача, 1,2% ни ташкил этди (121мингтани), перинатал патологияларни бир қисми кўринишда қабул қилиниб, она бола муҳофазасини таъминлашда муҳим ҳисобланади. Ҳар бир давлатнинг иқтисодий, сиёсий ва тиббий ислохатларини баҳолашда муҳим ҳисобланиб, БССТ 2022 йил маълумотларига кўра, демографик кўрсаткичларни баҳолаш учун асосий мезон ҳисобланади.

**Ишнинг мақсади:** ишнинг мақсади сифатида экстремал кам тана вазни билан туғилган чақалоқлар тимуси ва регионар лимфа тугунларини морфологик ўзгаришлари.

**Олинган натижалар:** изланишлар давомида жорий йил давомида Республика патологик анатомия марказига олиб борилган кам вазнли 20 нафар чақалоқнинг аутопсия натижаларига кўра 5 нафарида тимус тўлиқ ривожланмаганлиги, яъни гипоплазия, 4 нафарида тимусдаги кортикал ва медуляр зоналарининг камайиши, 3 нафарида тимус фолликуляр структураларининг сусайиши, 4 нафарида лимфа тугунларида лимфоид фолликуляр етишмовчилиги, 4 нафарида лимфа тугунларида фагоцитик хужайралар сонининг ошиши кузатилди.

**Хулосалар:** хулоса ўрнида шуни айтиш мумкинки, экстремал кам вазни чақалоқларда иммун тизимини яхши ишлаши учун онанинг хомиладорликгача ва хомиладорлик даврида витамин ва минераллар қабулини таъминлаш, сурункали касалликларни олдини олиш, юқумли касалликлардан химоя қилиш, стерсс, мунтазам шифокор назоратида бўлиш мақсадга мувофиқ ҳисобланади.

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## **Qadimgi Xitoy va Hind tamaddunlarida musiqa**

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**Annotatsiya:** Ushbu maqolada Qadimgi Xitoy va Hind tamaddunlaridagi musiqa madaniyati haqida batafsil ma'lumotlar berib o'tilgan, jumladan qadimgi Xitoy musiqasi, qadimgi hind musiqasi va ushbu xalqlarni musiqa asboblari, musiqa va diniy marosimlari hamda musiqaning zamonaviy ta'siri haqida batafsil ma'lumotlar keltirib o'tilgan.

**Kalit so'zlar:** Qadimgi Xitoy musiqasi, Qadimgi Hind Musiqasi, guqin, erhu, pipa, dizi, Sitar, tabla, veena, Veda,

### **Music in ancient Chinese and Indian civilizations**

**Abstract:** This article provides detailed information about the musical culture of Ancient China and India, including ancient Chinese music, ancient Indian music, and the musical instruments, music, and religious ceremonies of these peoples, as well as the modern influence of music.

**Keywords:** Ancient Chinese music, Ancient Indian music, guqin, erhu, pipa, dizi, sitar, tabla, veena, Veda,

### **Музыка в древних китайских и индийских цивилизациях**

**Аннотация:** В статье представлена подробная информация о музыкальной культуре древних китайских и индийских цивилизаций, включая древнюю китайскую музыку, древнюю индийскую музыку, музыкальные инструменты, музыку и религиозные церемонии этих народов, а также современное влияние музыки.

**Ключевые слова:** Древняя китайская музыка, Древняя индийская музыка, гуцинь, эрху, пипа, дицзы, ситар, tabla, вина, Веды,

## **Kirish**

Qadimgi Xitoy va Hind tamaddunlari, o'zining boy madaniyati, san'ati va ilm-fanini rivojlantirgan mamlakatlardir. Musiqa bu tamaddunlarning ajralmas qismi bo'lib, u nafaqat estetik ifoda vositasi, balki diniy marosimlar, ijtimoiy hayot va falsafiy fikrlar bilan ham bog'liqdir. Ushbu maqolada qadimgi Xitoy va Hind musiqasining tarixi, asosiy xususiyatlari va madaniy ahamiyati tahlil qilinadi.

### **Qadimgi Xitoy Musiqasi**

Qadimgi Xitoy musiqasi miloddan avvalgi III ming yillikdan boshlab rivojlandi. Musiqaning asosiy vositalaridan biri "guqin" (uzun simli musiqa asbobi) bo'lib, u nafaqat musiqa ijro etish uchun balki ruhiy tarbiya vositasi sifatida ham ko'rilgan. Guqin musiqasining asosi Konfutsiy falsafasiga borib taqaladi, u musiqa orqali inson ruhini poklashni maqsad qilgan.

Xitoyda musiqa ikki turga bo'lingan: rasmiy (diniy) va xalq musiqasi. Rasmiy musiqalar davlat marosimlari va diniy tadbirlarda ijro etilgan bo'lsa, xalq musiqalari oddiy odamlarning hayotini aks ettirgan.

Xitoy an'anaviy musiqasi Xitoyda avlodlar uchun meros qilib qoldirilgan bo'lib qolgan turli xil musiqa janrlarini o'z ichiga oladi. Jumladan, bu atama [Qing sulolasi](#) davrida yoki undan oldin paydo bo'lgan musiqa janrlariga ishora qiladi deb taxmin qilinadi Tashqi ko'rinishiga ko'ra, janrlarni cholg'u ansambl, cholg'u yakkaxon, teatr, shuochang, raqs musiqasi va qo'shiqlarga ajratishimiz mumkin. Hozirda u tadqiqot va ta'lim sohasida asosiy e'tibor qaratilayotgan tasnifga allaqachon aylangan, garchi ba'zi janrlar ijroning turli shakllarini o'z ichiga olsada ular bitta toifaga kirmaydi. Janrlarni madaniy mazmuni yoki maqsadiga ko'ra ushbu turlarga bo'lishimiz mumkin: savodli musiqa, xalq musiqasi, diniy musiqa va saroy musiqasiga ham ajratish mumkin.

### **Qadimgi Hind Musiqasi**

Hind musiqasi haqida gapirganda, "Veda" matnlariga murojaat qilish zarur. Veda matnlarida musiqa haqida ko'plab ma'lumotlar mavjud bo'lib, unda «Sama Veda»da qo'shiqlarni qanday ijro etish kerakligi to'g'risida ko'rsatmalar berilgan. Qadimgi Hindistonda musiqa din bilan chambarchas bog'langan edi: har bir diniy marosimning o'ziga xos qo'shiqlari mavjud edi.

Hind musiqasi klassik uslubda "Raga" (melodiyalar) va "Tala" (ritm) tizimlariga asoslangan. Raga - bu insonning hissiyotlarini ifodalovchi melodik tuzilmalar bo'lib, har bir raga ma'lum bir vaqtga yoki mavsumga mos keladi.

### **Musiqqa Asboblari**

Xitoy va Hind tamaddunlarida foydalanilgan musiqqa asboblari o'ziga xos xususiyatlarga ega:

- Xitoy: Guqin (uzun simli), erhu (ikki simli), pipa (to'rt simli), dizi (qayta chalinadigan qush shaklidagi fluta).
- Hind: Sitar (to'rt simli), tabla (kichik baraban), veena (bir nechta simlardan iborat).

Bu asboblarda nafaqat ovoz chiqarish uchun mo'ljallangan balki ular ham san'at asarlari sifatida qadrlangan.

### **Musiqqa Va Diniy Marosimlar**

Musiqaning ijtimoiy hayotdagi roli juda muhimdir. Qadimgi Xitoyda konfutschilik ta'limoti doirasida musiqqa ijtimoiy ahamiyat kasb etdi; u davlat ishlarini tartibga solishda muhim vosita sifatida xizmat qildi.

Hindistonda esa musiqqa diniy marosimlarda ajralmas qism sifatida mavjud edi. Har bir festival yoki diniy tadbirda maxsus qo'shiqlar ijro etilib, bu jarayon ishtirokchilarni birlashtiruvchi kuchga ega edi.

### **Zamonaviy Ta'siri**

Bugungi kunda qadimgi Xitoy va Hind musiqalari zamonaviy san'atkorlarga ilhom manbai bo'lmoqda. Ularning an'anaviy melodiyalarini zamonaviy janrlarga moslashtirish orqali yangi asarlar yaratilmoqda.

Shuningdek, globalizatsiya davrida ushbu madaniyatlarni o'rganish imkoniyatlari oshdi: turli xil festivallarda an'anaviy xitoycha yoki hindcha musiqqa performanslari keng tarqalgan.

### **Xulosa**

Qadimgi Xitoy va Hind tamaddunlaridagi musiqqa madaniyati insoniyat tarixidagi muhim elementlardan biridir. U faqat san'at

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## **Enrichment of world writers with artistic experience**

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**Annotation.** The entire work of Maqsd Shaykhzoda is full of a deep political publicistic spirit. His poetic, dramatic works are in harmony with the times, no matter what theme they are devoted to. Therefore, the direct service of a creator of this type in the genre of journalism

**Key words:** poet, Maqsd Shaykhzadeh, creativity, drama, science, Land, book, Happiness address

Maqsd Shaikhzoda stated that” the heroism of our people's work, struggle and battle, freedom and friendship, happiness and trouble, the beautiful landscapes of the land and the spiritual totality of man came to my pen as oshno, meaning in my heart”.

These qualities of the poet were manifested, above all, in New, unique images capable of expressing changes, States in life, reality and the spiritual world of our people. These are images of history – Road – Journey –ship-caravan, map (Earth and Homeland), address, number, pace and time. These are inextricably linked with each other, the history of mankind is intact and always moves forward, it is impossible to stop the caravan of mankind – the ship, it moves towards the destination of the human dream – happiness.

This can also be known from the fact that the Shaykhzoda places a title in his books as “the book of fifteen years” or “the Lord of the quarter century”. The poet himself says that” a respite notebook with a limited human life“, which means that this notebook should be filled with useful, noble deeds – ” notes”. And in the poem "numbers “there are such lines:”I am neither an astrologer nor an accountant, and but I see Heavenly meanings in the heart of numbers, a land abode”...

In the poem "hands", the hands see the existence of a person, the seal of his inner world. In his case, "sympathetic, life-giving hands” are also “impudent, evil, cold like a cave, lazy” hands, in short, each hand is "the navars of the heart", when the heart commands the NE, the hand plays that.

One of the works that testifies to the creative maturity of Maqsd Shaykhzadeh is the epic” Tashkent”. The literary community in its time rated this epic as a major creative success of the poet's literature. Indeed, the” Tashkent ” is the most harmonious of the Shaykhzadeh epics, in which the specific facets of the poet's personality are manifested

much more vividly. The peculiarity in the saga is that the work is not built on the basis of a holistic event.

Shaikhzoda was a versatile talent. In addition to poems and epics, he also created dramas with a very high artistic capacity. Not counting the drama “Beruniy”, which shaykhzoda entered into writing at the end of his life, but did not finish, his dramas “Jaloliddin Mangubardi” and “Mirzo Ulugbek” have already become the artistic property of our people.

In his tragedy “Jaloliddin Manguberdi” (1944), which he wrote during the years of World War II, shaykhzoda historically accurately and honestly described the martial courage of the last Khwarezmian King, who fought against the Mongol conquerors for the freedom and independence of his land. Oybek and Ghafur Ghulam gave the work a high assessment at the time:” revealing the true meaning of the historical process, its inner meaning“, " the composition is a work rich in pungent, dramatic conflicts.

Until 1946, some excerpts from the drama” Jaloliddin Manguberdi “were printed in the” Armughan ” collection. For 43 years after that, the work was not mentioned and did not see the face of the world. After the work was taken from the stage, many utmay were imprisoned in the Shaikhzah. The work was politically charged that the past was idealized.

The confiscated items included a manuscript of the drama. After the author was acquitted and returned, certain organizations did not return the manuscript on the pretext that it was “lost”.

The sheikhzoda was forced to search for him for several years, and finally managed to find a copy of him from the former soufflés of the theater. But even then the text of the work could not be published.

Look at the play of fate, the author turned a blind eye from the universe, not seeing that this work was published. The full text of "Jaloliddin Manguberdi" was first printed and released in Baku in the two-volume election of Shaykhzoda in Azerbaijani.

It was not until 1988 that Jaloliddin Manguberdi was” first published in full print by an Uzbek-language writer in his book “The Immortal World”.

The decision of the Cabinet of Ministers of the Republic of Uzbekistan on September 24, 1998 “on the celebration of the 800th anniversary of the birth of Jalaliddin Manguberdi”, announced by the signature of our President Islam Karimov, was once again confirmed by Maqsud Shaykhzoda's righteous approach to the history of our people, including the fate and struggle of Jalaliddin Manguberdi.

The sharpness of shaikhzoda's writing mind and creativity were once again proven. Another great contribution of Maqsud Shaikhzoda to Uzbek literature is the tragedy

“Mirzo Ulugbek”. The tragedy was written in 1964, the same year the work was put on the stage of the Hamza theater, later a motion picture was created on its basis.

Maqsud Shaykhzadeh was the owner of high knowledge. In particular, he knew Uzbek classical literature deeply. The collection “the Genial poet”, published in Tashkent in 1941, was created from the scientific articles of the literary scholar Shaykhzoda on the work of Navoi. This in-depth scientific study of Navoi poetry always occupies a special place in navoiology.

Shaikhzoda was an acute researcher who pioneered the study of Navoi's skills, his artistry, by teran. Candidate of philological Sciences, Associate Professor Maqsud Shaykhzoda at Tashkent State University (now National University of Uzbekistan), Tashkent State Pedagogical Institute (now Tashkent State Pedagogical University) for many years, his lectures on the history of Uzbek literature, special courses were the most valuable lessons on the history of Uzbek literature.

The entire work of Maqsud Shaykhzoda is full of a deep political publicistic spirit. His poetic, dramatic works are in harmony with the times, no matter what theme they are devoted to. That is why it is not accidental that a creator of this type serves directly in the genre of journalism. His publicistic articles and speeches, which have an excellent artistic genre, are a bright badge from the content and colorfulness of this talented adib creativity.

The talented poet was also a skilled translator. He served greatly in translating the works of classical poets of world literature into Uzbek. In particular, Shakespeare's "Hamlet" and "Romeo and Juliet" were staged on the stage of Uzbek drama theaters in the translation of Shaykhzoda.

There is also a Shaykhzoda within the generation of poets who first presented the poems of Pushkin, Lermontov, Byron to the Uzbek reader.

The growth of the poet's skill was also due to the fact that he studied in great love the works of the classics of world literature, masterfully mastering their rich artistic experience. He had also thoroughly studied his fatherland literature – the heritage of Oriental poetry-with an excellent knowledge of Western European and Russian literature.

Maqsud Shaykhzoda is imprisoned completely unreasonably at the beginning of the 50s and exiled for 25 years. After Stalin's death, the case of those who were unjustly imprisoned with slander was re-seen. Thus, in 1955, Shaikhzo, among many of our dedicated intellectuals, was acquitted. But as a result of 5 years of prison suffering, the poet's health had deteriorated greatly. Nevertheless, he was forced to live on the top floor of a tall house for 10 years until the end of his life. Even in such harsh conditions and illness, sira nolimay from her life did not stop creating for the rest of her life.

Well, you know, increased means light, light, clarity. Indeed, our intelligentsia was called upon to do the best of knowledge, enlightenment, culture, education..."With this word, it was as if those who were sitting in the Enchanted Assembly Hall had a thunderous applause.

No matter how many sorrowful days have passed from the beginning, it has not been oppressed at all. His faith, his view of the world, Theran is described in the above verses. He never lived in alamzada. On the contrary, he did not say anything, nowhere about those who betrayed him, subjected him to suffering, serious illnesses. True to his human qualities, shaykhzoda always lived on a rise with benevolence and high qualities. Because he had no few genuine, loyal friends either. These included Oybek, Ghafur Ghulam, Hamid Olimjan, Kamil Yashin, Mirtemir, Shukur Burkhans...

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## **ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ РАЗВИТИЯ ПСИХОЛОГИЧЕСКОГО ЗДОРОВЬЯ У ЛИЧНОСТИ**

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### **Аннотация:**

Не умаляя значения второго и третьего уровней здоровья, логично рассматривать роль соматического уровня как материальную основу, на которой проявляются основные законы жизни и в то же время являются условием создания и формирования психики. В. С. Братус назвал соответствующий раздел своей книги "о биологической роли в формировании личности". Прежде чем пытаться проанализировать биологическое влияние личности на ее развитие и формирование, необходимо уточнить определение психологического здоровья ее объекта. Дело в том, что, например, В. М. Снетков считает: "поскольку каждый человек рождается биологической личностью и становится личностью при условии жизни в обществе, имеет смысл определять личность как объект психологического здоровья. И тогда он считает, что "биологическое-это результат адаптации индивида к обществу, предполагающий наличие у него определенного здоровья". Это означает, что сразу после рождения человек будет иметь только соматическое здоровье, поскольку социальное воздействие не повлияло на него полностью.

**Ключевые слова:** психологическое здоровье, личность, развитие, психологическая защита, соматическая, нестабильность.

## **PEDAGOGICAL FACTORS OF PERSONAL PSYCHOLOGICAL HEALTH DEVELOPMENT**

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### **Annotation:**

Without detracting from the importance of the second and third levels of health, it is logical to consider the role of the somatic level as the material basis on which the basic laws of life manifest themselves and at the same time are a condition for the creation and formation of the psyche. B. S. Bratus named the corresponding section of his book "on the biological role in personality formation." Before trying to analyze the biological influence of personality on its development and formation, it is necessary to clarify the definition of the psychological health of its object. The fact is that, for example, V. M. Snetkov thinks: "since every person is born a biological person and becomes a person when living in society, it makes sense to define a person as an object of psychological health. And then he believes that "biological is the result of an individual's adaptation to society, suggesting that he has a certain amount of health." This means that immediately after birth, a person will have only physical health, since the social impact has not affected him completely.

**Keywords:** psychological health, personality, development, psychological protection, somatic, instability.

## **SHAXSDA PSIXOLOGIK SALOMATLIKNI RIVOJLANTIRISHNING PEDAGOGIK OMILLARI**

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### **Annotatsiya:**

Salomatlikning ikkinchi va uchinchi darajalarining ahamiyatini pasaytirmasdan, somatik darajaning rolini hayotning asosiy qonunlari namoyon bo'ladigan va shu bilan birga psixikani yaratish va shakllantirish uchun shart bo'lgan moddiy asos sifatida ko'rib chiqish mantiqan to'g'ri keladi. B. S. Bratus kitobining tegishli bo'limiga "shaxsni shakllantirishda biologik rol to'g'risida" deb nom berdi. Shaxsning rivojlanishi va shakllanishida biologik ta'sirini tahlil qilishga urinishdan oldin, ob'ektining psixologik salomatligi ta'rifini aniqlashtirish kerak. Gap shundaki, masalan, V. M. Snetkov shunday deb hisoblaydi: "har bir inson biologik shaxs sifatida tug'ilib, jamiyatda yashash sharti bilan shaxsga aylanganligi sababli, shaxsni shaxs sifatida psixologik salomatlikning ob'ekti sifatida aniqlash mantiqan to'g'ri keladi. Va keyin u " biologik shaxsning jamiyatga moslashishi natijasidir, bu uning ma'lum bir sog'lig'iga ega ekanligini taxmin qiladi", deb hisoblaydi. Bu shuni anglatadiki,

tug‘ilgandan so‘ng darhol shaxs faqat somatik salomatlikka ega bo‘ladi, chunki ijtimoiy ta‘sir unga to‘liq ta‘sir qilmagan.

**Kalit so‘zlar:** psixologik salomatlik, shaxs, rivojlanish, psixologik himoya, somatik, beqarorlik.

Endi, bevosita shaxsdagi psixologik salomatlikning ko‘rsatkichlarining namoyon bo‘lishi bo‘yicha farqlarning umumiy sharhiga to‘xtalib o‘tamiz. Bunda, “regressiya” omili alohida o‘rin tutadi. Chunonchi yoshroq shaxsda ushbu omil bo‘yicha eng yuqori ko‘rsatkich, 26 ya‘ni (21,2%) ni tashkil etdi. Bu esa shaxsda atrofdagilarga bo‘lgan agressiv, hissiy-emotsional, qo‘zg‘aluvchan, sabrsiz va biroz ma’suliyatsiz ekanliklaridan dalolat beradi. Bunga sabab, ularning doimiy ravishda psixologik bosimda bo‘lishlari, ba’zan odamlar bilan kutilmagan, notipik holatlarda xatti-harakatlarni adekvat baholashda yanglishishlari mumkinligi, bilan izohlanadi. Demak, tajribali shaxsda esa, bu ko‘rsatkich 30 ya‘ni (13,9%) ni tashkil qildi. Binobarin, bu toifadagi shaxs yoshroq shaxsga nisbatan bir munsha vazmin va vaziyatga moslashuvshan, shuningdek, har bir ishga alohida ma’suliyat bilan yondashishlari aniqlandi.

**Shaxsda psixologik muhofaza omillari namoyon bo‘lishining o‘rtacha-umumiy ko‘rsatkichlari (Plutchik shkalaci bo‘yicha)**

**1– jadval**

	Omillar	25-35 yoshgacha bo‘lgan respondentlar N=210	Foizi %	40-50 yoshgacha bo‘lgan respondentlar N=230	Foizi %
1.	Inkor etish	32	15,7	34	15,6
2.	Siqib chiqarish	28	13,3	32	14,3
3.	Regressiya	26	21,2	30	13,9
4.	Kompensatsiya	24	12,7	29	13,7
5.	Proeksiya	26	12,1	28	11,8
6.	O‘rnini almashtirish	24	11,5	27	10,9

7.	Kognitivlik	27	12,1	26	10,6
8.	Giperkompensatsiya	23	10,9	24	9,3
	Jami:	<b>210</b>	<b>100</b>	<b>230</b>	<b>100</b>

Bu esa, o'z navbatida mazkur shaxs irodali, emotsional jihatdan barqaror, chidamli ekanliklari hamda har bir ishga ma'suliyat bilan yondashishlarini ko'rsatadi. Keyingi omil bu "o'rnini almashtirish" bo'lib, bunda 24 (11,5%)ni ko'rsatadi. Binobarin, yoshroq shaxslardagi ayrim holatlarda namoyon bo'luvchi psixologik tushkunlik, beqarorlik, ba'zi hollarda esa, o'z iroda kuchiga ishonmaslik va psixologik jihatdan tushkunlik holatlari ko'zga tashlanadi. Ushbu holat yoshroq respondentlarning doimo ijtimoiy jihatdan faol emasliklari hamda o'z fikrlarini doimo to'g'ri va ochiq ifodalay olmasligidan dalolat beradi. Tajribali shaxsda esa, bu ko'rsatkich biroz past, ya'ni, 27 (10,9%) ni tashkil etdi. Bu esa, o'z navbatida ularning o'z faoliyatini rivojlantirishlari ushuni ham muhim omil ekanligini ko'rsatadi.

Navbatdagi omil "kompensatsiya" bo'lib, bu omil bo'yicha, boshlovchi shaxsda 24 (12,7 %) ni tashkil etadi. Bu esa ularni ekstremal vaziyatlarni yaxshi anglashga, shaxslararo munosabatlardagi murakkab vaziyatlarni tahlil eta olishga, ularni adekvat tushunish qobiliyatini rivojlantirish hamda kamchiliklarni bartaraf etishga moyil ekanliklarini ko'rsatmoqda. Tajribali shaxsda esa, bu omil bo'yicha biroz yuqori natija qayd etildi 29 (13,7%). Bundan ko'rinib turibdiki, bu shaxs kamchiliklarni bartaraf etishga moyil va har qanday holatda ham intiluvchan, vaziyatlarni adekvat baholay olishga intilishlari bilan xarakterlanadi.

Psixologik muhofazani baholovchi navbatdagi omil "proeksiya" bo'lib, jami yoshroq respondentlarning 26 nafari (12,1%) ushbu omilga mansubligi aniqlandi. Bu esa yoshroq shaxsda quyidagi psixologik xususiyatga ega bo'lgan munosabatlarni o'zida aks ettiradi: kutilmagan vaziyatlarni yaxshi anglaydi, shaxslararo munosabatlarda sinchkov, ziyrak, murakkab vaziyatlarda muloqot ishtirokchilarining faolligiga qarab vaziyatlarni baholashda ta'sirchan va haqiqatgo'y ekanliklari aniqlandi. Yoshi kattaroq shaxslarda esa bu mezon biroz boshqacha ko'rinishda 26 (11,8%) namoyon bo'ldi. Bundan ko'rinib turibdiki, shaxsda ba'zan notipik psixologik holatlarda har doim ham to'g'ri qaror qila olmasliklari, shuningdek haqiqatni tan olib uni ochiq-oydin aytishga qiynalishlarini ko'rsatmoqda. Tadqiqotimizda yuqorida qayd etilgan metodikalar asosida shaxsdagi psixologik muhofaza omillarining dastlabki tahlil natijalarini aniqladik (1–jadval). Olingan natijalarga asoslanib, biz xulosa qilishimiz mumkinki, sub'ektlarning kasbiy sotsializatsiya darajasi va yosh xususiyatlari "filtr modulyatorlari" vazifasini bajaradi, ma'nolarning umumiy qatorida juda aniq semantik

xususiyatlarni ta'kidlaydi va sub'ektlarning psixologik salomatlik haqidagi g'oyalarning bir qismi sifatida ushbu belgilarning o'ziga xos tashkil etilishiga hissa qo'shadi.

Psixologik salomatlikni kundalik ong fenomeni sifatida psixosemantik tahlil qilish shuni ko'rsatdiki, psixologik sog'lom shaxs haqidagi o'zini o'zi baholash xususiyatlari shaxsning ma'lum bir subkulturaga, yosh bosqichiga va kasbiy sotsializatsiya bosqichiga mansubligi bilan bog'liq. Bunga qarab, sub'ektlar psixologik salomatlikning turli jihatlarini ta'kidlaydilar; bu "psixologik normal odam" ning psixosemantik portretlarida psixik sog'lom shaxs yoki turli xil "xususiyatlar" haqidagi g'oyalarning turli guruhlari sub'ektlarining o'ziga xosligida namoyon bo'ladi.

Psixologik sog'lom shaxs haqidagi ijtimoiy g'oyalarning bir qismi sifatida atributiv tabiatning ma'lum semantik belgilarining ustunligi tanlangan guruhlarning sub'ektlarini ifodalovchi submadaniyatlarning hayoti va ijtimoiy amaliyoti uchun psixologik sog'lom odamning o'ziga xos xususiyatlarining ahamiyati darajasini va psixologik salomatlikni namoyish etish xususiyatini ko'rsatadi.

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