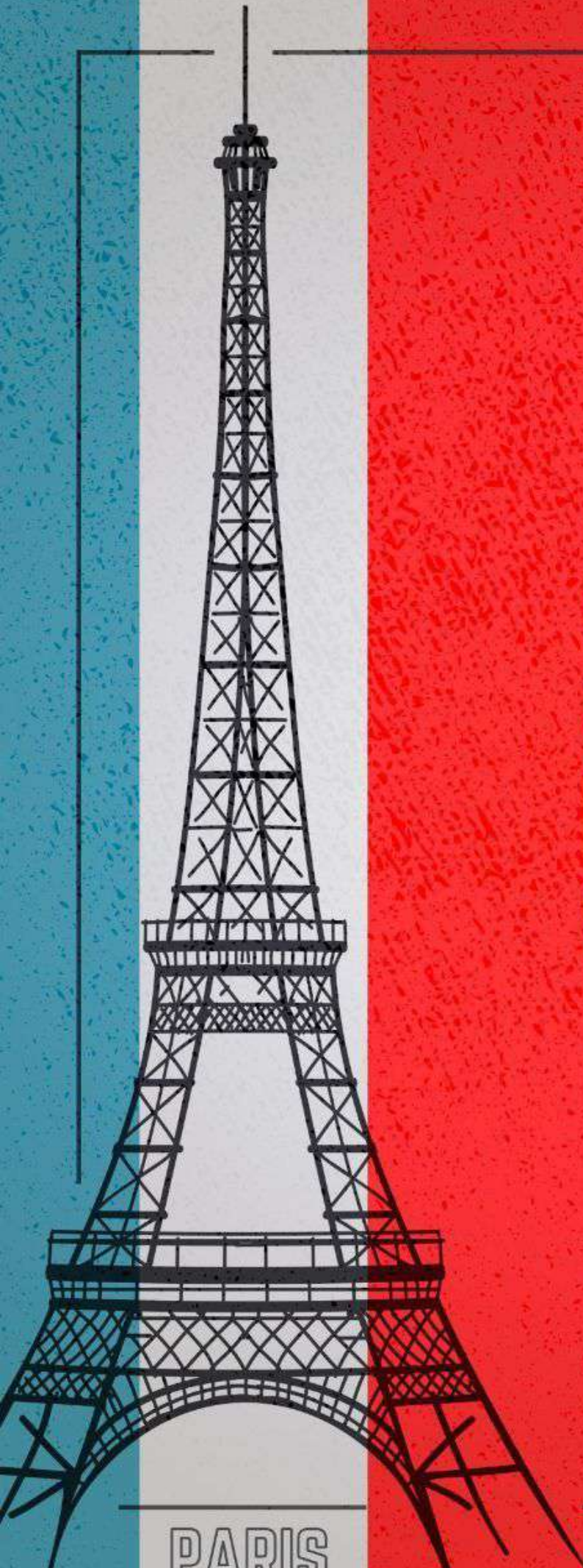




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Clinical and laboratory aspects of predicting the development of chronic kidney disease in patients with contrast-induced nephropathy.

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Contrast-induced nephropathy (CIN) represents an increasing healthcare burden and challenge as the frequency of diagnostic imaging and interventional procedures increases, particularly among patients at risk for developing CIN. Universally accepted strategies to reduce the risk for CIN include careful patient screening and selection, adequate patient hydration, limiting the volume of contrast medium administered, and choosing a safe, non-ionic, low-osmolar contrast agent. For both intra-arterial and intravenous use, all ionic and non-ionic iodinated contrast agents may further impair renal function in high-risk patients. Based on comparisons of contrast media in proximal renal tubular cell culture and in recent robust head-to-head prospective clinical trials in high-risk patients, however, iso-osmolar iodixanol and low-osmolar iopamidol are comparable and appear to be the contrast agents of choice to reduce renal risk for CIN.

Iodinated contrast is a mainstay for diagnostic and interventional procedures performed by cardiologists, radiologists and other specialists. With the emergence of computed tomographic techniques for the evaluation of cardiac disease, malignancies, trauma and a variety of other internal disorders, the use of iodinated contrast is expected to increase dramatically over the next few years. There has been considerable refinement over the past decades from ionic high-osmolar, to nonionic low-osmolar and finally to nonionic iso-osmolar contrast. Iodixanol is the only nonionic iso-osmolar contrast approved for intravascular use. This contrast agent has the lowest rates of systemic and renal adverse events. Clinical trials have demonstrated the lowest rates of contrast-induced nephropathy among all currently available forms of iodinated contrast. Specifically, iodixanol has been associated with a 71% relative risk reduction for contrast-induced nephropathy compared with low-osmolar agents in head-to-head randomized trials. This article reviews the structure, pharmacology and outcomes associated with iodixanol.

The present study is a multicenter, randomized, double-blind comparison of iopamidol and iodixanol in patients with chronic kidney disease (estimated glomerular filtration rate, 20 to 59 mL/min) who underwent cardiac angiography or percutaneous coronary interventions. Serum creatinine (SCr) levels and estimated glomerular filtration rate were assessed at baseline and 2 to 5 days after receiving medications. The primary

outcome was a postdose SCr increase \geq 0.5 mg/dL (44.2 micromol/L) over baseline. Secondary outcomes were a postdose SCr increase \geq 25%, a postdose estimated glomerular filtration rate decrease of \geq 25%, and the mean peak change in SCr. In 414 patients, contrast volume, presence of diabetes mellitus, use of N-acetylcysteine, mean baseline SCr, and estimated glomerular filtration rate were comparable in the 2 groups. SCr increases \geq 0.5 mg/dL occurred in 4.4% (9 of 204 patients) after iopamidol and 6.7% (14 of 210 patients) after iodixanol ($P=0.39$), whereas rates of SCr increases \geq 25% were 9.8% and 12.4%, respectively ($P=0.44$). In patients with diabetes, SCr increases \geq 0.5 mg/dL were 5.1% (4 of 78 patients) with iopamidol and 13.0% (12 of 92 patients) with iodixanol ($P=0.11$), whereas SCr increases \geq 25% were 10.3% and 15.2%, respectively ($P=0.37$). Mean post-SCr increases were significantly less with iopamidol (all patients: 0.07 versus 0.12 mg/dL, 6.2 versus 10.6 micromol/L, $P=0.03$; patients with diabetes: 0.07 versus 0.16 mg/dL, 6.2 versus 14.1 micromol/L, $P=0.01$).

Conclusions: The rate of contrast-induced nephropathy, defined by multiple end points, is not statistically different after the intraarterial administration of iopamidol or iodixanol to high-risk patients, with or without diabetes mellitus. Any true difference between the agents is small and not likely to be clinically significant.

The influence of national-ethnic factors on modern Uzbek-Afghan relations

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Annotation: This article discusses the relations between Uzbekistan and Afghanistan and the impact of national ethnic factors on these relations. Additionally, it reveals the significance of ethnic Uzbeks residing in Afghanistan in bilateral relations between the two countries.

Keywords: *“Afghan Uzbeks”, “Turkestan”, peace process, common religion and spiritual values.*

Introduction. The foreign policy of Uzbekistan prioritizes the establishment of a lasting and stable peace in Afghanistan, the development of centuries-old ties between the Uzbek and Afghan peoples based on mutually beneficial and close neighborliness. At the same time, based on the current real situation in Afghanistan, Uzbekistan considers the task of forming a government consisting of all segments of Afghan society to be an important and fundamental foundation of state governance in ensuring long-term peace and stability in this country

It is well-known that the Uzbek and Afghan peoples are closely related in their ethnic origins, united by similar languages, a common religion, shared spiritual values, and a common heritage inherited from their ancestors. It should be noted that Uzbekistan has long been an advocate for establishing and strengthening good neighborly relations with Afghanistan. Due to the geographical proximity and historical ties between the two peoples, trade, economic, cultural, and humanitarian relations between Uzbekistan and Afghanistan have continued for several centuries. In this regard, President Shavkat Mirziyoyev emphasized the following in his speech at the international conference on Afghanistan titled "Peace Process, Security Cooperation, and Regional Partnership": "The peoples of Uzbekistan and Afghanistan have coexisted in a single cultural and civilizational space for centuries."

Since ancient times, peoples living on both sides of the Amu Darya River have been united by similar languages, a common sacred religion, and shared spiritual values. The Amu Darya has always been a source of life for us, but it has never hindered people's free movement, close development of trade relations, sharing of scientific achievements, or cultural enrichment of one another. Great representatives of the Central Asian Renaissance, such as Abu Rayhan Biruni, Lutfi, Alisher Navoi,

Kamoliddin Behzod, Zahiriddin Muhammad Babur, Boborahim Mashrab, and many other of our great ancestors lived and created their works on Afghan soil. Today, close political, trade-economic, and cultural-humanitarian relations have been established between Uzbekistan and Afghanistan. Millions of Uzbeks live in Afghanistan. According to the Constitution of Afghanistan, the Uzbek language is considered one of the official languages of the country¹. Indeed, the existence of a peaceful and stable Afghanistan is of great economic and security importance for Uzbekistan. Moreover, the following factors also necessitate constant interaction between the two countries. Following Uzbekistan's independence, diplomatic relations between the two countries were established in October 1992. Embassies of Uzbekistan and Afghanistan were set up in Tashkent and Kabul, respectively. Additionally, the Consulate General of the Republic of Uzbekistan was established in Mazar-i-Sharif, and in 2018, the Consulate General of Afghanistan opened in Termez. Since the early years of state independence, Uzbekistan has been promoting its initiatives to peacefully resolve instability in Afghanistan². Although the unstable situation in Afghanistan has affected bilateral relations in different years, relations have not completely ceased. Relations continued on political, trade, and economic issues. In recent years, Uzbekistan has been pursuing a foreign policy aimed at improving the daily living conditions of the Afghan people. For example, the Central Asian countries bordering Afghanistan, in particular Uzbekistan, do not hide the interest of the Afghan government and leadership in the early start of the negotiation process between the Taliban movement, which consists of influential religious figures. In this regard, it should be noted that many officially registered and operating political parties in Afghanistan are also led by influential spiritual figures who actively participate in the country's political life. There is no doubt that the clergy will continue to play an important role in the upcoming inter-Afghan negotiations and in the future political processes of this country³.

When studying the influence of national and ethnic factors on the relations between Uzbekistan and Afghanistan, special attention should be paid to the following important aspects.

Uzbeks of Afghanistan. The Uzbeks of Afghanistan are considered the fourth largest ethnic group in Afghanistan, constituting approximately 10% of the country's population. There is no precise data on their exact numbers. According to the book

¹ O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Afg‘oniston bo‘yicha “Tinchlik jarayoni, xavfsizlik sohasida hamkorlik va mintaqaviy sheriklik” mavzusida o‘tkazilgan xalqaro konferensiyadagi nutqi. (27.03.2018). <https://president.uz/oz/lists/view/1601>

² Бобокулов И.И. Афғонистон. Луғат – маълумотнома. – Тошкент: “Complex Print”, 2021. – Б. 14.

³ Хайдаров А.А. Мусулманское духовенство vs. власть в современном Афганистане: взгляд из Узбекистана // Вестник Российского университета дружбы народов. Серия: Международные отношения. 2020. Т. 20. № 4. С. 747—762.

"Uzbeks of Afghanistan" by Professor N. Nazarov, the number of Turkic peoples in Afghanistan exceeds 8 million, of which 5.5 million are Uzbeks⁴. Similarly, information from various sources suggests that their number may be even greater, with some reports indicating that there are nearly 8 million Uzbeks in Afghanistan. However, these figures are based on estimates.

Afghan Uzbeks reside in the northern and eastern regions of Afghanistan. It is worth noting that they constitute the largest ethnic Uzbek population outside of Uzbekistan, and for centuries, they have placed great emphasis on preserving their rich culture and traditions without losing their national identity. The majority of Afghan Uzbeks are engaged in agriculture, animal husbandry, carpet-weaving, and entrepreneurship. Uzbeks inhabit the areas stretching from the border province of Herat to the border of Uzbekistan, including the regions of Samangan, Herat, Badghis, Faryab, Jowzjan, Sar-e Pol, and Balkh. Generally speaking, Turkic peoples also live in various other parts of Afghanistan. Northern Afghanistan, which is part of a sacred region known as "Turkistan," has been one of the crossroads of civilization for centuries. This is noted in Professor I. Boboqulov's book "Afghanistan: A Dictionary and Reference Guide" as follows: "Afghan Turkistan is the southern part of the historical and geographical Turkistan region (Central Asia). The territory extends from the confluence of the Kokcha River with the Amu Darya in the northeast to Herat in the southwest. Its length is 800 km. The width spans from the borders of Central Asian states to the Hindu Kush, measuring approximately 180 km. It covers an area of 150,000 square kilometers, which accounts for slightly less than a quarter of Afghanistan's territory. The majority of the population consists of Uzbeks, Tajiks, Turkmens, and Hazaras"⁵. Afghanistan has been the homeland of Turkic peoples for many years. It has deep traces of historical and cultural heritage. Even after the reigns of the Saaks, Kushans, Ghaznavids, Seljuks, Khwarazmshahs, Timurids, and the descendants of Babur, Turkic tribes lived in Afghanistan and knew this land as their homeland⁶. In addition, a large part of Afghanistan was incorporated into the Bukhara Khanate for several centuries, where the city of Balkh became a residence for the heirs (khantoras) of the Bukharan Khan⁷. According to S. Turayeva, a senior lecturer at the Educational Center for Afghan Citizens, Afghan Uzbeks hold a special respect for the history of the Timurids. During the period of this dynasty, cities located in present-day Afghanistan, particularly Herat, developed into major cultural and political centers. Many great figures of the Timurid

⁴ Қаранг: Назаров Н. Афғонистон ўзбеклари. – Т.: 2011. – Б. 7.

⁵ Бобоқулов И.И. Афғонистон. Луғат – маълумотнома. – Тошкент: "Complex Print", 2021. – Б. 38.

⁶ Хўжамуродов Н.С. Афғонистонлик ўзбекларнинг ижтимоий-иқтисодий ва маданий ҳаётидаги этномаданий жараёнлар. Oriental Renaissance: Innovative, educational, natural and social sciences. ISSN:2181-1784. 3(1), Jan., 2023. –Б. 44.

⁷ Алимов Р. Центральная Азия: общность интересов. – Т.: Шарқ, 2005. – Б.22.

state lived and flourished on Afghan soil⁸. However, most Afghan Uzbeks consider themselves descendants of Muhammad Shaybani Khan.

In conclusion, a unique dilemma emerges today in the national-ethnic aspects of Uzbekistan-Afghanistan relations. On one hand, there is a need to consider the interests of Uzbeks in Afghanistan, and on the other hand, to conduct foreign policy based on the principle of appropriate balance with the Taliban-led Interim Government of Afghanistan. In this regard, it is crucial to evaluate the national-ethnic factor in mutual relations as a guarantee of regional stability and security, and to seriously take into account its direct impact on Uzbekistan.

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⁸ То‘rayeva S. Afg‘onistonlik o‘zbeklar etnik kelib chiqishi haqidagi qarashlar. <https://zenodo.org/records/7619353>

INTEGRATING AI-POWERED TOOLS TO DEVELOP CRITICAL THINKING SKILLS IN PRE-SERVICE ENGLISH TEACHERS: CHALLENGES AND OPPORTUNITIES

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Annotation. The integration of AI-powered tools in teacher education is revolutionizing the way pre-service English teachers develop critical thinking skills. AI-driven applications such as intelligent tutoring systems, adaptive learning platforms, and automated feedback mechanisms provide personalized learning experiences that encourage analytical reasoning and problem-solving. This article examines the opportunities AI presents in fostering critical thinking, including real-time feedback, interactive discussions, and tailored learning pathways. However, it also addresses key challenges such as ethical concerns, algorithmic biases, and accessibility issues. The study highlights best practices for integrating AI effectively in teacher training programs, ensuring that it complements rather than replaces traditional pedagogical approaches. Findings suggest that while AI has immense potential to enhance critical thinking, its implementation must be carefully designed to maintain human-centered teaching values. The article concludes by discussing the implications of AI in shaping future educators' competencies and readiness for dynamic classroom environments.

Keywords: AI-powered tools, critical thinking, teacher education, pre-service teachers, adaptive learning, automated feedback, intelligent tutoring

Introduction. The rapid advancement of Artificial Intelligence (AI) has transformed various sectors, including education, where AI-powered tools are increasingly integrated into teaching and learning processes. In the context of teacher education, AI-driven technologies offer new opportunities to enhance the development of critical thinking skills among pre-service English teachers. Critical thinking is a fundamental competency for educators, enabling them to analyze, evaluate, and synthesize information effectively. As future English teachers navigate the complexities of language instruction, the ability to think critically is crucial for problem-solving, pedagogical decision-making, and fostering students' analytical skills. AI-powered tools, such as intelligent tutoring systems, adaptive learning platforms, and automated feedback mechanisms, provide innovative ways to cultivate critical thinking¹. These

¹ Luckin R. (2018). Artificial Intelligence and the Future of Learning. London: UCL Press.

technologies enable personalized learning experiences, offering real-time feedback and data-driven insights that encourage deeper engagement with content.

AI-driven discussion forums and interactive simulations further support the development of analytical reasoning by presenting complex, real-world scenarios for pre-service teachers to explore. Despite the numerous benefits, integrating AI-powered tools into teacher education presents challenges, including ethical concerns, data privacy issues, algorithmic biases, and accessibility disparities. Additionally, there is an ongoing debate regarding the extent to which AI should complement traditional pedagogical methods rather than replace human interaction in teacher training programs. This article explores the role of AI-powered tools in developing critical thinking skills in pre-service English teachers. It examines the opportunities and challenges associated with AI integration in teacher education, highlighting best practices for leveraging technology to enhance future educators' cognitive and pedagogical competencies. The integration of AI-powered tools in teacher education offers innovative ways to enhance critical thinking skills in pre-service English teachers.

These technologies provide interactive learning experiences that encourage analytical reasoning, problem-solving, and pedagogical decision-making². AI-driven applications, including intelligent tutoring systems, adaptive learning platforms, and automated feedback mechanisms, help pre-service teachers engage critically with language instruction and teaching methodologies. One of the most effective AI-powered technologies is intelligent tutoring systems (ITS). These systems offer personalized instruction by analyzing students' responses and tailoring lessons based on their needs. AI tutors, such as IBM Watson Tutor and Carnegie Learning, provide explanations, pose follow-up questions, and encourage critical engagement with linguistic and pedagogical content. Through ITS, pre-service teachers develop the ability to assess, interpret, and apply knowledge critically in teaching contexts. Another significant tool is automated feedback mechanisms.

Platforms like Grammarly, Turnitin, and OpenAI's ChatGPT analyze written work and provide instant suggestions for improvement. This real-time feedback encourages learners to critically evaluate their writing, argumentation, and organization of ideas³. Such AI-driven feedback helps future educators refine their analytical skills and encourages them to assess language patterns critically, an essential skill for English teachers. Adaptive learning platforms such as Coursera, Duolingo, and Khan Academy

² Hwang G. J., Xie H., Wah B. W., Gašević D. (2020). Artificial Intelligence in Education: Advances and Future Trends. *Computers & Education*, 151, 103850.

³ Holmes W., Bialik M., Fadel C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: Center for Curriculum Redesign.

customize learning experiences based on individual progress. These platforms assess users' knowledge and adjust content difficulty accordingly, prompting deeper cognitive engagement. By challenging pre-service teachers to reflect on their learning processes and adapt their strategies, adaptive learning promotes metacognitive awareness and critical thinking. AI-powered discussion forums and chatbots further enhance critical thinking by facilitating interactive learning environments. AI moderates online discussions, highlights key arguments, and suggests thought-provoking questions to deepen engagement. In teacher education programs, these forums allow pre-service teachers to practice evaluating different pedagogical perspectives, fostering a habit of critical analysis.

Additionally, AI-driven simulation-based learning and virtual reality (VR) environments provide pre-service teachers with immersive experiences in real classroom scenarios. Platforms such as TeachLivE and Mursion use AI-generated avatars to simulate student-teacher interactions, helping educators practice decision-making, classroom management, and instructional strategies⁴. These tools enable pre-service teachers to engage critically with real-world teaching challenges in a controlled setting, preparing them for future classrooms. The incorporation of AI-powered tools into teacher education presents several opportunities for improving critical thinking skills in pre-service English teachers. One of the most significant advantages is personalized learning, where AI tailors content to individual needs, strengths, and weaknesses. This customization ensures that learners engage deeply with complex topics, promoting analytical and reflective thinking. Another opportunity lies in real-time assessment and feedback.

Traditional feedback methods often involve delays, limiting students' ability to make immediate corrections. AI-powered tools provide instant feedback, allowing learners to identify and rectify misconceptions promptly⁵. This immediate correction process fosters deeper understanding and encourages self-directed learning. Furthermore, AI can support data-driven decision-making in teacher education. AI-powered learning analytics track student progress, highlight learning gaps, and suggest areas for improvement. By analyzing patterns in student responses, pre-service teachers can better understand their own cognitive processes and refine their teaching strategies accordingly. The development of independent learning and self-regulation skills is another key benefit of AI-driven education. With AI acting as a mentor, students take greater responsibility for their learning, actively engaging in problem-solving and reflective practice. This independence is crucial for teachers, who must be able to think

⁴ Schmid U., Klüber P., Girwidz R. (2021). AI and Teacher Education: A Systematic Review. *Journal of Educational Technology & Society*, 24(3), 1-14.

⁵ Ng W. (2021). *Emerging Technologies and Digital Learning: Towards Creative Pedagogies*. Cham: Springer.

critically and adapt to different classroom scenarios. AI also enables collaborative learning opportunities.

Through AI-driven platforms, students can engage in peer discussions, share diverse perspectives, and receive constructive feedback. This collaborative approach enhances their ability to evaluate information critically and develop well-rounded arguments. Despite its many advantages, integrating AI-powered tools into teacher education is not without challenges. One of the most pressing concerns is ethical issues related to AI-generated content and data privacy. AI systems collect vast amounts of user data, raising concerns about how this data is stored, used, and protected. Teacher training institutions must establish strict guidelines to ensure responsible AI use and safeguard students' personal information. Another challenge is algorithmic bias, which can lead to unfair or misleading recommendations. AI models are trained on existing datasets, which may contain biases that affect their suggestions. If AI-generated feedback is flawed or biased, pre-service teachers may develop misconceptions rather than enhance their critical thinking skills. To mitigate this issue, AI tools must be continuously updated and monitored to ensure fairness and accuracy. Over-reliance on AI is another potential drawback.

While AI can assist in developing critical thinking, it should not replace human interaction in teacher education. Teaching is an inherently social profession that requires empathy, emotional intelligence, and interpersonal skills qualities that AI cannot fully replicate⁶. Therefore, AI should be used as a supplementary tool rather than a substitute for traditional teacher training methods. Furthermore, technological disparities and accessibility issues present significant challenges. Not all educational institutions have access to advanced AI-powered tools, leading to inequities in teacher training.

Institutions must ensure that AI technologies are accessible and affordable to all pre-service teachers, preventing a digital divide in education. Lastly, pedagogical alignment with AI technology must be carefully considered. AI tools should be integrated meaningfully into the curriculum to complement existing pedagogical approaches. Teacher educators must be trained to use AI effectively and guide students in leveraging AI tools for enhanced learning outcomes.

Conclusion. AI-powered tools have the potential to revolutionize teacher education by enhancing critical thinking skills in pre-service English teachers. Intelligent tutoring systems, adaptive learning platforms, automated feedback mechanisms, and AI-driven simulations provide opportunities for deeper cognitive engagement, problem-solving, and reflective practice. These technologies enable personalized learning experiences,

⁶ Anderson T., Dron J. (2017). Teaching Crowds: Learning and Social Media. Edmonton: AU Press.

facilitate real-time feedback, and support data-driven decision-making, fostering independent and analytical thinking.

However, the integration of AI in teacher training comes with challenges, including ethical concerns, algorithmic biases, over-reliance on technology, and accessibility disparities. To maximize the benefits of AI in education, it is crucial to address these challenges through responsible AI use, continuous monitoring, and meaningful pedagogical integration.

By leveraging AI-powered tools effectively, teacher education programs can equip future English teachers with the critical thinking skills necessary to navigate the complexities of language instruction. As AI technology continues to evolve, it holds the promise of transforming teacher training and fostering a new generation of educators who are analytical, reflective, and adaptive in their teaching practices.

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**ПРОИЗВЕДЕНИЕ ОДНОГО ИЗ ВЫДАЮЩИХСЯ ДЕЯТЕЛЕЙ
УЗБЕКСКОЙ ЛИТЕРАТУРЫ МАКСУДА ШЕЙХЗАДА
“ДЖАЛАЛИДДИН МАНГУБЕРДИ”**

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Аннотация: речь идет о происхождении “Джалалиддина Мангуберди” Максуда Шайхзады, а также о том, что это произведение до сих пор является одним из произведений, достойных мутулы

Ключевые слова: храбрый, шедевр, полководец, бой, берег, враг, вождь, причина, в прошлом, ребенок.

Один из выдающихся деятелей узбекской литературы Максуд Шейхзаде родился в азербайджанском городе Агдаш седьмого октября тысяча восьмого года. Поэт Бирмингем приехал в Ташкент в девятьсот двадцать восьмом году и до конца жизни жил и творил в столице. Он считал этот город своей второй родиной. Шейхзаде создал такие сборники стихов, как «десять стихотворений», «мои согласные», «третья книга», «борьба нечун», «битва и песня», «капитан Гастелло», «дело сердца», историческую драму «Джалалиддин Мангуберди» и ряд других публицистических произведений.

Зачем Максуду Шейхзаде написал историческую драму “Джалалиддин Мангуберди”, которая в тысяча девятьсот сорок четвертом году, в то же время во время Второй мировой войны, привела к тому, что в голову впоследствии пришло много шуток (обвиненных в «идеализации феодального прошлого» узбекского народа и арестованных)?

По мнению известного литературоведа Наима Каримова, в годы войны власти поощряли писателей писать произведения о знаменитых полководцах прошлого. Они считали, что такие произведения могут побудить народ и армию учиться у отважных полководцев прошлого, народных героев, воспитать их в духе патриотических качеств этих знаменитых личностей. Получив такой творческий заказ, Шейхзада занялся написанием сценического произведения об одном из храбрых детей узбекского народа Джалалиддине Мангуберди. Тогдашний глава республики Осман Юсупов, чтобы быстрее завершить творчество поэта, отправляет его в Ферганскую область, один из нашей страны. "Не отвлекайтесь на другие дела. Народ с нетерпением ждет от тебя произведения о Джалалуддине. Иди в долину и вернись, чтобы закончить его как можно

скорее!" лидер вдохновляет поэта. Так, Максуд Шейхзада со своей женой Сакинаханым едет в Фергану и за полгода пишет историческую драму.

О Джалалуддине Мангуберди до сих пор создано немало исторических и художественных произведений не только в нашей стране, но и в других странах. Известный азербайджанский литератор узбекского происхождения Максуд Шейхзаде одним из первых воспел героизм Джалал-ад-Дина в своих произведениях. О великом полководце как о мужике Отечества идет речь в произведении весьма загадочного содержания, поднимающем моральный дух наших воинов. До сих пор каждая из его строк, каждое слово все еще передается из языка в язык.

Армия Чингисхана окружает Джалал-ад-Дина Мангуберди, не позволяя ему перейти реку. Джалалуддин Мангуберди, тысяча двести которого потерпели поражение в неравном сражении двадцать пятого ноября двадцать первого года (Битва на реке Синд), с 4000 воинов спрыгнул с 18-20-метровой скалы в реку Синд, переплыл ее правый берег и ушел вглубь пустыни (эту пустыню до сих пор называют пустыней Джалали). Чингисхан Джалалуддин, пораженный этой храбростью Мангуберди, посмотрел на своих сыновей и сказал: „Вот каким должен быть Отец Сын!“. Через несколько дней численность армии Джалалуддина Мангуберди достигла 7 тысяч человек. К нему присоединяются такие военачальники, как Кульбарс Бахадур, Кабкуч и Саадиддин Али аш-шарабдар со своими людьми. Джалалуддин Мангуберди после того, как он застрял в незнакомой пустыне Северной Индии со своими голодными воинами в костюмах джудура. Желая воспользоваться этим обстоятельством, он напал на рана, царя Джалаладдина Мангуберди. Рана погибает от снайперского лука Джалаладдина Мангуберди, а его армия отступает. Джалал ад-Дин Мангуберди захватывает большую добычу. В нем ярко описывается героизм Джалалуддина, неравенство его знаний.

Из истории известно, что Джалалуддин Мангуберди был забардастым представителем династии Хорезмшахов и проявил большой героизм в борьбе с монгольскими захватчиками. В частности, тысяча двести двадцать первого года сражение у реки Инд девятого декабря занимает большое место в жизни великого полководца. В этой битве он оказывает достойное сопротивление монгольским войскам во главе с Чингисханом. Однако силы были неравны. Не желая, чтобы женщина из его народа попала в руки врага и была унижена, полководец приказывает утопить весь гарем, а сам с оставшимися солдатами переправляется на другой берег реки.

Кроме того, историк и издатель Шихабуддин Мухаммад ан-Насави, секретарь Хорезмшаха, также описывает Мангуберди в своей работе “Сират ас-Султан Джалалуддин Мангуберди” как “Джалалуддин был человеком из Карачи, среднего роста, тюркской внешности и говорящим по-тюркски. В то же время он мог говорить по-персидски. Он был храбрым, храбрым, лучшим Львом среди львов, бесстрашным всадником, самым храбрым среди полчищ. Он был кротким, нежным человеком, не злился, не говорил оскорбительных слов, не смеялся, только улыбался, был беден. Он превозносил справедливость, справедливость” В нашей стране к фигуре Джалалуддина Мангуберди относятся с большим уважением. В 1999 году в нашей стране с размахом отмечалось 800-летие полководца. В этом же году в городе Ургенч установлен памятник нашему прадеду. В 2000 году был учрежден орден Джалалиддина Мангуберди.

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How to engage students in learning? Ways to make education more engaging

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Abstract

In this article incorporation of some interrelated activities in any teaching pattern can significantly boost students' engagement. This engagement is done emotionally, cognitively and also behaviorally – thereby positively influencing the learning and knowledge of students. In other words, students can relate the learning to their past experiences and can apply that throughout their daily activities. However, during teaching, it is common to observe the students' noticeable lack of interest or motivation in the classroom. This particular behavior is not only hard to correct but is also detrimental to the classroom dynamics. It undermines the positive energy for which you work so hard, expecting to build rapport with your students and create a sense of community and other information explained.

Key words: case study, society, social media, generate, body language, psychology, confidence, expression, attention, relation.

Как вовлечь студентов в обучение? Как сделать образование более интересным

Аннотация

Исследование предполагает, что включение некоторых взаимосвязанных мероприятий в любой учебный план может значительно повысить вовлеченность студентов. Это вовлечение осуществляется эмоционально, познавательное и также поведенчески - тем самым позитивно влияя на обучение и знания студентов. Другими словами, учащиеся могут соотнести обучение с их прошлым опытом и применять его в своей повседневной деятельности. Однако, во время преподавания, часто наблюдается заметное отсутствие интереса или мотивации учеников в классе. Это конкретное поведение не только трудно исправить, но и вредно для динамики в классе. Это подрывает позитивную энергию, ради которой вы так упорно работаете, ожидая, что вы будете строить отношения с учениками и создавать чувство сообщества.

Ключевые слова: тематический анализ, общество, социальные сети, генерировать, язык тела, психология, уверенность, выражение, внимание, отношения.

Introduction.

Therefore, it is crucial for every teacher to build a strong relationship with their students. Meet them where they are and make an attempt to understand them. To achieve this, teachers need to develop a strategy that actually works as an instructional management plan. This will help in promoting specific thought patterns (between teacher and students) and in achieving desired learning goals effectively.

To prevent students stray from the course and to keep them engaged in learning, there are some common teaching tips that every teacher should incorporate into their overall teaching pattern.

Here are the measures that you can take to engage students in learning:

- Tap into students' prior knowledge
- Learn students' interests
- Organize classroom discussions
- Design highly relevant learning activities
- Integrate Modern Technology
- Foster Competition among Students
- Provide Timely and Regular Feedback in Terms of Progress

Let's discuss each one of them in more detail.

Tap into Students' Prior Knowledge

You can motivate students to learn if, being a teacher, you link the course outline or program with their prior knowledge. Students are rarely interested in taking up lectures when they hold no prior knowledge of the topic.

Engagement is the secret key to learning. When students actively engage or participate to pursue knowledge, they are actually preparing for themselves a better life ahead – Tom Dewing, Ho Ho Kus Associate and consultant for Silver Strong

Understanding what your students already know can greatly help you tailor your teaching to the appropriate academic challenge level and identify and correct any misconceptions. For example, you can begin your lecture with a few open-ended questions, asking students to answer them in pairs.

Additionally, you may ask some multiple-choice questions that are based on the information you expect them to already know. This will help you in spotting the areas where you need to fill the gaps in understanding and leaving out the ones students are already aware of. Use the gathered information to build a course that would provide them with additional knowledge and link it with their existing understanding.

Nevertheless, tapping into learners' prior knowledge is an effective way to start the new course and an even better way to get learners involved with learning projects right from the beginning.

Optimize Learning with Effective Instructional Design

Engaging students in learning begins with the foundation of your courses. A well-structured and thoughtfully designed training program can make all the difference. Instructional Design, the science of crafting effective learning experiences, is the key to creating courses that captivate learners.

Maximize Your Course's Impact with Professional Instructional Design Services

Don't miss the opportunity to enhance your students' learning experiences. Visit our Instructional Design Services page to learn more about how we can help you maximize the potential of your training courses.

Learn Students' Interests

Sometimes there comes the situation when your students do not like your course material and they are quite disinterested or disoriented in learning. To overcome this issue, H. Richard Milner, a Director of the Center for Urban Education at the University of Pittsburgh suggests that students can be more motivated to work if they see the connection between course materials and their personal interests.

So, use the fascinations or interests of your students and find out what your learners like the most or are passionate about. Use these areas of interest as natural motivators to increase their engagement in learning. You can use many simple strategies to incorporate such areas of interest into your course outline. This will help them in understanding the material better and increasing their retention ability. Also, this helps in drawing the learner's attention toward the subject and improving their attention span, along with the time spent on each task.

Therefore, make the most of this easy-to-incorporate strategy and include the interests of learners throughout their course material. One of the ways to do this is to create assignments that would enable students to share their interests and experiences with other fellow learners. For instance, science students might prefer to explore common factors through various films or video games. This practice also requires you to engage in conversations with students on your own and learn more about and from them.

Organize Classroom Discussions

During the learning journey, a teacher shouldn't always be at the center of discussion. They should encourage the learners to share experiences and events from their community or home. When there is an appropriate environment for that, the engagement of the learners is much higher.

Let your learners express with each other about happenings of their lives, both inside and outside the learning curve. This will enable them to substantiate their positions and listen to others. They should be allowed to discuss whatever information they like discussing. Once you encourage such ‘rap sessions’, your learners will develop topics which they like to discuss. Moreover, you can too, decide some topics for them which would allow them to have a debate over an issue and to share their individual perspective, about a specific theme.

In this manner, learners will get an opportunity to develop their own voice, and you being a teacher will gain a lot of knowledge about your students.

Flipping the Classroom

Flipping the classroom is a proven method to engage students in learning. It involves a pedagogical approach in which the traditional lecture and homework elements of a course are reversed. Instead of learning new concepts in class, students are introduced to new content at home, typically via online videos. Then, in-class time is devoted to exercises, projects, or discussions that facilitate a deeper understanding of the material. This teaching strategy helps students gain control of their learning pace, leading to improved comprehension and retention. For educators, it presents the opportunity to spend more time interacting with students, addressing their difficulties, and adapting teaching strategies to individual learning styles. A report by the Flipped Learning Network and Sophia Learning found that 85% of teachers who flipped their classrooms noticed improved student grades.

Embrace Collaborative Learning

Collaborative learning is a significant strategy to enhance student engagement. This approach emphasizes the teamwork aspect of education, allowing students to learn from each other. It could involve group projects, study teams, or online discussions. When students work together, they learn to communicate, empathize, and develop social and leadership skills.

According to a study published by the National Education Association, collaborative learning leads to higher achievement, more positive relationships among students, and increased self-esteem. It transforms the classroom from a teacher-centric space into a learner-centric one. Incorporating collaborative learning can also be advantageous in preparing students for the 21st-century workplace, which values teamwork and communication highly.

Design Highly Relevant Learning Activities

Aiming for learners’ engagement, it is imperative that the learners perceive your designed activities as meaningful and helpful. Some research suggests that students cannot be engaged in learning up to a satisfactory level if they fail to consider their

learning activities worthy of putting effort or investing time. To consider the worst, they may disengage with the course entirely, as a natural response.

Therefore, before you design the learning activities you must take the advantage of their areas of interest, and their learning preferences. To make sure that the developed learning activities will motivate the student to get more engaged in learning, you must keep them personally meaningful.

The most important single factor influencing learning is what the learner already knows – David Ausubel, educational psychologist

For instance, connect these activities in accordance with their prior experiences and previous knowledge, reflecting the value or meaning of the assigned activity in relevant ways.

Also, an expert or adult modeling should also assist students; by demonstrating why a particularly designed activity is worth investing time and effort and when and how this can be applied in their real lives.

Integrate Modern Technology

The majority of teachers are leaving out the traditional learning patterns and adopting more advanced application of technology. Such measures are adopted to encourage student engagement in learning at a better level, make them exert more effort in learning and to make them excited to accomplish their learning goals. Students follow through their learning process often using modern technology.

Some of the examples you can refer to are the following:

- ✚ Mobile App
- ✚ Game-based learning
- ✚ Adaptive learning
- ✚ Virtual reality
- ✚ ChatGPT and other AI-based tools

Artificial Intelligence (AI) is dramatically changing the educational landscape, and tools like ChatGPT are at the forefront of this transformation. These AI-driven applications assist in personalized learning, adapt to students' learning pace, and provide immediate feedback, enhancing engagement.

For instance, ChatGPT can interact with students, clarify their doubts, and provide detailed explanations on a wide range of topics. Teachers can use AI tools to automate repetitive tasks, allowing them to focus more on their students. AI can also help educators analyze student performance data, identifying areas of improvement.

A study from social.com revealed that 24% of respondent educators who have already started using AI in their classrooms found it beneficial. As technology evolves, AI tools

will likely become an increasingly common component in classrooms, helping to engage students in their learning journey.

Unlocking the Power of Mobile Learning

Mobile learning is no longer a luxury but a necessity. To truly capture and engage modern students, educational initiatives must embrace the convenience and flexibility that mobile learning offers.

Today's learners are on the move, and their education should be too. Mobile learning, or mLearning, allows students to access educational content at their convenience, fitting seamlessly into their busy lives. It empowers them to use educational technology on their mobile devices in ways that suit their preferences and lifestyles.

Curious to learn more about the transformative potential of mobile learning? Dive deeper into the topic by exploring our article on 'What Is Mobile Learning?'. Discover how it can seamlessly integrate into your learning ecosystem, offering unparalleled flexibility and accessibility in today's fast-paced world.

Foster Competition among Students

Competition is a great way to motivate students to learn better or to make them engaged in learning more naturally. When a teacher develops a sense of competition among his/her students, it encourages the students to do what is needed to remain ahead of others. In other words, the sense of competition is basically student's continuous personal evaluation which they make to understand how well they can succeed in a challenge or learning activity.

According to many researchers, if students perform an activity effectively, it can create a positive impact, leading to more learning engagement. Hence, to strengthen this sense of competition amongst learners, the developed learning activities must be:

- ❖ A little beyond the current proficiency level of the student
- ❖ Designed to help students show understanding throughout the learning activity
- ❖ Well incorporated with feedbacks that will eventually assist students in their learning process.

Provide Timely and Regular Feedback in Terms of Progress

Students need to know the weak areas in which they need to put efforts to improve. And if students fail to recognize such low-performance areas, they fail to improve their learning. Such situation discourages them and often disengages them from their course.

The students, who get an access to modern online technology, like this learning pattern immensely. Similarly, many students including me now use modern technology as an ultimate tool to obtain students' engagement in learning – David Harms, Instructor of Social Studies, Perrysburn

Therefore, providing feedback is crucial to give students an explanation of where they are performing satisfactory and where they need to excel efforts, where they understand the material correctly and where incorrectly. When students receive regular feedback about their performance they respond more positively and remember the experience of what is being learned.

However, if you wait too long to provide feedback, the moment gets lost and the student fails to connect the feedback with the required action. However, the feedback focus should always be based essentially on the good learning areas of the students — area in which they are performing well. It is highly productive for students and their learning; to know the accuracy and inaccuracy of their work, when provided with adequate explanations or examples. Also, to keep your feedback effective and action-oriented, use the technique of a feedback sandwich.

Elevate Continuous Education with Engaged Lifelong Learners

Lifelong learners are a unique breed. Driven by curiosity and a thirst for new knowledge, they are motivated to explore, adapt, and grow throughout their lives. However, the path to keeping them engaged isn't without its hurdles. These students are often balancing learning with busy lives, careers, and a myriad of commitments. For educational initiatives offering continuous education, the ability to captivate these learners is paramount.

Explore our Continuing Education for Universities product page to discover how Raccoon Gang can help you transform the learning experience for this unique and valuable demographic.

Conclusively

Now that you know how to engage students in learning, do you apply any of these engagement facilitators when implementing or designing various learning activities? If not, you should start right away!

All of these effective approaches to boost students' engagement in learning are not complex, but they might require you to invest adequate time in planning. Yet, they hold great potential to assist teachers in deepening their students' knowledge, building strong relationships with students, and developing instructional and curriculum practices that are way more meaningful to students.

After all, a good learning pattern is beneficial for both teachers and students, and while you may initially find it challenging to incorporate, this will eventually bring positive outcomes for everyone associated with the course.

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Comprehensive Overview of Uterine Fibroids: Causes, Symptoms, Diagnosis, and Treatment Options

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Annotation:

Uterine fibroids, also known as leiomyomas, are benign tumors that develop in the uterus, affecting many women during their reproductive years. This article provides an in-depth overview of fibroids, including their types, causes, symptoms, diagnostic methods, and treatment options. It explores the role of hormones, genetic predisposition, and lifestyle factors in their development. Various treatment approaches, ranging from watchful waiting to medication, minimally invasive procedures, and surgical interventions, are discussed. The article emphasizes the importance of individualized treatment based on symptom severity and reproductive goals.

Keywords: Uterine fibroids, leiomyomas, benign tumors, reproductive health, menstrual disorders, pelvic pain, infertility, hormonal therapy, myomectomy, hysterectomy, minimally invasive procedures.

Uterine fibroids, also known as leiomyomas or myomas, are benign tumors that develop from the smooth muscle tissue of the uterus. They are among the most common gynecological conditions, affecting a significant number of women during their reproductive years. While many women with fibroids remain asymptomatic, others may experience a range of symptoms that can impact their quality of life.

Types of Uterine Fibroids

Fibroids are classified based on their location within the uterus:

Intramural Fibroids: Develop within the muscular wall of the uterus and are the most common type.

Submucosal Fibroids: Grow just beneath the inner lining of the uterus and can protrude into the uterine cavity.

Subserosal Fibroids: Form on the outer surface of the uterus, extending into the pelvic cavity.

Pedunculated Fibroids: Attached to the uterine wall by a stalk-like structure.

Causes and Risk Factors

The exact cause of uterine fibroids remains unclear, but several factors are believed to contribute to their development:

Hormonal Influence: Estrogen and progesterone, hormones that regulate the menstrual cycle, are thought to promote the growth of fibroids. Fibroids often enlarge during pregnancy when hormone levels are high and shrink after menopause when hormone levels decrease.

Genetic Predisposition: A family history of fibroids increases the likelihood of developing them.

Age and Ethnicity: Women aged 30-50 are more susceptible, with African-American women at a higher risk compared to women of other ethnicities.

Lifestyle Factors: Obesity, a diet high in red meat, and low in green vegetables, fruit, and dairy products may elevate the risk. Conversely, regular physical activity may reduce the risk.

Symptoms

Many women with fibroids do not exhibit symptoms. When symptoms are present, they may include:

Menstrual Changes: Heavy or prolonged menstrual bleeding, sometimes leading to anemia.

Pelvic Pain and Pressure: Discomfort or a sense of fullness in the lower abdomen.

Reproductive Issues: Infertility, recurrent miscarriages, or complications during pregnancy.

Urinary and Bowel Symptoms: Frequent urination, difficulty emptying the bladder, or constipation due to pressure on adjacent organs.

Diagnosis

Diagnosis typically involves:

Pelvic Examination: A healthcare provider may feel irregularities in the shape of the uterus.

Imaging Tests: Ultrasound is commonly used to visualize fibroids. Magnetic Resonance Imaging (MRI) provides detailed images and is useful in complex cases.

Hysteroscopy: A procedure where a small, lighted scope is inserted through the cervix to examine the uterine cavity.

Treatment Options

Treatment depends on the severity of symptoms, size and location of fibroids, and the patient's desire for future pregnancies:

Watchful Waiting: For asymptomatic fibroids, regular monitoring without active intervention.

Medications: Hormonal therapies can help regulate the menstrual cycle and reduce symptoms. Non-hormonal medications may address pain and bleeding.

Minimally Invasive Procedures: Uterine artery embolization cuts off blood supply to the fibroid, causing it to shrink. MRI-guided focused ultrasound surgery uses high-intensity ultrasound waves to destroy fibroid tissue.

Surgical Options: Myomectomy involves removing fibroids while preserving the uterus, suitable for women wishing to maintain fertility. Hysterectomy, the removal of the uterus, is a definitive solution for severe cases.

Conclusions:

Uterine fibroids are a common gynecological condition that can significantly impact women's health and quality of life. While some women remain asymptomatic, others may experience severe symptoms requiring medical intervention. Early diagnosis and personalized treatment strategies are essential for effective management. Advances in minimally invasive procedures have provided alternative options for women who wish to preserve fertility. A comprehensive understanding of fibroids, including risk factors and treatment options, can help women make informed healthcare decisions.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

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Особенности интенсивного научно - технического прогресса требуют формирования умения и навыков самообразования, потребности в непрерывном самостоятельном творческом овладениями знаниями на уровне природных способностей. Представление таких образовательных услуг становится неотъемлемым требованием к современным и перспективным системам образования.

Перспективные системы образования должны обеспечить реализацию право личности на получение желаемого образования. Такой формой получения образования является дистанционное обучение [3], [4].

Термин технология дистанционного обучения не стандартизован. Одно из распространенных определений следующее: технология дистанционного обучения - это система методов, специфических средств и форм обучения для тиражируемой реализации заданного содержания образования [2].

Технология дистанционного обучения может рассматриваться, как разновидность педагогической технологии. Учитывая то, что термин «педагогическая технология» также не стандартизован, чаще всего пользуются определением данной ЮНЕСКО. На основе данного общего определения педагогической технологии и специфичности дистанционного обучения может быть сформулировано определение технологии дистанционного обучения как: технология дистанционного обучения - это системной подход создания, применения, определение и тиражирования всего процесса образовательных услуг, с учетом технических и человеческих ресурсов и их взаимосвязей, ставящей своей задачей оптимизацию форм образования при неконтактном индивидуализированном обучении [1].

Технология дистанционного обучения включает в себя:

- технологию представления образовательной информации;

- технологию передачи образовательной информации;
- технологию хранения и обработки образовательной информации.

Образовательная информация - это знания, которые необходимо передать обучаемому с той целью, чтобы он мог квалифицированно осуществлять определенную деятельность. При дистанционном обучении, прежде всего, особые требования предъявляются к создаваемым электронным учебникам. Представляемая в них информация должна иметь совершенно иную организацию и структуры в связи с психофизиологическими особенностями восприятия информации на экране компьютера, так и технологией доступа к ней. Учебник для дистанционного обучения должен обладать следующими специфическими качествами:

- развитой гипертекстовой структурной в понятийной части курса (определения, теоремы), а также в логической структуре изложения (последовательность, взаимосвязь частей);
- учебной для пользователя системной навигации, позволяющие ему легко перемещаться по курсу, отправлять электронные письма преподавателю, переход в раздел дискуссий;
- использование мультимедийных возможностей современных компьютеров и интернет;
- наличия подсистемы контроля знаний встроенный в учебник;
- наличия глоссария (автономные справочные материалы) и ссылки на них. Глоссарии разрабатываются для курса или серии курсов, отдельных модулей;
- ссылками на литературные источники, электронные библиотеки и на источники информации в сети интернет;
- доступностью - быстрая загрузка, без усложнения эффектами;
- эффективной обратной связью с преподавателем (электронная почта,...) средство для переговоров через интернет в реальном масштабе времени.

Передача образовательной информации осуществляется с помощью образовательных технологий.

Образовательная технология – это комплекс дидактических методов и приемов, используемых для передачи образовательной информации от источника к потребителю и зависящих от формы её представления. При дистанционном обучении большое внимание должно уделяться активизации образного мышления, то есть представление учебного материала должно воспроизводит

мысль преподавателя в виде образов. Главным в образовательных технологиях дистанционного обучения становится визуализация мысли, информации знаний. Наиболее приспособленным для использования в дистанционном обучении можно считать следующие образовательные технологии.

– видео-лекции; мультимедиа-лекции и лабораторные практикумы; электронные мультимедийные учебники; компьютерные обучающие тестирующие системы; имитационные модели и компьютерные тренажеры; консультации и тесты с использованием телекоммуникационные средств; видеоконференции.

Хранение и обработка образовательной информации, доставка её обучаемому, интерактивное взаимодействие обучаемого и обучающего осуществляется аппаратно-программными средствами, базирующиеся на использование вычислительной техники. Это представляет собой *информационные технологии*. Технология дистанционного обучения обосновано и реализуется на ряде педагогических принципов, которые взаимосвязаны и взаимозависимы, дополняют и обуславливают друг друга.

К таким специфическим принципам дистанционного обучения можно отнести [1]:

Принцип интерактивности. Этот принцип отражает закономерность дистанционных контактов не только слушателей с преподавателями, но и слушателей между собой. Опыт показывает, что интенсивность обмена информацией между слушателями больше, чем между слушателем и преподавателем.

Принцип стартовых знаний. Для дистанционного обучения необходима предварительная подготовка слушателя и наличие аппаратно-технических средств, иметь компьютер с выходом в интернет, навыками работы в данной сети.

Принцип индивидуализации. В реальном учебном процессе проводится входной и текущий контроль. На основании их результатов составляются индивидуальные планы обучения, в том числе и выполнения недостающих начальных знаний и умений.

Принцип идентификации. Это необходимость контроля самостоятельности учения, что достигается очной формой контакта, видеоконференцсвязью, использованием различных технических средств.

Принцип регламентности обучения. Характеризуется разработкой и использованием жесткого графика планирования и контроля учебного процесса.

Принцип педагогической целесообразности применения средств новых информационных технологий. При проектировании, создании и организации системы дистанционного обучения необходимо оценить целесообразность применения существующих информационных технологий, чтобы не сделать ошибку преимущественного ориентирования на какое-то средство обучения. Таким образом, из выше изложенного следует, что дистанционное обучение помогает обучающим развивать навыки самостоятельной работы, приобретать современные, информационные компетенции, которые необходимы каждому специалисту для успешного развития в сфере своей профессиональной деятельности.

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**ОПЫТ ВЫПОЛНЕНИЯ ХИРУРГИЧЕСКИХ ВМЕШАТЕЛЬСТВ У
ПАЦИЕНТОВ С ОЖИРЕНИЕМ**

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Summary. As a result of the application of the developed method and the achieved reduction in body weight, the positive dynamics of concomitant diseases indicators were also confirmed, so in 14 (37.8%) (of the monitored patients) it was possible to achieve normalization of blood pressure in the period from 12 to 18 months after the operation, also in the long term the registration of cases of OSA decreased from 48.6% to 8.1%, during preoperative preparation the elevated blood glucose level was detected in 15.5%, after 6 months it was established in 13.2% and on average amounted to 7.2 ± 3.1 mmol/l, after 12 months in 11.4% of patients.

Key words: obesity, obesity treatment, bariatric surgery, laparoscopic longitudinal resection of the stomach, bariatric surgery, sleeve gastrectomy.

Relevance. The concept of metabolic syndrome (MS) was put forward to identify a group of people with a single pathogenetic base and several risk factors. Representatives of this group have a high risk of developing type 2 diabetes, cardiovascular diseases, metabolic disorders, musculoskeletal pathologies, etc. All these factors indicate the need for both the identification of this condition and timely correction. The problem of MS has high social significance, including the need to increase patient awareness, education in the field of obesity prevention, principles of healthy eating, increasing the role of physical education and sports, especially among children and young people. On the other hand, there is a need to improve diagnostics and identify manifestations of MS, identify new effective methods for correcting the main components of MS (obesity, arterial hypertension, carbohydrate and lipid metabolism disorders). Meta-analysis of large-scale studies demonstrates the presence of MS in the adult population in the range of 10%-30% of the population, in correlation with its population characteristics and the diagnostic criteria used. In Uzbekistan, this indicator varies from 26 to 37%, and “in women it occurs 2.5 times more often and the number of patients increases with age” (1,2,3,4,5,6,7,8,9,10).

Most often, studies in this area are conducted from the standpoint of comparing the effects of various types of bariatric interventions, although many publications provide

facts indicating that the same operation can lead to different results in patients who differ in gender, age, ethnicity, regional composition, initial vital signs, eating disorders and other parameters, that is, belonging to different clinical and demographic groups (11,12,13,14,15,16).

Current guidelines from the American Society for Metabolic and Bariatric Surgery (ASMBS) and a number of other societies recommend conducting such an analysis using standardized methods, in particular integrated outcome assessment systems (such as the BAROS system) and specialized quality of life questionnaires (17,18,19,20,21). Most researchers and routine clinical practice still rely on classifying patients by the degree of obesity based on determining the body mass index (BMI), in combination with the presence/absence of any comorbid conditions (1,22). The study of treatment results most often comes down to comparisons based on one or several individual parameters.

In recent years, metabolic phenotypes of obesity have been identified with a distinction between metabolic-active and metabolic-inactive obesity (1,23,24,25). However, with regard to surgical treatment, this concept has not yet been worked out (1,26). Thus, the development of a modern classification based on metabolic phenotypes of obesity for use in bariatric surgery is a pressing issue. And a personalized strategy from the perspective of metabolic phenotypes of obesity in relation to surgical treatment is significant in the perspective of increasing the effectiveness and safety of bariatric interventions and improving treatment outcomes in general (1). In addition to the severity of obesity and metabolic phenotype, a number of other factors influence the prognosis of surgical treatment results for each potential candidate for bariatric surgery. These factors can only be optimally considered in combination.

Data Mining technologies help to determine the significance of these factors at the present stage. In addition to the standard statistical component, cluster analysis (CA) and information technologies for statistical synthesis of criteria and decision-making algorithms are most often used for medical purposes (1,27). To date, there is no “ideal” bariatric (metabolic) surgery, the results of which would satisfy patients and surgeons in terms of the benefit-risk ratio (1). Therefore, the issues of choosing the method of intervention, perioperative management of patients, surgical technique, increasing the reliability of the staple suture, locoregional anesthesia, intraoperative and postoperative prevention of complications in obesity surgery remain extremely relevant.

According to the literature, overweight patients have an increased risk of developing malignant neoplasms compared to the rest of the population, primarily endometrial cancer in women (2). It has been established that timely bariatric correction reduces this risk. At the same time, the question of the possibility and feasibility of a one-stage

surgical stage of treatment of neoplasms, in particular pelvic organs, and morbid obesity (MO) with an already established tumor diagnosis remains open. There are practically no publications on this topic in the literature, with the exception of a single report from the Mayo Clinic (2). The accumulation of experience of such interventions and the analysis of immediate and long-term results, in our opinion, are also of significant clinical interest and relevance. The search for ways to solve the problem of metabolic syndrome, especially in the context of the use of surgical methods, makes it possible to correlate the risk of surgery with the possible benefit of correcting metabolic syndrome, which, in the context of the lack of an unambiguous solution to this problem, makes the significance and importance of scientific research obvious.

Purpose of the study. To improve the results of surgical treatment of patients with obesity by developing and implementing a new method of surgical intervention.

Materials and methods. This work is based on an analysis of the results of examination and treatment of 152 patients with various types of external hernias of the anterior abdominal wall, who were examined and inpatiently treated in the 1st surgical department of the Bukhara Regional Multidisciplinary Medical Center and the Department of Thoracoabdominal Surgery of the Multidisciplinary Clinic of the Tashkent Medical Academy for the period from 2011 to 2023. The analyzed material included women of reproductive age who planned to have children in the future. The control group consisted of all women with hernias of the anterior abdominal wall who underwent traditional hernial orifice repair without the use of allomaterial. The main group is all women with hernias of the anterior abdominal wall who underwent alloplasty according to our recommendations.

Research results and discussion. During the period of implementation of bariatric surgeries, vertical gastroplasty of the Mason type was performed in 15 (5.4%) patients, of which 10 (3.6%) in the clinic modification, gastric bypass of the Fobi type was performed in 24 (8.7%) patients, gastric bypass of the Mason type in 29 (10.5%) patients, mini gastric bypass was performed in 25 (9.05%) cases, laparoscopic non-adjustable gastric banding (LNBJ) with a band developed in the clinic was performed in 11 (4.0%) patients, 51 (18.5%) patients underwent "sleeve" gastrectomy, of which 45 (16.3%) in the laparoscopic version, 37 (13.4%) patients were operated using a new technique of laparoscopic gastroplication, in order to correct sagging skin and fat flaps after weight loss. 56 (20.3%) patients underwent abdominoplasty.

Our study included 82 patients who were divided into 2 groups: the main group (Group 1) consisted of 37 patients who underwent surgery over 2 years using a new technique of laparoscopic gastroplication. These patients were surveyed at periods from 6 months

to 3 years after surgery. Of these, 25 were women (67.6%) and 12 were men (32.4%), aged from 29 to 59 years, the average age was 37.1 ± 0.54 years.

The control group (Group 2) included 45 people who underwent laparoscopic longitudinal gastrectomy, it included 9 (33.3%) men and 30 women (66.7%) aged from 25 to 57 years. The average age was 34.4 ± 0.81 years. The average age was 34.4 ± 0.81 years, with 87.3% of patients under 50 years of age, i.e. they were in their prime working age. The body weight of the operated patients ranged from 110 to 208 kg, averaging 166.41 ± 3.61 kg. Excess body weight ranged from 49 to 92%. That is, almost all patients had body weight that was more than twice as large as their ideal weight. The body mass index ranged from 35 to 57 kg/m² in the operated patients, with an average BMI of 48.6 ± 0.32 kg/m². The duration of obesity ranged from 5 to 17 years, averaging 10.4 ± 0.6 years. Each patient was repeatedly treated in hospitals of various profiles. Therapeutic diets and fasting were used by 100% of patients, but none of them managed to lose more than 20 kg. After stopping conservative treatment, patients regained their original weight and noted an increase in weight in a short period of time. The vast majority of patients had concomitant diseases in the compensation stage, which, in our opinion, were mainly associated with existing pathological obesity. Thus, arterial hypertension was detected in 67 (81.7%) patients of the main group, obstructive sleep apnea syndrome (OSAS) in 44 (53.6%), diseases of the musculoskeletal system in 36 (43.9%), diabetes mellitus - 21 (25.6%), varicose veins of the lower extremities in 19 (23.2%). Obesity and concomitant diseases led to loss of working capacity in 55 (49.1%) patients. 14 (12.5%) patients were unable to keep their families together and were divorced. Laparoscopic gastroplication is indicated for patients with obesity and metabolic syndrome, motivated to lose weight, ready for physical activity after surgery and development of eating behavior, the developed method is a necessary trigger for this. Bariatric interventions allow patients to return to an active existence in society and return the quality of life to the level of patients without obesity.

Conclusions: 1. If patients with obesity have the clinical picture of "metabolic syndrome" and obesity-associated pathology, it is necessary to offer surgical methods of weight correction.

2. When choosing a bariatric surgery method, it is necessary to be guided by the patient's body mass index, obesity history, patient motivation and the severity of the associated pathology.

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SUD TIBBIYOTI FANIDAN MUSTAQIL ISHLARNI BAHOLASH USULLARINI TASHKIL ETISH VA TAKOMILLASHTIRISH

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Annotatsiya. Mustaqil ish-o'qituvchining ko'rsatmasi va uslubiy rahbarligi ostida, lekin uning bevosita ishtirokisiz (o'qituvchining qisman bevosita ishtirokida, talabalar ishida yetakchi rolni qoldiradigan) darsdan tashqari (sinf) vaqtda bajariladigan talabalarning rejalashtirilgan o'quv, o'quv va tadqiqot, ilmiy - tadqiqot ishlari. Oliy o'quv yurti talabalarining mustaqil ishi talabaning o'quv va ilmiy faoliyatining muhim turi hisoblanadi. Talabalarning mustaqil ishi reytingli o'qitish texnologiyasida muhim rol o'ynaydi. Shu munosabat bilan Oliy o'quv yurtida o'qish hajmi va o'zaro ta'siri jihatidan deyarli bir xil bo'lgan ikkita qismni – o'quv jarayoni va o'z-o'zini o'rganish jarayonini o'z ichiga oladi. Shuning uchun TMI talabaning samarali va maqsadli ishiga aylanishi kerak.

Kalit so'zlar: sud tibbiyoti, mustaqil ta'lim, baholash mezonlari.

Ta'limni modernizatsiya qilish konsepsiyasi oliy ta'limning asosiy vazifalarini belgilaydi - "tegishli darajadagi va profildagi malakali xodimni tayyorlash, mehnat bozorida raqobatbardosh, malakali, mas'uliyatli, o'z kasbini yaxshi biladigan va tegishli faoliyat sohaslariga yo'naltirilgan, jahon standartlari darajasida mutaxassislik bo'yicha samarali ishlashga qodir, doimiy kasbiy o'sishga, ijtimoiy va kasbiy harakatchanlikka tayyor". Ushbu muammolarni hal qilish talabalarning o'quv materiallari bo'yicha mustaqil ishlarining rolini oshirmasdan, o'qituvchilarning mustaqil ishlash ko'nikmalarini rivojlantirish, talabalarning kasbiy o'sishini rag'batlantirish, ijodiy faoliyat va tashabbuskorlik uchun javobgarligini oshirmasdan mumkin emas. Jamiyat tibbiyot sohasidagi zamonaviy mutaxassisga juda keng talablarni qo'yadi, ular orasida bitiruvchilarning ma'lum talablarga ega bo'lishi muhim ahamiyatga ega Ko'nikmalar (vakolatlar) va turli manbalardan mustaqil ravishda bilim olish, olingan ma'lumotlarni tizimlashtirish, muayyan kasbiy vaziyatga baho berish qobiliyati. Bunday ko'nikmaning shakllanishi o'quv davrida talabalarning amaliy mashg'ulotlarda ishtirok etishi, nazorat topshiriqlari va testlarini bajarish, kurs ishlari va bitiruv malakaviy ishlarini yozish orqali amalga oshiriladi. Shu bilan birga, talabalarning mustaqil ishi butun o'quv jarayonida hal qiluvchi rol o'ynaydi.

TMIning maqsadlari va asosiy vazifalari.

TMI tashkil etish va amalga oshirishning etakchi maqsadi talabani o'qitish maqsadiga – oliy ma'lumotli mutaxassis tayyorlashga to'g'ri kelishi kerak. TMI tashkil qilishda bilim, ko'nikma va o'quv va ilmiy faoliyatni tashkil etish imkoniyatlarini egallash uchun mustaqil ishlash qobiliyatini shakllantirish muhim va zaruriy shartdir. Talabalarning mustaqil ishining maqsadi fundamental bilimlarni, kasbiy ko'nikmalarni va Profil (vakolatlar) bo'yicha faoliyat ko'nikmalarini, ijodiy, tadqiqot faoliyati tajribasini o'zlashtirishdir. Talabalarning mustaqil ishi mustaqillik, mas'uliyat va tashkilotchilikni rivojlantirishga, o'quv va kasbiy darajadagi muammolarni hal qilishda ijodiy yondashishga yordam beradi. Yuqoridagi vakolatlarni shakllantirish nuqtai nazaridan TMIning vazifalari quyidagilardan iborat:

- talabalarning olingan nazariy bilimlari va amaliy ko'nikmalarini tizimlashtirish va mustahkamlash;
- nazariy bilimlarni chuqurlashtirish va kengaytirish;
- normativ, huquqiy, ma'lumotnoma hujjatlari va maxsus adabiyotlardan foydalanish ko'nikmalarini shakllantirish;
- talabalarning bilim qobiliyatlari va faolligini rivojlantirish: ijodiy tashabbus, mustaqillik, mas'uliyat va tashkilotchilik;
- fikrlash mustaqilligini, o'z-o'zini rivojlantirish, o'zini takomillashtirish va o'zini o'zi anglash qobiliyatini shakllantirish;
- tadqiqot ko'nikmalarini rivojlantirish;
- seminarlarda, amaliy va laboratoriya mashg'ulotlarida, nazorat (va yakuniy malaka ishlarini) yozishda mustaqil mashg'ulotlar davomida to'plangan va olingan materialdan yakuniy testlar, imtihonlar, davlat yakuniy attestatsiyasi va mutaxassisning boshlang'ich akkreditatsiyasiga samarali tayyorgarlik ko'rish uchun foydalanish

Mustaqil ish turlari

Sud tibbiyoti fanidan o'quv jarayonida mustaqil ishning ikki (bir) turi(a) – o'qituvchi rahbarligida va sinfdan tashqari ishlar ajratiladi. Ushbu turdagi ishlarning yaqin aloqasi uni amalga oshirish natijalarining differentsiatsiyasi va samaradorligini ta'minlaydi va o'quv jarayonining tashkil etilishi, mazmuni, mantig'iga (fanlararo aloqalar, istiqbolli bilimlar va boshqalar) bog'liq: fan bo'yicha sinfdan mustaqil ish o'qituvchining bevosita rahbarligi ostida va uning topshirig'iga binoan o'quv mashg'ulotlarida amalga oshiriladi. Sinfdan tashqari mustaqil ish talaba tomonidan o'qituvchining topshirig'iga binoan amalga oshiriladi, ammo uning bevosita ishtirokisiz.

O'qituvchilar ishtirokisiz talabalarning mustaqil ishlarining asosiy turlari:

Talabalarining mustaqil ishini tashkil etish metodologiyasi o'rganilayotgan fanning tuzilishi, tabiati va xususiyatlariga, uni o'rganish soatlari hajmiga, talabalarining mustaqil ishlashi uchun topshiriqlar turiga, talabalarining individual fazilatlar va o'quv faoliyati sharoitlariga bog'liq.

Talabalarining mustaqil ishlarini tashkil etish jarayoni quyidagi bosqichlarni o'z ichiga oladi:

* tayyorgarlik (maqsadlarni aniqlash, dastur tuzish, uslubiy ta'minotni tayyorlash, uskunalarni tayyorlash);

* asosiy (dasturni amalga oshirish, ma'lumot qidirish, o'zlashtirish, qayta ishlash, qo'llash, bilimlarni uzatish, natijalarni qayd etish, ish jarayonini o'z-o'zini tashkil etish usullaridan foydalanish);

* yakuniy (natijalarning ahamiyatini baholash va tahlil qilish, ularni tizimlashtirish, dastur samaradorligini va ish usullarini baholash, mehnatni optimallashtirish yo'nalishlari bo'yicha xulosalar). Talabalarining mustaqil ishlarini tashkil etish: fakultet, kafedra, o'quv va uslubiy bo'limlar, o'qituvchi, kutubxona, universitetning elektron axborot - ta'lim muhiti va talabaning o'zi tomonidan ta'minlanadi.

Sud tibbiyoti fanidan talabalarining mustaqil ishlarini baholash mezonlari.

Vaziyatli muammoning echimini baholash uchun:

Agar muammo to'g'ri hal qilinsa, savollarga javoblar aniq shakllantirilsa, "a'lo" baho beriladi.

Malumot javobi talabaning nazariy jihatdan asosli qaroriga to'liq mos keladi. "Yaxshi" baho beriladi, agar muammo hal qilinsa, savollarga javoblar etarlicha aniq shakllantirilmagan.

Talabaning qarori odatda mos yozuvlar javobiga mos keladi, ammo nazariy jihatdan etarlicha asosli emas. Baholash "qoniqarli", agar muammo to'liq hal qilinmasa, javoblar echimning barcha zarur asoslarini o'z ichiga olmaydi.

Agar muammo hal qilinmasa yoki berilgan savollarga javob berishda qo'pol nazariy xatolar bo'lsa, "qoniqarsiz" baho beriladi

Abstraktlarni baholash uchun: Agar abstrakt dizaynning barcha talablariga javob bersa, keng bibliografik ro'yxat taqdim etilsa, "a'lo" baho beriladi. Inshoning mazmuni talabaning muammoga nisbatan asosli qarashlarini aks ettiradi. Mavzu har tomonlama ochib berilgan, talabaning ushbu asosiy manbalarni birlashtirish va umumlashtirish qobiliyati qayd etilgan, materialni taqdim etish mantig'i mavjud. Matnni tasviriy qo'llab-quvvatlash mavjud. Agar abstrakt dizaynning barcha talablariga javob bersa, etarli bibliografik ro'yxat taqdim etilsa, "yaxshi" baho beriladi.

Inshoning mazmuni talabaning muammoga asosli qarashlarini aks ettiradi, ammo muammoning o'ziga xos qarashlari yo'q. Mavzu har tomonlama ochib berilgan,

materialni taqdim etish mantig'i mavjud. Agar abstrakt dizayn talablariga to'liq javob bermasa, etarli bibliografik ro'yxat taqdim etilmasa, baholash "qoniqarli" bo'ladi.

Muammoni ko'rib chiqish argumenti etarlicha ishonarli emas va muammoning hozirgi holatini to'liq qamrab olmaydi. Shu bilan birga, materialni taqdim etish mantig'i mavjud. Agar Referat mavzusi oshkor qilinmasa, ish mavzusi bo'yicha ishonchli dalillar bo'lmasa, Referat mavzusini ochib berish uchun etarli bo'lmagan adabiy manbalardan foydalanilsa, "qoniqarsiz" baho beriladi.

Taqdimotlarni baholash uchun: Agar tarkib qat'iy ilmiy bo'lsa, "a'lo" baho beriladi. Illyustratsiyalar (grafik, musiqiy, video) ma'lumotlarning matnli qismini idrok etish ta'sirini kuchaytiradi. Imlo, tinish belgilari, stilistik xatolar yo'q. Raqamli ma'lumotlar to'plamlari grafikalar va diagrammalar bilan tasvirlangan va eng mos shaklda. Ma'lumotlar dolzarb va zamonaviydir. Matndagi kalit so'zlar ta'kidlangan.

Agar tarkib umuman ilmiy bo'lsa, "yaxshi" baho beriladi. Rasmlar (grafik, musiqiy, video) matnga mos keladi. Imlo, tinish belgilari, stilistik xatolar deyarli yo'q. Raqamli ma'lumotlar to'plamlari grafikalar va diagrammalar bilan tasvirlangan. Ma'lumotlar dolzarb va zamonaviydir. Kalit so'zlar matn ta'kidlangan.

Agar tarkib ilmiy elementlarni o'z ichiga olsa, "qoniqarli" baho beriladi. Rasmlar (grafik, musiqiy, video) ba'zi hollarda matnga mos keladi. Imlo, tinish belgilari, stilistik xatolar mavjud. Raqamli ma'lumotlar to'plamlari ko'pincha grafikalar va diagrammalar bilan tasvirlangan. Ma'lumotlar dolzarb va zamonaviydir. Matndagi kalit so'zlar ko'pincha ta'kidlangan.

Agar tarkib ilmiy bo'lmasa, "qoniqarsiz" baho beriladi. Rasmlar (grafik, musiqiy, video) matnga mos kelmaydi. Ko'p imlo, tinish belgilari, stilistik xatolar. Raqamli ma'lumotlar to'plamlari grafikalar va diagrammalar bilan tasvirlanmagan. Ma'lumotlar dolzarb va zamonaviy ko'rinmaydi. Matndagi kalit so'zlar ta'kidlanmagan.

"Jonkuyar" – Vatan va millatga sadoqat timsoli

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Annotatsiya. Maqsud Shayxzoda bu asari orqali o‘zbek xalqining ruhiy qudratini, jasoratini va ozodlikka bo‘lgan intilishini tarannum etgan. "Jonkuyar" — she‘riy to‘plam bo‘lib, unda shoir o‘z davrining murakkab ijtimoiy-siyosiy voqealariga munosabat bildiradi. Undagi she‘rlar inson qalbidagi yuksak tuyg‘ularni, Vatanga bo‘lgan muhabbat va jasoratni aks ettiradi.

Kalit so‘zlar: Madsud Shayxzoda, O‘zbekiston adabiy maydonida o‘z ovozi topgan shoir, umrlar bo‘ladiki, tiriklik va o‘liklik, inson qadr-qimmatini, falsafiy tafakkur.

Maqsud Shayxzoda (1908–1967) – o‘zbek shoiri, dramaturgi va tarjimoni. U XX asr o‘zbek adabiyotining yirik vakillaridan biri bo‘lib, o‘z asarlarida xalqparvarlik, milliy g‘urur va insonparvarlik g‘oyalarini targ‘ib etgan. Maqsud Shayxzoda 1908 yilda tug‘ilgan. U adabiy faoliyatini she‘r yozish bilan boshlagan va tez orada o‘zbek adabiyotida o‘z o‘rnini topgan. Uning she‘rlari millatga, insonga bo‘lgan mehr, muruvvat va adolatparvarlik ruhida yozilgan.

Shayxzoda faqatgina shoir emas, balki dramaturg sifatida ham tanilgan. Uning pesalari sahnada katta muvaffaqiyat qozongan. U zamonaviy va tarixiy mavzuga bag‘ishlangan asarlari bilan xalq hurmatiga sazovor bo‘lgan. Maqsud Shayxzoda bir qator muhim she‘riy to‘plamlar, dramalar va tarjimalar yaratgan. Uning mashhur asarlari quyidagilar:

- "Jonkuyar"
- "Farhod va Shirin" (drama)
- "Taxir va Zo‘hra" (drama)
- "Alpomish" eposi asosida yozilgan asarlar

Maqsud Shayxzoda jahon adabiyotining bir qator noyob asarlarini o‘zbek tiliga tarjima qilgan. U, xususan, rus va jahon klassiklarining asarlarini o‘zbek o‘quvchilariga tanishtirishda katta hissa qo‘shgan. Shayxzoda o‘zbek adabiyotida o‘z o‘rniga ega bo‘lib, uning asarlari hanuzgacha adabiy muhitda o‘rganib kelinmoqda. Uning ijodi insonparvarlik, Vatanga muhabbat va milliy qadriyatlarni ardoqlash g‘oyalari bilan yo‘g‘rilgan.

"Jonkuyar" – Maqsud Shayxzodaning mashhur asarlaridan biri bo‘lib, unda milliy ozodlik, insonparvarlik va jasorat mavzulari yorqin aks etgan. Asar mazmuni va

g'oyasi Shayxzodaning Vatan va xalq taqdiriga bo'lgan chuqur hamdardligini ko'rsatadi.

"Jonkuyar" — she'riy to'plam bo'lib, unda shoir o'z davrining murakkab ijtimoiy-siyosiy voqealariga munosabat bildiradi. Undagi she'rlar inson qalbidagi yuksak tuyg'ularni, Vatanga bo'lgan muhabbat va jasoratni aks ettiradi.

Asarning asosiy mavzulari:

- Vatan va millatga sadoqat
- Insonparvarlik va adolat
- Jasorat va kurash
- Erkinlik va mustaqillikka intilish

Maqsud Shayxzoda bu asari orqali o'zbek xalqining ruhiy qudratini, jasoratini va ozodlikka bo'lgan intilishini tarannum etgan.

Vatan va millatga sadoqat – har bir inson uchun muqaddas tuyg'u bo'lib, u o'z yurti va xalqini seva olish, uning ravnaqi uchun harakat qilish, milliy qadriyatlar va madaniyatni himoya qilishni anglatadi.

- Vatanparvarlik – o'z yurtiga mehr-muhabbat bilan xizmat qilish, uning taraqqiyotiga hissa qo'shish.
- Hurmat va muhofaza – Vatanning tarixi, madaniyati va an'analarini avaylab-asrash.
- Haqiqiy fidoyilik – millat manfaati uchun harakat qilish, uning ozodligi va mustaqilligi yo'lida kurashish.
- Milliy birlik – xalqning birdamligi, hamjihatligi va o'zaro ko'maklashishi.
- Madaniy merosni saqlash – millatning adabiyoti, san'ati, urf-odatlarini va tilini himoya qilish.
- Fidokorlik – jamiyat va davlat rivoji uchun xizmat qilish, millatning ravnaqiga hissa qo'shish.

Maqsud Shayxzoda, Alisher Navoiy, Abdulla Qodiriy, Cho'lpon, Usmon Nosir kabi buyuk adabiyot vakillari o'z asarlarida Vatanga sadoqat g'oyasini ilgari surganlar. Maqsud Shayxzodaning "Jonkuyar" asari ham Vatanparvarlik ruhida yozilgan bo'lib, xalqning ozodlik va adolat yo'lidagi intilishlarini aks ettiradi.

Vatan va millatga sadoqat inson qalbidan joy olgan eng yuksak tuyg'ulardan biri bo'lib, u nafaqat so'zda, balki amaliy harakatlarda ham namoyon bo'lishi lozim. Har bir inson o'z yurti va millati uchun xizmat qilsa, u taraqqiy etib, buyuk kelajakka erishishi mumkin. Vatan va millatga sadoqat Maqsud Shayxzoda. Maqsud Shayxzoda

ijodida Vatan va millatga sadoqat g'oyasi alohida o'rin tutadi. Uning she'rlari, dramalari va tarjimalarida Vatanga muhabbat, xalqparvarlik va milliy o'zlikni anglash mavzulari keng yoritilgan.

Maqsud Shayxzoda va Vatanparvarlik. Shayxzoda ijodining asosiy yo'nalishlaridan biri Vatan ozodligi, uning taraqqiyoti va xalq manfaatlarini himoya qilish g'oyalari tarannum etishdan iborat. U ijodiy faoliyati davomida xalqning og'ir qismati, uning ozodlikka intilishi va milliy g'ururini jonli obrazlar orqali aks ettirgan.

Maqsud Shayxzodaning "Jonkuyar" asari shoirning eng mashhur she'riy to'plamlaridan biri bo'lib, unda Vatan va millatga muhabbat, insonparvarlik va jasorat mavzulari keng yoritilgan. Asarda qahramonlar Vatan uchun fidokorlik, adolat va haqiqat yo'lida kurashish kabi yuksak tuyg'ularni namoyon etadi.

Shayxzoda ijodida milliy ozodlik g'oyasi muhim o'rin egallaydi. U millatning mustaqilligi va erkinligi uchun kurashni tarannum etgan. Uning asarlarida milliy uyg'onish va milliy g'urur mavzulari katta ahamiyatga ega.

Shayxzodaning asarlarida Vatanga sadoqat ko'rinishlari

- Vatan ozodligi uchun kurash mavzusi
- Milliy qahramonlik va jasoratni targ'ib qilish
- Xalqning og'ir qismati va uning ezgu intilishlarini aks ettirish
- Milliy birlik va hamjihatlikka da'vat

Maqsud Shayxzoda ijodi Vatan va millatga sadoqat g'oyalari bilan yo'g'rilgan bo'lib, uning asarlari hozirgi kunda ham xalqparvarlik va Vatanga muhabbat timsoli sifatida katta ahamiyat kasb etadi. Uning she'rlari va dramalari milliy o'zlik va ozodlikka intilish ruhida yozilgan bo'lib, o'quvchini yuksak his-tuyg'ularga ilhomlantiradi.

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ТВОРЧЕСТВО МАКСУДА ШЕЙХЗАДЕ – КАК ЗОЛОТОЕ НАСЛЕДИЕ

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Аннотация: В данной статье речь шла о значении для воспитания молодежи таких качеств, как мужество, справедливость, проницательность, народность, которые творчество Максуда Шайхзады выражает в образах героев произведений узбекской литературы.

Ключевые слова: творчество, смелость, справедливость, проницательность, народность, литературный критик

Максуд Шейхзада с 1925 года по направлению Народного комиссариата просвещения Азербайджана занимался преподавательской деятельностью в дагестанском городе Дарбанде. За свою короткую жизнь в Дагестане Шейхзада проявил себя и как педагог, и как поэт, и как журналист, и как критик. В 1928 году шайхзада приехал в Ташкент, работал в редакциях различных газет и журналов, в 1935-1938 годах-научным сотрудником Института языка и литературы при Комитете наук, с 1938 года до конца жизни-доцентом кафедры “Узбекская классическая литература” Ташкентского государственного педагогического института имени Низами.вырос. Творчество Максуда Шейхзаде настолько интересно, что он очень интересно работал не только в одном направлении, но и в разных направлениях. Наряду со стихами и былинами он создает драмы, обладающие очень высокой художественной силой. Не считая драмы “Беруни”, которую Шейхзада начал писать в конце жизни, но не успел закончить, его драмы “Джалалиддин Мангуберди” и “Мирза Улугбек” уже стали достоянием нашего народа. В трагедии “Джалалиддин Мангуберди” (1944), написанной в годы Второй мировой войны, Шейхзада исторически точно и правдиво изобразил воинскую доблесть последнего хорезмийского царя, боровшегося против монгольских завоевателей за свободу и независимость своей страны.

Шейхзада умер 19 февраля 1967 года. Похоронен на Фарабейском кладбище Ташкента. Благословенное имя этого великого человека, который с фланцем фалака, родившегося на азербайджанской земле, пришел на узбекскую землю и с удовольствием творил, внес значительный вклад в современный узбекский литературный язык и литературу, никогда не исчезнет из имени народа. Ноль, как пишет его собственный:

*Будут жизни,
Живой человек мертв,
Будут жизни,
Мертвый человек жив.*

Все творчество Максуда Шейхзаде как человека высокой науки было наполнено глубоким политическим публицистическим духом. Его поэтические, драматические произведения, какой бы тематике они ни были посвящены, находятся в гармонии со временем. Поэтому не случайно создатель выступает в жанре непосредственной публицистики именно этого типа. Его публицистические статьи и речи с превосходным художественным жанром-яркий знак значимости и разнообразия творчества этого талантливого писателя. Талантливый поэт был еще и умелым переводчиком. Ему принадлежит большая заслуга в переводе на узбекский язык произведений поэтов-классиков мировой литературы. В частности, произведения Шекспира "Гамлет" и "Ромео и Джульетта" будут поставлены на сцене узбекских драматических театров в переводе Шейхзады. Росту мастерства поэта способствовало и то, что он с необыкновенной любовью изучал классические произведения мировой литературы, мастерски усваивал их богатый художественный опыт. Он, прекрасно зная западноевропейскую и русскую литературу, в полной мере изучил и литературу своей Родины - наследие восточной поэзии. Максуда Шейхзаде совершенно необоснованно посадили в тюрьму в начале 50-х годов и сослали на 25 лет. После смерти Сталина дело несправедливо заключенных с клеветой было пересмотрено. Таким образом, в 1955 году Шейхзаде, как и многие наши преданные интеллектуалы, был оправдан. Но в результате 5 лет тюремного заключения здоровье поэта сильно ухудшилось. Тем не менее, он был вынужден жить на верхнем этаже высокого дома в течение 10 лет до конца своей жизни. Даже в таких тяжелых условиях и болезнях Сира не переставала творить до конца своей жизни. Независимо от того, сколько мучительных дней прошло с самого начала, он никогда не подвергался насилию. Его вера, его мировоззрение подробно изложены в вышеупомянутых стихах. Она никогда не жила в беде. Напротив, он нигде, ничего не говорил о тех, кто предал его, подвергал его страданиям, серьезным болезням. Оставаясь верным своим человеческим качествам, Шейхзада постоянно жил, возвышаясь доброжелательными и высокими качествами.

Потому что у него было немало настоящих, верных друзей. Это были Ойбек, Гафур Гулам, Хамид Олимджан, Камиль Яшин, миртемир, Шукур Бурхан. Перевод сыграл важную роль в расширении кругозора литературных знаний

Шейхзаде, обогащении его творчества художественным опытом классических мировых писателей. Он Ш.Эпос Руставели“ Пахлаван в тигровой шкуре ” (соавт.), У.Сонеты Шекспира, А.С.Стихи Пушкина, эпос „Медный всадник“, трагедия „Моцарт и Сальери“, м.Ю.С большим мастерством перевел на узбекский язык стихи Лермонтова и эпос „Кавказский пленник“, а также некоторые произведения Низами, Физули, Мирзы Фатали Ахундова, Эзопа, Эсхила, Гете, Байрона, Маяковского, Назима Хикмата и других писателей. Читальный зал имени писателя, литературного драматурга, переводчика, великого педагога, лингвиста и литературоведа Максуда Шайхзады и экспозиция организованы в гармонии с тонким вкусом и сущностью таких великих исторических личностей, как Шукур Бурханов, даргасиу, Джалалиддин Мангуберди.

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ANTIOXIDANT STATUS IN ARTHROTIC ARTHRITIS

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Abstract: *The work included a comprehensive laboratory examination of patients with different stages of knee osteoarthritis. The patterns of metabolic disorders in patients with osteoarthritis in the form of activation of the prooxidant system and inhibition of the enzymatic link of antioxidant protection were revealed. It was shown that the degree of oxidative stress clearly correlates with the severity of clinical manifestations of osteoarthritis. The most clinically significant blood parameters for laboratory diagnostics of this pathology were identified, such as aliphatic aldehyde groups of oxidized proteins and paraoxanase activity.*

Key words: *osteoarthritis, prooxidant system, antioxidant system, oxidative modification of proteins, free radical oxidation of lipids, superoxide dismutase, catalase, myeloperoxidase, paraoxanase.*

Relevance. The human antioxidant system (AOC) is a system that blocks the formation of highly active free radicals, i.e. reactive oxygen species. Under normal physiological conditions, small amounts of oxygen are constantly converted to superoxide anions, hydrogen peroxide and hydroxyl radicals. Excessive production of these radicals is a damage factor, the compensatory mechanism of which is the antioxidant system. Determination of the total antioxidant status helps the clinician to further assess the state of the body observed and its potential protective reserves for certain physiological and pathological conditions.

The human antioxidant system (AOS) is a system that blocks the formation of highly active free radicals, i.e. reactive oxygen species. Under normal physiological conditions, small amounts of oxygen are constantly converted into superoxide anions, hydrogen peroxide and hydroxyl radicals. Excessive production of these radicals is a factor in damage, the compensatory mechanism of which is the antioxidant system. Determining the general antioxidant status helps the clinician to more deeply assess the condition of the body, observed and its potential protective reserves in certain physiological and pathological conditions (1,2,3,4,5,6,7). The importance of studying the pathogenesis of osteoarthritis (OA) is due to the prevalence of the disease -

epidemiological studies show that 10-12% of the population of all ages suffers from it, including 50% of people over 60 years old (1,8,9,10,11,12,13,14,15). According to WHO forecasts, OA will become the fourth leading cause of disability in women and the eighth in men in the next 10-15 years [1,16,17,18,19]. It is believed that the universal mechanism of OA pathogenesis is the imbalance between the processes of synthesis and degradation of cartilage components. The key role in this is given, firstly, to the disruption of the functioning of chondrocytes, which begin to produce "inferior" low-molecular matrix proteins, and, secondly, to biochemical disorders, changes in the activity of enzymes in the articular tissue.

The mechanism of formation and development of these leading links in the pathogenesis of OA is still not fully understood. At the same time, specific OA processes have been studied much better than non-specific reactions, and it is the latter that are primarily protective, formed by evolution. The development of OA is based on such typical pathological processes as tissue degeneration, inflammation and stress, the body's systemic response to which includes the activation of free radical destabilization of cells, both in the area of local damage and far beyond it. At the same time, the balance of the prooxidant (POS) and antioxidant (AOS) systems is a prerequisite for health, an indicator of the adaptive and protective capabilities of the body.

The aim was to study metabolic parameters at the systemic and local levels in arthrotic arthritis depending on the age of patients.

Materials and methods 96 patients with arthrotic arthritis who underwent inpatient treatment at the clinic of the National Center for Rehabilitation and Prosthetics of Persons with Disabilities under the National Agency for Social Protection under the President of the Republic of Uzbekistan were examined.

Results and conclusion. The results of studies showed that in patients with AA of both age groups in synovial fluid, the pattern of changes in the level of SOD was different. In young patients, we also see a 1.4-fold decrease in SOD (up to 638.3 ± 126.2 pg/ml) compared to the control group (897.5 ± 61.8 pg/ml). And in middle-aged patients, we see the opposite picture - an increase in the level of TRD by 1.2 times compared to the control group.

In AA patients in both age groups, we see an increase in MDA. In synovial fluid, this process was less intense and was higher than the control group (1.64 ± 0.46 $\mu\text{mol/ml}$) in young patients by 3.9 times (6.38 ± 1.13 $\mu\text{mol/ml}$), in middle-aged patients by 4.5 times (7.43 ± 1.27 $\mu\text{mol/ml}$).

Conclusions: The revealed reduced levels of SOD and increased levels of MDA lead to the accumulation of ROS, which enhances the processes of POL and increases the level of MDA, which creates a vicious circle of oxidative damage that accelerates the

progression of arthrotic arthritis. Although at the systemic level, the mechanism of oxidative stress disturbance is general, at the local level, each age period is characterized by a specific mechanism of action of SOD. Metabolic and oxidative changes play a key role in the pathogenesis of arthrotic arthritis, increasing inflammation and degradation of articular tissue. An in-depth study of these processes can contribute to the development of new therapeutic approaches aimed at reducing oxidative stress and correcting metabolic disorders to improve the quality of life of patients with arthrotic arthritis.

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