



PROBLEMS AND SOLUTIONS OF SCIENTIFIC AND INNOVATIVE RESEARCH



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PROBLEMS AND SOLUTIONS OF SCIENTIFIC AND INNOVATIVE RESEARCH

VOLUME-02, ISSUE-05

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Виды и особенности вариативных программ обучения иностранному языку

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Аннотация: Статья посвящена анализу различных видов и особенностей вариативных программ обучения иностранным языкам на примере корейского языка. В работе рассматриваются ключевые аспекты построения таких программ, включая традиционные и современные методы преподавания, а также инновационные подходы, направленные на повышение эффективности изучения языка. Особое внимание уделяется разным уровням обучения, от начального до продвинутого, и различным форматам: очным, онлайн и смешанным. Анализируются особенности вариативности программ с учетом культурных и лингвистических особенностей корейского языка, а также требования и ожидания учащихся, изучающих его как второй или иностранный язык. В статье представлены примеры успешных образовательных моделей и рекомендации для преподавателей и разработчиков курсов по корейскому языку, что позволит улучшить качество языкового образования и удовлетворить потребности современного студента.

Ключевые слова: вариативные программы обучения, иностранный язык, обучение, традиционный метод обучения, инновационный метод обучения.

Abstract: The article analyzes various types and features of variable programs for teaching foreign languages using the Korean language as an example. The paper examines key aspects of constructing such programs, including traditional and modern teaching methods, as well as innovative approaches aimed at improving the effectiveness of language learning. Particular attention is paid to different levels of education, from beginner to advanced, and various formats: face-to-face, online, and blended. The article analyzes the features of program variability, taking into account the cultural and linguistic characteristics of the Korean language, as well as the requirements and expectations of students studying it as a second or foreign language. The article presents examples of successful educational models and recommendations for teachers and developers of Korean language courses, which



will improve the quality of language education and meet the needs of a modern student.

Keywords: variative education programs, foreign language, education, self-development, worldvie, traditional teaching method, innovative teaching method.

Обучение корейскому языку в старших классах имеет свои особенности, определяемые как контекстом обучения иностранному языку, так и спецификой самого корейского языка. Вариативные программы обучения корейскому языку в старших классах должны учитывать эти особенности и предоставлять обучающимся соответствующие практические и методические инструменты.

В настоящее время, используя при обучении иностранному языку комплекс программных средств, необходимо понимать значение термина «программное обеспечение обучения».[1] Существует разграничение понятия «программное обеспечение обучения» на узкий и широкий смысл. Согласно высказыванию В. М. Полонского, термин «программное обеспечение обучения» в широком смысле включает в себя следующие компоненты:

- программы, которые позволяют компьютеризировать организацию учебного процесса (например, база данных);
- программы, которые используют для подготовки учебных материалов;
- программы, которые предназначены непосредственно для обучения.

Существующие обучающие программы можно делить по степени сложности проектирования: представляющие фрагменты учебного материала, проверяющие, демонстрационные, игровые, закрепляющие, моделирующие, с комплексной формой обучения, с проблемно-ориентированным контролем, допускающие множественный выбор ответов на вопросы обучающего. На сегодняшний день не существует их общепринятой классификации, так как одна и та же обучающая программа может быть отнесена к нескольким типам программ одновременно.[2]

Все большее влияние в настоящее время получают методы, позволяющие стимулировать интерес к обучению. Большое значение здесь имеет привлекательность учебного материала для учащихся, так как от этого фактора во многом зависит степень усвоения новых знаний, умений и навыков. Одним из самых эффективных методов для решения этой задачи является применение игровых ситуаций и собственно обучающие игры. Преимущество данных программ — это их многофункциональность:



встроенные видео и аудио редактор, интерактивность, запись экрана, редактор текста, программа для интерактивных книг — все это дает возможность создавать различные виды контента в одном окне. Большая библиотека различной информации предоставляет широкий выбор способов для насыщения этого контента элементами привлекательности: красочные фоны, персонажи, темы, иконки, фотографии, стили текста, анимация, переходы, все это оснащено удобным и быстрым поиском. И. В. Роберт отмечает, что главной задачей использования мультимедийных средств обучения на уроках иностранного языка является постановка и реализация в учебном процессе дидактических задач.[3]

Реализация дидактической задачи включает в себя следующие последовательные этапы: задание цели обучения на конкретном этапе обучения; отбор и структурирование содержания обучения, адекватного заданной цели; задание уровней усвоения учебных тем; выбор конкретного программного средства обучения; разработка тестов и заданий для контроля усвоения содержания; разработка структуры проведения и планирования учебных занятий; определение совокупности способов и приемов организации познавательной деятельности обучаемых, построение схемы ее управления.

Учитывая сложность корейского языка для носителей других языков, вариативные программы предлагают интенсивные языковые практики, включающие в себя множество устных и письменных заданий, направленных на развитие навыков восприятия и выражения на корейском языке.[4] В отличие от традиционных видов уроков, уроки проведенные в вариативном формате, считаются более эффективными в плане усвоения программы и является ключевым для учеников, которым приходится ходить на отдельные курсы для получения дополнительных знаний.

Использование аутентичных материалов, таких как корейские тексты, аудио- и видеоматериалы, помогает обучающимся погрузиться в языковую среду и развить навыки понимания иноязычного контента. Аутентичные материалы помогают также развивать слуховые навыки учащихся, также эффективны при подготовке к экзамену Топик.

Интерактивные уроки, проводимые с использованием современных образовательных технологий, способствуют активному участию обучающихся в обучающем процессе и повышают эффективность обучения корейскому языку. Также помогает развивать у учащихся навыки



коммуникабельности и работы с командой, что играет немаловажную роль в развитии навыков учеников.[5]

Программы обучения корейскому языку в старших классах основаны на коммуникативном подходе, при котором акцент делается на развитие у обучающихся умений ведения диалогов, общения и взаимодействия на корейском языке, что в основном развивает способности правильно выразить свою мысль на корейском языке. К примеру, если разделить урок на 3 части и в третьей части, после аудирования и чтения, провести программу в виде диалогов и общения, то это может способствовать закреплению материала, пройденного за целый процесс урока.

Учитывая разнообразный уровень подготовки и языковых способностей обучающихся, вариативные программы предусматривают индивидуализированный подход к обучению, позволяя каждому обучающемуся развиваться в соответствии с его потребностями и темпом.

Программы обучения корейскому языку в старших классах используют современные методики обучения, такие как обучение через игры, ситуативное обучение, а также активное использование интерактивных ресурсов и онлайн-платформ.[6]

Практические и методические особенности вариативных программ обучения корейскому языку в старших классах направлены на эффективное развитие языковых навыков и компетенций у обучающихся. Использование интенсивных языковых практик, аутентичных материалов, интерактивных уроков, коммуникативного подхода и современных методик обучения делает эти программы эффективными инструментами в процессе обучения корейскому языку в старших классах.

Вариативные программы обучения иностранному языку представляют собой специализированные образовательные курсы, предназначенные для достижения определенных языковых целей с учетом индивидуальных потребностей обучающихся. Они отличаются от традиционных программ своей гибкостью и адаптивностью к различным контекстам обучения.[7]

Виды вариативных программ обучения:

- интенсивные программы обучения иностранному языку характеризуются повышенным темпом обучения и углубленным изучением языковых навыков за сравнительно короткий период времени. Они обычно включают в себя уроки с высокой частотой занятий и интенсивные языковые практики.

- коммуникативные программы ориентированы на развитие у обучающихся коммуникативных навыков и способностей к взаимодействию на иностранном языке. Они акцентируют внимание на устной речи, диалогах, обсуждениях и других формах языковой практики, способствующих повседневному общению на иностранном языке.[8]

- тематические программы обучения иностранному языку ориентированы на изучение конкретных тематических областей или профессиональных сфер. Они предоставляют обучающимся специализированный лексический и грамматический материал, необходимый для успешного общения в определенной области.

- дистанционные программы обучения иностранному языку предоставляют возможность обучения через интернет или другие средства удаленного обучения. Они обычно включают в себя онлайн-уроки, интерактивные задания, а также возможность общения с преподавателями и одногруппниками через веб-платформы.

Особенности вариативных программ обучения:

Вариативные программы обучения предоставляют возможность индивидуализированного подхода к каждому обучающемуся, учитывая его уровень знаний, потребности и цели изучения языка.[9]

Эти программы отличаются гибкостью и адаптивностью к различным образовательным контекстам и потребностям обучающихся, что позволяет эффективно реагировать на изменяющиеся условия и требования.

Вариативные программы часто включают в себя использование современных технологий и инновационных методов обучения, таких как интерактивные учебники, мультимедийные ресурсы, искусственный интеллект и другие.

Эти программы предлагают широкий спектр методов и подходов к обучению, что позволяет обучающимся выбрать наиболее подходящие для них методики и стратегии изучения языка.[10]

Вариативные программы обучения иностранному языку представляют собой разнообразные образовательные курсы, способствующие эффективному достижению языковых целей обучающихся. Они характеризуются гибкостью, адаптивностью, индивидуализацией и применением современных методов обучения, что делает их эффективным инструментом в процессе обучения иностранному языку.

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HUNARMANDCHILIK MAHSULOTLARI MARKETINGI: ZAMONAVIY STRATEGIYALAR VA ULARNING IQTISODIY SAMARADORLIGI

Muminova Gulchexra Ergashaliyevna

Biznes va tadbirkorlik oliy maktabi tinglovchisi

Zamonaviy bozor iqtisodiyoti sharoitida mahsulotni ishlab chiqarishning o‘zi kifoya emas – uni samarali tarzda sotish va iste’molchiga yetkazish yanada dolzarb masalaga aylanmoqda. Ayniqsa, hunarmandchilik mahsulotlari kabi an’anaviy va ko‘proq qo‘lda tayyorlanadigan mahsulotlar uchun zamonaviy marketing strategiyalarining ahamiyati tobora ortib bormoqda. Global raqobat kuchaygan, iste’molchilarning didi va talablari o‘zgarib borayotgan bir sharoitda hunarmandlar o‘z mahsulotlarini nafaqat sifatli, balki bozorga moslashtirilgan, vizual jihatdan jozibali va raqamli maydonlarda ko‘rinadigan shaklda taqdim etishlari lozim.

O‘zbekistonning boy madaniy merosi va hunarmandchilik an’analari mavjud bo‘lishiga qaramay, ushbu mahsulotlarning marketing yo‘nalishidagi zaifliklari ularning iqtisodiy salohiyatini to‘liq ochib bera olmayapti. Shu boisdan, raqamli texnologiyalar, internet marketingi, brending, onlayn savdo platformalaridan foydalanish kabi zamonaviy strategiyalarni joriy etish orqali hunarmandchilik mahsulotlarini ichki va xalqaro bozorlarda ilgari surish imkoniyati kengaymoqda.

Bugungi globallashuv davrida mahsulotlar sifati, estetikasi va funkcionalligidan tashqari, ularning bozordagi mavjudligi, pozitsiyalash darajasi va targ‘iboti ham muhim o‘rin tutadi. Ayniqsa hunarmandchilik mahsulotlari singari noyob mahsulotlar uchun marketing strategiyalari o‘ta muhim hisoblanadi. Chunki ushbu mahsulotlar ommaviy emas, balki eksklyuziv segmentga taalluqli bo‘lib, ularni xarid qilishga tayyor auditoriyaga to‘g‘ri yetkazish talab etiladi.

Bugungi kunda dunyo miqyosida hunarmandchilik mahsulotlariga bo‘lgan talab ortib borayotgani kuzatilmoqda. Ayniqsa, ekologik toza, qo‘lda tayyorlangan, milliy madaniyatni aks ettiruvchi mahsulotlar iste’molchilar tomonidan qadrlanmoqda. Ushbu tendensiya hunarmandlar uchun mahsulotni sotishda zamonaviy marketing yondashuvlarini qo‘llash zaruratini tug‘dirmoqda.

O‘zbekiston hunarmandchilik bozori ham bu borada sezilarli o‘zgarishlarga duch kelmoqda. So‘nggi yillarda raqamli marketing vositalari – ijtimoiy tarmoqlar, onlayn platformalar, elektron savdo maydonchalari orqali hunarmandlar mahsulotlarini nafaqat ichki, balki tashqi bozorlarga ham muvaffaqiyatli olib



chiqishmoqda. Masalan, 2022-yilda hunarmandchilik mahsulotlarining umumiy eksporti 30 million AQSh dollaridan oshdi, bu esa marketing strategiyalarining iqtisodiy samaradorligini amalda ko'rsatmoqda.

Tahlillar shuni ko'rsatadiki, brend yaratgan va internet savdosi orqali ishlayotgan hunarmandlar odatiy bozorda savdo qilayotganlarga nisbatan 1,5–2 baravar ko'proq daromad olishmoqda. Bu esa raqamli marketing, brending va mahsulot diferensiallashtirish kabi strategiyalarning iqtisodiy natijasini yaqqol ifodalaydi.

Shuningdek, xalqaro savdo platformalarida (masalan, Etsy, Amazon Handmade) faoliyat yuritayotgan hunarmandlar oyiga o'rtacha 2–5 ming AQSh dollarigacha daromad olishmoqda. Bu jarayonda mahsulot dizayni, vizual marketing, sifatli kontent va mijozlar bilan aloqalarni samarali yo'lga qo'yish muhim rol o'ynaydi.

Umuman olganda, zamonaviy marketing strategiyalarining qo'llanilishi hunarmandchilik mahsulotlarining nafaqat bozordagi raqobatbardoshligini, balki ular orqali yaratilayotgan iqtisodiy qiymatni sezilarli darajada oshirayotganini ko'rsatadi.

Marketing strategiyasi — bu ishlab chiqaruvchi yoki savdogarning o'z mahsulotini maqsadli auditoriyaga qanday yo'naltirishini belgilovchi rejalashtirilgan harakatlar majmuasidir. Hunarmandlar uchun bu strategiyalar quyidagilarga xizmat qiladi:

- Mahsulotni bozor ehtiyojlariga moslashtirish;
- Xaridor bilan barqaror aloqalarni o'rnatish;
- Mahsulotning qiymatini ta'kidlash;
- Sotuv hajmini barqaror oshirish.

Hunarmandlar ko'p hollarda “men mahsulotni yasayman, lekin qanday sotishni bilmayman” degan holatga duch keladi. Shuning uchun marketing strategiyalari bu sohada hayotiy zaruratga aylangan.

4P modeli asosida strategik yondashuv

Hunarmandchilik mahsulotlarini targ'ib qilishda mashhur 4P modeli (Product, Price, Place, Promotion) asosida quyidagicha yondashuv taklif qilinadi (1-jadval):

1-jadval

Hunarmandchilik mahsulotlarini targ'ib qilishda mashhur 4P modeli

Product (Mahsulot):	Price (Narx):
<ul style="list-style-type: none"> ● Unikal dizayn va san'at asariga xos xususiyatlar; ● Milliy elementlar (naqsh, ramz, rang); ● Ekologik xomashyo (organik matolar, tabiiy bo'yoqlar); ● Har bir mahsulot orqasidagi hikoya — storytelling. 	<ul style="list-style-type: none"> ● Mehnat, vaqt va san'at qiymatini inobatga olgan narx siyosati; ● Raqobatchilar narxini tahlil qilish; ● Segmentga qarab narxni moslashtirish (premium, o'rtacha, budget toifalar); ● “Qo'shimcha qiymat” tamoyili asosida narxni asoslash.
Place (Joylashtirish):	Promotion (Targ'ibot):
<ul style="list-style-type: none"> ● Yarmarkalar, festivallar va ko'rgazmalarda qatnashish; ● Turizm zonalaridagi butiklar; ● Internetdagi onlayn savdo platformalari (Etsy, Amazon Handmade); ● Ijtimoiy tarmoqlar orqali to'g'ridan-to'g'ri savdo (Instagram Shop, Facebook Marketplace). 	<ul style="list-style-type: none"> ● Mahsulot yaratilish jarayoni haqida videolar; ● Influencerlar orqali marketing; ● Elektron pochta marketingi (e-mail subscription); ● Brend voqealarini tashkil etish (storytelling night, madaniyat kechalari).

Hunarmand mahsulotlar har kimga emas, balki didli, estetikani qadrllovchi xaridorga mo'ljallangan bo'ladi. Marketing strategiyasi shuni inobatga olgan holda quyidagicha bo'lishi kerak:

Ichki auditoriya:

- madaniyat ixlosmandlari, sovg'a xaridorlari, milliy dizayn ishqibozlari;

Xorijiy auditoriya:

- turistlar, kolleksionerlar, elchixonalar, xalqaro tanlov va ko'rgazmalar ishtirokchilari;

Korporativ mijozlar:

- mehmonxonalar, restoranlar, davlat tashkilotlari, suvenir do'konlari.

1-rasm. Marketing strategiyasi asosida hunarmandchilik mahsulotlari

Har bir segment uchun alohida kontent, narx va reklama uslubi ishlab chiqilishi shart.

Brendlashtirish va vizual identifikatsiya



Hunarmandning mahsuloti sotilayotganda birinchi bo‘lib ko‘zga tashlanadigan narsa — **brend**. Bu mahsulotning tashqi ko‘rinishi, qadoqlanishi, logotipi, rang sxemasi, hattoki ustaning ismi yoki laqabi ham bo‘lishi mumkin.

Brendlashtirish strategiyasi quyidagilarni o‘z ichiga oladi:

- Mahsulotning yagona vizual identitetini shakllantirish (logotip, ranglar, shriftlar);
- “Usta hikoyasi”ni kontent orqali yetkazish;
- Mahsulot yorlig‘iga QR kod joylashtirish — bu orqali iste‘molchi usta, ishlab chiqarish joyi va jarayon haqida videoni ko‘radi;
- Mahsulotga sertifikatlar, xalqaro tanlovda ishtirok etganlik belgilarini qo‘shish.

Savdo strategiyalari: onlayn va offlayn shakllarda bo‘ladi.

Offlayn savdo strategiyalari:

- Doimiy ravishda qatnashiladigan yarmarkalar va festivallar ro‘yxatini tuzish;
- Savdo nuqtalarida interaktivlik (jonli master-klass, namoyish);
- Mijozlar bilan shaxsiy aloqa: aloqalarni saqlash va doimiy takliflar.

Onlayn savdo strategiyalari:

- Etsy va Amazon Handmade‘da profil ochish va SEO bilan ishlash;
- Instagram sahifasini mahsulot galereyasiga aylantirish;
- TikTok‘da qisqa videolar orqali ustaxonani ko‘rsatish;
- Telegram kanali orqali buyurtmalarni qabul qilish va sodiqlik dasturlari.

Innovatsion yondashuvlar: zamonaviy trendlar

Storytelling – mahsulot ortidagi ruh

Xaridor mahsulot emas, **hikoya** sotib oladi. Usta mahsulot ortida nimani yashiradi? Nega bu naqsh tanlandi? Kimga atalgan? Shu kabi savollarga javoblar mahsulot qiymatini oshiradi.

Personalizatsiya – xaridorga moslashtirish

Xaridor ismini yozib berish, o‘z tanloviga ko‘ra rang va naqsh tanlash imkoniyati, eksklyuziv buyurtmalar — bularning barchasi sodiqlikni oshiradi.

Virtual va AR texnologiyalar

Online xaridor mahsulotni 3D formatda ko‘ra oladi. Interaktiv ko‘rgazmalar va mobil ilovalar orqali mahsulotni “sinab ko‘rish” imkoniyati.

Narx belgilash strategiyalari

Narx belgilanayotganda quyidagilar hisobga olinadi:

- Ishlab chiqarish xarajati (xomashyo, vaqt, ish haqi);
- Bozordagi o‘rtacha narxlar;
- Mahsulotning unikal xususiyatlari;
- Auditoriyaning to‘lov qobiliyati.

Strategiya sifatida “value-based pricing” — mahsulotni xaridor qanday qadrlasa, shunga qarab narx belgilash usuli qo‘llanilishi mumkin.

Zamonaviy hunarmandchilik bozori omon qolishi va rivojlanishi uchun marketing strategiyalariga tayanishi zarur. 4P modeli, segmentatsiya, brendlashtirish, onlayn savdo, storytelling va innovatsion yondashuvlar orqali hunarmand o‘z mahsulotini nafaqat saqlab qoladi, balki dunyo bozoriga olib chiqadi.

Hunarmandchilik mahsulotlari marketingini zamonaviy strategiyalar orqali rivojlantirish va ularning iqtisodiy samaradorligi oshirish yuzasidan **taklif va tavsiyalar**.

Hunarmandlar uchun marketing ko‘nikmalarini rivojlantirish: maxsus o‘quv kurslari va treninglar orqali mahalliy ustalarga marketing, brending va onlayn savdo ko‘nikmalari o‘rgatilishi lozim.

Raqamli platformalarga chiqishni qo‘llab-quvvatlash: hunarmandlar uchun "Etsy", "Amazon Handmade", "eBay" kabi xalqaro platformalarda ro‘yxatdan o‘tish va mahsulot joylashtirishda davlat yoki nodavlat tashkilotlar yordami zarur.

Mahalliy va xalqaro ko‘rgazmalarda ishtirokni kengaytirish: hunarmandlar ishtirokidagi savdo yarmarkalari va ko‘rgazmalarga moliyaviy va tashkiliy yordam ko‘rsatish ularning mahsulotlarini reklama qilish imkoniyatini yaratadi.

Hunarmandchilik uchun elektron savdo infratuzilmasini rivojlantirish: milliy hunarmandchilik mahsulotlariga ixtisoslashgan onlayn marketpleys (bozor)lar tashkil etilishi tavsiya etiladi.

Milliy brendlar yaratish va qo‘llab-quvvatlash: sifatli, estetika jihatidan kuchli va milliy urf-odatlarini aks ettiruvchi hunarmandchilik mahsulotlari uchun yagona “Uzbek Handicraft” brendi ostida eksport siyosati yuritilishi mumkin.

Yuqorida olib borilgan tahlillar shuni ko‘rsatadiki, hunarmandchilik mahsulotlarining bozordagi muvaffaqiyati ularni qanday ishlab chiqarilishidan tashqari, qanday marketing strategiyasi orqali iste‘molchiga yetkazilishiga ham



bevosita bog‘liq. Raqamli texnologiyalar, ijtimoiy tarmoqlar, elektron savdo maydonchalari kabi zamonaviy marketing vositalarining qo‘llanilishi hunarmandlar uchun yangi imkoniyatlar yaratmoqda, ularning iqtisodiy samaradorligini oshirmoqda hamda ichki va tashqi bozorda raqobatbardoshligini mustahkamlamoqda.

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**FORMATION OF PROFESSIONAL READINESS OF STUDENTS OF
PEDAGOGICAL UNIVERSITIES IN TEACHING PRESCHOOL
CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS IN
DECORATIVE DRAWING**

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Abstract. The author in his article reveals the step-by-step process of professional readiness of students of pedagogical universities to teach children decorative and applied arts of preschool children in preschool institutions.

Key words. Student, readiness, preschool institutions, pedagogical universities. decorative and applied arts.

In the system of public education of independent Uzbekistan, which has embarked on the path of renewal and progress, one of the most important places is occupied by secondary educational institutions of pedagogical orientation.

Pedagogical universities of Uzbekistan have achieved certain success in solving the problems facing public education at the present stage in creating programs on subjects, textbooks, teaching aids.

Nevertheless, the problem still continues to be acute to provide preschool institutions with professional teaching staff capable of solving educational and upbringing problems.

Among the main reasons should be attributed to the change in the attitude of parents and the public to the preschool period of child development, to his upbringing in the conditions of kindergarten. Parents have become more demanding and competent in the matter of obtaining a decent education for their children in a preschool educational institution.

The country's leadership currently defines the status of a preschool educational institution as the first stage in the general educational structure. Due to this,



kindergartens are charged with the duty of providing parents with the right to choose educational services and priorities in raising their child.

The high level of parental requirements for preschool education is a consequence of their awareness of the importance of the preschool childhood period, during which the physical and mental qualities of the child as an individual are intensively formed, which are necessary for a person in his entire subsequent life.

This explains the great responsibility of preschool educators, who are called upon by the role of their activities to promote the development of the child as an individual and create optimal conditions not only for his mental and physical health, but also for spiritual development. And only highly qualified teaching staff can implement these vital functions. Qualitative changes in the content and structure of preschool education and training, certain contradictions between the increasingly complex tasks of primary school and the existing system of teacher training in pedagogical universities require further improvement of the training of preschool teachers, equipping them with the most effective forms and methods of teaching and education, which, in our opinion, is intended to play an important role in this aspect, expanding the horizons and knowledge of the applied arts of Uzbekistan.

From more than 30 years of experience working with students, graduates of pedagogical colleges, the author of the article came to the following conclusions.

Students have little awareness of Uzbek applied arts.

According to the curriculum in pedagogical colleges, it is allocated to study the subject of methodology of fine art. Such a very small number of hours, an unjustified reduction in hours, leads to the fact that graduates go to work in preschools, possessing limited, poor-quality knowledge of this important subject in kindergarten. Students do not have time to master the set of necessary theoretical and practical knowledge, skills and abilities that are characteristic of four types of activities: drawing, modeling, applique and design, it is important that if a student can gain theoretical knowledge from the methodological literature of a textbook in the Uzbek language, then there is no textbook in Russian, then he is deprived of the opportunity to obtain practical knowledge in sufficient volume, in lessons on the methodology of visual activity.

As shown by the practice of graduates and the opinions of preschool employees, students have a low level of knowledge on this subject, graduates experience significant difficulties in working with preschool children in preschools.

One of the serious reasons for this phenomenon is little information or its absence on the decorative arts of Uzbekistan, the reason lies in the practical absence



of methodological literature, manuals, handouts, games both in pedagogical universities and in kindergartens.

The situation has changed somewhat with the introduction of a section on the methodology of fine arts into the program "First Step" by the author, in which a significant place for study by preschool children is given to material on applied arts. Preschool institutions of Uzbekistan have been working under this program for the fourth year, using some manuals and books published during this time on this topic, very figuratively introducing in an accessible form to decorative and applied arts.

Among them, it is worth mentioning the manual "Unusual but very cute toys" for getting acquainted with the toys of Grandma Khamro, in which the author in a unique manner introduces the work of a folk craftsman who created clay toys, tells how he molded and painted them. The author has developed in detail a methodology for introducing clay toys in different age groups in preschool educational institutions, a system of notes taking into account the age characteristics of children. The manual is supplied with technological maps on the molding technique, compiled by the author, attached to it, accurately and clearly conveying the nuances of this amazing art form. After firing, Bibi Khamro paints the figurines. She uses paints diluted in egg white with a horsehair brush or a chicken feather. First, she draws a wide red line along the sides of the horse, closing it in a circle. Then she draws the harness with a solid line and colors the animal's face, and then scatters red and blue peas all over the upper part of the body, leaving the legs and belly untouched. She colors the other animals using the same principle, all except the elephant again. The elephant didn't get any peas, and compared to the other animals, its decorations look rather meager. No less interesting is the manual on decorative art "Magic Skullcaps", being an educational and methodological one, it contains detailed information on the history of the Uzbek skullcap trade, a decoding of the symbolism of the Uzbek ornament, which allows you to read the symbols, codes that were laid down by Uzbek masters in the composition of the patterns. The manual is supplied with colored technological maps and notes for all age groups, by types of visual activity. All this allows the child, under the guidance of an adult, to perform exercises in the techniques of drawing, applique and design, to master well the technical methods in decorative and applied arts and in the future to use this knowledge in independent activities in composing their decorative compositions.

Working with this material, university students will be able to deepen and expand their knowledge in the field of studying the features of composing



compositions of Uzbek patterns, elements, their transmission: for example, to draw some elements of patterns with the tip of a brush as a curl, and others with another technical method, a flower petal - with a stroke.

The methodological manual "Applied Art - for Children", in which the authors from Russia and Uzbekistan include lesson plans for age groups with colored samples of technological maps and is intended to assist students of pedagogical universities in learning to write lesson plans, with which they go to practice in preschool educational institutions, and to gradually show children of different age groups in kindergarten the technique of drawing. The history of the appearance of the material khan-atlas can be traced in the fairy tale we created, "The Legend of the Khan-atlas"; it introduces the reader through text and illustrations to the history of the appearance of this magical silk. At the end of the book, there are practical exercises for children on coloring the material on girls in national dresses.

In 2026, new teaching aids on familiarization with Uzbek ceramics and Uzbek clothing are being prepared for publication to help university students. Undoubtedly, these teaching materials allow deepening knowledge about the applied arts of Uzbekistan, but their small circulation only for the city of Tashkent and the Tashkent region limits the circle of users of this teaching and methodological material, including students of pedagogical universities of the Republic of Uzbekistan.

In some preschool educational institutions, creative heads open museums of applied arts of Uzbekistan and this is an excellent experience, since it is impossible to bring preschool children from all regions and outskirts of the country to the Museum of Decorative and Applied Arts of Uzbekistan in the city of Tashkent. And this experience should be introduced into other kindergartens and pedagogical universities of the republic, because it will give good results.

And how important is knowledge on this topic, both for students of pedagogical universities and children in preschool educational institutions, acquaintance with the works of folk craftsmen instills in them respect for creative work, the desire to create beautiful decorative objects, and the study of decorative and applied art involves not only the education of aesthetic feelings, but also the mastery of techniques for working with a brush, pencil, constructing patterns of folk crafts of Uzbekistan in the classroom and in applique.

Students learn the mysteries of the East: the symbolism of the Uzbek ornament - anor (pomegranate), pichok (knife), bargi (pepper leaf), olma (apple), pakhta guli (cotton flower), lola (tulip).



Having found these elements in the pattern of Uzbek masters, students can “read” the master’s drawn fairy tale, and then use this symbolism in their independent creativity. The formation of professional readiness of students of pedagogical universities must be carried out in the community of teachers, parents and students. Only such a tandem for creating conditions for cooperation will help in the preparation of highly professional specialists for work in preschool educational institutions.

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MUHAMMAD YUSUF – VATAN KUYCHISI

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Annotasiya: Ushbu maqolada Vatan kuychisi nomi bilan mashhur bo‘lgan taniqli o‘zbek shoiri Muhammad Yusufning o‘zbek she‘riyatiga qo‘shgan hissasiga nazar tashlanadi. Shoirning milliy g‘urur, xalqona ruh, tarixga sadoqat va kelajak avlod uchun mas‘uliyat tuyg‘usini ifodalovchi she‘rlari tahlil qilinadi.

Аннотация: В статье рассматривается вклад в узбекскую поэзию известного узбекского поэта Мухаммада Юсуфа, известного как “Певец Отечества”. Анализируются стихотворения поэта, в которых выражены национальная гордость, народный дух, преданность истории и чувство ответственности перед будущими поколениями.

Abstract: This article examines the contribution of the famous Uzbek poet Muhammad Yusuf, known as the Singer of the Fatherland, to Uzbek poetry. The poet's poems, which express national pride, folk spirit, devotion to history, and a sense of responsibility for future generations, are analyzed.

Kalit so‘zlar: Muhammad Yusuf, vatanparvarlik, ajdodlarga sadoqat, “Marux dovoni”.

Ключевые слова: Мухаммад Юсуф, патриотизм, верность предкам, “Перевал Марух”.

Keywords: Muhammad Yusuf, patriotism, loyalty to ancestors, “Marukh Pass”.

Kirish

Chin oshiqlar
O‘zbekiston oshig‘i kim?
Desamki bu dil dedi:
Vatanning zo‘r oshig‘i
Muhammad Yusuf edi.

O‘zbek she‘riyatining yorqin vakillaridan biri O‘zbekiston xalq shoiri Muhammad Yusufning she‘rlari yurakdan chiqadi va yurakka yetib boradi. Uning she‘rlari badiiy saviyasi, oddiy, ravon, soddaligi bilan xalq og‘zaki ijodiga hamohang ravishda namoyon bo‘ladi. Shoir she‘rlarining ko‘p qismini Vatanga



bag'ishlangan she'rlar tashkil etadi. U Vatanga bo'lgan muhabbatini samimiy, chuqur va sodda, ammo kuchli ifodalay olgan shoirlardan biridir. Uning satrlarida yurakka yaqin obrazlar badiiy ifoda etilgan. Undagi xalqona iboralar vatanparvarlik tuyg'usining uyg'onishiga zamin yaratganligi e'tiborga loyiq. Yosh avlodni Vatanga mehr-muhabbat, sadoqat bilan yashashga chorlovchi misralar shoir ijodining asosiy leytmotivini tashkil qiladi. Vatanni sevish, xalq dardiga hamdard bo'lish, insoniy qadriyatlarni ulug'lash kabi mavzulardagi she'rlari bilan xalq ko'nglidan joy olgan shoir ijodi xususida O'zbekiston xalq shoiri Abdulla Oripov shunday deydi: "Muhammad Yusuf yurakdan chiqqan she'rlari bilan xalq yuragiga yo'l topgan, xalq dardini, orzusini o'z she'rida aks ettira olgan shoir edi. Uning ovozi bu – xalqning ovozi edi!". Muhammad Yusuf she'rlari o'zbek she'riyati xazinasining nodir javohirlaridan hisoblanadi.

Asosiy qism. Muhammad Yusuf rostgo'y shoir, halol va pokiza qalb egasi. Shuning uchun ham uning she'riyati ma'naviyatga to'la, muhabbat haqida kuylaydimi, bevafo yor haqida kuylaydimi hamisha hayotga, haqiqatga hamnafaslik sezilib turadi. U shunday iste'dodli shoirki, uning har bir she'rida xalqning quvonch-u iztiroblari, orzu va armonlarini madh ettirgan:

Na yerda gavharsan, na ko'kda hilol
Ko'rsa, g'aribsan bir maskan bo'lmasa
Boshingda soyabon majnuntol misol
Senga parvona bir Vatan bo'lmasa
Sensiz sahrolarda sarobdir yo'lim
Tuprog'i ko'zimga to'tiyo elim.

Ushbu satrlari orqali shoir Vatanni bo'lmagan insonni xor va g'arib deya ta'riflaydi. Ushbu misralarda ham yozuvchining eliga, vataniga bo'lgan cheksiz muhabbati hamda milliy g'urur hissi yaqqol sezilib turadi.

Shoir she'rlarining xalqchilligi, chuqur falsafiy ma'noga egaligi va Vatan uchun jon fido qilgan buyuk ajdodlarimiz qalbidagi vatan sog'inchida yashaganliklarini ta'sirli bayoni har bir she'rxon qalbiga yetib borganligi sababli ham shoir she'rlari hamon yosh avlod tillarida yangraydi.

Ikki ko'zim elimdadir,
Cho'g'dek so'zim tilimdadir.
Dilim yonib, dilimda bir
Armon, ketdim daryo kechib.
Yurtdan ayro ado ko'nglim,
G'uboriga mushtoq ko'nglim



Yig'lab bu kun bu shoh ko'nglim

Vayron ketdim daryo kechib.

Haqiqatdan, yurtdan ayro bo'lish og'ir. Vatanni asrash uni himoya qilish undan-da og'ir. Yurt uchun jonini berib, xalqim tinch-totuvlikda, ozodlikda yashasin deya tanalari noma'lum yerlarda qolib ketgan o'g'lonlarni unutib bo'ladimi? 1962-yil kuzida cherkaz cho'poni Murodin Qo'shqorov G'arbiy Kavkaz tizmalaridagi Marux dovoni muzliklari orasidan 1-vzvod jangchilar jasadini topib oldi. Ular kimningdir yolg'iz bolasi, kimningdir otasi, akasi yoki do'sti bo'lishi mumkin.

Ular qalbidan ne hasratlar o'tmadi deysiz, bedarak yo'qolib ketgan insonni kutish qanday og'ir. Shoir o'zining "Marux dovoni" she'rida mana shu o'g'lonlar haqida shunday yozadi:

Jangchi o'ldi
Ko'kragida qo'rg'oshin
Kavkaz tog'larida
Jasadi qoldi
Yigirma yildan so'ng
Suyaklarini
Cherkas cho'poni
Muz ichidan
Topvoldi...

Muhammad Yusuf she'rlari nafaqat yoshlar, balki kattalar qalbida ham vatanparvarlik hissining oshishiga, qadim ajdodlarimizga bo'lgan faxr tuyg'usini baralla tuyishga sabab bo'ladi. Shoir she'rlarining har bir satrlarida vatanga, xalqqa bo'lgan mehr-muhabbat barq urib turadi. M.Yusuf misralarining hayotiy haqiqat asosida yozilganligi qalbimizdan chuqur joy egallashiga sabab bo'ladi.

Xulosa qilib aytganda, shoir she'rlari oddiy so'zlardan tarkib topgan to'rtliklar emas, balki minglab qalblar dardi, yurtdan ayro bo'lganlarning ko'z yoshlari, buyuk ajdodlar ovozidir. Muhammad Yusuf umri qisqa bo'lgan bo'lsa-da, u shu qisqa umri davomida yonib ijod qildi. Undan adabiyotimizga Muhammad Yusuf deb atalmish she'riyat qoldi. Shoir xotirasi qalbimizda bardavom yashayveradi. Uning go'zal va sermahsul ijodi hech kimning xotirasidan o'chmaydi. Zero, "Haqiqiy shoirning qabri bo'lmaydi, yurakka ko'milar asl shoirlar".

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THE ROLE OF DIGITAL TECHNOLOGIES IN TOURISM EDUCATION

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Abstract

This article examines the transformative role of digital technologies in tourism education within the context of Industry 4.0 and the rapidly evolving tourism sector. Through analysis of current educational practices, technological innovations, and industry requirements, the research identifies key digital tools and pedagogical approaches that enhance tourism education. The study explores how virtual reality, augmented reality, artificial intelligence, big data analytics, and simulation software are revolutionizing teaching methodologies and student learning experiences. Findings indicate that digital technologies in tourism education not only improve knowledge acquisition but also develop essential technical and soft skills required by the industry. The article concludes with recommendations for educational institutions and tourism educators to effectively integrate digital technologies into curricula and teaching practices.

1. Introduction

The tourism industry is undergoing profound digital transformation, driven by technological innovation, changing consumer behaviors, and global connectivity. As one of the world's largest economic sectors, tourism increasingly relies on digital technologies to enhance customer experiences, improve operational efficiency, and develop innovative business models. This digital revolution necessitates a parallel transformation in tourism education to ensure graduates possess the skills and competencies required in this rapidly evolving landscape.

Traditional approaches to tourism education that emphasize theoretical knowledge and conventional hospitality skills are no longer sufficient. Today's tourism professionals must be digitally literate, adaptable to emerging technologies, and capable of navigating complex digital ecosystems. Educational institutions face the challenge of integrating digital technologies not only as subjects of study but as fundamental tools for teaching and learning.

The fourth industrial revolution, commonly referred to as Industry 4.0, is characterized by the fusion of technologies that blur the lines between physical,



digital, and biological spheres. This technological revolution has given rise to Tourism 4.0, a paradigm that emphasizes smart tourism experiences, digital connectivity, and data-driven decision making.

In the Tourism 4.0 framework, technologies such as artificial intelligence, Internet of Things (IoT), big data analytics, robotics, and extended reality create new possibilities for tourism experiences and operations. For instance, smart hotels employ IoT devices for automated check-ins, AI-powered chatbots assist travelers with inquiries, and virtual reality enables immersive previews of destinations.

The digitalization of tourism has fundamentally altered the skill requirements for tourism professionals. Beyond traditional hospitality competencies, employers now seek candidates with:

- Digital literacy and technological fluency
- Data analysis and interpretation abilities
- Digital marketing expertise
- Experience with industry-specific software
- Understanding of emerging technologies and their applications
- Adaptability to technological change

Tourism education must evolve to address these changing requirements by integrating digital technologies into curricula and teaching methodologies.

Contemporary students, often characterized as digital natives, have different expectations regarding their educational experiences. They anticipate technology-enhanced learning environments, interactive teaching methods, and curricula that reflect current industry practices. Tourism education institutions must respond to these expectations to remain relevant and effective.

Several digital technologies have emerged as particularly significant for tourism education:

Virtual Reality (VR) and Augmented Reality (AR)

Virtual and augmented reality technologies offer unprecedented opportunities for experiential learning in tourism education. These technologies allow students to:

- Virtually visit global destinations without physical travel
- Experience cultural heritage sites and attractions
- Practice guest interactions in simulated environments
- Develop operational skills through immersive training

For example, VR can transport students to iconic landmarks like the Eiffel Tower or the Great Wall of China, providing accessible, cost-effective alternatives



to field trips. This technology is particularly valuable for institutions with limited resources for international travel or those seeking to reduce their carbon footprint.

Artificial Intelligence and Chatbots

AI applications in tourism education include:

- Personalized learning paths based on student performance
- Automated assessment and feedback systems
- Virtual assistants that support student inquiries
- Simulation of customer service scenarios

AI enables adaptive learning experiences that respond to individual student needs and preferences. Additionally, exposing students to AI applications prepares them for workplaces increasingly utilizing these technologies for customer service and operational efficiency.

Simulation Software and Digital Twins

Simulation software creates virtual replicas of tourism operations, allowing students to:

- Practice management of hotels, restaurants, or tourism attractions
- Experience decision-making in controlled environments
- Understand the impacts of various strategies on business outcomes
- Develop problem-solving skills through scenario-based learning

These digital environments provide safe spaces for experimentation and learning from failure without real-world consequences.

Digital technologies have become indispensable in tourism education, reflecting the sector's ongoing digital transformation. By embracing virtual reality, artificial intelligence, simulation software, big data analytics, and mobile applications, tourism education institutions can develop graduates who are prepared for the technological realities of the industry.

The integration of these technologies requires thoughtful pedagogical approaches, faculty development, and institutional investment. When implemented effectively, digital technologies enhance learning outcomes, develop industry-relevant skills, increase educational accessibility, and strengthen connections between education and industry.

As the pace of technological change accelerates, tourism education must remain adaptive and forward-looking. By addressing challenges related to access equality, faculty development, and the balance between technology and human interaction, institutions can harness the full potential of digital technologies to prepare students for successful careers in the evolving tourism landscape.



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Iqtisodiyotning eng yirik tarmog'i bu mashinasozlik sanoatidir

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Annotatsiya: Ushbu tezisdagi mashinasozlik sanoatining milliy iqtisodiyotdagi o'rnini, uning rivojlanish bosqichlari, sanoatning boshqa tarmoqlari bilan o'zaro aloqasi, innovatsion texnologiyalar joriy etilishi hamda global raqobatbardoshlikni ta'minlashdagi ahamiyati yoritilgan. Shuningdek, O'zbekiston misolida mashinasozlik sohasidagi yutuqlar va mavjud muammolar, investitsiya siyosati, eksport salohiyati, kadrlar tayyorlash tizimi haqida tahliliy mulohazalar berilgan.

Kalit so'zlar: Mashinasozlik sanoati, iqtisodiyot, innovatsiyalar, modernizatsiya, eksport, sanoat aloqalari, raqobatbardoshlik, investitsiyalar, O'zbekiston, texnologik taraqqiyot.

Аннотация: В данном тезисе освещается роль машиностроительной промышленности в национальной экономике, этапы ее развития, взаимосвязь с другими отраслями промышленности, внедрение инновационных технологий и ее значение в обеспечении глобальной конкурентоспособности. Также на примере Узбекистана даны аналитические размышления о достижениях и существующих проблемах в области машиностроения, инвестиционной политике, экспортном потенциале, системе подготовки кадров.

Ключевые слова: Машиностроение, экономика, инновации, модернизация, экспорт, промышленные связи, конкурентоспособность, инвестиции, Узбекистан, технологический прогресс.

Abstract: This thesis highlights the role of the machine-building industry in the national economy, its stages of development, its interaction with other industries, the introduction of innovative technologies, and its significance in ensuring global competitiveness. Also, using the example of Uzbekistan, analytical comments are given on the achievements and existing problems in the field of mechanical engineering, investment policy, export potential, and the personnel training system.

Keywords: Mechanical engineering industry, economy, innovations, modernization, export, industrial relations, competitiveness, investments, Uzbekistan, technological progress.

Kirish: Har qanday mamlakatning iqtisodiy qudrati, texnologik taraqqiyoti va sanoat rivojlanishi ko'p jihatdan mashinasozlik sanoatining holatiga bog'liq bo'ladi.



Mashinasozlik – bu zamonaviy sanoat infratuzilmasining asosi bo‘lib, boshqa ishlab chiqarish tarmoqlari uchun zarur bo‘lgan texnik vositalar, dastgohlar, avtomobillar, elektr jihozlari, qishloq xo‘jaligi mashinalari va boshqa murakkab texnologik mahsulotlarni yaratib beradi.

Mashinasozlik sanoati — bu yuqori texnologiyalarga asoslangan, ko‘p bosqichli ishlab chiqarish zanjirlarini o‘z ichiga olgan, innovatsion taraqqiyotning eng muhim drayveri hisoblanadi. U nafaqat sanoatni, balki transport, qurilish, energetika, mudofaa, qishloq xo‘jaligi kabi asosiy tarmoqlarni ham zarur texnika vositalari bilan ta‘minlab, ularning rivojlanishini ta‘minlaydi.

Bugungi globallashuv davrida mashinasozlik sanoati xalqaro raqobatga bardosh bera oladigan, ekologik toza va energiya tejamkor mahsulotlar ishlab chiqarishni yo‘lga qo‘yish orqali iqtisodiyotda yetakchi o‘rinni egallamoqda. Ayniqsa, O‘zbekiston Respublikasida so‘nggi yillarda ushbu sohada olib borilayotgan modernizatsiya, chet el investitsiyalarining jalb etilishi, ilm-fan va ishlab chiqarish integratsiyasi mashinasozlikni rivojlantirishda muhim omillardan biridir.

Asosiy qism: Mashinasozlik sanoatining iqtisodiyotdagi o‘rni: Mashinasozlik sanoati – bu barcha sanoat tarmoqlari va xalq xo‘jaligi uchun asosiy ishlab chiqarish vositalarini yaratadigan muhim tarmoqdir. Uning mahsulotlari boshqa sanoat sohalarida ishlab chiqarishni tashkil etish, modernizatsiya qilish va avtomatlashtirish uchun zarur bo‘lgan asbob-uskunalar, dastgohlar, transport vositalari va texnologik liniyalarni o‘z ichiga oladi.

Bu tarmoqning rivojlanishi mehnat unumdorligini oshirish, yangi ish o‘rinlari yaratish, sanoat salohiyatini mustahkamlash va innovatsion iqtisodiyotga o‘tishning zarur shartlaridan biri hisoblanadi.

Mashinasozlikning tarmoqlari va mahsulot turlari

Mashinasozlik sanoati bir necha yo‘nalishlarga bo‘linadi:

- **Avtomobilsozlik** – yengil va yuk avtomobillari, avtobuslar, elektrotransport vositalari ishlab chiqarish.
- **Qishloq xo‘jaligi mashinasozligi** – traktorlar, kombaynlar, urug‘ sepish va o‘rim-yig‘im texnikalari.
- **Energetik mashinasozlik** – turli kuch qurilmalari, generatsion uskunalar.
- **Aviatsiya va kosmik mashinasozlik** – samolyotlar, sun‘iy yo‘ldoshlar, aviadvigatellar.
- **Maishiy texnika ishlab chiqarish** – muzlatgich, kir yuvish mashinalari, gaz plitalari va boshqalar.

O‘zbekistonda mashinasozlikning rivojlanishi

O‘zbekiston Respublikasi mustaqillikka erishgach, mashinasozlik sanoatini rivojlantirishga katta e‘tibor qaratildi. Avvaliga sanoatning asosiy qismlari sobiq ittifoqdan qolgan korxonalar negizida qayta tiklandi. Bugungi kunda mashinasozlik tarmog‘ida bir qator yirik loyihalar amalga oshirilmoqda:

- **“UzAuto Motors”** – yengil avtomobil ishlab chiqarishda yetakchi hisoblanadi;
- **“MAN Auto-Uzbekistan”** – yuk avtomobillari ishlab chiqaradi;
- **“UzAgroMashHolding”** – qishloq xo‘jalik texnikalarini ishlab chiqarish va ta‘mirlash;
- **“Tashkent Mechanical Plant”** va boshqa yirik korxonalar texnologik modernizatsiya qilinmoqda.

Davlat tomonidan xorijiy investitsiyalarni jalb qilish, soliq imtiyozlari yaratish va infratuzilmani rivojlantirish orqali mashinasozlikni qo‘llab-quvvatlash siyosati olib borilmoqda.

Raqobatbardoshlik va innovatsiyalar

Raqobatbardosh mashinasozlik uchun muhim omillardan biri – **innovatsion texnologiyalarni joriy etishdir**. Raqamlashtirish, avtomatlashtirilgan boshqaruv tizimlari, sun‘iy intellekt elementlarini ishlab chiqarishga tatbiq qilish orqali yuqori sifatli, eksportbop mahsulotlar yaratish mumkin.

O‘zbekistonda texnoparklar, ilmiy-tadqiqot institutlari bilan hamkorlikda yangi mahsulotlar ishlab chiqilmoqda. Yurtimizda ishlab chiqarilayotgan avtomobillar va texnikalar Markaziy Osiyo, Rossiya, Kavkaz, Afrika mamlakatlariga eksport qilinmoqda.

Muammolar va rivojlanish istiqbollari

Mashinasozlik tarmog‘ida quyidagi muammolar mavjud:

- Texnologik eskirgan uskunalarning saqlanib qolganligi;
- Yuqori malakali muhandis va texnik xodimlar yetishmasligi;
- Mahalliy lashtirish darajasining pastligi;
- Importga yuqori darajadagi bog‘liqlik.

Shunga qaramay, rivojlanish istiqbollari ijobiy baholanmoqda. Yaqin yillarda:

- Mahalliy xomashyo asosida ishlab chiqarishni kengaytirish;
- Elektr transport vositalarini ishlab chiqarishni yo‘lga qo‘yish;
- Raqamli texnologiyalar va avtomatlashtirishni jadallashtirish;
- Eksport geografiasini kengaytirish rejalashtirilmoqda.

Muhokama: Mashinasozlik sanoati har qanday zamonaviy iqtisodiyotning asosi bo'lib, uning barqaror rivojlanishida hal qiluvchi o'rin egallaydi. Bu soha boshqa tarmoqlar uchun "dvigatel" vazifasini bajarib, ishlab chiqarish jarayonlarining texnik bazasini yaratadi. Muhokama jarayonida bir necha muhim jihatlarni tahlil qilish zarur:

Birinchi, **mashinasozlik sanoatining ko'p tarmoqliligi** uni kompleks rivojlanishni talab qiluvchi sohalardan biriga aylantiradi. Qishloq xo'jaligi, qurilish, energetika, transport kabi barcha sohalarning texnik ta'minoti aynan mashinasozlikka bog'liq. Shu sababli, mashinasozlikdagi har qanday islohot yoki texnologik yutuq boshqa tarmoqlarda ham o'sishni rag'batlantiradi.

Ikkinchi, **xalqaro tajriba shuni ko'rsatmoqdaki**, ilg'or sanoat davlatlari (Germaniya, Yaponiya, Janubiy Koreya) o'z iqtisodiyotlarining asosiy ustunini aynan mashinasozlik tarmog'i orqali mustahkamlashgan. Ularda fan, ta'lim va ishlab chiqarishning uzviy integratsiyasi mavjud bo'lib, bu innovatsiyalarni jadal joriy etishga xizmat qiladi.

Uchinchi, O'zbekistonda mashinasozlik sanoati oxirgi yillarda jadal rivojlanayotgan bo'lsa-da, **texnologik modernizatsiya va mahallilashtirish darajasi** hali yetarli emas. Aksariyat ehtiyot qismlar va komponentlar xorijdan import qilinmoqda, bu esa ishlab chiqarish tannarxini oshirib, raqobatbardoshlikka salbiy ta'sir ko'rsatmoqda.

Shuningdek, **kadrlar masalasi** ham dolzarb hisoblanadi. Texnik mutaxassislar, muhandislar va konstruktorlar tayyorlashda zamonaviy mehnat bozorining talablariga moslashish, oliy ta'limda amaliyotga yaqin yondashuvlarni kuchaytirish zarur. Shu bilan birga, ta'lim tizimi va sanoat korxonalari o'rtasida mustahkam aloqalarni yo'lga qo'yish dolzarb ahamiyatga ega.

Innovatsion yondashuvlar va raqamli texnologiyalarning joriy etilishi esa mashinasozlikni keyingi bosqichga olib chiqadi. **Avtomatlashtirilgan tizimlar, sun'iy intellekt asosida ishlovchi texnologiyalar, 3D bosma** kabi zamonaviy yondashuvlar korxonalarining ishlab chiqarish salohiyatini oshirishga xizmat qilmoqda.

Muhokama natijalariga ko'ra, mashinasozlik sanoatini rivojlantirish uchun kompleks yondashuv, davlat siyosatining qo'llab-quvvatlovchi mexanizmlari va xususiy sektorga keng imkoniyatlar yaratish dolzarb hisoblanadi. Bu esa O'zbekistonning iqtisodiy mustaqilligini mustahkamlashda, eksport salohiyatini oshirishda va zamonaviy infratuzilmaga ega bo'lishda muhim omil bo'ladi.

Mavzuning dolzarbligi: Bugungi kunda globallashuv, raqamli transformatsiya va sanoatning to‘rtinchi inqilobi (Industry 4.0) sharoitida iqtisodiy taraqqiyotning barqarorligini ta‘minlashda mashinasozlik sanoatining roli tobora ortib bormoqda. Mashinasozlik nafaqat boshqa sanoat tarmoqlari uchun zarur bo‘lgan texnika va texnologiyalarni yaratadi, balki mamlakatning eksport salohiyati, innovatsion rivojlanishi va mehnat bozoridagi bandlik ko‘rsatkichlariga ham bevosita ta‘sir ko‘rsatadi.

O‘zbekiston Respublikasi tomonidan amalga oshirilayotgan sanoat siyosatining markazida aynan mashinasozlikni modernizatsiya qilish, texnologik asbob-uskunalarni mahalliyashtirish, zamonaviy texnoparklar tashkil etish va xorijiy investorlar bilan hamkorlikni kuchaytirish turibdi. Ayniqsa, avtomobilsozlik, qishloq xo‘jalik texnikalari ishlab chiqarish va energetik mashinasozlik sohasidagi yutuqlar iqtisodiyotda yangi sanoat platformasini shakllantirishga xizmat qilmoqda.

Shuningdek, ilg‘or texnologiyalar, ekologik standartlarga javob beradigan mahsulotlar ishlab chiqarish, raqamli tizimlarni ishlab chiqarish jarayonlariga tatbiq etish — mashinasozlik sanoatini strategik tarmoq sifatida rivojlantirishni taqozo etmoqda.

Mazkur mavzuning dolzarbligi shundan iboratki, mashinasozlik sanoatini chuqur o‘rganish orqali nafaqat mavjud muammolarni aniqlash va tahlil qilish, balki rivojlanish strategiyasini ishlab chiqish, innovatsion yechimlar taklif etish ham mumkin. Bu esa O‘zbekistonning iqtisodiy mustaqilligi va texnologik suverenitetini ta‘minlashda muhim qadam bo‘ladi.

Xulosa va takliflar: Mashinasozlik sanoati – zamonaviy iqtisodiyotning texnik va texnologik tayanchi bo‘lib, uning rivojlanishi davlatning sanoat salohiyati, eksport imkoniyatlari va innovatsion taraqqiyot darajasini belgilab beradi. Bu tarmoq boshqa sanoat sohalari bilan bevosita bog‘liq bo‘lib, umumiy iqtisodiy tizimning uzviy qismi hisoblanadi.

O‘zbekiston Respublikasi mustaqillik yillarida mashinasozlik sohasida muhim yutuqlarga erishdi: avtomobilsozlik yo‘lga qo‘yildi, qishloq xo‘jaligi texnikasi ishlab chiqarilmoqda, xalqaro brendlar bilan hamkorlikda zamonaviy korxonalar tashkil etildi. Shunga qaramay, texnologik modernizatsiya, ilmiy-texnik tadqiqotlar bilan uzviy bog‘liqlik, raqobatbardosh mahsulotlar ishlab chiqarish bo‘yicha hali bajarilishi lozim bo‘lgan vazifalar mavjud.



Takliflar:

1. **Texnologik yangilanishni jadallashtirish:** Eskirgan uskunalarni zamonaviy, energiya tejamkor va avtomatlashtirilgan texnologiyalar bilan almashtirish lozim.
2. **Mahalliyashtirish darajasini oshirish:** Import qilinayotgan ehtiyot qismlar va komponentlar o'rnini bosuvchi mahalliy ishlab chiqarishni kengaytirish orqali ishlab chiqarish tannarxini pasaytirish zarur.
3. **Ilm-fan va ishlab chiqarish integratsiyasini kuchaytirish:** Texnik oliy o'quv yurtlari, ilmiy-tadqiqot institutlari bilan korxonalar o'rtasida uzviy hamkorlikni yo'lga qo'yish lozim.
4. **Malakali kadrlar tayyorlash:** Muhandislik va texnik ta'lim sifatini oshirish, zamonaviy texnologiyalarga mos kadrlarni tayyorlash bo'yicha maxsus dasturlarni ishlab chiqish kerak.
5. **Eksport salohiyatini rivojlantirish:** Mahsulotlarning xalqaro sifat standartlariga javob berishini ta'minlash orqali yangi bozorlarni egallashga intilish zarur.
6. **Xorijiy investitsiyalarni jalb qilish:** Soliq imtiyozlari, infratuzilma yengilliklari orqali yirik investorlar uchun qulay muhit yaratish davom ettirilsin.
7. **Raqamlashtirish va innovatsiyalarni keng joriy etish:** 4.0 sanoat texnologiyalari, sun'iy intellekt, 3D bosma, IoT (Internet of Things) kabi ilg'or texnologiyalarni ishlab chiqarish jarayoniga keng tatbiq etish lozim.

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РАННЯЯ МЛАДЕНЧЕСКАЯ ЭПИЛЕПТИЧЕСКАЯ ЭНЦЕФАЛОПАТИЯ В СТРУКТУРЕ СИНДРОМА МИКРОЦЕФАЛИИ С КАПИЛЛЯРНЫМИ МАЛЬФОРМАЦИЯМИ: КЛИНИЧЕСКИЙ СЛУЧАЙ

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Актуальность. Ранняя младенческая эпилептическая энцефалопатия (РМЭЭ) является тяжелым неврологическим расстройством, которое проявляется в первые месяцы жизни и характеризуется резистентными к лечению эпилептическими приступами и значительными когнитивными нарушениями. МИС-САР-синдром (синдром микроцефалии с капиллярными мальформациями) представляет собой редкое генетическое заболевание, ассоциированное с множественными неврологическими и сосудистыми аномалиями. Понимание механизмов, лежащих в основе этого синдрома, и его клинических проявлений имеет критическое значение для своевременной диагностики и выбора адекватной терапии.

Цель: Целью данного исследования является анализ клинического случая РМЭЭ в контексте МИС-САР-синдрома, оценка эффективности гормональной терапии гидрокортизоном на течение заболевания и выявление основных клинических проявлений синдрома для улучшения диагностики и лечения.

Материалы и методы. В исследовании использовались данные анамнеза, динамика течения заболевания, результаты объективного обследования, включая нейровизуализацию (МРТ головного мозга), электроэнцефалографию (ЭЭГ) и генетическое тестирование. Оценивались клинические проявления, такие как частота и характер эпилептических приступов, неврологический статус, а также эффективность лечения гормоном (гидрокортизоном) у пациента с установленным диагнозом.



Результаты и их обсуждение. У пациента был установлен диагноз РМЭЭ в структуре МІС-САР-синдрома, который был подтвержден генетически с выявлением мутации в генах, ответственных за развитие нейрональных структур. Гормональная терапия гидрокортизоном продемонстрировала положительный эффект: наблюдалось уменьшение частоты эпилептических приступов и улучшение неврологического статуса. Кроме того, снизилась интенсивность и количество капиллярных мальформаций, что подтверждает важность комплексного подхода к лечению. В результате лечения наблюдалось улучшение качества жизни пациента, а также положительная динамика в развитии. Полученные данные подчеркивают важность ранней диагностики МІС-САР-синдрома и его ассоциации с РМЭЭ. Учитывая сложность клинической картины и необходимость индивидуального подхода к лечению, важно развивать мультидисциплинарные команды специалистов для обеспечения комплексной помощи пациентам. Гормональная терапия может стать значимым элементом в лечении данной группы заболеваний, однако необходимы дополнительные исследования для более глубокого понимания механизмов действия и долгосрочных эффектов.

Выводы. Данный клинический случай подчеркивает необходимость повышения осведомленности о МІС-САР-синдроме и ранней диагностике РМЭЭ. Применение гормональной терапии может значительно улучшить качество жизни пациентов и снизить риск жизнеугрожающих осложнений. Рекомендуются дальнейшее изучение данного синдрома для разработки более эффективных методов лечения, включая генетические исследования и новые терапевтические подходы. Важно также обратить внимание на необходимость создания специализированных центров для диагностики и лечения редких неврологических заболеваний.



ПРИМЕНЕНИЕ ЭДАРАВОНА В КОМПЛЕКСНОЙ ТЕРАПИИ ПОСТИНСУЛЬТНЫХ БОЛЬНЫХ: КЛИНИЧЕСКАЯ ЭФФЕКТИВНОСТЬ И ПЕРСПЕКТИВЫ

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Аннотация. Целью исследования было изучение клинической эффективности эдаравона (Ксаврона) у пациентов с ишемическим инсультом в подостром периоде. В исследовании приняли участие 27 больных, начавших терапию в течение 24–48 часов после инсульта. Эдаравон применялся в дозе 30 мг дважды в сутки на протяжении 10 дней. Оценка неврологического дефицита проводилась с использованием шкалы NIHSS, а когнитивных функций — по шкале MMSE. Полученные данные показали достоверное снижение неврологического дефицита (средний балл снизился с 12 до 6, $p < 0.01$) и улучшение когнитивного статуса (повышение среднего балла с 22 до 25, $p < 0.05$). Результаты подтверждают выраженные нейропротекторные свойства препарата, обуславливающиеся его способностью снижать оксидативный стресс и воспаление. Таким образом, применение эдаравона представляется обоснованным в рамках комплексной терапии ишемического инсульта.

Ключевые слова: ишемический инсульт, эдаравон, Ксаврон, нейропротекция, когнитивные функции, NIHSS, MMSE.

Исследование эффективности эдаравона (Ксаврона) у пациентов, перенесших ишемический инсульт, подтвердило его значительное влияние на улучшение неврологического состояния, функциональных возможностей и когнитивного статуса. В исследовании участвовали 27 пациентов (15 мужчин и 12 женщин) со средним возрастом 65 лет, которые начали терапию в течение 24–48 часов после инсульта. Все участники получали эдаравон в дозе 30 мг дважды в день на протяжении 10 дней.

Оценка неврологического дефицита проводилась с использованием шкалы NIHSS. Результаты показали, что средний балл до начала терапии составил 12, что указывает на умеренный неврологический дефицит. После 10 дней лечения средний балл снизился до 6 ($p < 0.01$), что свидетельствует о статистически значимом улучшении состояния пациентов.



Когнитивный статус оценивался по шкале MMSE: средний балл до терапии составлял 22, а спустя 10 дней — 25 ($p < 0.05$). Эти данные подтверждают положительную динамику когнитивных функций, что важно для реабилитации и повышения качества жизни пациентов.

Результаты подчеркивают нейропротекторные свойства эдаравона, связанные со снижением оксидативного стресса и воспалительных процессов — ключевых факторов в патогенезе ишемического инсульта. По сравнению с другими нейропротекторами, эдаравон демонстрирует уникальную доказательную базу, направленную на предотвращение свободнорадикального повреждения нейронов. Пациенты, получающие терапию данным препаратом, показывают более выраженное восстановление неврологических функций и лучшие функциональные исходы по сравнению с контрольными группами в аналогичных исследованиях.

Выводы: Таким образом, результаты исследования подтверждают целесообразность использования эдаравона в клинической практике для улучшения исходов у пациентов после ишемического инсульта. Необходимы дальнейшие исследования, направленные на более глубокое понимание механизма действия препарата и его долгосрочного влияния на здоровье, что позволит усовершенствовать терапевтические подходы и повысить качество жизни постинсультных больных.

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THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH IN MODERN TESOL

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Annotation: The article provides a comprehensive analysis of the Communicative Language Teaching (CLT) approach within modern TESOL (Teaching English to Speakers of Other Languages). It traces the evolution of CLT, comparing it with older methods such as the Grammar Translation and Audio-lingual methods. The paper highlights the strengths of CLT, including its emphasis on real-world language use, interactive and learner-centered teaching, and its adaptability across various proficiency levels and learner contexts. However, it also discusses the limitations of CLT, such as its neglect of explicit grammar instruction and the challenges it presents in large classes or with students unfamiliar with communicative methods. Additionally, the article explores how CLT has adapted to contemporary technological advancements, integrating digital tools and online platforms to enhance language learning and communication. Ultimately, the paper underscores CLT's significance in shaping modern language education while acknowledging the need for a balanced approach that incorporates both communicative competence and grammatical accuracy.

Keywords: Communicative Language Teaching (CLT), TESOL (Teaching English to Speakers of Other Languages), Grammar Translation Method, Audio-lingual Method, Language acquisition, Communicative competence, Learner-centered approach, Real-world language use, Interactive learning, Digital tools in language teaching, Language learning methodologies, Teacher role in CLT, Task-based learning, Grammar instruction, Global communication

The Communicative Language Teaching (CLT) approach has been a cornerstone in the evolution of English language teaching for several decades. CLT emerged in the 1970s as a response to the limitations of traditional language teaching methods, focusing on communicative competence rather than solely on the mastery of grammatical rules. It prioritizes the ability to use the language for real communication in authentic contexts, promoting interaction, functional language use, and meaningful communication over rote memorization or isolated grammar drills. The shift from structuralist approaches, such as Grammar Translation and



Audio-lingual methods, marked a significant turning point in TESOL (Teaching English to Speakers of Other Languages). In a CLT classroom, the emphasis is placed on students actively engaging with the language through tasks that simulate real-life situations.

The teacher acts as a facilitator rather than a strict authority figure, creating an environment where learners feel free to experiment with the language and make mistakes. In CLT, language learning is seen as a social and dynamic process, where learners use language to negotiate meaning, ask questions, and express opinions. As CLT continues to evolve in the classroom, its key principles—such as communicative competence, task-based learning, and learner-centered teaching—remain at the forefront. However, the approach has adapted to the needs of modern learners, incorporating technology and digital tools that facilitate communication in a globalized world. The integration of multimedia resources, such as video conferencing, online forums, and interactive applications, allows students to practice language in authentic contexts outside of the classroom, reinforcing the communicative goals of CLT. One of the main strengths of CLT is its focus on real-world language use. It allows students to develop the ability to communicate effectively in a variety of situations, from casual conversations to professional exchanges.

Additionally, the emphasis on interaction fosters collaborative learning, where students learn from each other through group work, role plays, and peer feedback. This social aspect of learning is particularly beneficial for language acquisition, as it provides students with numerous opportunities to practice and refine their skills in a supportive environment. Another strength of CLT is its adaptability. It can be used with learners of varying ages, proficiency levels, and cultural backgrounds. Teachers can tailor tasks and activities to meet the specific needs of their students, making CLT a flexible and inclusive approach. However, CLT is not without its challenges. One of the weaknesses of this approach is that it can sometimes neglect the explicit teaching of grammar. While the focus on communication is important, some students may struggle with accuracy if they do not receive sufficient instruction on grammar rules. This can lead to fossilization, where learners continue to make the same mistakes without correction. Another challenge is that CLT can be difficult to implement in large classes or with students who are not accustomed to active participation. Some learners may find it challenging to engage in spontaneous communication, especially in cultures where traditional teacher-led instruction is the norm. Moreover, there is often a lack of standardized assessments in CLT-based



classrooms, which can make it harder to measure student progress. In comparison to methods like Grammar Translation and Audio-lingual, CLT presents both strengths and weaknesses.

The Grammar Translation Method, for instance, focuses heavily on the memorization of vocabulary and grammar rules, with little to no emphasis on speaking or listening. While it can help students gain a deep understanding of grammar, it fails to prepare them for real-life communication. In contrast, CLT provides opportunities for students to practice language in authentic contexts, promoting fluency and interaction. However, unlike Grammar Translation, CLT does not focus as much on explicit grammar instruction, which some learners may find problematic. The Audio-lingual Method, popular in the mid-20th century, relied heavily on repetition, drills, and pattern practice to teach language. While it was effective in developing listening and speaking skills, it had limited focus on real communication and contextual language use. CLT, on the other hand, encourages learners to use the language in varied, real-life scenarios, making it a more flexible and dynamic approach. One of the major differences between CLT and the Audio-lingual Method is the role of the teacher. In the Audio-lingual Method, the teacher is often seen as the central authority, controlling the flow of the lesson and correcting errors immediately. In CLT, however, the teacher is seen more as a guide or facilitator, creating an environment where learners feel comfortable experimenting with language and taking risks without fear of immediate correction. In summary, while CLT has had a profound impact on language teaching, it is important to recognize its limitations. It has evolved to become more flexible and adaptable, incorporating new technologies and approaches to better meet the needs of modern learners. Despite its challenges, such as the potential neglect of grammar and difficulties in large classes, CLT remains one of the most widely used and influential methods in TESOL. Its focus on real-world communication, student interaction, and learner autonomy continues to shape language education worldwide. However, it is important for teachers to balance communicative activities with appropriate grammar instruction to ensure learners develop both fluency and accuracy. As language teaching continues to evolve, CLT will likely continue to adapt and refine its approach to ensure that students are equipped to communicate effectively in an increasingly globalized world.

The Communicative Language Teaching (CLT) approach has remained a central methodology in modern TESOL for several decades, continually adapting to the changing landscape of language learning. While its core focus on communicative



competence has remained constant, CLT has evolved significantly to accommodate new teaching technologies, evolving educational contexts, and diverse learner needs. Originally, CLT was developed in response to dissatisfaction with traditional teaching methods that emphasized rote memorization and grammar drills, such as the Grammar Translation Method (GTM) and the Audio-lingual Method. These methods were criticized for failing to prepare learners for practical communication in real-world contexts, where fluency and the ability to negotiate meaning are paramount. CLT, by contrast, stresses the importance of using language for meaningful communication, incorporating a range of interactive activities such as role-plays, discussions, debates, and problem-solving tasks.

One of the primary strengths of CLT is its learner-centered approach, which encourages active participation and interaction among students. In a CLT classroom, learners are typically engaged in collaborative activities, where they work together to solve problems, express ideas, and share information. This collaborative learning environment helps students not only improve their language skills but also build social skills and become more confident in their ability to use the language effectively. Through this approach, language learning becomes more authentic and connected to real-world use, rather than isolated drills and memorization. The adaptability of CLT is another significant benefit. It is a versatile approach that can be implemented with learners of varying proficiency levels, from beginner to advanced, and across different age groups. Teachers can tailor tasks to suit the language needs and interests of their students, whether they are preparing for an international exam, a business presentation, or casual conversation. CLT is flexible enough to accommodate the diverse cultural and educational backgrounds of students, making it a universal approach to language teaching. Additionally, as the world becomes increasingly connected through digital technologies, CLT has embraced the use of multimedia tools and digital platforms to facilitate communication outside the traditional classroom. Online collaboration tools, virtual classrooms, and language exchange platforms allow students to practice language skills with speakers from around the world, expanding the scope and authenticity of their learning experiences.

Another challenge associated with CLT is its effectiveness in large classes or with learners who are not accustomed to interactive learning. While CLT thrives in small, interactive groups, it can be difficult to maintain student engagement and ensure equal participation in larger settings. In such environments, teachers may struggle to give individualized attention or facilitate group work effectively.



Additionally, some learners, particularly those from educational cultures that prioritize teacher-centered approaches, may find the CLT style of learning unfamiliar and difficult to adjust to. For these students, the freedom to express ideas without immediate correction or the emphasis on collaborative activities may feel uncomfortable or even unproductive. Moreover, CLT's reliance on interaction and spontaneous communication can sometimes be perceived as too informal, with critics arguing that it may lack the rigor and structure of more traditional methods. Unlike the Grammar Translation Method, which provides clear, rule-based instruction, or the Audio-lingual Method, which uses repetition and drills to establish patterns, CLT's focus on communicative competence can sometimes be seen as lacking a clear progression of learning. This can create a challenge for teachers who are looking to implement a structured curriculum that builds language proficiency gradually.

When comparing CLT to the Grammar Translation Method, several key differences emerge. The Grammar Translation Method, which dominated language instruction in the 19th and early 20th centuries, is focused on the translation of written texts, memorization of vocabulary, and mastering grammatical rules through explicit explanation and practice. While GTM can be useful for reading and writing, it does not equip students to speak or understand spoken language effectively. In contrast, CLT's focus on communicative tasks helps students practice language in real contexts, preparing them for active use in social, academic, and professional settings. CLT's emphasis on speaking, listening, and interaction means that learners gain a more well-rounded ability to use the language, beyond simply translating text or understanding grammar. The Audio-lingual Method, another predecessor to CLT, is rooted in behaviorist theory, emphasizing repetition and drills to build language habits. In the Audio-lingual Method, language is taught through a sequence of pattern drills and dialogues, with teachers correcting errors immediately. This approach is effective in training learners to produce specific linguistic structures and to practice pronunciation, but it lacks a focus on communicative context. The Audio-lingual Method often does not allow for the kind of fluid, spontaneous communication that CLT encourages, as learners are trained to follow set patterns rather than express original thoughts or engage in meaningful conversations. CLT, on the other hand, allows students to use language in a more flexible and creative manner, which aligns more closely with real-world language use.

The teacher's role in CLT is another point of contrast with older methods. In the Audio-lingual Method, teachers are the central figures in the classroom,



providing correction and controlling the flow of the lesson. In CLT, the teacher's role is more as a facilitator or guide, creating an environment where students are encouraged to take risks with their language use and collaborate with their peers. This shift reflects a broader change in education, from teacher-centered to learner-centered approaches. Teachers in CLT classrooms may provide initial instruction and help scaffold learning, but the focus is on enabling students to use language creatively and meaningfully.

In conclusion, while the Communicative Language Teaching approach has shown remarkable flexibility and adaptability, there is no perfect method in language teaching. Each method, whether it's CLT, Grammar Translation, or Audio-lingual, offers different strengths that can be applied in various contexts. The key to effective language teaching lies in balancing different approaches and understanding the unique needs of students. CLT, with its focus on communication, student interaction, and real-world application, remains a highly effective method in modern TESOL. However, its implementation must be carefully managed to address its limitations, such as the need for explicit grammar instruction and the challenge of large classes, to ensure that learners develop both fluency and accuracy in their language skills. As TESOL continues to evolve, CLT will undoubtedly remain a foundational approach, while adapting to new teaching contexts and technologies.

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INNOVATIVE THERAPY OF CEREBROVASCULAR DISEASES

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Relevance of the topic:

Nowadays, the incidence, mortality, and disability rates associated with cerebrovascular diseases (CVDs) continue to rise globally, making this issue increasingly urgent. According to literature data, the incidence of CVDs is approximately 2.5 per 1,000 people. In Uzbekistan, post-stroke disability rates are estimated at 3.2 per 10,000 individuals. Given the broad spectrum of dysfunctions caused by CVDs — particularly cognitive impairments — it is crucial to ensure timely and effective treatment approaches. In recent years, innovative methods aimed at improving cognitive functions have emerged. One of the most promising techniques is Neurofeedback, a novel neurotherapy approach recently introduced in Uzbekistan. However, its efficacy in treating neurological conditions remains underexplored in the local context. Considering these factors, studying this method in patients with cerebrovascular diseases is highly relevant.

Objective of the study:

To evaluate the effectiveness of Neurofeedback therapy in improving cognitive dysfunction in patients with cerebrovascular diseases.

Research tasks:

1. To examine the clinical neurological characteristics of patients with cerebrovascular diseases.
2. To assess the cognitive status of these patients using standard neuropsychological scales.
3. To evaluate the impact of Neurofeedback therapy on the dynamics of cognitive impairment.

Results and discussion:

This study was based on 30 patients diagnosed with cerebrovascular diseases. The treatment was conducted at “Neuromed Service” private clinic and the Central Clinical Hospital of Uzbekistan Railways. Patients were divided into two groups:

- Group 1 (n=15) received standard pharmacological treatment.

- Group 2 (n=15) received the same treatment, supplemented with Neurofeedback therapy.

Clinical neurological assessment was performed according to the stage of the disease. Cognitive functions were evaluated using Beck's Scale, the Schulte Table, and Luria's Tests. The majority of patients reported symptoms such as dizziness, headaches, memory and concentration issues, hemifacial asymmetry, paresthesia, and motor disturbances.

Following 10 days of treatment, cognitive improvement was notably better in the Neurofeedback group. For instance, the intensity of headaches, measured by the Visual Analogue Scale (VAS), decreased from 5 to 3 in Group 1, while in Group 2, it reduced to 2. Furthermore, Group 2 demonstrated significant improvements in facial symmetry, reduction of dizziness, and decrease in paresthesia in limbs.

Conclusion:

The study suggests that the incorporation of Neurofeedback therapy into standard care for cerebrovascular disease patients can yield significant improvements in cognitive functions. Continued application of this method may contribute to long-term rehabilitation and should be considered a promising modern approach in the field of neurology in Uzbekistan.

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STUDY OF ACTIVE CENTERS OF CROTON ALDEHYDE REDUCTION REACTION

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It is very desirable to have information about the nature and structure of the active centers in order to create a catalyst of choice for the process, which has high catalytic activity and productivity for the conversion of ethyl alcohol to divinyl. Calculations have shown that the reaction mechanism includes the following steps:

- 1) Adsorption of alcohol and ketone on Lewis acid centers;
- 2) deprotonation of alcohol to form alkoxide;
- 3) hydride transfer from the alkoxide to the carbonyl group of the ketone through a 6-membered transition state. Partially hydrolyzed Lewis acid centers have been proposed as active centers.

In this work, an attempt was made to find a correlation between the total number of acid centers detected by ammonia TPD and the catalytic activity and relative number of Lewis acids of various Zr-containing catalysts selected for the reduction of crotonaldehyde with ethyl alcohol, which had high catalytic activity and productivity. The surface OH groups were determined by IR spectroscopy of adsorbed CO. The results show that the catalytic activity does not depend on either the total number of acid centers or the number of surface OH groups. On the contrary, a good correlation was found with the number of Lewis acid centers of zirconium. The initial rate of formation of 1-hydroxy-2-butylene and the relative amount of Zr⁴⁺ Lewis acid centers increase in a series of catalysts selected for the process, which have the same high catalytic activity and yield: Zr-HSZ < ZrO₂*FeO*ZnO/SiO₂ < ZrO₂. The catalyst samples selected for the production of divinyl from ethyl alcohol, ZrO₂/ZrO₂ and ZrO₂/La₂O₃, which do not have Lewis Zr⁴⁺ centers, are completely inactive in the reaction. Thus, our results indicate that the Lewis centers of Zr⁴⁺ play a major role in the MPVO reaction. In order to

determine the type of centers responsible for the formation of ethoxide particles, experiments were conducted to study the initial stages of the reaction on Zr-HSZ catalyst samples using IR spectroscopy. Deuteroethanol C_2H_5OD , dried with molecular sieve 3A, was used to distinguish the OH groups of the catalyst and substrate, which had high catalytic activity and productivity, selected for the process. C_2H_5OD was injected into the IR in small portions, and after equilibrium was established, the spectra of surface compounds were recorded.

When the mass fraction of acetaldehyde increases from 4 to 15%, no significant change in the selectivity for divinyl is observed, while the yield of divinyl increases from 9 to 28% (Fig. 2, Table 3). A further increase in the amount of acetaldehyde in the feedstock leads to a significant decrease in the selectivity for divinyl, and the selectivity for heavy adducts containing C_6+ increases. This fact indicates that at high acetaldehyde concentrations, the yield of the aldol condensation increases, leading to a decrease in the selectivity of the entire process. The curve of the total conversion of acetaldehyde and ethyl alcohol passes through a maximum, which fits well with the reaction scheme, and the reduction of crotonaldehyde to 1-hydroxy-2-butylene requires a reducing agent, and the decrease in the content of ethyl alcohol leads to a decrease in the catalyst selected for the process, which has high catalytic activity and productivity.

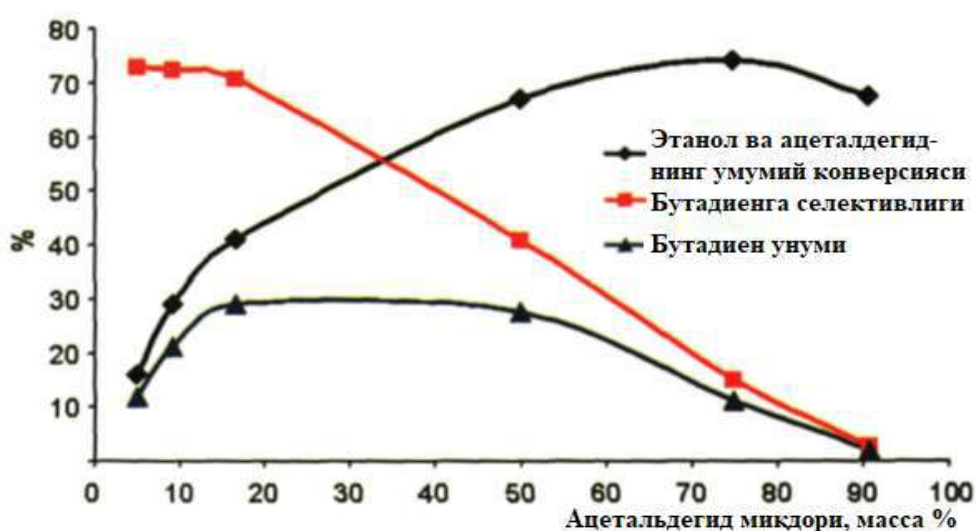


Figure 2. Dependence of raw material and selectivity of divinyl conversion on raw material composition (mass rate of raw material 0.3 g/g h, $T = 593K$)

Effect of type of metal. In the first stage, the effect of the methyl nature responsible for the hydrogenation of ethyl alcohol to acetaldehyde on the efficiency



of the process was studied. For this purpose, catalyst samples selected for the production of divinyl from ethyl alcohol with high catalytic properties and productivity based on $ZrO_2*FeO*ZnO/SiO_2$ with various metals (Zr, La, Cu, Ni) were prepared and tested in the synthesis reaction of divinyl from ethyl alcohol. The results are presented in Table 3. The catalyst samples selected for the production of divinyl from ethyl alcohol with high catalytic properties and productivity based on copper and silver showed similar conversion and selectivity for divinyl (~ 74%). The catalyst selected for the process with high catalytic activity and productivity containing Zr has a slightly lower selectivity for divinyl (66%) due to the formation of butylenes.

Table 3. Effect of metal type in divinyl synthesis reaction (mass rate of raw material 0.3 g/g-h, T = 600K, reaction time 300 min)

	0.3La/4ZrO ₂ *FeO*ZnO/SiO ₂	0.3Ni/4ZrO ₂ *FeO*ZnO/SiO ₂	0.3Cu/4ZrO ₂ *FeO*ZnO/SiO ₂
Conversion of ethyl alcohol to acetaldehyde, %	30.0	26.8	10.3
Product selectivity, %			
Divinyl	73.8	73.5	67.9
Ethylene	2.7	2.6	5.8
Propylene	3.0	3.7	3.7
Butylenes	2.9	3.6	5.7
Diethyl ether	3.7	3.3	6.4
Ethyl acetate	1.6	1.6	2.7
Butanol-1	3.0	3.4	2.6
Heavy products	9.3	8.4	5.3

To study the deactivation of catalysts with high catalytic activity and productivity, the dependence of the divinyl yield per unit mass of catalyst with high catalytic activity and productivity on the reaction time was analyzed (Fig. 3). The

catalyst with high catalytic activity and productivity, containing Ni, showed good stability - the divinyl yield did not change almost during the 9-hour experiment. On the contrary, the catalysts with high catalytic activity and productivity, containing lanthanum and copper, were passivated. The fact that nickel can resist the deactivation of the catalyst with high catalytic activity and productivity, which is explained by the cleavage of coke precursors on the surface of the catalyst with high catalytic activity and productivity, is explained by the formation of coke precursors on the surface of the catalyst with high catalytic activity and productivity. Among the catalysts selected for the process, which have high catalytic activity and productivity, containing Cu and Ag, 0.3La/4ZrO₂/SiO₂ showed high stability over time. It should also be noted that the selectivity towards the target product and by-products did not change during the experiment, which may indicate that the reaction mechanism does not change with the gradual poisoning of the active sites.

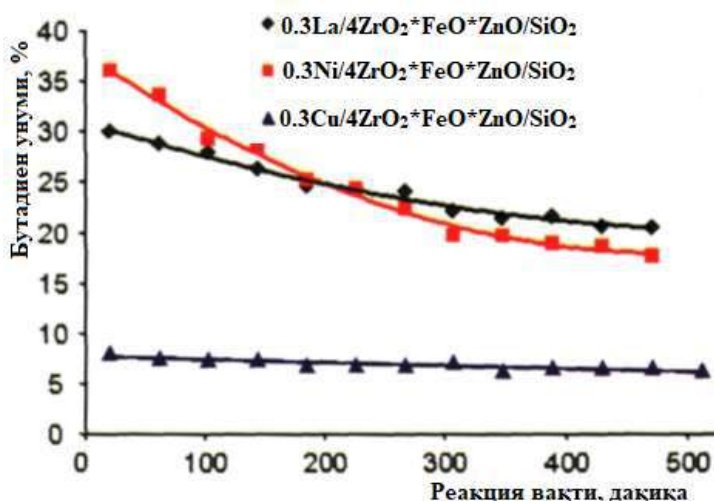


Figure 3. Dependence of divinyl yield on reaction time with various metals with catalysts having high catalytic activity and productivity, selected for the process (mass feed of raw material 0.3 g/g-h, T = 593 K).

Based on experimental data on the selectivity and stability of the target divinyl over time, a catalyst with high catalytic activity and productivity, including zirconium, was selected for further studies to carry out the process.

Effect of oxide type. In subsequent experiments, catalysts with high catalytic activity and productivity of various oxides were synthesized and studied. The catalyst with high catalytic activity and productivity of the selected catalyst samples for the production of divinyl from ethyl alcohol with high catalytic properties and



productivity were compared at the same ethyl alcohol conversion, which was achieved by changing the mass flow rate of the feedstock. The catalytic activity of the catalyst with high catalytic activity and productivity of the selected catalyst for the process can be attributed to such a high concentration of acid centers, as well as the presence of Brønsted acid centers on the surface, which are active in the dehydration reaction. High yields of heavy products (up to 27%) were observed on the catalysts with high catalytic activity and productivity of ZrO_2 and MgO . This result indicates that magnesium and zirconium oxides are very active in the aldol condensation reaction, and it seems that the crotonaldehyde formed in the first step reacts with the subsequent acetaldehyde molecule to form unsaturated alcohols with carbonyl compounds at C^{6+} . The reduction of the latter leads to the formation of dehydrating hexatrienes and their derivatives.

The highest selectivity for divinyl was demonstrated by the catalysts $0.3La/4ZrO_2*FeO*ZnO/SiO_2$ (74%) and $0.3La/Zr-HSZ$ (62%) with high catalytic activity and yield, which were selected for the process, containing Zr-containing components responsible for the aldol condensation and reduction of crotonaldehyde. The catalyst Zr-HSZ with high catalytic activity and yield, which was selected for the process, showed high resistance to deactivation during the first 4 hours of operation, but over time, the deactivation rate increased significantly due to the blocking of the pores of the mesoporous zeolite with high sorption and catalytic properties by compaction products. Other catalysts with high catalytic activity and productivity, selected for the process, had similar productivity over time. The maximum productivity of divinyl was observed at $0.3Zr/4ZrO_2*FeO*ZnO/SiO_2$.

Table 4. Effect of zirconium oxide content on the main parameters of divinyl synthesis reaction (mass consumption of raw materials 0.3 g/g-hour, $T = 593K$, reaction time 300 min)

	$Zr/4ZrO_2*FeO*ZnO/SiO_2$	$Zr/10ZrO_2*FeO*ZnO/SiO_2$	$Zr/18ZrO_2*FeO*ZnO/SiO_2$
Conversion of ethyl alcohol to acetaldehyde, %	48.0	45.6	45.8
Product selectivity, %			
Divinyl	72.1	73.0	72.8
Ethylene	1.5	2.1	2.3
Propylene	3.0	2.9	2.9



Butylenes	2.9	2.6	2.5
Diethyl ether	3.1	2.4	3.0
Ethyl acetate	3.0	2.9	3.0
Butanol-1	1.7	2.5	2.8
Heavy products	12.7	11.7	10.8

During the experiments, all the studied catalysts with high catalytic activity and productivity, selected for the process, were deactivated. At the same time, the deactivation rate changed slightly: with increasing ZrO_2 content, a slight decrease in the deactivation rate was observed, as indicated by a change in the slope of the divinyl productivity curve over time. This dependence indicates that the deactivation of the catalysts with high catalytic activity and productivity, selected for the process, may be associated with poisoning of the active centers of zirconium oxide.

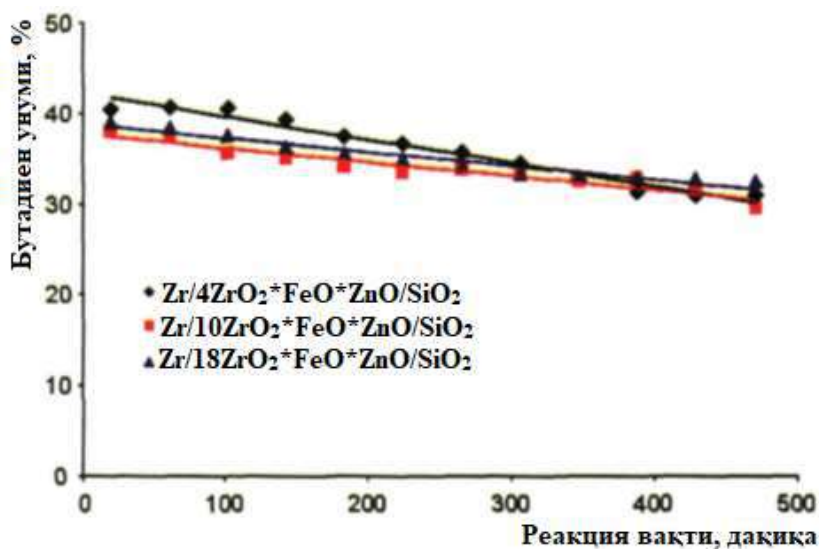


Figure 4. Dependence of divinyl yield on reaction time on catalysts with high catalytic activity and productivity containing zirconium oxide with different compositions (mass rate of raw material 0.3 g/g-h, T = 593 K).

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IMMUNE STATUS INDICATORS IN THE TREATMENT OF ORAL LEUCOPLAKIA

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Abstract: The aim of the work was a comprehensive study of the clinical efficacy and changes in the local immune response during conservative rehabilitation after surgical treatment of leukoplakia of the oral mucosa using local keratoplasty. The dynamics of subjective complaints, clinical manifestations, as well as immune status indicators were assessed: the level of secretory IgA, IL-1 β , IL-6 and TNF- α . The data obtained indicate a pronounced regenerative, antiseptic and immunomodulatory effect of the drug, which confirms its high clinical value in this pathology.

The study included 40 patients (20 men and 20 women) aged 35 to 65 years with clinically and histologically confirmed diagnosis of leukoplakia. Inclusion criteria: presence of leukoplakia foci on the mucous membrane of the cheeks, tongue, and floor of the mouth. Patients after surgical treatment of leukoplakia of the oral mucosa were prescribed KIN Care gel for topical application 2 times a day after oral sanitation for 28 days.

By the 14th day of treatment, patients in the main group showed an increase in sIgA concentration from an average of 0.19 ± 0.05 g/l to 0.31 ± 0.06 g/l ($p < 0.01$), while in the control group the increase was only 0.04 g/l ($p > 0.05$).

Concentration of proinflammatory cytokines:

The level of IL-1 β decreased from 122 ± 13 pg/ml to 68 ± 10 pg/ml ($p < 0.01$), IL-6 – from 96 ± 8 to 49 ± 7 pg/ml ($p < 0.01$), TNF- α – from 75 ± 9 to 40 ± 6 pg/ml ($p < 0.01$).

Discussion. The obtained results confirm the data of other authors on the high regenerative activity of KIN Care gel I. Its ability to stimulate metabolic processes and promote epithelialization makes it an effective drug in the treatment of precancerous conditions of the mucous membrane. An important advantage is the absence of systemic action and high biocompatibility.

The results of the study confirm the immunomodulatory effect of KIN Care gel I. An increase in the level of secretory IgA, along with a decrease in the



concentration of proinflammatory cytokines, indicates stabilization of the local immune status of the mucous membrane. This effect is explained by the action of hyaluronic acid and chlorhexidine [6,8].

Conclusion

The use of KIN Care gel in the complex therapy of leukoplakia of the oral mucosa allows achieving significant clinical improvement with minimal side effects. The drug can be considered as an effective and safe means of local action in this pathology.

Application of KIN Care gel in the treatment of oral leukoplakia helps to normalize the local immune response, reduce inflammation and improve the clinical picture. It is recommended to include the drug in the complex therapy of this pathology.



Taxation in Uzbekistan's Companies-Accounting Practices, Compliance, and Strategic Implications

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This research contends that the evolving tax regime in Uzbekistan has fundamentally reshaped the accounting practices, compliance strategies, and financial reporting of companies operating within the country. The complexity and dynamism of Uzbekistan's tax laws-including recent reforms in corporate income tax (CIT) rates, turnover taxes, and the introduction of risk-based tax audit mechanisms-demand that companies implement robust, adaptive accounting systems and proactive tax planning. Empirical evidence and professional practice reveal that companies able to align their accounting policies with the nuances of Uzbek tax legislation not only ensure compliance and minimize fiscal risk but also gain a competitive advantage through optimized tax burdens and enhanced financial transparency. The study further argues that the convergence of tax accounting and financial reporting, supported by digitalization and professional advisory services, is crucial for sustainable business growth and for meeting the increasing expectations of regulators and stakeholders in Uzbekistan's rapidly developing economy.

Supporting Arguments

1. The Structure and Evolution of Corporate Taxation in Uzbekistan

Uzbekistan's tax system has undergone significant reforms, particularly in the area of corporate income tax (CIT). As of 2025, the general CIT rate is 15% for most enterprises, with higher rates (20%) applied to sectors such as banking, cement, and telecommunications. The turnover tax, ranging from 1% to 25% depending on the entity and services, and the abolition of the 0% CIT rate for exports, further complicate the tax landscape for companies. These changes require companies to regularly update their accounting policies and systems to ensure accurate calculation of taxable profit, proper recognition of deductible expenses, and timely compliance with shifting legislative requirements.

2. Tax Accounting and Compliance: Practical Requirements

Companies in Uzbekistan must develop tax policies tailored to their industry, maintain detailed tax registers, and prepare comprehensive tax reports-including



CIT, VAT, payroll taxes, and property taxes-to be submitted to authorities in strict accordance with statutory deadlines. The accounting process involves not only the calculation of tax bases but also the preparation of primary documents, maintenance of purchase and sales books, and reconciliation of settlements with employees, non-residents, and the state budget. Errors or delays in these processes can result in significant financial penalties, making meticulous tax accounting and reporting a strategic imperative for Uzbek companies.

3. Tax Audit and Risk Management

The introduction of a risk-based tax audit system in Uzbekistan has shifted the focus of tax authorities towards high-risk taxpayers, as determined by analysis of financial and tax reports, information from other state bodies, and specific risk criteria. Companies are now categorized into risk groups-high (red), average (yellow), and low (green)-with audit frequency and intensity varying accordingly. This system incentivizes companies to strengthen their internal controls, ensure the accuracy of their tax filings, and proactively address potential areas of non-compliance to avoid the reputational and financial risks associated with tax audits.

4. The Role of Professional Advisory and Digitalization

Given the sophistication and frequent changes in Uzbek tax legislation, many companies rely on professional accounting and tax advisory firms for compliance, tax planning, and reporting. These services include the development of customized accounting policies, contract reviews, international tax consulting, and the implementation of digital accounting systems that facilitate timely and accurate reporting. Digitalization, in particular, has enabled companies to streamline their tax processes, improve data transparency, and respond more effectively to regulatory changes.

5. Strategic Implications and Competitive Advantage

Beyond compliance, effective tax accounting allows companies to optimize their tax liabilities through the legitimate use of incentives, loss carry-forwards, and careful structuring of transactions. Firms that invest in advanced accounting systems and ongoing staff training are better positioned to navigate legislative changes, minimize fiscal risk, and allocate resources more efficiently. This not only supports financial sustainability but also enhances stakeholder confidence in the company's governance and reporting practices.

Conclusion

The research demonstrates that taxation is not merely a compliance function but a strategic domain in Uzbekistan's corporate sector. Companies that successfully



integrate tax planning with accounting practices, supported by digital tools and professional expertise, are able to adapt to regulatory changes, reduce risks, and achieve sustainable growth. As Uzbekistan continues to modernize its tax administration and align with international standards, the role of accounting in corporate taxation will become even more central to business success.

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TIL VA IJTIMOIIY TABAQALANISH: O‘ZBEK TILIDA SOTSIOLINGVISTIK TAFAKKUR NAMOYONLARI

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Annotatsiya: Ushbu maqolada til va ijtimoiy tabaqalanish o‘rtasidagi o‘zaro bog‘liqlik sotsiolingvistik nuqtai nazardan tahlil qilinadi. O‘zbek tilida jamiyat qatlamlariga xos bo‘lgan nutq uslublari, ijtimoiy mavqega qarab til ishlatishdagi farqlar, rasmiy va norasmiy nutqdagi tafovutlar, til me‘yorlariga amal qilishdagi ijtimoiy faktorlar o‘rganiladi. Maqolada til madaniyati, sotsial identifikatsiya, raqamli muhitda tilning differensial xususiyatlari ham yoritilgan.

Аннотация: В данной статье анализируется взаимосвязь между языком и социальной стратификацией с социолингвистической точки зрения. Исследуются речевые стили, характерные для различных слоёв общества, различия в употреблении языка в зависимости от социального статуса, а также культурные и технологические факторы, влияющие на язык в современном узбекском обществе.

Annotation: This article analyzes the interrelation between language and social stratification from a sociolinguistic perspective. It explores speech styles specific to different social groups, language use variations depending on social status, and the cultural and technological factors influencing language in contemporary Uzbek society.

Kalit so‘zlar: til va jamiyat, sotsiolingvistika, ijtimoiy tabaqalanish, nutq uslubi, til madaniyati

Ключевые слова: язык и общество, социолингвистика, социальная стратификация, речевой стиль, культура речи

Key words: language and society, sociolinguistics, social stratification, speech style, language culture

Til — bu jamiyat hayotining ajralmas qismi bo‘lib, uning barcha qatlamlarida muhim kommunikativ vosita sifatida namoyon bo‘ladi. Ammo til bir xil darajada ishlatilmaydi: har bir ijtimoiy guruh o‘z til shakli, uslubi va registriga ega. Aynan



shuning uchun ham sotsiolingvistika bu muhim jihatni — jamiyatdagi tabaqalanishning tilga bo‘lgan ta’sirini chuqur o‘rganadi.

O‘zbekiston sharoitida ham bu hodisani kuzatish mumkin: oliy ma’lumotli kishilar va ishlab chiqarish sohasi vakillarining nutqi, yoshlar va keksalar, shahar va qishloq aholisi o‘rtasidagi farqlar sotsiolingvistik manzaraning boyligini ko‘rsatadi. Ushbu maqolada o‘zbek tilida ijtimoiy tabaqalanish qanday aks etishini, tilning ijtimoiy mezonlar asosida qanday tafovutlanishini ko‘rsatishga harakat qilamiz.

Tilning jamiyatdagi vazifasi faqatgina aloqa vositasi emas, balki ijtimoiy strukturalarning ifodachisi sifatida ham qaraladi. Sotsiolingvistika fani aynan shu mezonda tilni ijtimoiy qatlamlar, sinflar va guruhlar bilan bog‘liq holda o‘rganadi. Til orqali inson nafaqat o‘z fikrini ifodalaydi, balki ijtimoiy mavqeini ham belgilaydi. Amerikalik sotsiolingvist B. Bernstein ijtimoiy tabaqalanishning tildagi aksini "kodlar nazariyasi" orqali tushuntiradi. U ikki asosiy kod — cheklangan kod (restricted code) va kengaytirilgan kod (elaborated code)ni farqlaydi. Cheklangan kod odatda ishchi sinf vakillariga xos bo‘lib, qisqa, grammatik jihatdan murakkab bo‘lmagan iboralardan iborat. Kengaytirilgan kod esa yuqori ijtimoiy qatlam vakillari tomonidan ishlatiladi, boy leksikaga, murakkab sintaktik qurilmalarga ega.

O‘zbek jamiyatida ham bu farqlanish aniq kuzatiladi. Ta’lim, kasb, yashash joyi, madaniy muhit kabi omillar shaxsning til uslubini, nutq madaniyatini shakllantiradi. Shuningdek, til orqali shaxs o‘zini ijtimoiy guruhga mansub sifatida identifikatsiya qiladi.

O‘zbek tilida turli ijtimoiy qatlamlar o‘z nutq uslubi, leksik boyligi va sintaktik strukturasi bilan ajralib turadi. Quyida ba’zi asosiy guruhlar va ularning nutqidagi xususiyatlar tahlil qilinadi:

Bu qatlam vakillari — olimlar, pedagoglar, rasmiylar, jurnalistlar — odatda adabiy normaga yaqin, leksik jihatdan boy, fikrni aniq va mantiqiy ifodalovchi til uslubidan foydalanadilar. Ularning nutqida kitobiylik, terminologik birliklar, izohli gaplar va murakkab sintaktik konstruksiyalar keng qo‘llaniladi.

Misol: “Bugungi sotsiolingvistik manzara ijtimoiy kommunikatsiya jarayonlarining diversifikatsiyalashuvini anglatadi.”

Bu guruh vakillari, ayniqsa ishlab chiqarish sohasida band kishilar, kundalik nutqda ko‘proq sheva, qisqartma va ba’zida grammatik jihatdan noto‘g‘ri qurilgan iboralardan foydalanadilar. Bu holat ba’zida til madaniyatining past darajasidan emas, balki nutq maqsadining soddaligi va ekspressivlik zaruratidan kelib chiqadi.

Misol: “Ishim ko‘p, domla. Shunaqa deyishdi, keyin kelmadim.”

Yoshlar nutqida inglizcha aralashmalar, sleng, emojilar, qisqartmalar (masalan, “ok”, “bro”, “xa”, “gap yo‘q”, “realda”) keng tarqalgan. Ijtimoiy tarmoqlar va media bu holatni kuchaytirmoqda.

Qishloq aholisi nutqida shevaga xos leksik birliklar, fonetik o‘zgarishlar ko‘proq uchraydi. Shahar ahli esa asosan standart tilga yaqin uslubda so‘zlaydi, biroq ularning nutqida ham norasmiylik seziladi.

Misol (qishloq): “O‘g‘lim, o‘tgan kuni to‘yda edim-ku, dang‘illama qilibdi.”

Misol (shahar): “To‘y yaxshi o‘tdi, atmosfera juda yoqimli edi.”

Sotsiolingvistika til registrilarini — ya‘ni rasmiy, norasmiy, neytral uslublarni — jamiyatdagi kommunikativ vaziyatlarga qarab o‘rganadi. Shaxs tilni suhbatdoshining mavqei, mavzu va joyga qarab tanlaydi.

Rasmiy vaziyat: “Hurmatli janob rais, mazkur masalada shunday fikr bildirmoqchiman...”

Norasmiy vaziyat: “Ha, uka, bo‘ldi, keyin gaplashamiz.”

O‘zbek tilida ayniqsa muomala odobi, iltifot shakllari, hurmat ifodalovchi formalar rasmiy-norasmiy bo‘linishda muhim rol o‘ynaydi.

Til sotsial identifikatsiyaning asosiy belgilaridan biridir. Kishilar o‘zini jamiyatdagi ma‘lum bir guruhga mansub deb hisoblaganida, bu identifikatsiya ularning til uslubida namoyon bo‘ladi. Masalan, talaba o‘zini zamonaviy va intellektual deb ko‘rsatish uchun ilmiy terminlardan foydalanishga harakat qiladi. Ishchi esa sodda va tez tushunarli tildan foydalanadi.

Sotsial identifikatsiya turli sotsiokulturning mezonlariga (yosh, jins, kasb, millat) qarab turlicha namoyon bo‘ladi. Masalan, ayollar ko‘pincha hissiy jihatdan boyroq, yumshoq nutq uslubini tanlaydilar, erkaklar esa qisqaroq, buyruq tusidagi gaplarga moyildirlar.

Til madaniyati — bu faqat to‘g‘ri yozish yoki so‘zlash emas, balki jamiyat talablariga muvofiq til me‘yorlarini tanlash va ularga amal qilish madaniyatidir. Bugungi kunda ba‘zi qatlamlarda og‘zaki tilda grammatik xatolar, leksik notog‘riliklar, ifoda xatolari ko‘paymoqda. Bu esa til madaniyatining tushib ketishiga olib kelmoqda.

Ayni paytda ta‘lim tizimi, ommaviy axborot vositalari, ijtimoiy tarmoqlar bu holatga bevosita ta‘sir ko‘rsatadi. Televideniye va blogerlar tili omma orasida ibrat bo‘lishi lozim. Aks holda, noto‘g‘ri tildan foydalanish jamiyatda norma sifatida qabul qilinishi mumkin.

Raqamli makonda har bir guruh o‘zining til uslubini yaratgan. Masalan, blogerlar va kontent yaratuvchilar tilining asosiy belgisi — qisqa, tushunarli va



hissiyotlarga boy nutq. Ijtimoiy tarmoqlarda foydalanilayotgan "internet tili" grammatik me'yorlardan chetga chiqadi, biroq u ham o'z ichki tizimiga ega.

Telegramda yoziladigan xabarlar bilan ilmiy maqola tili o'rtasidagi farq bu sotsiologiyaviy tafovutni ko'rsatadi. Har bir guruh — o'qituvchilar, talabalar, blogerlar, diniy faol kishilar — o'z submadaniyatiga mos til shaklidan foydalanadi.

Sotsiologiyaviy gender (jins) va til o'rtasidagi aloqani ham o'rganadi. Erkaklar va ayollar nutqi tarkibi, uslubi, intonatsiyasi, mavzusi jihatidan farq qiladi. Tadqiqotlarga ko'ra, ayollar ko'proq ifodali, muloyim va ko'p so'z ishlatadigan nutqqa ega, erkaklar esa qisqalik va buyruq tusli gaplarga moyildir.

Bu holat jamiyatdagi gender rollar va kutilmalar bilan bevosita bog'liq. Shu sababli tilni jins asosida tahlil qilish ijtimoiy o'rganishlarning muhim yo'nalishidir.

O'zbek jamiyatidagi til va ijtimoiy tabaqalanish masalalari sotsiologiyaviy fanining asosiy e'tibor markazida bo'lishi lozim. Har bir ijtimoiy guruh tilga o'z me'yor va ehtiyojlari bilan yondashadi. Til siyosatini yurtimizda muvaffaqiyatli yuritish uchun bu tafovutlarni o'rganish va ular asosida barqaror til siyosatini shakllantirish zarur.

Ijtimoiy farqlarning tilga ta'siri — bu tilni zamon bilan hamohang yuritish, biroq uning madaniy va normativ asoslarini yo'qotmaslik demakdir.

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MAIN TRENDS IN THE DEVELOPMENT OF THE JAPANESE EDUCATION SYSTEM

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Abstract: This in the thesis Japan education system history , development trends , monitoring the further activities of teachers importance and his/her to oneself typical features , in Uzbekistan Japan from experience used without education system , including general middle education reform to do issues statement Made in Japan the mechanism of the formation and development of the education system scientific the basics open to give with related issues analysis done.

Keywords: Japanese education system , Federal component, social institution, 12-year education , real school, education management .

Japan education system high at the level centralized . This system education , science, culture and in the fields of religion to the jurisdiction has was Education , science and culture by the ministry (monbouchot) Education is managed . management to the field preschool education institutions , primary and middle schools , universities education institutions and supreme education to the system unwanted , but personnel preparation according to high not been education institutions , informal education institutions (clubs , libraries) include . , and others).

Fannie management circle humanitarian , social and natural sciences and this in the fields practical research cover takes . Many research institutes Monbusho jurisdiction under to them necessary research grants presented This research institutions , in particular , research artificial companions launcher Universe research institute and South pole in the region own to the bases has was pole research national institute Culture management field , one from the side , cultural monuments and cultural inheritance protection to do , second from the side , culture and art in the field activity to encourage own inside takes . From this except Monbusho national of the language purity , its application expansion , authorship rights protection to do and culture offices to the authority incoming religious organizations to list to take for Education , science and culture minister's two deputy there is : permanent deputy and we will see with connections according to deputy

Minister's worker organ secretariat is , its to the composition the following includes :



15 education , science and culture develop logistics supply department (planning) management , technology department and territorial construction departments network);

- personnel department ;
- General section ;
- Press service ;
- Finance department and accounting account ;
- Research , statistics and planning department , personnel well-being department ;

• Continuous education , primary and middle schools , universities education departments enters Administrative in terms of Japan is divided into 47 prefectures. divided into 3262 municipalities divided . Each prefecture and every one in the municipality prefectures governors or municipalities leaders by law issuer consent of bodies (meetings) with 3-5 members to be appointed consists of education council available . Education councils own in the regions education , science and culture in the fields leadership done increasing independent execution provider organs as activity This management system in 1948 organization done .

From Monbusho different prefecture and municipal education councils prefecture governors jurisdiction under universities , private education institutions and religious organizations over to the jurisdiction has This is not it . means prefecture and city at the level two organ education management for responsible for : education council and prefecture and city authority . This attitude with national , prefecture and city authorities in the middle education in the field functions and responsibilities distribution separately interest City authorities preschool education institutions , primary and middle schools organization to do , that with nine annual mandatory education provision for is responsible . Population and financial opportunities according to large municipalities authority 16 bodies , especially one from a million more than to the population has cities , full middle schools , as well as universities training their homeland create possible .

Prefecture governments complete middle schools , universities study countries , blind , deaf and mutes , disabled people schools , museums and large sports facilities build to grow for is responsible . Prefecture budgets city education councils by organization done mandatory attendance schools (nine) annual middle school) teachers work right Therefore , the Prefecture education department which in the municipality from working strict look , prefecture salary can teachers appointment and other to the place relocation right has . Prefecture governor prefecture



universities and other supreme education institutions activity for , private (higher education from institutions except for) is responsible . He is the second organization to grow and to them financial help show about decision acceptance does . Central government laws and normative documents through relevant local authority to the organs general administrative requirements defines and necessary loans and resources with provides .

For example , Monbusho middle schools build and this schools to their teachers salary pay for allocates funds and this road with whole country uniform standards across tries to save . Monbusho education policy working it turns out , the law projects and instructions offer does the budget prepares and in the country education , science and culture develop for is responsible .

Education in the field national government supreme education to the system incoming education institutions (universities , small and technician colleges) activities control does the city authority and mandatory education develop for is responsible . Prefecture and municipal authorities their own administrative functions country in the constitution announcement made local autonomy to the principle appropriate done Therefore , many functions local authority organs done increasing Japan education system administrative point of view from the point of view many in terms of decentralized it seems , but actually , above saying As mentioned , it is very 17 centralized . First , in schools of education nature national laws and rules with is determined .

School education content standard as monbouchaux by designated " study " with the plan " Standards study of the year duration , study sciences and them transition sequence , textbooks Secondly , the content of the regions unequaled financing as a result to the surface coming differences is minimized . National government local education to the organs general loans their financial to the possibilities looking at distributes . From this except , it is selected projects subsidizes them , the most important small middle school teachers work right fund for is a subsidy (this subsidies this teachers general work right fund half organization does).

2 Public scientific and pedagogical Education Ministry (Mombusho), Education according to central Council (Chukyoshin), Education reform to do according to temporary committee (Rinkyoshin), State education scientific research institute (Kokuritsu kyoiku kenkyujo) and others such as official from the organs besides , pedagogical theory develop and practice to improve Japan public scientific and pedagogical societies big contribution is adding .



In Uzbekistan In Japan education system management theoretical - methodological basics develop system modern trends and approaches regarding surrounding affairs done increase Also , general education in schools JICA by transferred experience test their work in practice use important importance profession will reach .

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IMMUNOMODULATORY THERAPIES FOR PREVENTING THROMBOSIS IN IMMUNE-MEDIATED MICROVASCULAR THROMBOTIC DISEASES

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Abstract

Immune-mediated microvascular thrombotic diseases (IMTD), such as systemic lupus erythematosus (SLE) and antiphospholipid syndrome (APS), increase the risk of microvascular thrombosis due to chronic inflammation and autoimmune activity. While anticoagulant therapy is crucial for managing thrombotic events, immunomodulatory therapies may provide additional benefits by targeting underlying immune dysfunction. This study evaluated the efficacy of biologic agents (IL-6 antagonists, TNF inhibitors, rituximab) and complement inhibitors in reducing thrombotic risk over 12 months in 50 patients with IMTD (aged 18–65). Inflammatory markers (CRP, IL-6) and thrombotic indicators (D-dimer, fibrinogen) were elevated at baseline and significantly decreased post-therapy ($p < 0.01$). Rituximab reduced antibody levels by 30% in SLE patients ($p < 0.05$), with a 15% reduction in thrombotic events. IL-6 antagonists decreased inflammation and thrombotic risk by 20% ($p = 0.03$). However, bleeding risk was observed in 8% of patients. These findings highlight the potential of immunomodulatory therapies as adjuncts to anticoagulants, though larger trials are needed.

Keywords: Immunomodulatory therapy, microvascular thrombosis, autoimmune diseases, IL-6 antagonists, TNF inhibitors, rituximab, anticoagulants

Introduction



Immune-mediated microvascular thrombotic diseases (IMTD) are characterized by thrombus formation in small blood vessels due to aberrant immune activation, leading to organ ischemia and other serious complications [1]. Systemic lupus erythematosus (SLE), antiphospholipid syndrome (APS), and other vasculitides belong to this group, with chronic inflammation and increased thrombotic risk as common features [2]. Anticoagulants, such as warfarin and direct oral anticoagulants (DOACs), are critical for preventing thrombosis but do not address the underlying inflammatory causes [3]. Immunomodulatory therapies, including IL-6 antagonists, TNF inhibitors, and B-cell depletion agents, have the potential to reduce thrombotic risk by mitigating inflammation [4]. This study investigates the efficacy of these therapies in preventing thrombosis in IMTD patients, contributing to the development of personalized treatment strategies.

Relevance

Balancing thrombotic and bleeding risks in IMTD treatment is a complex challenge, as anticoagulant therapy does not fully address the root causes of inflammation [5]. Immunomodulatory therapies may reduce thrombotic risk by targeting inflammation, but their efficacy and safety remain underexplored. This study provides critical data to advance personalized treatment approaches in clinical practice.

Objective

To evaluate the efficacy of immunomodulatory therapies in reducing microvascular thrombotic risk in IMTD patients and determine their potential as adjuncts to anticoagulant therapy.

Materials and Methods

A prospective cohort study was conducted from March 2023 to March 2025 at a quaternary medical center. Fifty IMTD patients (aged 18–65), diagnosed based on clinical and immunological criteria, were enrolled [6]. Patients received DOACs (apixaban 5 mg twice daily or rivaroxaban 20 mg once daily) and immunomodulatory therapy (IL-6 antagonists, TNF inhibitors, or rituximab). Blood samples were collected at baseline, 3, 6, and 12 months, measuring D-dimer (immunoassay), fibrinogen (Clauss method), CRP, and IL-6 (ELISA) [7]. Clinical outcomes (thrombotic events, bleeding) were recorded. Data were analyzed using R v4.3 with mixed-effects models and Cox regression ($p < 0.05$).

Results and Discussion

At baseline, D-dimer levels were 1.6 $\mu\text{g/mL}$ (IQR 1.1–2.2), decreasing to 0.5 $\mu\text{g/mL}$ (IQR 0.3–0.7) at 12 months ($p < 0.001$), with greater reductions in patients



receiving IL-6 antagonists alongside DOACs ($p=0.01$) [8]. Fibrinogen levels remained elevated in 60% of patients (mean 4.0 ± 0.8 g/L), correlating with CRP ($r=0.65$, $p<0.01$) [9]. Rituximab reduced antibody levels by 30% in SLE patients ($p<0.05$), with a 15% decrease in thrombotic events. IL-6 antagonists reduced inflammation and thrombotic risk by 20% ($p=0.03$). Bleeding risk was observed in 8% of patients, highlighting safety concerns [10]. These results confirm the potential of IL-6 antagonists and B-cell depletion agents in preventing thrombosis, though bleeding risks warrant consideration. Study limitations include a small sample size and lack of a control group.

Conclusion

Immunomodulatory therapies, particularly IL-6 antagonists and rituximab, show promise as adjuncts to anticoagulants in reducing microvascular thrombotic risk in IMTD patients. They mitigate inflammation and thrombotic events, but bleeding risks require monitoring. Future multicenter studies will aid in standardizing these therapies.

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Frazeologiya bo'limi va uning mazmun-mohiyati

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Annotatsiya

Bu maqolada frazeologiya haqida gap ketar ekan, bu tushunchaning jahon tilshunosligidagi ahamiyati, ta'lim sohasida ham frazeologizmlarni o'rganish bo'yicha turli xil metodlar shakllanganligi xususida dolzarb fikrlar bildirilgan. Ta'lim sohasida ham frazeologizmlarni o'rganish bo'yicha turli xil metodlar shakllangan. Ayni mana shu jihat frazeologizmlarni o'rganish jarayonini yanada jadallashtirgan.

Kalit so'zlar

Ta'lim, tilshunoslik, frazeologiya, mazmun-mohiyat, turg'un birikmalar, lingvistika, semasiologiya, so'z birikmalar, psixolingvistika, semantik tarkib.

Jahon tilshunosligida frazeologiya sohasi bo'yicha ham amaliy, ham nazariy jihatlar yetarlicha tadqiq etilgan. Shuningdek, frazeologiya bo'limi, uning mazmun-mohiyati, asarlarda qo'llanilishi masalasiga oid bir qancha nomzodlik, doktorlik dissertatsiyalar, frazeologik lug'atlar, turli xil monografiyalar, ko'plab maqolalar e'lon qilingan. Ta'lim sohasida ham frazeologizmlarni o'rganish bo'yicha turli xil metodlar shakllangan. Ayni mana shu jihat frazeologizmlarni o'rganish jarayonini yanada jadallashtirgan. Bugun ham jahon, ham o'zbek tilshunosligida frazeologiya degan alohida bir sohaning ilmiy va nazariyjamlanmasi yaratilganligi fikrimizning dalili bo'la oladi. Bu holat esa frazeologizmlarni tizimli o'rganish uchun ham katta imkoniyatlar yarata olgan.

Frazeologiya bo'limi haqida gap ketar ekan, bu tushuncha dastlab fransuz tilshunosi Sh.Ballining asarida qo'llanilganligi bilan ahamiyatlidir. Rus tilshunosligi maktabining yetuk vakili bo'lgan E.D.Polivanov frazeologizmlar bo'yicha alohida tadqiqot olib borgan. E.D.Polivanovning tilshunoslikka qo'shgan hissasi shunda ko'rinadiki, u dastlab frazeologiya bo'limini xususiy ma'nolariga ko'ra o'rganish lozimligini ta'kidlaydi.

Ingliz tilshunosligida I.V.Arnold frazeologizmlarni o'rganar ekan, ularni tilning boyish manbalari qatoriga kiritadi. Ya'ni lingvist til faqat yangi yasalgan

soʻzlar hisobiga emas, balki turgʻun birikmalar – frazeologizmlar hisobiga ham boʻiydi degan fikrlarni keltirib oʻtadi. Oʻzi ham turgʻun birikmalarni chuqur tadqiq etadi. I.V.Arnoldning keltirgan fikrlari taʼsirida rus tilshunoslari ham frazeologiyani tilning boyish manbasi deya tadqiq eta boshlashdi.

Tilshunos Q.M.Hakimov oʻzining 1993-yilda yozgan nomzodlik dissertatsiyasida shunday fikrlarni keltirib oʻtadi: “F.F.Fortunatov, A.A.Shaxmatov, A.M.Pesikovskiy, A. A. Potebnya va boshqalar turgʻun soʻz birikmalari haqida yoʻl-yoʻlakay boʻlsa ham bir qator fikrlarni ilgari surishdi. Turgʻun soʻz birikmalarining doirasi ancha keng. Frazeologizmlar shu til fakti doirasiga kirsam ham, u oʻziga xos lisoniy va nolisoniy xususiyatlarga ega boʻlib, ular bir necha tadqiqot ishlarini talab qiladi. Bu:

1) til birligi sifatida tushunchani ifoda etish bilan birga, subʼektiv munosabatni ham bildiradi;

2) gap tarkibida kelib, uning boʻlaklaridagi maʼno va sintaktik nomoslikni yuzaga keltiradi. Bulardan birinchisi hatto psixolingvistikaning tekshirish obyekti hisoblansa, ikkinchisini semasiologiyada ham, sintaksisda ham alohida oʻrganib chiqish zaruriyati bor. Uni oʻrganish leksikografiyada ham oʻz ahamiyatiga egadir.

Rus tilshunosligida ham frazeologizmlarning ahamiyati haqida dastlab V.V.Vinogradov oʻrgana boshlagan. Aynan oʻsha paytda nafaqat jahon va rus tilshunosligida, balki qardosh xalqlar tilshunosligida ham frazeologiya boʻlimiga alohida eʼtibor berilib, oʻrganilgan boʻlsa-da, lekin hamma tilshunoslik maktablari bu sohani tasnif qilish bilangina chegaralanib qolgan. V.V.Vinogradov ham shunday: frazeologiya boʻyicha ilmiy tadqiqotlar olib borgan boʻlsa-da, tasnifdan nariga oʻtmagan.

1956-yilda rus tilshunosi Larin aynan mana shu jihatni tanqid qilib, quyidagilarni yozgan edi: “Frazeologiya lingvistik soha sifatida hali eʼtiborsiz taraqqiyot” ni boshidan kechirmoqda”. Rus tilshunosligida N.N.Aleosova keyinchalik frazeologiya boʻlimini yaxlit monografik planda tadqiq etadi hamda shunday deydi: “Frazeologik hodisalarni tadqiq etish tizim sifatidagi til haqida ham, nutq mexanizmi haqida ham mavjud tasavvurlarimizga sezilarli oʻzgarishlar kiritadi”. Shundan soʻng rus tilshunosligida frazeologiya sohasi boʻyicha bir qancha monografi tadqiqotlar, ilmiy ishlar yuzaga kela boshladi. Frazeologiyani turli yoʻnalishlar boʻyicha oʻrganish ishlari jadallashdi. Jumladan, V.V.Vinogradov rus tilidagi frazeologik birliklarni maʼno guruhlariga ajratib koʻrsatadi, lekin uning hajmini juda kengaytirib yuboradi. Yana bir eʼtiborli jihati, taniqli tilshunolar

N.N.Shanskiy hamda B.A.Larin o‘z tadqiqotlarida frazeologiyani alohida mustaqil lingvistik fan sifatida ko‘rsata boshlaydi.

O‘zbek tilshunosligida ham dastlab frazeologiya sohasiga oid qarashlar rus tilshunoslarining ta‘sirida paydo bo‘la boshladi. O‘zbek tilshunosligidagi frazeologiya haqidagi fikrlar ilk marotaba tilshunos Sh.Rahmatullayevning tadqiqotlarida e‘lon qilina boshlandi. Sh.U.Rahmatullayev o‘z tadqiqotlarida rus tilshunosi V.V.Vinogradovning qarashlarini ilgari suradi. Ya‘ni Sh.Rahmatullayev frazeologik birliklarni faqat leksik, sintaktik jihatdan tadqiq etadi. Lekin uning semantik tarkibi, ichki bo‘linishlariga e‘tibor qaratmaydi. Shunday bo‘lsa-da Sh.Rahmatullayevning frazeologiya sohasida xizmatlari beqiyos. Tilshunos ilk marotaba frazeologiya sohasini tadqiq etganligi hamda uning leksik jihatlarini o‘rganganligi ahamiyatlidir.

O‘zbek tilshunosligida A.Hojiyevning “Hozirgi o‘zbek adabiy tili” kitobida frazeologiya bo‘limi haqida yetarlicha ma‘lumotlar berilgan. Qolaversa, tilshunos o‘zidan oldingi qilingan tadqiqotlarni tanqid qilib shunday deydi: “Frazeologizmlarning semantik tarkibi, ma‘no taraqqiyoti, hosil bo‘lish yo‘llari kabilar o‘z tadqiqotchilarini talab qiladi”.

Umuman olganda, frazeologiya sohasi bo‘yicha jahon tilshunosligi biz uchun muhim lingvistik maktab vazifasini bajargan desak, mubolag‘a bo‘lmaydi. Chunki aynan jahon tilshunosligi maktabidan oziqlangan holda o‘zbek tilshunosligida frazeologiya sohasi bo‘yicha salmoqli ishlar qilindi.

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ADABIYOT – RUHIYAT OZUQASI

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Annotatsiya. Ushbu maqolada insoniyat paydo bo‘lganidan to bugungi kunga qadar adabiyotning inson shaxsiyati va kamolotidagi o‘rni muhokama qilindi. Badiiy asar nafaqat o‘qiladi balki, uni o‘qish orqali o‘z-o‘zini tarbiyalash, ma’naviy boylikka ega bo‘lish haqida fikr yuritildi. Insoniy fazilatlar: mehr-oqibat, sadoqat, yaxshilik, ezgulik ko‘rsatish uchun ham aynan badiyatning ahamiyati benihoya ekanligi aytili. Adabiyotimizning yirik namoyondalaridan namunalar keltirilib o‘tildi.

Kalit so‘zlar: Adabiyot, tarbiya, qomusiy olim, Muso al-Xorazmiy, Abu Ali Ibn Sino, Abu Rayhon Beruniy, Mahmud Koshg‘ariy, “Qutadg‘u bilig”, Alisher Navoiy, Abdulla Qahhor.

Abstract. This article discusses the role of literature in shaping human personality and development from the emergence of humanity to the present day. A literary work is not only read, but through reading it, one can engage in self-education and attain spiritual wealth. It was emphasized that literature plays an immense role in promoting human virtues such as compassion, loyalty, kindness, and goodness. Examples were provided from the works of prominent figures in our literature.

Keywords: literature, education, encyclopedic scholar, Al-Khwarizmi, Avicenna (Ibn Sina), Al-Biruni, Mahmud al-Kashgari, Qutadghu Bilig, Alisher Navoi, Abdulla Qahhor.

Аннотация. В статье рассматривается роль литературы в формировании и развитии личности человека с момента зарождения человечества до наших дней. Идея заключалась в том, что произведение искусства не только читают, но и используют для самообразования и обретения духовного богатства посредством его прочтения. Было сказано, что искусство имеет огромное значение в демонстрации человеческих качеств: доброты, преданности,



великодушия и добродетели. Приводились примеры из жизни крупнейших деятелей нашей литературы.

Ключевые слова: Литература, образование, энциклопедист, Муса аль-Хорезми, Абу Али Ибн Сина, Абу Райхан Беруни, Махмуд Кашгари, «Кутадгу билиг», Алишер Навои, Абдулла Каххор.

Adabiyot o'zining rang-barangligi, odob-axloq, tarbiya berishi bilan ham boshqa fanlardan ajralib turadi. Kitobxon uni o'qish davomida fikrlab, yaxshi tarafini olib, yomon tarafini esa o'zidan itaradi. Dastlab oilada olingan tarbiya yillar davomida sayqallanib, jilovlanib boradi. Bunda adabiyot yetakchilik qiladi. Har bir davlatning, millatning olamga tanilishida u xalqning tarixi, adabiyoti, san'atining o'rni beqiyosdir. Chunki bu manbalar o'sha xalqning ma'naviy va madaniy boyligi hisoblanadi. Bu borada G'arb mamlakatlari bilan birgalikda Sharq o'lkalaridan chiqqan qomusiy olimlarni aytib o'tish maqsadga muvofiqdir. Jumladan, ilk uyg'onish davri ya'ni birinchi renessans olimlarini aytadigan bo'lsak, Muso al-Xorazmiy, Ahmad al-Farg'oniy, Forobiy, Abu Ali Ibn Sino va Abu Rayhon Beruniylar o'zlarining kashfiyotlari, fandagi yangiliklari bilan ismini adabiyatga muhrlab ketgan desak adashmagan bo'lamiz. Bu borada O'zbekiston Respublikasi Prezidenti o'zining "Insonparvarlik ezgulik va bunyodkorlik – milliy g'oyamizning poydevoridir" asarida quyidagicha xitob qiladi: "Dunyoga buxoriylar, beruniylar, termiziylar, moturudiylar, xorazmiylardek buyuk alloma va avliyolarni bergan jonajon Vatanimiz yoshlari ulug' ajdodlariga munosib bo'lib ulg'ayishi uchun barcha sharoitlarni yaratib berishimiz zarur" [4.27]. Chunki yuqorida nomi keltirilgan olimlar har tomonlama yetuk, o'z ishining mutahassisi bo'lgan. Ular nafaqat yangilik, kashfiyot qildi, balki nomini bir umr o'chmas qilib biri matematikaga, biri geografiyaga, biri esa tibbiyotga muhrlab qo'ydi. Bugungi kunda har birimiz uchun oddiy, odatiy holga kelgan Algebra fanining asoschisi haqida Nasimxon Rahmonov o'zining "O'zbek adabiyoti tarixi" nomli o'quv qo'llanmasida quyidagilarni yozgan: "Xorazmiyning ilmiy faoliyati antik davr fanidan Uyg'onish davridagi fanga ko'prik bo'lib xizmat qildi" [5.125]. Ya'ni Xorazmiy nafaqat matematika fani bilan shug'ullangan, balki bir vaqtning o'zida astronomiya, tarix, geografiya, adabiyot, jo'g'rofiya kabi aniq, amaliy va tabiiy fanlarni ham puxta egallagan. Bilamizki, Xorazmiy bobomiz o'nlik sonini hisoblab chiqqani bilan ham dunyo matematiklari tomonidan ulug'lanadi. Shuning uchun ham bu kabi olimlarni qomusiy olim deb aytamiz. Tibbiyot borasiga salmoqli hissa qo'shgan yana bir shunday olimlardan biri, Abu Ali Ibn Sino ham bir qator asarlar yaratgan. Adib asarlarining ma'no va mazmun ko'lami juda kengdir. Ya'ni 30 ga yaqin sohaga

tegishli asarlar bitgan. Ulardan bir qanchasi bizgacha yetib kelgan. Ibn Sino asarlarining o'zgachaligi shundan iboratki, dastlab faqat tibbiyot borasida, davolash haqida ilmiy asarlarni nasriy tarzda yozgan bo'lsa, keyinchalik ularni she'riy tarzda ham yoza boshlagan. Bu o'z navbatida ham yodlash uchun oson bo'lgan, ham tibbiyotdan xabardor bo'lmagan xalq o'z-o'zini davolashni o'rganib olgan. Yozuvchi asarlarida tozalik, gigiyenaga rioya qilish bilan birgalikda, niyatning tiniqligiga ham alohida to'xtalib o'tgan. Abu Rayhon Beruniy haqida so'z borar ekan, G'aznaviylar sulolasining tarixini o'zining ko'plab asarlarida yoritib bergan. Adibning adabiyotga bag'ishlangan asarlari bo'lmasa ham, mashhur asarlarida bir qancha she'rlar, afsonalar, hikoyatlar, rivoyatlari bilan ham ilmiy, ham tabiiy, ham adabiyotni boyitgan desak adashmagan bo'lamiz. "“Qadimgi xalqlardan qolgan yodgorliklar”, “Mineralogiya” asarlarida keltirilgan afsonalar, rivoyatlar, hikoyatlar XI asrdagi adabiy janrlar va adabiyotshunoslik haqida to'laqonli tasavvur beradi”[5.161]. XI asrga Sharq adabiyotining o'zgarish va nodir yozma yodgorliklari boshlanishi davri bo'ldi desak adashmagan bo'lamiz. Chunki shu asrda yashab ijod qilgan, Mahmud Koshg'ariy, Yusuf Xos Hojib kabi adiblarning asarlari bugungi kunda ham o'zining qiymatini yo'qotmasdan tadqiqotchilar tomonidan o'rganilyapti.. Mahmud Koshg'ariy hayotining 15yilini sayohatlarda o'tkazib, borgan mamlakatlarining tarixi, etnografiyasi, madaniyati, adabiyoti, shevalarini o'rgangan. “Mahmud Koshg'ariy bu asari orqali ilk bor turkiyshunoslikka asos soldi”[5.187]. Yusuf Xos Hojibning “Qutadg'u bilig” (“Saodatga eltuvchi bilim”) asari pand-nasihat ruhida yozilgan. Kitobni kirish qismi quyidagicha:

“Kitobga “Qutadg'u bilig” deb nom qo'ydim. U qut keltirsin, o'quvchining qo'lidan tutsin. So'zlarimni so'zladim, bitig bitdim. Bular ikki jahonni tutishga ham yo'l ochsin” [3.80] deya boshlangan. Yuqoridagi parchadan shuni bilib olishimiz mumkinki, adib dunyoviy va diniy qarash bilan qaraganini, asarning mazmuni ham adolatli, qanoatli, halol, aqlli, 4 obraz orqali yoritilib berilgan. XV asrda yashab, o'zining bebaho asarlarining soni, mazmun ko'lami bilan mashhur bo'lgan yozuvchilardan biri bu shubhasiz, Alisher Navoiydir. Adibning qanchalik yetuk, aqliy salohiyatga ega ekanligini Lutfiy quyidagi g'azalini eshitib o'zining fikrlarini aytgan:

“Orazin yopqoch ko'zimdin sochilur har lahza yosh,

Bo'ylakim, paydo bo'lur yulduz, nihon bo'lg'och quyosh... Agar mumkin bo'lsa edi, men o'zimning forsiy va turkiy tillarda aytgan o'n-o'n ikki ming she'rimni shu bir g'azalga almashar edim” [2.124]. Bu g'azalni Navoiy bolalik vaqtlarida yozgan. Hali bola bo'lishiga qaramasdan Lutfiydek zamonasining

zabardast yozuvchisining ehtiromiga sazovor bo‘lib ulgurgan. Har asrda bu kabi shoir va adiblar ijod qilgan desak adashmagan bo‘lamiz. XX asr boshlarida nasrda ijod qilgan, O‘zbekiston xalq yozuvchisi, zamonasining va bugungi kunning sevimli adibi Abdulla Qahhor adabiyot haqida shunday fikrlarini aytib o‘tgan: “Agar yozuvchilik turmushdan nusxa ko‘chirishdan iborat bo‘lsa, dunyoda bundan oson ish bo‘lmas edi. Hayotdan aynan ko‘chirish kitobdan ko‘chirishday gap. Nusxa nusxa bo‘lib qolaveradi. Bunday narsalardan originallik kutib bo‘lmaydi” [1.2]. Demak, asarning qo‘lma-qo‘l bo‘lib ketishiga unga his-tuyg‘u bag‘ishlash, ich-ichingdan mehr singdirish lozim.

Xulosa qilib aytadigan bo‘lsak, yuqoridagi adiblar, ularning qoldirgan meroslari qaysi davrda yozilgan asar bo‘lishidan qat’iy nazar bugungi kunda ham o‘zining badiiy, estetik qiymatini yo‘qotmay kelyapti. Nomi keltirilib o‘tilgan olimlar nafaqat Sharqda balki dunyoning barcha qit’alarida nomini abadiyatga muhrlagandirlar. Xususan, ulardan qolgan durdona asarlari, qilgan kashfiyotlari bilan tanishar ekanmiz, yuksak bilim, falsafiy idrok va taffakkur egasi ekanligiga guvoh bo‘lamiz. Ayni damda O‘zbekiston Respublikasi Prezidenti tomonidan olimlarga, adiblarga san’atning qaysi jabhasida faolliyat yuritishidan qat’iy nazar har biriga qilinayotgan ehtirom, har xil tanlovlarning o‘tkazilishi, ko‘chalarga, Oliy ta’lim muassasalariga ularning nomini berilishi, mukofotlarning joriy qilinishi ham ularning nomini yanada ulug‘lash uchun xizmat qiladi desak adashmagan bo‘lamiz.

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Onomastics as a Window into Social Hierarchies and Power Structures

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Abstract:

This article examines the study of onomastics with a focus on how names function as indicators of social hierarchy, political authority, and institutional power. It explores the socio-political dimensions of naming, including honorifics, naming taboos, state-controlled naming practices, and the symbolic power of renaming. Through cross-cultural examples and historical contexts, the paper demonstrates how naming is deeply entwined with status, legitimacy, and control. The study emphasizes that names are not neutral; they often serve as tools of inclusion, exclusion, and social stratification. By investigating the politics of naming, this article reveals the potential of onomastic analysis for understanding structures of dominance and identity formation.

Keywords: onomastics, power, social hierarchy, renaming, identity politics, linguistic authority, honorifics

The field of onomastics, traditionally concerned with the etymology and usage of names, has increasingly come to be recognized as a critical domain for understanding social structures and mechanisms of power. Names are not merely arbitrary labels but are often strategically used to assert dominance, mark status, and enforce or resist ideological narratives. In many societies, the structure and function of personal names are shaped by rules that reflect underlying hierarchies. The use of honorifics, titles, and rank-based name forms—such as the Japanese “-san,” “-sama,” or “sensei,” or the aristocratic titles of Europe like “duke” or “baroness”—demonstrates how language encodes respect and authority through onomastic forms. These naming conventions serve to reinforce social order and establish boundaries between individuals of differing ranks.

State and institutional powers often play a central role in regulating naming practices. In some historical and contemporary regimes, names must be approved by government authorities, as seen in certain European countries with official name registries. In Iceland, for example, names must comply with phonological and grammatical rules of the Icelandic language and culture, and approval must be sought from the Icelandic Naming Committee. Such policies are justified as efforts



to preserve linguistic heritage but may also reflect broader anxieties about cultural integrity and national identity. Similarly, colonial administrations often imposed new names on individuals and places, erasing indigenous naming systems and replacing them with colonial ones—effectively overwriting local histories and asserting symbolic control. Renaming becomes an act of domination: by controlling what things are called, one controls how they are perceived.

Naming taboos and prohibitions also reveal the social significance of names. In some African and Asian cultures, it is considered inappropriate to name a child after a living elder, particularly within the same family, as this could disrupt the perceived natural order and hierarchy. In royal or religious contexts, the names of sacred figures may be forbidden for ordinary use, reserved exclusively for divine or noble attribution. Such taboos reinforce reverence and institutional sanctity, positioning certain names above common access.

Renaming events can serve as potent symbolic acts, whether they reflect political revolutions, regime changes, or social reconfigurations. After independence, post-colonial nations frequently rename streets, cities, and public institutions to reclaim historical narratives. The transformation from “Rhodesia” to “Zimbabwe” or from “Bombay” to “Mumbai” illustrates the power of naming to reject colonial legacies and affirm indigenous sovereignty. Conversely, the imposition of names by oppressive regimes can signify conquest and control, as in the Nazification of toponyms in occupied territories during World War II. These acts highlight that naming is not simply descriptive but performative—it enacts power in language.

Religious traditions also use naming as a form of initiation, transformation, or consecration. The Christian practice of taking a saint’s name during baptism or confirmation, the Islamic tradition of adopting new names upon conversion, or Buddhist monastic renaming all reflect the symbolic redefinition of identity through names. These moments mark transitions into new moral or spiritual identities and are often accompanied by societal recognition. In these contexts, names are not inherited but earned or granted, symbolizing moral rebirth or alignment with communal values.

In diasporic contexts, name adaptation is often a response to discrimination or assimilation pressures. Immigrants may modify or shorten their names to fit the dominant language or to avoid social stigma. This phenomenon, common among Eastern European immigrants to North America in the 20th century, illustrates how names become sites of negotiation between heritage and social acceptance. The loss



or alteration of names under such conditions often leads to cultural erasure or fragmentation of identity. Conversely, some groups consciously revive traditional names as a form of cultural resistance and self-assertion, such as African-Americans adopting African-origin names during the civil rights and Black Power movements.

Even in modern bureaucracies and digital systems, names continue to carry institutional weight. Identification documents, databases, and algorithmic systems rely on standardized names to sort, track, and authenticate individuals. Errors or inconsistencies in naming—such as diacritics being removed or multiple surnames being misinterpreted—can result in the misrepresentation of individuals and barriers to access. This technological dimension of naming reflects deeper questions about linguistic equity and the privileging of certain name structures over others.

Ultimately, the study of names provides a unique vantage point from which to interrogate the workings of power, authority, and social order. Onomastics reveals that the act of naming is never entirely neutral—it is an exercise of agency, an imposition of meaning, and often a reflection of wider socio-political forces. Whether through state-sanctioned regulations, religious rites, or literary invention, names are tools with which societies define, control, and remember. As such, onomastic research remains an indispensable key to decoding the hidden structures that shape our perception of identity, legitimacy, and belonging.

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O‘SMIRLARNING INTERNETGA QARAM BO‘LISHIGA SABAB BO‘LUVCHI PSIXOLOGIK OMILLARI

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Annotatsiya

Maqolada o‘smir yoshdagilar orasida internetga qaramlikning psixologik jihatlari tahlil etilgan. O‘smirlik davrining rivojlanish bosqichlari, ularning emotsional va ijtimoiy ehtiyojlari, shuningdek, psixologik zaifliklari internetga haddan tashqari bog‘lanishiga qanday ta’sir ko‘rsatishi yoritilgan. Tadqiqot davomida o‘smirlarda internetga qaramlikni keltirib chiqaruvchi omillar – oilaviy munosabatlar, o‘z-o‘zini anglash muammolari, virtual olamdagi o‘zini namoyon qilish istagi, shuningdek, real hayotdagi muvaffaqiyatsizliklar bilan bog‘liq psixologik omillar tahlil qilindi.

Kalit so‘zlar: Internet, virtual borliq, internetga tobelik, ommaviy kommunikatsiya, kompyuter o‘yinlar, internetdan foydalanish motivlari, ijobiy va salbiy omillar.

Аннотация:

В статье анализируются психологические аспекты интернет-зависимости среди подростков. Освещено, как этапы развития подросткового возраста, их эмоциональные и социальные потребности, а также психологическая уязвимость влияют на чрезмерную интернет-зависимость. В исследовании анализируются факторы, вызывающие интернет-зависимость у подростков - семейные отношения, проблемы с самооценкой, стремление выразить себя в виртуальном мире, а также психологические факторы, связанные с неудачами в реальной жизни.

Ключевые слова: Интернет, виртуальное существование, зависимость от Интернета, массовая коммуникация, компьютерные игры, мотивы использования Интернета, положительные и отрицательные факторы.



Annotation:

The article analyzes the psychological aspects of Internet addiction among adolescents. It highlights how the developmental stages of adolescence, their emotional and social needs, as well as psychological vulnerabilities affect excessive Internet addiction. The study analyzed the factors that cause Internet addiction in adolescents - family relationships, problems with self-esteem, the desire to express oneself in the virtual world, as well as psychological factors associated with failures in real life.

Key word: Internet, virtual existence, addiction to the Internet, mass communication, computer games, motives for using the Internet, positive and negative factors.

KIRISH

Zamonaviy jamiyatda internet texnologiyalarining jadal rivojlanishi hayotning deyarli barcha jabhalariga chuqur kirib bormoqda. Ayniqsa, yosh avlod – o‘smirlar bu texnologiyalar bilan bevosita aloqada bo‘lib, ko‘p vaqtlarini virtual olamda o‘tkazishmoqda. Internet axborot olish, ta‘lim, muloqot va hordiq chiqarish vositasi sifatida foydali bo‘lishi bilan birga, haddan tashqari va nazoratsiz foydalanish salbiy oqibatlariga olib kelishi mumkin. Jumladan, o‘smirlarning psixik rivojlanishida muhim rol o‘ynaydigan davrda internetga qaramlik holatlarining ortib borayotgani tashvishli holatdir. O‘smirlik – bu shaxs shakllanishining murakkab bosqichlaridan biri bo‘lib, unda insonning emotsional beqarorligi, ijtimoiy muhitga bo‘lgan qiziqishi, o‘zligini anglashga bo‘lgan intilishi kuchayadi. Shu sababli bu davrda psixologik muvozanat buzilishi, ijtimoiy qo‘llab-quvvatlashning yetishmasligi yoki oilaviy munosabatlardagi ziddiyatlar internetga haddan tashqari berilib ketishga sabab bo‘lishi mumkin. Zamonaviy jamiyatda o‘smirlik davri shaxs taraqqiyotining eng murakkab va muhim bosqichlaridan biri sifatida qaralmoqda. S. L. Rubinshteyn, D. B. Elkonin va E. Erikson kabi olimlarning ta‘kidlashicha, bu davrda o‘smirlar o‘z shaxsini anglash, ijtimoiy mavqeni belgilash va mustaqil fikrlash kabi psixologik ehtiyojlar bilan to‘qnash keladilar. Aynan shu ehtiyojlar qondirilmagan hollarda o‘smirlar o‘zlariga virtual olamda “muqobil” hayot topishga harakat qiladilar. Z. Freydning nazariyasiga ko‘ra, o‘smirlik davri inson hayotidagi “ikkinchi tug‘ilish” bo‘lib, bu davrda yuzaga keladigan emotsional va ruhiy zo‘riqishlar unga psixologik tayyorgarlik darajasiga bog‘liq bo‘ladi. Agar o‘smir real hayotda o‘zini ijobiy ifodalay olmasa, u o‘z ehtiyojlarini internet orqali qondirishga harakat qiladi. Kiberli Yang va Mark Griffitsning tadqiqotlari esa, aynan shunday holatlarning internetga qaramlikka olib kelishini ilmiy asosda ko‘rsatib

bergan. Ular fikricha, o'smirlar internet orqali o'zlarini qadrlangan, tinglangan va "yaxshi" his qilishadi. Bu esa, asta-sekin ularning real hayotdan uzoqlashib, virtual olamga bog'lanib qolishlariga sabab bo'ladi. Fedotova va Bityanova kabi rus olimlarining izlanishlari esa oiladagi befarqlik, ijtimoiy qo'llab-quvvatlashning pastligi, maktab muhitidagi qiyinchiliklar internetga tobeklikning psixologik omillari sifatida namoyon bo'lishini ko'rsatadi. Ayniqsa, nazoratning yetishmasligi va emotsional sovuqlik – o'smirning internetda vaqt o'tkazishini kuchaytiradi.

O'smirlar o'z hayotlarining turli jabhalarida, jumladan, tengdoshlari bilan bog'lanish, ma'lumotlarga kirish va hatto ularning ruhiy salomatligi va farovonligiga ta'sir qilishda internetga, xususan, ijtimoiy tarmoqlarga tobora ko'proq tayanmoqda. Internet juda ko'p ijobiy foyda keltirsa-da, u hal qilinishi kerak bo'lgan potentsial xavf va muammolarni ham taqdim etadi.

Ijobiy ta'sirlar:

-Aloqa va ijtimoiylashuv: Ijtimoiy media platformalari o'smirlarga do'stlari va oilasi bilan aloqada bo'lish, munosabatlarni o'rnatish va qo'llab-quvvatlash va umumiy manfaatlarga ega onlayn hamjamiyatlarni shakllantirish imkonini beradi.

-Axborotga kirish: Internet o'smirlarga o'rganish, tadqiqot va shaxsiy rivojlanish uchun ishlatilishi mumkin bo'lgan katta hajmdagi ma'lumotlarga kirish imkonini beradi.

-Ijodkorlik va o'zini namoyon qilish: Ijtimoiy media platformalari o'smirlarga o'zlarini ijodiy ifodalash, o'z g'oyalarini baham ko'rish va raqamli makonda boshqalar bilan muloqot qilish imkoniyatini beradi.

Potensial qiyinchiliklar va xavflar:

-Ruhiy salomatlik: Ijtimoiy tarmoqlardan ortiqcha foydalanish ruhiy salomatlikka salbiy ta'sir ko'rsatishi, jumladan, tashvish, depressiya, uyqu buzilishi va tana qiyofasi muammolari bilan bog'liq.

-Kiberbulling va onlayn ta'qiblar: Internet kiberbullying va onlayn ta'qiblar uchun platforma bo'lishi mumkin, bu esa o'smirlarning ruhiy va hissiy farovonligi uchun jiddiy oqibatlarga olib kelishi mumkin.

-Giyohvandlik va haddan tashqari foydalanish: Ko'pgina ilovalar va platformalarning dizayni foydalanuvchilarni uzoq vaqt davomida jalb qilish uchun ataylab ishlab chiqilgan, bu esa giyohvandlikka va ortiqcha ekran vaqtini keltirib chiqarishi mumkin.

-Maxfiylik tashvishlari: O'smirlar shaxsiy ma'lumotlarini onlayn almashish xavfini to'liq tushunmasliklari va onlayn firibgarlik yoki maxfiylik buzilishiga qarshi himoyasiz bo'lishi mumkin.



-Taqqoslash va haqiqiy bo‘lmagan standartlar: Ijtimoiy tarmoqlar o‘smirlarni go‘zallik, muvaffaqiyat va baxtning haqiqiy bo‘lmagan standartlariga duchor qilishi mumkin, bu esa o‘z-o‘zini hurmat qilishning etarli emasligi va past darajadagi tuyg‘ularga olib keladi.

Muammolarni hal qilish:

-Ota-ona nazorati va tarbiyasi: Ota-onalar o‘zlarini o‘smirlar foydalanadigan platformalar va vositalar haqida o‘rganishlari, onlayn xavfsizlik va farovonlik haqida ochiq suhbatlar o‘tkazishlari va ekranda ishlash uchun sog‘lom chegaralarni belgilashlari kerak.

-Media savodxonligi va tanqidiy fikrlash qobiliyatlari: O‘smirlarga onlayn kontentni tanqidiy baholash, noto‘g‘ri ma‘lumotni aniqlash va sog‘lom ommaviy axborot vositalarini iste‘mol qilish odatlarini rivojlantirishga o‘rgatish kerak.

-Balansli turmush tarzini targ‘ib qilish: Onlayn va oflayn hayot o‘rtasida sog‘lom muvozanatni ta‘minlash uchun o‘smirlarni turli xil mashg‘ulotlar, jumladan, oflayn sevimli mashg‘ulotlari, ijtimoiy muloqotlar va ochiq havoda mashg‘ulotlar bilan shug‘ullanishga undash.

-Yordam va professional yordam so‘rash: Agar o‘smirlar ruhiy salomatlik bilan bog‘liq qiyinchiliklarni boshdan kechirayotgan bo‘lsa yoki ortiqcha onlayn foydalanishni boshdan kechirayotgan bo‘lsa, ota-onalar terapevt yoki maslahatchi kabi ishonchli mutaxassisdan yordam so‘rashlari kerak.

XULOSA

Zamonaviy raqamli davrda internet o‘smirlarning hayotida ajralmas omilga aylangan. Ular axborot izlash, ijtimoiy aloqa o‘rnatish, shaxsiy fikrlarini ifodalash kabi faoliyatlarda internet va ijtimoiy tarmoqlardan keng foydalanmoqdalar. Ijobiy jihatlari qatorida – bilim olish, ijodkorlikni rivojlantirish va ijtimoiy faollikni oshirish kabi imkoniyatlar mavjud bo‘lsa-da, internetdan me‘yordan ortiq foydalanish qator psixologik muammolarga olib kelmoqda. Tadqiqotlar shuni ko‘rsatadiki, o‘smirlik davrining murakkab psixologik xususiyatlari – shaxsiylikni izlash, emotsional beqarorlik, tengdoshlar bilan aloqadorlikka ehtiyoj – ularni virtual olamga bog‘lanib qolishga moyil qiladi. Z. Freyd, S. L. Rubinshteyn, D. B. Elkonin, E. Erickson, Kiberli Yang va Mark Griffiths kabi olimlarning tadqiqotlari asosida aytish mumkinki, o‘smirlar ko‘pincha real hayotda yetishmayotgan ijtimoiy va hissiy ehtiyojlarni internet orqali qondirishga harakat qiladilar. Shu sababli, ota-onalar, pedagoglar va mutaxassislar tomonidan bu jarayonni to‘g‘ri boshqarish, psixologik profilaktika tadbirlarini amalga oshirish, media savodxonlikni



rivojlantirish, farzandlar bilan ochiq muloqotda bo‘lish va sog‘lom turmush tarzini targ‘ib qilish bugungi kunda dolzarb masala bo‘lib qolmoqda.

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**THE COMPARATIVE ANALYSES OF THE LINGUISTIC AND
PRAGMATIC FEATURES OF FASHION BLOG DISCOURSE
“FEYSHN-BLOG”I NUTQINING LINGVISTIK VA PRAGMATIK
XUSUSIYATLARINI QIYOSIY TAHLIL QILISH**

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Abstract. This study investigates the linguistic and pragmatic features of fashion blog discourse, highlighting how language is used to convey meaning, establish identity, and build community among readers. By analyzing a selection of fashion blogs, this research aims to identify distinctive linguistic patterns and pragmatic strategies that bloggers employ to engage their audience effectively.

Annotatsiya. Ushbu tadqiqot “feyshn-blog”i muloqotining lingvistik va pragmatik xususiyatlarini o‘rganadi, tilning qanday qilib ma’no yetkazish, shaxsiyatni shakllantirish va o‘quvchilar orasida hamjamiyatni qurish uchun ishlatilishini ta’kidlaydi. Ayrim “feyshn-blog”larining tahlilini o‘tkazish orqali, ushbu tadqiqot bloggerlarning o‘z auditoriyasini samarali jalb qilish uchun qo‘llaydigan o‘ziga xos lingvistik naqshlar va pragmatik strategiyalarni aniqlashni maqsad qilgan.

Keywords: Discourse, communication, debate, discourse analysis, social settings, internet discourse, fashion blogs, linguistic features, pragmatic features, vocabulary, syntax, style, speech acts, community identity, digital communication, qualitative content analysis, lexical choices, informal syntax, stylistic devices, audience engagement, cultural attitudes, consumerism, identity, multimodal elements, contextual deixis, reader reception, trends.

Kalit so'zlar: Diskurs, muloqot, bahs-munozara, diskurs tahlili, ijtimoiy sozlamalar, internet nutqi, moda bloglari, lingvistik xususiyatlar, pragmatik xususiyatlar, lug'at, sintaksis, uslub, nutq aktlari, jamoaning o'ziga xosligi, raqamli aloqa, sifatli kontent tahlili, leksik tanlovlar, norasmiy sintaksis, stilistik qurilmalar,



auditoriyani jalb qilish, madaniy munosabatlar, iste'molchilik, o'ziga xoslik, multimodal elementlar, kontekstli deyxis, o'quvchilarni qabul qilish, tendentsiyalar.

Discourse refers to written or spoken communication or debate. It encompasses the structure and context of language use within various social settings, including conversations, speeches, and texts. Discourse analysis studies how language constructs meaning, reflects social norms, and influences power dynamics, examining factors such as tone, style, and the relationship between the communicator and audience.

Internet discourse refers to the communication and conversation that occurs online across various platforms, including social media, forums, blogs, and comment sections. It encompasses a wide range of interactions, from casual chats to formal discussions, and is characterized by its multi-modal nature, where text, images, videos, and memes often intermingle. Internet discourse can reflect social dynamics, cultural trends, and political debates, and it often shapes public opinion and community identity. The informal and sometimes anonymous nature of online communication can lead to unique linguistic styles, conflicts, and the rapid spread of ideas.

Fashion blogs have emerged as a significant form of digital communication, combining aesthetic expression with personal narrative. The language used in these blogs not only reflects the authors' individual styles but also serves specific social functions. This paper explores the interplay between linguistic features (such as vocabulary, syntax, and style) and pragmatic aspects (such as speech acts, politeness strategies, and deixis) within fashion discourse.

Fashion blog discourse refers to the language, themes, and social interactions that occur within the realm of fashion blogging. It encompasses the way bloggers communicate their thoughts on trends, style, and personal expression, often blending personal anecdotes with industry insights. This discourse can reveal broader cultural attitudes towards fashion, consumerism, and identity, as bloggers engage with their audience through written content, images, and social media, fostering community and influencing fashion perceptions.

Linguistic Features in Fashion Discourse: Previous studies have highlighted the use of specialized vocabulary related to fashion terminology (e.g., fabric types, design styles), syntactic structures that reflect informal communication (e.g., ellipses, colloquialisms), and stylistic choices that convey personality. The comparative analysis of linguistic features in fashion blog discourse typically involves examining the distinct vocabulary, syntactical structures, and stylistic



elements used within the genre. Key features include a conversational tone, use of first-person narration, and informal language that creates relatability. Lexical choices often include industry-specific jargon, neologisms, and adjectives that evoke sensory experiences. Sentence structures may vary from short, punchy statements for emphasis to longer, descriptive passages that enhance storytelling. Discourse markers and emojis are frequently employed to foster engagement and express personality. Additionally, analyzing audience interaction, such as comments and social media shares, can provide insight into how linguistic choices affect reader reception and community building within fashion blogging. Studies may also compare these features across different bloggers or platforms, revealing variations based on targeted demographics or marketing strategies.

Pragmatic Features: Research in pragmatics emphasizes how context influences meaning. In fashion blogs, bloggers often use humor, irony, or personal anecdotes to create rapport with their audience. Speech acts such as requests for feedback or expressions of opinion are common. The comparative analysis of pragmatic features in fashion blog discourse typically examines how different bloggers employ language to convey meaning, establish authority, and engage their audience. Key aspects include the use of deixis, which helps situate readers in specific contexts, and speech acts that influence reader response, such as requests for feedback or expressions of personal opinion. The study may involve contrasting the use of informal language versus formal structuring, as well as the presence of conversational markers that reflect relational dynamics between the blogger and their audience. Additionally, it might explore multimodal elements, such as images and layout, that contribute to the pragmatic meaning-making process. Ultimately, these analyses reveal how bloggers create identity and community through language, impacting both consumer behavior and cultural trends in the fashion industry.

This study employs a qualitative content analysis approach. A sample of ten popular fashion blogs is analyzed for both linguistic and pragmatic features:

- **Data Collection:** Blog posts are collected from various platforms such as WordPress, Instagram, and personal websites.

- **Analytical Framework:** Linguistic analysis focuses on lexical choice, sentence structure, and stylistic devices; pragmatic analysis examines speech acts and interactional strategies.

Linguistic Features



- Lexical Choices: Fashion bloggers frequently use jargon specific to the industry alongside everyday language to appeal to both niche audiences and general readers.

- Informal Syntax: Many posts exhibit informal syntactic structures typical in spoken language rather than formal writing.

- Stylistic Devices: Use of metaphors and similes is prevalent to create vivid imagery related to fashion.

Pragmatic Features

- Speech Acts: Bloggers utilize directives (e.g., “You need this!”) to persuade readers about products while employing expressive speech acts (e.g., sharing excitement about trends).

- Politeness Strategies: Many bloggers adopt a friendly tone with positive politeness strategies aimed at enhancing reader engagement (e.g., using inclusive language).

- Contextual Deixis: Reference points like “today” or “this season” help situate content within temporal contexts relevant to readers.

The findings indicate that the convergence of linguistic creativity and pragmatic effectiveness is central to successful fashion blogging. By blending technical terminology with accessible language, bloggers not only inform but also foster a sense of belonging among their audience.

The comparative analysis reveals that both linguistic formality/informality and pragmatic engagement significantly contribute to the effectiveness of fashion blog discourse. Future research could explore how these features evolve with trends in digital communication or across different cultural contexts within the global fashion landscape.

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**EKOLOGIK KOMPETENSIYANI SHAKLLANTIRISH
METODIKASINI TAKOMILLASHTIRISHNING DOLZARB
MASALALARI**

To'raqulova Visola, Jizzax davlat pedagogika universiteti "Tabiiy va aniq fanlarda masofaviy ta'lim" kafedrası o'qituvchisi

Annotatsiya: Ushbu maqolada zamonaviy ta'lim tizimida ekologik kompetensiyani shakllantirishning dolzarbligi, mavjud metodik yondashuvlar va ularni takomillashtirish zarurati yoritilgan. Muallif interfaol, fanlararo va innovatsion metodlarning afzalliklarini tahlil qiladi hamda ularni amaliyotga joriy etish bo'yicha takliflar beradi.

Kalit so'zlar: ekologik kompetensiya, ta'lim, metodika, interfaol metod, fanlararo integratsiya, innovatsiya, ekologik ong.

Аннотация: В статье раскрывается актуальность формирования экологической компетентности в современной образовательной системе. Автор анализирует существующие методические подходы и обосновывает необходимость их совершенствования через интерактивные, междисциплинарные и инновационные методы обучения.

Ключевые слова: экологическая компетентность, образование, методика, интерактивные методы, междисциплинарность, инновации, экологическое сознание.

Abstract: This article explores the relevance of developing ecological competence in the modern educational system. The author analyzes existing methodological approaches and justifies the need for improvement through interactive, interdisciplinary, and innovative teaching methods.

Keywords: ecological competence, education, methodology, interactive methods, interdisciplinary integration, innovation, ecological awareness.

XXI asr – ekologik muammolar bilan yuzma-yuz kelayotgan insoniyat uchun o'z hayot tarzini qayta ko'rib chiqish zaruratini kun tartibiga olib chiqmoqda. Iqlim o'zgarishi, havo va suv resurslarining ifloslanishi, chiqindilarni boshqarishdagi muammolar, biologik xilma-xillikning qisqarishi kabi global muammolar nafaqat fan olimlarini, balki siyosatchilar, ta'lim sohasi vakillari, keng jamoatchilikni ham chuqur o'ylantirmoqda. Bu holat ekologik ongli va ijtimoiy mas'uliyatli avlodni tarbiyalash zaruratini yana-da oshirmoqda.

Ekologik xavfsizlikni ta'minlashda eng asosiy omillardan biri bu – ekologik kompetensiyaga ega bo'lgan shaxsni shakllantirishdir. Ekologik kompetensiya esa shaxsning nafaqat atrof-muhit haqidagi bilimiga, balki u bilan ongli munosabatda bo'lish, ekologik muammolarga daxldorlik hissi va barqaror hayot tarzi yurita olishiga asoslanadi. Shunday shaxslar jamiyatda ekologik barqarorlikning asosiy poydevorini tashkil etadi.

Bugungi kunda ta'lim tizimi oldida turgan asosiy vazifalardan biri – ekologik kompetensiyani maktab davridan boshlab shakllantirish va bu jarayonni tizimli, metodik jihatdan asoslangan tarzda yo'lga qo'yishdir. Biroq amaliyot shuni ko'rsatmoqdaki, bu yo'nalishda foydalanilayotgan uslublar va metodikalar ko'pincha nazariyaga yo'naltirilgan, o'quvchilarda mustahkam ekologik ong va amaliy ko'nikmalarni shakllantirishga yetarli darajada xizmat qilmayapti. Mazkur metodikalarning samaradorligi pastligi, ularning interfaollik darajasi past bo'lishi, zamonaviy texnologiyalar yetarli qo'llanilmasligi, shuningdek, dars mazmunining real hayotiy voqelik bilan uzviy bog'lanmaganligi kabi muammolar mavjud.

Shu sababli, ekologik kompetensiyani shakllantirishga qaratilgan metodik yondashuvlarni takomillashtirish dolzarb va zarur vazifa sifatida ko'rilmoqda. Bu maqolada aynan shunday takomillashtirish yo'llari, zamonaviy metodik imkoniyatlar va ularni amaliyotga joriy etishning muhim jihatlari tahlil qilinadi.

1. Ekologik kompetensiyaning mazmun-mohiyati

Ekologik kompetensiya – bu o'quvchining tabiatga ongli munosabatda bo'lishi, ekologik muammolarni tushunishi, ekologik xavfsizlikka oid masalalarda mas'uliyatli qarorlar qabul qila olishi hamda barqaror hayot tarzini yurita olish qobiliyatidir. U quyidagi tarkibiy qismlardan iborat:

- **Bilimlar** – tabiat qonunlari, ekologik tizimlar, muammolar va ularning yechimlari haqida ma'lumot;
- **Ko'nikmalar** – chiqindilarni ajratish, resurslarni tejash, ekologik tadbirlarda ishtirok etish;
- **Qadriyatlar va munosabat** – tabiatga hurmat, muhofaza qilishga intilish;
- **Faoliyatga tayyorlik** – ekologik masalalarda shaxsiy tashabbus ko'rsatish.

2. Mavjud metodik yondashuvlar va muammolar

Hozirgi darslarda ekologik tarbiya ko'proq nazariy yondashuv asosida tashkil etiladi. Amaliy mashg'ulotlar, interfaol usullar va muammoli vaziyatlar yetarli darajada qo'llanilmaydi. O'quvchilar ko'pincha ekologik masalalarga befarq bo'lib qoladilar, chunki darslar ularning hayoti bilan bog'lanmaydi.

3. Metodikani takomillashtirish yo'llari



Quyidagi yoʻnalishlar ekologik kompetensiyani shakllantirishni yanada samarali qilish imkonini beradi:

- **Interfaol metodlar** – rolli oʻyinlar, muammoli savollar, ekologik debatlar orqali oʻquvchini faol fikrlashga undash;
- **Fanlararo integratsiya** – ekologik mavzularni biologiya, geografiya, texnologiya, adabiyot kabi fanlar bilan bogʻlab oʻrganish;
- **Loyihaviy va amaliy yondashuvlar** – oʻquvchilar ekologik loyihalar ishlab chiqib, ularni amalda sinab koʻrishlari;
- **Raqamli texnologiyalarni joriy etish** – ekologik simulyatorlar, interaktiv platformalar, raqamli darsliklar yordamida oʻqitish;
- **Mahalliy muammolarni hal qilishga yoʻnaltirish** – oʻquvchilar yashash hududidagi ekologik muammolarni aniqlab, yechimlar taklif qiladi.

Ekologik kompetensiyani shakllantirish – bu nafaqat ekologik muammolarni hal etish vositasi, balki ekologik madaniyatli shaxsni tarbiyalash vositasidir. Metodik yondashuvlarning takomillashuvi oʻquvchilarning ekologik ongini shakllantirishda muhim ahamiyat kasb etadi. Fanlararo, interfaol va innovatsion metodlarni qoʻllash orqali ekologik tarbiya samaradorligini oshirish mumkin. Bu orqali biz nafaqat ekologik muammolarni anglaydigan, balki ularni hal qilishda faol ishtirok etadigan yoshlarni tarbiyalaymiz.

Ekologik muammolarning dolzarb masalalari. Hozirgi zamon dunyosida ekologik muammolar insoniyat uchun global xavf sifatida koʻrilmoqda. Ular nafaqat tabiatga, balki inson salomatligiga, iqtisodiyotga, madaniyatga va ijtimoiy barqarorlikka ham bevosita taʼsir koʻrsatmoqda. Quyida eng dolzarb ekologik muammolarni sanab oʻtish mumkin:

1. Iqlim oʻzgarishi va global isish. Atmosferaga ortiqcha miqdorda issiqxona gazlarining chiqarilishi (xususan, karbonat anhidrid – CO₂) sayyoraning oʻrtacha haroratining ortishiga olib kelmoqda. Natijada:

- Muzliklar erib bormoqda;
- Dengiz sathi koʻtarilmoqda;
- Qurgʻoqchilik, toshqinlar, oʻrmon yongʻinlari koʻpaymoqda;
- Qishloq xoʻjaligi mahsuldorligiga salbiy taʼsir kuchaymoqda.

2. Atmosfera havosining ifloslanishi. Yirik sanoat korxonalari, avtotransport va maishiy chiqindilar atmosferaga azot oksidi, oltingugurt dioksidi, chang, zaharli gazlar ajratib chiqaradi. Bu esa:

- Odamlarda nafas yoʻllari kasalliklari,
- Allergik va surunkali kasalliklar,

• Kislotali yomg'irlar orqali tuproq va suv resurslariga zarar yetkazilishini keltirib chiqaradi.

3. Ichimlik suvining tanqisligi va ifloslanishi. Suv resurslarining kamayishi, aholi sonining ortishi va sanoat chiqindilarining daryolarga to'g'ridan-to'g'ri chiqarilishi:

- Ichimlik suvi ta'minotida qiyinchiliklar,
- Gigiyenik sharoitlarning buzilishi,
- Yuqumli kasalliklarning tarqalishi xavfini oshiradi.

4. Chiqindilar va ularning noto'g'ri boshqaruvi. Plastik, maishiy va sanoat chiqindilarining ko'payishi ekologik muhitga jiddiy tahdid solmoqda. Ayniqsa, qayta ishlanmaydigan va buzilmas chiqindilar (masalan, plastik, elektron chiqindilar) yillar davomida parchalanmay, tuproq va suvni ifloslantiradi.

5. Biologik xilma-xillikning kamayishi. O'rmonlarning kesilishi, yashash muhitlarining yo'q qilinishi, brakonerlik va ifloslanishlar ko'plab o'simlik va hayvon turlarining yo'qolib ketishiga sabab bo'lmoqda. Bu esa ekotizimlarning muvozanatini izdan chiqaradi.

6. Tuproq degradatsiyasi va cho'llanish. Noto'g'ri dehqonchilik, o'rmonlarni kesish, intensiv chorvachilik tuproq unumdorligining pasayishiga va yerlarning cho'llanishiga olib keladi. Bu esa oziq-ovqat xavfsizligiga tahdid tug'diradi.

Ekologik muammolarning bu kabi dolzarb masalalari insoniyatning barcha jabhalariga ta'sir qilmoqda. Shu bois ularni hal qilish nafaqat mutaxassislarning, balki har bir fuqarolik ongiga ega shaxsning ham vazifasidir. Bu borada ayniqsa, ta'lim muassasalarida ekologik kompetensiyani shakllantirish dolzarb vazifa bo'lib qolmoqda.

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MILLIY-MA'NAVIY QADRIYATLAR ASOSIDA O'QUVCHILARDA EKOLOGIK KOMPETENSIYANI SHAKLLANTIRISH METODIKASINI TAKOMILLASHTIRISH

To'raqulova Visola, Jizzax davlat pedagogika universiteti "Tabiiy va aniq fanlarda masofaviy ta'lim" kafedrası o'qituvchisi

Annotatsiya: Mazkur maqolada milliy-ma'naviy qadriyatlar asosida o'quvchilarda ekologik kompetensiyani shakllantirish metodikasini takomillashtirish masalalari yoritiladi. Ekologik tarbiyaning dolzarbligi, uni ta'lim jarayoniga integratsiya qilish yo'llari va milliy qadriyatlarning bu boradagi tarbiyaviy imkoniyatlari tahlil qilinadi. Shuningdek, ekologik ong, ekologik madaniyat va mas'uliyatni shakllantirishga qaratilgan metodik tavsiyalar beriladi.

Kalit so'zlar: ekologik kompetensiya, milliy qadriyatlar, ekologik tarbiya, ma'naviy meros, o'quvchilar, metodika, ekologik madaniyat, ekologik ong, ta'lim, mas'uliyat.

Аннотация: В данной статье рассматриваются вопросы совершенствования методики формирования экологической компетентности учащихся на основе национально-духовных ценностей. Анализируется актуальность экологического воспитания, пути его интеграции в образовательный процесс и воспитательный потенциал национальных традиций. Также приводятся методические рекомендации, направленные на развитие экологического сознания, культуры и ответственности у школьников.

Ключевые слова: экологическая компетентность, национальные ценности, экологическое воспитание, духовное наследие, учащиеся, методика, экологическая культура, экологическое сознание, образование, ответственность.

Abstract: This article discusses the improvement of methods for developing students' ecological competence based on national and spiritual values. It analyzes the importance of ecological education, its integration into the educational process, and the pedagogical potential of national traditions. The article also presents methodological recommendations aimed at fostering students' ecological awareness, culture, and responsibility.

Keywords: ecological competence, national values, environmental education, spiritual heritage, students, methodology, ecological culture, ecological awareness, education, responsibility.

XXI asrda insoniyat taraqqiyoti bilan bir qatorda ekologik muammolar ham keskin tus olmoqda. Aholi sonining ortishi, sanoatning jadal rivojlanishi, tabiiy resurslardan me'yoridan ortiq foydalanish kabi omillar atrof-muhitga jiddiy zarar yetkazmoqda. Bu esa ekologik muammolarga nisbatan ongli va mas'uliyatli munosabatni shakllantirishni taqozo etadi. Xususan, yoshlarda ekologik kompetensiyani rivojlantirish – ularning shaxsiy rivoji, jamiyatda faol ishtirok etishi va kelajak avlodlar oldidagi mas'uliyatini anglashida muhim o'rin tutadi.

Ekologik kompetensiya – bu faqatgina bilimlar to'plami emas, balki atrof-muhitga nisbatan ijobiy qarash, ekologik madaniyat va harakatlardagi mas'uliyatni ifodalaydigan murakkab shaxsiy sifatlar majmuidir. O'quvchilarda ekologik kompetensiyani shakllantirish ta'lim-tarbiya jarayonining uzviy qismiga aylanishi lozim. Bunda ayniqsa milliy-ma'naviy qadriyatlarning tutgan o'rni beqiyosdir.

O'zbek xalqining tarixiy dunyoqarashida tabiatga bo'lgan munosabat o'ziga xos ma'naviy va axloqiy me'yorlar asosida shakllangan. “Tabiat – bu bizning onamiz”, “Ona zamin”, “Bir daraxt ekan odam, bir savob ish qilgan bo'ladi” kabi qarashlar xalqimizning tabiatga bo'lgan hurmati va e'tiborini aks ettiradi. Bu qadriyatlar bugungi zamonaviy ta'limda ekologik tarbiya vositasi sifatida ulkan ahamiyat kasb etadi.

Shu sababli, ekologik kompetensiyani shakllantirishda faqat zamonaviy pedagogik texnologiyalar emas, balki xalqimizning asrlar davomida shakllangan an'analari, urf-odatlar, ma'naviy merosi ham asos bo'lishi lozim. Milliy-ma'naviy qadriyatlar asosida ekologik ta'lim berish o'quvchilarning ekologik ongini mustahkamlashda, ularni tabiatga e'tiborli, g'amxo'r, mas'uliyatli insonlar etib voyaga yetkazishda samarali vosita bo'lib xizmat qiladi.

Mazkur maqolada o'quvchilarda ekologik kompetensiyani milliy qadriyatlarga tayanib shakllantirishning metodik asoslari, samarali yondashuvlari va amaliy yo'llari tahlil qilinadi.

1. Ekologik kompetensiya tushunchasi va uning mazmuni

Ekologik kompetensiya — bu shaxsning ekologik bilim, ko'nikma, qadriyat va mas'uliyatga asoslangan faoliyatga tayyorligini ifodalaydi. Bu kompetensiya shaxsning tabiatga nisbatan ongli munosabatini shakllantirish, ekologik muammolarni anglash va ularni hal qilishda faol ishtirok etish qobiliyatini o'z ichiga oladi. Ekologik kompetensiya quyidagi tarkibiy qismlardan iborat:

- **Ekologik bilimlar:** biosfera, ekologik tizimlar, global va mahalliy muammolar (iqlim o'zgarishi, suv tanqisligi, chiqindilar muammosi) haqida ma'lumotlarga ega bo'lish;

- **Amaliy ko'nikmalar:** chiqindilarni saralash, daraxt ekish, suvdan oqilona foydalanish, ekologik tadbirlarda ishtirok etish;

- **Ekologik qadriyatlar:** tabiatni qadrlash, uni muqaddas deb bilish, tabiatga zarar yetkazmaslikka intilish;

- **Shaxsiy mas'uliyat:** ekologik qarorlar qabul qilishda ongli yondashish, boshqalarga ijobiy namuna ko'rsatish.

Ekologik kompetensiyaning rivojlanishi orqali o'quvchi o'zining atrof-muhitga ta'sirini anglaydi va uni ijobiy yo'nalishda boshqarishga intiladi.

2. Milliy-ma'naviy qadriyatlar va ekologik tarbiya o'zaro bog'liqligi

O'zbek xalqining tarixiy merosida tabiat bilan uyg'un yashash qadimdan muhim o'rin tutgan. Qadriyat sifatida quyidagi jihatlarni ko'rsatish mumkin:

- **Ona zamin** tushunchasi – yerni onaga qiyoslash, unga g'amxo'rlik bilan qarash;

- **Rivoyatlar va maqollar** – “Bitta daraxt – bitta hayot”, “Tabiatga mehr – insoniyatga ezgulik” kabi iboralar;

- **Islomda tabiatga munosabat** – Qur'oni karim va hadislarda tabiatni asrashga, isrofgarchilikdan tiyilishga chaqiriqlar;

- **Milliy urf-odatlar** – bahor bayramlarida daraxt ekish, buloq va ariqlarni tozalash kabi an'analar orqali ekologik madaniyat shakllangan.

Ushbu qadriyatlar ekologik tarbiyani samarali tashkil etish uchun boy manba bo'la oladi. O'quvchilarga nafaqat ekologik tushunchalar, balki bu qadriyatlar orqali o'z milliy o'zligini anglash imkoniyati ham yaratiladi.

3. Metodik takliflar: Milliy qadriyatlarga asoslangan ekologik ta'lim

Milliy-ma'naviy qadriyatlarga asoslangan ekologik ta'limni amalga oshirishda quyidagi metodik yondashuvlar tavsiya etiladi:

- **Integratsiyalashgan yondashuv**

Biologiya, geografiya, ona tili va adabiyot, tarix kabi fanlarda ekologik mazmundagi topshiriqlarni milliy qadriyatlar asosida ishlab chiqish. Masalan, Alisher Navoiy, Zahiriddin Muhammad Bobur asarlarida tabiat tasvirini o'rganish.

- **Amaliy faoliyat orqali o'rgatish**

Ekologik ekskursiyalar, tabiatni muhofaza qilish aksiyalari, "Yashil maktab", "Toza hudud" kabi tashabbuslarda ishtirok etish.

• **Tarixiy va diniy manbalardan foydalanish**

Qur'on oyatlari, hadislar, xalq og'zaki ijodi namunalariidan iqtiboslar asosida ekologik qadriyatlarni mustahkamlash.

• **Didaktik o'yinlar va musobaqalar**

“Ekolog detektiv”, “Yashil fikr”, “Ekologik viktorina” kabi interfaol o'yinlar orqali ekologik ongni shakllantirish.

• **Loyiha asosida o'qitish**

O'quvchilarning mustaqil loyihalari (masalan, “Bizning mahallamizdagi toza havo uchun”, “Chiqindisiz hayot sari”) orqali amaliy tajriba orttirish.

• **Axborot-kommunikatsiya texnologiyalaridan foydalanish**

Multimedia vositalar, video roliklar, raqamli darsliklar yordamida ekologik muammolarni vizual ifoda qilish va ularni hal etish yo'llarini muhokama qilish.

Bu metodlar orqali o'quvchilar ekologik masalalarga milliy qadriyatlar prizmasidan qarashni o'rganadilar va bu bilim hayotda qo'llaniladigan amaliy kompetensiyaga aylanadi.

Milliy-ma'naviy qadriyatlar asosida ekologik kompetensiyani shakllantirish – zamonaviy ta'limda nafaqat ilmiy, balki tarbiyaviy jihatdan ham muhim ahamiyat kasb etadi. O'quvchilarda ekologik ong, madaniyat va mas'uliyatni rivojlantirish jarayoni ularning shaxsiy kamoloti va jamiyat oldidagi ijtimoiy mas'uliyatini anglashga xizmat qiladi. Bu borada xalqimizning boy ma'naviy merosi, qadimiy urf-odatlar va tabiatga bo'lgan e'tibori o'quvchilarga ta'sirchan va tabiiy tarzda ekologik tarbiya berish imkonini yaratadi.

Maqolada keltirilgan metodik yondashuvlar — integratsiyalashgan darslar, loyihaviy faoliyat, amaliy mashg'ulotlar, xalq og'zaki ijodi va diniy manbalarni ta'lim jarayoniga singdirish orqali o'quvchilarning ekologik kompetensiyasini rivojlantirishda yuqori samaradorlikka erishish mumkinligini ko'rsatadi.

Shu sababli, zamonaviy o'qituvchi ekologik tarbiyaga zamonaviy metodlar bilan yondashish bilan birga, xalqning milliy qadriyatlariga tayangan holda, o'quvchilarda tabiatga nisbatan mehr, e'tibor va g'amxo'rlikni shakllantirishga alohida e'tibor qaratishi lozim. Faqat shundagina biz ekologik muammolarga befarq bo'lmagan, ongli va mas'uliyatli yangi avlodni tarbiyalashga erisha olamiz.

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**O‘zbekistonda demografik jarayonlarning zamonaviy holati va
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Kirish: O‘zbekiston Respublikasi Markaziy Osiyo mintaqasidagi eng yirik aholi soniga ega mamlakatdir. Mamlakatdagi demografik jarayonlar aholi sonining o‘shishi, tug‘ilish va o‘lim ko‘rsatkichlari, migratsiya jarayonlari va urbanizatsiya bilan bevosita bog‘liqdir. Bu jarayonlar O‘zbekistonning ijtimoiy-iqtisodiy rivojlanishiga ta’sir etuvchi asosiy omillardan biri hisoblanadi. Ushbu maqolada O‘zbekistondagi demografik jarayonlarning zamonaviy holati va harakatlarining statistik tahlili yoritiladi.

Aholi sonining o‘shishi: O‘zbekiston aholisining soni oxirgi yillarda barqaror o‘shib kelmoqda. Davlat statistika qo‘mitasining ma’lumotlariga ko‘ra, 2024-yil holatiga ko‘ra, mamlakat aholisi 36,4 million kishidan oshdi. Ushbu o‘shish asosan yuqori tug‘ilish ko‘rsatkichi, o‘rtacha umr ko‘rish davomiyligining oshishi va past o‘lim darajasi bilan bog‘liq.

Tug‘ilish ko‘rsatkichi O‘zbekistonda yuqori bo‘lib qolmoqda. Har 1000 aholiga 22-24 chaqaloq tug‘iladi, bu dunyo o‘rtacha ko‘rsatkichidan yuqori. Tug‘ilish darajasining yuqori bo‘lishi mamlakatning demografik tarkibida yoshlar salmog‘ining yuqori ekanligini ta’minlaydi.

O‘lim darajasi esa past bo‘lib, har 1000 kishiga 5-6 o‘lim holati to‘g‘ri keladi. Tibbiy xizmatlarning sifatining oshishi, onalar va bolalar sog‘lig‘iga e’tibor qaratilishi chaqaloqlar va onalar o‘limi ko‘rsatkichini pasaytirishga yordam bermoqda.

Tabiiy o‘shish ko‘rsatkichi — tug‘ilish va o‘lim o‘rtasidagi farq — yuqori darajada qolmoqda va bu aholining yillik tabiiy o‘shishiga olib kelmoqda. Hozirgi paytda tabiiy o‘shish 1000 aholiga nisbatan 16-18 kishi atrofida. Ushbu ko‘rsatkich O‘zbekiston aholisining yillik o‘shishini taxminan 600-650 ming kishiga teng qiladi.

Hududiy Farqlar va Urbanizatsiya



O‘zbekistonda aholi sonining hududiy taqsimlanishi ham muhim ahamiyatga ega. Toshkent shahri, Samarqand, Farg‘ona va Andijon viloyatlari eng zich aholiga ega hududlar hisoblanadi. Aholining ko‘p qismi shahar hududlariga ko‘chib o‘tayotgani sababli urbanizatsiya jarayoni kuchaymoqda.

Shahar va qishloq aholisi taqsimoti ham muhim omil hisoblanadi. 2024-yil holatiga ko‘ra, aholining 49 foizi shaharlarda, 51 foizi esa qishloq joylarida yashaydi. Shaharlarga ko‘chib o‘tish tendensiyasi oshib borayotganligi sababli, shaharlardagi aholi soni tez sur‘atda oshmoqda. Bu jarayon urbanizatsiya va infratuzilma rivojlanishini jadallashtirishni talab etadi.

Migratsiya jarayonlari

Migratsiya O‘zbekistondagi demografik jarayonlarga sezilarli ta‘sir ko‘rsatmoqda. Mamlakatda ichki va tashqi migratsiya jarayonlari mavjud.

Ichki migratsiya — qishloqlardan shaharlarga ko‘chish — shaharlarning demografik ko‘rsatkichlariga ta‘sir qiladi. Aholi shaharlarga ish qidirish, ta‘lim olish va yashash sharoitlarini yaxshilash maqsadida ko‘chib o‘tmoqda.

Tashqi migratsiya ham muhim ahamiyatga ega. Asosan mehnat migrantlari Rossiya, Qozog‘iston, Janubiy Koreya va boshqa davlatlarga chiqib ketmoqda. 2023-yilda taxminan 2,5 million O‘zbekiston fuqarosi xorijda vaqtinchalik mehnat faoliyati bilan shug‘ullangan. Ushbu migratsiya oqimlari nafaqat demografik, balki iqtisodiy jarayonlarga ham sezilarli ta‘sir ko‘rsatadi, chunki mehnat migrantlari tomonidan jo‘natilgan pul o‘tkazmalari mamlakat iqtisodiyotini qo‘llab-quvvatlaydi.

Demografik jarayonlarning ijtimoiy va iqtisodiy ta‘siri

Demografik jarayonlarning ijtimoiy va iqtisodiy ta‘siri juda katta. Aholi sonining oshishi va demografik tarkibining yosh bo‘lishi O‘zbekistonda ta‘lim va sog‘liqni saqlash tizimlariga katta bosimni keltirib chiqaradi. Mamlakatda maktablar, kasalxonalar va boshqa ijtimoiy infratuzilma tarmoqlarining kengayishi zarur.

Bundan tashqari, ishga layoqatli yoshlar salmog‘ining ortib borishi mehnat bozorida yangi ish o‘rinlari yaratishni talab etadi. Mamlakat hukumati ish o‘rinlarini ko‘paytirish va iqtisodiy islohotlarni amalga oshirish orqali bu muammoni hal qilishga intilmoqda.

Kelajakda demografik rivojlanishning tendensiyalari va muammolari

Kelgusi yillarda O‘zbekistonda demografik jarayonlarda bir qancha o‘zgarishlar kuzatilishi kutilmoqda. Aholi soni oshib borishi davom etadi, biroq



tugʻilish darajasining sekin-asta pasayishi va urbanizatsiya jarayonining tezlashishi kuzatilishi mumkin.

Ijtimoiy-iqtisodiy islohotlar amalga oshirilishi natijasida ichki va tashqi migratsiya oqimlarida oʻzgarishlar boʻlishi kutilmoqda. Migrantlarning qaytib kelishi va mamlakatda yangi iqtisodiy imkoniyatlarning paydo boʻlishi demografik jarayonlarga ijobiy taʼsir koʻrsatishi mumkin.

Mamlakat demografik siyosatini shakllantirishda aholi sonining oʻsishini toʻgʻri boshqarish, taʼlim, sogʻliqni saqlash, infratuzilmani rivojlantirish kabi sohalarga eʼtibor qaratish muhim ahamiyatga ega boʻladi.

Xulosa

Oʻzbekistonda demografik jarayonlarning zamonaviy holati mamlakatning rivojlanish strategiyasiga bevosita taʼsir etuvchi muhim omil hisoblanadi. Aholi sonining barqaror oshishi, urbanizatsiya jarayonining tezlashishi, va migratsiya oqimlarining oʻzgarishi Oʻzbekistonning ijtimoiy-iqtisodiy hayotini shakllantiradi. Ushbu jarayonlarning statistik tahlili esa demografik siyosatni samarali boshqarish va mamlakatning ijtimoiy-iqtisodiy rivojlanishini taʼminlashda asosiy vazifalardan biri hisoblanadi.

Yuqoridagi tahlillar asosida Oʻzbekistonda demografik jarayonlarning kelajakdagi rivojlanishi va ularni boshqarish boʻyicha muhim qarorlar qabul qilish zarurati yanada aniqlashadi. Mamlakatning ijtimoiy-iqtisodiy salohiyatini oshirish uchun demografik siyosatning har bir jihati chuqur oʻrganilishi va amalga oshirilishi lozim.



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“ANALYSIS OF LITERARY TEXTS BASED ON IMAGOLOGICAL APPROACH”

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Abstract. This study explores the application of the imagological approach in the analysis of literary texts, focusing on the representation of national and cultural images within fiction. Imagology, as a branch of comparative literature, examines how the “Other” is portrayed and how national stereotypes and cultural identities are constructed and interpreted in literary discourse. By analyzing selected works, this paper reveals how literary characters and settings reflect ideological, historical, and intercultural dynamics. The research highlights the importance of imagological analysis in understanding cross-cultural perceptions and the formation of hybrid identities in world literature.

Key words: perpetuate, colonial ideology, negotiations, exoticized images, globalized identities, postcolonial subjectivities, intercultural dialogue, national character.

Imagology, a subfield of comparative literature, has emerged as a significant tool for examining the literary representation of national, cultural, and ideological “Others.” Originating from the works of 20th-century scholars such as Hugo Dyserinck and Joep Leerssen, imagology focuses on how collective images of nations and cultures—known as *ethnotypes* or *imagotypes*—are formed, perpetuated, or challenged in literary texts¹. It shifts the emphasis from actual national character to the discourse surrounding perceived national identity in literature.

One of the earliest and most influential works in this regard is Edward Said’s² *Orientalism*, which, although not imagological in the strict sense, laid the foundation for studying how Western literature often constructs reductive, exoticized images of

¹ Leerssen, 2007

² Edward Said, *Orientalism* 1978



the East. Said's critique of the binary opposition between the "Occident" and the "Orient" parallels imagology's concern with cultural representation and ideological projections in literary works.

A significant application of imagological analysis is seen in the exploration of Eastern images in Western literature. For example, in Rudyard Kipling's³ *Kim* 1901, British colonial ideology is embedded in the portrayal of India and its people, constructing a hierarchy between the colonizer and the colonized. Scholars have interpreted *Kim* through an imagological lens to reveal how national identity and superiority are inscribed in literary form.

Similarly, in Chinese-American literature, Pearl S. Buck's novels, such as *The Good Earth* and *Relatives*, are rich in imago types that juxtapose Chinese traditions with American modernity. Buck's characters often embody dual or hybrid identities, reflecting the tensions and negotiations between belonging and alienation. These texts serve as fertile ground for imagological interpretation, particularly in the way they represent cultural convergence and the struggle for identity.

In Russian literature, imagological analysis has been applied to works like Ivan Goncharov's *Frigate Pallada* and Nikolai Karamzin's travelogues, where Western Europe is often portrayed as the progressive "Other" to a perceived backward Russian self. Such representations not only reflect cultural anxieties but also contribute to the formation of Russian national consciousness through contrast and comparison.

More recently, postcolonial literature has offered a rich corpus for imagological study. In Chinua Achebe's *Things Fall Apart*, the traditional image of African societies is constructed in opposition to Western colonial narratives. Achebe challenges inherited imagotypes by offering an insider's view of Igbo culture, thereby subverting stereotypical representations imposed by colonial literature.

In contemporary comparative literature studies, imagology has expanded to include not only national stereotypes but also broader cultural and civilizational images. The works of Amitav Ghosh, Orhan Pamuk, and Chimamanda Ngozi Adichie, for instance, interrogate globalized identities and postcolonial subjectivities, offering a nuanced view of intercultural contact and conflict.

To sum up, imagological analysis enables scholars to uncover the narrative and ideological structures behind cultural representations in literature. By examining how "Others" are constructed in literary texts, this approach not only enriches

³ Rudyard Kipling, *Kim* 1901

literary interpretation but also contributes to a broader understanding of intercultural dialogue, identity formation, and global literary dynamics.

The imagological approach, as applied to literary texts, reveals the complex interplay between literature and cultural perception. Through the study of national and cultural *imagotypes*—literary constructions of “Self” and “Other”—we gain insight into the ideological, historical, and psychological forces that shape cross-cultural representation in fiction. Literature becomes not only a reflection of individual experience but also a tool for constructing or deconstructing collective identity.

In analyzing literary texts through this lens, it becomes evident that *imagotypes* are not static; they are shaped by the author’s cultural background, intended audience, and the political or historical moment in which the text was written. For example, Pearl S. Buck’s representations of Chinese and American identities in *Relatives* and other works do not conform to rigid stereotypes but instead present transitional, hybrid characters who embody the tensions of diasporic and bicultural existence. These characters illustrate the dialectical relationship between belonging and exclusion, tradition and modernity—a central concern of imagological analysis.

Such representations serve as more than narrative devices; they reflect deeper cultural dialogues. In Buck’s work, the “East” is neither idealized nor demonized, but rather presented as a complex cultural space negotiating its identity in relation to the “West.” Her depiction of Chinese immigrants struggling to transmit traditional values to their American-born children exemplifies how *imagology* can illuminate generational and cultural conflicts that go beyond the surface of the plot. These fictional scenarios reflect real-world struggles for identity, continuity, and assimilation.

Similarly, works such as Rudyard Kipling’s *Kim* or Chinua Achebe’s *Things Fall Apart* illustrate how *imagotypes* can function ideologically—to either reinforce or challenge dominant narratives. Kipling’s portrayal of colonial India, for instance, supports imperial ideologies by presenting India as a space in need of British order and guidance, whereas Achebe’s narrative rewrites such stereotypes from within, offering an indigenous counter-image that dismantles colonial myths.

An important aspect that emerges from such discussion is the role of the reader. *Imagotypes* are not simply created by authors; they are interpreted and sometimes internalized by readers who bring their own cultural frameworks to the text. Thus, *imagology* not only considers what is represented but also how and why these representations resonate with particular audiences. The success or failure of cultural



transmission in literature often hinges on the mutual intelligibility of imagotypes between author and reader.

Moreover, imagological analysis shows that cultural images in literature are relational rather than absolute. A culture is often defined by what it is *not*, with the “Other” serving as a necessary contrast. This binary model—while analytically useful—also risks reinforcing stereotypes if not critically examined. The imagological approach therefore requires a balance: to recognize patterns in cultural representation without reducing characters to mere symbols of national identity.

Finally, in the context of globalization and increasing intercultural contact, the imagological approach offers a timely and relevant method for literary criticism. As writers and readers become increasingly transnational, the need to understand how literature constructs and negotiates identity across borders becomes more urgent. Hybrid characters, multicultural settings, and themes of displacement and cultural conflict are no longer marginal—they are central to contemporary literature. Imagology provides the tools to analyze these developments with theoretical rigor and cultural sensitivity.

Conclusion. The imagological approach offers valuable insights into how literature constructs, negotiates, and critiques cultural and national identities. By analyzing imagotypes—textual representations of the “Self” and the “Other”—we can better understand the ideological forces and historical contexts that shape intercultural narratives. As seen in the works of authors like Pearl S. Buck, Rudyard Kipling, and Chinua Achebe, literature serves as both a mirror and a mediator of cultural perception. In an increasingly interconnected world, imagological analysis not only enriches literary interpretation but also deepens our awareness of the complexities of identity, belonging, and cultural dialogue.

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Неврологические особенности при коронавирусной инфекции

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Коронавирусная инфекция не только поражает органов дыхательной системы но и поражает нервную систему. Уже не раз зарегистрировались поражение черепных, периферических нервов, скелетных мышц который может проявляется моно- и полиневропатиями и в том числе нарушение вегетативной и когнитивной функции. Обычно длительность постковидных симптомов варьирует от 3 до 12 месяцев и более, особенно у лиц с тяжёлым течением COVID-19 и коморбидным фоном

Цель исследования: наблюдать особенности неврологических нарушений среди больных COVID-19.

Материалы и методы исследования: в исследовании приняли участие 90 больных в возрасте от 40 до 70 лет (средний возраст – $59,4 \pm 2,8$ лет), из них 31 (34,4%) женщин, 59 мужчин (65,6%). Мы сделали акцент на общую и соматическую состояние пациента а так же для сбора пациентов не мало важную роль сыграл жалобы пациентов.

Результаты исследования: в продромальном и остром периоде кроме наличия сухого кашля, повышение температуры, и общей слабости и больные предъявляют жалобы на изменение фона настроения, быстрая утомляемость, апатия, панические атаки, ощущение нехватки воздуха, нарушение сна и самое главное расстройство обоняния, вкуса. При обследовании у этих пациентов депрессия и изменение со стороны когнитивной функции – 54,3 %, инсомнии – 40%, головокружения – 15,7%, головной боли - 40%, нарушений обоняния и вкуса – 30%.

Тяжёлые формы COVID-19 сопровождаются гипоксией и микрососудистой дисфункцией, приводящей к гипоперфузии лобных и лимбических структур мозга



Заключение: Таким образом, после перенесение коронавирусной инфекции уже при первом симптоме этого вируса могут наблюдаться и неврологические осложнения. В связи с этим всем пациентам с COVID-19 необходимо консультирование невропатолога в динамике лечения с целью избежание развития тяжелых неврологических осложнений.

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OLIY TA'LIM TIZIMIDA TALABALARNING IJTIMOYIY FAOLLIGINI OSHIRISH KOMPETENSIYALARINING UMUMIY MAZMUNI

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Anotatsiya: Ushbu maqolada oliy ta'lim tizimida talabalarning ijtimoiy faolligini oshirishga qaratilgan kompetensiyalar o'rganiladi. Talabalar ijtimoiy faolligi jamiyatdagi mas'uliyatli va faol fuqarolarni tarbiyalashda muhim omil hisoblanadi. Kritikal fikrlash, kommunikatsiya, etika, innovatsion yondashuv kabi kompetensiyalar talabalarga jamiyatda samarali faoliyat yuritish imkoniyatini yaratadi. Maqolada ijtimoiy faollikni oshirish uchun ta'lim tizimida amalga oshirilishi zarur bo'lgan strategiyalar va usullar keltirilgan.

Kalit so'zlar: Ijtimoiy faollik, talaba kompetensiyalari, kritikal fikrlash, kommunikatsiya, innovatsion yondashuv, etika, oliy ta'lim, jamiyatda faollik, ta'lim strategiyalari, ijtimoiy mas'uliyat.

Аннотация: В данной статье рассматриваются компетенции, направленные на повышение социальной активности студентов в системе высшего образования. Социальная активность студентов является важным фактором в воспитании ответственных и активных граждан общества. Компетенции, такие как критическое мышление, коммуникация, этика и инновационный подход, помогают студентам эффективно участвовать в общественной жизни. В статье представлены стратегии и методы, которые необходимо внедрить в образовательную систему для повышения социальной активности студентов.

Ключевые слова: Социальная активность, компетенции студентов, критическое мышление, коммуникация, инновационный подход, этика, высшее образование, активность в обществе, образовательные стратегии, социальная ответственность.

Anotatsiya: This article examines the competencies aimed at enhancing the social activity of students within the higher education system. Students' social activity plays a crucial role in fostering responsible and active citizens of society. Competencies such as critical thinking, communication, ethics, and innovative approaches enable students to engage effectively in societal activities. The article also presents strategies and methods that need to be implemented in the educational system to improve students' social engagement.

Keywords: Social activity, student competencies, critical thinking, communication, innovative approaches, ethics, higher education, societal engagement, educational strategies, social responsibility.

Bugungi globalashuv va ijtimoiy o'zgarishlar davrida ta'lim tizimi faqat bilim berish emas, balki shaxsni tarbiyalash va uning jamiyatga foydali bo'lishini ta'minlashni ham o'z ichiga oladi. Oliy ta'lim muassasalari talabalarga nafaqat ilmiy va professional bilimlarni, balki ijtimoiy faollikni oshiruvchi kompetensiyalarni ham yetkazish zarurligini anglab yetishmoqda. Ijtimoiy faollikni oshirish, talabalarni jamiyatning faol a'zosiga aylantirishda, ayniqsa yoshlar o'rtasida ijtimoiy mas'uliyatni rivojlantirishda muhim ahamiyat kasb etadi.

Ijtimoiy faollik, o'z o'rnida, talabalar o'zlarini nafaqat o'quv jarayonida, balki jamiyat hayotida ham mas'uliyatli, etika va qadriyatlarni hurmat qiluvchi fuqarolar sifatida ko'rsata olishlari uchun zarur bo'lgan bir qator sifatlar va kompetensiyalarni rivojlantirishni taqozo etadi. Bu kompetensiyalar, nafaqat jamiyatdagi turli muammolarni hal qilishda faol ishtirok etishni, balki shaxsiy rivojlanish va ma'naviy o'sishni ta'minlashni ham o'z ichiga oladi. Ijtimoiy faollik talabaning jamiyatdagi turli faoliyatlarida ishtirok etish, ijtimoiy masalalarni tahlil qilish, ularni hal etishga qaratilgan yechimlar ishlab chiqish va o'z harakatlari bilan ijtimoiy muhitga ijobiy ta'sir ko'rsatish jarayonidir. Bu faollik, o'z navbatida, talabalarga nafaqat o'z fikrini erkin ifodalashni, balki jamiyatda yuzaga kelayotgan masalalar yuzasidan konstruktiv fikrlar bildirishni ham o'rgatadi. Ijtimoiy faollikning oshishi, nafaqat talabaning o'z bilimlarini va ko'nikmalarini amaliyotga tatbiq etishiga, balki ularning jamiyatdagi faoliyatini yanada samarali qilishga xizmat qiladi. Ijtimoiy muammolarga qarshi faollik, talabalarga nafaqat ijtimoiy muammolarni tushunishni, balki ularni hal etish jarayonida faol ishtirok etishni ham ta'minlaydi. Ijtimoiy faollikni oshirish uchun talabalarga bir qator kompetensiyalarni rivojlantirish zarur. Bu kompetensiyalar, ularning nafaqat akademik bilimlarini, balki jamiyatdagi faoliyatlarini ham yuqori darajaga ko'tarishga yordam beradi. Ularni ko'rib chiqamiz.

Ijtimoiy faollikni oshirishda birinchi navbatda kritikal fikrlash muhimdir.

Talabalar o'z fikrlarini erkin va mustaqil tarzda ifodalashga, shuningdek, muammolarni tanqidiy tahlil qilishga o'rganishlari kerak. Kritikal fikrlash, ijtimoiy masalalarni keng ko'lamda tahlil qilish, ularning ildizlariga yetib borish va muammolarni hal qilish yo'llarini izlashda talabaga mustahkam asos yaratadi. Shu bilan birga, talaba jamiyatdagi muammolarni hal etishda yangi g'oyalar va

yechimlar ishlab chiqishda faol ishtirok etadi. Ijtimoiy faollikni oshirishda samarali kommunikatsiya va jamoaviy ish muhim rol o'ynaydi. Talabalar bir-birlari bilan o'z fikrlarini erkin almashib, jamoaviy qarorlar qabul qilishda faol ishtirok etishlari kerak. Bu kompetensiya, talabalarni boshqalar bilan hamkorlikda ishlash, turli fikrlarni birlashtirish va umumiy maqsadlar sari yo'naltirishni o'rgatadi. Ijtimoiy faollikni oshirishda, albatta, jamoa ruhiga ega bo'lish, boshqalar bilan samarali muloqot qilish zarur.

Ijtimoiy faollikni oshirishda, talabalar jamiyat oldidagi o'z mas'uliyatlarini anglashlari va ijtimoiy adolat tamoyillariga asoslanib harakat qilishlari zarur. Etika va ijtimoiy mas'uliyat kompetensiyasi, talabalarga o'z harakatlari va qarorlarining jamiyatdagi ta'sirini chuqur anglashga yordam beradi. Shu bilan birga, ular nafaqat o'z manfaatlarini, balki jamiyatning umumiy farovonligini ham nazarda tutib harakat qilishni o'rganadilar. Bu kompetensiya, talabalarga ijtimoiy muammolarni hal qilishda mas'uliyatli yondashuvni rivojlantirishga imkon beradi. Yoshlar innovatsion fikrlash va yangi g'oyalar ishlab chiqishga juda qodir. Ijtimoiy faollikni oshirishda talabalar innovatsion yondashuvlarni qo'llashga o'rgatish zarur. Jamiyatdagi muammolarni hal etish uchun yangicha qarashlar va innovatsion yechimlar yaratish talabalarning faolligini oshiradi. Shuningdek, innovatsiya talabalarga o'zlarini yangi masalalar va loyihalarda sinab ko'rish imkoniyatini yaratadi, bu esa ijtimoiy faollikni kuchaytiradi.

Oliy ta'lim tizimida talabalar ijtimoiy faolligini oshirish uchun aniq va samarali strategiyalarni ishlab chiqish zarur. Bu strategiyalar, talabalarning faolligini faqat akademik darajada emas, balki ijtimoiy faoliyatlarda ham oshirishi kerak.

Birinchiidan, interaktiv ta'lim usullari samarali bo'lishi mumkin. Seminarlar, diskussiyalar, loyihalar va guruh ishlari talabalarni ijtimoiy muammolarni hal qilishda faol ishtirok etishga undaydi. Bu usullar talabalarni tanqidiy fikrlashga, o'z fikrlarini erkin ifodalashga va boshqalar bilan o'zaro fikr almashishga rag'batlantiradi.

Ikkinchiidan, talabalarni ijtimoiy loyihalar va faoliyatlarga jalb qilish zarur. Ijtimoiy loyihalarda ishtirok etish, talabalarga o'z bilimlarini va ko'nikmalarini amaliyotda qo'llash imkonini yaratadi. Bu jarayon, talabalarga o'zlarining ijtimoiy mas'uliyatlarini anglashga, jamiyatga foydali ishlar qilishga undaydi. Shuningdek, mentorlik va yetakchilik dasturlari orqali talabalar o'zlarining rahbarlik ko'nikmalarini rivojlantirishlari mumkin. Mentorlar va yetakchilar talabalarni ijtimoiy masalalarga yanada chuqurroq yondashishga o'rgatadilar va ularni ijtimoiy

faollikka ragʻbatlantiradilar. Ijtimoiy faollikni oshirish, talabalarning jamiyatdagi faol ishtirokini kuchaytirish, ijtimoiy masʻuliyatni rivojlantirish va ularning shaxsiy oʻsishiga turtki berish maqsadida muhim ahamiyatga ega. Oliy taʻlim tizimida bu faollikni oshirish uchun talabalarda bir qator kompetensiyalarni rivojlantirish zarur. Bu kompetensiyalar, nafaqat ularning akademik va professional malakalarini, balki jamiyatga taʻsir koʻrsatish qobiliyatini ham oshiradi. Kritikal fikrlash kompetensiyasi talabalarga faqat nazariy bilimlarni oʻzlashtirish bilan cheklanmasdan, ulardan amaliyotda qanday foydalanishni oʻrgatadi. Ijtimoiy faollikni oshirishda kritikal fikrlash talabalarni jamiyatdagi muammolarni chuqur tahlil qilishga va ularni hal qilishning kreativ yoʻllarini ishlab chiqishga undaydi. Talabalar, turli fikrlarni tahlil qilish, ular orasidagi aloqalarni koʻrish va mantiqiy qarorlar qabul qilishni oʻrganadilar. Bu kompetensiya, ijtimoiy masalalar, siyosat, ekologiya yoki iqtisodiyot kabi sohalarda talabalarning faol ishtirok etishini taʻminlaydi. Shuningdek, kritikal fikrlash jamiyatdagi ijtimoiy adolat, ekologik barqarorlik va iqtisodiy tenglik kabi masalalar boʻyicha chuqur va konstruktiv fikr yuritishga yordam beradi.

Ijtimoiy faollikni oshirishda samarali kommunikatsiya va hamkorlik katta rol oʻynaydi. Talabalar oʻz fikrlarini erkin ifodalash, boshqalar bilan samarali muloqot qilish va guruh ishlari orqali umumiy maqsadlarga erishishni oʻrganishlari zarur. Kommunikatsiya va hamkorlik kompetensiyasi talabalarni jamoaviy ishlashda, turli fikrlarni birlashtirishda va muammolarni umumiy yondashuv bilan hal qilishda yordam beradi. Bu kompetensiya, talabalarni boshqalar bilan fikr almashishda va turli fikrlar orasida kelishuv topishda yordam beruvchi muhim vositadir. Talabalar samarali muloqot qilishni oʻrgangan holda, jamiyatdagi oʻzgarishlarga qatnashish imkoniyatini kengaytiradilar.

Ijtimoiy faollikning muhim jihati, bu jamiyat oldidagi masʻuliyatni anglash va etika tamoyillariga asoslanib harakat qilishdir. Talabalar oʻz faoliyatlari va qarorlarining ijtimoiy va ekologik taʻsirini tushunishlari kerak. Etika va ijtimoiy masʻuliyat kompetensiyasi talabalarga jamiyatdagi muammolarni hal qilishda masʻuliyatli yondashuvni rivojlantirishga yordam beradi. Bu kompetensiya talabalarni ijtimoiy adolat, tenglik, inson huquqlari va ekologik barqarorlik kabi masalalarda faoliyat yuritishga undaydi. Shuningdek, talabalar ijtimoiy masʻuliyatni anglab, oʻz harakatlari bilan jamiyatda ijobiy oʻzgarishlarni yaratish imkoniyatini topadilar. Talabalar, oʻzlarining harakatlari jamiyatga qanday taʻsir qilishini anglashlari zarur, chunki bu ularning kelajakdagi ijtimoiy va siyosiy hayotida masʻuliyatli boʻlishlariga olib keladi. Innovatsion yondashuv ijtimoiy faollikni



o'shishda talabalar uchun yangi imkoniyatlar yaratadi. Yangi g'oyalar va yechimlar yaratish orqali talabalar jamiyatdagi mavjud muammolarni hal qilishda yangi usullarni qo'llashlari mumkin. Innovatsion yondashuv, talabalarga jamiyatda yuzaga kelayotgan muammolarga moslashuvchan yechimlar topish, yangi texnologiyalarni, ijtimoiy tashabbuslarni va ekologik yechimlarni ishlab chiqishga imkon yaratadi. Innovatsiya, talabalarga turli ijtimoiy masalalar bo'yicha yangi fikrlar va yechimlar taklif qilishda yordam beradi, bu esa jamiyatni rivojlantirishga katta hissa qo'shadi. Ijtimoiy faollikni o'shishda liderlik va motivatsiya kompetensiyasi ham muhim ahamiyatga ega. Talabalar jamiyatda o'zgarishlarni amalga oshirish uchun yetakchilik qilish qobiliyatiga ega bo'lishlari kerak. Liderlik kompetensiyasi talabalarni boshqaruv, jamoa ishlari va ijtimoiy tashabbuslarni amalga oshirishda faol ishtirok etishga tayyorlaydi. Ular, boshqalarga ilhom berib, ularni ijtimoiy harakatlarga jalb qilishda, motivatsiya berishda o'zlarining rolini anglaydilar. Motivatsiya esa talabalarga o'z maqsadlariga erishishda, jamiyatdagi muammolarni hal qilishda va jamiyatning yaxshilanishiga hissa qo'shishda yordam beradi. Ijtimoiy o'zgarishlarni boshqarishda talabalar o'zlarini lider sifatida namoyon etib, boshqalarni ham ijtimoiy faollikka rag'batlantiradilar. Bugungi kunda global muammolarni hal qilishda talabalar global miqyosda faoliyat yuritishga tayyor bo'lishlari zarur. Madaniy tushuncha va global perspektiv kompetensiyasi talabalarni turli madaniyatlarni tushunishga, ularning ehtiyojlari va qadriyatlarini hurmat qilishga o'rgatadi. Talabalar global ijtimoiy, iqtisodiy va ekologik masalalarga yondashishda keng fikrlashlari va boshqalar bilan hamkorlikda ishlashlari kerak. Global perspektivga ega bo'lish, talabalarga dunyoning turli burchaklarida yuzaga kelgan muammolarni hal qilishda o'z hissalarini qo'shishga imkon yaratadi. Shuningdek, bu kompetensiya talabalarni ijtimoiy va siyosiy harakatlar uchun yangi imkoniyatlar va platformalar yaratishga undaydi. Ijtimoiy faollikni oshirish uchun zarur kompetensiyalar, talabalarga faqat akademik va professional bilimlarni o'zlashtirish bilan cheklanmasdan, balki jamiyatdagi turli muammolarni hal qilishda faol ishtirok etish imkoniyatini yaratadi. Kritikal fikrlash, kommunikatsiya, etika, innovatsiya, liderlik, va global perspektiv kabi kompetensiyalar talabalarni jamiyatda mas'uliyatli va yetakchi fuqarolar sifatida tarbiyalaydi. Oliy ta'lim tizimi bu kompetensiyalarni rivojlantirish uchun zaruriy ta'lim usullarini ishlab chiqishi va talabalarga amaliyotda qo'llash imkoniyatlarini yaratishi kerak. Bu jarayon talabalar nafaqat o'z o'rnini jamiyatda topishda, balki ijtimoiy o'zgarishlarga hissa qo'shishda ham muhim ahamiyatga ega. Oliy ta'lim tizimida talabalarning ijtimoiy faolligini oshirish, nafaqat ularning jamiyatdagi

o‘rmini mustahkamlash, balki shaxsiy rivojlanish va ma’naviy o‘rishni ta’minlashda ham muhim ahamiyatga ega. Kritikal fikrlash, kommunikatsiya, etika, innovatsiya kabi kompetensiyalarni rivojlantirish orqali talabalar jamiyatda faol, mas’uliyatli va yetakchi fuqarolar sifatida shakllanadi. Oliy ta’lim muassasalarining bunday kompetensiyalarni o‘quv dasturlariga integratsiya qilish orqali talabalar nafaqat ilmiy bilimi bilan, balki jamiyatga foydali faoliyat bilan ham ajralib turadi. Ijtimoiy faollikni oshirish, talabalarning nafaqat kelajakdagi ish faoliyatida, balki jamiyatdagi o‘z o‘rmini topishida ham katta ahamiyatga ega.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA ART TERAPIYA VOSITASIDA IJODIY TAFAKKURINI SHAKLLANTIRISH

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Annotatsiya:

Boshlang‘ich sinf o‘quvchilarida ijodiy tafakkurning shakllanishi va rivojlanishiga ta‘sir etuvchi psixologik omillar yoritilgan. Ijodiy tafakkur nazariy va empirik tafakkur uyg‘unligiga asoslanadi hamda refleksiya, ichki reja, tahlil kabi aqliy jarayonlarni qamrab oladi. Tadqiqotchilar A.B. Vorontsov, E.A. Vyaxireva, L.B. Ermolaeva-Tomina va L.M. Yevdokimova ishlariga tayanib, bolaning ijodiy tafakkuri rivojida hissiy va intellektual oldindan anglash muhim rol o‘ynashi ta‘kidlanadi. Geshtalt psixologiyasi asosida ijodkorlik – bu mavjud bilimlar o‘rtasida kutilmagan bog‘lanishlar hosil bo‘lishi natijasida yuzaga keladigan “ilhomlanish” (insight) deb talqin qilinadi. Shuningdek, Grexem Uolles nazariyasida ijodiy jarayon to‘rt bosqichda tahlil qilinadi va unda e‘tiborni muammoga bevosita emas, balki bilvosita qaratish ham muhimligi ko‘rsatiladi. Boshlang‘ich sinf o‘quvchilarining ijodiy tafakkuri ularning yoshiga mos kognitiv xususiyatlar, assotsiativ fikrlash va obrazli tafakkur orqali namoyon bo‘ladi. Ijodiy tafakkurning rivojlanishida erkin va rag‘batlantiruvchi o‘quv muhitining ahamiyati alohida qayd etiladi.

Kalit so‘zlar : Nazariy tafakkur, ijodiy tafakkur, ijodkorlik, qobiliyat, assotsiatsiya, refleksiya, konstruktivizm, psixologiya, bixeviorizm, geshtalt, metod, xususiyat

Ijodiy tafakkur endigina shakllana boshlayotgan nazariy tafakkurga asoslanadi. U o‘z ichiga refleksiya, aqliy harakatlarning ichki rejasini va tahlilini oladi. A.B. Vorontsov va E.A. Vyaxirevaning tadqiqotlarida ko‘rsatilganidek, 10-11 yoshli bolalarda empirik tafakkur alohida kuchga ega bo‘ladi. Bu tafakkur ijodiy tafakkurga transduksiya funksiyasini olib kiradi, bu esa amaliy xulosalar chiqarishning asosini tashkil etadi. Maktab o‘quvchilarining ijodiy tafakkurida nazariy va empirik tafakkur elementlarining uyg‘unlashuvi nostandart sabab-oqibat bog‘liqliklarini aniqlash qobiliyatini rivojlantiradi. [2] Ijodiy tafakkur ushbu ikki tomonlama jarayonga kirib, tushunchalar bilan ishlashda moslashuvchanlik,



amaliylik va umumlashtirish xususiyatlarini qo‘lga kiritadi. Ijodiy yondashuvning empirik tomoni boy tajribani ta‘minlaydi va buning natijasida intuitsiyaning konstruktivligi oshadi. Boshlang‘ich sinf o‘quvchilari ijodiy vazifalarni hal qilishda "yondosh" tafakkurdan foydalanishni boshlaydilar. Bu tafakkur intuitiv fikrlashga va ongli nazorat funksiyasining kuchiga asoslanadi. Ular masalaning materialini ichki reja sifatida kechiktirishi, boshqa faoliyat turlariga o‘tishi va natijada masalaning yechimi o‘z-o‘zidan "paydo bo‘lishi" mumkin. L.B. Ermolaeva-Tomina ta‘kidlashicha, boshlang‘ich sinf o‘quvchilarining ijodiy tafakkuri o‘ziga xos xususiyatga ega – u hissiy va intellektual oldindan anglash mexanizmlarini o‘z ichiga oladi. Hissiy oldindan anglash allaqachon maktabgacha yoshdagi bolalarda mavjud bo‘lib, bolaning rivojlanishi davomida intellektual oldindan anglash bilan to‘ldiriladi va bu jarayonni to‘liqroq qiladi. [3]

Ko‘pgina tadqiqotlarda qayd etilishicha, oldindan anglash fikrlash jarayonida muhim ahamiyatga ega bo‘lib, ijodiy tafakkurda hal qiluvchi rol o‘ynaydi. Vaqt o‘tishi bilan ijodiy his-tuyg‘ular o‘z alohida holatiga ega bo‘ladi va vaziyatga bog‘liq bo‘lmagan holda namoyon bo‘lishi mumkin. L.M. Yevdokimova ning fikricha, bu holatda bola ijodiy yondashuvi muvaffaqiyatsiz tugagan bo‘lsa ham, undan ko‘tarinki hissiyotlar oladi. Bu ko‘tarinki kayfiyat bolaning ijodiy jarayondan zavq olishidan dalolat beradi.[4] Geshtalt psixologiyasiga ko‘ra, ijodkorlik – bu tafakkur jarayonida alohida faktlarni yaxlit tizimga "**yopish**", xotirada saqlanayotgan ma'lumot bo‘laklarini o‘zaro bog‘lash natijasida "**ilhomlanish**" (insight) hosil bo‘lishidir. **Geshtalt psixologiyasida ijodkorlik – bu mavjud bilim va faktlarni yagona yaxlit tizimga keltirish** jarayoni sifatida talqin qilinadi. Geshtalt nazariyasi bo‘yicha, ijodkorlik **inson ongida mavjud bo‘lgan ma'lumotlar orasidagi kutilmagan bog‘lanishlar natijasida yuzaga keladi.** "**Geshtalt**" tushunchasi – bu "barcha qismlar bir butun sifatida idrok qilinadi" degan fikrni ifodalaydi. Ijodiy tafakkurda ham alohida bo‘laklar **yangi kombinatsiyalar orqali yagona yaxlit tasavvur hosil qiladi. Ong ostida mavjud bilim va tajribalarni integratsiya qilish** – inson miyasida turli bilimlar va tajribalar to‘planadi, va ular kutilmaganda birlashib, **ijodiy "oydinlanish" (insight) paydo bo‘lishiga sabab bo‘ladi. Ijodiy jarayonda "kutilmagan tushuncha" (Aha! moment)** – odam muammoni uzoq o‘ylab yurgan bo‘lsa ham, yechim bir zumda, to‘satdan kelib qolishi mumkin.[5] **O‘zaro bog‘liqlik va idrok jarayoni** – ijodkorlik faqat muayyan bilimlarga emas, balki **ular orasidagi aloqalarni to‘g‘ri ko‘ra olish qobiliyatiga ham bog‘liq.** [1] **Grexem Uolles nazariyasiga ko‘ra,** ijodni insonning mehnati bilan bog‘liq jarayon deb hisoblaydi, biroq ba'zan



muammolarni hal qilishda muammoga to'g'ridan-to'g'ri e'tibor qaratish emas, balki **dam olish va e'tiborni boshqa narsaga yo'naltirish** ham muhim ahamiyat kasb etishini ta'kidlaydi. Ijodiy tafakkur jarayonini **to'rt bosqichga bo'lish** orqali tavsiflagan va bu nazariya ijodiy jarayonning tahliliga qaratilgan. Ijodiy tafakkur inson tafakkurining yuqori bosqichi bo'lib, yangi g'oyalar yaratish, muammolarni original tarzda hal qilish va mavjud bilimlar asosida innovatsion yondashuvlarni ishlab chiqish qobiliyatidir.[6] Tadqiqotlar shuni ko'rsatadiki, ijodiy tafakkurning shakllanishi bir qator psixologik, pedagogik va ijtimoiy omillarga bog'liq. Nazariy yondashuvlarga ko'ra, ijodiy tafakkur gestalt psixologiyasi, kognitiv psixologiya, divergentsial tafakkur nazariyalari, konstruktivizm, assotsiativ nazariya va gumanistik nazariyalar doirasida o'rganiladi. Gestalt psixologiyasida ijodkorlik alohida faktlarni yaxlit tizimga birlashtirish jarayoni sifatida ko'rilsa, kognitiv psixologiyada u shaxsning bilish jarayonlari bilan bog'liq ekanligi ta'kidlanadi. Divergentsial tafakkur nazariyasi esa ijodiy tafakkur imkoniyatlarining turli yo'nalishlarda rivojlanishini tahlil qiladi.

Boshlang'ich sinf o'quvchilarida ijodiy tafakkur namoyon bo'lishining psixologik xususiyatlari ularning yoshiga xos bo'lgan kognitiv o'ziga xosliklar bilan bog'liq. Bu davrda bolalar obrazli tafakkur, assotsiativ fikrlash, empirik kuzatishlar orqali ijodiy yondashuvlarni shakllantiradilar. Ilmiy tadqiqotlar shuni ko'rsatadiki, ijodiy tafakkur bolalarda mustaqil fikrlash, muammoni o'ziga xos tarzda hal qilish va yangi bilimlarni kashf etish orqali rivojlanadi. Shuningdek, ijodiy tafakkurning rivojlanishiga o'quv muhitining ta'siri katta bo'lib, unda ochiq muhokamalar, tanqidiy fikrlashga undovchi topshiriqlar va individual yondashuvlar o'quvchilarning ijodiy qobiliyatlarini oshirishga yordam beradi. Tadqiqot natijalari shuni ko'rsatadiki, ijodiy tafakkurning rivojlanishi uchun erkin muhit yaratish, bolalarni yangi g'oyalar bilan ishlashga rag'batlantirish va ularning tashabbuslarini qo'llab-quvvatlash muhimdir.



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**UMUMIY O'RTA TA'LIM MAKTABLARIDA SINFLARNI IKKI
GURUHGA BO'LIB TASVIRIY SAN'AT VA CHIZMACHILIK
DARSLARINI O'TKAZISH**

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Annotatsiya: Ushbu maqolada umumta'lim maktablarida Tasviriy san'at va Chizmachilik darslarini sinflarni ikki guruhga bo'lgan holda tashkil qilishning maqsadi, afzalliklari va amaliy jihatlari tahlil etilgan. Kichik guruhlarda dars o'tkazish orqali o'quvchilarga individual yondashuvga e'tibor qaratish, ijodiy qobiliyatlarni ro'yobga chiqarish imkoniyatlari yoritilgan. Shuningdek, bu yondashuv dars sifati va o'quvchilar faolligini oshirishda muhim omil ekanligi to'laqonli ravishda asoslab berilgan. Shular bilan birgalikda, mazkur maqola maktablarda ijodiy fanlarni o'qitishda samaradorlikni oshirishga qaratilgan metodik tavsiyalarni o'z ichiga oladi.

Kalit so'zlar: qalam, sirkul, qog'oz, motivatsiya, individual yondashuv, ijodiy tafakkur.

Abstract: This article analyzes the purpose, advantages, and practical aspects of organizing Fine Arts and Drafting classes in general secondary schools by dividing classes into two groups. It highlights the benefits of teaching in small groups, such as providing individual attention to students and enabling the development of creative abilities. Additionally, it is substantiated that this approach plays a significant role in improving the quality of lessons and increasing student engagement. The article also offers methodological recommendations aimed at enhancing the effectiveness of teaching creative subjects in schools.

Keywords: pencil, compass, paper, motivation, individual approach, creative thinking.

Аннотация: В данной статье проанализированы цель, преимущества и практические аспекты организации уроков изобразительного искусства и черчения в общеобразовательных школах путём деления классов на две группы. Подчёркиваются такие преимущества, как индивидуальный подход к учащимся и развитие их творческих способностей при проведении занятий в малых группах. Также обосновано, что данный подход значительно



способствует повышению качества уроков и активности учащихся. В статье приведены методические рекомендации, направленные на повышение эффективности преподавания творческих предметов в школах.

Ключевые слова: карандаш, циркуль, бумага, мотивация, индивидуальный подход, творческое мышление.

Kirish. Zamonaviy ta'lim tizimida o'quvchilarning individual qobiliyatlari va ijodiy tafakkurini rivojlantirishga alohida e'tibor qaratilmoqda. Shu boisdan, millionlab pedagoglar tomonidan bolaning ma'nan va jismonan yuksalishiga yetaklaydigan turli xil dasturlar va metodlar ishlab chiqilmoqda. Shulardan biri amaliy fanlar doirasida o'quvchilarni ikki guruhga bo'lish orqali dars mashg'ulotlarini olib borishdir. Tasviriy san'at va Chizmachilik darslari bolalarning estetik didi, fazoviy tasavvuri va texnik fikrlashini shakllantirishda muhim o'rin tutadi. Shu nuqtai nazardan olganda, sinflarni ikki guruhga bo'lib dars mashg'ulotlarini o'tkazish samaradorlikni oshirishda asosiy omillardan biri hisoblanadi.

Asosiy qism. Sinflarni ikki guruhga bo'lib dars o'tish, birinchi navbatda, har bir o'quvchiga alohida e'tibor qaratish imkonini yaratadi. Bu metod nafaqat amaliy, balki nazariy fanlarda ham birdek natija beradi. Ayniqsa, Tasviriy san'at va Chizmachilik fanlari amaliy mashg'ulotlarga boy bo'lib, har bir bola o'z ishini bajarishda o'qituvchidan maslahat va yo'l-yo'riq olishi kerak. Sinflarni ikki guruhga bo'lib dars mashg'ulotlari o'tilganda bu imkoniyat kengayadi. O'qituvchi har bir o'quvchining ishini nazorat qilib, uning qobiliyatiga qarab yondashadi. Hozirgi kunda kompyuter va axborot kommunikatsiya texnologiyalari rivojlanganligi tufayli, o'qituvchilarning ulardan samarali foydalanishi, Tasviriy san'at va Chizmachilik fanlarida o'quvchilarni guruhlarga bo'lib, ulardan turli xil grafika va chizmalarni ishlab chiqishda qo'llash talab etilmoqda. Bu jarayonda guruhga bo'lishdan maqsad o'quvchilar orasida musobaqa uyushtirish va ularning hammasini darsga to'liq jalb etish, bundan tashqari, har bir bolaning zamonaviy axborot-kommunikatsiya vositalaridan to'g'ri va yetralicha foydalanishga o'rgatishdir.

Mazkur fanlarda o'quvchilar nafaqat nazariy bilim, balki amaliy ko'nikmalarni ham egallashlari lozim. Ikki guruhga bo'lib o'tilganda har bir o'quvchiga e'tibor va muloqot yetarli bo'ladi. Natijada o'qituvchi har bir o'quvchining ish jarayonini kuzatib, individual yordam ko'rsatishi osonlashadi. O'quvchilar orasida sog'lom raqobat va ijodiy muhit shakllanadi. O'quvchilar darsga jiddiyroq yondashadi, bu esa ularning mehnatsevarlik, e'tibor va mas'uliyat hissini kuchaytiradi. Bu metod

dunyo bo'yicha eng ko'p qo'llanilib kelinmoqda va uning natijalarini bir qancha rivojlangan mamlakatlarda tashkil qilinadigan darslar orqali ko'rishimiz mumkin. Dunyo bo'ylab ko'pchilik pedagoglarning bu uslubni qo'llashi va uni doimiy ravishda targ'ib etishi ham bejiz emas, albatta.

Metodik tavsiyalar:

1. Darsni rejalashtirishda guruhga bo'lishni e'tiborga oling. O'quvchilar soniga qarab sinfni teng ikki guruhga ajrating. Har bir guruhga bir xil darajadagi topshiriqlar berilishi, vaqt va resurslar teng taqsimlanishi zarur.

2. Amaliy va nazariy ishlariga navbat bilan yondashish. Birinchi guruh amaliyot bajarayotgan paytda, ikkinchi guruh nazariy bilimlarni mustahkamlashi, ranglar haqidagi ma'lumotlarni o'rganishi yoki eskizlar tayyorlashi mumkin.

3. Asbob-uskunalardan to'g'ri foydalanishni o'rgating. Chizmachilik va tasviriy san'at darslarida kerakli vositalar (sirkul, qalam, chizish, qog'oz, chizg'ich) yetarli bo'lmasligi mumkin. Guruhlarda navbat bilan foydalanish orqali tartib-intizomni saqlash mumkin. Tartib-intizomli o'quvchilar bilan esa mashg'ulot olib borish oson kechadi. Xavfsizlik qoidalari bilan tanishtirib chiqing.

4. Har bir o'quvchiga alohida yondashing. Kichik guruhda har bir o'quvchining ishlash uslubi, saviyasi va qiziqishiga qarab shaxsiy maslahat va ko'rsatmalar bering.

5. Baholash mezonini aniqlang. Dars yakunida har bir o'quvchi ishi muhokama qilinishi, o'zaro taqqoslash asosida baholanishi o'quvchilarda sog'lom raqobat muhitini uyg'otadi.

6. Taqdimot va ko'rgazmalar tashkil qiling. O'quvchilar chizgan ishlardan maxsus ko'rgazma tashkil eting. Bu ular uchun motivatsiya bo'ladi hamda otalarining ham e'tiborini jalb qiladi.

7. Tahlilga vaqt ajrating. Dars oxirida o'quvchilarning fikrini eshitish, o'z ishi haqida fikr bildirishini so'rash – ularning tahliliy tafakkurini rivojlantiradi.

8. O'quvchilarni guruhlarga bo'lishda ham turli xil metodlardan, masalan sanash yoki ularning yaxshi ko'rgan narsalari orqali guruhlash darsning yanada qiziqarli bo'lishiga yordam berishini alohida e'tiborga olish zarur.

Xulosa: Tasviriy san'at va chizmachilik darslarini sinflarni ikki guruhga bo'lib tashkil etish nafaqat o'quvchilarning individual yondashuv asosida rivojlanishiga keng imkoniyat yaratadi, balki ular o'rtasida tashkil qilingan musobaqalar orqali guruh bilan birgalikda ishlash qobiliyatini ham oshiradi. Bundan tashqari, guruhlarga bo'lishning har bir o'quvchiga alohida e'tibor berilishi, darslarning samarali ravishda tashkil qilinishi va qiziqarli o'tkazilishi, boshqa darslarga



qaraganda ko'proq o'quvchilarning baholanishi kabi xususiyatlarini ham alohida ta'kidlab o'tish joiz.

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MORPHOLOGICAL CHANGES IN THE HIPPOCAMPUS RESULTING FROM STRESS

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Abstract. This article examines the impact of chronic stress on the morphology of the hippocampus. The study compares the hippocampal structure and developmental dynamics of laboratory rat offspring born to stressed mothers with those in a control group. The results indicate that offspring exposed to stress exhibit a reduction in hippocampal neurocytes, vacuolization of the cytoplasm, changes in nuclear and cytoplasmic size, as well as neurocyte lysis. Additionally, the body weight of stressed rat offspring was found to be lower than that of the control group. The obtained data suggest that stress may have a negative impact on hippocampal structure.

Keywords: stress, hippocampus, neurocytes, morphology, neurogenesis, pathological changes, laboratory rats.

Currently, stress is considered a risk factor for many of the most prevalent diseases. On a global scale, stress is one of the most pressing problems of the 21st century. A person's lifestyle, work activity, social relations, and psychological state directly affect the level of stress. The impact of stress on the central nervous system, especially the hippocampus, is a very important issue in the field of neurobiology. Because the hippocampus plays a crucial role in memory, learning ability, emotional control, and mental health. Morphological changes in the hippocampus lead to a decrease in memory and learning ability. Long-term stress causes damage to neurons in the hippocampus and a decrease in neurogenesis. This indicates a weakening of cognitive functions, especially an increased risk of Alzheimer's disease and dementia with age (2,6). Stress is associated with mental illnesses such as depression and anxiety (anxiety). Reduction of the hippocampus is one of the main neurobiological changes observed in these diseases. Studies show that in individuals with depression, the volume of the hippocampus can be smaller than normal (1). This makes the issue of protecting mental health in people experiencing stress relevant. However, constant stress reduces neurogenesis and hinders the formation of new neurons (3,5). This reduces the plasticity of the brain, that is, the ability to adapt to new information



and learn new abilities. Morphological changes in the hippocampus as a result of stress are not only a scientific problem, but also have important medical and social significance. In modern society, stress is high, and mental illnesses and cognitive decline are widespread. Currently, meditation, physical activity, various therapy methods, and pharmacological agents are used to reduce stress, protect the hippocampus, and improve its function (2,4). Morphological changes in the hippocampus as a result of stress are one of the urgent problems, which can cause a decrease in cognitive functions, mental health, and the overall quality of life of a person. Therefore, it is very important to develop research and practical measures to reduce stress, protect the hippocampus, and ensure its normal functioning.

Considering the above, we set ourselves the goal of studying the structural and functional state of the nervous tissue of the hippocampus of offspring born to mothers in a state of chronic stress.

Materials and methods of study. To achieve the goal, 120 white laboratory rats were used. White laboratory rats were divided into 2 groups. The 1st group consisted of 20 healthy rats, which made up the control group. Female rats of the control group were given 1.0 ml of physiological saline intragastrically every morning. A subclavian catheter was used as a probe. The rat pups were neonatal on days 7, 14, 21, 30 after birth under ether anesthesia. The 2nd group was an experimental group, in which 20 white female laboratory rats were kept in specially prepared cages to induce experimental stress. Rats were exposed to various stress factors (noise and excessive light) for several weeks. This stress model was continued even after the rats became pregnant and their offspring were born. The tissues were fixed in a 10% neutral formalin solution for 24 hours, placed in paraffin blocks, and sections with a thickness of 5 μm were prepared using a microceratome. Hematoxylin-eosin staining (assessment of the general histological structure, tissue and nuclear-cytoplasmic ratio) and Masson trichrome staining (to determine the density of connective tissue and collagen fibers) were used on the sections.

It was observed that offspring born to mothers in a state of stress had a lower body weight compared to the control group. Even after 30 days, it was found that the body weight of the rat pups in the experimental group was lower than in the control group. The average body weight of the rat pups in the control group was 6.1 ± 0.26 grams, while in the experimental group it was 18% less and averaged 5.03 ± 0.23 grams. In the control group, the body weight of 7-day-old rat pups reliably increased by 66.6% compared to the body weight of newborns and averaged 18.5 ± 0.32 grams, while in the experimental group, a 20.5% lag in growth was



observed compared to the control group, and the body weight averaged 14.75 ± 0.37 grams.

The average body weight of 14-day-old rats of the control group was 33.25 ± 0.44 g, and the growth rate was 44.1%. It was established that the offspring of the experimental group during this period lagged behind the most significant (25.6%) growth in body weight and averaged 24.7 ± 0.23 grams. In the control group, a significant increase in the body weight of 21-day-old rat pups by 31.4% was observed compared to the previous group of rat pups and averaged 48.5 ± 0.88 grams, while in the experimental group, a lag of 17.5% was observed compared to the control group, and the average body weight was 40 ± 1.38 grams.

The average body weight of 30-day-old rat pups born to control rats was 71.4 ± 0.97 g, with a growth rate of 32%. The body weight of the offspring in the experimental group during this period was 60.5 ± 0.63 grams, which is 15.2% less than in the control group. By the 60-day period, the growth rate of the body weight of rats in the control group was 29% compared to the previous period, where the body weight was equal to 100.7 ± 2.4 grams. The body weight of the rats in the experimental group was 83.7 ± 1.0 grams, which is 16% less than in the control group. When comparing the histological structure of the brain of offspring born to mothers in the experimental and control groups, it was established that the cortical part is fully formed by day 14. In rat pups of the experimental group, as in the control group, bipolar cells with 2-4 nuclei were detected in the cerebral cortex. The 2nd and 3rd layers of the cerebral cortex are closely packed together. During this period, the difference in the brain of rat pups in the control and experimental groups is insignificant. The cortical neurocytes in the experimental group are relatively round and smaller than in the control group. In these neurocytes, there is a small margin in the cytoplasm, the nucleus is brightly colored and relatively large in size.

In control animals, the basophilic substance is formed in large cells in the form of lobules in the apical and basal zones of the cytoplasm, while in experimental animals, the cytoplasm of such cells is diffusely stained with thionine, and the Nissl substance is located in the perinuclear region of the cytoplasm.

The brain of the offspring of the control group of rats was fully formed by 21 days, and the morphological structure of the neurocytes was fully formed. In most cells of varying sizes, both large and small, in different layers of the cortex, basal processes are clearly visible, and the nucleus is mainly rounded.

Neurocytes in the brain of 21-day-old offspring in the experimental group are light-colored, their cytoplasm is poorly developed, rounded, the neurocytes are often



located perinuclearly, and in some neurocytes they are located in the basal zone. Neurocytes have a rough structure, and the boundaries of their nuclei are clearly defined. By this time of the experiment, a decrease in neurocytes is observed. It was established that the size of neurocytes on this day of the experiment was smaller than in the control group. This was especially pronounced in the cytoplasm. The boundaries of the cytoplasm and nucleus are unclear compared to the control group. The location of basophilic substance in the cytoplasm of neurocytes located in the hippocampus differed from the control group. It was found that the basophilic substance is located in the center of the cytoplasm, and the surroundings are whiter. By day 21 of the experiment, pathologically altered cells were also detected in the hippocampus. Here, solitary cells with a whitish cytoplasm and a swollen nucleus can be found.

By the first days of postnatal ontogenesis, it was established that the majority of large and small neurocytes in the experimental offspring were pronounced vacuolated. In this case, perinuclear edema, large and small vacuoles located on the periphery, or neurocytes filling the entire cytoplasm can be found in the cytoplasm. The neurocytes of the experimental group have a rounded shape and a reticular cytoplasm. The nuclei of these neurocytes are surrounded by a border of reticular substance. The nuclei of these cells were often found to be swollen. It was noted that the nuclei are whitish, in some cases basophilic. During this period of the experiment, the number of glial cells was 22% less than in the control group. It was noted that the number of perineural satellites was 30% less than in the control group.

By the 30th day of the experiment, it was established that large and medium-sized neurocytes of the hippocampus were vacuolated, and there was perinuclear edema in its cytoplasm. The nuclei of these cells have clear boundaries, and the nucleolus appears as a small black dot. During this period, shadow cells of neurocytes are detected. Focal lysis of neurocytes is detected during this period.

By day 60 of the experiment, the structure of neurocytes in the experimental group differs from that in the control group. By this time, cells with vacuolated cytoplasm are found individually, and the cytoplasm of mainly neurocytes has a reticular structure. The basophilic substance is located around the nucleus. The nuclei of these cells were found to be whitish.

Their size was increased compared to the control group. It was established that the chromatin glomeruli in most cases are located on the periphery of the nucleus.

Thus, the results of this study showed that offspring born to mothers in a state of chronic stress are subjected to morphological changes in the hippocampus. When

comparing the body weight, the structure of neurocytes, and pathomorphological changes in the hippocampus of rat pups in the experimental and control groups, negative effects were observed in offspring exposed to stress. It was established that the body weight of the rat pups in the experimental group was lower than in the control group, and their growth rate was lower. Also, a decrease in neurocytes in their hippocampal tissue, vacuolization in the cytoplasm, perinuclear edema, and nuclear changes were noted. The lysis of neurocytes and the appearance of pathologically altered cells indicate that neurons in the hippocampus can be damaged as a result of stress. All this confirms that stress has a serious impact not only on mental health, but also on the structure of the brain and cognitive functions. Therefore, it is important to develop special measures to prevent chronic stress and reduce its impact, to continue research on the protection of the hippocampus and the support of cognitive functions.

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УДК: 616.314-008.9:616.379-008.64-053.6

MORPHOLOGICAL AND CLINICAL EVALUATION OF ORAL MUCOSA IN ADOLESCENTS WITH METABOLIC SYNDROME

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Abstract:

This study investigates morphological and clinical changes in the oral mucosa of adolescents diagnosed with metabolic syndrome. Modern clinical and laboratory methods were applied, including assessment of oral hygiene status using the Green-Vermilion index, caries activity determination, and evaluation of enamel demineralization through electrical conductivity. The primary group demonstrated high levels of caries, gingivitis, and periodontal diseases, along with confirmed deterioration of oral hygiene. Additionally, changes in tooth enamel mineralization were noted, evidenced by increased electrical conductivity, indicating heightened susceptibility to damage. The results underscore the necessity for developing comprehensive preventive and therapeutic measures for dental diseases.

Keywords: metabolic syndrome, adolescents, oral cavity, mucous membrane, caries, gingivitis, periodontal diseases.

Introduction. In recent years, metabolic syndrome, also known as X-syndrome or insulin resistance syndrome, has increasingly drawn the attention of specialists across various medical fields. Described by Reaven, metabolic syndrome is characterized by the simultaneous presence of multiple risk factors for disease, including obesity, hypertension, hyperglycemia, and dyslipidemia (3,6). Additional, less consistent components of the syndrome may include hyperuricemia and microalbuminuria. This syndrome significantly increases the risk of cardiovascular diseases and type 2 diabetes (1,8). Global data on the prevalence of metabolic syndrome highlight the urgency of this issue. For instance, according to the results of a 2002 healthcare survey, 19% of men and 40% of women were found to be obese (2,9). There is a strong correlation between obesity and hypertension, with obese individuals having approximately three times higher risk of hypertension compared to those with normal weight. Another study revealed that among individuals aged 35 and older, 7.9% had type 2 diabetes, and 4.4% had impaired glucose tolerance



(4,5,10). The prevalence of these metabolic disorders increases with age. Notably, visceral obesity and increased activity of counter-insular hormones trigger and sustain insulin resistance (2,7), which is considered a key factor in the development of metabolic syndrome. Given these factors, our study aimed to investigate the oral cavity condition of adolescents with metabolic syndrome.

Materials and Methods. The study examined the oral cavity condition of 185 adolescents. The participants were divided into two groups. The primary group consisted of 92 adolescents (boys and girls) diagnosed with metabolic syndrome. The control group included 93 relatively healthy adolescents (boys and girls). The study involved clinical dental examinations, assessment of oral hygiene status (Green-Vermillion Index), periodontal condition (PMA Index), caries activity, and the degree of enamel demineralization measured via electrical conductivity. All examinations were conducted using standardized dental methods and biostatistical analysis.

Results. Among the adolescents studied, 75 (81.52%) had abdominal obesity, 24 (26%) had elevated arterial pressure, 83 (90.2%) had dyslipidemia and elevated glucose levels, and 81 (88%) had periodontal damage. Examination of adolescents with metabolic syndrome revealed that 46% (43 individuals) required oral sanitation, 40% (37 individuals) had previously undergone sanitation, and 14% (12 individuals) were resistant to caries. When assessing caries activity, the primary group showed 56% with first-degree caries, 32% with second-degree caries, and 12% with third degree caries.

To evaluate caries activity, the Green-Vermillion Index was calculated for the primary group, revealing that the more pronounced the metabolic symptoms, the higher the index. In the control group, the Green-Vermillion Index averaged 0.80 ± 0.08 (range: 0.2–1.2), while in the primary group, it averaged 1.4 ± 0.08 (range: 0.9–1.9), indicating satisfactory oral hygiene. In cases of severe metabolic syndrome, the index reached 2.5 ± 0.09 (range: 2–3), suggesting poor oral hygiene.

The PMA Index, which determines the degree of gingivitis, averaged $5.9 \pm 0.7\%$ (range: 0–10.3) in the control group. In the primary group, 65% of adolescents had an average PMA Index of $19 \pm 1.2\%$ (range: 0–22.6), and 45% had an average of $37.1 \pm 4.2\%$ (range: 7.3–55.7). These results indicate mild to moderate gingivitis in adolescents with metabolic syndrome. The analysis confirmed that the more active the caries process, the more pronounced the inflammation in the marginal periodontium.



Electrical conductivity measurements to assess enamel demineralization showed that the control group had an average of $0.85 \pm 0.009 \mu\text{A}$ (range: 0.75–0.9), while in the primary group, 72% had an average of $0.99 \pm 0.02 \mu\text{A}$ (range: 0.85–1.3), and 28% had an average of $1.90 \pm 0.05 \mu\text{A}$ (range: 1.5–2.3). Statistically significant differences were observed between the groups ($P < 0.05$).

Additionally, the PI Index, which evaluates dental plaque, revealed a light plaque film in the primary group, ranging from 1 to 2 points (average: 1.29 ± 0.06) depending on the severity of metabolic syndrome. In the control group, the PI Index was up to 1.0 point.

The Fuchs Index, used to assess bone destruction, showed lower values in adolescents with metabolic syndrome compared to the control group. In the metabolic syndrome group, the index averaged 0.89 ± 0.03 points, while in severe cases, it was 0.68 ± 0.3 points.

Conclusion. Analysis of mineral metabolism at various stages of caries activity showed no significant changes in oral cavity pH: the control group had an average pH of 7.05, the moderate caries group had 6.95, and the severe caries group had 7.03. The buffer system of the oral cavity was found to function effectively across different caries activity levels in adolescents. However, significant changes in oral cavity condition were observed in adolescents with metabolic syndrome. Metabolic disorders such as abdominal obesity, elevated arterial pressure, dyslipidemia, and hyperglycemia contribute to increased caries, gingivitis, and periodontal diseases. Oral hygiene in adolescents with metabolic syndrome was significantly worse than in the control group, underscoring the need for developing preventive measures and comprehensive treatment strategies for dental diseases.

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HANDCRAFTED FABRICS (ATLAS, ADRAS, BEQASAM) AND THEIR ROLE IN DESIGN

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Annotation: Handcrafted fabrics such as **atlas, adras, and beqasam** hold a significant place in Uzbekistan's cultural heritage and traditional craftsmanship. These fabrics, known for their **vibrant colors, intricate patterns, and high-quality weaving techniques**, have been used for centuries in clothing, home décor, and ceremonial garments. **Atlas**, a luxurious silk fabric with soft textures and bold colors, is commonly used for festive and bridal wear. **Adras**, a blend of silk and cotton, is more durable and versatile, making it suitable for both fashion and interior design. **Beqasam**, a heavier fabric with complex geometric designs, is traditionally used for outerwear and upholstery. In contemporary fashion and design, these fabrics continue to inspire designers who integrate them into **modern apparel, accessories, and interior decoration**. The revival of handcrafted textiles aligns with the **global sustainable fashion movement**, promoting eco-friendly production methods and ethical craftsmanship. Additionally, their unique **ikat weaving technique** makes them highly valuable in the international fashion market. This paper explores the historical significance, artistic characteristics, and evolving role of **atlas, adras, and beqasam** in modern design while highlighting their importance in preserving cultural identity and sustainable fashion.

Keywords: Handcrafted textiles, Uzbek fabrics, atlas fabric, adras fabric, beqasam fabric, ikat weaving, sustainable fashion, cultural heritage, slow fashion, textile art, ethical fashion, traditional craftsmanship, interior design, contemporary fashion, handmade weaving.

Introduction

Textiles have long been an integral part of human civilization, serving as a reflection of cultural identity, artistic expression, and societal development. In Uzbekistan, **handcrafted fabrics such as atlas, adras, and beqasam** hold a particularly esteemed place in both historical and modern contexts. These textiles are not only renowned for their **exceptional craftsmanship, intricate patterns, and vibrant colors**, but they also carry deep cultural significance, having been passed down through generations of skilled artisans. Historically, Uzbek handcrafted



fabrics were closely associated with social status, tradition, and ceremonial events. **Atlas**, with its rich silk composition and luxurious patterns, was traditionally worn by royalty and aristocracy, often serving as wedding attire or festive garments. **Adras**, a silk and cotton blend, was valued for its versatility and was widely used in everyday clothing, while **beqasam**, a heavier fabric with intricate geometric designs, was favored for outerwear and upholstery. These fabrics were woven using the **ikat technique**, a complex resist-dyeing method that results in blurred, wavy patterns, giving Uzbek textiles their distinct artistic appeal. In the modern era, globalization and the rise of mass-produced fashion have posed challenges to the survival of traditional craftsmanship. However, a growing appreciation for **sustainable fashion, ethical production, and heritage-based design** has led to a revival of handcrafted textiles in both **local and international markets**. Today, designers are incorporating atlas, adras, and beqasam into contemporary clothing lines, accessories, and interior décor, ensuring their continued relevance in the ever-evolving fashion industry. This paper explores the **historical development, production techniques, and artistic characteristics** of Uzbek handcrafted textiles. It also examines their expanding role in **modern design, sustainability movements, and global fashion trends**, emphasizing the need for preserving traditional craftsmanship while adapting it to contemporary consumer demands. By understanding the significance of **atlas, adras, and beqasam**, we gain insight into the enduring legacy of Uzbek textile arts and their continued influence on the world of fashion and design.

Main Body

1. The historical and cultural significance of uzbek handcrafted textiles

Uzbekistan has been a center of textile production for centuries, with cities such as **Margilan, Bukhara, Samarkand, and Khiva** renowned for their skilled artisans and intricate weaving techniques. The production of **atlas, adras, and beqasam** fabrics dates back to the era of the **Silk Road**, when Uzbekistan was a hub for trade, connecting East and West. These fabrics were not only used for clothing but also for home décor, upholstery, and ceremonial garments, reflecting the nation's artistic and cultural traditions. Each fabric carries its own unique historical and cultural value: **Atlas** - this silk-based fabric is famous for its **soft texture and bold, contrasting patterns**. Traditionally, Uzbek women wore **atlas dresses during special occasions** such as weddings and festivals. The **vibrant colors and fluid designs** of atlas symbolize prosperity, happiness, and elegance; **Adras** - unlike atlas, **adras is a silk-cotton blend**, making it **lighter and more durable**. This fabric is widely used for



both men's and women's clothing and has gained popularity in modern fashion due to its versatility; **Beqasam** - beqasam is a **heavier, more textured fabric** with intricate geometric and floral designs. It was historically used for **outerwear, coats, and home textiles**, offering both durability and aesthetic appeal. These fabrics were often **handwoven by artisans**, with each region in Uzbekistan developing **distinct color schemes and patterns**. The craftsmanship required for these textiles is immense, and the process involves careful planning, dyeing, and weaving, ensuring that each piece is a **one-of-a-kind work of art**.

2. Production techniques and artistic characteristics

The beauty of Uzbek textiles lies in their **complex production process**, which remains largely **handcrafted** even today. The main steps involved in creating these fabrics include:

1. **Material Selection** – The choice of **silk, cotton, or a blend** determines the texture and durability of the fabric.
2. **Resist Dyeing (Ikat Technique)** – The signature **ikat method** is used to create the **blurred, wavy patterns** seen in atlas, adras, and beqasam. This involves **tying, dyeing, and re-dyeing** threads before they are woven, ensuring that the patterns emerge naturally during the weaving process.
3. **Weaving Process** – Artisans use **traditional wooden looms** to carefully align dyed threads, weaving them into intricate designs. This method is highly time-consuming and requires skilled precision.
4. **Finishing Touches** – The final fabric is washed, pressed, and sometimes further embroidered to enhance its beauty.

Each step reflects **the mastery of craftsmanship**, ensuring that these textiles maintain their **authenticity, durability, and artistic elegance**. The uniqueness of these fabrics has made them a **highly valued commodity** in both **local and international markets**.

3. The role of atlas, adras, and beqasam in modern fashion and design

In recent years, handcrafted Uzbek textiles have experienced a **resurgence in popularity**, thanks to increasing awareness of **sustainable and heritage-based fashion**. Today, **both Uzbek and international designers** are integrating atlas, adras, and beqasam into **modern clothing, accessories, and home décor**.

A. Contemporary fashion trends

• **Fusion Fashion**: Designers are combining **traditional fabrics with modern silhouettes**, creating unique fusion pieces that appeal to both local and global



markets. Uzbek textiles are now featured in **dresses, jackets, skirts, and even casual wear.**

- **Luxury Fashion:** High-end designers incorporate **handwoven atlas and adras fabrics into couture collections**, often showcased in international fashion weeks.

- **Streetwear and Accessories:** These textiles are also used for **handbags, scarves, and footwear**, blending traditional motifs with contemporary styles.

B. Home décor and interior design

- **Upholstery & Curtains:** Adras and beqasam fabrics are widely used in **furniture upholstery, curtains, and decorative pillows**, bringing a touch of Uzbek heritage to modern interiors.

- **Wall Hangings and Tapestries:** Handmade **suzani embroidery** and ikat textiles are often used as decorative elements in homes and boutique hotels.

C. Sustainable and ethical fashion movement

With the rise of **slow fashion and eco-conscious consumerism**, Uzbek handcrafted fabrics have found a **strong foothold in sustainable design**. Their **natural dyeing process, handwoven production, and biodegradable materials** make them an **eco-friendly alternative** to synthetic fabrics. Moreover, supporting **local artisans** helps **preserve traditional craftsmanship and provide economic opportunities to rural communities**.

4. Challenges in preserving traditional textile art

Despite their historical and cultural significance, Uzbek handcrafted textiles face several **challenges** that threaten their survival in the modern world:

1. **Mass Production and Imitation** – Many commercial manufacturers produce **machine-made ikat prints**, which lack the authenticity and quality of handwoven fabrics. This makes it difficult for traditional artisans to compete in the global market.

2. **Declining Number of Skilled Artisans** – As younger generations gravitate toward modern industries, fewer people are learning the traditional techniques of **hand-dyeing and weaving**, putting these crafts at risk of extinction.

3. **Limited International Recognition** – Although Uzbek textiles are admired within the country, they **lack widespread recognition on the global stage** compared to other world-famous handcrafted fabrics like Indian silk or Japanese kimono textiles.



4. **High Production Costs** – Handcrafted fabrics require **more time and effort to produce**, making them more expensive than factory-made textiles. This limits their accessibility to the general public.

To address these challenges, **government initiatives, artisan training programs, and international collaborations** are essential. Organizations promoting **fair trade and ethical fashion** can also help support local weavers and bring their work to international markets.

Conclusion

Handcrafted textiles such as **atlas, adras, and beqasam** are **more than just fabrics—they are a representation of Uzbekistan’s rich cultural heritage and artistic excellence**. Their intricate production process, **vivid colors, and symbolic patterns** make them valuable both **historically and in modern design**. As global fashion trends shift towards **sustainability, ethical craftsmanship, and cultural preservation**, Uzbek textiles have the potential to gain wider recognition. By integrating these fabrics into **contemporary fashion, accessories, and home décor**, designers ensure that traditional Uzbek craftsmanship remains relevant in today's world. However, **continued efforts in education, awareness, and international collaboration** are needed to protect these **unique artistic traditions** for future generations. With **proper preservation and innovation, atlas, adras, and beqasam** will continue to **inspire designers, support artisans, and strengthen Uzbekistan’s cultural identity** in the global fashion industry.

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TURIZM SALOHIYATI MINTAQANING IJTIMOIIY-IQTISODIY RIVOJLANISHIGA TA'SIRI

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Turizm sanoati barcha yo'nalishlarga ko'p o'lchovli ta'sir ko'rsatadi. Rivojlanayotgan sanoat sifatida u barcha manfaatdor tomonlar mas'uliyat bilan ishtirok etsa, mahalliy hamjamiyat rivojiga ulkan hissa qo'shadi. Turizmning ijtimoiy ta'siri, boshqa narsalar qatori, olimlarning e'tiborini talab qiladigan narsadir. Turizmning ijtimoiy ta'siri juda katta va xilma-xil bo'lib, u boshqa turistik ta'sirlar bilan birlashtirilgan.

Demak, turizmni mas'uliyat bilan boshqarish uchun uni o'rganish juda zarur. O'zbekiston Respublikasi Prezidentining 2022-2026 yillarga mo'ljallangan "Yangi O'zbekistonning taraqqiyot strategiyasi" to'g'risidagi PF-60 sonli farmoni doirasida mamlakatimiz taraqqiyotini belgilovchi 100 ta maqsad ishlab chiqildi. Ushbu strategiyaning 35-maqsadida: "«O'zbekiston bo'ylab sayohat qiling» dasturi doirasida mahalliy sayyohlar sonini 12 million nafardan oshirish hamda respublikaga tashrif buyuradigan xorijiy turistlar sonini 9 million nafarga yetkazish" vazifasi qo'yilgan¹. Belgilangan maqsadga erishish uchun turizmni rivojlantirishda turistik yo'nalishlarga ijobiy va salbiy ta'sir ko'rsatadigan omillarni chuqur tahlil qilish kerak. Turizmning ijtimoiy jihatlari, turizmni rejalashtirish, rivojlantirish va qarorlar qabul qilish jarayonlarida mintaqani xususiyatlarini ham e'tiborga olish juda muhimdir. Bundan tashqari, turizm sxemasi jarayonida ijtimoiy ta'sirlarni kuzatish salbiy ta'sirlarni kamaytirish va ijobiy tomonlarini kuchaytirish uchun muhim ahamiyatga ega.

Sayyohlik rivojiga mahalliy yordamni kuchaytirish va mezbon jamoalarning ehtiyojlarini qondirishdan tashqari, turizmning samarali rivojlanishi haqida gap ketganda, aholining turizm ta'siri haqidagi tasavvurlarini o'rganishning ahamiyati katta. Bir qancha mualliflar turizm rivojlanayotgan sanoat sifatida mezbon jamoalarning iqtisodiga, ijtimoiy madaniyatiga va atrof-muhitga ta'sir ko'rsatishiga qo'shiladilar [1]. Turizm iqtisodiyotni yaxshilash, ko'proq tabiiy va madaniy diqqatga sazovor joylarni yaratish va ushbu diqqatga sazovor joylarni himoya

¹ O'zbekiston Respublikasi Prezidentining 2022-2026 yillarga mo'ljallangan "Yangi O'zbekistonning taraqqiyot strategiyasi" to'g'risidagi PF-60 sonli farmoni.



qilishga yordam berish orqali foydali bo'ladi. Shuningdek, rezidentlarning umumiy farovonligi va hayot sifatini ularning turizmning ijtimoiy ta'sirini chuqur tushunish uchun hisobga olish tavsiya etildi, bu esa turizmni rivojlantirishni qo'llab-quvvatlashda xatti-harakatlarni rag'batlantirish uchun tegishli boshqaruv strategiyalarini ishlab chiqishga imkon beradi [2]. H.K.Weng o'z tadqiqotlarida sohani takomillashtirishning mintaqaviy xos xususiyatlari keng yoritilgan bo'lib, dastavval, mavjud kuchli talablar va tahdidlarni tahlil qilish hamda nisbiy ustunliklarini aniqlab olish muhim ahamiyatga ega. Barqaror rivojlanish va barqaror turizm bir-biriga bog'liq g'oyalardir. Atrof-muhit va rivojlanish bo'yicha Butunjahon komissiyasi barqaror rivojlanishni "kelajak avlodlarning o'z ehtiyojlarini qondirish qobiliyatiga putur yetkazmasdan hozirgi kun ehtiyojlariga javob beradigan rivojlanish" deb ta'riflagan [3].

Hozirgi vaqtda ushbu konsepsiya inklyuziv bo'lib, "qashshoqlikka barham berish, iste'mol va ishlab chiqarish shakllarini o'zgartirish, sof ekologik masalalardan ko'ra iqtisodiy va ijtimoiy rivojlanishning tabiiy bazasini boshqarishga" qaratilgan. Mahalliy aholining munosabati, fikrlari va his-tuyg'ularini o'rganish tadqiqotchilar uchun turizmning ta'siri haqida ma'lumot olishning bir usuli hisoblanadi. Eng tez va to'g'ridan-to'g'ri ta'sir ko'rsatadigan guruh sifatida aholi turizm ta'siriga nisbatan sezgirroq. Ular turizmning hozirgi rivojlanishiga nisbatan munosib baho berishlari mumkin. Turizmning barqaror va farovon rivojlanishi mahalliy hamjamiyatlarning turizm va sayyohlar haqidagi tasavvuriga bog'liq bo'lib, natijada uni qabul qiluvchi jamoaning talab va istaklarini hisobga olgan holda rivojlantirish kerak. Chunki jamiyatning munosabati tashrif buyuruvchilarni ushlab turish, qoniqish va takroriy tekshiruvlar, shuningdek, turizmni rivojlantirishning kelajakdagi harakatlari uchun juda muhimdir. Hozirgi vaqtda turizmni rivojlantirish va ahamiyatini baholash va tahlil qilish uchun bir qancha tadqiqotlar olib borilmoqda. Turizm butun dunyo bo'ylab siyosatchilar tomonidan katta e'tiborga ega bo'lsa ham, mahalliy aholining idroki e'tibordan chetda qoldi. Agar turizm istiqbolli natijalarni keltirsa, mezbon hamjamiyat turizmni rivojlantirishga ijobiy javob beradi. Turizm rivojlanishi mintaqadagi turmush darajasini oshiradi, aholini bandligini ta'minlashga yordam beradi, yalpi hududiy mahsulot tarkibida xizmatlar hajmi hissasini o'sishiga imkon yaratadi, mintaq

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davlatning turizm sohasini rivojlantirishdagi o'z pozitsiyasi aniq va uni yanada rivojlantirishda qator tizimli ishlar amalga oshirilmoqda. Ammo mahalliy tadbirkorlik sub'ektlari tomonidan o'z ish faoliyatini amalga oshirish davomida yo'l qo'yilayotgan kamchiliklar va sohada o'z kasbining mutaxassislari, tajribali turistlarning tashrif yo'nalishlarini o'zgartirishga hamda turistik tashrif amalga oshirishdan oldingi mintaqa haqidagi fikr-mulohazalariga salbiy ta'sir qilishi mumkin. Shuningdek, shu hududda xizmat ko'rsatishda tajribasizlik, sayohatdan turizmni rivojlantirish uchun zarur bo'lgan turistik salohiyatga, shuningdek,

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Bokschilarda mashg'ulot yuklamalarini rejalashtirish va nazorat qilish usullari

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Annotatsiya: Ushbu tezis bokschilarda mashg'ulot yuklamalarini samarali rejalashtirish va nazorat qilish usullarini o'rganishga bag'ishlangan. Tadqiqotda sportchilarning jismoniy tayyorgarligini optimallashtirish, jarohatlarni oldini olish va yuqori natijalarga erishish uchun zamonaviy yondashuvlar tahlil qilinadi. Mashg'ulot jarayonida yuklamalarni monitoring qilishning ilmiy asoslangan usullari, shuningdek, individual va jamoaviy rejalashtirish strategiyalari ko'rib chiqiladi.

Kalit so'zlar: boks, mashg'ulot yuklamalari, rejalashtirish, nazorat, jismoniy tayyorgarlik, monitoring, jarohatlarning oldini olish.

Аннотация: Данный тезис посвящен изучению методов эффективного планирования и контроля тренировочных нагрузок у боксеров. В работе анализируются современные подходы к оптимизации физической подготовки спортсменов, предотвращению травм и достижению высоких результатов. Рассматриваются научно обоснованные методы мониторинга нагрузок в процессе тренировок, а также стратегии индивидуального и командного планирования.

Ключевые слова: бокс, тренировочные нагрузки, планирование, контроль, физическая подготовка, мониторинг, предотвращение травм.

Annotation: This thesis is dedicated to exploring methods for effective planning and monitoring of training loads in boxers. The study analyzes modern approaches to optimizing athletes' physical preparation, preventing injuries, and achieving high performance. Scientifically grounded methods for monitoring loads during training, as well as strategies for individual and team planning, are examined.

Keywords: boxing, training loads, planning, monitoring, physical preparation, injury prevention.

Kirish: Boks yuqori intensivlikdagi sport turi bo'lib, unda sportchilarning jismoniy va psixologik tayyorgarligi muhim ahamiyatga ega. Mashg'ulot yuklamalarini to'g'ri rejalashtirish va nazorat qilish sportchining musobaqa



natijalarini oshirish, jarohatlarni kamaytirish va uzoq muddatli faoliyatini ta'minlashda hal qiluvchi omil hisoblanadi. Ushbu tadqiqotda bokschilarda mashg'ulot jarayonini optimallashtirish uchun zamonaviy usullar va ularning amaliy qo'llanilishi o'rganiladi.

Asosiy qism: Mashg'ulot yuklamalarini rejalashtirish sportchining jismoniy holatini, tajribasini va musobaqa maqsadlarini hisobga olgan holda amalga oshirilishi kerak. Zamonaviy yondashuvlarda quyidagi usullar qo'llaniladi:

1. **Individual rejalashtirish:** Sportchining fiziologik ko'rsatkichlari (yurak urish tezligi, laktat darajasi) va jismoniy qobiliyatlarini tahlil qilish orqali yuklamalar moslashtiriladi.

2. **Monitoring texnologiyalari:** Zamonaviy qurilmalar (masalan, pulsometrlar, GPS-trekerlar) yordamida mashg'ulot intensivligi va sportchining holati real vaqtda kuzatiladi.

3. **Tsiklik rejalashtirish:** Mashg'ulotlar mikro-, mezo- va makrotsikllarga bo'linib, sportchining musobaqaga tayyorgarlik jarayoni bosqichma-bosqich tashkil etiladi.

4. **Jarohatlarni oldini olish:** Ortiqcha yuklamalarni aniqlash va ularni kamaytirish orqali sportchilarning sog'ligini saqlashga e'tibor beriladi.

Tadqiqotda shuningdek, mashg'ulot yuklamalarini nazorat qilishda fiziologik va biomekanik ko'rsatkichlardan foydalanishning samaradorligi tahlil qilinadi. Masalan, yurak urish tezligining o'zgaruvchanligi (HRV) sportchining charchoq darajasini aniqlashda muhim ko'rsatkich sifatida qo'llaniladi.

Muhokama

Tadqiqot natijalari shuni ko'rsatadiki, mashg'ulot yuklamalarini rejalashtirish va nazorat qilishda individual yondashuv samaraliroq natijalar beradi. Shu bilan birga, zamonaviy texnologiyalardan foydalanish murabbiylar va sportchilarga real vaqtda ma'lumotlar taqdim etib, mashg'ulot jarayonini yanada aniq sozlash imkonini beradi. Biroq, ushbu texnologiyalarni qo'llashda moliyaviy cheklolar va murabbiylarning malakasi muhim omillar sifatida qolmoqda. Mavzuning dolzarbligi va amaliy ahamiyati

Bokschilarda mashg'ulot yuklamalarini rejalashtirish va nazorat qilish mavzusi zamonaviy sport ilmi va amaliyotida muhim o'rin tutadi. Boks yuqori intensivlikdagi sport turi bo'lib, unda sportchilarning jismoniy va psixologik tayyorgarligi musobaqa muvaffaqiyatini belgilovchi omil hisoblanadi. So'nggi yillarda sportchilarning natijalarini oshirish va jarohatlarni kamaytirish maqsadida ilmiy asoslangan usullar va zamonaviy texnologiyalarga e'tibor kuchaymoqda.

Mashg'ulot jarayonini optimallashtirish, sportchilarning individual xususiyatlarini hisobga olgan holda yuklamalarni boshqarish va charchoqni monitoring qilish dolzarb masalalar sifatida qolmoqda. Bundan tashqari, global sport sohasida raqobatning ortib borayotgani va yangi texnologik yechimlarning joriy etilishi ushbu mavzuni yanada muhim qilmoqda.

Amaliy ahamiyati:

Natijalarni oshirish: To'g'ri rejalashtirilgan va nazorat qilinadigan mashg'ulot yuklamalari sportchilarning jismoniy qobiliyatlarini maksimal darajada rivojlantirishga yordam beradi, bu esa musobaqalardagi muvaffaqiyatni oshiradi.

Jarohatlarni oldini olish: Yuklamalarni ilmiy asosda boshqarish orqali ortiqcha charchoq va jarohatlar xavfini kamaytirish mumkin, bu sportchilarning uzoq muddatli faoliyatini ta'minlaydi.

Individual yondashuv: Har bir sportchining fiziologik va psixologik xususiyatlariga moslashtirilgan mashg'ulot dasturlari murabbiylar va sportchilar uchun samarali vosita bo'lib xizmat qiladi.

Texnologik integratsiya: Zamonaviy monitoring qurilmalari (pulsometrlar, GPS-trekerlar) va ma'lumotlarni tahlil qilish usullarini qo'llash mashg'ulot jarayonini aniq sozlash imkonini beradi, bu esa resurslarni tejashga va samaradorlikni oshirishga yordam beradi.

Murabbiylik malakasini oshirish: Ushbu tadqiqot natijalari murabbiylarga mashg'ulot jarayonini optimallashtirishda yangi usullar va strategiyalarni qo'llash imkonini beradi, bu esa sport sohasidagi professional rivojlanishga hissa qo'shadi.

Xulosa qilib aytganda, mavzu sportchilarning natijalarini yaxshilash, sog'ligini saqlash va mashg'ulot jarayonini samarali tashkil etish uchun amaliy yechimlar taqdim etadi, shu bilan birga sport ilmining global rivojlanish tendensiyalariga mos keladi.

Xulosa va takliflar

Bokschilarda mashg'ulot yuklamalarini rejalashtirish va nazorat qilishda ilmiy asoslangan yondashuvlar va zamonaviy texnologiyalardan foydalanish sportchilarning natijalarini sezilarli darajada yaxshilaydi. Quyidagi takliflar ilgari suriladi:

- Sportchilarning fiziologik ko'rsatkichlarini muntazam monitoring qilish uchun zamonaviy qurilmalardan foydalanishni kengaytirish.
- Murabbiylar uchun mashg'ulot jarayonini optimallashtirish bo'yicha maxsus o'quv dasturlarini joriy etish.



- Individual va jamoaviy rejalashtirish strategiyalarini integratsiyalash orqali moslashuvchan mashg'ulot dasturlarini ishlab chiqish.

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BANK TIZIMINI TRANSFORMASIYA JARAYONI VA UNING BANKLAR BARQARORLIGIGA TA'SIRI

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So'nggi yillarda global moliyaviy tizimda chuqur strukturaviy o'zgarishlar kuzatilmoqda. Ayniqsa, bank sektorining modernizatsiyasi va transformatsiyasi rivojlanayotgan mamlakatlar uchun muhim strategik ustuvorlikka aylanmoqda. O'zbekiston bank tizimi ham bu jarayondan chetda qolmayapti: raqamlashtirish, korporativ boshqaruvni kuchaytirish, kapitalni diversifikatsiyalash kabi yo'nalishlarda bosqichma-bosqich islohotlar olib borilmoqda. Ushbu maqolada transformatsiya jarayonining mazmuni, asosiy yo'nalishlari va uning banklar barqarorligiga ta'siri tahlil qilinadi.

Bank tizimini transformatsiya qilish quyidagi asosiy ehtiyojlar bilan izohlanadi:

- Milliy iqtisodiy o'sishni moliyalashtirishga xizmat qiluvchi samarali moliyaviy muhit yaratish;
- Moliyaviy xizmatlarning qamrovini kengaytirish va inkluzivlikni ta'minlash;
- Banklar raqobatbardoshligini oshirish va bozor intizomini kuchaytirish;
- Xalqaro standartlar asosida ishlovchi moliyaviy institutlar shakllantirish;
- Raqamli texnologiyalarni joriy etish orqali samaradorlikni oshirish.

Mazkur ehtiyojlar transformatsiyani texnologik modernizatsiyadan tashqari, tashkiliy, institutsional va moliyaviy jihatdan ham keng qamrovda olib borishni taqozo etadi.

Bank tizimini transformatsiya qilish bir necha asosiy yo'nalishlar orqali amalga oshirilmoqda:

- Raqamlashtirish: Mobil ilovalar, onlayn-banking, QR-to'lovlar, sun'iy intellekt asosida maslahat xizmatlari joriy qilinmoqda.
- Korporativ boshqaruv: Mustaqil kuzatuv kengashlari, professional auditorlar, ichki nazorat tizimlari faoliyati yo'lga qo'yilmoqda.
- Kapitalni kengaytirish: IPO (birlamchi ommaviy taklif) orqali sarmoyador jalb etish, aksiyalar emissiyasi orqali kapital yetarliligi oshirilmoqda.

- Bank infratuzilmasini modernizatsiya qilish: IT tizimlarini yangilash, kibernetika xavfsizlikni kuchaytirish, tezkor hisob-kitoblar tizimi yaratish.

Transformatsiya jarayoni banklarning quyidagi asosiy barqarorlik ko'rsatkichlariga ijobiy ta'sir ko'rsatmoqda:

- Kapital yetarliligi (CAR): Yangi investorlarning jalb qilinishi va kapital qo'shimchalari orqali banklarning moliyaviy asoslari mustahkamlanmoqda.

- Likvidlik: Masofaviy xizmatlar va real vaqtli to'lov tizimlari likvidlikni oshirishga xizmat qilmoqda.

- Aktivlar sifati: Kredit portfellarining raqamli monitoringi orqali muammoli kreditlar (NPL) darajasi kamaymoqda.

- Rentabellik: Operatsion xarajatlar qisqarib, bank xizmatlaridan olinadigan daromadlar ortmoqda.

- Shaffoflik va ishonchlilik: Moliyaviy hisobdorlik oshib, regulyatorlar bilan real vaqtli axborot almashinuvi yo'lga qo'yilmoqda.

So'nggi yillarda O'zbekistonda bank tizimi iqtisodiy islohotlar, valyuta bozorini liberallashtirish, moliyaviy xizmatlarni raqamlashtirish va xorijiy investitsiyalarni faol jalb etish bilan bog'liq keng ko'lamli o'zgarishlarni boshdan kechirmoqda.

Xususan, O'zbekiston Respublikasi Prezidentining 12.05.2020 yildagi PF-5992 son 2020-2025 yillarga muljallangan O'zbekiston Respublikasining bank tizimini isloh qilish strategiyasi tugrisidagi Farmoniga, muvofiq "tijorat banklarining kapitallashuv darajasi, barqarorligi va likvidliligini oshirish ustuvor yo'nalishlar sifatida belgilab berildi. So'nggi yillarda respublikamiz tijorat banklarining kapitallashuv darajasini oshirish, aholining banklarga bo'lgan ishonchini yanada mustahkamlash, tijorat banklari likvidliligi, to'lovga qobiliyatligi va barqarorligini ta'minlash borasida ulkan ishlar amalga oshirilib kelinmoqda.

O'zbekistonda bank tizimini transformatsiya qilish bo'yicha 2020-yildan boshlab izchil islohotlar olib borilmoqda. Quyidagi chora-tadbirlar e'tiborga molik:

- Davlat ishtirokidagi banklar (Asaka Bank, Ipoteka Bank, Xalq Banki va b.) bosqichma-bosqich xususiylashtirilmoqda;

- "Xalq IPO" loyihasi orqali banklarning aksiyalari jismoniy shaxslarga ommaviy taklif etilmoqda;

- Kredit byurosi, skoring tizimlari va avtomatlashtirilgan axborot almashinuvi bank risklarini boshqarishda yangi bosqichni boshlab berdi;



- Uzcard va HUMO kabi milliy to'lov tizimlarining kengayishi tranzaksion qulaylikni oshirmoqda.

Bank tizimi transformatsiyasi iqtisodiy barqarorlik va moliyaviy ishonchlilikning poydevoridir. Raqamli, kapitali yetarli va shaffof boshqaruvga ega banklar butun moliya sektorining barqarorligini ta'minlaydi. O'zbekistonda olib borilayotgan transformatsiya islohotlari tizimli, bosqichma-bosqich va xalqaro tajribaga tayangan holda yuritilmoqda. Bu jarayon moliyaviy sektorni yanada ochiq, raqobatbardosh va barqaror qilishga xizmat qiladi.



Distinctive Mythological Features in English Children's Literature

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Abstract: This article explores the peculiarities of mythological elements in English children's literature. It focuses on how mythology – especially Celtic, Norse, and Christian motifs – shapes the narrative structures, characters, and symbolic systems of children's fiction in England. Special attention is given to works such as *The Chronicles of Narnia* by C.S. Lewis and *Harry Potter* by J.K. Rowling. The study reveals that myth in English children's literature serves not only as a narrative tool but also as a medium of moral, cultural, and spiritual education.

Keywords: English children's literature, mythology, fairy tale, fantasy, symbolism, C.S. Lewis, J.K. Rowling, mythological motif, cultural narrative, moral development.

English children's literature has long embraced the use of mythology to convey moral lessons, inspire imagination, and embed cultural identity. From ancient folklore to modern fantasy, English literary tradition for children is rich in mythological symbols and archetypes. Mythological peculiarities in such literature are not merely decorative; they structure the narrative and provide deep symbolic meanings, often bridging the gap between past and present, the real and the imaginary.

In English children's literature, mythology functions as both a thematic and structural foundation. Writers like C.S. Lewis and J.K. Rowling extensively draw upon existing mythologies—such as Greek, Norse, Christian, and Celtic traditions—to construct fantasy worlds that resonate with universal human experiences.

In *The Chronicles of Narnia*, C.S. Lewis incorporates Christian allegory (e.g., Aslan as a Christ figure), Greco-Roman myth (fauns, centaurs), and medieval British folklore. The fusion of these mythologies creates a hybrid world where the moral battle between good and evil is symbolized through archetypal characters and magical creatures. Lewis's mythological method is didactic yet imaginative, fostering ethical thinking and spiritual reflection in young readers.

One of the key peculiarities of mythological usage in English children's literature is the integration of moral values with symbolic fantasy. Characters and events are often metaphorical: dragons represent inner fears, magical objects signify

virtues or vices, and quests symbolize personal growth. In J.K. Rowling's Harry Potter series, elements like the phoenix (rebirth), the unicorn (purity), and the serpent (evil or cunning) are deeply rooted in Western mythological traditions.

These symbolic elements are not random; they guide children through complex ethical questions such as loyalty, sacrifice, temptation, and courage. Myth becomes a mirror through which the child reader sees his or her own world reflected and transformed.

While English mythological literature for children is rooted in its own cultural heritage, it also appeals to universal human experiences. The archetypes it employs—hero, mentor, trickster, shadow—transcend linguistic and cultural boundaries. Nevertheless, the portrayal of mythical elements often reflects British national identity, colonial memory, and Christian ethos. For instance, the settings in both Lewis and Rowling's works often feature British environments—castles, woodlands, boarding schools—which are combined with ancient myth to create a uniquely English fantasy realm. This blending helps young readers relate local culture to broader mythical patterns.

Mythological peculiarities in English children's literature play a crucial role in shaping imagination, ethical judgment, and cultural literacy. Through characters, motifs, and plots derived from various myth traditions, authors build rich fantasy worlds that engage young minds on multiple levels. The continued popularity of such works across generations speaks to the enduring power of myth to educate, inspire, and unite.

As global readers continue to interact with English children's literature, the mythological elements serve as both a window into British cultural heritage and a bridge toward shared human values.

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**KIYIM DIZAYNI VA MODA SOHASIDAGI TERMINLARNI
TARJIMA QILISHNING XUSUSIYATLARI**

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Annotatsiya: Mazkur maqolada kiyim dizayni va moda sohasida qo'llaniladigan atamalarni ingliz tilidan o'zbek tiliga tarjima qilish jarayonidagi asosiy xususiyatlar va tarjima jarayonida uchraydigan murakkabliklar yoritilgan. Ingliz tilidagi "fashion", "haute couture", "ready-to-wear", "runway", "silhouette" kabi terminlarning o'zbek tiliga mos tarjimasi va ularning kontekstual qo'llanilishi qiyosiy tahlil qilingan. Shuningdek, terminlarning etimologik kelib chiqishi, zamonaviy modadagi roliga oid izohlar va tarjimonlar duch keladigan lingvokulturologik muammolar ham ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, moda sohasidagi terminlar ko'pincha bevosita qarama-qarshi ekvivalentlarga ega emas va madaniyatlararo tafovutlarni hisobga olgan holda interpretativ yondashuv talab etiladi.

Kalit so'zlar: moda, kiyim dizayni, tarjima, termin, ingliz tili, o'zbek tili, lingvokulturologiya, ekvivalentlik, moda terminologiyasi, tarjima nazariyasi

Zamonaviy moda va kiyim dizayni sohasi xalqaro darajada faol rivojlanib borayotganligi sababli, mazkur sohadagi atamalarni to'g'ri tarjima qilish dolzarb masalaga aylangan. Ayniqsa, ingliz tilidan o'zbek tiliga tarjimada terminlarning ma'no nozikliklarini saqlash, ularning konnotatsiyasini to'g'ri uzatish tarjimon oldida muhim vazifalarni qo'yadi. Kiyim dizayni va moda sohasi – global va madaniyatga boy soha bo'lib, unga oid terminologiya ham o'ziga xosdir. Ingliz tilidagi moda atamalari ko'p hollarda xalqaro tus olgan bo'lib, ularni boshqa tillarga, jumladan, o'zbek tiliga tarjima qilishda **madaniy, semantik va kontekstual yondashuv** talab etiladi.



Moda terminlarining umumiy xususiyatlari. Moda atamaları asosan fransuz, italyan va ingliz tillaridan kirib kelgan bo'lib, ularning ko'pchiligi o'zbek tilida to'g'ridan-to'g'ri ekvivalentga ega emas. Masalan, "haute couture" – yuqori darajadagi, qo'lda tikilgan dizaynerlik kiyimlari degan ma'noni anglatsa-da, o'zbek tilida bu tushunchaning bir so'z bilan ifodasi mavjud emas. "Runway" esa ko'rgazma podiumi deb tarjima qilinsa-da, aslida bu termin zamonaviy modaning madaniy kontekstida o'ziga xos semantik yuklamaga ega.

Moda terminlarining xususiyatlari

a) Xalqaro atamalar (internatsionalizmlar)

Ko'plab moda atamaları asl holicha boshqa tillarga o'tadi:

- **haute couture** (fransuzcha) – yuqori moda
- **pret-a-porter** – tayyor kiyim kolleksiyasi
- **silhouette** – kiyim shakli, ko'rinishi
- **vintage** – retro uslubidagi kiyimlar
- **oversize** – keng bichimdagi kiyim

Bu terminlar ba'zan tarjima qilinmasdan, o'zbek tilida ham ishlatiladi.

b) Metaforik va estetik tavsiflar

Moda tili ko'pincha obrazli, estetik ifodalar bilan boyitilgan:

- **cold shoulder** – ochiq yelkali ko'ylak
- **statement piece** – diqqat markazidagi aksessuar yoki kiyim
- **layering** – qatlamlab kiyinish uslubi

Tarjimada bularni **mazmuniy** tarzda ochib berish lozim.

c) Ixtisoslashgan texnik terminlar

Moda sanoatiga oid kasbiy atamalar, bichish, tikuvchilik, materiallar nomlari aniq tarjimani talab qiladi:

- **dart** – ko'krak yoki bel qismi tikilishi uchun siqish (tikuvda burma)
- **seam** – chok
- **hemlines** – pastki qirrasini (etiket chizig'i)
- **bias cut** – qiya kesim



- **twill, chiffon, organza** – material nomlari (shifon, tvil, organza)

Bularni noto'g'ri tarjima qilish yoki tushunarsiz qoldirish professionallikni pasaytiradi.

Modadagi terminlarni tarjima qilishda uch asosiy murakkablik mavjud:

1. Kontekstga bog'liqlik: Bir termin turli matnlarda turlicha ma'noga ega bo'lishi mumkin.
2. Madaniyatlararo tafovut: Moda har bir jamiyatda o'ziga xos madaniy anglashuvga ega bo'lgani uchun, terminlarni to'g'ri tushunish uchun madaniy kontekst muhim.
3. Leksik ekvivalentlik yo'qligi: Ayrim terminlar uchun o'zbek tilida to'g'ridan-to'g'ri mos so'z topish mushkul.

Moda sohasida ishlayotgan tarjimonlar quyidagilarga e'tibor qaratishlari zarur:

- Atamalarning asl tilidagi tarixini o'rganish;
- Terminlar kontekstda qanday qo'llanayotganini tahlil qilish;
- Zarurat tug'ilganda izohli tarjimadan foydalanish;
- Yangi o'zbekcha terminlar ishlab chiqishga ehtiyotkorlik bilan yondashish.

Kiyim dizayni va moda sohasidagi terminlarni tarjima qilish murakkab va mas'uliyatli jarayondir. Bu jarayon nafaqat til bilimini, balki madaniyatlararo kompetensiyani ham talab qiladi. Tadqiqot asosida shuni aytish mumkinki, moda terminlari tarjimasida har doim ham to'g'ridan-to'g'ri ekvivalent topilmaydi, va tarjimonning vazifasi ushbu terminologiyani o'zbek tilida tushunarli va madaniy jihatdan maqbul shaklda ifodalashdir.

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**DARS HAMDA DARSDAN TASHQARI JARAYONDA O‘QITUVCHI
VA O‘QUVCHILAR O‘RTASIDAGI MULOQOT, UNGA QO‘YILADIGAN
TALABLAR.**

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ANNOTATSIYA

O‘quvchilar bilan muomala qilish pedagogning o‘z tarbiyalanuvchilari bilan muloqot olib borish mahoratini taqozo etadi. Biz uchun esa so‘zlashishni bilish lozim. So‘zlashishni, muloqot olib borishni doimo o‘rganib borishi lozim. U darsni samarali olib borishni, so‘zlashishni bilishi, suhbat, leksiya, hikoya qilish kabi usullaridan foydalanishi, umuman butun ta’lim-tarbiya jarayonida o‘quvchilar bilan muloqotni yo‘lga qo‘ya olishi lozim.

Ushbu maqolada dars hamda darsdan tashqari jarayonda o‘qituvchi va o‘quvchilar o‘rtasidagi muloqot, unga qo‘yiladigan talablar haqida so‘z yuritiladi.

Kalit so‘zlar: dars, o‘qituvchi, muloqot, o‘quvchi, o‘qituvchining boshqarish usullari, muloqot turlari.

АННОТАЦИЯ

Работа со студентами требует от учителя умения общаться со своими учениками. Для нас важно уметь говорить. Им приходится постоянно учиться говорить и общаться. Он или она должен уметь эффективно вести урок, общаться, использовать такие методы, как беседа, лекция, рассказывание историй, и в целом уметь устанавливать коммуникацию с учениками на протяжении всего образовательного процесса.

В статье рассматривается общение учителей и учащихся в учебном и внеклассном процессе, а также требования, предъявляемые к нему.

Ключевые слова: урок, учитель, общение, ученик, методы управления учителем, виды общения.

ANNOTATION

Dealing with students requires the teacher to have the skills to communicate with his students. And for us, it is necessary to know how to communicate. He must constantly learn to communicate, to communicate. He must know how to effectively conduct a lesson, communicate, use methods such as conversation, lecture,



storytelling, and generally be able to establish communication with students throughout the entire educational process.

This article discusses the communication between teachers and students in the classroom and extracurricular process, the requirements for it.

Keywords: lesson, teacher, communication, student, teacher's management methods, types of communication.

KIRISH. Muloqot - yunoncha soʻz, soʻzlashuv, suxbatlashuv, shaxslararo suhbat va fikr almashinuv, ogʻzaki nutq shakli, ikki yoki undan ortiq shaxslarning soʻzlatuvidir.

Oʻqituvchi va oʻquvchi oʻrtasidagi muloqot boʻlishi uchun oʻqituvchi etarli darajada qobiliyatga ega boʻlishi kerak, hamda oʻz-oʻziga doimo quyidagi savollarni berishi va unga javob berishga harakat qilishi kerak:

Nimaga oʻrgatish? Kimni oʻrgatish? Qanday oʻrgatish?

Nimaga oʻrgatish: a) Im-fandagi yangiliklarni anglash, yangi fan terminlarini tushunish, oʻquv predmetini toʻliq oʻzlashtirish; b) malaka, koʻnikma va qobiliyatni shakllantirish; v) oʻquv predmetlari oʻrtasidagi bogʻliqlikni amalga oshirish; g) oʻquv mazmunini tushunarli tizim asosida koʻrish.

Kimni oʻrgatish: a) oʻquvchilarning baʼzi psixik xususiyatlarini (eslab qolish, nutq, fikrlash) hamda ularni qay darajada oʻqimishli, tarbiyali ekanliklarini aniqlash; b) oʻquvchilarning bir darajadan ikkinchisiga oʻtishidagi qiyinchiliklarni oldindan aniqlash; v) oʻquv-tarbiya jarayonini tashkil etishda bolalariiiig dalillari, fikrlarini hisobga olish; g) oʻquvchilardagi turli psixik oʻzgarishlar va rivojlanishni hisobga olib oʻz pedagogik mehnatini tashkil etish; d) iqtidorli oʻquvchilar bilan ishlash, yakka holdagi ishni tashkil etish.

Qanday oʻrgatish: a) ish jarayonida ishlatiladigan kuch va ketadigan vaqtni hksobga olgan holda oʻqitish va tarbiyalashning turli usullari majmuini ishlatish.

Pedagogik taʼsir koʻrsatishniig asosiy usullari - bu talab, istiqbol, ragʻbatlantirish va jazolash, jamoatchilik fikri.

Talab – tajribada juda keng tarqalgan usul boʻlib, taʼlim-tarbiya jarayonida pedagogning tarbiyalanuvchiga shaxsiy munosabatining namoyon boʻlish yoʻli bilan yoki bu xatti-harakatlarning ragʻbatlantirilishi yoki toʻxtatilishini taʼminlaydi. U pedagogik taʼsir koʻrsatishning boshlangʻich usuli boʻlib, tarbiyalanuvchilarda oʻziga nisbatan masʼuliyat va talabchanlikni rivojlantirishda alohida vazifani bajaradi.

Istiqbol - ta'sir ko'rsatishning juda ta'sirchan usuli bo'lib, u bolalarning xatti-harakatlarini, ular oldiga qo'yilgan maqsadlar, ularning shaxsiy intilishlari, qiziqishlariga aytiladi.

Rag'batlantirish va jazolash o'quvchilar xulq-atvoriga tuzatish kiritishni, ya'ni foydali xatti-harakatlarni qo'shimcha rag'batlantirishni va tarbiyalanuvchilarning noma'qul xatti-harakatlarini to'xtatishni ta'minlaydi.

Jamoatchilik fikri - tarbiyalanuvchilarning ijtimoiy foydali faoliyatini har tomonlama va muntazam rag'batlantirib borishni ta'minlaydi.

O'zaro fikr almashish bilan ta'sir ko'rsatish vositalari: ishontirish, ta'sir qilish, o'zaro fikr almashish bilan ta'sir ko'rsatish.

Ishontirish pedagogik ta'sir ko'rsatish usuli sifatida darslarda o'quv axboroti, ijodiy suhbatlar, munozaralar, siyosiy axborotlar shaklida qo'llaniladi.

Ta'sir qildirish kishi psixikasiga nazoratsiz kirib, uning faoliyatida xatti-harakatlar, sabablar, intilishlar bilan amalga oshiriladi. Ta'sir qilish shunday bir psixik ta'sir ko'rsatishki, kishi uni ongining etarli nazoratisiz idrok etadi.

a) pedagogik vaziyatlarni taqqoslash va umumlashtirish, usullarni qo'yish;

b) o'quvchilarga yakka individual holda munosabatda bo'lish, ularni mustaqil ishlarini tashkil etish.

O'qituvchi o'quvchilar bilan bo'ladigan muloqotida quyidagi malakalarni egallagan bo'lishi lozim: tashqi qiyofani nazorat qilish, nutqni egallash, pedagogik munosabat madaniyatini egallash, tashkilotchilik mahorati, o'quv-tarbiya jarayonini boshqarish uslublarini egallash.

Munosabatlarni boshqarish uslublari:

1. Avtoritar uslub
2. Demokratik uslub
3. Liberal uslub

1. Avtoritar uslub:

- o'zi yakka holda guruh faoliyatini yo'nalishini belgilaydi;
- o'zi ko'rsatma-buyruq beradi;
- javobgarlikni o'z bo'yniga oladi;
- so'zsiz bo'ysunishni da'vo etadi;
- qattiq intizomni talab etadi;
- aytilgan narsani to'liq bajarilishini talab etadi;

- gap qaytarganni, gap o'rgatganni yoqtirmaydi. Aytgan tashakkuri ham buyruqdek chiqadi. So'zlari qattiq va qo'pol. Biron bir masalani tushuntirmaydi, lekin talab etadi;

- muloqotga kirishishning asosiy shakllari: buyruq, ko‘rsatma berish, qo‘llanma bilan ishlash, xayfsan e‘lon qilish;

- muomalada qo‘pol, dag‘al, do‘q-po‘pisali majbur etish, qo‘rqitish, cho‘chitish orqali kirishadi;

- avtoritar uslubning ijobiy tomoni favqulodda vaziyatlar ishlatilishi (yong‘inda, suv toshqinda).

Munosabatning bu uslubda boshqarilishi atrofdegilar uchun qiyin yoki og‘ir ahvol.

2. Demokratik uslub:

- jamoa fikriga tayanib ish olib boradi;

- jamoa fikrini, tashabbusini ma‘qullaydi, rivojlantiradi, boshqalar fikriga hurmat bilan qaraydi;

- boshqalar fikrini o‘zini qilib oladi;

- muloqotga kirishishning asosiy shakllari: iltimos maslahat berish, samimiy muomala.

3.Liberal uslub:

- tashabbusiz, jamoa ishiga aralashmaydi, hamma masalalarni yuzaki qarab chiqadi. O‘zining fikri yo‘q, javobgarlikdan o‘zini chetlatadi. Ish natijasi bilan qiziqmaydi;

- bolalarga e‘tiborsiz, beg‘am qaraydi;

- o‘z ishiga sovuqqon.

Ilmiy-pedagogik adabiyotlarda quyidagi munosabat turlari ko‘rsatilgan:

- hamkorlikdagi munosabat;

- bavoita munosabat;

- do‘stona munosabat;

- nosamimiy munosabat;

- oraliqdagi munosabat;

- bekorchi munosabat;

- qo‘rquv orqali munosabat;

- dialog va monolog.

Muammoli xulq -atvorining motivlari. Intizomni buzgan o‘quvchi bu xatti -harakat noto‘g‘ri ekanligini tushunadi, lekin u o‘z xulq -atvorining motivini tushunmaydi. Har bir bola uchun bu xatti -harakatning turli sabab maqsadlari mavjud. Pedagoglar bu motivlarning qanday bo‘lishiga qaramay ularga ta‘sir etish usullarini topishlari zarur. Agar pedagoglar xulq -atvorning buzilish maqsadlarini aniqlashga qodir bo‘lsalar, u holda o‘quvchi bilan konstruktiv munosabatlarini

oʻrnata oladilar, unumsiz muloqat samarali muloqatga aylanishi mumkin. Bunda strategiyani tanlash qadamma-qadam muammoning yechimini topish imkonini beradi. Bunday vaziyatga pedagogik aralashuv natijasida shunday sharoitlar yaratiladiki, bolalar oʻz intizomlarini toʻgʻirlash borasidagi maʼlum qaror qabul qiladilar. Oʻquvchilarning xulq borasidagi tanlovi, uning yomon xulq atvorining maqsadi oʻqituvchi tomonidan aniqlanishi va inobatga olinishiga bogʻliq. Har bir oʻqituvchi oʻquvchiga oʻzini maktab hayotining toʻliq ishtirokchisi ekanligini anglashiga yordam berishi lozim. Bu borada pedagogga mazkur muammoga individual yondashish boʻyicha amaliy reja tuzish tavsiya etiladi. Bu reja oʻquvchining xulq- atvoriga samarali taʼsir etishning usulidan iboratdir. Rejani tuzishda oʻqituvchi oʻzining strategiyasi va taktikasini ishlab chiqadi. Albatta bunda vaqt va vaziyatni tahlil etish talab etiladi, lekin natijalar oʻzini oqlaydi.

Oʻqituvchi va talaba oʻrtasidagi nizo oʻquvchining taʼlim vazifasini bajarishdan yoki uning yomon bajarilishidan voz kechishida namoyon boʻladi. Bu turli sabablarga koʻra sodir boʻlishi mumkin: charchoq, oʻquv materiallarini oʻzlashtirishdagi qiyinchilik va baʼzan oʻquvchiga aniq yordam berish oʻrniga oʻqituvchining muvaffaqiyatsiz soʻzlari. Bunday nizolarga koʻpincha oʻquvchining darsni oʻzlashtirishda qiyinchiliklarga duch kelganda, shuningdek, oʻqituvchi qisqa vaqt ichida sinfda dars berganida va u bilan oʻquvchilar oʻrtasidagi munosabatlar oʻquv ishlari bilan cheklanganda sharoit yaratiladi. Bunday holatlar boshlangʻich sinflarda kam uchradi. Chunki boshlangʻich sinf oʻqituvchilari oʻquvchilarni xarakterini bilishi va darsdan tashqari qaygʻurishi bilan ajralib turadi. Pedagogik holat, agar oʻqituvchi oʻquvchining harakatini tahlil qilishda xato qilsa, uning sabablarini aniqlamagan yoki asossiz xulosa chiqargan boʻlsa, ziddiyatga olib kelishi mumkin. Axir, xuddi shu harakatlar turli sabablarga koʻra belgilanishi mumkin. Oʻqituvchi oʻquvchilarning xatti-harakatlarini oʻzgartirishga harakat qiladi. Lekin oʻquvchi buning sababini toʻliq tushuna olmay, oʻzicha fikr yuritadi. Oʻqituvchi esa tushuntirib oʻtirmasdan tartibga amal qilishini talab qiladi. Oʻquvchi esa tushunmaganligi uchun oʻqituvchida toʻla asos yoʻq deb hisoblaydi.

XULOSA. Xulosa oʻrnida shuni taʼkidlash kerakki, pedagogik muloqot bu oʻqituvchining oʻquvchilar bilan darsda va darsdan tashqari faoliyatida oʻzi uchun eng qulay boʻlgan psixologik muhitni vujudga keltirib, ijobiy-ruhiy iqlimni yaratish imkoniyatini beradi. Pedagogik muloqot oʻqituvchi va oʻquvchi yoshlar jamoasining oʻzaro taʼsir malakasi, usuli va tizimini anglatib uning mohiyati oʻzaro axborat almashuviga taʼlim va tarbiyaviy taʼsir oʻtkazishda, oʻzaro bir-birlarini tushunishga erishishlarida namoyon boʻladi.



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Agroiqtisodiyotda innovatsion texnologiyalarning ahamiyati.

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Annotatsiya: Mazkur maqolada agroiqtisodiyot sohasida innovatsion texnologiyalarning roli, ularning iqtisodiy samaradorligi, oziq-ovqat xavfsizligini ta'minlashdagi o'rni hamda raqobatbardoshlikni oshirishdagi ahamiyati yoritilgan. Shuningdek, amaliy misollar asosida zamonaviy agrotexnologiyalarning joriy etilishi tahlil qilingan.

Kalit so'zlar: agroiqtisodiyot, innovatsiya, texnologiya, raqamlashtirish, samaradorlik, barqaror rivojlanish, xosildorlik, oziq-ovqat xavfsizligi, qishloq xo'jaligi

Аннотация: В данной статье рассматривается значение инновационных технологий в агроэкономике. Особое внимание уделено их роли в повышении продуктивности сельского хозяйства, обеспечении продовольственной безопасности, рациональном использовании ресурсов и повышении конкурентоспособности отрасли. Также приведены примеры внедрения современных агротехнологий и их экономическая эффективность в условиях Узбекистана.

Ключевые слова: агроэкономика, инновации, технологии, цифровизация, устойчивое развитие, производительность, сельское хозяйство, продовольственная безопасность.

Abstract: This article explores the significance of innovative technologies in the agro-economy. It highlights their role in enhancing agricultural productivity, ensuring food security, optimizing resource use, and increasing the competitiveness of the sector. The paper also presents practical examples of modern agrotechnology implementation and evaluates their economic efficiency in the context of Uzbekistan.

Keywords: agro-economy, innovation, technology, digitalization, sustainable development, productivity, agriculture, food security.

Kirish.

So'nggi yillarda dunyo miqyosida agroiqtisodiy rivojlanishning eng muhim omillaridan biri sifatida innovatsion texnologiyalarning jadal joriy etilishi kuzatilmoqda. O'zbekiston Respublikasi ham qishloq xo'jaligida samaradorlikni

oshirish, resurslardan oqilona foydalanish, eksport salohiyatini kuchaytirish va oziq-ovqat xavfsizligini ta'minlash maqsadida zamonaviy innovatsion texnologiyalarga e'tiborni kuchaytirmoqda.

Agroiqtisodiyotda innovatsion texnologiyalarning roli va uning turlari.

Hozirgi kunda dunyo mamlakatlari agroiqtisodiy sohani modernizatsiya qilish, raqobatbardosh va barqaror qishloq xo'jaligini yaratish yo'lida yangi texnologiyalarga tayanmoqda. An'anaviy qishloq xo'jaligi usullarining cheklanganligi, resurslar tanqisligi, global iqlim o'zgarishlari va aholining oziq-ovqat mahsulotlariga bo'lgan ehtiyoji innovatsion texnologiyalarning joriy etilishini dolzarb masalaga aylantirmoqda. Innovatsion texnologiyalar nafaqat mahsulot yetishtirish hajmini oshiradi, balki ishlab chiqarish tannarxini pasaytiradi, ekologik xavfsizlikni ta'minlaydi hamda hosilni barqaror yetishtirish imkonini beradi. Agrosohada qo'llanilayotgan innovatsion texnologiyalar quyidagilarga bo'linadi:

1. Raqamlashtirilgan dehqonchilik (Precision Agriculture): Bu texnologiya yerning holatini, namligini, ozuqa moddalarini tahlil qilish orqali aniq ma'lumotlarga asoslangan qarorlar qabul qilishni ta'minlaydi. Masalan, GPS va GIS texnologiyalaridan foydalangan holda, har bir yer maydoniga individual yondashuv qo'llaniladi.

2. Dronlar va sun'iy yo'ldosh kuzatuv: Dronlar yordamida dala holatini nazorat qilish, o'simliklar salomatligini aniqlash va zararkunandalarni aniqlash imkoni mavjud. Masalan, Xitoyda va Hindistonda qishloq xo'jaligida dronlar orqali purkagichlar ishlatiladi, bu esa mehnat xarajatlarini sezilarli darajada kamaytirgan.

3. Tomchilatib sug'orish tizimlari: Bu texnologiya suv tanqisligi muammosini hal qilishda muhim ahamiyat kasb etadi. Isroil va O'zbekiston kabi suv tanqis mamlakatlarda ushbu usul yordamida suvdan 40-60% tejashga erishilmoqda.

4. IoT (Internet of Things) texnologiyalari: Internet tarmog'iga ulangan sensorlar orqali tuproq namligi, harorat, o'simliklarning o'sish bosqichlari real vaqt rejimida kuzatiladi. AQShda "John Deere" kompaniyasi ishlab chiqargan aqlli traktorlar tuproqni avtomatik ravishda o'rganib, kerakli miqdorda urug' va o'g'it purkaydi.

5. Biotexnologiyalar: Genetik modifikatsiya orqali yuqori hosilli, kasalliklarga chidamli va iqlim o'zgarishlariga mos navlar yaratish yo'lga qo'yilmoqda. Braziliya va AQShda GM (genetik modifikatsiyalangan) soya va makkajo'xori turlari katta maydonlarda yetishtirilmoqda.

O'zbekistonda innovatsion texnologiyalarni joriy etish amaliyoti.

O‘zbekiston agrar sektori iqtisodiyotning muhim tarkibiy qismlaridan biri bo‘lib, yalpi ichki mahsulotdagi ulushi 25–30 foizni tashkil etadi. So‘nggi yillarda qishloq xo‘jaligida innovatsion texnologiyalarni joriy etish davlat siyosatining ustuvor yo‘nalishiga aylangan. 2020–2024-yillarga mo‘ljallangan “Qishloq xo‘jaligini rivojlantirish strategiyasi” doirasida quyidagi yutuqlar va loyihalar amalga oshirildi:

1. Agrotexnologiyalar parklari va tajriba stansiyalari tashkil etildi. Masalan, Samarqand viloyatidagi “Agroinnopark” zamonaviy texnika, raqamli boshqaruv tizimi va eksportga yo‘naltirilgan mahsulot ishlab chiqarishga yo‘naltirilgan kompleks bo‘lib xizmat qilmoqda.

2. “Smart Agriculture” loyihasi doirasida bir nechta viloyatlarda raqamli agrotexnologiyalarni sinovdan o‘tkazish boshlangan. Ushbu loyiha orqali sun‘iy yo‘ldoshdan olingan ma‘lumotlar asosida ekinlarning rivojlanishiga real vaqt rejimida monitoring olib boriladi.

3. Fermer xo‘jaliklarini dronlar bilan ta‘minlash boshlanmoqda. Xorazm va Qashqadaryo viloyatlarida maxsus agrodronlar yordamida pestitsidlar purkalmoqda va bu orqali ishchi kuchiga bo‘lgan ehtiyoj sezilarli kamaymoqda.

4. Qishloq xo‘jaligini raqamlashtirish agentligi faoliyati yo‘lga qo‘yilib, “Agroplatforma” elektron tizimi orqali fermerlar, agrosug‘urta kompaniyalari, banklar va davlat organlari o‘rtasidagi axborot almashinuvi soddalashtirilgan.

5. Aqlli issiqxonalar soni tez sur‘atlar bilan oshib bormoqda. Masalan, Toshkent viloyatining Qibray tumanidagi “AgroPlus” issiqxonasi to‘liq avtomatlashtirilgan: harorat, namlik, yorug‘lik hamda CO₂ miqdori sun‘iy intellekt orqali boshqariladi. Natijada, bir yilda ikki yoki uch marta sifatli hosil olishga erishilmoqda.

Shuningdek, agrostartaplar va yosh innovatorlar uchun “Agro Startup Challenge”, “Youth Agro-Innovators” kabi tanlovlar yo‘lga qo‘yilgan bo‘lib, ularga grantlar va subsidiyalar ajratilmoqda. Bu esa yoshlar ishtirokida zamonaviy g‘oyalarni amaliyotga joriy etish imkonini bermogda.

Innovatsion texnologiyalarning iqtisodiy va ekologik samarasi.

Agroiqtisodiy faoliyatda innovatsion texnologiyalarning keng joriy etilishi nafaqat ishlab chiqarish hajmi va samaradorligining ortishiga, balki ekologik barqarorlikning ta‘minlanishiga ham bevosita ta‘sir ko‘rsatmoqda. Bu texnologiyalar orqali resurslardan oqilona foydalanish, hosildorlikni oshirish, ishlab chiqarish xarajatlarini kamaytirish, mahsulot sifatini yaxshilash hamda atrof-muhitga salbiy ta‘sirni minimallashtirish imkoniyati yaratiladi. Quyida ushbu samaralar iqtisodiy va ekologik yo‘nalishlarda batafsil yoritiladi.

Iqtisodiy samaradorlik.

Innovatsion texnologiyalarning eng muhim iqtisodiy afzalliklaridan biri — bu hosildorlikning sezilarli darajada oshishidir. An’anaviy usullar bilan taqqoslaganda, zamonaviy agrotexnologiyalar yordamida bir gektardan olinadigan mahsulot miqdori 25–50 foizgacha ko‘payadi. Masalan, GPS va dron texnologiyalaridan foydalangan holda olib borilgan dala ishlovlari natijasida bug‘doy hosildorligi o‘rtacha 35% ga ortgani kuzatilgan. Shuningdek, tomchilatib sug‘orish texnologiyasi joriy etilgan paxta maydonlarida suv sarfi ikki barobar kamaygan, hosil esa 30% ga ko‘paygan. Shuningdek, zamonaviy texnologiyalar ishlab chiqarish xarajatlarini kamaytiradi. Masalan, agrodronlar yordamida o‘g‘it va pestitsid purkash ishlarini avtomatlashtirish orqali ishchi kuchi xarajatlari kamayadi, mehnat unumdorligi esa bir necha barobarga ortadi. Avtomatlashtirilgan issiqxonalarda energiya, suv, o‘g‘it va boshqa resurslardan foydalanish aniq hisob-kitob asosida olib boriladi, bu esa mahsulot tannarxini sezilarli darajada pasaytiradi. Toshkent viloyatida faoliyat yuritayotgan “AgroPlus” aqlli issiqxonasida ushbu tizimlar yordamida har bir kilogramm pomidor ishlab chiqarish tannarxi an’anaviy usullarga nisbatan 20–25 foizga arzonroq bo‘lishi ta’minlangan.

Innovatsion yondashuvlar eksport salohiyatini oshirishga ham xizmat qilmoqda. Mahsulot sifati va yetishtirish standartlarining xalqaro talablar darajasida bo‘lishi, ayniqsa, zamonaviy texnologiyalar yordamida barqarorlashtirilmoqda. Masalan, Navoiy viloyatidagi zamonaviy issiqxonalarda yetishtirilayotgan sabzavotlar 2024-yilda BAA, Qozog‘iston va Rossiya bozorlariga eksport qilinib, 2,5 million AQSh dollaridan ortiq daromad keltirgan.

Bundan tashqari, innovatsion texnologiyalar agrobiznesdagi moliyaviy risklarni kamaytirish imkonini beradi. Masalan, raqamli monitoring tizimlari orqali iqlim o‘zgarishi, zararkunandalar bosqini yoki suv tanqisligi kabi omillarni oldindan aniqlash mumkin bo‘lib, fermerlar mos choralarni ko‘rishadi. Bu esa agrosug‘urta tizimining samarali ishlashiga xizmat qiladi va fermer xo‘jaliklarining moliyaviy barqarorligini mustahkamlaydi.

Ekologik samaradorlik.

Innovatsion texnologiyalarning yana bir muhim jihati — bu ekologik barqarorlikni ta’minlashdagi o‘rni. Zamonaviy agrotexnologiyalar orqali resurslardan oqilona foydalanish, ifloslanishni kamaytirish va ekotizimlarga salbiy ta’sirni minimallashtirish mumkin.

Birinchiidan, suv resurslarining tejab-tergab ishlatilishi innovatsion sug‘orish tizimlari — jumladan, tomchilatib sug‘orish, avtomatik taqsimlash va masofadan

boshqariladigan suv nasoslari orqali amalga oshirilmoqda. Bu esa O‘zbekiston kabi suv tanqis hududlarda nihoyatda dolzarb hisoblanadi. Shu texnologiyalar yordamida suvdan foydalanish hajmi o‘rtacha 40–60 foizga qisqargan.

Ikkinchidan, tuproq degradatsiyasining oldi olinmoqda. Minimal ishlov berish texnologiyalari (no-till) va organik o‘g‘itlar qo‘llanilishi tuproq tarkibining tabiiy muvozanatini saqlashga yordam bermoqda. Dala monitoringi tizimlari tuproqdagi ozuqa moddalarini aniqlab, faqat zarur bo‘lgan joyga o‘g‘it solish imkonini beradi.

Uchinchidan, pestitsid va kimyoviy moddalardan foydalanish hajmi kamaymoqda. Sensorli kuzatuv vositalari va dron texnologiyalari yordamida faqat zarur hollarda va minimal dozada purkash ishlari amalga oshiriladi. Bu esa nafaqat atrof-muhitni, balki inson salomatligini ham muhofaza qiladi.

To‘rtinchidan, iqlim o‘zgarishiga mos texnologiyalarning qo‘llanilishi barqaror qishloq xo‘jaligini rivojlantirishda muhim ahamiyatga ega. Masalan, intensiv issiqxona texnologiyalari, iqlimga chidamli genetik navlar, suvga chidamli urug‘lar va agroiklim prognoz tizimlari global iqlim o‘zgarishlariga qarshi kurashda muhim vositalardan biri bo‘lmoqda.

Xulosa.

Innovatsion texnologiyalar agroiqtisodiyotda hosildorlikni oshirish, resurslardan samarali foydalanish va ekologik xavfsizlikni ta‘minlashda muhim rol o‘ynamoqda. O‘zbekistonda bu borada qator ijobiy islohotlar amalga oshirilmoqda. Biroq, texnologik infratuzilmani rivojlantirish va malakali kadrlar tayyorlash bo‘yicha ishlarni davom ettirish muhim ahamiyatga ega. Zamonaviy agrotexnologiyalar orqali qishloq xo‘jaligini barqaror va raqobatbardosh rivojlantirish mumkin.

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MUSIC IN ENHANCING TEACHING AND LEARNING PROCESSES

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Abstract

This article explores the role of music as a tool for enhancing teaching and learning processes across various educational settings. With increasing emphasis on learner engagement and multisensory instruction, music has emerged as a powerful medium to support cognitive, emotional, and social development. The article discusses key ways in which music can be integrated into teaching practices to improve memory retention, motivation, language acquisition, classroom management, and overall learning outcomes. Practical strategies and real-life examples are presented to illustrate the impact of music on both teacher effectiveness and student performance.

Keywords: music in education, teaching strategies, learning enhancement, student engagement, cognitive development, classroom management, motivation.

МУЗЫКА ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ И ПРЕПОДАВАНИЯ

Абстракт

В данной статье рассматривается роль музыки как инструмента для повышения эффективности процессов преподавания и обучения в различных образовательных условиях. В условиях растущего внимания к вовлеченности учащихся и мультисенсорному обучению, музыка становится мощным средством поддержки когнитивного, эмоционального и социального развития. В статье обсуждаются ключевые способы интеграции музыки в педагогическую практику для улучшения запоминания, мотивации, овладения языком, управления классом и общих результатов обучения. Представлены практические стратегии и реальные примеры, иллюстрирующие влияние музыки на эффективность преподавания и успеваемость учащихся.

Ключевые слова: музыка в образовании, педагогические стратегии, повышение эффективности обучения, вовлеченность учащихся, когнитивное развитие, управление классом, мотивация.



O'QITISH VA O'RGANISH JARAYONLARINI TAKOMILLASHTIRISHDA MUSIQANING O'RNI

Abstrakt

Ushbu maqolada musiqaning turli ta'lim muhitlarida o'qitish va o'rganish jarayonlarining samaradorligini oshirishdagi vosita sifatidagi o'rni ko'rib chiqiladi. Talabalarni jalb qilish va ko'p hissiyotli (multisensorli) ta'limga bo'lgan e'tibor ortib borayotgan bir paytda, musiqa kognitiv, emotsional va ijtimoiy rivojlanishni qo'llab-quvvatlovchi kuchli vosita sifatida namoyon bo'lmoqda. Maqolada musiqani pedagogik amaliyotga integratsiya qilishning asosiy usullari yoritilib, xotirani mustahkamlash, motivatsiyani oshirish, tilni o'zlashtirish, sinf boshqaruvi va umumiy ta'lim natijalarini yaxshilashdagi foydasi muhokama qilinadi. Musiqaning o'qituvchining samaradorligi va o'quvchilarning o'zlashtirishiga ta'sirini ko'rsatadigan amaliy strategiyalar va hayotiy misollar keltirilgan.

Kalit so'zlar: ta'limda musiqa, pedagogik strategiyalar, o'qitish samaradorligini oshirish, o'quvchini jalb qilish, kognitiv rivojlanish, sinf boshqaruvi, motivatsiya.

Introduction. Countless research studies have shown us that music causes a wide range of psychosomatic effects to our bodies. It can be helpful in dealing with chronic pain, reduce blood pressure or even boost our immunity. At some point music caught the eye of psychologists examining human cognitive capabilities and learning. In recent years, educators and researchers have increasingly recognized the value of integrating music into teaching and learning environments. Beyond its artistic and cultural significance, music serves as a powerful pedagogical tool that can significantly enhance cognitive functions, emotional engagement, and social interaction in educational settings. Studies have shown that music can improve memory retention, increase motivation, support language development, and create a more inclusive and stimulating classroom atmosphere. As education systems continue to shift towards learner-centered and multisensory approaches, the strategic use of music offers a dynamic way to address diverse learning needs and foster holistic development. This paper explores the multifaceted role of music in enhancing teaching and learning processes, highlighting practical applications and evidence-based benefits across different age groups and subject areas.

The Cognitive and Emotional Benefits of Music in Learning. Listening to music requires certain perceptual abilities, including pitch discrimination, auditory memory, and selective attention in order to perceive the temporal and harmonic structure of the music as well as its affective components, and engages a distributed



network of brain structures [1:44-54]. Music performance, unlike most other motor activities, in addition requires precise timing of several hierarchically organized actions and control over pitch interval production. Music, like all sounds, unfolds over time. Thus, the auditory cognitive system must depend on working memory mechanisms that allow a stimulus to be maintained on-line to be able to relate one element in a sequence to another that occurs later. The process of music recognition requires access and selection of potential predictions in a perceptual memory system [2: 1-10]. Unlike speech, music is not associated with a fixed semantic system, although it may convey meaning through systems such as emotional appraisal [3:131–137] and associative memories.

Furthermore, music is also known to have a powerful emotional impact. Neuroimaging studies have shown that musically induced emotions involve very similar brain regions that are also implicated in non-musical basic emotions, such as the reward system, insula, and orbitofrontal cortex, amygdala and hippocampus [4:152–158]. However, music can have a strong influence on the emotion of the listener as well as the performer: musical engagement can be experienced as highly emotional not only as in the case of stage fright but also as highly rewarding [5: 301–311.]. Furthermore, in a social context, making music in a group has been suggested to increase communication, coordination, cooperation and even empathy between in-group member. Therefore, it could easily be conceived how musical training could have a positive impact on the well-being and social development of children and adults.

Instrumental training is a multisensory motor experience, typically initiated at an early age. Playing an instrument requires a host of skills, including reading a complex symbolic system (musical notation) and translating it into sequential, bimanual motor activity dependent on multisensory feedback; developing fine motor skills coupled with metric precision; memorizing long musical passages; and improvising within given musical parameters. Music performance, unlike most other motor activities, requires precise timing of several hierarchically organized actions and control over pitch interval production [6:178–184]. Music sight-reading calls for the simultaneous and sequential processing of a vast amount of information in a very brief time for immediate use. This task requires, at the very least, interpretation of the pitch and duration of the notes (written on the two staves of a piano score) in the context of the prespecified key signature and meter, detection of familiar patterns, anticipation of what the music should sound like, and generation of a performance plan suited for motor translation. Formal musical instruction, therefore, trains a set



of attentional and executive functions, which have both domain-specific and general consequences.

Music as a Pedagogical Tool Across Subjects. Music is a powerful and versatile tool that can be used to enhance teaching and learning across a wide range of academic subjects. When thoughtfully integrated into the classroom, music goes beyond artistic expression it becomes a pedagogical strategy that helps students better understand and retain complex information. Through rhythm, melody, and lyrics, music can reinforce academic concepts, support memory retention, and create a more engaging and enjoyable learning environment. In language education, particularly English as a Second Language (ESL), music can play a significant role in developing vocabulary, grammar, pronunciation, and listening skills. Songs naturally provide repetitive exposure to key language structures, and their engaging nature helps students absorb new words and phrases in context.

Example: A teacher uses the song “Head, Shoulders, Knees, and Toes” to teach body parts to beginner ESL students. As students sing and move along with the lyrics, they link words with physical actions, reinforcing vocabulary through multiple senses.

In more advanced settings, teachers can use popular songs to introduce phrasal verbs, idiomatic expressions, or grammatical structures. Music also supports pronunciation by helping learners recognize rhythm, intonation, and word stress. Mathematics and music share fundamental elements such as patterns, counting, and rhythm. Teachers can use music to teach mathematical concepts in an engaging, memorable way. Songs and chants with steady beats help students internalize sequences like multiplication tables, number operations, and mathematical formulas. [7:35-47]

Example: A teacher uses a rhythmic chant to help students memorize the 3 times table:

"Three, six, nine, twelve, fifteen, and eighteen..."

This rhythmic repetition makes abstract concepts more concrete and easier to recall. In addition, clapping games or songs with counting patterns help younger learners grasp the idea of number sequences and mathematical relationships. In science education, music can simplify complex concepts by embedding them into catchy lyrics and rhythms. Educational songs about the water cycle, the solar system, or body systems can serve as mnemonic devices, helping students remember important details.



Example: To teach the process of photosynthesis, a teacher plays a song that describes the key steps with phrases like “Carbon dioxide in, oxygen out—thanks to the sun, that’s what it’s about!” This approach makes learning more dynamic and helps students retain facts they might otherwise find difficult.

Music also supports other subjects like geography, civics, and health education by connecting information with melody and emotion, allowing students to engage both cognitively and effectively. In history and literature classes, music can bring narratives to life and offer deeper emotional and cultural understanding. Folk songs, protest music, and ballads are rich with historical context and can serve as primary or supplementary texts.

Example: While studying the American Civil Rights Movement, a teacher introduces the song “We Shall Overcome”. Students analyze the lyrics and discuss how the song reflects the emotions, struggles, and hopes of the era. This not only builds historical empathy but also enhances critical thinking and interpretation skills.

Implementing Music-Based Strategies in the Classroom. Incorporating music into everyday classroom instruction can significantly enrich the teaching and learning experience. Music-based strategies offer an engaging, multi-sensory approach to education, supporting cognitive development, emotional well-being, and learner motivation. However, for successful implementation, it is essential to adopt practical methods that are adaptable across age groups and learner needs even for educators without formal musical training. Music can be integrated into lessons in simple yet effective ways. Teachers can use songs to introduce or reinforce key concepts, establish routines, or provide background stimulation during focused tasks. Repetitive songs help students memorize facts, while action songs encourage movement and participation, particularly with younger learners. In middle and high school settings, music can support higher-order thinking. Teachers might assign projects where students write a song summary of a scientific concept or analyze song lyrics in literature class to discuss figurative language and theme. When planning music-inclusive lessons, it's important to consider age-appropriate content, language proficiency, and learning styles. Young children may respond best to simple melodies with repetitive lyrics and physical movement. Adolescents may benefit more from meaningful lyric analysis or music composition projects that allow for creative expression.

Many teachers may feel hesitant to use music due to lack of formal training. However, successful music integration does not require professional-level musical skills. Focus should be on the pedagogical purpose, not performance quality.



Tips include:

- Start small: Use recorded songs before attempting live singing.
- Collaborate: Partner with music teachers or invite guest musicians.
- Use resources: There are many teacher-ready music tools and lesson plans available online
- Keep it flexible: Allow students to suggest songs or co-create content.

Confidence grows with practice, and students respond positively to teachers who model enthusiasm, regardless of musical expertise. Implementing music-based strategies in the classroom brings multiple educational benefits enhancing memory, motivation, creativity, and classroom climate. With thoughtful planning, appropriate tools, and a willingness to experiment, teachers of any subject or age group can use music to elevate their instruction. Whether creating custom playlists, analyzing lyrics, composing songs, or simply incorporating background music, music serves as a flexible and inclusive teaching aid. Most importantly, it fosters a joyful and memorable learning environment where students feel connected, inspired, and empowered

Other benefits of music to young children. Music helps to revive enthusiasm, express feelings, rejuvenate and be at the core of social connections formed between children. We know the importance of the social-emotional piece. Children can know their ABCs backwards and forwards, but if they don't have good social skills and emotional well-being, their ABCs may not serve them well. Music has the ability to activate many different areas of the brain. In particular, it is seen to have its strongest effects on those areas involved in internal imagery, auditory perception, and motor functions. This is achieved through what Sacks has termed, "brainworms" which he subsequently referred to as "cognitively infectious musical agents". These are musical sounds with distinctive musical shape, tonal or melodic oddness with perceptual constructions, created in the brain like sensory overstimulations [8:44-46]. Music has been found to activate the auditory cortex [9:339-361]

Conclusion. In today's dynamic and diverse classrooms, effective teaching requires more than traditional instruction it calls for creativity, inclusivity, and a deep understanding of how students learn best. The integration of music across subjects and teaching methods, particularly in English as a Second Language (ESL) education, has proven to be a powerful tool for engaging learners, enhancing retention, and promoting emotional and social development. Communicative Language Teaching (CLT) and Task-Based Learning (TBL) stand out as learner-



centered approaches that prioritize real-life communication and collaborative problem-solving. These methods encourage students to use language meaningfully through interaction, thereby developing both linguistic and communicative competence. When paired with technology, these strategies become even more effective, providing interactive platforms, multimedia input, and real-time feedback to support diverse learners. Meanwhile, music enhances teaching across academic disciplines. Whether it's using songs to teach grammar in ESL, rhythmic patterns to reinforce math skills, or lyric analysis to explore history and literature, music transforms learning into a multisensory, memorable experience. It also supports classroom management, builds cultural awareness, and fosters inclusion especially for students with special needs or language barriers. Practical implementation of music-based strategies, supported by digital tools such as YouTube, Spotify, and GarageBand, allows educators to adapt lessons for different age groups and learning profiles. Importantly, even teachers without formal musical backgrounds can successfully incorporate music by starting small, using pre-recorded materials, and focusing on student engagement rather than musical perfection.

Ultimately, the thoughtful combination of communicative teaching methods, task-based learning, digital innovation, and music-based strategies creates a rich, supportive, and joyful learning environment. It empowers learners to actively participate, take risks, and connect with language and content on a deeper level. By embracing a flexible, inclusive, and student-centered approach, educators can unlock the full potential of every learner fostering not only academic achievement but also confidence, creativity, and lifelong communication skills.

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USEFUL TEACHING METHODS FOR ESL LEARNERS

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Abstract

This article explores effective and practical teaching methods for learners of English as a Second Language (ESL). As the number of ESL students continues to rise globally, it is essential for educators to apply methods that promote communication, engagement, and real-world application. The article discusses six key approaches: Communicative Language Teaching, Task-Based Learning, Total Physical Response, the Lexical Approach, integration of technology, and Differentiated Instruction. Real-life examples are provided to illustrate how these methods improve language skills, motivation, and fluency.

Keywords: ESL, teaching methods, communication, fluency, interaction, technology, learner-centered, engagement.

ПОЛЕЗНЫЕ МЕТОДЫ ОБУЧЕНИЯ ДЛЯ ИЗУЧАЮЩИХ ESL

Абстракт

В данной статье рассматриваются эффективные и практические методы обучения английскому языку как второму (ESL). С учётом роста числа изучающих английский по всему миру, важно применять такие методики, которые способствуют коммуникации, вовлечённости и использованию языка в реальных ситуациях. В статье рассматриваются шесть подходов: коммуникативное обучение, обучение на основе заданий, метод полного физического реагирования, лексический подход, использование технологий и дифференцированное обучение. Для каждого метода приведены примеры из практики.

Ключевые слова: ESL, методы преподавания, коммуникация, беглость, взаимодействие, технологии, ориентированность на ученика, вовлечённость.

ESL O'QUVCHILARI UCHUN FOYDALI O'QITISH USULLARI

Abstrakt

Ushbu maqola ingliz tilini ikkinchi til sifatida o'rganuvchilar (ESL) uchun samarali va amaliy o'qitish usullarini tahlil qiladi. ESL o'rganuvchilar soni butun dunyo bo'ylab ortib borayotganligi sababli, o'qituvchilarning muloqotga, faol ishtirokga va tilni real hayotda qo'llashga yo'naltirilgan metodlardan foydalanishi muhimdir. Maqolada oltita asosiy yondashuv ko'rib chiqiladi: Kommunikativ til o'qitish, Vazifa asosida o'qitish, To'liq jismoniy javob usuli, Leksik yondashuv, texnologiyadan foydalanish va Differensial o'qitish. Har bir metodga real hayotdan misollar keltirilgan.

Kalit so'zlar: ESL, o'qitish usullari, muloqot, ravonlik, interaktivlik, texnologiya, o'quvchiga yo'naltirilganlik, jalb qilish.

Introduction. In the contemporary world, the importance of learning English as a second language (ESL) cannot be overstated. English has become the dominant medium of international communication in business, science, education, and culture. As a result, millions of non-native speakers around the world strive to gain fluency in English, not only to access better educational and career opportunities but also to participate in global conversations. [2; 57-58] However, mastering a new language is a complex process that requires effective teaching strategies, especially when learners come from diverse linguistic and cultural backgrounds. The teaching of English to ESL learners involves more than just grammar rules and vocabulary lists. It demands thoughtful application of methods that address learners' individual needs, motivations, learning styles, and levels of language proficiency. Traditional teaching techniques may no longer be sufficient in modern classrooms, which are increasingly shaped by technological innovations, multicultural student populations, and the demand for practical language use. As such, ESL educators must explore and implement a variety of teaching methods that are both research - based and adaptable to real - world settings. [5; 60-61] Over the decades, linguists and educators have proposed numerous approaches to ESL instruction, ranging from grammar-translation and audio-lingual methods to communicative language teaching (CLT), task - based learning, and the use of technology in the classroom. Each method has its own philosophy, benefits, and limitations, and choosing the right one often depends on specific classroom contexts and learner goals. Moreover, recent developments in educational psychology and second language acquisition (SLA) research have highlighted the importance of interactive, student-centered, and meaning-focused instruction in fostering language development.



This article explores some of the most useful and widely practiced teaching methods for ESL learners, including Communicative Language Teaching (CLT), Task-Based Learning (TBL), Total Physical Response (TPR), the Lexical Approach, the use of technology, and Differentiated Instruction.

Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) is grounded in the idea that language learning is most effective when students actively use the language to communicate real meaning. Unlike traditional methods focusing heavily on grammar rules and vocabulary memorization, CLT prioritizes interaction and practical use of language. [8; 35] The goal is to develop students' ability to convey and understand messages in everyday situations. In practice, CLT encourages collaborative learning through pair and group work, role - plays, interviews, and problem - solving tasks. For example, students might role-play ordering food at a restaurant or asking for directions in a new city. These activities not only practice linguistic forms but also social language skills such as politeness and turn - taking. Example: The teacher divides the class into pairs and gives them a scenario where one is a tourist asking for help, and the other is a local giving directions. Students must use polite expressions and correct question forms, such as "Could you tell me how to get to the museum?" and "Sure, go straight and then turn left". CLT also fosters learner autonomy, as students become responsible for negotiating meaning and correcting misunderstandings themselves. Teachers provide guidance and feedback but allow learners to experiment with language, which helps build fluency and confidence. Furthermore, authentic materials - such as news articles, videos, or podcasts - are often integrated to expose students to natural language use.

Task-Based Learning (TBL). Task - Based Learning (TBL) is an approach centered on using language as a tool to complete meaningful, real - world tasks. This method helps students connect classroom learning with practical communication needs. [7; 28] Tasks can range from planning an event, solving a problem, conducting surveys, or giving presentations. TBL involves three stages:

- Pre - task: The teacher introduces the task, provides necessary vocabulary or phrases, and sets expectations.

- Task cycle: Students work in pairs or groups to complete the task, focusing on fluency and communication rather than accuracy.

- Language focus: After task completion, students analyze language used during the task to improve grammar, vocabulary, or pronunciation. Example: Students are asked to plan a holiday trip. They must research destinations,



transportation options, and costs, then create an itinerary and present it to the class. This task encourages the use of travel vocabulary (“flight,” “accommodation,” “budget”), and presentation skills. [7; 55-56] TBL naturally integrates speaking, listening, reading, and writing skills, encourages creativity, and motivates learners by making language use purposeful. Teachers observe interactions to provide feedback tailored to students’ needs.

Using Technology in ESL Classrooms. Technology has revolutionized ESL teaching by providing tools that cater to diverse learning preferences and enable interactive, flexible learning. Language learning apps such as Duolingo, Babbel, or Memrise offer gamified vocabulary and grammar practice, helping learners stay motivated. [10; 31-32] Teachers can use platforms like Kahoot! or Quizlet for interactive quizzes and flashcards, making revision more engaging. Video conferencing apps enable virtual speaking clubs or language exchanges, connecting learners with native speakers worldwide for authentic practice. Example: A teacher creates a Kahoot! quiz on vocabulary from a recent lesson. Students compete in real time, which increases motivation and helps reinforce learning. Additionally, students might use Google Docs to collaborate on writing assignments, receiving real-time teacher feedback. Digital storytelling tools allow students to create multimedia projects, enhancing creativity and language skills simultaneously. AI-powered tools provide instant feedback on writing and pronunciation, helping learners identify and correct errors in real time. [4; 22] Moreover, online resources can be tailored to different proficiency levels and interests, supporting differentiated instruction. Technology also facilitates flipped classrooms, where students review materials at home and practice actively in class, maximizing interaction time.

The Most Suitable and Effective Method: Communicative Language Teaching (CLT). Communicative Language Teaching (CLT) is widely regarded as the most effective and learner - centered method for teaching English as a second language. The core principle of CLT is that language is best learned through communication. Instead of memorizing grammar rules and vocabulary in isolation, learners are encouraged to use English in meaningful contexts that reflect real-life situations. This approach helps students to develop not only linguistic competence but also communicative competence-the ability to use language appropriately in different social and cultural settings. One of the key strengths of CLT is its emphasis on interaction. In the classroom, this is achieved through various activities that promote student talk and collaboration. For example:



- Role - plays: Students act out scenarios such as ordering food in a restaurant, asking for directions, or conducting a job interview. These simulations build speaking confidence and teach appropriate expressions for different situations.

- Information gap activities: Students are given different pieces of information and must communicate with each other to complete a task. For instance, one student may have a map, and another may have a set of directions. They need to work together to find a destination.

- Pair and group work: Learners work together to solve problems, discuss opinions, or complete a project. This provides more speaking time for each student and fosters cooperation.

- Interviews and surveys: Students conduct interviews with classmates or even people outside the classroom, using a set of prepared questions. They then report their findings to the class, practicing both speaking and writing.

- Games and problem - solving tasks: Language games like "Find Someone Who..." or "20 Questions" can motivate students and make language learning more enjoyable while still encouraging spontaneous use of English.

Another important feature of CLT is that the teacher acts as a facilitator rather than a traditional authority figure. Teachers create an environment where learners feel safe to experiment with language, make mistakes, and improve. Correction is usually indirect and focused on improving fluency and communication rather than perfection. CLT also supports the integration of all four language skills-listening, speaking, reading, and writing-in natural and meaningful ways. For example, a lesson on environmental issues might begin with a video (listening), followed by a group discussion (speaking), a short article (reading), and a written reflection or presentation (writing). This holistic approach mirrors how language is used in real life. Moreover, CLT can be easily combined with other modern techniques, such as using technology and digital tools. Online platforms, apps, and virtual simulations can enrich CLT-based lessons and provide additional opportunities for authentic communication, especially in blended or online learning environments. Despite its many advantages, CLT also requires thoughtful planning and a classroom culture that supports open communication. In settings where students are shy or not accustomed to speaking freely in class, teachers may need to gradually build confidence and trust. [9; 70-72] Additionally, CLT may be more challenging in large classes where managing interaction takes more time. Nevertheless, the benefits of CLT - including improved fluency, increased learner motivation, development of



real-life communication skills, and learner autonomy-make it the most appropriate and effective method for ESL instruction in the 21st century.

Conclusion / Recommendations. Effective ESL teaching requires a thoughtful blend of multiple approaches tailored to the unique needs and contexts of learners. Communicative Language Teaching builds practical communication skills through interaction and authentic use. Task - Based Learning empowers students to use language purposefully in real - life scenarios, fostering problem - solving and collaboration. Total Physical Response offers a low-stress entry into language learning, particularly beneficial for beginners, by linking physical movement with comprehension. The Lexical Approach advances learners' fluency and naturalness by focusing on the building blocks of language-lexical chunks and collocations. The integration of technology enriches the learning experience, offering personalized, engaging, and flexible tools that extend learning beyond the classroom. Differentiated Instruction ensures that diverse learners are supported and challenged appropriately, promoting equity and inclusion. In practice, combining these methods can transform an ESL classroom into a dynamic and supportive environment where all learners thrive. For example, a teacher might start a lesson with a TPR warm-up to engage beginners, move to a task-based group activity to practice speaking, and use technology tools for vocabulary reinforcement. Simultaneously, differentiated tasks ensure everyone participates at their level. Together, these strategies foster confidence, autonomy, and lifelong language skills. In a globalized world where English serves as a key communication tool, employing varied teaching methods equips ESL learners to succeed academically, professionally, and socially. To make the most of these methods, ESL teachers should consider the following practical recommendations:

- Assess learners' needs regularly. Use placement tests, questionnaires, and informal interviews to understand students' goals, proficiency levels, and learning styles.
- Integrate multiple methods. No single method fits all learners. A mixed approach-e.g., starting a lesson with a TPR warm-up, moving to a task-based group activity, and closing with lexical practice-keeps lessons dynamic and inclusive.
- Use authentic materials. Include real-world resources such as news articles, videos, menus, and maps to make learning relevant and engaging.
- Encourage student interaction. Promote peer-to-peer communication through group work, discussion clubs, and collaborative projects to develop fluency and critical thinking.



- Provide meaningful feedback. Go beyond correcting grammar; highlight students' progress, suggest improvements, and motivate them with specific praise.
- Differentiate instruction. Prepare tiered tasks and varied resources (audio, video, visual aids) to meet different learner profiles in the same classroom.
- Leverage technology. Use apps, interactive platforms, and online collaboration tools to extend learning outside the classroom and support self-study.
- Create a safe, inclusive environment. Celebrate cultural diversity, encourage questions, and allow space for mistakes so students feel comfortable taking risks with language.

By following these recommendations and remaining flexible and reflective, ESL teachers can create a positive, effective, and student - centered learning environment. In doing so, they not only teach a language but also open doors to opportunity, connection, and growth.

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BOSHLANG‘ICH SINIF O‘QUVCHILARINING AHLOQIY FAZILATLARINI SHAKLLANTIRISHNING MAZMUN VA MOHIYATI

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“Pedagogika va psixologiya” yo‘nalishi 3-bosqich talabasi

Mamalakatimizning boshlang‘ich ta‘lim tizimida o‘quvchilarni yuksak darajada tarbiyalash ishlari amalga oshirilmoqda. Bu borada o‘ziga xos tajriba to‘planganligini ta‘kidlab o‘tish joiz. Shu jihatdan kichik maktab yoshidagi o‘quvchilarda ahloqiy fazilatlarni shakllantirish metodikasi muammosini tadqiq etish dolzarb bo‘lib turibdi. Bu o‘rinda e‘tiboringizni mazkur masalaning mazmuni tahliliga tortamiz.

Ahloqiy fazilat – bu insoniy his-tuyg‘ular, fazilatlar va sifatlarga asoslangan hodisadir. Pedagogika tarixida asrlar davomida yosh avlodda ahloqiy fazilatlarni shakllantirish birinchi darajadagi vazifa bo‘lib kelmoqda. E‘tibor berilsa, ahloqiy fazilat kategoriyasini tashkil etadigan elementlar o‘ziga xosdir:

- 1) insoniy his-tuyg‘ular: sog‘lom ruhiy kechinma, tasavvur, idrok, anglash, tushunish va h.k.
- 2) insoniy fazilatlar: bolaparvarlik, insonparvarlik, oilaparvarlik, vatanparvarlik, faollik va h.k.
- 3) insoniy sifatlar: xarakter, munosabat, hurmat, izzat, qadrlash, mehr-muruvvatlilik, oqibatlilik va h.k.

Mazkur yondashuv asosida biz kichik maktab yoshidagi o‘quvchilarda ahloqiy fazilatlarni shakllantirish mazmunini idrok etamiz.

Insoniy his-tuyg‘ular, fazilatlar va sifatlar ahloqiy faoliyat kategoriyasining mazmunini tashkil etadi. Shu jihatdan ularning metodik ma‘nosi quyidagicha idrok etiladi: insoniy his-tuyg‘ular boshlang‘ich sinf o‘quvchilarining ahloqiy ongini shakllantirish asosidir, insoniy fazilatlar mazkur toifa o‘quvchilarning ahloqiy hulq-atvorini kutilgan darajada shakllantirish tayanchidir, insoniy sifatlar esa ushbu toifa o‘quvchilarning ahloqiy xatti-harakatlari hamda munosabatlarini shakllantirish negizidir.[1] Bu masala o‘quvchilarning ahloqiy xulq-atvori va xarakterini kutilgan darajada shakllantirishning muhim asosidir.



Pedagogikamiz tarixida 7-11 yoshli shaxslarning ahloqiy fazilatlarini shakllantirishga doir muxim tajribalar mavjud. Unga ko'ra, quyidagilar yaqqol ko'zga tashlanib turadi:

1) ustoz va ota-onalarning mazkur toifa shaxslarning ahloqiy fazilatlarini hamkorlikda shakllantirish;

2) maxsus ustoz vositasida ushbu toifa shaxslarning ahloqiy fazilatlarini shakllantirish; 3) mahalla faollari vositasida bu toifa shaxslarning ahloqiy fazilatlarini shakllantirish.

E'tibor berilsa, pedagogikamiz tarixidagi bunday tajribalardan foydalanish samarali hisoblanadi. Shu sababli mazkur masalalarni o'rganish va amaliy faoliyatda ulardan foydalanish maqsadga muvofiq bo'ladi.

Boshlang'ich sinf o'quvchilarining ahloqiy fazilatlarini shakllantirish mazmunida o'ziga xos xususiyatlar mavjud. Bu xususiyatlarning asosiylarini quyidagilar tashkil etadi: - o'quvchilarning yosh xususiyatlari, jismoniy imkoniyatlari va aqliy rivojlanish jarayoni hisobga olinishi;

- o'quvchilarning jismoniy va aqliy jihatdan teng rivojlanib borishi nazarda tutilishi;

- o'quvchilarning didi, his-tuyg'ulari va idroklari shakllanish jarayonida bo'lishini

hisobga olish.

Bunday yondashuv asosida boshlang'ich sinf o'quvchilarining ahloqiy fazilatlarini kutilgan darajada va samarali shakllantirish mumkin. Chunki boshlang'ich sinf o'quvchilariga (1-4-sinf o'quvchilariga) xos bo'lgan xususiyatlar ularda ahloqiy fazilatlarni tadrijiy ravishda shakllantirib borishni taqozo etadi. Bu xususiyatlarni hisobga olish boshlang'ich sinf o'quvchilarida ahloqiy fazilatlarni shakllantirishning qulay va samarali metodikasiga ega bo'lishga olib keladi.[2] E'tibor berilsa, o'quvchilarning yosh xususiyatlari, jismoniy imkoniyatlari va aqliy rivojlanish jarayoni boshlang'ich sinfda dinamik tarzda bo'ladi; o'quvchilarning jismoniy va aqliy jihatdan teng rivojlanib borishini nazarda tutish esa ularning ahloqiy fazilatlarini shakllantirishda bosqichma-bosqichlik tizimiga asoslanishni beradi; o'quvchilarning didi, his-tuyg'ulari va idroklari shakllanish jarayonida bo'lishini hisobga olish bilan ularning ahloqiy fazilatlarini shakllantirishda nazariy jihatdan to'g'ri yondashuvga olib keladi. Shu sababli bu xususiyatlar kichik maktab yoshidagi o'quvchilarda ahloqiy fazilatlarni shakllantirishda muhim metodologik omillar qatoriga kiradi.



ADABIYOTLAR RO'YXATI

1. S.U.ALLAYAROVA BOSHLANG'ICH SINIF O'QUVCHILARINING
LUG'AT BOYLIGINI

OSHIRISHNING PEDAGOGIK SHART-SHAROITLARI

Proceedings of International Educators Conference 2 (1), 51-56

2. A.H. САНАҚУЛОВ

Виртуал реаллик технологияларидан самарали фойдаланишнинг

истикболли йўналишлар. SCIENTIFIC BULLETIN

Series: Pedagogical Research



BOSHLANG`ICH SINIF O`QUVCHILARIDA IJODKORLIK SIFATLARI TUSHUNCHASI

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Mamlakatimizda ta'lim tizimi dunyo mamlakatlari orasida alohida e'tirofga ega. Chunki milliy mentalitetimizdan kelib chiqqan holda tashkil topgan bunday tizim uzoq tarixiy ildiz asosida shakllangan. “Ta'lim to'g'risida”gi qonun qabul qilinishi munosabati bilan maktabgacha ta'lim, umumiy o'rta ta'lim bilan birga boshlang'ich ta'limning ham mavqei oshib bormoqda. Chunki bolalarning ta'limi va tarbiyasi ana shu davrdan boshlab shakllantiriladi. Har bir xalqning, millatning ertangi kuni o'sib kelayotgan yosh avlodning bugun qanday ta'lim-tarbiya olayotgan farzandlarimizga, ularning har tomonlama yetuk va barkamol insonlar bo'lib yetishishlariga bog'liq. Bunday mas'uliyatli vazifani bajarish hozirgi zamon o'qituvchisi, ayniqsa, boshlang'ich sinf o'qituvchilaridan o'z kasbiy mahoratlarini oshirib borish, ilg'or pedagogik texnologiyalar mohiyatini anglash va ulardan o'z darslarida unumli foydalanishni taqozo etadi.

Zamonaviy o'qituvchi yuksak tarbiyaviy va ta'limiy tayyorgalikka ega bo'lgan, ta'lim jarayonida ilg'or pedagogik texnologiyalarni puxta egallagan, ularni tahlil qilish va amaliyotga joriy eta oladigan inson bo'lishi lozim.

Boshlang'ich sinfda o'quvchilarda tafakkur qilish faoliyatini kengaytirish, erkin fikrlay olish, o'zgaralar fikrini anglash, o'z fikrlarini og'zaki va yozma ravishda ravon bayon qila olish, jamiyat a'zolari bilan erkin muloqotda bo'la olish ko'nikma va malakalari rivojlantiriladi. Xususan, darslar ijtimoiy-foydali bo'lishi uchun o'quvchilarda o'z fikrini grammatik to'g'ri, uslubiy aniq, izchil ifodalash va boshqalar fikrini tinglay olish ko'nikmasini shakllantirishga qaratilishi lozim.[1] Ona tili darslarida nutq o'stirish ko'rsatmasi grammatik materialni o'rgatishda o'quvchilarning tilimizdagi har bir so'z turkumi yoki so'z qismining rolini bilib olishlariga erishtiradigan metodik usullarni qo'llashni talab etadi, ya'ni grammatik nazariya grammatik to'g'ri va aniq nutq malakalarini shakllantirishga, anglab, tushunib yozish malakalarini o'stirishga amalda tatbiq etish uchun o'rgatiladi. Darsda o'quvchilar nutqini o'stirish darsning mazmunida va qo'llannilgan vazifalar



turlarida o'z aksini topadi. Bu ma'suliyatli vazifani bajarish hozirgi zamon pedagoglariga, ayniqsa boshlang'ich sinflarda faoliyat ko'rsatayotgan o'qituvchilarga o'z kasbiy mahoratlarini doimiy tarzda oshirib borishlari, ilg'or pedagogic texnologiyalarning izchil metodlari mohiyatini to'liq anglashlari va uni o'z darslarida mohirona foydalanishlarini taqozo etmoqda. Hozirgi kunda ta'lim jarayonida ilg'or pedagogic texnologiyalarni faol qo'llash, ta'lim samaradorligini oshirish, tahlil qilish va amaliyotga joriy etish bugungi kunning muhim vazifalaridan biri bo'lib qolmoqda. O'quvchilarning fikr doirasi, ongi, dunyoqarashlarini o'stirish, ularni erkin fikrlaydigan erkin ishtirokchiga aylantirish nihoyatda muhimdir. O'qituvchi darsda boshqaruvchi, o'quvchilar esa ishtirokchiga aylanmog'i kerak. Ana shu vazifani uddalashga innovatsion faoliyat ustunligi ko'p qirrali samara keltiradi. Boshlang'ich sinflarda ko'proq bolalarning yoshini, bilim saviyasini hisobga olish lozimligini unutmaslik zarur.[2] Ularga oddiy, oson va kam vaqt sarflanadigan o'yin mashqlaridan foydalanib, darslar o'tish yaxshi samara beradi.

Ko'proq atrof-muhit bilan bog'lab o'tilgan mashg'ulotlar bolalar ongini, dunyoqarashini, erkin fikrlash, bayon etish qobiliyatlarini, mustaqil ishlash ko'nikmasini rivojlantiradi. Axborot oqimi keskin ortgan, turli yangiliklar hayotimizga shitob bilan kirib kelayotgan davrda mustaqil tanqidiy fikrlash ko'nikmalariga ega bo'lgan, yangilikni o'rganishga doim tayyor bo'lgan, hamkorlikdan cho'chimaydigan, muloqotga erkin kirisha oladigan shaxsni tarbiyalash ta'lim-tarbiya jarayonining asosiy maqsadi bo'lishi kerak va bu borada ta'limda yangi texnologiyalarning qo'llanishiga yo'l ochilishi maqsadga erishish yo'lidagi to'g'ri qadamdir.

Hozirgi kun o'qituvchisidan ta'lim tizimida yangi texnologiya unsuri bo'lgan interfaol usullardan keng foydalanish ham talab etiladi. Bu usullar orqali o'quvchilarni darslarda yana ko'proq munozaraga kirishishga chorlash talab etiladi. Bunda o'quvchilarga erkinlik berish, ularni qo'llab-quvvatlash lozim. Har bir bolaga fe'l-atvori, yoshi, aql-idrokiga qarab ijobiy munosabatda bo'lish, o'quvchi bilan o'qituvchi hamkorligini ta'minlaydi. Kichik yoshdagi bola ruhiyatida har bir narsa va hodisaga qiziquvchanlik faoliyatini rivojlantirish, ulardagi bilishga bo'lgan intilish kabi xislatlar rivojlantirilishi kerak. O'quvchilarni vaqtida rag'batlantirish va maqtab turish lozim, sababi, bolalar maqto'vni juda yaxshi ko'radilar. Boshlang'ich sinflarda ta'lim-tarbiya berishda, o'qituvchidan chuqur bilim, katta mahorat, ma'naviyati boy, izlanuvchan, eng muhimi fidoiy bo'lish talab



etiladi. To'g'ri va xilma-xillikda tashkil etilgan darslar, o'quvchilarni faolligi va qiziqishi, bilimni oshirish orqali, barkamollikni shakllantirib boradi.

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Proceedings of International Educators Conference 2 (1), 51-56
2. А.Н. САНАҚУЛОВ Виртуал реаллик технологияларидан самарали фойдаланишнинг истиқболли йўналишлар. SCIENTIFIC BULLETIN
Series: Pedagogical Research 2022/ 6 (66)



SECURITY MEASURES AND TECHNICAL REQUIREMENTS FOR DIGITAL BANKS

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Annotation: This text explores the multifaceted approach required to ensure the security of digital banks. It analyzes how digital-only financial institutions must rely on advanced technological infrastructure, secure development practices, and regulatory compliance to protect sensitive customer data and maintain service continuity. The discussion includes the importance of encryption, authentication systems, fraud detection mechanisms, secure APIs, and cloud infrastructure configurations. Emphasis is placed on the necessity of integrating security throughout the system lifecycle, educating users and staff, managing third-party risks, and adhering to evolving legal standards. The text concludes that successful digital banking depends not only on technical excellence but also on building and maintaining customer trust through resilience, transparency, and proactive risk management.

Keywords: digital banking, cybersecurity, secure architecture, data protection, authentication, encryption, fraud prevention, secure APIs, cloud security, user awareness, cyber threats, compliance, zero-trust model, incident response, digital finance, financial technology, resilience, regulatory standards

Ensuring the security of digital banks is one of the most critical challenges in the modern financial landscape. As traditional banking services increasingly move online, the risks associated with cyber threats, data breaches, and unauthorized access grow accordingly. Digital banks rely entirely on information technology infrastructure to serve customers, manage transactions, and store sensitive data. This dependence means that any vulnerability in their systems can lead to serious consequences, including loss of trust, legal repercussions, and financial damage.

Security in digital banking is a combination of strong technological measures, organizational policies, and ongoing monitoring. At the core of digital bank security lies the protection of customer data. This includes safeguarding personal information, transaction records, account credentials, and all other forms of private communication between the bank and its users. Encryption is a fundamental part of this process, ensuring that data remains unintelligible to outsiders during storage and transmission. Alongside encryption, secure authentication mechanisms help verify



the identity of users before granting access to accounts. These often involve combinations of passwords, biometrics, and real-time verification methods that provide multiple layers of defense.

The technical requirements of digital banks extend beyond just strong authentication and data encryption. They include the development of secure mobile and web applications, robust back-end infrastructure, real-time fraud detection systems, and disaster recovery protocols. Applications must be designed to resist common attacks such as cross-site scripting, injection flaws, and session hijacking. Secure software development practices and regular code audits are essential to maintain the integrity of digital platforms. Moreover, digital banks must ensure their servers and databases are well-configured, updated, and protected from unauthorized access through firewalls and intrusion prevention systems. Another critical component of security in digital banking is continuous monitoring and threat intelligence. By analyzing traffic patterns and user behavior, banks can detect anomalies that suggest fraudulent activity or system compromise. Cybersecurity teams must respond quickly to incidents and apply patches and updates without delay.

Cloud security is also increasingly relevant, as many digital banks use cloud infrastructure to scale their operations. In such cases, it is vital to configure cloud environments securely, restrict access permissions, and maintain visibility over all assets. In addition to technical controls, regulatory compliance plays an important role. Digital banks must adhere to national and international standards on data protection, cybersecurity, and financial services. This includes compliance with laws concerning customer identity verification, anti-money laundering, and data privacy. Meeting these standards requires not only technical safeguards but also clear internal policies and staff training to ensure all employees understand their role in protecting information.

Since most digital banks operate with APIs to connect services such as payment processors, credit scoring systems, or identity verification platforms, they must ensure that these integrations do not create exploitable entry points for attackers. Authentication and identity management remain some of the most sensitive components in digital banking infrastructure. To reduce risks associated with password-based access, many banks implement biometric authentication such as fingerprint scans or facial recognition, especially on mobile devices. Device fingerprinting, behavioral analysis, and adaptive authentication mechanisms further help determine whether a user action is legitimate or potentially suspicious. For



example, changes in typing speed, geolocation, or transaction patterns can indicate compromised access or fraud attempts, prompting the system to request additional verification or temporarily block the transaction.

One of the most challenging aspects of digital bank security is ensuring data integrity and availability under constant external pressure. Distributed denial-of-service attacks, ransomware, and advanced persistent threats continue to evolve, targeting critical banking services. To withstand these attacks, digital banks often deploy redundant infrastructure, load balancing, and continuous data backups. These allow services to remain operational even during a breach or system failure. Logging, auditing, and forensic capabilities are built into the systems to ensure that any incident can be thoroughly analyzed and used to improve future defenses. Another key consideration is user education. Even the most robust digital banking platform can be undermined by user error, such as falling victim to phishing emails, downloading malicious apps, or sharing login information. As such, digital banks often provide customers with guidance on safe digital practices, regular reminders about current fraud techniques, and easily accessible help in case of suspicious activity.

In parallel, staff training is just as crucial. Employees who handle sensitive systems must understand social engineering risks, internal fraud scenarios, and how to respond to suspicious activity in real time. The operational environment of a digital bank must also be carefully segmented and monitored. Access to sensitive areas like core banking systems or encryption keys must be tightly controlled and granted only on a need-to-know basis. Zero-trust architecture, in which no internal or external device or user is automatically trusted, is increasingly adopted in digital finance to ensure that every action must be verified, regardless of origin. Moreover, automated tools continuously scan the network for signs of intrusion or unusual activity, reducing response time and limiting potential damage.

The legal and compliance landscape surrounding digital banking continues to grow more complex. Regulatory bodies require digital banks to demonstrate not only that they have strong cybersecurity policies in place, but also that they can prove ongoing compliance with data protection laws, financial transaction monitoring, and risk management protocols. Digital banks must produce detailed documentation and maintain audit trails to satisfy these obligations. Regulatory technologies, or RegTech, are often employed to help meet these demands through automation and analytics. Finally, public confidence in digital banks depends heavily on transparency, responsiveness, and demonstrated commitment to security. When data



breaches or technical failures occur, how a digital bank handles the situation—both technically and in terms of public communication—can either preserve or severely damage its reputation. Therefore, incident response planning, customer notification procedures, and legal preparedness must all be part of the overall security strategy.

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“Oiladagi nizolarni hal qilishda samarali yondashuvlar”

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Annotatsiya: Oilaviy nizolarning psixologik tabiati, ularning shakllanish bosqichlari va ularni hal qilishning konstruktiviy yondashuvi o‘rganiladi. Ayniqsa, T. Gordon tomonidan ishlab chiqilgan “Oilaviy kengash” modeli asosida nizoli vaziyatlarni samarali muhokama qilish, qaror qabul qilish va barcha ishtirokchilar uchun maqbul yechim topish bosqichlari tahlil qilinadi.
Kalit so‘zlar: oilaviy nizo, konstruktiviy yondashuv, oilaviy kengash, qaror qabul qilish, oilaviy muloqot

Аннотация: В статье рассматриваются психологические особенности семейных конфликтов, стадии их развития и конструктивный подход к их разрешению. Особое внимание уделено модели «Семейного совета», разработанной Т. Гордоном, как эффективному методу обсуждения и решения конфликтных ситуаций в семье.

Ключевые слова: семейный конфликт, конструктивный подход, семейный совет, принятие решений, семейная коммуникация

Annotation: This article explores the psychological nature of family conflicts, the stages of their development, and the constructive approach to conflict resolution. Particular attention is given to the “Family Council” model developed by T. Gordon as an effective framework for discussing and resolving disputes. **Keywords:** family conflict, constructive approach, family council, decision-making, family communication

Oilaviy nizolarning o‘ziga xosligi shundaki, oila insonlararo munosabatlarning eng qadimgi institutidir va aslida o‘ziga xos hodisa hisoblanadi. Ushbu hodisaning o‘ziga xosligi shundaki, bir nechta odamlar o‘zaro uzoq vaqt davomida, deyarli butun umr davomida bir-biri bilan aloqada bo‘ladilar. Ammo bunday o‘zaro aloqalar jarayonida nizolar va qarama-qarshiliklar yuzaga kelmasligi mumkin emas.

Oilaviy nizolarni hal qilishning bosqichlarini ko‘rib chiqaylik:

- Nizoning paydo bo'lishi
- Tomonlarning nizoni anglashlari
- Ochiq qarama-qarshilik
- Ochiq qarama-qarshilikning rivojlanishi
- Nizoning hal etilishi

Nizoli vaziyatdan og'riqsiz o'tish juda foydali bo'lishi mumkin, albatta, ammo hamma ham o'z fikrini to'liq isbotlash va munozarada g'alaba qozonishga intilish paytida yuzaga keladigan his-tuyg'ular to'fonini nazorat qilishni uddalay olmaydi. Biror bir stsenariyga amal qilish qiyin. Ammo keskinlashgan muammolarni hal qilish jang maydoni emas. Konstruktiviy nizoda hech qanday tomon yutqazmasligi kerak. Ideal holda, har bir oila a'zosini qoniqtiradigan "g'alaba-g'alaba" sxemasini amalga oshirishga intilish zarur.

Shuningdek, T. Gordondan kelib chiqqan «oilaviy kengash» modeli mavjud bo'lib, bu nizolarni hal qilishning samarali modeli hisoblanadi. «Oilaviy kengash» modelining markaziy g'oyasi shundaki, har qanday nizoli vaziyatda, u qanday sabablar bilan boshlanganidan qat'iy nazar, «yutganlar» va «yutqazganlar» bo'lmasligi kerak. Nizoning kelib chiqish sabablarini aniqlash, uni kim boshlaganini aniqlash muammoni hal qilishga yordam bermaydi, aksincha uni yanada chuqurlashtiradi. Konstruktiviy yondashuv esa, nizoning barcha ishtirokchilari teng huquqli bo'lishi prinsipiga asoslanib, muammoni hal qilishdan iborat. Bu, oiladagi har bir kishining yoshiga va oiladagi rolga qarab, teng huquqli yondashuvni ta'minlaydi.

Ushbu model muammoni hal qilishning olti asosiy bosqichini o'z ichiga oladi:

1. Nizoni aniqlash va uning oila a'zolarining motivlari va manfaatlaridagi qarama-qarshiliklardan kelib chiqqanligini belgilash (oilaviy muammolarni muhokama qilish jarayonida nizoning mohiyatini og'zaki ifodalash va anglash).

2. Muammoni hal qilishning barcha mumkin bo'lgan alternativalarini ishlab chiqish va ro'yxatga olish, bu alternativalar nizo ishtirokchilarini qoniqtirishi-qoniqtirmasligidan qat'iy nazar. Ushbu bosqichda hech qanday baholash va tanqid qilish taqiqlanadi, hatto eng noodatiy yechimlar ham qabul qilinadi.

3. Oldingi bosqichda taklif qilingan har bir alternativani muhokama qilish va baholash. Qoidalar: alternativaga, agar hech bo'lmasa bir kishi rozilik bildirmasa, ruxsat berilmaydi. Qaror qabul qilish jarayonini optimallashtirish uchun «Men» - bayonotlari texnikasidan foydalaniladi, bu esa ishtirokchilarga o'z pozitsiyasini aniqroq ifoda etishga yordam beradi va boshqa a'zolar tomonidan tanqid va



ayblovlardan qochish imkonini beradi. Agar guruh muhokamasida hech bir taklif qabul qilinmasa, muhokama davom etadi, to'g'ri yechim topilmaguncha.

4. Oilaning barcha a'zolari uchun eng yaxshi qabul qilinadigan muammoni hal qilish yechimini tanlash.

5. Qarorni amalga oshirish yo'llarini ishlab chiqish, uning bajarilishiga oid aniq rejani tuzish, har bir ishtirokchining mas'uliyati va majburiyatlarini, ularning harakatlarini, bajarish shartlarini batafsil belgilash.

6. Oilaviy shartnomaning natijasini baholash mezonlarini, nazorat va baholash usullarini aniqlash.

Maxsus e'tibor «Men» - bayonotlari texnikasiga qaratilishi lozim. Muammoni muhokama qilayotganda, sheriklar voqealarni ta'riflash, o'z his-tuyg'ulari va hislarini aytishlari kerak. Shunday qilib, «sen doim meni eshitmaysan» yoki «sen meni umuman e'tiborsiz qoldiryapsan» degan o'rniga, o'z his-tuyg'ularini bo'lishish kerak: «men og'riqni his qilaman, chunki meni eshitmayotgandek tuyuladi» yoki «menimcha, sening meni tushunishing qiyin». Nizoni shu tarzda muhokama qilganda, er-xotin bir-birlarini yaxshiroq tushunadilar va o'zlarini himoya qilishga emas, balki muammoni hal qilishga e'tibor qaratadilar. Barcha tanqidlar muammoga qaratilishi kerak, sherikga emas. Chunki har ikkalasi ham nizoni hal qilishga, uni davom ettirishga emas, qiziqish bildirishadi.

«Oilaviy kengash» modeli oilaviy muammolar bilan ishlashning samarali shakli bo'lib, hatto agar nizing asosida chuqur sabablarga tayanilsa, bu sabablarga modelni amalga oshirishda tahlil va qayta o'ylash kiritilmaydi.

Ko'plab oilaviy munosabatlar mutaxassislari, muammoni hal qilishning yagona usuli sifatida to'liq muloqotning zarurligini ta'kidlashadi. Bu oila ichidagi noxush vaziyatlarni hal qilishning yagona yo'li hisoblanadi. Oilaviy muammolarni, nizoli vaziyatlarni, xafagarchilikni bartaraf etishning yagona yo'li – bu er-xotinning bir-biri bilan gaplashishi, bir-birini eshitishni bilishi. O'zaro kelishuvsiz, hal qilinmagan nizo, odatda, muloqot qilishni bilmaslikdan kelib chiqadi.

Xulosa qilib aytganda, nizo – bu burilish nuqtasi bo'lib, unda bahs, qarama-qarshilik, tushunmovchilik sababini anglash, uni qabul qilish, tahlil qilish va muammoni hal qilishning imkoniyatlarini va usullarini o'rganish zarur. So'ngra tanlangan yo'lni hayotga tatbiq etish, zarur bo'lganda tuzatishlar kiritish kerak. Ammo eng muhimi va eng qiyin qadam – bu birinchi qadamni tashlash, ya'ni o'zgarishlar zarurligini anglash va qabul qilishdir.



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Аннотация: Boshlang'ich maktabda o'quvchilarning samarali ta'lim olishi faqat boshlang'ich sinf o'qituvchisining etarlicha yuqori darajadagi loyiha malakasi bilan mumkin. Shunday ekan, oliy ta'lim pedagog kadrlar tayyorlashda bo'lajak boshlang'ich sinf o'qituvchilarining loyiha kompetensiyasini shakllantirishdek muhim vazifani muvaffaqiyatli bajarishi kerak.

Abstract: Productive education of pupils in primary school is possible only with a sufficiently high level of project competence of the primary school teacher. Therefore, higher education should successfully fulfill such an important task of training teaching staff as the formation of project competence of future elementary school teachers.

Ключевые понятия: адаптирование, творчество, активность, мобильность, инициатива, результат, деятельность, проект.

Key concepts: adaptation, creativity, activity, mobility, initiative, result, activity, project.

Dunyoda muvaffaqiyat ko'p jihatdan insonning o'z hayotini loyiha sifatida tashkil etish qobiliyati bilan belgilanadi: uzoq va yaqin istiqbolni aniqlash, zarur resurslarni topish va jalb qilish, harakatlar rejasini belgilash va uni amalga oshirish orqali belgilangan maqsadlarga erishilganmi yoki yo'qligini baholash. Mamlakatimizda ham, xorijda ham olib borilgan ko'plab tadqiqotlar shuni ko'rsatdiki, siyosat, biznes, san'at, sportdagi zamonaviy yetakchilarning aksariyati loyihaviy fikrlash turiga ega odamlardir. Bugungi kunda maktabda o'quvchilarning alohida faoliyat turi - loyiha faoliyati yordamida loyiha tafakkurini rivojlantirish uchun barcha imkoniyatlar mavjud.



Loyihalash faoliyati umumta'lim maktablarida tobora ko'proq qo'llanilayotgan bo'lsa-da, uning qanday bo'lishi kerakligi to'grisida hozircha tasavvurlar shakllanmagan. Loyiha deb turli ko'rinishdagi ishlarni aytish mumkin: oddiy referat va standart topshiriqni nostandart bajarishdan tortib (o'rganilayotgan mamlakat yoki davrning qo'shiq va raqslarini ijro etish bilan bog'liq geografiya yoki tarix bo'yicha javob), keyinchalik kurs yoki diplom ishi tamoyili bo'yicha himoya qilinadigan jiddiy tadqiqotgacha.

Loyiha faoliyati - nisbatan yangi pedagogik texnologiya, ammo uning kelajagi katta.

Loyiha - bola tushungan, qabul qilgan, faoliyat jarayonida amalga oshirgan maqsad. «Loyiha» so'zi lotincha «oldinga tashlangan» so'zidan kelib chiqqan, ya'ni maqsad, maqsadga erishish uchun reja bo'lib, natijada muallif yangi narsaga ega bo'lishi kerak: mahsulot, munosabat, dastur, kitob, film, model, ssenariy va boshqalar.

«Loyiha» so'zi o'qituvchi tomonidan maxsus tashkil etilgan va bolalar tomonidan mustaqil ravishda bajariladigan, ijodiy ishlarni (ya'ni mahsulotni) yaratish bilan yakunlanadigan harakatlar majmui tushuniladi. Bunday ijodiy ishlar, masalan, rasm, hunarmandchilik, haykaltaryoshlik, hikoya, o'qish, jumboq, konsert bo'lishi mumkin. Zamonaviy jamiyat maktab oldiga nafaqat maktab dasturini biladigan, balki fikrlaydigan, mustaqil ravishda bilim topa oladigan bitiruvchini tayyorlash vazifasini qo'yimoqda. O'qitishning ijodiy usullari yetakchi rol o'ynashi kerak. Innovatsion pedagogik vositalar va usullar arsenalida tadqiqot ijodiy faoliyati alohida o'rin tutadi [1].

Boshlang'ich sinf o'quvchilari atrofda sodir bo'layotgan voqealarni qiziqish bilan tomosha qilishadi, ba'zida xayoliy gipotezalar keltirib, savollariga javob topishadi. Bundan tashqari, o'quvchilarning qiziqishlari xilma-xil: ular fizika-kimyoviy jarayonlar, hayvonot va o'simlik dunyosi, narsalarning kelib chiqishi, daqiqaning narxi, san'at, psixologiya bilan qiziqishadi. Ularning qiziqishini saqlab qolish va ta'lim oluvchilarni ushbu ijodiy faoliyat turiga to'g'ri yondashishga o'rgatish muhimdir. Lekin, avvalo, meta-fan natijalariga erishish uchun loyiha-tadqiqot ishlarining muhimligi va zarurligini o'qituvchining o'zi tushunishi kerak.

“Loyihalashtirish faoliyati” tushunchasi “loyihalashtirish” va “loyihalar metodi” tushunchalari bilan bog'liq.

Loyihalashtirish, konstruksiyalashtirish jarayoni muhandislik psixologiyasi bo'yicha ishlarda batafsil tasvirlangan. Ushbu muammoning nazariy tahlilini A.G. Goroxov va V.S. Stepni kabi olimlarning asarlarida topish mumkin [35].

Loyihani yaratish jarayoni, ya'ni, nazarda tutilayotgan obyektning timsoli/obrazini yaratish jarayoni loyihalashtirish deb ataladi. Loyihalashtirmoq – atrof-muhitni o'zgartirish bo'yicha faoliyatni amalga oshirmoq demakdir. Mashhur ingliz olimi J.K. Jons loyihalashtirish jarayonini “sun'iy muhitda o'zgarishga ibtido beruvchi faoliyat turi” deb atagan va loyihalashtirishning quyidagi sxemasini bergan: tahlil (divergensiya), sintez (formatsiya) va baho(lash) (konvergensiya) [50]. YE.V. Panomaryova va M.V. Siganova kabi olimalar ushbu tushunchalarning zamonaviy talqinini berishgan [136]:

1. Tahlil – loyihalashtirishni boshlashdan oldin amalga oshiriladigan faoliyatni taqozo etadi va uning davomida: ma'lumotlar to'plash va bular orasida tasodifiylari ham bo'ladi; ma'lumotlarni tasniflash; axborot vositalari ro'yxatini tuzish; ma'lumotlarni tahlil qilish va ular orasida o'zaro bog'liqliklar/tobeliklarni topish; amal qilish mezonlari ro'yxatini tuzish; belgilovchi mezonlarni moslashtirish/kelishib olish amalga oshiriladi.

2. Sintez – ijodiy fikrlab tushunishni; yaxlitni alohida qismlarga bo'lish va ishlab chiqishni; ushbu qismlarning (elementlarning) turli birga kelish holatlari/variantlarini (kombinatsiyalarini) tuzib ko'rishni; ishlanma natijasiga qiyinchiliklarsiz tushunish imkonini beruvchi olingan yechimlarni muayyan tartibga solishni nazarda tutadi.

3. Baholash – baholash metodlarini tanlash; baholashni amal qilish, ishlab chiqarish/tayyorlash va sotish nuqtai nazaridan baholashni o'tkazish [136, 164 b.].

Biz tadqiq qilayotgan “loyihalashtirish” tushunchasini olim S.A. Maliy “ba'zi obyektlarni yaratish va rivojlantirish bo'yicha har tomonlama kelishilgan murakkab yechimlarni izlash jarayoni” deb qaraydi [98, 21 b.]. V.S. Bezrukova, YE.I. Isayev, V.I. Slobodchikov, N.F. Talizina, I.S. Yakimanskaya kabi Rossiya olimlarining asarlarida “loyihalashtirish” tushunchasi pedagogik loyihalashtirish bilan “tahsil oluvchilar va pedagoglar amalga oshirmoqchi bo'lgan faoliyatning asosiy qismlari/detallarini oldindan ishlab chiqish” sifatida bog'liq deb ko'rsatiladi [12, 155, 166].

Loyihalashtirishning bizning tadqiqotimizda yuqorida ko'rib chiqilgan tushunchalarni tavsiflab va bir-biri bilan taqqoslab, biz ular bir-biriga o'xshashligini, biroq mehat faoliyatining tur xossalari bilan emas, balki o'quv faoliyatining tur xossalari bilan belgilanadigan o'z xususiyatlariga egaligini aytib o'tishimiz mumkin. Talabalarning o'quv loyihalashtirish faoliyati talaba shaxsining rivojlanishiga yo'naltirilgan. V.Y. av L.K Istorik kabi mualliflar [36, 65 b.] loyihalashtirish faoliyatida sub'ktning ta'limning yangi mazmunini saralab

tanlashda ishtirok etish bilan, yangi bilimlarni hayotiy-amaliy va bilish vaziyatlarida yo‘llarini topishi, tayanch bo‘lishi uchun tayyor bilimlarni qo‘llash, inson faoliyatining turli xillarini bajarishning avval o‘zlashtirilgan usullarini qo‘llash tajribasini, ijodiy faoliyat tajribasini, olamga hissiy/emotsional-qadriyat munosabati tajribasini qo‘llash bilan shaxsan o‘zi yaratgan “ta’lim mahsulotini” kuzatishadi [36, 65 b.].

N.V. Gorbunova, V.V. Guzeyev va A.V. Xutorskoy hamda I.D. Chechel va boshqa tadqiqotchilarning tasvirida [34, 47, 181], loyihalashtirish faoliyatining mazmunida faoliyat usullarini egallashga asosiy urg‘u beriladi, va faktik bilimlarni to‘plash esa ikkilamchi vazifa hisoblanadi. Olimlar o‘qituvchi va tahsil oluvchilarning o‘zgargan munosabatlarini loyihalashtirish faoliyatining o‘ziga xos xususiyatlaridan biri sifatida ko‘rsatishadi. Pedagog va tahsil oluvchi orasidagi subyet-obyekt munosabatlari subyekt-subyekt o‘quv o‘zaro faoliyati, hamkorlik bilan almashadi. Loyihalashtirish faoliyatini tashkil qilish jarayonida o‘qituvchi tahsil oluvchining loyihalashtirish algoritmi, uning mohiyati, faoliyatni bo‘lish bosqichlari bilan tanishtiradi. Bunda o‘qituvchi butun jarayonni nazorat qiladi va yo‘naltiradi, tahsil oluvchilarga maslahat beradi (konsultatsiya), loyiha ustida muvaffaqiyatli ishlash uchun tinimsiz ikki tomonlama aloqani o‘rnatadi va bunda loyihani bajarish jarayonida – g‘oyadan boshlab uni mehnat mahsulida mujassam etishgacha bosqichlarda talabaning imkoni boricha ko‘proq mustaqilligiga erishib boradi. Demak, loyihalashtirish faoliyatini shaxsga qaratilgan yondashuv asosida tashkil qilish tahsil oluvchilarning mustaqil ijodiy faoliyatini shakllantirishga yordam beradi. [34, 47, 181].

O‘z fikrini asoslashda, olim A.E. Prichinin [138] muhandislik ta’limiga maqsadli, mazmunan yo‘naltirilganlikka ega bo‘lgan real voqelik asosida loyihalashtirishdan oldin bajariladigan tadqiqotlar yotadigan o‘quv loyihalashtirish faoliyati bilan, loyihadan oldin bajariladigan tadqiqot ishlari bilan, o‘qitish jarayoni bilan, o‘qitish predmeti bilan uni o‘lchash vositalari kompleksi bilan [138].

Loyihalashtirish faoliyatining texnologiklik effekti (shakl, ma’no-mazmunni) o‘zgartiruvchi xarakterdagi amallarning tartib-taomilini birlashtirishga asoslangan. Bunday o‘zgartiruvchi effekt birgalikda erishiladigan natijaga ham, loyihalashtirish bevosita ishtirokchilariga ham ta’sir ko‘rsatadi.

Talabalarning o‘quv loyihalashtirish ishlarining bosqichlari ko‘plab tadqiqot ishlarida ochib berilgan.



Olim V.P. Bikov [24] loyihalashtirishning asosida amalga oshirish kechiktirilgan mehnat faoliyatiga xos bosqichma-bosqich tabiat yotadigan modelini keltiradi [24]. Loyihalashtirishning ushbu bosqichlarini ko‘rib chiqamiz:

1 bosqich – ehtiyojni aniqlash. Ushbu bosqichda ko‘p hollarda ehtiyoj ijtimoiy ishlab chiqarishning holatidan kelib chiqadi, bu esa keyinroq istiqbolli rejalarda aks etadi.

2 bosqich. Ushbu bosqichda loyihalashtirish maqsadlari aniqlanadi.

3 bosqich – loyihalashtirish obyektining asosiy belgilarini aniqlash. Ushbu bosqichda loyihalashtirishning tavsiflari/xarakteristikalarini va xossalari aniqlanadi (miqdoriy – parametrlari va sifat – sifat ko‘rsatkichlari).

4 bosqich – turli adabiyolarni tahlil qilish va evristik priyomlardan foydalanib texnik yechimlar variantlarini izlash.

5 bosqich – qaror qabul qilish – noaniqlik sharoitlarida amalga oshadi [24].

Quyida loyihalashtirish faoliyatining olim P.A. Petryakov taklif qilgan bosqichlari keltirilgan [128]:

- izlanish bosqichi: unda muammoni qo‘yish; mavzuni tanlash; harakat/ishlar rejasini tuzish; axborotni to‘plash va tahlil qilish amalga oshiriladi;

- konstruktorlik ishi bosqichi: unda optimal yechimni izlash; konstruksiya variantlarini tadqiq qilish; ishlab chiqarish/tayyorlash texnologiyasini tanlash amalga oshadi; iqtisodiy baho berish amalga oshiriladi; ekologik ekspertiza o‘tkaziladi; zarur hujjatlar tuziladi;

- texnologik bosqich: unda loyihaning amalga oshirilish rejasi tuziladi; zarur asboblarni va materiallarni saralab/tanlab olish amalga oshiriladi; zarur operatsiyalar bajariladi; sifat nazorat amalga oshiriladi; zarur o‘zgartirishlar kiritiladi;

- yakuniy bosqich: sifatga baho beriladi; loyihani bajarish natijalari tahlil qilinadi; loyihalashtirish natijalaridan foydalanish imkoniyatlari o‘rganiladi [128].

Olimlar G.B. Golub va O.V. Churakovalarning fikricha, talabalarning loyihalashtirish faoliyati jarayonini besh bosqichga bo‘lish mumkin [33]:

1 jadval

Loyihalashtirish faoliyati bosqichlari

№	Bosqich nomi	Amallar
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1	Izlanish	1.Obyektning mavjud o‘xshashlari/analoglarini tahlil qilish. 2.Obyektning tarixiy nuqtai nazardan tahlil qilish. 3.Obyektning axborot nuqtai nazaridan tahlil qilish.
2	Loyihalashtirish	G‘oyalar variantlarini ishlab chiqish, eng yaxshi g‘oyani tanlash. Mezonlar ro‘yxati. Loyihalashtirish/konstruksiya qilish.
3	Texnologiya	1. Asboblarni, uskunalarni tanlash. 2. Operatsiyalarni bajarishni rejalashtirish 3. Texnologik operatsiyalarni bajarish.
4	Loyihani asoslash	1. Ishlab chiqilgan loyiha uchun ehtiyojlar, xarajatlarni tuzish 2. Loyihani hujjat shaklida tayyorlash/rasmiylashtirish
5	Tahlil bosqichi	Loyihani himoya va muhokama qilish. Loyihalashtirish natijalarini mustaqil tahlil qilish va mustaqil baholash.

Ko‘rib turganimizdek, loyiha ustida ishlash 5 bosqichga bo‘lingan. Bunda tahsil oluvchilar yaratgan loyihalar “yoshi kattalar” qurganday quriladi (yaratiladi). Loyiha ustida bosqichma-bosqich ishlash mahsuldor bilish faoliyatining bosqichlariga mos keladi: mummoli vaziyat – muammoni aniqlash, insonning muammoni anglashi/tushunishi – muammoni yechish usullarini izlash [33].

Loyihalashtirish tabiatidan kelib chiqib, olim A.P. Suxodumseva [164] pedagogik loyihalarda bir ma’noli yechimlar yo‘qligi haqidagi voqelikni/faktni, ya’ni loyihalashtirish faoliyatining mazmun va texnologik varitivligini anglash lozim deb o‘ylaydi. Predmetli faoliyat uch blokdan tashkil topgan: predmetli, faoliyatga asoslangan va kommunikativ [164].

Vazifani qo‘ya olish qobiliyati – san’at, loyihalashtirish faoliyatini eng yuqori darajasi bo‘lib, u barcha narsalarni o‘z ichiga olmaydi.

Loyihalashtirish faoliyatini tashkil etishda talaba oldiga asosiy vazifalar qo‘yiladi: bilimlarni olish va OTMdagi tahsilni tagatgach mustaqil kasbiy

faoliyatiga tayyorlanish. Faoliyatning ushbu turini amalga oshirishda talaba bilimlar to'playdi, loyihalashtirish faoliyatini amalga oshirish va uni bo'lajak kasbiy faoliyatda qo'llash malakalarini oladi.

Shu tariqa. Talabalarning o'quv loyihalashtirish faoliyati deganda loyiha g'oyasidan boshlab loyihani amalga oshirishgacha bo'lgan mustaqil bajarilgan loyihalashtirish ishlari nazarda tutiladi, va bunda talaba ushbu faoliyatning avval o'zlashtirilgan, yangi o'zlashtiriladigan bilimlar, malakalar va ko'nikmalar va ularni takrorlash/qayta ishlab chiqarishga bo'lgan tayyorlikni integratsiya qilishga yo'naltirilgan kechish sharoitlaridan bevosita (to'g'ridan to'g'ri) bog'liqlikda/tobelikda bo'ladi.

Yuqorida keltirilgan qarashlarga tayangan holda, biz loyihalashtirish faoliyatiga quyidagicha qaraymiz:

- zamonaviy o'qitish vositasi sifatida;
- inovatsion, ijodiy, mustaqil faoliyat sifatida;
- mustaqil rivojlanish vositasi sifatida;
- shaxsni ta'lim sifatiga erishishga yo'naltirib loyiha (loyihalashtirish) kompetensiyalari va kasbiy jihatdan ahamiyatli xislatlarining rivojlanishini ta'minlaydigan shart-sharoit sifatida.

Tadqiqotchi olimalar YE.V. Ponomareva va M.V. Siganova [136] loyihalashtirish faoliyatini mustaqil tadqiqotchilik malakalarini ishlab chiqish/mashq qildirish/ rivojlantirishga yo'naltirilgan metodlardan biri deb hisoblaydilar, va ushbu metod tahsil oluvchilarning o'quv jarayonidan olingan ijodiy qobiliyatlarini va fikrlash mantig'ini rivojlantiradi va muayyan hayotiy muhim muammolarga qo'shadi [136].

Endi "loyihalar metodiga" murojaat qilamiz. Uning paydo bo'lish tarixi amerikalik faylasuf va pedagog J. Dyui va uning shogirdi V.X. Kilpatrik nomlari bilan bog'liq. Uzbekiston ta'lim tizimida bugungi kunda ushbu metod faol joriy va amal qilish jarayonini boshdan kechirmoqda.

Ma'lumki, bilish jarayonini tashkil qilish usuli sifatida loyihalar metodining o'zi spetsifik tomonlariga ega. Metodning asosiy g'oyasi uning pragmatik tarkibiy qismi u yoki boshqa amaliy yoki nazariy jihatdan ahamiyatli o'quv muammosini yechishda erishiladigan natijaga yo'naltirilganlikdan iborat.

Loyihalar usulini qo'llash bilan ishlash tajribasi shuni ta'kidlash mumkinki, loyihalar usuli nafaqat boshlang'ich maktabda, balki har qanday ta'lim modelida ham har qanday fanni o'qitish amaliyotida keng qo'llanilishi mumkin, chunki u bolaning har tomonlama rivojlanishiga xizmat qiladi.



Loyiha faoliyatini tashkil etish muammosiga murojaat qilish hozirgi vaqtda ta'lim mazmunini yangilash sharoitida dolzarb ahamiyatga ega.

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IJTIMOY PEDAGOGIKADA IJTIMOY TARBIYANI OLIB BOORISH

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Аннотация: Ijtimoiy tarbiya jamiyatdagi yoshlarni axloqiy, madaniy va ijtimoiy jihatdan to'g'ri shakllantirishda muhim rol o'ynaydi. Bugungi kunda tezkor ijtimoiy, madaniy va iqtisodiy o'zgarishlar tufayli yosh avlodni tarbiyalash jarayoni yangicha yondashuvlar va metodlarni talab qilmoqda. Ijtimoiy tarbiya, avvalo, shaxsning jamiyatdagi o'rnini anglash, ijtimoiy mas'uliyatni his qilish va jamiyatning axloqiy me'yorlariga mos ravishda o'zini tutishni o'rgatish orqali yoshlarni tarbiyalashga yordam beradi.

Аннотация: социальное воспитание играет важную роль в нравственном, культурном и социально правильном формировании молодежи в обществе. Сегодня в связи с быстрыми социальными, культурными и экономическими изменениями процесс воспитания подрастающего поколения требует новых подходов и методов. Социальное воспитание способствует воспитанию молодежи, прежде всего, через осознание своего места в обществе, воспитание чувства социальной ответственности и воспитание поведения в соответствии с этическими нормами общества.

Ijtimoiy pedagogikada ijtimoiy tarbiyani olib borish masalasi bugungi kunda juda dolzarb hisoblanadi. Hozirgi zamonning tez o'zgaruvchan ijtimoiy sharoitlari, yoshlar orasida yuzaga kelayotgan turli ijtimoiy muammolar, axborot texnologiyalarining rivojlanishi va globalizatsiya jarayonlari jamiyatning barcha qatlamlarida o'zgarishlarni talab qilmoqda. Bu o'zgarishlarga mos ravishda, yosh avlodni tarbiyalashning yangi usullari va metodlari zarur bo'lib qolmoqda. Ijtimoiy tarbiya – bu yoshlarning nafaqat ilmiy bilim, balki ijtimoiy mas'uliyat, axloqiy qadriyatlar va shaxsiy o'sishini ta'minlashda muhim omil hisoblanadi. Bugungi kunda jamiyatda yuzaga kelayotgan ba'zi ijtimoiy muammolar, masalan, jinoyatchilik, narkotik moddalar va alkogolga qarshi kurashish, o'z-o'zini anglash va o'zining ijtimoiy faolligini oshirish kabi masalalar yoshlarning to'g'ri tarbiya olishi zaruratini yanada oshirmoqda. Ijtimoiy tarbiya, ayniqsa, jamiyatda ijtimoiy adolat,



tenglik va barqarorlikni ta'minlashda muhim rol o'ynaydi. Yoshlarning ijtimoiy xulq-atvori, ularning jamiyatdagi faoliyatini shakllantirish, madaniyat, axloqiy qadriyatlar va ijtimoiy mas'uliyatni rivojlantirish har bir pedagog va jamiyat a'zosi uchun asosiy vazifa hisoblanadi. Ijtimoiy tarbiya o'zgaruvchan dunyoda yoshlarni global miqyosda mas'uliyatli va faol fuqarolar sifatida shakllantirishda muhim ahamiyatga ega. Ijtimoiy tarbiya metodlari va yondashuvlari yoshlarni nafaqat jamiyatning axloqiy, madaniy va ijtimoiy me'yorlariga mos ravishda tarbiyalash, balki ularni zamonaviy dunyoning o'ziga xos talablariga mos ravishda rivojlantirishga yordam beradi. Ijtimoiy pedagogikaning ushbu yo'nalishi, yoshlarning zamonaviy dunyoqarashi, ularning jamiyatdagi o'rni, axloqiy va ijtimoiy qadriyatlarni qabul qilishlariga katta ta'sir ko'rsatadi.

Yosh avlodni jamiyatda o'z o'rnini topadigan, ijtimoiy mas'uliyatni his qiladigan, axloqiy va madaniy qadriyatlarni qabul qilgan, faol fuqarolar sifatida tarbiyalashdir. Bu jarayon yoshlarni nafaqat bilimlar bilan ta'minlash, balki ularning shaxsiy va ijtimoiy rivojlanishini qo'llab-quvvatlashni ham o'z ichiga oladi. Ijtimoiy tarbiyaning maqsadi yoshlarni axloqiy va ijtimoiy jihatdan rivojlantirish orqali ularning jamiyatdagi o'zaro munosabatlarini to'g'ri yo'lga qo'yishdir. Bu jarayon yoshlarning ijtimoiy faoliyatini oshirish, ularni o'zlari va atrofdagilarga bo'lgan mas'uliyatini anglashga undash va jamiyatda barqarorlikni ta'minlashga yordam beradi. Ijtimoiy tarbiyaning yana bir muhim maqsadi – yoshlarni jismoniy va ma'naviy jihatdan sog'lom, har tomonlama rivojlangan shaxslar sifatida tarbiyalashdir. Yoshlarning individual rivojlanishini ta'minlash, ularning o'ziga bo'lgan ishonchini oshirish va o'zaro hurmatni saqlash ham ijtimoiy tarbiyaning muhim maqsadlaridan biridir. Bu jarayon orqali yoshlarni o'z qarorlarini to'g'ri qabul qilishga o'rgatish, ularni jamiyatdagi o'zaro munosabatlarda axloqiy me'yorlarga amal qilishga rag'batlantirish hamda ijtimoiy muammolarni hal qilishda faol ishtirok etishga tayyorlash maqsad qilingan. Ijtimoiy tarbiyaning yana bir muhim maqsadi – yoshlarning ijtimoiy ongini rivojlantirishdir. Bu esa o'z navbatida ularni jamiyatdagi o'z vazifalari va mas'uliyatlarini anglashga, ularning shaxsiy qadr-qimmatini oshirishga va jamiyatga foyda keltirishga yordam beradi. Ijtimoiy tarbiya orqali yoshlar o'ziga xos axloqiy qadriyatlarni o'zlashtiradilar, ijtimoiy me'yorlar va qonunlarga hurmat bilan qarashni o'rganadilar. Shu bilan birga, ular o'zaro munosabatlarda to'g'ri va adolatli xulq-atvorni namoyon etishadi.



Ijtimoiy tarbiya ta'lim tizimining ajralmas qismi bo'lib, uning asosiy maqsadi o'quvchilarga faqat ilmiy bilimlar bermasdan, balki ularni jamiyatda mas'uliyatli, axloqiy va ijtimoiy jihatdan to'liq shaxs sifatida tarbiyalashdir. Ta'lim tizimi o'quvchilarning shaxsiy rivojlanishini ta'minlash, ularning ijtimoiy ko'nikmalarini oshirish, hamda jamiyatda o'zaro hurmat, hamkorlik va tinchlikka asoslangan munosabatlarni shakllantirishda muhim rol o'ynaydi. Ijtimoiy tarbiya ta'lim tizimida shaxsiy va ijtimoiy rivojlanishni birlashtirgan, o'quvchilarning ijtimoiy ongini rivojlantirishga qaratilgan jarayon sifatida namoyon bo'ladi. Ijtimoiy tarbiyaning ta'lim tizimidagi o'rnini shundan iboratki, u o'quvchilarni nafaqat bilim bilan ta'minlash, balki ularning axloqiy, ijtimoiy va madaniy qadriyatlarini ham shakllantiradi. Bugungi kunda ta'lim tizimi nafaqat bilim olishni, balki ijtimoiy ko'nikmalarni rivojlantirishni ham o'z ichiga oladi. Ijtimoiy tarbiya orqali o'quvchilar o'zaro muloqot qilish, ijtimoiy mas'uliyatni anglash, boshqalar bilan hamkorlikda ishlash kabi ko'nikmalarni egallaydi. Ta'lim tizimi, o'quvchilarga bilim berish bilan birga, ularga jamiyatda faol va mas'uliyatli fuqarolar sifatida yashashni o'rgatadi. Ijtimoiy tarbiyaning ta'lim tizimidagi roli, shuningdek, o'quvchilarning ijtimoiy muammolarni tushunishiga, jamiyatdagi ijtimoiy, madaniy va iqtisodiy o'zgarishlarga moslashishiga yordam beradi. Ijtimoiy tarbiya o'quvchilarga jamiyatdagi turli qatlamlarni, ularning ehtiyojlarini va muammolarini tushunishga, ularga qanday yordam berish mumkinligini o'rgatadi. Bu, o'z navbatida, o'quvchilarning ijtimoiy faolligini oshiradi va ularning jamiyatda mas'uliyatli va samarali fuqarolar sifatida shakllanishiga yordam beradi. Ijtimoiy tarbiyaning ta'lim tizimidagi o'rnini o'quvchilarga ijtimoiy me'yorlarni, axloqiy qadriyatlarni o'rgatishda ham katta ahamiyatga ega. Ta'lim tizimi orqali yoshlar o'z huquqlarini va majburiyatlarini anglashadi, ijtimoiy adolat, tenglik, hamkorlik, bag'rikenglik kabi qadriyatlarni o'zlashtiradilar. Bu tarbiya, o'quvchilarni jamiyatda to'g'ri va mas'uliyatli munosabatlar o'rnatishga, boshqalar bilan hurmat va hamkorlikda yashashga o'rgatadi. O'quvchilar o'zlarining jamiyatdagi o'rnini va roli haqida tushuncha hosil qilishadi va bu orqali ijtimoiy munosabatlarni yaxshilashga hissa qo'shadilar.

Ijtimoiy tarbiya nafaqat akademik bilimlarni, balki ijtimoiy ko'nikmalarni ham rivojlantiradi. O'quvchilar ta'lim jarayonida o'zaro muloqot qilish, jamoada ishlash, boshqalarga yordam berish, ijtimoiy vazifalarni bajara olish kabi ko'nikmalarni rivojlantiradilar. Bu ko'nikmalar jamiyatda muvaffaqiyatli yashash va ishlash uchun zarur bo'lgan asosiy xususiyatlardir. Ijtimoiy tarbiya o'quvchilarga o'zaro hurmat,



tinchlikni saqlash, jamiyatda adolatni ta'minlash kabi mas'uliyatli xulq-atvorni o'rgatadi. Bularning barchasi ta'lim tizimining ijtimoiy rollarni shakllantirishdagi o'rnini ko'rsatadi. Ijtimoiy tarbiya o'quvchilarga iqtisodiy va siyosiy jarayonlarni tushunish va ularga moslashish imkoniyatini beradi. Ta'lim tizimi orqali yoshlar, jamiyatdagi iqtisodiy va siyosiy muammolarni, ularga qarshi qanday kurashish kerakligini, qanday ijtimoiy-siyosiy masalalarni hal qilishni bilib oladilar. Ijtimoiy tarbiya, o'quvchilarga faqatgina ilmiy bilimlar emas, balki jamiyatda o'z o'rnini topish uchun zarur bo'lgan ko'nikmalarni ham beradi. O'quvchilar jamiyatda sodir bo'layotgan o'zgarishlarga befarq bo'lmasdan, ularga ijtimoiy nuqtai nazardan yondashishni o'rganadilar. Bu, o'z navbatida, ularning jamiyatdagi faolligini va mas'uliyatini oshiradi. Ijtimoiy tarbiyaning ta'lim tizimidagi o'rni shundan iboratki, u o'quvchilarni jismoniy va ruhiy jihatdan yetuk shaxslar sifatida tarbiyalash, ularga jamiyatda o'zaro hamkorlik, tinchlik va barqarorlikni ta'minlashda muhim rol o'ynaydi. Jamiyatdagi ijtimoiy, siyosiy va iqtisodiy o'zgarishlarga moslashish, yangi imkoniyatlarga o'zini tayyorlash, ijtimoiy mas'uliyatni anglash, axloqiy va ijtimoiy qadriyatlarni o'zlashtirish hamda o'z huquqlarini himoya qilish kabi ko'nikmalar o'quvchilarning jamiyatda muvaffaqiyatli yashashlariga yordam beradi. Ijtimoiy tarbiyaning ta'lim tizimidagi o'rni shundayki, u nafaqat bilim berishda, balki o'quvchilarning ijtimoiy va axloqiy rivojlanishiga katta ta'sir ko'rsatadi. Ta'lim tizimi o'quvchilarga ijtimoiy munosabatlar, jamiyatda o'zaro hurmat va ijtimoiy mas'uliyatni o'rgatish orqali, ularni nafaqat bilimli, balki axloqan barkamol va ijtimoiy jihatdan mas'uliyatli shaxslar sifatida tarbiyalaydi. Bu o'zgarishlar ta'lim tizimining o'zgaruvchan va rivojlanayotgan jamiyatdagi muhim ahamiyatini yanada oshiradi. Ta'lim tizimida ijtimoiy tarbiyaning muhim o'rni shundaki, u o'quvchilarga ijtimoiy faollikni rag'batlantirish, jamiyatdagi muammolarga qayg'urish va ularga yechim izlashni o'rgatadi. Bu jarayon o'quvchilarni nafaqat akademik jihatdan, balki ijtimoiy jihatdan ham rivojlantirishga imkon beradi. O'quvchilarni ijtimoiy tarbiya orqali o'z mas'uliyatlarini anglashga, jamiyatda o'zaro hurmat va tinchlikni saqlashga, ijtimoiy vazifalarni bajarishga tayyorlashga erishiladi. Ta'lim tizimi o'quvchilarni jamiyatning faol va mas'uliyatli fuqarolari sifatida tarbiyalashda muhim rol o'ynaydi. Ijtimoiy tarbiya o'quvchilarning axloqiy va madaniy qadriyatlarini ham rivojlantiradi. O'quvchilarga, yuksak axloqiy me'yorlarga rioya qilish, hurmatli va adolatli bo'lishni o'rgatish, ular uchun jamiyatda o'z o'rnini topish va teng huquqlilikni ta'minlashning ahamiyatini tushunishga yordam beradi. Bu jarayon o'quvchilarga do'stlik, o'zaro yordam va samarali jamoaviy ishni rivojlantirishga yordam beradi. Shuningdek, ularni turli ijtimoiy, siyosiy va iqtisodiy



tizimlarda muvaffaqiyatli faoliyat yuritishga tayyorlaydi. Ijtimoiy tarbiya orqali o'quvchilarni jamiyatda yuksak axloqiy qadriyatlarni, tenglikni, adolatni, hurmatni qadrlashga o'rgatish mumkin. Ijtimoiy tarbiya ta'lim tizimidagi ajralmas qism sifatida, o'quvchilarning ijtimoiy va axloqiy rivojlanishini ta'minlashga katta ta'sir ko'rsatadi. Ta'lim tizimi o'quvchilarga ijtimoiy, axloqiy va madaniy qadriyatlarni o'rgatish orqali, ularning jamiyatdagi faolligini oshiradi, ularni mas'uliyatli fuqarolar sifatida shakllantiradi. Ijtimoiy tarbiya o'quvchilarning shaxsiy rivojlanishiga hamda jamiyatda o'zaro hurmat, tinchlik va barqarorlikni saqlashga xizmat qiladi. Bu jarayon ta'lim tizimining barcha bosqichlarida amalga oshirilishi kerak bo'lgan muhim vazifadir.

Ijtimoiy tarbiya tizimi ta'lim muassasalarida o'quvchilarning nafaqat akademik, balki ijtimoiy, axloqiy va madaniy rivojlanishiga katta ta'sir ko'rsatadi. Ta'lim jarayonida ijtimoiy tarbiya o'quvchilarga jamiyatdagi mas'uliyat, axloqiy qadriyatlar, tenglik, o'zaro hurmat va adolatni o'rgatishga qaratilgan. Shu orqali o'quvchilar nafaqat bilimlarni, balki jamiyatda to'g'ri va mas'uliyatli fuqarolar sifatida faoliyat yuritish uchun zarur bo'lgan ko'nikmalarni ham o'zlashtiradilar. Ta'lim muassasalarida ijtimoiy tarbiya tizimini samarali joriy etish uchun o'qituvchilar, ota-onalar va jamiyat o'rtasidagi hamkorlik juda muhimdir. O'qituvchilar o'z pedagogik yondashuvlarini ijtimoiy tarbiya maqsadlariga moslashtirib, o'quvchilarni jamiyatdagi ijtimoiy masalalarga nisbatan ongli yondashuvda tarbiyalaydilar. Bundan tashqari, o'quvchilarning ijtimoiy ko'nikmalarini rivojlantirish uchun maxsus mashg'ulotlar, amaliy tadbirlar va jamoaviy loyihalar tashkil etiladi. Ta'lim muassasalarida ijtimoiy tarbiya tizimi nafaqat shaxsiy rivojlanish, balki jamiyatning umumiy farovonligi uchun ham muhim ahamiyatga ega. O'quvchilar ijtimoiy mas'uliyatni anglash, axloqiy qadriyatlarni o'zlashtirish, jamiyatda tinchlik va adolatni saqlash kabi asosiy ko'nikmalarni o'rganadilar. Shuningdek, ijtimoiy tarbiya orqali o'quvchilarning ijtimoiy faolligi oshadi va ular jamiyatda ijtimoiy barqarorlikni ta'minlashga hissa qo'shadilar. Ta'lim muassasalarida ijtimoiy tarbiya tizimini joriy etish nafaqat o'quvchilarning shaxsiy rivojlanishini ta'minlash, balki jamiyatdagi barqarorlik va farovonlikni oshirishga ham xizmat qiladi. Ijtimoiy tarbiya, ta'lim tizimining ajralmas qismi sifatida, o'quvchilarni jamiyatda mas'uliyatli, axloqan yuksak va faol fuqarolar sifatida tarbiyalashda muhim rol o'ynaydi.



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O‘ZBEK VA INGLIZ MEDIADISKURSIDAGI EVFEMIZMLARNING MILLIY-MADANIY XUSUSIYATLARI

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Annotatsiya: Ushbu tadqiqot O‘zbek va ingliz mediadiskursida evfemizmlarning milliy-madaniy xususiyatlarini lingvistik va pragmatik nuqtayi nazardan tahlil etadi. Tadqiqot davomida evfemizmlar nafaqat til birliklari, balki ijtimoiy-madaniy munosabatlarning ifodasi sifatida qaraladi. Qiyosiy tahlil orqali har ikki tilga xos semantik va funksional farqlar ochib beriladi.

Kalit so‘zlar: evfemizm, mediadiskurs, milliy-madaniy xususiyat, ingliz tili, o‘zbek tili, lingvopragmatika.

Аннотация: Данный тезис посвящён анализу национально-культурных особенностей эвфемизмов в узбекском и английском медиадискурсе с лингвистической и прагматической точек зрения. В ходе исследования эвфемизмы рассматриваются не только как языковые единицы, но и как отражение социокультурных отношений. Сравнительный анализ выявляет семантические и функциональные различия, присущие обоим языкам.

Ключевые слова: эвфемизм, медиадискурс, национально-культурные особенности, английский язык, узбекский язык, лингвопрагматика.

Annotation: This thesis analyzes the national and cultural features of euphemisms in Uzbek and English media discourse from linguistic and pragmatic perspectives. Throughout the study, euphemisms are considered not only as language units but also as reflections of socio-cultural relations. A comparative analysis reveals semantic and functional differences characteristic of both languages.

Keywords: euphemism, media discourse, national and cultural features, English language, Uzbek language, linguopragmatics.

Kirish. Evfemizmlar – ijtimoiy-diplomatik yumshoqlik vositasi bo‘lib, ular mediadiskursda insonlar ongiga bevosita ta’sir etuvchi lingvistik hodisalardandir. Ular qo‘pol, tabu yoki ijtimoiy noqulay bo‘lgan tushunchalarni yumshatish orqali ijtimoiy munosabatlarni uyg‘unlashtirishga xizmat qiladi. Mediadiskursda

evfemizmlarning roli ularning madaniyatga singdirilgan semantik va funksional jihatlari orqali yaqqol namoyon bo'ladi.

Ushbu tadqiqotning asosiy maqsadi – O'zbek va ingliz tillarida mediadiskursda ishlatiladigan evfemizmlarning milliy-madaniy jihatdan qanday farq qilishini aniqlash va ularning funksional, semantik, strukturaviy xususiyatlarini qiyosiy tahlil qilishdir. Metodologik asos sifatida lingvokulturologik, sotsiolingvistik va pragmatik tahlil usullari tanlangan.

Asosiy nazariy manbalar. Tadqiqot mediadiskursdagi evfemizmlarning mohiyatini chuqur anglash va ularning lingvistik tabiatini aniqlashda bir qator taniqli olimlarning fundamental ilmiy ishlanmalariga tayanadi. Jumladan, A.M. Katsev (1988) o'zining ingliz tilidagi evfemizmlarga bag'ishlangan tadqiqotida bu hodisaning semantik variantlari va ijtimoiy motivatsiyasini yoritadi. Uning fikricha, evfemizmlar, avvalo, ijtimoiy psixologik ehtiyojlardan kelib chiqqan holda shakllanadi va tilning yumshatish, niqoblash hamda murosaga yo'naltirilgan imkoniyatlarini aks ettiradi. Katsev evfemizmlarni kommunikativ strategiya sifatida tahlil qilgan va ularning ijtimoiy qabul etilish darajasini baholagan.

V.P. Moskvina (2001) esa evfemizmlarni tizimli-lingvistik yondashuv asosida o'rganib, ularni funksional-sistematik birliklar sifatida ko'rib chiqadi. U evfemizmlarning asosiy kommunikativ funksiyalarini (yumshatish, yashirish, murosaga chaqirish, axloqiy me'yorlarga moslashtirish) alohida ajratib ko'rsatgan holda, ularning uslubiy vazifalari va ijtimoiy konnotatsiyasini ilmiy asosda tahlil qiladi. Moskvinnning tadqiqotlari evfemizmlar fenomenini pragmatika va sotsiolingvistik doirasida chuqurroq anglashga xizmat qiladi.

Shuningdek, K. Allan va K. Burridge (1991) tomonidan yozilgan *Euphemism and Dysphemism: Language Used as Shield and Weapon* asari evfemizmlar va disfemizmlar qarama-qarshi, ammo o'zaro bog'liq bo'lgan hodisalar sifatida izohlaydi. Ular evfemizmlarni "til orqali himoyalash vositasi" sifatida ko'rib, ularning ijtimoiy, madaniy va psixologik omillar ta'sirida shakllanishini ta'kidlaydi. Bu asarda evfemizmlar faqatgina til hodisasi emas, balki madaniy diskursning tarkibiy qismi sifatida ko'riladi.

Mazkur nazariy yondashuvlar ushbu maqolaning ilmiy-metodologik asosini tashkil etadi va O'zbek hamda ingliz mediadiskursida evfemizmlarning milliy-madaniy xususiyatlarini tahlil qilishda mustahkam konseptual asos bo'lib xizmat qiladi.

Tadqiqot natijalari. O'tkazilgan lingvokulturologik tahlillar shuni ko'rsatmoqdaki, evfemizmlar til va madaniyat o'rtasida vositachilik qiluvchi muhim



diskursiv birliklar sifatida namoyon bo‘ladi. Ular orqali jamiyatdagi dominant qadriyatlar, ijtimoiy normalar va axloqiy mezonlar aks ettiriladi. Har bir madaniyatda evfemizmlarning shakllanishi va qo‘llanilishi o‘ziga xos ijtimoiy, psixologik va diniy omillar bilan belgilanadi.

1. O‘lim mavzusidagi evfemizmlar

O‘lim mavzusi deyarli barcha tillarda eng ko‘p evfemizm qo‘llaniladigan semantik sohalardan biri hisoblanadi. O‘zbek tilida bu turdagi evfemizmlar chuqur diniy-falsafiy asosga ega bo‘lib, masalan, “olamdan o‘tmoq”, “abadiy uyquga ketmoq”, “chin dunyo kishisi bo‘lmoq” kabi iboralar bilan ifodalanadi. Ushbu iboralarda o‘lim hayotning tabiisi sifatida ko‘rsatiladi va bu orqali dardni yengillashtirish, sabr-tavakkalga chaqirish singari madaniy kodlar yuzaga chiqadi.

Ingliz tilida esa “to pass away”, “to go to meet one’s maker”, “to answer the last call” kabi evfemizmlar ko‘proq pragmatik-ijtimoiy vazifani bajaradi. Ular o‘lim holatini yumshoq, qabul qilinadigan shaklda ifodalash orqali hissiy noqulaylikni kamaytirishga xizmat qiladi.

2. Kasb va ijtimoiy tabaqalanish bilan bog‘liq evfemizmlar

Kasblarga nisbatan hurmat va ijtimoiy maqomni saqlash istagi evfemizmlar orqali kuchli ifodalanadi. O‘zbek tilida “tozalik xodimi”, “orastabon”, “go‘sh t mahsulotlari mutaxassisi” kabi evfemizmlar mehnatning muqaddasligi va har qanday kasbning jamiyatdagi ijtimoiy ahamiyatini ifodalashga qaratilgan. Bu yondashuv kollektivistik qadriyatlar va an‘anaviy axloqiy mezonlar bilan bog‘liq.

Ingliz tilida esa “sanitation engineer” (axlat tozalovchi), “beautician” (sartarosh), “meat technologist” (qassob) kabi atamalar kasblarning texnik-professional tusini kuchaytirish va ularni zamonaviy bozor munosabatlariga moslashtirish maqsadida ishlatiladi. Bu holat individualistik qadriyatlarning tilga ko‘chgan ifodasi sifatida talqin etilishi mumkin.

3. Siyosiy va harbiy sohadagi evfemizmlar

Siyosiy-harbiy diskursda evfemizmlar ko‘pincha agressiv harakatlarni yumshoq terminlar bilan niqoblashga xizmat qiladi. Ingliz tilida “collateral damage” (fuqarolar o‘limi), “peacekeeping mission” (urush), “enhanced interrogation” (qiynoq) kabi evfemizmlar texnokratik va byurokratik leksik shakllarda bo‘lib, haqiqatni niqoblash funksiyasini bajaradi.

O‘zbek tilida esa “qurolli mojaro”, “harbiy harakatlar”, “talofat qurbonlari” kabi ifodalar insonparvarlik prinsiplariga sodiqlik, baxtsiz hodisalarni umumiyashtirish, va diplomatik murosani ta‘minlashga qaratilgan. Bu til birliklarida madaniyatning axloqiy-emosional aspektlari yaqqol seziladi.

4. Iqtisodiy muammolar mavzusidagi evfemizmlar

Iqtisodiy terminologiya ham ko‘p hollarda evfemistik yondashuvni talab qiladi. Ingliz tilida “economic downturn”, “negative growth”, “major correction” kabi iboralar iqtisodiy tanazzulni to‘g‘ridan-to‘g‘ri tan olish o‘rniga, uni yumshoq va optimistik tusda talqin qilishga xizmat qiladi.

O‘zbek tilida esa “iqtisodiy qiyinchiliklar”, “moliyaviy turg‘unlik”, “iqtisodiy muammolar” kabi iboralar hissiy neytrallikni saqlagan holda voqealarni bevosita ifodalaydi. Ushbu terminlar orqali rasmiy, lekin haddan tashqari texnokratik bo‘lmagan yondashuv ustuvorlik qiladi.

5. Milliy-etnik identifikatsiya bilan bog‘liq evfemizmlar

Milliy va irqalararo masalalar doimo ehtiyotkorlik bilan yoritilishi lozim bo‘lgan mavzudir. Ingliz tilida “Afro-American”, “mixed race” kabi evfemistik atamalar ijtimoiy inklyuzivlik va tenglikka asoslangan til siyosatining natijasidir. Ular irqiy kelib chiqishni ifodalashda hissiy neytrallikni ta‘minlaydi.

O‘zbek tilida esa ba‘zi hollarda “qora tanli” yoki “duragay” kabi iboralar qo‘llanilishi mumkin. Ammo bu atamalarning barchasi har doim ham neytral konnotatsiyaga ega emas, ba‘zida diskriminatsion yoki kamsituvchi ma‘noga ega bo‘lishi mumkin. Bu esa milliy diskursda til me‘yorlarini muvozanatli va ehtiyotkor shakllantirish zarurligini ko‘rsatadi.

Xulosa. Demak, ingliz va o‘zbek mediadiskursidagi evfemizmlarning motivatsiyasi va semantik-strukturaviy xarakterida sezilarli farqlar mavjud ekanligini ko‘rishimiz mumkin. Ingliz tilida evfemizmlar, avvalo, funksional-byurokratik vazifalarni bajaradi, ya‘ni ular muayyan haqiqatlarni yumshatish, diplomatik yoki rasmiy til uslubiga moslashtirishga xizmat qiladi. Bu holat, ayniqsa, siyosiy va iqtisodiy sohalarida yaqqol namoyon bo‘ladi.

Aksincha, o‘zbek tilida evfemizmlar axloqiy-diniy qadriyatlar bilan bevosita bog‘langan bo‘lib, ular orqali diniy-falsafiy tushunchalar, muqaddaslik, sabr-toqat, hamda ijtimoiy hurmat kabi milliy an‘analarning tilga singdirilishi kuzatiladi. Masalan, o‘lim, kasb, va ijtimoiy mavqe kabi mavzular doirasida ishlatiladigan evfemizmlar jamiyatning ruhiy-madaniy portretini shakllantiradi.

Shuningdek, mediadiskursdagi evfemizmlar madaniy tafovutlarni tahlil qilish, kommunikativ strategiyalarni aniqlash va ijtimoiy mezonlar tizimini anglashda ishonchli lingvistik indikator sifatida xizmat qiladi. Ular til orqali amalga oshiriladigan ijtimoiy ong boshqaruvining muhim vositasi bo‘lib, ommaviy axborot vositalarining ideologik funktsiyasini ham aks ettiradi.



Ilmiy tavsiyalar

Tadqiqot natijalari asosida quyidagi istiqbolli yoʻnalishlar aniqlanmoqda:

1. **Korpus lingvistikasi asosida chuqurlashtirilgan tahlil:** Mediadiskursdagi evfemizmlarni zamonaviy korpus lingvistika usullari yordamida tizimli oʻrganish, yaʼni katta hajmdagi gazeta, jurnal, internet va televideniya matnlarini avtomatik vositalar orqali tahlil qilish evfemistik birliklarning chastotasi, kontekstual ishlatilish holatlari va semantik oʻzgaruvchanligini aniqlash imkonini beradi.

2. **Mavzuli (tematik) tadqiqot doiralarning kengaytirilishi:** Kelgusida evfemizmlar gender (ayollar va erkaklar obrazlari), siyosat (hokimiyat, tanqid, senzura), va migratsiya (muhojirlik, irqiy tenglik, milliy identifikatsiya) sohalarida qanday ishlatilayotganini tahlil qilish dolzarb vazifalardan biri boʻlib qolmoqda. Bu yoʻnalishlarda evfemizmlar nafaqat til, balki ijtimoiy ong va hokimiy munosabatlar aksini topgan kommunikativ hodisa sifatida koʻriladi.

3. **Kulturologik qamrovni kengaytirish:** Turli madaniyatlarda evfemizmlarning shakllanish motivlari, tildagi aks sadosi va ijtimoiy qabul qilinish darajasini solishtirish orqali ularning universallik va milliylik darajasini aniqlash mumkin. Bu esa global va lokal kommunikatsiya uslublarini oʻrganishda yangi yondashuvlarni shakllantirishga xizmat qiladi.

Shu bilan birga, evfemizmlarning mediadiskursdagi roli zamonaviy ijtimoiy-psixologik muhitda insonlar ongiga koʻrsatadigan taʼsirini oʻrganishda muhim ilmiy yoʻnalishlardan biri sifatida eʼtirof etiladi.

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KRESTGULDOSHLAR QANDALALARINING SERPUSHTLIGI VA TUXUMLARINING RIVOJLANISHIGA TASHQI MUHIT TA'SIRI

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Annotatsiya: Ushbu maqolada Krestguldoshlar oilasiga mansub o'simliklarda uchraydigan qandalalarning serpushtligi va tuxumlarining rivojlanishiga haroratning ta'siri bo'yicha ilmiy tadqiqot natijalari keltirilgan.

Kalit so'zlar: sikl, lichinka, tuxum, *Eurydema maracanica Oshanin*, *Eurydema Wilkinsi*.

Abstract: The article presents the results of a scientific study of the effect of temperature on the fertility and development of bedbug eggs found on plants of the cruciferous family.

Keywords: cycle, larva, egg, *Eurydema maracanica Oshanin*, *Eurydema Wilkinsi*.

Аннотация: В статье представлены результаты научного исследования влияния температуры на плодовитость и развитие яиц клопов, обнаруженных на растениях семейства крестцовых.

Ключевые слова: цикл, личинка, яйцо, *Eurydema maracanica Oshanin*, *Eurydema Wilkinsi*.

Bugungi kunda krestguldoshlar qandalalarning biologiyasi va ekologiyasini asosiy tomonlarini ekologik omillarning ta'siri bilan o'rganish nafaqat amaliy, balki katta nazariy ahamiyatga egadir. Chunki, qishloq xo'jalik zararkunandalariga, shu jumladan krestguldoshlar qandalalariga qarshi kurash choralarini ratsional tizimini ishlab chiqishda ular haqidagi biologik va ekologik ma'lumotlar asosiy manba bo'lib xizmat qiladi.

Har bir hasharotlarning hayotiga tashqi faktorlardan asosan harorat asosiy ekologik omil hisoblanib, uning rivojlanishiga bevosita ta'sir qiladi. Hasharotlarning hayotiy davomiyligida esa, oziq o'simliklari muhim ahamiyat kasb etadi. Shu sababli, krestguldoshlar qandalalarining dala maydonida migratsiya qilishi, oziqlanishi, rivojlanishi, lichinkalik lichinkalarining tirik qolishini va voyaga yetgan yetuk vakillarining ayrim hayotiy sikllarida serpushtligi nuqtai nazaridan ularga haroratning va oziq o'simliklarining ta'sirini chuqur o'rganish zarurdir.



Biz o'rganayotgan qandalalar, ya'ni Markaziy Osiyo turlarining serpushtligi haqida adabiyotlarda ma'lumotlar juda kam.

Eurydema maracandica (Oshanin, 1871) ning serpushtligi bir urg'ochida 398 tuxum, *Eurydema wilkinsi* (Distant, 1879) serpushtligi haqida ma'lumotlar Meyrmanov E. (1962) ishlarida keltirilgan [2].

Bizning kuzatuvlarimiz asosida olib borilgan tadqiqotlarimizda eng ko'p tuxum qo'ygan tur *Eurydema maracandica* (Oshanin, 1871) ekanligi aniqlandi va laboratoriya hamda dala sharoitlarida serpushtlik bo'yicha eng katta raqamni, ya'ni tuxumlar soni 294 tashkil etdi. Bunday yuqori ko'rsatkich qandalalar yerqalampirda oziqlanganda namoyon bo'lishi kuzatildi, *Eurydema wilkinsi* (Distant, 1879) da esa 246 tuxum bo'lib, bunda u klopovnikda oziqlangan ekanligi qayd etildi.

Xorazm viloyatida qandalalarning serpushtligi juda yuqori ko'rsatkichlarda namoyon bo'lishi kuzatildi, bu xolatni esa biz albatta ushbu hududda turlarning populyasiyalari juda ko'p miqdorda bo'lishi bilan ilmiy asoslaymiz.

O'tkazilgan tajriba natijalaridan shu narsa ma'lum bo'ldiki, krestguldoshlar qandalalarining qo'yadigan tuxumlari soni turli avlodlar uchun turlicha, eng yuqori serpushtlik qishlaganlarda bo'lsa, eng kami 2-avlodda kuzatiladi.

Xorazm viloyatida qandalalarning ikkala tur ham yiliga 3 avlod berishi aniqlandi, bunda ikkinchi avloddan boshlab, ular madaniy karamguldoshlarda, ayniqsa karamda va bir vaqtning o'zida yovvoyi karamguldoshlarda rivojlanishi kuzatildi. Birinchi qishlagan avlod begona o'tlarda va ayrim madaniy karamguldoshlarda (redis, yerqalampir, urug'lik karam) rivojlanadi.

Krestguldoshlar qandalalarining madaniy va yovvoyi karamguldoshlarda rivojlanishi bahorda bir xil muddatlarda borishi biz tomonimizdan aniqlandi.

Qandalalarning tuxum qo'yish dinamikasini kuzatishda quyidagilar aniqlandi: qishlagan avlodlar tuxumlarni yovvoyi karamguldoshlarda, bahorgi va yozgi avlodlar esa madaniy karamguldoshlarda qo'yadi.

Ko'p yillik izlanishlar natijalariga ko'ra, qandalalarning tuxum qo'yish dinamikasini o'rganishda olingan materiallarga asoslangan holda biz quyidagi xulosalarga kelish mumkin, *Eurydema maracandica* (Oshanin, 1871) turining qishlagan avlodlarining ommaviy tuxum qo'yishi aprel oyining ikkinchi dekadasidan may oyining boshigacha davom qiladi. Birinchi avlodning tuxum qo'yishi esa iyun oyidan avgust oyining ikkinchi dekadasigacha davom etadi.

Eurydema wilkinsi (Distant, 1879) turining qishlagan avlodlarini tuxum qo'yish jarayoni esa may oyidan iyun oyining ikkinchi dekadasigacha davom qildi,



bunda eng ko'p tuxum qo'yish may oyining ikkinchi dekadasi kuzatilsa, maksimum ko'rsatkich esa may oyining uchinchi dekadasi mos keladi.

Birinchi avlod tuxum qo'yishi iyun oyining ikkinchi yarmidan avgust oyining ikkinchi yarmigacha, ikkinchi avlodlarniki esa avgust oyining uchinchi dekadasi sentyabr oyining birinchi dekadasi davom qildi.

Markaziy Osiyoda Qarshi cho'llari sharoitida P.Tuychiev (1974) ma'lumotiga ko'ra, Markaziy Osiyo krestguldoshlar qandalalarining tabiiy sharoitda tuxumlari rivojlanishi baxorda (mart, aprel, may) 6 kundan 15 kungacha, yoz kuzlari (iyun, iyul, avgust) ob-havo haroratiga bog'liq ravishda 3-4 kun davom qilishi qayd etilgan [3].

Bizning region uchun, ya'ni shimoliy hududlarda bunday ma'lumotlar hozirgacha kuzatilmagan.

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БЛАГОПОЛУЧИЕ СОТРУДНИКОВ: ТЕОРЕТИЧЕСКОЕ ОСМЫСЛЕНИЕ И ПСИХОЛОГИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ

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Аннотация. В статье рассматриваются основные теоретические подходы к понятию благополучия сотрудников в контексте современной психологической науки. Проанализированы гедонистическая и эвдемонистическая модели, выделены ключевые структурные компоненты благополучия, такие как физическое, психологическое, социальное, профессиональное и финансовое измерения. Отмечается актуальность темы в условиях трансформации трудовой среды и подчёркивается необходимость разработки научно обоснованных подходов к управлению благополучием персонала в организациях.

Ключевые слова: благополучие сотрудников, психологическая интерпретация, гедонистический подход, эвдемонистический подход, организационная психология, трудовая среда, вовлечённость, человеческий капитал, корпоративная культура, управление персоналом.

XODIMLAR FAROVONLIGI: NAZARIY TAHLIL VA PSIXOLOGIK TALQIN

Annotatsiya. Ushbu maqolada zamonaviy psixologik fan kontekstida xodimlar farovonligi tushunchasiga oid asosiy nazariy yondashuvlar ko'rib chiqiladi. Gedonistik va evdemonistik modellarning tahlili keltirilib, farovonlikning asosiy tarkibiy komponentlari - jismoniy, psixologik, ijtimoiy, professional va moliyaviy o'lchovlari ajratib ko'rsatilgan. Mehnat muhiti transformatsiyasi sharoitida mavzuning dolzarbligi ta'kidlanadi hamda tashkilotlarda xodimlar farovonligini boshqarishga oid ilmiy asoslangan yondashuvlarni ishlab chiqish zarurligi ko'rsatiladi.

Kalit so'zlar: xodimlar farovonligi, psixologik talqin, gedonistik yondashuv, evdemonistik yondashuv, tashkiliy psixologiya, mehnat muhiti, jalb etilganlik, inson kapitali, korporativ madaniyat, kadrlar boshqaruvi.



EMPLOYEE WELL-BEING: THEORETICAL UNDERSTANDING AND PSYCHOLOGICAL INTERPRETATION

Abstract. The article examines the main theoretical approaches to the concept of employee well-being in the context of contemporary psychological science. The hedonistic and eudaimonistic models are analyzed, and the key structural components of well-being are identified, including physical, psychological, social, professional, and financial dimensions. The relevance of the topic is highlighted in the context of transformations in the modern work environment, and the need for scientifically grounded approaches to managing employee well-being in organizations is emphasized.

Keywords: employee well-being, psychological interpretation, hedonistic approach, eudaimonistic approach, organizational psychology, work environment, engagement, human capital, corporate culture, personnel management.

Введение. В условиях стремительных трансформаций современного рынка труда, роста требований к профессиональной гибкости и вовлечённости персонала, а также усиления конкуренции и цифровизации, проблема благополучия сотрудников приобретает особую значимость как для научного сообщества, так и для практики управления человеческими ресурсами. Благополучие рассматривается не только как показатель субъективного удовлетворения трудом, но и как стратегический ресурс устойчивого развития организаций, влияющий на продуктивность, инновационность и корпоративную стабильность. Несмотря на активное изучение данного феномена, в научной литературе сохраняется разноплановость в его интерпретации, что усложняет разработку универсальных управленческих подходов. Это актуализирует необходимость комплексного психологического осмысления понятия «благополучие сотрудников», а также анализа его структурных компонентов и моделей в контексте современных междисциплинарных исследований.

Анализ литературы. Дж.К. Хартер, К.Л. Кейс и др. свой подход к благополучию сотрудников базируют на интеграции понятий счастья, вовлеченности и продуктивности на рабочем месте. Они рассматривают благополучие как многогранную концепцию, включающую личное, профессиональное и социальное измерения, и выделяют роль вовлеченности

сотрудников как центрального фактора, влияющего на их общее благополучие.

Ключевыми аспектами предлагаемого подхода выступают:

психологическое благополучие - уровень счастья и удовлетворенности жизнью, эмоциональная устойчивость и способность справляться со стрессом, чувство цели и значимости как в профессиональной, так и в личной жизни;

физическое благополучие - здоровье сотрудников (отсутствие хронических заболеваний, здоровый образ жизни), доступ к программам корпоративного здоровья, которые поощряют физическую активность, правильное питание и профилактику болезней;

социальное благополучие - качество отношений с коллегами, руководством и в личной жизни, уровень поддержки и принятия в коллективе;

профессиональное благополучие - удовлетворенность работой, чувство вовлеченности, возможности для роста, признание достижений, баланс между работой и личной жизнью;

финансовое благополучие - способность справляться с текущими финансовыми обязательствами, чувство уверенности в будущем благодаря стабильному доходу и поддержке со стороны работодателя.

Дж.К. Хартер, К.Л. Кейс и др. подчеркивают, что благополучие сотрудников – это не просто результат заботы о них, а стратегический ресурс, который влияет на успех организации. Их подход строится на том, чтобы компании активно инвестировали в благополучие и вовлеченность своих сотрудников, создавая условия для их профессионального и личного роста [9, 10].

Согласно взглядам С.А. Водяха, Д.Г. Орловой, А.Е. Созонтовой и других исследователей, трактовка благополучия сотрудников преимущественно ориентирована на достижение удовольствия и удовлетворения от профессиональной деятельности, как текущей, так и уже выполненной. Подобное понимание соответствует гедонистическому подходу, в рамках которого основное внимание уделяется следующим аспектам:

удовлетворение базовых потребностей, включая предоставление конкурентоспособной заработной платы, бонусов и льгот (медицинское страхование, питание, транспортное обеспечение);

создание комфортной рабочей среды, предусматривающее оснащение рабочих мест современным оборудованием и формирование благоприятной атмосферы в коллективе;



снижение уровня профессионального стресса, что реализуется через организацию тренингов по стресс-менеджменту, физической активности (например, йоги), гибких графиков и возможности для восстановления;

признание заслуг сотрудников, выражающееся в системе вознаграждений, поощрений, корпоративных мероприятий и формировании позитивного климата;

поддержание качественных социальных взаимодействий, включая развитие открытой корпоративной культуры и организацию мероприятий, способствующих укреплению командных связей.

В целом, гедонистическая модель способствует формированию позитивной профессиональной среды, что, в свою очередь, усиливает удовлетворённость сотрудников, укрепляет их эмоциональную привязанность и повышает уровень организационной лояльности [1, 7].

Н.И. Нагибина Е.А. Вакульская, Е.О. Пестерева и др. понятие благополучия представляют как многомерную категорию, которая охватывает различные аспекты жизни сотрудника и напрямую влияет на его производительность и удовлетворенность. Авторы благополучие рассматривают как ключевой фактор, формирующий успешность и устойчивость бизнеса. По мнению учёных, благополучие сотрудника включают следующие структурные составляющие:

физическое благополучие - состояние здоровья сотрудника и его способность эффективно выполнять свои обязанности. Важные аспекты данной структурной составляющей являются доступ к медицинской поддержке, здоровый образ жизни, предотвращение профессиональных заболеваний;

эмоциональное благополучие - уровень психологического комфорта, отсутствие стресса, способность справляться с эмоциональными нагрузками. Включает такие элементы, как удовлетворенность работой, поддержка со стороны коллег и руководства;

социальное благополучие - качество межличностных отношений на рабочем месте, формирование здоровой корпоративной культуры и атмосферы доверия;

профессиональное благополучие - удовлетворение карьерными достижениями, возможность профессионального развития и самореализации, оценка смысла и ценности своей работы, наличие целей и перспектив;



финансовое благополучие - стабильность дохода, удовлетворение уровнем оплаты труда и финансовая безопасность.

Авторы подчеркивают, что каждая из этих структурных составляющих влияет как на отдельного сотрудника, так и на общую эффективность компании. Гармоничное развитие всех компонентов благополучия является основой успешной реализации программ управления персоналом [5, 6].

А.Ю. Лисовская, также придерживаясь преимущественно междисциплинарного подхода предлагает трактовать благополучие сотрудника как некое состояние, при котором работник эффективно реализует собственный потенциал, продуктивно работает и вносит свой вклад в развитие компании и общества в целом. Базовыми компонентами благополучия, по мнению автора, выступают:

физическое благополучие, т.е. состояние здоровья и комфорт человека, которое характеризуется хорошим функционированием организма, отсутствием заболеваний и высоким уровнем физической активности. Оно является одним из ключевых компонентов общего благополучия и тесно связано с психологическим и социальным состоянием;

психологическое благополучие, т.е. состояние, характеризующееся гармонией между внутренними потребностями и внешними условиями жизни, ощущением удовлетворенности собой, своими действиями и жизнью в целом. Оно включает эмоциональный комфорт, устойчивость к стрессу, осмысленность жизни и способность эффективно справляться с трудностями;

социальное благополучие, т.е. состояние, при котором человек ощущает себя частью общества, имеет качественные и поддерживающие межличностные отношения, доступ к необходимым ресурсам, и способен эффективно взаимодействовать с окружающими. Оно связано с чувством принадлежности, социальной защищённости и позитивным восприятием социальной среды;

финансовое благополучие, т.е. состояние, при котором человек обладает достаточными финансовыми ресурсами для удовлетворения своих текущих и долгосрочных потребностей, чувствует себя уверенно в вопросах финансового управления и защищённости, а также может достигать своих финансовых целей без излишнего стресса [2-4].

Выводы. Таким образом, проведённый теоретический анализ показал, что понятие благополучия сотрудников в современной психологической науке рассматривается как многомерная и динамическая категория, включающая



физическое, психологическое, социальное, профессиональное и финансовое измерения. Выявлены два основных подхода к интерпретации данного феномена гедонистический, акцентирующий внимание на удовлетворении потребностей и формировании позитивной рабочей среды, и эвдемонистический, ориентированный на реализацию потенциала, осмысленность труда и устойчивое развитие личности. Несмотря на рост интереса к теме, наблюдается терминологическая неоднородность и недостаточная операционализация понятий, что требует дальнейших эмпирических исследований и разработки прикладных моделей управления благополучием сотрудников с учётом профессиональной специфики и культурного контекста организаций.

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MATERIAL CULTURE OF THE KARAKALPAKS: ANALYSIS AND INTERPRETATION

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Abstract

The article analyzes research dedicated to the material culture of the Karakalpaks, one of the largest Turkic-speaking peoples of Central Asia. Particular attention is given to works published since 1991, the year Uzbekistan gained state independence. During this period, various aspects of the Karakalpaks' material culture, including traditional clothing, jewelry, culinary traditions, and traditional forms of housing, have been actively studied. The analysis of these studies not only deepens the understanding of the daily life and practices of the Karakalpak people but also reveals broader ethnocultural processes occurring in the region. Each of the mentioned elements of material culture serves as an important indicator of the historical evolution and cultural identity of the Karakalpaks, reflecting their traditions, customs, and values.

Key words: Karakalpaks, ethnographic historiography, material culture, traditional clothing, jewelry art, traditional cuisine, crafts, housing.

Аннотация

В статье проводится анализ исследований, посвященных материальной культуре каракалпаков — одного из тюркоязычных народов Центральной Азии. Особое внимание уделяется трудам, опубликованным начиная с 1991 года, обретения Узбекистаном государственной независимости. В этот период активно исследуются различные аспекты материальной культуры каракалпаков, включая традиционную одежду, ювелирные изделия, кулинарные традиции, традиционные формы жилища. Анализ этих исследований позволяет не только углубить понимание повседневной жизни и быта каракалпакского народа, но и выявить широкие этнокультурные процессы, происходившие в регионе. Каждый из упомянутых элементов материальной культуры служит важным индикатором исторической эволюции и культурной идентичности каракалпаков, отражая их традиции, обычаи и ценности.



Ключевые слова: Каракалпаки, этнографическая историография, материальная культура, традиционная одежда, ювелирное искусство, традиционная пища, ремесла, жилище.

The historiography of Karakalpak material culture represents a vast and multi-layered field of research encompassing various aspects of the people's way of life. Since Uzbekistan's independence in 1991, interest in Karakalpak culture has significantly increased, resulting in the publication of numerous academic studies and articles. Both local and international scholars have actively explored traditional dwellings, clothing, household items, jewelry, and culinary traditions, aiming to uncover their historical and cultural significance.

A pivotal development in the historiography has been the growing attention to transformations in material culture influenced by social and political changes as well as globalization. Studies conducted in recent decades have focused on the interaction of the Karakalpaks with neighboring peoples, which makes it possible to identify elements of mutual influence and cultural exchange.

Traditional clothing, food, and housing are key components of material culture that shape the unique appearance and identity of different ethnic groups. The evolution of these cultural elements among the Karakalpaks is closely linked to the landscape and climatic conditions of their region.

Traditional clothing, in particular, constitutes a vital element of national cultural identity. Although ethnographic research on folk attire was conducted and published during the Soviet period, the topic remains relevant and continues to attract scholarly attention.

Studies from recent decades show that while thematic approaches to this field have remained largely consistent, this may reflect the resilience of traditional methodologies. Nevertheless, new research efforts have emerged in recent years, aiming to broaden the scope of inquiry and offer a more comprehensive understanding of the cultural and historical dimensions of traditional dress.

Recent scholarship has increasingly focused on individual elements of Karakalpak national costume. Notable among these scholars are X.E. Esbergenov, S.H. Esbergenova, and Z.I. Kurbanova, who have concentrated on specific aspects of traditional attire.

The ancient headdress known as saukele was studied by X.E. Esbergenov. This helmet-shaped headpiece, made of felt and covered with bright fabric adorned with fine embroidery, coral decorations, and various metal plaques, served as the



basis for an ethnogenetic analysis of the Karakalpak people. The study emphasized the cultural and historical importance of the saukele in shaping ethnic identity. In another article, X.E. Esbergenov analyzed the traditional women's tunic-dress kok koilek, highlighting its ritual function and the embroidery on its front, which was believed to protect the wearer from the evil eye and convey personal information about the wearer [1, pp. 66–67, 100–102]

S.H. Esbergenova explored the women's headwear kiymyshek, particularly a red variant called kyzyl kiymyshek, which was an essential element of a young woman's outfit [2, pp. 83–85]. A more detailed examination of this item was presented by N.P. Lobacheva, who noted that the kiymyshek served both as an outer garment for married women and as a ritual bridal veil that concealed the bride's hair [3].

Ethnologist R. Baliyaeva investigated the adaptation of traditional clothing to climatic conditions, social stratification, and practical household needs. She emphasized that in the Aral Sea region, materials for clothing came from animal husbandry, agriculture, and specific plants [4, p. 39].

In the post-independence period, the ak zhegde—a cloak-like garment with false sleeves worn over the head—regained the attention of ethnographers. Z.I. Kurbanova and M. Davletiyarov analyzed specimens from the Savitsky State Museum of Art to enhance knowledge about age-specific ornamentation patterns [5, p. 34].

When analyzing the Karakalpak costume ensemble, it is essential to consider not only ethnographic but also art-historical research. Art historian I.V. Bogoslovskaya conducted a comparative analysis of ten saukele samples, highlighting their similarities and differences [6, pp. 109–119].

The compilers of the photo album Karakalpak Costume did not aim to make scholarly discoveries in traditional clothing studies. Their work focuses on popularizing the cultural heritage associated with traditional dress. The album serves as an inspiration for folk fashion designers, who incorporate traditional elements into modern designs, as well as for fashion professionals and museum conservators [7].

Z.I. Kurbanova dedicated a separate article to traditional Karakalpak men's clothing. She noted that men's garments had long been subject to external influences while also following their unique path of development. Traditional forms of men's clothing had largely taken shape by the mid-19th century, and garments from this period are well represented in museum collections. According to the scholar, the first



quarter of the 20th century was a turning point, influenced by socio-political change and cultural shifts [8].

The result of many years of research on traditional costume was a monograph by Z. Kurbanova. The paper analyzes the development of the traditional Karakalpak costume from the end of the 19th century to the beginning of the 21st century. The author substantiates the influence of natural and climatic conditions and the peculiarities of the economy on traditional clothing.

Interest in Karakalpak jewelry significantly increased in the early 21st century, notably through the works of S.H. Esbergenova and X.E. Esbergenov [9, pp. 81–83]. Art historians have also actively examined these adornments. Z.Zh.Alieva's articles provide classifications and symbolic interpretations of Karakalpak jewelry [10, pp. 12–15].

A.Allamuratov, who focused on the study of Karakalpak applied art, repeatedly turned to the consideration of Karakalpak jewelry [11]. His work reflects such aspects of art history as artistic imagery, Karakalpak jewelry.

Researcher D.A. Kudaibergenova analyzes the types of folk jewelry of the Karakalpaks of the XIX–XX centuries, emphasizing the presence of a local school of jewelry art [12, pp. 234-244]. It is important to note that in this article, in addition to materials about the folk jewelry of the Karakalpaks, presented in the collection of one of the leading museums of the republic, information about the jewelry of the Uzbek, Turkmen and Kazakh peoples is provided.

Traditional Karakalpak cuisine was reflected in a number of works from the Soviet period. In this context, it is worth noting the studies of A.S. Morozova, T.A.Zhdanko, and U.Kh. Shalekenov. The transformation processes in traditional food practices in the modern era, as well as the introduction of new dishes into the local food culture, have become subjects of interest for ethnographers and historians. In an article by G.M. Khodjaniyazova, traditional dishes and elements of hospitality are examined through the lens of oral folk literature [13, pp. 113–118].

In the economies of the peoples of Central Asia, handicraft production has held a significant place since ancient times. The study of crafts became an important aspect of ethnographic research from the moment ethnography began to take shape as a scientific discipline in Karakalpakstan. Among the Karakalpaks, tailoring, jewelry making, blacksmithing, yurt production, wood carving, and leatherworking were well developed.

One of the first ethnographers to study the folk crafts of the Karakalpaks was A. Utemisov. The results of his research were presented in a monograph. The work



offers a detailed analysis of crafts such as wood finishing, jewelry making, blacksmithing, weaving, and ceramics production, and also examines apprenticeship schools and the charters of Karakalpak craft guilds.

One of the characteristic features of Karakalpak artisans was that they most often worked to order, maintaining close ties with agriculture.

In the years of independence, one of the key components of the ethnographic triad — the dwelling — became a subject of study. Various forms of traditional Karakalpak dwellings, both stationary and portable, were examined by N.Tleubergenova [14, pp. 104–109]. In her articles, the author analyzes not only the structural features of the dwellings but also the organization of interior space and the various beliefs associated with them. In particular, in one of her works, the researcher determines the proper location for building a home, explores the rituals carried out before construction begins, the placement of the entrance, the set of decorations used for embellishment, as well as the materials employed in construction and their origins.

The dwelling of the dispersed ethnic group of the Ural Cossacks living in Karakalpakstan became the subject of study in a dissertation project by E.Kalbanova. In the course of the research, the author analyzed the process of formation and the specifics of the traditional culture of this ethnic group. Particular attention is given to the religious significance of these dwellings. This work represents a significant contribution to the study of ethnocultural closeness between the Cossacks and the Karakalpaks, promoting a deeper understanding of their cultural interconnections [15, pp. 142–144].

The traditional nomadic dwelling of the Karakalpaks — the yurt — as well as the rituals associated with it, once again became a subject of research by X.Esbergenov. He enriches existing knowledge about the rituals connected to the yurt with new data [16, p. 278].

A kind of generalization of the available ethnographic data is represented by the work of David and Sue Richardson [17]. Although the authors are not specialists in this field, they compiled all the existing literature containing information about the Karakalpaks. The book by these English authors is richly illustrated and is, perhaps, the first work on the Karakalpaks published abroad.

In summarizing this research, it is important to note that, in contrast to the Soviet historiography of Karakalpak material culture — which focused on studies emphasizing traditional aspects of daily life, crafts, and customs, often in the context of class struggle and socialist development, and constrained by ideological



boundaries — modern historiography has expanded its horizons. Contemporary studies focus on the adaptation of traditional elements to modern conditions, as well as on the importance of cultural exchange and identity, indicating a more comprehensive and multifaceted approach to the study of Karakalpak material culture in the post-Soviet period.

The historiography of Karakalpak material culture represents a dynamic and multilayered field of research that continues to evolve in the context of contemporary sociocultural changes.

Thus, further research in the field of Karakalpak material culture not only contributes to the preservation of their cultural heritage but also opens new perspectives for studying the interrelations among different ethnic groups in Central Asia. The necessity for a comprehensive approach to the study of traditional culture, including both ethnographic and art-historical research, becomes especially relevant in today's world, where cultural traditions are confronted with the challenges of globalization and shifts in lifestyle.

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