



INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL-HUMANITARIAN SCIENCES

BRUSSELS

universalconference.us

INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL- HUMANITARIAN SCIENCES

Volume 02, Issue 08, 2025 (2-DECEMBER)

Editor in Chief

Dr. Rajeet Ojha - Interdisciplinary Research in Basic Sciences, Jamia Millia Islamia, New Delhi -110025, India

Editorial Team

Sunita Sarawagi - Indian Institute of Technology Bombay, Mumbai, India.

Dr Manjunatha LH - Professor, REVA University, INDIA

Asish Bera - Edge Hill University, UK, BITS Pilani, India

Dr Sunildro LS Akoijam - Assistant Professor of Management, North Eastern Hill University, India

Madan Mohan Singh - Professor of Mathematics, North-Eastern Hill University, Shillong, India

Dr. Anupam Singh - Associate Professor-CSE, Graphic Era Hill University Dehradun, India

Dr. Sargam Bahl Walia - School of Management, Graphic Era Hill University, Dehradun, Uttarakhand, India

Narayan Pradhan - Indian Association for the Cultivation of Science

Ashok Kumar - Kumar Associate Professor E&CE National Institute of Technology, Hamirpur, India.

Anjali Pal - Department of Civil Engineering, Indian Institute of Technology Kharagpur - 721302, India.

Rajnish Joshi - Professor of Medicine, All India Institute of Medical Sciences, Bhopal, India

Mukul Kumar - IIT Mumbai (India); Meijo University (Japan); HEG Ltd. (India)

Prof. Kuruvilla Joseph - Indian Institute of Space Science and Technology (IIST)

Prof. Yogesh C. Sharma - D.Sc., FRSC, FBRs, FIAPS; FISEES, Department of Chemistry, Indian Institute of Technology

Professor Indra Mani Mishra - Indian Institute of Technology (Indian School of Mines), Dhanbad; Formerly at India

**RIVOJLANGAN MAMLAKATLAR TAJRIBASIDA FUQAROLARNING
ELEKTORALLIK KOMPETENSIYASINI RIVOJLANTIRISH
MEXANIZMLARI**

Kimsanboyev Rahmonjon Valizoda

Oliy Majlis Qonunchilik palatasi huzuridagi

Yoshlar parlamenti a'zosi

O'zXDP Sergili tumani kengashi raisi

Kimsanboyevrahmonjon99@gmail.com

Annotatsiya: Mazkur maqolada ilg'or xorijiy mamlakatlarning fuqarolar elektoral madaniyatini rivojlantirish bo'yicha tajribasi hamda uning joriy etilishi, funksiyalari to'g'risida aytiladi. Shuningdek maqolada ilg'or davlatlarning tajribasini amalga tadbiiq etish mexanizmlari ta'kidlanadi.

Kalit so'zlar: saylov, fuqoro, davlat, xorijiy, elektoral, madaniyat, jamiyat, tizim.

Erkin saylov huquqining amalga oshirilishi, erkin hamda chinakamiga ifoda etiladigan xalq irodasi hokimiyat va har qanday hukumat qonuniyligining asosi ekanligi va har bir shaxsning o'z davlatini boshqarishda bevosita yoki o'z vakillari orqali qatnashish huquqi ko'pgina xalqaro hujjatlarda, jumladan, EXHTning Kopengagenda qabul qilingan hujjatida ham ta'kidlangan. Ushbu hujjat talablariga ko'ra, "Ishtirok etuvchi davlatlar tegishlicha o'z fuqarolarining bevosita yoki haqiqiy saylov jarayonida o'zlari erkin saylaydigan vakillari orqali mamlakatni boshqarishda qatnashish huquqlarini hurmat qiladilar".

Saylovlar – bu xalqning ovoz berish orqali davlatni boshqarishda bevosita ishtirok etishining eng muhim usulidir. Mamlakatimizda saylovlarning muntazam o'tkazilishi demokratik jamiyat qurish yo'lidagi muhim qadamdir.

Xalqaro saylov standartlari bir vaqtning o'zida huquqiy va tartibga soluvchi ikkita muhim vazifani bajaradi. Bir tomondan, bu standartlar fuqarolarning saylash va saylanish huquqlarini aniq belgilab berib, ularning amalda ro'yobga chiqishini ta'minlaydi. Boshqa tomondan, ushbu standartlar davlatlarni fuqarolarga demokratik saylov jarayonida ishtirok etish uchun zarur bo'lgan barcha sharoitlarni yaratishga majbur qiladi.

Xalqaro saylov standartlari turli mamlakatlarning saylov qonunchiligini bir-biriga yaqinlashtirib, ularni demokratik davlatlar jamiyatiga integratsiyalashish jarayonini tezlashtiradi. Bu standartlar saylov jarayonining barcha ishtirokchilarining huquq va manfaatlarini himoya qilishga qaratilgan. Ushbu standartlar siyosiy va saylov

jarayonlariga bevosita va bilvosita ta'sir ko'rsatib, ularning demokratik tamoyillarga mos kelishini ta'minlaydi. Xalqaro saylovlar degan termin huquqiy adabiyotlarda alohida ajralib ko'rsatilmasa-da, bu uning mavjud emasligini anglatmaydi. Aksincha, bunday holatda umum tan olingan prinsip va institutlar doirasida tahlil qilish maqsadga muvofiq.

Birlashgan Millatlar Tashkilotining tashkil topishi va uning inson huquqlarini himoya qilishga qaratilgan faoliyati natijasida bir qator xalqaro normalar qabul qilindi. Xususan, 1966 yil 19 dekabrda qabul qilingan "Fuqarolik va siyosiy huquqlar to'g'risida"gi Xalqaro pakt insonlarning siyosiy huquqlarini mustahkamlovchi muhim hujjatdir.

BMT xotin-qizlarning huquqlarini himoya qilishga qaratilgan bir qator muhim hujjatlarni qabul qilgan. Masalan, "Ayollarning siyosiy huquqlari to'g'risida"gi 1952 yilgi Konvensiya 1-moddasida xotin-qizlar erkaklar bilan teng sharoitlarda ovoz berish huquqiga ega ekani ta'kidlanadi. 2-moddada esa, xotin-qizlar milliy konunchilik asosida saylanishlari mumkinligi keltirilgan. 1979 yilda qabul qilingan "Xotin-qizlar huquqlari kamsitilishining barcha shakllariga barham berish" Konvensiyasining 7-moddasida, ayollarga teng sharoitlarda siyosiy va jamoat hayotida ishtirok etish huquqlari ta'minlanishi ta'kidlangan.

Shuningdek, 1965 yilda qabul qilingan "Irqiy kamsitishning barcha shakllarini tugatish to'g'risida"gi Konvensiya fuqarolarning siyosiy huquqlarini himoyalashni alohida e'tirof etadi, irq, tananing rangi, urug'chilik yoki etnik kelib chiqishdan kelib chiqqan kamsitishlarga yo'l qo'ymaslikka chaqiruvchi normalarni o'z ichiga oladi.

1991 yil 17 dekabrda BMT Bosh Assambleyasi 46/130-sonli Rezolyusiyani qabul qildi. Ushbu Rezolyusiyada saylov jarayoniga oid institutlarni shakllantirish va ularni o'tkazish usullarini tanlash xususida qarorlar xalq zimmasiga bo'lishi muhim ekanligi ta'kidlangan. Rezolyusiyada o'z milliy suveren huquqini hurmat qilish talab qilinadi, ya'ni, davlatlar xalq irodasi asosida saylovlarni erkin o'tkazish huquqiga ega. Bu jarayon boshqa davlatlarning ijtimoiy-iqtisodiy, siyosiy va madaniy tizimlarini rivojlantirishga aralasha olmaydi. Saylovlarni arzon va odilona o'tkazish uchun asosiy mas'uliyat davlatlarga yuklatilishi, shu bilan birga, ularning ichki ishlariga aralashmaslik tamoyiliga rioya qilinishi shart. Ushbu Rezolyusiya saylov jarayonida milliy suverenitetni qo'llab-quvvatlaydi.

BMT o'z faoliyatining dastlabki yillaridanoq saylovlar sohasida xalqaro huquqiy normalarni ishlab chiqishda va milliy saylovlarni kuzatishda faol ishtirok etib kelmoqda. Tashkilot ilk bor 1948 yilda Koreyada saylovlarni kuzatgan bo'lib, shundan buyon turli mamlakatlarda erkin va adolatli saylovlar o'tkazilishiga ko'maklashmoqda. Ilg'or xorijiy mamlakatlar tajribasi asosida O'zbekistonda ham demokratik

tamoyillarga asoslangan saylov tizimi shakllantirildi. Xususan, Germaniya, Shveysariya va Skandinaviya davlatlari tajribasidan andoza olinib, proporsional vakillik, fuqarolik jamiyati ishtiroki va saylov yaxlitligi tamoyillari milliy tizimga tatbiq etildi.

O‘zbekiston bugungi kunda ijtimoiy-iqtisodiy va siyosiy-ma’naviy islohotlarda xorijiy tajribalarni o‘z sharoitiga moslashtirib qo‘llashga alohida e’tibor qaratmoqda. Birinchi Prezident I.A. Karimov ta’kidlaganidek, “boshqa davlatlarning ijobiy tajribalaridan foydalanish kerak, biroq ularni ko‘r-ko‘rona ko‘chirib olish emas, balki milliy sharoitga moslashtirish lozim.”

Mazkur yondashuv mamlakatning barqaror taraqqiyotini ta’minlash, xalq farovonligini oshirish va milliy istiqbollarni mustahkamlashga xizmat qilmoqda. O‘zbekiston o‘zining bozor iqtisodiyotiga bosqichma-bosqich o‘tish yo‘lini tanlab, mavjud tabiiy, moliyaviy va mehnat resurslaridan oqilona foydalanish orqali iqtisodiy taraqqiyot va jamiyat farovonligiga erishishni maqsad qilgan.

Foydalanilgan adabiyotlar

1. Mirziyoyev Sh. “Millatlararo do'stlik va hamjihatlik- xalqimiz tinchligi va farovonligining hayotbaxsh manbai” -Respublika baynalmilal madaniyat markazi tashkil etilganligining 25 yilligiga bag'ishlangan uchrashuvdagi nutq. 2017 —yil 24 yanvar.
2. Саидов А. Бирлашган Миллатлар Ташкилоти томонидан қабул қилинган “Фуқаролик ва сиёсий ҳуқуқлар тўғрисида”ги халқаро шарт/ ўзбекистон Республикаси бўйича халқаро шартномалар –Т, “Адолат” 2002. –Б.54-74.
3. <https://www.an.org>
4. <https://www.an.org>
5. Насриддинов Ф. Ўзбекистонда сайлов комиссиялари фаолиятининг ташкилий-ҳуқуқий асосларини такомиллаштириш. Юридик фанлар бўйича фалсафа доктори (PhD) даражасини олиш учун тайёрлаган диссертацияси. – Тошкент, 2019. –Б.102.
6. Каримов И.А. Ўзбекистоннинг ўз истиклол ва тараққиёт йўли. –Т, “Ўзбекистон” 1992. –Б.36.

WAYS TO PREVENT AND MANAGE WIND EROSION PROCESSES

Haqnazarova Bibixadicha

Master's Student,

*Samarkand State University of Veterinary Medicine, Animal
Husbandry and Biotechnology*

Abstract. This article examines the ecological, economic, and agronomic consequences of wind erosion processes in Uzbekistan and the measures for diagnosing and preventing them based on mathematical modeling. In particular, the dynamics of dust storm processes caused by anthropogenic factors in the Aral Sea region, their regional impact, the degradation of soil fertility, and their adverse effects on agricultural production are scientifically analyzed. The main goal of the study is to develop a comprehensive model for managing wind erosion and automated monitoring systems. **Keywords:** wind erosion, dust storm, soil protection, mathematical modeling, ecological safety, agro-technology, Aral Sea region.

Introduction. Wind erosion is a soil degradation process in which fine soil particles are blown away by strong winds, leading to a decrease in organic matter content and soil fertility. It mainly occurs in arid and semi-arid zones. Factors such as improper agrotechnical measures, outdated reclamation systems, soil compaction, and destruction of vegetation cover directly contribute to the intensification of wind erosion.

Today, wind erosion is not only an environmental issue for Uzbekistan but also a global problem affecting many countries. Of the 4 million hectares of irrigated land in Uzbekistan, 3 million hectares are exposed to varying degrees of wind erosion. Each year, a significant portion of productive land is degraded due to dust storms. In the Aral Sea basin, this process has intensified due to anthropogenic factors, water scarcity, and secondary salinization of soils.

This issue not only affects soil fertility but also poses serious risks to public health, ecosystem stability, infrastructure, transportation, and energy systems. Therefore, combating wind erosion is one of the key factors in ensuring sustainable agriculture, domestic food security, and ecological protection.

Globally, this problem is also relevant, and countries such as the USA, Canada, Australia, China, and those in the Middle East have implemented national programs to reduce wind erosion and manage agro-ecosystems.

Wind erosion processes cause significant damage to the national economy, especially agriculture and the environment. In Uzbekistan, wind erosion is most widespread in

the western and central parts of the Fergana Valley, as well as the regions of Bukhara, Surkhandarya, and Kashkadarya.

Particularly, the anthropogenic desertification and secondary salinization around the dried Aral Sea — caused by intensive farming and the development of new lands — have intensified wind erosion processes, leading to more frequent and severe dust storms.

The processes of wind erosion and dust storms are also widespread in the United States and Canada, the Mediterranean region, the Middle East, India, Pakistan, China, South Africa, Australia, and several other countries, posing great threats to agriculture.

Therefore, combating wind erosion is a strategically important issue in the development of agriculture.

In order to improve the environmental conditions of the region, it is essential to thoroughly and systematically study the occurrence of dust storms, their forecasting methods, and measures to protect soil and crops in regions where wind erosion is most pronounced. Analysis shows that where an integrated approach to soil protection measures has been applied, dust storms have significantly decreased. These measures, however, are mostly local and based on uniform methodological principles that consider only soil and climate conditions. Therefore, it is urgent to develop theoretical and practical methods for forecasting, diagnosing, and managing wind erosion processes in the desert and steppe zones of Uzbekistan based on generalized concepts. One such approach is mathematical modeling, which makes it possible to deepen knowledge in this field, improve forecasting and management methods, and design protective measures (efficient and soil-conserving technologies).

Based on research, theoretical and practical methods for diagnosing and forecasting dust storms and managing wind erosion processes (effective protection systems) will be developed.

Reforms in agriculture are directly linked to land resources, their ecological-reclamation conditions, and soil fertility. In irrigated lands where agricultural production takes place, several negative processes are currently reducing soil fertility, among which wind erosion remains a significant factor.

It is known that 64.5% of arable land in our republic is subject to wind erosion to varying degrees, in both local (small-scale) and global (dust storm) forms. As a result of wind erosion, the topsoil is partially or completely degraded over hundreds or thousands of hectares. Millions of tons of fertile soil and planted seeds are displaced with soil particles, causing open drainage systems to clog, young seedlings to die, leading to replanting costs and labor. Yield productivity decreases by 20–30%, and fiber quality significantly declines.

The main factors influencing soil degradation during wind erosion are wind regime, soil structure (aggregates), mechanical composition, moisture, surface condition, and human activities.

In addition to improving the implementation of wind erosion control measures developed by scientists, it is important to forecast, prevent, reduce, and eliminate wind erosion processes, protect soil and crops, improve (manage) the microclimate, and develop protective technology measures — which all indicate the relevance of this issue.

Although extensive research has been conducted in Uzbekistan and abroad to study wind erosion processes and develop control measures, these measures often do not fully consider regional soil-climatic conditions and astronomical parameters. Moreover, theoretical criteria for differentiating risk zones have not been developed. Therefore, there is a lack of theoretical efficiency criteria for proper planning and comparing measures.

This study aims to address the following issues through statistical analysis, diagnosis, and forecasting of dust storm conditions, as well as mathematical modeling and management of wind erosion processes:

1. Applying a systems approach and new mathematical and information technologies in analyzing and diagnosing wind erosion processes, including dust storms.
2. Developing mathematical models and geographic information systems (GIS) for forecasting the occurrence and duration (recurrence dynamics) of wind erosion and dust storms based on agrometeorological parameters, seasonal changes, and solar cycles.
3. Studying the spatio-temporal structure of dust storms — i.e., estimating the likelihood of simultaneous occurrence at two geographic points based on their distance — and implementing modeling and zoning (differentiating similar regions). This geographic approach eliminates existing inadequate planning methods for wind erosion control.
4. Evaluating the effectiveness of wind erosion control measures and systems through quantitative criteria and developing efficient ways to apply information technologies in wind erosion management.
5. Developing an automated system for forecasting dust storm conditions and managing wind erosion processes.

Compared to research conducted in Uzbekistan and abroad, this study highlights that many existing mathematical and software tools for analyzing wind erosion are not tailored to local soil–climate conditions, information database methodology and

principles, system-based approaches, automation, technical-economic indicators, or crop quality parameters.

Moreover, many international studies do not consider Uzbekistan's unique soil-climate conditions, crop varieties, irrigation systems, and other characteristics — nor do they use local meteorological data in modeling and forecasting.

Therefore, this theoretical research is highly relevant.

List of References

1. Lal, R. (2001). Soil degradation by erosion. *Land Degradation & Development*, 12(6), 519–539.
2. Bazzoffi, P. (2009). Soil erosion tolerance and water use efficiency: The role of soil cover. *Advances in GeoEcology*, 36, 326–334.
3. Rasulov, B. (2015). *Soil Science and Soil Erosion*. Tashkent: Fan.
4. FAO. (2019). *The State of the World's Land and Water Resources for Food and Agriculture (SOLAW 2019): Managing Systems at Risk*. Rome.

PLAGIARISM IN ACADEMIC WRITING: PROBLEMS AND PREVENTION METHODS

Allayorova Nilufar Yakhsinorovna
Associate Professor, Zarmed University

Keywords: plagiarism, academic writing, information technology, academic integrity, prevention methods.

Калит сўзлар: plagiat, akademik yozuv, axborot texnologiyalari, ilmiy halollik, oldini olish usullari.

Ключевые слова: плагиат, академическое письмо, информационные технологии, академическая честность, методы предотвращения

Abstract

Plagiarism is one of the most persistent challenges in academic writing, especially in the fields of information systems and technologies where access to online resources is vast and instantaneous. This paper explores the concept of plagiarism, its different forms, and the key reasons behind its occurrence among students and researchers. Furthermore, the study investigates modern technological tools and educational methods that can effectively prevent plagiarism. Practical examples and case studies are provided to highlight the role of ethical education and artificial intelligence-based plagiarism detection systems in maintaining academic integrity.

Academic integrity is a fundamental principle in the scientific and educational community. It ensures that all forms of intellectual work are carried out with honesty, responsibility, and respect for the intellectual property of others. However, in the digital era, the widespread availability of information has increased the tendency for plagiarism – the act of copying another person’s ideas, text, or research without proper acknowledgment.

In the field of information systems and technologies, where data, code, and documentation are easily shared, plagiarism can take not only textual but also algorithmic or structural forms. Students and researchers sometimes copy software code, data models, or system designs, assuming these are “open-source” or “common knowledge,” which leads to ethical violations and academic misconduct.

The concept of plagiarism has been discussed extensively in academic literature. According to Fishman (2014), plagiarism is “a deliberate use of another’s language, ideas, or expressions without acknowledgment.” Scholars such as Pecorari (2003) and

Bretag (2016) emphasize that plagiarism is not merely a moral failure but a pedagogical problem rooted in insufficient academic writing skills and cultural differences.

In information systems research, plagiarism often appears in technical reports, software documentation, and research proposals. Studies by Walker (2019) and Hosseini et al. (2022) show that plagiarism detection software such as Turnitin, iThenticate, and Urkund has reduced the rate of unoriginal submissions in technical fields by over 40%. However, these tools alone are insufficient without ethical training and academic support systems.

Plagiarism can take various forms, each posing different levels of ethical concern: Direct plagiarism – copying text or code word-for-word without citation; Mosaic plagiarism – paraphrasing too closely to the original structure or idea; Self-plagiarism – reusing one’s previous work without acknowledgment; Source-based plagiarism – fabricating or misrepresenting sources; Code plagiarism – common in computer science, where programming scripts or algorithms are copied with minimal modification.

Example: A student in a software engineering course submits a mobile app with a codebase 80% identical to a GitHub repository but changes variable names. Although the code functions differently in appearance, plagiarism detection tools recognize the similarity.

Several factors contribute to plagiarism in academia, particularly in technology-related disciplines:

1. Lack of awareness – students may not fully understand citation norms or copyright laws.
2. Time pressure – deadlines encourage shortcuts.
3. Easy access to online materials – copy-paste culture.
4. Language barriers – non-native English speakers often struggle with paraphrasing.
5. Insufficient academic writing training – technical students focus more on coding or systems design than on research ethics.

For example, in an information technology program at a Central Asian university (Tursunov, 2023), a survey revealed that 64% of students who plagiarized did so due to time constraints rather than intentional misconduct.

Modern plagiarism detection systems rely heavily on artificial intelligence and natural language processing (NLP). Tools like Turnitin, Grammarly Premium, Copyleaks, and iThenticate compare submitted texts against billions of documents, journals, and web sources. In information systems, specialized software such as MOSS (Measure of Software Similarity) is widely used to detect code plagiarism among programming assignments. Example: MOSS analyzes code structure, syntax, and logic, enabling

instructors to identify copied code even if variable names are changed. In one case, Stanford University reported a 25% decrease in code plagiarism after adopting automated detection systems (Li & Zhao, 2021).

Preventing plagiarism requires a combination of educational, ethical, and technological approaches:

1. Academic Writing Education – integrating courses on citation styles (APA, IEEE, ACM) and paraphrasing skills into IT curricula.
2. Ethical Training – seminars on digital ethics and intellectual property rights.
3. Use of AI Tools – encouraging pre-submission checks with plagiarism detection software.
4. Transparent Policies – universities should clearly define penalties and consequences for plagiarism.
5. Mentorship and Feedback – supervisors should provide early feedback on drafts to reduce unintentional plagiarism.

Case Example: At the University of Tartu (Estonia), implementing a mandatory “Academic Integrity and Research Ethics” course led to a 50% reduction in plagiarism cases among IT students within two years (Johannsen & Kask, 2020).

Cultural attitudes toward authorship also influence plagiarism. In some academic contexts, collective knowledge and shared resources are valued over individual authorship, making citation practices seem less critical. In globalized education systems, international students must be taught the Western concept of “intellectual ownership.”

Ethically, plagiarism undermines not only the credibility of an individual researcher but also the entire academic system. In technological disciplines, plagiarism can have real-world consequences – for instance, copied code might violate licensing agreements or introduce cybersecurity risks.

The integration of plagiarism detection systems with learning management platforms (e.g., Moodle, Canvas) has significantly improved academic transparency. However, the key challenge remains educational rather than purely technological.

Developing a culture of honesty and originality requires continuous engagement between instructors and students, especially in project-based and code-based disciplines.

Moreover, emerging technologies such as Generative AI (ChatGPT, Copilot, Gemini) present new challenges for plagiarism detection. AI-generated texts may bypass traditional similarity metrics, requiring educators to redefine plagiarism policies to include “AI-assisted writing.”

Plagiarism remains a complex issue in academic writing, especially within the field of information systems and technologies. While AI-based tools can help detect and prevent plagiarism, true academic integrity depends on cultivating ethical awareness, critical thinking, and writing competence among students and researchers.

Educational institutions should focus not only on detection but on prevention through pedagogy, transparency, and mentorship. Only then can we build a future where innovation and honesty coexist.

REFERENCES

1. Bretag, T. (2016). *Challenges in Addressing Plagiarism in Higher Education*. Springer.
2. Fishman, T. (2014). *Plagiarism and Academic Integrity in the Digital Age*. Routledge.
3. Allayorova N.Ya. (2025). O‘zbek tilining farmatsiya sohasidagi ilmiy va amaliy ahamiyati.
4. Allayorova N.Ya. (2025). Ingliz va o‘zbek tillarini integratsiyalash asosida tibbiyotda metodik tayyorgarlik mezonlari.
5. Аллаёрова Н. Я. Знание узбекского языка в сфере спорта. O‘zbekiston olimlarining ilmiy-amaliy tadqiqotlari ilmiy-nazariy, metodik jurnali. Urganch - 6 (18), 2025.
6. Allayorova N.Ya. Boshlang‘ich ta’limda so‘z yasalishi bo‘yicha bilim va ko‘nikmalar hosil qilish. Qo‘qon DPI. Ilmiy xabarlar 2025-yil 3-son.

GULBADANBEGIM - BOBURIYZODA MALIKA

Azamjanova Ziyodaxon

Andijon Davlat Universiteti tarix fakulteti talabasi

Annotatsiya: Maqolada buyuk Boburiylar sulolasining vakili, hamda Bobur Mirzoning qizi bo‘lmish malika Gulbadanbegimning hayotiy faoliyati, ilmiy salohiyati va noyob aql-farosati hamda davlatni boshqarishdagi qobiliyati, Akbarshohning iltimosiga binoan Gulbadanbegim tomonidan yozilgan “Humoyunnoma” asari haqida so‘z yuritiladi.

Kalit so‘zlar: Zahiriddin Muhammad Bobur, Gulbadanbegim, Mohim Begim, Akbarshoh, Humoyunshoh, Humoyunnoma.

Hindiston diyorida XVI asrning birinchi yarmida vujudga kelgan Boburiylar imperiyasi shubhasiz jahon tarixidagi buyuk va katta imperiyalardan hisoblanadi. Bu davlat va sulola asoschisi Zahiriddin Muhammad Bobur ekanligi hech kimga sir emas. Quyida aynan shu sulolaning yetuk malikalaridan biri bo‘lmish Gulbadan begim haqida so‘z yuritamiz. Gulbadan begim Zahiriddin Muhammad Boburning voqeanoma asariga nom bergan insondir. Gulbadanbegim Bobur Mirzoning uchinchi qizi bo‘lib, onasining ismi Dildorbegim edi. U 1523-yilda Kobulda tug‘ilgan. Malika otasi Bobur Mirzo farmoniga ko‘ra katta onasi Mohim Begim qo‘lida tarbiyalanadi.

Boburshoh saroyida shahzoda va malikalarni tarbiyalash masalasiga alohida e‘tibor qaratilgan. Saroy maktabida o‘g‘il va qiz bolalar birgalikda ta‘lim olishgan. Ular iste‘dodli mudarrislar hamda otinoyilardan saboq olib, turli mashg‘ulotlar bilan shug‘ullanganlar — masalan, chavandozlik va chavgon o‘ynash. Gulbadanbegimning ham yoshligidan ilm-ma‘rifatli bo‘lib voyaga yetishiga e‘tibor berilgan bo‘lib, uning tarbiyasi saroy bosh bekasi Mohimbegim zimmasiga yuklangan. Shuningdek, saroyning mahoratli qissaxoni, Sarvqand ismli go‘zal ayol, ertaklar, afsonalar, rivoyatlar va xalq qo‘shiqlarini zavq bilan so‘zlab bergan.

Gulbadanbegim o‘tkir zehn, teran farosat, tadbirkorlik va betakror aql-idrok egasi sifatida o‘z davrining bilimdon va ziyoli ayollaridan biriga aylandi. U turmushga chiqqanidan so‘ng ham akasi Humoyunshoh saroyida eng ishonchli maslahatgo‘yi bo‘lib qolgan, davlat ishlarini yuritishda faol yordam bergan. Shuningdek, u yirik diplomatik vazifalarda qatnashib, murakkab masalalarni hal qilishda oqilona fikr va maslahatlari bilan katta hissa qo‘shgan.

Humoyunshoh hayotining quvg‘inda, qiyinchilikda kechgan kezlarida ham uning sodiq hamrohi, hamdardi va maslakdoshi bo‘lib qolaverdi. 1556-yilda

Humoyunshohning tasodifiy o‘limidan so‘ng yosh shahzoda Akbar Mirzo taxtga chiqqanidan keyin ham podshohning onasi Hamidabonu Begim bilan bir qatorda yosh podshohning maslahatgo‘yi va maslakdoshi mavqeida bo‘lib, saroy a‘yonlari orasida katta hurmat va ehtiromga sazovor bo‘ldi. [1.52]



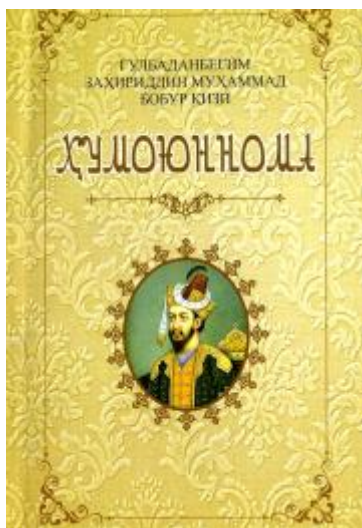
GULBADANBEGIM

Gulbadanbegim o‘z davrining eng bilimdon, oqila va dono ayollaridan biri bo‘lgan. Jiyani, podshoh Jaloliddin Akbar, unga: “Firdavsmakon va jannat ashyon hazrat haqidagi bilgan voqealaringizni yozing”, — degan iltimos bildirganidan so‘ng, u mashhur va qimmatli “Humoyunnoma” asarini yaratdi. Ushbu asar Bobur Mirzo hamda Humoyun Mirzoning hayoti va sarguzashtlarini qisqa, ammo mazmunli tarzda bayon etib, mohiyatan “Boburnoma”ning mantiqiy davomi sanaladi. “Humoyunnoma”ning ahamiyati shundaki, unda “Boburnoma”da tilga olingan ayrim voqealarning asl sabab va sharoitlari kengroq yoritilgan. Afsuski, asarning yakuniy qismi o‘sha davrning notinch yillarida yo‘qolib ketgan.

Asarda muallif Boburning fe‘l-atvori, qarindoshlariga bo‘lgan munosabati, umrining oxirgi yillaridagi muhim siyosiy voqealar, xastaligi va vafoti tafsiloti hamda Humoyunshohning 1555-yilgacha davom etgan hukmronligi davrida yuz bergan voqealar bayon qilingan. Bobur va Humoyinning shaxsiy hayoti, Humoyinning o‘z ukalariga munosabati va har ikkala hukmdorning oiladagi munosabatlari va ularning hayotidagi ayrim lavhalarga taaluqli muhim ma‘lumotlar bu asarning mag‘zini tashkil etgan. [2.270]

“Humoyunnoma” asosan ikki hukmdorning oilaviy hayotiga oid voqealarni yoritgani sababli, siyosiy jihatdan unchalik katta ahamiyat kasb etmaydi. Yana shuni ta’kidlash joizki, asar Gulbadanbegimning keksalik davrida yozilgan bo‘lib, unda asosan muallif xotirasida saqlanib qolgan voqealar bayon etilgan. Shunga qaramay, kitobdan Humoyun hukmronligi davriga oid qimmatli ma‘lumotlarni topish mumkin. Asar tili nihoyatda ta’sirchan bo‘lgani uchun u muhim adabiy manbalardan biri sifatida

qadrlanadi. Uning asl qo‘lyozmasi boshqa noyob asarlar qatorida Britaniya muzeyida saqlanmoqda. “Humoyunnoma” tarix, geografiya, etnografiya, til va adabiyotga qiziquvchilar uchun bebaho manba hisoblanadi.



HUMOYUNNOMA

“Akbarнома” muallifining yozishiga qaraganda, 1575-yilda Gulbadanbegim Makka ziyoratiga ketadi va 1582-yilda ko‘p qiyinchiliklar bilan ziyoratgohdan qaytib keladi. Gulbadanbegim 1603-yilda 80 yoshida vafot etadi. Akbar podshoh uni katta hurmat bilan dafn etadi. “Akbarнома” muallifi Abul Fazlning yozishicha, Akbar podshohning o‘zi o‘g‘il sifatida uning tobutini ko‘tarib, dafn marosimida o‘gillik vazifasini e‘timomiga yetkazadi. [3.31]

FOYDALANILGAN ADABIYOTLAR:

1. G‘ofurjon Sotimov, Boburiyodalalar. – Toshkent: Ma‘naviyat, 2003. 52-bet.
2. G‘ofurjon Sotimov, Markaziy Osiyo va Hindiston tarixda Boburiylar davri. – Toshkent: G‘ofur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2008. 270-bet.
3. Turg‘un Fayziyev, Zahiriddin Muhammad Bobur va uning avlodlari. – Toshkent: Yozuvchi, 1996. 31-bet.

KO'RUV NERVI ATROFIYASINING DIAGNOSTIKASIDA KO'RUV STIMULYATSIYASI BILAN CHAQIRILGAN BOSH MIYA ELEKTR POTENSIALINING AHAMIYATI

Zuhra Berdieva

Toshkent tibbiyot akademiyasi oftalmologiya kafedrasida

Annotatsiya: Ushbu ishda ko'ruv nervi atrofiyasida ko'ruv stimulyatsiyasi bilan chaqirilgan bosh miya elektr potentsiali (KSBCChEP) tekshiruvining diagnostik ahamiyati o'rganildi. Tadqiqot natijalari ushbu usulning ko'ruv yo'li faoliyatini baholashda va kasallikni erta bosqichda aniqlashda yuqori sezuvchanlikka ega ekanligini ko'rsatdi.

Kalit so'zlar: ko'ruv nervi atrofiyasi, ko'ruv stimulyatsiyasi bilan chaqirilgan bosh miya elektr potentsiali, VEP, P100 to'lqini, elektrodiagnostika.

KIRISH

Ko'ruv nervi atrofiyasi (KNA) — ko'ruv nervi tolalarining degenerativ jarayoni bo'lib, u turli etiologik omillar (ishemik, glaukomatoz, travmatik va toksik) natijasida rivojlanadi. Kasallikning dastlabki bosqichlarida ko'rish o'tkirligi pasayishi, ko'rish maydonining torayishi va rangni ajratish buzilishlari kuzatiladi. Ammo strukturaviy o'zgarishlar (OCT da) ko'pincha kech aniqlanadi. Shu sababli ko'ruv yo'li faoliyatini funksional darajada baholovchi obyektiv usullar — xususan ko'ruv stimulyatsiyasi bilan chaqirilgan bosh miya elektr potentsiali (KSBCChEP) — erta diagnostika uchun katta ahamiyatga ega.

Tadqiqot maqsadi

Ko'ruv nervi atrofiyasi bilan og'rikan bemorlarda KSBCChEP (VEP) ko'rsatkichlarining diagnostik ahamiyatini aniqlash va ularni sog'lom shaxslar bilan solishtirish.

Materiallar va usullar

Tadqiqot Toshkent tibbiyot akademiyasi oftalmologiya kafedrasida olib borildi. Umumiy 36 nafar bemor (72 ko'z) tekshirildi: 18 nafar — ko'ruv nervi atrofiyasi tashxisi bilan; 18 nafar — sog'lom nazorat guruhi. Barcha bemorlarda: Visometriya, perimetriya, tonometriya, OCT va Ko'ruv stimulyatsiyasi bilan chaqirilgan bosh miya elektr potentsiali (KSBCChEP) tekshiruvlari bajarildi. Tekshiruv "pattern reversal" stimulyatsiyasi asosida o'tkazilib, P100 to'lqinining kechikish (latensiya) va amplituda qiymatlari baholandi.

Natijalar

Sogʻlom koʻzlarda P100 latensiyasi oʻrtacha 101 ± 5 ms, amplituda esa 8.2 ± 1.1 μ V boʻldi. Koʻruv nervi atrofiyasi boʻlganlarda esa P100 latensiyasi 128 ± 9 ms gacha choʻzildi, amplituda esa 4.0 ± 0.9 μ V gacha kamaydi. Ishemik shaklda amplituda kamayishi glaukوماتoz shaklga qaraganda sezilarliroq kuzatildi. OCT natijalari bilan solishtirganda, RNFL qalinligi pasayishi bilan P100 amplitudasi orasida sezilarli toʻgʻridan-toʻgʻri korrelyatsiya ($r = 0.71$) aniqlandi.

Xulosa:

1. Koʻruv stimulyatsiyasi bilan chaqirilgan bosh miya elektr potentsiali (KSBCHEP) — koʻruv nervi atrofiyasini funksional baholashda obyektiv va ishonchli usuldir.
2. P100 toʻlqinining kechikishi va amplituda kamayishi KNA darajasi bilan toʻgʻridan-toʻgʻri bogʻliq.
3. KSBCHEP va OCT natijalarini birgalikda tahlil qilish koʻruv yoʻlidagi strukturaviy va funksional oʻzgarishlarni kompleks baholash imkonini beradi.

MEANS OF EXPRESSING FOLK LIFESTYLE AND NATIONAL MENTALITY IN WORKS OF ART.

Choliyev Ruhillo Abdullayevich
Doctor of Philosophy in Philology (PhD)

Annotation: this article discusses metaphors, similes, realia, lacunae, which are considered as irreplaceable units, and other units, which are considered means of expressing mentality from a national-cultural point of view, based on the content of the literary text.

Keywords: linguoculturology, metaphors, similes, comparison, cultural studies, mentality, realia, lacunae.

In any work of art, there are signs associated with folk lifestyle and national mentality. The lifestyle of a particular people cannot be imagined without its national characteristics. In order to determine the specific aspects of the folk lifestyle and its national mentality, it is necessary to pay attention to the extent to which folk culture is reflected in the language.

The daily development of linguocultural studies has led to the establishment of several directions for studying the characteristics of the culture of society, the work on which serves as an important factor in implementing the goals and objectives of linguocultural studies:

- 1) diachronic linguocultural studies: this studies the transition period of the specific transition of language culture to the level of ethnos. In particular, the formation of the Turkic peoples, the formation of linguocultural culture depending on the period in which they were formed, and the analysis of the historical development path of the formation of a nation, people, and ethnic group is considered important;
- 2) comparative linguoculturology: in this the characteristics of different ethnic groups are compared, the linguocultural aspects of different peoples are analyzed comparatively;
- 3) descriptive linguoculturology: in this it is based on the assumption that a certain unit in the language of each people can mean a completely different concept in another language, each of which can be recorded as a linguocultural unit of a separate nation. For example, a unit in a certain language can mean a completely different meaning in another language. It is noted that very little work has been done in this regard. Among such works, M.K. Golovanivska's book "French Mentality from the Point of View of Russian Speakers" provides information on the use of French units expressing abstract

concepts in Russian. The Uzbek language also has units borrowed from Arabic, Tajik and other languages, which have become linguocultural units of this people;

4) Linguocultural lexicography: it deals with the compilation of linguocultural dictionaries. As an example, the first fundamental source of such a dictionary is the book by D.G. Maltseva, which consists of twenty-five chapters, compiled in the form of a linguological studies dictionary. In this book, a number of concepts such as German realities, climatic features, various cultural events, household services of various levels, science, technology, architecture, etc. are taken as objects and studied.

The identification of the means of expressing the lifestyle of the people and the national mentality using linguistic units in the literary text is, of course, carried out on the basis of the above-mentioned directions. In the literary works of Abdulla Qodiriy, there are several concepts that reflect the lifestyle of the people and the national mentality. Nationality is also reflected in the appearance of the heroes of the work, their way of life, and their attitude towards others. It is difficult to determine the nationality of the characters in the novels “Byghan kunlar” and “Mehrobdan shayon” from their appearance, because various units such as the place where the events take place, social lifestyle, and profession do not allow this. The works demonstrate qualities characteristic of the Uzbek nation such as keeping up to date with the situation of a person, creating a bond, ensuring a chain of relationships between generations, and hoping for various good deeds from their children. Human values such as not speaking ill of a person who has passed away after death are also signs characteristic of our nation. Linguistic and cultural situations related to onomastic units are observed in the novel. Onomastic units provide the connection of linguoculturology with such fields as ethnolinguistics, psycholinguistics, linguological studies, and cultural studies based on diachronic analysis. The events in the work “From the Memory Book of Kalvak Makhzum” are the characters' attitude to changes in everyday life, national values, the attitude of people of the nation to each other, the linguistic units they use, realities, metaphors, onomastic units, similes, expressions, proverbs are considered means of reflecting the image of the people and their national mentality. As in other nations, various expressions also serve to give a national color, and the metaphors and similes included in them or taken separately are of linguocultural significance.

The presence of non-alternative linguistic units, the transport of the national standard in their structure, and their ethnolinguistic significance are one of the sources that ensure the national mentality.

Regarding the linguocultural aspects of non-alternative units, E.M. Vereshchagin and V.G. Kostomarov believe that non-alternative units not only strengthen the experience of the language owners in this regard, but also carry deep information within them. In

particular, the metaphors, similes, realities, expressions and proverbs in the works of Abdulla Kadiriyy and others reveal the presence of subtext, historical and evolutionary information.

Although the national mentality is considered part of the general culture, it is clear to all of us that it also has a sign of individuality. Therefore, these different aspects determine its uniqueness. Concepts existing in certain languages may not have names that are called in other languages. For example, in Russian, a husband calls his wife by a different name, and a wife calls her husband's mother by a different name, but in Uzbek, both are called by the same name, that is, "mother-in-law", which means that some part remains open. It is precisely such gaps that determine a certain aspect of linguistic and cultural properties, these units are called lacunae. Linguistic and cultural units that do not have such naming units are called "white spots" by scientists such as Y. Sorokin and I. Markovina. National culture is determined by the uniqueness of the cultural lifestyle, the historical path traveled, ethnographic, and social factors. There are such units that give a realistic identity, encompass the national cultural aspects of a person, so to speak, cannot be replaced by any other concept, and their study and study of their characteristics are important tasks. Linguistics calls such unique concepts as realities.

We cannot understand or think about cultural studies, social sciences, or any other field without language. To imagine the world, it is highly effective to put it through a certain scientific test, to use microscopic analysis methods. We cannot imagine anything without language. As Humboldt noted: "Language is the soul of a nation." In order to understand the soul of a nation, to perceive its historical and developmental path, only a comprehensive analysis of language units will lead to good results. Whether or not a person can fully explore and reveal its essence is determined by our views on language, how deeply it is embedded in our thinking.

The human factor is so complex that linguoculturology cannot reveal all its aspects by studying and analyzing aspects of language. The fact that linguoculturology does not study all the different units in a language can be understood by observing its approach to units in terms of which sides and aspects. When we say linguoculturology, most of the scientists in this field, who have not yet become familiar with these units, are presented with sections on linguistics in the current Uzbek language from a synchronic point of view.

In order to more easily understand what kind of field linguoculturology is, it becomes clear that it is necessary to observe the sections of the science in Uzbek linguistics. In the phonetics of the current Uzbek literary language, it is said that there are six vowels and that they are written with the same number of letters. The linguistic function of

speech sounds is clear, in what is their cultural characteristic manifested, is there cultural differentiation? Or what linguocultural characteristic can be present in consonants, syllables, accents or phonetic changes? Our scientists have not yet conducted any clear research on whether the different pronunciation of speech sounds fulfills some cultural function or not. The structure of speech, the ways in which word groups are expressed in it, and the position of parts of speech in any situation do not serve to clearly demonstrate specific cultural signs.

Any language is a picture of a holistic perception of existence. The presence of individual features of this picture both distinguishes it and generalizes it.

Figurative thinking and imagination play a very important role in ensuring integrity. When we talk about the Uzbek national-cultural image, first of all, two situations come to mind:

-the own image of the people of the nation: in this, not the image of the representatives of this people living in Uzbekistan, but the worldview of representatives of this nation living in other regions and countries is taken into account, the concept of mentality is not limited to the concept of an image within one country, it forms a national-cultural image, a linguo-cultural image, which distinguishes representatives of this nation living in different countries from representatives of other nations and forms a generalization with representatives of the nation living in Uzbekistan. Regardless of the region in which members of the same nation live, their figurative imagination individualizes them from others. This is reflected in the following:

-stereotype of external signs, that is, based on signs of dressing, behavior, behavior and attitude towards others. National identity is characterized by various national clothes, hospitality, friendliness, sincerity, etc. The structure and color of clothing items of representatives of the same nationality living in different regions may differ somewhat, which is determined by the representatives of which nationality they live side by side;

-stereotype of internal signs, that is, it refers to the ideas of representatives of the nationality about the world and man, manifested in their attitude to nature, views, beliefs and thoughts. Each nationality has a system of generalized, at the same time individualized ideological images, such images, as a rule, are expressed through metaphors, similes, phraseological and pareological units. It is not enough to analyze and explain such units through special sources, since such explanations do not allow a clear idea of this picture, only how to use such units in a situation of internal communication is important. In this regard, the opinion of I. Brodsky is of great importance, as he emphasizes that “the study of the specific units of any language is not related to the interpretation of its meaning, but to the internal traces left by the concepts. Because these traces contain not only synchronic content, but also historical,

national-cultural traces”. In units where “wolf”, “camel” or other images are used, it is important not to express the meanings of these units as lexical units in the present era, but to reveal their semantics in the thinking of the ethnos. The concept of internal form in national-cultural units was introduced into science by A. Potebnya, B. Larin and G. Vinokur continued his work, proving that the internal form is related to the “original semantics” of each lexical unit. The concept of internal form is figurative, that is, a generalization of national-cultural thinking and imagination. Traces of historical-etymological memory can be seen in it, but those who use it do not distinguish it. The above-mentioned points are important for the development of linguistic and cultural research

USED LITERATURE:

1. Golovanivskaya M.K. French mentality with tochki zreniya nositelya russkogo zyzyka: (contrastive analysis of the lexical group so znacheniem "vysshie sily i absoluty", "organy naivnoy anatomii", "osnovnye musitelnye kategorii", "bazovye emotsii") : monograph. Dialog MGU,-M.: 1997.
2. Maltseva D.G. Lingvostranovedcheskiy aspekt v processe izucheniya i prepodavaniya nemetskogo zyzyka. Yaroslavsky pedagogical journal. 2000, No. 1, p. 21.
3. Vereshagin I.M., Kostomarov V.G. Language and culture. Methodological leadership. - M.: "Russian language", 1990.
4. Sorokin Yu.A., Markovina I.Yu. Opyt systematization linguistic and cultural gaps. Methodological and methodical aspects // Leksicheskie edinitsy and organization structure of literary text. Sat. Nauch. trudov. - Kalinin, 1983.

RAQAMLI BRENDING ORQALI MODA DIZAYNINING OMMAVIYLASHUVI: MEDIA INFLUENCERLAR ROLINING TAHLILI”

Jo‘rayeva Sabrina

Termiz Davlat Universiteti Milliy libos va
San‘at fakulteti Dizayn(milliy kastyum)
yo‘nalishi 4-kurs talabasi.

ANNOTATSIYA:

Ushbu maqolada raqamli brandingning moda sanoatidagi ahamiyati va uning ommaviylashuv jarayonidagi o‘rni tahlil qilinadi. Xususan, media influencerlarning fashion dizaynerlar va brendlar faoliyatiga ta’siri, ularning raqamli platformalar orqali auditoriya bilan muloqot o‘rnatishdagi strategiyalari yoritilgan. Maqolada shuningdek, O‘zbekiston moda dizayni sohasida influencer marketingdan foydalanishning samarali usullari va xalqaro tajribalar asosida ilg‘or yo‘nalishlar o‘rganiladi. Tadqiqot natijalari raqamli brend imidjini shakllantirish va uni global miqyosda ommalashtirishda influencerlarning o‘rni naqadar muhimligini ko‘rsatadi.

Kalit so‘zlar:

Moda dizayni, raqamli branding, media influencer, marketing, ijtimoiy tarmoqlar, raqamli moda, auditoriya, ommaviylashuv.

KIRISH

Zamonaviy raqamli texnologiyalar va internet tarmoqlarining keng ommalashuvi bugungi kunda modaning rivojlanish yo‘nalishlarini tubdan o‘zgartirib yubordi. Avvallari moda ko‘rgazmalari, jurnallar yoki televizion reklama orqali ommaga yetkazilgan bo‘lsa, endilikda raqamli platformalar bu jarayonni tez, interaktiv va global tusda amalga oshirish imkonini bermoqda. Ayniqsa, media influencerlar – ya’ni ijtimoiy tarmoqlarda faol, o‘z auditoriyasiga ta’sir o‘tkaza oladigan shaxslar — brend va dizaynerlar uchun yangi kommunikatsion ko‘prik vazifasini bajarmoqda. Raqamli branding tushunchasi bugun nafaqat tijoriy, balki estetik va madaniy hodisaga aylanib ulgurgan. Moda dizaynerlari o‘z kolleksiyalarini Instagram, TikTok, YouTube kabi platformalarda influencerlar orqali namoyish etish orqali an’anaviy reklama shakllaridan ko‘ra samaraliroq natijalarga erishmoqda. Bunda har bir influencerning shaxsiy uslubi, estetik qarashi va izdoshlar bilan o‘ziga xos muloqoti muhim ahamiyat kasb etadi. Chunki ularning ijtimoiy tarmoqlardagi obro‘si va ishonch darajasi auditoriyaning brendga bo‘lgan munosabatini belgilab beradi. So‘nggi yillarda dunyo

miqyosidagi yirik fashion brendlar — Dior, Gucci, Prada, Balenciaga kabi kompaniyalar — o‘z reklama strategiyalarida aynan raqamli branding va influencer marketingni asosiy yo‘nalish sifatida tanlashmoqda. Shu yo‘l bilan ular yangi avlod iste‘molchilariga, ya‘ni Z va Alfa avlodlariga yanada yaqinroq bo‘lishni maqsad qilgan. O‘zbekiston moda sanoatida ham bu jarayon bosqichma-bosqich shakllanib bormoqda. Mahalliy dizaynerlar va brendlar ijtimoiy tarmoqlar orqali o‘z kolleksiyalarini taqdim etish, influencerlar bilan hamkorlikda imidj yaratish hamda xalqaro auditoriyani jalb qilish imkoniyatlariga ega bo‘lmoqda. Mazkur tadqiqotda raqamli brandingning moda dizaynidagi roli, media influencerlar orqali brend ommaviylashuvining samaradorligi, shuningdek, milliy dizaynni global miqyosda tanitishda raqamli kommunikatsiyaning o‘rni tahlil qilinadi. Maqolada nafaqat xorijiy tajriba, balki o‘zbek modasi rivojida influencer marketingning o‘ziga xos jihatlari ham o‘rganiladi. Shu tariqa, raqamli brend va influencer o‘zaro hamkorligi zamonaviy moda industriyasining yangi strategik yo‘nalishi sifatida talqin etiladi.

METODOLOGIYA

Ushbu tadqiqotning metodologik asosi raqamli kommunikatsiya, marketing va moda dizayni sohalaridagi zamonaviy ilmiy yondashuvlarga tayangan. Maqolada analitik, taqqoslama, kuzatuv va kontent tahlili usullari qo‘llanildi.

Birinchi, analitik tahlil usuli yordamida raqamli branding va influencer marketingning asosiy nazariy tamoyillari o‘rganildi. Bu orqali raqamli platformalarda moda brendlarining o‘z auditoriyasi bilan ishlash strategiyalari tahlil qilindi.

Ikkinchi, taqqoslama yondashuv orqali xorijiy va o‘zbek moda brendlarining raqamli brandingdagi tajribalari solishtirildi. Masalan, xalqaro miqyosdagi yirik brendlar (Dior, Gucci, Balenciaga va boshqalar)ning marketing uslublari O‘zbekistonlik yosh dizaynerlar faoliyati bilan qiyoslanib, o‘xshash va farqli jihatlari aniqlab chiqildi.

Uchinchi, kontent tahlili asosida ijtimoiy tarmoqlardagi postlar, videolar, reklama kampaniyalari va influencerlar tomonidan yaratilgan media materiallar o‘rganildi. Bu orqali influencerlarning brend imidjini shakllantirishdagi hissiy aniqlanib, ularning kommunikativ uslublari tahlil qilindi.

To‘rtinchi, kuzatuv va intervyu usullari orqali moda sohasida faol bo‘lgan ayrim dizaynerlar, stilistlar va media bloggerlarning raqamli faoliyati tahlil qilindi. Ularning fikrlariga asoslanib, raqamli brandingning O‘zbekiston modasidagi real imkoniyatlari va muammolari yuzasidan xulosalar chiqarildi. Tadqiqot davomida olingan ma‘lumotlar tizimlashtirilib, ularning asosida raqamli brend yaratishning samarali strategiyalari, influencerlar bilan hamkorlikning ijobiy jihatlari hamda zamonaviy moda dizaynida raqamli kommunikatsiyaning ahamiyati yoritildi.

NATIJALAR

Tadqiqot natijalari shuni ko'rsatadiki, raqamli branding va media influencerlar zamonaviy moda industriyasining ajralmas qismiga aylangan. Ular brend va iste'molchi o'rtasidagi an'anaviy masofani qisqartirib, muloqotni bevosita va tabiiy shaklga keltiradi. Shu orqali dizaynerlar va moda uylari o'z kolleksiyalarini global miqyosda tez va samarali targ'ib etish imkoniyatiga ega bo'lmoqda. Birinchidan, media influencerlarning ishonchliligi va shaxsiy imidji auditoriya qaroriga kuchli ta'sir ko'rsatadi. Tadqiqot davomida aniqlanishicha, auditoriya brend reklamasiga emas, balki o'sha brendni ishlatib ko'rgan yoki kiygan influencerlarning shaxsiy fikriga ko'proq e'tibor beradi. Shu bois, ko'plab brendlar influencerlarni o'z reklama strategiyalarining markaziga joylashtirmoqda. Ikkinchidan, raqamli platformalarning vizual imkoniyatlari (foto, video, "reel" va "story" formatlari) moda dizaynining estetikasini samarali ifodalashga xizmat qilmoqda. Har bir post, video yoki kontent orqali brend o'z konsepsiyasini auditoriyaga nafaqat ko'rsatadi, balki his ettiradi. Shu jihatdan, raqamli branding an'anaviy reklama vositalariga nisbatan ko'proq emotsional ta'sir kuchiga ega. Uchinchidan, O'zbekiston moda bozorida ham raqamli branding asta-sekin rivojlanmoqda. Yosh dizaynerlar o'z sahifalarida influencerlar bilan hamkorlikda suratlar, videolar va modellar ishtirokidagi kontent yaratib, mahalliy va xorijiy auditoriyani jalb etishga harakat qilmoqda. Bu esa nafaqat brendni tanitish, balki milliy dizaynni global moda sahnasiga olib chiqish uchun muhim imkoniyat yaratmoqda. To'rtinchidan, auditoriya bilan muloqot raqamli brandingning eng samarali qismidir. Izohlar, jonli efirlar va "feedback"lar orqali brend o'z mijozlarining fikrini eshitadi, bu esa mahsulotni takomillashtirishda muhim ahamiyat kasb etadi. Tahlillar natijasida shunday xulosa qilish mumkinki, raqamli branding va influencer marketing bugungi moda dizayni jarayonini faqat reklama vositasi sifatida emas, balki ijodiy hamkorlik va madaniy almashinuv maydoni sifatida shakllantirmoqda.

MUHOKAMA

O'tkazilgan tahlillar shuni ko'rsatadiki, raqamli branding va media influencerlar zamonaviy moda dizaynida faqat reklama vositasi emas, balki ijodiy hamkorlik platformasi sifatida namoyon bo'lmoqda. Ular orqali dizaynerlar nafaqat o'z kolleksiyalarini targ'ib etadi, balki ularning ortidagi g'oya, madaniyat va estetik qadriyatlarni ham keng auditoriyaga yetkazadi. So'nggi yillarda modaning raqamli muhitga ko'chishi dizaynerlar faoliyatini tubdan o'zgartirdi. Masalan, ilgari brandingning muvaffaqiyati ko'rgazmalar va butiklar bilan cheklangan bo'lsa, endilikda ularning o'sishida ijtimoiy tarmoqlardagi faollik, kontent sifati va influencerlar bilan hamkorlik asosiy omilga aylandi. Bu holat marketing strategiyasini o'zgartiribgina qolmay,

modaning madaniy va psixologik qabul qilinishiga ham sezilarli ta'sir ko'rsatmoqda. Shuningdek, tadqiqot davomida aniqlanishicha, influencerlar tanlovining to'g'riligiga alohida e'tibor qaratish zarur. Chunki har bir influencerning auditoriyasi, qadriyati va uslubi har xil. Agar brend va influencer estetik jihatdan bir-biriga mos bo'lmasa, bu reklama samaradorligini pasaytiradi. Shu sababli, raqamli branding strategiyasida brend identiteti bilan mos keluvchi shaxsni tanlash muhimdir. O'zbekiston misolida esa bu yo'nalish hali shakllanish bosqichida. Ko'plab dizaynerlar o'z sahifalarini faollashtirish, o'ziga xos uslub yaratish va milliy dizaynni zamonaviy raqamli ifoda orqali ko'rsatishga harakat qilmoqda. Biroq, brandingning professional yondashuv bilan yo'lga qo'yilmasligi, marketing bilimlarining yetishmasligi va platformalardan samarali foydalanish ko'nikmalarining pastligi hali ham muhim muammolar sifatida qolmoqda. Shu bilan birga, raqamli branding modani ommaviy va demokratik jarayonga aylantirmoqda. Endi moda faqat yirik kompaniyalargagina emas, balki mustaqil dizaynerlar, talaba-yoshlar va ijodkorlarga ham o'z auditoriyasini topish imkonini bermoqda. Bu esa, o'z navbatida, moda sanoatining yangi bosqich — raqamli ijod va global kommunikatsiya bosqichiga o'tganini anglatadi.

XULOSA

Ushbu tadqiqot shuni ko'rsatdiki, raqamli branding va media influencerlar zamonaviy moda dizaynining ommaviylashuvi jarayonida muhim rol o'ynaydi. Influencerlar brend va auditoriya o'rtasida to'g'ridan-to'g'ri muloqot o'rnatib, moda kolleksiyalarini nafaqat targ'ib qiladi, balki ularning estetik va madaniy qadriyatlarini yetkazadi. Tahlillar natijasida aniqlanishicha, brend va influencer o'rtasidagi moslik, kontent sifati va ijtimoiy tarmoqlardagi faollik brend imidjini shakllantirishda asosiy omil hisoblanadi. Xorijiy va mahalliy misollar, shuningdek, auditoriya bilan muloqotning samarali strategiyalari raqamli brend yaratish va moda dizaynini global darajada ommalashtirish imkoniyatlarini yanada oshiradi. O'zbekiston moda sanoatida raqamli branding va influencer marketingning roli asta-sekin o'sib bormoqda. Yosh dizaynerlar va brendlar ushbu yo'nalishda kreativ yondashuvlar orqali o'z kolleksiyalarini tanitib, milliy dizaynni global miqyosda namoyish etish imkoniyatiga ega bo'lmoqda. Shu bilan birga, professional marketing bilimlari va platformalardan samarali foydalanish ko'nikmalarini rivojlantirish muhim ahamiyat kasb etadi. Shunday qilib, raqamli branding va media influencerlar modaning yangi strategik vositasi sifatida shakllanib, moda dizaynining global maydondagi ommaviylashuvi va auditoriya bilan samarali aloqada bo'lishida muhim rol o'ynaydi.

Foydalangan adabiyotlar

1. Kotler, P., Keller, K. L. (2016). Marketing Management (15th Edition). Pearson.

2. Djafarova, E., Rushworth, C. (2017). Exploring the Credibility of Social Media Influencers' Impact on Fashion Consumer Behaviour. *Journal of Fashion Marketing and Management*, 21(4), 475–489.
3. Marwick, A. (2015). Instafame: Luxury Selfies in the Attention Economy. *Public Culture*, 27(1), 137–160.
4. Phua, J., Jin, S. V., & Kim, J. (2020). Uses and Gratifications of Social Media Influencers: The Impact on Consumers' Purchase Intention. *Journal of Retailing and Consumer Services*, 55, 102121.

THE POLITICAL AND ETHNIC CHARACTERISTICS OF THE SHAYBONI PEOPLE

Turdiyev Ilyos Ulugbek ugli

Samarkand State University named after Sharof Rashidovi

E-mail:ilyosturdiyev1@gmail.com

ANNOTATION

Before the Shaybanid state established its rule in the oases between the Amu Darya and Syrdarya rivers, including the Jizzakh oasis, the main political and ethnic processes associated with the Shaybanid dynasty took place in the eastern part of the Dashti-Kipchak - the middle and lower basins of the Syrdarya, the Urals, Western Siberia and Balkhash. The tribes and peoples living in these regions, such as the "Kung'irat", "Man'it", "Naiman", "Burgut", "Qarluq", and "Boyrak", played a significant role in the political activities of Genghis' rulers.

Introduction. During the reign of Muhammad Shaybani Khan and his descendants, they migrated to the Amu Darya-Syr Darya interfluvium and adjacent territories, creating the basis for the emergence of dozens of ethnotoponyms associated with the name "92-bowl Uzbek tribe" in a number of oases of Central Asia, including the Jizzakh oasis and its components.

Main part. The Shaybanid dynasty (1501-1601), which brought about major changes in the ethnic composition of the population of the Central Asian region, grew up in the political environment of the Blue Horde, and the emergence of this dynasty was associated with the middle and lower basins of the Syrdarya River, that is, the territories of the Eastern Steppe Kipchak. The state of Abulhair Khan (Uzbek ulus - 1428-1468), which stretched from the Lower Volga basin in the northeast of the Caspian Sea to Western Siberia and Lake Balkhash in the east, and whose core territories were the Middle Syrdarya basins, was inhabited by hundreds of Turkic and Turkicized Mongol clans, who migrated across these vast territories.

Abulhair Khan was a descendant of Shayban, the 5th son of Jochi, and according to written sources, after his father died, he went to his grandfather Genghis Khan with his brothers Orda-Ijan and Batu. Genghis Khan ordered Batu to build the "White Horde with the Golden Threshold", and Orda-Ijan to build the "Blue Horde with the Silver Threshold", while Shayban received the order to build the "Gray Horde with the Steel Threshold". The brothers returned to Dashti Kipchak from Genghis Khan's presence and, for his dedication in completely conquering this land, his brother Sayin Khan

(Batu) gave Shaybon the "Kushchi", "Qarluq", "Beyrak" (kidney) and "Naiman" tribes along with 10 thousand nomadic people, saying, "All the lands between me and my brother, the Horde-Ijan possessions are yours. In the summer, from the Irgiz, Savuk, Or and Ilek rivers to the Ural Mountains, in the winter, winter in the Karakum, Orakum steppes and the Syrdarya, Sarysuv and lower reaches of the Chu rivers." These territories were given to him.

The founder of the Boz-Orda, Shayban Khan, had 12 sons: Baynal, Bahodir, Qadak, Balqa, Chirik, Mergan, Kurtqa, Ayochi, Sayilgat, Sanchar, Majar, and Kuyinchi. When Shayban Khan died, his second son, Bahodir, became the khan of the Shayban ulus (Boz-Orda). He had sons named Jochi-Buga and Kutluk-Buga, and after the death of Bahodir Khan, his eldest son Jochi-Buga took over the reign. Jochi-Buga had 4 sons named Bodakul, Bek-Temur, Yangichar (Nikchar), and Yisun-Buga. After the death of Jochi-Buga, his eldest son Bodaqul became the ruler of the Shayban ulus in his place. He had one son, whose name was Ming-Temur. When Bodaqul Khan died, this prince took his place. Ming-Temur had 6 sons, and Abulgozi Bakhodir Khan gives the following information about them: "Elpak (Ibak), Janta, Pulod, Sevinch Timur, Tungabek, Kundi. After his father Ming Temur died, his son Pulod succeeded him. He had two sons, Ibrahim and Arabshah. The Uzbeks call both of them Abyo Arab."

The time of Pulod Khan's rule in the Shayban ulus coincides with the years when the rule of the descendants of Batu Khan ended in the White Horde (Golden Horde) in 1359. After Pulod Khan died, the Shayban ulus was ruled by Ilik (Ilg'aq) son of Ming-Temur (Malik-Temur) son Qonboy. The years of his rule coincided with the reign of Urus Khan (1368-1375), another son of Jochi, who was from the lineage of Toqai-Temur. Part of the Shayban ulus, including the middle basin of the Syrdarya, had already passed into the hands of the descendants (dynasty) of Toqai-Temur. When Tokhtamysh Khan (1380-1395), a member of the Togay-Temur dynasty, asked Qanboy for help against Mamai, a member of the Qiyat clan, this ruler of the Shayban ulus did not help him.

Tokhtamysh Khan received help from Qanboy's cousin, Pulod Khan's son Arab-Oglan, and after eliminating Mamai in 1381, he replaced Qanboy on the throne of the Shayban ulus.

Both sons of Pulod Khan - Arab-Oglan (Arabshah) and Ibrahim (Ayba) jointly ruled the Shayban ulus. After them, Qanboy Khan's son Mahmudak Khoja took over the rule of this ulus, defeating the powerful "Kungirat" and "Sijuut" districts of the Tura region in Western Siberia, and this region became his core territory. After Abulkhair, the grandson of Ibrahim (Ayba), the son of Tugli-Shaykh (Davlat-Shaykh), fought and killed his uncle Mahmudak Khoja, the rule of the Shayban ulus passed to Abulkhair.

After Mahmudak Khoja married his widow Janaq Beg, his political influence increased even more. Because Janaq Beg was from the "mangit" clan, and representatives of this clan were one of the largest Turko-Mongol clans in the Dashti-Kipchak.

Born in 1413 and dying in 1469, Abulkhair Khan ruled for 40 years between 1428 and 1468, establishing the Abulkhair Khan Horde, also known as the "Uzbek ulus", in a large part of the Shayban ulus. He had 3 wives, from whom he had 11 sons. From the "Burkut" clan, Aganak bekaadin Shah Budak and Khoja Muhammad (Khojagam), from the "Kongirot" clan, Haydar, Sayid Baba, Sanjar Sultan, Sheikh Ibrahim, Mirzo Ulugbek's daughter Rabiya Khotun Kuchkunchi, Sevinkhozha and Ak-burun Sultan were the sons of Abulkhair Khan.

Abulkhair Khan three times seized the "Takht region" - the main administration of the Golden Horde, and preached sermons in his name in Ordu-bazar. He seized a number of territories under the control of the Timurids - the Syrdarya basins. After the death of Abulkhair Khan, Yodgor Khan from the Arab-Oglon clan came to the head of the Uzbek ulus, but during his rule, this ulus became much weaker, and most of its territories were occupied by the Kazakh khans. During the reign of Shaybak Khan (Muhammad Shaybani Khan - 1500-1510), the grandson of Abulkhair Khan and son of Shah Budak, the Uzbek ulus restored its dominance, and a significant part of the Eastern Steppe of the Kipchaks, the Middle Syr Darya basin, the territory of the Timurid Empire - the Amudarya - Syr Darya interfluvium (Movarunnahr), a large part of Khorasan, and the main territories of the Afghan region passed into the hands of nomadic Uzbeks.

After the Safavid ruler of Iran, Shah Ismail, killed Muhammad Shaybani Khan in 1510, and the late ruler's uncles and cousins, Kochkunchi Khan, Sevinkhodja Khan, Ubaydullah Khan, and others, maintained Shaybani rule in the middle and lower reaches of the Syrdarya, as well as in Transoxiana, Shah Ismail appointed his viceroys (viceroys) to Khorezm. However, shortly after that, in 1515, Elbars Khan (1515-1525), a descendant of the ruling dynasty of the Shayban ulus (Uzbek ulus), came to Khorezm and expelled the Iranian viceroys, and another branch of the Shayban ulus established its rule there.

Literature

1. Kashgari, Mahmud. Dictionary of Turkic Words (Devonu-lugot it-turk) / Translator and editor S. M. Mutallibov. 3 volumes. T. I. – Toshkent: Fan, 1960. – B. 64, 314, 440.
2. Ахмедов В. А. Историко-географическая литература Средней Азии XVI–XVIII вв.: письменные памятники. Tashkent: Fan, 1985. – S. 130-131.
3. 181. <http://www.sogdcoins.narod.ru> – Sogd coins
4. 180. <http://www.zeno.ru> – Pre-IslamicCentralAsia, Sogd
5. Kafalı M. Ötemiş Hacı'ya Göre Cuci Ulusu'nun tarihi. – S. 58-64

MAQOLLARNING TILSHUNOSLIKDA O'RGANILISHI

Termiz Davlat Pedagogika Instituti talabasi

Safarova Sevinch

Termiz Davlat Pedagogika Instituti o'qituvchisi

Mirzayeva Feruza

Annotatsiya: Ushbu maqola tilshunoslikda maqollarning o'rganilishiga bag'ishlangan. Maqollarning lingvistik xususiyatlari, jumladan, ularning tuzilishi, semantikasi va pragmatikasi tahlil qilinadi. Maqollarning madaniy va kognitiv ahamiyati, shuningdek, ularning nutqdagi o'rni ko'rib chiqiladi. Tadqiqot maqollarning tilshunoslik nuqtai nazaridan o'rganilishining nazariy va amaliy jihatlarini yoritishga qaratilgan.

Kalit so'zlar: Maqol, tilshunoslik, lingvistika, semantika, pragmatika, madaniyat, kognitiv, nutq.

Abstract: Three articles are devoted to the study of proverbs in linguistics. The visual characteristics of proverbs, their analytical conclusion, semantic analysis and pragmatics. The role of proverbs in speech, their cognitive significance, is considered. The study is a theory of the organization of proverbs from a linguistic point of view and the development of their practical use.

Keywords: Proverb, linguistics, linguistics, semantics, pragmatics, culture, cognitive, speech.

KIRISH

Maqollar – xalq og'zaki ijodining qadimiy va muhim janrlaridan biri bo'lib, ular asrlar davomida xalqning hayoti, tajribasi va donoligini o'zida mujassam etib kelgan. Tilshunoslik nuqtai nazaridan maqollar tilning boy imkoniyatlarini, xususan, uning leksik, grammatik va semantik xususiyatlarini o'rganish uchun qimmatli manba hisoblanadi.

Maqollarning lingvistik tahlili ularning tuzilishi, ma'nosi va nutqdagi vazifalarini aniqlashga qaratilgan. Maqollar tilning obrazlilik, ixchamlik va ta'sirchanlik kabi xususiyatlarini namoyon etadi. Ular metaforalar, metonimiyalar, antitezalar va boshqa stilistik vositalar orqali o'z ma'nolarini ifodalaydi.

Ushbu maqola tilshunoslikda maqollarning o'rganilishiga bag'ishlangan bo'lib, ularning lingvistik xususiyatlari, madaniy va kognitiv ahamiyati, shuningdek, nutqdagi

o'rni tahlil qilinadi. Maqolning maqsadi maqollarning tilshunoslik nuqtai nazaridan o'rganilishining nazariy va amaliy jihatlarini yoritishdan iborat.¹

Maqolaning asosiy qismi maqollarning tilshunoslikdagi o'rganilishining turli jihatlarini batafsil tahlil qilishga qaratiladi. Quyida asosiy qismning namunaviy tuzilishi va mazmuni keltirilgan:

1. Maqollarning lingvistik xususiyatlari

Leksik tarkibi: Maqollarda qo'llaniladigan so'zlar, ularning ma'nolari va semantik xususiyatlari.

Grammatik tuzilishi: Maqollarning sintaktik tuzilishi, gap bo'laklarining o'zaro munosabati va grammatik kategoriyalari.

Fonetik xususiyatlari: Maqollarning ohangdorligi, ritmi va alliteratsiya kabi fonetik vositalari.

Stilistik vositalar: Maqollarda qo'llaniladigan metafora, metonimiya, sinekdoxa, antiteza, inversiya kabi stilistik vositalar va ularning ma'no yaratishdagi roli.

2. Maqollarning semantikasi va pragmatikasi

Maqollarning ma'nosi: Maqollarning literal va majoziy ma'nolari, ularning semantik tuzilishi va ma'no ko'chishlari.

Maqollarning pragmatik jihatlari: Maqollarning nutqdagi vazifalari, kommunikativ maqsadlari va kontekstga bog'liqligi.

Maqollarning interpretatsiyasi: Maqollarning turli madaniy va ijtimoiy kontekstlarda turlicha talqin qilinishi.

Maqollarning nutqiy madaniyatdagi o'rni: Maqollarning nutqiy odob, muloqot etikasi va nutqiy kompetentlikni shakllantirishdagi roli.

Jahon tilshunosligi tilda har bir millatning milliy-madaniy o'ziga xosligi, dunyoqarashi, turmush tarzi hamda diniy tasavvurlarini o'zida aks etishi masalasiga doimo qiziqib kelgan. Shuning uchun tilshunoslikning har bir sohasida bu masalaga doir bir qator tadqiqot ishlari olib borilmoqda. Etnomadaniy qadriyatlarining asosiy tushunchalaridan biri bo'lgan til birliklarini lingvokulturologik jihatdan o'rganish zamonaviy tilshunoslikning asosiy muammolaridan biri bo'lib qolmoqda.²

Jahon tilshunosligida lingvokulturologiyaga bo'lgan qiziqish yildan yilga ortib bormoqda. Zamonaviy antroposentrik lingvistikada maqollar millatning milliy-madaniy o'ziga xosligini ochib berishda katta o'rin tutishi va ularning muayyan lingvomadaniy jamoaga xos xususiyatlarini o'zida yorqin ifodalashi alohida qayd etiladi.³

¹ Azizov, Q. (2015). O'zbek tilshunosligi tarixi. Toshkent: O'zbekiston Milliy Ensiklopediyasi.

² G'ulomov, A., Asqarova, M. (1987). Hozirgi o'zbek adabiy tili. Toshkent: O'qituvchi.

³ Mirtojiev, M. (1981). O'zbek xalq maqollari. Toshkent: O'qituvchi.

O'tgan asrning ikkinchi yarmidan keyin maqollar tilshunoslik nuqtai nazaridan ham o'rganila boshlandi. Ularning lisoniy tarkibi, unda ishtirok etgan leksik birliklar va maqollarning o'z mazmuniga ko'ra semantik munosabati masalasi lingvistlarning tadqiqot maydoniga aylandi. Bu borada X. Abdurahmonov, Y. Pinxasov, Sh. Rahmatullayev, G'. Salomov, Q. Samadov, M.Sadridinova, A. Jo'raxonov, M. To'ychiyev, Sh. Shorahmedov kabi tilshunoslar hamda shogirdlarining tadqiqotlarini alohida ta'kidlash joiz. XX asrning ikkinchi yarmiga kelib tildagi milliy-madaniy belgilar tadqiqiga alohida e'tibor qaratila boshlandi. Tilshunoslikda til va madaniyat, til va inson omili, til va tarix masalalariga birinchilardan V.fon Gumbolt, A.Vaysgerber, L.Blumfeld, E.Sepir, B.de Kurtene, A.A.Potebnya, A.A.Shaxmatov kabi Yevropa va rus tilshunoslari e'tibor berishgan. O'zbek frazeologiyasiga oid dastlabki tadqiqotlar XX asrning 50-yillari boshida yuzaga kelgan. Bularga Y.Pisixanov, A.Shomaqsudov, M.Husainovlarning nomzodlik ishlarini kiritishimiz mumkin. G'.Salomov frazemalarni tarjima qilgan hamda "frazeologizm" atamasi ostida maqol, matal va idiomalarni kiritadi.

Abdug'afur Mamatov frazeologizmlarning shakllanish masalalarini tadqiq qilgan. B.Yo'ldoshev frazeologizmlarning konnotativ ma'nolari, badiiy tasvir vositasi sifatida imkoniyatlarini atroflicha yoritib bergan. M.Xoliqova frazeologizmlarning milliy semantikasi, ekstralingvistik omillarning frazeologizmlar semantikasiga ta'siri kabi muammolarni o'zbek va rus tillari misolida o'rgandi.⁴

Yuqorida qayd etilgan ishlar o'zbek frazeologiyasi sohasida erishilgan yutuqlar keyingi ushbu sohada olib borilayotgan tadqiqotlar uchun ilmiy metodologik asos vazifasini o'tamoqda. Bu ishlar natijasida A.Nasirov, B.Jo'rayeva, N.Nasrullayeva, A.Yuldashev kabi olimlar frazeologizmlarni antroposentrik paradigma, xususan, lingvokognitiv, pragmalingvistik va lingvomadaniyatshunoslik nuqtai nazaridan tadqiq etishgan. Frazeologizmlarning milliy-madaniy xususiyatlari talqini, lisoniy madaniyatshunoslik, til semantikasi, etimologiyasi va tarixi lingvistikaning umumiy masalalari o'zbek tilshunos olimlari Sh.Raxmatullayev, N.Mahmudov, A.Nurmonov, A.A.Mamatov, B.Yo'ldoshev, Sh.Safarov, D.Xudayberganova, Sh.Shomaqsudov, S.Dolimova, M.Xoliqova, M.Abdurazzaqov, A.Nosirov, B.Jo'rayevalarning ilmiy ishlarida o'z aksini topdi.⁵

XULOSA

Ushbu maqola tilshunoslikda maqollarning o'rganilishiga bag'ishlandi. Maqollarning lingvistik xususiyatlari, semantikasi, pragmatikasi, madaniy va kognitiv jihatlari,

⁴ Rahimov, S. (2000). O'zbek tilining frazeologik lug'ati. Toshkent: O'zbekiston Milliy Entsiklopediyasi.

⁵ Sa'diyev, S. (2010). Tilshunoslik asoslari. Toshkent: Fan.

shuningdek, nutqdagi o'rni tahlil qilindi. Tadqiqot natijalari maqollarning tilshunoslik nuqtai nazaridan o'rganilishining nazariy va amaliy ahamiyatini tasdiqlaydi.

Maqollar tilning boy imkoniyatlarini, xususan, uning leksik, grammatik va stilistik xususiyatlarini namoyon etadi. Ular xalqning madaniyati, urf-odatlarini va qadriyatlarini aks ettiradi, inson tafakkurini shakllantirishda muhim rol o'ynaydi va nutqni boyitishga xizmat qiladi.

Kelgusida maqollarni o'rganishda ularning etnolingvistik xususiyatlariga, turli madaniy kontekstlardagi interpretatsiyasiga va zamonaviy nutqdagi o'rniga e'tibor qaratish lozim. Maqollarning tilshunoslik nuqtai nazaridan o'rganilishi tilshunoslik fanining rivojlanishiga va madaniy merosni saqlashga xizmat qiladi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Azizov, Q. (2015). O'zbek tilshunosligi tarixi. Toshkent: O'zbekiston Milliy Ensiklopediyasi.
2. G'ulomov, A., Asqarova, M. (1987). Hozirgi o'zbek adabiy tili. Toshkent: O'qituvchi.
3. Mirtojdiyev, M. (1981). O'zbek xalq maqollari. Toshkent: O'qituvchi.
4. Rahimov, S. (2000). O'zbek tilining frazeologik lug'ati. Toshkent: O'zbekiston Milliy Ensiklopediyasi.
5. Sa'diyev, S. (2010). Tilshunoslik asoslari. Toshkent: Fan.

ESTAFETALI YUGURISH TEXNIKASINI MUSTAHKAMLASH

O'zbekiston Respublikasi Jamoat Xavfsizligi Universiteti
Jismoniy tayyorgarlik va sport kafedrasini o'qituvchisi letyenant
Almurodova Rohatoy Musurmon qizi

Anotatsiya. Ushbu maqolada estafeta yugurish mashg'ulotlarini takomillashtirish, yugurish texnikasini mustahkamlash hamda ishtirokchilarning jismoniy va ruhiy tayyorgarligini oshirish masalalari yoritilgan. Maqolada baton (palochka)ni uzatish va qabul qilish jarayonidagi muhim texnik elementlar, yugurish bosqichlari, jamoaviy muvofiqlik hamda start va finishdagi harakatlarni to'g'ri bajarish usullari tahlil qilinadi. Shuningdek, o'quv mashg'ulotlarida estafeta yugurish texnikasini rivojlantirish bo'yicha metodik tavsiyalar keltirilgan.

Kalit so'zlar: estafeta yugurish, yugurish texnikasi, baton uzatish, baton qabul qilish, yugurish bosqichlari, start texnikasi, finish texnikasi, yugurish sur'ati, jismoniy tayyorgarlik, tezkorlik, chaqqonlik, muvofiqlik, jamoaviylik, koordinatsiya, texnik malaka, estafeta yo'lakchasi, yugurish ritmi, yugurish masofasi, sport metodikasi, mashg'ulot usullari, o'quv mashg'uloti, musobaqa tayyorgarligi, yugurish taktikasini shakllantirish.

Аннотация. В этой статье рассматриваются вопросы совершенствования тренировок по эстафетному бегу, укрепления техники бега, а также повышения физической и умственной подготовленности участников. В статье будут проанализированы важные технические элементы в процессе передачи и приема батона (палочки), этапы бега, совместимость команды и способы правильного выполнения движений на старте и финише. Также даны методические рекомендации по отработке техники эстафетного бега на тренировочных занятиях.

Ключевые слова: эстафетный бег, техника бега, передача батона, прием батона, этапы бега, техника старта, техника финиша, темп бега, физическая подготовка, скорость, ловкость, соответствие, командность, координация, техническая квалификация, эстафетная дорожка, ритм бега, дистанция бега, спортивная методика, методы тренировок, Тренировка тренировка, соревновательная подготовка, формирование тактики бега.

Anotation. This article covers the issues of improving relay running training, strengthening running techniques and increasing the physical and mental training of participants. The article analyzes the important technical elements in the process of transmitting and receiving a baton (palochka), the stages of running, team coordination

and methods of correctly performing movements in the start and finish. The training also provides methodological recommendations for the development of relay running techniques.

Keywords: relay running, running technique, baton transfer, baton reception, running stages, starting technique, finishing technique, running pace, fitness, agility, consistency, teamwork, coordination, technical qualification, relay track, running rhythm, running distance, Sports methodology, training methods, training, competition preparation, formation of running tactics.

Estafeta yugurish yengil atletika sportining eng jamoaviy va dinamik turlaridan biri hisoblanadi. Ushbu turda g'alaba faqat sportchining individual tezligi bilan emas, balki jamoaning o'zaro muvofiqligi, baton uzatishdagi aniqlik va tezkorlik bilan belgilanadi. Shuning uchun estafeta yugurish texnikasini puxta o'rganish va muntazam ravishda mustahkamlash sportchi tayyorgarligining ajralmas qismi hisoblanadi. Estafeta yugurishda muvaffaqiyatga erishish uchun bir qator texnik va jismoniy ko'nikmalarni rivojlantirish zarur. Jumladan: startdan chiqish tezligi, batonni uzatish va qabul qilish texnikasi, yugurish ritmi va jamoaviy muvofiqlik. Mashg'ulotlarda ushbu jihatlar muntazam ravishda tahlil qilinib, sportchilarning individual va jamoaviy kamchiliklari bartaraf etiladi. Shu maqsadda, estafeta yugurish texnikasini mustahkamlash bo'yicha metodik yondashuvlar va samarali mashqlar ishlab chiqish zarurdir. Estafeta yugurish texnikasining asosiy jihatlari. Estafeta yugurish – bu jamoaviy sport turi bo'lib, unda har bir sportchining individual tezligi bilan bir qatorda jamoaning koordinatsiyasi va baton uzatish texnikasi katta ahamiyatga ega. Estafeta yugurishning texnik jihatlari quyidagi bosqichlardan iborat: Startdan chiqish – sportchi signalni eshitishi bilan maksimal tezlik bilan harakatga kiradi. Start paytida oyoq va qo'l koordinatsiyasi, tananing to'g'ri egilishi va tezkor reaksiya muhim rol o'ynaydi. Start texnikasini puxta o'rganmagan sportchi musobaqaning dastlabki bosqichida ortda qolishi mumkin. Yugurish ritmi va tezligi – har bir ishtirokchi o'zining maksimal sur'atini saqlab, baton uzatish zonalariga yetib borishi zarur. Bu bosqichda nafas olish va oyoq-qo'l koordinatsiyasi bir-biriga uyg'un bo'lishi muhim hisoblanadi. Tezlikni boshqarish, ritmni saqlash va harakatlarni silliq amalga oshirish muvaffaqiyatni belgilovchi omillardandir. Baton uzatish texnikasi – batonni uzatish jarayonida aniqlik va tezlik birinchi o'rinda turadi. Batonni to'g'ri tutish, uzatish va qabul qiluvchi sportchiga silliq yetkazish jarayoni sportchining malakasi va refleksiga bog'liq. Batonni noto'g'ri ushlab uzatish jamoa natijasini sezilarli darajada pasaytiradi. Batonni qabul qilish texnikasi – qabul qiluvchi sportchi batonni maksimal tezlik bilan olish uchun to'g'ri qo'l pozitsiyasini va yugurish ritmini tanlashi lozim. Bu bosqichda sportchi e'tiborini

markazlashtirish, ritmni saqlash va yuqori tezlikda aniqlik bilan harakat qilishni o'rganishi kerak.

Estafeta yugurish texnikasini rivojlantirish mashg'ulotlarda quyidagi usullar orqali amalga oshiriladi: Individual mashqlar – startdan chiqish, baton uzatish va qabul qilish bo'yicha alohida mashqlar. Bu mashqlar sportchining shaxsiy xatolarini aniqlash va tuzatishga xizmat qiladi. Jamoaviy mashqlar – to'liq yo'lakchada ketma-ket yugurish va baton uzatish mashqlari jamoaning muvofiqligi va koordinatsiyasini oshiradi. Simulyatsiya va musobaqaga tayyorlash – mashqlar musobaqa sharoitiga yaqinlashtiriladi, start va baton uzatish zonalaridagi xatolar aniqlanadi va bartaraf qilinadi. Bu jarayon sportchilarda ruhiy tayyorgarlik va tezkorlikni oshiradi. Estafeta yugurishda muvaffaqiyatning asosiy omillari: Tezlik – masofa bo'ylab maksimal sur'atni saqlash. Chaqqonlik – harakatlarni tez va aniq bajarish, batonni xato qilmasdan uzatish. Koordinatsiya – oyoq va qo'l harakatlarini, nafas olishni va yugurish ritmini uyg'unlashtirish. Bu ko'nikmalarni rivojlantirish uchun mashg'ulotlarda: yugurish drill-lari (tezlik va ritm mashqlari), baton uzatish mashqlari, reaktiv start mashqlari, jamoaviy kombinatsiya mashqlari qo'llaniladi. Mashqlarni bosqichma-bosqich qiyinlashtirish, murakkab kombinatsiyalarni o'rgatish va xatolarni tuzatish estafeta yugurish texnikasini mustahkamlashga xizmat qiladi. Mashg'ulotlarda trenerlar quyidagi metodlardan foydalanadi: har bir sportchining texnik xatolarini aniqlash va individual tuzatish; jamoaviy o'yinlar va raqobatli mashqlar orqali motivatsiyani oshirish; yugurish va baton uzatish jarayonini video tahlil qilish; mashg'ulotlarni bosqichma-bosqich qiyinlashtirib, murakkab kombinatsiyalarni o'rgatish. Ushbu yondashuvlar estafeta yugurish texnikasini mustahkamlash, sportchining tezkorlik va aniqligini oshirish hamda musobaqalarda muvaffaqiyatga erishish imkonini beradi.

Startdan chiqish – estafeta yugurishning eng muhim bosqichlaridan biridir. Sportchi signalni eshitishi bilan maksimal tezlik bilan harakatga kiradi. Start texnikasi oyoq va qo'l koordinatsiyasi, tananing to'g'ri egilishi, kuch va tezlikni to'g'ri taqsimlash hamda reaksiya tezligini rivojlantirishni o'z ichiga oladi. To'g'ri start sportchining masofa bo'ylab sur'atini maksimal darajada oshirishga imkon beradi va musobaqaning dastlabki bosqichida ortda qolmaslikni ta'minlaydi. Yugurish ritmi va tezligi estafetada muvaffaqiyatning kalit omillari hisoblanadi. Har bir sportchi o'zining maksimal sur'atini saqlab, baton uzatish zonasiga yetib borishi zarur. Bu bosqichda nafas olish va oyoq-qo'l harakatlarini uyg'unlashtirish, masofa bo'ylab tezlikni to'g'ri taqsimlash va baton uzatish texnikasiga moslashish muhimdir. Tezlik va ritmni boshqarish sportchiga musobaqa davomida barqaror natija ko'rsatishga yordam beradi. Baton uzatish estafetada eng murakkab va texnik jihatdan talabchan qism hisoblanadi. Batonning to'g'ri ushlanishi, uzatish burchagi va tezligi, shuningdek qabul qiluvchi

sportchiga silliq yetkazilishi jamoaning umumiy natijasini belgilaydi. Noto‘g‘ri baton ushlab yoki kechikkan uzatish jamoaning umumiy sur‘atini sekinlashtiradi va musobaqada ortda qolishiga olib keladi. Baton uzatish texnikasini mashg‘ulotlarda muntazam ravishda mustahkamlash sportchilarning refleks va aniqligini rivojlantiradi. Baton qabul qilish texnikasi ham muvaffaqiyatga erishishda katta rol o‘ynaydi. Qabul qiluvchi sportchi qo‘lning to‘g‘ri pozitsiyasini tanlashi, yugurish ritmini saqlashi va maksimal tezlikda baton olishni o‘rganishi lozim. Batafsil mashqlar yordamida sportchilar ritmini uyg‘unlashtirish, koordinatsiyani oshirish va baton uzatish jarayonida xatolarni minimallashtirish imkoniga ega bo‘ladi.

Estafeta yugurish texnikasini mustahkamlash mashg‘ulotlarda turli metod va usullar orqali amalga oshiriladi. Individual mashqlarda startdan chiqish, baton uzatish va qabul qilish bo‘yicha drill-lar bajariladi. Jamoaviy mashqlarda ketma-ket yugurish va baton uzatish mashqlari o‘tkazilib, jamoaning muvofiqligi va koordinatsiyasi rivojlantiriladi. Simulyatsiya va musobaqaga tayyorlash bosqichida mashg‘ulotlar musobaqa sharoitiga yaqinlashtiriladi, start va baton uzatish zonalaridagi xatolar aniqlanadi va tuzatiladi. Tezlik, chaqqonlik va koordinatsiya estafeta yugurishning muvaffaqiyat omillari hisoblanadi. Tezlik – masofa bo‘ylab maksimal sur‘atni saqlashni, chaqqonlik – harakatlarni tez va aniq bajarishni, koordinatsiya esa oyoq va qo‘l harakatlarini, nafasni va yugurish ritmini uyg‘unlashtirishni o‘z ichiga oladi. Bu ko‘nikmalarni rivojlantirish uchun mashg‘ulotlarda drill-lar, baton uzatish kombinatsiyalari, reaktiv start mashqlari va jamoaviy kombinatsiyalar qo‘llaniladi. Mashqlarni bosqichma-bosqich murakkablashtirish va kombinatsiyalarni o‘rgatish texnikani mustahkamlashda muhim ahamiyatga ega.

Pedagogik va metodik yondashuvlar estafeta yugurish mashg‘ulotlarida samaradorlikni oshiradi. Trenerlar sportchilarning individual xatolarini aniqlash va tuzatishga e‘tibor qaratadi, jamoaviy o‘yinlar va raqobat orqali motivatsiyani oshiradi, video tahlil yordamida texnik jarayonlarni kuzatadi va mashg‘ulotlarni bosqichma-bosqich murakkablashtiradi. Ushbu yondashuvlar sportchilarda harakat texnikasini mustahkamlash, tezlik va aniqlikni oshirish, shuningdek musobaqa sharoitida xatolarni kamaytirishga xizmat qiladi. Maxsus mashqlar ham texnikani rivojlantirishga yordam beradi. “Tez uzatish” mashqi 10–15 metr masofada baton uzatish va qabul qilishni tezlashtiradi. “Ritmik yugurish” mashqi yugurish ritmini saqlash va baton qabul qilishni uyg‘unlashtirishga xizmat qiladi. “Koordinatsiya” mashqlari oyoq va qo‘l harakatlarini uyg‘unlashtirishga qaratilgan bo‘lsa, “Start simulyatsiyasi” mashqi start signalini eshitish bilan maksimal tezlik bilan harakatga kirish va baton uzatish texnikasini rivojlantiradi. Shunday qilib, estafeta yugurish texnikasini mustahkamlash uchun individual va jamoaviy mashqlarni uyg‘unlashtirish, metodik yondashuvlarni

qo'llash, maxsus mashqlar orqali tezlik, chaqqonlik va koordinatsiyani rivojlantirish zarur. Bu jarayon sportchilarda texnik malaka, jamoaviy muvofiqlik va musobaqa tayyorgarligini oshirishga xizmat qiladi va estafeta yugurishda muvaffaqiyatga erishish imkonini beradi.

Estafeta yugurish texnikasini mustahkamlash – bu yengil atletika sohasidagi eng muhim masalalardan biri bo'lib, u sportchilarning individual tezligi, jamoaning koordinatsiyasi, baton uzatish va qabul qilish aniqligi bilan chambarchas bog'liq. Tadqiqotlar va mashg'ulotlar shuni ko'rsatadiki, estafeta yugurishda muvaffaqiyat faqat individual sur'atga emas, balki jamoaning bir-biriga bo'lgan moslashuviga, harakatlarni uyg'unlashtirishga va baton uzatish texnikasining mukammalligiga ham bog'liqdir. Asosiy o'rganilgan jihatlar shundan iboratki, startdan chiqish texnikasi sportchining masofa bo'ylab tezligi va natijasiga bevosita ta'sir qiladi. Start paytida oyoq va qo'l koordinatsiyasi, tananing to'g'ri egilishi va reaksiya tezligi samarali natijaga erishishda hal qiluvchi omil hisoblanadi. Shuningdek, yugurish ritmi va tezligini boshqarish sportchining nafas olish va harakat koordinatsiyasiga bog'liq bo'lib, baton uzatish zonasiga yetib borishdagi muvaffaqiyatni ta'minlaydi.

Baton uzatish va qabul qilish texnikasi estafetada eng murakkab va texnik jihatdan talabchan bosqich hisoblanadi. Batonni to'g'ri tutish, uzatish burchagi va qabul qiluvchi sportchiga silliq yetkazish jamoaning umumiy natijasiga sezilarli ta'sir ko'rsatadi. Noto'g'ri yoki sekin uzatish jamoaning sur'atini kamaytiradi va musobaqada ortda qolish xavfini oshiradi. Shu sababli, baton uzatish texnikasini mustahkamlash, mashg'ulotlarda muntazam ravishda drill-lar va kombinatsiyalarni qo'llash muhimdir. Mashg'ulotlarda individual va jamoaviy metodlarni uyg'unlashtirish orqali estafeta yugurish texnikasini rivojlantirish mumkin. Individual mashqlarda startdan chiqish, baton uzatish va qabul qilish bo'yicha drill-lar bajarilib, sportchining shaxsiy xatolari aniqlanadi va tuzatiladi. Jamoaviy mashqlar esa yo'lakchada ketma-ket yugurish va baton uzatish mashqlari orqali jamoaning muvofiqligi va koordinatsiyasini oshiradi. Simulyatsiya va musobaqaga tayyorlash mashqlari esa sportchilarni real sharoitga moslashtiradi va musobaqa paytidagi xatolarni kamaytiradi. Tezlik, chaqqonlik va koordinatsiya estafeta yugurishning muvaffaqiyat omillari bo'lib, ularni rivojlantirish mashg'ulotlarning ajralmas qismi hisoblanadi. Drill-lar, baton uzatish kombinatsiyalari, reaktiv start mashqlari va jamoaviy kombinatsiyalar yordamida sportchilar harakat texnikasini takomillashtiradi, tezkorlikni oshiradi va musobaqalarda xatolarni kamaytiradi. Shu bilan birga, pedagogik va metodik yondashuvlar – trener tomonidan individual xatolarni aniqlash, jamoaviy o'yinlar va raqobat orqali motivatsiyani oshirish hamda video tahlil yordamida mashg'ulotlarni optimallashtirish – texnikani mustahkamlash jarayonini

samarali qiladi. Shu tariqa, estafeta yugurish texnikasini mustahkamlash jarayoni sportchilarda nafaqat jismoniy tayyorgarlikni, balki ruhiy tayyorgarlikni, e'tibor va reaksiya tezligini, shuningdek jamoaviy muvofiqlikni ham rivojlantiradi. Batafsil metodik yondashuv va maxsus mashqlar yordamida sportchilar startdan chiqish, yugurish ritmi, baton uzatish va qabul qilish bo'yicha mukammallik darajasiga erishadi. Natijada jamoa musobaqada yuqori natijalar ko'rsatadi, xatolar kamayadi va sportchilarning texnik malakasi mustahkamlanadi.

Xulosa qilib aytganda, estafeta yugurish texnikasini mustahkamlash – bu murakkab, lekin samarali jarayon bo'lib, u sportchilarning jamoaviy muvofiqligi, individual tezligi va baton uzatish aniqligini oshirishga qaratilgan. Shu bilan birga, metodik yondashuv va maxsus mashqlar orqali texnika rivojlanadi, musobaqa sharoitida xatolar kamayadi va jamoa muvaffaqiyatga erishadi. Bu jarayon estafetani nafaqat jismoniy, balki strategik va texnik jihatdan mukammal sport turi sifatida rivojlantirishga xizmat qiladi.

Foydalanilgan adabiyotlar:

1. Yengil atletika va uni o'qitish metodikasi – Abdullayev M. J., Olimov M. S., To'xtaboyev N. T. (2017). 628 bet. Darslik va o'quv qo'llanma tarzida.
2. Sport pedagogik mahoratini oshirish (yengil atletika) – M. S. Olimov (2017). 320 bet. Jismoniy tarbiya va bolalar sporti yo'nalishi uchun.
3. Yengil atletika – Darslik (2010). Texnika, tayyorgarlik va mashg'ulotlar bo'yicha.
4. Sport mahoratini oshirish – Karimov D. K. (2023). Kitobda gimnastika, yengil atletika, boshqa sport turlari bo'yicha ma'lumotlar berilgan.

ESTAFETALI YUGURISH TEXNIKASI

**O‘zbekiston Respublikasi Jamoat xavfsizligi Universiteti Jismoniy tayyorgarlik
va sport kafedrası o‘qituvchisi, leytenant
Almuradova Rohatoy Musurmon qizi**

Annotatsiya: Ushbu maqolada estafetali yugurishning texnik va taktik jihatlari, yuguruvchilar o‘rtasida baton (estafeta tayoqchasi)ni uzatish mexanizmlari, mashg‘ulot jarayonida texnikani mustahkamlash usullari hamda jamoaviy harakatning roliga oid masalalar yoritilgan. Estafetali yugurish samaradorligini oshirish uchun yugurish ritmi, qo‘l-harakat koordinatsiyasi va sportchilarning o‘zaro ishonchi muhim omil sifatida asoslab berilgan. Shuningdek, musobaqalarda keng qo‘llaniladigan baton uzatish uch zonasi va ularda optimal tezlikka erishish bo‘yicha ilmiy asoslangan tavsiyalar berilgan.

Kalit so‘zlar: estafetali yugurish, baton uzatish, yugurish texnikasi, jamoaviy koordinatsiya, sport tayyorgarligi.

Аннотация: В данной статье рассмотрены технические и тактические особенности эстафетного бега, механизмы передачи эстафетной палочки между бегунами, методы укрепления техники в тренировочном процессе, а также роль командного взаимодействия. Отмечено, что для повышения эффективности эстафетного бега важны ритм бега, координация движений рук и взаимное доверие спортсменов. Представлены научно обоснованные рекомендации по оптимизации скорости передачи палочки в трех зонах.

Ключевые слова: эстафетный бег, передача палочки, техника бега, командная координация, спортивная подготовка.

Annotation: This article examines the technical and tactical aspects of relay running, the baton exchange mechanisms between runners, methods of reinforcing technique during training, and the role of team coordination. It emphasizes that running rhythm, arm coordination, and mutual trust among athletes are crucial for the efficiency of relay running. Scientific recommendations are provided on achieving optimal baton exchange speed within the three designated exchange zones.

Keywords: relay running, baton exchange, running technique, team coordination, athletic preparation.

Kirish :Estafetali yugurish yengil atletikaning eng murakkab va jamoaviy uyg‘unlikni talab qiladigan turlaridan biri hisoblanadi (Karimov, 2019). Unda sportchilar nafaqat individual tezlik darajasiga, balki baton uzatish jarayonidagi aniqlik

va o‘zaro muvofiqlikka ham tayanadi. Aynan baton uzatish texnikasidagi kichik xatolar ko‘pincha musobaqa natijasiga jiddiy ta‘sir ko‘rsatadi. Shuning uchun estafetali yugurishda texnikani mustahkamlash mashg‘ulotlar tizimining asosiy yo‘nalishlaridan biri bo‘lib keladi.

Asosiy qism: Estafetali yugurishning mohiyati va tarixiy rivojlanishi Estafetali yugurish qadimiy Yunoniston davridan boshlab harbiy xabar yetkazuvchilar faoliyatida qo‘llanilgan bo‘lib, u zamonaviy sport shaklini XIX asr oxirlarida olgan (Karimov, 2019). Bugungi kunda estafetali yugurish Olimpiya o‘yinlarining asosiy yengil atletika turlaridan biri sifatida tan olingan. Musobaqaning eng muhim jihati – bu jamoaviy harakatning uyg‘unligi, yuguruvchilarning individual tezligi emas, balki baton uzatish jarayonining puxtaligi hisoblanadi. Estafetali yugurishda asosiy tamoyil “Tezlikni yo‘qotmasdan baton uzatish”dir. Agar sportchi tezligini bir necha soniyaga pasaytirsam ham, bu jamoaning umumiy natijasiga salbiy ta‘sir ko‘rsatadi. Shu sababli, texnika va koordinatsiya strategik ahamiyatga ega.

Baton uzatish zonalari va ularning funksional ahamiyati. Baton uzatish jarayoni qat‘iy belgilangan uchta zona doirasida amalga oshiriladi: Estafetadagi baton almashinuvi ketma-ket uchta bosqichda amalga oshiriladi: avval qabul qiluvchi yuguruvchi tezlikni oshiradi, so‘ng baton bevosita qo‘ldan qo‘lga uzatiladi, va nihoyat baton olgan yuguruvchi maksimal tezlikka kiradi. Bu bosqichlarning har birida yuguruvchilar oldindan kelishilgan ritm va tana holatini saqlashlari zarur. Ushbu zonalarning har birida sportchilar harakatini oldindan kelishilgan signallar, qadam uzunligi, nafas ritmi va qo‘l holati bilan muvofiqlashtiradi. Ayniqsa 4×100 metr estafetada baton uzatish tezligi natijaning deyarli 60% ni belgilab beradi.

Baton uzatish usullari: Estafetali yugurishda baton uzatishning ikki asosiy usuli mavjud: 1. Ko‘rmay uzatish (orqaga qaramasdan uzatish) – yuqori tezlikli estafetalarda qo‘llanadi. Bu usulda qabul qiluvchi sportchi orqaga qarashni bajarib, tezlik yo‘qotmaslik uchun qo‘lning aniq holatini his qiladi (Abdullayev, 2021). 2. Ko‘rib uzatish – 4×400 metrda keng tarqalgan. Sportchilar bir-birini ko‘rib, barqaror va nazoratli baton almashinuvi amalga oshiradi. 3. Ko‘rmay uzatishda qo‘lning ochilish burchagi, tirsak holati, qo‘l kaftining qattiqligi va batonning yuqoridan yoki pastdan uzatilishi juda muhim. 4. Texnikani mustahkamlash mashqlari. Estafetali yugurish texnikasini mustahkamlashda quyidagi mashqlar samarali hisoblanadi: Qisqa masofalarda (10–30 metr) baton bilan tezkor yugurishlar; Baton almashish zonasini belgilangandan so‘ng segmentar mashqlar (Xolmo‘minov, 2018); Start reaksiya tezligini oshirish uchun plyometrik mashqlar; “Soat bo‘yicha baton uzatish” koordinatsion mashqi; Tezlikni pasaytirmasdan yugurish ritmini saqlash bo‘yicha

juftlik mashqlari. Mazkur mashqlar sportchilarda quyidagi jismoniy sifatlarni rivojlantiradi:

- Tezkorlik va eksploziv kuch
- Hayvoniy koordinatsiya (harakat uyg'unligi)
- Reaksiya tezligi

Jamoaviy mas'uliyat va sport intizomi

Jamoaviy uyg'unlikning psixologik omillari: Estafetali yugurishda sportchilar o'rtasidagi ishonch hal qiluvchi rolga ega (Rasulov, 2022). Jamoa ichida yetakchi sportchilar boshqalarni rag'batlantiradi, mashg'ulotda bir-birining ritmini his qilishga o'rgatiladi. Murabbiy psixologik moslashuv, rag'batlantirish texnikasi va o'zaro qo'llab-quvvatlash usullaridan foydalanadi.

Xulosa qilib aytganda, estafetali yugurish samaradorligi sportchining individual tezligidan ko'ra ko'proq jamoaviy uyg'unlik, baton uzatish texnikasi va koordinatsion moslashuvga bog'liqdir. To'g'ri mashg'ulot tizimi, texnik ko'rsatmalarni puxta o'zlashtirish va psixologik uyg'unlik natijada startdan marragacha yuqori tezlikni saqlab qolish imkonini beradi. Estafetali yugurish mashg'ulotlarini ilmiy asoslangan metodlar bilan olib borish jamoaning sport natijalarini barqaror va bir maromda o'sishini ta'minlaydi. Estafetali yugurish samaradorligi sportchining individual tezligi bilan belgilanmaydi. Unda *asosiy natija teknika + muvofiqlik + ishonch* uchligiga tayanadi. Baton almashish zonalarini to'g'ri tashkil qilish, mashg'ulot dasturlarida koordinatsion va tezlik mashqlarini keng qo'llash natijada startdan marragacha barqaror yuqori tempni saqlash imkonini beradi. Shuningdek, sportchilarning psixologik uyg'unligi jamoaviy harakatning ajralmas omili sifatida doimiy e'tibor markazida bo'lishi kerak.

Foydalanilgan adabiyotlar;

1. Karimov A. Yengil atletika asoslari. Toshkent: O'zbekiston nashriyoti, 2019.
2. Ibrohimov B. Jismoniy madaniyat nazariyasi va metodikasi. Toshkent: TDPU, 2020.
3. Abdullayev D. Sport trenirovkasi jarayonida koordinatsiya. Samarqand, 2021.
4. Xolmo'minov M. Yugurishda start texnikasini rivojlantirish. Termiz, 2018.
5. Rasulov Sh. Sport jamoalarida psixologik uyg'unlik. Buxoro, 2022.

BOSHLANG'ICH SINF DARSLARIDA STEAM TA'LIM TEXNOLOGIYASINI QO'LLASHNING METODIK ASOSLAR

Termiz davlat Pedagogika institute Ta'lim tarbiya nazariyasi va metodikasi 1-kurs magistranti

Panjiyeva Xaniza Bobir qizi

Annotatsiya. Ushbu maqolada boshlang'ich ta'limda STEAM ta'lim texnologiyasining o'quvchilarni kreativ fikrlashga o'rgatishda muhim ahamiyat kasb etishi haqida so'z yuritilgan.

Kalit so'zlar: Ta'lim texnologiyalari, zaumonaviy ta'lim, integratsiya, STEAM yondashuvi, kreativlik.

So'nggi yillarda mamlakatimizda amalga oshirilayotgan islohotlar natijasida barcha sohalarda malakali kadrlar va yetuk mutaxassilarga bo'lgan talabni yanada oshirmoqda. Bu o'z-o'zidan o'quvchilarimizning darslarga qiziqishlarini va turli fanlarga bo'lgan qobiliyatlarini oshirish va o'qituvchilarning har tomonlama ta'lim tarbiyaga bo'lgan e'tiborini kuchaytirishini talab etadi.

Jahonda ta'limni modernizatsiya qilish va yangilash yo'llaridan biri STEAM ta'lim tizimini rivojlantirishdir. Uni amalga oshirishning asosiy maqsadi o'qituvchi va talabalarning tanqidiy va ijodiy fikrlash qobiliyatlarini rivojlantirish zarurligini hisobga olgan holda STEAM tarmoqlari o'rtasidagi aloqalarni o'rnatish asosida, texnik va tabiiy fanlar ta'limini rivojlantirish orqali bo'lajak boshlang'ich ta'lim o'qituvchilar imkoniyatlarini kengaytirishdir.

STEAM ta'lim texnologiyasi ilk bor Amerikada ishlab chiqilgan. Ba'zi ta'lim bitiruvchilarning martabalarini e'tiborga olishdi va fan, texnologiya, muhandislik va matematika kabi fanlarni birlashtirishga qaror qilishdi va STEM tizimi shu tarzda shakllandSTEAM xalqaro baholash dasturi tadqiqoti o'quvchilarning quyidagi sohalarda hamda fanlarda

ko'nikmalarni tekshiradi: a) o'quvchilarning tabiiy fanlar bo'yicha yetuk bilimiga egaligi;

b) o'quvchilarning texnologiyalarni o'zlashtirish ko'nikmasiga egaligi;

v) o'quvchilarning qurilish hamda muhandislikixtirochilik uquviga egaligi;

g) o'quvchilarning san'atni tushunishi va ijodiy layoqatga egaligi;

d) o'quvchilarning matematik savodxonligini

yuqori darajaga ega ekanligi.

Shu sababli oliy pedagogik ta'lim jarayonida o'quvchilarda ana shu asoslar bo'yicha bilim, ko'nikma va malakani shakllantirish asoslari bo'lajak boshlang'ich sinf o'qituvchilari tomonidan o'zlashtirilishi maqsadga muvofiq bo'ladi. Ushbu yo'nalishlar zamonaviy dunyoda eng mashhur bo'lib kelayotganini unutmang. Shuning uchun bugungi kunda STEAM tizimi asosiy tendentsiyalardan biri sifatida rivojlanmoqda. STEAM ta'limi yo'nalishi va amaliy yondashuvni qo'llash, shuningdek, barcha beshta sohani yagona ta'lim tizimiga integratsiyalashuviga asoslangan. Uning asosiy g'oyasi shundan iboratki, amaliyot nazariy bilimlar singari muhimdir. Ya'ni, o'rganish paytida biz nafaqat miyamiz bilan, balki qo'limiz bilan ham ishlashimiz kerak. Faqat sinf devorlarida o'rganish tez o'zgaruvchan dunyo bilan hamqadam emas.

STEAM yondashuvining asosiy farqi shundaki, bolalar turli xil mavzularni muvaffaqiyatli o'rganish uchun ham miyani, ham qo'llarini ishlatadilar. Ular olgan bilimlarni o'zlari «uqib oladilar». Agar biz an'anaviy ta'limning asosiy maqsadi bilimlarni o'rgatish va bu bilimlardan fikrlash va ijod qilish uchun foydalanish deb aytsak, STEAM yondashuvi bizni olgan bilimlarni haqiqiy ko'nikmalar bilan birlashtirishga o'rgatadi. Bu maktab o'quvchilariga nafaqat ba'zi bir g'oyalarga ega bo'lish, balki ularni amalda qo'llash va amalga oshirish imkoniyatini beradi. O'sha haqiqatda ishlatilishi mumkin bo'lgan bilimgina haqiqatan ham qadrlidir. Pedagog har bir darsni qiziqarli qilib o'tishga harakat qilishi lozim. Har bir darsni hayotga bog'lab va dars yakunida xulosalar chiqarib olishlari uchun talabalarga imkoniyatlar yaratish muhim ahamiyatga, ega. Maktab bilan bog'lash kerak, chunki ular ertaga shu maktab ostonasiga borib bolalarga olgan bilimlarini berishadi. Endi tabiatshunoslik darslarida mavzularni STEAM yondashuvi asosida o'tish yo'llari haqida to'xtalib o'tsak.

“Tabiatshunoslik” fanini o'qitishda STEAM texnologiyasini qo'llasak, bolalar tabiatni tushunib, dunyoni muntazam o'rganishadi va shu bilan qiziqishlarini, muhandislik fikrlash uslubini, tanqidiy vaziyatlardan chiqish qobiliyatini, jamoaviy ish qobiliyatini rivojlantirish va liderlik, o'z-o'zini namoyon qilish asoslarini o'rganishadi, o'z navbatida, bolalar rivojlanishining tubdan yangi darajasini ta'minlaydi.

STEAM texnologiyasidagi S harfi fanni bildiradi. Bunda o'quvchilar nazariy ma'lumotlar bilan tanishtiriladi. 2-sinf tabiiy fanida Yer – sayyora mavzusi berilgan. Bu mavzuni o'rganishda o'quvchilar nazariy bilim bilan birga amaliy mashg'ulot ham o'tkazishadi. O'quvchilar yer shari, quyosh modelini yasashadi. Bu bilan ular yer shari quyosh atrofida aylanishini amaliy bilib oladilar shu bilan birga yer sharining global muammolarini bartaraf etish choralarini o'ylab topishadi. Biz shu mavzu asosida o'quvchilarni bilishga, fikrlashga, mustaqil ishlashga, ijodkorlikka qobiliyatlarini

ochishimiz ham mumkin. Boshlang'ich ta'limda STEAM texnologiyalarni o'quv dars mashg'ulotlarida qo'llashda ta'lim samarali rivojlanish, o'zgarish, takomillashish, andoza olish xususiyatlarini o'z ichiga olib, ta'lim o'z navbatida rivojlantiruvchi omillarni qo'llash, ilmiy asosdan foydalanish mezonlariga bevosita bog'liq. Shu boisdan, ta'limning umumiy xususiyatlaridan kelib chiqib, olinganda maktab ta'limi boshlang'ich sinflarda o'qitishning zamonaviy metodlari, yangi pedagogik texnologiyalardan foydalanish usullari misolida o'quv samaradorligi natijalarini olishga qaratilgan ushbu maqola hozirgi kunda mukammal dars o'quv mashg'ulotida ilmiy yondashuv shakllari, texnologiya turlari, injenerlik mahorati, san'at va matematik metodlar asosida o'quv mashg'ulotlarini tashkil etish orqali o'quvchilar o'zlashtirish darajasini oshirish, mehnat, kasbga yo'naltirishning metodik tahlil natijalarini shakllantirish maqolaning metodik vazifasini aks etadi. Jumladan, boshlang'ich ta'limda matematika fani misolida o'quvchilarni STEAM integratsion metod asosidagi o'quv faolligini oshirishdagi bir qator metodlarini keltirib o'tamiz. STEAM texnologiyasi asosida aniq fanlar va tabiiy fanlarni o'qitish, boshlang'ich sinf o'quvchilarining kasbiy va mehnat faoliyatidagi miqdor ko'rsatkichlaridan to'g'ri foydalanish orqali samarali natijalarga erishish tobora yangilanib borayotgan texnologik ishlab chiqarish jarayonlarida yuqori natijaga erishish va bu orqali iqtisodiy manfaatdorlikka erishish STEAM texnologiyalarining zamonaviy afzalligini aks ettiruvchi xususiyatidir.

Hozirgi kun STEAM texnologiyasi ko'rsatkichlaridan samaradorlik ta'lim natijalariga erishish maqsadida foydalanish boshlang'ich ta'lim o'quvchilarida aqliy tafakkurni shakllantirish, kasbiy faoliyatda yuzaga keladigan mehnat munosabatlarini qiymatini to'g'ri baholash, iqtisodiy faoliyatni samarali boshqarish, iqtisodiy faoliyatni to'g'ri tashkil etish orqali mehnat munosabatlarini to'g'ri boshqarish kabi bir qator ijobiy natijalarga erishish mumkin.

FOYDALANILGAN ADABIYOTLAR:

1. Mirziyoyev SH.M. "Erkin va farovon, demokratik O'zbekiston davlatini mard va olijanob xalqimiz bilan birga quramiz" mavzusidagi O'zbekiston Respublikasi Prezidenti avozimiga kirishish tantanali marosimiga bag'ishlangan Oliy Majlis palatalarining qo'shma majlisidagi nutqi. – "O'zbekiston", 2016.
2. O'zbekiston Respublikasi Prezidentining 2018 yil 5 sentabrdagi "Xalq ta'limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to'g'risida"gi PQ-3931-sonli qarori.
3. Avliyakov N.X., Musayeva N.N. Pedagogik texnologiyalar. – T.: "Fan va texnologiyalar" nashriyoti, 2008 yil.
4. G. Yeldasheva, G. Karimova-Ta'lim-tarbiya texnologiyalari va jahon tajribasi moduli bo'yicha o'quv-uslubiy majmuasi. Toshkent. 2018 yil.

MUSTAQILLIK YILLARIDA MILLATLAR O‘RTASIDAGI MUNOSABATLAR: FALSAFIY TAHLIL

Paxriddinova D

Farg‘ona davlat univeristeti
akademik litsey tarix fani o‘qituvchisi

ANNOTATSIYA

Ushbu maqolada O‘zbekiston mustaqillikka erishgan davrdan boshlab millatlararo munosabatlarning shakllanishi, rivojlanish bosqichlari hamda ularning falsafiy tahlili yoritilgan. Millatlararo totuvlik va bag‘rikenglik tamoyillari mamlakatda olib borilayotgan siyosiy, ijtimoiy va ma’naviy islohotlarning asosiy yo‘nalishlaridan biri sifatida ko‘rib chiqiladi. Maqolada falsafaning ijtimoiy integratsiyadagi o‘rni, insonlararo muloqotning axloqiy asoslari, madaniyatlararo dialogning milliy xavfsizlik va ijtimoiy barqarorlikka ta’siri tahlil etiladi. Mustaqillik yillarida millatlararo munosabatlarning yangi bosqichga ko‘tarilishi — “Yangi O‘zbekiston” g‘oyasining falsafiy poydevori sifatida izohlanadi.

Kalit so‘zlar: millatlararo munosabatlar, falsafa, bag‘rikenglik, totuvlik, ijtimoiy barqarorlik, madaniyatlararo muloqot, Yangi O‘zbekiston, identifikatsiya, ijtimoiy integratsiya, milliy siyosat.

АННОТАЦИЯ

В данной статье рассматриваются становление, этапы развития межэтнических отношений и их философский анализ со времен обретения Узбекистаном независимости. Принципы межэтнического согласия и толерантности рассматриваются как одно из основных направлений проводимых в стране политических, социальных и духовных реформ. В статье анализируется роль философии в социальной интеграции, нравственные основы межличностного общения, влияние межкультурного диалога на национальную безопасность и социальную стабильность. Подъем межэтнических отношений на новый уровень в годы независимости объясняется как философская основа идеи “Нового Узбекистана”.

Ключевые слова: межэтнические отношения, философия, толерантность, гармония, социальная стабильность, межкультурный диалог, Новый Узбекистан, идентичность, социальная интеграция, национальная политика.

ANNOTATION

This article examines the formation, stages of development of interethnic relations and their philosophical analysis since the independence of Uzbekistan. The principles of interethnic harmony and tolerance are considered as one of the main directions of political, social and spiritual reforms carried out in the country. The article analyzes the role of philosophy in social integration, the moral foundations of interpersonal communication, and the impact of intercultural dialogue on national security and social stability. The rise of interethnic relations to a new level during the years of independence is explained as the philosophical basis of the idea of a “New Uzbekistan.”

Keywords: interethnic relations, philosophy, tolerance, harmony, social stability, intercultural dialogue, New Uzbekistan, identity, social integration, national policy.

KIRISH

Mustaqillik yillarida O‘zbekiston jamiyatining ijtimoiy-falsafiy rivojida millatlararo totuvlik va bag‘rikenglik masalasi alohida e‘tiborga sazovor bo‘ldi. Chunki respublikamiz ko‘p millatli, turli madaniyat va din vakillari birgalikda yashaydigan o‘ziga xos ijtimoiy makondir. Bu xilma-xillik, bir tomondan, ijtimoiy boylik manbai bo‘lsa, ikkinchi tomondan, ijtimoiy munosabatlar tizimida muvozanat va hamjihatlikni ta‘minlash zaruratini keltirib chiqaradi. Shu boisdan ham millatlararo munosabatlarni falsafiy tahlil qilish – zamonaviy O‘zbekiston ijtimoiy barqarorligi va ma‘naviy yuksalishining muhim nazariy asosini tashkil etadi.

Millatlararo totuvlik g‘oyasi O‘zbekiston Respublikasining Birinchi Prezidenti Islom Karimov tomonidan ishlab chiqilgan “Tinchlik va barqarorlik – taraqqiyot garovi” tamoyili bilan uzviy bog‘liqdir. Bu siyosiy-falsafiy yondashuv mustaqillik yillarida davlat siyosatining asosiy ustunlaridan biriga aylandi. Shuningdek, hozirgi davrda Prezident Shavkat Mirziyoyev rahbarligida olib borilayotgan “Yangi O‘zbekiston – yangicha tafakkur” konsepsiyasi ham millatlararo hamjihatlikni mustahkamlash, turli millat va elat vakillarining huquqiy hamda ma‘naviy tengligini ta‘minlashga qaratilgan islohotl

Bugungi globallashuv davrida millatlararo munosabatlar masalasi nafaqat siyosiy, balki falsafiy tahlilni ham talab qilmoqda. Chunki turli millat vakillari o‘rtasidagi o‘zaro hurmat, muloqot va hamkorlik madaniyati insoniyat sivilizatsiyasining eng yuksak qadriyatlari – insonparvarlik, adolat va tinchlik bilan chambarchas bog‘liqdir. Falsafiy yondashuv shundan iboratki, millatlararo totuvlik nafaqat ijtimoiy siyosat natijasi, balki inson ongining, axloqiy qadriyatlarning, ma‘naviy dunyoqarashning ifodasidir.

O‘zbekiston tajribasi shuni ko‘rsatadiki, millatlararo totuvlikni ta‘minlashda ma‘naviyat, ta‘lim, madaniyat va ijtimoiy institutlarning roli beqiyosdir. Shu nuqtayi nazardan, ushbu maqolada mustaqillik davridagi millatlararo munosabatlarning ijtimoiy-falsafiy mohiyati, ularning milliy g‘oya va umuminsoniy qadriyatlar bilan uyg‘unligi tahlil qilinadi.

1. Millatlararo munosabatlarning falsafiy mohiyati

Falsafiy nuqtayi nazardan millatlararo munosabatlar — bu insoniyatning ijtimoiy birlikka, totuvlikka va adolatli jamiyat qurishga intilishining ko‘rinishidir. Forobiy “Fozil shahar ahli” asarida turli millat va elat vakillari bir-birini tushunishi, o‘zaro hurmatda yashashi orqali jamiyat “fozil” maqomga erishadi, deya ta‘kidlaydi[2, b. 58]. Kant esa “Umumjahon tinchlik loyihasi” asarida millatlararo totuvlikni insoniyatning axloqiy takomili bilan bog‘laydi[3, b. 41]. Shu ma‘noda, millatlar o‘rtasidagi munosabatlar — bu faqat siyosiy jarayon emas, balki ma‘naviy va axloqiy uyg‘unlikning falsafiy muammosidir.

Mustaqillikdan keyingi davrda O‘zbekiston jamiyatida “ko‘p millatli birlik” g‘oyasi nafaqat siyosiy, balki falsafiy-ma‘naviy qadriyat sifatida shakllandi.

2. Mustaqillik davrida millatlararo totuvlik siyosatining shakllanishi

O‘zbekiston Respublikasining birinchi Prezidenti Islom Karimov “O‘zbekiston XXI asr bo‘lag‘asida” asarida “millatlararo totuvlik — bu bizning eng katta boyligimizdir” deya ta‘kidlagan[4, b. 96]. Shu davrda davlat siyosati har bir millat vakilining tili, madaniyati, urf-odatlarini hurmat qilinishiga yo‘naltirildi.

O‘zbekiston Konstitutsiyasida “barcha fuqarolar irqi, tili, dini va millatidan qat‘i nazar teng huquqlidir” degan prinsip[5, modda 18] millatlararo barqarorlikning huquqiy asosi bo‘lib xizmat qildi.

Shu bilan birga, “Do‘stlik uylari”, “Millatlararo madaniyat markazlari”, “O‘zbekiston xalqaro madaniyatlar festivali” kabi tashabbuslar millatlararo do‘stlikni mustahkamladi.

3. Millatlararo bag‘rikenglikning ma‘naviy-falsafiy asoslari

Islom dini, turkiy va o‘zbek falsafiy merosi bag‘rikenglikni insoniy kamolotning asosi sifatida ko‘rsatadi. Alisher Navoiy “Mahbub ul-qulub”da insonlar orasidagi totuvlikni ilohiy qadriyat sifatida talqin etadi[6, b. 121].

Bugungi O‘zbekiston jamiyatida bag‘rikenglik — bu faqat murosa emas, balki o‘zga madaniyat va fikrni hurmat qilish orqali o‘zini anglashdir. Bu falsafiy jihatdan “muloqot madaniyati” tushunchasi bilan chambarchas bog‘liq. Martin Buberning “Men va Sen” konsepsiyasi asosida qaralganda, millatlararo munosabatlar — bu “boshqa”ni dushman emas, balki inson sifatida qabul qilish holatidir[7, b. 84].

4. Millatlararo birlikning ijtimoiy-falsafiy ahamiyati

Millatlararo totuvlik ijtimoiy barqarorlik, siyosiy ishonch va madaniy uyg'unlikni ta'minlaydi. Hozirgi kunda O'zbekistonning "Yangi O'zbekiston — yangi tafakkur" konsepsiyasi millatlararo hamjihatlikni milliy g'oya darajasiga ko'tardi.

Prezident Shavkat Mirziyoyev "Yangi O'zbekiston strategiyasi" asarida shunday deydi:

"Millatlararo totuvlik va diniy bag'rikenglik — bu bizning kelajagimizning poydevoridir"[8, b. 33].

Demak, millatlararo munosabatlarning falsafiy mohiyati — insoniyatni yagona qadriyatlar, umumiy ezgulik va o'zaro hurmat tamoyillari asosida birlashtirishdadir.

5. Xulosa

Mustaqillik yillarida O'zbekiston millatlararo totuvlik siyosatini falsafiy asosga qurdi. Bu jarayon insonparvarlik, vijdon erkinligi va madaniy xilma-xillikni uyg'unlashtirgan yangi ijtimoiy ongni shakllantirdi.

Falsafiy tahlil shuni ko'rsatadiki, millatlararo munosabatlarning barqarorligi — bu faqat siyosiy yutuq emas, balki insoniyatning ma'naviy yuksalish darajasidir. Shu bois, millatlararo totuvlik falsafasi kelajakda ham O'zbekiston taraqqiyotining poydevori bo'lib qoladi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Мирзиёев Ш.М. *Инсон қадри учун*. - Toshkent: O'zbekiston, 2021. 320 b.
2. Forobiyus A. *Fozil shoag ahli*. - Toshkent: Fan, 1993 Yil. 128 b.
3. Kant I. *Zum ewigen Frieden*. — Berlin: Akademie Verlag, 1968. — 102 p.
4. Каримов И.А. *Ўзбекистон XXI аср бўсағасида*. - Toshkent: O'zbekiston, 1997. 256 b.
5. *Ўзбекистон Республикаси Конституцияси*. - Toshkent: Adolat, 2023. 78 b.
6. Навоий А. *Маҳбуб ул-қулуб*. - Toshkent: Fan, 2000 Yil. 192 b.
7. Buber M. *Ich und Du*. — Leipzig: Insel Verlag, 1923. — 146 p.
8. Мирзиёев Ш.М. *Янги Ўзбекистон стратегияси*. - Toshkent: O'zbekiston, 2022. 304 b.

INTERNATIONAL TREATIES – THE CHALLENGES OF THE MULTILATERAL TREATY SYSTEMS

Elbek Khasanov

LLB, Tashkent State University of Law

LL.M., Pennsylvania State University

Independent Comparative Law Researcher

ANNOTATION

This article analyzes the challenges of multilateral international treaty-making. It focuses on key issues such as implementation, state consent, conflicting interests, and ratification processes. The author emphasizes that effective treaty-making requires harmonization of domestic norms, sufficient resources, political will, and coordination among states. The study highlights the difficulties in achieving agreements that serve both national and international interests and stresses the need for collaboration and shared commitment among the international community to ensure successful treaties.

INTRODUCTION

There are perhaps few areas of international law where confusion and clarity reign supreme more than that of the sources (Van Hoot, 1983). The Statute of the International Court of Justice has formalized the sources of international law¹.

Article 38 of the Statute provides that:

The Court, whose function is to decide in accordance with international law such disputes as are submitted to it, shall apply:

- (a) international conventions, whether general or particular, establishing rules expressly recognized by the contesting States;*
- (b) international custom, as evidence of a general practice accepted as law;*
- (c) the general principles of law recognized by civilized nations;*
- (d) subject to the provisions of Article 59, judicial decisions and the teachings of the most highly qualified publicists of the various nations, as subsidiary means for the determination of rules of law.*

¹ See more at Statute of the International Court of Justice, 24 October 1945. <https://www.icj-cij.org/en/statute> ² See more at Vienna Convention on the Law of Treaties, 1969. UN Treaty Series Vol. 1155,1-18232 Article 2. 1.

(a)

Customary international law (state practice) and international conventions (treaties) are the legal basis for multilateral treaty making. In the area of treaty law, two important international conventions have been accepted:

- 1) the Vienna Convention on the Law of Treaties, 1969
- 2) the Vienna Convention on the Law of Treaties between International Organizations and States, 1986

According to the Convention², a treaty means *an international agreement concluded between States in written form and governed by international law, whether embodied in a single instrument or in two or more related instruments and whatever its particular designation.*

In this paper, the challenging aspects of international treaty making are analyzed through different perspectives. Among the contractual issues of international law three major and common problems are studied which challenge states to make effective international treaties.

Issues of implementation

In international legal practice, the phrase “implementation” is commonly used (Current international law, 2007). This term can be found in UN General Assembly and other UN bodies’ resolutions, as well as resolutions from other international organizations. In dictionaries, implementation is defined as “fulfillment of international and domestic law norms on the execution of international law norms; it also includes the creation of conditions for such fulfillment at international and domestic standards (Webster’s Encyclopedic Unabridged Dictionary of the English Language, 1996).

It is important to point out that national remedies used for the realization of international law include: the normative statements of general character regulating the relation between international and domestic law, and the conclusion, execution and denunciation of international treaties, and also, determining the competency of state bodies in the field of the implementation of international law; national legal statements adopted in order to ensure the realization of the international obligation occurring from certain international treaties; legal guaranteeing activity of state bodies related to the implementation; national law application experience (Shelton, 2015).

Governments appear to have vast powers in the study of forms and techniques, as well as in determining when rights and freedoms will be implemented in this circumstance. Uncertainty in identifying the norms for implementing these treaties is linked to a wide range of opportunities (various levels of economic and political

development) for each state party to apply the terms of the treaties on its own territory.

There are also some issues related to some spheres of international rule making where typical challenges occur. For instance, the majority of post-Soviet countries have similar challenges in incorporating international human rights norms into their legal systems (Litvinova & Glushkova, 2016). As a result, academics underline that creating effective (rather than bureaucratic) state institutions for human rights protection is also an issue.

National wealth is also to be noted that the ability of a country to implement with often severe treaty obligations is boosted by its wealth. The implementation process leading to domestic appliance is likely to be facilitated if the resources to achieve these objectives are available, as well as the political will to do so.

Finally, because of the expenses and risks of drafting a treaty, it is clear that drafting agencies are focusing their efforts on other ways to harmonize legislation.

UNIDROIT and UNCITRAL's current work programs emphasize non-State rules as a means of harmonization.² However, the existence of successful conventions suggests that it may be desirable to embark on such a project, assuming enough stakeholder support.

Problem of consent in multilateral treaty making

When global issues occurred, special changes might be made, usually in compliance with consent requirements. Even in circumstances where international disputes were uncommon, clearer coordination between states was occasionally required. States should be able to cohabit peacefully if they can establish a consensus on regional and international issues.

However, states have to prove that living in cooperation is preferable to living in a state of conflict. The mechanism's complexity is due in part to the necessity for "transfers" between the participants, and it was designed to establish consensus. The Peace of Westphalia is a good example of a negotiated agreement and a sequence of transfers between sworn foes that resulted in a better situation for all sides. However, it demonstrates how difficult it is to overcome transaction costs on a global scale. Peace was eventually reached, but only after decades of horrific bloodshed (Andrew, 2011).

The practice of using transfers to get an assent of the parties involved has some similarities like domestic law. In domestic law, however, no one would argue that a

² See more at UNCITRAL working programme: https://uncitral.un.org/en/working_groups; UNIDROIT working programme: <https://www.unidroit.org/about-unidroit/work-programme>

contract can solve every significant problem. It is clear that some forms require a government with the authority to make decisions on behalf of citizens. Government should be responsible for national defense, public order (such as police and internal affairs), public services (such as roads), and other functions. However, there is a contradiction, this contrasts with the reality of the international system, where nothing can be termed a government with any certainty (Watson, J. (1992). There is no legislative or authority that can compel governments to operate in a way that promotes the common good.

States' collective decision-making is still a consent-based procedure (Andrew, 2011). Some issues of multilateral treaty making might be solved easily in turn, even if it requires the consent. The clear illustration for this can be those situations in which states have common interests. Through this way, each state will act as necessary to solve the problem. These issues are simple to resolve that they can hardly be described as "problems." Sweden and Bolivia, for example, have no desire to use force against one another. They share a desire to keep the peace.

Another type of problem, known as coordination issues, is equally simple to solve without jeopardizing the principle of consent. These are instances where states want to collaborate but can't agree on how to do so. The Warsaw Convention, for example, harmonizes requirements on everything from safety to luggage marking.³ When the parties' interests aren't so well matched, things become more complicated. The prisoner's dilemma is the archetypal example of competing interests. In these cases, a solution requires that states behave differently than they would in the absence of cooperation. Attempts to solve such problems can fail for a variety of reasons, including a failure to acquire one or more states' approval. This was the situation with the Mine Ban Treaty of 1997, which outlawed all antipersonnel landmines.⁴ Despite the fact that many states signed the pact, several, notably the United States, declined because the conditions did not serve their interests (Koh, 1998).

In these cases, failure to reach an agreement might be regarded as an inability to overcome transaction costs. If transfers were available, for example, to address circumstances such as the Mine Ban Treaty, individuals who stood to gain the most from the agreement (or those who are most enthusiastic about the deal) may transfer

³ The "Warsaw System" for international air carrier liability consists of the following instruments: Convention for the Unification of Certain Rules Relating to International Transportation by Air, Oct. 12, 1929

⁴ U.N. Convention on the Prohibition of the Use, Stockpiling, Production and transfer of Anti-Personnel Mines and on their Destruction, open for signature Sept. 18, 1997 (entry into force Mar. 1, 1999) (<http://www.unhcr.org/refworld/docid/3ae6b3ad0.html>).

value in some manner to those who stood to lose. Nonetheless, the failure to persuade others to join might be regarded as a failure to identify and offer sufficient transfers to persuade non-participants that it is in their best interests.

Ratification

There is another type of challenge of ratification of international treaties which is linked with complicated procedures of domestic legal systems. Ratification of international treaties is easier if the required modifications in domestic law are limited. States wish that international law mirror their own legal norms. States can use treaties as a tool to promote national legal solutions. International law is imprisoned by the state as Ralph Amissah calls it (Amissah, 2000). The 2001 United Nations Convention on the Assignment of Receivables in International Trade (which has been ratified by one State) experienced a number of problems, one of which was that most States needed to make considerable adjustments to bring the Convention into compliance with domestic law (Boss, 2007).

As for challenges connected with political systems, the European governments have been a mix of pluralistic and autocratic political systems, with varying rates of economic growth and legal systems. It is possible that the ratification negotiations in these various political systems go in quite different directions. Because of the accompanying public debate and negotiations, open pluralistic systems are predicted to cause deadlocks and delays in ratification of international agreements. Highly centralized and closed regimes, on the other hand, can quickly ratify treaties if they are deemed to be in the national interest (Spector & Korula, 1993).

The level of public concern about particular issue areas varies by country.

Furthermore, public attention is likely to differ depending on whether the most important global challenges are local or international in scope. When public awareness about particular issue is high, public pressure on parliamentary organizations charged with ratifying international treaties can be effectively mobilized (Spector & Korula, 1993). This pressure, in the form of catalytic beginning activities, lobbying, education, and implementation help, can be a beneficial influence in lowering ratification time and other hindering.

In corporation with above challenges, the number of actual issues of ratification exists such as proliferation of clauses that prevent the extension of protection beyond that provided by domestic law; the refusal for internal purposes of dynamic interpretation of treaty texts and the rejection by national institutions of such an interpretation by international judicial authorities, resulting in a distortion of the treaty's meaning; the elimination of the contract's self-executing nature without enacting implementing legislation.

Conclusion

There are common challenges in multilateral treaty system to. Primarily, there are many situations in which parties with essentially conflicting interests can come to a treaty by exchanging interests. In addition, governments are frequently unable to overcome the issues such as harmonization of domestic norms, sufficient resources, the will to enter into treaty. However, every member of the international community expresses their own interests and needs which have to be met in good manner. At the same time, there are narrow interests and internal standards in treaty conclusion at the expense of the interests of all members of international society. These reason, particularly, cause states to fail in achieving effective international treaties. All of this suggests that nations should devote resources and experience to reach a common will.

References

- [1] Vienna Convention on the Law of Treaties, UNCTC. (1969). www.treaties.un.org, Retrieved 2022, https://treaties.un.org/pages/ViewDetailsIII.aspx?src=TREATY&mtdsg_no=XIII1&chapter=23&Temp=mtdsg3&clang=_en
- [2] Vienna Convention on the Law of Treaties between International Organizations and States, UNCTC. (1986). www.treaties.un.org, Retrieved 2022, https://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=XXIII-3&chapter=23&clang=_en
- [3] Statute of the Court | International Court of Justice. (1945). www.icj-cij.org, Retrieved 2022, <https://www.icj-cij.org/en/statute>
- [4] Fifty-ninth Session (2007) — International Law Commission. (2007b). www.legal.un.org. Retrieved 2022, <https://legal.un.org/ilc/sessions/59/>
- [5] Fias, Z., Sulyok, M. & Aniko S., (2019) Interstate relations, *Iurisperitus Kiadó*, University of Szeged
- [6] Gowlland-Debbas, V., (1998). Multilateral treaty making: the current status of challenges to and the reforms needed in the international legislative process, *American society of international law*.
- [7] Koh, H., (1998). The 1998 Frankel Lecture: Bringing International Law Home, 35 *HOUS.L.REV.*
- [8] Van Hoot, G., (1983). Rethinking the Sources of International Law, *Kluwer Law and Taxation Publishers*

- [9] Watson, J. (1992). State Consent and the Sources of International Obligation. *Proceedings of the ASIL Annual Meeting*, 86, doi: <https://10.1017/S027250370009443X>
- [10] Random House Value Publishing, (1996). Webster's Encyclopedic Unabridged Dictionary of the English Language, *Gramercy Books*, 2 ed.
- [11] Guzman, A., (2011). The Consent Problem in International Law. www.scholarship.org https://escholarship.org/uc/item/04x8x174#article_main
- [12] Guzman A. & Simmons, B., (2002) To Settle or Empanel? An Empirical Analysis of Litigation and Settlement at the WTO, 3 J. *LEG.STUD.* 205
- [13] Litvinova, I. & Glushkova, I. (2016). Human rights in Russia and the world: Development Strategies, Problems, Solutions. *The review of the Liberal Arts University*, (1)
- [14] Hoekstra, J., (2021). Political barriers in the ratification of international commercial law conventions, *Uniform Law Review*, Vol. 26, N. 1, <https://doi.org/10.1093/ulr/unab003> [15] Amissah, R., (2000). 'Revisiting the Autonomous Contract—Transnational Contract Law Trends and Supportive Structure' in Ian F Fletcher, Loukas Mistelis, L. and Cremona, M. (editors), *Foundations and Perspectives of International Trade Law*
- [16] Boss, A., (2007). 'The Future of the Uniform Commercial Code Process in an Increasingly International World', *Ohio State Journal*
- [17] Spector, B., & Korula, A., (1993) Problems of ratifying international environmental agreements Overcoming initial obstacles in the post-agreement negotiation process, *Global Environmental Change*, Butterworth-Heinemann Ltd.
- [18] International Economics. (2019, July 18). Challenges for Implementing the Trade Facilitation Agreement. https://www.tradeeconomics.com/iec_publication/challenges-trade-facilitationagreement/
- [19] <https://uncitral.un.org/>
- [20] <https://www.unidroit.org/>

O‘ZBEKISTONDA AUTIZM DIAGNOSTIKASINING HOZIRGI HOLATI VA RIVOJLANISH ISTIQBOLLARI

Andijon davlat pedagogika instituti Maxsus pedagogika kafedrasida v.b dotsent

B.T.To‘raxonova

*Andijon davlat pedagogika instituti Maxsus pedagogika (logopediya) yo ‘nalishi
magistratura bosqichi talabasi Ataxodjayeva Oyshaxon*

Annotatsiya: Ushbu maqolada O‘zbekiston sharoitida autizm spektr buzilishlarini (ASB) diagnostikasi sohasining hozirgi holati, shuningdek, ushbu sohaning rivojlanishidagi muammolar va istiqbollar tahlil qilinadi. Tadqiqot V. Kaganing “Аутизм у детей” (1981) asosi va “Maxsus pedagogika” (2020) darsligiga tayangan holda amalga oshirilgan. Maqolada diagnostikaning psixologik va pedagogik jihatlari, erta aniqlash masalalari hamda mutaxassislarni tayyorlash muammolari ko‘rib chiqiladi. Natijalar shuni ko‘rsatadiki, mamlakatdagi diagnostika tizimi rivojlanmoqda, lekin u yanada standartlashtirish, multidisiplinar hamkorlik va jamiyat xabardorligini oshirishni talab qiladi.

Kalit so‘zlar: autizm, diagnostika, ASB, Kagan, maxsus pedagogika, erta aniqlash, O‘zbekiston.

Аннотация: В данной статье анализируется современное состояние диагностики расстройств аутистического спектра (РАС) в Узбекистане, а также проблемы и перспективы развития данной сферы. Исследование основано на классической работе В. Кагана «Аутизм у детей» (1981) и учебнике «Специальная педагогика» (2020). Рассматриваются психологические и педагогические аспекты диагностики, вопросы раннего выявления и подготовки специалистов. Результаты показывают, что система диагностики в стране развивается, но требует дальнейшей стандартизации, междисциплинарного взаимодействия и повышения осведомленности общества.

Ключевые слова: аутизм, диагностика, РАС, Кagan, специальная педагогика, раннее выявление, Узбекистан.

Annotation: This article analyzes the current state of autism spectrum disorder (ASD) diagnostics in Uzbekistan, focusing on challenges and future development prospects. The study is based on V. Kagan’s work "Autism in Children" (1981) and the textbook "Special Pedagogy" (2020). Psychological and pedagogical aspects of diagnostics, early detection, and professional training are discussed. The findings indicate that the diagnostic system is developing, but further standardization, interdisciplinary collaboration, and public awareness are needed.

Keywords: autism, diagnostics, ASD, Kagan, special pedagogy, early identification, Uzbekistan.

Kirish:Autizm spektr buzilishlari (ASB) bolalarning ijtimoiy, nutqiy, emotsional va kognitiv rivojlanishida sezilarli farqlar bilan namoyon bo‘ladi. Jahon sog‘liqni saqlash tashkiloti (WHO, 2022) ma‘lumotlariga ko‘ra, ASB global miqyosda ortib bormoqda. Bu holat O‘zbekistonda ham aholi orasida sezilmoqda, ammo tizimli ilmiy tadqiqotlar nisbatan so‘nggi yillarda boshlangan. Kagan (1981) autizmni aniqlashda asosiy belgilar sifatida ijtimoiy muloqot yetishmovchiligi, nutq kechikishi, stereotip xatti-harakatlar va emotsional javoblarning pasayishini ko‘rsatadi. Shu bilan birga, pedagogik yondashuvlar (“Maxsus pedagogika”, 2020) bolalarning o‘qish, adaptatsiya va rivojlanishini aniqlashda muhim rol o‘ynaydi.

Hozirgi vaqtda O‘zbekistonda autizmni aniqlash ko‘pincha klinik kuzatuv va psixologik testlar asosida amalga oshiriladi. Biroq, erta diagnostika yetarli emas, ko‘pchilik bolalar 4–6 yoshdan keyin tashxislanadi. Bu yoshdagi kechikish bolalarning ijtimoiy va nutqiy rivojlanishiga salbiy ta‘sir qiladi. Shuningdek, mutaxassislar yetishmovchiligi diagnostika sifatini cheklaydi. Maxsus pedagoglar, psixologlar va logopedlar soni yetarli emas, bu esa bolalarning vaqtida aniqlanishi va rehabilitatsiya imkoniyatlarini kamaytiradi. Standart testlar ham barcha hududlarda keng qo‘llanilmaydi. ADOS-2, CARS va M-CHAT testlari mavjud bo‘lsa-da, ularni mahalliy sharoitga moslashtirish va o‘rgatish ishlari hali to‘liq amalga oshirilmagan. Jamiyatdagi noto‘g‘ri tushunchalar va stigma ham diagnostikani qiyinlashtiradi. Ota-onalar psixologga murojaatni kechiktiradi, bu esa erta diagnostika imkoniyatlarini cheklaydi.

Kagan (1981) modeli klinik psixologik diagnostikani asos qilib oladi, unda ijtimoiy-emotsional kuzatuv va nutq rivojlanishi muhim hisoblanadi. Shu bilan birga, “Maxsus pedagogika” (2020) darsligi bolalarning ta‘lim jarayonidagi individual xususiyatlarini, sensor integratsiya va o‘zini boshqarish ko‘nikmalarini baholash zarurligini ta‘kidlaydi. Bu ikki yondashuvni birlashtirish diagnostikani yanada samarali qiladi. Faqat klinik diagnostika emas, balki pedagogik kuzatuv ham bolalarning individual ehtiyojlarini aniqlashga yordam beradi. Shu bilan birga, korreksion mashqlar va o‘quv strategiyalarini ishlab chiqish imkonini beradi.

World Health Organization (WHO) ma‘lumotlariga ko‘ra, autizm spektr buzilmalari bir guruh neyro-rivojlanish buzilishlari bo‘lib, ularning asosiy xususiyati — miyaning rivojlanishidagi o‘ziga xosliklar, ijtimoiy va kommunikativ ko‘nikmalardagi og‘ishlar. Bu — global muammo, va O‘zbekiston ham shundan chetda emas. Demak, mahalliy sharoitda diagnostik tizimni xalqaro standartlar bilan solishtirib ko‘rish zarur.

O‘zbekistonda autizm diagnostikasini takomillashtirish uchun bir nechta yo‘nalishlar mavjud. Erta diagnostika tizimini rivojlantirish zarur, chunki Kagan (1981) ta’kidlashicha, 2–3 yoshdan autizm belgilarini aniqlash mumkin. Bu bolalarning rivojlanishiga sezilarli ta’sir ko‘rsatadi. Shuningdek, multidisiplinar mutaxassislar tayyorlash muhim hisoblanadi. Pedagog, psixolog va logopedlarning hamkorligi diagnostika sifatini oshiradi. Hozirgi kunda bu sohada mutaxassislar yetarli emas. Testlarni standartlashtirish va mahalliy sharoitga moslashtirish ham istiqboldagi vazifalardan biridir. Bu ADOS-2, CARS va M-CHAT kabi diagnostik vositalarning samaradorligini oshiradi. Jamiyatda autizmga oid noto‘g‘ri tushunchalarni kamaytirish va ota-onalarni xabardor qilish muhim ahamiyatga ega. Bu orqali bolalar va oilalar uchun erta qo‘llab-quvvatlash tizimi samarali ishlashi mumkin. Natijada, autizm diagnostikasini rivojlantirish bir vaqtning o‘zida klinik, pedagogik va ijtimoiy yo‘nalishlarni uyg‘unlashtirishni talab qiladi. Masalan, “Autizm sindromli bolalar” ba’zi manbaalarda autizimli bolalarning kognitiv va emotsional xususiyatlari, diagnostika va amaliy yordam masalalari tahlil qilingan. – Boshqa bir maqola — Autizm spektining buzilishi diagnostikasida gender farqlar — diagnostika jarayonida jinsiy farqlar, simptom namoyon bo‘lishi va jamiyatdagi stereotiplar masalalarini ko‘rib chiqadi; bu mintaqaviy muammo bo‘lishi mumkin. Bundan tashqari, Autizm sindromi va uning turlari Asperger sindromi nomli maqola autizm turli shakllarini, ularning klinik va psixologik belgilarini, turli turlar farqlarini yoritadi — bu diagnostika va tadqiqot uchun asos bo‘lishi mumkin

So‘nggi yillarda mintaqaviy hamkorlik va hamjihatlik orqali psixologik salomatlik, jumladan, autizm bilan bog‘liq masalalarni ko‘tarish bo‘yicha tashabbuslar mavjud. Masalan, UNICEF va boshqa xalqaro tashkilotlar Markaziy Osiyo davlatlarida psixologik salomatlik va stigmani kamaytirish bo‘yicha kampaniyalarni boshlagan. Bu esa MDH davlatlari (masalan, Qozog‘iston)da autizm bilan ishlash tajribasini o‘rganib, O‘zbekiston sharoitiga mos adaptatsiya qilish imkonini beradi. Masalan, Qozog‘istonda autizm bilan og‘rigan bolalar uchun maxsus psy-pedagogik yordam, maxsus maktablar va psixologik xizmatlar yaratilganligi haqida ma’lumotlar mavjud.

– Jahon ilmiy adabiyotida hozirda autizmni baholashda faqat xulq-atvor kuzatuvini emas, balki neyrobiologik metodlar (masalan, miyaning morfologik va funksional tahlillari) ham qo‘llanilmoqda. Masalan, bir tadqiqotda konvolyutsion neyron tarmoqlari yordamida neyroimaging ma’lumotlariga asoslangan diagnostika biomarkerlari identifikatsiya qilingan — bu yanada aniq va ob’yektiv diagnostika imkoniniberadi.

– Bu kabi yondashuvlarni MDH davlatlarida ham, xususan, O‘zbekiston sharoitiga mos tarzda joriy etish — ilg‘or istiqbol xisoblanadi.

O‘zbekiston ichidagi pedagogik va psixologik tadqiqotlar (masalan, “Autizmli bolalarga psixologik xizmat ko‘rsatish” maqolasi) diagnostika bilan birga korreksiya va reabilitatsiya jarayonlarini ham ishlab chiqish zarurligini ko‘rsatadi.

- Bu esa MDH doirasida tajriba almashish, o‘qituvchilar va mutaxassislar tayyorlash, maxsus markazlar yaratish yo‘nalishida ham rivojlanish imkoniyatlarini ochadi.
- Tadqiqotlarda ota-onalarning ko‘pchiligi autizm bilan bog‘liq holatlarni “jamiyatda noto‘g‘ri tushunish”dan qo‘rqib yashirishi, diagnostikadan chekinishi qayd etilgan. Bu bilan statistik ma‘lumotlar kam; real tarqalish darajasi aniq chiqmaydi.
- Mintaqaviy hamkorlik — til, ma‘lumot, ijtimoiy qo‘llab-quvvatlash orqali stigmani kamaytirish ham istiqbollardan biridir.

Xulosa o‘rnida shuni takidlash kerakki O‘zbekistonda autizm diagnostikasi rivojlanib bormoqda, lekin tizim hali to‘liq shakllanmagan. Kagan (1981) va “Maxsus pedagogika” (2020) yondashuvlarini uyg‘unlashtirish diagnostika sifatini oshiradi. Erta diagnostika, multidisiplinar yondashuv va standart testlarni joriy etish tizimni samarali qiladi. Shu bilan birga, jamiyatda autizm haqida to‘g‘ri tushunchalarni shakllantirish va mutaxassislar tayyorlash vazifalari ustuvor ahamiyatga ega. Ushbu maqolada ta‘riflangan holatlar va tavsiyalar — O‘zbekiston sharoitida autizm diagnostikasini takomillashtirish uchun asos bo‘la oladi. Shuningdek, MDH va Markaziy Osiyo davlatlaridagi tajribalar (masalan, Qozog‘iston, boshqa mamlakatlarda autizm bilan ishlash) ham ilmiy-amaliy ko‘lamda o‘rganilishi va moslashtirilishi mumkin. Bu — ham diagnostika, ham reabilitatsiya, ham jamiyat qo‘llab-quvvatlashining kompleks strategiyasini shakllantirishga yordam beradi.

Foydalanilgan adabiyotlar

1. Kagan, V.E. *Аутизм у детей*. — Moskva: Pedagogika, 1981.
2. Maxsus pedagogika. O‘zbekiston pedagoglari jamoasi. — Toshkent: Oliy ta‘lim nashriyoti, 2020.
3. Mirzahamdama, N. Autizm sindromli bolalar. — “Tadqiqotlar” jurnali, 2021.
4. Nurmatova, D.G. O‘zbekistonda autizm sindromi va psixogen omillari. — “Axborotnoma”, 2022.
5. Xakimova, Z. Autizm sindromi va uning turlari. — “Open Science”, 2023.
6. WHO. Autism spectrum disorders: Key Facts. — Geneva, 2022.
7. Prizant, B. *Uniquely Human*. — HarperCollins, 2015.

BOSHLANG‘ICH TA‘LIM VA XORIJIY TA‘LIM TIZIMLARI INTEGRATSIYASINING NAZARIY-AMALIY JIHATLARI

Denov tadbirkorlik va pedagogika instituti

4-bosqich talabalari:

Muydinjonova Malika

Sharapova Munisa

ANNOTATSIYA

Mazkur maqolada boshlang‘ich ta‘lim tizimini takomillashtirish jarayonida xorijiy ta‘lim tajribalarini o‘rganish va ularni milliy ta‘lim amaliyotiga integratsiyalashning nazariy va amaliy asoslari yoritilgan. Tadqiqotda xalqaro ta‘lim tizimlarida qo‘llaniladigan kompetensiyaga yo‘naltirilgan yondashuvlar, innovatsion o‘qitish metodlari, baholash modeli va pedagog kadrlar tayyorlashning zamonaviy tamoyillari umumlashtirilgan. Shuningdek, ushbu ilg‘or tajribalarni O‘zbekiston boshlang‘ich ta‘limiga moslashtirish imkoniyatlari hamda ularning amaliy samaradorligi tahlil qilingan. Maqolada boshlang‘ich sinf o‘quvchilari rivojlanishini qo‘llab-quvvatlaydigan pedagogik texnologiyalar hamda integratsiya jarayonining afzalliklari bo‘yicha ilmiy-amaliy xulosalar berilgan.

Kalit so‘zlar: Boshlang‘ich ta‘lim, xorijiy ta‘lim tizimi, integratsiya, innovatsion metodlar, kompetensiyaviy yondashuv, ta‘lim sifati, pedagogik tajriba, o‘quv dasturi, interfaol metodlar, raqamli ta‘lim.

KIRISH

Mamlakatimizda ta‘lim tizimini modernizatsiya qilish, xalqaro standartlarga moslashtirish va raqobatbardosh kadrlar tayyorlash jarayonida boshlang‘ich ta‘lim bosqichi alohida ahamiyat kasb etadi. Bugungi globallashtirish sharoitida turli davlatlarning ta‘lim tajribalari, ilg‘or pedagogik yondashuvlari va innovatsion metodlarini chuqur o‘rganish va ularni milliy ta‘lim tizimiga moslash orqali sifat samaradorligini oshirish dolzarb masalalardan biridir. Xususan, boshlang‘ich ta‘lim jarayoniga xorijiy ta‘lim tizimlarining eng samarali tajribalarini integratsiya qilish orqali o‘quvchilarda funksional savodxonlikni rivojlantirish, kreativ fikrlashni shakllantirish, kompetensiyaviy yondashuvni mustahkamlash hamda o‘quv jarayonining zamonaviy texnologiyalar bilan boyitilishini ta‘minlash mumkin.

ASOSIY QISM

Ta‘lim tizimlarida integratsiya — bu turli mamlakatlarning pedagogik tajribalarini, o‘qitish metodlarini, o‘quv dasturlarini, baholash mezonlarini o‘zaro uyg‘unlashtirish

jarayoni bo‘lib, ta‘lim samaradorligini oshirishga xizmat qiladi. Boshlang‘ich ta‘limda integratsiya, avvalo, o‘quv jarayonining kompetensiyaviy yondashuv asosida tashkil etilishi, bolalarda mantiqiy fikrlash, ijodkorlik, kommunikativ ko‘nikmalar va mustaqillikni rivojlantirishni ko‘zlaydi.

Xorijiy ta‘lim tizimlarida boshlang‘ich sinflarga oid integratsiya amaliyoti ko‘plab afzalliklarga ega. Finlandiya tajribasida o‘quvchi individual tempda rivojlanishi uchun sharoit yaratiladi, o‘qituvchi esa ko‘proq yo‘naltiruvchi rolini bajaradi.

Singapur ta‘limida mantiqiy fikrlashni rivojlantiruvchi topshiriqlar, o‘quvchini natija uchun mas‘ul qiluvchi baholash tizimi va raqamli vositalar bilan boyitilgan darslar asosiy o‘rinni egallaydi. Yaponiyada esa boshlang‘ich ta‘lim jarayoni tarbiya, odo-axloq, mehnatsevarlik, jamoadorchilik va mas‘uliyatni shakllantirishga qaratilgan mashg‘ulotlar bilan boyitiladi.

Integratsiyaning yana bir muhim jihati o‘quv dasturlarini qayta ko‘rib chiqishdir. Fanlararo bog‘liqlikni kuchaytirish, real hayotga yaqin vaziyatlar asosida topshiriqlar berish ta‘lim samaradorligini oshiradi.

O‘qituvchilar malakasini oshirish integratsiyaning zarur shartidir. Xorijiy metod va yondashuvlar bo‘yicha treninglar orqali pedagoglar zamonaviy dars konstruktsiyasini yaratishni o‘rganadilar.

Baholash tizimini yangilash ham integratsiyaning muhim yo‘nalishidir. Xorijiy tajribalarda kompetensiyaga asoslangan baholash, portfoliolar, bosqichma-bosqich monitoring qayd etilgan.

2.1. Finlandiya tajribasi

- o‘quvchiga ortiqcha yuklama berilmaydi;
- shaxsga yo‘naltirilgan ta‘lim;
- rag‘batlantiruvchi baholash;
- o‘yin orqali o‘qitish.

2.2. Singapur ta‘lim tizimi

- “Kam sonli, lekin chuqur o‘rgatish” tamoyili;
- kompetensiyaga yo‘naltirilgan ta‘lim;
- erta yoshdan STEM;
- raqamli ta‘limga urg‘u.

XULOSA

Xorijiy ta‘lim tizimlarining ilg‘or tajribalarini o‘rganish va ularni boshlang‘ich ta‘limga moslashtirish ta‘lim sifatini oshiradi. Eng muhim jihat — xorijiy tajribani milliy ta‘lim tizimiga moslab joriy etishdir.

FOYDALANILGAN ADABIYOTLAR

1. Mavlonova R.X., Xoliyorova M.Q. Pedagogika. – Toshkent: O‘zbekiston, 2021.

2. Hasanboeva O. Boshlang'ich ta'lim metodikasi. – Toshkent: Tafakkur, 2019.
3. Sahlberg P. Finnish Lessons. – Teachers College Press, 2015.
4. Tan Oon Seng. Singapore's Education System. – NIE, 2018.
5. OECD. Education at a Glance. – OECD Publishing, 2022.

BOSHLANG‘ICH SINFLARDA TURLI-XIL DIDAKTIK O‘YINLARDAN FOYDALANISH USULLARI

Xurramova Sanobar Maxmatmurodovna

Termiz davlat pedagogika instituti

“Boshlang‘ich ta’limda matematika va ona tili” kafedrası o‘qituvchisi

Shonazarova Ozoda Erkinovna

Termiz davlat pedagogika instituti 3-kurs talabasi

ANNONTATSIYA

Boshlang‘ich ta’limda o‘quvchilarning ta’lim jarayoniga faolligini oshirish, bilimni mustahkamlash va ijodiy fikrlashni rivojlantirish pedagogik yondashuvlarning muhim vazifalaridan biridir. Shu maqsadda didaktik o‘yinlar — pedagogik faoliyatning samarali vositasi sifatida keng qo‘llanilmoqda. Didaktik o‘yin — o‘quvchilarning bilim, ko‘nikma va malakalarini o‘yin elementi orqali shakllantirishga xizmat qiladigan interaktiv metod hisoblanadi. Mazkur maqolada shular xususida ma’lumot berilgan.

Kalit so‘zlar: ta’lim, metodika, didaktik o‘yin, bilim, ko‘nikma, malaka, ijodkorlik, fikrlash, mantiqiy tafakkur.

ABSTRACT

In primary education, enhancing student engagement in the learning process, reinforcing knowledge, and fostering creative thinking are among the key objectives of effective pedagogical approaches. To achieve these goals, didactic games are increasingly used as an effective tool in educational practice. A didactic game is considered an interactive method that serves to develop students’ knowledge, skills, and competencies through game elements. This article provides information on these aspects and discusses their pedagogical significance.

Keywords: education, methodology, didactic game, knowledge, skill, competence, creativity, thinking, logical thinking.

Ma’lumki, ona tili fanini o‘qitishda asosiy e’tibor o‘quvchida tilga doir to‘rt ko‘nikma: o‘qib va tinglab tushunish, nutq so‘zlash va yozish hamda grammatik savodxonlikni shakllantirishga qaratiladi [1, 4-b.].

Boshlang‘ich ta’limda didaktik o‘yinlarni dars jarayoniga joriy etishning nazariy asoslari sifatida va zamonaviy interaktiv pedagogik texnologiyalar asoslari hisoblanadi. O‘yinning ta’limdagi roli shundaki, u o‘quvchilarning faoliyat asosida o‘zlashtirishini ta’minlab, tajriba va sinov-xatolar orqali bilim beradi. Didaktik o‘yinlar orqali boshlang‘ich sinf o‘quvchilarida quyidagilarni shakllantirish mumkin.

- 1) o'quvchilarning diqqatini jalb qiladi;
- 2) faol ishtirokni rag'batlantiradi;
- 3) muammolarni hal qilish ko'nikmalarini shakllantiradi;
- 4) hamkorlikda ishlashni rivojlantiradi.
- 5) bolalarning qiziqishlariga e'tibor qaratish.

Didaktik o'yinlar ta'lim mazmunini aniqlashtirishning muhim vositalaridan biri. U tarbiyalanuvchilarda o'qish motivini, istagini rivojlantirishga xizmat qiladi. Didaktik o'yin - ta'lim beruvchi usul bo'lib, bu usul muayyan ta'limiy maqsadlarga erishishga yani o'tilgan o'quv materiallarini aniqlashga, mustahkamlashga va uni chuqurlashtirishga qaratilgan bo'ladi.

Darslarda interaktiv ta'limiy o'yinlarni tashkil etish, o'yinsiz to'la-to'kis aqliy rivojlanishni tasavvur etib bo'lmaydi. O'yin bu o'quvchilar uchun yirik jo'shqin chashma. U orqali o'quvchining ma'naviy dunyosiga jonli tushunchalar, tasavvurlar oqimi quyiladi. 1-4-sinf o'quvchilarida tayanch hamda fanga oid kompetensiyalarning elementlarini shakllantirish ko'zda tutilgan. Shu sababli o'quvchilarni darsda va darsdan tashqari mashg'ulotlarda qiziqtiruvchi o'yin metodlaridan foydalanish maqsadga muvofiq. Didaktik o'yinlar o'qitish, o'rgatish vazifasiga xizmat qiladi va qiziqarli, maroqli, quvnoq tarzda olib boriladi. Bolalar g'olib bo'lish maqsadida astodil o'yinga kirishib mashq qilishadi, berilgan har bir topshiriqni albatta bajarishga odatlanib qoladilar, natijada ularda didaktik topshiriqlarni bajarishga bo'lgan qiziqish ortib boraveradi. Didaktik o'yinlar bolaning his-tuyg'usiga ta'sir etib, unda o'qishga bo'lgan ijobiy munosabat va qiziqish xislatini tarkib toptiradi. Bolalar o'yinda zo'r mamnuniyat bilan ishtirok etadilar. O'yin boshlanishini sabrsizlik bilan kutadilar, ularning ongida beixtiyor ertangi o'quv kunining quvonchli manzarasi gavdalanadi. Maktab o'quvchilarining yosh xususiyatlarini hisobga olib, fanni o'qitishda g'oyat samarali bo'lgan qator o'yinli texnologiyalar ishlab chiqilgan. Mutaxassislarining fikricha, insonning asosiy faoliyat turi uch ko'rinish:

1. Mehnat faoliyati
2. O'yin faoliyati
3. O'quv faoliyatida shakllanadi

Ularning barchasi o'zaro bog'liq holda sodir bo'ladi. O'quvchilarning o'quv materiallari asosidagi aqliy harakatlarini shakllanish qonuniyatlari o'yin faoliyatlarida tarkib topadi. Biroq o'yinli ta'limni o'quvchilar bilan ishlashdagi asosiy ta'lim shakli deyish to'g'ri emas. U o'quvchida bilish qobiliyatini shakllantirmaydi, biroq ularning bilish faolligini oshiradi, qiziqish uyg'otadi. Qiziqish bor joyda esa ta'lim sifati yaxshilanadi. Ta'lim jarayonida didaktik o'yinli texnologiyalar didaktik o'yinli dars

shaklida qo'llaniladi. Ushbu darslarda o'quvchilarning bilim olish jarayoni o'yin faoliyati orqali uyg'unlashtiriladi. Shu sababli o'quvchilarning ta'lim olish faoliyati o'yin faoliyati bilan uyg'unlashgan darslar didaktik o'yinli darslar deb ataladi. Ma'lumki, ona tili fanini o'qitishda asosiy e'tibor o'quvchida tilga doir to'rt ko'nikma: o'qib va tinglab tushunish, nutq so'zlash va yozish hamda grammatik savodxonlikni shakllantirishga qaratiladi [1, 4-b.]. Quyida ona tili darslarida qo'llash mumkin bo'lgan didaktik o'yindan namuna keltirilgan.

“SINKVEYN ” DIDAKTIK O‘YINI

Didaktik o'yin tavsifi: Sinkveyn didaktik o'yinida o'qish va yozish asosida fikrlarni rivojlantirish dasturi bo'lib, Sinkveyn (fr. “besh qator”) – ma'lumotlarni sintezlash (alohida ma'lumotlar asosida yaxlit g'oyalarni shakllantirish)ga yordam beradigan qofiyasiz she'r bo'lib, u asosida o'rganilayotgan mavzu (tushuncha, hodisa, voqea)larga oid ma'lumotlar to'planadi; har bir o'quvchi ushbu ma'lumotlar yig'indisi (qofiyasiz she'r)ni o'z so'zlari bilan turli variant yoki qarashlar orqali ifodalash imkoniyatiga ega bo'ladi.

Maqsad: Sinkveyn tuzish – tushunilishi qiyin g'oya, sezgi va hissiyotlarni bir necha so'z orqali yaqqol, yorqin ifodalash malakasi bo'lib, bu jarayon mavzuni puxtaroq o'zlashtirish, ma'lumotlarni yaxshiroq anglashga yordam beradi. Shuningdek, o'quvchilarda ijodkorlikni shakllantiradi, ularning bilimini baholaydi, o'quvchilarni fikrlashga o'rgatadi, o'quvchilar nutqida mantiqiylik va izchillikni ta'minlaydi va fanlararo integratsiyani amalga oshiradi. Sinkveyn tuzish murakkab jarayon bo'lib, uni samarali tashkil etish uchun muayyan qoidalarga amal qilish talab etiladi. Odatda, sinkveyn tuzish besh bosqichli harakatlarni tashkil etish orqali amalga oshiriladi.

O'tkazish tartibi:

1-bosqich Mavzu bir so'z bilan ifodalanadi (odatda ot tanlanadi)

2-bosqich Mavzu ikkita sifat bilan ifodalanadi (odatda 2 ta sifat tanlanadi)

3-bosqich Mavzu doirasida tashkil etiladigan xatti-harakat uchta so'z bilan ifodalanadi

4-bosqich Mavzuga nisbatan munosabatni anglatadigan to'rtta so'zdan iborat fikr yoziladi (4 ta so'zdan iborat jumla yoziladi)

5-bosqich Mavzu mohiyatini takrorlovchi, ma'nosi unga yaqin bo'lgan bitta gap yoziladi (mavzuga doir sinonimlar asosida gap yoziladi)

1.Mavzu bir ot bilan ifodalanadi: **Bulut**

2. Mavzu ikkita sifat bilan ifodalanadi: **Oppoq, beg'ubor**

3.Mavzu uch fe'l bilan ifodalanadi: **Uchib yurar, zavqlantirib, quvontiradi.**

4.To'rt so'zdan iborat jumla: **Xayolimda sen tomonga parvoz etaman.**

5.Mavzuga doir bitta so'z: **Poklik**

Sinkveyin didaktik o‘yini o‘quvchilarning erkin fikri hisoblanib, chuqur mulohaza qilishga o‘rgatadi. O‘qituvchidan mavzudan asosiy ma’lumotlarni topish, umumlashtirishni talab qiladi. Bundan tashqari, o‘qish savodxonligi darslarida (masalan, o‘tgan mavzuni umumlashtirishda yoki asarlarni o‘qib chiqqandan keyin) sinkvindan foydalanish mumkin. Odatda tanqidiy fikrlashga imkon beradigan bu usul axborotni umumlashtirish, murakkab fikrlarni aniq etkazish va fikr-mulohazalarni bildirishda samarali hisoblanadi. Buni individual ishda ham, guruh va juftlikda ham ijodiy bajariladigan vazifa deb hisoblash mumkin. Sinkveyin yordamida siz so‘z boyligini rivojlantirishingiz, o‘quvchilarning qiziqishini, bilvosita fikrlashni oshirishingiz, fikrlarni to‘plashingiz, so‘zlarni bir-biri bilan bog‘lashingiz mumkin. O‘quvchilarning fikrlash qobiliyatini rivojlantirishga ta’sir qiladi. Boshlang‘ich ta’limda faoliyat yuritayotgan o‘qituvchilarga didaktik o‘yinlarni darsda muvaffaqiyatli integratsiya qilish uchun quyidagi asosiy tamoyillarga amal qilishini va dars jarayonida qo‘llash uchun quyidagilarni tavsiya qilamiz:

1. O‘quv maqsadiga moslik – o‘yin dars maqsadlarini to‘liq qamrab olish.
2. Faollik – o‘quvchilar dars jarayonida faol ishtirok etish.
3. Bosqichma-bosqichlik – murakkablik darajasi o‘sib borish.
4. Baholash – o‘yin orqali olingan natijalarni baholash.
 - dars rejasiga didaktik o‘yinlar uchun vaqt ajratish;
 - o‘quvchilarning yosh xususiyatiga mos o‘yinlarni tanlash;
 - o‘yin orqali olingan natijalarni baholash uchun aniq mezonlar belgilash;
 - guruhdagi hamkorlikni rag‘batlantirilishi;

XULOSA

Didaktik o‘yinlar boshlang‘ich sinflarda ta’lim jarayonini samarali, qiziqarli va interaktiv qiluvchi kuchli pedagogik vositadir. Avvalo, har bir dars jarayonini tashkil etilishida aniqlik bo‘lishi muhim hisoblanadi. O‘qituvchi o‘quvchilarga erkinlikni, albatta, me’yorida ta’minlab berishi lozim. Ular o‘quvchilarning bilim darajasini mustahkamlash, qiziqishni oshirish va fikrlash qobiliyatlarini rivojlantirishda muhim ahamiyatga ega. Maqolada keltirilgan ma’lumot o‘qituvchilarga dars jarayonida didaktik o‘yinlardan samarali foydalanish bo‘yicha ilmiy asoslangan ko‘rsatma beradi.

Foydalanilgan adabiyotlar.

1. “O‘zbekiston Respublikasida umumiy o‘rta ta’lim to‘g‘risida”gi Nizom 3-bob 12 bandi

2. DEVELOPMENT OF CREATIVE ABILITY IN STUDENTS ON THE BASIS OF A COMPETENT APPROACH. (2025). *EduVision: Journal of Innovations in Pedagogy and Educational Advancements*, 1(2), 164-169
3. Eshanqulovna, E. L. J. I., & Erkinovna, S. O. (2025, June). BOSHLANG 'ICH SINFI O'QUVCHILARIDA KREATIV FIKRLASH QOBILIYATLARINI TAKOMILLASHTIRISH SHAKL VA METODLARI. In *International conference on multidisciplinary science* (Vol. 3, No. 6, pp. 35-38).
4. Eshanqulovna, E. J. I. (2025, June). BOSHLANG 'ICH SINFI O'QUVCHILARINING KREATIV FIKRLASH QOBILIYATLARINI NAZORAT QILISH YO'LLARI. In *INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS* (Vol. 2, No. 5, pp. 52-56).
5. Eshpulatova Jang'il Eshonqulovna. (2023). METHODOLOGY OF DEVELOPMENT OF CREATIVE SKILLS OF PRIMARY CLASS STUDENTS. *International Journal of Pedagogics*, 3(03), 25–31.
6. Zhangil ESHPULATOVA. (2023). CRITERIA FOR DEVELOPMENT OF CREATIVE THINKING ABILITY OF PRIMARY CLASS STUDENTS. *World Bulletin of Social Sciences*, 27, 1-5.
7. KOMPETENTLI YONDOSILISH ASOSIDA TALABALARDA IJODIY QOBILIYATNI RIVOJLANTIRISH. (2025). *EduVision: Pedagogika va ta'lim sohasidagi innovatsiyalar jurnali*, 1 (2), 164-169.
8. Eshpulatova, J. E. (2024). MUAMMOLI TA'LIM TEXNOLOGIYALARI ASOSIDA O'QUVCHILARIDA KREATIV FAOLIYATNI RIVOJLANTIRISH. *Inter education & global study*, (3 (1)), 139-146.
9. Eshpulatova Jang'il Eshonqulovna, . (2023). BAŞLANGICH SIF O'QUVCHILARINING IJODLIK MAKORATLARINI RIVOJLANTIRISH METODIKASI. *Xalqaro Pedagogika jurnali*, 3 (03), 25–31. <https://doi.org/10.37547/ijp/Volume03Issue03-05>
10. Eshanqulovna, E. L. J. Boshlang'ich sinfi o'quvchilarida kreativ fikrlash qobiliyatlarini takomillashtirish shakli va metodlari.
11. Eshanqulovna, E. L. J. I., & Shopoatovna, T. L. B. (2024, February). BOSHLANGICH SINFI O'QUVCHILARIDA IJODIY FAOLIYATNI RIVOJLANTIRISH. In *INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS* (Vol. 1, No. 2, pp. 68).

LEADERSHIP STYLES IN THE AGE OF ARTIFICIAL INTELLIGENCE

Kurbanbayeva Malohat Madjit qizi

Kimyo International University in Tashkent, Uzbekistan

Master's student

Abstract

The rapid integration of artificial intelligence (AI) into organizational processes is transforming how decisions are made, work is structured, and leadership is practiced. While AI offers significant advantages in efficiency and data-driven insight, it also raises new challenges related to ethics, accountability, trust, and human-machine collaboration. This article examines how leadership styles are evolving in the era of artificial intelligence and identifies the leadership approaches most suitable for AI-enabled organizations. The study adopts a qualitative, theory-driven methodology based on systematic analysis of contemporary academic literature and documented organizational practices. By synthesizing leadership theories and empirical insights, the research highlights the changing role of leaders in AI-driven environments. The findings indicate that transformational, adaptive, digital, and ethical leadership styles are particularly relevant, as they support innovation, flexibility, and responsible use of AI. The results further show that effective leadership in the AI era relies on hybrid decision-making that combines algorithmic insights with human judgment and moral responsibility. The article concludes that artificial intelligence does not reduce the importance of leadership; rather, it increases the need for leaders who can integrate technological competence with emotional intelligence and ethical awareness to ensure sustainable organizational performance.

Keywords: Artificial Intelligence, Leadership Styles, Transformational Leadership, Ethical Leadership, Digital Leadership, Human-AI Collaboration.

Introduction: Artificial intelligence has become a central force shaping contemporary organizations. AI-based systems are increasingly used to support decision-making, automate operational processes, manage human resources, and analyze large volumes of data. These developments are not limited to technology-focused industries but extend to finance, healthcare, manufacturing, education, and public administration. As AI becomes embedded in organizational routines, it changes not only how work is performed but also how authority, responsibility, and leadership are exercised. Traditional leadership models were largely developed in contexts where decisions were made exclusively by humans, information flows were limited, and organizational hierarchies were relatively stable. In contrast, AI-driven environments

are characterized by continuous data generation, algorithmic recommendations, and partially autonomous systems. This shift challenges leaders to reconsider their roles, as they must now interact with intelligent technologies that influence outcomes previously shaped by human judgment alone. The growing reliance on AI raises important questions about accountability, transparency, and the preservation of human values in organizational decision-making. The central problem addressed in this article is the lack of clarity regarding how leadership styles should adapt to the realities of AI-enabled organizations. Many organizations adopt AI technologies without sufficient attention to leadership capacity, resulting in employee resistance, ethical concerns, and ineffective implementation. In some cases, AI is perceived as a tool of control or surveillance rather than support, undermining trust between leaders and employees. These challenges suggest that technological investment alone is insufficient; leadership practices must evolve in parallel with technological change. The primary objective of this study is to analyze how leadership styles are changing in the era of artificial intelligence and to identify leadership approaches that enable effective and responsible use of AI. The study seeks to answer three key questions: how does AI reshape leadership roles and responsibilities; which leadership styles are most effective in AI-driven organizational contexts; and what competencies are required for leaders to manage ethical, technological, and human challenges associated with AI adoption. The theoretical foundation of this research draws on contemporary leadership theories that emphasize change, learning, and values-based governance. Transformational leadership is particularly relevant due to its focus on vision, motivation, and employee development, which are essential in environments undergoing digital transformation. Adaptive leadership provides a framework for understanding how leaders respond to uncertainty and complexity, both of which are intensified by rapid technological change. Digital leadership highlights the strategic integration of digital technologies into organizational processes, while ethical leadership addresses concerns related to fairness, accountability, and social responsibility in algorithmic decision-making. Existing research suggests that AI alters leadership by shifting emphasis from direct supervision toward coordination, interpretation, and ethical oversight. Leaders are increasingly required to help employees understand AI systems, evaluate algorithmic outputs critically, and integrate technological insights into broader organizational goals. However, prior studies often examine these issues in isolation, focusing either on technology or leadership without fully integrating the two perspectives. This article contributes to the literature by providing a structured analysis of leadership styles specifically in the context of artificial intelligence.

Methodology: This study employs a qualitative, conceptual research design aimed at analyzing leadership styles in the context of artificial intelligence through systematic examination of existing literature. A qualitative approach is appropriate given the exploratory nature of the research and its focus on interpretation, theory integration, and organizational meaning rather than numerical measurement. The research relies exclusively on secondary data sources. Academic journal articles, scholarly books, conference proceedings, and doctoral dissertations formed the core of the dataset. To ensure practical relevance, the study also included industry reports, published organizational case analyses, and policy documents from reputable international institutions. This combination allowed the research to capture both theoretical development and applied perspectives on leadership and AI. Data collection was conducted through structured searches in major academic databases, including Google Scholar, Scopus, Web of Science, and JSTOR. Keywords such as “artificial intelligence and leadership,” “digital leadership,” “ethical leadership and AI,” and “human–AI collaboration” were used in various combinations. Boolean operators were applied to refine results and exclude unrelated fields. Priority was given to sources published within the last ten years to reflect current technological developments, while foundational leadership theories were included to provide conceptual grounding. Following the initial search, sources were screened using explicit inclusion and exclusion criteria. Publications were included if they addressed leadership, management, or organizational implications of AI or advanced digital technologies. Sources focusing solely on technical or engineering aspects of AI without leadership relevance were excluded. Duplicate studies and non-peer-reviewed materials lacking academic rigor were also removed. This screening process resulted in a focused and relevant body of literature for analysis. The selected sources were analyzed using thematic analysis. Each text was reviewed to identify recurring ideas related to leadership roles, decision-making, ethics, employee relations, and organizational change in AI-enabled environments. These ideas were coded and grouped into themes, allowing systematic comparison across studies. This approach enabled synthesis of insights without forcing uniform conclusions across different organizational contexts. In addition, a comparative analytical approach was applied to assess how different leadership styles respond to AI-related challenges. Leadership theories were compared based on criteria such as adaptability, ethical responsibility, human-centeredness, and capacity to manage technological complexity. This method allowed the study to evaluate strengths and limitations of various leadership styles without privileging a single model. The study ensures methodological rigor through transparent source selection, triangulation of academic and practical perspectives, and critical

engagement with contrasting viewpoints. While the absence of primary empirical data limits contextual specificity, the breadth of the literature provides a solid foundation for analytical conclusions.

Results: The findings indicate that artificial intelligence significantly transforms leadership by redefining authority, decision-making processes, and leader–employee relationships. One of the most consistent results is that effective leadership in AI-enabled organizations is less focused on direct control and more oriented toward guidance, coordination, and interpretation of data-driven insights. Leaders increasingly act as intermediaries between AI systems and human actors, ensuring that algorithmic outputs are used responsibly. The analysis shows that transformational leadership is strongly associated with positive AI implementation outcomes. Leaders who articulate a clear vision and emphasize learning and empowerment reduce employee resistance to AI technologies. When AI is framed as a supportive tool rather than a replacement for human work, employees are more likely to engage constructively with intelligent systems and contribute innovative ideas. Adaptive leadership emerges as particularly important in environments characterized by rapid technological change. AI systems often evolve unpredictably, requiring organizations to revise processes and strategies. Leaders who demonstrate flexibility, encourage feedback, and adjust practices iteratively are better equipped to manage uncertainty and maintain organizational resilience. Ethical leadership is identified as a critical determinant of trust in AI systems. The results show that organizations with clear ethical guidelines and transparent communication experience fewer conflicts related to data use, bias, and accountability. Leaders who actively address ethical concerns foster legitimacy and reduce employee skepticism toward algorithmic decision-making. The findings also highlight a shift toward hybrid decision-making. While AI enhances analytical capacity, effective leaders do not delegate final authority to algorithms. Instead, they combine AI insights with contextual knowledge, professional experience, and moral judgment. This approach preserves accountability and aligns technological outcomes with organizational values. Emotional intelligence is another key finding. Employees often experience anxiety related to automation and job transformation. Leaders who demonstrate empathy and communicate clearly are more successful in maintaining motivation and psychological safety during AI-driven change. Overall, the results indicate that leadership effectiveness in the AI era depends on the integration of multiple leadership styles rather than reliance on a single approach.

Discussion: The findings of this study support the view that artificial intelligence intensifies, rather than diminishes, the importance of leadership. The shift from control-based leadership toward interpretive and ethical leadership reflects the growing

complexity of organizational decision-making. AI systems provide information, but leaders remain responsible for meaning-making and value-based judgment. The prominence of transformational and adaptive leadership aligns with broader theories of change management and innovation. These leadership styles enable organizations to navigate uncertainty while maintaining employee engagement. The importance of ethical leadership reinforces concerns raised in AI governance literature regarding bias, transparency, and accountability. The emergence of hybrid decision-making challenges assumptions that AI will replace human leadership. Instead, the findings suggest that AI reshapes leadership into a more collaborative and reflective role. Leaders must understand technology without surrendering responsibility to it. This study contributes to leadership theory by integrating digital, ethical, and human-centered perspectives into a unified analytical framework. Practically, the findings suggest that leadership development programs should emphasize ethical reasoning, emotional intelligence, and adaptability alongside digital skills.

Conclusion: This article examined how leadership styles are evolving in the era of artificial intelligence and identified approaches that support effective and responsible AI use in organizations. The analysis shows that AI fundamentally reshapes leadership roles, shifting emphasis from direct control toward interpretation, coordination, and ethical oversight. Transformational, adaptive, digital, and ethical leadership styles emerge as particularly relevant in AI-enabled environments. The findings demonstrate that successful leadership in the AI era relies on hybrid decision-making that integrates algorithmic insights with human judgment and moral responsibility. Emotional intelligence and ethical awareness are essential for maintaining trust and employee engagement during technological change. The study concludes that artificial intelligence does not replace leadership but demands more sophisticated and values-driven leadership practices. By clarifying how leadership styles align with AI-driven organizational realities, this research contributes to both theory and practice. Future research may build on these findings through empirical investigation of leadership behavior in specific organizational contexts.

References:

1. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
2. Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17(6), 595–616.
3. Brynjolfsson, E., & McAfee, A. (2017). *Machine, platform, crowd: Harnessing our digital future*. New York, NY: W. W. Norton & Company.

4. Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Thousand Oaks, CA: Sage Publications.
5. Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). Hoboken, NJ: Wiley.
6. Wilson, H. J., Daugherty, P. R., & Bianzino, N. (2017). The jobs that artificial intelligence will create. *Harvard Business Review*. Retrieved from
7. Yamakawa, H., & Kurahashi, S. (2020). Human–AI collaboration in decision-making: A leadership perspective. *Journal of Artificial Intelligence Research*, 68, 123–145.

O‘ZBEKISTONDA OLIY TA’LIM SOHASIDA OLIB BORILGAN ISLOHOTLAR VA ULARNING ISTIQBOLLARI

Termiz davlat pedagogika instituti
1-bosqich magistranti

Do‘liiyeva Mohichehra

Termiz davlat pedagogika instituti
Tarix fakulteti o‘qituvchisi PhD

Boboyeva Sitara Ro‘zimahmatovna

Annotatsiya

Mazkur maqolada o‘zbekiston respublikasida mustaqillikdan keyingi davrda, ayniqsa so‘nggi yillarda oliy ta’lim tizimida amalga oshirilgan islohotlar, ularning mazmun-mohiyati va natijalari ilmiy jihatdan tahlil qilinadi. Oliy ta’limni modernizatsiya qilish, ta’lim sifatini oshirish, xalqaro standartlarga moslashtirish hamda raqobatbardosh kadrlar tayyorlashga qaratilgan normativ-huquqiy hujjatlar va amaliy chora-tadbirlar yoritiladi. Shuningdek, oliy ta’lim tizimini rivojlantirish istiqbollari, mavjud muammolar va ularni bartaraf etish yo‘llari asoslab beriladi.

Kalit so‘zlar:Oliy ta’lim, ta’lim islohotlari, raqobatbardosh kadrlar, xalqaro integratsiya, kredit-modul tizimi, raqamlashtirish, ta’lim sifati

Аннотация:В данной статье проводится научный анализ реформ, реализованных в системе высшего образования Республики Узбекистан в постколониальный период, особенно в последние годы, их содержания и результатов. Рассматриваются нормативно-правовые документы и практические меры, направленные на модернизацию высшего образования, повышение качества образования, его адаптацию к международным стандартам и подготовку конкурентоспособных кадров. Также обосновываются перспективы развития системы высшего образования, существующие проблемы и пути их преодоления.

Ключевые слова:Высшее образование, образовательные реформы, конкурентоспособные кадры, международная интеграция, кредитно-модульная система, цифровизация, качество образования

Abstract:This article scientifically analyzes the reforms implemented in the higher education system in the Republic of Uzbekistan in the post-independence period, especially in recent years, their content and results. It covers regulatory and legal documents and practical measures aimed at modernizing higher education, improving

the quality of education, adapting it to international standards, and training competitive personnel. It also substantiates the prospects for the development of the higher education system, existing problems and ways to overcome them.

Keywords: Higher education, educational reforms, competitive personnel, international integration, credit-module system, digitalization, quality of education

KIRISH

Zamonaviy globallashuv sharoitida oliy ta'lim tizimi har bir davlatning ijtimoiy-iqtisodiy rivojlanishida hal qiluvchi omil hisoblanadi. Ilm-fan, innovatsiya va yuqori malakali kadrlar tayyorlash jarayonlari bevosita oliy ta'lim muassasalari faoliyati bilan uzviy bog'liqdir. Shu bois dunyoning barcha rivojlangan mamlakatlarida oliy ta'limni takomillashtirish, uni xalqaro standartlarga moslashtirish va ta'lim sifatini oshirish ustuvor vazifa sifatida qaralmoqda.

O'zbekiston respublikasida ham mustaqillik yillaridan boshlab oliy ta'lim sohasini rivojlantirishga alohida e'tibor qaratib kelinmoqda. Ayniqsa, so'nggi yillarda o'zbekiston respublikasi prezidenti tashabbuslari bilan oliy ta'lim tizimida tub islohotlar amalga oshirildi. Ushbu islohotlar ta'lim tizimini modernizatsiya qilish, oliy ta'lim muassasalari mustaqilligini oshirish, xalqaro hamkorlikni kengaytirish va yoshlarning oliy ta'lim bilan qamrovini oshirishga qaratildi.

Mazkur maqolaning maqsadi o'zbekistonda oliy ta'lim sohasida amalga oshirilgan islohotlarni ilmiy tahlil qilish, ularning amaliy natijalarini baholash hamda kelgusidagi rivojlanish istiqbollarini aniqlashdan iborat.

Asosiy qism

O'zbekistonda oliy ta'lim tizimining shakllanishi va rivojlanish bosqichlari

Mustaqillikning dastlabki yillarida o'zbekistonda oliy ta'lim tizimi sobiq ittifoqdan meros bo'lib qolgan model asosida faoliyat yuritgan. Bu davrda ta'lim mazmuni, boshqaruv tizimi va moddiy-texnik baza zamon talablariga to'liq javob bermas edi. Shu sababli oliy ta'lim tizimini tubdan isloh qilish zarurati yuzaga keldi.

1997-yilda qabul qilingan "ta'lim to'g'risida"gi qonun va "kadrlar tayyorlash milliy dasturi" oliy ta'limni rivojlantirishda muhim huquqiy asos bo'lib xizmat qildi. Ushbu hujjatlar asosida oliy ta'lim tizimi bosqichma-bosqich modernizatsiya qilina boshlandi.

So'nggi yillarda oliy ta'lim sohasida amalga oshirilgan asosiy islohotlar

2017-yildan boshlab o'zbekistonda oliy ta'lim sohasida yangi bosqich boshlandi. Bu davrda oliy ta'limni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. Jumladan, yangi oliy ta'lim muassasalari tashkil etildi, qabul kvotalari sezilarli darajada oshirildi va yoshlarning oliy ta'lim bilan qamrovi kengaydi.

Oliy ta'lim muassasalarining akademik va moliyaviy mustaqilligi bosqichma-bosqich kengaytirildi. Ta'lim jarayoniga zamonaviy pedagogik texnologiyalar joriy etildi, professor-o'qituvchilarning malakasini oshirish tizimi takomillashtirildi. Bu jarayonda oliy ta'lim, fan va innovatsiyalar vazirligi muhim muvofiqlashtiruvchi organ sifatida faoliyat yuritmoqda.

Kredit-modul tizimiga o'tish va ta'lim sifatini oshirish

O'zbekiston oliy ta'lim tizimida amalga oshirilgan muhim islohotlardan biri kredit-modul tizimining joriy etilishidir. Ushbu tizim ta'lim jarayonini xalqaro standartlarga moslashtirish, talabalar akademik harakatchanligini oshirish va ta'lim natijalarini shaffof baholash imkonini beradi.

Kredit-modul tizimi talabalarni mustaqil ta'limga undaydi, ularning tanqidiy va ijodiy fikrlash ko'nikmalarini rivojlantirishga xizmat qiladi. Natijada ta'lim sifati oshib, bitiruvchilarning mehnat bozoridagi raqobatbardoshligi kuchaymoqda.

Xalqaro hamkorlik va oliy ta'limning globallasuvi

Oliy ta'lim sohasidagi islohotlarning muhim yo'nalishlaridan biri xalqaro hamkorlikni kengaytirishdir. Bugungi kunda o'zbekistonda ko'plab xorijiy oliy ta'lim muassasalari filiallari faoliyat yuritmoqda, qo'shma ta'lim dasturlari amalga oshirilmoqda.

Xalqaro hamkorlik professor-o'qituvchilar va talabalar almashinuvini rivojlantirish, ta'lim dasturlarini takomillashtirish hamda ilmiy tadqiqotlar sifatini oshirishga xizmat qilmoqda. Bu jarayon o'zbekiston oliy ta'lim tizimining jahon ta'lim makoniga integratsiyalashuvini tezlashtirmoqda.

Raqamlashtirish va innovatsion yondashuvlar

So'nggi yillarda oliy ta'lim tizimida raqamli texnologiyalarni joriy etish keng tus oldi. Masofaviy ta'lim, elektron platformalar va raqamli resurslar ta'lim jarayonining ajralmas qismiga aylandi. Bu esa ta'limning ochiqligi va qulayligini oshirdi.

Innovatsion yondashuvlar, startap loyihalar va ilmiy-tadqiqot faoliyatini qo'llab-quvvatlash orqali oliy ta'lim muassasalari ilm-fan va ishlab chiqarish integratsiyasini kuchaytirmoqda.

Oliy ta'limni rivojlantirish istiqbollari va dolzarb vazifalar

Kelgusida o'zbekistonda oliy ta'lim tizimini rivojlantirishda ta'lim sifati, ilmiy salohiyat va raqobatbardoshlikni oshirish asosiy ustuvor vazifa bo'lib qoladi. Xususan, ta'lim mazmunini mehnat bozori talablariga moslashtirish, professor-o'qituvchilarning ilmiy salohiyatini oshirish va xalqaro reytinglarda oliy ta'lim muassasalarining o'rnini mustahkamlash muhim ahamiyat kasb etadi.

Xulosa

Xulosa qilib aytganda, o'zbekistonda oliy ta'lim sohasida olib borilgan islohotlar tizimli va bosqichma-bosqich xarakterga ega bo'lib, ta'lim sifatini oshirish va

raqobatbardosh kadrlar tayyorlashga xizmat qilmoqda. Oliy ta'lim tizimining modernizatsiyasi mamlakatning ijtimoiy-iqtisodiy rivojlanishiga bevosita ta'sir ko'rsatmoqda. Kelgusida ushbu islohotlarning izchil davom ettirilishi o'zbekistonni mintaqadagi ta'lim markazlaridan biriga aylantirishga xizmat qiladi.

Foydalanilgan adabiyotlar

1. O'zbekiston respublikasining "ta'lim to'g'risida"gi qonuni.
2. Kadrlar tayyorlash milliy dasturi.
3. Oliy ta'limni rivojlantirish konsepsiyasi.
4. Oliy ta'lim va innovatsion rivojlanish masalalari. – ilmiy maqolalar to'plami.
5. Zamonaviy ta'lim tizimlari va global tendensiyalar. – monografiya.
6. Elektron va normativ-huquqiy manbalar.

CONSTITUTIONAL REFORMS – A MOVEMENT FOR HUMAN DIGNITY

Alijonov Muhammad

a student of the Faculty of Law at Namangan State University.

Annotation

This article analyzes the essence and significance of the constitutional reforms being implemented in the Republic of Uzbekistan, particularly their role in enhancing human dignity, honor, and rights. It also examines the role of the principle “For Human Dignity” in the new version of the Constitution and explains the substance of reforms aimed at democratizing relations between the state and society.

Keywords: Constitution, reform, human dignity, democracy, civil society, social justice, rule of law.

Main Text

Since gaining independence, the Republic of Uzbekistan has been carrying out comprehensive reforms in all spheres of social life. One of the most important areas of these processes is constitutional reform, namely improving the fundamental law of the state based on modern requirements. Indeed, at the center of every reform stands the individual, their rights, and interests. For this reason, the principle “For Human Dignity” has been defined as the main guiding idea of the Constitution.

Historical Stages

With the adoption of the Constitution in 1992, Uzbekistan established its legal foundation as an independent state. From that period onward, the basic principles related to citizens’ rights and freedoms and the functioning of state authorities were determined. Up until 2023, several constitutional reforms were implemented, each of which was aimed at protecting human dignity and rights.

The Principle of Human Dignity in the New Constitution

In the new edition of the Constitution, human dignity, honor, and reputation are recognized as the highest values. The right of every citizen to education, healthcare services, labor, social protection, and decent living conditions is guaranteed. Furthermore, environmental rights, freedom of access to information, as well as the rights of youth and persons with disabilities have been further strengthened.

Practical Results

In recent years, as a result of reforms, the social protection system has expanded: poverty levels have been reduced, and programs supporting youth and women have been broadened. The activities of state institutions have become more transparent and

accountable, public participation has increased, and the systems of referendums and open dialogue are functioning effectively.

International Experience

Uzbekistan's constitutional reforms have been harmonized with international standards. When compared with the experience of the United Nations and other international institutions, the guarantees of human rights and freedoms correspond to the requirements of a modern, democratic, and rule-of-law state.

Development Strategy of New Uzbekistan

Constitutional reforms are closely linked with the Development Strategy of New Uzbekistan. The principle "For Human Dignity" has become a fundamental principle in every direction of state policy. This principle represents not only a legal guarantee, but also a practical program aimed at improving the well-being of citizens.

Conclusion and Prospects

Constitutional reforms represent a comprehensive effort aimed at enhancing human dignity, honor, and rights. In the development of New Uzbekistan, these reforms create a strong foundation for democracy, civil society, and social justice. In the future, this principle will continue to serve the further development of the country and the improvement of the quality of life of the population.

References

1. Constitution of the Republic of Uzbekistan. — Tashkent: Uzbekistan, 2023.
2. Mirziyoyev Sh. M. Strategy of New Uzbekistan. — Tashkent: Uzbekistan, 2021.
3. Official website of the President of the Republic of Uzbekistan — www.president.uz
4. "Constitutional Reforms – An Expression of the Will of Our People" // Journal 'Law and Duty', 2023, No. 4.
5. Karimov I. A. Uzbekistan's Own Path of Independence and Development. — Tashkent: Uzbekistan, 1992.

INTUITSIYA VA RATSIONAL FIKRLASHNING INSON HAYOTIDAGI O‘RNI

Mamajonova Zarina Odiljonovna

Fan va texnologiyalar universiteti 1-kurs talabasi

arianakim658@gmail.com

Tel: +998 (88) 048-01-48

Rasulov Rustambek Odilovich

Fan va texnologiyalar universiteti

Ijtimoiy fanlar kafedrasi dotsenti v.b, f.f.f.d., (PhD)

ORCID: 0009-0001-3976-4177

ANNOTATSIYA

Mazkur maqolada inson tafakkurining ikki muhim shakli — intuitsiya va ratsional fikrlashning mohiyati, ularning qaror qabul qilish jarayonidagi o‘rni va o‘zaro munosabati ilmiy-falsafiy nuqtayi nazardan tahlil qilinadi. Intuitsiya ko‘pincha hissiy va anglanmagan jarayon sifatida qaralsa-da, u inson tajribasi va ong osti mexanizmlariga tayanadi. Ratsional fikrlash esa mantiqiy izchillik va dalillarga asoslangan holda qaror chiqarishga xizmat qiladi. Maqolada mashhur allomalar va mutafakkirlar fikrlariga tayangan holda, ushbu ikki tafakkur turi o‘rtasidagi muvozanatning inson hayotidagi ahamiyati ochib beriladi.

Kalit so‘zlar: intuitsiya, ratsional fikrlash, tafakkur, qaror qabul qilish, aql, sezgi, mantiq, inson ongi, ichki sezgi, tahlil, muvozanat, zamonaviy jamiyat.

Inson hayoti uzluksiz qarorlar zanjiridan iborat. Har bir qaror — u kichik bo‘ladimi yoki hayotni tubdan o‘zgartiradimi — ma‘lum bir fikrlash mexanizmi asosida qabul qilinadi. Ba‘zi holatlarda inson uzoq o‘ylamasdan, ichki sezgi orqali qaror chiqaradi, ayrim vaziyatlarda esa vaziyatni chuqur tahlil qilib, mantiqiy xulosaga keladi. Ushbu ikki yondashuv mos ravishda intuitsiya va ratsional fikrlash deb ataladi.

Zamonaviy jamiyatda bu ikki tushuncha ko‘pincha qarama-qarshi qo‘yiladi. Intuitsiya hissiyotga bog‘liq, ishonchsiz deb qaralsa, ratsional fikrlash mutlaq to‘g‘ri yo‘l sifatida talqin qilinadi. Aslida esa, inson tafakkuri aynan shu ikki mexanizmning o‘zaro uyg‘unligi orqali samarali ishlaydi. Shu sababli ushbu maqolada intuitsiya va ratsional fikrlash alohida-alohida emas, balki bir-birini to‘ldiruvchi jarayon sifatida ko‘rib chiqiladi.

Imom G‘azzoliy shunday deydi: “Inson aqli anglay olmagan narsani qalb ba‘zan bir lahzada bilib qo‘yadi.” [1]

G‘azzoliyning ushbu fikri intuitsiyani aqlga zid kuch sifatida emas, balki aql yetib bormagan darajadagi idrok shakli sifatida ko‘rsatadi. Bu yerda “qalb” tushunchasi faqat diniy ma‘noda emas, balki insonning ichki sezgi va ong osti mexanizmlari sifatida talqin qilinishi mumkin. Inson ko‘pincha nimanidir “nega bunday his qilyapman” deb tushuntira olmaydi, ammo baribir ichki ishonch bilan harakat qiladi.

Bizning fikrimcha, intuitsiya tasodifiy hodisa emas. U — inson ongida to‘plangan tajribalar, kuzatishlar va xotiralar natijasidir. Faqat bu jarayon ongli tahlil bosqichidan o‘tmaydi. Shu sababli intuitsiya tezkor va ba‘zan juda aniq bo‘ladi. Ayniqsa inson ilgari duch kelgan vaziyatlarga o‘xshash holatlarda intuitsiya kuchli signal beradi.

Biroq intuitsiyani mutlaq haqiqat deb qabul qilish ham xatodir. Chunki ong ostida noto‘g‘ri tajribalar, qo‘rquvlar yoki hissiy jarohatlar ham saqlanishi mumkin. Agar inson o‘z ichki sezgisini doimo tekshirib ko‘rmasa, u noto‘g‘ri qarorlarga olib kelishi ehtimoli mavjud. Shu sababli intuitsiya kuchli vosita bo‘lsa-da, uni nazoratsiz qoldirish xavfli.

Rene Dekart quyidagicha yozadi: “Aql — haqiqatga eltuvchi eng ishonchli vositadir.” [2]

Dekart ratsional fikrlashni haqiqatga olib boruvchi asosiy yo‘l sifatida ko‘radi. Uning falsafasida shubha qilish, tahlil qilish va isbotlash markaziy o‘rin tutadi. Bu yondashuv fan, texnika va ilmiy tafakkurning rivojiga katta turtki bergan.

Bizning nazarimda, ratsional fikrlash insonni hissiyotlar ta‘siridan ma‘lum darajada himoya qiladi. Ayniqsa mas‘uliyatli qarorlar — moliyaviy masalalar, kasbiy tanlov, ijtimoiy munosabatlarda mantiqiy tahlil xatolik ehtimolini sezilarli darajada kamaytiradi. Ratsional fikrlash insonni dalillarga tayangan holda harakat qilishga majbur qiladi.

Shu bilan birga, ratsional fikrlash ham cheksiz mukammal emas. Ba‘zan ortiqcha tahlil qaror qabul qilishni kechiktiradi, ikkilanishni kuchaytiradi va insonni harakatsizlikka olib keladi. Hayot esa doimo to‘liq ma‘lumot bermaydi. Bunday vaziyatlarda faqat mantiqqa suyanish yetarli bo‘lmay qoladi.

Karl Yung shunday deydi: “Intuitsiya insonni kelajak imkoniyatlariga yetaklaydi, ratsional fikr esa uni hozirgi haqiqat doirasida ushlab turadi.” [3]

Yungning ushbu fikrida intuitsiya va ratsional fikrlash o‘rtasidagi asosiy farq aniq ko‘rinadi. Intuitsiya ehtimollar, imkoniyatlar va hali ro‘y bermagan holatlarga yo‘naltirilgan bo‘lsa, ratsional fikrlash mavjud faktlar va real vaziyatga tayanadi. Shu sababli bu ikki mexanizm o‘rtasida ko‘pincha ichki ziddiyat yuzaga keladi.

Bizning fikrimcha, aynan shu ziddiyat insonni rivojlanishga majbur qiladi. Agar inson faqat ratsional fikrlash bilan cheklansa, u xavfsiz, lekin cheklangan hayot tarzini tanlaydi. Aksincha, faqat intuitsiyaga suyanish esa beqarorlik va tavakkalchilikni kuchaytiradi. Ziddiyat shundaki, intuitsiya insonni yangi yo‘llarga chorlaydi, ratsional fikr esa uni ehtiyot bo‘lishga undaydi.

Hayotiy tajribada ko‘p hollarda inson ichki sezgisi bilan nimanidir to‘g‘ri deb biladi, ammo mantiqiy asos topa olmaydi. Yoki aksincha, mantiqan to‘g‘ri qaror hissiy jihatdan qoniqarsiz bo‘ladi. Aynan shu ichki qarama-qarshilik qaror qabul qilish jarayonini murakkablashtiradi. Menimcha, bu holatni salbiy deb emas, balki tafakkur pishib yetilishining tabiiy bosqichi deb qabul qilish kerak.

Daniel Kanneman yozadi: “Inson qarorlarining katta qismi ongli tahlildan emas, balki avtomatik intuitsiv baholashdan kelib chiqadi.” [4]

Kanneman ushbu fikri orqali inson ko‘pincha o‘zi sezmaganda qaror qabul qilishini ta’kidlaydi. Ya’ni, inson qaror qabul qilayotganda uni to‘liq mantiqiy tahlil qilyapman deb o‘ylaydi, ammo aslida intuitsiya allaqachon yo‘nalishni belgilab bo‘lgan bo‘ladi. Bizningcha, bu holat kundalik hayotda juda yaqqol ko‘rinadi. Masalan, inson biror kishiga ishonish yoki ishonmaslik, bir joyni yoqtirish yoki yoqtirmaslik kabi qarorlarni bir necha soniyada qabul qiladi. Keyinchalik esa bu qarorni mantiqiy sabablar bilan oqlashga harakat qiladi. Bu esa shuni ko‘rsatadiki, intuitsiya ko‘pincha birinchi bo‘lib ishga tushadi, ratsional fikr esa uni tasdiqlash yoki inkor etish vazifasini bajaradi.

Shu bilan birga, muhim va uzoq muddatli oqibatlarga ega qarorlarda faqat intuitsiyaga suyanish xavfli bo‘lishi mumkin. Bunday vaziyatlarda intuitsiya signal sifatida qabul qilinib, ratsional tahlil orqali tekshirilishi lozim. Menimcha, to‘g‘ri qaror aynan shu ikki bosqichdan o‘tgan qarordir: avval sezgi, keyin tekshiruv.

Bernard Verber shunday yozadi: “Texnologiya rivojlangan sari inson o‘z ichki sezgisini unutib qo‘yish xavfi bilan yuzma-yuz keladi.” [5]

Zamonaviy jamiyatda inson tobora ko‘proq algoritmlar, sun‘iy intellekt va statistik ma’lumotlarga tayanmoqda. Bu holat ratsional fikrlashning ustunligini kuchaytirayotgandek ko‘rinsa-da, aslida insonni ichki sezgidan uzoqlashtirishi mumkin. Verberning ogohlantirishi aynan shu xavfga qaratilgan.

Bizning fikrimizcha, texnologiyalar inson o‘rniga fikrlamasligi, balki inson fikrlashini qo‘llab-quvvatlashi kerak. Agar inson faqat tashqi tizimlarga ishonib qolsa, u mustaqil qaror qabul qilish qobiliyatini yo‘qotadi. Intuitsiya esa aynan insoniylikni saqlab qoluvchi omil hisoblanadi.

Boshqa tomondan, zamonaviy dunyoda hissiyotlarga berilib ketish ham xavfli. Axborot oqimi kuchli bo‘lgan davrda ratsional fikrlash insonni manipulyatsiya va yolg‘on ma’lumotlardan himoya qiladi. Shu bois bugungi jamiyatda eng muhim

ko‘nikma — intuitsiya va aqlni bir-biriga qarshi qo‘ymasdan, ularni muvozanatda ishlata olishdir.

Intuitsiya va ratsional fikrlash inson tafakkurining ikki ajralmas jihatidir. Intuitsiya tezkor, chuqur va ko‘pincha anglanmagan idrokni ta‘minlasa, ratsional fikrlash aniqlik, mantiq va izchillikni beradi. Ushbu ikki mexanizmning qarama-qarshiligi emas, balki uyg‘unligi insonni yetuk qarorlarga olib keladi.

Maqolada ko‘rib chiqilgan allomalar fikrlari shuni ko‘rsatadiki, inson tafakkuri bir tomonlama emas. Haqiqiy ongli hayot — sezgi va aql o‘rtasidagi muvozanatni topa olgan inson hayotidir. Aynan shu muvozanat shaxsiy rivojlanish, to‘g‘ri qaror va ijtimoiy barqarorlikning asosiy omili hisoblanadi.

FOYDALANILGAN ADABIYOTLAR

1. Imom G‘azzoliy. Ihyo ulumid-din. — Toshkent: Hilol Nashr, 2021. — 3-jild, 112-bet.
2. Rene Dekart. Falsafa asoslari. — Toshkent: Yangi asr avlodi, 2019. — 54-bet.
3. Karl Yung. Psixologik turlar. — Toshkent: Fan, 2003. — 88-bet.
4. Daniel Kanneman. Tez va sekin o‘ylash. — Toshkent: Nihol, 2022. — 119-bet.
5. Bernard Verber. Nisbiy va mutlaq bilimlar ensiklopediyasi. — Toshkent: Sharq, 2018. — 203-bet.vv
6. R.O. Rasulov. Ommaviy kommunikatsiyalarning yoshlar ijtimoiy siyosiy lashuviga ta‘siri bilan bog‘liq g‘oyaviy tendensiyalar. “Falsafa va hayot” ilmiy jurnali. Tom 3. №3. B. 47-54.
7. R.Rasulov. *Yangi O‘zbekistonda yoshlar bilan ishlash tizimida ularning ijtimoiy faolligi va ma‘naviy salohiyatini rivojlantirishning o‘ziga xos mexanizmlari.* — Научно-теоретический журнал “Ma‘mun Science”, 2022. — **B. 45.**
8. Rasulov Rustambek Odilovich. *Yoshlar bilan ishlash tizimida ma‘naviy-mafkuraviy omillarning yoshlar ongiga ta‘siri.* — *International Journal of Scientific Research*, 2023, Tom 2, B. 147–152.
9. Rasulov Rustambek Odilovich. *Yoshlar bilan ishlashda tarbiyaning mafkuraviy asoslari.* — *Falsafa va Huquq jurnali*, 2023, Tom 3, B. 116–121.
10. Rasulov Rustambek Odilovich. *Jamiyat va yoshlar bilan ishlash tizimida ta‘lim va tarbiyaning madaniy asoslari (Ijtimoiy-falsafiy tahlili).* — *O‘zbekiston Milliy Universiteti Xabarlari jurnali*, 2023, B. 119–121.
11. Rasulov Rustambek. *Yoshlarning ijtimoiy faolligini oshirish mexanizmlari.* — *Management and Future Technologies Scientific Journal*, June 2025, Volume 2, Issue 2, B. 353–364.
12. Rasulov Rustambek Odilovich - [The Essence of Political Socialization Processes and their Role in Social Development](#). Spanish Journal of Innovation and Integrity,

ISSN: 2792-8268, Volume: 37, Dec-2024.

<https://sjii.es/index.php/journal/article/view/106/150>

13. Rasulov, R. . (2024). The importance of education and upbringing in forming political socialization in the worldview of youth. Академические исследования в современной науке, 3(48), 124–132. извлечено от

<https://inlibrary.uz/index.php/arims/article/view/61938>

14. Rasulov Rustambek Odilovich. The importance of youth-oriented structures established in the country in the political socialization of youth Vol. 3 No. 12 (2024): INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT (IJERO).

<http://ijero.co.uk/index.php/ijero/article/view/417>

15. Rasulov Rustambek Odilovich. Cultural basics of education and the role of youth in it. Philosophy And Life International Journal. ISSN 2181-9505. Doi jurnal 10.26739/2181-9505.

<https://www.tadqiqot.uz/index.php/philosophy/article/view/11321>

16. O.Tursunov, R.O. Rasulov. *Zamonaviy dasturlash muhitida arifmetik amallarni avtomatlashtirish: C# WinForms asosida kalkulyator modeli.* — Academic Research in Modern Science, International scientific-online conference, 2023. — **B. 27.**

STEAM ELEMENTLARINI BOSHLANG'ICH TA'LIMGA INTEGRATSIYA QILISH TAJRIBALARINI SOLISHTIRIB O'RGANISH

Termiz davlat pedagogika instituti
Ta'lim-tarbiyanazariyasi va metodikasi
1-kurs magitiranti Bozorov Nurbek

Annotatsiya. *Mazkur maqolada STEAM (fan, texnologiya, muhandislik, san'at va matematika) ta'lim yondashuvining boshlang'ich maktab darslariga integratsiya qilinishining ahamiyati va afzalliklari yoritilgan. Unda STEAM elementlari orqali o'quvchilarda ijodkorlik, tanqidiy fikrlash, jamoaviy ishlash va muammolarni hal qilish ko'nikmalari qanday rivojlanishi tushuntirilgan. Shuningdek, fanlararo bog'liqlikni anglash, texnologiyalardan foydalanishni o'rganish va o'quvchilarning kelajak kasblariga tayyorlanishiga qo'shgan hissasi ham ochib berilgan. Maqola boshlang'ich ta'limda zamonaviy yondashuvlardan samarali foydalanish bo'yicha nazariy va amaliy asos bo'lib xizmat qiladi.*

Kalit so'zlar: *STEAM ta'limi, boshlang'ich maktab, integratsiya, ijodkorlik, tanqidiy fikrlash, fanlararo bog'liqlik, texnologiya, muhandislik, san'at, matematika, motivatsiya, jamoaviy ish, muammolarni hal qilish, zamonaviy ta'lim, kelajak kasblari.*

KIRISH. Zamonaviy ta'lim jarayonida o'quvchilarning har tomonlama rivojlanishini ta'minlash, ularni real hayotiy vaziyatlarda mustaqil fikrlash va muammolarni hal qilishga tayyorlash dolzarb masalalardan biri hisoblanadi. Ayniqsa, boshlang'ich ta'lim bosqichida bunday ko'nikmalarni shakllantirish o'quvchining kelgusidagi akademik va hayotiy muvaffaqiyatlari uchun muhim poydevor bo'lib xizmat qiladi. Shu nuqtai nazardan, STEAM (fan, texnologiya, muhandislik, san'at va matematika) ta'lim yondashuvini darslarga integratsiya qilish orqali o'quvchilarning ijodkorlik, tanqidiy fikrlash, jamoaviy ish va texnologik savodxonligini rivojlantirish mumkin. Ushbu maqolada STEAM elementlarini boshlang'ich maktab darslariga qo'shishning afzalliklari va uning o'quvchilarga ta'siri keng yoritiladi. So'nggi yillarda ta'lim sohasida STEAM yondashuviga oid tadqiqotlar kengayib bormoqda. Xalqaro miqyosda olib borilgan ilmiy ishlar (Beers, 2011; Yakman, 2008)

STEAM ta'limining o'quvchilarda yuqori darajadagi tafakkur, ijodiy yondashuv va muammolarni kompleks hal qilish ko'nikmalarini shakllantirishdagi samaradorligini ta'kidlaydi. Yakman (2008) o'z tadqiqotida STEAM yondashuvi fanlararo integratsiyani kuchaytirishini va o'quvchilarning real hayot bilan bog'liq bilimlarga ega bo'lishiga xizmat qilishini ta'kidlagan. O'zbekiston tajribasida ham bu boradagi

izlanishlar shakllanib bormoqda. M. To‘ychiyeva (2021) o‘z maqolasida boshlang‘ich ta‘limda STEAM elementlarini joriy etish orqali o‘quvchilarda mustaqil fikrlash, amaliy mashg‘ulotlarga qiziqish va texnologik tafakkurni rivojlantirish mumkinligini asoslab bergan.

Shuningdek, STEAM asosidagi loyihaviy o‘qitish metodikasi haqida A. Qodirov (2022) tomonidan olib borilgan tadqiqotda, bu yondashuv o‘quvchilarning darsga bo‘lgan motivatsiyasini oshirishi va o‘rganilayotgan bilimlarning hayotiylikini kuchaytirishi aytilgan. Umuman olganda, tahlil qilingan adabiyotlar STEAM ta‘limining boshlang‘ich bosqichda joriy qilinishi nafaqat o‘quvchilar salohiyatini rivojlantirishi, balki ta‘lim sifatini oshirishga ham xizmat qilishini ko‘rsatadi. Shu bilan birga, mahalliy ta‘lim muhitiga moslashtirilgan metodik qo‘llanmalar va dars ishlanmalarga ehtiyoj mavjudligi ham ta‘kidlanmoqda.

STEAM ta‘limini boshlang‘ich maktab darslariga samarali integratsiya qilish uchun turli pedagogik metodlardan foydalanish muhim ahamiyatga ega. Ushbu metodlar o‘quvchilarning faol ishtirokini ta‘minlab, ularning bilimni amaliyotda qo‘llash, mustaqil fikrlash va ijodkorlik alohiyatini rivojlantiradi. fanlari

integratsiyalashg holda amaliy loyiha yaratadilar. Bu metod ijodkorlik va jamoaviy ishlashni rivojlantiradi. Fanlararo integratsiya metodi Turli fanlardagi bilimlar bir mavzu doirasida uyg‘unlashtiriladi. Masalan, matematika O‘quvchilar muayyan muammo yoki mavzu asosida guruhlarda ishlaydi, STEAM darsida texnologik qurilmaning hisob-kitobi, san‘at darsida uning dizayni bilan bog‘liq topshiriqlar beriladi. Tadqiqotga asoslangan o‘qitish (Inquiry-Based Learning) O‘quvchilar o‘z savollariga javob topish maqsadida tajriba o‘tkazadilar, kuzatadilar va tahlil qiladilar. Bu metod tanqidiy fikrlashni kuchaytiradi. Muammoni hal qilishga yo‘naltirilgan yondashuv (Problem-Based Learning) Haqiqiy hayotga yaqin muammolar asosida dars tashkil qilinadi. O‘quvchilar muammoni tushunish, tahlil qilish va yechim topish bosqichlarini o‘zlashtiradilar. STEAM markazli loyiha darslari Maxsus STEAM mashg‘ulotlari (robototexnika, kodlash, maket yaratish, grafik dizayn) orqali o‘quvchilar ko‘proq amaliy faoliyatga jalb qilinadi. O‘yinli va interaktiv metodlar STEAM elementlarini o‘z ichiga olgan o‘yinlar, konstruktorlar, simulyatsiyalar orqali o‘quvchilarda qiziqish uyg‘otiladi va fanlar osonroq o‘zlashtiriladi. Tadqiqotlar va amaliy tajribalar shuni ko‘rsatadiki, STEAM ta‘lim yondashuvining boshlang‘ich maktab darslariga integratsiya qilinishi o‘quvchilar uchun bir qator ijobiy natijalar beradi. Avvalo, bu yondashuv bolalarda turli fanlar o‘rtasidagi bog‘liqlikni anglash, o‘z bilimlarini hayotiy vaziyatlarda qo‘llash va kompleks muammolarga ijodiy yechim topish ko‘nikmalarini shakllantiradi. Shuningdek, STEAM metodlari orqali tashkil etildi.

XULOSA. STEAM ta'lim yondashuvini boshlang'ich maktab darslariga integratsiya qilish o'quvchilarning har tomonlama rivojlanishi, tanqidiy va ijodiy fikrlash ko'nikmalarini shakllantirish uchun samarali vosita hisoblanadi. Ushbu yondashuv o'quvchilarning fanlararo bog'liqlikni anglashini kuchaytiradi, ularni hayotiy muammolarni hal qilishga tayyorlaydi hamda darslarga bo'lgan qiziqish va motivatsiyani oshiradi. Shuningdek, STEAM ta'limi boshlang'ich sinf o'quvchilarida mustaqil ishlash, jamoada hamkorlik qilish, muammolarga innovatsion yondashish kabi muhim ijtimoiy va intellektual ko'nikmalarni rivojlantirishga xizmat qiladi. Biroq, ushbu yondashuvning samarali tatbiqi uchun maktablarda zarur texnologik infratuzilma, o'qituvchilarning malakasini oshirish va metodik ta'minotni yaxshilash muhimdir. Umuman olganda, STEAM [Дата] 44 2 4 elementlarini boshlang'ich ta'limga bosqichma-bosqich kiritish ta'lim sifatini oshirishga va yosh avlodni zamonaviy bilim va ko'nikmalar bilan ta'minlashga katta hissa qo'shadi.

Boshlang'ich ta'lim bosqichi bolalarning asosiy bilim, ko'nikma va malakalarini shakllantirishda hal qiluvchi rol o'ynaydi. Shu sababli bu bosqichda o'quv jarayonini zamonaviy metodlar asosida tashkil qilish muhim ahamiyatga ega. STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvi aynan shu maqsadlarga xizmat qiluvchi, integratsiyalashgan, ijodiy va amaliy ta'lim modelidir. Bu yondashuvni boshlang'ich maktab darslariga integratsiya qilish orqali o'quvchilarda fanlararo bog'liqlik, tanqidiy va ijodiy fikrlash, muammoli vaziyatlarda mustaqil qaror qabul qilish kabi ko'nikmalarni erta shakllantirish mumkin. Fanlararo yondashuv shakllanadi — STEAM ta'limi darslarda turli fanlar o'rtasida bog'liqlikni anglash imkonini yaratadi, bu esa bilimlarning yaxlit tushunilishini ta'minlaydi. Motivatsiya va qiziqish ortadi — Interaktiv va amaliy darslar orqali o'quvchilarning o'qishga bo'lgan ishtiyoqi oshadi, ularning o'quv faoliyatida faolligi kuchayadi. Amaliy va texnik ko'nikmalar rivojlanadi — Texnologik vositalar, san'at va muhandislik elementlarining darslarga kiritilishi o'quvchilarning qo'llanma asosida ishlash va ijod qilish ko'nikmalarini oshiradi. Ijtimoiy ko'nikmalar shakllanadi — Jamoada ishlash, fikr almashish, birgalikda muammoga yechim topish orqali bolalarda hamkorlik, muloqot va mas'uliyat hissi rivojlanadi. Samaradorlikni oshirish zarur — STEAM ta'limidan to'liq foyda olish uchun infratuzilmani rivojlantirish, o'qituvchilarni maxsus tayyorlash va metodik ta'minotni kuchaytirish lozim.

Foydalanilga adabiyotlar ro'yxati:

1. Davis, E. A., & Wilcock, J. (2017). Integrating STEM in Early Childhood Education: Challenges and Strategies. *Early Childhood Research Quarterly*, 39, 76
2. Kazakov, S. (2020). STEAM ta'lim yondashuvi va uning ta'lim jarayonidagi o'rni. *Ta'lim va rivojlanish*, 10(1), 45-52.

3. National Research Council. (2014). *STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research*. Washington, DC: The National Academies Press.
4. O‘rinboyev, J. (2021). Boshlang‘ich sinf o‘quvchilarida ijodkorlikni rivojlantirishda STEAM ta‘limining ahamiyati. *Ilm-fan va ta‘lim*, 5(2), 15-22.
5. Sandoval, W. A., & Bell, P. (2014). Design-Based Research Methods for Studying Learning in Context: Introduction. *Educational Psychologist*, 39(4), 199-201.
6. Shodiev, M. (2022). STEAM ta‘limining boshlang‘ich maktablarda joriy etilishi: imkoniyatlar va muammolar. *Zamonaviy ta‘lim texnologiyalari*, 8(4), 60-67.

LIVER TRANSPLANTATION: DONOR SOURCES, TYPES OF TRANSPLANTS AND PIGGYBACK TECHNIQUES

Egamberdiyev Hojiakbar Ulug‘bek o‘g‘li

University of Business and Science "Lecturers in Human Anatomy at the Department
usmonov-akbar@inbox.ru +998937760858

Liver transplantation is one of the most effective treatment methods for end-stage liver diseases. This thesis highlights donor sources, types of liver grafts, indications for transplantation, and surgical techniques for managing the inferior vena cava using Piggyback approaches.

According to donor source, liver transplantation is divided into deceased donor liver transplantation and living donor liver transplantation. In most cases, whole-organ liver transplantation is performed. However, in selected clinical situations, segmental (split) or reduced-size liver transplantation techniques are applied. In split liver transplantation, one deceased donor liver is divided and transplanted into two recipients, usually an adult and a pediatric patient. Reduced-size grafts are used when there is a size mismatch between the donor organ and the recipient's body size.

Indications for liver transplantation primarily include end-stage liver diseases. In developed countries, the most common causes are end-stage liver disease associated with hepatocellular carcinoma, alcoholic liver disease, and non-alcoholic fatty liver disease. Additional indications include chronic viral hepatitis (B, C, or D), autoimmune hepatitis, cryptogenic liver disease, and cholestatic liver diseases such as primary biliary cirrhosis and primary or secondary sclerosing cholangitis. Metabolic liver disorders, including alpha-1 antitrypsin deficiency, Wilson's disease, hereditary hemochromatosis, and Crigler–Najjar syndrome, are also recognized indications. Furthermore, Budd–Chiari syndrome, amyloidosis, drug-induced acute liver failure, polycystic liver disease, and selected primary and secondary malignant liver tumors may require liver transplantation.

During liver transplantation, several techniques are used to manage the inferior vena cava. The Classical Piggyback technique preserves the recipient's inferior vena cava and anastomoses the donor hepatic veins to the recipient hepatic veins, providing better hemodynamic stability and reduced blood loss. The Modified Piggyback technique improves venous outflow and reduces the risk of hepatic venous stenosis and Budd–

Chiari syndrome and is currently the most widely used method. The Modified Conventional technique is applied when Piggyback methods are not feasible but is associated with higher hemodynamic risk.

REFERENCES

1. Starzl TE, Marchioro TL, Von Kaulla KN, Hermann G, Brittain RS, Waddell WR. Homotransplantation of the liver in humans. *Surg Gynecol Obstet.* 1963;117:659–676.
2. Adam R, Karam V, Delvart V, et al. Evolution of indications and results of liver transplantation in Europe: A report from the European Liver Transplant Registry (ELTR). *J Hepatol.* 2012;57(3):675–688.
3. Busuttill RW, Klintmalm GB. *Transplantation of the Liver.* 3rd ed. Philadelphia: Elsevier Saunders; 2015.
4. Tzakis AG, Todo S, Starzl TE. Orthotopic liver transplantation with preservation of the inferior vena cava. *Ann Surg.* 1989;210(5):649–652.
5. Belghiti J, Noun R, Sauvanet A, Durand F, Aschehoug J, Erlinger S. Liver transplantation by preservation of the inferior vena cava: Piggyback technique. *Ann Surg.* 1992;216(6):686–693.
6. Strong RW, Lynch SV, Ong TH, Matsunami H, Koido Y, Balderson GA. Successful liver transplantation from a living donor to her son. *N Engl J Med.* 1990;322(21):1505–1507.
7. Broering DC, Wilms C, Lenk C, et al. Technical refinements of the piggyback technique in liver transplantation. *Transplant Proc.* 2001;33(7–8):3419–3420.
8. European Association for the Study of the Liver (EASL). *EASL Clinical Practice Guidelines: Liver transplantation.* *J Hepatol.* 2016;64(2):433–485.

QOBILIYAT VA IMKONIYATNI IFODALOVCHI MODAL FE'LLAR

**University of economics and
pedagogy NOTM Xorijiy tillar
kafedrası v.b.dotsenti Nishonov
Ismoiljon va Xorijiy tillar kafedrası
o'qituvchisi Abduxalimov
Abdulaziz Abdumutal o'g'li**

Annotatsiya: Mazkur ishda qobiliyat va imkoniyat ma'nolarini ifodalovchi modal fe'llarning semantik va funksional xususiyatlari tahlil qilinadi. Tadqiqotda ingliz tilidagi can, could, may, might kabi modal fe'llarning nutq jarayonida shaxsning ichki qobiliyati, tashqi sharoitga bog'liq imkoniyati hamda ehtimollikni ifodalashdagi o'rni yoritiladi. Shuningdek, ushbu modal fe'llarning o'zbek tiliga tarjimadagi muqobillari va ma'no nozikliklari qiyosiy jihatdan ko'rib chiqiladi. Natijada modal fe'llarning kommunikativ vazifasi va ularning til tizimidagi ahamiyati aniqlanadi.

Kalit so'zlar: modal fe'l, qobiliyat, imkoniyat, can, could, may, might, ehtimollik, semantika, tarjima, qiyosiy tahlil

“Can” va “May” modal fe'llari shart va xohish-istak mayl formalariga ega. Ularning buyruq mayli hozirgi va o'tgan zamon formalarida ifodalanadi.

Xohish-istak mayli formasi buyruq maylidagi o'tgan zamon formasiga omonimdir. (Could, might)

“Can” modal fe'li quyidagilarni ifodalaydi:

- Real imkoniyat, jismoniy qobiliyatni bu holda “can” infinitivning noperfekt formasi bilan qo'llaniladi:

Present

He can translate, can not he?

It is wonderful how little a man can do alone.

But limited minds can recognize limitations only in others

Past

I could hear his voice so I knocked

At any rate he knew he could write it better now.

He could not walk very fast.

“Can” modal fe'lining ekvivalenti jismoniy qobiliyat ma'nosida “to be+infinitive” bo'ladi.

“Yet he was unable to move”. (U hali ham qimiray olmasdi).

Voqelikni sharotidan kelib chiqqan holdagi taxminiy imkoniyatni ifodalaydi. Bu holda infinitivning noperfekt formasi bilan qo‘llanishda “can” kelajakda bo‘ladigan taxminni ifodalaydi.

“What time is it? She asked”. “Quarted to one”, said Yates. “We can in Luxemburg tonight”. (Bugun kechqurun Lyuksemburgda bo‘lishimiz kerak).

Shart maylini “could” ifodalaydi: infinitivning noperfekt formasi bilan past darajadagi taxminga imkoniyat berilganligi, ba‘zan xushmuomala bilan so‘rashni ifodalaydi¹.

“Could you do it for me?” (Menga shuni qilib bera olasizmi?)

“If I have to give an answer right this minute the answer obviously is no, but if you could wait», he went on, «I wouldn’t ask for anything more”. (Agar kuta olganingda, davom etdi u, men boshqa xech narsa so‘ramagan bo‘lardim).

Perfekt bilan qo‘llanilganda “could” haqiqatda bo‘lmagan, hayol qilingan imkoniyatni ifodalaydi.

“You could have told me about long before”. (Buni menga avvalroq aytsangiz bo‘lar edi).

“Can” (could) modal fe‘llari infinitiv perfekt formasi bilan birgalikda bir ishni qilishda (odatda inkor gaplarda) imkoniyat bo‘lishiga shubha borligini ifodalaydi.

“Can” bilan birgalikda (buyruq mayli), “Could” formasidan ko‘ra (shart mayli) past darajadagi shubhani ifodalaydi.

“I should think there never can be have been a man who enjoyed his profession more than Mr Creakle did”. (Hech qachon Mister Kriklddek kasbidan xursand odam bo‘lmagan bo‘lsa kerak deb o‘ylardim).

“And, indded, she did feel there was something deep in it, though she couldn’t have put the feeling into words”. (U baribir xissiyotlarini so‘z bilan ifodalay olmasa ham, uning his tuyg‘ularida chuqur bir narsa bor edi).

“He was not old, he could not have been more than forty”. (U qirqdan oshmagan bo‘lsa kerak).

“May” modal fe‘li.

“May” fe‘li “Can”dan farqli ravishda, real qobiliyat yoki imkoniyatni o‘zini emas, balki taxmin yoki imkoniyatga yo‘l qo‘yilganligini ifodalaydi.

1. Imkoniyatga yo‘l qo‘yilganligi; ma‘lum bir sharoitda imkoniyatga hech qanday hayratli narsa yo‘qligini bildirib turadi. Agar sodir bo‘lsa, hech hayron bo‘ladigan joyi yo‘q.

¹Maugham S. The Moon and Sixpence. – Moscow: Penguin books, 1975. – P. 266.

“Friends may meet, but mountains never”. (Do ‘stlar uchrashishlari mumkin, lekin tog ‘lar yo ‘q)².

“A few moments may change our character for life”. (Bir necha daqiqalar hayotdagi rolimizni o ‘zgartirib yuborishi mumkin).

Farqi:

“May” va “Can” (real imkoniyat va imkoniyatga yo‘l borligi).

“You may break the body, but you can not break the spirit”. (Sen tanani sindirishing mumkin, lekin ko ‘ngilni buza olmaysan).

“Very” - is an adverb of degree and may modify an adjective or an adverb: but it can not modify a verb. (Very – sifat yoki ravishni anglatishi mumkin, lekin fe‘lni anglatmaydi).

“A fool may ask more questions than a wise man can answer”. (Axmoq donodan javob bera olishdan ko ‘ra ko ‘proq savol berishi mumkin).

“May” fe‘lining ma‘nolaridan biri bu ruxsat, hodisaning sodir bo‘lishiga imkoniyat borligini bildiradi.

“May I come in? certainly you may”. (Kirsam maylimi? Ha mumkin.).

2. Ishonchsiz bo‘lgan taxmin (maybe, perhaps, possibly): «Erik says that you may be coming to New York». (Erik seni Nyu Yorkka kelishing mumkin deyapti).

“He may be in the house now, said he cabman”. (U hozir balki uydadir, dedi aravakash).

“May” ning bu ma‘nosi infinitivning davomiy ko‘rinishdagi formasida, shuningdek davomiy ko‘rinishda qo‘llanilmaydigan (to be, to happen) fe‘l infinitivi oddiy formasida yaqqol ko‘rinadi:

“He must be at home” - ishonch.

“He may be at home” - ishonchsizlik alomatlari bo‘lgan taxmin.

Yuqori darajali taxmin ma‘nosi quyidagi birikmalar bilan ifodalanishi mumkin.

“To be sure” + infinitive

“To be certain” + infinitive

“But he is sure to marry her” (Lekin u albatta unga uylanadi).

“Later they had thought he was certain to die”. (Keyinroq uni o‘limga maxkum deb o‘ylashardi).

Taxmin ma‘nosi “to be likely + infinitive” birikmasi bilan ifodalanishi mumkin.

“I’m not likely to see you again, he said slowly” (Men seni yana ko ‘rmasam kerak).

“May” taxmin ma‘nosida infinitiv perfekt formasi bilan qo‘llaniladi.

²Maugham S. The Moon and Sixpence. – Moscow: Penguin books, 1975. – P. 266.

“I may have spoken a bit too strongly, said David”. (Men oz-moz o‘tkirroq gapirib yuborgan bo‘lishim mumkin).

“Might” birikmasi (shart mayli formasidagi “may” fe’li) infinitiv noperfekt formasi bilan tasodifiy imkoniyatga yo‘l qo‘yilganligini anglatadi (balki, shunday, bo‘lishi mumkin).

“*He said he might be coming in*”. (U kelib qolishi mumkinligini aytdi).

“*Might? said Erik bitterly*”. “*Was that all he said?*”. (Mumkin? dedi Erik achchiqlanib. Bu aytganlarni hammasimi?)

“*Does it ever strike you that I might be interested*”. (Qiziqib qolishim mumkinligi hayolingga kelmadimi?)

Farqi: “May” – “Might”

“*Don’t waste the money. Time may come when you might need it*”. (Pulni bekorga sarflama! Sen unga muxtoj bo‘lib qoladigan payt kelishi mumkin).

Farqi: “Could” – “Might”

“*I could earn a dollar and a half a day, common labour and might get in as instructor. I say “might” mind you, and I might be chucked out for sheer inability*”.

(Men yarim kunda umumiy ish ko‘rsatuvchi sifatida bo‘lishim mumkin edi va bir dollar ishlay olardim. Men “mumkin” deganimga ahamiyat ber. Picha qobiliyatsizligim uchun aldanib qolishim mumkin edi)³.

“Might” infinitiv noperfekt formasi bilan birgalikda ishning sodir bo‘lishiga ruxsat so‘rashni ifoda qiladi.

“*Might I see your wife for a minute?*” (Xotiningni bir daqiqaga ko‘rsam maylimi?)

“Might” infinitiv perfekt formasi bilan birgalikda ishga imkoniyatni o‘ylab ko‘rishni, shuningdek yuqori darajadagi noaniq va shubhali taxmini ifodalaydi. (Kim biladi, balki shunday).

“*A man who might have made an admirable ambassador in the seventeenth century is unlikely to prove anything but a laughing – stock today*”. (Kim biladi o‘n yettinchi asrda qoyilmaqom bo‘lgan kishi hozir kulgi bo‘lishdan boshqa hech narsani isbotlay olmasa kerak).

“*Somebody might have found us in the end*”. (Balki bizni kimdir oxirida topgan bo‘lishi mumkin)⁴.

“*I’ve been wondering where I might have heard it*”. (Qayerda buni eshitgan bo‘lishim mumkinligiga hayronman). “*I don’t know how long the silence lasted. It might have been for half an hour*”. (Bilmayman bu sukunat qancha davom etdi, balki yarim

³William W. Dad. – New York: Penguin books, 1987. – P. 311.

⁴Buranov J. Ingliz tili grammatikasi. – Tashkent: “O‘qituvchi”, 1973. – B. 84.

soatdir). Infinitiv perfekt formasi bilan “might” birikmasi sodir bo‘lishning imkoniyati yo‘q, taxmin qilingan ishni ham ifodalash mumkin.

“Had she fourteen instead of twenty four, she might have been changed by then”. (Yigirma to‘rt emas, qirq bo‘lsa ham, uni o‘shanda o‘zagartirish mumkin edi).

“To be to+infinitive”

Ba‘zan ish – harakatni amalga oshirishda imkoniyat ma‘nosini majhul nisbat formasida infinitiv birikmasida “to be to” fe‘li bilan ham ifodalash mumkin.

“The book is to be found at any bookstore”. (Bu kitobni har qanday kitob bo‘limidan topish mumkin). Binobarin shu birikma zaruriyatni ifodalash mumkin, bu holda kontekstni hisobga olish zarur.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

1. Maugham S. The Moon and Sixpence. – Moscow: Penguin books, 1975. – P. 266.
2. Buranov J. Ingliz tili grammatikasi. – Tashkent: “O‘qituvchi”, 1973. – B. 84.
3. William W. Dad. – New York: Penguin books, 1987. – P. 311.
4. Abdulaziz Abduxalimov. Ingliz tili modal fe‘llarining tipologik talqini // ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК Actual Problems of Humanities and Social Sciences. Volume 5– 2025, – P. 183-188

MILLIY KO‘YLAK VA LOZIMNING ANDOZASINI TAYYORLASH, GAZLAMAGA JOYLASHTIRISH VA BICHISH

Angor tuman 2- son texnikumi Ishlab chiqarish ta’lim ustasi

Tikuvchilik yo‘nalishi o‘qituvchisi **Xalilova Laylo**

layloxalilova83@gmail.com

Annotatsiya

Mazkur maqolada o‘zbek milliy kiyimlarining muhim turlari bo‘lgan milliy ko‘ylak va lozimning andozasini tayyorlash, gazlamaga joylashtirish hamda bichish jarayonlari ilmiy-nazariy va amaliy jihatdan chuqur tahlil qilinadi. Milliy liboslarni yaratishda foydalaniladigan an’anaviy bichim usullari, antropometrik o‘lchamlarni olish qoidalari, gazlama xususiyatlarini hisobga olish, naqsh va rang uyg‘unligini ta’minlash masalalari keng yoritilgan. Shuningdek, milliy kiyimlar dizaynida zamonaviy texnologiyalar va an’anaviy tajribalar uyg‘unligi asoslab berilgan.

Аннотация

В статье подробно анализируются этапы построения выкроек национального платья и лозима, их размещение на ткани и процесс раскроя. Рассмотрены антропометрические особенности, традиционные методы кроя, а также вопросы рационального использования ткани. Особое внимание уделено сохранению национального стиля при применении современных технологий швейного производства.

Abstract

This article provides an in-depth analysis of the processes involved in preparing patterns for national dresses and trousers, fabric layout, and cutting techniques. Traditional tailoring methods, anthropometric measurements, fabric characteristics, and efficient fabric utilization are examined. The study highlights the importance of preserving national identity while integrating modern sewing technologies.

Tayanch so‘zlar

Milliy libos, ko‘ylak, lozim, andoza, gazlama, bichish texnologiyasi, konstruksiya, tikuvchilik, an’anaviy kiyim.

Asosiy matn

Milliy kiyimlar xalqning tarixiy xotirasi va madaniy o‘zligini ifodalovchi muhim madaniy boyliklardan biri hisoblanadi. O‘zbek milliy ko‘ylagi va lozimi asrlar davomida xalqning ijtimoiy hayoti, iqlim sharoiti, estetik didi va turmush tarzi ta’sirida

shakllangan¹. Ushbu liboslar kengligi, qulayligi va funksionalligi bilan ajralib turib, kundalik hayotda ham, tantanali marosimlarda ham keng qo'llanilgan.

Milliy ko'ylak va lozimni tayyorlash texnologiyasi aniq ketma-ketlik asosida amalga oshiriladi. Dastlabki bosqich – o'lcham olish bo'lib, bu jarayon kiyimning qulayligi va ergonomikasini ta'minlaydi. O'lcham olishda inson gavdasining antropometrik ko'rsatkichlari, yosh va tana tuzilishi inobatga olinadi. Ko'ylak uchun ko'krak aylanasi, yelka kengligi, bo'y uzunligi, yeng uzunligi asosiy o'lchamlar bo'lsa, lozim uchun bel, son va oyoq uzunligi asosiy mezon hisoblanadi. Andoza tayyorlash jarayoni milliy kiyimlarni tikishning eng muhim bosqichi bo'lib, u kiyimning shakli va konstruksiyasini belgilaydi. Milliy ko'ylak andozalari, odatda, to'g'ri va yarim erkin bichimda tuziladi. Bu esa kiyimni tanaga yopishib qolmasdan, harakat erkinligini ta'minlaydi. Lozim andozasi esa kenglik va qulaylikni hisobga olgan holda yuqori qismi keng, pastki qismi torroq qilib ishlab chiqiladi.

Gazlamaga joylashtirish jarayonida matoning eni, tolalar yo'nalishi, zichligi va naqsh xususiyatlari e'tiborga olinadi. Milliy liboslar uchun atlas, adras, shoyi, baxmal kabi tabiiy gazlamalardan foydalaniladi. Naqshli matolarda bezaklarning simmetrik va uyg'un tushishi estetik jihatdan katta ahamiyatga ega. To'g'ri joylashtirish orqali matodan tejab foydalanish va chiqindilarni kamaytirish mumkin. Bichish jarayoni yuqori aniqlikni talab qiladi. Andozalar gazlama ustiga joylashtirilib, maxsus tikuvchilik bo'rlari yordamida belgilab olinadi. So'ngra qaychi yoki zamonaviy kesish asboblari orqali ehtiyotkorlik bilan kesiladi. Bichish jarayonida xatoga yo'l qo'yilsa, kiyimning umumiy ko'rinishi buzilishi mumkin.

Bugungi kunda milliy kiyimlarni tayyorlashda zamonaviy tikuvchilik uskunalari va raqamli andoza tizimlari qo'llanilmoqda. Biroq milliy ko'ylak va lozimlarni tikishda an'anaviy bichim va bezak elementlarini saqlab qolish muhim² ahamiyatga ega. Bu esa milliy madaniyatning uzviyligini ta'minlaydi.

Milliy ko'ylak va lozim tayyorlashda tanlanadigan gazlama turi libosning umumiy sifati, qulayligi va estetik ko'rinishiga bevosita ta'sir ko'rsatadi. O'zbek milliy kiyimlarida asosan tabiiy tolalardan tayyorlangan gazlamalar keng qo'llaniladi. Jumladan, atlas, adras, shoyi, paxta va baxmal matolari milliy liboslar uchun eng ko'p ishlatiladigan materiallar hisoblanadi. Ushbu gazlamalar o'zining mustahkamligi, havo o'tkazuvchanligi va tabiiyligi bilan ajralib turadi.

Atlas va adras gazlamalari rang-barang naqshlari va yorqin ranglari bilan milliy kiyimlarga o'ziga xos joziba bag'ishlaydi. Ushbu matolardan tikilgan ko'ylaklar

Karimova, D. (2018). Milliy liboslar texnologiyasi. Toshkent: Fan.

bayram va tantanali marosimlar uchun mo'ljallanadi. Shoyi gazlamasi esa yengil va nafis bo'lib, harakat erkinligini ta'minlaydi. Paxta matolari kundalik kiyimlar uchun qulay bo'lib, gigiyenik jihatdan foydali hisoblanadi.

Gazlama tanlash jarayonida uning zichligi, cho'ziluvchanligi va tukli yoki tukli emasligi inobatga olinadi. Gazlamaning tolalar yo'nalishi noto'g'ri aniqlansa, bichish jarayonida kiyim shakli buzilishi mumkin. Shu sababli gazlama oldindan tekislanadi, dazmollanadi va andozalar to'g'ri yo'nalishda joylashtiriladi.

Milliy liboslarni bichish va tikishda uchraydigan xatolar hamda ularni bartaraf etish yo'llari

Milliy ko'ylak va lozimni tayyorlash jarayonida ayrim texnologik xatolar yuzaga kelishi mumkin. Eng ko'p uchraydigan xatolardan biri o'lchamlarning noto'g'ri olinishi hisoblanadi. Bu holat kiyimning tor yoki haddan tashqari keng bo'lib chiqishiga sabab bo'ladi. Shuning uchun o'lcham olish jarayonida inson gavdasi holati, kiyiladigan ichki kiyim turi va tik turish holati e'tiborga olinishi zarur. Yana bir muhim xato andozani gazlamaga noto'g'ri joylashtirish bilan bog'liq. Naqshli gazlamalarda bezaklarning mos tushmasligi libosning estetik ko'rinishini pasaytiradi. Bunday xatolarning oldini olish uchun andozalar joylashtirilishidan avval gazlama ustida sinov joylashtirish ishlari amalga oshiriladi.

Bichish jarayonida shoshqaloqlik qilish ham jiddiy muammolarga olib keladi. Qaychi noto'g'ri ushlansa yoki chiziqlardan chetga chiqilsa, detallar qayta ishlashni talab qiladi. Ushbu holatlarni oldini olish uchun bichish jarayoni bosqichma-bosqich va yuqori aniqlik bilan bajarilishi lozim.

Milliy kiyimlarni tayyorlashda zamonaviy texnologiyalarning o'rni:

Bugungi kunda milliy kiyimlarni tayyorlashda zamonaviy texnologiyalar keng joriy etilmoqda. Kompyuterlashtirilgan andoza tuzish dasturlari tikuvchilik jarayonini tezlashtirish va aniqligini oshirish imkonini beradi. Raqamli texnologiyalar yordamida andozalarni saqlash, o'zgartirish va takomillashtirish mumkin.

Shuningdek, zamonaviy tikuv uskunalari yordamida milliy ko'ylak va lozimlarni yuqori sifatda va qisqa vaqt ichida tayyorlash mumkin. Biroq texnologik rivojlanish jarayonida milliy liboslarning an'anaviy shakli va bezak elementlarini saqlab qolish muhim ahamiyatga ega. Chunki milliy kiyimlar xalqning madaniy o'zligini ifodalovchi asosiy vositalardan biridir.

Xulosa qilib aytganda, milliy ko'ylak va lozimni tayyorlash jarayoni murakkab va ko'p bosqichli bo'lib, unda andoza tuzish, gazlamaga joylashtirish va bichish texnologiyalari muhim o'rin tutadi. Ushbu jarayonlarning ilmiy asosda tashkil etilishi milliy liboslarning sifatli, qulay va estetik jihatdan mukammal bo'lishini ta'minlaydi.

An'anaviy tajribalarni zamonaviy texnologiyalar bilan uyg'unlashtirish milliy kiyimchilik san'atining rivojlanishiga xizmat qiladi.

FOYDALANILGAN ADABIYOTLAR

- 1.Karimova, D. (2018). Milliy liboslar texnologiyasi. Toshkent: Fan.
- 2.Axmedova, M. (2020). Tikuvchilik asoslari. Toshkent: O'qituvchi.
- 3.Rasulova, N. (2017). O'zbek milliy kiyimlari tarixi. Toshkent.
- 4.Umurzakova, S. (2019). National costume and cultural identity. Journal of Art and Design, 4(2), 45–52.
- 5.Ismoilova, G. (2021). Traditional clothing and modern design integration. Central Asian Culture Review, 6(1), 61–70.

**QADIMGI O‘ZBEKISTON HUDUDIDA AYOL OBRAZI: ARXEOLOGIK
YODGORLIKLAR VA MADANIY-DINIY QARASHLAR TAHLILI
ОБРАЗ ЖЕНЩИНЫ НА ТЕРРИТОРИИ ДРЕВНЕГО УЗБЕКИСТАНА:
АНАЛИЗ АРХЕОЛОГИЧЕСКИХ ПАМЯТНИКОВ И КУЛЬТУРНО-
РЕЛИГИОЗНЫХ ПРЕДСТАВЛЕНИЙ
THE IMAGE OF WOMEN IN ANCIENT UZBEKISTAN: AN ANALYSIS OF
ARCHAEOLOGICAL MONUMENTS AND CULTURAL-RELIGIOUS
PERCEPTIONS**

Rajabova Nazira Shaxobovna

Osiyo Xalqaro Universiteti magistranti

Annotatsiya: mazkur maqolada qadimgi O‘zbekiston hududida ayol obrazining moddiy madaniyat yodgorliklarida aks etishi arxeologik va madaniy-falsafiy yondashuv asosida tahlil qilinadi. Bolaliktepa, Fayoztepa, Qoratepa, Ayritom, Afrosiyob va Ko‘ktepa yodgorliklarida topilgan haykalchalar, devoriy suratlar va terrakota buyumlari orqali ayolning diniy, ijtimoiy va estetik mavqei ochib beriladi. Tadqiqot natijalariga ko‘ra, qadimgi jamiyatlarda ayol obrazi nafaqat go‘zallik timsoli, balki himoya, baraka, serfarzandlik va hayotiy barqarorlik ramzi sifatida shakllangan. Ushbu tasavvurlar keyinchalik xalq og‘zaki ijodi va milliy madaniy an’analarda davom etgan.

Kalit so‘zlar: ayol obrazi, qadimgi O‘zbekiston, arxeologik yodgorliklar, terrakota haykalchalar, diniy tasavvurlar, madaniy meros, gender munosabatlari

Аннотация: в статье проводится анализ образа женщины на территории древнего Узбекистана на основе археологических памятников и философско-культурного подхода. Материалы из Болаликтепа, Фаязтепа, Кара-тепа, Айритома, Афрасиаба и Коктепа раскрывают религиозное, социальное и эстетическое значение женского образа в древнем обществе. Показано, что женщина воспринималась не только как символ красоты, но и как олицетворение защиты, плодородия, благополучия и жизненной устойчивости. Эти представления нашли продолжение в устном народном творчестве и национальной культуре последующих эпох.

Ключевые слова: Образ женщины, древний Узбекистан, археологические памятники, терракотовые фигурки, религиозные представления, культурное наследие, гендерные отношения

Abstract: this article analyzes the image of women in ancient Uzbekistan through archaeological monuments using a cultural and philosophical approach. Findings from sites such as Bolaliktepa, Fayaztepa, Karatepa, Ayritom, Afrasiab, and Koktepa reveal the religious, social, and aesthetic roles of women in ancient society. The study demonstrates that women were regarded not only as symbols of beauty but also as embodiments of protection, fertility, prosperity, and stability of life. These perceptions later influenced folklore traditions and became an integral part of national cultural heritage.

Keywords: image of women, ancient Uzbekistan, archaeological monuments, terracotta figurines, religious perceptions, cultural heritage, gender relations

Qadimgi O‘zbekiston hududida ayol obrazi nafaqat og‘zaki ijodda, balki moddiy madaniyat yodgorliklarida ham keng ifodalangan. Arxeologik topilmalarda ayol timsolining tasviri jamiyatning diniy-estetik qarashlari, ijtimoiy tuzilmasi va gender munosabatlarini aks ettiradi. Surxondaryo viloyatidagi **Bolaliktepa** va **Fayoztepa** yodgorliklari bu jarayonning eng yorqin namunalaridan hisoblanadi.

Angor tumanidagi Bolaliktepa saroyi devoriy suratlari V–VI asrlar Tohariston madaniyatining yuksak san’at namunalaridir. L.I. Albaum tadqiqotlariga ko‘ra, saroy devorlarida tasvirlangan ayollar obrazlari nafislik, estetik go‘zallik va ijtimoiy mavqeyi belgilarini mujassam etadi¹. Ayollarning liboslari, zargarlik buyumlari, yuz ifodasi va tana tuzilishi Tohariston zodagon ayollarining jamiyatdagi yuqori maqomini ko‘rsatadi.

Suratlarda ayollar erkaklar bilan teng joylashuvi — gender tengligining o‘sha davrdagi badiiy talqinini aks ettiradi. Tadqiqotchi S.G. Sokolovskiy Bolaliktepa sahnalarida ayollarning diniy-marosimdagi ishtirokiga ham e’tibor qaratib, ularni “ona timsoli” ning badiiy davomchilari sifatida baholaydi². Bolaliktepa sahnalari va tadqiqot natijalari qadimgi davrlarda ayollarning jamiyatdagi tengligi va diniy-marosimlardagi faol rolini badiiy tasvir orqali aks ettirganligini ko‘rsatadi.

Termiz shahrining qadimgi buddaviylik markazlaridan bo‘lgan **Fayoztepa** (I–III asrlar) diniy-ma’naviy hayotda ayolning tutgan o‘rni haqida muhim ma’lumot beradi. Bu yerda topilgan terrakota haykalchalar, devoriy naqshlar va muqaddas sahnalarda ayollar tinchlik, osoyishtalik, poklik va mehr ramzi sifatida ifodalangan³. Bu Fayoztepa

¹ Албаум Л.И. Балалык-тепа. — Ташкент: Фан, 1960. — С. 45–48.

² Соколовский С.Г. Древности Тохаристана. — Ташкент: Фан, 1970. — С. 112–118.

³ Turg‘unov A. Surxondaryo yodgorliklari. — Toshkent: Akademiya, 2001. — B. 73–75.

arxeologik topilmalari qadimgi Termizda ayolning diniy-ma'naviy hayotdagi o'rni va jamiyatdagi ramziy mavqeini tushunishda muhim manba hisoblanadi.

E.V. Rtveladze ta'kidlaganidek, Fayoztepada topilgan ayol haykalchalari buddaviylikdagi "yakshini" — himoya qiluvchi ruhiy ayol mavjudotlari bilan bog'liq bo'lib, ular mo'l-ko'llik, hayot va farovonlik ramzlari sifatida talqin qilingan⁴. Shu bilan birga, ayollar liboslaridagi sharqona bezaklar, soch turmaklari va zargarlik buyumlari mahalliy estetik qarashlar bilan uyg'unlashgan holda tasvirlangan bo'lib, bu qadimgi O'zbekiston hududida diniy-madaniy jarayonlarning murakkabligini ko'rsatadi.

Ayol obraziga oid topilmalar faqat Bolaliktepa yoki Fayoztepada emas, balki: **Qoratepa** (I–III asrlar) buddaviy majmuasi devoriy tasvirlari⁵, **Ayritom** frizlaridagi raqqosa ayollar obrazlari⁶, **Zartepa** haykalchalari, **Qo'ng'irtepa** terrakotalari kabi yodgorliklarda ham uchraydi.

Jumladan, Ayritom frizlarida ayol raqqosalarining tasviri san'atdagi estetik idealni, go'zallik me'yorlarini aks ettirgan bo'lsa, Qoratepa devoriy qoldiqlarida ayol tasvirlari diniy marosim sahnalarining ajralmas qismi sifatida talqin etiladi.

Afrosiyob hududida topilgan qadimgi ayol haykallari va terrakotta figurinalari So'gd va Baqtriya hududlariga xos madaniyatning ajralmas qismi hisoblanadi. Ushbu timsollar ko'pincha mahalliy ma'budlarni ifodalash, matriarxal jamiyat strukturasi va ayolning ijtimoiy hamda diniy rolini timsol qilish maqsadida yaratilgan. Arxeologik topilmalar shuni ko'rsatadiki, bu haykalchalar jamiyatda ayolning ona va himoyachilik mavqeini ramziy tarzda namoyon qilgan. Shu jihatdan, ular qadimgi So'gd va Baqtriya madaniyatida Tomaris kabi tarixiy shaxslar bilan bog'liq ijtimoiy ahamiyatga ega bo'lgan⁷. Shu bilan arxeologik topilmalar qadimgi Markaziy Osiyo madaniyatida ayolning jamiyatdagi muhim roli va ramziy mavqeini yaxlit tushunishga yordam beradi.

Afrosiyobdagi terrakotta haykalchalar turlicha o'lchamlarda bo'lib, ularning ayrimlari kichik dekorativ shaklida, boshqalari esa deyarli hayotiy o'lchamdagi haykallar tarzida ishlangan. Ba'zi figuralarda ayol ma'budalarning diniy atributlari, masalan, qurollar yoki marosimiy buyumlar bilan birga tasvirlangan, bu esa ayollarning faqat uy-ro'zg'or rovida emas, balki jamiyat hayotida muhim diniy va ijtimoiy mavqega ega bo'lganini ko'rsatadi.

⁴ Ртвеладзе Э.В. Древний Термез и буддийские памятники. — Ташкент: Фан, 1986. — С. 59–64.

⁵ Аскарлов А. Ўзбекистон археологияси. — Тошкент: Университет, 1997. — Б. 122–126.

⁶ Якубов Ш. Искусство древнего Тохаристана. — Ташкент: Фан, 1987. — С. 81–84.

⁷ Khakimov, A. History of Arts of Uzbekistan. Tashkent: 2018. B. 92–94.

Ushbu topilmalar shuningdek, Afrosiyobdagi madaniyat va san'at tarixini o'rganishda ayol obrazlarining jamiyatdagi mavqei va ularning matriarxal xususiyatlari haqida muhim ma'lumotlar beradi. Shu sababli, bu figuralar qadimgi So'gd va Baqtriya madaniyati kontekstida ayolning ijtimoiy rolini, ona va himoyachilik funksiyasini aks ettiruvchi timsol sifatida baholanishi lozim.

Ko'ktepa shaharchasi (hozirgi Surxondaryo viloyati) arxeologik qazishmalari natijasida topilgan aslzoda ayol qabrlaridan olingan buyumlar qadimgi O'zbekistonda ayolning ijtimoiy mavqeini, iqtisodiy va madaniy ahamiyatini yoritishda muhim manba hisoblanadi⁸. Ushbu III-VII asrlarga mansub bo'lib, unda topilgan buyumlar orasida zarrin naqshli taqinchoqlar, bezakli kiyimlar, ko'plab shisha va sopol idishlar, shuningdek, Xitoy va Eron hududlaridan kelgan savdo buyumlari mavjud⁹. Ko'ktepa shaharchasidan topilgan arxeologik topilmalar qadimgi O'zbekistonda ayolning ijtimoiy mavqeini, iqtisodiy va madaniy ahamiyatini tushunishda muhim manba sifatida xizmat qiladi.

Bu topilmalar orqali qadimgi ayol obrazining bir necha jihatlari aniqlanadi: birinchidan, ayolning ijtimoiy mavqei yuqori bo'lganligini ko'rsatadi, chunki qabr ichidagi buyumlar turli janrlarda bezatilgan va qimmatbaho materiallardan tayyorlangan¹⁰. Ikkinchidan, ayol obrazining himoyaviy va mehribon sifatlari ham qadimiy jamiyatlarda qadrlanganligini anglash mumkin, chunki qabr ichidagi ayrim buyumlar, masalan, sopol figurinalar va amuletlar, ruhiy va diniy himoya vazifasini bajargan¹¹. Bunday topilmalar qadimgi ayol obrazining jamiyatdagi yuqori mavqei, himoyaviy va mehribon tabiati hamda diniy-ma'naviy ahamiyatini yaxlit ravishda ko'rsatadi.

Ko'ktepa topilmalari O'zbekistonda qadimiy ayol obrazlarining jamiyatdagi turli rollari va diniy-madaniy mavqeini yaxlit tushunishga imkon beradi.

Bu yodgorliklarda ayol obrazi nafaqat go'zallik timsoli, balki himoya, baraka, serfarzandlik va hayotning abadiyligini ifodalovchi muqaddas obraz sifatida tasvirlangan. Ushbu tasvirlarda ayolning mehribon homiy, oilani asrovchi kuch va tabiat bilan uyg'unlik ramzi sifatidagi qiyofasi ustuvor o'rin egallaydi. Natijada bunday badiiy an'ana keyinchalik xalq og'zaki ijodida — afsona, rivoyat, doston va marosim qo'shiqlarida uchraydigan afsonaviy ayol timsollarining shakllanishiga zamin yaratgan. Shu tariqa qadimgi san'atdagi ayol haqidagi tasavvurlar milliy

⁸ Mil'manova, N. Arxeologik qazishmalar natijalari: Ko'ktepa shaharchasi. – Toshkent: Fan, 2019. – B. 112–118.

⁹ Shu manbada., B. 112–118.

¹⁰ Khakimov, A. History of Arts of Uzbekistan. – Tashkent: Akadernashr, 2018. – B. 92–94.

¹¹ Safoeva, S. The Issue of Women: Historical and Cultural Aspects. – Tashkent: Fan, 2002. – B. 48–50.

madaniyatning keyingi bosqichlarida mustahkam badiiy va ma'naviy an'anaga aylangan.

Shunday qilib, qadimgi davrlardan XX asrgacha bo'lgan tarixiy bosqichlarda ayol obrazi diniy-ma'naviy timsollardan boshlab madaniyat homiysi, oilaviy hayot tayanchi hamda ma'rifat targ'ibotchisi sifatida o'zgarib bordi. O'zgarishlar jamiyatning iqtisodiy, madaniy va siyosiy hayotidagi islohotlar bilan chambarchas bog'liq bo'lib, ayollar mavqeining evolyutsiyasi milliy tarixning ajralmas qismi hisoblanadi.

FOYDALANILGAN ADABIYOTLAR

1. Албаум Л.И. **Балалык-тепа**. — Ташкент: Фан, 1960. — 156 с. — С. 45–48.
2. Соколовский С.Г. **Древности Тохаристана**. — Ташкент: Фан, 1970. — 240 с. — С. 112–118.
3. Turg'unov A. **Surxondaryo yodgorliklari**. — Toshkent: Akademiya, 2001. — 180 b. — B. 73–75.
4. Ртвеладзе Э.В. **Древний Термез и буддийские памятники**. — Ташкент: Фан, 1986. — 200 с. — С. 59–64.
5. Аскарлов А. **Ўзбекистон археологияси**. — Тошкент: Университет, 1997. — 320 б. — Б. 122–126.
6. Якубов Ш. **Искусство древнего Тохаристана**. — Ташкент: Фан, 1987. — 160 с. — С. 81–84.
7. Khakimov A. **History of Arts of Uzbekistan**. — Tashkent: Akademnashr, 2018. — 210 p. — P. 92–94.
8. Mil'manova N. **Arxeologik qazishmalar natijalari: Ko'ktepa shaharchasi**. — Toshkent: Fan, 2019. — 260 b. — B. 112–118.
9. Safoeva S. **The Issue of Women: Historical and Cultural Aspects**. — Tashkent: Fan, 2002. — 150 p. — P. 48–50.

INTERNET AND EXTRANET

Qurbonaliyev Sanjar¹

¹Tashkent Hygrometeorological Technical school special science teacher, 45
Str.Takhtapul, 100019 Tashkent, Uzbekistan

Abstract

Internet and Extranet are the two very important elements of modern communication and sharing of information. The Internet is a universal network uniting millions of devices across the world whereas the Extranet is a limited expansion of the internal network of the organization which allows secure cooperation with external partners. This paper explains the design, usage, and uses of the two systems with a keen focus on their use in the global connectivity, business activities, and protection of information.

Keywords: Internet, Extranet, communication, network security, data sharing, information systems.

INTRODUCTION

The Internet has changed the manner in which individuals and organizations interact, share information and get information. It is a huge system of interdependent computers which allows users to share resources all over the world. The Extranet, conversely, will expand the notion of private networking, i.e. controlled access to external users who are authorized, e.g. business partners or clients.

The Internet and the Extranet are essential to the current digital era and are essential to effective business communication, e-commerce, online collaboration, and data management. This paper gives a summary of their architecture, functionality and usage, their similarities and differences and the significance of their use in the modern information systems.

Discussion

The Internet

The Internet is an international network of interconnected computer networks which employ standardized communication protocols, most commonly TCP/IP (Transmission Control Protocol/Internet Protocol) to connect the devices in the world. It allows access to enormous resources such as the World Wide Web, email, social media and online services.

Key Components:

- **Internet Service Providers (ISPs):** Organizations that offer Internet access to users.
- **Web Servers:** Systems that store and deliver web content to users upon request.
- **Routers and Gateways:** Devices that direct data packets between networks.
- **Domain Name System (DNS):** Translates domain names into IP addresses, simplifying navigation.

Functions of the Internet:

- Global communication via email, chat, and video conferencing.
- Access to information through websites and databases.
- Online commerce, banking, and education.
- Cloud computing and data storage services.

The Extranet

An Extranet is a closed network which applies Internet technology to safely provide a section of the information of the business to third parties like suppliers, customers or even partners. It takes an Intranet of an organization past its geographical limits, and it can facilitate teamwork without affecting the security of internal data.

Characteristics of an Extranet:

- Restricted access controlled by authentication systems.
- Use of encryption and firewalls for data protection.
- Integration with company databases and web portals.
- Facilitates business-to-business (B2B) communication.

Applications of Extranet:

- **Supply Chain Management:** Enables suppliers and distributors to access inventory and order data.
- **Customer Relationship Management (CRM):** Provides customers with support portals and order tracking.
- **Project Collaboration:** Allows multiple organizations to work together on shared projects in real time.

Differences between Internet and Extranet

Feature	Internet	Extranet
Accessibility	Open to all users globally	Restricted to authorized users
Purpose	Public communication and information sharing	Secure collaboration between organizations
Security	Lower (public access)	Higher (controlled access and encryption)

Feature	Internet	Extranet
Ownership	Publicly owned and managed	Privately owned and managed
Example	Websites, social media, online news	Supplier or customer portals, business networks

Advantages and Limitations

Advantages of the Internet:

- Provides global connectivity.
- Facilitates information sharing and e-commerce.
- Supports education and research opportunities.

Limitations of the Internet:

- Vulnerable to security threats such as hacking and data breaches.
- May expose users to misinformation and cybercrime.

Advantages of the Extranet:

- Enhances secure collaboration with external partners.
- Reduces operational costs by automating data exchange.
- Improves efficiency in supply chain and project management.

Limitations of the Extranet:

- Requires significant investment in security infrastructure.
- Limited accessibility can reduce flexibility.
- Needs constant monitoring and maintenance.

Conclusion

The Internet and Extranet are vital components of the digital era, each serving distinct but complementary purposes. The Internet connects people globally, facilitating communication and access to information, while the Extranet provides a secure environment for inter-organizational collaboration. Together, they support the seamless exchange of data across networks while maintaining the balance between openness and security. As technology advances, the integration of Internet and Extranet systems continues to shape the future of global communication and business operations.

References

1. Tanenbaum, A. S., & Wetherall, D. J. (2011). *Computer Networks* (5th ed.). Pearson.
2. Forouzan, B. A. (2017). *Data Communications and Networking* (5th ed.). McGraw-Hill.

3. Kurose, J. F., & Ross, K. W. (2021). *Computer Networking: A Top-Down Approach* (8th ed.). Pearson.
4. Laudon, K. C., & Laudon, J. P. (2020). *Management Information Systems: Managing the Digital Firm* (17th ed.). Pearson.
5. Stallings, W. (2020). *Foundations of Modern Networking*. Addison-Wesley.

ОЦЕНКА КИСЛОТНО-ЩЕЛОЧНОГО СОСТОЯНИЯ И ГЕМОСТАЗА У ПАЦИЕНТОВ С ИШЕМИЧЕСКОЙ БОЛЕЗНЬЮ СЕРДЦА ПРИ КОМОРБИДНОЙ ПАТОЛОГИИ

Наимов Ф.Ф.

Бухарский государственный медицинский институт, Бухара, Узбекистан

Ишемическая болезнь сердца (ИБС) в сочетании с метаболическими и бронхолёгочными заболеваниями сопровождается нарушениями кислотно-щелочного состояния (КЩС) и активацией гемостаза, что повышает риск тромбозов и декомпенсации кровообращения. Определение ключевых биомаркеров (рН, ВЕ, D-димер) позволяет проводить раннюю стратификацию риска и индивидуализировать терапию.

Цель исследования. Оценить взаимосвязь показателей кислотно-щелочного состояния и гемостаза с тяжестью течения ИБС при различных вариантах коморбидной патологии.

Материалы и методы. Проведено обследование 150 больных ИБС (2023–2024 гг.), из них 120 с коморбидными состояниями (артериальная гипертензия, СД 2 типа, ХОБЛ, сочетанные формы) и 30 здоровых лиц в контроле. Изучены показатели рН, ВЕ, HCO_3^- , D-димера, фибриногена, а также данные ЭКГ, ЭхоКГ и спирометрии. Статистическая обработка — SPSS 26.0, $p < 0,05$.

Результаты. В группе с сочетанными формами (ИБС + СД 2 типа ± ХОБЛ) отмечались наиболее выраженные сдвиги: рН крови снижался до $7,33 \pm 0,05$, показатель ВЕ составлял $4,1 \pm 2,1$ ммоль/л, HCO_3^- — $19,1 \pm 2,9$ ммоль/л, что указывает на формирование смешанного метаболично-респираторного ацидоза. Одновременно выявлено повышение D-димера до 720 ± 180 нг/мл и фибриногена до $5,0 \pm 0,9$ г/л, что свидетельствует о хронической активации коагуляции и угрозе микротромбообразования. Биохимические показатели указывали на наличие системного воспаления (CRP до $7,5 \pm 1,3$ мг/л, ЛДГ до 280 ± 48 Ед/л), метаболического дистресса и гипоксических изменений тканей. Корреляционный анализ подтвердил тесную взаимосвязь между D-димером и рН ($r = -0,58$; $p < 0,01$), а также между повышением D-димера и длительностью госпитализации ($r = +0,62$; $p < 0,01$), что отражает ухудшение клинического течения при нарастающей ацидотической декомпенсации. ROC-анализ показал высокую диагностическую ценность D-димера (AUC = 0,87) и рН крови (AUC = 0,82) для прогнозирования тяжёлого течения ИБС, что позволяет использовать их в качестве надёжных биомаркеров для ранней стратификации риска осложнений и индивидуализации терапии.

Вывод. Нарушения кислотно-щелочного равновесия и гиперкоагуляция являются ключевыми патогенетическими звеньями при ИБС с коморбидной патологией. Комплексная оценка рН, ВЕ и D-димера может быть использована как простой инструмент для стратификации риска осложнений и коррекции терапии у пациентов с ИБС.

Бухарский государственный медицинский институт, кафедра факультетской и госпитальной терапии, самостоятельный соискатель. г.Бухара, ул. Гиждуван, 23. тел: +998916471616, e-mail www.naimovfaridjon@gmail.com

ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ВНЕДРЕНИЯ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

Термезский государственный
педагогический институт
студентка 1 курса магистратуры
Джураева Дилдора Шерали кызы

Аннотация

В статье рассматриваются теоретические аспекты внедрения интерактивных технологий в процесс обучения русскому языку в условиях современного образовательного пространства. Особое внимание уделяется понятию интерактивного обучения, его сущностным характеристикам, дидактическим возможностям и педагогическому потенциалу. Анализируются современные интерактивные методы и технологии, их роль в формировании коммуникативной компетенции, языковой личности обучающихся, а также в повышении мотивации к изучению русского языка. Обосновывается необходимость перехода от традиционных форм обучения к интерактивным, ориентированным на активное взаимодействие субъектов образовательного процесса. В работе также рассматриваются психолого-педагогические условия эффективного использования интерактивных технологий и их влияние на качество языкового образования.

Ключевые слова: интерактивные технологии, обучение русскому языку, образовательный процесс, коммуникативная компетенция, инновационные методы, языковая личность.

Введение

Современный этап развития общества характеризуется интенсивными процессами глобализации, цифровизации и информатизации, которые оказывают значительное влияние на все сферы человеческой деятельности, в том числе и на систему образования. В условиях обновления содержания образования особую актуальность приобретает проблема повышения эффективности обучения языкам, в частности русскому языку, как средству межкультурной коммуникации и важнейшему компоненту гуманитарного образования.

Традиционные методы обучения, ориентированные преимущественно на репродуктивную деятельность учащихся, в современных условиях все чаще оказываются недостаточно эффективными. Они не в полной мере способствуют

развитию самостоятельного мышления, коммуникативных умений и творческих способностей обучающихся. В связи с этим возрастает потребность во внедрении интерактивных технологий, направленных на активизацию познавательной деятельности, развитие диалогического взаимодействия и формирование устойчивой учебной мотивации.

Интерактивные технологии обучения представляют собой совокупность методов, приемов и средств, обеспечивающих активное взаимодействие участников образовательного процесса. Их использование в обучении русскому языку позволяет создать условия для практического овладения языком, формирования речевых навыков и умений в реальных коммуникативных ситуациях.

Актуальность данной работы обусловлена необходимостью теоретического осмысления интерактивных технологий, выявления их педагогической сущности, возможностей и условий эффективного внедрения в процесс обучения русскому языку. Целью исследования является анализ теоретических аспектов применения интерактивных технологий в обучении русскому языку и обоснование их значимости в современном образовательном процессе.

Основная часть; Понятие и сущность интерактивных технологий обучения

Понятие «интерактивность» происходит от английского слова *interaction*, что означает «взаимодействие». В педагогическом контексте интерактивное обучение рассматривается как форма организации образовательного процесса, основанная на активном взаимодействии обучающихся между собой и с преподавателем.

По мнению многих ученых-педагогов, интерактивные технологии предполагают не просто передачу знаний, а совместную деятельность, в ходе которой обучающиеся становятся активными субъектами обучения. В отличие от традиционного обучения, где ведущая роль принадлежит преподавателю, интерактивное обучение ориентировано на сотрудничество, диалог и партнерские отношения.

Сущность интерактивных технологий заключается в создании образовательной среды, способствующей развитию коммуникативных, когнитивных и социальных навыков. Обучающиеся не только усваивают учебный материал, но и учатся анализировать, сравнивать, аргументировать свою точку зрения, принимать решения и работать в команде.

Теоретические основы внедрения интерактивных технологий

Теоретической базой интерактивного обучения являются идеи гуманистической педагогики, конструктивизма и деятельностного подхода. Согласно

гуманистическому подходу, обучение должно быть ориентировано на личность обучающегося, его интересы, потребности и способности. Интерактивные технологии создают условия для самореализации личности, развития ее творческого потенциала.

С позиции конструктивистской теории знания рассматриваются как результат активной деятельности самого обучающегося. В процессе интерактивного обучения учащиеся самостоятельно конструируют знания, опираясь на собственный опыт и взаимодействие с другими участниками образовательного процесса.

Деятельностный подход подчеркивает важность активной деятельности в обучении. Интерактивные методы, такие как дискуссии, ролевые игры, проекты, способствуют включению обучающихся в активную речевую и мыслительную деятельность, что особенно важно при обучении русскому языку.

Интерактивные методы и технологии обучения русскому языку

В процессе обучения русскому языку могут использоваться различные интерактивные методы и технологии, среди которых особое место занимают:

Диалогические и дискуссионные методы, направленные на развитие устной речи и навыков аргументации;

Ролевые и деловые игры, моделирующие реальные коммуникативные ситуации; Метод проектов, способствующий развитию исследовательских и творческих способностей;

Работа в малых группах, обеспечивающая активное взаимодействие и сотрудничество; Использование информационно-коммуникационных технологий, таких как мультимедийные презентации, онлайн-платформы, электронные ресурсы.

Применение данных методов позволяет повысить интерес обучающихся к изучению русского языка, создать условия для практического использования языковых знаний и формирования коммуникативной компетенции.

Роль интерактивных технологий в формировании коммуникативной компетенции. Коммуникативная компетенция является одной из ключевых целей обучения русскому языку. Она включает в себя языковую, речевую, социокультурную и стратегическую компетенции. Интерактивные технологии способствуют комплексному развитию всех компонентов коммуникативной компетенции.

В процессе интерактивного обучения обучающиеся активно используют русский язык как средство общения, что способствует развитию навыков говорения, аудирования, чтения и письма. Совместная деятельность, обсуждение проблем,

участие в диалогах и полилогах создают благоприятные условия для формирования языковой личности.

Психолого-педагогические условия эффективного использования интерактивных технологий

Эффективность внедрения интерактивных технологий в процесс обучения русскому языку во многом зависит от соблюдения определенных психолого-педагогических условий. К ним относятся: учет возрастных и индивидуальных особенностей обучающихся; создание благоприятного психологического климата; мотивация обучающихся к активному участию в учебном процессе; профессиональная компетентность преподавателя; наличие соответствующих учебно-методических и технических ресурсов.

Преподаватель в условиях интерактивного обучения выполняет роль организатора, консультанта и фасилитатора, направляющего деятельность обучающихся и создающего условия для их активного взаимодействия.

Заключение

Таким образом, интерактивные технологии обучения представляют собой эффективное средство модернизации процесса обучения русскому языку. Их внедрение позволяет перейти от традиционной модели передачи знаний к личностно ориентированному обучению, основанному на активном взаимодействии и сотрудничестве.

Теоретический анализ показал, что интерактивные технологии обладают значительным педагогическим потенциалом, способствуют формированию коммуникативной компетенции, развитию познавательной активности и творческих способностей обучающихся. Использование интерактивных методов создает условия для практического овладения русским языком, повышения мотивации и качества обучения.

В условиях современного образовательного пространства внедрение интерактивных технологий в обучение русскому языку является объективной необходимостью и важным направлением повышения эффективности языкового образования

Список использованной литературы

1. Бим И. Л. Методика обучения иностранным языкам. – М.: Просвещение, 2010.
2. Бондаревская Е. В. Личностно-ориентированное обучение. – Ростов-на-Дону, 2008.
3. Выготский Л. С. Мышление и речь. – М.: Лабиринт, 2011.
4. Зимняя И. А. Педагогическая психология. – М.: Логос, 2012.
5. Кларин М. В. Интерактивное обучение в образовании. – М.: Академия, 2014.

6.Пассов Е. И. Коммуникативный метод обучения. – М.: Просвещение, 2009.

7.Полат Е. С. Новые педагогические и информационные технологии в системе образования. – М., 2015.

8.Щукин А. Н. Методика преподавания русского языка. – М.: Флинта, 2013.

9.Хуторской А. В. Современная дидактика. – СПб., 2016.

1. Федеральный государственный образовательный стандарт общего образования.

**MAHMUD QOSHG‘ARIYNING “DEVONI LUG‘ATIT TURK” ASARI
TURKIY XALQLAR ETNOGRAFIYASINI O‘RGANISHDA MUHIM
MANBA**

**РАБОТА МАХМУДА КАШГАРИ “ДИВАНУ-ЛУГАТ АТ-ТУРК”
ЯВЛЯЕТСЯ ВАЖНЫМ ИСТОЧНИКОМ ПО ИЗУЧЕНИЮ
ЭТНОГРАФИИ ТЮРКСКИХ НАРОДОВ**

**MAHMOUD KASHGARI'S WORK “DEVONI DUKATIT TURK” IS AN
IMPORTANT SOURCE FOR THE STUDY OF THE ETHNOGRAPHY OF
THE TURKIC PEOPLES.**

Azimova Zebiniso Karimovna
Osiyo Xalqaro Universiteti magstranti

Annotatsiya: maqolada Mahmud Qoshg‘ariyning “Devonu lug‘atit turk” asari turkiy xalqlar etnografiyasini o‘rganishda ilmiy va amaliy ahamiyati tahlil qilinadi. Asar turkiy xalqlar hayoti, urf-odatları, til va madaniyati haqida qimmatli ma’lumotlarni o‘z ichiga olgan bo‘lib, etnografik tadqiqotlarda asosiy manba sifatida ishlatiladi. Maqolada asarning mazmuni, metodologik yondashuvi, turkiy xalqlar madaniyati va til tarixini o‘rganishdagi roli yoritiladi. Tadqiqot natijalari Qoshg‘ariy asarining zamonaviy etnografik va lingvistik tadqiqotlar uchun ahamiyatini ko‘rsatadi.

Kalit so‘zlar: Mahmud Qoshg‘ariy, Devonu lug‘atit turk, etnografiya, turkiy xalqlar, til tarixi, madaniyat

Аннотация: В статье анализируется научное и практическое значение работы Махмуда Кашгари “Дивану-лугат ат-Турк” в изучении этнографии тюркских народов. Работа содержит ценную информацию о жизни, обычаях, языке и культуре тюркских народов и используется в качестве основного источника в этнографических исследованиях. В статье освещаются содержание работы, методологический подход, ее роль в изучении истории культуры и языка тюркских народов. Результаты исследования показывают значение Кашгарского творчества для современных этнографических и лингвистических исследований.

Ключевые слова: Махмуд Кашгари, Девону словарь тюркский, этнография, тюркские народы, история языка, культура

Abstract: The article analyzes the scientific and practical significance of Mahmoud Kashgari's work “Divanu-lughat al-Turk” in the study of ethnography of the Turkic peoples. The work contains valuable information about the life, customs, language and

culture of the Turkic peoples and is used as the main source in ethnographic research. The article highlights the content of the work, the methodological approach, and its role in the study of the cultural history and language of the Turkic peoples. The results of the study show the importance of Kashgar creativity for modern ethnographic and linguistic research.

Keywords: Mahmud Kashgari, Devon Turkic dictionary, ethnography, Turkic peoples, language history, culture

Kirish: Ma'lumki, har qanday til hodisasini tarixiy jihatdan o'rganishning yagona ilmiy yo'li birlamchi manbalarga asoslanib, yozma yodgorliklar tili bilan hozirgi tilni qiyoslash, shu asosda ikki oradagi yaqinlikni, farq va yangiliklarni aniqlashdir. Markaziy Osiyo xalqlari ko'p asrlar davomida yaratgan noyob madaniy yodgorliklar qatoriga shu xalq farzandlari yaratgan lug'atlar ham kiradi. Bunday lug'atlarning nodir qo'lyozmalari bizgacha yetib kelgan va ularning ba'zilari nashr qilingan, ular asosida ilmiy tadqiqot ishlari ham olib borilgan. "Devoni lug'atit turk" XI asrda Mahmud Qoshg'ariy tomonidan yozilgan turkcha lug'at bo'lib, taxminan 1100 betdan iborat. Kitob muqaddima, turkiy til tavsifi va asosiy lug'atdan iborat. Lug'at alifbo tartibida tuzilgan va so'zlardan foydalanishning ko'plab misollari bilan 8000 ga yaqin yozuvlarni o'z ichiga oladi. "Devoni lug'atit turk"ning eng muhim mavzularidan biri so'z yasalishi, ya'ni mavjud so'zlardan yangi so'z yasash jarayonidir. So'z yasash har qanday tilning muhim qismi bo'lib, uning so'z boyligini kengaytirishda muhim rol o'ynaydi. "Devoni lug'atit turk" mazmunida so'z yasalishi turkiy tilda yangi so'z yasash jarayoniga taalluqlidir. Qoshg'ariyning "Devoni lug'atit turk" asari turkiy so'zlarning to'liq ro'yxatini taqdim etibgina qolmay, turk tili grammatikasi va sintaksisining turli jihatlarini ham tadqiq qiladi. Demak, lug'at faqat alohida so'z ma'nolarini emas, balki ularning grammatik shakllarini, hol qo'shimchalarini, fe'l kelishiklarini ham o'z ichiga oladi. Lug'atda ikki yoki undan ortiq so'zlarning qo'shib yangi so'z yasalishi natijasida hosil bo'ladigan qo'shma so'zlarning yasalishi haqida ham qimmatli ma'lumotlar berilgan.

Bu asar jahon tilshunos olimlari e'tiborini tortgan qadimiy asarlardan biridir. "Devonu lug'oti-t- turk" turkiy so'zlarning arabcha izohli lug'ati bo'lgani uchun ilmiy jihatdan alohida ahamiyatga molikdir. Uni har tomonlama tadqiq qilish turkiy xalqlarning, jumladan, o'zbek xalqining tarixini, urf- odatlarini, so'z boyligini, adabiy me'yorini o'rganishda katta ahamiyat kasb etadi.

Mahmud Qoshg'ariy turkiy qabilalar orasiga kirib bordi, tillarini qiyoslab, ulardagi farqli jihatlarini ko'rsatib berdi va tillarni shunga binoan tasniflab chiqdi. Asarning bunday tarkib topishidan asosiy maqsad esa, olim aytganidek mukammal, har bir

tillarning o‘z qo‘llanmasi bo‘lsin uchun edi. Shuning uchun ham bizgacha faqat bitta nusxasi yetib kelgan : “Devonu lug‘oti-t-turk” turkshunoslikka oid asarlar ichida eng qadimiyligi va eng qimmatbaholigi bilan e‘tiborga loyiq hisoblanadi. Chunki Mahmud Qoshg‘ariy o‘z “Devoni”da barcha so‘zshakllarni hisobga olgan holda hisoblasak, yoki Fitratning, boshqa olimlarning fikrlariga tayansak, muallif taxminan 10 000 atrofida so‘zshakl bilan ishlagan, bu so‘zlarning hammasi, Koshg‘ariyning ta‘kidicha, boshqa lug‘atlardan farq qilgan holda, odatda, umumiste‘moldagi umumturkiy birliklar. Demak, boshqa lug‘atlarda (qayd etilmagan bo‘lsa-da) turkiy tillardagi barcha so‘zlar (umumiste‘molda bo‘lmagan so‘zlar ham) lug‘atlar tarkibiga kiritilgan bo‘lsa, Qoshg‘ariy o‘z lug‘atida qabilalar tillarida qo‘llanilishiga qaramay, umumiste‘molda bo‘lgan turkiy tillar uchun umumiylik xarakteridagi so‘zlarnigina lug‘atiga kiritgan. Shunga ko‘ra, bu lug‘at, hech shubhasiz, turkiy tillar lug‘atchiligining asosiy manbasi sifatida qaralishi to‘g‘ri.

Mahmud al-Qoshg‘ariy asarida turli dialektlardagi so‘zlar keltirilgan va ularning farqlari ko‘rsatilgan. Bu turkiy tillar orasidagi fonetik va morfologik farqlarni, ularning o‘ziga xosligini tushunishga yordam beradi. Shu tarzda, qiyosiy lingvistika usulini qo‘llagan holda, turkiy tillar orasidagi o‘zgarishlar va aloqalar tahlil qilinadi.

Lug‘atdagi so‘z moddalari oddiy lug‘atlardagiga nisbatan boy va rang-harangdir. Qomusdagi so‘z moddalarining tartibi quyidagi ko‘rinishga egadir:

- 1) turkiy bosh so‘z + arabcha tarjima;
- 2) turkiy bosh so‘z arabcha tarjima yoki izoh yoxud tarjima, ham izoh +misol (oddiy gap, maqol, she‘r);
- 3) turkiy bosh so‘z so‘zni o‘z ichiga tarjima yoki izoh + bosh olgan birikma;
- 4) turkiy bosh so‘z etimologiya; arabcha tarjima yoki izoh
- 5) turkiy bosh so‘z ikkisi ma‘lumot; tarjima yoki izoh yoki har hikmat, rivoyat yoki tarixiy
- 6) umumiy nom bildiruvchi bosh so‘z tarjima, izoh xususiy nom bildiruvchi so‘z yoki birikma;
- 7) fe‘l moddalari o‘ziga xos tartibga ega.

Asar, asosan, turk tilining so‘z ma‘nolari va ularning o‘zgarishlarini ko‘rsatib, turk xalqining tarixiy va madaniy merosini jamlaydi. Asar, shuningdek, turkiy tillarning boshqa tillar bilan aloqalari, ularning o‘ziga xos grammatik tuzilmalari va leksik tizimlarini o‘rganishda asosiy manba hisoblanadi. "Devonu lug‘ati-t-turk" nafaqat lug‘at sifatida, balki lingvistik va madaniy manba sifatida ham katta ahamiyatga ega. “Devonu lug‘oti-t-turk” turkiy so‘zlarning arabcha izohli lug‘ati bo‘lgani sababdan ilmiy jihatdan alohida ahamiyatga ega asar hisoblanadi. Uni har tomonlama tadqiq

qilish turkiy xalqlarning. Jumladan, o‘zbek xalqining tarixini, urf-odatlarini, so‘z boyligini, adabiy me‘yorini o‘rganishda katta ahamiyat kasb etadi.

XULOSA

Tadqiqot natijalari shuni ko‘rsatdiki, Mahmud Qoshg‘ariyning “Devonu lug‘atit turk” asari turkiy xalqlar etnografiyasini o‘rganishda noyob va mustahkam manba sifatida xizmat qiladi. Asarda turkiy xalqlar hayoti, ijtimoiy tuzilishi, qabilaviy tizimi, urf-odat va e‘tiqodlari batafsil yoritilgan bo‘lib, bu ma‘lumotlar zamonaviy etnografik va lingvistik tadqiqotlarda asosiy ilmiy baza sifatida ishlatiladi. Asarning lingvistik tarkibi va etnografik mazmuni turkiy xalqlar madaniyati, til tarixi va antropologik jihatlarni birlashtirgan. Shu bois, Qoshg‘ariy asari nafaqat tarixiy manba, balki metodologik jihatdan xalq hayotini tizimli o‘rganish imkonini beruvchi vosita hisoblanadi. Tadqiqot natijalari shuni ko‘rsatdiki, turkiy xalqlar ijtimoiy va madaniy jihatdan qaysi yo‘nalishlarda rivojlanganini tushunish uchun asar beqiyos ahamiyatga ega.

Foydalanilgan adabiyotlar

1. Abdullaev F. O‘g‘uz komponentining o‘rni “Devonu lugatit turk” asarida // O‘zbek tili va adabiyoti. – 1971. – № 5. – B. 51–56.
2. Asker R. Mahmud Koshg‘ariyning “Divanü lugat-it-turk” asari asosida bibliografik va grammatik ko‘rsatkich. – Baki, 2008. – B. 192.
3. Ashurboyev S. O‘zbek dialektologiyasi. – Toshkent: Navro‘z nashriyoti, 2016.
4. Dadaboiev X. “Devonu lugotit turk”dagi turkiy tillarga xos fonetik va leksik-semantic xususiyatlar xaqida // Tilshunoslikning dolzarb masalalari. – Toshkent, 2008. – B. 9.
5. Suxanberdiyeva S. Teaching the “Devonu lug‘otit turk” with interactive methods // Journal of Integrated Education and Research. – 2022. – Vol. 1, № 5. – P. 248–252.

TABLE OF CONTENTS

1	RIVOJLANGAN MAMLAKATLAR TAJRIBASIDA FUQAROLARNING ELEKTORALLIK KOMPETENSIYASINI RIVOJLANTIRISH MEXANIZMLARI Kimsanboyev Rahmonjon Valizoda	3–5
2	WAYS TO PREVENT AND MANAGE WIND EROSION PROCESSES Haqnazarova Bibixadicha	6–9
3	PLAGIARISM IN ACADEMIC WRITING: PROBLEMS AND PREVENTION METHODS Allayorova Nilufar	10–13
4	GULBADANBEGIM - BOBURIYZODA MALIKA Azamjanova Ziyodaxon	14–16
5	KO'RUV NERVI ATROFIYASINING DIAGNOSTIKASIDA KO'RUV STIMULYATSIYASI BILAN CHAQIRILGAN BOSH MIYA ELEKTR POTENSIALINING AHAMIYATI Zuhra Berdieva	17–18
6	MEANS OF EXPRESSING FOLK LIFESTYLE AND NATIONAL MENTALITY IN WORKS OF ART. Choliyev Ruhillo	19–23
7	RAQAMLI BRENDING ORQALI MODA DIZAYNINING OMMAVIYLASHUVI: MEDIA INFLUENCERLAR ROLINING TAHLILI Jo'rayeva Sabrina	24–28
8	THE POLITICAL AND ETHNIC CHARACTERISTICS OF THE SHAYBONI PEOPLE Turdiyev Ilyos	29–31
9	MAQOLLARNING TILSHUNOSLIKDA O'RGANILISHI Safarova Sevinch, Mirzayeva Feruza	32–35
10	ESTAFETALI YUGURISH TEXNIKASINI MUSTAHKAMLASH Almurodova Rohatoy	36–41
11	ESTAFETALI YUGURISH TEXNIKASI Almuradova Rohatoy	42–44
12	BOSHLANG'ICH SINIF DARSLARIDA STEAM TA'LIM TEXNOLOGIYASINI QO'LLASHNING METODIK ASOSLAR Panjiyeva Xaniza	45–47
13	MUSTAQILLIK YILLARIDA MILLATLAR O'RTASIDAGI MUNOSABATLAR: FALSAFIY TAHLIL Paxriddinova D	48–51
14	INTERNATIONAL TREATIES – THE CHALLENGES OF THE MULTILATERAL TREATY SYSTEMS Elbek Khasanov	52–58

15	O'ZBEKISTONDA AUTIZM DIAGNOSTIKASINING HOZIRGI HOLATI VA RIVOJLANISH ISTIQBOLLARI B.T.To'raxonova, Ataxodjayeva Oyshaxon	59–62
16	BOSHLANG'ICH TA'LIM VA XORIJIY TA'LIM TIZIMLARI INTEGRATSIYASINING NAZARIY-AMALIY JIHATLARI Muydinjonova Malika, Sharapova Munisa	63–65
17	BOSHLANG'ICH SINFLARDA TURLI-XIL DIDAKTIK O'YINLARDAN FOYDALANISH USULLARI Xurramova Sanobar, Shonazarova Ozoda	66–70
18	LEADERSHIP STYLES IN THE AGE OF ARTIFICIAL INTELLIGENCE Kurbanbayeva Malohat	71–76
19	O'ZBEKISTONDA OLIY TA'LIM SOHASIDA OLIB BORILGAN ISLOHOTLAR VA ULARNING ISTIQBOLLARI Do'liiyeva Mohichehra, Boboyeva Sitora	77–80
20	CONSTITUTIONAL REFORMS – A MOVEMENT FOR HUMAN DIGNITY Alijonov Muhammad	81–82
21	INTUITSIYA VA RATSIONAL FIKRLASHNING INSON HAYOTIDAGI O'RNI Mamajonova Zarina, Rasulov Rustambek	83–87
22	STEAM ELEMENTLARINI BOSHLANG'ICH TA'LIMGA INTEGRATSIYA QILISH TAJRIBALARINI SOLISHTIRIB O'RGANISH Bozorov Nurbek	88–91
23	LIVER TRANSPLANTATION: DONOR SOURCES, TYPES OF TRANSPLANTS AND PIGGYBACK TECHNIQUES Egamberdiyev Hojiakbar	92–93
24	QOBILİYAT VA IMKONIYATNI IFODALOVCHI MODAL FE'LLAR Nishonov Ismoiljon, Abduxalimov Abdulaziz	94–98
25	MILLIY KO'YLAK VA LOZIMNING ANDOZASINI TAYYORLASH, GAZLAMAGA JOYLASHTIRISH VA BICHISH Xalilova Laylo	99–102
26	THE IMAGE OF WOMEN IN ANCIENT UZBEKISTAN: AN ANALYSIS OF ARCHAEOLOGICAL MONUMENTS AND CULTURAL-RELIGIOUS PERCEPTIONS Rajabova Nazira	103–107
27	INTERNET AND EXTRANET Qurbonaliyev Sanjar	108–111
28	ОЦЕНКА КИСЛОТНО-ЩЕЛОЧНОГО СОСТОЯНИЯ И ГЕМОСТАЗА У ПАЦИЕНТОВ С ИШЕМИЧЕСКОЙ БОЛЕЗНЬЮ СЕРДЦА ПРИ КОМОРБИДНОЙ ПАТОЛОГИИ Наимов Ф.Ф.	112
29	ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ВНЕДРЕНИЯ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ Джураева Дилдора	113–117

30	<p>MAHMOUD KASHGARI'S WORK "DEVONI DUKATIT TURK" IS AN IMPORTANT SOURCE FOR THE STUDY OF THE ETHNOGRAPHY OF THE TURKIC PEOPLES. Azimova Zebiniso</p>	118-121
	OUTLINE	122-124