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Muloqotning muvaffaqiyatli bo'lishida shaxs sifatlarining o'rni

Samadov Vohid Tolibovich

Buxoro davlat pedagogika instituti harbiy ta'lim fakulteti o'qituvchisi

Annotatsiya: ushbu maqolada shaxs muloqotini shakllantirishda uning yoshi, jinsi, kasbi, dunyoqarashini hisobga olish, har bir yosh davriga kiradigan kishilarga o'ziga xos so'zlar qo'llanilishi, bunda so'zning ta'sir kuchi, shaxsning temperament (mijoz) xususiyatlariga qarab muloqot usullarini qo'llashning ahamiyati haqida fikr yuritilgan.

Kalit so'zlar: muloqot, muvaffaqiyat, shaxs, sifat, yosh, jins, kasb, dunyoqarash, oila, mahalla, jamoa, guruh.

Shaxsning har tomonlama shakllanishida muloqotning ahamiyati katta. Oddiy narsalarni o'rganish uchun ham taqlid orqali o'zaro muloqotda bo'lish zarur. Jamiyat qonun-qoidalariga asoslangan holda munosabatlar rivojlanadi. Individ bilan shaxs muloqoti o'rtasida juda katta farqni ko'rish mumkin. Masalan, go'dak, ruhiy kasal, ongi past rivojlangan kishilarning muloqoti bilan yetuk rivojlangan, ongi yuksak kishining muloqoti o'rtasida katta farq bor. Ongli shaxs muloqotni boshlashdan avval miyasida o'ylaydi, so'zlarini rejalashtiradi. Shaxsning jismoniy, aqliy, axloqiy va estetik rivojlanishida muloqotning o'rni katta. Masalan, axloqiy rivojlanish uchun oilada, maktabda, bog'chada bolaga kattalar muloqot orqali ta'sir qiladilar. Shuningdek, estetik, aqliy, jismoniy rivojlantirish uchun o'quvchiga o'qituvchi muloqot orqali ta'sir etishga harakat qiladi. Demak, muloqot ta'sir qilish vositasi bo'lib ham xizmat qiladi.

Shaxs muloqotini shakllantirishda uning yoshi, jinsi, kasbi, dunyoqarashini hisobga olgan holda ish olib borish lozim. Masalan, biz kichik yoshdagi bolalarga kattalarga nisbatan qo'llaydigan so'zlarni ishlatmaymiz. Har bir yosh davriga kiradigan kishilarga o'ziga xos so'zlar qo'llaniladi. Bunda so'zning ta'sir kuchi hisobga olinadi. Shaxsning temperament (mijoz) xususiyatlariga qarab muloqot usullarini qo'llash katta ahamiyatga ega. Shaxsda ko'nikma, bilim, malakalarning hosil bo'lishida muloqotning o'rni beqiyos.

Shaxs muloqotining shakllanishida uning tarbiyalanganlik darajasi muhim o'rin egallaydi. Masalan, shaxsga kuchli ta'sir etadigan so'zlarni qo'llasangiz ham u qabul qilmasligi, sizning bergan ko'rsatmalarigizga amal qilmasligi mumkin. Chunki u yoshligidan muomala madaniyatini egallashi kerak. Muloqotning shakllanishida maqsad to'g'ri qo'yilishi lozim. Muloqot ta'lim-tarbiya jarayonida, turli vaziyatlarda rivojlanadi. Masalan, oilada, mahallada, jamoada, guruhda. Agar oilada kattalar bir-birlariga qo'pol munosabatda bo'lsalar, bola ham ularga taqlid qilib atrofdagilar bilan nizolarga borishi mumkin.

Har tomonlama rivojlangan, yetuk, komil inson (shaxs)ni tarbiyalash uchun yoshlarni erkin fikrlaydigan qilib voyaga yetkazish zarur. Demak, muloqot fikrlash bilan uzviy bog'liq holda shakllanadi.

Shaxsning shakllanishida muloqotning ahamiyati haqida psixolog olimlar o'z fikrlarini bayon qilganlar. Jumladan, psixolog B.G. Ananov «Odam bilishning predmeti sifatida» asarida bu masalani chuqur tahlil qilgan. U bilimning turli elementlarini egallash muvaffaqiyatli o'zlashtirishning garovi ekanligini ta'kidlaydi. Bilimlarni egallash muloqot orqali amalga oshirilishini ham uqtirib o'tadi. Agar kishilar o'zaro bir-birlariga axborot uzatmasalar, tajribalarini muloqot orqali almashmasalar rivojlanmay qolishlari to'g'risida B.G. Ananov asosli fikrlarni keltiradi.

B.G. Ananov fikricha muloqot ijtimoiy va individual holatdir. Shuning uchun nutq bilan uzviy bog'liq, kommunikativ vazifani bajarishda pantomimika, imo-ishoralar muloqot shakllari sifatida yuzaga chiqadi.

Demak, olim muloqot tushunchasini umumiy, yosh va pedagogik psixologiya kabi fanlar uchun chuqur tahlil qilib bergan.

Hozirgi paytda mamlakatimizda va xorijda muloqot muammosiga qiziqish ortib bormoqda. Bozor iqtisodiyoti sharoitida kishilarning bir-birlari bilan qiladigan muloqoti katta ahamiyatga ega. Psixolog olim V.N. Myasishev muloqot masalasiga chuqur yondashgan, uni o'rgangan. Boshqa olimlar muloqotni nutq kommunikatsiyasi bilan bog'lab o'rgangan bo'lsalar, V.N. Myasishev muloqotni jarayon sifatida o'rgangan. Ya'ni shaxslarning bir-biriga muloqot orqali ta'sir ko'rsatishlarini, bir-birlarini idrok qilish obyekti sifatida tahlil qiladi. Uning fikricha: «Shaxs turlicha munosabatlarda qarama-qarshi sifatlarni namoyon qilishi mumkin.» Tajribali psixolog A.A. Bodalyev esa shaxs o'yinda, o'qishda, muloqotda, ya'ni faoliyatning turli sohalarida o'zining o'rnini bilishi zarurligini uqtiradi. U o'zining «Shaxs va jamiyat» kitobida bu masalaga katta e'tibor berib, bu muammolar kam o'rganilganligini ta'kidlaydi. A. A. Bodalyevning fikricha, «insonni muloqot orqali tarbiyalashda bu unga qanday ta'sir qilishini avvaldan o'ylash zarur».

Muloqotning muvaffaqiyatli bo'lishida shaxsning shakllangan sifatlari, fazilatlarining ahamiyati juda katta. Jumladan, shaxsda ijobiy fazilatlar yaxshi shakllangan bo'lsa (xushmuomalalik, kamtarlik, insonparvarlik, to'g'ri so'zlilik, vijdonlilik kabilar) muloqot jarayoni yaxshi o'tadi. Chunki shaxslar bir-birini to'g'ri tushunishlari uchun, muloqot muvaffaqiyatli bo'lishi uchun ular samimiy bo'lishlari lozim. Samimiylik insonning eng ajoyib fazilatlaridan biri bo'lib, voqea-hodisalarga oqilona munosabatda bo'lish, turli ta'sirlarga berilmaslikdir.

Bolalar yoshlikdan avvalo oilada, so'ngra ta'lim maskanlarida muloqotga o'rgatib boriladi. Muloqotga o'rgatishning usullaridan biri muloqot ko'nikmasini mashg'ulotlar tarzida shakllantirishdir. Bolani bog'cha sharoitida tarbiyachi turli

mashg'ulotlar o'tkazib muloqotga o'rgatadi. Avval elementar o'zini tutish, kattalarga qanday gapirish, salom berish, minnatdorchilik bildirish kabi usullar tarkib topadi. Maktab yoshi davrida va keyinchalik shaxs ijtimoiy-psixologik treninglar orqali muloqotga o'rgatiladi. Shaxsning o'zi bu usullarga ijobiy munosabat bildirishi, faol harakat qilishi zarur. Chunki shaxs muloqotda bo'lmasdan faoliyat subyekt sifatida ham, individual inson sifatida ham to'laqonli rivojlana olmaydi. A.A. Bodalyev fikricha, hatto o'yin faoliyatida bola muloqotda bo'ladi. Ta'lim jarayonining asosida muloqotga o'rgatish masalasi turadi. Mehnat taiimi jarayonida kishilar doimo muloqotga ehtiyoj sezadilar. Muloqotning tarbiyaviy ahamiyati shundaki, u insonning dunyoqarashini kengaytiradi va psixikasini rivojlantiradi. Ya'ni barcha ruhiy jarayonlar muloqot orqali shakllanadi.

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THE INTERSECTION OF AGRICULTURE AND ENVIRONMENTAL SUSTAINABILITY

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Annotation. This article researches the complex relationship between agriculture and environmental sustainability, examining the various ways in which agricultural practices impact the environment and exploring strategies for promoting sustainable farming methods. It discusses the environmental challenges posed by conventional agriculture, such as soil degradation, water pollution, and biodiversity loss, and highlights the importance of adopting sustainable practices to mitigate these impacts. Additionally, the article explores innovative approaches to sustainable agriculture, including organic farming, agroforestry, and regenerative agriculture, which prioritize soil health, biodiversity conservation, and ecosystem resilience. By synthesizing scientific research and real-world examples, the article aims to raise awareness about the critical role of agriculture in environmental stewardship and inspire efforts to foster a more sustainable and resilient food system.

Keywords: agriculture, environmental sustainability, sustainable farming, conventional agriculture, soil health, biodiversity conservation, regenerative agriculture, organic farming, agroforestry.

Introduction. In the intricate web of global challenges confronting humanity, few issues are as central and intertwined as the relationship between agriculture and environmental sustainability. Agriculture, the backbone of food production and livelihoods for billions of people worldwide stands at a critical crossroads, where the imperative to feed a growing population intersects with the urgent need to safeguard the health and resilience of our planet's ecosystems.¹ This article embarks on a journey into this complex nexus, where the practices and policies of agriculture intersect with the imperatives of environmental stewardship and sustainability. Conventional agricultural practices, shaped by centuries of industrialization and intensification, have yielded unprecedented gains in food production and agricultural productivity.² However, this progress has come at a considerable cost to the environment, as intensive monoculture farming, heavy use of chemical inputs, and large-scale land clearance have degraded soils, polluted waterways, and depleted biodiversity.

¹ Tilman, D., et al. (2019). Future threats to biodiversity and pathways to their prevention. *Nature*, 546(7656), 73-81.

² Pretty, J. (2008). Agricultural sustainability: concepts, principles and evidence. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 363(1491), 447-465.

The consequences of these unsustainable practices reverberate far beyond the boundaries of agricultural landscapes, impacting global climate patterns, freshwater resources, and the resilience of ecosystems to environmental stressors. Amidst these challenges lie opportunities for transformative change and innovation in agricultural systems, driven by the principles of sustainability, resilience, and ecological integrity.³ Sustainable agriculture, characterized by practices that promote soil health, conserve biodiversity, and minimize environmental impacts, offers a pathway towards a more harmonious relationship between food production and the environment.

Organic farming, agroforestry, regenerative agriculture, and other agroecological approaches exemplify this shift towards more sustainable and resilient farming systems, emphasizing the integration of ecological principles with traditional agricultural knowledge and modern scientific insights. As we stand at this pivotal moment in human history, the imperative to reconcile the demands of agriculture with the imperatives of environmental sustainability has never been more urgent.⁴ The choices we make today will shape the future of our planet for generations to come, determining the resilience of ecosystems, the security of food supplies, and the well-being of communities around the world. By embracing innovation, collaboration, and stewardship, we can harness the transformative potential of sustainable agriculture to nourish both people and the planet, fostering a future where agriculture thrives in harmony with the natural world. Conventional agriculture, characterized by intensive monoculture farming, heavy reliance on synthetic fertilizers and pesticides, and large-scale mechanization, has long been the dominant model of food production globally.⁵ While this approach has yielded significant gains in agricultural productivity and food security, it has also exacted a heavy toll on the environment.

Soil degradation, a hallmark of conventional agriculture, results from the erosion of topsoil, loss of soil fertility, and compaction caused by intensive tillage and chemical inputs. Moreover, the widespread use of agrochemicals poses risks to water quality, as fertilizers and pesticides leach into groundwater and surface water bodies, leading to eutrophication, algal blooms, and contamination of drinking water sources. Furthermore, the conversion of natural ecosystems to agricultural land, often accompanied by deforestation and habitat destruction, threatens biodiversity and disrupts ecological processes, diminishing the resilience of ecosystems to climate change and other environmental stressors.⁶

³ Foley, J.A., et al. (2011). Solutions for a cultivated planet. *Nature*, 478(7369), 337-342.

⁴ Lal, R. (2015). Restoring soil quality to mitigate soil degradation. *Sustainability*, 7(5), 5875-5895.

⁵ Rockström, J., et al. (2017). Sustainable intensification of agriculture for human prosperity and global sustainability. *Ambio*, 46(1), 4-17.

⁶ Altieri, M.A., et al. (2012). Agroecologically efficient agricultural systems for smallholder farmers: contributions to food sovereignty. *Agroecology and Sustainable Food Systems*, 36(6), 581-601.

In response to the environmental challenges posed by conventional agriculture, a growing movement towards sustainable farming practices has gained momentum worldwide. Organic farming, which eschews synthetic inputs in favor of natural and organic methods of pest control and soil fertility management, has emerged as a leading alternative to conventional agriculture. By promoting soil health, biodiversity conservation, and ecological balance, organic farming offers a holistic approach to agriculture that aligns with the principles of environmental sustainability. Similarly, agroforestry a practice that integrates trees and shrubs into agricultural landscapes offers multiple benefits, including soil conservation, carbon sequestration, and habitat creation for wildlife.⁷ Regenerative agriculture, another innovative approach, focuses on restoring degraded soils, enhancing biodiversity, and increasing carbon sequestration through practices such as cover cropping, crop rotation, and holistic grazing management. Despite the promise of sustainable agriculture, scaling up these practices to meet the global demand for food presents significant challenges. Economic incentives favoring conventional agriculture, coupled with entrenched interests in the agrochemical industry, pose barriers to the widespread adoption of sustainable farming methods.⁸

Moreover, knowledge gaps, technical barriers, and limited access to resources constrain the ability of farmers particularly smallholders and subsistence farmers to transition to more sustainable practices. However, amidst these challenges lie opportunities for collaboration, innovation, and policy reform. Government subsidies and incentives can be redirected towards supporting sustainable agriculture, while research and extension services can provide farmers with the knowledge and resources needed to adopt alternative practices. Furthermore, consumer demand for sustainably produced food can drive market forces towards more environmentally friendly agricultural systems, creating economic opportunities for farmers engaged in sustainable production.⁹

Table 1. Environmental impacts of conventional agriculture.

<i>Aspect of Conventional Agriculture</i>	<i>Environmental Impacts</i>
<i>Intensive Monoculture Farming</i>	- Soil degradation - Loss of biodiversity - Increased vulnerability to pests and diseases
<i>Heavy Reliance on Agrochemicals</i>	- Water pollution - Eutrophication of water bodies - Contamination of soil and groundwater

⁷ Reganold, J.P., et al. (2011). Organic agriculture in the twenty-first century. *Nature Plants*, 2(2), 15221.

⁸ Montagnini, F., et al. (2016). Agroforestry for Sustainable Land-Use Fundamental Research and Modelling with Emphasis on Central America. *Agroforestry Systems*, 90(5), 883-889.

⁹ Gosnell, H., & Robinson, J. (2013). The influence of human values on the management of social-ecological systems. *Ecology and Society*, 18(1), 1-19.

<i>Mechanization and Intensive Tillage</i>	- Soil compaction - Erosion of topsoil - Loss of soil structure and fertility
<i>Land Conversion and Deforestation</i>	- Habitat destruction - Loss of ecosystem services - Disruption of carbon and nutrient cycles

Table 2. Key benefits of sustainable farming practices.

<i>Sustainable Farming Practices</i>	<i>Key Benefits</i>
<i>Organic Farming</i>	- Improves soil health - Reduces chemical pollution - Promotes biodiversity conservation
<i>Agroforestry</i>	- Enhances soil fertility - Increases carbon sequestration - Provides habitat for wildlife
<i>Regenerative Agriculture</i>	- Restores degraded soils - Increases water retention - Enhances ecosystem resilience

Table 3. Challenges and opportunities for scaling up sustainable agriculture.

<i>Scaling Up Sustainable Agriculture</i>	<i>Challenges</i>	<i>Opportunities</i>
<i>Economic Incentives</i>	- Subsidies favoring conventional agriculture - High upfront costs of transitioning to sustainable practices	- Redirecting subsidies towards sustainable agriculture - Providing financial incentives for sustainable farming
<i>Knowledge and Technical Barriers</i>	- Lack of awareness and education about sustainable practices - Limited access to resources and technical support	- Investing in farmer education and extension services - Facilitating knowledge exchange and peer-to-peer learning
<i>Market Forces and Consumer Demand</i>	- Dominance of conventional food markets - Limited consumer awareness and demand for sustainably produced food	- Increasing consumer demand for organic and sustainable products - Creating market incentives for

		sustainable farming practices
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Conclusion. In conclusion, the intersection of agriculture and environmental sustainability represents both a profound challenge and a tremendous opportunity for humanity. By transitioning towards more sustainable farming practices, we can mitigate the environmental impacts of agriculture, enhance ecosystem resilience, and ensure the long-term viability of food production systems. However, achieving this transformation will require concerted efforts from all sectors of society—farmers, policymakers, consumers, and researchers—to overcome entrenched interests, address knowledge gaps, and build supportive institutions and policies. Through collaboration, innovation, and a shared commitment to environmental stewardship, we can chart a course toward a future where agriculture thrives in harmony with the natural world, nourishing both people and the planet for generations to come.

All in all, the intersection of agriculture and environmental sustainability presents both a formidable challenge and an unprecedented opportunity for humanity. By transitioning towards more sustainable farming practices, we can mitigate the environmental impacts of agriculture, enhance ecosystem resilience, and ensure the long-term viability of food production systems. However, achieving this transformation will require concerted efforts from all sectors of society—farmers, policymakers, consumers, and researchers—to overcome entrenched interests, address knowledge gaps, and build supportive institutions and policies. Through collaboration, innovation, and a shared commitment to environmental stewardship, we can chart a course toward a future where agriculture thrives in harmony with the natural world, nourishing both people and the planet for generations to come.

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UPDATE, FORMATION AND VISUALIZATION OF BUKHARA NEIGHBORHOOD DATABASES BASED ON USING WITH GIS

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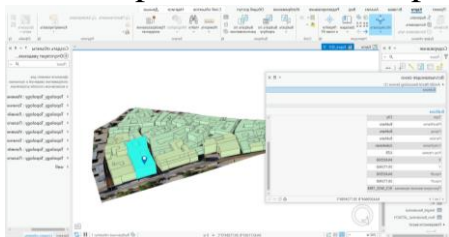
Abstract. A geographic information system (GIS) is a potentially new look in the world around us. In this thesis, information on the use of remote sensing materials and the implementation of urban land monitoring and creation of electronic maps, updating of agricultural maps, remote sensing of the earth and aero-space images is presented.

The succinct chapters are, for the most part, straight for-ward, easy to read, and raise numerous issues for research and discussion. The main components of this system include: It consists of devices such as computers, servers, GPS, mobile devices, etc. Software: Applications used in the GIS field, such as ArcGIS, QGIS, MapInfo, etc. Data: This includes filling the land with GPS and mobile device data, genomes, etc. This system is used in geology, geodesy, urban planning, ecology, and other fields. Once data is analyzed and processed by GIS, we can present it in various ways.

Maps: Maps are powerful tools for visualizing spatial data. They provide context and allow us to communicate information effectively.

Charts: Charts complement maps by representing data in a different format.

Web Maps: Web-based maps are essential for sharing information online.



1.Figure A visualization view of the Bukhara.

The territory is located in Uzbekistan and is called the Bukhara Jewish district. In the process of conducting targeted research work, it became known that the use of existing paper cards as a basis for creating digital and electronic maps of some regions did not give the expected result.

Therefore, in order to solve the issues set before the research work, first of all, it was required to create a cartographic basis. Therefore, in order to reflect the results of the conducted research on maps, we used remote sensing materials to create a cartographic basis.

We have adjusted to update, form, and create a visualization view of the area studied. We need to take measures to achieve high results when updating and monitoring electronic cards based on this GIS software development. This will help obtain

important and accurate information in urban architecture, the implementation of historical territories, the creation of their digital passport. Therefore, it is desirable for our society to choose and monitor optimal technical tools, to study the ridge of data collection.

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ADDRESSING CHALLENGES AND EMBRACING OPPORTUNITIES IN ESL EDUCATION

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Annotation: This article explores the challenges and opportunities in teaching English as a Lingua Franca (ELF) in English as a Second Language (ESL) education. It discusses the emergence of ELF as a global lingua franca and the complexities educators face in reconciling linguistic diversity and power dynamics. Additionally, it highlights strategies for effective ELF instruction, emphasizing inclusive language practices and intercultural communicative competence.

Keywords: English as a Lingua Franca (ELF), Linguistic Diversity, Inclusive Language Practices, Intercultural Communicative Competence, Pedagogical Strategies.

English has evolved from being merely a language of the Anglophone world to becoming the global lingua franca, a common means of communication among speakers from diverse linguistic backgrounds. As the use of English as a Lingua Franca (ELF) continues to grow in various domains, educators face both challenges and opportunities in teaching English as a Second Language (ESL). This article delves into the multifaceted landscape of teaching English as a Lingua Franca, exploring the obstacles encountered and the prospects it presents.

The Emergence of English as a Lingua Franca. The rise of English as a Lingua Franca reflects the interconnectedness of today's world, where English serves as a bridge facilitating communication across cultures, nationalities, and languages. In diverse settings such as international business, academia, tourism, and technology, individuals from different linguistic backgrounds converge and interact using English as their shared medium of communication. In recent decades, English has emerged as the dominant lingua franca of the modern world. As a result of globalization, the importance of English as an international language has grown significantly. The globalization of commerce, diplomacy, and education has increased dramatically, and it has resulted in a situation where most people around the world need to communicate in one language. This common medium of communication has emerged, and it is known as English.

The reasons for the emergence of English as a lingua franca are many. They include the dominance of the United States as a superpower, the rise of the English language in media and culture, and the easy accessibility of English language resources on the internet (Crystal, 2003). Furthermore, the practicality of learning English for communication purposes has made it a popular choice for students worldwide.

English is also a language associated with global business, as many multinational companies have English as the official language of their operations.

The benefits of the emergence of English as a lingua franca are significant. It has allowed people of different nationalities to connect and interact more easily, leading to increased collaboration and understanding. For example, in international business, English functions as a common language for trade negotiations, enabling multinational corporations to work together across borders without facing language barriers. In academia, it allows researchers to access a wider range of ideas and collaborate with international peers, extending the reach of academic knowledge beyond national boundaries.

In conclusion, the emergence of English as a lingua franca illustrates the need for an international means of communication in a globalized world. As an international language, English provides a bridge between different cultures and allows individuals of diverse linguistic backgrounds to connect and interact more freely. The use of English as a lingua franca is not without challenges and controversies, but its practicality and benefits make it a necessary tool for communication and cooperation in the modern world (Seidlhofer, 2011).

Challenges in Teaching English as a Lingua Franca. Teaching English as a Lingua Franca (ELF) has become an increasingly popular approach to language teaching in recent years. ELF emphasizes the practical use of English in communication between speakers of different linguistic backgrounds, rather than the strict adherence to prescriptive grammar rules. However, teaching ELF comes with several challenges.

One significant challenge is the diverse linguistic backgrounds of the learners. As ELF prioritizes communication over perfection, learners may struggle with pronunciation and grammar. Teachers must find ways to balance the need for clear communication with the desire to improve accuracy, while also being sensitive to cultural and linguistic differences. This requires a nuanced approach that prioritizes pragmatic and communicative competence while recognizing the importance of language accuracy (Jenkins, Cogo, & Dewey, 2011). In short, unlike traditional ESL instruction, which often prioritizes native-speaker norms, teaching ELF requires acknowledging and embracing the variability and fluidity inherent in global English use. This demands a shift in pedagogical approaches towards promoting intercultural communicative competence rather than adherence to native-speaker standards.

Another challenge in teaching ELF is the lack of globally accepted standards for language proficiency. English is used as a lingua franca among people from diverse linguistic backgrounds and cultures, and hence different varieties of English are used to cater to different communicative needs. This makes it challenging to teach a unified and standardized approach to the language. Therefore, teachers need to focus

on communicative language teaching, which emphasizes language use over language rules, and focus on developing learner's ability to understand and be understood, rather than on conforming to "correct" English.

Finally, the cultural diversity and global scope of ELF also require teachers to be culturally sensitive. Speakers of English as a second or foreign language come from different cultural backgrounds, and they may have different norms and expectations regarding communication. Teachers need to be aware of these differences and find ways to promote understanding and respect for diversity amongst learners. In addition, they need to understand the impact of culture on language use and ensure that learners are prepared to interact with people from different cultural backgrounds.

Opportunities for Teaching English as a Lingua Franca. Teaching English as a Lingua Franca (ELF) represents a significant shift in language teaching and learning towards a more inclusive and communicative approach. This approach emphasizes the practical use of English as a tool for effective communication between speakers of different linguistic backgrounds. As a result, it presents numerous opportunities for innovative pedagogy and inclusive language education. By embracing linguistic diversity and promoting multilingualism, educators can cultivate a more inclusive and equitable learning environment where all voices are valued and respected.

One of the key opportunities with ELF is the development of intercultural competence in the classroom. As learners interact with others from different linguistic backgrounds, they develop an understanding of different cultural perspectives, allowing them to communicate effectively in a global context while also promoting cultural sensitivity and respect. Incorporating cultural elements into ELF teaching ensures that learners are able to appreciate differences, which ultimately promotes global responsibility and citizenship.

Another opportunity is the development of learner autonomy. Learners in ELF classrooms have the freedom to negotiate meaning and develop their own strategies to communicate effectively, which encourages self-reflection and personal growth. It also promotes student-centered learning, allowing learners to take ownership of their learning, and discover the unique ways in which they express themselves, hence encouraging and fostering linguistic and cultural diversity in classroom settings.

Finally, ELF teaching provides opportunities for collaborative and interactive learning methodologies that encourage active participation from learners. Communicative language teaching requires an interactive approach by the students to reach a common ground amongst speakers, hence encouraging cooperation and group work which enhances practical language learning.

Furthermore, teaching ELF offers an opportunity to explore and celebrate the rich linguistic diversity present in global English use. Through exposure to a variety of

English accents, dialects, and communication styles, learners develop greater language awareness and appreciation for linguistic variation, enhancing their communicative competence in diverse intercultural contexts.

Moreover, teaching English as a Lingua Franca encourages educators to adopt a dynamic and adaptive approach to language teaching and learning. Rather than prescribing rigid language norms, ELF instruction emphasizes flexibility, creativity, and effective communication strategies tailored to the specific needs and contexts of learners.

An example of teaching English as a Lingua Franca in a dynamic and adaptive approach can be seen in the curriculum development of a language school in Thailand. The language school recognizes the diverse backgrounds of their students, who come from various countries with different native languages. To better cater to the needs of these students, the language school created a curriculum that stresses effective communication strategies that are tailored to the specific context of the learners. As such, the language school's instructional approach emphasizes the development of communicative competence rather than strict adherence to prescriptive grammar rules.

For instance, the teachers in the school promote creative and flexible use of the language through the use of group work, role-playing, and scenario-based activities that require a high level of interaction between learners. The students are encouraged to use the language naturally and spontaneously in a way that reflects their unique linguistic and cultural backgrounds. The approach emphasizes the development of communication strategies that focus on the fluency of the students, rather than just their accuracy in grammar and language rules.

This approach is dynamic and adaptive as it allows the teachers to adjust their teaching strategies based on the students' needs and goals and provide individualized feedback and guidance to help learners improve effectively. Through this approach, the students are able to achieve their language learning goals while maintaining their unique cultural and linguistic identity, promoting linguistic and cultural diversity in the classroom

Strategies for Effective ELF Instruction. To effectively teach English as a Lingua Franca, educators can implement pedagogical strategies that promote inclusive language practices and intercultural communicative competence. This may include:

- Integrating authentic ELF materials and resources that reflect diverse English language use.
- Providing opportunities for collaborative learning and intercultural exchange among learners from different linguistic backgrounds.
- Encouraging critical reflection on language ideologies and challenging dominant discourses of linguistic superiority.

- Incorporating digital technologies and multimedia tools to facilitate cross-cultural communication and collaboration.

Integrating authentic ELF materials and resources that reflect diverse English language use: Teachers can integrate diverse materials and resources to expose students to the variety of English language usage. For example, a teacher can use audio materials such as podcasts and recordings from events where English was used as a Lingua Franca. Another example could be playing a recording of a conversation between non-native English speakers and analyzing the communication strategies that were used to negotiate meaning.

Providing opportunities for collaborative learning and intercultural exchange among learners from different linguistic backgrounds: Teachers can create opportunities for students from diverse linguistic backgrounds to learn and interact collaboratively. For instance, arranging classroom activities such as peer-to-peer feedback and discussion sessions, where students collaborate in small groups to exchange ideas and experiences. A real-life example would be organizing a group project, where students from different linguistic backgrounds work together to complete a project, thus practicing their communication skills and sharing ideas.

Encouraging critical reflection on language ideologies and challenging dominant discourses of linguistic superiority: Teachers can encourage students to think critically about language ideologies and to challenge any dominant discourses that suggest that one language or accent is superior to any other. A real-life example could be analyzing the discourse of global media to identify instances of linguistic bias or prejudice and discussing the implications of such biases on intercultural communication.

Incorporating digital technologies and multimedia tools to facilitate cross-cultural communication and collaboration: Teachers can incorporate digital technologies and multimedia tools to promote cross-cultural communication and collaboration. For instance, using video conferencing tools such as Zoom or Skype to connect learners from different parts of the world, where they can engage in intercultural communication activities as well as share knowledge and experiences. A real-life example could be connecting students from different parts of the world together to collaborate on creating an online multilingual storytelling platform, where students share their stories using their own languages and also translate into English for others.

Conclusion. In conclusion, teaching English as a Lingua Franca presents both challenges and opportunities for ESL educators. By embracing linguistic diversity, promoting inclusive language practices, and fostering intercultural communicative competence, educators can navigate the complexities of ELF instruction and empower learners to effectively engage in global communication. As English

continues to serve as a global lingua franca, it is imperative that ESL education evolves to reflect the diverse and dynamic nature of English language use in today's interconnected world.

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EMBRACING DIVERSITY: THE INFLUENCE OF MULTILINGUALISM ON ENGLISH LANGUAGE TEACHING

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Annotation: This article explores the influence of multilingualism on English Language Teaching (ELT), highlighting the symbiotic relationship between linguistic diversity and language learning. It discusses the ways in which multilingualism enriches ELT practices, including linguistic transfer, cultural sensitivity, code-switching, and pedagogical adaptations. By embracing multilingual perspectives, educators can create inclusive learning environments that promote cross-cultural understanding and linguistic creativity.

Keywords: Multilingualism, Linguistic Transfer, Cultural Sensitivity, Code-Switching, Pedagogical Adaptations, Language Learners.

In today's interconnected world, multilingualism is not only prevalent but also celebrated as a valuable asset. As English continues to assert its dominance as a global lingua franca, the influence of multilingualism on English Language Teaching (ELT) is essential and multifaceted. This article explores the symbiotic relationship between multilingualism and ELT, highlighting the ways in which linguistic diversity enriches language learning and teaching practices.

In many ELT classrooms, linguistic diversity is the norm rather than the exception. Students bring with them a rich tapestry of languages, dialects, and cultural backgrounds, creating a dynamic and vibrant learning environment. Rather than viewing multilingualism as a barrier to English language acquisition, educators can harness its potential to foster cross-cultural communication, empathy, and linguistic creativity. Even in developing countries it is becoming increasingly common to find bilingual or multilingual students, so it becomes rather a priority for the classroom to have a shift in teaching methods and perspectives about multilingualism.

One of the most significant influences of multilingualism on ELT is the phenomenon of **linguistic transfer** and **interference**. When learners possess knowledge of multiple languages, they often draw upon their linguistic repertoire to make sense of new language structures and vocabulary. While this can lead to errors and misunderstandings, it also provides opportunities for deeper understanding and cross-linguistic connections.

Linguistic transfer is the process whereby learners utilize their prior linguistic knowledge to learn a new language. For instance, a Spanish-speaking student trying to learn English may utilize their knowledge of Spanish grammar to make sense of English sentence structures. In contrast, linguistic interference refers to the negative

influence of a learner's first language (L1) on their second language (L2) acquisition. It may involve the transfer of phonemes, vocabulary, or grammar rules that differ between the L1 and L2.

While transfer and interference can cause errors and misunderstandings, it can also provide opportunities for deeper understanding and cross-linguistic connections. Multilingual learners may have an advantage over monolingual learners as they can draw upon their linguistic repertoire to create analogies or identify similarities and differences between languages. For example, a Mandarin speaker trying to learn English may recognize that the word "family" in English is similar to "家庭" in Mandarin, which means the same thing.

ELT instructors need to be aware of the potential effects of linguistic transfer and interference and design language curriculums that account for these factors. As a result, multilingual learners may benefit from the transfer of linguistic knowledge from their L1 to the L2, leading to deeper understanding and learning. (Cook, 2001)

Multilingualism in ELT goes beyond language proficiency; it encompasses **cultural sensitivity and awareness**. By embracing the diverse cultural backgrounds and perspectives of learners, educators can create inclusive learning environments that validate and celebrate linguistic and cultural diversity. This fosters mutual respect, empathy, and a sense of belonging among students, enhancing their overall language learning experience.

By embracing the cultural backgrounds and perspectives of learners, educators can create inclusive environments that support the diverse needs of their students. This approach fosters mutual respect, empathy, and a sense of belonging among students, leading to enhanced language learning experiences. Students feel more comfortable expressing themselves, and they are also more receptive to learning when they feel valued and respected.

Furthermore, celebrating linguistic and cultural diversity in the classroom helps students better prepare for the globalized world in which they live. As societies become more diverse, the ability to understand and appreciate different cultures and perspectives becomes vital. Multilingual learners, who have had the opportunity to learn about other cultures and languages, are better equipped to navigate these complex social environments and communicate successfully with people from various backgrounds.

Multilingualism in ELT extends beyond language learning, and the inclusion of cultural sensitivity and awareness in our teaching practices is crucial. Educators must create inclusive learning environments that embrace diversity and validate the cultural and linguistic backgrounds of their students. This approach fosters mutual respect, empathy, and a sense of belonging among students, leading to more successful language learning outcomes. By celebrating linguistic and cultural

diversity, learners become better equipped to navigate a globalized world. (Higgins, 2019)

In multilingual ELT settings, **code-switching and translanguaging** are common phenomena where learners fluidly alternate between languages to express themselves. Rather than viewing these practices as disruptive, educators can recognize them as valuable communication strategies that allow learners to bridge linguistic gaps and convey meaning more effectively. By embracing code-switching and translanguaging, educators promote language flexibility and encourage learners to use language resources creatively.

Code-switching refers to the practice of switching between two or more languages within a single conversation or interaction, while **translanguaging** refers to the use of two or more languages as a single communication system to convey meaning.

Research shows that code-switching and translanguaging are language resources that multilingual learners use to express themselves and bridge linguistic gaps. These practices have been found to enhance learners' linguistic, cognitive and social development by promoting language flexibility and creative language use. Furthermore, for learners who may be struggling to express themselves in a single language, the use of code-switching and translanguaging can offer a pathway to success by enabling them to use their full linguistic repertoire.

By embracing code-switching and translanguaging, educators can promote effective communication, encourage creativity and support the development of multilingual competencies in learners. Through this, educators can create a learning environment that fosters open communication, innovation and inclusion, providing learners with the tools they need to succeed in multilingual settings.

Code-switching and translanguaging are valuable practices that learners use to express themselves in multilingual ELT settings. Educators who recognize and embrace these practices can promote creativity, support multilingual competencies and enhance effective communication in diverse multicultural classrooms. By creating an inclusive environment that values the linguistic diversity of their learners, ELT educators can provide learners with an enriched language learning experience. (Garcia, 2018)

Multilingualism necessitates **pedagogical adaptations** that cater to the diverse needs and backgrounds of learners. In ELT classrooms, educators may employ strategies such as **differentiated instruction, scaffolding, and peer collaboration** to accommodate varying language proficiencies and learning styles. By providing multiple entry points and opportunities for meaningful interaction, educators ensure that all learners can actively participate and succeed in language learning.

Differentiated instruction involves tailoring learning experiences to individual student needs. It allows educators to adjust the pace, content, and delivery method

of instruction to suit the language proficiency and learning styles of each student. **Scaffolding**, on the other hand, refers to the provision of support structures that aid the learning process. For instance, an educator may provide a series of tasks leading to a particular learning goal, allowing the learner to build knowledge incrementally towards that goal. This way, the learner can develop language skills in a gradual, sustained, and meaningful manner.

Peer collaboration refers to the process where learners work together and support each other to achieve language learning goals. In ELT classrooms, peer collaboration helps learners with varying levels of proficiency learn from one another, exchange ideas, share knowledge, and develop language skills through meaningful interaction. Through this, learners can practice language skills and vocabulary acquisition and apply these concepts to their language development in a supportive environment.

Multilingualism in ELT classrooms calls for pedagogical adaptations that cater to the diverse linguistic needs and cultural backgrounds of learners. Strategies such as differentiated instruction, scaffolding, and peer collaboration can create multiple entry points and opportunities for meaningful interactions, which support language learning. Employing these approaches can foster an environment where all learners can actively participate, succeed in language learning, and achieve their full potential. (Tomlinson and Allan, 2000)

For language learners, the influence of multilingualism in ELT offers numerous benefits. Exposure to diverse linguistic input enhances language acquisition and fluency, as learners draw upon their existing language knowledge to make connections and infer meaning. Moreover, multilingualism fosters **cognitive flexibility, problem-solving skills, and metalinguistic awareness**, equipping learners with valuable skills for navigating a linguistically diverse world.

Multilingual learners have the ability to apply language learning strategies they've acquired through previous experiences with other languages. This way, they are better equipped to recognize patterns and similarities with the language they are learning. They can then apply this knowledge to learn new vocabulary, structures, and assess general grammatical rules.

Cognitive flexibility, problem-solving skills, and metalinguistic awareness are essential skills for navigating the globalized world in which we live. As learners encounter multiple languages, dialects, and cultures, they need to be flexible in their thinking and problem-solving skills to use the language and make the required connections to interact with cultural groups. Multilingual learners are generally better equipped to bridge communication gaps and, as a result, can develop a nuanced social and cultural understanding of the world in which we live.

In conclusion, the benefits of multilingualism in ELT classrooms are vast. Multilingual learners have an advantage in language acquisition, which supports

their cognitive and linguistic development, as well as problem-solving and metalinguistic awareness skills that prepare them for the challenges of the culturally rich world. By recognizing the benefits of multilingual learners, educators can create an inclusive and supportive environment for these learners, promoting the value of linguistic diversity in ELT. (Kramsch, 2011)

Conclusion. In conclusion, the influence of multilingualism on English Language Teaching is profound and transformative. By embracing linguistic diversity, educators can create inclusive and dynamic learning environments where all learners can thrive. Multilingualism enriches language learning and teaching practices, fostering cross-cultural understanding, linguistic creativity, and empathy. As English continues to evolve as a global lingua franca, the integration of multilingual perspectives and practices in ELT is essential for preparing learners to communicate effectively and navigate the complexities of our interconnected world.

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GIYOHVANDLIK – INSONIYATGA GLOBAL TAHDID

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Annotatsiya: Ma`lumki, giyohvand moddalarni iste'mol qila boshlagan odam, qaysi tipda bo'lmasin, avvalo, unga odat yaratadi. Ammo ma`lum vaqt o'tgach, istemolchi mehnatga yaroqsiz bo'lib qoladi. Natijada u jinoyatga qo'l urishga majbur bo'ladi. Ya'ni navbatdagi giyohvandlik vositasini qabul qilish maqsadida o'g'irlikni o'z uyi – oilasidan boshlaydi. Giyohvandlik va giyohvandlikning yosh avlod tarbiyasiga, insoniyat kelajagiga katta zarar yetkazishi butun jahon hamjamiyatini tashvishga solmoqda. Shuning sababli bu falokatga qarshi kurash bugungi kunga kelib xalqaro maydonda global muammolardan biriga aylandi. Turli sabablarga ko'ra mavjud doridarmonlarga qarshi chora-tadbirlar tizimi barqaror emas va haqiqiy holatga mos kelmaydi.

Kalit so'zlar: giyohvandlik, yoshlar, deviant xulq-atvor, diagnostika, zaharli modda, sotsiologik tadqiqot, jinoyatchilik

Аннотация: Известно, что у человека, который начинает употреблять наркотики, не важно, какого типа, сначала формируется привычка. Но через определенное время потребитель становится нетрудоспособным. В результате он вынужден прибегнуть к преступлению. Другими словами, чтобы получить очередной наркотик, он начинает воровать из дома – своей семьи. Наркомания и наркомания наносят огромный ущерб воспитанию молодого поколения и будущему человечества, что беспокоит все мировое сообщество. Поэтому борьба с этой катастрофой стала сегодня одной из глобальных проблем на международной арене. В силу различных причин существующая система мер борьбы с наркотиками не стабильна и не соответствует реальной ситуации.

Ключевые слова: наркомания, молодежь, девиантное поведение, диагноз, токсичное вещество, социологические исследования, преступность.

Abstract: It is known that a person who begins to use drugs, no matter what type, first creates a habit. But after a certain time, the consumer becomes unfit for work. As a result, he is forced to resort to crime. In other words, in order to receive the next drug, he starts stealing from his home - his family. Drug addiction and drug addiction cause great damage to the education of the young generation and the future of humanity, which worries the whole world community. Therefore, the fight against this disaster has become one of the global problems in the international arena today.

Due to various reasons, the existing system of measures against drugs is not stable and does not correspond to the actual situation.

Key words: addiction, youth, deviant behavior, diagnosis, toxic substance, sociological research, crime

Giyohvand moddalarning savdosi bilan qonunga xilof ravishda shug'ullanish zamonaviy jamiyatning jiddiy va murakkab muammosi bo'lib, u turli mamlakatlar va mutaxassislar o'rtasida yangi texnologiyalar, usullar va hamkorlik yo'lga qo'yilishini talab qiladi. Informatsion texnologiyaning rivojlanishi va internetning keng yoyilishi bilan tovar va xizmatlar savdosi onlayn muhitga o'tkazilmoqda.

Giyohvandlik vositalari ham bundan mustasno emas, bugungi kunda giyohvandlik vositalari yoki psixotrop moddalarning internet tarmog'ida qonunga xilof ravishda aylanmasi juda katta miqyosga yetib, uning maqsadli auditoriyasi yoshlarga qaratilgan. Bu esa yoshlarning shaxs sifatida shakllanishiga, ularning kelajagiga, hayotda o'z o'rnini topishiga xavf tug'dirib, ularning salomatligiga zarar yetkazadi, shu sababli giyohvandlik vositalarining noqonuniy aylanmasiga qarshi kurash bo'yicha aniq chora-tadbirlar ko'rish zarur.

Sababi internetda onlayn sotuvlar keng rivojlanib, kokain, heroin yoki marixuana kabi dorilar bilan bir qatorda fentanillar kabi "kriptoalyuta preparatlari" ham sotilmoqda. Bunday xavfli moddalarni xarid qilishni osonlashtirish uchun Darknetdagi (Internetda maxfiy tarmoq) ixtisoslashtirilgan saytlarda sotiladi. Bunda xaridor va sotuvchining maxfiyligini ta'minlash uchun maxsus dastur va qurilmalardan foydalaniladi.

Giyohvandlik vositalari yoki psixotrop moddalarning internet tarmog'ida noqonuniy tarqalishini tekshirish huquqni muhofaza qiluvchi organlar uchun murakkab vazifa hisoblanadi. Birinchidan, tergovchilar internetda giyohvandlik vositalari yoki psixotrop moddalarning noqonuniy tarqalishi faktini aniqlab olishlari kerak. Buning uchun ular turli texnik usullardan, jumladan, tarmoq trafigini monitoring qilish, ochiq va yopiq internet-forum va saytlarni tahlil qilish, shuningdek, axborot xavfsizligi mutaxassislari va ixtisoslashtirilgan xizmatlar bilan hamkorlikda ish olib borishadi.

Giyohvand moddalarning noqonuniy tarqalishi faktini aniqlagandan so'ng tergovchilar tergovni boshlashlari mumkin. Ular qidiruv o'tkazishlari yoki hisobni buzish yoki ma'lumotlarga maxfiy kirish uchun ruxsat olishlari mumkin. Jinoyatchilarni aniqlash uchun elektron pochta kuzatish yoki tuzoq qo'yish maqsadida internet orqali giyohvand moddalarni sotib olish ham mumkin.

Tergovda jinoyatchilarni aniqlash va kuzatishga yordam beradigan kiberjinoyatlar bo'yicha mutaxassislar muhim rol o'ynaydi. Ular metadata tahlili, IP manzilini kuzatish, qidiruv so'rovlari va boshqa usullardan foydalanishlari mumkin.

Giyohvandlik vositalari yoki psixotrop moddalarning internet tarmog'ida noqonuniy tarqalishini tekshirishda xalqaro ahamiyatni hisobga olish zarur. Ko'pincha kiberhujumchilar boshqa mamlakatlarda joylashgani sababli bu borada turli davlatlarning huquq-tartibot idoralari bilan hamkorlik qilish talab etiladi. Bunday holatda ma'lumot olish va jinoyatchilarni aniqlash uchun xalqaro huquqiy yordam zarur.

Giyohvandlik vositalari yoki psixotrop moddalarning internet tarmog'ida noqonuniy tarqalishi muammosini hal qilish nafaqat noqonuniy kontentni tekshirish va jinoiy javobgarlikka tortishni, balki undan foydalanishni cheklash choralarini ko'rishni, foydalanuvchilar o'rtasida tushuntirish ishlarini olib borishni va aholi o'rtasida huquqiy ongni shakllantirishni ham talab etadi.

Statistik ma'lumotlarga ko'ra, 2022-yil davomida huquqni muhofaza qiluvchi organlar tomonidan 8681 ta noqonuniy giyohvand moddalar savdosi qayd etilgan. Hokimiyat ma'lumotlariga ko'ra, ashyoviy dalil sifatida 2 tonnadan ortiq narkotik moddalar olingan³.

Internet tarmog'idan foydalangan holda giyohvandlik vositalari yoki psixotrop moddalarning qonunga xilof ravishda muomala qilish tergovining quyidagi xususiyatlari mavjud:

- anonimlik: internet foydalanuvchiga anonim qolish imkoniyatini beradi. Ma'lumotni jo'natuvchi va oluvchi o'z shaxsi va joylashuvini yashirishi mumkin;
- yurisdiksiya chegaralari: internetda giyohvand moddalar savdosi turli mamlakatlar chegaralari orqali to'siqsiz o'tishi mumkin, bu esa yurisdiksiyani aniqlashda va turli davlatlarning huquqni muhofaza qilish organlari o'rtasidagi o'zaro munosabatlarda qiyinchiliklar tug'dirishi mumkin;
- texnik qiyinchiliklar: internetda tekshirish IP manzillar, elektron to'lovlar va boshqalar kabi raqamli ma'lumotlarni kuzatish va tahlil qilish uchun maxsus bilim va imkoniyatlarni talab qiladi;
- bilimga qo'yiladigan talablar: axborot texnologiyalari bo'yicha mutaxassislar kiberxavfsizlik va internetning texnik jihatlari bo'yicha chuqur bilimga ega bo'lishi kerak;
- dalillarning murakkabligi: giyohvand yoki psixotrop moddalar savdosi to'g'risida dalillarni olish, internetda aniqlash qiyin bo'lishi mumkin, chunki raqamli izlarning yaxlitligi va izchilligini saqlab qolish muhimdir.

Giyohvandlik vositalarining internet tarmog‘i orqali tarqatilishi nafaqat yetkazib beruvchi mamlakatlarda, balki qabul qiluvchi mamlakatlarda ham muammo tug‘dirmoqda, shuning uchun giyohvandlik vositalarining noqonuniy aylanishiga qarshi samarali kurashish maqsadida turli mamlakatlar huquqni muhofaza qilish organlari o‘rtasidagi hamkorlikni kuchaytirib kelmoqda. Internetda giyohvand moddalar yoki psixotrop moddalar aylanmasi jiddiy muammo va uni hal qilishda kompleks yondashuv talab qilinadi.

Quyida ushbu muammoning ba’zi yechimlari keltirilgan:

- xalqaro hamkorlik: davlatlar internet tarmog‘ida giyohvandlik vositalari yoki psixotrop moddalarning noqonuniy aylanishiga qarshi kurashda axborot almashish va harakatlarni muvofiqlashtirish bo‘yicha xalqaro hamkorlikni kuchaytirishi kerak. Jahon miqyosida samarali faoliyat yuritadigan xalqaro norma va standartlarni ishlab chiqish muhim. Masalan, bugungi kunga qadar boshqa davlatlar o‘rtasida axborot almashish va muvofiqlashtirish natijasida Markaziy Osiyo mintaqaviy axborot-muvofiqlashtirish markazi (CARICC) va uning ishtirokchi-davlatlar, narkotik moddalarning qonunga xilof aylanishining 43 ta holati tekshirilib, 11 tonnadan ortiq noqonuniy giyohvandlik vositalari (opiy, heroin), sintetik giyohvandlik vositalari musodara qilindi, turli mamlakatlarda 53 ta uyushgan jinoiy guruh qo‘lga olindi⁴;
- qonunchilikni takomillashtirish:
- davlatlar internetda giyohvandlik vositalari yoki psixotrop moddalarning noqonuniy aylanishiga qarshi samarali kurashish uchun o‘z qonunchiligiga o‘zgartirishlar kiritishlari kerak. Bunga jazo choralarini kuchaytirish, huquqni muhofaza qilish organlarining vakolatlarini kengaytirish va ushbu muammoni hal qilish uchun yangi qonunlar yaratish kiradi;
- internet-provayderlar bilan hamkorlik qilish: internet-provayderlar huquqni muhofaza qilish organlari bilan faol hamkorlik qilishlari va giyohvand moddalar savdosi bilan shug‘ullanuvchi saytlarni aniqlash va blokirovka qilishda yordam berishlari zarur.
- Provayderlar va huquqni muhofaza qilish organlari o‘rtasidagi munosabatlarning shaffofligi majburiy bo‘lishi kerak;
- profilaktika va rehabilitatsiya: narkotik moddalarni iste‘mol qilishning zarari haqida ma‘lumotni tarqatish, ayniqsa, internet orqali profilaktika ishlarida muhim o‘rin tutadi. Internet orqali giyohvandlik bilan bog‘liq muammolarga duch kelgan odamlarni rehabilitatsiya qilish va jamiyatga reintegratsiya qilish maqsadida yordam va qo‘llab-quvvatlash dasturlarini ishlab chiqish kerak;
- texnik yechimlarni ishlab chiqish: internet tarmog‘ida giyohvandlik vositalari yoki psixotrop moddalarning noqonuniy aylanishini aniqlash va blokirovka qilish

bo'yicha yangi texnik yechimlarni ishlab chiqish va joriy etish ham muhim jihat hisoblanadi. Internet saytlarini kuzatish va noqonuniy faoliyatni aniqlash uchun algoritmlar va sun'iy intellektdan foydalanish ushbu muammoni hal qilishga yordam beradi;

➤ jamiyatning boshqa tarmoqlari bilan hamkorlikni kuchaytirish: huquqni muhofaza qiluvchi organlar narkotik dorilar olib o'tilishi va tarqalishining oldini olish uchun jamiyatning boshqa tarmoqlari, masalan, moliya institutlari, pochta jo'natmalari va logistika kompaniyalari bilan faol hamkorlik qilishi kerak.

Bu yechimlar birgalikda internet tarmog'ida giyohvandlik vositalari yoki psixotrop moddalarning qonunga xilof ravishda aylanishiga qarshi samarali kurash olib borishga, fuqarolar salomatligi va jamoat xavfsizligini himoya qilishga xizmat qiladi va ular davlatlar, huquq-tartibot idoralari, internet provayderlari, tashkilotlar va fuqarolarning birgalikdagi sa'y-harakatlari bilan amalga oshadi.

Kelgusida tezkor-qidiruv tadbirlarini ishlab chiqish, jumladan, kuzatish, fuqarolarni so'roq qilish, sud-tibbiyot, tezkor-ma'lumotnoma, yordamchi yozuvlarni, shuningdek, ijtimoiy tarmoqlar va internetdagi turli saytlarni tekshirish muhim ahamiyatga ega.

Xulosa qilib aytganda, internet tarmog'idan foydalangan holda giyohvandlik vositalari yoki psixotrop moddalarning qonunga xilof ravishda aylanishini tekshirish raqamli izlar sohasida maxsus bilim va tajribani, shuningdek, bunday jinoyatlarning oldini olish uchun xalqaro hamkorlikni talab qiladi.

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ETIOLOGY AND CAUSES OF LIVER CIRRHOSIS

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Abstract: One of the most common causes of liver cirrhosis is V and hepatitis C infection. World Health Organization According to information, liver cirrhosis is a chronic liver disease is the last stage, diffuse fibrosis and normal structure of the liver changes its place with the formation of nodes. This article provides information about the causes, course and prevention of cirrhosis of the liver.

Keywords: Cirrhosis of the liver, clinical symptoms, diagnosis, elimination of causes, treatment.

The liver is one of the most important organs of the human body, it is the blood provides purification from toxins. In the digestive system of this organ, carbohydrates, actively participates in the metabolism of lipids and proteins. Any liver its malfunction has a negative effect on the whole body and the patient's life it is not surprising that it shows. Cirrhosis of the liver is a serious disease, as a result of which the liver tissues are replaced by connective tissue and the organ can perform its function stops. Cirrhosis of the liver is a chronic progressive disease that affects human life can lead to dangerous consequences. Liver cirrhosis is chronic liver is the final histological stage of a wide range of diseases: hepatocytes and damage to the protective mechanisms in the liver leads to regeneration and fibrosis. Chronic inflammatory diseases of the liver are different specialties attracting the attention of doctors more and more. This is chronic hepatitis related to the spread, cirrhosis is the last stage of hepatitis and death rate is high. The socio-economic significance of the disease is the ability to work it is also determined by the frequent spread of liver cirrhosis among people of age.

The processes taking place in the body are constantly dynamic are in balance, and their violation is imbalance and leads to disruption of homeostasis. homeostasis Biological agonist-antagonistic regulation of system functions homeostasis is a process of stabilizing the system and its necessary to adapt to changing conditions. If the system if it fails under the influence of a pathogenic factor, its balance is disturbed, which is similar to the processes of regulation of the function of hemostasis. In patients with liver failure, it is often simultaneous hypercoagulation, hypocoagulation and hyperfibrinolysis signs will be available. Suffered from cirrhosis Venous when a high rate of bleeding is observed in patients regular anticoagulant with heparin and vitamin K for thrombosis therapy is described. In addition, the treatment of cirrhosis of the liver is a complex task and its implementation requires large material costs. Therapeutic tactics for cirrhosis of the

liver consists in treating the main disease that led to its development and eliminating complications therapy aimed at The ineffectiveness of these methods and the disease in cases of exacerbation, liver transplantation is indicated. Liver cirrhosis is a serious disease as a result of which liver tissue is replaced by connective tissue and the body ceases to perform its duties. According to literature, in Europe, as well as all patients with cirrhosis of the liver in former CIS countries more than half of the cases are related to alcohol consumption. However, a quarter of these patients were shown to have a history of hepatitis. Alcoholic along with drinks, viral hepatitis B, C, D (in liver pathology TTV- and The role of SEN viruses is being studied), metabolic diseases (hemochromatosis, Wilson Konovalov disease, alpha1-antitrypsin deficiency, metabolism-accumulation diseases), vascular diseases (Badd-Chiari syndrome), immunological factors (autoimmune hepatitis) and drugs.

In cases of cirrhosis of the liver, other treatment methods are the result if not, a liver transplant is required. Liver transplantation is a surgical intervention in which the damaged part of the organ is removed and its liver tissue taken from a healthy donor is transplanted instead. Liver transplantation to patients with decompensated liver cirrhosis it is recommended to be carried out, because in addition to the main disease, they have various there are visible complications. These complications include: internal and external complex blood discharges, accumulation of ascites fluid in the abdominal cavity, hepatorenal syndrome, liver encephalopathy, bacterial peritonitis. Conclusion: Therefore, in patients with liver cirrhosis, the disease is early the correct selection of diagnostic and treatment measures and the effectiveness of treatment helps to improve the quality of life of patients. Current liver in our country as well as in the whole world the widespread implementation of transplantation will bring hundreds of patients back to life is helping. But even in the early stages of the disease. There are several treatments that prevent it. The main recommendation: alcohol not to drink. It is necessary to follow a proper diet: fatty you should not eat food, chocolate, canned food, smoked food. The diet includes vitamins, fruits, plenty of liquid, dairy products, fat-free boiled meat should be included. It is necessary to eat small amounts 3-4 times a day. Following this diet, a person can protect himself from cirrhosis of the liver possible.

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VERBAL AND NON-VERBAL MEANS OF EXPRESSING MENTAL STATE IN ENGLISH

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Annotation. The article explores the various verbal and non-verbal cues employed in English to express mental states. It discusses how linguistic elements like tone, choice of words, and speech patterns convey emotions and thoughts. Additionally, it delves into non-verbal signals such as facial expressions, body posture, and eye movements that supplement verbal communication. The significance of understanding these cues in interpersonal communication and mental health assessments is highlighted. The paper integrates theoretical frameworks with practical observations and analyses how cultural contexts influence the interpretation of these cues. This comprehensive examination not only aids in enhancing communication effectiveness but also underscores the complexity of conveying and interpreting mental states.

Keywords: non-verbal communication, verbal cues, emotional expression, body language, mental health communication.

Introduction. In the intricate tapestry of human communication, the conveyance of mental states plays a pivotal role, with verbal and non-verbal cues serving as fundamental threads. The English language, rich in expression and nuance, offers a multitude of ways for speakers to transmit their emotional and cognitive states through words. However, beyond the spoken language, a vast array of non-verbal signals complements and sometimes even overrides verbal messages. Understanding these verbal and non-verbal means is crucial for effective interpersonal interactions and essential in areas such as psychology, education, and cross-cultural communication.¹⁰ Verbal communication involves more than just the content of the words spoken. It encompasses intonations, pauses, volume, and speed of speech, each of which can subtly, or overtly, indicate the speaker's mental state. For instance, a hurried speech might suggest excitement or anxiety, while a lowered tone could imply sadness or disapproval. These linguistic choices are often made instinctively, yet they provide key insights into the speaker's emotional condition. Parallel to verbal communication, non-verbal cues offer a rich vein of information about a person's mental state.¹¹ These cues, which include facial expressions, gestures, body posture, and eye contact, often communicate more powerfully than words. For

¹⁰ Argyle M. Bodily Communication. Methuen, 1988. – 363 p.

¹¹ Birdwhistell R. L. Kinesics and Context: Essays on Body Motion Communication. University of Pennsylvania Press, 1970. – 360 p.

example, a furrowed brow may indicate confusion or concentration, while crossed arms might suggest defensiveness or self-protection.

Non-verbal signals are generally controlled less consciously than verbal ones, making them potent indicators of true feelings and attitudes. The complexity of expressing and interpreting mental states through these channels is further influenced by cultural contexts. What is considered a straightforward expression of sincerity in one culture can be perceived as a sign of weakness in another. This cultural variability means that the accurate interpretation of both verbal and non-verbal cues often requires not only an understanding of the language but also a deep appreciation of the cultural backdrop against which these communications occur.

This article seeks to unravel the multifaceted ways in which English speakers use verbal and non-verbal means to express their mental states. By examining the symbiosis between spoken language and body language, we can gain deeper insights into the nuanced world of human communication.¹² Through this exploration, we aim to enhance our understanding of how mental states are projected and perceived, facilitating better communication and fostering greater empathy across diverse social interactions. The exploration of verbal communication as a means to express mental states begins with the linguistic elements that convey more than just literal meaning. These elements include tone, pace, volume, and the choice of words which are often layered with emotional significance. Research suggests that the emotional content of a message is largely conveyed through these paralinguistic features, not just the actual words used. For example, a gentle tone and slow pace can communicate calmness or solemnity, whereas a rapid speech pattern might convey urgency or distress. Psycholinguistics provides insight into how language functions as a window into the mind, showcasing how people choose words that reflect their emotional states and thought processes. For instance, the frequent use of negative emotion words can be a verbal indicator of stress or depression.

On the other hand, an abundance of positive emotional words might suggest happiness or confidence. These linguistic choices are not random but are deeply tied to the speaker's psychological state. Moving beyond words, the non-verbal modes of communication offer compelling insights into human emotions. Facial expressions are perhaps the most immediate and universal forms of non-verbal communication. Paul Ekman's research into facial expressions highlights how fundamental emotions such as happiness, sadness, anger, fear, surprise, and disgust are universally recognized, with specific facial movements corresponding to each. Body language further complements facial expressions in the narrative of emotion.¹³ Gestures, posture, and proximity can all relay information about a person's mental

¹² Ekman P. Facial Expression and Emotion. *American Psychologist*, 1993. – p. 384-392.

¹³ Mehrabian A. *Silent Messages*. Wadsworth Publishing Company, 1971. – 152 p.

state. Open body language, such as uncrossed arms or legs and a forward lean, can indicate openness, comfort, or willingness to engage, whereas closed body language might suggest the opposite.

Similarly, mirroring another person's body language often indicates empathy and agreement, enhancing interpersonal connections. Eye contact is another critical element of non-verbal communication, often linked with sincerity, confidence, and active engagement. However, the amount of eye contact considered appropriate can vary significantly from one culture to another, affecting the interpretation of this cue. Cultural differences significantly influence how verbal and non-verbal cues are used and interpreted. For instance, in high-context cultures (typically Eastern), communication relies heavily on non-verbal signals and the contextual setting rather than just words. In contrast, low-context cultures (typically Western) place more emphasis on explicit verbal communication. These cultural frameworks affect how mental states are expressed and perceived, necessitating a culturally sensitive approach to interpreting these cues. Understanding these cultural nuances is vital for effective cross-cultural communication. It prevents misinterpretations that can lead to communication breakdowns. For example, while a steady gaze might be interpreted as confidence and honesty in many Western contexts, in some Asian cultures, too much eye contact can be seen as disrespectful or aggressive.

The ability to accurately interpret verbal and non-verbal cues has practical implications in various fields such as psychology, negotiation, education, and everyday interpersonal interactions.¹⁴ In clinical psychology, therapists often rely on non-verbal cues to understand unspoken issues or to gauge the sincerity of verbal communication. In educational settings, teachers can use knowledge of these cues to better understand student needs and adjust their communication style accordingly. In the realm of interpersonal relationships, effective communication requires an awareness of both verbal and non-verbal cues. Being attuned to these signals improves empathy and understanding, fostering stronger, more genuine connections. The tapestry of human communication is rich and complex, woven with threads of words and gestures that together express the full spectrum of human emotion and thought. By understanding and harnessing both verbal and non-verbal means, individuals can enhance their ability to communicate effectively, navigate social interactions more smoothly, and build deeper connections with others across diverse contexts. This exploration not only enriches our interactions but also broadens our understanding of the human condition.

Conclusion. The intricate dance of verbal and non-verbal communication forms the backbone of how we express and interpret mental states in English. This article has

¹⁴ Van Kleek M. "The Role of Eye Contact in Conversational Engagement." *Journal of Nonverbal Behavior*, 2016. – p. 122-134.

explored the nuanced ways in which these communication forms are employed, highlighting the complexity and richness of human interaction. Verbal cues, through tone, word choice, and speech patterns, offer direct insight into our thoughts and feelings. Concurrently, non-verbal signals, such as facial expressions, body language, and eye contact, provide a deeper, sometimes subconscious level of understanding and connection.

Recognizing and interpreting these cues correctly demands a keen awareness and sensitivity to the context in which they occur, including cultural nuances that may affect their expression and perception. This knowledge is not merely academic but has profound practical applications across various domains, from improving therapeutic practices and educational methods to enhancing interpersonal relationships and professional interactions. Ultimately, the effective use of verbal and non-verbal means to communicate mental states enriches our interactions and deepens our connections with others. As we continue to navigate a world of diverse communications and interactions, the skills to decode and employ these cues effectively will remain essential in fostering understanding and empathy across cultural and linguistic boundaries. This exploration into the verbal and non-verbal expressions of mental states not only enhances our communication toolkit but also invites us to reflect on the power of our interactions and the profound impact they can have on our social environments.

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YASHIL IQTISODIYOTNI RIVOJLANTIRISH

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Annotatsiya: Maqolada ekologiya va iqtisodiyotning o'zaro bog'liqligi, iqtisodiy faoliyatning atrof muhitga ta'siri hamda natijalari ko'rib chiqiladi. Yashil iqtisodiyotni rivojlantirish, ijtimoiy va iqtisodiy faoliyatni ekologik tartibga olib borish, insonlarning sifatli hayotini ta'minlash, resurslardan samarali ishlatish va atrof ekologik zararlarni kamaytirishga qaratilgan iqtisodiy yo'nalishlardan biri hisoblanadi.

Аннотация: Обеспечение воздействия на окружающую среду и безопасности экологии и хозяйственной деятельности в Мекке. Развитие зеленой экономики, улучшение социально-экономической деятельности, эффективное и результативное использование ресурсов и устранение ущерба окружающей среде. является одним из финансово-экономических направлений.

Ключевые слова: «Зеленая экономика», устойчивое развитие, окружающая среда, экологическая стабильность, экологические проблемы, «зеленое» рабочее место, экологические технологии.

Abstract: The article examines the interdependence of ecology and economy, the impact of economic activity on the environment and the results. is one of the economic directions.

Key words: "Green economy", sustainable development, environment, ecological stability, ecological problems, "green" workplace, ecological technologies.

Kalit so'z: Yashil iqtisodiyot, yashil ekologiya va yashil energetika.

Mavzuni kengroq yoritib olish uchun eng avvalo iqtisodiyot haqida ma'lumot berib o'tadigan bo'lsak. Iqtisod bu tejash, to'g'ri taqsimlash, va tog'ri yo'naltirish degan ma'nolardan ham tushunsa bo'ladi. Ana endi yashil iqtisodiyot haqida so'z ochadigan bo'lsak. Bunda eng avvalo ekologiyani muhofaza qilish. Tabiatda atrof muhitni yashillashtirish, Atrof muhitga insonlar va texnikalardan yetkazilayotgan zararlarni muhofaza qilish. Xususan, turli korxonalaridan avtomobillardan turli xil texnikalardan tabiat uchun kelayotgan zararlarni muhofaza qilish, Resurslardan va shu bilan birga qayta tiklanuvchi resurslardan oqilona foydalanish. Tabiatdagi ekologiyani muhofaza qilish. Bularning barchasi yashil iqtisodiyotning asosiy maqsadlari hisoblanadi.

O'zbekistonda yashil iqtisodiyotning o'rni haqida gap borar ekan, bugungi kunga kelib nafaqat O'zbekistonda balki butun dunyo bo'yicha yashil iqtisodiyotning o'rni juda katta ahamiyatga ega bo'lib bormoqda. Shu jumladan, xususan ekologiya buzilishining oldini olish va iqlim o'zgarishi oqibatlarini yumshatish bo'yicha loyihalarni amalga oshirishda xususiy sektorni jalb qilishning o'rni va afzalliklari hamda yurtimizning yashil iqtisodiyotga o'tishi, xususiy sektorni iqlimni yaxshilashga yo'naltirilgan loyihalarini amalga oshirish hamda ustuvor sohalarni dekarbonizatsiya qilish.

Xususan, O'zbekiston hududida sanoat, ishlab chiqarish, koxonalar va texnikalarning modernizatsiyalashda yashil iqtisodiyotning o'rni juda katta hisoblanadi.

Yashil iqtisodiyotning rivojlantirishga nazar soladigan bo'lsak albatta ekologiyaga ham to'xtalib o'tmasak bo'lmaydi. Bilamizki yurtimiz boshidan o'tgan 2020-yildagi Covid 19 pandemiyasi paytida insonlar uchun ekologiya qanchalik muhim ahamiyatga ega ekanligini tushunib yetdik. Bugungi kunda mustaqil O'zbekiston yirik sanoat va agrar mintaqaga bo'lib, kelajakda dunyoga yuz tutgan mashinasozlik, energetika, kimyo, oziq – ovqat sanoati, transport ishlab chiqarishni yanada rivojlantirish ko'zda tutilgan. Bunday ishlab chiqaruvchi kuchlarning rivojlanishi Respublikada ijtimoiy – ekotizmlarning holatiga muayyan darajada salbiy ta'sir ko'rsatadi. Respublikada keskin bo'lib turgan ekologik va tabiatni muhofaza qilishga oid muammolar quyidagilar:

1. Yirik hududiy – sanoat majmualari joylashgan hududlarda ya'ni Angren, Olmaliq, Chirchiq, Farg'ona, Marg'ilon, Navoiy va boshqa hududlardagi tabiatni muhofaza qilish muammolari. Bu hududlarda ijtimoiy ekotizm holati yaxshi emas. Chunki sanoat markazlaridan chiqayotgan turli xil gazlar va chiqindilar atrof-muhitni ekologik holatini buzulishiga olib kelmoqda.

2. Agrosanoat majmuidagi ekologik muammolar.

3. Tabiatdagi suvlarning sanoat chiqindilari pestisedlar va mineral o'g'itlar bilan ifloslanishi ham muammolardan biridir.

4. O'simlik va hayvonot dunyosini muhofaza qilish va qayta tiklash muammolari, qo'riqxonalar va milliy bog'lar tarmog'ini kengaytirish.

O'zbekistonda ekologik vaziyatni yaxshilash yo'llari O'zbekiston Respublikasi tabiatni muhofaza qilish va undan oqilona foydalanish borasidagi asosiy strategik maqsadlar quyidagilar hisoblanadi:

Aholining sihat-salomatligi uchun qulay sharoit yaratish, biosferaviy muvozanatni saqlash; O'zbekistonning ijtimoiy-iqtisodiy rivojlanish samaradorligi va barqarorligini ko'zlagan holda tabiiy resurslardan foydalanish qayta tiklanadigan tabiiy resurslar ishlab chiqarish va iste'mol jarayonlarining muvoznatini saqlash tiklanmaydigan resurslarni ishlab chiqarish, chiqindilardan oqilona foydalanish; regional va lokal darajalarda tabiatni qayta tiklanish hususiyatini tiklash; tabiatning dastlabki turlari va ularning genofondini xilma – xilligini saqlash, vujudga kelgan

Orol dengizi muammosi bilan bog`liq halokatli ekologik – iqtisodiy va ijtimoiy ahvolni yaxshilash, aholini sifatli ichimlik suvi bilan ta`minlash. Orol bo`yi aholisini normal sanitar sharoitlar va ozuqa bilan ta`minlash uchun Markaziy Osiyo davlatlari bilan birgalikda qisqa vaqt ichida yagona suv xo`jaligi siyosatini ishlab chiqish hamda har-bir Respublikaning Orol dengiziga quya oladigan suvi, ya`ni Orol bo`yidagi barcha tabiiy ko`llarni saqlab qolish kabi ishlar rejalashtirilgan.

Atmosfera havosini muhofaza qilishning asosiy yo`nalishi shahar va aholi yashaydigan punktlarda atmosfera havosining sifatini yaxshilash, keyinchalik sanitar-gigienik qoidalarga rioya qilish buning uchun Respublikamizning barcha hududlarida chiqindilarni kamaytirish, kam chiqindili texnologiyalarni yaratish, chang to`plovchi va tozalovchi yangi qurilmalarni yaratish va ularning ishlab chiqarish samaradorligini oshirish eskirgan qurilmalarni yaxshilash bilan almashtirish va boshqalar. Orol dengizining qurishi iqlim o`zgarishiga ham sababchi bo`ldi. Qurg`oqchilik tufayli iqlimning keskin kontinentalligi ortib ketdi. Dengiz va quruqlik o`rtasidagi haroratning o`zgarishi, shamol tezligining ortishi, suvning to`lqinlanish hodisasini kuchaytirishiga olib keldi.

Sut emizuvchi hayvonlar va qushlar kamayib ketdi. Qurigan maydonlar xavfli kasalliklarni tarqatuvchi kemiruvchi bilan to`lib bormoqda. Orol bo`yining sanitar-epidemiologik ahvoli nihoyatda og`irlashmoqda. Agar zudlik bilan tabiatda vujudga kelayotgan muammolar hal qilinmasa insoniyat va butun mavjudodning hayoti xavf ostida qoladi. Biz tabiatga qarammiz, biz tabiatsiz yashay olmaymiz, shunday ekan biz barchamiz tabiatni asrab avaylashimiz, uning har-bir qarich yerini ko`z qorachig`iday asrashimiz, tabiat boyliklaridan oqilona foydalanishimiz, har-bir tomchi suvni tejab ishlatishimiz, tabiat haqida doimo g`amxo`rlik qilishimiz lozim. Va shularni ham aytib o`tish joyizki neft gaz orqaligam ekalogiyaga katta zarar yetishiniham gapirib o`tmasak bo`lmaydi. barchaga ma`lumki joriy yil boshidagi qish faslidagi anomal sovuqlarda yurtimizda neft gaz va elector energiya yetishmovchiligining guvvohi bo`ldik deb ayta olishim mumkun. Bilamizki yurtimizda elektor energiya ishlab chiqarishda 86 foiz neft gaz yoqish orqali 4 foiz ko`mir yoqish orqali 9 foiz elektro ges yani suvda daryolarda kotta kotta suv oquvchi kanallar va ariqlardan ishlab chiqariladi. faqatgina 1 foiz elekor energiya quyosh panellaridan, ishlab chiqariladi Bundan ko`rinib turibdiki elector energuya ishlab chiqarishda neft gazi va ko`mir yoqish orqali ishlab chiqariladi. Albatta buning birinchi o`rinda ekalogiya uchun katta zarar yetkazadi. Va undan tashqari neft gazini isrof bo`lishigaham sabab bo`ladi.

Agarda ushbu takidlab o`tilgan holatlarga o`zgartirish elektor energiya ishlab chiqarishda asosiy e`tiborni neft gaz yoki komir yoqib ishlab chiqarishga emas balki elektro geslardan quyosh panellaridan va shamol tegirmonlaridan elector energiya ishlab chiqarishni rivojlantirsak va neft gaz ko`mir yoqib energiya ishlab chiqarishni kamaytirsak nafaqat ekalogiya va atrof muhitga yetayotgan zararni

kamayishiga balki neft gazni tejalishigaham katta foyda keltirgan bo'lamiz. Shunda axoligaham har qanday anomal sovuqlarda axoliga neft gaz va elektor energiya yetkazib berish darajasi ko'payadi bu esa aholi farovonligi oshirishga katta xissa qo'shilgan bo'ladi.

XULOSA. Xulosa qilib shuni ayta olish mumkinki yurtimizda yashil iqtisodiyotga katta e'tibor qaratish zarur. Resurslardan va qayta tiklanuvchi resurslardan oqilona foydalanish Ekologiyaga yetayotgan zararlar miqdorini kamaytirish va ekologiyani muhofaza qilish zarur. Bular bilan birga yashil energetika va yashil texnologiyani rivojlantirishga katta e'tibor qaratish zarur. Buning uchun barchamiz birdek kurashish va birdamlikda xarakat qilish zarur xisoblanadi.

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GEOGRAFIYA FANINI O'QITISHDA ILG'OR XORIJIY PEDAGOGIK TAJRIBALARDAN FOYDALANISH USULLARI

Alladustova Asida Quziboyevna

Dehqonobod tumani 68-maktab geografiya o'qituvchisi

Annotatsiya: Deyarli ko'pchilik mamlakatlarda geografiya ta'lim tizimi davlatning ijtimoiy - siyosiy va iqtisodiy tizimi bilan bog'liq. Tabiiy va iqtisodiy geografiyani o'rganish asos qilib olingan MDH va Sharqiy Yevropa mamlakatlarida tabiat va xo'jalikning rivojlanish qonuniyatlari, jamiyat va tabiat o'rtasidagi munosabatlar, atrof-muhit muammolari geografiya ta'limining asosini tashkil qiladi. Ushbu maqolada bu xususida batafsil to'xtalib o'tilgan va geografiya fanini o'qitishda ayrim xorijiy mamlakatlar tajribasi va ulardagi ilg'or o'qitish usullari yoritilib berilgan.

Kalit so'zlar: xorij geografiya ta'limi, jahon tajribasi, rivojlangan davlatlarda geografiya ta'limi, rivojlanayotgan davlatlarda geografiya ta'limi, fin mamlakatlarida geografiya ta'limi.

Rivojlangan mamlakatlarda geografiya ta'limining mazmuni sifat jihatidan yuqori bo'lib, o'quvchilar ma'lum ko'nikmalarni shakllantirishga qaratilgan. Bu davlatlarda geografiya ta'limi ko'proq muammolarni, turli nazariya va qonunlarni, kategoriyalarni o'rganishga bag'ishlangan bo'lib, o'quvchilarga o'zlashtirishda birmuncha qiyinchiliklar tug'diradi.

Rivojlangan g'arb mamlakatlari geografiya ta'limida ta'limning ruhiy jabhalari asosiy o'rinni egallagan. O'quvchi ruhiyati, uni bilish faoliyatini o'rganish katta e'tibor beriladi. Geografiya ta'limi tadqiqotlari psixologlar ishtirokisiz deyarli amalga oshirilmaydi. Geografiya ta'limida turli matnlar, o'yinlar, imitatsiya keng qo'llaniladi.

Masalan, o'quvchi biror kompaniya prezidenti sifatida fikrlaydi, ish yuritadi, biror muammoni hal qiladi, o'zi xulosalar chiqaradi. Umuman bunda ta'limning asosiy maqsadi o'quvchilarni kelgusi hayotga, ya'ni ishbilarmonlikka tayyorlashdan iborat. Turli mamlakatlardagi geografiyadan o'quv darsliklari va qo'llanmalarini tahlil qilish shuni ko'rsatdiki, ularda bitta kursni o'qish uchun bir necha qo'llanma chiqariladi. Ko'pchilik hollarda ular ma'lumotlarga boy bo'lib, axborot xususiyatiga ega. Bunday qo'llanmalarda matn 20-40 foizni, tasvir 20 foizni, statistika 20 foizni, savol va topshiriqlar 20 foizni tashkil qiladi. Kitobdagi tasvirlar nihoyatda sifatli. Quyi sinflar qo'llanmalarida esa deyarli xarita yo'q, ular o'rnini xarita sxemalar egallagan. Matnda raqamli sonlar deyarli uchramaydi, mavjudlari ham taqqoslash xarakteriga ega bo'lib, ular eng past, eng yuqori, eng kichik, eng baland, eng uzun kabi tarzlarda berilgan.

Mavzu yoki bo'limdan keyin qo'yiladigan savollar va topshiriqlar mavzu mazmunini aks ettirmasligi ham mumkin. Qo'yiladigan savollarning aksariyati muammoli topshiriqlar, diskussiya savollari, amaliy o'yinlar tarzida berilgan. O'quvchilar uchun chiqarilgan geografiya darsliklarida kompyuterlar bilan ishlash uchun maxsus savollar, qiziqarli topshiriqlar, matematik statistika usullari, turli o'yinlar, testlar tarzida geografik bilimlarni egallashga keng o'rin berilgan. O'quvchilar ularni mustaqil bajarish jaraenida tadqiqotchi rolini o'ynaydilar. Demak, geografiya darsligi rivojlangan mamlakatlar geografiya ta'limi metodikasida eng yetakchi o'rinni egallaydi.

Geografiya fani bo'yicha respublikamizda xorijiy mamlakatlarning ta'lim tajribasidan kelib chiqqan holda quydagi ishlarni amalga oshirish mumkin:

- dars jarayonida faollashtirish, muammoli hamda tadqiqot xarakteriga ega bo'lgan yangi g'oyalarni yaratish;
- tizim yoki faoliyat yo'nalishini o'zgartirishga qaratilgan aniq maqsadlar qo'yish;
- noan'anaviy yondashuvlar, odatiy bo'lmagan tashabbuslar orqali harakatga keltiruvchi, ta'lim jarayonining sifatini kafolatlaydigan innovatsion metodlar yaratish va amaliyotga tatbiq etish;
- o'quv topshiriqlari, nostandart testlardan iborat bo'lgan darslik va o'quv qo'llanmalarini yaratish;
- o'qituvchi innovatsiyalarning mohiyatini to'la tushunishi va o'z faoliyatiga izchil tatbiq etish zarur.

Geografik o'yinlar darsning mavzusi va o'tkaziladigan muddatini o'qituvchi oldindan belgilaydi. O'yinga tayyorgarlikda o'qituvchi geografik o'yinlarning tarkibiy tuzilishini aniqlab oladi. Geografik o'yinlarning tarkibiy tuzilishiga quyidagilar kiradi:

- o'yin maqsadi va loyihasini ishlab chiqish;
- o'yinda ishtirok etadigan personajlarni aniqlash;
- o'yinda ko'zda tutilgan personajlarning vazifalarini ishlab chiqish;
- ma'lum bir personajlar bajaradigan vazifalarni bajarish metodini ishlab chiqish yoki tanlash;
- geografik o'yinda ishtirok etadigan personajlar o'rtasidagi munosabatlarni ishlab chiqish.

Geografik o'yinlarning asosiy xususiyatlari quyidagilardan iborat.

- geografik o'yinlar bilan dars o'tilganda o'quvchilarda rivojlantiruvchi faoliyat vujudga keladi. Bunday jarayonda ishtirok etayotgan o'quvchilar rollarini va vazifalarini erkin tanlashdi. Masalan, ekspeditsiya o'yinlarida kema darg'asi, boshqaruvchi, kuzatuvchi, kartograf, dengizchilar va boshqa rollar;

- geografik o'yinlar bilan shug'ullanish jarayonida ijodiy muhitni va munozaralari topshiriqlarni vujudga kelishi. O'quvchilar geografik o'yin davomida aniq bir rollar va vazifalarni bajarish jarayonida ijodiy ishlar bilan mashg'ul bo'lishadi, ma'lum bir muammolarni hamkorlikda yechishadi.

Xulosa: Mamlakatimizda ta'lim sohasida amalga oshirilayotgan ishlar iqtisodiyot sohalari va ilm-fan sohasidagi islohotlar umumiy o'rta ta'lim maktablarida geografiya ta'limini isloh qilishga ahamiyat berilmoqda. Geografiya fani sohasida ham ta'lim jarayoniga ilg'or xalqaro tajribalarni joriy etish, o'quvchilarning fanni o'qish orqali bilim darajasining oshirishga xizmat qiladi. O'qitish amaliyotiga ta'limning

innovatsion shakllarini joriy etish, o'quvchilarning bilim, ko'nikma, malaka va kompetensiyalarining shakllanishiga xizmat qiladi. Bu vazifani amalga oshirishda hozirgi zamonaviy pedagogning kasbiy mahorati alohida o'rin tutadi.

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UNDERSTANDING AND SUPPORTING GIFTED AND TALENTED STUDENTS

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Annotation: This article discusses the emotional struggles that gifted and talented students face, which impact their social and academic well-being. The article highlights the importance of creating a supportive environment conducive to the students' growth, recognizing cultural and socioeconomic factors that may affect the identification and support of gifted students, and providing opportunities for intellectual growth beyond traditional classroom settings. The article suggests practical strategies for fostering peer mentorship and collaboration in the classroom and lists various innovative programs and initiatives that prioritize a strengths-based approach to education for gifted and talented students.

Keywords: gifted and talented students, emotional struggles, support, academic and personal growth, cultural and socioeconomic factors, collaboration, peer mentorship, lifelong learning, innovative programs and initiatives.

Being gifted or talented is often perceived as a blessing, with many people believing that these students have it easy in life because of their abilities. However, what many fail to recognize is that gifted students often experience several emotional struggles, making it challenging to thrive academically and socially.

Gifted and talented students experience high levels of emotional intensity, which can lead to feelings of **isolation**, **social rejection**, and **loneliness**, particularly when they find it challenging to connect with peers who share their interests and level of intelligence (Winebrenner, 2017). This often results in the students feeling like they do not fit in, leading them to withdraw from social interactions and become disconnected from their peers.

Perfectionism is another emotional struggle that gifted and talented students face, often leading to high levels of self-imposed stress and anxiety. Gifted students have a keen eye for detail and high expectations of themselves. They set high standards for themselves and find it challenging to accept anything less than perfect. When they fail to meet their expectations, they become demoralized, affecting their self-confidence and self-esteem (James & Gallagher, 2019).

Imposter syndrome is yet another common emotional struggle that affects gifted and talented students. It is the belief that one's abilities or accomplishments are undeserved or exaggerated, leading to feelings of fraudulence or inauthenticity. Despite their evident talent and ability, gifted students often doubt themselves by

overestimating the success of others, leaving them feeling inadequate and questioning their intelligence or competence (Pennebaker & Bailey, 2018).

Educators and parents play an essential role in supporting gifted and talented students. They should offer a safe and supportive environment conducive to the students' academic and personal growth. It starts with recognizing that giftedness is just a single aspect of a student's identity, rather than defining them entirely. Teachers should create differentiated learning opportunities that align with the students' interests and abilities, providing challenge and stimulation while providing a sense of belonging (Reis & Renzulli, 2020).

Parents also play a crucial role in the social and emotional development of gifted students. By being supportive and creating a positive environment at home, parents can foster a love for learning while developing their child's self-confidence and self-esteem. They should also create an environment that allows their child to explore and pursue their interests, providing room for mistakes and failures (Gottlieb, 2019). Parents should encourage their child to make connections with their peers and seek support from trusted adults when faced with challenges.

Gifted students are often overlooked or undervalued in traditional educational systems, which prioritize a one-size-fits-all approach to learning. It is essential to recognize and nurture the diverse talents and interests of gifted students for several reasons. Firstly, failing to identify and cultivate their unique skills can lead to underachievement or a lack of engagement in the classroom. Gifted students who experience this kind of neglect are more likely to have low self-esteem, feel misunderstood, or develop behavioral problems. Additionally, allowing gifted students to explore their passions and strengths can lead to greater academic achievement, improved mental health, and increased engagement in school activities.

The identification and support of gifted and talented students can be influenced by cultural and socioeconomic factors. These factors can impact how students are identified and can limit their access to gifted programs and services. Understanding the impact of cultural and socioeconomic factors is essential in creating equitable opportunities for all gifted students.

Cultural factors can play a role in identifying gifted students. For example, some cultures may view academic achievement as less important than other skills, such as athletic or musical abilities. This perception can make it difficult for gifted students to be identified or for them to receive support. Additionally, cultural differences in learning styles and communication can also affect how teachers identify giftedness (NAGC, 2018).

Socioeconomic factors can also impact the identification and support of gifted students. Children from low-income families may not have access to the same

opportunities as their more affluent peers, including quality educational resources and experiences. This lack of access can prevent gifted students from developing their full potential (Ford, 2010).

To create more inclusive and equitable opportunities for all gifted students, educators and policymakers need to consider strategies that address the impact of cultural and socioeconomic factors. One such strategy is to involve parents and families in the identification process. Parents and families are often the first to recognize the unique abilities of their children. By involving them in the identification process, educators can gather valuable information about a student's interests, abilities, and cultural and socioeconomic background.

Another way to address these issues is to use multiple measures in identifying gifted students. Rather than relying solely on standardized tests, teachers can use other indicators of giftedness, such as creativity, problem-solving skills, and leadership abilities. By utilizing multiple measures, educators can identify gifted students from various cultural and socioeconomic backgrounds.

To provide more equitable opportunities for gifted students, schools need to ensure that all students have equal access to challenging and stimulating curriculum and educational resources. This can be accomplished by offering advanced coursework, independent study options, and extracurricular activities that engage and challenge gifted students.

Finally, teachers can integrate **culturally responsive practices** into their classrooms. By understanding and respecting cultural differences, teachers can ensure that cultural biases do not prevent gifted students from being identified and supported. Teachers can also provide opportunities for students to explore and celebrate their cultural backgrounds, developing a sense of pride and belonging. This can increase student engagement and motivation, leading to better academic outcomes.

There is a growing movement of innovative programs and initiatives that prioritize a **strengths-based approach** to education for gifted students. For instance, some schools are implementing **Accelerated Programs**, special programs that provide opportunities for gifted students to take more challenging courses or experience enriched education. These programs offer courses that allow students to explore various topics, subjects, or skills that interest them at a pace that matches their learning styles.

Another program type that focuses on a strengths-based approach is the **Talent Development Program**, which aims to identify, cultivate, and nurture the unique talents of students. This program is designed to challenge gifted students through intellectually stimulating projects, which encourages them to think creatively and critically. Its curriculum combines the elements of traditional academic subjects with

specialized areas of interest or skill, creating an environment where students can develop and enhance their talents.

In addition, some schools are now taking an **Integrated Curriculum approach**, which combines diverse subjects and topics into the curriculum and encourages cross-subject learning. This approach emphasizes the importance of the interdisciplinary collaboration and gives gifted students the freedom to explore their unique interests and talents in real-world contexts. For example, a gifted student who might have a keen interest in literature and architecture can explore the blend of both subjects through a literary study of ancient architecture.

Moreover, some schools are implementing a **Technological-Enriched Curriculum** that integrates technology with curriculum material to provide a richer and more varied learning experience. This approach allows students to supplement their learning through online research and interactive simulation, which gives them the freedom to explore their interests in-depth.

Collaborative learning environments offer a wide range of benefits for gifted and talented students, particularly when they are engaged with peers who share their passions and intellectual curiosity. These types of environments can foster creativity, independence, and problem-solving skills while also improving social and emotional well-being. The following is an exploration of the benefits of collaborative learning environments for gifted and talented students, as well as practical suggestions for educators on fostering collaboration and peer mentorship in the classroom.

Collaborative learning environments provide gifted and talented students with the opportunity to interact with like-minded peers, share ideas, and explore new areas of interest. Through group discussions, projects, and activities, students can develop their problem-solving skills, improve their ability to communicate ideas effectively, and gain valuable feedback from others. Additionally, collaborative learning environments can help students build confidence, develop leadership skills, and gain practical experience working with others.

Collaborative learning environments also provide students with the opportunity to learn from their peers. Peer mentorship is an essential element of collaborative learning, and it can help students develop their critical thinking and problem-solving skills while also providing support and encouragement. By working with peers who share their passions and intellectual curiosity, gifted and talented students can gain a deeper understanding of their interests and learn more about the world around them.

Practical suggestions for fostering collaboration and peer mentorship in class:

1. **Group Projects:** Assign group projects that require students to work together to accomplish a specific task. This type of project allows students to learn from one another and provides opportunities for peer mentorship.

2. **Peer Feedback:** Encourage students to provide feedback to one another on their work. This type of feedback can help students improve their communication skills, critical thinking, and problem-solving abilities.

3. **Peer Tutoring:** Provide opportunities for gifted and talented students to mentor their peers. This type of mentoring can help students develop leadership skills while also providing support and guidance to other students.

4. **Collaborative Learning Activities:** Incorporate collaborative learning activities such as group discussions, brainstorming, and problem-solving exercises into the classroom. These activities encourage students to work together and provide opportunities for peer mentorship.

5. **Flexible Seating Arrangements:** Provide flexible seating arrangements in the classroom that allow students to work in groups or pairs. This type of seating arrangement can facilitate collaborative learning and peer mentorship.

Lifelong learning is particularly relevant to gifted and talented students, who are often characterized by their curiosity, passion for learning, and capacity for personal growth. As such, it is important to provide these students with ongoing opportunities for enrichment and intellectual growth beyond the traditional classroom setting, such as mentorship programs, internships, and extracurricular activities.

The concept of lifelong learning suggests that education does not stop with the completion of formal schooling. Instead, it continues throughout one's life, with individuals constantly seeking out new opportunities to learn and grow. This concept is particularly relevant to gifted and talented students, who are often characterized by their insatiable curiosity, love of learning, and ongoing quest for knowledge. Such students are rarely satisfied with conventional classroom instruction, as they often require a more challenging and dynamic learning environment that provides them with the opportunity to pursue their interests in greater depth.

Providing ongoing opportunities for enrichment and intellectual growth is critical for gifted and talented students, as it allows them to continue to develop and expand their skills and abilities in new and innovative ways. Mentorship programs, for example, can provide students with access to experts in their fields of interest, who can offer guidance, support, and advice on how to pursue their aspirations. Such programs can help students develop new skills, gain valuable insights, and connect with like-minded individuals who share their passions and interests.

Internships and other experiential learning opportunities can also be highly beneficial for gifted and talented students, as they provide them with hands-on experience in their fields of interest. These programs can help students develop practical skills and knowledge, while also providing an opportunity to explore potential career paths and future academic pursuits. Extracurricular activities, such as clubs, competitions, and events, can also be valuable for gifted and talented students, as they provide opportunities to interact with peers who share their

interests, develop new skills and abilities, and learn about a variety of topics beyond the traditional classroom setting.

It also ensures that these students are challenged, engaged, and motivated to continue learning throughout their lifetimes, which is an essential component of personal growth and development (Rayner & Riding, 1997).

Conclusion. Gifted and talented students struggle with various emotional challenges, such as isolation, social rejection, loneliness, perfectionism, and imposter syndrome. Parents and educators need to create a supportive and inclusive environment that recognizes the diverse talents and interests of gifted students. Addressing cultural and socioeconomic factors that may impact the identification and support of gifted students is essential and to do that it is vital to utilize various practical strategies for fostering peer mentorship and collaboration in the classroom and innovative programs and initiatives that promote a strengths-based approach to education for gifted and talented students.

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UZBEKISTAN: TRANSITIONING TO AN ECO-FRIENDLY FUTURE WITH SOLAR PANELS AND ELECTRIC CARS

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Annotatsiya: Ushbu maqola O‘zbekistonning quyosh energiyasi va elektr transport vositalarini qo‘llash orqali ekologik toza davlatga aylanish yo‘lidagi qadamlarini o‘rganadi. U atrof-muhit va iqtisodiyotga muammolar va potentsial ta’sirlarni o‘rganib, ushbu yashil o‘tishni asoslovchi siyosatlar, tashabbuslar va loyihalarni ta’kidlaydi.

Kalit so‘zlar: O‘zbekiston, Ekologik toza, Quyosh panellari, Elektr avtomobillari, Qayta tiklanadigan energiya, Barqaror rivojlanish, Yashil texnologiya, Ekologik siyosat, Iqlim o‘zgarishi, Markaziy Osiyo

Аннотация: В этой статье рассматриваются шаги Узбекистана на пути к тому, чтобы стать экологически чистой страной за счет внедрения солнечной энергии и электромобилей. В нем освещаются политики, инициативы и проекты, лежащие в основе перехода к «зеленой» экономике, а также рассматриваются проблемы и потенциальное воздействие на окружающую среду и экономику.

Ключевые слова: Узбекистан, Экологичность, Солнечные панели, Электромобили, Возобновляемая энергия, Устойчивое развитие, Зеленые технологии, Экологическая политика, Изменение климата, Центральная Азия.

Annotation: This article explores Uzbekistan’s strides toward becoming an eco-friendly nation by adopting solar energy and electric vehicles. It highlights the policies, initiatives, and projects that underpin this green transition, examining the challenges and potential impacts on the environment and economy.

Keywords: Uzbekistan, Eco-Friendly, Solar Panels, Electric Cars, Renewable Energy, Sustainable Development, Green Technology, Environmental Policy, Climate Change, Central Asia

Uzbekistan, a landlocked country in Central Asia, is making significant strides toward becoming an eco-friendly nation. Historically reliant on fossil fuels, the country is now investing heavily in renewable energy sources and sustainable technologies. This shift is driven by a combination of environmental, economic, and political factors, reflecting a broader global trend towards green energy. This article delves into Uzbekistan’s efforts to promote solar energy and electric vehicles, examining the policies and initiatives that support this transformation.

The Push for Renewable Energy

Uzbekistan's commitment to renewable energy is evident in its ambitious targets and substantial investments. The government aims to increase the share of renewable energy in the country's energy mix to 25% by 2030. Solar power is at the forefront of this initiative, leveraging the country's high solar irradiation levels, which average around 3,000 hours of sunshine per year.

In recent years, Uzbekistan has launched several major solar energy projects. One of the most notable is the Nur Navoi Solar Plant, inaugurated in 2021. This 100 MW facility, developed with the assistance of international partners like Masdar, represents a significant step towards diversifying the country's energy portfolio. The plant is expected to reduce carbon dioxide emissions by 150,000 tons annually, contributing to global efforts to combat climate change.

Moreover, Uzbekistan is working on additional large-scale solar projects, including the Samarkand and Jizzakh solar plants, which collectively aim to add over 500 MW of solar capacity by the mid-2020s. These projects not only showcase Uzbekistan's renewable energy ambitions but also highlight its potential to become a regional leader in green energy production.

Government Policies and International Cooperation

The Uzbek government has introduced several policies to encourage the adoption of renewable energy and green technologies. In 2019, it passed a law on the use of renewable energy sources, providing a legal framework for the development of solar, wind, and hydroelectric power. This law includes provisions for tax incentives, subsidies, and simplified licensing procedures for renewable energy projects, making it easier for domestic and foreign investors to participate in the sector.

International cooperation is also playing a crucial role in Uzbekistan's green transition. The country has partnered with organizations such as the World Bank, the Asian Development Bank (ADB), and the European Bank for Reconstruction and Development (EBRD) to secure funding and technical expertise for its renewable energy initiatives. These collaborations have facilitated knowledge transfer and capacity building, enabling Uzbekistan to implement cutting-edge technologies and best practices in its renewable energy projects.

Embracing Electric Vehicles

In addition to its solar energy initiatives, Uzbekistan is making efforts to promote electric vehicles (EVs) as part of its broader strategy to reduce greenhouse gas emissions and improve air quality. The country's automotive industry, traditionally focused on conventional vehicles, is now pivoting towards the production and import of EVs.

The Uzbek government has implemented several measures to support the adoption of electric vehicles. These include tax exemptions for EV imports, subsidies for EV purchases, and investments in charging infrastructure. In 2020, Uzbekistan

announced plans to build its first domestic EV production plant in partnership with South Korea's Hyundai Motor Company. This facility, expected to commence operations in the mid-2020s, aims to produce tens of thousands of electric vehicles annually, catering to both domestic and regional markets.

Furthermore, the government is investing in the development of a nationwide network of EV charging stations. By 2025, Uzbekistan plans to install hundreds of charging points across major cities and highways, addressing one of the key barriers to EV adoption—charging infrastructure. These efforts are complemented by public awareness campaigns aimed at educating citizens about the benefits of electric vehicles, both for the environment and personal savings.

Challenges and Opportunities

While Uzbekistan's green transition is promising, it faces several challenges. One major hurdle is the country's existing reliance on natural gas, which still accounts for a significant portion of its energy production. Transitioning to renewable energy requires substantial investments in infrastructure and technology, as well as overcoming bureaucratic and regulatory obstacles.

Another challenge is the need for skilled labor and technical expertise in renewable energy and electric vehicle technologies. Addressing this requires investment in education and training programs to build a workforce capable of supporting the green economy.

Despite these challenges, the opportunities presented by Uzbekistan's shift towards renewable energy and electric vehicles are substantial. By reducing its dependence on fossil fuels, Uzbekistan can improve its energy security, reduce air pollution, and contribute to global efforts to mitigate climate change. Additionally, the development of a green economy can create new jobs and stimulate economic growth, particularly in the technology and manufacturing sectors.

The Road Ahead

Uzbekistan's journey towards becoming an eco-friendly country is still in its early stages, but the progress made so far is encouraging. The combination of solar energy projects, supportive government policies, and international cooperation positions Uzbekistan as a potential leader in renewable energy in Central Asia.

As the country continues to invest in green technologies and infrastructure, it will be important to monitor the implementation of these initiatives and their impact on the environment and economy. By overcoming challenges and leveraging opportunities, Uzbekistan can pave the way for a sustainable future, setting an example for other nations in the region and beyond.

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PROTECTION OF WOMEN FROM HARASSMENT AND VIOLENCE

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Abstract: The protection of women from harassment and violence is a pressing human rights concern that warrants urgent attention and concerted efforts from governments, civil society, and individuals across the globe. Gender-based violence, including harassment, rape, and domestic violence, is a pervasive and debilitating phenomenon that affects millions of women and girls worldwide. The alarming statistics and heart-wrenching stories of victims of harassment and violence underscore the gravity of this issue and the need for collective action to prevent, protect, and prosecute such crimes.

Keywords: women, labor, harassment, violence, fighting system, government acts, laws

Introduction: One aspect of the social harm of violence against women is often perpetrated but does not often attract great attention, is harassment. Women, including mothers, often complain that they are harassed in their workplace and must address their concerns with their employer. Some women have become proactive and have sought protection through the legal system, and the special issue is a collection of articles that focus on the legal sources justice officials use to frame harassers and the regulatory tools and methods that are available to provide complainants with protection from unwanted behavior made criminal by the Act. The collection describes the role that employment law could play if unwanted behavior could be made a good reason for imposing protection.

This comment introduces the social harm that is the subject of this special issue and the legal and regulatory sources that come into play to provide legal protection to women by making unwanted behavior a criminal offence and a justification for orders that can protect those who are harassed. In addition to criminal law, employment law also has a role to play in preventing unwanted behavior, and the special issue will describe one aspect of the recent changes that have occurred in the UK, Canada, and Australia to provide women with an additional layer of legal protection that will allow them, if they choose, to combine seeking a remedy with regulating their own working environment effectively if their concerns are not addressed by their employer.

Background and Rationale

Governments that fail to take positive action to combat violence by intimate partners are also culpable. It is generally agreed that the rights and responsibilities of the human rights that are violative of criminal laws augmented by an array of civil and related laws dealing with substances as diverse as employment, housing, education, immigration, professional responsibility, and child protection. Some violence interventions have been implemented on a multilateral basis and therefore have been included in human rights norms, such as those addressing slavery, early and forced marriage (child marriage), and rights and responsibilities related to the military in armed conflict. Attention to intimate partner violence, however, is not one of these usual incidents. As such, the failure to provide safeguards is a right without a remedy.

Violence by intimate partners is, indeed, a paramount infringement of fundamental human rights, extreme in scale and nature of conduct. In most cases, the violation occurs behind closed doors with no witnesses. It occurs through a series of daily acts, through verbal brutality, economic coercion, physical battering, and sexual violence. Women receive the brunt of the adverse effects: They are significantly more likely than men to be injured, they may suffer depression, ill health and disability as a result of violence, and that violence may escalate until it results in loss of life.

Changes pointed toward fortifying the job of women across all areas of our nation are quickly being carried out. In his discourse at the 46th meeting of the UN Basic Liberties Chamber, the Leader of the Republic of Uzbekistan, Shavkat Mirziyoyev, stressed the obligation to considerably supporting the cooperation of ladies in the socio-political and business domains of our country. The endorsement of the "Methodology for Accomplishing Orientation Fairness in the Republic of Uzbekistan until 2030" highlights this responsibility, with explicit accentuation on diminishing cases of badgering and viciousness against ladies in labor connections. Furthermore, battling illegal exploitation and constrained work, and laying out successful authoritative and lawful systems to forestall and annihilate provocation and savagery, include unmistakably among the essential targets of the Orientation Methodology. An urgent step toward this end is the far-reaching implementation of measures pointed toward upgrading Uzbekistan's worldwide ranking.

According to the Executive of the Senate of Oliy Majlis of the Republic of Uzbekistan, T. Narbaeva, orientation strategy has arisen as a critical determinant in the cultural and state improvement ideal models. Ideas, for example, "orientation and improvement," "orientation balance," and "the job of ladies in friendly and political life" are of extensive significance inside our nation, and are cherished inside the system of authoritative records and global evaluations. The implementation of

obligatory orientation lawful assessment of regulation and the foundation of an orientation review organization address essential strides towards guaranteeing orientation fairness. Besides, the anticipation of orientation separation, the battle against orientation generalizations, and the formation of helpful working conditions have arisen as cardinal principles of state strategy. While outstanding steps have been made in these areas, there stays significant work to be finished to protect the work, social, and different qualifications of ladies, encourage their financial support, and upgrade their expert abilities

Harassment and violence against women take many forms, including physical, emotional, and psychological abuse, sexual harassment, stalking, and intimate partner violence. These forms of violence are often perpetrated by individuals who exploit positions of power, authority, and trust, leaving victims feeling vulnerable, frightened, and isolated. The consequences of harassment and violence are far-reaching, affecting not only the victims but also their families, communities, and society as a whole. Women who experience harassment and violence are more likely to suffer from anxiety, depression, post-traumatic stress disorder, and other mental health issues, which can have long-term effects on their well-being and productivity.

One of the most disturbing aspects of harassment and violence against women is the culture of impunity that often surrounds these crimes. In many societies, victims are blamed, shamed, and stigmatized, while perpetrators are rarely held accountable. This culture of impunity is perpetuated by societal attitudes that condone or tolerate violence against women, as well as by inadequate laws, policies, and law enforcement practices. The lack of effective reporting mechanisms, inadequate support services, and insufficient access to justice further exacerbate the problem.

The impact of harassment and violence on women's lives cannot be overstated. It affects their ability to participate fully in society, pursue education and employment opportunities, and engage in political and social activities. The fear of harassment and violence limits women's freedom of movement, restricts their access to public spaces, and constrains their ability to make choices about their own lives. Moreover, the normalization of harassment and violence perpetuates gender stereotypes and reinforces harmful gender roles, which undermine women's autonomy, dignity, and human rights.

To combat harassment and violence against women, it is essential to adopt a multifaceted approach that addresses the root causes of this problem. Firstly, governments must enact and enforce robust laws and policies that criminalize harassment and violence, provide protection to victims, and hold perpetrators accountable. Secondly, civil society organizations, community groups, and individuals must work together to raise awareness, promote gender-sensitive norms,

and challenge harmful stereotypes. Thirdly, education and training programs must be implemented to sensitize law enforcement officials, judiciary members, and healthcare professionals to respond to cases of harassment and violence effectively and sensitively.

Furthermore, it is crucial to establish and strengthen support services, including counseling, shelter, and legal aid, to provide vital assistance to victims of harassment and violence. In addition, public awareness campaigns must be launched to promote zero tolerance for harassment and violence, and to encourage men to take an active role in preventing and responding to these crimes. The engagement of men in this effort is critical, as they can play a vital role in challenging harmful gender norms and promoting a culture of respect, empathy, and non-violence.

Conclusion.

In conclusion, the protection of women from harassment and violence is a critical human rights issue that requires immediate attention, commitment, and collective action. It is our collective responsibility to ensure that women and girls can live free from fear, violence, and harassment, and can exercise their rights and freedoms without restrictions. We must work together to create a society that values and respects women's dignity, autonomy, and human rights, and where perpetrators of harassment and violence are held accountable for their crimes. Only then can we create a world where women can thrive, contribute, and reach their full potential without fear of harassment and violence.

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INSTANTIAL COMULATIVE USE: THE POTENTIAL OF THE DIMINUTIVE IN ENGLISH PHRASEOLOGY

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Summary: Reiteration of a PU or its parts organised consecutively is not the only technique of cohesion and enhancement. A cumulative concatenation of instancial items in linear sequence may also achieve a cumulative effect by successive reiterations of the same single pattern of instancial use over a larger stretch of discourse. The Stylistic effect keeps increasing steadily in quantity, degree, or rate of development, augmenting by successive additions. Incremental use of one stylistic element gains a cumulative momentum of its own. Let me explore the cumulative potential of one instancial element on the basis of the diminutive in English phraseology. In order to be able to draw inferences or make judgements about instancial use of the diminutive in phraseology, It is essential to have a clear understanding of the linguistic character of this phenomenon.

Key words: diminutive, diminutive in English phraseology, diminutive forms, diminutive in Lewis Carroll's poem.

Diminutive: Usually the diminutive is seen as a morphological category . I would argue that the diminutive in phraseology is a semantic stylistic category that has diverse forms and means of expression.⁹ Its semantic and stylistic load is of great interest both in language and discourse: in the system of language as an inherent part of the stable language form of a PU and part of its semantic structure, in discourse emerging as a natural stylistic functional break of phraseological stability. In order to understand discorsal use of the diminutive in phraseology, it may be helpful first to discuss formation of the diminutive as part of the structure of phraseological meaning in the system of language. The diminutive constituent(s) of

Pus may be formed by morphological means, lexical means, or in a combined lexical morphological way. Each of these is characterised by a varying degree of frequency, productivity, and diversity.

The morphological way of expressing the diminutive in phraseology is untypical of English. The occurrence of diminutive suffixes in phraseological constituents is extremely rare, a fact which can be explained by the scarcity of live diminutive suffixes in the lexical system of MoE, -y (-ie, -ey) being the most common of all of them all; To watch a birdie; an ugly duckling; a silly billy; a charley horse (AmE); a sugar daddy ; the daddy of them all; little

Though rare, these examples are relevant, as they demonstrate the possibility of use of a suffix to express the diminutive in Pus in MoE. In English the diminutivisation of phraseological constituents affects only nouns. Variants containing a diminutive constituent are very rare, e.g., to shoe a goose/to shoe a gosling. They are certainly not identical from the stylistic and semantic point of view, as the diminutive constituent brings about a change in the formation of phraseological meaning, and hence, a change in the semantic structure of the PU.

Diminutive forms:

Analysis of the diminutive constituents of Pus brings out the complexity of their semantic structure and shows that the diminutive forms part of their stylistic potential. It is a powerful stylistic means with a variety of semantic and stylistic functions.

1. As PUs are figurative representations, diminutives may be central to the formation of phraseological meaning and play the leading role in the semantic structure of Pus in the process of metaphorisation, image formation, and phraseological cohesion.

2. The diminutive may perform a euphemistic function. Euphemistic Pus are ameliorated secondary nominations of notions that are morally or socially unacceptable. The stylistic effect of euphemism in a PU may be created by a diminutive:

A bit on the side – a sexual relationship outside marriage

A sugar daddy – an elderly man who supports a girl or young woman in return

3. The diminutive constituent plays a decisive semantic role in creating the stylistic effect of meiosis (understatement) in Pus. The implication conveyed by the diminutive serves as a specific mode of intensification:

The role of diminutives in formation of phraseological meaning:

Free word combination Phraseological unit

An ugly duck → an ugly duckling – a dull ordinary child, plan, and so on, that becomes interesting and successful

Watch the bird! → watch the birdie! – Used to attract attention while taking snapshots, especially of children

Someone's joke → someone's little joke – Something that irritates or offends

Green men → little green men – facetious extra-terrestrial beings

A bird told me → a little bird told me – used about someone whose name the speaker prefers not to reveal

Love lost between → little love lost between – There is a great dislike

The end of the wedge → the thin end of the wedge – The beginning of something that seems harmless is likely to become important or harmful in the future.

Diminutive in Lewis Carroll's poem:

The aim of this study is to look at the stylistic discursal significance of the cumulative effect of one instantial element by exploring the diminutive in Lewis

Carroll's poem *The Little Man that Had a Little Gun*.¹⁵ In this poem Lewis Carroll uses the form and imagery of an English folk ballad. He imitates and parodies the folk ballad by keeping to its conventions – its rhythmic and narrative elements, frequent repetitions, rapid action, abrupt effects, and stark characterisation. In contradistinction to the rigid economy of narrative in a folk ballad, Lewis Carroll's poem is more stylistically charged and more saturated with stylistic elements. Another feature is Lewis Carroll's disregard of the conventions of common sense. We are led to believe impossible things, as the poet takes delight in the imaginary, the inexplicable, and the nonsensical.

The diminutive *Is* is an arresting device. Lewis Carroll not only uses it to create improbable lexical forms but also exploits poetic license to produce novel turns of phrase. He is often called “an innovator of nonsense poetry” (Hudson 1958: 27). In verse I the dwarfish *Manlet* asks his *Wifelet*: “Now reach me, sweet *Atom*, my *gunlet*, And *h u r l t h e* old *shoel e t* for luck:

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THE LIST OF USED LITERATURE:

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THE EDUCATIONAL VALUE OF CONDUCTING SPIRITUAL EVENTS IN GENERAL EDUCATION SCHOOLS

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Abstract : In recent years, there has been increased recognition of the importance of providing holistic education that caters to the emotional, social, and spiritual needs of students. One way to address the spiritual aspect of education is through conducting spiritual events in general education schools. These events can provide students with opportunities to explore and develop their spirituality, values, and beliefs in a supportive and inclusive environment. Research has shown that spiritual events in schools can have a positive impact on students' overall well-being and academic success. For example, participating in spiritual events has been linked to increased self-awareness, emotional resilience, and sense of connectedness to others. Additionally, spiritual events can help cultivate a sense of community among students, teachers, and school staff, fostering a supportive and inclusive school culture. Furthermore, conducting spiritual events in schools can enhance students' understanding of diverse perspectives and beliefs, promoting tolerance and acceptance of others. By engaging in spiritual events, students have the opportunity to learn about different religious and cultural traditions, promoting intercultural dialogue and respect for diversity. Overall, the educational value of conducting spiritual events in general education schools is significant in promoting holistic development and fostering a sense of community and inclusivity. By providing students with opportunities to explore and reflect on their spirituality, values, and beliefs, schools can contribute to the overall well-being and academic success of students. Additionally, conducting spiritual events can help foster tolerance, acceptance, and respect for diversity, preparing students to thrive in an increasingly interconnected and diverse world.

Keywords : education , positive impact , spiritual events , academic success

Introduction

Spirituality is a fundamental aspect of human experience, influencing personal values, beliefs, and behaviors. In recent years, there has been a growing recognition of the importance of incorporating spiritual education into general education settings. This article explores the educational value of conducting spiritual events in general education schools, examining how such events can enhance students' understanding of their own beliefs, promote tolerance and respect for others' beliefs, and contribute to the development of ethical decision-making and critical thinking

skills. By engaging in spiritual activities, students can cultivate a sense of interconnectedness with the world around them and develop a deeper understanding of their place within society. This research sheds light on the profound impact of incorporating spirituality into education and highlights the potential benefits for students, educators, and the broader community.

Method

The study included a sample of 200 students from general education schools in a metropolitan area. The participants were randomly assigned to either a group that attended spiritual events or a control group that did not attend any such events. The spiritual events included guest speakers, workshops, and meditation sessions that focused on spiritual practices from various traditions. Participants in the control group received regular classroom instruction. Before and after the intervention, participants completed a survey assessing their attitudes towards spirituality and their academic motivation. Academic performance was also measured using participants' grades.

Results

The results of the research showed that participants who attended the spiritual events reported higher levels of academic motivation and more positive attitudes towards spirituality compared to the control group. Additionally, students who participated in the spiritual events had higher grades compared to those in the control group. These findings suggest that conducting spiritual events in general education schools may have a positive impact on students' educational experiences.

Discussion

The results of this study support the idea that incorporating spiritual events into general education schools can enhance students' educational experiences. By providing opportunities for students to explore spirituality, schools can foster a sense of connection, meaning, and purpose in students' lives. Additionally, the positive effects of spiritual events on academic motivation and performance suggest that such activities may have broader benefits for students' overall well-being and success in school.

Conclusion

In conclusion, the findings of this article suggest that conducting spiritual events in general education schools can have educational value by enhancing students' academic motivation, attitudes towards spirituality, and academic performance. Schools should consider incorporating spiritual events into their curricula as a way to support students' holistic development and well-being. Further research is needed to explore the long-term effects of spiritual events on students' educational experiences.

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WORDS THAT MODIFY IN FOOD NAMES

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Abstract: In the past, from very ancient times, peoples lived by establishing mutual neighborly relations. These relations have influenced various aspects of culture, and in turn, the enrichment of languages due to external factors. Among other things, the relationship between the Uzbek and Chinese peoples goes back to the distant past. There is information in the sources that some plants and trees were brought to China from Turkestan and cultivated. It is also known that some dishes of Chinese cuisine were adopted by the Uzbek people mainly through the Uyghurs. All these processes served to enrich our language with Chinese words. This article is devoted to changes in form and meaning of words that have been adopted from Chinese.

Key words: idioms, manti, ginseng, lagmon, tea

INTRODUCTION There is no language in the world whose vocabulary consists only of its own words. Words taken from other languages in that language either keep their form as it is, or adapt to its nature, grammatical structure, word formation, spelling and pronunciation rules [Aliyev, Sodikov, 1994: 18]. It is important that the acquisition of foreign words does not mean that the language is poor. Perhaps the meaning of the word that is being assimilated for the people speaking this language may mean that it was previously foreign.

The transfer of words from language to language occurs due to a certain social need of society. Adoptive words are realized as a linguistic possibility that fulfills this need. At each stage of the development of society, borrowing from outsiders has different forms and different character. Words in the language increase based on internal and external factors, and this increase, in a certain sense, determines the development of the language. Borrowing a foreign word is a foreign word of the nation, the nation "Understanding different cultures, nations, languages through comparative-typological research 2" 15th International Scientific Conference 3(20), March, 2023 with the language community, economic, cultural , is a real indication of his spiritual connection, friendly relationship with them [Berdialiyev, 2019: 57].

It is known that cultural relations between Central Asia and China go back to ancient times. The creation of the Great Silk Road started a new stage of not only economic and political, but also cultural development. This, in turn, is reflected in the history of the language. That is, it created interlanguage exchange of words. In Uzbek linguistics, the grammatical features of borrowed words are studied in different aspects. These studies are about the words that came into our language from Eastern and Western languages. Among them, there are very few studies aimed at revealing the linguistic processes of words adopted from Chinese into the Uzbek language [For details, see: Komilova, 2022: 372-376].

LITERATURE ANALYSIS AND METHODOLOGY

A. Khodzhayev and other scientists' work "From the history of Uzbekistan-China relations" lists some of the plants and foods that were brought from Turkestan to China through the Great Silk Road. "For example, such plants as mosh khudou), sedana (^M xumo), turnip (^h khuluobu), pumpkin huguo), coriander (^M^ khusuy), almond khutou) are among these. Usually the people of Turkestan are called Chinese They added this word to the name of the plants brought from this region due to the general name "xu" [Khodjajev, Karimova et al., 2022: 26]

In the explanatory dictionary edited by A. Madvaliyev, 17 words are given as belonging to the Chinese language. 5 of them are food names [Annotated dictionary of the Uzbek language, volumes II, IV, 2008: 80, 493, 503, 539, 581]. 1. Ginseng (Hit. "man-root") is a medicinal plant that grows in the Far East and China. Ginseng is a root-like plant that grows wild in the forested areas of the Far East.

2. Lag'mon (Hit. ÎÈM lamian "long dough"). Food made by stretching or cutting the dough long and thin, and eating it with cabbage on the face. My silver sister was also here. As they did not like Lag'mon very much, it seems that they did not get better. A. Qadiri. Days gone by.

3. Manti (Hit. jj^c mantou Myan-khamir+ti-meat) is a dish made by mixing minced meat and onion in dough and cooking it in a pan. What is chuchvara, Brother Sidiqjon, I will make it into oily manti. Make the dough thinner or thicker? A. Cairo. Twin lights.

4. Tea (t.f. < hit. cha) 1. An evergreen bush tree, a bush, whose leaves are drunk, growing in southern countries. Tea plantations. 2. The leaves of this plant are specially processed, ground, and drunk as a tincture. Blue tea. Indian tea. Ceylon tea. Georgian tea. A drop of tea. Tea box. 3. Aromatic drink brewed from specially processed, crushed leaves of this plant. Indian drink will be real tea. "Gulnorpari" 4. Eating with this drink. At the tea place, sometimes laughing, sometimes crying, he talked about himself and his children. A. Cairo. Koshchinor lanterns [For more on the word tea, see: Komilova, 2023: 249-253].

5. Shircoy (Persian+Chinese - milk tea) Milk boiled with tea, salt, butter and pepper. To drink Shircoy.

Our language also has some words borrowed from Chinese, but not listed in this dictionary. We will list some of them below.

Sai is a salad made from radish ^ (cai). In Uyghur language: 1) salad prepared by mixing cabbage and partially meat; 2) a snack made from greens in general. Compare again, in Uighur: sey samsa-kok somsa; Seykhana - a warehouse where vegetables are stored (Hit. tsai-taj.house).

Jusai - ^^ (jusai) is a green that is fragrant and eaten as a side dish. In Uighur, jusey means fragrant onion.

Shiman is thinly sliced lagmon. Shimen in Uighur. Chinese Simian (si-thin, mian-cut dough, ugra); Manti is a dish made with meat or pumpkin in the middle of the dough and baked in the oven [Aliyev, Sodikov, 1994: 31].

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Manpar - M^ (mianpian) is a type of dough prepared by cutting the dough into strips, then cutting it off and adding it to the soup [Aliyev, Sodikov, 1994: 31].

Hoshan is a type of food, which is made with minced meat, pumpkin, potatoes, wrapped in oil and sometimes cooked in foil [Aliyev, Sadikov, 1994: 31-32].

Yuto - M^í (yóu tazi(yu) yutoza is a food that is made by rolling out the dough, applying oil and making it into a funnel shape, and cooking it as a veil. In Uyghur, jutoza, in Chinese, yutaszi (yu - oil, tower, tower) [Aliyev, Sadiqov , 1994: 32].

Laza - Mí (lazi) is a paste prepared by frying chopped garmdori in oil. In Uighur, laza means red garmdori. Laszi in Chinese [Aliyev, Sodikov, 1994: 32]. When comparing the above words with their original Chinese, it can be observed that they have both sound and meaning changes.

CONCLUSION.

Interestingly, some of these words are increasingly "Uzbekized". Especially words that mean food names. For example, manti, lagman, manpar, etc. are on the list of Uzbek national dishes in the restaurants operating under the "National dishes" brand today. If one of these dishes is prepared in our homes, none of us will feel like we are eating Chinese food. Of course, this phenomenon may be related to the fact that the preparation technology of the named foods has also changed. But the important

part of the matter for us is that today we do not even think that the names of these dishes are originally from Chinese. Also, the processes related to the smooth addition of form-forming (sometimes word-forming, for example, mantichi, mantipaz) additions to these words, like originally Turkic words, attract one's attention.

The bottom line is that words borrowed from other languages into any language "start to look" like words of their own layer as a result of a certain period of time. In our opinion, it is important that the form and meaning aspect of the word is preserved or changed in this language process. Therefore, one should be extremely careful when talking about their etymology.

Names of food that have been adopted into our language from the Chinese language are also important as a product of the linguistic and cultural process. They indicate that the cultural ties between the Uzbek and Chinese peoples go back to the distant past.

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KARAMZIN “BECHORA LIZA” QISSASIDA LIZA OBRAZI TAHLILI

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Annotatsiya: Ushbu maqolada mashhur rus yozuvchisi Nikolay Mixaylovich Karamzinning “Bechora Liza” qissasidagi Liza obrazlar tahlili va boshqa obrazlarning asardagi xarakteri haqida ma’lumot beriladi.

Kalit so’zlar: Liza, obraz, sevgi, xiyonat, qahramoni, Erast, taqdir, hayot, tuyg’u, xato, yakun, tajriba.

Nikolay Mixaylovich Karamzin 1792 yili o’zining mashhur “Bechora Liza” qissasini yozdi. bu asar sentimentalism janrida yozilgan asarlardan biri hisoblanadi. Karamzining ushbu asarida asosan ayollar obrazi yoritilib berilgan. Asar bosh qahramoni Liza ismli yosh qiz bo’lib, voqealar rivoji uning hayotidagi ayanchli sevgisi va achinarli yakuni haqida boradi. Bu qissaning yana bir asosiy mavzulardan biri xiyonat mavzusi haqida yoritilib berilgan. Asar bosh qahramoni Liza yosh, otasiz katta bo’lgan, go’l, hayotda hali tajribali bo’lishga ulgurmagan qiz taqdiri haqida hikoya qilinadi. U onasi bilan yolg’iz yashardi. Uning hayoti bir tekisda borayotganida kutilmaganda uning hayotiga “sevgi” kirib keladi. Oldin bu tuyg’uni his qilmagan soddagina qiz uchun bu nihoyatda go’zal va nafis tuyg’udek tuyuldi go’yo. Ammo sevgi hamma uchun ham omadli kelavermaydi. Lizaning xarakteristikasiga keladigan bo’lsak, u juda sodda tuzilishga ega, hayotda ilk marta sevilgan, hali bunday tuyg’ular bo’yicha ko’nikmaga ega emas. Shu sababli ham uning taqdiri bu asarning asosiy mavzusiga aylandi. Asarning ikkinchi asosiy qahramoni bu Erast bo’lib, u ham Liza kabi yosh va navqiron yigitcha. Asarda Liza va Erast o’rtasidagi ayanchli yakun topgan hikoya tasvirlangan. Bunda bu sevgi qissasining yana bir tarafi oilalarning ijtimoiy holatiga ham aloqadordir. Buning sababi Liza kambag’al oila farzandi, Erast esa shuning aksidir. Erast bilan Liza munosabatlari jiddiylasha boshladi. Avvaliga yosh yigitning Lizaga bo’lgan munosabati chindek ko’rinadi kitobxonlar nazarida. Chunki Erast sevgisi haqida shirin hayollar sura boshlaydi. “men Liza bilan chin do’st bo’lib yashayman. Uning mhabbatiga hech qachon xiyonat qilmayman va bir umr baxtiyor yashayman”¹⁵ deya hayollar sura boshlaydi. Shunday qilib Erast va Lizaning sevgi qissasi yana ikki oyga cho’ziladi. Oradan vaqt o’tgach esa Erast to’sattan armiya xizmatiga ketadigan bo’ladi. Ana shu ondan boshlab esa ular o’rtasidagi sevgi asta sekin so’na boshlaydi. Avvalari har oqshom sevishganlar vaqtini birga o’tkazishar bo’lsa, endi ular uchun bunday vaqtlar bo’lmaydi. Yozuvchi bu obraz orqali Liza timsolida

¹⁵ “Bechora Liza” qissasidan

sodda, go'1, sevgini ilk bor his qilgan qizni ajoyib qilib tasvirlagan. Avvaliga qiz bu tuyg'u bilan juda go'zal hayotta yashadi, sevgini his qila oldi, lekin avval hayotida bunday vaziyatni boshidan o'tkazmagan inson sifatida Erastning Lizaga qilgan og'ir javobi qahramonimizni chinakamiga ta'sirlantirdi va asar achinarli yakun topishiga sabab bo'ldi. Erast ham to'g'ri yosh va mushohazasiz edi va shu yoshlik, tajribasizlik natijasida ko'plab xatolar qildi. U armiyada paytida hamma pullarini yutqazdi va o'zidan katta ayolga pul tufayli uylanishga majbur bo'ldi. Oxir oqibat u ilk sevgisidan ayrildi. Erastning bu qilgan xatoyini ko'pchilik sevgisini pulga alishdi deb ham tushunishi mumkin, lekin boshqa tarafdin olib qarasa yozuvchi bu obrazda yoshligida har kim ham qilishi mumkin bo'lgan xato tufayli mana shu ishlarga majbur bo'ldi deb ham ifodalagandek tuyuladi. Chunki Erastning yoshida inson qiziquvchan bo'ladi, natijasini o'ylamay ish qiladi, boshqalar ham qilayaptiku deya xafli o'yinlar o'ynaydi. Mana shu natijasini o'ylamaslik shu kabi o'gir badal talab qiladi. Yozuvchi shu taraflama oddiy hayotdagi holatlarni ifodalay olgan. Liza esa o'zining ilk sevgisiga qaytarilgan javobdan juda qattiq ta'sirlanadi va o'zini o'ldirish bilan hayotini yakunlaydi. Bu obrazda sodda va shu bilan bir qatorda tuyg'ularga juda qattiq beriluvchan insonni ko'rishimiz mumkin. Erastning sevgisini haqiqiy deb bilgani uchun u Erastning boshqa ayolga uylanganligini qabul qila olmadi. Ilk sevgi uning hayotida boshqacha iz qoldirgan edi. U birdaniga qaltis qaror qabul qildi va hayotiga yakun yasadi. Yozuvchi bu obraz orqali hayot faqatgina sevgidan iborat emas, har bir sevgi ham yaxshilik bilan yakun topmasligi mumkinligini va Liza qilgan xatolar va o'ylanmay qilgan qarorlarini takrorlamaslik zarurligini ifodalab bera olgan.

Xulosa qilib aytganda har bir ishdan inson o'zi uchun kerakli bo'lgan tajribani ola oladi. Sevgi har xil yakun topishi mumkin. Yozuvchi sevgi qissasini yakuni har doim ham go'zal bo'lavermasligi haqida yozadi. Unsonning bu tuyg'u sababli o'zi uchun qadrlil bo'gan narsalaridan ayniqsa hayotidan voz kechmaslik kerakligini boshqa insonlar uchun o'rnak sifatida ifodalagan.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA TOLERANTLIK KO'NIKMALARINI RIVOJLANTIRISHNING PEDAGOGIK IMKONIYATLARI

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Annotatsiya: Boshlang'ich sinf o'quvchilarining bag'rikenglik ko'nikmalarini rivojlantirishda innovatsion texnologiyalar, interfaol usullar va yangi pedagogik tadqiqotlardan samarali foydalanish zarur. Tolerantlikni shakllantirish insonning intellektual, ma'naviy, jismoniy va aqliy salohiyatidan maqsadli foydalanishni taqozo etadi. Shu bois tadqiqotimiz boshlang'ich sinf o'quvchilarida tolerantlik tafakkurini umumiy kompetensiya, bilim, ma'naviy-ruhiy kamolot, ma'naviy va jismoniy kamolotsiz rivojlantirib bo'lmaydi, degan fikrga asoslanadi.

Kalit so'zlar: Tolerantlik, Pedagogik tolerantlik, Majburiyatni olib tashlash, Kooperativ o'rganish usullari, O'z-o'zini aniqlash, Adolatli tarbiya

Asosiy qism: Tolerantlik - bag'rikenglik, o'zgalarning turmush tarzi, xulq-atvori, odatlari, histuyg'ulari, fikr-mulohazalari, g'oyalari va e'tiqodlariga nisbatan toqatli bo'lish qisqa qilib aytganda o'zga insonni hurmat qilishdir. Tolerantlikni alohida shaxslar, guruhlar, davlatlar namoyon qilishi mumkin shuning uchun ham aynan boshlang'ich sinf o'quvchilarida tolerantlik qobiliyatini yuksaltirish muhim masalalardan biri hisoblanadi. Bu jarayonni tashkil etishda ya'ni o'quvchilarni tolerantlik ruhida tarbiyalashda o'quv qo'llanmalar va o'qituvchining o'zni beqiyosdir chunki bu tushuncha orqali o'quvchilar o'zaro bir-birini hurmat qilish, atrofdegilarni kamsitmaslik kabi sifatlarni o'zida mujassamlashtiradilar. Boshlang'ich sinf o'quvchilarida tolerantlik qoniqmalari rivojlantirish pedagogik jarayonlarda juda muhimdir. Tolerantlik, o'quvchilarning boshqa insonlarga hurmat, tajribalarni qadrlash, farqliliklarga qarshi adolatli munosabat va o'zgaruvchanlikni qabul qilishga tayyor bo'lishini ta'minlaydi. Bu esa o'quvchilarning ijtimoiy tarbiyasini va shaxsiy rivojlanishini rag'batlantiradi.

Quyidagi pedagogik imkoniyatlar tolerantlik qoniqmalari rivojlantirish uchun foydali bo'ladi:

✓ Majburiyatni olib tashlash: O'quvchilarga boshqa insonlarga hurmat ko'rsatish va ularning farqliliklarini qabul qilishni o'rganish uchun majburiyatni olib tashlash muhimdir. Bu bilim o'quvchilarning empatiya, adolatli munosabat va o'zgaruvchanlikni qabul qilishga yordam beradi.

✓ Kooperativ o'rganish usullari: Guruh ishlari, jamoaviy mashg'ulotlar va birgalikda muammolarni hal qilish jarayonlari o'quvchilarning boshqa insonlar bilan

birgalikda ishlash va ular bilan muloqotda bo'lishini ta'minlaydi. Bu usullar o'quvchilarning boshqa fikrlarni eshitish, mantiqiy fikrlashlarini rivojlantirish va farqliliklarni qabul qilishga imkon beradi.

✓ O'z-o'zini aniqlash: O'quvchilarni o'zgaruvchanliklarni qabul qilishga, o'z-o'zini aniqlash va o'z-o'zini ifodalashga rag'batlantirish uchun muloqot va diskussiya jarayonlaridan foydalanish muhimdir. Bu imkoniyatlar o'quvchilarning o'z fikrlarini ifodalash, boshqa insonlarning tajribalarini eshitish va ularning fikr-mulohazalariga hurmat ko'rsatishga yordam beradi.

✓ Adolatli tarbiya: Pedagogik jarayonlarda adolatli tarbiya prinsiplariga amal qilish, barcha o'quvchilarga teng huquqlar berish va ularning farqliliklarini qadrlashga ko'maklashadi. Bu esa tolerantlik va adolatli munosabatlarni rivojlantiradi.

Tolerantlikni rivojlantirish pedagogik imkoniyatlari o'quvchilarning ijtimoiy tarbiyasini, shaxsiy rivojlanishini va ma'naviyatini kuchaytiradi. Bu esa ularning hayot davomida muxofazalari bilan adolatli va hurmatli munosabatlarni o'rganishiga yordam beradi.

Xulosa: Xulosa qilib aytganda jamiyat a'zolarining madaniyati, urf-odatlari, tafakkuri va qarashlariga dunyoning xilma-xilligi sifatida yondashish, ularning irqi, millati, tilini e'zozlash, o'z ongini saqlashni e'tiborga oladigan pedagoglar orqali bag'rikeng, bardoshli, ko'p madaniyatli o'quvchilarni tarbiyalash. tinchlik me'yorlari insoniy qadriyatlardan biri sifatida o'qituvchi pedagogning masuliyatli juda ko'p mexnati yotadi.

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5. BOSHLANG'ICH SINF O'QUVCHILARIDA TOLERANTLIK FAZILATINI SHAKLLANTIRISH TEXNOLOGIYASI Abrorxonova Kamolaxon Abrorxon qizi Nizomiy nomidagi Toshkent davlat pedagogika universiteti

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PEDAGOGICAL OPPORTUNITIES OF TRAINING PSYCHOLOGICAL STAFF FOR THE EDUCATIONAL SYSTEM.

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Abstract: Social changes taking place at the current stage of society's development lead to changes in views on children's education and upbringing, which creates serious changes in the education system of our country. In this regard, in order to further develop the education system in our country, we need psychological personnel. In this thesis, we are talking about the above statements.

Key words: Practical training, Team learning methods, Cooperative learning methods, Development of individual finality

The main part: The national personnel training program was prepared in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education", based on the analysis of national experience and world-class achievements in the education system, and high general and professional. It is directed to the formation of a new generation of personnel who have the skills of craft culture, creative and social activity, the ability to independently find the right goal in social and political life, and are able to promote and solve future tasks. The program provides social-political, legal, psychological-pedagogical and other conditions for the realization of the national model of personnel training, the conscious selection of educational and professional programs that are mature in all respects, adapted to life in society, and then thoroughly mastered. means creating, educating citizens who feel their responsibility before society, state and family.

Pedagogical opportunities are very important in preparing psychologists for the educational system. Psychologists are of great importance to help the spiritual and psychological development of students, to be successful in analyzing their problems and finding solutions. Use of the following pedagogical opportunities will be useful in the process of training psychologists:

✚ Practical training: Psychologists help staff learn through practical training, implement their theoretical knowledge and make students comfortable. Hands-on activities support students' acquired knowledge, problem solving and learning through physical activities.

✚ Team learning methods: Psychologists help staff to learn through team learning methods to become proficient in group work, team communication and joint problem solving processes. These methods help psychologists support students' communication with other people, development of empathy and fair relations.

✚ Cooperative learning methods: Learning psychologists through cooperative learning methods helps them to work together with other professionals, to develop a team approach to solving problems and finding solutions. These methods help psychologists work with other professionals to analyze problems, find solutions, and reach consensus.

✚ Development of individual finality: Psychologists help to study personnel through methods of development of individual finality, paying attention to the special characteristics of each student and providing an approach that matches their goals. These methods help psychologists to monitor the personal development of students and bring out their best potential.

The use of pedagogical opportunities in the preparation of psychologists for the educational system allows them to develop skills and knowledge that can help students. This is important for the spiritual and psychological development of students.

Conclusion: Higher pedagogical education is extremely important for the development of every person and society as a whole. Together with other factors, education acts as a powerful catalyst for social change. In turn, it is important to understand the role of higher pedagogical education in the development of social cooperation relations in the regions. It is for this reason that the main concept that determines the policy of the administration of higher education institutions is the mutually beneficial, constructive and long-term development of the bodies of potential employers, higher education institutions, government and other organizations, the higher pedagogy of these social partners. It is interpreted as a unique type of worldview, ideology, which is built on the basis of the system of mutual activities based on common interests and needs in the field of education, the collection of resources for the purpose of unifying efforts towards sustainable development, and the observance of jointly developed rules and agreements with the necessary regulatory legal framework. It is necessary to have "social cooperation".

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