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Challenges to achieve equivalence in terminological translation

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Abstract: The purpose of this article is to outline some of the most common terminological issues that audiovisual translators encounter when translating science films. These difficulties include term recognition, term comprehension, appropriate equivalent selection, handling inadequate equivalents, denominative variation resolution, selecting between in vivo and in vitro terminology, and resolving mistranscriptions.

Key words: Translational adequacy, terminology standardization, translation validation, equivalence testing, terminological harmonization.

Despite its importance in translation theory and practice, achieving equivalence presents several challenges for translators due to linguistic diversity, cultural differences and the complexity of specialist terminology¹. Some of the main problems in achieving equivalence are:

- a. *Linguistic variability:* languages contain different lexical, grammatical and semantic structures that may not always have direct equivalents in different languages. Translators must navigate language variations and find appropriate equivalents that accurately convey the intent in the target language.
- b. *Cultural specificity:* cultural references, idiomatic expressions and socio-cultural norms are deeply rooted in language use and can present challenges to achieve cultural equivalence. When adapting elements of the source text, translators must consider cultural specificities to ensure their content and meaning in the target culture.
- c. *Domain-Specific Terminology:* Special fields such as law, medicine, engineering and science often contain domain-specific terminology that may not have direct equivalents in other languages. Translators must have expertise in these areas so that they can accurately convey special concepts and terms in their translations.
- d. *Adapting to the context:* translating texts without taking into account their specific communicative context can prevent the achievement of contextual

¹ Gerzymisch-Arbogast, H., & Budin, G. (Eds.). (2014). Knowledge engineering and management: Proceedings of the Seventh International Conference on Intelligent Systems and Knowledge Engineering, Beijing, China, Dec 2012 (ISKE 2012) (Vol. 4). Springer Science & Business Media.

equivalence. Translators must consider situational factors, conversational signs and genres to ensure that translations are appropriate to the context.

e. *Nuances and Connotations*: The subtle nuances and connotations associated with words and expressions present challenges in achieving semantic and pragmatic equivalence. Translators must tune in to these nuances to capture the full range of meanings embedded in specialist terminology.

f. *Register and style*: In order to achieve lexical and pragmatic equivalence, it is necessary to maintain the appropriate register and style in various languages. Translators must consider variations in formality, tone and style when choosing equivalents for certain expressions and expressions.²

To meet these challenges, translators must use a combination of language skills, cultural sensitivity, domain knowledge and strategic decision-making to ensure that translation intent is accurately conveyed while respecting linguistic and cultural differences.

Practical approaches to achieve equivalence. In practice, translators use different approaches and strategies to achieve translation equivalence. These practical approaches include a variety of techniques that enable translators to navigate linguistic and cultural challenges while preserving the integrity of the source text. Some common practical approaches to achieving equivalence are:

1. *Research and mastery of terminology*: Identifying exact equivalents of special terms in different languages requires extensive research and mastery of terminology. Translators rely on reliable sources, vocabularies, corpora and domain-specific resources to validate their choice of matches.

2. *Contextual Analysis*: Translators perform a detailed contextual analysis of the source text to understand its communicative purpose, audience expectations, genres and situational factors. This analysis informs them of equivalents that match the specific context of the source text.

3. *Comparative Analysis*: Comparative analysis involves comparing the corresponding elements of the source and target texts to identify potential challenges in achieving equivalence. Translators appreciate the lexical, grammatical, semantic, pragmatic and cultural differences between languages in order to make informed decisions about equivalent expressions.

4. *Adaptation Strategies*: Translators use adaptation strategies to deal with challenges, such as compensation (multiple terms to convey a single concept), modulation (changing perspective or emphasis without changing the main meaning),

² Fuentes Luque, A., & Faber, P. (2015). Terminology in knowledge management: An overview of current research and practice in the digital age. In Terminology in Everyday Life (pp. 23-38). John Benjamins Publishing

and paraphrasing (reforming content while maintaining relevance). information). in achieving a direct equivalent.

5. Ways to work together: Working with subject matter experts, bilingual consultants or native speakers can provide valuable information on how to find the right match with professional terminology. Consulting people with expertise in certain fields or cultural contexts improves the quality of translations.

6. Review and Feedback: Thorough review and feedback processes are critical to refining translations and ensuring optimal compliance. Translators seek comments from colleagues or reviewers to confirm their choices and correct discrepancies or errors.³

By integrating these practical approaches into their translation process, translators can overcome the challenges of linguistic diversity, cultural specificity, regional terminology, contextual adaptation, nuance and connotation, register and stylistic variation while striving to achieve accurate and effective correspondence.

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³ Cabré Castellví, M. T., & Estopà Bagot, R. M. (2015). La terminologia en l'era de la comunicació multilingüe i multimèdia: la gestió del coneixement en l'àmbit de la traducció i la localització de programari i webs en català i altres llengües minoritzades.

5. 40.Fuentes Luque,A.& Faber,P.(2015) Terminology in knowledge management:An overview of current research and practice in the digital age.In Terminology in Everyday Life(pp23-38)John Benjamins Publishing.



Tabiiy geografik jarayonlar va ularning xususiyatlari.

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Tabiiy geografik jarayonlar deb, tabiiy va sun'iy omillar tasirida sodir bo'ladigan jarayonlarga aytiladi. Tabiiy geografik jarayonlar tog' jinslarining yemirilishida, tog' jinslarining fizik holatining o'zgarishida, yer yuzasi relefining shakllanishi va o'zgarishida, vulqon va zilzilalar sifatida, atmosfera hodisalari rivojlanishida namoyon bo'ladi. Tabiiy geografik jarayonlar rivojlangan hududlarda turli xil inshootlarni joylashtirish, qurish va ishlatishda ma'lum bir qiyinchiliklar tug'iladi. Shuning uchun tabiiy geografik jarayonlar rivojlangan va tarqalgan joylarda turli xil inshootlar qurishning ilmiy asoslarini ishlab chiqish muammosi vujudga kelmoqda. Zilzila, vulqon, sel, surilma, ko'chki, botqoqlanish, ko'p yillik muzloq, qurg'oqchil, o'pirilma tarqalgan joylarda qurilish ishlari olib borish uchun hozirgi paytda mahsus qoidalar, yo'riqnomalar ishlab chiqilgan.

Tabiiy geografik jarayonlar tabiiy va sun'iy omillar ta'sirida vujudga keladi va rivojlanadi. Tabiiy omillar o'z navbatida ikki katta guruhga bo'linadi: yerning ichki kuchlari bilan bog'liq bo'lgan jarayonlar va tashqi kuchlar yoki tashqi omillar bilan bog'liq bo'lgan jarayonlar.

Yerning ichki kuchlarini endogen (yunoncha "endo"-ichki "genos" kelib chiqish) kuchlar deb ataladi. Ular ta'sirida vulqonlar o'tiladi, zilzilalar sodir boladi. Bunday jarayonlar **endogen jarayonlar** deb ataladi. Tashqi omillarni ekzogen (yunoncha "exo" - tashqi. "genos" kelib chiqish) omillar yoki kuchlar deb ataladi. Tashqi kuchlar ta'sirida vujudga keladigan jarayonlar **ekzogen jarayonlar** deb ataladi. Bunday jarayonlar Quyosh issiqligi, og'irlik kuchi, yer usti va osti suvlari hamda organizmlar ta'sirida vujudga keladi, rivojlanadi. Ekzogen jarayonlarga nurash, eroziya, qirg'oq larning yemirilishi, muz va shamolning ishi kabi hodisalar ham kiradi.

Sun'iy omillarni antropogen yoki texnogen omillar deb ham ataladi. Ularga insonning turli xil xo'jalik faoliyati kiradi: qishloq xo'jaligi, suv xo'jaligi, tog'-kon sanoati, metallurgiya, shahar qurilishi, transport va boshqalar. Sun'iy omillar

ta'sirida antropogen yoki texnogen jarayonlar sodir bo'ladi. Bunday jarayoniarga surilmalar, yer yuzasining cho'kishi, o'pirilishlar, yer osti suvlari sathi ko'tarilishi yoki pasayishi, daryo va ko'llarning qurishi, yangi suv havzalarining vujudga kelishi, yerlarning sho'rlanishi kiradi. Mazkur jarayonlar xalq xo'jaligiga katta zarar yetkazadi.

Endogen omillar (kuchlar) ta'sirida vulkan otilishi va zilzilalar ro'y beradi. Ular juda katta talofat, vayronagarchiliklar keltiradi, ayrim hollarda ko'plab odamlarning fojeali halok bo'lishiga olib keladi. Shuning uchun bunday hodisalar sodir bo'ladigan hududlarni aniqlash, baholash va bashorat qilish muhim ilmiy va amaliy ahamiyatga ega. Quyida ularni ko'rib chiqamiz.

Zilzilalar. Sizga ma'lumki, Yer po'sti juda ulkan palaxsalardan, ya'ni litosfera plitalaridan iborat. Bu litosfera plitalari doimo harakatda, ular bir-biri bilan o'zaro to'qnashib turadi. Ikkita litosfera plitasi to'qnashgan joylarda tez-tez vulkan va zilzilalar sodir bo'lib turadi. Bunday mintaqalar **seysmik mintaqalar** deb ataladi. Yer yuzasida ikkita asosiy seysmik mintaqa mavjud: 1) Tinch okean seysmik mintaqasi; 2) Yevropa-Osiyo seysmik mintaqasi. Mamlakatimiz O'zbekiston Yevropa-Osiyo seysmik mintaqasida joylashgan. Shu sababli, mamlakatimizda ayrim yillari kuchli zilzilalar sodir bo'lib turadi, Masalan, 1902-yilda Andijonda, 1932-yilda Tomdibuloqda. 1946-yilda Cholqolda, 1959-yilda Burchmullada, 1966-yilda Toshkentda, 1976-yilda Gazlida, 1980-yilda Nazarbekda va boshqa joylarda zilzilalar sodir bo'ldi

Vulqonlar. Tinch okean qirg'oqlari va unga tutashgan orollarda keng tarqalgan. Mazkur minlaqada 800 dan ortiq harakatdagi vulkanlar mavjud bolib, u "Tinch okea olovli halqasi" deb ataladi. Bundan tashqari, Yerning ichki kuchlari ta'sirida geyzerlar va issiq buloqlar otilishi, yer yuzasi bir qismining asta cho'kishi va boshqa qismining esa asta ko'tarilishi ham sodir bo'lib turadi. Ayrim vulkanlar odamning ko'z o'ngida sodir bo'ladi. Parikutin vulkani shunday vujudga kelgan. 1943-yil 13-fevralda Meksikaning janubidagi kichik qishloq aholisi kuchsiz, ammo tez-tez takrorlanib turgan yer osti zarblarini sezgan. 20-fevralda makkajo'xori ekilgan dala o'rtasida uzunligi 20 m dan ortiqroq yoriq paydo bo'ldi. Undan qora tutun ko'tarilib, bir necha kundan so'ng kuchli portlash ro'y berdi, alanga paydo boldi, yoriqdan kul, toshlar otilib chiqa boshladi 2 soatdan so'ng esa balandligi 2mga yetadigan marza vujudga keldi. Keyingi kunlarda bu marza o'sa boshladi, besh kundan so'ng uning balandligi 160 metr bo'ldi. 1946-yilga kelib uning balandligi 518 metrga, 1952-yilda esa 2800 metrga yetdi.

Geyzerlar va issiq buloqlar asosan vulkanlar tarqalgan mintaqalarda uchraydi. Ulardan binolarni isitishda hamda elektrenergiya olishda foydalaniladi. Bunday ishlar

Islandiya, Yaponiya, Italiya, Rossiya va Yangi Zelandiya davlatlarida yo'lga qo'yilgan.

Yer yuzasining asta-sekin cho'kishi okean va dengiz qirg'oqlarida joylashgan davlatlar uchun katta zarar yetkazadi. Masalan, Niderlandiya qirg'oqlarining cho'kishi munosabati bilan u yerlarda yirik to'g'onlar qurilgan, to'g'onning balandligi har yili orttirib turiladi. Hozirgi paytda Niderlandiya hududi dengiz sathidan pastda hisoblanadi. Tashqi (ekzogen) kuchlar ta'sirida **nurash, sel, eroziya, surilmalar, karst, qor ko'chkisi** va boshqa jarayonlar sodir bo'ladi.

Nurash deb, haroratning o'zgarishi, kimyoviy jarayonlar, atmosfera, suv va organizmlar ta'sirida tog' jinslarining yemirilishiga aytiladi. Nurash uch turga ajratiladi: fizik, kimyoviy va organik nurash.

Fizik nurash asosan harorat va namlikning o'zgarishi natijasida sodir bo'ladi. Kunduzi havo haroratining ko'tarilib ketishi natijasida tog' jinslarida darzlar hosil bolib, ular bo'laklarga bo'linib ketadi. Ammo tog' jinslarining kimyoviy tarkibi o'zgarmaydi. Fizik nurash cho'llarda va qoyali tog'larda keng tarqalgan.

Kimyoviy nurash deb, havo, suv ta'sirida tog' jinslarining yemirilishi va kimyoviy o'zgarishiga aytiladi.

O'pirilish va nurash Kimyoviy nurash ta'sirida barqaror minerallar hosil bo'ladi.

Organik nurash deb, tog' jinslarining organizmlar (o'simlik, hayvonot dunyosi, mikroorganizmlar) ta'sirida yemirilishiga aytiladi. Sel tog'li o'lkalarda jala yog'ishi natijasida hosil bo'ladi. Sellar o'zi bilan birga loyqa va toshlarni olib keladi. Uning tezligi soatiga 10-15 km ni tashkil etishi mumkin u yo'lida uchragan hamma narsani yuvib ketadi va juda katta moddiy va ma'naviy zarar yetkazadi. Masalan, Peruda 1970-yilda sel kelishi natijasida 50 ming kishi halok bo'lgan, 800 ming kishi boshpanasiz qolgan bir qancha shahar vayronaga aylangan. Sel hodisasi O'rta Osiyoda, Kavkazda, Qrimda. Yevropa va Amerikada ko'proq sodir bo'ladi.

Eroziya (lotincha "erosio" -yeyilish, yuvilish) deb tog' jinslarining oqar suvlar ta'sirida yuvilishiga aytiladi.

Eroziya yuzalama va chiziqli turlarga bo'linadi. Yuzalama eroziya jarayoni tog' yonbag'irlarida keng tarqalib, Uning oqibatida tog' yonbag'irlaridagi jinslar yuvilib, pastga tushadi. Yumshoq jinslardan tashkil topgan qiya joylarda yuvilish natijasida jarlar vujudga keladi. Chiziqli eroziya daryo eroziyasi deb ham ataladi. Buning natijasida daryo o'zanlari va qirg'oqlari yuviladi. Daryo qirg'oqlarining yuvilishi Xorazm va Qoraqalpog'istonda "deygish" deb ataladi. Amudaryo 1925-yilda sobiq To'rtko'l shahriga yaqin joydan oqib o'tar edi, 1938-yilga kelib Amudaryo shaharai yuvib kela boshladi, 1950-yilga kelib esa daryo To'rtko'l

shahrini butunlay yuvib ketgan. Keyinchalik daryodan ancha uzoqda yangi, hozirgi To'rtko'l shahri bunyod etildi. Okean va dengiz qirg'oqlarining to'lqinlar tomonidan yemirilishi **abraziya** (lotincha "abrasio" - qirish. qirtishlash) deb ataladi. Abraziya natijasida okean va dengiz qirg'oqlarida tekisliklar hosil bo'ladi

Surilma deb, tog' jinslarining og'irlik kuchi ta'sirida pastga qarab surilishiga aytiladi. Surilmalar, asosan togli o'lkalarda sodir bo'ladi. Surilmalar ham sellar kabi xalq xo'jaligiga juda katta moddiy zarar yetkazadi. Masalan, 1963-yil 9-oktabrda Italiyaning Polve daryosi vodiysida Vayont to'g'oni atrofida hosil bo'lgan surilma suv omboriga surilib tushgan. Uning hajmi 240 mln kub/metr bo'lgan. Suv ombori 15-30 sekund ichida surilib tushgan jinslar bilan to'lib qolgan. Suv omboridan chiqqan suv 100 m balandlikda oqib, yo'lidagi Panjerono, Pirago, Vilganovo, Rivanota va Faye shaharlarini yuvib ketgan. 7 minut davom etgan halokat oqibatida 3 ming kishi halok bo'lgan.

Karst deb eriydigan tog' jinslarini yer usti va yer osti suvlari ta'sirida eritib oqizib ketilishiga va yer ostida turli xil bo'shliqlaming-g'orlarning hosil bo'lishiga aytiladi. Suvda tez eriydigan jinslarga ohaktoshlar, dolomitlar, bo'r, mergel, gips va turli xil tuzlar kiradi. Bunday jinslar tarqalgan joylarda qurilish ishlari olib borish ancha murakkab jarayon hisoblanadi.

Sun'iy omillar ta'sirida sodir bo'ladigan jarayonlar. Sun'iy omillarga ilgari aytganimizdek, qishloq va suv xo'jaligi, sanoat va transport vositalari ta'sirida sodir bo'ladigan jarayonlar kiradi. Qishloq xo'jaligining rivojlanishi natijasida **sho'rlanish. shamol va suv eroziyasi** ham rivojlanadi. Yer osti suvlari sathi yer yuzasiga yaqin joylashgan bo'lsa, suvlarning bug'lanishi oqibatida tuproq sho'rlana boshlaydi. Chunki suv bug'langanda uning tarkibidagi tuzlar tuproqda qolib, tuz miqdorining ortib ketishiga olib keladi. Shunday holat Xorazm vohasida va Mirzacho'lda namoyon bo'lmoqda.

Shamol eroziyasi doimiy shamollar esadigan joylarda ko'proq uchraydi, bunda tuproqning yuqori unumdor qismi uchirib olib ketiladi.

Suv eroziyasi qiya joylarni sug'orish jarayonida ro'y beradi va turli kattalikdagi jarlarning vujudga kelishiga va hosildor yerlarning ishdan chiqishiga olib keladi. Suv inshootlarining qurilishi ham ayrim noxush hodisalarni keltirib chiqaradi. Qoraqum kanalining qurilishi, Amudaryo va Sirdaryo suvlarining sug'orishga sarflanishi natijasida Orol dengizining sathi 1960-yildan so'ng pasaya boshladi. Orol dengizi tubining ochilib qolgan qismidan tuzlarning shamollar ta'sirida uchirib olib ketilishi natijasida Orol bo'yi atrofidagi yerlarning sho'rlanish darajasi ortib bormoqda. Hozirgi paytda Orol tubining ochilib qolgan joylariga tuzlarning uchirib ketilishining oldini olish maqsadida sho'rga chidamli o'simliklar ekilmoqda.

Sanoat tarmoqlarining rivojlanishi munosabati bilan turli noxush tabiiy geografik jarayonlar vujudga keladi. Masalan, tog'-kon sanoatining rivojlanishi natijasida juda ulkan surilmalar, yer yuzasining cho'kishi, o'pirilishlar, yer osti suvlari sathining pasayishi va boshqa hodisalar ro'y beradi. Ohangaron vodiysida 20-25 yil davomida ko'mir gazga aylantirish oqibatida yer ostida 1km² dan ortiqroq maydonda bo'shliq hosil bo'lgan. Natijada, tog' yonbag'rining barqarorligi buzilib, hajmi 700-800 mln m³ ni tashkil qilgan surilma hosil bo'ldi va xalq xo'jaligiga katta moddiy zarar yetkazdi. Foydali qazilma konlarini qazib olish jarayonida suvlarni kondan tashqariga chiqarib yuborish oqibatida yer osti suvlarining sathi keskin pasayib ketadi. Juda katta maydonlarda neft va gaz qazib olish esa yer yuzasining cho'kishiga olib keladi. Masalan, neft va gaz qazib olish natijasida Rossiyaning G'arbiy Sibir pasttekisligi cho'kmoqda, oqibatda bu tekislikda yer osti suvlari sathi ko'tarilib, botqoqliklar va ko'llar maydoni kengayib bormoqda. Sanoat korxonalaridan atmosferaga chiqarilayotgan changlar havoni ifloslab "issiqxona samarasi"ni keltirib chiqarmoqda, oqibatda Yer yuzasidagi o'rtacha harorat oshib bormoqda.

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SYSTEM OF DEVELOPMENT OF SOCIAL-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract: It is known that the production of young teachers and pedagogues is becoming one of the main requirements of the labor market of our country. In this thesis, basic and brief concepts for the development of socio-pedagogical competence of future teachers have been given.

Key words: Professional competence, Higher educational institutions and pedagogical lyceums, Teaching practices, Work with students, Learning experience

Main part: Professional competence and professional self-awareness is a lifelong process, a person chooses a profession from the stages of dreaming, trying, choosing and realizing them, then entering a profession, and then changing professions in the world. , changes his profession or specialty depending on the change in himself, the change in his attitude to work. Professional competence means complex integrated education, including a set of knowledge of professional importance. Skills and abilities, personal qualities, certain ways of thinking and a certain level of responsibility for one's actions are understood. The embodiment of perfection plays an important role in the image of a modern teacher. Developing the professional competence of today's teacher is to increase his daily ability and productivity of the work process. It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in work, forming professional training. The need to improve pedagogical and psychological knowledge and skills of future teachers is based on the growth of social demands placed on educational institutions and teachers. In the field of higher education, determination of the actual needs for education is carried out based on the determination of the level of their professional training, the aspects that meet the requirements, as well as the existing shortcomings and gaps. Based on this, it is appropriate to implement innovations. This leads to the development of pedagogical competence. Another important situation during training sessions is to organize the learning processes of students based on their needs and to focus on the personality of the student. These include methods of forming students' interest in learning, their sense of duty and responsibility in the educational process. Organization and development of cooperative work of subjects in the further improvement of

pedagogical processes, the effectiveness of developing their activity in the system of goals and tasks that are important to achieve, in every way depends on existing motives and motivation. The field of education is a social institution that reflects all the problems of society.

In general, the system of development of socio-pedagogical competence of future teachers may consist of the following elements:

✚ Higher educational institutions and pedagogical lyceums: Teachers increase their pedagogical knowledge by conducting training in higher educational institutions or pedagogical lyceums. In these institutions, teachers can strengthen their theoretical knowledge in practice, teach students theoretical knowledge and organize practical training.

✚ Teaching practices: Teachers develop their pedagogical competence by presenting themselves as products of teaching. These practices help teachers analyze the learning process, organize lessons, apply to students, and evaluate.

✚ Working with students: Future teachers develop their socio-pedagogical competences by working with students. It is important for teachers to communicate with students, help them meet the necessary requirements and master them.

✚ Learning experience: Teachers strengthen their socio-pedagogical competence by developing learning experience. This learning experience helps to increase practical knowledge through teaching, creating projects, conducting research and other pedagogical activities.

Conclusion: The system of development of socio-pedagogical competence of future teachers will help them to improve their pedagogical knowledge, organize practical training and strengthen the educational process. This system allows teachers to develop professionally and provide quality education to students.

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PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF MILITARY IMAGES IN HIGH SCHOOL STUDENTS

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Abstract: Today, in our country, the great work towards building an independent legal democratic state and a free civil society creates new conditions for the realization of opportunities for self-realization and spiritual, intellectual and practical development. This, in turn, requires a new attitude and approach to the spiritual wealth created by mankind. At the same time, we will briefly consider the psychological features of the formation of military imaginations of students studying in the upper grades of our country.

Keywords: Optimism, Appreciation, Skills and support, Motivation for creativity, Concepts and emotions

The main part: Developmental psychology is a science of mental development of people of different ages, mental characteristics, criteria and mechanisms of their specific factors. He also studies the characteristics of people of a certain age. Therefore, developmental psychology has a special place in social life in education, groups and communities, production and family relations. The problem of the formation of the human personality and the development of cognitive processes cannot be rationally solved without taking into account the laws of the development of the human psyche. Therefore, the issue of "human factor" has become a topical issue.

The psychological characteristics of the formation of military ideas among high school students may depend on the age of the students, the level of spiritual and intellectual development, and the external and internal conditions of the educational process. This process is related to self-mastery of students, development of creative and analytical thoughts, striving to find solutions to problems, creating creative works and enabling them to be realized.

The following psychological characteristics are important in the formation of military visions:

✚ Perspective: It is necessary to create an opportunity for self-expression of perspective and independence in the formation of military imaginations.

✚ Rewarding: It is important to reward students, encourage them and support them in their learning rather than criticizing their achievements.

✚ Skills and Support: It is psychologically important to value students' skills, support them, and not help them develop their military imaginations, and support their feedback.

✚ Encouraging creative activity: Encouraging students to engage in creative activity, empowering them to pursue innovations and express their thoughts is important in forming military imaginations.

✚ Concepts and Emotions: Developing students' concepts is essential in helping them express their thoughts and build their military imaginations.

Knowing the factors and conditions that have a positive effect on the development and change of the psyche of people of different ages and sexes, the moral and physical maturity of all nations and peoples living in our country, and the effective use of them has finally become necessary.

Conclusion: These psychological characteristics are important in the development of students' military imagination and can help them in the process of self-mastery.

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COPYRIGHT PROTECTION IN THE DIGITAL ENVIRONMENT

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Annotatsiya. Mazkur tezisdagi bugungi kunda O'zbekistonda mualliflik huquqi himoyasining holati va jarayonlari, xususan bunda mulkiy huquqlarni jamoaviy asosda boshqaruvchi tashkilotlarning o'rni xususida so'z boradi. Bundan tashqari, raqamli muhitda mualliflik huquqining qanday amalga oshirilishi hamda uning muhofazasi haqida keng tahlil qilingan.

Kalit so'zlar: mulkiy huquqlarni jamoaviy asosda boshqarish, mualliflik huquqi, mulkiy huquqlar, foydalanuvchi, mualliflik shartnomasi.

Аннотация. В тезис рассматривается современное состояние и процессы защиты авторских прав в Узбекистане, в частности, роль организаций, управляющих правами собственности на коллективной основе. Кроме того, проводится обширный анализ того, как обеспечивается соблюдение и защита авторских прав в цифровой среде.

Ключевые слова: управление имущественными правами на коллективной основе, авторское право, имущественные права, пользователь, авторский договор.

Abstract. This thesis discusses the current state and processes of copyright protection in Uzbekistan, in particular, the role of organizations that manage property rights on a collective basis. In addition, there is an extensive analysis of how copyright is enforced and protected in the digital environment.

Keywords: management of property rights on a collective basis, copyright, property rights, user, author's agreement.

INTRODUCTION Today, scientific research works are being carried out in the field of improving modern legal mechanisms of copyright protection in Uzbekistan. In this regard, in particular, improvement of contractual and legal frameworks and mechanisms of copyright protection, wide introduction of the institution of "author's contract" in the use of works, strict determination of the rights and obligations of the parties, as well as various methods used in the management of authors' property rights on an international and national scale. finding scientific-theoretical and practical solutions for improving tools and methods is gaining urgent importance.

What do you think is the level of respect for copyright, i.e. literary, artistic and visual works of art in our country? Are copyrighted works used with the consent of the author or other rights holder? Unfortunately, many of these questions today

have no answer or may seem like an "abnormal" question to the person being asked. Yes, that's right, although the Law of the Republic of Uzbekistan "On Copyright and Related Rights" defines the scope of property and personal non-property rights of the author or right holder. There are even rules about paying for personal use. According to Article 1056 of the Civil Code of the Republic of Uzbekistan, the author has exclusive rights to use the work in any form and in any way. According to this code, the owner of property rights to the result of intellectual activity or a means of reflecting private signs has the right to use this object of intellectual property in any form and in any way at his discretion.¹

Most importantly, today copyright objects are divided into (a) literature and publishing, b) music and theater, c) cinema, d) radio and television, e) photographic works, f) exhibition and ma "databases, g) visual and graphic works, h) advertising services, j) organizations managing property rights on a collective basis) occupy a large place in the economy of developed foreign countries. In particular, in 2019, the share of the copyright industry in the gross domestic product of the United States reached 2.5 trillion (2,568.23 billion) US dollars, making up 11.99 percent of the country's economy.² Also, the International Confederation of Authors and Composers (CISAC) unites more than 250 organizations that manage property rights on a collective basis from more than 130 countries. million US dollars.

METHODS

It should be noted that in order to create and increase the share of copyright objects in the economic indicators of the country, in our opinion, first of all, it is necessary to ensure the issues of its legal protection. Researches related to the management of property rights by scientists working in this field are limited from a theoretical point of view. It should be recognized that the demand for copyright and related rights objects written by Uzbek artists is very strong in Central Asia and foreign countries. I think it is enough to apply copyright and economic rules and mechanisms to these processes. The reason is that our regulatory legal documents in the field fully comply with the requirements of international agreements and conventions and should be called "perfect" if possible. However, in practice, it can be seen that the above legal norms and the principles of respect for copyright almost do not "work". In this regard, first of all, increasing the role of "intellectual property institutions" is the demand of the times. Among these institutions, it is possible to include organizations that manage property rights on a collective basis, technology

¹ Qonunchilik ma'lumotlari milliy bazasi, [National Legislative Database] 21.08.2021- y., 03/21/709/0808-son.

² Copyright Industries in the US Economy. [Available at: <https://www.iipa.org/files/uploads/2020/12/2020-IIPA-Report-FINAL-web.pdf>].

and innovation support centers, patent representatives, research and educational institutions. In particular, in copyright, organizations that manage property rights on a collective basis are the main legal mechanism and tool. The main aspect of the research work in this direction is seen in the cases related to the protection of rights in courts and the claim of moral damages by the organizations that manage property rights on a collective basis. These questions constitute the main research methods.

RESULTS

It is known that the issue of ensuring the protection of works protected by copyright is urgent today, with the rapid development of technology. After all, ensuring the protection of the work by the author or the right holder is very difficult and financially very expensive, if necessary, it can be said to be impossible. After all, the level and scope of using wireless communication tools is very wide. It is enough to think about the issues of agreement and monitoring with each user. Especially the development of the border less Internet (virtual) environment clearly confirms this. In this process, the elements of market relations themselves play an important role. Property rights management organizations on a collective basis play an important role in solving the above problem and as a participant in market relations.

Organizations that manage property rights on a collective basis are organizations that act on behalf of the owners of these rights. On behalf of the rights holders, such organizations negotiate definitions with users, issue licenses for the use of protected works, distribute funds from the use of works among their members, and control the order of use.³

It should be noted that authors and rights holders should take the initiative to create such organizations. In particular, in Article 56 of the Law of the Republic of Uzbekistan "On Copyright and Related Rights", authors, performers, producers of phonographs or other rights holders of works of science, literature and art, in order to exercise their property rights It is established that they have the right to form organizations that manage their property rights on a collective basis.⁴

It is known that the author or the owner of rights transfers the management of rights to his works to organizations that manage property rights on a collective basis. This process is carried out on the basis of licensing. Licensing of copyright can be done in the following ways: firstly, users who have a good reputation among society

³ Collective Management Organisations and competition law [Available at: <https://chambers.com/articles/collective-management-organisations-and-competitionlaw-2>].

⁴ Qonunchilik ma'lumotlari milliy bazasi, [National Legislative Database] 21.04.2021 y., 03/21/683/0375-son, 21.08.2021 y., 03/21/709/0808-son. [Available at: <https://www.lex.uz/acts/1022944>].

and consumers come and sign contracts with organizations that manage property rights on a collective basis for the use of works protected by copyright; secondly, the users receive a license and pay the corresponding royalties, and in turn, the organizations that manage property rights on a collective basis pay it to the authors (right holders) after deducting the corresponding fee (for administrative costs); Organizations that manage property rights on a collective basis monitor the use of works in their register and take legal action as necessary.⁵

DISCUSSION

In addition to the above, organizations that manage property rights on a collective basis provide their members (authors, performers, composers) with the function of controlling the use of their works.⁶

This is part of the obligations of organizations that manage property rights on a collective basis. Article 59 of the Law of the Republic of Uzbekistan "On Copyright and Related Rights" includes the following obligations: - right simultaneously with payment, providing rights holders with reports containing information on the use of their rights; - use of the collected amount only for distribution and payment to the right holders; - to distribute and regularly pay the collected fee sums in proportion to the actual use of the works and objects of similar rights; - to distribute and pay the collected fee directly to the right holders and (or) to transfer it to other organizations representing the interests of the right holders of the relevant category for distribution and payment to the right holders on the basis of agreements concluded with these organizations.⁷

Currently, a number of public associations of this type have started to operate in our country, their number is growing (6) and their activities are improving. In particular, in 2019 alone, 3 author societies were registered as non-governmental non-profit organizations by the Ministry of Justice of the Republic of Uzbekistan. For comparison, there are 2 such organizations in Azerbaijan, 28 in Turkey, 2 in Tajikistan, 8 in Kazakhstan, and in Kyrgyzstan, people collect and distribute royalties from users for authors and right holders.

CONCLUSION

⁵ Zijian Zhang. Rationale of collective management organizations: an economic perspective. doi 10.5817/mujlt2016-1-4. P.75.

⁶ . Collective Management of Copyright and Related Rights, World Intellectual Property Organization (last visited May 11, 2017), [Available at: <http://www.wipo.int/copyright/en/management/>].

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Based on the above, in recent years, there has been an increase in copyright disputes in Uzbekistan. This in itself indicates that the institutions of this direction (organizations that manage property rights on a collective basis) are actively working and that creators understand their rights. At the same time, it should be noted that a number of reforms are being implemented in Uzbekistan to ensure the protection of the property rights of authors and copyright holders. In particular, this includes ensuring the legal rights and interests of authors, related rights holders and other rights holders, as well as the fair collection of their royalties.

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XV-XVIII asrlarda Ispaniya

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Annotatsiya: Dastlabki o'n yilliklarda Ispaniyani Damashqdan tayinlangan amirlar boshqargan. Lekin 755 yili Kordova amirligi amalda mustaqillikka erishib, 929 yildan uning hukmdorlarini xalif deb atashadilar. Arablarning Pireney yarim orolida 20 yillik yurishlari natijasida shimoldagi Galitsiya va Asturiyadan tashqari barcha hududlar ular qo'l ostiga o'tdi.

Kalit so'zlar: *Rekonkista, barbarlar, mavrlar, remens, kutusiya, intestiya, arsiya, firma di spoli, kabalyeros, 'Muqaddas Ermandas', inkvizitsiya.*

Keyinchalik xuddi shu Galitsiya va Asturiyadandan arablarni Ispaniyadan chiqarish harakati ispancha "**Rekonkista**"-"*qaytarib olish*" boshlandi. U deyarlik 8 asr davom etib, Ispaniyaning keyingi taqdirini belgilab berdi. Austiriya tog'laridagi Kordova jangida (718 yili) ispanlar arablar ustidan ilk g'alabaga erishadi.

Ispan xalqining arablar bilan uzoq davom etgan, ko'p asrlik kurashi Ispaniya davlatining tashkil topishida juda katta rol o'ynadi. Pireneya yarim orolining arablardan qaytarib olinishi tarixiy adabiyotda rekonkista deb nom olgan. Ispan xalqlarining arab-mavrlarga qarshi olib borgan ozodlik kurashi bo'lgan keng ma'nodagi rekonkista VIII asrdan-boshlab, arablar yarim orolni istilo qilganlaridan keyinroq, ya'ni VIII asrdan, to XV asr oxirigacha davom etdi. XV asr oxirida arablarning Ispaniyadagi so'nggi yirik mulki hisoblangan Granada qo'ldan boy berildi.

Galitsiya, Asturiya, ispan markasi, bular tog'li, odam yurishi va yashashi qiyin hududlar bo'lib, arablarning bu yerlarni bosib olishga urinishi natijasiz chiqdi. Bu yerlar boshqa hududlardan ko'chib kelgan ispan qochoqlari bilan to'lib ketgan edi. Keyinchalik xuddi shu yerlardan rekonkista harakati boshlandi.

- 1) Rekonkista harakati VIII asrdayoq boshlangan edi. Ammo XI asrgacha bu harakat ispan kuchlarining tarqoq bo'lganligi va ularga qarshi jiplashgan xalifalik kuchlari turganligi sababli biror yutuqqa erisha olmadi. Rekonkistachilar 1031 yilda ummaviylar sulolasi parchalanib, 23



ta tayplarga bo‘linib ketganidan keyin muvaffaqiyatga erisha boshladi. Bu harkatning markazlari Toledo, Kastiliya va Leon edi.

Kastiliya, Leon, Aragon va Navarraning birlashgan qo‘shini 1212 yilda Las-Navas de Talos jangida arablarni yengadi. Bu mag‘lubiyat arablar qudratini sindiradi. Shundan so‘ng arablarni Ispaniya hududidan ommaviy ravishda haydash boshlandi. Arablardan Kordova 1236 yili, Sevilya 1248 yili, Kadis 1262 yili qaytarib olinadi. XIII asrning II yarmidan keyin arablar qo‘lida faqatgina Granada qoldi, xolos.

Arablar Granadani to 1492 yilgacha o‘z qo‘llarida saqlab qoldilar, qirol Ferdinand tomonidan Granadaning olinishi arablarning Afrika shimoliga chekinishiga olib keldi. ***Rekonkista harakatining xronologik sanasi XI- XIII asrlarni o‘z ichiga oladi.*** Rekonkista harakati natijasida hozirgi Ispaniya hududida Kastiliya, Aragoniya va Portugaliya kabi mustaqil davlatlar tashkil topdi.

Ispaniyada rekonkista oqibatida XI asrga kelib, Leon, Kastiliya, Aragon kabi xristian davlatlari, Barselona grafligi, keyinchalik Kataloniya va Navarra qirolligini tuzilishiga erishiladi.

Rekonkistaning asosiy bosqichlari. Asturiya qirolligi VIII—IX asrlarda yarim orolning butun shimoliga va shimoli-g‘arbga o‘z ta’sirini yoydi. X asr boshlarida asturiyaliklar janubga ham siljib bordilar, Leon shahri esa ularning asosiy markazi bo‘lib qoldi va butun Asturiya qirolligi Leon nomi bilan Leon qirolligi deb atala boshladi. X asrning ikkinchi yarmida— XI asr boshlarida Leon janubgacha kengayib, Duero daryosi havzasigacha cho‘zilib ketadi. Bu yerda juda ko‘p qasrlar-qal’alar — burglari bo‘lgan chegara viloyat tashkil topadi. Ana shu qasrlar nomidan olinib, yangi mamlakat Kastiliya deb ataldi. Burgos shahari Kastiliyaning asosiy shahari hisoblanardi.

1037 yilda Leon qiroli Kastiliyaning ham qiroli deb atala boshladi. XI asrning ikkinchi yarmida Kastiliyaliklar Taho daryosi havzasini bosib oldilar. 1085 yili qirol Alfons VI Toledo shaharini istilo qildi. Bu yangidan istilo qilingan hudud, ya’ni Taho havzasi Yangi Kastiliya deb atala boshladi. Biroq XI asrda Yangi Kastiliyaning ahvoli hali ancha nomustahkam edi. 1086 yili, ya’ni Toledo istilo qilingandan keyingi yili Alfons VI ning o‘zi Zallak shahriga yaqin joyda arablardan qattiq zarba yedi.

Shimoli-sharqda joylashgan Navarra qirolligi IX asrda juda katta ahamiyatga ega edi. Bundan keyingi asrlarda u uncha kengaymadi. Ammo uning janubida ancha-muncha siyosiy o‘zgarishlar bo‘lib o‘tdi. IX asr oxirida Ispaniya markasidan yangi mustaqil mulk, Aragon grafligi ajralib chiqib, so‘ng XI asrda qirollikka aylandi. 1118 yili aragonliklar arablardan Saragosa shahrini tortib olib, uni Aragonning

poytaxti qildilar. 1137 yili Aragon Ispaniya markasi bilan birlashdi, Ispaniya markasi bu vaqtda Kataloniya yoki Barselona grafligi degan yangi nom bilan yurardi. Nihoyat, yarim orolning g'arbida Portugaliya janubga tomon cho'zilib ketgan edi. Dastlab bu ham graflik edi (u 1095 yillarda tashkil topgan edi), 1116 yilga kelib u ham qirollik bo'lib oldi. Portugaliyaning poytaxti boshda Duero daryosining mansabidagi Oporto shahri edi, keyin 1147 yildan — Taxo daryosining mansabidagi Lissabon shahri poytaxt bo'lib qoldi. Leon koroli hokimiyatidan xalos bo'lgan Portugaliya qirol Rim papasiga qaram bo'lib qoldi. Ammo bu qaramlik nomigagina bo'lib, aslida boshqacha edi.

Yarim oroldagi to'rtta xristian davlatlaridan Navarra va Portugaliya alohida-alohida rivojlandilar. Navarrada fran-suzlar ta'siri juda kuchli edi. Atrofni tog'lar o'rab olgan bu kichik mamlakatning iqtisodiy rivojlanishi sekinlik bilan bordi. Shu sababli XIII—XV asrlar davrida Navarra katta rol o'ynagani yo'q.

Atlantika okeani sohili bo'ylab uzun tor chiziq bo'lib joylashgan Portugaliya jadalroq rivojlandi. XV asrga kelganda Portugaliya katta dengiz flotiga ega bo'lgan savdo-sotiq qiladigan mamlakatga aylandi. Yarim oroldagi mavrlar bilan olib borilgan kurash uni Shimoliy Afrikadagi arablar bilan urushlar qilishga ham tortdi. Portugaliyaliklarning Shimoliy Afrikadagi mulki bo'lmish Seuta, keyin portugaliyaliklarning XV asrdagi geografik kashfiyotlarida katta rol o'ynadi. Ammo O'rta Yer dengizi sohilidagi mamlakatlar bilan, Angliya, Niderlandiya va boshqa mamlakatlar bilan zo'r berib olib borilgan tashqi savdo-sotiq aloqalari Portugaliyani Pireneya yarim orolidagi boshqa davlatlardan ajratib qo'ydi. Rekonkista Portugaliyani qo'shni Kastiliya bilan bog'lashi lozimdek ko'rinsa-da, lekin Portugaliya o'zining mustaqilligini saqlab keldi.

Kataloniya, Aragon, Leon va Kastiliya grafliklarining tashkil topishi. Buyuk Karl davrida Pireney yarim orolining shimoli-sharqida tuzilgan Ispan markasining asosini Kataloniya tashkil etgan. Shu hududda keyinchalik Barselona grafligi tashkil topib, shimoli-sharqidagi grafliklarni birlashtirdi. XI asr davomida esa Ispan markasi aholisi arablarga qarshi kurashib, janubga tomon siljib boradi.

Kataloniyaning hududiy shakllanishi XII asr o'rtalarida yakun topadi. Tinimsiz urushlar, yangi hududlarni egallash davomida bo'shab qolgan yerlarni kolonizatsiya qilish, yangi qishloqlar va qo'rg'onlar vujudga kelib, cherkov va dunyoviy zodagonlarning yirik yer-mulklari ko'payib boradi. Kataloniyada harbiy kolonizatsiya yakunlangandan so'ng, dehqonlarning qaramligi kuchaya boshladi. XIII asr davomida Kataloniya dehqonlarining qaramligi qator qonunlar bilan mustahkamlandi. Dehqonlarning katta qismini remenslar (*qaram dehqonlar*) tashkil etib, o'z yerlariga huquqlarini tasdiqlash uchun senyorlari tayinlagan to'lov

(*remensa persona*) ni to'lashlari shart bo'lgan. Bu to'lov Kataloniya dehqonlari hayotiga oid oltita tahqirli qoidadan biri edi.

Shuningdek, *kutusiya* (u dehqon xotining bevafoqligi uchun jazolanishi), *ekzorkiya* (dehqon farzandsiz vafot etsa, uning mulkini katta qismi senyorga o'tishi), *intestiya* (dehqon yozma vasiyat qoldirmagan bo'lsa, uning mulkidan bir qismi xo'jayinga o'tishi), *arsiya* (dehqon uyidan yong'in chiqsa jarima to'lashi), *firma di spoli* (dehqon nikohdan o'tganida to'laydigan solig'i) kabi tartiblar qonunlashtirilgan.

Barselona X-XI asrlarda muhim hunarmandchilik va savdo markaziga aylandi. Shaharda XII asrdayoq dengiz qonunlari ishlab chiqilgan. Shahardagi sex tashkilotlari esa XII asrdan shakllana boshlab, XIV asrda ularning soni 71 taga yetgan. XIII asrda Barselonada temirdan turli buyumlar, zig'irpoya, jun va ipak matolar, bochkalar, teri, shisha, to'r va h.zolar tayyorlangan. Aragoniyada dvoryanlar hukmronlik qilardilar. Bu yerni ozod qilish dvoryanlar kuchi bilan amalga oshganligi uchun, barcha yerlar ular o'rtasida taqsimlangan edi. Yerlarning bir qismi dindorlarga tekkan edi.

Aragon dastlab mustaqil graflik bo'lsa-da, keyinchalik Navarra qirolligi tarkibiga o'tadi. Aragon va Navarra qirolligi arablarga qarshi uzluksiz kurashadi. Saragosa shahri (1018 yil) ozod etilganidan keyin, u qirollik poytaxtiga aylanadi. Aragonning janubdagi chegaralari Ebro daryosigacha cho'zilib, ozod qilingan hududlarga aholi ko'chirib kelingan. Aragon 1137 yili Kataloniya bilan birlashganidan keyin, dengizga chiqish imkoniyatigi ega bo'lib, savdo aloqalari rivojlana boshladi. XIII asrning birinchi yarmida qishloq xo'jaligi yuksak darajada rivojlangan Valensiya viloyati arablardan xalos etilib, u ham Aragonga qo'shib olinadi.

Ular shunday huquqlarga ham ega edilarki, agar qirol unga yoqmasa, ular boshqa qirolning fuqaroligiga o'tib ketishi mumkin edi, bulardan tashqari agar qirol dvoryanlar erkinliklarini cheklaydigan bo'lsa, qirolni taxtdan tushirish huquqiga ham ega edilar.

XIV asrda Aragoniyada "buyuk sudya" degan lavozim bo'lib, shular rikos-ombresni yerdan mahrum qilish huquqiga ega edilar.

Dvoryanlarning ikkinchi tabaqasini infonsones tashkil qilardi. Infonsonesga o'rta dvoryanlar kirar edi. Bular birinchi tabaqa vakillariga qarindoshchilik bilan bog'langan katta feodallarning kichik a'zolari edilar.

Uchinchi tabaqa kavaleros yoki idalgo (gidalgo)- (*idalgo. o'rta asrlarda Ispaniyadagi ritsarlarning mayda va o'rta tabaqasi bo'lib, ular XII asr oxirida paydo bo'lgan*).

XIII asrda Aragoniyada umumtabaqaviy kengash-Kortes (*kortes-isp.qirol saroyi so‘zidan olingan, o‘rta asrlar davrida Pireney yarim oroli davlatlarida toifaviy vakillik organlari, dastlab 1137 yili Kastiliyada tilga olingan*). Kortes to‘rt tabaqaga bo‘lingan. Unda rikos-ombres alohida palatani tashkil qilgan. Ikkinchi palatani o‘rta va mayda dvoryanlar tashkil qilgan. Uchinchi palatani ruhoniylar, to‘rtinchi palatani shaharliklar tashkil qilardi. To‘rtinchi palata vakillari kortesda ishtirok etish huquqini ancha keyin Leonda 1188 yil, Kataloniyada 1216 yil, Kastiliyada 1250 yil, Portugaliyada 1254 yil, Aragonda 1274 yildan boshlab oldilar.

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КЛИНИКО-ПАТОГЕНЕТИЧЕСКИЕ ОСОБЕННОСТИ И ФАКТОРЫ РИСКА ИШЕМИЧЕСКИХ ИНСУЛЬТОВ У ЖЕНЩИН НА ФОНЕ МЕТАБОЛИЧЕСКОГО СИНДРОМА

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Аннотация. Исследование посвящено изучению клинико-патогенетических особенностей и факторов риска развития ишемических инсультов у женщин на фоне метаболического синдрома. В работе было проведено обследование 250 женщин с метаболическим синдромом в возрасте от 45 до 65 лет. Методология исследования включала сбор анамнеза, проведение клинико-лабораторных исследований, а также оценку уровня глюкозы и липидного спектра крови. Результаты исследования показали, что у женщин с метаболическим синдромом риск развития ишемического инсульта значительно возрастает, особенно при наличии артериальной гипертензии, нарушения толерантности к глюкозе, высокого уровня триглицеридов и низкого уровня ЛПВП-холестерина. Основываясь на полученных данных, делается вывод о необходимости ранней диагностики и эффективного управления метаболическим синдромом у женщин для снижения риска развития ишемического инсульта.

Ключевые слова: ишемический инсульт, метаболический синдром, женщины, факторы риска, артериальная гипертензия, нарушение углеводного обмена, дислипидемия, профилактика, клинико-патогенетические особенности.

Введение:

Ишемический инсульт представляет собой одну из наиболее значимых медицинских и социальных проблем современности, являясь третьей по частоте причиной смертности и первой - причиной инвалидности среди взрослого населения во многих странах мира. В последние десятилетия отмечается тенденция к "омоложению" этого заболевания, что делает вопросы изучения его причин и факторов риска особенно актуальными.

Метаболический синдром, характеризующийся наличием целого ряда нарушений (абдоминальное ожирение, гипертония, нарушение углеводного и липидного обменов), значительно увеличивает риск развития сердечно-сосудистых заболеваний, в том числе ишемического инсульта. Особую группу риска составляют женщины, у которых метаболический синдром

сопровождается рядом гендерно-специфических особенностей в клиническом течении и отклике на терапию.

Цель. Исследование клинико-патогенетических особенностей и выявление факторов риска развития ишемических инсультов у женщин на фоне метаболического синдрома.

Материалы и методы: Анализ осуществлялся на основе наблюдения за 250 женщинами с метаболическим синдромом в возрасте от 45 до 65 лет. Исследование включало сбор анамнеза, клинико-лабораторные исследования, измерение артериального давления, оценку уровня глюкозы и липидного спектра крови, а также мониторинг состояния сердечно-сосудистой системы.

Результаты: Было установлено, что у женщин с метаболическим синдромом в 2,5 раза выше риск развития ишемического инсульта по сравнению с контрольной группой. Основными факторами риска, способствующими развитию инсульта, являются артериальная гипертензия, нарушение толерантности к глюкозе, а также высокий уровень триглицеридов и низкий уровень ЛПВП-холестерина.

Обсуждение: Результаты исследования подчеркивают важность ранней диагностики и коррекции метаболического синдрома у женщин для предотвращения развития ишемического инсульта. Акцентируется внимание на необходимости комплексного подхода, включающего изменение образа жизни, диетические рекомендации и медикаментозное лечение для контроля основных факторов риска.

Заключение: Ишемический инсульт у женщин на фоне метаболического синдрома имеет определенные клинико-патогенетические особенности, что требует особого подхода к профилактике и лечению. Ключевое значение в снижении риска развития инсульта имеет своевременная диагностика метаболического синдрома и эффективное управление его компонентами.

Ispaniya XVI asr XVII asrning birinchi yarmida

Xolboyeva Sharofatxon Xomidjonovna

Annotasiya : Rekonkista tugatilgandan keyin Portugaliyadan tashqari butun Pireney yarim oroli ispan qirollari qo`l ostida birlashtiriladi . Sardiniya , Sitsiliya , Balear orollari , Neapolitan qirolligi , Navarra ham Ispaniyaga qaragan .

Kalit so`z: Ferdinand, Kastiliya, Navarra, Karl V

XIV asrning I yarmida Ispaniyaga geografik kashfiyotlarda , mustamlakalar bosib olishda , Amerika bilan savdoda va xalqaro munosabatlarda asosiy o`rinni egallagan .

1516 yil Ferdinand Aragon vafotidan keyin ispan taxtini Karl I egallaydi . Onasi tomonidan u Ferdinandning nabirasi , otasi tomondan imperator Maksimilian I Gabsburg-ning nabirasi bo`lgan. Otasidan Germaniyadagi mulklari va Niderlandiyani meros oladi. 1519 yildan imperator Karl V sifatida tan olinadi XVI asr o`rtalaridan boshlab Ispaniyaning iqtisodiy va siyosiy tushkunligi boshlanadi. Siyosiy birlashuvi va kuch □ qudratining o`shishiga qaramasdan Ispaniyaning viloyat-lari ijtimoiy □ iqtisodiy jihatdan bir □ biridan keskin farq qilgan . Aholining $\frac{3}{4}$ qismi Kastiliyada yashagan . Kastiliyada yerlar boshqa viloyatlarda bo`lganidek , dvoryanlar , katolik cherkovi va ruhoniyy □ ritsar ordenlari qo`lida edi . Rekonkista vaqtidan boshlab dehqonlarning asosiy qismi shaxsan erkin hisoblangan . Dehqonlar tsenz to`lab, feodallar yerlariga merosiy egalik qilganlar . Yerlarni ular tashlab ketishlari mumkin bo`lgan va boshqa ma`lum huquqlarga ham ega bo`lganlar . Ayniqsa arablardan tortib olingan Yangi Kastiliya va Granadaga kelib o`rnashgan dehqonlarning sharoiti yaxshi bo`lgan . Ular shaxsan erkin bo`lish bilan bir qatorda , Kastiliya shaharlari kabi huquq va imtiyozlarga ega bo`lganlar .

Aragon va uning tarkibiga kirgan Kataloniya , Valensiya va Navarraning ijtimoiy □ siyosiy tuzumi Kastiliyadan keskin farq qilgan. Bu yerda XVI asrda ham krepostnoy qaramlikning eng og`ir ko`rinishlari saqlanib qolingan . Feodallar dehqonlarning mulklarini meros olishi va ularni o`ldirishi mumkin bo`lgan . XV asr oxiridagi qo`zg`olondan keyin dehqonlar shaxsan erkinlikni qo`lga kiritishadi Xristianlikni qabul qilgan arablarning avlodlari □ morisklar shahar va qishloqlarning ayanchli va huquqsiz kishilari hisoblangan . Ular Granada , Andaluziya va Sevil`yaning chekkalarida yashashgan. Ular kamhosil yerlarga haydalib, hosilning $\frac{1}{3}$ qismini sen`orga to`lashgan. Bundan tashqari ular davlatga va cherkovga ham soliq to`laganlar , daromadli hunarlar bilan

shug`ullanishga yo`l qo`yilmagan . Inkvizitsiya ularni qattiq ta`qib qilgan Shunday og`ir sharoitlarda morisklar zaytun , uzumzor , shakarqamish , ipakchilik bilan shug`ullanganlar . XVI asr boshlarida shaharlar kengayishi va mustamlakalarda mahsulotga talab ortishinatijasida qishloq xo`jaligi rivojlanishi kuzatiladi . Burgos , Valyadolid , Madina del Kampo kabi yirik shaharlar atrofida uzumzorlar va zaytun maydonlari kengaydi . Vinochilikda kapitalistik munosabatlar paydo bo`ladi . Vino va zaytun moylari Amerika mustamlakalariga va Evropa davlatlariga chiqarilgan . Xo`jalikdagi bunday rivojlanish dehqon xo`jaliklariga ta`sir qilmagan . Maxsulotlarga narx oshgan bir paytda boshqoqli ekinlar bilan shug`ullangan dehqonlar g`allani bozorga davlat belgilagan narxda sotishgan . Kasodga uchragan dehqonlar

sudxo`rlarga qaram bo`la boshlaydi . XVI asr boshlarida Kastiliya xo`jaligining asosiy tarmog`i haydab yilqichilik qilish edi . Grandlarga qarashli bir necha million qo`y har yili 2 marta - bahor va kuzda Kastiliyadan janubga, Estremadura va Andaluziyaga haydalgan , keyinchalik qayta Shimolga olib kelingan . Katta yo`llarda haydalgan poda barcha qishloq xo`jalik maydonlarini , uzumzor va zaytunzorlarni payhon qilib yuboradi

Dehqonlarning qarshiligi yirik chorvadorlar ittifoqi- Mestaning qarshiligiga uchragan . Movutsozlikning rivojlanishi bilan G`arbiy Evropada yungga bo`lgan ehtiyoj ortadi . Qirol hokimiyati yung savdosidan katta daromad olib , Mestaga homiylik qiladi . Dehqonlar xonavayron bo`lib , g`alla ekishzorlari qisqaradi. XVI asrning 30□ yillaridan boshlab Ispaniyaga Frantsiya va Sitsiliyadan g`alla keltirila boshlangan .

Bu davrda hunarmandchilik rivojlanib, kapitalistik manufaktura belgilari paydo bo`-ladi . Movutsozlik hunarmandchilikning asosiy sohasi hisoblanib , Segoviya , Toledo , Qurdoba , Kuenkeda manufaktura ko`rinishidagi korxonalar paydo bo`ladi . Bu shahar larning chekkasida yigiruvchilar , to`qimachilar tarqoq manufakturalarda savdogarlarga ishlagan . Biskayya kemasozlik va metallurgiya markazi hisoblangan . Ipak matolar ishlab chiqarish Toledo, Granada, Valensiya, Mursi, Malagada yo`lgaqo`yilgan bo`lib, eski tsex tartiblarini saqlab qolgan . Movutdan farq qilib , ipak buyum- lar yuqori sifatli bo`lib Flandriya , Frantsiya , Italiya , Shimoliy Afrikaga chiqarilgan . Qilich , xanjarlar ham tayyorlangan .

Ispaniyada va 30 □ yillardan boshlab Amerika mustamlakalarida bozozrlarning kengayishi sanoat ishlab chiqarishning rivojlanishiga ta`sir etadi . Ko`chib kelgan idalgolar kiyim va qurollarni tilla va kumushga xarid qilganlar . Dehqonlarning qishloqlardan qochib ketishi hisobiga ishchi kuchining ko`payishi

ham yangi korxonalar paydo bo`lishiga yordam beradi. Valyadolid, Salamanka va boshqa shaharlarda daydilarni zo`rlab ishchiga aylantirganlar .

Ispaniya sanoati Evropaning ilg`or davlatlaridan orqada bo`lib , paydo bo`lgan erkin ishchi kuchini bir qismini o`zlashtirgan. Texnik qurilmalar unchalik rivojlanmaganligidan ishlab chiqarish qimmatga tushgan . Ispaniya importi eksportdan yuqori bo`lib , eksportning asosini xom - ashyo va qishloq xo`jalik mahsulotlari tashkil etgan . Movut sanoati rivojlangan XVI asrning I yarmida ham Ispaniyadan yung tashqariga chiqarish uch marta ko`paygan

XVI asrda tashqi savdo rivojlanadi. Sevil`ya yirik savdo markaziga aylanib, Amerika bilan savdo qilish shu yerda to`planadi. Sevil`yada Ispaniyaning eng boy savdogarlari yashashgan. 100 kemandan ortiq flotiliya muntazam Amerikaga qatnab turgan. Madinadel Kampo yarmarkalari bilan mashhur bo`lgan . U kredit operatsiyalari markaziga aylanadi . Iqtisodiy tarqoqlik tufayli mamlakat ichki savdosi rivojlanmaydi .

1516 yil Ferdinand Aragon vafot etgach, nabirasi Karl I taxtga o`tiradi . 1519 yil bobosi Maksimilian I Gabsburg vafot etgach , u Karl V nomi bilan □ Muqaddas Rim impe riyasi□ imperatori etib saylanadi. Shunday qilib, Ispaniya imperiya tarkibiga kiradi . Zamondoshlar □ Karl monarxiyasida quyosh botmaydi □,- deyishardi .

Flandriyada tarbiya olgan Karl V Ispaniyani va ispan tilini bilmagan. 1517 yil flamand maslahatchilari bilan Ispaniyaga kirib kelgan 17 yoshli qirol dushmanlarcha qarshi olinadi. Qirol Kastiliya , Aragon va Katalon korteslaridan qiyinchilik bilan o`zini qirol deb tan olishlariga erishadi. Karl flamandlarga imtiyozlar va daromadli lavozimlarni tarqatadi . Karlning imperator etib saylanishi va Germaniyaga ketishi norozilikni kuchaytiradi . Yangi subsidiya olish uchun 1519 yil chaqirilgan korteslar Karlning Ispaniyadan tashqarida uch yildan ortiq bo`lmasligini , mablag`ning olib

chiqib ketilishiga chek qo`yishni va chet elliklarga lavozimlar berishni to`xtatishni talab qiladilar . Qirol va`da berib , subsidiya olishga muvaffaq bo`ladi 1520 yil mayda Karl Niderlandiyadan olib kelgan Kardinal Adrian Utrextni noib etibtayinlab, Ispaniyadan chiqib ketadi . Bu Kastiliyada shahar kommunalarining qo`zg`oloniga sabab bo`ladi . (ispancha kommuneros)

Dastlab qo`zg`olonda aholining turli qatlamlari qatnashadi . Flamandlarning o`zboshimchaligi , qirolning moliyaviy faoliyati va shaharlarning huquqiga daxl qilinishi , hamda korteslarning ahamiyati tushib ketishidan boy shaharliklar norozi edilar . Avval qo`zg`olon boshlagan Toledo aholisi boshqa shaharlarga murojaat qilib , erkinliklarni saqlab qolish uchun birgalashib kurashga chaqiradi .

Qo'zg'olonchilarning asosiy qismi ni soliqlardan norozi shaharliklar , hunarmandlar tashkil qiladi . Grandlar va idalgolar ham dastlab qo'zg'olonga qo'shiladilar . Grandlar qo'zg'olondan o'zlarining avvalgi imtiyozlarini tiklashda foydalanishga urinadilar . Mayda va o'rta feodallar ham mavrlar bilan urush davridagi erkinlikni tiklashga urinadilar . Ispan feodallari ayniqsa chetelliklarni yuqori va daromadli lavozimlarni egallashidan norozi edilar .

May, iyun oylarida Toledoga Kastiliyaning Segoviya, Burgos, Avila kabi shaharlari qo'shiladi . Ular korrexidorlarni haydab (qirol amaldorlari) , yangi , demokratik boshqaruv tuzadilar. 29 iyulda beshta shahar deputatlari Avilada yig'ilib , □ Muqaddas xunta □ (□ ittifoq □) tuzadilar va kastiliyalik Xuan de Padil`yani qo'shin qumondoni etib saylashadi . Madina del Kampo qirol qo'shinlari tomonidan vayron etilgach , qo'zg'olon shimoliy va markaziy Kastiliyani hamma shaharlarini qamrab oladi . Xunta Adrian hokiiyatini bekor qiladi . Karl bilan murosaaga urinib , xunta unga oktyabr oyida talabnoma yuboradi . Talabnomada qirolning doim Ispaniyada yashashi , lavozimlarga ispanlar tayinlanishi , oltin va kumush mamlakatdan chiqarilib ketmasligi ko`rsatiladi . Korteslar har uch yilda chaqirilishi , dvoryanlar ham soliq to`lamlari kerakligi , aristokratlar o`zlashtirgan yer va konlar davlatga qaytarilishi ham talabnomada qayd qilinadi . Grand va dvoryanlar shahar boshqaruvida ishtirok etmasliklari ham talab qilinadi . Oxirgi talab qo'zg'olonda tub burilishga olib keladi . Dvoryanlar va shaharliklar orasida urush boshlanadi. Bundan foydalanishga harakat qilib , qirol shaharlarga yon berishga va`da qiladi .

Qo'zg'olonning tobora antifeodal tus olishi grandlarning qirol tomoniga o'tib ketishiga olib keladi . Kastiliya dehqonlari o`z sen`orlariga hujum qila boshlaydi .

Ikkilanish tufayli shaharlarning bir qismi □ Muqaddas xunta □ dan chiqadi . 1520 yil Valyadolid shahrida qo'zg'olonchilarning ashaddiylari yangi □ Otryadlar xuntasi □ ni tuzadilar .

Qo'zg'olonchilarning qirol qo'shinlari bilan hal qiluvchi urushi 1521 yil aprelda Vilyalar qishlog'i yonida bo`lib o`tdi . Dvoryanlar qo'shinlari □ Muqaddas xunta □ armiyasini tor□ mor keltiradi. Padil`ya va boshqa yo`lboshchilar qatl etiladi. Toledo shahri Padiliyaning bevasi Mariya Pacheko rahbarligida olti oy qarshilik ko`rsatadi . 1522 yil iyulda Karl nemis qo'shinlari bilan Ispaniyaga kelganda qo'zg'olon to`la bostirilgan edi.

Hali Ispaniyada viloyatlar separatizmi kuchli edi. Kataloniya va Aragon qo'zg'olonga qo'shilmadilar .

Karl davlati tarqoq davlatlar va hududlarning birlashmasi bo`lib , iqtisodiy va siyosiy tuzumiga ko`ra ular bir □ biridan farq qilgan . Karl □ Butunjahon xristian monarxiyasi□ni tuzishni orzu qilardi . U o`zini turklarga va nemis protestlariga qarshi kurashda katoliklar rahbari hisoblardi . Shunga ko`ra Ispaniya unga harbiy urushlar uchun mablag` va askarlar to`plash uchun manba sifatida qaralar edi .

Italiya urushlari davrida Karl Shimoliy Italiyaning katta qismini qo`lga kiritdi. Turklarning Evropaning ichkarisiga kirib borishini to`xtatish maqsadida Karl katta qo`shin tuzadi, 1535 yil Tunisni turklardan vaqtincha tortib oladi. Biroq , turk kemalari O`rta Yer dengizida ispan savdosiga xalal berishi baribir davom etaveradi .

1556 yil Karl taxtdan voz kechgandan keyin o`g`li Filipp II taxtni egallaydi . (1556 - 1598) .

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Eronda feodal munosabatlarning vujudga kelishi va rivojlanishi.

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Annotatsiya: Eron Islom respublikasi-Janubi-g'arbiy Osiyoning eng katta davlatlaridan biri bo'lib, aholisi-71,2 mln.kishi (2010 yil ma'lumotlari), hududi-1,65 mln. km.kv, poytaxti-Tehron shahri.

Eron Islom Respublikasi 1992 yil 10-mayda O'zbekistonning suverenitetini tan oldi va 1992 yil 25-noyabrda ikki davlat o'rtasida diplomatik munosabatlar o'rnatildi.

Kalit so'zlar: *Arshakiylar sulolasi; Sosoniylar sulolasi; shanshoh; satrap; Persiya Sosoniylar davlatini tashkil topishi xususida shuni ta'kidlash lozimki, Parfiya davlati o'rni yuzaga kelgan yangi davlat Eronni birlashtirish tashabbusi, bir paytlar Ahamoniylar davlatining dastlabki markazi bo'lgan Forsdan kelib chiqdi. Salavkiylar davridayoq ma'lum bir siyosiy mustaqillikka erishgan Fors, vassal podsholiklarning biri sifatida Parfiya davlati tarkibiga kirgan. Uning hukmdorlari mil.avv.II asrda shoh unvonini qabul qilishgan bo'lib, o'zlarini o'tmishdoshlari Fratakiylar singari tangalarini zarb etishgan. So'nggi Sosoniylar davri an'alariga ko'ra Arshakiylar vaqtida Forsni Bazrangiyalar sulolasi boshqargan bo'lib, uning so'nggi hukmdori esa Gochixr edi. Forsning poytaxti Staxr (hozirgi Istaxr, qadimgi Persepol yaqinida) bo'lgan. Forsda shuningdek mayda hukmdorlar ham bo'lgan. Shunday hukmdorlardan bir Soson urug'idan bo'lgan Papak bo'lib, u bir vaqtni o'zida Forsda izzat - hurmatga ega bo'lgan Anaxita ma'budasi ibodatxonasini kohini ham sanalib, Papak, 208 (yoki 209) yilda Gochixrni taxtdan ag'darib, o'ldirdi va podsho hokimiyatini egalladi.*

II asr oxiri-III asr boshlariga kelib o'zaro urushlar Parfiya davlatining kuchsizlanib qolishiga olib keldi. 208- yilda Parfiya davlati ikki qismga bo'linadi. Keyinchalik esa Parfiya yana bir necha mayda davlatlarga ajralib ketadi. Bundan Eronning janubi-g'arbida joylashgan pors qabilalari foyalanib, Staxr shahrida hokimiyatni egallab oladilar. Bu janglar tepasida porslarning soson urug'idan bo'lgan Bobak turardi.

222 yilda Papak vafot etgach, Porso viloyati taxtiga uning o'g'li Ardasher I (224-239) o'tiradi. Ardasher Fors bilan qo'shni bo'lgan ayrim viloyatlar, Karmon, Xuziston va boshqalarga o'z hukmdorligini yoydi, Parfiya davlati tarkibiga kirgan bir qator mayda podsholiklarni hukmdorlari bilan ittifoqchilikda Arshakiylardan bo'lgan Parfiya shohi Artaban V ni 224-yilda bo'lib o'tgan jangda yengadi va

Arshakiylar sulolasi (*Arshakiylar- mil.avv.250 yildan-milodiy 224 yilgacha Parfiyada hukmronlik qilgan sulola. Sulolaga day qabilasining boshlig'i Arshak asos solgan. Bu davlatga hozirgi Sharqiy Eron va G'arbiy Turkmaniston yerlari tobe bo'lgan*), hokimiyatini tugatdi va yangi davlat-Sosoniylar davlatiga asos soldi. Parfiya sosoniylar davlatiga qo'shib yuborilgan.

Davlatning nomi Porso viloyati (Fors) ning sosoniylar urug'idan bo'lgan birinchi shohi Papakning otasi Soson nomi bilan atalgan.

226-yilda Ardasher I poytaxtni Staxr shahridan Dajla daryosi bo'yidagi Ktesifonga deb ko'chiradi. Ktesifonda Ardasher I Sosoniy davlati taxtiga chiqish marosimini o'tkazgach, Sosoniylar davlatining chegaralarini kengaytirishga harakat qildi.

Ardasher I vafotidan keyin Sosoniylar davlati taxtiga Shopur I chiqadi. Shu vaqtdan boshlab sosoniy taxtiga chiqqan sulola vakillari "shahanshoh" unvoniga ega bo'ldilar.

Sosoniylar (224-651yillar)-ikkinchi fors imperiyasi va uchinchi eroniylar sulolasi bo'lib, ular o'z davlatlarini Eronshahr-Eroniylar (Oriylar) davlati deb nomlashgan.

Bu davlat hududiga Mesopatamiya, G'arbiy Hindiston, Xuziston kirgan.

Bu yerda aholi qabilaviy holda istiqomat qilib, ular 240 taga yaqin bo'laklardan iborat edi. Faqatgina Porsoda bir-biriga yaqin qabilalar bir xalq bo'lib uyushgan edilar. Keyinchalik Eronning birlashishi xuddi shu Porso viloyati atrofida boshlandi. Porso keyinchalik Fors viloyati deb ataldi. Ushbu yer aholisi forslar deb, qadimgi Eron esa Persiya deb yuritilgan.

Sosoniylar davlati – Yaqin va O'rta Sharqdagi III – VII asrlarda hukm surgan Sosoniylar sulolasi tomonidan boshqarilgan davlat bo'lib, Parfiya davlatini o'rnida tashkil topgan.

Ardasher I 224 yilda Eronni va ba'zi qo'shni viloyatlarni egallab olib, Parfiya hukmdori Artaban V ning qo'shinlarini tor – mor qildi, hamda milodiy 226 – 227 yillarda Ktesifonda hukmdorlik tojini kiydi.

Parfiya podsholigi tarqoq bir podsholik edi, unda har bir viloyatning hokimi o'z viloyatining merosxo'ri bo'lib, podsho bilan faqat vasallik munosabatlarida bo'lar edi, bunga qarama-qarshi o'laroq, sosoniylarning yangi Eron podsholigi ancha markazlashgan davlat edi. Ularning zamonida mamlakat 18 ta satraplikka bo'lingan edi, *Satrapiya, satraplik- ayrim davlatlar (Ahamoniylar, Salavkiylar, Parfiya va Sosoniylar) da satraplar boshqargan harbiy-ma'muriy okrug.* Satraplarga satraplardan tashqari harbiy boshliqlar ham tayinlangan, ular chegara, yo'llarni qo'riqlagan, o'g'rilik va bosqinchilikka qarshi kurashgan. Har bir satraplik belgilangan miqdorda soliq to'lashga majbur bo'lgan. Ko'pchilik satraplarning o'z

qonuni, urf-odati bo‘lgan, o‘z tilida so‘zlashgan, bularning tepasida satraplar turardi, bular podsho tomonidan tayinlanib, ular podshohga bo‘ysunar edilar.

Sosoniylar davlat moliyasiga katta e‘tibor berdi. Ular aholiga turli-tuman yer va jon soliqlari solar va bu soliqlarni yig‘ib olish uchun amaldorlar sonini ko‘paytirar edilar.

Yangi sulolaning poytaxti rasman qadimgi Ahamoniylarning poytaxtlaridan biri-Persepol edi. Lekin Mesopotamiyada uzluksiz urush olib borilganligi tufayli, podsho odatda Tigr daryosi bo‘yidagi chegara shahari-Ktesifonda turar edi. Haqiqatda shahanshohning («shohlar shohi»ning) poytaxti shu shahar edi.

III-asrda sosoniylar davlatida hali ko‘p sonli mahalliy zodagonlarning eski mulklari va bir qator «podsholiklar»: Sakaston, Kermon, Marv va boshqalar mavjud bo‘lgan, biroq bir qator viloyatlarning hukmdorlari etib sosoniylar urug‘i vakillari tayinlangan.

Ardasherning vorisi va o‘g‘li Shopur I (241-272) davrida bir qator g‘alabalarga erishdi va sharq hamda g‘arbda (Afg‘oniston, Kavkazorti va boshqa joylarda) yangi hududlar istilo qilinib, mamlakat hududiga qo‘shib olindi. Sosoniylar endilikda “Eron shahanshohi” deb atala boshladi.

Shopur I davrida Mesopatamiya uchun bo‘lgan Edessa yonidagi jangda rimliklar qattiq zarba yedilar. Imperator Valerian boshchiligida asir tushgan rimliklar qulga aylantirilgan. Manbalarda yozilishicha, ularning qullari bilan Karun daryosida katta to‘g‘on va suv inshootlari qurilganki, ular Bandi-Kaysar (Sezar to‘g‘oni) nomi bilan mashhurdir.

Shopur I O‘rta Osiyoga ham yurish qiladi. U Choch viloyatiga qadar bostirib kirgan. III-IV asrlarda Sosoniylar davlati hududiga Marv tog‘li tumanlar, sharqda Hirot va boshqa yerlar kirgan. V asrda Eron Kaspiy dengizi qirg‘oqlarida mustahkam o‘rnashib oldi va Buyuk Ipak yo‘lining ushbu qismida nazorat o‘rnatdi. Milodiy III asrda Sosoniylar davlati kuchayib ketishi natijasida ma’lum bir davr davomida eronliklarning Buyuk ipak yo‘liga bo‘lgan ta’siri kuchayadi. Ayniqsa ushbu yo‘lning g‘arbiy bo‘lagi ancha vaqtgacha ular nazorati ostida bo‘ladi. Eronliklar savdo ishlariga mohirligi va ularning manfaati bunga bevosita bog‘liq bo‘lganligi sababli, ular xalqaro savdo aloqalarini rivojlantirishda muhim o‘rin tutadi.

Shuning bilan birga Yaqin Sharq, Hindiston, Xitoy bilan savdoni o‘z qoliga oldi.

283 yilda boshlangan Rim imperiyasi bilan Armaniston hududi uchun kurash IV asrning oxiriga kelib ikki tomonning kelishuvi bilan tugadi. Bu kelishuvga muvofiq Armanistonning 4/5 283 yilda boshlangan Rim imperiyasi bilan

Armaniston hududi uchun kurash IV asrning oxiriga kelib ikki tomonning kelishuvi bilan tugadi. Bu kelishuvga muvofiq Armanistonning 4/5 ismi Sosoniylar hukmronligi ostiga o'tgach, qolgani esa Sharqiy Rim imperiyasi (Vizantiya) ga kiritilgan.

V asr o'rtalarida shoh Feruz hukmronlik qilgan yillarda Eronga nisbatan hujum kuchaydi. Feruz bir qator chegara qal'alarini qurishga majbur bo'ldi. Ram-Feruz, Roshan-Feruz, Shahrom-Feruz kabi shaharlar qurildi.

Sosoniylar davlatida shahanshohning o'zi boshqaradigan markaziy hokimiyat, Arshakiylar davridagidan ancha kuchli bo'lgan. Ardasher I davridayoq vassal podsholiklarning bir qismi yo'q qilindi, ularni o'rnini Sosoniylar urug'i a'zolari va shahanshohning noiblari almashib, egallashdi. Vassal podsholiklarni tugatilishi jarayoni III-VI asrlarda ham davom etdi, shundan so'ng ular asosan g'arbdagi va sharqdagi chegara viloyatlarda saqlanib qoldi.

Ardasher I davrida zardo'shtiylik davlat dini bo'lib qoldi. Uning rahbarligida yagona ibodatxona tashkiloti barpo qilindi. Shopur I ning davrida kohin barcha afsungarlarning boshlig'i bo'ldi. Bahrom II davrida esa oliy kohin va butun davlatning sudyasi (hakami) hamda shahanshohning piri, ma'naviy ustoziga aylandi. Zardo'shtiylik ibodatxonasi va Eron kohinlarining rahbarlari, sosoniylar davlatining asosiy siyosiy va iqtisodiy kuchlaridan biriga aylanishdi.

Sosoniylar davrida Eronning ijtimoiy va davlat tuzumi masalasida shuni aytish kerakki, bu quldorlik tuzimini inqirozga yuz tutishi va ilk feodal jamiyatining shakllanish davri bo'lgan, xolos. III-IV asrlarda quldorlik munosabatlari hamon kuchli edi. Yunon va boshqa manbalar tez-tez eron qo'shinlari tomonidan o'n minglab ko'plab odamlarni Suriya, Armaniston va boshqa mamlakatlardan qullikka haydab olib ketganliklarini eslatib o'tadi. Asirlar bilan bir qatorda, ayrim hollarda soliqlarni to'lay olmagan tufayli dehqonlar ham qul bo'lib qolishgan. Qullar zodagonlarni yer-mulklarida, bu yer-mulk qullari bilan birga sotilishi mumkin edi, shuningdek podsholikka qarashli hunarmandchilik ustaxonalarida ishlagan.

Qulchilik Eronda azaldan qishloq jamoasi bilan yonma-yon mavjud bo'lgan, erkin qishloq jamoasi (ya'ni katak, yangifors, kadi) dastlab katta oila negizida tashkil topib, keyinchalik qo'shni jamoaga aylangan, bunda katakxvatay (uy, xonadon og'asi, yangifors, kodxuda) atamasi katta oila jamoasi boshlig'i, keyinchalik esa-qishloq oqsoqoli ma'nosini anglatgan

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Military Tactics of Amir Temur

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Abstract: This article talks about the military tactics of Amir Temur, also known as Temur, a great general of the 14th century. His work on the military front had a significant impact on world military art. The article examines the main elements of Amir Temur's military tactics, including his organizational skills, efficient use of mobility, psychological warfare, and new combat formations. Through historical analysis, the research shows Timur's contribution to the development of military strategy, which was later recognized and accepted by other famous generals.

Keywords:

Amir Timur, Timur, military tactics, Timurids, mobility, psychological warfare, battle formations, military strategy, 14th century, Babur.

Introduction

Amir Temur, born in 1336 in the Chagatai Khanate, established one of history's most formidable empires through his strategic military genius. His descendants, including Babur, founder of the Boburid Empire, continued to advance his military doctrines. Recognized as a great commander and innovative military organizer, Temur's contributions to military art were profound and enduring.

Military Organization and Discipline

Amir Temur's army was meticulously organized and disciplined, comprising soldiers from diverse backgrounds, including farmers, craftsmen, and herders. The military forces were primarily composed of cavalry, supported by infantry units. One of Temur's significant innovations was the introduction of fire-arms, such as the fire-ball (ra'd) and other weapons like zarbzhan and farangi, which enhanced the army's combat capabilities.

Structured Hierarchy

The Timurid army had a well-defined hierarchical structure. Temur appointed commanders at various levels, from tens to thousands, ensuring effective control and swift execution of orders. This hierarchical organization was crucial for maintaining discipline and coordination during battles.

Equipment and Logistics

Each soldier was well-equipped with essential arms and supplies. Standard issue included a bow, arrows, shield, extra horse, and various tools for camp setup and

maintenance. This meticulous preparation ensured that the army was self-sufficient and ready for prolonged campaigns.

Mobility and Speed

Temur's emphasis on mobility and speed was a cornerstone of his military strategy. His light cavalry units were renowned for their agility and rapid movements, allowing them to execute swift maneuvers and surprise attacks. The strategic placement of supply depots supported this mobility, enabling his forces to sustain long campaigns far from their base.

Light Cavalry

The use of light cavalry provided Temur's armies with exceptional flexibility on the battlefield. These units could perform flanking attacks, reconnaissance missions, and quick strikes, often catching the enemy off guard.

Supply Lines

A robust logistical network ensured a steady flow of provisions and reinforcements, allowing Temur's forces to maintain their pace and endurance. This infrastructure was crucial for the success of his rapid and extensive military campaigns.

Psychological Warfare

Amir Temur was a master of psychological warfare, using fear and intimidation to weaken his adversaries before engaging them in battle. His reputation for brutality and the strategic dissemination of his exploits created an aura of invincibility.

Massacres and Atrocities

Temur's brutal tactics, such as the massacres of conquered populations and the display of their remains, instilled fear in his enemies. This psychological tactic often led to the swift surrender of opposing forces, who preferred to capitulate rather than face annihilation.

Propaganda

Temur's use of propaganda further amplified his fearsome reputation. Stories of his invincibility and the horrific fates of those who opposed him spread quickly, demoralizing his enemies and undermining their will to resist.

Innovative Battle Formations

Temur's battle formations were highly innovative and adapted to the specific conditions of each engagement. He introduced several new tactics and formations that enhanced his army's effectiveness.

Feigned Retreats

One of Temur's signature tactics was the feigned retreat, where his forces would simulate a withdrawal to lure the enemy into a vulnerable position. Once the enemy

was disorganized and overextended, Timur's forces would regroup and launch a devastating counterattack.

Use of Reserves

Timur maintained disciplined reserves during battles, which he could deploy at critical moments to exploit weaknesses in the enemy's lines or to reinforce his own positions. This strategic use of reserves allowed him to maintain the initiative and adapt to the changing dynamics of the battlefield.

Specialized Units and Divisions

Amir Timur established specialized military units for various combat scenarios, including mountainous regions and different types of terrain. He was one of the first to introduce a seven-arm division on the battlefield, an innovation that was later adopted by generals like Tokhtamysh and Shaibani Khan.

Female Warriors

Historical accounts, such as those by Ibn Arabshah, mention the presence of women in Timur's army, who fought alongside men and displayed remarkable heroism and fortitude. This inclusion of female warriors was a unique aspect of Timur's military organization.

Conclusion

Amir Timur's military tactics were characterized by a combination of mobility, psychological warfare, and innovative battle formations. His strategic acumen and adaptability enabled him to forge one of the most formidable empires of his time. The methods he developed and employed not only brought him numerous victories but also left a lasting impact on military strategy, influencing future generations of military leaders.

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THE ESSENCE OF THE CONCEPTS OF LONELINESS AND ISOLATION

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Annotation: today, most people feel Wayward or isolated. These emotions affect a person's health and life. Pathlessness and isolation are not only personal problems, but also social phenomena. In this article, we will talk in detail about what pathlessness and isolation are, their causes, consequences and ways to overcome.

Keywords: loneliness, isolation, mental disorders, health.

Loneliness is when a person feels lonely, unnecessary, or depressed. This feeling is associated with the inner world of a person. A person can also feel like a path between people. For example, it is possible to feel lonely even in the company of large people.

Isolation is when a person does not communicate or interact with others. This situation is more associated with the outside world. Isolation can be understood as loss or restriction from social relationships.

Causes of loneliness and isolation:

- social causes:
- migration: people move to other places and move away from their loved ones and friends. In a new location, they have difficulty building new connections.
- unemployment: unemployment keeps a person away from social ties. Unemployed people may feel less important to others.
- divorce: family problems and divorces have a negative impact on the mental and social health of people.
- personal reasons:
- mental disorders: mental disorders make a person feel like a pathetic. For example, diseases such as depression or anxiety disorders.
- low self-esteem: a person, with low self-esteem, is afraid to communicate with others and chooses loneliness.
- lack of social skills: lack of social skills makes a person have difficulty establishing relationships with others.
- technological reasons:

- internet and social networks: modern technologies can disconnect people from real communication. Virtual connections reduce physical contact.

- cultural changes: the transformation of modern culture leads to isolation, changing the social relationships of people.

Consequences of loneliness and isolation:

- mental health: pathlessness and isolation can increase depression, stress and anxiety. These conditions have a serious impact on a person's mental stability.

- depression: loneliness increases depression because a person feels unnecessary and isolated from others.

- stress: isolation exposes a person to various stresses. For example, unemployment or financial problems.

- physical health: pathlessness and isolation can have negative effects on cardiovascular disease, decreased immune system and overall physical health.

- cardiovascular disease: loneliness increases the risk of cardiovascular disease because stress and depression have a negative effect on the heart.

- decreased immune system: mental problems negatively affect the human immune system, which increases the risk of various diseases.

- social relationships: pathlessness and isolation can negatively affect a person's social activities, making his contacts with family and friends worse.

- family relationships: loneliness and isolation worsen relationships with family members, which can lead to family conflicts.

- relationships with friends: loneliness reduces a person's contacts with friends, which negatively affects his social life.

Ways to overcome gait and isolation:

- social groups: joining different groups and making new friends can help you overcome loneliness. For example, sports clubs, art clubs or specialized groups.

- sports clubs: by joining Sports Clubs, people can find new friends and improve their health.

- art circles: Art Circles give people the opportunity to engage in creative activities and meet new people.

- psychological help: getting help from psychologists and consultants can help a person overcome pathos. In this way, a person improves his mental health.

- psychotherapy: psychotherapy helps a person to understand their problems and solve them.

- counsellors: getting professional help in counsellors can help a person reduce the feeling of being alone.

- the correct use of technology: improving communication through social networks reduces human isolation.
 - online groups: online groups on social networks and forums give people the opportunity to find new friends and exchange ideas.
 - video chats: through video chats, people communicate remotely and feel less alone.
- By justifying the article's incremental themes about contemporary issues and their previous discussions, we would have brought our own discussions that could have an acceptable impact in the community. This article is an analysis of the main causes, consequences and ways of overcoming roadblocks and isolation.

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Xalqaro amaliyotda oilaviy tadbirkorlik roli va uning ahamiyati

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Biznes va tadbirkorlik oliy maktabi tadqiqotchisi

Dunyo bo'ylab turli iqtisodchi olimlar tomonidan oilaviy biznes bo'yicha tadqiqotlar amalga oshirilgan. Xususan, bir guruh xorijiy olimlar ta'kidlashicha, "oilaviy biznes global miqyosda, ayniqsa, Osiyoda dominant biznes shakli hisoblanadi, ammo oilaviy biznesni umumlashtirish uchun foydalaniladigan G'arb mamlakatlaridagi hozirgi nazariyalardan bilan solishtirganda Osiyodagi oila bizneslarining strategik xatti-harakatlariga ta'sir etuvchi omillarni o'rganuvchi konseptual va empirik tadqiqotlar sezilarli darajada kam hisoblanadi. JanubiSharqiy Osiyodagi qiymati 1 milliard AQSH dollariga teng bo'lgan korxonalarining 80% dan ortig'i oilaviy biznes yoki konglomeratlar bo'lib, oilaviy biznes mazkur mintaqadagi o'nta mamlakatda milliy YaIMning 85 foizgacha qismini tashkil etadi"¹.

Boshqa tadqiqotchilar oilaviy biznesning o'ziga xos xususiyatlariga e'tibor qaratishgan. Xususan, "oilaviy biznesda tadbirkorlarning dastlabki amaliy tajribasi natijasida tarmoqqa norasmiy qaramlik va oila a'zolarining aralashuvi bilan yodda qolishi mumkin, bu esa tadbirkorlik bilan shug'ullanuvchi oilaviy biznesning yangi bilimlarni olishiga va ilmiy-tadqiqot investitsiyalarini amalga oshirishiga to'sqinlik qilishi mumkin. Nazariy jihatdan, qayta tuzilgan oilaviy kompaniyalarda yashil innovatsiyalarda ustuvorlik mavjud"².

Tadqiqotchilar oilaviy biznesning yuzaga kelishiga ham e'tibor qaratishgan. "Oilaviy biznesni tashkil etishning eng qadimgi va asosiy shakllaridan biridir. Bugungi raqobat sharoitida oilaviy kompaniyalarning o'sishi va saqlanib qolishi bir qator jihatlarga bog'liq. Xususan, sezilarli darajada tez o'zgaruvchan muhitga javoban tashkiliy imkoniyatlarni shakllantirish, kengaytirish yoki qayta konfiguratsiya qilish masalalari shular jumlasidandir. Oila a'zolarining harakat yo'nalishlarini tashkil etish va amalga oshirish bo'yicha yagona boshqaruvning

¹ Chanun Somboonvechakarn, Tatri Taiphapoon, Pongpun Anuntavoranich, Sukree Sinthupinyo. Communicating innovation and sustainability in family businesses through successions. // HELIYON, Available online 24 November 2022. – p. 2; <https://www.sciencedirect.com/science/article/pii/S2405844022030481>

² Chen Cheng, Siming Li, Shali Liu, Suge Zhang. Origin matters: The institution imprint effect and green innovation in family businesses. // Finance Research Letters, Volume 50, December 2022; <https://www.sciencedirect.com/science/article/abs/pii/S1544612322005037>

mavjudligi biznes muammolarini hal qilish va maqsadlarni amalga oshirishda muhim rol o'ynaydi"³.

“Umumiy mulkchilik va nazorat oila tomonidan amalga oshiriladigan va kamida ikki yoki undan ortiq oila a'zolari biznesni boshqarishda ishtirok etadigan biznes oilaviy biznesi deb tushuniladi va butun dunyoda katta ahamiyatga ega. Ular barcha korxonalarining 70% dan ortig'ini tashkil qiladi, o'rtacha ish o'rinlarining 60% ni yaratadi va jahon yalpi ichki mahsulotiga (YaIM) o'rtacha 67% hissa qo'shadi"⁴.

Boshqa tadqiqotchilar oilaviy korxonalarni davlat korxonalarini bilan taqqoslab o'tgan. “Oilaviy biznesning o'ziga xos mulkchilik tuzilishi ularga an'anaviy davlat kompaniyalarida ko'pincha yetishmaydigan uzoq muddatli faoliyatni tashkil etish imkonini beradi. Ular moliyaviy qiyinchiliklar davrida omon qolish imkoniyatlarini oshirish uchun moliyaviy barqarorlik davrida mavjud bo'lgan ortiqcha daromadlardan voz kechishadi. Oila tomonidan boshqariladigan kompaniyaning bosh direktori oilaviy bo'lmagan kompaniyalar rahbarlarinikiga o'xshash moliyaviy rag'batlarga ega bo'lishi mumkin, ammo u his qilgan oilaviy majburiyat juda boshqacha strategik tanlovlarga olib keladi. Oilaviy kompaniyalar rahbarlari ko'pincha 10 yoki 20 yillik istiqbolga sarmoya kiritib, kelajak avlod uchun hozir nima qilishlari mumkinligiga e'tibor qaratadilar"⁵.

P.Pounderning fikricha, “oilaviy kompaniyaning umumiy ta'rifi oilaning strategiya ustidan nazoratni amalga oshirish uchun yetarlicha o'z kapitaliga ega bo'lishi va yuqori boshqaruv lavozimlarida ishtirok etishidir. Oilaviy an'analar va ularning merosi ushbu biznesda katta ahamiyatga ega va yosh avlodlar o'z oilalarining biznes yuritish uslubiga sodiq qolishga intilishadi. Bu juda muhim, chunki oila merosi va an'analari saqlanib qoladi va qaror qabul qilishda muhim rol o'ynaydi"⁶.

O'zbekistonda ham oilaviy biznes bo'yicha atroflicha tadqiqotlar o'tkazilganligiga guvoh bo'lishimiz mumkin. “Oilaviy korxonaning ishtirokchilari tomonidan tovarlar ishlab chiqarish va realizatsiya qilish uchun ixtiyoriy asosda, ishtirokchilarning ulushli yoki umumiy mol-mulk, shuningdek, ishtirokchilardan har birining mol-mulki negizida tashkil etiladigan kichik tadbirkorlik subyektidir.

³ Wejdan AL Kayid, Zhongqi Jin, Constantinos-Vasilios Priporas, Sumeetra Ramakrishnan. Defining family business efficacy: An exploratory study. // Journal of Business Research Volume 141, March 2022, Pages 713-725. <https://www.sciencedirect.com/science/article/abs/pii/S0148296321008948>

⁴ Walter Reina, José Pla-Barber, Cristina Villar. Socioemotional wealth in family business research: A systematic literature review on its definition, roles and dimensions. // European Management Journal Available online 31 October 2022.

⁵ Nicolas Kachaner, George Stalk, Jr., Alain Bloch. What You Can Learn from Family Business. // International Business, November 2012. <https://hbr.org/2012/11/what-you-can-learn-from-family-business>

⁶ Paul Pounder. Family business insights: an overview of the literature. // Journal of Family Business Management 5(1):116-127, April 2015. https://www.researchgate.net/publication/277573734_Family_business_insights_a_n_overview_of_the_literature

Oilaviy korxonalar faoliyati uning ishtirokchilarining shaxsiy mehnatiga asoslanadi. Oilaviy korxonalar faoliyatini faqat yuridik shaxs sifatida faoliyat ko'rsatadi"⁷.

Sh. Quvandiqov boshchiligidagi tadqiqotchilar ta'kidlashicha, "oilaviy tadbirkorlikni qo'llab-quvvatlash tizimi bir necha yo'nalishlarda amalga oshirilib, o'ziga xos yondashuvlarni talab etuvchi murakkab jarayon hisoblanadi. Bunday murakkab jarayonlarni chuqur o'rganish va tahlil qilish endilikda noan'anaviy metodologik konsepsiyalar, masalaga o'zgacha yondashish tamoyillarini kashf etish zaruratini taqozo etmoqda. Muammolarni bartaraf etishga yangi ilm sohasi sifatidagi sinergetik yondashuv prinsiplari bu jarayonlarni tadqiq etishda muhim ahamiyat kasb etib, uning metodologik imkoniyatlaridan keng foydalanish zaruratini yuzaga keltirmoqda. Sinergetika metodlarini tadbirkorlik sohasida qo'llanishi uning metodologiyasi rivojiga katta hissa qo'shib, tadbirkorlik faoliyatini tashkil etish va yuritish jarayonining ham sinergetikligi, ya'ni o'zini o'zi tashkil etish xususiyati to'g'risidagi g'oyalarni isbotlaydi"⁸.

Yuqoridagi tadqiqotchilar fikriga qo'shilgan holda aytishimiz mumkinki, mamlakatimiz miqyosida oilaviy biznesni rivojlantirish va samarali tashkiliy mexanizmlarini ishlab chiqish masmlakatimiz iqtisodiyotini rivojlantirishda muhim ahamiyat kasb etadi.

So'nggi yillarda dunyo bo'ylab oilaviy biznesni rivojlantirish borasida nafaqat tadqiqotchilar tomonidan, balki yirik tashkilotlar tomonidan ham tadqiqotlar olib borilmoqda. Ayniqsa, pandemiya davrida oilaviy biznesni saqlab qolish va faoliyatini samarali tashkil etish bo'yicha tadqiqotlarning ahamiyati oshdi. Xususan, har yili AQShda Family Enterprise USA (FEUSA) tashkiloti oilaviy biznesga qanday muammolar ta'sir qilishini o'rganish uchun oilaviy kompaniyalarda so'rovnoma o'tkazadi. "2021-yil 6-yanvardan 2021-yil 31- martgacha o'tkazilgan so'nggi FEUSA so'rovida AQShning 11 shtatidan vakillar bo'lgan 172 nafar AQSH oilaviy biznes yetakchilari koronavirus tarqalishidan keyin kompaniyalar duch kelgan to'siqlar, shuningdek, oilaning taraqqiyoti haqida o'z fikrlarini bildirishgan. Xususan, 2020-yilda oilaviy biznes subyektlarining 58 foizida daromadlar pasaygan, 42 foizda esa o'sgan. Biznes egalari sanoat sharoitlari, iqtisodiy noaniqlik, hukumat qoidalari, malakali ishchilarni topish va Covid-19 pandemiyasi daromad, muvaffaqiyat va o'sishning o'zgarishiga ta'sir qiluvchi eng katta omillar ekanligi

⁷ M. Qazoqova, N. Eshmurodova. Yangi O'zbekistonda tadbirkorlikni va oilaviy tadbirkorlikni rivojlantirish yo'llari. // "Zamonaviy fanda model va usullar" Xalqaro ilmiy-onlayn konferensiya, 11.23.2022.

⁸ Ш. Қувандиқов, Х. Хасанов, Н. Ойдинов. Оилавий тadbirkorlikning ривожланишига синергетик ёндашув. // «Реал сектор ва хизмат кфрсатиш тармоқларини модернизациялаш ёрдамида минтакаларни мувозанатли ривожлантириш масалалари». Республика илмий-амалий анжуман материаллари, Фарғона, ФарДУ, 2018. – 198 бет.

ta'kidlangan. Pandemiya davrida oilaviy biznesni samarali boshqarish uchun ularning 27 foizi xodimlarni saqlab qoldi, 18 foiz kompaniyalar esa masofaviy ishlash orqali xodimlarni himoya qildi. Kompaniyalarning 16 foizi o'z xarajatlarini qisqartirdi va 5 foizi mahsulot yoki xizmat ko'rsatish liniyasini o'zgartirdi. 8 foiz kompaniyalar esa o'z xodimlarini qisqartirgan va 1 foiz kompaniyalar o'z biznesini tugatgan"⁹.

Oilaviy biznes bo'yicha mamlakatlar indeksi kompaniyaning tashkiliyhuquqiy shakli va boshqaruv funksiyalarida oila a'zolari qanchalik darajada ishtirok etishidan qat'iy nazar asosiy e'tiborni aksiyalar nazorat paketi bir oilaga tegishli bo'lgan kompaniyalar faoliyatiga qaratadi. Mazkur indeks oilaviy biznesni olti xil yo'nalishda baholaydi: soliq; mehnat xarajatlari, mahsuldorlik va inson kapitali; tartibga solish; moliyalashtirish; infratuzilma va institutlar hamda energiya.

2018-yilgi hisobotdan boshlab oilaviy biznes uchun mamlakatlar indeksi 21 mamlakatni qamrab oldi. Har bir mamlakat uchun reyting ko'p bosqichli jarayonda hisoblanadi. Yuqorida belgilangan olti yo'nalishning har biri bo'yicha tegishli ko'rsatkichlar aniqlanadi

1.8 jadval:

Oilaviy biznes bo'yicha mamlakatlar indeksi¹⁰.

Mamlakat nomi	2022-yil Natijalari	2022-yil egellagan o'rni	2021-yil natijalari	2021-yil egellagan o'rni
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⁹ <https://www.myefbc.com/family-business-statistics/>

¹⁰ [country-index-for-family-businesses_2022_stiftung-familienunternehmen.](https://www.ifo.de/en/foia/foia-2022-stiftung-familienunternehmen)

USA	62.59	1	62.88	1
Canada	62.09	2	61.42	3
Sweden	61.36	3	59.48	7
Switzerland	61.13	4	62.46	2
Denmark	58.39	5	60.78	5
Ireland	58.29	6	59.66	6
United Kingdom	57.52	7	59.04	8
Finland	56.72	8	57.47	10
Netherlands	56.17	9	61.32	4
Poland	53.57	10	52.94	12
Czech Republic	53.55	11	56.36	11
Belgium	52.87	12	51.84	13
Austria	52.23	13	58.23	9
Portugal	51.17	14	50.60	15
Slovakia	49.71	15	49.06	16
Japan	49.55	16	45.25	20
France	48.21	17	47.51	18
Germany	47.93	18	50.76	14
Hungary	47.52	19	48.91	17
Spain	43.07	20	45.83	19
Italy	39.68	21	38.72	21

Oilaviy biznes kompaniyalari bugungi kunda dunyoda barcha kompaniyalarning asosiy qismini tashkil qilishi, ular tomonidan o‘rtacha ish o‘rinlarining katta qismi yaratilishi va jahon yalpi ichki mahsulotiga qo‘shadigan hissasi orqali xulosa qilish mumkinki, oilaviy biznes butun dunyo bo‘ylab muhim ahamiyat kasb etmoqda va shu sababli mamlakatimizda ham uning samarali tashkiliy va amaliy mexanizmlarini joriy etish lozim.

**INGLIZ TILIDA SPORT SOHASIGA OID FRAZEOLOGIK
BIRLIKLARDA LEKSIK-SEMANTIK MUNOSABATLAR VA O‘ZBEK
TILIGA TARJIMA QILISH**

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Annotatsiya: ushbu tezisdagi ingliz tilidagi sport sohasiga oid frazeologik birliklar o‘rtasidagi leksik-semantik munosabatlar tahlil qilingan.

Kalit so‘zlar: sport, frazeologik birliklar, leksik-semantik munosabatlar, sinonim, antonim.

Ma’lumki, so‘zlar ma’no munosabatiga ko‘ra sinonim, antonim, uyadosh, partonim, graduonimik munosabatidagi so‘zlarga, shakl munosabatiga ko‘ra esa omonim va paronim so‘zlarga bo‘linadi. Bu tilshunoslikda leksemalar o‘rtasidagi leksik-semantik munosabatlar termini ostida birlashtiriladi. Shuningdek leksemalar o‘z anglatgan ma’nosi asosida o‘zaro sintagmatik va paradigmatic va iyerarxik munosabatda bo‘ladi. Ba’zi so‘zlar o‘z anglatgan semalari asosida o‘zaro bir-biriga yaqin bo‘lsa, ba’zilari bir-birini inkor qiladi. Ba’zi bir so‘zlarning ma’nosi bog‘lanmasa-da, tashqi tomoni (aytilishi va yozilishi) bir xil bo‘lgan so‘zlar ham mavjud bo‘lib, biri boshqasining borligini eslatib ham turadi. Shunga ko‘ra, sinonim, antonim, omonim va paronimlar ajratiladi.

Tilshunoslikda so‘zlarning ma’nolaridagi qarama-qarshilik antonimlarni aniqlash uchun asosiy mezon hisoblanadi. Til birliklarining o‘zaro ma’nodoshligi sinonimlar bo‘lib, ular fikrni aniq va ravshan, rang-barang ifoda qilishga xizmat qilsa, antonimlar esa semantik ziddlikni ifoda etishga yordam beradi.

Bilish jarayonida narsa va hodisa, harakat-holat, belgi va xususiyatni bir-biriga zidlash, ularning o‘zaro o‘xshash va farqli tomonlarini qiyoslab aniqlash katta ahamiyatga ega. Shu ma’noda bilish faoliyatimizning muayyan qismi zidlanishga, ya’ni antonimik jarayonga asoslangan bo‘lib, biror narsani aytishimiz bilan uning ziddi ham xayolimizga keladi¹.

Tilshunos olim Abduzohur Abduazizovning ta’kidlashicha, antonimlar bir-birini inkor etuvchi ma’nodagi so‘zlar o‘rtasida vujudga keladi. Antonimlar ham o‘zining sinonimlariga ega bo‘lishi mumkin. Masalan: kalta (pakana) – novcha (uzun),

¹ Aripova Z.N. O‘zbek musiqashunoslik terminologiyasi: Filol. fan. nomz... diss. avtoref. – Toshkent, 1998. – 26 b.

mazali (shirin) – mazasiz (bemaza) kabi. Demak, antonimlar sinonimlar bilan ham bogʻlana oladi. Antonimlar zid maʼnodagi soʻzlarni yoxud iboralarni qiyoslash natijasida kelib chiqqan boʻlib, ogʻzaki va yozma nutqda koʻp qoʻllaniladi².

A.V.Kuninning taʼkidlashicha, antonimlarning semantikasidagi oʻziga xos xususiyatlaridan biri ularning maʼnolaridagi zidlik hamda nisbiy qarama-qarshilik boʻlsa, ikkinchisi esa antonimik juftliklarning biri qaysi soʻz turkumiga mansub boʻlsa, ikkinchisi ham aynan oʻsha soʻz turkumiga taalluqli boʻlishidir³.

Ingliz tili sport terminologiyasida antonim FBlardan tashqari sinonim FBlar ham mavjud. Tilshunoslikda sinonimlar turli adabiyotlarda turlicha talqin qilinib, har xil turlarga boʻlingan. Terminologiya tarixi bilan maxsus shugʻullangan L.Kutina sinonimiya haqida oʻz fikrini shunday bayon etgan: Terminologiya sohasida keng tarqalgan sinonimiya hodisasi terminologik tizimlarning shakllanishi uchun xarakterlidir⁴.

Sport sohasida termin sifatida xoslangan koʻchma maʼnoli leksik birliklar tarkibida sinonimiya hodisasi ham uchraydi. Ular ham antonimiya kabi son jihatdan juda kam boʻlishiga qaramasdan nutqiy birliklar tarkibida mavjuddir.

Misol uchun, *Wonder kid* koʻchma maʼnoli leksik birlik termin sifatida xoslanganda yosh sportchilarga nisbatan *juda iqtidorli bola* maʼnosida qoʻllaniladi. Bu soʻz shu maʼnoda oʻzbek tiliga *vunderkind* koʻrinishida xoslanyapti.

A.V.Kuninning⁵ taʼkidlashicha, frazeologik sinonimlarning sinonimik uyalar, sinonimik qatorlar, sinonimik guruhlar tarkibiga kirishi frazeologik tizimda namoyon boʻladigan, muntazam sodir boʻladigan tabiiy jarayondir.

Sinonimik uyalar, sinonimik qatorlar va sinonimik guruhlarining sport sohasida oʻziga xos tutgan oʻrni va xususiyatlarini quyidagicha izohlash maqsadga muvofiq deb bilamiz.

1. Sinonimik uyalar tarkibiga kiruvchi FBlarning tarkibiy tuzilishidagi komponentlarida maʼlum darajada oʻxshash va tafovutli jihatlar kuzatilsa-da, semantik jihatdan bir xil mazmuni ifoda etadi. Masalan: *Be out of count – take the count – magʻlubiyatga uchramoq, yengilmoq, oʻyindan chiqib ketmoq.*

2. Sinonimik qator tarkibiga kiruvchi sport sinonim frazeologik birliklarida esa semantik jihatdan toʻliq maʼnodoshlik mavjud boʻlib, umumiy leksik komponentlari bir-biridan butkul ajralib turadi.

² Abduszozov A. Tilshunoslik nazariyasiga kirish. – Toshkent, 2010.– 73 b.

³ Kunin A.V. Kurs frazeologii sovremennogo angliyskogo yazyka. Izdaniye vtoroye. – M., 1996. – 43 s.

⁴ Kutina L. Formirovaniye yazyka russkoy nauki. – M., 1974. – 278 s.

⁵ Кунин А.В. Курс фразеологии современного английского языка. Издание второе. – М., 1996. – 43 с.

Masalan: *Chuck up the sponge – throw in the towel – taslim bo‘lmoq, yengilganini tan olmoq, o‘yinni to‘xtatmoq.*

3. Sinonimik guruhlar tarkibiga kiruvchi aksar sport frazeologik sinonimlarning strukturaviy tuzilishida aniqlik artikli the o‘rtada ishtirok etishi bilan o‘ziga xos xarakterga ega bo‘lib qolgan komponentlari bir-biriga mutlaqo o‘xshamaydi. Masalan: *Make the running – set the pace – oldinda ketmoq, peshqadamlik qilmoq.* Xulosa qilib shuni aytish mumkinki, ingliz tilidagi sport terminologiyasida, asosan, umumleksik birliklarda uchraydigan leksik-semantik munosabatlarning deyarli barchasi uchraydi. Bunga asosiy sabab sifatida bu terminlarning umumleksik birliklardan maxsuslashtirib olinganligi hisoblanadi. Terminlarni tilshunosliking har bir aspektida tahlil qilish esa ilmiy zarurat hisoblanadi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

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Annotatsiya: Bu ilmiy maqola zamonaviy dizayn tendensiyalari mavzusiga bag'ishlangan. Maqolada, zamonaviy dizaynning eng so'nggi tendensiyalari va rivojlanishi, shuningdek, zamonaviy dizaynda yuzaga chiqadigan muammolar va ularning yutuqlari tahlil qilinadi. Zamonaviy dizaynda rang, naqsh, shakl, materiallar va texnikalar, shuningdek, texnologiyalar sohasidagi so'nggi yangilanishlar va ularning rivojlanishi o'rganiladi. Maqola, zamonaviy dizaynning rivojlanish jarayonida san'atning muhim o'rinini, ijodiy va innovatsion yondashuvlarni, shuningdek, texnologiyalar sohasidagi so'nggi yangilanishlarni o'rganishga bag'ishlangan.

Kalit so'zlar: Zamonaviy dizayn, tendensiyalar, rivojlanish, rang, naqsh, shakl, materiallar, texnikalar, innovatsiyalar, texnologiyalar.

Annotation: This scientific article is dedicated to the topic of modern design trends. The article analyzes the latest trends and developments in modern design, as well as the problems and achievements encountered in the process. It examines the use of color, pattern, shape, materials, and techniques in modern design, as well as the latest developments and innovations in the field of technology. The article emphasizes the important role of art, creative, and innovative solutions, as well as the latest developments in technology, in the development of modern design.

Keywords: Modern design, trends, development, color, pattern, shape, materials, techniques, innovations, technology.

Kirish

Zamonaviy dizayn, dizayn sohasidagi eng so'nggi tendensiyalarning va rivojlanishning muhim mavzusi sifatida katta e'tibor vaqtini olishi kerak. Zamonaviy dunyoda dizayn sohasidagi rivojlanish va yangilanishlar, rang, naqsh, shakl, materiallar, va texnikalar sohasidagi so'nggi yangilanishlar keng jihatdan o'rganilishi lozim. Bu maqola zamonaviy dizaynda yuzaga chiqadigan muammolar va ularning yutuqlarini tahlil qiladi, shuningdek, zamonaviy dizaynda ijodiy va innovatsion yondashuvlar, texnologiyalar sohasidagi so'nggi yangilanishlar haqida ma'lumotlar beradi.

Muhokama va natijalar

Zamonaviy dizayn tendensiyalari, dizayn sohasidagi eng so'nggi yangilanishlar va rivojlanishlar haqida o'quvchilarni tushunarli ravishda o'rgatish uchun katta ahamiyatga ega. Bu mavzu dizayn sohasidagi so'nggi rivojlanishlarni o'rganish va ularni amaliyotda qo'llashda yordam beradi. Zamonaviy dizayn tendensiyalari, rang, naqsh, shakl, materiallar, va texnikalar sohasidagi so'nggi yangilanishlarni ko'rsatib beradi.

Zamonaviy dizayn tendensiyalari mavzusidagi ilmiy muhokama, dizayn sohasidagi so'nggi tendensiyalar va rivojlanishlar, rang, naqsh, shakl, materiallar, va texnikalar sohasidagi so'nggi yangilanishlar haqida yorliq bilim beradi. Bu muhokama asosida, zamonaviy dizayn sohasidagi so'nggi rivojlanishlar va yangilanishlar o'quvchilarga tushunarli vaqt o'tkazishga yordam beradi.

Zamonaviy dizayn tendensiyalari, dizayn sohasidagi eng so'nggi va o'rtacha o'zgarishlarni ifodalaydigan yo'nalishlardir. Bu tendensiyalar, dizayn sohasidagi so'nggi rivojlanishlarni, modadagi yangilanishlarni va tasviriy san'atdagi muhim o'zgarishlarni o'z ichiga oladi. Zamonaviy dizayn tendensiyalari, rang, shakl, materiallar, texnikalar va tasviriy san'atda ishlatiladigan boshqa asosiy elementlarning o'zgarishi va rivojlanishi bo'yicha ko'rsatmalarni ifodalaydi. Bu tendensiyalar, dizayn sohasidagi so'nggi yangilanishlarni o'rganish va ularni amaliyotga tatbiq etishda yordam beradi.

Xulosa

Zamonaviy dizayn tendensiyalari mavzusidagi ilmiy tadqiqotlar, o'quv jarayonida zamonaviy dizaynning eng so'nggi rivojlanishlarini va tendensiyalarini tushuntirishga yordam beradi. Bu tadqiqotlar asosida, rang, naqsh, shakl, materiallar, va texnikalar sohasidagi so'nggi yangilanishlar va rivojlanishlar aniqlanadi. Zamonaviy dizaynning rivojlanish jarayonida san'at, ijodiy va innovatsion yondashuvlar, shuningdek, texnologiyalar sohasidagi so'nggi yangilanishlar katta ahamiyatga ega. Bu xulosada, zamonaviy dizayn tendensiyalari mavzusidagi ilmiy tadqiqotlar va muhokamalar, zamonaviy dizayn sohasidagi so'nggi rivojlanishlar va yangilanishlarni o'rganish va amaliyotga tatbiq etishda yordam beradi.

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Ziddiyatli Kommunikativ Vaziyatlarda Shaxslararo Muloqatning Pragmalingvistik Xususiyatlari

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Annotatsiya:Maqolada shaxslararo muloqotda pragmalingvistik xususiyatlar muhim rol o'ynaydi. Muloqot ishtirokchilari o'rtasidagi o'zaro munosabatlar, shuningdek, muloqot maqsadi va konteksti kommunikativ xatti-harakatlar va ularni ifodalash usullariga sezilarli ta'sir ko'rsatadi. Mazkur maqolada ziddiyatli kommunikativ vaziyatlardagi pragmalingvistik xususiyatlar tahlil qilinadi. Tahlillar shuni ko'rsatadiki, ziddiyatli vaziyatlarda pragmalingvistik vositalardan unumli foydalanish kommunikativ muammolarni hal etish va muloqotni samarali tarzda olib borishda muhim ahamiyat kasb etadi.

Abstract:Pragmalinguistic features play an important role in interpersonal communication. The mutual relationships between the communication participants, as well as the purpose and context of communication, have a significant impact on communicative actions and the ways they are expressed. This article analyzes the pragmalinguistic features in conflictual communicative situations. To reveal the topic, the strategies used by the communication participants to express inequality, mutual respect, cooperation, benevolence, preference, as well as such pragmalinguistic means as speech acts, implicit meanings, speech etiquette, etc. are considered.

Kalit so'zlar: Shaxslararo muloqot,pragmalingvistik, nutqiy faoliyat, nutqiy aktlar, nutqiy etiket, maqsad, strategiyalar, hamkorlik, afzallik.

Key words: Interpersonal communication, pragmalinguistics, speech activity, speech acts, speech etiquette, goal, strategies, cooperation, advantage.

Kirish.Ziddiyatli Kommunikativ Vaziyatlarda Shaxslararo Muloqatning Pragmalingvistik Xususiyatlari. Maqolada pragmalingvistik yondashuvda shaxslararo kommunikatsiya jarayonida nutqiy faoliyatning tuzilishi maqsadi konteksti muhim ahamiyat kasb etadi.

Muloqot kishilarning hamkorlikdagi faoliyati ehtiyojlari asosida tug'ildigan ular o'rtasidagi aloqa rivojlanishning ko'p qirrali jarayonidir. Muloqot hamkorlikdagi faoliyat qatnashchilar o'rtasida axborot almashinishini o'z ichiga oladi, bu muloqotning kommunikativ tomonini ifodalaydi. Odamlar bir-biri bilan munosabatga kirishishda tildan muomala vositasi sifatida foydalanadilar. Muloqotning mazmuni axborot almashish o'qituvchi tomonidan turli kommunikativ vositalar yordamida o'quvchilar bilan o'zaro tushunish va o'zaro munosabatlarni tashkil etadi.

Ziddiyatli Kommunikativ Vaziyatlarda Shaxslararo Muloqotning Pragmalingvistik Xususiyatlari

1. Shaxslararo muloqotda pragmalingvistik yondashuv: tushuncha, ahamiyati va xususiyatlari.
2. Nutqiy xatti-harakatlar: turlari, strategiyalari va pragmatik imkoniyatlari.
3. Muloqot konteksti: ijtimoiy, madaniy, psixologik va tilshunoslik jihatidan.
4. Qatnashchilarning milliy-madaniy an'analari va nutqiy xulq-atvoridagi aks etishi.
5. Pragmalingvistik tahlil: metodik yondashuvlar va ularga oid misollar bilan.

Maqolada mavzuga oid zamonaviy ilmiy yondashuvlar, tadqiqotlar natijalari, nazariy va amaliy qo'llanmalar tahlil qilinadi. Shuningdek, o'zbek tili misolida pragmalingvistik tahlil yo'nalishlari ham yoritib beriladi.

Pragmalingvistik tahlilning o'zbek tilida quyidagi amaliy qo'llanmalari mavjud:

1. Nutqiy xatti-harakatlarni tahlil qilish: Murojaat shakllari, iltimos, taklif, tavsiya, tanqid, maqtov kabi nutqiy xatti-harakatlarning ifoda vositalari va pragmatik qiymatlarini tahlil qilish. Milliy-madaniy omillar va an'analarning nutqiy xulq-atvoriga ta'sirini o'rganish.
2. Rasmiy va norasmiy muloqot kontekstlarini qiyoslash: Rasmiy va norasmiy muloqotlarda so'zlash uslubi, tildan foydalanish xususiyatlarini tahlil qilish. Nutqiy etiket va uning pragmatik funksiyalarini o'rganish.
3. Gender, yosh, ijtimoiy holat kabi omillarning nutqiy xulq-atvoriga ta'sirini tahlil qilish: Nutqiy xulq-atvor modellarida xilma-xillik va farqlarni aniqlash. Gender, yosh, ijtimoiy holat kabi omillarning nutqiy xatti-harakatlar tarkibiga va pragmatik qiymatiga ta'sirini o'rganish.
4. Adabiy asarlardagi nutqiy xulq-atvorni tahlil qilish: Badiiy asarlardagi qahramon nutqlarini pragmalingvistik jihatdan tahlil qilish. Asarlardagi nutqiy xulq-atvorni voqelik bilan solishtirish.

5. Nutqiy kommunikatsiya malakalarini rivojlantirish: Nutqiy xulq-atvorni takomillashtirish, kommunikativ kompetentsiyani shakllantirish uchun ta'lim va tadqiqot ishlari olib borish.

Pragmalingvistik tahlil asosida muloqot madaniyati, madaniyatlararo muloqot, tarjima nazariyasi va amaliyotidagi muammolarni o'rganish ham dolzarb yo'nalishlardan hisoblanadi.

Pragmalingvistik tahlilning asosiy maqsadlari quyidagilardan iborat:

Nutqiy xatti-harakatlarning kommunikativ-pragmatik xususiyatlarini ochib berish.

Nutqiy xatti-harakatlarning sintaktik, semantik va pragmatik tuzilishini tahlil qilish.

Nutqiy xatti-harakatlarning kontekstga, ishtirokchilarga, maqsadlarga muvofiqligini aniqlash.

Kommunikativ kontekstning nutqiy xulq-atvorga ta'sirini aniqlash.

Ijtimoiy, madaniy, psixologik, lingvistik kontekstlarning nutqiy xarakterlar va ularning pragmatik qiymatiga ta'sirini o'rganish.

Kontekstning kommunikativ strategiyalar va taktikalarga, nutqiy etiketga ta'sirini aniqlash.

Muloqot ishtirokchilarining nutqiy xulq-atvorini tushuntirish va izohlash.

Nutqiy xatti-harakatlarning pragmatik maqsadlarini, qiymat va ma'nolarini ochib berish.

Nutqiy xarakterlarni milliy-madaniy an'analar, shaxsiy va ijtimoiy omillar nuqtai nazaridan tahlil qilish.

Nutqiy kommunikatsiya jarayonini yaxshilash va takomillashtirish.

Kommunikativ kompetentsiyani rivojlantirishga yo'naltirilgan tavsiyalar ishlab chiqish.

Madaniyatlararo muloqotda yuzaga keluvchi muammolarni hal etish bo'yicha yondashuvlar taklif etish.

Pragmalingvistik tahlil nutqiy xulq-atvorning aniq maqsad, kontekst va ishtirokchilar nuqtai nazaridan o'rganilishini ta'minlaydi. Bu esa samarali kommunikatsiya uchun muhim ahamiyat kasb etadi.

Pragmalingvistik Tahlil: O'zbek Tili.

Pragmalingvistika nima? Uning o'rganish obyektlari!

Pragmalingvistik tahlilning o'zbek tili uchun ahamiyati

O'zbek tilida pragmalingvistik tahlilning asosiy yo'nalishlari

1. Nutqiy xatti-harakatlarni tahlil qilish. Murojaat shakllari, iltimos, taklif, tanqid, maqtov kabi nutqiy aktlarning ifoda vositalari va pragmatik qiymatlarini o'rganish

2. Rasmiy va norasmiy muloqot kontekstlarini qiyoslash. Rasmiy va norasmiy muloqotlarda so'zlash uslubi, tildan foydalanish xususiyatlarini tahlil qilish. Nutqiy etiket va uning pragmatik funksiyalari

3. Gender, yosh, ijtimoiy holat kabi omillarning nutqiy xulq-atvoriga ta'sirini tahlil qilish. Nutqiy xulq-atvor modellarida xilma-xillik va farqlarni aniqlash. Ijtimoiy omillarning nutqiy xatti-harakatlar tarkibiga va pragmatik qiymatiga ta'siri.

4. Adabiy asarlardagi nutqiy xulq-atvorni tahlil qilish. Badiiy asarlardagi qahramon nutqlarini pragmatik jihatdan tahlil qilish. Asarlardagi nutqiy xulq-atvorni voqelik bilan solishtirish.

5. Nutqiy kommunikatsiya malakalarini rivojlantirish. Nutqiy xulq-atvorni takomillashtirish uchun ta'lim va tadqiqot ishlari olib borish.

Pragmatik tahlilning asosiy maqsadlari:

O'zbek tili uchun pragmatik tadqiqotlarning istiqbollari.

Pragmatika doirasida ziddiyatli kommunikativ vaziyatlarni tahlil qilish muhim ahamiyatga ega. Quyida bunday vaziyatlarning ayrim namunalari va ularning tahlili keltirib o'tdim:

1. Rasmiy yoki norasmiy muloqotda murojaat shakllarining noto'g'ri qo'llanishi:

Masalan, yoshi kattaroq odamga "siz" emas, balki "sen" deb murojaat qilish yoki aksincha, yoshi kichikroq odamga "siz" deb murojaat qilish. Bu pragmatik normalarning buzilishi bo'lib, kommunikativ ziddiyatlarga sabab bo'lishi mumkin.

2. Kontekstga mos bo'lmagan nutqiy xatti-harakatlar:

Masalan, qattiq tanqid va tanbehlarga sababsiz kulgi, kommunikativ maqsad va kontekstga mos bo'lmagan bunday nutqiy xulq-atvor ziddiyatli vaziyatni keltirib chiqarishi mumkin.

3. Milliy-madaniy farqlardan kelib chiqadigan kommunikativ ziddiyatlar:

Masalan, biron-bir taklifni rad etishda "yo'q" deb qat'iy javob berish o'zbek madaniyatida qabul qilinmaydi, uning o'rniga "kechirasiz", "boshqa safar" kabi yumshoq iboralardan foydalaniladi. Bunday madaniy farqlar norasmiy muloqotda ziddiyatli vaziyatlarni keltirib chiqarishi mumkin.

4. Nutqiy xulq-atvorni belgilovchi gender, yosh, ijtimoiy mavqe kabi omillarning ziddiyatli to'qnashuvlari:

Masalan, yosh va ijtimoiy mavqesi past odam kattaroq va nufuzli odamga nisbatan o'zining nutqiy xulq-atvorini belgilashi. Bu holat kommunikativ jarayonda ziddiyatli vaziyatlarni keltirib chiqarishi mumkin.

Pragmalingvistik yondashuv bunday ziddiyatli vaziyatlarni tahlil qilish, ularning sabablari va oqibatlarini aniqlash, shuningdek, samarali kommunikativ strategiya va taktikalarni ishlab chiqishga yordam beradi.

Shaxslararo muloqotning pragmalingvistikada juda katta ahamiyati mavjud. Quyida buning asosiy jihatlarini keltirib o'taman:

1. Nutqiy xatti-harakatlarning tahlili. Pragmalingvistika nutqiy xatti-harakatlarning lingvistik vositalari, ularning kontekstual ma'no-mazmuni va pragmatik qiymatlarini o'rganadi. Bu esa shaxslararo muloqotdagi nutqiy xulq-atvorning tahlili uchun muhim asos bo'lib xizmat qiladi.

2. Muloqot kontekstlarining tadqiqi. Pragmalingvistika rasmiy va norasmiy, og'zaki va yozma muloqot kontekstlarini o'rganadi. Bu kontekstlarning shaxslararo muloqotdagi o'rni va ta'sirini tahlil qilish uchun ahamiyati.

3. Milliy-madaniy omillarning nutqiy xulq-atvoriga ta'sirini o'rganish. Pragmalingvistika milliy-madaniy an'analar, qadriyatlar, qoidalar va me'yorlarning shaxslararo muloqotdagi nutqiy xulq-atvoriga ta'sirini ochib beradi. Bu esa madaniyatlararo muloqotda kelib chiqishi mumkin bo'lgan ziddiyatlarni bartaraf etishga yordam beradi.

4. Shaxsiy omillarning nutqiy xulq-atvoriga ta'sirini tadqiq qilish. Pragmalingvistika gender, yosh, ijtimoiy mavqe kabi shaxsiy omillarning nutqiy xulq-atvoriga ta'sirini o'rganadi. Bu esa shaxslararo muloqotdagi qonuniyatlar va farqlarni tushunishga imkon beradi.

5. Kommunikativ kompetensiyani shakllantirish. Pragmalingvistik tadqiqotlar asosida samarali kommunikativ malakalar rivojlantiriladi. Bu esa shaxslararo muloqotdagi ziddiyatlarni bartaraf etish va effektiv muloqotni ta'minlash uchun muhimdir.

Odamlar o'rtasidagi axborot almashinuvining xususiyati ularning belgili tizim vositasida bir-birlariga o'zaro ta'sir ko'rsatishlari bilan belgilanadi. Bunday vaziyatda muloqot belgisi mehnat quroliga o'xshash vazifani bajaradi. Kommunikativ ta'sir bir kommunikantning boshqasiga uning xulq atvorini o'zgartirish maqsadida ko'rsatilgan psixologik ta'sirdan boshqa narsa emas. Kommunikatsiya samaradorligi bu ta'sirning aynan qanchalik ro'yobga chiqqanligi bilan o'lchanadi.

Pragmalingvistika shaxslararo muloqotning turli jihatlarini o'rganish va tahlil qilish orqali kommunikativ kompetensiya va muloqot madaniyatini oshirishga xizmat qiladi. Javob berish uslublari madaniyatlar orasida sezilarli farq qilishi mumkin. Ular ayniqsa, nutq formasi, grammatik shaxs, murojaat shakllari kabi jihatlarda namoyon bo'ladi:

1. Nutq formasi:

O'zbek madaniyatida javoblar ko'pincha to'g'ridan-to'g'ri yoki deklarativ shakllarda ifodalanadi ("Men shunaqa qilaman", "Buni shunday qilamiz").

Ba'zi G'arb madaniyatlarida esa savollar yoki taklif shakllari ("Men shunday qilishim mumkinmi?", "Balki shunaqa qilsam?") ko'proq qo'llaniladi.

2. Grammatik shaxs:

O'zbek nutqida "men" o'rniga "biz" yoki "ular" shakllaridan foydalanish keng tarqalgan ("Biz bunga rozi bo'lamiz", "Ular bunga rozilar"). Boshqa madaniyatlarda esa o'z "men"ini aniq ifodalash ustunroq bo'ladi.

3. Murojaat shakllari:

O'zbek madaniyatida murojaat "siz" shaklida ifodalanishi odat ("Siz bunga rozi bo'lsangiz"). Ba'zi madaniyatlarda "sen" shaklidagi murojaat ham qabul qilinadi.

4. Nutqiy odobsizlik:

O'zbek madaniyatida nutqiy odobsizlik ("yo'q", "xato", "yomon") yoki keskin raddiyalar qo'llanmaydi, balki yumshok iboralar bilan javob beriladi. Boshqa madaniyatlarda esa nutqiy odobsizlik ko'proq uchraydi.

Bunday madaniy farqlar shaxslararo muloqotda noto'g'ri talqin qilinishi va ziddiyatli vaziyatlarni keltirib chiqarishi mumkin. Shuning uchun ular haqida xabardor bo'lish va o'zaro tushunishni oshirish muhim deb o'ylayman.

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COMPARATIVE ANALYSIS AND APPLICATIONS OF NATURAL AND SYNTHETIC FABRICS

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Abstract: This scientific article presents about natural and synthetic fabrics, comparative analysis and areas of use, chemical salts of natural and synthetic fabrics, structural properties, and their areas of use in different areas. The article analyzes the differences between natural fabrics and synthetic fabrics and their interaction.

Key words: Natural fabrics, synthetic fabrics, chemical salts, structural properties, areas of use, effect, chemistry.

The fashion industry is in the midst of a sustainability revolution, and natural fiber fabrics are playing a leading role in this evolution. Consumers are now more aware of the environmental impact of fast fashion and are looking for ethical and sustainable alternatives to synthetic fabrics. Silk, linen, and cotton are three natural fibers that have been used for clothing for centuries and have proven to be beneficial over synthetic fibers. These natural fiber fabrics are comfortable, breathable, hypoallergenic and durable. They have a timeless appeal and are easy to care for, making them a perfect choice for everyday wear. Natural fibers, also known as organic fibers, are derived from plants, animals, and minerals. These fibers include cotton, wool, silk and linen. They are breathable, comfortable and biodegradable, making them environmentally friendly. Natural fibers have been used for centuries due to their durability and versatility. Artificial fibers, also called semi-synthetic fibers, are derived from natural materials but have undergone processing and modification. Examples of artificial fibers are rayon and bamboo fiber. These fibers are cheaper to produce and have properties similar to natural fibers. In addition, man-made fibers are easy to care for and often have the advantages of wrinkle resistance and shrink resistance. A comparative analysis of natural and synthetic fabrics and consideration of their areas of use involves several factors. These factors include aspects such as their composition, characteristics, advantages and disadvantages, as well as their application in specific fields.

Types of natural fabrics:

1. Cotton fabric is the most common natural fabric. It is obtained from the fibers of the cotton plant. Cotton, Lightness, softness, hygroscopicity (absorbs moisture well), low susceptibility to allergies. Fields of use: Casual clothes, blankets and towels, sports clothes.

2. Wool fabric is obtained from the wool of sheep or other animals. Wool, Holds heat well, absorbs moisture poorly, is prone to allergies. Fields of use: Winter clothes, blankets, carpets

3. Silk tissue is produced by the silkworm. Silk, Durability, smoothness, luster, absorbs moisture well. Fields of use: Wedding clothes, pillow covers, decorative items

4. Lino fabric is obtained from the flax plant. Lino, Durability, hygroscopicity, good grip of cold, low susceptibility to allergies. Fields of use: Summer clothes, towels, fabrics and sheets.

Synthetic fibers are made from polymers synthetically produced from chemical elements or compounds developed by the petrochemical industry. Unlike natural fibers (wool, cotton, and silk), which date back to antiquity, synthetic fibers have a relatively short history, dating back to the perfecting of the viscose process in 1891 by two British scientists, Cross and Bevan. A few years later, rayon production began on a limited basis, and by the early 1900s it was being produced commercially. Since then, a variety of synthetic fibers have been developed, each with unique properties that make it suitable for a specific type of fabric, either alone or in combination with other fibers. Tracking them down is made difficult by the fact that the same fiber may have different trade names in different countries.

Fibers are made by forcing liquid polymers through the holes of a spinneret to form a continuous filament. The filament can be woven directly into the fabric, or it can be textured to give it the properties of natural fibers, such as to increase volume, or it can be cut into staples and spun. Types of synthetic fabrics

1. Polyester - Fabric obtained from petroleum products. Durability, does not wrinkle, absorbs moisture poorly, is less prone to allergies. Fields of use: Sportswear, shirts, home textiles.

2. Nylon - Made from polyamide fiber. Durability, lightness, moisture resistance, quick drying. Fields of use: Socks, sportswear, shirts.

3. Acrylic - created on the basis of acrylic fibers. replaces wool, lightness, good heat retention, low susceptibility to allergies. Fields of use: Sweaters, winter clothes, woolen items.

4. Spandex (Elastan) - Made from polyurethane fiber. Very elastic, keeps its shape well, does not wrinkle, absorbs moisture poorly. Fields of use: Sports clothes, fitness clothes, knitwear.

The main advantages when doing a comparative analysis, Natural fabrics: hygroscopic, skin-friendly, environmentally friendly. Synthetic fabrics: Durability, easy care, lightness, multi-functionality.

Disadvantages and problems: Natural fabrics: Less durable, more difficult to maintain, more susceptible to allergies. Synthetic fabrics: Not hygroscopic, restricts skin breathing, environmental damage.

Conclusion: Natural and synthetic fabrics have their own unique properties and areas of use. Natural fabrics are hygroscopic and skin-friendly, and are often used in everyday clothing. Synthetic fabrics are widely used in sports and special clothes due to their durability and easy care. Which fabric to choose depends on the purpose of use and personal needs. Adopting the use of natural fiber fabrics in the fashion industry is essential to ensure environmental protection. These fabrics have great advantages over synthetic fibers, from durability to feel. In addition, the use of environmentally friendly dyeing methods, such as waterless dyeing, is essential for a more sustainable future for our planet. By promoting natural fiber fabrics and waterless dyeing technologies, we can create an ethical and sustainable fashion industry that benefits the environment and our health.

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РОЛЬ СКАЗКИ В ВОСПИТАНИИ ДЕТЕЙ

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Аннотация: В данной статье определяется роль сказки в воспитании ребенка и формировании его сознания, уровень значимости, возрастная зависимость сказки и воздействия сказки в различных формах как основного средства. изменения поведения ребенка с негатива на позитив и подготовки ребенка к жизни., говорится о воспитании любви детей к Родине через сказки.

Ключевые слова: Сказка, воспитание, потребность, характер, богатырь, повесть, характер, позитив, русские народные сказки, узбекские народные сказки, воображение, добро.

Человек знакомится со сказкой в начале своей жизни, она сопровождает его на протяжении всех дошкольных лет и остается навсегда. Благодаря сказке ребенок учится правильно произносить звуки, выполняет простые задания и развивается интеллектуально. Сказки любят дети и взрослые. Ага-ага! Взрослые любят придумывать, рассказывать выдуманные истории с помощью магии. Каково значение сказок в воспитании дошкольников? Может ли ребенок развиваться во всех отношениях без чтения сказок?

Рассказы написаны простым, доступным для детей языком. Поэтому чтение книг развивает детское воображение. В произведениях для самых маленьких слушателей героями сказок являются животные, поэтому малыш знакомится с образом жизни и характером определенного персонажа (Колобка, Теремка и др.). Прочитав ребенку сказку, он понимает существование добра и зла, верности и предательства, глупости и находчивости. Также удачно подобранная сказка помогает родителям преодолеть кризисные ситуации. Во всех сказках есть мораль, благодаря которой можно помочь ребенку выйти из сложной ситуации. После прочтения обсудите работу и действия персонажа. Положительные знаки имеют лучшие стороны: трудолюбие, ум, доброту, честность, красоту. Часто в мифах прослеживается тесная связь человека и природы. На помощь главным героям приходят говорящие деревья и животные, а иногда в помощи нуждается и сама природа. Воспитывает любовь и уважение к животному и

растительному миру. Так передается идея дружбы между людьми и природой. Читая сказки детям, мы воспитываем нравственные качества человека: сопереживание, умение понять собеседника. Малыш сравнивает себя с главным героем, переживает ситуации, проявляет смелость, находчивость, сострадание. "Сказка ложь, да в ней намек! Хороших уроков!" - не зря писал великий русский писатель А.С.Пушкин.

Сказка учит слушателя правильному поведению в определенной ситуации. Вначале без морали и наставлений ребенок развивается правильно. Некоторые родители скептически относятся к сказкотерапии. Можно с уверенностью сказать, что ни запреты, ни наказания не воспитают в вашем ребенке манеры. Родители иногда недооценивают мощный потенциал, скрытый в рабочих местах. Чтение правильной книги помогает сблизить родителей с детьми, а также помогает ребенку осознать свои поступки, отличить правду от вымысла, увидеть негативные последствия лжи.

Чтобы дошкольник понял всю серьезность лжи, ему необходимо прочитать рассказы об воспитанных детях, честных героях, негативном влиянии лжи на характер. Первые впечатления дети получают через сказки и поверья. Прожитый опыт показывает, что в жизни есть боль и разочарование, предательство и даже смерть. Это готовит воспитателя к жизненным трудностям, легко жить в стрессовых ситуациях. С помощью сказок у детей развивается фантазия и творческое мышление. Дошкольники оживляют обычные вещи, поэтому им нравится слушать о приключениях мыльного пузыря или оловянного солдатика. Представьте историю, прочитав или пересказав ее. В процессе чтения дошкольник учится уважительно относиться к книге, что является одной из форм воспитания ребенка. Пересказывая текст, рассказчик переставляет слова, меняет фразы, добавляет комментарии. Главное, рассказать историю эмоционально, чтобы дети внимательно слушали. После прочтения книги полезно поиграть в литературные игры и загадки для закрепления полученных знаний.

Легенды в разных странах мира отличаются характером героя. Качества знаков характеризуют того или иного человека. Через сказки дети знакомятся с обычаями, бытом, ценностями. В русских сказках главный герой знакомит юного слушателя с такими чувствами, как любовь к родине, верность в дружбе, строгость слова, отвага, трудолюбие. Воспитатель дошкольного учреждения «без труда и рыбки из пруда не вытащишь»,

понимаешь, что для достижения положительного результата нужно много работать, а то, что дано, можно легко потерять. Он развивает сильные стороны характера, такие как решительность, трудолюбие и выносливость. Кстати, сказки - богатый источник пословиц и поговорок. Многие отрывки становятся «собственными словами» и сопровождают нас на протяжении всей жизни. Русские народные сказки очень живые, но как и сами люди. Одежда, посуда, изба, русская печь - все это запоминается как яркие атрибуты русского народа. Часто в дошкольных учреждениях знакомят с русскими народными сказками с помощью изобразительной деятельности.

Рисовать можно не только карандашами и красками, предпочтительнее нетрадиционные способы рисования (отпечатки пальцев, отпечатки листьев, пластилин и т.д.). Изучаемый материал лучше усваивается, если он изображен на листе бумаги или картоне. Фундамент правильного поведения в обществе, умение общаться закладывается у малыша с самого раннего возраста, когда он читает хорошие сказки. Юношескими особенностями большинства дошкольников являются неумение общаться со сверстниками, нежелание делиться игрушками, помогать другу в трудной ситуации, склонность к агрессии. Малыши еще не умеют чувствовать и поддерживать друг друга. Ведь нравственные качества человека формируются в дошкольном возрасте. Задача взрослых – воспитать ребенка так, чтобы он не стал равнодушным к окружающему миру.

С древних времен повседневный опыт передавался через образные истории. Дети лазили на печь, ходили бабушки и рассказывали сказки, поучительные истории, знания о жизни, собранные в памяти малыша. К сожалению, этот опыт утерян. В нашу «стремительную» эпоху взрослые не успевают читать, рассказывать сказки своим малышам и не только читать, но и понимать — чему это учит? Какие жизненные уроки скрыты в нем? Ребенок часто сидит у телевизора и компьютера. Весь груз жизненных ценностей он получает не из книг, а из средств массовой информации, компьютерных игр. Таким образом, мы получаем «человека» с «сломанным» внутренним миром, способного решать проблемы силой и «отсутствием» сердца. В жизни мы часто сталкиваемся с различными проблемами и трудностями. Взрослые ищут пути их решения, а что делать детям, у которых очень мало жизненного опыта? Что делать малышу? Расскажи ему историю! В дошкольном возрасте быстро развивается детское воображение, что ярко проявляется в игре и в восприятии произведений искусства, особенно у детей

дошкольного возраста, например сказок. Сказка занимает столь прочное место в жизни ребенка, что некоторые исследователи называют дошкольный возраст «веком сказок». Художественное восприятие – активный процесс для дошкольников, пробуждающий их нравственные качества и, прежде всего, человечность. Восприятие искусства всегда связано с эмпатией. Эмпатия у старших дошкольников носит непосредственный характер: они воображают себя героями любимых произведений, входят в их внутренний мир, копируют их характер. Таким образом, с помощью воображения они становятся участниками событий, например судьбы зайца, выгнанного из лисьей хижины, дети испытывают себя и сопереживают, думая: «Что бы я сделал, если бы меня кто-то выгнал из дома. ?». Большую роль в эстетическом развитии дошкольников играет сказка, без которой невозможно представить благородство души, чуткость к чьему-то горю, страданию. Благодаря сказкам дети познают мир не только умом, но и сердцем, и не только учатся, но и реагируют на события и явления в окружающем мире, выражают свою реакцию на хорошее и плохое.

Счастливый конец сказки вселяет оптимизм и уверенность в преодолении любых трудностей. После пересказа сказка помогает развивать мышление ребенка и обогащать речь. По мнению Белинского В.Г., чувство прекрасного следует воспитывать с раннего возраста как один из первых элементов у детей. Под влиянием сказок у детей возрастает тяга ко всему прекрасному в жизни и природе. Ведь в основном все действия сказки происходят на фоне природы. В сказке нет крупных картин природы, но дети видят «чистое поле», «белую березку», «муравьиную траву», «быструю речку», «крутой берег» и другие. Сказка может рисовать разные картины природы: Красота летнего сада, где растет чудесная яблоня: «яблоки кучами висят, листья золотые шуршат...» («Хаврошечка»); Картина зимнего вечера на реке, где волк сидит, хвостом в норе: «Ясно, ясно, лед на небе, заморозь волчий хвост...» (Сестрица Лисичка и Серый Волк). Дети очень любят рассказы и сказки о животных. Кошки, петухи, кролики, лисы, волки, медведи перешли из жизни в сказки как самые знакомые детям животные. Все фантастическое в сказке тесно связано с действительностью и не отдаляет от нее детей, наоборот, служит раскрытию правды жизни. Сказки своим содержанием дают детям знания о природе. Дети узнают об образе жизни животных, их повадках, какие признаки характерны для того или иного животного. Детям старшего дошкольного возраста можно рассказать

об особенностях жизни животных в природных условиях, о том, как они устраивают свое жилище, ухаживают за детенышами и добывают пищу. Также можно объяснить значение животного в природе. Результаты исследования дошкольников показывают, что первичные представления о многих животных, особенностях их поведения четко формируются под влиянием сказок. Впечатления детства самые яркие и устойчивые, они оставляют глубокий след в жизни каждого человека. Сказочные образы имеют яркую эмоциональную окраску и надолго живут в сознании детей. Сказка учит детей мечтать, подчеркивать главное, индивидуальное в образе, обобщать важные черты, повышает мыслительную активность. Сказочная фантастика всегда носит педагогический характер и используется как средство воспитания лучших человеческих качеств.

Сказка обогащает внутренний мир детей, привлекает их к нему. Для ребенка сказка есть не что иное, как средство познания жизни, способ познания и понимания тех или иных жизненных событий, нравственных отношений в обществе. Сказка является универсальным средством развития и воспитания, которое выводит ребенка за пределы непосредственного восприятия, погружает его в миры, возможные с широким спектром моделей человеческого поведения и ориентирует его на них, обеспечивает богатую речевую среду. Лебедева Ю.А. справедливо отмечено, «любая сказка направлена на социально-педагогический эффект: «она учит, воспитывает, предостерегает, наставляет, побуждает к деятельности и даже лечит». должно повести, потому что ребенок, как правило, ставит себя на место, действует мысленно, борется со своими врагами. Возможно, большую роль в формировании личности ребенка играют сказки. Дети учатся правильно оценивать масштабы событий, поступков и поступков рано понимать смешные стороны несоответствий в жизни. В каждой сказке есть мораль, которая нужна ребенку, потому что она в жизни должна определить свое место, усвоить нормы морально-этического поведения в обществе. Ведущие российские педагоги всегда высоко оценивали воспитательное и воспитательное значение сказок и показывали необходимость их широкого использования в педагогической теории. Великий русский педагог К. Д. Ушинский столь высокого мнения о сказках, что включил их в свою педагогическую систему. Ушинский видел причину успеха сказок у детей в том, что простота и непосредственность народного творчества соответствуют тем же характеристикам детской психологии. «В народных сказках, — писал

он, — великий и поэтичный ребенок, народ рассказывает своим детям свои детские мечты и по крайней мере наполовину верит в эти мечты».

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Antibacterial therapy of acute biliary tract infections

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Annotation: *this article is devoted to antibacterial therapy of acute biliary tract infections.*

Key words: biliary outflow, reinfection, intravesical pressure, vicious circle, ciprofloxacin.

Antibacterial therapy is aimed at preventing reinfection at the site of infection that continues after surgery and, thus, at preventing recurrent intra-abdominal infection.

The leading cause of the inflammatory process in the gallbladder is the presence of stones in it (which is called cholelithiasis). In 10% of cases, the development of cholecystitis is not associated with stones, and the causes may be helminths that have penetrated the gallbladder, enzymatic disorders due to dietary errors, and vascular disorders.

Due to a violation of the biliary outflow against the background of blockage of the ducts with stones, an increase in intravesical pressure is observed, which triggers the development of acute inflammation and can lead to necrosis of the organ wall. Against the background of insufficient blood supply, the mucous membrane of the organ loses its full protective function, so conditions are created for infection.

Both aerobic and anaerobic bacteria (*Escherichia coli*, *Klebsiella*, entero- and streptococci, *Pseudomonas aeruginosa*) can act as pathogens. The associated infectious inflammation further increases the intravesical pressure (due to fluid sweating through the dilated vessels). This starts a “vicious circle” that cannot break on its own without medical help. If treatment is delayed, the risks of complications increase, which may include: empyema of the bladder, when purulent contents accumulate inside it;

- perforation of the gallbladder wall with the development of peritonitis;
- formation of subhepatic and subphrenic abscess;
- development of multiple organ failure and sepsis.

As a rule, the causative agents of cholangitis are microorganisms of the intestinal microflora (Fig. 1), in most cases found in associations, as determined by the results of culture of bile taken from patients. These include:

- representatives of the Enterobacteriaceae family, among which *E. coli* plays a dominant role (50-60%), *Klebsiella* spp. are found with less frequency. (8-20%), *Serratia* spp., *Proteus* spp., *Enterobacter* spp., *Acinetobacter* spp. (2-5%),
- gram-positive microorganisms (*Streptococcus*, *Enterococcus*, detected, according to various authors, in 2-30%), • non-spore-forming anaerobes (*Bacteroides* spp.), *Clostridium* spp., fusobacteria, peptococcus (up to 20% of cases),
- *Pseudomonas* spp. (2-4%). Bacterial cholangitis tends to ascend, spreading to the intrahepatic ducts. With prolonged and severe purulent cholangitis, the development of complications is observed - empyema of the gallbladder, pylephlebitis, liver abscesses, septicemia. In abscess forms, anaerobic microorganisms predominate among the pathogens.

The unification of diagnostic criteria has made it possible to get an idea of the prevalence of sepsis in certain regions of the world. Sepsis is the main cause of death in non-coronary intensive care units and ranks 11th among all causes of mortality in the population. Data on the prevalence of sepsis in different countries vary significantly: in the USA - 300 cases/100,000 population, in France - 95 cases/100,000 population, in Australia and New Zealand - 77/100,000 population.

- Without manifestations of sepsis (7–10 days):
 - ampicillin + sulbactam – 1.5 g × 4 times a day IV, IM;
 - amoxicillin + clavulanic acid – 1.2 g × 3-4 times per day i.v.;
 - cefuroxime - 1.5 g × 3 times a day IV, IM;
 - ceftazidime - 1–2 g × 2 times a day IV, IM;
 - cefoperazone - 1–2 g × 2 times a day IV, IM;
 - ciprofloxacin – 400 mg × 2 times a day i.v.
- Infections complicated by sepsis: – monotherapy (7–10 days): ◊ ticarcillin + clavulanic acid — 3.1 g × 4–6 times a day intravenously; ◊ imipenem - 0.5 g × 4 times a day intravenously; ◊ cefepime - 2 g × 2 times a day IV, IM; – for prophylactic purposes in case of recurrent cholangitis (up to 2–4 months): ◊ co-trimoxazole - 960 mg × 2 times a day, orally, ◊ ciprofloxacin - 500 mg × 2 times a day, orally; – combination of drugs: ◊ ceftazidime - 2 g × 2 times a day IV, IM + metronidazole - 500 mg × 2 times a day IV; ◊ ciprofloxacin - 400 mg × 2 times a day IV + metronidazole - 500 mg × 2 times a day IV; ◊ amoxicillin + clavulanic acid - 1.2 g × 4 times a day IV + ciprofloxacin - 400 mg × 2 times a day IV.

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DIALECTOLOGY AND VARIETIES OF ENGLISH

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Abstract: This research examines the dialectology and dialects of the English language. The paper analyzes the theoretical and methodological foundations of dialectology, as well as the various dialects of English and their social, cultural, and linguistic aspects.

Keywords: Dialectology, dialect, English language, linguistics, sociolinguistics

DIALEKTOLOGIYA VA INGLIZ TILINING LAHJALARI.

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Annotatsiya: Ushbu ilmiy ishda ingliz tilining lahjalari va dialektologiyasi o'rganiladi. Maqolada dialektologiyaning nazariy va metodologik asoslari, ingliz tilining turli lahjalari va ularning ijtimoiy, madaniy va lingvistik jihatlari tahlil qilinadi.

Kalit so'zlar: Dialektologiya, lahja, ingliz tili, lingvistika, ijtimoiy lingvistika

ДИАЛЕКТОЛОГИЯ И ДИАЛЕКТЫ АНГЛИЙСКОГО ЯЗЫКА.

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Аннотация: В данном исследовании рассматриваются диалектология и диалекты английского языка. В статье анализируются теоретические и методологические основы диалектологии, а также различные диалекты английского языка и их социальные, культурные и лингвистические аспекты.

Ключевые слова: Диалектология, диалект, английский язык, лингвистика, социолингвистика

Introduction

Dialectology, the study of dialects, plays a crucial role in understanding the linguistic diversity and cultural richness of the English language. This thesis explores the theoretical and methodological foundations of dialectology and examines the various dialects of English. The focus is on understanding how these

dialects develop, their sociolinguistic significance, and the factors influencing their evolution.

Literature review and methodology

The field of dialectology has a rich history, with significant contributions from linguists such as William Labov, Peter Trudgill, and J.K. Chambers. These scholars have provided valuable insights into the study of regional and social variation within languages.

- **Theoretical foundations:** Dialectology is rooted in the study of linguistic variation and change. Key theories include Labov's Sociolinguistic Theory, which examines how social factors influence language variation, and Trudgill's work on linguistic diversity and change.

- **Methodological approaches:** Common methods in dialectology include fieldwork, surveys, and the use of linguistic atlases. These methods help linguists gather data on language use and variation across different regions and social groups.

Methodology: This research employs both qualitative and quantitative methods. Qualitative methods include interviews and participant observation, while quantitative methods involve surveys and the analysis of linguistic data from various corpora.

Discussion and results: The study of English dialects reveals a rich tapestry of linguistic variation. Key findings include:

- **Regional dialects:** English dialects vary significantly by region. For example, British English exhibits considerable variation, including dialects such as Cockney, Geordie, and Scouse. In the United States, regional dialects include Southern American English, New York English, and Midwestern English.

- **Social dialects:** Social factors such as class, ethnicity, and age also influence dialect variation. For instance, African American Vernacular English (AAVE) and Multicultural London English (MLE) are notable examples of social dialects.

- **Factors influencing dialect evolution:** Migration, globalization, and media play significant roles in the evolution and spread of dialects. Urbanization and increased mobility have led to the emergence of new dialects and the blending of existing ones.

Conclusion and recommendations

Dialectology provides valuable insights into the linguistic diversity of the English language. Understanding dialects is essential for appreciating the cultural and social contexts in which language operates. To further advance the field, it is recommended to:

1. Promote dialect awareness: Educational programs should include dialect awareness to foster appreciation for linguistic diversity.
2. Encourage field research: Continued fieldwork and data collection are essential for documenting and understanding dialectal variation.
3. Utilize technology: Leveraging technological tools such as linguistic software and online corpora can enhance the study and analysis of dialects.

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SEMANTIC AND WORD MEANING: THE STUDY OF POLYSEMOUS WORDS IN ENGLISH

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Abstract: This paper explores the phenomenon of polysemy in the English language, focusing on the multiple meanings of words and their semantic implications. Polysemy, the coexistence of many possible meanings for a word or phrase, is a fundamental aspect of linguistic studies. This research delves into the theoretical frameworks that explain polysemy, analyzes examples from the English language, and discusses the challenges and implications for language learners and linguists.

Keywords: Polysemy, semantics, word meaning, English language, linguistic analysis, multiple meanings, language learning

СЕМАНТИКА И ЗНАЧЕНИЕ СЛОВ: ИССЛЕДОВАНИЕ ПОЛИСЕМИИ В АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация: Данная статья исследует феномен полисемии в английском языке, акцентируя внимание на множественных значениях слов и их семантических последствиях. Полисемия, сосуществование множества возможных значений для слова или фразы, является фундаментальным аспектом лингвистических исследований. Это исследование углубляется в теоретические рамки, объясняющие полисемию, анализирует примеры из английского языка и обсуждает проблемы и последствия для изучающих язык и лингвистов.

Ключевые слова Полисемия, семантика, значение слов, английский язык, лингвистический анализ, множественные значения, изучение языка

SEMANTIKA VA SO'Z MA'NOSI: INGLIZ TILIDA KO'P MA'NOLI SO'ZLARNING O'RGANILISHI.

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Annotatsiya Ushbu maqola ingliz tilidagi polisemiyaning fenomenini o'rganadi, so'zlarning ko'p ma'nolariga va ularning semantik ta'sirlariga e'tibor qaratadi. Polisemiya, ya'ni so'z yoki iboraning ko'p ma'nolarning birgalikda mavjudligini, lingvistik tadqiqotlarning asosiy jihati sifatida ko'rib chiqadi. Ushbu tadqiqot polisemiyaning tushuntiruvchi nazariy asoslarni tahlil qiladi, ingliz tilidan misollarni keltiradi va til o'rganuvchilar va lingvistlar uchun muammolar va ta'sirlarni muhokama qiladi.

Kalit so'zlar Polisemiya, semantika, so'z ma'nosi, ingliz tili, lingvistik tahlil, ko'p ma'nolar, til o'rganish

INTRODUCTION

The English language is replete with words that carry multiple meanings, a phenomenon known as polysemy. This aspect of semantics poses interesting challenges and opportunities for linguists and language learners alike. Understanding polysemy is crucial for grasping the nuances of language, enhancing communication skills, and advancing linguistic theory. This paper aims to provide a comprehensive analysis of polysemy in English, examining its origins, types, and effects on language comprehension and usage.

Theoretical frameworks: Polysemy can be understood through various linguistic theories. Cognitive semantics, for instance, views polysemy as a reflection of the mental categorization processes. According to this theory, a single word can evoke different but related meanings depending on the context. Prototype theory also contributes to the understanding of polysemy by suggesting that some meanings of a word are more central (prototypical) than others, influencing how people perceive and use polysemous words.

Examples of polysemous words: In English, many words exhibit polysemy. For example, the word "bank" can refer to a financial institution or the side of a river. Another example is "run," which can mean to move swiftly on foot, to manage or operate, or to flow. These variations in meaning often depend on contextual cues and can lead to ambiguity if not properly understood.

Challenges for language learners: Polysemy presents significant challenges for language learners. It requires them to not only memorize multiple meanings of a single word but also to understand the contextual nuances that dictate which meaning is appropriate. This complexity can lead to misunderstandings and errors in communication. Effective language teaching strategies must, therefore, incorporate techniques for teaching polysemous words, such as context-based learning and the use of semantic networks.

Linguistic implications: For linguists, polysemy offers a rich area of study. It sheds light on the dynamic nature of language and how meanings evolve over time. It also poses questions about how words are stored and accessed in the mental lexicon. Studies on polysemy contribute to broader discussions on language processing, cognitive linguistics, and the interface between language and thought.

Conclusion

Polysemy is a multifaceted phenomenon that significantly impacts language comprehension and use. Understanding the multiple meanings of words and their semantic implications is crucial for both language learners and linguists. This paper has explored the theoretical underpinnings of polysemy, provided examples from the English language, and discussed the associated challenges and implications. Further research in this area will continue to enhance our understanding of language and its complexities.

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STYLES AND INSTRUCTIONS FOR USING TODAY'S 3D PRINTERS

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Abstract: The utilization of 3D printers in small businesses has revolutionized manufacturing processes, offering cost-effective and customizable solutions. This article explores the benefits, challenges, and practical applications of 3D printing technology in small-scale enterprises. 3D printing has the potential to impact numerous industries positively. Here are some ways businesses currently use 3D printing to meet their needs.

Keywords: 3D printing, small business, innovation, production efficiency, market competitiveness.

INTRODUCTION

In recent years, 3D printing technology has emerged as a game-changer for small businesses, offering versatile solutions that were once only accessible to larger enterprises. By enabling on-demand production of prototypes, customized products, and small batches, 3D printers empower small businesses to streamline operations, reduce costs, and meet diverse customer needs efficiently. This article delves into how these businesses are harnessing 3D printing capabilities to enhance their competitiveness in dynamic markets.

3D printing is one component of Industry 4.0 in manufacturing — technologies that modernize manufacturing by optimizing business processes and efficiency. Other components include the Internet of Things and mixed reality.

Three-dimensional (3D) printing, also known as additive manufacturing, is a rapidly growing technology that has the potential to revolutionize many industries. It involves the creation of three-dimensional objects by layering materials on top of each other based on a 3D computer-aided design (CAD) model. With the advancements in 3D printing technology, a range of industries have started incorporating it into their operations. In this blog, we will discuss some of the applications of 3D printing in different industries.

7 Surprising Applications of 3D Printing in Different Industries



Research and Methodology: Research reveals that small businesses are increasingly integrating 3D printers into their operations across various industries. Key findings include:

1. **Prototyping and Design:** Small businesses utilize 3D printing for rapid prototyping, allowing for quick iteration and refinement of product designs without the need for expensive molds or tooling.

2. **Customization:** The ability to produce customized products at scale distinguishes small businesses using 3D printers. This capability not only meets individual customer preferences but also opens new market opportunities in niche segments.

3. **Cost Efficiency:** Compared to traditional manufacturing methods, 3D printing offers cost savings by minimizing material waste and reducing setup times. This efficiency is particularly beneficial for small businesses with limited resources seeking to optimize production processes.

Methodologically, small businesses typically start by selecting a suitable 3D printer based on their production requirements and budget. They employ computer-aided design (CAD) software to create digital models, which are then converted into printable files (.STL format). Post-printing processes, such as finishing and assembly, ensure the final product meets quality standards before reaching customers.

3D printing is the process of creating physical objects from 3D digital models. Working in tandem with computer software, a 3D printer reads a digital STS file and uses filament or resin to render its digital representation in tangible material, layer by layer.

3D printers use various materials, including plastics, polymers, steel, titanium, gold and ceramic. This versatility means 3D-printed models can create numerous objects, including artistic sculptures and airplane components. Some 3D printers can print proteins and chemicals, enabling the devices to create food and medicine.

Conclusion: In conclusion, the adoption of 3D printers represents a strategic advantage for small businesses aiming to innovate and compete effectively in today's markets. While initial investments and technological learning curves may present challenges, the long-term benefits—including enhanced product development capabilities, increased operational flexibility, and improved customer satisfaction—justify the adoption of 3D printing technology. As advancements continue to enhance material options, printing speeds, and precision, small businesses are poised to further leverage these technologies to drive growth and differentiation.

Looking ahead, the ongoing evolution of 3D printing holds promise for even broader applications and efficiencies across industries. Small businesses that embrace these advancements stand to gain a competitive edge, positioning themselves as agile innovators capable of adapting swiftly to changing market demands. Therefore, 3D printing is not just a tool for manufacturing but a transformative enabler of success for small businesses navigating the complexities of modern business landscapes.

3D printing continuously evolves. Years ago, rumors spread about the possibility of 3D printers being in every home by now. While that notion proved too ambitious, the practical implications of 3D printing can benefit your small business.

3D printing consistently shows its worth based on prototyping, design considerations and mass customization. Monitor changes as the industry evolves and use 3D printing when it's cost- and time-effective for your company.

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MAKTABGACHA YOSHDAGI BOLALARNING IJODIY QOBILIYATLARINI RIVOJLANTIRISHDA OILANING O`RNI VA AHAMIYATI

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Annotatsiya: Maktabgacha yoshdagi bolalarning ijodiy qobiliyatlarini rivojlantirishda oilaviy muhit asosiy o`rinda turadi. Bolalarning ijodiy qobiliyatlarini erta aniqlash va rivojlantirish zamonaviy ta'limning asosiy vazifasi hisoblanadi. Ularni rivojlantirish bo'yicha imkoniyatlardan qay darajada foydalanish ko'p jihatdan kattalarning ijodiy salohiyatiga bog'liq bo'lib, fan va madaniyat, ilmiy-texnika taraqqiyoti, ishlab chiqarish va jamiyat hayotining yanada rivojlanishini ta'minlaydi. Ularning samarali rivojlanishi oila va maktabgacha ta`lim tashkilotlarining birgalikdagi sa'y-harakatlari bilan amalga oshishi mumkin.

Аннотация: Семейная среда играет ключевую роль в развитии творческих способностей дошкольников. Раннее выявление и развитие творческих способностей детей является основной задачей современного образования. Степень использования возможностей для их развития во многом зависит от творческого потенциала взрослых, обеспечивающего дальнейшее развитие науки и культуры, научно-технического прогресса, производства и общественной жизни. Их эффективное развитие может быть достигнуто совместными усилиями семейных и дошкольных организаций.

Annotation: The family environment plays a key role in the development of creative abilities of preschool children. Early detection and development of children's creative abilities is the main task of modern education. The extent to which opportunities for their development are used depends in many respects on the creative potential of adults, ensuring the further development of science and culture, scientific and technological progress, production and social life. Their effective development can be achieved through the joint efforts of family and preschool organizations.

Kalit soʻzlar: Oilaviy muhit, ijodiy fikrlash, qobiliyat, tasavvur, faoliyat, oʻyin.

Ijodkorlik - bu har xil turdagi ijodiy faoliyatning muvaffaqiyatini belgilaydigan shaxsning individual fazilatlarini hisoblanadi. Bola uchun eng yaqin muhit - bu maktabgacha ta`lim tashkiloti va oila. Aynan shu yerda bola o`zida birinchi marta ijodiy faoliyatga to'g'ri munosabatni shakllantiradi. Bolalarning badiiy rivojlanishidagi muhim nuqta - bu umumiy yo'nalishni belgilash shartlari, tarbiyachilar va ota-onalarning izchilligidir. Maktabgacha ta`lim tashkilotida ham, uyda ham bola o'zini yaqin bo'lgan jamoaning a'zosi sifatida his qilishi kerak. Bolaning ijodiy qobiliyatlari uning ilk yoshdagi davridan ma'lum bo'lganidek, uning qiziqishlari xattoki hayollaridan ham bilinadi. Ammo ko'pchilik insonlar bolalarning ijodiy qobiliyatlarini qanday rivojlantirish kerakligini o'ylaydi. Afsuski, kattalar bolaning hayollarini rivojlantirishga yetarlicha e'tibor bermaydi, bu esa kelajakda bolalarning imkoniyatlarini sezilarli darajada cheklaydi. Ijodkorlik har bir inson hayotida juda muhim rol o'ynaydi. Tasavvur va fantaziya har ikki munosabatlarda ham, ishda ham odamlarga yordam beradi, lekin eng muhimi, ijodiy insonlar har qanday biznesda, muvaffaqiyatga erishishda o'zligini namoyon eta oladi. Shunday qilib, agar bola tasavvurning yetishmasligidan aziyat chekmasa ham, ota-onalar o'zlarining ijodiy qobiliyatlarini rivojlantirishga e'tibor berishlari kerak. Ba'zi bolalar tasavvur kuchi bilan harakat qilishadi, boshqalari esa xotiraning tasvirini suratga olishga moyil. Ba'zan bolalar bunday o'yinlarda qatnashishni rad etishadi, bu esa bolaga alohida yondashuv zarurligini ko'rsatadi. Bolalarning ijodiy qobiliyatini rivojlantirish uchun zarur shart-sharoitlarni yaratish ham katta rol o'ynaydi.

Bolaning ijodiy va mantiqiy tafakkurini rivojlantirish quyidagi yoʻllar orqali amalga oshirilishi mumkin:

Kitob oʻqish. Bola bilan birga rasmiy ertak kitoblarni tahlil qilib oʻqish, undagi ertakning mazmunini bolaga oʻyin tarzida qayta soʻzlatish, oʻyinchoqlariga kitob mazmunini aytib berish juda foydali va qiziqarli mashgʻulot sanaladi. Ertak eshitish jarayonida bola ertak qahramonlarini kimgadir oʻxshatishga harakat qiladi, u oʻzi ertak yoki hikoyalarni mustaqil toʻliq olishi ham mumkin.

Chizish (boʻyoq, un, qum bilan). Bolalar odatda chizishni juda yaxshi koʻrishadi. Lekin uddalay olishmasa, xafa boʻlib chizmay qoʻyishi ham mumkin. Bolaga qalamning oʻrniga qoʻllarida chizishni (faqat maxsus boʻyoqlar bilan) taklif qilib koʻrish lozim. Boʻyoqqa qoʻllarini botirib, istagan narsani chizayotgan bola juda zavqlanadi. Bundan tashqari kattalar chala chizish mashgʻulotini ham qoʻllashi oʻrinlidir. Bunda bolaga biron-bir narsani oxiriga yetkazmasdan chizib berish lozim. Bola rasm solar ekan, rasmlarning nomlarini ham aytib, u oʻz tasavvurlarini kengaytiradi.

Insonning ijodiy qobiliyatlari zahirida tafakkur va tasavvur jarayonlari yotadi. Shuning uchun ham ijodiy qobiliyatlarni rivojlantirish uchun qulay shart-sharoit yaratib, maqsadli ish olib borish zarur va kattalarning ijodiy salohiyati koʻp jihatdan ularni rivojlantirish boʻyicha ish imkoniyatlaridan qanchalik foydalanilganiga bogʻliq boʻladi. Samarali rivojlanish faqat oila va maktabgacha taʼlim tashkilotlarining birgalikdagi saʼy-harakatlari bilan amalga oshishi kerak.

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**THE PREPARATION OF ENGLISH LANGUAGE TEACHERS: BEST PRACTICES
AND METHODOLOGIES**
**ПОДГОТОВКА УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА: ЛУЧШИЕ ПРАКТИКИ И
МЕТОДИКИ**
**INGLIZ TILI O'QITUVCHILARINING TAYYORGARLIGI: ENG YAXSHI
AMALIYOTLAR VA METODIKALAR**

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Abstract: The preparation of English language teachers is a crucial aspect of modern education, significantly impacting teachers' professional development through best practices and methodologies. This article explores the key methods, contemporary pedagogical approaches, and best practices in preparing English language teachers.

Keywords: English language teachers, preparation, best practices, methodologies, pedagogical approaches

Аннотация: Подготовка учителей английского языка является важным аспектом современного образования, значительно влияя на их профессиональное развитие через лучшие практики и методики. В этой статье рассматриваются основные методы, современные педагогические подходы и лучшие практики в подготовке учителей английского языка.

Ключевые слова: Учителя английского языка, подготовка, лучшие практики, методики, педагогические подходы

Annotatsiya: Ingliz tili o'qituvchilarining tayyorgarligi zamonaviy ta'limning muhim jihatlaridan biri bo'lib, bu jarayonning eng yaxshi amaliyotlari va metodikalari o'qituvchilarning kasbiy rivojlanishiga katta ta'sir ko'rsatadi. Ushbu maqola ingliz tili o'qituvchilarini tayyorlashdagi asosiy usullar, zamonaviy pedagogik yondashuvlar va eng yaxshi amaliyotlarni o'rganadi.

Kalit so'zlar: Ingliz tili o'qituvchilari, tayyorgarlik, eng yaxshi amaliyotlar, metodikalar, pedagogik yondashuvlar

INTRODUCTION

The preparation of English language teachers is a critical aspect of modern education, influencing the effectiveness of language instruction and the overall success of students. This paper explores the best practices and methodologies in preparing English language teachers, examining current trends, innovative strategies, and the impact of these practices on teacher development and student outcomes.

Discussion

Key methodologies in teacher preparation

1. Communicative language teaching (CLT): CLT emphasizes interaction and communication as both the means and the ultimate goal of learning. It encourages teachers to create real-life scenarios in the classroom, enhancing students' speaking and listening skills.

2. Task-based language teaching (TBLT): TBLT focuses on the use of authentic language through meaningful tasks. Teachers design tasks that promote language use in context, fostering practical language skills and problem-solving abilities.

3. Content and language integrated learning (CLIL): CLIL integrates the teaching of content subjects with language instruction. This approach helps students acquire language skills while learning subject-specific content, making language learning more relevant and engaging.

4. Reflective teaching: Reflective teaching involves teachers critically analyzing their own teaching practices to continuously improve. This methodology promotes self-awareness and professional growth, encouraging teachers to adapt their methods to better meet student needs.

5. Technology-enhanced language learning (TELL): The integration of technology in language teaching has transformed educational practices. Tools like interactive whiteboards, language learning apps, and online resources provide dynamic and flexible learning experiences.

Best practices in teacher preparation

1. Mentorship programs: Mentorship programs pair novice teachers with experienced mentors who provide guidance, support, and feedback. This practice helps new teachers develop confidence and refine their teaching skills.

2. Continuous professional development (CPD): CPD programs offer ongoing training opportunities for teachers to stay updated with the latest educational trends and methodologies. Workshops, seminars, and online courses are common CPD activities.

3. Collaborative learning communities: Establishing collaborative learning communities among teachers fosters a supportive environment where they can share experiences, resources, and strategies. This practice encourages professional dialogue and collective problem-solving.

4. Classroom observation and feedback: Regular classroom observations followed by constructive feedback help teachers identify strengths and areas for improvement. Peer observations and supervisor evaluations are common practices.

5. Cultural competence training: As English language learners come from diverse backgrounds, cultural competence training equips teachers with the skills to understand and address the cultural needs of their students, promoting an inclusive learning environment.

The scientific novelty of the study

This study offers a comprehensive analysis of the most effective practices and methodologies in the preparation of English language teachers. It examines the integration of modern pedagogical approaches and the role of technology in enhancing teacher training. By highlighting innovative strategies and their impact, this study contributes to the ongoing discourse on teacher education and professional development.

Conclusion

The preparation of English language teachers is a multifaceted process that requires a combination of effective methodologies and best practices. By embracing communicative approaches, integrating technology, and fostering continuous professional development, teacher preparation programs can equip educators with the skills and knowledge needed to excel in the classroom. This study underscores the importance of adaptive and reflective practices in ensuring the success of English language teachers and their students.

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EFFECTIVENESS OF TREATMENT OF RICKETS.

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Abstract: This scientific article, written about the effectiveness of treatment of rickets, is dedicated to the study of methods of treatment of rickets, a disease characterized by a disorder of bone growth and development as a result of calcium and phosphate metabolism disorders. This article analyzes modern drugs used in the treatment of rickets, vitamin D and its analogues, as well as alternative treatment methods and their effectiveness. Research results, treatment effectiveness and side effects are presented. The results of scientific studies on the identification, diagnosis and prevention of clinical signs of rickets were analyzed. The article emphasizes the importance of individual approach to prevention and treatment of rickets among children and adolescents.

Key words: rickets, vitamin D, calcium, phosphate, bone development, children, effectiveness of treatment, diagnosis, prevention.

Rickets is a disease associated with vitamin D deficiency and mineral metabolism in the body. Rickets most often affects children under one year of age, and the most common category of patients are premature babies who are fed artificial foods. is characterized by a violation. Often this disease develops due to vitamin D deficiency. This article examines rickets treatments, their effectiveness, and side effects. In the initial period of the disease, changes occur in the patient's nervous system: the child becomes timid, nervous, capricious or moody; he sweats a lot, his face sweats when he sucks, and his neck sweats when he lies down. Because the child is bothered by itching, he puts his head on the pillow and his back hair falls out. When the disease worsens, the muscles become weak and twitch; A sick child walks late compared to a healthy child, the abdomen swells, the stomach often hardens or rubs, and then the bone system changes: the shoulder bone flattens, the head gets bigger, the forehead and top of the head bulge out, the forehead becomes lumpy, the top of the head and the bone in the neck area softens. observed. The large skull does not ossify in time. Often, the ribs near the sternum are thickened. When a child begins to walk, the legs bend in an X shape or an O shape. The shape of the chest also changes: it either bulges forward or sinks in.

The article analyzes various drugs and alternative methods used in the treatment of rickets. Various diagnostic methods were used in the studies to determine the clinical signs of rickets in children and adolescents of different ages.

Results:

1. Treatment with vitamin D and its analogs is highly effective and significantly improves bone mineralization and development.
2. Treatment with calcium and phosphate supplements helps to increase bone density.
3. Alternative methods, including sun exposure and dietary therapy, also provide positive results.

It was found that the effectiveness of vitamin D and calcium preparations in the treatment of rickets is high. It is also emphasized the importance of an individual approach to treatment and the need to take preventive measures to prevent the disease. Treatment of rickets in children should be carried out using complex - special and non-special methods (taking into account the cause of the disease). Non-specific methods include proper nutrition, the correct routine of the child's day, and various general strengthening procedures (massage, gymnastics, herbal and salt baths, etc.). Special methods include vitamin D, calcium. and prescribing phosphorus preparations, exposing the skin to artificial ultraviolet rays.

Conclusion: Modern methods and drugs used in the treatment of rickets are highly effective and important in the prevention and treatment of the disease. More research is needed on the diagnosis and prevention of rickets.

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THE APPLICATION OF GAMIFICATION TO IMPROVE SPEAKING CAPABILITIES IN LANGUAGE ACQUISITION

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Abstract

The use of game design principles outside of games, or gamification, has become a potent teaching and learning aid, especially for language acquisition. The use of gamification to improve speaking abilities is examined in this article. Gamification has the potential to revolutionize traditional speaking exercises by including components like leaderboards, badges, points, and interactive challenges, which may provide an exciting and motivating learning experience. This essay examines the theoretical underpinnings of gamification, its advantages for improving speaking abilities, and useful application techniques. We show how gamification may greatly enhance learners' speaking skills and general language competency through in-depth study and case studies.

Keywords: Gamification, speaking skills, language learning, educational technology, motivation, engagement, interactive learning, language proficiency

INTRODUCTION

Speaking is an essential component of language competency and is required for efficient communication. It might be difficult to keep pupils interested in traditional speaking skills instruction and to provide them enough opportunity to practice. By adding aspects of games to educational activities, gamification provides an inventive approach that makes learning more engaging and stimulating. Teachers may build environments that promote regular practice, boost motivation, and encourage a deeper engagement with the topic by implementing gamification in language learning.

This article explores the impact of gamification on enhancing speaking skills in language learning. It examines the theoretical underpinnings of gamification, the benefits of gamified tools and techniques for speaking instruction, and practical strategies for their integration into language teaching. Additionally, it discusses



potential challenges and considerations in incorporating gamification into speaking skills development, providing a holistic view of its application and efficacy.

Theoretical Foundations of Gamification in Education

1. Self-Determination Theory

- Gamification aligns with self-determination theory by fostering intrinsic motivation through elements such as autonomy, competence, and relatedness.

2. Flow Theory

- Gamification facilitates flow experiences by balancing challenge and skill levels, promoting deep engagement and immersion in speaking activities.

3. Constructivist Learning Theory

- Gamification supports constructivist learning by encouraging active, hands-on learning and allowing learners to construct knowledge through interactive experiences.

4. Behaviorist Learning Theory

- Gamification utilizes behaviorist principles by providing immediate feedback and reinforcement through rewards and achievements, promoting desired learning behaviors.

Benefits of Gamification in Enhancing Speaking Skills

1. Increased Motivation and Engagement

- Gamification makes speaking practice enjoyable and engaging, increasing learners' motivation to participate and practice consistently.

2. Safe and Low-Stakes Practice Environment

- Gamified activities provide a safe and low-stakes environment for learners to practice speaking without fear of judgment or failure.

3. Immediate Feedback and Reinforcement

- Gamification offers immediate feedback and reinforcement through points, badges, and leaderboards, helping learners identify and correct errors promptly.

4. Enhanced Interaction and Collaboration

- Gamified speaking tasks often involve interaction and collaboration, promoting social learning and communicative competence.

5. Personalized Learning Paths

- Gamification allows for personalized learning paths, enabling learners to progress at their own pace and according to their individual needs.

Practical Strategies for Implementing Gamification in Speaking Instruction



1. Digital Language Learning Games

- Utilize digital language learning games such as Duolingo, Babbel, and Memrise that incorporate speaking practice through interactive and gamified exercises.

2. Role-Playing and Simulation Games

- Incorporate role-playing and simulation games that require learners to engage in spoken dialogues and scenarios, enhancing their communicative skills.

3. Gamified Classroom Activities

- Design classroom activities with game elements, such as competitive speaking tasks, collaborative challenges, and speaking quests, to motivate learners.

4. Language Learning Apps with Gamification

- Utilize language learning apps that feature gamification elements, such as speech recognition and interactive storytelling, to improve speaking skills.

5. Progress Tracking and Rewards

- Implement systems for tracking progress and rewarding achievements, such as points, badges, and certificates, to encourage consistent speaking practice.

Challenges and Considerations

1. Balancing Fun and Learning

- Ensure that gamified activities strike a balance between fun and educational value, maintaining focus on learning objectives while keeping learners engaged.

2. Accessibility and Inclusivity

- Consider the accessibility and inclusivity of gamified tools, ensuring that all learners, regardless of their abilities or backgrounds, can participate effectively.

3. Teacher Training and Familiarity

- Provide training and support for educators to become familiar with gamification principles and effectively integrate them into speaking instruction.

4. Sustaining Motivation

- Develop strategies to sustain learners' motivation over time, avoiding gamification fatigue and keeping activities fresh and engaging.

5. Evaluating Effectiveness

- Implement robust evaluation methods to assess the impact of gamification on speaking skills development and make data-driven adjustments to instructional practices.

Conclusion



Gamification makes practicing fun, exciting, and interactive, which provides a revolutionary way to improve speaking abilities in language acquisition. Gamification's capacity to promote deep engagement, intrinsic motivation, and active learning is supported by its theoretical underpinnings. Through the integration of gamified components into speaking education, instructors may establish interactive learning spaces that promote ongoing practice and advancement. However, maintaining accessibility, giving teachers the necessary training, and striking a balance between enjoyment and education must all be carefully considered for successful implementation. Effective use of gamification by educators may greatly enhance students' speaking skills and general language competency.

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TALABALARDA KOMMUNIKATIV KOMPETENTLIGINI RIVOJLANTIRISHDA INNOVATSION YONDASHUV.

Osiyo xalqaro universiteti Pedagogika va psixologiya mutaxassisligi 1- kurs magistranti:

Qurbonova Nigora Sulonovna

Annotatsiya: Ushbu keltirilgan tezisimizda yurtimizda dolzarb muommalardan biri bo'lgan talabalarda kommunikativ kompetentligini rivojlantirishda innovatsion yondashuv haqida qisqacha fikr mulohazalar keltirilgan.

Kalit so'zlar: Interaktiv texnologiyalar, Guruh ishlari, O'qituvchi talabalar, Ijodiy mashqlar, Virtual muloqotlar

Asosiy qism: Talabalarda kommunikativ kompetentlikni rivojlantirishda innovatsion yondashuv juda muhimdir. Innovatsiyalar, talabalarni aktivlik, ishtirok etish va o'z fikrlarini ifoda qilishga rag'batlantirishadi. Bu esa ularning o'zlarini o'rganish va boshqalar bilan muloqotda bo'lish qobiliyatlarini rivojlantiradi.

Quyidagi innovatsion yondashuv usullari talabalarda kommunikativ kompetentlikni rivojlantirishda yordam berishi mumkin:

✓ **Interaktiv texnologiyalar:** Talabalarga interaktiv darslar, veb-saytlar, ilovalar va onlayn platformalar orqali o'rganish imkoniyati berish. Bu, talabalarning bilimlarini amaliyotga aylantirish va ularga o'z fikrlarini ifoda qilish uchun interaktiv vositalarni ishlatishga imkon beradi.

✓ **Guruh ishlari:** Guruh ishlari talabalarni bir-biriga muloqot qilish, fikr almashish va maslahatlashishga rag'batlantiradi. Bu usul, talabalarning boshqa insonlar bilan ishlash va jamoatda faol ishtirok etish qobiliyatlarini rivojlantiradi.

✓ **O'qituvchi talabalar:** O'qituvchilar talabalarni o'z fikrlarini ifoda qilish va savollar berishga rag'batlantirishi mumkin. Bu, talabalarning o'zlarini izohlash va boshqalar bilan muloqot qilishni o'rganishlari uchun muhimdir.

✓ **Ijodiy mashqlar:** Ijodiy mashqlar talabalarga o'z fikrlarini ijodiy tarzda ifoda qilishni o'rganish imkoniyatini beradi. Bu usul, talabalarning ijodiylik, muhokama qilish va tahlil qilish qobiliyatlarini rivojlantiradi.

✓ **Virtual muloqotlar:** Virtual muloqotlar, talabalarni onlayn platformalar orqali boshqa talabalar bilan muloqot qilishga rag'batlantiradi. Bu usul, talabalarning muloqot qilish, ishbirlik qilish va global jamiyat bilan bog'liq bo'lish qobiliyatlarini rivojlantiradi.

Ta'limga innovatsion texnologiyalarni joriy etishdan maqsad o'quvchilarning o'quv materiallarini o'zlashtirish darajasini oshirish, ommaviy axborot vositalarida axborotni topish, saralash, qayta ishlash, saqlash, unumli foydalanish, media madaniyatini yuksaltirish, o'z-o'zini uzluksiz rag'batlantirish, ma'naviy, intellektual, intellektual va ijodiy rivojlanish, intiluvchanlik, mustaqil o'rganish, hayotiy tajribani doimiy ravishda takomillashtirib borish, mustaqil qarorlar qabul qilish, inson mehnatini osonlashtiradigan va mehnat unumdorligini oshiradigan qulay



sharoitlarga olib keladigan ilmiy-texnika yangiliklaridan foydalanish kabi kompetensiyalarni shakllantirish.

Xulosa: Innovatsion yondashuvning asosiy maqsadi talabalarning kommunikativ kompetentliklarini rivojlantirib, ularni global jamiyatda muvaffaqiyatli bo'lishga tayyorlashdir. Bu usul, talabalarga o'z fikrlarini ifoda qilish, ishbirlik qilish va muammo yechlash qobiliyatlarini rivojlantiradi.

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THE CONTENT OF FORMING SOCIAL SKILLS IN PRIMARY CLASS STUDENTS.

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Abstract: We know that the formation of social skills among schoolchildren in our country is one of the most urgent problems. In this thesis, we talk about the content of forming social skills in elementary school students.

Key words: Social skills, Social adaptation, Socialization, Individualization, rules of behavior, moral resources.

Main part: Social skills are acquired elements of social behavior, which are related to the knowledge of the social world, self and its place in this bright world, behaviors that facilitate social interactions, and the person. It is based on actions that enable effective establishment of relationships with the environment, determination of one's place and expression of identity, and this contributes to successful social adaptation and socialization in general. Socialization is determined by the development and change of a person in the process of acquiring culture. We know that this phenomenon is studied in the field of social pedagogy. This is the difference between social pedagogy and the field of pedagogy. The subject of pedagogy is the laws of raising a child, and the subject of social pedagogy is the laws of child socialization. The life of a person lives directly in society, among the people who live in it. The effective course of interpersonal relations between members of society directly depends on the content of social relations of a person. The content of social relations, in turn, is determined by the determination of social norms, the degree to which they are recognized by society, and the extent to which they are observed in practical activities. In the process of education, the person directly interacts with the social and cultural environment, and it has an educational effect on the person. Social norms are the basis of interpersonal relations and are formed according to the characteristics reflected in them. Although this is so, the essence of social norms is not always understood by the members of the society. According to observations, the essence of social norms in many cases can be understood to a certain extent only by persons who have special knowledge in the legal field, namely, those who work in the judicial, tax, customs or internal affairs systems. Therefore, on the basis of the

cluster approach, it is even more important that everyone should be aware of social norms and their content.

Pupils studying in primary grades acquire the first basic concepts of social norms and their content in the family and preschool educational institutions. However, the stage of primary education is a special period in the life of students. The child will be fully ready for education according to his physical and mental maturity. The main activity of life is replaced by the activity of reading. Study activity has a strong influence on the mental development of students and the formation of character traits. Interest in learning and studying the environment increases. All of these events help students to understand the essence of social norms. An emotional approach to knowledge is manifested as one of the characteristics of primary school students. Therefore, when introducing them to social norms, the information provided in an interesting way, figurative interpretation with the help of life examples as much as possible, helps to achieve positive results. Due to their tendency to express their feelings, and at the same time, the strength of imitating their peers, the situations of following social and moral norms or not following them, by highlighting the examples of their behavior, behavior, and habits, are enough for their imagination. there is a possibility to achieve.

Conclusion: The content of forming social skills in elementary school students is one of the important parts of the general educational process. This content provides students with information on how to behave in interpersonal relationships, the structure of society and communication with other people. The process of forming social skills is carried out by teaching students through manuals, problems and examples. In this content, students are shown in a broad way topics such as mutual respect, helping friends, fulfilling one's duty in the future, and being a useful member of society.

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