



INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL-HUMANITARIAN SCIENCES

BRUSSELS

universalconference.us

INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL- HUMANITARIAN SCIENCES

Volume 01, Issue 01, 2024 (2-FEBRUARY)

Editor in Chief

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

Editorial Team

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

Dr Manjunatha LH - Professor, REVA University, INDIA

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

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

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

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

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

Narayan Pradhan - Indian Association for the Cultivation of Science

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

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

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

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

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

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

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

Teaching quantum particles in one and three-dimensional boxes

Jizreel Pereira da Silva

School of Education, International University Center, Paraná, Brazil

jizreelsilva@yahoo.com.br

Abstract: The work was developed with the purpose of showing the difficulties of teachers and schools for the insertion of topics of modern and contemporary physics in high school and showing the importance of its use to adapt to the social reality. We present the theoretical development developed in the classroom, with appropriate tools to the accessible language, showing the aspects of energy and probability of the particle in a region configured for the work in question. After the theoretical treatment, operations were developed with virtual experiment so that the students perceive in a visual way, the descriptions of the equations proposed to solve the determined functions. We analyze procedures and discuss the results. Finally, we consolidated the belief in the use of alternative methods in the classroom, showing the motivation of the students for the introduction of the theme, where they had initial contact of quantum mechanics, although we once developed topics of the old quantum mechanics, such as Heisenberg's uncertainty principle, Planck's constant, photoelectric effect, and Bohr's atom.

Keywords: particle; unidimensional; three-dimensional; energy; box.

INTRODUCTION Society is increasingly modernizing with technological innovations, artificial intelligence, among other methodologies that seek to facilitate social life, reducing time for activities that would require more time. The school receives this consequence of what happens in society and automatically forces the school and teachers to obtain alternatives for their didactic activities so that teaching becomes attractive and effective. For the case of this work, we began the discussion with the difficulties presented by teachers and schools for the insertion of themes of modern and contemporary physics in high school, presenting the theoretical apparatus in its development, obviously working with mathematical tools suitable for students, ending with the virtual experiment carried out by the students of the 3rd year of a class of a public school in São Cristóvão-RJ, consolidating the discussions with analysis of the results.

DIFFICULTIES TO INSERT QUANTUM MECHANICS TOPICS IN THE EDUCATIONAL PROCESS There are many challenges that schools and teachers face in inserting quantum mechanics topics into the educational process. For those who managed to insert themes of this nature, they certainly continue to face

problems, such as adequate material, didactic transposition, and equipment for the use of experiment and even the low number of programs that deal with subjects on Modern Physics. There are several justifications for the use of quantum mechanical topics, such as the recognition of Physics as a human enterprise, awakening and increasing curiosity on the part of the student, presentation of current Physics and its world of research and attraction of young people to the scientific career. [1] For Terrazzan the physics of high school developed in the classroom is from the period from 1600 to 1850 and for Garden, War and Chrispino:[2][3] Focused basically on studies that go little beyond classical mechanics, High School Physics does not present motivating agents for a student who is faced with a physics that is not willing to discuss or modify and does not allow him to understand the actuality that is exposed to him in everyday life. Scientific questions more interesting to this student can be found on the internet, magazines, reports shown in television news and television documentaries (...), but not in the classroom. This distance seems inconsistent with current interests. In addition to the PCN+ and the motivation generated in the students, the teachers also share the ideas of teaching FMC in the classrooms as the importance of a Physics that is extremely necessary to understand the great theoretical and technological innovations of today and that could bring more meaning to learning in the classroom [3]. There is a consensus among researchers who are dedicated to thinking about treatment in the educational context on modern topics of physics. Through interpretive research in relation to the contents of books that address themes of this nature, thought experiments are conceptual tools that enable the study of the physical world by scientists. It is observed the presence of relativity and quantum mechanics in its majority and that have undergone language adaptations, but with content strongly for scientific dissemination.

In the belief of Pospiech cited by Silva and Almeida, he believes it is impossible to talk qualitatively about quantum theory, due to the need to develop concepts and terms through the daily experiences of students, because he believes that language would only be appropriate if it were to use concrete physical objects. Pospiech defends the discussion of philosophical aspects, such as the questions of reality and objectivity of nature. Paulo and Moreira, cited by Silva and Almeida, sought to analyze how high school students would construct fundamental quantum concepts. After the application of the didactic methodology, the students believed that in science there are no absolute truths. In the case of teachers, regarding their conceptions about the teaching of Modern Physics in high school, some teachers still do not treat it with priority. Their claims are due to the scarcity of time, the large amount of content to be worked on. They believe they have difficulty transposing

the equations and their structure in an accessible way, in view of the perception of the predominant mathematical formalism. In other cases, they believed they did not have autonomy for the didactic treatment [4]. There are teachers who believe that to insert Modern and Contemporary Physics in high school should close all classical physics content. Other teachers believe that students encounter difficulties in their bases, so they do not believe it is possible to treat quantum theories [5]. Based on all this reality, this work aims at an introduction of quantum theory through the treatment of particles in a box with one and three dimensions, through the experimental use of a simulation.

FINAL CONSIDERATIONS The work sought to highlight the need to insert quantum mechanical topics, in view of the need to adapt to reality. There are difficulties in various segments of the school, because it is still necessary a more solid discussion on the part of the coordinators and teachers for its use, because there are teachers who did not have in their training, contact with modern and contemporary physics and those who had, present a discourse of superficial contact, developing a thought that has no preparation to address themes of this nature in the classroom, nor to think of alternative tools for the didactic process. In the case of this work, we sought to bring the students closer to the initial contact of quantum mechanics, following the development of the old quantum mechanics through the concepts of the Bohr atom, Heisenberg's uncertainty principle, photoelectric effect, as well as Planck's constant, developed in the works of black body radiation. The students showed satisfaction and motivation to carry out this work, even considering difficulties for the mathematical treatment, because it is natural the perception of most students a certain difficulty in the mathematical basis in works of this nature. It is important that teachers and the school believe in this possibility of using alternative tools to improve the teaching-learning process, where it favors students in the absorption of knowledge, as well as for the teacher in his proposal for elaboration in the teaching plan.

REFERENCE

- [1] Osterman, F. C., & Moreira, M. A. (2000). A bibliographic review on the research area "Modern and contemporary physics in high school". *Investigations in Science Teaching*, vol. 5(1).
- [2] Terrazzan, E. A. (1992). The insertion of modern and contemporary physics in the teaching of physics in the 2nd grade school. *Caderno Catarinense de Ensino de Física*, vol 9(3), pp. 209-214.

- [3] Jardim, W. T., Guerra, A., & Chrispino, A. (2011). Bibliography review: modern physics and its relevance in high school. In: National Symposium on the Teaching of Physics, vol 18, MA, Brazil.
- [4] Silva, A. C., & Almeida, M. J. P. M. (2011). Quantum physics in high school: what the research says. Brazilian Notebook of Physics Teaching, vol. 28(3), pp. 624-652.
- [5] Monteiro, M. A., Nardi, R., & Filho, J. B. B. (2009). Difficulties of teachers in introducing modern physics in high school: the need to overcome technical rationality in formative processes. São Paulo: UNESP, Academic Culture, pp. 145-159.
- [6] Pereira, G. C., & Custodio, R. (2021). The particle in the box: semiclassical, quantum and numerical solutions. Chemkeys Magazine, vol. 3, e021004, pp. 1-10. DOI: <https://doi.org/10.20396/chemkeys.v3i00.15963>.
- [7] Custodio, R. (2021). Quantum Mechanics. Chemkeys Magazine, vol. 3, e021001. DOI: <https://doi.org/10.20396/chemkeys.v3i00.15466>.
- [8] Sousa, A. C. M., Franco, C. C. C., & Guimarães, K. F. (2013). Learning quantum mechanics in high school through educational software. Journal of Education Research Meeting, Vol 1(1), pp. 5-18.
- [9] Chen, C., Davu, R., & Zelaya, I. (2018). Particles in 1D and 3D boxes. Wolfram Demonstrations Project. <https://demonstrations.wolfram.com/ParticlesIn1DAnd3DBoxes/>

TURIZM SOHASIDA AXBOROT TIZIMLARINI LOYIHALASH VOSITALARI

Mirzayev Ural Namozovich

TerDU, Kompyuter tizimlari va ularning dasturiy ta'minoti (tarmoqlar va sohalar bo'yicha) yo'nalishi magistranti

Annotatsiya: Axborot tizimlarini tashkil qilishdan asosiy maqsad amaldagi an'anaviy boshqarish usullari va vositalarining chegaralangan imkoniyatlaridan, zamonaviy kompyuter va yangi boshqarish usullaridan foydalanish hisobiga korxonalar va tashkilotlarning xo'jalik faoliyati samaradorligini ko'tarish va boshqarish apparati xodimlarining mehnat unumdorligini oshirishga erishish hisoblanadi.

Kalit so'zlar: Tizimli prinsipi, Rivojlanish prinsipi, Uzviy bog'lanish prinsipi, Standartlash prinsipi, Effektivlik prinsipi, Taqsimlash prinsipi, Bosh boshqaruvchi prinsipi, Yangi masala prinsipi, Loyihalashni avtomatlashtirish prinsipi

Loyihalash murakkab va ko'p mehnat talab qiladigan jarayon bo'lib, avtomatlashtiriladigan tashkilotning (obyektning) hamma amaldagi hujjatlari va ularning aylanishi, ya'ni harakati o'rganiladi, bajariladigan ishlarning hajmi aniqlanadi, masalalarning axborot bog'lanishi va ishlash ketma-ketligi ko'rib chiqiladi, hisob-kitob turlarining uzviy birligini ta'minlash choralari ko'riladi, dasturiy ta'minoti ishlab chiqiladi, ishlovchilar uchun ko'rsatmalar tayyorlanadi va hokazo. Axborot tizimini tashkil qilish ishlab chiqaruvchi tashkilotlar bilan loyiha instituti buyurtmachi o'rtasida tuzilgan shartnomaga asosan amalga oshiriladi. Bu shartnomada tomonlar majburiyati va javobgarligi, bajariladigan ishlarning qiymati va hisob-kitob qilish tartibi, loyihalash har bir bosqichining ish hajmi hamda bajarilish muddati va hokazolar ko'rsatiladi. Axborot tizimlarini loyihalashda hozirgi kunda quyidagi prinsiplar nazarda tutiladi: tizimli, rivojlanish, uzviy bog'lanish, standartlash, effektivlik.

Tizimli prinsipi - avtomatlashtirilgan axborot tizimini (AAT) tashkil qilishda asosiy prinsip deb hisoblanadi. Chunki ushbu prinsip o'rganiladigan obyektning yagona tizim sifatida qabul qiladi, yagona tizimni tarkibiy elementlar orasida mavjud bog'lanishlarni, xo'jalik faoliyatining yo'nalishini va funksiyalarini aniqlaydi. Tizimli prinsip ikki aspektli tahlilni o'tkazishni taqozo etadi, ya'ni makro yondashuv va mikro yondashuv. Makrotahlilda tizim va uning elementlari yuqori bosqichdagi

tizim sifatida qaraladi. Asosiy e'tibor axborot bog'lanishlarga qaratilgan, ya'ni ularning soni, maqsadli bog'lanishlar aniqlanadi va tahlil qilinadi, shundan keyin maqsadli funksiyasini amalga oshiruvchi bog'lanish tanlanadi. Mikrotahlilda elementlar o'zlarining funksional xarakteristikalaridan, boshqa elementlar va tashqi muhit bilan bo'lgan bog'lanishdan aniqlanadi.

Rivojlanish prinsipi AATlarni tashkil qilganda uning doimiy o'zgarilishi va yangilanishini e'tiborga oladi. O'z navbatida, avtomatlashtirilgan tizim hisoblash quvvatini oshirish, zamonaviy texnika va dasturiy ta'minot bilan ta'minlanishi, yechiladigan masalalar to'plamlarning kengaytirilishi, axborot bazasining doimiy kengaytirilishini nazarda tutadi.

Uzviy bog'lanish prinsipi har xil AATni, har xil bosqichlarning birgalikda ishlashini ta'minlaydi. Ushbu prinsip iqtisodiy obyektlarni normal ishlashini hamda xalq xo'jaligi va uning bo'g'inlarini samarali boshqarishni ta'minlaydi.

Standartlash prinsipi namunaviy va standart elementlarni avtomatlashtirilgan ATlarda qo'llashni taqozo etadi. Ushbu prinsip Avtomatlashtirilgan AT yaratishda vaqtni, mehnat zaxiralarini va narxni pasaytirish imkonini beradi.

Effektivlik prinsipi qilingan xarajatlar va olinadigan daromadlarni taqqoslash orqali AAT ni qo'llashni tavsiya etadi yoki inkor qiladi. Ushbu asosiy prinsiplardan kelib chiqqan holda, ikkinchi darajali prinsiplar ham ishlab chiqilgan.

Taqsimlash prinsipi - tizimni kichik bo'laklarga taqsimlab, uni tahlil qilish va alohida loyihalash.

Bosh boshqaruvchi prinsipi mas'uliyatni buyurtmachi boshqaruvchiga yuklaydi va AAT ni joriy etishni va bajarilishini ta'minlaydi.

Yangi masala prinsipi - tizimning imkoniyatini kengaytirish, boshqaruv jarayonini rivojlantirish, qo'shimcha ma'lumotlar olish imkonini yaratish maqsadida qo'llaniladi.

Hujjatlar aylanmasi prinsipi - axborotlar yo'nalishini avtomatlashtirish, ya'ni axborotning tashkil topgan bosqichidan boshlab boshqaruv qarorlari ishlab chiqqunga qadar hisobotlar olish.

Loyihalashni avtomatlashtirish prinsipi - nazariy muammolarni yechish, ya'ni iqtisodiyotning rivojlanishini e'tiborga olgan holda yangi tushunchalarni kiritish. Yangi kompyuter texnologiyalarini joriy etish bilan bog'liq.

Loyihalash bosqichlari. ATni loyihalash mazmunan bir nechta bosqichdan iborat bo‘lib, metodik materiallar, standartlar va ko‘rsatmalar doirasida amalga oshirilishi kerak. Bu hujjatlarda AT loyihalashni quyidagi 3 ta bosqichda amalga oshirish belgilangan:

- Loyihalash oldi bosqichi.
- Loyihalar ishlab chiqish bosqichi.
- Tizimni (loyihani) ishga tushirish bosqichi.

Loyiha oldi bosqichida ishlarni boshlash haqidagi buyruqqa va tekshirish dasturiga asosan amaldagi boshqarish tizimi atroflicha o‘rganiladi. Buning uchun amaldagi boshqarish tizimining tashkiliy va funksional tarkibi o‘rganiladi, xo‘jalik faoliyatining asosiy ko‘rsatgichlari ko‘rib chiqiladi, (zaxiralar aylanmasi, tovar zaxiralari, muomala xarajatlari, foyda va hokazolar), dastlabki hujjatlardagi ko‘rsatkichlarning barqarorligi, o‘zgaruvchanligi, yetarliligi yoki ortiqchaligi aniqlanadi va natijaviy hujjatlar, ularning tarkibi hamda harakati (aylanishi) o‘rganiladi, bajariladigan ishlarning hajmi aniqlanadi, axborotlarni qayta ishlashning amaldagi texnologik jarayonlari ko‘rib chiqiladi. Boshqarish xodimlari bilan suhbatlar o‘tkazish, ijrochilarning ish kuni jarayonlarini suratga olish, xronometraj o‘tkazish va boshqa usullardan foydalaniladi. Buyurtmachi tashkilotning ishi avtomatlashtiriladigan obyektning moliya va xo‘jalik faoliyatini o‘rganish materiallariga asosan mukammal hisobot tuziladi va barcha to‘plangan ma’lumotlarni atroflicha tahlil qilish natijasida mavjud axborot tizimining kamchiliklari aniqlanadi va bu kamchiliklarni loyihalash jarayonida bartaraf qilish choralari belgilanadi. Loyiha oldi bosqichida bajarilgan ishlar natijasida yaratuvchi ijrochi bilan buyurtmachi tashkiliy ikkita hujjat tuzadilar:

- 1) Texnik-iqtisodiy asoslash (TIA),
- 2) Texnik topshiriq (TT).

Birinchi hujjatda, ya’ni TIAda, ATni tashkil qilishning maqsadga muvofiqligi va zarurligi asoslanadi. Bu hujjat:

- kirish;
- obyektning xarakteristikasi;
- boshqarishning amaldagi strukturasi;
- tizimning funktsiyalari va maqsadiari;
- tizimni tashkil qilishdan kutilayotgan texnika-iqtisodiy natijalar;

- xulosa va takliflar bo'limlaridan iborat bo'ladi.

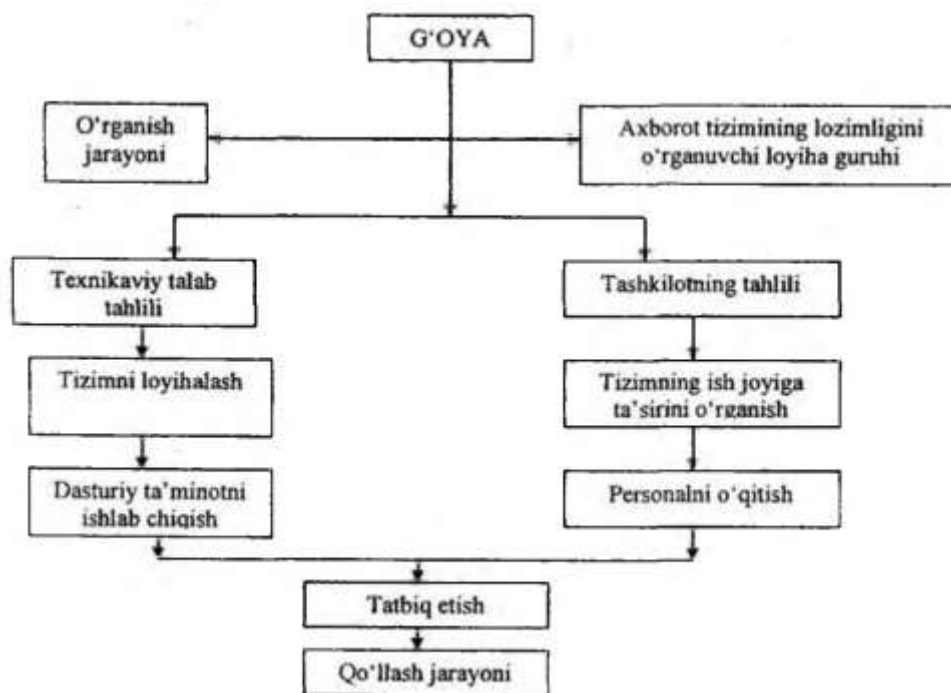
Texnik-iqtisodiy asoslashga asosan buyurtmachi yaratuvchi tashkilot ishtirokida ATni loyihalash uchun asosiy dastlabki hujjat bo'lib, hisoblanadigan texnik topshiriq hujjatini ishlab chiqadilar. Loyiha oldi bosqichida obyektning joriy qilishga tayyorlash, hujjatlarni unifikatsiyalash, ularning harakatini tartibga solish va boshqarish apparati xodimlarini o'qitish choralari ham ko'riladi. Ikkinchi bosqich, ya'ni loyihani ishlab chiqish, texnik loyihani (TL) va ishchi yoki mukammal loyihani (ML) ishlab chiqishni o'z ichiga oladi. Texnik loyiha texnik topshiriqda ko'rsatilgan hamma bo'limlar bo'yicha loyiha yechimlaridan iborat bo'ladi. Bunda quyidagi ishlar amalga oshiriladi:

- ❖ obyektning funksional va tashkiliy strukturasi aniqlash;
- ❖ axborot, matematik va dasturiy ta'minotlarni yaratish prinsiplarini tanlash va asoslash;
- ❖ texnik vositalari kompleksining va boshqa qurilmalar ro'yxati;
- ❖ ATni joriy qilish uchun korxonani tayyorlash;
- ❖ iqtisodiy samaradorlik ko'rsatkichlarini hisoblash va hokazo.

Texnik loyihaga asosan ishchi loyihasi yoki mukammal loyiha ishlab chiqiladi. Bunda hujjatlarning ko'rinishlari (shakllari, jadvallari) ni aniqlash va ularning harakat mashurtlari (hujjatlar aylanmasi)ni aniqlash; axborot massivlarini tashkil qilish, ishlov berish, boshqarish va saqlash tizimini tashkil etish; masalalarni yechish dasturlarini tuzish; bu dasturlarni ishlatish uchun metodik qo'llanmalar tuzish; texnologik jarayonlarni bajaradigan xodimlar uchun ko'rsatmalar tuzish; kompyuterlar bilan chetdagi (tashqi) texnik vositalarning samarali ishlashini ta'minlash choralari amalga oshirish ishlari bajariladi. Loyihalar mazmunan ikki xil: namunaviy va individual (yakka) bo'ladi. Namunaviy loyihalar xo'jalik faoliyati mazmunan bir-biriga o'xshash bo'lgan korxonalar va tashkilotlarda qo'llaniladi. Tizimni ishga tushirish bosqichi - axborot tizimini loyihalashning oxirgi bosqichi bo'lib, unda asta-sekin amaldagi mavjud tizimdan yangisiga, ya'ni avtomatlashtirilgan tizimga o'tish ishlari bajariladi. Bunda korxonaning axborot tizimini joriy qilishga tayyorlash ishlari uzil-kesil tugallanadi; kompyuterlar va boshqa texnika vositalarini montaj-rostlash ishlari o'tkaziladi; yechiladigan masalalar tajriba tariqasida ishlatib ko'riladi; tizimni sanoatda (to'liq) foydalanishga o'tkazish choralari ko'riladi va belgilangan muddatda axborot tizimlarini komissiyaga qabul qilish, topshirish ishlari bajariladi. Tizimni sanoatda ishlatish natijalariga qarab loyihalash ishlarining samaradorligiga baho beriladi. **Avtomatlashtirilgan axborot tizimlarini loyihalash muammolari.** ATni

loyihalashda iqtisodiy masalaning qo‘yilishi juda muhim rol o‘ynaydi va murakkab ish bo‘lib hisoblanadi. Iqtisodiy masalaning qo‘yilishi deganda avtomatlashtirilgan usulda yechiladigan har bir masala bo‘yicha dastlabki axborotlarning manbai va ularni to‘plashdan boshlab natijaviy axborotlarni foydalanuvchilarga yetkazib bergungacha bajariladigan hamma protseduralar (jarayonlar) tushuniladi. Iqtisodiy masalaning qo‘yilishi quyidagi bo‘limlardan iborat:

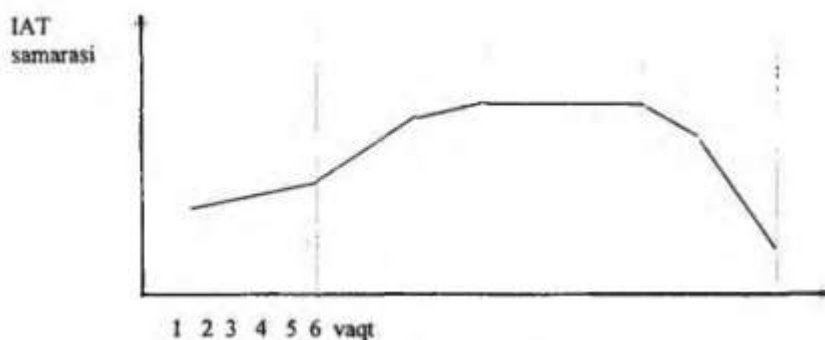
- ✓ masalaning tashkiliy-iqtisodiy mohiyatining tavsifi;
- ✓ natijaviy axborotlarning tarkibi va foydalanish protseduralari tavsifi;
- ✓ kirish (dastlabki) axborotlarini tayyorlash tavsifi;
- ✓ masalani yechish algoritmi.



Axborot tizimining hayotiy sikli. Axborot tizimi har qanday dasturiy ta'minot, umuman mahsulot kabi o‘zining hayotiy sikliga ega. Axborot tizimi mukammal ishlab chiqilgan bo‘lsa-da, vaqt o‘tishi bilan ma’naviy jihatdan eskiradi va uni yangilash bo‘yicha qaror qabul qilish zarur bo‘ladi. Axborot tizimining hayotiy siklini sxematik ravishda quyidagicha tasvirlash mumkin.

Loyihalash			Ekspluatatsiya Modifikatsiya	Utilizatsiya
TT va TL	IL	Joriy qilish		Yangi loyihani ishlab chiqishda eskisidan foydalanish
-Predmet sohasini o'rganish; -Identifikatsiya; -MB tarkibi; -Texnologiya; -kompyuter va MMBTni tanlash; -To'g'riligini tekshirish	-MB ishlab chiqish; -Interfeys; -Dasturlash; -Testdan o'tkazish; -O'qitish	-MB ni ishlatish; -Joriy etishni boshlash; -Mualliflar tomonidan nazorat qilish		MBSidan to'liq foydalanish IAT qismlarni sotish

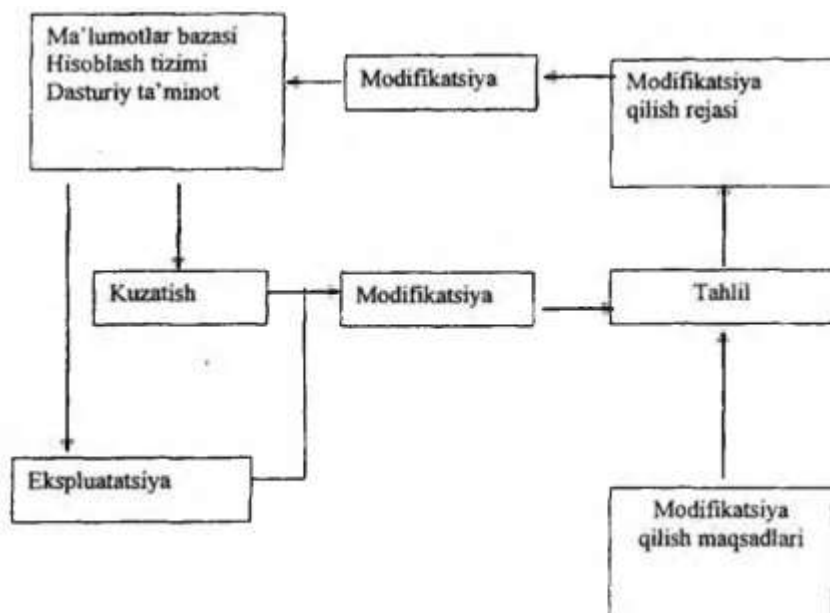
(bu yerda TT - texnik topshiriq, TL - texnik loyiha, IL - ishchi loyiha). Marketingda qabul qilingan sxema bo'yicha ushbu jadvalni quyidagicha tasvirlash mumkin:



bu yerda

- 1 - Axborot tizimini testlash va xodimlarni o'qitish jarayoni;
- 2 - Axborot tizimini joriy etishni boshlash;
- 3 - Axborot tizimini bevosita ishlatish;
- 4 - Axborot tizimini modifikatsiya qilish;
- 5 - Axborot tizimi korxonadagi jarayonlarni to'liq qamrab olmaydi;
- 6 - Axborot tizimi ma'naviy va ma'no jihatlardan eskirib korxonada faoliyatining samarasini oshirmay, aksincha uni rivojlanishiga to'sqinlik qiladi.

Ekspluatatsiya va modifikatsiya bosqichlari bir-birlari bilan bevosita bog'liq bo'lib, uning o'zaro ta'siri quyidagicha tasvirlanadi:



FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Safayeva S.R. Mehmonxona xo'jalig in i tashkil etish. O 'quv qoilanm a. T.: TDIU, 2011,299 b.
2. Collins G. R., Cobanoglu C., Bilgihan A. Hospitality Information Technology: Learning H ow to Use It. Kendall. Hunt Publishing Company.USA, 2013, 405 p.
3. Макарова Н.В., Волков В.Б. Информатика: Учебник для вузов. - СПб.: Питер, 2011, 576 с.
4. Информационное обеспечение туризма: учебник / Н.С.Морозов, М.А. Морозов, А.Д. Чудновский, М.А. Жукова, Л.А. Родигин. - М.: Федеральное агенство п о туризму, 2014. - 288 с.
5. М.А.Морозов, Н.С.М орозова «Информационные технологии в социально-культурном сервисе и туризме. Оргтехника.» - 3-е изд., стер. - М .: Издательский центр «Академия», 2005, 240 с.
6. Библиотека туристической и экономической литературы/
<http://tourlib.net/lib.htm/>
7. Информационные технологии в туризме [Elektron resurs]/ Manzil:
<http://tourlib.net/lib.htm/>
8. Xalqaro turistik tashkilotning kutubxonasi / <http://www.e-unwto.org/>

**Ўзбек халқи этник турмуш тарзида тўй, маърака, маросимларнинг
юзага келиши**

Ибодов Сардорбек Тўхтасин ўғли

Юнус Ражабий номидаги

Ўзбек миллий муסיқа санъати институти

1-боскич талабаси

Ўзбек халқининг бой ва ранг-баранг фольклор меросига эгаллиги унинг этник таркиди серкатламлиги ва тарихий тараққиёт йўлини асосан Марказий Осиёдаги икки дарё оралиғида кечганлиги билан ҳам чамбарчас боғлиқ. Чунки, Амударё ва Сирдарё оралиғидаги ҳудуд қадим-қадимдан халқларнинг буюк кўчишлари ҳамда турли сиёсий, маданий, иқтисодий муносабатлардаги юксалиш ва тушишларда бир чорраҳа вазифасини ўтаган. Бу борада биргина Буюк ипак йўлининг ушбу ҳудудни деярли тўлик кесиб ўтганлигини эслашнинг ўзи кифоя. Ўз навбатида, қайси ердан савдо йўллари ўтса, ўша жойда иқтисодий-сиёсий ва маданий юксалиш жараёнлари кечганлиги табиийдир.

Ўрта Осиё ҳудуди, жумладан икки дарё оралиғида пайдо бўлган этнослар ва давлат тарихи бутун дунё тарихи ва тараққиётида муҳим ўрин тутиши бу ҳудуднинг ҳар жиҳатдан қулай шароитда жойлашганлиги билан ҳам белгиланади. Ўзбек халқи учта катта этнодан ташкил топганлиги ва қорлуқ, қипчоқ ва ўғиз қабилаларнинг ўзаро бирлашуви натижасида бугунги ўзбек халқининг ядроси пайдо бўлди. Маълумки, бу уч қabila бирлашмалари бошқа ҳудудларда ҳам туркий халқларнинг шаклланиб, таркиб топишида муҳим роль ўйнаган. Бу жараёнлар халқ оғзаки поэтик ижодида ҳам яққол кўзга ташланиб туради. Ўрта Осиё халқлари фольклорининг генезисида, сюжет қурилишида, етакчи мотивларида ҳам ўзига хосликни кўрамиз. Бундан ташқари фольклор асарлари ижтимоий қимматга эгаллиги билан ҳам ажралиб туради. Келажак авлодни ҳам маърифий, ғоявий-тарбиявий ва эстетик жиҳатдан тарбиялашда асосий аҳамиятга эга. Ўзбек халқи этник турмуш тарзида тўй, маърака маросимлари, уларнинг юзага келиши билан боғлиқ анъаналар тарихий асосга эгадир. Матриархатдан патриархатгача ўтган жараёнда никоҳ ва оила шакллари пайдо бўлиши, уй хўжалигининг ривожланиш муносабати билан монотам оила шакли вужудга келиши, шаклланиши ва ижтимоий аҳамият касб этишида тўй маросимлари, келин-куёв тартибининг жорий бўлишида моддий манфаатдорлик анъаналари пайдо бўлган.

Тўй қадимдан узоқ давом этувчи ҳам расмий ва ҳам рамзий аҳамиятга эга маросим бўлиб, уларнинг таркибида бир неча урф-одат ва удумлар вужудга келган, уларда янги оиланинг пайдо бўлиши билан боғлиқ маросим кўшиқлари, рақслар, ўйинлар, ирим ва удумлар оммавий тадбир танталарга айланиши, пировард натижада икки ёшнинг ягона оила қуриши, авлодлар давомийлигини таъминлашга хизмат қилиши билан яқунланиши тўғрисида жуда кўп этнографик маълумотлар мавжуд. Тўйнинг этномаданият меросидаги ёрқин гўзал анъана бўлиб, ҳар бир халқнинг тўй маросимларида унинг ички маданияти, маънавий-ахлоқий қадриятлари ўз ифодасини топгандир.

Ўзбек халқи этномаданиятида “Хатна”, “Суннат” тўйларининг келиб чиқиши ҳам узоқ тарихга эга.. “Хатна”, “Суннат” тўйларининг асл моҳияти бир бўлиб, улар ўзбек аҳоли этник гуруҳларида ўзига хос ўтказиш тартибларига эга. “Хатна” тўйдан олдин “Маслаҳат оши” кейин “Қозон қураш” сўнгра эса “Хатми қуръон” қилиб хайрия оши берилиши ва ниҳоят асосий тўй базми, тўй маросимидаги меҳмондорчилик, турли таомлар пиширилиши, болалар томонидан ўйналадиган анъанавий “Қулоқ чўзма”, “Оқ суяк” ва катталар томонидан ўйналадиган “Кўпкари”, “Улоқ”, “Қураш” ўйинлари уларга бериладиган совринларни хатм қилинаётган боланинг ота-онаси, амаки ва тоғолари томонидан ҳадя этилиши, тўй базми ниҳоясига ета бошлаган пайтда “Боланинг қўлини ҳалоллаш” – хатна қилиш маросими уюштирилади. Бу маросимда боланинг энг яқинларидан ташқари, шу оилага яқин бўлган ёру-дўстлар, меҳмонлар иштирок этишади.

Ўзбек этносига хос тўй маросимлари шартли равишда оила қуриш, икки ёшнинг бошини қовуштириш билан боғлиқ анъана, гўдақнинг дунёга келиши билан боғлиқ анъана инсон шахсий ҳаёти ва маиший турмуш жараёнида қўлга киритилган муваффақиятларни нишонлаш билан боғлиқ анъана инсон муайян балоғат ёшига етганлиги шукронаси билан боғлиқ анъана каби турларга ажратилади. Инсон вафоти муносабати билан ўтказиладиган “Худойи”, “Эҳсон”, “Зиёрат”, “Мушкулқушот”, “Мавлуд” “Биби Сешаннба”, “Момо оши” маросимлари, уларнинг маънавий-маърифий аҳамияти, ижтимоий-маънавий жиҳатлари алоҳида аҳамият касб этади. Замонавий маърака маросимлари, уларни ўтказишда маҳалла фуқаролар йиғини ва оқсоқоллар кенгашининг фаолияти ҳам муҳим роль ўйнайди.

Замонавий ахборот воситалари ва маданият ўчоқларида халқ маросимлари билан боғлиқ маданият тадбирлари, спектакллар, бадиий фильмлар ва кўрсатувлар ташкил этилишининг аҳамияти каттадир. Замонавий тўйлар, юбилейлар, улуғ инсонлар туғилган қутлуғ саналар ҳам ижтимоий ҳаётимизда муҳим ўрин эгаллайди. Жумладан “Пайғамбар ёши” маросими, унинг

маърифий-маънавий аҳамиятини алоҳида таъкидлаш мумкин. Умуман тўйлар – мамлакат тинчлиги, ободончилиги ва халқпарварлик сиёсатининг маданий-маърифий рамзи сифатида намоён бўлади. Инсоннинг яшаш ва ҳаёт кечириш тарзи, урф-одатлар, маросимлар, билан боғлиқ равишда жуда кўп кўшиқлар яратилган. Маросимлар, одатлар турли туман бўлганидек, буларга бағишланган кўшиқлар ҳам хилма-хилдир. Кўшиқлар халқнинг оилавий байрамларини. Маросимларини безаб келган. маросим байрамларида кишилар ўйин-кулгу қилганлар., дам олишган, янги меҳнат фаолиятига илҳомланганлар. Тўй жуда қадим замонлардан бери кишилар ҳаётида муҳим воқеа бўлиб келган. Халқнинг маънавий бойлиги тўй-томошаларда намоён булган. Тўй маросимлари- бешик тўйи, хатна тўйи, ёш тўйи, уйланиш тўйи сингари хилма-хил бўлганидек, унинг кўшиқлари ҳам турли тумандир. Киз узатар кечасида айтиладиган кўшиқлардан бири «ёр-ёр»лардир. «Ёр-ёр» кўшиқлари мусиқийлиги, маълум чўзиқ оҳангда кўпчилик бўлиб куйланиши, нақоратлари билан ажралиб туради. «Ёр-ёр» кўшиқларида асосан киз ўстирган ота-онанинг таърифи, орзулари, узатилаётган кизнинг мадҳияси-гўзаллиги, чеварлиги,. Қизга турмуш ҳақидаги насихатлар, ўниб-ўсиши, серфарзанд бўлиши ҳақидаги тилаклар ташкил қилади. «Ёр-ёр» кўшиқлари республикамизнинг ҳамма ерида ҳам кенг тарқалган ва асосан аёллар ижро этишади.

Айрим жойларда эркаклар томонидан ҳам айтилиши мумкин. Келин салом. Келинчакни куёвнинг яқин қариндош-уруғлари билан таништириш маросимида келинсалом ёки беточар кўшиқлари айтилади. Анъанага кўра кайвони (дастурхончи) келинни тушадиган уйга дарвозадан олиб киришдан бошлаб айтади. Уй эгалари, тўйга келганлар эса «алик салом» деб жавоб қайтарадилар. Бухоро ва Самарқанд вилоятида анъанавий «саломнома»лар ўқилади. «Келин саломда» кайвони куёвга қайната, қанана ҳамда тоғалари, аммалари, холаларига салом берганда таъриф-тавсифлар орасида ҳазилнамо гапларни кўшиб чатиб юборади. «Келин салом»га қатнашган аёллар бундан роҳатланиб, куладилар.

Танқидий ҳазил ҳам, кулги ҳам беғубор, бундан ҳеч ким хафа бўлмайди. Аслида «Келин салом»да айтиладиган кўшиқлар аввалдан ижод қилинган эса-да, кайвони тилидан гуё янги келиннинг қариндошлари табиатига мос тушадиган қилиб, ҳозиргина ижод қилингандай туюлади. Кўп ерларда «Келин салом» уч сатрдан, Фарғона водийсида тўртликлардан ташкил топади. Асосан, аввалги икки сатр ўзаро кофиядошдир.

Кайвони: Боғ орқасидан йўл берган, Хамёнидан пул берган

Қайнатасига салом. Аёллар: Алик салом.

Кайвони: Сув кечгани эринган, Ўғил туғиб керилган,

Қайнанасига салом. Аёллар: Алик салом.

Кайвони: Арикдаги зулукдай, Қоши-кўзи пиликдай,

Қоқиб қўйган иликдай, Овсинига салом.

Аёллар: Алик салом.

Кайвони ҳазиломуз келин саломларни бирваракай тўкиб, одамларни кулдириб, айтаверади. Берилаётган тавсифлар номи тилга олинган кишини тўла тасаввур этишга ёрдам беради:

Томга босган буйрадай, ўзадаги печакдай,

Юришлари тўрадай, Қайрилмачоқ гажакдай,

Куёв йигитга салом. Очилган гул печакдай

Қайнэгачисига салом.

Айрим ерларда келинга қариндош бўлмиш кишиларнинг, шунингдек, тўйда астойдил хизмат қилганларнинг номлари бирма-бир айтилади:

Боқувдан чиккан отдек,

Икки бети банотдек,

Ҳабибуллога салом.

Ўзбек маросим фольклорида оилавий маиший маросимлардан бири никоҳ тўйи билан боғлиқ фольклор намуналари ташкил этади. никоҳ тўйи маросимлари ва унинг фольклорини бойдир. Никоҳ маросимлари билан боғлиқ равишда жар (чорловлар), улан, лапар, ёр-ёр, келин салом, куёв салом, тўй олқишлари каби мустақил фольклор жанрлари мавжуд. Яна халқ орасида куёв томонидан келин томонга атаб, шунингдек, келинникига куёв навкарлари билан келганларида қиз томонидан айтиладиган «хуш келибсиз», шунингдек, «Тўй муборак» қўшиқлари ҳам бўлиб, улар ҳозир ҳам кенг тарқалган.

Adabiyotlar

1. Sh.M.Mirziyoevning ma'ruzasidan O'zbekiston adabiyoti va san'ati gazetasining 2017 yil 4 avgustda 32 (4431)-sonida chop etilgan.
2. Safarov O. O'zbek bolalar folklori. T:O'qituvchi 1985yil.

3. D.Rajabov va T.Rajabov “Xalq qo‘shig‘i va musiqa ijrochiligi” Toshkent “Navro‘z” nashriyoti 2018 yil.
4. Rajabov, T. X. I., & Ibodov, O. R. (2021). O‘zbek Xalq Musiqa Merosda O‘quvchilarni Vatanparvalik Ruhida Tarbiyalash Vositasi. IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 1(6), 139-145.
5. Rajabov, T. I., & Boltaev, B. H. (2022, October). Al-Forobiy Va Ibn Sino Sharq Musiqiy Ta’limotida “Iyqoot” Usullari Nazariyasi Asoslarining Zamonaviy Tasnifi. In “ ONLINE-CONFERENCES” PLATFORM (pp. 39-43).
6. Rajabov, T. (2022). UZLUKSIZ TA’LIM TIZIMIDA O ‘ZBEK MUSIQA FOLKLORINI O ‘RGATISH DOLZARAB PEDAGOGIK MUAMMO SIFATIDA. IJODKOR O’QITUVCHI, 2(21), 21-31.
7. Rajabov, T. X. I., & Ibodov, O. R. (2021). O‘zbek Xalq Musiqa Merosda O‘quvchilarni Vatanparvalik Ruhida Tarbiyalash Vositasi. IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 1(6), 139-145.
8. Ражабов, Т. И. (2021). Ўқувчи-ёшларга ўзбек миллий музыка фольклори намуналари воситасида эстетик тарбия бериш. Science and Education, 2(11), 1094-1103.
9. Ражабов, Т. И. (2023). Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Узбекские Народные Песни. Miasto Przyszłości, 33, 167-176.
10. Раджабов, Т. И. (2019). Описание вековых ценностей в песне” тутовое дерево-балх” и его место в воспитании учащейся молодежи. In Россия-Узбекистан. Международные образовательные и социально-культурные технологии: векторы развития (pp. 70-71).
11. Ражабов, Т. И. (2020). Педагогические возможности использования детских фольклорных песен в духовно-нравственном воспитании младших школьников. Вестник науки и образования, (5-2 (83)), 34-37.

12. Ражабов, Т. И. (2021). Усовершенствование научно-методических возможностей обучения бухарским детским фольклорным песням в средней общеобразовательной школе. Наука, техника и образование, (2-2 (77)), 84-86.
13. Ражабов, Т. И., & Ибодов, У. Р. (2020). Обеспечение национального наследия в обучении песням бухарского детского фольклора на уроках музыки. Вестник науки и образования, (21-2 (99)), 55-58.
14. Ражабов, Т. И. (2020). Типическая классификация узбекской детской народной музыки и игр. Наука, образование и культура, (3 (47)), 61-63.
15. Rajabov, T. I. (2023). Distinctive Features of Folk Songs that Serve in the Spiritual and Moral Formation of Bukhara Pupils. Pioneer: Journal of Advanced Research and Scientific Progress, 2(3), 59-68.
16. Rajabov, T. I., & qizi Safoeva, S. S. (2022). 5-7-SINF O 'QUVCHILARINI XALQ OG 'ZAKI IJODI VOSITASIDA MUSIQAGA QIZIQISHINI TAKOMILLASHTIRISH METODIK MUAMMO SIFATIDA. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(10), 392-400.
17. Ражабов, Т. И. (2022). Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Народные Музыка И Песни. Miasto Przyszłości, 29, 363-367.
18. Ражабов, Т. (2023). О 'zbek bolalar musiqiy o 'yin folklorining mavzuviy tasnifi. Общество и инновации, 4(5/S), 340-345.
19. Rajabov, T. I., & qizi Safoeva, S. S. (2022). MUSIQA MADANIYATI TA'LIMIDA MUSIQIY SAVODXONLIK FAOLIYATINING TUTGAN O 'RNI. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 423-431.
20. Rajabov, T. I. The Mechanism of Teaching Uzbek Musical Folklore. Procedia of Philosophical and Pedagogical Sciences ISSN, 2795(546X), 1.
21. Раджабов, Т. И., & Орипов, Н. О. (2022). Обучение фольклорным песням бухарских детей в системе непрерывного образования как долзарбская методологическая проблема. ЕВРОПЕЙСКИЙ ЖУРНАЛ ИННОВАЦИЙ В НЕФОРМАЛЬНОМ ОБРАЗОВАНИИ, 2(2), 409-412.
22.Rajabov, T. I. (2023). Distinctive Features of Folk Songs that Serve in the Spiritual and Moral Formation of Bukhara Pupils. Pioneer: Journal of Advanced Research and Scientific Progress, 2(3), 59-68.

23. Ражабов, Т. И. (2022). Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Народные Музыка И Песни. *Miasto Przyszłości*, 29, 363-367.
24. Rajabov, T. I., & qizi Safoeva, S. S. (2022). 5-7-SINF O 'QUVCHILARINI XALQ OG 'ZAKI IJODI VOSITASIDA MUSIQAGA QIZIQISHINI TAKOMILLASHTIRISH METODIK MUAMMO SIFATIDA. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(10), 392-400.
25. Rajabov, T. I., & qizi Safoeva, S. S. (2022). MUSIQA MADANIYATI TA'LIMIDA MUSIQIY SAVODXONLIK FAOLIYATINING TUTGAN O 'RNI. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 423-431.
26. Rajabov, T. I. The Mechanism of Teaching Uzbek Musical Folklore. *Procedia of Philosophical and Pedagogical Sciences ISSN*, 2795(546X), 1.
27. Rajabov, T. X. I., & Ibodov, O. R. (2021). O'zbek Xalq Musiqa Merosda O'quvchilarni Vatanparvalik Ruhida Tarbiyalash Vositasi. *IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI*, 1(6), 139-145.
28. Тўхтасин, Р. И. (2022). ЎЗБЕК ХАЛҚ ҚЎШИҚЛАРИ ВА ИЖРОЛАРИ ҲАҚИДА. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, (Special issue), 64-71.
29. Ражабов, Т. И. (2021). Ўқувчи-ёшларга ўзбек миллий мусиқа фольклори намуналари воситасида эстетик тарбия бериш. *Science and Education*, 2(11), 1094-1103.
30. Ражабов, Т. (2023). O 'zbek bolalar musiqiy o 'yin folklorining mavzuviy tasnifi. *Общество и инновации*, 4(5/S), 340-345.
31. Ражабов, Т. И. (2023). Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Узбекские Народные Песни. *Miasto Przyszłości*, 33, 167-176.
32. Ражабов, Т. И. (2020). Педагогические возможности использования детских фольклорных песен в духовно-нравственном воспитании младших школьников. *Вестник науки и образования*, (5-2 (83)), 34-37.
33. Ражабов, Т. И. (2021). Усовершенствование научно-методических возможностей обучения бухарским детским фольклорным песням в средней общеобразовательной школе. *Наука, техника и образование*, (2-2 (77)), 84-86.
34. Ражабов, Т. И., & Ибодов, У. Р. (2020). Обеспечение национального наследия в обучении песням бухарского детского фольклора на уроках музыки. *Вестник науки и образования*, (21-2 (99)), 55-58.

35. Ражабов, Т. И. (2020). Тическая классификация узбекской детской народной музыки и игр. Наука, образование и культура, (3 (47)), 61-63.
36. Ражабов, Тухтасин Ибодович. “Ибодов Уктам Расулович ОБЕСПЕЧЕНИЕ НАЦИОНАЛЬНОГО НАСЛЕДИЯ В ОБУЧЕНИИ ПЕСНЯМ БУХАРСКОГО ДЕТСКОГО ФОЛЬКЛОРА НА УРОКАХ МУЗЫКИ.” Вестник науки и образования 21-2 (2020): 99.
37. Ражабов, Тухтасин Ибодович. “Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Узбекские Народные Песни.” Miasto Przyszłości 33 (2023): 167-176.
38. Ражабов, Тухтасин. “O ‘zbek bolalar musiqiy o ‘yin folklorining mavzuviy tasnifi.” Общество и инновации 4.5/S (2023): 340-345.
39. Ражабов, Дилшод Зарипович, and Тухтасин Ибодович Ражабов. “Формирование и развитие узбекской народной лирики.” Международная образовательная деятельность как фактор развития и сотрудничества высших учебных заведений в современном поликультурном мире. 2018.
40. Ражабов, Тухтасин Ибодович. “Усовершенствование научно-методических возможностей обучения бухарским детским фольклорным песням в средней общеобразовательной школе.” Наука, техника и образование 2-2 (77) (2021): 84-86.
41. Ражабов, Тухтасин Ибодович. “Педагогические возможности использования детских фольклорных песен в духовно-нравственном воспитании младших школьников.” Вестник науки и образования 5-2 (83) (2020): 34-37.
42. Ражабов, Тухтасин Ибодович, and Уктам Расулович Ибодов. “Обеспечение национального наследия в обучении песням бухарского детского фольклора на уроках музыки.” Вестник науки и образования 21-2 (99) (2020): 55-58.
43. Ражабов, Тухтасин Ибодович. “тическая классификация узбекской детской народной музыки и игр.” Наука, образование и культура 3 (47) (2020): 61-63.
44. Rajabov, Tokhtasin Ibodovich. “Distinctive Features of Folk Songs that Serve in the Spiritual and Moral Formation of Bukhara Pupils.” Pioneer: Journal of Advanced Research and Scientific Progress 2.3 (2023): 59-68.
45. Rajabov, Tukhtasin Ibodovich. “The Mechanism of Teaching Uzbek Musical Folklore.” Procedia of Philosophical and Pedagogical Sciences ISSN 2795.546X: 1.

46. Ражабов, Тухтасин Ибодович. “Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Узбекские Народные Песни.” *Miasto Przyszłości* 33 (2023): 167-176.
47. Ражабов, Тўхтасин Ибодович. “Совершенствование Механизма Духовно-Нравственного Формирования Учащихся Через Народные Музыка И Песни.” *Miasto Przyszłości* 29 (2022): 363-367.
48. Rajabov, Tuxtasin Ibodovich. “Pedagogicheskie vozmojnosti ispolzovaniya detskix folklornyx pesen v duchovno-nravstvennom vospitanii mladshix shkolnikov.” *Vestnik nauki i obrazovaniya*: 5-2.
49. Rajabov, Tuxtasin Ibodovich, and Uktam Rasulovich Ibodov. “Obespechenie natsionalnogo naslediya v obuchenii pesnyam buxarskogo detskogo folklora na urokax muzyki.” *Vestnik nauki i obrazovaniya* (2020): 21-2.
50. Rajabov, Tuxtasin Ibodovich. “ticheskaya klassifikatsiya uzbekskoy detskoy narodnoy muzyki i igr.” *Nauka, obrazovanie i kultura* 3 (2020): 47.
51. Madrimov, Bakhram Khudoynazarovich, and Tokhtasin Ibodovich Rajabov. “Uzbek Ceremonial Folklore and its Characteristics.” *Nexus: Journal of Advances Studies of Engineering Science* 1.4 (2022): 53-56.
52. Rajabov, To‘xtasin Ibodovich, and Bexruz Hamidovich Boltaev. “Al-Forobiy Va Ibn Sino Sharq Musiqiy Ta’limotida “Iyqoot” Usullari Nazariyasi Asoslarining Zamonaviy Tasnifi.” “ONLINE-CONFERENCES” PLATFORM. 2022.
53. Rajabov, To‘xtasin. “UZLUKSIZ TA’LIM TIZIMIDA O ‘ZBEK MUSIQA FOLKLORINI O ‘RGATISH DOLZARAB PEDAGOGIK MUAMMO SIFATIDA.” *IJODKOR O’QITUVCHI* 2.21 (2022): 21-31.
54. Rajabov, To‘xtasin. “UZLUKSIZ TA ‘LIM TIZIMIDA OZBEK MUSIQA FOLKLORINI ORGATISH DOLZARAB PEDAGOGIK MUAMMO SIFATIDA. IJODKOR O ‘QITUVCHI JURNALI. 5 Sentyabr.” (2022).
55. Ibodovich, Rajabov To‘xtasin, and Raximov Abdurasul Ravshan O‘g‘li. “XALQ MUSIQA IJODIYOTINING RIVOJLANISH BOSQICHLARI VA MUSIQA SAN’ATI FIDOYILARINING FAOLIYATI XUSUSIDA.” *Talqin va tadqiqotlar ilmiy-uslubiy jurnali* 2.5 (2022): 28-32.
56. Rajabov, To‘xtasin Ibodovich, and Bexruz Hamidovich Boltaev. “Al-Forobiy Va Ibn Sino Sharq Musiqiy Ta’limotida “Iyqoot” Usullari Nazariyasi Asoslarining Zamonaviy Tasnifi.” “ONLINE-CONFERENCES” PLATFORM. 2022.
57. Rajabov, Toxtasin Ibodovich. “UZLUKSIZ TALIMDA FOLKLOR QO’SHIQLARINI IJRO ETISHHIG O’ZIGA XOS USLUBLARI.” *Scientific progress* 1.5 (2021): 581-585.

58. Ibodovich, Rajabov Tukhtasin. "The Educational Significance of Children's Folk Songs in Music Culture Lessons." *European Scholar Journal* 2.6 (2021): 139-141.
59. Rajabov, To'xtasin Ibodovich, and Sabina Sayfiddin qizi Safoeva. "5-7-SINF O 'QUVCHILARINI XALQ OG 'ZAKI IJODI VOSITASIDA MUSIQAGA QIZIQISHINI TAKOMILLASHTIRISH METODIK MUAMMO SIFATIDA." *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI* 2.10 (2022): 392-400.
60. Rajabov, To'xtasin. "UZLUKSIZ TA'LIM TIZIMIDA O 'ZBEK MUSIQA FOLKLORINI O 'RGATISH DOLZARAB PEDAGOGIK MUAMMO SIFATIDA." *IJODKOR O'QITUVCHI* 2.21 (2022): 21-31.
61. Rajabov, To'xtasin Ibodovich, and Sabina Sayfiddin qizi Safoeva. "MUSIQA MADANIYATI TA'LIMIDA MUSIQIY SAVODXONLIK FAOLIYATINING TUTGAN O 'RNI." *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIIY JURNALI* 2.10 (2022): 423-431.

UDC: 618.36-008.64.612.017

The prognostic value of determining the deficiency of iron, zinc and copper in the development of the chronic kidney disease

Radjabov N.M.

Bukhara State Medical Institute, Bukhara, Uzbekistan

Abstract: In recent years, when talking about comorbidity, the most discussed area in the field of internal medicine is the cardiorenal continuum. Cardiovascular diseases, obesity, type II diabetes and renal dysfunction are becoming more and more pandemics of the 21st century. In recent years, the main cause of kidney dysfunction is not its primary disease, but hypertension, that is, essential arterial hypertension and diabetes.

Earlier detection of changes in podocytes and nephropathy makes it possible to diagnose and stop the process of kidney damage before the appearance of clinical signs.

Keywords. Chronic kidney disease, trace elements, cardiorenal continuum, diabetes mellitus.

Introduction. In recent years, special attention has been paid to diseases that arise on the basis of the underlying disease and differ from it. Such cases were reported by the American epidemiologist-researcher A. Feinstein in 1970 and called comorbidity. [1,2,5,15,19].

Almost all studies reported that a high level of concomitant pathology reduces the quality of life, disrupts social adaptation and increases mortality. [3,5,8,9,15,16].

In the last 10 years, when talking about comorbidity, the most discussed area in the field of internal medicine is the cardiorenal continuum. Cardiovascular diseases, obesity, type II diabetes and renal dysfunction are becoming more and more pandemics of the 21st century. In recent years, the main cause of renal dysfunction is not its primary disease, but hypertension, that is, essential arterial hypertension (AH) and diabetes. [4,6,7,10,11,17,22,23,24,25,26].

The combination of diabetes mellitus and GC is detected in 60% of cases and is a serious risk factor for cardiovascular diseases. [3,5,12,15,18,27,28,29].

GC accounts for 75% of cardiovascular diseases diagnosed in patients with diabetes mellitus. [3,9,15] Only the presence of type II diabetes increases the risk of cardiovascular diseases by 2 times in men and 3 times in women, which increases by 4 times with the addition of hypertension. [2,6,18] According to diabetes

incidence statistics for 2011, 360 million patients were registered, and by 2030 their number will reach 552 million.

It is known that irreversible severe changes in target organs occur in type II diabetes mellitus. Their number increases sharply in comorbid cases, including when accompanied by GB. The combination of diabetes mellitus and GB is detected in 60% of cases and is a serious risk factor for cardiovascular diseases. [5,9,11,15] Podocytes are a complex structural structure that provides its broad functions and adaptive processes in physiological conditions. This also makes the cells very sensitive to damage.[2,7,9,14].

In recent years, the existence of an organic link between albuminuria and ultrastructural and functional disorders of podocytes has been confirmed in a number of experimental and clinical studies. [6,7,17,19]. It has been shown that these changes occur long before the appearance of microalbuminuria. [4,8]. The data obtained confirmed that podocytes were involved in the processes much earlier and increased interest in them. This is due to the fact that the detection of changes in this cell and nephropathy allows you to diagnose and stop the process of kidney damage before the appearance of clinical signs.

Micronutrients are essential micronutrients needed for normal body function and include iron (Fe), zinc (Zn), selenium (Se), copper (Cu), iodine (I) and manganese (Mn) in amounts ranging from 50 to 18 micrograms. milligrams per day. in patients with CKD, this may be abnormal as a result of poor nutrition, hypercatabolism caused by uremia, persistent inflammation, or the dialysis procedure itself (4). Optimal micronutrient status can help maintain optimal immune function, reducing exposure to infections and improving quality of life for patients with CKD. Previous research has shown that micronutrient homeostasis may help regulate immune disorders, enhance growth and development, and reduce infections, cardiovascular complications, anemia, and mineral and bone diseases (5). Additionally, loss of micronutrient homeostasis in patients with end-stage renal disease (ESRD) significantly contributes to increased morbidity and mortality. Therefore, micronutrient homeostasis should be considered in all stages of CKD, and all clinicians caring for patients should be aware of micronutrient requirements. This review summarizes the benefits and risks of micronutrients in patients with CKD.

Purpose. Evaluating prognostic role of trace elements as zinc, cooper and ferrum in the developing chronic kidney disease.

Material and methods. As a research source, 180 patients diagnosed with the early stages of CKD before dialysis, who referred to the multidisciplinary medical center of Bukhara region and received inpatient treatment, were taken. They were divided

into 3 groups. The first group consisted of 37 patients with CKD stage 1, the second group consisted of 94 patients with CKD stage 2, and the third group consisted of 49 patients with CKD stage 3a/b.

All patients in the follow-up were compared before and after treatment with standard clinical and laboratory tests, including microalbuminuria, type IV collagen, aldosterone, and cystatin-C. In all patients, the amount of zinc, iron and copper in blood serum, the amount of transferrin and ferritin from ferrokinetic indicators, and the amount of zinc in urine were determined.

Result. The results of the conducted research showed that the laboratory markers of essential trace element deficiency observed in patients with CKD are manifested in the early stages of the disease.

We evaluated the importance of each micronutrient in the development and progression of CKD at each micronutrient level.

Deficiency of the microelement of iron in 14.3% of patients (including 10.8% in men and 17.3% in women) in the form of monodeficiency, in which the degree of deficiency of this element prevails, in 18.1% (including 17.5% in men, 18.2% in women) it was found that mixed deficiency in the form of iron and zinc deficiency and polydeficiency in the form of iron+zinc+copper deficiency was manifested in 21.6% (including 24.5% in men, 18.6% in women).

Scientific literature reports that there is an inverse proportional relationship between the elements of copper and zinc, that is, a sharp decrease in the microelement of zinc in the body leads to a relative increase in the microelement of copper (S.V. Berestenko and co-authors, 2007).

We also emphasize the possibility that such changes in mim microelements are related to changes in the amount of zinc.

In patients with CKD, deficiency of micronutrient zinc was more evident than other micronutrients, and these changes were observed from the early stages of the disease.

In the first chapter of the thesis, information is presented based on the analysis of the existence of a strong positive correlation between urinary excretion of zinc trace element and CKD levels ($r= 0.7$; $p<0.001$). A strong negative correlation was found between the blood serum level of zinc trace element and the clinical stages of CKD ($r= -0.64$; $p<0.001$).

A sharp decrease in the amount of zinc in the early stages of the disease indicates that this trace element is a diagnostic marker in the development of CKD and, in turn, a prognostic marker for evaluating the progression of the disease.

Conclusions. The the relationship between uromodulin and urinary zinc excretion indicators suggests that zinc micronutrients can be used as a laboratory marker for evaluating renal fibrosis.

Lituration

1. Akhmedova N.Sh. Sulaymonova G.T. Early diagnosis of Podocytic Dysfunction and Tubulointerstitial processes with hypertension and diabetes mellitus // Asian journal of Pharmaceutical and biological research. Volume 10, Issue 3. Sept-Dec 2021. 177-183.
2. Akhmedova N.Sh., Sulaymonova G.T., Boltayev K.J. Prognostic significance of biomarkers in the early diagnosis of nephropathy in type II diabetes // Journal of Pharmaceutical Negative Results – 2022. -Volume 13 | Special Issue 10 – P. 118-1191. Scopus
3. Bobkova I.N., Shchukina A.A., Shestakova M.V. assessment of nephrin and podocin levels in urine in patients with diabetes mellitus. Nephrology. 2017;21(2):33-40. <https://doi.org/10.24884/1561-6274-2017-21-2-33-40>
4. Bobkova I.N., Shchukina A.A., Shestakova M.V. assessment of nephrin and podocin levels in urine in patients with diabetes mellitus. Nephrology. 2017;21(2):33-40. <https://doi.org/10.24884/1561-6274-2017-21-2-33-40>
5. Stevens PE, Levine A. Kidney disease: improving global outcomes, members of the Chronic Kidney Disease Guidelines Working Group. Evaluation and Management of Chronic Kidney Disease: A Brief Overview of Kidney Disease: Improving Global Outcomes, Clinical Practice Guidelines 2012. Ann Intern, Medicine 2013; 158:825-30. 10.7326/0003-4819-158-11-201306040-00007
6. Sulaymonova G.T.Jumayeva M.F. Kayumov L.K. Features of the course of chronic kidney disease according to the degree of nephrinuria in a comorbid state with hypertension and diabetes mellitus.// Texas Journal of Medical Sciences, United States of America – 2021, December. Volume 3. 23-26.
7. Sulaymonova G.T. The study of the functional reserve of the kidneys in the concomitant state of hypertension with diabetes mellitus // Art of Medicine. International Medical Scientific Journal – 2022. - Volume 2, Issue-3. P.3-9.
8. Ахмедова Н.Ш., Сулаймонова Г.Т. Гипертония касаллиги қандли диабет билан коморбид ҳолатда келганда буйрак ичи гемодинамикаси ва буйраклар функционал захирасини баҳолаш // Биомедицина ва амалиёт журнали.- Тошкент, 2022. - 7 жилд, 3 сон, 453-460.

9. Сулаймонова Г.Т. Особенности течения хронической болезни почек по степени нефринурии в коморбидном с гипертонической болезнью и сахарным диабетом.// Тиббиётда янги кун. – Тошкент, 2021. - №6 (38), 269-271.
10. Сулаймонова Г.Т. Гипертония касаллиги қандли диабет билан коморбид холатда ва улар алохида кечгана касалликлар давомийлигидан келиб чиқиб юз берадиган лаборатор кўрсаткичлар тахлили // Доктор ахборотномаси. - Самарқанд, 2022. - №3.1 (107) 118-121. (14.00.00: № 20)
11. Хамдамов И.Б. Клиническая оценка эффективности традиционного подхода лечения грыж передней брюшной стенки у женщин фертильного возраста // Вестник врача. –Самарканд 2022. № 2.2 (104).-С.65-70.
12. Khamdamov I.B., Khamdamov A.B. Differentiated approach to the choice of hernioplasty method in women of fertile age (Clinical and experimental study) // Тиббиётда янги кун. – Бухоро, 2021.-№ 6 (38/1).-С. 112-114.
13. Хамдамов И.Б., Хамдамов А.Б. Фертил ёшдаги аёлларда эндовидеохирургик герниопластика // Тиббиётда янги кун. Бухоро, 2021.-№6 (38/1) -С. 25-27.
14. Хамдамов И.Б. Experimental determination of the extensibility of the anterior abdominal wall tissues at different times of pregnancy using various approaches to hernioplasty// Academicia: An International Multidisciplinary Research Journal Vol. 12, Issue 04, April 2022 SJIF 2022 = 8.252 P.193-201
15. Хамдамов И.Б. Совершенствование тактических подходов в лечении грыж передней брюшной стенки у женщин фертильного возраста // Тиббиётда янги кун. Бухоро, 2022.-№10(48)- С. 338-342.
16. Хамдамов И.Б. Морфофункциональные особенности брюшного пресса у женщин репродуктивного возраста // Тиббиётда янги кун. Бухоро, 2022.- №3(41)- С. 223-227.
17. Khamdamova M.T. Ultrasound features of three-dimensional echography in assessing the condition of the endometrium and uterine cavity in women of the first

period of middle age using intrauterine contraceptives // Biology va tibbyot muammolari. - Samarkand, 2020. - No. 2 (118). - P.127-131.

18. Khamdamova M. T. Ultrasound assessment of changes in the endometrium of the uterus in women of the first and second period of middle age when using intrauterine and oral contraceptives // Биомедицина ва амалиёт журнали. – Ташкент, 2020. - №2. - 8 часть. - С.79-85.

19. Khamdamova M. T. Anthropometric characteristics of the physical status of women in the first and second period of middle age // A new day in medicine. Tashkent, 2020. - № 1 (29). - С.98-100.

20. Khamdamova M.T. Age-related and individual variability of the shape and size of the uterus according to morphological and ultrasound studies // News of dermatovenereology and reproductive health. - Tashkent, 2020. - No. 1-2 (88-80). - P.49-52.

21. Khamdamova M. T. Anthropometric characteristics of the physical status of women in the first and second period of middle age // Тиббиётда янги кун. Ташкент, 2020. - № 1 (29). - С.98-100.

22. Хамдамова М.Т. Возрастная и индивидуальная изменчивость формы и размеров матки по данным морфологического и ультразвукового исследований // Новости дерматовенерологии и репродуктивного здоровья. - Ташкент, 2020. - № 1-2 (88-80). - С.49-52.

23. Хамдамова М.Т. Ультразвуковые особенности трехмерной эхографии в оценке состояния эндометрия и полости матки у женщин первого периода среднего возраста применяющие внутриматочные контрацептивные средства // Биология ва тиббиёт муаммолари. - Самарканд, 2020. - №2 (118). - С.127-131.

24. Khamdamova M. T. Ultrasound assessment of changes in the endometrium of the uterus in women of the first and second period of middle age when using

intrauterine and oral contraceptives // Биомедицина ва амалиёт журнали. – Ташкент, 2020. - №2. - 8 часть. - С.79-85.

25. Хамдамова М.Т. Особенности ультразвуковых параметров матки у женщин первого и второго периода среднего возраста применяющие инъекционные контрацептивные средства // Тиббиётда янги кун. - Ташкент, 2020. - № 2/1 (29/1). - С.154-156.

26. Хамдамова М.Т. Особенности ультразвукового изображения матки и яичников у женщин второго периода среднего возраста применяющие комбинированные оральные контрацептивные средства // Тиббиётда янги кун. - Ташкент, 2020. - № 2 (30). - С. 258-261.

27. Хамдамова М.Т. Индивидуальная изменчивость матки и яичников у женщин применяющие и не использующие различные виды контрацептивные средства // Тиббиётда янги кун. - Ташкент, 2020. - № 3 (31). - С. 519-526.

28. Khamdamova M. T. Echographic features variability in the size and shape of the uterus and ovaries in women of the second period of adulthood using various contraceptives // Asian Journal of Multidimensional Research - 2020. – N9 (5). - P.259-263.

29. Khamdamova M. T. Somatometric characteristics of women of the first and second period of adulthood using different contraceptives with different body types // The american journal of medical sciences and pharmaceutical research - 2020. – N8 (2). - P.69-76.

O‘rta Osiyoning ilk o‘rta asrlar tarixiga oid yozma manbalar (V-VIII asrlar)

Jumaboyeva Nilufar Soyibjon qizi

Denov tadbirkorlik va pedagogika institutining tarix yo‘nalishi talabasi

Annotatsiya: O‘rta asrlarda yaratilgan xitoy yozma yodgorliklarida O‘rta Osiyoning V-IX asrlar tarixiga oid qimmatli ma‘lumotlar uchraydi. Ularni shartli ravishda 1) xitoy solnomalari hamda 2) xitoylik sayyohlarining safarnomalari kabi guruhlariga bo‘lish mumkin. Ilk xitoy yilnomalaridan biri "Lyangshu" ("Lyang sulolasi tarixi") bo‘lib, bu asar 589-636-yillarda Yao Silyan va boshqa tarixchilar tomonidan yozilgan. Unda O‘rta Osiyo va Farg‘ona tarixiga doir ma‘lumotlar mavjud.

Kalit so‘zlar: "Lyangshu", "Beyshi", "Suyshu", "Tanshu"

Li Yanshou (VII asr) "Beyshi" ("Shimoliy sulolalar tarixi") nomli asar muallifidir. U Tan sulolasi davrida yashagan saroy tarixchisi bo‘lgan. Li Yanshou bir necha tarixiy xronikalar yaratishda ishtirok etgan. "Beyshi" (643) da Xitoyning shimoli va shimoli-g‘arbida joylashgan 5 ta (Shimoliy Vey, Sharqiy Vey, G‘arbiy Vey, Shimoliy Chi va Shimoliy Chjou) davlatlari tarixi bayon qilinadi. Ushbu xronikada Li Yanshou 386-yildan to 618-yilgacha sodir bo‘lgan voqealarni yoritadi. "Beyshi"da O‘rta Osiyo, Xorazm, Farg‘ona va Sharqiy Turkiston haqida ma‘lumotlar uchraydi.¹ Yan Shigu, Kxun Inda va Syuy Jinzung "Suyshu" ("Suy sulolasi tarixi") deb atalgan tarixiy yilnoma mualliflaridir. Ushbu asar VII asrning birinchi yarmida yaratilgan. Suy va Tan davlatlari o‘z tashqi siyosatida Turk xoqonligiga katta e‘tibor berganligi bois "Suyshu"da turklar tarixiga doir talay ma‘lumotlar mavjud. Asarning 3-bobida (bu bob "Shiyuy" – "G‘arb o‘lkalari" deb ataladi) O‘rta Osiyoning ilk o‘rta asrlar tarixiga doir ma‘lumotlarni uchratish mumkin. O‘rta Osiyo to‘g‘risida "Syan Tanshu" ("Tan sulolasining yangi tarixi") solnomasida ham e‘tiborga loyiq ma‘lumotlar bor. Ushbu asar 1044-1060-yillarda tarixchilar Ouyan Yangshyu (1007-1072) va Sun

¹ Ахмедов Б. Ўзбекистон тарихи манбалари (қадимги замон ва ўрта асрлар). – Т.:Ўқитувчи, 2001.

Si (998-1061) tomonidan yozilgan. Asarning asosini 941-945-yillarda LyuXu rahbarligida saroy tarixchilari yozgan "Tanshu" solnomasi tashkil etadi. Ouyan Yangshyu va Sun Si oldingi yilnomani qisqartirib va tahrir etib, uni yangi ma'lumotlar bilan boyitdilar. "Syuan Tanshu"da Samarqand, Farg'ona, hozirgi Janubiy O'zbekiston, Eron, Afg'oniston va Sharqiy Turkiston to'g'risida ma'lumotlar uchraydi. O'rta Osiyoning ilk o'rta asrlar tarixini o'rganishda bu yerga tashrif buyurgan xitoylik sayyohlar Syuan Szan va Xoy Chao yozib qoldirganyo'l xotiralari muhim ahamiyatga ega. Syuan Szan 600 (yoki 602) yilda Xenan viloyatida amaldor oilasida tavallud topdi. 627-yilda u Chan'an shahriga ko'chib keladi va Hindistondan kelgan buddaviylik dini olimi bilan tanishadi. Uning ta'siri ostida Syuan Szan Hindistonga ziyoratga borishga qaror qiladi. Garchiunga safarga borish uchun rasmiy ruxsat berilmagan bo'lsa-da, u maxfiy tarzda mamlakatdan chiqib ketadi va Turfon, Oqsuv, Issiqko'l, Toshkent, Samarqand, Buxoro va hozirgi Afg'oniston orqali Hindistonga keladi. Bu yerda u deyarli 17 yil hayot kechiradi.² 645-yilda borgan yo'lidan vataniga qaytadi. Syuan Szan o'z yurtida katta tantana bilan kutib olinadi. Bir yildan so'ng u o'zining "Datang shyuy ji" ("Buyuk Tang sulolasi davrida g'arbiy mamlakatlar to'g'risidagi esdaliklar") deb nomlangan yo'l xotiralarini imperator Li Shimminga taqdim etdi. Syuan Szan So'g'dga 629-yilda kelgan. Uning xabar berishicha, viloyatning markazi Samokien (Samarqand) shahri bo'lgan. Sayyohning qayd etishicha, bu yerda aholi gavjum, yerlar esa serhosildir. So'g'dda mevali daraxtlar va gullar ko'p, iqlimi yumshoq va mo'tadil. So'g'dliklar mohir hunarmand va uddaburon savdogarlardir. So'g'd "varvarlar" mamlakatining qoq o'rtasida joylashgan bo'lib, tevarak-atrofdagi aholi axloq va odob bobida ulardan o'rnak oladi. So'g'diylarning podshosi nihoyat jasur, barcha qo'shni viloyatlar uning farmonlariga bo'ysunadilar. Uning ko'p sonli lashkari hamda otliq askarlari bor. Lashkarda "chi-kia" deb atalgan jangchilar bo'linmasi alohida mavqega ega. Ular shu darajada mard va jasurki, hech ikkilanmay o'limga tik qarashadi. Jangda chi-kiahujum qilsa, hech bir dushman bardosh berolmaydi. Syuan Szan Mimoxe (Maymurg'), Szebudana (Kabudan), Syuyshuanna (Kushoniya), Buxe (Buxoro), Szeshuanna (Kesh) va boshqa shaharlar to'g'risida ham ma'lumotlar yozib qoldirgan. Sayyoh ularninghar biriga tavsif berib, ko'p hollarda: ular "urf-odat va [ishlab chiqaradigan] mahsulotlar jihatidan Samokiye (Samarqand) bilano'xshashdirlar", – degan iborani qaytaradi. Arablar istilosidan keyingi davrda So'g'd va boshqa viloyatlar ahvolini anglash uchun boshqa sayyoh – budda rohibi, asli kelib chiqishikoreys bo'lgan Xoy (Xuey)

² Арслонзода Р.А. Источниковедение: Учебник. – Ташкент: Навруз, 2019.

Chao yozib qoldirgan ma'lumotlar muhimdir. U yoshligida Xitoyga kelib qolgan edi. Xoy Chao ham ziyoratga o'tlanib, dengiz yo'li orqali Hindistonga boradi. Ma'lum vaqt bu yerda bo'lib, keyirchalik O'rta Osiyo va Sharqiy Turkiston orqali Xitoyga qaytadi. Taxminan VIII asrning o'rtalarida u o'zining "Vangu tyanchju-guo chjuan" ("Hindistonning beshta davlatiga sayohat bayoni") nomli asarini yozadi.³ O'zoq asrlar davomida ushbu asar yo'qolgan, deb hisoblanar edi. Ammo 1908-yilda Dunxuandagi Mogaoku buddaviy ibodatxonaning bекitib tashlangan xonalaridan birida mingdan ziyod kitob va hujjatlar topildi.

Xulosa: Ushbu manbalarni tanqidiy tahlil etish va ulardan ijodiy tarzda foydalanish O'rta Osiyoning V-IX asrlar tarixining ko'p sahifalarini teran yoritish imkoniyatini beradi.

Manbalar, adabiyotlar va elektron resurslar

1. Ахмедов Б. Ўзбекистон тарихи манбалари (қадимги замон ва ўрта асрлар). – Т.: Ўқитувчи, 2001.
2. Арслонзода Р.А. Источниковедение: Учебник. – Ташкент: Навруз, 2019.
3. Бичурин И.Я. Собрание сведений о народах, обитавших в Средней Азии древние времена. – Москва-Ленинград: Т. 1-2. 1950; Т.3. 1953.
4. Гафуров Б.Г. Таджики. Древнейшая, древняя и средневековая история. Изд. второе. Книга первая. – Душанбе: Ирфон, 1989

³ Бичурин И.Я. Собрание сведений о народах, обитавших в Средней Азии древние времена. – Москва-Ленинград: Т. 1-2. 1950; Т.3. 1953.

**DEVELOPMENT OF COGNITIVE-OPERATIONAL THINKING IN
STUDENTS OF HIGHER MEDICAL EDUCATION INSTITUTIONS BY
MEANS OF COMMUNICATIVE SKILLS**

Olimova Dano Shakirovna

*Head of the "Languages" department of
TTA Urganch branch, Associate Professor*

Kurbaniyazova Oltinjon Maxmudovna

1st year graduate student of TTA Urganch branch

ABSTRACT

The research examines the specifics of cognitive linguistics regarding developing communicative competence and forming students' linguistic personalities. Attention is paid to the essence of cognitive linguistics, the history of the emergence of this direction, and the current state of research. The article analyzes the ways, methods, and forms of cognitive linguistics application in the educational process to form the student's linguistic personality and develop communicative competence. The structure of the concept is presented for the simplified perception of a specific phenomenon by a student of a philological specialty. The study aims to reveal the role of cognitive linguistics in developing communicative competence and forming a student's linguistic personality. The object of research is cognitive linguistics as a linguistic direction. Research methods. Such research methods as description, analysis and synthesis, generalization, and linguistic analysis were used in the work. The work examines the issue of cognitive linguistics in terms of the development of communicative competence and the formation of students' linguistic personalities. The essence of the concept of "cognitive linguistics," its direction, principles, and principles are revealed. The history of the emergence of cognitive linguistics as a linguistic direction and the current state of research are described. Cognitive linguistics' impact on forming a student's communicative competence is described. The student's types of thinking are analyzed, in particular, abstract, professional, critical, fast, and systematic. The case method is a key cognitive linguistics method used during educational activities. The proof of the values of the method is implemented, and the stages of the case method are demonstrated with the help of a graphic image. The article provides ways of forming the student's communicative competence through cognitive linguistics. The advantages and disadvantages of each

method are described. The construction of the concept is carried out, which contributes to the student's faster perception of the topic and the types of concepts given.

Keywords: cognitive linguistics, communicative competence, thinking, language personality, student, phenomenon.

INTORUCTION

Like many other people based professions, communications skills are essential for medical practice. It is a backbone over which lot of areas of patient care rests such as, first contact patient interviews, probing for associated and additional problems, counseling the patient, explaining treatment options, its complications and advising follow-up. It is also necessary for explaining risks to the patient, counseling in case of bereavement or mishap, providing information about a surgical procedure its complications, taking an informed consent, and lot more other areas of patient care. Traditional medical teaching imparts students with theoretical and practical knowledge of diseases processes and gives them education about diagnostic and treatment modalities, but does not address communication skills which are most essential in dealing with patients.[1,2] Good communications and counseling techniques can be taught and practiced to increase clinical competence.[3] Physician's interpersonal and communication skills have a significant impact on patient care and correlate with improved healthcare outcomes.[4]

Better communication between doctor and patient builds confidence, improves compliance, and reduces mistakes and mishaps, thereby reducing malpractice suits. If knowledge of medicine, surgical skill, and clinical acumen is the craft of medical practice, the communications skills are the fine arts! Professionalism, which is an integral part of good medical practice, also demands effective communication skills along with knowledge, skill, competence and ethics.[5,6,7] Association of American Medical Colleges Cincinnati, expert panel identified seven components considered to be fundamental to all encounters between clinician and patient: The key components are – build the relationship, open the discussion, gather information, understand the patient's perspective, share information, reach agreement on problems and plans, provide closure. These can be taught to the students during the communication training program using the framework of Calgary–Cambridge patient interview model.[5,7]

There are certain misconceptions about teaching communications to medical students, like communication skills are not considered teachable, or the skills acquired during training period tends to decline over time.[2] Students and teachers feel that these would be learned and improved with experience. Improving

communication skills requires faculty and students to possess self-awareness, interpersonal sensitivity, and willingness to be self-reflective.[3] In spite of the aforesaid hurdles, it is a foregone conclusion that the practice of medicine requires more than just communication skills, but good communications is necessary for effective practice. The communication skills training can be incorporated in undergraduate training.

MATERIALS AND METHODS

The recommendations for the undergraduate medical communication curriculum were developed through an iterative consultation process with 8 teachers, members of medical faculties, and the education coordinators representing the five Polish medical schools (Bydgoszcz, Kraków, Olsztyn, Poznań, Warszawa), all of whom are members of the Polish Society of Medical Communication. For the study, a narrative literature review was performed using Web of Science, Google Scholar and PubMed/MEDLINE databases. The review followed previous guidelines on the development of a narrative review outlined by Dixon-Woods et al. [36] and Peters et al. [37]. The search strategy included Medical Subject Headings terms and keywords: “communication and (“medical education” or “medicine”) and (“curriculum” or “undergraduate”)”. Reference lists of all the selected articles, previous reviews, and meta-analyses were hand-searched for any additional articles. The narrative discussion was aligned with individual articles and interpretations of relevant articles by organizing it into sections: (1) definition, (2) education content, (3) learning outcomes, (4) the recommended teaching methods.

The inclusion criteria were full text articles published in English and Polish between January 2001 up to December 2022 concerning communication curriculum for undergraduate medical education. One author selected papers which fulfilled the inclusion criteria and extracted data for the outcomes using a standardized data extraction form. Papers not describing learning outcomes concerning communication skills were excluded. Another author rechecked the extracted data. Out of 6381 papers chosen by the search strategy including Medical Subject Headings terms and keywords, 168 were included after reading the titles. Then, a total of 73 were included after reading the abstract. Eventually, after reading the full texts 28 articles were included to the final analyses based on the quality of the studies. The review process was used to list learning outcomes concerning communication skills [38]. The authors identified common communication skill competencies by comparing the Calgary Cambridge Observation Guides [39], Kalamazoo Consensus Statement [40], the Four Habits Model [41], The SEGUE Framework [42], and previous communication skills lists that the authors have used.

The new Regulation of the Minister of Science and Higher Education on educational standards for undergraduate medical education [62] also underwent a content analysis in order to select learning outcomes including communications skills. Additionally, the authors discussed present day challenges posed by the COVID-19 pandemic. To develop the communication curriculum recommendations for undergraduate medical education in Poland and to achieve a consensus, a systematic academic approach and the Delphi technique were used. The process of the curriculum development was split in 6 phases within the process: (1) development of a list of learning outcomes concerning communication skills on the basis of literature, existing consensus statements, frameworks and guidelines, (2) in person expert meeting to discuss: (a) general communication competencies, (b) education content based on various aspects of communication, (c) educational content concerning medical consultations, (d) the recommended teaching methods, (3) development of a first draft of recommendations, (4) online meetings and electronic discussion process to revise the first draft; (5) second Delphi round to test the revised draft and make suggestions for improvement (6) a final Delphi round for the recommendations.

The objectives and learning outcomes needed to be most comprehensive in inclusion and detailed. They were defined according to Bloom's taxonomy using a skills-based approach. Ambiguous aspects among experts were reworded and new aspects incorporated.

CONCLUSION

Based on research on cognitive development among students of English as a second language in higher education, this chapter examines cognitive development's theoretical grounds and criticisms, as well as its value and contribution. Additionally, the chapter illustrates how pedagogical approaches are guided by the dimensions of student learning. The outcomes of the study highlight the study process as a chance to develop new skills in students through cognitive engagement. Attending English as a second language class evokes thoughts of learning and achievement in students. Examination of given situations revealed that study engagements may lead to feelings of tension, apprehension, or fear about performing up to the expectations set for learners by teachers and curriculum. Therefore, learners of English as a second language feel under pressure from anxiety and stress. The acquisition and demonstration of knowledge cannot simply sum up what students learn in class. Memory, attention, cognitive control, motivation, and emotions all play a role in academic performance. Providing students with close supervision,

assistance, and interaction opportunities enhanced the performance outcomes of the experimental group. Pedagogical interventions integrated with cognitive development perspectives applied to the experimental group resulted in improvements in learning and a reduction of anxiety and stress compared to the control group. The following categories of activities and strategies are presented based on assessments (e.g., formative and summative) aimed at developing cognitive control functions in the language classroom (ages 18–25) or combinations of those activities.

REFERENCES

1. Miller EK, Cohen JD. An integrative theory of prefrontal cortex function. *Annual review of neuroscience*. 2001;24(1):167-202
2. Tiego J, Testa R, Bellgrove MA, Pantelis C, Whittle S. A hierarchical model of inhibitory control. *Frontiers in Psychology*. 2018;9:1339
3. Yerys BE, Bertollo JR, Kenworthy L, Dawson G, Marco EJ, Schultz RT, et al. Brief report: Pilot study of a novel interactive digital treatment to improve cognitive control in children with autism spectrum disorder and co-occurring ADHD symptoms. *Journal of Autism and Developmental Disorders*. 2019;49(4):1727-1737
4. Best JR, Miller PH. A developmental perspective on executive function. *Child development*. 2010;81(6):1641-1660
5. Morales J, Calvo A, Bialystok E. Working memory development in monolingual and bilingual children. *Journal of Experimental Child Psychology*. 2013;114(2):187-202
6. Phillips CML, Gulley AP, Pearson YE, Smith LE, Eyler J, Noble S, et al. Solving Problems of Mathematics Accessibility with Process-driven Math: Methods and Implications. *ASEE Annual Conference & Exposition Proceedings*; 2018
7. Miller PH. Piaget's theory: Past, present, and future. In: Goswami U, editor. *The Wiley-Blackwell handbook of childhood cognitive development*. Wiley Blackwell; 2011. pp. 649-672
8. Vygotsky LS, Cole M. *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press; 1978
9. Taylor K. Diverse and critical perspectives on cognitive development theory. *New Directions for Student Services*. 2016;154:29-41
10. Kellermann TS, Bonilha L, Lin JJ, Hermann BP. Mapping the landscape of cognitive development in children with epilepsy. *Cortex*. 2015;66:1-8. Language Learners' English Development. *Child Development*

11. Gascon M, Triguero-Mas M, Martínez D, Dadvand P, Fornes J, Plasència A, et al. Mental health benefits of long-term exposure to residential green and blue spaces: A systematic review. *International Journal of Environmental Research and Public Health*. 2015;12(4):4354-4379. DOI: 10.1111/cdev.13558
12. Barac R, Bialystok E, Castro DC, Sanchez M. The cognitive development of young dual language Learners: A critical review. *Early Child Research Quarterly*. 2014;29(4):699-714

O‘ZBEKISTON VA AFG‘ONISTON HAMKORLIK MUNOSABATLARI

Ortiqov Ahad

Annotatsiya: Afg'oniston tarix davomida hokimiyat, iqtisodiyot, madaniyat markazlaridan biri sifatida uning atrofidagi mintaqalarning ta'sirchan geografiyalaridan biri bo'lgan. Geografik uzviylik va diniy, etnik, madaniy va lingvistik mushtaraklik mintaqa mamlakatlari taqdirini bir-biriga bog'lab qo'ydi. Afg'onistonning geografik uzluksizligi mintaqadagi davlatlar bilan ikki tomonlama va ko'p tomonlama munosabatlarda teng imkoniyat va muammolarni yaratdi. Umuman Markaziy Osiyo va xususan O'zbekiston o'zaro ta'sir o'tkazgan Afg'onistonning qo'shni geografiyalaridan biri bo'lgan.

Kalit so‘zlar: Afg‘oniston, savdo, fuqarolik, mamlakat, san'at, yoshlar.

O'rta Osiyo va Soviet Ittifoqida Afg'oniston-O'zbekiston aloqalari Afg'oniston Moskva munosabatlariga ta'sir ko'rsatdi. Soviet Ittifoqi qulaganidan so'ng, O'zbekiston mustaqil davlat sifatida Ittifoqning 25 mamlakatidan biriga aylandi. Afg'oniston 1991 yil 2 yanvarda O'zbekiston mustaqilligini tan oldi va Afg'onistonning Toshkentdagi elchixonasi 1991 yil 22 dekabrda tashkil etildi. Fuqarolik urushlari va Tolibon hukmronligi ikki mamlakat o'rtasidagi munosabatlarni keskinlashtirdi. Afg'onistonda Muvaqqat hukumati tashkil etilgandan so'ng, Kobulga elchi yuborish va Balxda konsullik ochish orqali O'zbekiston Afg'oniston bilan rasmiy aloqalarni o'rnatdi. Ikki mamlakat rasmiylari o'rtasidagi rasmiy sayohatlar sezilarli darajada oshdi va shu sababli tomonlar savdo, sanoat, madaniyat va boshqa sohalarida kelishuvlarni imzoladilar. Ikki mamlakat o'rtasidagi eng muhim kelishuv shu paytgacha Afg'oniston ehtiyojlarining katta qismini qondirib kelgan O'zbekistondan Afg'onistonga elektr energiyasini etkazib berish bo'yicha o'zaro anglashuv memorandumini imzolashdir. 2014 yilgacha Afg'oniston tashqi siyosatining G'arb va AQShga yo'naltirilganligi sababli Pokiston, Hindiston va Markaziy Osiyo mamlakatlari, shu jumladan, O'zbekiston Afg'oniston tashqi siyosatida ikkinchi darajali mavqega ega bo'ldi. Milliy birlik hukumati tuzilishi bilan Prezident Mohammad Ashraf G'ani o'zining tashqi siyosatini besh doirada belgilab berdi. Afg'onistonga qo'shni sifatida O'zbekiston Afg'oniston tashqi siyosatining boshida turar edi va ikki davlat o'rtasidagi munosabatlar yangi bosqichga o'tdi. Afg'oniston va Mustaqil Davlatlar Hamdo'stligi va Markaziy Osiyo

o'rtasidagi munosabatlarni chuqurlashtirish uchun 2014 yilda Prezident G'ani, sobiq savdo vaziri Muhammad Shakir Kargarni, Afg'onistonning Ozarbayjondagi sobiq elchisi va uning hozirgi idorasi rahbarini Afg'onistonning Hamdo'stlik bo'yicha maxsus vakili etib tayinladi. . 2012 yilda Afg'oniston Prezidentining Ozarbayjonda birinchi favqulodda va muxtor elchisi bo'lib ishlagan va Afg'onistonning Ozarbayjonda elchixonasini ochgan janob Kargar Mustaqil Davlatlar Hamdo'stligi va Markaziy Osiyoni yaxshi bilardi. Afg'oniston-O'zbekiston munosabatlarini chuqurlashtirish sobiq prezidentning Hamdo'stlikdagi maxsus vakili Muhammad Shakir Kargarning rejalarida birinchi o'rinda turardi. Uning sa'y-harakatlari natijasida O'zbekiston Turkmaniston va Qozog'iston bilan bir qatorda Afg'oniston tinchlik jarayoniga qiziqib qoldi va Afg'onistonda tinchlik muzokalarini o'tkazishga tayyorligini e'lon qildi. Janob Kargarning sa'y-harakatlari tufayli afg'on talabalari birinchi marta o'zbek tilini o'rganish uchun O'zbekistonga yuborildi. Talabalarning O'zbekistonga yuborilishi ikki mamlakat o'rtasidagi madaniy diplomatiyaning boshlanishini anglatadi. Yangi hukumat davrida Afg'onistonning O'zbekiston bilan munosabatlarini chuqurlashtirish tashqi siyosatning ustuvor yo'nalishi bo'lib qolmoqda. Tinchlik va Kovid-19 ga qarshi kurash Afg'oniston hukumati bir vaqtning o'zida yengish kerak bo'lgan ikkita hodisa edi. Afg'oniston urush paytida va qashshoq mamlakat sifatida Koronaga nisbatan eng zaif mamlakatlardan biri sifatida tanilgan. Koronavirus tarqalishi paytida oziq-ovqat narxlarini barqaror ushlab turish Afg'oniston hukumati va aholisini tashvishga solgan masalalardan biri edi. Afg'onistondagi tojning birinchi to'lqinida materiallar narxi oshishi va odamlar xom ashyo sotib ololmasliklari ehtimoli katta edi. Hukumatning sa'y-harakatlari natijasida O'zbekiston Afg'onistonga yuzlab tonna oziq-ovqat va sog'liqni saqlash buyumlarini etkazib berishga rozi bo'ldi. Ushbu oziq-ovqat mahsulotlarining Afg'oniston bozoriga kirishi Afg'oniston bozorida un narxlarini barqaror ushlab turdi va Afg'onistondagi toj inqirozining katta qismini boshqardi. Joriy yilning 29-kunida birinchi marta O'zbek milliy tili kuni hukumat tashabbusi bilan Prezident G'ani, Birinchi vitse-prezident, Senat Spikeri ishtirokida Prezident devoni rahbari Muhammad Shakir Kargar boshchiligida bo'lib o'tdi. va boshqa hukumat amaldorlari hamda O'zbekiston Bosh vazirining o'rinbosari general Oktamovich Omarzakov Prezident Saroyining Tinchlik saroyida bo'lib o'tdi. Afg'oniston Prezidenti tantanali marosimda Stalin fojiasidan 100 yil o'tib, bugun Afg'oniston va O'zbekistonning ajralmas munosabatlari borligini va bu do'stlik davom etishini aytdi. O'zbekiston Bosh vazirining o'rinbosari Sardar Okamovich O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning murojaatini o'qidi. Xabarda Mirziyaf 200 nafar afg'on talabalariga o'z davlatining ta'lim yordamini davom ettirishga va'da berar ekan, ikki mamlakat o'rtasida har tomonlama doimiy hamkorlik zarurligini ta'kidladi. Ushbu marosimni o'tkazish madaniy diplomatiya va

odamlar o'rtasidagi aloqalarni mustahkamlashda burilish nuqtasidir; Chunki ushbu marosim ikki mamlakat o'rtasidagi mashhur munosabatlar va Afg'oniston va O'zbekiston o'rtasidagi etnik mushtaraklikni ifoda etdi. Afg'oniston rasmiylarining O'zbekistonga tashriflaridan so'ng, 2020 yil avgust oyida Muhammad Hanif Atmar yuqori darajadagi delegatsiya boshchiligida mamlakatga tashrif buyurdi va o'zbek rasmiylari bilan Afg'onistonga elektr energiyasini etkazib berish bo'yicha o'n yillik shartnoma imzoladi. O'sha yilning noyabr oyida prezident devoni rahbari Muhammad Shokir Kargar O'zbekistonga sobiq ta'lim vaziri vazifasini bajaruvchi Abdul Tavab Bala Karzay tarkibiga kirgan yuqori darajadagi hukumat delegatsiyasiga rahbarlik qilish uchun tashrif buyurdi. Tashrif chog'ida O'zbekistondagi 96 afg'on talabasining muammolarini hal qilish paytida ikki mamlakat Ta'lim vazirliklari o'rtasida o'quv memorandumini imzolandi. Afg'oniston va O'zbekiston o'rtasidagi o'zaro tovar ayirboshlash hajmi hozirgi kunda nisbatan cheklangan, ammo ahamiyatsiz ikkala mamlakat uchun ham muhim ahamiyatga ega. Umumiy o'zaro savdo (eksport va import) deyarli 600 million AQSh dollarini tashkil etdi. 2012 va 2013 yillarda keskin kamayib ketguncha, 2014 yilda 700 million AQSh dollaridan oshdi. 2015 yildagi 340 million AQSh dollaridan (1- jadval); 2016 yildagi dastlabki ma'lumotlar taxminan 500 AQSh dollar miqdorida tiklanishni ko'rsatmoqda million. Afg'oniston nuqtai nazaridan, umumiy importning 5% dan 10% gacha (yoki orqali) keladi. O'zbekiston. To'liq ma'lumotlarga ega bo'lgan so'nggi yil 2015 yilda O'zbekistondan import qilingan mahsulotlarning soni o'tgan yilga to'g'ri keldi 336 mln. AQSh dollari yoki Afg'oniston importining 4,4%. Xuddi shu tarzda Afg'onistonning O'zbekistonga eksporti yiliga atigi 0,3 million AQSh dollari miqdorida Afg'oniston eksportining ahamiyatsiz qismi to'g'ri keldi. Shunga ko'ra, ikki tomonlama savdo balansi doimiy ravishda va Afg'oniston uchun sezilarli darajada salbiy Bundan tashqari, Afg'oniston va O'zbekiston o'rtasidagi Tijorat - kengayish uchun masalalar va variantlar O'zbekistondan import, o'zgaruvchan bo'lsa-da, deyarli barqaror bo'lib, O'zbekistonga eksport qilmoqda 2012 yildan 2015 yilgacha har yili pasayib, dastlabki 6,3 million AQSh dollaridan 0,3 million AQSh dollarigacha. O'zbekiston nuqtai nazaridan Afg'oniston o'rtacha bozor bo'lib, ular orasida hisobga olinadi Jami eksport hajmining 5% va 10%. XULOSA Yuqorida keltirilgan tahlillardan ko'rinib turibdiki,

O'zbekiston o'rtasidagi savdo-sotiqqa ta'sir ko'rsatadigan masalalar ro'yxati va Afg'oniston uzoqdir. Shu bilan birga, unutmazlik kerakki, umumiy muhit So'nggi yillarda o'zaro tovar ayirboshlash ancha yaxshilandi va muhokama qilish uchun ajoyib imkoniyat yaratildi masalalarni ikki tomonlama maslahatlashuvlar va hamkorlik orqali hal qilish. Ushbu maqolada keltirilgan barcha masalalar Afg'oniston va O'zbekiston tomonidan birgalikda hal qilinishi kerak bo'lgan masalalar yoritib berildi. Biroq, ikki tomonlama muzokaralarda ularga murojaat

qilish hali ham kelishmovchilikni oldini olishga yordam beradigan muvofiqlashtirilgan yondashuvni osonlashtirish foydasiga olib keladi. Xuddi shunga o'xshash tarzda, ba'zi masalalarni davlat sektori eng yaxshi hal qilishi mumkin bo'lsa ham, boshqalar xususiy sektor faoliyati uchun ko'proq mos keladi va ko'pchilik birgalikda yondashishni talab qiladi

REFERENCES

- 1 –“ Afg'oniston-O'zbekiston munosabatlarining yangi yangi bosqichi” Qodiri Ahmad Qais, Daily 8 Morinig 2020.
- 2 - “ACCI Calls for Expansion of Trade Ties with Uzbekistan”, Ariana News, 01 August 2017.
- 3 –“ O‘zbekiston va Afg‘oniston hamkorlikning yangi bosqichini boshlamoqda” Maksim Yeniseyev, 2017-12-13
- 4 - ACCI 2017: ACCI Business Tendency Survey Report, June 2017

Yangi davrda Falastin

Hikmatov Ulug'bek

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Ushbu maqolada yangi davrda Falastin davlati haqida ma'lumot berib o'tilgan.

Kalit so'zlar: Falastin mojarasi, B.Netanyaxu, urush,sulh

Isroilda ancha yillardan beri hukumat tepasiga ilk bor so'1 markazlashgan kuchlar kelishi mumkin. O'tgan haftada Binyamin Netanyahuning muxoliflari koalitsiya tuzish haqidagi kelishuvga erishishdi. Endi yangi shakllantirilgan koalitsiyani Knesset tasdiqlashi lozim va amaldagi bosh vazirda vaziyatni o'zgartirish uchun bir haftacha fursat bor.Bu nafaqat Isroil, balki Yaqin Sharq uchun ham katta yangilikdir: ultrao'ng qarashlarga ega Binyamin Netanyahuning 15 yillik (1996-1999 va 2009-2021) boshqaruvi davrida Ariel Sharonning falastinliklar bilan chegarani delimitatsiya qilish tashabbuslari qariyb yo'q qilindi va unutildi. Iordan daryosining g'arbiy sohilidagi yahudiy manzilgohlari Falastin hududiga ancha kirib bordi. Ikki millat uchun ikki davlat qurish konsepsiyasi haqida 2014 yildan beri churq [etilmaydi](#).Albatta, hozir hokimiyat tepasiga so'1 liberallar kelib, barchasini birdaniga o'zgartirib tashlaydi deb o'ylash soddalik bo'ladi. Bosh vazirlikni dastlabki ikki yilda rotatsiya bo'yicha «Yamina» partiyasi yetakchisi Naftali Bennet egallaydi. U mo'tadil koalitsiyaga g'oyaviy hamfikir bo'lgani uchun emas, Netanyahuni ag'darish uchun qo'shilgan.Falastin-Isroil masalalarini hal qilish bo'yicha jarayon 1993 yildayoq yo'lga qo'yilgan, lekin shu vaqtgacha birorta ham hukumat, hatto mo'tadillari ham eng birlamchi kelishuvlardan nariga o'ta olishmagan.Yaqin Sharqda tinchlik o'rnatish jarayoni 30 yil ilgari AQSh ishtirokida amalga oshirila boshlangan, o'shandan buyon rasmiy Vashington asosiy o'rtakash

rolini o‘ynab keladi. AQSh rasman Yevroittifoq, Rossiya va BMT bilan bir qatorda Yaqin Sharq masalasi bo‘yicha kvartetga kirsa-da, amalda bu funksiyani mustaqil ravishda bajarib kelyapti. Jarayon boshlanishi haqidagi ilk kelishuvga 1993 yil 9 senyabrda Osloda imzo chekilgan va bir necha kun o‘tib Vashingtonda, Oq uy hovlisida Bill Klinton ishtirokida «Prinsiplar haqidagi deklaratsiya» bilan mustahkamlab qo‘yilgan. O‘shanda tomonlar bir-biriga xavfsizlikni ta‘minlash, Quddusning maqomi va boshqa munozarali hududlar bo‘yicha kelishuvga erishish hamda falastinlik qochqinlar muammosini aqalli qisman hal qilishga va‘da berishadi. Bularga erishishga besh yil kerak bo‘lishi ko‘zda tutilgandi. Oradan deyarli 30 yil o‘tdi, biroq hech narsa o‘zgargani yo‘q. Yaqin Sharq masalasi Amerika diplomatiyasining eng yorqin muvaffaqiyatsizliklaridan biriga aylandi. «Vashington oramizdagi muammolardan biridir, uning yechimi emas», degandi 2019 yil BBC bilan suhbatda Soib Urayqot. U uzoq yillar davomida falastinliklar tomonidan kelishuv jarayoniga boshchilik qilgan. G‘arbdagi ko‘plab mutaxassislar uning fikriga qo‘shiladi. Falastin-Isroil muammosi AQShning respublikachi va demokrat siyosatchilari birdamlik ko‘rsatadigan kam sonli masalalardan biridir. AQShning shu vaqtgacha hokimiyatda bo‘lgan barcha ma‘muriyatlari Isroil tomon bo‘lib kelgan. AQShning tashqi siyosati bo‘yicha Karnegi Aaron fondi mutaxassisi Devid Miller Oq uy faqat uch martagina Yaqin Sharq masalasini hal qilish bo‘yicha sezilarli qadam tashlaganini eslatadi – 1973-75, 1978-79 va 1991 yillar. Uch safar ham amerikaliklar barcha taraflarning manfaatlarini hisobga olishgan. «Yechim AQShning xatti-harakatlari taraflarning barchasida birdek ishonch uyg‘ota olishida. Qiyin masalalarni hal qilishda bemalol birga bo‘lish mumkin bo‘lgan xolis o‘rtakash obro‘yini qaytarish zarur», deb hisoblaydi Miller. Ekspertning fikricha, Donald Tramp ma‘muriyati kutilganning aksini qilgan – Isroilning advokati bo‘lib olgan. Tramp ma‘muriyati hududning boshqa tomonlari bilan bir necha tarixiy kelishuvlarga erishgan, biroq Falastin-Isroil masalasiga kelganda falastinliklar ishtirokisiz avvaldan tayyorlab qo‘yilgan rejani taqdim qilgandi. Economist

nashrning fikricha, AQShning yangi prezidenti Jo Bayden Yaqin Sharqni o‘z prioritetlari qatorida ko‘rmayotgani haqidagi signallarni beryapti, xolos. Falastinliklar shaharga da'vosidan avvalo diniy e'tiqod tufayli voz kechmaydi. Isroilning esa, Iordan daryosining g‘arbiy sohilida 700 ming aholisi yashaydigan manzilgohlari mavjud bo‘lib, ularning 200 ming nafari bevosita Quddus yaqinida istiqomat qiladi. Dastlabki kelishuvlarga ko‘ra, Falastin davlati barpo etilgach, bu manzilgohlarning bir nechtasi Isroil ixtiyorida qoladi. Isroil uchun Quddus nafaqat tarixiy-diniy balki, xavfsizlik masalasi nazorati uchun ham kerak.

Xulosa: G‘azo sektoridagi ziddiyat ortidan gumanitar yordam sifatida milliardlab dollar kelib tushgan (alohida davlatlarning terrorchi guruhlarni moliyalashtirishini hisobga olmaganda). Biroq jahon hamjamiyatining toqati va hamyoni o‘lchovsiz emas va Isroildagi hukumat o‘zgarganidan foydalanib, tomonlarni «ikki millat uchun ikki davlat» konsepsiyasi muhokamasiga qaytarishi mumkin.

Foydanilgan Adabiyotlar ro‘yxati

Мамараджабов, Б. (2023). САУДИЯ АРАБИСТОНИДАГИ ЎЗБЕК МУҲОЖИРЛАРИ ТАРИХИ: МУВАФФАҚИЯТЛИ АССИМИЛЯЦИЯ ВА ЙЎҚОТИЛГАН МИЛЛИЙ ИДЕНТИКЛИК. Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences., 3(S/6).

Mamarajabov, B. N. M. O. G. (2023). MARKAZIY OSIYODA ARABLAR BILAN BOG‘LIQ IJTIMOYIY QATLAMLAR. Oriental renaissance: Innovative, educational, natural and social sciences, 3(5), 1048-1052.

Mamarajabov, B. N. M. O. G. (2022). ARABISTON YARIM OROLIDA DAVLATCHILIKNING SHAKLLANISHI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10), 118-121.

Yevropada uygʻonish davri boshlanishi

Badalova Mushtariy Gʻofurjon qizi

Denov tadbirkorlik va pedagogika institutining tarix yoʻnalishi talabasi

Annotatsiya: Uygʻonish davrining oʻziga xosligi shundaki, bitta manba (Italiyada yangi hayot olgan qadimgi dunyoqarash) bu davr deyarli barcha Evropa mamlakatlarida turli xil oʻziga xos koʻrinishlarni keltirib chiqardi. Italiyada Uygʻonish davri juda birinchi boʻlib boshlandi, eng yorqin natijalarga erishdi - va shuning uchun namunali hisoblanadi.

Kalit soʻzlar: titanlar, gumanizm, R.santi, S.Boticelli

Uygʻonish davri titanlari, yaʼni keyingi Evropa madaniyatiga eng katta taʼsir koʻrsatgan shaxslar deyarli barcha italiyaliklar ekanligi bejiz emas. Rassomlar Sandro Botticelli, Rafael Santi, Giorgione, Titian, meʼmorlar Filippo Brunelleschi va Leon Batista Alberti, rassom, haykaltarosh, meʼmor, shoir Mikelanjelo Buonarroti, deyarli barcha bilim sohalarining rivojlanishiga hissa qoʻshgan noyob inson Leonardo da Vinchi va boshqalar. Gumanizm - inson olamning markazi boʻlgan dunyoqarashni anglatadi. Shu bilan birga, Xudo butunlay rad etilmaydi (garchi Uygʻonish davrining koʻplab arboblari u yoki bu darajada ateistik yoki okkultizm sifatida talqin qilinishi mumkin boʻlgan gʻoyalarni ifoda etgan boʻlsalar ham), lekin fonga oʻtadi. U Yaratguvchi boʻlib qoladi, lekin hozir, goʻyo u soyaga chekinib, oʻz taqdirini va dunyo taqdirini oʻzi hal qilish huquqini qoldiradi. Inson bu vazifani uddalay olishi uchun uning tabiatini har tomonlama oʻrganish kerak.

Bundan tashqari, uning barcha koʻrinishlarida, ehtiyoj va talablarida jismoniy, hissiy, aqliy, aqliy va hokazolarni oʻrganish. Natijada, insonning insonparvarlik

ideali - axloqiy va aqliy fazilatlarga ega bo'lgan va shu bilan birga mo'tadil va tiyilish egasi bo'lgan mavjudot shakllanishi kerak. Uyg'onish davri odob-axloqi bu fazilatlar tug'ma narsa emas, balki insonda qadimgi adabiyot, san'at, tarix, madaniyatni o'rganish orqali tarbiyalanadi, degan. Shuning uchun ham Uyg'onish davrida ta'lim birinchi o'ringa chiqdi. O'rta asrlar dunyoqarashi doirasida odam ko'p narsani bilishi shart emas edi, unga Xudoga ishonish va cherkov amrlarini bajarish kifoya edi, yerdagi hayot haqida emas, balki ruhni abadiy hayot uchun qutqarish haqida qayg'urish.

Endi hayotning yerdagi tarkibiy qismi qayta tiklandi, keyin esa birinchi gumanistlarning amrlariga zid ravishda mutlaq darajaga ko'tarildi. Shunday qilib, Uyg'onish davridagi tarbiya shaxs uchun haqiqiy tug'ilishga aylandi: inson tabiati va uning ijodiy qobiliyatlari to'g'risida bilim olgandan keyingina odamni to'liq deb hisoblash mumkin edi. Har tomonlama rivojlangan shaxs ideali jismonan go'zal, aqli pok, qalbi yuksak va ayni paytda voqelikni o'zgartiruvchi qandaydir ijodiy ish bilan shug'ullanadigan shaxs edi. Uyg'onish davri rasmlari qahramonlari shunchaki yoqimli odamlar emas, balki ular biron bir muhim harakat yoki yutuq paytida ko'rsatilgan qahramonlar ekanligi bejiz emas. Ayollarga qo'yiladigan talablar biroz yumshatilgan edi: Uyg'onish davri ayollarining o'zlari inson tabiatining go'zalligining namunasi edi. O'rta asrlarda har tomonlama gunoh sifatida yashiringan ayollarning shahvoniyligi endi har tomonlama, ayniqsa tasviriy san'atda ta'kidlangan.

Uyg'onish davri yoki Uyg'onish davri (frantsuzcha Renessans, italyancha Rinascimento) — Yevropa madaniyati tarixida o'rta asrlar madaniyati o'rnini bosgan va yangi davr madaniyatidan oldingi davr. Davrning taxminiy xronologik doirasi - XIV-XVI asrlar.

Uyg'onish davrining o'ziga xos xususiyati - madaniyatning dunyoviy tabiati va uning antropotsentrizmi (ya'ni, birinchi navbatda, shaxsga va uning faoliyatiga qiziqish).

Qadimgi madaniyatga qiziqish bor, uning o'ziga xos "tirilishi" bor - va bu atama shunday paydo bo'ldi.

Uyg'onish atamasi allaqachon italyan gumanistlarida, masalan, Giorgio Vasarida mavjud. Zamonaviy ma'noda bu atama kundalik hayotga 19-asr frantsuz tarixchisi Jyul Mishele tomonidan kiritilgan. Hozirgi vaqtda Uyg'onish davri madaniyatning gullab-yashnashining metaforasiga aylandi: masalan, 9-asrdagi Karoling Uyg'onish davri.

Evropada ijtimoiy munosabatlardagi tub o'zgarishlar natijasida yangi madaniy paradigma paydo bo'ldi.

Shahar-respublikalarning o'sishi feodal munosabatlarida ishtirok etmagan mulklar: hunarmandlar va hunarmandlar, savdogarlar, bankirlar ta'sirining kuchayishiga olib keldi. Ularning barchasi o'rta asrlar tomonidan yaratilgan ierarxik qadriyatlar tizimiga, ko'p jihatdan cherkov madaniyatiga va uning astsetik, kamtar ruhiga begona edi. Bu inson, uning shaxsiyati, uning erkinligi, faol, ijodiy faoliyatini eng oliy qadriyat va ijtimoiy institutlarni baholash mezoni deb hisoblagan ijtimoiy-falsafiy oqim - gumanizmning paydo bo'lishiga olib keldi.

Shaharlarda ilm-fan va san'atning dunyoviy markazlari vujudga kela boshladi, ularning faoliyati cherkov nazoratidan tashqarida edi. Yangi dunyoqarash antik davrga yuzlanib, unda gumanistik, astsetik bo'lmagan munosabatlar namunasini ko'rdi. 15-asr o'rtalarida bosma ixtiro Evropa bo'ylab qadimiy meros va yangi qarashlarning tarqalishida katta rol o'ynadi.

Uyg'onish Italiyada paydo bo'ldi, u erda uning birinchi belgilari 13-14-asrlarda (Pisano, Giotto, Orkanyi va boshqalar faoliyatida) sezilarli bo'lgan, ammo u faqat 15-asrning 20-yillaridan boshlab mustahkam o'rnatilgan. Frantsiya, Germaniya va boshqa mamlakatlarda bu harakat ancha keyinroq boshlangan. 15-asrning oxiriga kelib u eng yuqori cho'qqiga chiqdi. 16-asrda Uyg'onish davri g'oyalari inqirozi avj oldi, buning natijasida mannerizm va barokko paydo bo'ldi.

O'rta asrlardagi dunyo tasvirining teotsentrizmi va asketizmi ostida o'rta asrlarda san'at birinchi navbatda dinga xizmat qilgan, dunyo va insonni Xudoga munosabatida, an'anaviy shakllarda ma'bad makonida etkazgan. Na ko'rinadigan dunyo, na inson o'z-o'zidan qimmatli san'at ob'ekti bo'la olmaydi. 13-asrda. o'rta asr madaniyatida yangi tendentsiyalar kuzatilmoqda (avliyo Frensisning quvnoq ta'limoti, gumanizmning peshvosi Dante ijodi). 13-asrning ikkinchi yarmida. italyan san'atining rivojlanishidagi o'tish davrining boshlanishi - Uyg'onish davrini tayyorlagan Proto-Uyg'onish (15-asr boshlarigacha davom etgan). Bu davrning ba'zi rassomlarining (G. Fabriano, Cimabue, S. Martini va boshqalar) ikonografiyada juda o'rta asrlar ijodi yanada quvnoq va dunyoviy boshlanish bilan sug'orilgan, raqamlar nisbiy hajmga ega bo'ladi. Haykaltaroshlikda figuralarning gotika eterligi yengiladi, gotika emotsionalligi pasayadi (N. Pisano). Birinchi marta o'rta asr an'analari bilan aniq tanaffus 13-asr oxiri - 14-asrning birinchi uchdan birida o'zini namoyon qildi. Freskalarda rasmga uch o'lchamli fazo tuyg'usini kiritgan Giotto di Bondone figuralarni ko'proq hajmli qilib chizgan, manzaraga ko'proq e'tibor bergan va eng muhimi, o'ziga xos, yuksak gotikaga yot, realizmni ko'rsatgan. inson tajribasini tasvirlash.

Proto-Uyg'onish davri ustalari tomonidan o'stirilgan tuproqda Italiya Uyg'onish davri paydo bo'ldi, u o'z evolyutsiyasida bir necha bosqichlardan o'tdi (Erta, Yuqori, Keyinchalik). Gumanistlar tomonidan ifodalangan yangi, aslida dunyoviy dunyoqarash bilan bog'liq bo'lib, u din, rasm va ma'baddan tashqarida yoyilgan haykal bilan uzviy aloqasini yo'qotadi. Rassom rasm yordamida dunyoni va odamni ko'z bilan ko'rgan holda o'zlashtirdi, yangi badiiy usulni qo'lladi (uch o'lchovli makonni istiqbolli (chiziqli, havodor, rangli) ko'chirish), plastik hajmning illyuziyasini yaratish; raqamlarning mutanosibligini kuzatish). Shaxsga qiziqish, uning individual xususiyatlari insonni ideallashtirish, "mukammal go'zallik" izlash bilan birlashtirildi. Muqaddas tarixning syujetlari san'atni tark etmadi, ammo bundan buyon ularning qiyofasi dunyoni o'zlashtirish va erdagi idealni o'zida mujassam etish

vazifasi bilan uzviy bog'liq edi (shuning uchun Baxs va Yahyo cho'mdiruvchi Leonardo, Venera va Botticelli xonimi juda o'xshash). . Uyg'onish davri arxitekturasi gotikaning osmonga intilishini yo'qotadi, "klassik" muvozanat va mutanosiblikka, inson tanasiga mutanosiblikka ega bo'ladi. Qadimgi tartib tizimi qayta tiklanmoqda, ammo tartib elementlari strukturaning bir qismi emas, balki an'anaviy (ma'bad, hokimiyat saroyi) va yangi turdagi binolarni (shahar saroyi, qishloq villasi) bezab turgan dekoratsiya edi.

Ilk Uyg'onish davrining asoschisi florensiyalik rassom Masachio hisoblanadi, u Giotto an'anasini tanlab oldi, u figuralarning deyarli haykaltaroshligiga erishgan, chiziqli istiqbol tamoyillaridan foydalangan, vaziyatni tasvirlashning odatiyligidan voz kechgan. 15-asrda rassomchilikning keyingi rivojlanishi. Florensiya, Umbriya, Padua, Venetsiya maktablarida (F.Lippi, D.Veneziano, P.de Franchesko, A.Pallayolo, A.Mantegna, C.Krivel, S.Botticelli va boshqalar) davom etdi. 15-asrda. Uyg'onish davri haykaltaroshligi tug'iladi va rivojlanadi (L. Giberti, Donatello, J. della Kersiya, L. della Robbia, Verrokkio va boshqalar, Donatello birinchi bo'lib arxitektura bilan bog'liq bo'lmagan o'z-o'zidan turuvchi dumaloq haykalni yaratdi, birinchi bo'lib a. shahvoniylik ifodasi bilan yalang'och tanasi) va me'morchilik (F. Brunelleschi, L.B. Alberti va boshqalar). 15-asr ustalari (birinchi navbatda L. B. Alberti, P. della Franchesko) tasviriy san'at va me'morchilik nazariyasini yaratdi.

1500 ga yaqin Leonardo da Vinchi, Rafael, Mikelanjelo, Giorgiona, Titian asarlarida italyan rasm va haykaltaroshligi yuqori Uyg'onish davriga kirib, eng yuqori cho'qqiga chiqdi. Ular yaratgan obrazlarda inson qadr-qimmat, kuch-qudrati, donoligi, go'zalligi o'zida mujassamlashgan. Rassomlikda misli ko'rilmagan plastika va kenglikka erishildi. D. Bramante, Rafael, Mikelanjelo asarlarida arxitektura o'zining yuksak cho'qqisiga chiqdi. 1520-yillardayoq Markaziy Italiya san'atida, 1530-yillarda Venetsiya san'atida o'zgarishlar ro'y berdi, bu esa kech Uyg'onish davrining boshlanishini anglatardi. 15-asr gumanizmi bilan bog'liq

bo'lgan Oliy Uyg'onish davrining klassik ideali yangi tarixiy vaziyatga (Italiya o'z mustaqilligini yo'qotdi) va ma'naviy iqlimga (Italiya gumanizmi yanada hushyorroq, hatto fojiali bo'ldi) javob bermay, tezda o'z ahamiyatini yo'qotdi. Mikelanjelo, Titianning ishi dramatik taranglik, fojia, ba'zida umidsizlikka, rasmiy ifodaning murakkabligiga olib keladi. So'nggi Uyg'onish davri P.Veroneze, A.Palladio, J.Tintoretto va boshqalarni o'z ichiga oladi. Yuksak Uyg'onish davri inqiroziga munosabat yangi badiiy yo'nalish – mannerizmning paydo bo'lishi bo'lib, o'zining yuksak subyektivligi, o'ziga xosligi (ko'pincha dabdabalilik va o'ziga xoslik darajasiga yetib boradi. da'vogarlik), o'tkir diniy ma'naviyat va sovuq allegorizm (Pontormo, Bronzino, Cellini, Parmigianino va boshqalar).

Shimoliy Uyg'onish davri 1420-1430 yillarda kechki gotika asosida (Jot an'anasining bilvosita ta'sirisiz) rasmda yangi uslub, "ars nova" - "yangi san'at" deb ataladigan narsaning paydo bo'lishi bilan tayyorlangan. (E. Panofskiy atamasi). Uning ma'naviy asosi, tadqiqotchilarning fikriga ko'ra, birinchi navbatda, XV asr shimoliy mistiklarining "yangi taqvodorligi" bo'lib, u o'ziga xos individualizm va dunyoni panteistik qabul qilishni nazarda tutgan. Yangi uslubning kelib chiqishida yog'li bo'yoqlarni ham takomillashtirgan golland rassomlari Yan van Eyk va Flemallik usta, undan keyin X. van der Goes, R. van der Veyden, D. Boates, G. Sint Yans, I. Bosh va boshqalar (15-asrning 2-yarmi o'rtalari). Yangi golland rasmi Evropada keng munosabatda bo'ldi: allaqachon 1430-1450 yillarda yangi rasmning birinchi namunalari Germaniyada (L. Mozer, G. Mulcher, ayniqsa K. Vitz), Frantsiyada (Eks va Axborot ustasi) paydo bo'ldi. , albatta, J. Fuquet). Yangi uslub o'ziga xos realizm bilan ajralib turardi: uch o'lchovli makonni istiqbol orqali o'tkazish (garchi, qoida tariqasida, taxminan), hajmga intilish. "Yangi san'at", chuqur diniy, individual kechinmalar, insonning fe'l-atvori bilan qiziqib, undagi, birinchi navbatda, kamtarlik va taqvodorlikni qadrlaydi. Uning estetikasi italyancha odamdagi mukammallik patosiga, klassik shakllarga bo'lgan ishtiyoqiga yot (qahramonlarning yuzlari ideal mutanosib emas, gotika burchakli). Maxsus sevgi,

tabiat, kundalik hayot batafsil tasvirlangan, diqqat bilan bo'yalgan narsalar, qoida tariqasida, diniy va ramziy ma'noga ega edi.

Shimoliy Uyg'onish davri san'atining o'zi 15-16-asrlar oxirida tug'ilgan. transalp mamlakatlari milliy badiiy va ma'naviy an'alarining Uyg'onish davri san'ati va Italiyaning gumanizmi bilan, shimoliy gumanizm rivojlanishi bilan o'zaro ta'siri natijasida. Uyg'onish davri tipidagi birinchi rassomni ko'zga ko'ringan nemis ustasi A. Dyurer deb hisoblash mumkin, ammo u beixtiyor gotika ma'naviyatini saqlab qoldi. Kichik G. Xolbeyn o'zining "ob'ektivligi" bilan gotika bilan to'liq tanaffus qildi. M. Grunevald rasmi, aksincha, diniy yuksalish bilan sug'orilgan edi. Nemis Uyg'onish davri rassomlarning bir avlodining ishi bo'lib, 1540-yillarda kamayib ketdi. 16-asrning birinchi uchdan birida Niderlandiyada. Italiyaning Oliy Uyg'onish davriga yo'naltirilgan oqimlari va odatlari tarqala boshladi (J. Gossart, J. Skorel, B. van Orley va boshqalar). 16-asr Gollandiya rasmidagi eng qiziqarli narsa. - dastgohli rasm, kundalik va landshaft janrlarining rivojlanishi (K. Massys, Patinir, Luka Leydenskiy). 1550-1560 yillardagi eng milliy rassom P. Bryugel oqsoqol bo'lib, u kundalik hayot va landshaft janridagi rasmlarga, shuningdek, odatda folklor bilan bog'liq bo'lgan rasm-masallarga ega va rassom hayotiga achchiq-istehzali qarashga ega. Niderlandiyadagi Uyg'onish davri 1560-yillarda tugaydi. Butunlay saroy tabiatiga ega bo'lgan frantsuz Uyg'onish davri (Gollandiya va Germaniyada san'at ko'proq burgerlar bilan bog'langan) Shimoliy Uyg'onish davridagi eng klassik bo'lgan. Italiya ta'sirida asta-sekin kuchayib borayotgan yangi Uyg'onish davri san'ati asrning o'rtalari – ikkinchi yarmida me'morlar P. Lesko, Luvr ijodkori F. Delorma, haykaltaroshlar J. Gujon va J. ijodida yetuklikka erishdi. Pilon, rassomlar F. Clouet, J. Cousin Senior.

Xulosa. Fransiyada italyan mannerist rassomlari Rosso va Primatsiolar tomonidan asos solingan "Fontenblo maktabi" yuqoridagi rassom va haykaltaroshlarga katta ta'sir ko'rsatdi, biroq frantsuz ustalari mannerist niqobi ostida yashiringan klassik idealni o'zlashtirib, manneristlar bo'lishmadi. Fransuz san'atida Uyg'onish davri

1580-yillarda tugaydi. 16-asrning ikkinchi yarmida. Italiya va boshqa Evropa mamlakatlaridagi Uyg'onish davri san'ati asta-sekin o'z o'rnini mannerizm va erta barokkoga bo'shatib bormoqda.

Foydanilgan adabiyotlar ro'yxati

- 1.Nazirov, B., & Bozorov, K. (2023). ACHIEVEMENTS OF UZBEK FOOTBALL IN THE YEARS OF INDEPENDENCE: ANALYSIS AND RESULTS. *International Bulletin of Applied Science and Technology*, 3(3), 443-450.
- 2.Nazirov, B., & Qalandarova, M. (2023). XUNNLAR TARIXI: TAHLIL VA NATIJALAR. *Евразийский журнал социальных наук, философии и культуры*, 3(2), 197-202.
- 3.Nazirov, B. (2018). Хитойнинг ўзаро алоқалар тарихига бир назар: илк ўрта асрлар мисолида. “Ноширлик ёғдуси”.
- 4.Nazirov, B. (2018). MIRZO ULUG'BEK RASADHXONASINING O'RTA ASRLAR ILM-FAN RIVOJIDA TUTGAN O'RNI. *Noshirlik yog'dusi, TerDU*.
- 5.Nazirov, B. (2018, October). Халқаро жинойтчиликка қарши курашишда Ўзбекистоннинг Интерпол билан алоқалари. In *MODERN SCIENTIFIC CHALLENGES AND TRENDS: a collection scientific works of the International scientific conference*. Warsaw: Sp. z oo" iScience".
- 6.Nazirov, B. (2020). Ўзбекистонда жисмоний маданият ва Спорт тарихини (XX аср–XXI аср бошларида Сурхон воҳаси мисолида) ўрганишнинг долзарблиги. *Scienceweb academic papers collection*.
- 7.Nazirov, B. (2022). O'zbekistonda jismoniy madaniyat va sport tarixi. *Scienceweb academic papers collection*.
- 8.Nazirov, B. (2021). Ўзбек миллий спортининг Сурхон воҳаси қизларининг ютуқлари ва натижаларини тарихий таҳлили. *Treasury of science/bulletin of the institute*.

1991-2017-yillarda Afrika mamlakatlari

Muhammadiyah Islom

Annotatsiya: Men ushbu maqolamda Afrika mamlakatlari yangi davr ya'ni 1991-2017-yillar oralig'ini adabiyotlardan o'rgangan holda ushbu maqolani yozdim. Aynan bunda Misr, Suriya, Liviya, Tunis, Marokash kabi davlatlarni ijtimoiy-iqtisodiy va siyosiy hayotini yoritganman.

Kalit so'zlar: Misr, Sudan, Liviya, Jazoir, Tunis, Marokash, Mavritaniya va G'arbiy Sahroyi Kabir

Shimoliy Afrika. Shimoliy Afrika mamlakatlariga Misr, Sudan, Liviya, Jazoir, Tunis, Marokash, Mavritaniya va G'arbiy Sahroyi Kabir kiradi. Misr sivilizatsiyaviy jihatdan ko'proq Sharqiy O'rtayer dengiziga mansub bo'lsa-da, Afrikaning arab mamlakatlari hayotida katta rol o'ynaydi. XX asr oxiri – XXI asr boshlarida Misr iqtisodiy rivojlanishda, qishloq xo'jaligi, madaniyatda katta yutuqlarni qo'lga kiritdi. Misr rivojlangan sayyohlik industriyasini yaratdi, mamlakatning valuta zaxirasi to'xtovsiz ortib bordi. Bu yutuqlar Misrga arab va musulmon dunyosining yetakchisi bo'lish imkonini berdi. Ammo 2000-yillarga kelib, Misrda ham islom fundamentalizmi faollashib qoldi. Ularning bosimi ostida Misr prezidenti Husni Muborak 2011-yili iste'foga chiqdi. Shundan so'ng bo'lib o'tgan prezidentlik saylovlarida «Musulmon birodarlar» radikal tashkilotidan nomzod Muhammad Mursi g'alaba qozondi. M.Mursi mamlakat prezidenti «inqilob himoyasiga yo'naltirilgan har qanday dekret»ni imzolashi va u sudda rad etilishi mumkin emasligini belgilab qo'ydi. Bu harakati uchun muxolifatchilar M.Mursini hokimiyatni egallab olishda, diktaturani tiklashda aybladi.

Armiyada norozilik boshlandi. Natijada 2013-yili M.Mursi harbiylar tomonidan ag'darildi va qamoqqa olindi. Hokimiyatga mudofaa vaziri general Abdul Fattoh as-Sisi keldi. U 2014-yili bo'lib o'tgan saylovlarda Misr prezidenti etib saylandi. «Musulmon birodarlar» terrorchi tashkilot deb e'lon qilindi, uning faollari qatag'onga uchradi. M.Mursi va tashkilotning yana bir qator faollari o'lim jazosiga hukm qilindi. Ammo Misrda terroristik xavf yuqoriligicha qolmoqda. 2017-yil 24-noyabrda ISHID tarkibiga kiruvchi «Viloyat Sinay» terrorchi tashkiloti vakillari Sinay yarimorolidagi masjidida juma namozi paytida portlash uyushtirib, namozxonlarga qarshi avtomatlardan o't ochdi. 235 kishi, jumladan, bolalar halok bo'ldi, 100 dan oshiq kishi yaralandi. Sudan XX asr oxiri – XXI asr boshlarida mintaqaning eng qoloq mamlakati bo'lib qolmoqda. Mamlakat aholisining asosiy qismi qishloq xo'jaligida band. Sanoat juda sust rivojlangan, mamlakat aholisining faqat 5%i bu sohada band. Sudanning chegarasi mustamlaka davrida sun'iy bo'lingan bo'lib, bu ko'plab etnokonfessional mojarolarga sabab bo'lib kelmoqda.

Liviyada M.Kaddafiyning uzoq hukmronligi davrida neftdan olingan daromad yirik ijtimoiy islohotlarni amalga oshirish imkonini berdi. Buning natijasida Liviyaliklar Shimoliy Afrikada eng yahshi ta'minlangan aholiga aylandi. Tashqi siyosatda M.Kaddafiy hukumati inqilobiy va terrorchi tashkilotlariga, ayniqsa, islom dini bayrog'i ostida harakat qiluvchilarga yordam ko'rsatdi. M.Kaddafiyning nomi bir qator terroristik aktlar bilan bog'landi va bu xalqaro jamoatchilikning noroziligiga sabab bo'ldi. 2011-yili Liviyada ham hukumatga qarshi g'alayonlar boshlandi. Qo'zg'olonchilar muvaqqat hukumat tuzib, yordam so'rab NATOga murojaat qildi. NATO kuchlari Liviyani bombardimon qildi, M.Kaddafiy o'ldirildi, ammo turli guruhlar o'rtasida to'qnashuvlar to'xtamadi. 2016-yili mamlakatda fuqarolar urushi boshlanib ketdi. Bu urushda turli diniy tashkilotlar ishtirok etmoqda. Urush Liviyani iqtisodiy halokat yoqasiga olib keldi. Millionlab kishilar mamlakatni tark etib, qochoqqa aylandi. Mintaqaning Jazoir, Tunis, Marokash va Mavritaniya kabi mamlakatlarida ham shu davrda yuz bergan inqiloblar va to'ntarishlar murakkab ko'rinishga, ko'pincha diniy asosga ega bo'lib, bu jamiyatlarning modernizatsiyaga muhtojligini ko'rsatmoqda. 1990-yillarda Tropik va Janubiy Afrika mamlakatlarida ham muhim va o'ta murakkab o'zgarishlar yuz berdi. Bular Afrika mamlakatlarining o'zidagi rivojlanish tendensiyalari va umumjahon ahamiyatiga ega bo'lgan voqea – «sovuq urush»ning yakunlanishi bilan bog'liq edi. Ikki qarama-qarshi bloklar o'rtasida Afrikaga ta'sir uchun kurash yakun topdi. Afrika mamlakatlarida demokratlashtirish tendensiyalari, fuqarolik jamiyatini tuzishga intilish paydo bo'ldi. Bir partiyali tizimdagi davlatlarning ko'pchiligi ko'p partiyali tizimga o'tdi. Dasturida marksizm-leninizm haqidagi nizom saqlanib qolayotgan hukmron partiyalar bu yo'riqlardan voz kehdilar, marksizmga sodiq qolgan Efiopiyadagi Mengistu Xayle Mariam hukumati 1991-yili ag'darib tashlandi. Ammo bu jarayonlar mintaqadagi siyosiy holatni keskinlashtirib yubordi. 1989-yilda Liberiyada etnik asosda boshlangan fuqarolar urushi ko'plab qurbonlar va 1 million aholining qo'shni davlatlarga ommaviy qochishiga olib keldi. Mamlakat xarob ahvolga keldi. Faqat Liberiyaga xalqaro harbiy kuchlarni kiritish ahvolni biroz tartibga keltirdi. Syerra-Leoneda ham harbiy to'ntarishlar va qurolli mojarolar fuqarolar urushiga olib keldi. Faqat BMT aralashuvi keskinlikni biroz yumshatdi, ammo mamlakat iqtisodi vayron bo'lgan edi. Ruanda va Burundida ham qonli mojarolar bo'lib o'tdi. 1990-yillar o'rtalariga kelib tutsi va xutu xalqlari o'rtasidagi kurash keskinlashib, genotsidga olib keldi. Natijada Ruandaning 1 millionga yaqin aholisi halok bo'ldi, Burundida 1 millionga yaqin kishi qochoqqa aylandi. 1997-yili Kongo Demokratik Respublikasida Mobutuning diktatorlik rejimi ag'darildi. Ammo yangi hukumat uzoq yillar davomida to'planib qolgan ijtimoiy-iqtisodiy inqirozni yengib, etnik ziddiyatlarni yumshata olmadi. BMT Kongo Demokratik Respublikasini

dunyoning eng qashshoq mamlakati deb tan oldi. Kongo inqiroziga Afrikadagi qator davlatlar: Janubiy Afrika Respublikasi, Angola, Namibiya, Uganda, Ruanda, Zimbabve ham u yoki bu darajada hissa qo'shdi. Ularning barchasi mojaroni tinch yo'l bilan hal qilish to'g'risida bayonot bersalar-da, bir guruhi markaziy hokimiyatni, boshqalari isyonchilarni qo'llab-quvvatladi. Bu kabi kulfatlar Tropik va Janubiy Afrikaning katta qismidagi holatni aks ettiradi. Bu yerda ijtimoiy-iqtisodiy inqiroz borgan sari kuchayib bordi. Aholi o'sish darajasining yuqoriligi ishsizlik muammosini yanada keskinlashtirdi. Jahon bozorida Tropik va Janubiy Afrika xomashyosiga bo'lgan talabning kamayishi mintaqa mamlakatlari iqtisodiga katta zarba bo'ldi. Afrikaning ko'plab mamlakatlarida aholi jon boshiga yillik daromad 1960-yildagidan ham pastga tushib ketdi. Faqat XXI asr boshlariga kelib ijobiy tomonga o'zgarish boshlandi. XXI asrda afrikaliklar oldida katta muammolar turgani aniq. Bulardan eng kattasi demografik muammo hisoblanadi. Qashshoqlik, dahshatli kasalliklarga qaramasdan, XXI asr boshlarida Afrikaning ko'plab mamlakatlarida aholining yillik o'sishi juda yuqoriligicha qolmoqda. BMTning hisob-kitobiga ko'ra, Afrika aholisi 2050-yilga kelib 2 milliard kishiga yetadi. Bu yangi asrda Afrika juda katta muammolar oldida turganligidan dalolat beradi.

Xulosa Hozirgi kunda qashshoqlik va korrupsiya bilan birga mamlakatning eng katta muammolaridan biri gender tengsizlik bo'lib qolmoqda. Ayollarga nisbatan zo'rvonlik oddiy hol bo'lib, eng dahshatlisi, aholining katta qismi buni oddiy hol sifatida qabul qiladi. Boshqa bir muammo Afrika mamlakatlarida zamonaviy qullikning saqlanib qolayotganligi bo'lmoqda. Ayniqsa, bolalarning qullik holati jahon jamoatchiligini tashvishga solmoqda. Bugun Afrika mamlakatlarida millionlab bolalar qullik holatida hayot kechirismoqda.

Foydanilgan adabiyotlar ro'yxati:

1. Guber, Kim, Xeyfis. Novaya istoriya stran Azii i Afriki Moskva, Prosvesheniye, 1982.
2. Ulyanov I. Tri lidera Indii. Moskva, Politizdat, 1989.
3. Hayitov Sh. A. Osiyo Afrika va mamlakatlari Yangi zamon tarixi. (Ma'ruzalar matni) Buxoro, - 2007.

Zamonaviy rahbarning liderlik qobiliyati

Nafasova O'g'iloy

Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Ushbu maqolada tashkilotlarda xodimlarni boshqarishda liderlik xususiyatlarining ahamiyati, rahbarning liderlik sifatlarini oshirish imkoniyatlari, liderlikni tadqiq qilish xususiyatlari, shuningdek, rahbarlik qobiliyati haqida fikr yuritiladi.

Kalit so'zlar: : Boshqaruv, rahbarlik, liderlik, liderlik sifati

Insoning lider bo'lishga intilishiga nima majbur qiladi? Liderlarning vujudga kelish mexanizmi, xususiyatlari va yo'nalishlarining sub'ektiv jihatlariga Z. Freydning psixoanalitik nazariyasi aniqlik kiritadi. Uning nuqtai nazariga ko'ra, liderlik asosida ongsiz ravishdagi hissiyotlarga berilish yotadi. Insonda rahbarlik va liderlik mavqeiga ega bo'lish o'zini noqulay sezish, ojizlik va uquvsizlik kabi holatlarni yengishga imkon beradi. Psixoanaliz nazariyasiga ko'ra liderni bo'ysunish ham o'ziga hos ta'riflanadi - liderni sub'ektiv ravishda qabul qilish va unga bo'ysunish insonda bolalikdan shakllanadi va rahbar tomonidan himoyalani va obro'li shaxslarga yaqin bo'lishga ehtiyoj ko'rinishida ifodalanadi. Bu turdagi liderlar qattiq nazorat ostida bo'lishi zarur. Liderlikning tasniflanishi turli - tumandir. Guruhda liderlar turlarini aniqlash qaysi mezonlarga ko'ra amalga oshiriladi? Ustuvor funksiyalarga bog'liq ravishda liderlarning quyidagi turlarini ajratib ko'rsatiladi: 1. Tashkilotchi lider. Uning asosiy sifati, jamoa ehtiyojlarini o'zining shaxsiy vazifalari sifatida qabul qiladi va faol harakat qiladi. Bu lider kelajakka ishonch bilan qaraydi va barcha muammolarni yechish mumkin deb hisoblaydi, odamlarni ishontira oladi. 2. Lider-ijodkor. Bu liderlar yengiliklarga intiladi, xavfli va yechishi qiyin bo'lgan muammolarni yechishga kirishadi. Buyruq bermaydi, balki muxokama qilishga chaqiradi. 3. Lider -kurashchi. Irodali, o'z kuchiga ishongan shaxs. Xavf-xatar va noaniqliklarga birinchi bo'lib qarshi boradi, uylab o'tirmay kurashga kirishadi. O'z nuqtai - nazaridan chetlashmaydi va yon bosmaydi. Biroq bu liderlar o'z harakatlarini oldindan puxta uylab ko'rmaydi. 4. Lider diplomat. Bu liderlar vaziyatni juda yaxshi biladi, noozik jihatlariga ta'sir etib kimlarga qanday ta'sir etilishi biladi. 5. Lider- hamdard. Bu liderlarga xodimlarni og'ir paytlarda qullay olishgani uchun intilishadi. Ular xodimlarni xurmat qiladi, ularni ruhan qo'llab - quvvatlaydi. Guruhdagi umumiy liderlik quyidagi tashkil etuvchilardan iborat bo'ladi (liderlikka xos rollar): a) ishbilarmonlikka asoslangan liderlik. Ishlab chiqarish muammolarini hal etishiga qaratilgan rasmiy guruhlar uchun xosdir. U

yuqori malaka, tajribaga ega bo‘lib, tashkiliy masalalarni yechishda unga teng keladigani yo‘q “guruh qo‘llari”; b) hissiyotlarga asoslangan liderlik. Insoniy hayrixohlik, liderning shaxslararo munosabat ishtirokchisi sifatidagi jalb eta olish qobiliyati tufayli norasmiy ijtimoiy guruhlarda yuzaga keladi “guruh yuragi;” c) axborotga asoslangan liderlikda liderga uning yuqori bilim, kerakli axborotga ega ekanligi uchun murajjat qilishadi. U hamma narsani biladi, tushuntirib bera oladi va kerakli axborotni topishga yordam beradi- “guruh aqli”. Yuqoridagi uch komponentning hammasini o‘zida mujassamlashtirgan lider eng yaxshi lider bo‘la oladi, lekin universal liderlar kamdan-kam uchraydi[Liderlik yuqori rahbariyat bilan bog‘liq bo‘lib, tashkilotda birinchi lider – rahbar ekan, quyidagi savollar tug‘iladi: Zamonaviy rahbar liderlik haqida nimalarni bilishi kerak; hozirgi zamonda lider-rahbarga qanday talablar quyiladi va lider bo‘lib yetishish uchun nimalar qilish lozim. Yuqorida ko‘rib chiqilgan nazariy holatlar rahbar faoliyatida liderlik sifatlarining ahamiyatini ko‘rsatsada, O‘zbekiston korxonalarida amaliyotida liderlik salohiyatini oshirishga yetarli e‘tibor berilmaydi. Bu holat quyidagi muammolar bilan belgilanadi: - Korxonalarda menejment bo‘yicha yetarli bilimga ega mutaxassislarining yetishmasligi; - Liderlik sifatlarini rivojlantirishga ikkinchi darjali masala sifatida qarash; - rahbarning liderlik qobiliyati va salohiyatini belgilab beruvchi mukammal uslubiyatning ishlab chiqilmaganligi; - korxonalar boshqaruv tizimlarining barcha darajalaridagi menejmlarning liderlik ko‘nikmalarini oshirishga e‘tiborning pastligi; - korxonalarda boshqaruv bo‘yicha, hususan liderlik salohiyatini oshirish bo‘yicha malaka oshirish tadbirlari uchun mablag‘larning ajratilmasligi. Mazkur muammolarning hal etilishi mamlakatimiz korxonalar va tashkilotlarida rahbar xodimlarning liderlik salohiyatining oshirishiga yordam beradi deb hisoblaymiz.

Foydalanilgan adabiyotlar ro‘yxati:

1. Формичев И.А, Исследование систем управления. Учебник. -М.: Издательско-торговая корпорация “Дашков и К”, 2013 -348 с. 2. Нурибетов Р.И., Ахмедов С.И. Ишлаб чиқариш менежменти: Ўқув қўлланма. Т.: Талқин. 2008 3. Yo‘ldoshev N.K. Kadirxodjayeva N.R.- Ishlab chiqarish texnologiyalari T.: O‘zbekiston faylasuflari milliy jamiyati nashriyoti, 2014

Boshlang'ich sinflarda mantiqiy fikrlashni masalalar orqali rivojlantirish.

Babayeva Maxfuza Abduvaitovna

Termiz iqtisodiyot va servis universiteti "Pedagogika" kafedrasida o'qituvchisi

E-mail: maxfuzabobyeva7961@gmail.com Tel: 99-201-90-44

Annotasiya. Hozirgi kunda ro'y berayotgan o'zgarishlar ta'lim tizimiga ham o'z hissasini qo'shmoqda. Zamonaviy ta'lim bolada mustaqil ravishda o'rganish asosida ta'limiy harakatlarni shakllantirishni nazarda tutadi. Bunda o'quvchida mantiqiy fikrlashni masalalar asosida shakllantirish muhim ahamiyat kasb etadi.

Kalit so'zlar: mantiqiy fikrlash, tafakkur, taqqoslash, umumlashtirish, rivojlantirish, bilim, ko'nikma, malaka.

Avallari ta'lim maqsadi o'quvchiga bilim ko'nikma va malakalarni shakllantirishdan iborat bo'lsa, endi nafaqat shakllantirish balki egallangan bilim, ko'nikma va malakalar asosida mantiqiy, kreativ fikrlay olish hamda ularni turli vaziyatlarda qo'llay olish layoqatini shakllantirishdan iborat. Boshlang'ich sinfda o'qishga yo'naltirish, aqliy faoliyatni rivojlantirish jarayonida fikrlash asosiy funksiyaga aylanadi. Bolalar tafakkurini o'rgangan olimlardan L. S. Vygotskiy fikriga ko'ra har bir yoshda aniq psixologik funktsiya ustunlik qiladi, maktabgacha yoshdagi bolalarda rivojlanish markazi xotira bo'lsa, boshlang'ich maktab o'quvchilari uchun – fikrlash hisoblanadi. Fikrlash bolaga aqliy harakatlarni amalga oshirishga imkon beradi, bu aqlning rivojlanishiga hissa qo'shadi.[2]. Fikrlash va mantiq bir-biri bilan chambarchas bog'liq va shuning uchun boshlang'ich sinf o'quvchisida mantiqiy fikrlashni shakllanishi hamda uning ahamiyatli jihatlarini anglash muhimdir. Ta'limda mantiqning ahamiyati haqida Ya.A. Komenskiy maktab o'quvchilarini birinchi navbatda xulosalar, hayotdan aniq misollar yordamida qoidalar bilan tanishtirish so'ngra matematikadan mantiqiy masalalar, isbotlashga oid masalalar yechish orqali, o'z nuqtai nazarini isbotlash va inkor etishni o'rgatish natijasida mantiqiy fikrlashini rivojlantirish kerak deb hisoblagan[3].

Mantiqiy fikrlash jarayonida aqliy faoliyat usullari: analiz, sintez, taqqoslash, analogiya, umumlashtirish, abstraksiyalash va konkretlashtirish amalga oshiriladi. Mantiqiy fikrlash bolani o'zlashtirgan bilim, ko'nikma va malakalaridan foydalangan holda, nazariy va amaliy nostandart vaziyatlarda qaror qabul qilishga, shuningdek, kerakli ma'lumotlarni topishga o'rgatishni tartibga soladi hamda

kelajakdagi voqealarni oldindan bilish, takomillashtirish, yuzaga keladigan qiyinchiliklarni doimiy ravishda yengish, muammolarni hal qilishda tezda eng to'g'ri yechimni topish, har qanday vazifani bajarishda ijodiy bo'lish kabi hislatlarni rivojlantiradi. Mantiqiy fikrlay oladigan inson atrof muhitdagi o'zgarishlarga moslashadi, asosli qarorlar qabul qila oladi, shaxs sifatida rivojlanadi. Boshlang'ich sinf o'quvchisining mantiqiy tafakkurini rivojlantirish uch bosqichni o'z ichiga oladi: bilimlarni shakllantirish, mantiqiy operatsiyalarni rivojlantirish, kognitiv faollikni shakllantirish[4]. Boshlang'ich maktab o'quvchilarida mantiqiy fikrlashni rivojlantirish quyidagicha amalga oshirilishi mumkin. Birinchidan, o'qituvchi taqqoslash va umumlashtirish kabi aqliy faoliyat usullarini dars jarayonida qo'llashi natijasida, ikkinchidan, D.B. Elkonin [6] ta'kidlashicha, mantiqiy fikrlashni shakllantirish uchun maktab o'quvchilarining o'yin faoliyati e'tibor qaratish, uchinchidan, V.V. Davidov fikricha [5], darsda og'zaki va vizual usullar unumli foydalanish asosida.

Matematika boshqa fanlar kabi o'quvchilarning mantiqiy tafakkurini rivojlantirishga ta'sir ko'rsatadi. Boshlang'ich sinf o'quvchilarining mantiqiy tafakkurini rivojlantirishga matematik bilim va matematik ko'nikmalarni egallashida muhim ahamiyatga ega. Matematika darslarida masalalar yechish fanni o'zlashtirishning, mantiqiy fikrlashni shakllantirish va rivojlantirishning muhim tarkibiy qismi hisoblanadi[7]. Bunda mantiqiy masalalar muhim ahamiyat kasb etadi. Mantiqiy masalalarni yechish davomida o'quvchi noma'lumni topishda uni qaysi hayotiy faoliyatga bog'liqligini aniqlash, ma'lum xossalariga ko'ra guruhlab va ajratib olish qobiliyatiga ega bo'lishi, chuqur mulohaza qilishi hamda egallan nazariy bilimlarni to'g'ri qo'llashni talab qiladi. Mantiqiy fikrlashni rivojlantirish uchun matematika darslarida mantiqiy topshiriqlar bilan boyitish bilan erishish mumkin. Topshiriqlar ba'zan juda oddiy echimga ega, ammo tushunish uchun katta aqliy harakat talab qilinadigan masalalarni o'z ichiga olishi kerak. Bolalarga bunday masalalarni yechishni o'rgatish uchun mantiqiy jadvallar, graflar yoki sonli jumboqlardan foydalanish mumkin. Bir nechta mantiqiy masalalardan ko'rib chiqamiz[1].

1 masala. (kombinatorikaga oid) 1, 2 raqamlaridan nechta ikki xonali sonlar yasash mumkin, agar raqamlar takrorlanmasa?

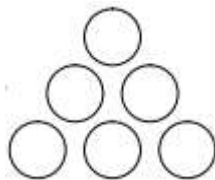
Yechish. Agar 1 raqami birinchi o'rinda bo'lsa, ikkinchisida 2 yoki 3 raqami bo'lishi mumkin; agar birinchi raqam 2 bo'lsa, keyin 1 yoki 3 raqami ikkinchi o'rinda bo'lishi mumkin; agar birinchi bo'lsa o'rin 3 raqami, keyin 1 raqami ikkinchi o'rinda bo'lishi mumkin yoki 2. Biz jami 6 ta raqam olamiz.

2 masala. 0, 1 va 2 raqamlaridan nechta ikki xonali son yasash mumkin?(raqamlar takrorlanishi mumkin).

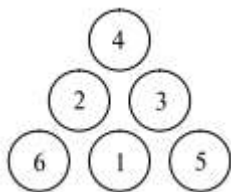
Yechish: o'nlar xonasida faqat 1 va 2 raqamlari bo'lishi mumkin, agar o'nlar xonasida 1 raqami bo'lsa, birlar xonasida 0 yoki 2, ya'ni 10, 12, 11 o'nlar xonasida 2 raqami bo'lsa, birlar xonasida 0 yoki 1, ya'ni 20, 21, 22

Demak 6 ta son hosil bo'ladi: 10, 11, 12, 20, 21, 22.

3 masala 1, 2, 3, 4, 5, 6 sonlarini doirachalar ichiga shunday joylashtiringki bir to'g'ri chiziqda yotuvchi sonlar yig'indisi teng bo'lsin.



Yechish.



Foydalanilgan adabiyotlar.

1. Г.В. Керова. Нестандартные задачи по математике. 1–4 классы : пособие для учителя. – Москва : ВАКО, 2021. 239 с
2. Выготский Л. С. Мышление и речь. Психологические исследования. Изд.5, испр. М. : Издательство «Лабиринт», 1999. 352 с
3. Коменский Я. А. Избранные педагогические сочинения: в 2-х т. М. : Педагогика, 1982. Т. 1. 656 с.
4. Глозман Ж. М., Курдюкова С. В., Сунцова А. В. Развиваем мышление. Игры, упражнения, советы специалиста. Саратов : Вузовское образование, 2013. 78 с.9
5. Давыдов В. В. Виды обобщения в обучении (логикопсихологические проблемы построения учебных предметов). 2-е изд. М. : Педагогическое общество России, 2000. 480 с
6. Эльконин Д. Б. Избранные психологические труды. М. : Педагогика, 1995. 560 с.
7. Babayeva, M. A., & Samatova, M. N. (2023). Ta'limda kreativlik va uni rivojlantirish bosqichlari. Scholar, 1(13), 34-38.
8. Abdiravupovich, K. Y. (2023). Integrated Approach to Mathematical Education in a Pedagogical University. Web of Synergy: International Interdisciplinary Research Journal, 2(6), 377-380.

ТРАНЗИЕНТНЫЙ ПРИ ИНФАРКТЕ МИОКАРДА КЛИНИКО- НЕЙРОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА РАЗВИТИЯ ИШЕМИЧЕСКОГО ИНСУЛЬТА

Рамазонов Бекзод Нуралиевич

Студентка Бухарского государственного медицинского института

Гаффарова Висола Руркатовна

*к.м.н. Старший преподаватель кафедры неврологии,
Бухарский государственный медицинский институт*

АННОТАЦИЯ: Транзиторная ишемическая атака (ТИА) может нести высокий риск развития обширного инсульта и поэтому считается неотложной медицинской помощью. Недавние данные показывают, что ТИА с визуализационным подтверждением инфаркта головного мозга представляет собой крайне нестабильное состояние с ранним риском инсульта, который в 20 раз выше, чем риск после ТИА без повреждения тканей. Поэтому использование нейровизуализации при ТИА имеет решающее значение не только для диагностики, но и для точной стратификации риска. В этой статье мы обсуждаем последние достижения в области диагностической визуализации, категоризации и стратификации риска при ТИА.

Ключевые слова: Транзиторная ишемическая атака, определение, диффузионно-взвешенная визуализация, визуализация, стратификация риска, оценки риска

ВВЕДЕНИЕ: Острый ишемический инсульт (ОИС) является редким, но критическим осложнением острого инфаркта миокарда (ОИМ) [1,2,3]. Несколько клинических переменных, включая возраст, пол, инфаркт миокарда с подъемом сегмента ST (ИМпST), фибрилляцию предсердий (ФП) и специфические интервенционные процедуры, были зарегистрированы как факторы риска острого инсульта у пациентов с ОИМ [1,4,5,6, 7]. Среди этих факторов конкретные интервенционные процедуры могут быть более важными, чем неизменяемые факторы, такие как возраст или пол, поскольку у врачей может быть возможность изменить свои интервенционные процедуры для предотвращения АИС. Хотя в более ранних исследованиях сообщалось, что трансфеморальное вмешательство, аспирация тромба и механическая поддержка были связаны с инсультом у пациентов с чрескожным коронарным вмешательством (ЧКВ), интервенционные процедуры, связанные с ОИС у

пациентов с ИМпСТ, полностью не обсуждались [7,8,9]. Частота развития ОИС или транзиторной ишемической атаки (ТИА) выше в случаях STEMI, чем в случаях инфаркта миокарда без подъема сегмента ST (NSTEMI) [4,5]. Кроме того, пациентам с ИМпСТ определенно необходимы экстренная коронарография (КАГ) и первичное ЧКВ [10,11]. Целью данного исследования было изучение факторов, связанных с впервые возникшим ОИС/ТИА у пациентов с ИМпСТ, которым потребовалось первичное ЧКВ.

Методы оценки пациентов а последнее десятилетие произошли существенные новые достижения в диагностике, включая широкую доступность МР-ангиографии (МРА) и компьютерно-томографической (КТ) ангиографии (КТА), признание того, что диффузная МР-ангиография часто выявляет отклонения у пациентов с классической ТИА, а также развитие и валидация алгоритмов стратификации риска, которые идентифицируют пациентов с ТИА с более высоким и низким риском раннего инсульта. Соответственно, клиницисты нуждаются в обновленных рекомендациях относительно определения, срочности и оценки пациентов с ТИА. Используются формальные уровни доказательств и классы рекомендаций. Поскольку окончательных клинических исследований в этой области мало, этот документ представляет собой скорее научное заявление, чем руководство. Лечение ТИА не рассматривалось данной группой авторов, поскольку оно уже описано в рекомендациях Совета по инсульту по лечению острой церебральной ишемии и вторичной профилактике после ишемического инсульта и ТИА.3

Статистический анализ Данные анализировали с помощью программных модулей STATISTICA 4.0 (StatSoft Inc). Групповые данные выражаются как среднее значение \pm стандартное отклонение для непрерывных переменных и как показатели для переменных по номинальной шкале. Различия между двумя средними значениями оценивались с помощью t-критерия для непарных данных или U-критерия Манна-Уитни, когда это необходимо. Различия между пропорциями анализировали с помощью теста χ^2 . Различия в частоте событий инсульта, связанные с возрастом и годом начала соответственно, оценивались с помощью линейной регрессии. Разница в частоте инсульта, связанная с годом начала, также оценивалась с помощью линейной регрессии. Нулевая гипотеза была отклонена при значениях $P < 0,05$.

Риск инсульта, связанного с ИМ, связанного с различными клиническими характеристиками, определяется соотношением ОШ с 95% ДИ для соответствующего исследования случай-контроль.11 Условная множественная логистическая регрессия (Stata 4.0, Stata Corp) использовалась для выявления независимых предикторов развития ИМ, связанного с ИМ.

гладить. В модель были включены переменные, связанные с риском инсульта, связанного с ИМ, при одномерном анализе или считавшиеся представляющими потенциальный клинический интерес. Кривые выживаемости Каплана-Мейера были рассчитаны для пациентов с инсультом, связанным с ИМ, и без него, и сравнивались между группами с помощью лог-рангового теста. Модель пропорциональных рисков Кокса использовалась для выявления предикторов смерти.

Обсуждение: Инсульт после острого ИМ является редкой, но важной клинической проблемой. Частота возникновения инсульта, связанного с ИМ, оценивалась в нескольких исследованиях как до, так и после введения аспирина и тромболитиков в качестве стандартной терапии. В ранних исследованиях, изучавших влияние варфарина на острый ИМ, инсульт возник у 2,3–3,8% нелеченых пациентов.¹³¹⁴¹⁵¹⁶ В обсервационных исследованиях в отделениях коронарной терапии в 1970-х и 1980-х годах частота инсультов составляла от 0,9% до 1,9%.⁶¹⁷¹⁸¹⁹ В крупных исследованиях тромболитизиса частота инсультов в группах плацебо составляла от 0,8% до 1,1%.²⁰²¹²² Предполагалось возможное снижение частоты инсультов после ИМ, но это трудно обосновать из-за различий в включении пациентов, исключение пациентов из группы высокого риска, разные диагностические критерии и разное время наблюдения в разных исследованиях.²³ Настоящее исследование было популяционным; оно включало большое количество невыбранных пациентов и охватывало период времени в 10 лет. В течение всего периода исследования использовались одни и те же диагностические критерии, и каждый зарегистрированный инсульт оценивался на предмет возможной связи с ИМ. Наши результаты подтверждают тенденцию к снижению заболеваемости и частоты ишемических инсультов, связанных с ИМ. Тенденции к снижению общей заболеваемости инсультом среди нынешней популяции не наблюдается.²⁴

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Джонстон С.С., Файад П.Б., Горелик П.Б. и др. Распространенность и осведомленность о транзиторной ишемической атаке среди взрослых в США. Неврология. 2003;60(9):1429–1434. [PubMed] [Академика Google]
2. Ллойд-Джонс Д., Адамс Р.Дж., Браун Т.М. и др. Статистика сердечно-сосудистых заболеваний и инсультов – обновленная информация за 2010 год: отчет Американской кардиологической ассоциации. Тираж. 2010;121:e46–e215. [PubMed] [Академика Google]

3. Чандратева А., Мехта З., Джерати О.К. и др. Популяционное исследование риска и предикторов инсульта в первые несколько часов после ТИА. Неврология. 2009;72:1941–1947. [Бесплатная статья PMC] [PubMed] [Google Scholar]
4. Ротвелл П.М., Варлоу К.П. Время возникновения ТИА, предшествующего инсульту: временной интервал для профилактики очень короткий. Неврология. 2005;8(64):817–820. [PubMed] [Академика Google]
5. Хакам Д.Г., Капрал М.К., Ван Дж.Т. и др. Большинство пациентов с инсультом не получают предупреждения: популяционное когортное исследование. Неврология. 2009;73:1074–1076. [Бесплатная статья PMC] [PubMed] [Google Scholar]
6. Ротвелл П.М., Джайлс М.Ф., Чандратева А. и др. Влияние срочного лечения транзиторной ишемической атаки и незначительного инсульта на ранний повторный инсульт (исследование EXPRESS): проспективное популяционное последовательное сравнение. Ланцет. 2007;370:1432–1442. [PubMed] [Академика Google]
7. Тул Дж.Ф., Лефковиц Д.С., Чамблесс Л.Е. и др. Самооценка транзиторной ишемической атаки и симптомов инсульта: методы и исходная распространенность. Исследование ARIC, 1987–1989 гг. Am J Epidemiol. 1 ноября 1996 г.; 144 (9): 849–856. [PubMed] [Академика Google]

**O'QUVCHILARDA MUSTAQIL IJODIY FAOLIYATNI
RIVOJLANTIRISHDA NOSTANDART TOPSHIRIQLARDAN
FOYDALANISH**

D.Muhammadiyeva

Termiz iqtisodiyot va servis universiteti

1-bosqich magistranti

Annotatsiya: Mazkur maqolada boshlang'ich sinf o'quvchilarida tanqidiy fikr-mulohaza yuritish ko'nikmalarini shakllantirishda nostandart matematik topshiriqlardan foydalanishning ilmiy-nazariy asoslari haqida fikr-mulohazalar yuritilgan.

Kalit so'zlar: Nostandart ta'lim, metodika, matematika, boshlang'ich ta'lim, kreativlik, ko'nikma va qobiliyat.

Yurtimizda ta'lim tizimini tubdan isloh qilish, o'qitish sifati va mazmunini yangi bosqichga ko'tarish, malakali kadrlar tayyorlashning zamonaviy mexanizmini yaratish, o'quv dasturlari va adabiyotlarini yangilashga qaratilgan islohotlar bosqichma bosqich, tizimli ravishda amalga oshirilmoqda. Hozirgi kunda yurtimiz rivojlanishida Sharqona tarbiya mazmunini o'zida mujassam etgan ta'lim muassasalarimizdagi o'quvchi-yoshlarni o'rta asr Sharqning buyuk mutafakkirlari Xorazmiy, Forobiy, Ibn Sinolar ta'kidlaganlaridek, mustaqil tanqidiy fikrlashga o'rgatish hamda ushbu tanqidiy fikrlashi jarayonida o'zlashtirilgan bilimlar biror bir manbadan tayyor holda olingan bilimlar bilan qiyoslaganda katta afzallikka ega ekanligini uqitirish bugungi globallashuv jarayonida o'zni muhim sanaladi.

Ayniqsa, to'liqroq va tezroq rivojlangan bu bilimlar o'quvchilar e'tiqodiga aylanadi va ularning tafakkuri hamda faol amaliy tanqidiy fikrlashi quroliga hisoblanadi. Tanqidiy fikrlash masalalarini tadqiq etish bilan ko'plab zamonaviy olimlar, pedagoglar, psixologlar va metodistlar shug'ullanadi. Xususan, V.V.Davidov, M.G.Davletshin, I.Y.Lerner, A.M.Matyushkin, M.I.Mahmutov, S.Rajabov, D.Shodiyev, E.G'oziyev, A.M.Umronxo'jayev ishlarida muammoli ta'lim tamoyillarida umumlashtirish turlari va ularning tuzilishi, o'quv jarayonini tashkil etish ochib beriladi, tanqidiy fikrlashining tuzilishlari, aqliy faoliyatning umumlashgan usullarini shakllantirish yo'llarini belgilovchi alohida komponentlarning o'ziga xos xususiyatlari tahlil etiladi.

Nostandart fikrlashning ijodiy manbalari qadim zamonlarga borib taqaladi. Yaqin va O'rta Sharqda yashab ijod etgan o'rta asr mutafakkirlari tabiiy-ilmiy asarlarida ilmning turli tomonlari, uning prinsiplari, tuzilishi, mezonlari, ilmning inson aqliy rivoji va ta'limi bilan bog'liqligiga jiddiy qiziqish borligini kuzatamiz. Xorazmiy, Forobiy, Beruniy, Ibn Sino, ularning safdoshlari va izdoshlari

gnoseologik qarashlarining xarakterli xususiyati shundan iboratki, inson ongida predmet timsoli (obrazi)ni mavhumlashtirish jarayoni ular e'tiborini doimo jalb etgan, buning natijasida mazkur predmet mohiyati va o'ziga xosligi tushunchasi ishlab chiqilgan va shakllangan.

O'quvchi-yoshlar nostandart fikrlashini o'rganishda zamonaviy didaktika o'qish jarayonida o'quvchilar psixik tanqidiy fikrlashi bilan shug'ullanuvchi ta'lim psixologiyasi yutuqlaridan foydalanadi. Ta'lim tizimida o'quvchi-yoshlarda nostandart fikrlashni o'stirishga xizmat qiladigan metodlar "Demokratik ta'lim uchun" konsorsiumi tomonidan amalga oshiriladigan "Tanqidiy fikrlash uchun o'qish va yozish" loyihasi doirasida ishlab chiqilgan bo'lib, tanqidiy fikrlashning faol metodlarini ishlab chiqishda quyidagi asoslardan kelib chiqadilar:

Nostandart y fikrlash nima? Nostandart fikrlashni rivojlantirish oson ish emas. Bu muayyan yosh davrida tugallangan va esdan chiqarilgan vazifa ham emas. Shu bilan birga nostandart fikrlashga olib boradigan tugallangan yo'l ham yo'q. Lekin nostandart fikrlovchilarning shakllanishiga yordam beruvchi muayyan o'quv sharoitlari to'plami mavjud. Uning uchun:

nostandart fikrlash tajribasini egallashi uchun vaqt va imkoniyat berish;

o'quvchi-yoshlarga fikr yuritish uchun imkoniyat berish;

turli – tuman g'oya va fikrlarni qabul qilish;

o'quvchi-yoshlarning o'quv jarayonidagi faolligini ta'minlash;

o'quvchi-yoshlarni kulgiga qolmaslikka ishontirish kerak;

har bir o'quvchi-yoshlarning nostandart fikr yuritishga qodir ekanligiga o'zlarida ishonch hissini uyg'otish;

nostandart fikrlashning yuzaga kelishini qadrlash lozim.

Insonning fikrlash qobiliyatining muhim tarkibiy qismlaridan biri bu mantiqiy savodxonlik, ya'ni har qanday intellektual faoliyatda zarur bo'lgan ma'lum bir minimal mantiqiy ko'nikma va bilimdir. Mantiq matematikaning ajralmas qismi bo'lganligi sababli, maktab o'quvchilari uchun maktab matematika kursida mavjud bo'lgan mantiqiy tushunchalar va harakatlarni ajratib ko'rsatsak, ularga tegishli uslubiy ishlov berishni qo'llasak, ularda mantiqiy ko'nikmalarni shakllantirish mumkin deb taxmin qilish mumkin. Har qanday faoliyatda e'tibor, mantiqiy fikrlash qobiliyati inson uchun iqtisodiy dasturning eng muhim ustuvor yo'nalishlariga bag'ishlangan Vazirlar Mahkamasining kengaytirilgan majlisidagi maruza. zarurdir, chunki ular muammolarni hal qilishga, qiyin vaziyatlardan chiqish yo'lini topishga yordam beradi. Matematika ijodkorlik sifatida alohida holatlarda qo'llanilishi kerak bo'lgan umumiy qoidalarni ishlab chiqishni o'z oldiga maqsad qilib qo'ygan. Bu qoidalarni yaratgan kishi yaratadi. Tayyor matematik qoidalarni qo'llagan har bir kishi bilimning boshqa sohalarida yangi qiymatlarni yaratishi mumkin. Matematika alohida qobiliyatlarni talab qiladi, degan fikr bor.

Ammo matematikani o'qitish amaliyotini tahlil qilish shuni ko'rsatadiki, o'quvchining matematik bilimlarni mazmunli o'rganishi uchun oddiy o'rtacha qobiliyatlar etarli. Ba'zan matematikada muvaffaqiyat oddiy yodlashga asoslangan deb o'ylashadi. Yaxshi xotira kerak, ammo har xil turdagi vazifalarni hal qilishning eng muvaffaqiyatli usullarini topish va vizual tasvirlardan foydalanish qobiliyati muhimroqdir. Mantiqiy, oqilona va izchil fikrlash qobiliyatini rivojlantirish ayniqsa qimmatlidir. Bu qobiliyatlarning barchasi matematikani ijodiy o'rganish jarayonida nostandart masalalarni yechish yoki turli adabiy manbalarda ham deyilganidek - ko'ngilochar, evristik, ijodiy, izlanish, muammoli, mantiqiy deb ataladi.

Umumiy ma'noda vazifa mashq sifatida talqin etiladi, uni hal qilish uchun ma'lum ma'lumotlarga ko'ra, ushbu harakatlarni bajarish uchun ma'lum qoidalarga muvofiq ma'lum harakatlar (hisob-kitoblar, elementlarning harakati, xulosalar) talab qilinadi. V.V.Drozina, V.L.Dilman "Nostandart muammolarni hal qilish uchun ijodkorlik mexanizmi" kitobida nostandart vazifaning quyidagi ta'rifini beradi - bu reproduktiv usullar bilan aniqlab bo'lmaydigan o'ziga xos, ijodiy printsipni o'z ichiga olgan vazifadir. hal qilish va talabalardan o'z echimlarini izlashni talab qiladi". Matematik masalalarni yechish jarayonida maktab o'quvchilarida fikrlash uslubi shakllanadi, bunda ular fikrlashning ma'lum sxemasiga amal qilishni, tarkibiy qismlarga aniq bo'linish va o'z fikrlarini ifodalashni o'rganadilar, simbolizmning to'g'riligini aniqlaydilar.

Nostandart vazifalarni hal qilish bevosita shaxsning ijodkorligi bilan bog'liq, bolalarda mantiqiy fikrlash qobiliyatini rivojlantirish uchun o'quv faoliyatining samaradorligi bunga bog'liq. Matematik qobiliyat - bu qizg'in va yaxshi tashkil etilgan ish. Muammolarni yechish qobiliyati matematikani o'rganishning asosiy vositasidir.

Pedagogika fanida mahorat mohiyati haqida yagona tushuncha mavjud emas. Ilmiy tadqiqotlarimiz tahlili shuni ko'rsatadiki, tadqiqotchilar asosan mahoratning mohiyatini ma'lum sharoitlarda muayyan faoliyatni amalga oshirish qobiliyatini ta'minlaydigan bilim va ko'nikmalar yig'indisi sifatida ochib beradilar. Matematikada muammolarni hal qilish uchun zarur bo'lgan va ijodkorlik bilan to'ldirilgan ko'nikmalar nostandart muammolarni hal qilish qobiliyatiga olib keladi. Bunday masalalarni yechishda tafakkur, zukkolik rivojlanadi, matematik savodxonlik darajasi oshadi. Matematik mashqlarning samaradorligi o'quvchilarning ijodiy faolligiga bog'liq bo'lib, buning natijasida darsda o'quvchilarning aqliy faoliyati faollashadi. Vazifalar o'quvchilarning tafakkurini uyg'otishi, rivojlantirishi va takomillashtirishi kerak.

Nostandart vazifalar ko'plab mahalliy va xorijiy tadqiqotlar mavzusidir. Ular qadim zamonlardan beri o'rganilgan - misrliklar, yunonlar, hindlar, xitoylar,

arablar. Bu masalaga ko'plab olimlar matematik va o'qituvchilarning asarlari bag'ishlangan: L.Pizanskiy (Fibonachchi), D.Kardano, P.Fermat, V.Leybnits, L.Eyler, K.Gauss, I.Krasnopolskiy, V.I.Obreimov, E.I.Ignatiev, Ya.I.Perelman, M.Gardner, G.V.Polyak, D.Poya, Yu.M.Kolyagin, L.M.Fridman.

Matematika bo'yicha darsliklar va o'quv qo'llanmalarini o'rganib chiqib, biz har qanday topshiriq ba'zi sharoitlarda atipik, boshqalarida esa tipik bo'lishi mumkin degan xulosaga kelishimiz mumkin.

Matematika o'qitish nazariyasi va amaliyotini ijodiy topshiriqlardan foydalanish nuqtai nazaridan tahlil qilgandan so'ng, biz ularning xarakterli ma'nosini ajratib ko'rsatishimiz mumkin: ular bolalarni mustaqil ravishda original echimlarni topishga o'rgatadi; zukkolik va zukkolikni rivojlantirishga katta ta'sir ko'rsatadi, o'quvchilarning bilim va ko'nikmalaridagi noto'g'ri assotsiatsiyalarni hal qilishda klişelarning rivojlanishiga yo'l qo'ymaslik va yo'q qilish, bilimlarda yangi aloqalarni topishni taklif qilish, bilimlarni kognitiv faoliyatning turli usullarini o'zlashtirishga o'tkazishga hissa qo'shish; talabalarning bilim chuqurligini oshirish uchun sharoit yaratish, matematik bilimlarni mazmunli tushunishni kafolatlash. Natijada talabalar intellektual rivojlanish va faol amaliy mashg'ulotlarga tayyorlanishadi. Mantiqiy vazifalarni hal qilish maktab o'quvchilarini mustaqil ijodiy fikrlashga undaydi, noma'lum iste'dodlarni kashf etishga yordam beradi, o'z kuchiga va o'z qobiliyatlariga ishonchni oshirishga yordam beradi va shunchaki zavq keltiradi.

O'quvchi mantiqiy topshiriqlarni bajarar ekan, topshiriq yuzasidan mushohada yuritib, ma'lum hukm va xulosalarni chiqaradi. Mulohazaning real (chin) yoki yolg'on ekanligini aniqlaydi, ya'ni ham mantiqiy ham tanqidiy fikr yuritadi. Shu o'rinda o'quvchilarni mantiqiy fikrlash qobiliyatini rivojlantirish bilan bir qatorda tanqidiy fikrlash qobiliyatini ham rivojlantirib borish muhim ekanligini aytib o'tish kerak. Nostandart fikrlashga o'rgatish o'quvchilarning muvaffaqiyatlarga erishishidagi asosiy omil bo'lib, boshlang'ich sinf matematika darslarida tanqidiy fikrlashni rivojlantirishda yangi pedagogik texnologiyalar va didaktik o'yinlardan, muammoli savol va topshiriqlardan, turli xil rasm va boshqotirmalardan dars davomida oqilona hamda bolaning yosh va individual xususiyatlariga e'tibor bergan holda foydalanish o'qituvchining pedagogik mahoratiga bog'liq. Hozirgi kunda o'qituvchilarimizning raqamli texnologiyalardan dars mashg'ulotlarida to'g'ri foydalana olishi va o'quvchilarga bilim berishida raqamli ta'lim muhitini tashkil eta olishi kerak. Buning natijasida o'quvchilarning o'zlari mustaqil o'rganishi, shaxsiy o'rganishga moslashishi va o'zini ustida ishlashi kabi qobiliyatlari rivojlanadi.

Zamonaviy inson uchun zarur bo'lgan kompetentsiyalarni tasniflashga urinayotgan xalqaro tashkilotlar raqamli, axborot va ilmiy savodxonlikning ahamiyati haqida gapirishadi. Ko'pincha bu turdagi savodxonlik bir -birini to'ldiradi.

Tanqidiy fikrlash texnologiyasining g'oyalari o'quvchilarni tabiatan izlanuvchanligi, dunyoni o'rganishga intilishi, jiddiy masalalarni ko'rib chiqish va o'ziga xos g'oyalarni ilgari sura olishidir. Bu borada o'qituvchining vazifasi o'quvchilarni tinimsiz o'rganishga undaydigan samarali fikrlash qobiliyatlarini rivojlantirishga yordam beradigan o'ychan yordamchi bo'lishdir.

Nostandart fikrlashning muhim afzalligi shuki, u e'tiborsiz bildirilgan fikrlarni, noaniq tushunchalarini va yolg'on argumentlarni aniqlashtiradi va fosh etadi. Lekin uning kamchiligi yaratuvchi va konstruktiv kuchga ega emasligidir. Tanqidiy fikrlash g'oyamizni mustahkamlaydi, ammo konstruktiv, yaratuvchi fikr bilan ta'minlamaydi.

Quyidagi mantiqiy topshiriqlarni I-IV sinf o'quvchilari bilan matematika darslarida bajarish tavsiya etiladi. Bunday turdagi mantiqiy topshiriqlar o'quvchilarni mantiqiy hamda tanqidiy fikrlash qobiliyatlarini rivojlantiradi.

1-topshiriq: Xo'roz tarozida ikki oyog'ida turgan holda o'lchanganda 3 kg chiqdi. Xo'roz bir oyoqda turgan holda o'lchanganda necha kilogramm keladi? (Javob: 3 kg)

2-topshiriq: Daraxt shoxida 9 ta chumchuq qator turibdi. To'rtinchi chumchuq uchib ketdi. Daraxt shoxida nechta chumchuq qoldi? (Javob: 8 ta)

3-topshiriq: 500 metr masofaga yugurish musobaqasida 5 ta sportchi qatnashdi. Har bir sportchi qancha masofaga yugurgan? (Javob: 500 m) 4-topshiriq: Stolda 70 dona qog'oz turibdi. Har 10 soniyada 10 ta qog'ozni sanash mumkin. Bu holda 50 ta qog'oz sanab olish uchun necha soniya vaqt ketadi?(20 soniya. 10 soniyada birinchi o'ntasi, keyingi o'n soniyada ikkinchi o'ntasi sanaladi. Stolda esa 50 ta qog'oz qoladi.)

4-topshiriq: Bitta tayoqning 2ta uchi bo'lsa, bir yarimta tayoqning nechta uchi bo'ladi? (4ta)

Xulosa qilib aytganda, hayotdan olingan turli mantiqiy masala-topshiriqlar o'quvchiga zavq bag'ishlaydi. O'quvchi topshiriqni yechish yo'llarini qidiradi. Bunday topshiriqlar o'quvchining nafaqat matematik bilim va malakalarini mustahkamlaydi, balki uning mantiqiy tafakkurini o'stiradi, o'quvchini izlanishga, topqirlikka, maqsad sari intilishga da'vat etadi. Bunga o'xshagan mantiqiy topshiriqlar darslikda ko'p uchraydi. Ular o'quvchilar diqqatini darsga qaratishga va ularning ijodiy faoliyatlarini oshirishda katta yordam beradi.

FOYDALANILGAN ADABIYOTLAR:

1. Aganov I.G. K voprosu o formirovaniye kriticheskogo obrazovaniye. 2001.
2. Farberman B.L. Progressinie pedagogicheskie texnologii.-T.,1999. 165-bet.

3. Nishonov A, Xaydarov B, Nuriddinov B. va boshqalar. Baholash metodlari. O'quv metodik qo'llanma. T., 2003. 190 bet.
4. SOROS xalqaro ochiq jamiyatining «Tanqidiy fikrlashni rivojlantirish asoslari» fanlararo dasturi. T. 2004.
5. Eshboeva, Surayyo Kahramon Qizi (2021). USE OF PEOPLE'S ORAL CREATIVITY IN THE FORMATION OF ECOLOGICAL CONCEPTS OF PRIMARY SCHOOL STUDENTS ON A CREATIVE BASIS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1 (10), 763-769. doi: 10.24412/2181-1784-2021-10-763-769
6. Эшбоева С. и др. Бошланғич синф ўқувчиларининг экологияга оид тушунчаларини креатив ёндашув асосида такомиллаштиришнинг ўзига хос хусусиятлари //E Conference Zone. – 2022. – С. 124-130.
7. Эшбоева С. и др. Бошланғич таълимда экологик таълим-тарбияни шакллантиришда креативликни такомиллаштириш методикаси //E Conference Zone. – 2023. – С. 29-36.
8. Эшбоева, С. (2023, January). Бошланғич таълимда экологик таълим-тарбияни шакллантиришда креативликни такомиллаштириш методикаси. In *E Conference Zone* (pp. 29-36).
9. Эшбоева С. и др. Бошланғич синф ўқувчиларининг экологияга оид тушунчаларини креатив ёндашув асосида такомиллаштиришнинг ўзига хос хусусиятлари //E Conference Zone. – 2022. – С. 124-130.
10. Eshboeva S. Creative approach to forming ecological concepts in primary class students. – 2022.
11. Eshboyeva, S. (2022). Didactic possibilities of creative approach in forming ecological concepts in primary class students. *Conferencea*, 200-205.
12. Eshboeva, S. (2022). Creative approach to forming ecological concepts in primary class students.

13. Эшбоева, С. К. (2018). Влияние индивидуальных особенностей на развитие и воспитание школьников. Гуманитарный трактат, (29), 48-51.
14. Toshpulatova N. PEDAGOGICAL FOUNDATIONS OF THE USE OF THE SPIRITUAL HERITAGE OF EASTERN SCIENTISTS IN THE ORIENTATION OF STUDENTS TO THE PROFESSION //Science and innovation. – 2023. – Т. 2. – №. В4. – С. 273-278.
15. Toshpulatova N. BOSHLANG ‘ICH SINFLARDA O ‘QUVCHILAR ILMIY DUNYOQARASHINI SHAKLLANTIRISHDA SINFDAN TASHQARI ISHLARNI TASHKIL ETISH TURLARI //Theoretical aspects in the formation of pedagogical sciences. – 2023. – Т. 2. – №. 8. – С. 77-83.
16. Toshpulatova N. et al. FORMATION OF STUDENTS'LINGUISTIC COMPETENCES //International Bulletin of Engineering and Technology. – 2023. – Т. 3. – №. 3. – С. 175-178.
17. Toshpulatova N. PEDAGOGICAL FOUNDATIONS OF THE USE OF THE SPIRITUAL HERITAGE OF EASTERN SCIENTISTS IN THE ORIENTATION OF STUDENTS TO THE PROFESSION //Science and innovation. – 2023. – Т. 2. – №. В4. – С. 273-278.

Bolalarda pnevmoniya kasalligi kevhishing o'ziga xos xususiyatlari.

Sultonova Gulhayo Muzaffarjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Mardonova Sevinch Xayrullo qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Asqarova Madina Dilshodjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi

Abstract. Most of us are familiar with pneumonia today. The reason is that the incidence of this disease has recently been observed in our country as well as in the whole world. Unfortunately, this disease does not spare children. This can be attributed to the worldwide pandemic situation, the emergence of new strains of the "Covid-19" infection, and the fact that the same strains are often found in children. In addition, several other factors are causing the increase in lung disease in children. In particular, when viral infections spread through air-drops increase, the child does not follow the rules of personal hygiene, does not use protective equipment correctly, and several other reasons lead to this disease.

Key words: pneumonia, etiology, disease clinic, pathogenesis, disease diagnosis, treatment, disease prevention, fungi, bacteria, hematogenous, lymphogenous, inflammation, obstruction, pleurisy, cardiovascular syndrome

Pnevmoniya — o'pka to'qimalaridagi yallig'lanish jarayonidir. Ko'p holatlarda kasallikni qo'zg'atuvchi vosita infeksiyalardir. Infeksiyaning tanaga kirish yo'llari turli xil: ko'pincha havo-tomchi orqali, kam hollarda — qon orqali. Pnevmoniya rivojlanishi uchun mas'ul bo'lgan mikroorganizmlarning bir qismi inson tanasida doimo mavjud. Immunitetning muhofaza qilish darajasi me'yorda bo'lganda u bunday infeksiyalar bilan muvaffaqiyatli kurashadi, himoya kuchlari darajasining pasayishi (*gipotermiya* [sovqotish], birlamchi kasalliklar) bilan o'pkada yallig'lanish jarayoni rivojlanadi. Kasallikning simptomatikasi qo'zg'atuvchiga, bemorning yoshiga, sog'lig'ining holatiga bog'liq. Kasallik o'tkir tarzda yoki sezilmaydigan shaklda rivojlanadi; klassik belgilarga ega bo'lishi yoki asimptomatik (alomatlarsiz), atipik pnevmoniya tarzida kechishi mumkin. Keksa

bemorlarda, immunitetni zaiflashtiradigan dori qabul qiluvchilarda va immunitet tizimi sust bo'lgan bolalarda jiddiy o'pka asoratlari bilan kechadigan kasallikning eng og'ir shakli qayd etiladi.

Bolalarda pnevmoniya kasalligini keltirib chiqaruvchi sabablar:

- Kasalxona ichi pnevmoniyalarini *Ps. aeruginosa*, kam hollarda– *Kl. pneumonie*, *St. aureus*, *Proteus spp.* va boshqalar.
- Kasalxonadan tashqari pnevmoniyalarini chaqiruvchilari bolaning yoshiga bogliq
- Chaqaloqlarda onaning urogenital infeksiyalari chaqiradi
- Postnatal Pnevmoniyani B guruhli streptokokklar, kam hollarda *E. coli*, *Klebsiella pneumoniae*, *St. aureus*, *St. epidermalis*.
- Antinatal–G, D guruhili streptokoklar, *Ch. trachomatis*, *ureaplasma urealiticum*, *Listeria monocytogenes*, *Treponeta pallidum*.
- 6 oylikgacha bolalarda : stafilokokk, gramm.manfiy ichak florasi, kam hollarda -*Moraxella catarrhalis*, *Str. pneumoniae*, *H. influenzae*, *Ch. Trachomatis* chaqiradi

O'pka to'qimasiga yuqumli omillar quyidagi uch yo'l orqali tushishi mumkin:

- 1.Xavo bilan yuqori nafas yo'llari orqali - aerogen (bronxogen) yo'l.
2. Qonga tushgan yuqumli omillarning o'pka to'qimasiga o'tish - gematogen yo'l.
- 3.Limfa suyuqligi orqali o'pka to'qimasiga tushish - limfogen yo'l bilan

Kasallikning patogenezi. Yuqumli omillar o'pka to'qimasiga tushgach, yallig'lanish o'choqlari paydo bo'ladi, bu esa o'z navbatida o'pka qo'shuvchi to'qimasining bo'rtishiga,

- alveolalarda suyuqlik to'planishiga olib keladi. Bu xolatda alveolalarda
- O₂ ning so'rilishi kamayib, natijada uning qondagi miqdori kamayadi (gipoksiya). Shu bilan bir qatorda qondagi karbonat anhidrid gazi (CO₂) chiqarish ozayib, qonda uning miqdori me'yoridan ancha ko'payadi
- (giperkapniya). Bu esa nafas olish faoliyatining yetishmovchiligiga olib keladi.

- Organizmda to'plangan CO₂ gazi nafas olish markaziga salbiy ta'sir ko'rsatadi, xansirashga olib keladi.

Gipoksemiya nafas yetishmovchiligiga, respirator atsidoz, qonda karbonat anhidritning ko'payishi (giperkapniya) bilan kechadi. Giperkapniya nafas markazini qo'zg'atadi va kompensator reakstiyani - xansirashni chaqiradi. Bundan tashqari, gipoksiya va intoksikatsiya nafas fermentlarining funksional aktivligini susaytiradi va vitaminlar zaxiralarini kamaytiradi. poligivitaminoz yuzaga keladi. Gipoksiya tufayli gemodinamikaning buzilishi va mikrotsirkulyatsiyaning uzgarishi markaziy nerv sistemasi va jigar tukimalarida patologik uzgarishlarga sabab buladi modda almashinuvining barcha turlari buziladi, nafas yetishmovchiligi kuchayadi.

Bolalarda kasallanish ko'rsatkichi yosh bilan bog'liq: 3 yoshgacha bolalar 3 yoshdan katta bolalarga ko'ra 2-3 barobar ko'proq kasal bo'ladi (100 ta boladan 1,5-2 tasi). Emizikli chaqaloqlarda pnevmoniya ko'pincha qayt qilish tufayli aspiratsiya, tug'ma nuqsonlar, nafas yo'llariga yot jismlarning tushib qolishi natijasida rivojlanadi. Bolalarda pnevmoniya alomatlari yoshi, etiologiyasi va yallig'lanish jarayonining tarqalishiga qarab farq qiladi. Bir yoshgacha bo'lgan bolalarda quyidagi belgilar kuzatiladi:

- Uyquchanlik, holsizlik, umumiy bezovtalik, ishtahaning yo'qligi;
- Tez-tez hech bir sababsiz yig'lash;
- Isitma, ko'pincha subfebril chegaralarda (37-38° C);
- Nafas olish tezligi oshishi;
- Bir tomonlama zotiljamda — bir o'pkaning kam kengayishi alomatlari, nafas olish buzilishi tufayli ko'krak qafasining bir tomoni ko'p kengaymaydi;
- Nafas yetishmovchiligi simptomlari — burun-lab uchburchagi sianozi (ko'kimtir tus olishi), ayniqsa, yig'layotganda, oziqlanayotganda, yuqori qo'zg'alish kuzatilgan vaqtda barmoq uchlarining ko'karishi.

Katta yoshdagi bolalarda pnevmoniya belgilari kattalardagi o'pka yallig'lanishi belgilari o'xshash: isitma, holsizlik, uyquchanlik, ko'p terlash, ishtaha yo'qolishi, sevimli faoliyatga qiziqish yo'qolishi, o'pkaning ko'p qismi yallig'langan bo'lsa nafas yetishmovchiligi rivojlanishi.

Davolash. Kasallikni barvaqt aniqlab uz vaqtida davolash, katta axamiyatga ega. Davolash ishlari uy sharoitiga va shifoxona sharoitiga olib boriladi. Kasallikni

aniqlanganda antibiotiklar tayinlanadi. Qaysi antibiotikni qo'llash ayni muddao ekanligini bilish uchun, uning antibiotiklarni sezuvchanligini aniqlash lozim.

Tanlov variant shifokor tomonidan amalga oshiriladi, bu quyidagi omillarga bog'liq:

- Bolaning yoshi.
- Bolaning umumiy holati.
- Kasallikning taxminiy shakli.
- Ota-onalarning bemor bolaga zarur yordam ko'rsatish qobiliyati.
- Oilada chekuvchi qarindoshlarning borligi.

Agar pnevmoniyaning o'tkir shakli davolanmasa, u surunkali holatga tushib, olti oygacha davom etishi mumkin. Bolalardagi pnevmoniyani davolash asosan antibiotiklarni tayinlash orqali amalga oshiriladi. Albatta, birinchi tekshiruv vaqtida shifokor patogenning turini aniq aniqlashga qodir emas. Shu munosabat bilan birinchi navbatda umumiy ta'sirga ega antibiotiklar buyuriladi. Keyinchalik, diagnostika ma'lumotlari to'planishi bilan oldingi uchrashuv bekor qilinishi yoki tasdiqlanishi mumkin.

Bundan tashqari, bemorga iloji boricha ko'proq suyuqlik ichish juda muhim, chunki pnevmoniya bilan organizm kuchli terlash tufayli ko'p miqdorda suyuqlikni yo'qotadi. Bundan tashqari, ko'p miqdorda suv ichish kasal tanadan toksinlarni tezda olib tashlashga imkon beradi. Ammo o'pka shishi belgilari bo'lsa, suyuqlik iste'molini cheklash kerak.

Odatda, bolalarda pnevmoniya bronxlarda shilimshiq paydo bo'lishi va yo'tal bilan birlashtiriladi, buning natijasida u nafas olish tizimidan chiqariladi. Shu munosabat bilan dori vositalarining muhim toifasi yo'talni bartaraf etishga qaratilgan dorilardir. Ular uchta asosiy toifaga bo'linadi: mukolitik, ekspektoran va bronxodilatator. Mukolitik preparatlar shilimshiqning viskozitesini pasaytiradi va ekspektoranlar uning chiqarilishini osonlashtiradi. Ekspektoranlar va mukolitiklar orasida Bromhexine ko'pincha Ambrohexal va Asetilsistein bilan birga qo'llaniladi. Spazmlarni bartaraf etish uchun mo'ljallangan bronxodilatatorlar orasida "Eufillin" ko'pincha ishlatiladi. Antitussiv dorilarni qo'llash qat'iykontrendikedir, chunki ular o'pkada balg'amning turg'unligiga olib keladi.

Foydalanilgan adabiyotlar ro'yhati

1.A.X.Zokirxo'jayev "Bolalar yuqumli kasallilari"-Toshkent 2008

- 2.T.Daminov, B.Xalmatova, U.Boboyeva “Bolalar kasalliklari” Toshken 2008
- 3.O.S.Maxmudov “Bolalar yuumli kasalliklari” Toshkent 1995
- 4.“Patologiya detey starshego vozrasta”,-pod redaksiey A.A.Baranova, M , -199
5. Shabalov N.P.Detskie bolezni. Sankt-Peterburg, Moskva Xarkov. Minsk 2000
- 4.<http://www.ziyonet.uz/> <http://www.medline.com/>

Diffuz - toksik buqoq kasalligi

Tojiboyeva Musharrafoy Madaminjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Dadaboyeva Gulchiroy Botirjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Nurmuxammadova Nigoraxon Ilhomjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi

Abstract: Diffuse-toxic goiter is an organospecific autoimmune disease characterized by increased secretion of thyroid hormones T3 and T4 and changes in the nervous system and cardiovascular system. It occurs mainly in the age group of 20-50 years, more in women than in men. The incidence ratio of women to men is 10:1

Key words: Etiology, pathogenesis, clinic, diagnosis, treatment, prevention, thyroid gland, tachycardia, exophthalmos, conservative treatment, radioactive treatment.

Bu kasallik qalqonsimon bezning bir tekis diffuz kattalashuvi va funksiyasining oshishi bilan xarakterlanadi. Kasallik ko'pincha 20—50 yoshlarda uchrab, ko'proq ayollar kasallanadilar.

Sabablari. Kasallik kelib chiqishida ruhiy zo'riqish, salbiy his-hayajonlar, neyroendokrin buzilishlar, qalqonsimon bezga surunkali infeksiyalar (tonzillit, revmatizm, sil, zahm va b.)ning ta'siri, intoksikatsiyalar muhim o'rin tutadi. Boshqa ichki sekretiya bezlari funksiyasining buzilishi (gipofiz) ham ahamiyatga ega. Boshqa ko'pgina kasalliklarda bo'lgani kabi bu kasallikda ham irsiyatning rolini inkor etib bo'lmaydi.

Klinik belgilari. Diffuz toksik buqoq bilan kasallangan bemor yurak urishi, umumiy behollik, tajanglik, ortiqcha terlash, qo'llar titrashi, uyqu buzilishidan shikoyat qiladi. Ob'ektiv tekshiruvda qalqonsimon bezning kattalashganligi ma'lum bo'ladi. Kattalashishning bir necha darajalari farq qilinadi: bez bemorning yutish harakatlaridagina ko'rinishi mumkin va qo'lga yaxshi unmaydi, bezning kattalashganligi yutish harakatlarisiz ham ko'rinish turadi, bez shu qadar kattalashadiki, bo'yinning shakli o'zgarib qoladi. Palpatsiya qilinganda bez zichligi o'rtacha, atrofdagi to'qimalar bilan yopishmagan, pulsatsiya qilib turadi. Ko'z simptomlari deb ataladigan hodisalar xarakterli: ekzoftalm (ko'zning chaqchayib turishi), ko'zning kam pirillashi, „uzoq vaqt tikilib turish" (SHtelvag simptomi), ko'z soqqasi pastga harakatlantirilganda ustki qovoqning

yumilishining kechikishi (Grefe simptomi), konvergensiyaning susayib qolishi (Mebius simptomi), bunda biror buyumni yaqindan ko'zdan kechirishda unga qarash qobiliyati buziladi. SHuningdek, ko'zlarning yaltirab turishi va ba'zi bir boshqa simptomlar bo'ladi. YUrak-tomir sistemasining toksikozi rivojlanishi bilan bog'liq simptomlari qayd qilinadi: yurakda unchalik kuchli bo'lmagan og'riq bo'lishi ehtimol, taxikardiya—yurak minutiga 100—150 martagacha uradi, puls tezlashgan, arterial bosim oshgan, yurak chegaralari chapga kengaygan, yurak uchi proeksiyasi sohasida sistolik shovqin eshitiladi. Bemorlar, odatda, oriq. teri qoplamlari nam bo'ladi, tana haroratining o'rtacha oshishi kuzatiladi. Boshqa a'zolar va sistemalarda ham patologik o'zgarishlar qayd qilinadi, bu yo'talishda (kattalashgan qal-qonsimon bezning traxeya va hiqildoqni bosishi sababli), me'da sekretiyaning kamayishida, tez-tez defekatsiya bo'lishida, ich ketarga moyillikda, nerv-psixik buzilishlarda yuzaga chiqadi, qon tekshirilganda—leykopeniya, ECHT oshganligi ma'lum bo'ladi. Asosiy modda almashinuvini tekshirish (tirotoksikozda u oshgan) va qalqonsimon bezni radioizotop skanirlash diagnostik ahamiyatga ega. Uzatilgan qo'l barmoqlarining titrashi xarakterli simptom hisoblanadi.

Kasallik tashxis qo'yishda gormonal tekshiruvlar yordam beradi. Erkin T3 (triiodotironin) va T4 (tiroksin), shuningdek, TSH (tirotropin) ni aniqlash uchun qon testi asosiy test hisoblanadi. Birinchi ikkita gormonning yuqori konsentratsiyasi va ikkinchisining past darajasi bu patologiyaga xosdir. Bundan tashqari, tiroglobulin va tiroid peroksidaza uchun antikorlar uchun testlar buyuriladi. Qo'shimcha tadqiqot usullari sifatida:

- Qalqonsimon bezning funksiyalari va tuzilishi o'rganiladigan sintigrafiya yoki radioizotopli tadqiqot.
- Organ tuzilishi haqida ma'lumot beruvchi ultratovush.
- MRI ushbu kasallikdagi oftalmopatiyani aniqlash uchun buyuriladi.

Qalqonsimon bez tomonidan gormonal moddalarning ortiqcha ishlab chiqarilishi inson tanasining barcha a'zolari va tizimlariga salbiy ta'sir qiladi. Diffuz toksik guatrning asoratlari quyidagilardan iborat:

Tirotoksik inqiroz kasallikning ayniqsa og'ir oqibati bo'lib, hayot uchun haqiqiy xavf tug'diradi. Yaxshiyamki, bugungi kunda bu kasallik bemorlarni tekshirish va davolashning so'nggi usullari tufayli kamdan-kam uchraydi. Inqirozning rivojlanishi to'liq tushunilmagan, biroq bir nechta farazlar mavjud. Ulardan biriga ko'ra, bu erkin triiodotironin va tiroksinning ko'payishi tufayli yuzaga keladi. Boshqa tomondan - tananing adrenalin, norepinefrin, dopaminga sezgirligi oshishi. Kasallikning provokatori stress yoki yuqumli jarayondir. Tirotoksikozga xos belgilar kuchaymoqda. Inqiroz birdan rivojlanadi. Shaxs majburiy pozitsiyani egallaydi,

qurbaqa pozitsiyasi deb ataladi, nutq buziladi, dermis namlanadi va teginish uchun issiq bo'ladi, yurak urish tezligi daqiqada 130 martagacha ko'tariladi.

Endokrin oftalmopatiya. Qalqonsimon bezning bu asoratining sababi nisbatan bog'liq, ammo bu ko'zning to'qimalariga va ko'z qovoqlarining orqasida joylashgan mushaklarga otoimmün hujumda yotadi. Shunday qilib, zararlanish manbai diffuz toksik guatr bilan bir xil bo'ladi. Shu bilan birga, ko'zlar kuchli oldinga chiqadi, ular bo'rtiq deb ham ataladi. Klinik ko'rinish bosqichma-bosqich rivojlanadi. Dastlab, o'zgarishlar faqat bir ko'zga ta'sir qiladi, keyingi rivojlanish bilan, ikkinchisi ham ta'sir qiladi. Biroz vaqt o'tgach, ekzoftalmos paydo bo'ladi. Jiddiy lezyonlarda optik asab azoblanadi, bu ko'rish uchun bevosita tahdidir.

Miksedema. Bu asorat kam uchraydi. Pastki oyoqning old yuzasida dermis to'qimalarining qichishi, qizarishi, shishishi va qalinlashishi bilan namoyon bo'ladi.

Davosi. Konservativ usul.

Tireostatik vositalar bilan gormonlar hosil bo'li-shi va ajralib chiqishi tormozlanadi: merkazolil, metiltiorutsil, diyodtirozin va kaliy perxlorat qo'llaniladi. Xastalikning og'ir darajasida merkazolil bi-lan davolash preparatni sutkasiga 60-80 mg qabul qilish-dan boshlanib, dozasi asta-sekin 10-15 mg gacha kamaytiriladi. O'rtacha og'ir darajasida merkazolilning boshlang'ich sutkalik dozasi 40-50 mg ni tashkil etadi. Pre-parat miqdorini quvvatlovchi dozagacha asta-sekin kamaytiriladi. Davolash muddati 1,5-2 yil. Merkazolil bilan davolash vaqtida qon tarkibidagi leykotsitlar miqdorini nazorat qilib turish zarur, chunki preparat granulotsitogacha leykopeniyani chaqiradi.

Radioaktiv yod bilan davolash bez to'qimasini par-chalanishi va funksiyasi susayib qolishiga asoslangan. Bemorga 1-2 mKi 131J ichiriladi. Hammasi bo'lib 2-3 kurs o'tkaziladi.

Jarrohlik usuli - qalqonsimon bezning subtotal re-zeksiyasi xastalikning IV yoki V darajadagi toksik , bezda tugunlar vujudga kelganida, bez traxeya bi-lan qizilo'ngachni bosib qo'yganida qo'llaniladi.

Foydalanilgan adabiyotlar ro'yhati:

1. Дедов И.И., Мельниченко Г.А., Фадеев В.В. Эндокринология. ГЭОТАР – Медиа, 2009
2. Трошина Е.А. Диффузный эутиреоидный зоб. Алгоритмы лечения и профилактика репаратами йода. Лекция. - Проблемы эндокринологии. – 5. –

2014

3. M.F.Ziyaeva. "Ichki kasalliklar". Toshkent. "Ilm Ziyoy" 2004 y.
4. G'.O. Haydarov, SH.X.Ermatov. "Ichki kasalliklar". Toshkent. "Ilm Ziyoy" 2005y.
5. Internet saytlari ro'yxati: ziyonet.uzmed.uz

CHARACTERISTICS OF GASTRONOMY ADVERTISING TEXTS AND ITS STUDY

Axmedova Adolat Ravshan qizi

*Teacher of the Department of Theory and Methodology of Foreign Languages,
Termiz State Pedagogical Institute*

adolataxmedova1996@gmail.com

Abstract: Today, gastronomic advertising texts are becoming an important part of human life. In addition, it is worth noting that gastronomic advertising texts have formed a culture creator in society and are seen as a force that increases the demand of consumers for food products. Of course, the main influence of gastronomic advertising, whether oral or written, is the language and its internal possibilities. Gastronomic advertising texts in Uzbek, as in other languages, differ sharply from other types of texts with their specific features and methods of expression. In turn, several types of gastronomic advertising texts are classified. This article provides information about gastronomic advertising texts and their types, as well as the importance of language tools in such texts.

Key words: advertising text, gastronomic advertising, comparative-typological, pragmatic features.

In recent years, the volume of gastronomic advertising texts has been increasing. Advertising activity is analyzed from various aspects: economic, sociological, cultural, legal, psychological, socio-philosophical, linguistic, etc. Thus, marketers are primarily interested in the economic efficiency of advertising. Sociologists determine the laws of the impact of advertising on different groups of the population, taking into account their value orientations. The attention of cultural scientists is focused on advertising as a manifestation of mass culture. Lawyers will investigate advertising text that violates other administrative or legal regulations. Psychologists who study advertising pay attention to phenomena such as social perception. In philosophical works, gastronomic advertising is considered as a means of social changes that took place in the last decade. In this case, gastronomic advertising is interpreted as an important feature of modern globalization. The main direction of the linguistic study of advertising is text linguistics, its description from the point of view of the main paradigm "text - speech". Socio-cultural components also play an important role here, they can be similar and can be very different in individual cultures. Thus, the linguistic and pragmatic features of gastronomic advertising texts are excluded, some aspects

specific to culture. Advertising is a very versatile phenomenon. Therefore, it is not surprising that the interpretations of this concept and the specific definitions of the term are very different. As the study "History of Advertising" correctly states, "the existence of many definitions of the topic of interest should not confuse new, inexperienced professionals in the field of advertising - it is any complex, multifaceted, to some extent, even phenomena of universal reality" [Uchenova, 1999: Electronic resource]. Advertising occupies a boundary position between different professional fields and attracts the attention of representatives of different professions. Determining specific directions of activity in the field of advertising indicates its development to a certain extent. However, now we can say with confidence that advertising is becoming a professional activity.

Eating is one of the basic human needs and also one of the main sources of enjoyment. Knowing well that people can live without luxury goods, expensive appliances and impractical clothes, but do not want to give up delicious and cheap food, food manufacturers have long advertised one of their allies. At the same time, it was important for them to force consumers to "buy more and cook less" [Parkin, 2001: 2], that is, to turn the cult of home-cooked food into a cult that does not require special skills. or a waste of time from the housewife, because traditionally in many cultures food selection and preparation is still the prerogative of women. Although the boundaries of social roles have become increasingly blurred, the connection between food, women and the display of love remains the same. In Russia, they say that the way to a man's heart is through his stomach. If you believe the hype, it turns out that soup in a can or a stir-fry made from a plastic tube heated in the microwave is a great choice for the modern woman, whether she is working or on the Internet [Jakob, 1990: 25]. In addition to the simplicity and speed of preparation, most food advertising today is based on a number of standard concepts, for example: "naturalness". This concept is especially important for food advertising, where the word "natural" fills the semantic field. will do with the meanings "real", "healthy", "natural". Other combinations that are often found in advertising texts of the described type are various inscriptions on the packaging that emphasize the naturalness of the product. For example, "preservative-free", "GMO-free", "100%

Natural product", "without dyes", "produced on our own farm", etc. By this we mean real friendly communication, meetings of relatives and friends, which of course are accompanied by the preparation and consumption of honey and drinks together. comes together. It is important that the semantic field of the concept includes words that express the emotional state of a person during communication. It is assumed that such gatherings should be warm, cheerful, cheerful, etc. Pleasant communication, as advertisers remember, every is always a pleasure. A friendly or family holiday fills the hearts of its participants with feelings of joy and peace.

Positive evaluations of the pleasure of eating include words such as "happiness", "sweetness", "intoxication", "pleasure" and even "happiness". "Perfection" As any advertised product claims to be the best of the best, it is clear that the concept of "perfection" is prevalent not only in food advertising, but in advertising in general. Information about high production standards and production quality is an integral attribute of consumer goods advertising, which is based on the words "excellent", "perfect", "best", "most". The linguistic conceptualization of food assumes the existence of cultural or linguistic and cultural competence as a cognitive construct that generalizes knowledge. It helps to deeply understand the essence of the cultural meaning attached to a certain language sign, as well as all the cultural attitudes and traditions of the people. The concept of "food" is a complex mental formation, in which some structural features can be identified that are partially compatible. Earlier in this work, it was repeatedly emphasized that food as a means of satisfying one of the basic human needs is a very unusual product from the point of view of the advertiser and especially the producer of advertising [Parkin, 2011]. It is very important for every day man, he cannot exist without it, and therefore it is not so difficult to advertise it. You just need to produce a high-quality product, and it will be in demand without any additional effort or financial investment. In addition, some companies structure their advertising strategy in such a way as to emphasize as clearly as possible, they do not at all tend to make their products look unique or original. Of course, they are right in a way. Especially if the brand initially targets traditional consumers who have bought the same product in the same package for years. It is not surprising that there are milk brands "Simply" or "Tasty". However, practice shows that many modern consumers pay attention to many factors, in particular, brand awareness, when choosing food products. Also, when we talk about a new product, but a daily demand product. For example, yogurt or corn flakes. Everyday life is already full of challenges, so no one wants to complicate it by not being able to make choices. Coming to the store, customers naively believe that they can make purchasing decisions themselves. In fact, they unknowingly often follow the instructions given by advertising professionals: "try it", "upgrade", "dive in", "feel", etc. in other words - "buy". Behind these concepts, we can learn the true essence of advertising texts.

However, practice shows that many modern consumers pay attention to many factors, in particular, brand awareness, when choosing food products. Also, when we talk about a new product, but a daily demand product. For example, yogurt or corn flakes. Everyday life is already full of challenges, so no one wants to complicate it by not being able to make choices. Coming to the store, customers naively believe that they can make purchasing decisions themselves. In fact, they unknowingly often follow the instructions given by advertising professionals: "try it", "upgrade", "dive in",

"feel", etc. in other words - "buy". Behind these concepts, we can learn the true essence of advertising texts. This is a consequence of grammatical abstraction. In general, the non-traditional expression of the main idea in the advertisement, the solution of the climax in unexpected ways, are extremely important in increasing its effectiveness. At such times, the extent to which the advertisement is designed, woven, and created is very important.

REFERENCES

1. Axmedova Dildora Jo'raxon Qizi. (2023). SEMANTIC CHARACTERISTICS OF HYDROTOPYMS, ZOOMORPHIC AND ETHNOPONYMS IN GERMAN AND UZBEK LANGUAGES. American Journal of Pedagogical and Educational Research, 18, 257–259. Retrieved from <https://americanjournal.org/index.php/ajper/article/view/1533>
2. AXMEDOVA, A. (2023). NEMIS TILI FONETIK KOMPETENSIYASINI SHAKLLANTRIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING ROLI . Journal of Research and Innovation, 1(4), 42–45. Retrieved from <https://imfaktor.com/index.php/jorai/article/view/353>
3. Akhmedova Adolat Ravshan kizi. (2022). Problems of Formation of Phonetic Competence of Students (A Level 1). Eurasian Scientific Herald, 6, 160–162. Retrieved from <https://geniusjournals.org/index.php/esh/article/view/919>
4. Yusupova Khilola Uktamovna. "GIVING STABLE COMPOUNDS AND EXPRESSIONS IN TRANSLATION." E-Conference Globe. 2021.
5. Nuriddinova, H. (2023). TOPISHMOQLAR TASNIFINING METODOLOGIK ASOSLARI. Current approaches and new research in modern sciences, 2(12), 124-128. <https://doi.org/10.5281/zenodo.10409158>
6. Nuriddinova Hurriyat Bakhtiyarovna. (2021). CULTURE IS AN INSEPARABLE PART OF ANY ETHNIC GROUP. Web of Scientist: International Scientific Research Journal, 2(11), 120–126. <https://doi.org/10.17605/OSF.IO/P54EB>
6. Yadigarova Sitora Bahramovna. (2022). ETYMOLOGICAL AND SEMANTIC ANALYSIS OF CLOTHING NAMES IN DIFFERENT SYSTEMIC LANGUAGES. WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH, 8388. Retrieved from <https://wos.academiascience.org/index.php/wos/article/view/270>
7. Rajapova M. A. The usage of cognitive metaphor and allegory in discourse. "Экономика и социум" №1 (80) ч 1ю 2021ю www.iupr.ru
8. Yadigarova Sitora Bahramovna. (2023). Analysis of Clothing Component Proverbs in English and Uzbek . American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 353–356. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2017>

9. Qulmamatova Muattar Otabek qizi. (2023). The Role of Concept in Linguistics. *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies* (2993-2599), 1(10), 50–53. Retrieved from <https://grnjournal.us/index.php/AJRCS/article/view/1861>
10. Berdieva Zulfiya. (2023). PECULIARITIES OF UZBEK, GERMAN AND RUSSIAN ANTHROPONYMS. *Open Access Repository*, 4(3), 148–152. <https://doi.org/10.17605/OSF.IO/AGRVF>
11. Tovasharovna, K. G. (2023). The Origin of the Phonetical Opposition Theory in Linguistics. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(10), 624–626. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2210>

Virusli gepatit va uning turlari

Jo'rayeva Karomatxon Najmiddin qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Turg'unboyeva Shahnoza Mahammadjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Sobirova Umida G'ulomjon qizi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi o'qituvchisi

Rishton Abu Ali ibn Sino nomdagi jamoat salomatligi texnikumi

Abstract: Hepatitis means inflammation of the liver. Your liver in many ways keeps you healthy. It flushes toxins from your body and converts nutrients in food into energy. Viral hepatitis can cause serious health problems, including liver damage, liver failure, liver cancer, and premature death. There are different types of viral hepatitis.

Key words: Viral hepatitis A, Viral hepatitis B, Viral hepatitis C, Viral hepatitis D, etiology, epidemiology, clinic, hematogenous, fecal-oral, jaundice period, incubation period, symptom

Virusli gepatit - o'tkir yuqumli kasallik kasallik bo'lib, asosan jigarning zararlanishi, hamda umum a'zoning zaharlanishi belgilari bilan ifodalanadi. Virusli gepatit deganda bir-biriga o'xshash olti xil gepatit tushuniladi, bular A, B, S, D, Ye G viruslari qo'zg'atadigan kasalliklardir. Ular yuqishiga qarab og'iz orqali (A, Ye) va parenteral yo'l bilan yuqadigan (B, S, D, G) xillarga ajratiladi.

Virusli gepatit A — o'tkir siklik kechuvchi, qo'zg'atuvchisi fekal-oral mexanizmida yuqadigan, jigarning yalliglanish va nekrobiotik o'zgarishlar bilan xarakterlanadigan, xamda intoksikatsiya, gepatomegaliya sindromi, klinikolaborator o'zgarishlar va sariqlik bilan kechuvchi infeksiyon kasallik xisoblanadi. Virus A – o'zida RNK saklovchi, juda mayda sferik bo'lakchadan iborat bo'lib, o'zining ko'p fizikaviy va kimeviy xossalarga ko'ra enteroviruslar guruxiga yaqin turadi. Bu virus bevosita to'kimaniemirishxususiyatigaega. Virus – 20 S da muzlatilganda 2 yil, – 60 S da kizdirilganda 4 soatsaklanadi. 100 S da kaynatilganda 5 min. davomidao'z faoliyatini mutlako yo'qotadi. Ultrabinafshanurlari ta'sirda 1 minutda parchalanadi.

Kasallik epidemiologiyasi. Bemor odam va ayniqsa kasallikni engil bilinar-bilinmas belgilar bilan yoki klinik belgilersiz o'tkazayotgan shaxslar kasallikning asosiy

yuqtirish manbai bo'lib xizmat qiladi. Virus asosan bemorning najasi orqali ajraladi. Eng ko'p ajralishi inkubatsion davrning oxiri va kasallikning boshlangich (sariqlik paydo bulgunga kadar) davrida kuzatiladi. SHuning uchun xam bu davrda bemorlar atrofida uchun o'ta xavfli hisoblanadilar. Ko'pchilik xollarda virusni najas orqali ajralishi sariqlik davrining birinchi xaftasida to'xtaydi. Qonda esa virus yuqqandan keyin, ikki hafta keyin paydo bo'ladi va sariqlik davrining to birinchi kunlarigacha mavjud bo'ladi. Kasallik odamga asosan og'iz orqali (virus bilan ifloslanganda: qo'l, idish-tovoq, ovqat, suv va boshqalar) yuqadi. havo-nafas yuli orkali yuqish taxmin qilinadi.

Virusli gepatit A kechishida yashirin, boshlang'ich, sarg'ayish (yoki kasallikning avj olgan davri), kasallikni belgilarini orqaga qaytish va rekonvaletsent (kasallikdan tuzalishi) davrlari kuzatiladi.

Yashirin davrining davomiyligi 14-50 kunni tashkil qiladi
Sariqlik oldi davri:

1.Dispeptik (ishtahasizlik, ko'ngilaynishi,qusish, qorindaog'riq, o'ng qovurg'a ostida og'irlik xissi).

2.Astenovegetativ (injiqlik, o'yinqaroqlik yo'qolishi, uyqu bosishi).

3.Kataral (tanaharoratioshishi, burun bitishi, tomoq og'rishi, yo'tal, aksirish).

Barcha xolatlarda bemorlarning jigar o'lchamlari kengaygan, AlAT va AsAT faolliklari oshgan bo'ladi. Sariqlik davrida kasallikning boshlanish davridagi belgilar asta so'nadi.Avval bemor til osti va tanglay shilliqqavati, ko'zning oqi, og'iz-burun atrofi terisi sarg'ayadi va sariqlik asta-sekin butun tana tersini hamda shilliqqavatlarni qoplaydi.Bemor darmonsiz, loxas bo'ladi, ishtaxasi pasayadi yoki mutlako bo'lmaydi, ba'zan ko'ngil aynab xatto qayt qilishi mumkin. Ayrim bemorlar o'ng qovurg'asi ostida qandaydir og'irlik va sal og'riq sezadilar. Terining qichishi bemorlarning uchdan bir qismida uchraydi. Qichish odatda kechqurun va tunda zo'rayadi, oqibatda uyqu buziladi. Bemor jigari kattalashgan, qattiklashib, bezilab turgani aniqlanadi. Jigarning qattiklashish darajasi turlicha yuzasi silliq bo'lib, ko'proq chap bo'lmasi kattalashadi.

Gepatit B — bu virusli kasallik bo'lib, virus organizmga tushganda hayotiy zarur bo'lgan ichki organlarga salbiy ta'sir ko'rsata boshlaydi. Ushbu kasallik tufayli eng ko'p shikast jigarga yetadi, uning shikastlanishi mikro-hujayrali darajada bo'ladi. Kasallik alomatlarsiz kechishi yoki aniq belgilar bilan namoyon bo'lishi mumkin. Surunkali bosqichiga o'tganda, ushbu virusli infektsiya ko'pincha jigar sirrozi va saratoni rivojlanishiga olib keladi.

Gepatit B bir odamdan boshqa odamga qon, urug' va qin suyuqligi orqali o'tishi mumkin. Gepatit B ning yuqish yo'llaridan ayrimlari quyidagilarni o'z ichiga oladi:

- Bola tug'ilishi vaqtida; gepatit B bilan yashovchi homilador ayol gepatit B ni chaqalog'iga o'tkazishi mumkin.
- gepatit B bilan yashaydigan odam bilan prezervativ yoki tish prokladkalari singari jismoniy to'siqsiz jinsiy aloqa qilish.
- Insulin, glyukoza monitorlari, gilyohvand moddalarni iste'mol qilish, steroidlar, tatuirovka yoki akupunktur kabi tibbiyot yoki inyeksiya uskunalarni birgalikda yoki qayta ishlatish.
- Ustara, tish cho'tkasi yoki qon, urug' yoki qin suyuqligiga tegishi mumkin bo'lgan narsalar kabi shaxsiy qarov vositalaridan birgalikda foydalanish.

O'tkir gepatit B ning belgilari va simptomlari istima, toliquvchanlik, ishtahaning yo'qolishi, ko'ngil aynishi, qayt qilish, qorin og'rig'i, to'q rangdagi siydik, axlatning kulrang bo'lishi, bo'g'in og'rig'i yoki sariq kasalligi (teri yoki ko'zlarning sariq rangga kirishi) kabilarni o'z ichiga oladi. Bu simptomlar odatda bir necha haftadan keyin yo'qoladi. Gepatit B bilan og'rigan ko'pchilik kishilar bir necha o'n kun davomida hech qanday simptomga ega bo'lmaydilar va o'zlarining kasalliklaridan bexabar bo'lishlari, biroq baribir virusni tarqatishlari mumkin. Simptomlar paydo bo'lganida ular odatda jigar o'z ishini boshqa bajara olmaydigan darajadagi xavfli jigar kasalligining belgisi bo'ladi. Gepatit B bor yoki yo'qligini bilishning yagona yo'li test topshirishdir.

Gepatit C. Kasallikning boshqa nomlanishi «mehribon qotil» bo'lib, bu nom unga o'zining asl sababini boshqa ko'plab kasalliklar ko'rinishida yashirishi mumkinligi sababli berilgan. Gepatit C — antroponoz virusli kasallik.

Kasallikning ikki kechish turi farqlanadi: o'tkir va surunkali. O'tkir gepatit C ning rivojlanishi virus bilan zararlangandan keyin boshlanadi. Bu vaqtda ko'pchilik kasallanganlarda hech qanday belgilar kuzatilmaydi. Taxminan 50 — 80% bemorlarda kasallik keyinchalik surunkali shaklga o'tadi. Surunkali bosqich o'n yillar davomida shakllanadi va u ham hech qanday alomatlarsiz kechishi mumkin. Agar kasallik davolanmasa, bemor oxir-oqibat jigar kasalliklariga duchor bo'ladi va infeksiya tashuvchisiga aylanadi. Dunyoda 150 millionga yaqin odam gepatit C bilan surunkali infeksiyalangan va jigar sirrozi yoki saratoni xavfi ostida. Har yili 350 mingga yaqin bemor HVC bilan bog'liq jigar kasalliklari tufayli vafot etadi. Har yili 3-4 million kishi virus bilan infeksiyalanadi. Infeksiya manbai kasalligi faol yoki latent (virus tashuvchilari) bo'lgan bemorlar hisoblanadi. HCV infeksiya perenteral zararlanish mexanizmi bo'yicha yuqadi — infeksiyalangan qon va uning tarkibiy qismlari, shuningdek erkak urug'i va qin ajralmalari (3% atrofida). Gepatit C jisniy aloqa orqali yuqishi ehtimoli gepatit B dagiga nisbatan kamroq va

deyarli minimal ko'rsatkichlarga teng. 20% hollarda kasallik qay tarzda yuqganligi aniqlanmaganligicha qoladi. Infeksiya manbai sifatida eng xavfli toifa surunkali gepatit C bilan kasallangan bemorlar sanaladi. Virus hayvonlar yoki hasharotlardan yuqmaydi. Gepatit C virusi asosan qonda va zararlangan kishining o'ziga xos boshqa tana suyuqliklarida oz miqdorda mavjud. Virus hozirda eng ko'p inyektsiya uchun ishlatilgan igna almashinuvi sabab yuqadi. 1990-yilga qadar virus odatda qon quyish orqali yuqgan. Hozirda qon quyish orqali yuqishi xavfi deyarli yo'q, chunki donorlik qoni avvalo tahlil qilinadi

Gepatit D. Asosan jigar yallig'lanishi bilan kechadigan D gepatiti hozirgi vaqtda turli yoshdagi kishilar o'rtasida uchraydi. Bu kasallik gepatit B ning zamirida rivojlanadi. Kuzatishlarga ko'ra, gepatit D virusi ko'pincha sterillanmagan tibbiy asbob-uskunalar orqali, masalan, qon quyganda, shuningdek tishlarni davolaganda, yetarlicha himoyalansinmay jinsiy aloqa qilganda kishiga yuqib qoladi. Bundan tashqari, D gepatiti virusi nuqsonli bo'lib, uning ko'payishida B gepatiti viruslari muhim rol o'ynaydi. Demak, o'tkir yo surunkali B gepatiti bilan og'riganlarda D gepatit yuzaga kelishi tezlashadi.

Kasallik viruslari tashqi muhitga juda chidamli bo'ladi, biroq zararlangan joyni kislotaga va ishqorlar bilan artganda nobud bo'ladi.

D gepatiti virusi qonga tushgach, jigarning eng ichkari hujayralarigacha yetib boradi. Ayanchli tomoni shundaki, D gepatitini yuqtirgan bemorning jigari ilgari B gepatiti virusi bilan albatta, og'riq bo'ladi. O'z-o'zidan ayonki, delta gepatit virusi B gepatiti virusining genetik mahsulotlariga qo'shib, (ochiqrog'i jigarda o'rnatilib) hujayralarda virus zarrachalarining ko'payishini faollashtiradi. Bu esa jigar hujayralarining kuchli zararlanishi va yallig'lanishiga olib keladi. Ta'kidlash joizki, D gepatiti alomatlari (simptomlari) xuddi virusli gepatit B niki singari kechadi. Masalan, bemor quvvatsiz bo'ladi, salga charchaydi, terlaydi, kayfiyat salga buziladi, ish qobiliyati pasayib ketadi. Ayrim hollarda behollik shunchalar kuchayadiki, hatto bemorlar ish jarayonida ham dam olishga majbur bo'lishadi. Aksariyat bemorlar esa tezlik bilan oza boshlaydilar. Ayniqsa, kasallik xuruji davrida bemorlarning qariyb hammasida dispeptik sindrom (ya'ni doimiy ko'ngil aynishi, qayt qilish, ishtaha yo'qolishi) rivojlanadi. Ba'zi hollarda esa xuruj vaqtida bemorlar jigar sohasidagi og'riqdan shikoyat qiladi. Bunday og'riq ko'pincha jismoniy harakat paytida yoki parhez buzilganda paydo bo'ladi. Bemor o'ng biqinida xuddi "bir narsa osilib turgandek" bezovtalanadi. Bundan tashqari ozgina ovqat iste'mol qilinsa ham oshqozon sohasida og'irlik seziladi.

Foydalanilgan adabiyotlar ro'yhati:

1. Bemorlarni uyda va shifoxonada parvarish qilish. F.G`. Nazirov. Toshkent-2003.
2. Hamshiralik ishi asoslari. Q.Inomov. Toshkent-2007.
3. Xirurgiya. A.J.Hamrayev. Toshkent-2002.
4. Xirurgiya va reanimatsiya asoslari. A.J. Hamrayev. Toshkent-2002.
5. Bolalar kasalliklari. A.N.Buraya. Toshkent-1988.
6. E.I. Musaboyev, A.Q. Bayjanov Yuqumli kasalliklar Toshkent-2009
7. Dr. J. R a s e n a c k. Viral Heđatitis. Germany, 1996
8. S o r i n s o n S.N. Virusnie geđatiti, S—Peterburg, Izdatelstvo «Oeza», 1998.

PEDAGOGIKA FANINI O'QITISHDA DIDAKTIK O'YINLI TA'LIM TEXNOLOGIYALARINI QO'LLASHNING SAMARALI METODLARI

Zebo Davlatovna Hasanova

Buxoro muhandislik-texnologiya instituti

“Metrologiya va standartlashtirish” kafedrası p.f.f.d. PhD, dotsenti

Raxmatullayev Botir Sobir o'g'li

Osiyo xalqaro universiteti

“Pedagogika va psixologiya” yo'nalishi magistri

Annotatsiya: Maqolada axborot asrida insoniyat tarixida sanoat va fan olamida olamshumul yutuqlar qo'lga kiritildi. Dunyoda axborot eng qimmat narsaga aylandi. Kompyuter ixtiro qilinishi insonlar bajaradigan yumushlarni yengillashishiga olib keldi. Fan, ta'lim sohalarida o'qitish o'rganishning zamonaviy vositalari joriy qilindi. Endilikda elektron darslikarning bu sohadagi ahamiyati yanada oshmoqda. Dastlab elektron darsliklar oddiy matn ko'rinishida bo'lsa hozirda turli tasviriy ko'rinishlarini ham o'zida mujassamlashtirmoqda.

Kalit so'zlar: Flash, 3D Max, vizual, elektron darslik, CD-ROM, DVD, CD-R, CD-1, CD, 3D elektron darslik.

Kirish

Inson axborotni ko'rganda uni oddiy eshitib yoki o'qigandan ko'ra ko'proq eslab qoladi. Anashu taraflarni hisobga olgan holda elektron darslik tayyorlash uni yashash davrini uzoq bo'lishiga olib kelish mumkin. Turli animatsiya tayyorlovchi dasturlar ishlab chiqilishi elektron darslik tayyorlash sohasida ham sifatli bo'lgan elektron darsliklar tayyorlashga olib keldi. Endilikda elektron darslik yaratuvchi dasturlar yordamida Flash, 3D Max va boshqa turdagi animatsiyalarni, turli video va audio fayllarni elektron darslik tarkibida qo'llash imkoniyatlari paydo bo'ldi. Bu imkoniyatlardan qay darajada qulay foydalanish elektron darslik tayyorlovchining mahorati va psixologik tomondan yondoshishiga bo'g'liq[1].

Albatta but ta'lim jarayonida elektron darslikning ahamiyati kattadir. Chunki talaba doim ham Internetdan foydalana olmasligi mumkin. Ana shu paytda o'ziga oliygoh yoki boshqa biror ta'lim muassasi tomonidan berilgan elektron darslik va qo'llanmalardan foydalanishga to'g'ri keladi. Zamonaviy ta'lim muassasalarida kasbiy faoliyatni kompyuter bilan ta'minlashga katta e'tibor berilmoqda. O'quv jarayonida o'quv jarayonining turli fanlari bo'yicha o'quv va test dasturlari qo'llaniladi.

Institutda turli fanlar bo'yicha (o'quv jarayoni va kompyuter kurslari doirasida) o'quv va test dasturlaridan foydalanish bo'yicha olib borilgan statistik tadqiqotlar shuni ko'rsatadiki, ulardan foydalanish nafaqat bo'lajak mutaxassislikka qiziqish, balki ushbu fan bo'yicha o'quv ko'rsatkichlarini ham oshirgan. Aksariyat talabalar ma'lumotni vizual tarzda yaxshiroq qabul qiladilar, ayniqsa, agar u yuqori sifatli bo'lsa. Bu dasturlar har bir o'quvchiga tayyorgarlik darajasidan qat'i nazar, ta'lim jarayonida faol ishtirok etish, o'quv jarayonini individuallashtirish, o'z-o'zini nazorat qilish imkonini beradi [2]. Passiv kuzatuvchi bo'lmang, balki faol bilim oling va o'z imkoniyatlaringizni baholang. Talabalar tashqi motivatsion omillardan qat'i nazar, o'rganish jarayonidan zavqlana boshlaydilar. Bunga kompyuterni o'rgatishning axborot texnologiyalari yordamida o'qituvchining ma'lum funksiyalari vaqtincha o'tkazilishi ham yordam beradi. Kompyuter esa xatoni ko'rsatib, to'g'ri javob berishga qodir, g'azab va g'azabni bildirmasdan topshiriqni qayta-qayta takrorlay oladigan sabrli o'qituvchi-repetitor vazifasini bajarishi mumkin.

Ayni paytda institutda turli fanlar bo'yicha kompyuter dasturlari – elektron darsliklar ishlab chiqilmoqda [3]. Kompyuter bo'yicha o'quv dasturlari kasb-hunar ta'limining asosiy yo'nalishlari bo'yicha yaratilgan. Albatta, dasturlar birinchi navbatda fan o'qituvchisi bo'lib, uning g'oyalari kompyuter ta'limida amalga oshiriladi, ammo matn va grafik ma'lumotlarni loyihalash va taqdim etish talabalar tomonidan amalga oshiriladi. Asosiy tushunchalar. Elektron darslikning quyidagi ta'riflari turli manbalardan kelib chiqadi:



1-rasm: Elektron ta'lim jarayoni sxemasi

grafik, matn, raqamli, nutq, musiqa, video, foto va boshqa ma'lumotlar, shuningdek, bosma foydalanuvchi hujjatlari to'plamidir. Elektron nashr har qanday elektron tashuvchida bajarilishi mumkin-magnit (magnit lenta, magnit disk va boshqalar), optik, shuningdek, nashr etilishi mumkin. elektron kompyuter tarmoqlari [2].

- bilimlarning tegishli ilmiy-amaliy sohasi bo'yicha tizimlashtirilgan materialni o'z ichiga olishi, talabalar va talabalarning ushbu yo'nalishdagi bilim, ko'nikma va

malakalarni ijodiy va faol o'zlashtirishini ta'minlashi kerak. UEI yuqori darajadagi ishlash va bezash, ma'lumotlarning to'liqligi, uslubiy vositalar sifati, texnik ko'rsatkichlar sifati, taqdimotning aniqligi, mantiqiyli va izchilligi bilan ajralib turishi kerak.

- davlat standarti va o'quv rejasiga mos keladigan va ushbu turdagi nashr sifatida rasman tasdiqlangan o'quv intizomi yoki uning bo'limi, qismining tizimli taqdimotini o'z ichiga olgan o'quv nashri.

- bu darslikni qisman yoki to'liq almashtiruvchi yoki to'ldiruvchi va ushbu nashr turi sifatida rasman tasdiqlangan elektron nashr.

- bu elektron shaklda taqdim etilgan va ma'lum bir fragmentlar ierarxiyasiga muvofiq uning bir qismidan ikkinchisiga bir zumda o'tish imkonini beruvchi keng qamrovli havolalar tizimi bilan jihozlangan matn [4].

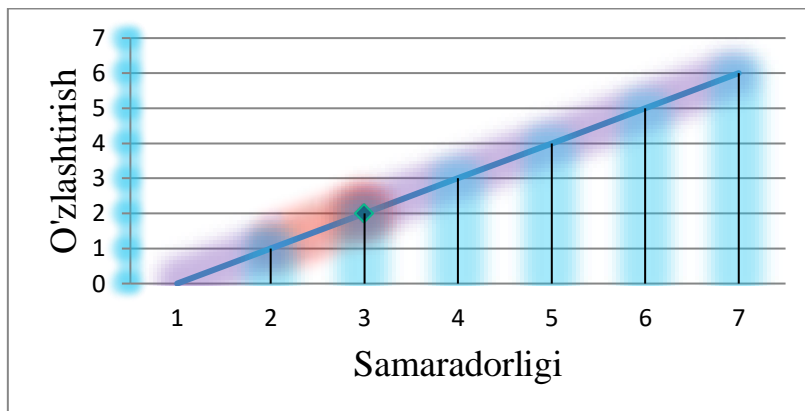
3D elektron darslikning asosiy shakllari.

Har qanday murakkab tizimlarni yaratishda bo'lgani kabi, elektron darslikni tayyorlashda ham muvaffaqiyatga erishish uchun mualliflarning iste'dodi va mahorati hal qiluvchi ahamiyatga ega. Shunga qaramay, elektron darsliklarning yaxshi shakllangan shakllari, aniqrog'i, konstruktiv elementlar mavjud bo'lib, ulardan darslik tuzilishi mumkin.

Sinov. Tashqi tomondan, bu elektron darslikning eng oddiy shakli. Asosiy qiyinchilik - bu savollarni tanlash va shakllantirish, shuningdek, savollarga javoblarni talqin qilish. Yaxshi test o'quvchining ma'lum bir fan bo'yicha ega bo'lgan bilim, ko'nikma va malakalari haqida ob'ektiv tasavvurga ega bo'lish imkonini beradi [5].

Vazifa kitobi. Elektron darslikdagi topshiriqlar kitobi tabiiy ravishda o'rganish funksiyasini bajaradi. Talaba muayyan muammoni hal qilish uchun zarur bo'lgan ta'lim ma'lumotlarini oladi. Asosiy muammo - barcha nazariy materialni qamrab oladigan vazifalarni tanlash.

Ijodiy muhit. Zamonaviy elektron darsliklar talabaning o'rganish ob'ektlari va o'zaro ta'sir qiluvchi obyektlar tizimlarining modellari bilan ijodiy ishlashini ta'minlashi kerak. Bu o'qituvchi tomonidan ishlab chiqilgan loyiha doirasidagi ijodiy ish, bu o'quvchida ko'nikma va qobiliyatlar to'plamini shakllantirish va mustahkamlashga yordam beradi. Ijodiy muhit org Hozirda deyarli barcha sohaning elektron nashrlari mavjud. Lekin hammasini ham foydali deya olmaymiz. Ma'lumot undan foydalanilgandagina kerakli bo'lishi mumkin. Shunday ekan elektron darsliklar tayyorlashda ham ushbu jihatga e'tibor qaratish zarur bo'ladi. Ayni paytda yangi axborot texnologiyalari sohasida gipermedia tizimlarini qo'llash rivojlanib bormoqda [6].



2-rasm: Yangi avlod elektron darsliklarning samaradorlik ko'rsatkich sxemasi

Bunday texnologiyalar asosida an'anaviy o'quv matnini yanada takomillashtirilgan o'quv materialini asosida kengaytirish va chuqurlashtirish hamda kurslar va animatsion lavhalardan foydalanish yo'li bilan almashtirish g'oyasi yotadi. Bunda u yoki bu holda ajratib berilgan matn lavhalari orasida o'zaro bog'anish tugunlari barpo etiladi. Mutaxassislarning ta'rifiga ko'ra, gipermatn inson intellektining katta hajmdagi axborotni esda saqlash kobiliyatini va mazkur axborotlar ichidan kommunikatsiya va tafakkur jarayonlarini assotsiatsiyalash yo'li bilan qidiruv ishlarini olib borishni imitatsiya qiladi. Boshqacha qilib aytganda, gipermatn murakkab darajada tashkil etilgan o'quv materiallari tizimi bo'lib, ko'plab statistik va dinamik axborotlarni o'zida mujassamlashtiradi hamda umumlashgan tarmoq tuzilishiga ega bo'ladi.

Bular ichida eng muhimi foydalanuvchi (elektron kitob o'quvchisi) elektron qo'llanmada keltirilgan asosiy o'quv materialining mazmunidan uzoqlashmasligi lozim, ya'ni u faqat gipermatn tizimi bo'ylab navigatsiya qilmog'i kerak. Bu esa, o'z navbatida, navigatsiya jarayonida matnning asosiy lavha uchun bog'lanishlar sonini, ma'lum darajada chegaralashni taqozo qiladi [7]. Uslubiyot nuqtai nazaridan, ma'lum paragrafdan keyingilariga chiqish, undan oldingi paragraflarga chiqishdan farqli o'laroq, alohida bog'lanishlar bilan berilgani ma'qul bo'ladi. Bu ED dan birinchi marta foydalanuvchilar uchun qator qulayliklar yaratadi [8].

Gipermatn hujjatlarini ishlab chiqishda ushbu instrumental vositalar: Microsoft Front-Page (HTML-Hyper Text Markup Language), Alliare Home Site (HTML), Microsoft Power Point, Microsoft Word va boshqalardan foydalaniladi. Strategik illustratsion o'quv materiallarini (turli manzaralar)ni yaratishda rasterli yoki vektorli rasmlar bilan ishlovchi dasturlardan foydalanish zarur bo'ladi. Ularga Corel Draw, Corel Xara, Corel Photo Paint, Adobe Photo Shop, Adobe Illustrator va boshqalar kiradi [9, 10].

Dinamik illustratsion o'quv materiallari roliklarini yaratishda esa, ularni tuzish uchun maxsus muharrirlar va quyidagi Web-animatorlardan foydalaniladi: Tovush bilan kechadigan yozuvlar va tovushni taxrir qilish Sonic Foundry Sound Forge, Wave Lab, Sound Recorder va boshqa dasturlar yordamida amalga oshiriladi. Ma'lumotlar bazasidan foydalanish zarurati tug'ilganda, Microsoft Excel kabi ma'lumotlar bazasi yordamga chaqiriladi[11]. Elektron darslik yohud o'quv qo'llanma uchun illustrativ materiallarni yaratishda, shuningdek, skanerlar, videoushlar va yig'ish platalari, tovush platalari kabi apparatli vositalardan foydalaniladi.

Xulosa

Yuqoridagi tahlillardan kelib chiqqan holda xulosa qilib shuni takidlashimiz mumkinki, matnli protsessorlar va maxsus dasturlar yordamida elektron darsliklarni yaratishda, o'quvchida undan qisman foydalana olmaslik bilan bog'liq muammolar tugilishi ham tabiiy. Gap shundaki, foydalanuvchi darslikni yaratish dasturiga ega bo'lishi zarur bo'ladi. Dastlab elektron darsliklar o'ta sodda ko'rinishga ega bo'lgan bo'lsa endilikda turli inson ruhiyatiga ta'sir etadigan tasviriy vositalar bilan boyimoqda. Bunday vositalarga turli animatsiya va video fayllarni kitish mumkin. Dastlab bu imkoniyatlar mavjud bo'lmagan. Vaqt o'tishi bilan Flash, 3D Max dasturlarini ishlab chiqilishi elektron darsliklar tayyorlashni yanada mazmundorroq va foydalanuvchiga mazmuni tushinarliroq bo'lishiga olib keldi.

Foydalanilgan adabiyotlar

1. Hasanova, Z., & Inoyatova, D. (2023). THE ROLE OF INFORMATION TECHNOLOGY IN THE PREPARATION OF HEARING IMPAIRED CHILDREN FOR SCHOOL EDUCATION. *International Bulletin of Engineering and Technology*, 3(6), 198-202.
2. Хасанова, З. Д. (2014). РАЗВИТИЕ ЭТИЧЕСКОЙ КУЛЬТУРЫ У БУДУЩИХ УЧИТЕЛЕЙ ПОСРЕДСТВОМ АРТ-ПЕДАГОГИКИ. *The Way of Science*, 36.
3. Abdurasulovich, K. J., Abdurasulovich, K. O., Yangiboevich, K. M., Anvarovich, A. A., & Xolmurodovich, G. A. (2020). Opportunities and results to increase the effectiveness of multimedia teaching in higher education. *Journal of Critical Reviews*, 7(14), 89-93.
4. Хўжжиев, М. Я. (2020). Возможности повышения эффективности мультимедиа в процессе урока. *Universum: психология и образование*, (1 (67)).
5. Mamurjon Yangiboyevich Khujjiyev, Azam Anvarovich Alimov, Zayniddin Rashidovich Khujanazarov, Azizjon Kaimovich Khojiev/Effect Of Cognitive-Visual Aids In Improving The Quality Of Teaching The Special Subjects/ European

Journal of Research and Reflection in Educational Sciences Vol. 8 No. 11, 2020 Part II ISSN 2056-5852

6. Maxmudovich, X. M., Kuchkorovich, J. A., & Xo'Jjiyev, M. (2021). Technology of using E-learning modeling programs in teaching special subjects in professional education. *Psychology and Education Journal*, 58(1), 5403-5411.
7. Abdurasulovich, K. J., Anvarovich, A. A., Mamatkulovich, Y. U., Yangiboevich, K., & Sobirovna, M. M. (2020). The advantages of the methodology of preparing students for innovative activity on the basis of visual teaching of special disciplines. *Journal of Critical Reviews*, 7(14), 1244-1251.
8. Abdirahim o'g'li, Q. Z., & Salomovna, K. S. (2023). METHODS FOR DETERMINING DEFECT LEVELS FOR LABORATORY DEVICES. *Journal of Science-Innovative Research in Uzbekistan*, 1(9), 645-651.
9. Таиров, Б. Б., Хўжжиев, М. Я., & Ўғли, Қ. З. А. (2023). ПРОГРАММНО-МЕТОДИЧЕСКИЕ ВОЗМОЖНОСТИ ОБУЧЕНИЯ НА ОСНОВЕ КОГНИТИВНО-ИЗОБРАЗИТЕЛЬНОГО ПОДХОДА В ПОДГОТОВКЕ ИНЖЕНЕРОВ-ТЕХНИКОВ. *Universum: технические науки*, (5-2 (110)), 29-36.
10. Anvarovich, A. A., Djurayevna, T. G., & Gulomovna, M. M. THE ROLE AND SIGNIFICANCE OF USING THE VISUAL-COGNITIVE APPROACH IN HIGHER EDUCATION.
11. ТАМОЙИЛЛАРИ, В. А. О. D. MASOFAVIY TA'LIM ORQALI UMUMKASBIY VA IXTISOSLIK FANLARINI KOGNITIV-VIZUAL YONDASHISH ORQALI, TALABALAR.

ИНСОН ВА ТАБИАТ МУНОСАБАТЛАРИНИ УЙЎУНЛАШТИРИШ ЗАРУРАТИ

*Bo‘taylorova Tamara O‘ral qizi
Boshlang‘ich ta‘lim fakulteti
boshlang‘ich ta‘lim yo‘nalishi,
3-bosqich talabasi*

Annotatsiya: Maqolada ekologik ta‘lim, atrof-muhitni muhofaza qilishning muhimligi, ekologik ta‘lim-tarbiya va madaniyat ta‘limiy sharoitda aniqlashtirilgan.

Kalit so‘zlar: ekologik ta‘lim va tarbiya, madaniyat, o‘quvchilar, atrofimizdagi olam, tabiiy fanlar, tabiiy savodxonlik.

Mustaqillik yillarida ekologik ta‘lim nazariyasi va metodikasi mazmunan qayta ko‘rib chiqilib, uning turli jihatlariga oid umumdidaktik qonuniyatlar, tamoyillar ishlab chiqilgan bo‘lsa-da, ekologik xavfsizlik madaniyatini shakllantirishning mazmun-mohiyati, tuzilmasi va o‘zaro bog‘liqligi masalasi nazariy-metodologik, ilmiy-pedagogik jihatdan to‘liq, tizimli o‘rganilmagan. Agar odamning o‘z-o‘ziga, boshqa kishilar va atrof-muhitga bo‘lgan munosabati ekologik ong va madaniyat nuqtai nazaridan tahlil etilsa, ekologik ta‘lim-tarbiya nazariyasi va metodikasini tubdan qayta ko‘rib chiqish zaruriyati paydo bo‘ladi. Bu zaruriyat, tabiiyki, samarali ekologik ta‘lim-tarbiya tizimini vujudga keltiradi.

Demak, ekologik ta‘lim, atrof-muhitni muhofaza qilish va ekologik xavfsizlik madaniyatini shakllantirishning muhimligi – dolzarb muammo ekanligi bilan tavsiflanadi.

Ekologik ta‘lim-tarbiyani singdirishdan asosiy maqsad - o‘quvchilarda tabiiy hodisa va jarayonlarni tahlil qilish ko‘nikmalarini tarkib toptirish, ma‘naviy-axloqiy sifatlarni o‘zida mujassam etgan barkamol yosh avlodni tarbiyalab voyaga yetkazib, hamda ularni ona yurtini sevishga, atrof - muhit tozaligini ta‘minlashga o‘rgatish muhim ahamiyat kasb etadi. Biroq ekologik ta‘limni amalga oshirish jarayonining tizimli tahlili ekologik ta‘limni tashkil etishda bu boradagi islohotlarni to‘liq ro‘yobga chiqarishga to‘sqinlik qiluvchi quyidagi jiddiy muammo va kamchiliklar saqlanib qolayotganligini ko‘rsatmoqda.

Singapur tajribasi ekologik ta‘lim naqadar ahamiyatli ekanligini ko‘rsatib turadi: jamiyat bolalar tarbiyasi yuzasidan muammolarga duch kelganida mamlakat bosh

vaziri Li Kuan Yunning o‘tkazgan islohotlari natijasida maktablarda o‘simlik va hayvonot dunyosiga mehrni kuchaytirish borasida ekologiya darslari soni oshirildi. Hayvonlarga shafqatsiz munosabatda bo‘lgan ota-onalarni ularning o‘z farzandlari uyaltira boshladi. Singapurda aynan uysiz hayvonlarni himoya qilish borasida kompaniyalar boshlandi. Natijada, bolalar va o‘smirlar amalga oshirayotgan jinoyatlar soni keskin kamaydi. Shuning uchun ko‘rilayotgan choralar, shu jumladan, qabul qilinayotgan qonunlar, tarbiyaviy usullar hayvonlarga, o‘simliklarga, balki butun tabiatga nisbatan insonparvarlik madaniyatini va mas’uliyat hissining shakllanishiga xizmat qilishi kerak.

Ekologik ta’lim-tarbiyaning nazariy asoslari I.D.Zverev, ekologik ta’limning maqsad va vazifalari, printsiplari, mazmuni, shuningdeq o‘quvchilarda nazariy bilim, amaliy ko‘nikma va malakalarni shakllantirish kabi pedagogik muammolar A.N.Zaxlebniy, V.N.Maksimova, L.P.Salayeva, K.A.Rikov, A.T.Terletskeya, ekologik ta’limning biologik yo‘nalishlari I.T.Suravegina, oliy ta’lim muassasalari talabalariga ekologik ta’lim berish I.Ponomaryovalar tomonidan ishlab chiqilgan bo‘lsa, umumiy o‘rta ta’lim maktabi o‘quvchilariga tabiiy fanlarni o‘qitish jarayonida ekologik ta’limning fizik jihatlari E.O.Turdiqulov, M.M.Mirboboyev, B.B.Knorre, M.O‘ralov, L.Xudoyberdiyev, A.O‘razaliyev, Yu.Karimovlarning ilmiy tadqiqot ishlarida o‘z aksini topgan.

A.T.Terletskeya o‘z ishlarida ekologiya tushunchasiga ilmiy-nazariy jihatdan yondashib, tirik organizmlarning atrof - muhit va bir - biri bilan aloqalari yagona va juda murakkab tizimni tashkil qilishini asoslab berdi. Olimaning e’tirof etishicha, “ekologiya - bu hayot sharoitlari, tirik organizmlarning o‘zlari bilan atrof - muhitning noorganik qismi bilan aloqasi, insonning tabiatga ta’siri va uning faoliyati oqibatlarini haqidagi fan”. Muallif mazkur qo‘llanmada o‘quvchilarning ekologik tafakkurini, atrof -muhit holatini va insonga zararli va xavfli omillarning ta’sir darajasini munosib baholash qobiliyatini rivojlantirish, tabiatni oqilona boshqarishning ayrim jihatlari, shuningdek, zararli, xavfli va o‘ta xavfli hayot sharoitida himoya qilish vositalari va usullariga alohida e’tibor qaratadi. Shuningdek, ekologik xavfsizlik masalasiga doir fikrlari e’tiborga molik. A.T. Terletskeyaning fikriga ko‘ra, ekologik xavfsizlik - bu tabiat, shaxslar va umuman insoniyatga zarar etkazmaydigan yangi texnologiyalar yaratish, harakatlar va jarayonlar majmui. "Inson - atrof - muhit" tizimida odamga to‘satdan, davriy yoki doimiy zararli va xavfli omillar salbiy ta’sir ko‘rsatishi mumkin.

Olima zaharli va xavfli omillarni kelib chiqish tabiatiga ko‘ra uch turga ajratadi: tabiiy (tabiiy), antropogen (inson), texnogen (sanoat). SHuningdek, insonga ta’sir qilish xususiyatiga ko‘ra zararli va xavfli omillarni farqlaydi: fizik (mashinalar, mexanizmlar, tashiladigan yuklar, elektr toki, yuqori yoki past temperatura,

shovqin, tebranish, changlanish, ish joyining yomon yoritilishi va boshqalar); kimyoviy (pestitsidlar, toksik moddalar, dorilar va boshqalar); biologik (mikroorganizmlar, zaharli o'simliklar va zamburug'lar, tajovuzkor yoki kasal hayvonlar va boshqalar); psixofiziologik (jismoniy va aqliy zo'riqish, eshitish va ko'rish organlarining haddan tashqari zo'riqishi). Muallifning fikriga ko'ra inson faoliyatining mutlaqo xavfsiz turi yo'q. Inson faoliyati natijasida yuzaga keladigan barcha xavf -xatarlar bo'lishi mumkin, lekin zarar etkazmaydi va qamrov doirasi cheklangan.

Fikrimizcha, bizni o'rab turgan atrofimizdagi olamda hayot kechirayotgan tirik organizmlarning barchasi yerdagi hayotning bir bo'lagidir. Sayyoramizdagi barcha ne'matlar: suv, yer, tog', o'simlik va hayvonot dunyosi, aniq o'lchov bilan va bir-biriga bog'liq qilib yaratilgan bo'lib, hayotning davomiyligi bevosita unda yashovchi insonlarning munosabatiga bog'liq. Bugungi kundagi eng xavfli holat shuki, shiddat bilan rivojlanib borayotgan fan-texnika va texnologiyalarning hayotimizga kirib kelishi, zamonaviy fan va innovatsion texnologiyalar yutuqlaridan foydalanib yashirin tarzda kashfiyotlar yaratilishi o'zining ham ijobiy ham salbiy ta'sirini ko'rsatmoqda.

Mazkur muammoning hal qilinishi bevosita insonning atrof-olamga bo'lgan munosabatini o'zgartirishdan izlash kerak. Bunda avvalo tabiatni o'rganadigan soha olamiga murojaat qilib, uning qonuniyatlariga amal qilishimiz muhim aks holda tabiat ayanchli falokatlar va jiddiy muammolar kelib chiqadi. Har bir inson dunyoni, tabiatni asrab-avaylashga o'z hissasini qo'shmog'i darkor. Tabiatdagi o'zgarishlar tirik organizmlarning yashash muhitiga salbiy ta'sir ko'rsatmasligi kerak.

Ekologik ta'limning maqsadi inqirozdan chiqish yo'llarini topishga yordam beradi. Inson taraqqiyotining hozirgi bosqichida xavfsizlik va ekologik talablar yangi texnik vositalarni yaratish va yangi texnologiyalarni joriy etish asosida yotadi. Xavfsizlik va atrof - muhitni muhofaza qilish muhim vazifa.

Foydalangan adabiyotlar ro'yxati

1. Mukhtarova L.A. Ways of formation of ecological culture in children of primary age // AJMR:Asian Journal of Multimensional Research Journal. Vol 10, Issue 4, April, 2021. - Pp 648-652. (Impact Factor 7.699).
2. Мухтарова, Л. А. (2017). БОШLANG'ICH SINFLARDA RIVOJLANTIRUVCHI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.

3. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA'LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNI. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
4. Mukhtarova, L. A. (2021). THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 792-797.
5. Mukhtarova Lobar Abdimannabovna. (2021). POSSIBILITIES OF AN INTEGRATIVE APPROACH TO THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *European Scholar Journal*, 2(11), 43-44.
6. Muxtarova, L. A. (2021). Ways of formation of ecological culture in children of primary age. *Asian Journal Of Multidimensional Research*, 10(4), 648-652.
7. Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1781-1785.
8. Мухтарова, Л. А. (2018). Пути Исползования Возможностей Мультимедиа В Повышении Качества И Эффективности Уроков Чтения В Начальных Классах. *Научные горизонты*, (11-1), 247-252.
9. Мухтарова, Л. А. (2018). Развитие И Формирования Критического Мышления У Школьников Начальных Классах. *Гуманитарный трактат*, (24), 13-14.
10. Мухтарова, Л. А. (2018). Развитие творческого мышления у школьников начальных классов. *Гуманитарный трактат*, (24), 9-10.
11. Kulmuminov, U., & Mukhtarova, L. (2023). POSSIBILITIES OF CREATIVE THINKING AND ITS MANIFESTATION IN THE EDUCATIONAL PROCESS. *Open Access Repository*, 4(02), 81-84.
12. Abdimannabovna, M. L. (2022). Opportunities for an Interdisciplinary Integrated Approach to Improving the Culture of Environmental Safety. *Eurasian Scientific Herald*, 7, 7-12.
13. Munzifa Tangirova, & Lobar MUKHTAROVA. (2023). WAYS OF READING LITERACY DEVELOPMENT IN PRIMARY SCHOOL PUPLS. *European Scholar Journal*, 4(2), 88-89. Retrieved from

14. Lobar mukhtarova, & shahnoza isakova. (2023). Methodology of speech development of visually impaired students. *Academia repository*, 4(10), 360–371. Retrieved from
15. Mukhtarova lohar abdimannabovna, & saidakhmatova nafisa soatmurod kizi. (2023). Development of reading understanding skills in primary school students. *Academia science repository*, 4(04), 18–22. Retrieved from
16. Nafisa saidakhmatova, & lohar mukhtarova. (2023). The significance of a artwork in the formation of learning skills. *Academia science repository*, 4(04), 176–180. Retrieved from
17. Pardayeva gulbahor jalgashevna, & mukhtarova lohar abdimannabovna. (2023). Pedagogical possibilities of teaching natural sciences based on steam technology. *World bulletin of social sciences*, 21, 109-111. Retrieved from
18. Feruza rakhmonova, & lohar mukhtarova. (2023). The role and significance of forming a culture of reading in primary education. *European scholar journal*, 4(3), 5-7. Retrieved from
19. Saodat mingnorova, & lohar mukhtarova. (2023). The methodology of developing the creativity of the beginning 1st class teacher with the help of ethnopedagogy. *World bulletin of social sciences*, 27, 33-37. Retrieved from
20. Daminova dilbar melimurodovna, & mukhtarova lohar abdimannabovna. (2023). Pedagogical opportunities of forming mathematical literacy skills of primary school pupils. *Open access repository*, 4(3), 971–976.

**MAKTABGACHA TA'LIM MUASSASALARIDA TA'LIM
SAMARADORLIGINI OSHIRISHDA XALQARO TAJRIBALARDAN
FOYDALANISH**

Hayitaliyeva Aziza G`ayrat qizi
Termiz Davlat Pedagogika Instituti talabasi

Annotatsiya: Maqolada Yaponiya, Finlandiya, AQSH, kabi ilg`or xorijiy ta`lim tizimi tuzilmasi, tajribasi va zamonaviy ta`lim dasturlari qisqacha tahlil qilingan. Shuningdek ta`lim tizimidagi yutuqlari, tahlil qilingan.

Kalitso`zlar: mamlakat, ta`lim, tajriba, xorijiytajriba, tuzilma, xalqarobaholash.

Hozirgi kunda mamlakatimizda ta`limga oid bir qator islohatlar amalga oshirilmoqda. Ulardan ko`zda tutilgan maqsad maktab faoliyatini demokratlashtirish uning, insonparvarlik tamoyillarini rivojlantirish, shu asosida o`quv tarbiya ishlari mazmunini, uning shakl va uslubini kompleks yangilash va yanada takomillashtirishdan iboratdir. Yangilangan ta`lim to`la ma`noda yangicha tafakkur, sog`lom fikr demakdir. Hozirgi davrda ta`limning qadr -qimmat, obro` va nufuziga teng darajada uning ijrochilarida tashabbuskorlik, fidoiylik va ishbilarmonlik ham bo`lmog`i zarur. Qadimdan bizda bilim olish qadrlangan. Bilimdon kishilar esa el-yurt ardog`ida bo`lganlar. Shuning uchun ham bilim olish va olingan bilimni mamlakatimiz xizmati yo`lida xizmat qildirish oliy insoniylik burchimizdir. Bu vazifalarni muvafaqiyatli hal etishni muhim shartlaridan biri chet el maktabi va pedagogikasi tajribalari o`rganishdir. Xalqaro tajribalarini sinchkovlik va qunt bilan o`rganish orqali ta`lim tarbiyada qotib qolgan, o`z dolzarbligini yo`qotib borayotgan ish shakllari, uslublaridan xalos bo`lish bilan birga, uni munosib tarzda yangilashda qo`shimcha boy manbalarga ega bo`lamiz. Maktabgacha ta`lim rivojlantirilayotganini maktab saboqlariga puxta zamin bo`lmoqda. Umumiy o`rta ta`lim sifati ilg`or xalqaro tajriba va zamon talablari asosida yuksaltirilmoqda. Prezident maktablari, buyuk allomalarimiz nomi bilan ataladigan ixtisoslashtirilgan maktablar, ijod maktablari, Temurbeklar maktablari kabi zamonaviy va innovatsion ta`lim maskanlari tashkil etildi. Ularda xalqaro tajribalar yo`lga qo`yilganligi kelajakda yetuk kadrlar yetishib chiqishidan 2019-yil 26-noyabrda O`zbekiston Respublikasi Prezidentining, , Zamonaviy maktablarni tashkil etish chora tadbirlari to`g`risida—gi qaror qabul qilindi. Qarorga muvofiq 2021-yilgacha maktablarnng kamida 3 foizi, 2025-yilgacha 20 foizi 2030-yilga qadar esa 50 foizini, ,, zamonaviy maktablarga aylantirishning asosiy parametrlari belgilandi. Bu islohatlarni amalga oshirishda ta`lim sifatini oshirishda xalqaro rivojlangan davlatlar tajribalarni o`rganish yuqori natijalarga olib keladi. Bugungi kunda ta`lim mazmuniga bo`lgan e`tibor

rivojlangan mamlakatlardagi shart –sharoitlarga yetib bormoqda. Buning isboti sifatida xorijiy mamlakatlarda ta'lim tizimini tahlil qilib o'tamiz

Yaponiya ta'lim tizimi

Ilg'or mamlakatlar ichida Yaponiya ta'limi o'ziga xos yo'nalishi yetakchi o'rinni egallaydi. Jumladan, Yaponiya ta'lim tizimining tarkibi quyidagicha: maktabgacha ta'lim, boshlang'ich maktab, kichik o'rta maktab, yuqori o'rta maktab, oiliy ta'lim tizimlariga kiruvchi oliy o'quv yurtlari. Boshlang'ich maktabda o'qituvchilar bolalarni tanqidga, ya'ni o'z xulqining yomon jihatlarini, maktabdagi kamchiliklarni tanqid qilishga o'rgatishadi. Bundan ko'rinib turibdiki, o'qituvchi faqat ta'lim berish bilan cheklanib qolmay, bolaning har tomonlama rivojlanishiga tasir etadi. Yaponiya rivojlangan davlatlar ichida o'qituvchining maoshi davlat rahbarlari orasida ham yuqori bo'lgan yagona davlat. Majburiy ta'lim muhiti. Ta'limning bu pog'onasi 6 yoshdan 15 yoshgacha bo'lgan bolalarni o'z ichiga oladi. Muhtoj oilalarning bolalariga moddiy yordam ko'rsatiladi. Yuqori o'rta maktab 10-11-12-sinflarni o'z ichiga oladi, bunday maktablarning kunduzgi, sirtqi, kechki bo'limlari mavjud. Yuqori bosqich o'rta maktablarda butuno'quv jarayonida o'quvchilar 80 ta sinov topshirishadi. O'quvchilar majburiy asosiy fanlardan tashqari o'z xohishlariga ko'ra ingliz tili, texnik ta'lim va maxsus sinovlarga jalb etiladi. Universitetlariga yuqori va o'rta maktabning yoki 12 yillik oddiy maktabni bitirgan o'quvchilari qabul qilinadi. Universitetlarga qabul qilinish 2 bosqichga bo'linadi: 1-bosqich turar joyda o'tkaziladi, buning uchun yapon tili, matematika, fizika, kimyo, jamiyatshunoslik, tarix bo'yicha test sinovlaridan o'tkaziladi. Yaponiyada oliy ta'lim majburiy hisoblanadi va u kasb ta'limi bilan uzviy bog'liqdir.

Finlandiya ta'lim tizimi

Hozirgi kunda Finlandiya talim tizimi eng rivojlangan davlatlardan biri hisoblanadi. Finlandiya ta'lim tizimining asosini quyidagi 7 ta tamoyil tashkil etadi deyish mumkin:

1. Tenglik -Finlyandiyadagi barcha maktablar o'quvchilarga bir xil sharoit va bir xil ta'lim tizimini taqdim etadi.
2. Bepul ta'lim -bepul ta'lim berish bilan birgalikda o'quvchilarga barcha o'quv jihozlari va tushlik hambepul taqdim etiladi.
3. Individuallik –darslarni o'zlashtirishi qiyin bo'lgan o'quvchilar bilan o'qituvchilar yoki yaxshi o'zlashtirgan o'quvchilar alohida shug'ullanishadi. Finlyandiyada o'quvchilar qo'shimcha darslarga qoldirilmaydi.

4. Amaliylik – o‘quvchilarni imtihonga emas balki hayotga tayyorlash. Darslarda o‘quvchilar, masalan, viza kartadan qanday foydalanish, shartnomalar tuzish, saytlar yaratish, tikish, ovqat pishirish, marketing va sotuv ishlari bilan shug‘ullanish kabi amaliy ishlar bilan shug‘ullanadilar.

5. Ishonch va o‘qituvchilar salohiyati – barcha maktablardagi o‘qituvchilar magistratura darajasiga ega bo‘lishlari shart. O‘quvchilarga uy vazifasi deyarli berilmaydi, ota-onalar farzandlari bilan uyda shug‘ullanmaydi va o‘qituvchilarning o‘quvchilarni hayotga tayyorlashiga to‘liq ishonishadi.

6. Ixtiyoriylik – dars jarayonida qay darajada ishtirok etish o‘quvchilar ixtiyorida. O‘qituvchilar o‘quvchilarni darsga qiziqтира olmasalar o‘quvchilar sinfni tark etishi yoki o‘zlari yoqtirgan boshqa biror mashg‘ulot bilan shug‘ullanishlari mumkin.

7. Mustaqillik – fin ta’lim tizimida o‘qituvchilar o‘quvchilarni imkon qadar o‘zlari bilim va ko‘nikmalarni o‘zlashtirishlari kerakligiga yo‘naltiradi. Bilimlarni hayotda qanday tatbiq etish ko‘nikmalari amaliy mashg‘ulotlar yordamida shakllantiriladi. O‘quvchilarning har qanday fikrlari inobatga olinadi va qo‘llab quvvatlanadi.

Xulosa qilib aytganda, Finlyandiya ta’lim tizimining muvaffaqiyati fin xalqining qadriyatlari va madaniyat bilan chambarchas bog‘liq. Finlyandiya muvaffaqiyatidan saboq olish, ta’lim tizimini chuqur o‘rgangan holda undagi muhim jihatlarni o‘zimizgamoslashtirgan holda foydalanishimiz zarur.

AQSH ta’lim tizimi

Qo‘shma Shtatlardagi ta’limning alohida bosqichlaridan iborat — maktabgacha, boshlang‘ich, o‘rta va oliy. Uch darajada nazorat qilinadi va moliyalashtiriladi: federal, shtat va mahalliy hukumatlar.

AQShning barcha shtatlarida shtatga qarab besh yoki sakkiz yoshdan o‘n olti yoki o‘n sakkiz yoshgacha bo‘lgan bolalar uchun majburiy ta’lim qonunlari mavjud. Ta’lim dasturi shtatdan shtatga va maktab okrugiga qarab farq qilishi mumkin, ammo barcha shtatlar qonun bo‘yicha davlat maktablari o‘quvchilarini kerakli minimal ta’lim darajasiga erishishlarini tekshirishlari kerak.

Oliy o‘quv yurtlari ta’lim sifati jihatidan juda farq qiladi. Ayvi Ligasining 8 ta universitetlari AQShda ham, butun dunyoda ham eng nufuzli universitetlardan biri hisoblanadi.

Qo'shma Shtatlar 2010-yil holatiga ko'ra kollejda ta'lim olgan kattalar ulushi bo'yicha sanoati rivojlangan davlatlar orasida 10-o'rinni egallaydi.

AQShda savodxonlik darajasi 99 % (2008), 2011-yilda 25 va undan katta yoshdagilarning 46 % o'rta ma'lumotga ega, 30 % bakalavr darajasiga ega. Ta'limning asosiy tili ingliz tilidir.

Amerikada 3 yoshgacha bolalar tarbiyasi bilan onalar shig'ullanadi. Lekin ularga hech qanday imtiyozlar berilmagan. 3 yoshdan 5 yoshgacha xususiy yoki davlat bog'chalaridan foydalanish mumkin, lekin bolalar bog'chasi kichik va bu tizim kam rivojlangan. Enaga yonlash bir haftada 200 dollarga tushadi. Bolalarda yagona bir dastur mavjud emas. Kerak bo'luvchi hamma jihozlar va kunlik jihozlarni otalarning o'zi olib keladi. 5 yoshdan esa "Kindergarden" deb ataluvchi talim muassalarida ta'lim boshlanadi

Foylangan adabiyotlar:

1. O'zbekiston Respublikasining —Ta'lim to'g'risidagi Qonuni. -T.:O'zbekiston. 2020
2. Yo'ldoshev J.F. Xorijda ta'lim (metodik qo'llanma) -Toshkent: 1995-yil
3. G. Anorqulkova, A. Karimov. Xorijiy mamlakatlar ta'lim tizimining o'ziga xos yo'nalishi uslub va tahlili. Xalq ta'limi ilmiy metodik jurnali.

Foydalangan internet manbalari:

1. <https://arxiv.uz/uz/>
1. https://uz.wikipedia.org/wiki/Bosh_Sahifa

***METHODOLOGY OF EDUCATION OF CHILDREN WITH HEARING
DEFECTS***

Zebo Davlatovna Hasanova

Bukhara engineering-technology institute

"Metrology and Standardization" department p.f.f.d. PhD, associate professor

Inoyatova Dilnora Ilhomovna

Asian International University

Master's student of "Pedagogy and Psychology" department

Introduction: The branch of special pedagogy is deaf pedagogy (Lat. "surdus"-deafness), a science that studies the development of hearing-impaired children and adults, and the laws of their education (the branch of special pedagogy). The development of hearing-impaired children of primary and preschool age, the processes and laws of their education is the subject of preschool deaf pedagogy. The pre-school period is important in the development of a child with a hearing impairment, because the early initiation of corrective and pedagogical measures helps to prevent deficiencies in the child's growth, as well as to educate a socially active, well-rounded person. The study of pre-school deaf pedagogy as a separate discipline is determined by the presence of physical, mental and physiological characteristics of children with hearing impairment, the need to take these factors into account when organizing children's lives and creating favorable educational and educational conditions.

Developmental characteristics and possibilities of hearing impaired children are determined based on the need to provide them with corrective and pedagogical support from the first period. A decrease in hearing ability has a negative impact on the general and mental development of a child, most importantly on the formation of speech. A deaf and hard-of-hearing child cannot speak unless specially trained, and uses a limited number of gestures in dealing with others. Imitating adults in their daily life, children can perform simple practical activities, master the functional tasks of various objects and use them correctly, acquire the skills of self-service. In the absence of special educational conditions for such children, their sensory and mental development is not influenced by spoken speech due to the fact that they cannot perceive the speech of others. Thus, although the child's development does not stop due to hearing loss and impaired speech development, it is much more limited.

Therefore, in order for children to develop as described in the brochure, it is necessary to create more special educational and educational conditions than children with normal hearing. By providing special education to children with hearing impairment from an early age, it will be possible to prevent lagging behind in their general development, correct existing defects and ensure their comprehensive development. In pedagogy, as a science of the laws of education, a wide range of phenomena is covered and the issues of organizing education in different conditions are developed. The science of pre-school deaf pedagogy develops based on the general laws of the science of pedagogy.

The scientific-methodological basis of deaf pedagogy for the school is philosophy, because philosophy determines the methodology of studying the goals and tasks of education, and provides an opportunity to approach the issue of education on a scientific basis. Didactics, which is the theory of information and education, belongs to the system of deaf pedagogy. Studying the nature, laws, principles and perspectives of education for hearing impaired children is part of the task of didactics. On this basis, the purpose, content, principles, methods, organizational forms and means of education are developed.

The science of surdopedagogy is based on the science of ethics in the development of didactic issues, for example, in the study of issues of moral education, in determining the goals, ways and methods of aesthetic education. The science of pre-school deaf pedagogy is directly related to general, pre-school and special psychology.

Psychology, as a science that studies the laws of mental development of a person in phylogenesis and ontogenesis, mental processes formed during the development, education and interaction of a person with the environment (perception, intuition, thinking, memory, imagination, feeling, will, etc.) studies. Using them, deaf pedagogy develops the content and methods of education of children with hearing impairment.

According to the scientific theories of psychologists L.S. Vygotsky, I.M. Solovev, T.V. Rozanova in the science of pre-school deaf pedagogy, if a deficiency in mental and physical development leads to a violation of the child's physical and mental development, such a child is considered anomalous. Hearing loss has a negative impact on the child's speech development: it prevents the development of speech as a means of communication, perception, thinking, cognitive development. In order to properly organize the pedagogical process in an educational institution, to understand the general and specific aspects related to hearing loss, it is necessary to know the characteristics of the mental development of preschool children.

In the process of examining the hearing impaired, the possibilities of speech perception using a hearing aid are determined. At the first level of hearing loss, when the hearing loss does not exceed 50 db, the child is able to clearly perceive speech at a speaking height at a distance of 1-2 meters, and can engage in speech communication. At the second level of hearing loss, that is, when the hearing is reduced to 50-70 db, speech becomes difficult, since the speech is received from a distance of no more than 1 meter.

At the 3rd level of hearing loss, i.e. when the hearing loss exceeds 70 db, speech communication is impaired, because speech at the level of speech is vaguely perceived near the ear. It is known that when the hearing condition decreases by 15-20 db, there are difficulties in acquiring speech. L.V. Neumann considers this condition to be "the borderline condition of a normal hearing and a hearing impaired." According to L.V. Neumann's classification, the conditional boundary between hearing loss and deafness is within 85 db. When hearing loss is at the level of deafness, there will be no opportunity to learn speech independently (naturally).

Deaf children are divided into 4 groups depending on the frequency range of perceived sounds:

- 3- Group 1 - children who perceive the lowest frequency sounds (125-250 Hz). Group 2 - children who perceive frequencies up to 500 Hz.
- 4- Group 3 - children who perceive frequencies up to 1000 Hz.
- 5- Group 4 - children who perceive a wide range of frequencies, i.e. 2000 Hz and higher sound.

Deaf children with minimal residual hearing (groups 1-2) are able to perceive loud sounds from a close distance (shouting, the roar of a steam engine, the sound of a drum). Deaf children in groups 3-4 have more significant residual hearing, so they can perceive sounds of different frequencies from a small distance (various musical instruments and toys, loud cries of animals, some household sounds: bells, phone rings). , they can distinguish. Group 3-4 deaf children can distinguish several familiar words or syllables.

Thus, all deaf children have different amounts of residual hearing. Training on the development of special hearing abilities serves to recognize existing sounds and to develop oral speech

will help. Nowadays, the International classification indicators are used to assess the hearing condition in medical institutions. According to this classification, average hearing loss is determined at frequencies of 500, 1000, 2000 Hz.

1st level of hearing loss - hearing loss does not exceed 40 db. Level 2 hearing loss - hearing loss is between 40 db and 55 db. Level 3 hearing loss - hearing loss is between 55 db and 70 db. The 4th degree of hearing loss is represented by a decrease in hearing from 70 db to 90 db. If the hearing loss exceeds 90 db, this condition is defined as "deafness".

List of references

1. O‘zbekiston Respublikasida maktabgacha ta’lim to‘g‘risidagi Nizom.
2. Asqarxo‘jayeva M. Bog‘chalarda o‘zbek tilini o‘rganish. Bolalar bog‘chalari tarbiyachilari uchun metodik qo‘llanma.
3. Z.Irohimova, M.G‘aybullayeva. bolalar bog‘chalari uchun dasturlar. Tevarak – atrof bilan tanishtirish, nutq o‘stirish, badiiy adabiyot.
4. D.R.Babayeva. Nutq o‘stirish metodikasi.
5. Olimov X.O., U.X.Olimov Psixiatriya klinikasining muqaddimasi Toshkent, 1997.
6. Korkina M.B., Tsivilko M.A., Marilov V.V., Kareeva M.A. Praktikum po psixiatri. Moskva, 1986
7. Hasanova, Z., & Inoyatova, D. (2023). THE ROLE OF INFORMATION TECHNOLOGY IN THE PREPARATION OF HEARING IMPAIRED CHILDREN FOR SCHOOL EDUCATION. *International Bulletin of Engineering and Technology*, 3(6), 198-202.
8. Хасанова, З. Д. (2014). РАЗВИТИЕ ЭТИЧЕСКОЙ КУЛЬТУРЫ У БУДУЩИХ УЧИТЕЛЕЙ ПОСРЕДСТВОМ АРТ-ПЕДАГОГИКИ. *The Way of Science*, 36.
9. Abdurasulovich, K. J., Abdurasulovich, K. O., Yangiboevich, K. M., Anvarovich, A. A., & Xolmurodovich, G. A. (2020). Opportunities and results to increase the effectiveness of multimedia teaching in higher education. *Journal of Critical Reviews*, 7(14), 89-93.
10. Хўжжиев, М. Я. (2020). Возможности повышения эффективности мультимедиа в процессе урока. *Universum: психология и образование*, (1 (67)).
11. Mamurjon Yangiboyevich Khujjiyev, Azam Anvarovich Alimov, Zayniddin Rashidovich Khujanazarov, Azizjon Kaimovich Khojiev/Effect Of Cognitive-Visual Aids In Improving The Quality Of Teaching The Special Subjects/ *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 11, 2020 Part II ISSN 2056-5852
12. Maxmudovich, X. M., Kuchkorovich, J. A., & Xo‘Jjiyev, M. (2021). Technology of using E-learning modeling programs in teaching special subjects in professional

education. *Psychology and Education Journal*, 58(1), 5403-5411.

13. Abdurasulovich, K. J., Anvarovich, A. A., Mamatkulovich, Y. U., Yangiboevich, K., & Sobirovna, M. M. (2020). The advantages of the methodology of preparing students for innovative activity on the basis of visual teaching of special disciplines. *Journal of Critical Reviews*, 7(14), 1244-1251.

14. Abdirahim o'g'li, Q. Z., & Salomovna, K. S. (2023). METHODS FOR DETERMINING DEFECT LEVELS FOR LABORATORY DEVICES. *Journal of Science-Innovative Research in Uzbekistan*, 1(9), 645-651.

15. Таиров, Б. Б., Хўжжиев, М. Я., & Ўғли, Қ. З. А. (2023). ПРОГРАММНО-МЕТОДИЧЕСКИЕ ВОЗМОЖНОСТИ ОБУЧЕНИЯ НА ОСНОВЕ КОГНИТИВНО-ИЗОБРАЗИТЕЛЬНОГО ПОДХОДА В ПОДГОТОВКЕ ИНЖЕНЕРОВ-ТЕХНИКОВ. *Universum: технические науки*, (5-2 (110)), 29-36.

16. Anvarovich, A. A., Djurayevna, T. G., & Gulomovna, M. M. THE ROLE AND SIGNIFICANCE OF USING THE VISUAL-COGNITIVE APPROACH IN HIGHER EDUCATION.

17. TAMOYILLARI, B. A. O. D. MASOFAVIY TA'LIM ORQALI UMUMKASBIY VA IXTISOSLIK FANLARINI KOGNITIV-VIZUAL YONDASHISH ORQALI, TALABALAR.

КЕКСАЛИК ЁШИ ДАВРИДА НАФАС ОЛИШ ТИЗИМИНИ ГИГИЕНИК БАҲОЛАШ

Бўриева Дилноза Бахриддиновна

Термиз иқтисодиёт ва сервис унверситети

Тиббиёт фанлар кафедраси ассистенти

Муаммонинг долзарблиги: Сўнгги йилларда Covid-19 касаллиги дунё аҳолиси учун жиддий муаммога айланди. Коронавирус инфекцияси потенциал оғир ўткир респиратор инфекция ҳисобланади. Маҳаллий ва хорижий манбаларга кўра, Covid-19 билан касалланган беморларнинг тахминан 19 % ҳали ҳам нафас олиш муаммоларидан азият чекаётган бўлса, 80% дан ортиғи узок вақт давомида умумий қон томир тизимлари деворлари ички қатламининг қалинлашиши кузатилган [1].

Бугунги кунга қадар сурункали обструктив ўпка касаллиги (ОЎК) ва юрак-қон томир касалликлари (ЮҚТ), хусусан, гипертония (ГБ) каби кенг тарқалган касаллик алоҳида нозологик гуруҳ сифатида яхши ўрганилган [2].

Бугунги кунда болалар ўлими даражаси 1000 та тирик туғилган болаларда 15,6% тўғри келишига қарамасдан болалар туғилиши кўрсаткичи жуда паст, яни 9,1% ташкил қилмоқда [3-5].

Шу билан бирга, ўпка касалликларини ташхислашда спирометрия текширувлари асосида баҳолаш (ЎТС-ўпканинг тириклик сиғими, FEV1-ўпканинг 1 сониялардаги мажбурий нафас чиқариш ҳажми) муҳим ўрин тутади [4].

Тадқиқот мақсади: Сурхондарё вилояти кесимида кексалик ёшидаги инсонларнинг респиратор тизими ҳолатини баҳолаш.

Тадқиқот натижа ва усуллари: Тадқиқот иши Сурхондарё вилояти Термиз шаҳри ва Шеробод, Ангор, Шурчи, Денов, Узун туманидаги маҳалаларда олиб борилган бўлиб, жами 300 нафар 61-75 ёш орасидаги кекса эркак ва аёллар ўртасида қамраб олинган.

Тадқиқот давомида куйидаги усуллардан фойдаланилди: Соматометрия, инструментал (спирометр (BTL 08 Spiro Pro)) усуллардан фойдаланган ҳолда тадқиқот ишини олиб борилди.

Тадқиқот ишида 61-75 ёш орасидаги эркак ва аёллар ўртасида олиб борилди. Covid-19 билан касалланган ёки мулоқотда бўлган кексаларнинг саломатлик ҳолати, жисмоний ривожланганлик даражаси ва касалликдан кейинги асоратларинг мавжудлигини аниқлаш, ҳамда тиббий нуқтаи назардан тахминий ташхислаш учун спирометр (BTL 08 Spiro Pro) аппарати ёрдамида текширув ишлари ўтказилди. Олинган натижалар шуни кўрсатдики нафас олиш тизими ҳолатининг 70-75 ёшгача бўлган қариялар ўртасида “деструктив бўзилиш” ташхиси билан касалланган кексалар 2/3 қисмини ташкил этган. “обструктив бўзилишлар” ташхиси эса 61 ёшдан 70 ёшгача бўлган кексалар ўртасида кузатилган бўлиб, умумий текширилган болаларнинг 1/3 қисмини ташкил этди. Ушбу ташхисли қарияларда чарчаш, тез терлаш, холсизлик, сувсизланиш, пульсни тезлашиши, хансираш, нафас сиқиши, жисмоний фаолликни камайиши каби шикоятлар кузатилган.

Хулоса: Тадқиқотдан келиб чиқиб шуни айтиш мумкинки, бундай қарияларга нафас олиш тизимини яхшилашга ёрдам берувчи спорт тури билан шуғулланишлари, соғлом турмуш тарзига риоя қилишлари тавсия этилади.

Фойданилган адабиётлар

1. Ванюшин Ю.С., Хайруллин Р.Р. Кардиореспираторная система как индикатор функционального состояния организма спортсменов // ТиПФК 2015. №7. С. 11-14.
2. Василькова, Т.Н. Кардиореспираторные нарушения, цитокиновый дисбаланс и когнитив-ная дисфункция при ХОБЛ в сочетании с гипертонической болезнью на фоне ожирения / Т. Н. Василькова, Ю. А. Рыбина, В.В. Колпаков // Врач. – 2018. – Т.29, №4. – С. 3-8
3. Султонов.Р.К, Содикова.З.Ш, Бобоёров.С.У. Dynamics of fat cells of the bronchial tree mucosa in postnatal ontogenesis. // Central Asian Journal of Medical and Natural Science (CAJMNS) –Toshkent. Volume 2 № 4, 2021. С. 182-184.
4. Назиров. Ф. Ф. Гадаев. А. Г. “Умумий амалиёт врачлари учун қўлланма” – М.: ГЭОТАР – Медиа, 2006.
- 5 Sultonov, Ravshan Komiljonovich, Zumrat Shavkatovna Sodiqova, and Boboyorov Sardor Uchqun o'g'li. "Dynamics of Fat Cells of the Bronchial Tree Mucosa in Postnatal Ontogenesis." Central Asian Journal of Medical and Natural Science 2.4 (2021): 182-184.

BIR YOSHGACHA BO'LGAN GO'DAKLARDA O'PKA BRONX DARAXTINING MORFOMETRIYA KURSATKICHLARINI BAHOLASH

Sultonov Ravshan Komiljonovich

Termiz iqtisodiyot va servis universiteti

Tibbiyot kafedrası v/b dotsenti

Muammoning dolzarbligi: Jahon sog'liqni saqlash ma'lumotlariga ko'ra dunyo tibbiyot soxasida bolalar o'limi eng asosiy muammolardan biri bo'lib kelmoqda. Bugungi kunda bolalar o'limi darajasi 1000 ta tirik tug'ilgan bolalarda 15,6% to'g'ri kelishiga qaramasdan bolalar tug'ilishi ko'rsatkichi juda past, yani 9,1% tashkil qilmoqda. [1]

Hozirgi vaqtda traxeya-bronxial daraxtni zararlanishlarida eng ishonchli usul qilib zamonaviy endoskopiya qullanib kelinmoqda, bu bizga bronx daraxtini zararlanish chegaralarini, xolatini va shilliq qavatini yemirilishi xaqida axborot bera oladi. [2-3] Lekin morfologik tuzilishi haqida tuliq o'rganilmagan. So'nggi yillarda havoning ifloslanish darajasi sezilarli darajada oshdi va buni tasdiqlovchi ko'plab dalillar mavjud mayda zararlovchi zarrachalar ta'sirida nafas olishni salbiy oqibatlariga olib kelishi mumkin. Ekologik ta'sirning sog'liqqa ta'siri prenatal davrda havoning ifloslanishiga, ayniqsa o'pka bronx organogeneziga ta'sir qilishi mumkin. [4-5-6].

Maqsad: Bir yoshgacha bo'lgan go'daklarda o'pka bronx daraxtini morfometriya tuzilishini baholash.

Tadqiqot materiallari va usullari: Tajriba va tadqiqot materiallari Respublika patalogik anatomiya markazida olib borildi. Tajriba 1 yoshgacha bo'lgan 30 nafar bolalar murdasi ustida olib borildi. Tadqiqot uchun chaqaloqlarda nafas tizimi a'zolari sog'lom, lekin yurak porogi va turli jaroxatlanishlar sababli o'lgan bolalardan makropreparatlar olindi. O'rganish maqsadida tajriba materiallari guruhchalarga bo'lib olindi. 1-guruhchaga: 1-28 kungacha bo'lgan 12 nafar, 2-guruhchaga: 1-6 oylik 10 nafar, 3-guruhchaga: 6-12 oylik 8 nafar chaqaloqlar tashkil qildi. Jins bo'yicha farq kuzatilmadi, o'g'il bolalar 18 nafar (60%), qiz bolalar 12 nafarni (40%) tashkil etdi.

Tekshiruv natijalari: Tadqiqot uchun nafas sistemasida xech qanday patologiyasi bo'lmagan, asosan yurak parogi va turli xil jaroxatlanishlardan vafot etgan chaqaloqlardan makropreparatlar olindi va barcha bemorlardan (o'pka, bronxlar, yurak, buyrak, jigar, miya) qismlaridan olingan patologoanatomik materiallar gistologik, morfometriya tekshiruvlardan o'tkazilgan. Tekshiruvdagi bemorlarni vafot etgan davri buyicha ajratilganida 1-28 kunlik chaqaloqlar 12 nafar (40%), 1-6 oylik esa 10 nafar (33%), 6-12 oylik esa 8 nafar (27%) o'chradi. Bundan tashqari

bolalarni tana vazni, bolaning tug‘ilishi, ovqatlanishining tabiati, klinikaga kirishdan oldin kasallikning davomiyligi va oqibati, ona tomonidan bo‘lgan sabablar inobatga olingan. Tekshiruv uchun barcha chaqaloqlarda ikkala o‘pkasida ham asosiy bosh bronx, bo‘lak bronxlari, segmentar bronx, subsegmentar bronx va terminal bronxlarning diametrlari o‘lchandi.

1-guruhcha chaqaloqlarning asosiy bosh bronxi 2450 ± 45 mkm, yuqori bo‘lak bronxi 1700 ± 50 mkm, yuqori segmentar bronxlarda 1100 ± 25 mkm, Subsegmentar bronxlar 375 ± 6 mkm, terminal bronxlar 185 ± 11 mkm, xuddi shunday pastki bo‘lak bronx 1800 ± 40 mkm, pastki segmentar bronxlarda 1200 ± 103 mkm, pastki subsegmentar bronxlar 900 ± 25 mkm, pastki terminal bronxlarda esa 270 ± 6 mkm tashkil etdi. 2-guruhcha chaqaloqlarning asosiy bosh bronx diametri 2850 ± 60 mkm, yuqori bo‘lak bronxi 2100 ± 45 mkm, yuqori segmentar bronxlarda 1160 ± 50 mkm, subsegmentar bronxlar 480 ± 10 mkm, terminal bronxlar 200 ± 10 mkm, 2-guruhcha pastki bo‘lak bronxlari diametrlari 1900 ± 30 mkm, pastki segmentar bronxlarda 1400 ± 120 mkm, pastki subsegmentar bronxlar 980 ± 27 mkm, pastki terminal bronxlarda esa 340 ± 8 mkm, 3-guruhcha chaqaloqlarning asosiy bosh bronx diametri 3250 ± 70 mkm, yuqori bo‘lak bronxi 2450 ± 50 mkm, yuqori segmentar bronxlarda 1500 ± 50 mkm, subsegmentar bronxlar 740 ± 10 mkm, terminal bronxlar 420 ± 10 mkm, 3-guruhcha pastki bo‘lak bronxlari diametrlari 2400 ± 40 mkm, pastki segmentar bronxlarda 1700 ± 130 mkm, pastki subsegmentar bronxlar 1250 ± 35 mkm, pastki terminal bronxlarda esa 380 ± 9 mkm tashkil etdi.

Xulosa: Shundan xulosa qilamizki, bir yoshgacha bo‘lgan chaqaloqlarda bronx daraxtini morfometriya o‘rganish nafaqat patalogoanatomik xulosalar uchun balki klinitsist vrachlarga bronx daraxti patologiyalarini diagnostikasi va kasalliklarni oldini olish, davolashda o‘z samarasini beradi. Tekshiruvimizdagi chaqaloqlar bronx daraxti diametrlari o‘lchamlarida aytarli farq kuzatilmadi.

Foydalanilgan adabiyotlar:

1. Satvaldiev R. X, Yeshniyazov D. D, “O‘zbekiston statistika axborotnomasi” ilmiy elektron jurnali. 2019 yil, 2-son.
2. Yermolaeva M.M. Kliniko-morfologicheskaya xarakteristika izmeneniye dyxatelnoy sistemy pri ingyatsionnoy travme v periode ojogovogo shoka: Avtoref. diss kand. med. nauk. — SPb, 2004.
3. Shlik I.V, Krilov K.M. Lechenie porajeniye dyxatelnyx putey u postradavshix s kombinirovannoy termicheskoy travmoy: Ucheb. posob. pod red. prof. S.F. Bagnenko. — NII skoroy pomoshim. I.I. Djanelidze. — SPb, 2003.

4. Klochkova S.V., Akmatov T.A., Alekseeva N.T., Nikityuk D.B. Bronxialnye jelezы: vozrastnye, regionarnye i individualnye osobennosti stroeniya. //Jurnal anatomii i gistopatologii. 2021;10(3):47-52.
5. Insa Korten, Kathryn Ramsey, Philipp Latzin. Air pollution during pregnancy and lung development in the child. Paediatric Respiratory Reviews 21 (2017) 38–46.
6. Cindy T. McEvoy, MD, MCR, Eliot R. Spindel, MD, PhD. “Pulmonary Effects of Maternal Smoking on the Fetus and Child: Effects on Lung Development, Respiratory Morbidities, and Life Long Lung Health”. Paediatr Respir Rev. 2017 January 21

Cultural features of the of riddles in Uzbek and English languages

Nuriddinova Huriyat Baxtiyor qizi,

The teacher of Termez state Pedagogical institute

[*nuriddinova93@inbox.ru*](mailto:nuriddinova93@inbox.ru)

Abstract: Riddles can be researched in many ways, specifically, metaphorical features by its grammatical rules. Lexical similarities between Uzbek and English riddles were examined in this paper, along with characteristics of riddles that have been viewed from various angles by scientists. There are similarities and differences within riddles in terms of their structure, articulation style, and content. The similarity implies that they are both the result of mythological and traditional creation. This article examines the similarities and differences between riddles written in two languages.

Key words: riddle, simile, antonym, grouping,

Introduction: As far as we are aware, riddles have been crafted since prehistoric times as a means of expressing prehistoric beliefs and lifestyles. F.I. Buslayev, a Russian linguist and folklorist, states that myths originated from the primitive ancestors' totemistic and animistic beliefs, which were prevalent when people's consciousness was first emerging. As a complex phenomenon, riddles are being researched by numerous linguists, scientists, and folklorists. However, we can also observe characteristics that remain unexplored. To solve the puzzles and decipher their meaning, one must be creative. Riddles aid in the reader's understanding of the intricate details because they are written in an everyday setting. When the riddles are examined historically, they date back 4,000 years.⁴

One of the earliest riddles ever discovered dates to the 13th century BC and was inscribed on papyrus in ancient Egypt. These riddles' moral and philosophical consequences frequently put people's reasoning to the test.

Riddles are the foundation of people's long-held beliefs, vivid imaginations, and desires to learn about and comprehend the universe. He says the secret is to find hidden stuff. As a result, to determine the answer, one must carefully study the riddle's text, evaluate it, comprehend what is being said, and then attempt to deduce the answer by speculating on the meaning of the riddle's features and symbols. In this way, solving riddles fosters pupils' resourcefulness, flexibility, and intelligence.

⁴ Z.Husainova, "O'zbek topishmoqlari", p21

Method of investigation and analysis: Because the solutions to riddles reflect the figurative character of life, which is true of riddles from all countries, a great deal of research has been done on riddles, and many literary works view riddles as an international genre. According to E.B.Taylor,⁵ "the riddle appeared together with the proverb in the history of culture, and its heyday corresponds to the lower and middle stages of civilization", according to him, "the riddle is a traditional question-and-answer form that usually leads to dry humor. is not a modern word game, but an assignment in an ancient form that demanded a serious answer. The Sphinx's riddle serves as a prime illustration of this. The Sphinx was planned as a winged creature with a female body and a lion's head in Greek mythology. He made his home not far from Thebes. He questioned, "Who walks on four legs in the morning, two in the afternoon, and three in the evening?" and then executed those who were unable to respond. In the end, Oedipus becomes the king of Thebes after solving the riddle, stating: "Man crawls when he is a child, when he grows up he walks upright, when he is old he leans on a staff." Numerous academics have offered varying perspectives on riddles, such as: According to M.A. Rybnikova: "A riddle expresses a concrete object in the dialectic of its origin, function and life."⁶

F. I. Buslayev, another of these scientists, notes that "riddles appeared in times when human consciousness was just starting to spark."

The statement "Tabzugguq tabizdim" (I asked him a riddle) is another one that Makhmud Koshgari uses. This sentence illustrates how old the enigma is. "A riddle is a product of the nation's spiritual wealth and collective creativity, as are other genres of folk oral creativity: epics, fairy tales, songs, and proverbs," says Z. Husainova, who conducted a thorough study of Uzbek riddles in 1981. It always has a real foundation and is closely related to both natural phenomena and current facets of human social life. It displays a variety of items from the actual, material world that surrounds us. Every riddle is a unique piece of art with its own structure and meaning. Its exquisite figurative metaphors capture the core of philosophical, historical, and anthropological signs, concepts, and occurrences. Two categories of riddles are also studied: classic riddles and contemporary riddles. Standard riddles date back to the nation's distant past. Metaphorical analogies allow things that are not conceivable in classical riddles to be mixed. For instance, if we consider the "carrot" riddle from the "golden pile under the ground," the carrot's shape and color are compared to a pile and to gold, respectively. Thus, a golden pile would take the

⁵ A.Taylor, "Riddle" 1943

⁶ M.A.Ribnikova, "Zagadki" Moskva,p6

place of the carrot if it were the solution to this riddles. The new riddles simply make reference to the present theme; they are based on the classic riddles.

Methodology of research: A close examination of the oral traditions of various peoples reveals a great deal of commonality in their riddles. Because people in that country, no matter what country they live in, place a high value on children's intelligence and upbringing. A closer look at one of the English folk riddles reveals that things are made by drawing comparisons between themselves and other individuals.

Little Nancy Etticoat in a white petticoat, and a red nose

The longer she stands, the shorter she grows (A candle)⁷

Nancy the Little Etticoat with a white coat and a crimson nose. It becomes shorter the longer you stand (A candle). If we compare Uzbek riddles with English riddles by grammatically, it is prominent to state the investigation of **metaphoric** sides. English riddles own the features of mostly questioning enigmas.

As an example,

I have cities but no houses,

I have mountains but no tees

I have water but no fish.

What am I? (A map)

Compared to this Uzbek riddles mostly they are composed with synonym and antonym words and in a word of wisdom. For example: “*Dengizi bor suvi yo’q, yo’llari bor izi yo’q.*”⁸ (in English: *it has sea but no water, it has roads but no trace*). There are some similarities of these riddles by structure which both of them address “sea, water; During the investigation we found such riddles that divided into traditional and modern riddles. In comparison with proverbs riddles hide something

⁷ A.Taylor, “Riddle” 1943,p129-147

⁸ I.Avvalboyeva, “Bolalar uchun topishmoqlar”Zarchechak,p5

in it and to find the answer we should now to what it is resembled. For example in Uzbek there is one riddle “A gold pile underground-*yer tagida oltin qoziq*”, the answer of this riddle is “*a carrot*” and because the carrot is yellow it is resembled to gold, as the length it is liked to a pile.

Result: Explorations show that riddles own similarities and differences by forms, meaning, as well as grammatical structure. Under all types of riddles there lies myth, shows tradition and secret. “one of the efficient and common ways of methods is “comparison-typology method”.⁹ Comparison means that the genre, epic and image of one country comprise with other countries’ folklore.¹⁰ During the comparison we can see the other sides also, for example, different aspects: in Uzbek language there is one riddle “*og’zi qora alomat, ichi qizil qiyomat*”(mouth is a black sign, inside is a red doomsday). The answer of this riddle is the oven made by mud which reflected fire.¹¹ In this place that’s turn to English riddle about *a car pool* “What kind of pool can’t you swim in?”¹². A pool is a small body of water. It can also refer to a common supply of something, such as money, that can be used by a number of people. It is shown that money is like a pool, because it is used by everyone, pool is liked to people swimming in it using money. In contrast, if a car is being a pool it is resembled that when people drive together in the same car to save gas and money, it is called a car pool. To compare with two languages riddles, English ones mostly refers to questioning, meaningly they are formed in questions. As an example to this “*What helps you keep your teeth together?*”(toothpaste). Toothpaste is the substance we use when we brush our teeth. Paste also refers to glue, which makes things stick together.¹³ In Uzbek riddles we mostly face myth, dilemma or paradox. “*Ikki aka uka yashaydi, bir birini ko’rmaydi*” (live two brothers, don’t see each other), this riddle is a good example of paradox and the answer is “*eyes*”. Riddles are divided into two types by structure: *prose* and *poetry*. Prose riddles amounts the minority than poetry ones. Poetry riddles are structured in poetry rhyme: *To’rtidir uning oyog’i, Temir mixli tuyog’i, Manzilga yetishtirar, Toshdan qattiq tuyog’i.(ot)*; in this riddle the rhymes are *oyog’i, tuyog’i*. People have been making riddles for centuries. New to the social scene, riddles concerning objects and occasions were also developed. Thus, the tractor, gramophone, radio, television, train, automobile, tram, and airplane that invaded our life, a number of puzzles pertaining to the lightbulb, phone, and satellite were developed: *Kechasi oftobdek, Kunduzi koptokdek. (Lampochka.) Qush emas, qanoti bor, Chiroyli savlati bor. Uchsa lochin yetolmas, Tolmas zo’r*

⁹ Jo’rayev M. Folklorshunoslik asoslari. -T.: "Fan", 2009. - B. 154. (190)

¹⁰ Shu asar

¹¹ Topishmoqlar, 129

¹² 101 American English riddles, p4

¹³ Shown book.

*quw ati bor. (Samolyot). (Similar to the nighttime sun, Similar to a ball in the daytime. (Bulbs.) It has wings, thus it's not a bird. It looks quite nice. A falcon is not able to fly. One of his strongest suit is airplane.*¹⁴

Used literature:

1. Z. Husainova, "O'zbek topishmoqlari", p21
2. M. A. Ribnikova, "Zagadki" Moskva, p6
3. A. Taylor, "Riddle" 1943, California Folklore Quarterly, Apr., 1943, Vol. 2, No. 2 (Apr., 1943), pp. 129-147, [The Riddle on JSTOR](#)
4. I. Avvalboyeva, "Bolalar uchun topishmoqlar" Zarchechak, p5
5. Oxunjon Safarov, "O'zbek xalq og'zaki ijodi", «Musiq» nashriyoti Toshkent 2010, b289
6. Nuriddinova Hurriyat Bakhtiyarovna. (2021). CULTURE IS AN INSEPARABLE PART OF ANY ETHNIC GROUP. Web of Scientist: International Scientific Research Journal, 2(11), 120–126. <https://doi.org/10.17605/OSF.IO/P54EB>
7. Qulmamatova Muattar Otabek qizi. (2023). The Role of Concept in Linguistics. Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599), 1(10), 50–53. Retrieved from <https://grnjournal.us/index.php/AJRCS/article/view/1861>
8. Akhmedova Adolat Ravshan kizi. (2022). Problems of Formation of Phonetic Competence of Students (A Level 1). Eurasian Scientific Herald, 6, 160–162. Retrieved from <https://geniusjournals.org/index.php/esh/article/view/919>
9. AXMEDOVA, A. (2023). NEMIS TILI FONETIK KOMPETENSIYASINI SHAKLLANTRIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING ROLI. Journal of Research and Innovation, 1(4), 42–45. Retrieved from <https://imfaktor.com/index.php/jorai/article/view/353>
10. Nuriddinova, H. (2023). TOPISHMOQLAR TASNIFINING METODOLOGIK ASOSLARI. Current approaches and new research in modern sciences, 2(12), 124-128. <https://doi.org/10.5281/zenodo.10409158>
11. Xayrulloqizi, B. N. (2021). A Comparative Analysis of Metaphor in English Proverbs. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL education, 1(2), 59–60. Retrieved from <http://www.inovatus.es/index.php/ejine/article/view/40>
12. Alieva zimikhhol ashurkulovna. (2022). Advertising texts and the language of advertising texts. European scholar journal, 3(5), 111- retrieved from <https://scholarzest.com/index.php/esj/article/view/2261>

¹⁴ Oxunjon Safarov, "O'zbek xalq og'zaki ijodi", «Musiq» nashriyoti Toshkent 2010, b289

13. Mirzoyeva laylo raxmonovna, & mirzayeva feruza samixdjonovna. (2023). The concept “country” in english and uzbek proverbs and sayings. *American journal of language, literacy and learning in stem education (2993-2769)*, 1(4), 3–6. Retrieved from <https://grnjournal.us/index.php/stem/article/view/228>
14. Эгамназарова, з. (2023). Проблемы адаптации англоязычных терминов, относящихся к риэлторной деятельности, на узбекский язык. ИЖТИМОЙ-гуманитар фанларнинг долзарб муаммолари / актуальные проблемы социально-гуманитарных наук / actual problems of humanities and social sciences., 3(11). <https://doi.org/10.47390/sp1342v3i11y2023n46>
15. Mukumov makhmud khudayberdievich. (2023). A brief insight into intertextuality. *Best journal of innovation in science, research and development*, 414–420. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/1099> (<http://www.bjisrd.com/index.php/bjisrd/article/view/109>)
16. Khudayberdievich m.m. (2023). The concepts of text and discourse in linguistics. *Journal of advanced linguistic studies*.
17. Safarova dilarom abdukadirovna. (2023). The ideonyms in onomastics. *Best journal of innovation in science, research and development*, 2(12), 504–506. Retrieved from <https://www.bjisrd.com/index.php/bjisrd/article/view/1236>
18. Safarova dilarom abdukadirovna. (2023). The proper nouns in the lexico-semantic system of the language. *American journal of philological sciences*, 3(11), 29–31. <https://doi.org/10.37547/ajps/volume03issue11-05>
19. Qulmamatova muattar otabek qizi. (2023). Translation problems of medical terms. *International journal of advanced research in education, technology and management*, 2(4), 39–46. <https://doi.org/10.5281/zenodo.7796602>
20. Qulmamatova muattar otabek qizi, safarova farida normurotovna (2021). The features of a good translator in translating medical terms. *Analytical journal of education and development*, (2181-2624)
21. Tovasharovna, k. G. (2023). The origin of the phonetical opposition theory in linguistics. *American journal of language, literacy and learning in stem education (2993-2769)*, 1(10), 624–626. Retrieved from <https://grnjournal.us/index.php/stem/article/view/2210>
22. Ibragimova, h. B. Qizi . . (2022). Ingliz tilini o’qitishda podkastlar va ulardan foydalanishning amaliy jihatlari. *Results of national scientific research international journal*, 1(8), 212–219. Retrieved from <https://academics.uz/index.php/rnsr/article/view/1118>

Scientific theoretical basis of studying hydronyms in Uzbek and English languages

Gulnoza Qurbonova Abduholiq qizi

Termez Pedagogical Institute. Surkhandarya. Uzbekistan

The teacher of the department "Foreign languages theory and methodology"

e-mail: gulnozaqurbonova@gmail.com

Annotation: This article is about the English hydronyms, its origins, characteristics and types. The geographical names of the British Isles are quite well studied. These islands represent an area with clearly defined natural boundaries. The names that developed in England and the UK as a whole have become widespread in other countries where English is spoken.

Key words: hydronyms, toponyms, geographical names, linguistics, types structure.

In linguistics, hydronymy is a branch of onomastics or the process of thematic study of place names, which studies the names of basins associated with water, the origin of these names, and the history of their names. Hydronyms are a system that can include the names of rivers, lakes, seas, streams, and even ocean elements. HYDRONYM [hydro.. + wool. onyma - name] The name of the river, water bodies. In fact, the hydronym Murghab is related to the root "marg" in the Sughd language. "UTA". Hydronyms, which are part of onomastics, are distinguished by the fact that they have internal thematic divisions. According to linguists, every nation tries to preserve the original form of hydronyms. "For example, we can see that the Rhine River in Germany is not named in German, but in Celtic. The Mississippi River in the United States is named in the Anishinaabe language, not in French or English. The names of large rivers are more preserved than the names of small streams. Hydronymy can therefore be a means of reconstructing past cultural interactions, population movements, religious changes, or ancient languages. For example, Kenneth Jackson, a professor of history, found that some hydronymic names did not change as a result of the Anglo-Saxon invasion of Britain and the influence of English culture on the example of rivers.

The hydronymic location of territorially inland Britain can be seen to divide the island into three main areas of English settlement: the river valleys running eastwards, where surviving English hydronymic names are confined to the largest

rivers, and the highlands, where Saxon settlement was early and dense. and the third region, where English hydronyms are located, is an area with smaller streams. Often, a given body of water has several completely different names by the different peoples living along its shores. For example: the Mekong River in Southeast Asia has different names in Tibetan and Thai respectively. Hydronyms in different languages have a common etymology. For example, the Danube, Don, Dniester, Dnieper and Donets rivers all have the Scythian name for "river". In fact, we consider it appropriate to note that there are two different approaches to this issue. Some linguists note that toponyms can become hydronyms. For example, the River Liffey takes its name from the plain in which it is situated, called Life; the river itself was originally called An Ruirthech An unusual example is the River Cam - it was originally called the Granta, but when the town of Grantebreage became Cambridge, the river's name was changed to match the toponym. Based on the idea, one can see the process of turning toponyms into hydronyms not only in English, but also in other languages of the world.

It is known that the concept of hydronyms has a wide understanding and scope from the point of view of linguistics. Hydronomics is a branch of onomastics that studies the names of natural water bodies and water structures in a general sense. Hydronyms are nouns that name artificial and natural, large and small, as well as public water bodies and water structures. Professor N. Ulugov, who conducted a monographic study of hydronyms in Uzbek linguistics, reports that the names of water bodies and water structures form a separate semantic group - hydronyms - at the toponymic level of the Uzbek language, and they form 36 sub-thematic groups: 1) names of streams, 2) dam, dam, dam names, 3) swamp names, 4) spring, spring names, 5) hydrausel names, 6) hydroelectric power station names, 7) river names, 8) sea names, 9) yop names, 10) jilva names, 11) names of zakan, zovur, zakhkash, 12) names of tributaries / uzak, 13) names of canals, streams, 14) names of kechuv, 15) names of collectors, 16) names of koriz, 17) names of lakes, 18) names of bridges, 19) glacier names, 20) pumping station names, 21) oydin names, 22) olish names, 23) orel names, 24) ferry names, 25) cistern names, 26) selkhona names, 27) river names, 28) solma, yormish names . 28) Solma, Yormish names, 29) Soka names, 30) Reservoirs, 31) Tashlama, Kanda names, 32) Chungul names, 33) Waterfall names, 34) Waterfall names, 35) Well names, 36) Pool names. As mentioned above, if you pay attention to the units that make up these 36 hydronyms, you can see that the scale of the problem is really huge.

In world linguistics, especially in English linguistics, it can be seen that the study of hydronyms in a scientific-theoretical aspect is interpreted on the basis of 12 small

thematic groups. We would like to pay attention to their naming, taking into account that each thematic group includes water names in a very broad sense. There are terms that make up international hydronyms, such as Oceanonym, Pelagonim, Limnonim, Gelonim, Potamonym, Bathionim, Gymnonym, Speleonim, Geyser, Cascade, Glasionim, Insulonim.

Hydronyms in Uzbek linguistics and information related to their scientific study. Toponymist H. Hasanov's work "From the History of Central Asian Place Names" provides detailed theoretical information on hydronyms and oronyms and, especially, their naming features, while N. Begaliyev's "Hydronyms of the Samarkand Region" (1994), "Historical-linguistic study of the hydronyms of the Uzbek language" (2010) by N. Ulukov can be evaluated as scientific-research works in the special direction of hydronyms.

Used literature:

1. Улуков Н. Ўзбек тили гидронимларининг тарихий-лосоний тадқиқи. – Тошкент: Фан, 2008. – Б 7-9
2. Hough C. The Oxford Handbook of Names and naming. Oxford-pp 20
3. Abduholiqovna Q. G. PRELIMINARY STUDY OF UZBEK HYDRONYMY ON THE ROOTS. ACADEMICIA: An International Multidisciplinary Research Journal. – 2021.
4. <https://scholar.google.com/scholar?Oi=bibs&cluster=9493385005150413450&btni=1&hl=ru>
5. Qurbonova Gulnoza Abdukhalik qizi. № 17 (255) / 2019 The notions of “knowledge”, “action” and “learning” p217 Молодой ученый Международный научный журнал
6. Qurbonova Gulnoza Abduholiqovna. (2021). EPISTEMOLOGICAL APPROACHES AND THE PSYCHOLOGY OF KNOWLEDGE. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 2(04), 50–53. Retrieved from <https://ejedl.academiascience.org/index.php/ejedl/article/view/23>
7. Qurbonova Gulnoza Abduholiqovna. (2021). DEVELOPMENT OF THE CONCEPT “KNOWLEDGE” IN ENGLISH. Academia Globe: Inderscience Research, 2(04), 91–94. Retrieved from <https://agir.academiascience.org/index.php/agir/article/view/59>
8. Qurbonova Gulnoza Abduholiqovna, & Toshtemirova Dinora Qurbonazarovna. (2021). DIFFICULTIES OF LEARNING ENGLISH. Journalnx - A Multidisciplinary Peer Reviewed Journal, 7(10), 128–131. <https://doi.org/10.17605/OSF.IO/HQX67>
9. Abduholiqovna Q. G. Preliminary study of uzbek hydronymy on the roots //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 7. – C. 215-218.
10. KHUDAYBERDIEVICH M.M. (2023). The Concepts of Text and Discourse in Linguistics. JOURNAL OF ADVANCED LINGUISTIC STUDIES.
11. [https://bahripublications.co.in/pdf/JALS%2C%20Vol.%2010%2C%20No.%202%2C%20Jun-Dec%202023/38%](https://bahripublications.co.in/pdf/JALS%2C%20Vol.%2010%2C%20No.%202%2C%20Jun-Dec%202023/38%20)

KREATIVLIK TUSHUNCHASINING PEDAGOGIK - PSIXOLOGIK O'RGANILISH XUSUSIYATLARI

S.Q.Eshboyeva

*Termiz iqtisodiyot va servis universiteti
Pedagogika kafedrasi p.f.f.d (PhD)*

Zuxra Mirzaliyeva

*Ta'lim va tarbiya nazariyasi va metodikasi (Boshlang'ich ta'lim)
mutaxassisligi 1-kurs magistranti*

Annotasiya: Ushbu maqolada kreativlik tushunchasining kelib chiqish bosqichlari, kreativlikning zaruriy sifatleri, o'quvchilar tafakkurini kreativ asosda o'stirishning pedagogik jihatdan o'rganilganligi, boshlang'ich sinf o'quvchilari ijodiy faoliyatini rivojlantirish, iste'dodini takomillashtirish haqida ma'lumotlar bayon qilingan.

Kalit so'zlar: pedagog, kreativlik, tafakkur, tushuncha, usul, metod, ta'lim, sharoit, iqtidor, izlanish.

Bugungi kunda ta'lim tizimida kreativ izlanishlar haqiqiy ilmiy nazariyaga, jamiyatning rivojlanish qonuniyatlariga, o'qitishning nazariy asoslari, shaxs rivojlanishini harakatga keltiruvchi kuchlari va uning shakllantirish sharoitlari to'g'risidagi bilimlarning keng tizimiga tayangan holdagina muvafaqqiyat qozonadi deb hisoblaymiz. Inson hayoti sharoitlarini o'zgartiruvchi va insonni o'zini ham o'zgartiruvchi faoliyat hozirgi zamonda ta'limning umumiy asoslaridandir. Inson faoliyati jamiyat taraqqiyotining har bir tarixiy davrida turli xil ko'rinishlar, faoliyatning turli shakllarida farqlanib keladi.

“Kreativlik so‘zini ilk bor 1922-yilda AQSh olimi D. Simpson tomonidan qo‘llanilgan. Ushbu atama orqali shaxs qolipdagi, odatiy tafakkurdan voz kechish qobiliyatini ta’riflagan. Kreativlik (lot. creatio - yaratish, vujudga keltirish) - bu insonning noodatiy g‘oya, fikr bera olish, muammolarni takrorlanmas, original yechimini topish, tafakkurning an’anaviy shakllaridan voz kecha olishga bo‘lgan qobiliyatdir”¹⁵

Sharq mutafakkirlari: Imomal-Buxoriy, Abu Iso Muhammad At-Termiziy, Abu Nasr Forobiy, Abu Mansur al-Moturidiy, Abu Ali ibn Sino, Abu Rayhon Beruniy, Yusuf Xos Hojib, Mahmud az-Zamaxshariy, Burhoniddin Marg‘iloniy, Najmiddin Kubro, Bahouddin Naqshband, Husayn Voiz Koshifiy, Ahmad Donish va boshqalar asarlarida yosh avlodga puxta va mustahkam bilim berishda ularning ijodiy faoliyatini rivojlantirish, iste'dodini takomillashtirishga alohida e'tibor berilgan.

¹⁵ “Pedagogik Kompetentlik va kreativlik asoslari” Moduli bo'yicha o'quv-uslubiy qo'llanma : Toshkent 2015 45-bet.

Masalan, Az-Zamaxshariy insonning faolligini oshirishda quyidagilarga e'tibor berish lozimligini uqtirgan: birinchisi- fahm -farosat tezligini tarbiyalash, inson diqqatini zarur va muhim narsalarga, ya'ni hal etilayotgan masalalarning ichidan eng muhimini ajratibolish qobiliyati; ikkinchisi - bilimlarni tez egallash qobiliyati. Bunda bilimlarni egallashda butun diqqatini o'rganilayotgan muammoga qaratish va uni o'zlashtiribolishgaerishish; uchinchisi-qo'yilgan muammoni tez anglab olishga butun diqqatini qaratish; to'rtinchisi-o'rgangan bilimlarini esda saqlash qobiliyati va boshqalar.

Abu Rayhon Beruniyning "Aql asosida erishiladigan natijalar" haqidagi ta'limoti o'qitish nazariyasida alohida o'rin egalladi. Uning fikricha buyumlarni chinakam bilish, tashqi ko'rinishini tahlil qilish sababalarini aniqlash asosida idroketingaerishiladi- deydi. Abu Ali ibn Sino "Aql" deganda insonning tug'ma iste'dodini, shuningdek tajriba asosida va bilish jarayonida shakllanadigan fikrlash qobiliyatini tushunadi. Aqlni – "Insoning birlamchi tug'ma sohlom fikrlashi yaxshi va yomon ishlarni vujudga keltiradigan, ularni farqlaydigan kuch" - deb ta'riflaydi. Aql insonning xatti-harakatlarida namoyon bo'ladi. Inson aql yordamida narsalar va hodisalarni aniqlaydi,umumlashtiradi hamda ularning eng yaxshilarini tanlaydi,- deb uqtiradi. Demak, ulug' mutafakkirlarimiz ham shaxs rivojlanishida faoliyat va ayniqsa kreativ faoliyatning ahamiyatiga alohida e'tibor berishganlar, biroq o'sha davrda ijodiy faoliyat deb yuritilgan.O'quvchilar kreativ faoliyatini rivojlantirishda ularga o'ziga xos yondashuv ham katta ahamiyat kasb etadi. Ma'lumki, har bir bola o'ziga xos, betakrordir. Shaxsning o'ziga xosligi uning turli xil individual va ijtimoiy rivojlanish omillari ta'sirida shakllanadigan psixikasining xususiyatlari bilan belgilanadi.

O'zbek pedagogi Mamatqulova Saodatxon kreativlikning zaruriy sifatleri deya quyidagilarni sanab o'tgan:

1. Ijodiy yo'nalganlik, mantiqiy fikr yuritish
2. Topqirlik, ishbilarmonlik boy tasavvurga egalik
3. Ijodiy ta'sirchanlik va tashkilotchilik
4. O'z ijodkorligini to'liq namoyon qilish
5. Refleksiv qobiliyat hissiy barqarorlik
6. Mavjud tajriba va bilimlar asosida yangi qarorlarni qabul qilish malakasi"¹⁶

"Zamonaviy fan imkoniyatlari ijodkorlik tabiatining mavjud dalillar va savollarni to'liq qoniqtiradigan universal tushuntirish imkoniyatiga ega emas. Hozirgacha Vatanimizda va chet ellarda to'plangan bilimlar ijodkorlik psixologiyasi mohiyatini tushunishga yetarli emas. Jamiyat taraqqiyoti tajribasida psixologiya va pedagogikada ijodkorlik psixologiyasi sohasida izlanishlarni faollashtirish taqozo

¹⁶ Mamatqulova S.R Farg'ona viloyati Beshariq tumani 32- umumiy o'rta ta'lim maktabi o'qituvchisining maqolasidan

etilmoqda, chunki ijodkorlik natijalari faqatgina shaxsi tasnifga ega emas, balki ijtimoiy ahamiyatga egadir”¹⁷. PISA diqqatni o‘n besh yoshli o‘quvchilardan mantiqan kutish mumkin bo‘lgan kreativ fikrlash jarayonlariga qaratadi. Dilrabo Elmurotova Pedagogning kreativlik potentsiali uning barcha xususiyati sifatida ko‘rinadi. Bu ijodiy faoliyatning birlamchi sharti va natijasi hisoblanadi. Bu sifat insonning o‘z-o‘zini namoyon etish obilyatiga egalikni va tayyorlikni bildiradi. Shu jumladan, kreativ hamma mutaxassisning o‘z qobiliyatlari, tabiiy va ijtimoiy kuchi yaxlit tarzda namoyon bo‘ladi.

“Kreativ potentsial bilish jarayoniga yo‘naltirilgan ijodkorlik bilan uzviy bog‘liq. O‘qituvchining kreativ potentsiali an‘anaviy tafakkur yuritishdan farqli ravishda quyidagicha namoyon bo‘ladi:

- tafakkurning tezkorligi va egiluvchanligi;
- yangi g‘oyalarni yaratish qobiliyati;
- bir qolipda fikrlamaslik;
- o‘ziga xoslik;
- tashabbuskorlik;
- noaniqlikka toqat qilish;
- zakovatli bo‘lish”¹⁸

“Patti Drapeau- shunday deydi: “Garchi o‘zingizni kreativ emasman deb hisoblasangiz, ammo hozirdanoq kreativ tafakkurni rivojlantirishga qaratilgan darslarni tashkil eta boshlashingizni maslahat beraman. Birgina Ken Robinson tomonidan 2007 yilda tayyorlangan “Maktab kreativlikni barbod etyaptimi?” nomli video lavhani YouTube saytida 5 mln marta tomosha qilingan.”¹⁹, Shu jumladan, pedagoglar kreativlik asoslarini bilishga astoydil kirishganlar.

Pedagoglarda ularning faoliyatini yaxshilash uchun ko‘plab ijodkorlikni rivojlantirishga doir adabiyotlar shakllantirilyapdi, Ta‘lim departamenti boshchiligida tayyorlangan videolar asosida noan‘anaviy darslar tashkillashtirilyapdi. “Emebaylning fikricha, kreativlik “muayyan soha bo‘yicha o‘zlashtirilgan puxta bilimlar bilan birga yuqori darajada noodatiy ko‘nikmalarga ham ega bo‘lish” demakdir. Vigotskiy insonni yaxlit mavjudlik sifatida ko‘radi. Insonning rivojlanishi insonning butun hayoti davomida sodir bo‘ladi va insoniyatning eng muhim mezonlaridan biri ijodkorlikdir, chunki hayot jarayonida tasavvur ijodkorlikning namoyon bo‘lishini ta‘minlaydigan ichki mexanizm sifatida rivojlanadi. Ijodkorlik - bu ijodkorlik qobiliyatini ko‘rsatadigan insoniy

¹⁷ Tashmatova S.R.(2023). Kreativlikning mohiyati va ta‘lim jarayonida tutgan o‘rni. B 128–131.

¹⁸ D.Elmurotova va N.Misirova “Pedagogik kompetentlik va kreativlik asoslari” 133 b

¹⁹ Nilufar Abdusattorovna Umurzoqova Nizomiy nomidagi Toshkent davlat pedagogika universiteti maqolasidan.

xususiyatdir.”²⁰. S.L. Rubinshteyn ijodkorlikni “Yangi o‘ziga xos narsalarni yaratish, bundan tashqari, nafaqat ijodkorning rivojlanish tarixiga, balki fan, san’at va boshqalarning rivojlanish tarixiga ham kiritilgan” faoliyat sifatida tushunadi. Ya.A.Ponomarev ta’kidlaganidek, o‘rganib chiqilgan o‘z harakatiga ega bo‘lgan shaxsgina ijodiy jarayonga qodir hisoblanib, bu shaxsga faoliyatning ba’zi bir qismida uning keyingi faoliyatiga kerak bo‘lgan maxsus bilimlarni to‘g‘ri tarzda o‘rganishgaga yordam beradi. rivojlantirish, shuningdek, insoniy fazilatlarni talab qilish, ularsiz haqiqiy ijodkorlik mumkin emas. Ijodkorlikning psixologik mexanizmining markaziy bo‘g‘inining asosiy xususiyati intuitiv va mantiqiy birlikdir. Intuitiv (ongsiz) funksiyasi - yangisini yaratish, mantiqiy funksiyasi - uni aniqlash. Ya.A.Ponomarevning fikriga ko‘ra, ijodkorlik qobiliyati bilan ikkita insoniy fazilatlar bog‘liq - qidiruv motivatsiyasining intensivligi va faoliyatning “qo‘shimcha mahsulotiga” sezgirlik. Ya’ni, ijodkorlikning mohiyati intellektual faoliyat va o‘z faoliyatining qo‘shimcha mahsulotiga nisbatan sezgirlik (sezuvchanlik) dir. Ijodkor odam ikkinchi darajali natijalarni, ya’ni yangi narsalarni yaratishni ko‘radi, ijodkor bo‘lmagan odam esa yangilikdan o‘tib, faqat maqsadga muvofiq natijalarni ko‘radi. Shunday qilib, Ya.A.Ponomarevning ijodkorlik nazariyasi ijod jarayoniga, demak, inson ijodkorligining shakllanishiga yordam beruvchi muhim sifatlarni aniqlash imkonini beradi.

G‘arbliklar uchun kreativlik, yangilik sanaladi. Ular kreativlik negizida noan’anaviylik, qiziquvchanlik, tasavvur, hazil-mutoyiba tuyg‘usi va erkinlik mavjud bo‘lishiga e’tiborni qaratadilar. Garchi g‘arbliklar va sharqliklarning kreativlik borasidagi fikrlari turlicha bo‘lsa-da, biroq, har ikki madaniyat vakillari ham mazkur sifat va unga egalikni yuqori baholaydilar. Psixologik moslashuvchanlik inson psixikasining aqliy jihatlari bilan o‘zaro ta’sir qilishni osonlashtiradi, bu esa ijodkorlikning psixologik mexanizmining yaxlitligini amalga oshirishga imkon beradi. Ijodiy motivatsiyaning kuchi odamning noaniq, ya’ni psixologik umidsizlikka uchragan vaziyatda yangi narsani izlashda qatiyatliligini qo‘llab-quvvatlaydi. Bu motivatsiya insonni ijodiy vaziyatdan shoshilinch chiqishdan yoki aniqlik, ishonch zonasiga ketishdan saqlaydi. Insonning turli mavzudagi, ijtimoiy-madaniy va boshqa kontekstlardan xabardorligining kengligi va chuqurligi uning ijodiy izlanishlari innovatsion mahsulotlarining “qo‘shimcha mahsulotini” aniqlashga imkon beradi.”²¹

Olimlar insonning ijodiy faolligini ta’minlaydigan quyidagi asosiy omillarni aniqlaydilar:

1. ijodkorlik,

²⁰ Shahrizabz shahar Maktabgacha ta’lim bo‘limi tasarrufidagi 15-DMTT tarbiyachisi Mahatova Davlatoy Dilmurodovnaning maqolasidan.

²¹ Altshuller G.S., Vertkin I.M. “Qanday qilib daho bo‘lish mumkin”. 124-bet.

2. ijodiy salohiyat,
3. intellektual faoliyat
4. supra-situatsion faoliyat

Har bir insonda o'z qiziqishi doirasida ijodkorlik shakllangan bo'ladi, faqat uni yuzaga chiqara olishni bilishi kerak.

Ijodkorlikning yuzaga chiqishida tashqi muhitdan ham ko'ra insonning ichki muhiti "MEN"i yetakchilik qiladi.

Xulosa qilib aytganda, boshlang'ich ta'limda o'quvchilarning kreativ faoliyatini rivojlantirishning vazifalaridan biri ham o'qishga bo'lgan ijodiy munosabatni shakllantirish va tarbiyalashdan iborat. Umuman olganda, bilimlar tizimi, ko'nikma va malakalar, kompetensiyalar mustaqil fikrlash hamda ushbu bilimlarni amaliyotda qo'llay olish tanish va notanish vaziyatlarda, kundalik faoliyatda qo'llay bilish, bunday faoliyat kreativ faoliyat turini kasb etadi. Boshlang'ich ta'lim tizimida beriladigan nazariy g'oyalar boshlang'ich sinf o'quvchilar kreativ faoliyatini rivojlantirish modelini yaratishga yordam berdi va asos qilib olinadi.

FOYDALANILGAN ADABIYOTLAR

1. Altshuller G.S., Vertkin I.M. "Qanday qilib daho bo'lish mumkin". 124-bet.
2. Bogoyavlenskaya D. B. Ijodiy qobiliyatlarni o'rganish mavzusi va usuli haqida // Psixologik jurnal. 1995 yil. № 5.
3. Boltayeva SH. Boshlang'ich ta'limda o'quvchilar ijodiy faoliyatini shakllantirish. // Xalq ta'limi, 2004, № 3.-34-34 betlar.
4. Boltayeva SH. Boshlang'ich ta'limda o'quvchilar ijodiy faoliyatini rivojlantirish. //Pedagogika nazariyasi va tarixining ayrim dolzarb muammolari. / Ilmiy ishlar to'plami.- Toshkent: Fan, 2006.-B.142-144.
5. D.Elmutrova va N.Misirova "Pedagogik kompetentlik va kreativlik asoslari" 133 b
6. Pichurin S.S. "Yosh o'quvchilarning ijodiy qobiliyatlarini rivojlantirish masalasi". Boshlang'ich maktab plyus oldin va keyin.-2004 yil 51-53-betlar
7. "Pedagogik kompetentlik va kreativlik asoslari" modul bo'yicha o'quv-uslubiy qo'llanma: Toshkent 2015. 45-bet.
8. Sh.R.Tashmatova "Kreativlikning mohiyati va ta'lim jarayonida tutgan o'rni". B 128-131.
9. Eshboeva, Surayyo Kahramon Qizi (2021). USE OF PEOPLE'S ORAL CREATIVITY IN THE FORMATION OF ECOLOGICAL CONCEPTS OF PRIMARY SCHOOL STUDENTS ON A CREATIVE BASIS. Oriental renaissance: Innovative, educational, natural and social sciences, 1 (10), 763-769. doi: 10.24412/2181-1784-2021-10-763-769

10. Эшбоева С. и др. Бошланғич синф ўқувчиларининг экологияга оид тушунчаларини креатив ёндашув асосида такомиллаштиришнинг ўзига хос хусусиятлари //E Conference Zone. – 2022. – С. 124-130.
11. Эшбоева С. и др. Бошланғич таълимда экологик таълим-тарбияни шакллантиришда креативликни такомиллаштириш методикаси //E Conference Zone. – 2023. – С. 29-36.
12. Эшбоева, С. (2023, January). Бошланғич таълимда экологик таълим-тарбияни шакллантиришда креативликни такомиллаштириш методикаси. In E Conference Zone (pp. 29-36).
13. Эшбоева С. и др. Бошланғич синф ўқувчиларининг экологияга оид тушунчаларини креатив ёндашув асосида такомиллаштиришнинг ўзига хос хусусиятлари //E Conference Zone. – 2022. – С. 124-130.
14. Eshboeva S. Creative approach to forming ecological concepts in primary class students. – 2022.
15. Eshboyeva, S. (2022). Didactic possibilities of creative approach in forming ecological concepts in primary class students. Conferencea, 200-205.
16. Eshboeva, S. (2022). Creative approach to forming ecological concepts in primary class students.
17. Эшбоева, С. К. (2018). Влияние индивидуальных особенностей на развитие и воспитание школьников. Гуманитарный трактат, (29), 48-51.

Die deutschen Präpositionen: Ihre Verwendung und Einfluss auf den Fall

Furqat Jumayev Soatmumin o'g'li

Masterstudent der Staatlichen Universität Termiz

Lehrer am Staatlichen Pädagogischen Institut Termiz für Deutsch

Telefonnummer: +998994152001

Furqatjumayev@mail.ru

Annotation: Die Analyse betont die entscheidende Rolle der Präpositionen in der deutschen Grammatik. Präpositionen bilden räumliche, zeitliche oder modale Beziehungen und beeinflussen den grammatischen Fall der nachfolgenden Wörter. Häufig verwendete Präpositionen werden in örtliche, zeitliche und modale Kategorien unterteilt.

Die Unterscheidung zwischen Präpositionen, die den Akkusativ, Dativ oder Genitiv erfordern, wird durch konkrete Beispiele veranschaulicht. Tipps zur besseren Anwendung schließen Assoziationsbildung, Kontextualisierung, Nutzung visueller Hilfsmittel und Gruppenbildung ein.

Das Ziel des Artikels ist es, Lesern ein fundiertes Verständnis der deutschen Präpositionen zu vermitteln und ihre korrekte Anwendung zu erleichtern.

Artikel: Präpositionen sind unverzichtbare Bestandteile der deutschen Grammatik, die eine entscheidende Rolle bei der Strukturierung von Sätzen spielen. Eine Präposition ist ein Wort, das eine räumliche, zeitliche oder logische Beziehung zwischen Elementen im Satz herstellt. Sie stehen üblicherweise vor einem Substantiv, Pronomen oder einem Substantivsatz und beeinflussen dabei den Fall der folgenden Wörter. Das Hauptziel dieses Artikels ist es, Lesern ein klares Verständnis der deutschen Präpositionen zu vermitteln und ihre Auswirkungen auf den grammatischen Fall zu erklären. Durch eine detaillierte Analyse werden wir die verschiedenen Präpositionen kennenlernen, ihre Kategorien verstehen und wie sie den Nominativ, Akkusativ, Dativ oder Genitiv beeinflussen können. Ein solides Verständnis dieser Grundlagen wird Lesern helfen, ihre Deutschkenntnisse zu vertiefen und grammatische Strukturen sicherer zu verwenden.

Liste der häufig verwendeten Präpositionen.

Um ein solides Fundament für das Verständnis der deutschen Präpositionen zu legen, ist es entscheidend, eine Liste der häufig verwendeten Präpositionen zu präsentieren. Hier sind einige Beispiele:

Örtliche Präpositionen:

in (in)

auf (auf)

unter (unter)

über (über)

neben (neben)

Zeitliche Präpositionen:

vor (vor)

nach (nach)

während (während)

seit (seit)

bis (bis)

Modale Präpositionen:

mit (mit)

ohne (ohne)

durch (durch)

für (für)

gegen (gegen)

Akkusativ: Präpositionen, die den Akkusativ verlangen

Im Gegensatz zum Nominativ verlangen bestimmte Präpositionen den Akkusativ. Das bedeutet, dass die nachfolgenden Substantive oder Pronomen durch diese Präpositionen in den Akkusativ gesetzt werden. Hier sind einige Beispiele:

durch (durch) - Wir gehen durch den Park.

für (für) - Sie kauft ein Geschenk für ihren Bruder.

gegen (gegen) - Er ist gegen die Wand gelaufen.

ohne (ohne) - Ich kann nicht ohne dich leben.

um (um) - Wir treffen uns um sieben Uhr.

Dativ: Präpositionen, die den Dativ erfordern

Bestimmte Präpositionen erfordern den Dativ und beeinflussen somit den Fall der nachfolgenden Substantive oder Pronomen. Hier sind einige Beispiele:

aus (aus) - Das Buch ist aus der Bibliothek.

bei (bei) - Ich bin gerade bei der Arbeit.

mit (mit) - Sie geht mit ihren Freunden.

nach (nach) - Wir fahren nach Hause.

von (von) - Das Geschenk ist von meinem Freund.

Genitiv: Präpositionen mit Genitiv – seltener, aber wichtig

Präpositionen, die den Genitiv verlangen, sind zwar seltener, spielen jedoch eine bedeutende Rolle. Hier sind einige Beispiele:

anstatt (anstatt) - Er spielt Tennis anstatt Fußball.

trotz (trotz) - Trotz des Regens gehen wir spazieren.

wegen (wegen) - Das Konzert wurde wegen des Unwetters abgesagt.

Tipps zur besseren Anwendung im Sprachgebrauch:

Die korrekte Anwendung von Präpositionen in Verbindung mit den richtigen Fällen erfordert oft ein gezieltes Memorieren. Hier sind einige Strategien, um diesen Prozess effektiv zu gestalten:

Assoziationen erstellen: Verknüpfe Präpositionen mit Bildern oder Situationen, um dir ihre Bedeutung und den zugehörigen Fall besser einzuprägen.

Kontextualisierung: Integriere Präpositionen in Sätze und Geschichten, um den Kontext zu verstehen und den passenden Fall leichter zu merken.

Visuelle Hilfsmittel nutzen: Erstelle Diagramme oder Mind-Maps, um die Beziehungen zwischen Präpositionen und Fällen visuell darzustellen.

Gruppenbildung: Kategorisiere Präpositionen nach örtlichen, zeitlichen oder modalen Aspekten, um Muster zu erkennen und sie einfacher zu lernen.

Schluss: Die kontinuierliche Praxis und die Bereitschaft, sich in unterschiedlichen sprachlichen Situationen zu engagieren, werden nicht nur die Sicherheit im Umgang mit Präpositionen stärken, sondern auch zu einem tieferen Verständnis der deutschen Sprache insgesamt beitragen.

Literaturverzeichnis:

- "Präpositionen einfach und klar" von Helbig/Buscha
- "Deutsche Grammatik - einfach, kompakt und übersichtlich" von Heike Pahlow
- "Übungsgrammatik Deutsch" von Dreyer/Schmitt
- "Fit für den TestDaF: Übungsbuch mit zwei Audio-CDs" von Patrick Rumble
- DW Deutsch lernen: [Online-Kurse und Übungen zur deutschen Grammatik](<https://www.dw.com/de/deutsch-lernen/s-2055>)
- Canoo.net: [Online-Grammatikressource mit Übungen](<https://www.canoo.net/>)
- DeutschAkademie: [Kostenlose Online-Übungen und Erklärungen](<https://www.deutschakademie.de/online-deutschkurs/>)
- "Duden - Die deutsche Grammatik" von Dudenredaktion
- "Hammer's German Grammar and Usage" von Martin Durrell

Доступ к безопасности сети Wi-Fi

Ismoilov Sirojiddin Rasuljon o'g'li

Студент Ферганского филиала ТУИТ имени Мухаммеда аль-Хорезми

Shamatatova Sayyora Jo'raboy qizi

Студент Ферганского филиала ТУИТ имени Мухаммеда аль-Хорезми

Maxmudov Ulug'bek Ravshanbekovich

Студент Ферганского филиала ТУИТ имени Мухаммеда аль-Хорезми

Abduraximov Ozodbek Azimjon o'g'li

Студент Ферганского филиала ТУИТ имени Мухаммеда аль-Хорезми

Аннотация: В этом тексте были представлены многие технологии и методы обеспечения безопасности сети Wi-Fi. Уделено внимание важным моментам повышения сетевой безопасности.

Ключевые слова: сетевое шифрование данных, сетевая аутентификация, пользовательская безопасность сети Wi-Fi, общие стандарты безопасности Wi - Fi, WEP, WPA-Wi-Fi, тип безопасности.

Безопасность беспроводных сетей Wi-Fi должна быть сосредоточена в любой компьютерной сети. Хакеры могут легко перехватывать беспроводной сетевой трафик по открытым каналам и извлекать такую информацию, как пароли и кредитные карты. Для борьбы с хакерами было разработано несколько технологий безопасности сети Wi-Fi, конечно, некоторые из этих технологий можно относительно легко уничтожить.

Шифрование сетевых данных

Сетевые протоколы обычно используют технологию шифрования. Шифрование продолжает шифровать данные, отправляемые через сетевые соединения, чтобы скрыть их от информации людей, позволяя компьютерам правильно расшифровывать сообщения. В этом секторе существует множество типов технологий шифрования.

Проверка подлинности сети

Технология аутентификации для компьютерных сетей проверяет, кто такие устройства и люди. Сетевые операционные системы, такие как Microsoft

Windows и Apple OS-X, включают встроенную поддержку аутентификации на основе имен пользователей и паролей. Маршрутизаторы домашней сети также проверяют потенциальных клиентов, которые требуют от них ввода отдельных учетных данных.

Пользовательская безопасность сети Wi-Fi

Традиционные сетевые подключения Wi-Fi проходят через маршрутизатор или другую точку беспроводного доступа. В качестве альтернативы Wi-Fi поддерживает режим так называемых беспроводных устройств, который позволяет устройствам напрямую подключаться друг к другу, чтобы они были одноранговыми. Отсутствие центральной точки доступа, как правило, снижает безопасность обычного соединения Wi-Fi. Некоторые эксперты по этой причине временно приостанавливают использование сетей Wi-Fi.

Общие стандарты безопасности Wi-Fi

Большинство устройств Wi-Fi, включая компьютеры, маршрутизаторы и телефоны, поддерживают несколько стандартов безопасности. Доступные типы безопасности и даже их названия различаются в зависимости от возможностей устройства.

WEP означает конфиденциальность, совместимую с проводной связью. Это оригинальный стандарт безопасности беспроводной сети для Wi-Fi, который до сих пор используется в домашних компьютерных сетях. Некоторые устройства поддерживают несколько версий WEP Security.

WEP-64-битный ключ (иногда называемый WEP-40)

WEP 128-битный ключ (иногда называемый WEP-104)

WEP 256-битный ключ, и если другие устройства поддерживают только один WEP, разрешите администратору выбрать один. WEP нельзя использовать в крайнем случае, так как он может обеспечить очень ограниченную безопасность. WPA означает защищенный доступ Wi-Fi. Этот стандарт был разработан вместо WEP. Устройства Wi-Fi обычно поддерживают несколько вариантов технологии WPA. В то время как традиционный WPA, также называемый WPA - Personal и иногда WPA-PSK (для предварительного общего коммутатора), предназначен для домашней сети, другая версия, WPA-Enterprise, предназначена для корпоративных сетей. WPA2-это улучшенная версия защищенного доступа Wi-Fi, поддерживаемая всем новым оборудованием Wi-Fi. Как и WPA, WPA2 доступен как в частной / PSK, так и в корпоративной версии. 802.1 X также обеспечивает сетевую аутентификацию по Wi-Fi, а также по другим типам сетей. Эта технология, как

правило, используется крупными предприятиями, поскольку для создания и поддержки этих технологий требуется дополнительный опыт. 802.1 X работает с Wi-Fi и другими типами сетей. В конфигурации Wi-Fi администратор обычно настраивает аутентификацию 802.1 X для работы с шифрованием WPA / WPA2-Enterprise. 802.1 X также известен как радиус.

Ключи и пароли сетевой безопасности

Ключи беспроводного шифрования WEP и WPA / WPA2 используют шестнадцатеричные числа. Сопоставление значений клавиатуры должно быть введено для маршрутизатора Wi-Fi (или точки доступа) и всех клиентских устройств, которые хотят подключиться к этой сети. В сетевой безопасности ключевое слово может относиться только к упрощенной форме ключа шифрования, в которой используются буквенно-цифровые символы вместо десятичных значений. Однако термины и ключевые слова обычно используются как синонимы.

Настройка безопасности Wi-Fi в домашних сетях

Все устройства в данной сети Wi-Fi должны применять соответствующие настройки безопасности. На компьютерах с Windows 7 в представлении безопасности свойств беспроводной сети для конкретной сети должны быть введены следующие значения:

Тип безопасности-Open, shared, WPA-personal and Interface, WPA2-Personal and Interface, а также параметры аутентификации, такие как 802.1 x. Открытый вариант не использует аутентификацию с использованием WEP для аутентификации.

При необходимости в поле ключа сетевой безопасности можно указать ключ шифрования или пароль.

Базовый индекс, значение от 1 до 4, представляет положение ключа, хранящегося в беспроводном маршрутизаторе (точка доступа). Многие домашние маршрутизаторы позволяют использовать до четырех различных ключей шифрования от 1 до 4, настроенных для поддержки законных клиентов, без необходимости заставлять их использовать открытый ключ.

Использованная литература:

1. AO Azimjon o'g'li, TA Ilhomjon o'g'li. [NETWORK OPERATING SYSTEMS](#). Umaraliyev, J., Abdurakhimov, O., & Isokjonova, S. (2023, June). USE AND EFFECTIVENESS OF INFORMATION TECHNOLOGIES IN

MEDICINE. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 11, pp. 148-151).

2. Umaraliyev, J., Turdaliyev, K., Isoqjonova, S., & Abdurakhimov, O. (2023). ITS APPLICATIONS AND PROSPECTS IN EDUCATION. Interpretation and Researches, 1(11). search the horse

3. O Abduraximov, A Tojidinov, U Nazirjonov. [IDENTIFICATION AND AUTHENTICATION IN INFORMATION SECURITY. NETWORK DISPLAY TECHNOLOGY](#). Академические исследования в современной науке, 2023. (Vol. 2, No. 21, pp. 26-32).

4. AO Azimjon o'g'li, TA Ilhomjon o'g'li. [NETWORK OPERATING SYSTEMS](#). XALQARO ANIQ FANLAR TAHLILI, 2023. (Vol. 1, No. 2, pp. 51-54).

5. AO Azimjon o'g'li, TA Ilhomjon o'g'li, NU Nozimjon o'g'li. [AVTOTRANSPORT VOSITALARINI KIBERHUJUMLARDAN HIMOYA QILISH BO 'YICHA YO 'L XARITASI](#) . Новости образования: исследование в XXI веке, 2023. (Vol. 2, No. 13, pp. 70-74).

6. Ilhomjon, T. K., Azimjon, A. O., & Nazimjon, N. U. (2023). CLOUD TECHNOLOGIES AND CLOUD COMPUTING. JOURNAL OF SCIENCE, RESEARCH AND TEACHING, 2(8), 79-81.

7. Ilhomjon o'g'li, T. A., & Azimjon o'g'li, A. O. (2023). ANDROID XAVFSIZLIGI, XAVSLIK TIZIMLARINI YAXSHILASH. PEDAGOG, 6(6), 753-757.

8. NU Nozimjon o'g'li, AO Azimjon o'g'li, TA Ilhomjon o'g'li. Information and Communication Technologies in Education LMS Systems. American Journal of Public Diplomacy and International Studies (2993-2157). (Vol. 1, No. 6, pp. 28-31).

9. AO Azimjon o'g'li, TA Ilhomjon o'g'li, NU Nozimjon o'g'li . Lms Systems and Their Description. American Journal of Public Diplomacy and International Studies (2993-2157). (Vol. 1, No. 6, pp. 22-24).

10. NU Nozimjon o'g'li, AO Azimjon o'g'li, TA Ilhomjon o'g'li. Education to Give in Processes Information and Communication Technologies. American Journal of Public Diplomacy and International Studies (2993-2157). (Vol. 1, No. 6, pp. 18-21).

11. TA Ilhomjon o'g'li, NU Nozimjon o'g'li, AO Azimjon o'g'li. Grid Analysis and Design. American Journal of Public Diplomacy and International Studies (2993-2157). (Vol. 1, No. 6, pp. 25-27).

12. NU Nozimjon o'g'li, AO Azimjon o'g'li, TA Ilhomjon o'g'li . Информационные И Коммуникационные Технологии В Образовании LMS

Системы. American Journal of Science on Integration and Human Development (2993-2750). (Vol. 1, No. 6, pp. 17-20).

13. AO Azimjon o'g'li, TA Ilhomjon o'g'li, NU Nozimjon o'g'li. The Evolution of Graphical Interfaces for Programming TRACE MODE 6 Algorithms. American Journal of Pediatric Medicine and Health Sciences (2993-2149). (Vol. 1, No. 6, pp. 72-74).

14. TA Ilhomjon o'g'li, NU Nozimjon o'g'li, AO Azimjon o'g'li. Grid Tahlil Va Loyihalash. American Journal of Public Diplomacy and International Studies (2993-2157). (Vol. 1, No. 5, pp. 132-134).

15. NU Nozimjon o'g'li, AO Azimjon o'g'li, TA Ilhomjon o'g'li. Ta'lim Berish Jarayonlarida Axborot-Kommunikatsiya Texnologiyalari. American Journal of Language, Literacy and Learning in STEM Education (2993-2769). (Vol. 1, No. 6, pp. 26-29).

16. AO Azimjon o'g'li, TA Ilhomjon o'g'li, NU Nozimjon o'g'li. Lms Tizimlari Va Ularning Tavsifi. American Journal of Engineering, Mechanics and Architecture (2993-2637). (Vol. 1, No. 6, pp. 36-38).

17. Jamshidbek To'xtasin o'g' U., & Azimjon o'g'li, A. O. (2023, June). THE TRANSFORMATIVE ROLE AND IMPORTANCE OF TELECOMMUNICATION TECHNOLOGIES IN OUR DAILY LIVES. In "ONLINE-CONFERENCES" PLATFORM (pp. 138-139).

18. Turdaliyev, K., Abduraximov, O., & Isoqjonova, S. (2023). OPPORTUNITIES OF DIGITAL TECHNOLOGIES. Наука и инновация, 1(15), 8-11.

19. Isoqjonova, S., Abduraximov, O., & Turdaliyev, K. (2023). ZAMONAVIY DUNYODA ROBOTLARNING O'RNI HAMDA AHAMIYATI. Talqin Va Tadqiqotlar, 1(10).

20. Nafisaxon, T. U., Jamshidbek To'xtasin o'g' U., Arsenevna, D. E., & Azimjon o'g'li, A. O. (2022). AVTOMATLASHTIRILGAN AVTOTURARGOH IMKONIYATLARI VA QULAYLIKLARI. INNOVATION IN THE MODERN EDUCATION SYSTEM, 3(25), 45-48.

21. Tashlanova, N., & Abduraximov, O. (2023). TURIZM SOHASIDAGI ELEKTRON TIJORAT. Research and Implementation. извлечено от <https://fer-teach.uz/index.php/rai/article/view/809>

22. K Turdaliyev, O Abduraximov, J Umaraliyev. (2023). FOCL AFZALLIKLARI HAMDA KAMCHILIKLARI. MOBIL SU'NIY YO'LDOSH VA OPTIK TOLALI TARMOQLAR. Development of pedagogical technologies in modern sciences. 2(4), 123-128.

23. TK Ilhomjon o'g'li, AO Azimjon o'g'li, NH Maxmudjon o'g'li, (2022). MASOFAVIY TA'LIM MODELLARI VA MASOFADAN OQITISH TIZIMLARI. SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY, 1(4), 113-116.
24. U Jamshidbek To'xtasin o'g, TA Ilhomjon o'g'li, AO Azimjon o'g'li, (2022). AXBOROTLARNI AVTOMATLASHTIRILGAN BOSHQARUV TIZIMI. PEDAGOGICAL SCIENCES AND TEACHING METHODS, 2(17), 22-25
25. Абдурахимов , О. А., & Махмудов , У. Р. (2023). ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ВОЛОС, МОБИЛЬНЫХ СПУТНИКОВЫХ И ОПТИЧЕСКИХ СЕТЕЙ. *Educational Research in Universal Sciences*, 2(6), 147–150. Retrieved from <http://erus.uz/index.php/er/article/>
26. Azimjon o'g'li, A. O. (2023). REVOLUTIONIZING INDUSTRIES AND SHAPING THE FUTURE. ISSN 2181-4120 VOLUME 1, ISSUE 17 JUNE 2023, 347.
27. Jamshidbek To'xtasin o'g, U., Elyorbek o'g'li, I. A., & Azimjon o'g'li, A. O. (2022). IIS VOSITALARI YORDAMIDA VEB-SAYT BOSHQARUVI. *Journal of new century innovations*, 18(1), 64-69.
28. Ilhomjon o'g'li, T. K., Jamshidbek To'xtasin o'g, U., & Azimjon o'g'li, A. O. (2023, July). ZAMONAVIY TEXNOLOGIYALAR JAMIYATDAGI TARAQQIYOTIDAGI O 'RNI VA AHAMIYATI. In *International Conference on Architecture and Civil Engineering* (pp. 1-3).

ADEQUATE CHARACTERISTICS OF ENGLISH AND UZBEK PROVERBS WITH ZOOCOMPONENTS

Uralova Oysuluv Poyan qizi
Termez state pedagogical institute
f.f.f.d. (PhD). dots.

Abstract: adequate (lat. *adaeguatus* - equal, suitable, exactly, similar) - from the theory of knowledge means the properties and relations of the various phenomena that correspond to their objective content, can be identified and adapted. This article is devoted to the adequate properties of objects. Words with zoocomponents in English and Uzbek languages were analyzed.

Key words: Proverb, zoocomponent, adequate, English, Uzbek, structural, semantic.

Аннотация: адекватный (лат. *adaeguatus* - равный, подходящий, в точности подобный) - с точки зрения теории познания означает свойства и отношения различных явлений, которые соответствуют их объективному содержанию, могут быть идентифицированы и адаптированы. Данная статья посвящена адекватным свойствам объектов. Были проанализированы слова с биокомпонентами в английском и узбекском языках.

Ключевые слова: пословица, биокомпонент, адекватный, английский, узбекский, структурный, семантический.

Analysis of proverbs and the study of their national-cultural and universal values in different languages is becoming an important problem of contemporary linguistics. If we compare, we can see that all languages in the world have their own characteristics, and it is precisely this phenomenon that distinguishes different languages from each other. However, it is known that language learners acquire a foreign language in the context of a certain connection between the language and the language. These languages are united under certain categories. In these categories, there are linguistic signs similar to grammatical categories, lexical-semantic categories, and functional categories. So, generalizing categories provide universality in languages. At the same time, as proverbs are unique in every language, they also have something in common.

G. L. Permiakov thought about it as follows: the feature of generalization is the combination of the same or similar situations in the proverbs of different peoples. This uniformity in proverbs ensures universality, and in cases they have a special logical meaning. It follows that the proverb is related to world civilization, and it is absolutely correct to say that it belongs only to one nation.

Universality in proverbs is the main edge of paremiology, it generalizes similar and identical situations in proverbs and even occurs in unrelated languages, regardless of their history and ethnicity. It should be noted that the forms of many proverbs in different languages are similar both in terms of form and meaning or their general functions. Some Uzbek proverbs are functionally similar to English proverbs.

For example, the Uzbek equivalent of the proverb "*First think, then speak*" can be called "Avval o'yla – keyin so'yla" because this proverb has exactly the same meaning in both languages, and its grammatical system is also very similar. At the same time, it is difficult to find the exact similarity of proverbs in translations from the known to the second language.

Then refer to the comments or the second equivalent option. Uzbek proverbs in English or the alternative version of English proverbs in Uzbek are difficult, and when they are replaced with proverbs, the explanation does not spoil the translation, but it enriches and enriches it. It is possible to cite many proverbs with adequate features in English-Uzbek proverbs with zoo components. *The butcher grieves for bacon, and the goat - for its life*, in Uzbek "Qassob moy qayg'usida, echki – jon qayg'usi". In other words, we consider that there is another subtitle that gives the content of this article.

The dogs bark, but caravan goes vernacular in English, and It "*It hurar karvon o'tar*" in Uzbek are compatible with each other in terms of their spiritual and stylistic features. Most of them are international in form and international in content. If they confirm their belonging to a particular nationality with their form, they deny that they are products of world culture and civilization with their content. Another characteristic can be observed in English and Uzbek proverbs with an it component. *A living dog is better than a dead lion- O'lik arslondan tirik it afzal*.

In our society, intelligent people achieve two things with one action. In this case, English people and Uzbek people use the same proverb for such people. We consider *Kill two birds with one stone* to be equivalent to the Uzbek proverb *Bir o'q bilan ikki quyovni urmoq*. Moreover, the structure is also semantically the same.

Proverbs are characteristic of language universities. We can use the English proverb "*A bird is known by his feathers*" as an equivalent to the Uzbek proverb "*Qush patidan ma'lum*". That is, you can know the identity of each brother from the appearance of his behavior.

They did not use the skill of our forefathers to look at their clothes and observe their intelligence. The possibility of meeting these ideas in the university found its root in the above proverb.

According to Uzbek proverbs, children repeat their parents like a mirror in human life, their perfection or defects depend on the upbringing they received in the family, because the first educators are father and mother: According to *the tree - its fruit*,

according to its parents - its child; Beetle is also found in proverbs with *insect component*: A beetle also calls its child white. In Uzbek *Qo'ng'iz ham bolasini oppog'im der; Qarg'a ham o'z bolasini oppog'im der; Qo'ng'iz aytar: oppog'im, tipratikan – yumshog'im*. In English, *The crow thinks her own birds: whitest*. The raven sees its chickens as falcons. The above proverbs are structurally, semantically, and stylistically similar. If something rare, expensive, and unattainable is called "Pigeon's milk" by the English, the Russians call it "Ptiche moloko," the Uzbeks call it " anqoning urug'i " (legendary bird's egg). This proverb is used in relation to representatives of noble society.

Proverbs, one of the most important genres of folklore, are examples of wisdom accumulated by people over the years. No matter what language or nation we collect proverbs from, we can find similarities because proverbs and sayings are written based on the events that happened during people's lives.

References

1. Пермяков. Г.Л. Основы структурной паремиологии. – М.: Наука, 1988. – 236 с.
2. Уралова О.П. Инглиз ва ўзбек тилларида “оила” бош лексемали мақоллар семантикаси ва структураси. Филол. фанлари фалсафа д-ри... дисс. – Самарқанд, 2021. – Б.25.
3. Бакиров П.У. Семантика и структура номинацентрических пословиц (на материале русского, узбекского и казахского языков). – Ташкент: Фан, 2006. – 297 с.
4. Шомаксудов Ш., Шорахмедов Ш. Маънолар махзани.– Тошкент: Ўзбекистон миллий энциклопедияси, 2001. – 448 б.
5. Uralova, O. P. Q. (2021). Lexico-Semantic Features Of The Proverbs By The Names Of Beverages And Vegetables In English, Russian And Uzbek Languages. Theoretical & Applied Science Учредители: Теоретическая и прикладная наука, 12, 1165-1169
6. Xo'jayeva, M. F., & Uralova, O. B. (2022). Ingliz Va Ozbek Tillarida Hunarmandchilik Terminlarining Semantik Va Lingvostatistik Tavsifi

(Характеристики). Евразийский журнал академических исследований, 2(3), 496-499

7. Yadigarova Sitora Bahramovna. (2023). Analysis of Clothing Component Proverbs in English and Uzbek . American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 353–356. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2017>

8. Yadigarova Sitora Bahramovna. (2022). Etymological And Semantic Analysis Of Clothing Names In Different Systemic Languages. Web Of Scientist: International Scientific Research, 83-88. Retrieved from <https://wos.academiascience.org/index.php/wos/article/view/270>

Characteristics of Cloting Names: Environmental insights and their influences

Jumanova Sevara

teacher of Karshi State University

sevarajumanova.39@gmail.com

Аннотация: В данной статье описано значение и особенности названий одежды. Термины одежды являются неотъемлемой частью лингвокультурологии, они также позволяют осознать культурную чувствительность, исторический фон и, конечно же, отражают религию, профессию или цели нации в соответствии с ее внешним видом. В этом исследовании адаптация к окружающей среде была принята в качестве основного фактора при наименовании одежды.

Annotatsiya: Ushbu maqolada kiyim nomlarining ma'nosi va xususiyatlari tasvirlangan. Kiyim atamaları madaniy tilshunoslikning ajralmas qismi bo'lib, ular madaniy sezgirlik, tarixiy o'tmish haqida ma'lumot beradi va albatta millatning tashqi ko'rinishiga ko'ra dini, kasbi yoki maqsadlarini aks ettiradi. Ushbu tadqiqotda kiyim-kechak nomini belgilashda atrof-muhitga moslashish asosiy omil sifatida qabul qilindi.

Annotation: This article describes the importance and characteristics of the names of clothing. Clothing terms is an unseperable part of Linguculturology, they also enable to realize cultural sensitivity, historical background and of course It reflects the nation's religious, profession or purpose according to its look. In this research Environmental adaptability was taken as the main factor of naming the clothes.

Ключевие слова: одежда, идентичность, коммуникация, факторы внешней среды, традиционная одежда, стандартизированные термины

Kalit so'zlar: kiyim-kechak, kelib chiqishi, munosabat, atrof-muhit omillari, an'anaviy kiyim, standartlashtirilgan atamalar

Keywords: clothing, identity, communication, environmental factors, traditional clothing, standardized terms

Learning the names of clothes in English is important for several reasons, both in terms of language development and practical communication. Clothing is an integral part of our daily lives, and being able to discuss and describe what we wear is essential for effective communication. Whether you're talking about your outfit, shopping for clothes, or giving and receiving fashion advice, knowing the names of different types of clothing items allows you to express yourself clearly. Clothing is often tied to cultural and social norms. Learning the names of traditional and

contemporary clothing items helps individuals understand and appreciate cultural differences. It also enables them to participate in conversations about fashion trends and styles, fostering cultural awareness and sensitivity. A rich vocabulary is crucial for effective communication and expressing oneself with precision. Clothes are a common topic in descriptive writing and conversations. In certain professional contexts, such as retail, fashion, or related industries, knowing the names of clothes is essential. It allows professionals to communicate effectively with colleagues, clients, and customers. Learning clothing vocabulary is often a part of language curricula at various proficiency levels. Mastery of this vocabulary can be used as a measure of language learning progress, and it provides learners with practical, real-world language skills that they can apply in various situations.

Different cultures have unique clothing items that are culturally significant and may not have direct equivalents in other languages. Studying the names of clothing in various languages provides insights into the specific cultural contexts and practices related to dress. Clothing terms often fall into semantic fields that reveal cultural associations and categorizations. For example, a language may have specific terms for traditional ceremonial attire, workwear, or casual clothing. Analyzing these semantic fields contributes to a deeper understanding of how societies conceptualize and organize their clothing. The names of clothing items can evolve over time, reflecting changes in fashion, technology, and cultural influences. Studying the historical development of clothing terminology in a language can shed light on societal changes and trends. Clothing terms often fall into semantic fields that reveal cultural associations and categorizations. Clothing is often symbolic and can convey aspects of identity, status, and cultural affiliation. The names of clothing items can carry linguistic markers of these symbolic meanings. Linguists may study how certain garments are linked to identity construction and expression in different linguistic and cultural contexts. In regions where multiple languages are spoken, there may be linguistic contact, leading to the exchange and adaptation of clothing-related vocabulary. Studying linguistic variation in how clothing is named can provide insights into language contact phenomena. Comparative linguistics involves comparing linguistic features across languages to identify commonalities and differences. Examining the names of clothing items in a comparative framework helps linguists trace linguistic relationships and language families, uncovering shared heritage and linguistic evolution. In some cases, efforts are made to standardize clothing terminology within a language, especially for purposes like international trade or cross-cultural communication. This involves creating standardized terms for specific garments to ensure clarity and consistency.

The actuality of the names of clothing in world linguistics is a rich field that encompasses cultural specificity, semantic analysis, historical evolution, borrowing, symbolism, identity, language contact, comparative linguistics, and terminology standardization. It provides valuable insights into the intersection of language, culture, and material culture, highlighting the dynamic nature of linguistic expression related to clothing across diverse societies. Clothing names frequently employ descriptive language, capturing the visual, textural, or stylistic features of the garments. This use of language goes beyond mere identification, expressing the creativity and aesthetic sensibilities of a culture. Some clothing names carry symbolic meanings, representing values, beliefs, or cultural narratives. The symbolic significance of clothing is embedded in the linguistic choices made by a community.

Environmental factors, including climate, geography, and local conditions, play a significant role in shaping the names of clothing items. The names often reflect the practical needs and cultural adaptations of a community in response to its environment. The nomination of clothes depends on various aspects, through names of attires we can feel its texture, function, and appropriateness to roundabouts or a season. For example; In mountainous regions, clothing names may include terms like *"hiking boots," "climbing gear,"* or *"alpine jackets,"* reflecting the need for specialized attire suitable for rugged terrain and outdoor activities. Agricultural communities often have traditional clothing suited for farming activities. Terms like *"overalls," "coveralls,"* or *"cotton trousers"* reflect the practical requirements of working in fields and protecting against environmental elements. Coastal regions may have specific names for clothing items that consider sea-related activities. Terms like *"sou'wester"* (a waterproof hat with a broad brim), *"fisherman's sweater,"* or *"breton shirt"* reflect the influence of maritime conditions. In tropical climates, lightweight and breathable clothing is essential. Terms like *"sarong," "kaftan,"* or *"wrap dress"* are reflective of clothing styles that allow for ventilation and comfort in hot and humid weather. Clothing designed for high-altitude environments, such as *"base layers," "insulated boots,"* or *"down jackets,"* is named to address the challenges of lower temperatures and reduced oxygen levels at higher elevations. In rainforest regions, where heavy rainfall is common, clothing names might include terms like *"waterproof poncho," "quick-dry shorts,"* or *"jungle boots,"* reflecting the need for rain protection and adaptability to the humid environment.

Environmental factors profoundly influence the names of clothing items, shaping the way communities conceptualize and adapt their attire to the conditions of their surroundings. These names not only serve a linguistic purpose but also embody a deep connection between culture, climate, and practical needs. The vocabulary of

clothing items becomes a testament to the ingenuity and resourcefulness of communities in addressing environmental challenges through their attire.

As a conclusion considering the facts the evolution of clothing names in response to environmental factors showcases the dynamic relationship between human societies and their surroundings. Whether it's protection from extreme weather, adaptation to unique climates, or the integration of cultural practices, the names of clothing items serve as linguistic markers that encapsulate the ingenuity of communities in navigating their environments through attire. The vocabulary of clothing becomes a living record of the ways in which people have addressed and adapted to the challenges posed by diverse environmental conditions.

References

1. Jumanova, S. X. (2021). Proverbs as reflection of any nation's culture and lifestyle. In *Experientia est optima magistra* (pp. 235-237).
2. Karimova I. EXPRESSING EMOTIVE MEANING WITH STYLISTIC DEVICES IN ORAL SPEECH //Евразийский журнал академических исследований. – 2023. – Т. 3. – №. 5 Part 3. – С. 7-13.
3. Mukhtarova, M. S., Namozova, S. B., & Mardonova, L. U. (2023). A Lyrical View of History. *Journal of Law and Sustainable Development*, 11(12), e2676. <https://doi.org/10.55908/sdgs.v11i12.2676>
4. Yusufova Madinakhan, and Jumanova Sevara. “EFFICIENCY OF COOPERATIVE LANGUAGE LEARNING”. *Journal of Universal Science Research*, vol. 1, no. 5, May 2023, pp. 77-82, <https://universalpublishings.com/index.php/jusr/article/view/614>

The Similarities and Differences of Structural Types of Antonyms in English and Uzbek Languages

Khaitova Gulhayo Tovasharovna

Trainee teacher of Termiz State Pedagogical Institute

[Phone: +998978101227](tel:+998978101227)

Xaitovagulhayo6@gmail.com

Annotation: The article aims to reveal the lexical-semantic nature of antonyms in the Uzbek language, considers its types in terms of their structure, their lexical meaning. Also, the typology of the Uzbek and English antonyms is discussed and explained with examples.

Key words: Prefix, affix, suffix, derivative, and compound antonyms, single-root and multi-root antonyms, proper-complex, paired and compound antonyms.

Antonymy could be a widespread phenomenon observed totally different languages and at diverse levels of the language framework. It plays an vital part in speech-thinking movement, since it is the most expressive means of making differentiate. The equivocal and multidimensional approach to the definition of antonymy, to the comes about of investigate in this range, as well as the materials of lexicographic handling displayed within the word references of antonyms, permit us to state that antonymy could be a rather conflicting phenomenon. One of the strategies of profound entrance into the essence of a phonetic wonder is its comparative-typological investigation, revealing the all inclusive and particular in each of the compared dialects in connection to a particular etymological unit and category.

We must look into the essence of antonyms in order to expose their nature. However, there is disagreement even on this matter, particularly when it comes to determining what exactly makes up antonyms, which are actual opposites that exist only in the "meaning of words" or something different. The goal of antonym comparative analysis is to find typological parallels and dissimilarities between languages. Antonyms are one of the linguistic phenomena that has not received enough attention Uzbek linguistics. The goal of researching antonyms in variously structured languages is to create standards for the structural categorization of antonyms, research classification principles, and examine words that comprise antonymic pairs based on derivational models. We must look into the essence of antonyms in order to expose their nature. However, there is disagreement even on this matter, particularly when it comes to determining what exactly makes up

antonyms, which are actual opposites that exist only in the "meaning of words" or something different. The aim of antonym contrastive analysis is to find typological parallels and dissimilarities between languages. Antonyms are one of the linguistic phenomena that has not received enough attention Uzbek linguistics. The goal of researching antonyms in variously structured languages is to create standards for the structural categorization of antonyms, research classification principles, and examine words that comprise antonymic pairs based on derivational models.

Antonyms vary in terms of their structure. Some linguists only include words with opposing sounds that sound different in antonyms, such as "good-yaxshi" and "bad-yomon," "pure-toza" and "dirty-iflos," "joy-quvonch" and "sadness-qayg'u." Other scientists pair up words with positive evaluations and words with negative evaluations; negation is expressed with the negative prefixes -un, -less; for example, compare comfy and uncomfortable or interesting and uninteresting, or use the prefix i: to make something tasty and tasteless or useful and useless[1].

They correspond to the antonymic pairs of Uzbek language with the suffixes -li and -siz and prefix -be: aqlli- aqlsiz, odobli-odobsiz. Different languages have different systems for classifying antonyms. This seems to result from either the selected principles and criteria or the characteristics of the studied language's structural type. The English language has three categories of antonyms: simple, derivative, and compound. Simple antonyms are those that don't contain any suffixes or prefixes: to give 'bermoq' instead of taking 'olmoq,' white 'oq' instead of black 'qora,' day 'kun' instead of night 'tun,' cold 'sovuq' -hot' issiq'. Derivative antonyms include words that contain prefixes or suffixes, or both prefixes and suffixes: happy 'baxtli' - unhappy 'baxtsiz', attractive 'jozibali' - unattractive 'jozibasiz, xunuk', equality' tenglik' - inequality' tengsizlik', correct 'to'g'ri'- incorrect 'noto'g'ri'. Compound antonyms are formed from two words: to switch on 'yoqmoq' – to switch off o'chirmoq, lowland 'pastlik' - highland 'balandlik', broad-minded 'dunyo qarashi keng' –narrow minded 'dunyo qarashi tor', northland 'shimoliy mamlakatlar' - southland 'janubiy mamlakatlar'. Prefixes, suffixes, or both can be found in derivative antonyms: joyful 'baxtli' - unhappy 'baxtsiz', lovely 'jozibali' - unattractive 'jozibasiz, xunuk', equality' tenglik' - inequality' tengsizlik', correct 'to'g'ri' - incorrect 'noto'g'ri'. The following are examples of compound antonyms: broad-minded 'dunyo qarashi keng' - narrow-minded 'dunyo qarashi tor', lowland 'pastlik' - highland 'balandlik', northland' shimoliy mamlakatlar' - southland 'janubiy mamlakatlar'.

M.I. Fomina and L.A. Novikov divide the antonyms based on the structural principle into two categories: 1) multiroot, where the opposite is expressed in different words: early - late, life - death, north - south, and single-root antonyms, the antonyms of which are transmitted either by means of mutually opposite prefixes attached to the

same word, or by adding a prefix that gives the original word the opposite meaning: bring in... Sentence construction was recalled for such synonyms [1: 141, 3:21].

Under antonymy, it is necessary to consider not only the opposition of some words of different roots, but also the features of single-root antonyms in their relation to lexical antonyms. R. Shukurov, considering the single-root words of the Uzbek language, formed with the help of the affixes - li, - siz, - ba, - be, - bar, - but, - hush, - bad, etc., recognizes them as antonyms. He recognizes single-rooted pairs as antonymous, since the components express a new lexical meaning, and this can be confirmed by the selection of equivalents in another language, while the equivalents must also be in antonymic relations, for example, baxtli - baxtsiz have antonymous single-root equivalents in Russian: счастливый - несчастливый, in German: glücklich – unglücklich [4: 168]. The antonyms of the Turkmen language were studied by B. Baizhanov [2: 170].

The structural classification of the antonyms of the Uzbek language differs significantly from the classification of the antonyms of the Russian and English languages: as in Uzbek language the main emphasis is on word production of antonymic pairs (root or derivative word), and in the English languages it is highlighted whether the antonyms are single root words or only words, consisting of different roots. In Uzbek language, the phenomenon of enantiosemia is hardly observed: the Yondi 'light bulb burned out' - Yondi 'light bulb has lit up'. In fact, logically, enantiosemia leads to antonymic pairs. However, enantiosemic antonyms were not included in the structural classification of antonyms. When structurally classifying the antonyms of Uzbek language, one should pay attention to the euphemistic antonyms: chiroyli- xunuk and chiroyli–chiroyli emas 'beautiful - ugly'. When studying antonymic pairs, one must take into account their relationship with words, phrases, phraseological units, with polysemy, with synonymy, etc., and all these aspects can be reflected only in a complete dictionary of antonyms. For example, if the Germanic languages and the Russian language have such dictionaries that meet all the requirements, then in the Uzbek language it is necessary to develop new principles and structure for the presentation of antonymic pairs.

REFERENCES

1. Antonyms [Electronic resource]. – URL: <https://www.antonymswords.com/> accessed:20.01.2024).
2. Gak, V. G. Jazykovye preobrazovanija [Language transformations] / V. G. Gak. – M. : Shkola «Jazyki russoj kul'tury», 1998. – 768 p.
3. Shmelev, A. D. Kognitivnye i kommunikativnye istochniki jenantioseмии [Cognitive and communicative sources of enantiosemy] / A. D. Shmelev // Russkij jazyk [Russian language].

– 1993. – Iss. 41. – P. 3. [in Russian]

4. R.Shukurov "antonyms in the Uzbek language" academy of sciences of the Uzbek Institute of language and literature - scientific publishing house of Toshkent-1977

5. Longman Dictionary of Contemporary English Online [Electronic resource].

6. Tovasharovna, K. G. (2023). The Origin of the Phonetical Opposition Theory in Linguistics. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 624–626. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2210>

**ERKIN IQTISODIY ZONALARDA TADBIRKORLIK FAOLIYATIGA
INNOVATSIYALAR VA INVESTITSIYALARNI RAG‘BATLANTIRISHDA
KLASTER YONDASHUVINING O‘RNI.**

Umarov Toxirjon Mamurjonovich
Qo‘qon Universiteti Ilmiy tadqiqotlar
departamenti mutaxassisi

Annotatsiya: Erkin iqtisodiy zonalar (EIZ) butun dunyo bo‘ylab mintaqalarda iqtisodiy o‘shishni, innovatsiyalarni va investitsiyalarni rag‘batlantirishda muhim vosita sifatida paydo bo‘ldi. Bu zonalar tadbirkorlik subyektlarini jalb qilish uchun turli imtiyoz va qulayliklar yaratib, tadbirkorlik faoliyati uchun qulay shart-sharoit yaratadi. Ushbu zonalarda innovatsiyalar va investitsiyalarni ilgari surishda muvaffaqiyat qozongan asosiy strategiyalardan biri bu Klaster yondashuvidir. Ushbu maqolada Klaster yondashuvining erkin iqtisodiy zonalar doirasida tadbirkorlik faoliyatiga innovatsiyalar va investitsiyalarni rag‘batlantirishdagi ahamiyati, uning iqtisodiy rivojlanishga, texnologik yutuqlarga ta’siri va biznes o‘shishi uchun qulay ekotizimni rag‘batlantirishga qaratilgan.

Kalit so‘zlar. Erkin iqtisodiy zonalar, klaster, tadbirkorlik, xorijiy kapital,

Kirish. Erkin iqtisodiy zonalar biznesning rivojlanishi uchun qulay shart-sharoitlarni ta'minlovchi strategik joy sifatida e'tiborga sazovor bo‘ldi.

Bozorlarning globallashuvi va raqobatning kuchayishi sharoitida dunyoning yetakchi mamlakatlari hukumatlari mamlakatlar iqtisodiyotini qo‘llab-quvvatlash uchun murakkab tashkiliy va iqtisodiy vositalardan foydalanishga majbur bo‘lmoqda. Bunday vositalardan biri tadbirkorlik faoliyatini yuritish uchun qulay shart-sharoitlarga ega erkin iqtisodiy zonalar (EIZ) tashkil etishdir. Oxirgi o‘n yillikda Erkin iqtisodiy zonalar mexanizmini faollashtirish jarayonini ma’lum bir mamlakat iqtisodiyoti rivojlanishini kuzatish mumkin bo‘ldi. Agar 1995 yilda dunyoda 500 ga yaqin zonalar mavjud bo‘lsa, hozir 130 dan ortiq mamlakatlarda 4300 dan ortiq zonalar mavjud bo‘lib, ularda 68 mingdan ortiq ishchi ishlaydi. Bundan tashqari, jahon amaliyoti EIZ faoliyatini samarali tashkil etish nafaqat mamlakat iqtisodiyoti rivojlanishiga turtki berish, balki uni jahon yetakchilari qatoriga olib chiqishda ham samarali ekanligini ko‘rsatmoqda [1].

Adabiyotlar tahlili.

Erkin iqtisodiy zonalarda klasterlarning ahamiyati

Olimlar erkin iqtisodiy zonalardagi klasterlarning biznes uchun qulay muhitni yaratishda muhim rolini e'tirof etadi. Klasterlar - bu ma'lum bir geografik joylashuvdagi o‘zaro bog‘langan tarmoqlar, yetkazib beruvchilar, muassasalar va qo‘llab-quvvatlovchi xizmatlarning konsentratsiyasi. Ular zonada faoliyat yurituvchi korxonalar o‘rtasida hamkorlik, bilim almashish va innovatsiyalarni osonlashtiradi. Porter (1998) va Ketels (2003) tomonidan olib borilgan tadqiqotlar shuni ta’kidlaydiki, klasterlar raqobatbardoshlikni oshiradi, hosildorlikni rag‘batlantiradi va turdosh tarmoqlar o‘rtasida sinergiya yaratish orqali EIZlar ichida iqtisodiy o‘shishga hissa qo‘shadi.[2],[3]

Innovatsiyalar va bilimlar almashinuviga ta'siri

Tadqiqotlar klasterlarning erkin iqtisodiy zonalaridagi innovatsiyalarga chuqur ta'sirini ta'kidlaydi. Klasterlar ichida korxonalar, ilmiy-tadqiqot institutlari va malakali iste'dodlarning yaqinligi g'oyalar almashinuvini rag'batlantiradi, bilimlarni o'zaro ta'minlashga yordam beradi va innovatsion jarayonni tezlashtiradi (Kuk, 2001). Boschma va Frenken (2011) tomonidan olib borilgan tadqiqotlarning empirik dalillari shuni ko'rsatadiki, klasterlardagi hamkorlik muhiti patentlashning yuqori sur'atlariga, texnologik taraqqiyotga va EIZlarda yangi mahsulot va xizmatlarning rivojlanishiga olib keladi.[4],[5]

Investitsion va tadbirkorlik faoliyatini jalb qilish

Erkin iqtisodiy zonalar ham mahalliy, ham xorijiy investitsiyalarni jalb qilishda klasterlarning roli muhim. Klasterlar ichida tegishli tarmoqlar, ixtisoslashtirilgan infratuzilma va qo'llab-quvvatlovchi ekotizimlarning konsentratsiyasi xavflarni kamaytiradi va investorlar uchun kirish to'siqlarini kamaytiradi (Maskell va Kebir, 2006). Feldman (2001) va Audretsch (2012) tomonidan olib borilgan tadqiqotlar shuni ko'rsatadiki, EIZlarda aniq belgilangan klasterlar biznes o'sishi, tarmoq imkoniyatlari va resurslardan foydalanish uchun qulay muhitni ta'minlash orqali tadbirkorlik faoliyati uchun magnit yaratadi.[6],[7],[8]

Mintaqaviy iqtisodiy rivojlanish va siyosatning oqibatlari

Klasterlarning Erkin iqtisodiy zonalar doirasidagi mintaqaviy iqtisodiy rivojlanishga kengroq ta'siri ta'kidlangan. Klasterlar iqtisodiy o'sishning harakatlantiruvchi kuchi bo'lib, bandlik imkoniyatlarini yaratadi, yordamchi tarmoqlarni rag'batlantiradi va mintaqaning ijtimoiy-iqtisodiy rivojlanishiga sezilarli hissa qo'shadi (Krugman, 1991). Enright va Scott (2005) ta'kidlaganidek, siyosatchilar strategik aralashuvlar va EIZlarda biznes muhitini yaxshilashga qaratilgan siyosatlar orqali klasterlar rivojlanishini qo'llab-quvvatlash va rag'batlantirishda hal qiluvchi rol o'ynaydi.[9],[10]

Tadqiqot metodologiyasi. Jahon amaliyotida erkin iqtisodiy zona yoki erkin tadbirkorlik zonasi - bu sanoat va xizmatlarning kirib kelishiga xorijiy kapitalni, savdoda va tadbirkorlik faoliyatining boshqa turlarida xorijiy kapital bilan birgalikda ishlab chiqarishni rag'batlantiradigan, imtiyozli bojxona, soliq va valyuta rejimlariga ega bo'lgan maxsus ajratilgan hudud; shuningdek, kapital rivojlanishini eksport qilishdir.

Erkin iqtisodiy zonalar milliy iqtisodiyotning hududiy quyi tizimlari sifatida zarur investitsiyalarni jalb qilish orqali uning rivojlanish samaradorligini oshirishga qodir [11].

Global rivojlanish zamonaviy voqelik turli mintaqalar, bloklar va mamlakatlar guruhlarida o'rtasidagi qarama-qarshiliklar chuqurlashib borayotganidan dalolat beradi. Xorijiy sarmoyadorlar kapitalini «rivojlantirish huquqi» uchun alohida mamlakatlar o'rtasidagi raqobat tobora yaqqol namoyon bo'lmoqda. investorlarni jalb qilish uchun turli vositalar va mexanizmlarning rolini oshirishga olib keladi. Mamlakatning iqtisodiy raqobatbardoshligini oshirishning eng samarali va tasdiqlangan vositasi bu Erkin iqtisodiy zonani tashkil etishdir [12].

EIZning quyidagi xususiyatlari ajralib turadi [13]:

1. EIZ – alohida hudud (davlat hududining bir qismi).

2. EIZ hududida tadbirkorlik faoliyatining alohida rejimi qo'llaniladi.
3. EIZ faoliyatini tartibga solish uchun maxsus boshqaruv organi tashkil etiladi.
4. Hududlarni tashkil etishning maqsadlari davlatning ijtimoiy-iqtisodiy rivojlanish darajasiga qarab har xil.

5. EIZ faoliyati mahalliy va xorijiy tadbirkorlarni rag'batlantirishga qaratilgan.

Erkin iqtisodiy zonalarni tashkil etishning maqsadlari ularni tashkil etuvchi mamlakatlarning ijtimoiy-iqtisodiy rivojlanish darajasiga, ularning strategik milliy xo'jalik rejalariga va boshqalarga bog'liq.

Shu bilan birga, jahon iqtisodiyotidagi mamlakatlarning turli guruhlaridagi EIZ maqsadlari, ularning farqiga qaramay, ma'lum bir umumiylikka ega bo'lib, ular doirasida ularni iqtisodiy, ijtimoiy va ilmiy-texnikaviy guruhlariga bo'lish mumkin.

Shunday qilib, Erkin iqtisodiy zonalarni tashkil etishning asosiy iqtisodiy maqsadlari quyidagilardan iborat:

– umumiy tashqi savdo va tashqi iqtisodiy faoliyat perimetrini faollashtirish va kengaytirish;

– davlat byudjetiga valyuta tushumlari va viloyatlar budjetining o'sishi;

– eksportni oshirish va importni ratsionalizatsiya qilish;

– innovatsion-investitsiya faoliyatini faollashtirish;

- milliy raqobatbardoshlikni oshirish.

Erkin iqtisodiy zonalarni tashkil etishning ijtimoiy maqsadlari quyidagilardan iborat:

– aholi farovonligi va turmush darajasining o'sishi;

– hududlar infratuzilmasini yaratish va rivojlantirish;

– yangi ish o'rinlarini yaratish, aholi bandligini oshirish;

– jahon tajribasidan kelib chiqqan holda ishchilar, muhandis-texnik, xo'jalik va boshqaruv xodimlarining malaka darajasini oshirish;

– bozori milliy bozori khizmatrasonii khizmatrasonii khizmatrasoni sifati, istehsoli va istemoli molhoi istemoli;

– depressiv hududlarning ijtimoiy-iqtisodiy rivojlanish darajasini moslashtirish.

Erkin iqtisodiy zonalarni tashkil etishning ilmiy-texnik maqsadlari quyidagilardan iborat:

- innovatsion faollikni oshirish;

– ishlab chiqarish faoliyatida innovatsion texnologiyalarning tarqalishi;

– ustuvor yo'nalishlar konsentratsiyasi bo'yicha ilmiy-texnik mutaxassislar, shu jumladan xorijiy mutaxassislar;

– fan va ishlab chiqarish integratsiyasi, ilmiy-tadqiqot va ilmiy-texnik markazlar (laboratoriyalar), shuningdek, venchur kompaniyalar tashkil etish.

Jahon amaliyotiga ko'ra, maxsus iqtisodiy zonalarda tashkil etish va samarali faoliyat yuritishda ularni tashkil etish va muvaffaqiyatli faoliyat yuritishning ayrim ob'ektiv shart-sharoitlari vujudga keladi, ularga e'tibor bermaslik investitsiya loyihasining to'liq barbod bo'lishiga yoki uni amalga oshirish natijalarining etarli darajada bo'lmasligiga olib keladi. Bunday fundamental shartlar qatorida [14]:

1) tashqi va ichki bozor uchun qulay transport-geografik joylashuv, shuningdek, ilg'or kommunikatsiyalar mavjudligi. Amaliyotga ko'ra, milliy va xalqaro miqyosdagi

transport markazlaridan uzoqda joylashgan yirik mamlakatlarning ichki hududlarida bunday iqtisodiy zonalar samarasiz;

2) rivojlangan ishlab chiqarish va ijtimoiy infratuzilma. Elektr ta'minoti ob'ektlari, yo'llar, zamonaviy aloqa vositalari, rivojlangan transport tarmog'i va xizmat ko'rsatish, zamonaviy ta'lim, sog'liqni saqlash, madaniyat, dam olish va boshqalar muassasalari shular jumlasidandir.

Shunisi e'tiborga loyiqki, maxsus iqtisodiy zonani tashkil etuvchi davlat, qoida tariqasida, bo'lajak investorlarni yaratish uchun bunday infratuzilmani ta'minlashi kerak. Juda kamdan-kam hollarda, dastlab rivojlangan sanoat, ishlab chiqarish va ijtimoiy infratuzilmaga ega bo'lmagan, lekin strategik milliy dasturlarni hal etish imkonini beradigan yangi iqtisodiy rivojlanish hududlarida maxsus iqtisodiy zonalar tashkil etish maqsadga muvofiq bo'ladi;

3) inson resurslari, ya'ni nisbatan arzon va shu bilan birga malakali ishchi kuchi mavjudligi;

4) bank va boshqa moliyaviy xizmatlar ko'rsatishning yuqori darajasi, xalqaro moliya bozori bilan aloqaning mavjudligi;

5) tadbirkorlik faoliyatini tashkil etish, shu jumladan chet el ishtiroki uchun ma'muriy va byurokratik to'siqlarning yo'qligi;

6) tegishli investitsiya to'siqlari darajasi, ya'ni investor imtiyozli shartlarda tadbirkorlik faoliyatini amalga oshirish huquqi uchun maxsus iqtisodiy zonani rivojlantirishga investitsiya kiritishi shart bo'lgan mablag'lar hajmi;

7) maxsus iqtisodiy zonaning rivojlangan va barqaror qonunchilik bazasi. Amaliyotga ko'ra, bunday zonalarni yaratish ijro hokimiyati organlarining tez o'zgaruvchan qarorlariga emas, balki qonun hujjatlariga asoslanishi kerak;

8) investorlarga, shu jumladan xorijiy investorlarga ularning investitsiyalari va xavfsizlikning maxsus zonasida joylashgan boshqa mol-mulkning aniq davlat kafolatlarini berish;

9) boshqa organlarning aniq bo'linishi bilan ularning vakolatlari va majburiyatlari asosida maxsus boshqaruv organlarini shakllantirish;

10) siyosiy barqarorlik darajasi, soliqlar darajasi, qonunchilikning shaffofligi va jamiyatdagi jinoiy vaziyatdan iborat bo'lgan mamlakatdagi umumiy qulay investitsiya muhiti.

Shuni tushunish kerakki, maxsus zonani yaratish barcha iqtisodiy kasalliklar uchun davolama emas va har qanday hududning jadal rivojlanishining yuz foiz kafolati emas. Maxsus iqtisodiy zona - bu yuqori darajadagi xavf va yakuniy natijalarning sezilarli xilma-xilligiga ega innovatsion loyiha.

Biroq, agar loyiha hududni puxta o'ylangan rivojlantirish dasturi hamda davlat va xususiy investorlarning birgalikdagi sa'y-harakatlari natijasida muvaffaqiyatli ishlay boshlasa va o'z samarasini bersa, uning ma'lum bir hudud va umuman iqtisodiyot uchun ijobiy roli katta bo'lishi mumkin. Muhim; xususan, maxsus iqtisodiy zonalar :[15]

- yangi ish o'rinlari yaratish va yuqori texnologiyalar sanoatining o'sishini rag'batlantirish orqali ma'lum hududning ijtimoiy-iqtisodiy, ilmiy-texnikaviy va insoniy rivojlanishi uchun katalizator bo'lib xizmat qiladi;

- jahon iqtisodiyoti va muayyan mamlakat (mintaqa) iqtisodiyoti o'rtasidagi asosiy aloqa kanallaridan biri bo'lib xizmat qiladi;
- mamlakatning boshqa hududlari iqtisodiy rivojlanishiga ijobiy ta'sir ko'rsatishi mumkin bo'lgan ishlab chiqarish, boshqaruv va texnologiya standartining eng ilg'or shakllarini ifodalaydi;
- xorijiy investitsiyalarni jalb qilish va mahalliy iqtisodiy resurslarni safarbar etishning eng muhim vositasi;
- biznesni rivojlantirishning yangi shakllarini rag'batlantirish, iqtisodiyoti rivojlanayotgan mamlakatlar uchun o'ziga xos «dala tajribalari»dir.

EIZ hududida joylashgan korxonalar faoliyatini tartibga solish xorijiy investor uchun qulay investitsiya muhitini yaratishga qaratilgan bo'lishi kerak, shunda investitsiya sharoitlar nafaqat kapital eksport qiluvchi mamlakatga qaraganda foydaliroq bo'lishi, balki iloji bo'lsa, qo'shni davlatlar va mintaqalarga qaraganda qulayroq bo'lishi mumkin. xorijiy investitsiyalar oluvchilar sifatida raqobatlashish [16].

Jahon amaliyotida erkin iqtisodiy zonalar tadbirkorlik va investitsion faollikni rivojlantirishga faol ta'sir ko'rsatadi, ular asosan quyidagi omillar va mexanizmlar bilan tavsiflanadi:

– tadbirkorlik faoliyati bilan shug'ullanuvchi rezidentlar infratuzilma ob'yektlari va ko'chmas mulkni tasarruf etish bo'yicha bojxona, fiskal, nopol rag'batlantirish, maxsus kurs rejimlari, tadbirkorlik subyektlarini ro'yxatdan o'tkazishning soddalashtirilgan tartiblari va boshqa imtiyozli imtiyozlarga ega bo'lishga moyil;

– ko'pgina EIZlarda strategik vazifalar, birinchi navbatda, davlat, xususiy, shuningdek, xorijiy investitsiyalarni rag'batlantirish, investitsiya resurslari va kapital jalb qilish bilan bog'liq;

– savdo-sanoat, sanoat-ishlab chiqarish, import o'rnini bosuvchi, eksportga yo'naltirilgan, sanoat, ilmiy-ishlab chiqarish parklari, texnoparklar va innovatsiya markazlarini tashkil etishga yo'naltirilgan erkin iqtisodiy zona raqobatbardosh mahsulotlar va eksportbop tovarlar ro'yxatini rivojlantirishga ijobiy ta'sir ko'rsatadi, bazani tashkil etadi. import o'rnini bosuvchi mahsulotlarni ko'paytirish, ilmiy-ishlab chiqarish kompaniyalari, ilmiy-tadqiqot kompaniyalari, klaster va boshqa xoldinglar tashkil etish orqali investitsiya va tadbirkorlik faoliyatini rag'batlantirish.

Tahlil va natijalar. Jahonda mavjud va faoliyat ko'rsatayotgan EIZlarning 2/3 qismi tadbirkorlik faoliyati bilan shug'ullanayotgani va 70 foizdan ortig'i bevosita yoki bilvosita investitsiya resurslarini jalb qilish bilan bog'liqligi muhim omil hisoblanadi.

Shuni ta'kidlash kerakki, EIZlar nafaqat tadbirkorlik va investitsiya faoliyatini kengaytirishi, balki ularni jahon iqtisodiy tizimi globallasuvi va xalqaro iqtisodiy munosabatlardagi jiddiy o'zgarishlar sharoitida innovatsion elementlar va innovatsion funksiyalar bilan boyitishi mumkin [17].

EIZ hududida turli xil imtiyozlar va imtiyozlar innovatsion mahsulotlar ishlab chiqarishni rag'batlantirish funksiyasini amalga oshirishi mumkin, masalan, AQShda, lekin faqat ob'ektiv shartlar mavjudligi bilan. Xorijiy tajribani o'rganishga ko'ra, innovatsion rivojlanish uchun quyidagi dastlabki shartlar ko'rib chiqiladi:

- innovatsion jarayonni ishga tushirish uchun yetarli texnologik va intellektual salohiyat;

- innovatsiyalar «zanjiri» ishtirokchilari sonining doimiy o'sishi, shu jumladan, yangi ijtimoiy guruhlarning jalb etilishi natijasida;
- innovatsion rivojlanishga yo'naltirilgan institutsional tizim (shu jumladan rasmiy va norasmiy elementlar);
- ko'pchilik xo'jalik yurituvchi sub'ektlar va umuman yangi sanoatlashgan iqtisodiyot tomonidan innovatsiyalarga talab [18].

Iqtisodiyotni innovatsion va investitsiyaviy rivojlantirishning mashhur vositasi bu maxsus iqtisodiy zonalar tashkil etish va klasterlarni shakllantirishdir. Ularni qo'llash zamonaviy dunyo rivojlanishining muhim tendentsiyasiga aylandi; u keng tarqalgan va ko'plab mamlakatlar amaliyotida mustahkam o'rin olgan [19].

Maxsus iqtisodiy zonalar instituti jahon iqtisodiyoti tadqiqotchilarining diqqat markaziga aylangan bo'lsa, klasterlar hali ham birinchi navbatda iqtisodiy geografiya yoki milliy iqtisodiyotni boshqarish bo'yicha mutaxassislar uchun tadqiqot ob'ekti bo'lib qolmoqda. Bundan tashqari, klasterlar sezilarli darajada sezilarli tashqi iqtisodiy salohiyatga ega bo'lib, ularni o'rganish iqtisod fani uchun muhim vazifa hisoblanadi [20].

EIZni shakllantirishning muhim jihati bu zonalarining raqobatbardosh ustunligidir, uni klaster yondashuvi doirasida tushuntirish mumkin. Klaster quyidagi omillar asosida ish faoliyatini yaxshilashga hissa qo'shadi:

- ixtisoslashtirilgan materiallar va mehnat resurslaridan foydalanish imkoniyati;
- axborotga kirish;
- bir-birini to'ldirish;
- muassasalar va jamoat mollariga kirish;
- samaradorlikni oshirishni rag'batlantirish [21].

Shuning uchun ko'plab davlatlar ushbu sohalarga milliy rivojlanish va rag'batlantiruvchi vosita bo'lishini kutish bilan yordam berishadi.

To'g'ridan-to'g'ri va eng umumiy ma'noda "klaster" qisqacha Oksford lug'atida "yopiq narsalar guruhi" sifatida ta'riflangan [22, 325].

Maykl Porter nazariyasiga ko'ra, klaster - bu ma'lum bir hududda faoliyat yurituvchi va bir-birini to'ldiruvchi geografik jihatdan qo'shni o'zaro bog'langan kompaniyalar (yetkazib beruvchilar, ishlab chiqaruvchilar va boshqalar) va tegishli tashkilotlar (ta'lim muassasalari, davlat organlari, infratuzilma kompaniyalari) guruhidir [23].

Chunki ma'lum bir sanoat yoki sektor faoliyati, klasterdan farqli o'laroq, raqobatning buzilishiga moyil bo'ladi [24, p. 26], klaster endi geografik jihatdan bir-biriga bog'langan kompaniyalar guruhi, asbob-uskunalar, butlovchi qismlar, ixtisoslashtirilgan xizmatlar, infratuzilma, ilmiy-tadqiqot institutlari, universitetlar va bir-birini to'ldiruvchi boshqa tashkilotlar yetkazib beruvchilar va alohida kompaniyalar va klasterning raqobatdosh ustunliklarini oshiradigan guruh sifatida aniqlanadi. bir butun. Boshqacha qilib aytganda, klaster - bu hududiy yaqinlik munosabatlari va ishlab chiqarish sohasiga, uni amalga oshirishga va resurslarni iste'mol qilishga funktsional bog'liqlik bilan bog'langan sub'ektlar (kompaniyalar, korxonalar, infratuzilma, ilmiy-tadqiqot institutlari, universitetlar va boshqalar) guruhidir [25, s. 278].

EIZni tashkil etish va faoliyat ko'rsatishi uchta quyi tizimning organik birligini nazarda tutadi, ya'ni iqtisodiy (ishlab chiqarish, ayirboshlash, taqsimlash, iste'mol qilish), tabiiy-

geografik (iqlim sharoitlari murakkab bo'lgan hudud, o'ziga xos geografik joylashuvi) va ijtimoiy (aholi va butun ijtimoiy infratuzilma kompleksi), Bu ma'lum bir faoliyatning o'zaro bog'liq va bir-birini to'ldiruvchi korxonalar guruhi tomonidan ifodalanadigan klasterlarning shakllanishi bilan sezilarli o'xshashlikni anglatadi.

EIZlar va klasterlarni turli mamlakatlar iqtisodiyoti rivojlanishiga ta'sirini solishtirganda, har ikkala vosita ham mehnat bandligining yuqori darajasini ta'minlash, erkin konvertatsiya qilinadigan valyutani jalb qilishga investitsiyalar, ichki bozorni o'stirishga putur yetkazmasdan eksport salohiyatini ta'minlash uchun yaratilgan degan xulosaga kelish mumkin. [20].

Ba'zi ma'lumotlarga ko'ra, hozirgi kunda dunyodagi etakchi iqtisodiyotlarning qariyb 50 foizi klasterlashgan. Bunday holatda AQSHda 380 ta, Italiyada 206 ta, Buyuk Britaniyada 168 ta, Hindistonda 106 ta, Frantsiyada 96 ta klaster faoliyat yuritadi. Tasodifan AQSHdagi korxonalarining yarmidan ko'pi klasterlar doirasida ishlaydi va ular tomonidan ishlab chiqarilgan YaIM ulushi 60 foizdan oshadi. Evropa Ittifoqida ishchi kuchining 38% klasterlarda ishlaydi. Kuchli klaster siyosati tufayli Finlyandiya hozirda mobil aloqa uskunalarning jahon eksportining 30 foizini, yog'ochni qayta ishlash mahsulotlarining 10 foizini, qog'ozning 25 foizini ta'minlaydi; va Italiya milliy eksportining 30% [26, p. 19].

Hozirgi vaqtda eng katta iqtisodiy o'sish vatandoshlar kapitali ustunlik qiladigan yoki muhim hissa qo'shadigan yagona etnik-madaniy makonda shakllangan EIZlarda qayd etilgan. Masalan, Xitoyda katta hududlar, BAAda Jebel Ali, Turkiyada Izmir, Hindistonda Mumbai.

Jahon amaliyotidagi ko'plab misollar ishlab chiqarishni tashkil etishning klaster shakli innovatsion-investitsiya jarayoni uchun eng samarali ekanligini tasdiqlaydi.

Klasterlarning shakllanishi hududlarning fazoviy rivojlanishiga va sanoatning yanada mustahkamlanishiga yordam beradi; klaster ta'minot zanjiri kooperatsiyasida korxonalarining ustuvorligi shakllantirildi. Klaster yondashuvi mintaqani rivojlantirish sohasidagi davlat siyosatining har tomonlama ko'rinishini ta'minlaydi. Klasterlar iqtisodiyotning diversifikatsiyasini ta'minlaydi, raqobatbardoshlikni oshiradi, yuqori texnologiyali tarmoqlar paydo bo'lishiga yordam beradi, shuningdek, mintaqalar rivojlanishini rag'batlantiradi [27].

Klasterlarga ikki tomonlama yondashuv jahon amaliyotida keltirilgan. Birinchidan, Erkin iqtisodiy zona klasterning bir qismi bo'lishi mumkin. Ikkinchidan, klaster EIZning bir qismi bo'lishi mumkin [28]. I. V. Klim o'z tadqiqotida ta'kidlaganidek, hududlarning klasterlarga aylanishi yoki ishlab chiqarishni tashkil etishning klaster ko'rinishidagi zonalar sifatida yoki zonalar va klasterlarning rivojlanishining "yopilishi" sifatida sodir bo'ladi [29].

Shuni ham aytish kerakki, Erkin iqtisodiy zonalar va klasterlarning asosiy maqsad va vazifalari o'xshash bo'lishiga qaramay, muhim farqlar hamon mavjud. Birinchidan, klaster hududi qonuniy ravishda cheklanmagan, uning o'lchamlari faqat iqtisodiy maqsadga muvofiqligiga bog'liq. Ikkinchidan, klasterlashtirish bojxona, tashqi savdo, moliyaviy va soliq imtiyozlarini nazarda tutmaydi. uchinchidan, klasterlarni yaratish va rivojlantirish asosan ichki rivojlanish va korxonalarining o'zaro ta'siriga qaratilgan; eksportni rivojlantirish ikkinchi darajali vazifadir [27].

Shu bilan birga, klasterli yondashuvning qo'llanilishi hududlar va umuman mamlakatning raqobatdosh ustunliklariga bevosita ijobiy ta'sir ko'rsatayotgani yaqqol ko'rinib turibdi. Bu esa, o'z navbatida, Erkin iqtisodiy zonalar klasterlarni rivojlantirish uchun o'ziga xos tayanch, tayyorgarlik infratuzilmasi ekanligini anglatadi. Ular klaster siyosatining tarkibiy qismlaridan biridir. Ko'pincha Erkin iqtisodiy zonalarining asosiy tashkil etuvchi elementlari (bazasi) bo'lgan yirik korxonalar bozorni shakllantirishga qodir, bu esa o'z navbatida klasterni tashkil qiladi.

Erkin iqtisodiy zonalar doirasidagi klasterlarning ushbu sxemasi ko'plab afzalliklarga ega. Birinchidan, bu ijro etuvchi hokimiyat va biznesni optimallashtirish o'rtasidagi aloqa. Ikkinchidan, ishlab chiqaruvchilar, etkazib beruvchilar, moliya va davlat institutlari o'rtasida o'rnatilgan munosabatlar EIZni rivojlantirish doirasida ishlaydi [27].

Klaster yondashuvi - bu mintaqaviy rivojlanish strategiyasini amalga oshirish shakli (bu holda maxsus ajratilgan hudud - EIZ) ishlab chiquvchilari ko'pincha klasterlar hosildorlik, innovatsionlik, raqobatbardoshlik, rentabellik va bandlikni oshirishga hissa qo'shishiga umid qilgan holda klasterlarni shakllantirishni o'z ichiga oladi. viloyat tadbirkorlik faoliyati sub'ektlari.

Klaster erkin iqtisodiy zonasini tashkil etish ishtirokchilarga nafaqat o'zaro hamkorlik qilish va mahalliy korxonalarni rivojlantirish, balki mintaq va davlatning jahon bozorida eksport salohiyatini oshirish imkonini beradi. Masalan, BAAda Technology & Communications – Dubai Media City, Dubai Internet City, International Media Production Zone, Dubai Outsource, Empower, Knowledge Village, Dubai Studio City va Dubiotech (Biotechnology Park) erkin iqtisodiy zonalaridan tashkil topgan noyob klaster. . O'zaro ta'sir qiluvchi klasterlar, shuningdek, umuman mintaq va pirovardida, mamlakatning ijtimoiy-iqtisodiy rivojlanishiga ijobiy ta'sir ko'rsatadigan EIZ qismlari bo'lishi mumkin [30].

Zamonaviy sharoitda EIZning klaster siyosati ilg'or rivojlanishning tushkunlikka tushgan hududlarida klaster tizimlari loyihalarini har tomonlama qo'llab-quvvatlashdan iborat. Bu har bir erkin iqtisodiy zonada «yangi kurtaklar» salohiyatini maksimal darajada oshiradigan iqtisodiy tuzilmalarni izlashdan iborat. Shuni ta'kidlash kerakki, agar byudjet mablag'larini tasarruf etish samaradorligini optimallashtirish vazifasiga erishish kerak bo'lsa, unda bunday siyosat maqbul emas. Ammo iqtisodiy maqsadga muvofiqlikdan tashqari, maqsadli tizim mezonlari ham mavjud. Shu nuqtai nazardan qaraganda, mintaqaviy rivojlanishning eng keskin ijtimoiy-iqtisodiy muammolari, shuningdek, texnologik rivojlanishning ustuvor yo'nalishlarini amalga oshirish zarurati bilan bog'liq vazifalar klasteri EIZ maqsadlarida klaster siyosati uchun eng muhim o'rinni egallashi kerak.

Shu nuqtai nazardan, EIZning klaster strategiyasi alohida rivojlanish hududida klaster tizimlarini yaratish va qo'llab-quvvatlashda milliy va mintaqaviy darajadagi hukumatlarning faol ishtirokini o'z ichiga olgan izchil milliy ijtimoiy-iqtisodiy rivojlanish strategiyasining tarkibiy qismidir. Mahalliyashtirish hududlari ijtimoiy-iqtisodiy salohiyatini yetarli darajada rivojlantirish, modernizatsiya siyosati tamoyillari va mezonlariga muvofiq, hududlarni ijtimoiy-iqtisodiy rivojlantirishning asosiy maqsadlariga erishish va dolzarb muammolarini hal etish va texnologik rivojlantirish

ustuvorliklarini qo‘llab-quvvatlashni ta‘minlash. Shunday qilib, EIZning klaster strategiyasi davlat boshqaruvi integratsiyasining tarmoq va hududiy tamoyiliga qaratilgan.

Klasterlarni shakllantirish va qo‘llab-quvvatlashda davlat va ijtimoiy institutlarning asosiy strategiyasi EIZ sub’yektlarini klaster boshqaruviga ularning ichki tuzilmalari, ijtimoiy va institutsional rivojlanish tendentsiyalari bilan muvofiqlashtirilgan holda maqsadli ta‘sir ko‘rsatishi kerak, deb hisoblaymiz; ushbu boshqaruv jarayoniga ijro etuvchi hokimiyat organlari, fan va ta‘lim muassasalari, ommaviy axborot vositalari va fuqarolik jamiyati, moliya institutlari, yirik, o‘rta va kichik biznesni jalb etish.

Shu bilan birga, klasterlarning rivojlanishi va jamiyat va tashkilotlarning samarali rivojlanishining jahon tajribasidan foydalanish zarur. Shu bilan birga, klasterlarni strategik rivojlantirish, klaster siyosati va klaster tashabbuslarini shakllantirish masalalarini hal qilishda shuni tushunish kerakki, klaster strategik boshqaruv sub'ekti emas, balki evolyutsiyasi bir tomondan belgilanadigan ko‘p sub'ektiv muhitdir. klasterlar sub'ektlarining dinamikasi, ikkinchi tomondan, davlat strategiyasi, mintaqaning klaster siyosati va klaster tashabbuslari [31].

Klaster tipidagi erkin iqtisodiy zonalar markazlashtirish jarayonlari bilan kuchaytirilgan innovatsion rivojlanish uchun yuqori imkoniyatlarga ega bo‘lib, buning natijasida sinergik ta‘sir ko‘rsatilayotganini alohida ta‘kidlash lozim. Uning doirasida tizimning alohida elementlari, ya'ni klasterlar va davlat boshqaruvi organlari ega bo‘lmagan yangi sifatlar paydo bo‘lmoqda. Shu nuqtai nazardan, tashqi muhit ajralmas birlikka ega bo‘lgan klasterli erkin iqtisodiy zona deb ataladi, bu esa milliy iqtisodiyotning raqobatbardoshligini oshiradi.

Klaster erkin iqtisodiy zonasi - bu milliy iqtisodiyotning strategik muhim tarmoqlarining yuqori texnologiyali tayyor mahsulotlarini to‘liq ishlab chiqarish tsikliga mo‘ljallangan, bir nechta klaster shakllariga bo‘lingan, imtiyozlarni taqsimlashda tabaqalashtirilgan yondashuvni qo‘llaydigan hududdir [32, p. 152].

Ushbu klaster iqtisodiy zona modeli klasterni tashqi muhit integratsiyasi hisobi yuritilishini ta‘minlaydi: turli tarmoqlarning kichik va o‘rta korxonalari, boshqa klasterlar bilan, shuningdek, boshqa mintaqalar bilan iqtisodiy, ijtimoiy va siyosiy nuqtai nazardan, erkin iqtisodiy zonalar bilan o‘zaro munosabatlarni ko‘rib chiqadi. va yuqori darajadagi boshqaruv tuzilmalari. Bundan tashqari, kichik modernizatsiya bilan, mintaqalar va korxonalarining strategik yo‘nalishini rejalashtirish va rivojlantirishda shunga o‘xshash model qo‘llaniladi.

Xulosa. O‘tkazilgan tadqiqotlar asosida shunday xulosa qilish mumkinki, klassik erkin iqtisodiy zonalarga nisbatan klaster tamoyillari asosida tashkil etilgan EIZlar iqtisodiyotni rivojlantirishning birinchi navbatda strategik muhim tarmoqlari uchun samaraliroq vosita hisoblanadi.

Klaster yondashuvining erkin iqtisodiy zonalar (EIZ) doirasida integratsiyalashuvi innovatsiyalarni rag‘batlantirish, investitsiyalarni rag‘batlantirish va tadbirkorlik faoliyatini rivojlantirishda muhim strategiya hisoblanadi. Bir-biriga bog‘langan tarmoqlar, etkazib beruvchilar, muassasalar va qo‘llab-quvvatlovchi xizmatlarning geografik kontsentratsiyasi orqali ushbu zonalar ichidagi klasterlar iqtisodiy o‘sish va rivojlanishni ta‘minlovchi jonli ekotizimlarni yaratadi.

Adabiyotlar va empirik dalillar klasterlarning EIZlar ichida innovatsiyalar dinamikasini oshirishdagi ahamiyatini doimiy ravishda ta'kidlaydi. Korxonalar, ilmiy-tadqiqot institutlari va malakali iste'dodlar o'rtasidagi yaqinlik bilim almashinuvini, g'oyalarning o'zaro changlanishini rag'batlantiradi va innovatsion jarayonni tezlashtiradi. Bu hamkorlik muhiti nafaqat ilg'or texnologiyalarni rivojlantirishga yordam beradi, balki tadbirkorlar va investorlar uchun jozibali taklif yaratish orqali investitsiyalarni jalb qiladi.

Bundan tashqari, klasterlarning ta'siri innovatsiyalarni rag'batlantirishdan tashqariga chiqadi. Ushbu klasterlar ham mahalliy, ham xorijiy investitsiyalar uchun magnit bo'lib, tadbirkorlik faoliyatini rivojlantirish uchun qulay muhit yaratadi. Tegishli tarmoqlar va ixtisoslashtirilgan infratuzilmaning konsentratsiyasi xavflarni kamaytiradi va to'siqlarni kamaytiradi, kapital va iste'dodlarni jalb qiladi, shu bilan birga biznesning o'sishi va kengayishiga imkon beradi.

Erkin iqtisodiy zonalardagi klasterlar mintaqaviy iqtisodiy rivojlanishning katalizatorlari hisoblanadi. Ular aholi bandligini ta'minlaydi, yordamchi tarmoqlarni rag'batlantiradi, hududni ijtimoiy-iqtisodiy rivojlantirishga salmoqli hissa qo'shmoqda. Klasterlarning birgalikdagi tabiati manfaatdor tomonlar o'rtasida hamkorlik, umumiy maqsadlar va o'zaro manfaatlar ruhini rivojlantiradi va natijada barqaror iqtisodiy farovonlikka olib keladi.

Klaster yondashuvi samarali amalga oshirilganda va qulay siyosat bilan qo'llab-quvvatlanganda, erkin iqtisodiy zonalarga innovatsiyalar, investitsiyalar va tadbirkorlik dinamikasining dinamik markazlariga aylanish imkoniyatini beradi. Hukumatlar, siyosatchilar va manfaatdor tomonlar klasterlarning muhim rolini tan olishda davom etishlari va iqtisodiy o'sish va global raqobatbardoshlikni oshirishda ularning to'liq salohiyatini ochish uchun ushbu ekotizimlarni yaratish va rivojlantirishga sarmoya kiritishlari kerak.

Bir so'z bilan aytadigan bo'lsak, Klaster yondashuvi sohalar o'rtasidagi sinergiyadan foydalanish, innovatsiyalarni rag'batlantirish, investitsiyalarni jalb qilish va erkin iqtisodiy zonalar doirasida tadbirkorlik faoliyatini rag'batlantirishda asos bo'lib qolmoqda. Ushbu zonalar rivojlanishda davom etar ekan, klasterlarga strategik e'tibor mintaqaviy va global miqyosda iqtisodiy rivojlanish va farovonlik landshaftini shakllantirishda muhim rol o'ynaydi.

Foydalanilgan adabiyotlar.

1. Корнейко О.В. Опыт развития специальных экономических зон и промышленных кластеров в Китае / О.В. Корнейко, А.В. Пестерева // Вестник Удмуртского университета. Серия: Экономика и право. — 2016. — Т. 26. — № 6. — С. 34-40
2. Porter, M. E. (1998). Clusters and the new economics of competition. Harvard Business Review.
3. Ketels, C. H. M. (2003). The development of the cluster concept - present experiences and further developments.
4. Cooke, P. (2001). Regional innovation systems, clusters, and the knowledge economy. Industrial and Corporate Change.

5. Boschma, R., & Frenken, K. (2011). The emerging empirics of evolutionary economic geography. *Journal of Economic Geography*.
6. Maskell, P., & Kebir, L. (2006). What qualifies as a cluster theory? *Oxford Handbook of Economic Geography*.
7. Feldman, M. P. (2001). The entrepreneurial event revisited: Firm formation in a regional context. *Industrial and Corporate Change*.
8. Audretsch, D. B. (2012). Entrepreneurship policy and the clustering of innovative entrepreneurship. *Small Business Economics*.
9. Krugman, P. (1991). *Geography and trade*. MIT Press.
10. Enright, M. J., & Scott, E. (2005). Regional clusters: What we know and what we should know. *Regional Studies*.
11. Mamurjonovich, U. T. (2023). JAHON IQTISODIYOTIDA YANGI INDUSTRIAL DAVLATLARNING TUTGAN O'RNI. QO 'QON UNIVERSITETI XABARNOMASI, 344-345.
12. Соловьева О.И., Соловьева Е.А. Состояние и тенденции развития предпринимательской среды // *Международный журнал экспериментального образования*. — 2014. — № 11 — С. 41–43.
13. Mamurjonovich, U. T. (2022). WORLD ECONOMY AND INTERNATIONAL RELATIONS. ФГБОУ ВО «КАБАРДИНО-БАЛКАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ. ХМ БЕРБЕКОВА». КОЛЛЕДЖ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ И ЭКОНОМИКИ (РОССИЯ) ИСЛАМСКИЙ УНИВЕРСИТЕТСКИЙ КОЛЛЕДЖ ТАЗКИЯ, 142.
14. Свободные экономические зоны в России и проблемы их функционирования / А.А. Козловская, А.В. Кравченко // *Международный студенческий научный вестник*. — 2015. — № 4–3. — С. 402–405.
15. Коробова О. В. Анализ теоретических подходов к понятию «свободная экономическая зона» / О. В. Коробова, Н. В. Наумова // *Ученые записи Тамбовского отделения РoСМУ*. — 2015. — № 3. — С. 1–4.
16. Соловьева, Жанна. Особые экономические зоны как инструмент привлечения прямых иностранных инвестиций [Текст] / Жанна Соловьева // *Международная экономика*. — 2007. — № 3. — С. 18-26.
17. Зубченко Л.А. Иностранные инвестиции: учеб. пособие / Л.А. Зубченко. — Москва: ООО «Книгодел», 2006. — 160 с.
18. Кузнецов А. Свободные экономические зоны и национальная экономика. / *Мировая экономика и международные отношения*, №12, 1990. — С. 75-84.
19. Алиев Ш.Т. Роль специальных экономических зон в развитии предпринимательства и инвестиционной активности / Ш.Т. Алиев // [Электронный ресурс] — Режим доступа: <https://creativeconomy.ru/lib/7434>
20. Кешишева Н.Г. Проблемы и перспективы развития особых экономических зон в России / Н.Г. Кешишева // [Электронный ресурс] — Режим доступа: <https://cyberleninka.ru/article/n/problemy-i-perspektivy-razvitiya-osobyhekonomicheskikh-zon-v-rossii>
21. Семенова Н.Н. Стимулирование региональных кластеров и обмен знаниями // *Капитал страны* [Электронный ресурс]. Режим доступа: <http://www/capital-rus/articles/article/1020>

22. Баженова Ю.В. Мировой опыт применения кластерного подхода в развитии свободных экономических зон и российские перспективы: автореф. дис. ... канд. экон. наук. М., 2009. 24 с.
23. Бабаев Х.С., Каримов Р.А. Кластерная модель конкурентных отношений в СЭЗ / Х.С. Бабаев, Р.А. Каримов // [Электронный ресурс]. — Режим доступа: <https://cyberleninka.ru/article/n/klaster-naya-model-konkurentnyh-otnosheniy-v-sez>
24. Краткий Оксфордский словарь [Текст] // Oxford University Press, Oxford, (7-е издание), 1982. — 544 с.
25. Цихан Т.В. Кластерная теория экономического развития / Т.В. Цихан // [Электронный ресурс]- «Теория и практика управления», №5, 2003 г. — Режим доступа: http://www.subcontract.ru/Docum/DocumShow_DocumID_168.html
26. Пятинкин С.Ф. Развитие кластеров: сущность, актуальные подходы, зарубежный опыт / С.Ф. Пятинкин, Т.П. Быкова. — Минск: Тесей, 2008. — 72 с.
27. Краус Н. М. Кластерна стратегія інноваційного розвитку економіки на мікрорівні: регіональний аспект / Н. М. Краус, Ю. М. Бібенко // Вісн. Хмельниц. нац. ун-ту. Серія «Економічні науки». — 2012. — № 1. — С. 277-280.
28. Инновационно-технологические кластеры стран — членов МЦНТИ. — М.: МЦНТИ. — 2013. — 46 с.
29. Фатихова Л.Э. Роль ОЭЗ в кластерном развитии региона (на примере Республики Татарстан) [Электронный ресурс]. — Режим доступа: <https://cyberleninka.ru/article/n/rol-oez-v-klaster-nom-razvitii-regiona-na-primere-respubliki-tatarstan>
30. Клим И.В. Роль особых экономических зон в инновационном развитии мировой и российской экономики : автореф. дис. ... канд. экон. наук. М., 2008. 24 с.
31. Шмонов Н.Н. Историческое исследование проблем развития особых экономических зон / Н.Н. Шмонов // [Текст]. — Казань, 2010. — 158 с.
32. Челпанова Ю.О. Кластерные структуры в особых экономических зонах / Ю.О. Челпанова // [Электронный ресурс] — Режим доступа: <https://nsportal.ru/ap/library/drugoe/2017/12/12/klaster-nye-struktury-v-osobyh-ekonomicheskikh-zonah>
33. Maxmudova Zilola. (2023). TALIM MUASSASI RAHBARLARIDA YUKSAK AXLOQIY SIFATLARI RIVOJLANTIRISH. International Multidisciplinary Journal of Universal Scientific Prospectives, 1(2), 78–83. Retrieved from <http://izlanuvchi.uz/index.php/iz/article/view/17>
34. Тарасенко В. Стратегии развития территориальных кластеров / В. Тарасенко // [Электронный ресурс] — Режим доступа: http://www.inesnet.ru/wp-content/mag_archive/2011_11/ES2011-11-tarassenko.pdf
35. Otto, M., & Thornton, J. (2023). JAHON IQTISODIYOTI VA XALQARO MUNOSABATLAR. QO ‘QON UNIVERSITETI XABARNOMASI, 216-219.
36. Еспаев С.С. Киреева А.А. Концепция формирования и развития перспективных национальных кластеров / С.С. Еспаев, А.А. Киреева// [Текст]. — Алматы. 2013. — 234 с.

MAKTABGACHA BOLALAR SHAXSINI SHAKLLANTIRISHDA RO'LLI O'YINLARNING AXAMIYATI.

Raximova Iroda G'iyozjonovna

Toshkent Davlat Pedagogika Universiteti

„Umumiy psixologiya“ kafedrasi v/b dotsenti, PhD

Isroilova Gulnoza Toshboy qizi

„Amaliy Psixologiya“ yo'nalishi 401-PS talabasi

Annotatsiya: Maqolada syudjetli ro'lli o'yinlarning maktabgacha yoshdagi bolalarda asosiy vositalari ilmiy asoslab berilgan. Xususan, syudjetli ro'lli o'yinlar bolaning jismoniy va psixologik rivojlanishiga, taffakuri va xotirasini yaxshilashga, aqliy zo'riqishlarni oldini olishga xizmat qilishi ilgari surilgan.

Kalit so'zlar: syudjetli ro'lli o'yinlar, ko'rgazmali vositalar, maktabgacha yosh, psixolok, tafakkur, xotira.

Abstract: In the article, the main means of role-playing games with a plot in preschool children are scientifically justified. In particular, it is suggested that role-playing games with plots help the child's physical and psychological development, improve thinking and memory, and prevent mental stress.

Key words: plot role-playing games, visual aids, preschool age, psychological, thinking, memory.

Аннотация : В статье научно обоснованы основные средства сюжетно-ролевых игр у детей дошкольного возраста. В частности, предполагается, что сюжетно-ролевые игры способствуют физическому и психологическому развитию ребенка, улучшают мышление и память, предотвращают умственное напряжение.

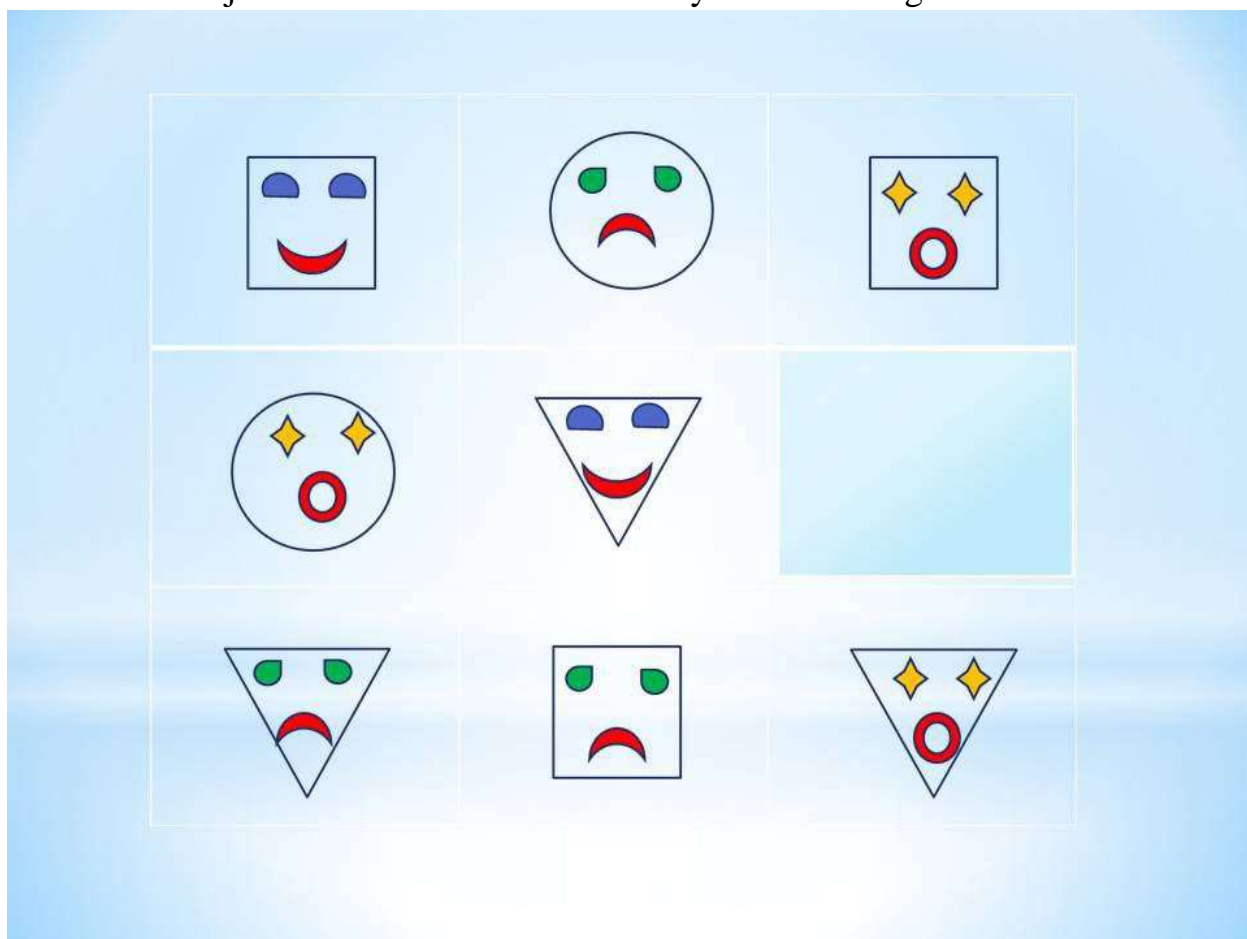
Ключевые слова: сюжетно-ролевые игры, наглядные пособия, дошкольный возраст, психологическое мышление, память.

O'yin - bu maktabgacha yoshdagi bolalarni tarbiyalash, ularga turli xil harakatlarni ob'ektlar, usullar va aloqa vositalari bilan o'rgatish uchun kattalar tomonidan qo'llaniladigan bolalar faoliyati turlaridan biri. O'yinda bola shaxs sifatida rivojlanadi, u psixikaning o'ziga xos tomonlarini shakllantiradi, uning ta'lim va mehnat faoliyati muvaffaqiyati, odamlar bilan munosabatlari keyinchalik bog'liq bo'ladi.

Maktabgacha yosh 4 yoshdan 6 yoshgacha bo'lgan davrni qamrab oladi. Ayni paytda deyarli barcha kognitiv jarayonlar jadal rivojlanib bormoqda, shu tufayli bolaning

intellektual rivojlanishi tubdan yangi bosqichga ko'tarilmoqda. Bunda eng muhim rol o'ylash va idrok etishni boshlaydi: bola atrofdagi dunyoni o'rganadi. Bundan tashqari, u buni maqsadga muvofiq ravishda bajaradi, umumiy massadan o'zi uchun qiziq bo'lgan narsalar va hodisalarni ta'kidlaydi. Biroq, xotira unga muhim tajriba orttirishga va uzoq vaqt davomida o'rgangan materiallarini saqlab qolishga yordam beradi.

Natijalarni qisqacha sarhisob qilar ekanmiz, psixologlarning aksariyati xotira jarayonlari maktabgacha yoshda eng intensiv rivojlanadi degan fikrga qo'shilishlarini ta'kidlaymiz. Shuning uchun ota-onalar uning rivojlanishiga maksimal darajada e'tibor berishlari va xususiyatlarini hisobga olishlari kerak.



Bolaning ixtiyoriy yod olishni muvaffaqiyatli rivojlantirish uchun siz Ro'li o'yinlarning barcha turlaridan muvaffaqiyatli foydalanishingiz mumkin. Ularning natijalari samarali bo'lishi uchun o'yin quyidagi shartlarga javob berishi kerak:

a) O'yin mazmuni bolada ma'lum his-tuyg'ularni va hissiyotlarni uyg'otishi kerak. Esingizda bo'lsin, bu jarayonda stimullarning yorqinligi, yangiligi hali ham muhim rol o'ynaydi.

b) Yodlangan material bolalar uchun puxta tuzilgan bo'lishi kerak. Bola uchun oddiy va qulay bo'lgan mantiqiy aloqalarni kuzatishi kerak.

c)Yodda saqlashni to'g'rilashning kaliti - motivatsiya. Bola yodlangan materialga aynan nimaga muhtojligini va kelajakda undan qanday qilib aniq foydalanishi mumkinligini aniq tushunishi kerak.

d)Bolaning taklif qilingan materialni haqiqatan ham o'rganganligiga ishonch hosil qilish uchun siz yodlash natijalarini vaqti-vaqti bilan tekshirishingiz kerak.

Mashhur psixolog D. B. Elkonin ta'rifiga ko'ra, o'yin ixtiyoriy xatti-harakatlar maktabidir. Bolani ba'zi bir og'ishlar bilan tik turing, u ikki soniya davomida turmaydi, lekin agar bu harakat o'yin kontekstiga kiritilgan bo'lsa, maqsadga allaqachon erishiladi. Eski naqoratni eslang: "Dengiz xavotirda - bitta, dengiz xavotirda - ikkita, dengiz xavotirda - uchta. Muzlatib qo'ying!

Psixolog A. N. Leontiev buni shunday ta'riflagan: "Siz bolaga" nima yaxshi va nima yomon ", deb o'zingiz xohlaganingizcha tushuntirishingiz mumkin, lekin faqat ertak va o'yin hissiy hamdardlik orqali, qodir. o'zini birovning o'rniga qo'yish, uni axloqiy talablarga muvofiq harakat va harakat qilishga o'rgatish. Kattalarning mohir tashkilotchiligi bilan o'yinlar, shuningdek, g'ayritabiiy bolaga ko'p fazilatlarni o'rgatadi: boshqalarga nisbatan bag'rikenglik, mehribonlik, sezgirlik, o'zaro yordam va boshqalar. Bunday ijobiy fazilatlarni tarbiyalash uchun faqat ko'p vaqt kerak bo'ladi.

O'yinning nazariy asoslari, bolalarni har tomonlama tarbiyalashning eng muhim vositasi sifatida, E.P. Flerina, E.A. Arkin; keyinchalik R.Ya. Lextman-Abramovich, N.M. Aksarina, A.P. Usovoy, V.P. Zalogina, T.A. Markova, P.F. Kapterev va boshqalar.

Turli xil o'yinlar mavjud. Ba'zilar bolalarning tafakkuri va ufqlarini rivojlantirsa, boshqalari - epatchilik, kuch, boshqalari - dizayn qobiliyatlari va boshqalar. Ushbu pozitsiyadan kelib chiqib, biz o'yinlarni quyidagi turlarga ajratamiz:

1) Jismoniy va psixologik o'yinlar va mashg'ulotlar: Dvigatel (sport, mobil, motor); Imprompt o'yinlar va o'yin-kulgilar; Erkin o'yinlar va o'yin-kulgi; Terapevtik o'yinlar (o'yin terapiyasi).

2) Intellektual va ijodiy o'yinlar: Mavzu qiziqarli; Syujetli intellektual o'yinlar; Didaktik o'yinlar (o'quv-mavzu, o'quv, kognitiv); Qurilish, mehnat, texnik, dizayn, elektron, kompyuter o'yinlari - avtomatik mashinalar (tugma o'yinlari); O'yin o'qitish usullari, o'yinlar - mashqlar, o'yinlar - psixikaga ta'sir qiluvchi treninglar.

3) Ijtimoiy o'yinlar: Ijodiy syujet-rol o'ynash (taqlid, rejissyorlik, o'yinlar - dramatisatsiya, o'yinlar - orzular); Ishbilarmonlik o'yinlari (tashkiliy - faol, tashkiliy - kommunikativ, rol o'ynash, simulyatsiya).

4) Murakkab o'yinlar (birgalikda - ijodiy, bo'sh vaqt faoliyati). O'yinlarning barcha turlarini ikkita katta guruhga birlashtirish mumkin, ular kattalarning bevosita ishtiroki darajasida, shuningdek, bolalar faoliyatining turli shakllarida farqlanadi. Biz sayrga boramiz Maqsad: bolalarda turli fasllarga kiyim tanlash qobiliyatini

rivojlantirish, ularni kiyim elementlarini to'g'ri nomlashga o'rgatish, "kiyim", "poyabzal" haqidagi umumlashirilgan tushunchalarni mustahkamlash, boshqalarga nisbatan g'amxo'rlik bilan munosabatda bo'lishni rivojlantirish. Uskunalar: qo'g'irchoqlar, barcha fasllar uchun kiyimlar (yoz, qish, bahor va kuz uchun), kichkina shkaf va baland stul. Yosh: 3-4 yil. O'yin jarayoni: bolalarni ziyorat qilish uchun yangi qo'g'irchoq keladi. U ular bilan uchrashadi va o'ynashni xohlaydi. Ammo yigitlar sayrga chiqishadi va qo'g'irchoqni ular bilan birga borishni taklif qilishadi. Qo'g'irchoq kiyina olmayotganidan shikoyat qiladi, keyin yigitlar unga yordam berishni taklif qilishadi. ketma-ketliklar, ularning harakatlarini sharhlash. Bolalar shkafdan qo'g'irchoq kiyimlarini chiqaradilar, nomini aytadilar, hozir ob-havoga qarab nima kiyish kerakligini tanlaydilar. To'g'ri ketma-ketlikda o'qituvchining yordami bilan ular qo'g'irchoqni kiyintiradilar. Keyin bolalar o'zlarini kiyinadilar va qo'g'irchoq bilan sayrga chiqishadi. Yurishdan qaytgach, bolalar o'zlarini yechinishadi va qo'g'irchoqni kerakli ketma-ketlikda yechadilar.

Maqsad: bolalarni umumiy xususiyatlarga ko'ra ob'ektlarni tasniflashga o'rgatish, o'zaro yordam tuyg'usini rivojlantirish, bolalarning so'z boyligini kengaytirish: "o'yinchoqlar", "mebel", "oziq-ovqat", "idishlar" tushunchalari bilan tanishtirish. Uskunalar: do'kon oynasida joylashgan do'konda sotib olinishi mumkin bo'lgan tovarlar tasvirlangan barcha o'yinchoqlar, pul.

Yosh: 3-7 yil.

O'yin jarayoni: o'qituvchi bolalarga sabzavot, oziq-ovqat, sut, non va boshqa bo'limlari bo'lgan katta supermarketni qulay joyda joylashtirishni taklif qiladi, bu erda xaridorlar boradi. Bolalar mustaqil ravishda bo'limlarda sotuvchilar, kassirlar, sotuvchilar rollarini taqsimlaydilar, tovarlarni bo'limlarga - oziq-ovqat, baliq, non mahsulotlari, go'sht, sut, maishiy kimyo va hokazolarga ajratadilar. Ular supermarketga do'stlari bilan xarid qilish uchun kelishadi, tovarlar tanlashadi, maslahatlashadilar. sotuvchilar bilan, kassada to'lang. O'yin davomida o'qituvchi sotuvchilar va xaridorlar o'rtasidagi munosabatlarga e'tibor berishi kerak. Bolalar qanchalik katta bo'lsa, supermarketda ko'proq bo'limlar va tovarlar bo'lishi mumkin.

☺ **Bo'sh stul o'yini**

Kichkina qizingiz katta akasidan shikoyat qilib oldingizga yugurib keldi. Natijani tashkil qilish va demontaj qilishga shoshilmang. Bo'sh stul qo'ying, qizni qarama-qarshi o'tirishga taklif qiling va ayting: "Vitya bu stulda o'tirganini tasavvur qiling. U yaxshimi? Yomonmi? Buning nimasi sizga yoqmaydi? Unga nima deymiz? Boshlash. Unga nima qilding? U sizga nima deb javob berdi? Va hokazo. O'yin faoliyatiga xotirjam munosabatda bo'lgan va qayta yo'naltirilgan holda, bola asta-sekin tinchlanadi va vaziyatni baholashni qayta ko'rib chiqadi. Ehtimol, Vitya uchun boshqa rol paydo bo'lishi mumkin va qizning o'zi unchalik to'g'ri emas, Vitya unchalik yomon emas.



Meni o'ylab ko'ring!" o'yini

Qabul qilingan javoblarga ko'ra, haydovchi "yashirin" bolani taxmin qilishi kerak. Agar bolalardan biri berilgan savolga javob berishga qiynalsa, uni o'tkazib yuboradi va bu savolni keyingisiga beradi. Agar haydovchi to'g'ri taxmin qilgan bo'lsa, u o'yinchilar guruhida qoladi va "taxmin qilingan" bola haydovchiga aylanadi.

Ko'ngilochar" o'yini

Bu guruh o'yini. Har bir ishtirokchiga navbatma-navbat qiziqarli o'yinni eslab qolish va uni guruhda tashkil qilish taklif etiladi. Guruh a'zolari "ko'ngilochar" ga besh ballik tizimda o'ynagan o'yin uchun baho berishadi. Qo'yilgan taxminlarning umumiy summasi hisoblanadi. O'yin oxirida kim ko'proq bo'lsa, u g'alaba qozonadi.



Foydalanilgan adabiyotlar ro'yxati:

1. Yusupova P. Maktabgacha tarbiya pedagogikasi. O'quv qo'llanma. – T.: O'qituvchi, 1993.
2. Xayitboyev N. Sh. Harakatli o'yinlar bolaning harakat faolligini oshirishdagi ahamiyati.
- 3..Voxidov M.. «Bolalar psixologiyasi» Toshkent. 1992 y.
4. Vohidov M.V. Maktabgacha tarbiya psixologiyasi. T., “O'qituvchi”,1994
- 5.. Davletshin M.G. va boshqalar. YOsh davrlari va pedagogik texnologiya. 2004
6. G'aybullaeva M., D.Gaybullaeva, Bir yoshdan uch yoshgacha bulgan bolalar tarbiyasi, T., Ilm-ziyo nashriyoti, 2006 yil.
7. Ivanov P.I., Zuffarova M.E. Umumiy psixologiya., T., 2008 yil.

DIGITAL PEDAGOGY AND STUDENTS - PROBLEMS OF DEVELOPING DIGITAL COMPETENCE OF PRIMARY CLASS STUDENTS

Madjitova Kamola Azlar qizi

English teacher of Chirchik vocational school in Chirchik town

Abstract: In this article, the author, as in all developed countries in the world, continues the formation of the post-industrial information society, its distinctive feature is information and communication technologies (ICT) in the material sphere of the social center, in the sphere of education and science. based on the application of information, the issues of transfer to the sphere of information acquisition, processing, delivery, storage, presentation and use are highlighted.

Key words: information society, digital technologies, quality of education, object, network, concept, social work, parameter, social work, information and communication, international research.

Digital technologies are actively introduced into the education system in our country is being done. In this regard, the PF-According to Decree No. 5712, Uzbekistan will be among the first 70 in 2021, 60 in 2025, and 60 in 2030 in the PISA (The Program for International Student Assessment) international student assessment program and it is planned to be included among the first 30 advanced countries. With the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international research in the field of education quality assessment in the public education system", Uzbekistan The "National Center for the Implementation of International Researches on the Evaluation of the Quality of Education" was established under the State Inspection of Education Quality Control under the Cabinet of Ministers of the Republic. Uzbekistan Digitization in the digital world in the decree of the President of the Republic of October 5, 2020 No. PF 6079 "On approval of the strategy of Digital Uzbekistan 2030 and measures for its implementation", development of digital technologies, consideration of new projects in the field of digital economy, and programs for the development of digital education is being implemented.

“Digital technologies - Internet of Things (IoT). One of the main technologies based on digital information is the Internet of Things. It is common for many household appliances to be connected to the electrical network, but gradually more and more objects of the physical world are connected to the Internet, which allows collecting information and even controlling these objects remotely. In fact, a virtual copy of a

physical object appears on the Internet, containing various parameters of the object and the outside world, and allowing to control the object via the Internet.”[1] As an example of the Internet of Things, a device such as a projector in a movie theater sends a signal to the technical support service about a detected fault and a list of parts that need to be replaced as part of unscheduled maintenance. . Digital technologies - augmented reality (AR). The most promising is augmented reality technology, which allows adding objects from the virtual world to the real world. Imagine walking down the street and seeing more information about things and people around you. Examples of augmented reality already exist and are actively used, in some amusement parks you can already see signs that show the connections between objects in the physical world and the virtual world. Games with elements of augmented reality are actively spreading, clothing stores have virtual windows and fitting rooms, augmented reality is already being tested in cars. At the same time, there are issues that need to be resolved in order to actively use augmented reality technologies. For example, the accuracy of geolocation tools is still insufficient, or the computer vision technologies for connecting objects of the physical world with their virtual counterparts are imperfect. However, it is safe to say that in the near future this technology may be associated with breakthroughs.

The opening of Wi-Fi zones and IT parks will greatly contribute to the development of the digital education system. It will be possible to increase the ability of educators to work with digital technologies and organize various open courses via the Internet. This, in turn, helps educators to work harder on themselves and increase the quality of education due to competition. In addition, when digital technologies and the introduction of artificial intelligence technology are used to detect tax evasion, prevent fraud, analyze data and automate repetitive processes, and increase transparency, large volumes of data - And big data provides an opportunity to store and process a large amount of data received by tax authorities, to better predict revenues and to improve the exchange of documents between taxpayers and tax authorities. “Adoption of digital technologies is happening faster than any other innovation in human history: in just two decades, digital technologies have managed to cover almost 50% of the population of developing countries and transform societies with their help. For example, advanced technologies based on the use of artificial intelligence in the healthcare sector are helping to save human lives, detect diseases and increase life expectancy. In the field of education, the provision of virtual learning environments and distance learning has allowed students to participate in programs that they would not have otherwise. In addition, through the use of blockchain-based systems, the use of public services will be convenient, the

institutions that provide them will be more accountable, and the processes will be less bureaucratic due to the use of artificial intelligence. Big data can also lead to more flexible and accurate policies and programs. Below we will touch on some digital technologies: cloud technologies are data processing technologies that provide computer resources as an online service to the Internet user. The current state of the education system is characterized by the increasing role of non-traditional educational technologies. Learning by the learner with their help is much faster than with traditional technologies. These technologies change the nature of knowledge development, acquisition and distribution, deepening and expanding the content of the studied subjects, quickly updating it, using more effective teaching methods, and also significantly expanding the opportunity for education for everyone. will give. We answer the question of what digital technology is as follows: it is a modern form of economic management. a large set of data in digital form and the process of their processing serve as the main factor of production and management. Using the obtained results in practice makes it possible to achieve much greater efficiency compared to traditional forms of management. For example, various automatic production processes, 3D technology, cloud technologies. it is possible to mention the provision of remote medical services, the production and delivery of products with the help of smart technologies, the processes of storing and selling various goods. In this article, we will focus instead on digitization in the education system.”[2]

We will answer the question of what is digital technology as follows: it is a modern form of economic management, in which a large set of data in digital form and the process of processing them serve as the main factor of production and management. “Using the obtained results in practice makes it possible to achieve much greater efficiency compared to traditional forms of management. For example, various automatic production processes, 3D technology, cloud technologies. it is possible to mention the provision of remote medical services, the production and delivery of products with the help of smart technologies, the processes of storing and selling various goods. In this article, we will focus instead on digitization in the education system.”[3] If education is provided through digital technologies, the methods of education are becoming easier for learners. In this case, multimedia, overhead projector, computer, laptop, televisions connected to the Internet, telephone lines, smart boards, and projectors play the role of educational system mediators. Training teachers with such tools ensures the improvement of the quality of education. We all know that the use of digital technologies in online classes has a good effect. For example, we can consider online classes given on television as a type of digital

education. The implementation of modern standards requires not only high qualifications and continuous professional development from the teacher, but also a creative approach to his work. "It is becoming very important for the teacher's creativity to revise and improve his experience, to be able to change and creatively use things known to everyone, to create quality innovations. The concept of creativity (lat., eng. "create" - creation, "creative" means creation when translated from English). Creativity can be called: striving for creativity, creative approach to life, constant self-critical observation and analysis. Based on the modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as the level of knowledge, feelings, communication, special activity, creative approach. Today, digital technologies are rapidly developing and require keeping up with the times in every field." [4] For example, the introduction of artificial intelligence technology helps to detect cases of tax evasion, prevent fraud, analyze data and automate existing processes, and increase transparency, while large-volume data - Big data provides an opportunity to store and process a large amount of data received by tax authorities, better predict incomes and improve the exchange of documents between taxpayers and tax authorities. In the age of digital technologies, data is the most important factor.

Literature and e-learning resources used:

1. Toshtemirov D.E., Niyazov M.B., Yuldashev U.A., Irsaliev F.Sh. Resource support of distance course information educational environment // Journal of Critical Reviews ISSN- 2394-5125 Vol 7, Issue 5, 2020, pp. 399-400 2.
2. Yuldashev, U.A., Khudoyberdiev, M.Z., & Akhmedov, T.B. (2021). Use of modern information technologies to improve the quality of the educational process. //Academic research in educational sciences, 2(3), 1262-1268. 3.
3. Yuldashev U.A. Use of video lesson creative technologies in the process of electronic education// Scientific-Methodical Journal-T 2021 4.
4. Jasur Daniyiyor oglu Saidov, Saidullo Payzievich Allayorov, Said Khalilovich Islikov, Criteria for evaluating professional competence in creating a database // Scientific progress. 2021. #1. URL: <https://cyberleninka.ru/article/n/maidasomborini-yaratish-bo-yaikha-professional-competence-evaluation-criteria> (data obrashcheniya: 02.06.2022).

IMPROVING THE METHOD OF ENDOSCOPIC REMOVAL OF SUPERFICIAL POLYPOID AND NON-POLYPOID FORMATIONS OF THE GASTROINTESTINAL TRACT

Ismailov Saidmurad Ibragimovich

*State Institution "Republican Specialized Scientific and Practical Medical Center
for Surgery named after academician V.Vakhidov"¹
Tashkent State Dental Institute*

Sadikov Rustam Abrarovich

*State Institution "Republican Specialized Scientific and Practical Medical Center
for Surgery named after academician V.Vakhidov"*

Djumaniyazov Djavokhir Azatbaevich

*State Institution "Republican Specialized Scientific and Practical Medical Center
for Surgery named after academician V.Vakhidov"*

Yigitaliev Sardor Khusanboevich

Tashkent State Dental Institute

Abstract: Polyps occupy a special place in the general structure of diseases of the gastrointestinal tract. Depending on the location of the formation, a gastroscope or colonoscope is inserted and an examination of the area of interest is performed, the polyp is identified. A sterile gel is prepared, for which 1.0 g of the powdered HEMOBEN composition is mixed with 20 ml of 0.1% methylene blue solution with constant stirring for 1 minute. Thus, the developed method of endoscopic removal of superficial polypoid and non-polypoid neoplasms of the gastrointestinal tract is characterized by simplicity of execution.

Keywords: superficial polypoid; endoscopic removal; the gastrointestinal tract; Hemoben powder.

Polyps occupy a special place in the general structure of diseases of the gastrointestinal tract.

This problem acquires the greatest importance in the aspect of oncological alertness. It has been shown that with polyp sizes up to 1 cm, the probability of its degeneration is about 1%, with polyp sizes from 1 to 2 cm, this risk increases and ranges from 5 to 10%. If the polyp is over 2 cm in size, the probability of its degeneration is up to 50%.

The objective of this study is to prevent recurrence of the polyp, prevent bleeding and other postoperative complications. The method of endoscopic removal of polyps of the gastrointestinal tract is performed as follows:

- Depending on the location of the formation, a gastroscope or colonoscope is inserted and an examination of the area of interest is performed, the polyp is identified.
 - A sterile gel is prepared, for which 1.0 g of the powdered HEMOBEN composition is mixed with 20 ml of 0.1% methylene blue solution with constant stirring for 1 minute.
 - Immediately after mixing (to avoid thickening), the resulting gel is injected into the submucosal layer in the area of the base of the polyp by means of an endoscopic needle injector at the rate of 1.0 ml of gel per area with a diameter of 10 mm with the formation of a roller in the mucous membrane, which extends 5-7 mm beyond the base of the polyp.
 - Then the polyp is excised along with the surrounding healthy mucosal tissue to the submucosal layer, retreating from the base of the polyp leg by 2-3 mm, using a Gbox (GIGAA) diode laser with a wavelength of 1470 nm, power up to 10 W in pulsed mode with a frequency of 2-5 Hz and a spot area of up to 2 mm.
 - After excision of the polyp with a base for closing the edges of the defect in the mucous membrane, 0.5 ml of Hemoben gel (obtained by mixing 1.0 g of Hemoben powder composition and 20 ml of 0.1% methylene blue solution) is re-injected into the submucosal layer along the defect on both sides.
 - Final revision of the intervention area and the end of endoscopic manipulation.
- Advantages of the method: complete and stable hemostasis is achieved; the risk of damage to the musculoserous layer of the stomach is prevented, thereby reducing the risk of organ perforation; radical removal of the polyp is achieved regardless of the shape of its pedicle; a high-energy laser is used, which has less penetrating power compared with electrocoagulation, as well as IR lasers with radiation in the range 980-1,06mkm. Therefore, it has more gentle properties.

Thus, the developed method of endoscopic removal of superficial polypoid and non-polypoid neoplasms of the gastrointestinal tract is characterized by simplicity of execution, while the distinctive technical aspects of the technique are the formation of a roller under the formation by injection of the proposed combined gel substance to ensure a local hemostatic effect, improve control over the intervention area, as well as the use of high-energy laser exposure to increase the radicality of removal independently it depends on the location, shape and size of the formation.

References

1. Yakubov F.R., Erniyazov E.A., Sapaev D.S. (2023). Modern Treatment of Mallory-Weiss Syndrome. International journal of health systems and medical sciences, 2(4), 27–33. Retrieved from <https://interpublishing.com/index.php/IJHSMS/article/view/1415>
2. Yakubov F.R., Sadykov R.A., Mardonov J.N., Erniyazov E.A., Sapaev D.S. Evaluation of Hemostatic Efficacy of Hemoben Gel in Ruptures Of The Gastric Mucosa in An Experiment. Bull. Env. Pharmacol. Life Sci., Vol 12 [8] July 2023: 56-66.
3. Якубов Ф.Р., Эрниязов Э.А., Сапаев Д.Ш., Маткурбанов Н.О. (2023). Улучшения лечебно-диагностического процесса при синдроме Меллори – Вейсса. Academic research in modern science, 2(2), 154–156. <https://doi.org/10.5281/zenodo.7559998>
4. Якубов Ф.Р., Сапаев Д.Ш., Эрниязов Э.А., Маткурбонов Н.О. (2023). Современный подход в лечение при синдроме Меллори - Вейсса. Международная конференция академических наук, 2(1), 103–105. <https://doi.org/10.5281/zenodo.7563829>
5. Якубов Ф.Р., Сапаев Д.Ш., Эрниязов Э.А., Маткурбонов Н.О., Якубов Р.Ф. Меллори - Вейсс синдромини кам инвазив усуллари кўллаган ҳолда ташхислаш ва даволаш. Биология ва тиббиёт муаммолари. 2023, №1 (142). – Б. 143-145.

Kron kasalligi tavsifi va uni davolash usullari

Xamrayev Zafar Ibragim o'g'li

Toshkent Tibbiyot Akademiyasi Termiz filiali Davolash fakulteti 4-bosqich talbasi

zafarjonhamrayev6@gamil.com

Anotatsiya: Kron kasalligi – ichakning yallig'lanish kasalliklari (IBD) guruhidagi surunkali va takrorlanuvchi ichak kasalligi. Ovqat hazm qilish traktining istalgan nuqtasida paydo bo'lishi mumkin bo'lgan kron kasalligi ichak devorida yallig'lanish va yaralarni keltirib chiqaradi. Ko'pincha yoshlar orasida uchraydigan bu kasallik hayot sifatiga jiddiy ta'sir ko'rsatishi va asoratlarni keltirib chiqarishi mumkin. Ushbu maqolada Kron kasalligi nima ekanligini, uning belgilari va davolash usullarini batafsil ko'rib chiqamiz.

Kalit so'zlar: Kron, terminal ileit, yarali kolit, diareya, isitma, endoskopiya, biopsiya, steroid, jarrohlik, yara, asorat, davolash,

Kron kasalligi yoki Terminal ileit - yo'g'on ichakdagi nospetsifik yarali granulematoz yallig'lanish kasalligidir. 1932-yil Kron, Ginzburg va Oppengeymer terminal ileit nomi bilan yangi nozologik birlikni amaliyotga tatbiq etdilar. Ularning ta'kidlashicha, bu kasallik ingichka ichakning boshqa turlaridan mutlaqo farq qilgan holda, yonbosh ichakni jarohatlaydi. Lekin keyinchalik shu narsa ma'lum bo'ldiki, kasallik, asosan, yo'g'on ichakda va kam hollarda oshqozon-ichak tizimining boshqa sohalarida uchraydi. 1959-yil Brooke. 1960-yil Lockhart-Mammery va Morton Kron kasalligining yo'g'on ichak turi va yarali kolit butunlay alohida patologiya ekanligini ta'kidlab o'tdilar. Kron kasalligi erkaklar va ayollarda bir xil miqdorda uchraydi. Lekin oq tanli odamlarda qora tanlilarga nisbatan 5 barobar ko'p uchraydi. Turli millatlar ichida esa yahudiy millati orasida, bilinarli darajada ko'p uchraydi. Kasallik epidemiologiyasini o'rganish shu narsani ko'rsatadiki, oxirgi uch un yillik ichida bemorlar soni tez ortib bormoqda. Kron kasalligining aniq sababi noma'lum bo'lsa-da, immunitet tizimi tananing o'z to'qimalariga noto'g'ri hujumi kasallikning rivojlanishida muhim rol o'ynaydi. Biroq, irsiy moyillik va atrof-muhit omillari kasallikning shakllanishiga yordam berishi mumkin, deb hisoblashadi. Ba'zi mumkin bo'lgan sabablar:

- Genetik
- Infekcion
- Limfangioektaziya
- Mezenterial limfangiopatiya
- Atrof-muhit omillari

Kron kasalligining belgilari

Qorin og'rig'i: Kron kasalligi bilan og'rikan odamlar qorin bo'shlig'ida surunkali va krampga o'xshash og'riqlarni boshdan kechirishadi.

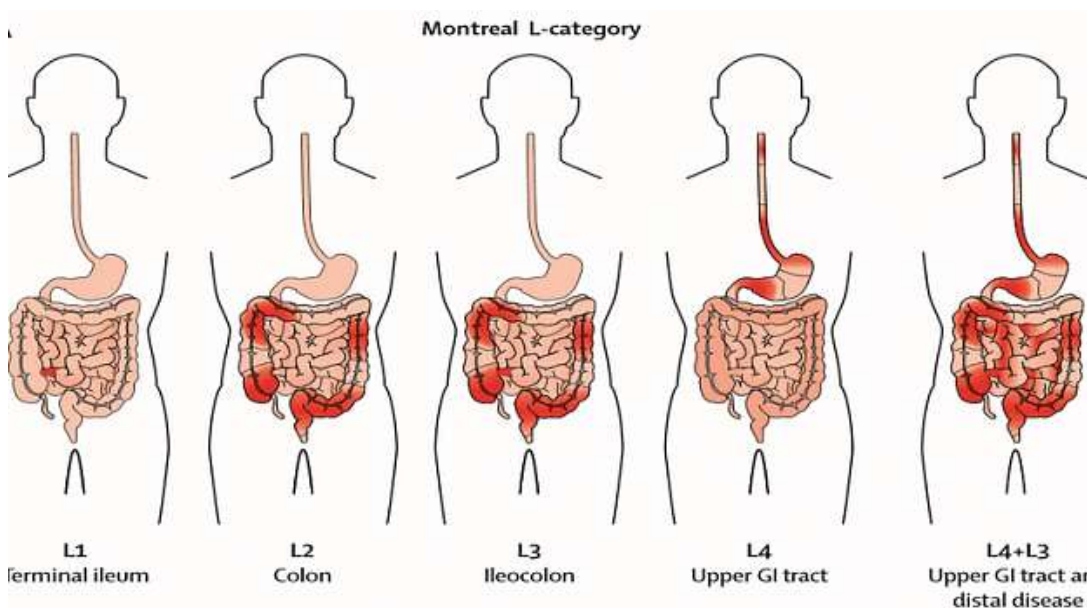
Diareya: suvli va tez-tez axlat Kron bilan og'rikan bemorlarda tez-tez uchraydigan alomatdir. Shu bilan birga, defekatsiya paytida qon ko'rinishi mumkin.

Vazn yo'qotish: Kron bilan og'rikan bemorlarda vazn yo'qotish keng tarqalgan alomatdir, chunki kasallik ozuqa moddalarining so'rilishiga ta'sir qilishi mumkin.

Isitma: Kasallikning og'irligiga qarab, odamlarda isitma paydo bo'lishi mumkin.

Charchoq va zaiflik: Kron kasalligi energiya darajasiga ta'sir qilishi mumkin, bu esa charchoq va zaiflik tuyg'usiga olib keladi.

Anal mintaqa muammolari: Kasallik, shuningdek, anusdagi oqma va yoriqlar kabi muammolarni keltirib chiqarishi mumkin.



Kron kasalligini tashxislash

1. Jismoniy tekshiruv: Bemorning shikoyatlari va jismoniy belgilari baholanadi.
2. Qon va najas testlari: [Qon testlari](#) infeksiya belgilari va yallig'lanish darajasini aniqlash uchun tekshiriladi. Najas tekshiruv qon, infeksiya yoki ichak faoliyati haqida ma'lumot beradi.
3. Endoskopiya va kolonoskopiya: Ushbu ko'rish usullari bilan ichakning ichki qismlari tekshiriladi va oshqozon yarasi, yallig'lanish yoki shikastlanishlar aniqlanishi mumkin.
4. Biopsiya: endoskopiya yoki kolonoskopiya paytida olingan to'qimalar namunalari tashxisni tasdiqlash uchun laboratoriyalarda tekshiriladi.

Kron kasalligini davolash usullari

- **Dori-darmonlar:** Kron kasalligini nazorat qilish uchun ishlatiladigan dorilar yallig'lanishga qarshi, immunosuppressantlar va antibiotiklarni o'z ichiga oladi.
- **Oziqlantirishni qo'llab-quvvatlash:** Oziqlantirishni qo'llab-quvvatlash muhim, chunki Kron kasalligi bilan og'rigan odamlarda ozuqa moddalarining so'rilishi ta'sir qiladi. Maxsus ovqatlanish rejalari dietologlar tomonidan tayyorlanishi mumkin.
- **Steroidlar:** Steroidlar og'ir davrlarda yallig'lanishni tezda kamaytirish uchun ishlatilishi mumkin, ammo uzoq muddatli foydalanish yon ta'sirga olib kelishi mumkin.
- **Jarrohlik aralashuvi:** dori terapiyasi etarli bo'lmaganda yoki asoratlar paydo bo'lganda jarrohlik aralashuv talab qilinishi mumkin. Kasallikning zararlangan hududini olib tashlash yoki oqmalarni tuzatish mumkin.
- **Yog' kislotalarini to'ldirish:** Ba'zi tadqiqotlar shuni ko'rsatdiki, omega-3 yog' kislotalari bilan qo'shimchalar Kron kasalligining og'irligini kamaytirishga yordam beradi.

Xulosa

Kron kasalligi surunkali va takrorlanuvchi ichak kasalligi bo'lib, ovqat hazm qilish traktida yallig'lanish va yaralar paydo bo'lishiga olib keladi. Kasallikning belgilari qorin og'rig'i, diareya, vazn yo'qotish va charchoq kabi turli yo'llar bilan namoyon bo'lishi mumkin. Kasallikning shakllanishida irsiy moyillik va immunitet tizimidagi muammolar muhim rol o'ynaydi. Davolash dori-darmonlar, ovqatlanishni qo'llab-quvvatlash va jarrohlik aralashuvi kabi usullarni o'z ichiga oladi. Erta tashxis qo'yish va samarali davolash bilan Kron kasalligini nazorat qilish, simptomlarni engillashtirish va asoratlarni oldini olish mumkin. Agar kasallik belgilari yoki xavf omillari mavjud bo'lsa, gastroenterologdan yordam so'rash va tegishli davolash kursini aniqlash kerak.

Foydalanilgan adabiyotlar

1. Ш. Мирзиёев: Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. Ўзбекистон. Тошкент 2016 йил. 56 бет.
2. Ўзбекистон Республикаси Президентининг 2017 йил 20 апрелдаги ПҚ 2909-сон «Олий таълим тadbирлари тўғрисида» ги Қарори.
3. Насонова Е.Л. Ревматология: Клинические рекомендации 2-е изд., испр.и доп. – М.: ГЭОТАР - Медиа М. 2010 - 752 стр.
4. Gadayev A. "Ichki kasalliklar", 2019 Darslik

5. Harrison's Principles of Internal Medicine-19 th Edition – 2015
6. Гадаев А.Г. “Ички касалликлар” Тошкент, 2016 Дарслик.
7. Огороков А.Н. Диагностика и лечение болезней внутренних органов. Москва 2009г.
8. Мазуров А.Н. Диагностика ревматологических заболеваний. Москва 2015 г.

AN IMPROVED METHOD FOR TREATING THE RESIDUAL CAVITY DURING ECHINOCOECTOMY FROM THE LIVER WITH AN ELASTIC FIBROUS CAPSULE

*Babadjanov A.K.¹, Makhmudov U.M.¹, Tuksanov A.I.², Ibrokhimov S.S.¹
State Institution "Republican Specialized Scientific and Practical Medical Center
for Surgery named after academician V.Vakhidov"¹
The Medical and sanitary department of the Navoi Regional Administration, the
State Institution "Fund" of the Navoi Mining and Metallurgical Combine²*

Abstract

One of the urgent issues in the surgery of echinococcosis of the liver remains the option of treatment of the residual cavity, implying both antiparasitic efficacy and the possibility of accelerating the processes of obliteration of the fibrous capsule. To assess the effectiveness of the proposed method, 2 groups were formed. There were 104 patients in the main group and 117 in the comparison group. In patients with echinococcosis of the liver, the presence of an elastic fibrous capsule allows for open operations in 74.5-78.7% (for both groups) to perform complete suturing of the residual cavity (54.3-69.3%) or drainage (9.3-20.2%), in 12-12.8% of patients it is possible to perform abdominization of the residual cavity and only in 9.3-12.8% of cases, due to the difficult localization of the cyst (more often deeply intraparenchymatous), the operation is limited to drainage of the residual cavity with a minimum volume of pericystectomy.

Keywords: echinococcosis of the liver; residual cavity; an elastic fibrous capsule; laparoscopic echinococcectomy; Hemoben

One of the urgent issues in the surgery of echinococcosis of the liver remains the option of treatment of the residual cavity, implying both antiparasitic efficacy and the possibility of accelerating the processes of obliteration of the fibrous capsule. A method for treating the residual cavity in uncomplicated forms of liver echinococcosis in the presence of an elastic fibrous capsule that collapses after extraction of the parasite is proposed, including laser radiation, which provides the possibility of treating cavities of any configuration, inhibition of the growth of pathogenic flora, as well as in combination with the use of a powdered composition "HEMOBEN". The technique promotes local hemo and lymphostasis, sealing of the bile duct microspheres and strengthening of the processes of obliteration of the walls

of the fibrous capsule both during suturing and vacuum drainage. The method can be used as an alternative to pericystectomy and liver resection.

To assess the effectiveness of the proposed method, 2 groups were formed. There were 104 patients in the main group and 117 in the comparison group. The majority of patients were with CE1 and CE2 stages of parasite development according to ultrasound data with sizes - medium (5-10 cm) and large (>10 cm). In total, 135 cysts were removed in the comparison group, 123 cysts in the main group.

In the comparison group, traditional echinococectomy was performed in 81 (69.2%) cases, in the main group in 62 (59.6%) patients, laparoscopic echinococectomy in 34 (29.1%) and 40 (38.5%) patients, respectively, to assess the proportion of potential resection interventions, liver resections (marginal or anatomical) were included in the study groups, which were produced in 2 (1.7%) and 2 (2.0%) patients.

In patients with echinococcosis of the liver, the presence of an elastic fibrous capsule allows for open operations in 74.5-78.7% (for both groups) to perform complete suturing of the residual cavity (54.3-69.3%) or drainage (9.3-20.2%), in 12-12.8% of patients it is possible to perform abdominization of the residual cavity and only in 9.3-12.8% of cases, due to the difficult localization of the cyst (more often deeply intraparenchymatous), the operation is limited to drainage of the residual cavity with a minimum volume of pericystectomy. In turn, with the availability of echinococcal cysts for laparoscopic intervention, the probability of performing wide abdominization was 42.1-68.9%, and in other cases only partial pericystectomy with drainage is performed. At the same time, the use of the proposed method of treatment of the residual cavity with an elastic fibrous capsule in both open and laparoscopic interventions reduces the risk of early and late specific complications. Thus, the incidence of complications in the early postoperative period in the comparison group was 14.5%, whereas in the main group it was 2.9% ($\chi^2=9.072$; $df=1$; $p=0.003$), and in the period up to 3 months after surgery, this indicator was 12.8% versus 2.9% ($\chi^2=7.265$; $df=1$; $p=0.008$), which reduced the need for repeated minimally invasive interventions in these periods from 9.4% to 2.0%.

References

1. Babadjanov A.K., Yakubov F.R., Ruzmatov P.Y., Sapaev D.S. Epidemiological aspects of echinococcosis of the liver and other organs in the Republic of Uzbekistan. *Parasite Epidemiol Control*. 2021 Nov 24;15:e00230. doi: 10.1016/j.parepi.2021.e00230. PMID: 35005264; PMCID: PMC8716672.
2. Sapaev DS, Yakubov FR, Yakhshiboev SS. Evaluation of the factors influencing the choice of laparoscopic echinococectomy in liver echinococcosis

- (LE) and its impact on postoperative outcomes. *Exp Parasitol.* 2023 May 1;248:108495. doi:10.1016/j.exppara.2023.108495
3. Sapaev D.S., Yakubov F.R., and Yakhshiboev S.S. 2023. Comparative results of surgical treatment of primary echinococcosis of the liver. *European Journal of Medical Genetics and Clinical Biology* 1 (2):36-45. <https://e-science.net/index.php/JMGCB/article/view/223>.
4. M.M. Akbarov, R.Yu. Ruzibaev, D.Sh. Sapaev, P. Yu. Ruzmatov, F.R. Yakubov. (2020). Modern Trends in the Prevention of Liver Echinococcosis. *Indian Journal of Forensic Medicine & Toxicology*, 14(4), 7433–7437. DOI: <https://doi.org/10.37506/ijfmt.v14i4.12823>
5. Рузибаев Р.Ю., Курьязов Б.Н., Сапаев Д.Ш., Якубов Ф.Р., Рuzmatov П.Ю., & Бабаджанов А.Р. (2019). Современная оценка проблем диагностики и хирургического лечения эхинококкоза. *Вестник Национального медико-хирургического Центра им. Н. И. Пирогова*, 14 (1), 134-139. <https://doi.org/10.25881/BPNMSC.2019.66.50.024>
6. Сапаев Д.Ш., Рузибаев Р.Ю., Курьязов Б.Н. Пятилетний опыт современных операций в лечении эхинококкоза печени // Профилактическая и клиническая медицина. –2017. –№4 (65). –С. 74–78.

THE SYSTEM OF FORMING THE NATIONAL WORLD VIEW OF FUTURE TEACHERS.

Nusratov Anvar Nematjonovich

Associate Professor of Bukhara State Pedagogical Institute

Daminova Shohista Bozorovna

*Master's student of the 1st stage of pedagogy and psychology at the International
University of Asia*

Annotation: In this thesis, future teachers will be taught to create professional creativity and skills, to approach the current educational process through new pedagogical projects, the aspects of pedagogical technology and pedagogical skills will be highlighted, and the organization of the teaching process will be their world. Issues such as development of vision, relations between teacher and student, speech culture, formation of pedagogical technique skills are explained.

Key words: Education, Future teacher, World view, Formation of world view, Pedagogue with a broad world view, Pedagogical skill.

Main part: In the speech of President Shavkat Mirziyoyev at the solemn ceremony dedicated to the twenty-ninth anniversary of the independence of the Republic of Uzbekistan, "To fully realize the talents and abilities of our children, noble aspirations, to increase their social activity, to occupy a worthy place in life creating all the opportunities for children will remain our main goal from now on... For this purpose, we are introducing the science of "Education" for the first time in general education schools within the framework of the "Concept of Continuous Spiritual Education", the people emphasized. He set great tasks for the employees of the Ministry of Education and the teachers of the school.

So, what is education? What qualities should a future educator have? Let's express our thoughts in this regard.

Education is important in the development of a person's intelligence, knowledge, will and faith, qualities of maturity. As an unquenchable torch, it effortlessly brings one to the kingdom of bliss.

At the same time, education shows the way to reach bright heights under any circumstances, it sharpens a person's mind and thoughts like a sword, and gives spiritual nourishment to every person, bringing them to the world of culture and enlightenment. Prevents bad people and bad deeds. Serves to be good manners and polite. As a result, people will be dear and respected everywhere. Education is the

tool that sets a person's life on the right path. That is why great people who have achieved high qualities, greatness and dreams through education are appreciated among the people. Education perfects qualities of social importance, such as knowing good and bad, knowing the difference between honest and bad, understanding the virtues of friendship and relatives, understanding laws and regulations, and knowing one's rights.

In our country, a child receives education from parents in the family, and from a teacher-coach at school. Here, it is necessary to highlight the role of teachers in education. In the organization of educational work, it is important for the teacher to develop prospective plans and to give importance to the content, terms of each event, responsible performers and the level of effectiveness of the planned activities. In this regard, the future teacher should have the experience of analyzing educational processes, using different methods, actively thinking consciously, mobilizing knowledge, and independently implementing all the work processes he performs. It is necessary to have pedagogical skills.

"Pedagogical skill" defines the main goal of forming professional skills, creativity, skills of future pedagogues, formation of communication culture, pedagogic technique skills, teaching and educational skills. In the process of studying "pedagogical skill", students are taught to independently master pedagogical observation, creativity, advanced pedagogical experiences. In the process of studying, teaching, educating, it is necessary to pay attention to the formation of the skills of clear distribution of attention, ability to manage knowledge, skills, mental states, and independent assimilation of the culture of pedagogical techniques. Thus, a person's spiritual growth, life experience, knowledge, behavior, manners, morals, professional skills, his meaningfulness and, finally, how much he improves it, are different.

When it comes to the scientific worldview, first of all, students, young people, should understand the need to form a scientific worldview, because there are religious, fantastic, mythological, atheistic and other non-scientific worldviews that are contrary to it, to think about it correctly. They need to learn. Worldview is a very complex dialectical process that is formed only by knowing the world. Knowledge is realized through the works given by different sciences about different aspects of the world. Therefore, people without knowledge do not have a scientific outlook on the world. Worldview consists of a set of scientific, philosophical, political, legal, ethical, aesthetic, religious ideas of people about the world and its changes and development. Worldview determines the direction of activity and attitude to reality of some people, social group, class or society as a whole. When scientific knowledge

is included in the worldview, it serves the purpose of taking a direct practical approach to the surrounding social and natural existence of a person or group.

Conclusion: This system provides education to form students' national outlook and increase its value. In this system, students can study national spirituality, history, culture and other national experiences and increase their identity. This system helps students to strengthen their national identity by appreciating and respecting their national values.

References:

1. ILMIY DUNYOQARASHNI SHAKLLANTIRISHNING PSIXOLOGIK MEXANIZMLARI Jamoliddin Saydullayev
2. PEDAGOGIK TEHNOLOGIYALAR VA PEDAGOGIK MAHORAT Axmetjanov M.M., Tojiyev M., Tosheva G.D.
3. https://www.mext.go.jp/content/20221005-mxt_kyoikujinzai01-000025352_1.pdf
4. <http://marifat.uz/marifat/ruknlar/umumii-urta-talim/5014>

SURXONDARYO SHAROITIDA RO'YAN O'SIMLIGINING ISTIQBOLLARI

Panjiyeva Aziza Nodir qizi

Termiz agrotexnologiyalar va innovatsion rivojlanish instituti talabasi.

Ilmiy rahbar: Turakulov Alimardon Abdusalomovich qxffd(PhD)

Jo'rayeva Vazira Tuychiyevna

Termiz agrotexnologiyalar va innavatsion rivojlanish instituti

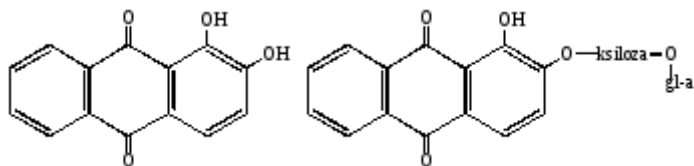
*“O'rmonchilik, dorivor o'simliklar va manzarali bog'dorchilik” kafedrasida
asistenti*

Annotatsiya. Ma'lumki, o'simlik maxsulotlari tarkibida har xir hayotbaxsh vitaminlar, oqsil, karbonsuvlar, efir moylari, shuningdek, organizimning hayoti va faoliyati uchun juda zarur bo'lgan ma'danlar, tuzlar va boshqa muhim biologik faol moddalar mavjud. Bo'yoqdor ro'yan o'simligi ham shunday o'simliklar qatoriga kiradi.

Kalit so'zlar: Bo'yoqdor ro'yan, lansetsimon-tuxumsimon, ro'vaksimon, alizarin, pektin.

Bo'yoqdor ro'yan - *Rubia tinctorum* L. va gruziya ro'yani *Rubia iberica* C. Koch. (*Rubia tinctorum* L. var. *Iberica* Fisch. ex DC) ro'yandoshlar - *Rubicaeae* oilasiga kiradi. Ro'yan turlari ko'p yillik, bo'yi 30-150 sm gacha bo'lgan o't o'simlik. Ildizpoyasi uzun, sudralib o'suvchi, shoxlangan, silindrsimon, yo'g'on, bo'g'inli, ko'p boshli. Poyasi bir nechta, to'rt qirrali, bo'g'inli, sershox va ilmoqli dag'al tuklar bilan qoplangan. Bargi lansetsimon-tuxumsimon, yaltiroq, pastki tomonidagi yo'g'on tomirlari ilmoqli dag'al tuklar bilan qoplangan, juda ham qisqa bandi bilan poyada 4-6 tadan to'p-to'p bo'lib joylashgan. Gullari mayda, yashil-sariq rangli, barg qo'ltig'idan o'sib chiqqan yarim soyabonga to'planib, ro'vaksimon gulto'plarni tashkil etadi. Gulkosachasi aniq bilinmaydi, toj bargi 5 ta, birlashgan, voronkasimon g'ildiraksimon, otaligi 5 ta, onalik tuguni 2 xonali, pastga joylashgan. Mevasi - 1-2 urug'li, sharsimon, oldin qizil, keyinchalik qora rangga aylanuvchi sershira ho'l meva, iyun-avgust oylarida gullaydi, mevasi - avgust-sentyabrda pishadi.

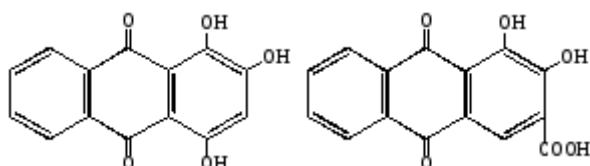
Dorivor preparatlari: Ildizpoya poroshogi- *Pulvis Rubiae tinctorum* quruq ekstrakt, sistenal - Cystenal tarkibiga kiradi.



Alizarin

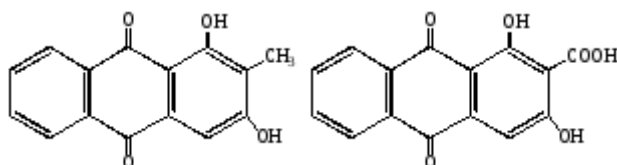
Ruberitrin

kislota



Purpurin

Pseudopurpurin



Rubiadin Munistin va boshqalar

Geografik tarqalishi. Ro‘yanning vatani o‘rta Yer dengiz mamlakatlari. Ukraina, Moldova, Rossiyaning Yevropa qismining janubida, janubi-sharqida, Kavkazda (Ozarbayjon, Gruziya, Armaniston, Dog‘istonda) va o‘rta Osiyoda uchraydi. Asosan ariq bo‘ylarida, butalar orasida, kanallar bo‘yida, dalalarda va bog‘larda o‘sadi. Ro‘yan plantatsiyalarda o‘stiriladi. Mahsulot asosan Dog‘istonda, Ozarbayjonning shimolisharqiy qismida va Chechen-ingushetiyada tayyorlanadi.

Mahsulotning tashqi ko‘rinishi. Tayyor mahsulot ildizpoya va ildiz bo‘lakchalaridan iborat. Ildizpoya bo‘lakchalarining yo‘g‘onligi 2-18 mm, ustki tomoni qizg‘ishqo‘ng‘ir rangga bo‘yalgan. Uni ko‘ndalangiga kesganda po‘stloq qavati qizilko‘ng‘ir, yog‘och qismi esa qizil rangda ko‘rinadi. Mahsulotning o‘ziga xos kuchsiz hidi, oldin shirinroq, keyin bir oz burishtiruvchi va achchiqroq mazasi bor. Ildizpoya suvni qo‘ng‘ir-qizil rangga boyaydi.



Mahsulot namligi 13%, umumiy kuli 10%, ro‘yanning boshqa qismlari (poya, barg va boshqalar) 1,5%, organik aralashmalar 1% va mineral aralashmalar 1% dan ko‘p, mahsulot tarkibidagi

antraglikozidlar (glikozid holida birlashganlar) miqdori 3% dan kam boimasligi kerak.

Kimyoviy tarkibi: Ildizpoya tarkibida 5-6% gacha anratsen unumlari (alizarin, ruberitrin kislota, galiozin, purpurin, ksantopurpurin, psevdopurpurin, rubiadin-glyukozid, munistin, lutsidin, iberitsin va boshqalar) bo‘ladi. Ruberitrin kislota glikozid bo‘lib, gidrolizlanganda alizarin aglikoni va pirnveroza (o‘z navbatida ksiloza va glyukoza qandlardan tashkil topgan) disaxaridiga parchalanadi. Ildizpoyada anratsen unumlaridan tashqari 15% gacha qandlar, pektin modda hamda limon, olma, vino kislotalari bor.

Ishlatilishi: Ro‘yan o‘simligi spazmaetik va siydik haydash hamda buyrak toshlarini (fosfatlarni) yumshatish ta‘siriga ega. Shuning uchun uni dorivor preparatlari siydik yo‘llaridagi tosh, buyrakdagi tosh hamda o‘t pufagidagi tosh va podagra kasalliklarini davolashda qo‘llaniladi.

Dorivor preparatlari: Ildizpoya kukuni (poroshogi), quruq ekstrakt (tabletk holida chiqariladi). Ildizpoya ekstrakti yuqorida aytib o‘tilgan kasalliklarda qo‘llaniladigan sistenal va boshqa preparatlar tarkibiga kiradi.

Bo‘yoqdor ro‘yan o‘simligini o‘stirish texnologiyasi:

Ro‘yanga ajratilgan dalalar erta kuzda shudgordan oldin har gektar yerga 15-20 tonna organik o‘g‘itlar, superfosfat berib 27-30 sm chuqurlikda haydaladi. Agar

o‘simlik yog‘ingarchilik kam bo‘lgan avtomorf tuproqlarda ekilsa yer haydash bilan birga gektariga 20 kg azot va kaliy o‘g‘itini berish maqsadga muvofiq bo‘ladi.

Ro‘yan urug‘idan va ildizpoya qalamchalaridan ham ko‘payadi. Ekishdan oldin urug‘ni stratifikatsiya qilmasa ham bo‘ladi. Erta bahorda haydalgan yerlar borona, mola va kultivatsiya qilinadi. Tuproqning harorati 10-12°C bo‘lganda mart oylarining o‘rtalarida gektariga 13-15 kg urug‘ sarflanadi. Uning ekilish chuqurligi 4-5 sm dan kam bo‘lmasligi lozim. Urug‘ning unuvchanligi 75-80% dan kam bo‘lmasligi kerak. Tuproqning harorati mo‘tadil va namlik etarli bo‘lsa ekilgan urug‘lar 10-12 kunda unib chiqadi. Agar ildizpoya qalamchalardan ko‘paytiriladigan bo‘lsa uning unuvchanlik darajasi 80-90% dan kam bo‘lmasligi kerak, ildizpoyalar erda bahorda 8-10 sm chuqurlikda ekilishi lozim. Gektariga o‘rtacha 10-12 sentner ildizpoya sarflanadi. o‘simlikning zichligi 1 metrda 10-15 dona. Urug‘ va qalamcha qator oralari 60 sm dan qilib ekilsa, o‘simlik ikkinchi va keyingi yillarda ildizlari yaxshi rivojlanib tuproq yuzasini butunlay qoplanishga sharoit yaratiladi. Ro‘yan o‘simligi birinchi yili 7-8 marta sug‘oriladi, keyingi yillarda sug‘orish soni kamaytiriladi. Birinchi yili o‘simlik oralari yumshatiladi, begona o‘tlardan tozalanadi. Birinchi o‘g‘itlash may va iyun oylarida gektariga 30 kg azot, 20 kg kaliy o‘g‘iti berish bilan amalga oshiriladi. Ikkinchi oziqlantirish avgust oylarida 30 kg azot va 20 kg superfosfat o‘g‘iti berish bilan tamomlanadi. o‘simlikni oziqlantirish sug‘orishdan oldin amalga oshiriladi. Bo‘yoqdor ro‘yanning ikkinchi va uchinchi yillari, dastlabki mevalari ko‘ng‘ir iusga kirganda ularning to‘kib ketishiga yo‘l qo‘ymasdan yig‘ib olinadi. Ildiz va ildizpoyasini kech kuzda yoki erda bahorda plug bilan yerni 30-35 sm ag‘darib tuproqdan tozalab, suvda yuvib va 45-50°C da ildizini sushilkada quritib olinadi. Urug‘lari qo‘lda yoki mexanizmlarda yig‘ib olinadi. Har gektar yerdan o‘rtacha 80- 100 kg urug‘ va 13-14 sentner quruq ildiz yig‘ib olish mumkin.

Foydalanilgan adabiyotlar:

1. I.V.Belolipov, X.Ch.Buriev, E.B.Juraev, R.Z.Murodov “Yovvoyi holda o‘sovchi dorivor o‘simliklar genafondini saqlash, madaniylashtirish va tabobatda foydalanish”. Toshkent 2020 y.
2. Agroximiya (Pod red. B. A. Yagodina). Moskva, 1982 y.
3. Ahmedov O‘, Ergashev A, Abzalov A, Dorivor o‘simliklar va ularni o‘stirish texnologiyasi ToshDAU nashr taxririya bo‘limi Toshkent 2009 y.
4. Ahmedov O‘, Ergashev A, Abzalov A, Yulchieva M Dorivor o‘simliklar yetishtirish texnologiyasi va ekologiyasi Toshkent – 2009 y.
5. Berdiev E., Axmedov E.T “Evvoyi va o‘rmon dorivor o‘simliklari” fani bo‘yicha maruza matni. Toshkent- 2016 y.

6. To‘xtayev B.Y. Maxkamov T.X. To‘laganov A.A. Dorivor va ozikabop o‘simliklar plantatsiyalarini tashkil etish va xom-ashesini tayyorlash yoriknoma. Toshkent, 2015 y.
7. Berdiyev E.T. Axmedov E.T. Tabiiy dorivor o‘simliklar. Toshkent 2017 y.
8. Berdiyev E.T. Xakimova M.X. Maxmudova G.B. o‘rmon dorivor o‘simliklari Toshkent 2014 y.
9. Karimov V.A., Shomaxmudov A.SH. Xalq tabobati va ilmi tilda qo‘llaniladigan shifobaxsh o‘simliklar. - Toshkent, Ibn Sino nomidagi nashriyot-matbaa birlashmasi, 1993 y.
10. Kovaleva N.G. lechenie rasteniyami. M.:meditsina, 1971 y.
11. Murdaxayev Y.M.//O‘zbekistonda vatan topgan dorivor o‘simliklar. Toshkent. “Fan”. 1993. 39 b.
12. Musayev B.S. o‘g‘it qo‘llash tizimi, Toshkent, 1999. 38 b.
13. Musayev B.S. Agrokimyo, Toshkent, 2001. 139 b.
14. Nabiyev.M.M, Ibragimov.A. Shifobaxsh ne‘matlar. Toshkent.”Mehnat”. 1986.
15. Po‘latova T.P. Shifobaxsh o‘simliklarni asrang va ko‘paytiring, Toshken. “Fan” 1982.37-39 b.
16. Pervushkin S.B., Kurkin V.A., Soxina A.A. i dr.// Tez.dokl. II Ros. nats.kong. “Chelovek i lekarstvo”. M., 1995. S243
17. Sklayarevskiy L.Ya. Gubanov I.A. Lekarsvenne rasteniya v btu. -M., 1979 y.
18. Yuldasheva Z.G‘. “Qoncho‘p o‘simligi asosida quruq ekstrakt olish va uni standartlash” magistrlik dissertatsiyasi Toshkent farmatsevtika instituti 2013 y.
19. Xolmatov H.X., Axmedov o‘.A. “Farmakognoziya” Toshkent, Ibn Sino nashriyoti, 1995 y.
20. Xolmatov X.X., Qosimov A.I., Dorivor o‘simliklar. – Toshkent, Ibn Sino nomidagi nashriyot-matbaa birlashmasi, 1994 y.

POST-COVID-19 REHABILITATION OF ELDERLY AND ELDERLY PATIENTS WITH CHRONIC KIDNEY DISEASE

Allaberganova Shoiraxon Anatoliyevna

*Urganch Branch of the Republican Center for the Advancement of Qualifications
and Specialization of Medical and Pharmaceutical Workers*

Abstract: Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) can infect the kidney and the presence of chronic kidney disease (CKD) constitutes a higher risk of negative prognosis. SARS-CoV-2 main sequelae in CKD patients are an incomplete recovery of kidney function, muscle weakness and atrophy, breathiness, tiredness, pulmonary fibrosis, and initiation of kidney replacement therapy. The overall aim of this review is to provide a theoretical basis for early improvements of physical function health to all CKD stages by rehabilitation therapies.

Keywords: Exercise, Rehabilitation, Kidney replacement therapy, SARS-CoV-2, Preventive medicine.

Chronic kidney failure in the world population with not only medical, but also social and economic aspects remains relevant among. Development of medicine in our country, medicine in the world adaptation to the requirements of standards, healthcare system a series aimed at improvement and social protection of the population defined tasks "Medical care provided to the population in our country increase the efficiency, quality and popularity of aid, as well as formation of medical standardization system, diagnosis and introduction of high-tech methods of treatment, patronage by creating effective models of service and dispensary, support of a healthy lifestyle and disease prevention tasks such as doing...»² are defined. Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) can infect the kidney; however, it is not yet clear if virus replication occurs resulting in functional damage. Given the expression of the angiotensin-converting enzyme 2, the kidney is vulnerable to SARS-CoV-2. If kidney dysfunction is caused only by direct damage of the virus or is secondary also to other systemic processes triggered by SARS-CoV-2 it has not been well described. In a cohort of 701 SARS-CoV-2 chronic kidney disease (CKD) patients, the presence of proteinuria and hematuria were

associated with an increased risk of in-hospital death up to 11- and 12-fold, respectively . Also, a systematic review and meta-analysis showed that CKD patients were more likely to be transferred to intensive care and undergo mechanical ventilation . Therefore, the presence of CKD on admission constitutes a higher risk of a negative prognosis .

Frankly, the topic of the coronavirus has exhausted everyone. Some people are fed up with the information about him, while others still haven't come to their senses from the painful complications and separations... When you go out on the street, when you go to the market, it's like you've fallen on the trail of life, but God forbid, if you go to the healing places, you'll witness the seriousness of the situation... Patients with chronic kidney disease are at high risk of contracting COVID-19. So why? Because they suffer from major diseases, such as diabetes, hypertension, obesity, and atherosclerosis. Therefore, if patients belonging to this group are infected with the coronavirus, serious complications may occur, and there may even be a risk of death. Especially among these patients, those who receive permanent artificial kidney replacement therapy, those who have undergone kidney transplantation, have a very difficult time with the coronavirus. We know that under physiological conditions, the immune system protects by controlling various inflammatory processes in the body through innate and acquired immunity. Due to the fact that permanent uremic toxins in the blood of patients with chronic kidney failure are not completely removed even by hemodialysis, specific deep pathological changes occur in their immune system due to uremic intoxication, and a state of immunodeficiency is observed due to a decrease in immune activity. This, in turn, creates good conditions for the rapid development of secondary opportunistic infections. In addition, patients suffer from concomitant diseases. It is precisely because of ischemic heart disease, hypertension and other diseases that our patients tend to have severe cases of COVID-19. Currently, most of those infected with the coronavirus had no kidney complaints, but this disease is systemic, i.e., mainly by injuring small-caliber blood vessels (vasculitis and thrombotic microangiopathy), complications of acute kidney failure are occurring, i.e., they have an acute impairment of kidney function. As a result, patients face the problem of increased need for artificial kidney devices, regardless of their profile and location. To put it simply, now that we have cured COVID, the kidney is suddenly failing and the need for dialysis is emerging. Our patients, who are chronically undergoing dialysis, cannot be separated from this treatment. They receive dialysis for life. Here's how complicated and problematic the situation is...

As you probably know, there is a chronic systemic disease called lupus. It mainly damages connective tissue and blood vessels, it is a rheumatological disease. In this pain, there is a systemic, that is, an autoimmune process. "Auto" means that the immune system works against its own tissue. What will be the result? That tissue and organ function is derailed. In any autoimmune disease, an immune mechanism - an antigen-antibody mechanism occurs. Although the basis of lupus is rheumatology, look at how many organs are affected: skin, kidney, heart, liver, veins, in short, all of them go into systemic failure one after the other. The same goes for COVID-19. Due to the strength of the virus, the process develops very quickly, and in some people, damage to the lungs, others to the liver, heart, and kidneys, the formation of blood clots, that is, hemorrhagic syndromes are observed. Cases of acute kidney failure may occur due to such an autoimmune process. But, as you mentioned above, this disease is still new for us, that is, an enigma. The first conclusions of the scientific research are now being announced. Patients with chronic kidney disease who are being monitored should try to avoid contracting the coronavirus as much as possible. It is known that COVID-19 is transmitted from person to person through airborne droplets. Therefore, people who are prone to severe complications of the virus, including the elderly, those receiving dialysis, those who have undergone kidney transplants and those with other chronic diseases, must definitely use all preventive measures: strictly apply the recommendations of experts continuously given by the mass media in practice, i.e. it is necessary to self-isolate, maintain social distance, and strictly follow the rules of personal hygiene. Regardless of whether kidney function is altered on admission or developed during hospitalization, many people experience kidney function loss after hospital discharge . A significant number requires long-term follow-up due to incomplete recovery of kidney function, continuous interstitial inflammation, loss of renal vascular cell regenerative potential, and hypertension . The high cost of kidney replacement therapies and the lack of uniform availability of hemodialysis clinics manifest into a challenging scenario. Improving the outcome of these patients is fundamental and emerging; these sequelae cannot become a COVID-19 legacy. For this reason, exercise rehabilitation therapies may play an important role in improving physical function health and attenuating the expected sequels in CKD patients infected by SARS-CoV-2. Kidney damage during SARS-CoV-2 infection is a risk factor for CKD development. The COVID-19 survivors, especially those dialysis-dependent or with pre-existing CKD, need to be closely monitored, as they represent a high-risk group. Studies suggest that pulmonary fibrosis will become one of the main sequelae in patients with SARS-CoV-2 infection, which may be exacerbated

in CKD. Lung damage associated with SARS-CoV-2 can lead to the impairment of alveolar air exchange and a decrease of pulmonary ventilation function. As a result, many patients reported respiratory symptoms such as dyspnea and chest tightness, and almost half within 1 month after SARS-CoV-2 infection have developed pulmonary fibrosis, persisting up to 6 months. During hospitalization, the development of cardiac complications such as acute myocardial injury, arrhythmias, and cardiogenic shock may also be seen, increasing mortality risk in AKI and CKD survivors. It is known that CKD is associated with the concomitant development of cardiopulmonary diseases, resulting in poor cardiorespiratory fitness and all its deleterious consequences. Lifestyle changes, medication adequacy, health education, and a rehabilitation program with therapeutic exercises can alleviate kidney damage and improve patient outcomes in the long term. The aim of rehabilitation in the context of cardiopulmonary complications of SARS-CoV-2 is to trigger the systemic antioxidant response to modulate the inflammatory state generated by the virus and to intervene in the endothelial dysfunction caused by it. This can be achieved through exercise rehabilitation, among which the most used types are: aerobic, respiratory, resistance, and interval training. Physical function rehabilitation performed with resistance training, balance exercises, and neuromuscular electrical stimulation could potentially counterbalance muscle and strength losses due to muscle disuse caused by bed-rest and long hospitalization periods. We, therefore, recommend rehabilitation professionals start early interventions in the acute inpatient setting, such as passive mobilization, bed mobility, sit-to-stand, and isometric exercises, and for safety reasons, control all clinical parameters. When it comes to hospital discharge, CKD patients infected by SARS-CoV-2 should be continued into physical rehabilitation. Home-based, in-home telehealth, intradialytic, or patient-directed exercises determined to patient needs should be delivered.

Chronic kidney disease is relatively common in later times along with primary kidney pathologies, diabetes, hyperlipidemia, obesity, metabolic syndromes, hypertension disease, secondary to systemic diseases. It was mentioned in detail above that it can also be explained with nephropathies. It is important whether it is primary or secondary nephropathy whether it is all based on the violation of blood circulation in the nephron, microthrombosis, renal parenchyma ischemia and their consequences nephroangiosclerosis of the balls lies. Therefore, in the treatment of SBK blood rheology improving, antiaggregant and anticoagulant drug the role of tools is incomparable. In addition, antiaggregant and anticoagulants are four in the treatment of glomerular diseases are the main components 1 and 2 of component

therapy. That's why for the effect on the hemostasis system and blood rheology in the treatment of SBK below. It is about a group of drugs.

Conclusions: Chronic kidney disease patients affected with SARS-CoV-2 should be monitored by rehabilitation professionals as the cardiopulmonary, musculoskeletal, and cognitive systems might be deteriorated due to the infection. During the infection phase, if the patient is physically able to rehab (i.e., not reporting fever or dyspnea, oxygen saturation $\geq 95\%$, rhythmic heart rate), it should be started respecting all safety procedures to avoid the therapist's infection, but home-based or telehealth sessions should be prioritized. Long-term consequences of SARS-CoV-2 on physical function health are unknown and preventive rehabilitation may attenuate them. Therefore, future experimental studies must be designed to elucidate the rehabilitation benefits of SARS-CoV-2-related sequelae in CKD patients from all stages.

References:

1. Agostini F, Mangone M, Ruiu P, Paolucci T, Santilli V, Bernetti A. Rehabilitation setting during and after Covid-19: an overview on recommendations. *J Rehabil Med.* 2021;53(1):jrm00141. doi: 10.2340/16501977-2776. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]
2. Asad A, Burton JO, March DS. Exercise as a therapeutic option for acute kidney injury: mechanisms and considerations for the design of future clinical studies. *BMC Nephrol.* 2020;21(1):1–11. doi: 10.1186/s12882-020-02098-9. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]
3. Barker-Davies RM, O'Sullivan O, Senaratne KPP, Baker P, Cranley M, Dharm-Datta S, Ellis H, Goodall D, Gough M, Lewis S, Norman J, Papadopoulou T, Roscoe D, Sherwood D, Turner P, Walker T, Mistlin A, Phillip R, Nicol AM, et al. The Stanford Hall consensus statement for post-COVID-19 rehabilitation. *Br J Sports Med.* 2020;54(16):949–959. doi: 10.1136/bjsports-2020-102596. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]
4. Brower RG. Consequences of bed rest. *Crit Care Med.* 2009;37(10):S422–S428. doi: 10.1097/CCM.0b013e3181b6e30a. [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]
5. Bruchfeld A. The COVID-19 pandemic: consequences for nephrology. *Nat Rev Nephrol.* 2021;17(2):81–82. doi: 10.1038/s41581-020-00381-4. [[PMC free article](#)] [[PubMed](#)] [[CrossRef](#)] [[Google Scholar](#)]

Cultural monuments in the Ferghana Valley

Mukhtarova Shoirakhan

QDPI history major 1st student

Abstract: This article is about cultural monuments in the Fergana Valley. People have been living in the Fergana Valley since ancient times. The cultural monuments here cover the period from the Stone Age to the present day. the monuments belonging to the periods are found and studied.

Key words: Ferghana Valley, periods, Simtepa, Selungur Cave, Chust culture, archaeological research, Kuva, Chust, stone weapons.

Enter

Fergana region is one of the centers of ancient culture of Uzbekistan. Stone age settlements and pictures on rocks found in the region indicate that people have been living in the valley since the earliest times. Excavation of the Big Fergana canal in the study of archaeological monuments in Fergana region. became important. During the excavation of the canal, relics of the Bronze Age and slave and zamindari societies were found and examined. It was found that there was a Bronze Age settlement in the village of Akbarabad between Kuva and Tashloq districts, and an Oktom cemetery on the left bank of Margilansay. Monuments such as Tachyontepa and Simtepa in the city of Fergana have been found and studied in Kuva district of Fergana region. In particular, the findings of the 5th century BC and the beginning of the middle century in the city of Kuva have been well investigated. There, at the end of the Bronze Age, the development of production forces and economy led to a change in the social structure of the farming tribes, resulting in the end of the primitive order and social stratification.

Discussion

The results of archeological investigations indicate that people lived in Fergana region since ancient times, engaged in hunting, farming and cattle breeding, and culture began to develop in the later stages of human society. If we give a separate definition to each settlement, the oldest of them is the Selung'ur cave.

Seleng'ur Cave is an ancient settlement in Sokh District, Fergana Valley. The cave is located approximately 100 km southwest of the city of Fergana, on the western

edge of Haydarkon. This huge cave is 120 m deep, 34 m wide and 25 m high. Archaeological excavations have been carried out since 1980. Five cultural layers with a thickness of 20-40 cm were found in the cave. They are separated by clean layers without any archaeological remains. This indicates that primitive people lived in this cave 5 times and occasionally left their homes for a long time. A rich collection of stone weapons, remains of animal bones, and human remains of the archanthropic type were found here. When determining the age of Seleng'ur, scientists also gave a general conclusion that they lived 800,000 years ago[1.21].

Chust culture is an ancient farming culture in the Fergana Valley. The inhabitants who created this culture were at first engaged in animal husbandry, and later moved to a sedentary lifestyle. Their first village was found in 1951 by M.E. Voronets near the spring called Buvanamozor near the city of Chust. Archaeologists gave this monument the name of the Chust culture because the settlement near the monument was the city of Chust[1.87].

In Chust, after M.E. Voronets, V.I. Sprishevskii, B. Matboboev, Yu.A. Zadneprovsky conducted research. Excavations were carried out in monuments such as Dalvarzintepa, Karakurgan, Torakurgan, Tergovchi. In them, the cultural layer has been preserved up to 1.5-3 meters, which indicates that the inhabitants of the Chust culture lived a sedentary life later. shows that the content has been found. The inhabitants of this culture are the indigenous inhabitants of Central Asia, and they belong to the European type in terms of physical structure and anthropological type.

Summary

Many settlements of people have been found in the Fergana Valley. In the course of their study, the first tools and bones of primitive people were found in these places. New settlements are also being discovered and recorded. Most of the results of the archaeological expeditions, which were of great importance in the study of the archeology of the Ferghana Valley, have not been published, which may cause some problems in the study of the history of the valley. But among the researches published in different periods, the information about the purpose, composition, achievements of these expeditions can fill some empty links in the archeology and history of the Ferghana Valley. Of course, it is important to give a historiographical conclusion at this point. The comparative analysis of the achievements and shortcomings of the expeditions has a key role in the development of not only the history of the valley, but also the archeology of Central Asia.

References:

1. Arxeologiya. N. Egamberdiyeva. Toshkent. Fan va texnologiya nashriyoti. 2011-yil 21,87- bet
2. Wikipedia//Farg'ona vodiysi
3. O'zbekiston tarixi. R.H. Murtazoyeva. Toshkent. 2005-yil. 536-bet.
4. Wikipedia//Seleng'ur g'ori.
5. Ibrat. Farg'ona tarixi. Toshkent. 2005-yil. 183-bet
6. T Nuridinov, M Nabiyeva QO'QON-QOG'OZ ISHLAB CHIQRISH MARKAZI Interpretation and researches, 2023
7. T Nuridinov, N Jo'rayeva - BESHOG'A QISHLOG'INING KELIB CHIQISHI Interpretation and researches, 2023
8. T Nuridinov, X Sodiqov - T Nuridinov, X Sodiqov - Interpretation and researches, 2023 Interpretation and researches, 2023
9. NT Qambarovich - THE POLICY OF THE SOVIET POWER IN CENTRAL ASIA Galaxy International Interdisciplinary Research Journal, 2023
10. Nuridinov Turdali Qambarovich Phd- HELLENISTIC EAST, THE ERA OF ALEXANDER THE GREAT American Journal of Research in Humanities and
11. Nuridinov Turdali Qambarovich Phd , THE HISTORY OF THE FORMATION OF THE KOKAND PEDAGOGICAL INSTITUTE American Journal of Pedagogical and Educational ..., 2022 120-124
12. NT Qambarovich, NM Mukhtarovna, PREPARATIONS FOR THE INVASION OF BUKHARA Galaxy International Interdisciplinary Research Journal 10 (12), 1772-1776 2022
13. Musaev, Odil, et al. "Socio-philosophical interpretations of such concepts as" ethnos" and" nation" as social unit." International Journal of Advanced Science and Technology 29.5 (2020): 1936-1944.
14. Юсупов, Ахрор Курбанович. «РОЛЬ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ В ПОВЫШЕНИИ ОБЩЕСТВЕННО-ПОЛИТИЧЕСКОЙ АКТИВНОСТИ МОЛОДЕЖИ УЗБЕКИСТАНА». Электронная конференция «Глобус». 2021.
15. Kurbanovich, Yusupov Akhrorjon. "Teoretiko-methodologicheskie podkhody k povysheniyu politicheskoy kultury grajdan". Journal of perspective zoology 44.S2 (2023): 3916-3925.
16. Kurbanovich, Yusupov Akhrorjon. "PROSPECTS FOR INCREASING SOCIAL-POLITICAL ACTIVITY OF YOUTH." ONLINE SCIENTIFIC JOURNAL OF INNOVATION IN SOCIAL SCIENCES 3.11 (2023): 42-46.

17. Курбанович, Юсупов Ахроржон. «Роль национальной идентичности в повышении общественно-политической активности молодежи Узбекистана». JournalNX: 177-179.
18. YA Kurbanovich, HM Kakharamonjon o'g'li. DIPLOMATIC AND TRADE-ECONOMIC RELATIONS BETWEEN THE KOKON KHAN AND RUSSIA Multidisciplinary Journal of Science and Technology 3 (5), 183-187
19. Yusupov, Axrorjon, and Usluddin Ergashev. "Qadimgi Misr madaniyati, dini va urf odatlari." Interpretation and researches 1.18 (2023).
20. Юсупов, Ахроржон. "Cultural, spiritual and ideological factors in increasing the social activity of citizens in society." O'zbekiston milliy universiteti xabarlari 1.5 (2022).
21. Юсупов, Ахрор. "Сущность концепции политической активности граждан." Общественные науки в современном мире: политология, социология, философия, история. 2020.
22. Юсупов, А. К. "Роль гражданской активности в демократизации общества." Вопросы политологии 10.9 (2020): 2709-2716.
23. AK Yusupov the role of national identity in increasing the socio-political activity of the youth of uzbekistan E-Conference Globe, 235-239
24. Юсупов, Ахроржон, and Баходирхан Кодирхан угли Нуманов. "Кипчаки ферганской долины и их участие в этническом процесса." Ученый XXI века 6-2 (2016).
25. Kurbanovich, Yusupov Akhrorjon. "Theoretical and methodological approaches to increase the political culture of citizens." Journal of Advanced Zoology 44.S2 (2023): 3916-3925.
26. Джураева, Рамзия и Сарваржон Рахимов. «ЛЕКСИКО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ ИМЕН ЛЮДЕЙ, УПОТРЕБЛЯЕМЫХ В ПРОИЗВЕДЕНИЯХ МУКИМИ». Академические исследования в современной науке 1.19 (2022): 23-26
27. Qurbonovich, Yusupov Axrorjon. "Yoshlar Ijtimoiy-siyosiy faolligini oshirish istiqbollari." Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali 3.11 (2023): 42-46.
28. Абдурахимовна, Жораева Рамзия. «Лексико-семантические особенности творчества Муками». Журнал позитивной школьной психологии (2022): 138-144.
29. Kurbanovich, Yusupov Akhrorjon. "The Role of National Identity in Increasing the Socio-political Activity of the Youth of Uzbekistan." Journal NX: 177-179.
30. Абдурахимовна, Жораева Рамзия. «МЕТОДОЛОГИЧЕСКИЙ ИНСТРУМЕНТАРИЙ В КРИТИЧЕСКОМ ТВОРЧЕСТВЕ». Международный

междисциплинарный исследовательский журнал «Галактика» 10.12 (2022): 1882-1885.

31. Джораева, Рамзия и Нурсан Илдыры. "GIYSILERIN ADI BELIRLENEN SÖZCÜKLER." Развитие педагогических технологий в современных науках 2.5 (2023): 29-3732..

32. Т Нуридинов Бухорони советлаштириш ва унинг оқибатлари Интеграция науки и практики в современных условиях: Материалы VI ... 2016

33. ТК Нуридинов Дом просвещения Бухарской Народной Советской Республики в Москве (очерк истории) Научный результат. Социальные и гуманитарные исследования 5 (3), 46-50 2019

34. ТҚ Нуридинов Бухоро халқ совет республикаси (бхср) нинг италия билан иқтисодий ҳамкорлиги Academic research in educational sciences, 218-224 2020

35. N.T Kambarovich The role and importance of Azerbaijan in the foreign policy of the Bukhara People's Soviet Republic European science review, 2019

36. Т.Қ Нуридинов КАВКАЗОРТИДАН АМЕРИКА БОЗОРИГА Academic research in educational sciences, 152-159 2020

37. Нуридинов Экономическое Сотрудничество Бухарской Народной Советской Республики С Германией Open Access Journals Incorporations 2023

38. Т Нуридинов Экономическое Сотрудничество Бухарской Народной Советской Республики С Германией Open Access Journals Incorporations 2023

Importance of archaeological tourism

Alijonova Khurshidabanu
QDPI history major 1st student

Abstract. One of the fields of tourism is archaeological tourism. This article highlights the importance of archaeological tourism.

Key words: Archaeological tourism, UNESCO, Akhsikent, open-air museum, archaeological object, reconstruction.

Enter

Tourism network the world of the economy fast developing from the fields is one Tourism in the field to progress achieved some of countries main wealth the source is exactly the same i'm standing is considered In our country a lot fields such as i'm standing the field is also large to opportunities have in Uzbekistan i'm standing 10 ha of the area near type there is they are between visit, recreation and that's it similar one how many types developed. These between Archaeological tourism is also slow with come in is going Archeology or archaeological tourism is cultural of tourism one type, his purpose to archaeology and historical monuments storage and to them has been interest from raising consists of Archaeology and tourism between dependence ancient to history have of scientists It is probably the Renaissance to the period right will come . Archaeological tourism specialized field as cultural inheritance preserve and promote to do in the field of the matter importance pointer feature and to functions have Archaeological tourism people cultural heritage with introduces and in humans cultural to inheritance was point of view look o` changes. Archaeology tourism with binding is also state economy and culture heritage for much useful is considered

Archaeological tourism sources valuable and is unique . Because them ancient of times that's it period people by created and that's it period environment save the rest Time pass with this objects more to value have has been and this continue will continue . This is the most important thing factor archaeological to monuments harm failure to deliver, the reason each how to the memorial delivered damage again restore it won't be. That's why for tourism from sources only them another in appearance present reach through use need Such properties As for , we are

archaeological sources tourism to the product to convert movement when we do , protection to do and stable to development separately attention our focus need There are many historical monuments and holy places to be visited throughout our country. In particular, there are more than 7,300 heritage objects, of which nearly 200 are included in the UNESCO list[1].

At the same time, in order to develop archaeological tourism, our government and enthusiastic scientists have started the work of turning some monuments into "open-air museums". Uzbekistan Republic President initiative from the end of 2018 - the beginning of 2019 from Namangan region Toragorgon district Ahsikent memorial archaeological objects inside the first "Open the sky under to the museum converted . This is old city ancient Fergana of the state the capital considered in the past Characteristic that called [2]. Ahsikent ruins archaeological in terms of learning works of the 19th century the end of the 20th century from the beginning started 1885 Nicholas Veselovsky , 1914 IA Castane in the city archaeological fossil and search their work take goes _ Councils during Mikhail Masson (1939) and A. Bernshtam (1948) city on inspection their work done increases. Archaeological studies as a result of the city ark , Shahriston and from rabot consists of all three part is also separate walls with wrapped, in the arch governor palace , dungeon , in the city internal market jome mosque , Pishik from brick processed pool and ditches , in rabot artisans neighborhoods and external market there is that it was determined. Also , Ahsikent city Namangan local history museum employees also studied by (1957-1959)

Uzbekistan in 1960 Sciences Academy History and archaeology institute by organized special expedition Ahsikent 11th century from raboti to about old bathroom place determined. From the bathroom ceramic container, pipe , bucket coin and bottle items found From this except for the ruins western in the part medium for centuries about again one city ruins It was also determined that there is . Academic Yahya Gulomov and an archaeologist I. Ahrorov this studies based on this on the ground different to periods about two that it was a city , from them one ancient Ahsikent and the second Babur was born in Akhsi city that were the first to prove it. 1967 artist I. Smirnov city collected from its ruins ceramic dish , brass item and ornaments complex in Moscow East peoples state to the museum present reached Ahsikent monument of the Uzbek people culture in history important place for the state since 1950 protection obtained [3].

This from the place again defense buildings, city gates, blacksmith master and jewelers neighborhood , residences and underground water roads - water pipes _ too found [4.58] 2 directions of the aqueduct built in the form of a tunnel of brick were

excavated. One of them was directed towards Shahar Arki and Shahrstan neighborhoods, and the other was towards Rabat. Also, 1.5 thousand years of history has been preserved in the cultural layer of 10-15 meters. 1.5 million-year-old cultural layers and aqueduct "turned into an open-air museum". All this increases the interest in the monument. In cooperation with Uzbekturizim, the ancient 3D view of the well-preserved places is being restored, and in the future, 10 more monuments in the Ahsikent region are planned to be closed and turned into museums for tourists.

Summary

In conclusion, it can be said that archaeological tourism is the result of interaction between tourism and archaeology. Archaeological tourism, along with the development of the country's economy, helps to restore historical events and generalize archeology. Also, this field helps to preserve the archaeological heritage, and serves to increase people's historical interest in the unknown world. Archaeological tourism the past and present time between is a bridge . His principles absolutely scientific is archaeological tourism objects huge tourism source to optimal use as strives Tourists attraction to do for heritage objects creation , reconstruction do , attention deserves places complex way present do , archeological monuments i'm standing work release rotate need This is the system through state to the economy benefit to bring with together with the history learned and new objects scientific in terms of study that's it with together, new objects digging for enough income to see can.

References:

1. Oybek Ostonov - in Uzbekistan tourism where in the situation and him development for what are to do a specialist is needed offers , Kun.uz 2018/01/02
2. Uzbekistan Republic " Uzbekistan _ in the Republic tourism fast to develop about addition measures Decree No. PF-5611 dated 05.01.2019
3. Myself . First vol . Tashkent, 2000
4. A. Anorboyev - Ferghana ancient cities and their Central Asia in history held place. Education manual . - Tashkent, 2022, page 58
5. T Nuridinov, M Nabiyeva QO‘QON–QOG‘OZ ISHLAB CHIQRISH MARKAZI Interpretation and researches, 2023
- 7.T Nuridinov, N Jo'rayeva - BESHOG‘A QISHLOG‘INING KELIB CHIQISHI Interpretation and researches, 2023
8. T Nuridinov, X Sodiqov - T Nuridinov, X Sodiqov - Interpretation and researches, 2023 Interpretation and researches, 2023

9. NT Qambarovich - THE POLICY OF THE SOVIET POWER IN CENTRAL ASIA Galaxy International Interdisciplinary Research Journal, 2023
10. Nuridinov Turdali Qambarovich Phd- HELLENISTIC EAST, THE ERA OF ALEXANDER THE GREAT American Journal of Research in Humanities and
11. Nuridinov Turdali Qambarovich Phd , THE HISTORY OF THE FORMATION OF THE KOKAND PEDAGOGICAL INSTITUTE American Journal of Pedagogical and Educational ..., 2022 120-124
12. NT Qambarovich, NM Mukhtarovna, PREPARATIONS FOR THE INVASION OF BUKHARA Galaxy International Interdisciplinary Research Journal 10 (12), 1772-1776 2022
13. Musaev, Odil, et al. "Socio-philosophical interpretations of such concepts as" ethnos" and" nation" as social unit." International Journal of Advanced Science and Technology 29.5 (2020): 1936-1944.
14. Юсупов, Ахрор Курбанович. «РОЛЬ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ В ПОВЫШЕНИИ ОБЩЕСТВЕННО-ПОЛИТИЧЕСКОЙ АКТИВНОСТИ МОЛОДЕЖИ УЗБЕКИСТАНА». Электронная конференция «Глобус». 2021.
15. Kurbanovich, Yusupov Akhrorjon. "Teoretiko-methodologicheskie podkhody k povysheniyu politicheskoy kultury grajdan". Journal of perspective zoology 44.S2 (2023): 3916-3925.
16. Qurbonovich, Yusupov Axrorjon. "YOSHLAR IJTIMOIY-SIYOSIY FAOLLIGINI OSHIRISH ISTIQBOLLARI." IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI 3.11 (2023): 42-46.
17. Курбанович, Юсупов Ахроржон. «Роль национальной идентичности в повышении общественно-политической активности молодежи Узбекистана». JournalNX: 177-179.
18. YA Kurbanovich, HM Kakharamonjon o'g'li. DIPLOMATIC AND TRADE-ECONOMIC RELATIONS BETWEEN THE KOKON KHAN AND RUSSIA Multidisciplinary Journal of Science and Technology 3 (5), 183-187
19. Yusupov, Axrorjon, and Usluddin Ergashev. "Qadimgi Misr madaniyati, dini va urf odatlari." Interpretation and researches 1.18 (2023).
20. Юсупов, Ахроржон. "Cultural, spiritual and ideological factors in increasing the social activity of citizens in society." O'zbekiston milliy universiteti xabarlari 1.5 (2022).
21. Юсупов, Ахрор. "Сущность концепции политической активности граждан." Общественные науки в современном мире: политология, социология, философия, история. 2020.

22. Юсупов, А. К. "Роль гражданской активности в демократизации общества." Вопросы политологии 10.9 (2020): 2709-2716.
23. AK Yusupov the role of national identity in increasing the socio-political activity of the youth of uzbekistan E-Conference Globe, 235-239
24. Юсупов, Ахроржон, and Баходирхан Кодирхан угли Нуманов. "Кипчаки ферганской долины и их участие в этническом процесса." Ученый XXI века 6-2 (2016).
25. Kurbanovich, Yusupov Akhrorjon. "Theoretical and methodological approaches to increase the political culture of citizens." Journal of Advanced Zoology 44.S2 (2023): 3916-3925.
26. Джураева, Рамзия и Сарваржон Рахимов. «ЛЕКСИКО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ ИМЕН ЛЮДЕЙ, УПОТРЕБЛЯЕМЫХ В ПРОИЗВЕДЕНИЯХ МУКИМИ». Академические исследования в современной науке 1.19 (2022): 23-26
27. Qurbonovich, Yusupov Akhrorjon. "Yoshlar Ijtimoiy-siyosiy faolligini oshirish istiqbollari." Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali 3.11 (2023): 42-46.
28. Абдурахимовна, Жораева Рамзия. «Лексико-семантические особенности творчества Муками». Журнал позитивной школьной психологии (2022): 138-144.
29. Kurbanovich, Yusupov Akhrorjon. "The Role of National Identity in Increasing the Socio-political Activity of the Youth of Uzbekistan." Journal NX: 177-179.
30. Абдурахимовна, Жораева Рамзия. «МЕТОДОЛОГИЧЕСКИЙ ИНСТРУМЕНТАРИЙ В КРИТИЧЕСКОМ ТВОРЧЕСТВЕ». Международный междисциплинарный исследовательский журнал «Галактика» 10.12 (2022): 1882-1885.
31. Жораева, Рамзия и Нурсан Илдыры. "GIYSILERIN ADI BELIRLENEN SÖZCÜKLER." Развитие педагогических технологий в современных науках 2.5 (2023): 29-3732..
32. Турдали Нуридинов Дом просвещения БНСР в Москве Интеграция науки и практики в современных условиях: Материалы VI Международной научно-практической конференции 2016 с 9-12
33. ТК Нуридинов Дом просвещения Бухарской Народной Советской Республики в Москве (очерк истории) Научный результат. Социальные и гуманитарные исследования 5 (3), 46-50 2019
34. ТК Нуридинов Бухоро халқ совет республикаси (бхср) нинг италия билан иқтисодий ҳамкорлиги Academic research in educational sciences, 218-224 2020
35. N.T Kambarovich The role and importance of Azerbaijan in the foreign policy of the Bukhara People's Soviet Republic European science review, 2019

- 36.Т.Қ Нуридинов КАВКАЗОРТИДАН АМЕРИКА БОЗОРИГА Academic research in educational sciences, 152-159 2020
- 37.Нуридинов Экономическое Сотрудничество Бухарской Народной Советской Республики С Германией Open Access Journals Incorporations 2023
38. Т Нуридинов Экономическое Сотрудничество Бухарской Народной Советской Республики С Германией Open Access Journals Incorporations 2023
39. Kambarovich, Nuridinov Turdali. "Economic Cooperation of the Bukhara Peoples Soviet Republic with Sweden." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.12 (2022): 231-23

TABLE OF CONTENTS

1	Teaching quantum particles in one and three-dimensional boxes Jizreel Pereira da Silva	5-8
2	TURIZM SOHASIDA AXBOROT TIZIMLARINI LOYIHALASH VOSITALARI Mirzayev Ural Namozovich	9-15
3	Ўзбек халқи этник турмуш тарзида тўй, маърака, маросимларнинг юзага келиши. Ибодов Сардорбек Тўхтасин ўғли	16-25
4	The prognostic value of determining the deficiency of iron, zinc and copper in the development of the chronic kidney disease. Radjabov N.M.	26-32
5	O'rta Osiyoning ilk o'rta asrlar tarixiga oid yozma manbalar (V-VIII asrlar) Jumaboyeva Nilufar Soyibjon qizi	33-35
6	DEVELOPMENT OF COGNITIVE-OPERATIONAL THINKING IN STUDENTS OF HIGHER MEDICAL EDUCATION INSTITUTIONS BY MEANS OF COMMUNICATIVE SKILLS Olimova Dano Shakirovna Kurbaniyazova Oltinjon Maxmudovna	36-41
7	O'ZBEKISTON VA AFG'ONISTON HAMKORLIK MUNOSABATLARI Ortiqov Ahad	42-45
8	Yangi davrda Falastin. Hikmatov Ulug'bek	46-48
9	Yevropada uyg'onish davri boshlanishi. Badalova Mushtariy G'ofurjon qizi	49-56
10	1991-2017-YILLARDA AFRIKA MAMLAKATLARI Muhammadiyev Islom	57-59
11	ZAMONAVIY RAHBARNING LIDERLIK QOBILIYATI Nafasova O'g'iloy	60-61
12	BOSHLANG'ICH SINFLARDA MANTIQUIY FIKRLASHNI MASALALAR ORQALI RIVOJLANTIRISH Babayeva Maxfuza Abduvaitovna	62-64
13	ТРАНЗИЕНТНЫЙ ПРИ ИНФАРКТЕ МИОКАРДА КЛИНИКО-НЕЙРОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА РАЗВИТИЯ ИШЕМИЧЕСКОГО ИНСУЛЬТА Рамазонов Бекзод Нуралиевич, Гаффарова Висола Руркатовна	65-68
14	O'QUVCHILARDA MUSTAQIL IJODIY FAOLIYATNI RIVOJLANTIRISHDA NOSTANDART TOPSHIRIQLARDAN FOYDALANISH D.Muhammadiyeva	69-75

15	BOLALARDA PNEVMONIYA KASALLIGI KEVHISHING O'ZIGA XOS XUSUSIYATLARI. Sultonova Gulhayo Muzaffarjon qizi, Mardonova Sevinch Xayrullo qizi, Asqarova Madina Dilshodjon qizi	76-80
16	DIFFUZ - TOKSIK BUQOQ KASALLIGI Tojiboyeva Musharrafoy Madaminjon qizi, Dadaboyeva Gulchiroy Botirjon qizi, Nurmuxammadova Nigoraxon Ilhomjon qizi	81-84
17	CHARACTERISTICS OF GASTRONOMY ADVERTISING TEXTS AND ITS STUDY Axmedova Adolat Ravshan qizi	85-89
18	VIRUSLI GEPATIT VA UNING TURLARI Jo'rayeva Karomatxon Najmiddin qizi, Turg'unboyeva Shahnoza Mahammadjon qizi, Sobirova Umida G'ulomjon qizi	90-94
19	PEDAGOGIKA FANINI O'QITISHDA DIDAKTIK O'YINLI TA'LIM TEXNOLOGIYALARINI QO'LLASHNING SAMARALI METODLARI. Zebo Davlatovna Hasanova	95-100
20	ИНСОН ВА ТАБИАТ МУНОСАБАТЛАРИНИ УЎЎУНЛАШТИРИШ ЗАРУРАТИ Bo'tayorova Tamara O'ral qizi	101-105
21	МАКТАБГАЧА ТА'ЛИМ МУАССАСАЛАРИДА ТА'ЛИМ САМАРАДОРЛИГИНИ ОШИРИШДА ХАЛҚАРО ТАЖРИБАЛАРДАН ФОЙДАЛАНИШ Hayitaliyeva Aziza G`ayrat qizi	106-109
22	METHODOLOGY OF EDUCATION OF CHILDREN WITH HEARING DEFECTS Zebo Davlatovna Hasanova, Inoyatova Dilmora Ilhomovna	110-114
23	КЕКСАЛИК ЁШИ ДАВРИДА НАФАС ОЛИШ ТИЗИМИНИ ГИГИЕНИК БАҲОЛАШ Бўриева Дилноза Бахриддиновна	115-116
24	BIR YOSHGACHA BO'LGAN GO'DAKLARDA O'PKA BRONX DARAXTINING MORFOMETRIYA KURSATKICHLARINI BAHOLASH. Sultonov Ravshan Komiljonovich	117-119
25	CULTURAL FEATURES OF THE OF RIDDLES IN UZBEK AND ENGLISH LANGUAGES Nuriddinova Huriyat Baxtiyor qizi	120-125
26	SCIENTIFIC THEORETICAL BASIS OF STUDYING HYDRONYMS IN UZBEK AND ENGLISH LANGUAGES. Gulnoza Qurbonova Abduholiq qizi	126-128
27	KREATIVLIK TUSHUNCHASINING PEDAGOGIK - PSIXOLOGIK O'RGANILISH XUSUSIYATLARI	129-134

	S.Q.Eshboyeva, Zuxra Mirzaliyeva	
28	DIE DEUTSCHEN PRÄPOSITIONEN: IHRE VERWENDUNG UND EINFLUSS AUF DEN FALL <i>Furqat Jumayev Soatmumin o'g'li</i>	135-137
29	ДОСТУП К БЕЗОПАСНОСТИ СЕТИ WI-FI <i>Ismoilov Sirojiddin Rasuljon o'g'li, Shamamatova Sayyora Jo'raboy qizi, Maxmudov Ulug'bek Ravshanbekovich, Abduraximov Ozodbek Azimjon o'g'li</i>	138-143
30	ADEQUATE CHARACTERISTICS OF ENGLISH AND UZBEK PROVERBS WITH ZOOCOMPONENTS <i>Uralova Oysuluv Poyan qizi</i>	144-147
31	CHARACTERISTICS OF CLOTHING NAMES: ENVIRONMENTAL INSIGHTS AND THEIR INFLUENCES <i>Jumanova Sevara</i>	148-151
32	THE SIMILARITIES AND DIFFERENCES OF STRUCTURAL TYPES OF ANTONYMS IN ENGLISH AND UZBEK LANGUAGES <i>Khaitova Gulhayo Tovasharovna</i>	152-155
33	ERKIN IQTISODIY ZONALARDA TADBIRKORLIK FAOLIYATIGA INNOVATSIYALAR VA INVESTITSIYALARNI RAG'BATLANTIRISHDA KLASTER YONDASHUVINING O'RNI. <i>Umarov Toxirjon Mamurjonovich</i>	156-167
34	MAKTABGACHA BOLALAR SHAXSINI SHAKLLANTIRISHDA RO'LLI O'YINLARNING AXAMIYATI. <i>Raximova Iroda G'iyozjonovna, Isroilova Gulnoza Toshboy qizi</i>	168-173
34	DIGITAL PEDAGOGY AND STUDENTS - PROBLEMS OF DEVELOPING DIGITAL COMPETENCE OF PRIMARY CLASS STUDENTS. <i>Madjitova Kamola Azlar qizi</i>	174-177
36	IMPROVING THE METHOD OF ENDOSCOPIC REMOVAL OF SUPERFICIAL POLYPOID AND NON-POLYPOID FORMATIONS OF THE GASTROINTESTINAL TRACT <i>Ismailov Saidmurad Ibragimovich, Sadikov Rustam Abrarovich, Djumaniyazov Djavokhir Azatbaevich, Yigitaliev Sardor Khusanboevich</i>	178-180
37	KRON KASALLIGI TAVSIFI VA UNI DAVOLASH USULLARI <i>Xamrayev Zafar Ibragim o'g'li</i>	181-184
38	AN IMPROVED METHOD FOR TREATING THE RESIDUAL CAVITY DURING ECHINOCOCCETOMY FROM THE LIVER WITH AN ELASTIC FIBROUS CAPSULE. <i>Babadjanov A.K., Makhmudov U.M., Tuksanov A.I., Ibrokhimov S.S.</i>	185-187
39	THE SYSTEM OF FORMING THE NATIONAL WORLD VIEW OF FUTURE TEACHERS <i>Nusratov Anvar Nematjonovich, Daminova Shohista Bozorovna</i>	188-190

40	SURXONDARYO SHAROITIDA RO'YAN O'SIMLIGINING ISTIQBOLLARI Panjiyeva Aziza Nodir qizi Jo'rayeva Vazira Tuychiyevna	191-195
41	POST-COVID-19 REHABILITATION OF ELDERLY AND ELDERLY PATIENTS WITH CHRONIC KIDNEY DISEASE. Allaberganova Shoiraxon Anatoliyevna	196-200
42	Cultural monuments in the Ferghana Valley. Mukhtarova Shoirakhan	201-205
43	Importance of archaeological tourism. Alijonova Khurshidabanu	206-211
	OUTLINE	212-215