



**INTERNATIONAL CONFERENCE ON MODERN
DEVELOPMENT OF PEDAGOGY AND LINGUISTICS**

HELSINKI

universalconference.us

INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS

Volume 01, Issue 02, 2024 (28-FEBRUARY)

Editor in Chief

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

Editorial Team

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

Dr Manjunatha LH - Professor,REVA University, INDIA

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

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

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

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

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

Narayan Pradhan - Indian Association for the Cultivation of Science

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

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

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

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

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

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

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

The Effect of Adding Some Chemical Materials on The Water

**Amer A Taqa, Nada Z. Mohammed, Tariq Y. K. Bash*

** Prof. Dr. DBS. Dept. College of Dentistry, University of Mosul, IRAQ
Department of Prosthodontics, College of Dentistry, University of Mosul, IRAQ
E-mail:amertaqa@hotmail.com*

Abstract: The aims: To determine the effect of some chemical materials on the water powder ratio of dental stone. Material and Methods: Three types of chemical materials (rosin, nigella stavia oil and sodium lauryl sulfate) were incorporated into three kinds of type III dental stone (Zeta, Elite and Dental stone) at four concentrations (0.5%, 1%, 1.5% and 2%). The collected data of water powder ratio were subjected to the descriptive analysis (mean and stander deviation), student T test (to evaluate the difference between standard and experimental groups) and one-way analysis of variance (ANOVA) (to show if there are significant differences among experimental groups). Results: Revealed that the incorporation of these chemical materials into each type of dental stone resulted in changing their evaluated water powder ratio; this change varies with the type, concentration of the added chemical material and type of dental stone being used. Conclusion: The most pronounced effect of the chemical additives that used in this study on the water powder ratio of the experimental dental stones was achieved with the addition of sodium lauryl sulfate.

Keywords- water powder ratio, dental stone, plaster, Elite, Zeta

1. INTRODUCTION

Although gypsum products have been successfully used for many years, numerous attempts have been managed to develop die material with improved properties. Recent studies have concentrated on the addition of chemical materials into the dental stone in order to improve its properties (1,2) .

Water requirement is the most important property of calcined gypsum [3], it is an important factor in the quality of gypsum material and in order to compare mechanical properties of gypsum products, specimens must be prepared with uniform consistency (4) .

The effect of additives varies according to the nature of additive being added to gypsum products. Ridge and Boell(5) showed that the addition of gelatin, egg, albumin, sodiumhexamethaphosphate, sodium borate, sodium alginate and tannic acid to gypsum products increase the water requirement. Whereas, the addition of sodium citrate, ethelenediamine tetra-acetate and saponin reduce the water- powder ratio.

Combe and Smith (6) showed that the incorporation of wetting agents such as lignosulfate could reduce the water requirement of stone. Another study done by Zakaria et al (7) on the effect of liquid dispersing agent and microcrystallin additives on the physical properties of type IV gypsum showed that these additives affect the consistency of the mix, but the consistency can be kept close to that of the stander by lowering the water-powder ratio.

Anusavice (8) stated that when a small amount of surface active materials such as gum arabic plus lime added to hemihydratre can reduce markedly the water requirement of both plaster and dental stone.

Al-Sadietal (9) found that the addition of 1% Arabic gum and 0.132% calcium hydroxide to type III and IV dental stone helped in reducing the mixing water-powder ratio. This was in agreement with the conclusions done by Abdelaziz et al (10) .

Taha et al (11) concluded that the addition of 0.2% chlorhexidine to dental stone did not show any change in water-powder ratio. Whereas Twomey et al (12) found that when calcium hypochlorite was added to dental stone, extra mixing water was required to produce a material of the same consistency.

This study aimed to evaluate the effect of adding some chemical materials (rosin, nigella stavia oil and sodium lauryl sulfate) on the water powder ratio of dental stone as follows: Testing the change in the water powder ratio of the dental stone before and after the addition of chemical materials. Comparing the resultant physical and mechanical properties of dental stone (after the addition of chemical materials) with the properties of plaster (negative control) and the properties of die stone (positive control).

Three types of dental stone (Zeta, Elite and Dental stone) were used in this study into which three types of chemical materials were added (rosin, nigella stavia oil and sodium lauryl sulfate). The chemical materials were added to the powder of dental stone in four percentages (0.5%, 1%, 1.5%, and 2%).

The effect of these chemical materials on the water powder ratio of the experimental dental stones (Zeta, Elite and Dental stone) had been evaluated by measuring the water-powder ratio before and after the addition of chemical materials.

Mixing procedure employed in the preparation of all the test specimens followed the ADA specification No. 25 for gypsum products (13) .

The water-powder ratio was measured by using modified vicat apparatus according to ADA specification No.25. The collected data of water powder

ratio were subjected to the descriptive analysis (mean and standard deviation), student T test (to evaluate the difference between standard and experimental groups) and one-way analysis of variance (ANOVA) (to show if there are significant differences among experimental groups).

3. RESULT

The mean and standard deviation of the measured water-powder ratio of the three types of dental stone after being blended with the chemical materials is listed in (Table 2).

This table revealed there is an alteration in the water-powder ratio of these dental stones being blended with the chemical materials. However, Statistical analysis reveals that there is no statistical significant difference in the water-powder ratio between experimental and control groups of the three types of dental stone after the addition of rosin except that a significant reduction in the water-powder ratio of Dental stone when it is blended with rosin at concentration of 1 and 1.5% at ($t=8.062$, $t=8.66$, $p<0.05$). A significant reduction was seen in the water-powder ratio of Zeta stone at ($t=4.373$, $t=7.071$, 8.345 , $p<0.05$) after the addition of rosin at a concentration of 0.5, 1 and 1.5%.

The addition of nigella stavia oil to each of the three types of dental stones reduces their water-powder ratio. However, this reduction was not statistically significant, except that when nigella stavia oil has been added at a concentration of 1% to Dental stone ($t=4.243$ $p<0.05$) and at a concentration of 0.5 and 1 % when it added to Zeta at ($t=4.333$, $t=5.960$, $p<0.05$)

4. DISCUSSION

The water-powder ratio must be carefully controlled because of the deviation from this ratio which is recommended by the manufacturer will change both consistency of the material and the properties of the set mass (13,14). Many experimental attempts to improve the mechanical properties of dental stone are oriented mainly towards the decrease of the gauging water requirement (16).

In this study, the examined water-powder ratio varies with respect to the type of stone being used and the type and concentration of the chemical materials being incorporated with it.

According to the results of this study, the addition of the chemical materials causes a reduction of the water-powder ratio of the experimental dental stones. It appears that the surface condition of grains of hemihydrate play an important role in determining the water requirement (3). The addition of the chemical modifier would change the adhesive force in the compacted powder, allowing the powder particles to be more easily wetted by water and thereby reduces the water requirement (17,18). This was advocated by Craig and Powers (19) who reported that the difference in the physical shape and nature of the crystals makes it possible to obtain the same consistency with less excess water. This means that the variations that may

occur in the surface properties of hemihydrate crystals in response to the addition of chemical materials play an important role in changing the water- powder ratio.

5. CONCLUSION

The differences in the examined properties of dental stone, which is basically calcium sulfate hemihydrate, related to the different interactions between the chemical additives and the hemihydrate. Incorporating of suitable chemical materials can produce dental stone with superior mechanical properties.

6. REFERENCES

1. Amer A.Taqa, Tariq Y. K. Bashi, and Lect.Omar Abdul Mohsin Sheet, "Evaluation of Thermal Effect, Setting Temperature of Plaster and Its Effect on the Softening of Wax on Various Gypsum Products after Adding Additives." International Journal of Dental Sciences and Research, vol. 3, no. 6 (2015):128- 136. doi: 10.12691/ijdsr-3-6-2.
2. Amer A Taqa, Nada Z. M. and Tariq Y. K. Bash, The effect of adding some chemical materials on the compressive strength and surface hardness of dental stone, Eastern Academic Journal, Issue 4, pp.104- 110, December, 2015.
3. Ridge MJ and Boell GR (1962) Effects of some additives on the water requirement of calcined gypsum. J. Appl. Chem.; 12:521-526.
4. Lindquist TJ, Stanford CM and Knox E (2003) Influence of surface hardener on gypsum abrasion resistance and water sorption. J Prosthetic Dent; 90(5):441-6.
5. Ridge MJ and Boell GR (1962) Physical properties of calcined gypsum. J Appl. Chem.; 12: 437-444.
6. Combe EC and Smith (1964) Some properties of gypsum plasters. Brit Dent J; 117(6): 237- 145.
7. Zakaria RM, Johnston WM, Reisbick MH and Campagni WV (1988) The effects of a liquid dispersing agent and a microcrystalline additive on the physical properties of type IV gypsum. J Prosthetic Dent; 60(5):630-637.
8. Anusavice KJ (1996) Phillip's science of dental materials. 10th Ed, WB Saunder Company, pp 185-208.
9. Al-Sadi S, Combe E C and Cheng Y (1996) Properties of gypsum with the addition of gum arabic and calcium hydroxide. J Prosthetic Dent; 76(5): 530-4.

10. Abdelaziz KM, Combe EC and Hodges JS (2002a) The effect of disinfectants on the properties of dental gypsum: Part 1: Mechanical properties. *J Prosthodont*; 11(3):161-7.
11. Taha MY, Amer A. Taqa, Zakariya NA (2000)
Chemical and microbiological study of incorporated chlorhexidine in alginate and stone. *Iraqi Dent J*; 25:281-291. 69(3):333-9.
12. Twomey JO, Abdelaziz KM, Combe EC and Anderson DL (2003) Calcium hypochlorite as a disinfecting additive for dental stone. *J Prosthet Dent*; 90(3):282-8.
13. American Dental Association Specification (1974- 1975) Guide to dental materials and device. pp 86-96,255-260.
14. Kaiser DA and Nicholls JI (1976) A study of distortion and surface hardness of improved artificial stone casts. *J Prosthet Dent*; 36(4):373-381.
15. Craig RG and Powers JM (2002) *Restorative Dental Mterials*.11th Ed, Mosby Company, pp 392-404.
16. Kotsiomiti E, Diakoyianni I, Pissiotis A and Kaloyannides A (1995) Effect of the addition of ammonium salts on improved dental stone's surface hardness. *Hellenic Dental Journal*; 5:45-50.
17. Mori T and Yamane M (1982) Fractography of cast gypsum. *Aust Dent J*; 27(1): 30-47

ERKIN KURASH SPORT TURIDA TEXNIK-TAKTIK HARAKATLARNI SHAKLLANTIRISH

A.U.Yuldashov

Toshkent tibbiyot akademiyasi Termiz filiali

Yoshlar bilan ishlash, ma'naviyat va ma'rifat bo'limi, boshlig'i

E-mail: adxamjon8397@mail.ru

Annotatsiya: Ushbu maqolada muallif tomonidan sportning kurash turi bo'yicha o'quvmashq jarayonida texnika va taktikani o'rganish, kurashdagi musobaqa faoliyatining o'ziga xosligi va xususiyatlari, o'qitish usullarida amalga oshiriladigan uslubiy tamoyillar, musobaqa faoliyatining zamonaviy talablari bilan bog'liq holda kurashchilarni texnik-taktik tayyorlashning amaliy metodologiyasi, shuningdek, kurashda texnik-taktik harakatlarni shakllantirish haqida so'z yuritiladi.

Kalit so'zlar: texnika, epchillik, ko'nikma, kurash, sport musobaqalari, ommaviy sport, o'quv-mashq jarayoni, raqobat.

KIRISH. O'zbekiston Respublikasi Prezidentining 2020-yil 4-noyabrdagi "Kurash milliy sport turini rivojlantirish va uning xalqaro nufuzini yanada oshirish chora-tadbirlari to'g'risida"gi PQ-4881-sonli qarori kurash sport turini isloh qilishning yangi davrini boshlab berdi. Mazkur qarorda yosh istiqbolli sportchilarni tanlab olish va tarbiyalash masalalari bo'yicha bolalar-o'smirlar sport maktablari, ixtisoslashtirilgan olimpiya zaxiralari maktab-internatlari bilan uzluksiz hamkorlikni amalga oshirish, ularga o'quv-uslubiy va me'yoriy-axborot yordam ko'rsatishni ta'minlash, zarur sport anjomlari va uskunalari bilan jihozlangan o'quv-mashg'ulot bazalarini yaratish hamda kurash bo'yicha respublika va xalqaro musobaqalarda g'oliblikni qo'lga kiritishga qodir bo'lgan sportchilarni tayyorlashda ushbu bazalardan samarali foydalanish, kurash mahorat maktablari bazasida milliy terma jamoalar va ularning zaxiralari ishtirokida o'quv-mashq yig'inlari, respublika va mintaqaviy sport bellashuvlarini tashkil etish hamda muntazam ravishda o'tkazib borish, xorijiy davlatlar trener va hakamlari bilan o'zaro tajriba almashish maqsadida chet elning kurash klublari bilan hamkorlikni rivojlantirish masalalari dolzarb etib belgilangan.

ADABIYOTLAR TAHLILI VA METODOLOGIYA. Texnika va taktikani o'rganish kurashda o'quv-mashq jarayonining asosiy vazifalaridan biridir. Bu jarayon, qoida tariqasida, kurashdagi musobaqa faoliyatining o'ziga xosligi va xususiyatlarini aks ettirishi kerak bo'lgan xususiy o'qitish usullarida amalga oshiriladigan uslubiy tamoyillar asosida quriladi [1,3,5]. Musobaqa faoliyatining zamonaviy talablari bilan bog'liq holda kurashchilarni texnik-taktik tayyorlashning amaliy metodologiyasining asosiy yo'nalishlari quyidagilardan iborat: 1) "kurashni" (sevimli) uslublarni samarali amalga oshirish uchun taktik tayyorgarlik usullarini

takomillashtirish; 2) faol kurash mahoratini oshirish va usullarni samarali amalga oshirish uchun qulay dinamik vaziyatlarni yaratish; 3) qattiq kuch bosimi sharoitida qattiq ushlab va gilamning butun maydoni bo'ylab raqibni ta'qib qilish ko'nikmalarini oshirish; 4) qirg'oqqa o'tish va oyoqlarni o'zaro bog'lash orqali ag'darilishdan himoya qilish ishonchligini oshirish; 5) kurashni faol boshlash mahoratini oshirish; 6) standart vaziyatlardan foydalanish samaradorligi va ishonchligini oshirish; 7) kurash jarayonida ustunlikni saqlab qolish uchun ko'nikma va malakalarni oshirish jarayonida quyidagilar takomillashtirish;

XULOSA. Kurash samaradorligini oshirish uchun sportchilarga kurash bo'yicha yetakchi mutaxassislar tomonidan ishlab chiqilgan moslamalar berish kerak. 1. Hujumchi bor kuch va chidamliligini texnikaga sarflab, qattiq harakat qilishi kerak. Bundan tashqari, raqibga ixtiyoriy bosim o'tkazish. Bu unga himoyani tezda bo'shatish va hujum harakatlarini muvaffaqiyatli yakunlash; 2. Bu nafaqat hujumga taqlid qilish, balki uni sifatli amalga oshirish uchun texnikaga bir necha bor haqiqatdan ham harakat qilishi kerak. Raqib yaxshi himoyalanganiga ishonch hosil qilgandan keyin ham, uni tinimsiz hujumlar bilan charchatishda davom etish kerak. Raqib birinchi hujum harakatlaridan o'zini himoya qilib, tinchlanib, biroz bo'shadi. Bundan foydalangan kurashchi oldindan tayyorlangan harakatiga to'satdan o'tishi va muvaffaqiyatga erishish; 3. Duel holatlarida, hujumga uchragan, yerga urilganda, barqaror pozitsiyani egallashga ulgurmagan va himoyaga tayyorlanmagan bo'lsa, kechiktirmasdan yana hujum qilish. 4. Texnik-taktik mashg'ulotlar jarayonida sportchilar raqibni muvozanatdan chiqarish harakatlari va vertikal o'qda faol aylanish hosil qilish uchun taqillatish texnikasini takomillashtirdilar. Otishning ishonchligi va samaradorligini ta'minlash uchun sportchilar ushlagichga kirishning turli usullarini (taktik tayyorgarlik usullari va turli tutqichlar), asosiy qismning texnikasini (otishning o'zi) va yakuniy qismning texnikasini (ushlab turish va bosish) takomillashtirdilar.

ERKIN KURASH SPORT TURIDA TEXNIK-TAKTIK HARAKATLARNI SHAKLLANTIRISH

A.U.Yuldashov

Toshkent tibbiyot akademiyasi Termiz filiali

Yoshlar bilan ishlash, ma'naviyat va ma'rifat bo'limi, boshlig'i

E-mail: adxamjon8397@mail.ru

Annotatsiya: Ushbu maqolada muallif tomonidan sportning kurash turi bo'yicha o'quvmashq jarayonida texnika va taktikani o'rganish, kurashdagi musobaqa faoliyatining o'ziga xosligi va xususiyatlari, o'qitish usullarida amalga oshiriladigan uslubiy tamoyillar, musobaqa faoliyatining zamonaviy talablari bilan bog'liq holda kurashchilarni texnik-taktik tayyorlashning amaliy metodologiyasi, shuningdek, kurashda texnik-taktik harakatlarni shakllantirish haqida so'z yuritiladi.

Kalit so'zlar: texnika, epchillik, ko'nikma, kurash, sport musobaqalari, ommaviy sport, o'quv-mashq jarayoni, raqobat.

KIRISH. O'zbekiston Respublikasi Prezidentining 2020-yil 4-noyabrdagi "Kurash milliy sport turini rivojlantirish va uning xalqaro nufuzini yanada oshirish chora-tadbirlari to'g'risida"gi PQ-4881-sonli qarori kurash sport turini isloh qilishning yangi davrini boshlab berdi. Mazkur qarorda yosh istiqbolli sportchilarni tanlab olish va tarbiyalash masalalari bo'yicha bolalar-o'smirlar sport maktablari, ixtisoslashtirilgan olimpiya zaxiralari maktab-internatlari bilan uzluksiz hamkorlikni amalga oshirish, ularga o'quv-uslubiy va me'yoriy-axborot yordam ko'rsatishni ta'minlash, zarur sport anjomlari va uskunalari bilan jihozlangan o'quv-mashg'ulot bazalarini yaratish hamda kurash bo'yicha respublika va xalqaro musobaqalarda g'oliblikni qo'lga kiritishga qodir bo'lgan sportchilarni tayyorlashda ushbu bazalardan samarali foydalanish, kurash mahorat maktablari bazasida milliy terma jamoalar va ularning zaxiralari ishtirokida o'quv-mashq yig'inlari, respublika va mintaqaviy sport bellashuvlarini tashkil etish hamda muntazam ravishda o'tkazib borish, xorijiy davlatlar trener va hakamlari bilan o'zaro tajriba almashish maqsadida chet elning kurash klublari bilan hamkorlikni rivojlantirish masalalari dolzarb etib belgilangan.

ADABIYOTLAR TAHLILI VA METODOLOGIYA. Texnika va taktikani o'rganish kurashda o'quv-mashq jarayonining asosiy vazifalaridan biridir. Bu jarayon, qoida tariqasida, kurashdagi musobaqa faoliyatining o'ziga xosligi va xususiyatlarini aks ettirishi kerak bo'lgan xususiy o'qitish usullarida amalga oshiriladigan uslubiy tamoyillar asosida quriladi [1,3,5]. Musobaqa faoliyatining zamonaviy talablari bilan bog'liq holda kurashchilarni texnik-taktik tayyorlashning amaliy metodologiyasining asosiy yo'nalishlari quyidagilardan iborat: 1) "kurashni" (sevimli) uslublarni samarali amalga oshirish uchun taktik tayyorgarlik usullarini

takomillashtirish; 2) faol kurash mahoratini oshirish va usullarni samarali amalga oshirish uchun qulay dinamik vaziyatlarni yaratish; 3) qattiq kuch bosimi sharoitida qattiq ushlab va gilamning butun maydoni bo'ylab raqibni ta'qib qilish ko'nikmalarini oshirish; 4) qirg'oqqa o'tish va oyoqlarni o'zaro bog'lash orqali ag'darilishdan himoya qilish ishonchligini oshirish; 5) kurashni faol boshlash mahoratini oshirish; 6) standart vaziyatlardan foydalanish samaradorligi va ishonchligini oshirish; 7) kurash jarayonida ustunlikni saqlab qolish uchun ko'nikma va malakalarni oshirish jarayonida quyidagilar takomillashtirish;

XULOSA. Kurash samaradorligini oshirish uchun sportchilarga kurash bo'yicha yetakchi mutaxassislar tomonidan ishlab chiqilgan moslamalar berish kerak. 1. Hujumchi bor kuch va chidamliligini texnikaga sarflab, qattiq harakat qilishi kerak. Bundan tashqari, raqibga ixtiyoriy bosim o'tkazish. Bu unga himoyani tezda bo'shatish va hujum harakatlarini muvaffaqiyatli yakunlash; 2. Bu nafaqat hujumga taqlid qilish, balki uni sifatli amalga oshirish uchun texnikaga bir necha bor haqiqatdan ham harakat qilishi kerak. Raqib yaxshi himoyalanganiga ishonch hosil qilgandan keyin ham, uni tinimsiz hujumlar bilan charchatishda davom etish kerak. Raqib birinchi hujum harakatlaridan o'zini himoya qilib, tinchlanib, biroz bo'shshadi. Bundan foydalangan kurashchi oldindan tayyorlangan harakatiga to'satdan o'tishi va muvaffaqiyatga erishish; 3. Duel holatlarida, hujumga uchragan, yerga urilganda, barqaror pozitsiyani egallashga ulgurmagan va himoyaga tayyorlanmagan bo'lsa, kechiktirmasdan yana hujum qilish. 4. Texnik-taktik mashg'ulotlar jarayonida sportchilar raqibni muvozanatdan chiqarish harakatlari va vertikal o'qda faol aylanish hosil qilish uchun taqillatish texnikasini takomillashtirdilar. Otishning ishonchligi va samaradorligini ta'minlash uchun sportchilar ushlagichga kirishning turli usullarini (taktik tayyorgarlik usullari va turli tutqichlar), asosiy qismning texnikasini (otishning o'zi) va yakuniy qismning texnikasini (ushlab turish va bosish) takomillashtirdilar.

TA'LIM SIFATINI OSHIRISHDA O'QITUVCHI KOMPETENSIYASINING AHAMIYATI

Omonboyeva Meruyert Erkin qizi

“Boshlang'ich ta'lim” kafedrası o'qituvchisi, NavDPI

Kamalova Dilnavoz Ixtiyorovna

“Fizika va astronomiya” kafedrası professori, NavDPI

O'zbekistonda ta'lim tizimini o'sib kelayotgan yosh avlod ta'lim-tarbiyasining milliy g'oyalari, talablari asosida tashkil etish, uni jamiyat taraqqiyoti istiqbollari va jahon andozalariga javob bera oladigan darajada bo'lishini ta'minlash bugungi kunning dolzarb masalasidir.

Ta'lim-tarbiya tizimini tubdan isloh qilish, uni o'tmish qoldiqlaridan tozalash va rivojlangan demokratik davlatlar darajasiga ko'tarish, jamiyat ravnaqi uchun yuksak ma'naviy va axloqiy talablarga javob beruvchi yuqori malakali kadrlar tayyorlash ta'lim tizimi xodimlarining umumiy vazifasidir.

Shaxsni har tomonlama rivojlantirishga yo'naltirilgan ta'lim-tarbiya tizimini nazariy-metodologik jihatdan qurollantirish – bugungi kunda pedagogika fanining bosh maqsadi sifatida belgilangan. Yuqorida bayon etilgan yuksak, ammo, sharaflı vazifalarni muvaffaqiyatli uddalash har bir pedagogik xodimdan yuksak kasbiy mahorat, bilimdonlik va keng dunyoqarashni talab etadi.

Pedagogik mahorat – o'qituvchi ijodkorligining oliy namunasi bo'lib, u yillar davomida shakllanadi. Uning yuksak mahoratni egallashi g'oyat murakkab jarayon bo'lib, pedagogika fanining eng dolzarb muammolaridan biri hisoblanadi.

O'qituvchi kasbiga xos bo'lgan ko'pgina fazilatlar bilan birga uning pedagogik mahoratni egallashi katta ahamiyatga ega. Yuqori pedagogik mahoratga ega bo'lgan o'qituvchigina o'z kasbiga layoqatli, iste'dodli bo'lishi mumkin.

Muvaffaqiyatli ishlash uchun har bir o'qituvchi yuqori pedagogik mahorat va keng dunyoqarashga ega bo'lishi kerak. Shundagina oz mehnat sarf qilib, katta natijaga erishadi, ijodkorlik uning hamisha hamkori bo'ladi. Pedagogik ishga qobiliyatli, iste'dodli kishidagina pedagogik mahorat egasi bo'lishi mumkin. Pedagogik faoliyatning samarali bo'lishi uchun o'qituvchi o'z fanini chuqur bilishi, unga turdosh fanlar haqida ham tushunchaga ega bo'lishi, o'quv materialini o'quvchilarga tushunarli qilib bayon eta olishi, o'quvchilarda mustaqil ravishda faol fikrlashga qiziqish uyg'otishi, o'quvchilarning bilim, kamolot darajasi va ruhiyatini hisobga olishi, ularning nimani bilishlari va hali nimani bilmasliklarini tasavvur eta olishi lozim.

Qobiliyatli, tajribali o'qituvchi o'zini o'quvchining o'rniga qo'ya oladi, u kattalarga aniq va tushunarli bo'lgan narsalarni o'quvchilarga tushunilishi qiyin va mavhum

bir narsa bo'lishi ham mumkinligiga asoslanib ish tutadi. Shuning uchun u bayon etishning xarakter va shaklini alohida o'ylab chiqadi hamda rejalashtiradi.

O'qituvchi o'quvchining, ichki dunyosiga kira olishi, o'quvchi shaxsini va uning vaqtinchalik ruhiy holatlarini juda yaxshi tushuna bilishi bilan bog'liq bo'lgan psixologik kuzatuvlar olib borishi kerak. Bunday o'qituvchi o'quvchining ruhiyatiga ko'z ilg'amas o'zgarishlarni ham tez fahmlab oladi.

O'qituvchida nutq o'z fikr va tuyg'ularini aniq va ravshan ifodalash qobiliyati hisoblanadi. Bu o'qituvchilik kasbi uchun juda muhimdir.

O'qituvchining nutqi aniq, jonli, obrazli, talaffuzi jihatdan yorqin, ifodali, hishayajonli bo'lib, unda stilistik, grammatik, fonetik nuqsonlar uchramasligi lozim.

O'qituvchi obro'si – o'quvchilarga bevosita emotsional-irodaviy ta'sir ko'rsatish va shu asosda obro' qozona olishdir. Obro' faqat shu asosdagina emas, balki o'qituvchining fanni yaxshi bilishi, mehribonligi, nazokatligi va hokazolar asosida ham qozoniladi. Bu qobiliyat o'qituvchi shaxsiy sifatlarining butun bir yig'indisiga, chunonchi, uning irodaviy sifatlariga, shuningdek, o'quvchilarga ta'lim hamda tarbiya berish mas'uliyatini his etishga, o'zining haq ekanligiga ishonishga, bu ishonchni o'quvchilarga yetkaza olish kabilarga ham bog'liq.

O'qituvchi kasbiga xos bo'lgan xislatlar, ya'ni yuksak pedagogik mahorat unda birdaniga shakllanmaydi. U o'z ustida tinmay ishlash, izlanish va ko'nikmalar asosida rivojlanadi. O'qituvchining yuqori kasbiy mahoratni egallashi bevosita uzluksiz ta'lim tizimi orqali amalga oshiriladi. Uzluksiz ta'lim tizimida asosiy o'rin egallagan malaka oshirish o'quvchi faoliyatini tahlil qilish va unga istiqbol yo'nalishlar berishga imkon beradi.

Hozirgi davr o'qituvchidan o'qitishning ilg'or pedagogik texnologiya talablarini to'g'ri tushunish, tashabbuskorlik, o'z fani bo'yicha yangiliklardan xabardor bo'lishi va darslariga joriy eta olishni talab etadi.

Ta'lim-tarbiya jarayonida o'qituvchi va o'quvchilar o'rtasida hamkorlikni vujudga keltirish, do'stona muhitni yaratish muammosining muvaffaqiyatli hal etilishi, fan o'qituvchilari va maktab rahbariyatining egallagan bilim, ko'nikma malakalari va shaxsiy insoniy fazilatlarini egallaganlik darajasiga bog'liq bo'ladi.

O'qituvchi avvalo:

- Yumshoq ko'ngilli, ochiq chehrali, shirinso'zli, bolalarni qanday bo'lsa shundayligicha yaxshi ko'rishi;
- Mehr-muhabbat, qalb g'urini o'quvchilarga bab-baravar bo'lib berishi, sinfda do'stona muhitni yaratish va o'quvchilarning o'quv motivlarini rivojlantiruvchi kuch-rag'batlantirish metodlari ekanligini anglash;
- O'quvchilarning taqdiri, baxti va kelajagi uchun mas'ul ekanligini chuqur his etish, ularning nafsoniyati va qadr-qimmatini e'zozlash;

➤ Har qanday pedagogik vaziyatda o'quvchilarga qo'pollik qilmaslik, haqorat qilish va baqirish, taqdid va qo'rqitishdan o'zini tiyishi zarur;

➤ O'quvchilarni tushuna olishi, ularning his-tuyg'ularini qadrlash, tashvishlari, iztiroblarini engishiga yordam berishi, yoshlik va psixologik rivojlanishda o'ziga xos xususiyatlari, qiziqishlari, ehtiyojlarini bilish.

Mamlakatimizda olib borilayotgan ta'lim tizimining odil va demokratiyalashtirilishi o'quv jarayoniga o'zgacha talab va o'zgacha pedagogik munosabatlarni kashf etadi. Bu jarayon mazmun mohiyatdan avvalgidan tubdan farqlanadi. Bu esa ta'lim sohasida o'quvchi, o'qituvchi, oila, mahalla hamkorlikda bir maqsad sari, ya'ni, DTS talablarini o'zlashtirish va undagi me'yorlardan yuqoriroq natijalarga erishishni taqozo etadi.

DTS talablarini bajarishning asosiy omillaridan biri ta'lim jarayoniga samarali natijaga ega yangi pedagogik texnologiyalarning joriy etishidir.

Ta'lim jarayoniga ilg'or pedagogik texnologiyalarni qo'llash, ta'lim samaradorligini oshirish, ilm-fan yutuqlarini amaliyotga joriy etish orqali ijodkor, mustaqil fikr yurita oladigan ijtimoiy faol yuksak ma'naviyatli yoshlarni tarbiyalash vazifasi muhim ahamiyat kasb etadi.

O'qituvchi yoshlarga zamon talablariga javob beruvchi bilimlarni berish uchun avvalo o'zi ana shunday bilimlar bilan qurollangan bo'lishi kerak. Zero, tizimdagi yutuqlarning asosi maktablarda tashkil etiladigan dars jarayonining sifati bilan belgilanadi. O'quv soatlarida o'quvchilarga yetarli bilim berish hayotiy ko'nikmalarini oshirish va malakalarini shakllantirish o'qituvchining kasbiy mahoratiga bog'liq.

O'quvchining mustaqil fikrini bayon etish, o'z yo'nalishini tanlashi va buning asosi bo'lgan qarashlarini isbotlashi, o'rni kelganda himoya qilishni o'rgatilsa, yoshlarni mustaqil hayotga tayyorgarlik ko'nikmalarini shakllantirib borishga erishishi orqali ta'lim mazmunining natijasi yaqqol ko'zga tashlanadi.

Ta'limni isloh qilishda o'qituvchi shaxsiga qo'yilgan talablar kundan-kunga oshib bormoqda. Pedagogika fani oldida turgan muammolarning biri ham, aynan, o'qituvchi va pedagog mehnat sharoiti muammosi hisoblanadi. O'qituvchining ko'p qirrali va murakkab faoliyati zahirida yosh avlodni bilimli va axloq-odobli qilib voyaga yetkazish vazifasi yotadi.

Shu munosabat bilan bugungi kunda o'qituvchi shaxsiga quyidagi talablar qo'yiladi:

- o'z fanini chuqur bilishi va uning metodikasini etarli darajada o'zlashtirish;
- keng ilmiy dunyoqarashli va teran e'tiqod sohibi bo'lishi;
- ijtimoiy ehtiyoj va axloqiy zaruriyatni chuqur tushunishi;
- ijtimoiy va fuqarolik burchini chuqur anglashi;
- ijtimoiy-siyosiy faol bo'lishi;

- o'z kasbi va bolalarni sevishi;
- ruhiy pedagogik ziyrak bo'lishi va yangilikka intilishi;
- o'z xalqi tarixi, milliy qadriyatlari va urf-odatlarini chuqur o'rganishi va ularni targ'ibot qilishi;
- pedagogik kuzatuvchanlik, tashkilotchilik, talabchanlik, qat'iylik, vazminlik, haqqoniylik, o'zini tuta bilish kabi xislatlar sohibi bo'lishi;
- o'z kasbiga to'la layoqatli va pedagogik takt (odob) egasi bo'lmog'i lozim.

Xulosa qilib aytganda, ta'lim tizimida faoliyat ko'rsatayotgan har bir pedagog-o'qituvchi o'zining butun bilim va tajribasini ta'lim-tarbiya tizimini takomillashtirishga yo'naltirishi bugungi kunning muhim dolzarb masalasidir.

Foydalanilgan adabiyotlar ro'yxati:

1. D.I.Kamalova, Sh.M.Mansurova, M.E.Omonboyeva. "Technique of laboratory works in physics using information technologies". "Science and education". July. 2020. Volume 1. Issue 4. pp. 145-148.
2. D.I.Kamalova, M.A.Quvvatova, G.V.Mardonova. Современные методы преподавания и проведения лабораторных занятий в педагогических вузах. International scientific-online conference "Innovation in the modern education system". Washington, USA. Part 12. November 25. 2021. pp. 207-211.
3. D.I.Kamalova, Y.O'.Mardanova. The role of pedagogical competencies in improving technical knowledge of students in the higher education system. International scientific-online conference "Innovation in the modern education system". Washington, USA. Part 12. November 25. 2021. pp. 434-437.
4. D.I.Kamalova, L.X.Turabova. "Fizika fanini o'qitishda elektron o'quv qo'llanmalardan foydalanishning ahamiyati". "Polish science journal" International scientific journal. Warsaw, Poland. Issue 4(37). April. 2021. pp. 222-225.
5. L.N.Muzaffarova, D.I.Kamalova. "Связь математики с естественными науками". "Science and education". April. 2021. Volume 2. Issue 4. pp. 593-603.
6. D.I.Kamalova, Y.O'.Mardanova. "Elektron ta'lim muhitida talabalarning texnik bilimlarini rivojlantirishda pedagogik kompetensiyalardan foydalanish". "Zamonaviy ta'limda matematika, fizika va raqamli texnologiyalarning dolzarb muammolari va yutuqlari" mavzusidagi Respublika ilmiy-amaliy konferensiyasi. Toshkent. 4-5 noyabr. 2021. 321-324 bet.
7. D.I.Kamalova, Y.O'.Mardanova. "Nutzung pädagogischer kompetenzen beim entwicklung technischen wissens von studierenden im e-learning-umfeld". "Berlin Studies" transnational journal of science and humanities. Germany. Volume 1. Issue 1.5. November. 2021. pp. 405-411.

8. D.I.Kamalova, S.O.Hamidova, M.N.Kubayev. Methodology of teaching physics with innovative methods. “Innovative society: Problems, analysis and development prospects” International conference. Germany. February 7. 2022. pp. 168-169.
9. D.I.Kamalova, S.O.Hamidova, O.D.O’rinova, M.E.Omonboyeva. “Elektron o‘quv adabiyotlarini ishlab chiqish jarayonlari”. “Science and innovation” International scientific journal. Volume 1. Issue 8. November. 2022. pp. 318-321.
10. D.I.Kamalova, I.R.Kamolov, M.E.Omonboyeva. “Methodology of application of innovative educational technologies to the process of physics and astronomy education”. “International Journal of Early Childhood Special Education”. (INT-JECSE). DOI:10.9756/INTJECSE/V14I6.267 ISSN: 1308-5581 Volume. 14. Issue. 06. 2022. pp. 2144-2146. Web of Science.
11. D.I.Kamalova, M.E.Omonboyeva. “Ta’lim jarayonida innovatsion pedagogik texnologiyalarning asosiy prinsip va qoidalari”. “Science and innovation” International scientific journal. Volume 1. Issue 8. December. 2022. pp. 1989-1992.
12. D.I.Kamalova, S.O.Hamidova. PISA dasturi – o‘quvchilarning savodxonligini baholash bo‘yicha Xalqaro dastur. “O‘qituvchi” ilmiy, uslubiy, metodik va badiiy jurnal. Farg‘ona. №7(27). Mart. 2022. 51-54 bet.
13. D.I.Kamalova, O.D.O’rinova, S.O.Hamidova. “Fizika fanini o‘qitishda axborot-kommunikatsion texnologiyalarning o‘rni va ahamiyati”. “Science and innovation” International scientific journal. Volume 1. Issue 8. December. 2022. pp. 1745-1747.
14. D.I.Kamalova, M.E.Omonboyeva. O‘quv jarayonida axborot kommunikatsion texnologiyalardan foydalanishning ahamiyati. “Science and innovation” International scientific journal. Volume 1. Issue 8. December. 2022. pp. 1974-1977.
15. D.I.Kamalova. “AutoPlay dasturidan foydalanib elektron o‘quv uslubiy majmua yaratish va undan ta’lim samaradorligini oshirishda foydalanish”. “Science and innovation” International scientific journal. Volume 1. Issue 8. December. 2022. pp. 1978-1981.
16. D.I.Kamalova, S.O.Hamidova, N.Q.Ibragimova. PISA – advantages of the international program. “Science and education” scientific journal. April. 2022. Volume 3. Issue 4. pp. 1051-1054.
17. D.I.Kamalova, S.N.Abdisalomova. “Zamonaviy innovatsion ta’lim”. “Journal of universal science research” International scientific journal. Volume 1. Issue 1. 2023. pp. 187-189.

18. D.I.Kamalova, F.O.Nabiyeva. “O’qitish jarayonida o’quv faoliyatining tarkibi va tuzilishi (Elektromagnetizm bo’limi misolida)”. “Ta’lim fidoyilari” Respublika ilmiy-uslubiy jurnali. №1. 2023. 380-385 b.
19. D.I.Kamalova, S.N.Abdisalomova. “Zamonaviy axborot texnologiyalari”. Conference on universal science research 2023. Volume 1. №1. 2023. pp. 76-79.
20. D.I.Kamalova, A.N.Umarova. Zamonaviy texnika va texnologiyalardan samarali foydalanish. “Ijodkor o’qituvchi” ilmiy-uslubiy jurnali. №34. 5-dekabr. 2023. Toshkent. 67-68 bet.

ПЕРСПЕКТИВНЫЕ ОСОБЕННОСТИ ИССЛЕДОВАНИЯ ТЮРКИЗМОВ В АНГЛИЙСКОМ ЯЗЫКЕ

Петросова Лола Давроновна

Магистрант 2 курса Термезского университета экономики и сервиса

lolapetrosova@gmail.com

Аннотация. Комплексный подход позволил уточнить основной объект нашей статьи: тюркизм – заимствование из тюркских языков, попавшее в английский язык путем прямого контакта носителей двух языков, с помощью языков-посредников или через посредство тюркских языков. Как и любые заимствования, тюркизмы в английском языке являются результатом взаимодействия носителей указанных языков с представителями тюркских народностей. Таким образом, основной целью данной статьи является определение причины, периоды, источники тюркизмов в английском языке.

Ключевые слова: тюркизм, заимствование, арабизмы, ассимиляция, языки-посредники, функционирование, персизмы, хронология.

Введение. Тюркизм – слово, [заимствованное](#) из [тюркских языков](#). В широком смысле тюркизмами иногда называют заимствования не только из тюркских, но также и из других языков [алтайской языковой семьи](#) ([монгольских](#) и [тунгусо-маньчжурских](#)).

Основная часть. В Большом энциклопедическом словаре «Тюркизмы – слово в любом языке, заимствованное из тюркских языков. Тюркские языки – это семья языков, на котором говорят многочисленные народы и народности России, Турции, Ирана, Афганистана, Монголии, Румынии, Болгарии, Югославии и Албании. Всего тюркских народов свыше сорока. Общая численность тюрков около ста пятидесяти миллионов» [1].

В восточнославянских языках тюркизмы восходят к многовековым контактам славянских племен с тюркскими народами и их державами: Государство гуннов, Аварский каганат, Болгарский каганат, Хазарский каганат, Кипчакское ханство, а затем и к периоду Золотой Орды. Ряд восточнославянских тюркизмов носит древний характер и имеется в говорах русского, украинского и белорусского языков, ряд заимствован только в отдельные языки [2].

Через посредство тюркских языков в русский (как и в западноевропейские языки) попали также и слова арабского и персидского происхождения, имеющие поэтому лингвистический статус тюркизмов (например, хозяин или заимствованные из западноевропейских языков диван, киоск, халва).

Основная масса заимствований тюркизмов в русском языке приходится на период XVI-XVII веков. Следовательно, важной задачей российского языкознания является комплексное изучение тюркских элементов в русском языке, исследование которых проводилось обычно в плане этимологических изысканий: выявлялись тюркизмы, устанавливались наиболее вероятные тюркские языки, из которых заимствовалось то или иное слово, иногда указывались время и пути заимствования. Но при этом, как правило, не использовались ценные сведения, которые можно получить путем сравнительного изучения истории тюркизмов в двух и более языках, а первые работы, посвященные изучению слов, заимствованных русским языком из языков восточных (ориентальных), относятся к XVIII в.

В английском языке исследование лексики тюркского происхождения вплоть до начала XX века велось в ограниченных рамках, так как позиция некоторых лингвистов состояла в том, что слой тюркских заимствований не представлял интереса для изучения.

Изучая тюркскую лексику в английском языке, следует обратиться к исследованиям В.П.Секирина, утверждающего что в данном языке менее 20 тюркизмов, относящихся к особенностям быта и жизни Турции («*bosh*», «*kiosk*», «*odalisque*», «*caique*», «*coffee*», «*turkey*», «*kaftan*», «*uhlan*», «*effendi*», «*horde*», «*ottoman*», «*yataghan*», «*janissary*», «*agha*», «*dolman*», «*bey*») и несколько не прямых заимствований («*tulip*», «*turban*») [3].

В свою очередь, А.В.Кунин рассматривает тюркизмы «*turkey*», «*horde*», «*khan*» и «*koumiss*», определяя в качестве их источника татарский язык [10, p. 48]. Б.А. Ильиш анализирует слово «*giaour*» [3, с. 308].

С.Робертсон отмечает, что заимствования из турецкого языка слабо ассимилированы английским языком и выражают понятия, характерные для жизни на Востоке [4].

Причины, по которым исследование лексики тюркского происхождения до настоящего времени велось в ограниченных рамках, носят разнообразный характер, так как, во-первых, считается, что на территории Великобритании не проживает определенно-значительное количество представителей этнических тюрков, во-вторых, подразумевается, что английский язык содержит большое количество заимствований, в количественном плане тюркизмы значительно уступают заимствованиям из французского, латинского, скандинавских языков, в-третьих, во многих случаях тюркские заимствования автоматически причисляются к арабизмам.

Известно, что до 1928 года турецкий язык пользовался для записи арабской вязью. Более того, во времена Османской империи турецкий язык оставался разговорным языком народа, тогда как персидский считался государственным,

а арабский обслуживал религиозную сферу. Языковая реформа, проведенная в турецком языке в начале XX века по инициативе М.К. Ататюрка, ставила целью избавление турецкого языка от арабских и персидских слов, количество которых достигало 80% [5].

Следовательно, среди лингвистов распространилось мнение, что тюркский лексический слой в европейских языках на самом деле имеет арабо-персидское происхождение.

Рассмотрим перечисленные причины более подробно. Действительно, на территории современной Великобритании количество проживающих представителей тюркских национальностей незначительно. Кроме того, расстояние до густо населенных тюркоязычных регионов составляет несколько тысяч километров. Эту же ситуацию наблюдаем в Канаде, США и других англоязычных странах. Однако не будем забывать, что процесс заимствования должен рассматриваться в диахронии. В силу исторических причин англичане имели возможность на протяжении многих веков заимствовать слова из различных иностранных языков, включая языки тюркской группы, причем процесс заимствования осуществлялся как в условиях прямых контактов, так и через языки-посредники.

Данные исторических и лингвистических исследований новейшего периода отмечают, что оценка исторических процессов в некоторых случаях должна быть пересмотрена. Так, именно сельджуки захватили Персию, Сирию, Палестину, Ирак, следовательно, имел место процесс влияния турецкого языка на фарси и арабский, ведущий к ассимиляции турецкой лексики в этих языках [6]. Иногда слово тюркского происхождения адаптировалось в арабском или персидском языке настолько, что происходил процесс его обратного заимствования в турецкий язык. Понимая, что в некоторых случаях нельзя четко определить источник заимствования (арабский, персидский или турецкий языки) и этот вопрос требует дальнейшей разработки, лингвисты вновь обратили свое внимание на исследование лексики ориентального происхождения в английском языке [7]. Этот интерес подкрепляется грантами на изучение восточной культуры и языков, которые выделяет правительство США.

В статье Саттаровой Е.А. дается понятие о заимствовании тюркизмов, в котором говорится о том, что «Основным препятствием для понятийного заимствования тюркизмов, является несогласованность понятийных систем разных языков. Именно поэтому при переводе большинства представленных лексем рекомендуется добавление более или менее развернутых национально-культурных комментариев, разъясняющих денотативные и коннотативные семы, присущие лексеме в языке оригинала» [8].

С лингвистической позиции вызывают интерес изменения, которые претерпевает функционирование тюркской лексики в современном периоде. Хотя основная масса тюркизмов представляет собой экзотизмы, некоторые лексемы ассимилировались английским языком или проходят процесс семантической ассимиляции. Несмотря на то, что эти изменения не оказывают значительное влияние на развитие современного английского языка, изучение заимствованной лексики может обогатить знания об окружающем мире и выявить особенности историко-культурного ареала, объединяющего народы. Изучение тюркизмов в западном языкознании проходит в рамках исследования ориентальной лексики. Следует упомянуть исторический словарь арабизмов Г. Кэннона, представляющий список лексем арабского происхождения, заимствованных английским языком. Г. Кэннон отмечает, что по данным 1987 года, которые необходимо подвергнуть дополнительной проверке и уточнению, доля арабизмов, в том числе попавших в английский через языки-посредники, составляет около 2,3% [9].

Заимствования были разделены Г. Кэнноном на 50-летние периоды, последний из которых равен по длительности второй половине XX века. Первое заимствование из арабского языка через турецкий язык («Saracen») Г. Кэннон относит к 893 году. Поток тюркских заимствований возобновляется с 1250 года и постепенно увеличивается. Так, в XVI веке в английском языке в активное пользование входят 10 тюркизмов («bashaw», «elemi», «lackey», «mameluke», «saker», «coffee», «ottoman», «sultan», «sorbet», «sultana»); в XVII веке распространяются 17 тюркизмов, обозначающих реалии султанского двора («harem», «hammam», «sofa»), торгово-экономические термины («douane», «oke»), явления природы («lilas», «samiel»). В XIX веке вновь наблюдается заимствование тюркизмов, используемых для описания предметов одежды, интерьера, турецкого оружия («yataghan», «fez», «тасгатё», «yashmac» и т.д.) [10]. Помимо хронологического разбиения, Г. Кэннон рассматривает арабизмы, персизмы и тюркизмы в рамках 46 тематических групп, объединенных в гиперонимические группы «искусство», «наука», «вне классификации».

Вторая часть исследования ориентальной лексики Г. Кэнноном в соавторстве с А. Кайе представлена в историческом словаре персизмов английского языка, состоящим из 811 слов, в том числе перешедших в английский при посредничестве турецкого языка. При его составлении использовались данные всех крупных толковых словарей английского языка. Структура словарной статьи содержит такие данные, как: а) дата появления слова в английском языке, б) варианты слова, все значения, в) этимологическая характеристика, г) степень ассимиляции от 1 до 4 на основании критериев, разработанных Г. Кэнноном.

Как и в словаре арабизмов, персизмы разделены на 35 тематических групп, включающих разнообразные сферы жизнедеятельности человека. Однако в этом случае в рамках историко-семантического анализа заимствования разбиваются на 15 периодов от 20 до 50 лет, охватывающих промежутки с 1225 по 1993 годы. Среди первых тюркизмов выделяется этноним «Tartar», появившийся в период с 1369 по 1398 годы; среди последних – обозначающие названия еды тюркизмы «bulgur», «meze», заимствованные в первой половине XX века. Наибольшее количество тюркизмов (24), по данному словарю, перешло в английский язык в XVI веке [11].

Отмечается, что благодаря связям Персии и Турции с Индией, в английский язык попало значительное количество персизмов и тюркизмов через урду, хинди и другие распространенные в Индии языки. Этническое и лингвистическое смешения, вызванные многочисленными миграциями и завоеваниями, привели к тому, что в большинстве случаев нельзя разграничить персизмы от тюркизмов по форме и значению. Более того, некоторые слова («tekke», «tabasheer») были перенесены в английский язык транслитерацией сразу из трех источников: арабского, персидского и турецкого языков [12]. Мигранты в Великобритании и США, говорящие на урду, добавляют экзотизмы в речь носителей английского языка на современном этапе.

В настоящее время Г. Кэннон работает над проектом исторического словаря тюркизмов в английском языке.

По мнению И. Биккинина, в английском языке существует около 400 тюркизмов, использующихся как для номинации явлений, не представленных в английской культуре, то есть ориентализмов и экзотизмов («kavass» - кавас, вооруженный полицейский в Турции; «effendi» - господин), так и для обозначения понятий, ставших неотъемлемой частью использующегося каждый день языка («turkey» - индейка, «vampire» - вампир) [13].

Р.М. Бутина утверждает, что количество тюркизмов в английском языке достигает 800 единиц [14].

Помимо лексикологического и лексикографического подходов к изучению тюркизмов в английском языке, выделим литературоведческое направление, в рамках которого изучаются ориентальная лексика и восточный мир в художественных произведениях англоязычных писателей.

Экстенсивные отношения между Османской империей, Великобританией и Северной Африкой и, как следствие, увлечение востоком с его загадками и необычностью в XV-XVI веках привели к тому, что английские писатели активно употребляли в своих произведениях тюркизмы для описания экзотических обычаев и реалий. Противостояние Запад-Восток в английской литературе осмысливается как соприкосновение разнообразных культурных и религиозных групп в мультивалентной, комплексной и нестабильной среде.

На основании приведенных выше данных об основных языках-этимонах тюркизмов и языках-посредниках, принимавших участие в процессе перехода тюркизмов в русский и английский языки, мы пришли к определенным выводам.

Прежде всего, хочется отметить, что прослеживаются определенные параллели в наличии языков-посредников при заимствовании некоторых тюркизмов. Так, итальянский язык принял участие в процессе перенесения тюркизма «бергамот» в русский и «bergamot» в английский. В заимствовании тюркизма «шагрень» - «shagreen» в обоих языках в роли посредника выступил французский язык.

Заключение. В некоторых случаях пути заимствования совпадают частично: например, тюркизм «тюрган» попал в русский язык через французский, тогда как его английский эквивалент «turban» появился в результате перехода из турецкого языка через итальянский и французский языки.

Подводя итог, наблюдается рост интереса к изучению прикладных аспектов функционирования заимствованных слов из тюркских языков в их соотнесенности с лексическими системами арабского и персидского языков.

Список использованной литературы

1. Биккинин Ирек. Тюркизмы в английском языке [Электронный ресурс] / Ирек Биккинин // Татарская газета. – № 15. - 25.12.1998. – URL <http://tatarica.narod.ru/> (дата обращения 29.11. 2023).
2. Ильиш Б.А. История английского языка: уч. пособие для студентов филологических специальностей [Текст] / Б.А. Ильиш. – М.: Высшая школа, 1968. – 420 с.
3. Саттарова Е. А. Несовместимость эвфемизмов русского и узбекского языков как основное препятствие для лингвокультурологического сопоставления // Проблемы современной науки и образования. – 2020. – №. 7 (152). – С. 63-67.
4. Секирин В.П. Заимствования в английском языке [Текст] / В.П. Секирин. – Киев: изд-во Киевского университета, 1964. – 151 с.
5. Ярцева В.Н. Большой энциклопедический словарь. Языкознание. / Гл. ред. В. Н. Ярцева. – 2-е издание. – М.: Большая Российская энциклопедия, 1998. – С. 527-529.

6. Абдиназаров, У. (2023). INGLIZ VA O 'ZBEK TILLARIDA GIPPOLOGIK TERMINLARNING LINGVISTIK TADQIQI. Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences., 3(9).
7. Turaeva, U. (2021). COMPARATIVE STUDY OF UZBEK AND ENGLISH LEGAL TERMS LEGAL LINGUISTICS: HISTORICAL FOUNDATIONS, BASIC CONCEPTS AND ASPECTS. Berlin Studies Transnational Journal of Science and Humanities, 1(1.6 Philological sciences).
8. Raimov, L. (2023). THE BASIC BRANCHES OF LINGUISTICS. Центральноеазиатский журнал образования и инноваций, 2(11 Part 3), 178-180.
9. Хошимхужаева, М. М. (2017). Мотивологический анализ английских, русских и узбекских фитонимов с компонентом-антропонимом. Проблемы истории, филологии, культуры, (1 (55)), 369-378.
10. Jabborova, S. (2023). TIBBIYOTGA OID TERMINLARNING TARJIMASI VA LUG'ATLARDA BERILISHI. Центральноеазиатский журнал образования и инноваций, 2(11 Part 3), 174-177.
11. Cannon G., Kaye A. S. The Persian contributions to the English language: an historical dictionary [Text]/ Garland Cannon, Alan S. Kaye. – Wiesbaden: Harrasowitz, 2001. – 190 p.
12. Koonin A. English lexicology [Text] / A. Koonin. – М: изд-во АН СССР, 1940. – Р. 48.
13. ХАМРАЕВА, Р. Р. ОСОБЕННОСТИ ПРОИЗВЕДЕНИЯ АНГЛОЯЗЫЧНОЙ НАУЧНОЙ ФАНТАСТИКИ XX ВЕКА АЙЗЕКА

АЗИМОВА" Я, РОБОТ. *СТУДЕНЧЕСКИЙ ВЕСТНИК Учредители:
Общество с ограниченной ответственностью "Интернаука"*, 30-32.

14. Lewis G. L. The Turkish Language Reform: A Catastrophic Success
[Text] / Geoffrey L. Lewis. – Oxford: Oxford University Press, 2002. – 190
р.

THE MAIN PURPOSE OF AUDIO-VISUAL TOOLS IN TEACHING ENGLISH

Pulatova Nodirabegim Bakhtiyarovna senior teacher,
Department of “Pedagogy and Psychology”
of Tashkent Social Innovations University

Abstract: This paper focus on how to use audio-visual tools in teaching of technical courses in English language. The main purpose of audio-visual aids is to enable the teachers to make his teaching effective and interesting. Good models are presented before the students to teach effectively. In this way it can be said that audio-visual aids direct sensory experience to the students.

Key words: audio-visual tools, communication skills, technical knowledge, advanced visual aids, audio-visual equipment, educational world, emotional impact

Izoh: Ushbu maqola ingliz tilida muhandislik kurslarini o'rgatishda audiovizual vositalardan qanday foydalanishga qaratilgan. Audiovizual vositalarning asosiy maqsadi o'qituvchiga darsni samarali va qiziqarli o'tkazishga imkon berishdir. Talabalarga samarali o'rganish uchun yaxshi modellar taqdim etiladi. Shunday qilib, audiovizual vositalar o'quvchilarning hissiy tajribasini boshqaradi, deyish mumkin.

Kalit so'zlar: audiovizual vositalar, muloqot ko'nikmalari, texnik bilimlar, zamonaviy ko'rgazmali qurollar, audiovizual uskunalar, ta'lim olami, hissiy ta'sir.

Аннотация: В этой статье основное внимание уделяется тому, как использовать аудиовизуальные инструменты при преподавании технических курсов на английском языке. Основная цель аудиовизуальных средств – дать возможность учителю сделать обучение эффективным и интересным. Студентам представлены хорошие модели для эффективного обучения. Таким образом, можно сказать, что аудиовизуальные средства направляют сенсорный опыт учащихся.

Ключевые слова: аудиовизуальные средства, коммуникативные навыки, технические знания, современные наглядные средства, аудиовизуальное оборудование, образовательный мир, эмоциональное воздействие.

As we all know that today's age of science and technology. The use of audio visual materials as teaching aids has increased in recent years; thanks to technological advancement. The teaching learning programs have also been affected by it. The process of teaching-learning depends upon the different type of equipment available in the classroom. Video also plays an important role in the development of creative skills of the trains or unprepared dialogic monologue.

According to studies and research, some teachers claim that whenever they teach with some learning aids, their students get more stimulated because the learning aids help students to become more attentive.

Some people are good in retaining information passed to them orally, while some others are extraordinarily good in retaining information through what they read and others through pictures and some other means. But generally, findings and statistics have shown that the best means of facilitating or enhancing good teaching and learning is through the use of instructional materials which encompass audio-visual materials like radio, charts and projectors of various kinds.

In other way most of equipment's instructions are written in English. The use of devices or audio-visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is any means, other than the subject-matter to the learner.

In addition, student's positive attitude generates more interest for the lesson they teach, and as a result students participate better in the class. Audio-visuals are useful for most students, regardless of their learning characteristics, when used together. Students will not only hear but also see and make a connection. They will remember what they have seen and recall is so important.

In conclusion, we can say audio-visual learning is one of the best methods for teaching students of all ages. People learn in different ways. In the past the teacher was considered to be the sovereign as far as the teaching – learning process was concerned. The role of the students was mostly passive.

Modern trends have changed the face of educational world. Many progressive methods have come in the wake of these trends. Yet the traditional methods are not being given up all together, they are “being modified and adjusted to the changed concepts and situations”. It is new trend to use technology such as videos, televisions and language laboratories in learning how to improve student's skills.

By audio-visual methods in teaching we mean the devices that can be used in teaching for their appeal to the ear and the eye. Audio-visual methods in teaching are divided in two categories; simple visual aids and advanced visual aids. Blackboard, bulletin board, charts, diagrams, graphs, cartoons, posters, maps, pictures, globes and models are simple visual aids which can help in learning how to speed learn.

On the other hand televisions and film stripes are advanced visual aids used to train students in the start of their learning, because he or she can learn from the situations. Audio-visual equipment helps the English teacher to make the lesson more demonstrative, interesting indulging and emotional. Besides, they lesson a tense atmosphere at the lesson and give better results in learning language and remembering the information.

Psychologist have proved that a person remembers 10 % – of information from what he reads, 20% – from what he hears, 30% – from what he sees and 40% – from what he does himself. A person can remember more than 50% of information when all senses work in together and when he is involved in the progress. As the popularity of English grows with each passing day and throughout the world, English teachers feel the need to change the methods of teaching their language. There are teachers who use “advanced technology in technological and scientific development”, but most teachers still study in the traditional way.

In practice teachers have come to the same conclusion when they compared the results of different ways of introducing the information. These aids are divided as video, audio and audio-visual aids-video refers as seeing, audio refers as hearing and audio-visual refers to combination of both. These aids are CD, DVD, tape recorder, e-book, graphics, pictures are used to create the requisite interest and motivate the students to learn the language. The visual learning techniques help students to understand and interpret information.

The technique also can provide a structure for writing, reporting, analysis and discussion, and to help focus their thought and ideas. We know, nowadays English language plays an important role in our life and people need good communication skills in English to prove their knowledge.

In order to share or update their technical knowledge, students should know English language. It is clear that visual aids are static; they lack sound and produce great emotional impact on students. Audio-visual aids are effective tool to impart good education.

However, this article does not state that none of these traditional manners are bad or harm to students. In principle, they proved useful today. There are many opportunities for students to gain confidence in learning English, which learns language not only for pleasure. For them, in order to keep up with the teaching of English and gain more confidence, they need to move into the world of multimedia technologies.

List of used literatures

1. Joseph Siegel. “Pragmatic Activities for the speaking Classroom”.
2. Mannan, A. (2005). *Modern Education: Audio-Visual Aids*. New Delhi.
3. Mayer, R.E., Moreno, R. (2000) ‘Engaging students in Active Learning: The case for personalized multimedia messages’ *Journal of Educational Psychology*, 92.
4. www.studylecturenates.com.

Mumtoz musiqa orqali o'quvchi- yoshlarga umuminsoniy qadriyatlarni shakllantirish

Toshev Nodirbek Ne'matilloevich

Buxoro ixtisoslashtirilgan san'at maktabi

"An'anaiy cholg'u ijrochiligi " bo'limi

etakchi o'qituvchisi

Annotatsiya: Komil inson tarbiyasida ana shunday musiqa va san'at maktablari va to'garaklarning o'rni va ahamiyati katta. O'quvchilarni san'at maktablariga jalb qilish ularning bo'sh vaqtini mazmunli tashkil qilish samarali natijalar beradi.

Kalit so'zlar: Musiqa, san'at, musiqa ta'limi, estetik did, komil inson, tarbiya, kuy, garmoniya.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoev ta'biri bilan aytganda, jamiyatda yuksak ahloqiy–ma'naviy fazilatlarni kamol toptirish, milliy mafkurani shakllantirish, yoshlarni boy madaniy meros, tarixiy an'analarga, umuminsoniy qadriyatlarga hurmat, Vatanga muhabbat ruhida tarbiyalash respublikamizda amalga oshirilayotgan barcha islohotlarning hal qiluvchi omili hisoblanadi. Zero, mamlakat va xalqning taqdiri kelajagimiz vorisi bo'lgan ana shu yoshlarning hayotga qay darajada tayyorgarligiga bog'liq. Inson ongining musaffoligi, jamiyatning yetukligi, shaxs ma'naviyat dunyosining boyligini ta'minlashda maqom san'atining ahamiyati juda kattadir. Shuning uchun ham maqom san'atini o'rganish talabalarda milliy qadriyatlar hisoblanmish ming yillik tarixga ega bo'lgan urf-odatlar, udumlar, marosimlarimizga nisbatan mehr-muhabbat va hurmat uyg'otadi. Maqom san'ati asrlar davomida shakllanib, jilolanib, og'izdan –og'izga ustoz-shogird an'anasi asosida shakllanib kelmoqda. O'zbek xalqining dunyoqarashi, badiiy zavqi, ijodiy salohiyati, orzu va intilishlarini aks ettirib kelmoqda. Aholi ma'naviyatini yuksaltirish, kishilarda, ayniqsa o'sib kelayotgan yosh avlod ma'naviy tafakkurni shakllantirish, ularni milliy qadriyatlar ruhida tarbiyalash davlat siyosati darajasida ko'tarildi. Yangi O'zbekiston sharoitida ham bu an'ana davom etayotganligi davlatimiz tomonidan yaratilayotgan keng imkoniyatlar misolida ko'rishimiz mumkin. Xalqimizning o'tmish an'analari, milliy urf-odatlari, milliy musiqa san'atining eng yaxshi namunalarini keng targ'ib qilish, milliy musiqa an'alarini saqlash va rivojlantirish, yosh avlodda san'atga muhabbat tuyg'usini uyg'otish hamda xalqaro ijodiy aloqalarni kengaytirish, tinchlik, do'stlik, o'zaro hamjihatlik, madaniy-ma'naviy hamkorlikni yanada chuqurlashtirish maqsadida yurtimizda keng imkoniyatlar yaratilmoqda.

Musiqa ellarni-ellarga, dillarni-dillarga bog'lovchi, kishi estetik didini tarbiyalovchi hamda madaniy saviyasini oshiruvchi mo'jizaviy vositadir. Musiqa bu tarbiyaning

eng faol turi hisoblanadi. Bola tug‘ilgandan so‘ng ilk bor ona allasini tinglab orom oladi. Ona allasiga, vatanga muhabbat, ona yurtiga sadoqat kabi buyuk insoniy his-tuyg‘ular mujassamdir. Musiqa ta‘limi va tarbiyasi o‘quvchi yoshlarni komil inson qilib tarbiyalashda muhim o‘rin tutadi. Musiqa ta‘limi asosan musiqa va san‘at maktablarida, darslardan tashqari tashkil etilgan musiqa to‘garaklarida o‘rgatiladi.

Komil inson tarbiyasida ana shunday musiqa va san‘at maktablari va to‘garaklarning o‘rni va ahamiyati katta. O‘quvchilarni san‘at maktablariga jalb qilish ularning bo‘sh vaqtini mazmunli tashkil qilish samarali natijalar beradi.

Tarbiya tizimi ta‘lim tizimi bilan uzviy bog‘liqdir. Tarbiyasi talab darajasida bo‘lgan har qanday o‘quvchi ta‘limni juda yaxshi o‘zlashtiradi. Shuning uchun komil inson tarbiyasida bu muhim ahamiyat kasb etadi. O‘qituvchi qo‘shiq aytish malakasini rivojlantirish uchun vokal-xor mashqlaridan ham keng foydalanadi. Mashq kuylashni har darsda muntazam holda olib borish kerak. Bu ma‘lum ma‘noda ertalabki badan tarbiyaga o‘xshaydi. Ertalabki badan tarbiyaning turli xil mashqlari tanani “yayratib”, kun bo‘yi bardamlik bag‘ishlasa, vokal xor mashqlari ovozni tobora ochib borib, butun mashg‘ulotni baland ruhda o‘tkazadi.

Ijro malakasini egallashda vokal-xor mashqlari katta rol o‘ynaydi. Bu mashqlar turlicha bo‘lib, har xil maqsadlarni ko‘zda tutadi: nafasni mustahkamlash, ovozni rivojlantirish, uning ravonligini, harakatchanligini ta‘minlash, diapozonini kengaytirish, tovush hosil qilishda yagona usulni qo‘llash, sof intonatsiyani yuzaga keltirish, garmonik uquvini o‘stirish, diksiyaning aniqligiga erishish va boshqalar misol bo‘la oladi.

Hozirgi avlod vakillarini san‘atga, musiqaga bo‘lgan qiziqishlarini yanada orttirish maqsadida, hozirgi kunda musiqa va san‘at maktablarida ustozlar tomonidan juda ko‘p ishlar qilinyapti. Iqtidorli o‘quvchi-yoshlarni tuman, viloyat, respublika hattoki boshqa davlatlarda ham o‘z iqtidorini namoyon qilish va yurtimiz bayrog‘ini yuqori cho‘qqilarga ko‘tarib, o‘zining milliy san‘ati bilan barcha chet ellik san‘atsevarlarni lol qoldirib kelmoqda.

Kelajakda biz o‘zbek milliy maqom san‘atimizni to‘laligicha, asl holaticha kelajak avlod vakillariga etkazish-bu bizning ustozona burchimizdir.

Foydalanilgan adabiyotlar ro‘yxati:

1. Ф.Мамадалиев. “Миллий муסיка ижрочилиги масалалари” 2001 й.10-11 бетлар.
2. Взгляды восточных мыслителей на узбекскую народную музыку. У.ХРамазонова
Multidisciplinary Journal of Science and Technology 3(5), 45-46
3. Holmurodovna R. U. I., Oqila S. Makom art is a priority in the musical culture of Uzbekistan 3//Проблемы педагогики. – 2020. – №. 2 (47). – С. 87-88.
4. Kholmuradovna R. U., Obidovna R. M. Social norms, sanctions and personality //Вестник науки и образования. – 2020. – №. 21-2 (99). – С. 115-118.

5. Рамазонова У. Х., Сайфуллаева О. М. Развитие чувства ритма у детей //Проблемы науки. – 2021. – №. 1 (60). – С. 49-51.
6. Ramazonova U. X., Esanova M. J. An'anaviy xonandalik rivojida maqomlarning o'rni //Science and Education. – 2022. – Т. 3. – №. 1. – С. 496-501.
7. Raxmatova M. O., qizi Aslonova N. I. Today's Makom Traditions Spiritual Significance //EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION. – 2022. – Т. 2. – №. 1. – С. 340-342.
8. Ramazonova O. K., qizi Mustaqimova G. G. Formation and Development of National Musical Traditions //european journal of innovation in nonformal education. – 2022. – Т. 2. – №. 1. – С. 336-339.
9. Рамазонова Ў. Х. ТАЛАБАЛАРДА МАЪНАВИЙ-АХЛОҚИЙ ТУШУНЧАЛАРНИ ШАКЛЛАНТИРИШ, ГУРУХ БИЛАН ИШЛАШ ВА УНИ БОШҚАРИШ ТАМОЙИЛЛАРИ.
10. Kholmurodovna U. R. Formation of publicistic performing skills in singing. – 2021.
11. Рамазонова У. Х., Эсанова М. Ж. ПОДГОТОВКА МОЛОДЫХ ПЕВЦОВ К АНСАМБЛЕВОМУ ВЫСТУПЛЕНИЮ //Наука, техника и образование. – 2021. – №. 2-1. – С. 88-91.
12. Ramazonova U. H., Muhamadova M. The spiritual impact of traditional sound exercises on the minds of students. – 2022.
13. Ramazonova O. K., Shukurov M. Historical development of status. – 2022.
14. Features of Sound Recording in the Uzbek Singing Art
U H Ramazonova.Procedia of Philosophical and Pedagogical Sciences ISSN 2795 (546X), 58

STUDYING NON-EQUIVALENT VOCABULARY IN RUSSIAN LANGUAGE CLASSES

Khonova Dilrabo Barotovna

Termiz university of economics and service

Abstract: The article is devoted to the problems of transferring non-equivalent legal vocabulary in translation from English into Russian, reveals the concept of “non-equivalent vocabulary”, and considers ways of translating non-equivalent vocabulary using the example of the terminology of professions. The main methods of transmitting non-equivalent vocabulary are tracing, transliteration, description; a combination of tracing and descriptive methods is often used, while the choice of method for translating non-equivalent vocabulary depends on the context.

Key words and phrases: non-equivalent vocabulary; translation; legal English; legal terms; transmission methods; context.

The process of globalization, which is characteristic of modern society, covers all spheres of public life and contributes to the expansion of political, trade, economic, scientific, and cultural relations between different countries. Active cooperation between countries and international tourism lead to increased mobility of people and more frequent conduct of business through the global information network.

In this regard, the need for translation as a means of facilitating communication between people speaking different languages is constantly increasing. A special place in this is occupied by the translation of texts. Due to the growing importance of translation activities, translation problems arise that are associated with differences in cultures, realities, and traditions of different countries. This fact determines the relevance and practical significance of this work. The purpose of the article is to analyze ways of transmitting non-equivalent vocabulary in translation from English into Russian.

Non-equivalent vocabulary – lexical units of the source language (see Source language) or dialect that do not have regular (full or partial) dictionary correspondences in the target language. E.M. Vereshchagin and V.G.Kostomarov¹ define the layer of non-equivalent vocabulary as “words whose content plan cannot be compared with any foreign language lexical concepts.”

¹ Костомаров В.Н. Язык и культура: Лингвострановедение в преподавании русского языка как иностранного. – М., 1983

The category of non-equivalent vocabulary primarily includes words denoting specific objects and phenomena in the life of a given cultural and linguistic community - realities and historicisms.

Non-equivalent vocabulary includes words designated by the term “реалия” or “слово-реалия”. For example, Ya.I.Retzker² writes about non-equivalent vocabulary, which is primarily a designation of realities characteristic of the country of the source language. Words-realities are an integral part of the vocabulary of the folk language and represent one of the means of expressing national and historical flavor in works of art. The term “реалия” means “... elements of the life and culture of a historical era and social system, government structure and folklore of a given people, alien to other peoples.” For effective equivalent translation, it is very useful for the translator to have an idea of the reason for lexical non-equivalence.

Non-equivalent language units can be divided into several subgroups:

- proper names: Конёк-Горбунок, Сивка-Бурка, Иванушка-дурачок, Жар-птица, Тулпар (баш.), Акбузат (баш.), Урал-Батыр (баш.), Шурале (баш.);
- clothes, shoes, jewelry: кафтан, лапти, калоши, тубетейка (баш.), чалма (баш.);
- buildings and objects of traditional (folk) life: изба, хата, терем, ухват, кочерга, лавка, сундук, баня, сани, коромысло, самовар, юрта (баш.);
- traditions, holidays, rituals: Масленица, Пасха, Рождество, Сабантуй (баш.), Курбан (баш.);
- musical instruments: гусли, гармонь, балалайка, курай (баш.), кубыз (баш.);
- mythological and fairy-tale creatures: чудо-юдо, колобок, домовой, чёрт, леший, русалка, водяной, вурдалак, батыр (баш.), шайтан (баш.);
- food and drinks: щи, каша, борщ, квас, кумыс (баш.), айран (баш.), корот (баш.), катык (баш.), бишбармак (баш.), баурсак (баш.);
- words from folklore: петрушка, скоморох, ряженые, колядки;
- religious terms and concepts: икона, крест, таинство, успение, соборование, мулла (баш.), мечеть (баш.), никах (баш.);

² Рецкер, Я. И. Теория перевода и переводческая практика : очерки лингвистической теории перевода. — М. : Междунар. отношения, 1974. — 216 с.

– folk games, toys: матрёшка, лапта, горелки, хоровод, жмурки³.

Consider the following example:

“his very ancient family had been noted, time out of mind, for a peculiar sensibility of temperament”⁴ - *“род его очень древний, и все Ашеры с незапамятных времен отличались необычайной утонченностью чувств”*.

In this case, the translator was faced with the problem of translating such a lexical phenomenon as an idiom. According to the Explanatory Dictionary, a phraseological fusion, or idiom, is a semantically indivisible phrase, the meaning of which is completely in deducible from the meanings of its constituent components; their semantic independence is completely lost. To more accurately convey the meaning of an idiom, the translator resorts to the method of selecting a phraseological analogue. Such a non-equivalent can be classified as a random type.

Let's move on to the next example:

The body having been encoffined - *“The body was placed in a coffin even earlier”*.

This sample is a striking example of structural exoticism. Thus, the Russian language does not have sufficient means for a compact description of this action, so the translator used the technique of explication. So, the translator replaces the verb to uncoffin with the phrase “put in a coffin.”

There are several features in the process of teaching non-equivalent vocabulary. Firstly, there is no such stage as translating the word into the native language of foreign students. This is due to the fact that non-equivalent words do not have stable correspondences in other languages. Secondly, it is impossible to carry out work on the selection of synonyms, since they are missing for the same reason.

Non-equivalent words can be borrowed into foreign languages, since any language needs a layer of lexical units denoting the realities of a foreign culture. “Нужные слова” are assimilated into other languages, such as the borrowed words парламент, ацтеки, пончо in Russian.

However, many words that do not belong to the categories of realities and historicisms also do not have complete equivalents in other languages.

³ Муллагалиева Л. К., Саяхова Л. Г. Русский язык в диалоге культур: пособие для учителя. Уфа: Китап, 2008. 208 с

⁴ <https://poestories.com/read/houseofusher>.

This is due to differences in denotative or connotative semantics. For example, the Russian nouns *девочка* and *девушка*, on the one hand, and their English equivalent *girl*, on the other, differ in the scope of meaning. A reverse example: the two English words *bank* “*берег реки*” and *shore* “*берег моря*” in Russian correspond to one word *shore*. This pattern covers not only nouns: for example, the Russian language distinguishes two colors in the color spectrum – *синий* and *голубой*, while both designations are part of the national language. In many other languages of the world they correspond to one word each.

In general, translating all types of non-equivalent vocabulary is considered an extremely difficult problem, since the translator always faces the problem of choice. Preservation of the internal form can lead to a violation in pragmatics, and the preservation of pragmatic meaning can be accompanied by the loss of reference, i.e., a certain part of the meaning. This choice cannot be fixed by any universal translation norm, but is based only on the degree of skill and taste of the translator.

List of references:

1. Костомаров В.Н. Язык и культура: Лингвострановедение в преподавании русского языка как иностранного. – М., 1983
2. Рецкер, Я. И. Теория перевода и переводческая практика : очерки лингвистической теории перевода. — М. : Междунар. отношения, 1974. — 216 с.
3. Муллағалиева Л. К., Саяхова Л. Г. Русский язык в диалоге культур: пособие для учителя. Уфа: Китап, 2008. 208 с
4. <https://poestories.com/read/houseofusher>.
5. Саттарова Елена Анатольевна 2023. Разграничение Особенности Тематической Составляющей Профессиональных Эвфемизмов Русского И Узбекского Языков. Central Asian Journal of Literature, Philosophy and Culture. 4, 6 (Jun. 2023), 292-297.
6. Анатольевна, С.Е. 2023. Лингвокультурные Особенности При Сопоставлении Лексико-Семантической Группы Эвфемизмов Деликатной Темы В Русском И Узбекском Языках. International Journal of Formal Education. 2, 10 (Oct. 2023), 83-90.
7. Хошимхуджаева, М. М. (2017). Мотивологический анализ английских, русских и узбекских фитонимов с компонентом-антропонимом. Проблемы истории, филологии, культуры, (1 (55)), 369-378.
8. Абдиназаров, У. (2023). INGLIZ VA O ‘ZBEK TILLARIDA GIPPOLOGIK TERMINLARNING LINGVISTIK TADQIQI. Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы

социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences., 3(9).

9. ХАМРАЕВА, Р. Р. ОСОБЕННОСТИ ПРОИЗВЕДЕНИЯ АНГЛОЯЗЫЧНОЙ НАУЧНОЙ ФАНТАСТИКИ XX ВЕКА АЙЗЕКА АЗИМОВА" Я, РОБОТ. *СТУДЕНЧЕСКИЙ ВЕСТНИК Учредители: Общество с ограниченной ответственностью "Интернаука"*, 30-32

1. Jabborova, S. (2023). TIBBIYOTGA OID TERMINLARNING TARJIMASI VA LUG'ATLARDA BERILISHI. Центральноазиатский журнал образования и инноваций, 2(11 Part 3), 174-177

10. UMIDA T. Characteristics, Methods and Challenges of Translating Law Terminology //JournalNX. – Т. 6. – №. 11. – С. 312-316.

11. To'rayeva, U. (2023). TERMINLAR TARJIMASINING NAZARIY VA AMALIY ASOSLARI. Scientific journal of the Fergana State University, (4), 64-64.

СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ МУЗЫКАЛЬНОЙ ТЕРМИНОЛОГИИ И ЕЁ МЕСТО
В ЛЕКСИЧЕСКОЙ СИСТЕМЕ ЯЗЫКА

Акабирова Гулинодира Садуллаевна

Термезский университет экономики и сервиса

Аннотация: В статье освещены особенности русской музыкальной терминологии, выполнено научное обобщение, предложены методические рекомендации для эффективного обучения музыкальной терминологии.

Ключевые слова: номинативно-дефинитивная функция, лексический вариант, мотивированность, терминологическое поле, интегральная сема

Определить место терминологии в структуре современного русского языка важно не только для «строгости» подхода к изучаемому объекту, но главным образом для более активного выделения и оценки признаков, которыми обладает изучаемый объект, так как ни одно явление в языке не может быть понято без учёта системы. Несмотря на значительное число работ, посвященных описанию терминологии в разных её аспектах и более широкой проблеме - структуре современного русского языка, вопрос о месте терминологии сложен и далёк от однозначного решения. Наиболее распространены две точки зрения на данную проблему.

Согласно первой точке зрения, терминология рассматривается как самостоятельный пласт литературной лексики. Согласно второй - терминология рассматривается вне состава лексики литературного языка, оценивается как «отдельно стоящая» разновидность русской речи. На наш взгляд, убедительным представляется мнение Даниленко В.П., которая полагает, что «весь комплекс вопросов, связанных с выявлением собственно лингвистических особенностей терминологической лексики, может быть поставлен и решён только при изучении её в «естественных условиях». Такой естественной средой является, с её точки зрения, «самостоятельная функциональная разновидность общелитературного языка, традиционно именуемая языком науки».

Под терминосочетанием «язык науки» понимается в данном случае средство профессионального общения специалистов разных областей знания. В самом деле, рассматривая терминологию в составе лексики литературного языка, даже в качестве особого, автономного её слоя, трудно найти объяснение специфическим формам протекания семантических процессов в терминологии и особенно тем явлениям, которые свойственны только терминологии и вызваны особой связью терминов с историей, с наукой. Те же сложности возникают и при исследовании терминологического словообразования, где

важно чёткое выделение на основании особенностей терминологической лексики существенных признаков терминологического словопроизводства.

Однако изъятие терминологии из лексики общелитературного языка и анализ её вне определённой языковой системы неправилен и также чреват неизбежным искажением фактических процессов. Таким образом, терминология анализируется в пределах системы лексики языка науки.

Науки в современном обществе представляют континуум, который делят на определённые дисциплины. Их размежеванию способствуют системы терминов. Искусственность термина как особой лексической единицы поддерживается его неременной связью с понятием определённой области знания и вхождением его в терминологическое поле, в котором все термины данной отрасли предметного знания увязаны между собой в строгую терминологическую систему. Музыкальная терминология является одной из составных частей искусствоведческой терминологии, в которую также включаются терминологии театра, кино, хореографии, скульптуры, живописи, графики и т.п.

Однако музыкальная терминология представляет собой самостоятельную систему наименований, под которыми подразумеваются лексические элементы, относящиеся к собственно музыкальному искусству, в отличие от искусства пластики (танца) и драматического искусства, которые имеют непосредственную связь с музыкой. Термины группируются не в любом порядке, которой им может предписывать система данного языка, а исходя из системности науки, которую они обслуживают, что создаёт особую парадигматику, особую, не вытекающую из норм данного языка сочетаемость слов.

Особенно ясно это ощущается в тех случаях, когда налицо термины-омонимы разных дисциплин, например: цезура в литературоведении и в музыке, нота в музыкальной и общественно-политической терминологии. Система терминов обусловлена системностью понятий, но не полностью аналогична ей, так как понятие - элемент сферы идеального - определяется соотношением изучаемых фактов, а слово как элемент языка всегда «отягощено» материальными формами, индивидуальными для каждого языка. Каждый язык упорядочивает действительность по-своему, и это результат не особого «видения» или «мышления», а следствие истории народа, его культуры, контактов с другими народами, хозяйственной жизни, экономики и т.д. Одни языки членят действительность тоньше и глубже, другие оперируют более общими категориями.

Поэтому любые семантические исследования требуют привлечения экстралингвистических данных. Но при изучении общей лексики это

культурно-исторические, этнографические и др особенности, а при изучении специальной лексики - понятийная организация терминологических полей.

СПИСОК ЛИТЕРАТУРЫ:

1. Анатольевна, С.Е. 2023. Лингвокультурные Особенности При Сопоставлении Лексико-Семантической Группы Эвфемизмов Деликатной Темы В Русском И Узбекском Языках. *International Journal of Formal Education*. 2, 10 (Oct. 2023), 83-90.
2. Хошимхужаева, М. М. (2017). Мотивологический анализ английских, русских и узбекских фитонимов с компонентом-антропонимом. *Проблемы истории, филологии, культуры*, (1 (55)), 369-378.
3. Абдиназаров, У. (2023). INGLIZ VA O 'ZBEK TILLARIDA GIPPOLOGIK TERMINLARNING LINGVISTIK TADQIQI. Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences., 3(9).
4. To'rayeva, U. (2023). TERMINLAR TARJIMASINING NAZARIY VA AMALIY ASOSLARI. *Scientific journal of the Fergana State University*, (4), 64-64.
5. Gulinodira, A. (2022). Features of Systemic education. *The Peerian Journal*, 11, 82-85.
6. Gulinodira, A. (2022). APPLYING BLENDED LEARNING IN LEARNING FOREIGN LANGUAGE AT UNIVERSITY. *Galaxy International Interdisciplinary Research Journal*, 10(3), 776-780.
7. Khanova, D. B. (2023). Background Vocabulary of the Russian Language. *European Science Methodical Journal*, 1(2), 8-11.
8. Nazinovich, S. D. (2023). Creativity of Abdulla Aripov. *European Journal of Pedagogical Initiatives and Educational Practices*, 1(2), 102-105.

9. Ханова, Д. Б. (2023). ФОНОВАЯ ЛЕКСИКА РУССКОГО ЯЗЫКА. *Экономика и социум*, (5-2 (108)), 1189-1192.
10. Акабиров, Г. С. (2023). НАИМЕНОВАНИЕ МУЗЫКАЛЬНЫХ ИНСТРУМЕНТОВ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ. *Экономика и социум*, (5-2 (108)), 549-552.
11. UMIDA T. Characteristics, Methods and Challenges of Translating Law Terminology //JournalNX. – Т. 6. – №. 11. – С. 312-316.

FUTURE TRENDS AND DIRECTIONS IN INTERCULTURAL TRANSLATION

Abdazova A'loxon Rivojiddin qizi

student, group 2102 Department of information service and public relations

Uzbekistan State World Languages University

E-mail: gg0786320@gmail.com

Annotation. This article delves into the future trajectory of intercultural translation, exploring how technological advancements, shifts in global dynamics, and evolving cultural paradigms are reshaping the landscape of translation studies. It examines emerging trends such as machine translation, artificial intelligence, and crowdsourcing, as well as their implications for cross-cultural communication and intercultural understanding. By analyzing current research and theoretical frameworks, the article offers insights into the challenges and opportunities that lie ahead in the field of intercultural translation, providing a roadmap for future exploration and innovation.

Keywords: intercultural translation, future trends, technology, globalization, cultural dynamics, translation studies, cross-cultural communication.

Introduction. In an era characterized by unprecedented interconnectedness and cultural diversity, the role of translation as a catalyst for intercultural communication has never been more vital. As societies around the globe continue to interact and exchange ideas, goods, and services, the demand for effective cross-cultural communication has surged, driving the evolution of translation practices and theories.⁵

This article embarks on a journey into the future of intercultural translation, exploring the emerging trends and directions that are reshaping the field. From the integration of cutting-edge technologies to the adaptation to shifting global dynamics, translation studies are at the forefront of innovation, paving the way for more effective and nuanced cross-cultural communication. As we navigate the complexities of an increasingly interconnected world, it is imperative to understand the key trends and developments shaping the future of intercultural translation. By examining current research, theoretical frameworks, and practical applications, we can gain insights into the challenges and opportunities that lie ahead, informing our approach to intercultural communication in the years to come.

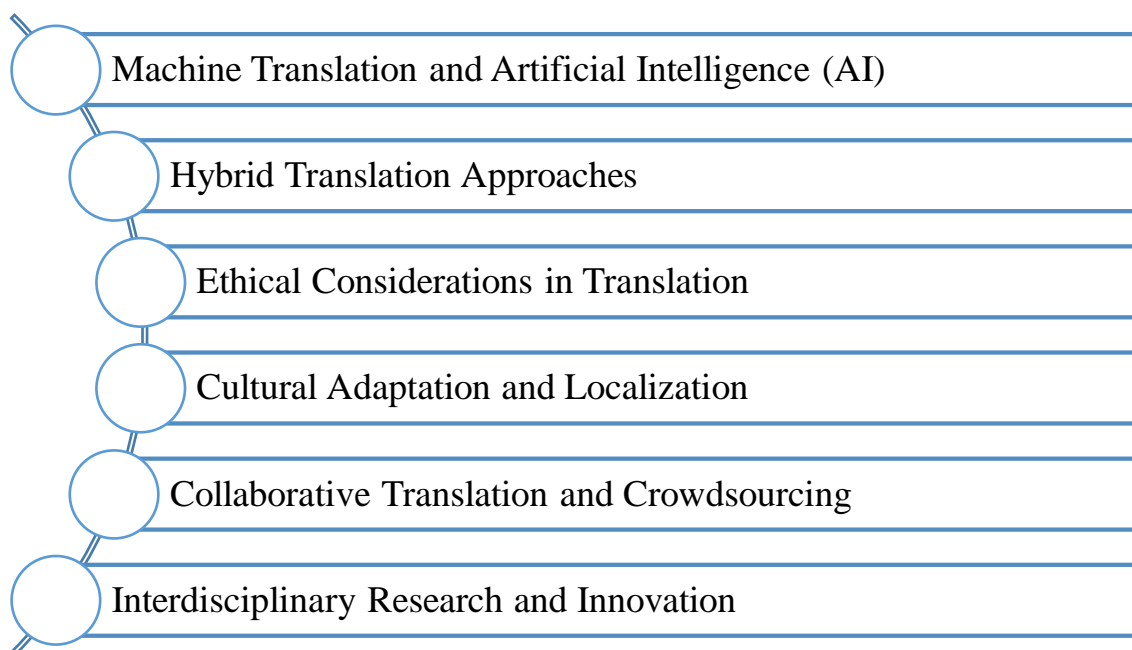
In this article, we will delve into the latest advancements in technology, the evolving dynamics of globalization, and the changing paradigms of cultural interaction,

⁵ Cronin, M. (2017). Translation in the Digital Age. Routledge, pp 63-74.

offering a glimpse into the future of intercultural translation. From machine translation and artificial intelligence to ethical considerations and new methodologies, we will explore the multifaceted landscape of translation studies and its implications for cross-cultural understanding and communication.⁶ Through a multidimensional exploration of future trends and directions in intercultural translation, we aim to provide a roadmap for researchers, practitioners, and policymakers seeking to navigate the ever-changing terrain of cross-cultural communication.

By embracing innovation, fostering collaboration, and maintaining a commitment to ethical and cultural sensitivity, we can harness the transformative power of translation to build bridges, foster understanding, and create a more inclusive and interconnected global community. As the world continues to evolve and adapt to rapid technological advancements and changing global dynamics, the field of intercultural translation stands poised at the forefront of innovation.⁷ In this main part of the article, we will delve into some of the key future trends and directions shaping the landscape of intercultural translation, accompanied by illustrative examples.

Table 1. Future trends and directions shaping the landscape of intercultural translation.



⁶ O'Hagan, M., & Ashworth, D. (Eds.). (2002). *Translation-Mediated Communication in a Digital World: Facing the Challenges of Globalization and Localization*. Clevedon: Multilingual Matters, p 254.

⁷ Pym, A. (2018). *On Translator Ethics: Principles for Mediation Between Cultures*. John Benjamins Publishing Company, pp 452-463.

1. Machine Translation and Artificial Intelligence (AI)

One of the most significant trends in intercultural translation is the advancement of machine translation and artificial intelligence. With the development of sophisticated algorithms and neural networks, machine translation systems have made substantial progress in recent years. For example, Google Translate and DeepL Translator leverage AI technologies to provide increasingly accurate translations across a wide range of languages.

Example: Google's Neural Machine Translation (GNMT) system, introduced in 2016, represents a significant leap forward in machine translation. By employing deep learning techniques, GNMT has dramatically improved the quality and fluency of translations, enabling users to communicate more effectively across language barriers.

2. Hybrid Translation Approaches

In response to the limitations of fully automated translation systems, there is a growing trend towards hybrid translation approaches that combine machine translation with human expertise. These approaches, often referred to as "augmented translation" or "post-editing," leverage the strengths of both automated and human translation to achieve higher quality results.

Example: Language service providers like TransPerfect offer hybrid translation solutions that combine machine translation with human editing and quality assurance. This approach allows for faster turnaround times and lower costs while ensuring the accuracy and fluency of translations.

3. Ethical Considerations in Translation

As translation technologies continue to advance, there is a growing recognition of the ethical considerations inherent in intercultural translation. Translators and researchers are grappling with questions of bias, privacy, and cultural sensitivity in the context of machine translation and AI.

Example: The development of bias detection algorithms aims to identify and mitigate biases present in machine-translated content. Researchers are exploring

ways to ensure that translation systems provide culturally sensitive and contextually appropriate translations, particularly in domains such as healthcare and legal interpretation.

4. Cultural Adaptation and Localization

In an increasingly globalized world, there is a growing demand for translation services that go beyond linguistic accuracy to encompass cultural adaptation and localization. This involves tailoring translations to suit the cultural preferences, norms, and expectations of the target audience.

Example: Streaming platforms like Netflix and Disney+ employ localization teams to adapt content for international audiences. This includes translating dialogue, subtitles, and cultural references, as well as modifying artwork and marketing materials to resonate with local sensibilities.

5. Collaborative Translation and Crowdsourcing

With the proliferation of digital platforms and online communities, there is a rise in collaborative translation and crowdsourcing initiatives. These approaches leverage the collective wisdom and expertise of diverse language communities to produce translations that are accurate, relevant, and culturally appropriate.

Example: Websites like TED Talks and Wikipedia rely on volunteer translators from around the world to translate content into multiple languages. By harnessing the power of crowdsourcing, these platforms are able to make their content accessible to a global audience while fostering community engagement and participation.

6. Interdisciplinary Research and Innovation

The future of intercultural translation is also characterized by interdisciplinary collaboration and innovation. Researchers from fields such as linguistics, computer science, psychology, and anthropology are coming together to explore new methodologies, tools, and theoretical frameworks for understanding and improving translation processes.

Example: The emerging field of “translation studies and other disciplines” (TSD) explores the intersection between translation studies and diverse academic

disciplines. By integrating insights from fields such as cognitive science, sociology, and media studies, TSD aims to enrich our understanding of translation as a multifaceted and dynamic phenomenon.

Conclusion. The future of intercultural translation is brimming with promise and innovation, driven by advancements in technology, evolving global dynamics, and a growing recognition of the importance of cultural sensitivity and ethical considerations. As we navigate the complexities of an interconnected world, the role of translation as a bridge between cultures has never been more critical.

From the integration of machine translation and artificial intelligence to the adoption of hybrid approaches that combine automated tools with human expertise, translation practices are evolving to meet the demands of a rapidly changing landscape. By harnessing the power of technology while remaining mindful of ethical considerations and cultural sensitivities, we can achieve more accurate, nuanced, and culturally resonant translations.

Moreover, the future of intercultural translation is characterized by collaboration, adaptation, and interdisciplinary innovation. By fostering partnerships between translators, researchers, technologists, and communities, we can create more inclusive, participatory, and effective translation processes. Through collaborative efforts, we can leverage the collective wisdom and expertise of diverse language communities to produce translations that reflect the richness and diversity of human expression.

As we look ahead, it is essential to recognize the transformative potential of intercultural translation in promoting understanding, empathy, and dialogue across linguistic and cultural divides. By embracing emerging trends and directions, we can harness the power of translation to build bridges, foster connections, and create a more inclusive and interconnected global community.

In conclusion, the future of intercultural translation holds immense promise for shaping a world where communication knows no boundaries, where diversity is celebrated, and where understanding prevails. By embracing innovation,

collaboration, and cultural sensitivity, we can unlock the full potential of translation as a force for positive change in an increasingly diverse and interconnected world.

REFERENCES:

1. Cronin, M. (2017). *Translation in the Digital Age*. Routledge, pp 63-74.
2. O'Hagan, M., & Ashworth, D. (Eds.). (2002). *Translation-Mediated Communication in a Digital World: Facing the Challenges of Globalization and Localization*. Clevedon: Multilingual Matters, p 254.
3. Pym, A. (2018). *On Translator Ethics: Principles for Mediation Between Cultures*. John Benjamins Publishing Company, pp 452-463.
4. Saldanha, G., & O'Brien, S. (2014). *Research Methodologies in Translation Studies*. Routledge, p 123.
5. Snell-Hornby, M. (2006). *The Turns of Translation Studies: New Paradigms or Shifting Viewpoints?* John Benjamins Publishing, pp 45-56.
6. Venuti, L. (2008). *The Translator's Invisibility: A History of Translation*. Routledge, pp 125-137.
7. Wolf, M. (2002). Trends and Prospects in Translation Studies. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 47(4), 498-512

EXPLORING ETHNO-PEDAGOGICAL DYNAMICS: TEACHING ORAL ENGLISH IN NON-LINGUISTIC FACULTIES OF UNIVERSITIES

Narmuradova Sevara

Termez institute of Agrotechnologies and Innovative Development

Abstract: This scientific article investigates the ethno-pedagogical dimensions inherent in the teaching of oral English within non-linguistic faculties of universities. Drawing on ethnographic research methodologies, the study explores the interplay between cultural influences, disciplinary relevance, and effective pedagogical strategies. The findings provide valuable insights into the complex relationship between cultural diversity, disciplinary requirements, and the optimization of oral English instruction in diverse academic environments.

Keywords: Ethnopedagogy, Oral English Instruction, Non-Linguistic Faculties, Cultural Influences, Disciplinary Relevance, Language Learning, Pedagogical Strategies, Cross-Cultural Communication, University Education.

1. Introduction.

1.1 Background

In an era characterized by increasing globalization, English language proficiency is crucial across various academic disciplines. Non-linguistic faculties in universities present a unique context for oral English instruction, where cultural diversity and disciplinary specificity create challenges and opportunities. Understanding the ethno-pedagogical aspects of teaching oral English in these settings is imperative for developing effective language education programs that cater to the diverse needs and backgrounds of students.

1.2 Objectives

- To explore the cultural influences that shape oral English instruction in non-linguistic faculties.
- To assess the alignment of oral English instruction with the specific needs and disciplinary contexts of students in non-linguistic disciplines.
- To identify effective pedagogical strategies that incorporate cultural sensitivity and enhance the relevance of language learning within diverse academic environments.
- To investigate the challenges and opportunities associated with teaching oral English in non-linguistic contexts.
- To contribute to the development of culturally responsive language education programs in non-linguistic faculties of universities.

2. Literature Review

2.1 Ethno-pedagogy

This section reviews the theoretical foundations of ethno-pedagogy, emphasizing its relevance to language instruction. The literature review explores how cultural factors impact pedagogical practices and sets the stage for understanding the intricacies of teaching oral English in diverse academic settings.

Ethno-pedagogy refers to the study of how cultural factors influence pedagogical practices. In the context of teaching oral English in non-linguistic faculties, ethno-pedagogy involves understanding how cultural diversity impacts language acquisition, learning preferences, and the effectiveness of pedagogical strategies. This theoretical framework provides insights into creating culturally responsive and contextually relevant language instruction programs.

2.2 Teaching Oral English in Non-Linguistic Contexts

A comprehensive review of existing literature discusses the challenges and successful practices associated with teaching oral English in non-linguistic faculties. The synthesis of this literature provides a theoretical framework for the empirical investigation.

Teaching oral English in non-linguistic contexts involves addressing the specific challenges and opportunities presented by diverse academic disciplines. This includes adapting language instruction to align with the disciplinary requirements of students from non-linguistic faculties, incorporating authentic materials, and creating pedagogical strategies that foster cross-cultural communication skills. Understanding the unique dynamics of teaching oral English in non-linguistic contexts is essential for developing effective language education practices within university settings.

3. Methodology

3.1 Research Design

The study employs an ethnographic research design, incorporating participant observation, interviews, and surveys. This section details the selection of participants, data collection procedures, and ethical considerations.

First of all, oral speech is characterized by high dynamism. What is said or heard is always relatively short-term and irreversible. Oral speech cannot be returned to again and again; it is very difficult to control without creating unnecessary interference for the speaker or the listener.

The second difficulty is due to the fact that oral speech is a process, as a rule, two-way: one communicator speaks, the other listens. Therefore, when teaching oral speech, it is necessary to teach students two types of speech activity - listening and speaking.

The next difficulty in teaching oral speech lies in its extremely high degree of situationality and emotionality. Without the presence of a situation adequate to linguistic means, oral speech does not become a full-fledged means of

communication; it is transferred to the sphere of only acoustic signals, built on the basis of the oral speech code and not having a communicative task.

4. Findings

4.1 Cultural Influences on Oral English Instruction

The empirical findings delve into the cultural influences that shape oral English instruction. This includes an analysis of students' cultural backgrounds, learning preferences, and the impact on language acquisition.

This aspect explores the nuanced ways in which cultural diversity shapes the dynamics of language classrooms within non-linguistic faculties.

4.2 Disciplinary Relevance

Examining the alignment of oral English instruction with non-linguistic disciplines, this section explores the effective integration of language learning within diverse academic contexts.

Exploring disciplinary relevance investigates the alignment of oral English instruction with the specific needs and communication demands within non-linguistic disciplines. This includes adapting language teaching methods to incorporate industry-specific vocabulary, scenarios, and discourse patterns relevant to diverse academic fields.

5. Discussion

5.1 Ethno-pedagogical Adaptations

The discussion interprets the findings, emphasizing the ethno-pedagogical adaptations necessary for effective oral English instruction. Strategies for incorporating cultural sensitivity and disciplinary relevance into pedagogical approaches are explored.

Ethno-pedagogical adaptations focus on strategies that educators can employ to make oral English instruction culturally responsive. This aspect involves incorporating cultural sensitivity into teaching methods, recognizing diverse learning styles, and adjusting pedagogical approaches to address the cultural diversity present in non-linguistic faculties.

5.2 Challenges and Opportunities

This section analyzes the challenges encountered and opportunities presented, providing insights into the dynamic nature of teaching oral English in non-linguistic faculties.

Analyzing challenges and opportunities delves into the complexities of teaching oral English in non-linguistic faculties. This includes identifying obstacles such as varying language proficiency levels and cultural differences, while also recognizing the potential benefits of creating a rich and diverse language learning environment.

6. Conclusion

6.1 Summary of Findings

Summarizing the key findings, the conclusion emphasizes the significance of ethno-pedagogical considerations in optimizing oral English instruction within non-linguistic faculties.

Summarizing findings involves synthesizing the results of the research, highlighting key discoveries related to cultural influences, disciplinary relevance, ethno-pedagogical adaptations, challenges, and opportunities. This section provides a cohesive overview of the empirical insights gained from the study.

6.2 Implications and Future Research

The article concludes with practical implications for educators and recommendations for future research, emphasizing the importance of addressing ethno-pedagogical dynamics to enhance the effectiveness of oral English instruction in culturally diverse university settings.

This scientific article contributes to the scholarly discourse on language education by illuminating the ethno-pedagogical intricacies involved in teaching oral English within non-linguistic faculties. The insights garnered from this research offer valuable guidance for educators and policymakers seeking to create culturally responsive and discipline-relevant language instruction programs.

Discussing implications and future research explores the practical applications of the research findings. This section outlines how the identified ethno-pedagogical aspects can inform the development of effective language education programs in non-linguistic faculties. Additionally, it suggests potential avenues for future research to further explore and refine these pedagogical practices.

Conclusion.

In conclusion, the exploration of the ethno-pedagogical aspect of teaching oral English in non-linguistic faculties of universities has illuminated a multifaceted landscape shaped by cultural influences, disciplinary relevance, and the dynamic interplay between diverse learners and educators. This journey has provided valuable insights into the intricacies of language instruction, fostering a deeper understanding of the nuanced relationships between cultural diversity, pedagogical adaptations, and effective communication skills development.

References:

1. Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge University Press.
2. Kubota, R., & Lin, A. (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. Routledge.
3. McKay, S. L., & Wong, S. L. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66(3), 577-608.
4. Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Longman.

5. Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.
6. Wang, Y., & Spencer-Oatey, H. (2008). The discourse of Chinese ‘faces’: Interpreting Chinese participants’ engagement with interpersonal norms in international business. *Discourse & Communication*, 2(3), 193-218.
7. Wong, S. L. C., & Poon, M. Y. (2019). Creating an imagined community: A case study of English language learning and identity construction on an online discussion forum. *Language and Intercultural Communication*, 19(3), 285-300.
8. Zhu, H., & Wong, S. L. C. (2016). “I am proud of being a Chinese teacher”: Language and identity construction in the narratives of a group of non-native Chinese teachers. *Journal of Language, Identity & Education*, 15(1), 1-15.
9. Булатова Д.В. Теоретические основы курса обучения иностранному языку в неязыковом вузе. Канд. дисс. М., 1999.

TECHNOLOGIES OF SOCIAL SKILLS FORMATION IN PRIMARY CLASS STUDENTS

Nusratov Anvar Nematjonovich

Associate Professor of Bukhara State Pedagogical Institute

Madaminov Mummad Yusuf Shukurjon o'g'li

*Master's student of the 1st stage of pedagogy and psychology at the International
University of Asia*

Abstract: In national psychology and pedagogy, a great deal of experience has been accumulated from the past to establish the relationship between the socialization process of a child and his upbringing. However, socialization, as a rule, is understood in a broad sense as the process and result of participation in the life of society by the acquisition of traditions and values by the younger generation and the active reuse of social experience.

Keywords: Interactive textbooks, Online platforms, Social media, Social networks, Educational programs

The main part: In national psychology and pedagogy, a great deal of experience has been collected from the past to establish the relationship between the socialization process of a child and his upbringing. However, socialization, as a rule, is understood in a broad sense as the process and result of participation in the life of society by the acquisition of traditions and values by the younger generation and the active reuse of social experience. This is the case:

✚ between the need for pedagogical support of targeted interaction of students in accordance with the age characteristics of primary school students and the lack of attention to the development of scientifically based practical approaches to this problem;

✚ between the need to implement the communicative and social orientation of the modern educational process and the insufficient development of theoretical approaches to the development of social skills in primary school students;

✚ a number of contrasts between the general instructions of modern primary education on the development of a primary school student as a subject of activity and the forms of organizing children's activities aimed at the implementation of the traditional executive component creates resistance.

Therefore, there is a contradiction between the need for active socialization of the younger generation in society and insufficient attention to the development of social skills in students, as well as the need for school practice and the lack of mechanisms for solving this problem. The regulatory approach is mainly used in only one context:

extracurricular activities or working with older schoolchildren. This, in our opinion, reduces the possibility of achieving high performance.

We believe that there is an opportunity to form and strengthen socially acceptable forms of behavior and to apply them in a new system of relations. Frequent ways of solving behavioral tasks become habits. This is confirmed by the opinions of LI Bojovich. According to him, certain personal qualities are based on fixed and typical patterns of child behavior.

The following technologies can be used to form social skills in primary school students:

- ❖ **Interactive Textbooks:** Interactive textbooks help students learn and explain information. These textbooks have multimedia elements that increase the interest of the students.
- ❖ **Online platforms:** With the help of online platforms, students will be able to consult each other and teachers, download assignments and perform other actions.
- ❖ **Social Media:** Through groups and forums on social media, students have the opportunity to exchange ideas, ask questions and get answers.
- ❖ **Social networks:** Social networks such as Telegram, WhatsApp, Google Classroom ensure that students work together with lessons and assignments.
- ❖ **Curriculum:** With the help of curriculum, students perform various activities and activities to build their social skills.

These technologies are important tools for building social skills for students and teachers.

Interactive textbooks are textbooks that help students learn and explain information. These textbooks have multimedia elements and include various interactive activities and tasks to increase students' interest. Interactive textbooks provide the following benefits for students:

- **Increase student interest:** Interactive textbooks use graphics, animations, video, and audio elements to increase student interest and information retention.
- **Facilitate student learning:** Interactive textbooks provide students with the opportunity to learn information. Students can study the lesson at their own pace and according to their requirements.
- **Differentiation:** Interactive textbooks allow students to learn at their own pace. Different abilities of students can be supported and customized learning can be provided.
- **Real-time information sharing:** Interactive tutorials allow real-time information sharing through online platforms. Students and teachers can consult, complete tasks and perform other actions.

Conclusion: Interactive textbooks are an effective tool for students to learn and explain information, and play an important role in the formation of social skills.

References:

1. Адизова Нигора Бахтиёровна. Оқсоқол Бува, Бола Ва Хон Образлари Қизиқмачоқлар Талқинида. Journal of innovations in social sciencesjournal of innovations in social sciences. 02 Issue: 01 | 2022.
2. Adizova Nigora Bakhtiyorovna. The Arrival of Great, Child and Khan Images in Interesting. European journal of life safety and stability (ejlss). Www.ejlss.indexedresearch.org Volume 14, 2022 |
3. Nigora Adizova Baxtiyorovna. 3-4-sinf ona tili darslarida qo‘llanadigan tayanch kompetensiyalar. Journal of Advanced Research and Stability. Volume: 02 Issue: 01 | 2022
4. AB Rakhmonovich, AN Bakhtiyorovna. THE MAIN MOTIVES AND TASKS OF CHILDREN’S FOLKLORE. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)
5. Нигора Бахтиёровна Адизова, Ҳилола Худойбердиева. ҚИЗИҚМАЧОҚЛАРДА ОҚСОҚОЛ ВА ХОН ОБРАЗЛАРИ. Scientific progress
6. Nigora Baxtiyorovna Adizova. Boshlang‘ich sinf o‘quvchilari nutqini o‘stirishda mustaqil ishlarning o‘rni va ahamiyati. Scientific progress
7. ТЕХНОЛОГИИ УНИВЕРСАЛЬНЫХ СОЦИАЛЬНЫХ ДЕЙСТВИЙ В НАЧАЛЬНОЙ ШКОЛЕ Арябкина Ирина Валентиновна
8. [8.https://www.proquest.com/openview/ea9d03f0311e12dcbbe5159aca1e660d/1?pq-origsite=gscholar&cbl=2031963](https://www.proquest.com/openview/ea9d03f0311e12dcbbe5159aca1e660d/1?pq-origsite=gscholar&cbl=2031963)

OPPORTUNITIES TO DEVELOP THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS ON THE BASIS OF THE TEACHINGS OF EASTERN THINKERS

Nusratov Anvar Nematjonovich

Associate Professor of Bukhara State Pedagogical Institute

Ismatova Sayyora Sobirovna

*Master's student of the 1st stage of pedagogy and psychology at the International
University of Asia*

Abstract: This article discusses the views of Eastern thinkers on issues of education and morals, child education in Islam. Also, knowledge of educational methods and means of inculcating the ideas, views, and ideas of Eastern thinkers in the creative work of the young generation, and their correct use in life is one of the important features of the teacher's pedagogical skills in the process of pedagogical education. It is explained that it is given.

Key words: Spiritual lessons, Literature and stories, Historical data, Religious education, Education,

The main part: The reforms in the socio-economic, political and spiritual spheres implemented in our country require updates in the education system. The state policy on the reform of the education sector has determined the priority directions of the education system development strategy. In particular, the state program on the implementation of the action strategy in the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 and the priority directions of systematic reform in the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, modern in order to raise the process of training highly qualified personnel with knowledge and high spiritual and moral qualities to a new level in terms of quality, to modernize higher education, to develop social spheres and economic sectors based on advanced educational technologies opportunities were created to conduct research. The conducted studies are based on the decree of the President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" Decision No. 1 PQ-3775, dated August 14, 2018, "Education of young people with spiritual, moral and physical maturity, a qualitatively new step in the system of providing them with education" Resolution No. PQ-3775 on additional measures to improve the quality of education in educational institutions and ensure their active participation in comprehensive reforms implemented in the country. // National database of legal documents,

06.06.2018, 07/18/3775/1313. Resolution No. 2 PQ3907, on September 23, 2020, "On measures to raise internal awareness" Law of the Republic of Uzbekistan "On Education" (No. RQ-637, 2020 September 23)³ was a practical program in the fundamental reform of education. This document in the field of education, along with the recognition that the development of education is a priority area in the Republic, paved the way for modernization in all areas of public education. The main goal of educational reforms is to educate and develop the spiritual qualities of a person based on the rich intellectual heritage of the nation and universal values, modern culture, economy, science and technology, and the achievements of technology. As the President of the Republic of Uzbekistan SH. Mirziyoyev noted: "If the body of society's life is the economy, then its soul and spirit is spirituality. As we decided to build a new Uzbekistan, we rely on two strong pillars. The first is a strong economy based on market principles. The second is a strong spirituality based on the rich heritage of our ancestors and national values.

Based on the teachings of Eastern thinkers, the possibilities of developing the spiritual and moral education of young students are very wide. This educational system is aimed at developing spiritual and moral value, changing human behavior and increasing humanity. The following options are available:

✚ **Spiritual lessons:** There is an opportunity to give spiritual lessons to young students based on the teachings of Eastern thinkers. Through these lessons, students can learn humanity, respect, patience, kindness, justice and other moral values.

✚ **Literature and stories:** Literature and stories of Eastern thinkers are good tools for teaching spiritual values to young students. Humanity, kindness and other moral values are studied through these literatures.

✚ **Historical Information:** Historical information on Eastern thinkers helps teach young readers about its historical and cultural heritage. Humanity, respect and justice can be learned through this historical data.

✚ **Religious Education:** There is an opportunity to provide religious education based on the teachings of Eastern thinkers. Through this religious education, students can learn humanity, kindness, respect and other spiritual values.

Together, these will be important opportunities for the development of spiritual and moral education for students and will help to form them as humane, fair and respectful people.

Education is the duty of parents and the right of children. The word "Tarbiya" is derived from the Arabic verb "robba" and means to grow, to increase, to follow, to lead and to reform. Muslim scholars defined "education" in several different ways. For example, Imam Bayzavi describes it as follows: "Education is to gradually bring something to perfection." Roghib Asfikhani defines education as follows: "Education is to bring something from one state to another and bring it to the point

of completeness. One of the meanings of education is to grow the religious, intellectual and moral powers of a person with harmony and balance. In Islam, raising children is the most responsible and lasting duty of parents. Other duties end by doing some work or spending property. But the responsibility of upbringing will continue. After all, the real gratitude of parents for the blessing of their children comes out by fulfilling the responsibility of upbringing with honor.

The first condition for fundamentally changing the humanistic direction of the educational system and raising it to the level of the requirements of the new era is to approach it as a whole system and work accordingly. Cultivation of high moral qualities in the young generation, formation of national ideology, respect for our rich cultural heritage, historical traditions, universal human values, love for the Motherland, loyalty to the ideas of independence is the decisive factor of all the reforms implemented in our country. The main goal of our policy in the field of spirituality is to ensure people's deep understanding of their identity, the value of independence, the expansion and improvement of national thinking, and the awakening of the spirit of historical freedom and independence.

The famous Uzbek pedagogue Abdulla Avloniy said that "Education for us is a matter of either life or death, or salvation - or destruction, or happiness - or disaster."

Conclusion: There is an opportunity to give spiritual lessons to young students. Through these lessons, students can learn humanity, respect, patience, kindness, justice and other moral values. Spiritual lessons teach students to develop human character, increase humanity, and respect themselves and others. These lessons will help you grow as a good, kind and fair person. Spiritual lessons teach students to learn spiritual values that are important in life, to carry out their activities in the spirit of humanity and to show respect to people. These lessons teach students to respect themselves and others, be patient, and treat them with kindness. Spiritual lessons help young students learn humanity, justice and kindness, and help shape them as humane and just people.

References:

1. Shayx Muhammad Sodiq Muhammad Yusuf. Baxtiyor oila. T.: "Hilol-nashr". 2013 y.
2. A.Haydarov. Inson kamoloti va milliy-ma'naviy qadriyatlar. T.: Muharrir, 2008 y.
3. M.Xajiyeva. Xoja Ahmad Yassaviyning ma'naviy-tarbiyaviy qarashlari. Avtoreferat. T.: 2004 y.

4. M.Shoxadjyaev. Burxoniddin Marg'inoniyning axloqiy-huquqiy tarbiyaga oid qarashlari. Avtoreferat. T.: 2006 y.
5. M.Hamdamaova. Ma'naviyat asoslari. T.: "Fan va texnologiya". 2008 y.
6. S.Dolimov, U.Dolimov. Kaykovus unsurulmaoniy qobusnoma T.: "Istiqlol" 1994 y

Boshlang'ich sinf o'qituvchilarida refleksiv ko'nikmalarni rivojlantirish jarayonlarini takomillashtirish

Erdanova Zamira Olimovna

Termiz davlat pedagogika instituti

“Boshlang'ich ta'lim metodikasi” kafedrasida o'qituvchisi,

Safarqulova Nasiba Olimjonovna

Termiz shahar 9-umumiy o'rta ta'lim maktabi

boshlang'ich sinf o'qituvchisi

Termiz (O'zbekiston)

E-mail: zamiraerdanova8@gmail.com

Тел: +998904111292

Annotatsiya. Boshlang'ich sinf o'quvchilarda refleksiv ko'nikmalarni rivojlantirish ko'nikmalarni shakllantirish va rivojlantirish, o'yin turlari, rebuslar, krossvord, pedagogik texnologiyalar asosida bolalardagi ko'nikmalarni yanada yaxshilash va rivojlantirish haqida so'z yuritiladi.

Kalit so'zlar: pedagogik ta'lim texnologiyalarni o'yin, rebuslar, krossvord, pedagogik ko'nikmalar, refleksiya.

KIRISH Bugungi kunda butun dunyoda ro'y berayotgan globallashtirish sharoitida mamlakatimiz barqaror taraqqiy etib borish uchun har tomonlama modernizatsiyalashgan tizimli yondashuvni taqozo qilayotganligi munosabati bilan olib borilayotgan islohotlar samarasini yanada oshirish, davlat va jamiyatning har tomonlama va jadal rivojlanishi uchun shart-sharoitlar yaratish, mamlakatimizni modernizatsiya qilish hamda hayotning barcha sohalarini liberallashtirish bo'yicha ustuvor yo'nalishlarni amalga oshirish maqsadida O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning O'zbekiston Respublikasida umumiy o'rta va maktabdan tashqari ta'limni tizimli islox qilishning ustuvor yo'nalishlarini belgilash, o'sib kelayotgan yosh avlodni ma'naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko'tarish, o'quv-tarbiya jarayoniga ta'limning innovatsion shakllari va usullarini joriy etish maqsadida, shuningdek So'nggi yillarda pedagog va psixolog olimlar o'quvchilarning fikrlashi hamda analitik qobiliyatlarini rivojlantirish muhim ahamiyat kasb etishini ta'kidlamog'dalar. Bu qobiliyatlar asosini esa, refleksiya tashkil etadi. Refleksiya so'zi (lot.«reflexio»-orqaga qaytish)-«har tomonlama barkamol rivojlangan insonning o'z xatti-harakatlari va ularning qonuniyatlarini anglashga qaratilgan nazariy faoliyat shakli hisoblanadi. U inson ma'naviy dunyosining o'ziga xos yashirin hislatlarini ochib beradigan o'z-o'zini bilishga va anglashga qaratilgan

faoliyatdir». Ko'plab olimlar refleksiyaning I.N.Semyonov tomonidan taklif qilingan tasnifiga tayanadilar. U refleksiyaning quyidagi turlarini taklif etib sharhlaydi: 1. Intellektual refleksiya: Muammolarni fikrlash asosida ijobiy hal qilishni belgilaydi. 2. Shaxsiy refleksiya: O'qituvchining nizoli (konfliktlar) pedagogik ziddiyatlardan janjalsiz chiqishni fikran izlanish asosida bartaraf qilishni ta'minlaydi. 3. Kommunikativ refleksiya: Muloqot jarayonida sheriklarining o'zaro bir-birlarini tushunib munosabat qilishni ta'minlaydi. 4. Kooperativ refleksiya: Jamoa a'zolarining birgalikdagi o'zaro muntazam mehnat faoliyatlarini muvofiqlashtirish bilan bog'liq bo'lgan faoliyat. O'qituvchining bilimni rivojlantirishda pedagogik refleksiyaning ahamiyati beqiyosdir. Shunday ekan Y.N.Kulyutkina, Y.S.Turbovskiy, P.V.Xudominskiy kabi tadqiqotchi olimlarning fikricha, o'qituvchining doimiy pedagogik faoliyati, mazmunan refleksiv xususiyatga ega bo'lib, u barcha refleksiv jarayonlarni qamrab oladi. Qayd etish joizki, hozirgi kungacha pedagogik refleksiya tushunchasining mukammal tasnifi mavjud emas. Boshlang'ich sinfda olingan bilim keyingi bosqich uchun poydevor vazifasini o'taganligi sababli ta'lim sifatini oshirish pedogoglar oldida turgan eng dolzarb masaladir. Shu maqsadda ta'lim muassasalarida faoliyat ko'rsatayotgan pedagoglar, xususan boshlang'ich sinf o'qituvchilari darslarda yangi zamon ruhini, yangi nafasni olib kirish orqali o'qituvchilar bilimni rivojlantirish, ular dunyoqarashini o'stirishga katta e'tibor qaratishlari talab etiladi. Chunki, boshlang'ich sinf o'qituvchilarining diqqati beqaror bo'lib, bir soat uchun mo'ljallangan saboqni sabr-toqat bilan tinglay olmaydi. Bilim olishda avval o'zlashtirilgan bilimlarni takrorlash, ayniqsa, muhim vosita hisoblansa-da, bolalar uchun zerikarli jarayondir. Ayniqsa, boshlang'ich sinflarda ona tili, matematika darslarida yozish natijasida qo'llarni toliqishi, o'qish darslarida bir mavzuni takrorlab o'qish bolalarni zeriktiradi. O'qituvchilarni kayfiyatini ko'tarish, toliqqan qo'llarini chigalini yozish maqsadida, turli didaktik vositalar hamda o'yinlar o'tkazish o'qituvchilarda refleksiv ko'nikmalarni shakllantirishda yaxshi samara beradi. Didaktik vositalarga boshqotirma, krossvord, rebus, topishmoq, topshiriq va boshqalar kiradi. Krossvord. "Krossvord" atamasi ingliz tilidagi "cross" va "word" so'zidan olingan bo'lib, mantiqan ("cross" – kesib o'tish, kesishma, "word" –so'z) "bir-biri bilan kesishadigan so'zlar yig'indisi", lug'aviy ma'nosiga ko'ra esa "kataklarni xarflar bilan to'ldirib, shu kataklarga yashirilgan, ishlanayotgan so'zni topish o'yini" , - mazmunini anglatadi. Rebus. Lug'aviy ma'nosiga ko'ra ("lotincha" narsa, buyum, narsalar bilan, narsalar vositasida) tushunchasi "voqea, hodisa, harakat ma'nosi mavxum so'zlar, teskari, chalkash ifodalar yordamida ifodalash", demakdir. Ushbu vositalardan foydalanish dars samaradorligi va refleksiv ko'nikmalarni rivojlantirishda asos bo'la oladi. O'yin – inson faoliyatining ko'rinishlaridan biridir. Murakkab va qiziqarli hodisa sifatida u turli kasbdagi kishilar diqqatini jalb etadi. O'yin – inson o'zligining namoyon bo'lishi, uning takomillashuv usulidir. O'yin kattalar hayotida muayyan

o'rin tutar ekan, u bolalar uchun alohida ahamiyatga egadir. Uni "bolalikning hamroxi" ham deb atash qabul qilingan. U bolalar hayotining asosiy mazmunini tashkil etadi, u mehnat va ta'lim bilan uzviy aloqada bo'lgan holda yetakchi faoliyat sifatida namoyon bo'ladi. Bola shug'ullanadigan ko'p jddiy ishlar o'yin shaklida bo'ladi. O'yinda shaxsdagi mavjud barcha jihatlar ishga tushadi: bola harakat qiladi, gapiradi, idrok etadi, o'ylaydi. Ta'limiy o'yinlarning yana bir jihati shuki, u bolada ikki miya yarim sharlarining bir vaqtning o'zida ishlashini ta'minlaydi. Miyadagi bunday faollik berilgan axbarotni bir vaqtning o'zida qabul qiladi, esda saqlaydi uni qayta tahrirlab berilgan savolga tez va aniq javob berishni ta'minlaydi. Shularni inobatga olgan zamonaviy o'qituvchidan har bir darsni didaktik o'yinlar asosida tashkil etish talab etiladi. Shuning natijasida esa kun davomida bolada charchoq, toliqish kuzatilmaydi. O'quv-bilim jarayonida yuqori samaradorlikka erishish bolada o'qishga bo'lgan motivatsiyani to'g'ri yo'naltirilganligiga bog'liq. Didaktik o'yinlar aynan shunday motivatsiyani bera oladi. Ta'lim jarayonini alohida jarayon sifatida ko'rib uni bolaning asosiy faoliyati bo'lmish o'yin faoliyatidan ajratib qo'yish esa bolani qafasga solib qo'yish bilan barobar. O'yin faoliyati g'olib yoki mag'lub tushunchalardan iborat bo'lib dars jarayonida qo'llanilganda bola g'olib bolish uchun kurashadi va ana shu kurash natijasida berilgan axbarotni diqqat bilan tinglab bilimlarni osongina egallab oladi. Bir vaqtning o'zida bu bilimlarni hayotda qo'llab ko'radi. Misol tariqasida "33ta 33" didaktik o'yinida bola ko'paytirish jadvalini yaxshi yodlagan bo'lishi va diqqatini ishga solgan holda ishtirok etishi kerak bo'ladi. O'yin sharti sinf o'quvchilari sonlarni tartib bilan aytganda 3 raqami ishtirok etgan sonlar va 3 ga bo'linadigan sonlar aytilmay o'rniga qarsak chalinadi. (1,2, qarsak, 4,5,qarsakvah.). Sanoq 33 soniga qadar davom etadi sanoqda adashgan o'quvchi o'yindan chiqib ketadi va sanoq qayta boshlanadi. Didaktik o'yinlar asosida tashkil qilingan darslarda integratsiya ya'ni fanlar aro bog'lanish yaqol ko'zga tashlanadi. Matematika darsida "Sayohat dars" didaktik o'yinini misol qilib oladigan bo'lsak, matematika darsini bir vaqtning o'zida ona tili va tabiat fanlari bilan bog'lash mumkin. Didaktik topshiriq: berilgan misollarni to'g'ri va aniq yechish xatolar ustida ishlay olish. O'yin topshirig'i: O'quvchilarning matematikaga bo'lgan qiziqishini oshirish. Ona Vatanimiz O'zbekistonning qadimiy shaharlari haqida bilim berib atoqli otlarning yozilishiga e'tibor qaratish orqali ona tili fani bilan bog'lash. Vatanga muhabbat ruhida tarbiyalash o'yinshart, magnit doskaga aeroport maketi chizilgan surat osib qo'yilgan. Suratda qadimiy shaharlarimiz nomlari yozib qo'yilgan bo'ladi. Sinf o'quvchilari soniga mos chiptalar tayyorlangan bo'lib chiptalarning orqa tomonida misollar berilgan bo'ladi, old tomonida yo'nalishlar yozilgan bo'ladi. Masalan, Buxoro-Toshkent, Buxoro-Xiva singari. O'quvchilar misollarni to'g'ri yechsa, berilgan yo'nalish boyicha sayohatga chiqadi. Ya'ni o'rinidan turib poyezdcha ko'rinishida saflanib sinf bo'ylab yuradi. Videoprojektor ekranida qadimiy shaharlarning video tasviri ko'rsatiladi. Samalyot

aeroportga qo'ngach, o'quvchilardan chiptalarga diqqat bilan qarash talab etiladi. O'quvchilar chiptadagi xatolikni topishlari kerak ya'ni bitta chiptada joy nomi kichik harf bilan yozilgan bo'lib ushbu xatoni topgan o'quvchidan atoqli otlar qoidasi so'raladi. Tabiat bilan bog'lashda esa videolavhada ko'rgan tasvirlari asosida suhbat o'tkazish mumkin.

XULOSA Shunday qilib, o'yin ijtimoiy faoliyat sifatida jamiyatda muayyan vazifalarni bajaradi – boshqa tarbiya vositalari qatorida to'plangan ijtimoiy tajribani bir avloddan ikkinchi avlodga o'tkazilishini, bola shaxsining rivojlanishini ta'minlaydi. O'yinning ijtimoiy tabiatini shundan ham bilsa bo'ladiki, u faqat muayyan ijtimoiy sharoitda voqea bo'la oladi. Jamiyatning katta a'zolari bolalarning yashashi va o'sishi uchun zarur moddiy sharoit yaratish asnosida o'yinlarning rivojlanishi uchun ham ob'ektiv imkoniyatlar yaratadilar. O'yin bolalarni tarbiyalash vositasi sifatida bola tarbiyasidagi ahamiyati o'tmish va hozirgi zamonning ko'plab pedagogik tizimlarida tadqiq etilgan. Ko'pchilik pedagoglar o'yinni bola uchun juda jiddiy va muhim faoliyat sifatida baholashlari be'jiz emas.

Foydalanilgan adabiyotlar

1. Мухтарова, Л. А. (2017). BOSHLANG'ICH SINFLARDA RIVOJLANTIRUVCHI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.
2. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA'LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNI. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
3. 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.
3. Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. ACADEMICIA: An International Multidisciplinary Research Journal, 11(4), 1781-1785.
4. Мухтарова, Л. А. (2018). Пути Использования Возможностей Мультимедиа В Повышении Качества И Эффективности Уроков Чтения В Начальных Классах. Научные горизонты, (11-1), 247-252.

5. Kulmuminov, U., & Mukhtarova, L. (2023). POSSIBILITIES OF CREATIVE THINKING AND ITS MANIFESTATION IN THE EDUCATIONAL PROCESS. *Open Access Repository*, 4(02), 81-84.
6. Lobar Mukhtarova, & Shahnoza Isakova. (2023). METHODOLOGY OF SPEECH DEVELOPMENT OF VISUALLY IMPAIRED STUDENTS. *Academia Repository*, 4(10), 360–371. Retrieved from
7. Mukhtarova Lobar Abdimannabovna, & Saidakhmatova Nafisa Soatmurod kizi. (2023). DEVELOPMENT OF READING UNDERSTANDING SKILLS IN PRIMARY SCHOOL STUDENTS. *Academia Science Repository*, 4(04), 18–22. Retrieved from
8. Nafisa Saidakhmatova, & Lobar Mukhtarova. (2023). THE SIGNIFICANCE OF A ARTWORK IN THE FORMATION OF LEARNING SKILLS. *Academia Science Repository*, 4(04), 176–180. Retrieved from
9. Pardayeva Gulbahor Jalgashevna, & Mukhtarova Lobar Abdimannabovna. (2023). PEDAGOGICAL POSSIBILITIES OF TEACHING NATURAL SCIENCES BASED ON STEAM TECHNOLOGY. *World Bulletin of Social Sciences*, 21, 109-111. Retrieved from
10. Feruza RAKHMONOVA, & Lobar MUKHTAROVA. (2023). THE ROLE AND SIGNIFICANCE OF FORMING A CULTURE OF READING IN PRIMARY EDUCATION. *European Scholar Journal*, 4(3), 5-7. Retrieved from
11. Saodat MINGNOROVA, & Lobar MUKHTAROVA. (2023). THE METHODOLOGY OF DEVELOPING THE CREATIVITY OF THE BEGINNING 1ST CLASS TEACHER WITH THE HELP OF ETHNOPELAGOGY. *World Bulletin of Social Sciences*, 27, 33-37. Retrieved from
12. Daminova Dilbar Melimurodovna, & Mukhtarova Lobar Abdimannabovna. (2023). PEDAGOGICAL OPPORTUNITIES OF FORMING MATHEMATICAL LITERACY SKILLS OF PRIMARY SCHOOL PUPILS. *Open Access Repository*, 4(3), 971–976.

13. Orolboy Kulmominov (2023). TECHNOLOGY FOR DEVELOPMENT OF CREATIVE THINKING SKILLS OF PRIMARY CLASS STUDENTS IN NATURAL SCIENCE TEACHING. Open Access Repository, 9/10, 112-116.
14. Kulmuminov, U., & Mukhtarova, L. (2023). CREATIVE TEACHING IN THE DEVELOPMENT OF CREATIVE EDUCATION Open Access Repository, 4(02), 434-437
15. Orolboy KULMOMINOV. (2023). ISSUES OF DEVELOPMENT OF STUDENT'S CREATIVE SKILLS IN WORLD SCIENCE. World Bulletin of Social Sciences, 27, 54-56
16. Erdanova Zamira Olimovna 2023/10/8 ILLUMINATION OF THE PROBLEM OF USING THE PEDAGOGICAL APPROACHES OF AL-HAKIM AT-TERMIZI IN THE HIGHER EDUCATION SYSTEM World Bulletin of Social Sciences 27, 13-17
17. Erdanova Zamira Olimovna 2023/10/8 CONDITIONS OF USING AL-HAKIM AL-TIRMIZI'S PEDAGOGICAL VIEWS IN THE HIGHER EDUCATION SYSTEM Academia Repository 4, 10, 1-9
18. Erdanova Zamira Olimovna 2023/10/8 THE CONTENT AND ESSENCE OF USING AL-HAKIM AL-TIRMIZI'S PEDAGOGICAL VIEWS IN THE HIGHER EDUCATION SYSTEM World Bulletin of Social Sciences 27, 18-22
19. Erdanova Zamira 2023/5/30 AL-HAKIM AT-TERMIZIY QARASHLARIDAN OLIY TA'LIMDA FOYDALANISHNING AHAMIYATI Journal of Universal Science Research 1, 5, 1466-1471
20. Nilufar BOYNAZAROVA. (2023). NATURE AND HUMAN HARMONY IN PERSONAL MORAL DEVELOPMENT. World Bulletin of Social Sciences, 27, 6-9. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3219>
21. Nilufar Boynazarova. (2023). ISSUES OF ENVIRONMENTAL PROTECTION AND FORMATION OF ECOLOGICAL CULTURE OF PRIMARY CLASS STUDENTS. World Bulletin of Social Sciences, 27, 10-12. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3220>

22.Nilufar Boynazarova. (2023). FORMATION OF ECOLOGICAL CULTURE IN PRIMARY CLASS STUDENTS. Open Access Repository, 9(10), 99–102. Retrieved from <https://oarepo.org/index.php/oa/article/view/3553>

23.Boynazarova , N. (2023). BOSHLANG‘ICH SINFLARDA BUGUNGI KUNDA MATEMATIK SAVODXONLIKNI SHAKLLANTIRISH. Interpretation and Researches, 2(1). извлечено от <https://interpretationandresearches.uz/index.php/iar/article/view/960>

BOSHLANG`ICH SINIF O`QUVCHILARDA IJODIY FAOLIYATNI RIVOJLANTIRISH

Eshpo`latova Jang`il Eshanqulovna

“Boshlang`ich ta`lim metodikasi” kafedrası o`qituvchisi

To`laganova Baxtigul Shopoatovna

Termiz tuman 4-sonli umumiy o`rta ta`lim maktabi boshlang`ich sinf o`qituvchisi

Annontatsiya; Mazkur maqolada boshlang`ich sinf o`quvchilaridagi kreativ qobiliyatlarni rivojlantirish maqsadida foydalanish lozim o`qituvchi vazifalari haqidagi kerakli ma'lumotlar va manbalar keltirib o`tilgan. Maqolada berilgan ma'lumotlar asosida o`qituvchilar va ota-onalar o`zilar uchun kerakli tavsiyalarni olishlari mumkin.

Kalit so`zlar: ta`lim, metodika, tafakkur, kreativlik, belgi, mashq, fikrlash, ijodkorlik, fikrlash, erkinlik.

This article provides the necessary information and resources on teacher responsibilities that should be used to develop creative skills in primary school students. Based on the information provided in the article, teachers and parents can get the advice they need.

Keywords: education, methodology, thinking, creativity, character, exercise, thinking, creativity, thinking, freedom.

Shaxsning kreativligi uning tafakkurida, muloqotida, his-tuyg`ularida, muayyan faoliyat turlarida namoyon bo`ladi. Bolalarda kreativlikni rivojlantirishda quyidagilarga e`tibor qaratish zarur: Boshlang`ich maktab yoshidagi bolalar badiiy ijod qilishni juda yaxshi ko`radilar. Bu bolaga o`z shaxsiyatini eng to`liq erkin shaklda ochib berishga imkon beradi. Barcha badiiy faoliyat faol tasavvurga, ijodiy fikrlashga asoslanadi. Ushbu funktsiyalar bolaga dunyoning yangi, g`ayrioddiy ko`rinishini beradi. Ular tafakkurni, xotirani rivojlantirishga hissa qo`shadi, uning individual hayotiy tajribasini boyitadi, bu esa tasavvur va ijodiy fikrlashni rivojlantirishga yordam beradi. Kichik maktab yoshi – bu bolaning hayotidagi muhim o`zgarishlar davri, bu maktabga qabul qilish paytiga qarab belgilanadi, bu taxminan 6-7 yoshdan 9-10 yoshgacha bo`lgan davr. Ushbu davrda bolaning jismoniy va psixofiziologik rivojlanishi sodir bo`lib, tizimli ravishda o`rganish imkoniyatini beradi. Ijodiy qobiliyatlarni rivojlantirish samaradorligi, asosan, vazifa tuzilgan materialga bog`liq. Boshlang`ich sinf darsliklarini tahlil qilish shuni ko`rsatdiki, ulardagi ijodiy vazifalar asosan “shartli ijodiy” bilan bog`liq bo`lib, uning mahsuli insholar, bayonotlar, rasmlar, hunarmandchilik va hk. Ba`zi vazifalar

talabalarning intuitivligini rivojlantirishga qaratilgan; bir nechta javob variantlarini topish, qarama-qarshiliklarni bartaraf etishni talab qiladigan ijodiy topshiriqlar maktablarda qo'llaniladigan dasturlarning hech biri tomonidan taqdim etilmaydi. Taklif etilayotgan vazifalar kichik o'quvchilarning ijodiy faoliyatida intuitiv protseduralarga asoslangan usullardan foydalanishni o'z ichiga oladi (masalan, variantlarni sanash usuli, morfologik tahlil, o'xshashlik va boshqalar). Modellashtirish, resursga yondoshish, xayol qilishning ba'zi usullari faol qo'llaniladi. Ammo dasturlarda ushbu usullardan foydalangan holda o'quvchilarning ijodiy qobiliyatlarini maqsadli rivojlantirish ko'zda tutilmagan.

Ayni paytda, maktab o'quvchilarining ijodiy qobiliyatlarini samarali rivojlantirish uchun evristik usullardan foydalanish ijodkorlikning algoritmik usullaridan foydalanish bilan birlashtirilishi kerak. Adabiyotni tahlil qilish asosida (G.S. Altshuller, V.A. Buxvalov, A.A. Gin, M.A. Danilov, A.M. Matyushkin va boshqalar) ijodiy vazifalarga qo'yiladigan quyidagi talablarni ajratish mumkin:

- Ochiqlik (muammoli vaziyat yoki ziddiyatning mazmuni);
- Shartning tanlangan ijod usullariga muvofiqligi;
- Turli xil echimlarni topish imkoniyati;
- Hozirgi rivojlanish darajasini hisobga olgan holda;
- Talabalarning yosh xususiyatlarini hisobga olish.

Ijodiy vazifalar tizimi uchun tarkibni tanlashda ikkita omil hisobga olindi:

1. Kichik maktab o'quvchilarining ijodiy faoliyati asosan jamiyat tomonidan hal qilingan muammolar bo'yicha amalga oshiriladi,
2. Boshlang'ich maktab predmetlari mazmunining ijodiy imkoniyatlari.

Zamonaviy tadqiqotchilarning fikriga ko'ra, bolalarning ijodiy faoliyatini rivojlantirishning eng muhim pedagogik shartlari quyidagilardir:

- Faoliyatning mohiyatini o'zgartirish;
- Bolalarning ta'lim faoliyatida xayrixohlik muhiti;
- Jamoaning shakllanishi.

Badiiy va ijodiy faoliyatni tashkil qilishda o'qituvchi va talaba o'rtasidagi o'zaro ta'sir strategiyasini tanlash muhimligini esga olish lozim. Amalda, tadqiqotchilar ta'kidlaganidek, o'zaro ta'sir strategiyasini tanlashda odatda ikkita usul qo'llaniladi:

- tashqi tomondan rivojlanish, shaxsning ichki dunyosiga aralashish sifatida, unga ishlab chiqilgan usullar, faoliyat normalari va xatti-harakatlarini yuklash;
- faollik, mustaqillik, mas'uliyatni rag'batlantirish, shaxsga hurmat ko'rsatish, unga xos bo'lgan imkoniyatlarni ochib berish, ijodiy qobiliyatlarni rivojlantirish kabi ichki tomondan rivojlanish.

Ijodkor kishiga xos bo'lgan bu xususiyatlar faqat demokratik muloqot uslubi tufayli shakllanadi. Bunday holda, o'qituvchi insonning individual xususiyatlarini, uning tajribasini, ehtiyojlari va imkoniyatlarining o'ziga xos xususiyatlarini hisobga oladi, shuningdek, u baholashda ob'ektiv, bolalar bilan aloqada ko'p qirrali va

tashabbuskor bo‘lishi kerak. Eng samarali – bu ijodiy faoliyatga qo‘shma ehtirosga asoslangan muloqot. Ushbu uslubning asosini o‘qituvchining yuqori professionalligi tashkil etadi. Zero, ijodiy izlanishga bo‘lgan ishtiyoq nafaqat kommunikativ faoliyat natijasidir, balki umuman ko‘proq darajada pedagogik faoliyatga bo‘lgan munosabat natijasidir. Ko‘pgina o‘qituvchilarning fikriga ko‘ra, maktab o‘quvchilarining badiiy va ijodiy faoliyatini tashkil qilishning eng muhim sharti – bu nafaqat qiziqishni, nostandart echimlarga bo‘lgan didni, ahamiyatsiz fikrlash qobiliyatini rivojlantirish bilan emas, balki yangi va g‘ayrioddiy narsalarni idrok etishga tayyorlikni rivojlantirish, ulardan foydalanish va amalga oshirish istagi bilan yaratilgan ijodiy muhitni yaratishdir.

Xulosa; Xulosa qilib shuni aytish mumkinki, boshlang‘ich ta‘lim jarayonida o‘quvchilarning ijodiy faoliyatini rivojlantirish uchun turli shart-sharoitlarni yaratish muhim ahamiyat kasb etadi. Buning uchun ta‘lim talablarini aniqlash va shu talablar asosida uning ustuvor qo‘nalishlarini izlanuvchi ta‘lim, muammoli vaziyatlar yaratish va ta‘limga texnologik yondashuv asosida tashkil etilishi o‘quvchilar ijodiy faoliyatini rivojlantirishning samaradorligiga zamin tayyorlaydi. Boshlang‘ich ta‘lim o‘quvchilar bilim olishining poydevori hisoblanar ekan, mazkur sinfdan boshlab, o‘quvchilarda ijodiy faoliyatni rivojlantirishni taqozo etadi. Shunday ekan o‘quvchilarda ijodkorlik, ijodiy faoliyatni rivojlantirish lozimligi kun tartibidagi muammo bo‘lib qoldi. Zero, 1-4 sinf o‘quvchilarida ijodiy faoliyatni rivojlantirishda o‘quvchilarning yosh xususiyatlarini e‘tiborga olish, ta‘limni samarali tashkil etishda darslarni noan‘anaviy tarzda o‘tkazish, darslarda innovatsion metodlardan foydalanish muhim ahamiyat kasb etadi. O‘quvchilarida ijodiy faoliyatni rivojlantirish ularni har tomonlama yetuk bo‘lishiga xizmat qiladi.

Foydalanilgan adabiyotlar.

1. Mirziyoyev SH.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. - T.: “O‘zbekiston”, 2017 yil, 488 bet.
2. Mirziyoyev SH.M. Erkin va farovon, demokratik O‘zbekiston davlatini birgalikda barpo etamiz. – T.: “O,,zbekiston”, 2016 yil, 56 bet.
3. Pedagogik kompetentlilik va kreativlik asoslari” moduli bo‘yicha o‘quv-uslubiy qo‘llanma. :- Toshkent 2015,40 bet
1. 4.Alieva E.G. Ijodiy qobiliyat va uning rivojlanish shartlari // Ta‘lim faoliyatini psixologik tahlil qilish M.: IPRAN. 1991.
4. Zhangil ESHPULATOVA. CRITERIA FOR DEVELOPMENT OF CREATIVE THINKING ABILITY OF PRIMARY CLASS STUDENTS. *World Bulletin of Social Sciences*, 27, 1-5.
2. 6.Eshpulatova Jang‘Il Eshonqulovna. (2023). METHODOLOGY OF DEVELOPMENT OF CREATIVE SKILLS OF PRIMARY CLASS STUDENTS. *International Journal of Pedagogics*, 3(03)

3. Nilufar BOYNAZAROVA. (2023). NATURE AND HUMAN HARMONY IN PERSONAL MORAL DEVELOPMENT. World Bulletin of Social Sciences, 27, 6-9. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3219>
4. Nilufar Boynazarova. (2023). ISSUES OF ENVIRONMENTAL PROTECTION AND FORMATION OF ECOLOGICAL CULTURE OF PRIMARY CLASS STUDENTS. World Bulletin of Social Sciences, 27, 10-12. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3220>
5. Nilufar Boynazarova. (2023). FORMATION OF ECOLOGICAL CULTURE IN PRIMARY CLASS STUDENTS. Open Access Repository, 9(10), 99–102. Retrieved from <https://oarepo.org/index.php/oa/article/view/3553>
6. Boynazarova , N. (2023). BOSHLANG‘ICH SINFLARDA BUGUNGI KUNDA MATEMATIK SAVODXONLIKNI SHAKLLANTIRISH. Interpretation and Researches, 2(1). Извлечено от <https://interpretationandresearches.uz/index.php/iar/article/view/960>
7. Erdanova Zamira Olimovna. (2023). ILLUMINATION OF THE PROBLEM OF USING THE PEDAGOGICAL APPROACHES OF AL-HAKIM AT-TERMIZI IN THE HIGHER EDUCATION SYSTEM. World Bulletin of Social Sciences, 27, 13-17. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3221>

Бошлангич синф ўқувчиларини экологик маданиятини шакллантириш усуллари

Usmonova Saboxat Erkinovna

Termiz davlat pedagogika instituti, Boshlang'ich ta'lim metodikasi kafedrasini o'qituvchisi

Аннотация: Ўзбекистон Республикасида таълим тизимини ислох этиш билан бир қаторда ўқувчиларга экологик билимларни беришда замонавий таълим-тарбия методларини қўллаш ҳамيشа долзарблигча қолмоқда. Шу нуқтайи назардан келиб чиқиб бошлангич синф ўқувчиларини табиатни асрашга ва экологик тарбиялашдаги муаммоларни мақолада ёритишга ҳаракат қилдик...

Калит сўзлар: Экологик тарбия, экологик талабларга риоя этиш, экологик таълимни такомиллаштириш, экология ва ҳаёт.

Аннотация; Наряду с реформированием системы образования в Республике Узбекистан всегда было актуальным использование современных образовательных методов в привитии школьникам экологических знаний. С этой точки зрения мы попытались решить проблемы охраны природы и экологического воспитания младших школьников в статье...

Ключевые слова: Экологическое образование, соблюдение экологических требований, совершенствование экологического образования, экология и жизнь.

Abstract; Along with the reform of the education system in the Republic of Uzbekistan, the use of modern educational methods in imparting environmental knowledge to students has always remained relevant. From this point of view, we tried to cover the problems of nature protection and ecological education of primary school students in the article.

Keywords: Environmental education, compliance with environmental requirements, improvement of environmental education, ecology and life.

Кириш; Мамлакатимиз мустақилликка эришганидан кейин ёш авлод экологик тарбиясига жиддий эътибор берилди. Унинг замирида давлатимиз экологияни муҳофаза қилиш, атроф оламга муносабатларни барқарорлаштириш мақсади юксак даражага қўйилди. Бу бўйича Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг қуйида айтиб ўтган сўзлари диққатга сазовордир: —Энг муҳим масала-аҳолининг экологик маданиятини ошириш ҳақида жиддий бош қотиришимиз зарур. Албатта, бундай муаммоларни фақат маъмурий йўл билан ҳал этиб бўлмайди, бунга ёш авлод қалбида она табиатга меҳр-муҳаббат, унга дахлдорлик ҳиссини тарбиялашда унга дахлдорлик ҳиссини тарбиялаш орқали эришиш мумкин¹.

Адабиётлар таҳлили ва методология Экологик тарбияни амалга оширишдан аввал экология сўзини таҳлил қиладиган бўлсак «том» ёки «уй» деган маънони англатади. Экология илк мартаба немис олими Эрнест Геккел томонидан биринчи бор фанга киритилган. Экология фани ҳозирги бозор муносабатлари даврида кўпгина тармоқларга эга: ўсимликлар экологияси, зоэкология, тупроқ экологияси, инсон экологияси ва бошқалар. Экологик тарбия инсонда табиатга нисбатан тўғри, оқилона муносабатни шакллантириш

¹Президент Шавкат Мирзиёевнинг Олий Мажлис палаталари, сиёсий партиялар ҳамда Ўзбекистон Экологик ҳаракати вакиллари билан видеоселектор йиғилишидаги маърузаси 13 июл 2017 йил Тошкент ш.

масаласи устида иш олиб боради ва ўз олдига талабаларда экологик маданиятни шакллантиришдек мақсадни қўяди. 2017—2021йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясида белгиланган вазифаларни сўзсиз амалга ошириш, Республика ҳудудларидаги экологик муаммолар ечимига таълим тизимини жорий қилиш билан ҳисса қўшишда қуйидагиларга амал қилишда: Ўсиб келаётган ёш авлоднинг экологик саводхонлигини ошириш; Экологик

онги ва экологик маданиятини шакллантириш ва ривожлантириш; Экологик таълим ва тарбия жараёнини самарали ташкил этиш мақсадидавужудга келтирилади. Ўзбекистон республикаси вазирлар маҳкамасининг —Ўзбекистон республикасида экологик таълимни ривожлантириш концепциясини тасдиқлаш тўғрисидаги 434-сонли қарори қабул қилинган. Қарорга илова сифатида Ўзбекистон Республикасида Экологик таълимни ривожлантириш Концепцияси ишлаб чиқилган. Концепциянинг асосий мақсади ўсиб келаётган ёш авлодда экологик билим, онг ва маданиятни шакллантириш ҳамда ривожлантириш, экологик таълим-тарбия жараёнини самарали ташкил этиш, шунингдек, экология соҳасидаги илм-фанни жаҳоннинг илғор инновацион технологияларини жалб этган ҳолда янада такомиллаштиришдан иборат. Мазкур концепцияда таълимнинг барча босқичларида экологик тарбиянинг ўрни ва ролига алоҳида урғу берилган.— Умумий ўрта таълим тизимида экологик таълимни такомиллаштириш бўлимида қуйидаги устувор вазифалар белгилаб қўйилган². 1.1. Умумий ўрта таълимнинг давлат таълим стандарти ва ўқув дастурлари ўқувчиларда экологик маданиятни шакллантириш параметрларидан келиб чиққан ҳолда қайтадан таҳлил қилинади ва қўшимча индикаторлар белгиланади. -Умумий

² Ўзбекистон республикаси вазирлар маҳкамасининг —Ўзбекистон республикасида экологик таълимни ривожлантириш концепциясини тасдиқлаш тўғрисидаги 434-сонли қарори

ўрта таълимнинг давлат таълим стандарти ва ўқув дастурлари мазмуни қуйидаги малакалар билан бойитилади: -ўқувчиларда экологик маданиятни шакллантиришга хизмат қилувчи билим, -кўникма ва малакаларни таълим мазмунига кенг сингдириш; -ўқув фанлари доирасидаги экологик билимларни амалиётга жорий этиш, уларни амалиётда қўллай олиш имконини берувчи амалий топшириқлар билан бойитиш (назария ёки муҳокамадан амалиётга ўтиш); 1.2. Умумий ўрта таълим тизимида экологик билимлар ўқувчиларнинг

ёши, жисмоний имкониятлари ва психологик хусусиятларини инобатга олган ҳолда синфлар даражасида фарқланиши асосида ташкил этилади. Бунда билим бериш «оддийдан мураккабга», «узвийлик ва узлуксизлик» каби педагогик тамойилларга таянган ҳолда назарий ва амалий билимлар уйғунлигига, ўқувчиларда экологик маданият ҳамда тарбиянинг босқичмабосқич шаклланишини таъминлайдиган мақсадли тизимга айланиши керак. 1.3. Умумий ўрта таълим тизимида экологиянинг назарий асосларига оид билимлар ва экологик маданиятни шакллантиришга қаратилган билим, кўникма ва малакалар мавжуд ўқув фанлари мазмунида узвийлик асосида берилади ва бир бутун комплекс тарзда ифодаланади. Бунда умумий ўрта таълим тизимини тамомлаган шахс минимал даражада экологик тушунчалар, ҳулқ-атвор қоидалари (экологик маданият) тўғрисида билимга эга бўлади, экологик билимлар фанлар мазмунига мажбурловчи чора сифатида эмас, фан мазмунидан келиб чиққан ҳолда сингдирилади. 1.4. Умумий ўрта таълим тизимида экологик таълим қуйидаги босқичларда олиб борилади: Бошланғич таълим (I — IV синфлар), Умумий ўрта таълим (V — XI синфлар). Бошланғич таълимда экологик таълим олиш учун зарур бўлган саводхонлик, билим ва кўникма асосларини шакллантиришга эътибор қаратилади. 1.5. Бошланғич синфларда ўқувчилар ўқув фанлари доирасида қўшимча равишда: Сувни тежаш ва асраш; -Атмосфера ҳавосининг аҳамияти ва уни муҳофаза қилиш; - Ер ресурслари ва ер ости бойликларидан оқилона фойдаланиш; -Ўсимлик ва ҳайвонот дунёсини муҳофаза қилиш; -Чиқиндиларни йиғиш ва жойлаштириш; -Ўзбекистоннинг гўзал ва такрорланмас табиатини асраш; -Ўзи яшайдиган кишлоқ (шаҳар) табиатини асрашда фаол иштирок этиш; Ўзбекистондаги кўриқхоналар ва табиат боғлари тўғрисида; Орол денгизи фожиаси тўғрисида умумий билим ва кўникмаларга эга бўлиши лозим. 1.6. Умумий ўрта таълим ўқув фанлари таркибига қўшимча равишда: а) мусиқага оид фанларга она табиат ўқувчининг ота-онасидек азизлиги мавзусидаги қўшиқларни ёддан билиш ҳамда куйлай олиш; б) тасвирий санъатга оид фанларга, табиат

манзараларини кузатиш ва тасвирлай олиш; Ўзбекистон Республикасининг Қизил китобидан энг ноёб ва камёб бўлган ўсимлик ва ҳайвонот турларини ўзи танлаб чиза олиш; Табиатга зарар етказишнинг, шу жумладан, чиқиндилар белгиланмаган жойларга ташланишнинг салбий оқибатларини тушуна олиш; инсон ва табиат ўртасидаги меҳр-муҳаббатни кучайтириш; Глобал экологик муаммоларга оид манзараларни тасвирлай билиш; в) Давлат ва ҳуқуқ асослари фанларига: Ўзбекистон Республикаси Конституциясининг экология ва атроф муҳитни муҳофаза қилишга оид қоидалари; Ўзбекистон Республикасининг «Табиатни муҳофаза қилиш тўғрисида»ги Қонуни; г) иқтисодий билим асосларига оид фанларга: тадбиркорлик фаолиятини амалга оширишда экологик талабларга риоя этиш зарурлиги; атроф муҳитни ифлослантирганлик учун алоҳида тўлов тизимлари мавжудлиги; д) кимё асосларига оид фанларга: атмосфера ва озон қатламини емирувчи моддалар ва уларнинг хусусиятлари; маиший ва саноат чиқиндиларини жойлаштиришда чиқиндилар таркибидаги моддаларнинг табиатга салбий таъсири; ж) биология асосларига оид фанларга: Ўзбекистон Республикасининг Қизил китобига киритилган ноёб ва камёб ўсимлик ва ҳайвонот турлари³; Ўзбекистондаги қўриқхоналар ва табиат боғларидаги ранг-баранг ҳайвонот олами ва ўсимлик дунёси турлари,

³ Ўзбекистон Республикасида Экологиктаълимни ривожлантириш Концепцияси. 4. Е. М. , Григорянц А. И., Абдуллаева Т. Табиатшунослик (3-синф учун дарслик). Т., «Ўқитувчи», 1988

уларнинг тарқалиш ҳудудлари; ўрмонлар, уларнинг аҳамияти ва ўрмонларни табиий ҳолда сақлаб қолиш; з) географияга оид фанларга муҳофаза қилинадиган табиий ҳудудларнинг тавсифи тўғрисидаги мавзулар, зарур билимлар ва маълумотлар киритилади. 1.7. Умумий ўрта таълим учун мўлжалланган дарслик ва ўқув қўлланмалари тегишли мавзуларга экологик маданиятга оид билимларни чуқур сингдириш орқали такомиллаштирилади. Муҳокама ва натижалар Мутахассислар томонидан умумтаълим мактаблари

учун ўқувчилар ёшига мос равишда атроф муҳитни муҳофаза қилиш, ичимлик сув ва бошқа табиий ресурслардан оқилона фойдаланиш каби долзарб муаммолар юзасидан ўқув-кўргазмали материаллар, видеороликлар ва дидактик материаллар ишлаб чиқилади. Умумтаълим мактабларида ўқитилаётган фан дастурлари мазмунига мос равишда экологик таълим мавзулари киритилади. Бу борада I синфдан XI синфгача ўқитиладиган фанлар мазмунига «Уй ҳайвонлари ва паррандалари», «Ёввойи ҳайвонлар», «Қўриқхоналар, ҳудудларнинг ўсимлик ва ҳайвонот дунёси», «Ўзбекистон Республикасининг Қизил китоби, «Зараркунандаларга қарши курашиш ва уларни йўқотиш», «Соғлом турмуш тарзи меъёрларига риоя қилиш», «Экология ва ҳаёт», «Атмосфера ҳавоси ва сувларни муҳофаза қилиш», «Табиат ва унинг бойликларини асраш», «Биологик хилма-хилликни сақлаш ва уни кўпайтириш», «Атроф муҳит чиқиндилар билан ифлосланишининг олдини олиш» каби мавзулар киритилади. 1.8. Экологик тарғиботни кенг йўлга қўйиш механизмини такомиллаштириш ва рағбатлантириш мақсадида умумий ўрта таълим мактабларида турли хил кўрик-танловлар ташкил қилинади. Умумий ўрта таълим тизимида республика миқёсида босқичма-босқич ўтказиладиган «Энг яхши экологик тоза мактаб», «Энг яхши эколог ўқувчи» каби кўрик танловларни ўтказишга алоҳида эътибор қаратилиши керак. Кўрик танловларни ташкил қилиш ва ўтказишда умумий ўрта таълим муассасаси жамоасининг экологик ҳуқуқ ва мажбуриятлари, муассасада ўтказиладиган экологик тадбирлар сони, уни ўтказиш вақти ва тартибини белгилашга алоҳида эътибор қаратилади. Табиатшунослик методикаси, шунингдек, ўқитишнинг моддий баҳоси — табиатшунослик кабинети, тирик табиат бурчаги, ўқув-тажриба участкаси, география майдончаси, ўқитишнинг техника воситаларини ташкил этиш ва фойдаланиш масалаларини ҳам қараб чиқади, буларсиз табиатшуносликни ўқитишни тўғри олиб бориш мумкин бўлмайди. Экологик тарбиянинг мазмунига экологик онглилик, экологик хистуйғулар (табиатга, инсонларга, ҳаётга нисбатан муносабатлар) киради.

Шундай қилиб, экологик тарбия инсон ҳаётида, жамиятда, ватанда муҳим аҳамият касб қилади. Экологик тарбиянинг шаклланишига экологик билимларни эгаллаш билан бир қаторда экологик муносабатларни ҳам шакллантириб бориш зарур бўлади. Тарбияланувчиларда экологик муносабатларни шакллантириш: 1. Ҳаётга муносабат. 2. Яхлитлик ҳиссини тарбиялаш. 3. Жавобгарлик ҳиссини тарбиялаш. 4. Табиат гўзалликларини ҳис этиш каби компонентларни киритиш мумкин. Экологик тарбияга нафақат бугун, балки ота-боболаримиз ҳам чуқур масъулият билан қарашган. Масалан, атроф – муҳитни ифлос қилмаслик мақсадида, ахлат ташлаш, чиқиндиларни ташлаш учун алоҳида чуқурлар қазилган, ҳожатхоналарни ариқ, сой, булок сувларидан узоқроқ жойда қовлашган, турли еҳтиёжлар учун фақат қуриб қолган дарахтларни кесишган, ҳайвонларни азоб бериш, қушлар уясини бузишни, гуноҳ санашган.

REFERENCES

1. Президент Шавкат Мирзиёевнинг Олий Мажлис палаталари, сиёсий партиялар ҳамда Ўзбекистон Экологик ҳаракати вакиллари билан видеоселектор йиғилишидаги маърузаси 13 июл 2017 йил Тошкент ш.
2. Ўзбекистон республикаси вазирлар маҳкамасининг —Ўзбекистон республикасида экологик таълимни ривожлантириш концепциясини тасдиқлаш тўғрисидаги 434-сонли қарори.
3. Ўзбекистон Республикасида Экологик таълимни ривожлантириш Концепцияси. 4. Е. М. , Григорянц А. И., Абдуллаева Т. Табиатшунослик (3-синф учун дарслик). Т., «Ўқитувчи», 1988.
1. Nilufar Boynazarova. (2023). FORMATION OF ECOLOGICAL CULTURE IN PRIMARY CLASS STUDENTS. Open Access Repository, 9(10), 99–102. Retrieved from <https://oarepo.org/index.php/oa/article/view/3553>
2. Boynazarova , N. (2023). BOSHLANG‘ICH SINFLARDA BUGUNGI KUNDA MATEMATIK SAVODXONLIKNI SHAKLLANTIRISH. Interpretation and Researches, 2(1). Извлечено от <https://interpretationandresearches.uz/index.php/iar/article/view/96>
3. Erdanova Zamira Olimovna. (2023). ILLUMINATION OF THE PROBLEM OF USING THE PEDAGOGICAL APPROACHES OF AL-HAKIM AT-TERMIZI IN THE HIGHER EDUCATION SYSTEM. World Bulletin of Social Sciences, 27, 13-17. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3221>

А. Файнберг: русский поэт с узбекским сердцем

Кодирова Дильноза Холиковна

Студентка факультета международной журналистики УЗГМУ

Электронная почта: dilnozaqodirova0623@gmail.com

Телефон: +998939840323

Аннотация: В данной статье рассматриваются многие аспекты наследия Александра Фейнберга, яркого представителя узбекской и русской литературы, а также рассматриваются жизнь и творчество поэта, чтобы одновременно подчеркнуть значимость творчества поэта.

Ключевые слова: Культурное наследие, искренность, содружество братских народов, гуманность, национализм, любовь к Родине.

Поэт, детство которого прошло в тяжелые годы Второй мировой войны, родился в Ташкенте в 1939 году. В своих произведениях он нашел художественное отражение доброты и щедрости узбекского народа. Поступив в Ташкентский топографический техникум, Фейнберг в качестве геолога путешествовал по стране и влюбился в ее прекрасную природу. Именно в этот период вышла его первая книга «Велополоса», благодаря которой Александр Фейнберг поднялся на высшие строчки литературы Узбекистана.

Фейнберг окончил факультет журналистики нынешнего Национального университета Узбекистана и издал одну за другой более десяти поэтических книг – «Этюд», «Моменты», «Нажми на небо», «Длинные мосты», «Короткая волна» и другие. Файнберг внес большой вклад в издание произведений Алишера Навои на русском языке в 10 томах. Он также перевел на русский язык лучшие образцы современной узбекской поэзии. В то же время произведения поэта регулярно переводились на узбекский язык, и он стал любимым поэтом узбекских читателей. «Чигъир» (на узбекском языке) и другие подобные сборники, вышедшие в последние годы, привлекли внимание любителей поэзии как уникальное творчество поэта. Вклад Файнберга в развитие многонациональной узбекской литературы был по достоинству оценен правительством. Тот факт, что ему присвоены почетные звания «Заслуженный деятель культуры Республики Узбекистан», «Народный поэт Узбекистана», является доказательством нашего безграничного уважения к этому великому человеку.

МОЕЙ МАТЕРИ

Зеленое поле, зеленое поле,

Только моей мамы не хватает.

Чтобы вернуть услугу

Правды тоже не хватает.

* * *

Есть в этом мире странный дом,

Друзья в нем, счастливы.

В нем – весна, цветы и настурция,

Кто-то воспеваает краски жизни.

Тогда тьма не накроет душу,

Пусть они меня тоже помнят.

Александр Файнберг - поэт, который может заставить нас запомнить некоторые выражения: любовь, вера, скучать, с нетерпением ждать кого-то. В этом стихотворении мы видим, что он аплодирует своей матери как человеку, который очень скучает по нему и все время ждет его. Более того, он пытается выразить ей свою любовь этой строкой красивых слов. Александр Аркадьевич Файнберг не дожил двух недель до своего семидесятилетия. К этой дате готовился весь Ташкент - и сам виновник торжества. Но он избегал официальных славословий, церемоний и почести, поклонником которых он не был. Подготовленные к празднику тосты, наспех перекрашенные в минорную тональность, уже звучали на поминках. В литературе Узбекистана Александр Файнберг занимал место, на которое не мог претендовать ни один поэт в масштабах России. И он еще долго будет оставаться пустым. Сейчас, когда прошло три года с момента ухода поэта, это становится все более очевидным. По мере того как памятники русской классике исчезали с улиц Ташкента, фигура Файнберга все больше приобретала роль живого памятника русской литературы. Файнберг был единственным русским поэтом в Ташкенте, который неизменно собирал полные залы. Ему искренне аплодировали сверстники и молодежь. После 1991 года, когда десятки писателей покинули республику, а пришедшее им на смену поколение пыталось избежать быстрой маргинализации.

Файнберг оставался своеобразным золотым запасом, благодаря которому русская поэтическая речь долгое время не обесценивалась. Он сохранил в себе все лучшее, что возникло когда-то среди шестидесятников. Он сохранил в себе все лучшее, что возникло когда-то среди шестидесятников. Но без склонности к демагогии, без ложного пафоса и наигранного диссидентства. Его гражданская поэзия не старела с высыханием чернил, возможно, потому, что она всегда была чрезвычайно личной. Его герой говорил не от имени миллионов, а только от своего собственного.

1. https://kh-davron.uz/kutubxona/jahon/aleksandr-fajnberg-ya-syn_zemnyx-beregovyx-razvalin.html
2. https://uz.wikipedia.org/wiki/Aleksandr_Faynberg

3. <https://arboblar.uz/uz/people/fajnberg-aleksandr-arkadevich>
4. <https://web.archive.org/web/20130824032316/http://afainberg.madaniyat.uz>

**EXPERIMENTAL SUBSTANTIATION OF THE POSSIBILITY OF INJECTING A GEL
SUBSTANCE INTO LUNG TISSUE TO ACHIEVE AEROSTASIS**

Sadikov R.A., Abdullajanov B.R., Isakov P.M.

*State Institution “Republican Specialized Scientific and Practical Medical Center
for Surgery named after academician V.Vakhidov”;
Andijan State Medical Institute*

Sadikov R.A. – e.mail. – profrasadykov@gmail.com

Abdullajanov B.R. – e.mail. – Doctor0275@mail.ru

Isakov P.M. – e.mail. – dr.isagovpolat@gmail.com

Abstract. Currently, substances used in clinical practice for local strengthening of the damaged lung area are often characterized by insufficient effectiveness and unidirectional effects. Taking into account the new method of using the implant to eliminate the failure of aero- and hemostasis, which had not been previously performed, the possibility of using the hemostatic drug Hemoben in the form of a gel for injection into lung tissue was initially studied. Toxicological studies have revealed that 3.3% Hemoben gel injected into the lung parenchyma at a dose of 1 ml per 1 g does not have an irritating and toxic effect. Thus, the proposed technique is characterized by the effectiveness and safety of its use, and the results obtained make it possible to apply this method in clinical practice.

Keywords: experimental studies; failure of aero- and hemostasis; Hemoben; with intraparenchymal administration; to achieve aerostasis;

Currently, substances used in clinical practice for local strengthening of the damaged lung area are often characterized by insufficient effectiveness and unidirectional effects. Many of these coatings are made of biological materials (animal or plant origin), which causes their high antigenicity, as well as destruction during thermal sterilization. In this regard, at the present time, it is necessary to continue the development of new biocompatible coatings and methods of their application. The ideological basis for this study was the possibility of developing a new method for ensuring the tightness of sutures in lung surgery, namely, reducing the risk of manifestations such as failure of aero- and hemostasis.

Taking into account the new method of using the implant to eliminate the failure of aero- and hemostasis, which had not been previously performed, the possibility of using the hemostatic drug Hemoben in the form of a gel for injection into lung tissue was initially studied. At this stage, a technique was developed for the formation of a gel substance from a sterile powder, the viscosity of which would allow the resulting substrate to be productively used for intraparenchymatous injection into lung tissue through an injection needle. This factor is important due to the fact that the resulting gel composition should be easily injected, while the time interval before

the final stabilization of the gel should be sufficient to carry out a full-fledged piercing. The next stage of the study was the study of the biological reaction of tissues and the timing of gel resorption in lung tissue, depending on the method of administration and dosages - toxicological studies. This range of research is of fundamental importance for the new techniques created, while the main task is precisely to study the safety of intraparenchymatous use of a gel substance. In this aspect, the evaluation of the effectiveness and duration of aerostasis in *ex vivo* experiments served as the next stage, after which an *in vivo* experiment was also conducted to compare these parameters with other types of wound coatings for aerostasis.

According to the results of experimental studies, it was found that the introduction of Hemoben gel into the parenchyma of the damaged lung surface provides a rapid aerostatic effect due to local primary compression on the introduction of the substrate and further swelling of the gel due to the absorption of water from surrounding tissues, while due to elasticity, the implant does not interfere with lung excursion, and persistent aerostasis persists even with maximum pressure increase in the airways.

Morphological studies have found that the introduction of 3.3% Hemoben gel into the lung parenchyma is limited to the zone of alveoli and small bronchioles, thereby does not disrupt local pulmonary ventilation and does not cause a cellular reaction in the form of the formation of giant cells of a foreign body, while the implant is resorbed from 3-5 days without the development of a pronounced inflammatory tissue reaction.

Starting from 2 days after the introduction of the gel into the lung parenchyma, the formation of a surface film is noted directly in the area of damaged tissue, which is dominated by randomly arranged connective tissue fibers with leukocyte infiltration, while the elasticity of the walls of adjacent alveoli is not disturbed, as evidenced by the presence of both areas of preserved airiness and areas of increased airiness, i.e. emphysematous the alveoli. The formation of this surface film with intraparenchymal gel administration changes the elasticity of the lungs in the area of damage to 3.0 ± 0.3 g/cm² (normally 1.0 ± 0.2 g/cm²), whereas when forming a film from biological glue, this indicator reaches 10.0 ± 0.8 g/cm² (GOST 6806-73).

Toxicological studies have revealed that 3.3% Hemoben gel injected into the lung parenchyma at a dose of 1 ml per 1 g does not have an irritating and toxic effect, and according to spectrophotometric studies, it is completely eliminated from lung tissue within 7-10 days.

Thus, the proposed technique is characterized by the effectiveness and safety of its use, and the results obtained make it possible to apply this method in clinical practice.

REFERENCES

1. Yakubov F., Sadykov R., Niyazmetov S. & Sapaev D. (2023). Improving the method of hemo-and aerostasis in lung surgery using the domestic hemostatic wound coating "Hemoben". International Bulletin of Medical Sciences and Clinical Research, 3(10), 33–40.
<https://researchcitations.com/index.php/ibmscr/article/view/2778>
2. Yakubov F.R., Sapaev D.S., & Niyazmetov S.B. (2023). The treatment of the results of pleural empyema complicated with bronchopleural fistula. Research Journal of Trauma and Disability Studies, 2(4), 241–246.
<http://journals.academiczone.net/index.php/rjtds/article/view/748>
3. Sapaev DS, Yakubov FR, Yakhshiboev SS. Evaluation of the factors influencing the choice of laparoscopic echinococcectomy in liver echinococcosis (LE) and its impact on postoperative outcomes. Exp Parasitol. 2023 May;248:108495. doi: 10.1016/j.exppara.2023.108495. Epub 2023 Mar 5. PMID: 36871791.
4. Рузибаев Р.Ю., Курьязов Б.Н., Сапаев Д.Ш., Якубов Ф.Р., Рузматов 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.
5. Якубов Ф.Р, Сапаев Д.Ш, & Ниязметов С.Н. (2023). Ўпканинг анатомик резекциясидан кейинги асоратлар. Journal of universal science research, 1(5), 10–12. <https://doi.org/10.5281/zenodo.7883971>

TABLE OF CONTENTS

1	THE EFFECT OF ADDING SOME CHEMICAL MATERIALS ON THE WATER Amer A Taqa, Nada Z. Mohammed, Tariq Y. K. Bash	3-8
2	KURASHCHINING FUNKSIONAL QOBILİYATI OSHIRISH YO‘LLARI Vallamova Gulira’no O‘ktamjonovna	9-10
3	ERKIN KURASH SPORT TURIDA TEXNIK-TAKTIK HARAKATLARNI SHAKLLANTIRISH A.U.Yuldashov	11-12
4	TA‘LIM SIFATINI OSHIRISHDA O‘QITUVCHI KOMPETENSIYASINING AHAMIYATI Omonboyeva Meruyert Erkin qizi, Kamalova Dilnavoz Ixtiyorovna	13-18
5	ПЕРСПЕКТИВНЫЕ ОСОБЕННОСТИ ИССЛЕДОВАНИЯ ТЮРКИЗМОВ В АНГЛИЙСКОМ ЯЗЫК Петросова Лола Давроновна	19-26
6	THE MAIN PURPOSE OF AUDIO-VISUAL TOOLS IN TEACHING ENGLISH Pulatova Nodirabegim Bakhtiyarovna	27-30
7	MUMTOZ MUSIQA ORQALI O‘QUVCHI- YOSHLARGA UMUMINSONIY QADRIYATLARNI SHAKLLANTIRISH Toshev Nodirbek Ne’matilloevich	31-33
8	STUDYING NON-EQUIVALENT VOCABULARY IN RUSSIAN LANGUAGE CLASSES Khonova Dilrabo Barotovna	34-38
9	СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ МУЗЫКАЛЬНОЙ ТЕРМИНОЛОГИИ И ЕЁ МЕСТО В ЛЕКСИЧЕСКОЙ СИСТЕМЕ ЯЗЫКА Акабировва Гулинодира Садуллаевна	39-42
10	FUTURE TRENDS AND DIRECTIONS IN INTERCULTURAL TRANSLATION Abdazova A’loxon Rivojiddin qizi	43-48
11	EXPLORING ETHNO-PEDAGOGICAL DYNAMICS: TEACHING ORAL ENGLISH IN NON-LINGUISTIC FACULTIES OF UNIVERSITIE Narmuradova Sevara	49-53
12	TECHNOLOGIES OF SOCIAL SKILLS FORMATION IN PRIMARY CLASS STUDENTS Nusratov Anvar Nematjonovich, Madaminov Mummud Yusuf Shukurjon o’g’li	54-56
13	OPPORTUNITIES TO DEVELOP THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS ON THE BASIS OF THE TEACHINGS OF EASTERN THINKERS Nusratov Anvar Nematjonovich, Ismatova Sayyora Sobirovna	57-60
14	BOSHLANG‘ICH SINIF O‘QITUVCHILARIDA REFLIKSIV KO‘NIKMALARNI RIVOJLANTIRISH JARAYONLARINI TAKOMILLASHTIRISH Erdanova Zamira Olimovna, Safarqulova Nasiba Olimjonovna	61-67
15	BOSHLANG‘ICH SINIF O‘QUVCHILARDA IJODIY FAOLIYATNI RIVOJLANTIRISH Eshpo‘latova Jang‘il Eshanqulovna, To‘laganova Baxtigul Shopoatovna	68-71
16	БОШЛАНГИЧ СИНФ УКУВЧИЛАРИНИ ЭКОЛОГИК МАДАНИЯТИНИ ШАКЛЛАНТИРИШ УСУЛЛАРИ Usmonova Saboxat Erkinovna	72-78
17	А. ФАЙНБЕРГ: РУССКИЙ ПОЭТ С УЗБЕКСКИМ СЕРДЦЕМ Кодирова Дильноза Холиковна	79-81
18	EXPERIMENTAL SUBSTANTIATION OF THE POSSIBILITY OF INJECTING A GEL SUBSTANCE INTO LUNG TISSUE TO ACHIEVE AEROSTASIS Sadikov R.A, Abdullajanov B.R, Isakov P.M	82-84
19	TABLE OF CONTENTS	85