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Expression of imitative meaning in English and their features

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Annotation: In this article, the linguistic landscape of the world, the artistic image of each language is unique and multifaceted, the national view of this being, the specific phonetic system of each language and its connection with the features of national articulation.

Keywords and expressions: imitation, descriptive word, descriptive expression, onomatopoeia, descriptive means, noun, verb, grammar form, imitation to sound and state, agglutination.

The number of units describing the situation in English is narrower than in Uzbek. Existing descriptive expressions, on the other hand, can only be applied to certain stereotyped situations, such as glances, the perception of an object.

Example: His dirty blond hair was banded back in a ponytail.

His light blue eyes never seemed to blink.

But the first thing most people noticed were the scars radiating out from his nose. The doctors had said they could fix them, but he'd told them not to bother. (Mazel Adam, Morgantown)

(Translation: Her brown dirty hair was tied back in a bunch, and her blue eyes didn't blink at all. But most people noticed the scars around her nose first.

Even though they said they could cure it, he refused as if to say "don't bother.") In this passage, the word to blink (blink) is used to describe the condition. However, it is a bit difficult to evaluate this lexeme as a descriptive word formed on the basis of imitation. After all, it is both a noun and a verb with an independent meaning. The word is also used in dictionaries as a noun ("blink", "blink", "moment": dictionary form - a blink), verb ("blink", "blink": dictionary form - to blink) is also interpreted as. This evidence suggests that most descriptive units in English are not genetically derived from imitations. On the contrary, such descriptive words expressing the situation, as in the Uzbek language, have grammatical imitation, but can be grammatically considered as a word belonging to the noun, verb or main category. As proof of our point, let us pay attention to the descriptive word used in the following text:

The wind's way in the deep sky's hollow

None may measure, as none can say

How the heart in her shows the swallow

The wind's way.
Hope nor fear can avail to stay
Waves that whiten on wrecks that wallow.
(Chiari Stephanie, ward Columbus)
(translation:
The path of the wind in the depths of heaven
No one can say, no one knows.
In fact, the wind leads the way
To the swallow at the bottom of the heart
Hope leads to fear,
Where the sunken ships sank,
The waves hit the throat constantly).

We do not observe that the descriptive expression. To wallow is used in Uzbek to refer to objects and events, as well as latitudes. It is used with a negative connotation to man, and at the heart of the meaning of the word is the imitation of the situation. But in English it has the meaning of a noun and a verb, and is used here as a descriptive word to express the state of ships. In English fiction, one can also see many descriptive words used to describe situations such as the flashing, glittering, and glittering of an object.

Example: Nearly fifteen minutes passed before the first orange flash lit up the clouds. The first flash was followed almost immediately by a second brighter flash as the warhead concealed inside the bot's braincase set off the Alliance's stockpile of weapons.

There was no sound, of course, no distant rumble of thunder, just the constant slap of the waves against the crusted black sand. (Kate Angell, "The cottage on Pumpkin and Vine").

(Translation: Fifteen minutes passed before the first orange flame lit up the clouds. Immediately after the first flash, the second, even brighter, appeared, and the Allies lit up the pelvis of the arsenal of weapons stockpiles. there was no sound, no distant rumble of thunder, only the sound of waves crashing into the black earth.)

The piece used descriptive expression and imitative units as artistic stylistic devices. While metaphorical expressions reflect the interaction of natural phenomena, the unit of descriptive expression represents the natural state. Nisyui alternatives of verbs in Uzbek language are based on imitation. Another aspect of figurative expressions in English that differs from Uzbek is that these lexemes are often unpaired. Double descriptive expressions, such as lip-lip, guldur-guldur, or tars-turs, shar-shurt, as in Uzbek, are almost non-existent in English literature. Instead, we can see the use of words as descriptive words that represent an imitation of a different situation in the form of possessive, cut, case, complement, or determiner.

Example: Colin Mac Gregor smiled behind his hood and slowed his mount to a leisurely canter. He wasn't far from his destination, a league or two at best. He could smell the sea on the crisp morning air. (Quinn, Paula, "Conquered by a Highlander") the exact translation cracked) in the fresh air he could smell the sea. In the example, the leisurely carter (i.e., an expression formed from the imitation unit that signifies the stepping of horses by weight) was used as an expressive unit to describe a human step.

But from the context of the text, of course, it is not difficult to understand that this expression is applied not to the sound of a step, but to its stepping position, i.e., the style of action.

The second descriptive expression is also a genetically directly imitative unit and refers to the cracking of an object. But the lexeme crisp in this sentence refers to how pure the air is, and, by itself, serves to express the meanings of "clear to the point of tickling the nose," or "cool, tender the flesh." At this point, seeing the crisp lexeme as a unit representing the sound of pure air leads to a ambiguity of meaning. It is clear from the example that in some cases units that represent a direct imitation of sound can also be used as a descriptive expression of a situation or action. As noted earlier, the difference between imitation and descriptive expression is felt even in their grammatical forms. In particular, the linguist R. Kungurov can combine it with both auxiliary verbs, such as to imitate the sound, to say (depending on the place). Descriptive words are connected only with the auxiliary verb to do. Furthermore, in English, descriptive expressions are more common than imitative expressions, and they are an integral part of the literary text. Imitation expressions, on the other hand, are units whose scope is somewhat limited. English linguists, in particular, believe that such units cannot be generally accepted as lexemes. In doing so, they argue that the phonetic structure of these units is variable, as well as that they have no semantic value and cannot be used independently outside the noun or verb state.

In conclusion, the expression of sound and image (state) in English is mainly represented by descriptive words belonging to the noun or verb category. Although some descriptive words appear to be genetically derived from imitative elements, in cases where they are derived from the inflected nature of the English language, they are given in the form of verbs. But in semantics, the meaning of imitation is clear. In our view, the study of the genesis of imitative-descriptive words that have become verbs or nouns in English makes it possible to see that imitations in the historical state of inflected languages are somewhat different from their present state.

After all, in the Uzbek language, where there are a large number of descriptive-imitative words, it is very rare for imitations to appear as independent cuts. But we can see in our ancient monuments that imitations are widely used in the function of

cutting. Doors knock on the door: someone came (Yusuf Khas Hajib, “Qutadg'u bilig”)

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INGLIZ VA O'ZBEK TILLARIDA OTA VA QIZ NUTQINING LINGVOMADANIY XUSUSIYATLARI

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Annotatsiya: Ota va qiz nutqi, ya'ni ota va bola orasidagi kommunikatsiya, ingliz va o'zbek tillarida lingvistik xususiyatlar o'rganishdan iborat. Bu tillardagi ota va qiz nutqining lingvistik xususiyatlari asosan ma'naviy va ijtimoiy qonunlar, tillarning tarixiy rivojlanishi, va o'zbek va ingliz tilining aloqador madaniyati bo'yicha ayrim faqlar kelib chiqishini ko'rib chiqamiz.

Kalit so'zlari: Ota, qiz lingvomadaniy xususiyat, hurmat, rasmiy muloqat, anglash. Ota va qiz nutqining ingliz va o'zbek tillaridagi lingvistik xususiyatlari haqida gapiradigan bo'lsak, ingliz va o'zbek millatida farqli jabhalarni ko'rishimiz mumkin. Masalan, "ota": "father" deb tarjima qilinadi. Bu so'z ota, er bo'lgan insonni ifodalaydi. "Qiz": "daughter" deb tarjima qilinadi. Bu so'z insonning qiz bola bo'lishini ifodalaydi.

Ota-ona va bola munosabatlari bilan bog'liq. ota-ona va bola munosabatlari bilan bog'liq. Oilaviy an'analar an'analarning muhim qismidir, ingliz va o'zbek xalqlari madaniyatiga xos bo'lgan. Natijalar tadqiqotlar maqollarda ota-ona munosabatlari yorqin aks etganligini ko'rsatadi, ingliz va o'zbek oilaviy an'analarning madaniy xususiyatlarini ifoda etdi [1].

Bir necha lingvistik nuanslarga e'tibor berish kerak. Masalan, har bir tilda "ota" va "qiz" so'zlarining foni, qo'llanish tartibi va ularning boshqa grammatik xususiyatlari mavjud bo'lishi mumkin. Bunday farq va nuanslar ta'lim va tarjimonlikning asosiy mavzularidan biri hisoblanadi. Nutq ijtimoiydir, chunki har qanday kommunikativ vaziyat ishtirokchilar ma'lum bir ijtimoiy maqomga ega bo'lgan aloqa, ma'lumot almashishni o'z ichiga oladi. Shuning uchun, eng muhimi, matnni jarayon sifatida o'rganish, uning muhim omili matnni haqiqiy muloqot holatidan va bunday vaziyatdan tashqarida tahlil qilishdir [2].

Turli-tuman nuqtai nazarlarni umumlashtirib, shuni aytish mumkinki, o'zbek va ingliz til nutqiy faoliyatning hosilasidir, biroq turli tushunchalarni ifodalovchi bu atamalar turli manolarda ishlatilib kelinmoqda. Ingliz tilida, ota va qiz nutqi uchun mazkur farqlar bilan bog'liq so'zlar mavjud emas. Ammo, qizlar va o'g'il bolalarning ota-ona munosabatlari haqida gaplashishning aniq usullari va adabiyoti mavjud. Masalan, "father-daughter dance" (ota-qiz raqs) va "mother-son dance" (ona-o'g'il raqs) kabi so'zlar mavjud [3]. Ota va qiz nutqi, insonlar o'rtasidagi munosabatlarda mahalliy intonatsiya va tembrga ega. Bu tilga yo'naltirilgan so'zlar,

fikrlar va o'xshash ifodalar, turli tillarda mavjud bo'lishi mumkin, ammo ularning shakli va mavzusi o'zaro farq qilishi mumkin.

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TRANSLATION WAYS OF BORROWINGS

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Abstract. One of the difficulties in the translation process is the translation of borrowings due to the lack of equivalent concepts and expressions in one language's vocabulary. Therefore, this study aimed to discuss several translation methods of borrowings. Three main translation ways of borrowings have been analyzed, including, transcription, transliteration, calque and descriptive translation. Each translation method is backed up with examples. Selecting the right approach is a crucial step in transferring the meaning of the source language vocabulary to the receptor language.

Keywords: borrowings, translation methods, transcription, transliteration, calque, descriptive translation.

Introduction. Translation is the process of transferring the meaning from the source language to the target language. Newmark claimed that the translation is rendering the meaning of ST into TT. According to Nida translation is reproducing a natural equivalent in the receptor language. In the translation process because of equivalent lacking words translation problems can occur. Mona Baker stated that “non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text”. Words that lack equivalents include terms that are specific to a culture, new concepts, dialect words, slang, taboo words, foreign terms, proper names, misspellings, archaisms, etc. Words taken from other languages in order to describe things, processes, and behaviors that have no equivalent words or expressions in one's native tongues are known as linguistic borrowings. When translating borrowed words into target language, certain translation strategies must be applied.

Methods. When it is determined that the target audience is unfamiliar with the source language's expression, different translation techniques should be applied to address different types of borrowings.

Results and analysis.

The main ways of translation:

- Transliteration and transcription
- Loan translation - calque
- Descriptive translation

Transliteration and transcription are two methods for translating words and phrases that have no alternative variant. They are borrowed from target language according to the orthography and pronunciation of source language.

Transliteration is the method of copying the letters of the source language by the target language letters of another system: Sanskrit: योगः (yoga) – uzbek: yoga, japanese: カラオケ (Karaoke) – uzbek: karaoke, English: credit – uzbek: kredit.

Transliteration is the process of is transforming letters into another alphabet Every character in the source language is assigned to a distinct character in the target language.

Some problems have arisen in transliterating source language letters to target language: i.e. champagne, brigade, circus because all of the languages alphabets and sounds do not coincide. That is why transcription method is used to overcome this issue.

Transcription is the method of copying the sound form of the source language word by means of the target language letters. There are particular guidelines for representing English sounds by Russian letters or English sounds by Uzbek letters. A transcription is the conversion of the characters of one language to the characters of another language in accordance with the pronunciation of the target language: dealer-diler, management-menejment, agency-agentlik, balcony- balkon.

Transliteration, defined as “to represent or spell in the characters of another alphabet,” or transcription, defined as “to represent (speech sounds) by means of phonetic symbols.” The former aims to represent terms’ standard spelling, or orthography, while the latter aims to represent terms’ standard pronunciation, or phonology. For some languages, a single transliteration system can simultaneously serve both orthographic and phonetic needs because orthography reasonably approximates the pronunciation. Uzbek is one example of a language that is easily represented in orthographic transliteration in Latin script, which allows a foreign reader without specific training or experience to speak and remember the language with ease. On the other hand, because of the significant differences in spelling and pronunciation, English requires for two different schemes: transliteration and transcription.

Mostly geographical names, proper names and terms are transliterated or transcribed when a target language lacks a certain notion and borrows it a short foreign form. According to Proshina many international loan terms are Greek or Latin origin. This facilitates mutual understanding among specialists: Tragoedia - tragediya, hematoma — gematoma.

Words that are borrowed, without altering their form or meaning, from one language to another are known as **loan words or calques**. Using loanwords or calques is another method for translating words and phrases that have no exact counterpart.

According to Wikipedia, in linguistics, a calque or loan translation is a word or phrase borrowed from another language by literal word-for-word or root-for-root translation. When used as a verb “to calque” means to borrow a word or phrase from another language while translating its components, so as to create a new lexeme in the target language: viral infection – virusli infeksiya, mass culture- ommaviy madaniyat, honeymoon- asal oyi, point of view- nuqtai nazar, labour contract- mehnat shartnomasi, AIDS (Acquired Immune Deficiency Syndrome)- OITS (Orttirilgan Immunitet Tanqisligi Sindromi)

There can occur half-calques in cases where half of the word is borrowed through transcription or transliteration and the other half is translated: online education – onlayn ta’lim, micro economy- mikro iqtisodiyot

Calque translation can be very tricky as it may result in “translator’s false friends”, i.e. misleading translations:

- high school – o’rta maktab (not yuqori maktab)
- restroom – xojatxona (not dam olish xonasi)

Another method for translating terms and expressions that have no exact equivalent is to utilize **descriptive translation**. It is a way of revealing the source lexicon by using phrases or sentence in target language to define its meaning. Instead of direct borrowing, words are translated by using several words to explain the meaning of the target language vocabulary. This technique is used for verbalizing new objects, lexemes not existing in the target language, for example, showmanship- e’tiborni jalb qilish mahorati, journeyman- yollanma ishlaydigan malakali ishchi yoki hunarmand.

Conclusion. In conclusion, the translation of words which has no equivalent form in another language can be really challenging process in translation. There are several methods for translating borrowings which are taken from other languages. Translation and transcription, calques, descriptive translation are the main strategies for conveying the meaning of source language’s non-equivalent vocabulary to the target language. In the explanation of the new notion choosing an appropriate method is really essential aspect.

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BODY LANGUAGE AND TABOO

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Abstract: Body language plays a crucial role in human communication, often conveying subtle messages that words alone cannot express. This article explores the intersection of body language and taboo, examining how gestures, postures, and expressions can convey taboo concepts or violate social norms. We discuss the cultural and contextual nature of taboos, highlighting how body language can vary in its taboo implications across different societies. Additionally, we examine the impact of taboos on body language, including how individuals may modify their nonverbal behavior to adhere to or challenge taboo norms. Understanding the relationship between body language and taboo is essential for effective cross-cultural communication and social interaction.

Keywords:

body language, taboo, nonverbal communication, cultural norms, social interaction.

Introduction

Body language, also known as nonverbal communication, encompasses gestures, facial expressions, posture, and other forms of physical behavior that convey meaning in interpersonal interactions. Taboos, on the other hand, are social or cultural restrictions that prohibit certain behaviors, topics, or practices due to their perceived offensiveness, immorality, or sacredness. The relationship between body language and taboo is complex, as nonverbal behavior can both reflect and violate taboo norms. Communication is a multifaceted process that involves verbal and non-verbal elements. While verbal communication relies on words to convey meaning, non-verbal communication, particularly body language, plays a crucial role in shaping the message and interpreting the intent behind it. Taboo topics are those that are considered culturally or socially inappropriate to discuss openly. These topics can range from personal issues such as sexuality and illness to broader societal issues such as politics and religion. The discussion of taboo topics often elicits strong emotions and can lead to discomfort or conflict among individuals.

Body Language and Taboo Topics

Body language encompasses a wide range of non-verbal cues, including facial expressions, gestures, eye contact, and posture. These cues can convey emotions, attitudes, and intentions, often more effectively than words alone. In the context of

taboo topics, body language can play a significant role in how these topics are perceived and communicated.

1. Facial Expressions

Facial expressions are one of the most powerful forms of non-verbal communication. They can convey a wide range of emotions, from joy and excitement to anger and disgust. When discussing taboo topics, individuals may use facial expressions to signal their discomfort or displeasure. For example, someone discussing a sensitive issue such as domestic violence may furrow their brow or tighten their jaw, indicating their emotional response to the topic.

2. Gestures

Gestures are another important aspect of body language. They can enhance verbal communication by adding emphasis or clarity to a message. However, gestures can also convey subtle meanings that may not be expressed verbally. When discussing taboo topics, individuals may use gestures to signal their reluctance or discomfort. For example, someone discussing a controversial political issue may use closed body language, such as crossing their arms or avoiding eye contact, to signal their disagreement or disapproval.

3. Posture

Posture can also play a significant role in how taboo topics are communicated. Open and relaxed posture can signal openness and receptiveness, while closed and tense posture can signal defensiveness or discomfort. When discussing taboo topics, individuals may adopt defensive postures to protect themselves from perceived threats or judgments. For example, someone discussing a stigmatized illness may hunch their shoulders or avoid making eye contact to protect their sense of self.

The Role of Body Language in Navigating Taboo Topics

In addition to reflecting attitudes towards taboo topics, body language can also be used to navigate sensitive conversations. Individuals may use body language to gauge the reactions of others and adjust their own behavior accordingly. For example, someone discussing a taboo topic may use subtle cues such as nodding or leaning forward to signal their empathy and understanding, encouraging the other person to open up.

Implications for Social Dynamics and Cultural Norms

The way in which body language is used to communicate taboo topics can have profound implications for social dynamics and cultural norms. In some cultures, certain topics may be more taboo than others, leading to different norms around how these topics are discussed and communicated. Understanding these cultural nuances can help individuals navigate sensitive conversations more effectively and avoid unintentionally causing offense or discomfort.

One of the fundamental aspects of body language is its cultural specificity. Gestures or postures that are innocuous or even positive in one culture may be highly

offensive in another. For example, the "thumbs up" gesture is commonly used to indicate approval or agreement in Western cultures but is considered offensive in parts of the Middle East and West Africa. Similarly, the use of eye contact varies widely across cultures, with some viewing it as a sign of respect and engagement and others as a challenge or invasion of privacy.

Taboos can also influence body language by restricting or shaping certain behaviors. For instance, in many cultures, public displays of affection are taboo, leading individuals to limit physical contact with others in public settings. Likewise, taboos surrounding gender roles may dictate how individuals use their bodies to express masculinity or femininity, influencing posture, gestures, and mannerisms.

Conversely, individuals may use body language to deliberately violate taboos as a form of protest or resistance. For example, during the civil rights movement in the United States, African American activists used sit-ins and other forms of nonviolent protest to challenge racial segregation, often using their bodies to occupy spaces traditionally reserved for white individuals.

Conclusion

Body language plays a crucial role in how taboo topics are perceived and communicated. By understanding the nuances of body language, individuals can navigate sensitive conversations more effectively and contribute to a more open and inclusive dialogue around taboo topics. Understanding the relationship between body language and taboo is crucial for effective cross-cultural communication and social interaction. By recognizing the cultural specificity of nonverbal cues and the ways in which taboos can shape or influence body language, individuals can navigate diverse social contexts with greater sensitivity and awareness.

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**Спорт такомиллашув гурухи футболчиларининг техник тайёргарлигини
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Аннотация. Ушбу мақолада ёш футболчиларнинг техник тайёргарлик даражасини тестлаш бўйича маълумотлар тахлили ёритилган. Бунда техник тайёргарлик даражасини ошириш усуллари асослаб берилган..

Калит сўзлар: тўп, техника, усул, рақиб, зона, хужум, жадвал, тўп.

Долзарблиги. Бизнинг мамлакатимизда бугунги кунга келиб футбол жадал суратларда ривожланиб бормоқда. Мазкур спорт тури бўйича Президентимизнинг бир қанча Қарор ва Фармонлари чиқарилиб, бунинг асосида футболни янада ривожлантиришга оид катта хажмдаги ишлар амалга оширилмоқда.

Етакчи мутахасисларнинг фикрича футболчиларни тайёрлаш жараёнига инновацион технологияларни қўланилиши замирида уларнинг тайёргарлик даражаларини аниқ баҳолаш, устунлик ва камчиликларни аниқлаш ва тегишли чораларни кўриш замирида жамоаларнинг имконият даражаси ошиб бормоқда. Демак рақибдан усунликка эришиш учун интеграл тайёргарликка алоҳида эътибор қаратиш лозим бўлади. Кўплаб олимлар турли ёш гуруҳларида интеграл тайёргарликни ривожлантиришга турлича ёндошув заруратини таъкидлашади. Бунда асосий омил жисмоний ва техник тайёргарлик билан юқори даража боғлиқ.

Ишнинг мақсади: 16 ёшли футболчиларнинг техник тайёргарлигини ошириш бўйича таклиф ва тавсиялар ишлаб чиқиш.

Кузатиш ишлари ёшлар ўртасида турли мусобақаларда “ТФА” жамоасининг турли ёшдаги футболчиларида олиб борилди. Дастлабки натижаларга кўра назорат гуруҳи ва тажриба гуруҳи футболчиларининг Жарима майдони ён томонидан зарба бериш харакатларидаги нисбий фарқ 3.16%ни ташкил қилди. Қолган натижалар қуйидагича: Дриблинг тестида 4,75% , Жонглёр тестида 3,34, Скамейкадан қайтган тўпга зарба беришда 2,85 %, Бош билан зарба бериш тестида 3,58 ва 11 метрдан зарба бериш тестида нисбий фарқ 3,03 %ни ташкил этганлиги маълум бўлди(1-жадвал).

1-жадвал.

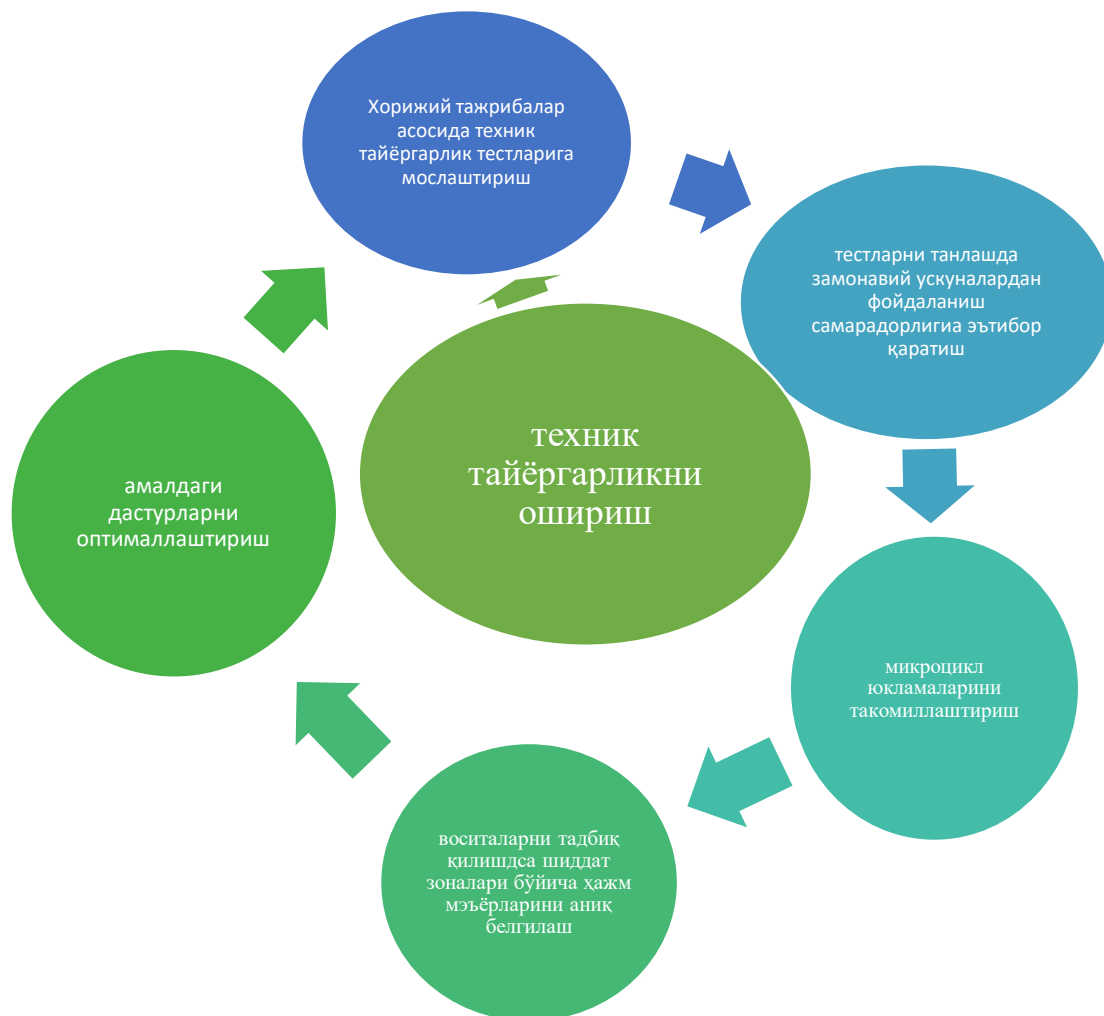
Назорат (n=20) ва тажриба (n=20) гуруҳлари 16 ёшли футболчиларнинг техник тайёргарлик даражасини харктерлайдиган тестлар бўйича педагогик тажриба бошида қайд қилинган натижалари ва уларнинг статистик характеристикаларини солиштириш

Т Б	тест	НГ	си г	V, %	ТГ	сиг	V, %	АФ	НФ	t	P
		Х			Х						
1	Жарима майдони ён томонида н зарба бериш	23,1 3	2,6 8	11,5 9	23,86	2,86	11,9 9	0,73	3,1 6	0,6 5	>0, 5
2	Дриблин г	38,3 1	4,8 1	12,5 6	40,13	5,21	12,9 8	1,82	4,7 5	0,8 9	>0, 3
3	Жонглёр	47,8 7	6,5 1	13,6 0	46,27	6,47	13,9 8	1,6	3,3 4	0,6 0	>0, 5
4	Скамейка дан қайтган тўпга зарба бериш	33,2 8	4,5 2	13,5 8	34,23	4,78	13,9 6	0,95	2,8 5	0,5 0	>0, 6
5	Бош билан дарвозага зарба бериш	33,8 3	4,2 6	12,5 9	32,62	4,22	12,9 4	1,21	3,5 8	0,7 0	>0, 4
6	Нишонга зарба бериш	32,6 8	3,7 9	11,6 0	34,09	4,08	11,9 7	1,41	4,3 1	0,8 8	>0, 3
7	11 метр масофада н дарвозага зарба бериш.	29,7 1	4,0 3	13,5 6	28,81	4,03	13,9 9	0,9	3,0 3	0,5 5	>0, 5

Умумий балл	238, 81			240,0 1						
Ўртача балл	34,1 2			34,29				3,5 7		

Изоҳ: АФ-абсолют фарқ, НФ-нисбий фарқ (фоизларда).

Дастлабки тестлаш машқларида аниқланган нисбий фарқ натижаридан кузатилдики жамоаларнинг кўрсаткичлар деярли бир хил бироқ модел кўрсаткичдан анча паст эканлиги маълум бўлган. Демак бу омиллардан шуни хулоса қилиш мумкинки мазкур жамоаларнинг ушбу тестларни бажаришлари бўйича мослашувчанлик мавжуд эмас. Зеро ушбу тестлар футболчиларнинг ўқув дастури таркибида эмас ва шунинг учун уларнинг тестлаш жараёнида адаптацион кўриниш намоён бўлмади. Бироқ умумий таҳлиллар асосида техник тайёргарликни янада оширишга эҳтиёж сезилди. Бунда техник тайёргарликка оид воситалар ўйин эпизодларига яқинлаштирилди ва юқори интенсивликда бажариш технологияси ишлаб чиқилди. Бунда тайёргарлик даврининг махсус тайёрлов босқичи ва мусобақа олди микроцикллари юкламаларининг мазмуни такомиллаштирилди.



1-расм . Техник тайёргарликни оширишга қаратилган тажриба асослари

Тажрибани ташкил қилишда техник тайёргарлик бўйича воситаларни такомиллаштириш қуйидагича кўринишда амалга оширилди:

- воситаларни бажариш вариантларида координатсион мураккаблик даражасини ошириш;
- воситаларни қўллашда жисмоний сифатларни ривожлантириш вариантларини ишлаб чиқиш;
- Ўйин вазиятини моделлаштирган ҳолда воситаларни тадбиқ қилиш.

Тажрибадан сўнг олинган натижалар таҳлилига кўра тажриба гуруҳи футболчиларининг қайта тестлаш кўрсаткичларида сезиларли ўзгариш кузатилган.

2-жадвал

Тажриба (n=20) гуруҳи 16 ёшли футболчиларнинг техник тайёргарлик даражасини харктерлайдиган тестлар бўйича қайд қилинган натижалари ва

уларнинг статистик характеристикаларини педагогик тажриба давомида ўзгариш динамикаси

ТГ	X	сиг	V, %	X	сиг	V, %	АЎ	НЎ	t	P
1	23,86	2,86	11,9 9	29,44	3,2 8	11,14	5,58	23,39	4,4 4	<0,00 1
2	40,13	5,21	12,9 8	47,37	5,7 3	12,10	7,24	18,04	3,2 4	<0,01
3	46,27	6,47	13,9 8	59,94	7,8 8	13,15	13,6 7	29,54	4,6 4	<0,00 1
4	34,23	4,78	13,9 6	40,96	5,3 7	13,11	6,73	19,66	3,2 4	<0,01
5	32,62	4,22	12,9 4	40,87	4,9 5	12,11	8,25	25,29	4,3 9	<0,00 1
6	34,09	4,08	11,9 7	41,68	4,6 4	11,13	7,59	22,26	4,2 6	<0,00 1
7	28,81	4,03	13,9 9	35,28	4,6 3	13,12	6,47	22,46	3,6 5	<0,01
Ум	240,0 1			295,5 4						
ўрт	34,29			42,22				22,95		
ТГ										

Изоҳ: АЎ-абсолют ўсиш, НЎ-нисбий ўсиш (фоизларда).

Жумладан Жарима майдони ён томонидан зарба бериш харакатларидаги нисбий фарқ 23,29% (10,33%) ни ташкил қилди. Қолган натижалар куйидагича: Дриблинг тестида 18,04%(9,32%), Жонглёр тестида 29,95%(12,2%), Скамейкадан қайтган тўпга зарба беришда 19,66 %, Бош билан зарба бериш тестида 22,46 ва 11 метрдан зарба бериш тестида нисбий фарқ 22,95 %ни ташкил этганлиги маълум бўлди.

Олинган натижалардан кўрсатиб турибдики ўқув машғулот жараёнида қўлланилаган техник тайёргарликни ривожлантирувчи воситаларни қўллаш услубияти тўғри ташкил этилган.

Ўтказилган тажриба асосида спорт такомиллашув гуруҳи футболчиларининг ўқув машғулот жараёнига тадбиқ этилган микроциклларнинг мазмунидаги техник-тактик ҳаракатларни такомиллаштирувчи воситаларни қўллашда техник жихатдан мураккаб элементларни мунтазам қўшиш ва бу жараёни ўйин вазиятларига яқинлаштирилган ҳолда турли услублардан фойдаланган ҳолда жорий қилиш катта самара беради. Бундан ташқари ушбу ҳолатда замонавий назорат меёрларини қўллашнинг методик кўрсатмалари билан мунтазам таништириб бориш ва синлувчиларга услубий кўрсатмаларни бериб бориш самарали ҳисобланади. Чунки тестлар ҳам машқ бўлиб уни қайта бажариш организмда ушбу воситаларга нисбатан мослашувчанликни келтириб чиқаради.

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**TALABALARNING INTELLEKTUAL QOBILIYATLARINI
RIVOJLANTIRISHDA, O'QITUVCHI PEDAGOGNING TUTGAN O'RNI
VA VAZIFALARI.**

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Buxoro davlat pedagogika instituti Pedagogika kafedrasi o'qituvchisi

Annotatsiya: Ushbu maqolada o'quvchi talabalarning ilmiy salohiyati va intellektual qobiliyatlarini rivojlantirishda, o'qituvchi pedagogning vazifalari keltirib o'tilgan. Ya'ni biz ushbu savollarga javob olamiz: (savollar kalit so'zlarda yozib o'tilgan)

Kalit so'zlar: O'quvchi talabalarini darsga bo'lgan qiziqishini oshirish, Dars vaqtida biror bir chalg'ituvchi narsalarga chalg'imasligini ta'minlash, darsdan keying vaqtlarini qadriga yetish, o'quvchini bilimli amaliyotga jalb qilish, kritik fikrlashni o'rganish, har bitta fanga individual yondashuv.

Asosiy qism: O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31 - dekabrda "Oliy ta'lim muassasalarida ta'lim jarayonini tashkil etish bilan bog'liq tizimni takomillashtirish chora-tadbirlari to'g'risida"gi 824-son qarori 1-ilovasi "Oliy ta'lim muassasalarida o'quv jarayoniga kredit-modul tizimini joriy etish tartibi to'g'risida"gi Nizomning 6-bob "Baholash, baholarni konvertatsiya qilish" 31-bandida "Baholash usullari fan yoki modul doirasidagi talabaning yutuqlarini aks ettiruvchi va tasdiqlovchi yozma, og'zaki, amaliy ish, loyiha, portfolio va nazoratlar kabi turlarni o'z ichiga qamrab oladi. Baholash mezoni ta'lim olish natijasiga erishilganligini aks ettirishi shart" deb qayd etilgan. Ushbu qaror ijrosini ta'minlash yuzasidan Respublikamiz oliy ta'lim muassasalarida qator ishlar amalga oshirilmoqda. Baholash usullari tarkibida talaba portfoliosi bo'lishi bugungi axborot texnologiyalari rivojlangan davrda muhim ahamiyat kasb etadi. Talaba portfoliosini yaratish va undan unumli foydalanish hozirgi kundagi dolzarb va muammoli masala bo'lib kelmoqda. Portfolioni ta'lim sohasida qo'llash g'oyasi, 80-yillarning o'rtalarida AQShda paydo bo'ldi. AQSh va Kanadadan so'ng, portfolio g'oyasi Evropa va Yaponiyada ommalashdi, XXI asrning boshlarida esa bu g'oya Rossiyada keng tarqaldi va hozirgi kunda bu g'oya O'zbekistonda ham keng yoyilmoqda. Portfolio (ingl. – portfel, zarur ishlar va hujjatlar uchun papka. frans. – bayon qilmoq, ifoda etmoq, tashimoq. ital. – hujjatlar solingan papka) – bu hujjatlar, ish namunalari, fotosuratlar, taqdim etilayotgan imkoniyatlarni tasavvur eta olish imkoniyatini beruvchi materiallar, mutaxassis xizmatlari to'plamidan iborat.

O'qituvchi pedagogning talabalarning intellektual qobiliyatlari rivojlantirishdagi ahamiyatli o'rnini va vazifalari quyidagilar bo'lishi mumkin:

- ✓ Motivatsiya: O'qituvchi talabalarni o'zlarini rivojlantirishga ilg'or qilish uchun motivatsiyalash va ularni maqsadlarga yo'naltirishda muhim rol o'ynaydi.
- ✓ Individual yondashuv: O'qituvchi har bir talabaning individual xususiyatlariga e'tibor berishi va ularning o'zlarini rivojlantirishda zarur yordam berishi kerak.
- ✓ Yaratuvchanlikni rivojlantirish: O'qituvchi talabalarga yaratuvchanlikni rivojlantirish uchun imkoniyatlar yaratishi, ularni yangiliklarga o'rgatishi va o'zlashtirish uchun ilhomlarni rag'batlantirishi kerak.
- ✓ Kritik fikrlashni o'rgatish: O'qituvchi talabalarga kritik fikrlash, masalalar ustida o'z fikrlarini ifoda qilish va savollar berishni o'rgatishi lozim.
- ✓ Bilimni amaliyotga o'tish: O'qituvchi talabalarni o'rganilgan bilimlarni amaliyotga olib chiqishga yo'naltirishi, ularni o'zlashtirish va o'zgarishlarga tayyorlashda yordam berishi kerak.
- ✓ Mustaqil ishlashni o'rgatish: O'qituvchi talabalarga mustaqil ishlash, masalalar ustida o'zlarining fikrlarini ifoda qilish va yechim topish uchun o'zlarining qobiliyatlaridan foydalanishni o'rgatishi kerak.
- ✓ O'zlashtirilgan ta'lim dasturini tuzish: O'qituvchi talabalarni rivojlantirishda o'zlashtirilgan ta'lim dasturini tuzish, ularning maqsadlariga yo'naltirilgan va ularning rivojlanishiga xizmat qiladigan dars ishlanmasini tuzish zarur.

Bu vazifalar orqali, o'qituvchilar talabalarning intellektual qobiliyatlari rivojlantirishda muvaffaqiyatli bo'lishadi va ularni yangi bilim va ko'nikmalar bilan ta'minlash uchun yordam bera oladilar.

O'quvchi talabalarini darsga bo'lgan qiziqishini oshirish uchun quyidagi usullardan foydalanishingiz mumkin:

- Mavzularni talabalarning qiziqishiga mos ravishda tanishtiring: O'quvchilarga darsda o'qitiladigan mavzularni ularning qiziqishiga mos ravishda tanishtirib, ularni ilg'or qilish va o'rganishga rag'batlantirishingiz muhim.
- Interaktiv dars usullaridan foydalaning: O'quvchilarni darsda faol qatnashishga rag'batlantirish uchun interaktiv dars usullaridan foydalaning. Misol uchun, grup ishlari, diskussiyalar, o'quvchilar bilan muloqotlar va boshqa interaktiv faoliyatlar.

- Yangiliklarga e'tibor qaratish: O'quvchilarni yangiliklarga e'tibor qaratish va ularning fikr-mulohazalarini qo'llab-quvvatlash yordamida darslarini qiziqarliroq qilishingiz mumkin.
- O'quvchilarning fikrlarini eshitish va qo'llab-quvvatlash: O'quvchilarning fikrlarini eshitish, ular bilan muloqot qilish va ularning o'z fikrlarini ifoda qilishga imkoniyat berish, ularning darsga bo'lgan qiziqishini oshirishda muhim rol o'ynaydi.
- O'quvchilarga amaliy mashg'ulotlar tashkil etish: Dars ichidagi amaliy mashg'ulotlar orqali o'quvchilarni dars mavzusiga oid nazariy bilimlarni amaliyotga olib chiqishga yo'naltirishingiz mumkin. Bu, ularning darsga bo'lgan qiziqishini oshirish va o'rganish jarayonini qiziqroq qilishi uchun yaxshi imkoniyat yaratadi.
- Darsda qiziqarli va interaktiv multimedia vositalaridan foydalaning: Multimedia vositalar, masalan, video darslar, interaktiv darslar va boshqa interaktiv materiallar orqali o'quvchilarni darsga bo'lgan qiziqishini oshirishingiz mumkin.

Darsdan keying vaqtlarini qadriga yetish uchun quyidagi tavsiyalardan foydalanishingiz mumkin:

- ✚ Darsda o'rgangan materialni qayta o'qish: Darsda o'rgangan materialni darsdan so'ng tez-tez qayta o'qib chiqing. Bu, o'rganilgan ma'lumotlarni yodda saqlashga va qadriyatli tarzda o'rganishga yordam beradi.
- ✚ Darsda o'rgangan savollarga javob qidirish: Darsda o'rgangan savollarga javob qidirish va ularni yaxshi tushunish uchun qo'llanishingiz muhim. Savollarga javob qidirish orqali o'rganilgan materialni o'zlashtirishingiz va tushunishingiz oshadi.
- ✚ Qayta topshirish va mashg'ulotlar: Darsdan so'ng o'rganilgan materialni qayta topshirish, mashg'ulotlar tashkil etish va amaliy mashg'ulotlar orqali o'rganilgan bilimlarni mustahkamlash muhimdir. Bu, o'rganilgan materialni tushunish va unga ehtiyojli bilimlarni o'rganishga yordam beradi.
- ✚ O'quv materiallarini mustahkamlashtirish: Darsdan so'ng, darsda o'rgangan materialni mustahkamlashtirish uchun qo'llanishingiz mumkin. Misol uchun, darsda o'rgangan ma'lumotlarni yozib qoldirish, darsda o'rganilgan savollarga javoblar yozib qoldirish yoki darsdan so'ng qo'llanmalar orqali o'rganilgan materialni ko'rib chiqish.
- ✚ Darsdan so'ng dars ustida ishlash: Darsdan so'ng dars ustida ishlash, darsda o'rgangan ma'lumotlarni mustahkamlashtirish va tushunish uchun yaxshi usul bo'lib hisoblanadi.

Xulosa: Xurmatli pedagog va o'quvchi talabalar ushbu maqola siz uchun juda ham manfaatli bo'lishi mumkin. Xulosa o'rnida, keltirilgan ma'lumotlar asosida tahlil natijalari shuni ko'rsatdiki, talabalarning intellektual qobiliyatlarini rivojlantirishning birinchi mezoni tafakkuriy motivdir, ikkinchi mezoni kognitiv qobiliyatlarni shakllantirish, uchinchi mezoni metakognitiv ko'nikmalarni shakllantirish hisoblanadi va talaba portfoliosi talabalarning intellektual qobiliyatlarini rivojlantirishning muhim amaliy omili sifatida ko'rish mumkin.

Foydalanilgan adabiyotlar:

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FORMATION OF FAMILISTIC COMPETENCE IN STUDENTS

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Abstract: Familistic competence, the ability to maintain healthy family relationships and effectively manage family responsibilities, is a crucial aspect of personal development for students. This article explores the formation of familistic competence in students, focusing on the role of education, family environment, and social factors. Drawing on psychological and sociological theories, as well as empirical research, the article highlights strategies for promoting familistic competence in educational settings. It also discusses the importance of familistic competence in enhancing student well-being and academic success.

Keywords: familistic competence, students, family dynamics, communication, conflict resolution.

Introduction

Familistic competence, defined as the ability to navigate and manage family relationships and responsibilities effectively, plays a significant role in individual development. For students, the formation of familistic competence is particularly important, as it can influence their well-being, academic performance, and future relationships. This article examines the factors that contribute to the development of familistic competence in students and discusses strategies for fostering this competence in educational settings.

Key Components of Familistic Competence:

Familistic competence encompasses a range of skills and abilities that are essential for healthy family functioning. These include effective communication, conflict resolution, empathy, and the ability to set boundaries. Effective communication is crucial for expressing thoughts, feelings, and needs in a clear and respectful manner.

Conflict resolution skills help individuals manage disagreements and differences of opinion within the family unit. Empathy enables individuals to understand and appreciate the perspectives of others, fostering mutual respect and understanding. Setting boundaries is important for maintaining individual autonomy and promoting healthy relationships within the family.

Formation of Familistic Competence in Students:

The formation of familistic competence begins in childhood and continues throughout adolescence and adulthood. Educational settings play a crucial role in shaping students' familistic competence by providing opportunities for learning and development. Schools can promote familistic competence through family-focused interventions, such as family counseling, parent education programs, and family therapy. These interventions can help students develop the skills and strategies needed to navigate family dynamics, communicate effectively, and resolve conflicts in a constructive manner.

Education plays a crucial role in shaping students' understanding of family dynamics and their ability to manage familial relationships. Schools and universities can promote familistic competence through curriculum content, extracurricular activities, and support services. For example, courses on family psychology and communication skills can help students develop a deeper understanding of family dynamics and improve their communication with family members. Additionally, school-based counseling services can provide students with the support and guidance they need to navigate family-related challenges effectively.

Family Environment and Social Factors:

The family environment is a primary influence on the development of familistic competence in students. Families that prioritize communication, mutual respect, and support are more likely to foster familistic competence in their children. Social factors, such as cultural norms and societal expectations, also play a role in shaping students' attitudes and behaviors regarding family relationships. For example, students from collectivistic cultures may place greater emphasis on familial

obligations and interdependence, leading to a stronger sense of familistic competence. Familistic competence is a crucial skill that enables individuals to maintain healthy relationships and navigate the complexities of family life effectively. In recent years, there has been a growing recognition of the importance of familistic competence in promoting individual well-being and family harmony. This article aims to explore the concept of familistic competence in students and examine how it can be formed and enhanced within educational settings.

Strategies for Promoting Familistic Competence in Students:

There are several strategies that educators can employ to promote familistic competence in students. One approach is to integrate family-focused content into the curriculum, such as lessons on effective communication and conflict resolution skills. Schools can also provide opportunities for students to practice these skills in real-life situations, such as through peer mediation programs or family projects. Additionally, schools can collaborate with families to reinforce the importance of familistic competence and provide support and resources to help families develop these skills. Educators and policymakers can implement several strategies to promote familistic competence in students. These include incorporating family-related topics into the curriculum, providing training for teachers and parents on effective communication and conflict resolution skills, and creating a supportive school environment that values family involvement. Additionally, schools can offer workshops and counseling services to help students develop healthy coping mechanisms for managing family-related stressors.

Importance of Familistic Competence for Student Well-being and Academic Success:

Familistic competence is essential for student well-being and academic success. Students who possess strong familistic competence are better able to manage stress, build supportive relationships, and achieve their academic goals. Additionally, familistic competence can serve as a protective factor against various mental health

issues, such as anxiety and depression, by providing students with a sense of belonging and support.

Conclusion

The formation of familistic competence in students is a complex process influenced by education, family environment, and social factors. By promoting familistic competence in educational settings, educators and policymakers can help students develop the skills and attitudes necessary to maintain healthy family relationships and manage family responsibilities effectively. This, in turn, can contribute to student well-being, academic success, and overall quality of life.

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COMPARISON OF EDUCATION SYSTEM OF FINLAND AND UZBEKISTAN

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Annotation: This article provides a comprehensive comparison of the education systems of Finland and Uzbekistan, highlighting key features, approaches, and outcomes in each country. It explores Finland's acclaimed education model, focusing on equity, teacher professionalism, and student-centered learning, while also examining Uzbekistan's ongoing efforts to reform its education system, with an emphasis on access, curriculum adaptation, and vocational training. The annotation acknowledges the diverse challenges and approaches within each system and underscores the importance of drawing insights from global best practices to inform educational policies and practices worldwide.

Key words: Education, systems, Finland, Uzbekistan, comparison, analysis, features, approaches, outcomes, equity, teacher professionalism, student-centered learning, access, curriculum adaptation, vocational training, challenges, global best practices, educational policies, practices, comprehensive..

Education systems vary greatly across the globe, shaped by cultural, economic, and historical factors. In comparing the education systems of Finland and Uzbekistan, one encounters striking differences in approach, structure, and outcomes. While both nations prioritize education as a fundamental aspect of societal development, the methods and philosophies diverge significantly.

Finland: A Beacon of Educational Excellence

Finland consistently ranks among the top performers in global education assessments, earning acclaim for its innovative approach and commitment to equity. The Finnish education system is characterized by its emphasis on inclusivity, individualized learning, and teacher professionalism.

Key Features:

Equal Access: One of the most notable aspects of Finnish education is its commitment to providing equal opportunities for all students. There are no

standardized tests until the end of high school, and students receive comprehensive support regardless of their socio-economic background.

Child-Centric Approach: Finnish schools prioritize the holistic development of students, focusing on fostering creativity, critical thinking, and problem-solving skills rather than rote memorization. Class sizes are kept small, allowing for personalized attention and tailored instruction.

Highly Qualified Teachers: Teaching is a prestigious profession in Finland, with rigorous training and stringent selection criteria for educators. Teachers are granted significant autonomy in curriculum design and assessment, enabling them to adapt teaching methods to suit individual student needs.

Minimal Homework: Finnish students enjoy shorter school days and minimal homework compared to their counterparts in many other countries. This approach aims to promote a healthy work-life balance and prioritize extracurricular activities and family time.

Uzbekistan: Navigating Educational Reform

Uzbekistan, a Central Asian nation with a rich cultural heritage, has undergone significant educational reforms in recent years. Transitioning from a Soviet-era centralized system, Uzbekistan is striving to modernize its education system to meet the demands of the 21st century.

Key Features:

Focus on Access and Infrastructure: Uzbekistan has made strides in improving access to education, particularly in rural areas. Investments have been made in building new schools, renovating existing infrastructure, and expanding educational opportunities for marginalized communities.

Curriculum Reform: Efforts have been made to update the curriculum to align with international standards and promote critical thinking and practical skills. However, challenges remain in ensuring uniform implementation and quality assurance across the country.

Technological Integration: Recognizing the importance of technology in education, Uzbekistan has embarked on initiatives to integrate digital tools into the learning process. This includes providing schools with computers, internet access, and educational software.

Vocational Education Emphasis: In addition to academic education, Uzbekistan places emphasis on vocational training to prepare students for the workforce. Technical and vocational education institutions offer specialized programs in fields such as agriculture, engineering, and healthcare.

Contrasts and Lessons

While Finland and Uzbekistan differ significantly in their education systems, there are valuable lessons to be learned from both approaches.

Finland's emphasis on equity, teacher professionalism, and child-centric learning underscores the importance of investing in quality education for all. The Finnish model demonstrates that prioritizing holistic development over standardized testing can lead to better outcomes and greater societal well-being.

On the other hand, Uzbekistan's efforts to reform its education system highlight the challenges of transitioning from a centralized to a more decentralized model. By focusing on access, curriculum reform, and vocational training, Uzbekistan aims to equip its youth with the skills necessary for success in a rapidly changing global economy.

In conclusion, the comparison of the education systems of Finland and Uzbekistan reveals the diverse approaches nations take to address the complex challenges of educating their populations. By studying and adapting successful strategies from around the world, countries can continue to improve their education systems and unlock the full potential of future generations. The comparative analysis of the education systems in Finland and Uzbekistan offers a multifaceted understanding of the various factors influencing educational outcomes. Finland's model showcases the effectiveness of prioritizing equity, teacher autonomy, and student-centered learning, resulting in high performance and societal well-being. Conversely, Uzbekistan's ongoing reforms underscore the complexities of transitioning from centralized systems towards modernization, emphasizing access, curriculum adaptation, and vocational training.

As nations worldwide strive to enhance their education systems to meet the demands of the 21st century, there is no one-size-fits-all solution. Instead, it is imperative to draw insights from diverse approaches, considering each country's unique context, challenges, and aspirations. By fostering a culture of continuous improvement and learning from global best practices, countries can pave the way for a brighter future, where education serves as a catalyst for individual growth, societal development, and global competitiveness.

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“Temur tuzuklari” asosida talabalarda ma’naviy, ilmiy va estetik qadriyatlarni tarbiyalash.

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Annotatsiya: ushbu maqolada Buyuk davlat arbobining tarixdagi o'rniilm-fanga qo'shgan hissasi shuningdek, “Temur tuzuklari” asosida talabalarda ma’naviy, ilmiy va estetik qadriyatlarni tarbiyalash haqida fikr yuritilgan.

Kalit so‘zlar: ajdodlar, davlatchilik, qonunshunoslik an'analar, adolatli tamoyillar, daraja, kengash, mashvaratu maslahat, qat'iy qaror, tadbirkorlik va xushyorlik.

Bugungi kunda harbiy xizmatchilarni yuksak Vatanparvarlik ruhida tarbiyalashda buyuk sarkarda Amir Temurning o'rni benihoya kattadir. Biz buyuk Soxibqiron bobomiz Amir Temur hazratlarini dunyoda neki eng kuchli, eng jozibali, eng mahobatli bo'lsa shularga qiyoslashimiz mumkin. Buyuk davlat arbobining tarixdagi o'rniga yuksak baho berilgan. Amir Temur dunyo tarixida qudratli va gullab-yashnagan davlat barpo etgan buyuk sarkarda va davlat arbobigina emas, balki Movarounnaxrni shuningdek, Samarqandni yer yuzining chinakam madaniy va ilmiy markazlaridan biriga aylantirgan shaxs bo'lgan. Bu ulug' zot qurdirgan memorchilik va xalq san'atining javohirlari bugungacha qad ko'tarib turibdi. U tomonidan yaratilgan “Temur tuzuklari” bugungi kungacha tarixiy-huquqiy tadqiqot sifatida alohida dolzarblik kasb etadi. Amir Temur hayoti va faoliyatini yorituvchi asosiy tarixiy manbalar benihoya ko'p va xilma-xil bo'lib, bu uning nomi, jahon tarixidagi roli beqiyos ekanligi va g'oyat mashhurligidan dalolat beradi.

“Temur tuzuklari” ilmiy jamoatchilikni 600 yil mobaynida qiziqtirib kelmoqda. Rus olimlaridan biri D.I.Logofet “Tuzuklar”ni o'rganib va unga yuksak baho bergan va “Turkistonda huquqiy davlat va Konstitutsion Kodeks Yevropadan 500 yil oldin vujudga kelgan”, degan fikrni ilgari suradi. Buyuk ajdodimizning eng muhim fazilatlaridan biri shuki, ul zot bundan olti asr avval davlatlararo o'zaro manfaatli hamkorlikni rivojlantirish, uzoq va yaqin xalqlar o'rtasida do'stlik va hamjihatlik rishtalarini mustahkamlash o'z saltanati yorqin istiqbolini ta'minlashning muhim omili ekanini teran anglagan. Amir Temur o'z «Tuzuklari»da islom dini va shariat qonunlariga tayanmaydigan hokimiyat uzoqqa bormay, o'z qudratini yo'qotadi, shuning uchun podshohlik, albatta, din va shariat qonun-qoidalariga so'zsiz amal qilishi lozim, deb hisoblaydi 1 mujassamlashtirgan, din va imonni yangilovchi insonlar va ana shunday xislatlarni

1 Муқимов З. Амир Темур тўзуқлари (тарихий-ҳуқуқий тадқиқот). Иккинчи тўлдирилган наشري. – Самарқанд: СамДУ, 2008. –27-б.

o'zida gavdalantirgan davlat boshliqlari hamda ularga yordam beruvchi kishilar dunyoga keladi.

Agar chuqurroq nazar tashlasak, har bir kasb-hunarda, san'atda shunday yangilovchilarni ko'rasan, odatda esa kishilar bularga etibor qilmaydilar. Biz uchun barcha ming yillik va yuz yilliklarning yangilovchilarini aniqlash muhim emas. Kim buni xohlasa, "Tuzuki Temuriy" dan aniqlashi mumkin" 2 deb yozadi olim. Ammo Temurning davlat boshlig'i sifatidagi o'ziga xosligi shundan iborat bo'lganki, u qonun chiqarish hokimiyatida ham ishtirok etgan. Bunga uning «Tuzuklar»i yaqqol misol bo'la oladi. Ana shu fikrlarga, shuningdek, Temur tuzuklariga suyangan holda, xulosa qiladigan bo'lsak, bu davlat o'ziga xos tuzilish shakli bo'yicha o'rta asr imperiyasi (saltanati), boshqarish shakli bo'yicha o'ziga xos sharqona mutloqiy monarxiya edi. Temur tuzuklarida qayd etilishicha, saltanat ishlarida eng birinchi galda to'rt narsaga amal qilinishi lozim:

1. Kengash.
2. Mashvaratu maslahat.
3. Qat'iy qaror, tadbirkorlik va xushyorlik.
4. Ehtiyotkorlik

Davlatni shakllantirish borasida esa u yana muhim sanalgan to'rt ustunga suyanib faoliyat yuritgan: 1. Islom va shariat qoidalari. 2. To'ra va tuzuklar. Z.Xazina. 4. Raiyat va askar 3 Sohibqiron Amir Temurning bunday qarorga, jiddiy to'xtamga kelishi –davlat yuritishda mazkur tamoyil va ustunlarga suyanishi o'z-o'zidan yoki qaysidir bir siyosiy tizimlarga tayanish orqali emas, balki u ajdodlarning davlatchilik va qonunshunoslik borasidagi eng yaxshi an'alarini zamonasining talablariga uyg'unlashtirdi, ularni adolatli tamoyillar darajasiga ko'tara oldi, chunonchi ushbu qarorga kelishgacha bo'lgan davrda eng oliy an'analardan tortib, hatto piri Zaynuddin Abubakr Toyibodiyning maslahatlarigacha puxta o'rgandi, unga suyanib ish tutdi. "Tuzuklar" da ko'rsatilishicha, davlatni boshqarishda kengashish, maslahat hamda tadbirkorlikka katta ahamiyat berilgan. "Davlat ishlarining to'qqiz ulushi kengash, tadbir va mashvarat, qolgan bir ulushi esa qilichdir" 4 –deyiladi uning birinchi maqolasida. Shu haqiqat shubhasizki, "Temur tuzuklari" da davlatni boshqarishdagi deyarli bosh g'oyalardan biri sifatida kengash, mashvarat va tadbirkor bo'lishi ko'rsatilgan. Bunda u, albatta, eng avvalo, o'z yaqinlari, zodagonlar, yirik amaldorlar bilan kengashni nazarda tutgan. Bunga

2 См.: Трактат Ахмад Дониша. История Мангитской династии. Перев. предис. и примеч. И.Наджафовой. – Душанбе: Дониш, 1967, –С.147.

3 Муқимов З. Амир Темур тузуклари (тарихий-ҳуқуқий тадқиқот). Иккинчи тўлдирилган наشري. – Самарқанд: СамДУ, 2008. –27-б.

4 Темур тузуклари. –Т.: "O'zbekiston", 2019. –184 б.

qurultoylar, shuningdek, harbiyyurishlar oldidan qo'shin boshliqlari bo'lgan amirlar va amirzodalar (o'zining o'g'illari) bilan o'tkazgan kengashlarini kiritish mumkin. Faqat boshqarishda emas, harbiy harakatlarda ham, kengashlarga, ayniqsa, katta ahamiyat berilgan.

«Yuz ming otliq askar qila olmagan ishni bir to'g'ri kengash bilan amalga oshirish mumkin», degan so'zlar bunga guvohdir. Haqiqatanham, Amir Temurning eng asosiy tarixiy xizmati shundan iboratki, aynan uning hukmronligi davrida Yevropa va Osiyo qit'olari ilk bor o'zlarining bir geosiyosiy maydonda yashayotganlarini his etganlar. Sohibqiron savdo-iqtisodiy munosabatlar orqali xalqlar va mamlakatlar o'rtasida yagona makon barpo etish sohasida shunday yutuqlarga erishganki, bunga qoyil qolmasdan ilojimiz yo'q. Xulosa qilib aytsak, O'zbekistonda hozirda, demokratik-huquqiy davlat barpo etish sari borayotgan ekanmiz, u bo'sh joyda emas, o'zining tarixiy ildizlari bor joyda qurilmoqda. Amir Temur davlati va uning «Tuzuklari»dagi bu boradagi qarashlari ana shu jarayonning bir bosqichini tashkil etadi. Hozirgikunda Amir Temur va Temuriylar mavzuiga bag'ishlab yaratilgan yirik asarlar soni Yevropa tillarida besh yuzdan, Sharq xalqlari tillarida esa mingdan ortiqni tashkil etadi. Bu misol asrlar davomida jahon tarixining yorqin siymolaridan biri – Amir Temur hayoti va faoliyatini, Temuriylar tarixini o'rganishga bo'lgan qiziqish dunyo miqyosida hech qachon susaymaganidan dalolat beradi. Aksincha, keyingi vaqtda dunyoda, ayniqsa, Yevropada ushbu mavzuga etibor yanada ortgani kuzatilmoqda va albatta biz uchun quvonarli holdir.

Ma'lumki, jamiyat hayotida ijtimoiy adolatni ta'minlash - xar qanday demokratik boshqaruvning asosiy ma'no-mazmunini tashkil etadi. Chunki adolatga erishmasdan turib, insonning huquq va erkinliklarini ro'yobga chiqarib bo'lmaydi. Shu nuqtai nazardan qaraganda, Amir Temurning XIV asr sharoitida "Kuch - adolatda" degan g'oyani shior qilib olgani, hech shubxasiz, ulkan ijobiy xodisa edi. Boshqacha aytganda, sohibqiron demokratiyaning bosh sharti bo'lgan adolat masalasining jamiyat taraqqiyotidagi urni va rolini to'g'ri anglagan.

Albatta, Amir Temur barpo etgan davlat, avvalambor, adolat tamoyillariga tayanardi. U qat'iy markazlashgan davlat bo'lib, uning boshkaruv usullari o'z davridagi eng takomillashgan butun boshli tizimga ega edi. Eng asosiysi, Amir Temur davlatida bevosita adolat g'oyasini amalga oshirishga xizmat qilgan ijtimoiy institutlar mavjud bo'lgan.

Foydalanilgan adabiyotlar ro'yxati:

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TEACHING METHODOLOGY OF BIOLOGICAL SCIENCE IN SCHOOLS

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Abstract: Teaching methodology in biological science plays a crucial role in shaping students' understanding and interest in the subject. This article explores various innovative teaching methods and strategies that can be employed in schools to enhance the learning experience and promote a deeper understanding of biological concepts. It discusses the importance of hands-on learning, inquiry-based approaches, use of technology, and integration of real-world examples in teaching biological science. The article also highlights the significance of teacher training and professional development in implementing effective teaching methodologies. Overall, it emphasizes the need for a student-centered approach that fosters curiosity and critical thinking skills in students.

Keywords: Teaching methodology, Biological science, Schools, Hands-on learning, Inquiry-based approaches, Technology, Student-centered approach.

Introduction : Teaching biological science in schools is a complex and dynamic process that requires careful planning, innovative strategies, and a deep understanding of the subject matter. The methodologies employed in teaching biological science play a crucial role in shaping students' understanding, interest, and enthusiasm for the subject. This article aims to explore the various teaching methodologies used in the field of biological science education in schools and their impact on student learning outcomes. The teaching of biological science in schools plays a crucial role in developing students' understanding of the natural world and fostering scientific literacy. However, traditional teaching methods often fail to engage students and may not effectively convey complex biological concepts. To address these challenges, educators are increasingly turning to innovative teaching methodologies that make learning more interactive, relevant, and enjoyable for students.

Multimedia Resources:

Incorporating multimedia resources such as videos, animations, and interactive simulations can greatly enhance the teaching of biological science. These resources can help visualize complex biological processes, making them easier for students to understand. Additionally, multimedia resources can cater to different learning styles, ensuring that all students can effectively grasp the concepts being taught.

Collaborative Projects:

Collaborative projects are another effective way to teach biological science. By working in groups, students can share ideas, collaborate on experiments, and learn from each other's experiences. Collaborative projects also promote teamwork and communication skills, which are essential in scientific research and other professional settings.

Real-World Applications:

To make the teaching of biological science more relevant to students, educators should incorporate real-world applications of biological concepts into their lessons. This could include discussing the role of biology in medicine, agriculture, and environmental conservation. By highlighting the practical applications of biology, educators can motivate students and show them the real-world relevance of the subject.

Inquiry-Based Learning:

One of the most effective teaching methodologies in biological science education is inquiry-based learning. This approach encourages students to ask questions, investigate phenomena, and draw conclusions based on evidence. By engaging in hands-on activities and experiments, students develop critical thinking skills and a deeper understanding of biological concepts. Inquiry-based learning promotes active learning and allows students to take ownership of their learning process, leading to better retention of information and higher levels of engagement.

Hands-On Activities:

Hands-on activities are another essential component of effective biological science education. These activities allow students to explore biological concepts in a tangible and interactive way, making abstract ideas more concrete and understandable. By engaging in hands-on activities such as dissections, experiments, and field trips, students develop a deeper appreciation for the natural world and the scientific method. Hands-on activities also promote teamwork, communication skills, and problem-solving abilities, which are essential in the field of biological science.

Technology Integration:

The integration of technology has revolutionized the way biological science is taught in schools. Digital tools such as computer simulations, virtual labs, and educational apps provide students with interactive and engaging learning experiences. Technology allows students to visualize complex biological processes, conduct

virtual experiments, and access a wealth of information from around the world. By integrating technology into the curriculum, teachers can enhance the effectiveness of their teaching and cater to the diverse learning needs of students.

Teacher Professional Development:

Effective teaching of biological science requires continuous professional development for teachers. Professional development programs help teachers stay updated with the latest trends and developments in the field of biological science education. These programs also provide teachers with new teaching strategies, resources, and tools to enhance their classroom practice. By investing in teacher professional development, schools can ensure that their teachers are well-equipped to deliver high-quality biological science education to their students.

Creating a Conducive Learning Environment:

Creating a conducive learning environment is essential for effective biological science education. A positive and supportive learning environment encourages students to explore, ask questions, and take risks in their learning. Teachers can create such an environment by fostering a sense of curiosity, respect, and collaboration among students. By creating a safe and inclusive learning environment, teachers can motivate students to actively participate in their learning and develop a lifelong love for biological science.

Professional Development for Teachers:

Continuous professional development is essential for teachers to stay abreast of advancements in the field of biology and to improve their teaching practices. Teachers should participate in workshops, conferences, and online courses to enhance their knowledge and skills in teaching biological science. By continually updating their teaching methods, educators can ensure that they are providing students with the best possible learning experience in the field of biology.

Conclusion

In conclusion, effective teaching of biological science in schools requires a combination of innovative teaching methodologies, hands-on activities, technology integration, teacher professional development, and a conducive learning environment. By employing these strategies, teachers can enhance students' understanding and appreciation of biological concepts, leading to improved learning outcomes and a deeper interest in the field of biological science.

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THE IMPACT OF PLASTIC POLLUTION ON MARINE ECOSYSTEMS

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Annotation. This article studies the socio-economic ramifications of plastic pollution, including its detrimental effects on industries such as tourism, fisheries, and coastal communities reliant on healthy marine ecosystems for livelihoods. It discusses the disproportionate burden of plastic pollution on developing countries and marginalized communities, exacerbating environmental injustices and inequities. Additionally, the article examines the role of consumer behavior and corporate responsibility in driving solutions to plastic pollution, highlighting the importance of sustainable consumption patterns and corporate initiatives to reduce plastic usage and promote environmental stewardship. By addressing these interconnected issues, the article aims to catalyze collective action and policy reforms that prioritize the protection and restoration of marine ecosystems for the benefit of both present and future generations.

Keywords: plastic pollution, marine ecosystems, marine life, environmental degradation, human health, mitigation efforts, sustainable solutions.

Introduction. Plastic pollution has emerged as one of the most pressing environmental challenges of the 21st century, with profound implications for marine ecosystems and human well-being. Every year, millions of tons of plastic waste find their way into the world's oceans, wreaking havoc on marine life, ecosystems, and coastal communities.⁵ From remote shorelines to the depths of the ocean, plastic debris has become ubiquitous, posing a grave threat to biodiversity, ecological integrity, and global food security. In this article, we delve into the intricate web of impacts wrought by plastic pollution on marine ecosystems, examining its origins, pathways, and far-reaching consequences. Through comprehensive analysis and synthesis of scientific research and real-world examples, we aim to shed light on the urgent need to address this pervasive environmental crisis and foster a deeper understanding of its complexities. Join us as we navigate the turbulent waters of plastic pollution and explore pathways toward a cleaner, healthier future for our oceans and planet. Plastic pollution originates from a myriad of sources, both land-based and ocean-based.

⁵ Jambeck, J.R., et al. (2015). Plastic waste inputs from land into the ocean. *Science*, 347(6223), 768-771.

Improper waste management, inadequate recycling infrastructure, and littering contribute to the bulk of plastic waste entering marine environments from coastal areas.⁶ Additionally, industrial runoff and stormwater discharge transport significant quantities of plastic debris from urban centers to rivers and eventually to the sea. Furthermore, maritime activities, including shipping, fishing, and aquaculture, generate substantial amounts of plastic waste, including discarded fishing gear and shipping containers, adding to the marine pollution burden. Once in the marine environment, plastics undergo fragmentation due to physical and chemical processes, leading to the formation of microplastics smaller than 5mm and nanoplastics, which can persist in the environment for centuries.

Plastic pollution poses a grave threat to marine life and ecosystems through various mechanisms. Marine animals, including seabirds, turtles, marine mammals, and fish, often mistake plastic debris for food, leading to ingestion and subsequent health effects. Plastic ingestion can cause internal injuries, blockages in the digestive tract, and malnutrition, ultimately leading to starvation and death.⁷ Moreover, marine animals may become entangled in discarded fishing nets, lines, and other debris, resulting in injuries, suffocation, and impaired mobility. The consequences of plastic pollution extend beyond individual organisms to entire ecosystems, as plastics alter habitat structure, disrupt ecological processes, and introduce toxic substances into marine food webs. Microplastics, in particular, have been shown to accumulate in sediments, coastal habitats, and deep-sea environments, posing risks to benthic organisms and bottom-dwelling species. In addition to its ecological impacts, plastic pollution poses significant risks to human health and well-being. Plastics contain a variety of chemical additives, such as phthalates, bisphenol A (BPA), and flame retardants, which can leach into the marine environment and bioaccumulate in organisms. These chemicals have been linked to a range of adverse health effects in humans, including endocrine disruption, reproductive disorders, and carcinogenicity.⁸

Moreover, microplastics have been found in seafood consumed by humans, raising concerns about the potential transfer of contaminants from plastics to the food chain and human populations. Furthermore, plastic pollution can have socio-economic implications, affecting industries such as tourism, fisheries, and coastal development, and disproportionately impacting vulnerable communities reliant on marine resources for livelihoods. Addressing the complex issue of plastic pollution

⁶ Rochman, C.M., et al. (2013). Anthropogenic debris in seafood: Plastic debris and fibers from textiles in fish and bivalves sold for human consumption. *Scientific Reports*, 3, 1-8.

⁷ Galloway, T.S. (2015). Micro- and nano-plastics and human health. *Marine Pollution Bulletin*, 92(1-2), 1-8.

⁸ Law, K.L., et al. (2010). Plastic accumulation in the North Atlantic subtropical gyre. *Science*, 329(5996), 1185-1188.

requires concerted efforts across multiple fronts, including policy interventions, technological innovations, and public awareness campaigns.

Governments, non-governmental organizations (NGOs), and industry stakeholders have implemented various initiatives to reduce plastic usage, improve waste management practices, and promote recycling and circular economy principles. Bans on single-use plastics, deposit-return schemes, and extended producer responsibility (EPR) programs are among the policy measures adopted by countries to tackle plastic pollution at its source.⁹ Furthermore, advancements in materials science, such as biodegradable plastics and alternative packaging materials, hold promise for reducing the environmental footprint of plastic production and consumption.¹⁰ Educating consumers about the impacts of plastic pollution and empowering them to make informed choices about their consumption habits are also essential components of any comprehensive strategy to combat plastic pollution. Plastic pollution represents a formidable challenge to the health and integrity of marine ecosystems, with far-reaching implications for biodiversity, human health, and socio-economic well-being. As plastic production continues to rise and waste management systems struggle to cope with escalating levels of plastic waste, urgent action is needed to reverse the tide of plastic pollution and safeguard the future of our oceans.¹¹

By adopting a multi-faceted approach that combines regulatory measures, technological innovation, and public engagement, we can work towards a cleaner, healthier marine environment for current and future generations. Together, let us rise to the challenge of plastic pollution and chart a course toward a more sustainable and resilient future for our planet.¹² Despite progress in understanding and addressing plastic pollution, significant challenges remain on the path towards a plastic-free ocean. One major obstacle is the sheer scale of plastic production and consumption, which continues to escalate globally. Additionally, inadequate waste management infrastructure in many parts of the world exacerbates the problem, leading to widespread leakage of plastic waste into the environment. Moreover, the pervasiveness of single-use plastics in everyday products and packaging presents a

⁹ Wright, S.L., et al. (2013). The physical impacts of microplastics on marine organisms: A review. *Environmental Pollution*, 178, 483-492.

¹⁰ Lebreton, L.C.M., et al. (2018). River plastic emissions to the world's oceans. *Nature Communications*, 9(1), 1-10.

¹¹ Thompson, R.C., et al. (2009). Lost at sea: Where is all the plastic? *Science*, 304(5672), 838-838.

¹² Carson, H.S., et al. (2013). The occurrence of microplastics in fish from the North Pacific Central Gyre. *Marine Pollution Bulletin*, 71(1-2), 231-236.

formidable barrier to reducing plastic usage and promoting more sustainable alternatives.

However, amidst these challenges lie opportunities for innovation, collaboration, and positive change. Advances in recycling technologies, waste-to-energy conversion, and alternative materials offer promising avenues for reducing the environmental footprint of plastic production and consumption.¹³ Furthermore, the growing momentum behind the circular economy movement, which emphasizes resource efficiency, waste reduction, and product stewardship, holds the potential to transform our approach to plastic use and waste management. Individuals also play a crucial role in combating plastic pollution through their daily choices and actions. By reducing plastic consumption, practicing proper waste disposal, and supporting initiatives that promote sustainable alternatives, individuals can contribute to the collective effort to protect marine ecosystems. Community-based initiatives, such as beach clean-ups, plastic-free campaigns, and educational outreach programs, empower local communities to take ownership of their environment and drive positive change at the grassroots level.¹⁴

Conclusion. As we confront the challenges posed by plastic pollution, we must adopt a forward-thinking and proactive approach to safeguarding the health and resilience of our oceans. This requires a paradigm shift in our attitudes towards plastic consumption and waste management, embracing principles of sustainability, circularity, and environmental stewardship. It also entails fostering a culture of responsibility and accountability among individuals, businesses, and governments alike, recognizing our shared responsibility to protect and preserve the natural world for future generations.

In conclusion, the impact of plastic pollution on marine ecosystems is a complex and multifaceted issue that demands urgent attention and concerted action from all sectors of society. By working together towards innovative solutions, raising awareness, and advocating for policy reforms, we can turn the tide on plastic pollution and create a brighter, cleaner future for our oceans and planet. Let us rise to the challenge with determination, compassion, and resolve, knowing that the health and vitality of our oceans depend on the choices we make today.

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¹³ Andrady, A.L. (2011). Microplastics in the marine environment. *Marine Pollution Bulletin*, 62(8), 1596-1605.

¹⁴ Teuten, E.L., et al. (2009). Transport and release of chemicals from plastics to the environment and to wildlife. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1526), 2027-2045.

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TASHQI TAHDIDLARGA QARSHI KURASHDA TA'LIM- TARBIYANING O'RNI

Madjitova Kamola Azlar qizi
Chirchiq shahar kasb-hunar maktabida
xorijiy tili (ingliz tili) o'qituvchisi

Annatsiya: Ushbu maqolada yoshlarni yod g'oyalar ta'siriga tushib qolishni oldini olish globallashuv jarayonlarining milliy ma'naviyatga ko'rsatayotgan salbiy ta'siri, "ommaviy madaniyat" xavfi va boqimandalik kayfiyati paydo bo'layotgan, odob-axloq, qadriyatlarni yo'qolish, Vatanni sevish va ma'suliyatni his etish ruhida tarbiyalash, shu bilan birga andisha, g'urur, or-nomus, ulug'larga hurmat, murosachilik prinsipiga asoslangan "sharqona demokratiya" tushunchasi nima ekanligi haqida so'z boradi.

Kalit so'z: Globallashuv, tahdid, milliy qadryat, ommaviy madaniyat, mafkuraviy xurujlar.

Аннотация: в этой статье не допустить попадания молодежи под влияние йодных идей негативное влияние процессов глобализации на национальную духовность, опасность "массовой культуры" и воспитание в духе зарождающихся патриотических настроений, утраты нравственности, ценностей, любви к родине и чувства ответственности, в то же время воспитание в духе андиша, гордости, чести, уважения к великим, в котором говорится о том, что такое понятие "Восточная демократия", основанное на принципе компромисса.

Ключевое слово: глобализация, угроза, национальная ценность, популярная культура, идеологические атаки

XXI asr barchamizga ma'lumki texnika asri deb tan olmoqda. Dunyoda globallashuv jarayoni to'xtovsiz davom etayotgan bugungi kunimizda shubhasiz, inson ongini egallash uchun kurash tobora zo'rayib bormoqda. Zamonaviy texnologiyalar vositasida yoshlarning har bir harakatini kuzatish bilan cheklanmasdan, hatto uning o'y-hayollari, tuyg'ulari va qiziqishlarini egallab olmoqda. Buning natijasida yoshlarimiz o'zlari bilmagan xolda ijtimoiy tarmoqlar orqali taqiqlangan saytlarga kirib inson uchun xavfli bo'lgan turli xil noan'anaviy tahdidlarga ergashib qolmoqdalar. Bularning eng xavflilari insonlarning ruhiyatiga ta'sir o'tkazish orqali millatlarning qadriyatlari va turmush tarzini izdan chiqarishga qaratilgan odob-axloq, oila va jamiyat hayotiga jiddiy ta'sir ko'rsatadigan ma'naviy tahdidlar yuzaga keladi desak mubolag'a bo'lmaydi.

Tarixdan ma'lumki xattoki jangda xam biror davlatni zabt qilmoqchi yoki bosib olmoqchi bo'lsang eng osoni shu davlatni milliy madaniyati va ma'naviyatini yo'q qil degan g'oya ilgari surilgan.

Tahdid so'zi "xavf-xatar, xuruj va buzish" ma'nolarini anglatadi. SHu ma'noda ma'naviy tahdidlar shaxsni aqliy va axloqiy jihatdan buzishga qaratilgan maqsadli xurujlar deyish mumkin.

Ma'naviy tahdidlardan maqsad:

- shaxsning ma'naviy-axloqiy olamini buzish;
- o'z vatani va jamiyatiga nisbatan yovuzlik fikrini uyg'otish;
- milliy axloqiy qadriyatlarni aynitish;
- o'zgarlar jamiyatini ideal deb bilish ko'nikmasini hosil qilish;
- zararli odatlarga xuruj qo'yishdir.

Aniqlanishicha ma'naviy tahdidlarning barcha turi nosog'lom turmush tarzi bilan bog'liqligiga va u mafkuraviy nuqtai nazardan eng xavfli omil ekanligi ma'lum.

Ma'naviy tahdidlarning negizini shaxs tarbiyasini izdan chiqarishga qaratilgan g'oyani tashkil etadi.

Tadqiqotlar natijasida, bugungi kunda ma'naviy tahdidlar quyidagicha illatlarni targ'ib qilayotgani namoyon bo'lmoqda: xudbinlik, nopoklik, nafs balosi, hayu - havasga berilish, engil-elpi umr kechirishga da'vat, giyohvandlik, diniy niqob, tajovuzkorlik, molu-dunyoga rujo' qo'yish, axloqiy buzuqlik, zo'ravonlik, axloqsizlikni madaniyat deb bilish va aksincha, asl ma'naviy qadriyatlarni eskilik sarqiti deb qarash, loqaydlik, mahalliychilik, irodasizlik kabi tushunchalar. Aslida globallashuv sharoitida buzg'unchilikka yo'naltirilmagan bo'lib ayrim kimsalarning g'arazli niyatlari orqali bo'shliqlarga kirish bilan namoyon bo'lmoda.

Globallashuv yaratayotgan imkoniyatlardan hozirgi kunda ma'naviy bo'shliqni to'ldirishga harakat qilayotgan siyosiy va mafkuraviy markazlar foydalanmoqdalar. Mafkuraviy xurujlar milliy va diniy tomirlarimizga bolta urishini, ulardan bizni butunlay uzib tashlashdek yovuz maqsadlarni ko'zlashini, yurtimizda yashaydigan sog'lom fikrli har bir odam yaxshi tushunadi. Bunday tajovuzkorona harakatlar bizlar uchun mutlaqo begona mafkura va dunyoqarashni avvalo beg'ubor yoshlarimizning qalbi va ongiga singdirishga qaratilganligi ayniqsa xatarlidir. Yana bir turdagi tahdidlar "ommaviy madaniyat" xavfi va boqimandalik kayfiyati paydo bo'layotgan, odob-axloq, qadriyatlarni yo'qolish xavfi yuzaga kelayotgan hozirgi globallashuv sharoitida tarixiy merosimizni asrab-avaylash, o'rganish va ajdodlardan avlodlarga qoldirish davlatimiz siyosatining eng muhim ustuvor

yoʻnalishlaridan biri sifatida jiddiy eʼtiborda ekanligi kishining koʻngliga taskin beradi. Har bir narsaning yaxshi va yomon tomoni boʻlgani kabi globallasuv jarayoni ham salbiy va ijobiy mohiyat kasb etaveradi.

Olimlarimiz globallasuvning ijobiy jihatlariga toʻxtalar ekan, koʻpgina mamlakatlarga fan texnika, texnologiya yutuqlarining jadal kirib kelishi globallasuv tufayli, bu esa ularning iqtisodiy hayotiy rivojiga, xalqlarning turmush tarzini ortishiga ijobiy taʼsir koʻrsatmoqa deb taʼkidlaydi. Globallasuv jarayonlarining milliy maʼnaviyatga koʻrsatayotgan salbiy taʼsiri xususida quyidagilarni ajratib koʻrsatish mumkin. Transmilliy kompaniyalar mahsulotlari dunyo boʻylab tarqalishi maʼnaviy taʼsirlar tashuvchisi sifatida, ayniqsa jamiyat kelajagi boʻlgan yosh avlod dunyoqarashida shakllanishi oʻz milliy zaminlari hisobiga emas, balki unga zid boʻlgan “ommaviy madaniyat” hisobiga rivojlanishiga olib keladi. Bu esa oʻz navbatida milliylikning barbod boʻlish jarayonini tezlashtiradi; –siyosiy-mafkuraviy munosabatlar keskinlashuvi, bu boradagi raqobat dunyo siyosiy manzarasida moddiy fan, texnik, texnologik imkoniyatlari yuksak taraqqiy qilgan mamlakatlarning maʼnaviy ustuvorligini taʼminlashga, bu oʻz navbatida, milliy maʼnaviyatning emirilishiga olib keladi.

Avvalambor mamlakatimizda oʻsib kelayotgan yosh avlodni milliy anʼanalar va maʼnaviy qadriyatlarni, Vatanni sevish va maʼsuliyatni his etish ruhida tarbiyalash, shu bilan birga andisha, gʻurur, or-nomus, ulugʻlarga hurmat tushunchalarini yoshlar ongiga singdirish, ularni xalqimizning urf-odatlariga, maʼnaviy merosini ulugʻlash, umuminsoniy tamoyillar va inson qadrini hurmat qilish kabi fazilatlarini rivojlantirishga alohida eʼtibor qaratish kerak. Murosachilik prinsipiga asoslangan “sharqona demokratiya” va milliy dunyoqarash tushunchasini farqlashga oʻrgatish. Bunda xamkorlik masalalarini yoʻlga qoʻyish orqali qisman echim topishga erishish mumkin. YAʼni ota-onalar, taʼlim muassasalari, maxalla, ijtimoiy tarmoqlarga masʼul tashkilotlar xamkorligini kuchaytirish mexanizmlarini takomillashtirish chora tadbirlarini yoʻlga qoʻyish talab qilinali.

Ijtimoiy tarmoqlar orqali yoshlar hayotiga koʻrinmas, yashirin tarzda kirib kelayotgan global xurujlarga ongli ravshda munosabat bildirish, yoshlarga “ommaviy madaniyat” niqobidagi mafkura nima ekanligini tushuntirish va bu tahdidlarga qarshi kurasha oladigan barkamol insonlarni voyaga etkazish zarurdir.

Xulosada, globallasuv sharoitida maʼnaviy-axloqiy tahdidlarga qarshi kurashda taʼlim-tarbiya muassasalari faoliyati tizimida harakatdagi shaxs, tarbiyachi - pedagog, oʻz shaxsiy qibiliyati va mahoratini ishga solgan holda yoshlar bilan hamkorlikda ijodiy va hayotiy faoliyatini maqsadga muvofiq tarzda tashkil etsa, oʻrganuvchilar uning barcha shakl va koʻrinishlarida real subʼektga aylanadi.

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ФУНКЦИОНАЛЬНО-ТЕМАТИЧЕСКАЯ ТИПОЛОГИЯ ЭВФЕМИЗМОВ ДЛЯ ЗАМЕНЫ ТАБУ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ

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Аннотация. В данной статье описывается явление речевого поведения языковой системы, как одного из важнейших культурных аспектов существования в обществе с того самого времени, как образовался язык и возникла необходимость замены грубых высказываний наиболее приемлемыми вариантами, является актуальным и по сей день.

Ключевые слова: табу, эвфемизм, эвфемизация, лексика, полемика, эвфемия, этикет.

Введение. В настоящее время как в русском, так и в узбекском языках к такому роду высказываниям, носящих нецензурный характер и не совсем соответствующих речевой норме, стал проявляться интерес и увеличиваться уровень использования.

Основная часть. Культурные слова очень недолговечны, потому что испытывают на себе оценочное явление со сторон социума.

К разряду культуры речи В.П. Москвин относит те эвфемизмы, которые используются при нежелании называть прямым именем что-либо неприятное или физически отвратительное. Например, *обойтись посредством платка* вместо *высморгаться*. Любопытные выражения данного типа использовались в речи цирюльников старой Москвы: *родителей за здравие поминать* вместо *икать*, *душу в покаяние пустить* в значении «вызвать искусственную рвоту» [4, с. 33]. Данные перечисленные выше действия являются некультурными, в некотором роде даже постыдными, и соответственно лишней раз доказывают то, что бытовые табуированные слова могут быть заменены эвфемизмами и тем самым дают возможность завуалировать неприемлемую и отторгающую действительность.

Помимо этого, эвфемизации подлежат данные действия следующими словами, например:

- у людей: рус. эвф. *по нужде пойти, пойти подумать, по маленькому сходить, по большому сходить, пойти помечтать, облегчиться по-маленькому*, заменяют бытовые табу – *покакать, пописать, посрать, поссать, пойти в туалет, помочиться или испражниться*; узб. эвф. *пешоб, пешоб қилмоқ, заҳар, заҳар танг қилмоқ, чой жавоб қилмоқ, ёзилмоқ, бўшамоқ*

(*бўшаб олмоқ*), *даштламоқ* (*сходитъ по-маленькому*), *ҳўл қилмоқ* (*бўлмоқ*), *таги бўкмоқ* (*бўкиб қолмоқ*), *тагини қуруқламоқ*, *тўшақ* (*кўрпача*) *алмаштирмоқ*, *чоптирмоқ*, *чур ташламоқ*, *учирмоқ*, *нам қилмоқ*, *кичкинасини қилмоқ* (*помочь*) – *вм. сийдиқ, сиймоқ* (*мочеиспускание*), *ғубор чиқармоқ* (*опорожниться*) – *вместо табу чичиб қўймоқ* (*сходитъ по большому, сиймоқ* (*писать*), *чичмоқ* (*покакать*) и др.;

- у животных: рус. эвф. *собака оставляет своим женихам адрес под деревьями*, *вместо табу собака пометила поп...в*; узб. *жойни эслаб қолиш учун ит дарахтни ҳўллайди* (*досл. собака мочит дерево для того, чтобы запомнить место*);

- у птиц: рус. эвф. *голубка испачкала беленьким следом после себя* *вместо табу «птичка накакала»*; узб. эвф. *қуш доғ қолдирди* (*птица оставила после себя пятно*);

- у насекомых: рус. эвф. *пирог, засиженный мухами* *вместо «пирог обосранный мухами»*; узб. эвф. *чивинлар нонга ташириф буюришди* (*хлеб посетили мухи*) и др.

Обратив внимание на данные табуированные слова и выражения, замененные эвфемизмами, стоит также упомянуть и следующего не менее известного учреждения: рус. эвф. *ватерклозет, клозет, нужник, удобства, туалет, уборная; куда царь пешком ходит, одно место* *вместо слова-табу туалет в значении места общественного пользования – узб. эвф. бадрабга бормоқ* (*досл. пойти в ванную*), *унитазли хонага бормоқ* (*досл. пойти в комнату с унитазом*), *кабинетга бормоқ* (*пойти в кабинет, употребляется в переносном значении*); *пиёда бориладиган жойга бормоқ* (*досл. туда можно пойти пешком*), *ёлгиз бориладиган жойга бормоқ* (*досл. место, куда ходят в одиночку*), *бурчакка бормоқ* (*досл. пойти в угол*), *ташқарига чиқмоқ* (*досл. выйти на двор*) – *вместо табу места общественного пользования, туалет.*

Необходимо отметить то, что Б. А. Ларин определил количество использования бытовых культурных изречений употребительностью «по преимуществу в разговорной речи», а также «кругом представлений из области физиологии и анатомии человека» [3, с. 111]. Бесспорно, данное определение является не совсем распространенным, потому что существуют и другие слова, которые вызывают не совсем приятные чувства и требуют замены словами-синонимами или какими-либо другими описательными оборотами. Например, *вместо слов таракан, клоп или блоха используют насекомое, вместо вошь – паразит или существо, разносящее микробы или заразу* и др. При замене функционально-тематических табуированных слов эвфемизмами, видимо, отражают «эстетический фактор эвфемизации речи» [3, с. 112].

Не менее важное значение в русском языке имеет ряд вежливых слов, используемых, по определению Н. С. Араповой, «с целью искажения или маскировки подлинной сущности обозначаемого» [2, с. 13]. Эти вежливые

высказывания называются эвфемизмами, которые являются маскирующими, они употребляются в общении для «камуфляжа» табуированной лексики.

Маскирующие эвфемизмы в основном применяются для обозначения темы воровства.

Маскируется также тема безденежья: рус. эвф. *карманная чахотка, ограниченные средства, ограниченное состояние* – в м. табу «нищий, безденежный, бедняк»; *нуждаться в средствах, социально непривилегированные* – в м. табу «бедные, бомжи, нищелюды, бездомные, т.е. те, кто находится на границе общества»; *собирать куски* – в м. «нищенствовать, просить милостыню»; узб. эвф. *маблағ керак (нуждающийся в средствах), чекланган маблағлар* (ограниченные средства) [5, с. 292].

В некоторых случаях маскирующая эвфемизация не просто снимает отрицательный оттенок обозначаемого понятия, но и приписывает ему положительную вуалирующую систему слов, например, *компактная квартира* вместо маленькая квартира, или вместо *отправить на пенсию* говорят *проводить на заслуженный отдых* [6, с. 46].

Можно заметить, что бытующее устойчивое выражение *заслуженный отдых (покой)*, употребляя в тандеме с такими глаголами как *уйти или проводить* воспринимаются совсем иначе и носят более лояльный характер особенно, если они сказаны при том человеке, о котором шел разговор (скорее всего, это связано с тем, что человек в некотором роде теряет в себе уверенность и считает себя ненужным звеном в социальной среде).

В числе завуалированных выражений можно обнаружить и среди профессиональных табу [5, с. 293]. К примеру, в авиации вместо *вертолет упал (разбился)*, говорят, что вертолет *совершил жесткую посадку или потерпел крушение, а в узб. вертолет кулади*; для работников некоторых военных ведомств вместо глагола *убить* характерно употребление таких более нейтральных его синонимов, как *убрать, ликвидировать и устранить*, а в узб. *нишон мулжалга тегди, йук килинди*, вместо слова *убийство* – *ликвидация и физическое устранение*; для персонала медицинских учреждений не уместно употребление такого выражения, как *больной умер, вместо этого они говорят потерять больного*, а в узб. *Аллох сабр берсин, саклаб кололмадик*.

Еще один существующий вид табу, замененный эвфемизмами связан с этикетом. В.П. Москвин говорит о том, что этикетные эвфемизмы используются, когда говорящий избегает прямых наименований из боязни обидеть либо собеседника, либо третье лицо [4].

Этикетная лексика эвфемистических замен существует для отрицания.

Так, например, говорят: *имеет косвенное или отдалённое отношение* вместо *не имеет отношения*. Табуированию также подвергается отказ: нет, возможно, *я подумаю* и др. Вместо фразы «Ваше предложение было отвергнуто» говорят *не нашло понимания*, вместо «Ваша статья никуда не

годится» – *Из-за недостатка места мы не смогли использовать ваш материал.*

Негативная оценка выступает предметом для смягчения и замены обозначаемого традиционного литературного слова. Так о незаурядном, ничем не примечательном человеке принято говорить *звёзды с неба не хватает, пороха не выдумает, недалёкий, простоватый, простой*. О глупом, недалёком человеке: табу *дурак, тупица, тупой рус эвф. человек ограниченного ума, с ограниченными возможностями* – узб. *ақлсиз (без ума, глупый), айниган (испорченный, в зн. безумный), ақли заиф (умственно отсталый), ақли йуқ (нет ума, безумный, безумец), ақлан кам, ақли кам, ақли паст (мало ума, слабоумный), ақли қуср (умственно отсталый)*. При общении с лицами, являющиеся по отношению к говорящему намного старше или вовсе не знакомым, использование такого глагола, как *орать* является табуированным как для представителей русской, так и узбекской культуры.

При общении носящий официально-деловой или научный характер важно правильно подбирать слова и словосочетания. К примеру, при проведении диспута, в ходе научной полемики – способность находить формы выражения мыслей, не задевающие самолюбие и достоинство оппонента, – признак высокой культуры её носителя. Такой человек не выскажет своему оппоненту, что он обманывает, хоть это и имеет место быть, а выразится приблизительно в такой форме: *Мой уважаемый оппонент недостаточно корректно излагает факты*. Таким образом к таким табуированным словам относятся *не правда, вранье, ложь, обман*. В документах официально – делового стиля можно заменить их на *не соответствует действительности*. Также при обращении нельзя обращаться на «Ты и по имени».

Этикетная эвфемизация относится к нормам языкового поведения. Стимулом к использованию этикетной эвфемии является правовая система общества и возможность при необходимости отстоять свои права в судебном порядке. К скрывающим суть дела средствам прибегают и в тех случаях, когда прямое обозначение объекта, действия, свойства, по мнению говорящего, может вызвать нежелательный эффект или негативную реакцию массового адресата. Таковы, например, словосочетания *либерализация цен, упорядочение цен, свободные цены* в языке современной прессы, в речевой практике экономистов, представителей власти и т.п. В буквальном значении эти сочетания могут прилагаться к любым ценам и любым процессам, происходящим с ними, – понижению, повышению, сохранению на прежнем уровне, приведению их в нужное соответствие. Однако на самом деле эти обороты нередко обозначают более высокие, чем прежде, цены, но обозначают, так сказать, не впрямую, а вуалируя малоприятное для большинства людей явление.

Б. А. Ларин также отметил, что «эвфемизмы употребляются как условно-обязательный способ выражения в дипломатии» [3].

Дипломатические эвфемизмы также принято относить к числу политических: *это вызвало неоднозначную реакцию, personanongrata*. В качестве политических могут быть использованы и так называемые экономические эвфемизмы: *избыток импорта, быстрая посадка, отказаться от своей политики нулевых процентных ставок, условная единица, либерализация*. Б. А. Ларин выделил разряд «затуманивающих содержание» эвфемизмов, характерных, по мнению учёного, «для буржуазного общества» – таких, как *состояние* или *достаток* вместо *богатство*, *человек со средствами* вместо *капиталист* [3, с. 34].

Следовательно, первичное значение является основой для зарождения и развития образного значения. Переносное значение – образное представление реального значения «приготовленного» в памяти, сфокусированного на конкретной цели, эмоционально усиленного.

Таким образом, все табуированного слова могут быть заменены на синонимы или описательные обороты, имеющие более положительный характер, т.е. на эвфемизмы. Термин «эвфемия» чаще всего используется как синоним эвфемизации, есть также исследования, в которых эвфемия рассматривается как частный случай (разновидность) синонимии [1, с. 262].

Заключение. Возрастание интереса к феномену культуры с неизбежностью актуализирует такие проблемы, как язык и культура, основы развития поликультурной и многоязычной личности, социокультурные нормы речевого поведения в условиях межкультурной коммуникации. В условиях межкультурной коммуникации должно уделяться внимание национальной специфике речевого этикета и речевого поведения.

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