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DEVELOPMENT OF PEDAGOGY AND LINGUISTICS**

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

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**THE USE OF PROBLEMATIC EDUCATIONAL TECHNOLOGIES IN  
THE ACTIVATION OF EDUCATIONAL AND COGNITIVE ACTIVITY  
OF PUPILS IN THE LESSONS OF THEIR NATIVE LANGUAGE AND  
READING LITERACY**

*Usarova Marg'uba Nazar qizi*

*Qarshi Davlat Universiteti tayanch doktoranti. Email  
margubahumoyun@gmail.com. tel.nomer 93.3959194*

**Abstract.** this article gives information about utilizing problematic approach in teaching native language and reading literacy lessons as well as provides possible techniques how to conduct both lessons more productively.

**Keywords:** *problem-based learning, excavator, bright spot, locomotive, discovery.*

The integration of theoretical reasoning, practical application, and sensory experience is known as cognitive activity. It is implemented at every stage of life, in all forms of pupil interactions and activities (socially and productively beneficial labor, value-oriented and artistic-aesthetic activities, communication), as well as via carrying out different subject-practical tasks during the learning process [1].

Independence, which is linked to the definition of the goal, mode, and means of the activity by the pupils independently without assistance from adults or teachers, is another significant component of the motivation of pupils' learning that is closely related to activity. Cognitive engagement and self-reliance are intrinsically linked: children who participate in more school activities tend to be more self-reliant, whereas pupils who do not engage in enough activities become more reliant on others and lose their sense of autonomy.

Traditionally, activation is used to describe pupil activity management. The process of motivating pupils to study actively and purposefully, getting them over stereotyped and passive behaviors, and preventing mental work from declining or

stagnating is known as activation. Activation's primary objective is to increase pupil participation, which enhances the standard of the educational process. [1]

Every step of a lesson should involve increasing the pupils' cognitive activity and piquing their interest in learning through a variety of techniques, formats, and assignments especially when teachers teach them native and reading literacy. These include a differentiated approach to teaching, individual pupil work, various didactic and illustrative materials, technical teaching tools, and more. It is essential that kids like learning in every class so they may grow to believe in their own abilities and be interested in learning new things.

One of the primary approaches to enhancing the educational process in schools is, therefore, to activate pupils' cognitive activity in the classroom. Pupils' active mental processes facilitate the conscious and long-lasting integration of their information. [2]

The development of truly dialogical relations—that is, subject-subject, equal—in which the participants in the dialogue are interested in communicating with each other and see in the interlocutor an interesting person, a bearer of a different, valuable opinion, or another potentially valuable culture—is an essential component of a native language and reading literacy lessons. [3]

“A set of different options for interaction between the elements of the lesson that arises in the learning process and ensures its purposeful effectiveness” is the definition of the lesson's structure.

Within the framework of developmental learning theories, the educational scenario is acknowledged as a structural component of a contemporary lesson. In line with E.V. Karsalova, we define educational circumstances as every meaningful, well planned step in the arrangement of a school child's educational and reading activities, including cognitive tasks (i.e., establishing a goal and providing an approach to achieve it).

The first and most crucial component is the pupil's unique intellectual activity for the autonomous absorption of new concepts through problem-solving in the

classroom. This provides awareness, depth, and strength of knowledge as well as the development of logical, theoretical, and intuitive thinking. The only true information that pupils acquire is that which they may deliberately apply to their future theoretical and practical endeavors.

The second benefit is that, since it fosters the development of critical, creative, and dialectical thinking skills, problem-based learning is the best method for shaping a worldview. Since only a dialectical approach to the investigation of all processes and phenomena of reality formulates a system of strong and profound beliefs, pupils' ability to solve problems on their own is also a prerequisite for the conversion of information into beliefs.

The third characteristic, which is based on the didactic idea of the integration of learning with life, emerges from the patterns of the interactions between theoretical and practical issues. Relationships with real-world experiences are crucial for generating challenging circumstances and act as benchmarks for assessing how well educational difficulties are solved.

The fourth characteristic of problem-based learning is the teacher's methodical use of the best possible mix of different pupil forms of independent work. This characteristic is that the instructor plans the completion of individual assignments that call for both updating already learned material and assimilating fresh concepts and methods of operation.

The individual approach's didactic premise dictates the fifth feature. The fundamental distinction between problem-based learning and traditional learning is that, in the former case, the teacher's frontal presentation of new information and the pupil's individual form of perception and assimilation of it create a dialectical contradiction that necessitates individualization.

Individualization in problem-based learning is primarily caused by the existence of learning problems with differing levels of complexity, which are interpreted differently by every learner. Different people will perceive the same problem

differently, which will influence how it is formulated, what kinds of hypotheses are put out, and how further evidence is found.

The dynamism of problem-based learning, or the movable interconnectedness of its components, is its sixth characteristic. Because of the dialectical rule of the interconnectedness and interdependence of all objects and phenomena of the material world, one scenario automatically gives way to another, which is the dynamic of problem-based learning.

Traditional learning lacks dynamism and, as some studies have noted, instead of being troublesome, “categoricality” is dominant.

The pupil's high emotional activity is the seventh characteristic. This is because the problem situation itself is what arouses the pupil's emotions, and it is also because the pupil's active mental activity is inherently linked to the sensory-emotional domain of mental activity. A pupil's personal experience and emotional activity are triggered by any autonomous, inquiring mental activity that is linked to a personal “acceptance” of an educational challenge. Consequently, brain activity is determined by emotional activity.

The second path of cognition is strengthened by the new ratio of induction and deduction that problem-based learning offers, along with the new ratio of reproductive and productive—which includes creative assimilation of knowledge—which increases the role of pupils' creative cognitive activity. This is the eighth feature of problem-based learning. [4].

In conclusion, the first benefit of problem-based learning is that it fosters a strong knowledge base and unique way of thinking. The second benefit is that it fosters deep beliefs. The third benefit is that it fosters the creative application of information in real-world situations. These three characteristics guarantee that the school's primary mission is accomplished and have the highest societal value. The first three acts' efficiency is determined by the major five qualities, which are of a socio-didactic nature.

Three basic types of problem-based learning are recognized in pedagogy: partial search activity in laboratory work or during an experiment; problematic presentation of instructional content in a lecture or seminar; and autonomous research activity. A problem seminar might take the shape of a theoretical game, in which pupils arrange small working groups to demonstrate to one another the benefits of their concept and approach. A practical lesson devoted to the verification or evaluation of a particular theoretical model or technique, the degree of their usefulness in these settings, can be applied to the solving of a set of challenging problems. [4].

The complexity of fixing an issue in a problematic scenario might vary. Such a learning environment entails the maximum level of problemativeness, where a learner formulates the problem (task) and discovers its solution on their own, as well as determines and assesses their own decision-making.

Problematic scenarios stem from pupils' active cognitive engagement, which entails identifying and resolving intricate problems that call for analysis, up-to-date information, the capacity to recognize connections in seemingly disparate data, etc. The following scenarios might occur as a difficulty in the lesson:

- difficult tasks with redundant, contradictory, missing, or purposefully manufactured faults;
  - the quest for the truth (method, method, rules of solution);
  - divergent viewpoints on the same subject;
  - inconsistencies in the practical activity.
- [5].

A teacher can expose pupils to challenging situations in the following ways:

- an energizing conversation serves as a “excavator” that unearths an issue, query, or challenge, assisting in the creation of an instructional job;
- the use of motivating techniques: “bright spot”
- the message of intriguing material (historical facts, legends, etc.); demonstration of incomprehensible phenomena (experiment, visibility); “actualization”;
- the discovery of the meaning and significance of the problem for pupils;
- a leading dialogue: a logically constructed chain of tasks and questions is a “locomotive” moving towards new knowledge, a way of action.

The following are the primary prerequisites for using challenging situations:

Pupils' involvement in: a novel subject (“discovery” of fresh information);

- the capacity of pupils to recognize the region of “ignorance” in a new assignment;
- the ability to apply previously learned knowledge to a new setting;
- active search activity.

The teacher's responsibilities include:

- creating and managing problematic situations during the lesson;
- formulating the problem situation by pointing out to pupils the reasons why the assigned practical educational task was not completed or why they were unable to explain certain demonstrated facts to them.

The way in which training sessions are organized, with pupils actively and independently solving challenging situations while being guided by an instructor, leads to a creative mastery of professional knowledge, skills, and abilities as well as the growth of thinking abilities. A difficult situation consists of the subject and object of cognition and their mental interactions.

In addition to promoting cognitive issues that pupils actively solve to integrate new knowledge, problem-based learning also aims to support pupils' autonomous quest for new information and behavioral patterns. So far, the most promising approach is problem-based learning.

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## Maktabgacha ta'lim tashkilotlarida jismoniy tarbiya mashg'ulotlarini tashkil etish

*Najmiddinova Shahnoza*

*Qo'qon universiteti talabasi*

*Email: [najmiddinovashaxnoza26@gmail.com](mailto:najmiddinovashaxnoza26@gmail.com)*

**Annotatsiya:** Ushbu maqolada Maktabgacha ta'lim tashkilotlarida jismoniy tarbiya mashg'ulotlarini to'g'ri tashkil etish masalalari haqida so'z olib boriladi. Bolalarga jismoniy tarbiya mashg'ulotlari qayerda, qancha vaqt davomida, qanday vositalar yordamida va mashg'ulotlar qanday qismlarga bo'lib olib borilishi haqida yozilgan.

**Annotation:** This article discusses the proper organization of physical education activities in preschool educational organizations. It is written about where physical education is taught to children, how long, what tools are used, and what parts the exercises are conducted in.

**Kalit so'zlar:** maktabgacha ta'lim, jismoniy tarbiya, ta'lim-tarbiya, faoliyat, gimnastika, mashg'ulot, sog'lomlashtirish.

**Keywords:** preschool, physical education, education, activity, gymnastics, exercise, well-being.

Maktabgacha ta'lim tashkilotlarida qo'llaniladigan, „Ilk qadam“ davlat dasturi va "Davlat standartlari" da har bir yosh guruhi uchun belgilangan jismoniy tarbiya mashg'ulotlari, jismoniy mashqlar, jismoniy tarbiya mashg'ulotlar mazmuni belgilab berilgan. Jismoniy tarbiyada xilma-xil mashg'ulotlarni o'tkazishda tarbiyachi yoki jismoniy tarbiya yo'riqchisi vazifalarni aniq- ravshan bilishi, mashg'ulotni olib borishda izchillikka rioya qilishi, shuningdek bolalar yosh va individual xususiyatlarini hisobga olish shartdir. Mashg'ulot vaqtida bola organizmining dinamikasi va uning psixologiyasini nazorat qilish va e'tiborli bo'lish tarbiyachining asosiy vazifalaridan biridir. Tarbiyachi yoki jismoniy tarbiya yo'riqchisi qanchalik mashg'ulot davomida faol bo'lib, bolalarga e'tiborli bo'lsa, jismoniy tarbiya mashg'ulotidagi ta'lim va tarbiya jarayonining samaradorligi shunchalik darajada ko'tarilib boradi.

Maktabgacha ta'lim tashkilotlarida jismoniy tarbiyani tashkil etish bolalarning turli-tuman faoliyatining ta'lim - tarbiyaviy majmuasi bo'lib, uning asosini harakat faolligi tashkil etadi. Bu jismoniy harakatlar yig'indisi bolaning jismoniy jihatdan to'laqonli rivojlanishi va sog'ligining mustahkamlanishi uchun zarur bo'lgan muayyan harakatlar tizimidir. Maktabgacha ta'lim tashkilotlarida bolalarning harakat faoliyatini tashkil etishning turlariga quyidagilar kiradi: a) jismoniy tarbiya frontal mashg'ulotlari;

b) har kungi tartibdagi jismoniy tarbiya - sog'lomlashtirish ishlari;

d) ertalabki badantarbiya, harakat o'yinlari va sayr paytidagi jismoniy mashqlar, mashg'ulotlar orasidagi jismoniy tarbiya daqiqalari, kunduzgi uyqudan so'nggi jismoniy tarbiya mashqlari, chiniqtirish tadbirlari;

e) ko'ngilochar, faol dam olish;

f) bolalar turizmi, jismoniy tarbiya bayramlari, bog'chadagi salomatlik kunlari, ta'tillar;

g) bolalarning erkin, mustaqil harakat faoliyati;

h) jismoniy tarbiya mashg'ulotlaridan uyga vazifa. Bularning barchasi maktabgacha ta'lim tashkilotlarida jismoniy tarbiya va bolani har tomonlama rivojlantirishga qaratilgan bo'lib, umumiy vazifalariga javob beradi. Har biri jismoniy faoliyatlar turlari o'zaro aloqadordirlar, shu bilan birga har biri o'zining muayyan maxsus vazifasiga egadir. Bularning barchasi birgalikda maktabgacha tarbiya tashkilotlari kun tartibi bo'yicha olib boriladi. Ilk yoshdagi, ya'ni, uch yoshdagi bolalar guruhida asosiy shakli jismoniy mashqlar bilan individual, yakka tartibda shug'ullanish hisoblanadi. Bularga -gimnastika, massaj, harakatli o'yinlarni kiritishimiz mumkin. Ertalabki gimnastika va jismoniy tarbiya mashg'ulotlari kichik guruh tarbiyalanuvchilarining barchasida birdek o'tkaziladi. Biroq kichik guruh bolalarining har birining yosh va psixofiziologiyasi xususiyatlarga mos bo'lgan mashqlar bajartiriladi. Qolgan guruhlarda ham shu xususiyatlar inobatga olingan holda ertalabki gimnastika mashqlari olib boriladi. Mashg'ulotlar davomida o'tkaziladigan, jismoniy tarbiya daqiqalari bolalar bog'chalarining katta guruhlarda ko'proq muhim ahamiyatga ega bo'ladi. Bunday daqiqalar har doim aqliy faoliyat uyg'otuvchi - elementar matematika, nutqni o'stirish, savodga o'rgatish, ikkinchi tilni o'rganish bo'yicha frontal mashg'ulotlarga va bolalarning dam olishi hamda ish qobiliyatini tiklash va diqqatini jamlash vaqti sifatida ikki mashg'ulot o'rtasiga kiritiladi. Ochiq havodagi harakatli o'yinlar va har xil mustaqil harakat faoliyati turli yosh guruhlardagi bolalar kundalik hayotining zarur sharti hisoblanadi. Chunki bolalar faoliyatining asosiy qismi o'yin faoliyati hisoblanadi. Ochiq havodagi harakatli o'yinlarda, bolalar o'zlari mustaqil erkin jismoniy harakatda bo'ladi. Masalan: ochiq havodagi harakatli o'yinlarga "Quvnoq soyabon" o'yinini bolalarga o'ynatish mumkin. Buning uchun bolalar aylana shaklida turib olishadi, bolalar uchun oldindan tayyorlab qo'yilgan soyabonni tarbiyachi ko'tarib turadi. Soyabonning pastki qismiga uzun lentalar yopishtirilgan bo'lib bolalar shu lentaning bir uchidan ushlab turishadi. Biror bir yomg'ir yoki soyabon haqidagi musiqa qo'yilib o'yin boshlanadi. Tarbiyachi qo'lidagi soyabonni aylantirsa bolalar ham soyabonning lentalaridan ushlab yugurishadi. Soyabonni yig'sa bolalar tarbiyachi oldida to'planishadi, soyabon yerga qo'yilsa bolalar ham aylana shaklida joylarida o'tirib olishadi. Bolalarga o'yin qoidalari tushintirilib bo'lingach harakatlar tezlashtiriladi. Bu harakatli o'yin bolalarda chaqqonlikni, epchillikni rivojlantiradi. Qoidali harakatli o'yinlarda esa bolalar, aniq ko'rsatilgan jismoniy holatni egallaydi.

Jismoniy tarbiya mashg'ulotlarining ahamiyati shundaki, bolalarda harakatlar madaniyatining kompleks rivojlantirish hamda bolalarni sog'lomlashtirish, bolalarga ta'limiy va tarbiyaviy vazifalarni muntazam amalga oshirishdan iboratdir. Bu vazifalarning bajarilishi, bolalar organizmning funksional takomillashuvi, bolalar sog'ligining mustahkamlanishi, bolalar tomonidan to'g'ri harakat ko'nikmalarining egallanishini, jismoniy sifatlar hamda, jismoniy tarbiya va sportga nisbatan qiziqishni uyg'otish va jismoniy jihatdan rivojlanishini ta'minlaydi. Jismoniy tarbiya mashg'ulotlari bolalarni sog'lomlashtirish, bola tanasini chiniqtirish bilan birgalikda olib boriladi, bunda albatta tarbiyachi yoki jismoniy tarbiya yo'riqchisi bolaning jismoniy tarbiya gigiena qoidalariga rioya qilishiga ham e'tibor berishi shart.

Ta'lim-tarbiyaviy vazifasi; mashg'ulotlar jarayonida bolaning ma'naviy axloqiy sifatlarini shakllantirish, jismoniy tarbiya va sport sohasiga oid bilimlar va terminlarni o'rgatib borish, to'g'ri harakat ko'nikmalari shakllantirish hamda jismoniy sifatlarini tarbiyalashga qaratilgan bo'lib, bolalar orasida mashg'ulotlar judayam xushchaqchaq intizomli, atrof muhitda yaxshi harakatlanadigan, berilgan vazifaga muvofiq tez va aniqlik bilan, maqsad tomonga faoliyat ko'rsata oladigan, axloqiy meyorlarga va ijodiylik namoyon eta oladigan bolalarni tarbiyalash bilan olib boriladi. Jismoniy tarbiya mashg'ulotlari kuz, qish va bahor faslida binoda hamda, ochiq maydonchalarda, maxsus joylarda o'tkaziladi. Yoz faslida barcha jismoniy tarbiya mashg'ulotlari (yomg'irli kunlardan tashqari) ochiq havoda, maxsus jismoniy tarbiya maydonchasida o'tkaziladi. Yopiq xonadagi va ochiq havodagi jismoniy tarbiya mashg'ulotlari o'zaro aloqadordir. Mashg'ulotlarni o'tkazish sharoiti mashg'ulotning o'ziga xos xususiyatini belgilaydi. Binodagi jismoniy tarbiya mashg'ulotlari har doim sog'lomlashtirish—gigienik shartlarga rioya qilgan holda o'tkazilishi (deraza fortochkalari ochiq, yengil kiyim va poyabzal) mashg'ulotlar jismoniy mashq harakatlarning to'g'ri, chiroyli va aniq bo'lishi, guruhda barcha bolalar umumiy harakat madaniyatini o'zlashtirib boradi. Bolalarga mashg'ulot davomida turli qo'llanmalar va musiqa jo'rligida o'tkazish mumkin. Ochiq havodagi mashg'ulotlar bolalarni yuqori darajadagi sog'lomlashtirish samarasiga ega. Bolalar jismoniy harakatlarni keng joyda bajarishga imkon beradi, bolalarga jismoniy ma'suliyatni oshiradi, sport o'yinlari, estafetalar, har xil harakatli o'yinlar o'tkazishga

keng imkoniyat yaratadi. Ammo ochiq havoda bolalar kiyadigan qalin kiyim va poyabzallar harakatlarning aniq, chiroyli bo'lishiga xalaqit beradi. Maktabgacha ta'lim tashkilotlarida jismoniy tarbiya mashg'ulotlarini o'tkazish vaqtlari belgilangan bo'lib:

Kichik guruh - 15-20 daqiqa

O'rta guruh - 20-25 daqiqa

Katta guruh - 25-30 daqiqa.

Tayyorlov guruhi - 30-35 daqiqa davom etadi.

Jismoniy tarbiya mashg'ulotlari uch qismga bo'lib olib boriladi: kirish ( xona bo'ylab yurish va yugurish, safga turish); asosiy qism ( umumrivojlantiruvchi mashqlar, asosiy harakat turlari, harakatli o'yinlar va h.); yakuniy qism ( xona bo'ylab yurish va nafas mashqlari, kam harakatli o'yinlar).

Ta'limiy, tarbiyaviy va sog'lomlashtirish vazifalari jismoniy tarbiya mashg'ulotining har bir qismi uchun birdek muxim ahamiyatga ega. Mazkur vazifalarni bajarish bolalarni har tomonlama rivojlanishiga ta'sir etadi. Mashg'ulotning kirish qismi - jismoniy tayyorgarlik qismi vazifalari va mazmuni jismoniy tarbiya mashg'ulotining birinchi qismi qo'yilgan vazifalar va uning asosiy qismidagi mashqlar mazmuni va turiga kura turlicha bo'lishi mumkin. Jismoniy tarbiya mashg'ulotining bu qismi vazifasi bolalarda mashg'ulotga nisbatan qiziqish va emotsional kayfiyat paydo qilishdan, diqqatni bir joyga jamlab olish va tayyorgarlik darajasini tekshirishdan, ayrim harakat ko'nikmalarini aniklashtirishdan, bola organizmini asta-sekin mashg'ulotning asosiy qismida bo'ladigan birmuncha intensiv faoliyatga tayyorlashdan iborat. Shuning uchun jismoniy tarbiya mashg'ulotlari bir xolda mashg'ulotni o'tish, ikkinchi bir xolda kirish- jismoniy tayyorgarlik tavsifida bo'lishi mumkin. Shu maqsadda bolalarda to'g'ri qaddi-qomatni shakllantirishga, yassi tovonlikning oldini olishga yordam beradigan, fazoda mo'ljal olish bilan bog'liq bajarilishi uncha ko'p vaqt talab qilmaydigan tarbiyalanuvchilarga tanish mashqlar va maxsus mashqlarni bajarish mumkin. Bunday jismoniy tarbiya mashqlarga quyidagilar kiradi: saflanish mashqlariga - turlicha saflanishlar va qayta saflanishlar; har xil topshiriqlar bilan bajariladigan yurish va yugurish; tarqalib yengil yugurish xamda keyinchalik katta va kichik davra, guruh va hokazo bo'lib saflanish. Turli ko'rinishdagi va yassitovonlikning oldini olish maqsadidagi bajariladigan mashqlarga, tovonda yurishlar, oyoq uchida, qalin arqon ustida, narvonda yurish va boshqa mashqlar. Kirish qismi bolalarning mashg'ulotga tayyorlash qatoriga uch-to'rttadan, dona bo'lib saflanishi, tarqalishi va hokazolar bilan yakunlanadi. Bu esa bolalarni jismoniy tarbiya mashg'ulotning asosiy qismi boshlanishidagi umumrivojlantiruvchi mashqlarni o'rgatishga o'tish uchun xizmat qiladi.

Jismoniy tarbiya mashg'ulotiga kirish qismi: Kichik guruhlarda 2 - 4 daqiqagacha O'rta guruhlarda 3 - 5 daqiqagacha. Katta guruhlarda 4 - 6 daqiqagacha. Tayyorlov guruhlarda 5 - 6 daqiqagacha davom etadi.

Mashg'ulotga kirish qismidan keyin, asosiy qismini boshlash mumkin. Asosiy qismda yetarli jismoniy yuklamaga ega bo'lgan murakkab koordinatsiyali, asosiy harakatlar yoki intensiv tavsifdagi sport mashqlari rejalashtirilib olinadi. Asosiy qism mashg'ulotning bolalarni asosiy harakatlarga o'rgatishdan boshlanadi.

Asosiy qism:

Kichik guruhlarda -8 daqiqadan 12 daqiqagacha.

O'rta guruhlarda -12 daqiqadan 15 daqiqagacha.

Katta guruhlarda- 15 daqiqadan 20 daqiqagacha.

Tayyorlov guruhlarda -20 daqiqadan 25 daqiqagacha olib boriladi.

Mashg'ulotning asosiy qismi vazifalari va mazmuni shundan iboratki: mashg'ulotning asosiy qismida bir holatda dastlab bolalarni umumrivojlantiruvchi mashqlarga, so'ngra asosiy harakatlarga o'rgatishga ko'proq e'tibor qaratilishi va jismoniy sifatlarni tarbiyalash vazifalari bilan belgilanadi; yana boshqa bir holatda asosiy harakat mashqlariga o'rgatish belgilanadi. Bu mashqlar yangi harakat materialigi bilan tanishtirishni, avvaldan tanish, o'rgatilgan mashqlarni turli variantlardan foydalanib takrorlashni, o'tilgan mashg'ulotlarni mustahkamlanish bosqichidagi harakat ko'nikmalarini takomillashtirishni ko'zda tutadi. Bularni barchasi bajarilgandan keyin guruhdagi barcha bolalarni intensiv harakatga tortadigan qoidali harakatli o'yinlar o'tkazilishi mumkin bo'ladi. Bolalarning optimal ruhiy ish qobiliyatlarini davomyiligini hisobga olib, juda qiyin vazifalar asosiy qismining boshida belgilanadi. Bularga misol qilib bolalarni yangi mashg'ulot mavzusi va mazmuni bilan tanishtirish, yoki juda murakkab koordinatsiyali mashqlarni bajartirish mumkin. Umumlashtiruvchi mashqlarni bolalar kichik hajimdagi juhozlar -bayroqchalar, tayoqchalar, koptokchalar, chambaraklar, lentalar, shu kabi jihozlar bilan bajaradilar. Bu tunda ular organizmning funktsional xolatini yaxshilashga ta'sir etadilar, katta mushak guruhlarni ish qobiliyatini yashilab boradi. Asosiy qismda dastlab to'g'ri qaddiqomatni shakllantirish va nafas olishni tartibga solish maqsadida, qo'llarni yon tomonlarga uzatish va ularni ko'krak oldida birlashtirishni bajartirish mumkin. Undan keyin, bolalarning qo'l mushaklari va yelka kamari mushaklarini rivojlantirish hamda mustahkamlash mashqlari, gavda uchun orqa mushagini mustahkamlash va bel ya'ni umurtqa pog'onasi egiluvchanlashni rivojlantiruvchi -oldinga, orqaga va yon tomonlarga egilish, o'ngga va chapga burilishlar, tanani bel qismini aylatirish mashqlar beriladi. Qorin va oyoq mushaklarini rivojlantirib va mustahkamlovchi mashqlarga o'tish, tizzadan bukilgan holatda o'tirib turish, 15 daqiqa oyoqlarni ko'tarish va hakoza mashqlar berilib boriladi. Bu mashqlarni bajarishda va ularni takrorlashda bola organizmini asta-sekin murakkabroq yuklamalarga tayyorlab borish ko'zda tutiladi. Shundan so'ng, asosiy harakatlarni

bajartirish uchun mashg'ulot mavzusiga o'tiladi. Yangi mavzu bolalar uchun yangi va o'rganish takomillashtirish bosqichida bo'ladi. Maktabga tayyorlov guruhlar uchun jismoniy tarbiya mashg'ulotining asosiy harakatlarini ikkitadan to'rttagacha mashq rejalashtirish maqsadga muvofiqdir. Ulardan biri yetakchi, yani bo'lib, tarbiyachining asosiy e'tiborini talab qiladi, qolganlari esa bolalarga uchun avvaldan tanish takrorlash va takomillashtirish maqsadidagi mashqlardan tanlanadi. Misol uchun - uloqtirish va emaklash ishtirokidagi sakrashlar yoki yugurish ishtirokidagi, tirmashish va hakoza. Bunday jismoniy harakatlarni qo'shib olib borishda ularning intensivlik darajasi ko'proq hisobga olinadi. Yuqori darajadagi intensiv mashqlarni past darajadagi intensiv mashqlar yoki turli o'rtacha intensiv mashqlar bilan qo'shib olib borish juda maqsadga muvofiqdir. Shunday qilib, jismoniy tarbiya mashg'ulotining rang-barangligiga va bolalar harakat darajasini variatsiyalashga erishiladi, bu esa bola ish qobiliyatining darajasini yaxshilaydi. Barcha mushak tizimining ishtirokini talab darajasini yaxshilaydi. Barcha mushak tizimining ishtirokini talab qiluvchi asosiy harakat turlarini bajarish har doim organizmning funksional holatini yaxshilaydi va tezkor, maqsadga yo'nalgan harakatlar bilan tavsiflanadigan, harakatli o'yinlar bola faoliyat jarayonini oshiradi.

Mashg'ulotning umumrivojlantiruvchi mashqlarni o'rgatish bilan olib boriladigan asosiy qismi davomiyligi : Kichik guruhlarda 15 daqiqadan 18 daqiqagacha. O'rta guruhlarda 20 daqiqadan 22 daqiqagacha. Katta guruhlarda 25 daqiqadan 28 daqiqagacha. Tayyorlov guruhlarda 25 daqiqadan 28 daqiqa bo'ladi.

Mashg'ulotning yakunlovchi qismi, mashg'ulotning o'yindan so'nggi yakunlovchi qismi hisoblanib, tobora sekinlashadigan intensiv sur'atdagi yurishni o'z ichiga oladi. Bunday yurish umumiy qo'zgaluvchanlikning pasayishiga va bolada pulsning me'yoriylashishiga yordam beradi; yurish jarayonida ham bolalarga bir necha nafas olish mashqlarini bajartirish mumkin. Ba'zi hollarda yurishni qiziqarliroq qilishga kreativ yondashib, barcha bolalar ishtirokidagi kam harakatli o'yinlar bilan almashtirilishi ham mumkin. Yurish, yoki uni o'rnidagi o'yin so'nggida jismoniy

tarbiya mashg'ulotiga yakun yasaladi va bolalar boshqa faoliyatga o'tadilar.

Mashg'ulotning yakunlovchi qismi davomiyligi :

Kichik guruhlarda 2 daqiqadan 3 daqiqagacha. O'rta guruhda 2 daqiqadan 3 daqiqagacha. Katta guruhlarda 4 daqiqadan 5 daqiqagacha.

Tayyorlov 4 daqiqadan 5 daqiqagacha bo'ladi.

Xulosa qilib aytganda, " Maktabgacha ta'lim" tashkilotarida jismoniy tarbiya mashg'ulotini tashkil etish va olib borish, "Ilk qadam " davlat dasturi asosida o'tkaziladi. Tarbiyachi yoki jismoniy tarbiya yo'riqchisi olib boradigan jismoniy tarbiya mashg'ulotlari bolalarning jismoni pisixik darajasiga qarab olib boriladi. Jismoniy tarbiya mashg'ulotlarini tashkil etish jarayonida bolalarda harakat ko'nikmalarining rivojlanishi bilan bir vaqda tezkorlik, chaqonlik, chidamlilik, egiluvchanlik kabi jismoniy sifatlar tarbiyalanadi. Jismoniy tarbiya mashg'ulotlari belgilanadigan o'quv ishi rejasiga muvofiq rejalashtiriladi, bunda birinchi navbatda bir xil mashg'ulotlarda asosiy e'tibor bolalarni yangi jismoniy mashqlarni avval o'rganganlari bilan muofiqlashtirilgan holda birga o'rgatishga; ikkinchidan mashg'ulotlardagi harakat materiallarining bolalar tomonidan o'zlashtirish darajasi, bajarilish sifati va miqdoriy natijasi vaqti- vaqti bilan tekshirib turishga; uchinchidan mashg'ulotlarda bolalarga tanish mashqlar takomillashtirish maqsadida variantlardan foydalangan holda tez -tez takrorlashkabilarni kirgizish mumkin. Jismoniy tarbiya mashg'uloti har doim izchillikda, ketma -ket tashkil etilsa kutilgan natijaga erishish mumkin.

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## WAYS TO REDUCE THE LEVEL OF RISK IN INVESTMENT PROJECTS

*Mamatkulova Nodira Makhkamovna*

*Associate Professor Tashkent University of Architecture and Civil Engineering*

**Abstract:** This article shows ways to reduce the risk level of investment projects. These methods help reduce risk and make investment projects effective.

**Key words:** risk, investment projects, inflation, risk of project failure, tax risk, risk of default, insurance.

**Annotatsiya:** Ushbu maqolada investitsiya loyihalarining tavakkalchilik darajasini pasaytirish yo‘llari ko‘rsatib berilgan. Bu yo‘llar tavakkalchilik darajasini pasaytirishga va investitsiya loyihalarni samarali bo‘lishiga yordam beradi.

**Kalit so‘zlar:** tavakkalchilik, investitsion loyihalar, inflyatsiya, loyihaning hayotiy emaslik tavakkalchiligi, soliq tavakkalchiligi, qarzlarni to‘lamaslik tavakkalchiligi, sug‘urtalash.

**Аннотация:** В данной статье показаны пути снижения уровня риска инвестиционных проектов. Эти способы помогают снизить уровень риска и сделать инвестиционные проекты эффективными.

**Ключевые слова:** риск, инвестиционные проекты, инфляция, риск провала проекта, налоговый риск, риск дефолта, страхование.

Investment projects always involve certain risks, and understanding these risks is an important part of the decision-making process. All project participants want the project to be effective. At the same time, none of them can be completely sure that the project will be successful, because in any real work, risk is generally accepted.

Risk is a description of the conditions of the activity of any enterprise. In particular, it is typical of an investment project that reflects the possibility of unpleasant events and uncertainty.

Knowing the types of risks and their danger, it is possible to influence them, reducing their negative impact on the project's effectiveness.

When financing investment projects, it is important to take into account the following main types of capital return risks:

- risk of non-viability of the project;
- tax risk;
- the risk of non-payment of debts;
- the risk of not stopping construction.

For investors, tax risks have a significant impact on the formation of their own capital through the implementation of an investment project. Tax risk includes:

- inability to guarantee a tax deduction due to the impossibility of putting the project into operation within a specified period;
- changes in tax legislation;

- decision of the tax service reducing the tax advantages of the project.

Usually, investors partially protect themselves from tax risks with appropriate guarantees reflected in contracts and agreements.

In addition, it is necessary to take into account the unfinished construction. When investing in a project that uses technological process or "know-how", the investor may require guarantees about the completion of the construction, because such projects can be much more expensive than originally envisaged. Therefore, before starting construction, project participants and investors should come to an agreement on guarantees of non-stopping of construction.

In the technological assessment of the investment project, it is necessary to take into account the technological risks characteristic of a new project in this or that sector.

Technological risks include:

- lack of project organization or low level of work skills;
- absence of long-term contracts;
- believing in one's own strength without training and special training;
- indefinite contracts (without time limit and amount) without penalty measures;
- causes of technical risks;
- design errors, lack of technology;
- wrong choice of equipment;
- incorrect determination of production capacity, breach of obligations by contractors;
- deficiencies in management;
- lack of qualified labor force;
- lack of skills of local employees to work with imported equipment;
- failure to reach the capacity provided for in the project or failure to work at full capacity or production of very low-quality products;
- hold construction and full capacity.

Measures to reduce technological risk:

1. Refusing to finance new projects.
2. Minimizing the use of new technology and equipment.
3. Engaging a designer and contractor with high knowledge and skills in the implementation of similar projects.
4. Establishing long-term advertisements with specific conditions and penalties.

A review of the reasons for the emergence of risks and methods of their reduction shows that the main methods of risk management are their correct grouping and analysis, measurement, building important "solidity reserves" of project indicators. making, insurance and risk distribution among project participants.

In order to increase the economic efficiency of the enterprise, it is necessary to solve the following issues:

- increasing the reliability of deposited funds, providing them with guarantees of the insurance system;
- use the opportunities of the stock market, direct the population's funds to investments;
- to ensure the increase of the profitability of the deposited funds in comparison with the rate of inflation.

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## Types of equivalence in terminological translation

*Qodirova Dilnoza Xoliq qizi*

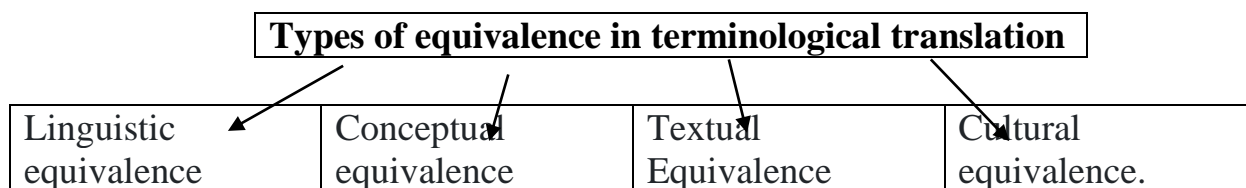
*Student of International Journalism faculty, UZSWLU*

*Email: [dilnozaqodirova0623@gmail.com](mailto:dilnozaqodirova0623@gmail.com)*

**Abstract:** Terminology translation is a specialty within the broader field of translation that focuses on the accurate and precise transfer of terminology from one language to another. In this article, we discuss the different types of correspondence in terminological translation, what they mean, and the strategies used to achieve them.

**Key words:** Equivalent terms, bilingual terminology, multilingual terminology, translation accuracy assessment, terminology mapping.

Equivalence plays a key role in terminological translation, as it aims to ensure that the meaning, context and functionality of particular terms are preserved in different languages. However, achieving equivalence in terminological translation can be difficult due to linguistic, cultural and conceptual differences between languages.



### 1. Linguistic equivalence

a. Synonymous Equivalence: Synonymous equivalence refers to the use of different words or expressions in the target language to convey the same meaning as in the source language. This type of equivalence is usually used when no direct translation is available for a given term. For example, the English term "computer" can be translated into the French "ordinateur" or the Spanish "computadora"<sup>1</sup>.

b. Equivalence of Antonyms: Equivalence of Antonyms is the use of words or expressions with opposite meanings in the target language to convey the same concept as the expression in the source language. This type of equivalence is often used when a term cannot be directly translated due to cultural or language differences. For example, the English term "night" can be translated as "jour" (day) in Canadian French dialects to express the concept of "shift work".

c. Hyponymic Equivalence: Hyponymic equivalence is the use of a more general expression in the target language to convey the same meaning as a more specific

<sup>1</sup>.Gouadec,D.& Sager,J.C.(1997) Terminology and language planning:An alternative framework of practice and discourse.John Benjamins Publishin

expression in the source language. This type of equivalence is usually used when there is no exact equivalent for a specific expression in the target language. For example, the English term "neurologist" can be translated into French as "médecin spécialiste en maladies du système nerveux" (a doctor specializing in diseases of the nervous system).

d. Polysemous Equivalence: Polysemous equivalence refers to the use of a word or phrase with multiple meanings in the target language to convey the same concept in the source language as a polysemous expression. This type of correspondence requires careful consideration of the context to ensure that the intended meaning is accurately conveyed. For example, the English term "bank" can be translated into French as "banque" (financial institution) or "rive" (riverside), depending on the context.

e Homonymous Equivalence: Homonymous equivalence refers to the use of a word or phrase in the target language that is spelled or pronounced the same as the source language term but has a different meaning. This type of correspondence requires contextual cues to avoid confusion and ensure accurate understanding. For example, the English term "bat" can be translated into French as "chauve-souris" (mammal) or "bâton" (stick), depending on the context<sup>2</sup>.

## ***2. Conceptual equivalence***

a. Denotative Equivalence: Denotative equivalence means conveying the same denotative or literal meaning of a term by an equivalent term in the target language. This type of equivalence focuses on preserving the basic meaning of an expression in different languages. For example, the English term "car" can be translated into French as "butire" because both terms refer to motor vehicles.

b. Connotative Equivalence: Connotative equivalence refers to the loss of the same connotative or associative meaning of an expression in the source language by an equivalent expression in the target language. This type of correspondence takes cultural and contextual nuances into account to ensure accurate understanding and interpretation. For example, the English term "liberty" can be translated into French as "liberté", which includes both its denotative meaning and the meaning of personal autonomy and political rights.

c. Cultural equivalence: Cultural equivalence means translating terms specific to a particular culture or context using culturally appropriate expressions or concepts in the target language. This type of correspondence is crucial for accurate communication and cross-cultural understanding. For example, the English

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<sup>2</sup> Rey-Debove, J. & Rey, A. (1998) Le grand dictionnaire terminologique: une banque de données terminologiques et linguistiques pour l'information scientifique et technique. Actes du colloque international sur les dictionnaires électroniques. pp135-145

expression "Thanksgiving" can be translated into Canadian French as "Action de grace", reflecting the cultural meaning and customs associated with that holiday.

d. Functional Equivalence: Functional equivalence focuses on conveying the same functional role or purpose of an expression in the source language through an equivalent expression or expression in the target language. This type of equivalence is often used when there are significant linguistic or cultural differences between languages. For example, the English term "firefighter" can be translated into French as "pompier", since both terms refer to individuals who put out fires and provide rescue services<sup>3</sup>.

### ***3. Textual Equivalence.***

a. Terminological consistency: Terminological consistency involves the consistent use of specific terms in a text or document. This type of correspondence ensures clarity and consistency of terminology, facilitating accurate understanding and interpretation by readers. Terminological consistency can be achieved through glossaries, style guides and quality control measures.

b. Stylistic Equivalence: Stylistic equivalence focuses on conveying the same stylistic features and characteristics of a text or document in the target language. This type of correspondence considers language conventions, register, tone and other stylistic elements to ensure effective communication and readability. Stylistic matching requires language skills and cultural sensitivity to adapt the style of the source text to suit the target audience.

c. Pragmatic Equivalence: Pragmatic equivalence refers to conveying the same pragmatic or communicative function of a text or document in the target language. In this type of equivalence, factors such as discourse structure, rhetorical strategies, and target audience response are considered for effective communication and persuasion. Pragmatic equivalence requires an understanding of the communicative norms and practices of both the source and target cultures.

### ***4. Cultural equivalence.***

a. Ethnographic Equivalence: Ethnographic equivalence refers to the translation of expressions related to certain cultural practices, beliefs or traditions using equivalent concepts or expressions in the target language that accurately reflect the cultural context. This type of equivalence is crucial to preserve cultural nuances and ensure accurate representation of cultural knowledge across languages.

b. Sociolinguistic Equivalence: Sociolinguistic equivalence focuses on translating terms that reflect social or sociolinguistic variations using appropriate expressions or concepts in the target language that accurately capture those variations. This type

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<sup>3</sup> Budin,G.& Zock,M.(Eds.)Handbook of terminology management:Basic aspects of terminology management(Vol1)John Benjamins Publishing

of correspondence takes into account factors such as dialects, registers, social norms and language variations to ensure accurate communication between different social contexts.

c. Ideological Equivalence: Ideological equivalence means translating terms that convey ideological concepts or values using equivalent expressions or concepts in the target language that accurately reflect those ideologies. This type of correspondence is important to preserve ideological nuances and ensure accurate representation of ideas and beliefs in different languages<sup>4</sup>.

Equivalence is a basic concept of terminological translation, which aims to ensure the accurate and precise transfer of special terminology from one language to another. Linguistic equivalence focuses on finding equivalent words or expressions that convey similar meanings, while conceptual equivalence aims to preserve basic concepts and relationships between languages. Textual equivalence emphasizes the consistency, style and pragmatic functions of translated texts, while cultural equivalence emphasizes cultural, sociolinguistic and ideological factors.

Achieving these different types of equivalents requires language skills, cultural sensitivity, domain knowledge and translation strategies adapted to specific contexts and regions. Translators must deal with linguistic, cultural and conceptual differences between languages and strive for accuracy, precision, clarity and readability in translation. By correctly understanding and applying these different types of equivalents, terminological translators can ensure effective communication, facilitate cross-cultural understanding, support international cooperation and promote the dissemination of knowledge in specialized fields within language communities<sup>5</sup>.

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## ILK SIVILIZATSIYA

*Mutallibjonov Boburmirzo*

*University of business*

*And science talabasi.*

**Annotatsiya:** Bu maqolada jahondagi dastlabki sivilizatsiya asoschilari shumerlar va ularga tegishli bo'lgan, hozirgi kungacha javobi topilmagan ayrim sir-sinoatla haqida ma'lumot berilgan, va maqolada shumerlar to'g'risida bir qator olimlar tomonidan ilgari surilgan fikr va nazariyalari haqida ham ma'lumotlar berib o'tilgan.

**Tayach so'z va tushunchalar:** Sivilizatsiya, Mesopotamiya, Shumer, "Sangngiga", Yulius Oppert, Delmun, dravid, Aratti, Bobil, Genri Roulinson, Bibliya, mixxat.

**Аннотация:** В данной статье представлена информация о шумерах, основателях первой цивилизации в мире, некоторых связанных с ними загадках, на которые до сих пор нет ответа, а также в статье содержится информация о мнениях и теориях, выдвинутых рядом ученых о шумерах дано.

**Ключний слова:** Цивилизация, Месопотамия, Шумер, «Сангнгига», Юлий Опперт, Дельмун, дравиды, Аратти, Вавилон, Генри Роулинсон, Библия, Клинопись.

**Abstract:** This article provides information about the Sumerians, the founders of the first civilization in the world, and some mysteries related to them that have not been answered until now, and the article also contains information about the opinions and theories put forward by a number of scientists about the Sumerians. given

**Keywords:** Civilization, Mesopotamia, Sumer, "Sangngiga," Julius Oppert, Delmun, Dravidian, Aratti, Babylon, Henry Rawlinson, Bible, Cuneiform.

Olimlarning har xil yondashuvlari fanda ko'plab nazariyalar vujudga kelishiga sabab bo'lgan. Tarixning sirli jumboqlaridan biri qadimgi shumerlarning vatani qayer, hamda ular yaratgan yozuvning tarixi qachonga borib taqaladi, hozirgi kunga qadar tarixchi olimlar o'rtasida turli munozaralarga sabab bo'lmoqda. Shumerlar eng qadimiy xalqlar bo'lib, ular o'zlarining yuqori darajadagi rivojlangan madaniyatlari hamda ilk boshqaruvini yaratgan dunyodagi dastlabki xalqlardan bo'lgan. Shumerlarning kelib chiqishi fanga noma'lum bo'lib qolgan. Bizgacha yetib kelgan tasvirlar shuni ko'rsatadiki, ularning tashqi ko'rinishi yaqin Sharqdagi va dunyodagi boshqa qabilalardan keskin farq qiladi. Ular mil. avv. IV mingyillikning II yarmida Mesopotamiyaning janubida paydo bo'lib, asta sekin Ikki daryo oralig'ini egallaganlar. Ba'zi olimlar shumer afsonalariga asoslanib ularning sivilizatsiyasi bundan VII -VIII ming yillar ilgari paydo bo'lgan deb hisoblaydilar. Lekin arxeologik tadqiqotlar natijasida bu nazariya isbotlanmagan.

“Shumerlar o’zini “sangngiga” – “qora boshlar”<sup>6</sup> deb atashgan. Bu xalqni shumerlar deb atashni ilk bor XIX asrda nemis-yahudiy olim Yulius Oppert tomonidan “Akkad va Shumer shohi” deb o’qilgan qadimiy yozuv asosida taklif qilingan. Shumerlarning kelib chiqishi hozirgi kunga qadar noma’lum va baxsli mavzulardan biri bo’lib qolmoqda. Antropologik tadqiqotlar ko’ra san’at buyumlarini o’rganish orqali olingan ma’lumotlarga mos kelmaganligi uchun ularning etnik tipi ham noma’lumligicha bo’lib qolmoqda.

Ko’p yillar davomida olimlar shumer mixxat yozuvini o’qiy olmadi. Natijada, ular shumer sivilizatsiyasini qayerdan chiqqanligini va shumerlar o’zining afsonalarida nimani nazarda tutganligi to’g’risida aniq xulosalar chiqara olmalar. XX asrning I yarmida shumer yozuvlarini topish va ularni o’qib chiqish bo’yicha F. Tyur-Danjen, A.Pebel, A.Daymel, A.Falkenshteyn va boshqa olimlarni xizmatlari tahsinga sazovordir. Tadqiqotlariga qaraganda, shumerlarni kelib chiqishi oriylardan oldingi hind-eron xalqlariga yaqin bo’lib, Hindiston yarimorolining janubiy qismidan kelgan bo’lishi mumkin degan taxmini ilgari surganlar. “Enmarker va Aratti xoqon” deb nomlangan qadimiy eposni tadqiq qilgan olimlar shunday xulosaga kelgan. Ayrim arxeologik va antropologik tadqiqotlar ham bu fikrni tasdiqlaydi. “Enmarker va Lugalbanda haqidagi epik dostonni tadqiq etgan. Boshqa bir guruh olimlar shumerlarning Kaspiy dengizi bo’ylarida joylashgan Aratti shahar-davlati bilan yaxshi munosabatda bo’lganligini ta’kidlab, shu yer ularning asl vatani bo’lishi mumkin deb hisoblashadi. “Yuris Zarinsning ma’lumotlariga ko’ra, shumerlar Sharqiy Arabiston qirg’oqlarida, bugungi Fors ko’rfazi mintaqasidan bo’lgan hamda ular bu yerda muzlik davri oxirida bu hududlarni suv bosmasdan oldin yashaganlar. Shumerlarning asl vatanini Armaniston degan fikrni ilgari surganlar ham mavjud. Grigor Beglaryan Armaniston hududidagi ba’zi bir toponim nomlaridan (Zimara, Zimarra va b.) kelib chiqib shunday xulosaga kelgan. Bundan tashqari Begloryan mashhur arxeolog Genrix Shlimanning “Butun Yevropa madaniyati o’zini Qadimgi Yunoniston va Rim sivilizatsiyasining merosxo’ri deb biladi, ularning ikkalasi ham qadimgi arman sivilizatsiyasidan kelib chiqadi” degan fikrni asos qilib oladi. “Janubiy Ural psixofiziologi V.P. Putenixin shumerlarning Mesopotamiyaga Uraldan ko’chib o’tganligi to’g’risidagi fikrni ilgari surdi. Kaspiy dengizidan tashqarida Mesopotamiyaga boradigan yo’lda katta va kichik daryolarini uchratamiz. Ulardagi mavjud Samara daryosi Mesopotamiyada miloddan avvalgi V mingyillikdan beri ma’lum bo’lgan. Albert Olmstedning yozishicha, Bobilga kelib o’rnashgan shumerlarning ot va aravani boshqarishga ustaligi, jismoniy xususiyatlari va aglyutinativ “turon tili” ularning Markaziy Osiyodan kelib chiqqanligiga ishora qiladi.

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<sup>6</sup> <https://science.wikia.org/ru/wiki/Шымеп>

Mashhur shumer shunos olim Arno Pyobel shumer tilining grammatik xususiyatlarini tadqiq etib, “shumer” va muqaddas Bibliyadagi “shem” atamalarini bitta deb hisoblaydi hamda shundan kelib chiqqan holda xulosa qilib shumerlarning eng yaqin ajdodi yahudiylar degan taxmini ilgari suradi. 1853-yilda mashhur shumershunos olim Genri Roulinson mixxat tilini aniqlash jarayonida uni “skifcha yoki turkiycha” shumerlarni esa “Bobil skiflari” deb ataydi. Shimoliy Suriya Sharqiy O’rta dengiz miqiyosida ilk sivilizatsiya markazlaridan bo’lgan. So’nggi yillarda arxeologik qazishmalar natijalari (XX asr 80-yillari boshida) shundan dalolat berib turibdi. Suriyaning shimoliy-g’arbiy qismida miloddan avvalgi III ming yillikda mahalliy sivilizatsiya paydo bo’lganligi va unga Shumer sivilizatsiyasi madaniy ta’sir ko’rsatganligi aniqlandi. Ushbu sivilizatsiya ulkan qazish ishlari natijasida (Tell-Mardix shahar xarobalarida) qadimgi Emba shahridan topildi (hozirgi Halab shahridan 50 km narida). Arxeologlar Tell - Mardixning quyi, eng qadim qatlamlarini ochishga muvaffaq bo’lganlar. Ushbu qatlamlardan Tel Mardix tarixining ikki bosqichi aniqlandi: Eblaning Yahmad davlatining qaramligidagi davri (miloddan avvalgi 1900-1600 yillar) va Ebla tarixining mustaqillik davri (milollan avvalgi XXVI-XXIII asr)<sup>7</sup>. Ushbu madaniyatning eng katta yutug’i bo’lmish Ebla matnlari aynan shumer yozuvida yaratilgan. Eblait alifbosining vujudga kelishiga ham shumer yozuvi katta ta’sir ko’rsatgan. Matnning 90 % shumer alifbo belgilarida bitilgan. Eblait-shumer alifbo belgilari tashqi ko’rinishidan janubiy shumer an’anaviy yozuvlariga o’xshab ketadi (Lagash, Ur, Uruk yodgorliklaridan). Ammo olimlarning fikricha, bu tizim shimoliy (ya’ni Kish) hududlarida vujudga kelgan (miloddan avvalgi 2500-yil). Tell Mardixda ham shumer-eblait qomuslari topilgan. Sivilizatsiyalarning o’sish va nazorati, shu davrlard qo’lga himoya, talafotlar va sifatlar asl Sabablari Maks Veber, Emil Darkham, Osvald Spangler, Pitirim Soro Keen, Arnold Toynbi, Alfred Veber, A.L.Kroeber, Filipp Bugbi, Kerol K. Uigli, Rashton Kolborn, Kristofer Devson, S. N. Eyzenstead, Fernand Brau Del, Uilyam X, Mikenel, Adda Bozeman, Immanuel Vollershteyn va Felip Fernandes-Armesto kabi tarixchilar, ijtimoiy va antropolar Tomonidan urganilgan.

Xulosa o’rnida shuni aytishimiz kerakki shumerlar janubiy Mesopotamiya hududida yashovchi aholi bo’lib sivilizatsiya asoschisi hisoblanadi. Shumerlar haqida ma’lumotlarbo’lsa-da ular yetarli darajada emas. Ular haqidagi tortishuv va turli xil nazariyalarning vujudga kelishi bugungi kunga qadar davom etmoqda. Bilamizki aynan mesapatamiya bu mintaqa katta ahamiyatga ega desak maqsadga muvofiq bo’ladi, chunki bu yerda qishloq hojaligi, birinchi shaharlar tashkil etilganini bilamiz. Aynan tarixchilar aytishicha mesapatamiya sivilizatsiyasi

<sup>7</sup> Abdullayev U.A. Jahon tarix. Toshkent, 2017. –B. 161.

mil.avv.V ming yillikda paydo bo‘lgan desa boshqa bir mualliflar mill.avv.II yarim ming yil bo‘lgan deb ta’kidlashadi. Biz manbalarda oqiganmizki ushbu xudud 2 xil mintaqaga bo‘lish mumkin, O‘ssuriyaliklar yashagan yuqori Mesopotamiya shumerlar bilan xetlar yashagan quyi Mesopotamiyaga bo‘linganligi bizga ma’lum. Mesopotamiya sivilizatsiyalarning kelib chiqishi joyi bo‘lishidan tashqari ko‘plab texnik va siyosiy yangiliklar paydo bo‘lgan ular ichida ko‘zga ko‘ringan larni aytadigan bo‘lsak bular G‘ildirak sug‘orish tizimi qonunlar va yozuvni birinchi to‘plamlarini asosiy yangiliklari desak maqsadga muvofiq.

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## **Increasing Computer Graphics Competency in School Students**

*Abdukarim G'afurov*

*Master's student at NSPI*

*Guljanat Saparova*

*Informatics teacher at the NSPI Academic Lyceum*

*Lola Bobomurodova*

*Mathematics teacher at the NSPI Academic Lyceum*

**Abstract:** The rapid advancement in technology has made computer graphics an essential skill for students. This article explores strategies and methods to enhance computer graphics competency among school students. It discusses the importance of integrating computer graphics education into the curriculum, effective teaching practices, and the use of various software tools to improve students' proficiency. Additionally, the article highlights the benefits of developing computer graphics skills, such as improved creativity, problem-solving abilities, and future career opportunities.

**Keywords:** Computer Graphics Education, Digital Design, School Curriculum, Technology Integration, Creative Skills, Hands-on Projects, Collaborative Learning, Software Tools, Student Competency, Visual Arts, Digital Literacy, Educational Strategies, Graphic Design, 3D Modeling, Animation Skills

**Introduction:**

In today's digital age, proficiency in computer graphics is becoming increasingly important. For school students, acquiring these skills can open up numerous opportunities in both their academic and future professional lives. This article aims to provide educators with insights and practical approaches to boost computer graphics competency among their students.

**Integrating Computer Graphics into the Curriculum:**

To effectively teach computer graphics, it is crucial to integrate it into the school curriculum. This can be achieved by:

1. Including computer graphics modules in existing subjects such as art, technology, and computer science.
2. Offering dedicated courses focused on computer graphics and digital design.
3. Collaborating with industry professionals to provide real-world insights and applications.

**Effective Teaching Practices:**

Educators can adopt various teaching practices to enhance students' learning experiences in computer graphics:

1. Hands-on projects: Encourage students to work on practical projects that require them to apply their skills in real-world scenarios.
2. Collaborative learning: Promote group work and peer-to-peer learning to foster creativity and knowledge sharing.
3. Continuous assessment: Provide regular feedback and assessments to track students' progress and identify areas for improvement.

#### Utilizing Software Tools:

Access to the right software tools is essential for students to develop their computer graphics skills. Some popular tools include:

1. Adobe Creative Suite (Photoshop, Illustrator, After Effects)
2. Blender (3D modeling and animation)
3. GIMP (GNU Image Manipulation Program)
4. CorelDRAW

#### Benefits of Computer Graphics Competency:

Developing computer graphics skills offers numerous benefits for students, including:

1. Enhanced creativity and artistic expression.
2. Improved problem-solving and critical thinking abilities.
3. Better preparedness for technology-driven careers.
4. Increased opportunities in fields such as game design, animation, graphic design, and digital marketing.

#### Conclusion:

Increasing computer graphics competency among school students is essential in preparing them for the future. By integrating computer graphics education into the curriculum, adopting effective teaching practices, and providing access to the right tools, educators can help students develop valuable skills that will benefit them academically and professionally.

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## PEDAGOGICAL SYSTEM OF FORMING THE SPIRITUAL AND MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS

*Nasullayeva Dildor Sharofovna*

*Graduate student of the Faculty of Pedagogy and Psychology of Asia International  
University:*

**Annotation:** In this article, we present the students of junior high school based on spiritual and moral traditions, customs, general human values, intellectual, moral, free thinking and physical personal development that allows him to fully reveal his abilities. principles are briefly stated.

**Keywords:** Spiritual-educational lessons, Literature and stories, Discussion and logical dialogues, Creative activities, Lessons and lesson methodology

**The main part:** The formation of patriotic, honest and fair, compassionate, patriotic, moral qualities of students of junior school age depends on the acquired knowledge and upbringing in primary education. Accordingly, the task of primary education is to provide knowledge to students, but they should perform complex educational work. Begin the formation of students of junior school age as patriotic individuals; It is distinguished that it plays an important role in education. Student activity plays an important role in the formation of patriotism. That is, it is important for the student to analyze and think in his work. Therefore, the role of the environment and education that creates suitable conditions for patriotism is extremely high.

*The following pedagogic systems can be widely used to form the spiritual and moral education of students of junior school age:*

✚ Spiritual-educational classes: It is very important to conduct spiritual-educational classes to provide students with spiritual and moral education. Through these classes, students can learn justice, respect, kindness, patience, friendship and other moral qualities.

✚ Literature and stories: The necessary literature, stories and advice for spiritual and moral education will be useful in teaching students. Through them, students can increase moral values, develop their logical thinking and learn humanitarianism.

✚ Discussions and logical dialogues: It is important to have discussions, logical dialogues and exchanges of ideas to develop students' thinking. With these types, students express their opinions and show respect for the opinions of others.

✚ Creative activities: Through creative activities, it is possible to increase students' humanitarianism, creative abilities and public interest. Music, painting, conversation, theatrical art and other creative activities are useful in forming the moral and moral education of students.



✚ Lessons and lesson methodology: For the effective formation of spiritual and moral education, it is important to organize interesting lessons, interactive lesson methods and the educational process in an interesting manner. Through these methods, students develop moral values.

**Conclusion:** Pedagogical system of formation of spiritual and moral education of students of junior school age develops on the basis of the following foundations: spiritual and educational lessons, literature and stories, discussions and logical dialogues, creative activities, exercises and teaching methods. These methods help to develop humanity in the community and are of great importance in the effective formation of the spiritual and moral education of students.

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4. PEDAGOGICAL METHODS OF FORMING SPIRITUAL AND MORAL EDUCATION IN STUDENTS Abduhakimova Muborak Nasirullayevna Master of Termiz State Pedagogical Institute

## **MOLIYA SEKTORINING IQTISODIY O‘SISHGA TA’SIRI VA UNDA KO’RILADIGAN MASALALARI**

**Barnoyev Olim Soliyevich**

*Jizzax politexnika instituti "Iqtisodiyot va menejment" kafedrası  
o'qituvchisi*

[olimbarnoyev69@gmail.com](mailto:olimbarnoyev69@gmail.com)

**Arslanov Dostonbek Nuralitdin o‘g‘li**

*Jizzax politexnika instituti "Servis" fakulteti BH-A yo‘nalishi talabasi*

**Annotatsiya:** *Maqolada moliya sektorining iqtisodiy o‘shishga ta‘sirini o‘rganish bo‘yicha ilmiy manbalar tahlil qilingan, hamda moliya bozorining iqtisodiy o‘shishga ta‘sirining o‘ziga xos jihatlari ko‘rib chiqilgan.*

**Tayanch so‘zlar:** *real sektor, moliya sektori, iqtisodiy o‘shish, kapital jamg‘arilishi, kapital mobilizatsiyasi, moliyaviy o‘shish ko‘rsatkichlari, kredit, moliyaviy xizmatlar, sug‘urta sektori.*

**Аннотация:** *В статье анализируются история изучения взаимосвязи реального сектора экономики сектором, а также влияние развития реального сектора на экономический рост и стране. финансовым*

**Ключевые слова:** *реальный сектор, финансовый сектор, экономический рост, накопление капитала, мобилизация капитала, показатели финансового развития, кредит, финансовые услуги, страховой сектор*

*In this article stated about history of collaboration of real and finance sectors of economy and its influence to the growth of economy in the country.*

**Key words:** *real sector, finance sector, growth of economy, capital accumulation, mobilization of capital, indexes of financial growth, financial depth, credits, financial services, insurance sector.*

Moliya muassasalari omonat va depozitlarni jalb qilinishini rag‘batlantirish hamda xorijiy kapitalni jalb qilishga ko‘maklashish orqali kapital jamg‘arilishiga o‘z hissalarini qo‘shishlari mumkin. Kapitalni samarali iplatish masalasiga keladigan bo‘lsak, bu jarayonning to‘g‘ri amalga oshirilishiga asosan tadbirkorlar javobgar bo‘lsalar-da, moliya muassasalari investitsiya loyihalarini tanlashda ehtiyotkorlik bilan ish yuritishi va taqdim etilgan mablag‘larning ishlatilishi jarayonini o‘z nazorati ostiga olishi zarur.

Har qanday mamlakatda iqtisodiy o‘shishga erishish uchun quyidagi uch asosiy element zarur bo‘ladi:

1. Kapital jamg'arilishi.
2. Kapital mobilizatsiyasi.
3. Kapitalning samarali ishlatilishi.

Bunda moliya muassasalarining asosiy vazifasi kapitalni bir joyga jamlab berish hisoblanadi.

Moliya tizimi va iqtisodiy o'sish masalalarini o'rganishda R. Goldsmitning tadqiqoti alohida e'tiborga loyiqdir. Olim 1960-1963 yillar oraligida 35 mamlakatning bank sektorlari ma'lumotlarini o'rganib chiqib, uzoq muddatli davrda iqtisodiy o'sish va moliyaviy rivojlanish traektoriyalari bir-biriga parallel bo'lganligini aniqlagan. Hamda qo'p holatlarda (istisno holatlar ham mavjud, albatta) iqtisodiy o'sish moliyaviy rivojlanish bilan bir xil kechganligi ham qayd etilgan. Ammo R. Golismitning ishida ularning o'zaro bog'liqligi masalasi o'rganilmagan. Olim qimmatli qog'ozlar bozoriga tegishli ma'lumotlarni o'z tadqiqotida jalb qilmaganligi ham buning sabablaridan biri bo'lishi mumkin.

Mazkur ish turli tadqiqotlarning amalga oshirilishiga sabab bo'lgan. Iqtisodiy o'sish dinamikasi bilan moliya muassasalarining rivojlanishiga oid qator tadqiqotlari samarali moliya tizimi shakllangan hududlarda iqtisodiy o'sish ham yuqori bo'lganligi qayd etilgan.

Olimlar o'z tadqiqotiga kiritgan moliyaviy rivojlanish ko'rsatkichlari quyidagilardan iborat edi:

moliyaviy chuqurlik (DEPTH) - moliyaviy vositachilar (banklar) likvid

passivlarining (naqd pul va kredit muassasalarini depozitlari) YAIMga nisbati;

- kreditlarda xususiy banklarning ulushi (BANK) tijorat banklari kreditlarining jami kreditlar va Markaziy Bank aktivlarining jami qiymatiga nisbati;

- xususiy biznes kreditlari (PRIVATE) xususiy biznesga berilgan kreditlarni jami berilgan kreditlar miqdoriga nisbati (banklararo kreditlar bundan mustasno), xususiy korxonalariga berilgan kreditlarning YAIMga nisbati (PRIVY).

O'z tadqiqotlari uchun R. King va R. Levin real YAIMning aholi jon boshiga to'g'ri keladigan o'sish darajasini, asosiy kapitalning aholi jon boshiga to'g'ri keladigan o'sish darajasini va mehnat unumdorligining o'sish darajasini tanlaganlar. Ular tomonidan tuzilgan regressiya tenglamasi moliyaviy chuqurlik ko'rsatkichining yuqori darajada prognozlashtirishga molikligini ko'rsatadi. Ammo bu tadqiqot moliyaviy sektorning qaysi xususiyatlari (hajmi, samaradorligi, raqobatbardoshligi, banklarning tartibga solinishi, nobank muassasalarining roli, aksiya va obligatsiyalar bozorining hajmi va likvidligi, aksiyador va kreditorlarning huquqlari va shu kabilar) iqtisodiy o'sishni ta'minlash uchun eng muhim ekanligini ko'rsatib bermadi. Bundan tashqari, moliya sektorining real sektorga ta'sir qilish mexanizmi haqida ma'lumot yo'q bo'lib, samaradorligi yuqori bo'lgan moliya tizimi investitsiyalarni rivojlangan sohaga yo'naltirish orqali iqtisodiy o'sishni ta'minlashi ham ma'lum emas.

Umuman olganda, tadqiqotlar natijalari shuni ko'rsatadiki, investitsiyalar bilan xususiy sektor jamg'armalarining rivojlanishi o'rtasida aloqadorlik borligi tasdiqlanmagan. Ammo moliyaviy vositachilar bilan aholi jon boshiga to'g'ri keladigan real YAIMning o'sishi hamda mehnat unumdorligi orasida muhim bog'liqlik borligi aniqlandi. Boshqacha qilib aytganda, bu holat Y. SHumpeterning moliyaviy rivojlanish haqidagi qaranglariga mos tushadi. Y.SHumpeterning fikricha, moliyaviy vositachilar mehnatning umumiy samaradorligini rivojlantirib, o'sishini ta'minlaydi.

Ma'lum bo'lishicha, banklar, nobank moliyaviy vositachilar (sugurta kompaniyalari, nafaqa fondlari, moliyaviy kompaniyalar, investitsiya fondlari va b.) hamda aksiyalar bozorining nisbatan kam taraqqiy etgan mamlakatlarda rivojlanishi yaxshi bo'lgan hamda u yoki bu mamlakatning boynish darajasiga qarab uning moliyaviy tizimi ham rivojlangan. YAna bir xulosa shundan iboratki, mamlakatning boynish darajasiga qarab aksiyalar bozori ham bank kreditlari bozoriga nisbatan samaraliroq ishlay boshlagan.

Umuman olganda, XX-asrning 90-yillarida moliya bozorining iqtisodiy o'sishga ta'sirini o'rganish bo'yicha tadqiqotlarni 3 yo'nalishga bo'lish mumkin:

1. Moliya bozorining dastlabki shartlarini bajarmasdan turib, raqobatning iqtisodiy o'sishga ta'sirini o'rganish. Bu yo'nalishda J. Stiglits, V. Bensivengan, B.Smit, D.Daymond, J. Grinvud kabi mashhur olimlar faoliyat yuritgan.
2. Ikkinchi yo'nalishda tadqiqotchilar endogen iqtisodiy o'sish modelini moliya bozori faoliyatini tasvirlovchi o'zgaruvchilar bilan boyittan. M. Pagano, P.Xouit, F.Agiyon, A. Santamero kabi olimlar moliya bozorining rivojlanishi va iqtisodiy o'sish orasidagi aloqalarning o'ziga xos jihatlarini nazariy jihatdan asoslab berib, ushbu yo'nalishni rivojlantiriga katta hissa qo'shganlar.
3. Mazkur masalaga ekonometrik nuqtai nazardan yondashuv uchinchi yo'nalishni tashkil qiladi.

Moliya bozorining iqtisodiy o'sishga ta'siri bilan bog'liq, muammo hali o'z echimini topmagan. Aynan moliya bozori iqtisodiy o'sishini rag'batlantiradimi yoki buning aksimi degan masalaga oydinlik kiritish zarur.

Moliya bozori va iqtisodiy o'sish bir xil rivojlanmasligi mumkinligi konsepsiyasi shundan iboratki, rivojlanmagan mamlakatlarda moliya bozori iqtisodiy o'sishga hech qanday ta'sir o'tkazmaydi, o'rta rivojlangan mamlakatlarda u ijobiy va ancha kuchli ta'sir ko'rsatadi, rivojlangan mamlakatlarda esa u ijobiy, ammo o'rta rivojlangan mamlakatlarga nisbatan sust ta'sirga ega.

Moliya tizimining iqtisodiy o'sishga ta'sirini moliyaviy chuqurlik ko'rsatkichlari asosida ko'rib chiqish mumkin.

Jahon banki ekspertlari tomonidan tan olingan moliyaviy chuqurlikning 22 indikatorini qamrab oluvchi ma'lumotlar bazasi mavjud. Baza u yoki bu tarkibiy elementning YAIM yoki moliyaviy indeksarga nisbatan solishtirma og'irligini

ko'rsatib beruvchi nisbiy qo'rsatkichlardan iboratdir. Ko'rsatkichlarni 3 guruhga bo'lish mumkin:

1. Bank tizimining rivojlanganlik ko'rsatkichlari (tijorat banklari tomonidan berilgan kreditlarning YAIMga nisbati, bank depozitlari hajmining YAIMga nisbati, sof foizli marjaning bank tizimining foizli aktivlariga nisbati va hokazo).
2. Qimmatli qog'ozlar bozorining rivojlanganlik ko'rsatkichlari (aksiyalar bozorining kapitallashuvining, korporativ va davlat obligatsiyalarining YAIMga nisbati va hokazo)
3. Sug'urta sektorining rivojlanganlik ko'rsatkichlari (hayot sug'urtasi va sug'uraning boshqa turlari bo'yicha yig'ilgan sug'urta mukofolarning solishtirma hajmi).

Mazkur ko'rsatkichlar asosida qo'shimcha tahliliy qo'rsatkichlar tuzish mumkin. Ular orqali moliya tizimining alohida segmentlarini solishtirish, hamda mamlakatlarning mazkur segmentlarini solishtirma hajmi asosida klaster tahlilini amalga oshirish mumkin.

Xulosa qilib aytish mumkinki, moliya bozorining iqtisodiyotda tutgan o'rnini aniqlash qisman hal qilingan masala bo'lib, moliya sektori bugungi kunga kelib mustahkam iqtisodiy segmentta aylanganligi iqtisodiy o'sish omili vazifasini to'laqonli bajarayotganidan dalolat bermaydi.

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## **NAVRUZ IN THE TEXT OF MODERN UZBEK ADVERTISING**

***Sh.M. Yunusova***

*Ph.D, acting associate professor of TSPU*

***KH.Abdusattorova***

*Student of TSPU*

**Abstract:** The article provides information about the features of the construction of advertising texts, as well as ways to create a slogan.

**Key words:** advertising, verbal text, slogan, echo-phrase, metaphor, epiphora.

**Аннотация:** В статье представлена информация об особенностях построения

рекламных текстов, а так же способах создания слогана.

**Ключевые слова:** реклама, вербальный текст, слоган, эхо-фраза, метафора, эпифора.

Последние десятилетия реклама стала неотъемлемой частью повседневной жизни. И с филологической точки зрения, реклама представляет собой особую сферу практической деятельности, продуктом которой являются словесные произведения – рекламные тексты. В данной статье мы уделяем основное внимание вербальной стороне печатной рекламы.

Текст в рекламе является основным, а часто единственным носителем смысла – он раскрывает основное содержание рекламного послания. Если иллюстрация выражает ключевые моменты рекламы, активизируя эмоциональные реакции потребителя, то вербальная часть рекламного сообщения позволяет активизировать его интеллектуальную активность и направлять ассоциативный поток строго определенных интенций рекламодателя. Реклама неотъемлемая часть жизни современного общества, человека. С ней сегодня сталкиваемся везде: на улице, дома, на работе. Она проникает во все сферы массовых коммуникаций. Реклама помогает людям сберечь свое время на поиски интересующего товара или услуги. Производителю же помогает быстрее найти потенциального потребителя. Не зря её называют двигателем прогресса.

С филологической точки зрения, реклама представляет собой особую сферу практической деятельности, продуктом которой являются словесные произведения – рекламные тексты.

Реклама выполняет различные функции. Однако, она обязана: 1. Предоставлять информацию. 2. Реклама должна убеждать. Само слово “реклама” означает “кричать”. И она имеет достаточно глубокую историю.

Можно утверждать, что на востоке, в частности, на территории Узбекистана начальной формой (устной) рекламы являлась деятельность

жарчи (глашатай). В толковом словаре узбекского языка [1] данное слово трактуется как, человек, громким голосом сообщаящий официальные объявления. Но жарчи, как мы знаем, провозглашал не только официальные тексты.

Издrevле жарчи сообщали народу о различных народных гуляниях, в том числе и о гуляниях, различных соревнованиях в честь Навруза. Они призывали людей к участию в данных мероприятиях. Таким образом, их деятельность можно отнести к рекламе.

На сегодняшний день большее распространение получила письменная и печатная реклама.

Основным, часто единственным носителем смысла в рекламе является текст, раскрывающий основное содержание рекламного послания. Иллюстрация выражает ключевые моменты рекламы, активизируя эмоциональные реакции потребителя, вербальная же часть рекламного сообщения позволяет активизировать его интеллектуальную активность и направлять ассоциативный поток строго определенных интенций рекламодателя.

Анализируя общие моменты рекламной деятельности, можно указать на элементы данной системы в их взаимодействии: субъект-1 (реklamодатель), объект-1 (творческий проект, план рекламной кампании, оригинал-макет, черновой ролик), объект-2 (стенд, брендмауэр, публикация в газете, буклет, прокатные копии роликов), субъект-2 (реципиент или, в отдельных случаях, сам рекламодатель) [2].

Вербальный текст, проявляет способность весь смысловой потенциал рекламного послания, заложенный в него автором. Рассмотрим классификацию рекламного текста по видам и типам вербальных рекламных сообщений. Вербальный текст, как правило, складывается из следующих составляющих:

1. Слоган. 2. Заголовок. 3. Основной текст рекламы. 4. Эхо-фраза.

Часто в тексте рекламы употребляют различного рода девизы, поздравления с той или иной датой.

Навруз является одним из наиболее широко отмечаемых народных праздников. Обращение рекламодателей к данному празднику не случайно.

Интернет провайдер «Sharq Telekom» призывает встретить с ним Навруз, который, как известно, считается началом нового года по восточному календарю – “NAVRO‘ZNI SHARQ TELEKOM BILAN KUTIB OLING!” (Встречай Навруз вместе с “Sharq Telekom!”).

Следует отметить, что это своеобразный слоган (от гаэльского «боевой клич»). Поясним, что слоган - это краткое, ясное и легко произносимое выражение, содержащее в качестве главного логического элемента

название товара или торговой марки, выражающее сущность и философию фирмы производителя, ее целостную политику в различных областях. Средний объем слогана составляет 4-5 слов, максимальный объем, как правило, не превышает 7 слов. Слоган должен быть: коротким, запоминающимся, содержать название торговой марки и не меняться, полноценно переводиться на другие языки.

Объем заголовка значительно больше, чем слоган. Чаще это сложные предложения с несколькими придаточными, реже – простые предложения, например: “NAVRO‘Z – MENH-OQIBAT BAYRAMI” (Навруз – праздник милосердия). O‘LKAMIZGA XUSH KELDING, NAVRO‘Z! (Добро пожаловать в наш край, Навруз!). Часто эти заголовки являются своеобразными девизами, похожими на телеграмму. Как утверждают специалисты, девизы служат основанием для того, чтобы читать или не читать текст рекламы далее [3].

Девизы слогают различными способами:

1. Цитация или аллюзия, различия между которыми весьма условны. Строка, взятая из популярного фильма, песни и т.п. называют «цитацией» - “NAVRO‘Z KELIBON JUMLAI JANON NOZLANAJAKDIR” (из текста популярной песни – С приходом Навруза краше весь мир). Общеизвестное выражение же из области экономики, истории – «аллюзия»: NAVRO‘Z – AZALIY QADRIYAT (Навруз – вечная ценность).
2. Лексический повтор. NAVRO‘Z – XURSAND BO‘LING HAYOTDAN, HAYOTDAN BAHRA OLING! (НАВРУЗ - радуйтесь жизни, наслаждайтесь жизнью).
3. Эпифора. BUGUNIMSAN, NAVRO‘Z, HAR KUNIMSAN, NAVRO‘Z (Навруз, ты мое сегодня, Навруз – ты каждый мой день).
4. Анафора. NAVRO‘Z – QADRIYAT, NAVRO‘Z – ABADIYAT (Навруз – ценность, навруз – вечность).

Основной рекламный текст – это аргументация, с помощью которой доказывается истинность заголовка и целесообразность его принятия. Проблема аргументации – основная, она может быть развита разными способами:

- в зависимости от её рациональности и эмоциональности;
- в зависимости от желательности и исключительности;
- в зависимости от торгового предложения;
- в зависимости от знаковой природы аргументации и т.д.

Приведем пример основного рекламного текста:

Сберегательный вклад «НАВРУЗ»

Валюта вклада: Национальная валюта – Сум

Базовая процентная ставка: 20 % (процентов) годовых.

Дополнительное начисление 1%, 5%, 10%.

процентов по итогам розыгрыша:\*

Срок вклада: 12 (двенадцать) месяцев.

Минимальная сумма вклада: 1 000 000 (один миллион) сум.

Как мы видим, основной рекламный текст содержит более точную информацию о рекламируемом объекте, чем слоган или заголовок, что позволяет подробнее ознакомиться с предлагаемым продуктом.

Эхо-фраза – последний элемент рассматриваемой классификации – слово, синтагма или предложение, которым заканчивается основной рекламный текст, повторяющий главный мотив и аргумент. Эхо-фраза – один из важнейших элементов, так как наряду с заголовком, она прочитывается реципиентом в большинстве случаев, и в то же время обладает двумя функциями: 1. Повторение главной мысли в тексте. 2. Придание тексту законченный вид.

Следует отметить, что часто эхо-фразы совпадают со слоганами: “Navro‘zni Sharq Telekom bilan kutib oling!” (Встречай Навруз вместе с “Sharq Telekom!”). Как видно из примеров, тема Навруза может находить отражение в любой части рекламного объявления. И в канун всенародно любимого праздника рекламодатели активно используют данную тематику.



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Другие, как видно из рекламу кампании “Билайн”, посредством праздника рекламируют свою продукцию или услуги.

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Различные компании и учреждения проводят акции в честь праздника Навруз. Одним из них является «Ravnaq-bank» рассмотрим его рекламное объявление.

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**Срок вклада:** 12 (двенадцать) месяцев.  
**Минимальная сумма вклада:** 1 000 000 (один миллион) сум  
**Валюта вклада:** Национальная валюта – Сум.  
**\*Дополнительное начисление процентов по итогам розыгрыша:** 1%, 5%, 10%.

**Гарантии возврата вклада:** Возврат принятых на вклад в ЧОАКБ «Ravnaq-Bank» денежных средств гарантируется Фондом гарантирования вкладов Республики Узбекистан, согласно Закону РУз «О гарантиях защиты вкладов граждан в банках» №360-И, от 05. 04. 2002 года

**Условия акции:**  
 Участник Акции, открывший вклад «Навруз» с 20 февраля по 18 апреля 2014 года включительно получает возможность выиграть дополнительную процентную ставку 1%, 5%, или 10% к базовой ставке 20% годовых сберегательного вклада «Навруз».

**РОЗЫГРЫШ СОСТОИТСЯ:** 21.04.2014 г. по адресу:  
 г. Ташкент, Шайхантаурский район, ул. Фурката - 2, офис ЧОАКБ «Ravnaq-Bank»  
 (ориентир: площадь Хадра).

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**ВКЛАДОВ 8 из 10 ВЫИГРЫШНИКОВ**

Рекламная отрасль, индустрия развивается в Узбекистане интенсивно. Параллельно протекают процессы формирования её принципов, правил. Исследования подтверждают, реклама оказывает влияние не только на экономическую, торговую, но и на речевую деятельность членов общества. Хочется также отметить, что не смотря на то, какие перед собой цели ставит рекламодаватель, тексты, связанные с тематикой Навруза служат дальнейшей его популяризации, прививая любовь и уважение к национальным и общечеловеческим ценностям, заложенным в идее самого праздника.

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## O'ttiz yillik urush oqibatlari

*Ernaqulov Umidjon Qo'ldosh o'g'li*

[Umidjonernaqulov@gmail.com](mailto:Umidjonernaqulov@gmail.com)

+998904444624

*Allanazarov Samandar*

[Allanazarovsamandar10@gmail.com](mailto:Allanazarovsamandar10@gmail.com)

+998942653323

**Annotatsiya:** O'ttiz yillik urush Yevropa tarixining buyuk urushlaridan biri edi. Bu diniy, siyosiy va iqtisodiy ziddiyatlarni o'z ichiga olgan urush edi. Bu Yevropaning qiyofasini qaytarib bo'lmaydigan darajada o'zgartirdi. Davlatlarning hudud talashishi hamda o'z gegemonligini o'rantish maqsadida bo'lib o'tgan bu urush Yevropa tarixada juda katta urush nomi bilan iz qoldirdi. O'ttiz yillik urush eng uzoq va vayronkor mojarolardan biri edi. Shunigdek, tarixdagi eng qonli Yevropa diniy urushi. U 1618-1648 yillarda Markaziy Yevropada bo'lib o'tdi va sakkiz million talafotga sabab bo'ldi. Ushbu Maqola urushning sabab va oqibatlari Yevropa Davlatlari o'rtasidagi munosabatlar ko'rsatib beradi.

**Kalit so'zlar:** Katolik ligasi, chexiya,, Diniy urush, Daniya, Albert Valenshteyn. Kristian IV, Shved, Gustaf II, Shved-Fransiya, Vestfal tinchilik sulhi.

O'ttiz yillik urush nemis millati va Yevropaning Muqaddas Rim imperiyasida gegemonlik uchun bo'lgan harbiy mojaro bo'lib, u 1618 yildan 1648 yilgacha davom etdi. Urushning Oqibatlari barcha Yevropa mamlakatlariga ta'sir ko'rsatgan. Urush Germaniya imperiyasida protestantlar va katoliklar o'rtasidagi diniy to'qnashuv sifatida boshlandi, ammo keyinchalik Yevropada Gabsburg hukmronligiga qarshi kurashga aylandi. Mojaro Yevropadagi so'nggi yirik diniy urush bo'lib, Vestfaliyaning xalqaro munosabatlar tizimini vujudga keltirdi. Urushning to'rt bosqichi turli hil jarayonlarda kechadi. XVII asr boshlarida Germaniyada ReforMatsiyaga qarshi bo'lgan kuchlarning faolligi kuchaydi. Ular ayniqsa Mamlakatning shimoli-g'arbiy va janubiy qismlarida muvaffaqiyat qozondilar. Bir qator gersoglik, graflik va shaharlarda qaytadan Katolik cherkovining hukmronligi o'rnatildi. Protestantlarning O'z mavqelarini yo'qotishi faqat Germaniyada emas, butun Yevropada norozilikka sabab bo'ldi. Har ikkala tomon ham chet ellardagi



maslakdoshlaridan yordam olib turdi. Natijada Germaniyadagi ikkala lager o'rtasida harbiy mojaro va Germaniya ishlariga boshqa Yevropa davlatlarining faol aralashuvi xavfi tug'ildi. Germaniyadagi diniy-siyosiy holatning keskinlashuviga faqat ichki sabablar emas, Gabsburglar bilan Fransiya o'rtasida Yevropada gegemonlik uchun raqobatning kuchayishi ham sabab bo'ldi. Germaniyadagi voqealar Yevropadagi kuchlar nisbatining o'zgarishiga olib kelishi mumkin edi. Shu sababli bir tomondan Fransiya, ikkinchi tomondan Gabsburglar, uchinchi tomondan Gollandiya, Daniya, Shvesiya va pozitsiyasi oxirigacha noma'lum bo'lgan Angliyaning tashqi siyosatida muhim o'zgarishlar yuz berdi. Xullas, yetilib kelayotgan mojaro diniy sababga ega bo'lsada, undan har bir davlat o'zining siyosiy va iqtisodiy manfaatini ko'zlab siyosat yurgizayotgan edi. Urushga bevosita bahona 1618 yil may oyidagi Praga voqealari bo'ldi. Chexlarning XVI asrdayoq kafolatlangan va XVII asrda imperatorning maxsus yorlig'i bilan tasdiqlangan diniy va siyosiy huquqlarini poymol qilib, Gabsburglar hukumati protestantlar va milliy mustaqillik tarafdorlarini quvg'in qila boshladilar. Bunga javoban qurollangan olomon Pragadagi eski qirol saroyiga bostirib kirib, Gabsburglar tomonidan tayinlangan ikki hukumat a'zosini va kotibni derazadan uloqtirib tashladi. Urushning birinchi bosqichi 1618-1624 yillarda bo'lib o'tadi. 1618 yil May oyidagi praga voqialari urushning boshlanishiga bevosita Baxona bo'ldi desak adashmagan bo'lamiz. "Ikkinchi Praga mudofaasi" deb nomlangan ushbu harakat haqiqatan ham urush e'lon qilindi va Chexiya mulklarining Gabsburg hukmronligiga qarshi qo'zg'oloni boshlandi Imperator Metyu o'z kansleri, Venadagi kardinal, Melchior Klezl [de] ning maslahati bilan isyonchilarga amnistiya va muzokaralar taklif qildi. 1618 yil 28-iyulda Chexiyaga qarshi salib yurishini e'lon qilmoqchi bo'lgan Ferdinandning buyrug'i bilan Klezl hibsga olingan va Tirol qal'asiga joylashtirilgan. To'ntarish paytida imperator Metyu haqiqatdan Ferdinand qo'lga o'tgan hokimiyatdan chetlashtirildi Xuddi shu yilning kuzida graf Boku va Graf boshchiligidagi 15 ming kishilik imperiya armiyasi Dampier Chexiya Respublikasiga kirdi. Shuningdek, 1645 yilda shvedlar Venaga hujum qilishdi,

ammo shaharni Muqaddas Rim imperiyasidan tortib ololmadilar. 1647 yilda Oktava Pikcolomini boshchiligidagi Xabsburg kuchlari shvedlar va frantsuzlarni hozirgi Avstriya hududidan qaytarishga muvaffaq bo'lishdi. Keyingi yil, Praga jangida - o'ttiz yillik urushdagi so'nggi muhim jang shvedlar Praga qal'asini Muqaddas Rim imperiyasi kuchlaridan tortib olishdi (va qal'adagi bebaho san'at kolleksiyasini talon-taroj qildilar) Bu vaqtga kelib faqat Avstriya hududlari Gabsburglar nazorati ostida qoldi. 1648 yil davomida ziddiyatdagi turli tomonlar Vestfaliya tinchligi deb nomlangan bir qator shartnomalarni imzoladilar. Vestfal tinchlik sulhi. Chexiyada boshlangan urush butun Markaziy Yevropani qamrab olib o'ttiz yil davom etdi. 1648 yil Vestfaliyaning Myunster va Osnabryuk shaharlarida imzolangan tinchlik shartnomasi faqat o'n uch yillik urushga siyosiy yakun yasamasdan, Reformatsiya kuchlari bilan ularning dushmanlari o'rtasidagi qaramaqarshilikning butun bir davrini ham yakunladi. Tinchlik sulhi ikkala tomonning ham majburiy kelishuvining mahsuli bo'lib, Yevropa davlatlari tizimiga va Germaniyadagi holatga anchagina o'zgartishlar kiritdi. Vestfal sulhiga binoan Shvetsiya butun G'arbiy Pomeraniyani (Shtettin porti bilan), Sharqiy Pomeraniyaning kichik qismini, Ryugen va Volin orollarini, shuningdek, Pomeran bo'g'ozini atrof qirg'oqdagi shaharlar bilan qo'shib oldi. Myunster shartnomasiga binoan uning suvereniteti, hududi va Antverpen shahri maqomi hal etildi. Shveysariya ittifoqi ham o'z suverenitetining e'tirofiga erishdi. Germaniyaning mayda knyazliklari hisobiga o'z yerlarini kengaytirib ham oldi. Vestfal sulhi yana ikki yuz yilga Germaniyaning siyosiy tarqoqligini belgilab berdi. 1648 yil 24 oktyabrda Myunsterda imzolangan tinchlik shartnomasi Germaniya tarixida eng uzoq davom etgan o'ttiz yillik urushga yakun yasadi. XULOSA Shimoliy va Shimoliy Sharqiy Germaniyada xaydaladigan yerlarning yarimidan ko'prog'i tashlandiq bo'lib qoli. o'ttiz yillik Urush sanoat Va savdoga ham o'z zararini yetkazdi. Shaxarlarning siyosiy mavqeyi ham tushub ketdi. Chet davlatlardan turli hil hom ashyolarning kirib kelishi Germaniya sanoat firma va korxonalariga zarar keltirdi. O'ttiz yillik urushning oqibatlar Germaniya Xalqida chuqur zulmatli iz qoldirdi.

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## ФОРМИРОВАНИЕ ИЕРАРХИИ ДОКУМЕНТОВ В РУССКОМ ГОСУДАРСТВЕ XVI-XVII ВЕКОВ

*Хажимуратова Угилой*

*докторант*

*Термезский государственный университет*

*ukhajimuratova93@mail.ru*

**Аннотация :** В статье рассматривается формирование иерархии документов в Российском государстве XVI-XVII веков. Анализируются различные виды документов, их значения и иерархию в системе дипломатического регулирования того времени.

**Ключевые слова:** виды документов, дипломатический протокол, структура и формуляр документов .

Период XVI-XVII веков ознаменовался важными изменениями в системе государственного управления Русского государства. Появление иерархии государственных учреждений обусловило и становление официальных документов.

Важнейшими управленческими документами в XVI-XVII вв. были указы царя и приговоры Боярской думы - высших органов государственной власти. Эти документы определяли основные направления политики и дипломатии государственного регулирования[1,104] .

Одновременно с этим расширяется и специализируется корпус официальных документов. Так, только некоторые виды получают наименование "грамота" - прежде всего жалованные и указные грамоты, выдаваемые великими и удельными князьями, митрополитами, архиепископами. XVII в. Слово грамота приобрело дополнительную семантико-стилистическую дифференциацию: оно стало обозначать преимущественно письмо государя к государю и в условиях соответствующего контекста приобрело высокую стилистическую окраску [2, 97]. Грамоты использовались также для оформления актов феодального землевладения и хозяйственной деятельности. Официальные документы в XVI-XVII веках становятся неотъемлемой частью системы государственного управления и играют ключевую роль в

обеспечении правопорядка и организации жизни общества. Наряду с этим складывается система делопроизводственной документации - отписки, сказки, челобитные, памятки, которые обслуживали текущую управленческую и хозяйственную переписку. Для некоторых из них, в частности челобитных, формируются устойчивые реквизитные формы, закрепленные в традиции. В ходе анализа документации, относящейся к Русскому государству с XII по XVII век, выявляется ряд интересных особенностей, отражающих эволюцию системы документооборота и её связь с политическими и социокультурными изменениями того времени. Одним из важных аспектов становления документации является её адресация. Структура и содержание документов часто отражают иерархию и политический строй государства.

"*Князь великий*" подчеркивал ещё более высокий статус правителя, указывая на его величие и значимость среди других князей. Этот титул часто носили правители крупных княжеств или те, кто имел значительное влияние в регионе.

"*Могущественный государь*" был ещё более усиленным титулом, подчеркивающим не только власть, но и силу правителя. Он использовался для усиления легитимности и престижа правления.

Важно отметить, что установление адресата, как правило, было обязательным и определяло дальнейшее содержание документа. Другим ключевым аспектом было датирование документов. В ранние периоды, множество актов оставалось недатированными, и их датирование производилось приблизительно, исходя из контекста событий и титулов должностных лиц.

С развитием документации и укреплением государственных структур появилась и более точная система датирования, что отражало уровень организации делопроизводства.

Удостоверение документов также претерпело изменения. В ранние времена множество документов не имело подписей, и авторская подпись была редким явлением. Однако с развитием делопроизводства и укреплением государственных институтов стали использоваться специальные виды удостоверения, такие как "припись" дьяка или "справа" подьячего. Авторская подпись стала стандартной практикой, особенно для актов феодального землевладения и хозяйства [3,60] .

Помимо подписи, важную роль в удостоверении документов играла печать, символизирующая их подлинность и иногда заменяющая верительные грамоты. Важную роль в документации играли пометы и резолюции, которые содержали информацию о характере и решении вопросов, затронутых в документе. Они также помогали определить дату составления документа, способ передачи и его степень секретности. Особенно часто встречаются пометы о времени получения документа, оставляемые учреждением, которое его получило.

Важным элементом в развитии документации стала её форма. В XVI - XVII веках появились новые формы документов, такие как столбцы и книги. Столбцы стали распространенным форматом документов, появившимся примерно в XIV веке. В XVII веке стали использоваться записные книги, в которых фиксировались различные события и сборы на мирские нужды. Также были созданы посольские книги, описывающие международные события.

Отделение полномочий и задач служащих стало основой направления движения документов в учреждениях. Создание архивов и систематизация документации способствовали более эффективному управлению и хранению информации. Специализированные должности, такие как дьяки и подьячие, стали играть ключевую роль в работе с документами, что привело к появлению новой категории государственных служащих и потребности в их обучении и профессиональном развитии .

В разных государственных учреждениях начали появляться специализированные курсы и школы для подготовки и повышения квалификации служащих, работающих с документами. Дьяки и подьячие стали выступать важными звеньями в системе обращения с документами. Они отвечали за регистрацию, сортировку, хранение и передачу информации, а также за соблюдение конфиденциальности и безопасность документов. Их профессионализм и ответственность были ключевыми для эффективной работы государственных учреждений.

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## **MUSTAQIL TA'LIM TUSHUNCHASI VA UNING TA'LIM-TARBIYA JARAYONIDAGI AHAMIYATI**

*Yusufbekova Xidoyat Atxam qizi*

*Chirchiq Davlat Pedagogika Universiteti 1-bosqich magistranti.*

**Annotatsiya:** Mustaqil ta'lim- talabalarning ma'lum fan doirasidagi bilimlarni mustaqil izlanib, o'rganish jarayonidir. Mustaqil ta'lim talabalarning fanga bo'lgan qiziqishlarini oshirishga va raqobatbardosh kadrlar tayyorlashga ulkan hissa qo'shadi.

**Kalit so'zlar:** ta'lim, mustaqil fikrlash, raqobatbardosh kadr, talaba, qiziqish, mahorat.

Har bir jamiyatda, davlatda bo'lgani kabi bugun bizning mamlakatimizda ham talaygina o'zgarishlar, yangilanishlar kun sayin ko'payib bormoqda. Bugungi o'zgarishlar, yangilanishlar hech kimning e'tiboridan chetda qolmayapti. Xususan, ta'lim tizimida ham bugun bir qator o'zgarishlar mavjud. Ta'lim har bir davlatning jahon miqyosidagi o'rnini belgilab beruvchi eng muhim sohalardan biri hisoblanadi. Shu sababli davlatimiz ta'lim tizimiga katta e'tibor qaratmoqda. Bugun barcha ta'lim dargohlarida ta'lim oluvchilarga barcha shart-sharoitlar, qulayliklar yaratilgan deb bemalol ayta olamiz.

Mustaqil ta'lim (o'z-o'zini o'rganish) zamonaviy ta'lim tizimida katta ahamiyatga ega. Bu usulning ahamiyatini quyidagi jihatlar orqali tushuntirish mumkin:

1. Shaxsiy rivojlanish: Mustaqil ta'lim o'z-o'zini boshqarishni va o'zini tahlil qilishni o'rgatadi. Bu jarayon o'ziga bo'lgan ishonchni oshiradi va mustaqil qaror qabul qilish qobiliyatini rivojlantiradi.
2. Moslashuvchanlik: Mustaqil o'qish jarayonida o'quvchi o'ziga qulay vaqtda, o'z sur'atida o'rganishi mumkin. Bu esa har bir insonning o'ziga xos ehtiyojlariga moslashish imkonini beradi.
3. Kreativlik va muammolarni hal qilish: Mustaqil ta'lim ijodkorlikni rivojlantiradi va murakkab vaziyatlarda muammolarni mustaqil hal qilish qobiliyatini oshiradi.
4. Texnologik ko'nikmalarni rivojlantirish: Zamonaviy o'z-o'zini o'rganish usullari ko'pincha texnologiyalardan foydalanishni talab qiladi. Bu jarayon davomida o'quvchilar zamonaviy axborot texnologiyalaridan foydalana olishni o'rganadilar.
5. Teng imkoniyatlar: Mustaqil ta'lim internet orqali ko'plab ta'lim resurslariga kirish imkonini beradi, bu esa ta'lim olishda teng imkoniyatlar yaratadi.
6. Ko'p taraflama rivojlanish: Mustaqil o'qish ko'pincha turli fanlar va sohalarda bilimlarni oshirish imkonini beradi, bu esa o'quvchining umumiy savodxonligi va ko'nikmalarini kengaytiradi.

Mustaqil ta'lim-bu ta'lim shakli bo'lib, u ko'plab o'rta maktablar, kollejlarda va boshqa ta'lim muassasalari tomonidan taklif etiladi. Ba'zan bu yo'naltirilgan



o'rganish deb ataladi va bu aksariyat hollarda nazoratsiz amalga oshiriladigan ta'lim faoliyati hisoblanadi. Odatda, talaba va o'qituvchi talaba tomonidan o'qituvchi rahbarligida olib boriladigan tadqiqotlar uchun mavzuni kelishilgan miqdordagi kreditlar bo'yicha kelishib olishadi. Mustaqil tadqiqotlar yaxshi motivatsiyaga ega bo'lgan talabalarga an'anaviy akademik dasturga mos kelishi shart bo'lmagan, lekin talabani qiziqtirgan mavzuni o'rganishiga imkon beradi. Bu talabalarga maxsus materiallarni o'rganish yoki tadqiqot tajribasini olish imkonini beradi. [1.]

Qo'shma shtatlardagi ko'plab maktablari turli formatlarda mustaqil va uyda ta'lim olish tizimini yo'lga qo'yganlar. Masalan: onlayn, shaxsiy yoki gibril onlayn / yuzma-yuz muloqot kabilar. Ushbu mustaqil o'quv dasturlari, ayniqsa, an'anaviy sinf muhitini qoniqarsiz deb biladiganlar uchun foydalidir. Masalan, mustaqil o'rganish sog'lig'i bilan bog'liq muammolari mavjud bo'lgan, intensiv ish jadvali yoki iqtidorli akademik qobiliyatlari bo'lgan o'quvchi talabalar uchun juda mos keladi. Ko'pincha, yuqori natijalarga erishgan talabalarga darsga bormasdan o'rganishlari uchun mustaqil ta'lim olish taklif etiladi. Mustaqil ta'lim o'z-o'zini o'rganish hamda mustaqil ilmiy faoliyat bilan shug'ullanish uchun foydalidir, shuningdek, talabaga mustaqil bo'lishga imkon beradi[2]

Davlat ta'lim standarti talablariga binoan har bir sohadagi bilimlarni mustaqil ravishda izlanib o'rganish vazifasi hozirgi kundagi eng dolzarb muammolardan biri sanaladi. Shu sababli fanlarning nazariy asoslarini amaliy ko'nikma darajasida o'zlashtirib borishda mustaqil ta'limning roli beqiyosdir [3].

O'quvchilarda mustaqil ta'limni tashkil etish bo'yicha J.O.Tolipova va A.T.G'ofurovlarning "Biologiya o'qitish metodikasi" kitobida, o'quvchilarda mustaqil va ijodiy fikr yuritish ko'nikmalarini tarkib toptirish lozim. Fikr inson faoliyati,uning o'z kuchi, qudrati va bilimni tashkil etuvchi ma'naviy insoniy sifatdir degan fikrlari ilgari surilgan [4]

Shunday qilib, mustaqil ta'lim insonning har tomonlama rivojlanishiga va jamiyatda muvaffaqiyatli faoliyat yuritishiga katta hissa qo'shadi. Talabalarning mustaqil ta'lim olishiga bugun katta ahamiyat berilayotganining asosiy sababi ham yetuk ma'naviyatli, raqobatbardosh kadrlar yetishtirishdan iboratdir. Zero, bugungi davr talabi ham mustaqil fikrlay oladigan kadr tayyorlash hisoblanadi.

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## THE INITIAL EVOLUTION OF THE LEXICAL UNIT “ENTREPRENEUR”

*Rakhmonova Sardora Muminjanovna*

*Senior teacher, The department of practical disciplines of English language 2,  
UzSWLU*

**Annotation** The study of entrepreneurship covers many disciplines, such as economics, management, sociology and psychology, each of which offers a specific perspective. Economists pay special attention to the role of entrepreneurs in improving economic efficiency, while management professionals study entrepreneurial behavior and leadership. Sociologists study the impact of entrepreneurship on society and demographics, while psychologists study personal characteristics that contribute to entrepreneurial success.

**Key words:** entrepreneur, master, merchant, employer, undertaker, ownership, entrepreneurship.

**Introduction.** The word “entrepreneur” is derived from the French verb “entendre, meaning to accept”. In the early 16th century, the term was used to describe people who organized and led military expeditions. By the 1700s, it covered architects and contractors involved in public works projects. Classical economists have never explicitly defined terms in question. A. Smith did not use the word entrepreneur in his works. Instead, he used the words “employer”, “Master”, “Merchant”, and “Undertaker”. He never spoke about the income received for the management and organization of the enterprise.<sup>8</sup>

**Discussion.** In the 18th century, the term “entrepreneur” was applied to individuals who contracted with governments, provided services or goods at a fixed price. This practice, known as “contracting”, imposed the risk of profit or loss only on the entrepreneur. The role of entrepreneurs in the economy was first described by Richard Cantillon, who was one of the first to highlight the decisive role of entrepreneurs in the economy in his “statement on the nature of trade in general”.<sup>9</sup> This statement was published in French after his death in 1755, when he considered the distribution of wealth, describing the theory of population and the theory of money circulation. He allocated three types of people, depending on the sources of income: landowners, workers and entrepreneurs. He argues that entrepreneurs such

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<sup>8</sup> Smith A. An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith, edited with an Introduction, Notes, Marginal Summary and an Enlarged Index by Edwin Cannan. London: Methuen, 1904. 38 p.

<sup>9</sup> Cantillon R. Essai sur la Nature du Commerce en General, edited with an English translation and other material by Henry Higgs, C.B. London: Reissued for the Royal Economic Society by Frank Cass and Co. LTD. 1959.P. 54-56.

as merchants, blacksmiths, actors and farmers are characterized by an unpredictable income determined by the unpredictable nature of their work.

Jean-Baptiste Say described the entrepreneur as the organizer of his company in 1803.<sup>10</sup> He emphasized the entrepreneur's ability to combine various resources – labor, capital, and land – to produce goods and services, ensuring the return of invested capital, wages, interest, rents, and ultimately profits. He emphasized coordination, organization and control as the main functions of the entrepreneur. In his 1848 work “principles of Political Economy”, John Stuart Mill saw the entrepreneur as an organizer who would receive a reward for his work unrelated to physical labor.<sup>11</sup>

Francis Amasa Walker, in his book “The question of wages”, argued that entrepreneurs had varying degrees of skill in organizing production and managing staff.<sup>12</sup> According to him, more capable entrepreneurs receive higher salaries. Carl Menger mentioned the decisive role of the entrepreneur in the collection and processing of data on consumer demand and forms of consumption in his 1871 book.<sup>13</sup>

These early observations laid the groundwork for understanding entrepreneurship, arguing that it was associated with risk-taking, coordination, and the ability to manage resources and information. While the formal definition still does not exist, the concept of entrepreneur has gradually become an important element of economic theory.

Alfred Marshall, in his influential book “Principles of Economics”, published in 1891, stressed the importance of entrepreneurs as a separate group combining capital and labor to carry out their business plans. He noted that entrepreneurs are not only developing a master plan for their enterprises, but also observing the details of its implementation.<sup>14</sup>

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<sup>10</sup> Say J.B. A treatise on political economy: Or, the production, distribution and consumption of wealth. New York: Augustus M. Kelley, 1964. 269 p.

<sup>11</sup> Mill J.S. Principles of Political Economy, in Robson ed. The Collected Works of John Stuart Mill. Toronto: University of Toronto Press, 1963. 134 p.

<sup>12</sup> Walker F.A. The Wages Question: a Treatise on Wages and the Wages Class. New York: Henry Holt and Company, 1876. 428 p.

<sup>13</sup> Menger C. Grundsätze der Wolvirtschaftslehre. Vienna: Hölder-Pichler-Tempsky, 1871. 335 p.

<sup>14</sup> Marshall A. Principles of Economics, An introductory Volume. London: The EnglishLanguage Book Society and Macmillan Co. Ltd, 1967. 653 p.

By the end of the 19th century, the entrepreneur was increasingly considered through the objective of Economics. Entrepreneurs organize and manage their businesses for their personal interests, paying for materials, rents, salaries and financing. They bring their initiative, skills and ingenuity to plan, organize and manage their business while taking into account the possibility of profit or loss from unforeseen events.

In the 20th century, the concept of entrepreneurship continued to develop. Werner Zombart highlighted the socio-economic impact of entrepreneurship. He argues that entrepreneurs not only generate income for themselves, but also provide employment and wages to their workers, thus contributing to the reduction of unemployment and social tensions.<sup>15</sup> Frank Knight emphasized the role of uncertainty in entrepreneurial activity. He distinguished between computable risk and uncertainty arising from unique phenomena such as changing consumer preferences. He argues that entrepreneurship does not require resource ownership and that each opportunity is unique, making it difficult to predict future outcomes. Knight stressed the importance of entrepreneurs' confidence in their decisions, despite their inherent uncertainty.<sup>16</sup> Joseph Schumpeter saw entrepreneurs as the driving force behind innovation. He argues that entrepreneurs seek to disrupt the existing market balance by introducing new products, production methods, markets, sources of supply, or organizational structures.<sup>17</sup> In his opinion, "these new combinations" are the engine of economic progress.

**Conclusion.** These diverse perspectives on entrepreneurship emphasize its role in encouraging innovation, creating jobs, managing risks, and meeting market needs. The concept was developed to more fully understand the entrepreneurial spirit and its impact on economic progress.

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<sup>15</sup> Sombart W. *Der Bourgeois*. München und Leipzig: Duncker & Humblot, 1913. 211p.

<sup>16</sup> Knight F. *Risk, uncertainty and profit*. New York: Houghton Mifflin Company, 1921. 381 p.

<sup>17</sup> Schumpeter J.A. *Capitalism, socialism and democracy*. New York: Harper & Brothers, 1942. 150 p.

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## Jadid ijodkorlari asarlarida ilm talqini

*Mahina Axrorova*

*SamDU Pedagogika ta'limi fakulteti o'qituvchisi*

**Annotatsiya:** XIX asrda ma'rifatparvarlik g'oyalari bilan nom olgan va XX asr boshida rivojlangan jadidchilik harakatining taraqqiyparvar nomoyondalari – Behbudiy, Fitrat, Cho'lpon, Munavvar Qori, Abdulla Avloniyilar ijodi va faoliyatida yana ham kuchaydi. Jadidlar xalqni birlashtirish va butun o'lkaning milliy mustaqilligi uchun kurash g'oyasini ilgari surdilar. Ilm-fan, ilm-ma'rifat, ta'lim-tarbiya masalasi jadidlar uchun yetakchi g'oya bo'lganligi maqolada misollarda bilan keltirib o'tilgan.

**Kalit so'zlar:** ilm-fan, hunar, ma'rifat, g'oya, ilmsizlik, odob-axloq, tashabbus, xalqparvar, ko'ngil, pand-nasihat, manfaat, voqea, qahramon.

**Abstract:** Behbudi, Fitrat, Cholpon, Munavvar Kori, Abdullah Avloni became stronger in their work and activities - progressive representatives of the Jadidism movement, which became famous in the 19th century for the ideas of enlightenment and developed at the beginning of the 20th century. The Jadids put forward the idea of uniting the people and fighting for the national independence of the entire country. The article notes that the leading idea of contemporaries was the problem of science, enlightenment and education.

**Key words:** science, craft, enlightenment, idea, ignorance, manners, initiative, philanthropist, heart, advice, interest, event, hero.

**Аннотация:** Укрепились в своей работе и деятельности Бехбуди, Фитрат, Чулпон, Мунаввар Кори, Абдулла Авлони — прогрессивные представители движения джадидизма, прославившегося в XIX веке идеями просветительства и получившего развитие в начале XX века. Джадиды выдвинули идею объединения народа и борьбы за национальную независимость всей страны. В статье отмечается, что ведущей идеей современников была проблема науки, просвещения и образования.

**Ключевые слова:** наука, ремесло, просвещение, идея, невежество, манеры, инициатива, меценат, сердце, совет, интерес, событие, герой.

Kishilarning hayot, kun kechirish ehtiyoji qadimgi davrlardanoq bilimni yaratgan edi. Chunki hayot ehtiyojini qondirish uchun kishilar mehnat qilishga, biror ishni bajarishga, intilishga majbur bo'ladilar va biror narsani ishlab chiqaradilar. Moddiy

ishlab chiqarish esa, o‘z-o‘zidan oddiy bilimni talab etadi. Demak, ilmni kishining ehtiyoji keltirib chiqaradi va ilm ehtiyoj uchun xizmat qiladi. Davrlar mobaynida ishlab chiqarish ehtiyoji ilm-ma‘rifatning ahamiyatini oshirdi. Hazrat Alisher Navoiy ham shoh asarlar yaratdi va ularda ilg‘or g‘oyalarni ilgari surdi. Jumladan, ilm-fan, ilm-ma‘rifat, ta‘lim-tarbiya masalasi doim diqqat markazida turdi. Tarixiy va siyosiy voqealar avj olgan davrda yashagan insonparvar shoir kishilarni aql-idrokka, xulq-odobga, ilm-ma‘rifatga undaydi. O‘z asar qahramonlarini ilm va fanga intiluvchi, ta‘lim-tarbiya olishga ishtiyoqi zo‘r, san‘at va hunarda mohirlikka erishish uchun qunt qiluvchi, bilimdon, dono, san‘atkor va hunar egasi bo‘lgan oliyjanob kishilar qilib tasvirlashi bejiz emas edi. Navoiy xalqning bilimli bo‘lishini orzu qiladi. Ilm-fanni xalq orasida yoyishga katta ahamiyat beradi. Xalqning hamma vaqt ilm olishga intilishi, ilmu ma‘rifatdan bahramand bo‘lishi zarurligini ta‘kidlaydi. “Bilim va donolik kishini bezatadi”, - deydi. Bilmaganni so‘rash ayb emasligi so‘ramaslik uyalish, orlanish zarar ekanligini uqtiradi:

*Bilmaganni so‘rab o‘rgangan olim,*

*Orlanib so‘ramagan o‘ziga zolim.*

Xalqparvar shoir ilm-ma‘rifat va ta‘lim-tarbiya xalq uchun, uning manfaati uchun xizmat qilishi darkor, - degan ulug‘ g‘oyani ilgari suradi:

*Jahl ahli bila kimgaki ulfat bo‘lg‘ay,*

*Ul ulfati ichra yuz ming ofat bo‘lg‘ay.*

*So‘zni ko‘ngilda pishqarmaguncha, tilga keltirma,*

*Va har nekim ko‘ngilda bor – tilga surma.*

Yuqorida keltirilgan hazrat Navoiy hikmatlarini davom ettirib, Munavvarqori ham “Adib-us soniy” darsligida ilm olishga da‘vat qiladi.

Ilm-bilmagan narsalarini bilganlardan o‘rganmoqdir.<sup>18</sup> –deb, insonni ilm olishga, uni ilmlilardan so‘rab o‘rganishga chaqiradi. Inson tug‘ilganida hech narsani bilmasligini, har bir yangi ma‘lumotni atrofdegilaridan o‘rganishini, bilgan har bir ma‘lumot ilmning bir zarrasi ekanligini ta‘kidlaydi. Ilm insonni hamisha e‘zozlashini, ilmsizlardan esa soqov va eshitmaydigan kar yaxshiroq, deb aytadi.

*Ildur dunyoda eng yaxshi hunar,*

*Ilmsizdan yaxshidur gung ila kar.*

*Har kishi ilm-la bo‘lsa oshno,*

*Izzatu davlatda bo‘lg‘ay doimo,*

*Ilmsiz odam zalilu xor o‘lur,*

*Ilmsizlardan hamma bezor o‘lur<sup>19</sup>.*

<sup>18</sup> Jadid Namoyandalari odob-axloq kitobi. Toshkent.: “Yoshlar matbuoti”, 2023-yil. 192 bet.

<sup>19</sup> Abdurashidxonov M. “Tanlangan asarlar”. (Nashrga tayyorlovchi S. Axmedov).-Toshkent, Ma‘naviyat 2003.



Munavvarqori Abdurashidov pand-nasihati ruhida hikoyalarning qahramonlarini ham Navoiy asarlari qahramonlaridan ta'sirlanib yaratgan. "Iskandar Zulqarnayn", "Iskandar ila Arastu" hikoyalari bunga misol qilishimiz mumkin, faqat Munavvarqori Iskandari o'z davri xislatlari bilan boyitgan. Iskandar Zulqarnayn obrazi shunga misol qilishimiz mumkin. "Iskandar Zulqarnayn" hikoyasida bir devona Iskandarga yo'liqadi va unga: "Ey podshohi olam, pashshalar manga har vaqt tashvish beradurlar. Yuz va qo'llarimni chaqib, xafa qiladurlar. Buyursangiz pashshalar manga bunday ozor bermasalar". Shunda Iskandar: "Ey devona, mandan shunday narsa so'ragilki, ul narsa manim hukmimda bo'lsin. Man pashshaga nechuk buyruq qilurman?"-deb javob beradi. Bu gaplarni eshitgan devona: "Ey podshoh, dunyodagi maxluqotlarning eng kichkinasi va ojizrog'i pashshadir. Shul pashshagaki hukmingiz yurmas, emdi sizdan nima so'rayman?" Yuqoridagi hikoyadan ko'riniyaptiki, olamni yarmini egallaydigan hukmdor ham Oллоh mo'jizasi oldida ojiz qolar ekan. "Inson nima so'rasa, Oллоhdan so'rashi kerak, bandasidan emas"- degan xulosaga kelasiz.

*Dunyoda sening na hojating vor,  
So'ragil oni san Xudodan, ey yor.*<sup>20</sup>

Alisher Navoiy she'riyatidagi ilm va ma'rifat g'oyalarining asosini islomiy manbalar, xususan, Islom dinining birinchi asos kitobi Qur'oni Karim tashkil etadi<sup>21</sup>. Alisher Navoiy ilgari surgan g'oya, mazmun va uslubni jadid adiblari ham ilgari surdi. Ularning ijod namunalari o'qib, Navoiy an'anasini davom ettirgan deyish mumkin.

Ibrat o'zining "Tarixi vagon Is'hoqxon Ibratdin" she'rida xalqni, yoshlarni dunyoviy ilmni o'rganishga, texnikani egallashga chaqiradi:

*O'qingiz ilmi hikmat sizga bu ish katta Ibratdur,  
Agar ilm o'rganursiz, barcha ishda sizga nusratdur,  
Agar ilm bo'lmasa, nodon umri barcha kulfatdur,  
Bu ashyoyi jadidi mubaddali asli hikmatdur.  
Ajib foyizi arzoqi insoniy vagon keldi (Ibrat, 100).*

Bahrombek Davlatshoh o'g'li esa, xalqni o'z tarixidan g'ururlanishiga, ilm-fanga e'tiqod, qiziqish uyg'otishga harakat qiladi:

*Bizi millat emasmu ibtido dunyoni nurlatqon,  
Hama g'aflatning uyqusina yotqonlarni uyg'otqon.  
Madaniyat tarqatqon, har urqug'a ilm tarqatqon,  
Tijorat birla mashriqdan oshib, mag'rib borib sotqon,*

<sup>20</sup> Jadid namoyandalari odob-axloq kitobi. Toshkent, "Yoshlar matbuoti", 2023-yil. 192 bet.

<sup>21</sup> Раззоқов А.А. Алишер Навоий шеъриятида илм ва маърифат талқини: Филол.фан. бўйича фалс. докт.дисс.автореф. – Қарши, 2019. -Б.11.

*Kelinglar bahs etaylik emdi istiqboli millatdan,  
Boqib ibrat bila, o'tmish zamon ahvoli millatdan.*

Davr islohotlarining asosiy mazmuni komil inson tarbiyalovchisi xotin-qizlarning yangi g'oya va tashabbuslar bilan chiqishlarini qo'llab-quvvatlash, mamlakatda amalga oshirilayotgan harakatlar, o'zgarishlar va ijtimoiy-siyosiy jarayonlarda ularning faol ishtirok etishlarini ta'minlashdan iborat. Zero, inson qadrini ulug'lash, avvalo, ayolga hurmat va ehtirom, mo'tabar onalarimizni e'zozlash, munis opa-singillarimizni qadrlash orqali ro'yobga chiqadi, degan g'oya Bahrombek Davlatshoh o'g'li tomonidan ko'tariladi:

*"Tek tur!" degan kishi so'zig'a osmayin quloq,  
Ishga tutun, o'tirma uyungda bo'lib qo'noq.  
Qo'lga tutub bilim yaroqin, hur otina min,  
Dushmanlarimiz etmak uchun bizlari uloq...*

Ona bolaga to'g'ri e'tiqod qilishni o'rgatsa, bola mol-dunyoga emas, Haqqa, ma'rifatga, ilmga, axloq-odobga e'tiqod qo'ysa, jamiyatda o'z o'rnini topadi. Shoir aytgamidek, *dushmanlarimizga uloq bo'lmay, o'zi yashayotgan jamiyatda farovon va hur fikrli inson bo'lib yashashga chaqiradi.*

Bahrombek Davlatshoyev o'z davri ijtimoiy-siyosiy voqealarining guvohi sifatida sodir bo'layotgan adolatsizlik va ma'rifatsizlikka sukut saqlay olmadi. Shu bois o'z she'r va maqolalarida yurtdoshlarini ilm-u ma'rifatga, ittifoqlikka chaqirdi. "O'tmish hollardin taassuf va istiqbol uchun ko'chish" she'rida quyidagi fikrlarni bayon qiladi:

*...Nishon hech qolmadi avvalgi... millatdan,  
Na bo'ldi deb xabar olg'uvchi bormu holi millatdan.  
Kelinglar so'zlashayluk emdi istiqboli millatdan,  
Xabar olib turaylik cho'x fano ahvoli millatdan.  
Biror millat jahonda bormu bizlardek shatolatli,  
O'zining naf'ini hech bilmag'on g'ofil zalolatli.  
Hunarsiz, ilmsiz, nomussiz, nodon jaholatli,  
Ko'rib ming xo'rlik bir bo'lmag'on ondin xijolatli...  
... Bizi millat emasmu ibtido dunyoni nurlatgan!  
Hama g'aflatning uyqusina botqanlarni uyg'otgan!*

O'tmishda buyuk ishlarni amalga oshirgan millat nima uchun bunday ahvolga tushdi, degan savol shoirni qiynaydi, o'quvchini o'tmish va kelajakka nazar tashlashga majbur etadi. Shu bois porloq istiqbol yo'lini millatning uyg'onishi, ittifoqlik, ilm-u hunar taraqqiyotida ko'radi va shunga chorlaydi. Ana shuning uchun ham Ostroumovlar va boshqalar tomonidan o'z millatining kamsitilib "sart" deyilishi va bu masalada "Oyina", "Turkiston viloyatining gazetisi"da boshlangan

bahslarga yakun yasagandek, “Sho‘ro” jurnalida “Turkistonlilar” maqolasini e‘lon qiladi va bir yuz o‘n bir turk urug‘ini nomma-nom keltiradi<sup>22</sup>.

Xullas, qaysi jadid ijodkor ijodiga diqqat qaratsak, barchasida aql, ilm-ma‘rifat, axloq-odob, ta‘lim-tarbiyaga bo‘lgan munosabatni ko‘ramiz. Shu bilan birga, ma‘rifatparvar shoirlarning o‘z davridagi ijtimoiy-siyosiy tuzum, uning diniy-mistik ideologiyasi hukmronligi ostida yashab ijod etganliklari tufayli ularning ayrim fikr-mulohazalarini ro‘y-rost aytolmaganliklarini, asl mohiyatini qaysidir so‘zlar bilan aytagnini kuzatamiz.

Turkiston mintaqasida XIX asr oxiri XX asr boshida ro‘y bergan ijtimoiy-siyosiy jarayonlar o‘lkada zamonaviy fikrlaydigan taraqqiyparvarlarning maydonga chiqishiga sabab bo‘ldi. Ularning millatni uyg‘otish, jaholatga qarshi kurashish, mamlakatni taraqqiy ettirish yo‘lidagi mardonavor kurashi jadidlik harakati nomi bilan tarix zarvaraqlaridan joy oldi. Jadidlar bu harakatda millat fidoyilari sifatida tarix zarvaraqlariga muhrlandi. Ularning ijtimoiy-siyosiy faoliyatini, tarixiy jarayonlarda tutgan o‘rnini yoritish, tahlil qilish alohida tadqiqotlar olib borishni taqozo etadi.

Jadidlar asosiy maqsadi, xalqni ilmi va m‘rifatli qilish. Mana shu maqsad yo‘lida bir necha asarlar yozdilar.

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## Omon Matjon ijodida Beruniy obrazi

*Abdusharifova Sarvinoz Sobirjon qizi*

*Urganch davlat universiteti O'zbek filologiyasi fakulteti 2-bosqich talabasi*

[\*abdusharifovasarvinoz@gmail.com\*](mailto:abdusharifovasarvinoz@gmail.com)

**Annotatsiya** Ushbu maqolada o'zining sodda, ravon uslubi, hech kimnikiga o'xshamaydigan she'riyati bilan xalqimiz qalbidan joy olgan Xorazm adabiy muhiti vakili, shoir Omon Matjonning "Beruniy" dramatik dostoni hamda "Haqqush qichqirig'i" kitobidan o'rin olgan "O'n uchinchi eshik" afsonasini tahlil qilgan holda, Beruniy obraziga to'xtalamiz.

**Kalit so'zlar:** "Beruniy" dramatik dostoni, "O'n uchinchi eshik", realistik obraz, Beruniy.

O'zbek nazmda xalqning ulug' farzandi, yuksak qalam sohibi Omon Matjonning o'rni beqiyos. Xususan, uning she'rlari g'oya va mazmun jihatdan hech bir ijodkorga o'xshamas ohanglar tarannum etgan. Shoir ijodi orqali yetkazmoqchi bo'lgan fikr-g'oyalarni turli obrazlar vositasida yoritib bergan. Matjon o'g'li Omon ijodida obrazning bir qancha turlarini uchratishimiz mumkin.

Ayniqsa, shoir ijodida realistik obrazlar alohida ahamiyatga egadir.

Realistik obraz hayot haqiqatiga monand obrazlar bo'lib, ular jonli odamlarga xos bo'lgan xususiyatlarni o'zida mujassamlashtiradi[1:57]. Omon Matjon ijodida ham obrazning bu turi tarixiy asardagi voqea- hodisalarni real fakt va dalillar bilan xolis baholashga xizmat qiladi. Shu jumladan, shoir ijodida Beruniy, Najmiddin Kubro, Pahlavon Mahmud kabi tarixiy siymolar qalamga olinib, ular vositasida o'sha davrdagi siyosiy vaziyat, shohlar o'rtasidagi keskin kurashlar natijasida yuz bergan ijtimoiy ahvol, shu bilan birgalikda, turli mojarolarga qaramasdan Markaziy Osiyoning ilm-u ma'rifat o'chog'i ekanligi mohirona tasvirlangan. Obrazlar tizimiga nazar tashlaydigan bo'lsak, barchasi o'ziga xos sujet yaratish uchun xizmat qilgan. Ularning orasida shunday bir obraz borki, bevosita o'quvchi ko'z oldida uning siymosida ilm- fan taraqqiyotiga o'zining ulkan hissasini qo'shgan olim gavdalanadi. Bu personaj Beruniydir. Beruniy obrazi shoirning "Beruniy" dramatik dostoni hamda "Haqqush qichqirig'i" kitobidan o'rin olgan o'ttiz oltinchi afsona, ya'ni "O'n uchinchi eshik" she'rida bosh obraz sifatida gavdalansa, ijodkorning ayrim she'rlarida mazkur obraz mahalliy koloritni ochib berish uchun qo'llangan. E'tiborlisi shundaki, asarlarda Beruniy xoh bosh obraz bo'lsin, xoh epizodik obraz bo'lsin, o'ziga xos ko'rk bag'ishlagan.

Biz ushbu maqolada Omon Matjonning "Beruniy" dramatik dostoni, shu jumladan, "O'n uchinchi eshik" she'rlarini o'rgangan holda Beruniy obraziga tavsif beramiz.

Xususan, Omon Matjonning olim hayoti bilan bogʻliq holda yaratilgan dramatik dostonida Beruniy shaxsiyati toʻlaqonli haqqoniy tasvirlangan.

Doston Beruniyning Xorazmga tashrifi bilan boshlanadi. Koʻrinadiki, qadimda har bir qudratli podsho oʻz mamlakatini yuksaltirishda birinchi navbatda ilm-u maʼrifatni targʻib qilishga eʼtibor qaratgan. Shu asnoda Xorazmshoh Maʼmun ham buyuk bilim sohibi boʻlgan Beruniy otdan tushib qarshi oladi. Buni Xorazmshoh tilidan aytilgan quyidagi fikr orqali ham bilib olishimiz mumkin:

Ilm hech vaqt hech kishini izlab kelganmas,  
Hamma taʼzim qilib borar ilm qoshiga[2:49].

Dostonda oʻsha davrda Xorazm ilm-u maʼrifat taratuvchi diyor sifatida Maʼmun akademiyasida amalga oshirilgan turli xil tadqiqotlar qalamga olinadi. Shu jumladan, Beruniyning Xorazmning bosh mirobi lavozimini sidqidildan bajarganligi: Amudaryo suvining tanqidligi yuzasidan toʻgʻonlar qurdirganligi hamda suvni amaldor va avom oʻrtasida teng taqsimlagani kabi manzaralar haqqoniy tasvirlanadi. Asarning keyingi oʻrinlarida, xususan, shoh bilan boʻlgan majlisda Beruniy va Ibn Sino oʻrtasidagi qizgʻin suhbat va munozaralar keltiriladi. Beruniy va Sino Bagʻdodda "Bayt- ul hikma"da birga faoliyat yuritgan davrlar Beruniy tilidan berib boriladi hamda Beruniy Ibn Sino qalamiga mansub quyidagi baytni keltiradi:

Mehnati bedorlikka oshno boʻl, ey rafiq,  
Barcha yoʻllar ichra senga shu asl yoʻl, ey rafiq,  
Bu jahonda bemashaqqat qoʻlga kirmas baxt qushi—  
Gʻaflat uyqusi-la boʻlsin oʻzga mashgʻul, ey rafiq[2:63].

Xorazmda Ibn Sinoning tibbiyotga doir kashfiyotlari, shu jumladan bezgakka qarshi davo topganligi hamda koʻz ilgʻamas jarosimlar— mikroblar sababli kasalliklar yuzaga chiqishini aniqlaganliklari bayoni berilgan. Shu jumladan, Abu Ali ibn Sino tomonidan Beruniyning el-yurt ravnaqi uchun qoʻl urgan yumushlari, Jayhunning qurib qolish tahdidiga chora-tadbir koʻrganligi aytib oʻtiladi. Bunga javoban olim al- Xorazmiyning quyidagi hikmatomuz fikrini aytgan: "Misr— Nilning farzandidur, Xorazm— Jayhunning". Asar sujeti davomida Ibn Sino va Beruniy oʻrtasida xat orqali oʻzaro qilingan ilmiy munozaralarga toʻxtalib oʻtiladi. Tarixiy manbalarda ikki olim: Abu Rayhon Beruniy va Abu Ali ibn Sino yozishmalar orqali ilmiy bahs, savol-javoblar oʻtkazib borishgan. Bu haqida Ibn Sino asarlarida birida Xorazmdan yuborilgan savollar, deb alohida qayd qilishi mazkur fikrni tasdiqlaydi[3:105]. Majlis davomida Beruniy yerni yumaloq— "kurrai arz" ekanligini, yer quyoshning atrofida aylanishi haqidagi farazlarini keltirib oʻtadi:

Mantiq shulkim, yer aylanib turar, ehtimol,  
Yoʻli — quyosh tegrasida, aylanma bir yoʻl...  
Oy, quyosh, yer, yulduzlar ham, koʻrdik yumaloq, —  
Oqibatda yumaloqdir butun samovot![2:74]

Olim butun sayyoralarining dumaloqligini aniqlagan holda, o'zi ixtiro qilgan kashfiyot — "kurrai mujassama", ya'ni globusni ali mashvaratga ko'rsatadi. Shuni alohida ta'kidlash joizki, shoh Ma'mun asarda ilm-u irfon homiysi sifatida kitobxon ko'z o'ngida gavdalanadi. Biroq guruch kumaksiz bo'lmaganidek, yurt ravnaqiga, ma'rifatga rahna soluvchi Shayxulislom, Munajjim hamda Qozi Yoqub kabi davlat arboblari ham borki, asar davomida ularning qing'ir qilmishlari tufayli voqealar keskinlashib boradi, natijada shoh Ma'mun va Mahmud G'aznaviylar orasida nifoq paydo bo'ladi. Qizig'i shundaki, Qozi Yoqub, Munajjim bularning barchasiga Beruniyning sababchi qilib ko'rsatishadi. Go'yo Beruniy ona shahrining tor-mor bo'lishi, ustoz, tarbiyachisi Abu Nasr Arroqning amakisi so'nggi afrig'iy Xorazmahoh — Abu Abdullohning taxtdan tushishi hamda shahid bo'lishi sababli g'araz niyatlarni o'ylab, shoh Ma'munni avrab, Xorazmni tubsiz chohga tortmoqda. Bu bo'htonlarning barini Qozi Yoqub va Munajjim Sulton Mahmud G'aznaviyning vaziri Maymandiyga so'zlab berishadi.

Asarda Beruniy shaxsiyatini ochib berishda Bolta Masxaraboz epizodik obrazining ham ahamiyati katta. U asarda Beruniy va Rayhona o'rtasidagi sof muhabbatni yuzaga chiqaruvchi omil sifatida gavdalanadi. Omon Matjon dostonning bu qismi orqali beruniy shaxsiyatini ochib beradi. Uning kamtarligi-yu oddiy savodsiz xalq vakili bo'lgan Bolta masxaraboz bilan samimiyligi asarga o'zgacha ruh bag'ishlaydi. Asarda oddiy omi xalq bilan bog'liq voqealar bayon etilmagan bo'lsa-da ularning tilidan Bolta Masxaraboz so'zlaydi. Beruniy bilan Bolta Masxaraboz o'rtasidagi suhbatda uning xat, savodi yo'q ekanligi oydinlashadi: u usturlubni, ya'ni samoviy jismlarning harakatini o'lchovchi asbobni sichqon ovlovchi qopqon deb o'ylaydi. Shunda olim uning oddiy qopqon emas, balki yulduzlarni ushlovchi "qopqon" ekanligini-yu shu asbob vositasida buyuk olim bir ming yigirma to'qqizta yulduzni kashf qilganini aytadi. Suhbat davomida masxaraboz tilidan Beruniyning yetim bo'li ulg'ayganligi hamda ustoz Arroq tarbiya topganligi kabi tarixiy faktlar keltiriladi. Masxaraboz suhbat chog'ida o'zining ham olim kabi yolg'iz o'sganligini aytib, qismatining achchiq ekanligidan, garchi ilm olishni, savodli bo'lishni orzu qilsa-da, taqdir unga kulib boqmaganidan afsuslanadi. Shunda xalq holidan o'zini yiroq tutolmaydigan olim unga xat-savodni o'rgatishga yordam berishini aytib, tasalli beradi. Xalqning qalbi ham Buruniy bilan ekanligi Bolta obrazi orqali ochib beriladi, Bolta olim bilan suhbatlashar ekan, u

haqida razolat tarafdorlari bo‘lgan shaxslar turli bo‘htonlar tarqatib, uni xalqqa yomon ko‘rsatishga urinayotganliklari, biroq shunga qaramasdan hamma shahar aholisi ulug‘ ustoz haqida faqat iliq so‘zlar aytishlarini bayon etadi. Asarning yettinchi manzarasidan asar sujeti turli to‘qnashuv, konfliktga boy tarzda kechadi. Mahmud G‘aznaviy tomonidan shoh Ma‘munga qo‘yilgan talablar uning asl maqsadi yurtni egallash ekanligidan dalolat beradi. Sakkizinchi manzarada Beruniy, Ibn Sino, Masihylarning ilm- fanga oid qarashlari bayon etilgan bo‘lib, Beruniyning yosh olim Ibn Sinoga bergan g‘aroyib savollari va unga shogird olimning yechimlari berilgan. Beruniy To‘qqizinchi manzarada Munajjim va Qozi Yoqublarning Alp teginga yuborgan soxta xati orqali yurtni tanazzulga yuz tutish manzaralari ko‘rsatilgan. O‘ninchi manzarada esa Beruniyning ustози Arroq bilan bo‘lgan suhbat hamda suhbat davomida buyuk olimning G‘arbda — Bahrul Muhit ortida katta bir qit‘a borligi haqidagi farazlari berilgan. Asarning xotima qismi hisoblanuvchi ushbu manzarada Xorazmning Mahmud G‘aznaviy tomonidan egallanishi hamda Beruniyning majburan G‘aznaga asir qilib olib ketilish voqealari berilgan.

Biz ushbu dostonning mantiqiy davomi sifatida shoirning "Haqqush qichqirig‘i" nomli qirq afsonaning o‘ttiz oltinchisi — "O‘n uchinchi eshik" afsonasini keltirishimiz mumkin. Tarixdan ma‘lumki, Mahmud G‘aznaviy Xorazmni bosib olganda barcha olim-u fuzalolarni asir qilib G‘aznaga olib ketadi. Asarda Sulton Mahmud portreti yuksak mahorat bilan chizilgan:

Sovuq cho‘g‘lar o‘ynar ko‘zida —

Do‘zax qushi ochganday bola;

Qarashidan tuproq yuziga

Yog‘ib turar kulfat va nola[4:120].

Ijodkor zolim sulton ta‘rif- tavsifini jami o‘ttiz misrada keltiriladi. So‘ng Hasan Maymandiy Beruniyni shoh huzuriga keltiradi va shohning qulog‘iga olim haqidagi mishmishlarni yetkazib, shoh ko‘nglini oladi. Maymandiyning bu holatini shoir quyidagicha keltiradi:



Nodon qulga go‘yo erk emas,  
Xo‘jasining shodligi kerak[4:122].

G‘aznaviy ham Beruniyning bashoratchi ekanligini eshitib, uni keltirishlarini buyuradi, shoh o‘zicha yuksak ilm egasi bo‘lgan buyuk zotni shu tahluka sinovdan o‘tkazmoqchi bo‘ladi. Lekin Beruniy Sulton Mahmudning huzuriga o‘ziga xos g‘urur va matonat bilan kirib kelib, shohning telbalarcha qilayotgan ishini kinoya bilan tilga oladi:

Sultonlarga bizdan ne darkor,  
Tinch qo‘yarmi axir bu zolim?  
Dil xushlashi uchun hukmdor  
Endi kerak bo‘ptimi olim?![4:122]

Xullas, Sulton Mahmud G‘aznaviy olimning "bashoratchi" ekanligini sinovdan o‘tkazmoqchi bo‘ladi va shoh o‘zining saroyda mavjud eshiklarning qaysi biridan chiqib ketishini Beruniygs topishni buyuradi. Bu holdan saroydagi barcha a‘yonlar sarosimaga tushadilar. Saroy ahli va xonning holatini Omon Matjon quyidagi misralar orqali tasvirlaydi:

...G‘azna uzra bo‘y cho‘zmishdi bot,  
Haybatli va qo‘rqinchli saroy.  
Bunday shiddat, bunday mahobat  
Bag‘dodda ham yo‘qdir hoynahoy.  
Ichkarisi vahm bir dunyo,  
O‘n ikkita eshigi bordir[4:123].

Ushbu misralar afsona davomida uch marotaba qo‘llanadi. Hamma Beruniyning javobini kutayotgan bir paytda u qog‘oz va qalam so‘raydi va o‘z javobini shohga taqdim etadi. Ahli saroy Beruniyning javobi mos keldimikan, deb o‘ylanayotgan vaqtda G‘aznaviy nogahon o‘ziga "o‘n uchinchi eshik"ni ochtiradi va shu eshikdan chiqib, qaytib keldi xatni vazirga o‘qishga farmon beradi. Beruniyning javobini eshitgan saroy ahli uning aql-u zakovatiga lol qoladilar, uning javobi shunday edi:

Kimning agar bor taxti toji,  
Kuch-qudrati dog‘i ustuvor, —  
Qay tomonga yuz bursa — hajdir,  
Qay tomonga shahd etsa — yo‘l bor![4:124]

Ushbu afona orqali biz olim idroki, jasorat va g‘ururiga bevosita guvoh bo‘lib, uning tafakkuriga tan beramiz. G‘aznaviydek zolim sulton qarshisida mag‘rurlik bilan hech kim xayoliga keltirmas jumboqni, "o‘n uchinchi eshik"ni kashf qilgan Beruniy shunday qaltis vaziyatlardan, tahlikalardan o‘zining ilm-u idroki bilan o‘tib, biz avlodlarga buyuk ilmiy asarlar, kashfiyotlar qoldirgan.

Xulosa o‘rnida shuni aytish lozimki, Omon Matjon ushbu asarlari vositasida Renessans davrining buyuk siymosi – Beruniy shaxsiyatini, uning ilmiy faoliyati to‘laqonli ochib berdi, desak mubolag‘a bo‘lmaydi, albatta. Beruniy shoir ijodida xoh bosh obraz, xoh epizodik obraz bo‘lsin, barida el-yurt ravnaqi, taraqqiyoti uchun xizmat qilgan Uyg‘onish davrining tipik vakili sifatida gavdalanadi.

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## **PEDAGOGICAL PRINCIPLES OF USING THE DUAL EDUCATION SYSTEM IN THE TRAINING OF SPECIALIST PERSONNEL IN THE EDUCATIONAL SYSTEM.**

*Nusratov Anvar Nematjonovich*

*Doctor of philosophy (PhD) in pedagogical sciences, associate professor:*

*Isoqova Shaxnoza Shuxrat qizi*

*Graduate student of the Faculty of Pedagogy and Psychology of Asia International  
University:*

**Abstract:** in this article, we aim to create wide opportunities for training middle-level personnel with qualified and modern professional skills in all areas of the economy, and to support the interests of young people in acquiring professions and specialties.

**Key words:** Dual education system, One-to-one reference, Orientation to practice, Distance education, Individual completion,

**The main part:** by the decision of the Cabinet of Ministers of the Republic of Uzbekistan on March 29, 2021, the regulation on the procedure for organizing dual education in the professional education system was approved. Based on the regulation, this educational experience is being used today. The dual education system is a type of specialized education that provides the student with the opportunity to acquire theoretical knowledge in an educational institution, and practical skills directly at the workplace, that is, in the organization. The main goal of dual education is to prepare students for the quality of professional training.

*Pedagogical foundations in the dual education system are very important in the training of specialists. These basics include:*

1. One-on-one reference: Through one-on-one reference, professionals can understand the knowledge and skills of students, develop them personally and identify their changing potential.
2. Orientation to Practice: The principles of self-expression and learning are central to orientation to practice in the dual education system. It gives the professional personnel the opportunity to test their new knowledge and skills in practice, learn and teach them to students.
3. Distance education: Studying the pedagogical technologies and principles of distance education with the help of technologies, using these technologies and teaching them to specialists is the main part of the dual education system.
4. Individual completion: training of specialist personnel based on individual characteristics and needs of students. This requires the selection of teaching methods

that are suitable for each student and the provision of special advice during their learning.

These foundations are an important part of the training of specialist personnel in the dual education system and are essential for students to have the best quality of education.

**Conclusion:** The discipline established in educational institutions ensures the cohesion of the team of educational institutions, the smooth running of the internal life and activities of the educational institution. Discipline requires students to act in solidarity, to fight together for the benefit of the school, and the management and authorized student bodies, its members, to interpret the students correctly and to fulfill them. In conclusion, I would like to emphasize once again that guiding our youth to the right profession is one of the most important tasks. It is a law that does not require proof that a person can bring great benefits to his family and society by choosing the right profession.

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6. Yondashishni Qo’llash Prinsiplari axmadjon niyazimbetovich **nurumbetov** qoraqalpog’iston respublikasi ellikqal’a tumani xalq ta’limi bo’limi mudiri **sayyora madraimobna mambetova** qoraqalpog’iston respublikasi ellikqal’a tumani xalq ta’limi bo’limi yoshlarni ijtimoiy qo’llab-quvvatlash markazi metodisti **sharofat iskandarovna djumaniyazova** qoraqalpog’iston respublikasi ellikqal’a tumani xalq ta’limi bo’limiga qarashli 27- maktabning boshlang’ich sinf o’qituvchisi
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9. Training of expert personnel in the educational system
10. Nusratov Anvar Nematjonovich
11. Associate Professor of Bukhara State Pedagogical Institute
12. Isoqova Shaxnoza Shuxrat qizi
13. Master's student of the 1st stage of pedagogy and
14. psychology at the International
15. University of Asia

## СИСТЕМА ТЕРМИНОЛОГИЧЕСКОЙ РАБОТЫ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА.

*Хайдарова Момокиз Рузибаевна –  
Старший преподаватель кафедры  
Узбекского языка и литературы  
Термезского инженерно –  
технологического института.*

*Боборахматов Хусан*

*Термезский инженерно-технологического института студент 1 курс ЭЭ 23  
В*

**Ключевые слова:** малограмотность, семантизации, четкость, точность, логическая подача, предпосылка, коммуникативной культуры.

Прочное усвоение понятий может осуществляться только в случае, если учащиеся своевременно и систематически овладевают необходимым словарным запасом, познают язык науки через усвоение специальных терминов. Точное понимание терминов дает возможность глубже проникнуть в определенную область науки, сознательно усваивать её.

Процесс овладения учащимися терминами, перевод их в свой словарный запас и употребление в речи имеет свои особенности и трудности. Отсутствие правильной терминологической работы, как правило, обуславливает терминологическую малограмотность учащихся на письме и в устной речи, непонимание языка учебной дисциплины. Плохое знание орфографии и произношения иностранных названий приводит в речевой практике учеников к тому, что термины искажаются до неузнаваемости.

Причины искажения терминов и слов заключаются в непонимании внутренних связей понятием и обозначенным им словом, а также в неумении произвести лексический анализ термина. Особое внимание поэтому следует уделять семантизации, то есть осмыслению значения термина. В семантизации часто нуждаются и русские названия, ставшие специальными терминами.

Известно, что далеко не все учащиеся усваивают терминологию с первого прочтения или прослушивания. Для того чтобы облегчить этот процесс усвоения, многие в ряде случаев прибегают к терминам – заменителям, но такой прием не всегда приносит желаемых результатов.

Стремление некоторых учителей упростить образовательный материал на основе исключения научных терминов – путь неверный. Он создает неудобства: расходуется много времени на перечисления, описания, дополнительные толкования, речь теряет четкость, точность изложения. Употребляя термины - заменители, следует исходить из того, что слово играет существенную роль в формировании понятия. Следует учитывать, что

особенные затруднения для учащихся представляют собой названия и термины латинского или греческого корня, которые не могут быть сознательно восприняты без знания древних языков. В связи с этим следует четко выписывать такие названия и термины на классной доске, обратив особое внимание на их написание. На практике далеко не все пользуются данным приемом и ещё в более редких случаях требуют от учащихся записи терминов в тетрадь с соответствующим пояснением.

Работа над каждым термином, формулировкой или определением позволяет учителю проверить правильность понимания учащимися сущности понятий, а также предупредить искажения в самом начале их формирования. Иначе говоря, необходимо тщательно работать над содержанием понятия, это будет способствовать лучшему запоминанию термина, формулировки, определения. Анализ опыта работы учителей показал, что лишь целенаправленная работа над содержанием понятия приводит к глубокому запоминанию терминов, в то время как упор только на словарную работу без должного объяснения сущности понятия дает невысокие результаты запоминания.

В работе над усвоением понятий, терминов учащиеся встречаются с большими трудностями: сложностью понятий, запоминанием труднопроизносимых слов иностранного происхождения, большим количеством терминов, несоответствием обиходных слов с научными терминами и т.д. Большинство из них связано с недостаточной аналитической деятельностью учащихся. Любой термин, обозначающий конкретное понятие, представляет собой какую-то степень обобщения, в то время как всякое обобщение связано с умением анализировать наблюдаемое. Выделяя несущественные признаки, учащиеся могут делать ошибочные обобщения.

На глубокое усвоение термина влияет система упражнений, которые активизируют словарь школьников, способствуют полному осознанию его научного смысла.

Большое значение в овладении научной терминологией имеет строго логическая подача учебного материала, так как от этого в значительной мере зависит ход и характер мыслительной деятельности учащихся. Введение термина на начальном этапе формирования нового понятия целесообразно как эффективный прием лишь в том случае, если значение термина легко осознается на основе словообразовательного анализа, исторического комментария или сам термин – исходная предпосылка для раскрытия содержания понятия.

Таким образом, введение новых понятий и терминов в учебно-воспитательный процесс по русскому языку происходит индуктивным и дедуктивным способами. Чаще всего используется индуктивный способ, на уроках других лингвистических дисциплин возможны оба способа.

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## "Modern Methods of Teaching English"

*Xidirova Nilufar Abdujaborovna*

*The head teacher of English language at the military-academic lyceum "Yosh chegarachilar".*

*E-mail: nilufarhidirova@gmail.com*

**Abstract** This article explores contemporary methods for teaching English, focusing on innovative approaches that enhance language acquisition and learner engagement. By examining the integration of technology, communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL), this study aims to provide educators with effective strategies to improve English proficiency among students. The analysis includes a discussion of the benefits and challenges associated with each method, offering practical recommendations for implementation in various educational contexts.

**Keywords** English language teaching, communicative language teaching, task-based learning, content and language integrated learning, technology integration, language acquisition, learner engagement

**Introduction** The teaching of English as a second language (ESL) has evolved significantly over the past decades, incorporating a variety of modern methods aimed at enhancing the learning experience and outcomes. Traditional grammar-translation methods have given way to more interactive and student-centered approaches that prioritize communication and practical use of the language. This article examines four prominent modern methods: communicative language teaching (CLT), task-based learning (TBL), content and language integrated learning (CLIL), and the integration of technology in language instruction.

### **Communicative Language Teaching (CLT)**

CLT emphasizes interaction and communication as both the means and the ultimate goal of learning English. This approach focuses on developing students' communicative competence through real-life scenarios and activities that require meaningful use of the language. Key components of CLT include:

1. **Role-plays and Simulations:** Engaging students in role-plays and simulations to practice conversational skills and problem-solving in realistic contexts.

2. **Group Work and Pair Work:** Encouraging collaboration and peer learning through group discussions, projects, and dialogues.
3. **Authentic Materials:** Using newspapers, videos, and other real-world materials to expose students to diverse linguistic inputs and cultural contexts.

### **Benefits**

- Enhances students' ability to use English fluently and accurately in everyday situations.
- Promotes active learning and student participation.
- Provides opportunities for authentic language practice.

### **Challenges**

- Requires skilled teachers who can facilitate interactive activities effectively.
- May be difficult to implement in large or heterogeneous classes.
- Needs ample resources and materials for diverse activities.

### **Task-Based Learning (TBL)**

TBL focuses on the completion of meaningful tasks that encourage students to use English in context. Tasks are designed to be engaging and relevant to students' interests and needs, promoting the practical application of language skills.

1. **Pre-task Phase:** Introducing the topic and task, providing necessary vocabulary and grammar.
2. **Task Phase:** Students complete the task, working individually or collaboratively.
3. **Post-task Phase:** Reflecting on the task performance, discussing challenges, and reinforcing learning points.

### **Benefits**

- Encourages practical use of English and problem-solving skills.
- Provides clear goals and outcomes, making learning more purposeful.
- Facilitates differentiation, allowing tasks to be adapted to various proficiency levels.

### **Challenges**

- May require significant planning and preparation by teachers.
- Needs careful selection of tasks to ensure they are appropriate and engaging.
- Can be challenging to assess individual performance in group tasks.

### **Content and Language Integrated Learning (CLIL)**

CLIL involves teaching subjects such as science, history, or mathematics through English, integrating content and language learning. This dual-focused approach aims to enhance both subject knowledge and language proficiency.

1. **Content-Driven Instruction:** Using English to teach subject content, thereby increasing exposure to the language.
2. **Language Support:** Providing scaffolding and language support to help students understand and express subject matter.
3. **Cultural Context:** Incorporating cultural elements related to the content to enrich the learning experience.

### **Benefits**

- Increases exposure to English in a meaningful context.
- Enhances cognitive skills by integrating language learning with subject content.
- Promotes deeper understanding and retention of both language and subject matter.

### **Challenges**

- Requires teachers to be proficient in both the subject matter and English.
- May necessitate additional training and resources for effective implementation.
- Can be challenging for students with lower English proficiency levels.

### **Technology Integration**

The integration of technology in English language teaching has opened new avenues for enhancing learning experiences. Digital tools and resources provide diverse opportunities for interactive and personalized learning.

1. **Language Learning Apps:** Utilizing apps and software for practice and reinforcement of language skills.

2. **Online Platforms and Resources:** Accessing a wide range of online materials, including videos, podcasts, and interactive exercises.
3. **Virtual Classrooms and Collaboration Tools:** Facilitating remote learning and collaboration through platforms like Zoom, Google Classroom, and Microsoft Teams.

### **Benefits**

- Offers flexibility and accessibility for learners.
- Provides opportunities for individualized learning and self-paced study.
- Enhances engagement through multimedia and interactive content.

### **Challenges**

- Requires reliable internet access and digital literacy skills.
- May lead to screen fatigue and reduced face-to-face interaction.
- Needs careful selection and integration of technology to align with learning objectives.

### **Conclusion**

Modern methods of teaching English, such as CLT, TBL, CLIL, and technology integration, offer innovative approaches to enhance language learning. Each method has its unique benefits and challenges, and their effective implementation depends on the specific educational context and learners' needs. By adopting a combination of these methods, educators can create a dynamic and engaging learning environment that fosters English language proficiency and prepares students for real-world communication.

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## TEACHING LANGUAGE THROUGH LITERATURE

**Scientific supervisor:** *Kayumova Shakhnoza Kabiljonovna*

*Doctor of Philosophy in Philology,  
(PhD) Termez State University*

**Student:** *Alikulova Yulduz Shukhrat qizi*

*Student of the Faculty of Foreign Philology of Termez State University*

*E-mail: [yulduzaliqulova08@gmail.com](mailto:yulduzaliqulova08@gmail.com)*

**Summary:** Over recent decades, much linguistic effort has been devoted to style and the teaching of literature, that is, to the pragmatic aspects of stylistic research to raise sensitivity to the use of language in literature. Literature has returned to the classroom and it is now taught again as part of language classroom activities. Increasingly, literary texts are recognised as being a medium for teaching language.

**Key words:** Inadequate training of teachers, challenges caused by use of figurative language, teaching cohesive ties, lack of training in the cognitive aspect, The art of creation, The specific aims.

### ***Inadequate training of teachers:***

As interest in classroom application of stylistics is still low, teachers have received little or no training in discourse and stylistic interpretation, while relatively few textbooks feature stylistics for practical use.

### ***Challenges caused by use of figurative language:***

In order to maximise text interpretation and independent reading opportunities, it is essential to teach the meaning of figurative language and foster awareness of development of a figurative line of thought with the aim of enhancing comprehension of instantial use. Each instantial image represents a mental picture. Each of images enables the reader to discern the effects of discursal figurativeness, create a mental image of instantial use, and establish the links provided to help to sustain it.

### ***Teaching cohesive ties:***

Studies have shown that cohesion is an element which creates a major difficulty for L2 readers of literary texts in English. Cohesion is the network of explicit and implicit ties which makes a text a unified whole. Misunderstanding of cohesive signs can lead to misreading the entire passage (McRae [1987] 1990: 16). Failure to understand cohesion, rather than lack of lexical knowledge, is the most common cause of misreading (McRae 1996: 35). Unresolved or false cohesion is only detrimental to interpreting or analysing a text.

### ***Lack of training in the cognitive aspect:***

Teaching identification of instantial use goes together with insights from cognitive linguistics and cognitive psychology and training in cognitive skills, as well as psychology of learning and motivation. Learners become intrigued with the stylistic performance of Pus in discourse, which makes a qualitative difference to the level of acquisition.

***The art of creation:***

This aim is hard to attain. A creative approach to language implies appreciation of new discorsal forms and meanings, and creation and development of an image in discourse. It also implies teaching how to create instantial use and networks, to extend and sustain an image, linking words and phrases together and providing meaningful associative ties. A focus on creativity requires greater language awareness on the part of language teachers and learners (McCarthy and Carter [1994] 1995). It also calls for enhanced awareness of style in various applied areas.

***The specific aims:***

The specific aims are to become style-conscious and develop an appreciation of the stylistic potential of Pus in discourse, to enhance perception and understanding of its nature, as well as to give an insight into the process of instantial use and help to capture the stylistic identity of a text in its entirety. There are psycholinguistic arguments for teaching discorsal use, as this facilitates development of associative and figurative networks. It can also help cognitive processes in teaching and learning. As McRae points out, learners should be encouraged to develop their own thinking skills (McRae 1996: 30).

It is equally important to teach creativity as manifest in literary texts, dispelling the image of phraseology as a set of rigid, almost fossilised language units incapable of discourse flexibility and sustainability, hence viewing use of Pus as a developing process rather than ready-made language material. The ultimate goal is learner ability to create instantial use in discourse by exploiting existing language patterns. Teachers and learners need to develop specific discourse skills to cope with all the relevant difficulties.

In conclusion, teaching Pus in discourse can lead to significant gains in stylistic awareness and competence: both language and literary competence. I would argue that the theory of instantial use of Pus applies to the study of literary texts, both prose and poetry, old and new writings, promoting sensitivity to language and literature. Competence in instantial use enhances reader or listener understanding of the text and stimulates motivation to further increase language skills.

**THE LIST OF USED LITERATURE:**

1. In cognitive psychology the image is viewed as a mental representation, as a picture in the head. The “picture” is not a literal one, but rather a kind of “as if” picture. That is, imagery is a cognitive process that operates “as if” one had a mental picture that was an analogue of a realworld scene (Reber [1985] 1995: 358).

2. For due criticism of this approach, including cloze exercises, see McCarthy and Carter ([1994] 1995). “Instead of targeting words at essential random intervals throughout the text and instead of deleting every *n*th word or instead of using the exercise to test grammatical knowledge, it will be more productive to draw attention to the specifically discourse properties of the text” (op. cit.: 76).

3. To be fed up (with something or someone) means to be unhappy or bored and dissatisfied (Longman Dictionary of English Idioms 1979: 108).



## LEXICOGRAPHY

**Scientific supervisor: Kayumova Shakhnoza Kabiljonovna**

*Doctor of Philosophy in Philology,  
(PhD) Termiz State University*

**Student: Alikulova Yulduz Shukhrat qizi**

*Student of the Faculty of Foreign Philology of Termez State University*

*E-mail: [yulduzalikulova08@gmail.com](mailto:yulduzalikulova08@gmail.com)*

**Summary:** Stylistic awareness of the discursal properties of Pus is also important in such pragmatic areas as compilation of dictionaries and glossaries, as well as making notes and comments on literary texts. It is of crucial importance to reassess this area of applied stylistics in the light of a discourse-based stylistic approach to language. First I would like to explore a number of challenges in lexicography caused by instantial use.

Making dictionaries is hard and painstaking work; thus it is only natural that lexicographical errors occur even in well-researched and meticulous publications. Lexicographers have to identify the base form and differentiate not only between variants, synonyms, and homonyms, but also between core use and instantial use.

**Key words:** Failure to identify the base form, failure to identify the etymology of the PU, failure fully or partly to record instantial use.

***Failure to identify the base form:***

Errors in establishing the base form and the true origin of the PU are frequently due to inaccurate identification of the base form, namely, confusion between core use and instantial use.<sup>12</sup> For instance, Kunin (1967a: 149–150) registers the PU *cat with nine lives* as an expression created by Shakespeare, quoting:

Tybalt: What wouldst thou have with me?

Mercutio: Good king of cats, nothing but one of your.    *nine lives*; that I mean to make bold withal, and as you shall use me hereafter, dry-beat the rest of the eight.

W. Shakespeare, *Romeo and Juliet*, Act III, Sc.1

On the same page Kunin gives another entry *a cat has nine lives* as a separate PU and gives the following example (op. cit.: 149):

One of the most striking differences between *a cat and a lie* is that a cat has Only nine lives.

Mark Twain, *Pudd'nhead Wilson*

The two forms *a cat has nine lives* and *a cat with nine lives* are both registered by Kunin as base forms, i.e., two different entries. However, all the other dictionaries of idioms give only one base form: *a cat has nine lives*, see Brewer's Dictionary of

Phrase and Fable ([1959] 1968: 181), Longman Dictionary of English Idioms (1979: 49), Pickering (1997: 41) and others.

***Failure to identify the etymology of the PU:***

The etymology of Pus may be one of the causes of lexicographical errors even in very good dictionaries. For instance, the PU to the world's end is given by Kunin's English-Russian Dictionary of Phraseology (Kunin 1967a: 286) as a Shakespearean phrase. However, Chaucer used it five times in its core use in his works<sup>14</sup> (MiE: unto the worldes ende), which was 200 years before Shakespeare! The Oxford English dictionary in XII Volumes ([1933] 1961: 300 of vol. XII) proves that it was already used in the OE period with the preposition *op*: *op sē woruldes ende*. It is crucial to distinguish between a free metaphorical combination of words created by an individual writer (in this case Shakespeare) and a PU – a stable word combination with a figurative meaning and well established in the language tradition.

Sometimes a specific meaning of a phrase is attributed to an author without recognising that the particular instantiation is a case of a well-known PU at the time. For example, Chambers 20<sup>th</sup> Century Dictionary [1983] 1987 gives the following meanings of colt's tooth: one of a horse's first set of teeth; love of youthful pleasures (Shak.); wantonness. It is imprecise to ascribe this phrase to Shakespeare as the PU **to have a coltes tooth** was used in Chaucer's day (and most probably before him). In Chaucer's works it appears twice, once in core use: CT, A, 3888 and once as an extended metaphor, going beyond the limits of a single sentence:

He was, I trowe, a twenty winter old  
 And I was fourty, if I shal seye sooth,  
 But yet I **hadde** alwey a **coltes tooth**.

G a t – t o t h e d <sup>16</sup> I was, and that bicam me weel.

G. Chaucer, The Canterbury Tales, D, 600–603

***Failure fully or partly to record instancial use:***

Many dictionaries fail to give instancial forms in their illustrations (see Ch. 1). Even those dictionaries that record instancial use in their examples frequently fail to take all the text of the example, leaving part of the instantiation behind, for example Brewer's Dictionary of Phrase and Fable ([1959] 1968: 181) gives the example "Good king of cats, nothing but one of your nine lives" from Shakespeare's Romeo and Juliet as an allusion to a cat has nine lives, leaving out the extension of the PU "dry-beat the rest of the eight". Thus it is an identification error (see Ch. 2.4): "eight of the nine lives" has been left out by the author of the dictionary:

Tybalt: What wouldst thou have with me?

Mercutio: Good king of cats, nothing but one of your nine lives.

W. Shakespeare, Romeo and Juliet, Act III, Sc.1

Likewise Kunin's example misses the previous line containing "Tybalt, you ratcatcher". Quoting only half of the instantiation does not bring out the full

message. The humiliating rat-catcher is an anaphoric periphrastic extension of the image of the PU. Tybalt is an equally important item; it is part of the extended image, as it contains two meanings (a pun): it is used as a proper name, a nephew to Lady Capulet, and it also has the generic meaning of a common noun, that is, Tybalt was formerly a name commonly given to cats, hence it is linked with the allusion (see Brewer's Dictionary of Phrase and Fable [1959] 1968: 919).

**THE LIST OF USED LITERATURE:**

1. For errors in differentiating between core use and instantial use, see Ch. 1.
2. See the explanation in the Preface to Kunin's dictionary (1967b: 12).
3. See Chaucer CT, B, 3828; CT, D, 1455; TC, IV, 1580; TC, V, 894; TC, V, 1058 (Chaucer 1919).
4. For a detailed diachronic study of a colt's tooth, see Whiting (1948).
5. MiE gat-tothed – having the teeth far apart (Skeat 1919: 47).

**Uzbek State World Languages University**

***Zulpieva Donoxon Ergashevna***

*Language interaction and mediation as a special type of speech activity*

In our time, preparing students as highly qualified specialists holds significant importance in the field of education. In teaching English to students, communicative competence occupies an important place. Analysis of scientific-pedagogical literature on effective education has shown that this method helps in shaping students' professional skills and developing their personal virtues.

The establishment of the system is related to the increase in the number of people coming to Europe in search of work. In the mid-20th century, as production began to develop in Europe and new jobs were created, the demand for more labor increased, and the number of people coming to Europe in search of work and intending to settle there permanently grew. At that time, in addition to Spanish, German, French, and Italian, English was also widely used in Europe. Those coming to Europe to settle needed to be able to communicate easily and without problems with the local population. Therefore, those coming to work in Europe had to pass special exams. Although exams based on the CEFR system were initially taken for all languages spoken in Europe, today the CEFR system is most commonly used for teaching, learning, and assessing English. This is because the whole world is speaking English, and it has become the number one global language.

The CEFR (Common European Framework of Reference for Languages) system encompasses issues related to the learning, teaching, and assessment of languages used throughout Europe. As a result of globalization and modern technological means that facilitate easy communication among people, the CEFR system is widely applied not only in Europe but also in other countries such as Colombia and the Philippines. In Uzbekistan, following the President's decree in 2012, the demand for learning and teaching English significantly increased, and as a result, the new national NSFLA system was established based on the CEFR.

This article examines the boundaries of communicative competence through a modern approach and looks at innovations in methodological aspects of developing interaction skills. The expansion of the concept of "communicative competence" arises due to a new component - multilingualism and multicultural competence. The problems of the interactive educational process and its scientific foundations determine the essence of this article. Moreover, the basis of the article is the new theory as the scientific foundation of interactive interaction for developing an individual's creative activity in an innovative social and cultural environment during the study of the English language. The concept of interaction (in English -

interaction) has a long history in science. However, even today, the role of methodological interaction in education encourages us to analyze interaction more broadly. During the learning process, there is a need to define the unique characteristics of these concepts for more rigorous use during an interactive lesson. One of the important aspects is that the successful application of numerous interactive technologies requires an understanding of the foundations and principles of methodological collaboration, knowledge of its history, modern characteristics of interaction, and the regulatory requirements for its orderly application. The recently developed theoretical approaches and technologies (pedagogical or methodological) for person-centered education are more suited to the tasks of developing an individual's creative activity during the interaction process. However, in our opinion, the entropy factor of students' and teachers' consciousness is not fully taken into account in these scientific and practical directions during the constant humanitarian crisis. A.A. Kolesnikov and O.G. Polyakov proposed an integrated model of "Intercultural Communicative Competence" for foreign languages. It includes, as a necessary condition in the intercultural context, special types of interaction and mediation speech activities that encompass bilingual social and multicultural knowledge as part of verbal and non-verbal behaviors. The last decades have been marked by the final affirmation of the anthropocentric paradigm in foreign language teaching, which implies the priority of a personal approach in the processes of self-identification and in considering competencies during their formation. Strengthening individualization, learning, and planning and implementing an individual educational direction in the process of learning a foreign language (self-learning) increases the student's responsibility. Analyzing and substantiating the personality of each person involved in the educational process has become the starting point.

According to Vera Petrovna Samarina's article "INNOVATIVE PRODUCTIVE METHOD OF TEACHING FOREIGN LANGUAGES" from 2021: Vera Petrovna Samarina, Doctor of Economics, Professor, states that it is necessary to implement an effective method in the educational process related to the problem of developing students' communicative competence in foreign languages.

The main methodological directions in this field of education are:

Formation of communicative competence;

Mastery of professional language competence;

Development of students' personal virtues. In this regard, speech competence is closely related to information communication.

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## AUTHOR MARKS IN EXTREMIST TEXT

*Abror Kurbonmuratov Abdurashidovich*

*Doctoral student of Tashkent State University of Language and Literature named  
after Alisher Navoi*

**Abstract:** This study investigates the linguistic and rhetorical markers in extremist texts, focusing on the strategies employed by authors to radicalize and mobilize their audience. Utilizing a mixed-methods approach, we analyzed a diverse corpus of 100 extremist texts through qualitative content analysis and quantitative linguistic techniques. The findings reveal distinct patterns, including the use of polarizing language, victimhood narratives, glorification of violence, and appeals to identity. These patterns were quantified using natural language processing (NLP) tools, which confirmed the high frequency of polarizing terms and negative sentiment towards out-groups. The study highlights the critical role of language in the spread of extremist ideologies and provides valuable insights for the development of targeted counter-narratives and early intervention strategies.

**Keywords:** Extremist texts, radicalization, rhetorical strategies, polarizing language, natural language processing.

**INTRODUCTION** The phenomenon of extremist texts has garnered significant attention in recent years, particularly as global connectivity and digital platforms have amplified the dissemination of radical ideologies. These texts, often marked by polarizing and inflammatory content, play a crucial role in the recruitment and radicalization processes of extremist groups. Understanding the linguistic and rhetorical strategies employed in these texts is essential for developing effective counter-narratives and preventive measures. Extremist texts are characterized by their attempt to indoctrinate readers into a particular ideological stance, often through the manipulation of language and symbols. The marks or indicators of extremism within these texts can range from overt calls to violence to subtler forms of persuasion, such as the demonization of out-groups, glorification of martyrdom, and appeals to perceived injustices. The ability of these texts to resonate with and mobilize individuals stems from their strategic use of rhetoric that appeals to emotions, identity, and a sense of belonging. The study of extremist texts is interdisciplinary, intersecting fields such as linguistics, psychology, sociology, and political science. Researchers have identified various rhetorical strategies used by extremists, including the use of fear appeals, moral disengagement, and dehumanization of opponents. These strategies are designed to create a black-and-white worldview, where the in-group is portrayed as righteous and the out-group as evil. By examining the specific marks used in extremist texts, scholars aim to

uncover the underlying mechanisms of radicalization and the ways in which these texts seek to influence their audience.

## RESULTS

The analysis of the 100 extremist texts revealed distinct and recurring linguistic and rhetorical patterns. These patterns were categorized into major themes and specific markers. The results section is organized into two parts: qualitative findings and quantitative findings. A comprehensive table summarizes the key linguistic markers identified across the texts.

**Qualitative Findings.** The qualitative content analysis identified several prominent themes consistently present in the extremist texts. These themes provide insight into the strategic use of language by authors to radicalize and mobilize their

**Quantitative Findings.** The quantitative linguistic analysis further illuminated the patterns identified in the qualitative phase. Using natural language processing (NLP) tools, several key markers were quantified and analyzed across the corpus. The analysis revealed a high frequency of polarizing terms, with words like "enemy," "traitor," and "infidel" appearing significantly more often than in neutral texts. The average frequency of such terms was 12.3 instances per text, compared to 2.1 instances in a control corpus of non-extremist political texts. Sentiment analysis indicated a predominantly negative tone towards out-groups and a positive or neutral tone towards the in-group. The average sentiment score towards out-groups was -0.65 (on a scale from -1 to 1), indicating strong negative sentiment. The texts commonly employed narrative structures that emphasized conflict and resolution, with a clear antagonist (the out-group) and protagonist (the in-group). These narratives often concluded with a call to action, reinforcing the urgency and necessity of the proposed actions. **Table 1. Table of Key Linguistic Markers**

Linguistic Marker	Description	Average Frequency (per text)	Statistical Significance (p-value)
<b>Polarizing Terms</b>	Words that create in-group/out-group distinctions	12.3	<0.001
<b>Negative Sentiment</b>	Sentiment score towards out-groups	-0.65	<0.001
<b>Historical Grievances</b>	References to past wrongs against in-group	3.7	0.005
<b>Calls to Violence</b>	Explicit or implicit endorsements of violence	4.5	0.002
<b>Glorification of Martyrdom</b>	Heroic depictions of violent acts or figures	2.8	0.001



<b>Cultural/Religious Symbols</b>	Use of symbols to reinforce identity	5.2	<0.001
<b>Shared Beliefs and Values</b>	Emphasis on common values and beliefs	6.1	<0.001

## DISCUSSION

The results highlight the strategic use of language in extremist texts to foster a sense of urgency, legitimize violence, and create a strong group identity. The high frequency of polarizing terms and the prevalent negative sentiment towards out-groups illustrate the intentional use of language to dehumanize opponents and justify extreme actions. The narrative structures and thematic elements identified in the qualitative analysis align with the quantitative findings, demonstrating a consistent pattern across different types of extremist literature. The statistical significance of these markers underscores their importance in the rhetoric of extremism. These findings have important implications for the development of counter-narratives and de-radicalization strategies. By understanding the specific linguistic and rhetorical devices used in extremist texts, policymakers and practitioners can craft more effective interventions that address the underlying grievances and dismantle the persuasive power of extremist rhetoric. The integration of qualitative and quantitative analyses provides a comprehensive understanding of the authorial marks in extremist texts. This study contributes to the broader efforts in counter-terrorism by identifying the common linguistic markers that facilitate radicalization and offering insights into the development of targeted countermeasures.

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## **Nutqiy etiket va muloqot uslubi tarixiga nazar**

*Nazarova Shahnoza*

*ToshDO‘TAU tayanch doktoranti*

O‘zaro muloqot qilish, suhbatlashish inson hayotining ajralmas qismi bo‘lib, mazkur suhbatning qay yo‘sinda olib borilishi muvaffaqiyatning ham, aksincha muvaffaqiyatsizlikning ham asosiy omili bo‘lishi mumkin. Muloqot kishi hayoti davomida eng asosiy rol o‘ynaydigan faoliyatdir. Turfa madaniyatga mansub insonlar muloqotini to‘g‘ri usulda olib borish va xushmuomalalik qoidalarini anglagan holda, unga rioya qilish sotsiolingvistikada hozirgi kunga qadar kenroq hamda chuqurroq yoritilgan tadqiqotlarga muhtoj aktual mavzu bo‘lib qolmoqda.

Qaysidir millatda hurmat belgisi tarzida qabul qilingan tushuncha, boshqasida butunlay o‘zgacha, ya’ni qo‘pollik tariqasida namoyon bo‘lishi mumkin.

Xitoy tilshunosi Jiang Zhu ta’kidlaganidek, “O‘zaro xalqlararo muloqotda madaniyat tafovutlari nutq uslubida, nutqni qo‘llash qonun-qoidalarida muhim rol o‘ynaydi. Inson odatda o‘zining madaniyati prinsiplaridan kelib chiqib o‘zini tutishi va o‘z madaniyati qoidalariga asoslanib boshqa odamlarning xulq-atvorini baholaydi. Bu holat tilshunoslikda “pragmatik transfer” (pragmatik ko‘chish) deb nomlanadi. Aynan shu pragmatik ko‘chish oqibatida osongina muvaffaqiyatsizlikka yuz tutilishi va o‘zaro madaniy muloqotda tushunmovchiliklarga duch kelinishi mumkin”.

Kishilik jamiyati paydo bo‘lgandan boshlab, so‘z va nutqdan foydalanish, uning imkoniyatlari doirasida fikr yetkazish va qabul qilishning turli usullari shakllanib kelmoqda. Zamon rivoji, insonlar dunyoqarashi jadal rivojlangan va yuksak taraqqiy etgan texnologiyalar davrida millatlararo nutqiy etiket bilan bog‘liq tadqiqotlar dolzarb ahamiyat kasb etadi. Jumladan, adabiy almashuniv, turizm, diplomatik aloqalar, siyosiy-iqtisodiy hamkorlik masalalari, shuningdek, til o‘qitishda izlanishlar natijalari muhim manba bo‘lib xizmat qila oladi. Nutqiy etiket mavzusi bo‘yicha jahon tilshunosligi miqyosidagi izlanishlar XIX asr oxirlarida boshlanib, asosan Uzoq Sharq mamalakatlarida manbalarida (Xitoy, Yaponiya, Koreya), keyinchalik XX asr o‘rtalaridan Yevropa va Amerika tilshunosligi hamda jamiyatshunoslik fanlari doirasida o‘rganilgan tadqiqotlarni kuzatish mumkin. XX asr oxirlarida Janubiy Osiyo hamda Yaqin Sharq mamlakatlarida ham salmoqli ishlar amalga oshirilganligiga ilmiy izlanishlar jarayonida guvoh bo‘ldik. Nemis tili bo‘yicha 1970 yillardan, o‘zbek tilshunosligida 1990 yillardan etiket masalalari tadqiqot masalasi sifatida ko‘tarila boshlandi.

Nuqtiiy etiket mavzusi bo‘yicha muayyan ilmiy ishlar amalga oshirilmagan bo‘lsa-da, bu masala tarixdan kishilik jamiyati hayotida muhim ahamiyatga ega bo‘lgan. Tarixiy asarlarda ham nutq madaniyati, notiqlik san’ati aks etgan bo‘limlar bilan tanishish mumkin. Jumladan, miloddan avvalgi V asr boshlarida Yunonistonda

Arastu, Demosfen, Sitseron kabi ijodkorlar o‘z notiqliklari, ritorika san’ati bilan mashhur bo‘lganlar.

Arastu<sup>23</sup> nutqda aniqlik bo‘lmasa, ko‘zlangan maqsadga erishib bo‘lmasligini, notiqlik san’atining asosiy yutug‘i ham uning aniq va tushunarli bo‘lishidadir, deb izohlagan. Nutqiy etiket ifodasi har tomonlama o‘rganib chiqilgandan so‘nggina keng ommaga tatbiq etilmog‘i lozim. Bu talablar hozirgi kunga qadar o‘zining ahamiyatini yo‘qotmagan.

Sud notiqligi bo‘yicha shuhrat qozongan Sitseron<sup>24</sup> nutqlarida fikr erkinligi hukmron bo‘lgan va notiqning falsafiy, siyosiy, axloqiy qarashlari har doim uyg‘un tarzda mujassamlashgan. Sitseron o‘zining “Notiqlik san’ati” kitobida “O‘ziga bo‘lgan ishonchning mavjudligi ulkan boylikdir” deb ta’kidlaydi.

Sitseron matnning ravonligi, go‘zalligi, ifodaliligi va musiqiylikiga alohida urg‘u bergan. Uning fikricha, “har qanday notiqning asosiy maqsadi — tinglovchining zavqini uyg‘otib, o‘ziga moyil qilishdan iborat”.

Etiket axloqiy madaniyatning yaqqol ko‘zga tashlanadigan munosabatlar ko‘rinishlaridan biri sifatida ko‘proq insonning tashqi madaniyatini, o‘zaro munosabatlardagi o‘zini tutish qonun-qoidalarining bajarilishini boshqaradi.

Aslida, “etiket” tushunchasi miloddan avvalgi 2,5-3 ming yillikda qadimgi Misrda paydo bo‘lgan. Etiket (étiquette) atamasi esa XVII asr oxirida vujudga kelgan. Ammo qadimgi manbalar etiket qoidalarini ta’b, rasm-rusum hamda odatlar shaklida azaldan ibtidoiy davrlardayoq qoidalarda mavjud bo‘lganligini asoslaydi. Keyinchalik esa bu qoidalar mustaqil ravishda ajralib chiqib, faqatgina axloqiy me’yorlar darajasida ko‘rila boshladi. Qadimgi Sharqda, jumladan, Somir alqovlarida inson xatti-harakatlarini tartibga soluvchi yozma yodgorliklarda – giltaxtalarda o‘z aksini topgan. Qadimgi Misrda bu tartib-qoidalar majmui sifatida emas, balki badiiy adabiyot orqali namoyon bo‘lgan.

Sharq mutafakkiri Jaloliddin Rumi ta’kidlaganidek: “Insonlardagi go‘zallik bu – yuzdir, yuzdagi go‘zallik esa – ko‘zdir. Ammo, insonni inson qilgan bu uning tilidan chiqadigan - so‘zdir”. Millatimiz fidoyilaridan biri jadid Abdulla Avloniy esa: “Millat tilini yo‘qotmak millatning ruhini yo‘qotmakdir”, deb aytgan. Ma’rifatparvar adibning til va millat ruhining mushtarakligi haqidagi qarashlari buyuk nemis mutafakkir olimi Vilgelm fon Gumboldt g‘oyalariga bevosita hamohanglikda tutashib ketadi. Uning “millatning xarakterini axloq, odat, xatti-harakatidan ko‘ra, tiliga qarab osonlik bilan bilish mumkin” degan fikrlari aynan tilda millat belgilari doimo mavjud bo‘lishiga ishora qilib, lingvokulturologiyaning asosi bo‘lib xizmat qiladi. Bunda nutq etiketi birliklari masalaning asosiy markazidan o‘rin egallaydi.

<sup>23</sup> Arastu. Poetika. Axloq kabir. Ritorika. T.: Yangi asr avlodi-2011.

<sup>24</sup> Sitseron. Notiqlik san’ati. T.: 2018

“Nutqiy etiket” (Politeness) ilmiy termin shaklida G‘arb tilshunosligida o‘tgan asrning 60-yillaridan qo‘llana boshlandi va alohida soha sifatida shakllandi. Bu boradagi ilk tadqiqotlar kaliforniyalik Robin Lakoff<sup>25</sup>, amerikalik P. Braun, britaniyalik S. Levinson<sup>26</sup> va G.Lich<sup>27</sup> kabi olimlarga tegishli hisoblanadi. Ammo ilk bor Irving Goffmann “feys (face) – yuzni yo‘qotish”, “yuzni saqlab qolish” va uyatli/hijolatli yuzli bo‘lish kabi tushunchalarni fanga olib kirdi. U “Face”-“Yuz” (hurmat)ni quyidagicha ta’riflaydi: “Face”-“yuz” biz o‘zimizni boshqalarga qanday ko‘rsatishimiz in’ikosidir”<sup>28</sup>. Olim murojaat, so‘z va iboralarni to‘g‘ri qo‘llash; shaxslarga ularning jamiyatdagi mavqeyi va yaqinlik darajasiga qarab muomala qilish, rasmiy yoki norasmiy nutqni to‘g‘ri va joyida qo‘llash; muayyan vaziyatlarga bog‘liq til an’analarini to‘g‘ri tushunish (takliflarni qabul qilish yoki rad etish, suhbatni boshlash va tugatish va h.k.) kabilarni nutqiy etiket qoidalari deb ta’kidlaydi va fikrlarni misol bilan dalillaydi.<sup>29</sup> Uningcha, ma’qullangan xususiyatlar va ularning feys (face) ga nisbatan munosabatlari har bir kishining o‘z mahbusidir. Shunday bo‘lsa-da insonlar o‘z individual xohishlarini qanchalik afzal ko‘rmasinlar, fundamental ijtimoiy chegaralanishga bo‘ysunishga majburdirlar.”<sup>30</sup> Amerikalik lingvist olim R.Lakoff nutqiy etiketni “jamiyatda rivojlangan yaxshi xulq-atvor ko‘rinishi” deb ta’riflagan.

So‘zlovchi ma’lum bir fikrni ifodalar ekan, ushbu nutq mazmuni aniq va tushunarli bo‘lishi tinglovchi uchun muhim hisoblanadi. Tinglovchi tomonidan ushbu mazmun anglanib, uning mazkur fikrga nisbatan harakati o‘zaro aloqador sanaladi. Shu sababli, nutq faoliyati davomida uning mazmun jihatdan o‘rganilishi pragmatikada tadqiq etiluvchi dolzarb masalalardan biri sanaladi.

Jahon tilshunosligida nutqiy muloqot, nutqning ijtimoiy ahamiyati, uning vazifalari, nutq odobi, uning nutqiy muloqotdagi o‘rni kabi muammolarga juda ko‘p e’tibor qaratilgan.

Bugungi kunda tilshunoslarning shaxslararo verbal muloqot va odamlarning bir-biri bilan o‘zaro muloqoti muammolariga qiziqishlarining tobora ortib borayotgani sababli til egalari nutqiy faoliyatining har qanday shaklini hamda ularning kommunikativ va pragmatik xususiyatlarini chuqur o‘rganish muhim ahamiyat kasb etadi.

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<sup>30</sup> O‘sha manba

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## ***AXIOLINGUISTIC ANALYSIS OF ENGLISH AND UZBEK PROVERBS***

***Umarxonova Dilafruz Murotjonovna***

*Termiz University of Economics and Service, 1st year master's degree in Foreign  
Language and Literature (English)*

**Abstract:** This article presents an axiolinguistic analysis of English and Uzbek proverbs, examining the cultural values and social norms embedded within these linguistic expressions. Proverbs, as concise and memorable expressions of collective wisdom, reflect the core values and beliefs of a culture. Through a comparative analysis of selected proverbs from both languages, this study aims to uncover the axiological (value-based) underpinnings that shape the moral and ethical landscapes of English and Uzbek-speaking communities. The findings reveal significant similarities and differences in the value systems of these two linguistic and cultural traditions, highlighting the importance of proverbs as carriers of cultural heritage and moral guidance.

**Keywords:** Axiolinguistics, Proverbs, Cultural Values, English Language, Uzbek Language, Comparative Analysis, Linguistic Expressions, Social Norms, Moral Guidance

**Introduction** Proverbs are an integral part of linguistic heritage, serving as succinct and powerful carriers of cultural wisdom and societal norms. They encapsulate the values, beliefs, and moral principles of a community, providing insight into its worldview and ethical priorities. Axiolinguistics, a subfield of linguistics, focuses on the study of values as expressed through language, making it a pertinent framework for analyzing proverbs. This article undertakes an axiolinguistic analysis of English and Uzbek proverbs, aiming to compare and contrast the value systems reflected in these linguistic artifacts.

Proverbs often serve as didactic tools, imparting lessons and advice across generations. In both English and Uzbek cultures, proverbs play a significant role in everyday communication, offering guidance on various aspects of life, from morality and ethics to social behavior and human relationships. Despite the geographical and cultural differences between English and Uzbek-speaking communities, there are underlying universal themes in proverbs that reflect common human experiences and values.

The objective of this study is to explore the axiological dimensions of proverbs in English and Uzbek, identifying both shared and distinct cultural values. By examining a selection of proverbs from each language, this research aims to shed light on how proverbs function as repositories of cultural values and moral codes. This comparative analysis will contribute to a deeper understanding of the role of proverbs in cultural identity and intercultural communication.

## Methodology

The methodology of this study involves the selection and analysis of a corpus of proverbs from both English and Uzbek languages. These proverbs will be categorized according to their thematic content, such as wisdom, morality, social behavior, and human relationships. The axiolinguistic analysis will focus on identifying the core values and ethical principles embedded in the proverbs, drawing comparisons between the two linguistic traditions.

## Analysis

### English Proverbs

"A stitch in time saves nine."

Value: Proactiveness, Preventative Action

Explanation: This proverb emphasizes the importance of taking timely action to prevent larger problems, reflecting a value of foresight and responsibility.

"Honesty is the best policy."

Value: Integrity, Honesty

Explanation: Highlighting the virtue of honesty, this proverb underscores the ethical principle of truthfulness and its perceived long-term benefits.

### Uzbek Proverbs

"Katta qozonda katta osh pishadi." (A large pot cooks a large meal.)

Value: Generosity, Abundance

Explanation: This proverb reflects the value placed on generosity and the importance of sharing resources, indicative of a communal and hospitable culture.

"Bir ko'rgan tanish, ikki ko'rgan do'st." (Seen once is an acquaintance, seen twice is a friend.)

Value: Relationship Building, Friendship

Explanation: Emphasizing the value of forming and nurturing relationships, this proverb highlights the cultural importance of social bonds and friendship.

## Discussion

The comparative analysis of English and Uzbek proverbs reveals both common and unique cultural values. While English proverbs often emphasize individual responsibility and ethical conduct, Uzbek proverbs tend to highlight communal values and the importance of social harmony. These differences reflect broader cultural orientations, with English-speaking cultures often prioritizing individualism and Uzbek-speaking cultures valuing collectivism.

## Conclusion

Proverbs are powerful linguistic tools that encapsulate the values and beliefs of a culture. Through an axiolinguistic analysis of English and Uzbek proverbs, this study has uncovered the core values that shape the moral and ethical landscapes of these two linguistic communities. Understanding these values not only enriches our appreciation of proverbs but also enhances intercultural communication by



highlighting the commonalities and differences in how different cultures view the world.

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## **THE IMPORTANCE OF THE BOOK IN THE DEVELOPMENT OF HUMAN THINKING, PHYSICAL, MENTAL AND SPIRITUAL HEALTH.**

*Azimova Dilfuza Yusufovna*

*Bukhara State Pedagogical Institute*

*Senior teacher of the Department of Uzbek and Russian languages, head of the  
department of the Information Resource Center*

People today are very busy and rarely spare time for reading. Because it is easier to immerse yourself in virtual life and have fun by grabbing the TV remote control, turning on the smartphone or opening the notebook.

However, people who read books have a higher chance of building a successful career, improving family relationships, they look younger than others and live longer. Therefore, I would recommend reading books for young people to spend their free time meaningfully.

Scientists have confirmed that regular reading is very beneficial for human health. Studies have shown that people who read regularly have a much lower risk of developing diseases such as Alzheimer's disease, depression, cardiovascular disease and even cancer.

It is important to note that even though e-books and other digital technologies are becoming more and more popular nowadays, paper books remain relevant due to the physical and psychological benefits they have on the reader.

Psychologists say, "Reading helps better than medicine."<sup>31</sup> Scottish researchers have found that a person suffering from depression can help themselves. The results of the study showed that reading literature helps better than medication<sup>32</sup>.

In a 2013 experiment, two hundred people with varying degrees of depression took part. They were divided into groups and offered different treatment methods. The first group was treated with pills. The second one read self-help books.

It turned out that the group that was engaged in reading books achieved a much better result in treatment than the group that took antidepressants.

Reading books changes the way people think. At the same time, experts note that a comprehensive approach to the treatment of depression is optimal.

The results of the research are already being used in practice, in the form of so-called "literary interventions". Miranda McKerney, director of the Reading Agency, says: "There is a growing evidence base to show that books can really help with depression

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<sup>31</sup> «Ижод олами» журнали, 2018 йил, 5-сон

<sup>32</sup> <https://psyfactor.org/news/reading2.htm>

and other psychological problems. Doctors are now being encouraged to refer patients to the library as a way to treat them.<sup>33</sup>

People with psychological problems are given written instructions to visit their local library to read 30 approved texts. Each of the books has been rated as "effective" in helping with mental health problems and endorsed by the British Royal College of Physicians.

Why is it a better idea to choose a book instead of a movie?

You may have heard many times that reading a book is more beneficial than watching a movie. We know that with the help of good literature you can increase your vocabulary, change your focus and get rid of stress, develop creativity, but few people think about the useful side of the book from a psychological and scientific point of view. Why does the brain develop better when reading?

Even the most beautiful classic film does not require associative thinking from the viewer - the brain simply rests, because the film team decides everything for the viewer, and we just have to follow its footsteps.

"When watching a movie, all attention is focused on external factors and signals, your mind does not pay attention to what is happening on the screen. Usually, we start to "digest" the movie only after the credits roll. We observe the environment, draw some conclusions, absorb information, it becomes a part of us, and only then is it useful," says psychologist Alexander Shakhov<sup>34</sup>.

The process of reading a book is much slower, so the brain is more adapted to absorb new ideas. In terms of sharpening the mind and achieving knowledge efficiency, literature is more effective. Let's say we watched the feature film "War and Peace". On the one hand, it's a big story with costumes and fight scenes that keep us in awe. On the other hand, if we start reading the book, we will see the drama, values and ideas that Leo Tolstoy wants to convey. Since we have enough time, we can see again, understand what is happening, and then we can use this information in life.

During his experiment, Professor Ohad Landesman invited the participants to watch a short excerpt from the Western film "The Good, the Bad, the Ugly" and at the same time measured the dynamics of the brain activity of the subjects using the film. The data obtained showed that certain visual images, dramatic actions and other components of the film had almost the same effect on all viewers. And the book gives every reader the opportunity to fantasize. The perception of the text is more

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<sup>33</sup> <https://varyag-domodedovo.ru/articles/chitat-knigi-ili-smotret-kino-cto-luchshe.html>

<sup>34</sup> <https://dzen.ru/a/XV5RcsDc8gCtM2vv>

individual, and it is unlikely that we will get two identical impressions from readers after reading<sup>35</sup>.

Reading teaches self-esteem and increases self-confidence. Communicating with you will be more interesting, because literacy and speech skills will increase, your worldview will expand, and your thoughts will deepen. Reading a book forces your brain to work at its maximum. Active brain activity has been proven to literally give you a second youth as the body ages slowly.

Researchers at Rush University in Chicago have reported that active intellectual activity helps keep brain tissue full and healthy<sup>36</sup>.

Neuropsychologist Professor Andre Aliman, author of the book "The Retired Brain", recommends regular mental exercises to maintain human health.

According to scientists from the University of California, brain activity is also stimulated by working on the Internet. Although online, the work of the human brain is focused on performing and solving several tasks at the same time. In particular, in the experiment, the parts of the human brain responsible for speech, reading, memory and vision are activated by reading a book.

Also, reading can bring up a whole range of emotions, and we all know that living them is essential. In the books, you can find answers to many interesting questions that will make you think about the meaning of life, love, friendship. We evaluate the actions of the characters, try the situations for ourselves, as if we live a literary life with them. And, of course, we will have the opportunity to learn from someone else's experience. As the famous French author Frédéric Begheder said: "Books are a good way to talk to someone who can't talk<sup>37</sup>".

When you read works of different genres, you will come across words that are not usually used in everyday speech. If a word is unfamiliar to you, you don't need to look up its definition in a dictionary. Sometimes the meaning of a term can be understood from the context of the text.

Reading not only increases vocabulary, but also general literacy, as well as intelligence. This is especially important for children. According to the results of the study, a child's developed reading skills at an early age lead to a higher intelligence later on.

Reading not only improves literacy, but also improves your speaking skills - you will be able to express your thoughts clearly, clearly and beautifully. After reading

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<sup>35</sup> <https://dzen.ru/a/XV5RcsDc8gCtM2vv>

<sup>36</sup> <https://dzen.ru/a/XV5RcsDc8gCtM2vv>

<sup>37</sup> <https://mybook.ru/author/frederik-begheder/francuzskij-roman/citations/163208/>

a few classics, your storytelling skills will improve. You make a great impression on people and become an interesting conversationalist.

Reading makes us more confident. Reading books helps to broaden your outlook and increase your knowledge about the world. We learn about different cultures, historical events, scientific theories and other aspects of life.

In today's world, stress relief is a major concern of many people. Scientific experiments have shown that reading can reduce anxiety and depression levels.

The book distracts from everyday problems and creates a positive emotional background. Reading activates the brain and develops skills such as memory, attention, perception, imagination, logic, thinking.

Reading a book before bed helps to relax physically and mentally.

Today, a long-term study of people aged 50 and over found that people who read 30 minutes a day lived an average of 2 years longer than those who didn't.

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## SUV TANQISLIGI VA UNING ZAMONAVIY MEDIADA YORITILISHI: MUAMMOLAR VA YECHIMLAR

*Maxkamboyeva Gulasal Isroiljon qizi*

*4-kurs talabasi*

*Xalqaro jurnalistika fakulteti*

*O'zbekiston davlat jahon tillari universiteti*

**Annotatsiya.** Ushbu maqola suv tanqisligi muammosini va uning zamonaviy mediada qanday yoritilayotganini o'rganishga bag'ishlangan. Suv resurslarining global darajadagi tanqisligi butun dunyo bo'ylab jiddiy ekologik, iqtisodiy va ijtimoiy muammolarni keltirib chiqarmoqda. Maqolada suv tanqisligining sabablari, uning turli hududlardagi ta'siri va bu muammoni hal etish bo'yicha taklif etilayotgan yechimlar ko'rib chiqiladi. Shuningdek, zamonaviy mediada suv tanqisligi masalasi qanday yoritilayotgani, ommaviy axborot vositalarining ushbu muammoni xalqqa yetkazishdagi roli va ahamiyati tahlil qilinadi. Maqola davomida suv tanqisligi bo'yicha xalqaro va mahalliy misollar keltiriladi va mediada yoritilishning turli usullari solishtiriladi. Ushbu maqola, suv tanqisligi muammosini keng ommaga yetkazishda mediada qo'llaniladigan strategiyalarni aniqlashga qaratilgan.

**Kalit so'zlar:** suv tanqisligi, zamonaviy media, ekologik muammolar, ijtimoiy ta'sir, media yoritilishi, yechimlar, ommaviy axborot vositalari, global muammolar.

**Kirish.** Suv tanqisligi bugungi kunda global darajada dolzarb muammolardan biri bo'lib, uning ta'siri insoniyat hayotining barcha jabhalariga sezilarli darajada ta'sir ko'rsatmoqda. O'zbekiston ham ushbu muammoga yuz tutgan davlatlardan biri hisoblanadi. Suv resurslarining yetishmasligi qishloq xo'jaligi, sanoat va aholining kundalik ehtiyojlariga salbiy ta'sir ko'rsatmoqda. O'zbekistonning suv resurslari asosan Amudaryo va Sirdaryo havzalaridan kelib chiqadi, bu esa mamlakatni yuqori darajada transchegaraviy suv oqimlariga bog'lab qo'yadi<sup>38</sup>. Ma'lumotlarga ko'ra, O'zbekistonda aholining aksariyati qishloq joylarida yashaydi va ularning asosiy daromad manbai qishloq xo'jaligi bilan bog'liq. Qishloq xo'jaligida ishlatiladigan suvning katta qismi sug'orishga ketadi, bu esa suv resurslarining samarali boshqarilishini talab qiladi. Suv tanqisligining yana bir sababi, suvni tejash va samarali foydalanish texnologiyalarining yetarlicha rivojlanmaganligidir. Bu esa suvning isrofgarchiligiga olib keladi. So'nggi yillarda O'zbekiston hukumati suv resurslarini boshqarish va suv tanqisligi muammosini hal qilish bo'yicha qator chora-tadbirlar ko'rmoqda.

<sup>38</sup> Абрамов Н.Н. «Водоснабжение». – М.: «Стройиздат», 1982. – 480 с.

Ushbu maqolada, suv tanqisligi muammosining O‘zbekistondagi holati, uning sabablari va ta’siri, shuningdek, zamonaviy mediada bu masalaning qanday yoritilayotgani haqida batafsil ma’lumot beriladi<sup>39</sup>. Zamonaviy mediada suv tanqisligi muammosi keng ko‘lamda yoritilmoqda. Ommaviy axborot vositalari ushbu masalani xalqqa yetkazish va jamoatchilik e’tiborini jalb qilishda muhim rol o‘ynaydi. Ushbu maqola orqali, mediada suv tanqisligi masalasini yoritishning turli usullari va strategiyalari o‘rganiladi. Shu bilan birga, suv tanqisligi muammosini hal qilish bo‘yicha amalga oshirilayotgan chora-tadbirlar va ularning samaradorligi tahlil qilinadi. O‘zbekistonning suv tanqisligi bilan bog‘liq muammolari va uning zamonaviy mediada yoritilishi muhim ilmiy-tadqiqot mavzusi hisoblanadi. Ma’lumotlarga ko‘ra, O‘zbekistonda suv resurslarining 90 foizi qishloq xo‘jaligi maqsadlarida foydalaniladi<sup>40</sup>. Bu esa sug‘orish tizimlarining samaradorligini oshirish va suvni tejash bo‘yicha yangi texnologiyalarni joriy qilish zaruratini keltirib chiqarmoqda. Suv tanqisligi nafaqat qishloq xo‘jaligiga, balki sanoat va uy-joy kommunal xizmatlariga ham jiddiy ta’sir ko‘rsatmoqda.

Shahar joylarida suv ta’minoti bilan bog‘liq muammolar aholi hayot sifatiga salbiy ta’sir qiladi. Bu borada mediada keng qamrovli va chuqur tahliliy materiallar paydo bo‘lishi, aholining bu muammo bo‘yicha xabardorligini oshirishga yordam beradi. Zamonaviy media suv tanqisligi masalasini yoritishda faqatgina muammolarni ochib bermasdan, balki bu muammolarni hal qilish yo‘llarini ham ko‘rsatib o‘tadi. Misol uchun, innovatsion texnologiyalar va usullar orqali suv resurslarini tejash va samarali boshqarish imkoniyatlari, xalqaro hamkorlik dasturlari va davlat siyosatidagi o‘zgarishlar haqida ma’lumotlar beriladi. Mediada suv tanqisligi muammosi yoritilishi orqali, jamoatchilikning bu masalaga nisbatan tushunchasi oshadi va ijtimoiy hamkorlik kuchayadi. O‘zbekistonning yirik ommaviy axborot vositalari, jumladan televideniye, radio, gazeta va internet saytlarida suv tanqisligi mavzusiga bag‘ishlangan maxsus dasturlar va maqolalar chop etiladi. Bu esa aholining ushbu masalaga nisbatan faol munosabat bildirishiga yordam beradi<sup>41</sup>.

Zamonaviy media suv tanqisligi muammosini yoritishda nafaqat muammolarni ochib berish, balki bu muammoni hal qilish bo‘yicha taklif etilayotgan yechimlarni ham ko‘rsatib o‘tadi. Misol uchun, suvni tejash texnologiyalari, xalqaro hamkorlik dasturlari va davlat siyosatidagi o‘zgarishlar haqida ma’lumotlar beriladi. Mediada suv tanqisligi muammosi yoritilishi orqali, jamoatchilikning bu masalaga nisbatan

<sup>39</sup> Абрамов Н.Н., Поспелова М.М. и др. Расчет водопроводных сетей. – М.: Стройиздат, 1983. – 278 с.

<sup>40</sup> Абрамов Н.Н., Теория и методика расчета систем подачи и распределения воды. – М.: Стройиздат, 1972. – 288 с.

<sup>41</sup> Maxmudova I.M., Axmedova T. A. Tabiiy va oqova suvlar sifatini baholash va tozalash asoslari. O‘quv qo‘llanma. – T: 2008. – 160 b.



tushunchasi oshadi va ijtimoiy hamkorlik kuchayadi. O‘zbekistonning yirik ommaviy axborot vositalari, jumladan televideniye, radio, gazeta va internet saytlarida suv tanqisligi mavzusiga bag‘ishlangan maxsus dasturlar va maqolalar chop etiladi. Bu esa aholining ushbu masalaga nisbatan faol munosabat bildirishiga yordam beradi. Zamonaviy media suv tanqisligi mavzusini yoritishda turli usullar va strategiyalarni qo‘llaydi.

Ommaviy axborot vositalari orqali suv tanqisligi muammosining sabablari, ta'siri va yechimlari haqida keng jamoatchilikka ma'lumot beriladi<sup>42</sup>. Mediada suv tanqisligi mavzusining yoritilishida intervyular, maqolalar, hujjatli filmlar va maxsus dasturlar keng qo‘llaniladi. Mediada suv tanqisligi mavzusini yoritishda raqamli texnologiyalar va ijtimoiy tarmoqlar ham muhim rol o‘ynaydi. Ijtimoiy tarmoqlar orqali suv tanqisligi bo‘yicha dolzarb ma'lumotlar va yangiliklar tezkor tarzda tarqatiladi. Bu esa jamoatchilikning suv tanqisligi masalasiga nisbatan faol munosabat bildirishiga yordam beradi<sup>43</sup>. O‘zbekistonning yirik ommaviy axborot vositalari suv tanqisligi mavzusiga katta e'tibor qaratmoqda. Televideniye, radio, gazeta va internet saytlarida suv tanqisligi mavzusiga bag‘ishlangan maxsus dasturlar, maqolalar va reportajlar tayyorlanmoqda. Mediada suv tanqisligi mavzusining keng yoritilishi jamoatchilikning bu masalaga nisbatan tushunchasini oshiradi va aholi orasida suv resurslarini tejashga bo‘lgan munosabatni shakllantiradi. O‘zbekiston ommaviy axborot vositalari suv tanqisligi mavzusini yoritishda ilmiy-tadqiqot natijalariga asoslanadi<sup>44</sup>. Ilmiy tadqiqotlar natijalari asosida tayyorlangan maqolalar va dasturlar jamoatchilikka suv tanqisligi bo‘yicha aniq va ishonchli ma'lumotlarni yetkazadi.

Bu esa aholining suv resurslarini tejash va samarali boshqarish bo‘yicha bilimlarini oshirishga yordam beradi. Xalqaro mediada suv tanqisligi mavzusi keng yoritiladi. Suv tanqisligi muammosi global darajada dolzarb bo‘lib, xalqaro ommaviy axborot vositalari ushbu masalani yoritishda katta ahamiyat qaratadi. Xalqaro mediada suv tanqisligi mavzusining yoritilishi orqali jamoatchilikka suv resurslarini tejash va samarali boshqarish bo‘yicha xalqaro tajriba va yechimlar haqida ma'lumot beriladi<sup>45</sup>. Xalqaro mediada suv tanqisligi mavzusining yoritilishi O‘zbekistonda suv resurslarini boshqarish va suv tanqisligini hal qilish bo‘yicha tajriba almashishga

<sup>42</sup> Maxmudova I.M. Suv – yer yuzidagi hayotning asosidir. – T: “Suvchi”, 2000.

<sup>43</sup> Niyozxo‘jaev P.O., Talipova N.P., Parnitskaya I.A. “Suv hayot manbai”. –T., 2008.

<sup>44</sup> Львович М.И. Вода и жизнь. – М.: Мысль, 1986. – 237 с.

<sup>45</sup> Мирзаев С.Ш., Валиев Х.И. Методические рекомендации по разработке схемы комплексного использования и охраны пресных подземных вод Республики Узбекистан. –Ташкент.: ТИИИМСХ. 1993, – 72 с.

yordam beradi. Xalqaro tajriba va ilmiy-tadqiqotlar natijalari asosida suv resurslarini boshqarish va tejash bo'yicha yangi texnologiyalar va usullar joriy qilinadi<sup>46</sup>.

**Xulosa.** Suv tanqisligi bugungi kunda O'zbekiston uchun jiddiy muammo hisoblanadi. Suv resurslarining yetishmasligi qishloq xo'jaligi, sanoat va aholining kundalik ehtiyojlariga salbiy ta'sir ko'rsatmoqda. Ushbu maqolada suv tanqisligi muammosining O'zbekistondagi holati, uning sabablari va ta'siri, shuningdek, zamonaviy mediada bu masalaning qanday yoritilayotgani haqida batafsil ma'lumot berildi. O'zbekiston hukumati suv tanqisligi muammosini hal qilish bo'yicha qator chora-tadbirlar amalga oshirmoqda. Suv resurslarini boshqarish va tejash bo'yicha davlat siyosatlari ishlab chiqilgan va amaliyotga joriy qilinmoqda. Sug'orish tizimlarining modernizatsiyasi va yangi texnologiyalarni joriy qilish bo'yicha dasturlar amalga oshirilmoqda. Xalqaro hamkorlik dasturlari ham suv tanqisligini yengishda muhim rol o'ynaydi. Mediada suv tanqisligi muammosi keng qamrovli va chuqur yoritilishi, jamoatchilikning bu masalaga e'tiborini jalb qilishga yordam beradi. Ommaviy axborot vositalari orqali suv tanqisligi bo'yicha amalga oshirilayotgan chora-tadbirlar va yechimlar haqida keng jamoatchilikka ma'lumot beriladi. Bu esa aholining ushbu masalaga nisbatan faol munosabat bildirishiga yordam beradi. Ushbu maqola orqali, mediada suv tanqisligi masalasini yoritishning turli usullari va strategiyalari o'rganildi. Shu bilan birga, suv tanqisligi muammosini hal qilish bo'yicha amalga oshirilayotgan chora-tadbirlar va ularning samaradorligi tahlil qilindi. Bu esa suv tanqisligi muammosini hal qilishda ilmiy asoslangan va amaliyotga yo'naltirilgan yondashuvlarni ishlab chiqishga yordam beradi.

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**Особенности перевода научно-фантастических произведений  
американской литературы XX века (на материале романов Айзека  
Азимова)**

*Хамраева Рано Раджабовна*  
*Преподаватель Термезского*  
*университета экономики и сервиса*  
[rano\\_xamrayeva@tues.uz](mailto:rano_xamrayeva@tues.uz)

**Актуальность темы:** Перевод научно-фантастической литературы представляет собой особый вид перевода, требующий не только знаний в области языков, но и глубокого понимания научных концепций и культурных особенностей. В XX веке научная фантастика стала важной частью мировой культуры, и одним из её ключевых авторов был Айзек Азимов. Его произведения, наполненные сложными научными теориями и социальными прогнозами, представляют значительный интерес для исследователей и переводчиков. Анализ переводов его романов позволяет выявить основные трудности и стратегии, применяемые при переводе научно-фантастических произведений.

**Ключевые слова:** Научная фантастика, перевод, Айзек Азимов, американская литература, XX век, научные концепции, культурные особенности.

**Abstract:** The translation of science fiction literature represents a unique type of translation that requires not only language skills but also a deep understanding of scientific concepts and cultural characteristics. In the 20th century, science fiction became an essential part of world culture, and one of its key authors was Isaac Asimov. His works, filled with complex scientific theories and social forecasts, are of significant interest to researchers and translators. Analyzing translations of his novels allows for the identification of the main challenges and strategies applied in the translation of science fiction works.

**Keywords:** Science fiction, translation, Isaac Asimov, American literature, 20th century, scientific concepts, cultural characteristics.

**Цель исследования**

Целью данного исследования является анализ особенностей перевода научно-фантастических произведений Айзека Азимова, а также выявление основных трудностей, с которыми сталкиваются переводчики, и способов их преодоления.

**Материалы и методы исследования**

В качестве материала исследования выбраны оригинальные тексты и их переводы романов Айзека Азимова, таких как "Я, робот", "Фондация" и "Конец вечности". Методы исследования включают:

- Сравнительный анализ оригинальных текстов и их переводов.
- Контекстуальный анализ научных и культурных концепций, представленных в произведениях.

- Интервью с профессиональными переводчиками научной фантастики.

### **Выводы**

В результате исследования было установлено, что:

- Одной из главных трудностей при переводе научной фантастики является передача научных терминов и концепций, которые часто не имеют аналогов в языке перевода.

- Переводчики сталкиваются с проблемой передачи культурных и социальных контекстов, которые играют важную роль в произведениях Азимова.

- Важную роль играет стиль автора, который необходимо сохранять при переводе, что требует от переводчика высокого уровня языковой компетенции и понимания авторской манеры письма.

- Успешный перевод научно-фантастических произведений требует сотрудничества с экспертами в различных областях науки для точного и адекватного перевода терминов и концепций.

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## Xorijiy tillarni o‘qitish jarayonining zamonaviy filologik va lingvistik tendensiyalari

*Jo‘raboyeva Shahlo Baxtiyorovna*

*Termiz davlat pedagogika instituti talabasi*

*[joraboyevashahlo8@gmail.com](mailto:joraboyevashahlo8@gmail.com)*

**Annotatsiya:** Ushbu ilmiy ishda xorijiy tillarni o‘qitish jarayonida zamonaviy filologik va lingvistik tendensiyalar tahlil qilinadi. Xorijiy tillarni o‘qitish metodikalarida yuz berayotgan yangiliklar va ularning ta‘lim jarayoniga ta‘siri o‘rganiladi. Tadqiqot doirasida xorijiy tillarni o‘qitishda qo‘llanilayotgan innovatsion usullar, texnologiyalar va pedagogik yondashuvlar ko‘rib chiqiladi. Ushbu tendensiyalar o‘quvchilarning til ko‘nikmalarini rivojlantirishda qanday ahamiyatga ega ekanligi aniqlanadi.

**Kalit so‘zlar:** Xorijiy tillarni o‘qitish, filologik tendensiyalar, lingvistik tendensiyalar, innovatsion usullar, pedagogik yondashuvlar, til ko‘nikmalari.

**Abstract:** This scientific work analyzes the modern philological and linguistic trends in the process of teaching foreign languages. Innovations in the methods of teaching foreign languages and their impact on the educational process are studied. The research examines the innovative methods, technologies, and pedagogical approaches used in teaching foreign languages. The importance of these trends in developing students' language skills is determined.

**Keywords:** Teaching foreign languages, philological trends, linguistic trends, innovative methods, pedagogical approaches, language skills.

**Kirish** Chet tilini o‘zlashtirish so‘nggi vaqtlarda yurtimizda keng tarzda rivojlandi desam, mubolag‘a qilmagan bo‘laman. Chunki bu borada so‘nggi yillarda yurtimizda katta islohotlar va o‘zgarishlar amalga oshirildi. Hozirgi kunda ta‘lim sohasini tubdan chet tillarga tadbiiq qilish maqsadida taqdim etilayotgan darsliklar va o‘quv qo‘llanmalari ham aynan shu maqsadning amaliy isbotidir. Binobarin, o‘z ona tiliga qiziqqan va uni puxta o‘rgangan o‘quvchigina boshqa tillarga mehr qo‘yib, ularni o‘rgana oladi.

Shuningdek, yurtimizda til o‘rganishga bo‘lgan e‘tibor nuqtai nazaridan ham oladigan bo‘lsak, yaqin 5-10 yil ichida misli ko‘rilmagan ishlar amalga oshirildi va bu siyosat darajasigacha olib chiqildi. O‘z o‘rnida xorijiy tillarni o‘rganishga oid bir qator qaror va farmonlar ishlab chiqildi. Xususan, prezidentimiz Shavkat Mirziyoyev raisligida chet tillarini o‘rganish tizimini yanada takomillashtirishga bag‘ishlangan videoselektor yig‘ilishi bo‘lib o‘tdi. 2021-yildan boshlab chet tili o‘qituvchilariga milliy va xalqaro sertifikatga ega bo‘lish talabi kiritilishi haqida ta‘kidlangan edi. Buning natijasida yurtimizda bir qancha chet tillarining kengroq tarqalishiga sabab bo‘ldi va til o‘rganuvchi insonlar son jihatdan ko‘paydi.

Maqolada zamonaviy filologik ta'limda gastronomik reklama matnlarining umumnazariy muammolari o'rganildi. Shuningdek, gastronomik reklama inson hayotida naqadar kerakli ekanligi ham ushbu maqolada ko'rsatilgan. Ushbu maqolada zamonaviy filologik ta'limda reklama matnlarining umumnazariy muammolarini baholash bo'yicha yondashuvlar ham o'rganiladi.

### **Tadqiqot materiallari va metodologiyasi**

Ushbu tadqiqot uchun ilmiy adabiyotlar, zamonaviy darsliklar, o'quv qo'llanmalar va o'quv jarayonidagi innovatsion metodikalar haqida ma'lumotlar to'plandi. Tadqiqotda sifatli va miqdoriy tahlil usullari qo'llanildi. Sifatli tahlil uchun xorijiy tillarni o'qitish bo'yicha tajribaga ega o'qituvchilar bilan intervyular o'tkazildi. Miqdoriy tahlil uchun esa, o'quvchilar o'rtasida so'rovnomalar o'tkazilib, ularning natijalari statistik usullar yordamida tahlil qilindi.

### **Tadqiqot natijalari**

Tadqiqot natijalariga ko'ra, zamonaviy filologik va lingvistik tendensiyalar xorijiy tillarni o'qitish jarayonida katta ahamiyatga ega ekanligi aniqlandi. Innovatsion usullar va texnologiyalar o'quvchilarning til o'rganish samaradorligini oshirishi ko'rsatildi. Pedagogik yondashuvlarning xilma-xilligi va ularni to'g'ri qo'llash o'quv jarayonining muvaffaqiyatli bo'lishiga ta'sir ko'rsatishi aniqlangan.

### **Muhokama**

Tadqiqot natijalari xorijiy tillarni o'qitish jarayonida zamonaviy tendensiyalarni qo'llashning ahamiyatini tasdiqladi. O'qituvchilarning innovatsion yondashuvlardan foydalanish darajasini oshirish uchun ularning malakasini muntazam ravishda oshirish zarurligi ta'kidlandi. Shuningdek, ta'lim muassasalarida zamonaviy texnologiyalarni joriy etish va ulardan samarali foydalanish uchun sharoitlar yaratish zarurligi qayd etildi. Tadqiqot natijalari xorijiy tillarni o'qitish metodikasini yanada takomillashtirish uchun asos bo'lib xizmat qiladi.

### **Tahlil va natijalar**

Hozirgi vaqtda xorijiy tillarni o'rganayotgan insonlar uchun tillarni o'rganish juda ham oson va unchalik ham mukammal ish emas. Shu sababdan bo'lsa kerak, hozirgi vaqtda bir tilni yaxshiroq o'rgangan inson ikkinchi tilni o'rganishi ham u inson uchun qiyinchilik tug'dirmaydi. O'zbekistonda so'nggi yillarda xorijiy tillarni o'rganish uchun ta'lim tizimida tub islohotlar amalga oshirildi. Aynan shulardan kelib chiqqan holda bugungi kun yoshlariga qo'yilayotgan talab ham aynan chet tillarini bilish ekanligini hech birimizga sir emas. Zamonaviy texnologiyalar asosida chet tillarini o'rganish orqali butundunyo hamjamiyatida vatanimizni

O'zbekistonning alohida o'rnini ta'minlash va uni yanada kengroq tadbiriq qilish uchun ham xorijiy tillarni o'rganish dolzarb va muhim

hisoblanadi. O'zbekistonni dunyo xalqlari orasida yanada o'z o'rniga ega bo'lishini ta'minlashda yoshlarning va ular o'rganayotgan xorijiy tillarning o'rni beqiyos sanaladi. Buni yanada mustahkamlash uchun esa til bamisoli ko'prik vazifasini o'tab beradi.

### **Xulosa**

Xulosa qilib aytganda, insonda layoqat va sabr bo'lsa, hech bir chet tilini o'rganishda qiyinchiliklar bo'lmaydi. Maktab, kollej va litsey, universitet va institutlarda tahsil oluvchi barcha yoshlar uchun chet tilini o'rganishda turli shart-sharoitlar yaratilgan. Va yetarlicha bilimga ega pedagoglardan yetarlicha bilimlarni o'rganish uchun ham keng miqyosli imkoniyatlar bor ekanligi aytib o'tilsa maqsadga muvofiq bo'ladi.

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## LINGVOPOETIK TAHLIL HAQIDA NAZARIY MA'LUMOTLAR

*Rajabova Sabohat Jo'ramurod qizi*  
*Termiz davlat pedagogika instituti*

**Annotatsiya:** lingvopoetika haqidagi ma'lumotlar ham adabiyotshunos, ham tilshunoslar uchun juda muhim ma'lumotlar sanalib, ushbu ma'lumotlar orqali ularga har qanday matnni bema'lol tahlil qilish imkonini beradi.

**Kalit so'zlar:** badiiy matn, lingvopoetika, matn turi, tasviriy vositalar, epigraf. Badiiy matnni lingvopoetik tahlil qilish o'ziga xos hisoblanadi va bularga e'tibor berish talab etiladi. Agar biz bir she'rni, hikoya yoki romanni o'qiyotganimizda asar mazmunini yakka-yakka so'zlardan yoki faqat ayrim iboralar bilan emas, balki matn deb ataluvchi butunlik bilan munosabatga kirishgandan so'nggina anglay boshlaymiz deganidir. Badiiy asarni jurnalni o'qigandek o'qib bo'lmaydi. Badiiy asarni o'qish uchun ham alohida bir tayyorgarlik zarur. Voqealar tizimini kuzatib borish bilangina asar o'qigan bo'lib qolmaymiz. O'zimizda faol o'qish tarzini shakllantirishimiz anchayin zarur, aks holda asar o'qish shunchaki vaqtni «o'ldirish» mashg'uloti bo'lib qolishi aniqdir. Endi savol tug'iladi, faol o'qish tarzini shakllantirish uchun nima qilish kerak? Buning uchun yozuvchi va matn bilan haqiqiy muloqotga kirishishimiz bizdan talab qilinadi. Ularga o'zimizning savollarimizni muntazam va doimiy berib borishimiz kerak. Matnni har tomonlama tahlil qilib borishingiz ham juda kerakdir. Matn ma'no, mazmun, mohiyatiga kirib borish uchun eng avvalo tilshunoslik va adabiyotshunoslik tamal qonuniyatlaridan xabardor bo'lish lozim. Quyida biz sizga havola qilinayotgan tahlil tartibi qat'iy-qotma tartib emas, uni tahlil obyekti va metodiga qarab o'zgartirishingiz mumkin deganidir.

Dastlabki tayyorgarlik. Har qanday badiiy asarni o'qish uchun avvalo tayyorgarliklar zarur bo'ladi. Bu tayyorgarlik aslida avtomatik tarzda namoyon bo'ladi. Masalan, biror bir romanni o'qimoqchi bo'lganingizda asar muqovasining o'ziyoq sizga dastlabki ma'lumotlarni berib bo'ladi. Muqovaning bezatilishi, muallif ismi-sharifi, hatto roman deb yozib qo'yilgan bo'lsa, o'sha so'zning o'zi ham matn bilan munosabatga kirishishingizni ta'minlashi juda aniq. Biz aytmoqchi bo'lgan tayyorgarlik ham shunga yaqin faqat biroz vaqt, biroz qunt va jiddiyat talab qilishi bilan farqlanadi. Bu tayyorgarlikni to'rt turda umumlashtirishga harakat qildik.

Birinchisi. Matnga aloqador ma'lumotlarni o'rganishdir. Hozir Eshqobil Shukur "Bobo so'z izidan" asari lingvopoetikasi haqida biroz ma'lumotlar bilan to'xtalib o'tmoqchiman.

Eshqobil Shukur ham "Bobo so'z izidan" asarini yozar ekan ko'p bor Navoiy, Qoshg'ariy asarlaridan so'zlar izohini keltirgan.

Odam sevisini o'rganmaydi, sevgining o'zi keladi deyishadi-ku, lekin men so'zlarni sevisini o'rgandim. "Duvonu lug'otit turk"ning qalin o'rmonlarida, tom-tom lug'atlarning toyg'oq so'qmoqlarida, xalq tili va ustoz kitoblarning minglab chaqirimlariga cho'zilib ketgan yo'llarida yurdim. Ular menga sevisini o'rgatdilar. Tangriga shukurlar bo'lsin.

- Matn turini aniqlash.

Ikkinchi odim. Matn tuzilishini o'rganish.

Asarda keltirilgan "yig'ladi" so'ziga keladigan bo'lsak, Mahmud Qoshg'ariyning "Devonu lug'otit turk" asarida "chilandi" ya'ni "namlandi, terladi" ma'nolari mavjuda ekan.

Devonda yig'lading siktadi shakli ham mavjud. Yig'ladi so'zi shevada "jiladi" kabi turlari borligiga qaragandi chilandi ham mavjud deb qaraladi. Bu so'zni juft so'z qilib ishlatganimizda, Alisher Navoiy ijodida uchramiz. "Bir muddat yig'lamoq, yig'lab yurmoq" ma'nosini bildiradi. Siktat so'zi hozir qo'llanmaydi, avval esa yig'lamoq so'zining sinonimi bo'lgan. Alisher Navoiy "Muhokamatul-lug'atayn" asarida bu so'zni yig'lamoq so'ziga nisbatan mubolag'ali ekanligi, yig'lashning kuchli darajasini bildirishini aytadi va quyidagi sinonimlar qatorini keltiradi: yig'lamak – inchkirmak – ingramak – singramak – yig'lamsinmak – siktamak – o'kurmak – hoy-hoy yig'lamak. Yig'lamoq va siktamoq so'zlari uzoq vaqt sinonim so'zlar sifatida yonma-yon qo'llangan. Shundan keyin juftlashib qo'llanadigan bo'lgan: Siz juda chidamli ayolsiz! Yig'lab-siktat o'tirganingiz bilan hech narsa bitmaydi, opa!(Sh.Xolmirzayev, Saylanma)

Demak, siktamoq so'zi hozirgi o'zbek tilida faqat yig'lamoq so'zi bilan birga qo'llanadi, yig'lab-siktat, yig'ladi-siktadi juft so'zlari tarkibidagina saqlanib qolgan. Keyingi so'z "kesak" ya'ni "qurigan loy parchasi" bo'lgan, aslida qadimgi turkiy tilda bu so'z "parcha" ma'nosini bergan, material, qog'ozning ham kesilganini "kesak" deyishgan. Hozirda esa "kesak" "qotgan, qurigan loy bo'lagi" deb tushuniladi:

Ichkaridan ham chertish tovushi eshitilgan-dan keyin, yerdan bir kesak olib, derazaga katta harf bilan "men" so'zini teskari yozdi. S. Ayniy, „Qullar“.

To'rtinchi odim. Matn va ijtimoiy hayot o'rtasidagi aloqani o'rganish.

Devor ustida turgan o'n ikki yoshlardagi bir qiz devordan kesak ko'chi-rib olib, mulla Norqo'ziga o'qtaldi. Keyingi keltirilgan so'z "Har kuni qayta-qayta ishlatadiganimiz "tirik" so'zi hamisha tirik va tetik. Mahmud Qoshg'ariy izohiga ko'ra, "tir" so'zi asli "yasha" degan ma'noni anglatadi. Demak, "tirik" so'zi ham aynan shu "tir" so'zidan kelib chiqqan. O'z-o'zidan ayonki, tirik yashashi bilan tirik" chindan ham "tirik" so'zining asosi "tir" bo'lib "yasha" ma'nosini bergan bo'lsa, tirikning antonimi "o'lik" ning ham asosi "o'l" bo'lib fe'l so'z turkumiga oid hisoblanadi.

Ma'lumki, xoh shoir bo'lsin, xoh yozuvchi, albatta, Alisher Navoiy hamda Mahmud Qoshg'ariy asarlariga yuzlanishadi. Chunki ular yaratgan asarlarda ham til nuqtai nazaridan, ham adabiy tasvir tomonidan ham ko'p narsa o'rgansa bo'ladi. Eshqobil Shukur ham "Boboso'z izidan" asarini yozar ekan ko'p bor Navoiy, Qoshg'ariy asarlaridan so'zlar izohini keltirgan.

Bobo so'z izidan asarida yozuvchi so'zlarning Ma'nolarini izohlab berish uchun eng ko'p "O'zbek tilining etimologik lug'ati" ga murojaat qilgan. Lug'atning bu turi aslida qanday ekanligi hammamizga ma'lum.

-Yozuvchining boshqa asarlari va siz tahlil qilayotgan asari o'rtasidagi aloqadorlik. Bu asarning boshqa asarlardan farqi.

Tillardagi so'zlarning dastlabki kelib chiqish ma'nosi etimologik lug'atlarda beriladi. Ensiklopedik nashrlarda, jumladan, O'zbekiston milliy ensiklopediyasida, odatda, boshqa tildan o'tgan so'zlargagina Etimologiya ko'rsatiladi. Shunga ko'ra matndagi til birliklari muayyan maqsadga yo'naltirilgan bo'ladi (ya'ni, kim-nima, kimga-nimaga, kim haqida-nima haqida).

Birinchi odim. Badiiy nutq ko'rinishlarini belgilash.

-Monologik nutq, dialogik nutq, parallel nutq. Ichki nutq, tashqi nutq. Qahramonlarning yozma nutqlari, gazeta va jurnallardan olingan nutq ko'rinishlari.

-Hikoyachi shaxsini aniqlash. Kim hikoya qilyapti? Hikoyachi kim haqida gapiryapti? Hikoyachi o'zini bevosita ifodalayaptimi yoki bilvosita?

-Hikoyachi nutqining ko'rinishlarini belgilash: xolis nutq, munosabatli nutq. Ichki nutq, tashqi nutq.

-Qahramon shaxsini aniqlash. Bosh qahramon kim? Qaysi toifa-tabaqa yoki ijtimoiy qatlam vakili? Qahramon fe'l-atvori, dunyoqarashini aniqlash.

-Qahramon nutqining ko'rinishlarini belgilash. Xolis nutq, munosabatli nutq. Ichki nutq, tashqi nutq.

Ikkinchi odim. So'zning estetik vazifasi.

-Badiiy asarda yozuvchi tomonidan atayin qo'llangan so'zlarni aniqlash. Nega aynan shu so'zni qo'llaganligi, bu so'zning asar mazmuni va estetikasi uchun qay darajada ahamiyat kasb etishi haqida fikr yuritish.

-Tarixiy, arxaik va yangi so'zlarni aniqlash, ma'nosini izohli lug'atlarga asoslanib sharhlash. Ularning asarda qo'llanilish o'rni va sababini belgilash.

-Iste'mol doirasi chegaralangan so'zlar(kasb-hunar so'zlari, shevaga oid so'zlar, chet va dag'al so'zlar)ni aniqlash, ma'nosini zaruriy lug'atlarga asoslanib sharhlash. Ularning asarda qo'llanilish o'rni va sabablarini izohlash.

-Ma'nodosh, shakldosh, paronim va zid ma'noli so'zlarni aniqlash. Ularning asar mazmuniga qanday ta'sir etganligi haqida mulohaza yuritish.

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**Педагогик касбий компетентликни шакллантиришда маданий  
компетенциянинг роли ва мазмуни**

*Абдурахмонова Шарофат Баҳромали қизи*

*ТошДЎТАУ таянч докторанти*

[sharofatabdurahmonova@gmail.com](mailto:sharofatabdurahmonova@gmail.com)

**Аннотация.** Ушбу мақолада маданий компетенция истилоҳи ва мазмуни хусусида сўз боради. Културологик ёндашувнинг аҳамияти ва унинг бугунги кун адабиёт фани ўқитувчилари касбий лаёқатини шакллантиришдаги роли борасидаги бахсли қарашлар ўз ифодасини топган. Янгича педагогик технологиянинг бошқа педагогик ёндашувлардан фарқли ва муҳим жиҳатлари мисоллар асосида ёритилади.

**Калит сўзлар:** маданий компетенция, касбий лаёқат, културологик ёндашув, истилоҳ, педагогик тафаккур, инновацион ёндашув, шахсий маданият, адабий контекст, адекват, моделлаштириш.

Ҳозирги ривожланиб бораётган глобал шароитда ривожланаётган шахс тушунчаси тобора ўз моҳиятини кенгайтириб бормоқда. Хусусан, бу ҳол сўнгги вақтларда замонавий таълим тизимида мутахассисларнинг касбий компетентлик сифатлари билан бир қаторда маданий компетенция атамаси ҳам қўлланилиб келинаётганида кўринади. Бугунги кунда замонавий мутахассиснинг идеал қиёфасини қандай тасаввур қиламиз. “Мутахассиснинг яхлит қиёфаси – маданиятли шахс, эркин, маънавий бой, ижодий ўз-ўзини англаш, ўз-ўзини ахлоқий тартибга солиш ва ўзгарувчан ижтимоий-маданий муҳитга мослашиш қобилиятига эга бўлган шахс” дир, дея таъкидлайди В. Медеведова.

Ҳар қандай халқнинг ижтимоий муносабатларидаги ўзгаришларни баҳолашда бевосита ўша миллатнинг ижтимоий-маданий тарихи билан боғлиқ ўтмишига мурожаат қилинади, бу эса ўз навбатида уни ўзлаштираётган мактаб ўқувчиларидан мазкур халқларнинг миллий маданияти билан бир қаторда умуминсоний културологияси билан боғлиқ жиҳатларини ҳам параллел тарзда ўрганишини тақозо этади. Бундай шароитда педагогик жараёни яхлитлашга хизмат қиладиган ва педагогик тафаккур майдонининг ёқорилашувига йўл очадиган янгича ёндашувга эҳтиёж сезилади. Янгича педагогик инновациялардан бири бўлган културологик таълим биз юқорида эътироф этган муаммоларнинг негизини очишда ва миллатларнинг бой маданий тарихига оид манбаларни чуқур ва тўғри таҳлил қилишда қўл келади. С.Н.Батракова културологик ёндашув ҳақида шундай дейди: “Бу ёндашув замонавий фан ва маданиятнинг ривожланиши контекстида ва йўналишида ривожланмоқда, бу эса бевосита инсон онги ва тафаккуридаги ўзгаришларни

назарда тутади. Педагогик жараённи тушунишга културологик ёндашув янги техникалар масаласи эмас, балки биринчи навбатда ўқитувчининг дунёқарашини, унинг педагогик воқеликларини услубий тушуниши ва унинг касбий шаклланиши ва ривожланиши билан боғлиқ ёндашув туридир”. Културологик ёндашувнинг асл моҳияти инсонпарварликка оид умумбашарий билимларнинг негизиги очишга қаратилган педагогик жараёндир, қолаверса, унга инсонни, унинг борлигини ва уни ўрганишнинг энг қулай воситаси деб қараш хато бўлмайди.

Културологик ёндашув ўз олдига ўқувчиларнинг таълим жараёнида турли фанларни ўрганиш мобайнида ўрганилаётган халқнинг бой ҳаётий тажрибаси, маданий мероси ҳамда адабиётдаги бадиий жозибасининг атрофга бераётган маънавий-эстетик таъсирини ўрганишни мақсад қилиб олади. Ушбу шароитда фан ўқитувчиси фанга доир билимлар ва касбий лаёқати билан бир қаторда маданий компетенцияга ҳам эга бўлиши зарур ҳисобланади.

Таълим тизимида културологик ёндашувдан фойдаланиш ўқувчиларнинг ўзга халқлар маданияти, турмуш тарзи, урф-одат ва анъаналарини ўз халқининг културологияси билан солиштириш асносида ўзаро боғлиқлик ва фарқли жиҳатларни ўзлаштириши, уларни катта майдонда – кенг ижтимоий-тарихий контекстда ўрганиш орқали бадиий яратилган туб моҳиятини даражасида идрок этиши ва шу англам воситасида борлиқнинг нафис жозибасини ҳис этиш, бу орқали эса маънавий баркамол шахс сифатида шаклланишига йўл очишни кўзда тутади.

“Маданий компетенция бу – ўқитувчи шахсининг интеграцион сифати, бадиий асарларни адекват идрок этиш, уларга мустақил баҳо бера олиш, маънавий-маърифий қобилиятлардан фойдаланиш маҳорати”[Медведова В. 21]дир.

Ушбу компетенция адабиёт ўқитувчисидан ўрганилаётган халқнинг миллий ва ижтимоий-маданий ўзига хослигидан хабардор бўлишлигини кўзда тутгани ҳолда мазкур халқнинг индивидуал хусусиятларини оча билиши ҳамда бадиий жозибасини ўқувчиларга етказа билишига қаратилган педагогик лаёқатдир.

“Културологик ёндашувдан фойдаланиш, - дейди културолог олим И.Ходякова, - мактаб ўқувчиларини ахлоқий ва эстетик тарбиялаш, уларнинг ижодий қобилиятларини ривожлантириш, дунёқарашини шакллантириш ва шахслик сифатларининг ривожланишига йўл очади”. Бинобарин, културологик ёндашув бадиий адабиётнинг маданий жиҳатларини очиш билан бир қаторда кишиларнинг маънавий културал кифасининг шаклланишида ҳам муҳим аҳамият касб этади. Шунингдек, педагогик фаолият тизимида ўқитувчининг когнитив баҳолаш самарадорлигининг ошишига хизмат қилибгина қолмай, балки ўқитувчи-ўқувчи ҳамкорлик муносабатларининг бирлашишига, педагогик жараёнда маънавий сифатнинг фаолроқ намоён бўлишига йўл очади.

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**Система образов и их взаимодействие в современной детской поэзии  
Узбекистана**

*Ашурова Зулхумор Шодиевна*

*Самаркандсий институт эканомики и сервиса - и.о доцента*

**Аннотация:** В статье рассматриваются особенности сравнения, уподобления образов поэтического текста, в частности формирование восприятия детей, различие между белым и черным, серьезная подготовка их собственного отношения к каждому процессу и способность мыслить самостоятельно.

**Ключевые слова:** симуляция, семантические закономерности, лингвонееетические закономерности.

**Annotation:** The article reflects on the characteristics of the poetic text, in particular the formation of children's perceptions, the distinction between whites and blacks, the serious preparation of their own attitude to each process, and the ability to think independently.

**Keywords:** simulation, semantic regularities, lingvonoetic regularities.

В последние годы были проведены лингвопоэтические исследования в области детской поэзии. Однако ни в одном из этих исследований не анализируются работы А. Абиджана, О. Дамина, Д. Раджаба.

Русский текстолог А. А. Потенбня, исследуя семантические особенности, подчёркивал, что каждое слово состоит из трех частей: первая часть это внешнее смысловое значение слова, вторая часть это воображение, то есть внутренняя оболочка или духовное значение слова, третья часть это сама суть слова.

В современной, детской поэзии распространены изображения цветка и соловья. Каждая из этих образных единиц имеет свою характеристику, смысловое значение. Например соловей –птица которая поёт, соловей-свободолюбивая птица, влюбчивый соловей. Таким образом каждая интерпретация отражает функциональное значение птицы. Нельзя отрицать того, что изображение цветка и соловья – аналогична ребёнку, т.е. слово ребёнок имеет широкое смысловое значение.

Интересно, что во многих стихах А. Абиджана образное изображение цветка и соловья уподобляется ребёнку, в особенности мальчика.

Д. Н. Шмелёв подчеркивает необходимость понимания и представления образа при создании поэтического текста. Он отмечает: «Язык является не только основным средством человеческого общения, формирования мыслей, выражения чувств и эмоций, желаний, но и реальной внешней формой, в которой покрываются образы художественной литературы»

Действительно, во взаимоотношениях между вселенной и человеком – функция коммуникативного контакта, любой аспект, связанный с ними, определяется на основе языка и мышления. Если мы посмотрим на работу народного поэта Узбекистана А. Абиджана, то увидим яркий пример этого:

Чакалакда Сичқон

Бўлибқолдисултон.  
Тўнғизунгавазир,  
Лашкарбоши – Қоплон.

Ясовули – Бўри,  
Тулкихола – чўри.  
Мушук эса, томда –  
Тозаларди мўри<sup>3</sup>.

В этом стихотворении есть странная метафора, в которой мышь похожа на султана. Если обратить внимание, в поэтическом тексте слово «мышь» является ключевым словом. Данная интерпретация направлена на то, чтобы дети поверили в чудо и чтобы в их мировоззрении понятие «всё может быть» имел сатирический и пародийный оттенок .

На первый взгляд аналогия поэтических слов, таких как яблоко, лиса, волк, мышь, медведь, тигр, дядя, старик, ворона, могут в поэтических строках простыми, понятными и ироничными, как простые, детские, «тёплые», «душевные» образы :

Айиқ бўлсам  
Бўрим бўл.  
Ўчоқ бўлсам,  
Мўрим бўл<sup>4</sup>.

Главный образ в этом стихотворении - ребенок. Он сравнивает себя с медведем. Образ медведя и волка также сравнивается по-своему. Один из них изображается в форме печи, другой в образе трубы. Основной целью сравнения и аналогии в поэтических текстах, обогатить и поразить детское воображение.

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<sup>3</sup> Анвар Обиджон. Кичкинтойлар қувончи. –Т., Ўзбекистон. 2019. –Б.145.

Топган – топалок,  
Боши япалок.  
Бойқушга ўхшаб  
Кўзи шапалоқ<sup>5</sup>.

Не секрет, что поэма А.Абиджана “Полосонлик полапонлар” одна из самых уникальных работ, которая учит правильно решать и относится к разным проблемам. В нём проблема времени и пространства, появления признака мотивации в сердце ребёнка это придаёт оригинальность поэтической композиции.

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## Oliy ta'lim muassasalari yoshlari o'rtasida "Milliy madaniyat" treninglarini tashkil etishning ahamiyati

*Maxmudova Aziza Azamat qizi*

*Termiz davlat universiteti Milliy libos va san'at fakulteti  
Madaniyat va san'at muassasalarini tashkil etish hamda  
boshqarish yo'nalishi 3-kurs talabasi*

**Annotatsiya:** Ushbu maqolani yozishdan maqsad talabalarning ma'naviyatini va madaniyatini yanada yuksaltirish, millatning haqiqiy tarixi va oziga xosligi haqida ma'lumot berish, yoshlar ongida ma'naviy qadriyatlarni rivojlantirish va mustahkamlash, xalqimizning o'tmishi va boy tarixidan faxrlanish tuyg'ularini yanada ko'proq shakllantirish, vaziyatni to'g'ri baholash va odamlarga insoniylik nuqtai nazaridan to'g'ri va chiroyli muomalada bo'lish ko'nikmalarini hosil qilish, milliy ruhni yosh avlod qalbiga kuchliroq singdirishdan iborat.

**Tayanch so'zlar:** milliy, madaniyat, ma'naviyat, ong, qadritar, yoshlar, milliy ruh, avlod, ta'lim, barkamol, immunitet, kurash, kelajak, baholash, vaziyat, ko'nikma, tarix, muomala, insoniylik, vaqt, ong, vazifa, avlod, kreativ, milliy madaniyat, for students, xalq.

Qayd etish joizki, yoshlik inson umrining eng nozik davri hisoblanadi. Mamlakatimiz aholisining asosiy qismini yosh yigit-qizlar tashkil etadi. Ularning talim olishi, kasb-hunar egallashi uchun keng shart-sharoitlar yaratilgan. Shu bilan birga, yoshlarning bosh vaqtini mazmunli o'tkazishni tashkil etish dolzarb masala hisoblanadi. Jamiyat yoshlar ongida manaviy qadriyatlarni rivojlantirmay va mustahkamlamay turib oz istiqboliga erisha olmaydi. Ammo hozirgi kunda yoshlar o'rtasida kuzatilayotgan vaqtni to'g'ri taqsimlay olmaslik va buning oqibatida yuzaga kelayotgan salbiy holatlar, muomala madaniyati, kiyinish madaniyati, so'zlashish odobi, kattalarga hurmat, jamoat joylarida odob – axloq qoidalariga amal qilmaslik holatlari kuzatilmoqda. Oliy ta'lim muassasalari talaba-yoshlari o'rtasida kreativ "Milliy madaniyat" va "For students" treninglarini tashkil etish orqali ushbu muammolarga yechim topishni maqsad qilgaman.

Oliy ta'lim muassasalari talaba-yoshlari ortasida haftasiga 1 martadan "Milliy madaniyat" treninglarini o'tkazishdan maqsad: talabalarning ma'naviyatini va madaniyatini yanada yuksaltirish, millatning haqiqiy tarixi va oziga xosligi haqida ma'lumot berish, yoshlar ongida ma'naviy qadriyatlarni rivojlantirish va mustahkamlash, xalqimizning o'tmishi va boy tarixidan faxrlanish tuygularini yanada ko'proq shakllantirish, vaziyatni to'g'ri baholash va odamlarga insoniylik nuqtai nazaridan to'g'ri va chiroyli muomalada bolish konikmalarini hosil qilish, milliy ruhni yosh avlod qalbiga kuchliroq singdirishdan iborat.

Madaniyat, avvalo, ijtimoiy vazifalarni, ya'ni shaxsni, odamni inson qilib shakllantirish va tarbiyalash vazifasini bajaradi. Madaniyat har bir shaxsning insoniyat yaratgan bilimlarni, ma'naviy qadriyatlarni, tartib-qoidalarni o'zlashtirib olish, tarbiyalash, jamiyatning to'la huquqli a'zosi sifatida faoliyat yuritish

oʻobilyatini shakllantirish vazifasini bajaradi. Insonning tabiat hukmronligidan ajralib chiqishi madaniyatga xos ayrim elementlarning shakllanishi bilan birga sodir boʻladi. Aynan madaniyat orqali xar bir shaxs jamiyatda toʻplangan tajribalarni, anʼanalar va urf-odatlarini turmush tarzini oʻzlashtiradi, ular keyingi avlodlarga yetkaziladi.

“For students” treningi haqida:

Bu treninglar mutlaqo ixtiyoriy ravishda tashkil etilib, unda talaba-yoshlarni qiziqtirgan mavzu boʻyicha trening olib boriladi. Misol uchun haftasiga 1 marta eng dolzarb va qiziqarli 10 ta mavzu boʻyicha ijtimoiy tarmoqlarda ovoz berish jarayoni oʻtkaziladi.

Eng kop ovoz yigʻgan mavzu doirasida trening tashkil etiladi. Treningga tanlangan mavzu boʻyicha koʻp yillik tajribaga ega va qisqa vaqt ichida katta yutuqlarga erishgan soha mutaxassislari jalb etiladi. Misol uchun “Shaxsiy rivojlanish sari” mavzusi mehmonlari sifatida Toshqulov Abduqodir Hamidovich, Muhammadali Eshonqulov, Bahodir Jalolovlarni taklif etamiz.

Ushbu trening maruza darslaridan farqli ravishda kreativlik asosida otkaziladi va talaba-yoshlarning ixtiyoridan kelib chiqib mavzu tanlanadi hamda eng muhimi ishtirok etish istagida boʻlgan talabalar jalb etiladi. Darslar nafaqat faollar zalida, tabiat qoʻynida yoki mavzu yanada tushinarliroq boʻlishi uchun unga mos atmosferali joyda oʻtkaziladi. Bu kabi trenninglar tashkil etish orqali yoshlarni bosh vaqtni mazmunli oʻtkazishlarini taʼminlash, oʻzlarini qiziqtirgan barcha savollarga mutaxassislardan javob olishiga erishish mumkin.

Yoshlar qanchalik manaviy barkamol boʻlsa, turli yot illatlarga qarshi immunitet ham shunchalik kuchli boʻladi. Har qanday davlatning tarixiy taraqqiyot yolidan maʼlumki, yurtning jadal rivojlanishi, muayyan yutuqlarga erishishi, xalqning farovon bolishi osha davlatda yoshlar talim-tarbiyasi va kelajagiga beriladigan eʼtibor darajasiga bogʻliq.

## Problems of improving the quality of personnel and improving the qualifications of foreign language teachers

*Xasanova Sitora O'ktam qizi*  
*Samarqand iqtisodiyot va servis instituti*  
*assistant-stajyor o'qituvchisi*  
<tel:+998994264278>  
[hasanovasitora1997@gmail.com](mailto:hasanovasitora1997@gmail.com)

**Annotation.** In today's interconnected world, the demand for proficient foreign language teachers is more pronounced than ever before. As globalization continues to dissolve geographical boundaries, the need to communicate effectively across languages becomes increasingly crucial. However, enhancing the quality of personnel and improving the qualifications of foreign language teachers present a myriad of challenges that educational institutions, policymakers, and educators must confront head-on.

**Key words:** interconnected, educational, recruitment, profession, individuals, challenging, multiple languages, cultural understanding, teaching proficiency.

**Annotatsiya.** O'zaro bog'langan bugungi dunyoda malakali chet tili o'qituvchilariga bo'lgan talab har qachongidan ham yaqqol namoyon bo'lmoqda. Globallashuv geografik chegaralarni yo'q qilishda davom etar ekan, tillar o'rtasida samarali muloqot qilish zarurati tobora muhim ahamiyat kasb etmoqda. Biroq, kadrlar sifatini oshirish va chet tili o'qituvchilarining malakasini oshirish ta'lim muassasalari, siyosatchilar va pedagoglar oldida turgan ko'plab muammolarni keltirib chiqaradi.

**Kalit so'zlar:** o'zaro bog'liq, ta'lim, ishga qabul qilish, kasb, shaxslar, qiyin, ko'p tillar, madaniy tushunish, o'qituvchilik mahorati.

**Аннотация.** В современном взаимосвязанном мире потребность в опытных преподавателях иностранных языков более выражена, чем когда-либо прежде. Поскольку глобализация продолжает растворять географические границы, необходимость эффективного общения на разных языках становится все более важной. Однако повышение качества кадров и повышение квалификации преподавателей иностранных языков представляют собой множество проблем, с которыми образовательные учреждения, политики и преподаватели должны столкнуться лицом к лицу.

**Ключевые слова:** взаимосвязано, образование, набор персонала, профессия, люди, сложные задачи, несколько языков, культурное понимание, мастерство преподавания.

Efforts to enhance the quality of personnel in educational settings are multifaceted. From recruitment to retention, every stage presents its unique set of challenges. One of the primary hurdles in improving personnel quality lies in recruitment. Despite the allure of teaching as a noble profession, attracting talented individuals to the field of education remains challenging. The allure of higher salaries and perceived prestige in other sectors often diverts potential candidates away from teaching careers.

Moreover, the process of recruiting foreign language teachers comes with its own set of complexities. Fluency in multiple languages, cultural understanding, and teaching proficiency are essential criteria that narrow down the pool of eligible candidates, making recruitment even more arduous.

Even when educational institutions succeed in recruiting competent personnel, retaining them poses another obstacle. Factors such as low salaries, heavy workloads, and limited opportunities for career advancement can lead to high turnover rates among educators.

In the context of foreign language teachers, the challenge is compounded by the demand for native speakers or individuals with advanced language proficiency. Retaining such specialized talent becomes increasingly difficult, especially when competing with other sectors that offer more lucrative compensation packages.

Continuously improving the skills and competencies of personnel is integral to maintaining high educational standards. However, providing effective professional development opportunities is often hindered by budget constraints and time limitations. In the case of foreign language teachers, access to specialized training programs and resources tailored to their linguistic and pedagogical needs is essential. Yet, developing and implementing such programs require significant investment and coordination.

Foreign language teachers play a pivotal role in shaping students' linguistic abilities and cultural awareness. Therefore, enhancing their qualifications is paramount to meeting the evolving demands of language education. A fundamental requirement for foreign language teachers is a strong foundation in pedagogical theory and practice. Mastery of teaching methodologies, curriculum development, and assessment strategies is crucial for delivering effective language instruction.

However, many educators lack formal training in language teaching methodologies, especially when transitioning from other disciplines or entering the profession through alternative pathways. Bridging this gap requires comprehensive teacher training programs that focus on the unique challenges and methodologies of language instruction.

A cornerstone of effective language teaching is the teacher's linguistic competence. Proficiency in the target language(s) enables educators to model correct pronunciation, grammar, and vocabulary usage, fostering an immersive learning environment for students. Beyond linguistic proficiency, foreign language teachers must possess a deep understanding of the cultures associated with the languages they teach. Cultural competence enhances educators' ability to contextualize language learning, fostering a more holistic and enriching educational experience for students. However, acquiring cultural proficiency requires more than just surface-level knowledge of customs and traditions. It necessitates ongoing engagement with diverse cultural perspectives, self-reflection, and sensitivity to intercultural dynamics—a process that requires time, effort, and institutional support.

### **Navigating Solutions: Towards Effective Personnel Quality Enhancement and Teacher Qualification Improvement**

Addressing the challenges of enhancing personnel quality and improving foreign language teacher qualifications requires a multifaceted approach that encompasses systemic reforms, targeted investments, and collaborative efforts across stakeholders. Governments and educational authorities play a pivotal role in shaping policies that support personnel quality enhancement and teacher qualification improvement. This includes initiatives to attract and retain talent through competitive salaries, professional development opportunities, and career advancement pathways.

Moreover, policymakers should prioritize investments in teacher training programs that cater to the specific needs of foreign language educators. By allocating resources to language immersion experiences, cultural exchanges, and pedagogical training,



policymakers can empower educators to deliver high-quality language instruction effectively.

Educational institutions must provide robust support systems to facilitate the professional growth of personnel and foreign language teachers. This includes establishing mentorship programs, fostering collaborative learning communities, and allocating dedicated resources for professional development activities.

Furthermore, institutions should prioritize the integration of technology-enhanced learning tools and digital resources into language instruction. Platforms for virtual language exchange, online language labs, and interactive multimedia materials can complement traditional teaching methods, enriching the learning experience for both educators and students. In an increasingly interconnected world, collaboration among educational institutions, linguistic experts, and cultural organizations is paramount. By fostering international partnerships and exchanges, stakeholders can facilitate knowledge sharing, curriculum development, and best practices dissemination in language education.

Additionally, leveraging digital platforms and virtual networks can facilitate cross-cultural communication and collaboration among educators worldwide. Online forums, webinars, and professional learning communities offer opportunities for educators to connect, exchange ideas, and access resources beyond geographical boundaries. Enhancing the quality of personnel and improving the qualifications of foreign language teachers are imperative endeavors in today's globalized world. By addressing recruitment challenges, providing professional development opportunities, and fostering intercultural understanding, stakeholders can cultivate a cadre of highly skilled educators capable of meeting the diverse linguistic needs of students.

However, achieving these goals requires concerted efforts, collaborative partnerships, and sustained investments in teacher training and support systems. By prioritizing personnel quality enhancement and teacher qualification improvement, societies can empower educators to fulfill their vital role in shaping the next

generation of global citizens proficient in foreign languages and culturally competent in an interconnected world.

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## STUDY OF PHRASEOLOGY ISSUES IN WORLD LINGUISTICS AND TRANSLATION STUDIES

*Xudayqulova Gulnoza Komilovna*

*English teacher at school 181 in Chilonzor district. Doctoral student of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi*

**Annotation** The word "phraseology" is derived from the Greek word "phrasis," which means a device of speech. The word has two meanings. The first is a term used to describe a fixed layer of linguistics, that is, a particular layer that studies phraseological units, and the second is a term that serves to describe a set of phraseological units. The term phraseological unit was first introduced into linguistics by V.V.Vinogradov. Along with the terms phraseological unit and phraseology, the terms idiom and idiomatics are also used.

**Key words:** *specific lexicology, general lexicology, sister languages, lexical meaning, phraseological combination, graduality and stability;*

The objects of study of phraseology are PhUs, ie fixed phrases, expressions, all phraseological units in speech. The lexical-semantic level includes two large sections of language that are inextricably linked. These are lexicology (Greek lexikos - word and logos - study) and semiotics. According to the material studied, lexicology is divided into two types: specific lexicology, ie lexicology of a language and general lexicology.

General lexicology covers all language problems and focuses on different language materials. In addition to general and specific lexicology, there are comparative and comparative (contrastive) lexicology. Comparative lexicology primarily studies the similarities of sister languages, while comparative lexicology studies the similarities and similarities not only of sister languages but also of non-sister languages..

The subject of semiotics covers a wide range of issues related to the lexical meaning of the word. The term "semiotics" is derived from the Greek words "semacia - meaning" and "logos - study". In some cases, greek word "semiano" means "to express". The term "semasiology" is also used as a synonym for the term "semantics".

Just as words cannot exist without meaning, so lexicology and semantics cannot exist without each other. Lexicology is the study of the entire vocabulary of a language. It identifies historical changes in the structure of the lexicon, a variety of words from other languages, archaisms, neologisms, literary lexicon, slang, regional, dialectal terminology, specialization and other lexically divided words based on clear principles considers different lexical categories and types.

As the name implies, it explores two different natures of the system. First, lexical semantics differs from grammatical semantics in the semantic boundaries of

language. Second, with the help of this system, word semantics can be divided as a lexical element. The language system, dictionary structure and lexical-semantic systems play an important role in distinguishing the set of nominative devices that make up the lexical system from the vocabulary. They represent the result of a complex interrelationship between a word and its meanings, and the generalization of these results. This interaction takes place in two areas of language, namely, nominative-classification and lexical integration. Therefore, lexical-semantic categories can be of two types. The first is a lexically-semantic group of polysemous words, expressed in the form of semantic variants in the language. Each has its own meaning (like lexemes). The units in which lexemes occur in speech are also called word usage and lexemes. Here, a lex is a term that is formed by analogy based on the characteristics of the units of speech (such as morph (morpheme) and background (phoneme)). The contrast between a word as a unit of language and a unit of speech can also be given by other terms, such as a word-lexeme and a word-part.

A.I. Smirnitsky calls them lexical-semantic variants.<sup>1</sup> In other words, we pay attention to the actual (speech) significance of the word in the process of using it in each act. G. Paul terminologically differentiated the whole meaning and meaning of a word in the individual acts in which they participate, i.e., he calls the former a usual and the latter an occasional meaning.

In linguistics, the term phraseology was used by Charles Bally, stylistics combined with science, but the idea of recognizing phraseology as a science famous linguist scientist prof. It is E. F. Polivanov. Slave to this idea another of the scientists who supported him is the famous linguist V. V. Vinogradov. She is in a number of his scientific studies, he taught phraseological combinations in the Russian language collects and semantically divides them into groups. E.D. Polivanov and Thoughts on phraseology raised by V. V. Vinogradov later, it prompted the emergence of many studies in this field. But until now, there are opinions about whether or not to consider phraseology as a science did not fully find the solution. Idiom phraseologisms, phraseological combinations and between static phrases (proverbs and proverbs, other phraseology equivalent to a sentence).

According to several differences, some scholars divide phraseology into 2 types: narrow and broad they interpret it in the sense. When it is understood in a broad sense (L.P. Smith, V.P. Zhukov, V.N. Teliya, N.M. Shansky) proverbs and sayings in phraseology, folk colloquial phrases belonging to his work, a number of forms of speech (greeting, sayings of farewell) are also included. But phraseology is widely used. It is no exaggeration to say that the problem of understanding has not been solved yet it won't happen.

Development of phraseology as a special field of linguistics experienced difficult roads. Even the famous English linguist Smirnitsky also supported the fact that

phraseology is a separate field of linguistics. It was a branch of lexicology with the theory of phraseological combinations despite the study of phraseology, it is necessary to study the syntactic part of the language. If we do not recognize phraseology as a separate field, then as a separate science Smirnitsky said in his work "Lexikologia angliskovo yazyka" that we cannot say.

Until the 50s of the last century, phraseology was still part of Uzbek linguistics was not formed as an independent field. It is about phraseology in this period preliminary information, the first theoretical ideas about stable compounds, grammar and to stylistics, to the study of the artistic skills of some Uzbek poets and writers can be seen in dedicated works. Such works A. Gulomov, U. Tursunov, A famous linguist and literary critic like V. Abdullayev, H. Zarif, N. Mallayev belongs to the pen of scientists. All modern linguists word, considered one of the most basic units of language, however, that it was the nature of his character. As for the subject and the sound of the word based on the terms set a clear awareness of the subject property of the initial basis.

The appearance of specific sounds (sound of the word), and relations between the event being. If this were not so, all the items and events in a variety of languages are different, but the same would be called. The main functional and structural language and highlevel asymmetric unit. Its semantic, morphological structure and complex semantic content of these words, grammatical features characteristic for specific groups of lexical meanings strictly differentiated. It is a hallmark of the group, the semantics of the word.

For example, the semantics of the word and the corresponding part of the sema individual words. In many languages, the meaning of a word or words of similar schemes and a series of lexical and grammatical types may find their form. Phraseology is an intermediary field, being close, in the reference literature, both to vocabulary studies, since it studies fixed word combinations, characterized by a unitary meaning, as well as to syntax, since phraseologic phenomena are defined by syntactic relations of various kinds, which are realized on a syntagmatic axis. Given the expressive nature of phraseologic phenomena, these have also been associated to stylistics. Taking into consideration the possibility of differentiating styles and functional variants of a language by analysing phraseologic units, it has been particularly drawn closer to functional stylistics.

But beyond the closeness to different linguistic disciplines, phraseology tends to be regarded as an autonomous discipline, with its own object and methods of investigation. The term phraseology designates the discipline as well as its object, the set or totality of phraseologic units in a given language. According to the origin of phraseologisms, a line has been drawn between two areas of investigation, namely, linguistic phraseology understood as a community's means of expression and literary phraseology including aphorisms, witticism, word combinations with an

accidental character, belonging to certain writers, outstanding people. As an autonomous discipline, the object of research of phraseology consists in phraseologic units from a given language (or a group of languages).

We believe a rigorous definition of co-occurrence phenomena in general, and phraseology in particular, needs to take a stand regarding at least the following six parameters.

- the nature of the elements involved in a phraseologism;
- the number of elements involved in a phraseologism;
- the number of times an expression must be observed before it counts as a phraseologism;
- the permissible distance between the elements involved in a phraseologism;
- the degree of lexical and syntactic flexibility of the elements involved;
- the role that semantic unity and semantic non-compositionality / non-predictability play in the definition.

As to the first criterion, the definition of a phraseologism we will adopt is among the broadest conceivable ones. We consider a phraseologism to be the co-occurrence of a form or a lemma of a lexical item and any other kind of linguistic element, which can be, for example, another (form of a) lexical item; a grammatical pattern (as opposed to, say, a grammatical relation), i.e. when a particular lexical item tends to occur in / co-occur with a particular grammatical construction (the fact that the verb is mostly used in the passive is a frequently cited case in point).

We maintain a very productive idea flashed out by the linguist and consisting in that phraseological meaning cannot be realized without the existence of definite structures, i.e. it is impossible to study the features of phraseological units without knowledge of their structure. There are, as far as its scheme goes, seven main structural types of phraseological units in the English language. They are as follows  
A.I. Smirnitsky "Лексикология английского языка". Monograph M., 1956.

1. Unitop phraseological units (the term was introduced by A.I. Smirnitsky consisting of one notional and one functional lexeme, or one notional and two or three functional lexemes. By functional lexemes one should consider lexemes which do not function as independent members of the sentence and serve for word connection in the sentence (prepositions, conjunctions), and also for characterization of the categories of number, definiteness or indefiniteness of nouns (or articles).

2. Phraseological units with the structure of subordinate or coordinate combination

of words (to have a finger in every pie „to be involved in every plan; high and mighty” the powerful minority).

3. Phraseological units with the partially predicative structure (i.e. lexeme + subordinate clause): ships that pass in the night momentary encounters).

4. Phraseological units with the structure of subordinate clause (when pigs fly (colloq.) never);

5. Phraseological units of nominative-communicative class, i.e. verbal constructions with the structure of a word combination with a verb in the form of infinitive and the structure of a sentence with a verb in the passive voice (break the ice “C to make a beginning > the ice is broken the beginning is made).

6. Phraseological units with the structure of a simple or complex sentence (A bird in the hand is worth two in the bush. Better an egg today than a hen tomorrow; Do you see any green in my eye? Do you really think me to be so naive? Tell it to the marines! Nonsense!).

7. Phraseological units that are equivalents of a sentence, i.e. some structural types of interjectional constructions that have a power of expression and are characterized by independent (its own) intonation (by George! – Upon my word!; my foot! – I’m far from believing it!). However, referring of interjections of this type to sentence equivalents is not undisputable .

In the literature dealing with phraseology, different terms, such as idiom, phraseme or word-group have often been used to refer to the same category. Each of them is defined according to different criteria and, for this reason, each term leads to broader or narrower definitions and views.

Nevertheless, despite the heterogeneity of terminology, there seems to be a general agreement in that a phraseological unit is a fixed word-combination whose main features are summarized in Corpas Pastor’s Manual de fraseología. Here, she lists the main features of a phraseological unit, summarizing them from previous different authors. According to Corpas Pastor a phraseological unit : is an expression made of various words; is institutionalized (institutionalization); presents some kind of semantic or syntactic specificity (idiomaticity); has different degrees of stability

(graduality and stability); is possible a certain variation of its components (variation); is usually characterized by an high frequency of use.

In general function is a role which an element plays in activity of that structure, part of which it makes. Some functions are constant, i.e. inherent in all phraseological units in any conditions of their realization, other functions are variable, peculiar only to some classes of phraseological units. Communicative, cognitive and nominative functions refer to the constant functions.

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## **FRANSUZ TILINI O‘QITISHDA OG‘ZAKI NUTQNING O‘RNI VA AHAMIYATI**

***Raximova Mubinaxon Maxmudjon qizi***

*Trainee teacher of the Department of Applied Sciences of the French State  
Technical University of Uzbekistan*

Xorijiy tilda muloqot qilishning asosiy usullaridan biri — bu gapirish ko‘nikmasi orqali amalga oshiriladi. Chet tilida gapirish malakasini o‘rganish muhim omildir, chunki nutq asosiy muloqot shakli va yaxshi gapirish qobiliyatiga ega bo‘lgan kishi boshqalar bilan samarali muloqot qilishi mumkin. Shu bois kommunikativ tilni o‘rgatish muayyan til funksiyalarini yoki vazifalarini bajarishda quyidagilarni: salomlashish, o‘zingizni tanishtirish, o‘zingiz biron narsani yoqtirish va yoqtirmaslikni ifodalashni xohlashingiz yoki boshqa birovdan uning sevimli mashg‘ulotlari, qiziqishlari haqida so‘rashingiz, shu bilan bir qatorda, biror joyga yo‘nalishlarni topishingiz mumkinligini jamlaydi. Bular, aslida, til bilan bog‘liq bo‘lgan juda aniq narsalar. Til aloqa vositasi sifatida hayotga kirib keldi. U mavjud va faqat nutq orqali jonlidir. Chet tilini o‘rgatish haqida gapirganda, avvalambor, uni muloqot vositasi sifatida o‘rgatishimiz kerak. Gapirish — to‘rtta ko‘nikmadan biri bo‘lib, muhim ahamiyatga ega. Tilni o‘rganuvchi uni haqiqiy hayotda kutilmagan uchrashuvlarda juda qadrlaydigan ko‘nikmadir. Shu bilan birga, ishonchli gapiruvchi qolgan uchta ko‘nikmasiz muloqot qilish imkoniga ega emasligi, shakshubhasiz, haqiqatdir. Shuning uchun fransuz tilini o‘qitish doirasida to‘rtta ko‘nikma (o‘qish, gapirish, eshitish va yozish)ni kiritish va o‘zaro bog‘lash zarur. Talabalarning og‘zaki nutqini o‘stirishda juda ko‘p usul va uslublardan foydalanish mumkin. Har bir uslubning o‘ziga yarasha afzallik va noafzallik tomonlari bor. Bu, albatta, o‘qituvchining mahoratiga bog‘liq, u usullarni mavzuga, o‘quvchilarning yoshiga, qobiliyatiga, xususiyatlariga qarab moslashtirishi va to‘g‘ri tanlashi kerak. So‘nggi tendensiyalarga muvofiq, til ko‘proq muloqot sifatida o‘qitilishi ko‘zlangan. Shu sababli og‘zaei ko‘nikmalarining nafaqat sifati va xususiyatlariga qarab, balki mavjud ta‘lim amaliyotida ularni rivojlantirishga qaratilgan uslub va usullarda ham aks ettirish maqsadga muvofiqdir. Nofilologik sinflarida til o‘rganayotgan talabalarning gapirish ko‘nikmalarini rivojlantirish uchun muloqot yondashuvidan foydalanish eng samarali usullardan biri hisoblanadi. Shunday ekan, biz asosiy e‘tiborni talabalarning og‘zaki nutqini rivojlantirishga qaratishimiz kerak.

Chet tilini bilish insonni zamonaviy, har tomonlama yetuk inson qilib tarbiyalaydi, shuningdek, xalqaro biznes olamiga, butun dunyoga yo‘l ochib beradi<sup>47</sup>.

Til sohiblari bilan erkin muloqotda bo‘lishga o‘rganadilar. Suhbatni boshlashga va tugatishga, suhbatdoshga taklif va maslahatlar berishga, savollarga javob berishga, axborot almashishga, muhokama qilayotgan dalillarni aniqlashtirishga, o‘qigan yoki eshitganlarini muhokama qilishga o‘rganadilar. Bunday matnlar talabalarning kommunikativ kompetensiyasini rivojlantiradi, o‘ziga bo‘lgan ishonchini kuchaytiradi, nutq faoliyatidagi asosiy eshitish va gapirish ko‘nikmalarini shakllantirishda, o‘z fikrini ravon va aniq ifodalashda katta yordam beradi<sup>48</sup>.

Zamonaviy pedagogik texnologiyalar asosida ta‘lim jarayoni tashkil etilganda bilim egallashning bir qancha bir-biriga bog‘liq bo‘lgan bosqichlari mavjud bo‘lib, tayyor bilimlarni o‘quvchi ongiga yetkazish, esga olish, esda saqlash, qayta esga tushirish, so‘zlab berish, yozma ifodalash kabi holatlarni bilish, tushunish darajalarini ifodalaydi. Nutq jarayonida qanday vositalardan foydalanishni hisobga olib, u og‘zaki (belgili shakl), yozma (grafika shakli) va kinetik (til va jestlar yordamida muloqot qilish) turlarga bo‘linadi. Demak, har qanday faoliyatning eng muhim xususiyati uning obyektiv tabiati bo‘lib, u nutqda atrofdagi voqelik obyektlari, hodisalarining aloqalari va aloqalarini aks ettirish shakli sifatida fikr mavjudligida namoyon bo‘ladi. Shunday qilib, nutq faoliyatining boshlang‘ich turlarining asosiy maqsadi, masalan, nutq va yozish, o‘z fikrini ifoda etishdir. Talabalarning izlanish faoliyatini yo‘lga qo‘yish orqali bilim olish jarayonining tadqiqot elementlari bilan uyg‘unlashuviga qulay sharoit yaratiladi; har bir talabaning ichki pozitsiyasi, o‘quv faoliyati, o‘quv va bilish motivlari to‘g‘ri shakllanishi ta‘minlanadi. Eng muhimi, ilmiy bilimlarni shakllantirish va rivojlantirish jarayoni xususida dastlabki ko‘nikmalar hosil qilinishiga erishiladi<sup>49</sup>.

Ta‘kidlash joizki, nutq faoliyatining ayrim turlarini o‘zlashtirish jarayonida o‘quvchilarda zarur bilim, ko‘nikma va malakalarni shakllantirishda qo‘llaniladigan shartsharoitlar chet tili o‘qitish metodlarining asosiy kategoriyalaridan biridir. Ta‘lim sharoitlari ularning xilma-xilligi va ko‘p qirraliligi bilan tavsiflanadi. Talabalar erishgan natija o‘qituvchi o‘quv jarayonini qurishda hisobga oladigan shart-sharoitlarning umumiylikiga, shuningdek, ushbu shartlardan tegishli fanni zamonaviy o‘qitishning maqsad va vazifalari uchun adekvat va to‘g‘ri foydalanishga bog‘liq. Og‘zaki nutqni o‘rgatish jarayonida nutq paytida

<sup>47</sup><https://moluch.ru/archive/396/87618/>

<sup>48</sup><https://bestpublication.org/index.php/sit/article/download/6947/7270/6553>

<sup>49</sup><https://in-academy.uz/index.php/si/article/download/27546/17776/26841>

o'quvchilarning xatolarini tuzatish tavsiya etilmaydi, chunki bu fikrlarni chalg'itadi, chalg'itadi va o'quvchilar e'tiborni bayonot mazmuniga emas, balki faqat uning dizayniga qaratadi (bu ham muhim), xato qilishdan qo'rqib, ular adashib, sarosimaga tusha boshlaydilar. Bunday xatti-harakatlar tabiiy muloqot uchun xos emas. Og'zaki xorijiy nutqni o'rgatish nutq ko'nikmalarini shakllantirish va rivojlantirish va ko'nikmalarni takomillashtirish shartlarini hisobga olishga asoslangan. Yuqorida aytilganlar bilan bog'liq holda, samarali fikrlashni rivojlantirishga va chet tilida batafsil og'zaki bayonot shaklida o'z ichki nutqini ifodalashga yordam beradigan bir qator shartlar ajratiladi. Og'zaki nutqqa o'rgatishning birinchi sharti vaziyatlilikdir. Haqiqiy video materiallarning parchalaridan olingan muammoli vaziyatlar tufayli talabalarga ularni hal qilish va shu tariqa o'z fikrlarini mantiqiy shakllantirish vazifasi beriladi. Bu jarayonning mahsuli monolog yoki dialog shaklidagi bayonotdir<sup>50</sup>.

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<sup>50</sup><https://nauchniyimpuls.ru/index.php/noiv/article/download/9782/6470/6227>

## O'smirlardagi agressiv holatlarning psixologiyada o'rganilganligi.

*Xolmuminova Umida Ixtiyor qizi*  
*Osiyo Xalqaro universiteti magistranti*

**Annotatsiya:** Tezida o'smirlardagi agressiv holatlarning psixologiyada o'rganilganligi, shaxs taraqqiyotining ma'lum bir bosqichlarida agressiv (tajovuzkor) xulq-atvorning shakllanishi va namoyon bo'lishi tahlil qilingan.

**Kalit so'zlar:** Agressiya va agressiv xulq-atvor, shaxs agressiv xulq-atvorining shakllanish sharoitlari, oilaviy munosabatlar, agressiya va delinkvent xulq-atvor, o'smir ruhiyati, psixologik o'rganilishi.

**Kirish** Hozirgi kunda agressiya holatlarini namoyon bo'lishiga bo'lgan ilmiy qiziqishlar sezilarli darajada ko'paydi. Psixologlar agressiya holatining tadqiq qilishda uni keltirib chiqaradigan omillarni aniqlashga, oilaviy munosabatlar o'rganishga harakat qilmoqdalar. Chunki agressiya holati psixologlar nuqtai nazardan juda chuqur holat bo'lib, uni sabablari birdan yoki to'satdan yuzaga keladigan turtkilar bo'lmay, balki uzoq vaqt davomida ta'sir etadigan omillar natijasida yuzaga keladi. Ko'p xollarda ota-onalarning munosabatlari o'smirlik davridagi yoshlar ruhiyatiga ta'siri ko'proq hisoblanadi.

Aynan oila bag'rida farzand boshlang'ich ijtimoiylashuvni oladi. Oilada a'zolarining munosabatlari misolida u boshqalar bilan muloqot qilishga o'rganadi, xulq-atvori va munosabatlar turlarini tushunib boradi, bu tushunvhalar uning o'smirlik va balog'at yillarida saqlanib qoladi. Ota-onaning farzandining noto'g'ri xatti-harakatiga nisbatan reaksiyasi, ota-onalar o'rtasidagi munosabatlar xususiyatiga, oiladagi uyg'unlik kelishmovchilik darajasi uning balog'at yillarida atrofdagilarga nisbatan munosabatlariga ta'sir etuvchi omillardir. Odamdagi agressiyani aniqlash jarayoni juda murakkab va buni ijtimoiy psixologlar anchadan buyon tadqiq etib kelmoqda. Shunday savollar tug'ilishi tabiiy, agar kimdir boshqa birovning qorniga kuchli zarba bilan ursu bu agressiya bo'ladimi yoki yo'qmi? Agar kimdir hazillashib yengil zarba bilan birovning qorniga ursachi? Futbol yoki boks o'yinlari ham agressiyaga misol bo'ladi desu hamma ham shu fikrga qo'shiladimi? Agar kimdir zarar keltiruvchi mish –mishlarni tarqatsachi? Agar kimdir ostonangizga o'tirib olsa-yu, sizning o'tib ketishingizga xalaqit bersu, bu agressiya yoki yo'qmi? Ba'zi bir ijtimoiy psixologlar agressiyani boshqa birovga atayin ziyon yetkazish, jismoniy yoki ijtimoiy zarar yetkazish, ba'zi hollarda xujumkor obyektu yo'q qilish deb ta'riflaydilar. Bu ta'rifni to'g'ri desak ham bo'ladi, ammo ba'zi bir cheklanishlarga e'tibor berishimiz lozim. Birovga savol bersangizu, u sizga javob qaytarmasu yoki javob berishdan bosh tortsa bu harakatda biz birovning joniga tajovvuzni yoki ziyon yetkazishni ko'rmayapmiz. Xuddi shu kabi holat ostonasida o'tirgan kishi sigu xalaqit beradiyu, ammo ziyon yetkazu olmaydi.

## **ASOSIY QISM**

O'smirlik davri yosh davrlari orasida o'zining shiddatli kechishi bilan boshqa yosh davrlaridan keskin farq qiladi. O'smirlik davri 10-11 yoshlardan 14-15 yoshlargacha bo'lgan davrlarni o'z ichiga oladi. Bu davrda boshqa yosh guruhlaridan shiddatli kechishiga sabab, o'smirlik davri organizmida ham biologik, ham psixologik, hamda fiziologik jihatdan o'zgarishlar bo'ladi. Bu o'zgarishlar o'smir yoshning xulq-atvorida, ruhiy holatida ham namoyon bo'ladi. O'smirlik davrida ota-onalar va bolalar o'rtasida nizoli vaziyatlar yuzaga keladi. Ota-onalarda o'smir farzandlarida yuzaga kelayotgan o'zgarishlar haqida ma'lumot yetishmasligi, o'smirdagi o'zgarishlarini erkaklik sifatida e'tirof etish nizoli vaziyatlarni yanada keskinlashishiga sabab bo'ladi. Ba'zi oilalarda ota-onalar 13-14 yoshdagi o'smir farzandlaridagi muqarrar ravishdagi o'zgarishlarni sezmaydilar.

Agressiya atamasi lotin tilidan olingan bo'lib, "aggressi" – "tajovuz qilmoq" ma'nosini anglatadi. Psixologiyada "agressiya" atamasiga nisbatan turli yondashuvlar mavjud. Ayrim olimlar agressiyaga salbiy yondashuvlar qilsalar ( X. Delgado, A.A.Bass, L.M.Semenyuk, G.Parens, A.Bandura, R.Uolter, Y.Mojginskiy), ayrimlari agressiyani ( L.Bender, D.Richardson, R.Beron) ijobiy baholaydilar.

O'smirlarning tajovuzkor axloqini o'z vaqtida aniqlash bola shaxsining rivojlanishidagi noxush variantning oldini olish uchun juda zarur hisoblanadi. O'smirlik 10-11 yoshlardan 14-15 yoshlargacha bo'lgan davrni tashkil qiladi. O'smirlik bolalikdan kattalikka o'tish davri bo'lib, fiziologik va psixologik jihatdan o'ziga xos xususiyatlari bilan xarakterlanadi. O'smirlik davrida o'smirning "men"i qaytadan shakllanadi. Uning atrofdagilarga, ayniqsa, o'z-o'ziga bo'lgan munosabati, qiziqishlari, qadriyati yo'nalishi keskin o'zgaradi. Ularda ilgari qiziqishlar so'nadi va yangi qiziqishlar paydo bo'ladi. Bunda ish qobiliyatining, o'zlashtirishning pasayishi, o'smirlarning qo'polligi va yuqori qo'zg'aluvchanligi, o'zidan qoniqmasligi, agressiya, xavotirlanish kayfiyat beqarorligi, depressiv kechinmalar, tez ranjish, arzimas narsaga ham kuchli reaksiya bildirish, o'zini past baholash kabi salbiy xulq-atvor ko'rinishlari namoyon bo'ladi.

Insonning agressiv xatti-harakatlarga moyilligini turlicha tushuntirishga qaratilgan dastlabki nuqtai nazarlar ichida U.Makdaugoll, Z.Freyd, G.Marrey va boshqa olimlarning "inson va hayvonlarda agressiyaning tug'ma instinkti mavjud bo'ladi", degan qarashlaridir. Agressiv xulq-atvor haqidagi fikr mulohazalar XX asrning boshlarida frustratsiya nazariyasi bilan bog'liq ravishda yuzaga keldi. Unga ko'ra, agressivlik frustratsiyasi oqibatidir.

Bunday qarashlarni birinchi bo'lib J.Dollard ilgari surdi. Ammo, ushbu ikki xil nuqtai nazar ham amalyotda o'z tasdig'ini topmadi.

Agressiv xulq-atvor xususidagi yana bir nuqtai nazar L.Berkovichning ijtimoiy bilish nazariyasida bayon qilingan. Unga ko'ra, maqsadga yo'naltirilgan faoliyat davomida vujudga keladigan to'siq shaxsda agressiv xatti- harakatlarni hosil qiladi. Nihoyat, agressiv xulq- atvorning kelib chiqish sabablarihaqidagi eng zamonaviy nuqtai nazar bilishning kognitiv nazariyasi bilan bog'liq holda ifodalanadi. Bu konsepsiyada agressiv harakatlar quyidagi jarayonlarning natijalari sifatida baholanadi:

1. Sub'yektning o'z agressiv xulq-atvorini ijobiy deb baholashi;
2. Frustratsiyaning mavjudligi;
3. Affekt yoki stress tipidagi emotsional qo'zg'alishning kuchliligi;

R.Kratchflid va N.Livson agressiyaning bir-birini inkor etmaydigan va birday maqbul ikki tavsifi keltirilgan. Birinchisi, xulq –atvorning zohiriy alomatlariga asoslanadi:“Agressiya-kimgadir ziyon yetkazuvchi xulq atvorning har qanday ko'rinishidir”. Ikkinchi, odamning botiniy niyatlari bilan bog'liq , ya'ni insonni harakatga undovchi kuchlar bilan mushtarak: “Agressiya- boshqa bir insonga ziyon yetkazishga maqsad qilib olgan har qanday xatti-harakatidir”. Agressiyaning yuqorida zikr etilgan tavsiflariga monand tushunchalarga tayangan ko'plab psixologlar agressiyaning mavjuddotning yashash uchun kursh bilan bog'liq uzviy xususiyati deb hisoblaydilar. D. Bass taklif etgan ta'riflardan biriga ko'ra boshqalar uchun xavf tug'diruvchi va ularga ziyon yetkazuvchi har qanday fe'l-atvor agressiyadir.

Bir necha taniqli tadqiqotchilar tomonidan taklif etilgan ikkinchi ta'rif esa quyidagicha: u yoki bu harakatlar agressiya sifatida tasniflanishi uchun ular oxir oqibat xafa qilish yoki haqorotlashga olib kelishi emas, balki xafa qilish va haqorotlarni maqsad qilib qo'yishi lozim. Nihoyat, uchinchi nuqtai nazar X.Zilman tomonidan bildirilib , unga ko'ra, agressiya o'zgalarga tan jarohati va boshqa jarohatlar yetkazish demakdir. “Agressiya” tushunchasining talqinidagi kelishmovchiliklarga qaramay , ijtimoiy fanlar sohasidagi ko'plab mutaxassislar uning ikkinchi nuqtai nazardan bayon etilgan ma'nosiga ko'proq tayanadilar. Shuningdek, agressorlarning ular tajovuz qilayotgan shaxslardan nafratlanishi yoki ularni yoqtirishi umuman shart emas. Ko'pchilik odamlar o'zlari yoqtiradigan insonlarga zulm o'tkazadilar. Inson agressiyaning turli- tumanligi va tubsizligidan kelib chiqib , mazkur fe'l –atvorni o'rganishda asos tomonidan taklif etilgan konseptual chegaralanish juda foydali ekanligi ayon bo'ldi.

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## “HASANXON” DOSTONIDAGI O‘Z VA O‘ZLASHGAN QATLAMGA KIRUVCHI ANTROPONIMLAR

*Davlatnazarov Davlatnazar Ro‘zmatboy o‘g‘li*  
*UrDU talabasi*

*Annotatsiya* Ushbu maqolada “Hasanxon” dostonida qo‘llanilgan antroponimlarning lug‘aviy tarkibi, ya‘ni qaysi qatlamga mansubligi tahlil qilinadi.

**Kalit so‘zlar:** antroponim, lug‘aviy shakl yasovchi qo‘shimcha, variant, o‘z qatlam, o‘zlashma qatlam.

“Go‘ro‘g‘li” turkumi dostonlari yuzga yaqin xilma-xil mazmumdagi asarlarni o‘zida birlashtirgan ulkan silsila bo‘lib, bu turkum tarkibiga kiruvchi doston “Hasanxon” dostonidagi antroponimlarning lug‘aviy tarkibiga diqqat qilsak. “Hasanxon” – “Go‘ro‘g‘li” turkumidagi dostonlardan biri bo‘lib, Go‘ro‘g‘lidan keyingi ikkinchi avlod hisoblangan, Hasanxon to‘g‘risida yaratilgan mustaqil asar. El-yurt mudofaasi, mamlakatlar o‘rtasida tinchlik-osoyishtalik o‘rnatish, mardlik va do‘stlik dostonning asosiy g‘oyasini tashkil etadi. Unda Hasanxonning Chambilga olib kelinishiga oid voqealar tasvirlangan. Doston ko‘pchilik baxshilar repertuaridan o‘rin olib, Po‘lkan shoir (1968-1976) va Zohir Qo‘chqor o‘g‘li (1967) dan yozib olingan variantlari nashr qilingan. Bu dostonlar o‘zbek, tojik, turkman, ozarbayjon, turk, qozoq, qoraqalpoq, arman, gruzin, kurd xalqlari epik ijodiyotida o‘ziga xos turkumlarni tashkil etadi, shuning uchun ham bu dostonda turli xil tillarga oid antroponimlar qo‘llangan. Bu dostonga o‘ziga xos estetik zavq bag‘ishlagan. Dostonda turli tillarga oid ismlarning qo‘llanilishi shuni anglatadiki, doston ko‘plab yillar ilgari paydo bo‘lgan va turli elatlar, xalqlar orasida bir-biriga o‘tib turli o‘zgarishlarga uchragan. Shu sababli ko‘pchilik tilga oid ismlar qo‘llangan va vaqtlab o‘tib hozirgi holatiga kelgan. Dostondagi antroponimlarni 2 turga ajratib tahlil qilamiz: o‘z qatlam va o‘zlashma qatlam. Shulardan birinchisi o‘z qatlam.

### **Dostonda qo‘llanilgan o‘z qatlamga kiruvchi antroponimlar.**

Bu turga kiruvchi ismlar sof turkiy (o‘zbekcha) nomlar hisoblanadi. Masalan:

*Eshit, so‘zim, turkman elin, sultoni,*

*Omonat olamda odamning joni,*

*Arzimni tinglagin, yo‘qdir yolg‘oni,*

*Hali kamdir davlatingdan, **Go‘ro‘g‘li.** [1:92]*



**Go‘ro‘g‘li** - antroponimi o‘zbek tilidan olingan bo‘lib, aynan: ”Go‘rda tug‘ilgan bola”. Bu ism o‘zbek xalq dostonlari qahramoni Go‘ro‘g‘li nomiga nisbat berib qo‘yiladi. Qadimiy turkiy tilda go‘r // ko‘r-botir, dovyurak pahlavon ma‘nolarini bildirgan. [3:95]

### **Dostonda qo‘llanilgan o‘zlashma qatlamga kiruvchi antroponimlar.**

- **Arab tilidan o‘zlashgan antroponimlar.**

*Shodmon bilan Asom avvallari shoxmon bilan chumchuq, musichalarni urib, keyinroq Chambilning sarhovuziga kelib qo‘ngan g‘urrak, so‘nalarni urib, keyin miltiq olib, mergan bo‘lib qolishgan edilar.* [1:92]

**Asom** – arabcha nom bo‘lib, **Asomuddin**ning qisqargan shakli va dinning tutqichi, tayanchi yoki dinning ko‘magi, madadi degan ma‘noni anglatadi. [Ismlar ma‘nosi ilova]

*Go‘ro‘g‘libek boshqadan anjom-aslahalarini taqib G‘irko‘kka minib, Hasanxon o‘g‘lini mingashtirib, tog‘ning Asqar qismidan o‘tib, Turkman yurtiga yuzlanib kela berdi.* [1:102]

**Hasanxon** – arabchadan o‘zlashgan ism bo‘lib, yaxshi, tuzuk; chiroyli, sohibjamol. Ba‘zi manbalarda ezgulik, yaxshilik; fasohatli deb izohlanadi. Bu nom Ali ibn Tolibning Fotimadan tug‘ilgan o‘g‘li – Hasan ibn Alining ismi bo‘lgan. Hasan – Muhammad (s.a.v.) ning nabirasidir. Tarkibidagi **-xon** lug‘aviy shakl yasovchi qo‘shimcha hisoblanadi. [Ismlar ma‘nosi ilova]

**Xon** – hukmdor, boshliq, podshoh. Ismlar tarkibida ulug‘ martabali, e‘zozli, obro‘li; ulg‘ayib elga bosh bo‘lsin ma‘nolarini anglatadi. Ko‘p hollarda ismga an‘anaga ko‘ra qo‘shiladi va hurmat, e‘zozlash, suyish kabi bir qancha ma‘nolarni ham bildiradi. [5:14]

*Men ketarman Isfihomga,*

*Parizodim, xo‘sh qol endi,*

*Tanlab olgan mehribonim,*

*Misqol jonim, xo‘sh qol endi.* [ 1:93 ]

**Misqol** - ismi arabchadan olingan bo‘lib, xushbichim, zebo yoki qimmatli, nodir, tengsiz kabi ma‘nolarni bildiradi. [ 3:188 ]

- **Fors-tojik tilidan o‘zlashgan antroponimlar.**

*Aslida bu to‘rt usta **Bobo Qalandar** barchasi, musulmon bo‘lib, qizilboshlilarni juda yomon ko‘rib yurar edi. [1:97]*

**Qalandar** – ismining kelib chiqishi fors-tojikcha bo‘lib, darvesh, tarkidunyochi, darbadar kezuvchi singari ma’nolarga ega.

*Chambilda bir beva ayol bo‘lib, **Shodmon**, Asom degan ikkita juda tegajoq, bejog‘im bolalari bor edi. [1:92]*

**Shodmon** - ismi fors-tojik tilidan o‘zlashgan bo‘lib, xursand, mamnun, baxtiyor bola yoki umri doimo shodlikda o‘tsin degan ma’nolarni anglatadi. [3: ]

*Eshitgin, jon o‘g‘lon, aytgan so‘zimni,  
Bir kecha mehmon bo‘p yegin tuzimni,  
Ertaga pirimdan olsam fotiha,  
Usta **Xoldor** deb atayman o‘zimni. [1:98]*

**Xoldor** - ismi fors-tojikcha nom bo‘lib, badanida xol bilan tug‘ilgan bola, xolli bola kabi ma’noga ega. [ 3:432]

”Hasanxon” dostonidagi ko‘plab ismlarning qaysi tilga tegishli ekanlini va ma’nolarini ko‘rib chiqdik. Ko‘rganingizdek, turli tilga oid ismlar qo‘llangan, bu esa dostonga o‘zgacha estetika bag‘ishlagan. So‘ngso‘z o‘rnida shuni ta’kidlash joizki, “Hasanxon” dostonida qo‘llanilgan antroponimlarning ko‘pchiligini, asosan, arab va fors-tojik tilidan o‘zlashgan antroponimlar tashkil qiladi. Ular anglatgan ma’nolar ham turlicha. Ilmiy izlanishlarimiz va tadqiqotlarimiz mobaynida shu kabi o‘zlashgan va o‘z qatlamga kiruvchi nomlarni o‘rganamiz hamda tahlilga tortamiz.

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## **IMAGE TYPOLOGY AND AUTHOR'S SKILL IN THIS RELATION**

**Sh.A. Abdugapparova**

Tashkent State University of Uzbek Language and Literature,  
independent researcher. (Uzbekistan)

### **ABSTRACT:**

This article focused on the question of the typology of images and the author's skill in this regard. The works of Chingiz Aitmatov, Valentin Rasputin, and Said Ahmed were analyzed.

**Keywords:** Image, typology, typological studies, author's artistic improvement, Chingiz Aitmatov "Doomsday", "The day of the century", "Face to Face", Valentin Rasputin "If you are safe, don't forget", Said Ahmed "Horizon".

The works created on the subject of war in the samples of world and national literature are diverse, in different genres, complex and diverse.

Study of the characters in Chingiz Aitmatov's novels "The Day of the Century" and "Doomsday" by researchers, which are considered the object of our research, can be classified as follows:

- 1) In contrast to the typological studies carried out until today, each plot line in Chingiz Aitmatov's novels is described in comparison to the other;
- 2) Comparison of structural features in all novels;
- 3) Composition and plot typology;
- 4) Commonality of artistic images;
- 5) the likeness of the narrator in the picture ;
- 6) Comparison of features of neo-mythological artistic interpretation, etc

From this point of view, based on the above-mentioned classifications, we can say that typological research is not only between individual literary events in one place or time, one place in different times, different times in the same place, but also in one place and one time, moreover, one the plot and composition of one of the works of the creator can also be realized in the system of images. That is, in this process, the researcher should be able to correctly choose the subject or literary events that serve as the basis for comparative-typological research, find the appropriate conclusion and specific results. The existing research works in our hands show that Chingiz Aytmatov's prose can be consistently studied in various aspects, at the same time, in the comparative-typological plan.

Chingiz Aitmatov portrays each character with special attention and great responsibility. One of them draws a spiritual image that does not repeat the other. The writer skilfully uses the source of the folklore of his people in

his stories, short stories and novels, which are the basis for comparative-typological research, and read each other in order to clearly and deeply understand the ideas and goals of the writer from the work. describes similar fates, different plot lines, which serves as the main goal of our research. During the artistic research of the spiritual image of the writer, the qualities that lead the human personality to spiritual perfection and spiritual elevation: pure volunteerism, humanitarianism, hard work, patriotism, nationalism, loyalty, perseverance, kindness, love, patience, for the future glorifies typical human feelings such as aspiration, dream, hope, desire. On the contrary, bad behavior and moral defects that lead to spiritual depression and cause a person to separate from the general flow of life: self-centeredness, arrogance, cowardice, ingratitude, impudence, tyranny, artistic representations of people with defects such as indecisiveness, inability to see someone fills the reader with thoughts, calls for a deep understanding of the essence of the blessing called life . We can find and study comparative-typological images in every work of the writer.

It is not an exaggeration to say that these images, these characters are not a simple creation of the writer, these images are the writer's life path, past experiences, loved ones, and acquaintances. Chingiz Aitmatov's world, which is typical of this old world and worthy of its eternal principle, was formed from his childhood, when he had not yet had time to write. In the words of Russian scientist Yuriy Borev: "The individual fate of the artist plays a key role in the interpretation of his work <sup>51</sup>. " In his autobiographical story "My Childhood", Adib recalls his terrible childhood memories during the war years, and a number of characters in his works are the writer himself, the people around him, family members, relatives, reiterates that they know. Already in his student years, the young artist, who is well-known for his stories under the name "Desert and Steppe Book", strives to express his skills of image creation in his first stories, feeding them with his life experiences. We can see that the writer's biography had a great impact on his spiritual world and creative activity, and in some sense helped to reveal the ideological purpose of the work . .

Comparative and typological studies can be conducted not only on the writer's novels, but also on his short stories. If we pay attention to the events of the writer's story "Face to Face" published in 1957, the work contains the realities of the infamous war years <sup>52</sup>.

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<sup>51</sup> Боров Ю. Искусство интерпретации и оценки. М.: 1981. 56 б

<sup>52</sup> Шодиёна Абдугаппарова. Жаҳон адабиётида уруш фожиаларининг қочоқлар қисматидаги бадий талқини. Содружество языков Содружество культур, Материалы 3-республиканской

Chingiz Aitmatov "Face to Face", Valentin Rasputin "If you are safe, don't forget", Said Ahmed "Horizon". In all three works, the tragic sufferings of the infamous war, the suffering of innocent people's lives, the most saddening, the huge losses and blows inflicted on the human spiritual world. ") - Andrey ("If you survive, don't forget") - found its impressive artistic expression in the images of refugees. In the process of comparative study of these works, we can see that the characters are similar typological characters. Through the images of Saida ("Face to face") - Jannat Khola ("Horizon") - Nastena ("If you survive, don't forget") - it is believed that the war destroyed the lives of not only millions of young men who fell into its maelstrom, but also their mothers and wives. explained.

Ismail ("Face to Face"), who crossed the border of spirituality and spirituality : "To the places that I did not enter in my dreams, that my ancestors did not see, to the front under the earth. who left me to go and fight. Even if I only have one day to live, I will spend it here <sup>53</sup>." They said, "If your time is a wolf, be a wolf. At this time, everyone says that I should be me! No matter how many things you do with others, even when you are starving, no one will ask you whether you are dead or alive..." <sup>54</sup>said the philosophical Ismail, who stole and slaughtered the cow of his neighbor Totioy, whose husband had recently died in the war, and who was widowed with three children. When the three children were crying and begging for bread from hunger, Totioi used to tell his children that if our cow gives birth, they will have bread and milk.

A woman who is always worried that her secrets will be revealed, stutters about everything, listens to the open reproaches of people like Mirzaqul, and does not open her mouth even when she is beaten, she cannot forgive her betrayal of her husband and hungry children.

In the description of the events of the novel "Horizon", Tursunboy, who was brought up as an only child in the family, instead of going to war and fulfilling his duty as a young man, runs away before reaching the front line. But both Ikramjon and Aunt Jannat want their sons to stand firm in the defense of the Motherland in the war. Tursunboy turns his parents' face to the ground. Tursunboy once again demonstrated his cowardice and weakness by running away from the war, but hiding in the steppe and in the

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<sup>53</sup> Ch. Aitmatov. Face to face. - Т.: "Uzbekistan" , 2015. p. 21.

<sup>54</sup> Ch. Aitmatov. Face to face. - Т.: "Uzbekistan" , 2015. p. 130.

forest and demanding care from his old, sick mother once again shows his selfishness and inferiority. The writer shows Tursunboy's increasing spiritual, mental and physical weakness while on the run: "When Aunt Jannat came to Chayla, Tursunboy was sitting motionless. He hurriedly took the knot from his mother's hand, and without looking anywhere, without saying anything, he threw himself into the food.

He cooked and ate the pudding as if he had never seen food in his life. He licked his greasy hands. The heart of the mother, who was looking at him, was crushed and tears were rolling from her eyes.

- Azizkhan became a hero...

Tursunboy waved his hand and looked back. He suddenly bowed his head and remained silent for a long time...

The child did not care about the mother's pain. Haman licked his lips and was busy with other thoughts.

- Bring more food tomorrow!

" Okay, baby, okay..."<sup>55</sup>

The writer justifies Tursunboy's becoming more and more desensitized in his wild life in the grove, away from people, by showing his indifferent attitude towards Zebi and Nizamjon, and by showing that he keeps hiding among the reeds even when they follow his mother to the last road. The fugitive life of Tursunboy, who chose such an abominable fate for himself, ends in tragedy. He dies of hunger and malaria in the forest. But the writer does not end the tragedy of Tursunboy only with his death. In this place, Said Ahmed treats his hero even more pitifully. When the forest caught fire, Tursunboy's grave remained in the fire. After all, in the eyes of the writer, this is the fate of a traitor to the Motherland, an incompetent man who caused his mother's untimely death, and made his father's value equal to dust.

Andrey ("If you survive, don't forget") is a symbol of a victim of wartime injustices, neglect, and worthlessness. He is seriously injured and goes to the hospital. He is being treated near his village. He hopes that after he gets up, they will return home for a vacation. Even if Nastena wants to go to see him, she is not satisfied with that hope, that desire. But they don't allow him to come home. Andrey evaluates this situation as unfair to him: "He fell in love with his whole body, with all his thoughts, to see his relatives - his father, mother, Nastena, he lived with this thought, he recovered, he breathed with this thought, he only that's all he knew... After all, is this right, is this

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<sup>55</sup> S. Ahmad. *Horizon: The Trilogy*. – T.: G'. Ghulam Publishing House of Literature and Art, 1979. 401-402

fair? If builds, he can go home for one day and find peace of mind. <sup>56</sup>Andrey, who is longing for his loved ones and internal rebellion, is so confused that he doesn't even know how he got on the train going home, to Irkutsk, instead of the train going to the front.

In "Horizon", Aunt Jannat could not bear the burdens of her traitorous son. Tursunboy is a traitor, but he is Jannat's child, her brother. The mental suffering of the mother, who is torn between two grasses, is very convincingly drawn by the writer, and the death of aunt Jannat is the most correctly chosen solution in this plot line.

Similarly, circumstances force the pregnant Nastena to throw herself into the Angara and drown. This also corresponds to the general flow of the story, Nastena's situation, the logic of the image dictated this. She not only spared Andrey, but also saved her unborn child from the curse of "Traitor's Child".

And in Saida's choice, there was justice, which he himself worshiped and believed in. Her husband betrayed the rights of orphans for the sake of his stomach, he broke the tradition of neighborliness and coffin making that has been going on for thousands of years. He brought a dirty bite to his family.

In life, there are many similar events, they are repeated, and naturally, fiction turns them into the object of its image. The image of refugees in the works created by representatives of the literature of the three nations has a number of general and specific features as a manifestation of the wartime tragedies. Literary critic NI Konrad's opinion that "the task of comparative-typological research may be <sup>57</sup>to discover the typological commonality of phenomena that appeared independently of each other" confirms the correctness of our reasoning.

Within the framework of the comparative-typological study of artistic images, we see the commonality of ideas and content in all three works. All three writers were able to artistically interpret the vastness of the types and geography of the incomparable hardships of the war on humanity in front of the eyes of the reader through images. Although all three heroes are war fugitives, their character, spiritual world, spiritual world, and their "I" are

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<sup>56</sup> V. Rasputin. If you survive, don't forget. Deadline. – T.: G.Gulam Publishing House of Literature and Culture, 1984. p. 25

<sup>57</sup> N. I. Konrad. West and East. – M.: Politizdat, 1972. Art. 295.



unique. The images of Andrey in "If you are safe, don't forget" , Ismail in "Face to Face" and Tursunboy in "Horizon" create the typological series of "Runaway" in world realistic literature, which encourages researchers to pay attention to the specific and common aspects of this type of characters. Through the fate of the heroes of the work, certain changes occur in the psyche of the reader, it becomes possible to fill the gaps in the spiritual world that he did not understand, and the representative of each nation realizes that fulfilling his duty to his country, people and loved ones is above all else.

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF USING  
CONTENT-BASED TEACHING TECHNOLOGIES IN TEACHING  
ENGLISH TO NON-PHILOLOGICAL STUDENTS**

**Norkulova Shahina Abdurashit qizi**

A student of Termiz State Pedagogical Institute

[norqulovashahina@gmail.com](mailto:norqulovashahina@gmail.com)

**Abstract:** In this article The most crucial difference lies in the learners and their purposes for learning English. Therefore it also indicates the theoretical and methodological bases of the teaching strategies in teaching English to students in the field of non-philological education. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

**Keywords:** Eksponent, globallashuv, integratsiya, korpus, Tekstologik va diskursiv.

**NOFILOLOGIK TA'LIM YO'NALISHI TALABALARIGA INGLIZ TILINI  
O'QITISHDA CONTENT ASOSIDA O'QITISH  
TEXNOLOGIYALARIDAN FOYDALANISHNING NAZARIY VA  
METODOLOGIK ASOSLARI**

**Norqulova Shahina Abdurashit qizi**

Termiz davlat pedagogika instituti talabasi

**Annotatsiya:** Ushbu maqolada o'quvchilarning va ularning ingliz tilini o'rganish maqsadlaridagi eng muhim farqlari ko'rsatilgan. Shuning uchun, nofilologik ta'lim yo'nalishidagi talabalar uchun ingliz tilini o'qitish strategiyalarining nazariy va metodologik asoslari ham keltirilgan. ESP talabalar odatda ingliz tili bilan tanish bo'lgan va tilni kasbiy ko'nikmalarni muloqot qilish va muayyan ish bilan bog'liq funksiyalarni bajarish uchun o'rganayotgan kattalardir. Shunday qilib, ESP dasturi maqsadlar va ehtiyojlarning baholanishi va ingliz tiliga bo'lgan ehtiyoj uchun quriladi.

**Kalit so'zlar:** Eksponent, globallashuv, integratsiya, korpus, Tekstologik va diskursiv.

**ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ  
ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИЙ ОБУЧЕНИЯ НА ОСНОВЕ**

## КОНТЕНТА ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ

Норкулова Шахина Абдурашитовна

Студентка Термезского государственного педагогического института

**Аннотация:** В этой статье рассматривается наиболее важное различие между учащимися и их целями в изучении английского языка. Таким образом, также указываются теоретические и методологические основы стратегий преподавания английского языка студентам в области нефилологического образования. Студенты ESP обычно являются взрослыми, которые уже знакомы с английским языком и изучают его для общения на профессиональном уровне и выполнения определенных рабочих функций. Программа ESP, таким образом, основывается на оценке целей и потребностей, а также функций, для которых требуется английский язык.

**Ключевые слова:** Экспонент, глобализация, интеграция, корпус, текстологический и дискурсивный.

### INTRODUCTION

In the realm of education, the use of content-based teaching technologies has emerged as a significant approach in enhancing the learning experience, particularly for non-philological students. This thesis aims to explore the theoretical and methodological foundations of integrating content-based teaching methods in English language education for students whose primary fields of study are not linguistics or philology. The focus is on how these strategies can be effectively implemented to improve language proficiency and facilitate professional communication.

#### Literature review and methodology

The integration of content-based teaching technologies in English language education has been the subject of numerous studies. Content-based instruction (CBI) is grounded in the theory that language learning is most effective when the content is relevant and meaningful to the learners. For non-philological students, this means incorporating subject-specific content into language lessons.

1. Content-based instruction (CBI): This approach integrates language learning with subject matter instruction, allowing students to acquire language skills through engagement with content that is directly related to their field of study.

2. Theories of language acquisition: According to Krashen's Input Hypothesis, comprehensible input is crucial for language acquisition. CBI provides this input in a meaningful context, enhancing comprehension and retention.

3. Methodological approaches: The use of project-based learning, case studies, and simulations are common in CBI. These methods provide practical and interactive opportunities for language use within the context of the students' professional fields.

**Methodology:** This research employs a qualitative approach, including case studies of non-philological students engaged in CBI, interviews with educators, and analysis of student performance data. Surveys and questionnaires are used to gather insights into student experiences and perceptions of content-based learning.

### **Discussion and results**

The findings indicate that content-based teaching technologies significantly enhance the learning experience of non-philological students. Students demonstrate higher levels of engagement and motivation when the content is relevant to their academic and professional interests. For example, engineering students learning English through technical manuals and scientific articles show improved comprehension and language use compared to traditional language instruction methods.

#### **Benefits:**

- **Relevance and motivation:** Students are more motivated to learn when the content is directly related to their field of study.
- **Improved retention:** Learning language through relevant content improves retention and practical application of language skills.
- **Enhanced critical thinking:** Integrating content-specific materials fosters critical thinking and problem-solving skills.

#### **Challenges:**

- **Resource intensive:** Developing and implementing CBI requires significant resources and expertise.
- **Training for educators:** Teachers need specialized training to effectively integrate content-based methods into their language instruction.

### **Conclusion and recommendations**

The use of content-based teaching technologies offers substantial benefits for non-philological students learning English. By aligning language instruction with students' academic and professional fields, educators can enhance language acquisition and professional readiness. To maximize these benefits, it is essential to address the challenges associated with CBI.

#### **Recommendations:**

1. **Professional development:** Regular training programs for educators on CBI methods and strategies.
2. **Curriculum development:** Creating integrated curricula that incorporate relevant content from various disciplines.

3. Resource allocation: Investing in the necessary resources and support systems to facilitate the implementation of CBI.

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**The history and major themes of children's literature in English**  
**История и основные темы детской литературы на английском языке**  
**Ingliz tilida bolalar adabiyotining tarixi va asosiy mavzulari**

**Mamasoatova Sevara Pulatovna**  
**A student of Termiz State Pedagogical Institute**

**Mamasoatova Sevara Pulatovna**  
**Студентка Термезского государственного  
педагогического института**

**Mamasoatova Sevara Po'latovna**  
**Termiz davlat pedagogika instituti talabasi**

**Abstract:** Children's literature is an important part of English literature, distinguished by its unique history and major themes. This article provides information on the development process of children's literature, its key themes, and the significance of contemporary children's literature.

**Keywords:** Children's literature, English literature, key themes, genre development, children's books

**Аннотация:** Детская литература является важной частью английской литературы, отличающейся своей уникальной историей и основными темами. Эта статья предоставляет информацию о процессе развития детской литературы, ее ключевых темах и значимости современной детской литературы.

**Ключевые слова:** Детская литература, английская литература, ключевые темы, развитие жанра, детские книги

**Annotatsiya:** Bolalar adabiyoti ingliz adabiyotining muhim qismi bo'lib, uning tarixi va asosiy mavzulari o'ziga xos xususiyatlar bilan ajralib turadi. Ushbu maqola bolalar adabiyotining rivojlanish jarayoni, uning asosiy mavzulari va zamonaviy bolalar adabiyotining ahamiyati haqida ma'lumot beradi.

**Kalit so'zlar:** Bolalar adabiyoti, ingliz adabiyoti, asosiy mavzular, janr rivojlanishi, bolalar kitoblari

## **INTRODUCTION**

Children's literature has played a crucial role in English literature, evolving over centuries to reflect changes in society and culture. This paper explores the history and major themes of children's literature, examining its development and the key topics that have remained central throughout its evolution. The study aims to provide a comprehensive overview of the genre and its significance in shaping young minds.

### **Discussion**

The origins and evolution of children's literature

The origins of children's literature in English can be traced back to oral traditions, fairy tales, and instructional texts from the 17th and 18th centuries. Early works like John Newbery's "A Little Pretty Pocket-Book" (1744) were among the first to be explicitly written for children, combining entertainment with moral instruction.

The 19th century marked a significant period in the development of children's literature, with the publication of classics such as Lewis Carroll's "Alice's Adventures in Wonderland" (1865) and Louisa May Alcott's "Little Women" (1868). These works introduced imaginative storytelling and complex characters, paving the way for modern children's literature.

The 20th and 21st centuries have seen a diversification of themes and styles, reflecting broader social changes and advancements in psychology and education. Authors like J.K. Rowling with her "Harry Potter" series and Roald Dahl with his whimsical tales have brought children's literature to new heights, engaging readers of all ages.

Major Themes in Children's Literature

1. Adventure and exploration: Adventure stories have always been popular in children's literature, encouraging curiosity and bravery. Classic examples include "Treasure Island" by Robert Louis Stevenson and "The Chronicles of Narnia" by C.S. Lewis.

2. Good vs. Evil: The struggle between good and evil is a recurring theme, teaching moral lessons and the importance of virtues like courage and honesty. This theme is prominent in works such as J.R.R. Tolkien's "The Hobbit" and J.K. Rowling's "Harry Potter" series.

3. Friendship and loyalty: Relationships and the value of friendship are central themes in many children's books, highlighting the importance of social bonds. Examples include "Charlotte's Web" by E.B. White and "Winnie-the-Pooh" by A.A. Milne.

4. Personal growth and self-discovery: Stories of personal growth help children understand themselves and their place in the world. Notable works include "Anne of Green Gables" by L.M. Montgomery and "Matilda" by Roald Dahl.

5. Fantasy and imagination: Fantasy allows children to explore new worlds and possibilities, fostering creativity and imagination. Key examples are "Harry Potter" by J.K. Rowling and "Alice's Adventures in Wonderland" by Lewis Carroll.

6. Family and home: Themes of family and home provide a sense of security and belonging. Books like "Little Women" by Louisa May Alcott and "The Secret Garden" by Frances Hodgson Burnett explore these themes deeply.

The scientific novelty of the study

This study offers a thorough examination of the evolution of children's literature, focusing on the thematic developments that reflect societal and cultural changes. It

provides insights into how contemporary children's literature continues to adapt and resonate with modern readers, addressing current issues and incorporating diverse perspectives.

### **Conclusion**

Children's literature remains a vital and dynamic genre, continually evolving to meet the needs and interests of young readers. Its ability to combine entertainment with education and moral guidance ensures its enduring appeal. By understanding the history and major themes of children's literature, we gain a deeper appreciation for its role in the literary world and its impact on childhood development.

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## THE ROLE OF DRESSES IN THE LIFE OF SOCIETY

**Makhmudova Aziza Azamatovna**

*Faculty of National Dress and Art, Termiz State University Organization of culture and art institutions and 3rd year management course student*

**Abstract:** This article tells about the history of the national costumes of the Uzbek people, which reflect the identity of our people along with their nationality and show their ethnic signs. The study of national costumes, like other areas of folk marriage, is closely related to the application of the ethnic history and culture of each people, its interactions with other peoples. It is also a criterion that reflects the national identity of peoples within material and spiritual monuments and indicates ethnic signs. In this sense, the study of the history of the robe gives a large overview of the rich cultural heritage of the peoples who have lived on the Earth for several thousand years, and at the same time their traditions, their way of living. Dresses not only satisfy the natural and aesthetic needs of people, but at the same time they contain traditions of each nation, social relations, some elements of ideology, religious beliefs, sophistication and aesthetic norms. In addition, Clothes Show the place and time in which a person lived, his imagination, joyful or sad events. Clothing is a component of the material and spiritual culture of society. On the one hand, it has a certain material value as a product of human labor, satisfying certain ir needs, on the other hand, it is also called an example of Applied-decorative art. Like structures, weapons of Labor and such unique tools, the dress also provides information about a certain historical period, the natural climatic conditions of the country, the national identities of the people and its vision of beauty. While the concepts of clothing and dress seem to be in essence shared with each other, there are also some differences between these concepts. Clothing or clothing refers, first of all, to items that are necessary to cover different parts of the human body, protecting it from various influences of the external environment. There are several types of dresses: women's dresses, men's dresses, wedding and ceremonial dresses, tops, clothes with various ornaments, etc. All these objects, together with accessories, decorations, hairstyles that perform various tasks, form the concept of a common dress. It is the dress that shows the social origin of a person, his distinctive features, age, gender, character and aesthetic taste. Some researchers have explained the reasons for the appearance of clothing in different ways. In fact, when did the dress appear? What reason did humanity need him? These and similar questions

should be of interest to many. In this article you will get answers to several similar questions.

**Key words:** the concept of clothing and dress, the history of the dress, ethnic signs, dresses from different regions of Uzbekistan, the sign of nationality.

Dresses appeared in the most ancient periods of human development 40-25 thousand years ago. Shoes, on the other hand, appeared only in later times, and are somewhat more common than other elements of the dress. A dress is not only a means of providing a natural need, but at the same time it is also an example of Applied Art. Like all examples of Applied Art, it is characterized by beauty as well as orientation towards a specific purpose. In addition to carrying out the practical task of keeping the body from various external influences, in particular, from heat and cold, it also has aesthetic functions, such as decoration, beauty. Therefore, as society progresses, as the aesthetic taste of people increases, the emphasis on the decoration of clothes, the main thing is not to repeat. For example: in historical costumes, the decoration of the allowance meant the social origin, that is, the class of its owner, and also represented the aesthetic taste of people, as well as acquiring a figurative meaning. Dresses have improved over time, species have increased, and forms have become more complex. Each person used different decorations in the decoration of his dress. Thus, the complexity of the appearance of forms and ornaments on dresses is influenced by historical factors - external environment, climate, seasons, etc.; socio-economic factors – historical progress, ethnicity, religion, lifestyle, development of Science and techniques, human factor, psychology, etc. In this sense, the stages of development of each people leave their mark on the costumes of the people. This pattern also suggests that the robes change to match the period and style. This article presents information about the history of the formation and development of the costumes of the Uzbek people. Dresses from different regions of Uzbekistan differ from each other. In this sense, Uzbek dresses are studied in 4 regions: Tashkent-Fergana dresses, Bukhara-Samarkand dresses, Kashkadarya-Surkhandarya dresses and Khwarezm dresses.

In Tashkent and the Fergana Valley, traditional national clothing represented the social status of different categories of the population. The clothes in these provinces were characterized by their presence of quiet colors. Black and Green were used more often in the clothes of the Fergana Valley and Tashkent. In the national costumes of Bukhara and Samarkand, the cultural influence of neighboring states is observed, the main forms and some elements of which have been created for centuries. In our mamalakat, in the XIX centuries, many banoras,

beqasam, adras, silk silk fabrics, wonderful abreast fabrics were very popular. The ABR fabrics of Bukhara used mainly - dark red, yellow and pink. The National clothes of Bukhara and Samarkand are distinguished from the clothes of other regions of Uzbekistan by their lush appearance and unique Zoroastrian embroidery.

Kashkadarya and surkhandarya Oasis are located in southern Uzbekistan. They are characterized by the warmth of their climate, due to natural conditions, the national clothing of the inhabitants of the country was also suitable for nature Shariah. Bright colors of clothes, free physique and unique, varied embroidery indicate the high taste of people. Surkhandarya clothes clearly express the centuries-old ideas of traditional and artistic creativity of the ancestors, and women's headdresses, called "wearers", "heads", are unique to the same Surkhandarya and are not found in other regions of Uzbekistan. The women of this region liked red, cherry colors, but at the same time they were very fond of jewelry. And the national costumes of kashkadarya are distinguished by contrasting colors: bright red, orange, dark brown, purple, green. In kashkadarya and Shahrizabz, the "Iraqi" method of embroidery is common. In Khorezm, the art of minting, making ornaments and making jewelry is very developed. Unlike other regions, Khwarazm is distinguished by the variety and complexity of its forms of ornaments. The men's headdress chopper from time immemorial is also very popular.

Today, many Europeanized garments are becoming more common through the modernisation of Uzbek national costumes. It is true that this is due to the clothes that young people are promoting. To prevent this, it is necessary to increase the show of more doppelgängers, satin and adras dresses. While Uzbek national costumes have undergone changes, traditionalism can be said to have not left us also. In place of the conclusion, it should be said that national dress designs are becoming more and more sophisticated these days. They now penetrate deeply into the layers of traditional ethnic culture, positively mastering the achievements of other cultures. The design of each dress under development has its own morphology and social, historical significance. Modern dizany is directly related to the materialization of culture, which in itself reflects the teran processes of various exchanges taking place in society, the manifestations of a diverse universe, such as national, social, scientific and artistic. In our national costumes are embodied many features of the thousand-century history, traditions, ancient traditions, aesthetic views and spiritual tastes of our people, as well as their own. Our national costumes reflect ibo, hayo and nationalism, which are characteristic of the Uzbek people. We can promote our nationality on world stages without hesitation.

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## ЗАМОНАВИЙ АДАБИЁТШУНОСЛИҚДА АТОҚЛИ ОТЛАР ПРАГМАТИКАСИНИ ЎРГАНИШНИНГ БАЎЗИ НАЗАРИЙ КОНЦЕПЦИЯЛАРИ ШАРҲИ

Эшқобилов А.К. PhD, профессор в.б.,  
Самарқанд давлат чет тиллар институти

**Обзор некоторых теоретических концепций изучения прагматики имен собственных в современном литературоведении.** Исследования поэтики и прагматики имен собственных в художественном произведении является сложным трудом, и вместе с тем многогранным и новым научным направлением. Статья посвящена обзору анализа, восприятия и понимания некоторых теоретических концепций изучения имен собственных, методов трактовки культурных, семиотических и социолингвистических аспектов осущствленных исследований.

**Ключевые слова:** прагматическое литературоведение, имена собственные, прагматика имен, прагматика значений, прагматика и семиотика..

**Review of some theoretical concepts for studying the pragmatics of proper names in modern literary criticism.** The study of the poetics and pragmatics of proper names in a work of art is a complex work, and at the same time a multifaceted and new scientific direction. The article is devoted to a review of the analysis, perception and understanding of some theoretical concepts in the study of proper names, methods of interpreting the cultural, semiotic and sociolinguistic aspects of the research carried out.

**Key words:** pragmatic literary criticism, proper names, pragmatics of names, pragmatics of meanings, pragmatics and semiotics.

Атоқли отлар ўзининг доимий истъемоли сабабли ўрганишга айланиб, оддий лисоний бирлик кўринса-да, амалда бадий адабиёт матнида ўта жиддий вазифаларни бажаради. Улар ўзларида персонажлар номидан тортиб, яшаш жойи, миллати, маданияти ва бошқа кўплаб моҳиятан аниқ ҳамда асарнинг умумий мазмуни ва бадий эстетикасига таъсир кўрсатувчи хоссаларга эга бўладики, бевосита мулоқот жараёнида ўқувчи эътиборини жамлаш, маълум бир муҳим жиҳатларга эътибор қаратиш орқали, прагматик жиҳатдан асар аҳамиятининг ошишига хизмат қилади.

Атоқли отлар маданий ахборот ва маълумотларни ўзида мўъжассамлаши билан бир қаторда, персонажларни ўзлигини, муайян ижтимоий гуруҳга ёки

хамжамиятга мансублигини кўрсатиб беради. Биз жаҳон адабиёти дурдоналарига ёки миллий адабиётимизнинг мумтоз намуналарига эътибор қаратсак, кўп ва муносиб мисолларга дуч келамиз. Масалан, Шекспир яратган машҳур Ҳамлет-Гамлет шу номдаги трагедияда нафақат шунчаки персонаж исми, балки муаллиф унинг табиати ва тақдирининг мураккаб жиҳатларини акс эттириб, прагматик жиҳатдан умумбашарий тип даражасига кўтарилишига олиб келади ва қизиқарли тадқиқ объектга айлантиради. Бу жиҳатдан исмлар адабиётда муҳим семиотик унсурлар ҳисобланади. Оқибатда муаллифларга ва китобхонларга бадиий матн билан қатор сатҳларда муомалага киришиш имконини беради, яъни прагматик мазмун касб этади. Исм персонажнинг табиати билан бир қаторда унинг ўтмиши ва хатто келажагини акс эттириши мумкин. Масалан, Артур Конан Дойлнинг асарларида Холмс исми тергов ва мантиқ билан алоқадор бўлиб, китобхонга персонаждан келажакда маълум фазилатларни намойиш этишини кутиш имконини беради.

Атоқли отлар, албатта маданий контекст билан алоқадор бўлади. Уларнинг аҳамияти маданий меъёрлар ҳамда қадриятларга боғлиқ тарзда ўзгариши мумкин. Масалан Мигель де Сервантес яратган Дон Кихот номи рицарлик даврининг қаҳрамонлик идеалларига алоқадор, бироқ унинг талқинлари турли маданий контекстларда турлича бўлиши мумкин. Худди шундай мисолларни ўзбек мумтоз адабиётидан ҳам келтиришимиз мумкин. Масалан, Абдулла Қодирий яратган Обид кетмон ўз даври учун коллективлаштиришни тарғибот қилувчи ўзига хос образ сифатида яратилган, бугунги кунда у меҳнатни ва инсон иродасини улуғловчи образ сифатида прагматик маъно кашф қилади. Шу ўринда наманганлик олимларнинг мавзуимизга даҳлдор бир мақоласида кузатилган мисолларига мурожаат этсак: “Анал Ҳақ”ни маъносини билмас нодон, Доно керак, бу йўлларда поки мардон . . . (Аҳмад Яссавий). Лисоний бирликларнинг синтактика ва семантикаси бу бирликларнинг тўлиқ тавсифи учун камлик қилади. Синтактика ва семантикага прагматика кўшилгандагина, улар ўзининг ҳақиқий талқинини топади.(1) Мансур Ҳаллож инсоннинг илоҳийлигини шарафлаб “Анал Ҳақ” – “Мен Худоман” дегани учун мусулмон ҳукмдорлари томонидан шаккокликда айбланиб қатл этилгани маълум. Мансур Ҳалложнинг фикрини фақатгина унинг маслагидан хабардор ўзи каби тасаввуф вакиллари тушунишади.(2) Яъни улар жумла қўлланилаётган ижтимоий ҳолатдан хабардор”.(3)

Бу каби мисолларни кўплаб келтириш мумкин. Мазкур мақола муаллифини тадқиқотларининг ўрганиш объектларидан бўлган улуғ рус ёзувчиси И.С.Тургеневнинг ҳам ўз асарларида атоқли отлардан фаол

фойдаланганлигини, уларни асари сарлавҳасига ҳам қўйганлигини яхши биламиз. Ёзувчининг “Оталар ва болалар” романини бош қаҳрамони исми-фамилияси Базаров бўлиб янги авлод ва унинг миллий анъаналарга муносабати маъносининг рамзига айланади. Бу асарнинг умумий бадиий мантиқидан ҳамда китобхоннинг мутолаа давомида оладиган прагматик таъсирдан маълум бўлади. Ёзувчи асарлари поэтикаси ҳамда уларда учрайдиган исмлар прагматикасини ўрганиш бизга унинг бадиий мероси ва уларга хос ижтимоий қарашларни чуқурроқ англаш имконини беради. Уларни жаҳон мумтоз адабиётида учрайдиган исмлар ҳамда ўзбек тилидаги таржималари билан қиёсий ўрганиш умумий тамойилларни ҳамда бадиий матннинг ноёб хусусиятларни аниқлашга ёрдамлашади.

Бадиий адабиётда исмлар поэтикаси ва прагматикасини ўрганиш сермашаққат меҳнат бўлиб, серқирра тадқиқот объекти ҳисобланади. Улар муаллиф бадиий ғоясини бойитади, рамзлар, образлар, маданий контекстлар билан тўлдиради. Бу нарсалар инобатга олиган ҳолда амалга оширилган тадқиқот матнларни батафсилроқ тушунишга, талқин қилишга, уларнинг маданий, семиотик ҳамда социолингвистик аспектларини англашга кўмаклашади. Бу мавзу жаҳон адабиётшунослиги, жумладан ўзбек адабиётшунослиги учун ҳам долзарб ва қизиқарли бўлиб, янги илмий башоратларга чорламоқда.

Антропонимика – қадимий юнонча *онума*-исм, нарсанинг оти маъноларини англатиб, ономастиканинг бир бўлими ҳисобланади ва атоқли отларнинг келиб чиқиши, ўзгариши, ҳудудий тарқалиши, ижтимоий вазифаси ва бошқаларни ўрганади.(4)

Ономастика фанининг алоҳида бўлими сифатида XX асрнинг 60-70 йилларида ажрадиб чиққан антропонимика инсоннинг атоқли оти етказиши мумкин бўлган турли ахборотни ўрганади: инсоний фазилатлар тавсифини, шахснинг отаси, оиласи, қавми-уруғи билан алоқасини, миллати, машғулоти тури, қайси маҳаллий ижтимоий қатламга мансублиги тўғрисидаги маълумотларни талқин қилади. “Антропоним, яъни инсоннинг исми-шарифи шахсий номини, шарифини, фамилиясини, лақабини, тахаллусини ва бошқаларни англатиб, ўзининг эгаси рамзига айланади.”(5) Исталган атоқли от эътиборга молик ахборотга эга бўлади.” Индивидуал номлаши билан у бир вақтнинг ўзида унинг оиласи, уруғи, миллий маданияти тўғрисида хабар беради. Бундан ташқари, исмлар фалсафасига кўра, “ҳар қандай исм объект моҳияти ҳисобланади. Исм орқали шахс типи, унинг онтологик тузилиши ифодаланади”.(6)

Ҳаётда исм инсонни индивидуаллаштириш, уни ҳамжамиятда алоҳида ажратиш кўрсатиш учун муҳим. Исм-номнинг асосий вазифаси – ўз эгасини ўзига ўхшаганлар оммасидан ажратиш кўрсатишдан, унинг алоҳида,

такрорланмас эканлигини акс эттиришдан иборат. Бундан маълум бўладики, қандайдир алоҳида лисоний белги бўлиш билан бирга, исмлар инсонларнинг ноёб хислатларини ҳам акс эттирадиган қўшимча семантик майдонга ва семиотик хусусиятга эга бўлади. Агар ҳаётда исм номинатив ва ният қилинган (масалан, ота-оналар фарзандига исм танлашганларида унда меҳрибонлик, Яратганга итоат, умри узун бўлишлик қабила билан бирга, лисоний тумор қаби уни ўлимдан, касалликдан ва бошқа ёмон нарсалардан асрашини исташади) мақсадли вазифаларни бажарса, исм-отларнинг бадиий адабиётдаги вазифалари тубдан фарқланади. Адабий қахрамон реал инсондан фарқли ўлароқ, ёзувчи истаган белгиларни ўзида жамлаган, мўъжассам қилган шахс моделидир. Агар реал инсон ўз исмига маълум маънода эркин, ихтиёран эришса, адабий қахрамонга берилган атоқли от бутунлай бошқача мақсадда берилади. Нарсаларнинг табиати, уларнинг моҳиятидан келиб чиқиб номини белгилайди. Демак, муаллиф персонажнинг исмини ўйлаб топмаган ҳолда ҳам, уни қандайдир унутилган манбадан узлаштирган бўлса ҳам, бу танлов ҳеч қачон тасодифан содир бўлмайди.

Бадиий адабиёт материали асосида атоқли отларни-исмларни ўрганиш тилшуносларни ҳам, адабиётшуносларни ҳам қизиқтириб келган. Агар тилшуносларни исмларнинг семантик-стилистик имкониятларини ўрганиш асосан қизиқтирган бўлса, адабиётшунослар атоқли отларнинг бадиий адабиёт намуналарида мазмун нуқтаи назаридан бажарадиган вазифаларини чуқурроқ тушуниш банд қилган. Мазкур мақоламиз нуқтаи назаридан эса, исмларнинг бадиий матндаги прагматик жиҳати, китобхон-бадиий матн аспектида, уларнинг мулоқот жараёни ўзаро таъсирини ўрганиш, юқорида таъкидланганидек, муҳим, тадқиқ этилишни тақозо этувчи вазифа бўлиб қолади.

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## Omon Matjon ijodida ishq-muhabbat tarannumi

**Abdusharifova Sarvinoz Sobirjon qizi**  
**Urganch davlat universiteti talabasi**  
[abdusharifovasarvinoz@gmail.com](mailto:abdusharifovasarvinoz@gmail.com)

### Annotatsiya

Ushbu maqolada o‘tkir qalam sohibi, teran fikrli shoir Omon Matjon ijodida uchraydigan, abadiy mavzular sirasiga kiruvchi ishqiy mavzudagi she’rlar tahlil asosida talqin qilinadi.

**Kalit so‘zlar:** ishqiy mavzudagi she’rlar, abadiy mavzu, yor va oshiq, hajr, visol. sadoqat.

Muhabbat mavzuyi adabiyotimizdagi eng qadimiy mavzulardan hisoblanadi. Boshqacha qilib aytganda, ehtimol she’riyat o‘z tarixini ana shu mavzu bilan boshlagan bo‘lsa ham ajab emas[2:133]. Biz bejiz maqolani adabiyotshunos Jumagul Jumaboyevaning yuqoridagi fikrlari bilan boshlamadik. Butun yer yuzasida hech bir shoir, yozuvchi yoki dramaturg yo‘qki, ushbu adabiy mavzuga (ma’naviy-axloqiy turmush bilan bog‘liq oila, sevgi-muhabbat, vatanparvarlik, e’tiqod, o‘zi yashayotgan zamonga, jamiyatga munosabat kabilar adabiyotning abadiy mavzularidir[1:48]) murojaat qilmasa. Muhabbat nafaqat klassik adabiyot namunalarida, balki zamonaviy she’riyatda ham o‘zining yuksak mavqeyiga ega. Shu jumladan, shoir Omon Matjon ijodining asosiy qismini ham ishqni madh etuvchi she’rlar tashkil qiladi.

Barcha adabiyot namunalarida birdek keng qo‘llanuvchi bu mavzu har bir ijodkorning ijod namunalarida o‘ziga xos tarzda aks etadi. Ishq tushunchasi na makon, na zamon tanlaydi. Bu tuyg‘uga muhtalo bo‘lgan shaxs xoh shoh bo‘lsin, xoh gado bo‘lsin, bari birdek sinovdan o‘tadi, hijron azobida o‘rtanadi. Omon Matjon she’riyatida ham bu o‘rtanish, yonishlar o‘zgacha sadoqat va mehr bilan tilga olinadi. Shu jumladan, shoirning ishqiy mavzu yaratilgan quyidagi she’rida ham ishqdan ezilgan lirik qahramonning qalb kechinmalari go‘zal badiiy topilmalar orqali tasvirlangan. She’rda:

Kuz yoysa ham yo‘llarga xazon,  
Qor ko‘msa ham borliqni butun,  
Ko‘klam kelib ursa ham xandon,  
Eshigingdan o‘turman bir kun[3:35].

Kabi misralar berilgan bo‘lib, kuz, qish, ko‘klam singari fasllar oshiqning uning sevgisiga befarq yorga cheksiz muhabbat-u sadoqatini ko‘rsatib beruvchi obrazlar hisoblanadi, ya’niki xazon bu o‘rinda hijron ramzi bo‘lib, lirik qahramonning tushkun kayfiyatini ochib berish uchun qo‘llangan, qor timsoli orqali esa sevgan

kishisi uchun barcha sinovlarga shay turgan oshiqning nima bo'lishidan qat'i nazar yor visoliga intilib yashashidan dalolat beradi. Shoir keyingi misrada ko'klamning xandon urish holatini keltirar ekan, lirik qahramonning sevgisiga sodiq qolgan ravishda o'zga go'zalliklarga uchmasligini ta'kidlaydi, shu bilan birgalikda ushbu bandda lirik qahramonning har dam oshiqning qay on bo'lishiga qaramasdan hatto "qor ko'msa ham borliqni butun" yorning eshigidan bir kun o'tish holatini tasvirlaydi.

Keyingi bandda yorning faqat ko'rinishiga emas, balki qalbiga oshiq lirik qahramonning yillar o'tib sevgilisining qora sochlariga oq oralasa ham, keksayib yuzlariga ajin tushib, go'zalligi tugasa ham unga bo'lgan ishq hech so'nmasligini, barbir uni qo'msab qachondir bir kun o'zing ham qarib, munkayib gavdasiga titroq kirsam ham eshigigan o'tishi beriladi:

Sochlaringga tushsa hamki oq,  
Peshanangni bossa ham ajin,  
Kirganda ham gavdamga titroq  
Eshigingdan o'tarman bir kun[3:35].

Uchinchi bandda oshiqning tushkun holati aks etgan bo'lib, sevikli yorning uning ishqini rad etsa ham boshini quyi solib, yana uni ko'rishga intilishi, yana qachondir egilgan boshi bilan yana shu eshikdan, yor eshigidan o'tishi bayon etilgan:

Mayli, shunda tanimasang ham,  
Yoki desang ko'rmayin turqin,  
Yoshim yutib, boshim qilib ham,  
Eshigingdan o'tarman bir kun[3:35].

To'rtinchi bandda shoir lirik qahramonning unga ko'ngil bermagan, jafokor yor qachondir uni demasdan bu dunyoni tark etsa ham, oshiq barbir uni sevishini, uni yot etib, xotirini obod etishini go'zal misralar bilan chizib beradi. She'rni oxirgi bandini tahlil qilar ekanmiz, bu bandni asarning kulminatsion qismi desak mubolag'a bo'lmaydi. Ya'ni ushbu so'nggi misralarda jismi tirik damda yorni damodam yod etgan oshiq, joni tanasidan chiqsa ham, hatto o'lgan taqdirda ham, garchi sevgan yori uni yo'qlamasa ham, bu dunyoni tark etayotganida ham yorning eshigidan o'tadi:

Vaqtim yetib chiqsa bu jonim,  
Dardlaringa yasalsa yakun,  
Bu dunyoni tark etar onim  
Eshigingdan o'tarman bir kun[3:35].

Shoirning "Firuza" deb nomlangan she'rda ham oshiqning hijron onlaridagi holati aks etgan bo'lib, ijodkor ushbu she'rda o'zining novator shoir ekanligini yana bir karra isbotlaydi. She'r o'ziga xos kompozitsion qurilishga ega bo'lib, banddagi har bir so'z o'zaro ohangdoshlik asosida qurilgan:

Kelmading.

Qushlar cho‘chib ketdi qoshimdan,  
Tushlar cho‘chib ketdi yoshimdan,  
Hushlar uchib ketdi boshimdan,  
Kelmading[3:26].

Shoir she‘riyatida ishqiy mavzuni ochib berishda to‘rtliklar alohida ahamiyatga ega. Omon Matjon qalamiga tegishli ushbu to‘rtlikda ham ishq-muhabbat mavzusi yetakchilik qiladi:

Boqsalar dilbarginam, ko‘kda quyosh to‘lqinlanur,  
Qalbdan qon, tanglayda til, ham ko‘zda yosh to‘lqinlanur.  
Balki olam boshlanur shul qoracho‘g‘dan ayo,  
Boqsa dengiz tosh bo‘lur, tog‘larda tosh to‘lqinlanur[3:78].

Ushbu to‘rtlik band she‘rda oshiq yorning kulgichlarini tilga olar ekan, oydek ko‘ngli yarim oshiqning ko‘nglini to‘ldirguvchi, mahzun kayfiyatda qolgan kuni tunde qorong‘ulikda qolgan oshiqning ko‘nglini to‘ldirguvchi, uni qorong‘u tundan yorug‘ kunga yetaklovchi deya yorning kulgichlarni tasvirlaydi. So‘nggi misrada oshiq yor suyuklisidan o‘zining qora sochlari bilan uni kulgichlariga asir qilishini so‘raydi:

Oy kabi ko‘nglim yarim – to‘dirguvsi kulgichlaring,  
Dilni tundan qutqarib kuldigusi kulgichlaring.  
Kulgichingga bandi et ko‘nglimni sen zulfing bilan,  
O‘ldirar bo‘lsa kulib o‘ldirgusi kulgichlaring[3:80].

Hijron – oshiqning doimiy yo‘ldoshi. Sevgan yorini sog‘ingan lirik qahramon hijron onlarini qorong‘u tunga qiyos qiladi. Biroq uning hijron zimistonini yorning xayoli oy bo‘lib nurafshon qiladi. Yorini qo‘msagan oshiq agarda ular birga bo‘lishsa, qo‘lni qo‘lga berib ayriliq shomini quvlab ketgazishini xayol qiladi:

Bugun oy botganda seni sog‘indim,  
Xayoling oy bo‘lib ovutdi biroq,  
Yonimda bo‘lsayding, ayriliq shomin  
Qo‘lni qo‘lga berib quvlardik yiroq[4:149].

Ishq shu qadar nekbin tuyg‘uki, bu tuyg‘uni his qilgan shaxsni boshqa hech narsa qiziqitirmaydi. Xoh yaxshi, xoh yomon odam bo‘lsin, ular ishqda ijobiy, salbiy toifaga ajratilmaydi. Chunki ishq dengiziga bir bora sho‘ng‘ib, uning duri jilosini ko‘rgan kishi bu jilodan yana bahra olish uchun bu dengizga qayta-qayta sho‘ng‘iydi. Shoir Omon Matjon o‘z she‘rlarida ishqning ana shunday qudratli kuch ekanligini, ishqda sinalayotgan oshiqning ruhiy holatini bir-biridan go‘zal misralar orqali tarannum etadi.

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## **CLASSIFICATION OF PARTS OF SPEECH IN RUSSIAN AND UZBEK LANGUAGES**

**Babaev Eldar Tofik oqli**

**Assistant at the Department of Uzbek Language and Literature  
Termez Engineering and Technology Institute**

### **ABSTRACT:**

This article explores the use of contrastive images in Russian and Uzbek literary works, examining how these images reflect cultural, social, and historical contexts. By analyzing selected works from prominent authors in both literatures, the study aims to highlight the similarities and differences in thematic and stylistic approaches to contrastive imagery. The findings contribute to a deeper understanding of the interplay between literature and cultural identity in these two rich literary traditions. **Keywords:** Contrastive images, Russian literature, Uzbek literature, cultural identity, thematic analysis, stylistic analysis

### **INTRODUCTION**

Contrastive imagery is a powerful literary device used to highlight differences and create vivid pictures in the minds of readers. In both Russian and Uzbek literary traditions, authors have employed this technique to convey complex themes and evoke emotional responses. This study aims to analyze how contrastive images are utilized in Russian and Uzbek literary works, and what these images reveal about the respective cultures and societies.

The use of contrastive images often reflects deeper cultural and historical contexts, offering insights into the values, struggles, and aspirations of a society. By examining selected works from prominent Russian and Uzbek authors, this article seeks to identify common themes and stylistic features, as well as distinctive elements unique to each literary tradition. Through this comparative analysis, we aim to shed light on the ways in which literature serves as a mirror to cultural identity.

#### **Methodology**

The methodology of this study involves a comparative literary analysis of selected Russian and Uzbek works. The analysis focuses on identifying and interpreting contrastive images within these texts. Key works from each literature will be chosen based on their significance and representation of the use of contrastive imagery. The study will employ both thematic and stylistic analysis to draw connections and distinctions between the two literary traditions.

#### **Analysis**

#### **Russian Literature**

In Russian literature, contrastive imagery has been used extensively to explore themes such as the tension between the old and the new, the urban and the rural, and the spiritual and the material. For instance, in Fyodor Dostoevsky's "Crime and Punishment," the stark contrast between the poverty-stricken environment of St. Petersburg and the protagonist's inner turmoil serves to underscore the novel's exploration of moral and existential dilemmas.

Similarly, in Anton Chekhov's short stories, the juxtaposition of characters' mundane lives with their unfulfilled desires often highlights the tragicomedy of human existence. The contrast between the vast, often oppressive Russian landscape and the intimate, personal struggles of the characters adds a layer of depth to the narrative.

#### Uzbek Literature

In Uzbek literature, contrastive imagery frequently reflects the country's rich cultural heritage and its complex history. For example, in the works of Abdullah Qahhor, the contrast between traditional Uzbek values and the influences of modernization and Soviet ideology is a recurring theme. The vivid imagery of the Uzbek countryside, with its timeless beauty, is often set against the backdrop of societal change and upheaval.

Additionally, in the poetry of Chulpan, the tension between individual freedom and collective responsibility is vividly portrayed through contrastive images of light and darkness, freedom and captivity. These images not only enhance the emotional impact of the works but also convey deeper philosophical reflections on the nature of existence and identity.

#### Conclusion

The use of contrastive imagery in Russian and Uzbek literature reveals much about the cultural and historical contexts of each tradition. While both literatures employ this device to explore themes of conflict and change, the specific contrasts and the ways they are depicted vary, reflecting the unique experiences and values of each culture. This comparative analysis underscores the importance of literature as a means of understanding and articulating cultural identity.

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