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An Analysis of Quality Assurance Practice in Continuing Teacher Education Programmes in Selected Centres in Lagos State

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Abstract: The purpose of the study was to analyze the quality assurance measures in continuing teacher education programmes. Five (5) variables were examined: teaching personnel, learning environment, attitudinal disposition of teachers, motivation and leadership styles. Review of literature concentrated on textbooks, journals, articles, project which were consulted and discussed in relation to assessment of quality assurance measures in continuing teacher education programme. A descriptive survey research design was adopted, using simple random sampling technique to pick 100 respondents removed from 20 local government areas of Lagos State. The data collected were analyzed using descriptive statistics of frequency counts and percentage for demographic data, while inferential statistics of chi-square was used to test hypotheses. Four hypotheses tested and the four hypotheses education programme must be undertaken with student teachers, before disengagement for them to learn about quality assurance measures to take in continuing teacher education programme.

Keywords: Continue Education, Facilities, Quality assurance, Finance Introduction Meeting the need of the end user is the underlying purpose of every product and services and achieving this quality becomes the watchword of the provider of such product and service. There is no doubt today, that improving the quality of our public and private sectors of the national economy must be the most important task facing all of us if our institutions have to survive Quality remains central to survival of even large organizations (Anyamele 2004). With regards to quality in education, quality assurance practice deals with relevance, validity functionality, efficiency and effectiveness of educational system in the achievement of national goal and objectives (Brownlee 2001). A study on institutional variations in the practice of quality assurance in continuing teacher education programmes becomes relevant If the national goals and objectives of providing an education that will serve as a tool for national development is to be achieved. The study becomes germane particularly in the face of proliferation of continuing teacher education programmes which is a direct consequence of the geometric population growth rate in the country. Put differently, for quality not to be sacrificed in the light of the above development,

educational administrators will, as a matter of necessity, ensure that policies that assure quality in education with strict implementation, monitoring and sanctioning where necessary are put in place. There is no doubt however, that Nigeria has adequate policies that assure quality in education, though, the problem, just like any other facet or sector of the polity, has been with implementation and lack of commitment of the operators. The above assertion could be situated in the findings carried out in the quality assurance practice in some developed countries of the Eastern Europe i.e United States, United Kingdom, Finnish and Czech Republic which revealed different results from what is obtainable from the same practice between those countries and Nigeria Predictably, there is bound to be variations in the results of the educational policies from one institution to the other as a result of different practices of the policies owing to the problem of implementation and commitment of the operators. It was thus for these reasons, problems and solutions that this study intended to focus on. These variations are somehow expressed in terms of the quality of academic institutions like the federal institutions, state owned institutions and private institutions in Nigeria and the rest of the world (Brownlee 2001). For a better insight on the study, a brief definition of some basic concepts and various policies at ensuring quality will be apposite and apt at this juncture. Quality as a concept means different things to different people. Quality can be viewed as exception, as perfection, as fitness for purpose, as value for meoney and as transformative. Quality is a slippery concept because it has such a variety of meanings (Sallis 1993). Hick (2001), in his own perspectives, viewed quality as meeting customers needs and exceptations. The basic factors of education quality therefore encompasses how learning is organized and managed; what the content of learning is; what level of learning is achieved; what it leads to in terms of outcomes; and what goes on in the learning environment..

UNICEF (2000) declared the following as factors associated with education quality:

- A curriculum that is appropriate for a development that includes learning activities for students in a supportive environment;
- A careful selection of personnel, with strategy for service and training;
- Attention to the ratio of personnel – to children;
- Strong administrative support with direct provision of service like health and nutrition;
- Effective monitoring and evaluation processes, allowing personnel to monitor and observe the students’ progress; and
- Taking into account cultural child-rearing traditions and new pedagogical practices. The Federal Government of Nigeria is an effort to ensure quality in

education also established institutions to determine the quality of education at various levels. Decree No. 16 of 1985 was promulgated on the minimum standard for primary and secondary schools nationwide with the objectives to: i. Provide guidelines on general and specific principles of inspection and monitoring of schools; ii. Provide tools for evaluating the efficiency of school management; iii. Guide proprietors in providing funds for the schools; and iv. Use guides for accrediting the schools. To put these guidelines in operation, the National Council of Education (NCE) and the joint Consultative Council on Education (JCCE) set up a sub-committee in 1988 to work out the details. The National Commission for Colleges of Education (NCEE) was also established in pursuance of excellence in the supervision of tertiary education. Allele-Williams (2004) also defined quality assurance as that which indicates the pre-eminence and special features that makes the institution distinct from other forms of institution. Corroborating this definition, Bolman and Deal (1984) Indicated that educational reforms aimed at providing better quality in education worldwide and based on this, there must be reorganization in order to achieve the stated goal. The Meaning of Quality The term quality is viewed differently by different authorities. Quality has been one of the basic means of competition among various organizations and it also pervades all human activities. Quality is seen as a slippery concept from the point of view of Salis (1993). This is attributed to the fact that it is often used to describe some attributes like beauty, goodness, expensiveness, freshness and above all luxury. (Anyamele, 2004). The different conception of quality as viewed by different scholars will be is evident in the various definitions that are revealed as follows. Munro -Faure (1992) defines quality as producing output in conformance to customer requirements. Hick (2001) views quality as meeting customer and expectations. These two definitions imply quality as meeting the customer's expectation of products and services. Ojerinde (1997), in his own view defines quality as the standard of something when compared to other things like it. In other words, quality has to do with how good or bad, or the condition or state of something. Quality education could therefore be seen from the point of view of meeting its objectives with regards to the individual and the community needs. In other words, the individual's objective of transformation and the community objective of development which education is expected to provide should be the core of quality education. Education quality should attempt to meet the conditions of effectiveness and efficiency i.e. input and output, simply put, the resources should be proportional to the result which is educational objectives earlier stated. This is further corroborated by UNESCO (1998) that quality in education is a multidimensional concept which should embrace

all functions and activities; teaching and academic programme, research and scholarship, staffing, students, buildings facilities, equipment, services to the community and academic environment. Maduewesi(2005) Laying credence to UNESCO (1998) sees Quality in education as a multifaceted issue which encompasses how learning is what level of learning is achieved; what it leads to in terms of outcomes and what goes on in the learning environment. Quality Assurance Quality assurance as a concept was initially introduced in World War II when ammunitions were inspected and tested for defects after they were made. Quality assurance has been viewed from different perspectives by different scholars: One of such scholars includes Blake (1994) who sees quality assurance in education as implying all action taken to assure interested parties that appropriate policies, structure and procedures are in place to guarantee that the design and delivery of core activities in education are of consistently high quality.

Allele-Williams (2004), in her owa view defines quality assurance as that which indicates the pre-eminence and special features that makes the institution distinct from other forms institution. Bolman and Deal giving credence to this definition indicated that educational reforms aimed at providing better quality in education worldwide and based on this, there must be re-organization in order to achieve the stated goal. Enaohw, Agabi and Akpotu (1999) in another vein indicate that the internally expressed commitment of academic community to standards, which is backed up by relevant frameworks to promote and give practical effect is quality assurance in education. In other words, it is the effort of the community at ensuring quality. From the foregoing literature review, quality assurance therefore implies all actions and guidelines that guarantee confidence and certainty by a programme of study given by an institution that standards and quality are being maintained and enhanced. Concept of Continuing Education Continuing education as a concept is not entirely new in the practice of education in Nigeria. Continuing education has been defined in several ways by several authorities. Osuji (2001) remarks that continuing education is strictly an education concept which stresses the provision of educational opportunities for adults after cessation of formal schooling. He adds, that it means education and reeducation, training or retraining opportunities made available to people out of school such as young school leavers, the employed and the unemployed in order to cope with new situations of life. This implies that continuing education refers to educational activities specifically designed to satisfy various needs. These needs according to Abiona and Abu (2000) include educational advancement, occupational skill acquisition, professional qualifications and personal goals. From the foregoing, it can be seen that continuing education is a

lifelong education and training activities (after an initial educational phase) which is meant to refresh, update and upgrade the competence of the individuals to enable him perform better in his economic and social undertakings. This education is related to professional improvement as well as that of non- occupational roles, such roles as parents' citizens and mates. In the main, the goal or purpose of continuing education is to refresh, update and upgrade the individual's competence, no matter his profession. This is necessary as Obi (1989) points out initial education or training alone cannot give the worker all the knowledge and skills he needs in the performance of his duties; rather it is continuing education programme that can help him to achieve this objective. The phenomenon of knowledge explosion has raised the need for a worker to be always aware of the changes in his discipline, if he is to remain in the field. Problems of the Public Centres Providing Continuing Education Programmes Supervision: One of the problems of public centers that offer continuing education programmes is supervision. The government body that approves the running of these centres has not been demonstrating much concern about the efficiency of these centres through adequate supervision. Lack of supervision gives room to a lot 'of obnoxious activities in some public centres. How can one assess a centre that has not shown any remarkable improvement for years and no government agent cares, once that centre is able to pay the annual renewal fees. As a result of lack of supervision, most of these centres lack proper organization and some of them do not have the picture of an academic institution. Learning and teaching are neither controlled nor regulated. At times, ministry officials often accept that the objectives of continuing education exist only as policy statement without concrete programmes to point to. Where the programmes exist, they are scattered in the ministry and lumped with other programmes in such a way as to lose their very identity. Finance: The problem of finance is identified by Oyeniran (1989) in Egunyomi (2001) as the major problem inhibiting successful implementation of adult education throughout developing countries including Nigeria. This assertion is buttressed by Kurma (1977) in Imhabekhai (1998) when he states that government during the 1975- 1980 development plan allocated 0.8 percent of the total revenue allocated to education to adult education; this gives the impression that the government only attached little recognition to adult education. More often than not, priority is usually given to the education of the youth. The little fund provided also lacks proper management, lack of sufficient fund usually affects recruitment of qualified personnel, provision of materials and construction of structures where there is no adequate funding and the proprietors depend heavily on the fees paid by participants, surely, there can be no provision of adequate facilities. Apart from

building infrastructures, fund is needed to purchase laboratory equipment, teaching and writing materials. Lack of Structural Facilities: A lot of public institutions that organize continuing education programmes lack adequate facilities. Visits to some satellite campuses reveal that the structural facilities needed for the programme are not only inadequate but, most of the buildings and modern equipment are also dilapidated. The classrooms are grossly inadequate to accommodate students. Some of the students receive lectures under the trees. The classrooms that are available are not conducive enough to encourage the adult learners. They are subjected to uncomfortable learning facilities irrespective of their status in the society.

Conclusion. Based on the results of the study, interview and personal observations by the researcher, the following conclusions were arrived at:

- There is significant difference between the prescribed minimum entry requirements and continuing teacher education programmes.
- There is significant difference between relevance, currency and structure of curriculum content and continuing teacher education programmes.
- There is significant difference between the institution and provision of adequate and functional of infrastructural facilities
- There is significant difference between the quality of the teachers trained in the preceding five years and academic performance of student teachers.

Recommendations Based on the findings and conclusions of this study, the following recommendations are made;

1. Early, honest and realistic education programme must be undertaken with student teachers before disengagement for them to learn about quality assurance measures to take in continuing teacher education programme.
2. Federal, State and non-governmental institutions should encourage teachers, student teachers to retrain themselves in order to use quality assurance measures in continuing teacher education programme.
3. Workshop and seminars on quality assurance measures in continuing teacher education programme should be set aside for teaching personnel, stakeholders in education and student teachers.
4. Letter of support (Reference letter) should be given to qualified student teachers when needed.
5. Provision of internet database for all teaching personnel is very important. All active teaching personnel and student teachers should embrace quality assurance measures in continuing teacher education programme.

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INSTANTIAL CONCCURENT USE

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Summary: Cognitive linguistics has established that figures of thought do not exist in isolation from one another; they are functionally related to each other to provide figurative coherence to the text (Gibbs [1994] 1999: 449–454). In phraseology, stylistic use of Pus presents innumerable instances which contain simultaneous application of several instantial patterns in realisation of one PU, creating a focal point and reinforcing the message. I propose the term concurrent use to denote simultaneous occurrence of several instantial changes within the framework of one PU.

Key words: Concurrent use, stylistic techniques, phraseological saturation, comprehensive instantial use.

Concurrent use:

Concurrent use differs from reiteration and cumulative use, which are linear in character, just as most single instantial changes: they are string-like and operate in a consecutive fashion and hence are less striking. However, texts abound in cases of concurrent use when a PU undergoes a number of instantial changes simultaneously, coinciding in time and contextual space. The natural propensity of language to change and create new ways of expression secures its ability to convey new thoughts and experiences in this way. Cognitively, it also testifies to the linguistic creativity of the language user in shaping new discursal forms.

In concurrent use, all the separate changes work simultaneously towards unity of stylistic effect. They all point in the same direction, thus creating a powersepa stylistic effect. Concurrent use is a merger when several changes blend into one in an instantial application, which conveys intensity of emotion or experience. As concurrent use combines several instantial changes in one PU, it tends to occur in a heightened, complicated stretch of text, focusing on a particularly significant point in the development of discourse. The intersection of several instantial changes explains “the creation of composite modalities of discourse” (Ricoeur [1975] 1994: 279). It is important to see each change in relation to the other elements, remembering that “a change in any one element usually entails a change in the whole” (Cook 1994: 3).

Stylistic techniques:

The PU has undergone a number of instantial changes of various types, all happening concurrently. As a result of concurrent use, Pus are frequently changed almost beyond recognition; however, they still remain identifiable. Concurrent use clearly shows the interdependence of elements, each coming into existence through the interaction of the others, while none of them is the leading pattern concurrent use gains in impact due to density and cohesion of changes which all work in the same direction. As concurrent use is a focused pattern, it conveys powerful and colourful emotions and experiences.

Phraseological saturation:

Instantial phraseological saturation is one of the ways Pus operate in the web of discourse, creating instantial networks and a considerable concentration of instantial features.¹⁹ Instantial meaning becomes the leading type of figurative meaning. The dominant characteristic is the interfusion of several Pus which are exploited in one stretch of text, blending and intermingling. The Pus and their instantial constituents pervade the text, resulting in a subtle network of phraseological ties. The particular instantiation is outside the experience of the reader or speaker, as it has not been encountered before. It becomes the centre of interest, a focal point where two or several phraseological images meet and a number of instantial changes occur, thus attracting attention and increasing emotional suspense.

Comprehensive instantial use:

Comprehensive use is a type of instantial use which encompasses a text, either appearing in titles and headlines or in codas. Comprehensive use applies simultaneously to the whole text. Due to its prominent position and the inherent quality of cohesive figurative meaning, the PU is in a position to comprise the scope of all the text. Use of Pus both in titles and headlines and in codas lends a comprehensive unity to the text.

THE LIST OF USED LITERATURE:

1. For concurrent use of stylistic techniques in phraseological instantiations, see Naciscione (1976: 160–172).
2. Instantial phraseological saturation was first identified by Naciscione (1976: 173–179).
3. For the fable together with Thurber's illustration, see Appendix VI.
4. For the use of Pus in codas, see Ch. 5.5.2.
5. For a study of titles, see Carter and Nash ([1990] 1995: 78–86). The function of headlining is complex: headlines have to contain a clear, succinct and if possible

intriguing message, to kindle a spark of interest in the potential reader (Crystal and Davy [1969] 1995: 174). For cohesive ties of headlines with the text involving FEIs, see Moon (1998: 290–293). For examples of proverbs in titles of songs and dramas (both core use and instantial use), see Bryan (2001, 2002).

MILLIY MADANIYATNING SHAXS VA JAMIYAT HAYOTIDAGI O`RNI

G.Halimova

*BuxDU, madaniyat va san'at muassasalarini tashkil etish hamda boshqarish
ta'lim yo`nalishi 3-bosqich talabasi*

Shaxsning huquq va erkinliklaridan tashqari uning jamiyat va umum insoniyat oldidagi burchi va ma'suliyati ham bor. Inson o`zi yashab turgan jamiyatning qonun-qoidalari, tartiblari, ahloqiy, huquqiy normalariga amal qilmaslik, uning muammolari, qiyinchiliklariga befarq qarash aslo mumkin emas.

Barcha madaniyatli jamiyatning xususiyatini, uning mezon va mazmunini ziyolilar belgilaydi. Ziyolilik bu nafaqat keng bilimga ega bo'lishni, balki tashabbuskorlikni, javobgarlikni, ahloqiy-estetik jur'atni va tug'ma iste'dodoni bildiradi. Qadriyatlarning muayyan jamiyat yoki sinfga mansub kishilar turmushi va madaniyatning haqiqiy yoki ideal ne'matlar bo'lgan tabiat va jamiyat xodisalarning mohiyatidir. Bu ne'matlarning qadriyatlar deyilishiga sabab, kishilar ularni qadrlaydilar, chunki bu qadriyatlar ularning shaxsiy va ijtimoiy turmushini boyitadi.

Madaniyatning me'yoriy rivojlanishi uni asrab kelgusi avlodlarga meros qilib qoldirishni bildiradi. Biroq, bu jarayon oddiy va bir xilda kechmaydi. Ma'naviy qadriyatlarning mundarijasi, ularni qayta ko'rib va qayta baxolash ularni o'zaro bog'lilik usullari, munosabat tiplari, bilimlarni asrash va uzatish, hayot me'yorlari voqelikni estetik idrok qilish xususiyati o'zgarmasdan qolmaydi, ular uzluksiz harakatda bo'ladi. Meros serqirra va ko'p qiyofalidir.

Shaxs bilan jamiyatning o'zaro munosabatlari turli tarixiy davrlarda turlicha bo'lib, shaxs madaniyati jamiyat madaniyatini belgilaydi va shaxs madaniyati ham o'z navbatida muayyan bir jamiyat madaniyatida shakllanadi. Har bir jamiyat shaxs qadriyatlarini belgilaydi va shaxsning ma'naviy ehtiyojlarini ta'minlaydi.

Jamiyat bilan shaxsning o'zaro munosabati, shaxsning erkinligi, uning hukuk va burchlari, insoniy qadriyatlar haqidagi muammo barcha tarixiy davrlardagi muhim masala hisoblangan.

Inson tabiatning oliy mahsuli bo'lib, uning mohiyati barcha ijtimoiy munosabatlar yig'indisi bilan belgilanadi. Inson ayni paytda ham tarixiy taraqqiyotning mahsuli, ham uning sub'ektidir. Ijtimoiy munosabatlar insonni ijtimoiy vujudga aylantiradi, dunyo qarashini shakllantiradi. Inson ishlab chiqarish jarayonida faqat narsalar

yaratib qolmay, o`zini o`z shaxsiyatini ham qayta yaratadi. Bu jarayonda inson o`zini takror ijod qiladi va shu jihatdan u ijtimoiy mavjudotdir.

Shaxsni jamiyatdan, ijtimoiy munosabatlardan ajratib bo`lmaganidek, jamiyat taraqqiyoti ham insonning amal faoliyati bilan uzviy bog`liqdir. Jamiyat bilan shaxs o`rtasidagi munosabat bir-biriga bog`liq, bir-birini taqozo qiladigan munosabatlardir. Ijtimoiy munosabatlar ta'sirida shaxs turmushining turli-tuman ko`rinishlari, xususiyatlari shakllanadi. Shaxsning shakllanishida jamiyatdagi ijtimoiy munosabatlar hal qiluvchi rol o`ynaydi. Har bir shaxsda u mansub bo`lgan jamoaga, millatga, elatga, jamiyatga xos jami xususiyatlar va belgilar bo`ladi. Shaxs o`z hayotining butun mazmunini jamiyatdan, kishilar jamoasidan oladi. Har qanday shaxs ob'ektiv shart-sharoitlar va sub'ektiv omillarning uzviy birligi ta'siri ostida shakllanadi. Shaxs kamolotida ob'ektiv shart-sharoitlar hal qiluvchi rol o`ynaydi. Oila, o`quv-dargohlar, ijtimoiy-siyosiy tashkilotlar, matbuot, mahalla, ko`cha singari omillar ham shaxsni tarbiyalashda muhimdir. Ob'ektiv shart-sharoitlarning shaxsga ta'siri sub'ektiv omillar orqali o`tadi.

Shaxs ijtimoiy mavjudot sifatida muayyan erkinlikka ham egadir. Uning erkinlik darajasi jamiyatning ijtimoiy tuzilishiga, mulkiy munosabatlari ham bog`liqdir. Erkinlik xar bir shaxsning tabiiy huquqidir/ Shaxsning insoniy huquqlari va erkinliklarni chegaralab ko`yish, paymol qilish; milliy, diniy kamsitishlar; irqchilik; xalqlarning tili, urf-odatlarini, tarixi, madaniy meroslari, milliy qadriyatlariga bepisand qarash, ularning huquqiy va manfaatlarini kamsitishdir.

Har bir shaxsning umumxalq manfaatlariga to`la taaluqli bo`lgan burchlar va ma'suliyatlari ham bo`ladi. Bular tabiatni muxofaza qilish, uning boyliklarini ko`riklash, madaniy-tarixiy yodgorliklarni saqlash haqida g'amxo`rlik qilish, boshqa xalqlar va mamlakatlar bilan do`stlik, tinchlikni saqlash singarilardir.

Shaxsning komillikka erishuvini ta'minlashda jamiyatdagi mehnat madaniyatini rivojlantirish, kishilarning siyosiy ongliligini oshirish, ahloqiy va estetik nafosatini tarbiyalashda madaniyatning tarkibiy qismlari, sohalari katta vazifani bajaradi. Shaxsni sotsial jihatdan farqlanishiga ko`ra insonning mehnat madaniyati, munosabat madaniyati, axloq madaniyati, badiiy-tafakkur madaniyati, dunyoqarashi ruhni olami haqida gapirish mumkin. Madaniyat ijtimoiy tuzilma sifatida ilmiy bilimlarni, tafakkurni, urf-odat va an'analarni qamrab oladi.

Shaxs madaniyatning shakllanishida jamiyat madaniyatining quyidagi tizimlari ahamiyatlidir:

Siyosiy madaniyat-kishilarning siyosiy ongi, manfaatlarini, e'tiqodlarini, maqsadlarini ifodalovchi siyosiy-xuquqiy g`oyalar majmui bo`lib, ma'naviy qadriyatlarining maxsus tizimini tashkil qiladi. Bu madaniyat tarixiy taraqqiyot bosqichlarida

jamiyatning ijtimoiy tabaqalari manfaatlari bilan bog'lik xolda vujudga kelib, jamiyat siyosiy faoliyatiga uzviy bog'liq. Siyosiy madaniyat, siyosiy faoliyat sifatida, ya'ni insonlar faoliyatidagi tabiatni qayta yaratish va uzlarini tarbiyalash jarayonlarini qamrab olib, "siyosiy ishlab chiqarishni" aks ettiradi. Siyosiy madaniyatning mavjudlik usuli: jamiyatning siyosiy-madaniy boyligi; amaliy siyosiy madaniyatdan iboratdir. Jamiyatning siyosiy-madaniy boyligi-davlat boshqaruvining tarixiy tajribasi, siyosiy faoliyati vositalari, usullari, siyosiy bilimlar majmuidir. Amaliy siyosiy madaniyat esa-jamiyat, guruh, shaxs siyosiy hayotidagi mavjud madaniyatdir.

Iqtisodiy madaniyat-tushunchasida iqtisodiy bilimlar fikrlar uslubi bilan faol ishlab chiqarish, iqtisodiy faoliyat o'rtasidagi o'zaro aloqadorlik omillari namoyon bo'ladi. Iqtisodiy madaniyat mazmunida madaniyat va iqtisodning o'zaro ta'sir xususiyatlari mavjud bo'lib, tarkibiga iqtisodiy ong, iqtisodiy faoliyat, iqtisodiy munosabatlar kiradi.

Axloqiy madaniyat-jamiyat, sotsium, individlar tomonidan ahloqiy kamolot me'yorlariga erishish darajasidir. kundalik turmushda, kishilar faoliyatida amal qiladigan va o'zlashtiradigan ahloqiy qadriyatlar ahloqiy kamolot me'yorlari bilan bog'likdir. Axloqiy madaniyat tarkibiga ahloqiy ong, ahloqiy munosabat va ahloqiy faoliyat kiradi.

Axloqiy ong tarixi o'zgaruvchi ahloqiy munosabatlarni anglab, axloqiylikning sub'ektiv jihatidir. Voqelikka va inson faoliyatiga qadriyat tarafidan munosabatda bo'lish ahloqiy ongning muhim xususiyatidir.

Estetik madaniyat-insonning ma'naviy-hissiy faoliyati bilan bog'langan munosabat va qadriyatlar tizimini ifodalaydi. Estetik madaniyat sohasi-bu, insonning tevarak atrofini o'rab olgan voqelikka nisbatan bo'ladigan munosabatida o'zini erkin namoyon etishdir. Bu erkinlikning mohiyati shundaki, inson predmetga, uning jinsi va turiga mos me'yorni topib gavdalantiradi, uni qayta ishlaydi.

Estetik madaniyat jamiyat madaniyatining ixtisoslashtirilgan qismi bo'lib, uning holatini san'at va estetik munosabatlar rivojlanishi bilan bog'lab tushuntirish mumkin.

Qadriyat tushunchasi madaniyatshunoslikning asosiy tushunchalaridandir.

Ayrim tadqiqotchilar uni davrning ehtiyojini belgilaydi, ya'ni, tarixiy xususiyat kasb etadi deb hisoblasa, boshqa bir tadqiqotchi Rikert aksincha, qadriyat doimiy, universal xususiyatga ega deydi.

Qadriyat-kishilar hayotida o'ta ahamiyatli hodisadir. Uni madaniyat sohalari ro'yobga chiqargan hodisa sifatida bog'liqlikda anglash mumkin. Shunda xo'jalik,

texnik, ijtimoiy, siyosiy, badiiy, ilmiy, ahloqiy qadriyatlar ajraladi. Rasmiy nuqtai nazardan qadryatni ijobiy va salbiy, o`ziga xos va doimiy, mustaqil va shartli tarzda farqlash mumkin. Moddiy nuqtai nazardan qadriyat hissiy (ya'ni oddiy his qilish organi)-bu hayotiy, maishiy, texnik, kinikish qadriyati va boshqa; va ma'naviy-ilmiy, ahloqiy, estetik, diniy va boshqalarga bo`linadi. Ayrim qadriyatlar (xo`jalik, texnik, siyosiy) tarixiy xususiyat kasb etib, ya'ni madaniyat, davr o`zgarishi bilan ham o`zgarib turishini batafsilroq o`rganish chog`ida aniqlash qiyin emas; boshqa qadriyatlar esa doimiy, universal xususiyatga ega (ahloqiy, badiiy).

qadriyat ijtimoiy faoliyatni tartibga solib, individlar, guruhlar va jamiyatning muhim yutuklariga erishuvini belgilaydi. Ijtimoiy ko`lamdagi mazmun darajasi bo`yicha qadriyat uzviylikka ega. Qadriyatni dastlabki darajasi oddiylari orasidan ajralgan anik narsalar, holatlar harakatlarning afzallari bilan bog`lik. Ikkinchi darajasi esa, ma'lum individga yaqin bo`lgan ijtimoiy guruhlar qiziqishga mos keluvchi obrazlar harakati yoki faoliyatning tanlanishi bilan bog`lik. Uchinchi daraja -bu eng yuksak umuminsoniy maqsadlardagi tanlanish bo`lib, bunda ezgulik, haqiqat, go`zallik, adolat, tartib, boylikka qarama-qarshi yovuzlik, yolg`on xunuklik, betartiblik, qashshoqlik, mujassamlikda namoyon bo`ladi, yoki bu taqdir bilan bog`lik o'ta yuksak tanlash xisoblanadi. Qadriyatlarning muayyan jamiyat yoki sinfga mansub kishilar turmushi va madaniyatning xaqiqiy yoki ideal ne'matlar bo`lgan tabiat va jamiyat xodisalarning moxiyatidir. Bu ne'matlarning qadriyatlar deyilishiga sabab, kishilar ularni qadrlaydilar, chunki bu qadriyatlar ularning shaxsiy va ijtimoiy turmushini boyitadi.

Qadryatlar ichida eng asosiysi va umumiy hayotdir. Hayotdan mahrum bo`lish qolgan barcha qadryatlardan foydalanishni yo`kka chiqaradi, qolgan qadriyatlar aslida, hayot ne'matlarining mohiyatidir, madaniy qadryatlardir.

Qadriyatning hayotdagi o`rni va ahamiyati baholash tufayli belgilanadi.

Qadriyat deyilganda inson va insoniyat uchun ahamiyatli bo`lgan, millat, elat, va ijtimoiy guruhlarning manfaatlari va maqsadlariga xizmat qiladigan tabiat, jamiyat xodisalari majmui tushunilmog`i lozim.

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AXBOROT TEXNOLOGIYALAR ASOSIDA SAN'AT MENEJMENTI FANINI O'QITISHNING PEDAGOGIK ISHLAB CHIQISH MASALALARI

Z. Qodirova

*BuxDU Madaniyat va san'at muassasalarini tashkil etish hamda boshqarish ta'lim
yo'nalishi 3-bosqich talabasi*

Annotatsiya: Ushbu maqolada axborot texnologiyani boshqaruv sohasida o'rni va boshqaruv menejmenti bilan bog'liqligi, sohaning pedagogik o'qitish tizimlari haqida so'z boradi.

Kalit so'zlar: farmon, kommunikatsiya, bilim, ko'nikma, pedagogik mahorat
2018 yil 19 fevralda imzolangan "Axborot texnologiyalari va kommunikatsiyalari sohasini yanada takomillashtirish chora – tadbirlari to'g'risida" gi Prezident Farmoni O'zbekistonda yurtimizda zamonaviy axborot-kommunikatsiyalarni rivojlantirish, axborot kommunikatsiyalarini boshqarish va joriy etish, aholini sifatli axborot-kommunikatsion vositalar orqali tezkor va puxta axborot manbalari bilan ta'minlash sohasidagi bir qator tizimli muammo va kamchiliklarni bartaraf etishga qaratilgan.

Davlat rahbarining Farmoni oliy ta'lim sohasida axborotlarni vaqtida yetkazish borasida Muhammad al Xorazmiy nomidagi Toshkent axborot texnologiyalari Universitetiga talabalar uchun mustaqil ravishda o'quv rejalar, dasturlar, bitiruvchilar uchun malaka talablarini ishlab chiqish va tasdiqlash, professor-o'qituvchilar tarkibi mehnatini o'qitishning kredit tizimi shartlaridan kelib chiqib, faqat ta'limga xos tadbirlar asosida ish vaqti hisobga olinishi asoslangan holda mustaqil normalashni amalga oshirish, shuningdek pedagog xodimlar tomonidan ilmiy-uslubiy, ilmiy-tadqiqot, tashkiliy-uslubiy, ma'naviy-ma'rifiy va tarbiyaviy ishlarning rag'batlantirilish huquqi haqida batafsil ma'lumot beradi va ushbu vazifalarni bajarish uchun dasturilamal bo'lib xizmat qiladi. Mantiqan o'ylab qaralsa, inson hayotining har lahzasi axborot olish, axborot berish, axborotni idrok etish, axborotni tahlil qilish, axborotni qiyoslashdan iboratligi, yangi va aniq axborotsiz boshqaruv faoliyatining mazmuni yo'qligini his etish mumkin. O'zbekistonda davlat boshqaruvining demokratik, xalqsevar usuli mamlakatda olib borilayotgan keng ko'lamli, tarixiy islohotlar, avvalambor xalq bilan muloqot asosida g'oyat adolatli va xalqchil siyosat negiziga asoslanadi. Boshqaruvning yangi texnologiyalaridan, qirralaridan biri hisoblanmish "Xalq qabulxonalariga"ga ikki milliondan ortiq arizalar bilan murojaat etgan

yurtdoshlarimizga ko'rsatilgan amaliy yordamdemokratik tamoyillarga suyanan davlatning xalq farovonligi yo'lida olib borgan amaliy tadbirlaridandir.

Madaniy-gumanitar sohalarni rivojlantirish borasidagi islohotlar, avvalo, madaniyat, san'at, adabiyot, ommaviy axborot vositalari sohasidagi yangilanish jarayonlari bunga yaqqol misol bo'la oladi. Amalga oshirilayotgan tadbirlar, ko'lamli loyihalarning samaralari ko'zni quvontirgani kabi, boshqa sohalardagi singari madaniyat va san'at sohasi tizimida ham qator kamchiliklar, nuqsonlar mavjud. Axborot-texnika taraqqiyoti zamonaviy pedtexnologiyalardan foydalanish, barkamol avlodgasifatli ta'lim berish, erkin muloqot qila olishlari uchun bor imkoniyatlarni ishga solish, xalqaro hamkorlik va doimiy muloqotni rivojlantirish uchun asos bo'lib xizmat qiladi. Ta'limda zamonaviy axborot texnologiyalaridan to'g'ri foydalanish, elektron kutubxonalardagi adabiyotlar ta'lim talabalarlarning bilim, ko'nikma va malakalarni rivojlantirish uchun xizmat qilishdan tashqari, axborotlarning elektron ko'rinishlaridan keng foydalanish imkoniyatlari yaratilmoqda. Va shubhasiz, axborot texnologiyalaridan foydalanish – xorijiy ta'lim jarayonlarini, xorijiy tillarni o'rganishda qo'l keladi. Xulosa qilib aytganda, jamiyat ijtimoiy-iqtisodiy va texnologik jihatdan qanchalik taraqqiy etmasin, har bir tarixiy davr inson ma'naviy-ma'rifiy kamoloti, yoshlar tarbiyasi borasida yangidan –yangi, murakkab masalalarni ko'ndalang qo'yaveradi. Globallashuv jarayonida mazkur masala yanada keskin tus olmoqda. Insoniyat paydo bo'libdiki, bu muammo barcha davrlarda olimu fuzalo, faylasuf va siyosatshunos, tarbiyachi va murabbiylar diqqat markazida bo'lib kelmoqda.

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O'zbek xalq musiqa merosida folklor qo'shiqlar

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O'zbek xalqining boy, uziga xos, ko'p qatlam va ser uslub musiqa merosini tuplash, hujjatlashtirish, uning ilmiy-nazariy asoslarini urganish hamda amaliy, ijodiy uzlashtirish borasida o'tgan yarim asrdan ziyodroq vaqt mobaynida ulkan yutuqlar qo'lga kiritildi. Keyingi yillarda o'lkamizda bu ishlarni izchil davom ettirish bilan bir qatorda yosh avlodni bu jabhalardan muntazam ravishda voqif qilib borish, tinglovchilarning talab va ehtiyojini yanada tularoq qondirishga qaratilgan ma'sul vazifalar kundalang bulib turibdi. Bu o'rinda avvalo madaniyat va san'at uquv yurtlarida jahon xalqlari musiqa sanatining adabiyoti va tarixini puxta Urgatish, ayniqsa Uzbek milliy va mahalliy badiiy an'analarni mufassal uzlashtirish, musiqiy-nazariy qonuniyatlarni chuqurroq idrok etmrish kaol muhim masalalar hamon dolzarb ahamiyat kasb etmoqda.

Ko'zlangan maqsadlarga erishmoq uchun bir qancha yangi tadbir- choralarni amalga oshirish lozimdir, binobarin, uzbek xalqi musiqa merosining turli qatlamlariga - rosmana xalq musiqasi, dostonchilik, maqomchilik, utmish va zamonaviy bastakorlik. ijodiyotiga bagishlangan maxsus uquv fanlarni joriy etish, uz navbatida ularni yangilangan uquv dasturlari, qullanmadar, darsliklar bilan ta'minlab borish - shular jumlasidandir. Ustoz sozanda va xonandalar keyingi avlodlariga ko'z qorachigiday aorab bizgacha yetkazib kelgan maqom asarlari hozirgi kunda nafosat dunyosidagi eng zur, beqiyos qimmatga ega bulgan musiqa san'atimiz bo'yliklari sifatida chinakkam xalq mulkiga aylandi.

Og'zaki an'anadagi professional muzika deganda, eng avvalo, ushbu kasb namoyandalari, mohir sozanda, xonanda va bast.akor- larning ijodiy mahsuloti bo'lmish mahomlar hamda shunga o'x- shash yirik shakldagi murakkab kuy va

ashulalar ko'zda tutiladi. Muzika merosining har ikkala qatlami ham bir-biriga doimo bog'liq holda rivojlanib kelgan. Folklor, ogzaki professional muzika uchun ilhom manbai, hayotbaxsh kuch bo'lib xizmat qilgan bo'lsa, o'z navbatida maqom yo'llari asosida yuzlab xalq kuy va qo'shiqlari yaratilgan. Folklor va ogzaki an'anadagi professional muzikani bog'lovchi eng muhim omillardan biri — ularning ogzaki an'anaga mansubligidir. Shu bilan bir qatorda, folklor va ogzaki an'anadagi professional muzikaning farqli tomonlari ham mavjud. Folklor — bu kollektiv ijod. Mehnat va marosim qo'shiqlarida yoki yor-yor va o'lanlarda ijrochi, tinglovchi, kuy yaratuvchini ajratish qiyin. Ular sinkretik birlikni tashkil qiladi. Folklor namunalari ommaviy tarzda rivojlangan bo'lib, kuy shakllarini soddaligi bilan ajralib tursa, ogzaki an'anadagi professional muzikani, asosan, shu sohaning namoyandalari tarqatadi. Muzika asarlarini bastakorlar yaratib, iste'dodli xonanda va sozandalar ularni hayotga tatbiq etadilar.

So'nggi uillarda xalq ogzaki an'anadagi professional muzikasi oliy, o'rta va boshlang'ich o'quv muassasalarida amaliy va nazariy o'zlashtirish masalalari yo'lga qo'yilmoqda. Bu boradagi Sovet Sharqi respublikalari, jumladan, Uzbekiston tajribasi esa, ko'pchilikning diqqat-e'tiborini jalb qilib, xalqaro ahamiyat kasb etmoqda. Mazkur risola ham o'zbek xalqining ogzaki an'anadagi professional -muzikasi asoslaridan -muzika bilim yurtlari uchun qo'llanma yaratish maqsadida yuzaga kelgan.

Arxeologlarining kashfiyotlari va boshqa tarixiy manbalarning dalolat berishicha, qadimiy Xorazm, Baqtriya va Sug'd ellarida eramizdan bir necha asr oldin, nihoyatda boy va rang-barang muzika san'ati mavjud bo'lgan. Ayritom, Tuproq qal'a, Afrosiyob kabi ko'hna shaharlardan topilgan tasviriy san'at obidalari, muzika hayotining turli tomonlariga keng joriy qilinganligidan va muhim ijtimoiy ahamiyat kasb etganligidan darak beradi. Mohir ijrochilarning qo'llaridagi chang (arfa), udsimon, naysimon cholg'u asboblari esa uzoq taraqqiyot yo'lini bosib o'tgan mukammal sozlardir. Yuksak darajada taraqqiyotgan muzika amaliyotiga munosib did va chuqur ilmiy tafakkur, ya'ni muzika ilmi ham yuzaga kelgan.

Muzikaning nazariy asos- lari, shuningdek, har bir davrning o'ziga xos falsafiy va estetnk qarashlariga bog'liq simbolikasi ham puxta ishlangan.

Muzika ilmining klassik davri hisoblangan IX —XII asr- larda, xususan, Forobiy ijodida muzika nazariyasi o'z navbati- da besh bo'limga ajratilgan. Birinchi bo'limda ushbu ilmning tarkibiy bo'laklarini bi- lish uchun lozim bo'lgan asos va negizlar hamda ularni qo'llash, tarkibiy bo'laklarning turli miqdorlari, muzikani tadbiq etish uslublari va tadqiqotchi qanday bo'lishlign haqida so'z yuritiladi. Ikkinchi bo'limda bu san'atning asoslari haqida gapiriladi. Nag'malarning hosil bo'lishi, nag'ma turlarining sifat va miqdo- ri haqida, bir nag'maning ikkinchisiga munosabatini tushuntirish hamda bu fikrlarni isbotlashga tegishli ma'lumotlar keltiri- ladi. Shuningdek, nag'malarning joylashish turlari va tartibi- ga ko'ra moslashuvi hamda shu asosda kuy yaratish uchun mumkin bo'lgan nag'malarni tanlash tushuntiriladi. Uchinchi bo'limda asos, negiz va isbotlashga tegishli tushuncha- larni ishlatish (nag'malarni hosil qilish uchun) lozim bo'lgan turli sun'iy omillar, zikr etilgan omillar yordamida barcha eng mutanosib muzika navlari bo'lib, inson yaratgan har qanday! kuydan ustun turarmish. Forobii va Ibn Sinodek ilg'or olnm- lar esa, bunday fikrlarni tanqid qilib, muzikani inson fao- liyati bilan bog'laydilar. Masalan, Forobiy, eshitish tajribasi-- dan xoli bo'lgan hodisalar muzikaga aloqasi yo'qligini qayd^ etib, faqat quloq bilan eshitib idroklandigan ohanglarnigina muzika deb biladi. Ibn Sino esa muzikani aloqa - vositasi deb tushungan holda, fikr va tuyg'ularni izhor etishda, so'z; nutqini birlamchi, mutanosib kuylashii esa undan mukammalroq pog'ona, deb biladi. «Agar tovush nazm va mutanosiblik bilan bezalgan bo'lsa, u yanada kuchliroq ta'sir qiladi» O'zbek musiqasining bebaho namunasi bo'lgan mumtoz asarlar milliy qo'shiqchilik rivojini yanada yuksaltirishda muhim asos bo'lishi bilan birga shaxs, xususan bo'lajak musiqa o'qituvchilarida badiiy didni shakllantirishda alohida ahamiyatga ega.

Badiiy did bo'lajak musiqa o'qituvchilari tomonidan o'zbek mumtoz musiqasi to'g'risidagi nazariy bilimlarga ega bo'lish, ularning badiiy qimmatini baholay olish,

g'oyaviy mazmunini izohlay bilish, shuningdek, o'zbek mumtoz musiqasi namunalarini yuksak saviyada ijro eta olish ko'nikma va malakalariga egaligidadir. Bo'lajak o'qituvchilarni mumtoz kuy-ko'shiqlar bilan tanishtirishda quyidagi shakl va metodlardan foydalanish maqsadga muvofiq sanaladi: O'rganish uchun tanlab olingan ayrim kuylarni magnit tasmalari yordamida tinglashga o'rgatish. Musiqa fani o'qituvchisi tomonidan cholg'u asboblari yordamida ijro etib ko'rsatish. Taniqli sozandalarni taklif etish, ular bilan uchrashuv tashkil qilish orqali o'rganilishi ko'zda tutilgan kuy mohiyati bilan tanishish. Talabalar dastalarining a'zosi bo'lgan talabalar ijrosida o'rganilayotgan mumtoz kuyni tinglash. Kuzatishlarning ko'rsatishicha, jonli ijro o'quvchilar ruhiyatiga yanada ijodiy ta'sir etadi. Shu sababli mumtoz kuy-ko'shiqlarni jonli ijroda tinglash musiqa fani o'qituvchisining diqqat-e'tiborida bo'lishi zarur. O'quvchilarda ham asarlarni o'rganish vaqtida ularning mazmunini tahlil qilish, nola, qochirim va boshqa bezaklarni anglash kabi ko'nikmalarning bosqichma-bosqich shakllantirilib borilishi maqsadga muvofiqdir.

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Yosh tomoshabinlar teatri sahnasida milliy va xorijiy klassik asarlarning sahnalashtirilishi

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Prezidentimiz Sh.M. Mirziyoyev “xalqimizning rivojlanish darajasi ko‘p jihatdan milliy madaniyat bilan belgilanadi”, deb chuqur ishonch hosil qilib, O‘zbekiston Respublikasi vazirligi huzuridagi madaniyat va san'atni rivojlantirish yangi jamg'armasi tashkil etildi va takomillashtirildi. Darhaqiqat bugungi kunda san'at va madaniyat sohasida tubdan o‘zgarishlar bo‘lmoqda. Bu esa bizga bo‘lgan ishonchning bir namunasidir.

Mustaqillik yillaridan so‘ng O‘zbekiston davlat yosh tomoshabinlar teatri jamoasi juda ko‘plab yangi asarlarni sahnalashtirib yosh tomoshabinlar e‘tiboriga havola etdi. Teatr repertuaridan “Zumrad va Qimmat”, “Shum bola”, “Ninza toshbaqalari”, “Oloviddinning sehrlil chirog‘i”, “Sehrlil Laylak”, “Zolushka”, “Qizil Qalpoqcha”, “Ona Mehri”, “Oppog‘oy va uning do‘stlari”, “Sohibjamol va Mahluq”, “Malikani kim qutqaradi”, “Mening O‘rdakcham”, “Qodiriy”, “Orzuga ayb yo‘q”, “Qovoqvoyning sarguzashtlari”, “To‘rt egizak”, “G‘aroyib voqea”, “Alisherbek va Xusayin”, “Uchar kema” kabi spektakllar bilan teatr repertuari boyidi.

Bolalar uchun mo‘ljallangan filmlarni tomosha qilib, mo‘jizakor ertakka tushib qolganday bo‘lasan kishi. Ulardek oq otlil aravada sayr qilish, o‘rmondagi qushlar, hayvonlar bilan do‘stlashishni xohlaysan. Qanchadir muddat bolalikka qaytgil, ular kabi yashagil keladi. Bunday ertak-tomoshalar jonli sahnaga ko‘chganda esa umuman boshqa hissiyot paydo bo‘ladi. Hatto zaldagi tomoshabin ham beixtiyor o‘zi rol o‘ynaydi.

Zamonaviy yoshlarning ma‘naviyatini shakllantirishda tarbiyaviy spektakllarning o‘rni nihoyatda beqiyos. Teatrga borish barchaga ayniqsa, bolalar uchun bayramga aylanishi kerak. Bu yerda bolalarni nafaqat spektakl balki zal, sahna va uning jihozlari ham lol qoldirishi bilan birga yana kelishga ishtiyoq uyg‘ota olishi kerak. Go‘dakligidanoq bolalarni telefon-u televizorga o‘rgatish ularning ma‘naviy dunyosini boyitib qoya olmasligi barchaga tayin bo‘lganidek, ulardan chiqayotgan zaharli nurlardan zararlanish uchun vaqti va umri yetarli bo‘ladi, hali.

Bolalar dramaturgiyasi o‘z o‘rnida rivojlanishi kutilayotgan va zarur bo‘lgan soha hisoblanadi. Teatr jamoasi bu muammoni baholi qudrat bartaraf etish yo‘lida o‘ziga

xos izlanishlar olib borishda davom etyapti. Teatrning tarixiy faoliyatida xususan, soʻnggi 2010-2017-yillar davomida bolalar teatrining bir qancha namunalari yaratildi. Ular orasida aynan sahna uchun moʻljallab yozilgan dramaturgik asarlarda rang-barang yondashuv, mualliflarning oʻziga xos talqiniga guvoh boʻlish mumkin. 1980-yil “Eski joʻva gavroshlari” Oʻzbek yosh tomoshabinlar teatrining “Eski joʻva gavroshlari” (Sharof Boshbekov asari) pyesasi asosida yaratgan spektakli teatr tarixida yangi bir sahifa ochdi. Bu teatr sahnasida oʻsmirlar hayoti bilan bogʻliq qoʻyilgan asarlar koʻpincha taʼlim-tarbiya, odob-ahloq muammolari atrofida boʻlardi. Ularning ancha sodda, hatto primitiv syujet yoʻnalishi, gʻoyaviy yalangʻochligiga ham deyarli koʻnikib qolgandek. Bolalarga ularning hayoti haqida hikoya qilish oʻrniga, ota-onalarning taʼlim-tarbiyadagi noshudliklari muhokama qilinardi.

Vatanimizning taraqqiyotini taʼminlay oladigan, rivojlangan mamlakatlar darajasiga koʻtarilishimizda oʻz hissasini qoʻshadigan, bilimli, mustaqil fikrli, ijobiy xislatlarga ega boʻlgan malakali mutaxassislarni tayyorlab voyaga yetqazish oliy maqsadlardan biridir. Bu oliy maqsadning amalga oshishi oʻz-oʻzidan boʻlmaydi albatta. Buning uchun esa barchamiz bir yoqadan bosh chiqarib mehnat qilishimiz, maʼsuliyat hissini anglab yetishimiz darkor. Shundagina taʼlim sohasida rivojlanish boʻladi. Shu onda beixtiyor buyuk mutaffakir Senekaning ulugʻ kishilarni mehnat yetiltiradi degan hikmatli soʻzlari yodimizga tushadi. Koʻp yillar oldin ilgari soʻrilgan bu gʻoya bugungi kun uchun ham oʻz ahamiyatini yoʻqotmay kelmoqda.

Nemis pedagogi A.Disterveg, taʼlim tarbiyaning bir qismi degan edi. Darhaqiqat har qanday joyda “Taʼlim boʻlsa, tarbiya ham boʻladi

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Musiqiy faoliyatlar jarayonida bolalar folklor qo'shiqlarini o'rganishning o'ziga xosligi

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1-боскич талабаси

Mustaqillik yillarida ta'limni milliy asoslarda qayta tashkil qilish va rivojlantirish yo'lida qilingan ishlardan yana biri jamiyat hayotining barcha yo'nalishlarida bo'lganidek, uzluksiz ta'lim tizimining barcha bosqichlarida mavjud bo'lgan musiqa ta'limi mazmuni milliy musiqiy meros to'grisidagi ma'lumotlar va asarlar bilan boyitiladi. Bu holatni ta'lim tizimining eng muhim shakllantiruvchi bosqichi bo'lgan umumiy o'rta talim maktablari "musiqa madaniyati" fani uchun ishlab chiqilgan va amaliyotga tadbiiq etilgan davlat ta'lim standartlari va o'quv dasturi, shu asosda yaratilgan darsliklar misolida yaqqol ko'rish mumkin. Natijada o'sib kelayotgan yosh avlod milliy musiqa tarixi, uning rivojlanish bosqichlari, o'ziga xos milliylik xususiyatlari, ijrochilik uslublari, an'analari, shuningdek, milliy musiqa san'ati rivojiga o'lgan xissa qo'shgan ijodkorlar faoliyati bilan yaqindan tanishish imkoniyatiga ega bo'ldi.

Yangi O'zbekistonni bunyod etishda madaniyat va san'atning o'rni hamda ahamiyati alohida. Muhtaram prezidentimiz tomonidan so'nggi yillarda ushbu sohalarini rivojlantirishga alohida e'tibor qaratilgan bo'lib, PQ-405, PQ-406 (25.12.2023) qarorlari shuningdek, 2023-yil 22-dekabrda Respublika ma'naviyat va marifat kengashi yig'ilishida so'zlagan nutqlarida o'tgan yillar davomida ko'pgina madaniy-marifiy tadbirlar amalga oshirilganligi jumladan, "Maqom", "Baxshichilik", "Hunarmandchilik" kabi xalqaro festivallar o'tkazilganligi ta'kidlab o'tildi.

Endilikda bu sohada qilinishi lozim bo'lgan ishlar ham belgilab berildi. Maqom san'atini rivojlantirish, xalq og'zaki durdonalarini keng targ'ib etish, mamlakatimiz fondlarida saqlanayotgan 3 mingdan ziyod doston, maqom va folklor asarlarini zamonaviy formatga o'tkazish, maqom, katta ashula, baxshichilik, kulolchilik va zargarlik kabi 12 ta noyob madaniy meros namunalari bo'yicha an'analarni davom ettiradigan maktablar yaratilishi, shuningdek musiqa va san'at masalalarini ilmiy o'rganish sohaga ilmiy kadrlarni ko'paytirish maqsadida ilmiy tadqiqotlar uchun grantlar joriy qilinishi ko'zda tutilgan.

Umumta'lim maktablarida umuminsoniy qadriyatlarni o'quvchilarga tanishtirib borishni ahamiyati katta. Boshlang'ich sinflarda umuminsoniy qadriyatlarni o'rganishda suhbat, hikoya, savol-javob va qo'shimcha adabiyotlardan unumli foydalanish lozim. Umuminsoniy qadriyatlar asosida ommaviy kuy-qo'shiqlarni o'rganishdan oldin ularga asar xususiyatini badiiy-g'oyaviy kelib chiqish tarixi haqida qisqacha suhbat o'tkazish maqsadga muvofiqdir. Umuminsoniy qadriyatlarni o'rganishda boshqa fanlar bilan, masalan, adabiyot darslarida o'tiladigan mavzular bilan bog'lab olib borish maqsadga muvofiqdir. To'rtinchi sinf o'quvchilari bilan xalq musiqa san'atining asosiy xususiyatlari, ommaviy janrlari, an'analari haqida tushuncha berib, ular uzoq tarixga ega ekanliklarini soda, ravon, yorqin ohangda ijro etilishini tushuntirish shuningdek ularni ijro etadigan hofizlar, xonandalar, folklore guruhlar haqida savol-javoblar o'tkazish kerak. Milliy va umuminsoniy qadriyatlar xalqimizning milliy iftixori hisoblanadi. Asrlar davomida mehnat, kurash va ijod jarayonida u kishilarni ezgulikka yetaklovchi ilhom manbai bo'lib kelmoqda. Musiqa tilsiz falsafa deb bejiz aytilmagan. Inson qo'shiq bilan, musiqa bilan tirik. Kuy-qo'shiqlarsiz hayotning mazmunini, atrofdagi go'zallikni tasavvur etish qiyin. Qo'shiq zavq ehtiyoji, eng go'zal, eng oliyjanob orzu va hayotiy g'oya hayqirig'idir. Musiqa madaniyati darslarida umuminsoniy qadriyatlar o'quvchilarni dunyoqarashi, musiqiy didini rivojlantiradi.

1. Umuminsoniy qadriyatlar o'quvchilarda milliy kuy-qo'shiqlarga ixlos uyg'otadi. Ularni musiqiy qobiliyatlarini ritm tiyg'usini o'stirib, musiqiy o'quvi va didini o'stiradi.
2. O'quvchilarda milliy merosimizga, ommaviy kuy-qo'shiqlarga, xalq aytimlariga va u orqali Vatanga muhabbat hissini tarbiyalaydi.
3. Alla, lapar, terma qo'shiqlar vositasida o'quvchilarda badiiy ijodkorlik qobiliyatlari o'sib boradi.

Musiqa ohanglari lad va ritm tiyg'usi usullari asosida o'rgatiladi. Musiqa ta'limining milliy asosini tarkib toptirishda pianino cholg'u asbob bilan birgalikda o'zbek milliy cholg'u asboblaridan foydalanish maqsadga muvofiqdir. Ayniqsa doira chertib, qo'shiq kuylash, milliy raqs elementlarini ijro etish, ijodkorlik bilan shug'ullanish o'quvchilarni sehrli musiqa olamiga oshufta etadi. O'quvchilar bu jarayonda o'zbek xalq musiqa madaniyatini ijobiy an'analarini bevosita idrok etadilar. Maktabda o'quvchilar musiqiy estetik tarbiyani xalq musiqasi na'munalari orqali o'rganadilar. Hozirgi kunda barcha umumta'lim maktablarida bolalarni xalq musiqasi bilan tanishtirish DTS musiqa dasturi asosida olib borilmoqda. Ta'limni milliy ruhda rivojlantirish maqsadida birinchi sinfdan boshlab o'zbek xalq musiqasi bilan tanishtirib boriladi. Bunga misol qilib, I dasturida tinglash uchun birinchi "Dutor bayoti", "Andijon polkasi", "Farg'onacha", "Olmacha anor", "Allama yorim" kabi

kuy-qo'shiqlarni keltirishimiz mumkin. Xalq musiqasi bolalar ongiga tez yetib boradi, ularni zavqlantiradi. Ijodiy kechinmalar uyg'otadi. Chunki xalq musiqasi o'ziga xos badiiy tilga egdir. Unda milliy musiqa san'atimizning eng yorqin namunalari o'z aksini topgan. Xalq musiqasi eng sodda eng ixcham ravon yorqin ohangda ijro etiladi. Shuning ushun ham beshikda yotgan go'dak alla qo'shig'ini eshitishi bilan orom olib uxlab qoladi. Chunki, bu ohangda so'z, kuy, mutanosibligi og'zaki ijro etiladi. Shuning uchun ham ohanglar bir-biriga payvastdir. Asrlar davomida o'zbek kuy-qo'shiqlari xalqimiz orasida mehnat, to'y-marosim, kurash bayramlarida insonlar uchun ilhom manbai bo'lib kelgan. Biz musiqa madaniyati darslarida boshlang'ich sinfdan boshlab o'zbek xalq musiqasining ommaviy janrlarini bolalarga tushunarli, tez va ifodali qilib yetkazish uchun turli metodlardan va innovatsion texnologiyalardan foydalanishimiz zarur. Musiqa san'ati boshqa san'at turlariga qaraganda insonlarga yaqin bo'lgan muhim san'at turidir. Xalqimiz azal-azaldan boy musiqa merosiga ega bo'lgan. Bebaho qadriyatlarimiz, boqiy merosimiz jahonni xayratga slogan mumtoz musiqa san'atimiz mavjud. Jamiyat taraqqiyotining barcha davrlarida tarbiyaning mazmunli va yo'nalishi umuminsoniy qadriyatlarning uyg'unligi asosida belgilangan. Aqlan yetuk, axloqan pok, jismonan baquvvat, milliy ma'sulyat tuyg'usini anglaydigan o'quvchilarni tarbiyalab voyaga yetkazish mamlakatni mustaqil va barqaror rivojlanishiga zamin yaratadi. Milliy tarbiya umuminsoniy qadriyatlardan ajralgan holda rivojlana olmaydi.

Hozirgi davrda shaxs ma'naviyatini tarbiyalash vazifasi maktabda musiqa ta'lim tarbiyasi ishlarini sifatli bosqichga ko'tarishni taqozo etadi. Bugungi kunda musiqa, ta'lim tarbiyasining maqsadi va vazifalari nihoyatda muhim.

Musiqa ta'lim tarbiyasining maqsadi va yosh avlodni musiqa merosimizga vorislik qila oladigan yoshlar qadrlaydigan madaniy inson sifatida voyaga yetkazishdan iborat. Buning uchun har bir o'quvchining musiqaga bo'lgan iqtidorlarini rivojlantirib, musiqa san'atiga mehr va ishtiyoqini oshirish musiqadan zaruriy bilim va amaliy malakalar doirasini tarkib toptirish, iqtidorli o'quvchilarning musiqiy rivojlanishlari uchun zaruriy shart-sharoitlar yaratib berish maktab musiqa darslariga bevosita bog'liq.

Musiqa ta'lim tarbiyasining maqsad va vazifalarini amalga oshirish ma'naviy-axloqiy fazilatlarni shakllantirish maktabdagi musiqa darslariga bevosita bog'liq.

Musiqa ta'lim tarbiyasining konsepsiyasida maktabda musiqa fani boshqa fanlar qatori o'ziga xos ahamiyat kasb etadi. Musiqa ta'limini sifatli bosqichga ko'tarish uchun maktabda teng huquqli fan hisoblanadi.

Bu esa hozirgi zamon o'quvchisidan dars mashg'ulotlariga ijobiy munosabatda bo'lishi, o'quvchilar musiqiy faoliyatlarini oshirishni to'g'ri tashkil etish va

boshqarish faollikni talab etadi. Musiqa dars mashg'uloti sifatida o'ziga xos xususiyatlarga ega. Bu xususiyatlarni esa har bir o'qituvchi bilishi kerak.

Birinchidan musiqa tarixi nazariyasi ijrochilikka doir turli namunalardan ayrim mashqlari, musiqa savodi mashg'ulotlari, musiqa tinglash, musiqa ta'limi va adabiyoti, bolalar cholg'u asbobida chalish, ritmik harakatlar bajarish elementlari, musiqada ijodkorlar faoliyatlaridan iborat darslar kiradi.

Ikkinchidan musiqa boshqa san'at turlaridan o'zining ifoda vositalari ya'ni "tili" bilan farq qiladi. Agar badiiy adabiyot so'z bilan tasviriy san'at bilan, raqs badiiy harakatlar bilan ifodalansa, musiqiy tovushlardan vujudga kelgan ohang vositasidan foydalanadi.

Uchinchidan musiqa bolalarda faol hissiy ta'sir ko'rsatadi, ijobiy ko'rsatmalar, kechinmalar uyg'otadi. Umumiy o'rta ta'lim maktablarida musiqa madaniyati fani bo'yicha dasturi bir dars o'zida ta'limning musiqa tinglash, jamoa bo'lib kuylash, musiqa savodxonligi bolalar cholg'u asboblari va ritmik harakatlar bajarish musiqa ijodkorlari kabi bosqichlar bir-biri bilan bog'lanib yaxlit holda amalga oshirilishi nazarda tutilishi kerak. Zamonaviy mashg'ulotlardan musiqa idroki yetakchi faoliyat sifatida muhim rol o'ynaydi. Chunki bu bosqichda o'quvchilar faoliyatida ko'proq o'yin xususiyatlari bo'lib turadi. Shunday qilib ta'lim va tarbiyaning maqsad va vazifalari to'laligicha amalga oshiriladi. Bu jarayonlarni ilmiy uslub jihatdan yetakchi darajada ta'minlash, milliy musiqa ta'lim mazmunini anglash kabi muhim tadbirlar, shubhasiz musiqa tarbiya samaradorligini oshirishga imkon beradi. Bu esa musiqani maktab hayotida o'quvchilar qalbida keng o'rin egallashi va ularning ma'naviyatlarini shakllantirishga samarali ta'sir ko'rsatadi.

Xulosada shuni aytmoqchimizki o'quvchilar milliy musiqiy kuy – qo'shiqlari bilan jahon xalqlari musiqasini taqqoslash, asarlarning shaklliy tuzilishi, ohang yo'nalishi, shuningdek, ijro an'analariidagi o'xshashlik va farq qiluvchi xususiyatlarni tahlil qila bilishi, mahalliy usta san'atkorlar hayoti ijodi bilan o'quvchilarni tanishtirish musiqa darsi samaradorligini oshirishga katta omil bo'lib xizmat qilishi mumkin. Eng muhimi, musiqa darsida bunday usul va yo'llarni qo'llash o'quvchi – yoshlarni milliy mumtoz hamda folklor kuy va qo'shiqlarimizga qiziqishlarini yanada ortishiga beminnat xizmat qilishi shubhasiz

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BOSHLANG‘ICH SINIF O‘QUVCHILARIGA MATNLI MASALALARNI O‘RGATISHNING PEDAGOGIK ASOSI

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Annotatsiya: Ushbu maqolada boshlang‘ich sinf o‘quvchilariga matnli masalalarni o‘rgatish, uning ahamiyati va pedagogik asoslari umumiy tarzda bayon qilingan.

Kalit so‘zlar: ta‘lim, tarbiya, o‘quvchi, o‘qituvchi, masala, o‘qitish, o‘rgatish, usul, matnli masala, muammo, tafukkur, matematika, mantiqiy fikrlash

Аннотация: В данной статье в общих чертах описано преподавание текстовых задач учащимся начальных классов, его значение и педагогические основы.

Ключевые слова: образование, воспитание, ученик, учитель, проблема, учение, обучение, метод, словесная задача, проблема, мышление, математика, логическое мышление.

Abstract: In this article, the teaching of text problems to primary school students, its importance and pedagogical foundations are described in general.

Key words: education, education, student, teacher, problem, teaching, teaching, method, word problem, problem, thinking, mathematics, logical thinking

Kirish: Hozirgi asrimiz axborot kommunikatsiya, zamonaviy texnika va texnologiyalar asridir. Biz bilamizki, har qanday rivojlanish asosida aniq hisob kitoblar yotadi. Bu esa o‘z navbatida matematika fani va uni o‘rganishga, rivojlantirishga, uning yutuqlaridan samarali foydalanishga bo‘lgan talabni kuchaytiradi.

Mamlakatimizda matematika 2020-yildagi ilm-fanni rivojlantirishning ustuvor yo‘nalishlaridan biri sifatida belgilandi. O‘tgan davr ichida matematika ilm-fani va ta‘limini yangi sifat bosqichiga olib chiqishga qaratilgan qator tizimli ishlar amalga oshirildi:

birinchidan, ilg‘or ilmiy markazlarda faoliyat yuritayotgan vatandosh matematik olimlarning taklif qilinishi va xalqaro ilmiy-tadqiqotlar olib borilishi uchun zarur shart-sharoit yaratildi;

ikkinchidan, xalqaro fan olimpiadalarida g‘olib bo‘lgan yoshlarimiz va ularning murabbiy ustozlari mehnatini rag‘batlantirish tizimi joriy etildi;

uchinchidan, oliy ta'lim va ilmiy-tadqiqotlarning o'zaro integratsiyalashuvini ta'minlash maqsadida Talabalar shaharchasida Fanlar akademiyasining V.I. Romanovskiy nomidagi Matematika institutining (keyingi o'rinlarda — Institut) yangi va zamonaviy binosi barpo etildi. Matematika sohasidagi fundamental tadqiqotlarni moliyalashtirish hajmi bir yarim barobarga oshirildi, budget mablag'lari hisobidan superkompyuter, zamonaviy texnika va asbob uskunalari xarid qilindi; to'rtinchidan, ilmiy darajali kadrlarni tayyorlashning birlamchi bosqichi sifatida stajor-tadqiqotlik instituti joriy etildi;

beshinchidan, ilm-fan sohasidagi ustuvor muammolarni tezkor bartaraf etish, fan, ta'lim va ishlab chiqarish integratsiyasini kuchaytirish masalasini Hukumat darajasida belgilash maqsadida O'zbekiston Respublikasining Bosh vaziri raisiligidagi Fan va texnologiyalar bo'yicha respublika kengashi tashkil etildi.

Shu bilan birga, sohada yechimini topmagan qator masalalar matematika sohasidagi ta'lim sifati va ilmiy-tadqiqot samaradorligini oshirishga qaratilgan chora-tadbirlarni amalga oshirish zaruratini ko'rsatmoqda.

Ta'limning barcha bosqichlarida matematika fanini o'qitish tizimini yanada takomillashtirish, pedagoglarning samarali mehnatini qo'llab-quvvatlash, ilmiy-tadqiqot ishlarining ko'lamini kengaytirish va amaliy ahamiyatini oshirish, xalqaro hamjamiyat bilan aloqalarni mustahkamlash, shuningdek, O'zbekiston Respublikasini rivojlantirishning ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid davlat dasturi belgilab olindi. [1]

-Asosiy qism: O'zbekiston umumiy o'rta ta'lim maktablarida matematika fani vositasida matnli masalalar bilan o'quvchilarga ta'lim tarbiya berish muhim vazifalardan biri hisoblanadi.

O'quvchilarni matematik qobiliyatlarini matnli masalalarni yechish orqali rivojlantirish muhim ahamiyat kasb etadi. Endigina maktab yoshiga yetgan barcha bolalarni o'z bag'riga chorlovchi boshlang'ich maktab esa keng imkoniyatlar va sharoitlar yaratuvchi uzluksiz ta'limning asosini tashkil qiladi.

Boshlang'ich sinfda olingan ta'lim barcha keyingi ta'limning asosi, poydevori hisoblanadi. Boshlang'ich maktabda bolalar keyingi bosqichga o'tish uchun bilim asoslarini o'zlashtiradilar. Matematika darslarida boshlang'ich sinf o'qituvchisining asosiy vazifasi daslik bilan ishlashga, sanashga, yozishga, mantiqiy fikrlashga o'rgatishdir.[2; (pp. 27-28,)]

Boshlang'ich sinf o'quvchilarining mantiqiy tafakkurlarini o'stirishda matnli masalalar asosiy vositalardan biri sanaladi.

Masala nima? Har qanday matnli malasa - bu hodisani (*vaziyat, jayonni*) tavsiflashdir. Shu nuqtai nazardan, matnli masala hodisaning og'zaki modelidir va har qanday modelda bo'lgani kabi, matnli masala ham butun hodisani bir butun safatida emas, balki faqat ba'zi jixatlarini, asosan uning miqdoriy xususiyatlarini tavsiflaydi.

Har qanday matnli masala ikki qismdan iborat – shartlar va talablar.

Shartlarda ob'ektlar va ob'ektning ba'zi raqamli ma'lumotlari, ular orasidagi ma'lum va noma'lum qiymatlar to'g'risida ma'lumot beradi. Masalaga qo'yiladigan talablar – bu topish kerak bo'lgan ma'lumotdir. Bu buyruq yoki so'roq shaklidagi jumlar bilan ifodalanadi. [3; 5-bet]

Matematika fanini o'rganishda o'quvchilar turli xil ko'rinishdagi masalalarga duch keladilar va bu ko'pchilikda qiyinchilik tug'diradi.

O'quvchilarda ushbu masalalarni yechimida ko'nikma so'ng malaka hosil qilib borish kerak. Masalaning to'g'ri javobini olish uchun bolalarni boshlang'ich maktabdan, hatto bog'chadan eng oddiy masalalarni yechishga, uning mohiyatini tushunishga o'rgatish kerak.

Umumiy o'rta ta'lim maktablarida matnli masalaning ta'limiy ahamiyati matematik va pedagog olimlar tomonidan asoslab berilgan. Bunda matnli masalalarning quyidagi ta'limiy ahamiyatiga e'tibor berish kerak.

- matnli masalalar o'quvchilarning bilim darajasiga qiziqish vositasida ijobiy ta'sir ko'rsatadi;
- matnli masalalar o'quvchilarning aqliy imkoniyatlarini rivojlantiradi;
- matnli masalalar o'quvchilarning ijodiy fikrlash ko'nikmasini tartibga soladi va o'stiradi;
- matnli masalalar vositasida o'quvchilarning qobiliyatlarini rivojlantirish imkoniyatlari mavjud. [2; pp. ,207-209]

Mazkur matnli masalaning ta'limiy ahamiyati umumiy o'rta ta'lim maktablarida o'quvchilarning yosh xususiyatlariga mos ravishda mazmunan boyib boradi.

Masalani yechish orqali o'quvchilarda ushbu malakalar tarkib topmog'i lozim.

1. Masalani tinglashni o'rgatish va uni mustaqil o'qiy olish;
2. Masalani dastlabki analiz qilish, ma'lumni noma'lumdan, muhimni nomuhimdan ajratish;
3. Masalani qisqa yozish malakasi, masalani matni ustida og'zaki ishlagandan keyin uning mazmunini matematik (*terminlar*) atamalar tiliga o'tkazish va qisqa yozuv shaklini belgilash kerak.
4. Amal tanlashni asoslab berish, so'ngra yozish rejasini tuzish;
5. Yechishni bajarish, uni o'qituvchi talabiga mos qilib rasmiylashtirish va masala savoliga javob berish.

Masalan: Murodda 4 ta sa'va bor. Akbarda esa undan 3 ta ortiq sa'va bor. Akbarda nechta sa'va bor?

Murodda – 4 ta

Akbarda - ? 3 ta ortiq.

Akbarda nechta?

Yechish: $4+3=7$ ta. Javob 7 ta. [3. 57-b]

6. Masala yechimini tekshira olish malakasi.

Masala yechimini tekshirish degan soʻz, yechimning toʻgʻri yoki notoʻgʻriligini aniqlash deganidir. Masala yechimini tekshirishda quyidagi usullardan foydalaniladi.

A) olingan javob bilan masala sharti oʻrtasida moslik oʻrnatish ;

B) teskari masala tuzish va yechish;

V) masalani boshqa usullar bilan yechish;

G) javobning chegaralarini aniqlash (*javobini chamalash*);

D) grafik tekshirish.

Masalalarning modelini toʻgʻri tanlay va qoʻlly bilish, turli masalalar va ularning turli usullarda yechilishini oʻquvchilarda oldindan koʻra bilish qobiliyatini ham shakllantiradi. Modellashtirish usulida tushuntirilgan masala bolaga “dahshatli” koʻrinmaydi. Psixologik jihatdan ham yengil tuyiladi. Ular masalalarni tasavvur qilgan holda yecha oladilar.

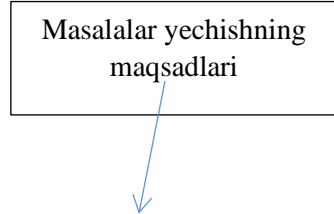
Boshlangʻich sinflarda oʻquvchilarning psixologik holatini yashilash, ularni turli zoʻriqishlardan asrash, bilimlarini turli qiziqarli masalalar orqali mustahkamlab borish muhim ahamiyatga kasb etadi.

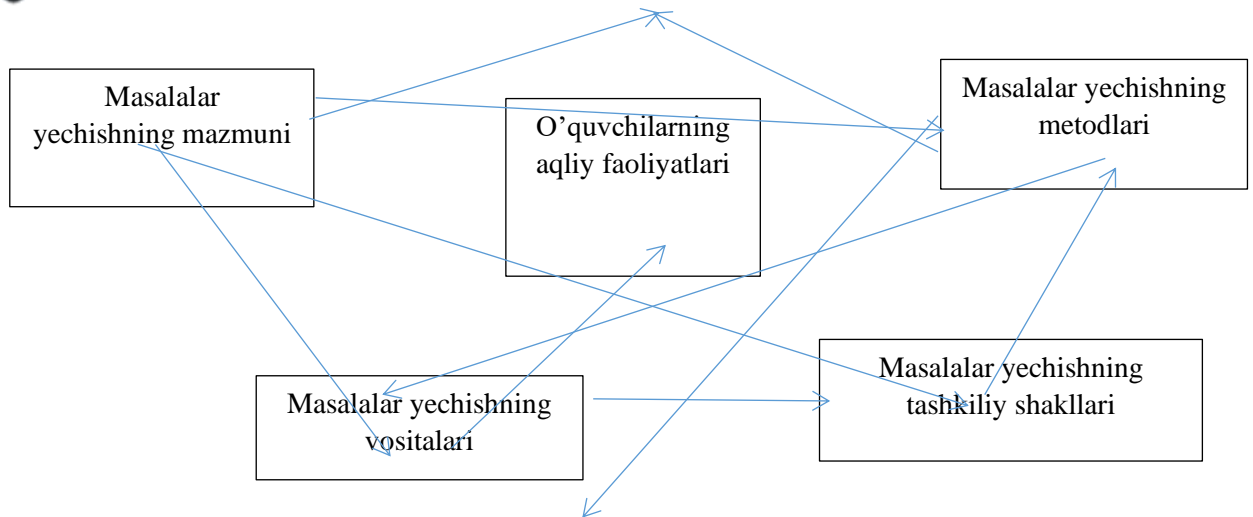
Biz boshlangʻich sinflarda masalalardan foydalanish maqsadlari, ularning mazmuni, oʻquvchilarning aqliy qobiliyati, masalalarning bajarilish ketma –ketligi, masalalarni bajarish metodi va ularning tashkiliy shakllari orasida funksional xarakterga ega boʻlgan bogʻliqlik mavjud degan fikrga keldik

Biz shunday sistemani tuzishimiz lozimki, u nafaqat kichik maktab oʻquvchilariga matematika oʻqitish metodikasini toʻliq qamrab olganligi bilan emas, balki rivojlantiruvchi taʼlim maqsad, vazifalarini amalga oshirishning asosiy mexanizmi hisoblangan faoliyatli metodning markaziy oʻrin tutishini ham aytib oʻtishimiz kerak.

Bu sistemani toʻliq amalga oshirilishida biz boshlangʻich sinflarda oʻrgatiladigan masalalarni quyidagi belgilarga ega degan xulosaga keldik: oʻzlashtirishni tashkil qilish usuli, oʻquvchilarning oʻquv bilish faoliyatini ragʻbatlantirish va ularda motiv uygʻotish usuli, taʼlim metodlarini amalga oshirish shakllaridan biri, nazariya va amaliyotni bogʻlashga xizmat qiladigan muhim omil.

Biz masalalar yechish metodik sistemasi strukturasi quyidagi koʻrinishda (3-rasm) tasvirladik.





3-rasm. Masalalar yechishning metodik sistemasi

[3; 9-10-bet]

Demak, boshlang'ich maktabda matematika o'qitishda o'quvchini rivojlantirishga qaratilgan ta'lim shakli, metodlari va vositalarining yetakchi faoliyat turini shakllantirishga mos shartlaridan biri matematika ta'limida masalalardan keng foydalanishdir.

Xulosa qilib aytish mumkinki, matnli masalalar boshlang'ich sinflar matematika kursi mazmunining salmoqli qismini tashkil etadi. Matnli masalalar yechishda avvalo bola tafakkuri, tasavvuri shakllanadi. Uning asosiy strukturasi hisoblangan ma'lum qism, shart qism va savol qismini ochib berish qobiliyati shakllanadi. Matnli masalalar asosan hayotda yuz beradigan tabiiy jarayonlarning matematik yechimi hisoblanadi.

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**BOSHLANG‘ICH SINIF O‘QUVCHILARINING AXBOROTLAR BILAN
ISHLASH KO‘NIKMASINI RIVOJLANTIRISHNING PEDAGOGIK-
PSIXOLOGIK JIHATLARI**

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Annotatsiya. Ushbu maqolada ta'limning zamon talablari asosida rivojlanib borishi, ta'lim natijalarini baholashda o'zlashtirilgan axborotlar miqdori hisobga olinganligi, ta'lim jaraenida axborotlar bilan ishlash masalasini zamon talablari asosida doimiy ravishda takomillashtirib borish lozimligi bayon qilingan. Ta'lim o'quvchilarning axborot olish va qayta ishlash ko'nikmalarini shakllantirish va rivojlantirish vazifasini uzluksiz bajarib boradi hamda ta'lim oluvchilar tomonidan axborotlarning o'zlashtirilganlik darajasining oshishi, shuningdek axborotlardan foydalanish ko'lamining kengayishi ta'lim samaradorligini belgilashga xizmat qilish bayon qilingan.

Kalit so'zlar. axborot-kommunikatsiya, zamonaviy ta'lim, ta'lim, pedagogika, predmet, dalil, voqea, hodisa, psixologiya.

Annotatsiya. В данной статье утверждается, что развитие образования основано на требованиях времени, что объем полученной информации учитывается при оценке результатов образования, а также о том, что вопрос работы с информацией в процессе образования должен постоянно совершенствоваться с учетом требований времени. Установлено, что образование непрерывно выполняет задачу формирования и развития у учащихся навыков получения и обработки информации, а повышение уровня усвоения информации обучающимися, а также расширение сферы использования информации служит определению эффективности образования.

Ключевые слова. информация и коммуникация, современное образование, образование, педагогика, предмет, свидетельство, событие, явление, психология.

Abstract. V dannyoy state utverzdaetsya, chto razvitie obrazovaniya osnovano na trebovaniyax vremeni, chto obem poluchennoy informatsii uchityvaetsya pri otsenke resultatsii obrazovaniya, a takje o tom, chto vopros raboty s informatsiey v protse obrazovaniya doljen postoyanno sovershenstvovatsya with uchetom trebovaniy vremeni. Ustanovleno, chto obrazovanie nepreryvno vpolnyaet zadachu

formirovaniya i razvitiya u uchashchikhsya navykov polucheniya i obrabotki informatsii, a povyshenie urovnya usvoeniya informatsii obuchayushchimisya, a takje rasshirenie sfery ispolzovaniya informatsii slujit opredeleniyu effektivnost obrazovani.

Key words. *information and communication, modern education, education, pedagogy, subject, certification, society, development, psychology.*

Axborotlar jamiyat hayotining ajralmas qismiga aylanib, uni uzatish va qabul qilishning XXI asrdagi imkoniyatlari samarali ravishda o'sib bormoqda. Axborot maydoni fan va ijtimoiy haet taraqqiётining muhim omiliga aylandi. Ijtimoiy taraqqiёт barcha sohalar rivojlanishida aks etib boradi. Xususan, ta'lim sohasi ham ijtimoiy haetning bir qismi sifatida doimiy ravishda ijtimoiy haet yutuqlarini o'zida aks ettiradi.

Darsliklarning multimediali ilovalari — axborot-kommunikatsiya texnologiyalari yordamida o'quv faniga oid materiallarni davlat ta'lim standarti va o'quv dasturiga mos ravishda yorita oladigan, o'quv fanini samarali o'zlashtirishga, o'quvchilarning mustaqil ta'lim olishiga ko'maklashuvchi hamda video, ovoz, animatsiya, jadval, matn va lug'atlarni o'z ichiga olgan, bilimlarni nazoratdan o'tkazish va mustahkamlashga yo'naltirilgan, o'quv fanining asosiy mazmunini boyitadigan qo'shimcha materialga ega bo'lgan yoki shu kabi manbalarga murojaatlarni o'z ichiga olgan interaktiv elektron axborot-ta'lim resursi. [1]

Ta'limning zamon talablari asosida rivojlanib borishi fundamental o'zgarishlar, yangicha endashuvlarni taqozo etadi. Shuning uchun axborotlardan samarali foydalanishning yo'llari va imkoniyatlarini topish ta'limning muhim vazifalaridan biri hisoblanib, ta'lim oluvchilarga axborotlarni o'zlashtirish, interpretatsiya qilish, qayta ishlash, ularning imitatsiyalarini yaratish, shu bilan birga, yangi g'oyalar asosida axborotlarni ishlab chiqish, o'zlashtirilgan axborotlarni integratsiya qilishga o'rgatishi, o'quvchilarni o'quv va haetiy faoliyatida axborotlardan foydalanish kompetentligini oshirishga xizmat qilishi lozim. Ta'lim oluvchilar tomonidan axborotlarning o'zlashtirib borilishi bilan birga uni qo'llay olishga o'rganilishi ularni interpretatsiya qilish, qayta ishlash va imitatsiyalarini yaratish imkoniyatlarini beradi. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi PF-4947-sonli farmonida - ta'lim muassasalarini qurish, rekonstruksiya qilish va kapital ta'mirlash, ularni zamonaviy o'quv va laboratoriya asboblari, kompyuter texnikasi va o'quv-metodik qo'llanmalar bilan jihozlash orqali ularning moddiy-texnika bazasini mustahkamlash yuzasidan maqsadli chora-tadbirlarni ko'rish oz aksini topgan[2]

Qadimgi Grek faylasufi Suqrot «o‘qituvchining ijodkorligi, ... bu tayèr axborotni o‘quvchiga yetkazishga emas, balkim, o‘quvchilarni haqiqatga intilish, mustaqil fikrlashlarini rivojlantirishga qaratilganligidadir» deb ta’kidlagan. Ko‘p holatlarda o‘zlashtirilgan axborotlar miqdori (hajmi) ta’lim samarasi sifatida qaralib, ta’lim natijalarini baholashda o‘zlashtirilgan axborotlar miqdori hisobga olinada. Shuni ta’kidlab o‘tish kerakki, axborotlashgan jamiyatning asosiy talabi o‘zlashtirilgan axborotlarni tegishli sohalar hamda haètiy faoliyatlar davomida qo‘llay olish darajasi bilan belgilanadi. Bir qancha ilmiy tadqiqot ishlarida ham kompetensiyaviy èndashuvga asoslangan ta’limda ta’limning natijasiga ahamiyat berilishi va bunda o‘quvchi tomonidan o‘zlashtirilgan axborotlar hajmi emas, balki turli vaziyatlarda mazkur axborotlarni qo‘llay olishiga e’tibor qaratilishi lozimligi ta’kidlab o‘tilgan

Axborot tushunchasiga ilmiy adabietlar, lug‘atlarda turli ta’riflar keltirilgan. Masalan, predmet, dalil, voqea, hodisa va jaraènar haqidagi ma’lumotlar, shu kabi obyektlar haqidagi bilim hamda tushunchalar, qiziqish uyg‘otishi mumkin bo‘lgan va saqlanishi va qayta ishlanishi lozim bo‘lgan jami dalil va ma’lumotlar, shuningdek, «axborot» (lot. information – tanishtirish, tushuntirish) – falsafada qadim zamonlardan buèn qo‘llanib kelinaètgan, kibernetikaning taraqqièti tufayli keyingi vaqtda yangi, kengroq ma’no kasb etgan markaziy kategoriyalar sifatida maydonga chiqqan tushuncha sifatida ta’riflar keltirilgan.

Axborot termini kishilik jamiyatining barcha jabhalarida qo‘llaniladi va ular asosida ta’lim – tarbiya jaraèni olib boriladi hamda pedagogik faoliyat boshqariladi. Axborotlar jamiyat haètida muayyan darajada ahamiyat kasb etib, xususan, ta’lim - tarbiya jaraènlarini boshqarishda asosiy manba bo‘lib hisoblanadi, chunki ular obyektidan olingan axborotlarni tizimlarga (qism tizimlarga) ajratish va qayta ishlash hamda kerakli maqsadlar bo‘yicha uzatish algoritmlarini amalda joriy etishga keng imkoniyatlar yaratadi. Jahon sivilizatsiyasining axborot maydonida, jamiyatning har bir a’zosi, o‘zining kundalik faoliyatida, uzluksiz ravishda axborotlardan foydalanadi. Ya’ni jamiyatning har bir a’zosi axborot iste’molchisi hisoblanadi. Axborot iste’molchisi o‘z ehtièjini qondirish bilimlarni oshirish, ta’lim olish va h.k.) maqsadida axborotga muhtoj, uni izlovchi va oluvchi shaxs va shaxslar . Demak, o‘quvchilar ham axborot iste’molchilari hisoblanadi. Ta’lim jaraènida shu bilan birga, kundalik faoliyatlar davomida o‘quvchilar axborotlarning faol iste’molchisi sifatida o‘z o‘quv faoliyati jaraènida zarur axborotlarni o‘zlashtirib boradi. Axborot iste’molchilari sifatida o‘quvchilarning axborot iste’moli madaniyatini tarbiyalash yuzasidan qator ilmiy izlanishlar olib borilgan bo‘lib ularda axborot iste’moli madaniyatining funksiyalariga alohida urg‘u berib o‘tilgan.

Axborotdan foydalanish ko‘lamlari jamiyat rivojlanishi darajasini belgilaydi YUNESKO hulosasiga ko‘ra, axborotlashtirish – bu

axborotlarni to'plash, saqlash va uzatish vositalarining keng qo'llanilishidir. U mavjud bilimlarni tizimlashtirish va yangi bilimlarni shakllantirish hamda ularni joriy boshqarish, yanada takomillashtirish va rivojlantirish uchun qo'llashni ta'minlaydi.

Ta'lim o'quvchilarning axborot olish va qayta ishlash ko'nikmalarini shakllantirish va rivojlantirish vazifasini uzluksiz bajarib boradi hamda ta'lim oluvchilar tomonidan axborotlarning o'zlashtirilganlik darajasining oshishi, axborotlardan foydalanish ko'lamining kengayishi ta'lim samaradorligini belgilashga xizmat qiladi.

Axborot bilan ishlash – turli ma'lumotlarni to'plash, qayta ishlash va uzatish jaraenlaridan iborat. F.M. Qo'chqorova tadqiqot ishlarida

o'quvchida axborotlarni qayta ishlash ong osti mexanizmlarini faollashtirish hamda dalillarga asoslangan mantiqiy fikrlashni rivojlantirish komponentlari bo'yicha o'quv materiallarini strukturalash va bloklarga ajratishga urg'u bergan. Axborotlardan samarali foydalanishning asosini axborotlar mazmuni va mohiyatini tushunish tashkil etadi. Shu sababli boshlang'ich sinf o'quvchilarida axborot tushunchasini shakllantirish muhim hisoblanadi. Axborotlar mazmunini tushunish orqali darslarga qiziqish, yangi bilimlarni o'zlashtirib borishga intilish saqlanib qoladi. Boshlang'ich sinf o'quvchilariga axborot atrof-muhit obyektlari, ularning o'lchamlari, xususiyatlari va holatlari, hodisalar va jaraenlar to'g'risidagi ma'lumotlar sifatida tushuntiriladi.

Ko'p hollarda boshlang'ich sinf o'quvchilari axborotlarning asosiy mazmunini, keng doirada qo'llanadigan ma'nosini tushunadilar. Shuningdek, ularni atrofda real voqeliklar mazmunini aks ettirgan axborotlardan ko'ra to'qima obrazlar, haëliy voqealar, mavhum tushunchalar mazmunini aks ettirgan axborotlar ko'proq jalb qiladi. Buning asosiy sababi shundaki, ular real voqea – hodisalar va predmetlarning asl mohiyatini tushunmaydi. Ularni o'quvchi o'z ongida aks ettira olmaydi. O'quvchi uchun ma'lum haëtiy qonuniyatlarga bo'ysunmaydigan, o'zlari tomonidan, èki ular uchun to'qib chiqarilgan voqea-hodisalar ko'proq tushunarli. Shuning uchun axborotlarning tub mazmuni hamda ikkilamchi ma'nosi bilan tanishtirib borish muhim.

O'quvchilarning axborotning muloqot jaraenini ta'minlashga xizmat qiluvchi funksiyani anglashlari muhim. Ta'lim jaraeni – bu avvalo axborot almashinish jaraenidir. O'qituvchi o'quvchiga tegishli axborot beradi va o'z navbatida teskari aloqa tarzida baen qilingan axborotlar qanday o'zlashtirilganligi haqida tasavvur hosil qiladigan axborot oladi.

Katta èshli insonlardan farqli ravishda, kichik maktab èshidagi o‘quvchilarda axborotlar bilish jaraènlari (sezgi, idrok, tafakkur kabilar) ni, nutqining ravonligini, ziyraklik, sinchkovlik kabi xislatlarini rivojlantirishi bilan muhimdir. Haqiqatan ham, taraqqiy etib boraètgan axborotlar oqimi jamiyatida ijtimoiy rivojlanishning asosini an’anaviy imkoniyatlar bilan bir qatorda insonlarning qobiliyati, tashabbuskorligi, ishga ijodiy èndashishi, intellektual faoliyati, mustaqil ravishda o‘z bilim va ko‘nikmalarini takomillashtirishi kabi omillar tashkil etadi.

Ta’lim jaraènida axborotlar bilan ishlash masalasini zamon talablari asosida doimiy ravishda takomillashtirib borish lozimligini bugungi kun amalièti ko‘rsatmoqda. Zamonaviy ta’limning talablari xususan, «mehnat bozoridagi dinamik o‘zgarishlar, insonning nafaqat bilim va ko‘nikmalari balki, shaxsiy fazilatlariga bo‘lgan talablarning ortishi» kompetensiyaviy èndashuvga asoslangan ta’limni tashkil etish

zaruriyatini yuzaga keltirdi hamda bir qancha olimlar tomonidan kompetensiyaviy èndashuvga asoslangan ta’lim muammolari o‘rganilib, ilmiy-metodik asoslari ishlab chiqildi. M.M.Vahobov fikricha «kompetensiyaviy èndashuvga asoslangan ta’lim – o‘quvchilarda egallangan bilim, ko‘nikma va malakalarni o‘z shaxsiy kasbiy va ijtimoiy faoliyatlarida amaliy qo‘llay olish kompetensiyalarini shakllantirishga yo‘naltirilgan ta’limdir»

Ta’limda kompetensiyaviy èndashuv «... kompetensiyalardan shaxsiy, kasbiy va ijtimoiy haètda uchraydigan turli vaziyatlarda samarali foydalanishga o‘rgatishni ko‘zda tutadi. Bunda kutilmagan noaniq, yangi, muammoli vaziyatlarga duch kelinganda tegishli bilim, ko‘nikma, malakalardan foydalana olishga alohida e’tibor qaratiladi. Shu bois har bir fanni o‘qitish jaraènida uning mazmuni hamda xususiyatlaridan kelib chiqqan holda unga doir kompetensiyalar shakllantiriladi».

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BOSHLANG'ICH TA'LIMDA O'YIN TEXNOLOGIYALARI YORDAMIDA O'QUVCHILAR QIZIQISHINI ANIQLASH YO'LLARI

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Annotatsiya: Ushbu maqolada boshlang'ich ta'limda o'yin texnologiyalari yordamida o'quvchi qiziqishini aniqlash yo'llari, vazifalari va kelib chiqishi haqida batafsil aytib o'tilgan.

Kalit so'zlar: boshlang'ich ta'lim, texnologiya, qiziqish, didaktika, pedagogika, usul.

Hozirgi kunda ta'lim jarayonida interfaol metodlar va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish kundan-kunga ortib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchilar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalardan foydalanish esa ularni egallayotgan bilimlarini o'zlari qidirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni ham o'zlari keltirib chiqarishga o'rgatadi.[1]

Ta'limning bugungi vazifasi o'quvchilarni kun sayin ortib borayotgan axborot — ta'lim muhiti sharoitida mustaqil faoliyat ko'rsata olish, turli sohalarda zamonaviy axborot texnologiyalarini samarali qo'llash va axborot oqimidan oqilona foydalanishga o'rgatishdan iborat.

Jamiyatning axborotlashuvi ta'lim tizimida uzluksiz innovatsiyalarni talab etadi. Bugun har qanday uslub darhol eskirishi va yangi metodlar bilan boyitilishi mumkin. Dars mashg'ulotida kerakli natijalarga erishish qaysi omillarga bog'liq? Dunyoning turli mamlakatlarida ko'plab tadqiqotchilar tomonidan ta'limda innovatsiyalarni qo'llash bo'yicha izlanishlar olib borilgan. Ularda «innovatsiya», «interfaol usullar», «innovatsion texnologiyalar» to'g'risida yaxshi axborotlar to'plangan, biroq axborot texnologiyalarini ta'lim muassasalarida o'rgatish samaradorligini orttirish bo'yicha aniq tavsiyalar yetarli emas. Shuning uchun asosiy maqsad yuqori darajada o'zlashtirish natijalariga erishishni ta'minlovchi innovatsion texnologiyalardan foydalanishning samarali usullarini ishlab chiqish, xususan, zamon talab etayotgan axborot texnologiyalari bo'yicha pedagogik innovatsiyalardan foydalanish masalalarini tadqiq etishdan iboratdir. Ta'lim jarayoniga innovatsiyalarni qo'llash bugungi kunda quyidagi vazifalarni amalga oshirishni talab etadi:

- o‘quv fanining aniq maqsadini aniqlash;
- fanning hajmi va mazmunini aniqlash;
- zarur bo‘lgan ta‘lim texnologiyalarini ishlab chiqish va tavsiya etish;
- fanning moddiy va texnik ta‘minotini yaratish;
- ta‘lim oluvchilarning xususiyatlarini o‘rganish;
- o‘qituvchining tayyorgarligi va dars mashg‘ulotini loyihalash.

Yuqoridagi vazifalar ichida eng muhimi, bu o‘quv jarayonini tashkil etish uchun eng maqbul bo‘lgan ta‘lim texnologiyalarini ishlab chiqishdir. Bu muammolarni u yoki bu aniq bir usulni tavsiya etish bilan, ayniqsa, pedagog reproduktiv ta‘lim usullarinigina qo‘llashni maqsad qilgan bo‘lsa, hal etib bo‘lmaydi. Maqsadga erishishning eng to‘g‘ri yo‘li, bu dars mashg‘ulotini loyihalashda integrallashgan ta‘lim texnologiyalarini ishlab chiqish va ulardan darsning turli bosqichlarida samarali foydalanish imkoniyatlarini izlashdir. Informatika fanini o‘qitishda shaxsga yo‘naltirilgan ta‘limning quyidagi metodlarini qo‘llash maqsadga muvofiqdir: o‘yinli texnologiyalar; muammoli o‘qitish; dasturlashtirilgan o‘qitish; kompyuterlashtirilgan o‘qitish; modulli o‘qitish.

XIX asrning oxirida nemis olimi K.Gross o‘yinlarni tizimli o‘rganishga harakat qilgan bo‘lsa, nemis psixologi K.Byuller o‘yinlarni «qoniqish hosil qiluvchi» faoliyat sifatida tadqiq etadi. L.S.Vigotskiy, A.N.Leontyevlar fikricha, o‘yinlarni nazariy jixatdan ijtimoy tabiatiga ko‘ra ma‘lum faoliyatiga yo‘naltirilganligi bilan bog‘lab, tadqiq etgan bo‘lsalar, D.B.Elkonin shaxs xulqini boshqarishni tarkib toptirib, uni takomillashtiruvchi faoliyat sifatida talqin etadilar. Lekin o‘yinlarni yagona va eng muhim asosiy xususiyati uning ta‘limdagi axamiyatligidir. [2]

Bu texnologiyalar o‘quv mavzusi maqsadidan va mavzuning mazmunidan kelib chiqib, darsning turli bosqichlarida turlicha qo‘llanishi mumkin. Maktab o‘quvchilarining yosh xususiyatlarini hisobga olib, fanni o‘qitishda g‘oyat samarali bo‘lgan qator o‘yinli texnologiyalar ishlab chiqilgan. Mutaxassislar fikricha, insonning asosiy faoliyat turi uch ko‘rinish: mehnat faoliyati, o‘yin faoliyati, o‘quv faoliyatida shakllanadi. Ularning barchasi o‘zaro bog‘liq holda sodir bo‘ladi. Ta‘kidlashlaricha, bolalarning maktabdagi o‘quv materiallari asosidagi aqliy harakatlarini shakllanish qonuniyatlari o‘yin faoliyatlarida tarkib topadi. Biroq o‘yinli ta‘limni o‘quvchilar bilan ishlashdagi asosiy ta‘lim shakli deyish to‘g‘ri emas. U o‘quvchida bilish qobiliyatini shakllantirmaydi, biroq ularning bilish faolligini oshiradi, xolos. O‘quvchini aqliy rivojlantirishga yordam beruvchi quyidagi guruhdagi o‘yinlarni ajratish mumkin.

1-guruh. Buyumlar va predmetlarga bog‘liq bo‘lgan predmetli o‘yinlar. Bunda o‘quvchi o‘yinchoq-predmet orqali moddiy olamni, ularning xususiyatini anglashi mumkin.

2-guruh. Intellektual faoliyatni shakllantiruvchi sujetli — rolli ijodiy o‘yinlar. Masalan, «Baxtli tasodif», «Nima? Qayerda? Qachon?» va boshqalar. Bunday

o‘yinlar nafaqat ko‘ngil ochuvchi vosita, balki ulkan evristik va ishonitiruvchi energiya manbaidir.

3-guruh. O‘quvchining aqliy qobiliyatini rivojlantiruvchi tayyor qoidalarga asoslangan didaktik o‘yinlar. Qoidalarga ko‘ra, u o‘quvchidan anglashni, taqqoslashni, qismlarga ajratishni, umumlashtirishni, muhimi bilishni talab etadi.

4-guruh. Kattalarning kasbiy faoliyatlarini ifodalovchi texnik-konstruktorlik o‘yinlari. Ular o‘quvchida o‘z ishini rivojlantirish, zaruriy materialni yig‘ish, o‘zini va o‘zgalar faoliyatini tanqidiy baholash imkoniyatlarini hosil qiladi. Mehnat faolligi bilish faolligiga undaydi.

5-guruh. Psixik muhitda sodir bo‘luvchi intellektual o‘yinlar. O‘quvchilarning tayyorgarlik darajalarini ko‘rsatuvchi taqqoslash imkonini beruvchi, musobaqa asosida o‘tkaziladigan o‘yinlar. Ular o‘zini shakllantirishga va demak, aqliy faollikka undaydi. Yuqorida tavsiflangan o‘yinlarni o‘quv jarayonida qo‘llash natijasida o‘quvchilarni o‘quv bilim faoliyatlarini keng boshqarish imkoniyatlari hosil bo‘ladi.

Tajribalardan kelib chiqib, quyida Informatika fanini o‘qitishda samarali qo‘llash mumkin bo‘lgan quyidagi o‘yinli texnologiyalardan namunalar keltirib o‘tamiz:

Zanjir o‘yini. Guruh 4ga bo‘linib, har bir guruhdan 1 o‘quvchi doska oldiga chiqariladi. 1 o‘quvchi fanga tegishli atamani aytadi. Keyingi o‘quvchi oldingi o‘quvchi aytganini va o‘zinikini qo‘shib aytadi. Undan keyingisi oldingi 2 o‘quvchi aytgan atamalarga yana o‘zi yangisini qo‘shib aytadi. O‘yin shu tariqa davom etadi, adashgan o‘quvchi o‘yindan chiqadi, eng oxiri o‘yindan chiqib ketmay qolgan o‘quvchi rag‘batlantiriladi. O‘yin xotirani mustahkamlashga juda qo‘l keladi.

Karrali sonlar. O‘yinda ishtirok etuvchi guruh talabalaridan tuzilgan jamoa o‘yinga shay turadi. Navbati bilan sonlar tartibi keltiriladi. Lekin to‘rtga karrali sonning navbati etganda, shu sonning o‘rnida talaba, albatta kompyuterning bironta buyrug‘ini yoki yordamchi klavishning vazifasini aytishi shart. Qoidani buzgan har bir o‘quvchi o‘yinni tark etadi. Ma’lum vaqt davomida o‘yinni faol davom ettirgan ishtirokchi g‘olib sanaladi. O‘yin xotirani charxlashda juda samarali hisoblanadi.

Men kimman? Bu kompyuterning qurilmalarini tavsiflashda eng yaxshi usuldir. Bir o‘quvchi o‘zining «Kimligini topolmayapti?» Unga boshqa o‘quvchilar yordamga keladi. «Men qanday qurilmaman?», «Men qayerda ishlatilaman?», «Eng yaxshi qobiliyatim qachon namoyon bo‘ladi?», «Qaysi qurilmalar men bilan hamohang ishlaydi?» va hokazo. Qanchalik ko‘p savol berilib, sharhlar so‘ralsa, shunchalik o‘quvchi bali kamayadi. Kim topqirroq bo‘lsa, tezroq jumboqni yechishi kerak bo‘ladi. Nafaqat qurilmalarda keyinchalik dasturiy ta‘minotlar, menyu bo‘limlarining vazifalarini tavsiflashda ham o‘yindan muvaffaqiyatli foydalanish mumkin. O‘yin o‘quvchida obyektning xususiyatlarini anglashda, xotirani rivojlantirishda, bilimlarni mustahkamlashda muhim ahamiyat kasb etadi.

Yuqoridagi barcha mulohazalarni umumlashtirib, o‘yinli texnologiyalarni qo‘llash natijasida quyidagi mulohazalarni tavsiya etamiz:

1.O‘yin turli yoshdagi bolalar faoliyatini rivojlantirishning mustaqil shakli hisoblanadi.

2.O‘yinlar ijodiy tafakkurni rivojlantirish, o‘z-o‘zini anglash faolligini oshirishdagi eng erkin shakldir.

3.O‘yin rivojlantiruvchi amaliyot, sababi: bolalar o‘ynaganlari uchun rivojlanadilar, rivojlanish uchun o‘ynaydilar.

4.O‘yin o‘z-o‘zini anglashda, o‘z-o‘zini boshqarishda aql va ijodda erkinlikdir.

5.O‘yinda o‘quvchilar nazariy bilimlarini amaliyotga qo‘llash imkoniga ega bo‘ladilar, hodisalar va fanning mavjud xususiyatlarini tushuntirish uchun savollarni aniq ifodalay boshlaydilar.

6.O‘yinda o‘quvchilar o‘z fikrini bayon eta va himoya qila oladilar.

O‘quv jarayoniga doir o‘yinlar o‘quv predmetlar bo‘yicha istiqbolda kasbiy faoliyatini to‘g‘ri tashkil etish va shaxsni maqsadga muvofiq shakllantirishga shart-sharoitlar yaratadi. Ana shu shart-sharoitlar natijasida olingan yangi bilimlar kelgusi kasbiy faoliyatni to‘g‘ri yo‘lga qo‘yishga yordam beradi. [3]

Xulosa qilib aytganda, bugungi kunda biz bolani jismoniy jihatdan o‘stiruvchi oddiy o‘yinlardan tortib, kattalar orasida ham mashhur bo‘lgan intellektual o‘yinlardan iborat bir qancha o‘yinlar «ombori»ga egamiz. Barcha o‘yinlarda o‘yinchi o‘yin shartlarini tezda o‘zlashtiradi va o‘ziga belgilangan vazifani qabul qiladi. O‘yin qoidalarini bajarish jarayonida o‘yinchi o‘zining maqbul qarorlarini o‘yindagi muammolarni hal qilishda erkin qabul qilish imkoniyatiga ega bo‘ladi. O‘yindagi musobaqa esa shaxsiy sifatning tinmay yaxshilanib borishiga sabab bo‘ladi. Zamonaviy axborot texnologiyasini yaxshi bilgan va undan to‘g‘ri maqsadlarda foydalana olgan o‘quvchigina kelajakda o‘z qobiliyatlarini takomillashtirishi, kasbiy faoliyatida to‘g‘ri foydalana olishi va albatta komil inson sifatida shakllanishi mumkin.

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SPORTS PUBLICATIONS: LANGUAGE, STYLE AND EDITORIAL ISSUES

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Abstract. The use of language in a newspaper depends on the audience of the material. This is especially important in specialized publications. This article describes the language and style of materials related to sports. In addition, an analysis of methodological errors found in sports texts is given.

Keywords: specialized publication, sports journalism, sports websites, language, style, editing, grammatical errors.

It is known that the rapid recognition of each country on a global scale and increased prestige depend on a number of factors, including sports. Today, sports have become so popular that it is not an exaggeration to say that millions of people regularly play sports.

Sport serves to create morally mature, spiritually rich, highly educated, physically strong, mature in all respects. In addition, along with sports, press publications specializing in sports programs, television and radio programs are developing all over the world as a branch of general journalism. Look at any publication and you will see that sports have not been left behind. Because this area is becoming an important factor in expanding the audience of this publication. In addition, newspapers and magazines dedicated only to sports are published in all countries of the world. There are similar publications in our republic. So, it is clear that along with sports, its journalism is gaining high positions among the masses.

We can learn about the extent to which sports journalism, which has become more professional, is developing in Uzbekistan from the activities of publications specializing in this field.

The resolution of President Shavkat Mirziyoyev dated February 15 of this year “On measures to further improve the management system in the field of culture and sports” opened a new era in the development of sports in our country. According to the resolution, the State Committee for Physical Education and Sports of the Republic of Uzbekistan was created. Involving a significant part of the population

in sports, raising a physically healthy generation, developing the sports industry and infrastructure, holding mass sports events and competitions in cities and regions, selecting, training and improving the skills of talented athletes together with the National Olympic Committee. Its main objectives were identified as sports federations and associations, personnel training, the introduction of modern technologies in the field and the expansion of international relations.

It is natural that websites specializing in sports such as "Sport", "Interfutbol", TV channel "Sport", "championat.asia", "stadion.uz", "tribuna.uz" differ from each other in terms of language and style. Journalists working in it should know the terms of their specialized sport well. So to speak, he should know his work from thread to needle. After all, in the process of conveying information, it is necessary to explain to the audience the words that require some explanation.

Information needs to be communicated to the public in understandable and simple language. The reader expects a lively, fast and easy-to-understand style from the newspaper materials, not a standard, regular, strict way of expression. Accordingly, avoiding speech patterns and patterns encourages journalists to search for new tools, new ways of expression, thereby ensuring the effectiveness of information and creating their own personal style, conducting research on its further improvement. First of all, based on world experience, let's look at our newspapers from the perspective of international sports publications. Almost 90% of foreign sports publications are printed in "A-2" format. The main goal is to increase the impact of photos and captions. Photos are the heart of sports newspapers. A great deal of information can be conveyed through a single photo and caption. Some of our newspapers have taken this into account and are using these methods effectively. The various, eye-pleasing pictures on the first pages of the newspaper will be the proof of our above opinion.

Sports journalism should also be more popular in reporting events in the world of sports. There is a disconnect between sports journalism and the audience these days. What is it? Of course, a more literary approach to the language of journalism, avoiding the vernacular, is one of those reasons. If we use vernacular words instead of violent literary language, we lose that disconnect, especially in spoken language. Especially a sports commentator should embody this quality. One of the sports is football. It is a game of millionaires. Needless to say about it. Every fan knows some of his terms. The words ball, goal, penalty are used a lot. But at the same time, football terms such as pressing and raid have entered the speech, so finding an Uzbek alternative to these words requires a journalist to know the language well. Therefore, the journalist should comment on the terms used in the process of using these words.

In addition, it is necessary to pay attention to the language, style and, of course, the title of the text given in each publication material. A journalist is required to work tirelessly and work on himself in order to deliver the material effectively and clearly to the audience. The most important factor in the expression of opinions is the thorough knowledge of the possibilities of language tools and the ability to use them in practice. For example, while looking at the materials on the pages of "Interfutbol" newspaper, we notice spelling and stylistic errors in the texts.

"Our compatriots, who celebrated the championship of Kazakhstan with "Ordabasi" yesterday, answered *this success and several other interesting questions (ушбу маваффақият ва бошқа бир нечта қизиқарли саволларга жавоб беришди)* in an interview with the reporter of Championat.asia.uz" [1,12]. The sentence is logically understandable, but stylistically incorrect. A spelling mistake was also made in the sentence.

"*in some ways, Diego was lucky (қайсидир жиҳатдан Диегога омад кулиб боқди):* yes, "Seville" is buried in problems, but he has no obligation to achieve high results, free from excessive pressures" [1, 21].

"Koreans buy several *T-shirts with the names* (тушурилган футболкалардан) of their compatriots from this store every day" [1, 28]. There is a spelling mistake in the sentence. The word "Тушурилган" is misspelled. Used in a colloquial manner.

Another example. "*Lionel Messi and Cristiano Ronaldo, who have risen to the level of genius in modern football, are at opposite poles in terms of character, behavior and attitude to everyday life. Their views may even conflict in some respects*" (Замонавий футболда даҳо даражасига кўтарилган Лионель Месси ва Криштиану Роналду феъл-атвор, хулқ ва кундалик ҳаётга муносабат нуқтаи назаридан турли қутбларда. Уларнинг қараишлари ҳаттоки, қарама-қарши келиши ҳам мумкин баъзи жиҳатларда) [2,27]. The sentence is grammatically incorrect.

So, when publishing news and analytical materials about sports in the press, when commenting on sports-related materials in radio and television broadcasts, oral and written forms of speech are used, it is logical that both speeches should be literate and popular if the statement is used together with a photograph or image, it must be harmonious. To achieve this, specialized sports journalists in the press, radio and television are required to constantly work and research their performances.

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Yangi davrda Misr

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Annotatsiya: Ushbu maqolada yangi davrda Misr tarixini yoritilgan. 1517-yilda turk sultoni Salim I Misrni egallab, uni Usmonli turk davlati tarkibiga qo'shib oldi. XVIII-asr 2-yarmidan Usmonli turk saltanati tanazzulga uchray boshladi. Bundan foydalangan mamluk beklaridan Alibey mustaqil davlat tuzishga erishdi (1769), Alibeyning vafotidan so'ng taxt uchun kurash kuchaydi. XVIII-asr oxiri — XIX-asr boshlarida Fransiya va Angliya Misrni bosib olishga harakat qildilar.

Kalit so'zlari; Misr ingliz floti, Fransiya, Angliya

1798-yilda Misrni Napoleon armiyasi egalladi. 1801-yilda ingliz floti fransuz floti ustidan g'alabaga erishdi. 1805-yilda hokimnyat Muhammad Ali posho qo'liga o'tdi. Muhammad Ali Misrni kuchli, mustaqil davlatga aylantirish maqsadida mamluk beylariga qarshi kurash olib bordi. Mamlakat iqtisodiyotining asosi bo'lgan qishloq xo'jaligini rivojlantirdi. Bu davrda birinchi movut, to'qimachilik fabikalari, metallurgiya, qand, oyna zavodlari qurildi. Yevropa usulidagi maktablar ochildi, yoshlar g'arb davlatlariga o'qishga yuborildi. Fransuz harbiy maslahatchilari yordamida armiya qayta tuzildi. Mahalliy aholi armiyaga o'lna boshladi (ilgari faqat yollanma askarlar bo'lar edi). Muhammad Ali Suriya, Falastin va Arabiston yarim orolning bir kismini bosib oldi (1831—33). Turkiyaga qaramlikdan qutulish uchun 1831-yilda unga qarshi urush ochib, turk armiyasini mag'lubiyatga uchratdi. Lekin Angliyaning ikkinchi Turkiya-Misr urushi (1839—40)ga aralashuvi natijasida Misr armiyasi yengildi. Bundan tashqari, Angliya 1838-yilgi ingliz-turk savdo bitimidagi shartlarni Misrga maj-buran qabul qildirdi. Bu esa mamlakatga ingliz mollari ko'plab kirib kelishiga yo'l ochib berdi. Suvaysh kanali ishga tushirilishi (1869) bilan Angliya va Fransiya Misrda zo'r berib o'z hukmronligini o'rnatishga urindi. 1882-yil inglizlar armiyasi Misrni egallab oldi va xalq qo'zg'olonini sha-fqatsiz bostirdi. Mamlakatda mustamlaka tartibi o'rnatildi. Inglizlar bank va moliya ishlarini, irrigatsiya qurilishlari, aloqa yo'llarini o'z qo'llariga oldi. Misr faqat paxta yetishtiradigan davlatga aylanib qoldi. 20-asr boshlarida Mustafo Komil (1874—1908) rahbarligida milliy ozodlik harakati avj oldi. Ammo mustamlakachilar xalq harakatini bostirdilar. 1914-yilda Misrda Britaniya protektorati o'rnatildi.

1918-yilda Zag'lul Sa'd boshchiligida „Misr delegatsiyasi“ (keyinchalik „Vafd“) partiyasi tuzildi. Bu partiya 1919—1924-yillarda inglizlarga qarshi ko'tarilgan

qo‘zg‘olonga boshchilik qildi. Xalqning kurashi natijasida ingliz protektorati bekor qilinib, Misr mustaqil podshoxlik deb e‘lon qilindi (1922). 1923-yil Misr konstitutsiyasi kabul etildi. Bu konstitutsiya parlament tuzishni nazarda tutdi. U ayrim erkinliklar — siyosiy tashkilotlar tuzish va matbuot erkinligini berdi, shu bilan birga, podshohga deputatlar palatasini tarqatish, parlament chaqiriklari muddatini surish, vazirlarni tayinlash va bo‘shatish huquqini ham berdi. Shunday bo‘lsada, Angliya Misrda o‘z mavqegini, ya‘ni davlat idoralari hamda harbiy kuchlar ustidan nazoratini, mamlakatda ingliz armiyasini saqlab qoldi. Parlament saylovida „Vafd“ partiyasi g‘alabaga erishdi va Zag‘lul Sa‘d boshchiligida yangi xukumat tuzildi. Biroq mamlakatda milliy ozodlik kurashi to‘xtamadi.

1936-yil Angliya bilan Misr o‘rtasida shartnoma tuzildi. Shartnomaga muvofiq, inglizlar Misrni bosib olishni to‘xtatdilar, lekin mamlakatda harbiy bazalar va armiya sakdash huquqini oldilar. Ikkinchi jahon urushi davrida Misr Italiya-Germaniya va Angliya armiyalari o‘rtasidagi jang maydoniga aylandi. Urushdan keyin Misrda milliy ozodlik harakati yanada kuchaydi. Arab-Isroil urushi davri (1948—49)da mamlakatda reaksiya avj oldi, so‘l vafdchilarni, talabalar harakati rahbarlarini qamash boshlandi. Bunga qarshi xalq harakati yanada avj oldi. Parlament 1936-yil gi Angliya-Misr shartnomasini bekor qilish to‘g‘risida qaror qabul qildi. Shundan keyin Angliya Misrga qarshi agressiya uyushtirdi. Misr xalqi mustamlakachilarga qarshi partizan urushini boshladi. 1952-yil 23-iyulda Jamol Abdul Nosir boshchiligidagi „Zubbot alahror“ („Ozod zobitlar“) uyushmasi armiyaga tayanib, davlat to‘ntarishi o‘tkazdi. Davlat hokimiyati Inqilobga rahbarlik kengashi ixtiyoriga o‘tdi. General Misr Najib kengash raisi va hukumat rahbari etib tay-inlandi; amalda kengashga Nosir rahbarlik qildi. Yangi hukumat agrar islohot o‘tkazib, falohlarni yer bilan ta‘minladi, mamlakatni industrilashtirish, iqtisodiy mustaqillikka erishish siyosatini olib bordi. 1953-yil 23-iyunda Misr respublika deb e‘lon qilindi. 1953-yil o‘rtalarida yangi tuzum rahbarlari orasida ikki oqim — Najib boshchiligidagi eski demokratiya va J. A. Nosir rahbarligidagi inqilobiy demokratiya tarafdorlari paydo bo‘ldi. Zidsiyat keskinlashib, natijada Najib hukumatdan chetlatildi, Jamol Abdul Nosir bosh vazir bo‘lib qoldi (1954). Angliya — Misr shartnomasi (1954)gamuvofiq, 1956-yil 18-iyunda oxirgi ingliz askari Misrdan chiqib ketdi. Misrning siyosiy suvereniteti tiklandi.

1956-yil 23-iyunda Misr Respublikasining konstitutsiyasi qabul qilindi va Jamol Abdul Nosir prezident etib saylandi. Prezident Suvaysh kanali kompaniyasi davlat ixtiyoriga olinganligini e‘lon qildi. Shunday qilib, iqtisodiy taraqqiyot dasturini mablag‘ bilan ta‘minlashning muxim manbai qo‘lga kiritildi. Shundan keyin Misrga

qarshi Angliya—Fransiya —Isroil tajovuzi boshlandi. Xalq bosqinchilarga qarshi qo‘zg‘aldi. Tinchliksevar xalqlarning talabi bilan ingliz, fransuz (1956-yil dekabr) hamda Isroil (1957-yil mart) armiyasi Misrdan chiqib ketishga majbur bo‘ldi.

1958-yil 1-fevralda Misr va Suriya hukumatlarining o‘zaro kelishuvi natijasida yangi unitar (birlashgan) davlat — Birlashgan Arab Respublikasi (BAR) tuzildi. Suriyada 1961-yil 28-sentabrda davlat to‘ntarishi o‘tkazilib, Suriya BAR tarkibidan chikdi. Misr BAR nomini saqlab qoldi. 1971-yil sentabrdan BAR Misr Arab Respublikasi deb nomlandi.

1963-yilda J.A.Nosir rahbarligida Arab Sotsialistik Ittifoqi (ASI) tuzildi. ASI 1952-yil iyul inqilobining maqsad va tamoyillarini ximoya qilish, qolokdikni tugatishni o‘zining asosiy burchi deb bildi. 1964-yil 23-martda yangi muvaqqat konstitutsiya qabul qilindi. Konstitutsiyaga muvofiq, hamma korxonalar xalqniki deb hisoblandi. Shu bilan birga, xususiy va kooperativ mulk xdm saqlanib qoldi. J. A. Nosir prezidentligi davrida muhim ijtimoiy-iqtisodiy islohotlar o‘tkazildi. Banklar, ko‘pgina yirik va o‘rta savdo hamda sanoat kompaniyalari davlat ixtiyoriga olinishi, keng miqyosda yangi korxonalar qurilishi tufayli iqtisodiyotda qudratli davlat sektori barpo etildi.

1967-yil bahoridaYaqin Sharqdagi mojaro keskinlashdi. 5—10-iyun kunlari Isroil qo‘shinlari Sinay yarim orolni bosib olib, Suvaysh kanalining sharqiy sohiliga yetib keldi. Xalqaro jamoatchilik va avvalo BMT Xavfsizlik Kengashining talabi bilan urush harakatlari to‘xtatildi. Ammo urush natijasida Misrning iqtisodiyotiga katta talafot yetdi. Urush tufayli Suvaysh kanali zonasidagi iqtisodiy hayot izdan chiqdi. Kanaldagi kema qatnovi 1975-yilgacha to‘xtab qoldi.

1968-yil 30-martda J.A.Nosir Isroil tajovuzi oqibatlarini tugatish uchun barcha kuch va vositalarni safarbar etish dasturini bayon qildi. 2-may umumxalq referendumini bu dasturni ma’qulladi.

1970-yil 28-sentabrda J.A.Nosir vafot etdi. O‘sha yil 15-oktabrda A. Sadat prezident etib saylandi. Uning davrida bozor munosabatlarini rivojlantirish, iqtisodiyotning xususiy sektorini kuchaytirish va faollashtirish, mamlakatda ishlab chiqariladigan mahsulotlar va avvalo iste’mol mollari hamda xizmatlar hajmini oshirish, xorijiy investitsiyalarni jalb etish yo‘lini amalga oshirishga kirishildi. Biroq 1967-yil „olti kunlik“ urushda Isroil tomonidan bosib olingan Misr yerlarini (Sinay yarim orolni) qaytarib olish muammosi hal bo‘lmay qolayotgan edi. 1973-yil oktabrda Misr armiyasi Suvaysh kanalidan o‘tib, uning sharqiy sohiliga tushdi. Urush natijasida

muammoni hal etishning iloji bo'lmagach, o't ochish to'xtatildi va 1974-yilda qo'shinlarni bir-biridan yiroklashtirish haqida bitim imzolandi. 1979-yilda Kemp-Devid (AQSH)da tuzilgan sulx. shartnomasi asosida Isroil uzi bosib olgan yerlarni Misrga qaytarib berdi. Bu sulhga boshqa arab davlatlari qarshi chikdi va Misrni Arab davlatlari uyushmasidan chiqardi. 1981-yil 6-oktabrda A. Sadat diniy tashkilot a'zolari tomonidan o'ldirildi va o'sha yil 13-oktabrda Husniy Muborak prezident etib saylandi. Yangi rahbariyat ichki siyosiy vaziyatni, xalq noroziligini yumshatish tadbirlarini ko'rdi, ijtimoiy turmushni birmuncha erkinlashtirdi, iqtisodiyotni sog'lomlashtirish yo'lida katta qadamlar qo'ydi. Misr tarmoqlarini jadal rivojlantirish orq-ali iqtisodiyotdagi nomutanosiblikni bartaraf etish yo'li tutiddi. **Xulosa** qilib shuni aytish kerakki, Mamlakatni zamonaviy bozor munosabatlarini shakllantirish yo'lidan rivojlantirishni jadallashtirishga qaratilgan islohotlar amalga oshirildi. Xalqaro maydonda og'ir-vazmin va epcil siyosat o'tkazila boshladi. Jumladan, Qo'shilmaslik harakati, Arab davlatlari uyushmasi, Islom konferen-siyasi tashkiloti bilan hamkorlik faollashtirildi. Yaqin Sharqdagi tinchlik jarayonini davom ettirish, arab-isroil mojarosini bartaraf qilish Misr tashqi siyosatining asosiy masalasi qilib qo'yildi. 1989-yilda Misrning Arab davlatlari uyushmasiga a'zoligi tiklandi. Misr — 1945-yildan BMTa'zosi. O'zRsuverenitetini 1991-yil 26-dekabrda tan olgan va 1992-yil 23-yanvarda diplomatiya munosabatlari o'rnatgan. Milliy bayrami — 23-iyul — Inqilob kuni (1952).

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Yangi davrda Singapur ta'lim tizimi

Nurullayev Oybek

Denov tadbirkorlik va pedagogika instituti tarix yo'nalishi talabasi

Annotatsiya: Bugun ta'lim iqtisodiy va ilmiy-texnik taraqqiyotning hal qiluvchi omili, jamiyatning ijtimoiy tuzilmasini shakllantirish, unda ijtimoiy maqomlarni taqsimlash mexanizmi hisoblanadi. Buni ayni paytda xorijiy davlatlarda ta'lim tizimini rivojlantirish va takomillashtirish orqali yuksak bilim va ko'nikmaga ega kadrlar tayyorlashga alohida e'tibor qaratilayotganidan ham anglash mumkin.

Kalit so'zlar: Ta'lim tizimi, Singapur, ilmiy-texnik rivojlanish,

Masalan, maorifga ulkan sarmoya kiritib, yuksak natijalarga erishayotgan davlatlardan biri — Singapurni olaylik. Singapur Britaniya mustamlakasi bo'lgan davrda ichki sanoat, asosan, mineral yoqilg'i va qishloq xo'jaligi mahsulotlarini qayta ishlashga ixtisoslashtirilgan edi. Shunga qaramay, o'sha davrda ham ta'lim fidoyilari yashirin tarzda bo'lsa-da, milliy ta'limni yuk-saltirishga, taraqqiy ettirishga o'zlarida kuch va jasorat topa olgan. Eng muhimi, qanday siyosiy-ijtimoiy voqelik ro'y bermasin, Singapur o'zi tanlagan yo'lda barqaror davom etgan. Mustamlakadan qutulib, ozodlikka chiqqach, o'zini juda tez o'nglab olganining bosh sababi ham shu aslida. Bugun Singapur ilmiy-texnik rivojlanish sohasida jahonda yetakchilardan biriga aylandi. Dongdor xorijiy oliy o'quv yurtlarida ilm-fanning eng zamonaviy yo'nalishlari va ilg'or texnologiyalar sohasida mutaxassislar tayyorlashga kelganda, Singapurdan «najot» topish rasm bo'ldi. Yer shari miqyosida olganda, Singapur olimlarining ko'pligi bo'yicha eng kuchli 47 davlat orasida beshlikka kirgan. Ta'sirchan tomoni shuki, Singapur yalpi ichki mahsulotga nisbatan ilmiy-tadqiqot va tajriba-konstruktorlik ishlariga mablag' sarflash bo'yicha sobiq mustamlakachisi — Buyuk Britaniyani ham ortda qoldirdi. Singapurda umumiy ta'lim tizimi uch bosqichdan iborat. Mamlakat ma'muriy jihatdan 4 ta ta'lim hududiga bo'lingan bo'lib, har birida 7 ta maktab klasteri mavjud. Ular o'rtacha 12—14 boshlang'ich va o'rta maktabni o'z ichiga oladi.

PIRLS (Ifodali o'qish bo'yicha yutuqlarni o'rganuvchi xalqaro tadqiqot markazi) xodimlari o'tkazgan tadqiqotga ko'ra, Singapur aholisi savodxonlik borasida dunyoda 1-o'rinda turadi. Singapurlik maktab o'quvchilari 1995-yildan buyon, ayniqsa, matematika va tabiiy fanlar (TIMSS) bo'yicha o'tkaziladigan nufuzli xalqaro tanlovlarda eng yaxshi natijani ko'rsatmoqda. Shu o'rinda, Singapur ta'lim tizimi qanday qilib bu darajaga yetgani, uning zamirida nimalar yotishi ko'pchilikni

qiziqtiradi. Bunda, avvalo, davlat tomonidan olib borilgan jiddiy islohotlar beqiyos ahamiyat kasb etganini unutmash lozim. Jumladan, 1961—1991- yillarda Singapur hukumati maktab tizimi mustaqilligi va moslashuvchanligini oshirish, shuningdek, mamlakatning ijtimoiy-iqtisodiy rivojlanish darajasini ko'tarish, yoshlarning ijodiy qobiliyatlarini rivojlantirish uchun zarur shart-sharoit yaratishga doir ko'plab chora-tadbirlarni amalga oshirdi. Maqsad faqat o'quvchilar shuurini turli fan bo'yicha ilg'or bilimlar bilan to'ldirish emas, balki ularda hayotiy ko'nikma va mas'uliyat hissini shakllantirish, birdamlik, o'zaro yordam, yurtiga va ishiga muhabbat, qiziquvchanlik, intiluvchanlik, jasorat va moslashuvchanlik jihatlarini qaror toptirish kabi dolzarb va nozik masalalarga e'tibor qaratilgan. Singapurda o'quvchilar 6 yoshdan maktabga qabul qilinadi. Boshlang'ich maktabda o'quvchilar matematika, ingliz tili, etika, musiqa va jismoniy tarbiya kabi fanlardan asosiy bilimlarni oladi. 6-sinf oxirida ular o'rta maktabda o'qishni davom ettirishga munosib ekanini isbotlash uchun PSLE yakuniy imtihonini topshiradi. Ma'lumot o'rnida aytish kerak, PSLE milliy imtihon hisoblanadi. Sinovlar ingliz tili, ona tili, matematika va tabiiy fanlar bo'yicha o'quvchilarning bilim darajasini tekshirishga qaratilgan. Umumiy o'rta ta'lim 4 yil davom etadi. Ushbu bosqichda o'quvchilar texnika sohasini, buxgalteriya hisobi, shuningdek, davlat tili va xorijiy tillarni o'rganishga ixtisoslashtirilgan yo'nalishlardan birini tanlashi mumkin. Bu bosqichdan so'ng umumta'lim maktablari bitiruvchilari uch yillik bilim yurti (texnikum)ga yoki ikki yillik texnika institutlariga o'qishga qabul qilinadi. Talabalar ushbu o'quv dargohlarida quyidagi sohalar bo'yicha mutaxassisliklarga ega bo'ladi: muhandislik, aloqa, raqamli texnologiyalar, biotexnologiya va buxgalteriya hisobi. O'qishni tugatgan bitiruvchilarga ishga joylashish imkonini beruvchi diplom topshiriladi. Shuningdek, bu bosqichdan so'ng bitiruvchilar oliy ta'lim muassasalarida ham o'qishi mumkin. Singapur ta'lim tizimida axborot-kommunikatsiya texnologiyalari (AKT) muhim rol o'ynaydi. Bu talabalarning innovatsion g'oyalar yaratish malakasiga ega bo'lishini ta'minlaydi. Singapur maktablarini kompyuter bilan jihozlash darajasi havas qilgulik, aniqrog'i, o'rtacha olganda, har 5 nafar o'quvchiga bir kompyuter to'g'ri keladi. Shu bilan birga, maktablarning 95 foizi internet tarmog'iga ulangan. Bu o'qituvchilarning o'quvchilarga masofaviy ta'lim berishi uchun ayni muddao. Singapurda boshlang'ich ta'lim majburiy bo'lib, ota-onalar muassasaga pul to'laydi. Ta'lim xarajati oyiga 9,4 AQSH dollari va yiliga bir marta to'lanadigan 79,4 AQSH dollarini tashkil qiladi. O'rta ta'lim uchun ota-onalar har oyda 14,4 dollar va har o'quv yili uchun bir marta 115,5 dollar to'laydi. Universitetgacha bo'lgan davr ta'limi uchun xarajat oyiga 19,5 dollarni va yiliga bir marta to'lanadigan 158,8 dollarni tashkil etadi. Singapurda davlat ajratadigan barcha mablag'lar, shuningdek, o'quv to'lovlari maktab fondiga tushadi. Klaster rahbarlari esa mablag'lar nimaga sarf etilgani haqida muntazam ommaviy axborot vositalari orqali hisob beradi.

Maktabda o‘quvchining ota-onasi bilan o‘qituvchilar o‘rtasida faol hamkorlik yo‘lga qo‘yilgan. «Ota-ona va maktab hamkorligi» deb nomlangan maxsus dastur doirasida quyidagi ishlar amalga oshiriladi: a) o‘quvchilar uchun qulay sharoit yaratishda ota-onalar yordami; b) maktab va ota-onalar o‘rtasida ma‘lumot almashish; d) turli tadbirlarni hamkorlikda tashkil etish, masalan, maktab nashrlariga obuna, ota-onalar ishtirokidagi konferensiyalar; e) muntazam ravishda ota-onalarga o‘quvchilarning o‘zlashtirishi to‘g‘risidagi axborot va hisobotni taqdim etish orqali o‘quvchini to‘la nazorat qilish; f) maktab ishlarini yaxshilash maqsadida qarorlar qabul qilish jaryonida ota-onalar fikrini inobatga olish. Singapur ta‘lim tizimining o‘ziga xosligi — o‘quvchining xohishiga qarab (yoki ota-onasining maslahatiga ko‘ra) o‘qituvchi tanlanadi. Mamlakatda o‘qituvchilar malakasini oshirish sohasida Milliy ta‘lim instituti (MTI) faoliyat yuritmoqda. Ushbu institutda o‘qituvchilarni uch yo‘nalish bo‘yicha qayta tayyorlash kurslari mavjud: 1) professional o‘qituvchilik; 2) ta‘lim vazirligida faoliyat yurituvchi mutaxassis; 3) maktab ma‘muriyati boshlig‘i. Bundan tashqari, institut dunyodagi eng yaxshi pedagogik amaliyotlarni tahlil qilish bo‘yicha faol tadqiqot ishlarini olib boradi. Ta‘kidlash joizki, ushbu institut mamlakatdagi malakali pedagog kadrlar tayyorlash bo‘yicha yagona institutdir.

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**BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARINI IJODIY-
METODIK KOMPETENLIKKA TAYYORLIK DARAJASINI
BELGILOVCHI ASOSIY MEZONLAR**

Uralova Muxabbat Sanjar qizi

Termiz iqtisodiyot va servis universiteti

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Annotatsiya. Maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarini ijodiy-metodik faoliyatga tayyorlik darajasini belgilovchi asosiy mezonlar haqida so‘z yuritilgan. Boshlang‘ich sinf o‘qituvchisining kasbiy faoliyatga tayyorgarligini ko‘rsatuvchi sifatlarni shakllantirish yo‘llari keltirib o‘tilgan.

Kalit so‘zlar: kompetentlik, kasbiy faoliyat, pedagogika, ijodiy faoliyat, integrativ yondashuv, tamoyil, ijtimoiylashuv, integratsiya.

Аннотация. В статье говорится об основных критериях, определяющих уровень готовности будущих учителей начальной школы к творчески-методической деятельности. Указаны пути формирования качеств, свидетельствующих о готовности учителя начальных классов к профессиональной деятельности.

Ключевые слова: компетентность, профессиональная деятельность, педагогика, творческая деятельность, интегративный подход, принцип, социализация, интеграция.

Abstract. The article talks about the main criteria that determine the level of readiness of future elementary school teachers for creative-methodical activities. Ways of forming the qualities that show the readiness of the primary school teacher for professional activity are mentioned.

Key words: competence, professional activity, pedagogy, creative activity, integrative approach, principle, socialization, integration.

Boshlang‘ich sinf o‘qituvchining ijodiy-metodik faoliyatga tayyorligi boshlang‘ich ta‘lim tizimiga davlat va jamoatchilik tomonidan qo‘yilayotgan zamonaviy talablar va ijtimoiy ehtiyojlarga javob sifatida qaralmog‘i lozim. Mazkur masalaga oid mulohazalarni bildirishdan avval, biz boshlang‘ich sinf o‘qituvchisining ijodiy-metodik faoliyatga tayyorlik darajasini belgilovchi mezonlarga to‘xtalib o‘tishimiz lozim. Savol an‘anaviy tarzda qo‘yiladi: ya‘ni biz qanday shaxsiy va kasbiy sifatlarga ega bo‘lgan boshlang‘ich sinf o‘qituvchisini ijojiy-metodik jihatdan tayyorlangan deb ayta olamiz?

Birinchi galda, o'qituvchi bu sohadagi pedagogik jarayonlarning metodologik negizi haqida yetarlicha bilim va ko'nikmalarga ega bo'lishi lozim. Shuningdek boshlang'ich sinf o'qituvchisi:

-ta'lim tizimi va o'qitishning tamoyillari, shakl, metod, texnologiyalari hamda ilmiy bilishning vositalarini chuqur tahlil eta olishi;

-pedagogik jarayonlardagi tendensiyalar, g'oyalar, mavjud voqeliklarni teran anglashi, baholay olishi va o'z faoliyatiga tatbiq qila bilishi;

-o'quv maqsadlari bilan bog'liq pedagogik va ta'limiy vazifalarni loyihalashtirish ko'nikmalariga ega bo'lishi lozim bo'ladi [1].

Bo'lajak boshlang'ich sinf o'qituvchilarining ijodiy-metodik faoliyatga tayyorlik darajasini belgilash uchun mezon sifatida uning bilim, malaka, ko'nikma va mahoratlari qatorida metodik faoliyat funksiyalarini amalga oshirish samaradorligi hamda mazkur faoliyatning komponentlarini o'zida to'liq, yuksak darajada shakllantirganligi kabi ko'rsatkichlardan foydalaniladi.

Boshlang'ich sinf o'qituvchisi ijodiy-metodik faoliyatining komponentlari bir-biriga uzviy bog'liq, bir-biriga ta'sir etuvchanlik, o'zaro muvofiq tarzda rivojlanuvchanlik xususiyatiga ega bo'lganligi uchun, aytish mumkinki, mazkur komponentlarning hatto bittasi mukammal shakllanmagan taqdirda ham biz bo'lajak boshlang'ich sinf o'qituvchisini mazkur faoliyatga tayyor deb ayta olmaymiz. Demak, yuqorida tilga olingan mutaxassislar va tadqiqotchilarning xulosalariga tayanib, bo'lajak boshlang'ich sinf o'qituvchisini ijodiy-metodik faoliyatga zarur darajada tayyorlanganligi uning:

-o'zida metodistik xususiyatlarini, binobarin, metodik faoliyatga xos barcha xususiyatlarni namoyon qilishida;

-ijodiy-kreativlikning barcha komponentlarini shakllantirib, ijodkorlik va kreativlik potensialiga ega ekanlik alomatlarini namoyon qilganligida;

-metodik faoliyatga ijodiy yondashuvida;

-o'qitadigan fanining tarixi, metodologiyasi, qadriyatlar va sohaga oid ilm-fanning zamonaviy holati bo'yicha yuksak darajada bilimga ega ekanligida;

-ta'lim oluvchilarga o'z fani sohasidagi bilim, malaka va ko'nikmalarni mufassal, mazmunli yetkazishning samarali usul, metod, vosita va shakllarini tanlay olganligida;

-o'rganilayotgan predmet mazmuniga daxldor muayyan madaniy-ma'rifiy fenomenni ijtimoiy voqeliklar bilan uyg'unlashtirgan holda o'zlashtiriladigan mavzu mundarijasiga "qorishtirib" yubora olish qobiliyatida;

-integratsiyaning turli darajalarini joriy etish orqali umumta'lim fanlarini, o'qitish metodikalari, metod va shakllari o'rtasida uyg'unlik va muvofiqlik topa olishida;

-o'z-o'zini rivojlantirishning istiqbolli strategiyasiga ega bo'lgani holda, ta'lim oluvchilarning shaxsini rivojlantirishga qaratilgan usullarni ijod qila olishida va boshqa metodik va ijodiy-kreativ sifatlarida ko'rinadi [2].

Shunday qilib, bo‘lajak boshlang‘ich sinf o‘qituvchilarini integrativ yondashuv asosida ijodiy-metodik faoliyatga tayyorlashda quyidagi vazifalarni bajarish lozim bo‘ladi:

-bo‘lajak boshlang‘ich sinf o‘qituvchisida integratsiyani turli (fanlararo, bo‘limlararo, mavzulararo, tushunchalararo, shuningdek, o‘qitish metodikalari, metodlari) darajalarda amalga oshirish mahoratini shakllantirish. Mazkur jarayoni OTMdagi tahsilning birinchi kursidan boshlab, har bir fan doirasida amalga oshiriladi;

-umumta‘lim fanlari bilan pedagogik fanlar integratsiyasini, ayniqsa, ustuvor hisoblash (masalan, “Matematika” fanini o‘qitish “Boshlang‘ich sinflarda matematika o‘qitish metodikasi” fani bilan integratsiya qilinadi);

-o‘qituvchi metodik faoliyatiga xos bo‘lgan asosiy komponentlarni uzviylik, izchillik va uzluksizlik tamoyillari asosida davomli rivojlantirib borish;

-bo‘lajak boshlang‘ich sinf o‘qituvchilarining ijodiy potensialini yuzaga chiqarish va davomli tarbiyalash bo‘yicha ishlarni shaxsga yo‘naltirilgan, kompetensiyaviy, individual yondashuvlarni joriy etish orqali amalga oshirish;

-bo‘lajak boshlang‘ich sinf o‘qituvchilarida ijodiy faoliyatni tashkil etishga salbiy ta‘sir ko‘rsatuvchi omillarni aniqlash va bartaraf etish asnosida ularda ijodiy faoliyat komponentlarining shakllanib hamda davomli rivojlanib borish uchun ijodiy-kreativ muhit yaratish;

-boshlang‘ich sinf o‘qituvchisida ijodiy-metodik faoliyatning xossalari va barcha komponentlari shakllanganligini doimiy ravishda, rejali monitoring qilib borish.

Bizningcha, bo‘lajak boshlang‘ich sinf o‘qituvchilarini integrativ yondashuv asosida ijodiy-metodik faoliyatga tayyorlashga oid sanab o‘tilgan vazifalar mazkur jarayonning texnologiyasini ishlab chiqishimiz uchun asos bo‘lib xizmat qiladi.

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ЧЕТ ТИЛИНИ ЎРГАНИШДА ОНА ТИЛИНИНГ ПСИХОЛОГИК ЎЗИГА ХОСЛИГИ

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Аннотация. Маълумки, таълим олувчиларнинг чет тилида фикр юритиш, эркин нутқни амалга ошира олиш хотираини ривожлантириш, интеллектуал фаолиятини шакллантириш зарурияти муҳим аҳамият касб этади. Ушбу мақолада чет тилини ўқитишнинг аҳамияти хусусида сўз боради. Шунингдек, тил ўқитишдаги муаммоларга алоҳида тўхталиб ўтилган. Айниқса, чет тилини ўзлаштиришда она тилининг ўзига хос психологик хусусиятларига эътибор берилган.

Калит сўзлар: нглиз тили, таълим, метод, методика, она тили, ахборот, таҳлил, авлод, жамият, давлат, маданият, тарих, онги, ҳиссиёт хотира.

PSYCHOLOGICAL CHARACTERISTICS OF MOTHER LANGUAGE IN LEARNING A FOREIGN LANGUAGE

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Summary: It is known that the need to think in a foreign language, to develop the memory of free speech, and to form the intellectual activity of students is of great importance. This article talks about the importance of learning a foreign language. Also, the problems of language teaching are discussed separately. Special attention is paid to the psychological characteristics of the mother tongue in learning a foreign language.

Key words: English language, education, method, methodology, mother tongue, information, analysis, generation, society, state, culture, history, mind, emotion, memory.

Тил кишилик жамиятининг асрлар давомидаги бутун тарихий жараёнида маълум бир гуруҳ томонидан эмас, балки бутун жамият ва жамиятнинг аъзолари томонидан яратилган ижтимоий ҳодисадир. Шу билан бирга, тил бирор даврнинг, бирор жамият тарихий тараққиёт жараёнидаги бир қанча даврларнинг маҳсули бўлиб, жамият учун хизмат қилади. Шунинг учун ҳам тилнинг кишилик жамиятидаги аҳамияти беқиёс. Тил ёрдамида билимлар ҳосил қилинади, тўпланади ва бир авлоддан бошқа авлодга етказиб берилади. Тил – инсонлар ўртасидаги мулоқотнинг энг муҳим воситаси, фикр ва ҳиссиётларни ифодалаш, янги маълумотлар, билимларни ўзлаштиришнинг асосий механизми. Бошқалар онги ва ҳиссиётига самарали таъсир кўрсатиш учун мазкур тил соҳиби уни яхши билиши лозим.

Сўнги йилларда жамият тарққиёти ривожлангани сари чет тилларига қизиқиш ортиб бораётганлиги сезиларли кўзга ташланади. Тиларни ўрганишга интилишнинг жуда кўп сабаблари мавжуд. Шулардан бири – киши бутун дунё бўйича саёҳат давомида чет эл вакиллари, давлатлари, маданияти ва тарихини ўрганиши, ҳамда улар билан суҳбат қуриш жараёнида ўзининг илмий салоҳиятини ошириб бориш мумкин. Шунингдек турли тилларни қанча кўп ва яхши ўзлаштиради, инсоннинг характери, хулқи, муомала маданияти ўзгариб, мукаммаллашиб боради.

Фақат ўз она тилисини мукаммал эгаллаган шахсгина бошқа хорижий тилларни ўзлаштириш меъёри юқори бўлиши мумкин. Бир инсон икки тилни айнан тенг даражада билиши жуда мушкул. Дунёда бир неча тилларни биладиган инсонлар кўп. Масалан, буюқларимиздан Абу Наср Форобий жуда кўп тилни билганлиги (XIII асрда яшаган тарихчи Ибн Халликаниннг кўрсатишича, Форобий ўз она тили – туркий тилдан ташқари 70та тилни билган) ҳақида маълумотлар бор[3.345].

Жаҳон таълим тизимидаги туб ислоҳотлар болаларнинг чет тилларни мукаммал ўрганишлари, барча соҳаларда чет тилини билган ҳолда ўзларини намоён эта олишлари учун зарур шарт-шароит яратиб бериш, уларнинг хорижий тилда оғзаки ва ёзма нутқларини ривожлантириш муаммоларини илгари сурмоқда. Таълим олувчиларнинг чет тилида фикр юритиш, эркин нутқни амалга ошира олиш қобилиятларини ривожлантириш, интеллектуал фаолиятини шакллантириш, уларнинг тайёргарлигини баҳолаш масалалари билан ЮНЕСКО, ЮНИСЕФ, Европа Университетлари Ассоциацияси, Олий Таълим Сифатини Таъминлаш Европа Тармоғи каби ташкилотлар шуғулланмоқда. Бу масаланиннг умумий тенденцияларда ривожланиши

замонавийлик ва ёш авлодда чет тилига оид малакаларнинг шаклланишида катта аҳамият касб этиб, замонавий тарбия муаммолари билан боғлиқ ҳолда талабаларнинг ижодий қобилиятларини оширишга хизмат қилмоқда [8].

Тилларни ўрганиш мураккаб жараён ҳисобланади. Шунинг учун унда бир қанча қийинчиликларга дуч келиш мумкин, яъни психологик муаммолар ана шулар жумласидандир. Бу муаммоларни бир қанча психолог олимлар катта қизиқиш билан ўрганишган. Муаммонинг долзарблиги шундаки, кишининг билими ва шу тилда гапириш иқтидори ҳар доим ҳам бир-бирига тўғри келавермайди. Айрим инсонларга тил ўрганиш жуда ҳам осон, айримларига эса ўта қийин туюлади.

Чет тилини ўрганишдаги қийинчиликлар ҳақида сўз борганда тил тушунчасининг психологик хусусиятларига эътибор қаратиш мақсадга мувофиқ. И.А.Зимняя тилнинг хусусиятига қуйидагини таклиф қилади: “тил – бу қийин системали таълимот бўлиб, у инсон тушунча тафаккурини вужудга келтиради, ҳамда инсоннинг муомала вазифасини бажарувчи функциясини ривожлантиради[6].

Гумболтд таъкидлашича, тил – бу миллат қалби. Унда тўлиқ “миллий” характер акс этган. Тил – ижтимоий–тарихий маҳсулот бўлиб, у ҳар хил авлодлар ўртасида мулоқот учун хизмат қилади. Тил – бу энг тирик, энг сароб ва мустаҳкам алоқа бўлиб, яшаб бўлган, яшаётган ва келажак авлодларни бир-бирига боғлаб турувчи буюк ва тарихий бир бутунлик ҳисобланади.

Чет тилининг бошқа мактаб дастуридаги ўқув предметларидан фарқи бор. Яна чет тили она тилидан кўп жиҳатлари билан ҳам фарқ қилади. Унинг фарқини Л.С.Виготский таъкидлаб ўтганидек: эгаллаш йўли йўналишида; мулоқотда киришувчалигида; вазифаларнинг ҳаммаси амалга ошишида; боланинг тилини ривожланишида (2-5 ёш). Бунда Л.С.Виготский аниқлаб олган йўли она тили учун пастдан - тепага, чет тилини ўрганиш учун эса, тепадан-пастга характерлидир, деб ҳисоблаган. Шундан кўриниб турибдики, она тили ва чет тилларини ўрганиш бир-бирига қарама қарши кечадиган жараёндир. Сабаби, она тилини инсон ёки бола ўзи билмасдан ҳам туриб ўрганиши мумкин, лекин чет тилини ўзи бошидан бошлаб, махсус, тайёрланган ҳолда ўрганади[7].

Тил коммуникацияси талабларига фикрларнинг ифода этиш воситасидек тавфсифнома бериш зарур. Бу сифатда она тили ҳам чет тили ҳам намоён бўлади. Аммо она тили биринчи навбатда табиий, натурал мавжутлилик шакли ва эмотционал ирода сферасининг белгисидир. Болада чет тилини қанча яхши ўрганса-да, унинг мулоқотга киришиш даражаси, яъни она тилида сўзлашиш хусусияти юқори туради. Яна бир асосий жиҳати шундаки, бола мактабда одатда она тил орқали сўзлашади ва чет тилида ўрганган сўзларини амалиётда қўллаши жуда кам ёки умуман қўлламайди. Шунинг учун ҳам

масалан, чет тилда ўрганган сўзларини миясида сақланиб қолади, айрим ҳолларда қўллайди. Чунки бошқа тилдан ўзлаштираётган сўзларнинг ҳеч қандай ҳиди, ранги, шакли, ҳажми, катта-кичиклиги бўлмагани учун хотирасида сақланиши қийин бўлади. Чунки маълумки хотирага сезги хусусиятлари, ҳиссий ҳолатлар кучли таъсир қилади ва одам онгида узоқ вақт сақланади.

Математика, тарих, география, биология, химия, физика фанларига қараганда тил ўқув предметлар орасида яшаш тарзи учун энг керак бўлиши билан ажралиб туради. Чунки тил орқали биз ўз фикримизни объектив ҳолда баён эта оламиз ва тил ахборот сақловчи, таҳлил қилувчи ва олиб юривчи восита ҳисобланди. Тилни ўрганиш учун ўқув фаолияти предметини ўрганиб чиқиш лозим.

Чет тилини предметсизлиги одатда бошқа фанларга нисбатан (математика, жўғрофия, тарих, биология, химия, физика ва бошқалар) реал борлиқнинг билимини бермайди. Чет тили тилларнинг функцияси, қоидалари, талаблари кабиларга асосланади.

Коммуникатив фаолиятга бирёқлама “қўшилиш” қандайдир (инглиз) тилини ўзлаштиришга ёрдам беради. Мактабда бола ўрганаётган тилида мулоқада бўлади, лекин муҳитдан ташқари эмас. Бу нарса боланинг хотирасида сўз бўлиб сақланиб қолади. Инглиз тилидаги “сўз”лар ҳид, ранг, шакл, катта кичиклигидан маҳрум. Шу нарса чет тилини ўзлаштиришда идрокнинг роли сустлиги сабабли сўзларни хотирасида яхши сақлаб қолмаслигига сабаб бўлиши мумкин. Инсон она тилини ўзлаштираётганда ўзи билмаган ҳолда ўзлаштиради. Бу табиий бўлиб, ўзлаштираётганда борлиқни билиш учун қурол сифатида фойдаланади. Бу жараёнда табиий унинг одамий, специфик (коммуникатив, билим орттиришлик ва бошқа ижтимоий) эҳтиёжлари қониқтирилади.

Шундай қилиб чет тилларини ўрганиш учун тил хусусиятининг ижтимоий психологик асосларининг тушуниш ҳамда уларни босқичма-босқич ўзлаштириб бориш мақсадга мувофиқ бўлади. Бунинг учун шахс тил хусусиятининг асосий психологик сифатларини тўғри таҳлил қила олиши ва ундан оқилона фойдалана олиши лозим.

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YOZUV DARSLARIDA SAMARALI USULLARDAN FOYDALANISH

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Annotasiya: *Ushbu maqolada yozuv darslarida foydalanish mumkin bo'lgan samarali usullar va ulardan foydalanish mumkin bo'lgan jarayonlar haqida ma'lumotlar berilgan.*

Kalit so'zlar: *texnologiya, fonetika, nutq tovushlari, usullar.*

Ma'lumki, “Texnologiya” tushunchasi texnikaviy taraqqiyot bilan bog'liq holda fanga kirib kelgan. U grekcha so'z bo'lib, “tehne” –san'at, mahorat, “logos” fan, ta'limot so'zlaridan tashkil topgan. Ta'lim barcha faol va sust o'zgarishlar ta'sirini qabul qilavermaydi, jamiyatda bo'layotgan voqealarga esa o'z ta'sirini o'tkazadi. Ana shu nuqtai nazardan ta'limdagi o'zgarishlar faqatgina natija sifatida emas, balki jamiyatning kelgusidagi o'ziga xos rivojlanish shartidir¹. Bu asar syujeti yuzasidan o'quvchilarga savol tuzdirishda, qahramonlarga tasvir berishda o'z ifodasini topagi.² Pedagogik texnologiyaga asoslangan ta'lim jarayonida o'qituvchi faoliyati va o'quvchi faoliyati doirasi aniq belgilanadi, ta'limni tashkil etishning aniq texnologiyasi ko'rsatiladi. Hozirgi ta'lim metodlarini takomillashtirish sohasidagi asosiy vositalardan biri interfaol ta'lim va tarbiya usullarini joriy qilishdan iborat.³ Quyida biz boshlang'ich sinf o'quvchilari bilishi zarur bo'lgan asosiy yozuv usullari bor.

Chiziqli usul

Qaysiqir harfni yozilishini o'rganish uchun o'quvchi bu harf qanday belgilarga ega ekanligini, harfdagi alohida elementlarning joylashish o'rnini, uning kattaligini va

¹ Aldjanova I.R. Bo'lajak o'qituvchilarni tayyorlashda pedagogik innovatsiyalardan foydalanish. – T.: “Fan va texnologiyalar” nashriyoti, 2011. – B.3.

² Qosimova K va boshqalar. Ona tili o'qitish metodikasi. ..”Noshir”.2009.

³ Bahriyev A., Bahriyeva N. Yangi pedagogik texnologiyalar orqali o'qitishda ichki motivatsiyani shakllantirish. Xalq ta'limi jurnali, 2006

hokazolarni o'rganib olishi kerak. O'quvchiga harfning yozilishini to'g'ri o'rgatish uchun uning qatoridagi o'rni to'g'ri joylashtirish va qatorini qog'oz varag'ida joylashish o'rnini bilish uchun qog'ozda gorizantal, yotiq chiziqlar chiziladi, shunda daftarning betida o'ziga xos setka paydo bo'ladi. O'quvchilar unga har bir alohida harfni yozib boradilar.

Genetik usul

Genetik usul to'g'ri yozishga o'rgatishning asosiy uslubi hisoblanadi. Boshlang'ich maktabning dasturida ko'rsatilishicha alifbeni o'rganish vaqtida bolalar alifbeda harflar qanday joylashgan bo'lsa, shu tartibda yozilishida oson yoki qiyinligidan qat'iy nazar ketma-ket o'rganiladi. Genetik usul bilan yozuvga o'rgatish hozirgi kunda alifbeni o'rganib bo'lgandan so'ng to'g'ri yozuvga o'rgatish hozirgi kunda butun borishida amalgam oshiriladi. Bu uslubning afzalligi shundan iboratki, o'quvchi yozuvdagi harfni alifbedagi tartibda emas, balki uning yozilishidagi murakkab tomonlarigava yozuvdagi harf avvalgi yozuv mashqlariga mos kelishi kerak. Oldiniga o'quvchilar oddiyroq va yengil harflarni yoza boshlaydilar, keyinchalik esa birmuncha murakkabroq va oxirida qiyin mashqlarni yozadilar.

Bunday ketma-ketlikning afzallik tomoni shundaki, o'quvchi 1-2ta elementni o'zlashtirib olib shakli jihatidan soddaroq bo'lgan harfga o'tadi. So'ng qandaydir shriftni yoki alohida bir elementni qo'shish orqali yangi harflarni o'rganishga o'tiladi.

Bu quydagi tartibda amalgam oshiriladi:

1. O'qituvchi hozir yozuv bilan shug'ullanishlarini aytib o'tadi. O'quvchilar mashg'ulotga kerak bo'ladigan narsalarni tayyorlab qo'yadilar.
2. Undan keyin o'qituvchi sinf doskasidagi harf yoki so'zning yozilish tartibini tushuntirib beradi, o'quvchilar esa o'qituvchining yozish jarayonidagi qo'l harakatlarini takrorlab borishlari lozim.
3. O'qituvchi tomonidan so'z o'quvchilar bilan o'qib boriladi va havoda yozish mashqlari bir necha bor takrorlanadi. Bunday tayyorgarlik mashqlaridan so'ng o'quvchilar daftarga yozishga o'tadilar. Yozish malakasini egallab borishga o'rgatish maqsadida avvaliga sodda elementlardan tashkil etilgan so'zlarni keyin esa murakkabroq so'zlarni yozishga o'tiladi.

Nusxaga qarab ko'chirish usuli

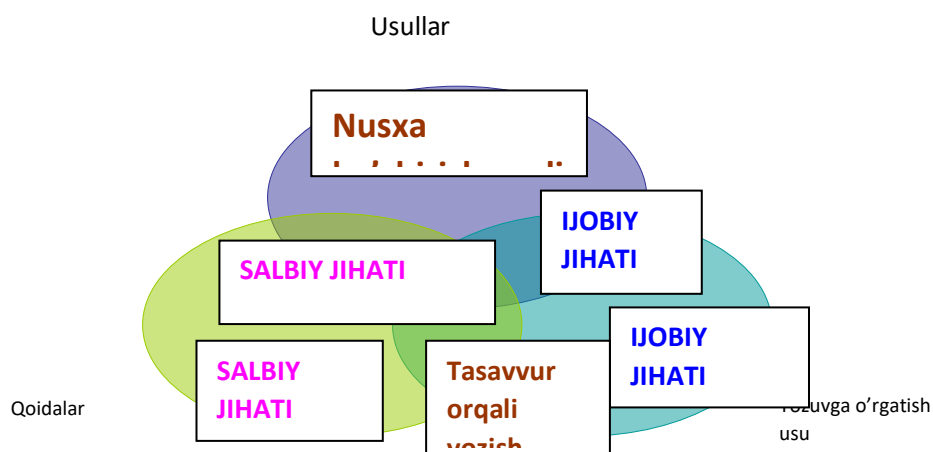
Bu usul ham yuqoridagi usullardan kam bo'lmagan samaradorlikka ega. Bolalarning ko'chirish jarayonida namoyon bo'ladi. Bu usul qadimiy usul bo'lib,

hozirgi kunda ham qimmatini yo'qotnagan holda qo'llanilib kelinmoqda. Bu usulda o'quvchilar harflarni "Husnixat" kitobi yoki "Yozuv daftari"-dagi namunalarga qarab ko'chirib yozadilar. Tayyor holdagi nuqtalar bilan ifodalangan harflar ustidan qo'lni yurgizib mashq qilish mexanik jarayon bo'lib, o'quvchilar bu topshiriqni oson bajaradilar. "Husnixat" daftarida berilgan namunaga qarab yozdirish o'qituvchining vaqtini tejaydi, ish unumini oshiradi. Yosh bolani yozuvga o'rgatishda doimooddiydan murakkabga qarab boramiz. 1- sinf yozuv daftarida harflardan oldin belgilarning nusxasi berilgan. Ularning ustidan yozadi.

Tasavvur orqali yozish usuli

Bolalarda tasavvur orqali havoda harflar shaklini yozdirish qo'llanadi. O'qituvchi doskaga yozib ko'rsatgan harf yoki uning bog'lanishlarini o'quvchilarga ruchkani havoda harakatlantirib ko'rsatadi va bu orqali o'quvchida harf haqida tasavvur hosil qilinadi. So'ng o'quvchi daftarga yozishga kirishadi. Bunday mashq usuli o'quvchining qiziqishini oshiradi. Bu usulning salbiy jihati shundayki, o'qituvchi bu uslubdan foydalanganda barcha o'quvchilarning qo'l harakatini to'g'ri yoki noto'g'riligini bir paytda tekshira olmaydi. Bunda bir necha o'quvchining qo'l harakatini kuzatib tegishli ko'rsatma beriladi. Tasavvur orqali yozdirish bolalar estetikasini shakllantiradi. Ijobiy natijalarni beradi. Boshqa uslublardan kam bo'lmagan natijani beradi.

Quyida ko'rsatib o'tilgan usullar asosida o'quvchilarda yozuvga o'rgatish jarayonlari to'g'ri tashkil etiladi va yozma savodxonlik rivojlantiriladi.



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3. Bahriyev A., Bahriyeva N. Yangi pedagogik texnologiyalar orqali o`qitishda ichki motivatsiyani shakllantirish. Xalq ta`limi jurnali, 2006

O'rta Osiyoning IX – XIV asrning o'rtalari tarixiga oid yozma manbalar

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Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Arab xalifaligi hukmronligi davrida musulmon Sharqida arab tili keng tarqaldi. Bu ko'p jihatdan ushbu mamlakatlarda yangi din – islomning qaror topishi bilan bog'liq edi. Deyarli butun diniy adabiyot shu tilda yaratilgan. Boshqaruv idoralarida ham arab tilidan foydalanilar edi. Asta-sekinlik bilan arab tili adabiyot va san'at sohasida ham qo'llanila boshlandi. Bu tilda faqat arab olimlari va adiblar emas, balki xalifalik tomonidan zabt etilgan mamlakatlar, jumladan, Xuroson va Movarounnahrda yetishib chiqqan ma'rifatli kishilar ham ijod qildilar.

Kalit so'zlar: "Kitob al-buldon", "Risola", "Kitob axbor al-buldon", "Kitob masolik ul-mamolik"

Xuroson va Movarounnahrning IX-X asrlar tarixini yoritishda arab tilidagi tarixiy-jug'rofiy adabiyotlar muhim o'rin tutadi. Geograf-olimlar O'rta Osiyoning tabiiy sharoitlari, xo'jaligi, shahar va viloyatlari haqida ma'lumotlar yozib qoldirganlar. Xususan, bu yurtga turli davrlarda tashrif buyurib, haqiqiy ahvolni o'z ko'zi bilan ko'rgan sayyohlarning yozib qoldirgan ma'lumotlari maroqlidir. Ular keltirgan axborotlarning to'g'rilik darajasi yuqoridir. IX asr arab geograf olimi al-Ya'qubiy (Abul Abbos Ahmad ibn Ya'qub) Bag'dodda tug'ilib, uzoq yillar davomida Arab xalifaligi tarkibiga kirgan Armaniston, Xuroson, Falastin, Misr va Mag'ribda yashagan.⁴ Al-Ya'qubiy ushbu viloyatlar ma'muriyatida

⁴ Абдуллаев И. Абу Мансур ас-Саолибий. – Т.: Ўзбекистон, 1992.

mas'ul lavozimlarda ishlagan, deb taxmin qilish mumkin (Uning bobosi va otasi davlat amaldorlari bo'lib, turli viloyatlarda xalifa uchun ma'lumotlar to'plashgan, degan fikrlar bor). Shubhasiz, uzoq muddat davomida turli mamlakatlarda yashash unga bo'lajak kitoblari uchun materiallar to'plash imkoniyatini bergan. Jumladan, "Kitob al-buldon"⁵ ("Mamlakatlar to'g'risidagi kitob") nomli asarida al-Ya'qubiy ko'p mamlakatlar qatorida Eron, Movarounnahr, Xorazm va Seiston haqida, ularning jug'rofiy joylanishi, yirik shaharlari va qal'alari, aholisi, uning mashg'ulotlari va urf-odatlari to'g'risida qiziqarli ma'lumotlar yozib qoldirgan. "Kitob al-buldon" asarining ikkita nusxasi Germaniyada saqlanmoqda. Asarning arabcha matni 1892-yilda Leydenda golland sharqshunos-olimi M.Ya.de Guye tomonidan nashr etilgan. O'rta Osiyo to'g'risidagi ayrim ma'lumotlar arab sayyohi Ibn Fadlan (X a.) asarlarida uchraydi. Jumladan, u o'zining "Risola" nomli asarida Kaspiy dengizining sharqiy sohillarida yashagan xalqlar to'g'risida qiziqarli ma'lumotlar beradi. O'rta Osiyoning tarixiy jug'rofiyasi, Balx, Samarqand va boshqa shaharlar to'g'risidagi ma'lumotlar Ibn al-Faqihning "Kitob axbor albuldon" ("Mamlakatlar to'g'risidagi xabarlar kitobi") (X a.) asarida uchraydi. Muallifning haqiqiy ismi – Abu Bakr Ahmad ibn Muhammad alHamadoniydur.⁶ Ibn al-Fakihning bu asari to'liq holda saqlanmagan. Bizgacha asarning 1022-yilda Ali ibn Ja'far ash-Shayzoriy tomonidan tahrir etilib, qisqartirilgan nusxasi yetib kelgan. Ushbu nusxa de Guye tomonidan Leydenda 1885-yilda nashr qilingan. 1923-yilda esa Mashhaddagi Imom Rizo masjidi kutubxonasida "Kitob axbor

⁵ Абдулкарим Саъъоний. Ал-ансоб. Насабнома (VII-XII асрда яшаган бухоролик олимлар ҳақида маълумот). – Бухоро: “Бухоро” нашриётиб 1999.

⁶ . Абу Бакр Мухаммад ибн Жаъфар Наршахий. Бухоро тарихи / Форс тилидан А.Расулев таржимаси // Мерос. – Т.: Камалак, 1991. Б. 88-174.

al-buldon"qo'lyozmasining ikkinchi qismi topildi. Tarixiy manba sifatida eronlik olim Abulqosim Ubaydulloh ibn Xurdodbeh (820-913) ning asarlari diqqatga sazovordir. U nufuzli amaldor oilasida tug'ilgan. Uning otasi Tabariston viloyatining hokimi bo'lgan. Abulqosim yoshligida yaxshi ma'lumot oldi, u jug'rofiya, tarix, meteorologiya va boshqa fanlarni yaxshi o'rgandi. Xalifa Mu'tamid (870-892) davrida ibn Xurdodbeh hukmdorga yaqin kishi (nadim) edi. Keyinchalik u muhim davlat lavozimlariga tayinlandi, jumladan, Jibal viloyatida (Eronning shimoli-sharqiy qismi) pochta va razvedka boshlig'i (sohib barid va l-xabar) lavozimida xizmat qildi. Ibn Xurdodbeh turli fanlarga oid 10 ga yaqin asar yozdi. Ular orasida eng muhimi "Kitob masolik ul-mamolik" ("Mamlakatlarga eltuvchi yo'llar haqidagi kitob") hisoblanadi. Unda muallif Arab xalifaligi tarkibiga kirgan mamlakatlar, shaharlar, ular o'rtasidagi masofa, aholidan undirilgan soliqlar va o'lponlar to'g'risida muhim ma'lumotlar keltiradi. Ibn Xurdodbehning asarida O'rta Osiyoning shaharlari – Samarqand, Kushoniya, Ushrushona, Shahrison, Shosh va Isfijob (Sayram), shuningdek, Movarounnahrda pul muomalasi, bu yerda istiqomat qilgan turkiyzabon qabilalar haqida ma'lumotlar keltiriladi. Bizgacha asarning faqat qisqartirilgan varianti yetib kelgan. Uni 1889-yilda de Guye nashr ettirgan. Asarning ruscha tarjimai N.Valixanova tomonidan Bokuda 1986-yilda nashr etildi.⁷ Ibn Xurdodbehga zamondosh bo'lgan yana bir eronlik geograf olim va sayyoh Abu Is'hoq Ibrohim ibn Muhammad al-Forsiy al-Istaxriy (850-934) edi. U ko'p sayohat qilgan va Movarounnahr, Suriya, Misr, Mag'rib singari mamlakatlarda bo'lgan. O'z sayohatlari chog'ida al-Istaxriy ushbu mamlakatlarning jug'rofiyasiga oid ko'p materiallar to'pladi va keyinchalik "Kitob masolik ul-mamolik" ("Mamlakatlarga eltuvchi yo'llar haqidagi kitob") nomli asarini yozdi.

⁷ Абу Мансур ас-Саолибий. Ажойиб маълумотлар / Тадқиқ қилувчи, таржимон, изоҳ ва кўрсаткичларни тузувчи И.Абдуллаев. – Т.: А.Қодирий ном. нашр., 1995.

U asariga o‘zining zamondoshi Abu Zayd Ahmad al-Balxiyning "Suvar al-aqolim" ("Qit'alar tavsifi") kitobini asos qilib oldi hamda unga ancha yangi ma'lumotlar qo'shdi. Boshqa musulmon mamlakatlari qatorida, al-Istaxriy O'rta Osiyo, uning sarhadlari, iqlimi, ma'muriy bo'linishi, savdo-sotiqning ahvoli, aholisi va uning mashg'ulotlari, mashhur kishilari to'g'risida ma'lumotlar yozib qoldirgan. Al-Istaxriy asarining arabcha matni uch marta (1870, 1927, 1967) Leyden shahrida nashr etilgan. Asar XVI asrdayoq Abulmahosin Muhammad al-Naxichevoni tomonidan fors tiliga tarjima qilingan. Asarning qo'lyozma nusxalari Sankt-Peterburg va Toshkent shaharlarida saqlanmoqda. Sharq mamlakatlari tarixi, jumladan O'zbekiston tarixini tadqiq etishda arab olimi va sayyohi Abulhasan Ali ibn al-Husayn al-Mas'udiy (956yilda Qohirda vafot etgan) asarlari katta ahamiyatga ega. Mas'udiy Bag'dodda zodagon oilada tug'ilgan. 915-945-yillar oralig'ida amalga oshirgan sayohatlari chog'ida Eron, Shom, O'rta Osiyo, Ummon, Shimoliy Afrika, Zanzibar, Hindiston, Seylon, Xitoy va boshqa mamlakatlarda bo'lgan. Mas'udiy adabiyot, falsafa, fiqh, jug'rofiya va tarix fanlari bo'yicha chuqur bilimlarga ega edi.⁸ U fanning turli sohalariga doir 20 dan ziyod asar yozgan. Afsuski, ularning ko'pi bizgacha yetib kelmadi. Uning saqlanib qolgan asarlaridan biri – "Muruj az-zahab" ("Oltin maysazor") tarixiy manba sifatida katta ahamiyatga ega. Asar 947-yilda yozilib, 956-yilda qayta ishlangan. "Muruj az-zahab" ko'p xalqlar, shu jumladan turkey qavmlar tarixi, ijtimoiy tuzumi va udumlari to'g'risida xilma-xil ma'lumotlar beruvchi qomusiy asardir. Uning matni va fransuz tiliga qilingan tarjimasini 1861-1877-yi llarda Parijda nashr etilgan.

Xulosa: Shunday qilib, O'rta Osiyoda IX – XIV asrning birinchi yarmida kechgan siyosiy va ijtimoiy-iqtisodiy jarayonlar arab va fors-tojik tilida bitilgan

⁸ 5. Абу Райхан Беруни. Памятники минувших поколений // Абу Райхан Беруни. Избранные произведения. Т. 1. Перевод и прим. М.А.Салье. – Т., 1957.

turli yozma manbalarda o'z aksini topgan. Ular asosan sayyohlarning safarnomalari, tarixiy va tarixiy-jug'rofiy asarlar, adabiy asarlar, tazkiralalar, manoqiblar, shuningdek, yuridik hujjatlardan iborat. Ushbu manbalardan mushtarak tarzda foydalanish Xuroson, Movarounnahr va Xorazmning o'rta asrlar tarixining turli qirralarini ochib berish imkoniyatini beradi

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Rahbar xodimlarning boshqaruv nazariyasida tutgan roli va ahamiyati

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Annotatsiya: Ushbu maqolada boshqaruv va boshqaruv jarayoni tushunchalariga tarif hamda rahbarlik faoliyatini rivojlantirish uchun ilmiy amaliy taklif va tavsiyalar bayon etilgan.

Kalit so'zlar: rahbar, natija, personal, identifikatsiya, ijtimoiy, faoliyat,

Har bir inson vaqt, mehnat sarflayotgan ijtimoiy zaruriyati, vazifasi yohud topshiriqlari yig'indisi yanada samarali, foydali va manfaatli bo'lishi uchun harakat qiladi. O'z o'rnida bu harakatlar esa individual (yakka) va kollegial (jamoaviy) holatlarda amalga oshiriladi. Bunda harakatlar ko'zlangan maqsad, maqsadga erishish yo'lidagi amallar hamda amallarga prinsipial yondashuv bilan karakterlanadi. Ma'lumki, yakka tarzda ishlash nisbatan qulayroq, jamoaviy ishlashda esa har qanday qulaylik, yutuqlar va inqiroz ham jamoaning ijtimoiy muhiti, hamda jamoaga boshchilik qiladigan shaxsning boshqaruvchanlik qobiliyatiga bog'liq bo'ladi. Boshqaruv - boshqaruv subyektining boshqaruv obyektiga nisbatan maqsadga muvofiq va doimiy ta'sir etish jarayoni hisoblanadi.⁹ Umumiy ma'noda boshqaruv subyektini rahbar bo'lsa, boshqaruv obyektini xodim sifatida qaraladi. Bunda rahbar korxonaga yoki tashkilot manfaati uchun qaror qabul qiluvchi va unga javobgar shaxs, xodim esa ijrochi vazifasini

⁹ 1. E.Xojiev. Davlat va jamiyat boshqaruvining huquqiy asoslari. // Toshkent. -"Yangi kitob", 2017. 257 bet

bajaradi. Korxonalar va tashkilotlarda iqtisodiy, ilmiy, ishlab chiqarish hamda xizmat ko'rsatish kabi bir qator ko'plab sohalarda faoliyat olib borilgan ekan, faoliyatning ham ko'zlangan va erishilgan natijalarning ham asosida rejalashtirilgan, muvofiqlashtirilgan, kommunikativ boshqaruv jarayoni yotadi. Boshqaruv jarayoni - tashkilot resurslarini u tomonidan o'zining maqsadlariga erishish uchun shakllantirish va ulardan foydalanish bo'yicha uzluksiz o'zaro bog'liq harakatlarning majmuasi. ¹⁰Ta'kidlangan jarayonni ya'ni uzluksiz o'zaro bog'liq harakatlar majmuini maqsadlarga erishish uchun har tomonlama to'g'ri yo'naltirish eng avvalo rahbar zimmasiga yuklanadi. Shuning uchun rahbar shaxs doimo rivojlanish uchun harakatda bo'lishi va faoliyatining ijobiy izchilligini ta'minlay olishi zarur. Boshqaruvning qaysi bo'g'inida bo'lishidan qat'iy nazar, rahbar o'z faoliyati natijalari va o'zi rahbarlik qilayotgan bo'linma faoliyatiga javobgardir. "Rahbar mas'uliyati" tushunchasi mansabdor shaxslarning boshqaruv faoliyatiga baho berishda, ularning o'ziga topshirilgan ishga munosabatini tavsiflashda keng qo'llaniladigandir. Boshqaruv mansabdor shaxs anglab yetgan va qabul qilgan barcha vazifalarni sifatli bajarish zaruriyatini ifodalaydi. ¹¹Darhaqiqat, har bir rahbarda birinchi navbatda shaxsiy javobgarlik va mas'uliyat tushunchalari shakllangan bo'lishi kerak. Chunki unga berilgan mansab yoki unvonning o'zi avvalo ishonch va ikki barobar mas'uliyatdir. Bildirilgan ishonchni oqlash uchun xizmat vazifasiga mas'uliyat bilan yondashish tashkilot yutug'ining yarmiga tengdir. Shunday ekan boshqaruv jarayoni va rahbarlar faoliyatida "Rahbar mas'uliyati" eng muhim tushunchalardan biridir. Rahbar mas'uliyati - rahbar madaniyatining asosiy belgilaridan biri bo'lib,

¹⁰ A. Haydarov. Madaniyat va san'at sohasini boshqarish asoslari. O'quv qo'llanma // Toshkent. - "Kamalak" nashriyoti, 2019. 192 bet

¹¹ A. Xolov. Boshqaruv qarorlari ijrosini ta'minlashda rahbar mas'uliyati. // -Toshkent: "Akademiya", 2014, - 124 bet

uning ma'lum sohaga javobgarligini aks ettiradi hamda alohida shaxs, xodim mas'uliyatidan farq qilib, ko'lami kengligi, salmog'i bilan ajralib turadi. Shu bois, rahbar mas'uliyati hamisha muhim sanalgan. Mas'uliyat, avvalo, har bir kishining vijdoni, iymoni, qolaversa, o'zgaralar oldidagi, jamoa, jamiyat, Vatan, millat oldidagi burchini teran anglashdir. Umuman, mas'uliyat rahbarning zimmasidagi vazifasiga nisbatan javobgarlik tuyg'usidir. Mas'uliyatli rahbar, eng avvalo, o'ziga, so'ngra boshqalarga nisbatan talabchan bo'ladi. Rahbar faoliyatidagi barcha salbiy hodisalar esa ana shu mas'uliyat hissining yo'qligidan kelib chiqadi.¹² Rahbarning professional rivojlanishida shunday obyektiv va subyektiv omillar mavjudki, ular shaxsning boshqaruv sohasida ulg'ayishiga to'sqinlik qilib, shu bilan birga uning professional jihatdan o'zini yana bir bor namoyon etishiga, kasb sohasi bilan o'zining mutanosibligini aniqlashtirishga asos bo'ladi. Har qanday professional inqiroz - shaxsning kasb bilan identifikatsiyalashuviborasidagi ziddiyat bo'lib, bunda insonning kasb sohasida o'zini yangitdan ifodalash zaruriyati uning avvalgi identifikatsiyasini saqlab qolish niyati bilan ziddiyatga boradi.¹³ Tabiiyki, har qanday harakat, faoliyat doim ham o'ylanganidek bir tekisda davom etmaydi. Ayniqsa, ishga, shaxsiy va jamoaviy professionalizm rivojiga salbiy ta'sir ko'rsatadigan holatlar rahbarlik faoliyatida juda ko'p uchraydi. Ularning sog'lig'iga jiddiy ta'sir ko'rsatish darajasida bo'lishi ancha ayanchli. Bunday holatlarga duch kelmaslik uchun boshqaruv jarayonini strategik yo'lga qo'yish juda muhimdir. Sababi kichik xato ham ulkan oqibatlarga olib kelishi mumkin. Aytib o'tilganidek asosiy javobgar rahbar bo'ladi. Shuning uchun bunday holatlarda ko'p jabr rahbarlar zimmasida qoladi. Bazi rahbarlar iloji boricha xato qilmaslikka harakat qilishadi, ammo yuqoridagi vaziyatlar vujudga kelsa muammoni bartaraf qilishga

¹² O'sha manba.19-bet

¹³ N.Boymurodov. Rahbar psixologiyasi. - Toshkent, -"Yangi asr avlod" 2016,-132 bet

kirishadilar. Bazi rahbarlar esa barchasini o‘z holiga tashlab qo‘yishadi yoki xizmat vazifasidan bo‘shash uchun ariza topshiradilar. Aslida to‘siqlar ham rivojlanish uchun yana bir turtki bo‘lsa ajab emas. Chunki ayrim rahbarlar muammo yechimini topib, o‘zlari uchun yana bir bor tajriba maktabini o‘tagan vaziyatlardan motivatsiya oladilar. Bu esa rahbarlik rivojining yana bir pog‘onaga ko‘tarilishiga zamin yaratadi. Prezidentimiz rahbarlarga shunday fikrlar bilan yuzlanadi. “Ish yuzasidan talabchanlik qilish boshqa odamlarning shaxsiyatiga tegish butunlay boshqa narsa. Odamlar ish yuzasidan sizga bo‘ysinishi mumkin, boshqa har qanday masalada siz bilan teppa-teng huquqqa ega ekanini aslo esdan chiq armang. ...Barchamiz yaxshi bilamiz, xalqimiz oriyatli, nomusli xalq. Xalqimiz barcha narsaga chidashi mumkin, lekin takror-takror aytaman, adolatsizlik va nohaqlikka chiday olmaydi. Haqiqiy rahbar, haqiqiy yetakchi odamlarning bardoshini sinash uchun emas, balki ularga munosib shart-sharoit yaratib berish, og‘irini yengil qilish uchun rahbar etib tayinlanadi. Barcha bog‘indagi rahbarlar - u vazir yoki hokim bo‘ladimi, idora yoki tashkilot boshlig‘i bo‘ladimi, o‘zining odob -ahloqi va madaniyati bilan hammaga o‘rnak va namuna bo‘lishi zarur”.

Xulosa: Albatta, har qaysi soha rivoji biz uchun muhim. Boshqaruv jarayonlarida rahbarlikning ham rivoji asosiy jihat bo‘lishi kerak. Chunki barcha sohalar o‘zaro bog‘liq va bu bog‘liqlik negizi boshqaruv sohasidir. Shunday ekan, yuqorida keltirilgan jamiki fikrlar, takliflar, tavsiyalarni yanada chuqurroq o‘rganish va amal qilish, boshqaruv sohasi hamda rahbarlik jarayonida o‘z natijalarini berishi mumkin.

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4. O‘sha manba. 19-bet.

5. N.Boymurodov. Rahbar psixologiyasi. - Toshkent, -“Yangi asr avlod” 2016,-
132 bet **Yangi davrda Turkmaniston va O’zbekiston munosabatlari**

Tojiboyev Jaloliddin

Denov tadbirkorlik va pedagogika institutining tarix yo’nalishi talabasi

Annotatsiya: Ushbu maqolada yangi davrda Turkmaniston haqida ma’lumot berib o’tilgan.

Kalit so’zlar: Iqtisodiy ijtimoiy kelishuv, bitim, abadiy do’stlik

1991-yilda O‘zbekiston va Turkmaniston Prezidentlari uchrashuvida O‘zbekiston Respublikasi bilan Turkmaniston Respublikasi o‘rtasida do‘stlik va hamkorlik to‘g‘risida shartnoma imzolangan. O‘zbekiston Respublikasining Birinchi Prezidenti Islom Karimov 1996-yil yanvarda amaliy tashrif bilan Turkmanistonda bo‘ldi. Chorjo‘y shahrida S.Niyozov bilan I.Karimov o‘rtasida va ikki mamlakat delegatsiyalari o‘rtasida muzokaralar bo‘ldi. Prezidentlar O‘zbekiston bilan Turkmaniston o‘rtasida do‘stlik, hamkorlik va o‘zaro yordam to‘g‘risidagi shartnomani, O‘zbekiston bilan Turkmaniston o‘rtasida davlat chegarasini qo‘riqlashda hamkorlik qilish to‘g‘risidagi va suv xo‘jaligi masalalari bo‘yicha qator bitimlarni imzolashdi. 1991-yildan 2016-yilga qadar ikki mamlakat rahbarlarining 11 marta oliy darajadagi tashriflari amalga oshirildi. O‘zbekiston va Turkmaniston o‘rtasidagi keng ko‘lamli hamkorlikka oid dolzarb yo‘nalishlarni qamrab olgan davlatlararo, hukumatlararo va idoralararo darajada imzolangan 150 dan ortiq xalqaro shartnomalar ikki mamlakat munosabatlarning mustahkam huquqiy asosi bo‘lib xizmat qilmoqda. Yurtimizda 2001-yilda tashkil etilgan Respublika turkman madaniyatmarkazi faoliyat olib bormoqda. Bugungi kunda O‘zbekiston hududida turkman millatiga mansub qariyb 170 ming aholi yashab, 44 ta maktabda turkman tilida ta’lim olib borilmoqda. Turkmaniston Prezidenti Gurbanguli Berdimuhamedovning 2014-yil may oyida mamlakatimizga rasmiy tashrifi chog‘ida O‘zbekiston–Turkmaniston hamkorligini yanada rivojlantirish masalasida qator ikki tomonlama hujjatlar imzolandi. 2017-yil Shavkat Mirziyoyev Turkmaniston Prezidenti Gurbanguli Berdimuhamedov taklifi bilan ikki marta (mart, may oylari) Turkmanistonga tashrif buyurdi. Tashriflari davomida bir qator kelishuvlarga erishildi. 2017-yil mart oyidagi muzokaralar yakunida prezidentlar O‘zbekiston bilan Turkmaniston o‘rtasida Strategik sheriklik to‘g‘risidagi shartnomani imzoladilar. Ikki mamlakat vazirlik va idoralari o‘rtasida iqtisodiyot, qishloq xo‘jaligi va kimyo sanoati, temir yo‘l transporti, madaniy-gumanitar sohalaridagi hamkorlik, hududlararo aloqalarni

rivojlantirishga doir qator hujjatlar imzolandi. O‘zbekiston tashqi siyosatining yetakchi yo‘nalishlaridan biri Markaziy Osiyodagi yangi mustaqil davlatlar – Qozog‘iston, Qirg‘iziston, Tojikiston, Turkmaniston bilan do‘stlik, hamkorlik aloqalarini mustahkamlashga qaratilgan. Mintaqadagi beshta davlat o‘rtasida o‘xshash jihatlar ko‘p. Tariximiz, madaniyatimiz, tilimiz, dinimizning birligi, tomirlarimizning tutashib ketganligi bu mamlakatlar xalqlarini bir-biriga yanada yaqinlashtirishning zaminidir. Yangi tarixiy sharoitlarda vujudga kelayotgan ijtimoiy-siyosiy jarayonlar Markaziy Osiyo mamlakatlari xalqlarining kelib chiqishi, ularning tarixi, o‘ziga xos turmush tarzlari va yaqin qo‘shnichilik munosabatlariga har qachongidan boshqacharoq qarashni hayot taqozo eta boshladi. 1993-yilning yanvarida Mamlakatimiz Birinchi Prezidenti Islom Karimov tashabbusi bilan Markaziy Osiyo davlatlari rahbarlarining Toshkent uchrashuvi tashkil etildi. Oliy darajadagi bu uchrashuvda Markaziy Osiyo Hamdo‘stligiga asos solindi. Besh davlat – Qirg‘iziston, Qozog‘iston, O‘zbekiston, Tojikiston, Turkmaniston rahbarlari Hamdo‘stlik haqidagi bitimga imzo chekishdi. Buni mintaqa xalqlari zo‘r mamnuniyat bilan qarshi oldilar va qo‘llabquvvatladilar.

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Салиб юриши иштирокчиларининг Хоразм давлати ва шарқдаги христианлар хусусидаги тасаввурлари

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Annotatsiya: Тарихий адабиётларда ўрта асрлар даври деб аталадиган ва Ғарбий Европа христиан давлатлари аҳолиси орасида диний мутаассиблик авж олиб, Рим папалари куч – қудратга тўлган вақтларда Яқин Шарқдаги Қуддус шаҳрини мусулмонлардан озод этиш, христианликни тарғиб этиш, пайғамбар Исо қабрини ғайридинлардан халос этиш шиори остида мусулмон ўлкаларига ва давлатларига қарши саккиз бора салб юришлари уюштирилганлиги қайд этилади.

Kalit soʻzlar: мутаассиблик, монофизистлар, грузин, мелькитлар, Антиохия ва Иерусалим

Ғарбда диний мутаассиблик авж олган ва салиб юришлари диний адоватни авж олдиришига қарамасдан юртимизда диний бағрикенглик анъаналари ҳукм сурганлигини тарихий адабиётлардаги маълумотлар тасдиқлайди. Ғарб адабиётларида диний мутаассиб сифатида қораланган Амир Темур давлатида христиан динининг барча мазҳаблари ривожланганлиги алоҳида характерлидир. Жумладан, бу даврда Кичик Осиёдаги юнон христиан черкови, монофизистлар, грузин ва зих (черкаслар) черкови, мелькитлар, Антиохия ва Иерусалим патриархларига бўйсунувчилар, маронитлар, Салавкия-Ктесифон черковига бўйсунувчи несторианлар, арман миллий черкови ҳамда яковитлар ўз эътиқодларига бемалол амал қилиб яшардилар. Ғарб тарихчилари таъкидлаганидек, Амир Темур яковитларни диний таъқиб орқали жазолаганлиги билан боғлиқ маълумотлар тарихий манбалар орқали ўз тасдиғини топган эмас. Эҳтимол, XIV асрда Хоразмда бу мазҳабнинг кенг тарқалгани ва Амир Темурнинг Хоразмга бир неча мартаба ҳарбий юриш уюштириши бу уйдирманинг вужудга келишига сабаб бўлгандир. Аммо, маҳаллий аҳолининг катта қисми эътиқод қилган ислом динидагилар ҳам бу ҳарбий ҳаракатларда катта зарар кўрган бўлиши табиий. Жан-Поль Ру маълумотларида Амир Темурнинг ҳарбий ҳаракатлар

амалга ошириш жараёнида қисман грузин ва арман черковларига зарар келтирганлиги ҳақида айтиб ўтилади Аммо, бу ҳарбий ҳаракатлар жараёнидаги воқеликлар билан боғлиқ бўлиб, урушлар сиёсий мақсадларни кўзлаб амалга оширилган. Бу урушларда дин, ҳатто, баҳона вазифасини ҳам ўтамаган.

Хулоса қилиб айтганда, салиб юришлари даврида Шарқ мамлакатлари ҳақидаги тасаввурлар ортиб борди. Ушбу тасаввурларнинг диний жиҳатида Шарқдаги христианлар тўғрисидаги афсонавий қарашлардан, диний миссионерлик даражасига ўсиб чиққанлигини кўриш мумкин. Салибчилар ўзларига Шарқдан қирол Жон ёки Давид тимсолида мусулмонларга қарши ҳарбий “ёрдам” етиб келиши тўғрисидаги тасаввурлардан, Шарқ ва Ғарбдаги христиан мазҳабларини Рим папалари қўл остида бирлаштириш режаси ва уни амалга оширишда ҳам бир қадар мувоффақиятларга эришганлар. “Хоразмликлар” эса, салбчиларга қарши мувоффақиятли кураш олиб бориб, ислом мамлакатларини салибчилар хавфидан сақлаб қолишга ўзларининг улкан ҳиссаларини қўшганлар.

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USE OF PHRASEOLOGICAL UNITS IN TITLES AND HEADLINES

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Summary: The title or the headline is certainly language of a particular type not only grammatically and typographically (such as size and style of printing, layout, use of colour) but also stylistically. It catches the eye and commands attention. Moreover, a PU appearing in a title or a headline attracts by its figurative meaning and image. It brings the idea of the text to the fore, making it more prominent. The reader is offered a conclusion or is invited to draw one. An interesting area of research is the striking and innovative use of proverbs in the headlines of texts of advertisements, where much emphasis is achieved by “creative headlines which act as major attention-getters” (Mieder 1989: 293).

Key words: Umbrella use, to join the bandwagon, the Wild West, stiff upper lip, sitting on the fence, multimodal use, Home Truths, Bee in a bonnet.

Umbrella use:

By umbrella use I understand use of PUs in titles and headlines performing a sustainable cohesive text-embracing function. Umbrella use is a comprehensive term. It refers to and covers the whole of the text, which comes under the general unifying influence of the PU.

In umbrella use the PU is a general cover, lending an overtone which runs throughout the text. At the same time it is like an undercurrent that helps to determine its overall stylistic quality. Different techniques in umbrella use reflect a variety of phraseological cohesion and sustainability. The main types of umbrella use are as follows.

To join the bandwagon:

The PU may certainly appear at any point of the text, though usually it is reiterated at the beginning of the text in the first paragraphs, or one of the first, working for figurative links in discourse. For instance, the headline *Slow to join the bandwagon* is core use, and the PU is repeated in the first sentence of the first paragraph with insertion of two instantial constituents. Reiteration of the PU in an instantial form echoes the PU, modifying and specifying the thought expressed in the headline:

Switzerland, one of Europe's richest countries, has been rather slow to join the P r I v a t e e q u I t y bandwagon.

Financial Times, 2 December, 1999, p. IX

The Wild West:

Instantial use in headlines is a favourite pattern for media journalists. It lends a subtle additional meaning to the whole of the text. In the following example the PU the Wild West has undergone instantial replacement coupled with extended metaphor to meet the needs of an article headlined Ta m I n g the Wild E a s t :

As the best westerns all make perfectly clear, the real drama in the Wild West was not about guns, or whiskey, or courage, but money, and the making of it. Today in the R u s s I a n Wild E a s t , little has changed. Boris Yeltsin is Burt Lancaster, though more corpulent, the brutal but admirable cattle baron, determined to carve an empire from t h e w I l d e r n e s s .

The Spectator, 22 August, 1998, p. 7

Stiff upper lip:

Let me turn to another headline Can t h e stiff upper lip survive? The article focuses on new attitudes and a new corporate British identity. The instantial form is a metonymic personification of the PU to keep/show a stiff upper lip, which is a metonymy-based metaphor in its base form. The insight the instantial use affords is supported by a photo of two English ladies of the Victorian era in profile, having tea and keeping a stiff upper lip (a visual pun) and by reiteration of the PU in an elliptical form further in the text:

To keep/show a stiff upper lip

The English language is full of phrases attesting to the British sense of reserve and decorum – stiff upper lip, fair play, it's not cricket. And the response to a crisis, in this mythology, is to go away and have a nice cup of tea.

The Times, 7 July, 1998, p. 17

Sitting on the fence:

Sitting on the fence can harm your health is the headline of an article in Travel Weekly (22 March, 1999, p. 14). The main idea of the article is that independents need to re-evaluate their position in the travel industry. While the title is in core use, the summary, coming straight after the headline, is instantial use. It repeats the PU sustaining the metaphor: "So g e t o f f t h a t fence and show the agents who support us exactly how much we appreciate them". The article discusses the urgency of the

issue and the PU is repeated in the last sentence: “You can no longer sit on the fence because you’ll die”. The frame construction is a compositional technique that emphasises the theme, shaping a context.

Multimodal use:

The multimodal approach involving the whole text is representative of newspaper language. In general “texts in English are becoming increasingly multimodal: they use devices from more than one semiotic mode” of representation at the same time (Goodman 1996: 39). Creating meaning in a multimodal text involves a complex interaction of visual elements and verbal English presented to the eye, as well as contextual and background knowledge (op. cit.: 69).

Home Truths:

The headline Home Truths (Weekend Financial Times, 23/24 October, 1999, p. XI) is a PU in core use. The PU is polysemous, and in this text it is used in its second meaning which is less common: a statement of undisputed fact.³³ The article, which is devoted to an exhibition, contains interior design drawings for a home. This use is multimodal. The PU in the headline fulfils an umbrella function: the whole article turns into a pun dealing with the design of home products, supported by the visual effect.

Bee in a bonnet:

The article Bee in a bonnet (The Guardian, 27 October, 1999, pp. 12–13) refers to new measures to disguise GM food and the issue of a drop in sales for bee farmers if the public suspects that nectar is contaminated with GM pollen. The proposed legislation aims to legitimise the 1% threshold for GM material contamination in food which is seen as an idea one cannot stop talking about and which is not shared by others. The whole article is the context for instantiation of the PU to have a bee in one’s bonnet (CCDI 1995: 25) working as a pun. The visual representation of a bee gathering nectar brings up the literal meaning of the constituent. The photo is placed in the second half of the article, making the reader return to the PU in the headline and reinterpret its message. The headline would have been incomprehensible without an understanding of the pun both visually and verbally.

THE LIST OF USED LITERATURE:

1. For a graphical presentation of the main types of phraseological cohesion and sustainability In umbrella use, see Appendix VI.
2. Moon points out the significance of idioms in the text-initial or paragraph-initial, as well as the text-final or paragraph-final positions (1998: 297–300).

3. For discourse analysis of J. Fowles' short story *The Ebony Tower*, see Short (1995: 45–62).

4. An ivory tower – studies, interests (esp. academic or artistic) that cut one off from the realities and struggles of life; observation and imagination in place of direct experience (Cowie, Mackin and McCaig [1993] 1994b: 323).

5. MWCD 1996 gives two meanings of the PU home truth: (1) an unpleasant fact that jars the sensibilities; (2) a statement of undisputed fact.

ENHANCING LANGUAGE PROFICIENCY AND CRITICAL THINKING: STRATEGIES FOR TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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Abstract: This scientific article explores effective strategies for teaching English in higher education institutions with a focus on fostering language proficiency and critical thinking skills. The importance of English proficiency in the global academic and professional landscape has prompted educators to continually refine their teaching methodologies. The article synthesizes current research and pedagogical approaches to provide insights into optimizing language instruction for diverse student populations.

Keywords: Higher Education, English Language Teaching, Pedagogy, Technology Integration, Challenges, Language Proficiency, Critical Thinking Skills.

Introduction

English language proficiency is a critical skill for success in higher education and the global job market. As higher education institutions attract a diverse range of students, educators face the challenge of tailoring their teaching methods to address varying language proficiency levels. This article aims to present evidence-based strategies to enhance English language instruction, promoting both linguistic competence and critical thinking skills. As the global demand for English proficiency in academic and professional settings continues to rise, the role of educators in higher education institutions becomes increasingly crucial. This article aims to explore contemporary practices in teaching English within higher education, emphasizing innovative pedagogical approaches, challenges faced by educators, and the integration of technology to enhance language instruction.

Understanding the Diverse Student Population:

Higher education institutions often enroll students with varying linguistic backgrounds and proficiency levels. Recognizing this diversity is crucial for effective teaching. Instructors must adopt inclusive teaching practices that accommodate different learning styles and language backgrounds.

Integrating Technology for Engaging Language Learning:

Incorporating technology can enhance language instruction by providing interactive and engaging learning experiences. Virtual platforms, multimedia resources, and

language learning apps offer opportunities for students to practice and reinforce language skills outside the traditional classroom setting. This section explores the benefits and challenges of integrating technology into English language teaching.

Task-Based Language Teaching (TBLT):

Task-Based Language Teaching is an effective pedagogical approach that focuses on real-world language use. By designing tasks that mirror authentic communicative situations, educators can immerse students in meaningful language activities. This section discusses the principles of TBLT and provides examples of how it can be implemented in higher education settings.

Developing Critical Thinking through English Instruction:

English language instruction in higher education should not only aim at linguistic competence but also foster critical thinking skills. This section explores strategies to integrate critical thinking into language lessons, such as analyzing literature, debating current issues, and writing argumentative essays.

Assessment Strategies:

Assessment is an integral component of language instruction. This section discusses effective assessment strategies that evaluate both language proficiency and critical thinking skills. It explores the use of authentic assessment methods, such as portfolios, presentations, and collaborative projects.

Professional Development for Instructors:

To implement these strategies successfully, educators must stay abreast of the latest developments in language teaching methodologies. This section discusses the importance of continuous professional development for instructors, including attending workshops, engaging in research, and participating in communities of practice.

Conclusion:

Teaching English in higher education institutions requires a multifaceted approach that addresses the diverse needs of students. By incorporating technology, embracing task-based language teaching, and fostering critical thinking skills, educators can create a dynamic learning environment that prepares students for academic and professional success. Continuous professional development ensures that instructors remain effective and adaptable in the ever-evolving landscape of language education. In conclusion, this article highlights the importance of evolving pedagogical practices in teaching English in higher education institutions. By synthesizing current literature, addressing challenges, and promoting the integration of technology, educators can create dynamic and effective language learning

environments. The proposed strategies aim to empower both educators and students to navigate the complexities of language acquisition in the 21st century.

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STEAM approach in primary education

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Abstract. *This article describes the interdisciplinary relationship between technology and natural sciences in primary education based on the STEAM approach. That is, it is explained how technology and natural sciences enter into an integrative process with each other and how the interdisciplinary connection is illuminated based on the STEAM approach. Naturally, there are many technical and technological problems in production, and it is impossible to increase the efficiency of production without eliminating them.*

Key words: *technology, natural sciences, integration, technology, interdisciplinarity, STEAM.*

Аннотация. *В этой статье описываются междисциплинарные отношения между технологиями и естественными науками в начальном образовании на основе подхода STEAM. То есть объясняется, как технологии и естественные науки вступают друг с другом в интегративный процесс и как освещается междисциплинарная связь на основе STEAM-подхода.*

Ключевые слова: *технология, естественные науки, интеграция, техника, междисциплинарность, STEAM.*

In the current period, when educational reforms are being implemented in stages, there is a need to put into practice the existing conclusions and recommendations on improving the effectiveness of Education based on the requirements of the quality of Education. In the production of today's personnel in particular, it consists in the formation of competitive, active individuals, that is, specialists, who can adapt to the transition period to a market economy. The issue is a central task in teaching technology, among other subjects. The content of this task, in our opinion, is further clarified in the interaction with the "Natural Sciences". And if the connection between these subjects is formed on the basis of the STEAM approach, then the understanding of students will be more interesting. STEAM — s — science, T — technology, E — engineering, a-art and M-math. In English it will be: natural sciences, technology, engineering, arts and mathematics. These Line are the Mo t

popular account in the modern world.

The great thinkers of the East, allomas, in their scientific and educational works, poems and ghazals, in their literary prose, emphasized and glorified honest, creative labor, the sacredness and necessity of professional occupation. Including Ahmad al-Farghani, Imam al-Bukhari, Imam at-Termiziy, Abu Nasr Farabi, Abu Rayhan Beruniy, Abu Ali Ibn Sino, Yusuf Khos Hojib, Ahmad Yassawi, Mahmud Qoshgari, Mahmud Zamakhshari, Shaykh Najmiddin Kubro, Burkhoniddin Marghinani, Mahmud Chagminiy, Bakhovuddin Naqshbandi, Abdurahman Jami, Alisher Navoi, Mirzo Ulugbek and many other allomas in their works, those who expressed creative labor, profession in their works [10; p.156].

M. of the new enlightenment current, which appeared on the territory of Central Asia since the second half of the XIX century. Behbudi, A. Fitrat, H.H. For the first time in their new school, such figures as Niyazi, applied heuristic methods of developing youth creative abilities. In particular, Fitrat emphasizes that mental education is carried out through reading-learning, and distinguishes in IT professional (perfect) intelligence, which is formed by the means of thought and science, endowed by nature [9; p.271).].

Today, the reforms carried out in the field of education in our republic target a number of tasks in the teaching of all subjects. At the same time, the need to carry out several practical works to further improve the teaching of the classes “technology” and “Natural Sciences”, which are carried out in schools of general secondary education, and the work of guiding students to the profession is evident. In particular, vocational guidance issues require a greater emphasis on improving the teaching of “Technology” in general secondary schools, while through “Natural Sciences”, one can express in connection the upbringing of individuals of each profession who can think and work independently, and not just professional owners. Because, on the basis of these Sciences, the connection between nature and life is understood by the child and helps him to understand. Taking into account this, it is equally desirable that we define the issue of raising a person who can think and work independently as the main criterion for the training of “Technology” and “Natural Sciences”, which are carried out in schools.

The main goal of “Technology”, which is taught in general secondary schools, is to instill in schoolchildren the facets of technological education. That is, it is a learning discipline that consists of the process of mental and physical actions performed by students under the guidance of a teacher of technology, which, as a final result, allows them to acquire knowledge of weapons, tools and processes of Labor and the necessary practical skills and qualifications for the performance of productive labor in a given area, to consciously choose a [3; 4; 5; 6]. And in the lessons of “Natural Sciences”, it shows that the organization of practical work of students, including independent and creative activities, directly depends on the teacher's knowledge of

this area and pedagogical skills.

What changes will happen in content if we implement interdisciplinary engagement in "technology" and "Natural Sciences" on the basis of the STEAM approach? How does the STEAM approach affect learning performance? Its main idea is that practice is just as important as theoretical knowledge. That is, during learning, we need to work not only with our brain, but also with our hand. Learning only on the walls of the class does not keep pace with the rapidly changing world. The main difference of the STEAM approach is that children use both the brain and their hands to successfully explore a wide variety of topics. They "absorb" the knowledge they receive. STEAM education is not just a teaching method, but a way of thinking [7; p.52].

Conclusion. Compared to traditional teaching methods, the high school STEAM approach encourages children to experiment, build models, independently create music and movies, turn their ideas into reality, and create a final product. It is worth noting that this process is carried out directly in the combination of "Technology" and "Natural Sciences". Because as part of the STEAM program, these disciplines rely on each other in a state of harmony. In our opinion, such an educational approach allows children to effectively combine theory and practical skills, and also facilitates university admission and further study.

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Fizioterapevtik muolajalarni organizmga ta'siri

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Abstract: Physiotherapy - Greek "physio" - nature, "therapia" - treatment, that is, treatment with the forces of nature. Physiotherapy is a field that studies and applies the unique properties and healing properties of various natural and artificial factors. Almost all physical therapy procedures, such as massage, water and heat or electrical treatment, are aimed at improving blood circulation in the diseased body part, thereby restoring the function of the part.

Key words: Physiotherapy, UHF, electrophoresis, laser therapy, electromassage, nur therapy, inhalation, magnetic therapy, massage, hydrotherapy

Barchaga ma'lumki, ba'zi hollarda farmakologik preparatlarni qabul qilish nojo'ya ta'sir ko'rsatishi yoki allergiya yoki preparat va uning komponentlariga nisbatan yuqori sezuvchanlik, ovqat hazm bo'lishining buzilishi, qorin shishishi, ich qotishi, diareya, jigar yoki boshqa sog'lom organlarga ta'sir va hatto shunchaki dorining og'izdagi yoqimsiz ta'mi kabi noxush reaksiya va oqibatlariga olib kelishi mumkin. Fizioterapiya esa odatiy dori preparatlarini qabul qilishni ancha kamaytirishga imkon beradi, ba'zi hollarda esa organizmga tashqi foydali jismoniy ta'sir ko'rsatish hisobiga bunday muolajadan butunlay voz kechish yoki uning ta'sirini to'ldirish mumkin. Unga qo'shimcha tarzda aytish mumkinki, ba'zi muolaja jarayonlaridan o'tish nafaqat foydali, balki yoqimli bo'ladi. Ular bo'shashtirish, tinchlantirish va o'z vaqtida yangi hissiyotlar tuhfa etish xususiytiga ega. Muolajalar kerak joyida sog'lom organlarga zarar yetkazmagan holda organizmingizni sog'lomlashtiradi. Fizik omillar odamga uning butun evolyutsion taraqqiyoti davomida ta'sir etgan. Shuning uchun fizioterapevtik davo tadbirlari dori moddalariga qaraganda organizmga fiziologik jihatdan ko'proq ijobiy ta'sir etadi va noxush o'zgarishlar

kam kuzatiladi. Fizioterapevtik omillar organizmga eng kichik dozada berilganda a'zolar maxsus himoya tizimi, yallig'lanishga qarshi jarayonlarni tiklab, katta terapevtik samaraga erishishi mumkin. Fizik omillarning a'zolariga ta'siri zamirida tanada hosil bo'luvchi maxsus biokimyoviy reaksiyalar yotadi. Fizioterapevtik muolajalardan nafas, yurakqon tomir tizimi, ovqat hazm qilish, bo'g'im, nerv tizimlari va boshqa xastaliklarning oldini olish hamda davolash maqsadida foydalaniladi.

Fizioterapiyaning afzalliklari:

- jismoniy omil, atrof-muhitning elementi bo'lib, tananing ta'lim ta'siriga ega bo'lgan odatiy ogohlantirishdir, organizmdagi kompensatsion-adaptiv jarayonlarni rag'batlantiradi; jismoniy omillar toksiklikka ega emas, nojo'ya ta'sirlarga va tananing allergiyasiga olib kelmaydi;
- dori vositalarining ta'sirini kuchaytirishi, ularning ayrimlarining yon ta'sirini kamaytirishi mumkin;
- fizioterapiya uzoq muddatli ta'sirga ega, terapevtik ta'sir juda muhim vaqt davomida (olti oydan bir yilgacha) davom etadi va hatto davolanish tugaganidan keyin ham ortadi;
- fizioterapiya boshqa dorilar bilan yaxshi kombinatsiyalangan. Uning usullari bir-biri bilan birlashtirilishi mumkin, umumiy yoki mahalliy protseduralar shaklida, doimiy yoki impuls rejimida, tashqi yoki ichki ta'sirlar shaklida qo'llanilishi mumkin.

Hozirga vaqtda bemorlarni qisqa muddatda tez va sifatli davolashga, shu bilan birga kasallikning rivojlanishiga yo'l qo'ymaslik uchun davolash kompleksiga katta e'tibor qaratilmoqda, ya'ni davolash kompleksida faqat dori-darmonlarni qo'llashga tayanib qolmasdan, balki dorisiz davolash usullarini qo'llashga katta e'tibor berilmoqda.

Fizioterapevtik muolajalarni muntazam qo'llashdagi afzalliklari:

- 1. Fizikaviy usul davolash vositasi sifatida barcha uchun qulay, hatto uy sharoitida ham qo'llanilishi mumkin.
- 2. Samaradorlik jihatidan boshqa davolash vositalaridan yuqori turadi.
- 3. Dori-darmonlar va boshqa davolash vositalaridan farqi, fizioterapevtik usullardan faqatgina davolash vositasi sifatida emas, balki turli

kasalliklarning oldini olish, organizmni sogʻlomlashtirish va chiniqtirish uchun ham foydalaniladi.

- 4.Organizmning barcha sistemalariga fizik omillar faol taʼsir koʻrsatadi. Shuning uchun fizioterapevtik apparatlardan bir necha xili boʻlsa ham, ularning ishlatilish uslubini yaxshi bilgan holda turli xil kasalliklarni samarali davolash mumkin.

Fizioterapiya quyidagi sogʻlomlashtiruvchi davolash tartiblari kompleksini oʻz ichiga oladi: issiqlik terapiyasi, elektroforez, nur yordamida muolaja, magnitoterapiya, CMT-fizioterapiya, UVCH, umumiy UFO, darsonval, ultratovushli taʼsir, elektromassaj, ingalyatsiya, amplipuls, choʻzish, manual terapiya va massaj.Bu kabi davolash usullari aniqsa ogʻir operatsiyalar, shikastlanishlar, jiddiy surunkali kasalliklarni boshidan oʻtkazgan bemorlarga organizmning tezlashtirilgan rehabilitatsiyasi va hayotiy tonusini oshirish maqsadida tayinlanadi. Baʼzi fizioterapevtik uslublarni qoʻllashdan davolash natijalarini ushlab turish va mustahkamlash uchun profilaktika maqsadlarida va yanada yaxshiroq samaraga erishish uchun foydalanish mumkin.Tabiiy omillarning organizmga ijobiy taʼsiri sharofati bilan qon aylanishi, limfa aylanishi va tomir-muskul hissi yaxshilanadi, immunitet va metabolizm jarayonlari jadallashadi, toʻqimalar regeneratsiyasi tezlashadi, organlarning normal ishchanligi tiklanadi va h.k

Kasalliklar ichida eng koʻp uchraydiganlari, bu yurak-qon tomir tizimi kasalliklari, shular jumlasidan, stenokardiya, miokard infarkti, yurak ishemik kasalligi, yurak tugʻma va orttirilgan illatlari (poroklar), shuningdek, nafas aʼzolari oʻtkir va surunkali kasalliklari (bronxit, zotiljam, bronxial astma, oʻpka gangrenasi va absessi, oʻpka sili va h.k.). Bundan tashqari, ovqat hazm qilish tizimi kasalliklari ham koʻp uchraydi. Bulardan – oʻtkir va surunkali gastrit, oshqozon yarasi kasalligi, kolit va enterokolit, jigar surunkali kasalliklari va h.k.

Fizioterapiya uslublari osteoxondrozda, tanosil tizimidagi kasalliklarda, stomatologiyada va tibbiyotning boshqa koʻplab sohalarida keng qoʻllaniladi.

Bu kasalliklarga chalingan bemorlar maxsus, individual va umumiy davolashdan tashqari, rehabilitatsiya choralarga ham muhtojdirlar. Rehabilitatsiya muolajalari kasallik turiga, ogʻirlik darajasiga va bemorning umumiy ahvoriga qarab belgilanadi. Bunday bemorlarga shifoxona yoki poliklinika hududida, rehabilitatsiya maqsadida davolash komplekslari, profilaktoriyalar va sanatoriy-kurortlar barpo etilgan.Sogʻliqni saqlash tizimidagi muassasalarida rehabilitatsiya boʻlimlari, fizioterapiya boʻlimlarni boʻlishi va ularda olib boriladigan fizioterapiya va

davolovchi jismoniy tarbiya usullari odam organizmida sog'lomlashtirishda, chiniqtirishda kasallikni davolash vaqtini qisqartirishda va asoratlarni oldini olishda qo'llanilishi dolzarb masala xisoblanadi. Chunki yuqoridagi uslublarni qo'llanishi asosiy terapiyani ta'sirini kuchayishiga va dori moddalardan kuzatiladigan asoratlarni oldini olishiga imkoniyat beradi. Sport tibbiyoti bo'limlarida sportchilarni salomatligini saklashda va mustaxkamlashda ahamiyati yuqori

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Homiladorlik davrida patronaj ko'rigining ahamiyati

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Abstract: The period of pregnancy is a situation that is expected and excited for every woman. At the same time, it is a period of special demand for a woman and her family members. Pregnancy is an important and responsible period in every woman's life. At this time, the expectant mother and her child need increased attention from doctors. Prenatal patronage allows you to monitor the progress of pregnancy and the health of the woman, as well as the implementation of the necessary recommendations, the conditions for the safe birth of a new little person

Key words: patronage, prenatal care, antenatal care, pregnant, healthy lifestyle, nausea, diarrhea, constipation, varicose veins, proper nutrition.

Patronaj - bemorning uyida sog'lomlashtirish va profilaktika tadbirlarini o'tkazishga qaratilgan tibbiyot muassasalarining ish shakllaridan biri. Ayniqsa shifokorlar e'tiboriga muhtoj fuqarolar uchun o'tkaziladi: og'ir kasallar, ruhiy kasalliklarga chalinganlar, chaqaloqlar, homilador ayollar. Prenatal parvarishlash mas'uliyatli tibbiyot xodimining shaxsiy tashrifidan iborat. Uchrashuvda hamshira ayol yashaydigan va yangi tug'ilgan chaqaloq o'sishi kerak bo'lgan ijtimoiy va turmush sharoitlarini baholaydi. Xuddi shu tashrif davomida oilaning xavf omillariga aloqadorligi aniqlanadi, bu haqda keyinroq muhokama qilinadi.

Bo'lg'usi onaga birinchi tashrif homiladorlik uchun ro'yxatdan o'tganda antenatal klinikaning akusheri tomonidan amalga oshiriladi. Odatda bu 7-13 hafta. Yuqorida aytib o'tilganidek, birinchi prenatal patronaj paytida ayolning turmush tarzi, uydagi maishiy va sanitariya sharoitlari, oiladagi psixologik muhit aniqlanadi. Noqulay turmush sharoiti onaning ham, tug'ilmagan chaqaloqning ham sog'lig'iga salbiy ta'sir

qiladi, shuning uchun birinchi tashrifda doya tomonidan olingan ma'lumotlar kelajakdagi ona bilan keyingi ishlash uchun juda muhimdir

O'zbekiston respublikasi sog'liqni saqlash vazirligining 112 sonli buyrug'ining 5- ilovasida aholini patronaj xizmati bilan qamrab olish bo'yicha asosiy yo'nalishlar hamda patronaj hamshira tomonidan amalga oshiriladigan xarakteristik algoritmi ko'rsatib o'tilgan.

Unga ko'ra, homiladorlar patronaji har oyda 1 marta amalga oshiriladi. Patronaj hamshirasi homilador ayolni uyiga tashrif buyurganda, quyidagilarni amalga oshirishi lozim:

- Homilador ayolning umumiy ahvolini baholash
- Homiladorlarning gigiyenik talablarini qay darajadagini baholash
- Pulsni sanash, arterial qon bosimini o'lchash, nafas olish maromini sanash va baholash

Homiladorlik davridagi parvarish. Homiladorlik davridagi parvarish maqsadi ayolga sog'lom bo'lishga yordam berish, shu bilan birga tug'ilajak bolaning salomatligini saqlashdir. Homiladorlik davridagi parvarish homilador ayolga ko'mak berish va qo'llab quvvatlashni hamda umr yo'ldoshiga yoki oilasiga ota-onalik ko'nikmalarini egallashga yordam beradi.

Shunday qilib, tibbiyot hodimlari nafaqat parvarishni, balki har oy patronaj ko'rigini amalga oshirganda, kerakli ma'lumotlar berish, o'qitish va o'rgatishni amalga oshirish lozim. Buning uchun homiladorlik davridagi o'zgarishlar, ular asosida maslahatlar berishni patronaj hamshirasi bilishi lozim.

Insonning ona qorni ichida rivojlanishi odatda davrlarga bo'linadi. Tuxum hujayra urug'lantirilishidan torib implantatsiya boshlanguniga qadar davr (rivojlanishning birinchi haftasi) **preimplantatsion** davr deb tavsiflanadi, keyingi rivojlanish esa **postimplantatsion** davrga mansub. Preimplantatsion davrda embrion bachadon devoriga birkmagan bo'ladi, dastlabki 4 kun davomida embrion bachadon naylari bo'ylab urug'lantirilgan joydan (bachadon nayining ampulyar qismi) bachadon tomon harakatlanadi, rivojlanishning 4-5 kuni embrion ayol bachadonida o'zini implantatsiyaga tayyorlashni boshlaydi. Shuningdek, rivojlanishning **embrional** (urug'lantirishdan boshlab dastlabki 8 hafta) va **fetal** (9 haftadan boshlab tug'ruqqacha) davrlari farqlanadi. Embrional davrda birlamchi tuzilmalarning fazoviy tashkillashuvi (morfogenez), hujayralarning boshlang'ich differentsiatsiyasi va a'zolar tizimi shakllanishi (organogenez) sodir bo'ladi. Fetal davrda esa a'zolar shakllangan tizim doirasida rivojlanadi, homilaning o'lchamlari ahamiyatli darajada kattalashadi.

Homiladorlik davrida kuzatiladigan nohush holatlar:

Zarda qaynash. Homiladorlikning turli davrlarida ayollarning uchdan ikki qismida zarda qaynash kuzatiladi. Homiladorlik davrida xlorid kislotaning ishlab chiqarilishi kamayadi. Ko'pincha zarda qaynashi ovqatlanishdan so'ng, tananing egilishi va uzoq vaqt mobaynida gorizontol holatda bo'lganda paydo bo'adi.

Ushbu holatni yengillashtirish uchun patranaj quyidagi tavsiyalarni berishi mumkin:

- Ovqatlanganda so'ng, darhol egilmaslik va o'ringa yotmaslik, uxlash vaqtida bosh baland yostiqa turishi lozim.
- Tez-tez va kam-kamdan, uxlashdan kamida 3 soat oldin ovqatlanish zarur.
- Yog'li ovqatlar, shokolad, qahva, gazli va kofein saqllovchi ichimliklar ichishni cheklash.
- Zararli odatlarni tashlash.
- Zarda qaynash kuzatilganda sut ichish yoki yogurt istemol qilish samara beradi.

Ko'ngil aynishi va qayt qilish. Homiladorlik erta davrida eng ko'p uchraydigan belgilardir.

- Birinchi belgilar homiladorlikning 8 haftasida paydo bo'ladi.
- Ko'pchilik ayollar (87-90%) belgilarning 16-20 haftalarga kelib to'xtashini kuzatadilar
- Ko'ngil aynishini sababi noaniqdir

Ko'ngil aynishi holatlari kuzatilganda quyidagi tavsiyalarni berish mumkin.

- O'tkir va yog'li ovqatlarni cheklash
- Ertalab quritilgan non bo'lakchalarini yeyish
- Tez-tez va kam-kamda, uxlashdan kamida 3 soat oldin oldin ovqatlanish zarur
- Ertalabki nonushta oqsilga boy(go'sht, tuxum) hamda sut mahsulotlaridan iborat bo'lishi lozim.
- Homiladorlikning ikkinchi yarmida ko'ngil aynishi va qayt qilishning gipertenziya bilan birga kuzatilishi xavfli belgi hisoblanadi

Venalarning varikoz kengayishi. Homiladorlik vaqtida keng tarqalgan sindromlardan biridir. Ushbu davrda bachadon kattalashadi va qonni oyoqlardan yurakka qaytishini to'sib qo'yadi. Shunda venalar shishi, kengayishi va ba'zi hollarda og'rishi mumkin. Homiladorlik davrida elastik paypoqlardan foydalanish venalar varikoz kengayishini davolashning standart usuli hisoblanadi.

Tavsiyalar: Uzoq vaqt mobaynida tik turishni cheklash

- Faol jismoniy mashqlar bajarish
- Tor kiyimlar kiymaslik
- Uxlash vaqtida va o'tirishda biroz ko'tarilgan holatda bo'lishi lozim, shuningdek yonboshlab uxlash maqsadga muvofiqdir.

Homiladorlik paytida ich qotib qolishiga olib keladigan bir qator omillar mavjud bo'lib, ular quyidagilarni o'z ichiga oladi: Progesteron gormoni tug'ruqqa tayyorgarlik jarayonida ligamentlarni yumshatishda muhim rol o'ynaydi. Ammo bu shuningdek, ichak devorlarida bo'shashmaslik va bo'shashishga olib kelishi mumkin.

- Harakatning o'zgarishi, dietani iste'mol qilish, ko'ngil aynish va gijjalar. Tanada aylanib yuradigan suyuqlik miqdorini kamaytirish ichakning umumiy ishiga ta'sir qiladi.
- Bachadon ichidagi chaqaloqning vazni, ichakda o'tirishi va bu qorin bo'shlig'iga ta'siri.
- Ingichka ichak faoliyatining pasayishi ovqatning oshqozondan, ingichka ichak bo'ylab o'tishiga va uning yo'g'on ichakka qanday kirishiga ta'sir qiladi.
- Ichak harakatining va peristaltikaning umumiy sekinlashishi.
- Ba'zi ovqatlar sut, sut mahsulotlari, pishloq va ortiqcha miqdorda qizil go'sht kabi ich qotishni kuchaytiradi. Proteinli oziq-ovqatlarni hazm qilish fibrebazali o'simlik ovqatlari va yormalarga qaraganda qiyinroq kechishi mumkin. Ko'p ayollarda homiladorlik paytida dietasi o'zgaradi.
- Temir qo'shimchalari ich qotib qolishiga olib kelishi mumkin. Qora harakatlar ham keng tarqalgan. Ba'zi ayollar temir moddalarini qabul qilishni davom ettira olmaydilar, chunki ular juda ich qotib qolishadi. Yashil bargli sabzavotlar, qizil go'sht va dukkakli ekinlar kabi yuqori temirli oziq-ovqat mahsulotlarini muqobil ravishda qabul qilish mumkin.
- Ichak tutilishi ich yumshatuvchi moddalarga qaram bo'lib qolgan yoki ilgari ich yumshatuvchi vositalarni suiiste'mol qilgan ayollarda ich qotishi ko'proq uchraydi.
- Tualetga borishga hojat belgilariga e'tibor bermaslik. Borish istagini bekor qilish, uni kechiktirish, tana signallarini kechiktirish va shunchaki e'tiborsiz qoldirish kabziyatga olib kelishi mumkin. Vaqt o'tishi bilan, buni amalga oshirish ichak devori va to'g'ri ichak tonusining o'zgarishiga olib kelishi mumkin, ya'ni organizm odatdagi evakuatsiya signallarini kamroq qabul qiladi.

Qabziyatda tavsiyalar: Kun davomida 8 stakandan kam bo'lmagan miqdorda suv yoki boshqa suyuqliklarni ichish. O'simlik kletchatkasiga boy mahsulotlar-yashil sabzavotlar hamda mevalarni va kerakli miqdorda kepakli bo'tqalarni iste'mol qilish.

Homilador ayollarning sog'lom ovqatlanishi, kun tartibiga rioya qilishi, zararli odatlardan vos kechishi homilaning me'yoriy o'sishi va rivojlanishini ta'minlaydi, uning salomatligini mustahkamlaydi hamda kasalliklarni oldini olib, sog'lom farzand dunyoga keltirishda yordam beradi.

Patranaj hamshiraning tashriflaridan faqat yaxshi niyatlarni bildirishiga qaramay, shifokorlar hali ham ma'lum qiyinchiliklarga duch kelishlari k. Birinchidan, homilador ayol hamshiraning tashrifi paytida uyda bo'lishi har doimgidan uzoqdir. Agar tashrif o'z-o'zidan bo'lsa, oiladagi haqiqiy vaziyat, shuningdek, yashash va gigiyenik sharoitlar haqida tasavvurga ega bo'lish mumkin. Shu sababli, tibbiyot xodimlari yaqinlashib kelayotgan tashrif haqida ogohlantirmaydilar va prenatal parvarishlash muddati bemorlar bilan muhokama qilinmaydi. Natijada, mutaxassislar ko'pincha bo'sh kvartiraning eshigini taqillatadilar.

Ikkinchidan, har bir ayol antenatal klinika va bolalar klinikasi tomonidan bunday nazoratga ijobiy munosabatda emas. Shu sababli, homilador ayollarning hammasi ham aloqaga chiqavermaydi va ularning hayoti haqida batafsil ma'lumot berishga rozi bo'lmaydi.

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THE IMPORTANCE OF FORMING MEDICAL LITERACY IN MARRIAGE AGE STUDENTS

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Annotatsiya: The article presents an analysis of the development of medical literacy of students, considering it as a pedagogical problem. Special attention is paid to the levels and factors of medical literacy.

Key words: medical literacy, health, medical culture, medicinal plants, dental method, skills, competence.

Health literacy involves recognizing risk, understanding conflicting information, making health-related decisions, and when health systems, communities, and government policies and structures do not fully meet the needs of the citizen as a patient. requires functional capacity to understand complex healthcare systems and changing 'demand'. Health competencies shape people's behavior and choices, and ultimately their health and well-being. Low levels of medical literacy lead to unhealthy lifestyles, risky behaviors, hospitalizations, and increased health care costs. Data from the European Health Literacy Survey show that 30-40 percent of the population has inadequate or poorly developed health literacy skills. Poor health literacy is characterized by poor health care, low independence, and reduced ability to manage patients' self-care, frequent hospitalizations, and high costs. Improving medical literacy strengthens the ability of individuals and communities to resist negative external influences, helps to overcome social injustices in relation to health, and improves the health and well-being of the population. Medical literacy helps to find solutions to health problems. Medical literacy is primary medical to the population at the political level as well

tries to find solutions in providing assistance. The analysis of scientific medicinal plants shows that the most promising strategies for the development of competence in health issues, health education carried out in institutions of continuing education, secondary special professional colleges, etc. It is based on the cooperation of lim institutions. In the 21st century, social and natural sciences in various countries face problematic situations in making decisions about health. More and more people are being asked to make healthy lifestyle choices and make their own way for themselves and their families through complex environmental and health care solutions, but no one is preparing them for this and does not support them in solving related tasks. In "modern" society, there is an active promotion of an unhealthy lifestyle, and it is becoming more and more difficult to act in health care systems. In the face of global environmental crises, the restoration and prevention of the physical health of the population through natural means and resources, medicinal plants, is becoming more and more necessary. With the development of science and technology, artificial systems, geocenoses and even tools that have a positive effect on health are becoming artificial. In this regard, the possibility of maintaining the health of the future generation and putting it in a systematic way will increase based on the study of medicinal plants carried out in scientific research work. The health of the population develops under the influence of several factors: they include social, economic, environmental, personal characteristics, behavior and other factors. In addition, maintaining health and leaving a healthy, strong generation for the future is the result of a healthy society - a healthy mindset. In this regard, medical literacy is an important factor of health. The analysis and monitoring of the health of more and more countries notes that in the study of medical literacy, the medical literacy in them is different from the social and historical background of the countries. The average adult population of the United States has low levels of medical literacy. . Observations on medical literacy among the PRC population in 2012 showed that 91.2% of the Chinese population had low or low medical literacy. Studies of medical literacy in European countries have shown that 47% of the population, more than in

European countries, have a low level of medical literacy. Low or insufficient medical literacy is a global health concern became a problem. Medical literacy is defined as "... the ability to receive, process, and understand basic medical information, and the ability to understand and analyze medical decisions." Young people are less connected to the health care system and have lower health care costs than older people.

Medical literacy includes three core competencies:

1. Functional competence: this is the ability to agree to doctors, nurses, pharmacists or verbal information, read and understand written sources and act according to the instructions of medical professionals, take medications correctly, and adhere to care. skills are listed.
2. Conceptual competence: a broad range of personal abilities that include lifelong development of health care skills, understanding, evaluating and using health information and concepts, making informed choices, reducing health risks and improve the quality of life.
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Morphological and Morphometric Indications of Trachea and Bronchial Walls in One-Month-Old Babies.

SEMIOTIKANING TUZILISHI VA SEMIOTIK TIZIMLAR TAHLILI

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Annotatsiya: Ushbu maqolada semiotika sohalari va ularning chegarasi haqida shu bilan birga ularning turlari, semiotik aspektlarning ahamiyati haqida, uning qo‘llanish hollari, zarur bo‘lgan pedagogik shart - sharoitlar atroflicha bayon etilgan olimlar va ularning qarashlari haqida, semiotikaning tarmoqlar, yo‘nalishlar va uni kundalik hayotimizda qay yo‘sinda foydalanishimiz mumkinligi haqida keltirib o‘tilgan.

Kalit so‘zlar: Semiotika, boshlang‘ich ta‘lim, matematika, semasiologiya, pragmatik, sintaktik.

Semiotik nuqtai nazardan, semiotik muammolarning uchta jihatiga mos keladigan belgilar tizimlarini tadqiq qilishning uchta darajasini ajratish xarakterlidir.

Sintaktika belgilarning tuzilishini va ular o‘yrtasidagi munosabatlarni, ular nimani aks ettirishidan va qabul qiluvchi tomonidan qanday idrok etilishidan qat‘i nazar, sintaksis nuqtai nazaridan o‘rganadi. Tahlil qilish - matnni tabiiy tilda qayta ishlash, uning maqsadi ushbu matnning sintaktik tasvirini, xususan, uning sintaktik tuzilishini olishdir.

Semantika belgilarni qabul qiluvchidan qat‘i nazar, belgilar va ular bildiradigan ob‘ektlar o‘rtasidagi munosabatlarni o‘rganadi. U sintaktikda ko‘rib chiqiladigan har qanday belgi tizimini qurishning umumiy qonuniyatlarini o‘rganadi. Semantika predmeti turli semiotik va lingvistik tushunchalarda turlicha ta‘riflanadi. Bu farqlar, birinchi navbatda, belgining aniq ta‘rifi va belgilangan

voqelik g'oyasi bilan belgilanadi. Demak, F.de Sossyur belgini ikki tomonlama mohiyat sifatida tushundi, u belgilovchi va belgilovchining (ifoda tekisligi va mazmun tekisligi) birligini ifodalaydi. Ushbu yondashuvni qo'llab - quvvatlovchi tadqiqotchilar semantikaning asosiy vazifasini ushbu ikki tomon o'rtasidagi munosabatlarni o'rganishda ko'rishadi. Gottlob Fregega (1848-1925) tegishli yana bir g'oya mavjud bo'lib, unga ko'ra belgining ob'ektiv va semantik ma'nosini, ya'ni belgilangan ob'ekt va uning tushunchasini farqlash kerak. Bunday yondashuv bilan semantikaning asosiy vazifasi, bir tomondan, ramziy iboralar, ikkinchi tomondan, belgilangan ob'ektlar va ular o'rtasidagi munosabatlar o'rtasidagi aloqalarni o'rnatishdir. Semantik tahlil - tabiiy tildagi matnning ma'nosini qandaydir rasmiylashtirilgan semantik (semantik) tilda yozuv shaklida ifodalash uchun xizmat qiluvchi operatsiyalar majmui. Semantik tahlil insonning matni tushunish jarayonini modellashtiradi.

Pragmatika idrok etuvchining hal qilish qobiliyatiga muvofiq belgilar tizimining mazmunli ifodalarini idrok etishni o'rganadi. Nazariy pragmatika intellektning xususiyatlari va tuzilishi haqidagi farazlarni tekshiradi. Amaliy pragmatika odamlarning turli lingvistik iboralarni tushunishlarini empirik tahlil qilish, ritm va versifikatsiyani o'rganish, axborot qidirish tizimlarini ishlab chiqishga bag'ishlangan tadqiqotlarni o'z ichiga oladi.

Shunday qilib, har qanday axborot xabarini ko'rib chiqishning uchta darajasi mavjud. Pragmatik darajada axborotning foydaliligini aniqlash uchun axborot almashinuvining barcha elementlari ko'rib chiqiladi. Semantik darajada, ma'lumotni qabul qiluvchidan abstraktsiyalash, o'rganishning yakuniy maqsadi xabarning semantik ma'nosi, uning tasvirlangan ob'ektlarga mos kelishidir. Eng tor sintaktik daraja - faqat belgilarning o'zi va ular orasidagi munosabatlarni o'rganish darajasi.

Uch daraja ham semiotik yondashuvni qo'llash uchun muhimdir pedagogika va ta'lim sohasi [10].

Atrofimizdagi ma'lumotlar ko'pincha semiotik tizim shaklida taqdim etiladi. Ya'ni har xil turdagi belgilar to'plami. Uning asosiy vazifasi to'liq jamoaviy va individual aloqa jarayonlarini ta'minlash [9].

Xo'sh, qanday belgilar unga shunday bo'lishiga imkon beradi.?

- birinchidan, har qanday tizim hech bo'lmaganda birlashtirilishi kerak.
- ikkinchidan, elementlarga muvofiq tizimlashtirilgan bo'lishi kerak ma'lum bir printsiptir asosida.
- uchunchidan, yangi elementlarning paydo bo'lishi mumkin faqat aniq belgilangan printsiptir muvofiq [6].

Amaldagi ramziy vositalarning butun xilma – xilligi semiotik soha. Ushbu sohaning bir qismi sifatida belgilar va belgilar tizimlarining quyidagi asosiy turlarini ajratish mumkin.

- tabiiy;
- funktsional;
- shartli (shartli);
- ikonik;
- og'zaki (tabiiy tillar); • imzolarni qayd qilish tizimlari.

Tabiiy belgilar deganda narsalar va tabiat hodisalari tushuniladi, agar ular boshqa ob'ektlar yoki hodisalarga ishora qilsa va ular haqida ma'lumot tashuvchisi sifatida qaralsa [7]. Tabiiy belgilar -bu ishora belgilaridir, masalan, tutun olov belgisidir. Tabiiy belgilarni tushunish uchun siz ularning nima belgisi ekanligini bilishingiz va ulardagi ma'lumotlarni ajratib olishingiz kerak.

Funksional belgilar to'g'ridan-to'g'ri pragmatik maqsadga ega bo'lgan narsa va hodisalar bo'lib, ular inson faoliyatiga kiritilgani va u haqida ma'lumot olib yurgani uchun belgilarga aylanadi [8]. Bular, shuningdek, ishora belgilari,

masalan, ishlab chiqarish uskunalari, chunki har qanday mexanizm yoki qism elementi bo'lgan butun texnik tizim haqida ma'lumotni o'z ichiga olgan belgi bo'lishi mumkin, masalan, o'qituvchining barmog'ini ro'yxat ustida yurgizishi. jurnaldagi talabalar soni boshlang'ich so'rovning belgisiga aylanadi [11]. Funktsional belgilar ko'pincha o'xshashlik bilan ularga xos bo'lgan ikkinchi darajali ma'nolarga ega, bu ayniqsa xurofotlarda aniq ko'rinadi.

Xulosa o'rnida shuni aytish joizki semiotika atrofimizdagi ma'lumotlarni o'zaro bir – birimiz bilan almashish vositasi o'laroq namoyon bo'lish xolatlari ham mavjud.

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Alisher Navoiy shaxsiyati hamda ijodi. Qit'a va fardlarni maktab darsliklarida o'rganish va tahlil qilish usullari. (7- sinf adabiyot darsligidagi qit'a va fardlar asosida)

Normatova Maftuna Hasan qizi

G'allaorol tumani 66-maktab ona tili va adabiyot o'qituvchisi.

Annotatsiya: Ushbu maqolada Alisher Navoiy shaxsiyati va ijodi, yangilangan maktab darsliklarida berilgan Navoiy yaratgan qit'alar va fardlardan na'munalar va ularning tahlili kabi ma'lumotlar berilgan.

Kalit so'zlar: Alisher Navoiy shaxsiyati va ijodi, darslik, qit'a, fard, tahlil yo'nalishlari.

O'zbek adabiyotining bugunga kelib takomillashuviga hamda asrlar osha ulug'lanib yosh kelajak ko'ngliga "g'azallar" tushunchasini singdira olgan ko'plab beqiyos na'munalarini o'qib, ko'nglimiz ham, umrimiz ham gullab yashnashiga o'zining katta hissasini qo'shgan buyuk mutafakkir, zullisonayn shoir Alisher Navoiy bobomizni bugun yod etar ekanmiz ko'nglimizda olam-olam faxr tuyg'usi jo'sh urmoqda.

Alisher Navoiy ijodi va shaxsiga hamma zamonlarda qiziqish o'zgacha aks ettirilgan. Ulug' mutaffakirning shaxsi, fe'l-atvori haqida yaqqolroq tasavvur hosil qilish uchun, avvalo hazratning asarlarini va bu ulug' zotga zamondosh bo'lgan adiblarning xotiralarini sinchiklab o'qish zarur.

"Yoshlik paytidayoq sohibi fan bo'ldi..." Davlatshoh Samarqandiy "Tazki-rat ush-shuaro" dan, "Siniq nafs va ulug' tavozu egasi..." Mirxond "Ravzat us-safo" dan, "Himmat va saxovatda benazir zot..." Xondamir "Makorim ul-axloq" dan kabi birbirlarini takrorlamas fikrlar bildirilgan edi. Navoiy haqida o'z zamon-doshlari tomonidan aytilgan ushbu ta'riflar va uning ijod yo'li haqidagi fikrlar bolaligimizdan ongimizga kirib borgani bejiz emas. Chunki, ushbu buyuk inson ulg'ayishimiz yo'lida komillik sari olg'a yurishimizda misoli yo'lchi yulduz bo'lib porlab turuvchi ulug' zotdir. Navoiyning bebaho merosi nafaqat turkiy xalqlar, balki butun bashariyat uchun bamisoli obihayot manbayi hisoblanadi. Shoir yaratgan birgina Farhod obrazi orqali butun insoniyat uchun takrorlanmas umuminsoniy tuyg'ular, qolaversa, ko millik timsolini yuksak darajada ta'rif-u tasniflab bergan yuksak didli ijodkordir.

Alisher Navoiy she`riyatga g`oyat qiziqadigan, zehni o`tkir, adabiyotni qunt bilan o`rganadigan xalqini, yurtini, Allohni suyardigan jonidan ham sevadigan buyuk siymo bo`lgan. Alisher yaxshi farzand, yaxshi aka, yaxshi jiyan, yaxshi shogird, yaxshi o`quvchi va yaxshi do`st ham edi. Husayn Boyqaro bilan do`stligi dunyo ko`z o`ngida oltinga teng davrlar deya, ta`riflasak adashmaymiz. Husayn Bayqaro 1472-yilning fevral oyida uni saroyning bosh vaziri qilib tayinlaydi va unga “Amiri kabir” unvonini beradi. Alisher Navoiy barcha lavozimlarida avvalo butun kuchini mamlakatda tinchlik va osoyishtalik o`rnatishgaga qaratadi. Shahar- larda savdosotiqni, hunarmandchilikni rivojlantirishga katta ahamiyat beradi. Do`sti va xalqi uchun jon- jahti bilan harakat qiladi.

Navoiy ko`nglida ulkan insonparvarlik tuyg`usi uni bir umr tark etmadi. Navoiy o`rta asrdagi uyg`onish davrining boshqa ulug` zotlari kabi butun hayotida haqiqiy inson qanday bo`lishi lozimligini ko`rsatdi.

Navoiy hayot yo`lida xalqni ham she`riyatni ham birga-birga olib ketishga harakat qilardi. Buning isboti u yaratgan asarlar jamlanmasiga e`tabor qaratsak. 1470-yillarning oxirlarida Alisher Navoiy o`zining o`zbek tilida yozgan she`rlaridan iborat ilk devoni “Badoe ul- bidoya” (“Badiiylik ibtidosi”) ni tuzdi. Bunday mukammal devonini tuzish Navoiygacha kamdan- kam shoirlar uchun nasib bo`lgan edi. 1480- yillarning oxirida “Navodir un-nihoya” (“Behad nodirliklar”) devonini tuzdi. Bundan so`ng ko`ngliga yoshligidan tuyib qo`yilgan maqsadini 1483- 1485- yillarda amaliyotga tadbiiq etdi. Bu maqsad o`zbek tilida “Xamsa” asarini yaratish edi. Asar o`zbek adabiyoti shuhratini olamga yoyib, jahon adabiyoti- ning durdonalaridan biriga aylandi. Bundan so`ng ham ijodkor juda ko`p chinak- kam adabiyot durdonalarini ham yaratdi. Mana shunday asarlardan ko`plarini boshlang`ich sinfdan to yuqori sinflarda ham uchratamiz.

Navoiy o`ta ijodkor inson bo`lganini u yaratgan asarlardan bilib olishimiz qiyin emas. Hozirgi zamonaviylashgan asrimizda ham Navoiy ijodi yuksaklikka tomon olib chiqilmoqda. Bu borada barcha ijodkorlar tomonidan Navoiy ijodi va shaxsiyatiga qiziqib maqolalar yaratgan. Mana shunday maqolalardan birida, “Shoir tabiatan nihoyatda sinchikov inson bo`lgan. Atrofdagi voqea-hodisalarni, odamlar va ular o`rtasidagi o`zaro munosabatlarni doimo kuzatgan, ulardan ma`lum xulosalar chiqargan. Hatto kichik hayotiy-maishiy tafsillar ham e`tiboridan chetda qolmagan”... mana shunday hayotiy voqelardan ilhomlanib yozilgan hozirgi zamonda ham qo`llaniladigan qit`a va fardlar yaratilgan.

Qit`a (arabcha “bo`lak, qism, parcha” so`zidan) mumtoz adabiyotda qo`llangan janrlardan biri bo`lib, unda muallifning turli mazmundagi fikr-mulohazalari, qarashlari ifodalanadi. Qit`a ikki bayt (to`rt qator) va undan ortiq bo`lishi mumkin. Unda ikkinchi misra (qator) o`zaro qofiyalanadi[4,125].

7-sinf adabiyot darsligida keltirilgan quyidagi qit`alar mazmuni va tahlili haqida fikr yuritamiz;

Kamol et **kasbkim**, olam uyidan-

Sanga farz o`limg`ay **g`amnok** chiqmoq.

Jahondin **notamom** o`tmak **biaynih**,

Erur hamomdin nopok chiqmoq.

Lug`at: Kamol-yetuklik, kasb etmoq-o`rganmoq, g`amnok-g`amgin, notamom-nokomil, biaynih- xuddi, aynan. Ushbu qit`ada maktab o`quvchilari ongiga va bilim darajasiga ta`siri juda katta bo`lgan ma`no mazmun mavjud ya`ni, olam uyidan yetuklikni o`rgan, sen olam uyidan g`amgin chiqishni farz deb bilma. Jahondan nokomil ya`ni dunyodagi barcha fazilatlar-u, yetuklilarsiz o`tish xuddi, hammomga yuvinishga kirib yuvinmasdan kir holatda chiqish bilan barobardir.

Ildan kasb qilki, sud ermas,

Charx mushkillarini hal qilmoq.

Lekin ul ilm dog`i naf` etmas,

Bilibon bo`lmas amal qilmoq.

Lug`at: **sud**-foйда, **charx**-osmon,zamon. Ilmni kasb qil bu sen uchun foyda, charx mushkullarini ham hal qiladi. Lekin bir narsani bilib qo`y, o`sha olgan yetukliging, biliming nafi bo`lmaydi, bilgan, olgan ilmingga amal qilmasang.

Navoiyning barcha turdagi ijod na`munalarini tahliliy mazmunini bilmoq uchun asosan lug`atlardan foydalanish kerak. Bu lug`atlarni o`rganish o`quvchilarning so`z boyligini balki, dunyoqarashini kengaytiradi.

Fard- (arabcha “yakka, yolg`iz” so`zidan) mumtoz adabiyotda qo`llangan janrlardan biri bo`lib, unda muallifning hayotiy kuzatishlariga asoslangan xulosalari, g`oyalari ilgari suriladi. Fard bir bayt (ikki qator) dan tashkil topadi[4,127].

7-sinf darsligidan ayrim fardlarning mazmuni va tahlili bilan, tanishib chiqamiz.

Kishi aybin yuziga qilma izhor,

Taammul ayla o`z aybingg`a zinhor.

Lug`at: **taammul aylamoq**- fikr yuritmoq, yaxshilab o`ylamoq, **izhor**- aytmoq, **zinhor**-tojikchasiga hech qachon, kechirim, hech shubhasiz. O`zbekchada esa, aslo, mutlaqo[5,306].

Kishining aybini yuziga aytma, yaxshilab o`ylab ko`r fikr yurit o`z aybingni, yoki, kishilarning aybini yuzlariga aytishingdan oldin o`zingning aybingni hech shubhasiz yaxshilab o`ylab ko`r.

Navoiy yaratgan barcha turdagi nodirliklarda insoniy kechinmalar jamlanmasi mavjuddek, ya`ni g`azallarida,(tuyuq, ruboiy, fard va b) larda nozik tuyg`ular, o`y-fikrlar, orzu-umidlar, ruhiy kechinmalar, qolaversa o`nlab she`riy san`atlar (tazod, talmeh, tamsil, istiora, tashbeh)dan ham mohirona foydalangan buyuk ijodkordir. Oddiy hayotiy kundalik turmushdagi barcha unsurlarni birgina so`z sehri ila yetuklikka komillikka yetaklovchi avlodalar ko`nglidan o`chmaydigan ajdod hisoblanadi.

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ABOUT PHRASAL VERBS AND PHRASAL ADJECTIVES

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Annotation. Phrasal verbs and phrasal adjectives are important aspects of English language usage that often pose challenges for learners due to their flexibility and varied meanings. Phrasal verbs are formed by combining a verb with one or more particles (usually prepositions or adverbs), while phrasal adjectives are formed by combining an adjective with a particle. Both types of constructions can significantly alter the meaning of the base word, making them essential for achieving fluency in English.

Understanding the nuances of phrasal verbs and phrasal adjectives is crucial for effective communication, as they often convey idiomatic or colloquial meanings that may not be immediately apparent to non-native speakers. Furthermore, mastering these constructions allows for greater precision in expressing ideas and emotions. It is important for learners to familiarize themselves with common phrasal verbs and phrasal adjectives, as well as to practice using them in context. Additionally, recognizing when to use these constructions in formal versus informal settings is key to developing proficiency in English language usage. Overall, a solid understanding of phrasal verbs and phrasal adjectives is essential for achieving fluency and naturalness in English communication.

Key words: Phrasal adjectives , phrasal verbs, combination, particle, prepositions

Decoding the Duo: Phrasal Adjectives and Verbs: Your Toolbox for Richer English

English can be a tricky language, filled with hidden wonders and unexpected twists. Two such surprises lie in the realms of **phrasal adjectives** and **phrasal verbs**. These dynamic duos pack a punch of meaning and color, adding vibrancy and precision to your language arsenal. Let's delve into their secrets and see how they can elevate your English expression!

Phrasal Adjectives: Beyond Basic Description

Forget plain old "big" or "happy." Phrasal adjectives are like a team of words working together to create **nuanced descriptions**. Imagine instead saying "larger-than-life" or "over-the-moon." These phrases paint a vivid picture, instantly conveying intensity and detail.

Here's how they work:

- **Two or more words combine**, often including prepositions or adverbs, to modify a noun.
- Examples: **Wide-eyed wonder, tongue-tied silence, heart-to-heart talk.**
- They bring **specificity and emotional depth** to your writing and speech.

Phrasal Verbs: Spice Up Your Actions

Tired of "go" and "do"? Phrasal verbs inject **dynamism and variety** into your verbs. They're like mini-stories within a word, revealing context and direction.

- **A verb joins forces with one or two particles (prepositions or adverbs).**
- Examples: **Figure out, break down, run into.**
- They add **vividness and informality** to your communication.

Remember:

- **Word order matters!** Some particles can be separated (e.g., "pick up"), while others stay with the verb (e.g., "look into").
- Not all verb + particle combinations are phrasal verbs. Check a dictionary if unsure.

Unlocking the Power Duo:

- **Combine them!** Use a phrasal adjective to modify the noun of a phrasal verb. Ex: "She **jumped in** with a **bright-eyed** enthusiasm."
- **Variety is key!** Don't get stuck in a rut. Use different phrasal verbs and adjectives to avoid repetition.
- **Context matters!** Choose phrasal verbs and adjectives that fit the tone and situation.

Ready to spice up your English? Embrace the power of phrasal adjectives and verbs. Explore their nuances, find your favorites, and watch your language blossom with richness and precision. Remember, the key is to have fun and experiment! So, go forth, decode the duo, and let your voice sing with vivid expression!

Beyond Bland: Mastering the Magic of Phrasal Adjectives and Verbs

English may seem like a straightforward language at first glance, but delve deeper and you'll discover hidden treasures like **phrasal adjectives and verbs**. These dynamic duos go beyond the basic, breathing life and color into your words, transforming the mundane into the magnificent. Buckle up, language lovers, because we're about to unlock the secrets of this potent pair!

Phrasal Adjectives: Not Just Big, But Bigger-Than-Life

Forget about "boring" and "happy." Phrasal adjectives are like tiny word orchestras, painting vivid pictures with more than just one note. Imagine saying "wide-eyed wonder" instead of just "surprised" or "heart-to-heart talk" instead of "conversation." These phrases aren't just descriptions, they're mini-movies in your mind, instantly conveying intensity and depth.

Here's how they work:

- **Two or more words, often including prepositions or adverbs, team up to modify a noun.**
- Think: **Tongue-tied silence, brand-new confidence, sky-high hopes.**
- They add **layers of specificity and emotional resonance** to your writing and speech.

Phrasal Verbs: Kick Your Actions Up a Notch

Fed up with the humdrum "go" and "do"? Phrasal verbs are like action stars of the word world, injecting dynamism and variety into your verbs. They're not just actions, they're stories hidden within, revealing context and direction in a single punchy phrase.

- **A verb joins forces with one or two particles (prepositions or adverbs) to create a new meaning.**

- Examples: **Figure out, break down, run into (someone).**
- They add **vividness and informality** to your communication, making your language come alive.

Remember:

- **Word order matters!** Some particles can be separated (e.g., "pick up"), while others stick with the verb (e.g., "look into").
- Not all verb + particle combos are phrasal verbs. Check a dictionary if unsure.

Harnessing the Power Duo:

- **Double the fun!** Combine a phrasal adjective with the noun of a phrasal verb. Ex: "She **jumped in** with a **bright-eyed** enthusiasm."
- **Spice it up!** Don't get stuck in a rut. Use a variety of phrasal verbs and adjective to avoid sounding repetitive.
- **Mind the context!** Choose phrasal verbs and adjectives that fit the tone and situation.

Ready to unleash your inner language ninja? Master the art of phrasal adjectives and verbs. Explore their nuances, find your favorites, and watch your language blossom with richness and precision. Remember, the key is to have fun and experiment! So, go forth, conquer the duo, and let your voice sing with vivid expression!

Beyond Basics: Phrasal Verbs and Adjectives - Your English Power-Up

English might seem straightforward, but hidden within its folds lie secret weapons called **phrasal verbs and adjectives**. These dynamic duos are more than just fancy words; they're your allies in expressing yourself with vividness, precision, and a touch of flair. So, buckle up, language enthusiasts, and get ready to unlock the magic of these linguistic powerhouses!

Phrasal Adjectives: Painting with Words, Not Brushes

Forget plain old "big" and "happy." Phrasal adjectives are like mini-masterpieces, using two or more words (often with prepositions or adverbs) to create **detailed and nuanced descriptions**. Imagine evoking feelings of awe with "starstruck wonder"

or capturing the essence of a moment with "heart-to-heart chat." These are more than just descriptions; they're immersive experiences for your readers or listeners.

Here's how they work:

- **A team of words**, like "wide-eyed" and "tongue-tied," **modifies a noun**, painting a richer picture.
- Examples: **Brand-new confidence, tongue-tied silence, sky-high hopes.**
- They add **specificity, intensity, and emotional depth** to your writing and speech.

Phrasal Verbs: Action Stars of the Word World

Think "go" and "do" are yawn-worthy? Phrasal verbs are the action stars of English, injecting **dynamism and variety** into your verbs. They're not just actions; they're mini-stories, revealing context and direction in a single, punchy phrase.

- **A verb teams up with one or two particles** (prepositions or adverbs) to create a new meaning.
- Examples: **Figure out, break down, run into (trouble).**
- They add **vividness and informality** to your communication, making your language come alive.

Remember:

- **Word order matters!** Some particles stick with the verb (e.g., "look into"), while others can be separated (e.g., "pick up").
- Not all verb + particle combinations are phrasal verbs. Check a dictionary if unsure.

Unleashing the Power Duo:

- **Double the impact!** Combine a phrasal adjective with the noun of a phrasal verb.
Ex: "She **jumped in** with a **bright-eyed** enthusiasm."
- **Spice things up!** Don't get stuck in a rut. Use a variety of phrasal verbs and adjectives to avoid sounding repetitive.

- **Context is key!** Choose phrasal verbs and adjectives that fit the tone and situation.

Ready to level up your English game? Master the art of phrasal verbs and adjectives. Explore their nuances, find your favorites, and watch your language blossom with richness and precision. Remember, the key is to have fun and experiment! So, go forth, unleash your inner language artist, and paint your world with vibrant words!

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INTERPRETATION OF MODERN HEROES IN DRAMATIC WORKS CREATED UNDER THE INFLUENCE OF FOLK LAUGHTER

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Abstract: This article discusses the role of folk laughter in the artistic development of modern Uzbek literature and the new artistic forms that appeared under the influence of folk laughter.

Key words: Laughter, episodic stories, "laughter", "laughter", "funny stories", "funny stories", "mutoyiba", "horror", "parodies", "interludes", "lots of laughter", anecdotes and etc.

The Uzbek people have been cherishing, enriching, and creatively reworking and improving according to social conditions for centuries. heritage is Uzbek dramas. While creating an artistic model of the world, the dramatist depicts a certain pictorial spatial-temporal landscape of life as a literary-artistic image, embodying it with symbolism and irony. Dramaturgy is a special and at the same time complex literary genre, which not everyone with a pen can do.

Drama is a work of art that deeply reflects human spiritual life, has a beautiful poetic nature and a great artistic generalization. In addition, the subject of sarcasm can use types of speech movements with very hidden content and a high level of meaning. In such cases, the speaker uses the practice of diverting the attention of the listener from the truth, even for a certain period of time, and reducing his "vigilance". Sometimes, for this purpose, the act of openly expressing one's displeasure is also useful. Adib seeks a solution from these aspects of the problem. He emphasizes that works for the theater should not be made by ahlsiz (people who are strangers to the field), but by their owners, i.e. playwrights. Irony and sarcastic laughter have a special place and importance in the aesthetic development of modern Uzbek dramas. Although the drama has the depth and expressive colors characteristic of prose, the narration of the events is very coherent and tense, the characters' speech, arguments and discussions create drama by themselves. At this point, it is appropriate to note the general condition of Erkin Azam's dramas: in these plays, there are no open Shakespearean conflicts full of passion and conflict, and the reality seems to be somewhat calm. But the main struggle takes place in the psyche of the characters, and it would be no mistake to say that this aspect is more vividly seen in the drama "Lonely Boat or the Dream of a Madman". This is where we come across that human behavior in a concrete situation has unique characteristics and character. This lack of repetition is the essence of the concept of typicality, even if it seems random at

first. Any image can convince the reader only if it has its historical place and logical development path. On the surface, the drama seems to be built on the basis of comedy. However, this comedy contains serious and tragic events. That is why comedy and tragedy are combined in dramas.

H o k i m: - Do you know what I want to start with?

S o b i q: - How do you know, no matter what you do, it is falling like sand...

Governor: - From bribery.

S o b i q: - (wrinkling his face). What-what-what?

Governor: - Ending bribery. Because the future of the society where bribery reigns will be woeful!

Formerly: - (artistically). Excuse me, but how do you deal with bribery? Will you hold his hand? Then the world will be crippled, and then who will you rule? For the disabled?¹⁴

Since the creation of mankind, problems have not left him. The main thing is to not forget the purpose of injury, and the trial calls to be aware of the moments of reckoning before the end of the world. For centuries, man has sought to find a solution to the problems of social life. In any situation, it is considered appropriate to solve the problem with common sense, to obey the judgment of conscience. In a dramatic work, attention to a small problem is the foundation for big mistakes. The dimming and dimming of the human image leads him to mirage. This situation devalues a conscious being and condemns it to the circle of disgusting creatures. The conclusion is that irony has been formed in literature since ancient times. It is often used to slander people who have a wrong attitude to reality. Therefore, it is considered one of the artistic methods. Irony has its place in all genres of Uzbek literature. Updates in artistic thought can also be traced through irony. Its importance in updating artistic thinking is that irony shows a figurative attitude to reality. Irony serves to evaluate social and psychological situations and conflict situations. From this point of view, irony can play the role of an important tool in studying the development of dramatic works. is expressed. In modern Uzbek dramas, it is observed that the role and functions of irony have expanded even more. Lof is also of special importance in comedy and interlude genres.

In the science of aesthetics, happiness and tragedy are studied as two opposite categories in human life, like beauty and ugliness, light and darkness. According to E. Umarov: "Tragedy and fun are actually contradictory concepts, but this contradiction does not apply in an absolute sense. At the same time, they are absorbed into each other's core and pass from one to the other. Tragic and funny things, interdependence of events, mobility of borders between them are already

¹⁴ Boshbekov Sh. Yer baribir aylanaveradi. Drama. –Toshkent: Adabiyot, 2020. –B. 76.

known from theoretical treatises and ordinary life experience. In the literature of Eastern peoples, including Turkic peoples, human happiness and tragedy were the main focus. Especially in didactic literature, human happiness is interpreted as knowledge and wisdom, and unhappiness as ignorance and ignorance.

No matter how different the tragic and funny are from other aesthetic concepts, it is necessary to observe them in connection with socio-aesthetic dreams such as beauty and ugliness, taking into account their historical and relative nature. Laughter is one of the human qualities of a person who is the "universe's gultoji". Laughter is a combination of mental and physical excitement. It is worth noting that there is a big difference in the laughter of a person living in a civilized society than a person living in a primitive society: while the Neanderthal man often maimed his opponent with a stone and a club, people in later societies laughed. It is enough to remember that he defeated his opponent with the means of words, that he achieved spiritual superiority. At different stages of the development of society, the nature of laughter has also changed and enriched because the laughter of the human mind and spirit has grown and changed. "As much as a person's mood is diverse," says M. Koshjanov, "his tendency to laugh is equally diverse." This opinion is confirmed by the following words of R. Yurenov, an expert in the theory and history of Soviet film comedy, about the types of laughter: "Laughter is joyful and sad, pleasant and angry, intelligent and stupid, proud and affectionate, arrogant and flattering, hateful. and can be assertive, insulting and encouraging, sarcastic and anxious, friendly and hostile, sarcastic and light-hearted, bitter and simple, gentle and rude, frivolous and frivolous, solemn and pretentious, lecherous and shy . This list can be continued: joyous laughter, sad, nervous, mocking, physiological, animalistic laughter. There may even be desperate laughter. Laughter is more beautiful, and his ideas in literature and art are more diverse. Yu., who studied the aesthetic richness of laughter. In Borev's works, it is shown with examples that laughter, which is clearly visible in the works of great artists of world culture, has become a unique method of aesthetic assimilation and description of the world. "Humor and satire are two poles of laughter. Among them, there are world-wide interpretations and meanings of laughter¹⁵. Pure and sincere laughter has always been valued in the art of speech. It is not easy to create artistically perfect, moving, comical works that make people laugh. First of all, to feel the subtle life humor that not everyone notices, and to convey it to the reader without losing its value, requires a keen eye and skill from the writer. Clumsy phrases and repetitive sentences annoy the reader and occupy the pages of the book in vain. From the rich literary heritage of folk laughter, the spirit

¹⁵ Абдулла Қаҳҳор. Комиклик ва фожиавийлик уйғунлиги мақоласидан // “Ўзбек тили ва адабиёти” журнали. -Тошкент: 2007.– №4.– Б .53.

of laughter is of particular importance in the works created under the influence of folk proverbs, proverbs, stories, praises, anecdotes.

In conclusion, it becomes clear that in modern dramaturgy, the most urgent problems of the time are staged under the influence of folk humor (fun and laughter, praise). For this, it is observed that creators turn to comedy or its forms such as serious or satirical comedy, interlude, and often expose the image of a gorkov, a pianist, a cunning businessman-entrepreneur, and a greedy merchant through irony.

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BOSHLANG'ICH SINIF TABIIY FANLARNI O'QITISHDA UZVIYLIK

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Annotatsiya: Maqolada ekologik ta'lim-tarbiya jarayonini tizimli tashkil etish, yoshlar orasida ekologik bilim va xavfsizlik madaniyatni targ'ib qilish, ekologiya sohasini ilg'or innovatsion texnologiyalarni jalb etgan holda yanada takomillashtirish, maktab o'quvchilarining ona tabiatni sevish va uni ko'z qorachig'idek asrashga qaratilgan bilim va ko'nikmalarini oshirish masalalari yoritilgan.

Kalit so'zlar: Xavf, xavfsizlik, ekologik madaniyat, tabiat, hayot, muhit, inson, ekologik nazorat tizimini takomillashtirish, atrof-muhitni muhofaza qilish.

Annotation

The article focuses on the systematic organization of environmental education, the promotion of environmental education and safety culture among young people, the further improvement of the field of ecology with the involvement of advanced innovative technologies, the love and care of schoolchildren. z issues of enhancing knowledge and skills aimed at preserving the pupil.

Keywords: Danger, safety, ecological culture, nature, life, environment, human, improvement of ecological control system, environmental protection.

Insoniyat yaralibdiki, tabiat mahsuli sifatida u bilan uyg'un tarzda hayot kechirib kelmoqda. Biroq asrlar davomida insoniyatning o'zini o'rab turgan olamga ehtiyotsizligi ta'sirining ortib borishi, tabiiy zaxiralardan nooqilona foydalana boshlagani natijasida ekologiyaga ko'plab zarar yetkazildi. Oqibatda tabiat va atrof-muxit ekologiyasidagi o'zgarishlar insoniyat boshiga misli ko'rilmagan ofatlarni solmoqda. Ayniqsa, atrof-muhit ekologiyasida sodir bo'layotgan tabiiy va texnogen hodisalar, jumladan, kuchli shamollar, to'fonlar, iqlim o'zgarishlari, yer silkinishlari, suv toshqinlari, tog' ko'chkilari ko'plab insonlar hayotiga zomin bo'lmoqda, mamlakatlar iqtisodiyotiga katta zarar yetkazmoqda. Bugungi kunda yoshlarda ekologik xavfsizlik madaniyatini shakllantirish to'g'ri yo'lga qo'yilmaganligi tufayli, favqulodda sodir bo'layotgan ekologik hodisalarga insoniyatni qanday yo'l tutishni bilmaslik evaziga, atrof-muhit ekologiyasidaga nisbatan ehtiyotkorona munosabatda bo'lishga tegishli xulosalar chiqarishga chorlovchi omillarda ikkilanamiz. Ular odamlarni sergaklantirishi zarur. Buning

uchun boshlang'ich sinfda o'quvchilarga ekologik xavfsizlik madaniyatini shakllantirishga oid tushunchalarni tarkib toptirish va atrof-muhitga ehtiyotkorona munosabat masalasi insoniyat hayotining ajralmas bir qismi sifatida azaldan xalqimiz turmush tarziga chuqur singib ketgan.

Bugungi kunda ekologiya muammolari umumjahon muammosiga aylangan. SHu sababli, bu masala yechimiga big, ikki davlat emas, balki, o'z atrofimizdagi olam muvozanatini o'ylayotgan ko'pgina davlatlar e'tibor bermoqda. Hozirgi kunda yer sharining turli nuqtalarida keng quloch yozayotgan ekologik tangliklar tabiatga nisbatan to'g'ri munosabat bildirishimiz va unga ko'proq e'tibor qaratishimiz zarurligini anglatadi. Jumladan, bu muammo yechimi respublikamizda ham davlat siyosati darajasigacha ko'tarilgan.

Mazkur muammolarni ijobiy hal etish maqsadida, O'zbekiston Respublikasi Prezidentining 2019 yil 30 oktyabr "2030 yilgacha bo'lgan davrda O'zbekiston Respublikasining atrof-muhitni muhofaza qilish kontseptsiyasini tasdiqlash to'g'risida"[1] gi farmoni va Vazirlar Mahkamasining 2019 yil 27 maydagi 434-son qaroriga asosan qabul qilingan "O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish Kontseptsiyasi"[2] ning qabul qilinishi yosh avlodga, ayniqsa yoshlarda ekologik xavfsizlik madaniyatini shakllantirishda maktab, oila va mahallaning hamkorligini rivojlantirishning ilmiy-nazariy va huquqiy asosini belgilab, yana bir qator yangi vazifalarni amalga oshirishni qo'ydi.

Mazkur farmon mamlakatimizda ekologik muammolarni bartaraf etish, aholining tabiatga bo'lgan munosabatini yaxshilash, atrof-muhitni muhofaza qilish sohasida davlat organlari faoliyatida shaffoflikni ta'minlashga xizmat qiladi. Farmonda ekologiyaga doir o'ta muhim vazifalar belgilangan. Jumladan, qo'riqlanadigan tabiiy hududlarni kengaytirish, zaharli va radioaktiv moddalardan ekologik xavfsiz foydalanish, chiqindilar bilan bog'liq ishlarni amalga oshirishning ekologik xavfsiz tizimini takomillashtirish kabi vazifalarni bajarish asnosida inson va tabiatni, hayvonot dunyosini turli zararli omillardan asrashga erishiladi.

O'zbekiston Respublikasi tabiati va uning muhofaza qilinishi inson taqdirida naqadar muhimligini ta'kidlab birinchi prezidentimiz I.A. Karimov bunday degan edi: "Ekologik xavfsizlik kishilik jamiyatining buguni va ertasi uchun dolzarbligi, juda zarurligi bois eng muhim muammolar jumlasiga kiradi. Bu muammolar amaliy tarzda hal etilsa, ko'p jihatdan hozirgi va kelgusi avlod turmushining ahvoli, sifatini belgilash imkoniyatini beradi".[3] SHu bois ekologik xavfsizlikni kuchaytirishning asosiy yo'nalishlari tegishli texnologiyalarni ishlab chiqish va amaliyotga joriy etish, tabiiy zahiralardan oqilona foydalanish, aholi yashashi uchun qulay shart - sharoitlarni yaratish, ekologik kulfatlar jahon kulfati ekanligini ilmiy asoslangan holda, mazkur asarda ma'naviy qadriyatlar va milliy o'zlikni anglash orqali ma'naviy - ruhiy tiklanish sodir bo'lishini, insonning va

uning boyliklariga bo'lgan munosabatiga jiddiy e'tibor qaratish lozimligini yoritib bergan. Asarda islom dinidan oldingi madaniyat tabiatdan oqilona, uyg'un foydalanishan an'alarini o'rgangan holda ajdodlarimizning axloq - odob qoidalaridan hozirgi kun tabiat ekologiyasi uchun foydalanish zarurligi qayd etilgan.

Demak, maktab o'quvchisida ekologik xavfsizlik madaniyatini shakllantirish nafaqat davlat ishi, balki bu borada oila, maktab, qolaversa, mahalla ham, butun jamoatchilik ma'sul bo'lib, o'quvchilarning ma'naviy yetukligi darajasini ta'minlaydigan asosiy omil hisoblanadi.

Umumiy o'rta ta'lim maktablarida boshlang'ich sinf o'quvchilarida ekologik xavfsizlik madaniyatini shakllantirishda maktab, oila va mahallaning hamkorligini yo'lga qo'yish eng avvalo, oiladan boshlanadi va maktabda, mahallada davom etirilib, ular o'rtasida uzviy aloqa o'rnatiladi hamkorligi tarkib topib boradi. Ekologik dunyoqarashni shakllantirishning negizi oiladagi tarbiyaga bevosita bog'liqdir. Ajdodlarimiz farzand tarbiyasi masalasiga alohida e'tibor bilan qaraganlar va bu borada ibratli an'alarini vujudga keltirganlar. Bolalar go'daklik chog'laridayoq axloqiy va mehnat tarbiyasini oilada boshlaganlar. Ularda mehnatga muhabbat, atrof - muhitga hurmat, obodonchilik va ko'kalamzorlashtirish hissi sabot bilan singdirilgan. Masalan, atrofni ifloslantirmaslik uchun axlatlarni alohida chuqurchalarga tashlash, ariq, soy, buloq, suvlaridan uzoqroq joyda kovlash, yong'in chiqmasligi chorasini ko'rish turli ehtiyojlar uchun yashnab turgan daraxtda emas, balki qurib qolganlaridan foydalanish nihollarni sindirib, payhon qilmaslik, qushlarning uyasini buzmaslik kabi xatti - harakatlar shakllantirilgan.

Oila davrasida farzandlarga suvga tuflama, uni iflos qilma, chunki barcha jonivorlar uni ishlab bahra oladi. Gullab turgan mevali daraxtning shoxini sindirma, u meva beradi, uni o'zing is'temol qilasan, Pishib yetmagan uzumni uzma, agar uzsang kata gunoh ish bo'ladi. Chunki unda ahli mo'minning nasibasi bor - deb pandu - nasihatlar qilganlar. Ertaklar vujudga kelgan. Ekologik ta'lim va tarbiyalash tizimi bog'chalarida, umumiy o'rta ta'lim maktablarida, keyingi ta'lim bosqichlarida hamda mehnat jamoalarida davon ettiriladi.

Yoshlar orasida ekologik bilimlarini targ'ib qilish va ekologik madaniyatni tarkib toptirish vazifasi ta'lim muassasalari, oila, mahalla, keng jamoatchilik bilan hamjihatlikda olib borilishi yaxshi natijalarni berishini ta'kidlagan holda, asosiy ma'suliyat pedagoglar zimmsiga yuklanadi. O'quvchilar ekologik yo'nalishdagi nazariy bilimlarni boshlang'ich sinflarda o'qitilayotgan "Tabiatshunoslik" fani bo'yicha oladilar. Masalaning muammoli tomoni shundaki boshlang'ich sinf o'quvchilarida nazariy bilimlarni amaliy faoliyatda qo'llash malakalari to'la tarkib topgan emas. Bugungi kunda yoshlarda tabiatga nisbatan

insonparvarlarcha munosabatni shakllantirish masalasi ko'ndalang turgan ekan demak, pedagog kadrlar o'z mehnat faoliyati davomida yoshlarda tabiat qonunlar, inson va tabiat va ularning o'zaro mutanosibligi, tabiiy muvozanatni saqlash haqidagi bilimlarni va bular negizida ekologik madaniyatni tarkib toptirishlari, shuningdek, o'quvchilar orasida ekologik mavzulardagi tarbiyaviy ishlarni puxta rejalashtirishlari va amalga oshirishlari lozim bo'ladi.

Boshlang'ich sinf o'quvchilariga tabiat olami, undagi voqea - hodisalar o'rtasidagi bog'liqlik to'g'risida aniq bilimlar berish, o'quvchilarda tabiat, uni asrab - avaylash, uni boyitishga oid faoliyatni shakllantirish, o'quvchilarni davlatimizning tabiatini qo'riqlash uni asrab avaylash bo'yicha olib borilayotgan ishlar o'qituvchilar, ota - onalar, jamoatchilik bilan o'zaro hamkorlikda izchil tarzda tarbiyaviy ishlar orqali amalga oshirib borishni talab etadi.

Boshlang'ich sinflarda tabiiy-ilmiy bilimlarni o'rgatishda ko'rgazmalilik tamoyiliga rioya qilinadi. Chunki tabiiy-ilmiy bilimlar bevosita o'quvchilarning ko'z o'ngida sodir bo'layotgan tabiat hodisalari bilan bog'liq. Shuning uchun dars qanchalik faol tashkil etilmasin, o'quvchi uni ko'rishi, tasavvur qilishi, iloji bo'lsa qo'llari bilan ushlab ko'rgandek darajada aniq his eta olishi, mushohada qilish, erkin va mustaqil fikr yuritish darajasida bilim, ko'nikma va malakalarga ega bo'lishi lozim.

Bunda o'quvchilar ushbu darslarda turli guruhlariga mansub o'simlik va hayvonlar, parrandalar hamda hashorotlarning tuzilishi, ko'payishi, rivojlanishi, yer yuzida tarqalishi, turlarining xilma-xilligi bilan tanishadilar; ularni tizimlashtirishga o'rganadilar. Bulardan tashqari yer va uning tuzilishi, koinot va undagi sayyoralar, vatanimiz chegaralari, odam va uning tuzilishi kabi bilimlardan ham o'quvchilarni xabardor qilish nazarda tutiladi.

Boshlang'ich sinf o'quvchilarida ekologik xavfsizlik madaniyatini shakllantirishga oid tushunchalarni fanlararo shakllantirish tahlili shuni ko'rsatadiki atrofimizdagi tabiat haqidagi bilimlar quyidagicha birlashtiriladi:

1. Jonli, jonsiz tabiatning o'zaro aloqadorligi va farqi;
2. Tabiat jismlari va ularning hususiyatlari;
3. Tabiat komponentlari va o'zaro aloqadorligi;
4. Tabiat hodisalari va ularning ta'siri;
5. Koinot va uning Yer sayyorasi bilan aloqadorligi;
6. O'zbekiston tabiati va uni muhofaza qilish;
7. Atrofimizdagi tabiatga oqilona munosabatlarni shakllantirish;
8. Hayvon va o'simliklar ishtirokida mashq va masalalar yechish, rasm va haykalga ishlov berish, ijodiy topshiriq va muammoli savollarni hal etish.

Darhaqiqat, yon atrofimizga bizni o'rab turgan ona tabiatimizga qancha mehr qo'ysak, vatanimiz kelajagiga shunchalik g'amxo'rlik qilgan bo'lamiz. Ta'lim sohasida olib borilayotgan islohatlarning asosiy maqsadi - jismonan sog'lom va

aqlan yetuk intellektual salohiyatga ega bo'lgan komil insonni tarbiyalashga qaratilgan. Bu esa o'z navbatida har bir o'quv faniga o'zgarishlar kiritib yangiliklar yaratishni taqozo etadi. Jumladan, ekologik ta'lim - tarbiyaga bo'lgan munosabatda har bir qator noan'anaviy uslublarni joriy etishni zaruriy vazifa qilib qo'yiladi. Chunki bugungi ekologik muammo bilan atroflicha tanishtirilmagan o'quvchi atrofimizdagi olam - tabiatga qanday munosabatda bo'lish haqida shaxsiy fikr yurita olmaydi.

O'quvchilarni tabiatni asrashga o'rgatishni har bir inson tabiatning bir bo'lagi ekanini anglatishdan boshlash lozim. Ana shu o'quvchilar tabiatni asrash, avvalo, o'zimizni va yaqinlarimizni asrashdir, degan fikrga keladi. O'quvchilarni tabiat bilan yaqindan tanishtirish sodir bo'layotgan tur xil ekologik hodisalardan voqif qilish bugungi kunda pedagogik nazariyasi va amaliyotida, boshlang'ich ta'limda muhim yo'nalishga aylanmoqda. Bu yer yuzidagi og'ir ekologik vaziyatlarning vujudga kelishi bilan bog'liq. Bunday holatning yuzaga kelish sabablaridan biri aholi katta qismining ekologik savodsizligi va uning tabiatga ta'siri natijasini ko'ra olmasligidir. SHuning uchun ham Yunesko, Yunisef va boshqa tashkilotlar tomonidan sayyoramizda yashovchilarning ekologik ta'limning mazmuni va muddati masalasi ilgari surilmoqda. O'quvchilarning ekologik ta'limida tabiiy ilmiy bilimlarni egallashda eng muhim bosqich - boshlang'ich ta'lim hisoblanadi. Boisi, insonning tabiatga, kelajakka munosabati shu davrdan boshlanadi.

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ISHLAB CHIQRISH FUNKSIYALARINI PROGNOZLASH MODELLAR

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Annotatsiya: Iqtisodiy o'sishni natijaviy ko'rsatkichi - bu milliy daromadni dinamikasidir. Ishlab chiqarish jarayoniga va iqtisodiy o'sishga o'z ta'sirini ko'rsatadigan asosiy omillarga ishchilar soni, ishlab chiqarish fondlari, tabiat resurslar kiradi. Yaratilgan milliy daromad yoki pirovard mahsulot iste'mol fondi va jamg'arish fondidan iborat.

Kalit so'zlar: Ekstrapolyatsiya usuli, Bir o'lchamli vaqtli qatorlarni modellashtirish, Prognozda ekstrapolyatsiya usullari, O'rtacha absolyut usuli

Iste'mol fondi va jamg'arish fondi o'z navbatida ishlab chiqarish jarayonida foydalanadigan resurslardan uchun ishlatiladilar. Iqtisodiy o'sishni logik modeli makroiqtisodiy jarayonda

$$Y=f(X_1, X_2, X_3),$$

bu yerda

Y -milliy daromad yoki pirovard mahsulot;

X_1, X_2, X_3 - ishchilar resurslari, ishlab chiqarish fondlari, tabiiy xomashyolar.

Makroiqtisodiy funksiyalar yordamida ishlab chiqarish samaradorligini, xomashyo samaradorligini va ularni almashishini, ilmiy - taraqqiyotni iqtisodiy o'sishiga ta'sirini va ularga o'xshash ko'rsatkichlarni tahlil etish mumkin.

Analitik misollardan tashqari iqtisodiy o'sishni prognoz ko'rsatkichlarni makrotenglamalar yordamida hisoblash mumkin.

Zamonaviy makrodaraja tahlilda Kobba-Duglas tenglamasini ahamiyati katta, chunki uni asosida ishlab chiqarish jarayonida o'z ta'sirini ko'rsatadigan omillarni tahlil etish mumkin.

Bu tenglamani kamchiligi shundaki, omillar orasida ilmiy - texnika taraqqiyotini ko'rsatkichlarini, texnika, texnologiya ko'rsatkichlari ko'rsatilmagan.

Ekstrapolyatsiya usuli to'g'risida umumiy tushunchalar. Prognozlashda ekstrapolyatsiya usuli o'rganiladigan ob'ektning rivojlanishiga taalluqli bo'lgan omillarning doiraviylik, o'zgarishlik shartiga asoslangan bo'lib, obyektning o'tmishdagi va shuncha asoslanib kelajakdagi rivojlanish qonuniyatlarini o'rganadi.

Dinamik qatorlarning o'zgarish darajalariga qarab ekstrapolyatsiya oddiy va murakkab bo'lishi mumkin. Prognozlashning oddiy ekstrapolyatsiya usuli tenglamalarining absolyut qiymatlari, qatorlarning o'rta qiymatlari, o'rtacha absolyut o'sish va o'sishning o'rtacha tezligiga nisbatan o'zgarish qiymatlarga ega degan xulosaga asoslangan. Prognozning murakkab ekstrapolyatsiya usuli, trendni ifodalovchi statistik formulalarni qo'llashga asoslangan bo'lib ikki turga: takomillashgan va analitik turlarga bo'linadi. Prognozning takomillashgan usulida vaqt bo'yicha ketma-ket keladigan prognoz qiymatlarini avvaldan mavjud bo'lgan ko'rsatkichlar asosida hisoblab topiladi. Bunga o'zgaruvchan va eksponensial o'rta qiymat, garmonik vaznlar avtoregression o'rta qiymat, garmonik vaznlar avtoregression o'zgartirish usullari kiradi. Analitik usul eng kichik kvadrat usuli yordamida f_t - ning determinik tarkibini aniqlashdan iboratdir.

Bir o'lchamli vaqtli qatorlarni modellashtirish usullari. Qisqa muddatga prognozlash keng qo'llaniladigan prognozlash usuli ekstrapolyatsiya usulidir. Ekstrapolyatsiya usuli prognozlashni odatda bir o'lchamli vaqtli qatori asosida amalga oshiradi. Ma'lumki bir o'lchamli vaqtli qatorlarni modellashtirish usullari iqtisodiy ko'rsatkichlarning dinamik qatorlarga asoslangan bo'lib quyidagi to'rt tarkibiy qismlardan tashkil topgandir: 1) tahlil qilinadigan jarayonning uzoq davrda rivojlanish qonuniyatlari yo'nalishi tendensiyasi, 2) tahlil qilinadigan jarayonda ayrim hollarda uchraydigan mavsumiy tarkibiy qismlar; 3) davriy tarkibiy qismlar; 4) tasodifiy omillar sababi yuzaga keladigan tasodifiy tarkibiy qism.

Rivojlanish yo'nalishi (tendensiyasi) rivojlanishining uzoq muddatli evolyutsiyani bildiradi. Dinamik qatorlarning rivojlanish yo'nalishi silliq egri chiziq bo'lib, trend deb ataluvchi vaqt funksiyasi bilan ifodalanadi. Trend – tasodifiy ta'sirlardan holi holda vaqt bo'yicha harakat qonuniyatidir. Trend vaqt bo'yicha regressiya bo'lib, doimiy omillar ta'sirida yuzaga keladigan rivojlanishning determinik tarkibiy qismidir. Trendlardagi chetlanishlar tasodifiy omillar sababli yuzaga keladi. Yuqoridagilarga asoslanib vaqt qatori funksiyasini quyidagicha beramiz:

$$y_t = f(t) + \varepsilon_t$$

f_t – jarayonlarning vaqt bo'yicha yo'nalishining doimiy tarkibiy qismi;

ε_i – tasodifiy tarkibiy qismi;

Vaqtli qatorlar rivojlanishida uchta yo‘nalish: o‘rta darajalar yo‘nalishi; dispersiya yo‘nalishi; avtokorrelyatsiya yo‘nalishi mavjuddir.

O‘rta daraja yo‘nalishi f_t ko‘rinishda funksiya bo‘ladi. Dispersiya yo‘nalishi - vaqtli qatorlarning empirik qiymatlarining trend tenglamalari yordamida aniqlangan qiymatlaridan chetlanish. Avtokorrelyatsiya yo‘nalishi - vaqtli qatorlarning darajalari o‘rtasidagi bog‘liqliklarning o‘zgarishi.

Iqtisodiy-ijtimoiy jarayonlarni modellashning keng tarqalgan usuli vaqtli qatorlarni tekislash usulidir. Tekislashgan har xil usullar mavjud bo‘lib, ularning eng asosiylari qatorlarning amaldagi qiymatlarini hisoblab topilganlari bilan almashtirishdir.

Chiziqli trendlar keng tarqalgan bo‘lib ularni umumiy holda quyidagicha yozamiz:

$$\bar{y}_t = \sum_{\tau=-q}^s a_{\tau} y_{t+\tau} \quad (1)$$

Bu yerda:

\bar{y}_t - t davrda tenglama qiymatlarini tekislash;

a_{τ} - t davrdan masofada turgan qatorlar darajasining vazni;

s - t davrdan so‘ng darajalar soni;

q - t davrgacha bo‘lgan darajalar soni.

a_{τ} vazn qabul qiladigan qiymatlarga qarab (1) formula bo‘yicha tekislash o‘zgaruvchi o‘rta qiymat yoki eksponensial o‘rta qiymat yordamida amalga oshiriladi.

Tekislash jarayoni ikki bosqichda amalga oshiriladi: egri chiziq ko‘rinishi tanlash, uning parametrlarini baholash.

Egri chiziqning ko‘rinishini tanlashning har xil yo‘llari mavjud bo‘lib, uning grafigi bo‘yicha tenglamalari tanlab olinadi.

1) polinomlar: $\bar{y}_t = a_0 + a_1 t$ - birinchi darajali

$\bar{y}_t = a_0 + a_1 t + a_2 t^2$ - ikkinchi darajali

$\bar{y}_t = a_0 + a_1 t + a_2 t^2 + a_3 t^3$ - uchinchi darajali

$\bar{y}_t = a_0 + a_1 t + \dots + a_k t^k$ - k -chi darajali

2) har xil eksponentlar :

$$\bar{y}_t = a_0 a_1^t$$

$$\bar{y}_t = a_0 a_1^{b_1 t + b_2 t^2}$$

$$\bar{y}_t = b + a_0 a_1^t \text{ modifitsilashgan eksponent.}$$

3) mantiqiy egri chiziqlar:

$$\bar{y}_t = \frac{K}{1 + a_0 e^{-a_1 t}}$$

$$\bar{y}_t = \frac{K}{1 + 10^{a_0 + a_1 t}}$$

Bu yerda e - natural logarifm asosi

4) Gompers egri chizigi:

$$\bar{y}_t = k a_0^{a_1^t}$$

Egri chizikli aniqlashning boshqa yo‘li birinchi, ikkinchi va x.k. darajalar ayirmasini topishdan iboratdir ya’ni:

$$\Delta_{t^1} = y_t - y_{t-1}, \quad \Delta_{t^2} = \Delta_{t^1} - \Delta_{t-1}^1, \quad \Delta_{t^3} = \Delta_{t^2} - \Delta_{t-1}^2$$

Bu jarayon ayirmalar bir-biriga tenglashguncha davom etadi.

Prognozda ekstrapolyatsiya usullaridan foydalanish. O‘rtacha absolyut o‘shish bo‘yicha ekstrapolyatsiya. Prognoz iqtisodiy rivojlanish variantlarini avvalgi rivojlanish omillari va yo‘nalishlari prognoz qilinish davrida ham saqlanib qoladi degan gipoteza kelib chiqib aniqlaydi. Bunday gipoteza qilishga iqtisodiy holat va jarayonlarning yetarlicha inertligi sabab bo‘ladi.

Dinamik qatorlarning ekstrapolyatsiyasi asosida prognoz qilish har qanday statistik prognozlashlar singari erishilishi lozim bo‘lgan aniq maqsadga yo‘naltirilgan yoki intervalli bo‘lishi mumkin.

Ekstrapolyatsiyani umumiy holda quyidagi funksiya qiymatini aniqlash deb qarash mumkin.

$$y_{t+l} = f(y_t, l, a_j)$$

bu yerda y_{t+l} - dinamik qatorning prognoz qilinadigan qiymati;

l - oldindan aytilishi lozim bo‘lgan davr;

y_i - ekstrapolyatsiyaga asos qilib olingan qatorlar darajasi;

a_j - trend tenglamalari parametrlari.

Bir o'lchamli dinamik qatorlar ekstrapolyatsiyalashning eng oddiy usuli shu qatorlarning o'rta xarakteristikasini qo'llash hisoblanadi:

- o'rtacha darajalar, o'rta absolyut o'sish va o'sishning o'rtacha tezligi.

Qatorlarning o'rta darajasi asosida ijtimoiy-iqtisodiy holatlarni ekstrapolyatsiyalashda prognoz qilinuvchi daraja qatorlar darajasining o'rta qiymatiga teng bo'ladi:

$$y'_{t+1} = \bar{y}$$

Bu holda ekstrapolyatsiya prognostik aniq bahoni beradi. Shunga qaramasdan berilgan baholarning amaldagi ma'lumotlar qiymatlari bilan aniq to'g'ri kelishi kamdan-kam hollarda bo'ladi. Shuning uchun prognoz natijalari ma'lum intervalda berilishi kerak va bu interval

$$y_{t+1} \pm t_{\alpha} S_{\bar{y}}$$

bo'yicha aniqlanadi.

Bunda t_{α} - Studentning t mezoni qiymati

$S_{\bar{y}}$ - o'rtacha kvadrat xatolik va u $S_{\bar{y}} = \frac{S}{\sqrt{n}}$ yordamida aniqlanadi.

O'rtacha absolyut o'sish bo'yicha ekstrapolyatsiya. Agar rivojlanish yo'nalishi chiziqli deb qabul qilinsa, ekstrapolyatsiya o'rtacha absolyut o'sish bo'yicha amalga oshiriladi.

$$\sigma_{\text{qol}}^2 \leq \rho^2 \quad \rho^2 = \frac{1}{2} \cdot \frac{\sum \Delta_i}{n}$$

bu yerda σ_{qol}^2 - dispersiya qoldig'i

$\sum \Delta_i$ - ning boshlang'ich va oxirgi qiymatlari oralig'idagi o'sish miqdori

Bizni qiziqtirgan y'_{t+1} ning prognoz qiymatlarini topish uchun absolyut o'sish $\bar{\Delta}$ ni aniqlash lozim. Keyin y_i ning ekstrapolyatsiyalashga asos qilib olingan dinamik qator darajalarini aniqlab olib ekstrapolyatsiya formulasini quyidagicha yozamiz.

$$y_{t+l} = y_i + \overline{\Delta t},$$

t - oldindan aniqlanish davri.

O'rta o'sish tezligi bo'yicha ekstrapolyatsiya dinamik qatorlar ko'rsatkichni egri chiziq yo'nalishida bo'ladi degan xulosaga asoslanadi. Bunda prognoz qilinadigan qator quyidagicha aniqlanadi:

$$y'_{t+l} = y_i \overline{T}_p^t$$

\overline{T}_p - o'rta geometrik formula yordamida hisoblangan o'sishning o'rtacha tezligi.

Trendlarning ekstrapolyatsiyalashning uchala usullari ham oddiy usullardir.

O'rtacha absolyut usuli bo'yicha ekstrapolyatsiya. Agar rivojlanish yo'nalishi chiziqli deb qabul qilinsa ekstrapolyatsiya o'rtacha absolyut o'sish bo'yicha amalga oshiriladi.

$$\sigma_{\text{коп}}^2 \leq \rho^2 \quad \rho^2 = \frac{1}{2} \cdot \frac{\sum \Delta_i}{n}$$

$\sigma_{\text{коп}}^2$ - dispersiya qoldig'i

$\sum \Delta_i$ - ning boshlang'ich va oxirgi qiymatlari oralig'idagi o'sish miqdori.

Bizni qiziqtirgan y'_{t+l} ning prognoz qiymatlarini topish uchun absolyut o'sish $\overline{\Delta}$ ni aniqlash lozim. Keyin y_i ning ekstrapolyatsiyalashga asos qilib olingan dinamik qator darajalarini aniqlab olib ekstrapolyatsiya formulasini quyidagicha yozamiz.

$$y_{t+l} = y_i + \overline{\Delta t}$$

t - oldindan aniqlanish davri

O'rta o'sish tezligi bo'yicha ekstrapolyatsiya dinamik qatorlar ko'rsatkichni egri chiziq yo'nalishida bo'ladi degan xulosaga asoslanadi. Bunda prognoz qilinadigan qator quyidagicha aniqlanadi:

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\bar{T}_p - o'rta geometrik formula yordamida hisoblangan o'sishning o'rtacha tezligi.

Trendlarning ekstrapolyatsiyalashning uchta usullari ham oddiy usullardir.

Qisqa xulosalar.

Prognozlashda ekstrapolyatsiya usuli o'rganiladigan obyektning rivojlanishiga taalluqli bo'lgan omillarning doiraviylik, o'zgarmaslik shartiga asoslangan bo'lib, obyektning o'tmishdagi va shuncha asosan kelajakdagi rivojlanish qonuniyatlarini o'rganadi.

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Iqtisodiy-ijimoiy jarayonlarni modellashtirishning keng tarqalgan usuli vaqt qatorlarini tekislashtirish usulidir. Tekislashtirish har xil usullari mavjud bo'lib ularning eng asosiylari qatorlarning amaldagi qiymatlarini hisoblab topilganlari bilan almashtirishdir.

Prognoz iqtisodiy rivojlanish variantlarini avvalgi rivojlanish omillari va yo'nalishlari prognoz qilinish davrida ham saqlanib qoladi degan gipoteza kelib chiqib aniqlaydi. Bunday gipoteza qilishga iqtisodiy holat va jarayonlarning yetarlicha inertligi sabab bo'ladi.

Dinamik qatorlarning ekstrapolyatsiyasi asosida prognoz qilish har qanday statistik prognozlashlar singari erishilishi lozim bo'lgan aniq maqsadga yo'naltirilgan yoki intervalli bo'lishi mumkin

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4. www.mesi.ru – Moskva iqtisod-statistika instituti serveri. Fanlar bo`yicha namunaviy, ishchi dasturlari, elektron adabiyotlarni olishni ta'minlaydi.

Theoretical and practical issues of translating filmonyms Filmonyms are heading units of film text

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Abstract: This article is about the titles of English films and basic functions. The nominative function of the film name is considered as initial. The implementation of this function is not associated with various structures and syntactic models, which indicates the universality and generality of this function. The aim of the informative function is the most important function of the film name, since the fundamental purpose of the film name is to convey the meaning of the film in such a way as to prepare the viewer for what he will see on the screen even before watching the film.
Key words: filmonyms, onomastics, pragmatics, functions, English films, general methods, the title

Introduction: The researchers such as E.V. Knysh, Yu.N. Podymova, V.E. Gorshkova and O.A. Mineeva have already chosen filmonyms as the object of their research and studied the onomastics, modern trends in the translation and basic translation strategies of them. At the same time, theoretical and practical issues of translating filmonyms in connection with the actualization of their pragmatic potential require additional consideration, which determines the relevance of the study.

The object of the study is the titles of English films. The subject of the study is the peculiarities of translating English film names into Uzbek and to realize their pragmatic potential. The article is based on the following methods - comparative, deductive, inductive, introspective, classification and linguistic methods as well. The names of films are unique, because they are indicated on posters, mentioned in television programs and documentary films, etc. Consequently, to choose the title is essential. "The title – in this case is the title of the film which presents the strongest position in the text"¹⁶ [3, p. 320], since it focuses the special attention of the potential viewer, "the information makes a particularly vivid impression and is well remembered"¹⁷. Film titles belong to a special category of proper names or onyms.

¹⁶ Бархударов Л. С. Язык и перевод (Вопросы общей и частной теории перевода). – М.: «Международные отношения», 1975. – 240 с.

¹⁷ Гарбовский Н. К. Теория перевода – М.: Изд-во Моск. ун-та, 2004. – 544 с

“A filmonym is a statement that represents a situation modeled by a film, its encoded image”¹⁸.

Material

and methods: Yu.N. Podymova classified 4 main functions of film names which are based on the complexity of titles for films. The data about the functions is related the works of such scientists as E.V. Knysh, Z.Ya. Turaeva, Yu.V. Vedeneva, E.A. Lazarev. The nominative function presents the name of the film. The nominative function of the film name is considered as initial, since the title of the film is the first stage in the viewer’s familiarization with the film. “The implementation of this function is not associated with various structures and syntactic models, which indicates the universality and generality of this function”¹⁹. Informative function. The informative function is the most important function of the film name, since the fundamental purpose of the film name is to convey the meaning of the film in such a way as to prepare the viewer for what he will see on the screen even before watching the film. “In searching for a film that is necessary or interesting for the viewer, he will, first of all, pay attention to its title”²⁰. The informative function refers to the ability of a film name to convey basic information.

Results: This function can be considered as dominant. The fast pace of life and the release of a huge number of films per year, along with the constant lack of free time in modern people, leads to greater selectivity before watching a film. Performing an advertising function is defined as the ability of a film name to become most influential through the use of stylistic techniques, thereby ensuring the success of the film at the box office by attracting a larger number of potential viewers interested in it. “The advertising function is responsible for forming a certain perception among viewers, maintaining attention and increasing the sense of expectation”²¹. As a result of the further interaction of the film name and the text of the film, various pragmatic effects appear.

According to Yu.M. Lotman, the perception of a literary text is always a struggle between the listener and the author, since after perceiving a certain part of the text, the listener “completes” the whole. It is clear that the reader is not passive, he is interested in mastering the model that

¹⁸ Комиссаров В. Н. Теория перевода (лингвистические аспекты). – М.: Высш. шк., 1990. – 253 с

¹⁹ Лотман Ю.М. Структура художественного текста. – М.: Искусство, 1970. – 384 с

²⁰ Лютая А.А. Информативность современного газетного заголовка и его прагматические возможности. // Аксиологическая лингвистика: 74 проблемы теории речевых жанров, лингвогендерологии и стилистики: сб. науч. тр. / под ред. Красавского Н.А. – Волгоград: 2008. – С. 101–107

²¹ Богданова О.Ю. Заголовок как элемент текста. // Вестник КГУ им. Н.А. Некрасова. – 2007. – №1. – С. 116–119

the artist offers him”. When we talk about poor-quality translation, we are dealing with translation errors.

Discussion: A number of authors involved in their research the concept about “the emergence of a general, or universal, theory of errors, which is designed, on the basis of research in specific sciences and extrapolation of the results of these studi **Conclusion:** Some authors deliberately refrain from using the term translation error, considering cases where a minor interpretation does not contradict the author’s style, does not destroy the emotional atmosphere of the text... or when some changes are subjective, acceptable. To eliminate inaccuracies in translation, it is proposed to resort to the joint work of philologists and specialists.

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Hydronyms are a component of onomastics

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

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

Since time immemorial, people have named rivers, lakes, and springs in the area where they live, as well as each lake and each spring in order to distinguish them from each other. For example: Amudarya, Amazon, Syrdarya, Thames, Surkhandarya, Zarafshan, Nile, Oykol, Lake Baikal, Tashbulok, Kotyrbulok, Marjanbulok, Zirabulok. It can be seen from this that nouns with adjectives arise due to the need to name things and events, objects individually. According to the linguist B. Yoldoshev, "The crown jewel of human thought is its ability to generalize. If there was no such ability to generalize, any language would become a super-complex and incomprehensible phenomenon consisting of millions, billions of words and grammatical devices. Therefore, naming things and events individually and individually with proper nouns is considered a necessary necessity and the result of legality. In fact, as language performs a social function in society, it should reveal the worldview and thinking of people belonging to this society. European linguists approach the analysis of the social nature of language through the sociolinguistic principle. "The main field that analyzes the social nature of language is sociolinguistics. It follows a number of criteria, such as historicity, vitality, normativeness, and territoriality, in illuminating the social nature of the language. Of course, it can be understood that the analysis of onomastic units, especially hydronyms, factors such as historicity, vitality, normativity, territoriality become important in the process of scientific study. Language as a social phenomenon is distinguished from natural phenomena. For example, the natural biological and

physiological characteristics of people (eating, breathing, development, etc.) develop in accordance with the laws of nature, independently of society. But in order to speak and think in a language, it is necessary to have a personal society (social environment). Because language arose as a result of the needs of people to communicate with each other and exchange ideas. That is why language, unlike natural phenomena, is a social phenomenon created and served by human society.

In world linguistics, onomastics has its own historical development, which can be conditionally divided into the following stages:

I stage: the period of registration and comparison of onomastic units, including the period up to the 19th century, considered to be the period that developed in harmony with the period of comparative-historical linguistics;

II stage: the period of formation of onomastics as a science, covering the end of the 19th century and the beginning of the 20th century. The roots of this science appeared in European and Russian linguistics in the late 19th and early 20th centuries. A.H. Vosgokov, A.I. In the works of scientists such as Sobolevsky, A. A. Shakhmatov, M. Fasmer, S. K. Kuznetsov, P. L. Mashtakova, preliminary information about the collection and analysis of onomastic material in the Russian language was presented;

III stage: the scientific-theoretical or purely onomastic period, which includes the system-structural period and anthropocentric periods of linguistics. This period includes the period from the 20s of the 20th century to the present day. During this period, onomastic material was collected separately, like lexical, phonetic, morphological and other level units of the language, and researched in different directions;

The stages of development of toponymy as a special field are determined by long historical processes. Also, the study from the point of view of different disciplines, the study on the basis of interdisciplinary integration determines how important this field is. is studied. In the science of history, the study of historical toponymy is a very broad object of study, and there are opinions that it was born from the combination of different disciplines. These considerations determine how important the field is.

It is known from the history of linguistics that with the emergence of views on analogy and anamalia, onomasiological (Yun oyonacia-atash, naming + ovog - word, speech- the science of names is the branch of linguistics that studies the naming of various objects) processes attracted researchers. It is not a secret that has been interesting. As people formed ideas about the environment, they tried to give names to everything in nature as a result of these ideas. It can be seen that this

movement was especially noticeable during the philosophical period of Greek linguistics. In the philosophical period of linguistics, Heraclitus and his supporters put forward the following idea when solving the problem of the relationship between a word and an object. "They are in an inseparable connection with the object, the thing that each name signifies, and the essence of the objects is revealed and "opened" in the names.

More precisely, they put forward the idea that each name reflects the nature and essence of the object it represents, just like trees in water and ourselves in a mirror. More precisely, the connection between the subject and the words representing them is given by nature, and this connection is a natural, necessary connection. It is not for nothing that these issues have attracted the attention of linguists for a long time. Because Plato, one of the representatives of the philosophical period of Greek linguistics, in his famous work called "Cratylus", specifically focused on the issue of the relationship between the subject and its name, which was the most urgent problem in the linguistics of that time, can be a proof of our opinion. Various features of nouns in the language were given detailed information in the works written by Aristotle, Plato, Heraclitus, and Demosthenes. For example, in "Poetics", Aristotle's famous work on the development of such sciences as linguistics, literary studies, and philosophy, while thinking about eloquence, he describes a noun as "a noun is complex, meaningful, does not indicate time, its parts do not exist by themselves. "no" is a word that does not mean ". describes as

The linguist scientist B. Yoldoshev said that "in the European renaissance period and subsequent centuries, researchers such as T. Hobbs, J. Locke, G. Leibniz, J. Mill, H. Joseph in linguistics "famous nouns, their language vocabulary expressed opinions on the issue of the place in the Avy layer" These opinions were empirical in nature and mainly consisted of discussions. Naming and naming issues have attracted not only linguists, but also logicians and philosophers. John Stuart Mill (1806-1873), an English logician who lived and worked in the 19th century, spent a lot of effort. According to his interpretation, proper nouns do not convey meaning, they help to know an object and distinguish it from other objects as unique signs and labels. The name of an object or person (noun) cannot be a full basis for the description of that object or person. Developing his thoughts, J. Mill divides words into two groups: a) words-symbols, b) characterizing (connotative) words. Connotative words are formed after proper nouns. This idea was important from the point of view of its time.

English linguist Alan Gardiner's "Theory of Famous Names" (1954) took the science of onomastics to a new level. Developing D. Mill's opinion about the lack of meaning in nouns, A. Gardiner states that nouns are unique names that express a set

of clear, concrete ideas about an object, an event. From a historical point of view, figurative nouns came into being earlier, earlier.

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CULTURAL SIGNIFICANCE OF UZBEK FOLK PROVERBS AND SAYINGS

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Anonatsiya: Ushbu maqolada o'zbek xalq maqol va matallarning hayotimizda tutgan o'rni va ularning qo'llanilishi, avlodlardan-avlodlarga ma'naviy me'ros sifatida o'tib kelishi, o'zgarishi va maqol va matalning kelib chiqishi haqida fikr yuritilgan.

Kalit so'zlar:” Devonu lug'otit turk”, “ Qutadg'u- bilig” folklor janr, o'zbek xalq maqol - matallari, inson obrazi, xalq og'zaki ijodi,

Abstract. This article discusses the role of Uzbek folk proverbs and sayings in our lives and their use, their passing from generation to generation as a spiritual heritage, changes, and the origin of proverbs and sayings.

Key words:“Devanu lugatit turk”,”Qutadgu-bilig”, folklore genre, Uzbek folk proverbs - sayings, human image, folk oral art.

INTRODUCTION

Every nation has its own spiritual heritage. Passing this heritage on from generation to generation is served by the examples of folk oral creativity, which originated on the basis of the creativity and simplicity of our tolerant people. We read history and literature and get information, but this is not enough, if we don't hear examples of this folk art, it will not remain in our memory. Every created proverb - proverbs, legends, fairy tales, riddles - proves how rich our history and the spiritual heritage of our generations are. When I remember my youth, the proverbs, poems and songs that my grandmother told me still ring in my ears. Even if my grandmother did not have a higher education, one could learn from the tales, riddles, legends and poems that she told that her spirituality was so broad.

DISCUSSION AND RESULTS

What is the importance of passing on these tales, proverbs, sayings, poems and songs from generation to generation? - every person, growing up, hears about it from a young age and becomes interested in folk art even before he knows how to write and draw, morale rises. The task of folklore is to understand our identity and reveal who our descendants were. Now let's return to our main topic: the study of proverbs and sayings, which are an integral part of the rich heritage of our people, and reflecting the way of life of the people and human feelings, has always been relevant. A proverb is an admonition of the people, a spiritual and moral conclusion, an echo of the national spirit of the people, a wise legacy of the nature of the language. The

proverb has deep social, moral, philosophical and wise content. A proverb is a product of people's intelligence, its judgment is a collection of centuries-old experiences, an expression of its attitude to various events in life. In this regard, our first president has the following thoughts: "Spirituality becomes a powerful force only when it relies on deep knowledge and understanding of the history and culture of its people." A saying is speech content that figuratively expresses things and events and is widely expressed in language. A proverb expresses the speaker's attitude to the content of his speech. There is a commonality between proverbs and sayings. This commonality lies in the fact that both concepts are aimed at enlivening speech, making it attractive and figurative, as well as expressing thoughts with ready-made speech images and formulas in order to give it meaning. However, at the same time, proverbs differ significantly from sayings that express a complete thought. A Saying - figurative speech content expressing the content of the thought to be expressed using other means as a representative of the idea.

Proverbs - sayings and words of wisdom.

Proverbs are wise folk sayings that express a grammatically complete idea, are small, concise, have a sharp meaning, and are used figuratively or figuratively. The ability to express thoughts clearly and concisely in proverbs is very useful in ensuring the effectiveness of the speech. Proverbs are also used to ensure the vernacularity and truthfulness of a work of art.

For example: Yaxshining so'zi-qaymoq, Yomonning so'zi - to'qmoq.

Eshikli bo'lding - beshikli bo'lding.

Chumchuq so'ysa ham qassob so'ysin.

Sulaymon o'ldi devlar qutildi.

Hamal keldi - amal keldi

Figurative and holistic stable compounds are proverbs. "Sayings are short, concise folk phrases expressing educational, edifying meanings, grammatically arranged in the form of a complete sentence, used only in their meaning - in the correct sense."

For example: Go'sht suyaksiz bo'lmas, sholi-kurmaksiz.

Gumon iymondan ayirir.

Gul tikonsiz bo'lmas.

Words of wisdom are short, meaningful, easy-to-use, and concise thoughts spoken by certain people or used in their writings. Such words that can be introduced into speech are also called aphorisms. In linguistics, proverbs, sayings and wise words are called "paremias".

The comparative study and analysis of Uzbek folk proverbs and sayings is today one of the important issues facing literary studies, linguistics, especially folklorism. It will be possible to open the border between them by studying the features of the genres listed above, the substantive and formal connections between them. In this case, the composition of collections of Uzbek folk proverbs and sayings will also

change. Based on a review of the contents of such collections, it becomes clear that the topic is relevant. The relationship between proverbs and saying genres has been studied, specific aspects of sayings and expressions, their ideological and artistic features in the spirituality of the Uzbek people have been highlighted. The collection and study of Uzbek folk proverbs began with Mahmud Kashgari in the 11th century. About 400 proverbs are cited in his work "Devoni Lug'ati - Turk". In the true sense, the study of folk proverbs, interest in them, and collection began in the 20th century. Missionary N.G. Ostroumov made a great contribution to collecting and publishing Uzbek folk proverbs. In 1922, Ghazi Olim Yunusov collected Uzbek folk proverbs. Later, in 1923, "Uzbek fathers' words" containing 560 proverbs collected by the son of Mulla Bekjon Rahman in Khorezm was published. Folklorists call the field of proverbs and sayings "Paremiology". Paremiya in Greek means a deep meaning sentence, a wise word, a phrase, a saying, a proverb.

Mahmud Kashgari cited 268 proverbs written during field trips in the study "Devoni lug'ati turk". Among these examples, we find the following, which live with a slight change: "**Otug' uzguch birla o'churmas**" – *Fire cannot be extinguished by fire*, "**Tog' toqqa qavushmas, kishi kishiga qavushar**" – *Mountain does not meet mountain, man meets man. Meanwhile*, "**Ot tesa ag'iz kuymas**" – *The mouth does not burn with the word "grass"*. "**Tawg'ach xanning turqisi telim tenglamazib bichmas**" – *The Chinese khagan has a lot of silk gazmol, but they don't cut it without measuring it*. This proverb encourages careful thought at the beginning of work and speaks against wastefulness. One of the modern Uzbek proverbs corresponds to the saying "**Yetti o'lchab bir kes**" – *Seven measures - one cut*.

In proverbs, the value of words is particularly vividly expressed. Because it is possible to replace the word in the proverbs with another, add any word it's not. Saying expresses the attitude of the speaker to the content of his speech.

Saying does not fully express the thought to be expressed, but hints at it. Instead of saying "he is a stupid person", says "he has a low opinion", instead of saying "*they are very suitable for each other*", he says "they are two halves of the same apple". There is a commonality between proverb and saying. This commonality is that both categories are used to enliven the speech, make it attractive and figurative, express the thought with ready-made speech patterns and formulas, and make it meaningful. By the end of the 19th century, the word proverb began to be used as the name of this genre in folklore.

CONCLUSION

In particular, examples of proverbs are given in various school textbooks and textbooks published in the Turkestan region at the end of the 19th century and the beginning of the 20th century. But the term proverb was not generalized until the twenties of the 20th century. Since the 20s, it has been used in the works of Hamza,

Abdulla Qadiri and Sadridin Ainiy. Currently, it is mostly used in poetry, prose and drama.

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LE DISCOURS RAPPORTÉ ET SES MODES D'UTILISATION (sur l'exemple de l'ouzbek et du français)

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Annotation : L'article est consacré à l'une des directions importantes de la catégorie communicative de but, le discours rapporté et son mode d'utilisation en langue française. L'attention y est principalement portée sur les caractéristiques textuelles du discours. En même temps, les caractéristiques sémantiques fonctionnelles d'autres types de discours en français sont expliquées. Le discours rapporté se forme par des voies d'acquisition syntaxiques et morphologiques. La formation par la voie morphologique est unique à la langue ouzbèke parmi les langues comparées. Le discours rapporté est sous forme proposition informative, impérative et interrogative.

Mots clés : discours rapporté, discours direct, verbe de parole, voie morphologique, voie syntaxique, proposition, proposition subordonnée, unité lexicale, concordance des temps.

Introduction : En linguistique, des articles scientifiques, des monographies, des brochures et des mémoires ont été publiés sur le thème du discours rapporté. En outre, ce sujet est abordé à différents niveaux dans les grammaires scientifiques et académiques de la langue ouzbèke, ainsi que dans les manuels et manuels destinés à la faculté de philologie.

L'orateur exprime non seulement tout le temps son opinion, mais il utilise aussi parfois les mots d'autres personnes dans son discours. Un autre type spécial de phrase composée est formé sur cette base. La personne qui exprime le discours d'un autre s'appelle l'auteur, et son discours s'appelle le discours de l'auteur. Lorsque l'auteur apporte l'opinion d'une certaine personne dans son discours, c'est le discours d'une autre personne, et la personne dont le discours est exprimé est considérée comme l'orateur. L'orateur n'exprime pas sa propre opinion sur l'existence, mais l'opinion ou la conversation des autres. Par un autre discours, l'orateur informe le destinataire du contenu de l'événement que lui-même ou le destinataire a réalisé. L'utilisation du discours rapporté est différente selon les styles, chacun d'eux a sa propre norme grammaticale.

METHODES. L'expression du discours rapporté est différente selon les styles, chacun d'eux a ses propres règles grammaticales. Dans les langues comparées il existe trois façon différentes de rapporter des paroles ou des pensées [1, 254]:

discours direct

discours indirect

discours indirect libre

Dans le discours direct, le discours d'une autre personne est transmis à l'auditeur sans changer sa forme et son contenu. Lorsqu'il n'est pas nécessaire de restituer textuellement le discours de l'orateur, une phrase passive est utilisée. Parfois, le discours rapporté se situe entre une phrase dérivée et une phrase possessive. Dans ce cas, l'opinion de l'autre personne est exprimée sans la participation de l'auteur-locuteur, c'est-à-dire que l'auteur agit en tant qu'orateur dans la phrase citée. C'est pourquoi de telles phrases sont considérées comme des phrases non auto-extraites [4, 294]. Ce type de discours rapporté est propre à la fiction et, ajouté au texte de l'auteur, il exprime les pensées et les sentiments des héros de l'œuvre et sert à révéler leur monde intérieur.

Le discours direct consiste à rapporter mot à mot les propos de quelqu'un :

La mère de la chanteuse a révélé : « Je suis tellement fière de ma fille ! »

Le discours direct est une phrase indépendante, dans laquelle le temps du verbe ne correspond pas au moment de la parole [2, 227] :

- a) Le discours direct est utile pour rapporter les discussions tout en allégeant la narration et en la rendant plus rythmée.
- b) Le discours direct peut s'effectuer à l'aide du tiret de dialogue (-) qui marque le changement d'émetteur.
- c) Il est aussi possible d'introduire la première phrase par un verbe de parole (dire, demander, s'écrier, etc.) et les deux points (:).

Il existe trois types de contenu du discours rapporté: 1) contenu impérative 2) contenu informative (désir, etc.), 3) contenu interrogative. Sur cette base, nous

pouvons dire que le discours rapporté fait partie de la catégorie communicative de la phrase.

Le deuxième type important d'expression du discours rapporté est le discours indirect, ici la structure syntaxique du discours change radicalement, contrairement au discours direct. Il présente plusieurs caractéristiques grammaticales:

- 1) En langue ouzbèke, le discours rapporté formé par voie syntaxique est une phrase simple dans sa forme et phrase complexe dans son contenu, tandis qu'en français, ces phrases se présentent sous la forme d'une subordonnée complétive;
- 2) en français, on utilise la conjonction suivante (que, si, de...);
- 3) la forme de la personne change (généralement la troisième personne).

La mère de la chanteuse a révélé qu'elle était tellement fière de ma fille.

Le troisième type de discours rapporté est propre à la littérature et est appelé discours indirect libre. Ce type de discours rapporté, associé au texte de l'auteur, exprime les pensées et les sentiments des héros de l'œuvre et sert à révéler leur monde intérieur :

Dans le discours direct : « *Non ! Je ne partirai pas d'ici, demain !* »

Dans le discours indirect: *Elle lui dit qu'elle ne partirait pas de là, le lendemain.*

Dans le discours indirect libre: *Elle se fâcha. Non ! Elle ne partirait pas de là, le lendemain !*

CONCLUSION. Comme d'autres langues, en ouzbek et en français le moyen le plus simple d'exprimer le discours est également le discours direct. Dans le discours direct, l'opinion de l'autre est exprimée mot à mot sans aucun changement. La deuxième manière importante d'exprimer le discours rapporté est le discours indirect. Dans ce type de discours, le message est exprimé au nom de l'auteur avec un changement partiel. Le troisième type de discours rapporté est propre à la littérature et est appelé discours non original. Ce type de discours exprime les pensées et les sentiments des héros de l'œuvre en complétant le texte de l'auteur et sert à révéler leur monde intérieur.

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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИСПОЛЬЗОВАНИЮ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ РОДНОГО ЯЗЫКА В НАЧАЛЬНОМ КЛАССЕ

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Аннотация: В данной методической рекомендации представлена информация о широком использовании информационно-коммуникационных технологий, то есть компьютерной техники в учебном процессе, а также о методах использования информационных технологий на уроках начального языка.

Ключевые слова: учебный процесс, информационные технологии, электронная доска, интерактивность, аудио, электронный учебник.

Введение: Сегодняшняя миссия системы образования – воспитать молодых людей-патриотов, овладевших современными знаниями, навыками и умениями, стремящихся к совершенству, чтобы в будущем занять свое место в обществе. Факт, что общеобразовательные школы стали решающей силой в реформах, проводимых в сфере образования в нашей стране. В свою очередь, возможности обучения будущих поколений в школах требуют качественного образования от педагогов и глубоких знаний от учащихся. Это, в свою очередь, налагает на каждого преподавателя более высокую ответственность и обязанности.

Начальное образование является основой образования. Точно так же, как здание прочнее, если у него прочный фундамент, учащиеся, получившие отличное начальное образование, могут легко добиться более высоких результатов в старших классах и на более поздних этапах обучения. Поэтому учителя начальных классов должны использовать все свои возможности для развития грамотности учащихся, предоставления им прочных знаний и формирования у них необходимых навыков и квалификации, качественного проведения раннего учебно-воспитательного процесса. Эта задача налагает огромную ответственность на каждого преподавателя, и основой работы с полным чувством этой ответственности являются творчество, исследования, передовые и инновационные технологии, передовые методы работы, эффективные дидактические материалы. Умелая прикладная деятельность лежит в процессе обучения.

Как и во всех сферах нашей жизни, современный этап образования и воспитания молодежи характеризуется масштабным внедрением в этот

процесс информационно-коммуникационных технологий и компьютерной техники. Благодаря реализации Государственной национальной программы развития школьного образования сегодня практически все школы оснащены компьютерной техникой, и школьные коллективы эффективно используют возможности этой техники в образовательном процессе. В нашей республике идет процесс создания и укрепления соответствующей научно-методической базы использования информационно-коммуникационных технологий в образовательном процессе. Свидетельством нашего мнения являются созданные и доставленные в учебные заведения электронные учебники, планы уроков по избранным темам, комплекты слайдов, методические пособия по оцениванию учащихся согласно требованиям времени по международным оценочным программам.

В государственных образовательных стандартах общего среднего образования, основанных на компетентностном подходе, стоит задача привести базовые и предметные компетенции каждого обучающегося в рамки универсальных образовательных стандартов. Повышение уровня грамотности учащихся невозможно представить без современных информационных технологий. Обучение родному языку является одним из важных факторов повышения уровня грамотности учащихся. Эффективное использование информационных технологий при обучении родному языку способствует несравненному повышению эффективности образования. Поэтому не будет ошибкой сказать, что усилия по повышению эффективности обучения родному языку на обеих ступенях общего среднего образования являются требованием сегодняшнего дня. Поскольку государственные образовательные стандарты, основанные на компетентностном подходе, ставят цель повышения грамотности учащихся, уделять этому серьезное внимание необходимо начиная с младших классов. Созданы широкие возможности для использования современных информационных технологий при преподавании предмета родного языка в начальных классах, в том числе могут быть включены новые поколения учебной литературы: электронные учебные пособия, электронные учебники, краткие интерактивные образовательные программы, аудиогиды, мультимедийные уроки.

Использование современных информационно-коммуникационных технологий формирует и развивает у студентов навыки быстрого мышления, свободного творческого общения с современными технологиями. У студента появляется желание быстро учиться, кратко и быстро мыслить, сразу же демонстрировать свои знания и умения, повышается его уверенность в своих знаниях. Короче говоря, общение с компьютером превращает ученика в субъект образовательного процесса. Компьютерная программа учит его активно работать, быстро думать, четко и лаконично выражать свои мысли.

Этот эффект тот же самый и сегодня. Поэтому настало время внедрить информационные технологии в образовательный процесс. Чтобы соответствовать этому требованию, преподаватель должен досконально знать такие технологии, уметь ими с высоким мастерством пользоваться, уметь правильно их выбирать, исходя из особенностей изучаемых материалов. Особенно это важно в младших классах. Кроме того, эффективное использование мультимедийных средств в начальном образовании имеет свои преимущества. Они могут быть выражены следующим образом:

- демонстрация занимает одно из важнейших мест в образовании;
- побуждает студента к поиску;
- активизирует мышление ученика;
- есть возможность проводить обучение в живой и коммуникативной форме;
- материалы, относящиеся к образовательному содержанию, можно будет сохранять в памяти компьютера и доставлять их обучающимся в любое время;
- дает возможность самопрезентации, создаются широкие возможности использования анимации для пояснения учебного содержания.

В то же время духовное воспитание детей и учащихся в дошкольных образовательных учреждениях является одной из наиболее актуальных проблем, посредством которой можно добиться формирования духовности общества. Также в процессе использования информационно-коммуникативных средств в начальном образовании необходимо формировать и укреплять идеологический иммунитет учащихся. Конечно, начинать эти дела надо с семьи, то есть начинать с воспитания духовных качеств наших детей в семье, потому что данное им образование будет расти и совершенствоваться вместе с ними. Именно поэтому формирование и совершенствование духовности наших детей осуществляется сначала из семьи, а затем поэтапно в системе непрерывного образования. Кроме того, в содержании предмета «Родной язык» в начальном образовании в сознании учащихся должны быть привиты чувство Родины, национальная гордость, традиции и национальные ценности, а также культура поведения, питания, одеваться, ухаживать, быть вежливым и трудолюбивым, необходимо формировать такие человеческие качества, как Духовное образование студентов лучше осуществлять по трем направлениям: Положительное влияние на формирование духовности студентов. Негативные воздействия на формирование морального духа студентов и их устранение. Разработка мультимедийных образовательных технологий для формирования духовности учащихся и их широкое использование на практике.

Одним из наиболее удобных и современных способов для учителей начальных классов повысить грамотность учащихся на уроках родного языка является использование мультимедийных уроков в ходе урока, устно с помощью заранее запрограммированных учебных заданий, записанных на дисках, которые создавать у учащихся положительные мотивы обучения и работать на основе коммуникативных модулей, предназначенных для создания письменных текстов. Коммуникативные модули словообразования, построения предложений и создания текста на уроках родного языка в начальной школе учат учащихся ясно, интенсивно мыслить, стремиться к конечной цели, отстаивать и доказывать свое мнение при необходимости., создает возможность для самостоятельного развития своей разговорной речи. навыки. Создание возможности для развития этих идей снова и снова зависит от преподавателя, его педагогических навыков, его понимания современных технических средств и его умения применять их в рамках изучаемой темы.

Заключение: *Использование современных информационно-коммуникационных технологий формирует и развивает у студентов навыки быстрого мышления, свободного творческого общения с современными технологиями. У студента появляется желание быстро учиться, кратко и быстро мыслить, сразу же демонстрировать свои знания и умения, повышается его уверенность в своих знаниях. Короче говоря, общение с компьютером превращает ученика в субъект образовательного процесса. Компьютерная программа учит его активно работать, быстро думать, четко и лаконично выражать свои мысли. Этот эффект тот же самый и сегодня. Поэтому настало время внедрить информационные технологии в образовательный процесс. Чтобы соответствовать этому требованию, преподаватель должен досконально знать такие технологии, уметь ими с высоким мастерством пользоваться, уметь правильно их выбирать, исходя из особенностей изучаемых материалов. Это особенно важно в начальных классах.*

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OLTIARIQ ADIR LANDSHAFTLARINING INSON TOMONIDAN O'ZLASHTIRILISHI VA BUGUNGU KUNDAGI HOLATI

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Annotatsiya: Maqolada Oltiariq tuman adir landshaftlariga umumiy tavsif berilgan. Bundan tashqari tuman adirlik hududlarni o'zlashtirilganligi va bugungi kundagi holati haqida keng yoritilib o'tilgan.

Kalit so'z: geologik yuzilishi, joy, urochishe, fatsiya, relyefi, iqlimi, suvi, o'simlik va hayvonot olami.

Аннотация: В статье дается общая характеристика холмистых ландшафтов Алтыарикского района. Кроме того, подробно освещено развитие адырикских территорий района и их современное состояние.

Ключевые слова: геологическая поверхность, место, почва, фация, рельеф, климат, вода, флора и фауна.

Abstract: The article gives a general description of the hilly landscapes of the Altyarik region. In addition, the development of the Adyrik territories of the region and their current state are covered in detail.

Key words: geological surface, location, soil, facies, relief, climate, water, flora and fauna.

Kirish: Oltiariq tumani hududining janubi adirlar, soylarning yoyilmalari, qumli sho'rxoklardan iborat. Bu yerlar tog'lardan oqib tushadigan ko'p soylarning qadimiy konglomeratlaridan - So'x svitasi komplekslaridan tarkib topgan (qalinligi 80-200 m). Adirlarning Markaziy Farg'ona tekisliklariga qo'shib ketgan qanotlari yoyilma ko'rinishida bo'lib, toshli, shag'alli, gilli va qumoq jinslardan iborat. Ularning hammasi antropogen davrining turli yoshdagi yotqiziqalaridir. Shimoliy qismining relyefi keng tekislik bo'lib, yuzasini qum, gil, o'nlab m chuqurlikda toshli, shag'alli jinslar qoplab yotadi. Ularning tagida 400 m qalinlikda paleogen davrining karbonatli dengiz cho'kindilari bor[1].

Asosiy qism. Iqlimi quruq va sershamol. Bahor va kuz oylarida shamol bo'lib, tezligi sekundiga 12–15 m ni tashkil etadi. Qish yumshoq, ba'zan esa qattiq kechadi. Qor qoplanishi barqaror emas, ba'zi qish kunlarida issiq harorat kuzatiladi, yozi esa issiq. Yillik o'rtacha temperatura 18°C, iyulda 31°-40°C, eng yuqori temperatura 55°C, yanvarda o'rtacha temperatura -2°C, eng past temperatura -23°C. Vegetatsiya davri

210 kun, yillik yog'in 100–180 mm. Bahorda shamollar ba'zan tuproqning sirt qatlamlarini quritib, yosh paxta va boshqa o'simliklarning ildiz tizimini ochib beradi. Bu yerda shamol kuchi soniyasida 30-35 m gacha yetishi mumkin. Suvlari: Tumanning ekin maydonlari Oltiariqsoy, Janubiy Farg'ona, Katta Farg'ona, Katta Andijon, So'x-Shohimardon kanallaridan suv oladi. „Qo'rg'ontepa“, „Keng ko'l“ suv omborlari qurilgan. Cho'l qismida yirik mineral suv havzasi bor. Daryolar ko'p suvli, sug'orish uchun qulay drenaj usullari mavjud. Maksimal suv xarajatlari yoz oylariga to'g'ri keladi. Bugun mamlakatimizda uzumchilikka katta e'tibor qaratilayotgani sir emas. Ayniqsa, Prezidentimizning vodiya tashrifidan so'ng, Oltiariqning uzum yetishtirish tajribasi butun mamlakatga tatbiq etilmoqda. Ayni paytda tumanda yetishtirilayotgan gilos, uzum, o'rik, shaftoli, anor, xurmo, qovun kabi mahsulotlar jahon bozorida tobora xaridorgir bo'layotgani quvonarlidir. Oltiariq tumanida yetishtirilayotgan uzumlar esa juda mashhur. Ezgu tashabbusga ko'ra, endilikda uzumchilik tarmog'ida Oltiariq tajribasini butun mamlakat bo'ylab ommalashtirish bo'yicha izchil sa'y-harakatlar olib borilyapti. Farg'ona viloyati statistika boshqarmasi bergan ma'lumotiga ko'ra, 2022 – yil 1-yanvar holatiga viloyat bo'yicha barcha toifadagi xo'jaliklar tomonidan 179,2 ming t. uzum yetishtirildi. Bu 2020 – yilning yanvar-dekariga nisbatan 1,9 % ga ko'pdir. Shu jumladan, farmer xo'jaligi – 10,9 ming tonna, dehqon (shaxsiy yordamchi) xo'jaliklari – 163,1 ming tonna, qishloq xo'jaligi faoliyatini amalga oshiruvchi tashkilotlar – 5,3 ming tonnaga to'g'ri keldi. Agroturizm turizmning bir nehta turini o'zida qamrab olish imkoniyatiga egadir. Agroturizmni boshqa turizm turlaridan farqi shundaki, unda turizmni bir nechta turlarini birgalikda tashkil etish va rivojlantirish imkoniyatini beradi. Bularga ekoturizm, gastronorizm, etnoturizm, ziyorat turizmi, tibbiy turizm, ta'lim turizmi, agrar soha, ekskursiya va qishloq xo'jaligi turizmlarni tashkil etadi.

Oltiariq tumanining janubiy adir hududlaridagi 1000 gektarlik hududi o'zlashtirildi. 600 gektardan ko'prog'i uzum bog' sifatida, qolgan 400 gektar hududida meva bog'lari, asosan gilos, nok va o'rik ko'chatlari, uzumlarning eng ommaviy va ser hosil navlari, kelin barmoq, rizamat ota, mers, shohanak, husayni va damiski kabi navlari o'tkazildi. Bu ko'chatlar eng tez hosilga kirishi 3 yil atrofida bo'lganligi sababli ko'chatlar orasiga tarvuz, loviya mosh, makkajo'xori va boshqa qishloq ho'jaligi mahsulotlari ham ekildi. Har 150-200 gektar hududlarga suniy hovuzlar yaratildi va ularning 5 tadan 4 tasi ishga tushirildi[5].

Bu hududlarda avval mahalliy aholi qo'y va chorva mollarini boqish bilan shug'ullangan bo'lsa, endigi holda bunday joylar kamayib bordi. Hozirgi vaqtda bir chorva mol uchun 11 gektar yer to'g'ri kelgan bo'lsa, keyinchalik 13 gektarga to'g'ri kelib qoladi. Bundan ko'rinib turibdiki, bog'dorchilik va chorvachilikni to'g'ri tashkil qilinmasa landshaft holati tubdan o'zgarishi, yaylovlarning qisqarishi va mahalliy aholi ishlatayotgan gurunt suvlarining sathi tushib ketishi kuzatiladi. Buning oqibatida mahalliy aholi noroziliklariga uchrashimiz mumkin[2].

Xulosa: Oltiariq tumani adir landshaftlarini saqlab qolish ham tabiatini muxofaza qilishdagi eng katta muammolardan biri. Inson tasiri doirasida landshaft ko`rinishi, joyning maydoni o`zgarish holatini yuzaga kelmoqda. O`zalshtirishning ijobiy tomonlaridan biri ishsiz aholi ish bilan taminlanishi va yaxshi daromad olishi bo`lsa, salbiy tomonlaridan hududning landshaftlariga noxush ekologik muammolar keltirib chiqaradi.

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MAQSUD SHAYKHZADEH - TWO FOLK DILBANDI

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Annotation: this article provides information about the life and work of Maqsd Shaikhzoda. Adib's writings, his books, have been widely interpreted in this very article.

Keywords: poet, work, Maqsd Shaykhzade, book, poem, Tashkent.

Shaikhzoda stood out from all of us not only in the sense of reason, but also in the sense of siymo. The idle question of the autonomous mouth did not seem to melt into it. On the contrary, everywhere, all the time, in all environments and conditions, the feeling of pride, which has made his heart prosperous, has been exasperated. He leaned, even proud, and said that he was Azerbaijani, coming from Azerbaijan. While reciting the same words, Maqsd's face seemed as if the sun in the sky had moved. One of the outstanding exponents of Uzbek literature, the famous poet, zabardast playwright, literary scholar and translator Maqsd Shaykhzadeh was born in 1908 in the city of Oqtosh, Azerbaijan.

After receiving his primary and secondary education in Aktaş, he studied abstractly at the Baku higher Pedagogical Institute, and from 1925 he worked as a teacher in the city of Darband.

Shaykhzoda came to Tashkent in 1928, served as an associate professor at the editorial offices of various newspapers and magazines, and in 1935-1938 at the Institute of language and literature under the committee of Sciences, and from 1938 until the end of his life at the Department of Uzbek classical literature of the Nizami Tashkent State Pedagogical Institute (now University). The poet's literary career began in 1929. The publication of his collections "ten poems" (1932), "my consonants" (1933), the third book "the Republic" (1934) signaled the arrival of a poet with a distinctive voice in literature.

Shaykhzoda's tragedy "Jaloliddin Manguberdi" (1944), written during the years of World War II, historically accurately and insults the martial courage of the last Khwarazmian King, whom karshi fought for the freedom and independence of his

land to the Mughal conquerors. During these years, the poet mobilized all his creative energy, the temperature of his soul, to the victory that would be gained over the enemy. From the first days of the war, the “fight nechun?”, which glorifies the heroes of the battle, expresses the selfless work of those behind the front?” (1941), “battle and song” (1942), his poetic collections such as “the heart says...”, the historical drama "Jaloliddin Manguberdi" (1944), and a number of other publicist works.

Maqsud Shaykhzoda made his poetic collections about the struggle for peace in the post-war years, such as “the notebook of fifteen years”, “my applause”, “the ToRs of The Times”, “The Devil”, “The Lord of the quarter century”.

The fiery poet mustabid did not stay away from the oppression of the regime. He was first imprisoned in 1928 and sentenced to 3 years in exile in Uzbekistan on charges of anti-Soviet agitation. For the second time, Shaikhzoda was removed from the Union of writers of Uzbekistan, imprisoned on September 22, 1952 and sentenced to 25 years in prison.

The poet gained freedom after the death of Stalin; returning to creativity, in 1958, Kohna and navqiron wrote the lyrical epic “Tashkent”, dedicated to the city of Tashkent. In 1960, he wrote the tragedy” Mirzo Ulugbek", in which he created the image of the great astrologer and enlightened statesman Mirzo Ulugbek.

Shaykhzoda turned Pushkin's “copper rider”, Lermontov's “prisoner of the Caucasus”, Mayakovsky's “very neat” epics and many poems, Shakespeare's tragedies and sonnets “Hamlet”, “Romeo and Juliet”, poems by Nozim Hikmat, works of Azerbaijani poets into Uzbek.

In his poetic work, shaykhzoda shook kalam, mainly on modern topics, and in his drama, he gave a fresh artistic life to the siymos and events that help to shed light on the modern problems in it, giving a thoughtful look at the historical utmish. He wrote the sunggi stage play about Beruniy during the sunggi years of his life.

The scientific work of shaykhzadeh on the history of Uzbek literature, Uzbek folk oral creativity, in particular the research of Alisher Navoi creativity, is also noteworthy. Shaykhzoda, not only writing works in all types and genres of fiction, has also been prolific as a literary scholar and critic. As early as 1941, the monograph "the Genial poet " was published by Sh. until the last days of his life, Navoi was constantly engaged in his life and work. After the article "on the lyrical hero of Navoi" (1948), which he wrote on the occasion of the 500th anniversary of Navoi, he created major scientific studies "on some poetic methods of Navoi lyricism" (1959), "in the Art Room of the Master" (3-part article, 1965-66), "the Sultan of the ghazal estate" (1966), "from the history of The poet died in Tashkent in 1967.

Maqsud Shaykhzoda was also a candidate of philological Sciences, Associate Professor. But above all he was a great poet. Adib's works have been translated into many sister and foreign languages.

In 2001, for his outstanding contribution to the development of Uzbek literature and culture, Shaykhzoda was awarded the order of Merit.

But in our recent history there is such a person who, not looking at being a representative of a foreign country, only after living in Tashkent for a year, learns the Uzbek language and mentors in an ordinary school. Not Shugina, she later enrolled in the Faculty of Oriental Studies at the Central Asian State University. These years set the stage for a deeper understanding of the charm of the Uzbek language and a more perfect study of the language. Over the years, he has grown to become a classical Uzbek poet. The most notable aspect is that, although he himself was of Azerbaijani nationality, he made a contribution to the development of this language by creating it in Uzbek. The happiness of feeling that he is the child of Azerbaijan and Uzbekistan, the great honor of falling into the eyes of both hands, must have been written on his forehead.

The Uzbek people's writer Shukrullo called Shaykhzoda "Shakespeare of Uzbek literature". After all, his great services for the Uzbek language – translations of Uzbek works into Azeri, Russian and Azeri works into Uzbek, Uzbek prose works, poems and epics-deserve this definition. Maqsud Shaykhzoda siyma has become a symbol of friendship, brotherhood, enlightenment, spirituality, goodness for the peoples of Uzbekistan and Azerbaijan, and will continue to be so further.

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PAREMIOLOGICAL UNITS OF LANGUAGE

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Annotation: This article is about the paremiological units of the language, namely, the issues of paremiological units' similarities, and distinctions, including proverbs, sayings, phrasal units, aphorisms, parables, fables and other paremiological units. This article summarizes and analyzes linguistic material on the Uzbek language.

Keywords: paremiological units, proverb, sayings, rhyme, idioms, linguists.

Introduction. In particular when we think about the paremiology of Uzbek language, first of all "what is paremia" we need to find an answer to the question. Paremiology is a Greek word meaning, a deep meaning, a wise word, a phrase, a proverb, and fable. The paremiological fund of the language represents the valuable linguistic heritage of the people, reflect their culture, traditions, and history. Paremiology reflects people's attitude to various spheres of life and events, such as family, work society. Paremiology (Greek: *paromia* is a wise word) in a certain language transmitted from generation to generation in oral form, concise and simple, short and meaningful, appearing as a logical generalization, a branch of science that studies wise expressions such as proverbs, sayings, aphorisms. The representatives of folklore call the field that studies proverbs and sayings paremiology. Because paremiology is passed down from generation to generation only orally, they are a product of folk and creativity.

Proverbs and sayings are a particularly important element of spiritual culture. Proverbs have the characteristics of "stability, readiness, possessing figurative meaning and not having author. The purpose of proverbs is to serve as an assessment of anything or some phenomenon. Aphorisms are characterized by stability, readiness, ownership of the author while riddles are characterized by stability, readiness of the author. Paremiology has long been of interest to scientists. Aristotle was the first to classify and systematize proverbs and sayings. In every speech people usually use several proverbs, this process gives a lively and powerful meaning to the conversation between the speaker and the listener. Folk proverbs not only

instruct people ,but also warn of future joys and sorrows. There is no people who would not use proverbs in his speech. Examples of proverbs in different language.

In English: better late than never.

A stitch in time saves nine.

Lives without figs .

The best fish smell when they are three days old.

There is no fire without fire.

There is no rose without a thorn.

IN UZBEK: barakat mag'zida - hunarli qo'l og'zida.

Avval bil, keyin qil.

Soyda yotma sel olar- qirda yotma yel olar.

Idioms: idioms are also colloquial because they consist of several words that are usually used together, but the difference is that we can not guess the meaning of the entire phrase from the meaning of its parts. This criterion is called the level of semantic isolation. It is used in different ways in different expressions . For example: cat got your tongue mean can't you speak?

Snug as a bug in a rug = warm and cozy.

Go the extra mile = make an extra effort.

Butterflies in my stomach = feeling nervous.

To go down in flames = to fail spectacularly.

Cheapskate- mean a person who does not like spending money.

Tongue twisters. Tongue twisters are a kind of Uzbek folklore. Sentences are made up of rhyming words that can be mispronounced. Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration which is repetition of one sound . For instance:

In English: Tom threw three free throws .

I wish to wash my Irish wristwatch.

I scream, you scream , we all scream for ice cream.

We surely shall see the sun shine soon.

In Uzbek: bosh qotirma boltavoyning boshini qotirdi.

Soqi toqqa bordi, boqi boqqa bordi.

Asad asil asal saqladi.

Boqi botir buzoq boqar.

Rhyme. A rhyme is the repetitions so sounds between two words, usually the sounds after the final stressed syllable of each word.

Cat- hat, rotten- forgotten, heard- beard are examples of rhyming pairs of words. Their sounds match after the last stressed syllable.

The collection and study of paremiology continues from the times of Uzbek linguist Mahmud Koshgari (Devoni lug'otit turk) and Gulxaniy (Zarbulmasal) to the present day. Foreign linguists A. Taylor , V Meader dealt with paremiological units. Under the term Paremia researchers understand, first of all proverbs and word units in the context of the origin of the people. But there is also a broader definition of the term. For example: G.S Vorkachue includes not only proverbs and fixed word combinations. But also riddles, proverbs and aphorisms. The formation of paremiology as A science dates back to the beginning of the last century and primarily associated with the name A. Taylor, it provides a wealth of theoretical resources of proverb, sayings and similes. The study of paremiology is the task of such disciplines as psychology , literary studies, history folklore studies.

Conclusion: in short, every country has its own language culture , words, that enrich it . And the idioms, proverbs, phrase, riddles used here are analyzed in the category of paremiology because their creation is associated with the oral art of people in different languages, lifestyle, culture. Above, we examined idioms, proverbs and rhymes which created Uzbek and English.

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BASIC CONCEPTS OF COGNITIVE LINGUISTICS

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Annotation: This article addresses the problems and tasks of cognitive linguistics, the purpose of the work is to show the quintessence linguistics and the concept as its basic concept, as well as the study of linguistic processes, linguistic units and categories in their correlation with memory imagination, perception, and thinking. This research can be continued in the framework of the following topics: taxonomical analyses of concepts and concept spheres in different language, investigations of gender factors reflected in different concepts.

Keywords: linguist and cultural studies, the virtualization of water and fire concepts, analysis of phrase logical units, entho-inguistics, linguo-culturology, and cognitive linguistics.

Introduction: In every science, there have been periods of upheaval and crisis in the history. And this kind of situations demand scientists to look at the object of study with a "new eye" to tackle it from different point of view. At the beginning of the twentieth century the crisis in theoretical physics lasted a long time. As a result, of the application of new process in research, different theories have appeared. First of all, it is a concept, concept and meaning. The most difficult thing is that the problem of their differentiation to solve and debatable in theoretical linguistics is one of the new cognitive sciences, the object of research of which is the nature and essence of knowledge and cognition. Cognitive linguistics is characterized by a commitment to the inseparability of meaning and form in the study of language. It also takes the view that language reflects general aspects of cognition rather than adapting a modular view of mind. This field of science, which has hitherto analyzed the language system and text construction has expended with concepts and categories related to the activities of perception, cognition, comprehension and analyses. As a result, the collaborate with cognitive science, such as logic, psychology and

cognitive theory is increasing. However, this collaboration help to enrich linguistics itself with another field - cognitive linguistics.

When it comes to emergence of cognitive, in 1950s J .Miller point out the symposium on information theory is of particular importance. The American professor J.J Brunner who is one of the first to give lecture about cognitive process. Mainly in north America the emergence of cognitive linguistics in the 60s and 70s of the twentieth century led to the view semantics as a separate linguistic theory. Thus, the semiotics play very important role in the use of language. The evaluation of cognitive orientation has clearly indicate by American linguistics that traditional methods of semantic expression cannot meet all the illustration of cognitive semantic research. By the last years of the twentieth century, there was a need to approach language from the point of its participation in the human activities thought. Cognitive is a field of science that studies the human thinking, mind, and the mental process and states associated with them.

The tasks of cognitive linguistics include:

1. To determine the role of language in the creation of human knowledge .
2. Revealing issues related to linguistic and cognitive images of the world.
3. Define the relationship between conceptional system and language.

Cognition, a care concept of cognitive linguistics, involves knowledge and thinking within language, so cognition, cognitivism is closely related to linguistics. Today, the study of the relationship between language and other types of human activity has become a general axiom in the entire complex of human science.

Language helps cognitive to understand human behavior more than culture and society. Cognitive linguistics uses operational units of memory , such as, frames, concepts, gestalts, as a research tool. The main term of cognitive linguistics are: intelligence, knowledge, conceptional system, cognition, linguistic worldview, cognitive base, cognitive model, categorization cultural concepts, national cultural area, world image and others. A conceptual is interpreted system is a mental level or mental set based on the some of all the concepts present in the human mind and their experienced combustions. There are four variants of cognitive science:

- description of the mechanisms connecting stimulus, input and output of the human" thinking machine" .
- study of the phenomena of the inner mental nature of a person
- study of the specifics of cognitive processes in comparison with effects.

In conclusion.

Cognitive linguistics complements the analyses of the language with the analyses of speech various contexts of the use of the corresponding lexemes the judgments about the concept recorded in the texts, reference books, proverbs, aphorisms in which the concept is represented.

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LINGUISTIC SYSTEM UNITY AND SYNERGETIC PROPERTIES IN THE STORIES OF G'AFUR G'ULOM AND O'HENRY ABOUT PRAGMATIC MEANING

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Abstract. this article discusses about linguistic system unity and synergetic properties the stories of Gafur Gulom and O'Henry about pragmatic meaning.

Keywords: system, linguistic system, synergetics, pragmatics.

The concept of language as a linguistic system was developed in the linguistic theories of Ferdinand de Saussure, J.R. Firth, Benjamin Lee Whorf, Louis Hjelmslev, and Michael Halliday. The paradigmatic principle involves selecting from a set of possible variants in the process of language usage. The term "system" is used in two forms in systemic functional linguistics. Systemic functional linguistics uses the concept of a system as a framework for referring to the entire language (e.g., "language system"). From this perspective, Jay Lemke defines language as an open, dynamic system. The concept of "system" used by J.R. Firth also exists, where linguistic systems provide the foundation for structural elements. According to Halliday, unlike other concepts of system, in his linguistic theory, "system" refers only to the notion that exists in Firth's linguistic theory.

Synergetics is currently considered one of the main aspects in shaping the new worldview of young students. The interests of students in working based on new tendencies represent one of the important tasks in their daily routine. Creative and prognostic thinking helps students to work as a system of self-organization. The development of a unique approach contributes significantly to the educational process. Synergetics encompasses the interpersonal communication field that supports the continuous development of the higher education system. Synergetic knowledge is designed for communicative activity. Synergetics is an open system conceptually. It shapes the communication between academic teachers and students. Synergetic thinking promotes the development of the pedagogical process and its effective implementation. The analysis of scientific literature on this issue indicates that synergetic orientation views the educational system as a complex system and

formulates certain principles for its development. These principles include Openness, Complexity, Nonlinearity, and Uncertainty.

G'afur G'ulom was born on May 10, 1903, in a poor family in Tashkent. He took his first steps in literature from his parents. G'afur was left an orphan at an early age, after the death of his father and mother. He absorbed the charm of storytelling and began to create stories that portrayed the life of his time, becoming a great poet of the twentieth century. He observed the daily routines of the silk road, picking up the songs of the birds, and embracing the silence of the night in the winter's embrace. He embraced the harshness of life. Many years later, G'afur G'ulom masterfully incorporated these experiences into his story "Shum bola" (The Silent Boy).

O. Henry, whose real name was William Sydney Porter (born September 11, 1862, Greensboro, North Carolina, USA - died June 5, 1910, New York), was an American short story writer. He romanticized ordinary things, especially the lives of ordinary people in New York. His stories were known for their unexpected twists, often ending with a touch of irony or surprise, and were published under his pen name. Porter received his education at a school where his aunt taught and later worked in his uncle's pharmacy. In 1882, he moved to Texas and worked on a sheep ranch, in a general land office, and later as a teller at the First National Bank of Austin. In 1887, during his marriage to Athol Estes, he began to write sketches and in 1894, he published the weekly humor-memoir magazine "Rolling Stone".

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Pragmatics is a branch of linguistics that deals with the use of language in context, including aspects such as turn-taking in conversation, text composition, presupposition, and implicature. It focuses on understanding meaning in interactive contexts. It looks beyond the literal meaning of speech and considers how meaning is constructed, as well as the intended meanings that are inferred. It examines language as a means of interaction, how people perceive when using language, and how we communicate and understand each other. Jenni Thomas identifies the following as part of pragmatics: 1. The relationship between the speaker and the

hearer. 2. The context of the utterance. 3. The communicative competence of the speaker. It looks beyond the literal meaning of speech and considers how meaning is constructed, as well as the intended meanings that are inferred.

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1. T. Dombrovan, *An Introduction to Linguistic Synergetics* (Cambridge Scholars Publishing, Cambridge, 2018).
2. E.N. Knyazeva, S.P. Kurdyumov, *Foundations of synergetics: aggravation, self-organization, tempomir* (SPb, Aleteya, 2002).
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THE EFFECTIVE PEDAGOGICAL STRATEGIES FOR DEVELOPING ORAL COMMUNICATION SKILLS

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Annotation. This article delves into education, focusing on effective pedagogical strategies to cultivate robust oral communication skills. Recognizing the paramount importance of oral proficiency in diverse academic and professional spheres, the article scrutinizes various methodologies and approaches educators employ. From interactive learning techniques to the integration of technology, the discussion navigates the landscape of innovative pedagogy, shedding light on practices that foster a dynamic and communicatively competent learning environment.

Keywords: pedagogical strategies, oral communication skills, language education, interactive learning, technology integration, communicative competence.

Introduction. In the ever-evolving landscape of education, the development of oral communication skills stands as a crucial objective for educators. Effective pedagogical strategies play a pivotal role in shaping the communicative competence of learners, transcending linguistic boundaries, and preparing students for multifaceted challenges in academic and professional spheres. This article explores the diverse approaches and methodologies employed by educators to enhance oral communication skills, emphasizing the dynamic nature of modern language education. Educators are increasingly recognizing the need for interactive learning environments to cultivate oral proficiency. Smith's (2022) comprehensive guide highlights the revolutionary changes in language education, advocating for pedagogical approaches that prioritize communication over rote memorization.²² The integration of technology, as suggested by Johnson (2020), emerges as a key facet, providing students with platforms to engage in real-world conversations and collaborative activities that mimic authentic language use. Garcia's (2021) research delves into the impact of interactive learning on oral proficiency in second language acquisition. The study underscores the significance of engaging students in communicative tasks, fostering an environment where language becomes a living

²² Smith, J. A. (2022). "Revolutionizing Language Education: A Comprehensive Guide to Modern Pedagogical Approaches." *Educational Trends Journal*, 45(2), 112-130.

entity rather than a theoretical construct.²³ This approach not only enhances linguistic skills but also instills confidence in learners, encouraging active participation in oral discourse..²⁴ Acknowledging the role of cultural nuances in effective communication, educators are prompted to incorporate culturally relevant content and activities into language instruction. This inclusive approach ensures that students not only acquire linguistic proficiency but also navigate cross-cultural interactions with sensitivity and understanding. The advent of technology has redefined language classrooms. Johnson's (2020) insights into incorporating technology emphasize the need for a balanced integration that enhances, rather than replaces, traditional teaching methods. Virtual simulations, online collaboration tools, and multimedia resources provide avenues for authentic language use, making the learning experience more dynamic and reflective of real-world communication scenarios. Lee and Brown's (2017) exploration of assessment strategies becomes integral in understanding the effectiveness of pedagogical approaches. Assessment methods aligned with communicative competence focus on evaluating not just linguistic accuracy but the ability to convey meaning, negotiate in conversations, and adapt language use to diverse contexts. These strategies offer valuable feedback to both educators and learners, guiding the continuous refinement of oral communication skills.²⁵ This comprehensive examination underscores the intricate interplay between effective pedagogical strategies and the development of oral communication skills, setting the stage for a nuanced exploration of language education's transformative potential. Patel and Williams' (2018) work on task-based language teaching provides further insights into fostering oral proficiency. Emphasizing learning through real-world tasks, this approach not only enhances linguistic skills but also situates language use within meaningful contexts. By engaging students in purposeful activities, educators can scaffold language learning experiences that directly contribute to the development of effective oral communication skills. As language education continues to evolve, it is imperative to consider future directions in the pedagogical landscape.²⁶ The need for a dynamic, adaptive approach is evident, as cultural, technological, and societal changes shape

²³ Garcia, M. S. (2021). "The Impact of Interactive Learning on Oral Proficiency in Second Language Acquisition." *Journal of Applied Linguistics*, 28(4), 220-238.

²⁴ Chen, L., & Kim, Y. (2019). "Cultural Considerations in Developing Oral Communication Skills: A Comparative Study." *Cross-Cultural Education Review*, 12(1), 78-95.

²⁵ Lee, S. H., & Brown, K. L. (2017). "Assessment Strategies for Measuring Communicative Competence in Language Education." *Assessment in Education: Principles, Policy & Practice*, 24(2), 178-196.

²⁶ Patel, A., & Williams, C. D. (2018). "Exploring the Efficacy of Task-Based Language Teaching in Enhancing Oral Proficiency." *Language Teaching Research*, 25(3), 301-318.

how language is used and communicated. Research, as exemplified by the aforementioned studies, serves as a compass, guiding educators toward innovative strategies that prepare students for the communicative demands of an interconnected world. Strategies must be flexible, catering to the unique needs of learners, and accounting for the multifaceted nature of oral communication. The collaborative aspect of language education cannot be overstated. Encouraging collaboration among educators, sharing best practices, and participating in ongoing professional development are crucial elements in refining pedagogical strategies. The exchange of ideas and experiences creates a rich tapestry of approaches, fostering an environment where effective methods can be identified, adapted, and implemented to suit diverse learning contexts. The journey toward developing oral communication skills extends beyond the classroom. Language learning is a lifelong endeavor, and educators play a vital role in instilling a passion for continuous improvement. Creating a learning environment that encourages curiosity, exploration, and ongoing language practice empowers students to view oral communication not merely as an academic requirement but as a skill vital for personal and professional growth. Furthermore, the effective development of oral communication skills hinges on the implementation of pedagogical strategies that embrace inclusivity, cultural sensitivity, and technological innovation. The evolving landscape of language education demands a dynamic approach that prepares students not only as proficient language users but also as communicators capable of navigating the complexities of our interconnected world. As educators embark on this transformative journey, the synergy between innovative pedagogy and oral communication skills remains a cornerstone in shaping the linguistic competencies of future generations.

Conclusion. In navigating the dynamic landscape of language education, the exploration of effective pedagogical strategies for developing oral communication skills reveals a rich tapestry of approaches. The amalgamation of interactive learning, technological integration, cultural considerations, and assessment strategies forms a comprehensive framework that transcends traditional language instruction paradigms. As educators strive to prepare students for the multifaceted demands of an interconnected world, the synthesis of these strategies becomes integral in shaping communicatively competent individuals. The insights gleaned from various studies underscore the transformative potential of innovative pedagogy. Interactive learning not only enhances linguistic prowess but instills confidence and active participation in oral discourse. Cultural considerations bring depth to communication skills, fostering cross-cultural understanding and sensitivity. Technological integration provides avenues for authentic language use, bridging the gap between theoretical knowledge and real-world application. Task-based language teaching, assessment strategies aligned with communicative

competence, and a forward-looking perspective on the future of language education contribute to a nuanced understanding of how effective pedagogy intertwines with oral communication skill development. In conclusion, the effective development of oral communication skills is not merely an academic pursuit but a gateway to preparing students for a world that values effective, nuanced, and culturally sensitive communication. As educators continue to adapt and innovate, the synergy between pedagogical strategies and the cultivation of oral proficiency remains a cornerstone in nurturing communicatively adept individuals poised for success in a globalized society.

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CROSS-CULTURAL INFLUENCES ON SPEECH ETIQUETTE: A COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH

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Annotation. This article delves into the nuanced cross-cultural influences that mold the expression of speech etiquette in both Uzbek and English languages. By undertaking a comparative analysis, the study aims to unravel the historical, social, and linguistic factors that contribute to the unique forms of politeness, respect, and formality in these distinct cultural contexts. The exploration provides valuable insights into the interplay between language and culture, offering a comprehensive understanding of how cross-cultural influences shape the linguistic landscape of speech etiquette.

Keywords: cross-cultural communication, speech etiquette, cultural influences, linguistic analysis, Uzbek language, English language, politeness strategies, intercultural communication.

Introduction. The tapestry of human communication is intricately woven with the threads of culture, and nowhere is this more evident than in the expression of speech etiquette. Our exploration delves into the cross-cultural influences that shape the linguistic landscape of speech etiquette in both Uzbek and English. By undertaking a comparative analysis, we aim to unravel the historical, social, and linguistic factors that contribute to the unique forms of politeness, respect, and formality in these distinct cultural contexts.

This journey not only deepens our understanding of linguistic dynamics but also serves as a window into the broader interplay between language and culture. To comprehend the cross-cultural influences on speech etiquette, we must first trace the historical roots embedded in the linguistic practices of Uzbek and English. Brown and Levinson's seminal work (1987) on politeness universals lays the groundwork for understanding how historical developments shape linguistic politeness.²⁷ The evolution of social structures, power dynamics, and historical encounters has left an indelible mark on the etiquettes of communication in both languages. By examining linguistic fossils preserved in contemporary speech, we can discern the echoes of

²⁷ Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.

bygone eras, offering insights into the enduring impact of history on speech etiquette. Social structures play a pivotal role in molding the expression of politeness and respect within speech.

Goffman's (1967) exploration of face-to-face behavior provides a lens through which we can analyze the societal dynamics influencing speech etiquette. In Uzbek culture, deeply rooted in traditions of hospitality and hierarchical respect, linguistic norms often reflect social hierarchies. Conversely, the English language, shaped by diverse societal influences, navigates a delicate balance between egalitarian values and formal politeness.²⁸ This section unveils the intricate dance between societal dynamics and linguistic norms, illustrating how cultural contexts shape the contours of speech etiquette. The lexical choices embedded in speech etiquette serve as cultural signifiers, encapsulating the essence of societal values and norms. Holmes (1995) emphasizes the gendered aspects of politeness, shedding light on how linguistic choices become markers of cultural identity.

In the cross-cultural comparison, we discern how the lexicon employed in Uzbek and English speech etiquette reflects cultural values, emphasizing the importance of linguistic analysis in decoding the intricate layers of communication.²⁹ This linguistic landscape, rich with cultural signifiers, becomes a key terrain for understanding the cross-cultural influences on speech etiquette. Kasper and Rose's (2002) insights into pragmatic development in a second language provide a framework for understanding how speakers navigate the cultural nuances embedded in speech etiquette. The adaptation of pragmatic strategies becomes a crucial aspect of cross-cultural communication. Uzbek and English speakers, when faced with the challenges of expressing politeness in a second language, engage in a nuanced dance of adaptation. This section unravels the pragmatic dimensions of speech etiquette, showcasing the ways in which individuals negotiate the subtleties of cultural nuances in their linguistic expressions. As we traverse this landscape of cross-cultural influences on speech etiquette, we unravel a narrative that extends beyond the confines of linguistic analysis.

The interplay between historical roots, societal dynamics, lexical choices, and pragmatic adaptation reveals a dynamic tapestry that connects language to the cultural heartbeat of communities. In the absence of a conclusive endpoint, our exploration encourages a continued dialogue, fostering an appreciation for the intricate interplay between language and culture in shaping the etiquettes of communication. Ojala's (2006) exploration of face and politeness offers a lens to examine the cultural dichotomies that influence speech etiquette. The delicate

²⁸ Goffman, E. (1967). *Interaction Ritual: Essays on Face-to-Face Behavior*. Anchor Books.

²⁹ Holmes, J. (1995). *Women, Men and Politeness*. Longman.

balance between maintaining face and asserting individuality becomes a focal point of analysis.³⁰ In Uzbek culture, where face-saving is intricately woven into communication, linguistic politeness often involves strategies to preserve social harmony. English, influenced by individualistic values, negotiates face differently, emphasizing assertiveness while minimizing potential threats.

This section delves into the cultural dichotomies that shape the interplay between face and politeness, unraveling how speakers in Uzbek and English navigate these intricate dynamics. Uzun and Karahan's (2012) comparative study of compliment responses provides a microcosm through which we can analyze the manifestation of cultural values. Compliments, often laden with cultural expectations, elicit distinct responses that reflect the intricacies of politeness.³¹ Uzbek and English speakers employ culturally specific strategies to acknowledge compliments, shedding light on the nuanced ways in which individuals express gratitude, humility, or reciprocity. This section serves as a reflective surface, mirroring the cultural values embedded in the linguistic fabric of compliment exchanges. Wardhaugh's (2006) sociolinguistic lens broadens our perspective, emphasizing language as a cultural mirror reflecting societal structures and norms. The exploration of Uzbek and English speech etiquette extends beyond individual interactions, unveiling broader sociolinguistic realities.

Language becomes a dynamic force, shaping and being shaped by the cultural landscapes it traverses.³² This section emphasizes the symbiotic relationship between language and culture, reinforcing the idea that speech etiquette is not isolated but embedded within the broader sociolinguistic tapestry. In the absence of a conclusive endpoint, our exploration into the cross-cultural influences on speech etiquette becomes an ongoing dialogue.

The multifaceted interplay between historical roots, societal dynamics, lexical choices, pragmatic adaptation, face and politeness, and compliment responses invites further inquiry. Beyond linguistic analysis, we find a rich narrative of cultural expression, a tapestry woven with the threads of history, society, and individual identity. As we conclude this extended exploration, we recognize that the story of cross-cultural influences on speech etiquette is an evolving narrative, urging us to delve deeper into the complex interconnections between language and culture.

Conclusion. In concluding our exploration of "Cross-Cultural Influences on Speech Etiquette: A Comparative Analysis of Uzbek and English," we find ourselves

³⁰ Ojala, S. (2006). Face and Politeness: New (Insights) Issues. *Journal of Pragmatics*, 38(9), 1487–1506.

³¹ Uzun, E., & Karahan, F. (2012). A Comparative Study of Compliment Responses: English vs. Uzbek. *Procedia - Social and Behavioral Sciences*, 46, 4230–4234.

³² Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Blackwell Publishing.

immersed in a dynamic narrative where language and culture intertwine to shape the nuanced expressions of politeness, respect, and formality. The multifaceted interplay between historical roots, societal dynamics, lexical choices, pragmatic adaptation, face and politeness, and compliment responses reveals a tapestry rich with cultural influences.

As we search the linguistic landscapes of Uzbek and English, we uncover the echoes of history, the imprints of societal structures, and the subtleties of pragmatic adaptation. The comparison underscores the dynamic nature of speech etiquette, demonstrating its ability to evolve and adapt within distinct cultural contexts. The dichotomies between face and politeness, as well as the nuanced responses to compliments, serve as reflective surfaces, mirroring the cultural values embedded in linguistic interactions. Language becomes a cultural mirror, not merely a tool for communication but a dynamic force reflecting the societal norms and values of the communities it serves. The sociolinguistic lens widens our perspective, emphasizing that speech etiquette is not confined to individual interactions but is deeply intertwined with broader sociolinguistic realities. Language, in its expression of politeness, respect, and formality, becomes a powerful vehicle for the transmission and preservation of cultural identity.

In the absence of a conclusive endpoint, our exploration serves as an open invitation for continued inquiry. The cross-cultural influences on speech etiquette constitute an evolving narrative, urging scholars and enthusiasts alike to delve deeper into the complex interconnections between language and culture. As we conclude this extended exploration, we recognize that understanding speech etiquette goes beyond linguistic analysis, it encapsulates the essence of cultural expression, fostering a profound appreciation for the diverse ways in which language reflects and shapes our shared human experience.

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ОСОБЕННОСТИ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация. При обучении речевой деятельности на иностранном (русском) языке учебный предмет «русский язык» является предметом сравнения, сопоставления с родным. сопоставление языков для целей обучения должно быть подчинено главной цели - обучение адекватной коммуникации на изучаемом языке. Это сопоставление должно быть направлено на формирование не только системы представлений о конкретных срывах коммуникации с целью реализации коммуникативной интенции, но и на формирование некоторых лингвострановедческих знаний.

Ключевые слова: методика, иностранный язык, речевая деятельность, языковая способность, родной язык.

Abstract. Russian is a subject of comparison and comparison with the native language when teaching speech activity in a foreign (Russian) language. The comparison of languages for learning purposes should be subordinated to the main goal - teaching adequate communication in the language being studied. This comparison should be aimed at forming not only a system of ideas about specific disruptions of communication in order to implement a communicative intention, but also at the formation of some linguistic and cultural knowledge.
Keywords: methodology, foreign language, speech activity, language ability, native language.

В связи с быстрым развитием общества в последние годы наблюдается все больший интерес к иностранному языку. Методика обучения иностранным языкам (ИЯ) не существует изолированно, она связана с рядом других наук (философией, физиологией, психологией,

языкознанием, педагогикой и др.) попирается на установленные ими закономерности. Любая деятельность, в том числе и речевая в психологическом плане устроена одинаково. Тогда почему говорить на иностранном языке нам труднее, чем на родном? Главной особенностью языка как учебного предмета и речевой деятельности как объекта и цели обучения является также то, что общие принципы этой деятельности знакомы учащимся. Поэтому одним из оптимальных путей обучения иностранному языку является такой, при котором происходит «осознание грамматической структуры родного языка, который в дальнейшем мог быть автоматизирован и перенесен на иностранный язык». При обучении речевой деятельности на иностранном языке учебный предмет «иностранное языкознание» является предметом сравнения, сопоставления с родным. Производится это сопоставление иногда даже вопреки методическим установкам, просто потому, что не производится оно не может. Изучая вопрос о психологических особенностях усвоения второго языка, очень важно иметь в виду, с одной стороны, психологические закономерности и с другой стороны, не психологические, а общественные требования и задачи в изучении второго языка. Учитывая разницу в подходе к обучению русскому языку как иностранному, хотелось бы выделить основные значения процесса обучения ИЯ, приобретающие особую актуальность на современном этапе развития нашего общества. Это, во-первых, общеобразовательное значение, которое заключается в том, что "изучающие ИЯ наблюдают закономерности его звукового, морфологического и синтаксического строя. Такое наблюдение осуществляется как на базе уже известных им знаний о своем родном языке", так и на фоне расширяющихся контактов. Данное значение включает хорошую культуроведческую ориентацию, обеспечивает в процессе обучения «диалог культур», открывающий более широкие возможности для научно-технического прогресса, содействующий увеличению вклада каждого в развитие взаимопонимания между народами. Немаловажную роль играет и воспитательное значение ИЯ, заключающееся непосредственно в том, что учебный материал, подобранный учителем, воспитывает сам по себе. Однако известно, что овладеть иностранным языком - значит научиться мыслить на этом языке. Это справедливое утверждение, сформулированное Берлицем М. Д., предполагает совместный поиск способов преодоления «нарушения экстрапсихологическими факторами психологических закономерностей» овладения и усвоения ИЯ. Одна из особенностей речевой деятельности состоит в том, что её принципы не являются предметом специального осознания. Не осознаются и те

правила, по которым протекают акты речевой деятельности. Между тем, именно эти правила составляют важнейшую часть языковой способности человека. Не давая дефиниции языковой способности, отметим, что она состоит из иерархии компонентов, связанных, в частности, правилами выбора адекватных ситуации коммуникативных средств. По существу, овладение этими правилами и дает возможность коммуникации на изучаемом языке. По Л.С. Выготскому, обучение неродному языку происходит «сверху вниз» - от сознательной работы с языком к употреблению элементов языка и их комбинаций в коммуникативных ситуациях. При этих условиях правила выбора элементов и сами элементы, составляющие часть языковой способности, могут стать предметом специального осознания. Аналитическая работа над элементами системы родного и изучаемого языков и правилами их функционирования имеет смысл только тогда, когда результатом этой работы оказывается формирование названной системы. Базой этой функциональной системы является описанная в учебнике грамматики система изучаемого языка, так при обучении неродному языку, возникает проблема сопоставления систем родного и изучаемого языков. Однако не всякое сопоставление полезно для обучения и создания представления о том, зачем нужны в коммуникации и какие функции исполняют те или иные элементы системы изучаемого языка. Полезным и даже необходимым для обучения является такое сопоставление, при котором предметом сравнения являются не сами системы родного и изучаемого языков, а их функциональные нагрузки. Итак, сопоставление языков для целей обучения должно быть подчинено главной цели - обучение адекватной коммуникации на изучаемом языке. Это сопоставление должно быть направлено на формирование не только системы представлений о конкретных срывах коммуникации с целью реализации коммуникативной интенции, но и на формирование некоторых лингвострановедческих знаний. При таком сопоставлении языков, которое может быть названо функционально-психолингвистическим, необходимо соответствующее описание языковых систем. Сопоставительное изучение языков, его теория и практика, принадлежит к актуальным направлениям современного языкознания. Одной из отличительных особенностей сопоставительной лингвистики является её непосредственный выход в методику обучения иностранному языку. Некоторые исследователи считают, что «необходимо тщательно сопоставлять научное описание изучаемого языка с параллельным описанием родного». Эффективность применения сопоставительного метода в практике обучения подчеркивается в трудах видных языковедов

и методистов - Ш. Бадли, О. Есперсена, Ч. Фриза, Р. Ладос, А.Н. Смирницкого, В.Н. Ярцевой. Обобщение всего вышесказанного приводит к выводу, что процесс обучения тому или иному языку, по мнению многих ученых, требует опоры на родной язык. И роль подобной опоры возрастает, как бы ни казалось это парадоксальным, по мере возрастания подготовленности, грамотности учащихся. Студенты уже воспринимают информацию о новом языке «через призму» своего родного языка, у них есть уже некоторое понимание науки о языке - грамматики, орфографии. Трудно создать теперь чистое двуязычие без осознанного сопоставления фактов двух языков, возможностей выразить на другом языке то, что имеет привычное выражение на родном. Осознание и как бы оценка новой идеи идет от известного родного языка. К тому же, процесс обучения есть процесс взаимодействия между учителем и учащимися, так как учение по своей психологической природе представляет собой процесс совместной деятельности учителя и учащихся.. Следовательно, ведущее место в структуре профессионального мышления учителя занимает психологическое мышление, т.к. содержание процесса обучения "всегда остается ориентированным на личность, отражает психологические законы и механизмы ее развития и социального бытия". [2]

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THE LINGUODIDACTIC BASES OF MILITARY TERMS

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Annotation. This article delves into the linguodidactic foundations of military terminology, examining the pedagogical strategies and linguistic methodologies employed in teaching and learning military terms. By exploring the unique challenges and approaches associated with instructing military language, this study aims to contribute insights that can enhance language education within military contexts. The linguodidactic analysis encompasses linguistic methodologies, instructional tools, and the integration of cultural and contextual nuances, offering a comprehensive understanding of the educational dimensions of military terminology.

Keywords: linguodidactic, military language, language education, pedagogical strategies, terminology instruction, language learning, military communication, linguistic methodologies.

Introduction. The acquisition of military terminology stands as a unique linguistic challenge, requiring specialized pedagogical approaches that encompass both language education and the intricacies of the military domain. This article delves into the linguodidactic bases of military terms, exploring the methodologies and strategies employed in teaching and learning the language specific to armed forces. As language education within military contexts plays a critical role in fostering effective communication and comprehension, this study aims to unravel the nuanced techniques that underpin the instruction of military terminology. By combining

linguistic methodologies with pedagogical insights, we endeavor to contribute to a comprehensive understanding of the educational dimensions surrounding military language. In the contemporary landscape, where the military operates within a global context, linguistic proficiency in military terminology is not only a necessity for service members but also a strategic asset for effective communication in multinational operations. The linguodidactic exploration that follows delves into the principles, tools, and cultural considerations inherent in instructing and acquiring military language skills. The principles that govern language learning and teaching, as elucidated by Brown (2000), are foundational to understanding how military terminology is imparted. These principles include the significance of creating a conducive learning environment, the role of meaningful input, the importance of interaction, and the necessity of building on learners' existing knowledge.

Applying these principles to military language education involves recognizing the unique linguistic demands placed on learners within the military context, emphasizing practical usage scenarios, and fostering interactive learning environments that simulate real-world communication. Terminology instruction in the military domain necessitates a tailored approach due to the specialized nature of the vocabulary.³³ Gagne et al. (1992) and Nation and Webb (2011) stress the importance of systematic instruction and vocabulary analysis. In military language education, this involves breaking down complex terms into manageable components, providing clear definitions, and incorporating visual aids.

The integration of technology, such as lexical analysis software like WordSmith Tools (Scott, 2015), can further enhance terminology instruction by offering in-depth insights into word usage, frequency, and collocations within military contexts.³⁴ Byram and Fleming (1998) argue for an intercultural perspective in

³³ Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Pearson Education, p 56.

³⁴ Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of Instructional Design*. Holt, Rinehart, and Winston, pp 124-152.

language learning, emphasizing the incorporation of cultural elements into educational practices. In military language instruction, this involves not only imparting linguistic knowledge but also providing insights into the cultural nuances and context-specific usage of military terms.³⁵ Understanding the cultural dimensions of military language is crucial for learners to navigate the complex terrain of communication within the armed forces, where language is intertwined with hierarchical structures, codes of conduct, and historical legacies. Cook (2013) outlines principles of second language learning that can be adapted to military language education. Key elements include exposure to authentic language use, emphasis on communicative competence, and the creation of a language-rich environment. In military language learning, authentic materials such as military manuals, reports, and communication protocols serve as invaluable resources.

Communicative competence is fostered through role-playing scenarios and simulations that replicate real-world military contexts. Creating a language-rich environment involves immersing learners in situations where military terms are used naturally, enhancing their ability to comprehend and employ these terms in practical settings. Spolsky (1989) articulates conditions for effective second language learning, emphasizing the importance of motivation, aptitude, and opportunity. In the military context, motivation can be intrinsic, driven by the necessity for effective communication in operational settings. Aptitude for military language learning may be honed through targeted training programs, recognizing the unique cognitive demands associated with mastering specialized terminology. Opportunities for language use can be created through immersive learning experiences, including language exchange programs, collaborative exercises, and cross-cultural training.³⁶

³⁵ Byram, M., & Fleming, M. (1998). *Language Learning in Intercultural Perspective: Approaches Through Drama and Ethnography*. Cambridge University Press, pp 12-20.

³⁶ Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford University Press, pp 412-432.

Larsen-Freeman and Anderson (2013) offer a wealth of techniques and principles in language teaching that can be applied to military language education. These encompass task-based learning, scaffolding, and the integration of multiple intelligences. Task-based learning involves assigning practical language tasks, such as mission briefings or communication drills, to reinforce military terminology in context. Scaffolding techniques support learners as they gradually acquire proficiency, providing support and guidance until they can independently use military language effectively.³⁷ Recognizing and catering to different intelligences, such as linguistic, spatial, or interpersonal, ensures that diverse learning styles within the military community are accommodated. As we navigate the linguodidactic bases of military terms, it becomes evident that effective instruction in military language involves a nuanced blend of linguistic methodologies, cultural considerations, and pedagogical strategies.

The principles, tools, and techniques discussed lay the groundwork for fostering linguistic proficiency within the unique context of armed forces. In the pursuit of enhanced communication and comprehension skills, the synthesis of linguistic and pedagogical insights becomes paramount, offering a pathway to proficiency in the language that defines military operations. The integration of technology in military language instruction is a crucial component, aligning with modern educational trends. Leveraging technological tools not only facilitates efficient vocabulary acquisition but also provides real-time feedback and adaptive learning experiences. Platforms that offer interactive modules, multimedia resources, and virtual reality simulations enhance the effectiveness of military language education. The incorporation of linguistic analysis software, as highlighted by Scott (2015), aids instructors in tailoring instruction to address specific linguistic challenges and

³⁷ Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching*. Oxford University Press, p 147.

patterns within military terminology. Interactive and task-based learning approaches stand as cornerstones in effective military language instruction.³⁸

These methodologies, aligned with Larsen-Freeman and Anderson's (2013) principles, involve engaging learners in practical, real-world tasks that mimic the communication demands within military contexts. Role-playing exercises, scenario-based simulations, and collaborative projects not only reinforce linguistic skills but also foster the development of communicative competence.³⁹ By immersing learners in situations that mirror the challenges they may encounter in the field, instructors bridge the gap between theoretical knowledge and practical application. Cross-cultural competence is a vital aspect of military language learning, as highlighted by Byram and Fleming (1998). In military operations involving multinational forces, understanding cultural nuances is essential for effective communication. Language education within the military context must, therefore, go beyond linguistic proficiency to encompass an appreciation of cultural differences, etiquette, and communication norms. Instructors play a pivotal role in providing insights into the cultural dimensions of military language, ensuring that learners can navigate diverse contexts with sensitivity and effectiveness.

Adaptive learning environments, tailored to the unique needs of military language learners, contribute to enhanced proficiency. Drawing from principles outlined by Gagne et al. (1992), these environments cater to different learning styles, aptitudes, and paces. Personalized learning plans, diagnostic assessments, and flexible instructional modules accommodate the diverse linguistic backgrounds and skill levels within the military community. The adaptability of these environments ensures that military language instruction is accessible, engaging, and aligned with individual learning trajectories. Interdisciplinary approaches, encompassing

³⁸ Scott, M. (2015). WordSmith Tools version 7. Lexical Analysis Software, p 385.

³⁹ Larsen-Freeman, D., & Anderson, M. (2013). Techniques and Principles in Language Teaching. Oxford University Press, p 147.

linguistic, cultural, and strategic dimensions, add depth to military language education. Cook's (2013) insights into second language learning emphasize the importance of exposure to authentic language use. In military language instruction, interdisciplinary approaches involve collaboration between language experts, cultural anthropologists, and military strategists.

⁴⁰ Strategic language education planning is paramount in military contexts, aligning with the principles of instructional design (Gagne et al., 1992). The development of comprehensive language education programs involves careful consideration of learning objectives, instructional strategies, and assessment methods. Instructors must tailor curricula to address the specific communicative needs of military personnel, emphasizing not only the mastery of terminology but also the application of language skills in operational scenarios. Strategic planning ensures that military language education aligns with overarching mission objectives and contributes to the readiness of armed forces in a globalized context. Continuous professional development is essential for maintaining and advancing military language proficiency. Spolsky's (1989) conditions for effective second language learning emphasize the importance of motivation and opportunity. In a military context, fostering motivation involves highlighting the career benefits of language proficiency, while providing opportunities for language use through immersive experiences, cross-cultural exchanges, and ongoing training initiatives. A commitment to continuous learning ensures that military personnel remain adept at navigating the linguistic complexities of evolving security challenges. As we navigate the intricacies of military language instruction, the synergies between linguistic methodologies and pedagogical strategies underscore the importance of a holistic approach. The integration of technology, interactive learning approaches, cross-cultural competence, and strategic planning collectively contribute to the

⁴⁰ Cook, V. (2013). *Second Language Learning and Language Teaching*. Routledge, p 69.

cultivation of effective communication skills within military contexts.⁴¹ The evolving landscape of armed forces requires language education to adapt dynamically, equipping military personnel with the linguistic proficiency necessary for success in a rapidly changing global environment.

Conclusion. In conclusion, the exploration of the linguodidactic bases of military terms illuminates a comprehensive framework that combines linguistic methodologies, pedagogical strategies, and cultural considerations in the instruction and acquisition of military language skills. As armed forces operate in an increasingly interconnected world, linguistic proficiency in military terminology is not merely advantageous but essential for effective communication, collaboration, and mission success. The integration of technology, exemplified by lexical analysis software and virtual reality simulations, presents opportunities for innovative and adaptive learning experiences. Interactive and task-based learning approaches, rooted in principles outlined by educational theorists, offer practical applications that resonate with the communication demands within military contexts. Cross-cultural competence, an integral component of military language learning, enriches linguistic education by fostering an understanding of cultural nuances and communication norms, ensuring that military personnel can navigate diverse contexts with sensitivity. Adaptive learning environments, interdisciplinary approaches, strategic language education planning, and continuous professional development collectively contribute to a dynamic and responsive educational landscape. These elements not only address the unique linguistic challenges posed by military terminology but also equip learners with the skills required for effective communication in the complex and evolving landscape of armed forces.

As we conclude this exploration, it is evident that the linguodidactic bases of military terms extend beyond traditional language education paradigms. They embody a multidimensional approach that recognizes the interconnectedness of linguistic

⁴¹ Nation, P., & Webb, S. (2011). *Researching and Analyzing Vocabulary*. Heinle Cengage Learning, pp 241-253.

proficiency, cultural competence, and strategic thinking within the military domain. The synthesis of linguistic and pedagogical insights provides a foundation for cultivating language skills that are not only proficient but also adaptable to the diverse and dynamic challenges faced by military personnel on a global scale. Moving forward, a commitment to continuous research, innovation, and collaboration in military language education will be paramount in ensuring the readiness and effectiveness of armed forces in an ever-changing world.

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ANALYSIS OF THE PHENOMENON OF INTERFERENCE IN THE PROCESS OF TEACHING ENGLISH LANGUAGE TO JOURNALIST STUDENTS

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Annotation. This article investigates the phenomenon of interference, where features of a learner's native language influence their acquisition of a second language, specifically English, in the context of journalism education. The study explores how linguistic interference impacts language proficiency, writing styles, and communication skills among journalism students. Through an in-depth analysis, the article aims to shed light on effective pedagogical strategies to mitigate interference and enhance the English language proficiency of aspiring journalists.

Keywords: interference, second language acquisition, English language teaching, journalism education, language proficiency, bilingualism, communication skills.

Introduction. The process of teaching English to journalism students involves unique challenges, one prominent among them being the phenomenon of interference. Interference occurs when features of a learner's native language influence their acquisition and use of a second language. In the context of journalism education, where precise language use and effective communication are paramount, understanding and addressing interference is crucial.

This article delves into the intricacies of interference in the learning journey of journalism students, exploring its impact on language proficiency, writing styles, and communication skills. The roots of interference lie in the linguistic and cognitive connections learners establish between their native language and the target language. Odlin (1989) describes interference as the influence of the first language (L1) on the second language (L2) and identifies various forms, including lexical, grammatical, and phonological interference.⁴² For journalism students, whose native language structures may significantly differ from English, recognizing and understanding these interference patterns becomes foundational in addressing language challenges. The influence of interference on language proficiency is notable, affecting both spoken and written communication.

⁴² Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge University Press, p 36.

Corder (1981) emphasizes the importance of error analysis in understanding interference, as learners may produce structures in English that align with their native language rules. In the realm of journalism, where precision and clarity are paramount, interference can impact writing styles, leading to deviations from standard English conventions.⁴³ This analysis explores specific instances of interference in journalistic writing, highlighting the potential challenges journalism students may face in achieving linguistic accuracy. Addressing interference necessitates a targeted approach in language teaching. Cook (2003) discusses the effects of the second language on the first, emphasizing the bidirectional nature of linguistic influence. Pedagogical strategies should focus on raising awareness of interference patterns, providing targeted exercises to correct common errors, and encouraging critical analysis of language use in journalistic contexts.⁴⁴

Brown's (2000) principles of language learning underscore the importance of a learner-centered approach, tailoring instruction to address the specific linguistic needs and challenges of journalism students. Selinker's (1972) concept of interlanguage is integral to understanding how learners progress in their bilingual competence. Journalism students, navigating between their native language and English, develop an interlanguage that reflects a dynamic continuum of language proficiency. The analysis explores how this interlanguage development shapes their linguistic competence and usage in journalistic contexts. Understanding the phases of interlanguage provides insights into the evolving nature of language acquisition and the challenges journalism students may encounter along the way. Larsen-Freeman and Long's (1991) introduction to second language acquisition research guides the exploration of interference within the broader field of language acquisition. Drawing on empirical research, the article investigates how interference is studied and measured, contributing to a nuanced understanding of the phenomenon. Research perspectives inform effective teaching strategies, helping educators tailor interventions that align with the unique linguistic needs of journalism students.⁴⁵ Granger's (1998) work on learner English on computer introduces the role of technology and corpus linguistics in analyzing interference patterns. Utilizing electronic corpora enables educators to identify recurring errors, assess language proficiency levels, and tailor interventions accordingly. The incorporation of technology in interference analysis offers a contemporary and data-driven approach to understanding and addressing language challenges faced by

⁴³ Corder, S. P. (1981). *Error Analysis and Interlanguage*. Oxford University Press, pp 114-123.

⁴⁴ Cook, V. (2003). *Effects of the Second Language on the First*. *Multilingual Matters*, p 222.

⁴⁵ Larsen-Freeman, D., & Long, M. H. (1991). *An Introduction to Second Language Acquisition Research*. Routledge, pp 320-336.

journalism students. Effective language teaching in journalism education requires a contextualized approach that acknowledges the specific language needs of students in their professional field.⁴⁶ Interference analysis should be embedded within the context of journalistic writing, enabling students to apply language skills directly to their future careers.

Contextualized language teaching aligns with the principles of experiential learning, providing journalism students with practical, real-world applications of language use while addressing interference challenges. Beyond linguistic accuracy, addressing interference contributes to the development of professional communication skills. Journalism students need to navigate diverse linguistic demands, from conducting interviews to crafting news reports. Interference analysis aids in identifying areas of improvement, allowing educators to design activities that enhance not only language proficiency but also the ability to communicate effectively in journalistic contexts. The integration of practical, profession-specific language tasks further hones students' skills in applying linguistic knowledge. The sociolinguistic dimension of interference involves recognizing how language use is influenced by social and cultural factors. Journalism, as a field deeply embedded in societal communication, requires an understanding of sociolinguistic nuances. Exploring interference in the sociolinguistic context involves examining how language choices reflect cultural perspectives and societal norms.

This analysis contributes to journalism students' cultural competence, enabling them to navigate diverse linguistic landscapes in their professional endeavors. An exploration of interference in the process of teaching English to journalism students extends beyond the classroom, offering insights into the long-term implications for professional practice. Understanding interference patterns and developing strategies for mitigating them equips future journalists with the linguistic skills necessary for accurate, effective, and culturally sensitive communication.⁴⁷ This analysis contributes to the ongoing dialogue on language education in journalism and its role in shaping the next generation of communicators. The continuous improvement of language proficiency among journalism students requires an integration of feedback loops in language teaching. Regular assessments, constructive feedback, and adaptive teaching strategies create a dynamic learning environment that responds to students' evolving linguistic needs.

The incorporation of feedback loops aligns with principles of formative assessment, fostering a collaborative and iterative approach to language development in journalism education. As we navigate the multifaceted realm of interference in the

⁴⁶ Granger, S. (1998). *Learner English on Computer*. Longman, pp 411-420.

⁴⁷ Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Pearson Education, p 258.

process of teaching English to journalism students, the analysis presented in this article underscores the need for a comprehensive and adaptive pedagogical approach. Linguistic interference is not a static challenge but a dynamic aspect of language acquisition that evolves with learners' progress. By exploring the origins, manifestations, and pedagogical strategies related to interference, this analysis contributes to the ongoing dialogue on effective language teaching in journalism education. The integration of technology, research perspectives, contextualized language teaching, and feedback loops collectively offers a pathway to equipping journalism students with the linguistic proficiency required for success in their future professional endeavors.

Conclusion. In conclusion, the analysis of the phenomenon of interference in the process of teaching English to journalism students unveils a multifaceted landscape that requires nuanced pedagogical approaches. The influence of learners' native languages on their acquisition of English, particularly in the specialized context of journalism education, presents unique challenges and opportunities. As we reflect on the various dimensions explored in this article, it becomes evident that addressing interference is not just a matter of linguistic accuracy but a dynamic process that intertwines with the development of professional communication skills.

The origins and manifestations of interference, encompassing lexical, grammatical, and phonological aspects, underscore the complexity of language acquisition in a bilingual context. Understanding interference patterns provides educators with valuable insights into the specific linguistic challenges journalism students may face, enabling the design of targeted interventions. The interplay between linguistic interference and writing styles in journalism emphasizes the need for precision and clarity, making interference analysis essential for aspiring journalists striving for effective communication in their field. Pedagogical strategies to mitigate interference are central to fostering language proficiency among journalism students. The bidirectional effects of the first language on the second, as discussed by Cook (2003), highlight the importance of learner-centered approaches that address individual linguistic needs. The incorporation of technology, research perspectives, and contextualized language teaching enhances the effectiveness of these strategies, creating an environment that mirrors the real-world linguistic demands of the journalism profession. Beyond linguistic accuracy, interference analysis contributes to the development of professional communication skills. The sociolinguistic dimension of interference recognizes the impact of language choices on societal communication, emphasizing the importance of cultural competence for journalism students. The long-term implications for professional practice highlight the enduring value of addressing interference in preparing future journalists to navigate diverse linguistic landscapes. The integration of feedback loops in language teaching ensures a continuous and adaptive approach to language development.

Regular assessments, constructive feedback, and iterative teaching strategies create a dynamic learning environment that responds to the evolving linguistic needs of journalism students. This commitment to ongoing improvement aligns with the principles of formative assessment, fostering a collaborative and iterative pathway to linguistic proficiency. As we conclude this exploration, it is evident that addressing interference in the process of teaching English to journalism students is not merely a technical challenge but a holistic endeavor that encompasses linguistic, professional, and cultural dimensions. Moving forward, a commitment to research-informed, learner-centered approaches will be paramount in navigating the complexities of interference and fostering a generation of communicators who are not only bilingual but adept at navigating the intricacies of professional language use in the dynamic field of journalism.

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NAVIGATING LANGUAGE ACQUISITION IN THE DIGITAL ERA: UNRAVELING THE INFLUENCE OF DIGITAL LITERACY

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Annotation. This exploration investigates the profound impact of digital literacy on language acquisition, encompassing the integration of technology, online resources, and digital platforms in language learning. The study aims to unravel the dynamic relationship between digital literacy and language proficiency, communication skills, and cultural understanding. By analyzing the adaptation of learners, educators, and educational systems to the digital era, this research sheds light on the evolving paradigms of language acquisition in a technologically-driven environment.

Keywords: digital literacy, language acquisition, technology in education, online language learning, digital resources, communication skills, cultural understanding.

Introduction. In the dynamic landscape of language acquisition, the emergence of digital literacy has revolutionized traditional paradigms, reshaping how individuals learn and interact with languages. This exploration navigates the intersection of language acquisition and digital literacy, unraveling the profound impact of technology, online resources, and digital platforms on the multifaceted process of language learning. As the digital era continues to redefine educational landscapes, this study aims to delve into the evolving relationship between digital literacy and language proficiency, communication skills, and cultural understanding.

By examining how learners, educators, and educational systems adapt to this digital transformation, we seek to shed light on the intricate dynamics that characterize

language acquisition in our technologically-driven environment. Digital literacy, once confined to basic computer skills, has evolved into a comprehensive set of competencies essential for effective language learning. Warschauer (2003) outlines the transformative potential of technology, emphasizing its role in bridging the digital divide and fostering social inclusion. In the realm of language acquisition, digital literacy extends beyond the mere use of devices, encompassing critical skills such as navigating online resources, evaluating information authenticity, and engaging with diverse digital platforms.⁴⁸

Chapelle (2001) emphasizes the significance of technology in language learning environments, emphasizing its foundations for teaching, testing, and research. The integration of digital tools and online platforms creates immersive and interactive environments that cater to diverse learning styles.⁴⁹ Thorne's (2003) exploration of artifacts and cultures-of-use further underscores the sociocultural aspect of technology in intercultural communication, providing learners with authentic and context-rich language experiences. As technology becomes an integral part of language classrooms, its potential to enhance language proficiency through contextually rich and interactive materials becomes increasingly evident. The advent of mobile-assisted language learning (MALL) introduces a new dimension to language acquisition. Stockwell (2013) highlights the flexibility and ubiquity of mobile devices, enabling learners to engage with language content anytime, anywhere. This shift from traditional classroom settings to personalized, on-the-go learning experiences aligns with the dynamic and mobile-oriented lifestyles of contemporary learners. MALL not only facilitates language practice but also promotes autonomy, allowing learners to tailor their language learning journey to

⁴⁸ Warschauer, M. (2003). *Technology and Social Inclusion: Rethinking the Digital Divide*. The MIT Press.

⁴⁹ Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.

their individual needs and preferences.⁵⁰ Levy's (2009) exploration of technologies in use for second language learning emphasizes the dynamic interplay between technological tools and language pedagogy. The integration of technology in language education extends beyond conventional methods, offering adaptive and personalized approaches that cater to diverse learner profiles. The incorporation of digital resources, multimedia elements, and interactive applications provides a rich tapestry for learners to engage with language in authentic and meaningful contexts. The dynamic synergy between technology and language education contributes to a more comprehensive and engaging learning experience. Warschauer and Healey's (1998) overview of computers and language learning delves into the historical development of technology in language education. From the early days of computer-assisted language learning (CALL) to the present era of sophisticated digital tools, the trajectory reflects a continual evolution towards more interactive, learner-centered, and communicative language learning environments. The fusion of multimedia, virtual environments, and artificial intelligence augments language learning possibilities, providing learners with a diverse range of resources to enhance their linguistic competence.⁵¹ Hubbard's (2008) exploration of CALL and the future of language teacher education highlights the role of technology in preparing educators for the digital era. As language teaching methodologies evolve, educators must navigate the integration of digital tools, multimedia resources, and online collaboration platforms into their pedagogical practices.

The digital literacy of language educators becomes pivotal in facilitating effective and innovative language instruction, aligning with the changing needs and expectations of contemporary language learners. As we traverse the landscape of

⁵⁰ Stockwell, G. (2013). Mobile-assisted language learning. In M. Thomas, H. Reinders (Eds.), *Task-based Language Learning and Teaching with Technology* (pp. 69–83). Continuum.

⁵¹ Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(02), 57–71.

language acquisition in the digital era, the synthesis of these perspectives illuminates the transformative potential of digital literacy.⁵² From the evolution of digital literacy competencies to the integration of technology-enhanced learning environments, the interplay between language acquisition and digital literacy shapes a new frontier in education. The subsequent sections will further unpack the intricate dynamics, exploring the impact of digital literacy on language proficiency, communication skills, and cultural understanding in greater detail.

Conclusion. In conclusion, the exploration of the impact of digital literacy on language acquisition unveils a transformative paradigm in education. The evolving relationship between technology and language learning reflects a dynamic landscape where digital literacy becomes a catalyst for enhanced language proficiency, communication skills, and cultural understanding. As learners, educators, and educational systems adapt to the digital era, the integration of technology reshapes traditional language learning paradigms, offering new possibilities for engaging, context-rich, and personalized language experiences.

The evolution of digital literacy in language learning highlights its expanded scope, encompassing not only technical skills but also critical competencies such as information evaluation and online collaboration. The integration of technology-enhanced language learning environments, mobile-assisted language learning, and the dynamic synergy between technology and pedagogy contribute to a more immersive and learner-centered language acquisition journey. Mobile-assisted language learning, in particular, stands out as a pivotal development, providing learners with unprecedented flexibility and autonomy. The ubiquity of mobile devices transforms language practice into a continuous and personalized endeavor, aligning with the on-the-go nature of contemporary lifestyles. This shift towards personalized, anytime, anywhere language learning experiences underscores the adaptability of digital literacy to the evolving needs of learners. The integration of

⁵² Hubbard, P. (2008). CALL and the Future of Language Teacher Education. *CALICO Journal*, 25(2), 175–188.

technological tools and multimedia resources creates a rich tapestry for learners to engage with language authentically. The overview of computers and language learning, from the early days of computer-assisted language learning to the present era of sophisticated digital tools, exemplifies the continuous evolution towards more interactive, communicative, and learner-centric language learning environments. Looking ahead, the future of language education is inseparable from the digital realm. The fusion of technology and language learning not only augments traditional methods but also opens new avenues for exploration, collaboration, and cultural exchange. As language educators navigate this digital landscape, their own digital literacy becomes pivotal, shaping the effectiveness and innovation of language instruction. The journey through this exploration has unraveled the profound implications of digital literacy, emphasizing its significance in fostering a generation of language learners equipped with the skills and adaptability needed for success in our ever-evolving globalized world.

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PHRASEOLOGICAL UNITS WITH A CLOTHING COMPONENT IN ENGLISH LANGUAGE

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Abstract: This study delves into the intricate fabric of phraseological units, unraveling the threads of language intricately woven into the realm of fashion in both English and Russian. Investigating idiomatic expressions related to attire, style, and personal appearance, the analysis unveils the cultural nuances and linguistic intricacies embedded in these phraseological units.

Key Words: phraseological units, idioms, clothing terminology, cross-cultural analysis, linguistic expressions, fashion language.

Аннотация: Это исследование углубляется в сложную ткань фразеологических единиц, распутывая языковые нити, причудливо вплетенные в сферу моды как в английском, так и в русском языках. Исследуя идиоматические выражения, связанные с одеждой, стилем и внешним видом, анализ раскрывает культурные нюансы и лингвистические сложности, заложенные в этих фразеологизмах.

Ключевые слова: фразеологические единицы, идиомы, терминология одежды, кросс-культурный анализ, лингвистические выражения, язык моды.

A phraseological unit with a clothing component refers to a fixed and commonly used expression or phrase in a language that incorporates elements related to clothing or attire. These expressions often involve metaphorical or figurative language, creating a connection between the linguistic expression and various aspects of clothing, fashion, or personal appearance.⁵³

Fashion significantly influences language by infusing it with dynamic and evolving expressions. As fashion trends emerge and subcultures evolve, they contribute unique terms, metaphors, and idioms that become embedded in everyday language.

⁵³ Киреева, Е.В. История костюма: европейский костюм от античности до XX века / Е.В.Киреева. - М.: Просвещение, 1970. – 20с

This influence is evident in both formal and informal discourse, shaping linguistic trends and reflecting societal values and style preferences. Additionally, the rise of digital platforms further accelerates the dissemination of fashion-related language, creating a dynamic interplay between clothing trends and linguistic expression.⁵⁴

English phraseological units with a fashion component often incorporate terms and metaphors related to clothing, style, and appearance. Here are a few examples: *kick the habit* – originally meaning to quit a bad habit, in a fashion context, it can suggest abandoning a particular style or clothing preference; *fit like a glove* – describing a perfect fit, this phrase is commonly used in fashion to express how well a garment suits someone; *in the same vein* – typically meaning similar or alike, in a fashion context, it could refer to following a specific style or trend; *off the cuff* – referring to speaking or doing something without preparation, in fashion, it can describe a casual, spontaneous style; *dress to impress* – encouraging someone to wear stylish or formal clothing to make a favorable impression, commonly used in fashion advice.⁵⁵

Analyzing these units provides insights into how language reflects fashion concepts, blending everyday expressions with elements of style and appearance.

The use of fashion-related phraseological units in English and Russian displays both similarities and unique cultural expressions:

1. **Pop Culture Influence:** phrases and expressions from popular culture, including music, movies, and social media, influence fashion language. Slang and references from these sources find their way into the lexicon, shaping the way people describe and discuss style.
2. **Cross-Cultural Exchange:** globalization and cross-cultural exchange contribute to the incorporation of terms from different fashion traditions. Words borrowed from other languages or expressions influenced by diverse cultural aesthetics enrich the fashion vocabulary.
3. **Digital and Social Media Impact:** social media platforms play a crucial role in the rapid dissemination of fashion-related language. Hashtags, captions, and terms associated with influencers become part of the digital fashion lexicon.
4. **Youth and Street Culture Language:** language evolves with the influence of youth and street culture, introducing slang and expressions that resonate with

⁵⁴ Surace S. J. Zoot Suits and Mexican Symbols in Crowd Behaviour // The American Journal of Sociology. 1956. No. LXI. P. 14-20; Horowitz R. T. From elite fashion to mass fashion // European Journal of Sociology. Archives. Cambridge University Press. Vol. 6, № 2. P. 283-295.

⁵⁵ Bahromovna, Y. S. (2021). Thematic Division Of Clothing Names In English And Uzbek. European Journal Of Innovation In Nonformal Education, 1(2), 61–62. Retrieved From <https://Inovatus.Es/Index.Php/Ejine/Article/View/41>

subcultures. These linguistic innovations often become part of mainstream fashion discourse.

5. **Rapid Trends and Microseasons:** the fast-paced nature of fashion trends, driven by microseasons and constant releases, prompts the creation of short-lived yet impactful terms. These terms capture the essence of fleeting trends and fads.

6. **Reappropriation and Remixing:** Language in fashion evolves through the reappropriation and remixing of existing terms. Words may take on new meanings or be combined in innovative ways, reflecting the ever-changing landscape of style.

7. **Fashion Journalism and Critique:** Fashion journalism and critique contribute to language evolution by introducing insightful analysis and descriptive terms. Critics and writers play a role in shaping how fashion is discussed and perceived linguistically.

In conclusion, the cross-cultural comparisons highlight both shared terminology influenced by global fashion trends and distinct linguistic features rooted in cultural identities. The influence of digital media, celebrities, and subcultures further emphasizes the dynamic nature of fashion language, adapting to the rapidly evolving landscape of the industry.

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"Teaching Writing Creatively in English: Unlocking Students' Expressive Potential"

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Abstract: In recent years, there has been a growing recognition of the importance of fostering creativity in language learning, particularly in the realm of writing. Teaching writing creatively in English not only enhances language skills but also unlocks students' expressive potential, encouraging them to explore their imagination and communicate effectively. This article explores various strategies and approaches for educators to nurture creative writing skills in English classrooms.

Key words: *Establishing a Creative Environment, Incorporating Literature and Art, Promoting Brainstorming Sessions, Using Creative Writing Prompts, Emphasizing the Writing Process, Incorporating Technology, Encouraging Peer Feedback, Integrating Multimodal Approaches, Setting Creative Challenges, Assessing Creativity*

Introduction:

Teaching writing in English is not just about imparting grammar rules and sentence structures; it's about fostering creativity, self-expression, and a love for language. This article explores effective strategies for teaching writing creatively in an English language classroom.

Main Part:

Teaching writing creatively in English goes beyond conventional methods. By creating a supportive environment, utilizing diverse strategies, and embracing technology, educators can inspire students to become confident, imaginative, and expressive writers. In doing so, we not only teach writing skills but also cultivate a lifelong appreciation for the beauty and power of words.

1. Establishing a Creative Environment:

Creating a supportive and open-minded classroom environment is crucial for fostering creativity. Encourage students to express themselves without fear of judgment. Displaying and celebrating their work can boost confidence and motivation.

2. Incorporating Literature and Art:

Integrate literature and art into writing lessons to inspire creativity. Expose students to a diverse range of literary works and artistic expressions. Discussing different

writing styles, genres, and forms can broaden their perspectives and stimulate creativity.

3. Promoting Brainstorming Sessions:

Conduct brainstorming sessions to generate ideas collectively. Encourage students to share their thoughts and build on each other's creativity. This collaborative approach can lead to innovative and imaginative writing projects.

4. Using Creative Writing Prompts:

Employ creative writing prompts to spark students' imagination. These prompts can be thematic, visual, or even based on current events. Providing a starting point helps overcome writer's block and guides students into uncharted creative territory.

5. Emphasizing the Writing Process:

Highlight the importance of the writing process, including drafting, revising, and editing. Understanding that creativity evolves through multiple stages can alleviate the pressure of producing a perfect piece on the first attempt.

6. Incorporating Technology:

Leverage technology to enhance creative writing experiences. Blogging platforms, digital storytelling tools, and collaborative writing platforms offer students new avenues to express themselves creatively and share their work with a broader audience.

7. Encouraging Peer Feedback:

Promote a culture of constructive feedback among students. Peer reviews not only refine writing skills but also expose students to diverse perspectives, fostering a collaborative and supportive writing community.

8. Integrating Multimodal Approaches:

Explore multimodal approaches by combining writing with other forms of expression, such as audio, visual elements, or even performance. This allows students to engage with language creatively in various modes.

9. Setting Creative Challenges:

Introduce creative challenges or competitions to motivate students. Whether it's writing a short story, creating a poem, or developing a script, challenges provide a structured yet exciting way to channel creative energy.

10. Assessing Creativity:

Develop assessment criteria that value creativity alongside conventional writing skills. Encourage students to reflect on their creative choices and articulate how their work demonstrates innovation and originality.

In conclusion, teaching writing creatively in English involves cultivating an environment that nurtures imagination, embraces diverse expressions, and values the creative process. By incorporating these strategies, educators can inspire students to harness their creative potential and become more confident and effective writers in English.

In the realm of creative writing, educators play a pivotal role in creating an environment that stimulates imagination. Establishing a supportive and encouraging atmosphere where students feel free to express their ideas is crucial. The educator serves not only as a guide but also as a source of inspiration, sparking the creative flame within each student.

The study was conducted on the basis of a writing task for high school students, based on the Uzbek Olympiads. Evaluation and analysis of data was supported by qualitative methods of research that allowed for graphic representation of the information gathered.

Cultural and social changes are known to exercise a significant influence on various spheres of life, including that of education. These external factors have led to universities adopting new methods, pedagogy, approaches and educational styles, which in their turn have contributed to a change in teacher-student interaction patterns. Initially viewed as ‘mere objects of teaching’, learners were later on actively involved in a learning process characterised by individualised and interactive components. The role of the teacher has also undergone significant transformations, with a clear shift towards their status as guides, advisers and facilitators, rather than authoritative figures. Therefore, a creative approach to language teaching appeared as a response to sociocultural changes in conjunction with the growing need for creativity, flexibility and good communication skills.

A creative approach to language teaching is centred around the idea that creativity possesses an innate quality, characteristic of every person and every language. The proponents of this approach claim that every individual is capable of being creative under certain conditions with the teacher having to stimulate this faculty in students by means of creative activities. Within the framework of a creative approach to language teaching, language teachers have three advantages at their disposal. Firstly, it is the creative nature of any human language which enables us to communicate ideas in various ways. Secondly, language classes can be built upon different topics, which expand learners’ horizons while still focusing on language. Thirdly, language classes help incorporate creative activities, such as closeto reality situations, requiring that students use novel steps and techniques in order to succeed in performing certain tasks. A creative approach to language teaching is based on certain general factors and generic principles required to stimulate a creative atmosphere in the classroom. General factors include regular practice activities, encouraging students to disclose their creativity through being kind and supportive, implementing a variety of inputs, processes and products to create the atmosphere of expectancy, etc. Generic principles focus on the implementation of heuristics, the application of the principles of constraint, association, etc.

CONCLUSION

In conclusion, teaching writing creatively in English is about unlocking the potential within each student to express themselves uniquely. By employing these strategies, educators can create an environment that not only enhances writing skills but also nurtures a lifelong love for creative expression in the English language.

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TILNING LUG‘AT BOYLLIGINING SISTEMA SIFATIDA TADQIQ QILINISHI

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Leksikologiyada tilning lug‘at boylligi sistema sifatida tadqiq qilinadi, chunki bu boyllik so‘zlar va iboralarning oddiy, mexanik yig‘indisi emas, balki o‘zaro aloqada bo‘lgan, birining bo‘lishi ikkinchisining bo‘lishini taqozo qiladigan lug‘aviy birliklar va elementlar tizimidir, bu tizimdagi so‘z va elementlar yaxlit bir "organizm"ning "to‘qimalari" va "hujayralari" munosabatida bo‘ladi: so‘zlarning ifoda va mazmun tomonlari orasidagi aloqalar, leksik ma‘no va uning semalari o‘rtasidagi butun va qism munosabatlari, so‘z ma‘nolarining paradigmatic va sintagmatic xususiyatlari shundan dalolat beradi. Bu tizimning asosiy birligi so‘z ekanligini hisobga olsak, leksikologiyada bevosita so‘zning o‘zi bilan bog‘liq masalalar ham ko‘riladi: so‘zning til birligi sifatidagi mohiyati, so‘z strukturasi (ifoda va mazmun planlari, semantik tarkibi), leksik ma‘no va uslubiy semalar, leksik ma‘no va etimon, leksik ma‘no taraqqiyoti, udual va okkazional ma‘nolar shular jumlasidandir.

So‘z tilining eng muhim nominativ birliklaridir, chunki u borliqdagi narsa-buyumlarni, predmet sifatida tasavvur qilinadigan mavhum tushunchalarni, harakat-holatni, rang-tus, maza-ta‘m, hajm-miqdor, xislat kabi belgi-xususiyatlarni nomlaydi: daraxt (predmet nomi), ong (mavhum tushuncha nomi), ishlamoq (harakat nomi), oq (rang-tus nomi), shirin (maza-ta‘m nomi), katta (hajm nomi), besh (miqdor nomi) kabi. Tilning lug‘at boylligidagi bunday so‘zlar leksik birliklar sanaladi.

Tilda nomlash xususiyatiga ega bo‘lmagan, binobarin, leksik birlik sanalmaydigan so‘zlar ham bor, ular faqat grammatik yoki modal ma‘nolarni ifodalaydi, shunga ko‘ra grammatik so‘zlar yoki morfema-so‘zlar hisoblanadi: yordamchi so‘zlar, modal so‘zlar, taqlidiy so‘zlar, undovlar, olmoshlar shular jumlasidandir.

Tildagi barcha so‘zlarning yig‘indisiga, so‘z jamg‘armasiga vokabulyar deyiladi. Har bir tilning vokabulyaridan munosib o‘rin tutgan so‘zlar doimiy ravishda bir-birlari bilan paradigmatic (o‘xshashlik) va sintagmatic (qo‘shnashlik) munosabatlarda bo‘lib turadi. Shunga ko‘ra ularni bir necha guruhga bo‘lib o‘rganish mumkin.

Bir sathga oid til birliklarining ma'lum axborot tashish ushun ketma-ket bog'lanib kelishi sintagmatik (qo'shnishilik, ketma-ketlik) munosabat deyiladi.

Leksik ma'no leksemaning nimanidir nomlashi (atashi), anglatishi va ifodalashidir. U quyidagi uch hodisa o'rtasidagi bog'lanishdan tarkib topadi: a) fonetik so'z (leksemaning fonetik qobig'i, shakli); b) fonetik so'z tomonidan nomlangan predmet, hodisa, tushuncha (denotat, referent); v) fonetik so'z tomonidan ifodalangan ma'no (signifikat, u inson ongida denotot haqida shakllangan ma'nodir). Demak, fonetik so'z predmetni, denototni ataydi (denotativ ma'no), fonetik so'z inson ongidagi signifikatni ifodalaydi (signifikativ ma'no). Ana shu uchta birlik o'rtasidagi bog'lanishdan yuzaga kelgan semantik birlik leksik ma'no sanaladi.

Leksik ma'noning yana bir muhim belgisi shuki, u leksemaning til sistemasidagi boshqa so'zlar bilan turli darajada aloqaga kirisha olish imkoniyatini (valentligini) ham belgilaydi. Masalan, non va emoq leksemalarining ma'nolari shu ikki so'zning nutqda birikishini taqozo qiladi ("non emoq" kabi), ammo non va ichmoq leksemalari o'zaro birika olmaydi, chunki bu ikkala leksemaning ma'nolari, semik tarkibi bunga yo'l qo'ymaydi.

Leksek ma'no leksemaning ifoda plani (fonetik so'z) bilan tarixan bog'langandir, ammo birdan ma'no va tovushlar o'rtasida tabiiy bog'lanish bor degan xulosa chiqmasligi kerak, chunki tovush – ma'nosiz birlik, fizik-akustik hodisa; ma'no esa mavhum umumlashmadir. Tovushlar bilan ma'no o'rtasida tabiiy bog'lanma bo'lganda edi, bir ma'no tilda bitta so'z bilan ifodalanardi, aslida esa tilda bir ma'noning bir necha so'z bilan nomlanish hollari ham uchraydi: kulgi va xanda, yolg'onchi va aldanchi, chelak va satil kabi sinonimlarning birligi buning isbotidir. Demak, leksik ma'no fonetik birliklardan tarkib topgan fonetik so'zga (yoki bir necha fonetik so'zga) shu til egasi bo'lgan jamoa tomonidan biriktirilgan bo'ladi. Buni quyidagicha tavsiflash mumkin: borliqdagi narsa-hodisalar sezgi a'zolarimiz orqali ongimizga ta'sir qiladi, natijada inson ongida shu narsa-hodisalarning in'ikosi (obrazi) qoladi, unga nom tarzida biriktirilgan so'zning shakli ham ongimizda o'z aksini topadi. Shunday qilib bu ikki hodisa-predmet in'ikosi va so'z shakli obrazi o'rtasida doimiy, mustahkam aloqa bog'lanib, bir butun birlik yuzaga keladi: har safar narsa-hodisani ko'rganda yoki sezganda ongimizda shu narsaning in'ikosi bilan birga, uning nomi bo'lgan so'zning qiyofasi ham gavdalanadi yoki, aksincha, so'zni eshitganda shu so'z qiyofasi bilan birga u atagan narsa-hodisaning in'ikosi, obrazi tiklanadi. Ana shu ikki hodisa o'rtasidagi doimiy aloqa, bog'lanish leksik ma'no bo'ladi.¹ So'z va uning ma'nosi birgalikda inson ongida tushunchani shakllantiradi. Demak, so'zni tushunchaning tildagi belgisi (znak ponyatiya) deyish mumkin.² Biroq so'zning ma'nosi bilan tushuncha bitta narsa emas. Ma'no tushunchaning shakllanishida ishtirok etadi, unga poydevor bo'lib xizmat qiladi,

ammo soʻzning tarkibiy qismi boʻlganligidan til birligi sanaladi, tushuncha esa, garchi soʻz va uning maʼnosi bilan aloqa boʻlsa-da, inson tafakkurining mahsuli sifatida logik kategoriya hisoblanadi.

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**Особенности педагогических особенностей наблюдения за
акмеологической позицией у будущих учителей.**

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Аннотация: В данной статье на основе конкретных педагогических условий формирования акмеологической позиции у будущих учителей, совершенствования требований к современным учителям, возможностей и существующих условий процесса подготовки специалистов в педагогических вузах, преподавания в этих учебных заведениях предпринята попытка раскрыть процессы внедрения инновационных технологий в систему как проблему темы.

Ключевые слова: Акмеология, положение, содержание, сущность, студенты, инновационные методы, современные информационные технологии, приобретение знаний, умения и квалификация будущих учителей, педагогические условия.

Формируя у будущих педагогов в высших учебных заведениях акмеологическую позицию, она способствует повышению их активности в учебном процессе, воспитанию чувства ответственности по отношению к выбранной профессии, умению выражать свое отношение к различным реформам в обществе, а главное-умению добиваться определенных успехов на этапе своего развития. Студент, выбравший профессию, может хорошо знать, какие качества требуются ему лично для достижения высоких результатов в той области, которую он выбрал, и тем самым достичь вершины профессионального мастерства или профессионализма. Тот факт, что профессионализм полезен не только для самого человека, его близких, семьи, но и для общества и человечества, побуждает его к творческой работе, к неустанному поиску, не удовлетворенному своим уровнем совершенствования. Именно поэтому формирование акмеологической позиции у будущих учителей требует сегодня от каждого преподавателя умения в полной мере проявить таланты и творческий потенциал ученика и

показать место каждого фактора, обеспечивающего его прогресс. Это один из инновационных подходов к обучению по-новому.

Для того чтобы у каждого будущего педагога была своя личная позиция, у него должны быть сильные мотивирующие мотивы по отношению к выбранной специальности, а в жизни-сильно развитая потребность в достижении координации. Характер инновационного или нового образования, подчеркнутого в системе образования в Узбекистане, также силен тем, что в нем учитываются именно акмеологические факторы, подчеркивается необходимость индивидуального, гуманного подхода к личности, что, в свою очередь, предполагает развитие профессиональных навыков у учащихся.

Психологические особенности организации педагогического образования, вопросы повышения эффективности обучения, подготовки педагогических кадров, совершенствования в них профессиональных качеств и акмеологической позиции А. Н. А. Рыбников, Б. Г. Ананьев, А. А. Деркач и А. А. Бодалева, Н. В. Кузьмина, М.Очилов, Н.Н.Азизходжаева, Ф.Р.Юзликаев, О.Мусурмонова, В.А.Сластенин, М.Г.Давлетшин, Б.Р.Исследовано Джураевой и др.

Также Степанов С.Ю., А.А.Деркач, В.В., Пожарский С.Д., Головкин-Гаршина Н. В., Бранский В.Р., Зимняя И.И., О.А.Козыревы исследовали философские основы акмеологии как самостоятельной науки, феномен личности, роль акмеологии в достижении профессионального успеха, определение предмета акмеологической науки, сочетание социальной синергетики и акмеологии, акмеологические основы профессионального развития и проблемы развития компетентности педагога на основе акмеологического подхода.

Основы учебно-воспитательного процесса формирования акмеологической позиции у будущих педагогов высших учебных заведений в этом направлении достигнуть определенного успеха происходит на основании соблюдения следующих условий:

правильное установление частных целей на основе основной цели организации деятельности высшего учебного заведения;

- 1) достижение единства и взаимосвязанности процессов обучения и воспитания;
- 2) учет наличия объективных и субъективных условий;
- 3) считается необходимым проявление в личности будущих педагогов совокупность работ профессиональной культуры (качества) и определение их сущности;
- 4) Создание профессиограммы будущих учителей;
- 5) теоретическая интерпретация базовых понятий;

б) формирование акмеологической позиции у будущих педагогов технологии, а также создание механизма этого процесса.

Формирование акмеологической позиции будущих учителей в дальнейшем является процессом, гарантирующим эффективность организуемой ими педагогической деятельности, в процессе которой решаются следующие задачи:

- важный фактор в организации профессиональной деятельности студентов предоставление теоретической информации в отношении качеств, служащих качествами и условиями их составления, а также социальной и личностной значимости этих качеств;

- формирование акмеологической позиции у будущих педагогов, определение индивидуальной потребности в их укреплении;

- на пути становления акмеологической позиции у учащихся

формирование навыков организации самостоятельной деятельности;

- технологические по отношению к организации педагогической деятельности в них

и обеспечить появление творческого подхода;

- обеспечение у студентов, обучающихся в высшем учебном заведении профессиональной культуры положительного содержания, отражающей представления о личности педагога, его деятельности, установление педагогического этикета (педагогической грации), культуры речи, овладения приемами движения и речи и др.);

Основное место в формировании акмеологической позиции у будущих педагогов занимают следующие принципы:

1. Систематическая, непрерывная, последовательная и целенаправленная организация процесса формирования акмеологической позиции у студентов высших учебных заведений.

2. Четкая целенаправленность данного процесса.

3. При формировании у учащихся акмеологической позиции их учет личностных и психологических особенностей.

4. Единство теории и практики. Требуется учитывать эффективность педагогического воспитания будущих педагогов при формировании акмеологической позиции. Внутренняя (субъективная) и внешняя (объективная) эффективность процесса формирования акмеологической позиции будущих педагогов определяется следующими показателями:

- уровень усвоения ими Основ учебных предметов, создаваемых по методике дисциплин, входящих в рамки педагогической системы, т. е. определенный уровень усвоения педагогических знаний;

- уровень усвоения учащимися педагогического этикета, педагогической грации, культуры речи (обращения), движений и речевых приемов;

- масштаб практической педагогической деятельности и уровень ее эффективности.

Опираясь на личностно-психологические особенности учащихся, мы попытались определить степень формирования у них акмеологической позиции по следующим критериям:

1. Понимание социальной и профессиональной значимости акмеологической позиции.
2. Возникновение потребности и интереса к овладению профессиональной культурой, умениями и навыками.
3. Владение глубокими педагогическими знаниями.
4. Уважение к педагогической профессии.
5. Потенциал (умение) организации педагогической деятельности.

На основании изложенных выше мнений были сделаны следующие выводы:

1. Формирование акмеологической позиции будущих педагогов в высших учебных заведениях является общественной необходимостью, а также наличие у них высокого уровня профессиональной компетентности гарантирует эффективную организацию педагогической деятельности и достижение определенных успехов.

2. Технологический подход к процессу формирования акмеологической позиции будущих педагогов позволяет спроектировать данный процесс и создать модель личности ученика.

3. На наш взгляд, необходимо, чтобы модель процесса формирования акмеологической позиции будущих педагогов вуза могла пролить свет на сущность следующих процессов:

- изучение личности студента и выявление имеющихся у него личностных качеств;
- диагностика состояния формирования акмеологической позиции у учащихся;
- предоставление студентам специальных и специальных знаний (в процессе которых целесообразно формирование у них навыков и умений

самостоятельного обучения и пользования услугами информационных технологий);

- организация воспитательной работы (в этом процессе необходимо уделять особое внимание организации воспитательной работы на основе личных инициатив учащихся);

- эффективная организация педагогической практики;

- определение степени сформированности акмеологической позиции;

- давать конкретные инструкции и организовывать консультации.

Заключение таким образом, можно сказать, что акмеологическая позиция будущих педагогов проявляется в высокой способности применять на практике полученные знания, умения и навыки. Одним из основных направлений развития системы образования в современном обществе является организация целенаправленной и самостоятельной деятельности человека в различных сферах. Таким образом, можно будет добиться более эффективных результатов в обучении путем выделения конкретных педагогических условий формирования акмеологической позиции у будущих педагогов с особым вниманием к следующим мотивационным, социальным, информационно-содержательным, деятельностным, дидактическим факторам.

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SUG'ORISHNI NO'XAT ILDIZIDAGI TUGANAK BAKTERIYALARGA TA'SIRI

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ANNOTASIYA Dukkakli don ekinlari ildizida yashovchi tuganak bakteriyalar biologik azot to'playdi va ular tuproqda organik moddalar miqdorini, tuproqni suvfizik xossalarini yaxshilaydi, tuproq unumdorligini oshiradi. Biz tomonimizdan olib borilgan tadqiqotlar no'xat navlarining ildizida tuganaklar massasini o'rganishdan iborat.

Kalit so'zlar. Dukkak, suv-fizik xossa, biologik azot, nitratlar, mikroflora, mahsuldorlik koeffitsiyenti, simbioz, faza.

KIRISH

No'xat boshqa xil dukkakli o'simliklar singari ildizida joylashgan azot to'plovchi bakteriyalar yordamida tuproqni azot birikmalari bilan boyitadi. No'xat oqsilga boy hosil berish bilan birgalikda ildizdan tuganak bakteriyalar yordamida azot to'plab tuproqni boyitishga yordam beradi. No'xat g'alla ekinlari uchun yaxshi o'tmishdosh ekin bo'lib, u yerni azot bilan boyitadi, hosildorlikni oshiradi. Biroq tuganak bakteriyalar hamma vaqt ham ildizda bo'lavermaydi. Ularning ko'payishi uchun eng qulay sharoit tuproq namligi uning g'ovakligi hamda unumli tuproqlarda bakteriyalar yaxshi rivojlanadi. Issiq haroratli sharoitda dukkakli o'simliklar azotni yaxshi o'zlashtirmaydilar. Shuning uchun ularda azot yetishmasligi kuzatiladi. Masalan, tuproqning ildiz yetgan qavatida harorat 320 S bo'lganda tuganak bakteriyalar ildizda hosil bo'lmaydi va erkin azot o'zlashtirilmaydi. Tuganak bakteriyalarning o'sishi va rivojlanishi uchun optimal harorat 200 S atrofida bo'lishi lozim.

Lalmikor yerlarda no'xat ildizi atrofida harorat aprel va may oylarida optimum (200 S) darajada bo'ladi va tuganak bakteriyalarning rivojlanishi yaxshi bo'ladi. Biroq lalmikor yerlarda bazan namgarchilik yetishmasligi sababli tuganak bakteriyalarning rivojlanishi uchun noqulay sharoit tug'ilishi mumkin. Chunonchi, tuproq namligi 20%dan 12,5% gacha pasayganda ildizdagi tuganaklar parchalanib halok bo'ladilar.

Lalmikor yerlardagi no'xat ildizidagi tuganaklar soni sug'oriladigan yerlarda o'stirilgan no'xat ildizidagi tuganaklar sonidan ancha past bo'ladi.

Masalan: sug'oriladigan yerlarda o'stirilgan 100 ta no'xat o'simligi ildizdagi tuganaklar hajmi 150 sm² bo'lgan bo'lsa, bu ko'rsatkich lalmikor yerlardan no'xat ildizida 22,1 sm³ ni tashkil etdi èki 7 barobar kam miqdorda bo'ldi.

Biz bu tajribamizda sug'oriladigan yerlarda no'xatni parvarishlaganda uning ontogenezida tukanak bakteriyalarning hosil bo'lishi va ularning hajmini aniqlashga harakat qildik. Tajribalar olib borilib, ularda no'xat navlari ildizlarida g'unchalashgacha va dastlabki gullash, yalpi gullash va dukkaklash fazalarida tukanaklar massasi aniqlandi. Tukanak massalari no'xatning Yulduz, O'zbekiston-32, Milyutin-6 va Umid navlarida o'rganiladi. Olingan tajriba natijalari 2-jadvalda keltirilgan.

Yuqoridagi malumotlardan malum bo'lishicha tukanaklar massasining hosil bo'lishi faqatgina 2 navlar bo'yicha emas, balki yillar orasida farqlanib, bu ko'rsatkich no'xatning rivojlanish fazalarida ham o'zgarib boradi. No'xat ildizida hosil bo'lgan tukanaklar massasi navlar orasida farqlanib, u eng ko'p miqdorda Umid navi ildizida hosil bo'ladi. Chunonchi bu navning g'unchalashgacha bo'lgan davrda ildizdagi tukanaklar massasi 7,9 grammni, g'unchalash va dastlabki gullash davrida 13 grammni va yalpi gullash va dukkaklash davrida 14,0 grammni tashkil qilgan bo'lsa, bu ko'rsatkich mutanosib ravishda O'zbekiston-32 navida 5,6; 11,0; 12,8 grammni, Milyutin-6 navida 5,7; 10,1; 10,8 grammni va Umid navida 6,4; 11,7 va 12,8 grammga teng bo'ldi, agar bu ko'rsatkich uch yillik malumotlarning o'rtachasi hisobida olinganda Umid navida to'plangan tukanaklar massasi boshqa navlardagi tukanaklar massasiga nisbatan gullashgacha bo'lgan davrda 1,3-2 grammgacha g'unchalash va dastlabki gullash davrida 0,7-2 grammgacha va hamda yalpi gullash va dukkaklash davrida 1,2-2,2 grammgacha ortiq bo'lganligi qayd qilindi. Ildizda to'plangan tukanaklar massasi ham no'xat ontogenezi davrida o'zgarib borishi aniqlandi. Barcha navlarda g'unchalashgacha bo'lgan davrda hosil bo'lgan tukanaklar massasi ontogenezning oxiri yalpi gullash va dukkaklash fazalari doniga nisbatan kam miqdorda bo'ladi.

Chunonchi tukanaklar massasi ko'p to'playdigan Umid navida g'unchalashga bo'lgan davrda ildizda to'plangan tukanaklar massasi o'rtachi 3 yilda 7,1 grammi tashkil etgan bo'lsa, bu ko'rsatkich g'unchalash va dastlabki gullash davrlarida 13,6 grammga va yalpi gullash va dukkaklash davrida esa 14,9 gramga teng bo'ladi. Umid navi ontogenezining oxirlarida to'plangan tukanaklar massasidan 7,8 gramm eki 2 barobar ortiq bo'ldi. Ana shunday qonuniyat qolgan Yulduz, O'zbekiston-32 va Milyutin-6 navlarida ham qayd qilindi. Xulosa Dukkaklash fazasidan keyin to'plangan tukanaklar massasi keskin kamayib, uni o'lchash imkoni bo'lmaganini sababli bu malumotlarni jadvalda keltirmadik. O'rtacha bir yilda no'xat ildizida to'plangan tukanaklar massasi tahlil qilinganda eng ko'p miqdorda tukanaklar massasi "Umid" navida ontogenez davrida to'plangan tukanaklar massasi bir yilda o'rtacha 11,4 ni tashkil etgan holda, bu ko'rsatkich mutanosib ravishda O'zbekiston-32 navida 9,0 grammni va Yulduz navida 10,6 grammi tashkil qildi, yani "Umid" navida to'plangan tukanaklar massasi boshqa navlardagi to'plangan tukanaklar massasidan 1,2-2,4 grammgacha ortiq bo'ldi.

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TA'LIMNI AXBOROTLASHTIRISHDA INTELLEKTUAL TA'LIM TIZIMLARI

Madjitova Kamola Azlar qizi

Chirchiq shahar kasb-hunar maktabida ingliz tili o'qituvchisi

Annotatsiya: Ta'lim tizimining asosiy vazifasi ijtimoiy buyurtmani bajarishda davlat ehtiyojlarini qondirishdan iborat. Zamonaviy talablari o'quv jarayonini doimiy ravishda takomillashtirishni talab qiladi, shuning uchun o'quv jarayoni o'zgaruvchan talablarga tezda moslashish uchun yetarlicha tizimlashtirilgan bo'lishi kerak. Talabalarni o'qitish sifatini oshirish va tegishli ta'lim muhitini shakllantirish vositalaridan biri sun'iy intellekt elementlariga ega o'quv tizimlaridan foydalanishga asoslangan o'qitishning yangi axborot texnologiyalaridir.

Kalit so'zlar: intellektual tizim, sun'iy intellekt, axborot texnologiyalari, ta'lim, axborotlashtirish, kompyuter, intellektual ta'lim tizimi.

Kompyuter texnologiyalari inson faoliyatining barcha jabhalariga – fan, ishlab chiqarish, ta'lim, kundalik hayotga keng joriy etilishi yangi, kompyuter davrining kelishini anglatadi.

Intellektual ta'lim tizimi - bu moslashuvchan ta'lim dialogini amalga oshirish, o'quv ma'lumotlarini qidirish va qayta ishlash va yuqori sifatli o'quv jarayonini tashkil etish uchun mo'ljallangan, bir butunga bog'langan texnik, dasturiy-algoritmik va axborot-uslubiy vositalar to'plami.

Intellektual ta'lim tizimi talabani fan sohasi modeli, talaba modeli, talabaning bilim tizimini nazorat qilish modeli va oliy ta'lim muassasasi talabasi talablariga moslashtirish asosida tayyorlaydi.

Intellektual ta'lim tizimlarini qo'llashning ko'p jihatlari o'qituvchilar, psixologlar, axborot texnologiyalari sohasidagi mutaxassislar tomonidan ishlab chiqilgan: pedagogik tizimlar nazariyasining fundamental muammolari va ta'limdagi innovatsion jarayonlar (P. Ya. Gallerin, V. Davydov, M. I. Maxmutov va boshqalar), kibernetik ta'lim nazariyasini rivojlantirish va avtomatlashtirilgan ta'limni yaratish (Yu. K. Babanskiy, V. P. Bepalko, A. I. Berg, V. M. Glushkov, N. F. Talyzina, N. D. Nikandrov, I. Ya. Lerner va boshqalar); ta'lim jarayonida sun'iy intellekt elementlari bilan o'quv qo'llanmalarini yaratish / foydalanish bilan bog'liq

tadqiqotlar N. P. Brusentsov, P. L. Brusilovskiy V. A. Petrushin va boshqalar tomonidan amalga oshirildi.

Rossiya olimlari (A. A. Andreeva, N. V. Apatova, E. I. Mashbits, E. S. Polat, I. P. Norenkova va boshqalar) tadqiqotlarida o'qitish tizimini qurishning umumiy tamoyillari shakllantirilgan, ularni ta'limda qo'llashning asosiy yo'nalishlari aniqlangan. Lekin shu bilan birga ularda umumta'lim maktablari faoliyatining o'ziga xos jihatlari hisobga olinmaydi.

Sun'iy intellekt tizimlarining imkoniyatlaridan foydalanish o'z-o'zini ta'lim jarayonini tashkil etish uchun jiddiy shart-sharoitlarni yaratadi, bilimlarni mustaqil ravishda olish qobiliyatini shakllantiradi va ta'lim faoliyatini intellektuallashtirishga yordam beradi; tafakkurning analitik-sintetik turlarini rivojlantirishga, nazariy tafakkur elementlarini shakllantirishga kirishadi. Borgan sari ko'proq ta'lim shaxsning kognitiv va ijodiy qobiliyatlarini rivojlantirishga qaratilgan. Shuning uchun aqlli tizimlarni ishlab chiqishda talabalarning ham, o'qituvchilarning ham psixologik xususiyatlariga katta e'tibor beriladi.

Bugungi kunga qadar minglab o'quv tizimlari yaratilgan, ammo ularning umumiy qabul qilingan tasnifi mavjud emas. Ko'pgina mualliflar[4, 5] tizimlarning quyidagi turlarini aniqlaydilar: bilim, ko'nikma va malakalarni mustahkamlash uchun mo'ljallangan trening; kognitivist, kontseptsiyalarni o'zlashtirishga qaratilgan va dasturlashtirilgan ta'limga yaqin rejimda ishlash; muammoli ta'lim, ta'lim va kognitiv muammolarni hal qilishni o'rganishga va bilvosita nazorat tamoyillarini amalga oshirishga qaratilgan; simulyatsiya va modellashtirish; o'yinni o'rganish vositasi sifatida ishlatadigan o'yin; sinov va tekshirish; ma'lumotnoma va ma'lumotlar (ma'lumotlar bazalari va bilimlar banklari, axborot-qidiruv tizimlari, lug'atlar va boshqalar). Intellektual ta'lim tizimlarining turli tasniflarining mavjudligi bu tizimlarning keng imkoniyatlaridan dalolat beradi. Keling, har xil turlarni batafsil ko'rib chiqamiz va ularning xususiyatlarini ta'kidlaymiz.

Avtomatlashtirilgan o'quv tizimlarini optimal loyihalash uchun zamonaviy talablarni tahlil qilish va ularni yaratishning yangi usullari quyidagi turlarga ajratilgan:

1. Nazariy bilimlarni shakllantirish va qidiruv ko'nikmalarini rivojlantirishning didaktik vazifasini hal qiluvchi axborot va ma'lumot tizimlari. Intellektual ma'lumot muhitiga misol sifatida keng so'rovlar tili va ma'lumotlar bazasida boy assotsiativ havolalar to'plamiga ega o'quv kurslari mavjud.
2. "Talaba modeli" quyi tizimi mavjudligida axborot va ma'lumot tizimlaridan farq qiluvchi konsalting tipidagi tizimlar.

3. Tegishli ravishda ma'lum ko'nikmalarni shakllantirishning didaktik funksiyasini bajaradigan intellektual o'qitish (ekspert tayyorlash) tizimlari. Bunday tizimlar kengaytirilgan interfeys, talabaning bilim va ko'nikmalarini to'g'rilash, uning xatolarini tashxislash vositalari bilan amalga oshiriladi.

4. Boshqaruv tizimlari mavjud o'qitish tizimlarining eng murakkab turlari bo'lib, asosan kompyuter texnikasi yordamida o'quv jarayonini boshqarishga mo'ljallangan. Bunday tizim diagnostik ekspert tizimi bo'lib, uning faoliyatining yakuniy maqsadlari, o'rganish strategiyalari va erishilgan natijalar haqidagi bilimlarni taqqoslaydi.

5. Yordamchi turdagi tizimlar o'quvchining noto'g'ri harakatlarini aniqlashda yordam berish bilan, haqiqiy mavzuning barcha tarkibiy qismlarini o'z ichiga olgan ba'zi instrumental muhitda ishlashda talabaning faolligini kuzatib boradi.

Xulosa o'rnida aytish mumkinki, intellektual ta'lim tizimlarida ta'limni boshqarish o'quv tizimining o'zi tomonidan ta'lim natijalari asosida belgilanadi. Bu yerda ta'lim rejasi mavjud vaziyatga mos ravishda dinamik shakllanadi. Amalga oshirish fan sohasi, o'quv jarayoni, talaba haqidagi bilimlar asosida amalga oshiriladi. Yagona muhim kamchilik - bu ma'lum bir mavzu sohasiga bog'lash.

Ma'lum bir fan sohasiga bog'langan bo'lishiga qaramay, o'qitish tizimini rivojlantirish va ta'limni axborotlashtirishda intellektual ta'lim tizimlarini rivojlantirish birinchi o'ringa chiqadi. Ko'rinib turibdiki, intellektual texnologiyalar zamonaviy axborot jamiyati sharoitida ta'lim xizmatlari sifatini oshirishning yangi yo'llarini ochib beradi.

Yuqorida aytilganlarga asoslanib, shuni ta'kidlash mumkinki, kompyuter texnologiyalarining asosiy maqsadi: yosh avlodni axborotlashtirilgan jamiyatda hayotga tayyorlash, bunda axborotni qayta ishlashning muhim ulushni va bunday texnologiyalar ishlab chiqarish va ilmiy faoliyatning barcha sohalarida yetakchi o'rinni egallaydi; birinchi navbatda kompyuter tegishli bo'lgan axborotlashtirish vositalarini joriy etish orqali o'quv jarayoni samaradorligini oshiriladi.

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USING SOFTWARE TOOLS WHEN CREATING ELECTRONIC TEXTBOOKS

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Annotation. This article reveals the methods of using software tools when creating electronic textbooks and their application in the educational process.

Keywords. Education, electronic, textbooks, HTML5, Articulate Studio, CourseLab, Adobe Flash, Adobe Captivate, Lectora, E-Learning.

Today, various teaching software tools are widely used in the educational systems of developed countries of the world. Instructional visual software tools are created using authoring software. The use of such programs in the educational process leads to high results, the reason is that when receiving information regarding knowledge transmitted in the audience and performing tasks, the student simultaneously hears and sees and assimilates. Author software is a software tool designed to partially or completely automate the learning process using computer technology. They are considered one of the promising forms of improving the effectiveness of the educational process and are used as a teaching tool of modern technologies. It is very convenient to create electronic textbooks using author's software. Electronic textbooks, using computer technology, maximize understanding of the most important concepts and laws as well as keeping in mind.

Articulate Studio is an instrument package for creating fully functional and high-quality interactive learning Resources-Articulate Studio includes a powerful software instrument package that provides a wide range of capabilities for creating e-learning courses. With Articulate Studio, it is possible to achieve the expressiveness of the information being provided, using interactive content, quizzes, queries, evaluations and so on. This program combines test and exam materials, such as electronic course developments, in a single block of tools. Articulate Studio includes powerful and simple instruments in its use, with which the development and formalization of electronic teaching and testing materials is carried out. Articulate Studio allows the introduction of interactive objects of various types into e-learning courses under development, to take advantage of the functional capabilities of The Flash format, while achieving high quality and expressiveness of materials intended for e-learning. Packages include the following programs:

Articulate Storyline is one of the most popular programs designed to create courses, it is flexible, easy to use, and designed to create courses of various purposes. Articulate Storyline-a three-utility (Presenter, Quiz maker, Engage) package provides the ability to view instructional courses, presentations, tests, and other forms of content on iPad and create in flash and HTML5 formats that can be integrated into distance learning systems. The program offers almost unlimited possibilities for the implementation of complex interactive scenarios. Now it is not necessary to know how to make a program or apply Flash to create a complex interactive script of the training course — Storyline offers all the tools for this. The feature of this program is in its easy assimilation, as well as in the bright visual style of the projects being created: rollouts made on Articulate products look more modern and more dynamic than other e-learning editors.

The main features of Articulate Storyline:

Intuitive user interface A simple interface makes it possible to create courses starting from scratch or based on templates, without requiring additional reading of the utility. The interface's logic and appearance are similar to those of Microsoft PowerPoint.

Slide templates of the moment. Create slides starting from scratch or using templates. Template measurement settings are simple. The ability to download additional templates and slides of courses from the site E-Learning Heroes.

Interfaith Applying triggers to determine when to start specific actions. Work with layers of slides to create several interactions between the components on the slide.

Generation, editing, and controlling the interaction of objects in slides.

Cases and variables. Ability to customize objects to respond to participant actions. For example, when pressed, the button can change its color, characters - change the expression of Job in the wrong movement, etc. If the listener answers incorrectly, slides can be opened for him, consisting of additional questions or more simple tasks.

More than 20 different types of questions. In addition, optional forms provide the ability to create questions using an optional object on the slide.

The chip supports Drag-and-drop. Add objects to the slide with the move.

Recording of screen States of the moment. The record demonstrates how to work with an electronic course.

Simulation DT. Automatically after a single recording of the Storyline screen, the recording is segmented into instructions in several steps. The record is easily edited-when there is error, it does not have to be recreated. As a result, listeners can consider the fulfillment of tasks, as well as their passage through the test environment.

Support of HTML5 and Flash technology, as well as mobile devices. Publishing courses in different formats for devices adapted to iPad, personal computers, laptops, Android, iPad, etc.

Creating shows the tool is convenient enough, with the ability to play according to the slide layout and create video rollers.

The inclusion of quality templates of the design of most elements of the clock, which can be used without additional adjustments.

The possibility of creating a single Bank of questions.

eXelearning is an XHTML editor of materials for e-learning. Includes an HTML editor for Web development or instruments for teachers and scientists to design, develop and publish educational and methodological Web materials without the need to study complex applications. eXe was designed to overcome a number of existing limitations. Most programs of web authority require a sufficiently voluminous course to master the educational process, the study is considered to be intuitive-understandable or adapted for the publication of materials. Therefore, teachers and scientists did not accept these technologies for the online publication of educational material. eXe ensures the intuitiveness and simplicity of use of the instruments that allow teachers to publish a competently formalized teaching web page;

TODAY, content management instructional systems (Learning CMS) do not offer adequate (for web developments or in relation to the capabilities of the program for the behavior of skilled experienced developers of websites) web content authorization instruments. content management instructional systems with LCMS as part of eXe are instruments consisting of the qualified capabilities of web publications that can be easily introduced or imported.

Lectora and Lectora Online. Lectora has published a version for author platform eLearning and mobile devices, which has well recommended itself for creating and evaluating interactive multimedia - content. Lectora Online-allows group members to exchange and modify course content. Lectora Online has many templates to publish in tablets (publishing to tablets). The Lectora program was introduced to the Ohio-based society Trivantis Corporation in 1999 by Timothy D. Created by Loudermilk.As of now, the program has been used in more than 64 States.

The Lectora program is a program to create e-learning content in the distance learning process and to enable the creation of e-learning complexes.

The program is primarily:

- when creating distance education courses;
- when creating presentation files;
- when creating control tests;
- when transferring ppt format files to other educational formats (SCORM or AICC);
- widely used when creating intellectual training courses.

Courses created in the Lectora program can be published at SCORM and AICC, the e-learning standards. Also, the Lectora program is compatible with the currently available LMS systems requirements.

The training courses created in the Lectora program are assembled into a single file, running them on HTML, CD discs, in the form of a dynamic website at the click of a button .exe can also be performed visually, without knowing any programming languages in the SCORM and AICC standards. It is also possible to organize an electronic view of control work through the Lectora program, in particular, electronic tests in the form of 7 types (false/true, one correct answer, several correct answers, finding compatibility, essay, short answer input, hot point), questionnaires can be created. At the end of electronic control, the lector program can receive/send results by email and based on external CGI scripting, XML, SCORM, AICC standards.

Although the Lectora program was not created for programmers, in its last versions it was enriched with its extended applications for users who were aware of the programming language. This, in turn, is a great option for users who are aware of the programming language.

Lectora is a universal environment, with a wide range of possibilities, falling into the ranks of visual graphics applications and allowing you to create slides composed of text, images, drawings, graphics, animation effects, sound, video, Java, Flash, etc. Lectora is a powerful and easy-to-use software tool designed to make interactive educational materials (electronic textbooks) designed for use in the Internet system, distance learning systems, compact disc or any other storage device. Currently, the Lectora program is widely used in e-learning in more than sixty countries around the world.

Adobe Captivate (formerly known as RoboDemo) is a developer of Microsoft Windows and software, writing video tutorials, creating application simulation, creating instructional presentations, and. electronic course creation and editing software used in e-learning for 5 versions of Mac OS X, which can be applied to create various tests in swf format. The Adobe is generalized in captivate .swf ni .aviga video hosting has the option to convert to sites. To create software simulations, it is possible to click on the left and right mouse button in captivate and press the keys. Adobe Captivate can also be applied to create skrinkasts, podcasts, and convert Microsoft PowerPoint presentations to Adobe Flash format.

Captivate can be used to create and edit interactive demonstrations of programs, simulations, assistive data, screencasts, games, and lessons. The screencasts created in captivate take up much less space compared to the recordings made from the screen. Users can edit captivate by adding effects, active points, text fields, video, etc.to presentations. Authors can edit the content and the times when this or that item appears. Clicking on active points can provide a transition to another slide, as well as a transition to external references. Captivate images, PowerPoint presentations, videos, Supports importing flv and audio into the project. Adobe Captivate software is a convenient tool for creating and displaying materials. Captivate offers a wide

range of possibilities: creating educational materials based on presentations created in Microsoft PowerPoint, taking a photo on the monitor and creating passable tests depending on the answer to the question.

Interactive elements such as text data entry fields and queries with the ability to choose the right answer can be placed in the study materials. The compact size and high permissibility of Adobe Captivate files make it possible to make extensive use of application handling skills, provide auxiliary information, and demonstrate new product capabilities. It allows you to attract user attention to specific areas of the screen with educational content, applying the technology of enlarging the required parts. Training courses under development using Adobe Captivate are based on Flash technology.

Despite the above-mentioned capabilities of Adobe Captivate, it should be noted that this technology is closed, special and does not support Tablet devices and smartphones. In addition, these technologies are very demanding on computing resources, which makes it inconvenient to use in the models of personal computers that are now common — laptops (which consume a lot of power).

CourseLab is a powerful and easy-to-use software tool designed to make interactive educational materials (electronic textbooks) designed for use in the Internet system, distance learning systems, compact disc or any other storage device.

The main possibilities of courselab:

In the WYSIWYG system, create and edit educational materials that can be viewed and get results.

Does not require the developer to know HTML or other programming languages.

Objective approach of the clock educational materials of any complexity allows you to create.

The use of scenarios facilitates the creation of complex multi-"object" dependencies. It has a mechanism for automatic creation of tests.

The open objective interface allows easy expansion of the library of objects and templates and user-generated libraries in the space.

The animation of objects has a mechanism of the moment.

It allows educational courses to host any type of Rich-media — Macromedia®Flash®, Shockwave®, Java® and video-format files of any format.

Easy mechanisms of musical sequence placement and synchronization of the moment.

The possibility of placing presentations in the Microsoft®PowerPoint® format in the educational material.

It has a screen capture mechanism that allows you to create simulations of various software applications.

It has an easy language to interpret actions.

Allows a qualified user to directly JavaScript-access the properties of Program Files.

To view e-learning courses, it is not required to have a shelf □

The e-textbook should maximally facilitate understanding, remembering existing concepts and examples, by engaging the possibilities of the human brain, in particular auditory and emotional memory, as well as using computer efficiency, in a way that is different from the usual textbook to the educational process.

An electronic textbook created for the educational system should satisfy the following general requirements:

1. The content and content of the electronic textbook must comply with the requirements of the educational standard.
2. The electronic textbook itself should have an intellectual teaching system of problems and research assignments.
3. The electronic textbook should provide for the automation of such manifestations of educational activity as the transmission of information in appropriate conditions, such as search, collection, storage, analysis, processing; automation of calculations, design and construction, processing to the results of experience, experiment; automation of informative processing in the process of performing control tasks, stage and graduation work.
4. An electronic textbook should keep the imitation of the work of complex objects in the composition of transients on the real, accelerated or slowed time scale of various processes.
5. Training tools of an electronic textbook-it is necessary to carry out the preparation of the learner for his future professional activities in a virtual environment of science.
6. An electronic textbook must have an open system of visualization of all feasible computations, demonstrate the relationship of their values with the description of variable studied objects or processes.

We create electronic textbooks using software tools. Today, various teaching software tools are widely used in the educational systems of developed countries of the world. Instructional visual software tools are created using authoring software. The use of such programs in the educational process leads to high results, the reason is that when receiving information regarding knowledge transmitted in the audience and performing tasks, the student simultaneously hears and sees and assimilates. They are considered one of the promising forms of improving the effectiveness of the educational process and are used as a teaching tool of modern technologies.

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BORROWINGS IN THE LEXICAL SYSTEM OF A LANGUAGE

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Abstract. this article deals with borrowings in the lexical system of a language. In addition, author gives several possible theories concerning borrowings.

Keywords: borrowings, paradigm, prototype, morpheme, syntactic construction.

Borrowings constitute a special layer of vocabulary, both in terms of nomination processes and in terms of motivation. Being one of the possible responses to the needs of the nomination arising as a result of language contacts and expansion under the influence of other linguistic communities of the experience of a given language community, they represent a certain economy of language efforts in speech generation, since to fill the nominative gaps that have arisen in a given language, ready-made units of a foreign language. At the same time, the loss of the previous associative links that existed in the language from which they are borrowed entails the loss of the source of motivation, possibly inherent in borrowed words in the language, which accordingly causes significant difficulties in recognizing their meaning in the process of speech perception.

Reformatsky A.A. writes about the possibility of borrowing within one language, when words from professional speech, dialects and jargons pass into the general literary language, and vice versa. It is important to note that during the transition to the general literary language, words expand their meaning, for example, the word *goal*, which came into use from the speech of shooters, i.e. narrower range of speech. In the reverse process, the meaning of the word is narrowed, for example, *fr. officer* initially denoted any serviceman, later the meaning of the word narrowed down to designate a military rank [1].

According to another theory, borrowing is a word that came from another language with the transformation of the phonetic form of the word, spelling, paradigm or the meaning of the word in accordance with the norms of the language [2]. Thus, the word adapts and only then enters the language.

There is also another point of view, which Maslovskiy E.K. adheres to. "Borrowing is not a process, but, in fact, only the initial use of foreign language material in a new language environment for it," he writes. According to this point of view, a word cannot be borrowed, since lexical material is borrowed, which "provides a prototype for borrowing" [3].

One more approach can be singled out, according to which borrowing is both a process and an element. This point of view is reflected in the definition of borrowing, given in the Big Encyclopedic Dictionary of Linguistics, ed. Teliya V.N.: "borrowing is an element of a foreign language (word, morpheme, syntactic construction, etc.), transferred from one to another as a result of language contacts, as well as the process of transition of elements of one language into another" [4].

Borrowing as a process of using elements of one language in another is thus due to the linguistically dialectically contradictory nature of a linguistic sign: its arbitrariness as a force allowing borrowing and involuntary as a factor preventing borrowing. This, apparently, explains the fact that the process of borrowing in modern English, as, indeed, in Russian, is, according to available data, not very productive and in quantitative terms is significantly inferior to such nomination processes as described above, such as word formation and semantic derivation. This does not mean, however, that the share of borrowings in modern English is not representative. Borrowed from approximately 50 languages of the world, lexical units make up almost 70% of the vocabulary of the English language and include layers of vocabulary borrowed in various historical eras and under the influence of various historical, geographical, social, economic, cultural, etc. — conditions for the development and existence of the English language. Being the result of a long historical interaction of languages, borrowing as a process and borrowing as a result of this process are of considerable interest for the history of the language, within which they receive detailed coverage of the causes and source languages of borrowings, ways, forms and types of borrowings, as well as those transformations which the borrowed word undergoes in the language that borrowed it. For synchronous lexicological studies, borrowings are interesting, first of all, because This influence is most obvious when not only individual units are involved in the process of borrowing, but entire groups of words between which certain relations existed in the source language. An obvious case, when the presence of links between words in the source language is relevant for the borrowing language, are derivational links. A significant number of English borrowings (for example, *rural* - *L Rurialis* from *rus*, *ruris*- *qishloq*, *haydaladigan yer,dala*; *cardiac-yurakka oid* - *Gk. Kardiakos* from *Kardia* "yurak", and many others) appear in the language - source are genetically derived and are characterized by structural-semantic dependence and deducibility. Under the condition that both members of such word-building pairs are borrowed, the derivational relations between them are preserved in the language that borrows them. For example, *gloss- izoh, belgilash izohlash* – *glossary-izohli lug'at*; *dynasty* – *sulola, shajara*, *dynastic- sulolaviy, dynastic-sulolaga oid*, etc. words. A significant number of morphologically segmented units arise, whose complexity is well felt by native English speakers, and as a result, new word-building models are formed. Thus, both the very composition of English morphemes and its derivational

possibilities are significantly expanded. Interrelated to one or another type of relationship of borrowed words in the English language, not only the replenishment of the subsystem of simple and derivative words takes place. A significant number of morphologically segmented units arise, whose complexity is well felt by native English speakers, and as a result, new word-building models are formed. Thus, both the very composition of English morphemes and its derivational possibilities are significantly expanded. Interrelated to one or another type of relationship of borrowed words in the English language, not only the replenishment of the subsystem of simple and derivative words takes place. A significant number of morphologically segmented units arise, whose complexity is well felt by native English speakers, and as a result, new word-building models are formed. Thus, both the very composition of English morphemes and its derivational possibilities are significantly expanded.

The life of borrowed words in the language that borrowed them is interesting. Many of the borrowings, under the influence of the system they entered, undergo significant phonetic, grammatical and even semantic changes, thus adapting to the phonetic, grammatical and semantic laws of the given system.

The process of assimilation can be so deep that the foreign origin of such words is not felt by native English speakers and is found only with the help of etymological analysis. This is especially true, for example, for Scandinavian and early Latin borrowings like *get receive*, *skill-mahorat*, *sky-osmon*, *skirt-yubka*, *skin-teri*, *they-ular*, *street-ko'cha*, etc. Unlike fully assimilated and assimilated borrowings, partially assimilated foreign language units retain traces of their foreign origin in the form of phonetic, for example, (garage) *chaise-longue chic*), grammatical (*for example, singular datum, nucleus, antenna - pl. . datd, nuclei, antennae*) and semantic features (*for example, taiga- tundra, ruble-pul birligi*) etc. borrowings from the Russian language, denoting realities and concepts alien to the British). In order to adequately describe them in the explanatory dictionaries of the English language, lexicographers widely use encyclopedic information that informs about the places of distribution, forms of existence, methods of application, etc. designated objects and phenomena. So, when interpreting the words *taiga*, *tundra*, along with an indication of the generic characteristics and differential features that make it possible to see the specifics and difference of these realities in comparison with the realities closest and known to native speakers of the English language, indications are given of the climatic zone, geographical area: *taiga – swampy coniferous forest of Siberia- beginning where the tundra ends; tundra- tree less plain characteristic of arctic and subarctic regions*. The description of the names of monetary units of the *ruble* type borrowed into English also implies an indication of both the fact that this is a monetary unit.

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THE IMPORTANCE OF EXTRA-CLASSROOM ACTIVITIES IN THE DEVELOPMENT OF FREELANCING COMPETENCIES OF SCHOOLCHILDREN

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Annotation . This research article explores the vital role of extracurricular activities in the development of freelance competencies among schoolchildren. Given the growing popularity of freelance work in today's fast-paced job market, it's critical to understand how involvement in extracurricular activities can help develop the core skills and attributes needed to be a successful freelancer. This article discusses various aspects of extracurricular work and its impact on the formation of extracurricular competencies of schoolchildren.

Key words: schoolchildren, freelancer, extracurricular work.

The emergence of freelance work as a viable career option has revolutionized the employment landscape. The ability to work independently and manage projects effectively is increasingly valuable. The purpose of this article is to explain the importance of extracurricular activities in developing freelance competencies among schoolchildren, instilling in them the skills and mindset necessary for success in freelancing. The changing nature of work: the traditional concept of employment has changed and freelance work has become widespread in various industries. Freelancers have a unique set of competencies such as self-discipline, adaptability, resilience, creativity and effective communication [1]. These competencies are critical to success in the freelance world, where people often work remotely, manage multiple projects, and navigate diverse client demands. Extracurricular Activities and Freelance Competencies: Extracurricular activities offer students an ideal platform to develop core freelance competencies . Participation in activities such as debating societies, student organizations, community service, and entrepreneurial ventures develops a variety of skills, including leadership, problem solving, teamwork, time management, and effective communication. These competencies directly correlate with the requirements of freelance work [2]. Leadership and Initiative: Extracurricular activities provide opportunities for students to take on leadership roles and show initiative. These experiences help develop a sense of responsibility, decision-making, and the ability to manage and motivate a team—important qualities for successful freelancers [3]. Problem Solving and Adaptability: Participation in extracurricular activities often involves exposure to various

problems and problem-solving situations. Students who actively participate in extracurricular activities learn to think critically, creatively and adaptively, which allows them to overcome uncertainties and find innovative solutions in their future freelance career [4]. Time management and organization: Extracurricular activities require students to balance their academic responsibilities with commitments outside the classroom. By effectively managing their time and organizing their tasks, students develop invaluable skills that are vital for freelancers, who often juggle multiple projects at once [5]. Effective Communication and Networking: Participation in extracurricular activities enhances students' ability to communicate clearly and persuasively. By collaborating with peers, teachers, mentors, and community members, students develop strong interpersonal skills and expand their network, which is critical for freelancers seeking clients and building professional relationships.

Extracurricular activities play a crucial role in the formation of students' extracurricular competencies. By providing opportunities to develop leadership skills, problem solving, time management and effective communication, extracurricular work equips students with the necessary skills and attributes to succeed in the fast-paced world of freelance work. Encouraging students to participate in a variety of extracurricular activities can greatly contribute to their personal and professional growth, preparing them for the challenges and opportunities of the freelance economy.

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EDUCATIONAL GAMES ORGANIZED IN 3RD-4TH GRADE MOTHER TONGUE CLASSES AND PECULIARITIES OF THEIR USE

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Abstract: In this article, educational games used in 3rd-4th grade mother tongue lessons, their content, effectiveness and methodology are analyzed based on specific sources.

Key words: Theme, complexity, composition, child, environment, environment, natural phenomena, scenery, objects, plants, animal world, morality, physical aspect, etc.

Introduction: Morphological materials are widely studied in elementary grades. During four years of study, students will gain some knowledge about the word and its meanings, word form, morphological structure of the word. and acquires theoretical and more practical knowledge on his own character.

Primary school mother tongue curriculums are structured based on the principle of a stepwise sequence, taking into account the characteristics of students, their mental, moral and physical growth from year to year. Based on this, the part of each subject that is easily mastered by students is studied in the lower grades, and the more complex part is studied in the next grades. Some word groups are studied in all grades of primary education. First of all, its main sign is studied, which means the name, sign, number and movement of an object, and the additional sign is mastered, as well as how to answer a question based on the acquired knowledge. As the students progress from grade to grade, they learn the specific signs of word groups. Such study of educational material requires repetition of knowledge acquired in one class in subsequent classes.

Review of the literature: The knowledge given to the student is based on the knowledge of the children in the previous classes. This makes it possible to organize various grammar games based on the student's previous knowledge. Because the student can actively participate in the organized grammar game only when there is a certain level of knowledge and skills on the subject. On the other hand, the student takes a creative approach to the training based on the knowledge he has and performs activities.

In morphology, students learn the similarities and differences between each grammatical phenomenon. Different grammar games can be organized by comparing them. Such an activity can be used in every lesson devoted to the study of morphology. For example, it is possible to compare nouns with a similar noun

when passing them, and to compare them when passing agreeable adverbs. you can organize a grammar game with the help of the suffix.

In elementary grades, the term word is used instead of morphology. Pupils also learn lexicology and word formation knowledge in the vocabulary section, so we considered it necessary to provide games related to the above sections of linguistics in the complex of morphological games.

"Find the foreign word" game

This game encourages you to pay attention to the dictionary meaning of the word. Strengthens the student's memory. Gets used to thinking quickly and answering quickly. It can be conducted on various topics. When playing such a game, words that have the same commonality are chosen.

1. Tashkent, Andijan, Karshi, Termiz, Baku. (Baku is a foreign word. All cities are located in Uzbekistan, and Baku is outside our country).
2. Oybek, Hamid Olimjon, Babur, Gafur Ghulam, Kamil Yashin. (Foreign word- Babur. All of them lived and created in the 20th century, and Babur is a representative of classical literature).
3. A bus, a car, a tractor, an airplane, a motorcycle (Plane is a foreign word. Others walk on the ground. An airplane flies to the sky).
4. Noun, adjective, number, pronoun, participle, verb. (the participle is foreign. All words indicate groups of words. The participle is a part of a sentence).

"Find the place of the word" game

This game is held in order to strengthen the learned rules about capitalization of famous nouns. Through the game, the spelling of names and surnames of people and places with capital letters is strengthened. Before the game, students are given cards. A poem or sentence can be written on the cards. Capitalized words in bold text are omitted.

A second card is given to the student. The words that were dropped were written on it. The student must read the omitted words in place of the dots according to the meaning of the sentence. The child who correctly reads the omitted word is the winner of the game.

1. card

... .. *first in the mother tongue*

... *they wrote (five epics). SHE IS.... was born.*

Omitted words: "Hamsa" in Herat, Alisher Navoi

2. card.

... *he sat on his father's throne at the age of twelve and wrote a work called ... He ... died.*

Omitted words: "Baburnoma" in Babur, India.

After the students have played the game a couple of times and gained a certain level of skill, other words can be mixed up on both cards. Sometimes it is possible to write

the words written on both cards on the same card. This will teach the student to choose the right noun. The student who completes the task quickly and correctly will be the winner of the game and will be encouraged.

Such a game can be organized in the way of reading by putting the omitted words in their place. During the game, children pay attention to the meaning of the word. Below are poems with two stanzas, both stanzas of which are given to two students. The omitted words are given in full on both cards. The student chooses the right word.

1st card

2nd card

Smallpox

Muhammadjon Koshakov's poem.

<i>U ochildi ... chog'ida</i>	<i>Qarab tursam, u gunafsha,</i>
<i>Erka chechak, oy chechak.</i>	<i>. . . ham suluvroq.</i>
<i>. . . deb ataladi,</i>	<i>. . . keldi deb chorlovchi,</i>
<i>Gullar ichra kelinchak.</i>	<i>G o'yoki . . . qo'ng'iroq.</i>

Omitted words: *Loladan Boychechak, jajji, tong bahor.*

Mehmon

Ollobergan Polat's poem

<i>1st card</i>	<i>2nd card.</i>
<i>Bog'da... dugona</i>	<i>Patnis bezadi.... ,</i>
<i>Hulkar bilan... .</i>	<i>Olma, ..., konfet qo'yib.</i>
<i>Ikkalasi o'tirib,</i>	<i>O'yin bahonasida</i>
<i>. . . mehmon-mehmon.</i>	<i>Zeboxon.... to'yib.</i>

Omitted words: *inoq, o'ynadi, oldi, nok, Zeboxon, Hulkar.*

Students play this game as follows.

1st card

2nd card

Smallpox

Muhammadjon Koshakov's poem.

<i>U ochildi tong chog'ida</i>	<i>Qarab tursam, u gunafsha,</i>
<i>Erka chechak, oy chechak.</i>	<i>Loladan ham suluvroq.</i>
<i>Boychechak deb ataladi,</i>	<i>Bahor keldi deb chorlovchi,</i>
<i>Gullar ichra kelinchak.</i>	<i>Go'yoki jajji qo'ng'iroq.</i>

Mehmon

Ollobergan Po'lat she'ri

<i>1-kartochka</i>	<i>2-kartochka.</i>
<i>Bog'da inoq dugona</i>	<i>Patnis bezadi Hulkar ,</i>
<i>Hulkar bilan Zeboxon.</i>	<i>Olma, nok, konfet qo'yib.</i>

*Ikkalasi o'tirib,
O'ynadi mehmon-mehmon.*

*O'yin bahonasida
Zeboxon oldi to'yib.*

Work on synonyms and antonyms

CONCLUSION: Elementary school students get to know the dictionary meanings of words practically from the 1st grade. In order to form their knowledge, various independent activities are carried out. In order to strengthen students' knowledge of synonyms, antonyms, and homonyms, and to increase their interest, a number of grammar games can be used that encourage children to think, reason, and compare words.

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THE ESSENCE OF PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF MOTHER TONGUE EDUCATION

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Annotation: In this article, the essence of pedagogical technologies in the process of mother tongue education is scientifically and theoretically based.

Key words: Figurative thinking, young age, children's thinking, basic form, quality, recognition, school textbooks, training manuals, didactic, handouts, etc.

Introduction: Today, a number of scientific views and pedagogical theories have been formed that serve to organize the primary education process, increase its effectiveness, and improve the pedagogical and psychological foundations of educating children of primary school age, which are unitary in nature (provides an opportunity to organize an educational process that serves to ensure the maturity of the individual, its complete formation and development, unlike the traditional (subject) type of education.

Primary education is considered an important link in the general secondary education system, it forms the desire and skills of the child to study and learn, involves the child in highly formed cognitive activities, manifests in the child's psyche. aims to stabilize existing justice and goodness.

Review of the literature: The content of education in primary grades is determined not by subjects, but by fields of study. given in the standards, in which he finds the continuity between the process of preschool education and the process of primary education, interdisciplinarity, humanism, and nationalism of education. lim is given.

Figurative thinking is recognized as the main form of thinking of young children and is taken into account in the preparation of school textbooks, training manuals, didactic and distribution materials. The development of figurative and logical thinking is closely related to the development of children's speech.

This feature of primary education is taken into account when determining the content and amount of mathematics and mother tongue education. In primary education, knowledge is given in the form of definition, understanding, and information, and it also serves to clarify, systematize, and develop knowledge acquired in the form of imagination during preschool education.

The expected effective result of primary education is the principles of primary education and its organization, textbooks, instructional manuals, methods created on the basis of the ideas recognized in the constitution of primary education.

recommendations, methods and methods of organizing primary education, innovative ideas, new generation means of teaching.

However, in our opinion, it is appropriate to note the role of the primary school teacher in this process. A primary school teacher has different aspects in terms of essence and characteristics than a high school teacher.

If the teacher of the upper class focuses more on the deep and systematic teaching of the rules, edges and features of the specialty, the differential aspects of education, the teacher of the primary class focuses on the complex of pedagogical and psychological knowledge, methods of increasing the effectiveness of education. , armed with factors and tools, having a perfect knowledge of the scientific and theoretical bases of mathematics, mother tongue, nature, human and society education fields, based on the age characteristics of the child, the way to teach the general aspects of science, that is, to provide integrative education grows.

In order to direct the child from playing activities to educational activities, the teacher should help the child to manage his own activities, to feel responsibility, to plan time, to be attentive, to look forward to a promising future by appreciating goodness. is also a responsible educator. Another no less important aspect of a primary school teacher is the integration of primary and general education subjects and the interaction of the subjects of primary education. is to organize based on the principles of relativity. The teacher's knowledge of foreign languages, the ability to use new generation teaching tools, advanced work practices, pedagogical technologies in the educational process, having a comprehensive worldview and being able to influence the child, Incorporation of intellectual qualities is also one of the important aspects.

In our opinion, it is appropriate to take into account these specific features of the primary education process in the training of future primary school teachers.

The future elementary school teachers will be armed with the factors, tools and methods of forming imaginative and logical thinking in the school by following the scientific-theoretical, methodological foundations of preschool and primary education, the principles of connection, coherence. We believe that teaching extracurricular activities and their organization courses in the mother tongue to elementary school teachers will also have a positive effect.

Today, the rapid growth of society, the development of science and technology, and the positive results of the ongoing reforms have an impact on educational processes, as well as on all other fields.

The role and importance of lessons on the formation of students' speech is great in expanding the range of thought of a junior high school student, in acquiring the basic literacy of the art of communication, in the implementation of a complex educational process.

These requirements include regularly increasing the level of students' thinking, ensuring full speech and spelling literacy of students.

There are many options of methods and exercises used in the methodology of teaching the mother tongue to improve students' literacy, to form grammatical concepts, and to improve their speech and spelling literacy. Educational games play an important role in the strengthening of phonetic, grammatical, orthographic concepts, perfect formation of speaking skills, among the exercises specified in the methodology. , fatigue is eliminated, on the other hand, children's thinking process accelerates, and the detailed formation of certain defined skills becomes easier.

Conclusion: It is known that the younger the student, the more interesting game elements used in the lessons should be. on the other hand, on the other hand, it eliminates aspects such as inhumanity, silence, and shyness in some children. So, the game process makes drastic changes in the psychology of the student. during the course, the student begins to understand the essence of abstract grammatical and orthographic concepts, signs common to many words begin to take place in his memory, he begins to understand the essence of orthographic - orthographic concepts in oral and written speech, orthoepic in written speech - orthographic defects are reduced. Educational games ensure the free behavior of the class team, the effectiveness of the lesson increases. The active participation of the majority of students in the game is ensured, and there is an opportunity to put rating points.

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

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Abstract: The analysis of modern literature data convincingly indicates that the problem of surgical treatment of patients with polyps of both the upper and lower floors of the gastrointestinal tract remains relevant, and the issues of choosing alternative surgical tactics and a rational method of surgical intervention are still far from a final solution. The task is solved by the fact that the method of endoscopic removal of polyps of the gastrointestinal tract is performed as follows: depending on the localization of the formation, a gastroscope or colonoscope is inserted and an examination of the area of interest is performed, the polyp is identified. The proposed method of excision can be used regardless of the localization of superficial neoplasms of the mucous membrane of the gastrointestinal tract, their size, shape and features of the morphostructure of the neoplastic process.

Keywords: gastrointestinal tract; endoscopic removal; Hemoben; injections under the mucous membrane.

The analysis of modern literature data convincingly indicates that the problem of surgical treatment of patients with polyps of both the upper and lower floors of the gastrointestinal tract remains relevant, and the issues of choosing alternative surgical tactics and a rational method of surgical intervention are still far from a final solution

[1]. Taking into account the above, our clinic has developed a method of endoscopic treatment of polyps, the gastrointestinal tract, aimed at eliminating the disadvantages of the closest analogues in terms of preventing recurrence of the polyp, reducing the risk of bleeding and other postoperative complications.

The task is solved by the fact that the method of endoscopic removal of polyps of the gastrointestinal tract is performed as follows: depending on the localization of the formation, a gastroscope or colonoscope is inserted and an examination of the area of interest is performed, the polyp is identified. A sterile gel is prepared, for which 1.0 g of the powdered Hemoben composition is mixed with 20 ml of 0.1% methylene blue solution with constant stirring for 1 minute. Immediately after mixing (to avoid thickening), the resulting gel is injected into the submucosal layer in the area of the base of the polyp by means of an endoscopic needle injector at the rate of 1.0 ml of gel per area with a diameter of 10 mm with the formation of a roller in the mucous membrane, which extends 5-7 mm beyond the base of the polyp. Then the polyp is excised along with the surrounding healthy mucosal tissue to the submucosal layer, retreating from the base of the polyp leg by 2-3 mm, using a Gbox (GIGAA) diode laser with a wavelength of 1470 nm, power up to 10 W in pulsed mode with a frequency of 2-5 Hz and a spot area of up to 2 mm. After excision of the polyp with a base for closing the edges of the defect in the mucous membrane, 0.5 ml of Hemoben gel (obtained by mixing 1.0 g of Hemoben powder composition and 20 ml of 0.1% methylene blue solution) is re-injected into the submucosal layer along the defect on both sides. The final revision of the intervention area and the end of endoscopic manipulation.

To implement the described method, a domestic hemostatic agent made of a composite polymer material made of cotton cellulose derivatives "HEMOBEN", developed at the State Institution "RSSPMCS named after. academician V.Vakhidov", for which the patent "Bioabsorbable surgical hemostatic agent" of the Republic of Uzbekistan was obtained (IAP 05906 dated 04/24/2015).

The proposed method of excision can be used regardless of the localization of superficial neoplasms of the mucous membrane of the gastrointestinal tract, their size, shape and features of the morphostructure of the neoplastic process.

It should be noted that in the absence of high-energy laser equipment, the use of injection under the mucous membrane in the area of removal of superficial neoplasms of the proposed composition of the gel composition can also be used with standard methods of cold or thermal excision to reduce the risk of hemorrhagic complications during and in the immediate period after the intervention.

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MAQSUD SHAYXZODA HAYOTI VA IJODINING O'ZBEK MILLIY ADABIYOTIDAGI TUTGAN O'RNI

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Annotatsiya: Yaqin tariximizda o'tgan shunday inson borki, o'zga yurt vakili bo'lishiga qarmay, bir yilgina Toshkentda yashagandan keyin, o'zbek tilini o'rganib oladi va oddiy maktabda ustozlik qiladi. Shugina emas, u keyinchalik O'rta Osiyo davlat universitetining sharqshunoslik fakultetiga o'qishga kiradi. Bu yillar o'zbek tili jozibasini chuqurroq anglashiga va tilni yanada mukammal o'rganishiga zamin yaratdi. Yillar o'tib esa, o'zbekning klassik shoirlaridan biri bo'lib yetishadi. Ushbu maqolada Maqsud Shayxzodaning hayoti va ijodining o'zbek milliy adabiyotidagi tutgan o'rni haqida ma'lumot berilgan.

Kalit so'zlar: ijodkor, adabiyotshunos, zamonaviy adabiyotchi, tur, janrlar, she'riy to'plamlar, ocherklar, tarjima kitoblar.

Ozarbayjon naslidan bo'lib, keyinchalik o'zbek xalqining chinakam sevimli shoiri, yozuvchisi, dramaturgi, zabardast olimi sifatida dong taratgan Maqsud Shayxzoda 1908 yili Ozarbayjonning Ganja viloyatiga qarashli Oqtosh shahrida tug'ilgan. Otasi Ma'sumbek elu-yurtda katta obro'ga ega shifokor edi. Eng e'tiborli jihati, u o'zi ozarbayjon millatiga mansub bo'lsa-da, o'zbek tilida ijod qilib, shu til rivojiga hissa qo'shgan. O'zini Ozarbayjon va O'zbekiston farzandi deb his qilish baxti, ikki el nazariga ham tushishdek ulkan sharaf uninggina peshonasiga yozilgan bo'lsa kerak. Ha, bu siz va biz yoshligimizdan adabiyot orqali yaxshi tanigan «Jaloliddin Manguberdi» dramasi, «Mirzo Ulug'bek» tragediyasi, «Toshkentnoma» dostoni muallifi Maqsud Shayxzodadir. Ozarbayjonlik jurnalist Gulu Kengerlining «Unutilmagan o'tmish tarixga aylanadi» kitobida yozilishicha, Maqsud otanasining to'ng'ich farzandi bo'lgan. Oilasida undan so'ng yana to'rt farzand dunyoga kelgan. Otasi Masim ota adabiyot va she'riyatga nihoyatda qiziqadigan inson bo'lib, kasbi shifokor bo'lgan. Shayxzodaga adabiyotga qiziqish ham otasidan o'tgan. U 12 yoshidanoq o'z ijodini boshlagan. Ilk saboqni Oqtoshdagi «Rushdiya» maktabida olgan. Maktabda u o'z she'rlarini o'qib, ustozlari va kelgan mehmonlarning e'tiboriga tushadi. Hattoki, she'rlari gazetalarda ham chop etilib, maktab direktori uning ota-onasini chaqirib, Maqsudning yanada kengroq ta'lim olishi uchun Bokuga yuborishni maslahat beradi. Keyinchalik u Bokudagi

pedagogika institutiga o‘qishga kiradi. Bu yerda kengroq adabiy muhit ta’sirida bo‘ladi, o‘z davrining ziyolilaridan saboq oladi. Oliygo‘hda sirtidan tahsil olgani bois, Darband shahrida muallimlik qilib, muntazam ziyoli insonlar bilan muloqotda bo‘ladi va sovet mafkurasining chirkinligini anglab yetadi. Unga qarshi kurashadi.

Maqsud Shayxzoda san’at va adabiyotni sevar, tarix va falsafaga qiziqgan. Maqsud Shayxzoda Oqtoshdagi ibtidoiy maktabni bitirgach, 1921 yili Boku dorilmuallikka o‘qishga kiradi va uni tugatgach Dog‘istonning Darband, Bo‘ynoq shaharlarida muallimlik qilgan. U 1926 yili Adhem Fayziy tashkilotiga a‘zo etilgan «Milliy firqa» tashkilotiga a‘zo bo‘lib, musovotchilar harakatida faol qatnashgani uchun 1928 yili hibsga olinib, Toshkentga surgun qilingan. Umrining oxiriga qadar shu yerda yashab, ijod qilgan. Albatta, sho‘ro hukumati Shayxzodani O‘zbekistonda ham ta’qiblar va tahqirlardan benasib qoldirgani yo‘q. Shayxzoda Toshkentga kelgach, avval Narimonov nomidagi texnikumda dars beradi, keyin “Sharq haqiqati”, “Qizil O‘zbekiston”, “Yosh leninchi” gazetalarida ishlaydi. Maqsud Shayxzoda ijodiy balog‘atidan dalolat beruvchi asarlaridan biri “Toshkentnoma” dostonidir. Adabiy jamoatchilik o‘z vaqtida bu dostonni shoirning adabiyotimizning yirik ijodiy muvaffaqiyati sifatida baholadi. Chindan ham, “Toshkentnoma” Shayxzoda dostonlari ichida eng barkamoli bo‘lib, unda shoir shaxsiyatining o‘ziga xos qirralari ancha yorqin namoyon bo‘lgan.

Dostondagi o‘ziga xoslik shundaki, asar yaxlit voqea asosiga qurilgan emas. Shayxzoda ko‘p qirrali iste’dod sohibi bo‘lgan. U she’rlar va dostonlar bilan birga, juda yuksak badiiy quvvatga ega bo‘lgan dramalar ham yaratadi. Shayxzoda umrining so‘ngida yozishga kirishgan, lekin tugatib ulgurmagan “Beruniy” dramasini hisobga olmaganda ham, uning “Jaloliddin Manguberdi” va “Mirzo Ulug‘bek” dramalari allaqachon xalqimizning badiiy mulkiga aylanib qoldi. Shayxzoda ikkinchi jahon urushi yillarida yozgan “Jaloliddin Manguberdi” (1944) tragediyasida o‘z yurtining ozodligi va mustaqilligi uchun mo‘g‘ul istilochilariga qarshi kurashgan so‘nggi Xorazm shohining jangovar jasoratini tarixan aniq va haqqoniy tasvirlagan. Oybek bilan G‘afur G‘ulom o‘sha vaqtda asarga yuqori baho berishib: “Tarixiy jarayonning haqiqiy mazmunini, uning ichki ma’nosini” ochib bergan deyishgan edi.

Bundan tashqari, u "Shirin bilan Shakar" dostonining bir xususiyatini alohida uqtirib o‘tadi: "... qo‘limizdagi bu doston ma’lum bir afsonaviy asardir. Haqiqatan ham bu dostonda tarixchietnograf uchun o‘rganishga sazovor birmuncha ma’rifiy va etnografik ma’lumotlar topish mumkin. Bu dostonni o‘qish bilan o‘quvchi ham eskiurushlarning texnikasini, urush oldidan o‘zbeklarda polvonlarning chiqib bahslashuvlarini, urushda yengilgan lashkarlarning bizning zamonamizda bo‘lganiday, qilichlarni taslim qilmasdan, balki o‘z bo‘yinlariga olganlarini, ko‘pkari-uloq chopishning kelib chiqqanligi feodallardagi jazolash usullarini /

jallodlar gunohkorlar qo‘lini oldiga bog‘lagandan haqidagi materiallarni, burungi keyingi o‘zining mutlaqo o‘lajagini bilar va yana birmuncha an‘analarni, qiziq ilmiy ham ruhiy xususiyatlarini tekshirib borishi mumkindir. Zotan, yaxshi, go‘zal, badiiy bir doston boshqacha turli bo‘lolmaydi. U qancha xayoliy, afsonaviy bo‘lmasin, mutlaqo ma‘lum tarixiy bir davrning real chiziqlarini o‘ziga singdirib olishi tabiiydir". Ma‘lumki, xalq og‘zaki ijodi asarlari tildan-tilga, avloddan-avlodga o‘tib keladi. Natijada bu asarlar turli o‘zgarishlarga uchraydi, ma‘lum tarixiy sharoitgagina xos bo‘lgan ayrim o‘rinlari tushib qoladi, yangi voqea va qarashlar kirib keladi. Binobarin, ayrim xalq og‘zaki ijodi asarlarida, ayniqsa, doston va ertaklarda, turli tarixiy sharoitga oid voqealar, urf-odatlar, fikr va qarashlar aks etganini ko‘ramiz "Alpomish" ham shunday asralardan biridir. Ham mazmuni, ham shakli jihatidan xalqchil bo‘lgan "Alpomish" o‘zida xalqning og‘zaki poeziyasidagi she‘riy qoidalarni, shakllarni, usullarni o‘ziga xos ravishda o‘zlashtirib olganini ko‘ramiz. Shuning uchun ham adabiyot tarixi bilan qiziquvchi tadqiqotchi bu ulkan badiiy meros xususida ma‘lum tasavvur va xulosalarga kelmay turib, adabiy jarayon, shakl va usullarning, obraz badiiyatining taraqqiyoti to‘g‘risida chuqur fikr mulohaza yuritishi amri maholdir.

Maqsud Shayxzoda 1956-yilda "Alpomish" dostonidagi ba‘zi bir poetik xususiyatlar haqida tadqiqot olib borar ekan, bu dostonning vazni, badiiyati, g‘oyaviy-badiiy xususiyati, mazmuni, obrazlar olami xususida keng ma‘lumot beradi. Jumladan, "Alpomish" dostonining ritmik negizi sillabik sistema ("hijo vazni yoxud barmoq vazni") ekanligi, bu vazn turkiy tillarda so‘zlovchi barcha xalqlarning og‘zaki poeziyasiga xos bir vazn bo‘lib kelganligini aytib o‘tadi. Bundan tashqari, Maqsud Shayxzoda dostonidagi uchraydigan poetik xususiyatlar: saj‘, qofiya, radif kabilarga alohida to‘xtaladi. Olim: "Dostonda qofiyaga rioya qilish va unga moyillik shu qadar zo‘rki, hatto she‘rlar o‘rtasiga kiritilgan she‘riy parchalar ham qofiyalangan", - deb misol tariqasida shu parchani keltiradi: "Barchinoyini otdan tushirib yotgan, besh yuz sepini ortgan, qirqin kanizlar Barchinni baxmal uyga olib ketgan, toza liboslarni bu uyga solib yetgan, hammasi choydosh-qung‘onni qaynatgan hokazo..." Bu she‘r emas, nasr (prozadir). Ammo qofiyalangan nasrdirki, buni mumtoz adabiyotda saj‘ deb ataladi. Demak, bu usul ham xalq poeziyasida chuqur ildizlarga ega.

Xulosa qilib shuni aytish mumkinki Maqsud Shayxzoda Ozbarbayjon va O‘zbek xalq adabiyotining eng zabardast shoir va adiblaridan hisoblanadi. Mana necha yildirki ijodiy asarlari so‘ngan emas va qalbimizning tub tubidan joy olgan. 1-prezidentimiz I.A.Karimov tashabbusi bilan Maqsud Shayxzoda nomiga medal, order, va stipendiyalar joriy etilgan. Uning asarlari va hayotiga qiziquvchi yoshlarimiz juda ko‘p va bundan keyin ham kamaymaydi. Maqsud Shayxzodaning ijodi shu qadar qiziqki u faqat bir yo‘nalishda emas balki turli xil yo‘nalishlarda juda qiziq faoliyat ko‘rsatgan.

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G'arb mutafakkirlari qarashida boshqaruvchilik faoliyati

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Denov tadbirkorlik va pedagogika institutining tarix yo'nalishi talabasi

Annotatsiya: Ushbu maqolada G'arb mutafakkirlari Zardusht, Konfutsiy, Suqrot, Platon, Aristotelning jamiyat taraqqiyotida ma'naviy yangilanishlar to'g'risidagi qarashlarining bugungi fuqarolik jamiyatini shakllantirishdagi ahamiyati va boshqaruvchanlik faoliyati haqida ilmiy tahlil etilgan.

Kalit so'zlar: taraqqiyot, ma'naviy yuksalish, qadriyat, dialektika, islohot, fuqaro, baxt, hadis, axloq, ilm-fan

Annotation: This article provides a scientific analysis of the importance and management of Western hypocrites Zardusht, Confucius, Sukrot, Plato, and Aristotle's views on spiritual updates in society in the formation of civil society today.

Keywords: development, spiritual advancement, value, dialectics, reform, citizen, happiness, event, morality, science

Аннотация: В статье представлен научный анализ значения и управленческих взглядов западных лицемеров Зардушта, Конфуция, Сукрота, Платона и Аристотеля на духовные обновления в обществе в формировании современного гражданского общества.

Ключевые слова: развитие, духовное продвижение, ценность, диалектика, реформа, гражданин, счастье, событие, нравственность, наука

Bugungi kunda jamiyat taraqqiyotida ma'naviy yangilanishlar to'g'risidagi turli g'oya va qarashlarni chuqur va atroflicha tahlil etmay, ulardan tegishlicha saboqlar olmay, milliy tiklanishdan milliy yuksalish sari degan eng ulug' maqsadni amalga oshira olmaymiz. Shu bois insoniyat tarixida jamiyatning ma'naviy yuksalishi haqidagi turli davrdagi buyuk allomalar, davlat va jamoat arboblarning ilmiy-falsafiy qarashlaridan qancha ko'p ma'lumotlarni tadqiq etsak, jahonning rivojlangan davlatlarining ijobiy jihatlarini o'rgansak, mamlakatimizni jahon tendensiyalariga mos ravishda rivojlantirishimiz, fuqarolarni davlat va jamiyatimizning milliy yuksalishiga faol ishtirokini ta'minlagan bo'lamiz. Ijtimoiy-falsafiy fikrlar tarixiga nazar tashlasak, ma'naviy yangilanishlar jarayonining jamiyat taraqqiyotiga ta'sir doirasi sezilarli ekanligini Sharq va G'arb mutafakkirlari tomonidan qoldirilgan ilmiy merosi guvohlik beradi. Shuning uchun buyuk faylasuf, mutafakkir olimlar va adolatli davlat boshliqlari millatni mahdudlik holatidan

chiqarib, taraqqiyotni rivojlantirish maqsadida, birinchi navbatda, ma'naviy yangilanishlar omiliga e'tibor berganlar, jamiyat a'zolarini umuminsoniy qadriyatlarga sodiqlik, vatanga daxldorlik mas'uliyati, insonni e'zozlash, adolat uchun kurash, halol mehnat, jamoaviylik, oilaga sadoqat, do'stlarni hurmat qilish ruhida kamol toptirishga, ularda milliy g'urur va iftixor, burch va mas'uliyat tuyg'ularini kuchaytirishga harakat qilganlar. Shundan kelib chiqib, ma'naviy yangilanishlarning jamiyat rivojida tutgan o'rnini qadimgi Sharq va G'arb faylasuf olimlarining ijodlaridan namunalar asosida ilmiy tahlil qilib chiqsak. Bejizga Sharq qadimdan ma'naviyat va sivilizatsiya o'chog'i sifatida ta'riflanmagan. Qadimgi Sharq faylasuflari ma'naviy yuksalish, shaxsning o'zligini anglashi va kamol topishiga qaratilgan konsepsiyalarda, avvalo, zardushtiylik, buddizm, konfutsiychilik falsafasida juda ko'plab noyob dialektik g'oyalar ilgari surilgan. Ayniqsa, bu borada Zardushtning falsifiy-ijtimoiy qarashlari diqqatga sazovor. Zardushtiylik jamiyatni tinch va osoyishtalik, barqaror holatda bo'lishi, insonlarning bir-birlariga maslakdosh, ko'makdosh bo'lishi kabi g'oyalarni ilgari surgan. Zardusht falsafasidagi "O'zgalarga yorug'lik istagan kimsalarga yorug'lik nasib etadi. Haqiqat nurlari ostida, Ezgu Niyatdan yaralgan ma'rifatingdan bizlarga hadya qil, toki tirikligimizning har lahza, har soat, har bir kunida shodmonlikdan bahramand bo'laylik" yoxud "Olam obodligi uchun g'ayrat ko'rsatmoq lozim, uni yaxshilik bilan asramoq va yorug'lik sari eltmoq kerak"⁵⁶ singari fikrlar bugun ham o'z ahamiyatini yo'qotgani yo'q. U o'z davrida xalqni ezgulik va adolat g'oyalariga da'vat etish, hayotbaxsh an'analarni shakllantirish, dehqonchilik va shahar madaniyatini rivojlantirishda muhim ahamiyatga ega bo'lgan, uning g'oyalari bilan bog'liq qadriyatlar bugungi kungacha yashab kelmoqda va xalqimiz turmush tarzining o'ziga xos xususiyatlarini belgilashda ulkan qimmat kasb etmoqda. Qadimgi Xitoydagi ijtimoiy-falsafiy fikrlar tarixida Konfutsiyning (551–479) qarashlari ham alohida o'rin tutadi. U qadimgi Xitoydagi ijtimoiy-falsafiy fikrning rivojiga katta hissa qo'shgan. Mutafakkirning "Aforizmlar" asari teran falsafiy g'oyalari bilan mashhurdir. Konfutsiyning falsafiy qarashlarida axloqiy masalalar markaziy o'rin tutadi. Qadimgi ajdodlarning urf-odatlarini, marosimlari, tariqatiga tayangan Konfutsiy o'tganlarning shuhrati ularning avlodlarini yuksaltiradi, deb jamiyatning haqiqiy negizi, poydevorini yanada mustahkamlash uchun qadimgi urf-odatlar, marosimlar, an'analarni tiklash va ularga amal qilish zarurligini uqdiradi.⁵⁷Hozirgi kunda Konfutsiy tomonidan yaratilgan ta'limotning maqsadga

⁵⁶ Jo'rayev N. Avesto: tarixiy-adabiy yodgorlik. T., G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2015,.

⁵⁷ Konfutsiy. Hikmatlar. T., Alisher Navoiy nomidagi O'zbekiston Milliy kutubxonasi nashriyoti, 2010,

muvofigligini mamlakatimizda qadimgi urf-odat, an'ana, milliy marosim va bayramlarimizning, ajdodlarimiz tarixiy xotiralarining tiklanishi borasidagi ma'naviy-ma'rifiy islohotlarimizda ko'rishimiz mumkin. Qadimgi dunyoda falsafiy fikr taraqqiy etgan mamlakatlardan biri Yunoniston edi. Qadimgi Yunonistonda falsafa ijtimoiy hayotning in'ikosi sifatida tabiat to'g'risidagi bilimlar bilan bog'lanib bir butun dunyoqarashni o'zida mujassamlantirgan edi. Qadimgi Yunonistonda Suqrot, Platon va Aristotel asos solgan falsafiy oqimlar idealistik dunyoqarashni rivojlanishiga xizmat qiladi. Suqrot (eramizdan oldingi 469–399-yillar) – qadimgi Yunon faylasufi. Afsuski ijtimoiy hayotida faol ishtirok etgan, yoshlar tarbiyasi bilan shug'ullangan, hurfikrli inson, kambag'aldan chiqqan, tosh yo' - nuvchining o'g'li, o'ta bilimdon kishi sifatida mashhur bo'lgan.⁵⁸ Suqrotning fikricha, falsafaning markazi-da axloq masalalari turmog'i lozim. Jamiyatning ravnaqi, tinchlik va osoyishtaligi, farovon hayoti axloq va odobning ahvoriga bog'liq. Bu masalalar Sharq falsafasida ham katta o'rin tutganligi bois xalqimiz, buyuk allomalarimiz Suqrot nomini hurmat bilan tilga olgan, uning axloq-odob haqidagi pandnasihatlariga amal qilishgan. Jahon falsafasi tarixida o'chmas iz qoldirgan buyuk alloma, faylasuf, san'atshunos olim Platondir. Uning fikricha, "Kimki, davlatlarga jamiyat va umumxalq muomalasida bo'ladigan axloqning hayotiy qoidalari to'g'rsida qonunlar berishni o'ylab, ammo xususiy hayotga e'tibor berishni zarur deb hisoblamagan bo'lsa, bu bilan hammaga hamda har kimga o'zi xohlaganicha kun o'tkazishiga imkoniyat yaratib bergan bo'lsa, fuqarolar, o'zlarining xususiy hayotlari qonunlashtirilmaganiga qaramay, jamiyat va umumxalq hayotida qonunlarga mos yashaydilar, deb hisoblasa, u noto'g'ri mulohaza yuritgan bo'ladi".⁵⁹ Platonning ideal davlat to'g'risidagi orzulari negizida adolat g'oyasi yotadi. Platon aytganidek, jamiyat barcha a'zolarining odil jamiyatdagi qonunlarga bo'ysunishi ijtimoiy taraqqiyotning asosiy garovidir. O'zining qomusiy merosi bilan jahonni lol qoldirgan, ilmiy-falsafiy g'oyalari bilan sharqda "Birinchi muallim" sifatida e'tirof etilgan buyuk faylasuf Aristoteldir. Aristotel fikricha, haqiqiy baxtni anglash ma'naviy yuksak, to'g'ri fikrlovchi kishiga taalluqlidir. Har bir insonning go'zallik to'g'risida tasavvuri bor. Bunda ma'naviy insonning buyuk yutug'i ko'rinib turibdi. Faylasuf har bir alohida holatda haqiqatni topadi. Bu uning mezoni va qonuni hisoblanadi. Ma'naviy inson aql bilan fazilatlar birligiga amal qiladigan kishidir. Fazilat jonning qo'lga kiritgan sifatidir. Jonning komil qismi qanchalik ko'p bo'lsa, fazilatlar ham shunchalik yuqori bo'ladi. 5 Umuman, qadimgi Sharq va G'arb falsafasining ijtimoiy muammolari orasida axloq mavzusi yetakchilik qiladi. O'sha davrda yaratilgan hikmatli so'z, iboralar bugungi

⁵⁸ Nazarov Q. Falsafa. T., "DITAF", 2000,

⁵⁹ Aflotun. Qonunlar. T., "Yangi asr avlodi", 2002, 197-bet. 5 Nazarov Q. G'arb falsafasi. T., "Sharq", 2004,

kunda ham insonni mulohaza yuritishga majbur qiladi. Markaziy Osiyoda siyosiy fikrlarning vujudga kelishi va rivojlanishida islom dini ham muhim manbalardan biri bo'ldi. IX asrda maxsus islom ilmlari shakllandi. Greklardan o'tgan falsafa, matematika, fizika va boshqa qator ilmlardan tashqari kalom, hadis, fiqh kabi islomiy ilmlar yuzaga keldi. Islom Sharqda nafaqat din si fatida, balki yaxlit madaniyat, ma'naviyatning shakllanishida ham katta ahamiyatga ega bo'ldi. U madaniyatning ilm-fan, san'at, axloq, siyosat kabi sohalarining rivojiga ham ijobiy ta'sir ko'rsatdi. G'arbda insoniy kamolotga erishish aql-zakovat vositasida (pragmatizm) amalga oshirilgani haqida e'tirof etilgan edi. Aql-zakovat esa hamma narsaning tub mohiyatini anglashga, jarayonlarning harakatlantiruvchi kuchlarini aniqlashga, tuzilmaning barcha elementlarini muayyan tartibga solishga intiladi. Sharq olamida asta –sekin ma'naviy, ijtimoiy-siyosiy va iqtisodiy sohalarda tanazzul alomatlari namoyon bo'la boshlagan bir vaqtda G'arb mamlakatlarida jonlanish kuzatiladi. U yerda ijtimoiy taraqqiyotning navbatdagi bosqichida keng ko'lamda bozor munosabatlari shakllanib bormoqda. Bu xil jarayonlar ijtimoiy munosabatlarni nihoyatda keskinlashtirib yuboradi. Bu voqealar davlat tizimi faoliyatida liberalizm konsepsiyalarining ustuvor bo'lishi bilan izohlanadi. Aholining tabiiy va ijtimoiy ehtiyojlarini qondirishga davlat tomonidan ko'proq e'tibor berila boshlandi. Ijtimoiy munosabatlar sohasida eng dolzarb muammo- mehnat munosabatlari edi. Jamiyat miqyosidagi ichki nizolar aynan shu masalaning yechimi bilan bog'langan, demakki, uning keyingi taraqqiyoti pirovard natijada mazkur nizolarning qay tarzda yechilishiga qarab amalga oshishi mumkin. XX asrda ro'y bergan iqtisodiy tanazzul jamiyatning liberalistik modelga asoslangan iqtisodiy rivojlanishi nechog'li asossiz ekanini ko'rsatadi. Ijtimoiy-iqtisodiy vaziyat jarayonlar rivojiga davlatning aralashuvini taqozo etardi. Ana shunday shart-sharoitlarda iqtisodiy jihatdan ancha ilgari ketgan G'arb mamlakatlarida, xususan, AQSh da “insoniy munosabatlar” maktabining E.Meyo, F.Retlisberg, M.Follet kabi namoyandalari tomonidan jamiyat hayotini ijtimoiylashtirish darajasini oshirish zaruriyatini ifoda etuvchi izlanishlar natijasi e'lon qilina boshlandi. Buyuk Britaniyadagi “ijtimoiy-texnik tizimlar” maktabining radikal namoyandalari ham o'z fikr-mulohazalarini ovoza etdi. Ularning fikriga ko'ra, texnologik jihatdan olib qaralganda, har qanday rivojlanish sotsiotexnik xususiyat kasb etadi. Zero, texnologik jarayonlar o'z-o'zicha amalga oshmaydi, balki insonlar tomonidan boshqariladi. Ijtimoiy sohada adolat tamoyillarini qaror toptirish muammosining yechimiga ijtimoiy-iqtisodiy, siyosiy, tashkiliy-texnik omillar ta'sir o'tkazadi. Shuni inobatga oladigan bo'lsak, mazkur masalalarni tartibga solish uchun davlat aralashuvining nechog'lik muhimligi ayon bo'ladi. Sharq olamida davlat tizimining (hukmdor faoliyati) o'rni va roli nechog'lik ahamiyatli ekanini anglab yetishgan bo'lsa, G'arbda xuddi shu fikrga sotsial tajribalar asosida va aql-zakovat yordamida yetib kelishdi. Ikkinchi jahon urushidan keyingi davrlarda

iqtisodiy jihatdan rivojlangan mamlakatlarda boshqaruvchilik sohasida amalga oshirilgan, aholini sotsial himoyalash muammolariga katta e'tibor berilganini e'tirof etish lozim. Shu o'rinda buyuk ajdodlarimiz ham aynan shu masalalar yuzasidan nihoyatda o'rinli va qimmatli maslahatlar berishganini ta'kidlamaslik mas'uliyatsizlik bo'lardi. Umumbashariy taraqqiyot tamoyillarini o'rganish shuni ko'rsatdiki, sotsial adolat prinsipini tarkib toptirishga intiluvchi har qanday davlat tizimida ijtimoiy munosabatlarni shakllantiruvchi barcha tomonlarning manfaatlarini uyg'un tarzda qondirish yo'l-yo'riqlarini izlab ish tutish yaxshi samara beradi. Bunda albatta davlatning o'rni va roli alohida belgilanadi. Davlat ijtimoiy munosabatlarni tartibga solish va muvofiqlashtirib borish masalasi bilan shug'ullanmog'i lozim bo'ladi. Shunday qilib, zamonaviy iqtisodiy taraqqiyot prinsiplarining rivojlanish tamoyillari, xususiyatlari ko'p jihatdan Sharq va G'arb olamining o'zaro ta'sirlashuvi zahirida shakllanar ekan.

Foydaniilgan adabiyotlar:

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GEODEZIYA ISHLARI

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Annotatsiya: Geodeziya – har qanday qurilish ob'yektlarini to'g'ri loyihalash, koordinatalarni aniqlash, , topografik sur'atlarni o'z vaqtida yangilash uchun muhim o'rin tutadi.

Kalit so'zlar: Geodeziya, koordinatalar, syomka, topografik syomka, ob'jekt, cho'kish, deformatsiya, 3D model, masshtab, kameral ishlar.

Geodeziya tadqiqotlari bugungi kunda turli-tuman sohalarda keng qo'llaniladi. Bu sohalardan biri yer-kadastr munosabatlaridir. Temir yo'l izini qurishda geodeziyasiz tasavvur qilib bo'lmaydi. Xar qanday qurilishda ham geodeziya ishlari ayniqsa muhimdir. Bu sanoat ob'yektlarini va fuqarolik binolarini loyihalash va qurishda yuqori o'lchov aniqligiga bo'lgan ehtiyoj bilan bog'liq. Shuning uchun qurilishda geodezik ishlarning ahamiyatini ortiqcha baholash qiyin.

Muhandislik-geodeziya tadqiqotlari natijasi qurilish ishlari olib boriladigan hudud relyefining tabiati haqidagi ma'lumotdir. Ular bilan ixtisoslashgan kompaniyalar shug'ullanadi, ularning vazifasi tadqiqot tarmoqlarini qurish va rivojlantirish (rejalashtirilgan va baland balandliklar), yer chegaralarining asosiy nuqtalarining koordinatalarini aniqlash, o'tkazish, topografik sur'atlarni o'z vaqtida yangilash, mavjud muhandislik kommunikatsiyalar (yer osti va yer usti)ni aniqlash va xaritalarda belgilash.

O'z faoliyatida tadqiqotchilar hududning topografik xaritalarini o'z ichiga olgan manba ma'lumotlariga tayanadilar. Ob'yektni ishlatish jarayoni bir qator aniq muhandislik-geodeziya vazifalarini amalga oshirishni ham nazarda tutadi. Deyarli

hamma joyda loyiha va ishchi hujjatlarni qayta ishlash va takomillashtirish, bog'lash va joylashtirish ishlarini bajarish, binolarning geometrik parametrlarini nazorat qilish va qurilish tadqiqotlarini o'tkazish talab etiladi.

Bundan tashqari, qurilishdagi geodeziya ishlari yer yuzasi va qurilish ob'yektlarining cho'kishi va deformatsiyasini kuzatish, shu jumladan xavfli tabiiy jarayonlarni kuzatishni o'z ichiga oladi. Ular, shuningdek, o'lchov ishlariga mas'uldirlar, ya'ni binolarning parametrlarini va turli me'moriy shakllarni aniqlaydilar. Bundan tashqari, ular konstruksiyalar va ustunlarning vertikaligini nazorat qiladi, kranning uchish-qo'nish yo'laklarini tekislaydi. Har qanday murakkab turdagi uskunani o'rnatish bunday ishlarsiz tugallanmaydi.

Qurilishdagi geodeziya ishlarining turlari

Zamonaviy geodeziyaning qo'llaniladigan yo'nalishlari qanday? Ularning sezilarli soni bor. Ob'yektda mutaxassislar mutlaq balandliklarga va ma'lum bir joyda mavjud bo'lgan koordinatalar tizimiga bog'langan etalon geodeziya tarmog'ini yaratadilar. Qurilish maydonchasi vertikal va gorizontal yo'nalishlarda rejalashtirilgan, tuproq ishlarining zarur hajmlari naturada hisoblanadi. Dizayn oqlari binoning tashqarisida va ichida chiqariladi. Qurilish ob'yektlari vertikal ravishda rejalashtirilgan, ularning maydoni, hajmi va perimetri aniqlanadi.

Qurilishdagi geodeziya ishlari zavod jihozlarini o'rnatish va murakkab asboblarni o'rnatishda qo'llaniladi. Ularga temir yo'l va kran relslarini qurishda muhim o'rin beriladi. Ular, shuningdek, chiziqli tuzilmalar, ustunlar, minoralar, turli antennalar, ofis va dala izlarini qurishda amalga oshiriladi. Ushbu turdagi ishlar yer osti kommunal xizmatlari sohasida ham talabga ega.

Qurilish tugagandan so'ng, loyihada ko'rsatilgan qarorlardan barcha og'ishlarni aniqlaydigan ijro etuvchi so'rov o'tkaziladi. Ob'ektning geometrik parametrlarini nazorat qilish qurilish jarayonining o'zida ham amalga oshiriladi. Geodeziya ishlarini ishlab chiqarishning zamonaviy usullari sizga elektron shaklda yoki 3D modellar ko'rinishida ijro rejalari va diagrammalarini yaratish imkonini beradi.

Qurilishdagi har qanday geodeziya ishlarini uchta asosiy bosqichga bo'lish mumkin. Ulardan birinchisi (tayyorgarlik) eng muhim fikrlar ro'yxatini o'z ichiga olishi kerak bo'lgan texnik shartlarni shakllantirishdir. Biz kelajakdagi ob'yektning hududda va kosmosda joylashishi, uning hajmi va hajmi haqida gapiramiz. Quyida bajarilishi kerak bo'lgan ishlar ro'yxati keltirilgan. U topografik suratga olish, hududni taqsimlash, ijro etuvchi tadqiqot, o'lchash ishlari yoki nazoratdan iborat bo'lishi mumkin.

Tayyorgarlik bosqichida zarur texnik hujjatlar yig'iladi va tayyorlanadi. Ularga mavjud topografik xaritalarning nusxalari, uchastkalar va qurilish

maydonchalarining chegaralari belgilangan uchastka rejalar, kelajakdagi ob'ektlarning konturlari ko'rsatilgan bosh rejalar kiradi.

Tekshirish uchun tuzilgan shartnoma geodeziya ishlarining tayyorgarlik bosqichini yakunlaydi. Keyinchalik, qurilish maydonchasida ilgari olib borilgan muhandislik ishlari natijalari to'g'risidagi ma'lumotlarni to'plashingiz kerak. Ularsiz vazifa ancha qiyinlashadi. Texnik topshiriq asosida ish tashkilotchisi barcha mavjud shart va cheklolarni hisobga olgan holda kelgusi tadbirlar rejasini ishlab chiqadi.

Ishning amaliy tomoni

Ishning ikkinchi bosqichida - dala - geodeziyachilar hududda razvedka ishlarini olib boradilar. Bu juda murakkab jarayon, chunki ko'pincha haqiqiy sharoitlar hujjatlarda ko'rsatilganidan sezilarli darajada farq qilishi mumkin. Ushbu bosqichning eng mas'uliyatli jarayoni topografik suratga olish deb ataladi. U muhandislik tadqiqotlarining eng mashhur va ommabop turlariga kiradi va turli miqyoslarda - 1:500 dan 1:5000 gacha o'tkaziladi.

Uning natijalariga asoslanib, tadqiqotchilar topografik rejani tuzish imkoniyatiga ega. Zamonaviysohadagi faoliyat elektron va optik teodolitlar, lazer sathlari va boshqalar ko'rinishidagi eng yangi texnik vositalardan foydalanish bilan birga olib boriladi. Ulardan foydalanish nafaqat geodeziyachilarning mashaqqatli mehnatini osonlashtiradi, balki buyurtma bo'yicha o'lchovlarning aniqligini oshiradi. kattalik. Tuzilgan topografik rejada erning har qanday elementlari ko'rsatilishi kerak, ular orasida binolar, rel'ef o'zgarishlari va katta o'simlik ob'ektlari mavjud. Mavjud bo'lgan barcha er osti kommunikatsiyalari, masalan, quvurlar yoki elektr kabellari, albatta, o'rnatilishi kerak. Agar bu nuqtaga etarlicha e'tibor berilmasa, oqibatlar juda jiddiy bo'lishi mumkin. Shuning uchun topografik rejani tayyorlash yuqori malakali mutaxassisning vazifasidir.

Geodezik ishlarning turlari. Topografik tadqiqot nafaqat quruvchilar uchun foydali. Landshaft dizayni bo'yicha mutaxassislar va er uchastkasini qurish uchun ruxsat olish uchun ariza berganlar bu holda qila olmaydi. Shunday qilib, erni boshqarish tartib-qoidalari haqida gap ketganda, tadqiqot ma'lumotlari deyarli hamma joyda talab qilinadi.

Oxirgi qadam

Geodeziya ishining yakuniy bosqichi kameral yoki ofis deb ataladi. Unda mutaxassislar dala ishlari davomida olingan ma'lumotlarni va barcha hisoblangan parametrlarni aniqlaydilar. Qayta ishlash muhim ma'lumotlar oqimini talab qiladi, bu esa ijrochilarning diqqatini va yuqori malakasini bildiradi.

Geodeziya sohasida bajarilgan ishlar bo'yicha texnik hisobot tushuntirish deyiladieslatma va bajarilgan ish natijalari bilan ko'plab raqamlar, chizmalar,

diagrammalar va boshqa ma'lumotlarni o'z ichiga oladi. To'g'ri rasmiylashtirilgan barcha hujjatlar mijozga o'tkaziladi.

Jarayonni kim boshqaradi

Qurilish maydonchasidagi ishlarning tayyorgarlik bosqichi odatda buyurtmachi-quruvchi tomonidan amalga oshiriladi, qurilish jarayoni bilan bevosita bog'liq bo'lgan vazifalar ko'pincha pudratchi yoki bosh pudratchi tomonidan amalga oshiriladi. Buyurtmachi va bosh pudratchi turli tashkilotlar vakillari bo'lishi mumkin, lekin ba'zida ular bir investitsiya va qurilish kompaniyasi doirasida hamkorlik qiladilar.

Qurilishda geodeziya ishlarini tashkil etish ularning murakkabligi va hajmiga bog'liq. Agar geodeziya mutaxassislarini o'z ichiga olgan ob'ektni qurishda subpudratchi ishtirok etsa, bu ishlarning barchasi ular tomonidan amalga oshiriladi. Agar murakkab tadqiqotlarni o'z ichiga olmaydigan kichik ob'ekt haqida gapiradigan bo'lsak, geodezik vazifalar to'g'ridan-to'g'ri quruvchilar tomonidan hal qilinadi.

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**PEDAGOGICAL POSSIBILITIES OF DEVELOPMENT OF
ENLIGHTENMENT CHARACTERS IN STUDENTS ON THE BASIS OF
THE TEACHING OF AL-HAKIM AT-TERMIZI**

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Annotation: In this article, in order to develop the enlightened qualities of the students, we will use the teachings of Al-Hakim al-Tirmizi and the past scholars-scholars who were honored by the people, while the teacher pedagogue relies on his own knowledge and skills. It is shown to explain the information in an interesting way.

Key words: Al-Hakim al-Tirmizi, Enlightenment, Development of Enlightenment, technology of providing information in an interesting way to students.

Main part: Al-Hakim al-Tirmizi his full name is Abu Abdullah Muhammad ibn Ali ibn al-Hasan ibn Bashir al-Hakim al-Tirmizi, biographical information from the medieval Arab authors Tajuddin as- In the works of Subki, al-Khatib al-Baghdadi, Ibn Hajar al-Asqalani, al-Sullami and others, as well as his own "Bad'u sha'ni Abu Abdullah" ("The beginning of the work of Abu Abdullah") given in his autobiographical pamphlet.

Its full name in this form is "Nawadir ul-usul fi marifat akhbar ar-rasul" ("Rare ways about the messages of the Messenger of God"), "Ilm ul-Awliya" ("The knowledge of the saints (or saints)") written by the scholar. , "Khatm ul-Avliya" ("The Last of the Saints") and "Nazair ul-Qur'an" ("Lessons of the Qur'an") are named in the same way in the introductory parts. Regarding the date of birth of Al-Hakim at-Tirmizi, different years are given in written sources and literature. Usually, in the written sources of the Middle Ages, in most cases, only the year of the author's death is indicated, and the date of birth is not given. For example, the famous scientist Haji Khalifa in several places of his famous work "Kashf uz-Zunun" indicated the death of al-Hakim al-Tirmizi as the year 255 AH (melodic 869). In addition, some information about his life is given in the inscriptions on the tombstone of Alloma

located near the city of Termiz, and the date of his death is written as 255 Hijri (melody 869). Some other sources also mention that he died on this date. If we take into account that Al-Hakim al-Tirmizi lived for a long time - 116 or 120 years, it becomes clear that the scholar was born in the middle of the eighth century (approximately between 750-760). At the same time, some modern researchers indicated completely different dates of his birth and death. For example, the famous Egyptian scientist Abdulfattah Abdullah Baraka al-Hakim al-Tirmizi, who deeply studied the life and teachings of al-Hakim al-Tirmizi, was born in the city of Termiz in 205 AH (melody 820), lived a long life, and died in 320 AH. (melody 932) writes that he died at the age of 112[3]. In conclusion, we can say that in-depth scientific research in this direction will allow us to determine the dates of birth and death of Allama al-Hakim al-Tirmizi. His mausoleum is located near the city of Termiz on the banks of Amudarya.

Valuable information about the city of Termiz is provided by Arab geographers al-Muqaddasi (Ahsan ut-taqasim fi marifat al-aqoliym), al-Istakhri (al-Masolik wal-mamolik), al-Balazuri-Futuh ul-buldan and a number of other authors. we meet in his works. According to these sources, the city of Termiz, where al-Hakim at-Tirmizi was born, was also famous as one of the largest and most prosperous cities of Movarounnahr in the 9th century. Islamic science and culture are highly developed in the city. Many scholars in various fields of science, including Islamic sciences, who grew up in the city of Termiz, are famous all over the world with the at-Tirmizi nisab. Al-Hakim al-Tirmizi is one of the great figures of Termizism who has received worldwide respect. Unfortunately, we did not find any specific information about al-Hakim at-Tirmidhi's childhood and youth in the sources. According to some reports about his parents, his father Ali ibn al-Hasan was famous in his time as one of the prominent scholars of hadith science. According to the Arab historian al-Khatib al-Baghdadi in his famous work "Tarihi Baghdad" ("History of Baghdad"), he was in the city of Baghdad, which is one of the largest centers of the Muslim world. participated in heated debates and discussions with the famous scientists and scholars of the time on various issues of hadith science. Al-Hakim al-Tirmizi wrote in his autobiographical treatise "Bad'u sha'ni Abu Abdullah" and "Ar-Radd al'al-muattila" that his mother and grandfather were among the most advanced scholars of hadith in their time. was. From this information, it can be concluded that Al-Hakim at-Tirmizi was born in an intellectual family, where knowledge was highly valued, and he grew up in this scientific and spiritual environment. Ultimately, under the influence of these factors, his spiritual world and scientific thinking were formed and matured. At the same time, it should be emphasized that the services of his father Ali ibn al-Hasan in al-Hakim al-Tirmidhi's scientific development are extremely

important. For example, he was not only a loving and caring father for his child, but also a demanding coach and an enlightened teacher.

The word "enlightenment" is translated as "knowledge" or "enlightenment". This word expresses an appreciation of enlightenment, support for its transformation, and an interest in learning about it. Enlightenment refers to people's interest in learning about themselves and others, developing knowledge and enlightenment.

There are several ways to develop enlightenment.

✚ First, you need to constantly update and develop your thoughts and skills to increase your knowledge and enlightenment. This requires you to expand your knowledge by learning new information, asking new questions, and seeking answers to those questions.

✚ Second, enlightenment can be developed by sharing information and learning with others. Communicating with others and using their ideas allows you to gain new information, acquire new skills, and expand your reputation.

✚ The third way is to increase your knowledge and skills by sharing and teaching others to develop enlightenment. It helps you develop your own enlightenment by sharing your enlightenment with others, hearing their thoughts and being introduced to their thoughts.

Students can use the following technologies to learn in an interesting way:

❖ **Interactive textbooks:** Interactive textbooks allow students to access information according to their own learning style. These textbooks interact with the student interactively and make learning more interesting through animations, audio and video materials, tests and practical exercises.

❖ **Multimedia textbooks:** Multimedia textbooks combine text, images, audio and video materials, animations and other multimedia elements to provide more information to students. Through this method, students can improve their skills and learn information.

❖ **Online Learning Platforms:** Online learning platforms allow students to learn by taking new information, taking tests and doing hands-on activities. Through these platforms, students can access information at their own time and place.

❖ **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies allow students to acquire information in an interactive and engaging way. Through these technologies, students can learn in virtual worlds or in the real world.

Conclusion: Hakim Termizi's views on guardianship and guardianship served as a basis for later thinkers, sheikhs and scholars. As a result, various opinions, narratives and stories appeared in various works about the concept of guardianship and its moral and social impact, the relationship between Islamic beliefs and the activities of guardians, and the merit of guardianship. Hakim Termizi's doctrine of "Khatm ul-Awliya" (Seal of the Guardians) about guardianship (guardianship) became one of the hot topics of his time and was widely spread throughout Khurasan, especially in Termiz and Balkh. Most of the medieval Sufi scholars also supported this doctrine. In particular, Sufism and Tariqat people such as Imam Ghazali, Shihabuddin Suhrawardi, Suyuti, Bidlisi and Bahauddin Naqshband were influenced by the teachings of Allama. Hakim Termizi's thoughts and ideas regarding the degrees of guardianship, sainthood, their inner and outer purification, spiritual and moral perfection are today used in building New Uzbekistan, raising the spiritual potential of society, and on this basis, making the young generation an active person, a perfect human being. It serves as a program in education. The rich scientific and spiritual legacy left by Al-Hakim At-Tirmizi will serve the interests of man and society for centuries.

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AL-HAKIM AT-TERMIZIY
PEDAGOGIK QARASHLARIDAN OLIY TA'LIM TIZIMIDA FOYDALANISH
MUAMMOSINING YORITILISHI Skorlupkina Aleksandra Aleksandrovna

THE SYSTEM OF HUMANIZATION OF TEACHER AND STUDENT RELATIONS IN THE CONTENT OF THE DIDACTIC SYSTEM

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Abstract: This article focuses on the theoretical and practical issues of directing didactic relations to activities based on humanization of future teachers and students. In particular, opinions on the need to understand didactic relations as a pedagogy of humanization of education are also emphasized.

Key words: Didactic system, Relationship between teacher and student, Humaneness, Development of humaneness among students.

Main part: A didactic system is a system organized for students to receive information, understand it and implement it. This system includes all the tools, methods, and technologies that students need to learn and develop information. **The didactic system will have the following main elements:**

- ❖ **Learners:** Learners are at the core of the learning process. They use methods and tools that suit them to obtain information, understand it and implement it.
- ❖ **Teachers:** Teachers are the persons who provide important services for imparting information to students, engaging them and developing them. It is important that they use pedagogical technologies and organize the learning process.
- ❖ **Curriculum:** Curriculum defines how to provide information in an appropriate way to students as they acquire, understand, and apply information.
- ❖ **Technologies:** In the didactic system, technologies play an important role in creating facilities for students to acquire information and develop them. These technologies can be computer programs, interactive textbooks, online platforms and other information and communication technologies.
- ❖ **Learning aids:** These are the devices, materials and equipment that students need to acquire and develop information.

The relationship between the teacher and the student is very important for the learning process to be effective and efficient. This relationship is important in the communication between the teacher and the student, in the process of students' acquisition of information, their understanding and their development. The relationship between the teacher and the student is important for the understanding, support and interest of the teacher and the student. The teacher will have to help students learn and develop information, interest them and organize work with them. Students should approach the teacher with curiosity, ask questions, and ask for help in understanding the information. The relationship between teacher and student is important in that teacher and student show respect and fairness to each other, share information, share ideas and show comfort to each other. A meaningful relationship between a teacher and a student is of great importance in making the educational process effective and efficient. In addition, the relationship between the teacher and the student is important in the process of students' acquisition of information and their development, and is an important part of effective education.

The didactic system plays an important role in the acquisition and development of students' information. The good organization of this system is of great importance in making the educational process effective and efficient.

Humanity consists of human behavior and habits based on respect for other people, attention to their rights and respect for their goals. Humanity is a changing value based on the principles of respect for humanity, justice, stability, freedom and equality.

Humanism aims to ensure respect for all human beings, attention to their rights and respect for their goals. This is essential for the protection of the rights of all people, for them to have justice and stability, to have freedom and stability. Humanity requires action to ensure respect for humanity, to protect human rights, to ensure their rights and to create opportunities for their comprehensive development. Humanism requires equal rights and opportunities for all people, regardless of gender, national, ethnic, religious or social lifestyle. Humanity is important for human beings to learn, develop and learn to treat each other with justice, respect and love. This is of great importance in strengthening interpersonal relations, creating an atmosphere of peace and stability.

Conclusion: To develop humanity among students, you can use the following methods:

- ❖ Learning about justice and respect: Organizing lessons, dialogues and active participation in the community for students to learn and develop relationships of justice, respect and love with each other.
- ❖ Multicultural Education: To provide opportunities for students to respect and develop relationships with different genders, nationalities, ethnicities, and religious groups through multicultural education.
- ❖ Mastering Humanity: Organizing practical activities, teaching articles and dialogues about how to show humanitarianism to students to master the principles of humanitarianism.
- ❖ Active participation in the community: Encourage students to actively participate in the community, discuss humanitarian issues with friends, encourage community participation for future performance.
- ❖ Multi-viewer programs: Expand students' understanding of humanities through multi-viewer programs, videos and books.
- ❖ The issue of developing humanitarianism among students is very important, because it is important for the future society that they learn the principles of humanitarianism and develop their respect for other people and fair relations.

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BOSHQARUV NAZARIYASINING IJTIMOIIY NAZARIYA ASOSLARI

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Annatsiya: Hozirgi kunda boshqaruvning umumiy nazariyasi amaliyotga joriy etilayotgan menejment nuqtai nazaridan, boshqaruv - tashkilot faoliyatini ta'minlash, xodimlarni motivlashtirish, uning tarkibiy bo'g'inlari faoliyatini muvofiqlashtirish va nazorat qilish jarayoni. O'z-o'zidan ravshanki, menejmentning predmet sohasi, birinchidan, ijtimoiy tabiatga ega bo'lgan tizimlar, ya'ni muhim bo'g'ini odamlar sanalgan tuzilmalar bilan; ikkinchidan, 'gashkilotlar, ya'ni odamlar uyushgan birlashmalarning barcha shakllarini ham qamrab olmaydigan ixcham tuzilmalar bilan sezilarli darajada cheklanadi. Uchinchi cheklash ham mavjud bulib, u menejmentning haqiqiy mazmunidan kelib chiqadi menejment asosan iqtisodiy soha tashkilotlarini o'rganadi Shunday qilib, menejmentning universallikka bo'lgan davolarini asosli deb hisoblash mumkin emas.⁶⁰

Kalit so'zi: boshqaruv nazariyasi, menejment, tizim tushunchasi, rahbar.

Kirish: Boshqaruv - qarorlar qabul qilish haqidagi fan va qarorlar qabul qilish san'ati hisoblanadi. Unga mazkur metod doirasida boshqaruv qarorlari (maqsadlar)ni asoslash va qabul qilish ularning bajarilishini ta'minlash, shu bilan bog'liq barcha ishlarni muvofiqlashtirish, olinayotgan natijalarning qo'yilgan maqsadlarga muvofiqligini nazorat qilish uzluksiz jarayoni sifatida qaraladi. Xuquqshunoslik nuqtai nazaridan, boshqaruv sotsium faoliyatini davlat tomonidan qonunlar yordamida huquqiy tartibga solishdir. "Boshqaruv" tushunchasi mazmuniga berilgan ta'riflarni yana keltirish mumkin. Ularning aksariyatida boshqaruv, yuqoridagi ta'riflar kabi, ijtimoiy boshqaruv sifatida qaraladi, ya'ni ijtimoiy tuzilma bilan chegaralanadi.

Umuman olganda, "boshqaruv" terminining o'zbekcha mazmuni etimologiyasi uni "izchil faoliyat" sifatida talqin qilish imkonini beradi. "Boshqaruv" tushunchasining mazkur talqini keng, shu bilan birga, mavhum: u boshqaruvning boshqaruv faoliyati mazmunini faoliyatning boshqa turlari orasidan ajratish imkonini beruvchi xususiyatini yoritmaydi.

Oddiy ong darajasida boshqaruv deganda, odatda, bir element (qurilma, individ, ijtimoiy institut va sh.k. - boshqaruv sub'ekti)ning o'zi bilan bog'langan boshka

⁶⁰ Bogdanov A.A. Tektologiya vseobodaya organizatsionnaya nauka.T. 1. - M.: [Ekonomika](#), 1989. - 213-215-6.

tarkibiy tuzilma (boshqaruv ob'ekti)ga qaratilgan, berilgan yoki mustaqil ta'riflangan maqsadlarga erishish bilan belgilangan faoliyat yoki jarayon tushuniladi. Bu ta'rif "boshqaruv" tushunchasi mohiyatini to'g'ri aks ettiradi. Ilmiy adabiyotlarda boshqaruv har xil tabiatli (tabiiy, biologik, ijtimoiy, texnik, uyushgan tizimlarning ular faoliyatining zaruriy rejimini quvvatlashni yoki mazkur tizim mavjudligining ob'ektiv qonuniyatlariga, amalga oshirilayotgan dasturga yoki ongli ravishda qo'yilgan maqsadga muvofiq, boshqa holatlarga o'tkazishni ta'minlovchi vazifa, degan ta'rif mavjud. Ammo bu mavjud noaniqliklarni bartaraf etmaydi.⁶¹

Birinchiidan, mazkur vazifa nimaning hisobiga va qay tarzda amalga oshirilishi noaniq. Bundan tashqari, unda ham umume'tirof etilgan mazmunga ega bo'lmagan tushuncha ishlatilgan. Bu o'rinda gap "tizim" kategoriyasi haqida bormoqda (uning o'nlab ta'rifi mavjud). Biz masalaga aniqlik kiritishga harakat qilamiz.

"Tizim" tushunchasi talqinlarida o'zaro tafovut mavjud. Ushbu tushuncha doimo o'z o'rnida ishlatilavermaydi. Odatda "tizim" tushunchasiga berilgan ta'riflarda zarur ikki belgisi - bittadan ortiq tarkibiy qismlari mavjudligi va o'zaro aloqalari; ular o'rtasidagi munosabatlar hisobga olinadi. Mazkur yondashuv tizimlar umumiy nazariyasining dastlabki mualliflari (R.Akoff, A.Berg, P.Draker, G.Saymon va b.) tomonidan ilgari surilgan va hanuzgacha yetakchilik qilib kelayotir.

Boshqaruv ilmining nazariy tarixiy asoslari.

Mehnat qiluvchi insonni ongli ravishda ilmiy o'rganish o'tgan asrdan boshlandi. Tashkilot menejmentini o'rganuvchi olim V.A.Spivak boshqaruv nazariyalarining rivojlanish tarixini quyidagi davrlarga ajratgan holda tadqiq etadi: Ilmiy boshqaruv maktabi yoki mehnati ilmiy tashkil etish maktabi. Ushbu yo'nalish asosida Amerikalik olim F.U.Taylor nomiga qo'yilgan «teylorizm» ta'limoti yotadi va bu sohada olib borilgan AQSHdagi izlanishlar 1885-1920 yillarni o'z ichiga oladi. F.U Teylor o'sha davrdagi malakasiz ishchilardan samarali foydalanish maqsadida, murakkab va malaka talab etuvchi mehnat turini mayda operatsiyalarga ajratdi.

Mehnat jarayonini maxsus operatsiyalarga ajratish natijasida, Reysom Olds 1902-yilda konveyer usulini yaratdi va avtomobil yig'ish zavodiga tatbiq etdi. Yangi uslub bo'yicha ishlab chiqarish natijasida yillik mahsulot 425 donadan 2500 taga ko'paydi. Genri Ford esa bu uslubni yanada takomillashtirish orqali, avtomobil ishlab chiqarishga ketadigan vaqtni 20 martaga kamaytirdi va nafaqat Amerika, balki keyinchalik butun jahon avtomobil bozorini ishg'ol qildi. Ma'muriy boshqaruv maktabi. Ushbu yondoshuv A. Fayol nomi bilan bog'liq bo'lib,

⁶¹ Xolbekov A.J. Boshqaruv sotsiologiyasi. -T.: "Akademiya", 2008

1920-1950-yillarda bunga oid g'oyalar boshqaruvda keng miqyosda tatbiq etila boshlandi. A. Fayol alohida mehnat elementlarini emas, balki tashkilotni yaxlit tuzilma sifatida qaraydi va tashkilotni ratsional boshqarish tamoyillari, boshqaruv funksiyalari, boshqaruv tizimi kabilarni takomillashtirgan holda mehnat samaradorligini oshirishga erishdi.

1924-yildan boshlab insoniy munosabatlar maktabi ham rivojlana boshladi. Bu yondoshuvning asosi va birlamchi manbalari amerikalik psixolog Elton Meyoning «Xotorn tajribalari»ga borib taqaladi. «Western Electric» kompaniyasida o'tkazilgan tajribalarda, sex ishchilariga e'tiborli bo'lish, ularning manfaatlari haqida g'ambhurlik qilish natijasida mehnat unumdorligini oshirishga erishilgan. Bunday munosabat ishchilar tomonidan rag'batlantiruvchi omil sifatida qabul qilingan va ijobiy munosabatlarni shakllantirish asosida mehnat unumdorligi oshgan.

1950-yildan miqdoriy yondoshuv rivojlana boshladi. Bu yondoshuvning asosiy mohiyati guruh va tashkilotlarni boshqarishda matematik metodlardan, xususan, mehnat operatsiyalarini tahlil etish, matematik modellar yaratish uslublari qo'llandi. Tashkilot boshqaruvi tizimiga mutlaqo mos model yaratib bo'lmasada, lekin matematik apparatni qo'llash natijasida boshqaruv jarayonini chuqur bilish va ayrim iqtisodiy natijalarni bashorat qila olish imkoniyati oshadi. Boshqaruvga jarayon sifatida yondoshish ta'limotida esa tashkilot hayotiga murakkab va dinamik jihat sifatida qaraladi hamda boshqaruv o'zaro bog'liq funksiyalarni bajarishning uzluksiz jarayoni sifatida tushuniladi. Bunday funksiyalar sifatida: rejalashtirish, tashkil etish, topshiriqlar berish (ma'muriy boshqaruv), motivlashtirish, rahbarlik koordinatsiya, nazorat, tadqiqotlar, kommunikatsiya, baholash, qaror qabul qilish, personal tanlash, muzokaralar olib borish va vakolat berish kabilar sanab o'tiladi.⁶²

Tizimli va vaziyatli yondoshuv orqali esa tashkilotda amalga oshayotgan jarayonlar, ishlab chiqarishda ishtirok etuvchi hamma ishtirokchilar o'rtasida sababiy aloqa mavjudligi, tashqi muhit va vaziyat xodim xulqadagi hal etuvchi omil ekanligini tushunish imkoniyati paydo bo'ladi.

Ishlab chiqarish jarayonida insonga bo'lgan munosabatni aks ettiruvchi yana bir yondoshuv - «inson kapitali» nazariyasi bo'lib, bunga muvofiq korxonadagi ishchi kuchi kapital sifatida, masalan pul tarzida idrok etiladi. Ushbu nazariya doirasida personal boshqaruviga oid holatlar va tasdiqlar biznesmenga tushunarli bo'lgan iqtisodiy atama va kategoriyalarda bayon etiladi. Bu ta'limotga binoan, inson kapitali odatda pul birligida o'lchanadi.

⁶² Raximova D., Bekmurodov M. Liderlik va tashkilot madaniyati. -T.: "Akademiya", 2006.

Zamonaviy yondoshuvlardan biri-inson resurslarini rivojlantirish konsepsiyasi bo'lib, bunda tashkilot manfaati yo'lida xodimning o'z tashabbusi bo'yicha samarali mehnat qilishi uchun yaratiladigan sharoitlar markaziy masala, deb qaraladi. Tashkilot personalini rivojlantirish omili sifatida xodimlarning ehtiyojini aniqlash va qondirish, ularning kasbiy va shaxsiy kamolotga erishishi uchun shart-sharoit yaratish g'oyasi yotadi. Aniqlangan ehtiyojlar majmuasiga har tomonlama ta'sir etish natijasida ishchining mehnatga ijobiy yondoshuvi va samarali mehnati ta'minlanadi.

Qayd etilgan asosiy boshqaruv konsepsiyalari o'z davriga xos bo'lgan personal boshqaruv uslublarini ifodalaydi. Xatto ayni paytda ham turli tashkilot va rahbarlar sanab o'tilgan yondoshuv elementlarini o'z faoliyatida qo'llab keladilar. Tashkilot rahbari mavjud iqtisodiy ahvol, qo'l ostidagi xodimlar xususiyatiga asoslangan holda turli yondoshuvlardan birontasiga o'rg'u berishi, tashkilot manfaatidan kelib chiqib, u yoki bu yo'nalish modellarini jamoalar boshqaruviga tatbiq etishi mumkin. Ammo, ko'zlangan maqsadga tashkilot personalining faol ishtiroki orqali erishmoqchi bo'lgan rahbar, iloji boricha o'z xodimlarida tashabbusga moyillik ish natijasi uchun yuksak mas'uliyat uyg'ota olishi lozim. Aynan shu maqsadni ko'zlangan rahbar iloji boricha inson resurslari deb nomlanuvchi yondoshuvga asoslanishi urinlidir. Zamonaviy psixologiya ham iloji boricha insonni aynan shu nuqtai- nazardan tushunishga va shaxs kamolotiga uning ichki zahralarini uyg'otish orqali erishishga intiladi.⁶³

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⁶³ Razzoqov Sh. Rahbarlik san'ati. -T.: "Sharq", 1997-yil.

**ҚУШЛАР БИОХИЛМА-ХИЛЛИГИНИ САҚЛАШДА
ОРНИТОФАУНАНИНГ ШАКЛЛАНИШ ХУСУСИЯТЛАРИ,
АНТРОПОГЕН ТРАНСФОРМАЦИЯСИ ВА БИОЗАРАРЛАНИШДАГИ
ИШТИРОКИНИ ЎРГАНИШНИНГ АҲАМИЯТИ**

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Ҳозирги вақтда ҳар қандай регионнинг турлар биохилма-хиллигини сақлаш нафақат табиий шароитда, балки антропоген трансформацияланган маданий ландшафтларда ҳам амалга оширилиши ўта муҳим. Кейинги йилларда турларнинг табиий яшаш муҳитларининг деградациялашуви ва айниқса антропоген трансформацияга учраган майдон кўламининг кенгайиши мазкур масаланинг долзарблигини янада оширади [2].

Айни вақтда турар жой ва саноат объектларини бунёд этишда бу ердаги биологик хилма-хилликни, жумладан орнитофаунанинг сақлаб қолинишида муҳим аҳамиятга эга бўлган орнитофаунанинг шаклланиш хусусиятларига деярли эътибор қаратилмайди. Ҳар қандай бунёдкорлик фаолиятини юритишда айрим турларнинг яшаши учун қулай бўлган сунъий шароитни яратиш ёки тур яшаб келаётган табиий муҳитни муайян даражада сақлаб қолиш имкониятлари мавжуд. Шу орқали орнитофаунанинг антропоген трансформацияланишини юмшатиш ва унинг хилма-хиллигини маълум даражада сақлаб қолиш мумкин [3].

Орнитофауна хилма-хиллигини сақлаб қолишда унинг тарихий шаклланиш хусусиятларини таҳлил қилиш ўта муҳим. Марказий Осиё, жумладан Ўзбекистон орнитофаунасининг табиий шаклланишини белгиловчи омилларни шартли равишда учга, яъни тоғ, тўқай ва текистлик (чўл) худудлари ва уларга хос комплекс омилларга ажратиш мумкин. Тарихий ҳиҳатдан қайд этилган омиллар иштирокида шаклланган орнитофауна кейинги йилларда инсоннинг аралашуви натижасида кескин ўзгаришларга учради. Тўқайлар майдони қисқарди, текистликлар экин майдонлари сифатида ва чорвачиликда, тоғлар эса рекреация мақсадларида кенг фойдалана бошланди. Натижада орнитофаунанинг табиий шаклланишини белгиловчи омиллар ўзининг таъсири ва аҳамиятини йўқотди. Буларнинг барчасини

умумлаштирган ҳолда, турларнинг яшаш муҳитларини антропоген трансформация деб аташ мумкин.

Ўзбекистонда тўқайлар ва текистликлар нисбатан кучли трансформацияланган. Урбофоб қуш турларнинг асосий қисми ушбу яшаш муҳитларини тарк этган ёки кам сонли турлар мақомини эгаллаган бўлса, аксинча айрим урбофил турларнинг (майна, гўнг қарға, кумри, дала чумчуғи) сони кескин ошган ва тарқалиш ареаллари кенгайган.

Трансформацияланган ҳудудларда турларнинг хилма-хиллигини сақлаб қолишда муҳофаза этиладиган табиий ҳудудлар майдонини кенгайтириш, уларда муҳофаза этишнинг қаттиқ режимларини ўрнатиш, айримларининг (буюртмахона, биорезерват) муҳофаза мақомини ўзгартириш орқали уларга кўриқхона мақомини бериш зарур. Чунки ҳозирги шароитда турларни муҳофаза қилишда кўриқхоналар бошқа мақомга эга бўлган ҳудудларда нисбатан устиворликка эга.

Юқорида қайд этилган урбофил турлар Ўзбекистонда турли биозарарланишларда иштирок этиш орқали муаммоли турлар қаторига кириб улгурган. Айниқса майна ва гўнг қарғалар антисанитария ҳамда шовқин каби ифлослантувчи вазиятларнинг шаклланишида фаол иштирок этади. Ушбу турлар бошқа турларнинг кўпайишга тўсқинлик қилиш, қишлоқ хўжалиги ва чорвачилик тармоқларида турли биозарарланишларни юзага келтириш хусусиятларига эга [1, 4].

Албатта бу каби турларнинг биозарарланишдаги иштирокини чеклаш чоратадбирларини жорий этишдан олдин уларнинг табиатдаги ва хўжаликдаги аҳамиятини чуқур ўрганиш талаб этилади. Акс ҳолда кутилган натижа ўрнига кутилмаган салбий вазиятнинг юзага келиш мумкин. Дунё тажрибасида, жумладан Ўзбекистонда бу каби салбий ҳолатлар кўплаб содир бўлган.

Муайян тунинг табиатда ва хўжаликдаги аҳамиятини холисона ва тўғри баҳолашда бир қатор қийинчиликлар учрайди. Булар қуйидагилар: ҳар бир турнинг ўз тарқалиш ареалининг турли қисмларида турлича аҳамиятга эга бўлиши мумкинлиги, турнинг сони, турнинг тарқалиш биотопларининг хилма-хиллиги, биологик хилма-хилликни сақлашга қаратилган ҳуқуқий базанинг ҳолати, жамиятнинг экологик онги, маданияти ва бошқалар. Ўзбекистон шароитида турларнинг аҳамиятини баҳолашда уларнинг озуқа спектрини йил давомида ўрганиш ўта муҳим саналади.

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Mo‘g‘ul davlatining tashkil topishi

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Denov tadbirkorlik va pedagogika instituti talabasi

Annotatsiya: Mazkur maqolada Chingizxon , Mo‘g‘uliston davlatining ijtimoiy davlat tuzumi,xo‘jaligi, madaniyati va aholisi yoritilgan.

Kalitso‘zlar: Yasugay Bahodir, Temuchin, Rashididdin, Chingizxon, Jo‘jixon, imperiya, butparastlik, bex , Bekter.

XIII asr o‘rtalariga kelib Baykal ko‘li atrofi, hozirgi Mo‘g‘uliston hududlarida yashovchi turkiy va tungus-manjur qabilalarining ko‘pchiligi mo‘g‘ullar rahnamosi Yasugay Bahodir ta‘siriga o‘ta boshladi. Yasugayni tatarlar xavfli pistirma bilan xiyonatkorona o‘ldirishgandan keyin uning o‘g‘li Temuchin (1155-1227) mo‘g‘ulchada temir ustasi kuchi tadbirkor sarkarda bo‘ladi.

XIII asr boshida esa yana bir boshqa kuchli qabila tatarlar ustidan g‘alaba qozonadi. Mo‘g‘ullarni birlashtirish paytida Temuchin juda kuchli harbiy qo‘shin tuzadi. Temuchin juda intizomli, tarbiyali, jonkuyar, sadoqatli va jangovar harbiy tuzilmani yaratadi. Ularni boshqarishga avvalo o‘z o‘g‘illari Jo‘ji, Chig‘atoy, O‘gedey, Tuli, nufuzli xotini Burte-Fujen, safdoshi Subatoy va Jebelarga topshiradi. Qurultoyda u oliy mo‘g‘ul hukmdori Xon deb tantanali ravishda, «Chingizxon» degan faxriy nom berilgan edi. Chingiz so‘zi tarixchisi Rashididdinning yozishicha kuchli, buyuk degan ma‘noni anglatadi. Sahrodagi Qoraqum shaxrini markaziy poytaxt deb belgilaydi. Chingizxon 1203-yilda «Yasoq» qonunini e‘lon qildi. Ammo bu qonun bizgacha yetib kelmagan. «Yasoq» o‘z ichiga quyidagilarni kiritgan edi, xalqaro, shaxsiy savdo va sud huquqlari edi. Chingizxonning bolalari ya‘ni o‘g‘illari, Jo‘jixon, Chig‘atoy, O‘qtoyxon, Tulixon, Qulxon, Qoraxon, Choxur, Xarxad. Qizlari esa Xo‘jinbegi, Chechegen, Alag‘ay, Temulen, Aldun edilar. Onasi Ulun xotun, Otasi Yasugay Bahodir. Chingizxon qayerga dafn etilganini hech kim bilmaydi. Mo‘g‘uliston 800 askar mo‘g‘ul hukmdorining dafn marosimida bo‘lgan bir necha ming odamni o‘ldirganligi haqida afsonalar mavjud. Keyin askarlar o‘z joniga qasd qiladi, shunda sirni ochadigan hech kim qolmaydi.

Buyuk lashkar boshi Temuchin ya‘ni Chingizxon ham hamma qatori sirlari bor edi. Ularning ba‘zilari oddiy boshqasi juda mudhish bo‘lgan. Chingizxon o‘z akasining qotili bo‘lgan. Chingizxonning otasi qo‘shni qabilaga hujum paytida halok bo‘ladi va yetti bolani tarbiyalash, to‘ydirish, parvarishlash onaning zimmasiga tushadi. To‘qqiz yoshida Chingizxon ovqat ustida janjallashib o‘z akasini Bekterni

o'ldirib qo'yadi. Albatta bu ayanchli kechadi. Oilada yetishmovchilik oqibatida chingizxon o'z qondoshi akasini o'ldiradi. Meni fikrimcha Chingizxon juda yoshligidan tarbiyasiz holda katta bo'ladi deb o'ylayman. Chunki bu yoshida odam o'ldirishdan qo'rqmagan. Ochlikdan kelib chiqqan urush natijasida bir insonni o'limi bilan yakunlangan. Chingizxon judayam shavqatsiz hukmdor bo'lgan. Yurish paytida hatto ayollarga va yosh bolalarga ham ayovsiz o'ldirilgan. Hech kimga shavqat qilmagan. Mo'g'uliston hududi bo'yicha dunyoda 19-o'rinda turadi, ammo aholisi 2,8 mln kishini tashkil etadi. Mo'g'uliston aholisi umuman olganda aholining yarmi shaharlarda yashaydi. Mo'g'ulistonga borilsa ularni odatlaridan bu sayoxatchilarga sut, bir chimdim tuz va iliq choy bilan siylashga tayyordirlar. Orzularimdan bir qismida albatta Mo'g'ulistonga borish niyatim bor albatta.

Chingizxon 1211-yil mart oyida Kerulen daryosi otiqlardan iborat boplgan qo'shini bilan Xitoyga yo'l oladi. Mo'g'ullar Xitoyni 90 ta shahrini talon-taroj qiladi. Chingizxon 1227-yil mayida xunlar yurtiga g'arbdan kirib boradi. Mo'g'ullar judayam ko'p qabilalarni va qal'alarni vayron qiladi. Fin Syan qal'asining qamal qiladi. Mo'g'ullar haqida ko'plab malumotlar mavjud bo'lib, ular (menva) nomi ostida Xitoyning Tan sulolasi ila tilga olinadi. Xitoyni zabt etgan Chingizxon ushbu istilo bilan kifoyalanib qolmadi. Movaraunahrdagi tinchlikni mo'g'ullarni anchadan beri o'ziga jalb qilib kelardi.

Musulmon mamlakatlarining behisob boyliklari to'g'risida afsonalar eshitib, tekin o'lja va ulkan boylikka erishamiz deb mo'g'ullar harbiy qo'shin, Chingizxon boshchiligidagi urush qilish istagida tushardi. Shubxasiz uning g'arbdagi eng yirik va kuchli qo'shnisi hamda raqibi buyuk Xorazmshox-Anushtaganiylar davlati hisoblanar edi. Mo'g'ullar judayam ayyor va puxta davlat hisoblanadi. Chingizxon shavqatsiz hukmdor bo'lib, u 40 mln kishining yostig'ini quritgan.

Ijtimoiy rivojlanishda ibtidoiy jamoa bosqichidan endi chiqa boshlagan edi. Bu qabilaning dini shaminizm bo'lgan. Tatar, karent, nayman va boshqa qabila vakillari asosiy boyligi qoramollar va yilqi bilan ham shug'ullanganlar. Tuyalar juda kam bo'ladi, u ham faqat naymanlarda bo'lgan. Otlar mo'g'ul qabilalarda ham muhim o'rin egallaydi.

Xitoy tarixchisi Xunning yozishicha «Tatarlar egar va ot ustida tuguladi va katta bo'ladi» deydi. Bunga sabab mo'g'ul ahli birdaniga yoshligidan jangga tayorlanadilar va umrlari ovda o'tadi.

Ular otda yurib ov qilardilar. Yilqi ularga qimiz uchun sut bergan.

Mo'g'ul ahli bir joyga ko'chishda xalqa (kuren) shaklida ko'chib o'tishgan. Bir xalqaga ming atrofida o'tov oila kirgan.

Bu xalqa yani òrtasida qabila yòlboshchisining òtovi joylashgan.Ular jamoa bilan hayot kechiradilar.Ular bir-birlarini himoya qilib ham yashardilar.Mòğul davlatining asosiy tili bu mongol edi.Dini lamaizm va tibet buddizmi. Geografik joylashuvi Markaziy Osiyoda joylashgan davlat.Iqtisodiyoti iqtisodiy faoliyat ananaviy ravishda qishloq xòjaligiga asoslangan.(Mòğuliston dunyoda jon boshiga eng kòp sigir tòğri keladigan mamlakat hisoblanadi). Sanoatda toğ-kon (kòmir,temir rudalari,mis,Qòrğoshin,oltin qazib olish) asosiy tarmoqdir.Òrmon xòjaligi va baliqchilik ham serdaromad soxa hisoblanadi.

Boshqaruv shakli saylangan monarxiya va sulolaviy monarxiyadir.Hukmdorlar unvoni Xon deb atalgan.XIII asrning ikkinchi yarmida imperiyaning yemirilishi boshlandi va 1266-yilda barham topadi.Buyuk Mòğulistonning eng yirik bòlaklari Yuan imperiyasi,Jòji ulusi(Oltin Òrda),Hulokuiylar davlati(Elxoniyalar) va Chigatoy ulusi edi.XIV asr boshlariga kelib imperiyaning rasmiy birligi amalda mustaqil davlatlar konfederatsiyasi shaklida tiklandi.

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Rahbarlik faoliyatida axloqiy va ma'naviy fazilatlari

Uluĝberdiyeva Orzigul Misir qizi

Denov tadbirkorlik va pedagogika instituti tarix yo'nalishi talabasi

Annotatsiya: Ushbu maqolada rahbarning obro'sini belgilaydigan shaxsiy sifatlari bo'lib, [ularga uning tashabbuskorligi](#), o'ziga yuklangan ishni bilishi, prinsipiialligi, mustaqil o'z fikriga ega bo'lishi, insonparvarligi, mexribonlik va o'ziga nisbatan talabchan bo'lishi kiradi.

Kalit so'zlar: rahbarlik, rahbarlik odobi, obektiv va subyektivligi obro', e'tibor

Kirish. Ushbu maqola nafaqat umumiy rahbarlik haqida balki samarali rahbar qanday bo'lishi kerakligi haqida fikrlar o'rin olgan. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning "Tanqidiy taxlil qat'iy tartib intizom va shaxsiy javobgarlik- har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak" nomli kitobida rahbar kadr qanday bo'lishi kerakligi haqida bilib olishimiz mumkin⁶⁴. Rahbar tashqi tomondan tayinlanadi tegishli vakolatlarga ega bo'ladi, sanksiyalarni qo'llash huquqiga ega. Guruhlardagi ijtimoiy ta'sir munosabatlarining m'alum bir bo'ysuninsh paytiga xos bo'lgan rasmiy xodisalar rahbar orqali amalga oshiriladi. Yetakchilik bu guruh a'zolari o'rtasidagi munosabatlarni muvofiqlashtirib tashkil etuvchi shaxs-rahbar hisoblanadi. Rahbar shaxs maqsad va vazilalarni yaxshi bilishi lozim, javobgarlikdan qochmaydigan, tashkilotga yordam beradigan bo'lishi lozim ana shunday ma'suliyatlarni bo'yniga olgan rahbar samarali ish tartibini yo'lga qo'ya oladi. Shu bilan birgalikda rahbarda imidj birlamchi o'rinlarda bo'lishi kerak. Imidj rahbarning shaxsiy va kasbiy sifatlari bilan bog'liq. Dastlab siz imidj uchun ishlaysiz, so'ng imidj siz uchun ishlaydi. Mimika (yuz mushaklarining ma'noli harakatlari). Imo ishora Ovoz tembri(tovushlarning o'ziga xos sifatlari) va kuchi Kiyinish madaniyati Muomala tarzi Saramjon sarishtalilik O'ziga xos qadam tashlash singari qiziqishlar qadriyatlar kabi komponentlarni o'z ichiga oladi Bularning barchasini samarali rahbar o'zida shakllantira olishi kerak. Albatta har bir rahbar xodimlarga namuna usuli orqali ta'sir o'tkaza olishi mumkin, bu rahbarlarning barchasidan talab qilinadigan holat tariqasida qaraladi. Rahbar shaxs libosga ham etiborli bo'lmog'i lozim. Libos insonni issiq sovuqdan himoya qilibgina

⁶⁴ «Boshqaruvning pedagogik-psixologik xaritasi» nomli yo'riqnoma, professor E.G'ozievning «Psixologiyaning megodologik asoslari» nomli risolasidan olindi.

qolmay uning madaniyatlik belgisi hamdir. Shu o'rinda ish kiyim me'yorlari ancha qat'iy bo'lishi lozim. Rahbarlik imidji tashqi ko'rinishi qay tartibda bo'lishi haqida fikrlar yuritdik. Rahbar shaxs har bir xodimga yoki yonidagi insonga nisbatan samimiy nigoh orqali tasir eta olishi ham mumkin. Nigoh inson aytadigan so'zlarning ta'sirchanligini 25 foizga oshiradi.⁶⁵ Shu sababli har bir rahbar xodimlar bilan samarali muloqotni yo'lga qo'yishda nigohga ham e'tiborli bo'lishi lozim. Notiqlik-rahbarning ma'ruza qilayotganda eng kuchli ta'sir qurolidir.

Muhokama va natijalar

Rahbar ifodali nutqning 10 qoidasiga amal qilishi lozim. 1. Mavzu mohiyatini chuqur biling 2. Xodimlarga hurmat bilan munosabatda bo'ling 3. So'zga urg'uni mantiqan to'g'ri qo'yin gapirishdan avval bir to'xtamga keling va imo-ishora mahoratiga ega bo'ling 4. Nuqtda oddiy va ravon so'zlardan foydalaning. 5. Tushinarli aniq va hamma eshitadigan ovozda gapiring . 6. Bir qolipdan siyqasi chiqqan va tilga o'rganib qolgan keraksiz so'zlarni ishlatmang . 7. Shaxsiy jozibadorlikdan foydalanmang. 8. Shevada gapirish va tillarni almashtirib ishlatishdan qoching. 9. Xodimlarni aldamang haqiqatni noto'g'ri talqin qilmang. 10. Nutqingizdagi ohangdorligi xodimlarning emotsional holatiga ta'sir qilishini unitmang. Darhaqiqat rahbar samarali faoliyatni yo'lga qo'yishi uchun quyidagi fazilatlarga ega bo'lishi lozim. Ishbilarmonlik fazilatlari yuqori ilmiy texnik va iqtisodiy tayyorgarlik rahbarining va davlat qonunchiligi pedagogika tashkiliy ko'nikmalar sohasidagi bilimlar bilan tavsiflanadi. Siyosiy fazilatlar uning ijtimoiy va siyosiy faoliyatida xodimlarni boshqarish va xodimlarning mafkuraviy tarbiyasiga bo'lgan e'tiborda namoyon bo'ladi. Axloqiy fazilatlar rahbari axloq insoniylik odob axloq nuqtai nazaridan tavsiflanadi. Rahbarning shaxsiy fazilatlariga qay'iy talablar qo'yilgan.⁶⁶ Lavozimiga qo'yiladigan talablar insonning shaxsiy munosabati va qobiliyatiga mos kelishi mumkin keyin bu faoliyat unga boshqaradigan xodimlarga tegishli. Ammo rahbar yetakchilikka intilsa va mavqe intilishga mos kelmasa bu xodimlarning o'z ishlaridan noroziligini namoyon qiladi va uning oqibatlari tanglikni keltirob chiqaradi. Shunday qilib rahbar ma'muriy faoliyat yuqori darajadagi tuzilmalarga nisbatan bo'ysunishni va yetakchilik qilish ish jarayonini integratsiya qilish qaror

⁶⁵ Qurbonov Sh., Seytxalilov E. Ta'lim tizimini boshqarish. -T.: "Turon iqbol": 2006. –

⁶⁶ 3. Itsxak Kalderon Adizey "Mukammal rahbar" Zukko kitobxon 2022. 31. Botirov, BF, Usmonov, J., & Ablyakimova, RI (2021). O'zbekistonda turizm xizmatlarini milliy uslublar va zamonaviy innovatsiyalar uyg'unligi asosida tashkil etish. XALQARO ILMIY-JORIY TADQIQOT KONFERENTSIYALARI, 53–57.

qabul qilish qobiliyatini taminlaydigan shaxsiy xususiyatlarini universal to'plamiga asoslanadi.

Faoliyat jarayonidagi har xil lahzalarning o'ziga xos tarzda kechishini kuzatish qayd etish manbaida belgilanishi, kompyuterga kiritilishi orqali aks ettirilishi lozim. Xulqdag nazokat, me'yoriy odob maromlariga rioya qilinishi, undan ham ustuvor, hatto kuzatuvchini haytarga soluvchi daqiqalar tassurotini u yoki bu yo'sinda qayd ettirilishi ijobiy kechinmalarni ifodalasa, qaltislik, xohishning mavjud

emasligini aks ettirish salbiy voqelik tariqasida yozib qoldirilishi maqsadga muvofiq.⁶⁷

Muomala jarayonidagi shaxslararo munosabatlar ko'rinishi ularning maromida, o'ziga xos hurmat negiziga

qurilishi yoki fikrlar nomutanosibligi, stress,

affekt holatlarni keltirib chiqarishligi to'g'risidagi real voqeliklar psixologik ma'lumotlar olish manbai tariqasida qayd qilinishi ayni muddao bo'lib hisoblanadi.

Tajriba almashish, faoliyatni sifatli bajarish, ortiqcha xattiharakatlarni sodir etish jarayonini kuzatish orqali rahbar yoki xodim to'g'risida psixologik ma'lumotlarni qayd qilish mumkin. Odatda kuzatish materiallari aniq yozib qo'yish, kommunikatsiya sifatida uzatish, kompyuter dasturiga kiritish shaklida mujassamlashtiriladi.

Eimpirik metodlardan tashqari rahbar va uning qo'l ostidagi xodimlar psixologiyasini o'rganish aniq apparatlar yordami bilan amalga oshiriladi, ular odatda xronometrik apparatlar deb nomlanadi. Apparat nimaga mo'ljallanganligiga qarab muayyan o'yriqnomada (instruktsiyada) ko'rsatilishicha rioya qilingan holda tadqiqot ishlari o'tkaziladi. Sinaluvchilarning sezgisi, idroki, vaqt reaksiyasi, diqqat

ko'lami, xotirasining turlari, tiplari, ekstrovertivlik, introvertivlik xususiyatlari, kasbga yarog'liligi, kasbiy mayllari, nutq sur'ati va shaxslilik fazilatlarini aniq, dhech

bir sub'ektiv kechinmalarga, omillarga asoslanmagan holda o'lchash jarayoni amalga oshiriladi. Xronometrik apparatlar tomonidan olingan psixologik hodisalarni aks ettiruvchi ma'lumotlar o'ziga xos tarzda tahlil [qilingandan keyin muayyan](#) mezonlarga [suyangan holda](#) shaxs strukturasi taalluqli xislatlar umumlashtiriladi, ularning determinatorlari aniqlanadi, binobarin,

⁶⁷Ablyakimova, R. (2020). VIEW AND THEORIES ON FACTORS INFLUENCING MANAGEMENT DECISION-MAKING. Архив Научных Публикаций JSPI, 11(1). извлечено от https://science.i-educ.uz/index.php/archive_jspi/article/view/1052.

rahbar yoki xodim to'g'risidagi psixologik tavsifnoma yaratiladi. Ma'lumotlarning aniqliligi bilan xronometrik apparatlar boshqa toifadagi metodlardan keskin tafovutlanib turadi. Xuddi shu boisdan olingan materiallar ishonchlilik darajasi yuqoriligi bilan muhim ilmiy-nazariy ahamiyat kasb etadi. Boshqaruv psixologiyasi fan asosini tashkil qiladigan metodlar qatoriga voqelik va hodisani oqilona hal etish metodi kiradi. Olingan voqelikning aksi o'zini aniqlik darajasi bilan muhim ahamiyat kasb etadi. Lekin tasvirharkatsiz bo'lganligi tufayli "jonli", "vaziyatbop", takroran aks ettirish imkoniyati yo'qdir. Voqelikning

yorqin tasviri psixologik omil tariqasida ilmiy material rolini o'ynaydi;

b) kinoapparat va videokamera o'zining qamrovi kengligi, jonli harakatlar majmuasi ekanligi bilan faktik ahamiyat kasb etadi. natijada rahbar kadr va xodimlarning har xil vaziyatlardagi ko'rinishi, ish ustidagi holati, bo'sh vaqti taqsimlash, hordiq chiqarish va boshqa ijtimoiy hodisalarni yoritib berish to'g'risid ma'lumotlar to'plash hamda umumlashtirish imkoniyati tug'iladi. tasvirning alohida

elementlarini tahlil qilish orqali psixologik materiallar yig'ish mumkin;

v) magnitafon lentasiga (tasmasiga) yozib olingan verbal munosabatlarning ifodasi faktik material sifatida voqelik mohiyatini ochish uchun xizmat qiladi. Oda mlarni o'rganish, sonlardan xabardor bo'lish, o'zaro ta'sir o'tkazishni aniqlash, shuningdek, psixologik muhit yuzasidan ma'lumot olish magnitafon yordami bilan amalga oshiriladi. Umuman olganda, faktik materiallarning ob'ektiv vositalari hisoblanmish jonli va jonsiz texnika vositalari rahbar kadrlar hamda ularning qo'l ostidagi kishilar to'g'risidagi psixologik holatlar, hodisalar, sifatlar, qonuniyatlar bo'yicha ma'lumotlar to'plash, tahlil qilish, baholash imkonini beradi. Inson psixikasini o'rganishda undagi funktsional holatlarni (fiziologik funktsiyalarni) qayd qilish metodi quyidagi apparatlar yordami bilan amalga oshiriladi: tomir urish, harorat o'lchash, qon bosimi, [teri galvanik reaksiya](#), elektromiogramma, EEG va boshqalar. Rahbar kadr va xodim fiziologik holatlarini

tekshirish jarayonida ularning psixologik xususiyatlari va o'zgarishi yuzasidan ma'lumotlar olish, ularni umumlashtirish hamda muayyan darajada xulosaga kelish

imkoniyat tug'iladi.

Olingan ma'lumotlar ham normal, ham patologik holatlar yuzasidan mulohaza yuritishga asos bo'ladi. Shuningdek, ularning kasbiy layoqati, kasbiy yarog'liligini tashxis qilish uchun materiallar to'plashga sharoit yaratadi. Insonning salomatligi, ishchanligi, reaksiyalarga hozir javobligi, imkoniyati to'g'risida muayyan material

yig'ish va uni psixologik jihatdan tahlil etish shaxs omilini aniqlashda muhim rol o'ynaydi. Menejer bilan individual suhbat metodi. Vaziyat, sharoit, muhit omillaridan kelib chiqqan holda menejer bilan suhbatlashish uning ayrim psixologik

k xususiyatlarini o'rganishga imkon yaratadi.⁶⁸ Suhbat muayyan mavzu, muddat, maqsad, vazifa, tayyorlangan savollar tizimi kabi tarkiblarga asoslangan holda amalga oshirilishi mo'ljallanadi. suhbat menejerning roziligi bilan amalga oshiriladi

i va ikki xil variantni qo'llash nazarda tutiladi: standart holda tor ma'nodagi mavzu bo'yicha fikr almashish evaziga shaxsning ayrim psixologik xususiyati, fazilati to'g'risida ma'lumot olish mumkin; nostandart, ya'ni keng ko'ldamdagi hodisalar yuzasidan mulohazalar yuritish, mushohada qilish tufayli menejerning psixologik jihatidan o'rganish. Birinchi variantda cheklangan mavzu atrofida fikr yuritish orqali

li chuqurroq ma'lumot olish imkoniyati mavjud, chunki diqqat-e'tibor faqat yagona ob'ektga yo'naltirilgan bo'ladi.

Huddi shu bois shaxs tuzilmasiga kiruvchi ayrim ma'lumotlar to'laroq aks etadi, lekin menejerning yaxlit psixologik portretini yaratish imkoniyatiga ega bo'lmaydi. Ikkinchi variant har xil mavzular yuzasidan fikr almashish orqali menejerning saviyasi, dunyoqarashi, xarakter xislati, fikr yuritish xususiyati va nutqiy qobiliyati bo'yicha psixologik ma'lumot olinadi. Uning kasbiy tayyorgarligi,

xodimlariga munosabati, yuksak tuyg'ulari yuzasidan material yig'ishda individual suhbat muhim ahamiyat kasb etadi. Suhbat jarayonini qayd etish psixologik

⁶⁸ 5.Аблякимова, Р., & Alimova, Q. (2021). ТА'LIMDA RAQAMLI IQTISODIYOT VA KORPORATIV BOSHQARUV. Журнал Педагогика и психологии в современном образовании, (1). извлечено от <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/1535>

printsirlarga rioya qilingan holda amalga oshirilsa, uning ilmiylik darajasi yanada ortadi. Menejer faoliyatini o'rganishning asosiy metodlaridan biri - vaziyat, shaxsiy

fikrni aniqlashga yo'naltirilgan interv'yu. Interv'yu ijtimoiy psixologiyaning eng ommalashgan metodi hisoblanib, u o'z navbatida standart va nostandart turlariga ajratiladi. Har ikki turdan farqli o'laroq uning modifikatsiyasi mavjud bo'lib, vaziyatni va shaxsiy fikrni aniqlashga yo'naltirilganligi bilan boshqalaridan tafovutlanib turadi.

Samarali rahbar faoliyatining baholash mezonlarini tanlash oson emas eng umumiy shaklda samaradorlikning barcha mumkin bo'lgan mezonlari ikki sinfga bo'linadi. Psixologiya va psixologiya bo'lmagan. Agar u rahbarlik qilayotgan guruh guruhning samaradorligini sinab o'tirgan psixologik va psixologik bo'lmagan mezonlar bo'yicha yuqori ko'satkichlarga ega bo'lsa yetarli samarali hisoblanadi. Rahbarlikda texnik mahoratlarga ega bo'lish qiyin emas. Qiyini- xodimlar bilan to'g'ri ishlash. Shu sababli rahbar har bir hodim bilan ishlayotganda to'g'ri qaror qabul qila olishi xodimla bilan nafaqat rahbar asosida balkim ular bilan yetakchi lider va inson sifatida ham aloqa o'rnata olishi lozim hisoblanadi. Rahbar bo'lib kursida o'tirish oson ammo o'sha kursiga munosib lider rahbar bo'lish qiyin. Xodimlar bilan faqat rahbar asosida muloqot qilgan rahbarlik tashkilotida o'sish bo'lmaydi chunki insonlar texnik robot emas sh sababli ham xodimlar bilan ishlayotgan rahbar psixologiya tarafdin ham malumotlarga ega bo'lishi eng muhimlardan sanaladi2 . Umuman olganda yuqorida keltirilgan fikrlarni hozirgi maktab menejmenti yo'nalishida tahsil olayotgan talabalarga o'rgatish va ularda ushbu qobiliyatlatni shakllantirish muhim ahamiyatga ega. Buning uchun albatta har bir insonda harakat va ma'suliyat bo'lishi kerak hech kim rahbar bo'lib tug'ulmaydi, qachonki biz o'z ustimizda ishlasak va nazariy o'qiganlarimizni amaliyotda qo'llasak bizda ham rahbar shakllanishi mumkin. "Kim aqlli? Hammadan va har kimdan o'rganadigan odam.

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POSSIBILITIES OF USING PROBLEM TEACHING METHODS IN ASSESSING THE CONTENT OF SCHOOL STUDENTS KNOWLEDGE IMPROVEMENT

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Abstract: In this article, the importance of using problem-based educational technologies in today's modern conditions, and at the same time, the development of the student's ability to think independently, critically and creatively, the creative assimilation of knowledge, skills and abilities as a result of active independent activities, and the development of mental activity, general information about the problem situation, problem activity characteristics is given.

Key words: Organization of group work, Practical exercises, Discussion and discussion, logical thinking, critical thinking, capacity, innovative competence.

The main part: Today, in order for our republic to take a worthy place among the developed countries in the world, it is necessary to change the worldview of young people, to make them educated and capable, who meet the requirements of modern scientific and technical development, and have a strong will. Today's education, which is rapidly developing, has set a task for the society to educate young people with strong immunity, meeting world standards, innovative-competent, special abilities, and purposeful. Problem-based educational technology takes the leading place in solving these tasks.

There are the following opportunities for using problem-based teaching methods in assessing the content of knowledge acquisition:

 **Organization of group work:** Students can learn the content of knowledge acquisition with the help of group work. This gives students the opportunity to help each other, exchange ideas and work on problems together.

✚ **Practical exercises:** Students can learn the content of knowledge acquisition through practical exercises. This gives students the opportunity to test their knowledge, apply the content and apply the theory.

✚ **Discussion and debate:** Students can learn the content of knowledge acquisition through discussion and debate. This gives students an opportunity to express their opinions, ask questions and share ideas on issues.

✚ Use articles, videos, and other information relevant to student learning: Students can use articles, videos, and other information to help students learn content. This allows students to understand the content and apply it to practice.

These methods provide opportunities for students to use problem-based teaching methods in learning the content of knowledge acquisition.

Debate and discussion provide opportunities for students to express their opinions, ask questions, and exchange ideas on issues. This method allows students to actively participate, express their opinions, and increase their understanding through questions and answers. The process of discussion and debate encourages students to think critically, discuss and exchange ideas on issues. Students can expand their knowledge by expressing their opinions about issues, sharing ideas with other students, and asking questions.

This method creates convenient opportunities for students to understand the content of learning, understand its importance and exchange ideas with others. Through discussion and debate, students can learn to master content by expressing their opinions, asking questions, and sharing ideas on issues.

Logical Reasoning: Logical Reasoning teaches students to make logical decisions and reason. This method helps students learn to analyze a problem, reason logically, and discuss.

Critical Thinking: Critical thinking teaches students to criticize a particular topic and challenge other opinions about it. This method allows students to analyze, get acquainted with theoretical ideas and criticize them.

Competency: Competency helps students improve and develop their skills. This method allows students to increase their knowledge of a specific topic, develop their potential and learn new things.

Innovation Competence: Innovation competence helps students learn to accept innovations, find creative solutions to problems, and implement innovations. This

method encourages students to think innovatively, apply innovations and implement them

Conclusion: In conclusion, in today's modern conditions, the use of problem-based educational technologies ensures the effective passage of the educational process and, at the same time, develops the student's ability to think independently, critically and creatively. As a result of active independent activity of students, it allows creative acquisition of knowledge, skills and abilities and development of mental activity. Also, if the pedagogue organizes the educational processes of students, realizing the essence of problem-based education, i.e., problem-based teaching, he organizes management of their activities by assimilating new knowledge by solving problems, obstacles and situations. This creates a scientific-research method of acquiring knowledge.

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