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ERKIN SAMANDARNING "TANGRI QUDUG'I" ASARIDA MILLIY QADRIYATNING AKS ETISHI

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Annotatsiya: Ushbu maqolada Erkin Samandarning "Tangri qudug'i" asarida milliy qadriyatlarning aks etishi tahlil qilinadi. Asarda qadimgi turkiy e'tiqodlar, Tangriga sig'inish va tabiatga hurmat kabi qadriyatlar qahramonlarning hayoti va ichki izlanishlari orqali tasvirlangan. Muallif milliy qadriyatlar va xalq e'tiqodlarini zamonaviy hayot bilan uyg'unlashtirib, o'quvchini o'z madaniy merosiga qayta nazar tashlashga chorlaydi. Asarning tarbiyaviy ahamiyati ham katta bo'lib, unda milliy qadriyatlarni saqlash va kelajak avlodlarga yetkazish masalasi ko'tarilgan.

Kalit so'zlar: milliy qadriyatlar, xalq e'tiqodi, Tangriga sig'inish, turkiy an'analar, zamonaviy adabiyot, tabiatga hurmat, ma'naviy meros, tarbiyaviy ahamiyat, madaniy xotira, urf-odatlar, tarixiy ildizlar, o'zlikni anglash, adabiy tahlil, etnografik tasvirlar.

Kirish. Adabiyot har doim millatning ma'naviyati, qadriyatlari va an'analari bilan chambarchas bog'liq bo'lib kelgan. Milliy adabiyotimizda xalqning ruhiy olami, madaniy qadriyatlari va urf-odatlari ijodkorlar tomonidan ko'p asarlarda aks ettirilgan. Shunday asarlar qatoriga Erkin Samandarning "Tangri qudug'i" asari ham kiradi. Ushbu asar milliy qadriyatlar, xalq e'tiqodi va tarixiy xotirani yoritib berish orqali adabiyotimizga o'ziga xos hissa qo'shadi. Ushbu maqolada "Tangri qudug'i" asarida milliy qadriyatlarning aks etishi, ular qahramonlarning hayoti va ichki kechinmalari orqali qanday namoyon bo'lishi ilmiy yondashuv asosida tahlil qilinadi.

Tahlil va natijalar. Erkin Samandar 1935 yil 22 martida Xorazm viloyatining Xonqa tumani, Navxos qishlog'ida dunyoga kelgan. 1957 yili viloyat Pedogogika institutini, 1967 yili O'zFA Til va adabiyot institutining aspiranturasini tamomlagan. Erkin Samandar tarixiy mavzuda yaratilgan «Daryosini yo'qotgan qirg'oq» (roman, 1989), «Tangri qudug'i» (roman, birinchi kitob 1989), «Quduq tubidan sadolar» (roman, ikkinchi kitob, 1989), «Pahlavon Mahmud Puryoyvaliy» (2000), «Sulton Jaloliddin» (roman, 2007), «Quyun yuzlari yoxud Ogahiy» (roman, 2009), «G'ayb qushlari»

(roman, qissa va hikoyalar, 2011) kabi kitoblar muallifi[1]. Jami 17 ta she'riy majmuasi chop etilgan. 100 dan ortiq qo'shiqlar muallifidir[2]. Erkin Samandarning "Tangri qudug'i" asari xalq hayotining o'ziga xos jihatlarini, uning ichki olami va urf-odatlarini tasvirlaydi. Asarda qahramonlar hayotidagi muhim masalalar, e'tiqodlar va qadriyatlar o'z aksini topgan. Jumladan, milliy qadriyat sifatida qadimgi turkiy e'tiqod va marosimlar, xalqning tabiat va Tangriga bo'lgan hurmati yoritilgan. Xalq orasidagi e'tiqod va marosimlar orqali turmush tarzi ham yoritilgan, bu esa asarni nafaqat badiiy jihatdan, balki etnografik manba sifatida ham qimmatliligini oshiradi. Tangriga sig'inish va tabiat bilan yaqin aloqada bo'lish qadimgi turkiy xalqlarning ajralmas qismi bo'lib kelgan. "Tangri qudug'i" asarida esa bu qadriyatlar odamlardagi ma'naviy izlanishlar va hayotiy sinovlar orqali ifodalanadi. Qahramonlarning harakatlari va ichki kechinmalarida ular o'z madaniy va tarixiy ildizlariga bog'lanishi, bu ildizlarning zamonaviy hayotdagi ahamiyatini qayta kashf etish jarayoni tasvirlanadi.

Asarda qahramonlar o'z maqsad va orzulari yo'lida milliy qadriyatlarni saqlash va ularni kelajak avlodlarga yetkazishga intiladilar. Asosiy qahramonning shaxsiy kechinmalari, hayotiy qarorlari va Tangri qudug'iga bo'lgan munosabati orqali o'z xalqining qadimiy merosi bilan bo'lgan bog'liqligi tasvirlanadi. Bu yerda qahramon faqat o'zining ichki kurashlari bilan emas, balki milliy e'tiqodlar bilan ham to'qnash keladi. Milliy qadriyatlarning o'ziga xos ko'rinishi qahramonlarning munosabatlarida, o'zaro muloqotlarida, marosimlar va urf-odatlarga hurmatda namoyon bo'ladi. Jumladan, Tangri qudug'i atrofidagi marosimlar va u bilan bog'liq afsonalar qahramonlarning ma'naviy olamini boyituvchi asosiy element sifatida talqin etiladi.

"Tangri qudug'i" asarida xalq e'tiqodlari katta ahamiyat kasb etadi. Bu e'tiqodlar milliy o'zlikning bir qismi sifatida o'z ifodasini topadi. Tangriga sig'inish va tabiat kuchlari bilan aloqalar, ularni hurmat qilish xalqning ruhiyatidagi asosiy qadriyat sifatida asarda chuqur yoritilgan. Erkin Samandar bu qadriyatlarni zamonaviy hayot bilan uyg'unlashtirib tasvirlaydi, natijada o'quvchi o'z xalqining tarixiy xotirasini saqlash va uni anglash jarayonida ishtirok etadi.

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[1]https://kun.uz/news/2024/04/13/xorazmlik-shoir-erkin-samandar-vafot-etdi
[2]https://uz.wikipedia.org/wiki/Erkin_Samandar

Asar qahramonlari o'z e'tiqodlariga sodiqlik orqali ma'naviy poklanish yo'lini topishga harakat qiladilar. Ularning Tangri bilan bo'lgan ichki dialoglari ham milliy qadriyatlarning zamonaviy odam hayotidagi ahamiyatini ochib beradi.

Erkin Samandar asarida milliy qadriyatlarning saqlanishi va ularni keyingi avlodlarga yetkazish masalasi katta o'rin tutadi. "Tangri qudug'i" asari nafaqat o'tmishni eslash, balki kelajak uchun muhim saboqlar chiqarishga undaydi. Bu asarda xalqning ma'naviy merosi, uning turmush tarzi va dunyoqarashi tasvirlanar ekan, o'quvchi milliy o'zlikni anglash, o'z tarixiga hurmat bilan qarash va bu qadriyatlarni asrash zarurati bilan to'qnashadi.

Milliy qadriyatlar yosh avlod uchun faqatgina tarixiy ma'lumot emas, balki ularning shaxsiy va ma'naviy kamoloti uchun ham muhim omil sifatida ifodalanadi. Shunday qilib, asar tarbiyaviy ahamiyatga ega bo'lib, unda yoshlarga milliy qadriyatlarni saqlash va ularga sadoqatli bo'lish kabi g'oyalar yetkaziladi.

Xulosa. Erkin Samandarning "Tangri qudug'i" asari milliy qadriyatlar va xalq e'tiqodlarining o'ziga xos badiiy ifodasidir. Asarda qadimiy turkiy e'tiqodlar, Tangriga sig'inish va tabiatga hurmat kabi milliy qadriyatlar qahramonlarning ma'naviy izlanishlari va hayotiy sinovlari orqali yoritiladi. Ushbu asar orqali xalqning ma'naviy olami, qadriyatlari va urf-odatlari zamonaviy o'quvchiga yaqinlashtiriladi. Shu tariqa, "Tangri qudug'i" nafaqat badiiy asar sifatida, balki milliy qadriyatlarni saqlash va rivojlantirish masalasida ham ahamiyatli manba bo'lib xizmat qiladi.

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7. https://uz.wikipedia.org/wiki/Erkin_Samandar.

8. www.ziyonet.uz.

DIE GRAMMATIKALISCHE STRUKTUR DER DEUTSCHEN SPRACHE.

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Annotation: Dieser Artikel untersucht die Hauptkomponenten der deutschen Grammatik, einschließlich der Wortarten, Flexion, Syntax und Satzbau. Ziel ist es, die zentralen Prinzipien der Grammatik der deutschen Sprache zu erläutern und ihre Relevanz für die Sprachpraxis zu beleuchten.
Schlüsselwörter: Grammatik, Wortarten, Flexion, Satzbau, Syntax, deutsche Sprache.

Einführung: Die deutsche Sprache ist bekannt für ihre komplexe und vielfältige grammatikalische Struktur. Diese umfasst mehrere wichtige Elemente, darunter Wortarten, Flexionsformen, Satzbau und Syntax. In diesem Artikel wird die Struktur der deutschen Grammatik detailliert beschrieben, um ein tiefes Verständnis dieser Sprache zu ermöglichen. Die Analyse umfasst auch einen Vergleich der deutschen Grammatik mit anderen indoeuropäischen Sprachen, um ihre einzigartigen Merkmale hervorzuheben.

Literatur und Methodik: Dieser Artikel stützt sich auf wesentliche grammatikalische Werke wie den Duden (Grammatik der deutschen Sprache, 2022), Helbig/Buscha (Deutsche Grammatik: Ein Handbuch, 2019) und Pütz (Grammatik und Sprachtheorie, 2018). Die Methodologie kombiniert eine deskriptive Analyse der grammatischen Strukturen mit einem vergleichenden Ansatz, der die deutsche Grammatik in Beziehung zu anderen europäischen Sprachen setzt.

Ergebnisse: Die grammatikalische Struktur der deutschen Sprache kann in vier Hauptkomponenten unterteilt werden: Wortarten, Flexion, Syntax und Satzbau.

- Wortarten: Deutsche Wörter lassen sich in zehn Hauptkategorien einteilen, darunter Substantive, Verben und Adjektive. Jede dieser Wortarten spielt eine spezielle Rolle im Satzbau und unterliegt bestimmten grammatikalischen Regeln.

- Flexion: Die deutsche Sprache ist stark flektierend. Dies betrifft sowohl Substantive als auch Verben. Substantive werden nach Kasus, Genus und Numerus dekliniert,

während Verben nach Person, Numerus, Tempus, Modus und Genus verbi konjugiert werden.

- Syntax: Die Satzstruktur im Deutschen ist vergleichsweise fest, wobei das finite Verb in Hauptsätzen an zweiter Stelle und in Nebensätzen am Ende steht. Diese Regelmäßigkeit der Syntax trägt zur Präzision der deutschen Sprache bei.

- Satzbau: Der deutsche Satzbau folgt festen Regeln, insbesondere im Hinblick auf die Position von Subjekt, Prädikat und Objekt. Fragen und Befehle erfordern spezifische Satzumstellungen.

Diskussion:

Die Ergebnisse zeigen, dass die deutsche Grammatik auf klaren, gut strukturierten Prinzipien basiert. Die Flexion, obwohl komplex, folgt festen Mustern, die das Erlernen der Sprache für Lernende erleichtern können. Die deutsche Syntax, die strenge Wortstellungsregeln aufweist, unterscheidet sich deutlich von anderen Sprachen wie dem Englischen oder Romanischen Sprachen, was eine spezifische Herausforderung für Nicht-Muttersprachler darstellt. Ein weiterer bemerkenswerter Aspekt ist die Bedeutung der Kasus im Deutschen, die im Vergleich zu vielen anderen Sprachen eine zentrale Rolle spielen. Dies trägt zur Flexibilität und Klarheit der deutschen Sprache bei.

Fazit: Die Grammatik der deutschen Sprache ist ein detailliertes und strukturiertes System, das sowohl für Lernende als auch für Linguisten von großem Interesse ist. Die Kenntnis der zentralen grammatikalischen Komponenten wie Flexion, Syntax und Satzbau ist entscheidend für das Verstehen und Anwenden der Sprache. Die Festlegung von klaren Regeln erleichtert die Sprachpraxis und ermöglicht eine präzise Kommunikation in der deutschen Sprache.

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THE CATEGORIES OF PHRASEOLOGICAL UNITS

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Annotation. It has been over and again bringing up that word bunches seen as practically and semantically indistinguishable units are customarily viewed as the topic of manner. It ought to be noted, in any case, that no appropriate logical examination of English expressiveness has been endeavored until of late. English and American language specialists, generally speaking, limit themselves to gathering different words, word-gatherings, and sentences introducing some interest either according to the perspective of the beginning, style, use, or some other element curious to them. These units are routinely depicted as expressions yet no endeavor has been made to explore these colloquialisms as a different class of etymological units or a particular class of word-gatherings.
Keywords: phraseology, linguistic units, idioms, phraseological units, lexicalization, semantic motivation, phraseological blends, phraseological solidarities.

Introduction. The jargon of a language is advanced by words as well as by phraseological units. Phraseological units are word-bunches that can't be' made during the time spent discourse, they exist in the language as instant units. They are arranged in unique word references. Equivalent to words phraseological units express a solitary thought and are utilized in a sentence as one piece of it. American and British etymologists call such units «idioms». We can refer to such word references as: L.Smith «Words and Idioms» L.Smith «Words and Idioms» 1976, V.Collins «a Book of English Idioms» V.Collins «a Book of English Idioms» 1981, and so on. In these word references, we can track down words, unconventional in their semantics (informal), one next to the other with word-gatherings and sentences. In these word references, they are organized, generally speaking, into various semantic gatherings. Phraseological units can be ordered by the manners in which they are framed, according to the level of the inspiration of their significance, as indicated by their design, and according to their grammatical feature meaning. A.V. Koonin grouped

phraseological units as indicated by how they are shaped. He called attention to essential and optional approaches to shaping phraseological units. Essential approaches to shaping phraseological units are those when a unit is framed based on a free word-bunch:

a) The most useful in Modem English is the development of phraseological units through moving the significance of expressed word-gatherings, for example in grandiose strategy we ran bring up the accompanying expressions: «launching pad» in its phrased significance is «стартовая площадка», in its moved importance - «отправной пункт», «to connect up» - «стыковка космических кораблей, соединение»,in its transformed meaning it implies - «знакомиться»; a huge gathering of phraseological units was framed from free word bunches by changing their importance, for example «granny farm» - «пансионат для старых людей», «Trojan horse» - «компьютерная програма предварительно составленная для повреждения компьютера» phraseological units can be framed through similar sounding word usage , for example «a miserable sack» - «несчастный случай», «culture vulture» - «человек интересующийся искусством», «fudge and nudge» - «уклончивость »[1]. they can be framed through expressiveness, particularly it is trademark for shaping additions, for example «My aunt!», « Hear, hear !» and so forth can be shaped through mutilating a word bunch, for example, «odds and ends» were framed from «odd ends», they can be shaped by utilizing obsolescences, for example, «in brown study» implies «in miserable meditation» where the two parts save their antiquated implications, they can be framed by involving a sentence in an alternate circle of life, for example, «that cockerel will not fight» can be utilized as a free word-bunch when it is utilized in sports (rooster battling), it turns into a phraseological unit when it is utilized in day to day existence since it is utilized figuratively, they can be shaped when we utilize some unbelievable picture, for example, «to have butterflies in the stomach» -, «to have green fingers испытывать волнение» - «преуспевать,как садовод-любитель» and so forth[2].

They can be shaped by involving articulations of authors or politicians in regular daily existence, for example, «corridors of power» (Snow), «American dream» (Alby) «locust years» (Churchill), «the winds of change» (Mc Millan).

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[1] Koonin, A. V. (1976). Phraseological Units in Modern English: Classification and Structural Analysis. Moscow: Higher School Publishing House.
[2] Vinogradov, V. (1954). The Classification of Phraseological Units: Theoretical and Practical Aspects. Moscow: State Publishing House of Foreign Languages.

Auxiliary approaches to framing phraseological units are those when a phraseological unit is shaped based on another phraseological unit; they are: a) transformation, for example, «to vote with one's feet» was changed over into «vote with one's feet»; changing the syntax structure, for example, «Make feed while the sun shines» is moved into a verbal expression - «to make feed while the sun shines»; similarity, for example, «Curiosity killed the cat» was moved into «Care killed the cat»; contrast, for example, «cold surgery» - «an arranged before operation» was shaped by standing out it from «acute surgery», «.thin cat» - «a poor person» was framed by standing out it from «fat cat»; shortening of maxims or idioms for example from the adage «You can't make a silk handbag out of a sow's ear» through cutting the center of it the phraseological unit «to make a sow's ear» was framed with the importance «помилятись». Getting phraseological units from different languages, either as translation credits, for example, « living space» (German), « to take the bull by the horns» (Latin), or through phonetic borrowings «Meche Blanche» (French), «corpse d'elite» (French), «sotto voce» (Italian) and so on. Phonetic borrowings among phraseological units allude to the learned style and are not utilized all the time[3].

There are various blends of words. Some of them are free, for example, to understand books (newspapers, a letter, and so on) others are fixed, restricted in their combinative power, for example, to hit the sack, to make a report. The blends of words that are fixed (set-articulations) are called phraseological units. A free blend is a grammatical unit, which comprises notional and structured words, and in which notional words have the capacity of, autonomous pieces of the sentence. In a phraseological unit, words are not autonomous. The structure set articulations, in which neither words nor the request for words can be changed. Free blends are made by the speaker. Phraseological units are utilized by the speaker in a prepared structure, with next to no changes. The entire phraseological unit has an importance that might be very unique about the significance of its parts, and thusly the entire unit, and not independent words, has the capacity of a piece of the sentence. Phraseological units comprise isolated words and accordingly, they are various words, even from compounds. Word have a few underlying structures, however in phraseological units only one of the parts has every one of the types of the worldview of the grammatical form it has a place with for example to hit the hay, hits the sack, headed to sleep, hit

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[3] Smith, L. (1976). Words and Idioms: A Guide to English Idiomatic Expressions. London: Longman Group Ltd.

the hay, hitting the hay, and so on, the other parts don't change their structure. By the characterization of Academician V.Vinogradov, phraseological units are divided into three gatherings: phraseological blends, phraseological solidarities, and phraseological combinations. phraseological unit colloquialism translation. Phraseological blends are regularly called conventional because words are joined in their unique importance yet their mixes are different in various languages, for example, money and convey - (self-administration shop), amazingly (in extraordinary degree), and so forth. It is generally difficult to account consistently for the blend of specific words. It very well may be made sense of just based on custom, for example, to convey a lection (however not to peruse a talk). In phraseological blends, words hold their full semantic autonomy even though they are restricted in their combinative power, for example, to wage wax (however not to lead battle), to deliver help, to deliver administrations (yet not to deliver delight).[4]

Phraseological mixes Phraseological blends are the most un-colloquial of the relative multitude of sorts of phraseological units. At the end of the day, in phraseological blends, the importance of the entire can be induced from the significance of the parts, for example, to decide, lo loan help, bring in cash, to focus on. In phraseological mixes one of the parts (by and large the part which is utilized metaphorically) can be joined with various words, for example, to talk sports, legislative issues, business (however to talk about existence), driving specialist, driving article (yet the principle issue), destructive adversary, dangerous shot (yet a human injury), distinct fascination, sharp interest, sharp sense of humor (yet the extraordinary shock). Expressions of wide importance, such as to make, to take, to do, to give, and so forth structure numerous phraseological units, for example, to take an assessment, to go on an outing, to take a risk, to take an interest, to ridicule, to make requests, to say something, to make companions, to make a scramble. Once in a while, conventional blends are equivalents of words, for example, to make requests = to ask, to make haste=to hustle[5]. A few customary blends are counterparts of relational words, for example, fry method for, regarding. Some phraseological mixes have almost become compounds, for example, earthy-colored bread. Conventional

[4] Croft,William. Syntactic categories and grammatical relation: The cognitive organization. — Chicago: Universityof ChicagoPress, 2003. — 440 p.

[5] Collins, V. (1981). A Book of English Idioms: Understanding Common Expressions in Context. London: Collins Publishers.

blends frequently have interchangeable articulations, for example, to make a report=to convey a report.

Phraseological mixes are not counterparts of words. However the parts of phraseological blends are restricted in their combinative power, or at least, they can be consolidated uniquely with specific words and can't be joined with some other words, they safeguard their significance, yet the entirety of their primary structures, for example, pleasant differentiation is a phraseological blend and it is feasible to say decent qualifications, more pleasant qualification, and so on, or to hold one's clench hand. (held his clenched hands, was holding his clenched hands, and so on.). In Prof. A. Smirnitsky's А.смирницкий «лексикология английского языка» М.,1996 стр.23 assessment conventional blends are not phraseological units, as he believes just those word mixes to be phraseological units which are reciprocals of words. Phraseological Unities In phraseological solidarities the importance of the entire can be speculated from the implications of its parts, yet it is moved (figurative or metonymical), for example, to play the main fiddle (to be an innovator in something), old salt (experienced mariner) and so on. The importance of the entire word blend isn't the amount of the implications of its parts, however, it depends on them and the significance of the entire can be derived from the picture that underlies the entire articulation, for example, to drive one up the wall, to stop someone, to show one's teeth, to be at blades drawn. Phraseological solidarities are frequently equivalents of words, for example, to make a perfect bosom of=to admit; to get on one's nerves=to aggravate.

Phraseological solidarities are reciprocals of words as 1) only one of the parts of phraseological solidarity has primary structures' for example to play (played, is playing, and so on) the principal fiddle (however not played the primary fiddles); to turn (turned, will turn, and so forth) another leaf (yet not to turn more current leaf or new leaves); 2) the entire solidarity and not its parts will be portions of the sentence in the grammatical investigation, for example in the sentence He attacked the issue in earnest (tackled an issue strongly) there are just two sections: he - the subject, and attacked the issue head-on - the predicate[6].

Conclusion. The study of phraseology reveals the intricate relationship between free word groups and phraseological units, underscoring their significance in language and

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[6] Smirnitsky, A. (1996). Lexicology of the English Language: An Introduction to the Study of Lexical Semantics and Phraseology. Moscow: Russian Language Publishers.

communication. Phraseological units serve as fixed expressions that enrich a language's lexicon and enhance expressiveness. Unlike free combinations, these units cannot be spontaneously created during speech; they exist as ready-made entities that convey specific meanings often disconnected from their individual components. Classifying these units into blends, solidarities, and combinations facilitates a deeper understanding of their formation and usage. This classification highlights how cultural and contextual factors shape the meanings of idiomatic expressions over time. By examining phraseological units, linguists can gain insights into language evolution, communication styles, and the nuances of meaning that reflect the culture from which they arise. Ultimately, exploring phraseology contributes to a more comprehensive understanding of the complexities of human language.

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O'ZBEK VA NEMIS TILLARIDA ZAMONAVIY TEXNOLOGIYA ATAMALARINING QIYOSIY TAHLILI

Bozorova Gulmira Maxamadaliyevna
Andijon davlat chet tillari instituti Roman-german va slavyan tillari fakulteti Nemis tili nazariyasi va amaliyoti kafedrasi o'qituvchisi

Annotatsiya: Zamonaviy dunyoda texnologiya va ilm-fan sohalaridagi rivojlanishlar yangi atamalar va tushunchalarni yaratmoqda. Bu jarayon esa o'zbek va nemis tillarida o'ziga xos leksik va sintaktik o'zgarishlarga olib kelmoqda. Ushbu maqolada o'zbek va nemis tillarida zamonaviy texnologiya atamalarining qiyosiy tahlili amalga oshiriladi. Maqolaning maqsadi, texnologik terminlarning o'zlashtirilishi, standartlashuvi va ularning madaniy kontekstdagi o'rnini o'rganishdir.
Kalit so'zlar: texnologiya, atama, nemis tili, o'zbek tili, leksik qoida.

Texnologik atamalar va ularning o'zlashtirilishi. Texnologik atamalar ko'pincha xalqaro miqyosda yaratiladi va ko'plab tillarda o'zgarishlarga uchraydi. Nemis tilida atamalar, ko'pincha, mahalliy resurslardan foydalanib, o'z leksik qoidalariga muvofiq yaratiladi. Misol uchun, **"Handy"** (mobil telefon) va **"Festplatte"** (qattiq disk) kabi atamalar, ingliz tilidan to'g'ridan-to'g'ri o'zlashtirilmagan, balki nemis tilining o'ziga xos jihatlari bilan shakllangan.

O'zbek tilida esa zamonaviy texnologiya atamalari ko'pincha ingliz tilidan o'zlashtiriladi. Masalan,**"smartfon", "kompyuter", va "internet"** kabi atamalar, ko'pincha, asl inglizcha shaklda qo'llaniladi. Bunda, yangi texnologik atamalarning o'zlashtirilishida asosan ingliz va rus tillarining ta'siri mavjud.

 Terminologiyaning standartlashuvi

Nemis tilida texnologik atamalarni standartlashtirish jarayoni ko'plab normativ hujjatlar va lug'atlar orqali amalga oshiriladi. Germaniyada texnologik atamalarni yaratish va qabul qilishda aniq me'yorlar mavjud bo'lib, bu jarayonda madaniy jihatlar ham muhim rol o'ynaydi. Misol uchun, nemis tilida ba'zi atamalar xalqaro va mahalliy kontekstlarga moslashgan holda ishlatiladi.

O'zbek tilida esa texnologik atamalarni standartlashtirish jarayoni hali rivojlanmoqda. Bu jarayonda turli manbalarda atamalar bir-biridan farqlanishi va ko'pincha aniq me'yorlar yetishmasligi kuzatiladi. Ushbu vaziyat o'zbek tilining texnologiyaga moslashuvini qiyinlashtiradi.

Qiyosiy tahlil: o'xshashliklar va farqlar

O'zbek va nemis tillaridagi texnologik atamalarni qiyoslashda bir qator o'xshashliklar va farqlarni aniqlash mumkin. O'xshashliklar orasida:

1. Ma'no jihatidan o'xshashlik: Har ikkala tildagi texnologik atamalar ko'pincha bir xil tushunchani ifodalaydi. Masalan, **"tarmoq" (internet network) va "Netzwerk"** so'zlari bir xil ma'noni anglatadi.

2.Semantik o'xshashlik: O'zbek va nemis tillarida texnologik atamalarning semantik tuzilishi ko'pincha bir-biriga o'xshaydi. Misol uchun,**"server"** (server) atamasi har ikki tilda ham bir xil ishlatiladi.

Farqlar esa quyidagilardir:

1. So'z shakli: O'zbek tilida ko'plab texnologik atamalar inglizcha shaklda saqlanib qolsa, nemis tilida ko'pincha mahalliylashtirilgan shakllar ishlatiladi. Misol uchun, nemis tilida **"Smartphone"** atamasi mavjud bo'lsa, o'zbek tilida bu so'z asosan **"smartfon"**shaklida qo'llanadi.

2. Qo'llanish konteksti: Texnologik atamalarni qo'llanish konteksti ham farq qiladi. Nemis tilida texnologik sohalarda ko'proq o'zlashtirilgan terminlar ishlatiladi, o'zbek tilida esa ko'pincha xalqaro terminlar asosida ish olib boriladi.

O'zbek va nemis tillarida zamonaviy texnologiya atamalarining qiyosiy tahlili, texnologik terminlarning o'zlashtirilishi, standartlashuvi va madaniy kontekstdagi o'rnini tushunishga yordam beradi. Ushbu tadqiqot, kelajakda o'zbek tilining texnologiyaga moslashish jarayonlarini yanada samarali tashkil etishga xizmat qiladi. Bundan tashqari, bu mavzu o'zbek tilshunosligi va tilni rivojlantirishga qaratilgan ilmiy tadqiqotlarda yangi yo'nalishlar ochadi.

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COGNITIVE BENEFITS OF MULTILINGUALISM IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

This study is devoted to examining the cognitive advantages of multilingualism in early childhood education. Multilingualism fosters metalinguistic awareness, allowing children to analyse language structures and develop critical thinking skills at an early age. Additionally, the need to switch between languages sharpens attention control and problem-solving abilities. The article argues that integrating multilingual education in early childhood not only enhances linguistic skills but also supports broader cognitive development, offering long-term benefits in learning and adaptability.

Key words: linguistic diversity, ECEC settings, multilingualism, early language acquisition, preschoolers.

Multilingualism has gained significant attention as language teachers and researchers explore the cognitive development of children exposed to multiple languages from an early age. In early childhood education, multilingualism not only enhances communication skills but also strengthens various cognitive processes. This article investigates the cognitive benefits associated with multilingual education during the formative years of child development. Across the globe, many young children are raised in environments where they are exposed to two or more languages from an early age. Even in predominantly English-speaking nations like the United States and Australia, linguistic diversity is on the rise. For instance, in Australia, nearly one in six children under the age of five regularly hear and speak a language other than English (Verdon et al., 2014b). In the United States, 27% of children under six are reported to be learning two languages (Guiberson & Ferris, 2019). These children are often described in the literature as 'bi/multilingual learners,' 'dual language learners,' or 'simultaneous language learners' (Hoff, 2018; Piller & Gerber, 2018; Verdon et al., 2014a). Such terminology differentiates between children exposed to multiple

languages from birth and those who begin learning a second or additional language after the age of three (Langeloo et al., 2019; Wright Karem et al., 2019).

Stating the advantages of multilingualism and the growing linguistic diversity in many nations, it is crucial to highlight how best to support children from diverse linguistic backgrounds in acquiring the majority language while preserving their native languages. While much of the research has centered on the role of the home environment and the direct language input provided by parents (Hoff, 2018), the increasing enrollment of young children in early childhood education and care (ECEC) settings positions these environments as key spaces for early language acquisition (Hildenbrand et al., 2017). ECEC settings represent children's first formal learning experiences outside of the home. High-quality interactions between teachers and children in these environments are key to fostering early language development (Vernon-Feagans et al., 2013; Walker et al., 2020). However, there is limited understanding of how early childhood educators support multilingual language acquisition. Research indicates that a positive multilingual learning environment includes emotionally and intellectually supportive feedback, the promotion of autonomy, and open communication between teachers, children, and their peers (Khalfaoui et al., 2020). Yet, this evidence often focuses more on children's social and emotional growth rather than the specific opportunities and outcomes related to language learning. Other studies have examined interventions aimed at second language acquisition (Langeloo et al., 2019; Lipsky, 2013; Kultti, 2013). Langeloo et al. (2019), for example, reviewed teacher interactions with children acquiring the majority language as a second language in ECEC settings. They found that strategies such as using the first language, incorporating cultural elements, and utilizing non-verbal communication improved interactions. In Sweden, Kultti (2013) suggested that activities like singing and resource-based scaffolding could aid young multilingual learners in acquiring the majority language. Lipsky (2013) explored the link between teachers' vocabulary instruction methods and multilingual preschoolers' English vocabulary outcomes. Despite acknowledging the importance of early education settings in promoting multilingualism (Verdon et al., 2014a), few studies have specifically investigated how to maintain young multilingual children's home languages within these contexts. This gap is particularly pressing given findings that educators often lack sufficient knowledge to effectively support multilingualism. For instance, Hayes et al. (2020) revealed that early childhood teachers had limited understanding of bilingual development and how to foster it. Similarly, Degotardi and

Gill (2019) observed that many educators were unaware of the potential influence of infants' home language experiences on their English language development. These findings underscore the need for educators to receive more information and guidance on strategies to support early multilingual development.

To conclude, the cognitive benefits of multilingualism in early childhood education are well-established and diverse. From enhancing cognitive flexibility to improving executive functioning, multilingualism equips children with critical cognitive skills that support their overall development. As education systems continue to prioritize global communication and cognitive growth, fostering multilingual environments in early childhood education promises to be an invaluable tool in shaping the cognitive potential of future generations. By understanding these cognitive advantages, teachers can improve their teaching methods to maximize the benefits of multilingualism, ultimately contributing to the development of young learners.

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THESIS: A COMPARATIVE STUDY OF CULTURAL LEGACY IN THE WORKS OF KAZUO ISHIGURO AND KHURSHID DUSTMUHAMMAD

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This thesis examines the literary works of Kazuo Ishiguro, a Nobel Prize-winning British author of Japanese descent, and Khurshid Dustmuhammad, a prominent contemporary Uzbek novelist. By analyzing their narratives, themes, and cultural contexts, this study aims to identify the similarities and differences in their literary contributions and cultural legacies. Through a comparative lens, it investigates how each author reflects their respective cultural heritage while addressing universal themes of identity, memory, and belonging, thereby enriching our understanding of their unique and shared literary landscapes.

o   Overview of Kazuo Ishiguro's and Khurshid Dustmuhammad's literary significance.

o   Brief biographies highlighting their cultural backgrounds and influences.

o   Purpose and scope of the comparative study.

o   Examination of the cultural, historical, and social contexts in which Ishiguro and Dustmuhammad write.

o   Discussion of how their respective environments—Japan/Britain for Ishiguro and Uzbekistan for Dustmuhammad—shape their narratives.

o   Analysis of recurring themes in both authors' works, such as memory, identity, displacement, and the search for belonging.

o   Comparative analysis of how these themes manifest differently due to cultural contexts and personal experiences.

o   Investigation of narrative structure, voice, and stylistic elements in Ishiguro's and Dustmuhammad's works.

o   Discussion of the use of unreliable narrators, non-linear timelines, and symbolism in both authors' storytelling.

o   Comparative study of character development and the representation of human experience in both authors' works.

o   Exploration of how cultural background influences character motivations and conflicts.

o   Examination of how Ishiguro and Dustmuhammad contribute to their respective literary traditions and global literature.

o   Analysis of the cultural legacies they create through their narratives and the ways in which they engage with themes of cross-cultural identity.

o   In-depth analysis of selected works from both authors:

▪   For Ishiguro: "Never Let Me Go" and "The Remains of the Day."

▪   For Dustmuhammad: "The Man Who Knew Too Much" and other significant novels.

o   Comparative insights into the portrayal of cultural identity and memory in these texts.

o   Summary of key findings on the similarities and differences in the cultural legacies of Ishiguro and Dustmuhammad.

o   Reflection on the significance of their works in a global context.

o   Suggestions for further research on cross-cultural literary studies.

Significance:

This thesis aims to illuminate the intricate interplay between cultural legacy and literary expression in the works of Kazuo Ishiguro and Khurshid Dustmuhammad. By exploring their narratives through a comparative framework, it seeks to enhance appreciation for the diverse yet interconnected tapestry of global literature, demonstrating how two distinct voices contribute to shared human experiences and cultural dialogues.

Studying Ishiguro and Dustmuhammad fosters cross-cultural understanding. Ishiguro's works reflect themes of memory, identity, and displacement influenced by his Japanese heritage and British upbringing, while Dustmuhammad's narratives often delve into the intricacies of Uzbek culture and social dynamics. This

comparative analysis allows readers to appreciate the complexities of different cultural backgrounds and how they shape literary expression.

Both authors engage with societal issues, such as postcolonial identity, globalization, and cultural dislocation. Comparative studies of their works can illuminate how literature serves as a mirror to societal challenges, encouraging readers to reflect on contemporary global issues through the lens of different cultural experiences.

Incorporating the works of Ishiguro and Dustmuhammad expands the scope of Comparative Literature, emphasizing the importance of studying voices from different regions. Their inclusion broadens the discourse around global literature, fostering a more inclusive understanding of literary heritage.

The literary legacies of Kazuo Ishiguro and Khurshid Dustmuhammad offer rich material for comparative study, highlighting the importance of cultural dialogue and shared human experiences. Engaging with their works enhances not only the field of Comparative Literature but also encourages a deeper appreciation for the diverse narratives that shape our understanding of the world.

МОТИВАЦИОННЫЙ АСПЕКТ АФГАНСКИХ АНТРОПОНИМОВ

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Аннотация: Статья анализирует антропонимическую систему Афганистана, подчеркивая её многослойность и культурно-историческое богатство. Основное внимание уделено влиянию арабских имен и ислама на формирование афганского ономастикона, а также различиям в передаче имен в зависимости от языковых особенностей. Приведены примеры распространенных арабских имен и их видоизменений в дари и пушту, отражающих особенности языков.
Ключевые слова: антропонимы Афганистана, арабские имена, исламские имена, ономастика, этнокультурные влияния, дари и пушту, афганская культура, религиозные имена.

Личные имена являются самыми интернациональными словами. Они легко переходят от одного народа к другому, из одного языка в другой. Большую роль в распространении личных имен играют мировые религии. Люди, исповедующие их, легко принимают имена пророков и святых. В частности, несмотря на то, что афганцы являются иранским народом, большую часть их именника составляют антропонимы арабского происхождения, что связано с сильным влиянием ислама в Афганистане. Хотя ономастикон большинства неарабских мусульманских стран составляют имена, восходящие к единой арабской праоснове [1], тем не менее, следует говорить о самостоятельной системе имен в каждом языке, поскольку, переходя из страны в страну, арабские мусульманские личные имена изменили свой первоначальный облик, перестроились в соответствии с фонетическими и грамматическими законами данного языка. Например, самое распространенное у мусульманских народов арабское имя *Мухаммад* звучит в таких формах, как *Магомет, Мамбет, Магомай, Мамай, Мемет, Мамей, Мамад, Мамед, Мад* и т.д. Даже в пределах

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[1] Гафуров А. Имя и история: Об именах арабов, персов, таджиков и тюрков. Словарь. М.: Наука: Гл. ред. вост. литер., 1987.

одного языка одно и то же имя может иметь разные произносительные варианты, как, например, *Мохаммад*, *Мамад*, *Мад* в Афганистане.[2]

В каждом языке существует своя система имен. Хотя имена и могут восходить к одной праоснове, тем не менее их фонетический облик в разных языках будет различным, поскольку различны их фонетические системы. Например, национальные варианты имени, восходящего к библейскому Иосиф, по-разному передаются в русском языке, в зависимости от того, представитель какого народа является носителем этого имени. Если англичанин, то Джозеф, немец - *Йозеф*, француз - *Жозеф*, испанец - *Хосе*, итальянец - *Джузеппе*, поляк -*Юзеф*, афганец – *Юсеф или Юсуф.*

Большинство имен, входящих в состав ономастикона народов. Средней Азии, также восходят к одному источнику. Однако в русском языке они передаются различно, с учетом тех изменений, которые они претерпели в соответствии с фонетическими законами этих языков.

Например, от لطيف *(Латиф)* "нежный, ласковыя" ---- *Латифов* - таджик; *Латыпов* - туркмен;

от حسن *(Хасан)* "красивый" ---- *Хасанов* - таджик, узбек; *Гасанов* - азербайджанец;

от نــعمت *(Неъмат)* "благо, милость" ---- *Неъматов* - таджик; *Нигматов* - татарин.

Это относится и к близкородственным языкам, например, персидскому, дари ик таджикскому. Так, имя اسحاق существует в именнике народов Ирана, Афганистана и Таджикистана и соответствует имени *Исаак* в русском языке. Однако передаваться на русский язык с персидского будет как *Эсхаг*, с дари – *Эсхак* и с таджикского - *Исхок.*

Своеобразие языковой ситуации современного Афганистана состоит в том, что в качестве государственных функционируют два иранских языка: пушту и дари. Эти языки имеют существенные различия как в фонетической системе, так и в грамматическом строе. Многие антропонимы, используемые в настоящее время в Афганистане, являются общими как для дариязычного, так и пуштуязычного населения. В данном пособии в основе практической транскрипции антропонимов лежит язык дари. Это связано не только с его более широким распространением в Афганистане, но и с тем, что на дари ведется все

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[2] Веретенников А.А. Афганские имена.(справочное учебное пособие) – Москва,1987. – С. 1.

делопроизводство и официальная переписка.[3]

Как отмечают исследователи, характерной особенностью двуязычия в стране является его массовый, стабильный и повсеместный характер. Вместе с тем необходимо сказать о доминирующей роли языка дари, который выступает в качестве посредника межнационального общения[4]

Имена людей, антропонимы - это прежде всего слова, и, как все слова, они подчиняются законам лингвистики. Но антропонимы образуют в языке совершенно особый слой слов, в котором возникают свои закономерности.

Семантика имен в меньшей степени зависит от структуры языка, чем значение любого другого слова. Например, у большинства народов Мужские имена означают силу, смелость, власть, а женские - красоту, целомудренность, нежность. Различия же имен обусловлены не столько различиями языков, сколько причинами конкретно-исторического характера.

В корпусе афганских антропонимов значительный процент составляют арабские, дари (персидские), пуштунские и тюркские имена.

Антропонимы могут показывать общественное и социальное устройство, материальные и культурные явления жизни и быта людей прошлого. У любого народа сохраняется гендерная система имя наречения, и это объясняется использованием понятий, связанных с мировоззрениями, культурно-социальными явлениями, жизнью и бытом, формой хозяйствования того или иного народа. В связи с этим мы выделяем следующие группы имен афганского народа:

• Имена, связанные со святыми именами Аллаха

• Имена, связанные с пророком Мухаммедом, членов его семьи, халифов и ангелов

• Имена, связанные с небесными телами

• Имена, связанные с физическим состоянием человека

• Имена, связанные с растительным миром

• Имена, связанные с животным миром

Арабская антропонимия сыграла значительную роль в формировании именника афганского народа. Арабское завоевание не было только внешним фактором, оно наложило свою печать на социально-экономическую и культурную жизнь подвластных халифату территорий, на этнические и языковые процессы в ней.

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По словам И.Г. Кульдеевой, «Круг имен у мусульманина ограничен. Чаще всего выбираются имена Пророка, ближайших сподвижников или родных»[5].

В мусульманских именах афганцев выражается покорность Аллаху. Особый разряд составляют имена, в которых представлены постоянные эпитеты Аллаха, Мухаммеда и других мусульманских святых. Так, 99 «прекрасных имен Аллаха» стали компонентами как статус-конструктных и двойных имен. В арабском языке понятие «Асмаул-Хусна» означает «Самые хорошие имена» или «Красивые имена». Арабские ученые различают характер этих имен по их природе и значению. Понятие «Красивые имена» - название этих характеристик.[6]

М

ногие имена содержат первый компонент عبد 'раб', признание истинности ценностей ислама, благодарности мусульманским святым, а в качестве второго чаще всего — один из многочисленных эпитетов Аллаха. Поэтому очень редко имя афганца бывает однокомпонентным. Обычно же оно состоит из двух слов.[7] Считается, что в качестве личного имени не используется основное и главное имя Аллаха, «обладание которым, по поверью мусульман, открывало все земные тайны, делающего человека сверхмогущественным»[8]

عبدالرازق- раб Дающего пропитвние,

عبدالكريم- раб Щедрого,

عبدالعزيز - раб Великого,

عبدالباسط- раб Дарующего,

عبدالجميل- раб Доброго

عبدالحميد- раб Прославляемого,

عبدالوهاب- раб Вседарящего,

عبدالطيف - раб Милостивого,

عبدالله- раб Аллаха,

عبدالجبار- раб Всемогущего,

عبدالرشيد - раб Наставляющего на правильный путь,

عبدالظاهر - раб Помогающего,

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عبدالقيوم-раб Вечного,

عبدالاحد - раб Единственного,

عبدالحق - раб Истинного, раб Правого,

عبدالرشيد - раб Наставляющего на правильный путь

Заключение: Афганские антропонимы являются ярким примером взаимосвязи языка, культуры и религии. Влияние ислама и арабского языка оставило глубокий след в системе имен, при этом каждое имя прошло адаптацию под местные условия, сохраняя уникальные национальные черты.

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THE IMAGE OF BIRDS IN KARAKALPAK NATIONAL EPICS

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Oral literary genres, considered a rich cultural treasure in the centuries-old history of our people, have not lost their significance and value even through the world of images. From small genres of folklore to large-scale dastans, we find a thousand different ways of creating an image. Despite the fact that the human image is dominant in these works, in most cases, the image of animals and birds is also frequently encountered.

The term "afsona" in Persian means "afsun" and refers to a story based on a magical, fantastic event. That is, it is a work that fantastically depicts a historical event, event, or life experienced. Most ancient legends come in a heroic spirit. They arose as a result of the population's struggle against invaders with aggressive intentions. Legends often tell about birds and animals.

In Karakalpak oral literature, as in most Eastern peoples, there is a frequent mention of the legendary bird - the Semurgh. In particular, the Semurg bird is considered sacred among our people.

"It's a big nest. It was the nest of the bird Semurgh. She is lying in her nest, sucking the child and reading a ghazal to the child:

In this legend, we see that Yedigei the hero was raised in the bird's nest of Semurg, like the Zal-Dastan in "Shahnameh."

In Karakalpak folk tales and legends, the image of birds is often used in an allegorical sense, while in folk epics these images appear as artistic details and figurative means.

The main reason for the poetic use of the image of birds in dastans is that the creators of the dastans are mainly people with a poetic nature, and it would not be a mistake to say that they are skilled in using various methods of creating images to increase the effectiveness of artistic words in their works.

Especially when detailing images, the image of birds is skillfully used in the form of metaphors, epithets, comparisons, and artistic repetitions.

Karakalpak folk epics "Edige", "Forty Girls", "Alpamysh", "Koblan" and other heroic epics are works that differ from each other in terms of composition and narrative style.

Each of the dastans has its own characteristics in terms of its own style of image creation.

The images in "Forty Girls" are created on the basis of traditional motifs from ancient folk epics, but there are also differences in the creation of some images. For example, the main characters of the epic are women. Also, in some places, the image of ordinary shepherds is given differently in epics. For example, the image of Ashim in "Alpomish" is given as a close assistant and friend of the hero.

And in "Forty Girls" Juryn is completely the opposite of Ashim. He uses various tricks in order to marry Guloyim. In one episode of the epic's plot, when Jurin went to Gulyam's fortress, a wolf rushed to his sheep. A shepherd, not knowing what to do, seizes the raven's cub and asks him for advice. At that moment, the jackdaw begins to speak and gives advice to Jurin.

The image of a raven is appropriately used in this episode. After all, Jurin was a shepherd who lived alone in the pasture. There is no one around him who can give advice in the right place. That's why he sometimes talks to the sheep, the stick in his hand, and the birds.

Here, the poet's creative mastery is also manifested. Through the skill of creating such an image, Zhirov completes his game, the plot of the work through figurative details, without interrupting the events.

The image of a goose in the epic "Alpomish" is also an artistic detail. This method of detailing, used by the artist to convey the message of the desperate hero, also proved reliable for the listener and the reader. Furthermore, these small episodes from the epics "Forty Girls" and "Alpomish" are so deeply embedded in the plot of the work that they cannot be removed or moved elsewhere in the compositional structure of the epic.

The detailed image of birds in them comprehensively complements the impressive images. In short, despite the role of fairy tales and fantastic motifs in the depiction of events, realism persists in the epics. In this process, there are also opportunities for the performers of the dastan to use rich folklore traditions.

Artists of folk art, along with depicting human life, reflected in their works the magical mysteries of nature, its aesthetic beauty. In particular, examples of oral literature, as our spiritual wealth, still attract readers with their fantastic images, attractive language, and interesting plot.

THE PECULIARITY OF HAMLET'S TRAGEDY IN THE WORK OF WILLIAM SHAKESPEARE

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ANNOTATION.

William Shakespeare's tragedy Hamlet was written in 1600-1601 and is one of the most famous works of world literature. The plot of the tragedy is based on the legend of the ruler of Denmark, dedicated to the story of the protagonist's revenge for the death of his father. In Hamlet, Shakespeare raises a number of important topics concerning the morality, honor and duty of the characters. The author pays special attention to the philosophical theme of life and death.
Key words: morality, spirit, quarto, disillusioned, bloodshed, swordsman, fratricide, treason.

Introduction. "Hamlet" (The Tragedy of Hamlet, Prince of Denmark) is a tragedy written by William Shakespeare between 1599 and 1602. The events of the play take place in the Kingdom of Denmark. The spirit of Hamlet's father King Hamlet urges his son to take revenge on his uncle Claudius (Claudius). Claudius kills his brother and wins the throne, and marries his brother's widow. "Hamlet" is Shakespeare's longest play, and is considered one of the most powerful and influential tragedies in English literature. The play has been retold many times, altered. "Hamlet" is one of the most popular plays in Shakespeare's lifetime, and is still one of the author's most frequently staged works today. The work has been at number one on the list of the most popular plays of the Royal Shakespeare Company and earlier theatres in Stratford-upon-Avon since 1879. The work has inspired dozens of writers, including Johann Wolfgang von Goethe, Charles Dickens, James Joyce, and Iris Murdoch, and is described as being the most screened story after "Cinderella". Works about characters who retaliate for the death of their father, such as those in "Hamlet", appear in many works written before Shakespearean, including The Legend of Amleth. The legend is preserved in the 13th-century "Gesta Danorum" by Saxo Grammaticus, which the 16th-century scholar François de Belleforest retold. Shakespeare may have relied on a work written in the time of Elizabeth I, now known as "Hamlet", but some

researchers believe that "Hamlet" was also written by Shakespeare himself, which brought it to a form known to us later. Shakespeare wrote the title character in an adaptation for Richard Burbage, who was considered one of the best actors at the time. In the past 400 years since the play was written, Hamlet has been portrayed by several successful actors.

The first three versions of the work survive: the first quarto (K1, 1603); the second quarto (K2, 1604); and the last quarto (K3, 1623). Each version has verses and scenes that the other does not have. The structure and characters of the play have been extensively studied. One of these is a debate that has been going on for several centuries about Hamlet's hesitation to kill his uncle. While some believe that the purpose was to prolong the play, others believe that it is an expression of complex philosophical and moral concepts related to murder, planned revenge, and faded desire. **The main characters** Hamlet– Prince of Denmark, son of the former and nephew of the current king, was killed by Laertes. Claudius, the Danish king, killed Hamlet's father and married Gertrude, was killed by Hamlet.

Polonius– the chief royal adviser, the father of Laertes and Ophelia, was killed by Hamlet. Laertes– the son of Polonius, the brother of Ophelia, a skilled swordsman, was killed by Hamlet. Horatio -is a close friend of Hamlet.

Other characters Ophelia is the daughter of Polonius, the sister of Laertes, after the death of her father she went mad, drowned in the river. Gertrude– the Danish queen, Hamlet's mother, Claudius' wife, died after drinking wine poisoned by the king. The ghost of Hamlet 's father Rosencrantz and Guildenstern are former university comrades of Hamlet. Fortinbras is a Norwegian prince.

Marcellus, Bernardo – officers.

Results. Hamlet — dies after being wounded by a poisoned rapier in a duel with Laertes. Claudius is killed by Hamlet with a poisoned rapier. Horatio wanted to drink poison to die with Hamlet, but Hamlet dissuaded him and asked him to tell people the truth. Ophelia — after the death of her father by Hamlet's hand, she goes crazy, falls into the river and dies. Laertes — wounded during a duel with Hamlet with a poisoned rapier, dies. Gertrude — accidentally drinks poisoned wine from Hamlet's glass, dies. Polonius — hides behind a carpet, wanting to eavesdrop on the conversation between the queen and her son; killed with a sword, giving himself away: Hamlet pierced him through the carpet, believing that it was the king.

Conclusion. In Hamlet, using the example of the image of the Danish prince, Shakespeare portrays a personality of the new age, whose strength and weakness lie

in his morality and sharp mind. Being a philosopher and humanist by nature, Hamlet finds himself in circumstances that force him to revenge and bloodshed. This is the tragedy of the hero's position – after seeing the dark side of life, fratricide, treason, he became disillusioned with life, lost understanding of its value. Shakespeare does not give in his work a definite answer to the eternal question "To be or not to be ...", leaving it to the reader.

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BADIIY MATNNI TASHKIL ETUVCHI VOSITALARNING LINGVISTIK TAVSIFI

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Annotatsiya: Dunyo tilshunosligida bo'lgani kabi o'zbek tilshunosligida ham badiiy asarlarning til xususiyatlari, uni tashkil etuvchi vositalar va ularning lingvistik tavsifini o'rganish muhim hisoblanadi. Mazkur maqolada badiiy matnni tashkil etuvchi vositalar va ularning tavsifi haqida gap boradi.

Kalit so'zlar: Muallif nutqi, qahramon nutqi, polifonik nutq, diologik nutq, monologik nutq, remarka.

Badiiy matn badiiy asar mazmunini ifodalagan, funktsional jihatdan tugallangan, tilning tasvir imkoniyatlari asosida shakllangan, o'zida turli uslub ko'rinishlarini muallif ixtiyoriga ko'ra erkin jamlay oladigan, kishilarga estetik zavq berish xususiyatiga ega bo'lgan g'oyat murakkab butunlik hisoblanadi. Badiiy matnda boshqa uslub matnlarida bo'lganidek qat'iy mantiq, soddalik, tushunarlilik, normativlik kabi qonuniyatlarga to'la-to'kis amal qilinavermaydi. Unda badiiy tasvir vositalaridan unumli foydalaniladi. Ta'sirchanlik birinchi planga ko'tariladi. Ohangdor, jozibador so'zlar ko'p qo'llaniladi. Tasvirlanayotgan voqelikda uyg'un bir musiqa, ichki bir garmoniya sezilib turadi.

Shuni alohida ta'kidlash kerakki, har qanday matn o'ziga xos sistemadir. Buni o'zaro bir-birini taqozo qiladigan halqalar majmuiga o'xshatish mumkin: tovush(harf)lar → so'zlar → iboralar → gaplar → abzats → bo'lim, qism, boblar Badiiy asarning matnida qahramonlar nutqi va muallif nutqi farqlanadi. Qahramonlar nutqi dialogik yoki monologik, ichki yoki tashqi nutq ko'rinishlarida bo'ladi. Muallif nutqi badiiy asar tilining muhim qismi hisoblanadi. Unda qahramonlarga, voqelikka nisbatan yozuvchi munosabati ifodalangan bo'ladi. Muallif nutqi ikki xilda ifodalanadi:

1. Muallif-hikoyachi nutqi. Bunda asar voqealarini so'zlab beruvchi odam yozuvchining o'zi bo'ladi. Peyzaj tasviri va qahramonlar qiyofasi, fe'latvori, ularning ruhiy holati, ma'naviy takomili hamda ularning ongida ro'y bergan o'zgarishlar muallif-hikoyachi nutqida xolis bayon shaklida keltiriladi. Badiiy asar tilining qiziqarli, ta'sirchan bo'lishi til birliklarining to'g'ri tanlanishi, matn mazmuniga mos kelishi muallif-hikoyachi nutqiga bog'liq. Muallif-hikoyachi nutqida voqelikni

tashqaridan kuzatish, tasvirlanayotgan voqea-hodisalarga o'z munosabatini oshkora yoki yashirin bildirish tarzi sezilib turadi. Agar muallif qahramonga nisbatan ijobiy munosabatda bo'lsa, tasvirda unga nisbatan muallif-hikoyachi xayrixohligini sezib turamiz.

2. Qahramon-hikoyachi nutqi. Ayrim asarlarda yozuvchi asar voqeasini atayin qahramonga hikoya qildiradi. Masalan, voqealar G'afur G'ulomning «YOdgor» qissasida Jo'ra tilidan, Asqad Muxtorning «Davr mening taqdirimda» romanida Ahmadjon tilidan, O'tkir Hoshimovning «Tushda kechgan umrlar» romanida Rustam tilidan hikoya qilinganligini kuzatishimiz mumkin. Buni yozuvchining badiiy-estetik niyati bilan bog'liq ehtiyojdan kelib chiqqan desak adashmagan bo'lamiz.

Qahramonlar nutqi. Badiiy asarda qahramon nutqi nihoyatda muhim ahamiyatga ega. Yozuvchi qahramonlar nutqini individuallashtirish orqali ularning ma'naviy dunyosini, ichki kechinmalarini, hissiyotlarini, fikrlash tarzini, dunyoqarashi va atrofidagi voqea-hodisalarga munosabatini aks ettiradi. Qahramonlar nutqi orqali uning qanday muhitda yoki qayerda yashayotganligi, qaysi shevaga mansubligi, qaysi toifaga mansubligi, kim bilan nima haqida suhbatlashayotgan- ligi, uning suhbatdoshlariga munosabati va boshqa ma'lumotlarga ega bo'lamiz. Qahramonlar nutqi dialogik yoki monologik nutq ko'rinishlarida bo'ladi.

Dialogik nutq deb ikki yoki undan ortiq qahramonning o'zaro muloqotiga aytiladi. Dialogik nutqda qahramonlar tabiatini aniq ifodalash imkoniyati mavjud. Dialogik nutq tahlili ob'ekti alohida olingan gaplar tahlilidan emas, balki matn tahlilidan iborat bo'ladi. Dialogik nutq ko'rinishida tinglovchiga axborotni tez, aniq, sodda va ta'sirchan yetkazish maqsad qilingan bo'ladi. Shuning uchun suhbat jarayonida ellipsisdan, turli imo-ishoralardan keng foydalaniladi. Mutaxassislar fikricha, «aloqaaralashuvda so'z, so'z birikmasi, gap, ayrim hollarda matnlar ham ellipsisga uchrashi yoki nolisoniy vositalar bilan almashtirilishi mumkin. Dialogik matnlar tahlili shuni ko'rsatadiki, kommunikantlar aloqa-aralashuv jarayonida nolisoniy vositalardan lisoniy vositani izohlash, to'ldirish, ta'kidlash, aniqlik kiritish, kompensatsiya qilish (lisoniy birlik o'rnida qo'llash) maqsadlarida foydalanadilar».

Monologik nutq badiiy asar qahramonlarining o'z-o'ziga yoki o'zgalarga qaratilgan nutqidir. Ham she'riy ham nasriy asarlarda ishlatiladi. Badiiy asarlardagi maktublar asosan monologik yozma nutq ko'rinishida bo'ladi (eslang: Kumushning Otabekka yozgan maktubi, yoki Otabekning Kumushga yozgan maktubi). She'riy matnlarda lirik qahramon kechinmalarini tugal tasvirlash uchun monologik nutqdan foydalaniladi. Ichki monologik nutq - «qahramonning o'z-o'zi bilan ichdan gapirishi,

fikrlashi, fikr va tuyg'ularining ichki ifodasidir. Ichki monologda qahramon o'zining sirli, yashirin fikrlarigacha aytadi, shu boisdan ichki monolog orqali qahramon kitobxon oldida o'z-o'zini ochadi. SHuning uchun ham uning shaxsiyatida hech narsa sirli yoki tushunarsiz bo'lib qolmaydi. Ichki monolog so'zlashuv nutqidan o'zining ochiq va oshkoraligi bilan ajralib turadi».

Dialogik nutq ham monologik nutq ham uch ko'rinishda bo'lishi mumkin: ichki nutq, tashqi nutq va parallel nutq. Cho'lponning «Kecha va kunduz» romanida Miryoqubning «men» bilan suhbati dialogik nutq xarakterida lekin ifoda tarzi ichki nutq shaklida berilgan. «Parallel nutq - qahramon ichki va tashqi nutqlarining bir vaqtning o'zida namoyon bo'lishidir. Bu nutq shakli ko'pincha qahramonlar o'rtasidagi dialog jarayonida kuzatiladi va ichki nutq bunday hollarda suhbatdoshga bo'lgan munosabatni bildiradi».

Dramatik asarlar tarkibida izoh xarakteridagi o'ziga xos matn - remarkalar mavjud bo'lib, yozuvchi tomonidan kitobxonga, asarni sahnalashtiruvchi rejissyorga yoki aktyorlarga «yordam» ma'nosida kiritilgan bo'ladi. Remarkada yozuvchining qahramonlar qiyofasi, hatti-harakati, yoshi, voqea joyi hamda, nutq jarayoni haqidagi izohlar beriladi. Remarkasisiz dramatik asarni tasavvur etib bo'lmaydi. Qahramon ruhiyatini chuqur ochishda, harakat va holatlarni tasvirlab berishda ramarkaning katta ahamiyatga ega. Masalan, "Temir xotin" jiddiy komediyasining bosh qahramoni Qo'chqorning xarakter sifatida shakllanishida remarkaning roli katta. Qo'chqorning yashash sharoitining qanday ekanligi, u haqidagi dastlabki xarakteristika drama boshida berilgan remarkada ifodalanadi. Remarkalarni drmatik asardagi vazifasiga ko'ra quyidagi turlarga ajratish mumkin. Jumladan, joy tasviri, psixologik tasvir kabi. "Qishloqdagi oddiy kamtarona hovli. To'g'ri bir necha ustunli peshayvon, o'ngda pastgina ko'cha eshik, oldiroqda yog'och karovat. Sahnadagi har bir jihoz, har bir buyumda nimadir yetishmaydi: eshik deraza romlarining yarmi bo'yalgan, qolganining rangi o'chib ketgan, yog'och karovatning bitta oyog'i yo'q, o'rniga g'isht terib qo'yilgan, ko'rpa-yostiqlarga yamoq tushgan, piyolalarning rangi o'chgan yoki chegalangan, choynakning jo'mragiga tunika kiygizilgan va hokozo".

yashash sharoiti, uy jihozlarining ko'rimsizligi, tun-u kun mehnat qilsa ham yaxshi yashamaganligining guvohi bo'lamiz. Sahnaga hali chiqib ulgurmagan Qo'chqor remarka yordamida rejissyorning mahorati asosida bezatilgan sahna ko'rinishidan bosh qahramonni taniydi. Eshik, romlarning to'liq bo'yalmaganligidan uning

hafsalasizligi, yamoq tushgan piyola, uchgan choynaklardan nochorligini, yog'och karovatning oyog'iga qo'yilgan g'ishtdan bechoraligini anglab oladi.

Xulosa qilib aytganda, badiiy asarning tili va uslubini o'rganish hamda tahlil qilish muhim sanaladi. Badiiy asarni tashkil etgan vositalarni lingvistik tahlil qilish esa asarning badiiy qimmatini oshiradi, yozuvchi maqsadini aniq tushunishga yordam beradi.

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MILLIY TARIX VA MADANIYATNI AKS ETTIRUVCHISI SIFATIDA O'XSHATISHLAR

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Annotatsiya: ushbu maqolada nemis tilida milliy tarix va madaniyatni aks ettiruvchisi sifatida o'xshatishlar tahlil etilgan bo'lib, ularni gap tarkibida qo'llanilish mexanizmlari ko'rib chiqilgan.
Kalit so'zlar: o'xshatishlar, tarix, madaniyat, nemis tili, gap, struktura.

Tilshunoslikda o'xshatishlar muhim ahamiyatga ega hisoblanib, lisoniy boylik hisoblanadi. Tilning bor go'zalligi adabiyotda o'z ifodasini topadi, shubhasizki, shoir-yozuvchilar o'z estetik idealini ifodalashda hamisha o'xshatish konstruksiyali qurilmalardan keng foydalanishadi. Bir shoir o'z tilidan, uning go'zalligidan faxrlanib uni qayroqqa qiyoslagandi. Ma'lumki, qayroq pichoqni o'tkirlash vazifasini bajaradi. Xuddi shu kabi o'xshatishlar, shoir ta'riflagandek, nutqda qayroq vazifasini bajaradi, ya'ni uni sayqallaydi, o'tkirlaydi.

Til odamlarning muloqot qilish, fikrlarini ifodalash va his-tuyg'ularini etkazish uchun muhim vositadir. Tilning eng ko'zga ko'ringan xususiyatlaridan biri uning obrazli iboralar yordamida jonli tasvir va qiyoslar yaratish qobiliyatidir. Bu iboralar orasida o'xshatish ham adabiyotda, ham kundalik suhbatda muhim o'rin tutadi. O'xshatish - bu "o'xshash" yoki "kabi" so'zlari yordamida bir-biriga o'xshamaydigan ikkita narsani taqqoslaydigan nutq shakllari. Ular tilni boyitish, uni yanada rang-barang, jozibali va xayoliy qilish uchun xizmat qiladi. Ushbu maqola ikki xil tilda: ingliz va o'zbek tillarida o'xshatishlarni qo'llashni o'rganish va tahlil qilishga qaratilgan.

O'xshatish ikki narsa yoki voqea-hodisa o'rtasidagi o'xshashlikka asoslanib, ularning biri orqali ikkinchisining belgisini, mohiyatini to'laroq, konkretroq, bo'rttiribroq ko'rsatib berishdir. Ikki yoki undan ortiq predmet yoki tushunchani o'xshash yoki farqli jihatlarini aniqlash maqsadida qiyoslash, taqqoslash tashqi dunyoni bilishning eng keng tarqalgan mantiqiy usullaridan biri sifatida inson faoliyatining deyarli

barcha sohalarida kuzatiladi. Bu behad muhim mantiqiy kategoriya, tabiiyki, tilda ham o'z aksini topadi[1]

Misol uchun, nemis tilida **pünktlich wie die Maurer** o'xshatishi ingliz tilida - very punctual so'ziga mos kelib, nemis xalqidek ya'ni ishni o'z vaqtida, puxta bajaradigan odamga nisbatan qo'llaniladi.

"hinkende Ehe" ushbu o'xshatish Germaniya fuqarolari nikoh jarayonida idorada ro'yhatga olinadi va nikohlanadi, boshqa mamlakatlarda esa nikoh hali ham diniy marosimga va rozilikka bog'liq qonuniy hal etiladi. Shu ma'noni ifodalash uchun o'xshatilinadi.

Metaforalar va o'xshatishlar nemis tilidagi majoziy tilning asosiy elementlari hisoblanadi. Ular bir-biriga o'xshamaydigan ikkita ob'ektni o'xshashlikni ta'kidlaydigan tarzda solishtiradilar, ko'pincha tilning ifodaliligini oshiradilar.

Misol uchun **"Zeit ist Geld" (Vaqt - bu pul)** bo'lib, vaqtni pul bilan taqqoslash orqali uning qiymatini ko'rsatadi. O'xshatish misoli "stark wie ein Löwe" (sherdek kuchli), birovning kuchini sherning kuchi bilan taqqoslaydi.

Nemis tilidagi o'xshatishlar ko'pincha wie (like) yoki als (as) kabi so'zlar bilan belgilanadi, bu ularni aniqlashni osonlashtiradi.

Idiomalar va maqollar nemis tilidagi aql va donolikni bildiradi. Ular madaniy qadriyatlar va tarixiy kontekstlarga qarashni taklif qiladilar, bu ularning ma'nosini so'zlarning tom ma'nodagi yig'indisidan ko'ra chuqurroq qiladi.

Idioma misoli **"Ins Gras beißen",** bu "o'tni tishlash" degan ma'noni anglatadi, lekin majoziy ma'noda "o'lish" degan ma'noni anglatadi. Misol uchun, "Wo ein Wille ist, ist auch ein Weg" "Iroda bor joyda yo'l bor" degan ma'noni anglatadi.

Nemis tilidagi o'xshatishlarning madaniy ahamiyati ularning jamiyat qadriyatlari, urf-odatlari va tarixiy voqealarni aks ettira olishidadir. O'xshatishlar ko'pincha ularning so'zma-so'z talqinlaridan ustun bo'lgan ma'nolarga ega bo'lib, nemis turmush tarzi va fikrlash jarayonlari haqida tushuncha beradi:

Madaniy o'ziga xosliklarni aks ettirish: Majoziy o'xshatishlar o'ziga xos nemisga xos bo'lgan madaniy xususiyatlar yoki qadriyatlarni qamrab olishi mumkin.

Tarixiy ma'lumotnomalar: Ko'pgina o'xshatishlar va iboralar tarixiy voqealar yoki folklorga asoslangan bo'lib, o'sha davrlarning lingvistik eslatmalari bo'lib xizmat qiladi.

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Umumiy his-tuyg'ularni ifodalash: ular nemis tilida so'zlashuvchi jamoa bilan rezonanslashadigan jamoaviy his-tuyg'ular, hazil yoki donolikni ifodalash uchun umumiy asosni ta'minlaydi.

"Jemandem die Daumen drücken" (Kimdir uchun bosh barmog'ini bosish) iborasiga chuqur sho'ng'ish, barmog'ingizni kimdir uchun ushlab turishni anglatadi, uning kelib chiqishi qadimiy e'tiqodlarda barmoqlarni kesib o'tish yovuzlik yoki omadsizlikdan qutulish usuli bo'lganligini ochib beradi. Ushbu ibora nemis aloqa va madaniyatining nozik qatlamlarini to'liq tushunish uchun ushbu iboralarni tushunish muhimligini ta'kidlab, tilga qanchalik chuqur ildiz otgan madaniy e'tiqod va amaliyotlar o'z yo'lini topishini ko'rsatadi.

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METHOD OF ORGANIZING AND CONDUCTING EXPERIMENTAL TESTS IN PEDAGOGY

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Annotatsiya. Pedagogik tajriba-sinov ishidan maqsad innovatsion maktablarni tashkil etishning pedagogik shart-sharoitlarini ta'minlash orqali o'quvchilarning bilim darajasini oshirish, ta'lim sifati va samaradorligiga erishishdir. Ushbu maqolada ta'lim sifati yuqori natijalarga erishishi uchun zarur bo'lgan pedagogik tajriba-sinov ishlarining o'tkazilish metodikasi yoritilgan.

Kalit so'zlar: innovatsiya, pedagogik tajriba-sinov, ta'lim texnologiyasi, so'rovnoma , ijtimoiy tizim, portfolio texnologiyasi, loyihalash metodi, zamonaviy innovatsiyalar, motivatsiya, natijadorlik, bilim sifati, diagnostikalash.

Аннотация. Целью педагогической экспериментальной работы является повышение уровня знаний учащихся, достижение качества и эффективности образования путем обеспечения педагогических условий для создания инновационных школ. В данной статье освещён метод проведения педагогической экспериментальной работы, необходимый для достижения высоких качественных результатов обучения

Ключевые слова: инновация, педагогический эксперимент-тест, образовательная технология, анкетирование, социальная система, портфельная технология, метод проектирования, современные инновации, мотивация, эффективность, качество знаний,

Abstract. The purpose of organizing the pedagogical trial test is to increase the level of knowledge of students, to achieve the quality and efficiency of education by providing the pedagogical conditions for the organization of innovative schools. In this article, the method of conducting necessary pedagogical experiments for the quality of education to achieve high results is highlighted.

Keywords: innovation, experiment, educational technology, questionnaire, social system, portfolio technology, design method, modern innovations, motivation, the knowledge quality of performance, diagnose.

Kirish Respublikamizda so'ngi yillarda amalga oshirilayotgan innovatsion ta'lim muassasalarini tashkil etish isloxotlari jahonning yuksak rivojlangan mamlakatlari qatoridan o'rin egallashimizda muhim ahamiyat kasb etmoqda. Ta'limdagi innovatsiyalar jamiyatning tarixiy taraqqiyoti davrida o'zgarib borayotgan talablarni muvofiqlashtirishga xizmat qilish bilan ahamiyatlidir. Biroq, bu tizimda innovasion jarayonlarni keltirib chiqaradigan ijtimoiy motivlar bizning davrimizda sezilarli darajada o'zgardi, bu esa maxsus ijtimoiy institut sifatida ta'limning asoslariga ta'sir ko'rsatadigan innovatsiyalarning rivojlanishiga olib keldi. Mustaqil davlatlar rivojlanishi bilan jamiyatning moddiy va ma'naviy hayotidagi o'zgarishlar, dunyoqarashlar almashinuvi va ta'lim tizimini isloh qilish davrida mustaqil ish yurita oladigan yangi tipdagi o'qituvchi kadrlarni fan sohasiga olib kirish zarurati tug'ilmoqda. 2018-yil 14-avgustdagi "Yoshlarni ma'naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta'lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko'tarish chora-tadbirlari to'g'risida"gi PQ-3907-son qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda xizmat qiladi [1].

Jahonda barqaror taraqqiyotni ta'minlovchi asosiy omillardan biri – ta'lim va tarbiya ekanligi alohida ta'kidlanadi. Umumiy o'rta ta'lim sifatini va samaradorligini oshirishdagi muammolarni bartaraf etishda amaliy jihatdan metodologik yondashuvlar, tadbirlar amalga oshirilmoqda. Bunday yondashuvlarga innovatsion maktablarda rivojlantiruvchi ta'lim muhitini tashkil etishga urinishlar, (elektron va raqamli ta'lim muhiti), yangi o'quv va ilmiy manbalarni joriy etish, bitiruvchilarning amaliy va kasbiy tayyorgarligini rivojlantirish kabi jarayon va qoidalarni keltirish mumkin. Umumiy o'rta ta'limni barqaror rivojlantiruvchi ta'lim muhitini tashkil etish muhim omillardan biri hisoblanadi. Xususan, umumta'lim maktablarida rivojlantiruvchi ta'lim muhitini tashkil etishning pedagogik shart-sharoitlarini ta'minlash, modellashtirish, pedagogik texnologiyalarni va baholash mezonlarini takomillashtirish zaruratini taqozo qiladi. Metodlar Innovatsion maktabda rivojlantiruvchi ta'lim muhitini tashkil etishning pedagogik shartsharoitlarini ta'minlashning zamonaviy ta'lim texnologiyalari, metod va vositalari majmuasi quyidagilardan iborat: a) sharoitlar); c) innovatsiyalarga bo'lgan ijobiy motivatsiyani 2020-2021 o'quv yilida innovatsion maktablarda "O'quvchilarni o'rganishga bo'lgan ijobiy motivatsiyasini rivojlantirish" mavzusida o'qishga ijobiy motivatsiyani rivojlantirishni pedagogik qo'llab-quvvatlash amalga oshirildi; 2021-2022 o'quv yilida rivojlantiruvchi ta'lim muhitini tashkil etish texnologiyasi asosida innovatsion

maktablarda pedagogik shart-sharoitlarini ta'minlash orqali ta'lim sifati va samaradorligini oshiruvchi innovatsion ta'lim texnologiyalari va usullaridan foydalanish bo'yicha pedagogik tajriba-sinov tashkil etildi va o'tkazildi; 2022-2023 o'quv yilida innovatsion maktablarni tashkil etishning pedagogik shartsharoitlarini ta'minlash natijasida o'quvchilarni egallagan bilim darajalari aniqlandi, pedagogik tajriba-sinov ishlari tashkil etildi va o'tkazildi. O'qishga ijobiy turtki-shaxs, jamoa va umuman jamiyatning ijtimoiy qadriyatlariga mos ravishda olib boriladigan faoliyatning ijobiy natijasiga erishish motividir. Ijobiy motivatsiyaning rivojlanishi-bu o'qishga ijobiy motivatsiya mazmunini tavsiflovchi motivlar ustunligi bilan o'quvchilarning motivlarini motivatsion sohaga aylantirishga yordam beruvchi jarayondir. Uning mazmuniy komponentlarining ta'rifi "o'rganishning ijobiy motivatsiyasi" tushunchasining o'ziga xos xususiyatlarini ochib beradi. Maqsadlarni belgilash qobiliyati yoki o'quv jarayonida maqsadlarni belgilash qobiliyati ham o'qishga ijobiy turtki mazmunining muhim komponenti hisoblanadi. Ta'lim jarayonida o'z o'quv maqsadlariga erishish, o'z imkoniyatlarini hisobga olgan holda mustaqil ravishda maqsadlar qo'ya olish va qo'yilgan maqsadga mas'uliyatni o'z zimmasiga olgan holda ijtimoiy ahamiyatga molik maqsadlarni qo'ya olish qobiliyati bo'lishi mumkin. Ta'lim jarayonida o'qishga bo'lgan ijobiy motivatsiya mazmunining komponenti sifatida faollik, olingan bilim, ko'nikma va malakalardan foydalanishda mustaqillik kabi vazifalarni ongli ravishda bajarishga tayyorlik, mustaqillikka intilish sifatida namoyon bo'lishi mumkin [2]. Rivojlantiruvchi ta'lim muhitini tashkil etish texnologiyasi innovatsion maktablarni tashkil etishning pedagogik shart-sharoitlarini ta'minlash orqali o'quvchilarda o'qishga ijobiy motivatsiyani rivojlantirishni pedagogik qo'llab-quvvatlash jarayonida pedagogik o'zaro aloqani modernizatsiyalash usullari, innovatsion ta'lim texnologiyalari va usullari samaralidir.

Natijalar O'qishga ijobiy motivatsiyani rivojlantirish vositasi sifatida innovatsion maktab o'quvchilarini innovatsion ta'lim texnologiyalaridan foydalanib o'qitish uchun metodik vositalar va metodlar majmui to'rtta blokka ajratilgan. I blok. Haftalik maxsus kurs mashg'ulotlar uchun mo'ljallangan bo'lib, uning maqsadi: □ fikrlash qobiliyatini rivojlantirish (tahlil qilish, umumlashtirish, faoliyat samaradorligini oshiruvchi vosita va metodlarni ishlab chiqish va boshqalar.); □ shaxsiy rivojlanish (o'z-o'zini hurmat qilish, o'z-o'zini qadrlash, refleksiv qobiliyati, o'z-o'zini anglash Fan to'garaklari bo'yicha faol ishtirokchilar o'rtasida o'tkaziladi. Topshiriqlar ta'lim muassasasining metodik birlashmalari tomonidan ishlab chiqiladi. Asosiy talab

o'quvchining mavjud bilimlar zaxirasidan ijodiy foydalana olishidir. Innovatsion ta'lim texnologiyalaridan foydalanib innovatsion maktab o'quvchilarini bilimlarini rivojlantirish metod va vositalari majmuasiga kiritilgan navbatdagi vosita uch xil yo'nalishdagi professional ta'lim muassasasining yagona axborot-ta'lim muhitidir: 1) Axborotlashtirishning moddiy-texnika bazasini shakllantirish; 2) O'quv maqsadlari uchun elektron nashrlar yaratish; 3) Pedagog xodimlarning tayyorligi va o'quvchilarni axborot-kommunikatsiya texnologiyalaridan foydalanishi. Pedagogik tajriba-sinov ishlari uch bosqichda amalga oshirildi: I bosqich (2020-2021yy) - aniqlovchi; II bosqich (2021-2022yy) - shakllantiruvchi; III bosqich (2022-2023yy) – nazorat qiluvchi. Pedagogik tajriba-sinov ishining aniqlovchi va nazorat qiluvchi bosqichlarini amalga oshirish uchun o'zgarishlarni o'rganish maqsadida innovatsion maktab ta'lim jarayonida axborotkommunikatsiya texnologiyalaridan (AKT) foydalanish darajasini aniqlash uchun so'rovnoma ishlab chiqildi. So'rovnomaning taqvim bloklari kasbiy ta'limning yagona axborot-ta'lim muhitini rivojlantirishning tanlangan sohalariga mos keladi. Anketa-so'rovini ishlab chiqish uchun asos sifatida quyidagi yondashuvlardan foydalanildi: 1. Savollarning aniq mazmuniga nisbatan invariantligi. 2. Savollarning respondentlar tomonidan amalga oshiriladigan kasbiy funksiyalarga nisbatan invariantligi. 3. Bir yoki bir nechta javob variantlari bilan bitta so'rovnomada savollarning kombinatsiyasi mavjudligi. 4. Mantiqiy savollarning oldingi biriga tanlangan javob bilan taqdimot shaklida qat'iy chiziqli bog'lanishi. 5. Savol-javob variantlari taqdimotining ko'rinishi va so'rovnomalarni to'ldirishda respondentlarning harakatlarining soddaligi va aniqligini ta'minlash.

Pedagogik tajriba-sinov ishining shakllantiruvchi bosqichi innovatsion maktablarda yagona axborot ta'lim muhitini rivojlantirish bo'yicha bir qator tizimli chora-tadbirlarni o'z ichiga olib, harakatchanlikni rivojlantirish, axborot almashinuvini yaxshilash va ta'lim sohasi sub'ektlari orasida samarali yechimlarni topish uchun tarmoqlararo hamkorlik usulidan foydalanishga asoslangan [3]. Yuqorida ta'kidlangan asosiy sohalarda o'zgarishlar dinamikasi bilan tasdiqlangan yagona axborot-ta'lim muhitini rivojlantirish uchun faoliyatini tashkil etish samaradorligi, axborot-ta'lim muhitini boshqarish uchun yagona uslubiy va texnologik platforma orqali erishildi, axborot muhitini dasturiy va apparat qismini tashkil etish, shu jumladan uning axborot resurslarini ilmiyuslubiy to'ldirish; o'quvchilar va pedagoglarning kasbiy faoliyatini tashkil etish. 92,6% innovatsion ta'lim muassasalari kompyuter texnikasi yordamida mashg'ulotlar o'tkazadi, 90,5% multimediyali proyektorlardan, 82,1% innovatsion maktablarda videodarslardan

foydalanadi. Shu bilan birga, muassasalarning 30% ga yaqini ma'nan eskirgan uskunalardan foydalanadi. Innovatsion maktablarning umumiy holda texnik jihozlari holati yuqori darajada. Tajribasinov ishlari davomida ta'lim muassasalarini shaxsiy kompyuterlar bilan ta'minlashda doimiy o'sish kuzatildi. Ta'lim muassasalarini kompyuterlar bilan jihozlash sur'atini baholash alohida ahamiyatga ega bo'lib, ulardan bevosita ta'lim jarayonida foydalanish mutanosibligi hisoblanadi. Ixtisoslashtirilgan kompyuter sinflariga emas, balki oddiy sinfxonalariga o'rnatilgan kompyuterlarning ulushi asta-sekin ortib bormoqda, bu esa ta'lim jarayonini oxirigacha kompyuterlashtirish, "oddiy sinflar"da kompyuter texnikasidan foydalanish bilan bog'liq. Innovatsion maktab bitiruvchilarini qo'shimcha kasbga tayyorgarligini rivojlantirish vositasi sifatida innovatsion maktabning yagona axborot-ta'lim muhitini rivojlantirish bo'yicha tajriba ishlarining nazorat bosqichi orqali ta'lim muassasalari faoliyatining barcha jabhalarida axborot-kommunikatsiya texnologiyalaridan keng foydalanish uchun zarur va yetarli texnologik baza yaratildi. So'rovnoma natijalari tahliliga ko'ra elektron nashrlardan ta'lim maqsadlarida foydalanish quyidagicha tavsiflanadi;umumiy kasbiy ta'lim dasturlarini amalga oshirishda elektron darsliklardan ta'lim muassasalarining 45%, ulardan foydalangan holda esa umumiy vaqtning 20% ini tashkil etdi. Innovatsion maktablarning 75% o'quv va test dasturlaridan foydalanadi; umumiy o'rta ta'lim dasturlarini (maxsus fanlarni) amalga oshirishda professional ta'limning 32 ta muassasasida (30%) elektron darsliklardan foydalaniladi va ularga o'qish vaqtining 40% ga yaqini ajratiladi; o'quvchilarni kasbiy tayyorlash va amaliyot dasturlarini amalga oshirishda barcha innovatsion maktablar elektron materiallardan o'quv maqsadlarida foydalaniladi. Respondentlarning umumiy sonidan 43% o'qituvchilar kasbiy ta'lim portalining axborot resurslaridan foydalanadilar, 26% esa o'quv faoliyatida ular bo'yicha taqdim etilgan resurslardan foydalanmaydilar. Kasbiy ta'lim portali resurslaridan foydalangan holda respondentlarning yarmidan ko'pi (62%) ular bo'yicha taqdim etilayotgan ma'lumotlarning dolzarbligi va sifatini ijobiy baholadi. Innovatsion maktablarda fanlar o'rtasida kompyuter texnologiyalari va o'qitish vositalarining taqsimlanishi quyidagicha keltirilgan: kompyuter sinflari va kompyuterlarning ko'pchiligida asosan faqat informatika fanini o'rganishda (100 %), o'quv rejasida belgilangan boshqa fanlarni o'rganishda esa - 1,5-2 marta kam qo'llaniladi. Masalan, innovatsion maktablarining 68,8 foizi matematika fanidan kompyuter vositalari va texnologiyalari yordamida, 86,5 foizi esa maxsus fanlardan mashg'ulotlar olib boradi.

Agar tajriba boshida tabiiy fanlardan axborot texnologiyalaridan foydalanmasdan amalda o'qitilgan bo'lsa, yakunlanishi bilan keskin o'zgardi, bu esa umumta'lim fanlarni o'qitish jarayonini axborotlashtirish bo'yicha metodik ishlar amalga oshirilganligini ko'rsatadi. Agar kompyuter sinflarida o'tkaziladigan dars turlari o'rtasidagi nisbatni ko'rib chiqadigan bo'lsak, o'quv vaqtining eng katta qismi (50%) laboratoriya ishlariga bag'ishlangan bo'lib, amaliy va guruh mashg'ulotlari mos ravishda 30% va 25% ni tashkil qiladi. Bu yuklamani hisoblashda o'quv mashg'ulotlari vaqtida ham, darsdan tashqari soatlarda ham kompyuter sinflaridan foydalanish vaqti hisobga olingan. Darsdan tashqari soatlarda kompyuter sinflaridan mustaqil ishlash uchun, shuningdek, ta'lim muassasasining axborot resurslaridan ochiq foydalanish uchun foydalaniladi. Innovatsion maktab o'quvchilarini innovatsion ta'lim texnologiyalaridan foydalanib kasbiyga tayyorgarligini rivojlantirish vositasi sifatida kasbiy ta'limning yagona axborot-ta'lim muhitini rivojlantirishning uchinchi yo'nalishini tahlil qilish shuni ta'kidlash kerakki, axborotning tez o'sib borayotgan oqimi bilan zamonaviy axborot jamiyati nafaqat kompyuter texnologiyalarining texnik bazasi, ta'lim maqsadlari uchun elektron nashrlarning mavjudligi va sifati, balki foydalanuvchilarning o'zlari: pedagogik xodimlar va o'quvchilar [5]. Innovatsion maktab bitiruvchilarini innovatsion ta'lim texnologiyalari asosida kasbiyga tayyorgarligini rivojlantirishning eng muhim vazifalaridan biri mutaxassisning axborot madaniyatini shakllantirish bo'lib, uning shakllanish darajasi quyidagilar bilan belgilanadi: birinchidan, axborot jarayonlari, modellar va texnologiyalar haqidagi bilimlar; ikkinchidan, vosita va usullardan foydalanish ko'nikma va malakalari, turli faoliyat turlarida axborotlarni qayta ishlash va tahlil qilish; uchinchidan, kasbiy faoliyatda zamonaviy axborot texnologiyalaridan foydalana olish;   to'rtinchidan, axborot tizimi sifatida dunyoqarashning shakllanganligi. O'tkazilgan pedagogik tajriba-sinovning nazorat bosqichida o'quvchilarning axborot texnologiyalari va internet dasturlariga munosabati ijobiy ekanligini ko'rsatdi: o'quvchilarning 72% dan ortig'i axborot texnologiyalari va internet ilovalaridan foydalanadi; o'rtacha 88% kunlik axborot texnologiyalaridan foydalanadi.

O'quvchilarning 76 % dan ortig'i internet ilovalardan, 67% dan ortig'i elektron darsliklardan, 28% dan ortig'i masofaviy ta'lim kurslaridan, 51% dan ortig'i o'quv-uslubiy ishlanmlar joylash uchun internet-resurslardan foydalanadi. So'rovnoma natijalari shuni ko'rsatdiki, 10% o'quvchilar kompyuter va axborot texnologiyalari bilan umuman tanish emas; ularning 40% ga yaqini kompyuter bo'yicha qoniqarli va

30 % - yaxshi bilimga ega. O'quvchilarning 20% ga yaqini o'z kasbiy faoliyatida kompyuterlardan muntazam foydalanadi va 10% o'quvchilar o'yin uchun foydalanadi. Umuman olganda, innovatsion maktab o'quvchilarini innovatsion ta'lim texnologiyalaridan foydalanib o'qitishda bilimlarini rivojlantirish vositasi sifatida yagona klasterli ta'lim muhitini rivojlantirish bo'yicha o'tkazilgan tajriba ishlari quyidagi natijalarni qo'lga kiritish imkonini berdi: a) innovatsion maktablarning o'z veb-saytlari yaratildi; b) elektron darsliklar soni 8 barobar oshdi; c) ta'lim jarayonida foydalaniladigan o'quv va test dasturlari soni 3 barobarga oshdi; d) o'quvchilar va pedagog xodimlar tomonidan qidiruv tizimlariga murojaat qilish faoliyati 4 barobarga oshdi; e) shaxsiy kompyuterlarning mavjudligi 5 barobarga, ta'lim jarayonida esa 7 barobarga oshdi.

Munozaralar Tadqiqot natijalariga ko'ra, innovatsion maktablarda axborot-kommunikatsiya texnologiyalarini rivojlantirish uchun markazlashtirilgan tizimni faollashtirish va bu jarayonning dinamikasini o'rganish davom etdi. Innovatsion maktab bitiruvchilarining kasbiyga tayyorgarligini va bilimlarini rivojlantirishning innovatsion ta'lim texnologiyalari va usullari quyidagilardan iborat: muammoli o'qitish texnologiyasi, jamoaviy o'qitish texnologiyasi, modulli va integrativ o'qitish texnologiyasi, o'yin texnologiyalari, portfolio texnologiyasi, loyihalash metodi, keys-stadi, klaster metodi [6]. Tajriba-sinov ishlarining dastlabki bosqichlarida bitiruvchilarning kasbiy tayyorgarligini va bilimlarini rivojlantirishda innovatsion ta'lim texnologiyalari va usullaridan foydalanish samaradorligini sinab ko'rish maqsadida pedagogik tajriba-sinov ishlari tashkil etildi va o'tkazildi. Pedagogik tajriba-sinov ikki bosqichni o'z ichiga oladi: I bosqich: Ta'lim jarayoniga zamonaviy, yuqori samarali innovatsion ta'lim texnologiyalari va ilg'or pedagogik texnologiyalarni metodik qo'llab-quvvatlash, joriy etish va rivojlantirish bo'yicha faoliyatni tashkil etish; innovatsion ta'lim texnologiyalari va ilg'or pedagogik texnologiyalarni joriy etish bo'yicha ilmiy-metodik tavsiyalar tayyorlash; innovatsion maktab ta'lim jarayonida innovatsion ta'lim texnologiyalari va ilg'or pedagogik texnologiyalarni sinovdan o'tkazish; diagnostika metodlari va nazorat-o'lchov materiallari majmuasini ishlab chiqish. II bosqich: Innovatsion maktablar ta'lim jarayoniga innovatsion ta'lim texnologiyalari va ilg'or pedagogik usullarni tadbiq etish va diagnostika qilish. Ta'lim jarayoniga innovatsion ta'lim texnologiyalari va ilg'or pedagogik texnologiyalarni joriy etish bo'yicha tajribada quyidagi ishtirokchilar ishtirok etdilar

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"EXPLORING LINGUOCULTURE: THE INTERPLAY OF LANGUAGE AND CULTURE IN SHAPING WORLDVIEWS"

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Abstract:
This article explores the concept of linguoculture, focusing on the intricate relationship between language and culture in shaping worldviews. It examines how cultural identity, values, and traditions are embedded within linguistic structures, particularly through linguoculturemes, which serve as key carriers of national and cultural heritage. By analyzing cultural semantics and idiomatic expressions, the study highlights how different languages encode unique cultural meanings, influencing communication across cultures. The article also delves into the challenges and nuances of translation, showcasing how linguocultural differences manifest in language and thought. Through comparative analysis and case studies, it emphasizes the essential role of language in reflecting and transmitting cultural norms.
Keywords: Linguoculture, linguocultureme, cultural semantics, intercultural communication, national identity, cultural worldview, language and culture, translation, idiomatic expressions, cultural connotations.

INTRODUCTION

Language and culture are inherently intertwined, each shaping and reflecting the other. The study of linguoculture delves into this dynamic relationship, exploring how language serves not only as a tool for communication but also as a repository of cultural knowledge, values, and worldviews. Every language contains unique expressions, terms, and idiomatic structures that reflect the specific experiences and perceptions of its speakers, encoding their cultural realities into linguistic forms. Through these cultural lenses, individuals and communities interpret and engage with the world around them.

At the heart of linguocultural studies lies the concept of the **linguocultureme**, which encapsulates culturally specific meanings embedded in language. These linguistic units carry rich cultural connotations and help define the national identity of a speech community. Understanding the way language conveys cultural identity is crucial for

intercultural communication, as it enables individuals to navigate cultural differences and foster mutual understanding.

In this article, we aim to unpack the significance of linguoculture in shaping worldviews and facilitating communication. By examining cultural semantics, idiomatic expressions, and translation challenges, we will demonstrate how language functions as a cultural mirror, revealing the underlying beliefs, values, and traditions of a given society. Through comparative analysis and real-world examples, we will shed light on the importance of studying linguoculture in today's increasingly interconnected global landscape.

Understanding Linguoculture: Language as a Cultural Phenomenon

The notion of **linguoculture** emerges from the understanding that language is not merely a tool for communication but a vessel carrying the cultural essence of its speakers. As we communicate, we unconsciously transmit not only information but also the cultural values, norms, and worldviews encoded within our language. This cultural dimension of language, known as linguoculture, is a key element in the formation of individual and collective identities.

Linguoculture underscores the fact that language is not neutral or purely functional. It shapes how people perceive the world, categorize their experiences, and even define social roles. In this sense, language is deeply connected to the cultural environment in which it is spoken. The meanings of words, phrases, and linguistic structures are often imbued with cultural significance, and these cultural meanings influence how speakers think, behave, and interact with one another.

For instance, the Inuit language, with its numerous terms for different types of snow, reflects the significance of snow in Inuit culture. Similarly, Japanese language use—marked by various forms of honorifics—reveals the importance of social hierarchy and respect. In both examples, the language not only conveys meaning but also encapsulates cultural experiences and values unique to those communities.

Linguoculturemes: The Building Blocks of Cultural Expression in Language

At the heart of linguoculture lies the conc

Conclusion

In conclusion, linguoculture is a powerful framework for understanding the intricate relationship between language and culture. Through linguoculturemes, cultural semantics, idiomatic expressions, and comparative analysis, we can see how language not only reflects but also shapes the cultural worldview of its speakers. The challenges of translation and intercultural communication further underscore the importance of

recognizing and navigating the cultural dimensions of language. As the world becomes increasingly interconnected, the study of linguoculture will continue to play a vital role in fostering mutual understanding and respect across linguistic and cultural boundaries.

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INNOVATIVE TECHNOLOGIES IN LEARNING AND TEACHING FOREIGN LANGUAGES

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Abstract: This passage gives an overview of importance of modern approach in acquiring language skills. Their effectiveness, teaching methods and scientists' ideas are given in this article as supportive examples.
Key words: Myriad of, technology, language, regard, increase, percentage, majority, facility, change, enhance, skill

In traditional language teaching methodologies, teachers teach facts from books. The teachers are seen as the main source of knowledge to the students. On the other hand, the new teaching methodologies focus on the teaching of strategies of deciding what information is needed. The teachers' roles are as guides or facilitators to help learners to be skilled in selecting, accessing, evaluating, organizing information. These strategies are important to manage vast amounts of information. The teachers also need to manage the time and courses and to construct knowledge autonomously in virtual learning communities. Besides performing this new role, the teacher is also the motivator of the whole learning process, and can facilitate intellectual group discussion. The teacher must reflect critically on the context of learning (mediated by technology), the methods (different than those used in the classroom), the students, the teacher's own computer literacy (hardware, software and technical support needed), and other matters pertaining to digital literature. Learning via technology has many advantages. The Internet provides current and up-to-date data. It stores vast amount of information that can be retrieved quickly and easily. For language learning purposes, it provides text in authentic language, unlike the contrived language usually found in books.

In today's world information and communication technology ICT is becoming more and more major internet of topic in learning languages. ICT can be regarded as a new way of teaching and learning. The purpose of current academic work is the significance of ICT in learning languages plays a critical role either as EFL or ESL.

Over the past years this issue was researched by myriad of linguists, technologists and PHD doctors. As a consequence, all above mentioned people had the same point of view when it comes to the benefits of ICT in curriculum.

Asabere and Enguah 2012 defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission.

Using ICT gives to learner's real life contact with, and exposure to the cultures of the people and countries where the new language is spoken and enables children to access and research information worldwide. Using ICT particularly, email, blogs and video conferencing facilitates children's real

purpose and in real contexts. For example, with help of videos it is much easier to explain a student new word. Colorful pictures with translations from English or any other language to native   (our Uzbek or Karakalpak) are very effective approaches to improve learner's range of vocabulary. Since majority of people especially children close to visual style of learning.

Interactive whiteboards, DVD's and the use of digital projectors may provide stimulating visual aids as a valuable strategy to support understanding and recall in the new language. ICT has the potential to increase the percentage of learning that involves the traditionally more difficult literacy skills by maximizing exposure to the written word.

By researchers was done the list of the most important achievements of ICT:
- Increase the quality of learning
- Ease of access to a very high volume of information
- Rapid access to information in very little time
- Indirect creation of learning experience
- Create an interest in learning
- Increase learning opportunities.

Quality of learning is the result of effective teaching so it is the most important thing in teaching and acquiring a skill. For instance, while explaining English grammar exactly tenses, articles or adjectives it is better to show texts, songs, short videos on relevant topics. Lessons at any educational establishments, particularly at schools, last very long. For this reason teacher must manage the time by giving full information about the unit. The only thing that may help her is handouts, Power Point Presentations. Conducting lessons with ICT does not mean that teachers must stop working over themselves. They must be prepared to go through a continuous learning process to improve teaching efficiency. This is because technology cannot replace good teaching but it can enhance it.

ICT helps English language learners by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. Moreover , by using ICT learners can : - access, select and interpret information
- recognize patterns, relationships and behaviors
- model, predict and hypothesis
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence.

ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles. It also extends pupils' ability to exercise choice, work independently and make connections between their work in English and in other subjects.

ICT helps learners:
- use a wide range of strategies to explore contrasts, comparisons and connections dynamically
- annotate text in innovative ways

- enrich or broaden the context of literary study
- see texts in alternative versions
- use a wide range of analytical and critical techniques
 sort and process text and data quickly and efficiently
- order and arrange text and data experimentally, using combinations of word, image, sound and hypertext
- save, record, edit and adapt their work quickly and efficiently
- retain evidence of the editing process so that it can be examined
 change the organizational structure and qualities of texts to suit different audiences and purposes
 compose multi-authored texts
- select from a wider range of audiences, throughout the world
- exercise choice of medium and design while composing.

Michael Romano (2003) argues that there are growing numbers of students who are less motivated, less interested and less engaged in the process of learning. Teachers empowered with technology could make the classes as interesting as what happens in the world beyond the walls of the classroom. Teachers have to play their part to facilitate a learning environment that will open learners' minds to new possibilities. As Zepp (2005) points out, teachers should relate the goals of education with effective use of ICT. In other words, teachers must be aware of the impact of technology on education and the required changes to enhance their teaching. They need to adjustment their teaching process to suit this new ICT environment.

  The advantages of ICT usage in foreign language teaching can be listed as:

Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.   2. Novelty and creativity. A teacher may use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same. 3. Feedback. Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice. 4. Adaptability. Computer programs can be adapted by teachers to suit their students` needs and level of language knowledge (Padurean and Margan, 2009). There is significant evidence of the benefits and advantages that the use of ICT can have on learners. The effective use of ICT impacts on learners and various aspects of the learning process can be summarized as follows: ICT increases learners' motivation and thus enhances personal commitment and engagement; ICT improves independent learning. Learners' collaboration and communication are more important; Learners' attainment and outcomes are improved (Haucine, 2011).

As Zepp (2005) points out, teachers should relate the goals of education with effective use of ICT. In other words, teachers must be aware of the impact of technology on education and the required changes to enhance their teaching. They need to adjustment their teaching process to suit this new ICT environment. The teacher's role in an ICT environment is that of a facilitator instead of being a purveyor of knowledge. This transformation from the old to the new method of delivering knowledge is a global phenomenon. Teaching then can be a transforming experience as it opens new windows to the world and creates a lifetime of

opportunities. With ICT it implies the changes in the teacher's role not just as a teacher but as a monitor of participation and a practitioner of research, all of which possibilities are accelerated by the technological resources. Queiroz (2003) insists lecturers or teachers need to go through a continuous process of competency improvements to meet the demands of lifelong learning for their professional development. Without this, teachers may be complacent and merely duplicate their practices electronically. If this happens, learners would not benefit from the technological advancements happening around them.To sum up, it is strongly believed that the implementation of educational technology and communication into EFL context provides flexible and diverse set of technological tools, promotes problem solving skills of students, gives chance learners to use higher order skills, develop critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, enhances teacher training. On the contrary, it is clearly evident that the integration of ICT into language teaching practices has its own limits. ICTs should be integrated to foreign language teaching as an effective supplementary and a valuable complementary teaching

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ОСНОВНЫЕ ПРАВИЛЫ В СПОРТИВНЫХ ИГРАХ

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Аннотация. Данная работа посвящена основным правилам, регулирующим спортивные игры. Правила являются неотъемлемой частью любого вида спорта, обеспечивая честность соревнований, безопасность участников и ясность в организации мероприятий. В работе рассматриваются общие принципы, лежащие в основе правил, а также детальный анализ правил различных командных и индивидуальных видов спорта, таких как футбол, баскетбол, теннис и легкая атлетика. Особое внимание уделяется роли судейства и арбитража в соблюдении правил, а также эволюции спортивных норм в ответ на изменения в обществе и технологии. Цель работы — подчеркнуть важность соблюдения правил для поддержания справедливой и захватывающей спортивной среды.

Ключевые слова. Спортивные игры, правила, честная игра, судейство, командные виды спорта, индивидуальные виды спорта, арбитраж, эволюция правил, безопасность участников, организация соревнований.

BASIC RULES IN SPORTS GAMES

Abstract. This paper is devoted to the basic rules governing sports games. Rules are an integral part of any sport, ensuring the fairness of competition, the safety of participants and clarity in the organization of events. The paper examines the general principles underlying the rules, as well as a detailed analysis of the rules of various team and individual sports, such as football, basketball, tennis and athletics. Particular attention is paid to the role of refereeing and arbitration in enforcing the rules, as well as the evolution of sports norms in response to changes in society and technology. The purpose of the paper is to emphasize the importance of following the rules in maintaining a fair and exciting sports environment.

Keywords. Sports games, rules, fair play, refereeing, team sports, individual sports, arbitration, rule evolution, participant safety, competition organization

Правила в спортивных играх играют ключевую роль в обеспечении справедливости и безопасности соревнований. Они не только устанавливают рамки для игры, но и способствуют формированию духа честной борьбы среди участников. Без четких норм невозможно представить организованный спорт, так как именно они определяют, что разрешено, а что запрещено, а также как реагировать на нарушения.

Современный спорт включает в себя разнообразные виды, от командных, таких как футбол и баскетбол, до индивидуальных, как теннис и легкая атлетика. Каждый из этих видов имеет свои специфические правила, разработанные с учетом особенностей игры и требований безопасности. Судейство и арбитраж также играют важную роль, обеспечивая соблюдение правил и разрешая споры, возникающие в ходе соревнований.

Общие принципы, лежащие в основе спортивных правил, служат основой для всех видов спорта и обеспечивают их справедливое и безопасное проведение.

Во-первых, обеспечение честной игры является основополагающим принципом. Этот принцип подразумевает, что все участники должны действовать в соответствии с установленными правилами, без использования мошенничества или нечестных уловок. Честная игра создает равные условия для всех игроков и способствует доверию к соревнованиям, что, в свою очередь, повышает уровень зрелищности и интереса к спорту.

Во-вторых, защита здоровья участников играет важную роль в разработке правил. Спортивные нормы направлены на минимизацию риска травм и обеспечение безопасности спортсменов. Это включает в себя ограничения по физическим контактам, требования к экипировке и правила, направленные на предотвращение перегрузок и переутомления. Основной задачей является создание безопасной среды, в которой спортсмены могут демонстрировать свои навыки без угрозы для здоровья.

Третьим важным принципом является установление четкой структуры соревнований. Правила помогают определить формат игр, порядок проведения матчей и критерии победы, что делает соревнования более организованными и понятными как для участников, так и для зрителей. Четкость правил способствует лучшему восприятию игры и уменьшает количество спорных ситуаций.

Четвертым принципом является способствование развитию спорта. Правила могут адаптироваться и эволюционировать в ответ на изменения в обществе,

технологиях и восприятии спорта. Они должны поддерживать интерес к различным дисциплинам, способствовать популяризации спорта и обеспечивать развитие новых форм игры.

Наконец, прозрачность и доступность правил являются важными аспектами. Правила должны быть ясными, доступными и понятными как для участников, так и для зрителей. Это способствует лучшему восприятию спорта и уменьшает количество споров о том, что допустимо, а что нет.

Эти принципы формируют основу для всех спортивных правил, обеспечивая справедливость, безопасность и развитие спортивных дисциплин.

Судейство и **арбитраж** играют ключевую роль в обеспечении соблюдения правил и поддержании порядка в спортивных соревнованиях. Судьи и арбитры выступают в качестве нейтральных наблюдателей, ответственных за принятие решений в ходе игры, что помогает предотвратить нарушения и споры.

Во-первых, судьи обеспечивают беспристрастное применение правил. Они следят за тем, чтобы все участники соблюдали установленные нормы, и в случае нарушений принимают необходимые меры, включая назначение штрафов или санкций. Четкое понимание правил и высокая степень профессионализма судей крайне важны для создания доверия между игроками, тренерами и зрителями.

Во-вторых, судейство включает в себя различные аспекты, такие как оценка ситуаций, интерпретация правил и принятие решений в условиях стресса. Судьи должны быстро реагировать на события на поле, что требует от них высокой концентрации и внимательности. Правильное судейство способствует справедливой игре и обеспечивает интерес к соревнованиям.

Арбитраж, в свою очередь, становится актуальным в случае возникновения споров или несогласий. Арбитры могут проводить дополнительные проверки, просматривать видеозаписи или использовать технологии, такие как система VAR в футболе, чтобы принять более обоснованное решение. Это позволяет минимизировать влияние человеческого фактора и повысить точность принятых решений.

Кроме того, роль судейства и арбитража выходит за рамки самого соревнования. Они также участвуют в образовательных процессах, обучая игроков и тренеров основам правил и их значению. Это способствует повышению общей спортивной культуры и снижению числа нарушений.

Эволюция правил в спорте — это динамический процесс, отражающий изменения в обществе, технологии и культурных нормах. Правила спортивных

игр развивались с течением времени, чтобы адаптироваться к новым условиям, потребностям участников и требованиям безопасности.

На ранних стадиях спортивных игр правила зачастую были неформальными и варьировались в зависимости от региона или даже отдельной команды. С развитием спорта, особенно в XIX веке, началось активное стандартизирование правил. Это было необходимо для организации соревнований на более высоком уровне и обеспечения честности. Например, в 1863 году была основана Футбольная ассоциация в Англии, которая разработала первый свод правил для футбола, что стало основой для дальнейших международных стандартов.

С течением времени правила становились все более сложными и детализированными. Это связано с ростом популярности спорта и увеличением числа участников. Например, в баскетболе были введены правила, касающиеся трехочковых бросков, нарушения и штрафных бросков, что сделало игру более стратегической и зрелищной. В то же время, правила легкой атлетики претерпели изменения в связи с внедрением новых технологий, таких как электронное времяизмерение, что повысило точность результатов.

Социальные изменения и развитие культуры также отражаются в правилах. В последние десятилетия наблюдается увеличение внимания к безопасности участников, что приводит к изменениям в правилах многих видов спорта. Например, в контактных видах спорта, таких как регби и хоккей, введены более строгие нормы, касающиеся защиты спортсменов от травм, особенно черепно-мозговых. Это отражает общественное осознание важности здоровья и безопасности, а также стремление обеспечить защиту игроков.

Наконец, эволюция правил в спорте также связана с изменениями в восприятии игры и ее значении в обществе. Правила становятся более инклюзивными, стремясь привлечь большее количество участников, независимо от пола или физических возможностей. Введение паралимпийских и унифицированных видов спорта является примером этого стремления к равенству и доступности.

В заключение, основные правила в спортивных играх являются фундаментом, на котором строится честное и безопасное проведение соревнований. Эти правила не только определяют, как должны проходить игры, но и обеспечивают защиту здоровья участников, способствуют организации и структурированию спортивных мероприятий. Судейство и арбитраж играют ключевую роль в соблюдении этих правил, гарантируя беспристрастность и справедливость.

В конечном итоге, соблюдение правил не только формирует спортивную среду, но и укрепляет дух соревнования, вдохновляя спортсменов и зрителей на достижения и новые высоты. Таким образом, осознание и понимание этих принципов имеет важное значение для всех, кто участвует в спортивной культуре, будь то спортсмены, тренеры или зрители.

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Annotatsiya.

Ushbu maqola O'zbekiston Respublikasi ta'lim tizimida maktablarda jismoniy tarbiya darslarini sifatli va samarali tashkil qilinishi uchun pedagogik asos bo'lishga xizmat qilishga yo'naltirilgan.

Kalit so'zlar: *jismoniy madaniyat, sport, dars, ta'lim, fan, barkamol, tarbiya, ilm ma'rifat, maktab.*

Kirish. Dunyo amaliyotida maktab yoshidan boshlab o'quvchilar organizmining shakli va funksiyalarini takomillashtirish, harakatlantiruvchi bilimlar, mahorat va ko'nikmalarni shakllantirish va jismoniy sifatlarni rivojlantirishga qaratilgan pedagogik jarayonlar alohida o'rin egallaydi. Mamlakatimizda ta'lim tizimini tubdan takomillashtirish, ta'lim muassasalarining moddiy-texnik bazasi va metodik ta'minotini kuchaytirish, o'quvchilarning sport bilan muntazam shug'ullanishlari uchun zarur shart-sharoitlarni yaratish borasida olib borilayotgan islohotlar jismoniy tarbiya mashg'ulotlari jozibadorligini oshirib, ta'lim oluvchilarning unga bo'lgan qiziqishi va e'tiborini yanada kuchaytirishga zamin yaratmoqda. O'zbekistonda yoshlarni ma'naviy-axloqiy va jismoniy barkamol etib tarbiyalash chora-tadbirlarida "yoshlar jismoniy tarbiya va sport bilan muntazam shug'ullanishi, bo'sh vaqtlarini mazmunli o'tkazishi uchun shart-sharoitlar yaratish, ular o'rtasida sog'lom turmush tarzini shakllantirish" kabi vazifalar belgilangan.[1]

Adabiyotlar tahlili. O'zbekiston Respublikasining 2017 yil 7 fevraldagi O'zbekiston Respublikasini yanada rivojlantirish bo'yicha "Harakatlar strategiyasi to'g'risida"gi PF-4947-son, 2019 yil 29 apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5712-son Farmonlari, 2018 yil 14 avgustdagi "Yoshlarni ma'naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta'lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko'tarish chora-tadbirlari to'g'risida"gi PQ-3907-son qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy xujjatlarda belgilangan

vazifalarni amalga oshirishda xizmat qiladi.[2] Ma'lumki, maktablarda jismoniy tarbiya darslarida ishtirok etayotgan o'quvchilarning hammasi bir xil qobiliyat yoki jismoniy rivojlanishga ega emasligini shu o'rinda takidlash lozim. Maktablarimizda o'tilayotgan jismoniy tarbiya darslarini kuzatadigan bo'lsak, aksariyat o'qituvchi – murabbiylarimiz butun sinf o'quvchilariga birxil tempda dars o'tayotgani hech kimga sir emas. Vaholanki, sinfda 30 ta o'quvchi ta'limoladigan bo'lsa, ular 30 xil organizm. Ularning hammasi ham o'tilayotgan mashg'ulotni bir xilda o'zlashtira olmaydi. Shu ma'noda o'qitishning har bir shakli o'qituvchining o'qitish jarayonidagi yetakchilik qilish ahamiyati tamoyilini amalga oshiradi. o'qituvchining yetakchilik ahamiyatini tahlil qilishni ketma-ket, uning o'qitish jarayonidagi harakatlarini quyidagi bo'limlar bo'yicha ko'rib chiqish orqali bajarish mumkin:

– o'qitish maqsadini aniqlash;

– o'qitishning xususiy vazifalari tizimini aniqlash;

– o'quvchilar tayyorgarligining boshlangich darajasini aniqlash, ya'ni ularning qobiliyatlariga, o'zlashtira olish imkoniyatlariga qarab guruhlarga ajratish;

– o'qitish mezonlarini aniqlash;

– o'zlashtirishni baholash uslublarini aniqlash;

– zarur jihozlarni tayyorlash (ko'rgazmali qurollar)

– o'qitish qo'llanmasi va inventarlarni tayyorlash;

– o'qitishni butunligicha va elementlari bo'yicha baholash;

– o'qitishga zarur bo'lgan hollarda tuzatishlar kiritish.

Tadqiqot metodologiyasi. Yuqorida ochib berilgan o'qitishning hamma tamoyillari bir-biri bilan o'zaro bog'liq bo'lib, o'qitish jarayonida birga qo'llanishi mumkin. o'quv jarayonida ularning birortasi buzilsa, boshqasini amalga oshirish qiyinlashadi. Jismoniy tarbiya darslarini takomillashtirishda o'qituvchi hamma tamoyillarni yaxlit holda qo'llagan taqdirdagina o'qitishda yuqori natijalariga erishish mumkin. O'qituvchi tomonidan jismoniy tarbiya darslarida qo'llaniladigan so'zdan foydalanish uslublari butun o'quv jarayonini faollashtiradi, harakatlanishlar to'g'risida yanada to'liq hamda aniq tasavvurlarni shakllantirishga yordam beradi. Jismoniy tarbiya darslarini takomillashtirish ko'rgazmali uslublari o'rganilayotgan harakatlarning ko'z bilan ko'rish va eshitish orqali qabul qilinishini ta'minlaydi.[6] Ko'rgazmali metodlarni o'rgatish alohida yoki guruhli tarzda o'tkazilishi mumkin. Butun bir sinfga guruhli bir vaqtning o'zida ko'rgazmali o'rgatish va alohida ya'ni o'zlashtira olish qobiliyati sust o'quvchilarga individual ko'rgazmali o'rgatish. O'qituvchi-murabbiy mashg'ulotni o'tkazish jarayonida yangi pedagogik texnologiyadan, pedagogikaning didaktikasi va uning tamoyillaridan foydalana olishi va doimo ularni amalga oshirishga erishishi lozim. o'qituvchi mashg'ulot oldidan

o'quvchilarga har bir o'yinning mazmuni, vazifasi va qoidalarini tushuntirib berishi shart. Bu esa o'quvchilarda o'yinga ongli munoasabatda bo'lishni, uni to'g'ri o'rganib olishni, o'z xatolari va yutuqlarini to'g'ri tushunish hamda harakatlarni o'rtoqlarinikiga qiyoslab tahlil qilish imkonini beradi. Darsda eng samarali jismoniy yuklamalarni boshqarish usullari uchun quyidagicha tavsiya beramiz. Mashqlarni takrorlash meyyori- tabiiyki mashqlarning sonini kupaytirish yuklamaning ortishiga olib keladi, ammo o'quvchilar tayyorgarlik darajasi hozircha baland bo'lmaganligi uchun shu usuldan foydalaniladi. Mashqlanish darajasi ortib borgan sari bu usul samarasiz qoladi, chunki ko'p vaqt sarflash talab etiladi, o'qituvchi har bir daqiqani tejaydi. Mashqlarni bajarish amplitudasi- biz bilamiz harakatlarni doimo to'liq amplitudada bajarish qiyin. Shuning uchun o'qituvchi–murabbiylar uni kamaytirishga urinadilar. Jismoniy rivojlanish turmush sharoitining, xususan, tarbiyaning ta'sirida kishi organizmi biologik formalari va funktsiyalarining vujudga kelish, o'zgarish jarayonidir. Jismoniy rivojlanish tabiatning ob'ektiv qonunlariga: funktsiya va struktura o'zgarishlarining bir-birini taqozo etish qonuniga, organizmda asta-sekin miqdor va sifat o'zgarishlari va boshqa qonunlarga bo'ysunadi. Inson jismoniy rivojining ana shu va boshqa ob'ektiv tabiat qonunlari o'zining namoyon bo'lishi hamisha ijtimoy sharoitga bog'liqdir. Ularning namoyon bo'lishidagi harakat doirasi va formasi kishilar moddiy hayotining konkret tarixiy shart-sharoitlari, ijtimoiy taraqqiyotning ob'ektiv qonunlari bilan belgilanadi. Kishi muayyan faoliyatga tayyorlanish uchun o'zining qobiliyatini rivojlantirish maqsadida jismoniy mashqlarni ongli ravishda qo'llagan taqdirdagina biz chinakam jismoniy tarbiya to'g'risida gapirishimiz mumkin. Jamiyat moddiy hayot sharoitlari, jumladan, ov jismoniy tarbiya vujudga kelishining ob'ektiv sababi bo'lgan. Insonning ijtimoiy ongi rivoj topganligini jismoniy tarbiyaning vujudga kelishidagi sub'ektiv omil deb hisoblash kerak. Odam hayvondan shu bilan farq qiladiki, uning hayot faoliyati onglidir, uning xarakterida ma'no, maqsad bor. Inson o'z tajribasini birovga berishning ijtimoiy usulidan foydalanadi, bu tajriba to'plashning ijtimoiy jarayonini tezlashtiradi. Yangi avlod o'zidan avvalgi avloddan o'rgangan bo'lib, ularning o'rtasida bilimlarini, mahorat va malakalarini o'rgatishdan iborat aloqa va doimiylik o'rnatiladi. Shunday qilib, jismoniy tarbiya insoniy jamiyat qaror topishi bilan vujudga keldi. Harakat tajribasini avloddan avlodga berish va inson jismoniy rivojining maqsadga qaratilgan ta'siri jamiyatning kun kechirish va o'z rivojining so'zsiz omili sifatida jamiyatning eng dastlabki davrida xarakterlidir. Jismoniy tarbiya insonning tabiatini o'zlashtirishga qaratilgan hayoti va faoliyatining

kechishidagi adabiy tabiiy shart-sharoit sifatida muhim vosita bo'ladi. Jismoniy tarbiyasiz avlodlarning almashishi davomida progressiv tajriba to'planishini tasavvur hal qilib bo'lmasdi.

Tahlil va natijalar. Jismoniy tarbiyaning ijtimoiy vazifasi –insonning sihat-salomatligini yaxshilashga, uning jismoniy kamol topishiga, har taraflama rivojlanishiga qaratilgan va u mehnatga va Vatan himoyasiga tayyorgarlik vositasi sifatida xizmat qiladi. Jismoniy tarbiya tarbiyaning boshqa vositalari (axloqiy, estetik, aqlliy, mehnat)bilan ob'ektiv ravishda bog'liqdir. Tarbiyaning boshqa barcha turlaridagi singari jismoniy tarbiya jarayonida ham bir qancha mushtarak pedagogik vazifalar hal etiladi. Tarbiyaning har xil turlarini qarama-qarshi qo'yib, ularni bir-birlaridan ajratib bo'lmaydi. Shu bilan birga jismoniy tarbiyani tarbiyaning mustaqil turi sifatida o'ziga xos xususiyatini nazar-pisand qilmaslik mumkin emas. Jismoniy tarbiyaning boshqa turlari inkor qilingan taqdirda, tarbiyaning boshqa turlari bilan uning mushtarak belgilari haqidagina gapirib, ko'pincha jismoniy tarbiyani alohida ajratishning g'ayri qonuniyligi to'g'risida fikr paydo bo'ladi, jismoniy tarbiya o'zi eskirib qolgan termin, unda go'yo inson haqidagi dualistik kontseptsiya aksi bor hisoblaydilar. Jismoniy tarbiyada jismoniy kamolot bilan pedagogik faoliyat o'zaro aloqada bo'ladi. Yuqorida aytib o'tilganidek, jismoniy kamolot ob'ektiv tabiiy qonunlarga muvofiq bo'ladi, muayyan ijtimoiy maqsadlarga erishish uchun ana shu kamolotni yaxshilashga qaratilgan pedagogik faoliyat ham bunga ta'sir o'tkazadi. Jismoniy taraqqiyotning ob'ektiv qonunlarini egallash bilan birga demokratik jamiyat ehtiyojlariga muvofiq ravishda jismoniy tarbiya yordamida inson jismoniy taraqqyotini boshqarishni o'rgatish zarur. Jismoniy tarbiyada yaxlit pedagogik jarayon sifatida hamisha ham tarbiyaviy, ham ta'limiy elementlar bo'ladi. Bu elementlar qo'yilgan vazifaga qarab har biri alohida holda turlicha bo'ladi. Jismoniy tarbiyada jismoniy taraqqiyot qonunlari ham, aslini olganda jismoniy tarbiyaning ijtimoiy qonunlari ham aks etadi. Jismoniy tarbiyaning ijtimoiy qonunlaridan foydalanish xarakteri va usuli aslida jamiyatning iqtisodiy va siyosiy tuzumidan kelib chiqadi. Bu jismoniy tarbiyaga ijtimoiy xarakter beradi.

Jismoniy tarbiya– bu umumiy madaniyatning bir qismi, xalq jismoniy barkamolligi maxsus vositalarini maxsus vositalarini yaratish hamda foydalanish ishini jamiyat erishgan muaffaqiyatlarning yig'indisidir. Sihat-salomatlik darajasi, jismoniy qobiliyatlarning har taraflama rivojlanishi, sport mahorati va kishilarning kundalik hayotiga jismoniy tarbiya vositalarining singib ketishi va ana shu erishilgan muvaffaqiyatlarga jismoniy tarbiya va vazifalarni hal etish bilan bevosta bog'liq

bo'lgan jamiyat hayotida paydo bo'lib, rivojlanadigan narsalarning hammasini ham kiritish kerak. Shu jihatdan qaraganda, jismoniy tarbiyani amalga oshirishga hamda unga rahbarlik qilishga da'vat etilgan jismoniy tarbiya tizimi, maxsus ilmiy tashkilotlar (sport inshootlari, ashyolari va boshqalar) muhim ko'rsatkich bo'ladi.[5] Jismoniy tarbiyaning mazmunida o'tkinchi bo'lmagan, umum-bashariy ahamiyatiga ega elementlar bor (jismoniy tarbiya vositalari, ayrim ilmiy va texnikaviy muvaffaqiyatlar va hokazolar). Ular ijtimoiy jismoniy tarbiya tomonidan qabul qilinadi, tanqidiy qayta ishlab chiqiladi va rivojlantiriladi. Ijtimoiy jismoniy tarbiya o'ziga yo'llar bilan rivojlana boradi, lekin shu bilan birga boshqa xalqlardan jamiki yaxshi narsalarni qabul qilib oladi, o'z navbatida esa, ularning jismoniy tarbiyasini boyitadi.

Xulosa. Shunday qilib, jismoniy tarbiya shunday ijtimoiy hodisani, u jismoniy tarbiya sohasida ijtimoiy tarixiy praktika jarayonida to'plangan muvaffaqiyatlarning hammasini o'z ichiga oladi. Jismoniy tarbiya erishgan muvaffaqiyatlar jamiyat hayotida aktiv rol' o'ynaydi. Bu muvaffaqiyatlar kishilarni jismoniy va ma'naviy tarbiyalash vositalari sifatida foydalaniladi. Jismoniy tarbiya nazariyasining yuqorida bayon etilgan asosiy tushunchalari o'zaro chambarchas bog'langandir, chunki ushbu tushunchalarda aks ettirilayotgan hodisalar o'rtasida ob'ektiv ichki aloqa bor. Binobarin, bu tushunchalarni bir-biriga qarama-qarshi qo'yish, metafizikchasiga bir-biridan ajratib tashlash mumkin emas. Ayni paytda ularni aniq farqlash kerak, chunki ularning har biri har xil hodisalarni aks ettiradi.

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МУҲАММАД ЮСУФНИНГ БИР МАНСУРАСИ ҲАҚИДА

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АННОТАЦИЯ.

Мазкур мақолада Ўзбекистон Халқ шоири Муҳаммад Юсуфнинг бир мансураси – "Осмоннинг охири" таҳлил қилинади. Бу шеърга хос бадиий талқиннинг ўзига хос жиҳатлари очиб берилади, назарий хулосалар баён қилинади.

Калит сўзлар: Муҳаммад Юсуф, "Осмоннинг охири" шеъри, назарий хулосалар.

Аннотация. В данной статье анализируется мансура народного поэта Узбекистана Мухаммада Юсуфа - «Конец неба». Раскрываются уникальные аспекты художественной интерпретации данного стихотворения, излагаются теоретические выводы.

Ключевые слова: Мухаммад Юсуф, поэма «Конец неба», теоретические выводы.

Abstract. This article analyzes the poem of the national poet of Uzbekistan Muhammad Yusuf - "The End of the Sky". Unique aspects of the artistic interpretation of this poem are revealed, theoretical conclusions are presented.

Keywords: Muhammad Yusuf, poem "The End of the Sky", theoretical conclusions.

Мансура ўтган аср охирлари ва янги асримизда баъзи ижодкорлар мурожаат қилаётган назм ва наср оралиғидаги шакл. Айрим олимлар буни жанр ҳам дейдилар. (*Мансура* – арабча 1. Сочилган. 2. Насрий, прозаик. (Наврий асарлари луғати. Тузувчилар: Нарсо Шамсиев, Собиржон Иброҳимов. Тошкент, Ғафур Ғулом номидаги Адабиёт ва санъат нашриёти, 1972, 360-бет.)

Насрий шеърнинг мансура шаклини маъқул кўраётган адиблардан бири – Муҳаммад Юсуфдир. Айтиш мумкинки, мансуранинг поэтик импониятлари кенг. Муҳаммаб Юсуфнинг "Осмоннинг охири" [1] номли мансураси ўзининг мушохадакорлиги, ўзига хос бадиийлиги, тилининг халқона соддалиги ва равонлиги билан ажралиб туради.

Мансура уч мустақил қисмдан иборат. Ғоявий мазмун шу уч қисмда динамик тарзда ривожланиб боради. Ва учинчи қисм хулоса билан якунланади. Ҳар бир қисм тугал композицион тузилишга эга. Фикр мисрама-мисра бир-бирига

мантиқан уланиб ҳар бир қисмининг умумий яхлитлигини ҳосил қилади. Ҳар уч қисм ўртасида ҳам қатъий чегара йўқ, фақат муаллифнинг шартли белгисигина уларни (мансурани) учга ажратиб туради. Мансура образли ифодаларга бой, теран фикрий умумлаштиришга сероб. Асосий ғоя – бу дунёнинг гуногунлиги-ю, яшамоқликнинг сир-синоатларини бадиий истифода этиш. Бутун мансура давомида турли хил тафсилларни махсус келтириш ва уларни ўзаро чоғиштириб хулосалар чиқарилади:

Сув одамнинг мардикори: ҳосил беради,

Тегирмон юрғизади.

Одам уни ўйламайди.

Дунёдаги ҳамма нарса одамга яқинлашиши

Билан ўзлигини йўқотади.

Одам одамга яқинлашганида ҳам топганидан

Йўқотгани кўпроқдир... (“Ишқ кемаси”. Мисоллар шу китобдан олиниб, саҳифаси қафс ичида берилди. – Ҳ.А.).71-бет).

Қадим туркий аждодларимиз ёдномаларида шундай сўзлар бор экан:

“Билган одаминг – шайтон, билмаганинг – инсон”.[2]

Бир жойда офтоб билан боғлиқ тасвир бор: Офтоб қаерга ботади, дейман бобомга. Осмоннинг охирига, дейди у. Офтоб осмоннинг охирига бориб ботмайди, балки йиғлайди. (72-бет).

Машҳур грузия адиби Нодар Думбадзе қаламига мансуб “Абадият қонуни” романининг VI – боби офтобга бағишланган. [3]. Унда инсонлар ўртасидаги қин – адоват, кўролмаслик, фиску фасод, оқибатсизликдан озурда бўлган қуёш инсониятни, оламни тарк этади. Офтобнинг йиғлаши шундандир балки?

Мансуранинг иккинчи қисмида фикрлар яна кенгайиб, тасвир қамровининг, кўламининг мундарижаси ҳам ортади. “Осмоннинг охири қаерда?” деб қўйилган сўроқ атрофида мустақил, тугал маъно касб этувчи мисралардан фалсафий хулосаларни ўқиймиз:

Ҳақиқий шеърият ҳамиша оёқ остида. Мисралар кулунлар каби тупроққа ағанаб ётишибди.

Тур тойчоқ чопамиз, десанг бас.

Биз ҳар замон бир оёқ остига боқиб шеър топамиз.

Кейин унинг чангини қоқамиз ва қанча

кўп қоқсак – шунча кўп шеър йўқотамиз...

Барча буюк зотларнинг буюклиги ҳам хокисорлигидир! (73 бет)

Қаранг, нақадар теран фалсафа: хавойи сўзлардан эмас, туфроқ каби хокисор сўзлардан ёзилган шеърлар азиз. Аҳмад Яссавий таъкидлаганидек, хокисорлик – ҳақ таолонинг тушуниш йўли:

Бошим туфроқ, ўзим туфроқ, жисмим туфроқ

Хак васлига етарман деб руҳим муштоқ. [4]

Бундан ташқари, яна бир ҳақиқат – "бир оёқ остига боқиб шеър топиш" диққатни тортади. Бу шеърни бир қолип асосида бирёқлама баҳолаш урф бўлган даврларга ишора. Шундай колидан қутулолмаган шеършунослар, адабиётчиларга ишора. Аксарият, мана шунақа яккахоким, андозачиларнинг шеър "чангини қоқишлари" туфайли ҳам шеъриятимиз, адабиётимиз кемтик бўлиб келди.

Мансуранинг учинчи қисмида ҳам ибратли фикрларнинг гувоҳи бўламиз. Учкур хаёл, тахайюл қуввати, чексизлиги инсоннинг тафаккур ҳофизасини чархлайди, маънавиятни бойитади, билъакс "хаёл сўқмоғи қисқа зотларнинг умри ҳам қисқадир".

Ҳис-туйғу, тасаввур мўллигидан, ҳар бир зарра, мавжудотга шоирона, жунуний, руҳий интиқлик билан қаровчи, кузатувчи одам баъзан бошқалар кўз ўнгида ғалати кўринади:

Менинг кимлигимни

Билмайди ҳеч ким.

Мен бир ғалатиман

Мен алоҳида.

Кийикнинг қонини

Келади ичгим.

Чаённи чайнагим

Келар гоҳида... (73-бет).

Шоир мансура давомида бармоқ тизимига хос эркин маром, туроқланишга мос шеърий мисралар тузади. Фикр оқими кучайган ўринда яна мансуравий шаклга ўтади. Адиб ҳар икки маромни ўзаро уйғунлаштириш орқали фикр, кечинма тасвирининг изчиллигини сақлаган.

Қалбига эзгулик инган инсон ҳеч бир зотга, ҳатто чумолигаям озор бергиси келмайди. Ҳар заррада мантқи бор. Ҳаёт аталмиш нашида ҳар жонзот учун азиз: Ҳеч кимга озори тегмай, ўзича гилдираб кетаётган бир ғариб чумолини босиб олдим. Унинг чинқириғи оламни бузди. Мен дарров атрофга қарадим. Хайрият ҳеч ким эшитмади...

Ўша чумоли бугун инига қайтиб бормайди. Мен эса оқшом телевизордан оқибат ҳақида шеър ўқийман, кимнингдир, эҳтимол, менга ҳаваси ҳам келади... (74-бет).

Мансуранинг бошидан – охиригача такрорланиб турувчи, композицион яхлитликни таъминлаб келувчи сюжет чизиғи – саволга муаллиф: осмоннинг охири – бошинг ёстиққа етган жойда! – деб нуқта қўяди. Илло, унинг мазмун-моҳиятини билиш бандаси учун душвор.

Демак, мансура кўринишидаги насрий шеърларнинг икки хил шакли мавжуд: 1. Мансуралар. 2. Мансура – достонлар.

Кузатишлар шуни кўрсатаяптики, насрий шеърларнинг бу икки шакли ҳам ижодкорлар учун янги-янги уфқлар очади.

Мансурада ҳар бир сатр (мисра) нисбий мустақилликка эга бўлади. Унинг ички гап қурилишида ўзига хос интонация, инверсия, маромга риоя этилади. Қатъий вазн, туроқланиш, изчил қофия насрий шеърлар, хусусан мансураларда ўта эркин равишда, ички маромда асосланган ҳолда тайин этилади. Муаллифларнинг насрий шеърларнинг мансура шалини танлашларининг боиси ҳам шундан бўлса ажаб эмас.

Насрий шеърларнинг учинчи шакли – мансуралар тузилиши жиҳатидан ўзига хосликка эга. Биринчидан, улардан бандларга ажратиш холлари учрамайди. Маром, ички оҳанг уларни эркин шеърдан ажратиб туради. Бунда ҳар бир мисранинг мустақил маъно ташиш функцияси ортади. Натижада, бир-икки мисрадангина иборат ҳикматомуз, афористик шаклдаги насрий шеър юзага келади.

Ўйлашимизча, насрий шеърлар (насрдаги назмлар, мансур шеърлар, мансуралар) - адабий жараённинг, поэтик ижоднинг ажралмас ҳамроҳи.

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METHODOLOGY OF USING INTERACTIVE METHODS IN TEACHING THE SCIENCE OF GENETICS

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Abstract: This article provides detailed information about the methodology of using interactive methods in teaching genetics. In particular, the features of teaching genetics that are important for teachers today, modernization of the organization of the educational process of professors and teachers working in higher education institutions, pedagogical work in higher education institutions modernization of the organization of the educational process of professors and teachers, the use of passive methods, active methods, and interactive methods in teaching genetics.
Key words: passive method, active method, interactive method, modernization, adaptive test bank, genetics

The important characteristics for teachers today are to have in-depth knowledge and skills in their specialty and are full of young people who are hungry for knowledge. It will not be enough to provide a large amount of knowledge to the social humanitarian audience. According to the results of many scientific researches conducted in this regard, one of the most effective ways of imparting knowledge is the use of new approaches and interactive approaches to teaching students. In simple words, only when students are actively involved in the learning process will they easily perceive, understand and remember the given materials. Based on this, today the main methodological innovations require the use of interactive teaching methods. Modernization of the organization of the educational process of professors and teachers engaged in pedagogic activities in higher education institutions, educational-methodical complex, electronic textbooks, non-standard adaptive test bank, training courses by creating a syllabus for activating the cognitive activity of students, developing and updating methodological knowledge, skills and qualifications necessary to achieve educational efficiency, raising them to the level of state requirements and world education standards is one of the main issues of the reform period . Updating the content of the higher education system of the Republic of

Uzbekistan, modernizing the organization of the educational process of professors and teachers working in this educational system in an era of globalization of information, methodological knowledge on the application of innovative technologies to this process, updating skills and qualifications is considered one of the urgent problems of today.

In medical universities, it is determined that the main goal is to teach the science of medical biology and general genetics, based on innovative technologies that meet the requirements of the time, and to teach the design of technological maps. By mastering the module, students will have professional competence to learn, practice and evaluate the design and planning of pedagogical activities.

Passive method, Active method, Interactive method.

Subject-object, that is, the teacher speaks and explains, the student listens, answers when asked. Subject - subject The teacher directs. (Based on the given information) Subject-subject relationship. The teacher organizes, manages. According to the given questions and assignments, the students work together and independently, summarize, explain and defend their opinions. It works together. Interests increase. According to their application in the educational process, interactive methods have several advantages and disadvantages. To eliminate these shortcomings, a number of suggestions and recommendations must be developed. Including:

• The most important thing is for the teacher to constantly work on himself, to be aware of scientific innovations in his specialty, and to constantly improve his professional skills;

• Application of modern pedagogical and information technologies to the educational system from exhibitions for efficient use of time;

• In order to ensure complete control, it is necessary to use the methods of cooperation technology in small groups of teaching and team teaching, to establish self- and mutual control; If the above-mentioned recommendations are used to eliminate the shortcomings in the use of interactive methods, the effectiveness of genetics education will increase, and it will play an important role in the acquisition of biological knowledge by the young generation and their development as a perfect person.

The group of practical methods includes the methods of observation, organization and conducting of experiments, methods of performing practical work, which are suitable for recognizing and identifying objects, observing and conducting experiments, explaining the progress of practical work to students, and drawing up a plan for performing practical work. , will consist of methods of monitoring the execution of

practical tasks, analyzing the results of tasks, self-monitoring, practical work, observation and completion of experiments. Problem-based research methods include creating problem situations, creating a chain of problem questions, creating problem tasks and conducting experiments, creating learning hypotheses for solving problem situations, proving learning hypotheses, comparing objects, conducting logical reasoning, learning includes methods of conducting research experiments, describing learning conclusions and generalizations.

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LIFESTYLE OF INDOOR SEED PLANTS AND ORIGIN

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Abstract: This article provides detailed information on the habitat and origin of angiosperms. In particular, information about the types, origin, way of life, spread on the earth and role in human life of closed seed plants is given.
Key words: angiosperms, autotrophic organisms, chloroplasts, species, photosynthesis, tissue, vegetative organs

Plants are the world of living organisms; autotrophic organisms with the ability to photosynthesize (see Autotrophs); the cell membrane usually consists of thick cellulose, the reserve nutrient is starch. Heterotrophic nutrition characteristic of some plants (saprophytes, parasites) is secondary. Other characteristics characteristic of plants (plants) (unique development cycle, the way organs are formed, clinging, etc.) are not common to all plants, but the set of these characters allows plants to be easily distinguished from other living organisms. Only at the lower level of structure, especially at the single-cell level, the difference between plants and other organisms is not so clearly felt; therefore, zoologists include euglena-like algae as single-celled animals. The main difference between single-celled O. and other single-celled organisms is the presence of chloroplasts. As the level of structure increases, so does the difference between plants and other organisms.

As a result of adaptation of plants to absorb gaseous (photosynthesis) and liquid (water and mineral salts dissolved in it) substances from the environment in the process of nutrition, their body surface has become more and more enlarged. In higher plants, the expansion and specialization of the body surface led to the development of tissues and vegetative organs (see Tissue, Vegetative Organs). Many important features of the structure of plants are related to their growth and reproduction, as well as adaptation to distribution.

According to tradition, until the middle of the 20th century, all plants were divided into bottom plants (bacteria, algae, fungi, lichens) and higher plants (algae, psilophytes, plankton, arthropods, angiosperms, flowering plants). Today's bacteria

and fungi are separated into separate worlds. The plant world is divided into 3 sub-worlds: red algae and higher plants. These small worlds contain all of the 350,000 species of plants.

The origin of plants corresponds to the first development periods of life on earth. In this, organisms similar to blue-green algae (cyanobacteria) appeared in the Archaean era (3 billion years ago). True algae are thought to have appeared in the Proterozoic era, and green and red algae in the early Paleozoic. It is possible that the first high plants - rhyniophytes - originated at the border between Proterozoic and Paleozoic. They had rhizoids instead of roots. Arboreal woodpeckers originated in the Carboniferous; in the Permian they were replaced by the present-day cuttlefish. Coniferous plants appeared in the Carboniferous, and they were widespread in the Triassic and Jurassic periods. Flowering plants (angiosperms) appeared at the beginning of the Cretaceous period, and since then they have dominated Earth's flora. Plants are of great importance in the life of all living organisms on Earth. The life of animals and people cannot be imagined without plants. Plants with only green chlorophyll harvest sunlight energy by synthesizing organic compounds from inorganic substances; at the same time, plants take S02 gas from the atmosphere and release oxygen into the atmosphere, which is necessary for the respiration of almost all living organisms. In this way, green plants keep the composition of the atmosphere constant. Plants are the basis of the food chain as producers of organic matter.

Plants on Earth form various life forms (grasses, shrubs, trees, lianas, epiphytes, etc.). Phytocoenoses, consisting of different types of plants, determine the diversity of the Earth's landscape and other ecological conditions for organisms. Soil and peat are formed with the direct participation of plants. The formation of lignite and hard coal is also related to plants.

Among the diverse types of plants, seed plants, mainly flowering plants, are of great importance. Seed plants provide food, clothing, fuel, building materials, etc. (see Cultivated Plants). Man has learned to build artificial covers of cultural plants (arable fields, gardens, avenues, etc.) on very large areas, to create different varieties of O. However, over-harvesting of plants and unwise use of plant resources have led to their disappearance over large areas; there was a risk of complete disappearance of many plant species. For this reason, a special law was adopted in Uzbekistan on the protection of plants and the rational use of their natural resources (see: Nature protection). Rare and endangered plant species are included in the Red Book of Uzbekistan.

Currently, most of the plants that cover the Earth are angiosperms. Angiosperms are more complex than other groups of plants. They are flowering plants. A true flower does not occur in any of the plant groups except the angiosperms. A true flower is made up of pistil, pollinator and seed.

In angiosperms, the seed pod matures inside the nodule, surrounded by the wall of the nodule, instead of being exposed on the domed pips like in open-seeded plants. After pollination and fertilization, the seed pod becomes a seed and the nodule becomes a fruit. Hence, the seeds of angiosperms mature inside the fruit. That is why these plants are called angiosperms. Seedlings maturing in nodules and seeds developing in fruits are better protected from adverse environmental conditions: cold and excessive heat, drought and excessive humidity, pests and diseases.

One of the most important characteristics of this section is double fertilization. Angiosperms gradually began to dominate the plant world due to good, healthy seed development, quick and easy propagation, and rapid loss of growth characteristics.

Angiosperms (Angiospermae) are flowering plants - a division (type) of higher plants. Having a seed, double fertilization is its characteristic sign. The seed is located in the center of the flower and consists of a node, a column and a beak. A seed bud develops in the cavity of the seed node. A fertilized nodule develops into a fruit, and the seed pod inside it produces one or more seeds (hence the name). There are about 200,000 species and more than 10,000 genera belonging to 300 families. Although the classification began in the 16th century, a system accepted by science has not yet been developed. Dozens of systems have been proposed, two of which are the most widely accepted - the two-phase and one-phase systems. Many plants useful to humans, including food plants (flax, cotton, wheat, etc.), fodder plants (oats, alfalfa, etc.), aromatic, medicinal, fruit and rubber plants, belong to angiosperms. Building materials are obtained from some species.

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ADAPTED TO THE ECOLOGY OF UZBEKISTAN PLANTS AND ANIMALS

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Abstract: This article provides detailed information about ephemerals, ephemeroids, plants adapted to the desert (plain), gypsum desert, saline soils, and animal species found in shallow waters, forests, rivers, and mountain plains.
Key words: Adaptation, ephemeral plants, individual, vertebrates and invertebrates, correlation, cnidarians, ctenophores, sponges.

Plant life in the desert (plain) is mainly associated with sand and gypsum soils and sorghum. The sandy desert includes Kyzylqum, the dry bed of Kashkadarya (Sandiqlikum), Kattakum in the lower part of Surkhandarya, and sandy massifs in the Khorezm basin. Most dunes are fortified with vegetation. White saxophone, juzgun (candy), cherkez from trees or large bushes in sand dunes; from the bushes grow such plants as white paint, rabbit bone, red rose, cherry tree. Juzgun roots grow up to 20 m to the side and retain sand to a certain extent. Selenium from perennial grasses is of particular importance in strengthening sands. It prevents the movement of sand with its scattered roots and above-ground parts (stems) and creates conditions for the growth of other plants (juzgun, saxovul, etc.) by trapping its seeds. It is also propagated through the rhizome of a perennial ephemeral plant adapted to growing in sand. It grows quickly, blooms and bears fruit in the short spring months.

Gypsum desert includes certain areas (massives) located in Ustyurt, southwestern and northwestern Kyzylkum. Gypsum desert flora is not very rich in species. In the formation of the formation (community) of plants, mainly the species belonging to the symbionts take part. In particular, among the semi-evergreen shrubs, you can find a lot of ephemerals, such as burgun, voyalich, and one-year shuras (fisheye), white gorse belonging to the wormwood family.

Depending on the amount of salts in saline soils, the vegetation varies. Wet, clayey and soft saline soils are very unfavorable for plant development. But, despite this, in some places there are plants such as sarizazan, qizilshora, karabaraq, shohilak,

aqbash, buzoqbash, donashor, shura, ajrig. In general, the number of species growing in such conditions is more than 100. Among the common plants in shorhoks are saxovul (both types) and many representatives of the family of shoroks (fisheye, hare, black shora). They are adapted to growing in the harsh (hot and dry) conditions of the desert in different ways, that is, some of them have seret leaves and stems, while others have thorny leaves or no leaves at all.

Areas that were once under shallow water—barrens—have very few plants. Only in some cases can you see some ephemerals and plants such as grain saltpeter emerging from the barren cracks. There are such balds in Kyzylkum deserts.

Forests are located along the banks of rivers (especially Amudarya and Syrdarya) in different widths and lengths. In forests, mainly trees, shrubs and perennial grasses are common. From the trees, there are several representatives of turongil (from the poplar family), kaptarchia, and willow family; pluck from the bushes; from perennial grasses, sweet cranberries, some types of bilberry, reeds, reeds, and famasia grow.

The foothills are mainly covered with annual and perennial grasses. There are no trees here. Some bushes are found around streams where spring rainwater flows. In the foothills, ephemeral and ephemeroid plants are widespread and form a specific group and association (population).

Annual plants (ephemerals) develop in the fall when the weather is warm and sunny, and continue to grow in winter depending on the weather. Development is more rapid in the southern regions. As early as March-April, ephemerals bloom in a relatively short period of time, and they have time to finish fruiting. Ephemeroids (perennial grasses) like ephemerals grow in autumn, winter and spring according to the weather. But bulbous and rhizome ephemeroids, life processes continue underground in autumn and winter. For example, tulip buds form under the soil. The most common ephemeroids are a number of species belonging to the family "Konkirbosh" and "Ilak". In addition to these, you can also find some types of wax, wormwood, and carpet.

The concept of animals includes the sum of all multicellular, eukaryotic organisms of the Animal Kingdom living on our planet. The animal world includes both wild individuals and domesticated ones. Man is also in the natural taxonomy of fauna. Animals can be divided into Vertebrates have a spine or vertebral column and their number is less than 3% of all described species of the fauna. These include: fish, amphibians, reptiles, birds and mammals. The rest of the animals are invertebrates, which are characterized by the absence of a backbone. These include: crustaceans

(mussels, oysters, octopus, squid, snails); arthropods (centipedes, insects, spiders, scorpions, crabs, lobsters, crabs); annelids (earthworms, leeches), nematodes, flatworms (tapeworms), cnidarians (jellyfish, sea anemones, corals), ctenophores and sponges. The study of animals is called science.

Adaptation (lat. adaptatio - adaptation) - 1) adaptation of the organism to different living conditions; 2) a change in the level of sensitivity of the sense organs as a result of adaptation to the stimuli affecting them (for example, adaptation of the eye to light or darkness). As the strength of the stimulus changes, so does the sensitivity. Sensitivity increases when stimuli are weak, and decreases when they are strong. The process of adaptation is strongly formed in animals.

Types of adaptation A change in the entire form of an organism's existence is a functional adaptation. An example of correlative adaptation or co-adaptation is when changing conditions cause living organisms to adapt to each other. Adaptation can be passive, if the subject's functions or structure occur without his participation, or it can be active, when he consciously changes his habits in accordance with the environment (examples of people adapting to natural conditions or society) . There are cases when the subject adapts the environment to his needs - this is objective adaptation. Biologists distinguish types of adaptation according to three criteria: Morphological. Physiological. behavioral or psychological. Examples of pure adaptation of animals or plants are rare, most cases of adaptation to new conditions occur in mixed forms.

Adaptation means to adapt or get used to. It is a process of gradual rebirth of physiological, morphological or psychological functions of an organism in a changed environment. Both individuals and entire populations undergo changes. A vivid example of direct and indirect adaptation is the survival of flora and fauna in the zone of increased radiation around the Chernobyl nuclear power plant. Direct adaptation is characteristic of people who managed to survive, adapted and began to reproduce, some died without being able to pass the test (indirect adaptation).

 Since the conditions of existence on earth are constantly changing, the processes of evolution and adaptation in living nature are also a continuous process.

A recent example of adaptation is the habitat change of a colony of green Mexican parrots. Recently, they changed their usual habitat and settled in the mouth of the Masaya volcano, in an environment that is constantly saturated with high concentration of sulfate gas. Scientists have not yet commented on this phenomenon.

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ОСОБЕННОСТИ ИНВЕСТИЦИЙ НА ЖЕЛЕЗНОДОРОЖНОМ ТРАНСПОРТЕ В УСЛОВИЯХ ТРАНСФОРМАЦИИ ЭКОНОМИКИ

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Аннотация: в статье рассматриваются особенности инвестиций в на железнодорожном транспорте и их виды.
Ключевые слова: инвестиции, железнодорожный транспорт, виды проектов, трансформация экономики.
Annotatsiya: maqolada temir yo'l transportida investitsiyalarning xususiyatlari va ularning turlari ko'rib chiqiladi.
Kalit so'zlar: investitsiyalar, temir yo'l transporti, loyiha turlari, iqtisodiyotni o'zgartirish.
Abstract: the article discusses the features of investments in railway transport and their types.
Keywords: investments, railway transport, types of projects, transformation of the economy.

Для того чтобы перевести экономику страны в качественно новое состояние, обеспечить конкурентоспособность, гибкость и последующий экономический рост, нужны значительные инвестиции. Сегодня одной из важнейших задач становится создание экономики, в основе которой лежит развитие потенциала личности. Затраты, которые способствуют повышению чьей-либо производительности, можно рассматривать как инвестиции, ибо издержки осуществляются с тем расчетом, что эти затраты будут многократно компенсированы потоком доходов в будущем»[1]

В удовлетворении потребностей населения и развития товарного рынка страны железнодорожный транспорт играет важную роль. Железнодорожные перевозки в значительной мере влияют на состояние экономики, развития и на политику страны и ее производителей при внешнеэкономической деятельности. Практический опыт показывает, что многие отрицательные явления возникли

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[1] McConnell C. R., Brue S. L. Economics: Principles, problems and policy: In 2 v. M.: Republic, 1992. T. 2. 400 p.

или усилились на железнодорожном транспорте в последнее время не только из-за ухудшения общей экономической ситуации в стране, но и из-за недостаточного уровня эффективности инвестиционной политики, которая предполагает наличие проблем.

При этом необходимо изначально перечислить основные проблемы, с которыми сталкивается современный железнодорожный комплекс:

- недостаточность материальных и финансовых ресурсов;

- устаревшая нормативная база и правила текущего содержания железнодорожных путей;

- снижение технологического окна для выполнения ремонта и осмотра пути ввиду увеличения грузооборота;

- недостаточный уровень развития системы перевозок пассажиров;

- железнодорожный транспорт столкнулся с высоким уровнем изношенности парка локомотивов (средний износ составляет 74,9%, а грузовые тепловозы достигли критического уровня 82%);

Инвестиции на железнодорожном транспорте имеют ряд особенностей которые отличают их от других видов инвестиций:

1. При планировании инвестиций на железнодорожном транспорте нужно учитывать то обстоятельство что на инфраструктура в этой отрасли имею большой объём основных производственных фондов- парк подвижного состава и пути, а также технические средства, обеспечивающее качества транспортного обслуживания и уровня безопасности транспортной деятельности.
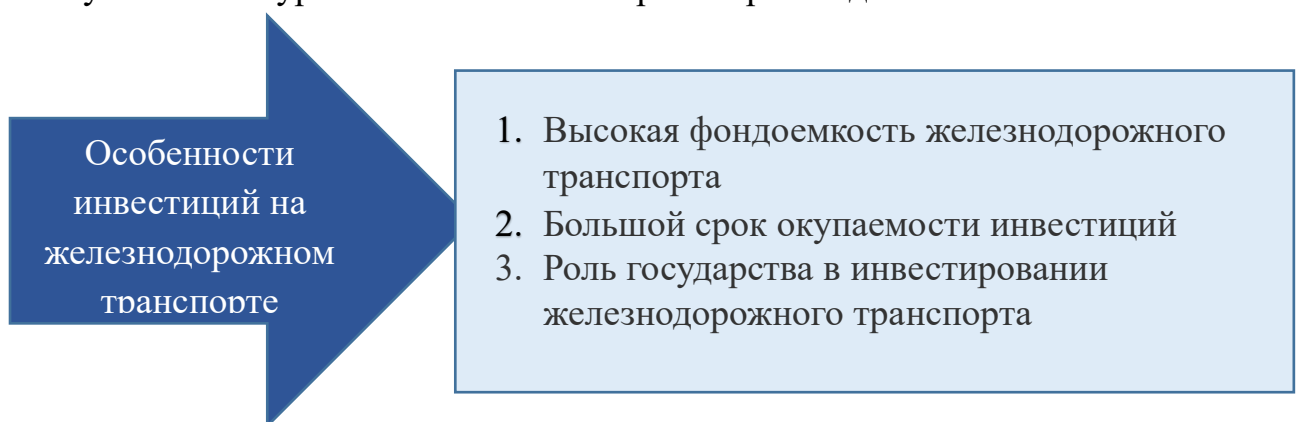
Особенности инвестиций на железнодорожном транспорте

1. Высокая фондоемкость железнодорожного транспорта
2. Большой срок окупаемости инвестиций
3. Роль государства в инвестировании железнодорожного транспорта

Рис 1 Особенности инвестиций на железнодорожном транспорте

2. Все выделенные инвестиции вовлеченные в железнодорожную отрасль имеют большой срок окупаемости, тем самым инвестиционные проекты подвержены различным рыночным факторам ослабления негативного влияния

на окружающею среду. Высокий срок окупаемости влияет росту эффективности работы железнодорожного транспорта. Кроме того, длительные инвестиции обеспечивают более значительный и долговременный эффект.

3.   Помимо системных проблем, требующих непосредственного участия и определенных регулирующих действий государственных исполнительных органов в общем транспортном комплексе республики, существуют основания, оправдывающие вмешательство государства в деятельность транспортных, экспедиторских, сервисных и вспомогательных предприятий, а в некоторых случаях – в деятельность заказчиков, субъектов транспортного рынка. Поэтомв одним из важных условий инвестирования железнодорожной отрасли является реглирование инвестиционного процесса государством.

В экономической литературе различают три основных вида инвестиций в человеческий капитал, которые приводятся в следующей таблице (табл. 1).

Таблица 1

Виды инвестиционных проектов на железнодорожном транспорте

Проекты по удовлетворению потребностей и увеличению объёма перевозок	Это проекты, связанные с реализацией таких форм реального инвестирования, как новое строительство, реконструкция верхнего строения пути и искусственных сооружений, расширение парка подвижного состава и т.п.
Проекты по обеспечению качества транспортной продукции	Это проекты связанные с осуществлением модернизации и реконструкции отдельных видов подвижного состава, внедрением прогрессивных видов перевозок, а также погрузки и разгрузки грузов, прослеживание грузов, обслуживание пассажиров.
Проекты по улучшению социального состояния предприятия	Это проекты, обеспечивающие решение социальных, экологических и других задач. Эти проекты обеспечивают улучшение условий труда и отдыха работников железнодорожного транспорта. Расходы на здравоохранение, что удлиняет продолжительность жизни, повышает работоспособность и производительность труда рабочих. Расходы на

	образование, являются основным видом инвестиций в трудовые ресурсы.

Обобщая вышеизложенные, можно дать определение по инвестициям железнодорожный транспорт: инвестиции на железнодорожном транспорте – это комплекс всех затрат и мероприятий, которые улучшают состояния железнодорожного транспорта для удовлетворения потребностей экономики и увеличения конкурентоспособности с другими видами транспорта.

В заключение можно сказать, что привлечение различных источников к инвестированию железнодорожного транспорта следует применение различных форм, методов и моделей инвестирования частных инвесторов. В этом плане новым эффективным способом инвестирования являются сделки государственно-частного партнерства, которые было бы целесообразно использовать при инвестировании узбекской железной дороги. Для того чтобы железнодорожный транспорт страны стал конкурентоспособным на международном рынке перевозок, в первую очередь требуется срочная модернизация верхнего строения пути и подвижного состава, повышение квалификации основных профессий, а также модернизация инфраструктуры железнодорожного транспорта.

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UDK:159.922.27

QIZLARNI OILAVIY HAYOTGA TAYYORLASHDA SAMARALI MULOQOT KO'NIKMALARINI SHAKLLANTIRSHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI.

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ANNOTATSIYA.

Mazkur maqolada turmush qurish yoshidagi qizlarga xos psixologik xususiyatlat, oilalarda qizlar tarbiyasida nimalarga e'tibor berish kerakligi va qizlarimizda qanday xarakter xususiyatlarini shakllantirsak ular kelajakda muvaffaqiyatli oila qurishi mumkinligi, oilaviy hayot muvaffaqiyatli bo'lishida muloqotning ahamiyati, samarali muloqot usullari, ularni shakllantirish mexanizmlari haqida so'z yuritilgan.

Kalit so'zlar: o'zbek oilalari, talaba qizlar, dunyoqarash, oila, jamiyat, etnik xususiyatlar, oilaviy qadriyatlar, pozitsiya, mustaqil hayot, muloqot, madaniyat.

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ НАВЫКОВ ЭФФЕКТИВНОГО ОБЩЕНИЯ У ДЕВОЧЕК НА ПОРОГЕ СЕМЕЙНОЙ ЖИЗНИ.

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АБСТРАКТНЫЙ.

В этой статье рассмотрены психологические особенности девушек на выданье, на что следует обратить внимание при воспитании девочек в семье и какие черты характера можно сформировать у наших дочерей, чтобы они в будущем смогли построить успешную семью, значение общения в успешности семейной жизни, эффективные методы общения и механизмы их формирования.

Ключевые слова: узбекские семьи, студентки, мировоззрение, семья, общество, этнические особенности, семейные ценности, позиция, самостоятельная жизнь, общение, культура.

PSYCHOLOGICAL ASPECTS OF FORMING EFFECTIVE COMMUNICATION SKILLS IN GIRLS ON THE THRESHOLD OF FAMILY LIFE.

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Abstract.

In this article, the psychological characteristics of girls of marriageable age, what should be paid attention to in the upbringing of girls in families, and what character traits can be formed in our daughters so that they can build a successful family in the future, the importance of communication in the success of family life, effective communication methods, and the mechanisms of their formation. held.

Key words: Uzbek families, female students, outlook, family, society, ethnic characteristics, family values, position, independent life, communication, culture.

Kirish (Introduction). Prezidentimiz Sh.M.Mirziyoyev 2018-yil 2-fevraldagi "Xotin-qizlarni qo'llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to'g'risida"gi Farmonida Respublika "Oila" ilmiy-amaliy tadqiqot markazining asosiy vazifasi sifatida zamonaviy oilani rivojlantirish, oilaning ichki munosabatlari, shaxslararo munosabatlarni, boy madaniy tarixiy me'ros va an'anaviy oilaviy qadriyatlar muammolari bo'yicha fundamental, amaliy va innovatsion tadqiqotlarni o'tkazish, yoshlarni oilaviy hayotga tayyorlash va oilaviy ajralishlarning oldini olish bo'yicha takliflarni ishlab chiqish va amalga oshirish" deb belgilab berishlari mazkur masalaning o'ta muhimligi va dolzarbligidan dalolat beradi[1].

Bu masala har bir davrda ham muhim hisoblangan, misol uchun Zardushtiylik dinida ham, Islom dinida ham nikohda ikki tomon teng va munosib bo'lishi aytib o'tilgan. Nikoh tartiblari va hayotiy tajribalariga ko'ra, kelin va kuyov nasl nasabda, ijtimoiy mavqeda, bilim-saviyada, did-farosatda, ilm-e'tiqodda, mulkdorlikda bir-birlariga yaqin bo'lishi ma'qul topilgan. Shu bois, sharq xalqlarida yoshlarni oilaviy turmushga tayyorlash, ularning tengini topib uylantirishga jiddiy e'tibor berilgan. Ayniqsa, qizlarni oilaviy turmushga tayyorlashda, ularda birinchi navbatda insoniy fazilatlar shakllangan bo'lishi, oilaning muqaddas ekanligi, uni avaylab-asrash aynan uy bekalariga bog'liqligi haqida ajdodlarimizdan bizgacha yetib kelgan nasihatnoma, pandnoma va hikmatnomalarda tarbiyaviy ahamiyatga ega bo'lgan qimmatli

nasihatlar hikoya qilinadi. Jumladan, turk olimi Yusuf Tovasliy to'plagan "Hikmatlar xazinasi"dagi kelin bo'luvchi qizga beriladigan ona nasihati kishining e'tiborini o'ziga tortadi[2].

Yarim yil davomida 1 nafar farzand bilan nikohdan ajralishlar soni 13 186 tani, 2 va undan ortiq farzand bilan ajralishlar 5 505 tani tashkil etgan. Nikohdan ajralganlarning o'rtacha yoshi erkaklar uchun 37,7 yoshga, ayollar uchun 33,2 yoshga to'g'ri kelgan. Mana shu statistikadan ko'rinib turibdiki qizlarni oilaviy hayotga tayyorlash hozirgi kunning dolzarb masalalaridan biri hisoblanadi.

Muloqotning muvaffaqiyatli bo'lishida shaxsning shakllangan sifatlari, fazilatlarining ahamiyati juda katta. Jumladan, shaxsda ijobiy fazilatlar yaxshi shakllangan bo'lsa (xushmuomalaliliq, kamtarlik, insonparvarlik, to'g'ri so'zliliq, vijdonliliq kabilar) muloqot jarayoni ham yaxshi o'tadi. Chunki shaxslar bir-birini to'g'ri tushunishlari uchun, muloqot muvaffaqiyatli bo'lishi uchun ular samimiy bo'lishlari lozim. Samimiylik insonning eng ajoyib fazilatlaridan biri bo'lib, voqea-hodisalarga oqilona munosabatda bo'lish, turli ta'sirlarga berilmaslikdir. Samimiylikning muhim belgisi-bu yuzdagi xushmuomalalik ifodasi va tabassum. Samimiylik bizning kayfiyatimizga ham bog'liq, chunki kayfiyatimiz yaxshi bo'lsa, samimiylik ko'chayadi. Samimiylik ko'rsatish uchun kishining ko'ngli toza, oqko'ngil bo'lish lozim.

Shaxs shakllanishida muloqotning ahamiyati haqida bir necha psixolog olimlar o'z fikrlarini bayon qilganlar. Jumladan, rus psixologi B.G. Ananev "Odam bilishning predmeti sifatida" asarida bu masalani chuqur tahlil qilgan. U bilimning turli elementlarini egallash muvaffaqiyatli o'zlashtirishning garovi ekanligini ta'kidlaydi. Bilimlarni egallash muloqot orqali amalga oshirilishini ham uqtirib o'tadi. Agar kishilar o'zaro bir-birlariga axborot uzatmasalar, tajribalarini muloqot orqali almashmasalar ular rivojlanmay qolishlari to'g'risida B.G. Ananev asosli fikrlarni keltiradi.

Shunday ekan turmushga chiqayotgan har bir qiz psixologik savodxonlikka ega bo'lishi, muloqot ko'nikmalarini egallaganligi, oilaviy muammolarni ijobiy hal qila olishi, har qanday sharoitda turmush ortog'i va bolalariga sog'lom psixologik muhitni yarata olishi hamda oilaviy munosabatlarda namunalilik ko'rsatib farzand tarbiyasidagi beminnat xizmatlari bilan o'z hissalarini qo'shmoqliklari lozimdir.

Qiz bola turmush qurgandan so'ng uning ijtimoiy muhitdagi mavqeyi tubdan o'zgarishi asosida unga nisbatan boshqalarni va o'z-o'ziga bo'lgan munosabati

o'zgarishi kuzatiladi. Mazkur o'zgarishga nisbatan o'zida ishonchni shakllantira olgan qiz bola yangi oilasida qisqa muddatda o'z o'rniga ega bo'la olishida muloqot madaniyatining ahamiyati kattadir. Oila qurishga o'zida ishonchni shakllantirishiga eng asosiy turtki rolini o'ynovchi omillardan biri bu - o'z-o'ziga yo'riqnoma berishi ya'ni, oilaga tayyorlik holatining har tomonlama o'stirish hisoblaniladi. Yangi kelinlik mavqega moslashish albatta, tajriba va bilimlarga asoslanadi. Shularga ko'ra, har qanday turmush qurish yoshiga yetgan qiz o'zining yutuqlari va kamchiliklarini tafakkurida aqlan tahlil qilib o'zi kelin bo'lgach amalga oshiradigan xatti-harakatlarini tassavur eta olishi kerak.

Xulosa va takliflar. Turmush qurish ostonasidagi qizlarga ta'sir etuvchi har bir jabhani atroflicha o'rganib, o'sha omil uning kelajakdagi turmush hayotida qanday natija ko'rsatishi mumkinligini ilmiy prognoz qilish va ularning qadriyatlar tizimidan kelib chiqib ularga ijobiy ta'sir etuvchi omillarni yanada ko'paytirish, ularni kelajak maqsadlarini to'g'ri belgilashida ko'maklashish zarur. Qizlarga samarali muloqot usullarini o'rgatish va o'z hayotida o'rinli qo'llash ko'nikmalarini shakllantirish, oilaviy qadriyatlarni to'g'ri singdira olish kelajakada muvaffaqiyatli oila barpo qilishi uchun zamin yaratadi.

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PHILOSOPHER OF THE POET, WISDOM.

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Annotation. As soon as the work arrived at our theater, we gathered in the foyer adjacent to the Hall. Not to mention that our artists are very knowledgeable, experienced. The poetic drama was read by Maqsud Shaikhzoda himself. The collected artists carefully heard the character, word, dialogue of each image and analyzed it in their hearts. About the life and work of Maqsud Shaykhzoda, about his entry into Uzbekistan and acquaintance with the famous writers here, about his creations during the war years. His works embody the floral echo of a burning soul, which lived with great revolutionary ideals, vivid patriotic feelings, truly creative emotions

Keywords: Maqsud Shaykhzadeh, life, creativity, famous, writers, creativity, works, great, patriotic

He began writing his first poems while studying at school. I read them at school events. His first poem was published in Baku, in the newspaper "Communist" in 1921. Most of the poems of this period, written in the Azerbaijani language, have been preserved in the form of manuscripts in the "Sheikhzade Notebook".

After his exile, the first collection of his poems in Uzbek, "Ten Poems", was published in Tashkent in 1930. This was followed by new poetry collections by Maksud Sheikhzade — "Consonant with me" (1933), "The Third Book" (1934), "Republic" (1935). His poems of this period are examples of civil and love lyrics. He actively experimented in the field of versification, trying himself in other poetic genres, but less successfully.

During the Second World War, Maksud Sheikhzadeh published several poetry collections: "What is the struggle for?", "Battle and song", "The Heart speaks", "Saaz", "Born of a thunderstorm" (the last three in Russian). He wrote a number of poems, among which the poems "The Eleventh", "Zhenya", "The Third Son", "Aksakal" about Yuldash Akhunbabayev should be highlighted.

At the same time, his articles and essays imbued with a patriotic spirit were published. In his poems of that period, the best poetic traditions of Uzbek folklore and classical

poetry are combined with the achievements of modern literature. Maksud Sheikhzadeh writes works in classical genres of oriental poetry, widely uses the redif. For example, he uses the form of mesnevi in the poem "What are we fighting for?".

We will remember one truth:
"If you want peace, win the war."
We are fighting for the right to life,
For everything that our labor has created.
The struggle for Pushkin, for Navoi,
And there are fights for Baburova gazelle.

Maksud Sheikhzade's post-war work is divided into two main stages. The first one was marked by a tragic event in the poet's life, he was declared an enemy of the people and repressed. The years he spent in a camp near Irkutsk in Siberia had a hard impact on his health and were reflected in his poetry.

A new stage began in 1956, when the poet was rehabilitated, and covers the last decade of his life. This was the period of the highest disclosure of his poetic and writing talent. He wrote the lyrical and philosophical "Poem about Tashkent" ("Tashkent City", 1958), a collection of selected works "The Sofa of a quarter of a century", a lyrical collection "Years and Roads" (1961), collections "Prospect", "The World is eternal".

During the same period, Maksud Sheikhzade wrote his main dramatic work, the tragedy "Mirzo Ulugbek" (1964) about the last years of the life of the emir and scientist Mirza Ulugbek, who lived in Samarkand in the XIV century. In addition to this play, which he filmed, creating a script based on it "The Stars of Ulugbek" (directed by Latif Fayziev, 1964), the poet wrote dramas — "Jalaleddin Manguberdi" (1941), about the fight against the Mongol invasion in the XIII century, and "Abu Reyhan Biruni" (not preserved), about the famous Uzbek scientist. The dramas of Maksud Sheikhzade laid a solid foundation for poetic Uzbek drama.

Maksud Sheikhzade is known in the history of Uzbek literature as a literary critic and a fruitful translator. He wrote articles "On the characterization of the lyrical hero of Navoi" (1947), "On the artistic style of Navoi" (1958), "In the workshop of a mentor" and "Sultan in the world of gazelles" (1960), studies on the works of Babur, Mukimiy, Furkat, Aybek, Gafur Gulyam and other Uzbek writers and poets.

1944 year... on the fronts of World War II, when the Lightning of Victory began to flash, when everyone was working selflessly, believing that victory was inevitable… Agha (as the Noble director Mannon Uyghur was called) evangelized from Fergana that the poet Maqsud Shaykhzoda wrote a heroic tragedy from the history of the Uzbek people. In the park of creators built by Usman Yusupov in the village of Vodil, Uygur, Oybek, Uthman said that the same work was read and largely approved in the presence of brothers. We began to look forward to this work. Because we knew that poetic drama would be a school for both performance and artist skills all the time from performances like "Hamlet", "Rustam", "Muqanna".

As soon as the work arrived at our theater, we gathered in the foyer adjacent to the Hall. Not to mention that our artists are very knowledgeable, experienced. The poetic drama was read by Maqsud Shaikhzoda himself. The collected artists carefully heard the character, word, dialogue of each image and analyzed it in their hearts. For co-writers more inclined to heroism and love, lyricism and romance, exuberant emotion and passion, this historical drama was a new discovery. The philosopher tilinng, his richness and simplicity in wise words, the integrity and perfection of each image, his intention to create a wonderful cast by including choreography, solo songs on it – all the qualities of the work were favored from the "Big Mouth" artists of the theater to stage workers. So the work made everyone self-indulgent.

"Jaloliddin Manguberdi" was both a read and a spectacle, despite being the first stage play by Maqsud Akaa. Each artist was strongly sought on his role, labored as a jeweler. In the theater, a work was not rehearsed with such enthusiasm, so mobilization. It was the happiness of the writer. In addition, there was a strong desire to give spiritual support to our compatriots, who were working hard behind the front, showing the work to the people faster. In those days, both artists and theater tsexes worked around the clock. Everyone was in a moving, uplifting mood, as if the presence was being seen for a wedding, a big holiday…

The Deary would come to the theater every day in the Taikhzoda of Maqsud, change words where the Agha demanded, argue with the composer Manas Leviev, see the artists being crushed and working, and say from his mercy: "Aga, do not torment much, do not torment these!", and Agha replied, " If Jalaliddin had been a gentle recluse like you, Genghis would not have been able to chase away his sarboz. You know your job-he, let us put this oil!"he would reply…(story of Sora Eshonto'raeva)

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ABDULLA QODIRIYNING "O'TKAN KUNLAR" ASARIDA MILLIY URF-QADRIYATLARNING JOZIBADORLIGI

O'roqova Yulduz Ortiqniyozovna

Oqdaryo tuman hokimining o'rinbosari, Oila va xotin – qizlar bo'limi boshlig'i

Annotatsiya: Ushbu maqolada Abdulla Qodiriyning "O'tgan kunlar" asari Otabek va Kumushning sevgi hikoyasi orqali, o'sha davrning ijtimoiy qadriyatlariga qarshi turish va shaxsiy baxt uchun kurashishni, turli ijtimoiy sinflar orasidagi munosabatlar va ayollar mavqeining o'zgarishini tasvirlaydi. An'anaviy qadriyatlar va yangilanish o'rtasidagi kurash hamda bu kurashning oilaviy munosabatlarga ta'siri, oila munosabatlari, shuningdek, milliy urf-odat va an'analar o'rganiladi.

Kalit so'zlar: an'anaviy qadriyatlar, oilaviy munosabatlar, milliy urf-odatlar, modernizatsiya, shaxsiy va ijtimoiy oqibatlar, g'oyalarning to'qnashuvini, o'zbek millati.

"Moziyg'a qaytib ish ko'rish xayrlik, deydilar. Shunga ko'ra mavzuni moziydan, yaqin o'tkan kunlardan, tariximizning eng kirlik, qora kunlari bo'lg'an keyingi "xon zamonlari"dan belguladim".

Abdulla Qodiriy (Julqunboy)[1]

Kirish. "O'tkan kunlar" romani bamisoli ulkan va tiniq ko'zgu, unda o'zbek millatining muayyan tarixiy sharoit, vaziyatdagi turmushi, urf-odatlari, ruhiy-ma'naviy dunyosi, bo'y-basti, qiyofasi keng ko'lamda aniq-ravshan tasvirlanadi. Romandagi uchlik — oshiq, ma'shuqa va ag'yor, bir qarashda, an'anaviy ishq dostonlarini ham eslatadi. Unda Otabek bilan Kumushning toza muhabbati, ishqiy kechinmalari, baxti va baxtsizligi juda zo'r mahorat bilan ko'rsatiladi. Asardagi juda kam insonlar qalbidan chuqur joy oladigan bir "durri bebaho" — ishq-muhabbat tuyg'usiga doir inja tafsilotlar kitobxonni hayajonga soladi. Otabek bilan Kumushning saodatli onlaridan mahrum etgan fojiaviy sahnalar kishini chuqur o'yga toldiradi. Muallif oshiqlarning ishqiy sarguzashtlari bahonasida muayyan tarixiy davrni — Turkistonning rus bosqini arafasidagi ahvoli, qora kunlarini ko'z oldimizda gavdalantiradi. Ayni damda o'lkaning tutqunlikka tushishining bosh sababi jaholat, qoloqlik va o'zaro ichki nizolardir, degan fikrni g'oyat ustalik bilan asarning mazmun-mohiyatiga singdiradi[2].

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[1]https://tiu-edu.uz/media/books/2024/05/28/f4fac135-8c7d-42ee-a73d-29639b863954.pdf

[2]https://xs.uz/uz/post/otkan-kunlar-ibrati

Asosiy qism. Amerikalik tadqiqotchi Mark Riz Abdulla Qodiriyning «O'tkan kunlar» romanini ingliz tiliga tarjima qilish uchun 15 yil umrini sarfladi. U «Gazeta.uz»ga bergan intervyusida tarjimadagi qiyinchiliklar, nima uchun asar shunchaki muhabbat hikoyasi emas, avvalo islohotlar g'oyasi haqida ekanligi va qanday qilib Qodiriy asar orqali muhim ijtimoiy muammolarni olib chiqqanligi haqida so'z yuritdi. U shuningdek jadidlar va ularning g'oyalari bugun qanchalik hayotga tatbiq etilganligi haqida fikr bildirdi[3].

Adibning badiiy so'zida betakror joziba mujassam bo'lgani bois "O'tkan kunlar"ni necha bor o'qisa ham, odam to'ymaydi, qayta mutolaaga ehtiyoj sezaveradi. Roman o'quvchini zeriktirmaydi. Qayta o'qish jarayonida asarning yangidan-yangi qirralari ochiladi. Bir o'qilganda e'tiborsiz o'tilgan epizodlarga boshqa safar diqqat qaratiladi. Bu hol, tabiiyki, adibning obraz yaratish mahoratiga, inson qalbini chuqur anglashiga daxldordir. Zero, ko'rkam adabiyotdek san'at dunyosida badiiy so'z — poetik nutq muhim sanaladi: so'z vositasida manzara, ruhiyat va obraz chiziladi.

Abdulla Qodiriy so'zida o'quvchini o'ziga bog'lab turadigan, insonni o'ziga ohanrabodek tortadigan quvvat bor. Buni o'quvchi sezmasligi mumkin emas. Aynan so'zning ta'siri bois Kumush o'lgan sahnada ho'ng-ho'ng yig'laydi kitobxon. Aytmoqchi, bu epizodning o'zi yig'lab yozilgan. Demak, adibning titragan, ichikkan, o'ksigan yuragi shu sahifalarga ko'chgan. Badiiy ijoddagi bir qonuniyat shuki, mujmal tasavvurlar mujmal ifodalanadi, yig'lab yozilgan sahifalar yig'lab o'qiladi. Chinakam adibning estetik dunyosi, ijodkor qalbi ana shunday sahifalarga muhrlanadi.

Abdulla Qodiriy romanlarini o'zbek adabiy tilining zamonaviy ko'rinishda shakllanayotgan bir davrda yozdi. Adabiy tilning rutbasi, maqomi yuksalishida adibning xizmati katta bo'ldi. Til millatni birlashtiruvchilik qudratiga ega qadriyatdir. Qodiriyshunos olimlar fikriga e'tibor berilsa, Abdulla Qodiriy toshkentlik bo'la turib o'z romanlarida mahalliy sheva unsurlarini umuman qo'llamaydi. Hatto qahramonlarining nutqini individuallashtirishda ham boshqa badiiy vositalardan foydalanadi. Demak, adib shu zaylda bor mahorati bilan o'zbek adabiy tilining boyligini, o'zbek tilining keng imkoniyatlarini namoyish ham qiladi. Abdulla Qodiriy romanda o'zbekning sokin oilaviy hayot tarzini ham, kundosh kelinlar orasidagi o'zaro nizolar va ularning yechimini ham juda ishonarli, bag'oyat mahorat bilan tasvirlaydi. Qaynona-kelin munosabatlari ham Yusufbek hojidek

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[3]https://www.gazeta.uz/oz/2021/06/19/mark-reese/

donodonishmand oila rahbari nazaridan chetda qolmaydi. Romandagi juda tabiiy obrazlardan biri bo'lgan O'zbek oyim bilan Yusufbek hoji, Mirzakarim qutidor bilan Oftob oyim munosabatlari ham butun salobati bilan kitobxon tasavvuriga muhrlanadi[4].

Xulosa. Umuman olganda, "O'tkan Kunlar" asari o'zbek adabiyotida realistik an'analarni shakllantirishda muhim qadam bo'lib, undagi oilaviy munosabatlar mavzusi esa o'sha davr jamiyatining murakkabliklarini va o'zgarish jarayonlarini aks ettiruvchi asosiy elementlardan biri hisoblanadi. "O'tgan kunlar" Abdulla Qodiriyning asaridagi oilaviy munosabatlar yozuvchining tarbiyaviy, psixologik va ijtimoiy jarayonlarni ifodalagan ahamiyatli mavzular: Asarning asliy maqsadi oilaviy munosabatlarning ezgulik va yovuzligi, oila a'zolari orasidagi muhabbat va do'stlikning ahamiyati, oila azolari orasidagi tarbiyaviy va ijtimoiy muammo va muammosizliklarni aks ettirishdir. Asar O'zbekiston jamiyatida oila institutining ahamiyatini ko'rsatadi va asardagi oilaviy munosabatlarni tahlil qilish orqali o'qituvchilar, ota-onalar va oilaviy maslahatchilaruchun muhim tavsiyalar beradi. Asarda asosiy qahramonlar Otabek va Kumush kabi oila a'zolari orasidagi munosabatlarni ifodalaydi. Otabekning o'zi ota-onasi bilan oilaviy munosabatlarda muammolar, tarbiyaviy muammo va o'z o'rnida tushunmaslik bilan bog'liq muammo bilan yuzlashtiriladi. Bu o'qituvchilar va otaonalar uchun o'quvchilarning o'z-o'ziga fikrlarini ifoda qilishda qanday yordam berish kerakligini tushuntiradi. Shu bilan birga, Kumushning Otabekga juda muhabbat bilan munosabati, oila a'zolari orasidagi do'stlik va yaxshi ko'rishni aks ettiradi. Asar oilaviy munosabatlarni o'zgartirish uchun tarbiyaviy usullarni ham keltiradi. Bu, o'qituvchilar va ota-onalar uchun qiziqarli va foydali bilimlarni olish imkoniyatini beradi[5].

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XALQARO MUNOSABATLARNI BILDIRUVCHI TERMINLARNING STRUKTURAVIY TAHLILI

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Annotatsiya: Ushbu maqolada xalqaro munosabatlarni ifodalovchi terminlarning strukturaviy tahlili amalga oshiriladi. Maqola terminlarning lingvistik xususiyatlarini, ularning tuzilishini va ma'nosini o'rganadi, shuningdek, xalqaro aloqalarda qo'llanilishidagi ahamiyatini ta'kidlaydi. Xalqaro munosabatlar sohasidagi terminlar o'ziga xos atamalardan iborat bo'lib, ularning to'g'ri tushunilishi va qo'llanilishi diplomatik muloqot va siyosiy jarayonlarda muhim rol o'ynaydi.
Kalit so`zlar: xalqaro munosabatlar, terminologiya, strukturaviy tahlil, lingvistik xususiyatlar, sintaktik jihatlar, diplomatik muloqot.

STRUCTURAL ANALYSIS OF TERMS REPRESENTING INTERNATIONAL RELATIONS

Annotation: This article conducts a structural analysis of terms that express international relations. It examines the linguistic characteristics of these terms, their structure, and meaning, while also emphasizing their significance in international communications. The terms in the field of international relations consist of specific terminology, and their correct understanding and application play an important role in diplomatic communication and political processes.
Keywords: international relations, terminology, structural analysis, linguistic characteristics, syntactic aspects, diplomatic communication.

СТРУКТУРНЫЙ АНАЛИЗ ТЕРМИНОВ, ПРЕДСТАВЛЯЮЩИХ МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ.

Аннотация: В данной статье проводится структурный анализ терминов, выражающих международные отношения. Изучаются языковые характеристики этих терминов, их структура и значение, при этом подчеркивается их важность в международных коммуникациях. Термины в области международных отношений состоят из специфической терминологии,

и их правильное понимание и применение играют важную роль в дипломатическом общении и политических процессах.

Ключевые слова: международные отношения, терминология, структурный анализ, языковые характеристики, синтаксические аспекты, дипломатическое общение.

Xalqaro munosabatlarni bildiruvchi terminlarning strukturaviy tahlili- bu xalqaro aloqalar bo'yicha ma'lumot beradigan atamalar va tushunchalarni o'rganish va tahlil qilish bo'limi hisoblanadi. Bu terminlar xalqaro diplomatiya, huquq, iqtisodiyot, madaniyat va boshqa sohalardagi xalqaro hamkorlik muammolarini ifodalaydi.

Xalqaro munosabatlarni bildiruvchi terminlar strukturasi tahlili - bu olimlar va mutaxassislar tomonidan amaliy qabul qilingan yondashuv va usullar jamlovchi uslubiy jarayon hisoblanadi. Bu jarayonda xalqaro aloqalarni aytib bo'lish uchun foydalaniladigan atamalar va tushunchalar strukturaviy tizimini o'rganish muhim ahamiyatga ega.

Strukturaviy tahlil maqsadi xalqaro terminologiyani takomillashtirish va standartlashtirish, shuningdek, xalqarodan xalqaro ovozga kelish va xalqara munosabatlarning rivojlanishini oshirishdir. Terminologik tahlillar natijasida xalqoraro shartnomalar, bitimlarning tarkibi va qonunlari ishlab chiqiladi, xorijiy tillar o'rtasida hamkorlik jarayonlari rivojlanadi.

Terminlar strukturasini tahlil qilishda nazarda tutuladigan asoslardan biri xalqoro aloqa mavzulariga oid terminologik standartlardir. Ushbu standartlar xorijdagi xalqaro tillar uchun o'zaro farqlikni belgilaydi va belgilangan standartlarga muvofiq terminlarni saqlash va takomillashtirib borishga imkon beradi. Shuningdek konsepsiya, signifikatsiya va simvolizm asosida terminologik apparatni tuzishda ham ishlatilishi mumkin.

Terminlarning o'zaro aloqalari ularning ma'nolarini yanada chuqurroq tushunishga yordam beradi. Misol uchun, "xavfsizlik" va "barqarorlik" atamalari ko'pincha bir-biri bilan bog'liq bo'ladi, chunki barqarorlik xavfsizlikni ta'minlaydi.

Har bir terminning konseptual tahlili uning tarixiy, madaniy va siyosiy kontekstini o'rganishni talab qiladi. Masalan, "suv urushi" atamasi suv resurslari uchun kurashni anglatadi va bu fenomenning global muammolar bilan bog'liqligini ko'rsatadi.

Xalqaro munosabatlar terminologiyasining strukturaviy tahlili uchun bir nechta muhim terminlarni ko'rib chiqamiz. Ushbu tahlil, har bir terminning ma'nosini, uning o'zaro aloqalarini va kontekstual ahamiyatini aniqlashga yordam beradi.

1. **Diplomatiya**

- *ta'rifi: Diplomatiya - davlatlar o'rtasidagi munosabatlarni boshqarish va muvozanatlash uchun ishlatiladigan vositalar va jarayonlar majmui.*

• Subterminlar:

• Jamoatchilik diplomatiyasi: Davlatlarning xalqaro imijini yaratish va ommaviy axborot vositalari orqali ta'sir o'tkazish.

• Iqtisodiy diplomatiya: Iqtisodiy manfaatlarni ilgari surish va savdo-sotiqni rivojlantirish maqsadida olib boriladigan faoliyat.

• O'zaro aloqalar: Diplomatiya va xavfsizlik o'rtasidagi bog'liqlik, chunki samarali diplomatiya xavfsizlikni ta'minlaydi.

| 2. Xavfsizlik

- Ta'rifi: Xavfsizlik - davlat yoki jamiyatning ichki va tashqi tahdidlardan himoya qilish qobiliyati.

• Subterminlar:

• Milliy xavfsizlik: Davlatning suverenitetini va hududiy yaxlitligini himoya qilish.

• Global xavfsizlik: Xalqaro miqyosda tahdidlarga qarshi kurashish va barqarorlikni ta'minlash.

• O'zaro aloqalar: Xavfsizlik va iqtisodiy rivojlanish o'rtasidagi bog'liqlik, chunki iqtisodiy barqarorlik xavfsizlikni mustahkamlaydi.

3. Integratsiya

• Ta'rifi: Integratsiya — davlatlar yoki regional guruhlar o'rtasida iqtisodiy, siyosiy va ijtimoiy aloqalarni kuchaytirish jarayoni.

• Subterminlar:

• Evrointegratsiya: Yevropa davlatlari o'rtasidagi iqtisodiy va siyosiy integratsiya jarayoni.

• Regional integratsiya: Mintaqaviy davlatlar o'rtasida hamkorlikni kuchaytirish.

• O'zaro aloqalar: Integratsiya va barqarorlik o'rtasidagi bog'liqlik, chunki integratsiya jarayonlari mintaqaviy barqarorlikni oshirishi mumkin.

4. Xalqaro huquq

• Ta'rifi: Xalqaro huquq — davlatlar o'rtasidagi munosabatlarni tartibga soluvchi qoidalar va normalar to'plami.

• Subterminlar:

• Humanitar huquq: Urush va mojarolar paytida inson huquqlarini himoya qilish uchun qoidalar.

• Savdo huquqi: Xalqaro savdo faoliyatini tartibga soluvchi normalar.

 • O'zaro aloqalar: Xalqaro huquq va diplomatiya o'rtasidagi bog'liqlik, chunki diplomatik kelishuvlar ko'pincha xalqaro huquq normalariga asoslanadi.

5. Globalizatsiya

 • Ta'rifi: Globalizatsiya — iqtisodiy, siyosiy va madaniy jarayonlarning global miqyosda integratsiyasi.

 • Subterminlar:

  • Iqtisodiy globalizatsiya: Xalqaro savdo va investitsiyalar orqali global iqtisodning o'sishi.

  • Madaniy globalizatsiya: Madaniyatlar o'rtasidagi aloqalar va ta'sirlar.

• O'zaro aloqalar: Globalizatsiya va millatchilik o'rtasidagi qarama-qarshilik, chunki globalizatsiya milliy identitetlarga tahdid solishi mumkin.

Ushbu misollar xalqaro munosabatlar terminologiyasining murakkabligini va ularning o'zaro bog'liqligini ko'rsatadi. Har bir terminning strukturaviy tahlili, ularning ma'nolari va kontekstual ahamiyatlarini yanada chuqurroq tushunishga yordam beradi.

Xalqaro munosabatlar terminologiyasi va uning strukturaviy tahlili, bu sohada bilim olish va amaliyotda muvaffaqiyatga erishish uchun zarurdir. Bu, shuningdek, xalqaro munosabatlar sohasida yangi tendensiyalarni va o'zgarishlarni tushunishga yordam beradi.

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LEKSIK VA TARKIBIY SEMANTIKA – SEMANTIKANING XUSUSIYATLARI SIFATIDA

Tursunova Charos Muzaffar qizi
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Annotatsiya: Har bir til birliklari tilshunoslikda o'ziga xos ahamiyatga ega bo'lib, semasiologiya sohasi ham shunday sohalardan bir hisoblanadi. Semasiologiya – semantika deb ham ataladi. Semantika so'z va iboralarning matndagi va matndan tashqari ma'nolarini o'rganganligi bois, tilshunoslikda semantik tahlil masalalarining ahamiyati katta.

Kalit so'zlar: semantika, denotativ, konnotativ, til segmentlari, sinonimiya, polisemiya.

KIRISH. Har bir tilning o'ziga xos xususiyatlari mavjud bo'lib, ularning til xususiyatlari madaniyat bilan bog'liqdir. Shu o'rinda ayta olamizki, millatning umumiy dunyoqarashi, tilshunoslikdagi o'ziga xoslikni namoyon eta oladi. O`rganilayotgan leksikaning leksik-semantik tahlilida leksemalarning ichki mazmuniga ta`sir ko`rsatadigan omillar aniqlanadi. Boshqa omillar qatorida leksemalarni nomlash jarayoniga inson omili ham ta`sir qiladi, chunki leksemani yaratish jarayoni bu so`z ona tiliga taalluqli bo`ladimi yoki boshqa tildan olingan bo`ladimi professionalga bog`liq bo`ladi. Ikkala holatda ham gap so`zning shakllanishi haqida bormoqda. Qarz olish manbasi bo`yicha ingliz va o`zbek leksikasini o`rganishda biz ichki va tashqi qarzlarni ajratib olishimiz mumkin. Til ichidagi qarz olish jarayonida leksik birlik tildan chiqmasdan shunchaki bir foydalanish maydonidan boshqasiga o`tadi va so`zning tashqi qobig` o`zgarishsiz qoladi, til semantikasi o`zgaradi, tilshunoslikda bunday jarayon terminatsiya deb ataladi. Tashqi qarz olish - bu chet tilidagi so`zni dastlabki leksikasidan foydalanishni va undan keyin o`zlashtirayotgan tilining barcha jihatlariga moslashishni anglatadi. Semantika yoki semasiologiya tilshunoslikda so'zlar va iboralarning ma'nosini o'rganadi, tahlil qiladi. Ya'ni nutq jarayonida yoki yozayotganda so'zlar qanday ma'noni anglatishini o'rganadigan fan sohasi hisoblanadi. Ushbu soha tilshunoslik faniga dastlab, Mishel Breal tomonidan 1833-yilda alohida soha sifatida fanga kiritilgan.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Semantik tahlil bu – so'zlar, jumlalar, gaplarning ma'nosini talqin qilish jarayoni bo`lib, kompyuterlarga tabiiy tilni odamlarga xos tarzda qisman tushunish jarayonidir. Semantik tahlil turlari. Tildagi ma'no juda murakkab bo'lganligi sababli, semantikada ishlatiladigan turli xil nazariyalar mavjud:

Lexical Semantics (Leksik semantika) mazmunni kontekst nuqtai nazaridan tushunish uchun matndagi so'zlar va iboralarni dekonstruksiya qiladi. Bunga alohida otlar, fe'llar, sifatlar, prefikslar, tub so'zlari, qo'shimchalar yoki iboralar o'rganish kiradi. Semantika sohasining maqsadi ma'nolarni semalar yoki semantik xususiyatlar deb ataladigan kichik birliklarga ajratish va bu so'zlarning ma'nosini segmentlarga ajratish, shuningdek, o'xshash ma'noga ega so'zlarni va qarama-qarshi ma'no so'zlarini farqlash imkonini beradi. Boshqa tarafdan tahlil qiladigan bo'lsak, lingvistik semantika so'zlarning denotatsiyasi va konnotatsiyasini o'rganishga mas'uldir, xabar obyektiv ifoda etilganda, uning ma'nosi denotativ deb aytiladi va obyektiv aloqaga imo-ishora yoki intonatsiya orqali ba'zi shaxsiy baho qo'shilsa, uning ma'nosi aytiladi va bu konnotativ hisoblanadi. So'zlarni o'rganishni quyidagilarga bo'lish mumkin:

1. *Sinonimiya* - bir xil belgini bir nechta belgi bilan ifodalash mumkin bo'lganda paydo bo'ladi, masalan: qulash, qulash, qulash va boshqalar.

2. *Antonimiya* - xarakterlanadi, chunki belgi boshqasiga nisbatan qarama-qarshi ma'noga ega, masalan: sovuq - issiq.

3. *Polisemiya* - ishora qiluvchi bir nechta ma'noga to'g'ri kelganda paydo bo'ladi, agar oyoq so'zi bo'lsa, u hayvonga ham, mebelning oyog'iga ham mos keladi.

4. *Omonimiya* - bu ma'nolarning o'xshashligi, omonim so'zlar yozishda turlicha bo'ladi, masalan: *had* (have fe'l) va *to be* (silindrsimon ob'ekt).

So'z ma'nolarini tahlil etar ekanmiz ularning semantik ma'nosi haqida ham to'xtalib o'tmog'imiz darkor. Semantik maydon - bu sema (belgi) yoki lingvistik ildiz deb ataladigan umumiy funktsional asosiy birlikka ega bo'lganligi sababli o'xshash ma'noga ega so'zlar yoki iboralar to'plamidir. Semantik maydonda turuvchi so'zlar aynan bir xil sohalarda ishlatilinadi. Masalan, bog'dorchilik sohasiga oid semantik maydon so'zlari faqatgina shu sohada ishlatiluvchi leksemalar hisoblanadi.

MUHOKAMA VA IZLANISHLAR

Tildagi nominativ birliklarning ma'no tuzilishini o`rganishda tilshunoslikda semantikaning konnotativ jihati tushunchasiga alohida e'tibor beriladi. V.N. Teliya ta'rificha, konnotatatsiya bu til birliklari semantikasiga uzual va okkazional ravishda kiradigan, nutq sebyektining borliqni jumlada ifodalashda uning ayni shu borliqqa

bo`lgan hissiy-baholash va stilistik munosabatini ifodalaydigan hamda shu axborotga ko`ra ekspressiv qimmat kasb etadigan mazmuniy mohiyatdir.

Til mohiyati, ichki qurilishi jihatdan denotativ *(atash, nomlash, nominativ)* va konnotativ *(emotsional-ekspressiv)* ma'no bildirib shu asosda informatsiya (aloqa) vazifasini bajara oladigan vosita ekanligi uning ichki dualizmi, bir tomondan, obyektiv borliqni aks ettirigan tafakkur shakli; ikkinchi tomondan, har bir elementning mohiyati shu elementning boshqa elementlar bilan bo`lgan ichki munosabatidan kelib chiqadigan mustaqil tizim ekanligi bilan chambarchas bog`liq. Agar tilning atash vazifasi uning tafakkur shakli, tushunchalarni qolipga soluvchi bir vosita ekanligi bilan bog`liq bo`lsa, uning ekspressiv vazifasi tilning mustaqil sistema ekanligi, elementlarning mohiyati ularning ichki munosabatlari asosida ochilishi mumkinligi bilan bog`liq. So`z semantikasida denonativ ma'no bilan birga konnotativ ma'no ham mavjud. Konnotativ ma'no so`z semantikasidan denotativ ma'no ajralgandan keyin hosil bo`lgan ayirmaga teng. O.S. Axmanovaning ta'kidlashicha, so`z semantikasida 2 xil konnotatsiya mavjud:

♦ ingerent konnotatsiya - so`z matndan tashqari holatida unga xos bo`lgan konnotativ ma'no;

♦ adgerent konnotatsiya-so`zda ma'lum kontekstda paydo bo`ladigan konnotativ ma'no kabilar.

Nutqdan tashqarida, ma'lum bir matnsiz ham so`zning semantik tarkibiga kiruvchi va paradigmatik munosabatlar bilan belgilanadigan konnotativ ma'no ottenkalari sifatida quyidagilarni ko`rsatish mumkin:

♦ so`zlovchining ijobiy-neytral-salbiy munosabati ifodalanadigan so`zlardagni ma'no attenkalari, masalan, chehra yuz, bashara, oras, bet.

♦ munosabat darajasi, miqdoriga ko`ra farqlanadigan attenkalar, masalan, chiroyli-go`zal-suluv-hushbichim, kelishgan.

♦ so`zning qo`llanish doirasiga ko`ra: ajab-ajib, do`ppi-kallapo`sh va boshqalar.

Adgerent konnotativ ma'no til elementining sintagmatik munosabatini o`zgartirish asosida hosil bo`ladi *(birikish potentsialini)*. Neytral konnotativ ma'noli so`zlar kontekst ta'sirida u yoki bu konnotativ ma'nolarga ega bo`lishi mumkin. Jumladan, ko`chma ma'no so`z semantik strukturasini buzish, undagi biror semani tushurish, ikkinchi semaning bo`rttirilishi asosidadur. Misol uchun "po`lat" so`zining denototiv ma'nosi metall qotishmasining bir turi ekanligi. Har bir predmet o`zining ma'lum belgilari bilan xarakterlangani kabi "po`lat" bizning ongimizda «mustahkamlik», «qattiqlik belgilari bilan xarakterlanadi. Bu «po`lat» so`zining ichki konnotativ

ma'nosini mana shu "qattiqlik", "mustahkamlik" konnotativ semalarni "metall qotishmasi" semasidan ajratib boshqa bir predmetga nisbatan berilsa, kuchli konnotativ ko`chma ma'no hosil bo'ladi: po`lat iroda. Yuqoridagi "po`lat iroda" birikmasida "po`lat" so`zining tildagi sintagmatik munosabati buzilgan. Til bosqichida birikuv yo`li bilan metall nomlarini ifodalovchi otlar faqat shu metalldan yasalishi mumkin bo`lgan predmetlar nomini anglatuvchi otlar bilan birika oladi: *po`lat pichoq, po`lat sandiq* kabi. "Po`lat iroda" birikmasida esa bu so`z abstrakt tushunchani ifodalovchi so`z bilan birikkan. Ushbu berilgan misollardan kelib chiqib ayta olamizki, semantika so'z va iboralarning gapdagi va shu gapdan tashqari ma'nolarini ifodalaydi.

Leksik-semantik so'zlar guruhi - bu nutqning bir qismidagi so'zlar sinfi bo'lib, ular juda umumiy integral semantik komponent yoki tarkibiy qismlarga va ma'nolarida tipik aniqlovchi differentsial komponentlarga ega bo'lib, funktsional ekvivalentlik va muntazam polisemiyaning keng rivojlanishi bilan tavsiflanadi. Semantik guruhlar tegishli leksik semalarga asoslanadi. Ammo, ikkinchi tomondan, leksik-semantik guruhlar hodisasi deganda, ularning tarkibi va shunga mos ravishda paradigmatikasi darajasida doimiy o'zgarishlarga duchor bo'lgan so'zlar yig'indisi tushunilishi mumkin. Har bir guruhning *(uning tuzilishi)* tarkibi va paradigmatikasi harakatchan, doimiy o'zgarishlarga duchor bo'ladi. Tadqiqotchi F.P.Filin semantikaning tarixiy o'zgaruvchanlik kabi xususiyatiga e'tibor qaratadi, u so'zlarning leksiko-semantik guruhlarini tegishli til birliklari, muayyan tilning tarixiy taraqqiyoti mahsuli sifatida tushunadi. Leksik va tarkibiy semantikaga keladigan bo'lsak, leksik semantika so'zlarni u paydo bo'ladigan kontekst bilan hech qanday aloqasiz o'rganishdan iborat. O'z navbatida, strukturaviy semantika, nomidan ko'rinib turibdiki, bunday ma'nolarni tushunish uchun elementar birliklarni qurish va tahlil qilishdan iborat.

XULOSA

Xulosa qilib aytganda semantik tahlil shunday hodisaki ushbu vazifa matnda mavjud bo'lgan semantik munosabatlarni aniqlashdan iborat aloqalarni ajratib olish, o'zaro munosabatlar odatda ikki yoki undan ortiq sub'ektlarni o'z ichiga oladi *(bu odamlar, joylarning ismlari, ekologik toshqin nomlari, qurg'oqchilik nomlari va boshqalarni nazarda tutadi)*. Xulosa qilganda, semantika tilshunoslikning asosiy sohalaridan bir bo'lib, unda har bir konsept o'ziga xos tarzda o'rganiladi va semantik maydonlarga ajratiladi. So'z va atamalarni semantik maydonlarga ajratish, shu so'zlarning o'rganilish darajasini osonlashtiradi. Bunda umumxalq tilidagi badiiy tasvirga favqulodda mos birliklarni to'g'ri tanlash, saralash va sayqallash asosida, lisoniy-

badiiy qonuniyatlardan kelib chiqqan holda ularga yuklangan xilma-xil badiiy-estetik ma'nolar asosiy hal qiluvchi rol o`ynaydi. Agar so'z – bu til birligi bo'lsa, u holda matn – kommunikatsiya ya'ni aloqa, fikr almashinuvi birligi hisoblanadi deya olamiz. Chunki so'zlar muayyan ma'noga, matnlar esa muayyan mazmunga ega.

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DAVLAT TILINI RIVOJLANTIRISH YO'LIDA QABUL QILINGAN QONUNLAR TAHLILI
ANALYSIS OF THE LAWS ADOPTED FOR THE DEVELOPMENT OF THE STATE LANGUAGE

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Annotatsiya : Ushbu maqolada O'zbekiston Respublikasining davlat tili hisoblangan o'zbek tili haqida umumiy ma'lumot berilgan hamda davlat tilini rivojlantirish yo'lidagi qabul qilingan qonunlar o'rganilib, ularning tahliliga alohida urg'u qaratilgan. Ayniqsa bugungi kunda o'zbek tilida ish yuritish va o'zbek tilini rivojlantirish masalalari ko'zda tutilgan.

Kalit so'zlar: Qonun, o'zbektili, davlat tili, tahlil, mamlakatimiz. rivojlantirish, yangi so'zlar.

Abstract: This article provides general information about the Uzbek language, which is the state language of the Republic of Uzbekistan, and examines the adopted laws for the development of the state language, with special emphasis on their analysis. Especially today, issues of doing business in Uzbek and developing the Uzbek language are considered.

Key words: Law, Uzbek, state language, analysis, our country. development, new words.

KIRISH

Davlat tili muayyan davlatning qonun chiqaruvchi, ijro etuvchi va sud hokimiyati organlarining rasmiy tilidir. Odatda, ko'p millatli mamlakatlarda: Hindiston, Kanada, Shveytsariya, qaysi til yoki tillar rasmiy ekanligi ularning konstitutsiyalarida belgilanadi. Aksariyat mamlakatlarda rasmiy til va davlat tili aynan bir xil. Faqat ayrim mamlakatlarda rasmiy til davlat tili maqomidan farq qiladi. Masalan, Shveytsariyada konstitutsiyaga ko'ra, nemis, fransuz va italyan tillari rasmiy til hisoblanadi; Nemis, fransuz, italyan, romansh tillari davlat tillaridir.[1]

INTRODUCTION

State language is the official language of a specific country for law-making, executive and judicial authorities. Usually, in multinational countries: India, Canada, Switzerland, which language or languages are official is defined in their constitutions. In most countries, the official language and the state language are exactly the same. Only in some countries does the official language differ from the status of the state language. For example, in Switzerland, according to the constitution, German, French, and Italian are the official languages; German, French, Italian and Romansh languages are the state languages.[1]

MATERIALLAR VA METODLAR

O'zbekistonda sovetlar hukmronligi davrida davlat tili haqida umuman gapirish mumkin emas edi, aksincha, o'zbek tilining ijtimoiy hayotda qo'llanilishi tobora cheklanib bordi. Jamiyatni qayta qurish ma'naviy poklanishni boshlab berdi. Natijada «O'zbekiston Respublikasining Davlat tili to'g'risida»gi qonun qabul qilindi (1989 yil 21 oktyabr). Bu qonun o'zbek xalqining milliy ongini yuksaltirishda, mamlakat mustaqilligini mustahkamlashda, madaniy merosni tiklashda muhim rol o'ynadi. Ushbu qonun qoidalari O'zbekiston Konstitutsiyasida mustahkamlab qo'yildi. Konstitutsiyaning 4-moddasiga ko'ra, O'zbekistonning davlat tili o'zbek tilidir. Qoraqalpog'istonda bu maqom qoraqalpoq tiliga ham berilgan. Mamlakatimizda ro'y berayotgan real jarayon va imkoniyatlarni hisobga olgan holda lotin yozuviga asoslangan o'zbek alifbosini bosqichma-bosqich joriy etish vazifasi til islohoti bilan bog'liq masalalarga zarur tuzatishlar kiritish zaruriyatini yuzaga keltirdi. mustahkamlash sharoitida qabul qilingan davlat tili haqidagi qonunning ko'plab moddalariga o'zgartish va qo'shimchalar kiritishni talab qildi. Natijada 1995-yil 22-dekabrda O'zbekiston Respublikasining "Davlat tili to'g'risida"gi qonunining yangi tahriri qabul qilindi[2]. O'zbek tilining O'zbekiston Respublikasi hududida davlat tili sifatidagi huquqiy asoslari ushbu qonun va boshqalar bilan belgilangan. qonunlar bilan belgilanadi. O'zbekiston Respublikasida barcha fuqarolarning davlat tilini o'rganishi uchun shart-sharoit yaratilib, millat va elatlarning tillariga hurmat bilan munosabatda bo'lib, ularning rivojlanishi ta'minlanmoqda.

MATERIALS AND METHODS

During the rule of the Soviets in Uzbekistan, it was not possible to talk about the state language at all, on the contrary, the use of the Uzbek language in social life was increasingly limited. The reconstruction of society started a spiritual purification. As a result, the law "On the State Language of the Republic of Uzbekistan" was adopted

(October 21, 1989). This law played an important role in the development of the national consciousness of the Uzbek people, in the strengthening of the country's independence, and in the restoration of the cultural heritage. The provisions of this law were enshrined in the Constitution of Uzbekistan. According to Article 4 of the Constitution, the state language of Uzbekistan is Uzbek. In Karakalpakstan, this status is also given to the Karakalpak language. Taking into account the real processes and opportunities taking place in the country, the task of gradually implementing the Uzbek alphabet based on the Latin script in stages created the need to make necessary amendments to the issues related to language reform. required amendments and additions to many articles of the law on the state language, which was adopted in a context of strengthening. As a result, on December 22, 1995, the new version of the Law on the State Language of the Republic of Uzbekistan was adopted[2]. The legal basis of the Uzbek language as a state language in the territory of the Republic of Uzbekistan is provided by this law and others. determined by laws. In the Republic of Uzbekistan, conditions are created for all citizens to learn the state language, and the languages of nations and peoples are treated with respect and their development is ensured.

TADQIQOT VA MUHOKAZA

"2020-2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish" konsepsiyasining mazmun-mohiyati to'g'risida

O'zbek tilining xalqimiz ijtimoiy hayotida va xalqaro miqyosdagi nufuzini tubdan oshirish, o'sib borayotgan yoshlarimizni vatanparvarlik, milliy an'ana va qadriyatlarimizga sadoqat ruhida tarbiyalash, buyuk ajdodlarimizning boy merosini meros qilib olish. , mamlakatimizda davlat tili bo'lishini ta'minlashda tilga oid qabul qilingan qonunlar, farmonlar va boshqa huquqiy hujjatlar ijrosini izchil ta'minlashda muhim ahamiyat kasb etmoqda. Shu munosabat bilan O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning 21-oktabrdagi "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida"gi farmoni qabul qilindi. O'zbek tiliga davlat tili maqomi berilganiga 30 yil to'ldi. yubiley munosabati bilan imzolandi va 21 oktabr "O'zbek tili bayrami" deb e'lon qilindi.

O'zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi PF-5850-son qaroriga asosan Vazirlar Mahkamasi huzuridagi Davlat tilini rivojlantirish departamenti tashkil etildi. 2020-yil 20-oktabrda O'zbekiston Respublikasi Prezidentining "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi farmoni qabul qilingan bo'lib,

mazkur Farmon asosida "O'zbek tili va tilini rivojlantirish siyosatni takomillashtirish konsepsiyasi" ishlab chiqildi. Kontseptsiyaning asosiy yo'nalishlari quyidagilardan iborat:

2025 yilgacha davlat maktabgacha ta'lim tizimida o'zbek tilida so'zlashuvchi guruhlarni qamrab olishni 72 foizga, 2030 yilgacha esa 80 foizga yetkazish;

2030-yilgacha umumta'lim maktablarida o'quv yillari uchun bazaviy o'quv dasturlarida ona tili fanini o'qitish hajmini amaldagi 84 soatdan haftasiga 110 soatgacha oshirish; oliy ta'lim muassasalarida o'zbek tili kafedralari sonini 2025 yilgacha 120 taga, 2030 yilgacha esa 140 taga yetkazish; "O'zbekiston milliy ensiklopediyasi"ning jildlarini lotin yozuviga asoslangan o'zbek alifbosida nashr etishni bosqichma-bosqich oshirish; 2020-yilda o'zbek tilining lug'at boyligini oshiradigan 15 ta lingvistik, soha-terminologik, izohli lug'atlarni yaratish; 2030-yilgacha tele va radioboshlovchilarni o'zbek adabiy tili bo'yicha qayta tayyorlash kurslarida tayyorlash tizimini joriy etish va qamrab olishni 100 foizga yetkazish; 2025-yilga qadar tarmoq boshqaruv hujjatlarining davlat tilida yagona elektron namunalarini ishlab chiqish va ulardan foydalanish bo'yicha 14 ta onlayn-dasturlarni ishlab chiqish va bu ko'rsatkichni 2030-yilga borib 25 taga yetkazish; dasturiy mahsulotlar va elektron lug'at dasturlarining o'zbekcha ilovalarini yaratish; chet elliklar uchun o'zbek tilini o'rgatish dasturlarini yaratish; 2030 yilgacha xorijiy oliy ta'lim muassasalarida o'zbek tilini o'rgatuvchi markazlar sonini hozirgi 17 tadan 60 taga yetkazish; "O'zbek tili do'stlari" to'garaklari sonini 2025 yilgacha 30 taga, 2030 yilgacha esa 40 taga yetkazish[3].

Bugun ona tilimiz tom ma'noda davlat tiliga aylanib, xalqimizni yurtimizda erkin va farovon hayot barpo etishdek ulug' maqsadlar sari safarbar etuvchi beqiyos kuch sifatida maydonga chiqdi, desak mubolag'a bo'lmaydi. Har birimiz davlat tiliga e'tiborni mustaqillikka e'tibor, davlat tiliga hurmat va sadoqat, ona Vatanga hurmat va sadoqat deb bilishimiz, bu qarashni hayotimiz qoidasiga aylantirishimiz kerak. Bu ezgu harakatni barchamiz o'zimizdan, oilamizdan, mahallamizdan boshlashimiz, ona tilimiz, an'ana va qadriyatlarimizni e'zozlash, Vatanga muhabbatimizni amaliy faoliyatda namoyon etishimiz zarur. Shu bois Konsepsiyaga ko'ra, "O'zbek tilining izohli lug'ati" ko'p jildligining yangi nashri (kirill va lotin yozuvlari asosidagi o'zbek alifbosida); "O'zbek tilining imlo lug'ati", "O'zbek tili sinonimlari lug'ati", "O'zbek tili sinonimlarining katta izohli lug'ati", "O'zbek tili frazeologiyasining katta izohli lug'ati". "O'zbek tili omonimlari lug'ati"ni yaratish vazifasi qo'yildi.

Biroq shu o'rinda shuni aytish kerakki, ayrim joylarda til masalasida qalbni zerikarli qiladigan holatlar ham uchrab turadi. Xususan, ko'chalardagi do'konlar, supermarketlar, turli ustaxonalar shoxobchalari, go'zallik salonlari, turli osmono'par binolar, bog'chalar nomlari o'zbek tilida emas, balki boshqa xorijiy tillarda yozilganiga guvoh bo'lamiz[4] . Bu haqiqatni isbotlash uchun katta ilmiy izlanishlar qilish shart emas, qo'lingizga ruchka, qalam olib ko'chaga chiqish kifoya. Qanchalik achinarli bo'lsa-da, biz bunga ko'nikib ketyapmiz! Axir biz O'zbekistonda yashaymiz, nega joylarni o'zbekcha nomlay olmaymiz? Bunga kim aybdor: davlat hokimiyati yoki o'zbek millati? Ijtimoiy tarmoqlarda O'zbekistonda osmono'par binolar qurilayotganiga qaramay, ularning nomlari hamon ingliz tilida ekani haqida turli fikrlarga duch kelishimiz mumkin.

Zero, til har bir xalqning ko'zgusi, uning ma'naviy ko'zgusidir. Til bor ekan, millat barhayotdir. Tilni onaga qiyoslash bejiz aytilmagan, inson onasini ko'rmasdan, uning sof mehrini, mehrini his qilmasdan yashay olmaydi. Bu fikrimizga dalil sifatida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning o'zbek tiliga davlat tili maqomi berilganining 30 yilligiga bag'ishlangan tantanali marosimdagi ma'ruzasini keltirishimiz mumkin: agar his etmoqchi bo'lsa. imkoniyatlaridan kelib chiqib, munis onalarimiz xudolari, ming yillik dostonlarimiz, o'lmas maqomlarimizni tinglashi, baxshi va hofizlarimizning sehrli qo'shiqlarini tinglashi kerak[5].

RESEARCH AND DISCUSSION

Regarding the essence of the concept of "development of the Uzbek language and improvement of the language policy in 2020-2030"

To fundamentally increase the prestige of the Uzbek language in the social life of our people and at the international level, to educate our growing youth in the spirit of patriotism, loyalty to national traditions and values, and to inherit the rich heritage of our great ancestors, to make the state language in our country The adopted laws, decrees and other legal documents related to the language play an important role in ensuring smooth implementation. In this regard, the decree of the President of the Republic of Uzbekistan Shavkat Mirziyoev dated October 21 "On measures to fundamentally increase the prestige and position of the Uzbek language as a state language" was adopted. It is 30 years since the status of the state language was granted to the Uzbek language. was signed on the occasion of the anniversary, and October 21 was declared "Uzbek language holiday".

According to the Decree of the President of the Republic of Uzbekistan No. PF-5850 of October 21, 2019, the Department of State Language Development of the Cabinet

of Ministers was established. On October 20, 2020, the Decree of the President of the Republic of Uzbekistan "On measures to further develop the Uzbek language and improve language policy in our country" was adopted, and based on this Decree, "Development of the Uzbek language and language the concept of policy improvement" was developed. The main directions of the concept include the following:

 To increase the coverage of Uzbek-speaking groups to 72% in the state preschool education system by 2025, and to 80% by 2030;

 By 2030, increase the scope of teaching the subject of the mother tongue in the basic curricula for the academic years in general education schools from the current 84 hours to 110 hours per week; increase the number of Uzbek language departments in higher education institutions to 120 by 2025, and to 140 by 2030; to gradually increase the publication of the volumes of the "Uzbekistan national encyclopedia" in the Uzbek alphabet based on the Latin script; In 2020, creating 15 linguistic, field-terminological, explanatory dictionaries that increase the vocabulary of the Uzbek language; to introduce a training system in the retraining courses of TV and radio presenters in Uzbek literary language and increase the coverage to 100% by 2030; By 2025, to develop 14 online programs for the development and use of uniform electronic samples of sectoral administrative documents in the state language, and to increase this indicator to 25 by 2030; creation of Uzbek applications of software products and electronic dictionary programs; creating Uzbek language teaching programs for foreigners; Increase the number of Uzbek language teaching centers in foreign higher education institutions from the current 17 to 60 by 2030; To increase the number of "Friends of the Uzbek language" clubs to 30 by 2025, and to 40 by 2030[3].

It is not an exaggeration to say that today our mother tongue has literally become the state language and has emerged as an incomparable force that mobilizes our people to great goals such as building a free and prosperous life in our country. Each of us should regard attention to the state language as attention to independence, respect and loyalty to the state language, respect and loyalty to the motherland, and make this view the rule of our lives. We should all start this noble movement from ourselves, our family and community, respect our mother tongue, traditions and values, and show our love for the Motherland in practical activities. Therefore, according to the Concept, a new edition of the multi-volume "Annotated Dictionary of the Uzbek Language" (in the Uzbek alphabet based on the Cyrillic and Latin scripts); "Spelling

dictionary of the Uzbek language", "Dictionary of Uzbek language synonyms", "Large explanatory dictionary of synonyms of the Uzbek language", "Large explanatory dictionary of phraseology of the Uzbek language". The task of creating the "Dictionary of Uzbek language homonyms" was assigned.

However, it should be noted here that in some places there are also cases that make the heart dull in the matter of language. In particular, we can witness that the names of shops, supermarkets, various workshop branches, beauty salons, various skyscrapers, and kindergartens on the streets are not written in Uzbek, but in other foreign languages[4] . To prove this fact, you don't need to do a huge scientific research, it's enough to go out into the street with a pen and a pen in your hand. Despite how sad it is, we are getting used to it! After all, we live in Uzbekistan, why can't we name places in Uzbek? Who is to blame for this: state authorities or the Uzbek nation? In social networks, despite the fact that skyscrapers are being built in Uzbekistan, we may come across different opinions that their names are still in English.

After all, language is the mirror of every nation, its spiritual reflection. As long as there is a language, the nation is alive. It is not for nothing that the language is compared to the mother, a person cannot live without seeing his mother, without feeling her pure love and affection. As a proof of this opinion, we can cite the speech delivered by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the occasion of the 30th anniversary of the granting of the status of the state language to the Uzbek language: if he wants to feel his possibilities, he should listen to the gods of our munis mothers, our thousand-year epics, our immortal statuses, and listen to the magical songs of our bakhshi and hafiz[5]."

XULOSA

Umuman olganda, "2020-2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi"ni amalga oshirishdan ko'zlangan maqsad mamlakatimiz hayotining barcha jabhalarida, jumladan, davlat boshqaruvi, zamonaviy va innovatsion texnologiyalar, sanoat, bank-moliya tizimi, huquqshunoslik, diplomatiya, harbiy ish. , tibbiyot va boshqa sohalarda davlat tili imkoniyatlaridan to'liq va to'g'ri foydalanishga erishish, barcha davlat organlari va tashkilotlarida davlat tilida ishlash salohiyatiga ega malakali kadrlar faoliyat yuritishini ta'minlash. Shu bilan birga, ilmiy asoslangan yangi so'z va atamalar muntazam ravishda rasmiy muomalaga kiritilmoqda, fanning barcha sohalariga oid ilmiy tadqiqotlarda davlat tili fan tili sifatida nufuzga ega bo'lib, o'zbek tilining o'quv

leksikografiyasi tarmog'ini rivojlantirishga qaratilgan. zamonaviy, yangi avlod o'quv lug'atlari va ularning elektron shakllarini yaratish orqali milliy terminologiya tizimini sohalar bo'yicha takomillashtirish. O'zbek tili va adabiyoti o'qitishning yangi, zamonaviy metodikasini yaratish orqali esa til ta'limi samaradorligini oshirish mumkin.

CONCLUSION

In general, the goal of the implementation of the "concept of the development of the Uzbek language and improvement of the language policy in 2020-2030" is in all spheres of the country's life, including public administration, modern and innovative technologies, industry, the banking and financial system, jurisprudence, diplomacy, military work. , to achieve full and correct use of the capabilities of the state language in medicine and other fields, to ensure that qualified personnel with the potential to work in the state language work in all state bodies and organizations. At the same time, new scientifically based words and terms are regularly introduced into official circulation, the state language has authority as the language of science in scientific researches related to all branches of science, development of the Uzbek language educational lexicography network, it is aimed to improve the national terminological system by fields by creating modern, new generation educational dictionaries and their electronic forms. And by creating a new, modern methodology of teaching the Uzbek language and literature, it is possible to increase the effectiveness of language education.

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TARIXIMSAN, TAQDIRIMSAN ONA TILIM
YOU ARE HISTORY, YOU ARE DESTINY, MY MOTHER LANGUAGE

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Annotatsiya: Ushbu maqolada ona tili insoniyat uchun qanchalar muhimligi, millatning ruhi ekanligi , o'zbek tiliga davlat tili maqomi berilgani hamda ona tilimizning tarixi, rivojlanish jarayonlari va uning bugungi kundagi ahamiyati yoritib berilgan.

Kalit so'zlar: ona tili, o'zbek tili tarixi, davlat tili, globallashuv, til bayrami, rivojlanish, sayqal topishi, ijtimoiy - siyosiy, milliy til.

Abstract: In this article, the importance of the mother tongue for humanity, the soul of the nation, the fact that the Uzbek language has been given the status of the state language, and the history, development processes of our mother tongue and its importance today are highlighted.

Key words: mother tongue, history of the Uzbek language, state language, globalization, language holiday, development, development, socio-political, national language.

KIRISH

Har bir til tarixiy taraqqiyot bilan boyib boradi. Bu jarayon tilning ichki imkoniyatlari asosida va boshqa tillardan so'zlarni o'zlashtirish orqali amalga oshadi. Mamlakatlar va xalqlar o'rtasidagi ijtimoiy-siyosiy, iqtisodiy-madaniy munosabatlarning mustahkamlanishi natijasida, ayniqsa, qo'shni xalqlarning o'zaro munosabati natijasida bir tildan ikkinchi tilga yangi tushunchalarni ifodalovchi so'zlar qabul qilinadi. Bugungi globallashuv davrida bu jarayon yanada kuchaydi. Turk tilining, jumladan, o'zbek tilining boyligini Mahmud Koshg'ariy, Yusuf Xos Hojib, Alisher Navoiy, Mirzo Bobur kabi bobolarimiz isbotlagan. Rus, ukrain, fors tillari turkiy tillardan muhim so'zlarni qabul qilgan. Yevropa tillari ham bundan ma'lum darajada chetda qolmagan. Tilimizda shunday so'zlar borki, ularni ko'pchilik boshqa tillardan kirib kelgan deb o'ylaydi. Darhaqiqat, o'zimizniki bo'lgan bunday "dunyoviy" so'zlar biroz o'zgarish bilan bizga qaytdi.

INTRODUCTION

Every language is enriched by historical development. This process takes place on the basis of the internal capabilities of the language and by acquiring words from other languages. As a result of the strengthening of social-political, economic-cultural relations between countries and peoples, especially as a result of the interaction of neighboring peoples, words expressing new concepts from one language to another are accepted. In today's era of globalization, this process has intensified. The richness of the Turkish language, including the Uzbek language, was proven by our great-grandfathers like Mahmud Koshgari, Yusuf Khos Hajib, Alisher Navoi, Mirzo Babur. Russian, Ukrainian, and Farsi-speaking languages have adopted important words from Turkic languages. European languages have not been spared from this to a certain extent. There are words in our language that many people think have come from other languages. In fact, such "worldly" words, which are our own, have returned to us with a slight change.

MATERIALLAR VA USULLAR

 "O'zbek tili kambag'al emas, lekin o'zbek tilini bechora deganlarning o'zlari bechoralar, o'z bilimsizliklarini o'zbek tiliga o'tkazmasinlar", deydi ma'rifatparvar bobomiz Abdulla Qodiriy.

  Tarixdan ma'lumki, ona tilimiz bir necha ming yillar davomida o'z ahamiyatini yo'qotmagan.   O'zbek tilining eng muhim jihati shundaki, u shunchalik shirali, har bir quloqqa yoqimli, eshitgan kishi nafas oladi.   Ona tilimiz, shoir Mirtemir aytganidek, yoshligimizdan qalbimizga singib ketgan. Onalarimiz aytgan ertaklar va bobo-buvilarimizdan eshitgan ertaklar, ertaklar, rivoyat va matallar orqali qalbimiz tubiga kirib bordi, o'z navbatida ona tilimizga, ona yurtimizga muhabbat tuyg'ularini singdirdi. O'zbekistonning har bir fuqarosi o'z ona tilida so'zlashadi. sevadi, hurmat qiladi va hurmat qiladi.   Chunki har qanday xalq qanday yashayotgani, rivojlanayotgani yoki aksincha, orqada qolib, qashshoqlashib borayotganini faqat shu til orqali bilib olishimiz mumkin. Shuning uchun ham "Til – millat ko'zgusidir"[1], deb bejiz aytishmagan.

  1989-yil 21-oktabr."Davlat tili to'g'risida"gi qonun qabul qilindi, o'zbek tiliga Davlat tili maqomi berildi. Xalqimizning muqaddas qadriyatlaridan biri bo'lgan ona tilimiz o'zining huquqiy maqomiga ega bo'ldi va himoyalandi.   O'zbekiston Respublikasi Konstitutsiyasida davlat tilining maqomi huquqiy jihatdan mustahkamlandi. Shu tariqa o'zbek tiliga yurtimiz bayrog'i, gerbi, madhiyasi kabi qonun bilan qo'riqlanadigan muqaddas davlat ramzlari bilan birga hurmat va ehtirom

ham qozonildi. Keyingi yillarda davlat tilining ijtimoiy hayotdagi mavqeini yanada mustahkamlash maqsadida qator ishlar amalga oshirilmoqda. Xususan, O'zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi qarori bilan O'zbekiston Respublikasi Vazirlar Mahkamasining tarkibiy bo'linmasi hisoblangan Davlat tilini rivojlantirish boshqarmasi tashkil etildi. Bundan ko'zlangan maqsad davlat tilini rivojlantirish, davlat tilining qo'llanilishi bilan bog'liq muammolarni aniqlash va bartaraf etish bo'yicha takliflar tayyorlash, o'zbek tilining yozma matniga oid me'yor va qoidalarni ishlab chiqishdan iborat. Milliy tilimizga, ona tilimizga e'tibor nafaqat bugungi kun, balki tarixning barcha davrlarida ham dolzarb bo'lib qoldi[2]. Shu o'rinda bobolarimizning quyidagi hikmatli so'zlarini eslaylik: "Til va adabiyot har bir xalqning dunyoda borligini ko'rsatadigan asosiy hayotidir. Milliy tilni yo'qotish – millatning ruhini yo'qotishdir" (M. Behbudiy). E'tibor beryapsizmi, milliy tilni yo'qotish millat tilini yo'qotish bilan taqqoslanadi. Darhaqiqat, tilning ahamiyati, mavjudligi har qanday davlat va millat taraqqiyotini belgilab berishi shubhasiz. Ayniqsa, bugungi globallashuv davrida, dunyo xalqlarining turmush tarzi umumiy bo'lib qolgan bir paytda yuqoridagi so'zlarning ahamiyati ikki barobar ortib bormoqda.

MATERIALS AND METHODS

"The Uzbek language is not poor, but those who call the Uzbek language poor are themselves poor. They should not transfer their ignorance to the Uzbek language," said our enlightened grandfather Abdulla Qadiri.

History shows that our mother tongue has not lost its importance for several thousand years. The most important aspect of the Uzbek language is that it is so juicy, it is pleasant to every ear, and the person who hears it will gasp. Our native language, as the poet Mirtemir said, has been ingrained in our hearts since we were young. Through the tales told by our mothers and the tales, stories, narratives and parables we heard from our grandparents, our hearts penetrated to the depths, and in turn, they instilled love for our mother tongue and our motherland. Every citizen of Uzbekistan speaks his mother tongue. loves, respects and honors him. Because it is only through this language that we can know how any nation is living, developing, or, on the contrary, lagging behind and getting poorer. That is why it is not for nothing that they say: "Language is the mirror of the nation."[1]

October 21, 1989. The Law "On the State Language" was adopted, and the Uzbek language was given the status of the State Language. Our mother tongue, which is one of the sacred values of our people, got its legal status and protection. In the

Constitution of the Republic of Uzbekistan, the status of the State language has been legally strengthened. In this way, the Uzbek language has received honor and respect, as well as sacred state symbols protected by law, such as the flag, emblem, and anthem of our country. In recent years, a number of works are being carried out in order to further strengthen the position of the state language in social life. In particular, by the decree of the President of the Republic of Uzbekistan dated October 21, 2019, the Department of State Language Development, which is considered a structural unit of the Cabinet of Ministers of the Republic of Uzbekistan, was established. The purpose of this is to develop the state language, to prepare proposals for identifying and eliminating problems related to the use of the state language, to develop norms and rules for the written text of the Uzbek language. Attention to our national language, our mother tongue , has become relevant not only today, but also in all periods of history[2]. At this point, let's remember the following wise words of our grandfathers: "Language and literature are the main life of every nation that shows its presence in the world. To lose the national language is to lose the spirit of the nation" (M. Behbudi). Do you notice that losing the national language is compared to losing the language of the nation. In fact, there is no doubt that the importance of language, its existence determines the development of any country and nation. Especially in today's globalization era, when the lifestyle of the peoples of the world has become common, the significance of the above words increases twice.

TADQIQOT VA MUHOKAZA

Til millat ko'zgusi, ma'naviyat ko'zgusidir. O'zbekiston Respublikasining Birinchi Prezidenti Islom Abdug'aniyevich Karimov ona tilimiz haqida bejiz gapirgan edi: "Barcha ezgu fazilatlar inson qalbiga, eng avvalo, ona tilining betakror jozibasi bilan singib ketgan."Ona tili – bu millatning ruhi".Tilini yo'qotgan har qanday xalq o'zligidan ajralishi muqarrar.Tilimiz haqida yozuvchi va shoirlarimiz ko'plab hikmatli so'zlarni aytib, unga turlicha ta'rif berganlar[3].

Ta'lim tizimida minglab tillardan foydalanish imkoniyati yo'q. Internetda ishlatib bo'lmaydigan tillar haqida gapirmasa ham bo'ladi. Chunki yangi texnologiyalarning rivojlanishi tufayli ayrim xalqlar o'z tili o'rniga zamonaviy tillardan foydalanishga majbur bo'lmoqda. Bugungi kunda Internet tilining 81% ingliz tilidir. To'g'ri, tillar o'tmishda paydo bo'lgan, muammoga duch kelgan va ma'lum vaqtdan keyin yo'q bo'lib ketgan. Ammo tillarning hozirgidek tez yo'q bo'lib ketishi tarixda kuzatilmagan. Yo'qolib borayotgan tillarni asrab-avaylashga qaratilgan sa'y-harakatlarning asosiy maqsadi madaniyatlar va tillar xilma-xilligini ta'minlashdan

iborat. Chunki aynan til tufayli xalqlar va elatlarning madaniyati, an'analari saqlanib qolmoqda, sayyoramizda yashayotgan xalqlarning o'tmishi, madaniyati e'zozlanadi.

Tilshunoslarning ta'kidlashicha, yo'qolib borayotgan tillarni saqlab qolish imkoniyatlari hali ham boy bermagan.   Tillarni saqlab qolish uchun BMT ekspertlarining fikricha, ta'lim tizimida ushbu tillardan keng foydalanishni yo'lga qo'yish zarur.   Til millatning ma'naviy boyligidir.   Til nafaqat muammolar quroli, balki xalqning madaniyati, urf-odatlari, turmush tarzi, tarixidir.   Turli xalqlar tillariga hurmat, o'z navbatida, o'zaro tushunish va muloqot qilish imkoniyatlarini yaratadi. Tillarni saqlab qolish uchun bu tillarni qo'llab-quvvatlash kerak.   Insoniyat u yoki bu millatga mansubligi bilan faxrlanadi[4].

Inson uchun ona tili qanchalik muqaddas bo'lsa, ona Vatan, ota-ona, oila ham shunday muqaddasdir.   Hatto chaqaloq ham ona tili orqali dunyoni tushunadi. Darhaqiqat, davlat tilini bilish va undan amalda to'liq foydalana olish, "Davlat tili to'g'risida"gi qonunga rioya qilish, uni hayotga tatbiq etish, uni qadrlash yuksak ma'naviyat belgisidir, degan g'oya "Davlat tili" tushunchasining o'zagini tashkil etadi. davlat tili. yetarli.   Qonunga ko'ra, o'zbek tilini bilmagan fuqarolar bepul o'qitilishi va o'qitilishi mumkin.   O'zbek tili (o'zbek yoki turkiy o'zbek) — oltoy tillari oilasining turkiy oilasiga mansub til.   Bu til O'zbekiston Respublikasi Konstitutsiyasiga muvofiq davlat tili hisoblanadi.   1989-yil 21-oktabrda "Davlat tili to'g'risida"gi qonun qabul qilingan.1995-yil 21-dekabrda yangilangan.O'zbek adabiy tili tarixi quyidagi davrlarni o'z ichiga oladi: miloddan avvalgi 10-asr.   Bu davr tili fanda qadimgi turkiy til sifatida tanilgan.   Bu tilda qadimiy xalq og'zaki ijodi namunalari, O'rxun-Enasoy yodgorliklari (VI-VII asrlar) yaratilgan.   11—14-asrlarda qo'llanilgan til eski turk tili deb ataladi.   Mahmud Koshg'ariyning "Devonu-lug'atit-turk" ("Turkiy tillar kutubxonasi"), Yusuf Xos Hojibning "Qutadg'u bilig" ("Baxtga yetaklovchi bilim"), Ahmad Yugnakiyning "Hibatul-haqoyiq" ("Haqiqatlar – armug'") oni"), Xorazmiyning "Muhabbatnoma"si, Rabg'uziyning "Qissai Rabg'uziy"i shu tilda yozilgan.19-asrning 15—2-yarmigacha qo'llanilgan til eski o'zbek adabiy tili deb atalgan. Atoyiy, Sakkokiy, Sayfiy asarlari. Bu tilda Saroy, Lutfiy, Alisher Navoiy, Bobur, Mashrab, Turdi, Maxmur, Gulxaniy, Muqimiy, Furqat, Zavqiy va boshqa ko'plab ijodkorlar yaratilgan[5].

19-asrning 2-yarmidan hozirgi kungacha qo'llanilgan til hozirgi o'zbek adabiy tili deb ataladi.   "Turkiston viloyati gazetasi" nashr etilgandan (1870 yildan) to hozirgacha yaratilgan barcha asarlar hozirgi o'zbek adabiy tili namunalaridir. Bundan 27 yil avval o'zbek tiliga davlat tili maqomi berilgan edi.   Bu o'z davrida tom ma'noda

global voqea edi.   Chunki Beruniy, Ibn Sino, Al Xorazmiy, Al Farg'oniy, Alisher Navoiy, Amir Temur, Mirzo Ulug'bek, Bobur Mirzo kabi buyuk siymolarni yetishtirgan milliy til yo'qolib ketish arafasida edi.   Mustaqillik sari ilk qadamlar qo'yilayotgan bir paytda o'zbek tiliga davlat maqomi berish masalasi Prezidentimiz tomonidan kun tartibiga qo'yilgan va bu ishlar amalga oshirilgan edi.   1989-yil 21-oktabrda ona tilimiz o'zbek tiliga davlat tili maqomi berildi[6].   Bu mamlakatimiz va yurtdoshlarimiz hayotida unutilmas, tarixiy voqea bo'ldi.   Agar o'shanda til to'g'risidagi qonun qabul qilinmaganida, o'zbek tili tarix sahifalariga kirgan bo'larmidi?!

RESEARCH AND DISCUSSION

Language is a mirror of the nation, a reflection of spirituality. The First President of the Republic of Uzbekistan, Islam Abduganiyevich Karimov, spoke of our mother tongue for nothing: "All the good qualities are engrained in the human heart, first of all, with the unique charm of the mother tongue. "Mother language is the soul of the nation." It is inevitable that any nation that loses its language will be separated from its identity. Our writers and poets have said many wise words about our language and defined it in different ways[3].

 There is no opportunity to use thousands of languages in the educational system. Not to mention the languages that cannot be used on the Internet. Because due to the development of new technologies, some nations are forced to use modern languages instead of their own. Today, 81% of the Internet language is English. It is true that languages have appeared in the past, were in trouble, and disappeared after a certain time. But such a rapid disappearance of languages as now has not been observed in history. The main goal of efforts to preserve endangered languages is to ensure the diversity of cultures and languages. Because it is thanks to the language that the culture and traditions of peoples and nations are preserved, and the past and culture of the peoples living on our planet are respected.

 Linguists say that the opportunities to save endangered languages are not lost yet. In order to preserve the languages, according to the UN experts, it is necessary to establish a wide use of these languages in the education system. Language is the spiritual wealth of the nation. Language is not only a tool for problems, but also a people's culture, traditions, lifestyle, and history. Respect for the languages of different nations, in turn, creates opportunities for mutual understanding and communication. In order to preserve languages, it is necessary to support these

languages. It is because of the language that humanity is proud of belonging to one or another nation[4].

Mother tongue is as sacred as motherland, parents, and family are for a person. Even a baby understands the world through his mother tongue. In fact, the idea that knowing the state language and being able to fully use it in practice, observing the Law "On the State Language", implementing it, and appreciating it is a sign of high spirituality forms the core of the concept of the state language. is enough. According to the law, citizens who do not know the Uzbek language can be taught and taught free of charge. The Uzbek language (Uzbek or Turkic Uzbek) is a language belonging to the Turkic family of the Altaic language family. This language is the state language according to the Constitution of the Republic of Uzbekistan. The Law on the State Language was adopted on October 21, 1989. Updated on December 21, 1995. The history of the Uzbek literary language includes the following periods: from BC to the 10th century. The language of this period is known as the ancient Turkic language in science. Samples of ancient folklore, monuments of Orhun-Enasoy (VI-VII centuries) were created in this language. The language used in the 11th-14th centuries is called the old Turkish language. Mahmud Kashgari's "Devonu-lug'atit-turk" ("The Library of Turkish Languages"), Yusuf Khos Hajib's "Kutadgu Bilig" ("Knowledge that Leads to Happiness"), Ahmad Yugnaki's "Hibatul Haqayiq" ("Truths are Armug "oni"), Khorezmi's "Muhabbatnama" and Rabguzi's "Qissai Rabguzi" were written in this language. The language used from the 15th to the second half of the 19th century was called the old Uzbek literary language. The works of Atoyi, Sakkoki, Saifi Saraoi, Lutfi, Alisher Navoi, Babur, Mashrab, Turdi, Makhmur, Gulkhani, Muqimi, Furqat, Zavqi and many other artists were created in this language[5].

 The language used from the second half of the 19th century to the present is called the modern Uzbek literary language. All the works created since the publication of "Turkestan Region Gazette" (from 1870) until now are examples of the modern Uzbek literary language. 27 years ago, the Uzbek language was given the status of the state language. It was literally a global event in its time. Because the national language, which produced such great figures as Beruni, Ibn Sina, Al Khorazmi, Al Farghani, Alisher Navoi, Amir Temur, Mirza Ulugbek, Babur Mirza, was on the verge of disappearing. At the time when the first steps towards independence were being taken, the issue of granting state status to the Uzbek language was put on the agenda by our president, and this work was carried out. On October 21, 1989, our mother tongue, Uzbek, was given the status of a state language[6]. This has become an

unforgettable, historical event in the life of our country and compatriots. If the law on language had not been adopted then, would the Uzbek language have entered the pages of history?!

XULOSA

Zero, til millat qiyofasining bir qismidir. Dunyodagi barcha xalqlarning o'z milliy rasmiy tili bor deb ayta olmaymiz. Chunki bu xalqning milliy mustaqilligi bilan bog'liq. Mutaxassislarning fikricha, har ikki haftada bitta til yo'qolib bormoqda. YuNESKO vakillarining ma'lumotlariga ko'ra, bir vaqtlar odamlar so'zlashadigan tillar soni 7-8 mingga yetgan bo'lsa, bugungi kunda sayyoramizda 6000 ta til mavjud. lib, ularning 90 foizi yo'q bo'lib ketish arafasida. Bular asosan sivilizatsiya tufayli o'z madaniyatini yo'qotayotgan oz sonli xalqlarning tillaridir. Bu tillarda gapiradigan odamlarning ba'zilari yozuvga ega, boshqalari esa yo'q. Misol uchun, Afrika tillarida so'zlashuvchi aholining 80% hali ham o'z yozuviga ega emas. Zero, har bir inson bilishi kerak bo'lgan jihat shuki, ona tili nafaqat muloqot vositasi, balki Vatanga muhabbat, milliy g'urur, ajdodlarga hurmat, demak, avlodlarimizga hurmat timsoli hamdir. O'z tilini saqlagan xalq o'zligini saqlaydi.

CONCLUSION

After all, language is a part of the image of a nation. We cannot say that all peoples of the world have their own national official language. Because it is related to the national independence of the people. According to experts, one language is disappearing every two weeks. According to representatives of UNESCO, the number of languages spoken by people once reached 7,000 to 8,000, but today there are 6,000 languages on our planet. lib, 90 percent of them are on the verge of extinction. These are mainly the languages of a small number of nations that are losing their culture due to civilization. Some of the people who speak these languages have writing, while others do not. For example, 80% of the population speaking African languages still do not have their own writing. After all, the point that everyone should know is that the mother tongue is not just a means of communication, but also a symbol of love for the Motherland, national pride, respect for ancestors, and, therefore, honor for our descendants. A nation that preserves its language preserves its identity.

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MUASSASALARNING NOMLANISHIDA DAVLAT TILINING O'RNI
THE ROLE OF THE STATE LANGUAGE IN THE NAME OF INSTITUTIONS

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Annotatsiya : Ushbu maqolada O'zbekiston Respublikasining davlat tili hisoblangan o'zbek tilining davlat korxonalarida hamda turli xildagi muassasalarning nomlanishidagi ahamiyati, o'zbek tilining mavqeyi bayon qilinadi. Muassasalarning nomlanishida davlat tilining ahamiyati va o'tni haqida aytib o'tilgan hamda o'zbek tilining tarixi va bugungi kundagi rivojlanish jarayonlari aks ettirilgan.

Kalit so'zlar: Muassasa, davlat tili, korxona, tashkilot, jarayon, rivojlanish, til oilalari, qonun, moddalar, ona tili, dunyo tillari.

Annotation: In this article, the importance of the Uzbek language, which is considered the state of the Republic of Uzbekistan, in the naming of various types of information and the status of the Uzbek language is made. The importance and roots of the state language are mentioned in the naming of the institutions, and the history and current processes of the Uzbek language are reflected.

Key words: Institution, state language, organization, organization, process, project, language families, law, Unga language, world languages.

KIRISH

O'zbekistonning "Davlat tili to'g'risida"gi qonuni bundan 33 yil avval, 1989-yil 21-oktabrda – mustaqilligimiz e'lon qilinganiga qariyb ikki yil qolganida qabul qilingan. Mamlakatimizda hali ham avtoritar tuzum jazo o'tayotgan o'ta og'ir sharoitda xalqimiz taqdiri va kelajagini hal qiladigan bu qonunni qabul qilish oson bo'lmadi.

Darhaqiqat, o'sha davrda o'zbek tili davlat tili sifatida xalqimizni birlashtirgan, jamiyatimizni buyuk maqsadlar sari safarbar etuvchi qudratli kuch sifatida maydonga chiqdi. Ayni paytda bu O'zbekiston mustaqilligi sari qo'yilgan ilk dadil qadam edi. 1989-yilda qabul qilingan "Davlat tili to'g'risida"gi qonunda o'z aksini topgan muhim huquqiy normalar keyinchalik 1992-yilda O'zbekiston Respublikasi

Konstitutsiyasi – Mustaqillik kengashining 4-moddasida quyidagicha mustahkamlanganligini ham ta'kidlash lozim:

"O'zbek tili O'zbekiston Respublikasining davlat tilidir. O'zbekiston Respublikasi o'z hududida yashovchi barcha millat va elatlarning tillari, urf-odatlari va an'analari hurmat qilinishini ta'minlaydi, ularning rivojlanishi uchun sharoit yaratadi"[1].

INTRODUCTION

The Law of Uzbekistan "On the State Language" was adopted 33 years ago, on October 21, 1989 - about two years before the declaration of our independence. It was not easy to pass this law, which will decide the fate and future of our people, in the extremely difficult conditions where the authoritarian regime is still serving its sentence in our country.

Indeed, at that time, the Uzbek language as the state language emerged as a powerful force that united our people and mobilized our society towards great goals. At the same time, it was the first bold step towards the independence of Uzbekistan. It should also be noted that the important legal provisions reflected in the Law "On State Language" in 1989 were later strengthened in 1992 in Article 4 of the Constitution of the Republic of Uzbekistan - Independence Council as follows:

"Uzbek is the state language of the Republic of Uzbekistan. The Republic of Uzbekistan ensures that the languages, customs and traditions of all nations and peoples living in its territory are respected, and creates conditions for their development."[1]

MATERIALLAR VA USULLAR

Yangi O'zbekistonni barpo etish yo'lidagi ezgu intilishlarimiz, harakatlarimiz hal qiluvchi bosqichga ko'tarilmoqda. Shu tariqa milliy o'zligimiz va g'ururimiz timsoli bo'lgan ona tilimiz beqiyos kuch va ilhom manbai bo'lib xizmat qilmoqda.

Bu haqda gapirganda, Prezidentimizning 2020-yil 20-oktabrda imzolangan "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi farmoni alohida e'tiborga loyiq ekanini alohida ta'kidlash joiz. Mazkur hujjatda o'zbek tilini xalqimiz ijtimoiy hayotida va xalqaro miqyosda tubdan oshirish, yoshlarimizni vatanparvarlik, milliy an'ana va qadriyatlarimizga sadoqat ruhida tarbiyalash, davlat tilini to'liq joriy etish belgilangan. mamlakatimizda. chavandozlar bilan bog'liq istiqboldagi vazifalar ko'zda tutilgan. Prezident farmonida til siyosatini rivojlantirishning strategik maqsadlari va ustuvor yo'nalishlari, O'zbekistondagi millat va elatlarning tillarini

asrab-avaylash va rivojlantirish, oʻzbek tilini davlat tili sifatida oʻrganish uchun shart-sharoit yaratish, til siyosatini rivojlantirish belgilab berildi. belgilangan.

MATERIALS AND METHODS

Our noble aspirations and actions aimed at building a new Uzbekistan are reaching a decisive stage. In this way, our mother tongue, which is a symbol of our national identity and pride, serves as an incomparable source of strength and inspiration.

When talking about this, it should be noted that the President's decree "On measures to further develop the Uzbek language in our country and improve the language policy" signed on October 20, 2020 deserves special attention. In this document, the Uzbek language is to be radically increased in the social life of our people and at the international level, to educate our young people in the spirit of patriotism, loyalty to national traditions and values, and to fully introduce the state language in our country. future tasks related to riding are envisaged.   In the Presidential Decree, the strategic goals and priority directions of language policy development, preservation and development of the languages of the nations and peoples of Uzbekistan, creation of conditions for learning the Uzbek language as the state language, and development of the language policy were defined.

TADQIQOT VA MUHOKAMA

Aytish joizki, Oʻzbekiston Respublikasi Konstitutsiyasida oʻzbek tilining maqomi huquqiy jihatdan mustahkamlangan. "Oʻzbek tili toʻgʻrisida"gi qonun qabul qilingandan soʻng barcha davlat hujjatlari oʻzbek tilida yuritila boshlandi, gazeta va jurnallar oʻzbek tilida chop etila boshlandi.   1993-yil 2-sentabrda "Lotin tiliga asoslangan oʻzbek alifbosini tashkil etish toʻgʻrisida"gi qonun qabul qilinganidan soʻng mamlakatimiz har tomonlama rivojlanib, jahon kommunikatsiya tizimidan munosib oʻrin egallashiga keng yoʻl ochdi.   Shu oʻrinda statistik ma'lumotlarga e'tibor qaratsak, dunyoda 5600 dan ortiq til mavjud boʻlib, ulardan faqat 200 tasi davlat tili sifatida qabul qilingan.   Ular orasida oʻzbek tilining ham borligi uning naqadar sof, mukammal, sof va jozibali ekanligining yorqin dalilidir. Rus tilshunosi, professor A. M. Kozlyanina "Oʻzbek tili musiqa ohangi kabi nafis va jozibali" deb bejiz aytmagan.

Biroq, bu oʻrinda savol tugʻilishi tabiiy: oʻzbek tili biror joyga nom berishga yaramaydimi?!   Afsuski, barchamizga ma'lumki, koʻchalardagi doʻkonlar, supermarketlar, turli ustaxonalar, goʻzallik salonlari, osmonoʻpar binolar, bogʻchalar nomlari oʻzbek tilida emas, balki boshqa xorijiy tillarda yozilganiga guvoh boʻlishimiz mumkin. Bu haqiqatni isbotlash uchun katta ilmiy izlanishlar qilish shart

emas, qo'lingizga ruchka, qalam olib ko'chaga chiqish kifoya. Qanchalik achinarli bo'lsa-da, biz bunga ko'nikib ketyapmiz! Axir biz O'zbekistonda yashaymiz, nega joylarni o'zbekcha nomlay olmaymiz? Bunga kim aybdor: davlat hokimiyati yoki o'zbek millati? Ijtimoiy tarmoqlarda O'zbekistonda osmono'par binolar qurilayotganiga qaramay, ularning nomlari hamon ingliz tilida ekani haqida turli fikrlar bildirilayotganiga duch kelishimiz mumkin. Masalan, ulardan biri Toshkent markazida qurilgan "Nest one" deb nomlangan turar-joy binosining nomi o'zbekcha emas, inglizcha ekanligini aytadi! Vaholanki, bu imorat O'zbekistonda o'zbeklar tomonidan qurilgan (inglizlar emas!) Bu so'zlarni ijtimoiy tarmoqlardan birida yozilgan maqolada ham uchratishimiz mumkin: "Demak, quruvchi o'zbekmi, uning dastxati yaqqol ko'rinib turishi kerak. qurgan bino, bu esa quruvchining o'zligini yo'qotmaganidan dalolatdir inobatga olsak, ular tilshunoslarni jalb qilgan taqdirda ham, o'zbek tilining boyligini xalqqa ko'rsatish, yangi so'z va iboralarning o'zbekcha talqinini joriy etishda yetakchilik qilishi kerak".

AQSH, Buyuk Britaniya, Germaniya, Rossiya, Xitoy, Hindiston, Turkiya va boshqa mamlakatlarning 60 ga yaqin universitetlari va 100 dan ortiq maktablarida o'zbek tili o'qitilayotgan bir paytda biz binolarimizni inglizcha yoki ingliz tilida nomlashimizni qanday tushunishimiz kerak. ruscha?! Shu o'rinda BMT vakillarining til haqida aytgan faktini eslaylik: "Bir paytlar odamlar so'zlashadigan tillar soni 7-8 mingga yetgan bo'lsa, bugungi kunda sayyoramizda 6000 ta til mavjud va ularning 90 foizi. Bular asosan tsivilizatsiya tufayli o'z madaniyatini yo'qotayotgan oz sonli xalqlarning tillaridir, boshqalari esa, masalan, 80% Afrika tillarida so'zlashuvchi aholi hali ham o'z yozuviga ega emas, tilshunoslarning fikriga ko'ra, yana 25 yil o'tgach, bugungi kunda qo'llaniladigan o'n tildan biri saqlanib qoladi.

O'zbekiston Respublikasi hududidagi davlat organlari, tashkilot va muassasalarda davlat tiliga oid qonun hujjatlarining ayrim normalari buzilganiga guvoh bo'lishimiz mumkin. "Davlat tili to'g'risida"gi qonunning 10-moddasiga ko'ra, korxona, muassasa, tashkilot va jamoat birlashmalarida ish yuritish davlat tilida olib borilishi mumkin, lekin ko'pchilik xodimlari o'zbek tilini bilmaydigan jamoalarda ish yuritilishi mumkin. boshqa tillarda, shuningdek davlat tilida amalga oshiriladi. Biroq ayrim davlat tashkilotlari, organlari va muassasalarida ish yuritish davlat tilida emas, balki boshqa tillarda, jumladan, rus tilida olib borilmoqda. Bu o'z navbatida davlat tiliga hurmat va e'tiborning pasayishiga sabab bo'layotgani barchamizga ayon. Shuning uchun ham O'zbekiston Respublikasi Ma'muriy

javobgarlik to'g'risidagi kodeksining 42-moddasiga Adliya vazirligi tomonidan "Davlat tili to'g'risidagi qonun hujjatlarini buzish" deb nom berilgan bo'lsa-da, bu moddada belgilangan talablarga rioya qilmaslik bilan bog'liq munosabatlar qamrab olinmagan. davlat organlari va tashkilotlarida ishlarni olib borishda davlat tili haqidagi qonun hujjatlarining. . Bu holat ayrim davlat organlarida davlat tili to'g'risidagi qonun hujjatlariga rioya etilmasligi, ish yuritishning davlat tilida olib borilmayotganiga olib kelmoqda, deb ta'kidladi Adliya vazirligi. 2020-yil 25-aprelda Adliya vazirligining Ukraina Jinoyat kodeksining 42-moddasiga quyidagi mazmundagi qo'shimcha kiritish taklifi bilan: "Davlat organlarida ishlarni olib borishda davlat tili haqidagi qonun hujjatlari talablariga rioya qilmaslik va tashkilotlar mansabdor shaxslarga asosiy hisob-kitob miqdorining ikki baravaridan besh baravarigacha miqdorda jarima solishga sabab bo'ladi" degan 2020-yil 25-apreldagi ommaviy axborot vositalarida maqola shaklida e'lon qilinganiga qaramay, hech qanday o'zgartirish kiritilmaganini ko'rishimiz mumkin. hali. Fuqarolik kodeksining 42-moddasiga o'zgartirish kiritish: "Davlat organlari va tashkilotlarida ishlarni olib borishda davlat tili to'g'risidagi qonun hujjatlari talablariga rioya etmaslik mansabdor shaxslarga asosiy hisob-kitob miqdorining ikki baravaridan besh baravarigacha miqdorda jarima solishga sabab bo'ladi. "

RESEARCH AND DISCUSSION

It should be noted that the status of the Uzbek language has been legally strengthened in the Constitution of the Republic of Uzbekistan. After the adoption of the law on the Uzbek language, all state documents began to be kept in Uzbek, newspapers and magazines were published in Uzbek. On September 2, 1993, after the adoption of the law "On the establishment of the Uzbek alphabet based on the Latin language", our country developed in all respects and paved the way for it to occupy a worthy place in the world communication system. Let's pay attention to statistics here: there are more than 5600 languages in the world, and only 200 of them are accepted as state languages. The presence of the Uzbek language among them is a clear proof of how pure, perfect, pure and attractive it is. Professor A. M. Kozlyanina, a Russian linguist, did not for nothing say that "the Uzbek language is as elegant and attractive as the melody of music."

However, it is natural to ask a question here: is the Uzbek language not suitable for naming a place?! Unfortunately, as we all know, we can witness that the names of shops, supermarkets, various workshops, beauty salons, skyscrapers, and kindergartens on the streets are not written in Uzbek, but in other foreign languages.

To prove this fact, you don't need to do a huge scientific research, it's enough to go out into the street with a pen and a pen in your hand. Despite how sad it is, we are getting used to it! After all, we live in Uzbekistan, why can't we name places in Uzbek? Who is to blame for this: state authorities or the Uzbek nation? In social networks, we may come across different opinions expressed that despite the fact that skyscrapers are being built in Uzbekistan, their names are still in English. For example, one of them says that the name of the residential building called "Nest one" built in the center of Tashkent is not in Uzbek, but in English! However, this building was built in Uzbekistan by the Uzbeks (not the British!) We can also find these words in an article written on one of the social networks: "So, whether the builder is Uzbek, his signature should be clearly visible on the building he built, and this indicates that the builder has not lost his identity. The signature appears first in names. Frankly speaking, the neglect of the Uzbek language in the official press is quite high. More precisely, state institutions are leading in this regard. In fact, even if they involve linguists, they should take the lead in showing the richness of the Uzbek language to the people, introducing the Uzbek interpretation of new words and phrases."

At a time when the Uzbek language is taught in about 60 universities and more than 100 schools of the USA, Great Britain, Germany, Russia, China, India, Turkey and other countries, how should we understand that we name our buildings in English or Russian?! Just here, let's recall the fact given by the representatives of the UN about language: "Once upon a time, the number of languages spoken by people reached 7,000 to 8,000, but today there are 6,000 languages on our planet, and 90 percent of them are on the verge of extinction. These are mainly the languages of a small number of nations that are losing their culture due to civilization. Some of the people who speak these languages have writing, while others do not. For example, 80% of the African language-speaking population still does not have its own writing. According to linguists, after another 25 years, one out of ten languages that are in use today will be preserved.

We can witness the violation of some norms of legislation on the state language in state bodies, organizations and institutions in the territory of the Republic of Uzbekistan. According to Article 10 of the Law "On the State Language", business in enterprises, institutions, organizations and public associations can be carried out in the state language, but in communities where the majority of employees do not know the Uzbek language, it can be carried out in other languages as well as the state language. However, in some state organizations, bodies and institutions, proceedings

are conducted not in the state language, but in other languages, including Russian. It is clear to all of us that this, in turn, causes a decrease in respect and attention to the state language. That is why, although Article 42 of the Code of Administrative Responsibility of the Republic of Uzbekistan was named "Violation of the legislation on the state language" by the Ministry of Justice, this article did not cover relations related to non-compliance with the requirements of the legislation on the state language in the conduct of work in state bodies and organizations. . According to the Ministry of Justice, this situation leads to the non-compliance with the legislation on the state language in some state bodies and to the fact that proceedings are not carried out in the state language. On April 25, 2020, the proposal of the Ministry of Justice to add the following to Article 42 of the Criminal Code of Ukraine: "Failure to comply with the requirements of the legislation on the state language in the conduct of work in state bodies and organizations will result in officials being fined from two to five times the amount of the basic calculation" in the media on April 25, 2020 we can see that despite the fact that it was published in the form of an article, no changes have been made yet. Amending Article 42 of the Civil Code: "Failure to comply with the requirements of the legislation on the state language in the conduct of work in state bodies and organizations shall result in officials being fined from two to five times the amount of the base calculation."

XULOSA

Xulosa o'rnida aytish mumkinki, ona tili millatning ruhi, borlig'imiz va birligimiz, davlat timsoli ekanligini inobatga olib, uni asrab-avaylash va rivojlantirish har bir fuqaroning insoniy burchidir. Binobarin, oldimizda o'zbek tilini yanada rivojlantirish, uning davlat tili sifatidagi mavqei va nufuzini yanada mustahkamlash borasida ulkan va mas'uliyatli vazifalar turibdi.

CONCLUSION

In conclusion, taking into account that the mother tongue is the soul of the nation, our existence and unity, the symbol of the state, it is the human duty of every citizen to preserve and develop it. Therefore, we have great and responsible tasks ahead of us in terms of further development of the Uzbek language, further strengthening of its position and prestige as the state language.

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QUESTIONNAIRES FOR THE STUDY OF MULTIFACTORIAL PERSONALITY - A COMPLETE DIAGNOSIS OF PERSONALITY. R. KETTEL'S 16PF FACTOR PERSONALITY QUESTIONNAIRE

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Annotation: *This article discusses multifactorial personality questionnaires - a comprehensive diagnosis of personality. Detailed information about the structure, purpose, primary factors of R. Kettel's 16PF personality questionnaire is provided.*
Keywords: *16PF Questionnaire, personality assessment, multifactorial personality, clinical psychology, occupational psychology, personality traits, psychological testing.*

Introduction: The 16 Personality Factors (16PF) Questionnaire, developed by Raymond Cattell, is a multifactorial tool designed for a comprehensive assessment of personality traits. Comprising 185 multiple-choice questions, the 16PF evaluates 16 primary personality factors such as warmth, emotional stability, dominance, and social boldness, which are further grouped into five global factors: extraversion, anxiety, tough-mindedness, independence, and self-control. This questionnaire is widely utilized in clinical psychology, occupational settings, and research to provide valuable insights into an individual's personality structure, aiding in therapeutic practices, personnel selection, and understanding behavioral dynamics. The results yield a detailed personality profile that supports informed decision-making in various contexts.

The 16PF is one of the most comprehensive tools for personality assessment. It is designed to evaluate a wide range of personality traits, providing a multifactorial analysis of personality. This tool is widely used in both clinical settings and research to give a complete diagnosis of an individual's personality across several dimensions. Purpose of the 16PF is that it is designed to assess normal personality traits, offering a complete view of an individual's personality structure. It is often used in areas such as psychology, counseling, personnel selection, and career planning.

Structure of the 16PF consists of 185 questions, all of which are multiple-choice. The responses are then analyzed to assess 16 different personality traits, divided into primary factors and global factors.

Primary Personality Factors:

Warmth (A): Assessing how warm, outgoing, and attentive to others a person is.

Reasoning (B): Reflecting cognitive abilities and intellectual functioning.

Emotional Stability (C): Measuring how stable and adaptive a person is emotionally.

Dominance (E): Determining assertiveness and independence.

Liveliness (F): Examining how lively and expressive a person is.

Rule-Consciousness (G): Reflecting the person's sense of responsibility and adherence to rules.

Social Boldness (H): Assessing confidence in social situations.

Sensitivity (I): Looking at the person's sensitivity to feelings and emotions.

Vigilance (L): Assessing skepticism and suspicion towards others.

Abstractedness (M): Measuring creative and abstract thinking.

Privateness (N): Assessing how open or discreet a person is about themselves.

Apprehension (O): Reflecting feelings of insecurity and worry.

Openness to Change (Q1): Determining how open someone is to new experiences.

Self-Reliance (Q2): Measuring independence and preference for being alone.

Perfectionism (Q3): Reflecting the desire for order and precision.

Tension (Q4): Measuring levels of frustration and tension.

Global Factors: The primary factors can be grouped into five global factors or second-order factors:

Extraversion: Combining traits like warmth, liveliness, social boldness, and dominance.

Anxiety: Derived from emotional stability, vigilance, apprehension, and tension.

Tough-Mindedness: A combination of reasoning, abstractedness, sensitivity, and openness to change.

Independence: Reflecting dominance, social boldness, vigilance, and self-reliance.

Self-Control: Comprised of rule-consciousness, perfectionism, liveliness, and abstractedness.

Applications:

Clinical settings: The 16PF can be used to understand a patient's personality structure for psychotherapy and counseling.

Occupational and organizational psychology: Helps in personnel selection, career counseling, and team development by identifying personality traits that may influence job performance or compatibility with certain roles.

Research: Extensively used in psychological research to study personality traits and how they relate to other psychological or behavioral factors.

Scoring and Interpretation: The 16PF results are interpreted through standardized scores that are compared to norms from various population samples. This allows psychologists to understand where individual falls on each of the 16 traits, providing a detailed personality profile.

Conclusion: *The 16PF Questionnaire offers a comprehensive analysis of personality, providing both a fine-grained and broad assessment of traits. It remains a valuable tool for psychologists, researchers, and human resource professionals who seek to understand complex personality dynamics.*

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