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**QUANTUM CHEMICAL CALCULATIONS OF AN INHIBITOR BASED
ON MALEIC ACID, MONOETHANOLAMINE AND PHOSPHATE ACID**

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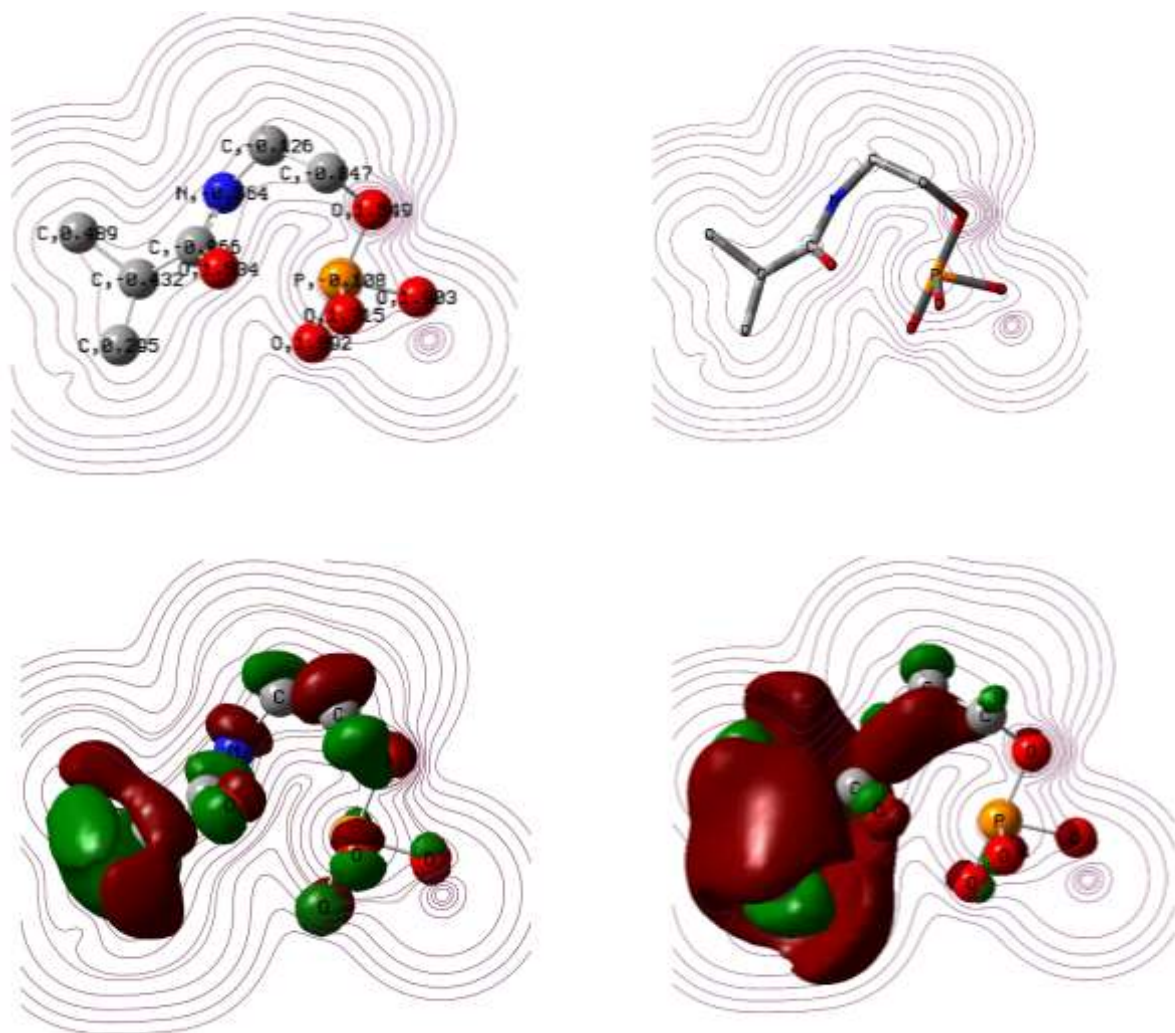
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Introduction. One of the best ways to protect metals from corrosion is the use of corrosion inhibitors. The use of inhibitors can only slow down corrosion, but cannot completely stop it[1,2]. Corrosion is one of the processes that cause great damage not only to industry, but also to material and spiritual heritage. According to their types, corrosion inhibitors are divided into anodic, cathodic and mixed corrosion inhibitors [3,4]. In general, there are several types of corrosion, which are characterized by the source of origin and properties. In preventing corrosion, the use of corrosion inhibitors can allow us to use structures for a relatively longer period of time, but it cannot completely eliminate this problem [5,6].

Experimental part The geometries of the studied compounds were generated using the Avogadro software package, and then fully optimized using the Popl basis set - RHF/6-31G(d, p) using GaussView 6.0.16 software. The results of GaussView 6.0.16 calculations using the DFT (B3LYP) method, using the Mulliken method and the frontier molecular orbital (FMO) approximation to calculate the charges on all atoms, were visualized using the Avogadro program. Comparing the values of electronic charges obtained from the calculation by these methods, it was concluded

that the donor atoms with the highest value of negative charge in all calculated molecules can be coordinated.



HOMO = -2,058 eV

LUMO = 4,34 eV

Figure 1. Figure 1 shows the distribution of charge in atoms and localization of frontier orbitals.

The electron density in the HOMO of Figure 1 is located on the oxygen and secondary nitrogen atoms of the $-C=O$ group (Figure 1.). The energies of the LUMO and HOMO states are also very different for this ligand. Therefore, in Figure 1, it also creates a strong field, and according to Pearson's principle of "hard and soft acids and bases", the oxygen and secondary nitrogen atoms of the $-C=O$ group compete as spectator ligands.

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CINEMAS, THEATRES AND MUSEUMS IN UZBEKISTAN

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Abstract: Uzbekistan's artistic spirit dances to a rhythm woven from centuries of cultural exchange. From the echoes of Silk Road merchants traversing ancient trade routes to the indelible mark of the Soviet era, the country's artistic landscape is a vibrant tapestry of influences. Cinemas, theaters, and museums act as windows into this rich history and evolving cultural identity, showcasing a captivating blend of traditional art forms and contemporary artistic expressions. This article delves into the heart of Uzbekistan's cultural scene, exploring how its cinemas, theaters, and museums reflect the nation's journey through time. We will trace the threads of Silk Road influence woven into the architecture and decorative arts, witness the enduring legacy of Soviet-era realism, and discover how contemporary artists are pushing boundaries and forging new creative paths. Join us as we explore the diverse spaces where Uzbekistan's artistic spirit comes alive, revealing a nation that cherishes its past while embracing the possibilities of the future.

Key words: Ministry of Culture, Samarkand, Bukhara, Khiva, Republic of Karakalpakstan, Ilkhom Theatre, Akhunbabayev, Alisher Navoi, Republican puppet theater, Anton Chekhov.

Presently, there are 110 different museums in Uzbekistan, 98 of them, including branches of the state museums are under the supervision of the Ministry of Culture and Sports of the Republic of Uzbekistan. The largest number of museums is located in Tashkent, the capital of Uzbekistan. Other interesting Uzbekistan museums are located in major tourist cities, such as Samarkand, Bukhara and Khiva. State Museum of Art named after I.V. Savitsky, located in Nukus, the capital and administrative center of the Republic of Karakalpakstan, is one of the most famous museums in Central Asia. The art galleries and craft centers that promulgate the Uzbek modern and classic art as well as folk crafts are gaining ever increasing popularity in Uzbekistan. Tashkent with about a dozen major art galleries, hosts regular exhibitions of fine art to display folk pieces of virtu, antiques and other items that compose the cultural heritage of Uzbekistan. Art studios and galleries, opened

in other major cities of Uzbekistan such as Samarkand, Bukhara, Khiva, are enjoying great success both among Uzbekistan tourists and residents. The craft centers or centers of Uzbek arts and crafts showcase hereditary artisans' workshops, whose hand-made pottery as well as silk carpets and suzanne, jewelry and accessories, forged products and costumes make up the original national wealth of the Uzbek people. There you can not only buy the thing you like, but also attend a master class where you will be shown a process of creating unique gift items in ethnic style found only for the Central Asian region.

The theatrical life of Uzbekistan is quite different. There are 35 state theaters, including two opera and ballet in Tashkent and Samarkand, 10 music and drama theaters, as well as dolls theaters nationwide. Also, Russian music and drama theaters operate in Tashkent, Samarkand and Ferghana. Most of the theatres are located in capital city of Uzbekistan. Here is the list of most leading theatres in Uzbekistan:

Tashkent: Ilkhom Theatre, Academic Russian Drama Theatre of Uzbekistan, The State Academic Bolshoi Theatre named after Alisher Navoi, Uzbek National Academic Drama Theatre, National Theatre for Young People named Yu Akhunbabayev, Youth Theatre of Uzbekistan, Republican puppet theater, Operetta Theatre (Tashkent State Theater of Musical Comedy), Drama Theatre. Abror Khidoyatov, Uzbek Theater of Musical Drama and Comedy Mukimi, Theatre "Ofarin" dance

Samarkand: Samarkand Regional Theater of Music and Drama named after Hamid Alimdjan, Samarkand Russian Theater. Anton Chekhov, Regional Puppet Theater named A.Dzhuraeva

Andijan: State Theatre of Drama and Comedy. Akhunbabayev

Nukus: Karakalpak Music and Drama Theatre named after Stanislavsky, Karakalpak State Musical Theatre Berdakh

Fergana: Ferghana Regional State Russian Drama Theatre

In conclusion, Our journey through Uzbekistan's cinemas, theaters, and museums reveals a nation deeply connected to its artistic spirit. These cultural spaces are not merely repositories of artifacts or stages for entertainment; they are living testaments to Uzbekistan's rich history, evolving identity, and enduring creativity. We have witnessed the legacy of the Silk Road echo through the architectural grandeur of theaters like the Navoi Opera House and the intricate craftsmanship of historical artifacts displayed in museums. We have seen how Soviet-era influences shaped cinematic narratives and theatrical productions, while also observing how contemporary artists are breaking new ground and exploring diverse forms of expression. Uzbekistan's cultural scene is a dynamic tapestry, interwoven with threads of tradition and innovation. Cinemas provide a platform for both local

filmmakers and international productions, offering audiences a diverse range of cinematic experiences. Theaters continue to be spaces where audiences can witness the magic of live performance, from traditional dance and music to contemporary plays that grapple with modern-day issues.

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Using the Total Physical Response method in teaching language and its basic features

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Abstract: Nowadays, many people try to learn another language in order to studying abroad or travelling. Acquiring language proficiency can be highly advantageous for a number of reasons, including enhanced communication abilities, increased cultural awareness, professional prospects, and cognitive advantages. It makes it easier to interact with people from various origins and comprehend other cultures. This article is about the Total Physical Response (TPR) method and its main features.

Key words: Reading, writing, vocabulary, grammar, simple Simon says, charades, pantomime actions, fluency.

Scientists have long looked for ways to improve the effectiveness and engagement of language instruction. A variety of strategies have been explored in recent study, utilising gamification, technology, and neuroscience. Using interactive digital tools that adjust to different learning styles and offer individualised feedback and reinforcement is one promising approach. Inspired by video games, gamified learning platforms use components such as prizes, competition, and progression to encourage students to actively participate in the curriculum.

Furthermore, strategies like spaced repetition and multimodal learning techniques that maximise memory retention and language acquisition have been developed thanks to insights from neuroscience. By incorporating these cutting-edge approaches into language instruction, teachers may produce more engaging and joyful learning environments, which will eventually help students become more proficient and fluent speakers. One of this method is TPR (total physical response). Dr. James Asher is the primary scientist associated with the Total Physical Response (TPR) method. He developed and promoted TPR through his research and publications, advocating for its effectiveness in language teaching. While Dr. James Asher is the foremost proponent of the Total Physical Response (TPR) method, other researchers have also offered their perspectives. Dr. Stephen Krashen, for instance, has supported TPR as a valuable tool for language acquisition, particularly in its ability to engage learners through kinesthetic activities.

Additionally, Dr. Tracy Terrell, in collaboration with Dr. Stephen Krashen, has incorporated elements of TPR into their Natural Approach to language teaching, recognizing its benefits in facilitating comprehension and retention. The use of movement to promote learning is emphasised in the Total Physical Response (TPR)

method of teaching languages. TPR, which was created by Dr. James Asher in the 1960s, is predicated on the notion that language acquisition works best when students actively participate in physical activities. During TPR classes, students obey the instructor's instructions by moving in the appropriate way. This approach uses kinesthetic learning to reinforce information and involves numerous senses, making it especially useful for teaching vocabulary and simple sentence patterns.

The characteristics of TPR.

The coordination of speech and action.

The role of learners of listener and performer.

Learners monitor and evaluate their own progress.

Reading and writing is taught after grammar and vocabulary.

Grammar is taught inductively.

Grammar and vocabulary selected according to the situation.

Learning language by gestures(body languag).

The teacher and the students are actors.

Students should be more active and talkative .

Motorist student.

Activities in this method should be “ Simon says”, “ group singing” , “ charades”, “ pantomime actions”, “ storytelling sessions”.

All of them are really interesting and a great opportunity to make more conversation among pupils and also, it can take the attention of each studstud. Moreover, it is a good chance to exprss own opinions of students according to the tasks

Applications of TPR.

Reading: predicting skills and read the text.

Writing: making dialogue and picturing.

Vocabulary: reality, demonstration, conversation.

Structure: demonstration, reality.

The advantages of TPR.

It is fun, easy and memorable.

It is a good tool for building vocabulary.

It can facilitate students with meaning the real context.

It does not require the great deal of preparation.

Help the students immediately understand the target language.

TPR is inclusive and works well a class with mixed ability levels.

Help learner achieve fluency faster in learning language.

It benefits the struggling students.

Creates positive thinking.

The disadvantage of TPR.

Students are not generally given the opportunity to express their own thoughts in a creative way.

It can be challenging for shy students.

It is not a creative method.

Overusing TPR causes someone easily bored.

Certain target language may not be suited in this method.

It is limited, since everything can not be explained with thus method.

In conclusion, the Total Physical Response (TPR) technique offers a dynamic and engaging approach to learning, which makes it an important tool in language instruction. TPR improves language acquisition comprehension, retention, and fluency especially for novices and younger learners by utilising physical movement and activities. TPR provides important advantages in strengthening vocabulary, fundamental sentence structures, and general language ability, even if it might not be appropriate for every student or every language idea. TPR provides a well-rounded language learning experience that accommodates a range of learning preferences and styles when combined with other teaching approaches.

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**KICHIK MAKTAB DAVRIDA PSIXIK RIVOJLANISH
XUSUSIYATLARI**

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Annotatsiya : Ushbu maqolada Kichik maktab davrida bolalarda kechadigan psixik jarayonlar ,ulardagi asosiy psixik yangiliklar ,maktab ta'limiga psixik tayyorgarlik ,rivojlanishning ijtimoiy shart sharoitlari va kichik maktab yosh davrining yetakchi faoliyati haqida bilib olishingiz mumkin .

Kalit so'zlar: Intellektual tayyorgarlik , shaxsiy tayyorgarlik ,psixik rivojlanish , layoqat ,tadqiqotlar ,maktabga moslashish .

Kichik maktab davri 6-7 yoshdan 9-10 yoshgacha davom etadi . Bu davrda bola ,fan asoslarini o'rganish uchun biologic va psixologik jihatdan tayyor bo'ladi .Uning psixikasi bilim olishga yetadigan darajada rivojlanadi .Shu yoshdagi bola idrokning o'tkirligi ,ravshanligi,sofligi,aniqligi, xayolning yorqinligi, xotirasining kuchliligi, tafakkurining yaqqolligi ,o'zining qiziquvchanligi ,ishonuvchanligi bilan boshqa yoshdagi bolalardan ajralib turadi .Maktab ta'limiga tayyorlanayotgan bolada diqqat nisbatan uzoq muddatli va shartli barqaror bo'ladi .Kichik maktab yoshidagi bolaning asosiy faoliyati o'qish bo'ladi.Bolaning maktabga borishi , uning psixologik rivojlanishi va shaxsning shakllanishdagi o'rni nihoyatda katta .Bola o'quv faoliyatida o'qituvchi rahbarligida inson ongining turli funksiyalarini mazmunini egallaydi ,insoniy an'analar asosida xarakat qilishni o'rganadi ,o'z irodasini o'quv maqsadlariga erishish uchun mashq qildiradi .O'quv faoliyati bolada nutq, diqqat , xotira , tasavvur va tafakkurini kerakli darajada rivojlanishini talab etgan xolda , bola shaxsi rivojlanishi uchun yangi sharoitlarni yaratadi .Birinchi bor maktabga kelgan bola o'z atrofidagilar bilan psixologik jihatdan yangi munosabat tizimiga o'tadi.Uhayotining tubdan o'zgarganini ,unga yangi majburiyatlar ,nafaqat,har kuni maktabga boorish ,balki o'quv faoliyati talablariga bo'ysunish ham yuklatilganini his eta boshlaydi .Oila a'zolarining bola o'quv faoliyati ,yutuqlari bilan qiziqayotganligi , shuningdek, uni nazorat qilayotganligi , unga qilinayotgan yangi muomala, munosabat uning ijtimoiy mavqeyi o'zgarganligini to'la his etishga ,o'ziga nisbatan munosabatning o'zgarishiga asos bo'ladi.Kattalar bolalarning amaliy jihatdan o'z vaqtlarini to'g'ri taqsimlash borasida yaxshi o'qish, o'ynash ,sayr qilish va boshqa narsalar bilan shug'ullanishga o'rgatadilar .Demak, oilda bola u bilan xisoblashadigan ,maslahatlashadigan yangi bir o'rinni egallaydi .

Bolaning maktabdagi muvaffaqiyati uning keying psixik rivoji va shaxsning shakllanishida to'liq ijobiy asos bo'ladi .Bola insoniy munosabatlar tizimida ham alohida o'rin egallayotganinni ,ota –onasi, yaqinlari ,atrofidagilari unga yosh boladek emas , balki o'z vazifalari, majburiyatlari bor bo'lgan ,o'z faoliyat natijasiga ko'ra xurmatga sazovor bo'lishi mumkin bo'lgan aloxida shaxs sifatida munosabatda bo'ladilar .

Maktabga kelishi arafasida bolaning so'z boyligi o'z fikrini bayon eta oladigan darajada ortadi . 6 yoshdagi normal rivojlanayotgan bola o'z nutqida 3000-7000 so'zni ishlatadi.Bolalar nutqining o'sishida ularning maktabdagi o'qish faoliyati ayniqsa katta rol o'ynaydi .Bola maktabga kelmasdan oldin o'zi qanday gapirayotgani ustida o'ylab o'tirmasdan ,o'z nutqidan faqat aloqa va bilish vositasi tariqasida foydalanadi.Maktabda esa bola gaplashayotgan til o'qitiladigan va o'rganiladigan fan bo'lib qoladi.Maktabda o'qiyotgan : bola o'z ona tili ning grammatikasi bilan shug'ullanishi natijasida o'z nutqini grammatika qoidalariga muvofiq ongli ravishda tuzishni o'rganadi .Grammatikani o'rganish jarayonida bola nutqining fonetik jihati aniqlanadi ,nutqning morfologik jihati to'g'ri bo'lib boradi,sintaksis tuzilishi esa ancha takomillashadi.Nutqning ayrim jihatlariga xos bo'lgabn bu sifatlar faqat grammatikani o'qib o'rganish jarayonida o'sib qolmasdan ,balki, shu bilan birga maktabda o'qitilayotgan boshqa fanlarning ta'siri ostida ham o'sadi.Maktabda o'qitilayotgan hamma fanlarni o'rganish va shu fanlar bilan shug'ullanish jarayonida o'quvchi nutqining lug'at zaxirasi boyiydi, so'zlarning mazmuni chuqurlashadi va kengayadi ,har qaysi so'zning har qaysi atamaning ma'nosi aniqlanadi.Boshlang'ich sinf yoshidagi bolalar nutqi asosan ot,sifat,son, fe'l va bog'lovchilardan iborat bo'ladi .Bu yoshdagi bolalar o'z nutqlarida qaysi so'zlarni ishlatgani afzalu ,qaysilarini ishlatish mumkin emasligini farqlay oladilar .6-7 yoshli bola jummalarni murakkab grammatik tizimda tuza oladi .Bola butun bolalik davrida nutqni jadal ravshda egallab borib ,uni o'zlashtirishi ma'lum bir faoliyatga aylana boradi .7-9 yoshli bolalar nutqining o'ziga xos xususiyatlaridan biri shundaki , ular o'z fikrlarini bayon etish uchungina emas , balki o'z suhbatdoshining diqqatini o'ziga jalb qilish uchun ham gapiradilar .

Bu8 davrda bolaning yozma nutqi ham shakllana boshlaydi .Yozma nutq jummalarni to'g'ri tuzish va so'zlarni to'g'ri yozishga ma'lum talablar qo'yilganligi bilan xarakterlanadi .Bola so'zlarni qanday eshitgan bo'lsa shundayligicha yozilmasligini bilishi ,ularni to'g'ri talaffuz etishga va yozishga o'rganishi zarur.Yozma nutqni egallash asosida bolalarda turli matnlar haqida ma'lumotlar yuzaga keladi .Bu davrda yozma nutq endigina shakllanganligi bois , bolda o'zi yozgan fikrlarni ,so'z va harflarni nazorat etish malakasi hali rivojlanmagan bo'ladi . Lekin unga ijod qilish imkoniyati beriladi . Ushbu mustaqil ijodiy ish kichik

maktab yoshidagi o'quvchilarda berilgan mavzuni anglash ,uning mazmunini aniqlash ,fikrlarni bayon etish uchun ma'lumotlar to'plash ,muhim jihatlarini ajratib olish ,reja tuzish ,uni ma'lum ketma –ketlikda bayon etish ,ma'lakasini yuzaga keltiradi.

Bolaning maktabda muvaffaqiyatli o'qishi ko'p jihatdan ularning maktabda tayyorgarlik darajalariga bog'liq .Bolaning maktabda o'qishiga tayyorligi quyidagilarni o'z ichiga oladi .

- 1.Shaxsiy tayyorgarlik
- 2.Intellektual tayyorgarlik
- 3.Harakat tayyorgarligi
- 4.O'quv faoliyati tayyorgarligi.

1.Mativatsion sohaning rivojlanganlik darajasi .Bilishga qiziqishning mavjudligi , ijtimoiy munosabatlar tizimida o'zining maxsus o'rni bo'lishiga intilish , muhim baholanadigan faoliyatni bajarish –o'quvchi bo'lish

2.Tevarak –atrofda mo'ljal ola bilish ,bilimlar zaxirasining mavjudligi .

Idrok va ko'rgazmali –obrazli tafakkurning ma'lum darajada rivojlanganligi.Umumlashtirish darajasi – narsa va hodisalarni farqlash va umumlashtira olish ko'nikmsi .

3.-mayda motorika

-katta harakatlarni amalga oshirish (qo'l,oyoq , tana)

4.-kattalarni diqqat bilan eshita olish va uning ko'rsatmalarini aniq bajarish ;

-topshiriqni mustaqil bajarish ;

-chalg'ituvchi omillarga e'tibor bermasdan topshiriqni bajarishga kiritish .

Bola avvalo maktabga jismoniy jihatdan tayyor bo'lishi kerak .6 yoshli bolalarning anatomic fiziologik rivojlanishi o'ziga xos tarzda kichadi .Bu yoshda bola organizimi jadal rivojlanadi .Uning og'irligi oyiga 150 dan 200 gacha ,bo'yi esa 0.5sm gacha ko'payadi .6 yoshli bolalar turli tezliklarda , tez va yengil yugura oladilar .Ular sakrash ,konkida yugurish ,chang'ida uchush ,suzish singgari harakatlarni ham bemalol bajarishlari mumkin .Musiqqa bo'yicha mashg'ulotlarda esa xilma xil ritmik va plastik harakatlarni bajaradilar ,turli mashqlarni aniq,tez,yengil va chaqqon bajara oladi.

Kichik maktab Yoshidagi bolaning muhim xususiyatlaridan biri, unda o'ziga xos ehtiyojlarning mavjudligidir. Bu ehtiyojlar o'z mohiyatiga ko'ra faqat muayyan bilim, ko'nikma va malakalarni egallashga qaratilmay, balki o'quvchilik istagini aks ettirishdan ham iboratdir. Shu ehtiyojlar asosida bolaning o'z [portfeliga](#), shaxsiy o'quv qurollariga, dars tayyorlash stoliga, kitob qo'yish javoniga ega bo'lish, kattalardek har kuni maktabga borish istagi yotadi. Ana shu ehtiyoj bola shaxsining shakllanishida, Shuningdek uning ijtimoiylashuvida katta ahamiyatga ega hisoblanadi.

Bu davrda bola, fan asoslarini o'rganish uchun biologik va psixologik jihatdan tayyor bo'ladi. Fiziologlarning fikriga ko'ra, 7 Yoshga kelib bolaning katta miya yarim sharlari ma'lum darajada rivojlangan bo'ladi. Lekin bu Yoshda inson miyasining psixik faoliyatni rejalashtirish, boshqarish, nazorat qilish kabi murakkab shakllariga javob beradigan maxsus bo'limlari hali to'liq shakllanib bo'lmagan bo'ladi. (miyaning bu qismlari 12 Yoshda rivojlanib bo'ladi.) Miyaning boshqaruv funksiyalarini to'liq shakllanib bo'lmaganligi kichik maktab Yoshidagi bolalarning xulq-atvorida, faoliyatlarini tashkil etishlarida va emotsional sohalarida yaqqol namoyon bo'ladi

Ayrim 6 Yoshli bolalar ota-onasining xohishi bilan hali o'qishga tayyor bo'lmay turib, maktab ostonasiga qadam qo'yishadi. Afsuski, o'qish davomida aqliy-ruhiy zo'riqish oqibatida turli xil kasalliklarga chalinib, jismoniy va psixik rivojlanishda nuqsonlar paydo bo'ladi. Bunday bolalarda eng avvalo miya strukturasi va nerv psixik jarayonlarining maktabda o'qish uchun to'liq etishmaganligi, ko'ruv harakat koordinatsiyasi va kichik motorikaning rivojlanmaganligi, mantiqiy fikr mahsuldorligining pastligi kuzatiladi. Undan tashqari motivatsiya, irodaviy jihatlarning ayniqsa, ixtiyoriy diqqat va xotiraning shakllanmaganligi, xatti-harakatlarni ixtiyoriy boshqaruvdagi muammolar, bir so'z bilan aytganda hali "O'quvchi ichki pozitsiya"ning shakllanmaganligi maktabda o'qishga tayyor bo'lmagan bolalarning muqaffaqiyatli o'zlashtirib ketishlariga salbiy ta'sir ko'rsatadi. Pedagoglar, ota-onalar, bolalarni erta maktabga berishning foyda yoki zarari to'g'risida o'ylaganlarida inson miyasi rivojlanishining neyrofiziologik qonuniyatlarini ham alohida e'tiborga olishlari lozim. Bolani erta o'qish, yozish, sanashga o'rgatib uning bilish jarayonlari zo'riqtirilsa, bolaning emotsional hissiy rivojlanishi uchun zarur bo'lgan miya quvvatining tanqislashuviga sabab bo'ladi. Bundan bolalarning emotsional hissiy jarayonlarining kechishida yoki jismoniy rivojlanishida kamchiliklar sodir bo'ladi. Bunday xolatda energiya taqsimlanishining majburan buzilishi sodir bo'lib, u 7-8 Yoshli bolalarni qo'rquv, agressivlik yoki giperaktivlik holatlariga olib keladi. Bu bolani maktabda o'qishga tayyorlash kerak emas degan fikr emas, lekin bolaning aqliy rivojlanishiga erta o'qishni, sanashni, yozishni o'rgatish bilangina erishib bo'lmaydi. Ma'lumki, rivojlanish qonuniyatiga ko'ra, har qanday taraqqiyot ko'rgazmali obrazlilikdan abstrakt mantiqiylikka qarab boradi. Agar bola xali o'qishga aqliy, ma'naviy-ruhiy jihatdan tayyor bo'lmay turib, unga harf va raqamlarni yozish, o'qish o'rgatilsa psixik rivojlanishning teskari tomonga ketishiga sabab bo'ladi. Psixolog olimlarning fikricha, psixik va evolyusiya taraqqiyot qonunlari ham fizik qonunlardek buzilmas, hamda universaldir. Yuqoridagi fikrlarni umumlashtirib aytish mumkinki, neyrofiziologik jihatdan ixtiyoriy diqqat va o'qish uchun zarur bo'lgan ko'plab miyada kechadigan jarayonlar asosan 7-8 Yoshda (aqliy Yoshi o'zib ketgan

bolalarda olti Yoshda ham) shakllanadi. YA'ni shu Yoshda bola 45 minutlik aqliy mehnatga tayyor bo'ladi. Maktabda o'qishning boshlanishi 7 yoshda bo'ladigan uchinchi fiziologik krizis bilan mos keladi(bola organizmida jadal bo'yning o'sishi, ichki organlarning kattalashuvi, vegetativ o'zgarishlar bilan bog'liq bo'lgan keskin endokrin o'zgarishlar ro'y beradi).

Kichik maktab Yoshidagi bolalar tez chalg'iydilar, uzoq vaqt diqqatlarini bir narsaga qarata olmaydilar, ta'sirchan hamda emotsional bo'ladilar. Maktabda o'qishning boshlanishi 7 Yoshda bo'ladigan ikkinchi fiziologik inqiroz bilan mos keladi (bola organizmida jadal bo'yning o'sishi, ichki organlarning kattalashuvi, vegetativ o'zgarishlar bilan bog'liq bo'lgan keskin endokrin o'zgarishlar ro'y beradi). Bolaning ijtimoiy munosabatlar tizimi va faoliyatidagi kardinal o'zgarishlar uning organizmidagi barcha tizimlar va funksiyalaridagi o'zgarishlarga to'g'ri kelib, boladan kuchli zo'riqish va o'z ichki imkoniyatlaridan to'liq foydalanish zaruriyatini taqozo etadi. Ushbu Yoshdagi o'zgarishlar salbiy oqibatlarni olib kelmay, aksincha uning yangi sharoitlarga muvaffaqiyatli moslashuviga yordam beradi. O'qituvchining munosabat uslubi o'quvchining faolligiga bevosita ta'sir ko'rsatadi. Kichik maktab Yoshidagi o'quvchi faolligining asosan uch xil ko'rinishi mavjud bo'lib, bular: [jismoniy](#), psixik va ijtimoiy faollikdir. **Jismoniy faollik** - sog'lom organizmning harakat qilishga bo'lgan turli mavjud to'siqlarni engishdagi tabiiy ehtiyojdir. Bu Yoshdagi bolalar nihoyatda serharakat bo'ladilar. Bu jismoniy harakat bolaning atrofdagi narsalarga qiziqish bilan qarayotganligi, ularni o'rganishga intilayotgani bilan ham bog'liqdir. Bolaning jismoniy va psixik faolligi o'zaro bog'liqdir. Chunki, psixik sog'lom bola harakatchan bo'ladi, charchagan, siqilgan bola esa deyarli hech narsa bilan qiziqmaydi. **Psixik faollik** - bu normal rivojlanayotgan bolaning atrof olamdagi predmetlarni, insoniy munosabatlarni bilishga nisbatan qiziqishdir. Psixik faollik deganda, bolani o'zini bilishga nisbatan ehtiyoji ham tushuniladi. Maktabga birinchi bor kelgan bolada qator qiyinchiliklar yuzaga keladi. Ularning, avvalo, bir qancha maktab qoidalariga bo'ysunishi qiyin kechadi. Boshlang'ich sinf o'quvchisi uchun eng qiyin qoida bu dars vaqtida jim o'tirishdir. O'qituvchilar o'quvchilarning doimo jim o'tirishlariga harakat qilishadi, lekin kamharakatli, passiv, quvvati kam bo'lgan o'quvchigina dars jarayonida uzoq vaqt jim o'tira oladi. Birinchi sinfnng birinchi kunlaridan boshlab bola engishi kerak bo'lgan bir qancha qiyinchiliklarga uchraydi. Bu qiyinchiliklar: maktab hayotini o'zlashtirish, yangi kun tartibini yaratish va unga moslashish, u uchun yangi bo'lgan sinf jamoasiga qo'shilish, xatti-harakatlarini chegaralovchi [qoidalarni qabul qilish](#), o'qituvchi bilan munosabatlarni o'rnatish, oilaviy munosabatlarni qabul qilish v.h. Bunday vaziyatlarda kattalar, ya'ni ustoz va ota-onalar bolalarga albatta yordam berishlari zarur.

Bu [davrdan bolanig](#) "*Men shuni xohlayman*" motividan "*Men shuni bajarishim kerak*" motivi ustunlik qila boshlaydi. Maktabda birinchi sinfga kelgan har bir o'quvchida psixik zo'riqish kuchayadi. Bu nafaqat uning jismoniy salomatligida, balki xatti-harakatida ham, ya'ni ma'lum darajada qo'rqo'vni kuchayishi, irodaviy faollikning susayishida namoyon bo'ladi. Bu davrga kelib bola atrofida bilan o'zaro munosabatda ma'lum bir natijalarga erishgan, o'zi xohlayotgan narsalarni hamda, o'z sinfi va oilasida o'zi egallagan o'rnini aniq biladigan bo'ladi. Shuningdek, u o'zini-o'zi boshqarish malakasiga ega bo'ladi, vaziyat va holatga qarab ish yurita oladi. Bu Yoshdagi bolalar xatti-harakatlari va motivlari ularning o'zlariga beradigan baholariga qarab "*Men yaxshi bolaman*" emas, balki bu xatti-harakatlar o'zgaralar ko'z o'ngida qanday namoyon bo'lishiga qarab baholanishini tushuna boshlaydilar. Bola maktabda noaniqlikka duch kelsa, kattalarning xatti-harakatlari ma'nosini tushunmasa unda taqlidchanlik rivojlanadi. Bolaning taqlidchanligi ixtiyoriy va ixtiyorsiz bo'lishi mumkin. Ixtiyorsiz taqlidchanlik ustoz va sinfdoshlarining xatti-harakatlarini o'zlashtirishga olib keladi. Bunda xatti-harakatlarni anglamagan ravishda egallaydi. Shuni hamisha yodda saqlash lozimki, bola ixtiyorsiz ravishda nafaqat chiroyli va kerakli narsalarga balki turli salbiy ko'rinish va holatlarga ham taqlid qilishi mumkin. Ixtiyoriy taqlidchanlik irodaviy zo'riqishni talab etadi. Bunday vaziyatlarda bola maqsadga yo'naltirilgan ravishda u – yoki bu xatti-harakatni amalga oshiradi, [bu xatti-harakatlarini qoida](#), namuna etalonga moslashtirishga intiladi. O'qituvchi boladagi ixtiyoriy taqlidchanlik xususiyati orqali ularda samarali ijtimoiy odat va hislatlarni rivojlatirishi mumkin. Har qanday xatti-harakat va faoliyatda o'qituvchi bolani baholaydi, o'quvchi shu baholash asosida esa o'z-o'zini baholashga o'rganib boradi. O'qishning ijtimoiy ahamiyatini tushunish (2- 3 sinflarda) o'qish mazmunini va bilimlarni egallash yo'llariga qiziqishning yuzaga keltirilishi bilan mustahkamlanishi mumkin. Bunday holda kichik maktab davrining oxirlarga borib o'qishga nisbatan motivatsiyaning pasayishi ko'zga tashlanmaydi. Kichik maktab davrida maqsadni qo'yish shu bilan xarakterlanadiki, o'quvchi o'qituvchi tomonidan berilgan maqsadlarni qabul qilishga tayyor bo'ladi. Kichik maktab davrida o'quvchining o'z xatti-harakatlarini o'qituvchi qo'ygan maqsad va vazifalarga moslashtirishi sinfdan-sinfga ko'tarilgan sari kuchayib boradi. Bu o'quvchining maktab qoidalariga amal qilishida, sinfdagi vazifalarini bajarishida ko'rinadi. O'quvchi darsdagi va darsdan tashqari o'z vaqtini mustaqil tashkil etish borasidagi maqsadlarining ahamiyatini belgilashni o'rganib boradi. Bu uy vazifalarini bajarish tartibiga amal qilishda ko'rinadi. Mustaqil ravishda o'qituvchi tomonidan qo'yilgan maqsadlardagi oraliq maqsadlari tizimini masalan, masalani echishning o'z yo'llari va bosqichlarini mustaqil aytib bera oladi, Shuningdek, oraliq maqsadlarga erishish vositalarini belgilay oladi. Kichik maktab davrida maqsad

qo'yishning murakkab xarakteri birinchi sinf o'quvchisining irodaviy xatti-harakatlari bilan bog'liqligi tadqiq etilgan. (Kotirlo V.K. Razvitiye volevogo povedeniya u doshkolnikov. Kiyev, 1971, S.179-182.). Yuqorida ko'rsatib o'tilganlar kichik maktab davridagi o'quvchilarning motivatsion sohasi o'zgarib borishini, maktabgacha davrda bo'lgan umumiy bilish va motivlarning ijtimoiy yo'nalganligi aniqlashib, "o'quvchi mavqei"ni egallashiga, ya'ni [maktabga borishga intilish](#), bu pozitsiya qondirilganidan so'ng esa yangi munosabatlarning – o'quv motivlari va bir qadar murakkab shaklda bo'lgan ijtimoiy motivlarning yuzaga kelishidan dalolat beradi. Kichik maktab davrining oxirlariga kelib o'quvchilarda o'quv-bilish motivlari, ya'ni faqat yangi bilimlarnigina emas, hatto umumiy qonuniyatlarni emas, balki yangi bilimlarni topishning aynan biron bir yo'llarini egallashga qiziqish shakllantirilgan bo'lishi lozim. Ushbu motivlarning shakllantirilishi kichik maktab Yoshidagi bolalarning o'rta maktabga tayyorgarligining zaruriy jihati hisoblanadi.

Yetakchi bo'lgan o'quv faoliyatidan tashqari boshqa faoliyatlar - o'yin, muloqot va mehnat faoliyati ham o'quvchi shaxsi rivojiga bevosita ta'sir ko'rsatadi. Bu faoliyatlar asosida muvaffaqiyatga erishish motivlari bilan bog'liq bo'lgan shaxs xususiyatlari tarkib topa boshlaydi. Kichik maktab davrini bolaning turli faoliyatlarda muvaffaqiyatga erishishini belgilab beruvchi asosiy, shaxsiy xususiyatlarni yuzaga kelish va mustahkamlash davri deb hisoblash mumkin. Bu davrda muvaffaqiyatga erishish motivlari tarkib topa boshlaydi.

Kichik maktab yoshidagi o'quvchilarda mehnatsevarlik, asosan, o'qish va mehnat faoliyatida rivojlanadi va mustahkamlanadi. Kichik yoshdagi o'quvchilar zarur bo'lgan harakat va amallarni darhol o'zlashtirib va egallab ololmaydilar, ko'proq ortiqcha va chalkash harakatlar qiladilar. Mehnat jarayonidagi turlicha ish harakatlarini, chunonchi: tikish, to'qish, kiyish yoki taxtalarni randalash kabi ish harakatlarni qiynalmasdan va birmuncha silliq bajaradigan bo'lish uchun har bir ishda har qanday harakatlar qilish kerakligini va bu harakatlarning qay yo'sinda amalga oshirilishini aniq bilib olish va esda qoldirish kerak bo'ladi. Harakatlarni qayta-qayta takrorlash, mashq qilib borish natijasida kichik yoshdagi o'quvchilarda uchrab turadigan ortiqcha va chalkash harakatlar yo'qolib boradi.

Bola faol ravishda o'zini o'zi boshqarishga, qo'yilgan maqsadlarga ko'ra o'zining faoliyatini tashkil etishga o'rganish davridir. Kichik maktab davrida xatti-harakatlarning yangi shakllarini paydo bo'lishi bevosita o'quv faoliyati bilan bog'liqdir. Hech bir o'qituvchi maktabga birinchi bor kelgan boladan o'zi o'rgatmagan arifmetik misol va masalalarni echishni talab etmaydi, lekin afsuski, juda ko'p o'qituvchilar ulardan qunt bilan o'qishni, uyushqoqlikni, ma'suliyatlilikni, tartibga aniq rioya etishni talab etadilar. Vaholanki, ushbu ko'nikmalar o'qituvchi tomonidan ma'lum odat va malakalarga o'rgatilinganidan so'nggina paydo bo'ladi.

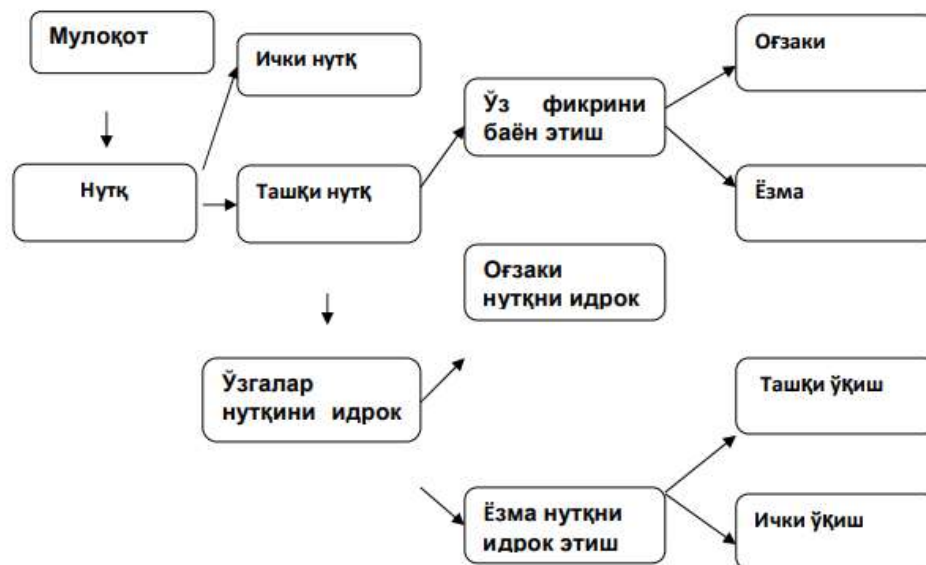
Demak, kichik maktab yoshidagi o'quvchilar rivojida yetakchi bo'lgan o'quv faoliyati o'qituvchi shaxsi va o'quvchi bilan munosabat uslubining ahamiyati juda kattadir. Bola faol ravishda o'zini o'zi boshqarishga, qo'yilgan maqsadlarga ko'ra o'zining faoliyatini tashkil etishga o'rganish davridir. Kichik maktab davrida xatti-harakatlarning yangi shakllarini paydo bo'lishi bevosita o'quv faoliyati bilan bog'liqdir. Hech bir o'qituvchi maktabga birinchi bor kelgan boladan o'zi o'rgatmagan arifmetik misol va masalalarni echishni talab etmaydi, lekin afsuski, juda ko'p o'qituvchilar ulardan qunt bilan o'qishni, uyushqoqlikni, ma'suliyatlilikni, tartibga aniq rioya etishni talab etadilar. Vaholanki, ushbu ko'nikmalar o'qituvchi tomonidan ma'lum odat va malakalarga o'rgatilinganidan so'nggina paydo bo'ladi. Demak, kichik maktab yoshidagi o'quvchilar rivojida yetakchi bo'lgan o'quv faoliyati o'qituvchi shaxsi va o'quvchi bilan munosabat uslubining ahamiyati juda kattadir.

Bilishga qiziqish, taajjublanish va hayron qolish hislari, ishonch, ishonchsizlik va shubhalanish hislari intellektual hislar qatoriga kiradi. Kichik yoshdagi o'quvchilarda ixtiyorsiz diqqat yuqori turadi. Lekin, maktabda o'qish birinchi yiliyoq o'quvchilarda ixtiyoriy diqqatning vujudga kela boshlashiga kuchli ta'sir ko'rsatadi. Diqqatning bu turi B.T. Annoevning yozishicha, «... katta odamlar bilan bolalarning birgalika faoliyati va tarbiyaning maxsuli bo'lib hisoblanadi. Ixtiyoriy diqqatning yanada yaxshiroq o'sishi maktab yoshidagi bolalarda idrok va tafakkurning tarbiyalanishga bog'liqdir». Kichik yoshdagi o'quvchilarning ixtiyoriy diqqati to'g'risidagi masala bilan K.D. Ushenskiy ko'p shug'ullangan. U ba'zi pedagoglarning, kichik yoshdagi o'quvchilarda ixtiyorsiz diqqatning afzalligiga tayangan holda maktabdagi barcha o'qish jarayonining faqat qiziqarli va maroqli qilib tashkil etish kerak degan fikrlarga qo'shilmagan. Demak, bolaning maktabga tez moslashishi va muvaffaqiyatli o'qishida shaxsiy va ijtimoiy psixologik tayyorgarligining ham ahamiyati juda katta. Bu davrda bolalarda avvalo bilish sohalari, so'ngra esa emotsional motivatsion yo'nalish bo'yicha yangi shaxsiy hayot boshlanadi.

Birinchi signal sistemasi ikkinchi signal sistemasidan birmuncha ustunligi tufayli kichik maktab yoshidagi o'quvchilarda mantiqiy xotiradan kopra koprgazmali harakatli xotira ustunlik qiladi. SHuning uchun ham ular nazariy qonun va qoidalardan, mavhum tushunchalardan kopra yaqqol mahlumotlar, axborotlar, voqea va hodisalarni, obrazlar va narsalarni tezroq hamda mustahkamroq eslab qoladilar va uzoq muddat esda saqlaydilar. Kichik maktab yoshidagi bolalar tahlim olish munosabati bilan mantiqiy, yahni mahnosiga tushunib esda qoldirish qobiliyati opsib boradi. Esda qoladigan materialning hajmi kengayib boradi, materialning mazmunini tushunish ham chuqurlashadi va murakkablashadi. Bahzan boshlangpich sinf o'quvchilari, hatto mazmuni tushunarli bo'lgan materialni ham mahnosiga

ehtibor bermasdan, mexanik ravishda o'rganib oladilar. Respublikamizning psixolog olimi E.Gp.Gpozievning fikriga ko'ra, buning sabablari quyidagilar: 1) ularning mexanik xotirasi boshqa xotira turlariga qaraganda yaxshiroq rivojlangani uchun ham ma'lumotlarni aynan, o'zgarishsiz eslab qolish imkonini beradi; 2) o'quvchilar o'qituvchi qo'ygan vazifani anglab etmaydilar, natijada uning "topg'pri tushuntirib ber" degan talabini sopsma-sopz takrorlash deb biladilar; 3) ularning nutq boyligini etishmasligi (ilmiy atamalar, til qonuniyatlarini bilmasligi) materialni ijodiy topdirish, unga qopshimcha qilish imkoniyati yopqligi uni sopsma-sopz qaytarishni osonlashtiradi; 4) o'quvchilar matnni topg'pri usullar bilan eslab qolishni bilmaydilar. Bunday holat shu Yoshdagi bolalarda albatta bo'lishi kerak emas. Mexanik esda qoldirish koppincha o'qituvchilar o'quvchilarida mantiqiy xotirani o'p'stirishga etarli ehtibor bermagan hollarda bo'lishi mumkin. Metodistlar kichik maktab Yoshidagi bolalarning nutqini rivojlantirish uchun quyidagi nutq turlarini sistemali ravishda tashkil etish sxemasini tavsiya etadilar.

Nutq turlari



muvaffaqiyatli o'ta olsa uning keying hayoti davomidagi faoliyatlarning bolda yaxshi rivoj topishiga poydevor bo'ladi.

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ILK O'SPIRINLIK VA O'SPIRINLIK DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI

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Annotatsiya : Ushbu maqoada ilk o'spirinlik davrida va o'spirinlik davrida shaxsda kechadigan psixologik, biologik, sotsiologik omillar va jarayonlar haqida, insonning shaxs sifatida shakllanishida psixofiziologik taraqqiyot sur'ati, akseliratsiya munosabati va boshqa malumotlarga ega bo'lamiz.

Kalit so'zlar: psixologik, fiziologik, akseliratsiya, biogenetik nazariya, ilk o'spirinlik, o'spirinlik,

Аннотация: В данной статье мы получим информацию о психологических, биологических, социологических факторах и процессах, происходящих в человеке в период ранней юности и подросткового возраста, темпах психофизиологического развития в формировании человека как личности, взаимосвязь ускорения и другая информация.

Ключевые слова: психологическое, физиологическое, акселерация, биогенетическая теория, ранняя юность, подростковый возраст,

Abstract: In this article, we will get information about the psychological, biological, sociological factors and processes that take place in the person during the period of early adolescence and adolescence, the rate of psychophysiological development in the formation of a person as a person, the relationship of acceleration and other information.

Key words: psychological, physiological, acceleration, biogenetic theory, early adolescence, adolescence,

O'smirlikdan keyingi navbatdagi boskichni o'spirinlik davri deb bir bosqich xisoblashimiz ham mumkin, lekin hozirgi kubchilik psixologlar klassifikatsiyasi buyicha ikki boskichga ajratishimiz ham mumkin. Avval o'smirlikdan keyingi boskichni o'smirlik, keyingisi ilk o'spirinlik yoki yigitlik davri deb aytilardi—da 14 yoshdan 21 yoshgacha bo'lgan davrlarni qamrab olar edi. Hozir kupchilik psixologlar 15–18 yoshni qamrab oladigan davrni ilk o'spirinlik deb atashni ma'qul ko'rmoqdalar, bu umumta'lim maktabining 8–9 sinfi-dan boshlab, kasb–xunar kolleji va litseylarining 1–2–sinflariga, ya'ni 8–10 sinf yoshiga to'g'ri keladi. Bu davrda o'quvchi jismonan bakuvvat, ukishni tugatgach mutsakil mexnat qila oladigan, oliy maktabda o'zini sinab ko'radigan imqoniyatga ega bo'ladi.

Mazkur davrning yana bir xususiyati – mehnat bilan taʼlim faoliyatining bir xil axamiyat kasb etishidan iborat. Ijtimoiy xayotda faol katnashish, taʼlim xarakterining oʻzgarishi, yigit va qizlarda ilmiy dunyoqarash, barqaror eʼtikodning shakllanishiga, yuksak insoniy xis–tuyguning vujudga kelishiga, bilimni oʻzlashtirishga ijodiy yondoshuv kuchayishiga olib keladi. Ilk oʻspirinlik davri «kamolot boʻsagʻasi» deb taʼriflanadi. Bu kamolot bosqichi fiziologik, psixologik va ijtimoiy chegaralarni oʻz ichiga oladi. Psixologiya fani oʻspirinlik muammosini kompleks oʻrganishni daʼvat etadi. Bu juda qiyin masala, chunki psixofiziologik taraqqiyot surʼati bilan uning bosqichlari ijtimoiy yetilish muddati bilan hamma vaqt ham toʻgʻri kelavermaydi. Akseleratsiya natijasida bugungi ilk oʻspirinlarning taraqqiyoti avvalgi avlodlarga nisbatan oʻrtacha ikki-uch yil avval yetilmoqda. Fiziologlar bu jarayonni 2-darajali jinsiy belgilarning paydo boʻlishiga qarab, 3 ta bosqichga ajratadilar:

I bosqich —Prepubertat

II bosqich —pubertat

III bosqich —postpubertat

Akseleratsiya munosabati bilan oʻspirinlik yoshining chegarasi endi 15—16 dan 23 yoshgacha boʻlmoqda. Bunda ilk oʻspirinlik 15—18 yosh, oʻspirinlik 18—23 yoshdagi yigit va qizlarni oʻz ichiga oladi. Demak, oʻspirinlik ham oldin boshlanadi. Lekin, bu taraqqiyot davrining konkret mazmuni birinchi navbatda ijtimoiy sharoitlar bilan belgilanadi. Yoshlarning jamiyatda tutgan oʻrni, ularning mavqei, ular egallaydigan bilimlarning hajmi va bir qator boshqa omillar ijtimoiy sharoitlarga bogʻliqdir. Oʻspirinlik — bu odamning fuqaro sifatida shakllanishi, uning ijtimoiy jihatdan yetilishi, oʻz taqdirini oʻzi hal qilishi, ijtimoiy hayotda faol ishtirok etishi davri, fuqaro va vatanparvarning maʼnaviy sifatlari tarkib topadigan davrdir. Rus psixologi L.I.Bojovich ilk oʻspirinlik davrida shaxs motivatsion sohasining rivojlanishiga urgʻu beradi: oʻquvchilarning hayotda oʻz oʻrnini va ichki pozitsiyasini aniqlashi, dunyoqarashning shakllanishi va uning bilish faoliyatiga, oʻz-oʻzini anglashga va axloqiy ongga taʼsiri nazarda tutiladi.

Ilk oʻspirinlar mustaqil hayot sohasida yaqin istiqbolga ega boʻlar ekanlar, oʻzlarining hayot yoʻllarini belgilab olishga, bundan buyongi mehnat faoliyatlarining aniq istiqbollarni aniqlab olishga, oʻzlarining kelgusi ixtisoslarini tanlashga intiladilar. SHu munosabat bilan kasb-hunarga oid qiziqishlar tarkib topadi va yanada barqarorroq boʻlib qoladi, yigit va qizlar oʻz kelajaklari haqida jiddiyroq oʻylay boshlaydilar. Ilk oʻspirinlik yoshining boshlanishida odatda jinsiy yetilish tugallanadi,

ikkilamchi jinsiy belgilar rivojlanadi, bu hoi yigit va qizlarning tashqi koʻrinishida ham sezilarli oʻzgarish hosil qiladi. Jinsiy yetilish davrining tugallanishi hali jismoniy yetuklikni ham, buning ustiga psixik va maʼnaviy yetuklikni ham

anglatmaydi. Faqat 18 yoshga borib, nikohdan o'tishga ruxsat beriladigan davrda, shu yosh uchun minimal darajada zarur boigan jismoniy, ma'naviy, fuqarolik yetuklik darajasi boshlanadi. 18 yoshli yigit va qizlar jamiyat tomonidan katta yoshli kishilar deb e'tirof etiladi. Hayot faoliyati kengaygan sari, o'spirinlarda ijtimoiy roller kengligi faqat miqdor tomondangina kengayib qolmay, balki sifat tomonidan ham o'zgarib boradi. Masalan: 16 yoshda pasport oladi; 18 yoshidan faol saylash huquqiga va oila qurish imkoniyatiga ega boladi. O'spirin jinoiy ishlar uchun javobgar bo'ladi. Ba'zi o'spirinlar bu yoshdan boshlab ishlay boshlaydilar. Kasb tanlash haqida o'ylay boshlaydilar. Lekin, shunga qaramay o'spirinlarda kattalarga qaramlik xususiyatlari saqlanib qoladi. Rus psixologi L.S.Vigotskiy 1920-yillardayoq ilk o'spirinlar haqida nazariyalar ko'pligini ta'kidlagan edi. Ilk o'spirinlar haqida 3ta yirik yo'nalishlarni ajratib ko'rsatish mumkin.

Birinchi yo'nalish biogenetik yo'nalish deb ataladi, uning asosida yetilishning biologik jarayonlari yotadi. Ikkinchi yo'nalish sotsiogenetik yo'nalish deb ataladi, unda asosiy e'tibor ijtimoiylashuvga qaratiladi. Uchinchi yo'nalish psixogenetik deb atalib, uning asosida psixik jarayonlar va funksiyalarning rivojlanishi yotadi.

Ilk o'spirinlik biogenetik va sotsiogenetik yo'nalishlarining umumiy xususiyati shundaki, taraqqiyotning manbaalari va harakatga keltiruvchi kuchlarini ular psixik omillardan tashqarida izlaydilar. Birinchi holda organizmda ro'y beradigan biologik jarayonlarga urg'u beriladi, ikkinchisida shaxs ishtirok etadigan ijtimoiy jarayonlarga urg'u beriladi. Psixogenetik yo'nalish har ikkala yo'nalishning ahamiyatini kamaytirmagan holda, psixik jarayonlarning rivojlanishini birinchi o'ringa qo'yadi. Bu yobnalishni uchga bo'lib okrganish mumkin. Ular: Xulq-atvorni hissiyot, mayl va boshqa psixikaning ratsional bo'lmagan tarkibiy qismlari bilan tushuntiruvchi nazariya psixodinamik nazariya deb ataladi. Bilish qobiliyatlari va intellektning rivojlanishiga urg'u beriladigan konsepsiya kognitiv yoki kognitiv-genetik konsepsiya deb ataladi. Shaxsning rivojlanishiga urg'u beriladigan konsepsiyalar personologik konsepsiyalar deb ataladi.

Insonning hayot yo'li turli tumandir. Ilk o'spirinlikda inson hayot yo'lini o'zi tanlaydigandek tuyuladi, lekin uning kasb tanlashiga tarbiya, muhit va boshqalar ham ta'sir qiladi. Kasb-hunar kolleji yoki litseyni bitirgandan so'ng shaxsiy bo'lmagan tashqi omillarning ta'siri yanada kuchli bo'ladi. **V.N.SHubkinning** ta'kidlashicha, biz tanlaydigan yo'llardan boshqa bizlarni tanlaydigan yo'llar ham mavjud. Oliy o'quv yurtini tugallagan Yoshlar ta'limni hayotni mazmunli va qiziqarli qilish vositasi sifatida hamma narsadan ustun qo'yishadi. Ishlaydigan Yoshlar esa ta'limning mohiyatini jamiyatga ko'proq foyda keltirishda degan fikrdalar.

O'spirinlar turli kasblarni turlicha baholaydilar. 17 Yoshlilar kasblarni qontrast "oq-qora", mavhum deb baholasalar, 25 Yoshlilar o'zlarining hayot yo'llari bilan

baholaydilar. Muvaffaqiyatli kasbga yo‘naltirishning muhim shartlaridan biri o‘quvchilarning mehnatga to‘g‘ri munosabatda bo‘lishi va ularning faolligidir.

Kasbga yo‘naltirish – shaxsning ijtimoiy taqdirini belgilashning tarkibiy qismidir. Kasb tanlash - hayot mazmuni haqidagi o‘ylari va shaxsiy “Men” tabiati bilan mos kelganda muvaffaqiyatli hisoblanadi. Ming-minglab kasblar bor, lekin muayyan mehnat turiga individual moyillik bilan unga bolgan qobiliyat va uning ijtimoiy ahamiyatiga yuqori baho berish birga qo‘shilib ketgan vaqtdagina chin yurakdan tanlangan kasbgina kishiga ma’naviy qoniqish va jamiyatga foyda keltiradi. Ilk o‘spirinlar uchun xarakterli xususiyat

— kasblarga keskin tanlab munosabatda bo‘lishdir. Ular ayrim kasblarni yuksak baholaydilar, o‘quvchilarning ko‘z o‘ngida bu kasblarning ijtimoiy mavqei ulug‘dir. Boshqa kasblarning ijtimoiy mavqei juda past. Kasbiy niyatlarning barqarorligini o‘rganish yuzasidan N.I.Krilov o‘tkazgan tekshirish shuni ko‘rsatdiki, hatto o‘z niyatlarini amalga oshirib, oliy o‘quv yurtiga kirgan talabalar orasida ham ko‘plari o‘zlarining kim bo‘lishlarini oxirigacha hal qilmaganlar. Bunga sabab yoshlarni mazkur oliy o‘quv yurtiga olib kelgan kasb haqidagi tasavvur bilan bu kasbning haqiqiy, amaliy mazmuni okrtasidagi nomuvofiqlikdir. O‘zining kasb tanlash bo‘yicha taqdirini tasodifan hal etish murakkab kechinmalarga, tanlangan kasbi sohasida ikkilanishlarga, og‘ir ichki nizolarga olib kelishi mumkin. Bu esa yigit va qizlar uchun ham, jamiyat uchun ham katta zarar keltiradi. Shunday qilib, o‘spirinlik davri 16—23 yoshni o‘z ichiga oladi. Bunda 16—18 yosh ilk o‘spirinlik, 18—23 yosh esa o‘spirinlik deb ataladi. Bu davrda kasbiy o‘z-o‘zini belgilash yetakchi faoliyat hisoblanadi. E’tiqod va dunyoqarash bilan bir qatorda, axloqiy ideallar bu davrda paydo bo‘lgan yangi psixologik tuzilmalardir.

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O'QITUVCHI PSIXOLOGIYASI

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Annotatsiya. *Ushbu maqolada ta'lim jarayonida o'qituvchining shaxsiga, kasbiy bilimdonligiga qo'yiladigan mezon va talablar samaradorligini ta'minlashda o'qituvchi va o'quvchi hamkorligining o'zni masalasiga to'xtaladi. Pedagogik faoliyat subyektiga bo'lgan o'qituvchi shaxsiga xos psixologik xususiyatlari yoritiladi.*

Kalit so'zlar: *Pedagogika, psixologiya kasbiy xislatlar, o'qituvchi qobilyatlari: (perspektiv qobilyatlar; akademik qobilyatlar; avtoritar qobilyatlar:), gnostik malakalar.*

Аннотация. *В данной статье основное внимание уделяется роли сотрудничества учителя и ученика в обеспечении эффективности критериев и требований к личности и профессиональным знаниям учителя в образовательном процессе. Выделены психологические особенности учителя, который является субъектом педагогической деятельности.*

Ключевые слова ; *Педагогика, психология, профессиональные качества, педагогические навыки: (перспективные навыки; академические навыки; авторитарные навыки:), гностические навыки.*

Annotation. *This article focuses on the role of collaboration between teacher and student in ensuring the effectiveness of the criteria and requirements for the personality and professional knowledge of the teacher in the educational process. The psychological characteristics of the teacher, who is the subject of pedagogical activity, are highlighted.*

Keywords ; *Pedagogy, psychology, professional qualities, pedagogical skills: (prospective skills; academic skills; authoritarian skills:), gnostic skills.*

KIRISH (Introduction)

Muhim davlat vazifasini – “Kadrlar tayyorlash Milliy dasturi”ni amalga oshirayotgan zamonaviy maktab o'qituvchisining xislatlari, uning ijodiy Faoliyati XXI asrda shakllanib, asosan amaliy ishda, pedagogic tajribalarni egallash jarayonida o'sib rivojlana boradi. Pedagog faoliyatida psixologiya-ning o'zni beqiyosdir. Chunki har bir pedagog dars o'tish jarayonida o'quvchilarining individual psixologik xususiyatlarini bilishi, yangi mavzunitush

untirayotganda ham umumpsixologik qonuniyatlarni hisobga olgan holda darsni tashkil etishi ta'limning sifatiga ijobiy ta'sir etadi. Hozirgi jamiyati mizda o'qituvchining mustaqil ravishda bilimlarni egallab, o'z malakasini oshirib borishi bir tomondan o'qituvchilik faoliyatining borgan sari naqadar muvaffaqiyatli borayotganligini ko'rsatsa, ikkinchi tomondan muhim vazifa ekanligidan dalolat beradi. Chunki bu ke chiktirib bo'lmas jarayon shaxsni intellektual qashshoqlikdan qutqarib qoladi. Psixologik nuqtayi nazardan o'qituvchi doimiy ravishda o'z bilimlarini oshirish bilan shug'ullanishi zarurdir.

Chunki o'qituvchilik mehnatining asosiy xususiyati ham shudir. Pedagog har doim odamlar orasida bo'larkan, u birinchidan, odamlarni ko'pdan beriqiziqtirib kelayotgan haqiqatni o'z qarashi bo'yicha to'g'ri tushuntirib berishi lozim. Albatta, o'qituvchidagi bu tariqa qarashlar ko'p yillar davomidagi mehnat va hayot faoliyati jarayonida shakllanadi; ikkinchidan, o'qituvchining o'zi axborotlar olish uchun o'quvchilarga nisbatan cheklangan vaqt Imkoniyatiga ega; uchinchidan, u o'ta tor doiradagi tengqurlari bilan gina muloqotda bo'lish imkoniyatiga ega bo'ladi.

Ko'pincha o'z kasbiga xos qiziqishlar bilangina cheklanib qoladi. Ta'limning barcha ko'rsatkichlari, Z.I.Kalmikovaning ta'kidlashicha, anglash tezligi, yangi vazifalar hal qilinishiga erishish mumkin bo'lgan aniq ma'lumotlar hajmi, uni bevosita hal qilishdagi bosqichlar soni, natijaga erishishga yordam beruvchi ma'lumotlar miqdori, shuningdek, masalani hal qilish uchun sarflangan vaqt miqdori, o'z-o'zining bilimni oshirish qobiliyati, ishchanlik va chiniqqanlik darajasiga bog'liq. O'qituvchining mustaqil bilim egallashi deganda, uning o'z bilimlarini doimiy ravishda kasbiy va umummadaniy axborotlar bilan toldirib, o'zining individual ijtimoiy tajribasini keng miqyosda doimo yangilab borishi tushuniladi. Odatda aksariyat o'qituvchilar mustaqil bilim egallash zarurligini tushungan holda, undan muvaffaqiyatli foydalanadilar. Buning motivlari odatda pedagogik faoliyat jarayonida o'qituvchi oldida yuzaga keladigan muammolarni anglab olish natijasida shakllanadi.

Ko'p hollarda bunday motivlar "o'qituvchilarni qanday o'qitib va qanday tarbiyalash kerak?" degan xohish-istaklar tariqasida, fanning oxirgi yutuqlari, o'zining pedagogik mahoratini takomillashtirish ehtiyoji tug'ilishi munosabati bilan shakllanadi bo'ladi. Shu bilan birga yaqqol ko'zga tashlanib turgan ayrim hollardan ko'z yuma

olmaymiz. Masalan, o'qituvchilar ommasining ma'lum qismi mustaqil izlanishda bo'lib, o'z bilim saviyasini oshirish bilan faol shug'ullanmaydi, malakasini oshirishga intilmaydi, ba'zilar muayyan bilimlar sohasida taraqqiyotdan butunlay ortda qolmoqdalar. Bunday o'qituvchilar o'sib kelayotgan yosh avlodning ta'lim va tarbiya taraqqiyotiga jiddiy zarar keltiradilar. Bu muammoni hal etishda asosiy vazifa malaka oshirish tizimi zimmasiga tushadi. Respublikamizda xalq ta'limi xodimlarining malakasini oshirish institutlarining tarmoqlari joriy etilgan, bular Avloniy nomidagi xalq ta'limi xodimlarini qayta tayyorlash va malakasini oshirish Markaziy instituti, Toshkent shahar, viloyatlardagi xalq ta'limi xodimlarining malakasini oshirish institutlaridir. Xalq ta'limidagi bu tizimning asosiy vazifasi doimiy ravishda o'qituvchi kadrlarning malakasini oshirish, o'qituvchi kadrlarni o'zlarining kasbiga xos bilim saviyasini, ko'nikma, malakalarini, ma'naviyat va ma'rifatini, shu bilan bir qatorda iqtisodiy, ekologik va huquqiy ma'lumotini oshirishga davat etuvchi ijtimoiy psixologik sohalarni rivojlantirib borishdan iboratdir. O'qituvchining mustaqil bilim egallashi va malakasini oshirish pedagogik faoliyatning samaradorligini oshirishda zaruriy shartlardandir. Shu bilan birga o'qituvchi doimiy ravishda o'z malakasini oshirib, o'z ishining muvaffaqiyatini yuqori darajada ta'minlashga yordam beradigan shaxsiy xislatlarini tarbiyalab borishi zarur. Bu borada hazrati Bahouddin Naqshband "Chaqmoq tosh qo'limizga berilgan, faqat harakat qilish kerak, toki natija hosil bo'lsin" deb ta'kidlaganlar. Bu fikr bilan u ijtimoiy tarbiyaning o'rniga ishora qiladi, to'g'ri tarbiyaning mohiyatini, uning samarasini aniq o'xshatishlar bilan asoslab beradi. Hozirgi zamon ilm-fan taraqqiyotini buyuk allomalar yaratgan bir necha qimmatli asarlarisiz tasavvur qilib bo'lmaydi. Bu nodir asarlar bir necha asrlar ilgari yaratilgan bo'lsa-da, o'z qimmatini yo'qotgan emas.

ADABIYOTLAR TAHLILI VA METODLAR

Tadqiqot jarayonida Kadrlar tayyorlash milliy dasturi, Ta'lim to'g'risida qonun, Sh.Mirziyoev asarlari, mavzuga doir adabiyotlar hamda internet manbalaridan foydalanildi. Maqolani yozish davomida nazariy-deduktiv xulosa chiqarish, analiz va sintez, mantiqiylik tamoyillari qo'llanildi.

MUHOKAMA (Discussion)

Pedagogik faoliyat boshqa faoliyat turlari kabi o'z motivatsiyasi, maqsadi, predmeti, vositalari, usullari, mahsuli va natijasini aks ettiruvchi psixologik mazmuni ifodalaydi. Pedagogik faoliyatning vositalari sifatida ilmiy (nazariy va empirik) bilimlarni ko'rish mumkin. Yordamchi vositalarga esa texnik, kompyuter, grafik vositalarni kiritish mumkin.

O'qituvchining o'rnini va uning vazifalari o'sib kelayotgan yosh avlodni tarbiyalash ishiga jamiyat va jamoatchilik tomonidan e'tibor qaratilishining naqadar muhim

ahamiyatga egaligi bilan aniqlanadi. “...O‘qituvchi, — deydi Abu Nasr Forobiy, — aql-farosatga, chiroyli nutqqa ega bo‘lishi va o‘quvchilarga aytmoqchi bo‘lgan fikrlarini to‘la va aniq ifodalay olishni bilmog‘i zarur”. U o‘z fikrini davom ettirib: “O‘qituvchi va rahbarning vazifasi dono davlat rahbari vazifasiga o‘xshaydi, shu sababli o‘qituvchi eshitgan va ko‘rganlarining barchasini eslab qolishi, o‘quvchilarga aytmoqchi bo‘lgan fikrlarini chiroyli ifodalab berishni bilmog‘i, shu bilan birga o‘z or-nomusini qadrlashi, adolatli bo‘lmog‘i lozim. Ana shundagina u insoniylikning yuksak darajasiga ega bo‘ladi va baxt cho‘qqisiga erishadi”, — deb ta’kidlaydi.

Ulug‘ shoirimiz Alisher Navoiy ham o‘qituvchi mehnatini xolisona baholab: “Agar shogird podsholikka erishsa ham, unga (muallimga) qulluq qilsa arziydi”, “Haq yolida kim senga bir harf o‘rgatmish ranj ila,

Aylamak emas oson oning haqqin yuz ganj ila”, — kabi satrlar bitgan.

Zamonaviy maktab o‘qituvchisi qator vazifalarni bajaradi. O‘qituvchi — sinfdagi o‘quv jarayoni tashkilotchisidir. O‘qituvchi o‘quvchilar uchun dars payti, qo‘shimcha darslarda va shu bilan birga darsdan tashqari hollarda ham kerakli maslahatlar berishda bilimlar manbayidan biridir. Ko‘pchilik o‘qituvchilar sinf rahbari vazifasini bajarib, tarbiya jarayoni tashkilotchilari bo‘lib hisoblanadilar. Zamonaviy o‘qituvchi ijtimoiy psixolog bo‘masligi mumkin emas. Chunki u o‘quvchilar o‘rtasidagi o‘zaro ijobiy munosabatlarni yo‘lga sola olishi, bolalar jamoasida ijtimoiy-psixologik mexanizmlardan foydalanishni bilishi zarurdir. Ma’lumki, pedagogik faoliyat — kishi mehnatining eng murakkab sohalaridan biridir. O‘qituvchi jamiyat tomonidan qo‘yilgan talablar bilan bir qatorda o‘z faoliyatida, tevarak-atrofidagi kishilar, maktab ma’muriyati, hamkasblari, o‘quvchilar va ularning otaonalari undan nimalarni kutishini ham esdan chiqarmasligi lozim. O‘qituvchining o‘z ishidan nimanidir kutayotganligini bilishining o‘ziyoq muhim ahamiyatga egadir, mana shu tariqa kutishlar, garchand jamiyat tomonidan o‘qituvchiga qo‘yiladigan talablarga mos kelsa-da, o‘ziga xos xususiyatlarga ega bo‘ladi. Lekin bu talablar hamma vaqt ham bir-biriga mos kelmasligi mumkin. Psixologlar tomonidan olib borilgan tadqiqotlarning ko‘rsatishicha, xalq ta’limi bo‘limlari va maktab direktorlari o‘qituvchining ayrim xislatlari naqadar muhimligini har xil baholaydilar. Jumladan, xalq ta’limi bo‘limlarining mudirlari o‘qituvchidan birinchi navbatda o‘z fanini yaxshi bilishini va dars berish metodikasini mukammal o‘zlashtirishini talab qilsalar, maktab direktorlari o‘qituvchiga qo‘yiladigan bunday talablarni uchinchi o‘ringa qo‘yadilar. Shu bilan birga xalq ta’limi bo‘limlarining mudirlari o‘qituvchilarning o‘quvchilar va ota-onalar, maktab jamoasi bilan qanday muloqotda bo‘lishni bilishini naqadar ahamiyatga ega ekanligiga unchalik e’tibor bermaydilar. Maktab direktorlari esa, bunday xislatlarni o‘qituvchi shaxsiga qo‘yiladigan talablar ichida birinchi o‘ringa

qo'yadilar. Bo'lajak pedagog shaxsiga bir qator jiddiy talablar qo'yiladi. Ularni asosiy, ya'ni uni egallamasdan turib, yuqori malakali o'qituvchi yoki tarbiyachi bo'lib yetishish mumkin bo'lmagan va ikkinchi darajali, ya'ni bevosita pedagogik faoliyati uchun emas, balki uning shaxs sifatida shakllanishi va shaxsga ta'lim-tarbiya berishida muhim bo'lgan talablarga ajratish mumkin. Bosh, asosiy talablar singari, ikkinchi darajali talablar ham pedagogning faoliyati psixologiyasiga ya'ni, uning muloqoti, qobiliyati, bilimi, malaka va ko'nikmasi, mahorati, bolalarni tarbiyalash va ta'lim berish uchun zarur bo'lgan sifatlariga bog'liqdir. Asosiylari orasida ham, qo'shimcha psixologik xossalar ichida ham o'zgarimas, ya'ni har bir davrda, vaqt va xalqlarda doimo o'qituvchi va tarbiyachilar uchun, malakali pedagoglar uchun zarur bo'lgan hamda o'zgaruvchan, ya'ni muayyan davr ijtimoiy-iqtisodiy taraqqiyoti talablaridan kelib chiqadigan, jamiyat qaror topgan sharoitda yashaydigan va pedagog ishlaydigan muhit talablaridir.

Pedagogga qo'yiladigan asosiy, bosh va o'zgarimas talablar bolalarga bo'lgan mehr, pedagogik faoliyat, o'zi ishlaydigan soha bo'yicha maxsus bilim, keng fikrlay olish, pedagogik intuitsiya, yuqori saviyada rivojlangan tafakkurga, chuqur bilimga, madaniyat va yaxshi xulqqa ega bo'lish, bolalarni o'qitish va tarbiyalashning turli uslublaridan mohirona foydalana olishni bilishdan iborat. Yuqorida keltirilgan xislatlarning birortasiz muvaffaqiyat bilan pedagogik ish olib borish mumkin emas. Pedagog uchun qo'shimcha, lekin nisbatan turg'un talablar qatoriga kirishuvchanlik, artistlik, shodon xulq, yaxshi did-farosat va boshqalarni kiritish mumkin. Bu xususiyatlar eng asosiy o'rinda turmasa-da, ammo o'qituvchi faoliyati uchun katta yordam beradi. Bu hamma xossalar tug'ma qobiliyat emas. Ular pedagogning muntazam mehnati, shuningdek, o'z ustida tinmay ishlashi natijasida egallanadi. Bosh va ikkilamchi pedagogik xossalar jamlanib, pedagogning shaxsiyatini aniqlaydi, shu jihatlar kuchi bilan har bir o'qituvchi qaytarilmas va o'ziga xos shaxs sifatida namoyon bo'ladi. Jamiyat tomonidan qo'yiladigan talablardan eng muhimi o'qituvchining shaxsi va uning kasbi bilan bog'liq xislatlariga qaratilgan. Jamiyatning o'qituvchilik kasbiga qo'yadigan asosiy talablari quyidagichadir:

- shaxsni ma'naviy va ma'rifiy tomondan tarbiyalashning, milliy uyg'onish mafkurasining hamda umuminsoniy boylklarning mohiyatini, bolalarni mustaqillik g'oyalari sodiqlik ruhida tarbiyalashni bilishi, o'z Vatani, tabiatga va oilasiga bo'lgan muhabbati;
- keng bilim saviyasiga ega boiishi, turli bilimlardan xabardor boiishi;
- yosh, pedagogik-psixologiya, ijtimoiy psixologiya va pedagogika, yosh fiziologiyasi hamda maktab gigiyenasidan chuqur bilimlarga ega bolishi;
- o'zi dars beradigan fan bo'yicha mustahkam bilimga ega bo'lib, o'z kasbi, sohasida jahon fanida erishilgan yangi yutuq va kamchiliklardan xabardor bo'lishi;

- ta'lim va tarbiya metodikasini egallashi;
- o'z ishiga ijodiy yondashishi;
- bola psixik taraqqiyotini, uning ichki dunyosini tushuna olishi;
- pedagogik texnikani (mantiq, nutq, ta'limning ifodali vositalari) va pedagogik taktga ega bo'lishi;
- o'qituvchining o'z bilim va pedagogik mahoratini doimiy ravishda oshirib borishi.

Har bir o'qituvchi ana shu talablarga eng yuqori darajada mos keladigan bo'lishga intilishi kerak. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xildagi ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi. Jamiyatning muayyan tarixiy davrida, belgilangan vaqt va belgilangan ish joyiga xos bo'lgan pedagogning asosiy va ikkinchi darajali o'zgaruvchan xususiyatlari haqidagi masalani hal qilish birmuncha murakkabdir. Jamiyatda ro'y berayotgan yangi shart-sharoitlar, ta'lim va tarbiya sohasida yangi maqsad va vazifalarni qo'yadi. Ular o'z navbatida o'qituvchi va tarbiyachi shaxsiga qo'yiladigan talablarni belgilab beradi. Bu talablarni o'z vaqtida va aniqroq aniqlash uchun quyidagilarni bajarish lozim:

O'quvchini hozirgi zamon talabiga javob beradigan, erkin fikrlovchi shaxs sifatida shakllantirish uchun pedagogning o'zi mustaqil fikrlovchi, yuqori saviyadagi bilimli, dunyoqarashi keng bo'lmog'i va bu xususiyatlarni muntazam rivojlantirib bormog'i lozim. Ota-onalar o'qituvchining ish staji va yoshi qanday bo'lishidan qat'i nazar undan farzandlarini tarbiyalash va o'qitish mahoratini kutadilar. O'quvchilar esa o'qituvchilarni uch xil xislatlari bo'yicha xarakterlab beradilar. Jumladan, birinchidan, o'qituvchining odamgarchiligi, adolatliligi, sof vijdonliligi, bolalarni yaxshi ko'rish xislatlari; ikkinchidan, o'qituvchining sezgirligi, talabchanligi bilan bog'liqtashqi xislatlari va xulq-atvoriga qarab; uchinchidan, o'qituvchining o'z fanini bilishi, uni tushuntira olishi kabi ta'lim jarayoni bilan bog'liq xislatlariga qarab xarakterlab beradilar. Shuni ta'kidlab o'tish kerakki, tarbiya jarayonining samaradorligini oshirishga qo'yiladigan talablar bilan birga, o'qituvchi shaxsi va uning faoliyatiga nisbatan qo'yiladigan ijtimoiy talablar ham o'sib bormoqda. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xilda ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi.

XULOSA (Conclusion)

Shunday qilib, xulosa o‘rnida ta’kidlash joizki, pedagoglarning pedagogik mahoratida shaxsiy faoliyat tizimini ishlab chiqish muhimdir. Hayot — kashfiyotlar olami. Tajriba, uslub, fikrlar rang-barang. U samarali mehnat natijasida isbot va dalillar orqali talabalar qalbiga ko‘chadi. Ularning tuyg‘ulariga ta’sir ko‘rsatadi. O‘quvchilar, talabalar muallimning faxri, kelajagidir. Shu bois ularning niyati o‘quvchilarni, talabalarni mustaqil yurt quruvchilari, muhandislari, ilmu ma’rifat fidoyilari safida ko‘rishdir. Har bir pedagogning o‘z faoliyat tizimini ishlab chiqishi va unga qat’iy amal qilishi uning ta’lim sohasidagi muvaffaqiyatlarining muhim omillaridan biridir. Pedagog bir xil metodlarda dars o‘tish bilan cheklanib qolmasligi lozim. Aksincha, u o‘qitish metodlarini takomillashtirish ustida tinimsiz ishlashi zarur. Xalqimizning kelajagi mustaqil O‘zbekistonning istiqboli ko‘p jihatdan pedagogga, uning saviyasiga, yosh avlodni o‘qitish va tarbiyalashishiga bo‘lgan munosabatiga bog‘liq.

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YOSHLIK ,YETUKLIK VA KEKSALIK DAVRINING PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada yosh davrlari; yoshlik, yetuklik, va keksalik davrlarida kechadigan psixologik xususiyatlari, bu davrlarda shaxs rivojlanishida boradigan biologik, psixologik, psixik, sotsiologik o'zgarishlar va jarayonlar haqida malumotlarni bilib olamiz.

Kalit so'zlar: Yetuklik davri, yoshlik davri, gerontopsixologiya, involyusiya, gerogigiya, geriatriya, gerontologiya, geteroxronik.

Аннотация: В данной статье возрастные периоды; мы узнаем информацию о психологических особенностях молодости, зрелости и старости, биологических, психологических, психологических, социологических изменениях и процессах, происходящих в развитии человека в эти периоды.

Ключевые слова: Подростковый возраст, юношество, геронтопсихология, инволюция, герогигиена, гериатрия, геронтология, гетерохронность.

Abstract: In this article age periods; we will learn information about the psychological characteristics of youth, maturity and old age, the biological, psychological, psychological, sociological changes and processes that take place in the development of a person during these periods.

Key words: Adolescence, youth, gerontopsychology, involution, gerohygiene, geriatrics, gerontology, heterochronic.

Biz, faqat o'zimiz uchungina yashay olmaymiz- deb yozadi, mashhur ro'mannavis yozuvchi German Melvill,- bizning hayotimiz boshqalarning hayoti bilan bir-biriga minglab rishtalar bilan chambarchas bog'langandir".

Bugun yurtimizda mustaqil huquqiy demokratik davlat, erkin fuqarolik jamiyat qurish yo'lidagi ulkan ishlar o'zlikni anglash imkoniyatlarini ro'yobga chiqarishga va ma'naviy intellektual aqliy amaliy rivojlanish uchun yangi shart- sharoitlar yaratib bermoqda. Bu esa o'z navbatida insoniyat yaratgan ma'naviy boyliklarga insonning o'ziga yangicha munosabat va yondoshuvni talab qiladi. Yangicha yondoshuvlar Yosh davrlar va pedagogik psixologiya fanining obekti va predmeti ko'lamini kengayishiga olib keladi. Yosh davrlar va pedagogik psixologiya fanlari faqat yosh davrlar klasifikatsiyasi, yosh davrlarni psixik rivojlanish taraqqiyotini o'rganib ilmiy-nazariy, uslubiy –amaliy ta'minlovchi fan emas balki komil inson

shakillanishini rivojlanishini taminlovchi keng sohalarni o'z ichiga oladi. Yoshlik davri 23-28 yoshlardah iborat bo'lib bu davrning o'ziga xos *xususiyatlaridan* biri ijtimoiy hayotning barcha jabhalarida kamol erishgan shaxs sifatida faolishtirok qilish va ishlab chiqarishda mehnat faoliyatini amalga oshirishdan iboratdir. Psixofiziolog P.P Lazarev fikricha, eshitish, ko'rish, perifyrik va kinestetik sezgilarning o'zgarishi 20 yoshdan boshlanadi. B.G Ananev o'zining ilmiy tatqiqotlarida yoshlik davrida yigit va qizlardagi o'zgarishlarni murakkab shaxs jihatlaridan umumiy ruhiy holat, verbalva no verbal aqliy soda jaroyonlargacha, hatto shaxsning xususiyatigacha bo'lgan holatlarni o'z ichiga qamrab olishini matematik usullarga asoslangan ilmiy malumotlar va ularning chuqur sifat tahlili orqali ko'rsatib o'tadi.

Yetuklik davrida shaxsning rivojlanishi psixologiyadagi kam o'rganilgan muammolardan biridir. Masalan, psixoanalitik nazariyalar shaxs anomaliyalariga, patologik variantlariga e'tibor qaratadi. Norma kasallik belgilarining yo'qligi sifatida qaraladi. Boshqa yo'nalish, gumanistik psixologiya vakillari o'zligini namoyon qilgan mashhur shaxslarni absolutlashtiradi.

Yoshlik davrida yigit va qizlar kamolotiga uchta muhim psixologik mexanizm, yani mehnat jamoasi, oila mikromuhiti va norasmi ulfatlar ta'sir ko'rsatadi. Masalan mehnat jamoasidagi psixologik iqlim, manaviyat olami, barqarormaslik, ijtimoiy ong ijtimoiy qadriyatlar, muayyan ananalar va odatlar yangi azolarning harakterida ijobiy yoki salbiy o'zgarishni vujudga keltirishi mumkun.

Ayrim hollarda ko'p chilikning taziyyiqiga uchragan shahsda qatiylik, adolatlilik singari xislatlar shaxsiy nuqtaiy nazar bo'shshib qoladi natijada unda ikqilanish tuyg'isi paydo bo'ladi.

Yetuklik davrining birinchi bosqichiga 28-35 yoshlardagi erkak va ayyollar kiradilar.

Yetuklik bosqichida jismoniy va aqliy imqoniyatlardan to'laroq foydalanish ko'nikmasi paydo bo'ladi. Y.Kulytkin tadqiqotining natijasiga qaraganda, 30-35 yoshlarda diqqat 102,8 xotira 99,5 tafakkyr 102,3 birlikda baravardir. Maskur yoshda shaxsiy hayotdagi yutuqlar, g'alabalar yoki muvaffaqiyatsizliklar kishining ruhiy dunyosiga qattiq ta'sir etadi. Natijada unda takabburlik, mag'rurlik hislari paydo bo'ladi, o'zini boshqalardan ustun qo'ya boshlaydi yoki, aksincha, hayot zahmatlari uning pessimist, narsa vahodisalarga nisbatdan loqaydlik tuyg'usini vujudga keltiradi. Lekin har ikkala ko'rinishga ega bo'lgan ruhiy holat ham oila azolari, tenqurlari, mehnat jamoasi azolarining ta'siri orqali asta-sekin myayyan yo'nalishga tushib qoladi. Yetuklikning bosqichlari turli olimlar tomonidan turlicha talqin qilingan. Yetuklik davrini birinchilardan bo'lib davrlashtirgan Sh.Byuler o'z-o'zini aniqlashni asos qilib, yetuklikning beshta bosqichini ajratgan:

Birinchi bosqich (16—20 yosh) shaxsiy o'z-o'zini belgilashdan oldin keladi.

Ikkinchi bosqich (16—20 yoshdan 25—30 yoshgacha) — urinib ko‘rish va izlash bosqichidir (kasb, umr yoldosh va b.). Bu davrda hayotiy maqsadlar noreal bo‘lib, o‘zgarib turadi.

Uchinchi bosqich (25—30 yoshdan 45—50 yoshgacha) — yetuklik davri: inson hayotda o‘z o‘rnini topadi, oila quradi. 40 yoshlarda shaxs o‘zining hayotda erishgan natijalariga qarab o‘zini baholay boshlaydi.

To‘rtinchi bosqich (45—50 yoshdan 65—70 yoshgacha) — qartayayotgan inson, kasbiy faoliyatning tugashi, maqsadlar qo‘yish va faol o‘z-okzini belgilashning yo‘qolishi.

Beshinchi bosqich (70 yoshdan keyin) — qari inson: o‘tmishni eslash va tinchlikni xohlash.

Mashhur gollandiyalik psixolog va psixoterapevt B.Divexud kattalar hayotidagi 7 yillik bosqichlarni ajratgan Uotering davrlashtirishini misol sifatida keltiradi:

21—28 yosh — hayotiy bazisni egallash;

28—35 yosh — topilgan hayot asoslarini tasdiqlash;

35—42 yosh — ikkinchi jinsiy yetilish, kasbiy maqsadlarga yo‘nalganlik;

42-49 yosh - maniakal-depressiv davr;

49—56 yosh — shaxsiy qartayish bilan kurash;

56—63 yosh — donolik;

63—70 yosh — o‘z hayotida yana muvaffaqiyatga erishish mumkinligini anglash, «ikkinchi yoshlik» imkoniyati.

Lekin inson hayot yo‘lini bunday davrlashtirish tavsiflovchi xarakterga ega bo‘lib, jiddiy empirik asoslarga ega emas. Yetuklik davrida shaxsning rivojlanishi psixologiyadagi kam o‘rganilgan muammolardan biridir. Masalan, psixoanalitik nazariyalar shaxs anomaliyalariga, patologik variantlariga e‘tibor qaratadi. Norma kasallik belgilarining yo‘qligi sifatida qaraladi. Boshqa yo‘nalish, gumanistik psixologiya vakillari o‘zligini namoyon qilgan mashhur shaxslarni absolutlashtiradi. Qarilikning birinchi davri gerontogenez yoki keksayish davri deb ataladi. Ko‘pchilik olimlarning fikriga ko‘ra, bu davr 60 dan keyin boshlanadi.

Gerontopsixologiya psixologiya fanining tarkibiy qismi ekanini ilmiy jihatdan S.Xoll asoslagan bo‘lsa-da, lekin bu yo‘nalishning o‘ziga xos xususiyatlari to‘g‘risida Mark Tulliy Sitseron ("Katta Katon yoki keksayish haqida" asarida), I.I.Mechnikov ("Optimizm etyudlari" kitobida), O‘rta Osiyo allomalari donolik, donishmandlik haqidagi durdonalarida falsafiy fikr va muyaohazalarni bildirganlar. Amerikalik psixolog S.Xoll (1846— 1924) "Keksayish" monografiyasida amaliy va metodologik ahamiyatga molik qator g‘oyalarni ilgari surgan.

Xulosa qilib shuni aytish mumkinki inson psixikasining shakllanishida barcha omillar muhim hisoblanadi .Lekin yoshlik,yetuklik va keksalik davrlarida biologic omillarning darajasi bir muncha pasayadi .Sababi bu yosh davrlarida shaxs psixik ,biologic jihatdan shakllanib bo'lgan hisoblanadi .yana shuni alohida ta'kidlash joizki insonlarning shaxs sifatida shakllanishida bu yosh davrlarga bo'lish qolib emasligini ya'niy yuqorida o'rganilgan yosh davrlariga bo'lish hamma shaxslarda bir xil kichadi degani emasligini ko'rib chiqdik .Demak inson hayoti mukammalligini bilib oldik .Hech kim hech qachomn insonning shaxs sifatida shakllanishini belgilab berolmasligiga amin bo'ldik .

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TA'LIM JARAYONINING PSIXOLOGIK ASOSLARI

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Annotatsiya: Ushbu maqolada butun respublikamizda ta'lim sifatini oshirish, uni jahon miqyosida oldingi o'rinlarga olib chiqish uchun kelajak avlodni yetishtirib beruvchi kuch - pedagoglar jamoasini mukammal darajaga yetkazish masalasiga alohida e'tibor qaratilgan. Buning uchun bo'lajak pedagoglarni, ya'ni talabalarni yuqori ta'lim texnologiyalari bilan ta'minlash, ularda ruhiy va ilmiy potensialini oshirish masalalari muhokama qilingan.

Kalit so'zlar: Pedagog, o'quvchi, shaxs kamoloti, ta'lim-tarbiya, ta'lim psixologiyasi, tarbiya psixologiyasi, pedagogik faoliyat.

Ayni vaqtda pedagogik faoliyatning ushbu komponenti maktab oldida turgan asosiy vazifasi o'sib kelayotgan avlodning faol fuqarolik holatida tarbiyalash o'qituvchi shaxsiga ma'lum bir talablarni qo'yadi. O'qituvchi o'quvchilarning bilimlarini chuqurlashtirishga intilishi kerak, buning uchun esa u eng qiyin nazariy savollarni oson o'zlashtirilishi uchun o'quv materialni tanlash va qayta ishlashi lozim. Birinchi navbatda ta'lim oluvchilarning faoliyati faol bo'lmasa, chuqur bilim va o'zlashtirish jarayoni amalga oshirilmaydi.

Muhit, ta'lim-tarbiya va tegishli mashq, miya tuzilishining organik jihatdan yetilishiga yordam beradi. Bu jarayonda ta'lim qanday mavqega ega? Ta'lim rivojlanishga nisbatan yetakchi vazifani bajaradimi yoki aksincha? Bu muammoning hal qilinishi ta'lim jarayonining mazmuni va metodikasini, o'quv darajalari va darsliklarning mazmunini belgilab beradi. Bu borada nemis psixologi V.S.Htern: ta'lim psixik rivojlanishning orqasidan boradi va unga moslashadi, degan fikrni olg'a surgan edi. Bu fikrga qarama-qarshi rus psixologi L.S.Vigotskiy bolaning psixik rivojlanishida ta'lim va tarbiyaning yetakchilik roli bor, degan qoidani birinchi bo'lib ilgari surdi va uni: ta'lim rivojlanishdan oldinda boradi va uni o'z orqasidan ergashtirib olib boradi, deb aniq ifodalab, beradi. Yuqorida bayon qilingan birinchi fikrga muvofiq ta'lim faqat rivojlanish tomonidan erishilgan narsalardan foydalanadi. Shuning uchun aqliy jihatdan yetilish jarayoniga aralashmaslik, unga, xalaqit bermaslik, balki ta'lim uchun imkoniyat yetilguncha chidam bilan passiv kutib turish kerak. Shveytsariyalik psixolog J.Piajening nazariyasi ham ayni shu g'oyalar bilan yug'rilgandir. J.Piajening fikricha, bolaning aqliy o'sishi o'zining ichki

qonunlari asosida rivojlana borib, sifat jihatdan o'ziga xos bir qator genetik bosqichlarni bosib o'tadi.

Ta'lim - bu aqliy yetilish jarayonini faqat bir qadar tezlatishga yoki sekinlashtirishga qobildir, lekin u aqliy jihatdan yetilish jarayoniga hech qanday jiddiy ta'sir ko'rsata olmaydi. Demak, ta'lim rivojlanish qonunlariga bo'ysunishi kerak. Masalan, bolada mantiqiy tafakkur yetilmay turib, uni mantiqiy fikr yuritishga o'rgatish foydasizdir. Ta'limning turli bosqichlari bolaning tegishli psixologik imkoniyatlari pishib yetiladigan muayyan yoshidan qat'iy nazar bog'liqligi ana shundan kelib chiqadi. Ta'kidlash joizki, ta'lim yetakchi rolni bajaradi, ta'lim va rivojlanish esa o'zaro bir-biriga bog'liqdir; ular alohida sodir bo'ladigan ikki jarayon bo'lmay, balki bir butun jarayondir. Ta'limsiz to'la aqliy rivojlanish bo'lishi mumkin emas. Ta'lim rivojlanishga turtki bo'ladi, rivojlanishni o'z ortidan ergashtirib boradi. Zarur sharoit tug'ilganda ta'lim mantiqiy fikrlash malakasini tarkib toptiradi va tegishli aqliy rivojlanish uchun zamin bo'ladi. Lekin, ta'lim rivojlanishga turtki bo'lish bilan bir vaqtda o'z i rivojlanishga tayanadi, erishilgan rivojlanish darajasining xususiyatlarini, rivojlanishning ichki qoidalarini, albatta, inobatga oladi. Ta'limning imkoniyatlari juda keng bo'lsada, biroq cheksiz emas. Yirik rus psixologi L.S.Vigotskiy ta'lim va taraqqiyot muammosiga ijtimoiy-tarixiy jarayon nuqtai-nazaridan yondashib, bilimlarni o'zlashtirish insoniyatning tarixiy taraqqiyotida yaratilgan madaniyatda ishtirok etish jarayonidir, deb ta'kidlaydi. U olga surgan psixik funktsiyalar taraqqiyotining madaniy-tarixiy nazariyasiga ko'ra, psixik faoliyat taraqqiyoti uning «tabiiy» shaklini bevosita qayta qurgan holda, turli alomatlar bilan avval tashqi, so'ng ichki ifodalanishni nazarda tutib, «madaniy» shaklini egallash tushuniladi. E.Torndayk va J.Piajening ta'lim bilan taraqqiyotni ayni bir narsa deb tushuntirishiga qaramay L.S.Vigotskiy: «Bola taraqqiyotini hech mahal maktab ta'limidan tashqaridagi soya deb hisoblash mumkin emas», - deb ta'kidlaydi. Bundan tashqari, ta'lim va taraqqiyot bir-biriga tobe bo'lmagan jarayonlardir, degan yunalishdagi psixologlarni ham u qattiq tanqid qiladi. P.P.Blonskiy ta'limning bola taraqqiyotidagi o'rniga alohida ahamiyat beradi. Shuning uchun o'quvchilarning aqliy rivojlanishi to'g'ridan-to'g'ri maktab dasturi mazmuniga bog'liq ekanligini ta'kidlaydi. Yosh va individual o'zgaruvchanlik insoniyatning ijtimoiy-tarixiy taraqqiyoti ta'siri ostida har xil ko'rinishda namoyon bo'ladi. Individning dinamik xususiyatlariga shaxsning ijtimoiy sifatleri ta'sir etib, uning individual o'zgaruvchanligi omilini kuchaytiradi. Insonning shaxs sifatida tavsiflashning muhim lahzasi, uning dinamik xususiyatlari hisoblanib, jamiyatdagi statusi (iqtisodiy, siyosiy, huquqiy, mafkuraviy, ya'ni uning jamiyatda egallagan o'rnini) orqali ifodalanadi. Status negizida doimiy o'zaro aloqalar tizimi yotadi.

Rolning ijtimoiy funktsiyasi muayyan maqsadlarga va qadriyatlarga yo'nalganlik shaxsni faollashtiradi. Status, rol, qadriyatga yo'nalganlik shaxs xususiyatlarining birlamchilarini tashkil etadi va uning tuzilishida asos bo'lib xizmat qiladi. Shaxsning ta'rifi xulq motivatsiyasi xususiyati va ijtimoiy fe'l-atvor tuzilishini belgilab, uning tarkibidan ikkilamchi alomatlar sifatida joy egallaydi. Shaxsning birlamchi va ikkilamchi sifatlarining o'zaro ta'sirini birlashtiruvchi yuksak samara tarzida inson xarakteri va mayllari yuzaga keladi. Insonning shaxs xislatlarini rivojlantiruvchi asosiy shakl uning jamiyatdagi hayot yo'li va ijtimoiy tarjimai holi hisoblanadi. Individ, shaxs va sub'ekt taraqqiyotining tadqiqotida quyidagi holatlarga e'tibor qilishi zarur: - inson rivojining asosi hisoblangan omillar va shart-sharoitlar (ijtimoiy, iqtisodiy, siyosiy, huquqiy, mafkuraviy, pedagogik va yashash muhiti omillari); -insoning o'ziga taalluqli, asosiy tavsiflar, uning ichki qonuniyatlari, mexanizmlari, evolyutsiya bosqichi, barqarorlashuvi va involyutsiya; -inson yaxlit tuzilishning asosiy tarkiblari, ularning o'zaro aloqalari, shaxsning tashqi tasirlarga javobi va munosabati, taraqqiyot jarayonida ularning takomillashuvi kabilar, Uch xil xususiyatli tadqiqot dasturining tarkibiy qismlari insonning amaliy va nazariy faoliyatining mezonlari hisoblanadi. Chunki, faoliyatda yashash muhiti tarixiy tajribani egallash interiorizatsiya va eksteriorizatsiya amalga oshadi. Odamning maqsadga qaratilgan ijtimoiy foydali faoliyati protsessida hayotiy deb ataladigan mexanizmlari va ongli faoliyatining funktsional sistemasi protsesslari yuzaga keladi. Ana shular tufayli odam bilimlarni, ko'nikma va malakalarni, kishining sotsial tajribalarini o'zlashtiribgina qolmay balki o'zining idroki, tafakkuri, xayoli, hissiyotlari va irodasini bir so'z bilan aytganda, voqelikka bo'lgan ongli munosabatini hamda o'z harakatlari va xulq-atvorining motivlarini tarkib toptiradi. Shaxsning barcha xususiyatlari, munosabatlari va xatti-harakatlari shaxsning hayoti faoliyatida malum rolni bajaruvchi va har biri murakkab qurilmadan iborat bo'lgan hamda shartli ravishda to'rtta o'zaro mustahkam bog'langan funktsional bosqichlarga birlashtiriladi:

Birinchi - boshqaruv tizimi;

Ikkinchi - stimullashtirish tizimi;

Uchinchi - stabilizatsiyalash tizimi;

To'rtinchi - indikatsiyalash tizimi.

Shaxsning ana shu sotsial ahamiyatga ega bo'lgan barcha sifatleri ijtimoiy taraqqiyotning yuksak ongli faoliyatchisi sifatidagi Birinchi tizimi hosil bilishida analizatorlar shaxsning hulq-atvori va xatti-harakatlarini belgilaydi. O'rtasidagi

doimiy tabiiy aloqani aks ettiruvchi filogenetik mexanizmlar katta rol o'ynaydi. Biroq, bu ilgari yuqorida ta'kidlab, o'tganimizdek ontogenez protsessida filogenetik analizatorlar o'rtasidagi aloqa vaqtli aloqalar bilan organik jihatdan qishilib keladilar. Bunda mazkur tizimning ichida pertseptiv tizimiga o'tib ketadigan yuksak darajada integratsiyalangan malum ichki sensor komplekslarni hosil qiladi. Bunday komplekslar qatoriga nutq, eshitish, ko'rish hamda sensomotor komplekslarni kiritish mumkin. Mana shu komplekslarning hammasi odamning hayot-faoliyati jarayonida o'zaro bir-biri bilan doimiy aloqaga kirishib, sensorpertseptiv uyushishning yagona funksional dinamik tizimini yaratadi. Insonning sensor-pertseptiv jihatlari doimo takomillashib boshlagan ilmlarining dastlabki yillaridayoq shakllana boshlaydi. Temperament, intellekt, bilim va munosabat ana shunday xususiyatlar jumlasiga kiradi.

Xulosa o'rnida shuni aytishimiz mumkinki, bolalar ta'lim-tarbiyasida bo'ladigan kamchiliklarning asosiy sabablaridan biri o'qituvchining psixologiyasiga bog'liq. Lekin bunga ko'pincha e'tibor berilmaydi. Shuning uchun o'qituvchilar jamoasini psixologik nuqtai nazardan o'rganish, uni muvaffaqiyatli boshqarishning psixologik yo'llarini ishlab chiqish dolzarb ahamiyatga egadir. Pedagogik jamoani muvaffaqiyatli boshqarish uchun jamoa tarkibini o'rganish, kamchiliklarini korreksiyalash va haqiqiy pedagogik jamoa sifatida shakllantirish lozim. Jamoada ishlash ko'nikmalarining rivojlangan darajasi ham muvaffaqiyatli jamoa uchun asosiy omillardan biridir. Jamoada ishlash muloqot vositasida amalga oshadi. Pedagogik jamoaning rivojlanishida shaxslararo muloqot muhim ahamiyatga ega.

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PEDAGOGIK QOBILIYATLAR

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Annotatsiya: Ushbu maqolada pedagoglardagi qobiliyatlar ,ularning turlari ,o'qituvchining pedagogik takti masalasi ,bolalar uchun qilayotgan ishlarida namuna va o'rnak bo'la olish qobiliyatlarini bilib olishingiz mumkin.

Kalit so'zlar: Pedagogik qobilyat,Didaktik,perseptiv ,avtoritar qobilyat,xayol,kommunikativ qobiliyatlar

Pedagogik faoliyatdagi muhim jihatlardan biri bu pedagogik qobilyatlardir.Pedagogik qobilyat -- bu qobilyat turlaridan biri bo'lib,kishining pedagogik faoliyatga yaroqliligini v ashu faoliyat bilan muvaffaqiyatli shug'ullana olishini aniqlab beradi.

1.Didaktik qobiliyatlar .Bu bolaga o'quv materialini aniq va ravshan tushuntirib,oson qilib yetkazib berish,bolalarda fanga qiziqish uyg'otib,ularda mustaqil faol fikrlashni rivojlantira oladigan qobiliyatdir. Didaktik qobilyatga ega bo'lgan o'qituvchi zarurat tug'ilganda qiyin o'quv materialini osonroq,murakkabrog'ini soddaroq, tushunish qiyin bo'lgaini tushunarliroq qilib,o'quvchilarga moslashtirib yetkazib bera oladi. Ana shunday pedagogik qobilyatni aniqlash uchun psixolog N.Gonobolin juda qulay test tavsiya etadi.Bu testga ko'ra bilish xarekteridagi matnda o'qituvchining fikri bo'yicha ayrim sinf o'quvchilari uchun qiyin deb hisoblangan qismlarni alohida ko'rsatib,nima uchun bu qismlarning qiyinligini tushuntirib berish ,shunda so'ng esa matnni o'quvchilarga yengil va ularning o'zlashtirishlari uchun qulay qilib qayta tuzish tavsiya etilad.

2. Akademik qobilyatlar .O'qituvchining o'zi o'qitadigan fani,shuningdek ,boshqa fanlar sohasiga xos bo'lgan chuqur va keng bilimlarga ega bo'lish qobiliyatidir. Akademik qobilyatli o'qituvchi faqat o'z fani doirasidagina emas ,balki atroflicha keng,chuqur bilimlarga ega bo'lib,bu sohalarda erishilgan yutuqlar va kashfiyotlarni doimiy ravishda kuzata borib,ularni dars jarayonida o'quv material sifatida qo'llay oladi,hamda kichik tadqiqot ishlarini olib boradi.

3. Perseptiv qobilyatlar. Bu psixologik kuzatuvchanlik,o'quvchi shaxsining individual psixlogik xususiyatlarini inobatga olgan holda yondashish,o'quvchining vaqtinchalik psixik holatlarini tushuna bilishdan iborat qobilyatdir .

4.nutq qobilyati. O'qituvchining o'z his- tuyg'ularini nutq yordamida ,shu bilan birga mimika va pantomimika yordamida aniq va ravshan qilib ifodalab berish qobiliyatidir.Bu o'qituvchilik kasbidagi muhim xislatlardan biri hisoblanadi. Chunki o'qituvchidan o'quvchilarga uzatiladigan axborot asosan ikkinchi signal tizimi -

nutq orqali beriladi. Bunda mazmun jihatidan uning ichki va tashqi xususiyatlari nazarda tutiladi. O'qituvchi nutqi ,uning talaffuzi aniq - ravshan,oddiy va o'quvchilar uchun tushunarli bo'lishi kerak. Qobiliyatli o'qituvchining nutqi jonli,obrazli, intonatsiyali va ifodali ,emotsiyaga boy bo'lib ,bunda stilistik va grammatik xatolar mutlaqo bo'lmasligi lozim.Bir xil ohangdagi nutq o'quvchilarni juda tez toliqtiradi. Shu bilan birga bunday nutq I.P.Pavlovning fiziologik ta'limotiga ko'ra, doimiy ta'sir etuvchi qo'zg'atuvchiga aylanib,bosh miya katta yarim sharlar po'stlog'ida tormozlanish jarayonini yuzaga keltiradi.

5. Tashkilotchilik qobiliyati.Bu dars jarayoni va darsdan tashqari faoliyatlarni tashkil eta bilish , o'quvchilar jamoasini uyushtira bilish va jiplashtira olish ,shuningdek,o'z shaxsiy ishlarini to'g'ri tashkil qila olish qobiliyatidir. O'qituvchining o'z ishini tashkil qila bilishi deganda ,uning o'z ishini to'g'ri rejalashtirib ,uni nazorat qila olishi nazarda tutiladi. Tajribali o'qituvchilarda vaqtga nisbatan o'ziga xos sezuvchanlik -- ishni vaqt bo'yicha to'g'ri taqsimlab, mo'ljallangan vaqtdan to'g'ri foydalana olish ko'nikmasi paydo bo'ladi. Jumladan: darsning 10, 20, 30 va boshqa daqiqalari davomida mabodo,ko'zda tutilmagan vaqt ortib qolgan taqdirda foydalanish uchun qanday qo'shimcha materiallarni tayyorlash yoki vaqt yetmay qolgan taqdirda qanday materialni keyinchi darsda qoldirish mumkinligi haqida maslahat beradilar.

6. Avtoritar qobilyati-- bu o'quvchilarga bevosita emotsional - irodaviy ta'sir etib ,ular o'rtasida obro' ortira bilishdan iborat qobiliyatdir .Avtoritar qobiliyat o'qituvchining rostgo'yligi, irodaviy uddaburonligi,o'zini tuta bilishi,farosatliligi,talabchanligi katta irodaviy xislatlar hamda qator shaxsiy fazilatlariga, shu bilan o'quvchilarning ta'lim tarbiyasida javobgarlikni his etish, e'tiqodi, o'quvchilarga ma'naviy va ma'rifiy e'tiqodni singari bo'lish kabi xislatlarga ham bog'liqdir.

7. Kommunikativ qobiliyati.Bu bolalar bilan muloqotda bo'lish , o'quvchilarga bo'lgan munosabatda to'g'ri yo'l topa bilsa ,ular bilan pedagogik nuqtayi nazardan maqsadga muvofiq o'zaro aloqa bog'lashda pedagogik taktning mavjudligiga qaratilgan qobiliyatdir . Pedagogik taktning yaqqol ifodalaridan biri - har qanday pedagogik ta'sirga nisbatan qo'llaniladigan chora-tadbirlarni (rag'batlantirish , jazolash , pand-nasihat) his eta bilishdan iboratdir.

8. Pedagogik xayol.Bu kishining o'quvchilar shaxsini tarbiyaviy tomondan loyihalashtirish davr ish - harakatlarining natijasini oldindan ko'ra bilishda namoyon bo'ladigan qobiliyatdir. Bu qobiliyat o'qituvchi ma'lum o'quvchidan kelgusida kim chiqishini ko'z oldiga keltirishida , tarbiyalanuvchilarda u yoki bu xildagi xislatlarning rivojlanishini oldindan ko'ra bilishda namoyon bo'ladi. Bu qobiliyat pedagogik optimizm ,tarbiyaning kuchiga ,o'quvchilarga bo'lgan ishonch bilan boog'liqdir.

9. Diqqatni taqsimlay olish qobiliyati .Bu qobiliyat bir vaqtning o‘zida diqqatni bir qancha faoliyatga qarata olishda namoyon bo‘lib, o‘qituvchi ishida g‘oyat muhim ahamiyatga egadir . Qobiliyatli,tajribali o‘qituvchi bir vaqtning o‘zida o‘z diqqat - e‘tiborini o‘quv materialining mazmuniga , uning qanday bayon etishiga ,o‘quvchi fikriga qarata va shu bilan bir qatorda barcha o‘quvchilarni kuzatib, ularning hissiy emotsional holatlariga, e‘tiborli yoki e‘tiborsizligiga, darsni tushunish-tushunmasligiga ahamiyat berib ,o‘quvchilarning intizomini kuzatadi hamda oqibat natijada o‘zining shaxsiy xulq atvoriga ham e‘tibor beradi. Xulosa qilib,shuni aytish joizki ,o‘qituvchining barcha ijobiy, umuminsoniy axloq me‘yorlariga mos keluvchi xislatlari o‘quv- tarbiyaviy jarayonda katta ahamiyatga ega . O‘z ishini muvaffaqiyat bilan olib borishi uchun pedagog bir qator zarur bo‘lgan umumiy va maxsus qobiliyatlarga ega bo‘lishi kerak. Umumiy qobiliyat faqatgina pedagog faoliyat bilan bog‘liq bo‘lib qolmaydi,maxsus qobiliyalar esa pedagogik faoliyat samaradorligiga bevosita to‘liq ta’sir ko‘rsatadi. Pedagogning tarbiyachi sifatidagi qobiliyati ham uning o‘qituvchilik qobiliyatiga muvofiqdir. Ammo shuni ta’kidlash lozimki, yaxshi o‘qituvchi bo‘lishdan ko‘ra yaxshi tarbiyachi bo‘lish birmuncha murakkabroqdir.

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MAKTABGACHA YOSHDAGI BOLALAR PSIXOLOGIYASI

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Annotatsiya: Maqolada maktabgacha yoshdagi bolalar psixologiyasini o'rganilganlik holati va ularga kerakli tavsialar borasida fikr yuritiladi. Maktabgacha yoshdagi bolalar psixologiyasi va ularning o'rganilganlik sabablari o'rganilib tahlil qilingan va bartaraf etish yo'llari haqida ma'lumotlar berilgan.

Ushbu maqolada maktabgacha yoshdagi bolalar psixologiyasi va ularning o'rganish yo'lida nimalarga e'tibor berish kerakligi haqida yoritilgan.

Kalit so'zlar: Psixolog, ruhiyat, omil, bolalik, bolalar psixologiyasi, muammo, yechim.

Maktabgacha yosh psixologlar tomonidan uch yoshdan yetti yilgacha belgilanadi. Uch yoshida bola birinchi yosh inqirozini boshdan kechiradi. Yetti yil ham inqiroz davri. Ya'ni, maktabgacha yosh - bu bolaning hayotining birinchi inqirozidan ikkinchi hayot inqirozigacha bo'lgan davri. Uch yoshli chaqaloq allaqachon o'zini odam kabi his qiladi. U birinchi marta shaxs ekanligini, oilaning to'la huquqli a'zosi ekanligini tushuna boshlaydi.

Maktabgacha ta'lim- bola hayotining, uning jamiyatga qo'shilishining ilk poydevori bo'lib, bolaning kelajakda komil inson bo'lishi uchun xizmat qiluvchi asosiy omildir. Bolaning har tomonlama yetuk bo'lib voyaga yetishi uchun Maktabgacha ta'lim tashkiloti, oila, maktab hamkorlikda ish olib borsada, maqsadga muvofiq bo'ladi. Bugungi kunda maktabgacha ta'limga alohida e'tibor qaratilib kelinmoqda. Maktabgacha yoshdagi bolalar uchun psixolog shartlarining joriy etilishi, universitetlarda maktabgacha ta'lim psixologiyasi yo'nalishlarining ochilishi buning yaqqol misolidir. Hozirda maktabgacha ta'lim tashkilotlarida psixolog faoliyat yuritmoqda. Tashkilotdagi har bir bola e'tibordan chetda qolmasligi kerak. Bu jarayonda tarbiyachidan mas'uliyatli bo'lish talab etiladi. Agar tarbiyalanayotgan bola guruhdagi boshqa bolalardan xotirasi, diqqati, tasavvuri, tafakkuri, sezish qobiliyatlaridan ortda qolayotgan bo'lsa, darhol psixolog ko'magiga muhtoj bo'ladi. Bunda tarbiyasi tashkilotdagi bolalar psixologiga murojaat qiladi. Bolalar psixologiyasi haqida so'z yuritar ekanmiz, avvalo uning tarixiga nazar solmog'imiz zarur. "Bolalar psixologiyasi" XX asrning 2-yarmida umumiy psixologiyadan mustaqil fan sifatida ajralib chiqdi. Bolalar psixologiyasi bolaning tug'ilgan paytidan boshlab to maktab yoshiga yetgunga qadar psixik jihatdan taraqqiy etish qonuniyatlarini va shaxsiy psixologik xususiyatlarini tarkib topish jarayonini ilmiy

jihatdan órganadi. Bolalar psixologiyasi — psixologiya sohasi, bolalar psixologik rivojlanishining umumiy va alohida xususiyatlarini, turli yosh bosqichlarida bu jarayon qanday kechishi, uni harakatlantiruvchi kuchlar va qonuniyatlarni tadqiq qiladi. Shu sababli Bolalar psixologiyasi ni ko‘pincha yosh psixologiyasi deb ataydilar. Bolalar psixologiyasi bolalarda psixik jarayonlar (ma‘rifiy, nutqiy, hissiy, irodaviy va h. k.) paydo bo‘lishi va rivojlanishini, psixik xususiyatlar qaror topishini, xilma xil faoliyatning (o‘yinlar, o‘qish, mehnat) rivojlanishini, bolaning shaxs sifatida shakllanishini o‘rganadi. Bolalar psixologiyasi umumiy psixologiyada ishlab chiqilgan tadqiqot usullaridan foydalanadi, biroq uni qo‘llashning o‘ziga xos xususiyatlari bor. Bola shaxsi yosh xususiyatlarini o‘rganishda ko‘ndalang kesma va longityud deb nomlangan tadqiqotlar o‘tkaziladi. Birinchi holatda birgina psixik jarayonning o‘zi bir vaqtda turli yosh guruhlariga taalluqli bo‘lgan bolalarda tadqiq qilinadi. Ikkinchi holat (longityud) da esa ma‘lum bir (alohida tanlab olingan) bolalarning psixik xususiyatlari ko‘p yillar davomida tadqiq qilinadi. Bu esa o‘z navbatida ular psixikasi rivojlanishining umumiy kechishini kuzatish imkoniyatini beradi. Bolalar psixologiyasida asosan ota-onalarga bolaga unga bo‘lgan ishonch, hurmat, qo‘llab-quvvatlash, unga bo‘lgan e‘tiborlarini his qildirish, Mumkin bo‘lgan va mumkin bo‘lmagan holatlar o‘rgatiladi. Ta‘lim-tarbiya jarayonida bolalarga individual yondashish uchun ularning individual psixologik xususiyatlarini, shaxsining o‘ziga xosligini bilish, o‘rganish zarur. “Agar pedagogika odamni har jihatdan tarbiyalamoqchi bo‘lsa, u oldin o‘sha odamni ham har jihatdan bilib olishi kerak”, - deb yozgan edi K.D. Ushinskiy. Shuning uchun har bir tarbiyachi bolalami o‘rganish usullari bilan qurollanishi shart. Demak, bolalar psixologiyasi va psixodiagnostikasi asoslarini bilish har bir tarbiyachisi, har bir metodist uchun muhim ahamiyatga ega. Har bir fanning o‘z predmetini o‘rganish metodlari bo‘lgani kabi, bolalar psixologiyasi ham psixologiya fanining alohida bo‘limlari tadqiqot metodlariga ega. Bolalar psixologiyasining metodlari faqat nazariy, ilmiy tadqiqod uchiningina emas, balki kundalik, amaliy vazifalarni hal qilish uchun ham zarurdir. Bola dunyoni, atrofni ota-ona ko‘zlari bilan angelaydi. Ota-onaga nima yomon bo‘lsa, bola shuni yomon deb hisoblaydi. Ota-ona kimni xush ko‘rsa, bola uchun u inson yaxshi bo‘ladi. Bu holat bolani 10-12 yoshiga qadar davom etadi. Undan keyin bola o‘zi xulosa qilishga o‘rganishni boshlaydi. Shunday ekan, bolaning har bir harakati - bu ko‘zgidagi sizning aksingiz. Hozirgi ilg‘or texnologiyalar asri bo‘lgani tufayli ko‘p ota-onalar bolalariga e‘tiborsiz ,loqayt bo‘lib bormoqdalar. Bolalarning o‘zlari ham texnologiyalarga ko‘proq qiziqish bildirmoqdalar. Bugungi kunda maktabgacha ta‘lim tashkilotlarida bolalarning ruhiyati bilan bog‘liq ishlarda katta e‘tibor qaratilmoqda. Masalan: Bir guruhda 30 ta bola bo‘lsa, hammasi ham bir xil holatda o‘tirmaydi. Ularning ichki dunyosi, xayolidan kechayotgan narsalari rangbarang, turli xil. Ularning xayolot olamini bilish uchun psixologdan katta tajriba

talab etiladi. Buning uchun psixolog turli xil metodlardan foydalana olishi lozim bo'ladi. Bolalar ruhiyatini buzilishining har xil sabablari bo'lishi mumkin. Oiladagi kelishmovchiliklar, unga bo'lgan e'tiborning kamligi, bola o'zi istayotgan narsalarni qila olmayotganligi va hokazo. Bu narsalar bolalarning faoliyatiga ham katta ta'sir ko'rsatadi. Oilada noxush holatlar kuzatilganda bolalarda o'yin faoliyati sust kechadi, o'qishga bo'lgan qiziqish yo'qoladi, mehnat faoliyatida ishtirok etmay qoladi. Buning uchun psixolog bola bilan individual shug'ullanib, uning mayda detallariga ham e'tibor berishi kerak. Ota-onalar bilan suhbat jarayonida bolalarining ruhiy holatini to'g'ri baholab, ularga to'g'ri tushuntira olishi kerak. Maktabgacha yoshdagi bolalar juda taqlidchan bo'ladi. Bolalar kimga ko'proq qiziqish uyg'otsa o'sha insonga taqlid qiladi. Bola taqlid qilgan insonni xatti-harakatlarini, uning qanday holatda ekanligini kuzatib unga o'xshashga harakat qiladi. Bu esa bolaning psixologiyasiga ta'sir ko'rsatadi. Maktabgacha ta'lim tashkilotlarida bolalar uchun ko'proq suhbat metodi samara beradi deb o'ylayman. Chunki, bola hech qachon yolg'on gapirmaydi. Hozirgi yoshlarimiz davr talabiga asosan o'sib bormoqda. Ularning rivojlanishi, o'sishi, shakllanishi ayniqsa, psixik holati jamiyat uchun juda muhim omil bo'lib bormoqda. Shuning uchun ham biz poydevorni maktabgacha ta'lim tashkilotlaridan boshlashimiz kerak. Har bir bola bilan individual shug'ullanish, ularning qiziqishlarini inobatga olish, ularni davr talabiga moslashtirish bizning asosiy vazifamiz bo'lib qolmoqda. Maktabgacha yoshdagi bolalar o'zlarining psixologik rivojlanish xususiyatlariga ega bo'lishadi. 5-6 yoshli bola barcha ma'lumotlarni eslab qolish va aytib berish xususiyatiga ega bo'ladi. Lekin bu ma'lumotlar hayoti davomida olimlar eslolmasligini isbotlaganlar. Bolalik ufqlarini kengaytira oladigan har qanday narsaga qiziqish uyg'otadigan davrdir va bu uning atrofidagi dunyoni qo'llab-quvvatlaydi. Bola umri davomida oladigan bilimlarning 70% izini 5 yoshgacha oladi. Bu maktabgacha yoshdagi davrlarni bola juda yaxshi eslab qoladi. Bolalarimizning hayotini shirin xotiralar va yorqin kelajak bilan ta'minlaylik! Zero, " Bolalar kelajagimiz poydevoridir".

Xulosa Shuni aytish mumkinki, oilaning zimmasiga ulkan va zarur ijtimoiy missiya yuklangandir. Bola tarbiyasi eng og'ir ijtimoiy vazifa ekanligi ayondir. Ota va onaning shaxsiy va ijobiy namunasi solih va soliha farzandlarning kamolga yetishi uchun garovdir. Ostona hatlab tashqi dunyoga qadam qo'yilganida esa bolaga atrof-muhit va jamoatchilikning ta'siri sezilarli bo'ladi. Ta'lim muassasalari va mahallakuy, umuman, ijtimoiy sfera muhiti inson farzandini to'g'ri hayotining so'nggi daqiqasigacha ta'qib qilib boradi. Shu boisdan, oilaviy munosabatlarda shaxsning umummadaniy dunyoqarashini shakllantirishga erishish, nafaqat shaxsiy hayotda, balki, mamlakatimizda yuz berayotgan ijtimoiy-iqtisodiy o'zgarishlar va ularning taraqqiyoti jamiyatning ruhiy va ma'naviy takomilida ham muhim o'rin tutadi.

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TARBIYA JARAYONINING PSIXOLOGIK ASOSLARI

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Kimyo ta'lim yo'nalishi talabalari

Annotatsiya: Ushbu maqolada butun respublikamizda ta'lim sifatini oshirish, uni jahon miqyosida oldingi o'rinlarga olib chiqish uchun kelajak avlodni yetishtirib beruvchi kuch - pedagoglar jamoasini mukammal darajaga yetkazish masalasiga alohida e'tibor qaratilgan. Buning uchun bo'lajak pedagoglarni, ya'ni talabalarni yuqori ta'lim texnologiyalari bilan ta'minlash, ularda ruhiy va ilmiy potensialini oshirish masalalari muhokama qilingan.

Kalit so'zlar: Pedagog, o'quvchi, shaxs kamoloti, ta'lim-tarbiya, ta'lim psixologiyasi, tarbiya psixologiyasi, pedagogik faoliyat.

Ayni vaqtda pedagogik faoliyatning ushbu komponenti maktab oldida turgan asosiy vazifasi o'sib kelayotgan avlodning faol fuqarolik holatida tarbiyalash o'qituvchi shaxsiga ma'lum bir talablarni qo'yadi. O'qituvchi o'quvchilarning bilimlarini chuqurlashtirishga intilishi kerak, buning uchun esa u eng qiyin nazariy savollarni oson o'zlashtirilishi uchun o'quv materialni tanlash va qayta ishlashi lozim. Birinchi navbatda ta'lim oluvchilarning faoliyati faol bo'lmasa, chuqur bilim va o'zlashtirish jarayoni amalga oshirilmaydi. Muhit, ta'lim-tarbiya va tegishli mashq, miya tuzilishining organik jihatdan yetilishiga yordam beradi. Bu jarayonda ta'lim qanday mavqega ega? Ta'lim rivojlanishga nisbatan yetakchi vazifani bajaradimi yoki aksincha? Bu muammoning hal qillinishi ta'lim jarayonining mazmuni va metodikasini, o'quv darajalari va darsliklarning mazmunini belgilab beradi. Bu borada nemis psixologi V.S.Htern: ta'lim psixik rivojlanishning orqasidan boradi va unga moslashadi, degan fikrni olg'a surgan edi. Bu fikrga qarama-qarshi rus psixologi L.S.Vigotskiy bolaning psixik rivojlanishida ta'lim va tarbiyaning yetakchilik roli bor, degan qoidani birinchi bo'lib ilgari surdi va uni: ta'lim rivojlanishdan oldinda boradi va uni o'z orqasidan ergashtirib olib boradi, deb aniq ifodalab, beradi. Yuqorida bayon qilingan birinchi fikrga muvofiq ta'lim faqat rivojlanish tomonidan erishilgan narsalardan foydalanadi. Shuning uchun aqliy jihatdan yetilish jarayoniga aralashmaslik, unga, xalaqit bermaslik, balki ta'lim uchun imkoniyat yetilguncha chidam bilan passiv kutib turish kerak. Shveytsariyalik psixolog J.Piajening nazariyasi ham ayni shu g'oyalar bilan yug'rilgandir. J.Piajening fikricha, bolaning aqliy o'sishi o'zining ichki qonunlari asosida rivojlana borib, sifat jihatdan o'ziga xos bir qator genetik bosqichlarni bosib o'tadi.

Ta'lim - bu aqliy yetilish jarayonini faqat bir qadar tezlatishga yoki sekinlashtirishga qobildir, lekin u aqliy jihatdan yetilish jarayoniga hech qanday jiddiy ta'sir ko'rsata olmaydi. Demak, ta'lim rivojlanish qonunlariga bo'ysunishi kerak. Masalan, bolada mantiqiy tafakkur yetilmay turib, uni mantiqiy fikr yuritishga o'rgatish foydasizdir. Ta'limning turli bosqichlari bolaning tegishli psixologik imkoniyatlari pishib yetiladigan muayyan yoshidan qat'iy nazar bog'liqligi ana shundan kelib chiqadi. Ta'kidlash joizki, ta'lim yetakchi rolni bajaradi, ta'lim va rivojlanish esa o'zaro bir-biriga bog'liqdir; ular alohida sodir bo'ladigan ikki jarayon bo'lmay, balki bir butun jarayondir. Ta'limsiz to'la aqliy rivojlanish bo'lishi mumkin emas. Ta'lim rivojlanishga turtki bo'ladi, rivojlanishni o'z ortidan ergashtirib boradi. Zarur sharoit tug'ilganda ta'lim mantiqiy fikrlash malakasini tarkib toptiradi va tegishli aqliy rivojlanish uchun zamin bo'ladi. Lekin, ta'lim rivojlanishga turtki bo'lish bilan bir vaqtda o'z i rivojlanishga tayanadi, erishilgan rivojlanish darajasining xususiyatlarini, rivojlanishning ichki qoidalarini, albatta, inobatga oladi. Ta'limning imkoniyatlari juda keng bo'lsada, biroq cheksiz emas. Yirik rus psixologi L.S.Vigotskiy ta'lim va taraqqiyot muammosiga ijtimoiy-tarixiy jarayon nuqtai-nazaridan yondashib, bilimlarni o'zlashtirish insoniyatning tarixiy taraqqiyotida yaratilgan madaniyatda ishtirok etish jarayonidir, deb ta'kidlaydi. U olga surgan psixik funktsiyalar taraqqiyotining madaniy-tarixiy nazariyasiga ko'ra, psixik faoliyat taraqqiyoti uning «tabiiy» shaklini bevosita qayta qurgan holda, turli alomatlar bilan avval tashqi, so'ng ichki ifodalanishni nazarda tutib, «madaniy» shaklini egallash tushuniladi. E.Torndayk va J.Piajening ta'lim bilan taraqqiyotni ayni bir narsa deb tushuntirishiga qaramay L.S.Vigotskiy: «Bola taraqqiyotini hech mahal maktab ta'limidan tashqaridagi soya deb hisoblash mumkin emas», - deb ta'kidlaydi. Bundan tashqari, ta'lim va taraqqiyot bir-biriga tobe bo'lmagan jarayonlardir, degan yunalishdagi psixologlarni ham u qattiq tanqid qiladi. P.P.Blonskiy ta'limning bola taraqqiyotidagi o'rniga alohida ahamiyat beradi. Shuning uchun o'quvchilarning aqliy rivojlanishi to'g'ridan-to'g'ri maktab dasturi mazmuniga bog'liq ekanligini ta'kidlaydi. Yosh va individual o'zgaruvchanlik insoniyatning ijtimoiy-tarixiy taraqqiyoti ta'siri ostida har xil ko'rinishda namoyon bo'ladi. Individning dinamik xususiyatlariga shaxsning ijtimoiy sifatleri ta'sir etib, uning individual o'zgaruvchanligi omilini kuchaytiradi. Insonning shaxs sifatida tavsiflashning muhim lahzasi, uning dinamik xususiyatlari hisoblanib, jamiyatdagi statusi (iqtisodiy, siyosiy, huquqiy, mafkuraviy, ya'ni uning jamiyatda egallagan o'ri) orqali ifodalanadi. Status negizida doimiy o'zaro aloqalar tizimi yotadi. Rolning ijtimoiy funktsiyasi muayyan maqsadlarga va qadriyatlarga yo'nalganlik shaxsni faollashtiradi. Status, rol, qadriyatga yo'nalganlik shaxs xususiyatlarining

birlamchilarini tashkil etadi va uning tuzilishida asos bo'lib xizmat qiladi. Shaxsning ta'rifi xulq motivatsiyasi xususiyati va ijtimoiy fe'l-atvor tuzilishini belgilab, uning tarkibidan ikkilamchi alomatlar sifatida joy egallaydi. Shaxsning birlamchi va ikkilamchi sifatlarining o'zaro ta'sirini birlashtiruvchi yuksak samara tarzida inson xarakteri va mayllari yuzaga keladi. Insonning shaxs xislatlarini rivojlantiruvchi asosiy shakl uning jamiyatdagi hayot yo'li va ijtimoiy tarjimai holi hisoblanadi. Individ, shaxs va sub'ekt taraqqiyotining tadqiqotida quyidagi holatlarga e'tibor qilishi zarur: - inson rivojining asosi hisoblangan omillar va shart-sharoitlar (ijtimoiy, iqtisodiy, siyosiy, huquqiy, mafkuraviy, pedagogik va yashash muhiti omillari); -insoning o'ziga taalluqli, asosiy tavsiflar, uning ichki qonuniyatlari, mexanizmlari, evolyutsiya bosqichi, barqarorlashuvi va involyutsiya; -inson yaxlit tuzilishning asosiy tarkiblari, ularning o'zaro aloqalari, shaxsning tashqi tasirlarga javobi va munosabati, taraqqiyot jarayonida ularning takomillashuvi kabilar, Uch xil xususiyatli tadqiqot dasturining tarkibiy qismlari insonning amaliy va nazariy faoliyatining mezonlari hisoblanadi. Chunki, faoliyatda yashash muhiti tarixiy tajribani egallash interiorizatsiya va eksteriorizatsiya amalga oshadi. Odamning maqsadga qaratilgan ijtimoiy foydali faoliyati protsessida hayotiy deb ataladigan mexanizmlari va ongli faoliyatining funksional sistemasi protsesslari yuzaga keladi. Ana shular tufayli odam bilimlarni, ko'nikma va malakalarni, kishining sotsial tajribalarini o'zlashtiribgina qolmay balki o'zining idroki, tafakkuri, xayoli, hissiyotlari va irodasini bir so'z bilan aytganda, voqelikka bo'lgan ongli munosabatini hamda o'z harakatlari va xulq-atvorining motivlarini tarkib toptiradi. Shaxsning barcha xususiyatlari, munosabatlari va xatti-harakatlari shaxsning hayoti faoliyatida malum rolni bajaruvchi va har biri murakkab qurilmadan iborat bo'lgan hamda shartli ravishda to'rtta o'zaro mustahkam bog'langan funksional bosqichlarga birlashtiriladi:

Birinchi - boshqaruv tizimi;

Ikkinchi - stimullashtirish tizimi;

Uchinchi - stabilizasiyalash tizimi;

To'rtinchi - indikatsiyalash tizimi.

Shaxsning ana shu sotsial ahamiyatga ega bo'lgan barcha sifatleri ijtimoiy taraqqiyotning yuksak ongli faoliyatchisi sifatidagi Birinchi tizimi hosil bilishida analizatorlar shaxsning hulq-atvori va xattiharakatlarini belgilaydi. O'rtasidagi doimiy tabiiy aloqani aks ettiruvchi filogenetik mexanizmlar katta rol o'ynaydi. Biroq, bu ilgari yuqorida ta'kidlab, o'tganimizdek ontogenez protsessida filogenetik analizatorlar o'rtasidagi aloqa vaqtli aloqalar bilan organik jihatdan qishilib keladilar. Bunda mazkur tizimning ichida pertseptiv tizimiga o'tib ketadigan yuksak

darajada integratsiyalangan malum ichki sensor komplekslarni hosil qiladi. Bunday komplekslar qatoriga nutq, eshitish, ko'rish hamda sensomotor komplekslarni kiritish mumkin. Mana shu komplekslarning hammasi odamning hayot-faoliyati jarayonida o'zaro bir-biri bilan doimiy aloqaga kirishib, sensorpertseptiv uyushishning yagona funksional dinamik tizimini yaratadi. Insonning sensor-pertseptiv jihatlari doimo takomillashib boshlagan ilmlarining dastlabki yillaridayoq shakllana boshlaydi. Temperament, intellekt, bilim va munosabat ana shunday xususiyatlar jumlasiga kiradi.

Xulosa qilib aytganda, bolalar ta'lim-tarbiyasida bo'ladigan kamchiliklarning asosiy sabablaridan biri o'qituvchining psixologiyasiga bog'liq. Lekin bunga ko'pincha e'tibor berilmaydi. Shuning uchun o'qituvchilar jamoasini psixologik nuqtai nazardan o'rganish, uni muvaffaqiyatli boshqarishning psixologik yo'llarini ishlab chiqish dolzarb ahamiyatga egadir. Pedagogik jamoani muvaffaqiyatli boshqarish uchun jamoa tarkibini o'rganish, kamchiliklarini korreksiyalash va haqiqiy pedagogik jamoa sifatida shakllantirish lozim. Jamoada ishlash ko'nikmalarining rivojlangan darajasi ham muvaffaqiyatli jamoa uchun asosiy omillardan biridir. Jamoada ishlash muloqot vositasida amalga oshadi. Pedagogik jamoaning rivojlanishida shaxslararo muloqot muhim ahamiyatga ega.

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**GLOBALLASHUV JARAYONIDA SHAXSNING IJTIMOYILASHUVI VA
IJTIMOIY XULQ-ATVORNING O'ZIGA XOS XUSUSIYATLARI**

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Kimyo ta'lim yo'nalishi 1- bosqich talabalari

Annotatsiya. Ushbu maqolada shaxsning ijtimoiylashuvi, uning bosqichlari, turlari, shu bilan birga ijtimoiy munosabatlarning o'ziga xos xususiyatlari va ularni o'rganishda sotsiomadaniy yondashuvlar haqida so'z boradi.

Kalit so'zlar . Shaxs, jamiyat, ijtimoiylashuv, institutlar, psixologiya, pedagogika, sotsiologiya, habitus, qadriyatlar.

Shaxs bu - alohida individ, mohiyatan yaxlit ijtimoiy-axloqiy olam. U o'zida inson mohiyatini, uning mavjud sifatidagi qadriyatini mujassam etadi. Shaxs ijtimoiy gumanitar fanlarda o'z yo'nalishi, tadqiqot obyekti va maqsadi nuqtai nazaridan turlicha talqin etiladi. U o'ta murakkab ziddiyatli, qarama-qarshi, o'zini o'zi inkor etadigan mavjudot sifatida, biologik, fiziologik, ijtimoiy, ma'naviy, ruxiy-axloqiy va estetik aql idrok tafakkur obyekti sifatida hayot mantig'i jihatidan tadqiqot manbaiga aylanishi mumkin.

Shaxs ko'pgina fanlarning, birinchi navbatda, falsafa, psixologiya, sotsiologiyaning o'rganish obekti hisoblanadi. Faylasuflar shaxsni uning dunyodagi mavqei nuqtai nazaridan faoliyat, bilish sub'ekti sifatida qaraydilar. Ularning diqqat markazida inson qanday qilib jamiyatning malakali a'zosiga aylanishi masalasi doimo bo'lib kelgan. Bu masalalar XIX asrning oxirlaridan sotsiologlar va ijtimoiy psixologlar tomonidan intensiv o'rganila boshlandi. XX asrning o'rtalarida sotsializatsiya o'zgarib mustaqil fanlararo tadqiqot sohasiga aylanadi.

Ijtimoiylashuvning quyidagi umumiy mexanizmlari mavjud;

An'anaviy - oila va yaqin muhit orqali o'quvchilarni ijtimoiy faollikka jalb etish, faoliyat va muloqotda maqbul shar- sharoitlarni yaratish. Institutsional - ijtimoiy institutlar va ta'lim muassasalari tomonidan o'quvchilarning rivojlanishi uchun zaruriy shart sharoitlar va imkoniyatlarni yaratish. Shaxslararo-o'quvchilarni ijtimoiy aloqalar tizimiga jalb etish, ularda muloqotmandlik malakalarini rivojlantirish; Refleksiv o'z-o'zini anglash, o'z-o'zini baxolash, o'z-o'zini loyixalashni pedagogik qo'llab-quvvatlash orqali individual ongni taraqqiy etish. Hayot maqsadlariga erishish va individual vazifalarni amalga oshirishda inson ikki xil ijtimoiy xatti — harakatlardan foydalanishi mumkin: 1)tabiiy va 2)ana'naviy, ularning orasidagi farqlar asosiy xususiyatga ega."Tabiiy" xatti-harakatlar, alohida

ahamiyatga va egosentrik har doim shaxsiy maqsadlarga erishish va bu maqsadlarga mos ravishda yoʻnaltirilgan. Shuning uchun, shaxs ijtimoiy xulq-atvor maqsadlari va vositalarining muvofiqligi haqida savol bermaydi: maqsadga har qanday vositalar bilan erishish mumkin va erishish kerak. Insonning "tabiiy" xatti-harakati ijtimoiy jihatdan tartibga solinmaydi, shuning uchun odatda axloqsizdek koʻrinishga egadir. Bunday ijtimoiy xatti-harakatlar tabiiydir, Chunki u organik ehtiyojlarni taʼminlashga qaratilgan. Jamiyatda "tabiiy" egosentrik xatti-harakatlar "taqiqlangan", shuning uchun u har doim ijtimoiy konvensiyalarga va barcha shaxslarning oʻzaro imtiyozlariga asoslangan.

Sharq yulduz sanalgan Abu Rayhon Muhammad ibn Axmad Beruniy (973-1048) qarashlarida iqtisodiy ijtimoiylashuv jarayonining mohiyati, ijtimoiy munosabatlar, kishilarning yashash tarzi moddiy ehtiyojlari, qiziqishlari, manfaatlari, talablari va maqsadlari bilan uzviy bogʻliqlikda aks ettirgan.

Mutafakkir va davlat arbobi Yusuf xos Xojib oʻzining "Qutadgʻu bilik" asarida ham aynan ijtimoiylashuv masalasiga oid 4ta obraz vositasida mohiyatni ochib bergan; Birinchisi-adolat boʻlib u Podshox Kuntugʻdi timsolida, ikkinchisi davlat boʻlib, vazir Oytoʻldi, uchinchisi- aql boʻlib, vazirning oʻgʻli Oʻgdilmish, toʻrtinchisi- qanoat boʻlib Uning qarindoshi Oʻzgirmish qiyofasida tasvirlangan.

Ijtimoiylashuv boshqa odamlar bilan ogʻzaki yoki ogʻzaki boʻlmagan muloqot jarayonida amalga oshiriladi. Masalan, sanoat jamiyatlarida millionlab odamlar yirik shaharlar ular ishga borish uchun taxminan bir vaqtda turishadi, garchi tashqaridan hech kim ularni majburlamasam ham - bu habitusning namoyonidir.

Habitus - bu ichki ijtimoiy tartib.

Taʼlim va maʼlumot olish tor maʼnodagi tarbiya ichiga kirmaydi. Lekin har qanday tarbiya taʼlim bilan chambarchas bogʻliq holdagina mavjud boʻladi. Chunki taʼlim va maʼlumot olish jarayonida shaxsning faqat bilimi koʻpayibgina qolmay, balki axloqiy-maʼnaviy sifatlari qaro topishi ham tezlashadi. Ijtimoiylashuv uzoq davom etadigan murakkab jaravon. Chunki har qanday jamiyat rivojlanish jarayonida ijtimoiy va axloqiy qadriyatlar, ideallar, axloqiy meʼyorlar va qoidalar tizimini ishlab chiqadi, har bir bola yuqoridagi qoidalarni qabul qilib, oʻrganib mazkur jamiyatda yashash, uning aʼzosi boʻlish imkoniyatiga ega boʻladi. Buning uchun jamiyat u yoki bu shaklda shaxsga maqsadga muvofiq taʼsir etadi. Bu taʼsir taʼlimvositasida amalga oshadi. Ikkinchi tomondan, shaxsning shakllanishiga turli gʻoyalar, ijtimoiy muhit taʼsir koʻrsatadi. Odamlar ijtimoiy meʼyorlar va axloqiy qoidalar bilan munosabatga kirishadilar va uni oʻrganadilar. Ijtimoiylashuv jaravoni ichki qaramaqarshiliklarga ega. Ijtimoiylashgan inson jamiyat talablariga mos kelishi, unga «kirishib» ketishi, jamiyat rivojlanishidagi salbiy jihatlarga, shaxsning individual rivojlanishiga toʻsqinlik qiluvchi hayotiy holatlarga qarshi turishi kerak. Ijtimoiylashuv ikki tomonlama, koʻp yoʻnalishli jarayondir. Biologik omillar va

madaniyat o'rtasida, shuningdek, sotsializatsiyani amalga oshiruvchilar va ijtimoiylashganlar o'rtasida o'zaro ta'sir mavjud.

Ijtimoiylashuv katta kuch hisoblanadi. Muvofiqlik istagi istisno emas, balki qoidadir. Bu ikkita sababga bog'liq: insonning cheklangan biologik imkoniyatlari va madaniyat tufayli yuzagakelgan cheklovlar. Cheklangan biologik qobiliyatlar haqida gapirganda nimani nazarda tutayotganimizni tushunish qiyin emas: odam qanotsiz ucha olmaydi va uni bunga o'rgatib bo'lmaydi. Har qanday madaniyat turli xil mumkin bo'lganlardan faqat ma'lum xulq-atvor namunalarini tanlaganligi sababli, u insonning biologik imkoniyatlaridan qisman foydalangan holda otsializatsiyani ham cheklaydi.

Muloqot jarayonida odamlar bir birlari bilan ma'lumot almashib, o'zaro ta'sir kursatibgina qolmay, balki bir birlarini to'g'riroq va aniqroq anglashga tushunishga va idrok qilishga harakat qiladilar. Bu tomon shaxsiy idrok va tushunish muammosi bilan bog'liqdir. Birgalikdagi faoliyat jarayonida shaxslarning bir birlarini to'g'ri tushunishlari va aniq idrok qilishlari muloqotning samarali bo'lishini ta'minlaydi. Rus psixologi A.A.Badalev boshchiligida laboratoriya bir birlarini idrok qilish mexanizmlarini aniqlash borasida qator psixolog qonuniyatlarini kuzatgan. Bunday mexanizmlarga identifikasiya, refleksiya va steriotipizasiyalar kiradi. Identifikasiya shunday psixolog xodisaki, bunda suhbatdoshlar bir-birlarini to'g'riroq idrok qilish uchun uzlarini bir birlarining o'rniga kuyib kurishga harakat qiladilar. Ya'ni o'zidagi, bilimlar, tasavvurlar, hislatlar orqali boshqa birovni tushunishga harakat qilish, o'zini birov bilan solishtirish (ongli yoki ongsiz) identifikasiyadir. Masalan, birinchi marta uchrashuvga ketayotgan yigitning ichki holatini uning urtogi yoki akasi tushunishi mumkin.

Odamlarning o'z-o'zi bilan muloqoti aslida uning boshqalar bilan muloqotining karakterini va xajmini belgilaydi. Agar odam o'z-o'zi bilan muloqot qilishni odat qilib olib, doimo jamiyatdan o'zini chetga tortib, tortinib yursa, demak, u boshqalar bilan suhbatlashishda, til topishda qiyinchiliklarni boshdan kechiradi, deyish mumkin.

Ijtimoiy persepsiya yoki odamlarning bir-birlarini to'g'ri idrok qilish va tushunish jarayoni muloqotning muhim muammolaridan biridir. Bu jarayon psixologik jixatdan murakkab bo'lib, unda muloqotga kirishayotgan tomonlarning har biri alohida ana shu idrokning ham obykti, ham subyekti bo'lib faoliyat kursatadilar. Idrokning obykti sifatida shaxs qaralganda unda hosil bo'ladigan "boshqa odam obrazi"ning barcha sifatlari va kirralari nazarda tutiladi. Bunday obraz paydo bo'lishiga xizmat qiladigan belgilarga: usha odamning tashki kiyefasi, uning qiyinishi, o'zini tutishi, hissiy holati, ovozi, nutki, qiliklari, yurishi va xokazolar kiradi. Lekin shularning ichida odamning yuzi muloqot mobaynida suhbatdoshga eng ko'p ma'lumot beradigan obyektidir. Shuning uchun ham telefonda

suhbatlashgandan ko'ra yuzma-yuz suhbatlashish ancha oson va axborotlarga boydir.

Odamlarning bir birlarini to'g'ri idrok qilishlari ularning perseptiv, ya'ni hissiy bilish (idrok, sezish) sohasiga aloqador bo'lsa, bir birlarini tushunishi ularning tafakkur sohalariga bevosita taalluqli bo'lib, murakkab jarayondir. Boshqa odamni to'g'ri tushungan shaxs uning hissiy holatiga kira olgan hisoblanadi, boshqacha qilib aytganda, unda empatiya birovlarning his kechinmalarini tushuna olish qobiliyati rivojlangan bo'ladi.

Jamiyat mikesida oladigan bo'lsak, odamlarning turli sharoitlarda uzlarini tutishlari, xulq-atvorlarining boshqarilishi ma'lum psixologik qonuniyatlarga bog'liqligini kurish mumkin. Bunga sabab jamiyatga kabul qilingan turli normalar, qonun-qoidalar. Chunki o'zaro muloqot va o'zaro ta'sir jarayonlarida shunday xatti-harakatlar obrazlari kishilar ongiga singib boradiki, ularni har bir kishi norma sifatida kabo'l qiladi. Masalan, usmir bola, umuman yoshlar jamoat joylarida kattalarga o'rin bo'shatib berishlari kerakligi ham xulq-atvorning normasi. Shu normaga amal qilish yoki qilmaslik ijtimoiy na'zorat tizimi orqali boshqariladi. Ya'ni yo'qoridagi sharoitda agar usmir bola avtobusda kariyaga joy bo'shatmasa, jamoatchilik usha zaxoti uni tartibga chakiradi. Demak, har bir shaxs turli sharoitlarda turlicha rollarni bajaradi, bu rollarning qanday bajarilayotganligi, odamlarning kutishlariga mos kelishligi ijtimoiy nazorat tizimi orqali kuzatib turiladi. Shuning uchun ham muloqotga kirishgan kishilar doimo o'z xulq-atvorlarini, qolaversa, o'zgalarning xulq-atvorini na'zorat qilib, harakatlarda bir-birlariga moslashadilar.

Xulosa sifatida shuni aytish o'rinliki, biz tug'ilib o'sgan muhitdagi madaniy ustanovkalar bizning xulq-atvorimizga shunchalik katta ta'sir o'tkazadiki, biz individuallik va iroda erkiga ega emasmiz, degan tasavvur paydo bo'lishi mumkin. Individ tomonidan ijtimoiy rollar va odob-axloq normalarini o'zlashtirilishiga alohida urg'u berishi, ijtimoiylashuv xodisasining ijtimoiy tajribani boshqa individga yetkazishning ajralmas xususiyati sifatida ko'rilishi bilan bog'liq xolat ekanligidadir. Bundan ko'rinib turibdiki shaxsning ijtimoiylashuvi nafaqat hozirgi zamon global masalasigina bo'lib qolmay bir necha asrlar avval yashab o'tgan sharq mutafakkirlarining ham asarlarida alohida yoritilgan mavzulardan bo'lgan.

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ÒSMIRLIK DAVRIDA PSIXIK RIVOJLANISHNING ASOSIY XUSUSIYATLARI

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Annotasiya: Bu ilmiy maqoladan maqsad o'smirlik davridagi jismoniy va psixik rivojlanishining umumiy xususiyatlari, jinsiy yetilish jarayoni, uning psixik rivojlanishiga ta'siri, o'smirlik davri inqirozi va uning psixik sabablari, o'smirlik davrida intellektual va shaxs rivojlanish xususiyatlari bo'yicha maqolani yangicha talqinda ochib berish. O'smirlik davrida o'z-o'ziga baho berish tizimining rivojlanish xususiyatlari, ular ong va dunyo qarashining shakllanishini tushuntirish orqali o'smir yoshlarni, o'z-o'zini anglashga, tahlil qilishga va tarbiyalashga o'rgatish.

Kalit so'zlar: psixologik, jinsiy balog'at, ruhiy, yetuklik, o'smir yoshlar, o'zgarishlar, akseleratsiya, individual, inqiroz.

Hozirgi davrda o'smirlarni voyaga yetkazishning o'ziga xos xususiyatlari, qonuniyatlari, imkoniyatlari, xatti-harakat motivlarining ifodalanishi va vujudga kelishining murakkab mexanizmlari mavjud. Shuni alohida ta'kidlash kerakki, o'smirlarni kamol toptirishda ularning xususiyatlarini to'la hisobga olgan holda ta'limiy-tarbiyaviy tadbirlarni qo'llash shaxslararo munosabatda anglashilmovchilikni vujudga keltirmaydi, sinf jamoasi o'rtasida iliq psixologik muhitni yaratadi. Turg'unlik yillaridagi so'z bilan ishning nomuvofiqligi", axloq tarbiyasidagi qo'pol xatolar o'smirlarning ruhiy dunyosiga salbiy ta'sir ko'rsatdi. Insonning ruhiy dunyosini tubdan qayta qurish, shaxsni shakllantirishni insonparvarlashtirish harakati boshlangan hozirgi kunda o'smirlar taqdiri masalasi ham g'oyat jiddiy tus oldi. O'smirlik davri taqlidchanligi, muqim nuqtai nazarning shakllanmaganligi, hissiyotlilikgi, mardligi, tantiligi bilan farqlanadi. Shuning uchun tashqi ta'sirlarga beriluvchan o'smir o'g'il-qizlarga alohida e'tibor berish zarur. O'smirlik davri taqlidchanligi, muqim nuqtai nazarning shakllanmaganligi, hissiyotlilikgi, mardligi, tantiligi bilan farqlanadi. Shuning uchun tashqi ta'sirlarga beriluvchan o'smir o'g'il-qizlarga alohida e'tibor berish zarur. O'smirlar muammosiga e'tiborni kuchaytirish zarurligining asosiy sabablari: 1) fan va texnika rivojlanishi natijasida madaniyat, san'at va adabiyot, ijtimoiy-iqtisodiy shart-sharoitlarning o'zgarayotgani; 2) ommaviy axborot tizimining kengayishi tufayli

o'smirlar ongliligi darajasining ko'tarilgani; 3) o'g'il va qizlarning dunyo voqyealaridan, tabiat va jamiyat qonunlaridan, tarixdan yetarli darajada xabardorligi; 4) ularning jismoniy va aqliy kamoloti jadallashgani; 5) o'smirlar bilan ishlashda g'oyaviy-siyosiy, vatanparvarlik va baynalmilal tarbiyaga alohida yondashish zarurligi; 6) oshkoralik, ijtimoiy adolat, demokratiya muammolarining ijtimoiy hayotga chuqur kirib borayotgani; 7) o'quvchilar uchun mustaqil bilim olish, ijodiy fikr yuritish, o'zini o'zi boshqarish, anglash, baholash va nazorat qilishga keng imkoniyat yaratilgani. O'smirlik yoshida bolalikdan kattalik holatiga ko'chish jarayoni sodir bo'ladi. O'smirda psixik jarayonlar keskin o'zgarishi bilan aqliy faoliyatida ham burilishlar seziladi. Shuning uchun shaxslararo munosabatda o'quvchi bilan o'qituvchining muloqotida, kattalar bilan o'smirlarning muomalasida qat'iy o'zgarishlar vujudga keladi. Bu o'zgarishlar jarayonida qiyinchiliklar tug'iladi. Bular avvalo ta'lim jarayonida ro'y beradi: yangi axborot, ma'lumotlarni bayon qilish shakli, uslubi va usullari o'smirni qoniqtirmay qo'yadi. O'qituvchining yangi mavzuni batafsil tushuntirishi, darslar ma'ruza shaklida olib borilishi o'quvchilarni zeriktiradi, ularda o'qishga loqaydlik tug'iladi. Ilgari o'quv materialini ma'nosiga tushunmay yodlab olishga odatlangan o'smir endi zarur o'rinlarni mantiqiy xotira va tafakkurga suyangan holda o'zlashtirishga harakat qiladi, o'zlashtirilgan bilimlarni talab qilinganda o'quvchi bilan o'qituvchi o'rtasida anglashilmovchilik paydo bo'ladi, tahsil oluvchi unga qarshilik ko'rsata boshlaydi. Odobli, dilkash o'smir kutilmaganda qaysar, intizomsiz, qo'pol, serzarda bo'lib qoladi. Kattalarning yo'l- yo'riqlariga, talablariga muloyimlik bilan javob qaytarib yurgan o'smir ularga tanqidiy munosabatda bo'ladi. Uning fikricha, kattalarning talablari, ko'rsatmalari mantiqan ixcham, dalillarga asoslangan, yetarli obyektiv va subyektiv omillarga ega bo'lishi kerak. O'smirda shaxsiy nuqtai nazarning vujudga kelishi sababli u kattalarning, o'qituvchining qayg'urishi, koyishiga qaramay, o'zining fikrini o'tqazishga harakat qiladi. Uning o'z qadr-qimmatini haqidagi tasavvuri, narsa va hodisalarga munosabati oqilonalikdan uzoqlasha boshlaydi, u ayrim ma'lumotlarni tushuntirib berishni yoqtirmaydigan bo'lib qoladi. Serzardalik kundalik xatti- harakatning ajralmas qismiga aylanadi. O'smir xulqidagi bunday o'zgarishlar tajribasiz o'qituvchi yoki ota-onani qattiq tashvishga soladi, asabiylashtiradi va ularning o'quvchiga munosabatini o'zgartiradi. Natijada kelishmovchiliklar, anglashilmovchiliklar, nizolar kelib chiqadi. Ayrim pedagoglar o'smirlik davri inqirozi to'g'risida kuyinib gapiradilar, ba'zi illatlarni tanqid qiladilar va ularning ijtimoiy-psixologik ildizini topishga intiladilar. Aslida esa o'smirlarga yondashishda metodologik kamchilikka yo'l qo'yadilar. Mazkur illatlarning oldini olish chora va tadbirlari tizimini ishlab chiqa olmaydilar. Bu masalaga to'g'ri yondashish ayrim ilmiy tadqiqotlarda asoslab berilgan va o'smirlik

davri inqirozi haqida mulohaza yuritishdan ko'ra, kattalar bilan o'smirlar muomalasining inqirozi haqida gapirish to'g'riroq bo'ladi, deb xulosa chiqarilgan

O'smirlik 10-11 Yoshlardan 14-15 Yoshlargacha bo'lgan davrni tashkil etadi. Hozirgi o'smirlar o'tmishdoshlariga nisbatan jismoniy aqliy va siyosiy jihatdan bir muncha ustunlikka ega. Ularda jinsiy etilish, ijtimoiylashuv jarayoni, psixik o'sish oldinroq namoyon bo'lmokda. Aksariyat o'quvchilarda o'smirlik Yoshiga o'tish, asosan, 5-sinflardan boshlanadi. «Endi o'smir bola emas, biroq katta ham emas» - ayni shu ta'rif o'smirlik davrining muhim xarakterini bildiradi. O'smirlik – bolalikdan kattalikka o'tish davri bo'lib, fiziologik va psixologik jihatdan o'ziga xos xususiyatlari bilan xarakterlanadi. Bu bosqichda bolalarning jismoniy va psixik taraqqiyoti juda tezlashadi, hayotdagi turli narsalarga qiziqishi, yangilikka intilish ortadi, xarakteri shakllanadi, ma'naviy dunyosi boyiydi, ziddiyatlar avj oladi. O'smirlik balog'atga etish davri bo'lib, yangi hislar, sezgilar va jinsiy hayotga taallukli chigal masalalarning paydo bo'lishi bilan ham xarakterlanadi. Fiziologik o'zgarish jinsiy etilishning boshlanishi va bu bilan bog'liq ravishda tanadagi barcha a'zolarining mukammal rivojlanishi va o'sishi, hujayra va organizm tuzilmalarining qaytadan shakllana boshlashida namoyon bo'ladi. Organizmdagi o'zgarishlar bevosita o'smir endokrin sistemasining o'zgarishlari bilan bog'liqdir. Bu davrda ichki sekretiya bezlaridan biri gipofiz bezining funksiyasi faollashadi. Uning faoliyati organizm to'qimalarining o'sishi va muhim ichki sekretiya bezlarining (qalqonsimon bez, buyrak usti bezi va jinsiy bezlar) ishlashini kuchaytiradi. O'smirda ro'y beradigan biologik-jismoniy o'zgarish natijasida uning psixik dunyosida tub burilish nuqtasi vujudga keladi. O'smirlar o'zlarini kattalardek tutishga harakat qiladilar. Ular o'zlarining layoqat, qobiliyat va imkoniyatlarini ma'lum darajada o'rtoqlari va o'qituvchilariga ko'rsatishga intiladilar. Bu holatni oddiy kuzatish yo'li bilan ham osongina ko'rish mumkin. O'smirlik davri «o'tish davri», »krizis davr», «qiyin davr» kabi nomlarni olgan psixologik ko'rinishlari bilan xarakterlanadi. Bu davr uchun kattalarning xatti-harakatlariga taqlid qilish va o'zining mana shu yarashmagan qiliqlariga tanqidiy baho bera olmaslik, uning katta Yoshli kishilarga yaqin bo'lishi, yordam berayotgan bir guruh tengdoshlari bilan ortiq darajada bog'liq bo'lib qolishi va shu singari holatlar xarakterlidir. Ikkinchi bosqichda o'smir endi o'zining yosh bola emasligiga shubha qilmaydi va o'zligini aniq anglay boshlaydi, o'z shaxsini ulug'lab, o'ziga xos harakatlar qila boshlaydi. O'smirlarni o'z shaxslari haqidagi fikrlar ko'prok qiziqtiradi, ular o'zlarini bilishga, maqsadli rivojlantirishga, tarbiyalashga harakat qiladilar. Inson umrining o'smirlik bosqichida asosan ikkita xarakterli jihati farqlanadi. Uning bittasi- kattalarga taqlid qilish, ikkinchisi-o'smirning oilada va maktabda e'tibordan chetda qolishi, shu ikki jihat katta yoshdagi odamlarning e'tiboridan tashqari, o'z oqimida, maqsadga muvofiq tarzda kechadigan bo'lsa, oqibatda tarbiyasi qiyin deb ataluvchi yoshlar

paydo bo'lishiga olib keladi. 5-8- sinf o'quvchilari o'smir yoshdagi shaxs deb yuritiladi. Bu davr 2 ga ajratiladi.

- 11-12 yosh davri;

- 14-15 yosh davri;

> „O'tish davri“, „Inqiroz davri“, „Pubertat davri“, „Tarbiyasi qiyin davri“, „Murakkab davri“ deb nomlanadi.

> Akseleratsiya ham katta ahamiyat kasb etadi.

> Psixologik, psixofiziologik va ijtimoiy omillarga bog'liq.

O'smir yosh davridagi o'zgarishlar quyidagi nomlar bilan farqlanadi:

1. Tarbiyasi qiyin, xotirasi past, diqqatining ko'lami tor, beqaror, agressiv;

2. Deviant xulqli bolalar borliq, nizoli oilalarda shakillanadi;

3. Asotsiallik ko'chaga yo'nalgan bolalar;

4. Delikvent xulqli bola-oilasida mahkum qilgan shaxslar bilan munosabatlar asosida yuzaga keladi;

5. Nuqsonli bolalar- jismoniy nuqsonlarga ega.

O'smirlik davri-- Insonni bolalikdan yoshlikka o'tuvchi, o'z navbatida boshqa davrlardan o'zining nisbatan keskinroq, murakkabroq kechishi bilan farqlanib turuvchi omildir. Shu bilan birgalikda o'smirlik faoliyati natijasi natijasi haqida bir necha olimlar fikr bildirishgan, xususan: Biogenetik yo'nalish vakillari S. Call va Z. Freyd bu inqiroz biologik shartlanganligi tufayli muqarrardir deb hisoblaydi. Amerikalik antropologlar M. Mid va R. Benedikt o'smirlik inqiroziy ijtimoiy munosabatlarning natijasi deb qarashadi. Xarakter asentuatitsiyasi- K. Leonhard tomonidan kiritilgan tushuncha bo'lib, xarakter ba'zi sifatlarning yorqin ifodalanganligining namunasidir. Xarakter aksentuatitsiyasini bilish o'smirlarga individual yondashish, kasbga yo'naltirish kabilarda zarurdir. O'z-o'zini baholash-shaxsning boshqalar bilan taqqoslash refleksiya natijasida o'z-o'zini baholash murakkab va o'zgaruvchan bo'lib, shaxs strukturasi katta o'rin tutadi. Venalik psixolog Z. Freyd va uning shogirdlari o'smirlik davrini baholashda insonga azaldan berigan qandaydir ilk mayl nishonasi sifatida vujudga keladigan o'z mavqeyini belgilashga ongsiz intilishni eng muhim asos deb hisoblaydilar. Bu intilish go'yoki hudbinlik, boshqa kishilarni mensimaslik, paydo bo'lishga, atrof muhit bilan kelisha olmaslikka, hatto nizolarga olib kelar, ongsizlik ehtiyojlari mayllari shaxsning faolligini belgilar emish. Rus psixologlari Z. Freyd nazariyasini mutlaqo asossiz hisoblab, o'smirda imkoniyat bilan talabchanlik o'rtasidagi kelishmovchilik, o'zini ko'rsatishga moyillik va o'z ichki dunyosiga qiziqishning namoyon bo'lishi bilan xarakterlanishini asoslab berdilar. Amerikalik K. Kulon o'smirlik davri haqidagi biogenetik nazariyani qattiq tanqid qilib, o'smirlik davri ijtimoiy-axloqiy kategoriyadir, degisilgari suradi. Uning fikricha o'smirlik davrida uchta asosiy ijtimoiy-axloqiy kategoriya mavjud bo'lib, ular:

1. Emansipatsiya (kattalar ta'siridan qutilish);
2. Mustaqillikka erishish;
3. Hayotiy yo'li va kasb- hunar tanlashda jiddiy munosabatda bo'lish zarur ijtimoiy-axloqiy normalarni o'zlashtirishdan iboratdir.

Bola yuqoridagi muammolarga e'tibor bermas ekan, o'smirlik davri qancha bo'lishidan qat'iy nazar, u bolaligicha qolaveradi. O'smir o'zini nazorat qilmas ekan bu borada trio yo'ldan adashishi muqarrar bo'lib qoladi. O'smir yoshi dunyo qarash, e'tiqod, prinsip, o'zlikni anglash, baholash kabi shaxs xususiyatlari shakllanadigan davr hisoblanadi. O'smir ilayotgan sari unda „Ideal Men“, „Axloqiy Men“, va „Haqiqiy Men“ singari shaxsga oid tizim, dunyoqarash, e'tiqod va boshqalar shakllana boradi, undagi o'zi to'g'risidagi tasavvurlar ancha aniq va barqaror bo'lib qoladi. O'smir o'z faoliyatini muayyan prinsip va shaxsiy nuqtai- nazari asosida tashkil qila boshlaydi. O'smir shaxsini tarkib toptirishda uning atrof-muhitga, ijtimoiy hodisalarga, kishilarga munosabatini hisobga olish lozim. O'smirlarning ko'pchiligi qat'iyatlilik, kamtarlik, mag'rurlik, samimiylilik, dilkashlik kabi ma'naviy, axloqiy tushunchalarni to'g'ri anglaydilar. Ularning turmush tajribasida fan asoslarini egallash natijasida barqaror ilmiy qarash tarkib topadi, shular zaminida axloqiy ideallar yuzaga kela boshlaydi. Yuqoridagi fikrlarni umumlashtirgan holda bir so'z bilan aytganda o'smirlik katta hayotga qo'yilgan birinchi qadam hisoblanadi.

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**KATTA MAKTABGACHA YOSHDAGI BOLALARNI PSIXOLOGIK VA
PEDAGOGIK QO‘LLAB-QUVVATLASHDA PSIXOLOGIK
XIZMATNING O‘ZIGA XOS JIHLARI**

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Annotatsiya: Mazkur maqolada bugungi kunda maktabgacha ta’lim sohasida psixologning vazifasi hamda psixologik xizmatning ustuvor vazifalari, maktabgacha yosh davridagi bolalarning psixologik xususiyatlari va bu borada nazariyachi olimlarning fikrlari, bolalar psixologiyasining muammolari va ularni bartaraf etish yo‘llari va metodikalar ko‘rsatib o‘tilgan.

Kalit so‘zlar: maktabgacha ta’lim tashkiloti, tarbiya, sog‘lom turmush tarzi, psixologik xususiyat, psixologik nazariyalar, kichik guruh, bilish jarayonlari, sezgi, nutq, psixologik xizmat.

Аннотация: В данной статье изложены задачи психолога и приоритетные задачи психологической службы в сфере дошкольного образования на сегодняшний день, психологические особенности детей дошкольного возраста и мнения ученых теоретиков в этой области, проблемы детской психологии и пути их преодоления и методики.

Ключевые слова: дошкольная образовательная организация, воспитание, здоровый образ жизни, психологическая характеристика, психологические теории, подгруппа, процессы познания, речь, интуиция, психологическое обслуживание.

O‘zbekiston Respublikasi Prezidentining “Maktabgacha ta’lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to‘g‘risida” 2017-yil 30- sentabrdagi PF-51-98-sonli Farmoni ijrosini ta’minlash hamda maktabgacha ta’lim muassasalarining davlat va nodavlat tarmoqlarini yanada kengaytirish, davlat va nodavlat maktabgacha ta’lim muassasalari o‘rtasida sog‘lom raqobat muhitini shakllantirish sharoitlarini yaratish, davlat va xususiy sektor sherikligi shartlarida maktabgacha ta’lim muassasalarining yangi shakllarini joriy etish xususida turli xil qaror va farmonlar joriy etdi. Maktabgacha ta’lim tizimida bilim, amaliy ko‘nikma va malakalar, ma’lum psixologik- pedagogik ko‘nikmalar nuqtayi nazaridan, eng avvalo bolalarni tarbiyalash uchun to‘laqonli o‘zlashtirish zarur, bolaning keyingi rivojlanishi, noto‘g‘ri yo‘ldan ozdirilishining oldini olishga bog‘liq. Ma’lumki, maktabgacha yoshdagi bolalarning rivojlanishiga qo‘yiladigan davlat talablari vazifalari sirasiga shaxsga yo‘naltirilgan ta’lim-tarbiyani amalga oshirish, bolalarda ijtimoiy kommunikativ, axloqiy, estetik, intellektual, jismoniy sifat

va salohiyatlarni uygʻotish va rivojlanishtirish, sifat va salohiyatlarni uygʻotish va rivojlantirish, bolalarda mustaqillik, masʼuliyatlilik, tashabbuskorlik xislatlarini shakllantirish, bolalarning yosh, individual, psixologik va jismoniy xususiyatlari hamda qobiliyatini inobatga olgan taʼlim- tarbiya jarayonini tashkil etish kiritilgan. Zamonaviy nazariyalar XX asrda bolalar bogʻchalarini va boshqa maktabgacha taʼlim muassasalarining koʻpayishi bir qator oʻzgarishlar bilan bogʻliq:

- Psixologiya, tibbiyot, psixiatriya va taʼlim sohalarida qoʻllanishi natijasida erta bolalikka yangi ilmiy qiziqish;
- bolalarga yoʻl – yoʻriq koʻrsatish va ota-onalar taʼlimning muhimligini tan olish;

Ishlaydigan onalarning bolalarini parvarish qilish uchun allaqachon tashkil etilgan bolalar bogʻchalarining taʼlim dasturlarini takomillashtirish boʻyicha saʼy-harakatlar. Katta nazariyachilardan biri psixolog John Piaje va uning izdoshlarining eng katta hissalarini rivojlanish psixologiyasi boʻlib, ular bolalar intellektual rivojlanishning muntazam bosqichlaridan oʻtishlariga ishonch hosil qilganlar. Dastlabki ikki davr – sensomotor intellekt (tugʻilgandan ikki yoshgacha), shuningdek vakillik (ikki yoshdan, yetti yoki sakkizgacha) erta bolalik sohasiga tegishli. Bolalar bogʻchalarini va bolalar bogʻchalarining asosiy muammolaridan biri tilni rivojlantirishdir. Koʻpgina tadqiqotchilarning fikricha, haqiqiy nutq bola oʻzi ishlatadigan soʻzlar bilan mazmunli aloqalar hosil qila boshlaganida boshlanadi (ona soʻzini uning maʼnosini tushunmasdan taqlid qiladigan chaqaloq haqiqiy nutqqa qoʻshilmaydi). Ikki yoshdan olti yoshgacha boʻlgan bola uchun ogʻzaki nutq asosiy vazifa boʻlib, ifodalash va tushunishni oʻz ichiga oladi. Taxminan toʻrt yoshida u oʻz tilining tizimligi grammatikasoslarini oʻzlashtiradi. Olti yoshgake lib, oʻrtacha bola oʻz soʻz boyligini taxminan 2500 soʻzga koʻp aytiradi – buuning muhitining sifatiga, ayniqsa kattalarning bola bilan munosabatda boʻlishga tayyorligiga bogʻliq. Koʻpgina tadqiqotlar shuni koʻrsatadiki, bolalar uyi kabi shaxssiz muassasadagi juda yosh bola, odatda, oddiy oila sharoitida bir xil yoshdagi bolalardan orqada qoladi. Erta bolalik davridagi taʼlimning koʻplab vazifalaridan biri barcha bolalar uchun, ayniqsa, kompensatsiya ishlariga muhtoj boʻlganlar uchun boshlangʻich til koʻnikmalarini oʻrgatishdir. Ularning tushunish va nutqini yaxshilash uchun tinglash va til oʻyinlari mavjud. Taʼlim oʻyinlarini muvaffaqiyatli oʻqitish moslamasi deb topadigan oʻqituvchilar, ular bolaning oʻrganishga boʻlgan qiziqishini ragʻbatlantirishini taʼkidlaydilar. Bolalar kuchli oʻrganish va oʻzaro taʼsir qilish qobiliyatiga ega boʻlib tugʻiladi.

Bolalar dunyo haqidagi tushunchalarini har bir yangi tajriba bilan solishtirishadi, ular baʼzan "sodda nazariyalar" deb ataladigan nazariyalarni yaratadilar. Bu bosqichda bolaning moslashuvi sinov va xato orqali oʻrganishga bogʻliq, lekin u ham narsalarni sezgi orqali boshqaradi. U mantiqiy va matematik munosabatlar

(guruhlar, o'Ichamlar miqdorlar va sifatlar) va fazoviy va vaqtinchalik munosabatlar kabi simbolizatsiya va munosabatlarning elementar turlarini birlashtira boshlaydi.

J.Piaje nazariyasi yosh bolada kognitiv ta'lim jarayonlari va kontseptsiyani shakllantirishning ahamiyatini tan olish uchun asos yaratdi. J. Piaje shuningdek, zarur ko'nikmalarni o'rganish uchun qulay muhit muhimligini ta'kidlaydi. Ularning tushunish va nutqini yaxshilash uchun tinglash va til o'yinlari mavjud.

Xulosa o'rnida shuni aytish lozimki, bolani har tomonlama rivojlantirishda nafaqat maktabgacha ta'lim tashkilotlaridagi ta'lim-tarbiya jarayonida bolani qo'llab – quvvatlash, balki bolani oilada ota-ona, kattalar, tengdoshlari tomonidan tushunish va qo'llab –quvvatlash muhim ahamiyat kasb etadi. Shuning uchun tarbiyachi hamda muassasa psixologi o'zining ijtimoiy pedagogik faoliyatida ota-onalar bilan ishlash jarayonida ularning pedagogik psixologik savodxonligini oshirishga, oiladagi sog'lom muhit va bola tarbiyasiga ma'suliyat bilan yondashish, bu sohada maktabgacha ta'lim tashkiloti bilan hamkorlikda ishlash bolani maktab ta'limiga muvaffaqiyatli tayyorlashning sharti ekanligini ota-onalarga yetkazish muhim sanaladi.

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ABOUT THE ROLE AND SIGNIFICANCE OF THE DIGITAL ECONOMY IN INTERNATIONAL ECONOMIC INTEGRATION

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Abstract: The digital economy plays a crucial role in today's interconnected world, significantly influencing international economic integration. This article explores the multifaceted aspects of the digital economy and its impact on globalization and economic cooperation among nations. It discusses how digital technologies have transformed traditional industries and created new opportunities for businesses to expand globally. The article also examines the challenges and opportunities presented by the digital economy, including issues related to data privacy, cybersecurity, and digital divide. Moreover, it analyzes the role of digital platforms in facilitating international trade and investment, as well as the implications for policy-makers in promoting a more inclusive and sustainable digital economy. Overall, the article highlights the importance of embracing digital transformation to enhance international economic integration and foster global prosperity.

Keywords: Digital economy, International economic integration, Globalization, Digital transformation, Digital platforms, Data privacy, Cybersecurity, Digital divide, Sustainable development, Policy-making.

Introduction: The digital economy, characterized by the use of digital technologies to conduct economic activities, has emerged as a transformative force in the global economy. Enabled by advances in information and communication technologies (ICTs), the digital economy encompasses a wide range of activities, including e-commerce, digital payments, online services, and digital content creation. The rapid proliferation of digital technologies has fundamentally altered the way businesses operate, trade flows, and economies interact. This article explores the role and significance of the digital economy in promoting international economic integration, defined as the process of increasing economic interdependence and interconnectedness among countries.

The Role of the Digital Economy in International Economic Integration:

1. **Facilitating Cross-Border Trade:** The digital economy has significantly lowered barriers to trade by enabling businesses to reach global markets with greater ease and efficiency. E-commerce platforms, for example, have empowered small and medium-sized enterprises (SMEs) to access international markets and engage in cross-border trade.

2. **Enhancing Productivity and Competitiveness:** Digital technologies have the potential to enhance productivity and competitiveness by enabling businesses to streamline operations, improve efficiency, and innovate more rapidly. This, in turn, can drive economic growth and job creation, contributing to greater economic integration.
3. **Enabling Digital Services Trade:** The rise of digital services, such as cloud computing, software development, and digital marketing, has created new opportunities for trade in services. Countries with strong digital capabilities can capitalize on these opportunities to increase their participation in global value chains.
4. **Promoting Innovation and Knowledge Sharing:** The digital economy fosters innovation by facilitating the rapid dissemination of ideas, knowledge, and technologies across borders. This can lead to the creation of new industries, products, and services, driving economic diversification and integration.
5. **Improving Financial Inclusion:** Digital financial services, such as mobile banking and digital payments, have the potential to improve financial inclusion by providing access to financial services for underserved populations. This can promote economic development and reduce inequality, contributing to greater economic integration.

Challenges and Opportunities: While the digital economy offers numerous benefits for international economic integration, it also poses challenges that need to be addressed. These include:

- **Digital Divide:** Disparities in access to digital technologies between countries and regions can widen the digital divide and hinder economic integration.
- **Data Governance:** Issues related to data privacy, security, and cross-border data flows pose challenges for international trade and economic cooperation.
- **Regulatory Frameworks:** The rapid pace of technological change in the digital economy often outpaces the development of regulatory frameworks, creating regulatory uncertainty and potential barriers to trade.
- **Digital Infrastructure:** Inadequate digital infrastructure in some countries can limit their ability to fully participate in the digital economy and benefit from economic integration.

Conclusion: The digital economy is reshaping the global economic landscape and playing an increasingly important role in fostering international economic integration. By enabling cross-border trade, enhancing productivity and competitiveness, and promoting innovation and knowledge sharing, the digital economy has the potential to drive economic growth and development. However,

realizing the full benefits of the digital economy requires addressing challenges related to the digital divide, data governance, regulatory frameworks, and digital infrastructure. Embracing the digital economy and leveraging its potential are crucial for countries seeking to enhance their economic integration and competitiveness in the global economy.

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ПРОИЗВОДНЫХ ПИРАЗОЛА НА ПРОНИЦАЕМОСТЬ КАПИЛЛЯРОВ И КИНИНОВУЮ СИСТЕМУ КРОВИ

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Цель работы. Интенсивность развития процесса воспаления связана, в том числе, и с повышением проницаемости сосудов. В этой серии экспериментов изучали влияние исследуемых препаратов- производных пиразола - К-151, К-152 на сосудистую проницаемость капилляров и на кининовую систему [1,2,3].

Материал и методы исследования. Эксперименты проводились на кроликах. Препараты вводились перорально в дозах 25 мг/кг, 50 мг/кг и 100 мг/кг. Проницаемость сосудов изучали по методике К.Н. Монаковой, кининовую систему крови - по методу Т.С. Пасхиной [4,5,6].

Результаты исследования и их обсуждение. Как показали результаты экспериментов, по изучению влияния исследуемых препаратов на сосудистую проницаемость капилляров и кининовую систему крови, изучаемый препарат К-151 в дозе 25 мг/кг удлиняет время окрашивания кожи у кроликов через 30 минут после введения трипанового синего на 31,2 % по сравнению с контролем. С увеличением дозы до 50 мг/кг и 100 мг/кг время появления синего окрашивания удлиняется на 38,3 % и 43,4 % соответственно. Препарат К-152 также продлевает время окрашивания кожи у кроликов: в дозе 25 мг/кг через 30 минут после введения красителя на 30,6 % по сравнению с контролем, в дозе 50 мг/кг - на 39,1 % и в дозе 100 мг/кг - на 43,4 %.

Антикининовое действие К-151 проявлялось резким торможением активности кининовой системы крови подопытных животных. Если у контрольных кроликов выход красителя из капилляров и формирование синего пятна на коже имело место при внутривенном введении кининосодержащей сыворотки крови в разведении 1:5000, то у животных, которым вводили К-151 в дозе 25 мг/кг, прокрашивание кожи наблюдалось при разведении 1:280, а в дозах 50 мг/кг и 100 мг/кг – в разведениях 1:200 и 1:180 соответственно. Прокрашивание кожи у кроликов, которым вводили К-152 в дозе 25 мг/кг, наблюдалось при разведении 1:360, а в дозах 50 мг/кг и 100 мг/кг - при разведении 1:280 и 1:240 соответственно.

Исходя из выше изложенного, можно сделать предположение, что одним из компонентов механизма противовоспалительного действия производных пиразола: препаратов К-151 и К-152, связан с уменьшением повышенной

проницаемости капилляров, уменьшением и подавлением активности кининовой системы крови.

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CLINICAL FEATURES OF CHRONIC VIRAL HEPATITIS C, DUE TO CONSOLIDATED DISEASES

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Relevance. CHCV is one of the most significant diseases. According to WHO, 3% of the world's population is infected with the hepatitis C virus. 3-4 million are registered worldwide. new cases of infection. ChVHC disease reduces ability to work, increases the risk of developing serious complications, increases the cost of medical resources, and increases mortality. There is a high risk of developing liver cirrhosis and hepatocellular carcinomas. Statistics show that more than 360 thousand people die from complications of chronic hepatitis C in the world every year. The cessation of normal hepatic intestinal circulation of bile acids leads to activation of the intestinal flora, disruption of the mechanism of neutralization of bacterial lipopolysaccharides by conjugation with bile acids, and increased absorption of endotoxins without bacteremia. All of the above indicates the extreme relevance of the chosen topic.

Target. Studying the features of the course of chronic viral hepatitis C against the background of concomitant diseases. Materials and methods. We observed 31 patients with a verified diagnosis. . The main selection criteria were: HCV genotypes I and II. high level of viremia, high transaminase activity. absence of liver cirrhosis. Morphological studies of the liver were not performed. Studies on HCV RNA in blood serum were carried out using the PCR method in "Real time" mode in the reference laboratory of the Research Institute of Virology of the Republic of Uzbekistan. Research results. 26 patients had impaired intestinal microbiocinosis. During the observation, patients complained of irregular bowel movements. Abdominal pain, bloating and other dyspeptic symptoms. Candidiasis and klebsiellosis were diagnosed in the laboratory, and Proteus and Campylabacillosis pathogens were cultured. All examined patients had problems with the functional state of the gallbladder and biliary tract. Complaints such as morning bitterness in the mouth, pain in the right hypochondrium, and heaviness were noted. In 19 subjects, symptoms of chronic colitis with a spastic nature were noted. Patients with impaired intestinal biocinosis were given the necessary corrective therapy.

As a result of the treatment, all patients showed a clear improvement in their well-being. Patients noted a decrease in complaints and stabilization of laboratory parameters. In a short time, patients noted a reduction in stool frequency, decreased bloating, weight gain, and improved appetite.

Conclusion. Patients with chronic viral hepatitis C should be examined regularly for the functional state of intestinal microbiocenosis. Early inclusion of corrective therapy leads to a significant reduction in the damaging effect of the virus on the normal functioning of the intestinal microflora. In turn, this leads to an improvement in the patient's immune system.

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CURRENT PROBLEMS OF EXACT AND NATURAL SCIENCES AND POSSIBILITIES OF DISTANCE EDUCATION

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Abstract: In recent years, the development of science and its fields, as well as technologies, has been developing rapidly. Currently, we can see the problems and their solutions in the exact and natural sciences, as well as the convenience of distance education. This article considers these problems and opportunities, and also shows some factors in the field of education and their results.

Keywords: exact science, natural science, current problems and solutions, distance education opportunities, development, creation innovation.

Introduction. Exact and natural sciences are the main subjects that students know and can use. By studying these sciences, a person can not only develop his knowledge, but also improve his outlook and thinking. Nowadays, science is especially clear and many opportunities are being created in the study of natural sciences, and we also see that we are facing many obstacles. Now, in the current age of information technology, teaching through old methods and methods requires a lot of time and complicated learning processes. At the same time, thanks to the development of technologies and their improvement, we can now learn quickly and conveniently using online, that is, distance learning opportunities.

About exact and natural science. Exact sciences are considered to be a field of science that studies and uses specific methods of checking laws and theories that are clear. Exact sciences rely on proven investigations and rigorous logical reasoning. By the words “exact science” I shall mean mainly an idealized physics-like science, which since Galileo exists as a component of many actual sciences, like physics, chemistry, molecular biology. The idealized physics-like science does not depend on natural characteristics of natural systems, but proceeds entirely from a mathematical projection. All the physical-mathematical sciences can be treated as the exact science. Mathematics, geometry, physics, computer science and chemistry can be applied to specific sciences. These recognize absolute certainty as their result, especially in mathematics. Physics also belongs to the type of exact sciences, because it is based on the measurement of fundamental quantities. The main goal of science is to find the truth behind the various processes taking place in the universe. Natural sciences are a branch of science that studies the laws of the environment, universe and nature. There are five main branches of natural science, including: 1. Astronomy, 2. Biology, 3. Chemistry, 4. Astronomy, 5. Physics. Natural sciences are based on evidence from observation and experience. Studying, understanding and describing natural phenomena is important in this. The foundation stone of natural sciences was measured with precise quantitative data [Rongxing Gou, 45].

This science mobilized all fields of scientific and technical development to realize its interests, using sciences such as biology, physics, chemistry, geology, biophysics, which have risen to the highest level of modern development, and methods of quantitative analysis. Over the past five centuries, the natural sciences have changed the way we live and think at a rate far greater than in any previous era of human civilization.

Current problems of exact and natural science. We know that we are all human, that is, a member of society. Also geniuses and heads of state. All people and even scientists and professionals make mistakes, and through these mistakes we learn and succeed in uncovering the secrets of science. The efficiency of working without mistakes is almost zero and this work is considered impossible.

At the same time, there are a number of problems in the exact and natural sciences. Especially in the current age of information technology, we face many problems in teaching young pupils and students, and many solutions are currently being found in these problems. There are many disputes between the two generations. The reason is that our parents and grandparents were educated without information and technology, and they prefer to teach their children and young generation through old methods and methods, and sometimes they are very reluctant to use social sites and networks. They also make a lot of resistance. This creates problems for our young people to easily and conveniently learn concrete and natural sciences. The field of exact and natural sciences is developing day by day, and new changes and laws are being introduced, and at the same time, various problems are brought to light. We know that no innovation will appear by itself and it will be created and presented to the public after a lot of research, difficulties and mistakes to create it. In the same way, we can see a number of problems in the field of science, especially the exact and natural sciences. They include the following:

1. Financial crunch in academia.
2. Poor study design in published papers.
3. Lack of replication studies.
4. Problems with peer review.
5. Problem related to research accessibility.
6. Lack of adequate and accurate science communication.
7. Stressful nature of academic life.

Clearly there are bad outputs of, science and technology. A major challenge is access to funding and resources. Since scientific research typically requires expensive equipment, manpower, and significant financial investment, scientists need to compete for funding support from the government, corporations, and foundations to conduct their research.

In Uzbekistan, the initial stages of the establishment of the Academy of Sciences, the scientific potential was mainly formed - advanced scientific schools, numerous research institutes and a number of unique scientific complexes and facilities were established. But academic science in many cases was aimed at solving problems that

are not relevant for Uzbekistan. Since its establishment, the Academy of Sciences of the Republic of Uzbekistan has been the largest, most prestigious and important scientific organization of the country during its scientific activity. In the first years of independence, the Academy of Sciences of the Republic of Uzbekistan had many problems in the field of training personnel, strengthening their social protection, and developing the experience base of science. In total, there is a need to fundamentally revise the scientific and technical policy of the republic, the principles of organizing the activities of the scientific institutions of the Academy, its Presidium, the foundations of the formation of the mechanism of management, planning, and financing of scientific research in the current conditions [U.Abdurasulov: 103].

Possibilities of distance education. Currently, distance education has rapidly emerged not only in our country, but throughout the world as an important tool for individuals seeking knowledge and personal development. Distance education, also known as online education or e-learning, refers to the use of technology to deliver educational programs at a distance to bridge the gap between students and quality education. Distance education provides learning content and education at a distance outside of traditional face-to-face classrooms. It allows students and teachers to get high-quality education regardless of their location, it allows them to overcome geographical barriers and time constraints, and it allows them to save time and get financial relief. The importance of distance education lies in its ability to democratize education, making learning accessible to a wider audience worldwide.

Distance learning offers many advantages and opportunities that make it a popular choice for students and individuals of all ages and background:

- **Flexibility:** Students can tailor their study schedules to fit their personal and professional commitments. This allows them to feel comfortable in the audience and to freely exchange ideas and talk with students.
- **Cost-effectiveness:** Distance education eliminates all the costs associated with traditional education, including the need for transportation, housing, and other expenses.
- **Accessibility:** This will enable people with physical disabilities in remote areas to access education and training opportunities, and also save their time or, on the contrary, get education whenever they want, and at the same time support their practice.

Although there are different opinions on distance education, most distance education researchers emphasize the following:

- modularity - the content of distance learning is expressed in modules, which allows students to create an individual learning trajectory according to their educational needs;
- mobility - it is understood that feedback is established between the teacher and the learner;
- comprehensiveness - providing education to many students at the same time;

- technology-based - use of new information and communication technologies in the educational process;
- social equality - students have equal opportunities for education, regardless of their place of residence, health, and financial situation;
- internationality - the existence of mutual exchange of educational achievements in the world community to achieve educational goals;
- changing the role of the teacher - coordinating the process of acquiring knowledge, correcting the current course, giving advice when creating an individual curriculum, managing educational projects tasks are assigned. He leads mutual support study groups, helps students to determine their professional destiny. In the distance education system, the asynchronous interaction of the students and the teacher usually includes the exchange of messages by sending them to the addresses of the correspondents. This allows to analyze incoming information and respond to reporters at a convenient time. Asynchronous methods of interaction are e-mail or electronic computer networks;
- specialized monitoring of the quality of education - in the distance education system, final monitoring, interviews, practical training, project and design work, externship, computerized intellectual testing systems are used as forms of monitoring. It should be noted that controlling the quality of distance education, solving the problem of its compliance with educational standards is important for the success of the entire educational system [Федорова Г. 102]

Conclusion. The general conclusions that can be drawn from the foregoing discussion are as follows. The outlook in scientific progress, both in theoretical elaboration and technological application, is unlimited. The wonders we have witnessed so far are nothing compared to the wonders awaiting future generations. We believe that distance education has a huge potential to improve the knowledge of teachers on virtual technologies.

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CURRENT PROBLEMS OF EXACT AND NATURAL SCIENCES AND POSSIBILITIES OF DISTANCE EDUCATION

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Abstract: In recent years, the development of science and its fields, as well as technologies, has been developing rapidly. Currently, we can see the problems and their solutions in the exact and natural sciences, as well as the convenience of distance education. This article considers these problems and opportunities, and also shows some factors in the field of education and their results.

Keywords: exact science, natural science, current problems and solutions, distance education opportunities, development, creation innovation.

Introduction. Exact and natural sciences are the main subjects that students know and can use. By studying these sciences, a person can not only develop his knowledge, but also improve his outlook and thinking. Nowadays, science is especially clear and many opportunities are being created in the study of natural sciences, and we also see that we are facing many obstacles. Now, in the current age of information technology, teaching through old methods and methods requires a lot of time and complicated learning processes. At the same time, thanks to the development of technologies and their improvement, we can now learn quickly and conveniently using online, that is, distance learning opportunities.

About exact and natural science. Exact sciences are considered to be a field of science that studies and uses specific methods of checking laws and theories that are clear. Exact sciences rely on proven investigations and rigorous logical reasoning. By the words “exact science” I shall mean mainly an idealized physics-like science, which since Galileo exists as a component of many actual sciences, like physics, chemistry, molecular biology. The idealized physics-like science does not depend on natural characteristics of natural systems, but proceeds entirely from a mathematical projection. All the physical-mathematical sciences can be treated as the exact science. Mathematics, geometry, physics, computer science and chemistry can be applied to specific sciences. These recognize absolute certainty as their result, especially in mathematics. Physics also belongs to the type of exact sciences, because it is based on the measurement of fundamental quantities. The main goal of science is to find the truth behind the various processes taking place in the universe. Natural sciences are a branch of science that studies the laws of the environment, universe and nature. There are five main branches of natural science, including: 1. Astronomy, 2. Biology, 3. Chemistry, 4. Astronomy, 5. Physics. Natural sciences

are based on evidence from observation and experience. Studying, understanding and describing natural phenomena is important in this. The foundation stone of natural sciences was measured with precise quantitative data [Rongxing Gou, 45]. This science mobilized all fields of scientific and technical development to realize its interests, using sciences such as biology, physics, chemistry, geology, biophysics, which have risen to the highest level of modern development, and methods of quantitative analysis. Over the past five centuries, the natural sciences have changed the way we live and think at a rate far greater than in any previous era of human civilization.

Current problems of exact and natural science. We know that we are all human, that is, a member of society. Also geniuses and heads of state. All people and even scientists and professionals make mistakes, and through these mistakes we learn and succeed in uncovering the secrets of science. The efficiency of working without mistakes is almost zero and this work is considered impossible.

At the same time, there are a number of problems in the exact and natural sciences. Especially in the current age of information technology, we face many problems in teaching young pupils and students, and many solutions are currently being found in these problems. There are many disputes between the two generations. The reason is that our parents and grandparents were educated without information and technology, and they prefer to teach their children and young generation through old methods and methods, and sometimes they are very reluctant to use social sites and networks. They also make a lot of resistance. This creates problems for our young people to easily and conveniently learn concrete and natural sciences. The field of exact and natural sciences is developing day by day, and new changes and laws are being introduced, and at the same time, various problems are brought to light. We know that no innovation will appear by itself and it will be created and presented to the public after a lot of research, difficulties and mistakes to create it. In the same way, we can see a number of problems in the field of science, especially the exact and natural sciences. They include the following:

8. Financial crunch in academia.
9. Poor study design in published papers.
10. Lack of replication studies.
11. Problems with peer review.
12. Problem related to research accessibility.
13. Lack of adequate and accurate science communication.
14. Stressful nature of academic life.

Clearly there are bad outputs of, science and technology. A major challenge is access to funding and resources. Since scientific research typically requires expensive equipment, manpower, and significant financial investment, scientists

need to compete for funding support from the government, corporations, and foundations to conduct their research.

In Uzbekistan, the initial stages of the establishment of the Academy of Sciences, the scientific potential was mainly formed - advanced scientific schools, numerous research institutes and a number of unique scientific complexes and facilities were established. But academic science in many cases was aimed at solving problems that are not relevant for Uzbekistan. Since its establishment, the Academy of Sciences of the Republic of Uzbekistan has been the largest, most prestigious and important scientific organization of the country during its scientific activity. In the first years of independence, the Academy of Sciences of the Republic of Uzbekistan had many problems in the field of training personnel, strengthening their social protection, and developing the experience base of science. In total, there is a need to fundamentally revise the scientific and technical policy of the republic, the principles of organizing the activities of the scientific institutions of the Academy, its Presidium, the foundations of the formation of the mechanism of management, planning, and financing of scientific research in the current conditions [U.Abdurasulov: 103].

Possibilities of distance education. Currently, distance education has rapidly emerged not only in our country, but throughout the world as an important tool for individuals seeking knowledge and personal development. Distance education, also known as online education or e-learning, refers to the use of technology to deliver educational programs at a distance to bridge the gap between students and quality education. Distance education provides learning content and education at a distance outside of traditional face-to-face classrooms. It allows students and teachers to get high-quality education regardless of their location, it allows them to overcome geographical barriers and time constraints, and it allows them to save time and get financial relief. The importance of distance education lies in its ability to democratize education, making learning accessible to a wider audience worldwide.

Distance learning offers many advantages and opportunities that make it a popular choice for students and individuals of all ages and background:

- **Flexibility:** Students can tailor their study schedules to fit their personal and professional commitments. This allows them to feel comfortable in the audience and to freely exchange ideas and talk with students.

- **Cost-effectiveness:** Distance education eliminates all the costs associated with traditional education, including the need for transportation, housing, and other expenses.
- **Accessibility:** This will enable people with physical disabilities in remote areas to access education and training opportunities, and also save their time or, on the contrary, get education whenever they want, and at the same time support their practice.

Although there are different opinions on distance education, most distance education researchers emphasize the following:

- modularity - the content of distance learning is expressed in modules, which allows students to create an individual learning trajectory according to their educational needs;
- mobility - it is understood that feedback is established between the teacher and the learner;
- comprehensiveness - providing education to many students at the same time;
- technology-based - use of new information and communication technologies in the educational process;
- social equality - students have equal opportunities for education, regardless of their place of residence, health, and financial situation;
- internationality - the existence of mutual exchange of educational achievements in the world community to achieve educational goals;
- changing the role of the teacher - coordinating the process of acquiring knowledge, correcting the current course, giving advice when creating an individual curriculum, managing educational projects tasks are assigned. He leads mutual support study groups, helps students to determine their professional destiny. In the distance education system, the asynchronous interaction of the students and the teacher usually includes the exchange of messages by sending them to the addresses of the correspondents. This allows to analyze incoming information and respond to

reporters at a convenient time. Asynchronous methods of interaction are e-mail or electronic computer networks;

- specialized monitoring of the quality of education - in the distance education system, final monitoring, interviews, practical training, project and design work, externship, computerized intellectual testing systems are used as forms of monitoring. It should be noted that controlling the quality of distance education, solving the problem of its compliance with educational standards is important for the success of the entire educational system [Федорова Г. 102]

Conclusion. The general conclusions that can be drawn from the foregoing discussion are as follows. The outlook in scientific progress, both in theoretical elaboration and technological application, is unlimited. The wonders we have witnessed so far are nothing compared to the wonders awaiting future generations. We believe that distance education has a huge potential to improve the knowledge of teachers on virtual technologies.

Currently, there is an order for an advanced education system for educational services in the field of virtual technologies, which, in our opinion, could be organized most effectively through distance learning. Thus, the analysis of many pedagogical studies devoted to the problems of using distance education in the system of retraining and professional development of teachers shows the use of this form of education to increase the knowledge of teachers in virtual technologies. made it possible to identify the main advantages: creative, critical thinking skills are formed in teachers during learning programs using distance education technologies. The level of awareness of virtual technologies will increase significantly .

In educational activities, the tasks of distance education centers are to organize course activities for improving the qualifications of pedagogical staff in two directions: information and communication technologies and training of pedagogical staff by subject. For users who have just started in the field of virtual technologies, courses are held on the formation of computer skills, as well as on the use of virtual

technologies in the professional activities of teachers [Бовтенко М. 46]. In the field of subject preparation for teachers, distance courses related to the issues of teaching general education subjects are organized, and in the educational process, using Internet resources, the subject-oriented training of teachers and the organizers and participants of distance courses educational consultation is conducted between.

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**RESEARCH OF NATIONAL CULTURE AND ART HISTORY ON THE
EVE OF INDEPENDENCE (CINEMA AND THEATER FOR EXAMPLE)**

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Abstract: In this article, the study of the history of culture and the independent study of the history of culture and art, and the material and technical base of the national cinema, theater, and art through them to see the past, history, and Uzbek the peculiarities of the revival and development of the creativity of the people are highlighted.

Key words: Culture, art, cinema, theater, decision, decree, document, reform.

During the period of colonialism and autocracy, our culture suffered a lot. Especially the followers of the communist ideology tried to destroy the culture of our people. Despite great losses, the Uzbek people managed to preserve their identity and national culture. It is never possible to completely destroy this national culture from the social consciousness of a people with a high spiritual culture and strong roots. So there was an opportunity to restore the cultural heritage and raise it to a higher level¹.

During the years of independence, science, culture, and art developed at an unprecedented level in Uzbekistan. As a result of the purification of these phenomena from false elements such as partisanship, classism, ideology, their role and social importance in the development of society and nation has increased significantly. In particular, it should be noted that the attention to the science of history has increased.

"A nation that forgets history and does not learn the right lessons from it will always go astray," said the first President of the Republic of Uzbekistan, I. Karimov. - That is the meaning of the saying that there is no future without historical memory. From this point of view, I think that people, especially young people, should remember the events that happened in our recent past. There are a number of reasons why the issue is being addressed in this context. First, during the former autocratic regime, the history of the Uzbek people and statehood was grossly distorted. It is said that the Uzbek people were illiterate and uncivilized until the October coup d'état. Secondly, all the works written on our national history were labeled as "attempt at nationalism". The authors of such works were subjected to political repressions. they were tired.

¹ Karimov I.A. High spirituality is an invincible force. — T.: Ma'naviyat, 2008. P.141

Only when the essence of national independence is understood, the feeling of true patriotism will be awakened in people, not only the cultural heritage of the past. rather, there is a feeling of deeper understanding of the issues of the modern and, moreover, the future culture and spirituality of the people. National independence has such a powerful force that the struggle for the destiny, culture and national values of one's nation, people and people has become a human belief of every citizen. In turn, the development of national culture helped every person to join the flow of modern development. Since the first days of independence, a number of music competitions have been held. In particular, in 1992, the national competition of tanbur, sato, koshnai, trumpet and other national music performers called "Equals of the Ages" was held in Tashkent, and in April, the competition of amateur puppet theater teams in Tashkent region. , as well as auditions called "Eternal Voices" of performers of the works of famous artists Jorakhan Sultanov, Saidjon Kalonov, Komiljon Jabbarov, Nabijon Hasanov, Komiljon Otaniyozov, Fakhridin Sadikov, Janak Shomuratov were held. In the same year, the 9th traditional competition of folklore groups, askiya, amateurs and clowns held in Kok, and the 11th traditional competition of lapar and yalla performers held in Tashkent are important for the development of our national art. contributed.

Due to the independence, a new system of culture began to emerge in our Republic. In particular, the Council of the Republic "Spirituality and Enlightenment", "Education Center", "Uzbekkino", "Uzbeknavo", "Uzbekraqs", "Uzbekmuzey", "Uzbekteatr" , the establishment of many cultural and educational organizations, such as the Academy of Arts, National Cultural Centers, became the basis for the development of the main areas of the republic's spirituality.

During the years of independence, the contests "New Generation", "Voice of the Future", "The Motherland is One", "The Motherland is One", "New Names" and other competitions have their own direction, specific purpose and have duties.

The whole world recognizes that great historical works have been carried out in the development of national culture in our country. We can safely say that a new solid foundation of the culture of independent Uzbekistan has been created².

Many newly created organizations in the state system, for example, "Uzbektelradio" company, "Uzbekkino", "Uzbekistan Art Academy", "Uzbeknavo", "Uzbekteatr", "Uzbektourism" are effective. are operating.

In the following years, in order to develop our national culture and art, critical analysis, deep study of the content and essence of the works carried out in the years of independence, and on this basis, the reformation and improvement of the management system, in which the manifestation of culture and art in the political

² Karaboyev U., Soatov G'. Culture of Uzbekistan "Thinking - Boston" TASHKENT, 2011. P.168

life of the society and It was considered as the main issue of the agenda that special attention should be paid to such important aspects as the rational use of the great role played by our people in the way of life. Accordingly, at the initiative of the head of our state, the Ministry of Culture and Sports Affairs was abolished, and in accordance with the Presidential Decree, the Ministry of Culture of the Republic of Uzbekistan and the State Committee for Physical Education and Sports of the Republic of Uzbekistan were established on its basis.

On August 16, 2017, the signing of the Presidential Decree "On the establishment of the Fergana regional branch of the State Institute of Art and Culture of Uzbekistan" was of special importance in the history of culture and art of our country.

On October 16, 2017, "On the establishment of the Culture and Art Development Fund under the Ministry of Culture of the Republic of Uzbekistan", on October 18, 2017, "On strengthening the material and technical base of the Ministry of Culture of the Republic of Uzbekistan On June 27, 2018, the Presidential Decree "On measures to organize the activities of the State Philharmonic of Uzbekistan" was signed³.

Presidential decree "On bringing cinema art and industry to a new level, further improving the system of state support of the industry" signed on April 7, 2021 and "Improving the state management system in the field of cinematography and the representatives of the industry The Tashkent International Film Festival "Masterpiece of the Silk Road" held on the basis of the Decision "On creating suitable conditions for creative activity" was a reflection of the synthesis of Uzbek cinema with world cinema.

The work carried out in our country in the direction of the development of culture and art is extremely consistent with the priority measures aimed at ensuring spiritual development and bringing the industry to a new level, reflected in the development strategy of New Uzbekistan. We can say that these reforms will contribute to the practical realization of the idea "From the strategy of actions to the strategy of development" based on the principle of goodness and humanity, and the realization of the concept of "New Uzbekistan - an enlightened society". Each nation occupies a strong place in world civilization with the power of its culture and art. The development of this sector is one of the important factors that show the strength and potential of the country, the value of the people, its reputation and status in the world⁴.

In short, since the first days of our independence, the restoration of the immense, priceless spiritual and cultural heritage created by our ancestors over many centuries

³ Haydarov A. Madaniyat - milliy yuksalish poydevori. - Toshkent: Oltin meros press, 2021. B.478

⁴ Nazarbekov O. Yuksak e'tibor va ehtirom bizga kuch, shijoat beradi // Xalq so'zi gazetasi. - Toshkent: 2022. - B.4

has risen to the level of state policy. After gaining independence, the leadership of Uzbekistan, first of all, taking into account the needs and aspirations of our people, paid great attention to the restoration of ancient holidays and the formation of new independence holidays.

In the years of independence, the material and technical base of the national cinema and theater arts was strengthened, through which the past and history can be seen, remembered, sensed, studied, and therefore the process of revival and development of the Uzbek national creativity is accelerating. done with horses. Also, the "History of Uzbekistan" TV channel was launched in order to make our youth aware of the history of our country.

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**SOCIAL SCIENCES IN UZBEKISTAN DURING THE SECOND WORLD
WAR: ANALYSIS OF SCIENTIFIC RESEARCH**

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During the war years, science and research activities in Uzbekistan were intensively continued. Educational institutions and research institutes relocated as a result of the evacuation made a significant contribution to the development of science in the republic. Despite the fact that it was a time of war, the rapid and positive reforms that were implemented stimulated development in the field of social sciences as well as in all branches of science. The establishment of the Academy of Sciences in the republic served to increase this process more consistently.

UzFAN (Uzbek branch of the Academy of Sciences of the USSR) Institute of Language, Literature and History was established in 1940 on the basis of the Institute of Language and Literature of the Science Committee. The best qualified personnel of the republic were attracted to the new institute. The scope of his scientific activity has been expanded, and as a result, the content and style of the institute's scientific activity has also expanded. The institute has set itself the goal of studying a number of current problems in the language, literature and history of the Uzbek people. In August 1941, about the publication of a number of Alisher Navoi's works and the translation of his selected lyrics, and Professor A.Y. A special decision was made to publish Yakubovsky's work "On the issue of the ethnogenesis of the Uzbek people". In the study of Alisher Navoi's works, the services of Mirza Abdulla Nasriddinov, recognized as a connoisseur of Navoi's works, should be highlighted. In particular, this institution has carried out several works on the compilation of Russian-Uzbek and Uzbek-Russian concise and fully annotated dictionaries. These dictionaries, published in 1942, were highly appreciated by the scientific community.

The work of developing the grammar of the current Uzbek language, Uzbek-Russian, Russian-Uzbek dictionaries and the explanatory dictionary of Alisher Navoi was continued. By the beginning of the 1943-1944 academic year, the textbook "Grammar of the Uzbek language for secondary school" was published.⁵ Linguistic scientists studied the history of the Uzbek language (studied the preserved sources and manuscripts of the 11th - 19th centuries), worked out the grammar of the modern Uzbek language, scientifically described the dialects of the regions of Uzbekistan, created the index of the Uzbek language dictionary. they were engaged

⁵ НАУЗ, ф. 1, оп. 1, д. 669, д. 46

in filling, they studied the Karakalpak and Uyghur languages. Literary experts prepared a number of works of Uzbek classical literature for academic publication (Lutfiy, Bedil, Gulkhani).⁶ Philological scientists conducted research in the field of literature and linguistics. Corresponding member of the Academy of Sciences of the USSR, Professor E.E. Bertels, a group of scientific employees of the institute under the leadership of Bertels was preparing for publication a collection dedicated to the history of Uzbek literature and classic Uzbek works. Folklorists collected materials about Uzbek folk tales and published popular pamphlets. Professor E.E. Bertels and Doctor of History I.P. Petrushevsky actively participated in the preparation of materials for the bibliographic dictionary of Central Asian poets, writers, scientists and statesmen who lived and created until the 19th century.⁷

By December 1943, under the leadership of professor A.K. Borovkov, a correspondent member of the Academy of Sciences of the Uzbek SSR, the scientific grammar of the Uzbek language was being prepared for publication at the Institute of Language and Literature.

Grammar is intended for students of higher educational institutions, Uzbek language teachers of secondary schools and researchers. A number of Uzbek scientists, in particular, doctor of philological sciences, professor A. Sa'diy, candidate of philological sciences, associate professor T. Salimov, doctor of philological sciences, professor A.V. The Mirtovs are involved. The publication of the scientific grammar of the Uzbek language in 1944 was emphasized by the group. Its size is 30 printed sheets.⁸

The Uzbek language network of the Institute of Language and Literature of the Academy of Sciences of Uzbekistan was resuming studies of Uzbek dialects. First of all, it is planned to continue the work of professor A.K. Borovkov, correspondent member of the Academy of Sciences of Uzbekistan, on the classification of Uzbek dialects. The institute is planning to create a special map of Uzbek dialects and provide general information about them based on available materials. At the same time, composite dialects of the Uzbek language are also being studied.⁹

Despite the war years, archaeological research was carried out on a broad front. In 1943, during the excavation of a large hill near Tashkent, the remains of an ancient fortress from the 4th century AD were found. S.P. The Khorezm archaeological expedition, which conducted excavations in the lower reaches of the Amudarya and Syrdarya under the leadership of Tolstov (later a correspondent member of the USSR FA), achieved interesting results. This expedition discovered a new "Su-Yargen"

⁶ НАУз, ф. 1, оп. 1, д. 17, л. 56

⁷ Отчет о работе Академии наук СССР за 1944 г. М.; Л., 1944. С. 105

⁸ Правда Востока, 7 декабря 1943 г. № 250, ст-39

⁹ Правда Востока, 8 декабря 1943 г. № 237, ст-47

culture related to the "painted pottery culture" of South Turkestan, Iran and the Middle East.

More than 35 ancient graves of the III century AD were found during the excavations on the way of the Tashkent and Farhod canals. Excavations of a large border fortress in Syrdarya made it possible to trace the history of the seven-century (IV-XI) medieval culture of Uzbekistan. A cave city with a length of up to 6 km was discovered on the banks of the Kshtut River in the Penjikent region of Tajikistan, and large domed halls with the traces of burials of people from the Stone Age and animals depicted on the walls were also discovered.¹⁰

The archeological works carried out in Termiz, Samarkand, Khorezm, Fergana and Tashkent regions greatly enriched the archeology of Uzbekistan. As a result of these works, solutions were found to a number of very important fundamental questions related to the history of the peoples of Uzbekistan (the history of the primitive society in the territory of Uzbekistan, the periodization of the history of Uzbekistan, the history of irrigation in Uzbekistan).

During this period, the excavation and research of the tomb of Timurids in Samarkand was carried out. A lot of jewelry belonging to Syria, Iran and China was found in the graves. Also, excavation works were carried out in the observatory of Mirzo Ulugbek and palace structures in the garden of the medieval ruler outside the city, excavation works were carried out in the town of Afrosiyob and other objects. Excavations in the large border fortress in Syrdarya made it possible to trace the history of the seven-century (IV-XI centuries) medieval culture of Uzbekistan.¹¹

Work on the preparation of the general work "History of the Peoples of Uzbekistan" has begun in the creative cooperation of Uzbek scientists with Russian scientists. Academician V.V. In 1942, Struve and other well-known historians initiated the convening of a scientific meeting dedicated to the problem of ethnogenesis of Uzbeks and other peoples of Central Asia, and the materials of the meeting were of great importance in the preparation of this work.¹² On the creation of "History of the Peoples of Uzbekistan" Y.G. Gulumov, V.Y. Zohidov, M.E. Voronets, I.K. Dodonov, Kh.Sh. Inoyatov, Z.Sh. Rajabov, A.A. Semyonov, O.A. Sukhareva, R. Uygun, V.A. Shishkin and other Uzbek scientists worked. Together with them, K.V. Trevor, S.W. Bakhrushin, A.K. Borovkov, Y.V. Gauthier, P.P. Ivanov, M.V. Nechkina, V.I. Picheta, S.P. Tolstov, A.Y. Yakubovsky and other famous scientists of Russia were also active.¹³

¹⁰ Левшин Б. В. Советская наука в годы Великой Отечественной войны / АН СССР. Архив; Отв. Ред. Ким М. П. М.: Наука, 1983. С. 133

¹¹ ААП РУз, ф. 58, оп. 1, д. 11, л. 18

¹² Ахунова М.А., Лунин Б. В. История исторической науки в Узбекистане. Краткий очерк. Ташкент, 1970. С. 124

¹³ Садыков А. Рожденная в войну // Звезда Востока. 1975. № 12. С. 124

On June 18, 1944, Academician Struve's scientific lecture on "History of the Peoples of Central Asia in the Newly Discovered Writings of Xerxes son of Darius" at the scientific meeting held at the Institute of History and Archeology of the Academy of Sciences of the USSR took place. The lecture aroused great interest in many people. The correspondent member of the Academy of Sciences, who took part in the debate, A.Y. Yakubovsky and senior researcher of the institute V.A. The Shishkins noted that Academician Struve's research sheds light on a number of ethnic problems of the peoples of Central Asia, in particular, that it determines the settlement boundaries of a number of ancient tribes.¹⁴

The team of the Leningrad Department of the Institute of History of the Academy of Sciences of the USSR, located in Tashkent, completed the work of compiling the third volume of the history of Uzbekistan. The first two volumes were compiled by the Moscow team of the Institute of History during their stay in Tashkent in 1941-1943. The first volume was published under the editorship of Academician Struve, and the second volume was published under the editorship of Bahrushin, correspondent member of the Academy of Sciences of the USSR.

The third volume prepared under the editorship of Pankratova, a correspondent member of the Academy of Sciences of the USSR, is dedicated to the Soviet period of Uzbekistan and covers the events until July 1944. In addition to the scientific staff of the Leningrad and Moscow departments of the Institute of History of the USSR Academy of Sciences, Tashkent scientists also participated in the work of compiling the history of Uzbekistan.¹⁵

Historical-philosophical issues took an important place in the research of Uzbek scientists. Great attention was paid to the study of the history of socio-philosophical and natural-scientific thinking of the peoples of Central Asia. In particular, Professor T.N. Rainov's work is dedicated to the life and work of the greatest scientists of the Middle Ages - Farabi, Ibn Sina, Beruni, Khorezmi. The great scientist of Uzbekistan I.M. Mominov made a significant contribution.¹⁶

It should be said that in these years, the concept of the historical development of the peoples of the East, which was against the widespread Eurocentrism in Western historical-philosophical literature and Oriental studies, was founded. It is known that the political condition of Eurocentrism was to justify and justify the colonial system of the Western countries, to justify it with the civilizational mission of the West in the backward countries of the East. S.P., an honorary academician of the Uzbek Academy of Sciences, overthrew Eurocentrism. Tolstov has a special place, he

¹⁴ Правда Востока, 18 июня 1944 года № 119 (6474), ст-18

¹⁵ Правда Востока, 25 июля 1944 года. № 145(6500), ст-46

¹⁶ Узбекская ССР в годы Великой Отечественной войны (1941–1945 гг.). Т. III. Победоносное завершение войны. С. 162

conducted research on this topic long before the works of Edward Said¹⁷ and others. In revealing the baselessness of Eurocentrism, S.P. One of the most important achievements of the Tolstov expedition was the discovery and study of primitive settlements located around the Amudarya and Syrdarya deltas, in the Southern Aral Sea, as well as in Sarikamish Bay.

S.P. Tolstov exposed the baselessness of the idea of Eurocentrism and proved that the style of domed buildings, widely used in world architecture, first appeared in the lands of Ancient Khorezm and passed through Parthia to Rome. S.P. One of the most important finds of Tolstov in the Koyqrylan fortress was the ancient Khorezm inscription.¹⁸

Although the difficult conditions of the wartime complicated the work of archaeologists, they could not stop it. In 1944-1945 intensive research work was carried out in Varakhsha settlement in Bukhara region, in 1945 S.P. Under the leadership of Tolstov and Y. Ghulomov, the activity of the Khorezm Archaeological and Ethnographic Expedition of the USSR Academy of Sciences was revived. As a result of the long-term activity of the expedition, which began in 1937, many archaeological monuments of antiquity were found and studied, and valuable materials related to the irrigation history of the Khorezm oasis were obtained.

During the Second World War, Tashkent became the center of research in the field of oriental studies, which required the expansion of scientific oriental studies and the training of qualified orientalists. This caused the issuance of a special decision (August 1944) by the Central Asian Central Committee of the Communist Party of the Soviet Union and the Soviet of Ministers of the USSR on the restoration of the Faculty of Oriental Studies of the Central Asian State University. In the conditions of the severe war in the republic, many Russian orientalists continued their scientific activities with determination and efficiency: A.P. Barannikov, A.M. Belenitsky, V.I. Belyaev, V.M. Beskrovny, A.K. Borovkov, E.E. Bertels, I.N. Binnikov, A.M. Dyakov, A.N. Kononov, N.D. Mikluho-Maclay, O.I. Smirnova, I.P. Petrushevskiy, K.B. Starkova, N.V. Pigulevskaya, V.V. Struve, A.S. Tveritinova, K.V. Trevor, A.L. Troitskaya, D.I. Tikhonov, A.Y. Yakubovsky and others shared their experience and knowledge with their Uzbek colleagues.

The science of oriental studies in Uzbekistan developed significantly, especially after the establishment of the Institute for the Study of Oriental Manuscripts of the Academy of Sciences of Uzbekistan in January 1944 (on the basis of the Oriental Department of the State Public Library of Uzbekistan).¹⁹

¹⁷ Said, Edward W. *Orientalism*. New York: Random House, 1978

¹⁸ Толстов С. П. *Древний Хорезм*. –М.: Наука, 1948. С. 210

¹⁹ О работе Института по изучению восточных рукописей // *Известия Академии наук Узбекской ССР*. Ташкент, 1950. № 1. С.119-120

Before the beginning of the scientific activity of the institute, its funds contained 6102 volumes of manuscripts and about 6 thousand lithographic books.²⁰ With the study and scientific description of Eastern manuscripts, the employees of the Institute D.G. Voronkovskiy, A. Rasulov, B. Zahidkhanov, E. Muhammedkhojayevev and others were successfully involved.²¹ According to the official documents, "the fact that a large part of the Institute of Oriental Studies of the Academy of Sciences of the USSR was in Tashkent gave an impetus to strengthen the work of the Institute of Central Asian Studies." In order to support this opinion, professor A.A. Semyonov's works on Central Asian source studies in the 16th century and the history of the Kokan Khanate in the first half of the 19th century are mentioned.²² The rapid development of scientific research led to the establishment of the Institute of History and Archeology in November 1943.

In October 1944, the Institute of History of Material Culture under the FA of the USSR, in cooperation with the State Museum of Fine Arts, included M.M. Gerasimov (sculptor-anthropologist) and archaeologist V.N. He will send a special expedition with Cherensova to Uzbekistan. The expedition will study the rock paintings of the primitive community found in the Kohitang mountains. Such drawings are found for the first time in Central Asia, their study is of great scientific interest. They can provide new materials about the life and art of primitive man. In necessary cases, the expedition is expected to carry out archaeological excavations.²³ Ethnographic studies. At the beginning of 1942, most of the employees of the Institute of Ethnography of the Academy of Sciences of the USSR, who survived the first winter of the blockade, were evacuated to Central Asia, mainly to Tashkent, where they began their activities as a group of Tashkent ethnographers.²⁴ This group managed to start intensive scientific activity in 1942, despite the difficulties associated with the evacuation and organizational period. Problems related to the study of the ethnic composition and ethnography of the peoples of Central Asia were developed.²⁵

In 1942, S.P. Tolstov was appointed director of the Institute of Ethnography, which became the country's leading ethnographic institute. Each of the three groups of the institute focused on certain problems. First of all, the Moscow group was assigned the task of studying the problems related to the ethnic situation in the war zone. The Tashkent group, which participated in these studies, also developed issues of

²⁰ Ахунова М. А., Лунин Б. В. История исторической науки в Узбекистане. С. 104

²¹ О работе Института востоковедения АН УзССР // Известия Академии наук Узбекской ССР. Ташкент, 1951. № 5. С. 114–117

²² Отчет о работе Академии наук СССР за 1944 г. М.; Л., 1944. С. 336

²³ Правда Востока, 4 октября 1944 г. № 194, ст-59

²⁴ Марков Г. Е. Советские этнографы в годы Великой Отечественной войны // СЭ. 1985. № 2. С. 23–35

²⁵ Архив Института этнологии и антропологии имени Н. Н. Миклухо-Маклая Российской Академии наук (далее – АИЭА), д. 10, л. 2

ethnography of Central Asia and some other regions of the USSR. The task of establishing ethnographic fieldwork in Central Asia was also set.

In 1943-1944, the Tashkent group became a center of scientific research not only in ethnography, but also in a number of related disciplines. A.D. The commission on ethnogenesis under the history and philosophy department of the USSR Academy of Sciences headed by Udalov was sent to the Tashkent group of the Institute of Ethnography of the Union Academy. In addition, a group developing maps of nations was included in the Tashkent group.

Thus, the scientific and research work carried out by the UZFA, scientific staff and researchers of existing research institutes, scientists of higher educational institutions, helped to further improve social science networks in the republic. During the war years, scientific achievements in areas considered important for social sciences were widely applied and as a result of them, development of these fields was stimulated in the republic.

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**ACTIVITIES OF MODERN MOVEMENTS AND POLITICAL
ORGANIZATIONS IN TURKESTAN**

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The modern progressive movement that emerged in Turkestan in the late 19th - early 20th centuries occupies an important place in the centuries-old history of the Uzbek people. Mahmudhoja Behbudi, Munavvarqori Abdurashidkhanov, Ubaydulla Khojaev, Obidjon Mahmudov, Fitrat, Cholpon, Saidnosir Mirjalilov and others took the first step towards uniting the local people under the banner of national independence, seizing power and establishing a national Uzbek state. Using the existing historical conditions, they created educational societies such as "Turon", "Imdodiya" and national political organizations such as "Shurai Islam", "Turk Adam Markaziyat".

At the same time, the progressives dealt with important issues related to the fate of the people and the country, and tried to open the closed eyes of the people, to educate them in the spirit of respect for great historical values such as freedom, freedom and independence. They urged the nation to fight to break the shackles of colonialism. In this way, the Jadids raised public education to the primary level as the most reliable tool of development. Due to the lack of higher education institutions in Turkestan, modern progressives paid special attention to the issue of educating young people abroad, especially introducing them to the achievements of European science.

On May 12, 1909, the "Jamiyati Khairiya" organization of Turkestan Jadids, which was first established in Tashkent, led the education of students abroad. With his support, young people began to be sent to study in higher schools and madrasas in the cities of Petersburg, Saratov, Kazan, Ufa, Orenburg, as well as in foreign cities such as Istanbul and Cairo.

"Tarbiyai atfol" society of modernists formed on July 18, 1909 in the city of Bukhara sent many young people to study in Istanbul, such as Fitrat, Osmankhoja Polathoja son, Ato Khoja, Mazhar Burkhanov. The number of students sent from Bukhara to study abroad was increased to 15 in 1911 and 30 in 1912. Later, writers and scholars such as Fitrat, Ghazi Olim Yunusov, Khalid Said, Eson Efandi Musaev, mature lawyers such as Mustafa Choqaev, Ubaidulla Khojaev, Norbotabekov emerged from among such students.

After the establishment of the Soviet regime in Turkestan, on April 21, 1918, Turkestan State University was opened in the new city of Tashkent under the leadership of A.V. Popov. Both the pedagogical team and students of this higher education institution consisted mainly of representatives of European nations. On May 12, 1918, Turkestan Muslim People's Children's School was opened in the old part of Tashkent under the leadership of Munavvar Qari Abdurashidkhanov for the children of local nationalities. In Samarkand, Mahmudhoja Behbudi also began to open a branch of this school. However, the Bolshevik government did not allow it. At that time, there were no secondary educational institutions in the country that could prepare students for admission to the Turkestan State University. As a result, the number of local youth among the students of the Turkestan State University was less than that of the Uzbek students in Moscow. For example, in the academic year 1920-21, only 2 out of 2,500 students of Turkestan University, 3 out of 200 students of Darul ilmi Sharqiya (Institute of Oriental Studies) were Uzbek children. there was not a single student²⁶.

This situation caused serious resistance of local intellectuals and youth, and the idea of training the existing students abroad was once again on the agenda. The Uzbek board of education was considered an important organization in the organization and management of education in the country. However, many artificial obstacles were placed by the authorities of the Soviet government to effectively launch its activities²⁷. Elbek informs the following about the issue of teaching students abroad: "In early 1921, a project was created by the Uzbek board of education to study abroad from Turkestan, and a list of several students was taken and submitted to the government, with the student being Sayyidalihjoja at the beginning. After several periods of this, when it became clear that our government would not be able to provide financial assistance, this matter stopped by itself. However, the passion for reading among the students did not end there. Some of the students who were more self-centered (although they sold their belongings) dreamed of going abroad again.

Said Ahmad Nazirov, the editor of "Armug'an" magazine, who later graduated from the Moscow Textile Institute, said in the interrogation report of December 24, 1930: "At the end of 1921, we studied at Rabfak in Tashkent. A struggle movement for studying abroad has appeared among students. Then two groups were formed. The 1st group is young people who want to study in Moscow and Leningrad, and the 2nd group wants to study in Germany. Abduvasik Muhammedov and I led the group going to Moscow and Leningrad. Tolagan Momin, who was a teacher at the "Navoi"

²⁶Irzayev B. Turkiston jadidlarining ko'mak tashkiloti. Toshkent.2016. B-4-5.

²⁷ Э л б е к. Ўзбек билим ҳайъати ва унинг ҳоли // Қизил байроқ. 1921 йил 1 октябрь., Э л б е к. Ўзбек элининг билим юртлари //Қизил байроқ. 1921 йил 21 декабрь.

school in Tashkent, was the head of the youth going to Germany. He remembers that all of us were united by the "Ko'mak" organization and the great dream of serving the country.

In the message signed by Gazi Yunus, "Student of Barak Khan", the Bukhara People's Republic took over the sponsorship of some Turkestan students at the request of the "Ko'mak" association. In particular, Bukhara writes that he paid the money of two students (Sayyidalikhoja and Ahmad Shukuri - the author) and promised for two more students (Sattar Jabbar and Vali Qayyumkhan - the author). He thanked the government of Bukhara on behalf of Turkestan and called on everyone to rush to help "Ko'mak" association²⁸.

Usmonkhan Eshonhojaev said: "Many of the students who went to study in Berlin from Turkestan, Bukhara, with the support of various institutions, some of them left with enough for one year's supply at most. Some students have taken a very small, even dry "risk" route. It is well-known that the result of the World War greatly disrupted the economic situation of Germany. There, as in our country, the market prices are rising hourly, and the value of the white is decreasing day by day. All over Turkestan, our people, community workers, and responsible workers should take various measures and take any necessary measures.

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²⁸ Бароқхонталабаси. Шарафлик "Қўмак" // Қизил байроқ. 1922 йил 22 июль.

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APPLICATION OF EXPANDED VERMICULITE IN THE CONSTRUCTION INDUSTRY

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Annotation This article is devoted to porous aggregate, which has found application in construction in various fields. Varieties of porous aggregates of organic and mineral origin are given. The technology for producing plaster mixtures and self-leveling floors using expanded vermiculite is considered.

Key words: vermiculite, porous aggregate, binder, strength, thermal conductivity, building material.

It is difficult to imagine a material with which it would be possible to successfully and effectively satisfy the thermal insulation characteristics of building materials. Expanded vermiculite from the Tebinbulak deposit, Republic of Karakalpakistan, is a loose porous material in the form of scaly particles of silver, golden or yellow color, obtained by accelerated firing of vermiculite concentrate - hydromica containing bound water between the elementary layers. Swelling occurs as a result of the splitting of vermiculite particles under the influence of water vigorously evaporating from them into very thin scales, which only retain adhesion to each other at certain points.

Expanded vermiculite has a peculiar lamellar porosity, which determines the volumetric weight of 100–300 kg/m³ and thermal conductivity of 0.065–0.09 kcal/m/hour deg and, at the same time, the elasticity of the grains, due to which it does not settle in heat-insulating backfill structures.

Chemical composition of vermiculite %: Na₂O 1,67; MgO 19,00; Al₂O₃ 13,10; SiO₂ 37,91; K₂O 5,53; CaO 3,13; TiO₂ 1,87; Fe₂O₃ 11,02; ZnO 0,01; BaO 0,54; NiO 0,03; SO₃ 0,2; Cr₂O₃ 0,08; MnO 0,07; SrO 0,03; Co₂O₃ 0,04.%. [1]

The most effective use of expanded vermiculite is considered to be its use as a thermal insulation material.

The manufacture of products from vermiculite, shells and segments for insulating heat pipelines involves the formation of a mixture of expanded vermiculite and chrysotile asbestos with various additives, such as bitumen-bentonite or bitumen-diatomite paste, synthetic resins, starch, liquid glass and others.

Vermiculite board is an inorganic fire retardant material that not only has high fire resistance, but also provides excellent sound absorption and thermal insulation performance. In addition, it has attractive decorative properties and has a long service life. [2]

In hot climates, vermiculite backfills are used in wall structures to prevent overheating of rooms. In the northern regions, they serve to preserve heat, insulate refrigerators, open-hearth furnace roofs, and sound insulate test chambers for aircraft and automobile engines.

In addition to vermiculite backfills, dry construction mixtures and mortars containing vermiculite as a filler are widely used in construction.

Vermiculite plaster mortars include expanded vermiculite and cement or gypsum. [3]

Compared to conventional (sand) mortars, vermiculite mortars, due to their high porosity, have a significantly lower volumetric weight (2-4 times) and a low thermal conductivity coefficient (4-6 times), which makes them lightweight and thermally insulating.

Thermal insulating heat-resistant vermiculite concrete is produced by mixing a dry mixture with water; after curing for three days, it acquires fire-retardant, heat-insulating and heat-resistant properties.

Vermiculite concrete has excellent thixotropic properties, which allows it to be used both for pouring into complex forms and for application to vertical surfaces using standard mortar mixers.

The thermal conductivity coefficient of vermiculite concrete, depending on the volumetric weight, cement consumption and humidity, varies from 0.08 to 0.35 kcal/m-deg-hour. Cement-based vermiculite concrete is used for thermal insulation and sound insulation in the construction of building envelopes, such as wall panels, floors and coatings. [4]

The manufacture of very lightweight thermal insulation products from expanded vermiculite involves the use of synthetic resins, bitumen, liquid glass and other materials as a binding agent.

Expanded vermiculite is used for thermal insulation of various elements of building structures, such as walls, roofs, floors, foundations, attics, floors and basements of buildings, as well as for insulation of pipelines. It is also used for sound insulation of buildings for various purposes, including civil and industrial facilities, cinemas, special laboratories and chambers for testing aircraft and automobile engines.

Vermiculite provides long-term fire protection (up to 10 hours) for metal and wood structures such as buildings, structures, doors and safes. Additionally, it prevents the development of mold and mildew by regulating humidity.

Conclusions

By using expanded vermiculite in construction, it is possible to significantly reduce the heat loss of civil buildings, which is very important in areas with a dry, hot climate, which includes our republic. Thermal insulation of buildings from expanded vermiculite increases the thermal and sound insulation characteristics of the building.

In this regard, the use and development of new types of materials based on it is an urgent scientific and practical task.

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Adabiyot darslarda badiiy asar mazmuni bilan tanishtirishda tayyorgarlik bosqichi

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Annotatsiya: Ushbu maqolada adabiyot darslarda badiiy asar mazmuni bilan tanishtirishda tayyorgarlik bosqichlari orqali, o'quvchilarni mustaqil va ijodiy fikrlashga o'rgatish, o'quv-biluv faoliyatini rivojlantirish va lug'at zaxirasi boy o'quvchining tafakkur doirasi keng, nutqi ravon, o'zaro munosabatlarda kirishuvchan bo'lishiga undash alohida e'tiborga olingan. O'quvchilarning nutqini o'stiradigan vositalardan biri bu – matn ustida ishlashdir. Buning uchun alohida tayyorgarlik ishlari olib boriladi.

Kalit so'zlar: Matn, badiiy matn, epizod, adabiy sayohat, sintez davri, analitik bosqich, nutq o'stirish, hissiy idrok, sarlavha, og'zaki bayon.

Badiiy asar matni ustida ishlashda va uning bosqichlarini belgilashda dastlab uning san'at asari sifatidagi o'ziga xosliklari va o'quvchilarning adabiy tayyorgarlik darajasi hisobga olinadi. Badiiy asarda barcha qismlar bir-biriga chambarchas bog'liq. Masalan, sujet rivoji asosida qahramonlarning yangi qirralari kashf etila boradi. Bu esa, o'z navbatida, asarni yaxlit holda o'qishni va idrok etishni taqozo etadi.

Tayyorgarlik bosqichi ijodkorlar haqida ma'lumot berish, o'quvchilarni asarda tasvirlangan voqea-hodisalarni idrok etish, asar pafosini his qilish, notanish va ko'p ma'noli so'zlarni, murakkab holdagi obrazli ifodalarni izohlash tarzidagi masalalar qamrab olinadi. Matn mavzusi yoki mazmuniga qarab faoliyat turlarini tashkil etish mumkin bo'ladi. Masalan, agar tabiat haqidagi she'rlar bo'lsa, aynan qaysi xususiyati bo'rtib tursa o'sha jihatiga doir tadbirlar tshkil qilish, sayohatlar uyushtirish maqsadga muvofiq. Matn bilan dastlabki tanishuvdan so'ng quyidagi mazmundagi savollar bilan murojaat etish o'quvchilarni chuqur fikrlashga va faollik ko'rsatishlariga zamin yaratdi:

- 1. Asardagi qaysi epizodni qiziqarli deb bildingiz?*
 - 2. Qaysi qahramonlarning xatti-harakatlarini oqlaysiz yoki qoralaysiz? Nima uchun? Fikringizni asoslang.*
 - 3. Hayotda asardagi qahramonlarga o'xshagan kishilarni uchratganmisiz?*
- Tayyorgarlik ishlarining vazifalari sifatida quyidagilarni belgilash mumkin:

1. O'quvchilarning asarda tasvirlangan voqea-hodisalar haqidagi tasavvurlarini boyitish, matnni ongli ravishda tushunishga qaratilgan yangi ma'lumotlarni berish, badiiy asarda tasvirlangan lavhalar bilan o'zlari kuzatganlarini bog'lay olishga zarur shart-sharoitlar yaratish.

2. Ijodkorning hayot yo'li va ijodiga qiziqish uyg'otish. Xususan, 5-sinfda O'tkir Hoshimovning hayoti va ijodi, "Dunyoning ishlari" asarining yaratilish tarixi haqida ma'lumotlarni yetkazishda o'quvchini muallifga yaqinlashtiradigan, shaxsiyatini anglashga yo'naltirdigan hamda asarining yaratilishiga turtki beradigan ma'lumotlarni keltirishga alohida ahamiyat qaratish muhim sanaladi.

3. Asarni hissiy idrok etishga tayyorlash. Buni asarning inson ruhiyati bilan bog'liq xosliklarini anglashga o'rgatish taqozo qilinadi.

4. Izohlash talab etadigan so'zlarning ma'nolarini tushuntirish. Jumladan, 6-sinfda Muqimiyning "Tanobchilar" satirasini o'rganishda, tabiiyki, ayrim so'zlar izoh talab etadi. Bunday holda o'qituvchi darsga tayyorgarlik chog'ida ularni ajratib olishi, anglatadigan ma'nolarini tushunishlari uchun izohli lug'atlar bilan ishlashni yo'lga qo'yishi zarur. Masalan:

Maxdumi a'zam – mashhur avliyo Abdulqodir G'iloniyning unvoni.

Shohlig' mazor – Shohi Zinda maqbarasidagi azizlar ko'zda tutilmoqda

Erhubbi – islomgacha bo'lgan davrdagi avliyo

Nurato – hozirgi Nurotada o'tgan avliyo

Bibi Ubayda – avliyo ayollardan

Xizr – Qur'onda nomi tilga olingan payg'ambar

Chimlig' azizlar – Turkiston tomonlarda o'tgan avliyolar

Dodar – ini, uka

Mardumi sahroyi – qishloq odami²⁹.

Yuqorida keltirilgan so'zlar ustida ishlashda ularning qaysi tilga xosligi, tarixiy shaxslarning kim bo'lib o'tganligi, asar sujтеiga qay darajada aloqasi borligi, ma'nodoshlarini topish kabi vazifalar berilishi maqsadga muvofiq. Bu esa muallifning maqsadi va asar mazmunini o'zlashtirishga katta yordam beradi.

Tayyorgarlik ishlarining ta'limiy shakllari turli xil bo'lib, ular asar mazmuni va sharoitiga qarab tanlanadi. Bu davrda nimalar haqida so'zlash va tahlil qilish belgilangan bo'lsa, o'quvchilarning o'zlaridan nimalarni bilib olganliklari so'rab aniqlanadi. Masalan, 7-sinfda Rasul Hamzatovning hayoti va ijodi, "Ona tilim" she'ri o'rganilayotganda o'quvchilarning ona tiliga bo'lgan tuyg'ulari, munosabati quyidagicha savollar orqali bilib olinadi:

²⁹. S.Ahmedov, R.Qo'chqorov, Sh.Rizayev 6-sinf. Adabiyot: Umumiy o'rta ta'lim maktablarining 6-sinfi uchun darslik-majmua. Qayta ishlangan 4-nashri /.. – Toshkent: Ma'naviyat, 2017. – 102-b.

1. Shoirning she'riyatiga xos xususiyatlarni aytib bering.
2. Bu she'rlarning mashhurligi sabablarini izohlang.
3. Shoirning avar xalqi milliy ruhiyati yorqin aks etgan she'rlarining boshqa xalqlar she'rxonlariga ma'qul kelish sababi haqida o'ylab ko'ring³⁰.

Tayyorgarlik shakllaridan yana biri bu *adabiy sayohat*lardir. Bu faoliyat turi imkoniyatlardan tabiat tasviriga bag'ishlangan yoki turli zavod-fabrikalar, shahar-qishloqlar, kasbga oid mavzular va tarixiy asarlar o'rganilganda foydalanish maqsadga muvofiq. Adabiy ekskursiyalar matnda aks etgan voqea-hodisalarni aniqroq tasavvur etishga, atrofdagi voqeliklarni kuzatishga yordam beradi. Kattalarning mehnat faoliyati, tarixiy voqealarni idrok etishga xizmat qiladi.

Filmdan lavha namoyish qilish. Tarixiy materiallarni, asar muallifi hayotini o'rganishdan oldin bunday shakldagi yondashuvlar qo'llanilsa, asarning chuqurroq idrok qilinishi ortadi. Masalan, umumta'lim maktablari 7-sinfida Abdulla Qodiriyning "Mehrobdan chayon" romani o'tilayotganda filmdan parcha namoyish qilinsa, kinofilmdan olingan kadrlar o'quvchilarning tasavvur olamini kengaytirishga, tushunchalar mazmunini aniqlashga, ongli o'qish va hissiy idrok etish ko'nikmasini shakllantirish imkoniyati kengayadi. Tayyorgarlik ishlarini shu tarzda tashkil etish o'quvchilarning ta'lim olishga va mutolaaga bo'lgan qiziqishlari ortishiga ko'maklashadi.

O'qituvchining hikoyalashi. Maskur yondoshuvning ahamiyati asar muallifi haqida ma'lumot berishda bilinadi. Asar muallifi haqida so'zlab berilganda ulaning portretlari, bolalar uchun yozgan asarlari namoyish etilsa, o'quvchilarning muallif ijodiga nisbatan qiziqishlari ortadi. Muallif tomonidan o'qilgan asarlarni yoki ular haqida boshqa ijodkorlarning aytgan so'zlarining audio shaklini qo'yib eshittirish ham o'qituvchining hikoyasiga uyg'unlikda samaradorlikni oshiradi. Masalan, 5-sinfda A.Oripovning "O'zbekiston" she'rini o'tishda muallifning o'zi o'qigan videotasvirlardan foydalanish mumkin bo'ladi.

O'qituvchi materialni o'quvchilar yoshi va saviyasiga mos holda hikoyalasa o'quvchilarning badiiy asarga nisbatan ichki ehtiyoji oshib boradi.

Asarni o'qishga tayyorgarlik ishlari, shuningdek, mustaqil ishlar vositasida ham yo'lga qo'yiladi. Mustaqil izlanishlarga yo'naltirishda o'quvchilarga oldindan o'rganiladigan mavzular bo'yicha topshiriqlarning berib qo'yilishidir.

Tayyorgarlik bosqichda asar mazmuni bilan tanishtirish ishlari amalga oshiriladi. Bu jarayonda asarning bir butun holda idrok etilishi, shuningdek, matnning hissiy

³⁰ Yo'ldoshev Q., Qosimov B., Qodirov V., Yo'ldoshbekov J. Adabiyot: Umumiy o'rta ta'lim maktablarining 7-sinfi uchun darslik-majmua. Qayta ishlangan 4-nashri /. – Toshkent: Sharq, 2017. – 40-b.

ta'sirini oshirish maqsadida uni ifodali o'qish alohida o'rin tutadi. Asar matni bilan tanishtirishning bir qancha usullari mavjud. Bular quyidagilardan iborat:

1. *Matnning o'qituvchi tomonidan ifodali o'qilishi.* Ayrim hollarda matn audioyozuv shaklida ham eshittiriladi. Matn mazmuni bilan tanishtirilgach, o'quvchilardan asar yuzasidan dastlabki taassurotlari bilan o'rtoqlashish so'raladi. Masalan, "Hikoyaning qaysi lavhalari sizga ma'qul bo'ldi?", "Qahramonlardan qaysi biri sizga ko'proq yoqdi?", "Asarni o'qish vaqtida, ayniqsa, qaysi o'rinlari sizni xursand qildi?" kabi savollar orqali asar ularga qanday ta'sir qilganini bilib olish mumkin.

2. *Matnni nutqi ravon o'quvchilarga o'qitish.* Bunda o'qituvchi oldindan o'quvchiga qanday o'qish zarurligi yuzasidan tushuncha beradi, uning o'qishni kuzatdi, xato va kamchiliklarini ko'rsatib, to'g'rilashga yordam beradi. Tinish belgilari, urg'u, pauza, intonatsiya, artikulyatsiya, diksiya kabi nutq texnikasi haqidagi bilimlarni mustahkamlaydi. Shundan so'ng sinf jamoasiga matnni o'qib berish mumkin bo'ladi.

3. *Og'zaki qayta hikoyalab, so'zlab berish.* Bunday faoliyat turi alohida tayyorgarlikni talab etadi, chunki asarni matnga yaqinlashtirib hikoyalashning o'ziga xos talablari mavjud. Jumladan, asardagi badiiy tasvir vositalarini to'liq saqlagan holda hikoyalash zarur, zero, badiiy asarni o'qishga bo'lgan qiziqish susayishi mumkin. D.Toshxo'jayevaning fikriga ko'ra, "Bola matn mazmunini so'zlashga tayyor darajada nutqiy ko'nikmaga ega bo'lgandan keyin hikoya qilish bilan oldinma-ketin qayta hikoya qilishga o'tiladi"³¹.

4. *Yoddan ifodali o'qish.* She'riy asarlar yod aytish orqali yetkazilsa, bu o'quvchiga ijobiy ta'sir ko'rsatadi. O'zida ham yodlashga qiziqishni kuchaytiradi. Bunda, ayniqsa, o'qituvchining namunasi alohida o'rin tutadi.

5. *Asarning muhim dialogli o'rinlarini yoki butun asarni sahnalashtirish orqali tanishtirish.* Bunday ish turi maxsus tayyorgarlikni talab etadi. Ya'ni personajlar nutqi ustida ishlashni, sahna ko'rinishlari va qahramonlarning tashqi qiyofalari ustidagi muayyan ishlarni uzviy holda olib borish orqali o'quvchi tasavvurida asarning yaxlit mazmunini ochishga yordam beradi.

6. *Asarning ma'lum bir qismini, ya'ni muammoliroq lavhasini o'qituvchining o'zi o'qib berishi.* Bunda o'quvchilarga asarning qolgan qismini o'zlari ichida mustaqil o'qishi vazifasi topshiriladi.

7. *Texnik vositalardan foydalanish.* Asarning muayyan qismiga tayyorlangan audio yoki videoyozuvlar shaklida matn mazmuni yetkaziladi.

³¹ Тошхўжаева Д.Р. Матн мазмунини ўз сўзи билан қайта ҳикоя қилишга ўргатишнинг методик асослари (таълим рус тилида олиб бориладиган мактаблар мисолида): Пед. фан. номз. ...дис. – Т.: ЎзПФТИ, 2000. – 102- б.

8. *Musiqqa uyg'unligida o'rganish.* Bunday yondashuv asarning ta'sirchanligini ta'minlashga, o'quvchilarning estetik didlarini o'stirishga yordam beradi. Eng muhimi, ularni charchashdan, aqliy zo'riqishdan saqlaydi.

Xulosa sifatida shuni aytish joizki badiiy asar matni ustida ishlashning matn mazmuni bilan tanishtirish vazifasi kirish suhbatini tashkil etish, ifodali o'qishga o'rgatish og'zaki qayta hikoyalash, so'zlab berish, yoddan ifodali aytib berish, asarning muhim dialogli o'rinlarini yoki butun bir asarni sahnalashtirish, ma'lum bir qismini, xususan, muammoli o'rnini o'qituvchining o'zi o'qishi, musiqqa bilan hamohanglikda o'qish kabi faoliyat turlari asarning janriy xususiyatini hisobga olgan holda olib boriladi.

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PROMOTING SOCIAL SKILLS DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

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Annotation: This article discusses the importance of play-based learning in early childhood education and how it can help children develop essential social skills such as communication, cooperation, and problem-solving. It also explores various strategies that can be used to teach emotional regulation and self-control, which are crucial skills for social, emotional, and academic development. The article further highlights the significance of creating inclusive learning environments that encourage diversity and foster empathy and understanding among young children.

Keywords: play-based learning, social skills, emotional regulation, self-control, inclusive learning environments, diversity, empathy, respect, social awareness, multicultural activities, diverse literature

Play is an integral part of childhood development. It is through play that children learn about the world around them and develop essential skills that help them navigate their way through life. Play-based learning in early childhood education has been shown to be an effective method of teaching social skills and promoting overall development in children. This approach involves using play-based activities such as dramatic play, cooperative games, and role-playing scenarios to help children learn essential social skills like communication, cooperation, and problem-solving in a fun and engaging way.

Dramatic play is an activity where children take on different roles and act out real-world scenarios. This type of play allows children to explore different perspectives, emotions, and social situations. Through dramatic play, children can learn to understand and empathize with others, develop their communication skills, and practice problem-solving. For example, in a play kitchen scenario, children can learn how to communicate their needs and wants appropriately and work together to create a meal for everyone.

Cooperative games are another way that children can learn social skills. These games require children to work together towards a common goal, such as building a tower out of blocks or playing a game of tag. Through these activities, children can learn how to share, take turns, and negotiate with one another. Cooperative games also teach children about teamwork and the importance of working together towards a common goal. These skills are essential in all aspects of life, from school to the workplace.

Role-playing scenarios are another way that children can learn social skills. This activity involves children taking on different roles and acting out scenarios, such as visiting the doctor or going grocery shopping. Role-playing scenarios allow children to practice social skills like communication, problem-solving, and empathy in a safe and controlled environment. Through these activities, children can learn how to communicate their feelings, negotiate with others, and understand different perspectives.

Research has shown that play-based learning can have a positive impact on children's social and emotional development. A study conducted by the Institute of Education, University College London found that children who participated in play-based learning activities had better social skills and behavior than those who did not (Sylva et al., 2004). Another study by the National Association for the Education of Young Children found that children who engaged in play-based learning activities had better problem-solving skills and were better able to regulate their emotions (NAEYC, 2009).

Children are often, if not always, associated with lack of self-control and emotional regulation, however, **emotional regulation** and **self-control** are essential skills that every child should learn from a young age. These skills enable children to manage their emotions effectively and maintain positive relationships with others. Developing emotional regulation and self-control also helps children to become resilient and adaptable to challenging situations they might face in life.

Teaching children techniques for emotional regulation and self-control is important because it helps them recognize their feelings and respond to them appropriately. With the right strategies, children can learn to regulate their emotions, stay calm, and respond to situations in socially acceptable ways. It also helps children to reduce stress levels when facing difficult situations, providing them with a sense of empowerment over their emotions.

Mindfulness exercises. This strategy involves teaching children mindfulness. Mindfulness exercises help children become aware of their thoughts, feelings, and sensations. It helps reduce anxiety, enhance relaxation, and promotes focus. Mindful breathing, body scans, and visualization are some examples of mindfulness exercises that can help children regulate their emotions.

Breathing techniques. This strategy involves teaching children different breathing techniques that can help them manage their emotions. Deep breathing exercises help regulate emotions, increase oxygen flow, and promote relaxation. It also helps children calm down during emotionally charged situations, making them less likely to lash out impulsively. Belly breathing and box breathing are examples of breathing techniques that can be beneficial for children.

Storytelling. Storytelling is a powerful tool that can help children develop emotional intelligence. Through stories, children learn to identify emotions, empathize with others, and learn how to respond in various situations. Storytelling also provides children with an opportunity to explore emotions and enables them to process their own experiences and feelings.

Practicing self-awareness. This strategy involves teaching children to become self-aware, that is, to recognize their thoughts and emotions. By becoming more self-aware, children can learn to control their behavior and emotional responses. For example, children can be encouraged to identify physical and emotional signs that they are becoming upset, such as clenching their fists or feeling anxious.

Positive self-talk. Positive self-talk is a strategy that involves teaching children to replace negative self-talk with positive self-talk. Encouraging children to use positive self-talk helps them build self-esteem, improve their ability to cope with challenges, and promotes emotional regulation.

Encouraging open communication. This strategy involves creating a safe environment where children feel comfortable sharing their thoughts and emotions. Encouraging open communication helps children feel understood and validated, which can help reduce anxiety and stress.

Developing problem-solving skills. This strategy involves teaching children problem-solving skills. Problem-solving skills help children recognize difficulties and work through various solutions in an organized and rational manner. This skill set helps children to manage their emotions when dealing with challenging situations.

Practicing patience and delaying gratification. Teaching children to practice patience and delaying gratification helps them regulate their emotions and control their behavior. Practicing patience teaches children how to tolerate difficult situations and strengthens their ability to delay immediate gratification in favor of long-term benefit.

Modeling appropriate behavior. Modeling appropriate behavior is one of the most effective ways to teach children emotional regulation and self-control. When adults model calm behavior, children learn the skills to handle difficult situations without resorting to negative behavior or outbursts.

Providing a safe and consistent environment to learn and practice skills. Children require a safe and consistent environment to learn and practice emotional regulation and self-control skills. By providing an environment where children feel safe and secure, they can develop the skills necessary to regulate their emotions and control their behavior in challenging situations.

Overall, by utilizing these strategies consistently, children acquire the necessary skills to manage their emotions, which is crucial for their social, emotional, and academic development.

In recent years, there has been an increasing focus on creating inclusive learning environments that encourage diversity and foster empathy and understanding among young children. Promoting social awareness from an early age, and exposing young learners to experiences and perspectives from diverse groups is critical in developing empathy and reducing prejudice and discrimination within society.

Creating inclusive learning environments is essential for promoting social awareness and acceptance among young children (Sleeter & Graziano, 2016). Inclusive learning environments celebrate diversity and are key in helping children understand, respect and appreciate their differences. These environments encourage children to be accepting and nurturing towards each other, regardless of their race, ethnicity, gender, or socioeconomic status. Additionally, an inclusive classroom is also one that accommodates students' unique learning needs and interests, creating a space that recognizes the individuality of each learner.

One effective strategy for creating an inclusive classroom is through diverse literature. According to research, exposing young learners to literature that depicts different cultures and ways of life can promote empathy and understanding (Taylor & Rustgi, 2018). Books and stories that depict characters with disabilities, different cultural backgrounds, and from different parts of the world can provide young learners with a sense of wonder and appreciation for diversity. Such literature also offers an excellent opportunity for teachers to initiate conversations about diversity, inclusivity, and empathy and promote social awareness among children. Research shows that reading diverse literature has a tremendous impact on young learners, helping them to develop essential social skills such as identification and empathy for different groups and to build cultural competence.

Additionally, incorporating multicultural activities and celebrations that represent the cultures and traditions of students in the classroom can also contribute to a more inclusive environment (Banks, 2006). Examples include sharing cultural stories, food, and dance forms, and incorporating diverse music and art forms. These activities provide children with an opportunity to understand and appreciate differences, fostering respect, and acceptance towards diverse cultures.

Teaching children about different perspectives, beliefs, and ways of life can also lead to a better understanding of other cultures and ultimately promote empathy.

Teachers can promote social awareness through various activities such as role-playing, group discussions, and cultural training. For example, teachers can facilitate discussions about different cultural practices relating to food and the importance of

honoring different cultural celebrations and events. Additionally, taking field trips to diverse communities and countries can help children get exposure to different cultures while providing an opportunity to learn and reflect on different ways of life. Children learn by observing and emulating their teachers and peers. Modeling inclusive behavior sets a good example for children, and they are more likely to imitate those behaviors. It is essential for teachers to model inclusive behavior by creating a welcoming and respectful environment where students' identities and backgrounds are acknowledged and celebrated.

In conclusion, creating an inclusive learning environment that promotes social awareness, empathy, and respect towards diversity is essential. Incorporating diverse literature, multicultural activities, and teaching about different perspectives and ways of life can promote social awareness and acceptance among young learners. This approach provides young learners with an opportunity to engage with and appreciate different cultures, promoting empathy and ultimately creating a safer and more inclusive society.

Conclusion. By utilizing play-based learning and strategies to promote emotional regulation and self-control, children can develop essential social and emotional skills necessary for their overall development. Creating inclusive learning environments that promote diversity, empathy, and respect can help children appreciate and accept differences in society. Incorporating multicultural activities and diverse literature in early childhood education can provide young learners with an opportunity to engage with and appreciate different cultures, promoting empathy, ultimately creating a safer and more inclusive society.

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**SYSTEM OF VALUES IN AN IMPERFECT FAMILY WITHIN THE
FRAMEWORK OF SCIENTIST THEORY**

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Abstract This article analyzes concepts such as "values" and "value orientations". Different approaches to the study of values are considered in psychology, philosophy, and sociology.

Key words: value, incomplete family, scientific theory.

The main part Value directions are one of the main structural forms of a mature person. In fact, this is the problem of the meaning of human existence developed by representatives of various scientific schools: philosophy, sociology, psychology. It is believed that the concept of value was first introduced by Immanuel Kant in his Critique of Pure Reason. The philosopher contrasted the realm of morality (freedom) with the realm of nature (necessity) and developed the idea of the "right world" (the world of values and norms) as opposed to the "world of being." At the beginning of the 20th century. German philosopher and psychologist G. Münsterberg gave an analysis of the world of values. Believing that nature is generally devoid of values and that individuals know only conditional values in their interactions, he for the first time in the history of axiological thought presented a system of values schematically in the form of a table. the legality of the structure of the person's all-encompassing worldview, his appreciation of the world is reflected. After I. Kant and R. Münsterberg, representatives of neo-Kantianism turned to the problem of values. W. Windelband, G. Rickert. Thus, G. Rickert developed the doctrine of values as the basis of the theory of true knowledge and moral action. Knowing, according to G. Rickert, means taking a certain position in relation to values³. The German philosopher W. Windelband created the subject of knowledge, which he believed to be certain rules of connecting ideas of people and for correct thinking, and recognized the truth as the highest value as the highest criterion.

According to the modern researcher P.E. Matveev, Windelband and Rickert were largely engaged in the philosophical justification of the existence of values, and justified the existence of a special aspect of individual phenomena that are values. It is of great interest for a deeper study of the problem of trends. Sociologists M. Weber

and E. Durkheim were the first to touch on the issue of values, and they justified the need to study values in the science of sociology and defined society as a normative-value system. who have made important contributions to understanding as T. Parsons considered the problem of values within the framework of his theory of social systems. According to the sociologist, values are the basis for the integration of subjects into society through the interdependence between social and personal systems.

In the science of psychology, great attention is also paid to the problem of value orientations. In 1968, the famous American psychologist A. Maslow devoted a separate chapter to the problem of values in his book "Toward the Psychology of Being". He interpreted value as a selective attitude arising from needs, and sometimes identified needs and values as "hierarchically and evolutionarily linked." Unlike Maslow, W. Frankl introduced the idea of values as semantic universals - what is crystallized as a result of the generalization of the usual situations of society or people, and what has social value as a result of social life, upbringing, etc., has personal value at the same time. 'ladi, these goods and values, which are objective in the process of social life, should be engaged with the goals of individual activity.

In the mid-60s. 20th century The concept of "value orientations" began to be widely used in local scientific literature. V. B. Olshansky, A. G. Zdravomyslov and V. A. Yadov are the first scientists to study the problem of the direction of value. In their works, value orientations are first of all related to the concepts of attitude and orientation of the individual. In turn, the beginning of the widespread use of the "value" category in psychology was laid by V. P. Tugarinov. According to him, value is "objects, events and their characteristics, as well as ideas and motivations as a norm, goal or ideal, which are necessary as a means of satisfying the needs and interests of a certain society or class and individual". Psychological category as value is considered in the works of S. L. Rubinshtein, D. A. Leontyev, L. I. Bojovich, V.

N. Myasishchev. "In the process of social life," he wrote. S. L. Rubinstein, - public goods and values are emphasized, which act as objective values independently of drivers for the individual.

D.A. Leontiev also connects the process of socialization with the individual's value orientation: "...value orientations are technical and refer to the study of individual or group ideas about the important value system that determines the general directions for their life activities directed. These ideas are formed in the process of socialization, through the "internalization" of group and general structural values. L. I. Bojovich recognizes the development of a person's motivational sphere, his needs, desires, aspirations and intentions as the central link of personality formation. According to the psychologist, the acquisition of certain moral values as the dominant motives of behavior occurs with the most perfect hierarchically developed structure of the motivational sphere. The approach to personal values from the point of view of the analysis of mutual relations was developed by V. N. Myasishchev. In his opinion, the objects and events of reality connected with a person through social relations act as if they are objectively included in his life world and activity, they acquire personal significance and value.

Summary

Family relations are a separate world with its own value system, a world where individual and collective principles are combined. Traditionally, the family was considered the guardian of values and traditions. Through the family, many spiritual values, moral standards and everyday experiences are passed on to new generations. Therefore, it is very important to note that family values begin to form between spouses in the first years of marriage. The first years of life together are the first stage of the family life cycle, the formation of individual communication stereotypes, the coordination of the value system and the development of a common ideological position. In fact, at this stage, there is a mutual adaptation of the couple, a search for the type of relationship that will satisfy both of them. Spouses face the

task of forming a family structure, dividing functions between husband and wife, and developing common family values. Family values express the attitude of the couple about why the family exists and what it should bring to them¹⁷. These values form a hierarchical scale: most importantly, without them, a person considers the family incomplete, insignificant. According to the scale of family values, a person manifests himself in a number of family activities.

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**THE ROLE AND SIGNIFICANCE OF SMALL BUSINESS AND
ENTREPRENEURSHIP IN THE ECONOMY OF SURKHANDARO
REGION**

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Annotation. It is known that small business and private entrepreneurship has a strong place in the experience of world countries with its high results and successes, and in most countries its share in the gross domestic product is 60-70 percent. The development of small business is aimed at creating favorable conditions for economic vitality and an effective competitive environment, stimulating demand by expanding the consumer sector, filling the consumer market with goods and services, protecting the environment, and expanding budget serves. Accordingly, many developed countries strive to fully support small business activities.

Key words: Economy, small business entities, micro-firms, investment, foreign investment, joint venture with foreign capital, innovation, legal and regulatory documents.

INTRODUCTION As a result of the measures implemented in our country to support this direction and create all the necessary conditions, the share of small business entities in the gross domestic product is increasing. If we dwell on specific numbers, 3,804 new small enterprises and micro-enterprises (without farmers and peasant farms) were established in Surkhandarya region in January-December 2023, which is 24.8% less than in the same period last year. means In terms of types of economic activity, the largest number of small enterprises and micro-enterprises are in trade (43.9%), industry (16.1%), agriculture, forestry and fishing (10.8%), construction (6.8 %) in accommodation and food (7.9 %) and transportation and storage (2.5 %).

The 29th goal of the Development Strategy of New Uzbekistan for 2022-2026 is to create conditions for the establishment of entrepreneurial activities and the formation of a permanent source of income, to increase the share of entrepreneurship in GDP to 80% and the share of exports to 60%. Issues such as opening 200 new industrial zones in the regions and developing the business incubator system, supporting entrepreneurship in the regions, and reducing unemployment and poverty have been separately defined.

LITERATURE ANALYSIS AND METHODOLOGY

Shodibekova D.A., Boltaboyev M.R., Kasimova M.S., Ergashkhodjayeva Sh.J., Goyibnazarov B.K., Samadov A.N., Khodjayev from the economists of our republic

about the role and importance of small business and entrepreneurship in the development of the national economy and small business management. such scientists conducted scientific research.

Table 1
The main indicators of small business in Surkhandarya region in January-December

	Unit of measure	2022-y.	2023-y.	The difference (+;-)
Number of operating small enterprises and micro-firms	unit	27368	20589	-6779
Number of newly established small enterprises and micro-enterprises	unit	4083	3804	-279
<i>Shares of small business:</i>				
GNP	%	76,1	75,9	- 0,2
Industry	%	42,4	47,3	+ 4,9
Agriculture, forestry and fisheries	%	96,1	94,1	- 2,0
Investment	%	49,5	57,9	+ 8,4
Construction	%	92,2	91,3	- 0,9
Retail trade	%	96,6	97,2	+ 0,6
Services	%	64,5	64,4	- 0,1
Shipping	%	84,0	93,4	+ 9,4
Cargo turnover	%	88,7	95,3	+ 6,6
Passenger transportation	%	97,7	97,7	0,0
Passenger traffic	%	98,3	98,6	+ 0,3
Export	%	64,0	72,4	+ 8,4

Import	%	72,6	88,2	+ 15,6
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Small business can be seen as an industry that gives new strength and energy to the economy. Newly established enterprises to a certain extent collect and implement the demand, the latest technological innovations and achievements. Accordingly, the level of renewal of enterprises is a unique indicator.

Table 2

Newly established small enterprises and micro-firms in the region, together

	January- December 2022	January- December 2023	Difference (+;-)
Surxondaryo region	4083	3804	-279
cities:			
Termez c.	677	698	+21
regions:			
Angar	226	189	-37
Bandikhan	150	104	-46
Boysun	225	135	-90
Denov	467	425	-42
Jarkurgan	316	293	-23
Kumkurgan	270	195	-75
Kyziriq	160	242	+82
Muzrabot	205	168	-37
Altinsoy	184	249	+65
Sariosiyo	219	212	-7
Termiz	189	166	-23
Uzun	183	150	-33
Sherabad	352	337	-15
Shorchi	260	241	-19

In the months of January-December 2023, the largest number of newly established small enterprises and micro-firms by district are Termiz city - 698, Denov district - 425, Sherabad district - 337, Zharkurgan district - 293, Altinsoy district - 249, Kyziriq district - 242, Shorchi district - 241 and Sariosiyo - 212. The lowest rate was Muzrabot district - 168, Uzun district - 150, Boysun district - 135 and Bandikhon district - 104.

Table 3

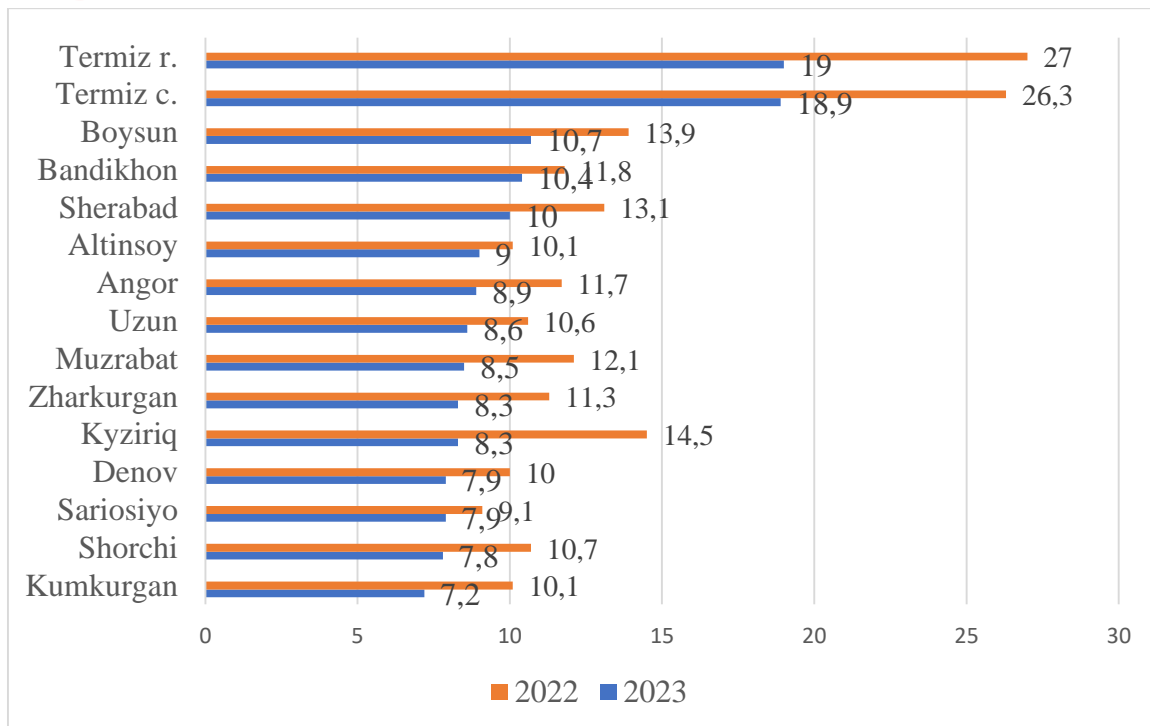
Newly established small enterprises and micro-enterprises by types of economic activity, together

	2022 January-December	2023 January- December	Difference (+;-)
All	4083	3804	-279
Agriculture, forestry and fisheries	820	411	-409
Industry	678	611	-67
Construction	310	260	-50
Trade	1479	1666	+187
Transport and storage	112	97	-15
Accommodation and food services	253	299	+46
Information and communication	66	108	+42
Providing health care and social services	58	58	+/-
Other activities	307	294	-13

In January-December 2023, the highest number of small business entities per 1000 inhabitants by region is 19.0 units in Termiz district, 18.9 units in Termiz city, 10.7 units in Boysun district, 10.4 units in Bandikhon district, it was 10.0 units in Sherabad district, 9.0 units in Altinsoy district, and 8.9 units in Angor district. In Kumkurgan district, this indicator was the lowest and corresponded to 7.2 units.

Diagram 1

The number of small business entities operating in the regions in January-December 2023 (per 1,000 inhabitants, in units. Small enterprises and micro-enterprises (including farms and peasant farms))



The number of small business entities operating in January-December 2023 was 9.5 units per 1000 inhabitants, while in 2022 this figure was 12.6 units and decreased by 3.1 units compared to 2022. .

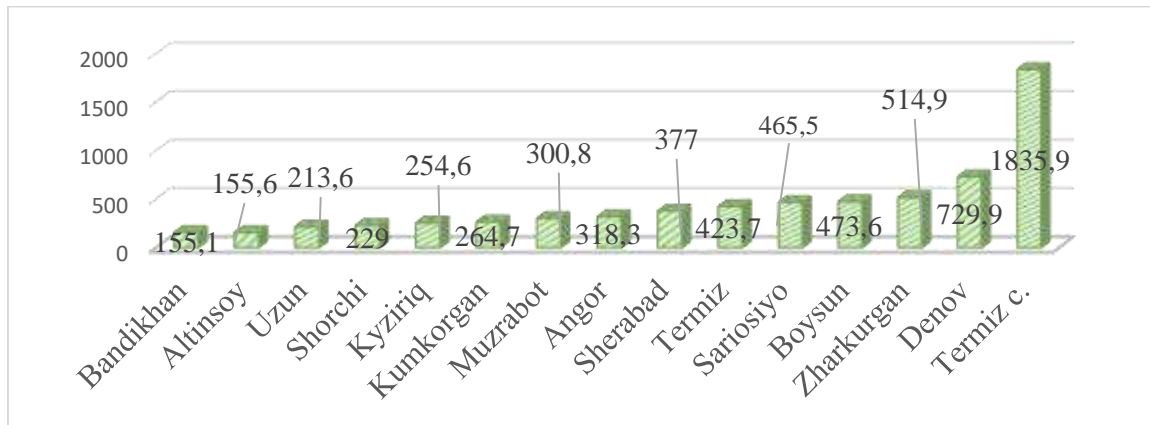
In January-December 2023, the share of small entrepreneurship (business) in industry - 47.3%, in agriculture, forestry and fishing - 94.1%, in construction - 91.3%, in investment - 57%, 9%, trade - 97.2%, services - 64.4%, export - 72.4% and import - 88.2%

In January-December 2023, the share of small business in GDP was 75.9%. (76.1% in January-December 2022). The decrease in the share of GNI compared to the previous year is expressed by the increase in the volume of added value in large business entities.

By regions, the highest share of the industrial sector is Bandikhon (100.0%), Boysun (96.2%), Muzrabot (90.1%), Altinsoy (86.8%) and Shorchi (64.6%) districts. constitutes Angor (100.0 %), Boysun (100.0 %), Denov (100.0 %), Muzrabot (100.0 %), Termiz (100.0 %), Sherabad (100.0 %), Shorchi (100.0%), Altinsoy (100.0%) and Uzun (100.0%) districts. In the field of services, Bandikhon (83.5%), Muzrabot (79.8%), Boysun (79.5%), Altinsoy (78.6%), Kyziriq (78.5%) and Uzun (76.3%) districts constitutes Sherabad (98.4 %), Muzrabot (91.0 %), Kyziriq (88.3 %), Bandikhon (87.1 %), Angor (86.7 %), Altinsoy (83.0 %) and Kumkurgan (82.6%) districts.

Diagram 2

Volume and growth rate of construction works performed in small enterprises (businesses) by region in January-December 2023



In terms of regions, the largest amount of construction works performed by small business entities is the city of Termiz (1,835.9 billion soums), Denov (729.9 billion soums), Zhargorgon (514.9 billion soums). m), Boysun (473.6 billion soums), Sariosia (465.5 billion soums), Termiz (423.7 billion soums), Sherabad (377.0 billion soums)), Angor (318.3 billion soums) and Muzrabot (300.8 billion soums) districts.

CONCLUSION

According to the results of the IV quarter of 2023, selective observations were conducted among small enterprises and micro-firms. 1,053 small enterprises and micro-enterprises participated in this survey. The share of small enterprises and micro-enterprises participating in the monitoring by types of economic activity is in trade - 40.9% (431), in services - 27.5% (290), in construction - 13.6% (143), in industry - 11.5% (121), in agriculture, forestry and fisheries - 6.5% (68).

According to the results of the observation of small enterprises and micro-firms conducted in the IV quarter of 2023, the largest share of enterprises that assessed the economic situation as favorable in the current period by types of economic activity was 38.0% in industry, 37.2% in service, 34.1% in trade and 33.6% in construction. Also, the largest share of enterprises that assessed the economic situation as satisfactory was 80.9% in agriculture, forestry and fisheries, 58.0% in trade, and 57.3% in services.

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SUSTAINABLE TOURISM PRACTICES: BALANCING GROWTH AND CONSERVATION IN UZBEKISTAN AND SOUTH KOREA

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Abstract: Tourism is one of the fastest-growing and most visible sectors of the global economy, contributing significantly to boosting a nation's economy. Currently, tourism-led economic growth considering sustainable approaches is becoming increasingly important in public policy. Recent urban and regional studies have begun to focus on the sustainability of tourism from social, economic, environmental, and cultural perspectives. The research aims to identify the most important issues and barriers to sustainable tourism development in Uzbekistan and proposes the most effective culturalization strategies to overcome those barriers.

Keywords: Sustainable tourism, Growth and conservation, Uzbekistan, South Korea, Cultural heritage, Ecotourism, Community-based tourism, Green tourism initiatives

Sustainable tourism aims to balance the economic growth from tourism with the need to preserve natural and cultural heritage. Both Uzbekistan and South Korea have rich histories and diverse landscapes, making them attractive destinations. However, each country faces unique challenges and opportunities in implementing sustainable tourism practices. Uzbekistan: Embracing Heritage and Nature. Economic and Cultural Context. Uzbekistan, with its Silk Road cities like Samarkand, Bukhara, and Khiva, boasts a wealth of historical sites. The nation has been increasingly opening up to international tourism, seeing it as a key driver of economic growth. The need to further expand cooperation in the field of tourism between the Tourism Committee of Uzbekistan and the South Korean Tourism Organization and to effectively use existing opportunities was noted. At this point, within the framework of the Official Development Assistance (ODA) program of the Republic of Korea, historical monuments in Samarkand region, including the National Museum of Afrosiab, are being carried out in cooperation with historians and experts of the two countries. it was noted that it is going.

The representative of South Korea Tourism Organization stated that in order to discover new markets and diversify visitors to the country, this year cooperation with local tour operators and advertising agencies of 10 countries, including Sweden, Brazil, Saudi Arabia, Qatar and Uzbekistan. He said that in May of this year, it is planned to invite tourists from 30 foreign countries, including Uzbekistan, to South Korea within the framework of the "Korea invites you" project. Compared to the

literature on sustainable strategies, which has grown steadily and contains commonly known discourses, the literature on culturalization strategies requires further discussion. Thus, one of the main purposes of this research is to describe and offer culture-related strategies for sustainable tourism. The term culturalization can be defined to identify culturalization strategies.

Key Sustainable Practices

1. **Preservation of Historical Sites:** Uzbekistan has invested in the restoration and preservation of its ancient cities, ensuring that tourism development does not damage these cultural treasures.
2. **Community-Based Tourism:** Programs encourage tourists to stay in local guesthouses and participate in cultural experiences, directly benefiting local communities.
3. **Eco-Tourism Initiatives:** Efforts are being made to promote eco-tourism in regions like the Nuratau-Kyzylkum Biosphere Reserve, focusing on wildlife conservation and sustainable practices.

Challenges:

- **Infrastructure Development:** Balancing the need for modern infrastructure with the preservation of historical and natural sites.
- **Regulatory Framework:** Strengthening policies and regulations to manage tourism growth sustainably.

South Korea: Technology and Tradition Economic and Cultural Context

.South Korea, known for its rapid modernization, offers a mix of bustling cities and serene natural landscapes. The country has developed a strong tourism industry, leveraging both its cultural heritage and advanced technology.

Key Sustainable Practices

1. **Green Tourism Initiatives:** South Korea has implemented various green tourism projects, such as eco-parks and green certifications for accommodations.
 2. **Cultural Preservation:** Efforts to maintain traditional practices and sites, like the hanok villages and temples, ensure that tourism supports cultural heritage.
 3. **Technology Integration:** Utilizing technology for sustainable tourism, such as smart tourism apps that provide information on eco-friendly practices and routes.
- Challenges:**
- **Overtourism:** Managing the high number of tourists in popular destinations like Seoul and Jeju Island to prevent environmental degradation.
 - **Balancing Development and Conservation:** Ensuring that rapid development does not compromise natural and cultural resources.
- Comparative Analysis. Similarities:**
- Both countries emphasize the preservation of their rich cultural heritage.
 - Community-based tourism is a key strategy to distribute economic benefits and

promote sustainable practices. - Eco-tourism is gaining traction, with initiatives aimed at conserving natural landscapes. Differences - South Korea leverages advanced technology more extensively in its sustainable tourism strategies.- Uzbekistan focuses more on the restoration of historical sites due to its wealth of ancient monuments. The development strategies of sustainable tourism have been studied in different regions. A sustainability assessment of the Egyptian tourism planning mechanism was carried out by. He showed that programs for the development of sustainable tourism are lacking in the planning system for tourism in Egypt, and the tourism sector needs to cooperate more with the government to succeed. The authors highlighted the need to reduce carbon emissions from transportation, normalize the behavior of tourists, minimize social and environmental consequences, and compensate for implications for the negative that tourism may have on the environment, human health, and culture.

Conclusion: Balancing growth and conservation is critical for sustainable tourism in both Uzbekistan and South Korea. By learning from each other's experiences and continuously adapting their strategies, these countries can promote tourism that respects and preserves their unique cultural and natural heritages.

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ILK O‘SPIRINLARNI KASBGA YO‘NALTIRISHNING AYRIM PSIXOLOGIK MASALALARI

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Annotatsiya: Maqolada ilk o‘spirinlarni kasbga yo‘naltirishning nafaqat ijtimoiy, balki psixologik muammo ekanligi, bu ikki nuqtai nazar har doim bir – birini to‘ldirib kelishligi, shuningdek, kasbga yo‘naltirishning individual psixologik xususiyatlarining imkoniyatlari yoritilgan.

Kalit sozlar: kasbga yo‘naltirish, ijtimoiy muhit, psixologik ta‘sir, “Men” tabiati, kasb tanlash, faoliyat, kasbiy motiv, kasb tasavvurlari, kasbiy yo‘nalganlik, kasbiy qobiliyat.

Abstract: The article discusses the issue of orientation of adolescents to the profession, which is not only a social, but also a psychological problem, these two points of view always complement each other, as well as the possibilities of individual psychological characteristics of vocational guidance.

Key words: career orientation, social environment, psychological impact, “I” concept, career choice, activity, professional motivation, career ideas, professional orientation, professional abilities.

Kirish Ma‘lumki, mamlkatimizda amalga oshirilayotgan islohotlar jamiyatning u yoki bu sohalarini isloh qilishdan iborat. Ana shu islohotlarning bir yo‘nalishi yosh avlodni har tomonlama barkamol qilib voyaga yetkazish, ularning zamon talablari darajasida bilim olishi, shaxs sifatida kamol topishi, kasb – hunarni aniq va to‘g‘ri tanlashga, ijtimoiy hayotda muayyan statusga erishishga ko‘maklashish va ta‘minlashdan iborat. O‘spirinlarni kasbiy yo‘nalganligi nafaqat ijtimoiy, balki psixologik muammo hamdir. Bugungi kunda kasb tanlashga turli nuqtayi nazardan qarash, ularni kasb tanlashiga ko‘maklashishga doir ko‘plab psixologlar tomonidan munosabat bildirilgan. Ularning kasb tanlashiga bir qator omillar: birinchidan, yoshlarning biror-bir kasbga yo‘naltirishda ijtimoiy muhitning roli asosiy omil sifatida qaralsa, ikkinchidan esa, individning(o‘spirinning) qiziqishlari va layoqatlari asosiy imkoniyat sifatida karalsa, uchinchidan, turli xil motivlar ta‘sir o‘tkazadi. Bu nuqtayi nazarlar har doim bir – birini to‘ldirib keladi. Aynan ilk o‘spirinlik davri hayotiy kelajagi, rejalarini tuzadigan, o‘z kelajagini yaratishga qadam qo‘ygan asosiy yosh bosqichi hisoblanadi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

O‘spirinlik davri 15 yoshdan 18 yoshgacha bo‘lgan davr o‘spirinlik davridir. O‘spirinlar 8-10 sinf o‘quvchilari bo‘lib, ular oldida kelgusida kim bo‘lish, qanday

faoliyat turi bilan shugʻullanish kerak degan tashvish turadi. Bu yoshdagi bolalar oʻsmirlardan farq qiladi. Agar oʻsmirlikda oʻquvchining asosiy faoliyati oʻqish boʻlgan boʻlsa, yuqori sinf oʻquvchilarining faoliyati oʻqish, bilim olish va mehnatga tayyorlanishdan iborat boʻladi.

Oʻspirinlik davrida oʻquv [faoliyatining murakkablashishi](#), ularning yangi jamoada tutgan oʻrni ulardan koʻp narsa talab qiladi. Oʻspirinlarning maktab hayotida, oilada tutgan mavqei oʻzgaradi, yaʼni oʻzidan kichiklarga nisbatan boshliq, tashkilotchi va tarbiyachi boʻlish talab qilinadi.

Bu davrda organlarning tarkib topishi va organizm toʻqimalarining takomillashishi nihoyasiga etadi. Jismoniy rivojlanish shaxsning baʼzi bir xususiyatlarini va bundan keyingi hayotiy faoliyatini belgilashga taʼsir koʻrsatadi. Yigit va qizlarning 17-20 yoshlarida organizm normal rivojlanishiga va unga mos keladigan ish bilan band qilish maqsadga muvofiqdir. Ular organizmdagi oʻzgarishlar ogʻirligiga va boʻyiga xos boʻlishi bilan birga oʻpka, yurak, qon tomirlariga, nerv sistemasining faoliyatiga ham taʼsir etadi. Oʻspirinlarda yurak charchashi-xarsillash, yurakning toʻxtab-toʻxtab ishlashi kabi xollar asta-sekin yoʻqolib boradi. Buning uchun jismoniy mehnat, aqliy faoliyat va dam olishning toʻgʻri yoʻlga qoʻyilishi katta ahamiyatga ega. Bu davrda ularning nerv sistemasi rivojlanadi va katta kishilarning miya poʻstlogʻi xususiyatiga asta-sekin yaqinlashadi. Bosh miya poʻstlogʻining atroflarida nerv bogʻlanishlarining soni koʻpayadi. Oʻqish va mehnat qilish natijasida bosh miya yarim sharlarida analitik va sintetik faoliyat rivojlanadi. Bu holat tashqi taʼsirni aniq ajrata oladigan xususiyatni oʻstiradi. Farq qilish xarakteridagi tormozlanish vujudga keltiradi.

Ilk oʻspirinlarga xos xususiyatlardan biri hayotiy rejalarining shakllanishidir. Bir tomondan hayotiy rejalar shaxs oʻz oldiga qoʻygan maqsadlarni umumlashtirishi va mustahkamlashi natijasida vujudga keladi. Boshqa tomondan maqsad va motivlarning qonkretlashishi jarayoni roʻy beradi. Hayotiy reja – bir vaqtning oʻzida ijtimoiy va axloqiy hodisadir. Kim boʻlish (kasbiy oʻzlikni anglash) va qanday boʻlish (axloqiy oʻz-oʻzini anglash) muammolari oʻsmirlik davrida farqlanmaydi. Oʻsmir va oʻspirinlarning hayotiy rejaları tarqoq boʻlib, ularning amaliy faoliyatiga mos kelmaydi.

Yuqori sinf oʻquvchilarini qiziqishlari, mayllari, intilishlari, qobiliyatlari, itseʼdodlari asosida tanlagan kasblariga toʻgʻri yoʻnaltirish oʻspirinlar uchun katta hayotiy masaladir. Oʻsmirlarga oʻqituvchilar, ota-onalar jamoatchilik, oʻz kasbining ustalari, murabbiylar alohida eʼtibor berishlari kerak. Oʻrta maktabni bitirgunicha

hamma o'quvchilar kasbini qat'iy tanlaydi deyish mumkin emas. Kasb – hunarga har xil munosbatlar hosil bo'lishining asosiy sababi maktabda o'qish davrida kasb tanlash bo'yicha turli xil niyatlar paydo bo'lishidir.

V. A. Krutetskiy o'spirinlarda uchraydigan motivlardan quyidagilarni alohida ifodalaydi: a) biror o'quv faniga qiziqish; b) vatanga foyda keltirish istagi (o'ziga xos psixologik xususiyatini hisobga olmagan holda); v) shaxsiy qobiliyatini ro'kach qilish; g) oilaviy an'analarga rioya etish (vorislik); d) do'stlari va o'rtoqlariga ergashish; e) ish joyi yoki o'quv yurtining uyiga yaqinligi; f) moddiy ta'minlanishining yaxshi ekani; g) o'quv yurti ko'rinishining chiroyliligi yoki unga joylashish osonligi[1].

O'spirin o'quvchilar kasbga qanday yondashadilar? Bu muammo ko'pchilikni qiziqtiradi. Kuzatishlardan, turmush tajribasidan ma'lumki, odatda ilk o'spirinlik yoshidagi o'g'il – qizlar hayotda mustaqil qadam tashlash to'g'risida aniq, asosli fikr bildirishga qiynaladilar. Shu sababli, kasb tanlash davrida oqilona va to'g'ri yo'l tutishni bilmay dovdirab yoki tavakkaliga ish tutadilar. O'zlarining imkoniyatlarini hisobga olib harakat qilishga ojiz bo'ladilar. Natijada, noxush kechinmalar, umidsizliklar, ijtimoiy sustlik holatlari vujudga keladi. Yuqori sinf o'quvchilarining ba'zilar kasb tanlashda yaqqol ko'zga tashlanib turgan namunalarga taqlid qiladilar va o'zlarida biror bir maqsadga yo'nalgan g'oyalar mavjud emas. Aynan atrofdagi xatti – harakatlarning xuddi shunday ta'siri ularda biror bir kasbni tanlab, shu borada o'quv faoliyatini amalga oshirayotgan davrda o'zi tanlagan kasbkorlikka nisbatan ikkilanishlar, umidsizliklarning kelib chiqishiga olib keladi.

Kasbga yo'naltirish – shaxsning ijtimoiy taqdirini belgilashning tarkibiy qismidir. Kasb tanlash - hayot mazmuni haqidagi o'ylari va shaxsiy "Men" tabiati bilan mos kelganda muvaffaqiyatli hisoblanadi. Tadqiqotchi D.Xodjakulova tadqiqotlarida Toshkent to'qimachilik va engil sanoat instituti talabalarida o'tkazilgan kasb tanlashga doir so'rovnomada, respondentlarning yarmi yana shu kasbni tanlashlarini ta'kidlagan va tasdiq javobini berishgan, talabalarning uchdan bir qism esa ikkilanishlarini bayon etishgan. Bundan ko'rinadiki, kasb tanlash muammosi juda murakkab va ko'p qirrali jarayondir. Ikkilanishlar kuzatilgan talabalarda kasbiy ustanovkalar to'liq shakllanmaganligini kuzatishimiz mumkin[2].

Shuning uchun ham yoshlarni kasb tanlashda pedagog va ota – onalardan ularning qobiliyatlari, layoqatiga qarab, ya'ni individual xususiyatlaridan kelib chiqib kasbga yo'naltira olishni talab qiladi. Bugungi fan texnika va ijtimoiy taraqqiyot davrida yoshlarni jamiyatni barpo etishda ishtirokini ta'minlash bugungi kun maktabini har qachongidan ham muhim vazifasidir.

Ma'lumki, kasbga yonaltirishda har bir shaxsning individual xususiyatlari, qiziqishlarini, shuningdek, jamiyatning qaysidir kasbga nisbatan ehtiyojini

ta'minlash zarurligini inobatga olgan holda tanlashni taqozo etadi. Kasbga to'g'ri yonaltirish shaxsning hayotida to'ri yo'lni to'ishga imkon beradi. O'quvchilarni mustaqil mehnat faoliyatiga tayyorlash va ularning kasb-hunarni o'zlarining qobiliyatlariga yarasha to'g'ri tanlashlariga erishish uchun maktab o'qituvchilarining pedagogik mahorati, bilim saviyasi, perseptiv, akademik, kommunikativ kabi qobiliyatlari yuqori bo'lishi, kasblar bilan bog'liq fan to'garaklarining faoliyatini rivojlantirish, maktablarda kasb – hunar to'risidagi ma'ruzalarni tashkillash o'z natijasini beradi. Umumta'lim maktablarida o'quvchilarni kasb hunarga yo'naltirish maktab rahbariyati bilan birgalikda maktabning amaliy psixologi, kasbga yo'naltiruvchi mutaxassislar va o'qituvchilar bilan birgalikda amalga oshiriladi.

MUHOKAMA

O'quvchi-yoshlarni kasbga yo'naltirish, ularda barqaror kasbiy ustanovkalarni shakllantirish ijtimoiy psixologiyaning tipik muammosi emas. Ma'lumki, ushbu muammo qisman umumiy psixologiyaning, asosan esa yosh davrlari, pedagogik va rivojlanish psixologiyasining muammosi hisoblanadi.

Ammo, psixologiyadagi shaxs va jamiyat o'zaro bog'liqligi printsiptan kelib chiqadigan bo'lsak, kasbiy ustanovkalarning jamiyat ta'sirida va uni o'rab turgan ijtimoiy borliqning qadriyatlarini ta'sirida shakllanishini anglash qiyin emas. SHu bois ham biz yoshlardagi kasbiy motivatsiyani ham aynan shu tamoyillar asosida shaxslararo va guruhlararo munosabatlar tizimida ham nazariy, ham empirik asosda o'rganishga qaror qildik va bu muammoni ijtimoiy psixologiyaning ham muammosi sifatida talqin etamiz. Mamlakatimizda ta'lim samaradorligini oshirish, umumta'lim maktablari bitiruvchilarining tanlangan kasblar va mutaxassisliklarni egallab olishga bo'lgan ehtiyojini qondirish uchun shart-sharoitlarni yanada kengaytirish maqsadida ta'lim muassasalari faoliyatini yanada takomillashtirish chora-tadbirlari amalga oshirilmoqda [3].

Kasbga yoʻnaltirish borasida asosan maktab psixologi faoliyat olib borib, oʻquvchilarning avvalo, qaysi kasbga nisbatan qobiliyati va qiziqishlarini aniqlash maqsadida diagnostikani oʻtkazish va uning statistik tahlilini aniqlash maqsadga muvofiqdir. Oʻquvchilarning maʼlum bir kasbni tanlashida ularning individual xususiyatlari ham asosiy oʻrinni egallaydi. Xususan, oʻquvchilarning xarakter va temperament tiplariga xos xususiyatlari kelesakda ular tanlagan kasbkorliklarida oʻzini namoyon qilishlarida muhim rolni taqozo etadi.

NATIJA

Kasbga yoʻnaltirish – shaxsning ijtimoiy taqdirini belgilashning tarkibiy qismidir. Kasb tanlash – hayot mazmuni haqidagi oʻylari va shaxsiy “Men” tabiati bilan mos kelganda muvaffaqiyatli hisoblanadi. Katta yoshdagi maktab oʻquvchilarida biror oʻquv faniga ishtiyoq natijasida ularda har xil kasblarga qiziqish vujudga keladi. Ana shunday ikkilanishlar yuzaga kelgan vaziyatda kasbiy utanovkalar ijobiy samara beradi. Bunday ikkilanish oldini olish va bartaraf etish imkoniyatlari mavjud boʻlib, bu omillarni quyidagicha keltirish mumkin:

1. Oʻspirinlarda kasblarni oʻrganish usullarini ishlab chiqish, ularni tasniflash va ifoda etish;
2. Amaliyotchi psixologlar va pedagoglar kasblar boʻyicha tashviqot ishlari olib borishi, oʻspirinlarni kasbning asosiy turlari bilan tanishtirish;
3. Doimiy ravishda psixolog va ota – onalar bilan birga kasbga yoʻnaltirish boʻyicha hamkorlik oʻrnatish;
4. Kasb tanlash usullarini amaliyotga tadbiiq qilingan psixodiagnostik usullarini ishlab chiqish;
5. Kasbga yoʻnaltirish yuzasidan oʻspirinlar orasida proferentatsiya, targʻibot va tashviqot ishlarini olib borish kabilar.

XULOSA

Xulosa qilib aytish mumkinki, oʻspirinlarni kasb tanlayotgan, kelajagini yaratayotgan davrda ularga alohida eʼtibor berisi, imkon qadar ularning individual xususiyatlaridan kelib chiqib, kasbga yoʻnaltirishni talab etadi. Zero, oʻspirinlar

tanlagan kasblaridan kelajakda qoniqish hissini hosil qilishlari kasbiy samaradorlikni ta'minlashning 'uhimsharti hisoblanadi.

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ҚЎШМА ЖАРОҲАТЛАРДА БОШ МИЯ СТРУКТУРАСИДАГИ ЎЗГАРИШЛАРИНИНГ ТАНАТОГЕНЕТИК АҲАМИЯТИ

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Доларблиги: тумтоқ воситалардан шикастланиш ҳолатларида, шу жумладан қўшма ёки кўп сонли жароҳатларда шикастланишларнинг юзага келиш муддатини аниқлаш масаласи замонавий суд тиббиётида ҳозиргача долзарб муаммо бўлиб қолмоқда. Бу ҳолат аъзо ва тўқималарнинг умумий ва маҳаллий жавоб реакциясининг динамикаси ва ривожланиш даражаларига тўғридан-тўғри ёки билвосита таъсир қилувчи омилларнинг жуда хилма-хиллиги билан изоҳланади.

Ишнинг мақсади: бош миЯ тузилмаларидаги ўзгаришларининг морфологик жихатини ўрганиш асосида экстрocereбрал қўшма жароҳатларнинг турли даврларида вафот этган шахсларда жароҳатлар етказилиш муддатини аниқлаш.

Тадқиқот натижаси: бош миЯ тузилмалари жароҳатсиз кечган 313 та қўшма ва кўп сонли жароҳатлар оқибатида вафот этган шахслар мурдалари текширилди. Бундай жароҳатланишларни “экстрocereбрал қўшма жароҳат” деб белгиладик.

Шулардан 57 та ҳолатда тадқиқот бизнинг иштирокимизда ўтказилди. Қўшма ва кўп сонли жароҳатлардан ўлим турларини танлашда қўшма ва кўп сонли жароҳатланишларнинг анатомо-клиник таснифига асосландик: кўкрак қафаси ва қорин аъзолари қўшма шикастлари (56,8%); кейин эса-умуртқа-орқа миЯ шикастларининг кўкрак ва қорин аъзолари билан биргаликдаги шикастланишлари (20,4%); ҳамда кўкрак-қорин аъзолари ва оёқ-қўллар билан биргаликдаги шикастланиш (13,7%) лардан иборат бўлди. Бошқа турдаги экстрocereбрал қўшма жароҳатлар, травмаларнинг 4,1% ва 4,7% ни ташкил этди.

Қўшма ва кўп сонли жароҳатлардан вафот этганларнинг 75,0% ни эркаклар ва қолган 25,0% ни аёллар ташкил этди; Уларнинг 43,7% ни 18-60 ёшдаги шахслардан иборат бўлди.

Хулоса: томирларнинг қон билан таъминланиш даражаси сақланиб қолган ҳолларда, нерв тўқималари ва қон томирларининг травматик касаллик танатогенезида иштирок этиш даражаси тахминан бир хил бўлади. Камқонликда эса, травматик касаллик давомийлиги чўзилиши билан ПЦБ кўрсаткичларининг ПВБ кўрсаткичидан устунлиги кузатилади.

Шу муносабат билан, камқонли томирларнинг ўртача хажм зичлиги (ЎХЗ), экстроцеребрал қўшма ва кўп сонли жароҳатлар натижасида келиб чиққан травматик касалликларнинг давомийлиги ортган сайин, ишончли даражада ошади.

Состояние местной гемодинамики языка у больных глоссодинией

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Из-за сложного клинического проявления точная причина глоссодинии в настоящее время неизвестна. Предполагается, что этиология многофакторная, включающая взаимодействие нейрофизиологических механизмов и психологических факторов [1].

Было обнаружено значительное количество местных, системных и психологических факторов, связанных с глоссодинией; однако некоторые из этих факторов следует рассматривать как условия, важные для дифференциальной диагностики жжения в полости рта, а не как этиологический фактор. В том числе, к таковым можно отнести такой фактор как нарушение гемодинамики языка, что и явилось причиной настоящего исследования.

Материалы и методы исследования.

В соответствии с целью и задачами исследования проведено обследование 45 пациентов с глоссодинией в возрасте 45-64 лет, обратившихся на кафедру терапевтической стоматологии Самаркандского государственного медицинского университета в 2022-2024 гг. Обследованные больные были разделены на 2 группы согласно возрастной классификации ВОЗ: среднего возраста (45-59 лет – 27 человек) и пожилого возраста (60-74 лет – 18 человек). Мужчин было 6 (13,3%), женщин – 39 (86,7%). Из лиц с глоссодинией, после того как были проведены все исследования для получения первичных данных, были сформированы две группы – основная (23 человека, из них – 3 мужчины и 20 женщин) и контрольная (22 человека; 3 мужчины, 19 женщин). Диагностику глоссодинии осуществляли согласно диагностическим критериям МКБ-11 (2019) и Международной классификации орофациальной боли (2022).

Для изучения характера кровоснабжения языка определялись ультразвуковые гемодинамические критерии глубокой артерии языка (ГАЯ).

Во время обследования положение больного лежа, лицом вверх. Под плечи подкладывалась невысокая плотная подушка. После высыхания ватным тампоном на самую высунутую часть языка был нанесен специальный гель. Линейный датчик устанавливался на задней части языка, в зоне проекции ГАЯ, перпендикулярно ее продольной оси.

Изучение сосудов проводилось с использованием режима цветового картирования, для быстрого нахождения его местоположения. После визуализации сосудов запускали доплерографию кровотока и определялись его качественные и количественные параметры.

Качественные параметры оценивались в ходе спектрального анализа: форма доплеровской кривой, наличие «спектрального окна». Количественные параметры доплеровского сдвига частоты оценивали с помощью показателей максимальной систолической скорости кровотока (V_{max}) и усредненной по времени пиковой скорости кровотока (TAMx). Индекс резистентности (РИ), пульсаторный индекс (ПИ), систоло-диастолическое соотношение (С/Д) и объемную скорость кровотока (ОСК) определяли по стандартным методикам [3,4,5].

Результаты и обсуждение. Анализ качественных показателей доплеровского спектра ГАЯ у больных глоссодинией выявили наличие систолических, катакротических и дикротических зубцов, а также диастолической фазы, однако у всех обследованных больных, в отличие от здоровых лиц, были обнаружены низкие значения скорости кровотока и пикового сглаживания.

В некоторых исследованиях наблюдалось наличие дополнительных пиков в фазах систолы и диастолы и отсутствие «спектрального окна». Допплерографические показатели кровотока сосудистой системы больных глоссодинией сравнивались с такими показателями локальной гемодинамики артерий языка у здоровых лиц контрольной группы без поражения языка (табл. 1).

Исследование доплеровского спектра ГАЯ у обследованных больных выявлено снижение интенсивности внутриязычного кровообращения по сравнению с контрольной группой. Об этом свидетельствовало значительное ухудшение большинства среднестатистических значений линейных и объемных показателей кровотока.

Таблица 1. Допплерографические показатели ГАЯ контрольной группы лиц и пациентов с глоссодинией

Доплеровские показатели ГАЯ	Основная группа	Контрольная группа
Диаметр, мм	1,013 ± 0,01	1,12±0,01
P	<0,001	
V-мах, м/с	0,145 ± 0,0002	0,25±0,05
P	<0,001	
Индекс резистентности (Пурсело)	0,78 ± 0,0054	0,73 ± 0,008
P	<0,001	
Индекс пульсаторный (Гослинга)	3,83 ± 0,321	2,8 ± 0,06
P	<0,001	
ТАМх, м/с	0,225 ± 0,024	0,257 ± 0,02
P	>0,05	
С/Д	2,76 ± 0,11	2,85 ± 0,05
P	>0,05	
ОСК, мл/мин	14,9 ± 1,2	18,3 ± 1,1
P	<0,05	

Примечание:

p – достоверность разницы показателей между основной и контрольной группами

Таким образом, у больных глоссодинией V – мах в ГАЯ составила $0,145 \pm 0,0002$ м/с (по сравнению с $0,25 \pm 0,05$ м/с в контрольной группе, $p < 0,001$). Значительные изменения средней максимальной скорости кровотока, которая является наиболее чувствительным параметром и изменяется даже при легком артериальном повреждении [2,4] ($0,225 \pm 0,024$ против $0,257 \pm 0,02$ м/сек, при $p > 0,05$), также указывают на гемодинамические нарушения в период развития заболевания. Значение одного из линейных показателей сосудистого кровообращения – индекса резистентности (ИР) – имело постоянную тенденцию к увеличению у больных глоссодинией по сравнению со здоровыми лицами: $0,78 \pm 0,0054$ против $0,73 \pm 0,008$

($p < 0,001$). Полученный результат индекса ИР свидетельствует о значительном повышении тонуса сосудистой стенки.

Значительное ухудшение кровоснабжения сосудистой системы языка у больных глоссодинией особенно отразилось на результатах объемных показателей кровотока. При этом среднестатистическое значение ОСК ($14,9 \pm 1,2$ мл/мин), отражающее истинное кровоснабжение органа, было ниже, чем у контрольной группы ($18,3 \pm 1,1$ мл/мин) с доверительным интервалом 95%. Это указывает на наличие застойных явлений в сосудистой системе языка при висцеро-рефлекторно-бульбарном синдроме. Указанная закономерность была выявлена при расчете значения пульсаторного индекса.

По мнению некоторых авторов, это могло быть причиной местных гемодинамических нарушений, а также косвенным маркером нарушений реактивности сосудистой стенки. Гиперпульсация установлена у больных с глоссодинией ($3,83 \pm 0,321$ против $2,8 \pm 0,06$, $p < 0,001$). По нашему мнению, в сочетании с повышением сосудистого тонуса это обусловлено артериальной гипертензией, встречающейся почти у половины обследованных больных.

Во время спектрально-доплеровского анализа состояния сосудистой стенки определяют также систоло-диастолическое соотношение. Показатель С/Д является косвенной характеристикой состояния сосудистой стенки, в частности ее эластических свойств. Определение этого показателя у больных глоссодинией выявило его снижение по сравнению с таким результатом у практически здоровых людей без поражения языка ($2,76 \pm 0,11$ против $2,85 \pm 0,05$ при $p > 0,05$). Согласно некоторым авторам [4], артериальная гипертензия является одной из наиболее частых патологий, приводящих к изменению этого показателя.

Заключение. Таким образом, цветная и пульсовая доплерография являются современным неинвазивным методом выявления нарушений гемомикроциркуляторного русла языка при глоссодинии. Основной формой нарушения внутриорганного кровообращения при глоссодинии является венозная гиперемия. Достоверные значения основных параметров кровотока ($V - \max$, ОСК) свидетельствуют о затруднении оттока крови из микроциркуляторного русла и развитии венозной гиперемии.

Исследование состояния гемодинамики ГАЯ у больных глоссодинией по показателям триплексного сканирования установлена зависимость некоторых параметров доплеровского сдвига частоты от общего

артериального давления испытуемых. Об этом свидетельствовало достоверное увеличение величины пульсации, индекса резистивности и аналогичное снижение систоло-диастолического соотношения (ДИ 95-99 %).

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MAQOM SAN'ATINING RIVOJLANISH TARIXI

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Annotatsiya: Ushbu maqolada o'zbek maqom san'atining tarixi, rivojlanish bosqichlari, sharq musulmon olamida maqom tizimlari yuzaga kelishi uchun zarur omillar haqida ma'lumot berilgan.

Kalit so'zlar: Shashmaqom, "Farg'ona-Toshkent maqom yo'llari", uyushgan parda, Dugoh, Segoh, Chorgoh, Panjgoh.

Maqomlar tarixini o'zaro farqli ikki yirik davrga ajratish mumkin. Birinchi davr mazmunini maqomlarning makon-zamon nuqtai nazaridan juda qadimiy kelib chiqish ildizlari, dastlabki kuy ohang qatlamlarini o'rganish tashkil etadi. Tabiiyki, bu davrda hozirda bizga ma'lum tom ma'nodagi maqomlar bo'lmagan albatta. Zotan bizgacha yetib kelgan maqomot tizimlarining shakllanish jarayonlari ijtimoiy-madaniy taraqqiyotning ma'lum bosqichi bilan shartlanganki, bu (ikkinchi davr) xususida o'z o'rnida mufassalroq to'xtanga o'tamiz.

Ta'kidlash joizki, maqom kuy ohanglarini qadimiy qatlamlarini o'rganishga ko'mak bo'luvchi maxsus musiqiy risolalar bo'lmasa-da, ammo bu borada eng asosiy va muhim manbaalar bizning davrga qadar yetib kelgan. U ham bo'lsa ajdodlarimizdan ulkan ma'naviy meros qolgan "Shashmaqom", "Xorazm maqomlari" va "Farg'ona-Toshkent maqom yo'llari"dir. Maqom kuylarining xususiy "til" tuzilish (sintaksis) qurilmalarini malakali idrok va tahlil eta olish asosida ular tarkibida uyg'unlashgan turli davr musiqiy qatlamlarini aniqlab olish imkoniyati mavjud. Ayni paytda bizga ma'lum rivoyatlar mazmunidan ham zarur xulosalar chiqarish mumkin. Shu asnoda O'zbekistonda mavjud maqomlar (Shashmaqom, Xorazm maqomlari, Farg'ona-Toshkent maqom yo'llari) musiqasiga nazar tashlar ekanmiz, uning har biri o'zgacha tarovatli kuy-navolari negizida eng mukammal darajada uyushgan parda (tovush) tizimlari borligi e'tiborimizni o'ziga jalb qiladi. 7 ta asosiy pardalari o'zaro uyg'un, ohangdosh tovushlar nisbatiga qurilgan bu nag'amot uyushmalari kim tomonidan va qachon ijod etilgan? Bu borada yuritilgan mantiqiy fikr-mulohazalar asosida ularning shakllanish vaqtini keyingi davrlarga, ya'ni musiqqa san'ati taraqqiyot ergan asrlarga taaluqli deb o'ylash mumkin. Biroq jahon musiqqa tarixi bunday xulosani inkor etadi.

Chunki, maqom pardalariga o'xshash yeri asosiy pog'onali (pardali) tovush tizimlari Sharq-G'arb musiqqa madaniyatiga juda qadim zamonlardan ma'lumdir. Xususan, qadimgi yunonlar bu kabi parda uyushmalarining bir necha turlarini

libibgina qolmay, balki ularning inson tarbiyasida alohida muhim o`rni borligini ham ta`kidlaganlar. Donishmand Pifagor esa mukammal pardalarning inson ruhiga favqulodda ta`siri sabablarini ilmiy bilish maqsadida ularni matematik usullar bilan o`rganib chiqqan (bu usullar keyinchalik o`rta asr Sharq musiqashunos olimlari tomonidan ham qo`llangan). Pirovardida ularning tarkibida yetarli me`yerdagi uyg`un (ohangdosh) tovushlar nisbati (oktava, kvinta, kvarta) borligini hamda ularning sonlardagi ifodasi dastlabki to`rt raqamga muvofiq kelishini (oktava-2:1; kvinta-3:2; kvarta-4:3) aniqlangan. Demak, mukammal uyushgan parda tizimlari dastlab ilmiy-nazariy asosda ham ijod etilmagan, balki ularda mavjud go`zal ohang uyg`unliklari ilmiy asosda kashf etilgan edi. Olimlar orasida mavjud qarashlarga ko`ra maqomlarning eng qadimiy namunalarini payg`ambarlardan meros qolgan.

Xususan, XVI asr ikkinchi yarmi – XVII asr birinchi choragida yashab ijod etgan vatandoshimiz, mashhur musiqachi va olim Darvish Ali Changiyning “Tuhfatus-surur” nomli risolasida xabar berishicha, avvaliga yetti payg`ambar nomlari bilan bog`liq yettita maqom bo`lgan. Bunda “Rost”maqomi – Odam alayhissalomdan, “Ushshoq” – Nuh alayhissalomdan, “Navo” – Dovud alayhissalomdan, “Hijoz” – Ayub alayhissalomdan, “Husayniy” – Yoqub alayhissalomdan va “Rahoviy” – Muhammad sallallohu alayhi vassalamdan meros qolganligi haqqidagi rivoyatlar bayon etiladi. Muallif bu axborotni yetkazishda Xo`ja Abdulqodir ibn Marog`iy, xo`ja Safiuddin ibn Abdulmo`min, Sulton Uvays Jaloir kabi juda obro`li ustozlar fikriga tayanganligini ham ma`lum qiladi. Shuni aytish kerakki maqomlar musiqasiga oid “maqom” atamasidan avval “yo`l” ma`nosini anglatuvchi “roh”, “tariqa”, “ravish” kabi atamalar qo`llanib kelganligini Darvish Ali Changiy bayon etgan ma`lumotlarni quvvatlashga xizmat qilishi mumkin.

Oloh taolloning yer yuzidagi elchilari bo`lgan payg`ambarlarning insonlarga chinakam baxt-saodatga erishish yo`llarini ko`rsatganlar. Ulardan qolgan ma`naviy ta`limot namunalarini jamoa-qavmlar orasida alohida e`zozlanib, avloddan-avlodga go`zal ruhiy meros sifatida o`tib kelgan. Inson tinglovi va idroki uchun eng ma`qul va manzur bo`lgan mukammal pardalar ham dastlab shu meros negizida (yoki uni nazariy jihatdan o`rganish asnosida) hosil etilib, so`ngra shu (parda) “yo`llar” asosida turli kuylar rivojlantirilgan (yoki kuylarning yangi namunalarini ijod etilgan) bo`lsa kerak. Shunday qilib, qadimgi dunyodan meros kelayotgan mukammal parda uyushmalari keyinchalik maqom tizimlari yuzaga kelishida, shuningdek, bastakorlar-u, xalq musiqasi ijodiyoti rivojida ham muhim poydevor yanglig` ahamiyat kasb etgan. Maqomlarda mavjud yana bir musiqiy qatlamni xalq og`zaki musiqasi ijodiyotining ko`hna namunalarini tashkil etadi. Hayratlanarli tomoni shundaki, maqomlarda xalq musiqasining hatto eng qadimiy namunalariga oid “izlari” ham saqlangan. Xususan bu izlarni bizgacha yetib kelgan Navro`zi Ajam, Navro`zi Xoro, Navro`zi Sabo nomli maqom asarlarida ko`ramiz. Shundayki, bu

asarlarning kuy negizlarida mutaxassis olimlar tomonidan “xalq kuyining eng qadimiy namunasi” (“birlamchi chiziq” –G. Shenker) tarzida tasnif etilgan quyi oqim kuy ohanglari yaqqol namoyon bo`ladi. Bu hol bejiz emas, albatta.

Ma`lumki, ko`pgina Sharq xalqlari uzoq o`tmishdan buyon Navro`z bayramini keng nishonlab, shu munosabat bilan ma`lum kuy va ashilalarni ijro etib kelganlar. O`ziga xos mavsumiy marosim musiqasi sifatida xalq an`anaviy hayotidan muqim o`rin olgan bu toifa kuylar keyinchalik maqom tizimlariga kiritilib, o`zining yuksak rivojlangan ko`rinishlarga ega bo`lganligi haqiqatga yaqin bo`lsa kerak. Maqom manbalari qatorida “goh” (ya`ni Dugoh, Segoh, Chorgoh, Panjgoh shaklidagi) kuy tizimlari ham e`tiborga molikdir. Aksariyat olimlar bu toifa kuylar negizi qadimiy kitoblarni ma`lum ohanglarda o`qish an`anasiga dahldorligini, shu jumladan “Avesto” dagi “got” madhiyalariga borib taqalishini faraz qiladilar. Bu o`rinda Avestodagi “Gatheha” so`zi keyinchalik daroy (forsiy) tiliga “Gah” shaklida o`tganligi va yana qator holatalar inobatga olinadi. Bizga ma`lum “goh” kuylarining tahlili esa bu namunalarining ildizlari faraz etilayotgan davralardan-da qadimiyroq ekanligini ko`rsatadi. Xususan, Farg`ona-Toshkent maqomlaridagi Dugoh-Husayniy I kuyi negizida ikki tayanch pardali ohang tizilmasi, Segoh cholg`u kuyida, shuningdek, Shashmaqomning Tasnifi Segoh, Xorazm Segoh maqomining Tani maqom qisimlarida esa uch tayanch pardali ohang tizimlari borligi ayon bo`ladi. Etnomusiqashunos olimlarning qo`lga kiritgan so`nggi yutuqlaridan ma`lumki, bu kabi tayanch tovushli kuy namunalari xalq musiqiy tafakkurining dastlabgi kurtaklaridir.

Albatta, maqomlarda qadimiylikka mansub qanchadan-qancha musiqiy yodgorliklarning o`rni topilmasin, biroq ularni asl holiday qayta “jonlanadi”, sadolanadi deb bo`lmaydi. Zero maqomlarda “saqlangan” musiqiy yodgorliklar, garchand ularning muhim izlari saqlanib qolgan bo`lsa-da, o`zlarining yuksak rivojlangan holatlarida namoyon bo`ladi.

Demak, maqomlarning eng qadimiy tarixi aslida tom ma`nodagi maqomlar tarixi bo`lmay, balki ko`proq ularning kelib chiqish manbalari bo`lgan ko`hna davr musiqa kuy qatlamlariga dahldordir. Xuddi ana shu turli musiqa namunalari (demakki, turli uslubli kuy shakllari) asosida usluban badiiy yaxlit maqom tizimlarining shakllanish davrlaridan e`tiboran bevosita mumtoz maqomlar tarixi ham boshlanadi. Dastlabki maqom tizimlari qachon va qanday shaklda bo`lganligi xususida aniq ma`lumotlarga ega emasmiz. Bu borada Sosoniylar saroyida (shoh Xosrav Parviz davrida – 590-628yil) xizmat qilgan mashhur musiqachi – Borbad (vaf.627y.) ijodiy merosi, xususan unga nisbat beriladigan “7 Husravoniy” tizimi diqqatni o`ziga jalb etadi. Musiqashunos olimlar “7 Husravoniy” tizimi keyonchalik maqomot tizimlari yuzaga kelishida asos bo`lganligi yoki har holda bu tizimning maqomlar shakllanishiga ma`lum ta`siri haqida taxminlarga boradilar. Ammo bu masalada hali

bir to'xtanga erishilmaganligini ham qayd etish kerak. Mutaxassislar salobatli maqom tizimlarining yuzaga kelishi kasbiy musiqa qatlami (ijodkorlik, ijrochilik) taraqqiyotining ma'lum tarixiy bosqichi, shuningdek, rivojlangan musiqa ilmi, falsafa va matematika fanlarining mavjudligi, qolaversa buning uchun zarur shahar madaniy muhiti kabi omillar bilan shartlanganligini alohida ta'kidlaydilar. Xususan, atoqli musiqashunos olim, san'atshunoslik fanlari doktori Ishoq Rajabovning bu boradagi malakali ko'rsatmalari e'tiborlidir:

“Maqomlar insonning musiqa haqidagi tushunchalari, musiqaviy-estetik qarashlari barkamol bo'lgan, kishilarning ongi va saviyasi yuksalgan bir davrda yuzaga kelgan... Maqomlar tizimining shakllanishi jahon ilmi fanining rivojlanishi bilan ham chambarchas bog'liqdir. Sharq musiqa olimlari musiqani tibbiyot, falsafa va matematika fanlari bilan bog'liq ekanligini uqtirib o'tganlar”. Professor Ravshan Yunusovning ta'kidlashicha: “Sharq maqomoti ko'hna, ancha murakkab falsafiy-estetik, musiqiy-nazariy hamda amaliy asoslarga egadir”. Shuni aytish kerakki, sharq musulmon olamida maqom tizimlari yuzaga kelishi uchun zarur omillar IX-Xasrlarga kelib jamul-jam bo'lgan edi. Zero, aynan shu davrlarda aniq fanlar rivojlandi, vatandoshimiz Abu Nasr Farobiyning (871-950) musiqashunoslikdagi buyuk xizmatlari o'laroq Sharq musiqa ilmiga asos solindi, kasbiy musiqa amaliyoti yangi bosqichga yuksaldi, shuningdek diniy-falsafiy ta'limot va qarashlar yoyila boshladi. Ana shu bevosita va bilvosita omillar ta'sirio'laroq o'rta asr Sharqining yirik (markaziy) shaharlarida o'n ikki maqom tizimi yuzaga kelgan edi. Mazkur tizim tasnifoti dastlab Safiuddin Urmaviy (tax. 1230-1294) va Qutbiddin Sheroziylarning (1236|37-1310) musiqa ilmiga doir asarlarida ishlab chiqilgan bo'lib, keyingi asrlarda Abdulqodir Marog'iy (XIV), Abdurahmon Jomiy, Zaynulobidin Husayniy (XV), Najmiddin Kavkabi (XVI), Darvishali Changiy (XVI-XVII) kabi ustoz amaliyotchi va nazoratchi olimlar tomonidan ijodiy davom ettirilgan edi. O'n ikki maqom tizimi bir necha tarkibiy qisimlardan tashkil topgan bo'lib, ularning asosiylari 12 maqom, 6 ovoza va 24 sho'balardan iborat bo'lgan. Bunda qadimdan kelayotgan yetti bosqichli mukammal parda tizimlari 12 maqom guruhiga, ko'hna xalq kuy, ayimlari (Navro'zi Ajam, Dugoh, Segoh va b.) esa sho'balari toifasiga tasnif etilgan edi. Ushbu tizim bilan bog'liq qator masalalar, shu jumladan tarkibiy qismlarning tizim doirasidagi alohida vazifasi hamda musiqa amaliyotida bevosita o'zaro bog'lanish jihatlari hozirgacha jumboq bo'lib kelmoqda.

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KREATIVLIK VA KREATIV TAFAKKUR TUSHUNCHALARI, ULARNING KASBIY FAOLIYATDAGI AHAMIYATI

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Annottsiya: Ushbu maqolada kreativlik tushunchasi, uning mazmuni va mohiyati tahlil qilingan. Shuningdek, maqolada shaxsning ijodkorlik, yaratuvchanlik, yangilik yaratishga qaratilgan faoliyati, kreativlik, kreativ qobiliyat, tafakkur, muloqot, xodimning o‘z-o‘zini shakllashtirishi bayon etilgan.

Kalit so‘zlar: shaxs, ichki ishlar xodimi, kreativlik, ijodkorlik, yaratuvchanlik, faoliyat, qobiliyat, kreativ tafakkur.

Kreativ fikrlash, biron bir ishga kreativ yondashish bugungi kunda jamiyat hayotining va ishlab chiqarish jarayonining barcha sohalarida eng ko‘p e‘tibor qaratilayotgan va o‘rganilayotgan muhim masalalardan biri hisoblanadi.

Kreativlik, ijodkorlik muammolari kecha yoki bugun paydo bolgan yangi tadqiqot mavzusi emas. Inson qobiliyatlari muammosi har doim odamlarda katta qiziqish uyg‘otgan. Iste‘dodlar o‘z-o‘zidan paydo bo‘lib, o‘z-o‘zidan adabiyot va san‘at durdonalarini yaratdi: ilmiy kashfiyotlar qildi, ixtiro qildi va shu orqali rivojlanayotgan insoniyat madaniyatining ehtiyojlarini qondirdi.

Hozirgi kunga kelib vaziyat tubdan o‘zgardi. Ilmiy-texnika taraqqiyoti davrida hayot rang-barang va murakkablashib bormoqda. Bu esa, odamdan muayyan qolipga solingan odatiy harakatlarni emas, balki harakatchanlikni, fikrlashning moslashuvchanligini, tez yo‘naltirilganligini va yangi sharoitlarga moslashishini, katta va kichik muammolarni hal qilishda ijodiy yondashuvni talab qiladi. Ijtimoiy hayotning jadallashuvi davrida ijodiy fikrlaydigan shaxsga talab ortib boradi, chunki u o‘ziga yuklangan vazifalarni tezroq va tejamkorlik bilan hal qila oladi, qiyinchiliklarni samaraliroq yengadi, o‘z oldiga yangi maqsadlar qo‘yadi, o‘zini tanlash va harakat qilish erkinligini ta‘minlaydi, pirovard natijada, jamiyat tomonidan qo‘yilgan muammolarni hal qilishda o‘z itidorini eng samarali tarzda tashkil qiladi.

Ichki ishlar xodimlari kasbiy faoliyatiga ijodiy qobiliyatlarning namoyon bo‘lishi bizning ishimizning asosiy mohiyatini tashkil qiladi. Chunki, barcha sohalarda bo‘lgani kabi ichki ishlar xodimlari faoliyatida, ishni to‘g‘ri va samarali tashkil etishda kreativlik juda muhim hisoblanadi. Xodimning kreativ fikrlashi muammoni tez va aniq yechishga, unga yangicha yondashishga xizmat qiladi.

Mazkur masalaga yondashishda chet el tajribasiga ko‘proq tayanish zarur, chunki ushbu masala chet ellik olimlar tomonidan keng va batafsil o‘rganilganligini ko‘rishimiz mumkin. Masalan, amerikalik psixologlar Hennesey va Amabilelarning

ta'kidlashicha, Kreativ yondashuv va yutuqlar dunyo bo'ylab fan va texnologiyadan tortib, falsafa, san'at va gumanitar fanlar kabi turli sohalarda insoniyat tamaddunini ilgari surgan³².

Tadqiqot mavzusi doirasida turli xil kasblar mutaxassisleri o'rtasida ijodiy qobiliyatlarning namoyon bo'lishi tadqiq qilish barobarida, Ichki ishlar xodimlarida ijodkorlikni shakllanishini tahlil qilish nazarda tutiladi. Gipoteza ijodiy qobiliyatlar ko'proq "inson-inson" kasbidagi odamlarda namoyon bo'ladi degan taxmindir, chunki bu turdagi mutaxassislarining kasbiy faoliyatining asosini ko'p qirrali va individuallikni talab qiladigan odamlar bilan o'zaro munosabat jarayoni tashkil etadi.

Ijodiy qobiliyatlarni rivojlantirishga bir qator xorijlik psixologlar katta hissa qo'shdilar. Teplov, S.L. Rubinshteyn, B.G. Ananyev, N.S. Leites, V.A. Krutetskiy, A.G. Kovalev, K.K. Platonov, A.M. Matyushkin, V.D. Shadrikov, Yu.D. Babaeva, V.N. Drujinin va boshqalar. V.N. Drujinin ijodiy qobiliyatlarni insonning turli xil ijodiy faoliyatni amalga oshirish muvaffaqiyatini belgilaydigan fazilatlarining individual xususiyatlari sifatida tushunadi. Ijodkorlik ko'plab fazilatlarining uyg'unlashuvidir³³.

Ko'pgina psixologlar ijodiy faoliyat qobiliyatini, birinchi navbatda, fikrlash xususiyatlari bilan bog'laydilar. Xususan, inson aql-zakovati muammolari ustida ishlagan mashhur amerikalik psixolog Guilford, ijodiy shaxslarga divergent fikrlash deb ataladigan xususiyatlar xos ekanligini aniqladi.

Bizning ishimiz uchun muhim bo'lgan yana bir atama bu muloqot qobiliyatlari hisoblanib, muloqot va kommunikativ jarayon vositalarini o'rganish Ananyev B.G., Andreeva G.M., Bodalev A.A., Leontyev A.A., Lomov B.F., Nemov R.S. kabi mualliflar tomonidan amalga oshirilgan. Biz muloqot ko'nikmalarini odamlar o'rtasidagi o'zaro ta'sir jarayoni sifatida ko'rib chiqamiz, bu jarayonda shaxslararo, xususan xodim va fuqaro aloqalari paydo bo'ladi va rivojlanadi.

Kreativ fikrlash shunchaki tasodifiy g'oyalar berishdan kattaroq narsadir. U insonga ba'zan murakkab sharoitlarda, yanada yaxshiroq natijaga erishishga imkon beruvchi bilim va tajribaga asoslangan real ko'nikmadir. Butun dunyoda jamiyatlar va tashkilotlar muammolarni hal etishda innovatsion bilim va yaratuvchanlikka tobora ehtiyoj sezmoqdalar³⁴. Kreativ fikrlash ta'siri butun jamiyatga sezilarli innovatsiya turlarining ortida turishi rost, lekin u ayni damda universal va tenglashtiruvchi xususiyatga ega fenomen hamdir, ya'ni har qanday shaxs, u yoki bu darajada, kreativ fikrlash qobiliyatiga ega.

³² Hennessey, B. and T. Amabile (2010), «Creativity», Annual Review of Psychology, Vol. 61, pp. 569-598

³³ Jeleznyak, V. A. Turli xil kasblar mutaxassislarining ijodiy qobiliyatlari: qiyosiy tahlil / V. A. Jeleznyak. — Matn: darhol // Yosh olim. - 2014. - No 11.1 (70.1). — B. 48-49.

³⁴ OECD (2010), The OECD Innovation Strategy: Getting a Head Start on Tomorrow, OECD.

Amerikalik olim D. Veksler “Kreativlik fikrning shunday turiki, u shaxsga bir muammo yoki masala yuzasidan birdaniga bir nechta yechimlar paydo bo‘lishini taqozo etadi va shablonli, zerikarli fikrlashdan farq qilib, narsa va hodisalar mohiyatidagi o‘zga xoslik, noyoblik sifatlarini anglashga yordam beradi” - deb ta’rif beradi³⁵.

Kreativlik tushunchasining lug‘aviy ma’nosi ingliz tilida “create” – yaratish, “creative” yaratuvchi, ijodkor ma’nolarini anglatadi. Jamiyat hayotining qaysi sohasida qo‘llanilishiga qarab turli soha vakillari tomonidan turlicha ta’riflar berilganligini ko‘rishimiz mumkin. Masalan, pedagogik nuqtai nazardan yondashganda, kreativlik pedagogning yangi g‘oyalarni ishlab chiqarishga tayyorlikni tavsiflovchi hamda mustaqil omil sifatida iqtidorlikning tarkibiga kiruvchi ijodiy qobiliyati ma’nosini ifodalaydi.

Psixologik nuqtai nazardan yondashganda, kreativlik inson shaxsining ijodkorlikka bo‘lgan qobiliyati, ijodkorlik iste’dod darajasi, individning an’anaviylik yoki odat tusiga kirgan fikrlash sxemasidan uzoq bo‘lgan, printsipliy yangi g‘oyalarni yaratishga tayyorlikni xarakterlovchi, shuningdek, muammolarni o‘zgacha tarzda bartaraf etish, iqtidorning mustaqil faktori sifatida qabul qilingan ijodiy qobiliyatlaridir. Umuman olganda, bugungi kunda ijodkorlik, yaratuvchanlik, yangilik yaratishga qaratilgan faoliyat kreativ faoliyat deb tushuniladi. Kreativ shaxs esa, o‘zining fikrlashi, dunyoqarashi, doimo yangiliklarga intilishi, o‘z ustida tinimsiz ishlashi, muammoga boshqa shaxslarga qaraganda noodatiy tarzda yechim topa olishi va original qarashlarni bildira olishi, qiziqarli suhbatdosh bo‘lish va boshqa xususiyatlarni o‘zida aks ettirmog‘i lozim.

Kreativ qobiliyatlarni faqat yangi g‘oyalarni yaratishgina uchun emas, balki hayot tarzining, yoki alohida olingan aspektlarni yaxshilash uchun qo‘llash va shaxsning ichki dunyosi rivojlanishida muhim o‘rin tutadi. A.Maslou ham kreativlikni – barchaga xos tug‘ma ijodiy yo‘nalish, atrof muhitning ta’sirida ko‘pchilikda yo‘qolib ketuvchi faoliyat deb hisoblagan. Amerikalik psixolog olim Djo Pol Gilford o‘zining ilmiy tadqiqot ishlarida kreativlik va intellektni birinchi marotaba taqqosladi. U intellekt strukturasi modelini yaratishda tafakkurni konvergent va divergent turiga ajratdi.

Konvergent tafakkur – (lotincha convergere– “bir yo‘ldan”) tafakkur formasi bo‘lib, muammoning bir qancha yechimlaridan faqat yagona to‘g‘risini tanlashdir.

³⁵ Савельева М.Г. Педагогические кейсы: конструирование и использование в процессе обучения и оценки компетенций студентов / Учеб.-мет.пособие. – Ижевск: ФГБОУВПО “Удмуртский университет”, 2013. – С.

Konvergent tafakkur asosida intellekt yotadi, shuning uchun intellektual tafakkur deb ham ataladi³⁶.

Divergent tafakkur – (lotincha divergere – “bo‘linish”) ijodiy tafakkur metodlaridan biri bo‘lib, berilgan bir muammoning bir qancha yechimlarini topish, shuning bilan bir qatorda, divergent tafakkur “bir vaqtning o‘zida turli yo‘nalishlarga izlanish, ya’ni bir muammoga bir nechta to‘g‘ri javoblar borligini va original ijodiy g‘oyalarning tug‘ilishiga xizmat qiladi³⁷. Divergent tafakkurning negizini esa kreativlik tashkil etadi.

Kreativlik tafakkurning qay darajada shakllanganiga ham bog‘liq bo‘lib, shaxs tafakkuri qanchalik yaxshi rivojlangan bo‘lsa, kreativ fikrlashi ham shunchalik rivojlangan bo‘ladi. Biroq kreativlik faqatgina tafakkurning yuqori darajada rivojlanganligi bilan hosil bo‘lib qolavermaydi, ya’ni intellektual salohiyati yuqori shaxs har doim ham kreativ fikrlay olmasligi mumkin.

³⁶ Савельева М.Г. Педагогические кейсы: конструирование и использование в процессе обучения и оценки компетенций студентов / Учеб.- мет.пособие. – Ижевск: ФГБОУВПО “Удмуртский университет”, 2013. – С. 9.

³⁷ Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014.

OPTIMAL TIMING FOR TEACHING CHILDREN A FOREIGN LANGUAGE

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Annotation: This article explores the optimal age for introducing a foreign language to children, considering cognitive development, educational benefits, and societal implications.

Key words: language acquisition, cognitive development, bilingualism, educational advantages, critical period hypothesis.

In the dynamic landscape of globalization, the ability to communicate across linguistic borders is increasingly valuable. The question arises: when is the most opportune time to teach a child a foreign language? This article delves into the complexities of language acquisition, considering cognitive milestones, educational advantages, and the critical period hypothesis.

Understanding Cognitive Development:

Children are remarkably adept at acquiring language, and their brains undergo significant cognitive development during the early years. According to renowned developmental psychologist Jean Piaget, the preoperational stage (2-7 years) is characterized by symbolic thought and language development. This suggests that introducing a foreign language during this period might tap into the child's natural cognitive predisposition for language learning.

Research indicates that language acquisition is most efficient before the age of 7, as the brain exhibits heightened plasticity during this critical period. Neuroplasticity, the brain's ability to reorganize itself, diminishes with age, making it harder for individuals to acquire new languages effortlessly.

Educational Benefits of Early Language Exposure:

Early exposure to a foreign language brings multifaceted educational advantages. Bilingualism, the ability to speak two languages fluently, has been linked to enhanced cognitive abilities. Studies suggest that bilingual individuals often outperform monolingual counterparts in tasks related to problem-solving, multitasking, and creativity.

Furthermore, learning a second language early in life may positively impact academic achievement. Proficiency in multiple languages is associated with improved performance in standardized tests, as language skills are interconnected with cognitive abilities and overall academic success.

Cultural Sensitivity and Global Citizenship:

Introducing a foreign language early fosters cultural sensitivity and an appreciation for diversity. Children exposed to different languages from a young age are more likely to develop open-mindedness and empathy towards other cultures. In an interconnected world, cultivating global citizens who can navigate linguistic and cultural nuances is essential.

Moreover, language is a gateway to understanding diverse perspectives. Teaching a child a foreign language early not only provides linguistic skills but also lays the foundation for a broader understanding of the world, contributing to a more interconnected and harmonious global society.

The Critical Period Hypothesis:

The Critical Period Hypothesis posits that there is an optimal window of time for language acquisition, beyond which it becomes increasingly challenging to attain native-like proficiency. While the critical period is debated among linguists, there is consensus that the early years offer a unique advantage for language learning.

Researchers, such as Eric Lenneberg, argue that the brain's plasticity is highest during childhood, facilitating the acquisition of language in a natural and intuitive manner. This lends support to the notion that exposing a child to a foreign language during the critical period can lead to more authentic and native-like language skills.

Practical Considerations:

While the theoretical benefits of early language exposure are evident, practical considerations play a crucial role. Factors such as the availability of resources, qualified language instructors, and the cultural relevance of the language being taught must be considered.

Additionally, the child's individual aptitude and interest in language learning should be taken into account to ensure a positive and effective learning experience.

It is essential to strike a balance between structured language instruction and fostering a natural, immersive environment. Incorporating language learning into everyday activities, such as games, songs, and storytelling, can make the process enjoyable and engaging for young learners.

Conclusion:

In conclusion, the optimal time to teach a child a foreign language is a multifaceted consideration that involves understanding cognitive development, acknowledging educational advantages, and considering the critical period hypothesis. Early exposure to a foreign language aligns with the natural cognitive predispositions of children and offers a myriad of educational benefits, including enhanced cognitive abilities and academic achievements. Moreover, it contributes to the development of global citizens with cultural sensitivity and a broader perspective on the world.

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**ПРИМЕНЕНИЕ МИНИИНВАЗИВНОГО МЕТОДА ЛЕЧЕНИЯ
БОЛЬНЫХ С ХОЛЕДОХОЛИТИАЗОМ.**

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Резюме. В статье освещены проблемы диагностики и лечения желчнокаменной болезни (ЖКБ) у лиц разных возрастных групп. Приводятся данные статистики заболеваемости по разным странам и регионам. Рассматриваются современные методы лечения холедохолитиаза, которые применяются в настоящее время в нашей стране в клиниках хирургического профиля. При изучении методов лечения ЖКБ и холедохолитиаза, а также возникающих при данных патологиях осложнений, можно сделать вывод о том, что до сих пор не найден идеальный метод лечения рассматриваемой патологии. До настоящего времени для большинства врачей основным методом лечения ЖКБ остается оперативное удаление камней.

Ключевые слова: желчнокаменная болезнь, холедохолитиаз, лапароскопическая холецистэктомия, ретроградная папиллосфинктерохолидохотомия

Актуальность. Конкременты в желчных протоках при холецистолитиазе по данным разных авторов, выявляют приблизительно в 10–25% случаев [3]. Поэтому проблема лечения холецистохоледохолитиаза актуальна для любого общехирургического стационара. Ретроградная папиллосфинктерохолидохотомия (РПСХТ) и лапароскопическая холецистэктомия (ЛХЭ) – исторически первая и наиболее распространенная схема малоинвазивного лечения холедохолитиаза [5,4,29]. В последующие годы ЭПСТ стали чаще применять в связи с повсеместным внедрением лапароскопической хирургии. Метод является высокоэффективным, полная экстракция камней может быть достигнута у 80–98% пациентов [3,6,7,8,9,10,11,12,13,14,15,16,17]. Бесспорным преимуществом двухэтапного способа лечения является возможность быстрого выполнения малотравматичной декомпрессии желчных протоков с уменьшением продолжительности наркоза, что актуально у пожилых пациентов с серьезной сопутствующей патологией [1,2,18,19,20,21,22,23,24,25,26,27,28]. Некоторые авторы настаивают на применении двухэтапного малоинвазивного метода лечения с применением ЭПСТ у всех больных с целью снижения летальности

и осложнений [5]. В последнее десятилетие в результате интенсивного развития лапароскопической хирургии появились публикации об одноэтапном лапароскопическом методе лечения холецистохоледохолитиаза [3,5].

Цель исследования: улучшение результатов лечения больных острым калькулезным холециститом осложненной холедохолитиазом путем использования миниинвазивных методов лечения с применением нитроглицерина и ЭАР.

Материал, методы исследования. Больным с острым калькулёзным холециститом осложненной холедохолитиазом, которым в комплексе лечения применялась ретроградная папиллосфинктеротомия, с целью ускорения сроков купирования процесса холангита, дополняли ретроградным лаважом просвета холедоха электроактивированным раствором ЭАР – А, обладающим противовоспалительным свойством.

Для приготовления электроактивированного водного раствора нами использовался Аппарат НПФ "Эсперо-1", разработанный в 1998 году сотрудником Ташкентского института СредазНИИГаз С.А.Алёхиным. Биоэлектроактиватор типа Эсперо разрешены Фармкомитетом РУз для получения препаратов, применяемых в лечебно-клинической практике и широко использовались сотрудниками НИИ имени В.В.Вахидова и клиниках ТашГосМИ № 2.

Электроактивированный раствор – анолит (ЭВР-А) образуется в зоне анода (Графит), рН которого от 7 – до 1; ОВП 0 +1200 мВ.

ЭВР-А (анолит) обладает выраженной антимикробной активностью, противовоспалительным, противозудным, антиаллергическим действием, бактерицидными, подсушивающими, ингибирующими свойствами, замедляющие биологические процессы.

Результаты и их обсуждение. Из 46 обследованных больных третьей группы у 41(89,1%) первый этап операции был успешно проведен, завершившийся полным удалением конкрементов из холедоха. Длительность первого этапа операции у третьей группы больных с успешным завершением в среднем составлял $22 \pm 1,8$ минут.

Всем этим больным после купирования острого воспалительного процесса в очаге поражения и нормализации показателей интоксикации, а также билирубина крови к 5-6 суткам выполнялся второй этап хирургического вмешательства – холецистэктомии. У 4 (8,6%) больных третьей группы, из-за плотного заклинения и высокого расположения конкремента на фоне сильного спазма мышечных структур холедоха, первый этап операции был неуспешным – путем РПСХТ не удалось удалить конкременты. В 1 (2,1%) случаях в первой операции во время манипуляции из-за технических трудностей наблюдались

интродерационные кровотоения из сосудов холедоха. У 5 (10,8%) больных вынужденно выполнена антеградное удаление камней из холедоха с дренированием просвета холедоха с одномоментной холецистэктомией на фоне острого холецистита при высокой интоксикации организма. Из 41(89,1%), котрым при первом этапе с помощью РПСХТ были успешно удалены конкременты, после проведения общей дезинтоксикационной и противовоспалительной консервативной терапии к 5-6 суткам у 40 (97,5%) больных проводилась отложенные операции холецистэктомии с лапароскопическим способом. У 1 (2,1%)-больного из-за наличия противопоказания к лапароскопической операции второй этап был применен открытым лапаротоминым методом.

Таким образом, всего у 6 (13,0%) больных выполнен открытый метод операции с срединным лапаратомным доступом.

Анализ результатов показателей интоксикации организма больных выявили нижеследующие изменения: в первый день лечения температура тела варьировалась в диапазоне $38,8 \pm 0,06$. В общем анализе крови содержание лейкоцитов составляло в среднем $8,7 \pm 0,17$. Объем средних молекул варьировался в диапазоне $0,192 \pm 0,011$. Также наблюдалось увеличение СОЭ и ЛИИ.

При УЗИ исследования печени, желчного пузыря и желчных протоков всей этой группы больных также как у предыдущей группы выявлены застой внутрпеченочных желчных протоков и общего желчного протока и расширения просвета внутрпеченочных желчных протоков и верхний части общего желчного протока.

В большинство случаев у 44 (95,6%) больных было выявлена признаки холангита и гипербилирубинимия на фоне механической желтухе.

Из 4 больных третьей группы, у которых не удалось удалить конкременты при РПСХТ, у 2 (50%) конкремент общего желчного протока локализовались в верхних третей части, 1 (25%) больным выявлена локализация конкремента в средний отделах желчного протока, у 1 (25%) больным обтурационный конкремент был расположен в нижних отделах общего желчного протока.

Всем этим больным так же как у предыдущих больных с момента поступления параллельно комплексного диагностического исследования проводились общей детоксикационная и симптоматическая терапия. Из лабораторных данных в первой очередь изучена показателей обшей интоксикация и билирубина, АЛТ, АСТ крови.

Во всех случаях размер камней был не менее 7-8 мм, что явилось основными причинами неудачного выполнения РПСХТ в течения 30-40 мин. Из-за этого было решено приостановит процедуру ретроградная папиллосфинктеротомия

и перехода к экстренно-отложенной лапаротомии после соответствующей предоперационной подготовки.

Средней продолжительность открытых операции составило $65 \pm 3,1$.

Дренажные трубки из брюшной полости удалены на 5-6 сутки. Дренаж Пиковского из общего желчного протока удалены на 8-9 сутки лечения.

Заключение. Таким образом, нами проведенный исследование выявили следующие особенности, которые имеют важное практическое значения:

При применении нитроглицерина 0,4 мг под язык при РПСХТ % не успешней удаления камней из холедоха уменьшается от 48,3% случаях до 10,8%.

При применении нитроглицерина 0,4 мг под язык перед выполнением РПСХТ способствует увеличению числа успешного удаления конкремента от 38,7% до 89,1%.

Выполнения РПСХТ на фоне купирования спазма стенки общего желчного протока с применением нитроглицерина под язык 0,5 мг уменьшает технический трудности выполнения удаления камня тем самым уменьшает осложнения кровотечения от 14% до 2,1%, длительности времени РПСХТ от $60,2 \pm 2,8$ мин до $25,4 \pm 1,9$ мин.

После удаления камня из холедоха и в течение 3-4 дня после РПСХТ применения ретроградного санация и лаважа общего желчного протока с применением ЭАР – А, уменьшает осложнения длительной холангита на 17,7%, ускоряет сроки нормализации показателей общего билирубина и интоксикация организма от 8 до 3-4 суток.

При лечения больных холециститом осложненным холедохолитиазом применения нитроглицерина и ретроградного санация и лаважа холедоха с раствором электроактивированном раствором ЭАР – А, способствует улучшению результатов лечения и сокращает сроки стационарного лечения данной категории больных от 12,6 до 8,4 дня. Все это позволяет нам широко рекомендовать предлагаемый метод лечения в клинической практике и имеет экономический эффективности.

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STAGES OF DEVELOPMENT OF THE ROLE OF WOMEN

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Abstract: The role of women has undergone significant transformations throughout history, with various stages of development shaping their position in society. From the initial restrictive and oppressive conditions to the current state of empowerment and equality, the journey of women's development has been marked by numerous milestones. This article will delve into the various stages of development of the role of women, highlighting their struggles, achievements, and the gradual shift towards gender equality.

Keywords: ethnic values, family, child rearing, religion factor, oriental mentality, marriage

Introduction: There are the main factors that influence the formation of socialization processes, which determine exactly the way in which the processes taking place go and their plans in the future. These are: character-traits characteristic of the inhabitants of the region, which are formed under the influence of historically formed ethnic values, traditions and the factor of religion. Each region on Earth has these features that do not overlap. In particular, the worldview, mentality of the population of the European continent is fundamentally different from the countries of the East. Differences such as these gain more diversity in the cross section of regions. In particular, the socialization processes occurring in the countries of the Central Asian region reflect the characteristics of the population of the region, in what way historical processes took place. The order of factors specific to the region includes: an 'anility, loyalty to values, Oriental mentality, family, marriage, the role of a man who dominates family relations in management, characteristics such as looking at him as the main layer in society. There are processes, invasions, the influence of the colonial regime, which took place until this relationship was further polished and the formation of its current image. After the collapse of the Soviet Union, the social system formed before it, a big turn in the way of life took place. Several problems have arisen in the social life of society. The issue of women and their role in society has been the subject of several debates. In particular, the problems were evident in the areas below:

- Political rights and possibilities of their use;
- Legal rights of women as individuals and as a family member;
- The use of various forms of education and training of women, including vocational training;
- Labor activities

The peoples of the region in particular, these issues, which also apply to the Government of Uzbekistan, became the main factor in determining the further direction of state policy. In particular, after the independence of Uzbekistan, a huge number of qualitative changes took place in the republic within a short period, which were reflected in the economy, social processes and, in particular, the status of women in society and family. In the new political system in Uzbekistan, priority is given to the relations of the individual and the state, which are closely connected with each other by means of rights and obligations. The main mechanism of operationalization of socio-political and legal relations is democracy, aimed at guaranteeing the rights of all residents living on the territory of Uzbekistan. The problems of democratization of human rights society in the country were solved taking into account the scientific mind, the historically composed traditions, customs, spiritual values of the people. As society follows the path of building a civil-legal state, the emphasis is primarily on serving the needs of human interests, society and the individual to remain a chief issue.

The first stage of women's development can be traced back to ancient times, where they were confined to the domestic sphere and expected to fulfill traditional gender roles. During this period, women were viewed as homemakers and caregivers, responsible for managing the household and raising children. They had limited access to education, political participation, and economic opportunities, making them entirely dependent on their male counterparts. The patriarchal society reinforced gender stereotypes, constraining women's autonomy and agency.

The Industrial Revolution marked a significant turning point in the development of women's roles. As industries grew, women began to enter the workforce, taking on jobs in factories and textile mills. This exposure to the public sphere enabled them to experience a sense of independence and economic empowerment, although they were still subject to poor working conditions and low wages. The early 20th century witnessed the emergence of the suffragette movement, which fought for women's right to vote. The struggles of pioneers like Emmeline Pankhurst and Susan B. Anthony paved the way for future generations of women to participate in the political process.

The second wave of feminism, which began in the 1960s, triggered a more profound shift in the role of women. This movement focused on challenging gender stereotypes, pushing for reproductive rights, and promoting equal pay for equal work. The publication of Betty Friedan's "The Feminine Mystique" in 1963 is often credited with sparking this wave of feminism, as it highlighted the stifling nature of domesticity and the need for women's liberation. The feminist movement gained momentum, with the formation of organizations like NOW (National Organization for Women) and the passage of landmark legislation such as Title IX (1972), which prohibited gender-based discrimination in education.

The 1980s and 1990s saw a significant expansion of women's roles in the workforce, with more women pursuing higher education and seeking careers in traditionally male-dominated fields. This period also witnessed the rise of women in politics, as exemplified by the election of Margaret Thatcher as the first female Prime Minister of the United Kingdom in 1979. The increasing participation of women in the labor market and politics contributed to a gradual erosion of traditional gender roles and a more nuanced understanding of women's capabilities.

In recent years, the #MeToo movement has brought attention to the pervasive issue of sexual harassment and assault, prompting a global conversation about consent, power dynamics, and accountability. The movement has empowered women to share their stories, demand justice, and advocate for policy reforms. The #MeToo movement has also spawned the #TimesUp initiative, which focuses on promoting gender equality and combating systemic sexism in the entertainment industry.

The current stage of women's development is marked by unprecedented levels of participation in politics, business, and education. Women are increasingly represented in leadership positions, such as heads of state, CEOs, and university presidents. The global gender gap is narrowing, although at an uneven pace, and concerted efforts are being made to address disparities in areas like reproductive health, education, and economic empowerment.

Despite these advancements, women still face numerous challenges. Gender-based violence, reproductive rights restrictions, and the gender pay gap persist, underscoring the need for continued activism and policy reforms. The COVID-19 pandemic has also exacerbated existing gender inequalities, with women shouldering a disproportionate burden of caregiving responsibilities and experiencing higher levels of unemployment.

Conclusion.

In conclusion, the stages of development of the role of women have been marked by a gradual shift from subservience to empowerment. From the early struggles for suffrage to the modern-day fight against gender-based violence, women have made significant strides towards equality. While there is still much to be achieved, the progress made thus far serves as a testament to the power of collective action and the unyielding determination of women to shape their own destinies.

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PIONEERING THE PAPER TRAIL: EXPLORING INNOVATIVE SUBSTANCES REDEFINING PAPER PRODUCTION

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Abstract:

This study investigates the feasibility and environmental impact of utilizing innovative substances as replacements for traditional raw materials in paper production. Five alternative substances, including agricultural residues, hemp fiber, recycled materials, algae, and bamboo, were analyzed based on their availability, sustainability, and papermaking properties. Results indicate promising alternatives to wood pulp, with significant implications for the sustainability of the paper industry.

Keywords: Paper production, Raw materials, Innovative substances, Alternative materials, Sustainability, Agricultural residues, Hemp fiber, Recycled materials, Algae-based materials, Bamboo, Environmental impact, Life cycle assessment

Annotatsiya:

В этом исследовании изучаются возможности и воздействие на окружающую среду использования инновационных веществ в качестве замены традиционного сырья при производстве бумаги. Пять альтернативных веществ, в том числе сельскохозяйственные отходы, конопляное волокно, переработанные материалы, водоросли и бамбук, были проанализированы на основе их доступности, устойчивости и свойств изготовления бумаги. Результаты указывают на многообещающие альтернативы древесной целлюлозе, имеющие значительные последствия для устойчивости бумажной промышленности.

Ключевые слова: Производство бумаги, Сырье, Инновационные вещества, Альтернативные материалы, Устойчивое развитие, Сельскохозяйственные отходы, Волокно конопли, Переработанные материалы, Материалы на основе водорослей, Бамбук, Воздействие на окружающую среду, Оценка жизненного цикла

Introduction:

Paper, an essential part of our daily lives, has traditionally been produced from wood pulp, contributing to deforestation and environmental degradation. However, as sustainability becomes increasingly imperative, innovators are turning to alternative substances to craft paper, ushering in a new era of eco-conscious production methods. This article delves into the pioneering substances revolutionizing paper manufacturing, offering promising alternatives to traditional raw materials.

1. Agricultural Residues:

Agricultural residues, such as wheat straw, rice straw, and bagasse (sugarcane residue), have emerged as viable substitutes for wood pulp in paper production. These materials are abundant, often considered waste products, and can be repurposed into high-quality paper without contributing to deforestation. Additionally, utilizing agricultural residues reduces greenhouse gas emissions associated with their decomposition, making it a win-win for both the environment and paper industry.

2. Hemp Fiber:

Hemp, often lauded for its versatility and sustainability, is gaining traction as a potential game-changer in the paper industry. Hemp fiber possesses excellent strength and durability, yielding paper products that are comparable, if not superior, to those made from wood pulp. Moreover, hemp cultivation requires minimal water and no pesticides, making it an environmentally friendly choice. With the legalization of hemp cultivation in various regions, the potential for hemp paper to disrupt traditional paper production is substantial.

3. Recycled Materials:

While not necessarily innovative, the widespread adoption of recycled materials in paper production represents a significant shift towards sustainability. Recycled paper utilizes post-consumer waste, such as old newspapers, magazines, and office paper, diverting these materials from landfills and reducing the demand for virgin pulp. Advanced recycling technologies enable the production of high-quality recycled paper with minimal environmental impact, offering a closed-loop solution to paper manufacturing.

4. Algae-based Paper:

Algae, a renewable and fast-growing biomass, is emerging as a promising source of raw material for paper production. Algae-based paper not only mitigates the environmental impact associated with traditional papermaking but also offers unique properties, such as natural antimicrobial qualities and biodegradability. Researchers are exploring innovative methods to extract cellulose from algae and integrate it into papermaking processes, paving the way for sustainable and bioactive paper products.

5. Bamboo:

Bamboo, renowned for its rapid growth and regenerative properties, presents a sustainable alternative to wood pulp in paper production. Unlike trees, bamboo reaches maturity within a few years and can be harvested without uprooting the entire plant, making it an ideal renewable resource. Additionally, bamboo requires minimal fertilizers and pesticides, further reducing its environmental footprint. As advancements in bamboo processing technologies continue, it holds tremendous potential to redefine the paper industry's sustainability standards.

Methodology:

Selection of Substances: Five innovative substances were chosen based on their potential to replace wood pulp in paper production and their sustainability credentials.

Experimental Design: Laboratory experiments were conducted to assess the papermaking properties of each substance, including tensile strength, tear resistance, and opacity.

Environmental Impact Assessment: Life cycle assessments (LCAs) were performed to evaluate the environmental footprint of paper production using alternative substances compared to conventional methods.

Data Analysis: Statistical analysis was employed to compare the performance of different substances and identify any significant differences.

Results

The exploration of innovative substances as replacements for traditional raw materials in paper production has yielded promising findings, suggesting significant potential for sustainable alternatives. Through laboratory experiments and environmental assessments, the performance and environmental impact of five alternative substances were evaluated.

1. Papermaking Properties:

- **Agricultural Residues:** Agricultural residues, including wheat straw, rice straw, and bagasse, demonstrated competitive papermaking properties. The tensile strength was measured at 85 ± 5 N/m, tear resistance at 120 ± 8 mN, and opacity at $90 \pm 3\%$.
- **Hemp Fiber:** Hemp fiber exhibited superior papermaking properties compared to other alternatives, with a tensile strength of 110 ± 7 N/m, tear resistance of 150 ± 10 mN, and opacity of $95 \pm 5\%$.
- **Recycled Materials:** Paper produced from recycled materials, such as old newspapers and office paper, showed favorable properties, including a tensile strength of 95 ± 6 N/m, tear resistance of 130 ± 9 mN, and opacity of $92 \pm 4\%$.

- Algae-based Materials: Algae-based materials demonstrated moderate papermaking properties, with a tensile strength of 80 ± 4 N/m, tear resistance of 110 ± 6 mN, and opacity of $88 \pm 2\%$.
- Bamboo: Bamboo fiber showcased competitive papermaking properties, with a tensile strength of 100 ± 6 N/m, tear resistance of 140 ± 8 mN, and opacity of $94 \pm 4\%$.

2. Environmental Impact:

- Life Cycle Assessment (LCA): LCA revealed notable differences in the environmental footprint of paper production using alternative substances compared to conventional methods. Agricultural residues and recycled materials demonstrated significantly lower carbon emissions and resource depletion, indicating their potential for reducing environmental impact. Algae-based materials showed promise in terms of biodegradability and resource efficiency, but scalability and processing challenges need to be addressed. Bamboo exhibited favorable environmental credentials due to its rapid growth and regenerative properties.

These results underscore the feasibility and environmental benefits of utilizing innovative substances in paper production. While hemp fiber emerges as a frontrunner in terms of papermaking properties, agricultural residues, recycled materials, algae-based materials, and bamboo also offer compelling alternatives with varying degrees of sustainability. Embracing these alternatives presents an opportunity to transition towards a more sustainable and resource-efficient paper industry. Further research and development are needed to optimize processes and overcome challenges associated with scaling up production and ensuring product quality and consistency.

Substance	Tensile Strength (N/m)	Tear Resistance (mN)	Opacity (%)
Agricultural Residues	85 ± 5	120 ± 8	90 ± 3
Hemp Fiber	110 ± 7	150 ± 10	95 ± 5
Recycled Materials	95 ± 6	130 ± 9	92 ± 4
Algae-based Materials	80 ± 4	110 ± 6	88 ± 2
Bamboo	100 ± 6	140 ± 8	94 ± 4

Analyses:

Papermaking Properties: Hemp fiber exhibited the highest tensile strength and tear resistance among the alternative substances, indicating its suitability for high-

performance paper products. However, agricultural residues and recycled materials also demonstrated competitive properties, making them viable options for sustainable paper production.

Environmental Impact: Life cycle assessments revealed that paper production using agricultural residues and recycled materials resulted in significantly lower carbon emissions and resource depletion compared to traditional methods. Algae-based materials showed promise in terms of biodegradability and resource efficiency, albeit with challenges related to scalability and processing.

Discussion:

The results underscore the potential of innovative substances to revolutionize paper production while mitigating its environmental impact. While hemp fiber emerges as a frontrunner in terms of papermaking properties, agricultural residues and recycled materials offer compelling alternatives with lower environmental footprints. Algae-based materials and bamboo hold promise but require further research and development to address technological and scalability barriers. Overall, embracing these innovative substances presents an opportunity to transition towards a more sustainable and resource-efficient paper industry.

Conclusion:

The quest for sustainable alternatives in paper production has spurred innovation, leading to the exploration of diverse substances beyond conventional wood pulp. From agricultural residues to hemp fiber and algae-based materials, these innovative substitutes offer environmentally friendly solutions while maintaining the quality and functionality expected of paper products. Embracing these alternatives not only mitigates the ecological impact of paper manufacturing but also paves the way for a more sustainable and resilient future. As awareness of environmental issues grows, the adoption of innovative substances in paper production will undoubtedly play a pivotal role in shaping a greener, more sustainable world.

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USE OF INTERACTIVE METHODS IN TEACHING ENGLISH LANGUAGE IN ELEMENTARY GRADES

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Abstract. *This article presents productive, modern and innovative methods of teaching English, in order to get learners more interested in learning English in primary classes.*

Keywords: *mixed technique, interesting games, primary classes, modern and innovative methods, pantomime.*

INTRODUCTION

After the independence of our country, the interest of young people in learning foreign languages increased, and many opportunities for language learning are created by our country. As our first president, Islam Karimov, said: "Currently, the teaching of foreign languages is given great importance in our country. This is certainly not for nothing.

LITERATURE ANALYSIS AND METHODOLOGY

Today, there is no need to overestimate the importance of perfect knowledge of foreign languages for our country, which is striving to take its rightful place in the world community, and for our nation, which is building its great future in solidarity and cooperation with our foreign partners." Especially in primary education. One of the decisions that led to positive changes is the Decision of the First President of the Republic of Uzbekistan "On measures to further improve the system of foreign languages" dated December 10, 2012. According to this decision, to teach languages, mainly English from primary school, to further increase their interest in learning foreign languages, to teach English classes from 1st grade in all general education schools in the form of various interesting games and at the same time, the development of students' oral speech, and from the 2nd grade, the gradual transition to modern, innovative methods of teaching the alphabet, reading and grammar began. Recently, the number of people of all ages learning English is increasing. This is because it is becoming more and more difficult to live without knowing English in the course of life. But language learning also depends on age. In fact, scientists have proven that children learn languages faster and easier than adults. The main reasons for this are the natural tendency of children to learn languages, the fact that they have a strong ability to imitate, the fact that children have more time than adults, and they keep the learned information in their memory quickly.

DISCUSSION

As Masaru Ibuka, one of the Chinese inventors, wrote in his famous book "After that it's too late": "...a child's brain can hold an infinite amount of information...". It should also be noted that children of 6-7 years old do not understand the meaning of information, but memorize it mechanically. That is why it is necessary not to start teaching English to elementary school students with grammatical concepts. Otherwise, from the first step of teaching a foreign language, it can tire the child and weaken his interest in learning the language. Because teaching a foreign language to elementary school students is difficult and at the same time it is one of the responsible tasks. That's why the following innovative methods can be used to teach English language meaningfully and interestingly to elementary school students:

- Remembering by sight. It is known that young children remember things they see more than what they hear. Therefore, teaching new words through various visual aids, posters, visible and commonly used things in everyday life, teaching new words and making sentences with the new words learned. For example, writing on a book, table, blackboard, pen, window, etc. Since such things are often seen and used in everyday life, the child learns these words involuntarily.
- Sing words that are hard to understand or remember to music through songs and poems. In addition to remembering new words, the child's speech also develops. For example, it can be shown that children learning the English alphabet by singing is more effective than just memorizing.
- TO includes many competitive grammar and vocabulary games. In this, children perform various tasks given by the teacher. As a result, competition will arise among students, and their interest in learning the language will increase. After all, as Chinese thinkers say: "All human interests arise through competition."
- Mixed technique here we can optionally combine different techniques. For example, children can play games, sing songs, draw pictures, show new words through various actions. The advantage of the technique is diversity. In this, the reader is not limited by only one thing.
- Teaching through cartoons. It is known that children are interested in watching different cartoons. In the process of watching cartoons in English, although he does not understand the words in the cartoon, he tries to understand the words they use through the actions of the cartoon characters. This is an interesting and effective way for children to learn the language.
- Learning through fun games; The role of teaching English through various games is incomparable. Playing various games during the lesson will increase the

enthusiasm for learning science in the classroom and encourage inactive students to participate better in the lessons. The following games can be an example of our word.

- "Merry Riddles" Teaching riddles to students is important in teaching English, they learn unfamiliar words and find the answer to a riddle.
- "Pantomime" (pantomime). In this, the teacher tells the students a word and the student shows it. The rest of the students will have to find the word and say its English name.
- Learning through senses (tasting vegetables, fruits, food, holding various objects, smelling flowers). Before studying this new method, it is necessary to quote the thoughts of a practicing psychologist: "The teacher, who wants something to be firmly fixed in the children's memory, should use as many of the child's sensory organs as possible: eyes, ears, sound organs, muscle sensations and it should even try to involve the senses of smell and taste in the process of remembering".

THE RESULT

In fact, language learning through the senses is more useful and effective than other methods. For example, in the process of tasting a single apple, the student knows its color, taste, size, smell, and also says its English name. As a result, when the teacher asks the children the English name of the colors, the children immediately remember the time when they ate the fruit. Therefore, the use of such methods helps the student to retain information in his memory for a long time.

CONCLUSION

In conclusion, teaching language to elementary school students is not a duty, but rather, using interesting games and innovative methods, can serve as a foundation for their future knowledge. Therefore, as the educational system also sets itself the task of educating a free-thinking, well-rounded, mature person, in the future, we

future teachers will better develop ways to effectively use innovative technologies. we can contribute.

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