



# INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

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## **INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE**

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## OBSERVATION OF INERTIA EFFECTS IN MOLECULAR ROTATIONAL BROWNIAN MOTION

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**Annotation:** Inertial effects in molecular rotational Brownian motion represent a fundamental area of study in molecular dynamics and statistical mechanics. The thermal agitation of molecules results in rotational Brownian motion, which induces additional fluctuations and changes in their rotational energy. These effects have a significant impact on molecular dynamics, particularly at elevated temperatures, by altering molecular interactions and their behavior in the surrounding environment.

**Keywords:** *rotational motion, Gaussian distribution, diffusion, molecule, inertia, tensor.*

## НАБЛЮДЕНИЕ ИНЕРЦИОННЫХ ЭФФЕКТОВ В МОЛЕКУЛЯРНОМ ВРАЩАТЕЛЬНОМ БРОУНОВСКОМ ДВИЖЕНИИ.

**Аннотация:** Инерционные эффекты в молекулярном вращательном броуновском движении представляют собой основную область изучения в молекулярной динамике и статистической механике. Термальное движение молекул приводит к возникновению вращательного броуновского движения, которое вызывает дополнительные колебания и изменения в их вращательной энергии. Эти эффекты значительно влияют на молекулярную динамику, особенно при повышенных температурах, изменяя взаимодействия молекул и их движения в окружающей среде.

**Ключевые слова:** *вращательное движение, гауссовское распределение, диффузия, молекула, инерция, тензор.*

## AYLANMA BROUN HARAKATIDA MOLEKULALARDA INERSION TA'SIRLARNING KUZATILISHI

**Annotatsiya:** Aylanma Braun harakatidagi molekullardagi inersial ta'sirlar molekulyar dinamika va statistik mexanikada o'rganishning asosiy sohasini ifoda etadi. Molekulalarning termal qo'zg'alishi oqibatida yuzaga keladigan aylanma Braun harakati ularning aylanish energiyasida qo'shimcha tebranishlar va

o'zgarishlarga olib keladi. Ushbu ta'sirlar molekulyar dinamikaga, ayniqsa yuqori haroratlarda, molekullarning o'zaro ta'sirini va ularning atrof-muhitdagi xatti-harakatlarini o'zgartirish orqali sezilarli ta'sirini ko'rsatmasdan qolmaydi.

**Kalit so'zlar:** aylanma harakat, Gauss taqsimoti, diffuziya, molekula, inersiya, tenzor.

**Introduction.** In the fields of statistical mechanics and molecular dynamics, the unique significance of rotational Brownian motion is evident. This motion arises from the thermal agitation of molecules, and during this process, additional fluctuations and energy changes in their rotational motion are observed. This thesis is dedicated to the study of molecular inertial effects, which can significantly alter intermolecular interactions and their movements in the environment, particularly at elevated temperatures. The aim is to achieve a clear understanding and prediction of molecular behavior through the dynamics of their rotation and correlation functions.

This work is based on the theoretical analysis of inertial effects in molecular rotational Brownian motion, employing methods developed by Still to derive scientifically grounded results and conclusions.

### **Inertial effects and their calculation.**

The theory accounting for inertial effects of particles, namely molecules, during rotational Brownian motion was first developed by Still. The orientation distribution probability of the Still function can be represented as a continuous function as follows:

$$\frac{\partial P}{\partial t} = \nabla_{\epsilon} j \quad (1)$$

Here, the current density  $j$  is given by the following equation

$$j = R \nabla_{\epsilon} P \quad (2)$$

$$R_{ij}(t) = \int_0^t \langle \omega_i(0) \omega_j(t) \rangle dt \quad (3)$$

Here  $\omega_i$  - represents the projection of the angular velocity, or its shadow. Now we will calculate  $R_{ij}$

$$R_{ij}(t) = (kT/\xi_i) \left[ 1 - \exp(-\xi_i t/I) \right] \delta_{ij} \quad (4)$$

To calculate  $R_{ij}$  we need to write the general form of the rotational diffusion equation as follows:

$$\frac{\partial P}{\partial t} = \sum_i R_{ii}(t) \partial^2 P / \partial \xi_i^2 \quad (5)$$

If  $\frac{\xi_i t}{I} \gg 1$  is present, the form of the rotational motion equation can be expressed as follows:

$$\frac{\partial P}{\partial t} = \sum_i (kT/\xi_i) \frac{\partial^2 P}{\partial \varepsilon_i^2} \quad (6)$$

here,  $kT/\xi_i = D$  represents the components of the diffusion tensor. The solution of equation (5) can be understood to be valid for any  $t$ ,  $\xi_x = \xi_y$  arbitrary condition.

$$\xi_x = \xi_y \frac{\partial P}{\partial t} = R_{xx}(t) \left[ \frac{\partial^2 P}{\partial \theta^2} + ctg\theta \frac{\partial P}{\partial \theta} + \cos ec^2 \theta \frac{\partial^2 P}{\partial \varphi^2} + (ctg^2 \theta + \frac{R_{zz}(t)}{R_{tt}(t)} \frac{\partial^2 P}{\partial \psi^2} - 2 \cos \theta \cos ec \theta \frac{\partial^2 P}{\partial \varphi \partial \psi}) \right] \quad (7)$$

The solution of equation (7) is generalized for spherical functions

$$P = \sum_{l,m,n} C_{mn}^l(t) T_{mn}^l(\varphi, \theta, \psi) \quad (8)$$

If equation (8) is substituted into equation (7), it can be written as  $C_{mn}^l$

$$C_{mn}^l(t) = a_{mn}^l D_{l,n}(t) \quad (9)$$

In that case,  $D_{l,n}(t)$  satisfies the following condition

$$\partial \ln D_{l,n}(t) / \partial t = \Gamma_{l,n} R_{xx}(t) - n^2 R_{zz}(t) \quad (10)$$

In this case  $\Gamma_{l,n} = n^2 - l(l+1)$  is calculated as (10).

$$D_{l,n} = \exp \left\{ [n^2 - l(l+1)] \frac{IkT}{\xi_x^2} \left[ \frac{\xi_x t}{I} - \exp\left(-\frac{\xi_x t}{I}\right) - 1 \right] - n^2 \frac{IkT}{\xi_x^2} \left[ \frac{\xi_z t}{I} + \exp\left(-\frac{\xi_z t}{I}\right) - 1 \right] \right\} \quad (11)$$

If  $\frac{\xi_i t}{I} \gg 1$  is present,  $D_{l,n}(t)$  will have an exponential character and depend on  $t$

However, if  $\frac{\xi_i t}{I} \ll 1$  is absent, it will exhibit a Gaussian distribution.

$$\lim_{\xi_i t / I \rightarrow 0} D_{l,n}(t) = \exp \left[ -\frac{1}{2} l(l+1) \frac{kT}{I} t^2 \right] \quad (12)$$

The solution of the equation can be computed based on formulas (8), (9) and (11) and  $a_{m,n}^l$  can be observed that the coefficient indicates the initial distribution.

When calculating inertial effects for nuclear magnetic resonance and dielectric relaxation time, the correlation function (8) should be expressed in the following form:

$$K_{(i)}^{(m)} = \langle Y_i^m(\beta(t), \alpha(t)) Y_i^m(\beta(0), \alpha(0)) \rangle \quad (13)$$



The angle of the molecule in  $\eta$  for Still's calculations will be expressed in the following form:

$$K_{(0)}^{(1)}(t) = \cos^2 \eta \exp(-2h_x) + \sin^2 \eta \exp[-(h_x + p_z)] \quad (14)$$

$$K_{(2)}^{(m)}(t) = (1 - \frac{3}{2} \sin^2 \eta)^2 \exp(-6h_x) + \frac{3}{4} \sin^2 2\eta \exp[-(5h_x + h_z)] + \frac{3}{4} \sin^4 \eta \exp[-(2h_x + 4h_z)] \quad (15)$$

$$h_i = \frac{IkT}{\xi_i^2} \left[ \left( \frac{\xi_i t}{I} \right) + \exp\left(-\frac{\xi_i t}{I} - 1\right) \right] \quad (16)$$

This type of theory is applicable for spherical cavity-type molecules. Additionally, it is necessary to take the rotational coordinate system vector  $z$  relative to the axis. If  $\eta=0$  or small values of  $\xi$  the correlation functions (14) and (15) can be expressed in the following form based on Gaussian distribution:

$$K_{(1)}^{(0)} = \exp(-\tau^{*2}) \quad (17)$$

$$K_{(2)}^{(m)} = \exp(-3\tau^{*2}) \quad (18)$$

Here,  $\tau^* = t \left( \frac{kT}{I} \right)^{\frac{1}{2}}$  Equations (17) and (18) hold significant importance in Still's theory. To apply such equations, it is necessary to consider additional conditions. In this case, equation (1) cannot be used for calculating the probability of the distribution function. Based on the law of free rotation, it can be shown that the correlation function has the following solution.

$$K_{(1)}^{(0)}(t) = \frac{2}{3} (1 - \tau^{*2}) \exp\left(-\frac{\tau^{*2}}{2}\right) + \frac{1}{3} \quad (19)$$

$$K_{(2)}^{(m)}(t) = \left(\frac{2}{5}\right)(1 - 4\tau^{*2}) \exp(-2\tau^{*2}) + \left(\frac{2}{5}\right)(1 - \tau^{*2}) \exp\left(-\frac{\tau^{*2}}{2}\right) + \frac{1}{5} \quad (20)$$

**Conclusion.** Rotational Brownian motion leads to additional fluctuations in molecular systems. These fluctuations can significantly impact the rotational and translational properties of molecules, thereby influencing their dynamics. This is crucial for accurately modeling molecular systems and predicting their behavior.

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## JOHANN WOLFGANG VON GOETHE: A LIFE OF CREATIVITY, WISDOM, AND INSPIRATION.

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**Abstract:** Johann Wolfgang von Goethe (1749-1832) was a German writer, poet, scientist, and statesman whose vast body of work left an indelible mark on literature and philosophy. Known for his literary masterpieces such as *\*Faust\**, *\*The Sorrows of Young Werther\**, and his scientific inquiries into natural phenomena, Goethe was a polymath whose life was a testament to intellectual and creative exploration. This article delves into Goethe's life, his philosophical outlook, and the inspiring words that continue to resonate with generations.

**Keywords:** Goethe, German literature, *\*Faust\**, *\*The Sorrows of Young Werther\**, philosophy, inspirational quotes.

**Introduction:** Johann Wolfgang von Goethe is often regarded as one of the most important figures in world literature. His works, spanning poetry, drama, philosophy, and science, reflect a deep engagement with the intellectual currents of his time, including Romanticism and the Enlightenment. Goethe's literary career lasted more than sixty years, during which he not only produced some of the greatest works of German literature but also shared insights that continue to inspire thinkers, artists, and scholars worldwide.

**Early Life and Education.** Goethe was born on August 28, 1749, in Frankfurt am Main, Germany. Raised in a well-to-do family, he was given a broad education that included classical languages, literature, and the arts. His father, Johann Caspar Goethe, was a lawyer, and his mother, Catharina Elisabeth Goethe, encouraged his early love for storytelling and drama. From a young age, Goethe demonstrated an extraordinary intellect and a passion for knowledge. At the age of 16, Goethe moved to Leipzig to study law, following in his father's footsteps. However, his interests quickly shifted to literature, the arts, and alchemy. Goethe's early experiences in Leipzig were formative, influencing his early works, including his first collection of poems. His time there also introduced him to contemporary literary movements,

notably the burgeoning Sturm und Drang (Storm and Stress) movement, which emphasized emotion, individualism, and the rejection of rationalism.

Literary Fame and *\*The Sorrows of Young Werther\** (1774) Goethe's rise to fame began with the publication of *\*The Sorrows of Young Werther\** (*\*Die Leiden des jungen Werthers\**) in 1774. The semi-autobiographical novel tells the story of a young man who falls into unrequited love and ultimately takes his own life. Written in the form of letters, the novel vividly captures the intense emotional turmoil of the protagonist. It resonated deeply with the youth of Goethe's time, sparking what is now referred to as "Werther fever." The novel's portrayal of raw emotion and individual suffering was groundbreaking. It reflected Goethe's own romantic ideals and his critique of societal norms. *\*Werther\** not only made Goethe a literary sensation across Europe but also had a profound influence on the Romantic movement. It introduced themes of intense personal feeling, nature, and the inner life of the individual, which would become central to Romantic literature.

#### *\*Faust\**: A Masterpiece of Human Struggle and Redemption

Perhaps Goethe's most famous work is *\*Faust\**, a two-part dramatic poem that explores the human condition, knowledge, and morality. Written over the course of his lifetime, *\*Faust\** remains one of the most significant works of Western literature. The story is based on the legend of a scholar, Faust, who makes a pact with the devil, Mephistopheles, in exchange for limitless knowledge and worldly pleasures. *\*Faust\** delves into themes such as the quest for meaning, the dangers of ambition, and the struggle between good and evil. It is a meditation on the complexity of the human soul, with Goethe employing allegory, philosophical discourse, and poetic drama to explore existential questions. The work culminates in Faust's redemption, a conclusion that reflects Goethe's belief in the potential for spiritual growth and salvation.

The character of Faust embodies Goethe's own intellectual journey—a relentless search for truth, knowledge, and fulfillment. His final realization that human striving, despite its flaws, leads to redemption is one of the most profound statements in world literature.

#### **Scientific Work**

Goethe's contributions were not limited to literature. He was also deeply involved in scientific research, particularly in botany, color theory, and anatomy. His scientific endeavors are perhaps most famously encapsulated in his work *\*Theory of Colours\** (*\*Zur Farbenlehre\**), published in 1810. Goethe rejected Isaac Newton's



understanding of light and color, proposing instead that color was a product of the interplay between light and darkness. Though his scientific theories were later proven incorrect, Goethe's holistic approach to science—viewing natural phenomena as interconnected—was ahead of its time. His work in morphology and the study of plant life also laid the groundwork for later developments in biology. Goethe's belief in the unity of nature and his interdisciplinary approach continue to influence modern scientific thought.

Goethe's Inspirational Words. Goethe was not only a prolific writer but also a philosopher of life. His reflections on existence, creativity, and personal growth have inspired generations. Here are a few of his most notable and inspiring quotes:

1. "Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it."

- This quote reflects Goethe's belief in the power of action. He often emphasized that starting something new, however daunting, is the key to unleashing human potential.

2. "Knowing is not enough; we must apply. Willing is not enough; we must do."

- Goethe's emphasis on action over mere knowledge underscores his pragmatic approach to life. For him, wisdom was inseparable from action.

3. "He who cannot draw on three thousand years is living from hand to mouth."

- This reflection speaks to the importance of history and cultural heritage. Goethe believed that understanding the past was essential to living a full and meaningful life.

4. "A man sees in the world what he carries in his heart."

- This quote reveals Goethe's understanding of human perception and how our inner world shapes our experiences of reality.

5. "Magic is believing in yourself. If you can do that, you can make anything happen."

- Goethe's confidence in the power of self-belief is evident here. He recognized that faith in oneself is a driving force behind creativity and success.

Goethe spent his later years in Weimar, where he held various governmental positions and continued his literary and scientific work. He was a central figure in the Weimar Classicism movement, which sought to harmonize the ideals of the Enlightenment with Romanticism. Goethe remained productive well into his 80s, continuing to write poetry, scientific treatises, and philosophical reflections. Goethe passed away on March 22, 1832, leaving behind a legacy that would influence literature, philosophy, and science for centuries. His works have been translated into countless languages, and his ideas continue to resonate with readers around the world.

## **CONCLUSION**

Johann Wolfgang von Goethe's life was a journey of intellectual exploration, artistic achievement, and spiritual growth. His writings, from *\*The Sorrows of Young Werther\** to *\*Faust\**, continue to captivate readers with their depth and insight into the human condition. Goethe's inspiring words remind us of the power of creativity, action, and perseverance, encouraging us to strive for self-improvement and to embrace the complexities of life. His legacy, both in literature and beyond, remains a beacon of human aspiration.

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## “СБОРОЧНЫЙ ЧЕРТЕЖ”. ВЫПОЛНИТЬ СБОРОЧНЫЙ ЧЕРТЕЖ СОЕДИНЕНИЯ ДЕТАЛЕЙ БОЛТОМ И ЗАПОЛНИТЬ СПЕЦИФИКАЦИЮ.

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**Аннотация.** Выбирают главное изображение, дающее наиболее полное представление об изделии. Обычно оно является фронтальным разрезом или соединением половины вида спереди с половиной фронтального разреза, если изделие имеет продольную плоскость симметрии. В данном сборочном чертеже на главном виде у болта и гайки показываються три грани.

**Ключевые слова:** Изображения, фронтальный, разрез, плоскость, сборочном чертеж, болт, гайка.

*Изучить:* - требования к выполнению сборочного чертежа; - порядок заполнения спецификации по ГОСТ 2.106-96 Выполнить сборочный чертеж соединения 2-х деталей (корпуса и крышки) болтом.

Заполнить спецификацию. Данные для выполнения работы берутся из таблицы 1 по своему варианту.

Порядок выполнения работы. Работа выполняется на листе формата А3, который разбивается на два формата А4 (рис.1).

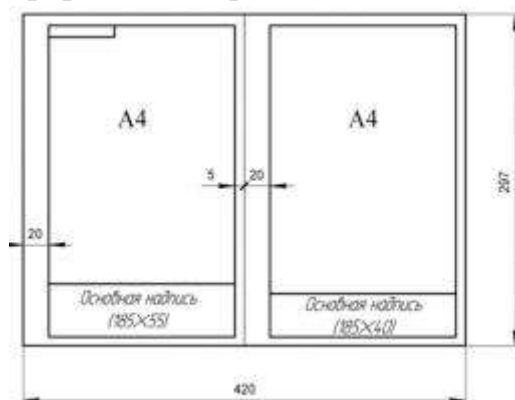


Рис.1. Формат для выполнения работы

*1 этап.* Составление спецификации.

*2 этап.* Выполнение сборочного чертежа в тонких линиях. Выбирают главное изображение, дающее наиболее полное представление об изделии.

Обычно оно является фронтальным разрезом или соединением половины вида спереди с половиной фронтального разреза, если изделие имеет продольную плоскость симметрии. В данном сборочном чертеже на главном виде у болта и гайки показываются три грани. Намечают другие изображения (их число должно быть минимальным, но не в ущерб ясности чертежа), позволяющие выяснить, какие составные части входят в изделие, и как они соединены друг с другом. Рекомендуется предварительно выполнить компоновку чертежа.

*3этап.* Нанесение габаритных, присоединительных размеров; нанесение номеров позиций. Заполнение соответствующих граф основной надписи.

*4этап.* Внимательный просмотр чертежа и обводка чертежа. Соединение болтом включает в себя болт, гайку, шайбу и детали, подлежащие сборке, в которых выполнены сквозные отверстия под болт. Болт, гайку и шайбу на сборочных чертежах вычерчивают по относительным приближенным размерам, в зависимости от наружного (номинального) диаметра резьбы  $d$  (рис.2).

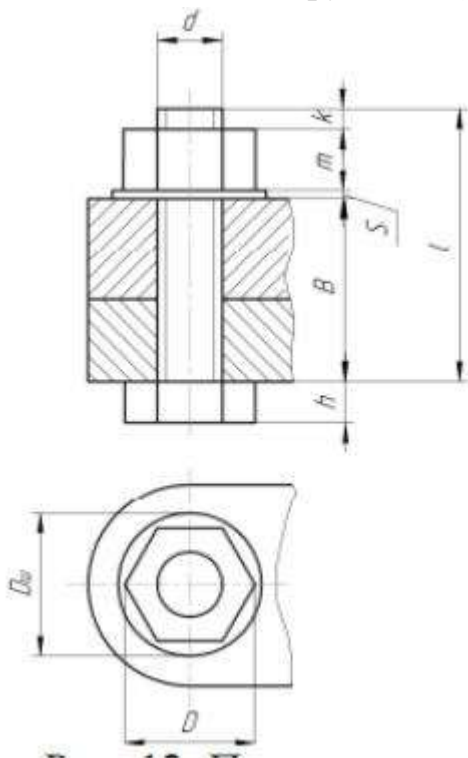


Рис.2. Параметры соединения деталей болтом

Задаются:

$d$  – наружный диаметр резьбы

$B$  – толщина соединяемых деталей

Определяются расчетом:  $D=2d$ ,

$D$  – диаметр описанной окружности

$D_{ш}=2.2d$ ,

$D_{ш}$  – диаметр шайбы  $h=0,7d$ ,

$h$  – высота головки болта  $S=0,15d$ ,

$S$  – толщина шайбы  $m=0,8d$ ,

$m$  – высота гайки  $K=0,3d$ ,

$K$  – свободный конец болта

Расчетная длина болта складывается из:

- 1) толщины 2-х соединяемых деталей –  $B$ ;
- 2) толщины шайбы –  $S$ ; 3) высоты гайки –  $m$ ,
- 4) свободного конца болта-  $k$ ,  $l B S m k$  расч = + + +

Сравниваем полученное значение  $l_{расч.}$  со стандартным значением по ГОСТ. Берем ближайшее значение  $l$ .

По заданному размеру  $d$  (номинальному диаметру резьбы болта) подбираем гайку (ГОСТ 5915-70) и шайбу (ГОСТ 11371-78) и вычерчиваем сборочный чертеж соединения деталей болтом. На рис.2 приведено упрощенное изображение соединения деталей болтом, которое вычерчивается на сборочных чертежах. На чертеже не показаны фаски, зазоры между стержнем болта и отверстием, резьба нанесена по всей длине стержня, на виде сверху не показан внутренний диаметр резьбы (см. ГОСТ 2.315-68). На рисунке 3 показан пример выполнения данной работы – оформление сборочного чертежа и заполнение спецификации

Таблица 1. Данные к задаче 1

№	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<u><math>D</math></u>	6	8	10	12	14	16	18	20	22	24	27	30	18	22	27	12	16	24
$B$	40	44	42	38	40	35	50	54	62	58	35	28	36	42	24	45	56	48



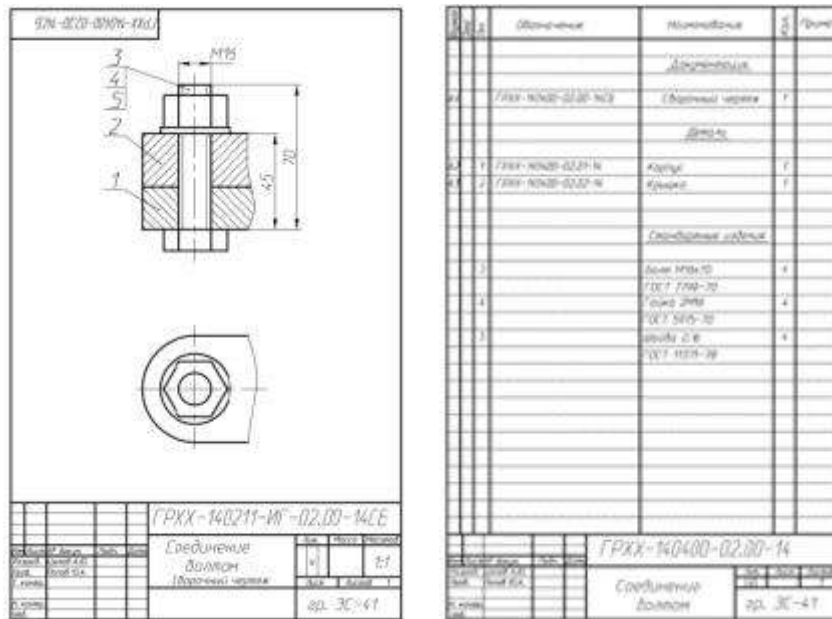


Рис.3. Пример выполнения задачи

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## MEDIA LITERACY AND THE EVOLUTION OF INFORMATION CULTURE AND ITS IMPORTANCE IN SOCIETY.

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### ANNOTATION

Forming the culture of using the media space, the Internet and social networks among young people is the foundation of today's modern information space and is an integral part of human social and cultural life. Because the concept of information is specific to space and time, it appears in various forms as a periodic phenomenon. Nowadays, due to the increased flow of information in society, the process of "getting tired of" information, consuming it without analyzing it, has arisen. The urgency of understanding, evaluating and forming critical thinking of information received in the global information space is explained.

**Key words:** media, literacy, information, culture, evolution, society, technology.

Media literacy is a set of skills that enable people to analyze, evaluate, and create different media forms and messages. A person with high media literacy will be able to easily notice which source is reliable and which source is spreading false news. Media literacy is a set of skills that enable people to analyze, evaluate, and create different media forms and messages. A person with high media literacy will be able to easily notice which source is reliable and which source is spreading false news. In other words, media literacy is the ability to apply critical thinking skills to the messages and symbols conveyed through the media. The media is a powerful force in the lives of young people. Music, television, video games, magazines, and other media have a powerful influence on how we see the world, often beginning in childhood. In order for consumers to critically analyze media, they must develop media literacy skills and habits from childhood will need to be developed. These skills include accessing media at a basic level, analyzing it critically based on specific concepts, evaluating it based on that analysis, and finally producing the media itself. This process of learning media literacy skills is called media education. The promotion of media education in the 21st century was recognized by UNESCO as a priority direction of cultural and educational development, and it was emphasized that

media literacy can be increased in this way. UNESCO supports media and media literacy to improve people's critical thinking and decision-making. The organization seeks to build the capacity of politicians, educators, media professionals, youth organizations and vulnerable populations in this field, and assists member states in formulating national media and information literacy policies and strategies.

Understanding of information. The word "information" is pending or pending indicates information about past events. In everyday life, every specialist works with different information. The concept of information is interpreted differently in several disciplines. For example: in philosophy, information is used as a category that affects the human mind, reflects and drives objective reality. In the science of cybernetics and informatics, information is used as a criterion for increasing knowledge about an event or reducing uncertainty. In the activity of using computers, information is used as an object that performs management functions. The concept of information is inextricably linked with the concept of information, but not all information is information. In order for all information to become information, it should represent all the features of the event.

Currently, all information can be relatively divided into the following types: technical information; agrobiological information; political information; legal information; economic information and others. All information has the following characteristics: Continuous generation. Representation of letters in numbers. Discrete character. Together with the appearance of living beings on the earth, it is very important to know and receive information about their development, environment, events, determine living conditions based on this information, and understand the progress of development. In addition, over time, during the study of nature by people, information about the machines, devices, measuring devices, and technological processes being created and used was added to this information. Twenty or thirty years ago, it was very easy to define what information is. Information is considered to be information transmitted between people, and in the future, it has become of great importance for planning and managing production, as well as for determining living conditions and the level of economic development. Information is considered to be information transmitted between people, and later it became of great importance for planning and managing production, as well as for determining living conditions and the level of economic development.

For example, while the car is moving, the sound of the engine is different. For passengers in the car, this is not important, but for a qualified driver, this information

is considered, and based on this, he determines the condition of the engine based on the sound coming from the engine.

So, in order to briefly answer the question of information, it is necessary to refer to the connection between two objects, the source and the consumer.

The information technology industry complex consists of computers, communication systems, data warehouses, knowledge warehouses and related fields of activity. Examples of rationalizing information technologies are ticket booking and hotel accounting systems. Creative (creative) information technologies consist of systems that produce information, use it and include a person as a component.

Modern development and achievements of information culture inform all spheres of science and human activity without showing the necessity. Informatization of the society is understood as the use of information as a wealth of the society, which ensures the development of the economy, the scientific and technical development of the country, and the acceleration of the processes of democratization and intellectualization of the society.

In fact, informatization of society is considered an objective process related to increasing the role of intellectual activity in all aspects of human life. Informing the society serves to improve the standard of living of the people of our republic, to meet social needs, to increase the economy and to accelerate the development of science and technology. Information culture is a unique phenomenon in the life of a person and society. According to him, information is a means of gathering knowledge about the world around us, providing the opportunity to adapt to the conditions of existence of a person and society, and they based on this, people and society choose the right course of action in order to satisfy their needs and realize their interests. Information communication forms the basis of training, education and formation of a person. Information conveys the content of social and technical norms to a person, it about the possible negative consequences of not following these norms is the only means of warning. Today's people are everyday cannot imagine his life without information or news. Modern media The audience receives a huge amount of information in space every day. In fact, current topics and events happening in the world, we follow the events first through the mass media. In this regard, promptness to the audience, principles such as objectivity and accuracy are of primary importance.

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## ЛАБОРАТОРНЫЕ ПОКАЗАТЕЛИ У БОЛЬНЫХ ХРОНИЧЕСКОЙ ИШЕМИЕЙ МОЗГА В ЗАВИСИМОСТИ ОТ НАЛИЧИЯ СОПУТСТВУЮЩЕЙ ХРОНИЧЕСКОЙ ОБСТРУКТИВНОЙ БОЛЕЗНЬЮ ЛЕГКИХ

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**Актуальность.** Хроническая обструктивная болезнь легких (ХОБЛ) одна из ведущих причин заболеваемости и смертности во всем мире. По данным ряда исследований распространенность ХОБЛ среди взрослого населения составляет 5–9% (1). ХОБЛ является частой причиной обращений к врачу, госпитализаций в стационар и отделения интенсивной терапии. Это единственная болезнь, смертность от которой продолжает увеличиваться. Летальность от ХОБЛ занимает 4-е место среди всех причин смерти в общей популяции, что составляет около 4% в структуре общей летальности [3].

Не существует четких представлений о характере неврологических осложнений у больных с ХОБЛ, не достаточно изучена особенность кровотока и нейровизуализационные изменения головного мозга в зависимости от стадии заболевания. Не достаточно изучены клинико-диагностические особенности клинической картины у больных хронической ишемией мозга в зависимости от наличия сопутствующей хронической обструктивной болезнью легких, лабораторные показатели и показатели кислотно-щелочного состояния, а также функция внешнего дыхания.

**Цель исследования.** Изучить лабораторные показатели у больных хронической ишемией мозга в зависимости от наличия сопутствующей хронической обструктивной болезнью легких.

**Материал и методы.** В течение 3-х лет отбирались пациенты: 1) больные с ХИМ II стадией с сопутствующим заболеванием ХОБЛ (основная группа - ОГ); 2) больные с ХИМ II стадией без заболевания ХОБЛ (группа сравнения - ГС). В группу контроля (КГ) вошло 20 пациентов, 10 мужчин и 10 женщин средний возраст  $63,1 \pm 6,4$  лет (табл. 1).

Таблица. 1.

Распределение больных по группам, полу и возрасту

Группы	пол		Возраст, ВОЗ, 2022		всего
			60 - 74 года	75 - 90 лет	
ОГ, n=57	м	абс	13	21	34
		%	38,2%	61,8%	59,6%
	ж	абс	9	14	23
		%	39,1%	60,9%	40,4%
	всего	абс	22	35	57
%		38,6%	61,4%	47,5%	
ГС, n=63	м	абс	9	18	27
		%	33,3%	66,7%	42,9%
	ж	абс	12	24	36
		%	33,3%	66,7%	57,1%
	всего	абс	21	42	63
%		33,3%	66,7%	52,5%	
Всего, n=120	м	абс	22	39	61
		%	36,1%	63,9%	50,8%
	ж	абс	21	38	59
		%	35,6%	64,4%	49,2%
	итого	абс	43	77	120
%		35,8%	64,2%	100,0%	

Примечание : ОГ - основная группа; ГС-группа сравнения; м- мужчины; ж- женщины; абс-абсолютные значения; ВОЗ – всемирная организация здравоохранения.

ОГ составили 57 (47,5%) и ГС составили 63 пациентов (52,5%). Как видно из таблицы 1, в ОГ имело преобладание лиц мужского пола – 34 (59,6%) против лиц женского пола - 23 (40,4%) ( $p \leq 0,05$ ). В ГС было преобладание женщин - 36 (57,1%), доля мужчин составила 42,9% ( $p < 0,05$ ). В группах преобладали лица старческого возраста по ВОЗ, 2022.

Диагноз и стадии ХИМ выставляли по общеприняты для Республики критериям после проведения тщательного клиничко-неврологического, нейропсихологического и инструментального (дуплексное сканирование, МРТ головного мозга) исследований (2).

Диагноз ХОБЛ был выставлен на основании жалоб (одышка, кашель с мокротой), клинической картины заболевания, анамнестических данных

(наличие факторов риска), результатов физикального и лабораторных методов обследования, инструментальных данных (измерения ограничения скорости воздушного потока (спирометрия) - отношение ОФВ1/ФЖЕЛ < 70%; постбронходилатационное значение ОФВ1 менее 80% от должного) в соответствии с «Глобальной стратегией диагностики, лечения и профилактики хронической обструктивной болезни легких» (Национальный институт сердца, легких и крови; пересмотр 2008 г.) и «Руководством по респираторной медицине» (4).

Всем больным было проведено стандартное клиничко-неврологическое обследование (анализ жалоб пациентов, анамнеза жизни и анамнеза болезни, проведение объективного осмотра, в том числе изучение неврологического статуса) и соматическое обследование, лабораторные методы исследования.

Статистическую обработку результатов исследования проводили методами вариационной статистики с помощью программ Microsoft Office Excel-2019.

**Результаты исследования.** В ОГ отмечалась тенденция к увеличению уровня гемоглобина -  $147,5 \pm 19,7$  г/л по сравнению с ГС -  $126,2 \pm 14,1$  г/л.

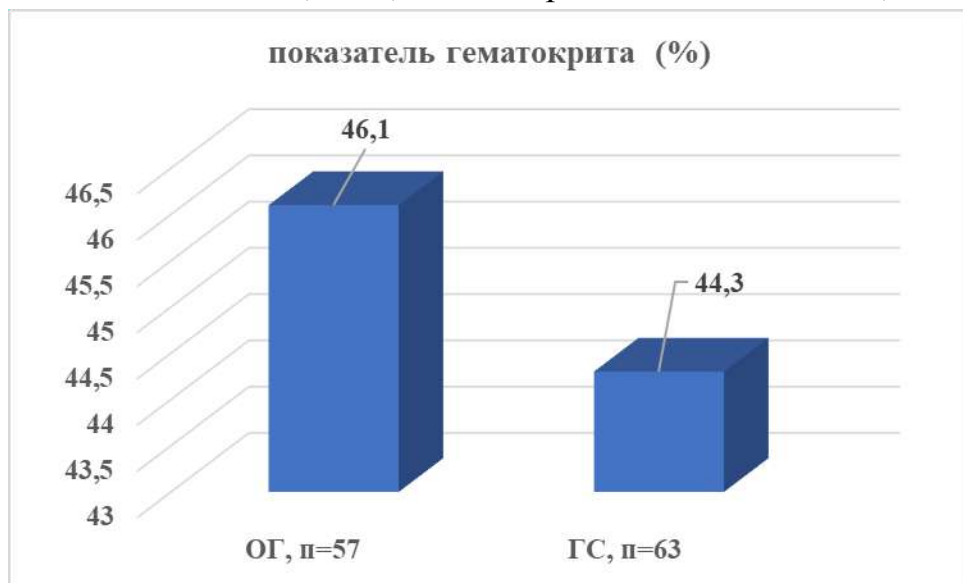


Рисунок 1. Показатели гематокрита (%).

*Примечания: достоверность различий \*  $p < 0,05$  между группами.*

Выявлено достоверное различие между группами ( $p > 0,05$ ). Показатель гематокрита был достоверно ( $p < 0,05$ ) большим в ОГ -  $46,1 \pm 6,6\%$ , по сравнению с ГС -  $44,3 \pm 3,1\%$  ( $p > 0,05$ ) (рис.1). Значения уровня эритроцитов достоверно не отличались и составили в ОГ -  $4,9 \pm 0,410^{12}/л$ ; в ГС -  $4,3 \pm 1,610^{12}/л$ . Количество тромбоцитов достоверно не отличалось: в ОГ -  $229,9 \pm 67,9 \times 10^9/л$ , в ГС -  $189,4 \pm 123,8 \times 10^9/л$ . Уровень лейкоцитов отличался в различных группах:

в ОГ -  $8,6 \pm 2,8 \times 10^9$ /л, в ГС -  $4,7 + 1,8 \times 10^9$ /л ( $p > 0,05$ ). При оценке биохимических анализов крови достоверно отличались такие показатели как Холестерин ммоль/л, Билирубин ммоль/л, АлАТ МЕ/л, АсАТ МЕ/л, Протромбин мкмоль/л, Глюкоза ммоль/л.

Таблица 2

Биохимические показатели крови

Показатели	ОГ, n=57	ГС, n=63	p<
Холестерин ммоль/л	$6,6 \pm 1,4$	$5,2 \pm 1,3$	0,05
Билирубин ммоль/л	$14,0 \pm 2,6$	$10,3 + 6,7$	0,05
АлАТ МЕ/л	$32,1 \pm 24,9$	$23,9 + 19,1$	0,005
АсАТ МЕ/л	$31,6 \pm 29,1$	$19,5 \pm 9,0$	0,005
Протромбин мкмоль/л	$79,7 \pm 42,1$	$73,2 \pm 10,2$	0,05
Глюкоза ммоль/л.	$7,4 \pm 1,9$	$5,6 \pm 0,5$	0,05
Креатинин ммоль/л	$0,08 \pm 0,01$	$0,07 \pm 0,003$	

В ОГ значения этих показателей были  $6,6 \pm 1,4$ ,  $14,0 \pm 2,6$ ,  $32,1 \pm 24,9$ ,  $31,6 \pm 29,1$ ,  $79,7 \pm 42,1$ ,  $7,4 \pm 1,9$  против  $5,2 \pm 1,3$ ,  $10,3 + 6,7$ ,  $23,9 + 19,1$ ,  $19,5 \pm 9,0$ ,  $73,2 \pm 10,2$ ,  $5,6 \pm 0,5$  в ГС соответственно. По значениям Креатинина ммоль/л в группах достоверных различий не было (т.2).

Таблица 3.

Показатели КЩС	ОГ, n=57	ГС, n=63	p<
PO <sub>2</sub> мм рт. ст.	$57,4 \pm 7,5$	$69,9 \pm 8,3$	0,01
PCO <sub>2</sub> мм рт. ст.	$48,1 \pm 10,6$	$42,8 \pm 6,9$	0,05
AB ммоль/л.	$5,3 \pm 3,4$	$6,1 \pm 9,5$	0,05
HC0 <sub>3</sub> ммоль/л.	$31,4 \pm 4,1$	$28,5 \pm 3,7$	0,05

Показатели КЩС крови.

*Примечание: бикарбонат (HCO<sup>3</sup>), парциального давления кислорода (Po<sup>2</sup>), AB (ммоль/л) — истинные бикарбонаты крови (aktual bikarbonate);*

Пациенты ОГ имели достоверно более низкий уровень парциального давления кислорода и сатурации кислорода в утренние часы (достоверно более низким уровнем PO<sup>2</sup> ( $p = 0,01$ ), а также более высоким уровнем PCO<sup>2</sup> в утренние часы

в ГС уровень  $pO_2$  составил  $69,9 \pm 8,3$  мм.рт.ст. Таким образом, больные ХИМ с сопутствующей ХОБЛ имели достоверно более низким уровнем  $PO_2$  ( $p = 0,01$ ), а также более высоким уровнем  $PCO_2$  в утренние часы.

**Вывод.** Пациенты ОГ имели достоверно более низкий уровень парциального давления кислорода и сатурации кислорода в утренние часы (достоверно более низким уровнем  $PO_2$  ( $p = 0,01$ ), а также более высоким уровнем  $PCO_2$  в утренние часы )

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## PHRASEOLOGY AS A SUBSYSTEM OF THE LANGUAGE

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**Annotation.** Phraseology means the branch of linguistics managing stable word mixes described by a specific transaction of significance. Notwithstanding contrasts of assessment, most creators concur upon certain focuses concerning the unmistakable elements of phraseological units, for example, Uprightness (or transaction) of importance implies that none of the saying parts is independently connected with any referents of genuine reality, and the significance of the entire unit can't be reasoned from the implications of its parts; Solidness (lexical and syntactic) implies that no lexical replacement is conceivable in an expression in correlation with free or variable word-mixes (with an exemption of certain situations when such replacements are made by the creator purposefully).

**Keywords:** phraseology, phraseological units, lexical stability, semantic structure, syntactic variations, idiomatic expressions, phraseological security, lexicalization.

**Introduction.** The investigations directed during the 1990s showed that the significance of a saying isn't by and largely indistinguishable from its strict rework given in the word reference section. For that reason, we might talk about the lexical adaptability of numerous units assuming they are utilized imaginatively. Lexical dependability is generally joined by syntactic strength which restricts any linguistic changes;<sup>1</sup>

Distinguishableness implies that the design of a saying isn't something inseparable, certain changes are conceivable inside specific limits. Here we meet with the supposed lexical and syntactic variations. For models: "as eager as a wolf (as a tracker)", "as protected as a house (houses)" in English, «как (будто, словно, точно) в воду опущенный», «оседлать своего (любимого) конька», «раскидывать умом (мозгами) Раскинуть (пораскинуть) умом (мозгами)» in Russian. Expressivity and emotiveness imply that sayings are additionally portrayed by complex shading. All in

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<sup>1</sup> Bushuy, Tatyana. Umumiy tilshunoslik. — O'quv qo'llanma. — Samarqand: SamDChTI, 2002. — 50 b.

all, they inspire feelings or add expressiveness. Overall phraseological units, regardless of whether they present a specific example, don't create new expressions. They are novel. Interlanguage examination, the point of which is the openness of phraseological congruities, frames the premise of various hypothetical and applied patterns of present-day phonetic exploration, including the hypothesis and practice of paleography. Yet, the subject of deciding the elements of interlanguage phraseological congruities as the principle idea and the standard of picking phraseological reciprocals and analogs as the perspective ideas is currently at issue. The examination of exceptional writing during the last many years shows that most language specialists think about the occurrence of semantic design, linguistic (or grammatical) association and componential (lexeme) structure the principle measures in characterizing the sorts of interlanguage phraseological similarities/variations with the undoubted supremacy of semantic construction. Contrasting the three methodologies examined above (semantic, useful, and context-oriented) we have more than adequate ground to presume that share especially for all intents and purposes as the principle models of phraseological units seem, by all accounts, to be something very similar, for example, steadiness and phraseology or absence of inspiration. It ought to be noted anyway that these measures as expounded in the three methodologies are adequate primarily to single out outrageous cases: profoundly colloquial non-variable and free (or variable) word-gatherings.

In this way formality, female horse's home, and so forth. According to the semantic methodology have a place with style and are portrayed as combinations as they are non-roused. According to the practical methodology they are likewise viewed as phraseological units in light of their linguistic (syntactic) indistinguishability and because they work, in discourse as word counterparts. According to the relevant methodology administrative noise, horse's home, and so forth make up a gathering of phraseological units alluded to as sayings because of the inconceivability of any adjustment of the 'fixed setting' and their semantic indistinguishability. The situation with the greater part of word-gatherings anyway can't be chosen with assurance with the assistance of these models because, generally speaking, we need to bargain not with complete phraseology and solidness but with a specific level of these distinctive elements of phraseological units. No genuine rules of the level of phraseology and steadiness have at this point been recommended. Along these lines, e.g., to win a triumph according to the semantic methodology is a phraseological blend since it is inspired and permits specific changeability to win, to acquire, a triumph. According to the practical methodology, it's anything but a phraseological unit as the level of

semantic and linguistic indistinguishability is lacking for the word-gathering to work as a word-same.<sup>2</sup>

Little hours as indicated by the logical methodology it is of strict significance. If anyway we characterize it continuing from the practical methodology is a word-bunches which are to some extent roused is chosen distinctively relying upon which of the rules of phraseological units is applied. There is as yet one more way to deal with the issue of diction in which an endeavor is made to defeat the inadequacy of the phraseological hypotheses talked about above. The fundamental highlights of this new methodology which is currently pretty much generally acknowledged by Soviet language specialists are according to the following: Expressiveness is viewed as an independent part of etymology and, not as a piece of lexicology. Expressiveness manages a phraseological subsystem of language and not with secluded phraseological units. 3. Diction is worried about a wide range of set articulations. 4. Set articulations are partitioned into three classes: phraseological units (for example administrative noise, female horse's home, and so on), phraseomatic units (for example win a triumph, send off a mission, and so forth), and marginal cases having a place with the blended class. The primary differentiation between the first and the subsequent classes is semantic: phraseological units have completely or somewhat moved implications while parts of, phraseomatic units are utilized in their exacting implications.

Phraseological and phraseomatic units are not viewed as word counterparts yet some of them are treated as word connects. Phraseological and phraseomatic units are set articulations and their phraseological security recognizes them from free expressions and compound words. Phraseological and phraseomatic units are comprised of expressions of various levels of wordness relying upon the sort of set articulations they are utilized in. (cf. for example little hours and formality). Their underlying separateness, a significant variable of their solidness, recognizes them from compound words (E.g. contrasting blackbird and underground market). Strength of purpose implies that set articulations are imitated instant and not made in discourse. They are not components of individual styles of discourse but rather language units. Lexical soundness implies that the parts of set articulations are either indispensable (for example formality, horse's home) or party replaceable inside the limits of phraseological or phraseomatic fluctuation: lexical (for example a skeleton in the

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<sup>2</sup> Chafe W. L. Meaning and the structure of language.— Chicago:University of Chicago Press, 2007.— 524 p.

cabinet - a carefully guarded secret); syntactic (for example to be in profound water - to be in profound waters); positional (for example head over ears - over head and ears), quantitative (for example to lead someone a dance-to lead someone a beautiful dance), blended variations (for example raise (work up) a hornets' home around one's ears-excite (work up) the home of hornets).

Semantic security depends on the lexical solidness of set articulations. In any event, when incidental changes are acquainted it is protected by mean of set articulation. It might just be indicated, made more exact, debilitated, or reinforced. As such regardless of all periodic phraseological and phraseomatic units, as recognized from free expressions, remain semantically invariant or are annihilated. For instance, the replacement of the verbal part in the free expression to bring up an issue by the action word to settle (to settle an inquiry) changes the importance of the expression, no such change happens in to raise (work up) a hornets' home around one's ears. A basic piece of this approach is a technique for phraseological ID which assists with singling out set articulations in Modern English. The diachronic part of expressiveness has hardly been explored. Only a couple of focal points might be momentarily surveyed regarding the beginning of diction has barely been researched. Only a couple of focal points might be momentarily surveyed regarding the beginning of phraseological units and the manners in which they show up in language. It is accepted that practically everything expression can be followed back to free word-bunches which over the authentic advancement of the English language have procured semantic and syntactic course of grammaticalization or lexicalization. Instances of grammaticalization might be delineated by the change of free word-bunches made out of the action word have a thing (pronoun) and Participle II of another action word into the syntactic structure of the Present Perfect in Modern English. The level of semantic and linguistic indistinguishability in this logical word structure is high to such an extent that the part has appeared to have no lexical importance of its own. The term lexicalization infers that the word-bunch being talked about forms into a word-same, for example, a phraseological unit or a compound word. These two equal lines of lexicalization of free word-gatherings can be shown by the diachronic examination of, e.g., the compound word all things considered and the phraseological unit in demonstrating hatred for (of). The two of them can be followed back to fundamentally indistinguishable free expressions.

**Conclusion.** In conclusion, phraseology plays a crucial role in understanding the intricacies of stable word combinations, which are defined by their transaction of meaning, lexical and syntactic stability, and expressivity. Despite the diversity of

approaches in analyzing phraseological units, key elements such as the integrity of meaning and lexical immutability remain central. These units, often idiomatic in nature, cannot be understood by simply analyzing their individual components, as their meaning emerges from the whole expression. Furthermore, phraseological units exhibit varying degrees of stability and flexibility, with some allowing limited lexical or syntactic variations. The study of phraseological units across languages, especially in an interlanguage context, reveals patterns of similarities and differences, further highlighting their importance in both theoretical and applied linguistics. The ongoing exploration of the diachronic development of these expressions continues to contribute to a deeper understanding of language evolution and structure.

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## THE ROLE OF INTERNAL AUDIT IN RISK MANAGEMENT

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**Abstract:** Internal audit helps to identify potential risks related to operational activities, financial processes and compliance with legislation. This allows the organization to respond to threats in advance. Auditors conduct risk analysis, assessing their probability and possible consequences. This helps management make informed decisions about which risks require immediate attention.

**Keywords:** audit, control, risks, audit requirements and standards.

Internal audit provides recommendations for the development and implementation of effective internal control systems that help minimize risks and prevent fraud. Auditors regularly monitor existing risks and the effectiveness of controls, which allows for timely identification of deficiencies and adjustments.

Internal auditing helps achieve the organization's strategic goals by providing information on risks that may affect the implementation of the strategy. Internal auditors monitor compliance with regulatory requirements and standards, which reduces legal and financial risks for the organization.

Effective internal audit work increases the confidence of investors, customers and other stakeholders in the organization, as it indicates the existence of a risk management system.

Internal audit of a company is performed by internal auditors, who may be either full-time employees or external consultants. The main objective of internal audit is to evaluate the effectiveness of internal controls, risk management, and compliance with regulatory requirements.

The process includes several stages: planning, where the scope, objectives and timing of the audit are determined; collecting information about the company's processes and systems; analyzing and evaluating current processes to identify weaknesses; forming recommendations for improvement; preparing a report describing the problems and suggestions; and monitoring the implementation of recommendations.

Internal audit helps improve a company's efficiency, reduce risks and improve compliance with standards and regulatory requirements.

The procedure for conducting an internal audit includes several key stages. First, planning is carried out, during which the objectives of the audit, its scope and deadlines are determined.

At this stage, the audit team is also formed and an audit plan is developed that takes into account risks and priority areas. Then, information is collected, which includes studying documentation, interviewing employees and observing processes. After that, the analysis of the collected data begins, during which auditors evaluate the effectiveness of internal controls, identify deficiencies and risks.

Based on the analysis, recommendations are formed to improve processes and eliminate identified problems. A report is then prepared, which sets out the audit results, key findings and recommendations.

In conclusion, the implementation of recommendations is monitored, which allows us to assess their impact on the company's activities and continue working to improve internal processes. This systematic approach helps improve management efficiency and reduce risks in the organization.

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## IMPROVING THE METHODS OF EVALUATING THE EFFICIENCY OF CORPORATE MANAGEMENT

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**Abstract:** The main basis of the economic reforms implemented in Uzbekistan since the first years of independence is the expropriation of property from the state and its privatization. Its purpose is to create the basic conditions necessary for the creation of a market economy (formation of the institution of private property, establishment of the economic and legal base and institutional structures without which the private sector of the economy cannot function).

**Key words:** joint-stock companies, today's economy of the country, management, monitoring and executive bodies, economy, management.

**Introduction:** Joint-stock companies were originally established in Europe in the 17th century among owners who worked in the field of sea trade. The legal norms for the activity of joint-stock companies were first established in 1808 in the French Commercial Code. According to the legal basis of this activity, such a society can be established in our country by establishing or reorganizing (adding, dividing, separating, changing) a legal entity. The establishment of the society is carried out according to the decision of the founders. A joint-stock company can be established by establishing or reorganizing a legal entity (adding, dividing, separating, changing). The decision to establish a society is made by the founding meeting. If the society is founded by one founder, the decision to establish the society is taken by this founder individually. the procedure for carrying out joint activities, the amount of the authorized fund (authorized capital) of the company, the types of shares that must be placed among the founders, the amount of the fee paid for them and the procedure for its payment, the rights and obligations of the founders regarding the organization of the company is determined. The decision on the establishment of the society should reflect the voting results of the founders and the decisions taken by the founders on the issues of founding the society, approving its charter, and forming the management bodies of the society.

On establishing the company, approving its charter and approving the value expressed in money of the securities, other property rights or other rights that have a monetary value expressed by the founder to pay for the company's shares decisions are taken



unanimously by the founders. The establishment of a company with the participation of foreign investors is carried out in accordance with the laws of the Republic of Uzbekistan. When a state organization is transformed into a joint-stock company, the decision to establish a joint-stock company is made by the body authorized to dispose of state property. The number of founders and shareholders of the company is not limited.

Legal entities and individuals who signed the founding agreement on the establishment of the society are recognized as the founders (founder) of the society. State bodies may not be the founders (shareholders) of the society, unless otherwise provided by law in the decision of the President of the Republic of Uzbekistan or the Cabinet of Ministers of the Republic of Uzbekistan.

The founders of the society are responsible for the obligations related to the establishment of the society until the state registration of the society. The company is responsible for the founders' obligations related to the organization of the company only if the actions of the founders are subsequently approved at the general meeting of shareholders.

When a state organization is transformed into a joint-stock company, the body authorized to dispose of state property becomes the founder of the company. The distribution of shares among the founders of the society is carried out in accordance with the founding document.

Founding meeting: makes a decision on the establishment of the company and approves its charter; determines the number; elects the monitoring board, audit commission (inspector) of the society; forms (elects, appoints) the executive body of the society.

Voting at the founding meeting is held according to the shares entered by the founders. The founding meeting makes decisions by a simple majority vote, except for the cases when decisions on changing the founding agreement are adopted, for which the consent of all the founders is required. The decisions of the founding meeting are formalized with a protocol signed by all the founders of the society. The transformation of a state organization into a joint-stock company is carried out without holding a founding meeting on the basis of a decision taken by the body authorized to dispose of state property. A founding meeting is not held in a society consisting of one founder. The charter is the founding document of the company, which must contain the following information: the full (abbreviated, if any) company name, address (postal address) and email address of the company; field of activity (main directions) and purpose; The amount of the authorized fund (authorized



capital); the number, nominal value, types of the company's shares (ordinary, preferred); the structure of the company's management, the number of members of the company's supervisory board, the audit commission and the executive body, the procedure for forming these bodies, their powers. The company's charter restrictions may be set on the maximum amount of shares owned by one shareholder in the authorized fund (authorized capital) of the company. The charter of the company introducing the special right to participate in the management of the company ("golden share") by the state must specify the rules on the use of this special right by the state.

**Conclusion:** Violation of the procedure established by the law or non-compliance with the charter of the society leads to the rejection of state registration. It is not allowed to refuse the state registration of a society on the grounds that it is not appropriate to establish it. Refusal of state registration, as well as violation of registration deadlines, can be appealed to the court.

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## SHAYBONIYLARNING MARKAZIY OSIYOGA KIRIB KELISHINING MINTAQAGA TA'SIRI

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**Abstract:** My article talks about the analysis of the Uzbek tribes of Shaybani Khan who moved to Central Asia during the 16th century and their influence on cultural, political and social issues in the country.

**Key words:** Nation, people, diaspora, ethnogenesis, Oasis, territory, culture, social life, political changes, dynasty, ruling class, historical processes, management system, nomadic population, settled agriculture

The Shaybanids (also spelled Shibanids), a dynasty that ruled over parts of Central Asia during the 16th and early 17th centuries, had a significant cultural and political impact on the region. They were a branch of the Uzbek tribal confederation, descending from Shayban, a grandson of Genghis Khan. The Shaybanids are most noted for establishing the first Uzbek state in Central Asia after overthrowing the Timurid dynasty, and their rule marked a pivotal period of transition in the region's history.

Here are the key cultural impacts of the Shaybanids on Central Asia:

### 1. Introduction of Uzbek Identity and Language

- **Ethnic Identity:** The Shaybanids were crucial in consolidating Uzbek identity in Central Asia. Prior to their rule, the term "Uzbek" referred primarily to a nomadic confederation of Turkic-Mongol tribes. Under the Shaybanids, however, "Uzbek" began to be associated more with the settled populations in the cities and oases of Central Asia, especially in the region of Transoxiana (modern Uzbekistan).
- **Language:** The Shaybanids promoted the use of the Chagatai Turkic language, a literary language in the region, and began to integrate it with the dialects of the Uzbek tribes. This contributed to the linguistic shift toward what is now known as Uzbek, with Chagatai playing a foundational role in the development of Uzbek as a written language. Chagatai continued to be a prominent literary and administrative language under their rule.
- **Architecture:** The Shaybanids were great patrons of architecture, and their reign saw the construction of numerous architectural marvels that reflected a synthesis

of Timurid, Persian, and local styles. The cities of **Bukhara**, **Samarkand**, and **Khiva** flourished as cultural and religious centers during their reign. Some notable examples include the *Kalon Mosque* and *Miri Arab Madrasa* in Bukhara. These buildings are characterized by their monumental scale, intricate tilework, and geometric designs, continuing the rich tradition of Central Asian Islamic architecture.

- **Urban Development:** The Shaybanids invested in rebuilding and expanding urban centers that had suffered from years of warfare and instability. Bukhara, in particular, became their capital and underwent significant development, reemerging as a leading center of Islamic learning and culture.
- **Manuscript and Miniature Painting:** The Shaybanids also promoted miniature painting, which flourished as part of a broader Persianate cultural influence. Although Timurid influence in the arts was still strong, the Shaybanids' court artists began incorporating new styles and motifs, contributing to the region's artistic heritage.
- **Sufi Influence:** The Shaybanids, like their predecessors the Timurids, were strong supporters of Islamic scholarship, especially Sufism. They patronized many of the great Naqshbandi Sufi orders, which were particularly influential in Bukhara. This support helped establish Bukhara as a major center for Islamic scholarship and mysticism during their rule. The *Naqshbandi Order*, one of the most important Sufi orders in Central Asia, expanded its influence during this period, blending spiritual leadership with political authority.
- **Madrasas and Religious Education:** Under the Shaybanids, Bukhara earned the nickname "The Noble City" (*Bukhara-i Sharif*) and became a major center of Islamic learning. Numerous madrasas were built, and the Shaybanids provided patronage to theologians and scholars who were instrumental in reviving and systematizing Islamic law and theology. The city became a hub for intellectual and religious education, attracting scholars from across the Islamic world.
- **Persian Influence:** The Shaybanids, although of Turkic-Mongol descent, continued the Persianate cultural traditions that had been dominant under the Timurids. Persian remained the language of high culture, literature, and administration, alongside Chagatai Turkic. The Persianate court culture flourished, with poetry, literature, and historical writing continuing to play central roles in elite culture. Persian poets, scholars, and artists were active in the Shaybanid courts.

- **Historiography:** The Shaybanids encouraged the writing of histories that chronicled their rule and glorified their ancestors. Works like the *Shaybani-nama*, a history of the early Shaybanid leader Muhammad Shaybani Khan, reflect the Persianate tradition of recording dynastic achievements. The intertwining of Turkic tribal history with Persian literary forms created a rich cultural synthesis.

### 5. Role in Trade and Economic Growth

- **Silk Road Revival:** The Shaybanids helped revive trade routes, especially those linking Central Asia with Persia, India, and Russia. They encouraged the development of urban centers as hubs of trade and craftsmanship. Bukhara and Samarkand became key cities along the Silk Road once again, benefiting from increased commercial activity and facilitating cultural exchanges with other parts of the Islamic world and beyond.
  - **Commercial Patronage:** The Shaybanids also supported merchant communities, providing stability and fostering trade relations, particularly with Russia. This period marked the rise of the Bukharan Jewish community as an important merchant group, facilitating trade with regions as far away as China and Europe. Their diplomatic and commercial ties with the Safavids in Persia and the Mughals in India helped to position the Shaybanid domains as crucial trade intermediaries.
  - **Consolidation of Central Asian Territories:** The Shaybanids were instrumental in uniting various nomadic Uzbek tribes under a centralized authority. Their military campaigns not only ended the Timurid rule but also expanded their control over key cities like Samarkand, Bukhara, and Khwarazm. Their political consolidation laid the groundwork for the later development of the Uzbek khanates.
  - **Conflict with Safavids and Mughals:** The Shaybanids were deeply involved in the complex geopolitical struggles of the time, particularly with the Safavid dynasty of Persia and the Mughal Empire in India. These interactions, especially their military conflicts with the Safavids over the region of Khorasan, had cultural repercussions, influencing art, architecture, and politics in the broader region.
- The Shaybanids left a lasting cultural legacy in Central Asia. Their rule not only strengthened Uzbek identity and contributed to the development of the Uzbek language, but it also maintained the rich Persianate cultural and intellectual traditions inherited from the Timurids. Their architectural and artistic contributions helped make cities like Bukhara and Samarkand centers of Islamic learning and culture, while their political consolidation laid the foundation for future Central Asian states. Their

patronage of Islamic scholarship, Sufism, and the arts helped preserve and enrich the cultural fabric of the region during a pivotal period in its history.<sup>1</sup>

The Shaybanids (Shaybanites) played a significant political role in shaping Central Asia during their rule from the early 16th century to the early 17th century. Their influence marked the transition from the Timurid Empire to a new era dominated by Turkic-Mongol dynasties, which brought about both continuity and change in governance, state structure, and international relations.<sup>2</sup> Here's an overview of the Shaybanids' political influence on Central Asia:

- **End of Timurid Rule:** The Shaybanids, under the leadership of Muhammad Shaybani Khan, overthrew the Timurid dynasty in 1500, capturing Samarkand and Bukhara. This marked the collapse of Timurid authority in Transoxiana (modern-day Uzbekistan, Tajikistan, parts of Kazakhstan and Kyrgyzstan) and established the **Uzbek Khanate**, which became the most powerful political entity in Central Asia during that period.
- **Establishment of Uzbek Rule:** By consolidating power over key cities like Bukhara, Samarkand, and Khiva, the Shaybanids brought together various Uzbek tribes under a unified political structure. The establishment of a strong centralized state led to a more stable political environment in the region, which had been fragmented after the fall of the Timurid Empire.
- **Uzbek Tribal Confederation:** The Shaybanid dynasty helped to shape the future of the Uzbek people as a political and ethnic group. While their origins were in the nomadic steppe, they established control over both the sedentary and nomadic populations of the region. The Shaybanids managed to integrate tribal leadership with centralized governance, which allowed the Uzbek tribes to play a dominant role in Central Asia's political landscape.
- **Restoration of Order:** The Shaybanids brought relative political stability to Central Asia after years of warfare and division under the late Timurids. By establishing a more cohesive state system, they reduced internal conflict among the Uzbek tribes and brought stability to the urban centers.

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<sup>1</sup> Ziyodulla Muqimov. Shayboniylar davlati va huquqi. Tarixiy-huquqiy tadqiqot. Toshkent "Adolat" 2007 y. 156 bet.

<sup>2</sup> Toshkent G'afur G'ulom nomidagi adabiyot va san'at nashriyoti 1989 yil O'zbek adabiyoti bo'stoniturkumidan Muhammad Solih Shayboniynoma 334 bet.



- **Administrative Structure:** The Shaybanids maintained many of the administrative practices inherited from the Timurids and earlier Islamic dynasties. They retained Persian bureaucratic traditions and titles, and much of the civil administration was run by Persian-speaking elites, even though the ruling class was Turkic-Mongol. This helped ensure a smooth transition in governance while also preserving the region's Persianate culture.

- **Madrassa-based Bureaucracy:** The Shaybanids patronized Islamic madrasas, which produced educated officials for the state bureaucracy. These institutions played a role in the recruitment of scholars, jurists, and administrators, allowing the state to function smoothly and reinforcing its Islamic legitimacy.

### 3. Bukhara as the Capital and Cultural Center

- **Capital Shift to Bukhara:** The Shaybanids established Bukhara as their capital, transforming it into one of the most important political and cultural centers in Central Asia. This marked a shift from the prominence of Samarkand during the Timurid era. Bukhara became not only a political capital but also a center for Islamic scholarship and the arts.

- **Legacy of Bukhara Khanate:** After the decline of the Shaybanid dynasty, their descendants continued to rule as the **Janid (Astrakhanid) dynasty** in the Bukhara Khanate. The political legacy of the Shaybanids thus endured in Central Asia, as Bukhara remained a dominant power well into the 18th century. The Bukhara Khanate, along with the Khanates of Khiva and Kokand, played key roles in the political structure of Central Asia after the fall of the Shaybanids.

### 4. Rivalry with the Safavids and Mughals

- **Conflict with the Safavids:** One of the key aspects of Shaybanid foreign policy was their rivalry with the **Safavid Empire** of Persia. The two powers fought for control over the region of Khorasan (modern northeastern Iran and parts of Afghanistan), particularly the important city of Herat. The Safavids, under Shah Ismail I, were Shiite Muslims, while the Shaybanids were Sunni, adding a sectarian dimension to their conflicts.

- **Battle of Marv (1510):** Muhammad Shaybani Khan was killed in the Battle of Marv by the Safavids, a major setback for the Shaybanid dynasty. Although they lost Herat and other territories to the Safavids, the dynasty quickly recovered and continued to exert influence over the rest of Central Asia.

- **Diplomatic Relations with the Mughals:** The Shaybanids also had a complex relationship with the **Mughal Empire** in India, founded by Babur, a Timurid prince who had been driven out of Central Asia by the Shaybanids. Despite this initial

hostility, the two powers later established diplomatic ties. Mughal emperors like Humayun and Akbar maintained contact with the Shaybanids, balancing rivalry with cooperation in matters of trade and diplomacy.

- **Control over Key Trade Routes:** The Shaybanid rulers controlled important trade routes across Central Asia, particularly those linking the region to Persia, India, and Russia. Their rule over cities like Samarkand, Bukhara, and Tashkent gave them access to lucrative Silk Road networks, boosting the region's economic importance.
  - **Diplomacy with Russia:** The Shaybanids were among the first Central Asian rulers to establish formal relations with **Muscovy** (Russia). Under Ubaydullah Khan, they began diplomatic exchanges with Russian Tsar Ivan IV (Ivan the Terrible), fostering trade and political connections that would shape the region's relationship with Russia in subsequent centuries.
  - **Tensions with Kazakh Khanate:** The Shaybanids faced ongoing conflicts with the **Kazakh Khanate** to the north. The Kazakhs, under the leadership of Kasym Khan and later rulers, often clashed with the Shaybanids over control of territory and nomadic grazing lands. These conflicts influenced the regional balance of power, with the Shaybanids trying to maintain dominance over the steppe and sedentary areas alike.
- **Internal Fragmentation:** Although the Shaybanids were initially able to maintain a unified state, internal dynastic struggles and rivalries among various Uzbek tribal leaders began to weaken their control. Different branches of the Shaybanid family contested leadership, leading to frequent changes of rulers and instability in the later period of their reign.
- **Legacy of Decentralization:** After the decline of the main Shaybanid line, Central Asia became fragmented into multiple competing khanates, such as Bukhara, Khiva, and later Kokand. This fragmentation was partly due to the Shaybanid rulers' reliance on tribal loyalties and decentralized power structures, which could not hold the empire together over the long term.
- **Sunni Revivalism:** The Shaybanids positioned themselves as defenders of Sunni Islam, in contrast to the Shia Safavids to the west. By supporting Sunni religious scholars and institutions, they bolstered their legitimacy among the Sunni Muslim population of Central Asia. The Naqshbandi Sufi order, in particular, played

a crucial role in legitimizing Shaybanid rule, as many of the Shaybanid rulers were followers or patrons of the order.

- **Islamic Law and Governance:** The Shaybanids promoted the application of **Sharia law** and worked closely with Islamic jurists (ulama) to ensure that governance aligned with Islamic principles. This helped them maintain authority in the deeply religious society of Central Asia, and it set a precedent for subsequent rulers in the region.

The political influence of the Shaybanids on Central Asia was profound, marking a turning point in the region's history. They successfully transitioned from a nomadic tribal confederation to a powerful, centralized state, setting the foundation for the Uzbek identity and political dominance in the region. Their reign saw the establishment of Bukhara as a key political and cultural center, the revival of trade routes, and a complex web of alliances and conflicts with neighboring empires like the Safavids, Mughals, and Muscovites. Though their dynasty eventually fragmented, their legacy continued to shape Central Asian political and cultural life for centuries to come.<sup>3</sup>

The social impact of the Shaybanids (Shaybans) on Central Asia was significant and multifaceted, shaping the region's ethnic composition, social structures, urbanization, religious life, and cultural identity. As rulers who established the Uzbek Khanate and governed large portions of Central Asia from the early 16th to the early 17th centuries, the Shaybanids' influence extended beyond politics into the social fabric of the region.<sup>4</sup>

Here's an overview of the Shaybanids' social impact on Central Asia:

### 1. Formation and Consolidation of Uzbek Identity

- **Tribal Confederation to Settled Society:** The Shaybanids were instrumental in transitioning the **Uzbek people** from a loose confederation of nomadic Turkic-Mongol tribes into a more settled, cohesive society. While the Uzbeks had previously been a largely nomadic people, under the Shaybanids, many began to settle in the major cities and agricultural oases of Central Asia. This process contributed to the formation of a distinct Uzbek identity, combining Turkic-Mongol nomadic traditions with the Persianate urban culture of the region.
- **Integration of Diverse Ethnic Groups:** The Shaybanids facilitated the integration of various ethnic groups into a broader Uzbek identity. By promoting a sense of shared heritage among the Uzbek tribes and the sedentary Persian-speaking

<sup>3</sup> "Sharq" nashiriyoti-matbaa konserni bosh taxiridagi. Toshkent 1999 yil Hofiz Tanish Buxoriy Abdullanoma 414 bet

<sup>4</sup> Ziyodulla Muqimov. Shayboniylar davlati va huquqi. Tarixiy-huquqiy tadqiqot. Toshkent "Adolat" 2007 y. 156 bet.

populations of the cities, they helped unify the diverse ethnic landscape of Central Asia. This fusion of nomadic Turkic and settled Persian cultures became a defining characteristic of Central Asian society under the Shaybanids.

- **Tribalism and Leadership:** The Shaybanid state maintained a tribal-based power structure, where the various Uzbek tribes (such as the Mangits, Keneges, and Qongrats) retained considerable autonomy. Tribal leaders held significant power and influence, especially in military matters and governance. The Shaybanid khans balanced their authority by relying on tribal loyalties while also attempting to centralize power in their hands. This dual system of tribal and centralized governance shaped the social hierarchy of the region.
- **Social Stratification:** The Shaybanid society was hierarchical, with a ruling elite composed of the Shaybanid dynasty and prominent tribal leaders at the top. Below them were other nobles (beks), military commanders, and religious elites, followed by merchants, artisans, and the broader urban population. At the bottom of the social structure were peasants, many of whom worked the land owned by the nobility. While the Shaybanids inherited much of this social order from the Timurid and Mongol periods, they reinforced the power of the Uzbek tribal aristocracy.

### 3. Urbanization and the Revival of Cities

- **Growth of Bukhara and Samarkand:** Under the Shaybanids, urbanization accelerated, particularly in cities like **Bukhara**, **Samarkand**, and **Khiva**. Bukhara became the capital and flourished as a political, cultural, and religious center. The Shaybanids invested in rebuilding and expanding these cities, promoting trade, crafts, and scholarship, which attracted a growing urban population. This contributed to a revival of urban life in Central Asia, which had declined after the fall of the Timurid Empire.
- **Urban-Rural Divide:** The Shaybanid era saw a growing distinction between the urban centers, which were hubs of culture, trade, and religious learning, and the rural areas, where agricultural life dominated. The cities were also more ethnically diverse, with Persian-speaking populations, while the countryside was primarily home to Uzbek-speaking communities. This urban-rural divide had significant social implications, as city dwellers tended to adopt more Persianate cultural practices, while the rural population retained Turkic nomadic traditions.
- **Islamic Revivalism:** The Shaybanids were strong supporters of Sunni Islam and played a crucial role in reviving and institutionalizing Islamic practices in Central

Asia. They promoted the construction of mosques, madrasas (Islamic schools), and Sufi lodges, reinforcing the region's Islamic identity. Bukhara, in particular, became known as the "Noble City" (*Bukhara-i Sharif*) and a leading center for Islamic scholarship. This religious revival had profound social consequences, as it strengthened the role of Islam in daily life, education, and governance.

- **Patronage of Sufi Orders:** The Shaybanids were particularly close to the **Naqshbandi Sufi order**, which wielded significant social and spiritual influence in the region. The Naqshbandi leaders were not only religious figures but also played important roles in mediating between tribal groups and the state. The close relationship between the ruling dynasty and Sufi orders reinforced the importance of Islam in legitimizing political power and social order. Sufi networks spread throughout Central Asia, deepening religious ties among communities and connecting them to the wider Islamic world.
- **Promotion of Islamic Law (Sharia):** The Shaybanids also played a role in promoting **Sharia (Islamic law)** as a central pillar of governance. They built madrasas and supported the work of Islamic jurists (*ulama*), which strengthened the role of Islamic law in regulating social, economic, and political life. This reinforced the religious character of Central Asian society and helped shape its moral and ethical framework.

## 5. Cultural Syncretism and the Role of Language

- **Chagatai Turkic and Persian Languages:** Under the Shaybanids, Central Asia experienced a fusion of Turkic and Persian cultural influences. **Chagatai Turkic** (the literary language of the Uzbeks) and **Persian** both played important roles in society. Persian was the language of high culture, literature, and administration, while

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## SYNTHESIS OF CORROSION INHIBITOR FOR IN 0.5 M HYDROCHLORIC ACID MEDIUM AND STUDY OF THERMODYNAMIC MECHANISMS OF ITS INHIBITION

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### ABSTRACT.

In this article, the PKA-1 corrosion inhibitor was synthesized based on polyethylenepolyamine and croton aldehyde, its structure was analyzed in YAMR and PMR devices, and its formula was proposed. Also, the inhibition mechanism of this corrosion inhibitor was studied through various thermodynamic parameters. Using the Arrhenius equation, the activation energy ( $E_a$ ), activation enthalpy ( $\Delta H$ ) and activation entropy ( $\Delta S$ ) of the steel surface in inhibitory and non-inhibitory environments were determined. Along with this, Langmuir, Frumkin and Temkin adsorption isotherms were studied.

**Keywords:** polyethylene polyamine, croton aldehyde, Langmuir, Frumkin, Temkin, adsorption isotherms.

### INTRODUCTION

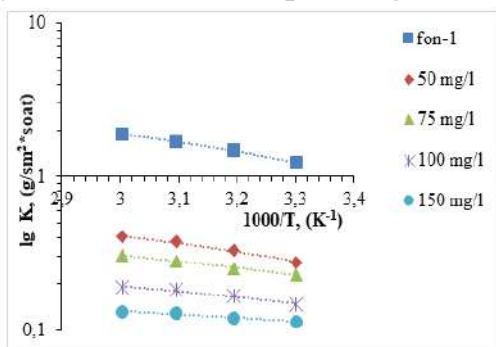
Corrosion is the destruction of materials, especially metal and metal-based structures, as a result of chemical reactions or electrochemical processes [1]. In general, there are several types of corrosion, which are characterized by the source of origin and properties [2]. In preventing corrosion, the use of corrosion inhibitors can allow us to use structures for a relatively longer period [3]. Hydrochloric acid is widely used in oil and gas extraction. Therefore, in the oil and gas industry, not only corrosion inhibitors for  $\text{CO}_2$  and  $\text{H}_2\text{S}$  environments, but also synthesis of corrosion inhibitors with high inhibition efficiency for HCl environments play an important role [4,5].

#### Experimental part

A chemical compound with the following formula was synthesized in the presence of polyethylene polyamine and croton aldehyde in the presence of dimethylformamide solvent.



with the introduction of an inhibitor, we can see that the activation energy of the system decreases depending on the concentration of the inhibitor.



**Table 3.1**

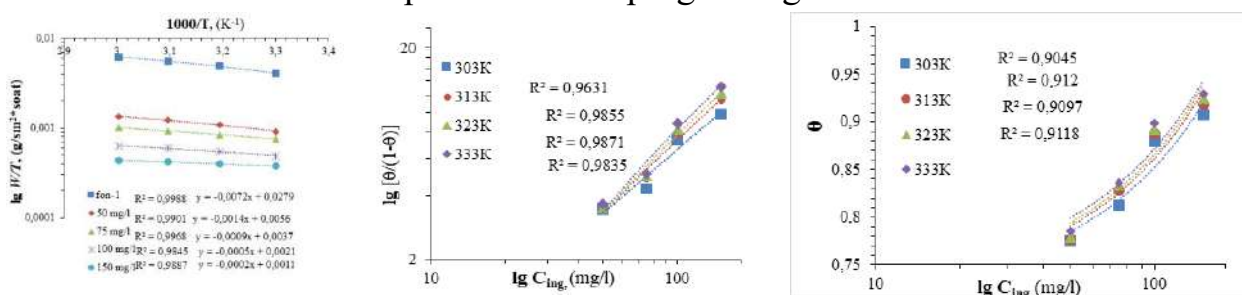
**Kinetic and thermodynamic parameters of PKA-1 inhibitor in 0.5 M HCl solution**

$C_{ing}$	-	50	75	100	150
$E_a$	41,78	56,98	75,58	90,56	103,91
$\Delta H$	38,95	56,81	74,15	88,75	100,83
$\Delta S$	-38,55	-18,35	33,73	57,37	76,52

**Figure 3.1. Arrhenius plot for the activation energy of PKA-1 inhibitor in 0.5 M hydrochloric acid solution**

Based on the data presented in Table 3.1, it can be said that at concentrations higher than 150 mg/l, the inhibition efficiency was almost unchanged, so it was taken as the optimal concentration. It was determined that the value of  $E_a$  is equal to 42.17 kJ/mol through the tangent of the slope angle of the corrosion rate in a 0.5 M solution of hydrochloric acid without an inhibitor. In the solution containing the inhibitor, this value decreased proportionally to the concentration.

Activation enthalpy and entropy were determined using transition state curves of  $\lg W/T$  versus  $1000/T$  (Fig. 3.5). The activation enthalpy was found to be 38.95 kJ/mol, and the value of the activation entropy was equal to -38.55 J/mol in the solution without inhibitor. It was found that the activation energy received positive values, its value was small in the environment without corrosion inhibitor, and the activation energy increased when the corrosion inhibitor was introduced. The activation of an inhibitor-free medium requires less energy than a process with a corrosion inhibitor, indicating that it is easier to incorporate a corrosion inhibitor into the process. A negative entropy value in an environment where a corrosion inhibitor is not used indicates that the corrosion process is self-progressing.

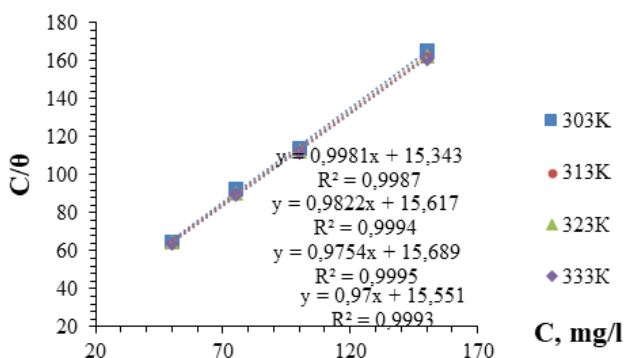


**Figure 3.2. Transition state plot of PKA-1 inhibitor in 0.5 M HCl solution**  
**Figure 3.3. Frumkin isotherm of PKA-1 oligomeric inhibitor in 0.5 M HCl solution**  
**Figure 3.3. Temkin isotherm of PKA-1 inhibitor in 0.5 M HCl working solution**

In solutions without an inhibitor, the value of ( $\Delta S_a$ ), is negative, which indicates that the process proceeds by itself. However, with the introduction of an inhibitor into the solution, the value of entropy increased depending on the concentration of the inhibitor (50 mg/l -18.35; 75 mg/l 33.73; 100 mg/l 57.37; 150 mg/l 76.52). takes positive values.

*Adsorption isotherms.* One of the most important mechanisms of inhibition is adsorption. The (a) Langmuir, (b) Frumkin, and (c) Temkin isotherms of corrosion inhibitor PKA-1 in 0.5 M hydrochloric acid medium are also plotted. By the dependence of  $\lg [\theta/(1-\theta)]$  on  $\lg C_{inh}$ , the Frumkin isotherm of PKA-1 inhibitor in 0.5 M hydrochloric acid working solution was obtained (Fig. 3.2). Taking into account that the correlation coefficient of the corrosion inhibitor PKA-1 is significantly different from 1 (0.9631; 0.9855; 0.9871; 0.9835;), it was found that the inhibitor adsorption does not correspond to the Frumkin isotherm.

In this case, the Temkin isotherm was obtained from the dependence of  $\lg C_{inh}$  on  $\theta$  (Fig. 3.3). Taking into account that the value of the correlation coefficient of PKA-1 corrosion inhibitor is significantly different from 1 (303K 0.9045; 313K 0.912; 323K 0.9097 and 333K 0.9118;) showed adsorption according to the Temkin isotherm of the inhibitor.



**Figure 3.4. Langmuir isotherm of PKA-1 inhibitor in 0.5 M HCl working solution**

The Langmuir isotherm was drawn by the dependence of  $C_{inh}$  on  $C_{inh}/\theta$  (Figure 3.4). When the value of the correlation coefficient of PKA-1 corrosion inhibitor is considered to be almost equal to 1, it means that the adsorption of the inhibitor on the

metal surface follows the theory of monomolecular adsorption, and it can be seen that this is an indicator of Langmuir's isotherm.

Using the value of  $K_{ads}$ , the value of the standard Gibbs energy of adsorption ( $\Delta G_{ads}$ ) was determined in the temperature range of 303-333 K.

**Table 3.2.**

**Thermodynamic parameters of adsorption of PKA-1 inhibitor in 0.5 M HCl solution obtained by Langmuir isotherm**

T, K	$K_{ads}$	$R^2$	$\Delta G^{\circ}_{ads}$	$\Delta G^{\circ}_{ads}$	$\Delta H^{\circ}_{ads}$ kJ/mol	$\Delta S^{\circ}_{ads}$ J/mol
303	0,0652	0,9978	-10518	-10,52	-0,37	33,4
313	0,0640		-10818	-10,82		
323	0,0637		-11152	-11,15		
333	0,064		-11522	-11,52		

Here, one of the reasons why the enthalpy takes positive values is that during adsorption, it is endothermic due to the breakdown of the solvate complex of the inhibitor and the breaking of the interaction bonds of water molecules with the steel surface. Also, heat release is observed during inhibitor adsorption. However, since the endothermic process occurring on the surface is higher than the exothermic process, the enthalpy takes positive values.

### Conclusion.

The structure of this synthesized corrosion inhibitor was proposed to be based on  $^1\text{H}$ -YAMR and  $^{13}\text{C}$ -YAMR. The inhibition mechanisms of this corrosion inhibitor in 0.5 M HCl medium were studied. The degree of absorption of this branded inhibitor is high, and it has been proven that this absorption proceeds on the basis of Langmuir isotherms.

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## **ТЕКУЩЕЕ СОСТОЯНИЕ РАЗВИТИЯ УПРАВЛЕНЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ДИРЕКТОРА ДОО**

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В современном контексте образовательной политики и педагогической практики актуальным является вопрос совершенствования управленческой деятельности руководителей дошкольных образовательных организаций (ДОО). Эта проблематика занимает особое место в рамках управленческой науки и педагогической теории, поскольку директора ДОО играют ключевую роль в реализации образовательных стандартов и инновационных подходов к обучению и воспитанию.

В рамках современной образовательной политики и педагогической практики, управление дошкольными образовательными учреждениями (ДОО) занимает центральное место в дискурсе о качестве начального этапа образования. Эффективное управление ДОО предполагает не только административное регулирование, но и применение инновационных педагогических стратегий, что делает роль директора критически важной для успешной реализации образовательных стандартов и инициатив.

Текущее состояние развития управленческой деятельности директора ДОО характеризуется рядом особенностей, обусловленных как внешними, так и внутренними факторами управления образовательным процессом. Во-первых, рост требований к качеству дошкольного образования требует от руководителей высокого уровня профессионализма, стратегического мышления и способности к инновациям. Во-вторых, изменения в законодательной базе, регулирующей образовательную деятельность в России, влияют на модификацию управленческих практик.

Анализ текущего состояния развития управленческой деятельности директоров дошкольных образовательных учреждений (ДОО) позволяет выделить ряд ключевых факторов, формирующих специфику данной области. Среди этих факторов стоит особо отметить внешние и внутренние аспекты, которые оказывают заметное влияние на управление образовательным процессом.

Внешние факторы включают в себя рост требований к качеству дошкольного образования. Это требует от директоров ДОО не только высокого уровня профессионализма, но и развития стратегического мышления. Профессионализм в данном контексте включает глубокие знания в области дошкольного образования, умение анализировать и прогнозировать изменения в образовательной сфере, а также способность к внедрению и адаптации инновационных методик и подходов. Изменения в законодательной базе, регулирующей образовательную деятельность в Узбекистане, являются вторым значимым внешним фактором. Эти изменения заставляют руководителей ДОО пересматривать и модифицировать управленческие практики для соответствия новым нормативам и требованиям. Например, внедрение федеральных государственных образовательных стандартов требует от директоров умения гибко адаптировать образовательные программы и методы управления для достижения поставленных перед дошкольными учреждениями целей.

Внутренние факторы, такие как лидерские качества директоров, их умение мотивировать и вдохновлять коллектив, а также создавать в учреждении культуру непрерывного обучения и развития, также играют решающую роль в эффективности управления. Организационная культура ДОО может существенно повысить или, наоборот, снизить эффективность внедрения нововведений и обеспечения высокого качества образовательных услуг. Таким образом, анализ показывает, что современные требования к директорам дошкольных учреждений охватывают широкий спектр компетенций, от стратегического планирования и инновационного управления до оперативного реагирования на изменения в законодательстве и поддержания высокого уровня внутренней организационной культуры.

Кроме того, текущее состояние управленческой деятельности директоров ДОО остро сталкивается с проблемой профессионального развития и подготовки кадров. Несмотря на наличие различных форм повышения квалификации, существует потребность в более целенаправленной и систематизированной подготовке, ориентированной на специфику дошкольного образования. В этом контексте важно обратить внимание на разработку и внедрение комплексных образовательных программ, которые включали бы в себя не только традиционные курсы, но и модули, развивающие управленческие компетенции, лидерские качества и способность к инновационному мышлению. Проблема профессионального развития и подготовки кадров в сфере управления

дошкольными образовательными учреждениями требует особого внимания, учитывая динамично меняющуюся образовательную среду и повышенные требования к качеству дошкольного образования. Существующие программы повышения квалификации часто ограничиваются базовыми аспектами управления и не всегда охватывают специфические потребности дошкольного образования. Важно разработать и внедрить комплексные образовательные программы, которые были бы целенаправленно настроены на удовлетворение конкретных потребностей директоров ДОО. Такие программы должны включать не только традиционные курсы по управлению образовательным процессом, но и специализированные модули, направленные на развитие управленческих компетенций, лидерских качеств и инновационного мышления. Исходя из вышеизложенного, очевидно, что совершенствование механизма развития управленческой деятельности директоров должно основываться на комплексном подходе, включающем оценку текущих практик, интеграцию новых технологий и методов управления, а также улучшение программ профессиональной подготовки и повышения квалификации. Эти аспекты будут детально рассмотрены в последующих разделах данной диссертационной работы.

Для действенного совершенствования механизма развития управленческой деятельности директоров дошкольных образовательных учреждений, необходимо принять комплексный подход, который охватывает несколько критически важных направлений. Эти направления включают оценку существующих управленческих практик, интеграцию современных информационных технологий и методов управления, а также разработку и улучшение программ профессионального обучения и повышения квалификации.

**оценка текущих практик** должна проводиться с целью выявления сильных и слабых сторон в существующих методах управления. Это позволит определить необходимые изменения и адаптации в соответствии с современными требованиями и условиями. Анализ должен включать как внутреннюю оценку, так и сравнение с лучшими практиками в данной сфере.

**интеграция новых технологий и методов управления** является ключевым фактором для повышения эффективности управленческой деятельности. Внедрение информационных систем и цифровых инструментов способствует

более эффективному распределению ресурсов, улучшает коммуникацию с родителями и оптимизирует учебный процесс.

**азработка и улучшение программ профессионального обучения** должны направляться на подготовку директоров, способных применять инновационные подходы в управлении, а также реагировать на изменяющиеся условия и вызовы современного образовательного пространства. Программы должны включать модули по стратегическому планированию, кризисному управлению, инновационному мышлению и лидерству.

ти направления будут детально рассмотрены и анализированы в последующих разделах данной диссертационной работы, что позволит обеспечить глубокое понимание необходимых стратегий и методов для совершенствования управленческой деятельности в сфере дошкольного образования.

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## ПОДГОТОВКА ДИРЕКТОРА ДОО К РУКОВОДСТВУ КАК НАУЧНО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

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Подготовка директоров дошкольных образовательных учреждений (ДОО) к руководству является сложной научно-педагогической проблемой, требующей комплексного подхода в свете современных требований к качеству образования. В контексте данной проблематики особенно важно осознавать, что эффективность управленческой деятельности директора ДОО напрямую зависит от уровня его профессиональной подготовки, способности адаптироваться к изменениям и умения интегрировать инновационные подходы в практику управления образовательным процессом.

Подготовка директоров дошкольных образовательных учреждений (ДОО) к руководству представляет собой сложную научно-педагогическую задачу, требующую всестороннего и многоуровневого подхода. Современные требования к качеству образования и динамично изменяющаяся образовательная среда ставят перед руководителями ДОО необходимость не только поддерживать свои профессиональные компетенции на высоком уровне, но и постоянно их развивать. Эффективность управленческой деятельности директора напрямую связана с его способностью адаптироваться к новым условиям и вызовам. В этом контексте важно не только реагирование на текущие изменения, но и прогнозирование будущих трендов в образовании, что требует от директоров развития навыков стратегического планирования и инновационного мышления. Профессиональная подготовка директоров должна охватывать следующие аспекты:

**Стратегическое управление и планирование** — подготовка к созданию и реализации долгосрочных стратегий развития учреждения, умение анализировать внешнюю и внутреннюю среду, адаптация стратегий в ответ на изменения.

**Инновационное управление** — внедрение новых технологий и подходов в образовательный процесс, что включает обучение принципам дизайн-

мышления, использование современных образовательных инструментов и методик.

**Лидерство и развитие команды** — формирование навыков лидерства, способных вдохновлять и мотивировать персонал к достижению общих целей, умение строить эффективное взаимодействие внутри коллектива.

**Коммуникация и взаимодействие с заинтересованными сторонами** — развитие умений в области коммуникации, необходимых для взаимодействия с родителями, местными сообществами и регулируемыми органами.

**Непрерывное образование** — поддержание и развитие профессиональной квалификации через постоянное обучение, включая участие в семинарах, конференциях и профессиональных сетях.

Таким образом, подготовка директоров ДОУ к руководству как научно-педагогическая проблема требует комплексного подхода, учитывающего как теоретические, так и практические аспекты управленческой деятельности. Основное внимание следует уделить не только передаче знаний, но и развитию умений и навыков, необходимых для эффективного руководства в современной образовательной среде.

### **Обоснование проблемы**

Научно-педагогическая проблема подготовки директоров ДОУ к руководству остро стоит на повестке дня в связи с растущими требованиями к качеству дошкольного образования и необходимостью обеспечения его соответствия федеральным образовательным стандартам. Это подразумевает не только владение управленческими компетенциями, но и глубокое понимание педагогических процессов, а также умение эффективно управлять персоналом, финансами и материально-технической базой учреждения.

Обоснование научно-педагогической проблемы подготовки директоров дошкольных образовательных учреждений (ДОУ) к руководству подчеркивает актуальность и сложность этой задачи в современных условиях. Растущие требования к качеству дошкольного образования, особенно в свете необходимости соответствия федеральным образовательным стандартам, требуют от руководителей не только владения управленческими компетенциями, но и глубокого понимания педагогических процессов. Директора ДОУ должны обладать не только знаниями в области педагогики и психологии, но и умениями в управлении персоналом, финансами и материально-технической базой.



Эффективное управление дошкольным учреждением требует комплексного подхода, включающего стратегическое планирование, оперативное решение административных задач, а также разработку и внедрение инновационных образовательных программ. Следовательно, подготовка директоров к руководству должна включать как теоретическую подготовку, так и практические аспекты управления. Это подразумевает обучение методам стратегического управления, бюджетирования, управления персоналом, а также освоение современных технологий и методик в педагогике. Важной составляющей также является развитие лидерских качеств, которые помогают формировать эффективные команды и создавать мотивирующую образовательную среду.

Таким образом, подготовка директоров ДООУ к руководству является критически важной для обеспечения высокого качества образовательного процесса и успешной адаптации к изменениям в образовательной политике и практике.

#### **Актуальные подходы к подготовке**

Современные программы подготовки директоров ДООУ должны учитывать несколько ключевых аспектов. Во-первых, важно обеспечить развитие лидерских качеств, которые помогут директору формировать и поддерживать позитивную образовательную среду. Во-вторых, необходимо включить в программы модули, направленные на освоение современных информационных технологий в управлении образовательным процессом. В-третьих, критически важным является изучение методов стратегического планирования и кризисного управления, что позволит директорам адекватно реагировать на изменения внешней среды и внутренние вызовы учреждения.

Современные программы подготовки директоров дошкольных образовательных учреждений (ДООУ) должны быть многоаспектными и ориентированы на реалии современного образовательного процесса. Вот ключевые аспекты, которые необходимо учитывать при разработке таких программ:

**Развитие лидерских качеств:** Это один из центральных элементов в подготовке директоров. Лидерские качества помогают директору формировать и поддерживать позитивную образовательную среду, мотивировать персонал и воспитанников, а также управлять изменениями и конфликтами. Программы должны включать тренинги по развитию коммуникативных навыков, управлению командой, эмоциональному интеллекту и принятию решений.

**Освоение современных информационных технологий:** Важность ИТ в управлении образовательным процессом неоспорима. Директора должны уметь использовать информационные системы для управления ресурсами, общения с родителями и организации учебного процесса. Включение модулей по информационным технологиям поможет директорам ориентироваться в цифровых инструментах, которые могут повысить эффективность и доступность образовательных услуг.

**Изучение методов стратегического планирования и кризисного управления:** В условиях постоянных изменений в образовательной сфере и обществе в целом, директора должны уметь стратегически планировать и адаптировать учреждения к новым условиям. Программы должны предусматривать обучение методам стратегического анализа, планирования и реализации стратегий, а также навыкам управления в кризисных ситуациях, чтобы обеспечивать стабильность и развитие учреждения.

**Постоянное обновление знаний:** Мир постоянно меняется, и программы повышения квалификации должны предоставлять директорам возможности для постоянного обновления и расширения их знаний и навыков. Это может включать участие в семинарах, вебинарах, конференциях и других формах профессионального обучения.

Разработка таких программ требует совместных усилий образовательных экспертов, психологов, специалистов по информационным технологиям и стратегическому управлению. Это гарантирует, что подготовка директоров будет комплексной и соответствующей текущим и будущим потребностям в образовательной сфере.

#### **Примеры успешных практик и методик**

Примеры из передового международного опыта показывают, что успешная подготовка включает создание симуляционных и кейс-методов обучения, которые позволяют будущим директорам на практике прорабатывать различные управленческие ситуации. Также значимым является наличие менторских программ, которые связывают опытных директоров с новичками в профессии.

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## **НАУЧНО-ТЕОРЕТИЧЕСКИЕ ОСНОВЫ УПРАВЛЕНИЯ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ**

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В современном обществе все большее значение приобретает качество начального образования, которое закладывает фундамент для дальнейшего развития личности. Дошкольное образование является первым и крайне важным этапом в системе образования, поэтому вопросы управления в этой сфере требуют особого внимания и подхода. Научно-теоретические основы управления дошкольными образовательными организациями базируются на принципах и концепциях, заимствованных как из педагогики и психологии, так и из области управления и организационного развития. Одной из ключевых задач управления является создание такой образовательной среды, которая бы способствовала максимальному раскрытию потенциала каждого ребенка, при этом обеспечивая высокое качество образовательных услуг и их доступность. Современные подходы к управлению в дошкольной образовательной сфере акцентируют внимание на необходимости индивидуализации образовательного процесса, внедрении инновационных педагогических технологий и методик, а также на создании условий для профессионального и личностного развития педагогического персонала.

### **Теоретические аспекты управления образовательными организациями**

Теоретический анализ управления в дошкольных образовательных организациях предполагает всестороннее рассмотрение как классических, так и современных теорий управления. Эти теоретические подходы обеспечивают фундаментальную основу для разработки эффективных стратегий управления, адаптированных к специфике дошкольного образования.

### ***Классические Теории Управления***

***Научное управление Фредерика Тейлора*** акцентирует внимание на оптимизации рабочих процессов и максимизации производительности труда через внедрение научных методов анализа и планирования трудовых операций. В контексте дошкольных образовательных организаций, этот подход может

быть адаптирован для оптимизации образовательного процесса и повышения его эффективности.

**Административная теория Анри Файоля** сосредотачивается на ключевых принципах управления, таких как разделение труда, авторитет и дисциплина, единство командования, централизация и иерархия. Применение этих принципов в дошкольных учреждениях способствует созданию структурированной и функциональной управленческой системы.

**Бюрократическая модель Макса Вебера** подчеркивает значимость формализованных правил и процедур, иерархии авторитетов и имперсонального подхода к управлению. Несмотря на определенные ограничения, элементы бюрократии могут быть полезны для обеспечения порядка и предсказуемости в управлении дошкольными организациями.

### **Современные Подходы**

**Системные и ситуационные подходы** предлагают гибкое видение управления, акцентируя внимание на взаимосвязи между различными компонентами управленческой системы и необходимости адаптации к конкретным условиям и контексту. В сфере дошкольного образования эти подходы позволяют разрабатывать управленческие решения, учитывающие специфику образовательной организации и ее внутреннюю и внешнюю среду.

**Теории мотивации и лидерства**, такие как теория потребностей Абрахама Маслоу, теория X и Y Дугласа Макгрегора и концепция трансформационного лидерства, акцентируют внимание на важности понимания мотиваций сотрудников и развитии эффективных лидерских качеств для вдохновения и мотивации команды.

**Концепции организационной культуры и изменений** изучают, как ценности, убеждения и нормы поведения влияют на работу организации и как управлять изменениями в организационной культуре для достижения стратегических целей. В дошкольных образовательных организациях создание сильной и позитивной организационной культуры способствует формированию благоприятной образовательной среды.

Исследование научно-теоретических основ и современных подходов к управлению в дошкольных образовательных организациях позволяет глубже понять механизмы эффективного управления образовательным процессом и разрабатывать адаптированные стратегии управления, способствующие повышению качества дошкольного образования.

### **Специфика управления в дошкольных образовательных организациях**

Управление дошкольными образовательными организациями представляет собой уникальный и многогранный процесс, требующий от руководителей не только глубоких знаний в области педагогики и психологии, но и умений в сфере управления, организации и коммуникации. Особенность управления в этой сфере заключается в том, что оно направлено на достижение целей, которые выходят за рамки традиционного образования и включают в себя всестороннее развитие личности ребенка в дошкольном возрасте.

**Возрастные Особенности Детей.** Возрастные особенности детей дошкольного возраста требуют от руководителей дошкольных организаций особого подхода, который учитывает психологическую готовность детей к обучению, их интересы и потребности. Управление должно способствовать созданию образовательной среды, которая будет стимулировать естественное стремление ребенка к познанию, игре и творчеству.

**Цели и Задачи Дошкольного Образования** Цели дошкольного образования значительно шире и включают в себя не только предоставление знаний и умений, но и формирование основ личностного, социального, эмоционального и физического развития. Это обуславливает необходимость интеграции образовательного процесса с воспитательной работой, что требует от руководителя высокого уровня профессионализма и понимания особенностей детского развития.

**Создание Условий для Развития** Эффективное управление в дошкольных образовательных организациях подразумевает создание таких условий, которые обеспечивают всестороннее развитие каждого ребенка, учет его индивидуальных и возрастных особенностей. Это включает в себя разработку адаптированных образовательных программ, организацию развивающей предметно-пространственной среды и использование инновационных педагогических технологий.

**Взаимодействие с Родителями и Обществом** Ключевым аспектом управления является взаимодействие с родителями и обществом. Руководитель должен стремиться к формированию открытых и партнерских отношений с родителями, поскольку семья играет важнейшую роль в развитии ребенка. Кроме того, сотрудничество с общественными и волонтерскими организациями может способствовать расширению возможностей для развития детей и укреплению связи дошкольного учреждения с местным сообществом.



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## ИНТЕГРАЦИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В УПРАВЛЕНЧЕСКУЮ ДЕЯТЕЛЬНОСТЬ

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Внедрение и активное использование информационных систем для управления образовательным процессом, мониторинга и анализа успеваемости детей, а также для эффективного взаимодействия с родителями.

Анализируя механизм развития личностных компетенций директоров в контексте управления дошкольной образовательной организацией, особое внимание уделяется интеграции цифровых технологий как одному из ключевых педагогических условий. Это условие представляет собой фундаментальный шаг к повышению эффективности управленческих процессов, обеспечивая более высокий уровень взаимодействия между всеми заинтересованными сторонами: руководством, педагогическим коллективом, родителями и, самое главное, обеспечивая лучшее понимание и поддержку потребностей детей.

### **Примеры интеграции цифровых технологий**

1. **Применение Системы Управления Отношениями с Клиентами (CRM):** Разработка и внедрение системы CRM для учета и анализа обратной связи от родителей позволяет эффективно отслеживать уровень их удовлетворенности и оперативно реагировать на возникающие вопросы или проблемы. Такой подход способствует укреплению доверительных отношений между дошкольной организацией и семьями воспитанников.

2. **Автоматизация Административных Процессов:** Внедрение программного обеспечения для автоматизации административных задач, таких как ведение кадрового учета, бухгалтерия, планирование бюджета и управление ресурсами, существенно повышает эффективность управленческой деятельности. Автоматизация освобождает время руководителя для сосредоточения на стратегическом планировании и развитии персонала.

Интеграция цифровых технологий в управленческую деятельность дошкольных образовательных организаций требует от директоров не только технических знаний, но и готовности к постоянному обучению и развитию, а также способности к критическому мышлению и инновационному подходу к

решению задач. Это создает благоприятные условия для развития и совершенствования как управленческих, так и личностных компетенций, что в совокупности способствует повышению качества дошкольного образования.

## **2. РАЗВИТИЕ КУЛЬТУРЫ ОБРАТНОЙ СВЯЗИ И ОТКРЫТОГО ДИАЛОГА**

**Условие:** Систематическое проведение встреч и совещаний с персоналом и родителями для обсуждения текущих вопросов, предложений и идей, а также регулярный сбор обратной связи через анкетирование или электронные платформы.

Развитие культуры обратной связи и открытого диалога является ключевым условием для эффективного управления дошкольной образовательной организацией и повышения качества образовательного процесса. Это условие способствует созданию среды доверия и взаимопонимания, где каждый участник образовательного процесса чувствует свою важность и причастность к жизни организации.

### **1. Организация Регулярных встреч с персоналом:**

- **Цель:** Обсуждение текущего состояния образовательного процесса, выявление проблемных моментов и разработка совместных решений.
- **Пример:** Директор дошкольного учреждения внедряет ежемесячные встречи с педагогами, на которых рассматриваются вопросы повышения качества воспитательной работы, обсуждаются новые методики и подходы в обучении, а также собираются предложения по улучшению условий труда. В результате таких встреч было внедрено 5 новых образовательных проектов, направленных на развитие творческих способностей детей.

### **2. Использование Электронных Платформ для Сбора Обратной Связи от Родителей:**

- **Цель:** Сбор мнений и предложений родителей относительно качества образовательного процесса, условий пребывания детей в учреждении и других аспектов работы организации.
- **Пример:** Введение онлайн-платформы для анкетирования родителей позволило собрать более 200 отзывов, на основе которых был скорректирован ряд образовательных программ, улучшены условия питания и отдыха детей. Также, в ответ на запросы родителей, были организованы дополнительные занятия по развитию речи.

### **3. Разработка и Реализация Механизма Регулярного Анкетирования Сотрудников:**

- **Цель:** Выявление уровня удовлетворенности сотрудников условиями работы, а также сбор предложений по улучшению внутреннего климата в коллективе.

- **Пример:** Проведение квартального анкетирования среди сотрудников выявило необходимость в организации дополнительных курсов повышения квалификации для педагогов. В результате была разработана программа профессионального развития, которая включала тренинги по современным образовательным технологиям и методикам.

Развитие культуры обратной связи и открытого диалога способствует не только укреплению взаимопонимания и доверия между руководством, персоналом и родителями, но и создает условия для непрерывного совершенствования управленческих и личностных компетенций директоров, что напрямую влияет на качество и эффективность дошкольного образования.

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## ПРОГРАММЫ НЕПРЕРЫВНОГО ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ

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Организация регулярных тренингов, семинаров и мастер-классов для директоров и педагогов по актуальным вопросам педагогики, психологии и управления образовательным процессом.

Программы непрерывного профессионального развития являются важным условием для обеспечения эффективного управления дошкольными образовательными организациями и повышения качества образовательного процесса. Они предполагают систематическое обучение и совершенствование управленческих и педагогических компетенций, что в конечном итоге способствует развитию личностных качеств как директоров, так и педагогического персонала.

### **Примеры программ непрерывного профессионального развития**

#### **1. Тренинги по развитию лидерских качеств:**

**Цель:** Повышение уровня лидерских качеств директоров, включая умение мотивировать команду, эффективное принятие решений и управление изменениями.

**Пример:** Организация трехдневного интенсивного тренинга с участием известного эксперта в области лидерства. В результате участники разработали персональные планы развития своих лидерских качеств, что способствовало улучшению управленческой эффективности в их организациях.

#### **2. Семинары по современным педагогическим технологиям:**

**Цель:** Знакомство педагогов с последними тенденциями в области дошкольного образования и внедрение инновационных образовательных технологий.

**Пример:** Проведение серии семинаров на тему "Игровые методы в дошкольном образовании", в ходе которых педагоги ознакомились с новыми игровыми методиками и технологиями, а также получили практические навыки их применения в образовательном процессе.

#### **3. Мастер-классы по управлению образовательным процессом:**

- **Цель:** Развитие управленческих навыков директоров и педагогов, улучшение качества планирования и организации образовательной деятельности.

- **Пример:** Организация мастер-класса от опытного руководителя дошкольного учреждения на тему "Эффективные стратегии управления дошкольной организацией". Участники мастер-класса изучили успешные кейсы управления, обсудили проблемы и нашли пути их решения.

Организация и реализация программ непрерывного профессионального развития требует от руководства дошкольных организаций осознанного подхода к обучению и развитию своих сотрудников, а также готовности инвестировать ресурсы в повышение квалификации персонала. Такие программы способствуют не только профессиональному и личностному росту сотрудников, но и создают основу для долгосрочного развития и совершенствования образовательного процесса в дошкольных образовательных учреждениях.

#### **4. ФОРМИРОВАНИЕ КРОСС-ФУНКЦИОНАЛЬНЫХ КОМАНД**

**Условие:** Создание мультидисциплинарных команд для реализации инновационных проектов и программ, что способствует обмену опытом, расширению профессиональных компетенций и развитию лидерских качеств у директоров.

Формирование кросс-функциональных команд в дошкольных образовательных организациях представляет собой инновационный подход к управлению, целью которого является объединение специалистов различных направлений для совместной работы над проектами. Этот подход не только способствует обмену опытом и знаниями между участниками команды, но и создает условия для комплексного развития профессиональных и личностных компетенций директоров и педагогов, а также развития их лидерских качеств.

#### **Примеры формирования кросс-функциональных команд**

##### **1. Проект по внедрению интегрированных учебных программ:**

**Описание:** Директор дошкольного учреждения инициирует создание команды, в которую входят педагоги, психологи, IT-специалисты и родители. Цель команды – разработать и внедрить интегрированную учебную программу, которая сочетает в себе образовательные технологии и игровые методы обучения.

**Результат:** В результате совместной работы команды была создана программа, которая способствовала повышению интереса детей к обучению и



развитию их креативности. Участие в проекте позволило педагогам и директору расширить свои профессиональные компетенции в области инновационных образовательных технологий.

## 2. **Инициатива по улучшению физического развития детей:**

**Описание:** Кросс-функциональная команда, включающая физиотерапевтов, тренеров по физической культуре, педагогов и директора, сформирована для разработки комплексной программы физического развития детей.

**Результат:** Команда разработала серию интерактивных занятий и мероприятий, направленных на укрепление здоровья детей и формирование у них привычки к регулярным физическим упражнениям. Проект способствовал не только физическому, но и социально-эмоциональному развитию детей, а также укрепил командный дух среди сотрудников.

## 3. **Разработка программы профессионального развития для педагогов:**

**Описание:** Для реализации этого проекта была сформирована команда из директора, методистов, опытных педагогов и внешних консультантов. Цель команды – создать эффективную программу повышения квалификации для педагогов, ориентированную на современные образовательные стандарты и инновационные методики.

**Результат:** Благодаря работе команды была разработана и успешно внедрена программа, которая предусматривает регулярные тренинги, воркшопы и мастер-классы. Программа способствовала значительному повышению профессионального уровня педагогов и внесла вклад в улучшение качества образовательного процесса.

Формирование кросс-функциональных команд стимулирует инновационное мышление, способствует глубокому пониманию и решению сложных задач, а также создает условия для всестороннего развития и совершенствования управленческих и личностных компетенций директоров и педагогического персонала дошкольных образовательных организаций.

## 5. **ВНЕДРЕНИЕ СИСТЕМЫ МЕНТОРСТВА И КОУЧИНГА**

**Условие:** Развитие системы менторства для новых директоров от более опытных коллег и коучинговые программы, направленные на повышение личностных компетенций и улучшение управленческих навыков.

Внедрение системы менторства и коучинга в дошкольных образовательных организациях представляет собой мощный инструмент для развития и

совершенствования личностных и управленческих компетенций директоров. Это условие способствует формированию среды непрерывного обучения и профессионального роста, в которой новые директора получают поддержку и наставничество от более опытных коллег, а также возможность развивать свои навыки через индивидуальные и групповые коучинговые сессии.

### **Примеры внедрения системы менторства и коучинга**

#### **1. Программа менторства для новоначальных директоров:**

**Описание:** Дошкольная образовательная организация внедряет программу менторства, в рамках которой каждый новоначальный директор получает личного ментора из числа опытных руководителей. Ментор предоставляет рекомендации, поддержку и обратную связь, помогая адаптироваться к новой роли и эффективно решать управленческие задачи.

**Результат:** После внедрения программы менторства наблюдается ускорение процесса адаптации новых директоров, улучшение качества управленческих решений и повышение общей эффективности управления организацией.

#### **2. Коучинговые сессии по развитию управленческих навыков:**

**Описание:** Организация регулярных коучинговых сессий для директоров, на которых обсуждаются ключевые аспекты управления дошкольной организацией, включая стратегическое планирование, мотивацию персонала, управление конфликтами и лидерство. Коучинг проводится сертифицированными специалистами и включает как теоретическую подготовку, так и практические задания.

- **Результат:** Участники коучинговых программ отмечают значительное улучшение своих управленческих навыков, лучшее понимание своих сильных и слабых сторон, а также повышение уровня личной эффективности и уверенности в принятии решений.

#### **3. Групповые тренинги по лидерству и командной работе:**

- **Описание:** В рамках системы профессионального развития проводятся групповые тренинги, направленные на развитие лидерских качеств директоров и умения эффективно работать в команде. Тренинги включают интерактивные упражнения, ролевые игры и кейс-методы.

- **Результат:** Тренинги способствуют формированию сильного лидерского потенциала среди директоров, улучшению взаимопонимания и

кооперации внутри команды управления, а также обогащению инструментария для эффективного решения сложных управленческих задач.

Реализация таких программ непрерывного профессионального развития через менторство и коучинг позволяет создать условия для глубокого и многоаспектного совершенствования управленческих и личностных компетенций директоров дошкольных образовательных организаций, что напрямую влияет на повышение качества образовательного процесса и достижение стратегических целей организации.

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**DAVLAT-XUSUSIY SHERIKLIK ASOSIDAGI NODAVLAT  
MAKTABGACHA TA'LIM TASHKILOTINI TASHKIL ETISHNING  
NAZARIY ASOSLARI**

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Andijon viloyati, Baliqchi tumani 29-DMTT direktori

Davlat-xususiy sheriklik kontekstida nodavlat maktabgacha ta'lim tashkilotlarini tashkil etish va faoliyat ko'rsatish jarayonini Qonunchilik bilan tartibga solish ushbu sohani samarali boshqarishning asosiy jihati hisoblanadi. Zamonaviy me'yoriy-huquqiy hujjatlar maktabgacha yoshdagi bolalar uchun arzon va sifatli ta'limni ta'minlashga qaratilgan davlat va xususiy sektor o'rtasidagi sheriklik mexanizmlarini belgilaydi.

Birinchidan, asosiy milliy qonunlar va me'yoriy hujjatlar nodavlat maktabgacha ta'lim tashkilotlarini tashkil etish va litsenziyalash talablarini belgilaydi. Bularga ta'lim, litsenziyalash va davlat-xususiy sheriklik to'g'risidagi qonunlar kiradi. Ushbu hujjatlar bunday tashkilotlarning huquqiy maqomini belgilaydi, ularning infratuzilmasi, xodimlarning malakasi, xavfsizligi, ta'lim dasturlariga talablar qo'yadi, shuningdek taqdim etilayotgan xizmatlarning hisoboti va sifatini nazorat qilish tizimini tartibga soladi.

Ikkinchidan, DXSH mexanizmlarini bevosita tartibga soluvchi qonunchilikka alohida e'tibor qaratilmoqda. DXSH qonunchiligi hamkorlikning asosiy shakllarini, shu jumladan konsessiya shartnomalari, davlat shartnomalari va qo'shma korxonalarni tavsiflaydi. Hamkorlikning barcha tomonlari uchun o'zaro manfaatli sharoitlarni ta'minlash uchun ushbu shakllar erta bolalik ta'limining o'ziga xos xususiyatlariga moslashtirilishi kerak. Shuningdek, xususiy sektorning davlat va jamiyat oldidagi javobgarligini hisobga olgan holda ta'lim xizmatlarini ko'rsatishda ishtirok etish standartlari va tartiblari belgilanadi.

Bundan tashqari, milliy Qonunchilik ko'pincha xalqaro standartlarga va eng yaxshi amaliyotlarga moslashadi. Bu maktabgacha ta'limda davlat-xususiy sheriklik (DXSH) sohasida huquqiy bazani uyg'unlashtirish va ilg'or echimlarni joriy etish zarurati bilan bog'liq. Ushbu kontekstda xorijiy tajribani tahlil qilish tartibga solish tizimini takomillashtirishning muhim vositasiga aylanmoqda, chunki xalqaro standartlar va amaliyotlar xususiy investorlarni tartibga solish, sifat nazorati va rag'batlantirishga samarali yondashuvlarni ochib beradi.

Xorijiy tajribani tahlil qilishning ahamiyati:

1. Xalqaro standartlar:

Maktabgacha ta'limda DXSH sohasidagi milliy Qonunchilik ta'lim xizmatlari sifati va mavjudligining asosiy tamoyillarini belgilaydigan xalqaro standartlarga qaratilgan. Xalqaro standartlar litsenziyalash, xavfsizlik va hisobotning asosiy jihatlarini ham tartibga soladi, bu esa tartibga solish bazasini birlashtirish va nazoratni yaxshilashga yordam beradi.

2. Resurslardan samarali foydalanish:

Xorijiy me'yoriy hujjatlar va tajriba maktabgacha ta'limning barqaror rivojlanishiga hissa qo'shadigan davlat va xususiy resurslardan yanada samarali foydalanishni ta'minlashga qaratilgan.

Ular xususiy investitsiyalarni jalb qilish, byudjet mablag'larini qayta taqsimlash va boshqaruv jarayonlarini optimallashtirish mexanizmlarini taklif qilishadi.

Ta'lim sohasidagi DXSH xorijiy amaliyotlarining asosiy jihatlarini:

1. Soliq imtiyozlari:

Ko'pgina mamlakatlarda maktabgacha ta'lim sohasida ishlaydigan xususiy investorlar uchun soliq imtiyozlari va imtiyozlar mavjud. Bunga soliq stavkalarini pasaytirish, ayrim turdagi soliqlar va chegirmalardan ozod qilish, xususiy kompaniyalarni infratuzilma va ta'lim dasturlariga sarmoya kiritishga undash kiradi.

2. Xususiy investorlarning huquqlarini himoya qilish:

Ba'zi mamlakatlarda DXSH qonunchiligi xususiy investorlar uchun aniq kafolatlarni, shu jumladan xatarlarni adolatli taqsimlash, zararni qoplash va davlat organlari tomonidan kamsituvchi amaliyotlardan himoya qilish huquqini belgilaydi.

Xususiy tashkilotlar davlat bilan nizolar yuzaga kelganda xalqaro arbitraj tartib-qoidalariga kirishlari mumkin.

3. Sifat nazorati:

Xorijiy normalar tashqi va ichki auditlar, inspeksiya va mustaqil ekspertizalar orqali ta'lim dasturlari va boshqaruv jarayonlari sifatini tizimli nazorat qilishni nazarda tutadi.

Davlat organlari xususiy tashkilotlarning shaffofligi va hisobdorligini oshirish maqsadida tekshiruv natijalarini jamoatchilikka e'lon qiladi.

4. Davlat qo'llab-quvvatlash dasturlari:

Bir qator mamlakatlarda maktabgacha ta'lim sohasida faoliyat yuritadigan xususiy tashkilotlarni, shu jumladan grantlar, subsidiyalar va imtiyozli kreditlarni qo'llab-quvvatlash bo'yicha maxsus davlat dasturlari joriy etilmoqda.

Bunday dasturlar infratuzilmani rivojlantirish, innovatsion o‘qitish metodlarini joriy etish va kadrlar malakasini oshirishga qaratilgan.

5. Hisobot va shaffoflik talablari:

Xorijiy Qonunchilik davlat organlari uchun ta’lim dasturlari, moliya, infratuzilma va kadrlar bo‘yicha hisobotlarni majburiy taqdim etishni nazarda tutadi.

Xususiy tashkilotlar barcha manfaatdor tomonlar uchun ma’lumotlarga kirishni ta’minlash uchun o‘z veb-saytlarida yoki milliy ma’lumotlar bazalarida hisobotlarni nashr etishlari shart.

Xulosalar:

Milliy qonunchilikni xalqaro standartlarga va DXSH sohasidagi eng yaxshi amaliyotlarga moslashtirish xususiy maktabgacha ta’lim tashkilotlarini rivojlantirish uchun muvozanatli me’yoriy-huquqiy bazani yaratishga yordam beradi. Xorijiy amaliyotlar soliq imtiyozlari, investorlarning huquqlarini himoya qilish va sifat nazorati bo‘yicha samarali echimlarni taqdim etadi, bu esa ushbu sohada boshqaruvning shaffofligi va barqarorligini oshiradi.

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## СРАВНИТЕЛЬНЫЙ АНАЛИЗ УПРАВЛЕНЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ДОШКОЛЬНЫХ УЧРЕЖДЕНИЯХ

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**Япония.** В Японии директора ДОО активно используют принципы кайзен для постоянного улучшения качества образовательного процесса. Управленческая практика ориентирована на детальное планирование и систематический контроль всех аспектов деятельности учреждения. Особое внимание уделяется культуре взаимоуважения и взаимоподдержки, что способствует созданию благоприятной образовательной среды.

### **Сравнительный анализ управленческой деятельности в дошкольных учреждениях: Япония**

Япония известна своим строгим подходом к управлению и непрерывному улучшению во всех сферах жизни, включая образование. Применение принципов кайзен в управлении дошкольными учреждениями (ДОО) является отличительной чертой японской системы образования.

#### **Основные аспекты управления ДОО в Японии:**

- 1. Принципы кайзен:** Директора ДОО в Японии интегрируют принципы кайзен, что означает "непрерывное улучшение". Это включает регулярный анализ и оптимизацию учебно-воспитательных процессов, что направлено на постоянное улучшение качества образования.
- 2. Детальное планирование и систематический контроль:** Управленческая практика в Японии характеризуется высокой степенью детализации и контроля. Все аспекты деятельности учреждения тщательно планируются и регулярно пересматриваются, что позволяет своевременно корректировать любые отклонения от заданных стандартов.
- 3. Культура взаимоуважения и поддержки:** Японские дошкольные учреждения акцентируют внимание на создании культуры взаимоуважения и поддержки между сотрудниками и в отношениях с родителями. Это способствует формированию благоприятной образовательной среды и укреплению доверия между всеми участниками образовательного процесса.

**Результаты подхода:** Эффективное применение данных принципов в японских ДОО приводит к высокой удовлетворенности среди персонала и родителей, а также к воспитанию детей в духе уважения и самосовершенствования. Систематическое внедрение улучшений и внимание к деталям обеспечивают стабильно высокое качество дошкольного образования.

### **Значение для Узбекистана**

Адаптация японских управленческих практик в узбекские ДОО может предложить новые подходы к улучшению качества образовательного процесса, особенно в аспектах планирования, контроля и корпоративной культуры. Принципы кайзен могут быть интегрированы в управленческие стратегии для постоянного совершенствования учебно-воспитательной работы, а культура уважения и поддержки поможет создать более гармоничное и продуктивное образовательное пространство.

Адаптация японских управленческих практик в узбекские дошкольные образовательные учреждения (ДОО) может значительно повысить эффективность образовательного процесса. Вот несколько конкретных примеров того, как это может быть реализовано:

### **Интеграция принципов кайзен:**

**Планирование и контроль:** Внедрение системы кайзен в управление ДОО позволит регулярно анализировать и оптимизировать все аспекты учебно-воспитательного процесса. Например, можно ввести ежемесячные совещания с учителями для обсуждения текущих проблем и поиска путей их решения, а также для планирования улучшений. Это поможет создать культуру непрерывного совершенствования, где каждый сотрудник чувствует себя вовлеченным в процесс улучшения качества образования.

### **Корпоративная культура уважения и поддержки:**

**Укрепление командного духа:** Принципы уважения, которые являются ключевыми в японской корпоративной культуре, могут быть адаптированы для укрепления взаимопонимания и сотрудничества в коллективе узбекского ДОО. Примером может служить введение ритуалов утренних собраний, где каждый сотрудник может высказаться и поделиться успехами или предложениями, что способствует формированию открытой и поддерживающей атмосферы.

### **Применение методик качественного контроля:**

**Мониторинг и оценка:** Внедрение японских методик качественного контроля, таких как системы "5S" (Сортировка, Систематизация, Уборка, Стандартизация,

Поддержание порядка), может помочь улучшить организацию пространства и порядок в ДОО. Это, в свою очередь, способствует более эффективному и безопасному образовательному процессу.

**Формирование культуры постоянного обучения и самосовершенствования:**

**Профессиональное развитие:** Внедрение систем постоянного профессионального обучения, аналогичных японским корпоративным университетам, может способствовать повышению квалификации педагогов. Например, создание внутренней программы тренингов и семинаров, где опытные учителя и внешние эксперты делятся знаниями и лучшими практиками.

Эти примеры демонстрируют, как японские управленческие стратегии могут быть адаптированы для совершенствования дошкольного образования в Узбекистане, делая его более эффективным, инновационным и отзывчивым к потребностям детей и общества.

**Нидерланды.** В Нидерландах управление ДОО организовано таким образом, что основной фокус делается на индивидуальный подход к каждому ребенку и его потребностям. Руководители учреждений имеют большую свободу в выборе методик и программ, что способствует инновационным решениям в педагогической практике. Это сопровождается активным вовлечением родителей в образовательный процесс, что усиливает социальное взаимодействие и сотрудничество.

**Сравнительный анализ управленческой деятельности в дошкольных учреждениях: Нидерланды**

Нидерланды известны своим индивидуализированным подходом к образованию, который отражается и в управлении дошкольными учреждениями (ДОО). Система управления в Нидерландах ставит в приоритет удовлетворение индивидуальных потребностей каждого ребенка, что способствует развитию его личностных качеств и образовательного потенциала.

**Основные аспекты управления ДОО в Нидерландах:**

1. **Индивидуальный подход к образованию:** В Нидерландах большой акцент делается на адаптации учебных программ и методик под индивидуальные потребности каждого ребенка. Это обеспечивает более глубокое понимание и удовлетворение его образовательных и развивающихся потребностей.

2. **Свобода в выборе методик:** Руководители дошкольных учреждений имеют значительную свободу в выборе и адаптации образовательных программ и методик. Это способствует применению инновационных подходов в педагогической практике, позволяя директорам экспериментировать и находить наиболее эффективные решения для своих учреждений.

3. **Активное вовлечение родителей:** В Нидерландах большое значение придается сотрудничеству с родителями. Это не только укрепляет социальное взаимодействие, но и способствует созданию единого образовательного пространства, где родители активно участвуют в образовательном процессе своих детей.

**Результаты подхода:** Благодаря этому подходу в Нидерландах наблюдается высокий уровень удовлетворенности как у родителей, так и у педагогического персонала. Индивидуальный подход и широкие возможности для инноваций позволяют дошкольным учреждениям эффективно реагировать на меняющиеся образовательные требования и социальные условия, поддерживая высокое качество образования.

#### **Значение для Узбекистана**

Адаптация подходов, принятых в Нидерландах, может значительно улучшить систему дошкольного образования в Узбекистане. Интеграция индивидуального подхода к обучению и развитию детей, а также активное вовлечение родителей могут стать ключевыми элементами в усилиях по улучшению управленческой практики и повышению качества образовательных услуг в дошкольных учреждениях.

Адаптация подходов, используемых в Нидерландах, к узбекской системе дошкольного образования может включать следующие практики и методики, способные улучшить качество образования и управления в дошкольных учреждениях:

#### **Индивидуальный подход к обучению и развитию детей:**

**Персонализированные учебные планы:** В Нидерландах большое внимание уделяется учету индивидуальных особенностей и потребностей каждого ребенка. В Узбекистане можно внедрить практику разработки индивидуальных учебных планов, которые будут учитывать уникальные способности, интересы и темп развития каждого ребенка, обеспечивая тем самым более целенаправленное и эффективное обучение.

#### **Активное вовлечение родителей:**

**Образовательные семинары для родителей:** Подобно нидерландской практике, узбекские дошкольные учреждения могут организовывать регулярные мероприятия и семинары для родителей, на которых обсуждаются методы воспитания, развития речи, подготовки к школе и другие важные аспекты. Это помогает строить мосты между домом и учебным заведением, делая образовательный процесс более гармоничным и интегрированным.

**Усиление роли педагогического состава:**

**Профессиональное развитие учителей:** Внедрение программ постоянного профессионального развития, аналогичных нидерландским, поможет учителям постоянно повышать свои квалификации и оставаться в курсе современных образовательных тенденций и технологий. Это включает тренинги, мастер-классы и обмен опытом с коллегами из других стран.

**Использование обратной связи для улучшения качества образования:**

**Система отзывов от родителей и детей:** Регулярный сбор обратной связи от родителей и непосредственных участников образовательного процесса – детей. Это поможет учреждениям оперативно реагировать на потребности и изменения в образовательном процессе, а также улучшить качество предоставляемых услуг, делая их более отзывчивыми к потребностям и предпочтениям воспитанников.

Эти примеры могут стать основой для создания более гибкой, инклюзивной и эффективной системы дошкольного образования в Узбекистане, которая будет способствовать лучшему развитию каждого ребенка и поддержке семей в воспитательном процессе.

**Выводы и рекомендации**

Сравнительный анализ позволяет сделать вывод о том, что успешное управление ДОО в изученных странах базируется на сочетании высокой степени автономии руководителей, централизации ответственности за педагогические инициативы и активного вовлечения родителей в образовательный процесс. Для адаптации зарубежного опыта в России предлагается разработать программы профессионального развития для директоров ДОО, стимулировать использование инновационных управленческих практик и усилить роль педагогического лидерства в управлении дошкольными учреждениями.

**Выводы и рекомендации по сравнительному анализу управления дошкольными учреждениями**

Сравнительный анализ управленческих практик в дошкольных учреждениях Японии и Нидерланд показал, что эффективное управление ДОО в этих странах достигается за счет нескольких ключевых факторов. Во-первых, важной составляющей является высокая степень автономии, предоставляемая руководителям учреждений, что позволяет им гибко реагировать на изменения и адаптировать образовательный процесс под нужды детей. Во-вторых, централизация ответственности за педагогические инициативы способствует созданию сильных педагогических команд и эффективному внедрению инноваций. В-третьих, активное вовлечение родителей в образовательный процесс обеспечивает поддержку и укрепление образовательной среды в ДОО.

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## ПОКАЗАТЕЛИ И КРИТЕРИИ ОЦЕНКИ РАЗВИТИЯ ЛИЧНОСТНОЙ КОМПЕТЕНТНОСТИ ДИРЕКТОРОВ В УПРАВЛЕНИИ ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИЕЙ

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Исследование передового зарубежного опыта в области развития личностных компетенций директоров дошкольных образовательных организаций является ключевым аспектом для улучшения управленческой практики и повышения качества дошкольного образования. Анализируя международные подходы, можно выделить ряд стратегий и инструментов, демонстрирующих эффективность в формировании и развитии управленческого потенциала. Изучение передового зарубежного опыта показывает, что в странах с высоким уровнем развития системы дошкольного образования особое внимание уделяется развитию личностных компетенций руководителей дошкольных учреждений. Примеры из Финляндии, США и Сингапура демонстрируют многообразие подходов и методик, направленных на усиление управленческого потенциала и личностное развитие директоров.

**Финляндия.** В Финляндии основное внимание уделяется непрерывному профессиональному развитию руководителей на всех этапах их карьеры. Программы для директоров включают курсы по стратегическому управлению, лидерству и коммуникации, с акцентом на инновационные подходы в образовании. Особенностью финской системы является интеграция теоретических знаний с практическими навыками через участие в проектах развития школ и дошкольных учреждений.

**США.** В Соединенных Штатах Америки большое внимание уделяется развитию лидерских качеств и управленческой эффективности через специализированные программы MBA для руководителей образовательных учреждений. Эти программы охватывают управление изменениями, конфликтологию, финансовое планирование и многие другие аспекты. Кроме того, применяются методы кейс-стади и симуляции реальных ситуаций, что позволяет руководителям развивать практические навыки решения проблем.

**Сингапур.** Сингапур славится своей системой подготовки руководителей образовательных учреждений, в которой большое внимание уделяется не только управленческим навыкам, но и личностному развитию. Программы подготовки включают модули по саморефлексии, эмоциональному интеллекту, кросс-культурной коммуникации, а также управлению инновациями.

В контексте современных требований к качеству управления образовательными учреждениями, развитие личностных компетенций директоров дошкольных организаций приобретает особую актуальность. Эффективность функционирования дошкольных образовательных учреждений в значительной мере зависит от уровня развития управленческих и личностных качеств их руководителей. В этом контексте важно определить показатели и критерии, которые позволят оценить развитие личностной компетентности директоров в управлении дошкольной образовательной организацией. Личностные компетенции руководителей образовательных учреждений включают в себя широкий спектр качеств и навыков, от лидерства и коммуникативных способностей до способности к инновациям и принятию эффективных управленческих решений. Они формируются на основе профессиональных знаний, опыта управления, а также личностных характеристик и ценностей. Основными личностными компетенциями, необходимыми для директоров дошкольных учреждений, являются:

- **Лидерские качества**, которые позволяют мотивировать коллектив и вести его к достижению общих целей.
- **Коммуникативные навыки**, обеспечивающие эффективное взаимодействие с сотрудниками, родителями и детьми.
- **Способность к инновациям**, включающая готовность к внедрению новшеств и поиск креативных решений.
- **Управленческие навыки**, связанные с планированием, организацией и контролем образовательного процесса.
- **Профессиональное и личностное развитие**, подразумевающее постоянное самосовершенствование и обучение.

**Для оценки личностной компетентности директоров могут быть использованы следующие показатели:**

- Степень вовлеченности персонала и уровень его удовлетворенности работой под руководством директора;

- Успешность реализации инновационных проектов и программ в образовательной среде;
- Эффективность коммуникационных стратегий, используемых для взаимодействия с педагогами, родителями и детьми;
- Достижение поставленных образовательных и воспитательных целей организации;
- Качество и результативность процесса принятия управленческих решений.

### **Критерии оценки личностной компетентности**

Оценка личностной компетентности директоров включает в себя анализ:

- Наличия и эффективности использования лидерских стратегий для мотивации и развития коллектива;
- Умения строить эффективные коммуникации и устанавливать конструктивные отношения внутри образовательной организации и с ее внешней средой;
- Способности к адаптации и внедрению новых образовательных технологий и методик;
- Уровня профессионального и личностного развития, а также готовности к обучению и самосовершенствованию.

### **Методы сбора и анализа данных**

Для оценки развития личностной компетентности директоров используются методы, такие как анкетирование, интервью, наблюдение, а также анализ документации и отчетов о деятельности дошкольной образовательной организации. Важно также применение метода 360 градусов, который позволяет получить многогранную оценку компетенций руководителя от сотрудников, коллег, родителей и, по возможности, внешних экспертов.

### **Применение показателей и критериев в практике управления**

Использование разработанных показателей и критериев в управленческой практике позволяет не только оценить текущий уровень личностной компетентности директоров, но и определить направления для их дальнейшего развития и совершенствования. К примеру, в результате оценки может быть выявлена потребность в усилении навыков коммуникативного взаимодействия или в повышении квалификации в области управления инновационными образовательными проектами.

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## ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ УПРАВЛЕНЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ДИРЕКТОРА ДОО

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Развитие управленческой деятельности директора дошкольных образовательных учреждений (ДОО) требует создания специфических педагогических условий, которые способствовали бы не только эффективному управлению, но и педагогическому лидерству. Педагогические условия в данном контексте определяются как факторы и средства, которые обеспечивают возможности для профессионального и личностного роста руководителей, а также способствуют улучшению качества образовательного процесса в ДОО.

Введение в тему управления дошкольными образовательными учреждениями (ДОО) акцентирует внимание на значении создания оптимальных педагогических условий для руководителей этих учреждений. Развитие управленческой деятельности директоров ДОО неотделимо от способности к педагогическому лидерству, которое предполагает не только административные навыки, но и глубокое понимание образовательных процессов и способность эффективно их организовывать и оптимизировать.

**Педагогические условия** в данном контексте означают комплекс факторов и средств, которые способствуют профессиональному и личностному росту директоров. Эти условия включают доступ к современным образовательным ресурсам, возможности для постоянного профессионального обучения, обмена опытом с коллегами и экспертами, а также поддержку со стороны государственных и частных образовательных инициатив.

Создание таких условий требует скоординированных усилий на различных уровнях образовательной системы, включая политику, практику и теорию управления образовательными учреждениями. Это подразумевает не только адаптацию новейших педагогических и управленческих технологий, но и создание среды, в которой руководители могут экспериментировать и применять инновационные подходы без страха перед возможными ошибками.

Таким образом, цель данного исследования — идентифицировать и описать ключевые педагогические условия, которые способствовали бы эффективному управлению и лидерству в ДОО, а также предложить рекомендации по их

созданию и улучшению, чтобы улучшить качество образовательного процесса в целом.

### **Ключевые педагогические условия**

#### **1. Профессиональное обучение и развитие**

Основой для развития управленческих навыков является систематическое профессиональное обучение, включающее как теоретическую подготовку, так и практическую деятельность. Важными аспектами обучения должны стать:

- Повышение квалификации через специализированные курсы и семинары по управлению образовательными учреждениями.
- Мастер-классы от опытных управленцев и педагогов.
- Обучение через менторство, где опытные директора ДООУ делятся своими знаниями и опытом с менее опытными коллегами.

### **Ключевые педагогические условия для развития управленческих навыков директоров дошкольных учреждений**

#### **1. Профессиональное обучение и развитие**

Систематическое профессиональное обучение является краеугольным камнем в подготовке эффективных управленцев дошкольных образовательных учреждений. Это обучение должно охватывать как теоретическую подготовку, так и практическую деятельность, обеспечивая комплексный подход к развитию профессиональных навыков.

#### **Важные аспекты профессионального обучения включают:**

- **Повышение квалификации через специализированные курсы и семинары:** Регулярное обучение через курсы и семинары, фокусирующиеся на специфике управления образовательными учреждениями, позволяет директорам ДООУ оставаться в курсе последних тенденций и методик в области образования и управления.
- **Мастер-классы от опытных управленцев и педагогов:** Участие в мастер-классах, проводимых уважаемыми экспертами в области образования, предоставляет директорам возможность учиться у лучших, а также получать новые идеи и подходы, которые можно адаптировать для своего учреждения.
- **Обучение через менторство:** Менторство, осуществляемое опытными директорами, является неоценимым ресурсом для развития управленческих навыков. Опытные директора могут делиться знаниями, предоставлять ценные советы и поддержку, что особенно важно для начинающих руководителей, стремящихся улучшить свои управленческие практики.



Эти элементы профессионального развития способствуют созданию сильной основы для руководителей дошкольных учреждений, позволяя им не только улучшить свои управленческие навыки, но и вести свои команды к более высоким стандартам в образовании и воспитании детей.

## **2. Инновационная образовательная среда**

Создание инновационной образовательной среды, способствующей экспериментированию и принятию новаторских решений, является ключевым условием для развития управленческой деятельности. Это включает:

- Внедрение современных образовательных технологий и программного обеспечения для управления учебным процессом.
- Организация пространства ДООУ таким образом, чтобы оно способствовало открытому общению, творческому подходу и инновационной деятельности как среди педагогов, так и детей.

Создание инновационной образовательной среды является неотъемлемой частью подготовки руководителей дошкольных учреждений к эффективному управлению и лидерству. Инновационная среда обогащает учебный процесс, способствуя принятию новаторских решений и поддерживая культуру непрерывного улучшения и творчества.

**Основные компоненты создания инновационной образовательной среды включают:**

**Внедрение современных образовательных технологий и программного обеспечения:** Использование передовых технологий, таких как интерактивные доски, образовательные приложения и программы для управления учебным процессом, помогает оптимизировать обучение и воспитание. Эти инструменты могут улучшить доступность и качество образовательных материалов, а также предоставить педагогам новые возможности для разработки учебных программ и методик.

**Организация пространства ДООУ:** Продуманное организационное пространство играет критическую роль в формировании образовательной среды. Пространства, которые способствуют открытому общению, творчеству и инновационной деятельности, не только стимулируют учебную активность детей, но и способствуют профессиональному взаимодействию и развитию сотрудников. Это может включать гибкие учебные зоны, зоны для творчества и отдыха, а также пространства для коллаборации и обмена идеями между педагогами.

**Результаты внедрения инновационной образовательной среды:**

**Повышение мотивации и участия:** Творчески организованное пространство и доступ к современным технологиям могут значительно повысить мотивацию и участие как учащихся, так и учителей. Это способствует более глубокому погружению в учебный процесс и более высокой эффективности обучения.

**Стимулирование креативности и инноваций:** Инновационная среда поощряет как учителей, так и детей к экспериментированию и изучению новых подходов и идей. Это не только улучшает текущие педагогические практики, но и ведет к разработке новых методов и техник обучения и воспитания.

Поддерживая и развивая такие условия в дошкольных учреждениях, можно значительно улучшить управленческую деятельность и качество образовательного процесса, что в конечном итоге приведет к формированию более качественного образовательного опыта для всех участников.

### 3. Поддержка со стороны управляющих органов

Поддержка со стороны муниципальных и региональных органов управления образованием играет важную роль в развитии управленческих компетенций директоров ДООУ. Это может включать:

- Разработку и реализацию программ стимулирования директоров за инновации в образовательном процессе.
- Предоставление дополнительных ресурсов для реализации образовательных и управленческих проектов.

Эффективная поддержка со стороны муниципальных и региональных органов управления образованием является критически важной для развития и укрепления управленческих компетенций директоров дошкольных учреждений (ДООУ). Эта поддержка может оказываться через различные программы и ресурсы, направленные на стимулирование инноваций и улучшение качества образовательного процесса.

**Важные аспекты поддержки включают:**

**Разработка и реализация программ стимулирования:** Одним из способов поощрения инноваций в образовательном процессе является создание программ, которые стимулируют директоров ДООУ к внедрению новшеств. Эти программы могут предусматривать финансовые бонусы, профессиональное признание или другие формы поощрения за успешное внедрение инновационных методов и технологий в учебно-воспитательную работу.

**Предоставление дополнительных ресурсов:** Для реализации образовательных и управленческих проектов необходимы адекватные ресурсы.

Управляющие органы могут предоставлять дополнительное финансирование, оборудование или программное обеспечение, что позволит директорам реализовывать амбициозные проекты, направленные на улучшение качества образования и управления в ДОУ.

**Положительное воздействие поддержки управляющих органов:**

**Улучшение инновационной деятельности:** Поддержка со стороны управляющих органов может значительно ускорить процесс внедрения новых образовательных подходов и технологий, способствуя созданию более динамичного и современного образовательного процесса.

**Повышение мотивации руководителей:** Наличие поддержки и признания со стороны вышестоящих органов управления способствует повышению мотивации и профессионального удовлетворения директоров, что положительно сказывается на общей эффективности их работы.

**Расширение возможностей для профессионального развития:** Дополнительные ресурсы и финансирование позволяют директорам участвовать в профессиональных развивающих программах, повышая тем самым их квалификацию и способности к управлению дошкольными учреждениями.

Поддержка со стороны управляющих органов не только обеспечивает необходимые ресурсы и стимулы для развития управленческих компетенций, но и создает благоприятные условия для непрерывного улучшения образовательной деятельности в ДОУ.

#### **4. Корпоративная культура и климат**

Корпоративная культура ДОУ должна быть направлена на создание условий для профессионального роста и развития лидерских качеств среди всех сотрудников. Основные элементы такой культуры включают:

- Прозрачность в принятии решений.
- Поощрение инициативности и самостоятельности педагогов.
- Уважение и поддержка мнений и идей каждого сотрудника.

Корпоративная культура в дошкольных образовательных учреждениях (ДОУ) играет ключевую роль в формировании эффективной управленческой среды, способствующей профессиональному росту и развитию лидерских качеств у всех сотрудников. Создание такой культуры требует осознанных усилий со стороны руководства для внедрения принципов, которые поддерживают открытость, инициативность и уважение.

**Основные элементы корпоративной культуры в ДОУ:**

- **Прозрачность в принятии решений:** Открытый доступ к информации о решениях, которые затрагивают работу учреждения и его сотрудников, создает доверие и уверенность в управленческом процессе. Прозрачность способствует сотрудничеству и общему пониманию целей и задач ДООУ, что критически важно для эффективной работы коллектива.
- **Поощрение инициативности и самостоятельности педагогов:** Создание условий, при которых педагоги могут самостоятельно принимать решения и предлагать нововведения, способствует формированию сильного педагогического коллектива. Поощрение такой инициативности не только повышает мотивацию сотрудников, но и способствует развитию инновационных подходов в обучении и воспитании.
- **Уважение и поддержка мнений и идей каждого сотрудника:** Уважительное отношение к мнениям каждого члена команды создает благоприятный климат и способствует укреплению взаимного доверия и уважения. Поддержка идей сотрудников не только повышает их лояльность и удовлетворенность работой, но и ведет к более качественному и разнообразному образовательному процессу.

#### **Положительные эффекты качественной корпоративной культуры:**

- **Улучшение взаимодействия в коллективе:** Хорошо налаженная корпоративная культура способствует гармоничному взаимодействию среди сотрудников, уменьшает конфликты и способствует эффективному решению возникающих проблем.
- **Повышение производительности и качества образовательной деятельности:** Когда сотрудники чувствуют поддержку и признание своих профессиональных усилий, это стимулирует их к более активной и продуктивной работе, что напрямую влияет на качество образовательного процесса.
- **Формирование позитивного образа учреждения:** ДООУ с крепкой корпоративной культурой часто имеют положительный образ среди родителей и общественности, что способствует привлечению новых клиентов и укреплению его позиций в образовательной сфере.

Таким образом, создание и поддержание качественной корпоративной культуры в дошкольных учреждениях является важнейшим условием для успешного управления, способствующим профессиональному росту сотрудников и повышению общего качества предоставляемого образования.

#### **5. Обратная связь и оценка деятельности**

Регулярная оценка деятельности директора ДОУ со стороны педагогов и родителей помогает идентифицировать области для улучшения и развития. Эффективные механизмы для сбора обратной связи включают:

- Анкетирование среди родителей и сотрудников.
- Проведение регулярных собраний, на которых обсуждаются вопросы управления и развития учреждения.
- Внедрение системы KPI (ключевых показателей эффективности) для оценки результатов работы директора.

Регулярная оценка деятельности и получение обратной связи являются критически важными аспектами для улучшения управления дошкольным образовательным учреждением (ДОУ). Эффективная обратная связь не только помогает директору понять, как его действия воспринимаются педагогами и родителями, но и предоставляет ценную информацию для корректировки и совершенствования управленческих стратегий.

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## **СУЩНОСТЬ ПРИНЦИПОВ, МЕТОДОЛОГИЧЕСКИХ ПОДХОДОВ И МЕХАНИЗМОВ УПРАВЛЕНИЯ ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИЕЙ**

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Сущность принципов управления заключается в их способности направлять деятельность руководителя, обеспечивая соответствие между целями организации и стратегическими решениями. Особое внимание в данном контексте уделяется принципам гибкости, инклюзивности и инновационности, которые позволяют адаптироваться к динамично меняющимся условиям внешней и внутренней среды дошкольного учреждения. Методологические подходы к управлению дошкольной образовательной организацией опираются на комплексные и системные методы, позволяющие осуществлять анализ, планирование, организацию, мотивацию и контроль в рамках единого управленческого процесса. Особое внимание уделяется вопросам развития профессиональной компетентности руководителей, их способности к самообучению и саморазвитию, что является ключевым для инновационного развития образовательного процесса. Механизмы управления представляют собой комплекс инструментов и процедур, направленных на реализацию управленческих решений. Эти механизмы включают в себя не только формальные процедуры, такие как планирование и контроль, но и неформальные аспекты, включающие корпоративную культуру, стили лидерства и коммуникационные стратегии, что в совокупности формирует эффективную систему управления дошкольной образовательной организацией. В рамках комплексного исследования механизма развития личностных компетенций директоров в управлении дошкольными образовательными организациями, особое внимание уделяется анализу сущности принципов, методологических подходов и механизмов управления. Этот аспект исследования затрагивает фундаментальные основы, на которых строится система управления дошкольным образованием, и определяет ключевые параметры, влияющие на эффективность руководства и качество образовательного процесса.



**Сущность Принципов Управления.** Механизмы управления дошкольной образовательной организацией представляют собой конкретные инструменты и процессы, направленные на реализацию стратегических и оперативных задач управления. Важным аспектом является интеграция различных управленческих функций и процессов в единую систему, что позволяет обеспечить эффективное функционирование организации и достижение поставленных целей. Принципы управления дошкольными образовательными организациями составляют основу для формирования общей стратегии и тактики управленческой деятельности. В их числе:

**Принцип системности** подразумевает рассмотрение дошкольной организации как единой системы, где все элементы взаимосвязаны и взаимодействуют друг с другом. Принцип системности лежит в основе построения эффективной управленческой системы в дошкольной образовательной организации. Он подразумевает восприятие организации как целостной системы, в которой все элементы, будь то педагогический коллектив, воспитанники, учебно-методический комплекс, административный и хозяйственный персонал, взаимосвязаны и взаимодействуют друг с другом. Это требует от руководителя умения видеть целостную картину и координировать деятельность различных подразделений организации для достижения общих целей.

**Принцип целостности** акцентирует внимание на необходимости учета всех аспектов деятельности организации, от образовательных программ до воспитательного процесса и административных задач. Принцип целостности акцентирует внимание на комплексном учете всех аспектов деятельности дошкольной организации. Это включает в себя не только образовательные программы и воспитательный процесс, но и административное управление, финансовое планирование, обеспечение безопасности и создание благоприятной образовательной среды. Такой подход способствует формированию единой стратегии развития организации, в которой учитываются и гармонично сочетаются все составляющие успешного дошкольного образования.

**Принцип инновационности** выделяет стремление к непрерывному обновлению и совершенствованию методов и подходов в образовании и управлении. Принцип инновационности подчеркивает важность постоянного поиска и внедрения новых методов и подходов в педагогическую практику и управление. Стремление к инновациям не только способствует повышению

качества образовательного процесса, но и обеспечивает адаптацию дошкольной организации к меняющимся условиям и потребностям общества. Инновационный подход в управлении включает в себя внедрение современных образовательных технологий, разработку и реализацию новаторских программ развития детей, а также применение передовых методик организации управленческой работы.

**Методологические Подходы к Управлению.** Методологические подходы к управлению дошкольной образовательной организацией формируют основу для разработки и реализации управленческой стратегии, адаптированной к особенностям работы с детьми дошкольного возраста и отражающей современные тенденции в области образования и управления. Методологические подходы к управлению дошкольной образовательной организацией определяют методы и способы реализации управленческих задач. Среди них:

**Ситуационный подход**, предполагающий гибкое управление в зависимости от конкретных условий и обстоятельств. Ситуационный подход в управлении дошкольной образовательной организацией позволяет руководителям адаптироваться к изменяющимся условиям и выбирать наиболее подходящие управленческие решения в зависимости от конкретной ситуации. Этот подход требует от директоров глубокого понимания как внутренней динамики организации, так и внешней образовательной и социальной среды. Применение ситуационного подхода способствует более гибкому и эффективному управлению, позволяя оперативно реагировать на вызовы и использовать возникающие возможности для развития организации.

**Процессный подход**, ориентированный на оптимизацию управленческих и образовательных процессов. Процессный подход концентрирует внимание на структурировании и оптимизации всех управленческих и образовательных процессов в организации. Основной акцент делается на постоянном совершенствовании процессов планирования, организации, мотивации и контроля, что включает в себя идентификацию ключевых процессов, их анализ, моделирование и оптимизацию. Процессный подход позволяет достичь высокой степени координации действий персонала и повысить эффективность управления ресурсами организации.

**Компетентностный подход**, акцентирующий внимание на развитии профессиональных и личностных компетенций персонала. Компетентностный подход подчеркивает важность развития профессиональных и личностных

компетенций как руководителей, так и всего персонала дошкольной образовательной организации. В фокусе внимания находится не только приобретение необходимых знаний и умений, но и развитие способностей к самостоятельному решению задач, критическому мышлению, творчеству и социальной адаптации. Применение компетентностного подхода способствует формированию мотивированного, профессионально подготовленного и эффективно работающего коллектива, способного реализовывать инновационные образовательные программы и проекты.

Реализация этих подходов в практике управления дошкольной образовательной организацией требует от руководителя не только высокого уровня профессиональных знаний и умений, но и глубокого понимания специфики дошкольного образования, а также умения строить эффективное взаимодействие как внутри организации, так и с внешней средой.

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## LIRIK ASARLARDA OKKAZIONAL MA'NOLARNING IFODALANISHI

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**Annotatsiya:** O'tgan asrning ikkinchi yarmidan boshlab tilshunoslikda "okkazionalizm" termini keng qo'llanila boshlandi. Okkazionalizm – umumiste'molga muvofiq, tog'ri kelmaydigan, individual tarzdagi ma'noga ega bo'lgan til birligi. Okkazional ma'noga ega so'zni hosil qiishda ijodkor turli xil so'z yasash usullari va so'z yasash qoliplaridan samarali foydalanadi. Ushbu maqolada lirik asarlarda okkazional so'z va ma'nolarning qo'llanilishi bilan bog'liq masalalar tahlil etilgan.

**Kalit so'zlar:** okkazionalizm, okkazional so'z, okkazional ma'no, aloqadorlik, o'xshatish, individual, sun'iy ma'no, nutqiy birlik.

Okkazional ma'no (nutqiy ma'no) leksemaning tildagi ma'nosiga (yoki ma'nolariga) xos bo'lmagan, ayrim shaxslarning (mualliflarning) nutqiy vaziyatdan kelib chiqib, shu leksema mazmuniga yangicha "tus" berish maqsadida yuzaga keltirgan sun'iy ma'nosidir. U individual xarakterda bo'ladi va faqat kontekstda (nutqda ) anglashiladi<sup>1</sup>.

O'zbek tilshunosligida okkazional so'zlarning nazariy jihatlari vujudga kelishi, ularning badiiy-estetik xususiyatlari birmuncha tadqiq etilgan. Bu borada O.To'xtasinovning tadqiqotida quyidagicha ta'rifni kuzatish mumkin: "Okkazional so'zlar o'zida sinxron-diaxron qorishqlik, anomallik, nutq uslubi yoki muloqotning ayni shu daqiqasida yuz beradigan, so'z yasash xususiyatlarini o'zida mujassam etgan ekspressiv nutqiy birlikdir".

Okkazionallik ma'nolari quyidagi usullar bilan hosil bo'ladi:

1. Aloqadorlik asosida ma'no ko'chirish, ya'ni elliptik ma'nolar okkazional ma'no sanaladi. Masalan, Oloyga bordik (Toshkent viloyatidagi Oloy bozori nazarda tutilyapti).
2. Sifatlovchi birikmalarni ixchamlashtirish orqali okkazionallik ma'nosini hosil qilish. Masalan, Har qancha urinmasin, bu qora niyat maqsadiga yeta olmaydi. "Qora niyat" sifatlovchisi odamga nisbatan ishlatilgan, odam so'zi yoki kishi nomi tushirib qoldirilgan. Sifatlovchi aniqlovchilar orqali okkazional uzual ma'no hosil bo'lgan.

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<sup>1</sup> H.Jamolxonov. Hozirgi o'zbek adabiy tili. T-2013.261-b.

3. O'xshatish tipidagi qurilmalar ixchamlashtirilganda okkazional ma'no hosil bo'ladi. Masalan, Burgut changaliga dosh berolmas yov. "burgut changali"-mard, kuchli, jasur, qo'rqmas, dadil, pahlavon yigit ma'nosida ishlatilmoqda.

Xususan, Zulfiya ijodida ham o'ziga xos okkazional so'zlarni uchratish mumkin:

*Oldda bekatlarning tuyib yo'qligin,*

*Notugal mashqlarim sochayotirman.*

Shoira "Iqrorga vaqt yetdi" deb nomlangan ushbu she'rida *notugal* so'zini qo'llagan bo'lib, bu so'z "chala", "oxiriga yetmagan" va ayni paytda ijodkorning o'zi yozgan she'rdan "ko'ngli to'lmaganlik" ma'nolarini ifodalagan.

Shoironing "Izlayman" she'rida no-affiksi bilan bog'liq *noshodlik* (*Kunlar qancha shodlik, Qancha noshodlik*) yasalmasiga ham shoira ijodiga xos so'z sifatida qarash lozim.

O'zbek tilida qiyos ma'nosini ifodalovchi –simon sifat yasovchi affiksi otlarga qo'shib, qisman o'xshatish tushunchasini ifoda etadi. Forsiy tilning affiksi bo'lgan bu qo'shimcha shoira ijodida o'ziga xos yasaliş tizimini shakllantirganligini ko'rishimiz mumkin. Shoironing quyidagi "Yulduz" she'rida bu qo'shimcha vositasida kishilik olmoshidan *sensimon* ko'rinishidagi individual yasama so'z hosil qilgan. Masalan,

*Yashnadi bir yulduz xuddi sensimon.*

Yana ba'zi o'rinlarda -simon qo'shimchasi sifatdoshdan so'ng qo'llanganligini ko'rishimiz mumkin. Masalan, "Tuhfa" she'rida yoritgansimon tarzida (*Quyosh oynining yuzin yoritgansimon, Sendan bahra olib, sir qolgan ko'ngil.*), "Tong" she'rida *tug'ilgansimon* tarzida (*Tabiat naq shu kun tug'ilgansimon Har gal hamma yokda yangi jaranglar...*), "Shoshma, hali" she'rida *turtgansimon* (*Yarim tunda, birov turtgansimon, Bir cho'chiyman,*), chaqqansimon, ichgansimon tarzida (*Men o'zimni his qilaman qaynoq jangda. So'ngra-so'ngra xuddi ilon chaqqansimon, So'ngra, xuddi bir xum aqrab ichgansimon Men o'zimni o'ngarolmay to'lg'onaman.*) qo'llanganligini ko'rishimiz mumkin. Shoira –simon qo'shimchasi yordamida sifatdoshlardan ham yangi leksemalar hosil qilgan.<sup>2</sup>

Shoirlarning asarlari matni yuzasidan olib borilgan kuzatishlar ularda bir qator xarakterli okkazional so'zlar mavjudligini ko'rsatadi. Undagi okkazionalizmlarni hosil bo'lish usuliga ko'ra ikkiga ajratish mumkin:

- 1) semantik okkazionalizmlar;
- 2) affiksatsiya usulida hosil qilingan okkazionalizmlar.

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<sup>2</sup> H.Umarova. Zulfiya ijodida okkazional so'zlar va kontekstual sinonimlar. Maqola

Semantik okkazonalizmlar tilda mavjud ba'zi so'zlarni yangicha ma'noda qo'llash natijasida yuzaga keladi. Masalan, Sirojiddin Sayyid "Toshkent oqshomi" she'rida quyidagi semantik okkazonalizmni qo'llagan:

*Bunda har bir nihol kelinchak bo'lgay,*

*Oftobtaxtim mening, oytaxtim mening.*

*Ko'priklar evrilib kelajak bo'lgay,*

*Olamga ostonam – poytaxtim mening.*

Keltirilgan she'riy parchada narsani boshqa narsaga nisbatlash, o'xshatish yo'li bilan, ya'ni fors-tojikcha "oftob" so'ziga fors tilidan olingan "taxt" so'zini qo'shish [so'z+so'z] qolipi asosidagi yangi qo'shma so'z hosil qilingan. Ijodkor she'r ta'sirchanligini oshirish hamda ona yurt tavsifini yanada kengroq ifodalash maqsadida shu misraning o'zida bir xil qolipdagi okkazonal birlikni keltiradi. Turkiy oy so'ziga *taxt* so'zini qo'shish orqali yangicha o'xshatishlarni qo'llagan.

Shuningdek, shoir ijodida affiksatsiya usuli bilan yasalgan okkazonalizmlar ham qo'llangan. Bu esa shoir she'rlarining ta'sirchanligini oshirib, she'rning o'qishli, ohangdor bo'lishini ta'minlagan. Bu jihatlarni shoirning "Haq so'z" she'rida ko'rish mumkin:

*"Chorak asr hamnafas" emas,*

*Chorak asr dildosh, og'riqdosh*

*Bo'lib yashagansiz Kibriyo opa.*

*Yosh shoirlar o'qir – ko'zlarida yosh.*

Aniq va qulay bo'lishi uchun okkazonalizmlarni ikkiga ajratib o'rganish maqsadga muvofiqdir. Okkazonal so'zlar va okkazonal ma'noga ega so'zlar. Bunga bir okkazonal so'zlar va okkazonal ma'noni o'zaro bir-biridan farqlashimiz kerak bo'ladi. Okkazonal so'z tilning lug'at sathida mavjud bo'lmagan, bir ijodkor tomonidan qo'llangan, g'ayriodatiy yasaliş tizimiga ega bo'lgan so'zlar hisoblanadi:

*Adashib boraman bu tinch shaharga,*

*Meni qarshilaydi teraklar, tollar.*

*Ko'chani uyg'otib sokin saharda*

*Qaygadir boradi saharxez chollar.*

(U.Azim)

Keltirilgan misollardan ham bu so'zlarning g'ayriodatiy, yasaliş tizimi ham tasodifiy ekanligini, lug'at tarkibida uchramasligini ko'rishimiz mumkin.

Okkazonal ma'no okkazonal so'zga nisbatan kengroq, qamrov doirasi ham kattaroq hisoblanadi. Okkazonal ma'noga ega so'zlar semantik okkazonalizm bo'lganligi



uchun ham bu hodisalar badiiy matndagina okkazional ma'no hosil qilishi kerak.  
Masalan:

*Elparast kaptarlar yurak qabrida*

Armon ko'zlaridan to'kdi olov yosh.

Xulosa qilib aytganda, lirik asarlarda o'ziga xos qolipdagi okkazionalizmlar yaratilgan bo'lib, ular ham nominativ, ham uslubiy ma'no berish uchun xizmat qilgan. Mazkur nutqiy hosilalar til me'yorlari asosida shakllangan, bu esa lug'at qatlamimizning boyishiga olib keladi. Shoirlar ijodidan keltirilgan okkazionalizmlar she'rxonga estetik zavq berish bilan bir qatorda ijodkorning badiiy niyatini ifodalashga yordam beradi. Shuni ham ta'kidlash joizki, o'zbek tilshunosligida okkazional ma'no va uning yuzaga chiqish omillarini o'rganish, ilmiy-nazariy tadqiqotlar olib borish bugungi zamon tilshunosligining muhim vazifasidir.

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## **A COMPARATIVE STUDY OF DENTAL TERMINOLOGY IN UZBEK AND ENGLISH LANGUAGES**

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### **ABSTRACT**

This article explores the linguistic structures and terminological systems associated with dental terminology in both Uzbek and English. Through comparative analysis, the research highlights differences and similarities in the cultural and scientific development of dental language, including etymology, morphology, and semantic fields. The findings may contribute to better understanding and more effective translation in medical and academic contexts.

**Key Words:** Dental Terminology, English Dental Terms, Uzbek Dental Terms, Etymology of Dental Terms, Medical Translation, Loanwords in Dentistry, Morphology of Medical Terms, Cross-linguistic Communication, Standardization of Medical Terms, Uzbek Medical Language.

### **INTRODUCTION**

Specialized vocabulary in healthcare plays a critical role in ensuring precise communication among professionals, patients, and researchers. This is particularly evident in dentistry, where terminology is not only central to understanding clinical procedures and diagnoses but also to maintaining clear communication across linguistic and cultural boundaries. Dentistry, as a branch of medicine, relies heavily on a specialized lexicon that includes terms related to various types of teeth, dental diseases, treatment procedures, and instruments. The precise use of this terminology is crucial for effective diagnosis, treatment planning, patient education, and research documentation. Inaccurate use of terms can lead to miscommunication, misdiagnosis, or improper treatment, underscoring the importance of a standardized and well-understood vocabulary in the field.

The purpose of this study is to compare and analyze dental terms in both the Uzbek and English languages, focusing on the linguistic structure, cultural influences, and practical usage in professional dental settings. English, being widely recognized as a global medical language, has a well-established lexicon of dental terms that are standardized across countries. On the other hand, Uzbek, like many other languages,

incorporates both native terms and loanwords, particularly from Russian and Arabic, in its dental terminology. Understanding how these two languages develop and use dental terms offers insights into cross-linguistic variations, cultural differences, and potential challenges in translation and communication within the dental field.

This article covers a wide range of common dental terms, including those related to teeth, dental procedures, diseases, and instruments, with attention to how these terms are classified and organized in each language. The study examines the etymology of dental terms, morphological structures, and cultural factors that influence dental vocabulary. It also explores challenges in translating dental terminology between Uzbek and English and the implications for dental education, patient care, and research in both linguistic contexts. By providing a comparative analysis, the research aims to contribute to the broader understanding of medical terminology across languages and to improve communication between dental professionals in different linguistic and cultural settings.

### **ETYMOLOGY OF DENTAL TERMS**

The majority of dental terms in English derive from Latin and Greek, reflecting the historical development of Western medical science and its reliance on classical languages. Latin and Greek have long been the foundation of medical terminology due to their precision, conciseness, and the influence of Roman and Greek scholars in the development of medicine.

For example, the term "dentist" originates from the Latin word *dent*, meaning "tooth." Similarly, the term "orthodontics" combines two Greek roots: *orthos*, meaning "straight," and *odous* (or *odontos*), meaning "tooth." These terms reflect the historical emphasis on the medical treatment of teeth and their proper alignment. Other common dental terms like "periodontitis" (from Greek *peri*, meaning "around," and *odous*, meaning "tooth") and "gingivitis" (from Latin *gingiva*, meaning "gums") further highlight the deep-rooted connection of dental terminology to classical languages. [1] This classical etymology not only serves as a standardized reference for professionals globally but also emphasizes the scientific tradition in Western dentistry, where precision and systematic categorization are paramount.

In contrast, the etymology of dental terms in Uzbek shows a more complex blend of influences, reflecting the linguistic and cultural history of the region. Uzbek, a Turkic language, has historically borrowed terms from several languages, including Russian, Persian, and Arabic, particularly in specialized fields like medicine.

Many modern Uzbek dental terms are loanwords from Russian, as Uzbekistan was part of the Soviet Union, and Russian continues to exert significant influence in

medical and scientific domains. For instance, the term "stomatologiya" (dentistry) in Uzbek is borrowed directly from the Russian "стоматология" (*stomatologiya*), itself derived from the Greek *stoma*, meaning "mouth." Additionally, terms for instruments and procedures often follow Russian models due to the Soviet-era standardization of medical education.

Aside from Russian, Persian and Arabic have also contributed to Uzbek medical terminology, particularly in traditional medicine. Words such as *tish* (tooth) are indigenous, but more technical terms often come from these external sources, reflecting the multi-lingual nature of the region's intellectual history. Indigenous terms exist for basic concepts, but more specialized vocabulary often requires borrowing, a result of the need for modern medical advancements. [2, 123-128]

The etymological roots of dental terms in English and Uzbek reflect the distinct cultural and medical traditions of each language. English, with its deep ties to Latin and Greek, showcases the historical influence of classical civilizations and the dominance of Western scientific traditions in medical terminology. The use of these ancient languages gives English dental terms a sense of universality and continuity, making them easily recognizable across many modern languages.

In contrast, Uzbek dental terminology is shaped by the country's historical ties to Russia and its position at the crossroads of Central Asia. The heavy borrowing from Russian reflects the Soviet influence on medical education and practice, while older terms borrowed from Persian and Arabic indicate the long-standing influence of Islamic medicine in the region. This blending of linguistic sources creates a dental lexicon that is less standardized but more reflective of Uzbekistan's unique cultural and historical context.

The differences in etymological roots also point to different approaches to dental education and practice. English, through its classical terminology, emphasizes scientific precision and global communication. Uzbek, on the other hand, demonstrates linguistic adaptability, with its terms shaped by external influences and local adaptations, reflecting the region's multilingual and multicultural history. Understanding these etymological roots not only sheds light on the development of dental terminology but also enhances cross-linguistic communication between dental professionals in different cultural contexts.

## STRUCTURE AND MORPHOLOGY OF DENTAL TERMS

**English Dental Terms.** English dental terms largely follow the standard morphological patterns found in medical terminology, which is characterized by the use of Latin and Greek roots, prefixes, and suffixes. This structure allows for the

creation of highly specific terms that convey precise meanings about anatomical features, conditions, and procedures. [3, 615-620]

### **Prefixes and Suffixes.**

English dental terms commonly utilize prefixes and suffixes to denote specific aspects of dental health and treatment. For instance:

- **"Periodontitis"**: The prefix *peri-* (meaning "around") combined with the root *odont* (Greek for "tooth") and the suffix *-itis* (meaning "inflammation") refers to the inflammation of the tissue surrounding the teeth.
- **"Gingivitis"**: In this word, *gingiv-* refers to the gums (from Latin *gingiva*) and *-itis* denotes inflammation. Thus, "gingivitis" refers to the inflammation of the gums.

Other common prefixes include:

- **"Ortho-"**: meaning "straight" (e.g., *orthodontics*, straightening of teeth).
- **"Endo-"**: meaning "within" (e.g., *endodontics*, dealing with the inner part of the tooth, like the pulp).

Suffixes often describe conditions, diseases, or procedures:

- **"-ectomy"**: meaning removal (e.g., *tooth extraction*).
- **"-osis"**: meaning condition or disease (e.g., *periodontosis*, a disease affecting the gums).
- **"-logy"**: meaning the study of (e.g., *stomatology*, the study of the mouth and its diseases). [4, 45-60]

These affixations allow for flexible term formation, which can accommodate new discoveries and technologies in dentistry by modifying a root with the appropriate prefix or suffix.

**Uzbek Dental Terms.** In contrast, dental terms in Uzbek exhibit a different morphological structure, characterized by a combination of native elements, affixation, compound words, and a heavy reliance on loanwords from Russian, Arabic, and Persian. The creation of new terms in the dental field in Uzbek is more likely to involve borrowing rather than forming new words through the internal resources of the language.

**Loanwords and Borrowing.** Many of the technical terms used in modern Uzbek dentistry are borrowed directly from Russian, due to the historical influence of the Soviet Union on healthcare and medical education in Uzbekistan. For example:

- **"Stomatologiya"**: Derived from the Russian *stomatologiya* (dentistry), which in turn comes from the Greek *stoma*, meaning "mouth."
- **"Terapist-stomatolog"**: A compound term borrowed from Russian, combining *terapist* (therapist) with *stomatolog* (dentist). [5, 78-85]



**Affixation and Compounds.** Uzbek uses affixation as a morphological tool, though it is less prevalent in dental terminology than in English. The language also forms compound words, often combining native terms with borrowed ones. For example, the word for "tooth decay" in Uzbek is *tish chirishi*, where *tish* means "tooth" and *chirishi* comes from the verb *chirimoq*, meaning "to decay."

However, many of the more specialized dental terms are transliterations or adaptations of Russian or English words rather than newly created terms. This reliance on loanwords reflects the modern Uzbek medical lexicon's tendency to adopt established terms from other languages, particularly in specialized fields like dentistry.

## DISCUSSION

The morphological patterns of dental terms in English and Uzbek reflect their respective linguistic histories and medical traditions. In English, the heavy reliance on classical roots and affixation creates a highly systematic and logical approach to terminology. Terms can be broken down into their components, with each prefix and suffix providing a clue to the term's meaning. This makes English dental terminology relatively easy to learn and decipher, especially for those familiar with Latin or Greek roots.

In Uzbek, the morphology of dental terms is less systematic due to the widespread borrowing from other languages. While compound words and native affixes exist, much of the specialized vocabulary relies on direct loanwords, particularly from Russian. This can make the terminology somewhat less accessible to native speakers unfamiliar with Russian or international medical lexicons. The reliance on borrowed terms also presents challenges for translation and standardization, as medical professionals must navigate between native Uzbek terms and international loanwords.

**Impact on Learning and Translation.** For learners and translators, the morphological regularity of English dental terms often facilitates understanding. Once one grasps the meaning of common prefixes and suffixes, they can easily interpret new terms. Additionally, the global prevalence of English as a medical language means that many dental professionals worldwide are familiar with these terms.

In Uzbek, however, the blend of native and borrowed terms can complicate learning and translation. While basic concepts like *tish* (tooth) are easy for native speakers, more specialized terms like *stomatologiya* may require familiarity with Russian or international terminology. Translators working between English and Uzbek must not



only be familiar with medical terminology in both languages but also be aware of the cultural and linguistic context that shapes how these terms are used.

### **CONCLUSION**

The comparative analysis of dental terminology in English and Uzbek highlights the significant linguistic, cultural, and historical differences between the two languages. English dental terms are largely standardized and rooted in Latin and Greek, reflecting the global dominance of Western medical traditions. In contrast, Uzbek dental terms are shaped by a blend of indigenous elements and loanwords, particularly from Russian, underscoring the region's Soviet influence on healthcare and education. The differences in etymology, structure, and morphology between the two languages create challenges for translation, especially in ensuring accuracy and consistency in medical texts and practice.

However, with the growing need for cross-linguistic communication in the field of dentistry, efforts must be made to standardize Uzbek dental terminology and develop comprehensive bilingual resources. This can be achieved through the collaboration of medical institutions, dental professionals, and linguistic experts. By implementing strategies such as creating bilingual glossaries, contextual translation practices, and professional development programs, the challenges of translating dental terms can be minimized. Ultimately, improving translation practices will enhance communication between dental professionals and patients, contributing to better dental care and medical education in both languages.

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## TEACHING STUDENTS THROUGH INTERACTIVE METHODS.

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**Abstract :** This article explores the impact of using interactive methods in teaching students. It aims to investigate how such methods enhance student engagement, critical thinking, and retention of knowledge. The study was conducted through an experimental design in educational institutions, where traditional and interactive teaching methods were compared. The findings highlight significant improvement in students' learning outcomes with the implementation of interactive techniques. The article concludes with recommendations for incorporating interactive methods into the curriculum to foster an active learning environment.

**Keywords:** interactive teaching, student engagement, learning outcomes, critical thinking, active learning.

### INTRODUCTION

In recent years, education has undergone a transformation with the integration of technology and interactive teaching methods. These methods have gained attention due to their effectiveness in fostering deeper understanding and engagement among students. Traditional lecture-based teaching, while effective in certain contexts, often leads to passive learning, where students become mere recipients of information. Interactive teaching, on the other hand, actively involves students in the learning process, encouraging collaboration, discussion, and critical thinking. This study investigates the effectiveness of interactive teaching methods in enhancing students' academic performance and engagement. By comparing traditional methods with interactive approaches such as group discussions, simulations, and problem-based learning, the research aims to determine the benefits of these modern techniques in the classroom.

### Materials and Methods

The study was conducted in five high schools, involving 300 students across different grade levels. A mixed-method approach was used, combining both quantitative and qualitative data collection methods.

1. Participants: The participants were divided into two groups – the control group, which experienced traditional lecture-based instruction, and the experimental group,

which was taught using interactive methods such as role-playing, debates, and digital tools like Kahoot and Padlet.

2. Procedure: The interactive teaching methods included collaborative activities, peer teaching, and the use of real-life scenarios to stimulate critical thinking. The traditional group received lecture-based teaching, where interaction was limited to questions and answers at the end of the session.

3. Data Collection: Data were collected through pre- and post-tests to evaluate students' academic progress. Surveys and interviews were also conducted to assess student engagement and satisfaction.

4. Analysis: The data were analyzed using statistical tools such as t-tests to compare the performance of students in both groups. Qualitative data from surveys and interviews were analyzed through thematic coding to identify key patterns and insights.

## **Results**

The results of the study indicated a significant improvement in the academic performance of students who were taught using interactive methods. The average test scores in the experimental group increased by 25%, while the control group showed a 10% improvement. Moreover, surveys revealed that 85% of students in the interactive group felt more engaged in the learning process, compared to 55% in the traditional group. The qualitative data further supported these findings, with students in the interactive group reporting higher satisfaction with the learning experience. Many expressed that interactive methods made complex concepts easier to understand and allowed for better retention of knowledge.

The results from this study further demonstrated a clear distinction in the learning outcomes between the traditional and interactive teaching groups. In addition to the 25% improvement in test scores in the interactive group, specific areas of progress were notable:

- **Critical Thinking Skills:** Students in the interactive group demonstrated a 30% increase in critical thinking and problem-solving skills, particularly during tasks involving simulations and group discussions. This improvement was evaluated through case-based assessments where students had to apply learned concepts in real-world scenarios.
- **Collaboration and Communication:** Survey results showed that 78% of students in the interactive group reported improved communication and teamwork skills. These students worked collaboratively in group projects and were more confident in

presenting their findings compared to the control group, where only 45% indicated enhanced collaboration skills.

- Retention Rates: Follow-up tests conducted four weeks after the main study showed that students from the interactive group retained 20% more information than those in the traditional group. This higher retention rate is linked to the engaging and hands-on nature of interactive methods, which encourage active involvement and deeper cognitive processing.

- Engagement with Learning Materials: Observations revealed that students in the experimental group spent 40% more time engaging with learning materials outside of the classroom. This increase in independent learning was attributed to the use of digital tools like online quizzes and interactive platforms, which motivated students to explore the subject matter beyond the classroom setting.

### **Discussion**

The findings of this study align with previous research that suggests interactive teaching methods are more effective in promoting active learning and critical thinking. The significant improvement in the experimental group's performance can be attributed to the increased participation and engagement fostered by interactive techniques. Interactive methods such as group discussions, simulations, and digital tools not only make learning more enjoyable but also cater to different learning styles. For example, visual learners benefit from multimedia presentations, while kinesthetic learners engage more through hands-on activities like role-playing. However, while interactive methods are highly effective, they also present challenges, particularly in terms of preparation time for teachers and the need for technological resources. The success of these methods largely depends on the teacher's ability to create a conducive learning environment where students feel comfortable participating and expressing their thoughts.

### **Conclusion**

This study demonstrates the positive impact of interactive teaching methods on student engagement and academic performance. The use of these methods leads to improved learning outcomes by encouraging active participation, collaboration, and critical thinking. Educational institutions should consider incorporating interactive teaching techniques into their curricula to create a more dynamic and effective learning environment. Future research could focus on the long-term effects of interactive methods on student learning and explore their implementation in different educational contexts. By continuing to refine these approaches, educators can

enhance the overall learning experience and better prepare students for real-world challenges.

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## **KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNI IQTISODIYOTDA TUTGAN O'RNI**

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Jahon iqtisodiyoti tez sur'atlar bilan rivojlanib bormoqda. Mamlakatimizning bu rivojlanish jarayoniga qo'shilib, u bilan birga rivojlanib, o'zgarishlarni boshdan kechirishda mamlakatimiz katta kuch va yuksak rivojlanishga ega bo'lish uchun mamlakat ijtimoiy-iqtisodiy hayotidagi yutuq va kamchiliklar, imkoniyat va shart-sharoitlarni e'tibordan qoldirmagan holda rivojlanishning ko'zlangan daraja va samaralarga erishish yo'llarini topish, ulardan maksimal darajada foydalanish, buning uchun zarur bo'lgan barcha chora-tadbirlarni amalga oshirish, eng muhim vazifa hisoblanadi. Shular jumlasida ushbu maqsad yo'lida milliy iqtisodiyotga xorijiy investitsiyalarni faol jalb etish va ulardan foydalanish samaradorligini oshirish muhimdir. Zero, iqtisodiyotga xorijiy investitsiyalarni faol jalb qilish qator ijobiy samaraga erishishdir. O'zbekiston iqtisodiyotini rivojlantirishda investitsiya loyihalarining samarali amalga oshirilishi import o'rnini bosuvchi tovar ishlab chiqarishni yo'lga qo'yish, zamonaviy texnika va texnologiyalarni joriy etib, eksportga mo'ljallangan mahsulotlarni ishlab chiqarishni rivojlantirish, ishlab chiqarishni jadallashtirish orqali o'sib borayotgan aholini ish joylari bilan ta'minlashga erishilmoqda.

Ta'kidlash joizki, "Investitsiyalarni, avvalambor, iqtisodiyotimizni tubdan o'zgartirishga, yuqori texnologiyalarga asoslangan yangi zamonaviy sanoat korxonalarini barpo etishga yo'naltirdik va bugun ana shunday uzoqni ko'zlangan ishlarimiz qanday yuksak samara berayotganini hammamiz ko'rib turibmiz".<sup>1</sup> Bugungi kunda mamlakatimiz har sohada ko'plab yutuqlarga erishmoqda. Hukumatimiz amalga oshirayotgan islohotlar va bu islohotlarning ijobiy natijasida mamlakatimiz asosiy makroiqtisodiy ko'rsatgichlari doimiy ravishda oshishi ta'minlanmoqda. Makroiqtisodiy ko'rsatgichlar mamlakat ijtimoiy-iqtisodiy salohiyatini ko'rsatuvchi muhim omildir.

2015-2019 yillarda iqtisodiyotni yanada isloh qilish, tarkibiy o'zgartirish va diversifikatsiyalash bo'yicha dasturlarni amalga oshirilishi 2016 yilda yalpi ichki

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<sup>1</sup> I.A.Karimov "Ona yurtimiz baxtu iqboli va buyuk kelajagi yo'lida xizmat qilish – eng oliy saodatdir". – T.: O'zbekiston, 2015.- 146 b



mahsulotning 7,8% darajadagi yuqori o'sish sur'atini ta'minlash imkonini berdi. So'nggi 10 yil ichida YaIM hajmi 2 barobardan ziyodga o'sdi. 2016 yilda «Focus Economics» xalqaro konsalting kompaniyasining YaIM o'sish sur'atlari bo'yicha dunyo mamlakatlari reytingida O'zbekiston 127 mamlakat orasida yettinchi o'rinni egalladi. 2016 yil yakunlari qishloq xo'jaligi va sanoat mahsulot hajmlari- 6,6 foizga, qurilish- pudrat ishlari- 12,5 foizga, chakana savdo aylanmasi- 14,4 foizga, xizmatlar- 12,5 foizga o'sdi. Aholi jon boshiga YaIM- 5,9 foizga oshdi. Davlat byudjeti yalpi ichki mahsulotga nisbatan 0,1 foiz miqdorida profitsit bilan ijro etildi.

Tashqi savdo aylanmasining ijobiy saldosini ta'minlandi. Inflyatsiya darajasi prognoz parametrlaridan oshmadi va 5,7 foizni tashkil etdi.

2016 yilda barqaror yuqori iqtisodiy o'sishning asosiy omillari bo'lib quyidagilar xizmat qildi:

- makroiqtisodiy muvozanatni saqlab turish. Xo'jalik sub'ektlari uchun soliq yukining kamayishi, tashqi savdo aylanmasining ijobiy qoldig'i va 5,7%ni tashkil etgan past darajadagi inflyatsiya bilan bir qatorda davlat budjetining YaIMga nisbatan 0,1% darajadagi profitsiti ta'minlandi;

- xususiy mulk, tadbirkorlik va kichik biznes manfaatlarini himoya qilish va jadal rivojlantirish. Tadbirkorlik faoliyatini qo'llab-quvvatlash va kichik ishlab chiqarishlarni tashkil etish maqsadida, 2016 yil davomida kichik biznes sub'ektlari uchun 16 trln.so'm atrofida yoki o'tgan yilga nisbatan 1,3 barobar ko'p kreditlar ajratildi, shundan 3,3 trln.so'mni mikrokreditlar tashkil etdi. Ishbilarmonlik muhitini shakllantirish, kichik biznes va xususiy tadbirkorlik rivojlanishini yanada rag'batlantirish va har tomonlama qo'llab-quvvatlash bo'yicha qabul qilinayotgan chora-tadbirlar 2016 yil davomida 32 mingta yangi kichik biznes sub'ektlarining tashkil etilishiga zamin yaratdi. Natijada, kichik biznesning ulushi YaIMda 56,9%gacha (2015 yilda 56,5%), sanoatda 45%gacha (40,6%), investitsiyalarda 40,3%gacha (36,3%) va bandlikda 78,1%gacha (77,9%) o'sdi;

- qishloq xo'jaligini isloh qilish, modernizatsiya va diversifikatsiya qilish bo'yicha tizimli chora-tadbirlarning amalga oshirilishi qishloq xo'jaligi mahsuloti hajmining 6,6 foizga o'sishini ta'minladi;

- xizmatlar sohasining, eng avvalo, axborot kommunikatsiya va texnologiyalariga asoslangan zamonaviy xizmat turlarining jadal rivojlanishi YaIM tarkibida xizmatlar sohasi ulushining 2015 yildagi 48,6 foizdan 2016 yilda 49,5%ga o'sishiga olib keldi. 2016-2020 yillarda xizmat ko'rsatish sohasini rivojlantirish dasturini amalga oshirish doirasida 2016 yil mobaynida xizmatlar sohasida 14,6 mingta yangi ob'ekt tashkil

etilib, 194 ta yangi maishiy xizmat ko'rsatish majmualari ishga tushirildi hamda 54 ta yangi mehmonxona qurildi. Natijada, ko'rsatilgan xizmatlar hajmi 12,5%ga, shu jumladan aloqa va axborotlashtirish xizmatlari 11,7%ga, moliyaviy xizmatlar 19,2%ga, avtotransport xizmatlari 16,4%ga, savdo 14,7%ga, yashash va ovqatlanish xizmatlari 11,7%ga o'sdi.

- iqtisodiy o'sishning barqaror yuqori sur'atlari hamda aholi bandligini ta'minlash bo'yicha dasturlarning amalga oshirilishi, shuningdek budjet tashkilotlari xodimlari oylik ish haqining 15%ga, pensiyalar va ijtimoiy nafaqalarning 12,1%ga o'sishi tufayli aholining farovonligi va yalpi real daromadlari 11%ga ortdi. Bu esa, iste'mol talabini rag'batlantirish chora-tadbirlari bilan bir qatorda chakana savdo aylanmasi hajmining 14,4%ga ortishini ta'minladi.

Mamlakatimizda amalga oshirilayotgan islohotlar, mazkur islohotlarni chuqurlashtirish va mamlakatni modernizatsiyalash borasida hukumatimiz tomonidan amalga oshirilayotgan amaliy chora-tadbirlar hamda dasturlar mamlakatimiz iqtisodiyotini tavsiflovchi asosiy makroiqtisodiy ko'rsatgichlarni doimiy ravishda oshishini, shu bilan birga, mamlakat ijtimoiy-iqtisodiy rivojlanishini ta'minlashda muhim ahamiyat kasb etib kelmoqda. Mamlakatimiz asosiy makroiqtisodiy ko'rsatgichlari nafaqat miqdoriy jihatdan balki sifat jihatdan ham oshib kelmoqda. Ya'ni mamlakatimizda ishlab chiqarilgan yalpi ichki mahsulot tarkibi ham sifat jihatdan o'zgarib, yalpi ichki mahsulot tarkibida sanoat va xizmat ko'rsatish ulushi yildan-yilga oshib kelmoqda. Buning yaqqol isbotini yuqoridagi jadval orqali ko'rishimiz mumkin.

2022- yilning O'zbekiston Respublikasida iqtisodiy va ijtimoiy sohalarni rivojlantirish uchun jami moliyalashtirish manbalari hisobidan 121,8 trln. so'm o'zlashtirildi. Dollar ekvivalentida 11,0 mlrd. AQSH doll. o'zlashtirilgan bo'lib, 2021- yilning mos davriga nisbatan 109,4 % ni tashkil etdi.

2022- yilning asosiy kapitalga investitsiyalarning 56,8 % i yoki 69,1 trln. so'mi jalb etilgan mablag'lar hisobidan moliyalashtirilgan bo'lsa, korxonalar, tashkilot va aholining o'z mablag'lari hisobidan 43,2 % yoki 52,7 trln. so'm moliyalashtirildi. Jami investitsiyalar hajmida, markazlashgan moliyalashtirish manbalari hisobidan moliyalashtirilgan asosiy kapitalga investitsiyalarning ulushi, 2021- yilning mos davridagi ulushiga nisbatan 6,1 % punktga kamayib, 12,0 % ni yoki 14,6 trln. so'mni tashkil etdi.

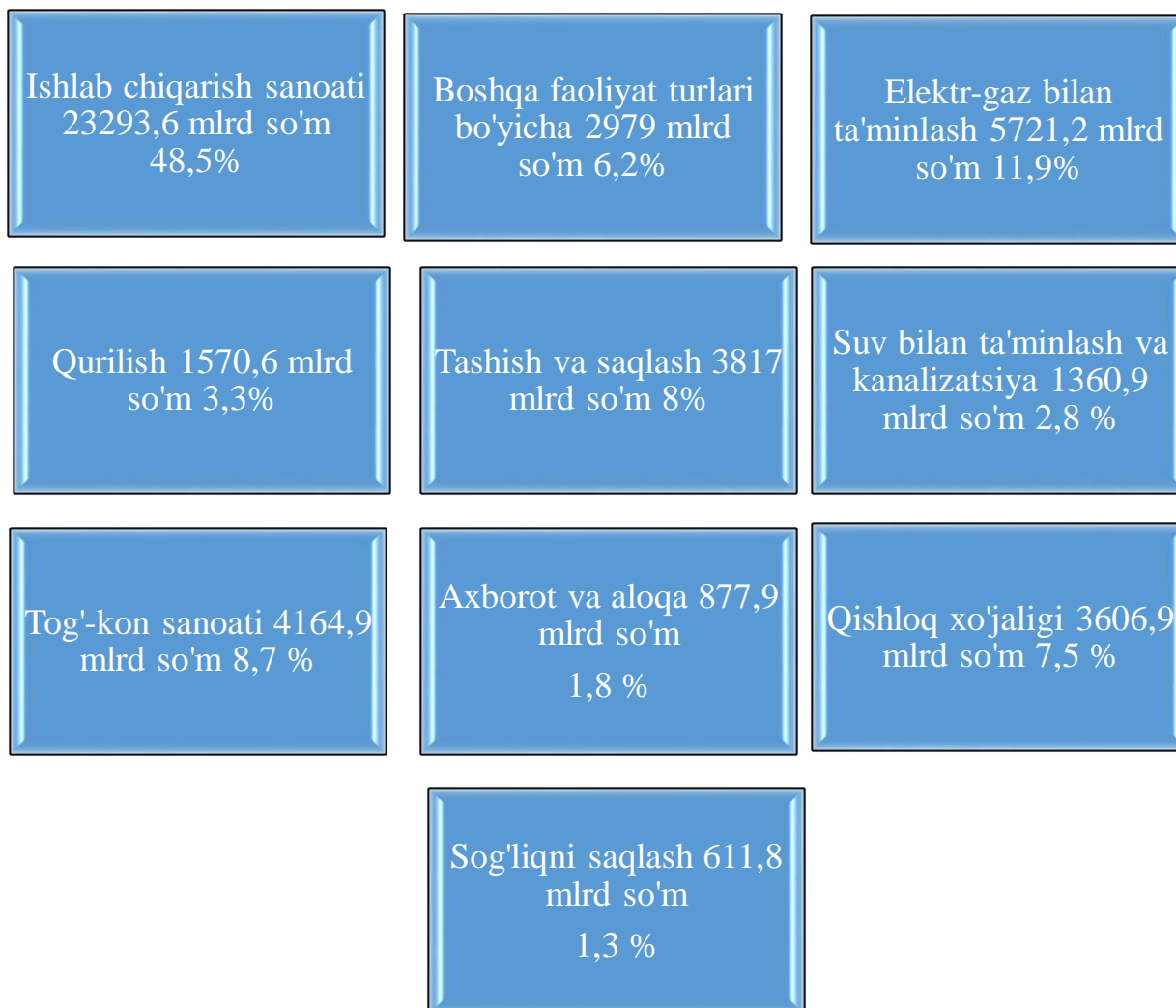


### **Xorijiy investitsiya va kreditlar, mlrd.so‘m<sup>2</sup>**

2022- yil O‘zbekiston Respublikasida qayta ishlash sanoatida xorijiy investitsiya va kreditlar salmoqli o‘zlashtirilib, 23 293,8 mlrd. so‘mni yoki jami asosiy kapitalga o‘zlashtirilgan investitsiyalarning 48,5 % ini tashkil etdi. Elektr va gaz bilan ta‘minlash faoliyat turida bu ko‘rsatkich 5 721,2 mlrd. so‘mni yoki jami xorijiy investitsiya va kreditlarning 11,9 % ini qayd etdi.

Tog‘-kon sanoatida jami 7 918,0 mlrd.so‘m yoki respublika bo‘yicha jami investitsiyalar hajmining 6,5 % i o‘zlashtirilgan bo‘lib, uning tarkibidan 4,2 % i yoki 5 085,0 mlrd. So‘mi xom neft va tabiiy gaz qazib chiqarish sohasiga tegishlidir.

<sup>2</sup> O‘zbekiston Statistika Qo‘mitasi [www.stat.uz](http://www.stat.uz)



### **Iqtisodiy faoliyat turlari bo'yicha xorijiy investitsiyalar va kreditlar tarkibi, % da<sup>3</sup>**

Mos ravishda, markazlashmagan moliyalashtirish manbalari hisobidan 107,2 trln. so'm yoki jami investitsiyalarning 88,0 % investitsiyalari o'zlashtirilib, 2021- yilning mos davridagi ko'rsatkichga nisbatan 6,1 % punktga ko'paydi. 2022- yilning yanvar-iyun oylarida korxonalar va tashkilotlarning o'z mablag'lari hisobidan moliyalashtirilgan asosiy kapitalga investitsiyalar – 41,5 trln. so'm yoki jami asosiy kapitalga investitsiyalarning 34,1 % ini tashkil etdi.

Bevosita to'g'ridan-to'g'ri xorijiy investitsiyalar hisobidan moliyalashtirilgan investitsiyalar hisobidan O'zbekiston Respublikasi bo'yicha 16,0 trln. so'm, yoki

<sup>3</sup> O'zbekiston Statistika Qo'mitasi [www.stat.uz](http://www.stat.uz)

2021- yilning mos davridagi ko‘rsatkichga nisbatan 1,1 % punktga kamaygan holda jami investitsiyalardagi ulushi 13,2 % ga teng investitsiyalar o‘zlashtirildi. Asosiy kapitalga investitsiyalarning moliyalashtirish manbalari bo‘yicha tarkibida eng yuqori o‘sish sur‘ati korxonalar va tashkilotlarning o‘z mablag‘lari hisobidan moliyalashtirilgan investitsiyalarda kuzatilib, 2021- yilning mos davriga nisbatan 135,0 % ga ko‘payganligi qayd etildi.

Kafolatlanmagan va boshqa xorijiy investitsiya va kreditlar hisobidan 26,8 trln. so‘m investitsiyalar o‘zlashtirilib, jami asosiy kapitalga investitsiyalar hajmidagi ulushi 2021- yilning mos davridagi ko‘rsatkichga nisbatan 0,2 % punktga kamayib, 22,0 % ni tashkil etdi.

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## O'ZBEKISTON IQTISODIYOTI RAQOBATBARDOSHLIGINI OSHIRISHNING USTUVOR VAZIFALARI

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Xususiy tadbirkorlik va kichik biznes fan-texnika rivojini jadallashtirish, sanoatning ilg'or tarmoqlarida yangi texnologiyalarga o'tish sharoitida o'z o'rnini topib bormoqda. Bunday tadbirkorlik yangi axborot texnologiyalari, yangi g'oyalar va ishlab chiqarishni modernizatsiyalash bilan ishlashni ta'minlovchi butun tizimning ajralmas qismini tashkil etadi. Bundan tashqari, kichik korxonalar tavakkalchilik xavfi yuqori bo'lgan sharoitlarda ishlab chiqarishning ma'qul shakllaridan hisoblanadi.

Kichik korxonalar texnologiya innovatsiyalarni joriy etishda ham g'oyat katta ahamiyatga ega. Yangi texnologik g'oyalarni yirik korxonalar nisbatan tezroq qabul qiladigan kichik biznesda xatar kamroq va katta turkumdagi ishlab chiqarishga nisbatan ishni tezroq yo'lga qo'yish mumkin. Bu esa bizning sharoitda fan-texnika tarvqqiyotini rivojlantirishga yordam berishi mumkin.

Iqtisodiyotning umumiy taraqqiyotini ta'minlash, tovar va xizmatlar yetishmovchiligini bartaraf etishda kichik biznes va xususiy tadbirkorlik katta o'rin tutadi. Mehnat resurslari tez o'sayotgan va ishlab chiqarish joylashuvidagi o'ziga xoslik sharoitlarida O'zbekistonda kichik korxonalar tizimini vujudga keltirish quyidagi imkoniyatlarni yaratadi:

- erkin mehnat resurslari, yangi xo'jalik munosabatlarining joriy etilishi, yangi mulkchilik shakllarining paydo bo'lishi natijasida ishlab chiqarishda bo'shatiladigan shaxslarning ijtimoiy ishlab chiqarishga ko'proq jalb etish, mulkchilikning yangi shakllari paydo bo'lishi;
- aholining, birinchi navbatda, yoshlarning moddiy, ma'naviy va kasb darajasini ko'tarish;
- milliy va badiiy hunarmandchilikni tiklash, shuningdek kichik va o'rta 58 korxonalar, qishloq aholi punktlarini rivojlantirishga yordam ko'rsatish, umuman, har bir mintaqa uchun g'oyat muhim iqtisodiyot samaradorligini oshirish.

Iqtisodiyotni rivojlantirishda kichik biznes va xususiy tadbirkorlikni ijobiy ahamiyatini e'tirof etgan holda, uning ahamiyatini ortiqcha baholab yuborish ham



to'g'ri emas. Xususiy tadbirkorlik faqat muayyan davridagina faollik ko'rsata oladi, shu sababli kichik biznes faoliyatini rivojlantirish uchun zarur sharoitni yaratish zarur. Buning uchun bizningcha, turli jamg'armalarini tashkil etish kerak. Bu jamg'armalar tadbirkorlar tijorat banklarida imtiyozli kreditlar olish uchun kafil bo'lishlari, subsidiyalari, shu jumladan qaytarib berilmaydigan subsidiyalarga iqtisodiyotning alohida ustuvor sohalaridagi korxonalarini rivojlantirish uchun manba bo'lib xizmat qilishlari lozim.

Ma'lumki, respublikada mehnatga layoqatli aholining 65,3 foizi qishloqlarda yashaydi. Bu qishloq joylarda tadbirkorlikning rivoji uchun juda katta imkoniyatlar mavjudligini ko'rsatadi. Shu bilan bir qatorda, qishloq xo'jaligi ishlab chiqarishida band bo'lgan vaqtincha ishchi kuchlarni xizmat ko'rsatish, qayta ishlash va shu kabi yo'nalishlarga qayta taqsimlash kerak. Qishloqda tadbirkorlik, uning kichik biznes shakllarini rivojlantirish bilan bog'liq turli boshqaruv pog'onalarida tashkiliy, iqtisodiy masalalarni hal etish ustuvor masalalar qatoriga kiradi.

Bu masalalarni amalga oshirish uchun mamlakatimiz miqyosida quyidagi masalalarni hal etish lozim:

- bozor iqtisodiyoti sharoitida ishlash uchun raqobatbardosh kadrlar tayyorlash va ularning malakasini oshirish;
- hududlarda haqiqiy tadbirkorlik muhitini yaratish;
- kichik biznes va xususiy tadbirkorlik faoliyatini moliyaviy qo'llab-quvvatlash;
- kichik biznes va tadbirkorlik faoliyatini huquqiy bazasini mustahkamlash;
- kichik biznes va xususiy tadbirkorlik faoliyatini texnologik jihozlash bilan ta'minlashni qo'llab-quvvatlash;
- islohotlar natijalarini reklama va axborot xizmati vositalari orqali keng ommaga yetkazish.

Bugungi kunda ko'plab rivojlangan va jahon iqtisodiyotida yetakchi o'rin tutadigan mamlakatlar tajribasi shuni so'zsiz isbotlab bermoqdaki, raqobatdoshlikka erishish va dunyo bozorlariga chiqish birinchi navbatda, iqtisodiyotni izchil isloh etish, tarkibiy jihatdan o'zgartirish va diversifikasiya qilishni chuqurlashtirish, yuqori texnologiyalarga asoslangan yangi korxonalar va ishlab chiqarish tarmoqlarining jadal rivojlanishini ta'minlash, faoliyat ko'rsatayotgan quvvatlarini modernizatsiya qilish va texnik yangi jarayonlarini tezlashtirish, ya'ni mamlakatimizda diversifikasiya va modernizatsiya qilish strategiyalari hisobidan amalga oshirilishi mumkin.

Jahonda ro'y berayotgan moliyaviy-iqtisodiy inqiroz sharoitida tadbirkorlikni rivojlantirish muhim ahamiyatga egadir

Tadbirkorlik bozor iqtisodiyotiga hos iqtisodiy faoliyatdir. Boshqacha aytganda, u muayyan iqtisodiy natijaga erishish maqsadida tovarlar va xizmatlarni loyihalash, ishlab chiqarish hamda ayirboshlashni tashkil etish bo'yicha mulkdorlarning yoki ular vakillarining ongli va maqsadli iqtisodiy faoliyatidir.

“O'zbekiston Respublikasida tadbirkorlik to'g'risida”gi qonunda tadbirkorlikka quyidagicha ta'rif berilgan “tadbirkorlik - mulkchilik subyektlarining foyda olish maqsadida tavakkal qilib va mulkiy javobgarligi asosida, amaldagi qonunlar doirasida tashabbus bilan iqtisodiy faoliyat ko'rsatishdir”.

Tadbirkorlik faoliyatining uch turi va unga xos ravishda tadbirkorlikning uch guruhini alohida ko'rsatish mumkin:

yangi tovar yoki xizmatni loyihalashni tashkil etish. Tadbirkorlikning bu turi bilan intellektual mulk egalari – innovasiya tadbirkorlari shug'ullanadi, ular yangi tovar va xizmatlarni loyihalash, ishlab chiqarish jarayonlarini takomillashtirish, ularni ishlab chiqarishga joriy etish yuzasidan ilmiy izlanishlar olib boruvchi tadbirkordir;

- tovar ishlab chiqarishni tashkil etish bilan shug'ullanuvchi tadbirkorlar;
- tovarni sotish, qayta sotish va tijorat ishlarini tashkil etish bilan shug'ullanuvchi tadbirkorlar.

Tadbirkor mehnatining mazmuni qanday, u nima bilan shug'ullanadi? Bu xususida quyidagilarni alohida qayd etish mumkin.

1. Tadbirkorlar mehnat tijorat tavakkalchiligi bilan bog'langan, yangicha tijorat g'oyalarini o'ylab topish va ularni joriy etish usullarini isbotlashga qaratilgan ijodiy mehnatdir. Tavakkalchilik tadbirkorlikning asosiy xususiyatlaridan biridir.
2. Tadbirkorlar mehnat resurslari – moliyaviy mablag'lar, xom-ashyo va jixozlar, kadrlar va ma'lumotlar uzluksiz ravishda qidirish, faoliyatga jalb etish choralarini qurishga qaratilgan mehnatdir.
3. Tadbirkorlik mehnat resurslaridan tejamkorlik asosida oqilona foydalanib ishlab chiqarish vazimat ko'rsatishni tashkil etishga qaratilgan tashkilotchilik mehnatdir.

Tadbirkorlikka shaxs ihtiyoirlari va qobiliyatlarining o'ziga xos hayotiy ifodasi sifatida qarashi mumkin. U insondan tadbirkorlik faoliyati uchun zarur bo'lgan sifatlarni, kishi tabiatining alohida ko'rinishlarini, xususiyatlarini talab etadi. Odatda tadbirkorlar uchun eng zarur sifatlarga quyidagilarni kiritishadi:

1. Shug'ullanayotgan sohasi bo'yicha ilmiy bo'limlarga egaligi ularni doimo chuqurlashtirishga harakat qilish;
2. Tavakkalchilikka asoslangan murakkab qarorni sharoit va pirovard ma'lumotlarga ega bo'lmay turib qabul qilish bo'yicha tashabbuskorlik qobiliyati;

3. Iqtisodiy jarayonlarni chuqur fikray olish, iqtisodiy voqyealarni va ular o'rtasidagi o'zaro aloqadorlikni obyektiv baholash, asosiy masalani ikkinchi darajali masalalardan farqlash, jarayonlarning kelajagini chamalay olish va turli variantdagi qarorlarni solishtira olish qobiliyati;
4. Qonunlarga itoatkorligi. Hukumat tomonidan chiqarilgan qonun va tartiblarga qat'iy bo'ysinish, uning kundalik faoliyatida ularga rioya qilishning yuqori namunasini ko'rsatish, bu muhim ishda boshqalarga ibrat bo'lish;
5. Innovasiyachilikning faolligi, ya'ni mahsulotni, texnologiyani, ishlab chiqarishni yangilash va boshqalarni takomillashtirish, qiyinchiliklarni yengish qobiliyati;
6. Maqsad sari intiluvchanlik, mashaqqatli mehnatga yutqazishga, boy berishga, u yoki bu masalalardan cheklanishga tayyor turish, o'z tanlagan yo'lida qattiq turish qobiliyati;
7. Tashkilotchilik, ularquyidagilardan iborat:
  - Kishilarni o'z ortidan ergashtira olish va ko'zlagan maqsadga jalb etish, tanlangan yo'lning to'g'riligiga ularni ishontira bilish, hamkorlar bilan murakkab sharoitlarda o'zaro manfaatli fikrga, yondashuvga erisha olish qobiliyatiHamkorlar hamda qo'l ostida kishilarning shaxsiy sifatlariga qarab ishni to'g'ri taqsimlay olish qobiliyati;
  - O'zining ish faoliyatini oqilona rejalay olish faoliyati;
  - Ma'suliyatliligi, majburiyatini xis etib, uni bajara olish;
  - Iqtisodiy sohalar bilan birga madaniy-maishiy sohalarni ham oqilona boshqara olish.
8. Tejamkor bo'lish, barcha resurslardan tejab tergab foydalanishga bosh-qosh bo'la olish;
9. O'z so'zning ustidan chiqish, jamoasi, hamkorlari va jamiyat oldidagi ma'suliyatni xis eta olish;
10. Ruhiy poklik va halolligi. Halol yo'l bilan maqsadga erishish, xarom pullardan xazar qilish, rostgo'ylik asosida ish yuritish;
11. Ruhiy bardamlik, o'z jamoasi uchun kurashuvchanlik o'ta og'ir vazifalarda o'zini qo'lga ola bilish

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## INTEGRATION OF MEDICINE AND DIFFERENT DISCIPLINES

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**Annotation** The article discusses the integration of medicine and science. History of medicine, description of medicinal properties of medical works. New science networks and achievements were analyzed as a result of the integration of medicine and linguistics, medicine and music, medicine and literature, medicine and history, medicine and pedagogy. Theoretical and practical aspects of the development of music therapy, poetry therapy, medical and pedagogical education as a result of the communication of medicine and the sciences are discovered.

**Key words:** History of medicine, medical linguistics, medical poetry, poetry therapy, music therapy, medical units, medicine and folk-talk.

It is safe to say that in today's scientific age, great achievements have been made in many fields of science. Technological progress and the rise of human civilization made it possible to create many interdisciplinary integrations. This, in turn, did not bypass the field of linguistics and medicine, and it paved the way for the merger of these two fields. As a result of the practical use of the linguistic possibilities of the language, the study of the connection of linguistics with a number of disciplines, the fluency of the speech was clearly demonstrated. The practical importance of language was revealed as a result of the integration of linguistics with a number of disciplines. For example, linguistics and medicine, linguistics and philosophy, linguistics and psychology, linguistics and sociology, linguistics and informatics, linguistics and chemistry, linguistics and mathematics, medicine and literature, medicine and folkloristics, medicine and music are united in various branches of science. achieved scientific news. As a result, a number of fields were formed: psycholinguistics, sociolinguistics, neurolinguistics, linguocultural studies, computer linguistics, mathematical linguistics, medical linguistics, medical informatics, bioinformatics, music therapy, etc[1].

The origin of modern medicine includes long historical periods and different views, and the basis of knowledge about various diseases, their treatment and prevention depends on the experience and observations of the people since ancient times.

Medicinal buds have been around since the dawn of man. "Medical activity is equal to the first man," wrote I.P. Pavlov[2]. The history of medicine goes back to the beginning of human civilization, because people have been fighting for their health since primitive times, using various remedies. Medicine has emerged as a result of thousands of years of observations and experiments passed down from generation to generation.

Based on the practical needs of a person, medical science continues to interact with many other sciences. The combination of medicine with biology, zoology, physics, and agriculture was studied in cognitive processes. In the culture of the Uzbek people, there is empirical evidence of the medicinal use of plants with healing properties, which have been cultivated in agriculture since the earliest times. Including cedar, mountain olive, desert mint, walnut, apricot, frankincense, spinach and others. It is clear from history that sedana acted as a medicine for the heart, liver and stomach. For example, the famous physician Abu Ali ibn Sino said: "I am dying, but sedana and hazorsipand(MEDICINAL PLANT) remain to heal you." The Uzbek people (all nations have their own medicinal plants) knew the useful properties of medicinal plants in ancient times and used them to treat various diseases. Sedana is called sedana in Uzbek, shuniz in Arabic, syhodonā in Persian, i.e. black grain, chernushka posevnaya in Russian, *Nigella sativa* in Latin. All sciences are embodied in the Holy Qur'an, including medicine. In "Hadith" it is said that "Sedana is a cure for all diseases except death. Sedana rubs the breadcrumbs. Stops headache and diarrhea. Sedana is very useful in diseases such as squinting of the face, sakta, difficult and depressed sleep, memory loss, dizziness and darkening of the eyes. it is said[2]. Many medicinal plants have been studied scientifically and are widely used in medicine.

Quality organization of educational processes, priority of given hygiene knowledge to the child first, and then scientific knowledge, opened the way for the combination of medicine and pedagogy. The differences in education of healthy and disabled children in educational processes and the elimination of imbalances in educational systems were identified as urgent problems that medicine and pedagogy should solve. In modern times, doctors and teachers feel the need for a theory of systematic sciences that combines medical and pedagogical applications that develop a person both physically and mentally[3,43]. In order to meet such needs, the integration of medical and pedagogical sciences took place. In the study of the general somatic structure of a person and the laws of normal life, branches of science such as biomedicine,



psychological medicine, pedagogical medicine, and medical linguistics occupy the main place.

The fact that medicine expresses the healing, healing themes, and that the field of science that relaxes the human soul, in harmony with music, is an indication of the existence of an ancient integration between these sciences. It is clear from history that medicine and music, compared to other branches and fields, have been a constant companion of man since the beginning of time. It is not difficult for us to learn this through the language of ancient monuments, mythologies and records. Originally from Greece, famous Roman physician and naturalist Galen (129-200) placed music in a special place in his treatment[4]. The famous Greek scientist Pythagoras was one of the first to emphasize the influence of music on the mental and physical development of a person. Even in the 19th century, music therapy, a combination of medicine and music, was considered and used as a treatment method in Europe. Observations revealed that doctors are considered to be more musical and creative than other professionals, and the reason for this is their constant struggle with illness and death, as well as depression. Music gives refreshment and morale not only to patients, but also to doctors who are constantly dealing with death. There are also special works created based on the integration of music and medicine, and these works are more related to the biography and practical research of the composer and the doctor. Among such works we include A. Greater's (1913-1986) "Mozart" monograph, A. Neimeir's "Music and Medicine"[5]

Music therapy is a type of therapy that involves listening to specific compositions. It is organized with the help of an individual or a group of people. Music can be played in the background in combination with other correction methods that increase the effectiveness of the effect.

The history of medicine is related to the beginning of mankind. After all, from the beginning of human existence until now, people of mankind have been fighting for their health and using various methods of treatment. The proof of our opinion is that some methods of treatment, the names of medicinal plants are given in "Avesta". In particular, "Avesta"<sup>1</sup> has a narrative about the origin of medicine. It says that people were taught the art of medicine by a man named Yima. They attribute this person to Prophet Noah. Avesta also contains some information about human anatomy and

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<sup>1</sup> The first written information about the medicine of the peoples who lived in the territory of Uzbekistan in ancient times can be found in the Zoroastrian book "Avesta". uza.uz

physiology. It shows that the human body consists of the following 8 parts: bones, muscles, fat, brain, veins, blood, liver and liver, and two types of veins[7].

When talking about the history of medicine, it should be said that, along with prose medicine, poetic medicine, which gives a person aesthetic pleasure, provides spiritual perfection, provides spiritual nourishment to the human mind, and provides magical treatment to patients, has existed since ancient times. As the great doctor Abu Ali ibn Sina said, first of all, it is necessary to treat the patient with words, after treating his soul, his body should be treated. So, the commonality of medicine and poetry has existed since ancient times, and this has been proven by our great judges and poets. We know that in ancient times, many works were written in verse, and this was considered a tradition for that time. Along with many philosophical views, mathematical theorems, and geographical knowledge, medical texts were also created in the poem, which shows the compatibility of poetry with medicine as well as with a number of sciences. At this point, it should be said that the combination of medicine and poetry is not a new phenomenon.

The commonality of medicine and poetry existed in the works of our classical creators, in the wisdom of our great doctors, in the hadiths of our prophet, and since ancient times, doctors have served to help our patients to overcome diseases, and to convey the science of medicine to mankind in a simple and understandable way. As a result of the development of medical linguistics, which has matured in the field of medicine and linguistics, the linguistic features of medical units found in poetic works have been researched, the linguistic possibilities of medical units have been revealed, at the same time, the integration of medicine and poetry has resulted in the formation and development of "poetry therapy". helped man overcome many diseases.

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## LINGUISTIC CHARACTERISTICS OF MEDICAL TERMINOLOGY

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**Anontatsion.** Metaphor is an effective way of forming medical terms. Metaphors are also very useful in creating medical terms. In the article, the medical terms formed on the basis of metaphor are grouped based on their dictionary meanings.

**Key words:** communication, language, medical terms, metaphor, means of communication in medicine, human body parts.

Terms appear in the language on the basis of universal laws (derivation, semantic migration, metonymization) and others. In the formation and development of the terminology of the Uzbek language, it is possible to observe the formation of many medical terms through metaphor. Usually, a term (from the Latin "terminus" - "limit", "boundary mark") is a word or combination of words that clearly expresses the concept of something related to science, technology and other fields, the scope of use of which is limited to these fields. Terms differ from common words in terms such as being unambiguous, lacking in expressiveness and emotionality. As in all lexical resources of the Uzbek language, the terms have their own ways of enrichment and they correspond to the general laws of the development of our language. There is not a single language in the world that has not acquired foreign words. In order to express a new concept in all languages, either a ready-made term from another language is adopted, or a word or term existing in this language is used, or a new term is created. Including, the medical terminology that we are going to talk about has also passed its great development path. According to terminologists, metaphor plays the main role in the formation of a term in the semantic method. In this case, such new terms are created due to the fact that they are similar in form and color of the words of common literary or living language. In many works dedicated to the study of the terminological systems of various fields of the Uzbek language, term formation using the semantic method is recognized as an important source of terminology enrichment. However, when researching medical terms, the terms in which the metaphor is considered the main tool appeared mainly by the semantic-syntactic method. It is known that in the enrichment of medical terminology, which began to be formed from very ancient

times, the formation of terms in a semantic way has been used. By the beginning of the 20<sup>th</sup> century, with the formation and rapid development of cognitive linguistics, it was recognized that metaphor is a multifaceted, extremely complex phenomenon, and its essence as a manifestation of fundamental cognitive activity was revealed. Metaphor is an effective way of forming medical terms. Metaphors are also very useful in creating medical terms. Medicinally, scurvy, tympanic membrane, cornea, black eye, chicken pox, small pox, tetanus, eyeball, fish coin, earlobe, nasopharyngeal conch, auricular conch, the use of terms such as urethra is directly related to the metaphor. Modern medical terminology is one of the most complex in the system of terms. It contains thousands of words and phrases. One of the most productive ways to create a term is metaphor. Metaphor is one of the main methods of pictorial representation of reality and reflects a certain linguistic image of the world in terminology. The universal feature of a metaphor is that it exists in the mind of any person, regardless of what language they speak. Medical terminology is one of the unique layers of word combinations that differ from ordinary words by their structural, semantic, word-forming and stylistic features, and thus have a special place in the lexical system of the language. Medical terms created on the basis of metaphor can be divided as follows.

1. Metaphorical medical terms created in relation to humans. In this case, the terms are based on similarities, such as human biological characteristics (death, sleep, vision): cecum, dead pulp, dead cell. The caecum is the beginning of the large intestine in humans and mammals, located in the right iliac fossa, and at the junction with the ileum, it has semicircular folds and a cover. If we pay attention to the term, it is called by this name because one side of it is closed. Also, the anthropomorphic metaphor can include the names of historical figures, literary heroes, fairy tales, legends: Voltaire's face, Achilles heel, "Alice in Wonderland" syndrome, Oedipus complex. In medicine, the names of body parts are used metaphorically as the names of other organs, and the following terms, such as ventricle, leg, head, head, lip, waist, tongue, are also used in compound form. Such terms as head of the bone, girdle of the kidney, ventricle of the heart, blood corpuscle, cervix, posterior belly of the muscle, duodenum, palatine lobe, cerebral peduncle, quadriceps muscle, triceps muscle are vivid examples of this.
2. Terms referring to clothing and their parts: brain top, brain seam, hearing border, belly fold, shoulder girdle.
3. Household items used in everyday life, names of various objects participated in the formation of the term metaphorically: bladder, gall bladder, brain stem, ear gum, liver

node, nog Diaphragm, cornea, dome of the skull, bony layer, calculus, retinal cups, umbilical system, renal pelvis, mastoid fibers, nerve fiber, tympanic membrane, kidney ball, abdominal cavity, ear such as mirror, dandruff, foci of disease, chest, intestinal suction, kidney cup, rosary grain syndrome.

4. Botanical objects and the terms referring to them. In the medical terminology of the Uzbek language, a number of terms representing botanical objects are also used. In this place, the names of two different objects have arisen as such terms: 1) some plant names appear as medical terms: hair bulb, brain sprout, taste buds; 2) stages of plant development, the names of several parts in their structure: taste buds, cerebral cortex, bronchial tree, pharyngeal lobe, tonsil gland, adrenal gland cortex, cortical cell, like a flower.

5. Names of horse harnesses: Turkish saddle, lab yugancha, uzanchi.

6. Zoomorphic metaphors combine the names of animals, their body parts, and other names associated with their existence: brainworm, tiger heart, tiger, horsetail, fish coin, chicken meat, chicken disease, rabbit, filoleg, Terms such as "small skin", "door-leg", "ass", "sheep-nosed" skin tuberculosis, baccha, sea horse, fish roe syndrome are used metaphorically as names of diseases and symptoms of diseases.

7. Metaphors related to color. Color plays an important role in treatment. The terms containing the word representing the color indicate a specific symptom, define it. Such terms help to clarify the disease. In medicine, color coding is one of the main diagnostic signs of diseases, symptoms, skin, etc. In the medical terminology of the Uzbek language, the following color terms can be found: crimson tongue, gray shell of the brain, black, red, yellow, yellow fever, yellow body, bluish, pink iron, black, targ il tana, scabies, black lameness, yellow spots.

8. Use of geographic terms as terms in medicine: ureter, vascular canal, optic canal, blood islet, islet of Langerhans, bone canal, chov canal, gastric canal, dental canal, femoral canal.

Metaphor is not limited to the realm of language, as human thought processes themselves are metaphors. Metaphor exists in the human conceptual system and is an effective way of forming medical terms. Metaphor nomenclature preserves the consistency inherent in terminology during its construction, and also brings their consistency to the terminology system, based on the conceptual conditioning of metaphor models and metaphors. Metaphor nominations help to acquire such qualities as general acceptance, convenience.



In our language, there are many cases where the names of diseases are called by Uzbek words. This shows that medical terminology is enriched with words with a national color. Among the medical terms, the presence of the names of diseases such as dust mites (allergy), smallpox, bilious rubella, dysentery, zotiljam, in general, the use of such terms in speech as an alternative to foreign names in the Uzbek language, at the same time, euphemization with the replacement of medical terms.

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## ERKIN A'ZAMNING "TANHO QAYIQ" ASARIDA OROL BOBO OBRAZINING XARAKTERLI JIHLTLARI

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**Annotatsiya:** Ushbu maqolada obrazning xarakteri, uning ramziy ifodalari Erkin A'zamning "Tanho qayiq" asaridagi obrazlar timsolida yoritib berilgan. Maqolada yozuvchining obraz yaratishdagi mahorati, asarning davr va zamon talablaridan kelib chiqib tanlangan syujeti va kompozitsiyasi haqida tushunchalar berilgan. Asarning asosini tashkil etuvchi obrazlardagi xarakter haqida turli xil adabiyotshunos olimlarning qarashlari o'rganilgan va maqolada ko'rsatib o'tilgan.

**Kalit so'zlar:** xarakter, obraz, Orol bobo, personaj.

**Abstract:** In this article, the sign of the image, its symbolic expressions are highlighted in the image of the images in the work "The Lonely Boat" by Erkin A'zam. The article provides insights into the writer's skills in the image, the plot and composition of the work based on the requirements of the era and time. The opinions of various literary scholars about the character in the images that form the basis of the work are studied and shown in the article.

**Key words:** character, image, Aral Baba, character.

**Аннотация:** В данной статье знак образа, его символические выражения выделены в изображении образов в произведении «Одинокая лодка» Эркина Азама. В статье дается представление о мастерстве писателя в изображении, сюжете и композиции произведения с учетом требований эпохи и времени. В статье изучены и показаны мнения различных литературоведов о персонаже в образах, составляющих основу произведения.

**Ключевые слова:** характер, образ, Арол Баба, характер.

Har qanday badiiy asarning asosini obrazlar tashkil etadi. Obrazlar orqali asarning mazmun-mohiyati, ilgari surgan g'oyalari, syujeti va kompozitsiyasi ochib beriladi. Har bir obraz turfa xil ko'rinishga, xarakterga ega bo'ladi. Yozuvchi shu yo'l orqali jamiyatdagi muammolarni, insonlardagi yaxshi va yomon xislatlarni ko'rsatib beradi. "Xarakter" so'zi yunoncha "charakter" so'zidan olingan bo'lib "xususiyat", "belgi"

degan ma'nolarni anglatadi.<sup>1</sup> Asar boshida qahramonlar xarakterini yozuvchining o'zi belgilaydi, keyinchalik esa har bir qahramon o'z tabiatiga ko'ra o'zi tanlagan yo'ldan boradi.

Xarakter haqida bir qancha olimlar: Hotam Umurov, Erkin Xudoyberdiyev, Dilmurod Quronov va boshqalar turlicha fikr bildirishgan. Rus yozuvchisi Nikolay Pogodin esa shunday deydi:

“Agar obrazni yong'oqqa qiyoslasak, xarakter shu yong'oqning mag'zidir. Chunki mag'izda yong'oqning mohiyati, tirikligi, zaruriyligi, joni jamuljamdir. Shu sabab xarakter yaratilsagina — badiiy asar yaratiladi”.<sup>2</sup>

Har bir yozuvchi asar yaratishda qahramonlar xarakterini to'g'ri yoritib bera olsagina, kitobxonlarni asarga shunchalik qiziqтира oladi. Shunday yozuvchilardan biri bo'lgan Erkin A'zam ham barcha asarlarida xilma-xil obrazlar, qahramonlar va ularga xos bo'lgan xarakterlar yaratadi. “Jannat o'zi qaydadir” asarida talaba Asqar Shodibekovni, “Javob” qissasida Nuriddin Elchiyevni, “Bayramdan boshqa kunlar” asarida kamtar, kamgap bo'lgan Bakir obrazlarini o'ziga xos xarakter va ko'rinishlarda tasvirlaydi.

Shu bilan birga o'z davrining dolzarb muammosini ko'rsatgan “Tanho qayiq” asarini ham yaratadi. Yozuvchi asarda global muammolardan biri bo'lgan orol fojeasini qahramonlar nigohida tasvirlab beradi. Bu asarda O'tagan, Qalimbet, Amet, Genjamurod, Tilovbergan, Jumaboy, Gulxadicha kabi bir qancha obrazlar qatnashsa ham bularning barchasi Orol bobo atrofida yaxlit syujet sifatida bit nuqtaga yig'iladi. Orol bobo - bu shunday obrazki, Erkin A'zam bu obrazni Orolning yaxlit o'zi sifatida tasvirlaydi. U shu Orolga tug'iladi. Orolni shunchalik sevganidan ismini ham yodidan chiqaradi:

*“Ha-a, esingni tanib, ko'rgan-bilganing - Orol bo'ldi. Ko'm-ko'k mavjlararo otang qayiqda eshkak eshib borayotir, sen uning qo'ynida... Shundan oting “Orolbola” bo'lib ketdi. Keyin-keyin - Orolboy, endilikda – Orol bobo. O'zingning oting-chi, o'zingning chin oting nima edi? E, kimning esida bor deysiz! “Orol” bo'lsa kerakda”.*<sup>3</sup>

<sup>1</sup> Adabiyotshunoslik asoslari fanidan o'quv uslubiy majmua, Guliston-2022

<sup>2</sup> Hotam Umurov Adabiyotshunoslik nazariyasi Toshkent-2004, 48-b

<sup>3</sup> Erkin A'zam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018

Erkin A'zam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018

Orol bobo ota - bobolaridan meros qolgan hunar qayiqsozlik bilan shugʻullanadi va shogirdlariga ham oʻrgatadi. Orol dengizida suv qurib hamma qishloqdoshlari boshqa joylarga koʻchib ketgan boʻlsa ham u oʻzi tugʻilib oʻsgan diyordan ketishni xohlamaydi, ayolining mozorini, ota-bobolarining xokini, qolaversa, Orolini tashlab keta olmaydi:

*“ He, esini yegan telba chol! Oroling seni tashlab ketganiga necha zamonlar boʻldi-ku! Endi qaytmaydi u, ey nodon! Sen esa bir ovulda bir oʻzing soʻppayib oʻtiribsan. Qoʻni-qoʻshni ovuldoshlaring allaqachon koʻch-koʻronini koʻtargan, hovli-joylari boyoʻgʻliga makon boʻlib yotibdi, ana! Lekin – har birining tomida bittadan qayiq. Sen yasagan qayiq, shogirdlaring yasagan qayiq. Suvga tashna, suvga ilhaq...”<sup>4</sup>*

Yolgʻiz oʻzi shogirdlari bilan birga qayiq yasaydi, bir kunmas bir kun orolga suv qaytib kelishidan umid qiladi. Uning farzandlari Qalimbet va Gulxadicha otasini oʻzlari bilan moddiy manfaatlari yuzasidan shaharga olib ketishmoqchi boʻlishadi. Oʻgʻli Qalimbet hajga joʻnatmoqchi boʻlib boshqa kishining oʻrnini pulga sotib olganida shunday javob oladi:

*“ Orol bobo. Nima? Birovning oʻrniga?! ( U balodan qochgan kabi, ikki qoʻli oldinda, tislani) Yoʻq-yoʻq, bormayman. Minbaʼd! Birovning oʻrnini tortib olib hajga joʻnash!... Oʻylab qildingmi shu ishni, Qalimbet? Gunoh-ku bu axir, gunohi azim!*

*Qalimbet. (suv yuqtirmay). He, koʻchadagi bittasi borgandan koʻra - siz, mening otam borgani yaxshi emasmi?!*

*Orol bobo (qatʼiy turib). Yoʻq dedimmi, yoʻq! Kimning oʻrnini olgan boʻlsang, oʻshaning oʻziga eltib topshirasan, gap tamom! Xudoyim oʻzi kechirar, otangning sigʻinadigan ziyoratgoh-u ibodatgohi ham mana shu oʻzi tugʻilib oʻsgan tashlandiq ovuli bugun qurib qolgan boʻlsayam, umrini bergan – Orol! Shundan oʻzga hech narsa kerak emas unga, bilib ol, bola“<sup>5</sup>*

Orol bobo qanchalik sadoqatli, iymonli inson boʻlsa, uning farzandlari shunchalik iymondan yiroq, oʻz manfaatlarini boshqalarnikidan ustun koʻruvchi, xudbin kimsalar

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<sup>5</sup> Erkin Aʼzam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018

ko‘rinishida tasvirlanadi. O‘g‘li Qalimbet o‘z farzandlarini ham bobosiga ko‘rsatmaydi, nevaralaridan mahrum qiladi:

*“ Qalimbet. Hozir, hozir... (U shosha-pisha turib, dastgoh ustida yotgan “diplomat”idan allanarsa - planshetini oladi-da, tugmachalarini bosa-bosa otasining boshiga keladi). Mana, ko‘ring... Qani, toping-chi, manavi kim?*

*Orol bobo (sinchiklab-suqlanib). Kamolingmi? Voy-bo‘-o‘, arslondek bo‘lib ketibdi-ku! (Yuzini chetga olib.) Tuf-tuf, yomon ko‘zlardan asragaysan iloyim. (So‘ng jur‘atsizgina engashib, planshetga lab tegizib qo‘yadi – o‘pgan bo‘ladi). Shuginani qavatimga qo‘yib ketmading-da, Qalimbet. To‘ng‘ich nevara – bobosiniki degan udumlar bo‘lgich edi...*

*Qalimbet. Nima ovulma-ovul tezak terib yursinmidi!..*

*Orol bobo (orzumandona). Qayiqsoz qilardim. Zo‘r qayiqsoz usta!*

*Qalimbet (eshitmaganga olib). Bunisini taniyapsizmi? Kim?.. (Chol tikila – tikila topolmagach.) Gulzira-ku, Gulzira! Yaxshilab qarang...*

*Orol bobo. Qiz maxluqning shaytoni bo‘larmish, qulog‘idan tortib o‘stiraverarmish... Cho‘zilib qolibdi qizing. Omon bo‘lsin, omon bo‘lsin.*

*Qalimbet. Mana bunisi-chi?...*

*Orol bobo ( qaray-qaray bo‘yniga oladi) Buningni taniyolmadim, rosti. Ko‘rmagan ekanman. Kenjatoying bo‘lsa kerag-a?”<sup>6</sup>*

Orol boboning uchta Amet, Genjamurod, Jumaboy ismli shogirdlari bo‘ladi. Orol bobo shogirdlari ichida Ametni ko‘proq yaxshi ko‘radi. Amet qayiq yasashda Orol bobodan barcha siz-asrorlarni o‘rgangan, usta darajasiga yetib qolgan bo‘lsa ham, uning otasi uni qayiqsoz bo‘lishini xohlamaydi. Ametni Leningradga salat kesishga jo‘natmoqchi ekanligini aytib, uni olib ketadi. Shunda Orol bobo bu holatdan ta‘sirlandi shogirdlariga bir hikoyani aytib beradi:

*“ Orol bobo (rivoyatga kirishib). Pirning qirq muridi bor ekan. Sizlarga o‘xshagan shogirdi. Qirq yil ichida kamaya-kamaya, oxiri shulardan bittasigina qolibdi. Ameting misoli birin-sirin tashlab ketgan-da. Pir o‘sha qolgan murididan so‘rabdi:*

*“Bularing nega bunday qildi ekan?” Murid chaynala- chaynala aytibdi: “Ular sizning ta‘limingiz bilan Mangu kitobni o‘qiydigan maqomga yetdi. U kitobda esa...*

*“ “Gapir-gapir”, deb qistabdi pir. “ U kitob sizni do‘zaxiy deb yozgan ekan, ustoz...”*

*“Bilaman, - debdi pir. – Haqrost, shunday yozilgan. Ammo men jannatdan ham*

<sup>6</sup> Erkin A‘zam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018

*ulug‘rog‘ini ko‘zlaganman-da... Ular-ku jannat ilinjida ketibdi, xo‘sh, sen nega qolding?” “ Chunki o‘sha kitobni o‘qishni sizdan o‘rganganman-da, pirim”, debdi murid. Qarang, qanday oqibatli ekan - a, shogirdi!..*

*Genjamurod. Bobo-o, jannatdan ham zo‘r deyapsiz, qanaqa joy u?*

*Orol bobo. Bor, o‘g‘lim, shunday joy bor. Haq, haqning dargohi deydilar uni. Bandasi umidvor-da. Mana bobong ham umid bilan yashayapti-ku!...”<sup>7</sup>*

Shogirdlari Orol boboni Orolga shunchalik muhabbat qo‘yganini ko‘rib ta’sirlanishadi. Orol boboning Orolni ko‘rish orzusi borligini, uni ko‘rsa armonsiz keta olishini bilgach, ovuldan shisha siniqlarini yig‘ib Orol tomonga terib chiqishadi. Bu g‘oya Ametdan chiqqan edi. U ham ketolmaydi, orqasiga qaytadi. Do‘stlari shishalarni Amet aytganidek terib chiqqanidan so‘ng Orol boboning uyg‘onishini kutishadi:

*“ Tong! Uzoqlardan kelayotgan dengiz shovqinlari boyagi qo‘shiqqa qorishib, uni bosib ketadi. Ana – to‘lqinlar bir-biriga urilib shaloplashi, jonsarak mavjlar shiviri, eshkaklarning bir maromdagi g‘ichir-g‘ichiri...*

*Tom boshidagi ona qayiqda Orol bobomiz tik turibdi. Qalpog‘i qo‘lida, quvonchdan ko‘zlari chaqnab har yonga alanglayotir. Chetan ortidan shogirdlar sasi eshitiladi: “ Ko‘rdi! Ana, qaranglar- ko‘rdi!”*

*Orol bobo (hayqira – hayqira). Mana, keldi! Axiyri keldi! Suv, suv!... Orolimiz suvga to‘ldi odamlar! Yashasin, dod! Shu kunni ko‘rdim-a! Endi o‘lsa armonim yo‘q... (Qo‘llarini ko‘kka cho‘zib). Omonating olsang ham roziman, bariga roziman! Shukur, shukur...”<sup>8</sup>*

Orol bobo Orolning qurishida barchani ayblaydi. Olim-u ulamolar ham, boshqasi ham endi Orolni to‘ldirolmazligini, chunki bularning barchasi o‘zlarining foydasini o‘ylashini, manfaatlari yo‘lida har qanday ish qilishdan ham toymasligini ta’kidlaydi. Xudo bundaylarga insof bergan kuni Orol o‘z – o‘zidan suvga to‘lishiga ishonadi. Mabodo bir kun ajali yetib, suv kelganini ko‘rmay ketar bo‘lsa, o‘ligini qayiqqa solib Orolga eltib tashlashini vasiyat qiladi, Orolni deb baliqlarga yem bo‘lishga ham rozi bo‘ladi.

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<sup>7</sup> Erkin A‘zam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018

<sup>8</sup> Erkin A‘zam “Tanho qayiq yoxud devonaning orzusi” Toshkent-2018



Erkin A'zamning "Tanho qayiq" dramasi nafaqat o'sha davrga, balki hozirgi kunga ham aloqador ekanligi bilan boshqa asarlardan ajralib turadi. Hozirgi kunda ham jamiyatimizda Qalimbet va Gulxadicha kabi bemehr, xudbin farzandlar, o'z manfaatini o'ylovchi, uni barcha narsadan ustun ko'ruvchi kimsalar ko'plab uchramoqda. Ammo Orol bobo kabi Vatanini sevuvchi, har qanday vaziyatda ham uni tashlab ketmaydigan, sadoqatli, iymonli, birovning haqidan qo'rqadigan insonlar ham yo'q emas. Zero, Ona Vatan – biz tug'ilib o'sgan joy har qanday manfaatlardan ham ustunroqdir.

**FOYDALANILGAN ADABIYOTLAR:**

1. Erkin A'zam Mustaqillik davri dramaturgiyasi Toshkent-2018
2. Erkin A'zam "Tanho qayiq yoxud devonaning orzusi" Toshkent-2018
3. Dilmurod Quronov Adabiyotshunoslik nazariyasi Toshkent-2019
4. Hotam Umurov Adabiyotshunoslik nazariyasi Toshkent-2004
5. Adabiyotshunoslik asoslari fanidan o'quv uslubiy majmua, Guliston-2022

## **PRIORITY TASKS OF INCREASING THE COMPETITIVENESS OF THE ECONOMY OF UZBEKISTAN**

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**ABSTRACT:** *This article discusses the main ways to increase the volume of investments in the economy of our country and to create an investment environment.*

**KEY WORDS:** *investment, innovation, investment environment, innovative method, free economic zone, foreign investments, entrepreneurship, economic development.*

### **INTRODUCTION**

Private entrepreneurship and small business are finding their place in the conditions of accelerating the development of science and technology, transitioning to new technologies in advanced branches of industry. Such entrepreneurship is an integral part of the whole system, which provides work with new information technologies, new ideas and modernization of production. In addition, small enterprises are one of the preferred forms of production in conditions of high risk.

Small enterprises are also very important in introducing technological innovations. Small businesses, which adopt new technological ideas faster than large enterprises, have less risk and can get up and running faster than large-scale manufacturing. And this our science and technology in the conditions progress to develop help to give can of the economy common development supply, commodity and services shortage eliminate in reaching small business and private entrepreneurship big place holds Labor resources fast growing up and work release in the location to himself characteristic conditions in Uzbekistan small enterprises system to the body to bring the following opportunities creates:

- free work resources, new economy of relations current to be made, new ownership of forms appear to be as a result work in release to be discharged of individuals social work to issue more attraction of ownership new forms appear to be
- of the population, the first in line, young people material, spiritual and occupation level raise
- national and artistic craftsmanship recovery as well small and middle 58 enterprises, village population points to develop help show, in general, every one region for great important economy efficiency increase

The economy in development small business and private entrepreneurship positive importance confession reached without, his importance excess evaluate sending is also correct it's not. Private entrepreneurship only certain only during activity show takes, that's it because of small business activities development for necessary the conditions create necessary Of this for in our opinion, different savings organize reach need These are savings entrepreneurs commerce in banks preferential loans get for guarantor to be, subsidies, that's it including back not given to subsidies of the economy separately priority in the fields enterprises development for source being service to do it is necessary

It is known that in the republic to labor capable 65.3 of the population percentage in villages lives This is a village in places of entrepreneurship development for very big opportunities existence shows. That's it with one in a row, a village economy work was busy in the release temporarily worker forces service display, re work and that's it such as directions again distribution need In the village entrepreneurship, his small business forms development with depends different management on the steps organizational, economic issues solution reach priority issues to the line enters

These issues done increase for our country scale the following issues solution reach should:

- market economy conditions work for competitive personnel preparation and their qualification increase
- in the regions real entrepreneurship environment create;
- small business and private entrepreneurship activities financial support;
- small business and entrepreneurship activities legal base strengthening;
- small business and private entrepreneurship activities technological equipment with to provide support;
- reforms the results advertising and information service tools through wide to the public deliver

Today's in the day many developed and the world in the economy leader place holding countries experience that's it without words prove is giving to competition reach and the world to the markets exit the first First, the economy consistent reform achievement, structural in terms of change and diversification to do deepening, high to technologies based on new enterprise and work release networks fast development provide, activity showing powers modernization to do and technical new processes acceleration, that is in our country diversification and modernization to do strategies at the expense of done increase can

In the world happened giving financial and economic crisis conditions entrepreneurship development important important has

Entrepreneurship market economic economy is an activity. Otherwise in other words, it is specific economic to the result reach in order to goods and services design, development release and exchange organize reach according to of the owners or they are representatives conscious and purposeful economic is an activity.

" Uzbekistan in the Republic entrepreneurship about". in the law to entrepreneurship as follows definition given " business - ownership". of subjects benefit get in order to risk by doing and proprietary responsibility based on the current laws within initiative with economic activity is to show "

Entrepreneurship of activity three type and to him typical respectively of entrepreneurship three the group separately show can:

new commodity or the service design organize to achieve Entrepreneurship this type with intellectual property owners - innovation entrepreneurs engaged in, they new commodity and services design, development release processes improve them work to issue current reach on the surface scientific research take going is an entrepreneur;

- commodity work release organize reach with engaged in entrepreneurs;
- the goods sell, re sell and commerce their work organize reach with engaged in entrepreneurs.

Entrepreneur of labor content how, what is it with is engaged in? About this the following separately note reach can

1. Entrepreneurs work commerce risk with linked, new commerce ideas thinking to find and them current reach methods to prove directed creative is work. Risk taking of entrepreneurship main from the features is one
2. Entrepreneurs work resources - financial funds, raw materials and equipment, personnel and data continuously respectively search, activity attraction reach measures to build directed is work.
3. Entrepreneurship work resources thrift based on reasonable using work release it's a coincidence to show organize to do directed organization is work.

To entrepreneurship person preferences and abilities to himself typical vital expression as view can He is from man entrepreneurship activity for necessary has been adjectives, person nature separately appearances, features demand is enough Usually entrepreneurs for the most necessary to adjectives the following enter:

1. Engaged field according to scientific to departments ownership them always to deepen movement to do

2. To risk based on complicated the decision conditions and finally to information have without being standing up acceptance to do according to initiative ability;
3. Economic processes deep fantastic get, economical events and they are between mutually relationship objective assessment, basic issue second level from issues differentiation of processes the future almost get and different option decisions compare get ability;
4. To laws obedience. Government by issued the law and to procedures strictly submission, his diary in the activity to them compliance of doing high sample show that important at work to others lesson to be
5. Innovation activity, that is product, technology, production release update and others improvement, difficulties overcome ability;
6. Striving for a goal is hard work to labor to lose, to lose, that or this from issues to limitation ready stand up chose on the way hard stand up ability;
7. Organization, from the following consists of:
  - People own after follow get and intended to the goal attraction to achieve, selected of the road correctness them convince know, partners with complicated in the circumstances mutually beneficial to the idea, to the approach reach get ability Partners and hand under of people personal qualities looking work right share get ability;
  - His own work activities reasonable plan get activity;
  - Responsibility, obligation nice reach him do it get
  - Economical fields with together cultural and household areas are also reasonable administration get
8. Economical to be, all of resources saving investigate ready to use be get
9. Own of the word over output, team, partners and society in front of responsibility to be able to feel;
10. Spiritual purity and honesty Honest road with to the goal reach, haram of money Khazar to do, honesty based on work conduct;
11. Spiritual Endurance, own team for combativeness very heavy in tasks himself to the hand take to know.

## CONCLUSION

Today, it is a priority to ensure a favorable investment climate in Uzbekistan. The main task of the state is to create a favorable investment environment for attracting capital. Currently, the Republic of Uzbekistan has the opportunity to attract a large

amount of foreign investments: legal documents that reflect guarantees and privileges; the increasing share of the private sector and small business and private entrepreneurship in the economy, state protection of private property and existence of a competitive environment; creation and development of necessary investment infrastructure; political stability; medium level of geographical location; possession of rich natural mineral raw materials; the development of the agricultural sector; availability of cheap and qualified labor resources, etc.

In our opinion, in order to develop the favorable investment environment created in the republic, it is necessary to further strengthen the incentive factors. In this regard, in order to encourage investments in production, it is necessary to give full freedom to business structures in the application of accelerated depreciation methods. In the conditions of the market economy, depreciation is one of the main factors stimulating the investment activity of enterprises. Therefore, in developed countries, the rate of depreciation is determined simultaneously with the approval of the tax rate. In this case, high depreciation rates are set to encourage investment in leading industries. It is important to apply this experience in Uzbekistan, because the average rate of depreciation for machines and equipment is 15% in our country, in the USA it is 20-33%, and in England it is 25%. Strengthening the stimulating role of taxes in the development of a favorable investment environment is of inestimable importance. The stimulating role of taxes can be considered in four aspects, they are: temporary exemption from paying taxes; reduce the tax rate; narrowing of the taxable base; deferment of tax liability (tax credit). The mentioned incentives are applied to a wide range of enterprises with participation of foreign investments to one degree or another. It is necessary to introduce the implementation of incentive tax benefits, as well as investments in human capital, technological growth and development and expansion of technical knowledge. All this puts the issue of modeling the investment environment in Uzbekistan on the agenda. This model creates opportunities to collect perfect information about the factors affecting the foreign investor, to clearly assess the political, economic and social situation and to understand the motivation of foreign partners' actions, and to reform the main means of regulating foreign investments.



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## **QADIMGI SUG'DIY BITIKLAR VA ULARNING TAHLILI**

**Suyunov Faridjon Abdumalik o'g'li**

Mustaqil tadqiqotchi

Sug'd yozuvlari namunalari Markaziy Osiyo mintaqasidan, jumladan, Afrosiyob, Panjirent, Mug' tog'i, Yerqo'rg'on, Sharqiy Turkiston, Turkmaniston, Pokiston, Mongoliya va boshqa joylardan topilgan. Bu esa, sug'd yozuvining mintaqalar bo'ylab keng tarqalganligining isbotidir.

Mutaxassislarning fikriga ko'ra, sug'd yozuvi dastlab mil.avv. III asrlarda paydo bo'lgan. Sug'd yozuvlari dastlab Zarafshon vohasidan topilgan kumush tangalarda uchragan. Bu tangalar mil.av. II-I asrlarga taalluqli edi. Tangalarda sug'd yozuvlari keng tarqalgan davr mil.av. I asrdan to milodiy IV asrlargacha to'g'ri keladi, deyish mumkin. II-IV asrlarga taalluqli bullalar ham topilgan bo'lib, ularda ham sug'd yozuvlari bitilgan. Bullalarning biri Kalkutta muzeyida, ikkinchisi Britaniya muzeyida saqlanmoqda. Sug'd yozuvlari namunalari ro'zg'or buyumlarida ham uchragan. Masalan, Uraldagi Kopchik qishlog'idan tavoq, Perm viloyatidan esa kumush ko'zacha topilgan. Ular hozirda Sankpeterburgdagi Ermitajda saqlanmoqda. 1906-yilda A.Steyn boshchiligidagi ingliz ekspeditsiyasi Sharqiy Turkistonning Dunxuan yaqinidan sug'd yozuvida yozilgan Eski xatlar matnlarini topgan. Eski xatlar to'plamida 9 ta xat joy olgan bo'lib, ular Sharqiy Turkistondagi savdo faktoriyalarida yashagan sug'dliklarning Samarqand, Dunxuan va boshqa joylardagi o'z yaqinlariga va qarindoshlariga yozgan maktublaridir. Matnlar tarixiy-filologik nuqtai nazardan tahlil qilinib, IV asrda yozilgan degan xulosaga kelingan.

1956-yilda mongol arxeologi S.Dorsuren Mongoliyaning Bugut qishlog'idagi IV-VIII asrlarga taalluqli qabrlarni kovlayotganda to'rtburchak toshga sug'd yozuvi bitilgan yodgorlikni topgan. Tosh yodgorligining balandligi 1,98 sm, eni 70 sm, qalinligi 20 sm bo'lgan.<sup>1</sup> Topilmaning uch tomonida sug'd tilidagi sug'd yozuvi, orqa tomonida esa braxma yozuvi yozilgan edi. Bu topilma tarixda Bugut yozuvi nomi bilan ma'lum. Bugut yozuvi epitafiya-qabr toshiga yozilgan matn bo'lib, uni Muxan xoqon(553-572 yy.) akasi Maxan tekin vafoti munosabati bilan yozdirgan. Mazkur bitik Birinchi Turk xoqonligi davriga tegishli yagona yozma yodgorlik sanaladi.

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<sup>1</sup> "Согдийские документы с горы Муг". Выпуск II. Юридические документы и письма. Чтение, перевод и комментарии В.А. Лившица. Москва: «Наука», 1962 год

Sug'd yozuvi va sug'd tili Farg'ona vodiysida ham keng qo'llanilgan. Bu haqida Quvadan topilgan xumdagi birgina so'z xabar beradi.

Sug'd yozuvi va sug'd tili hududiy jihatdan Sug'diyonada keng amal qilgan. 1961-yilda M.N.Fedorov Afrosiyobning sharqiy tomonini kovlayotgan mahalda chuqurlikdan sug'd yozuvi bitilgan sopol bo'lagini topadi. Topilma V-VI asrlarga oid bo'lib, kulol ustaxona egasiga tegishli xo'jalik hujjati ekanligi aniqlangan. Sopol parchasining bo'rtib turgan tomonida 5, ichiga kirgan tomonida 6 yoki 7 qator yozuv bo'lgan. Yozuvning saqlanib qolgan qismidan hujjat kiyim-kechak, yog' va uy-ro'zg'or buyumlarining kirim-chiqimlari ro'yxati bo'lishi mumkin, degan xulosaga kelingan.

1975-yilda G.V.Shishkin rahbarligidagi arxeologlar tomonidan Afrosiyobdan yog'och matn topilgan. Tayoqning uzunligi 16 sm, eni 2,5 sm. Tayoqning bo'rtgan tomonida 5 qator yozuv yozilgan. Tayoqning o'ng tomoni singan bo'lib, o'sha joy harflari shikastlangan. Shuning uchun tayoqning singan joyidagi to'rt qator yozuvlarning boshlang'ich harflari yo'q. Tayoqning singan joyi yonida teshik bo'lib, u maxsus arqon o'tkazish uchun mo'ljallangan. Arqon orqali yog'och belga bog'langan. V.A.Livshis hujjatni o'rganib, VI asrga oid deb hisoblaydi. Olim matnni o'qib, u sher sotib olish to'g'risidagi hujjat ekanligini aniqlagan.

1965-yilda arxeologlar Afrosiyobning shimoliy qismida sug'd podsholarining saroy xarobalarini ochdilar. Saroy mehmonxonasining devorlari turli mazmundagi rasmlar bilan bezatilgan bo'lib, ular orasida oq kiyim kiygan Chag'oniyon elchisining surati ham bor. Uning etagiga sug'd tilida o'n olti satrdan iborat elchilik ishonch yorlig'i yozib qo'yilgan edi. Bu yozuvlar VII asr o'rtalaridagi xalqaro munosabatlar tarixini o'rganishda muhim ahamiyat kasb etadi.

1947-yilda qadimgi Panjikent xarobalaridan moddiy madaniyat yodgorliklari qatorida 25 ta sug'd yozuvining namunalari topilgan. Yozuvlar sopol bo'laklarida, qovurg'a suyaklarida uchragan. 1952-yilda bu yerdan sug'd yozuvi bitilgan torozi toshi topilgan.

Sug'd yozuvlari mashqlari Turkmanistonda Gaur-Qaladan topilgan. 1974-yilda Qarshi yaqinida Yerqo'rg'ondan sug'd yozuvli bulla topilgan. Bulla loydan konussimon muhr ko'rinishida yasalgan. Unda o'lmas so'zi o'qiladi.

1979-yilda Pokistonda Hind daryosi yuqori qismida Shatial degan joyda qoya yozuvlarini topishgan. Yozuvlarning katta qismini sug'd yozuvlari tashkil qilgan. Yozuvlar xronologiyasi V-VII asrlar bilan belgilangan.

1906-1907-yillarda A.Steyn rahbarligidagi ekspedisiya Sharqiy Turkistonda Buddaning ming g'ori dan xitoy, hind yozuvlari qatorida sug'd tilidagi sug'd yozuvlarini aniqlagan. Keyinchalik bu yerda P.Pelo rahbarligida fransuz ekspedisiyasi, S.F.Oldenbug boshchiligida Rossiya ekspedisiyasi ish olib bordi. Tadqiqotlar natijasida sug'd matnlari kolleksiyasi paydo bo'ldi va u hozirda Londondagi Britaniya kutubxonasi, SSSR FA Sharqshunoslik instituti Leningrad bo'limida, Turfon vohasidan topilgan sug'd yozuvlari yodgorliklari esa Berlinda saqlanmoqda.

Sug'd yozma yodgorliklari orasida 1932-1933-yillarda Panjikentdan sharqda 60 km uzoqlikda Qalai Mug'dan topilgan Mug' tog'i hujjatlari katta ahamiyat kasb etadi. Mug' tog'i sug'd arxivi xatlar, xarajatlar yozilgan hujjatlar va hisobotlar, tilxatlar, farmoyishlar, Panj hokimlarining diplomatik yozishmalaridan tashkil topgan.

1932-yil bahorida Tojikiston SSR Zahmatobod tumani Xayrabod qishlog'i aholisi Mug' qal'asi qo'rg'onining xarobalaridan to'qima savat va hujjatlarni topishgan. Hujjatlar tushunarsiz yozuvda ipak qog'oziga yozilgan bo'lgan. Bir necha oylar mobaynida hujjatlar yuqori Zarafshon qishloqlarida qo'ldan qo'lga o'tib yurgan. Hujjatlar respublika poytaxti Dushanbega olib kelingan. Bu yerda hujjatlar sug'd tilida yozilganligi aniqlangan. Hujjatlardan fotonusxa olinib, Leningradga professor A.A.Freymaniga jo'natilgan. 1933 yil dekabrda 91 ta Mug' tog'i hujjatlari Leningradga olib kelingan. A.A.Freyman hujjatlar ro'yxatini Sug'd to'plamida e'lon qilgan. Chuqur tahlildan so'ng, 76 ta hujjat aniqlangan, jumladan, 72 ta sug'd tilidagi, bitta arab, uchta xitoy va bitta turk tilidagi hujjatlar topilgan.

1934-yil A.A.Freyman topilgan hujjatlarning batafsil paleografik tasnifini yozgan. Ma'lumotlar Mug' tog'i topilmalariga bag'ishlangan maxsus Mug' tog'i sug'd hujjatlari to'plamida e'lon qilingan<sup>2</sup>. Shu to'plamda hujjatlarning topilishi bilan bog'liq jarayonlar, Mug' tog'i bo'yicha arxeologik tadqiqotlarning hisoboti ham nashr qilingan. Akad. I.Yu.Krachkovskiy arab xatidagi hujjatni o'qib, uning sanasini va shu hujjat orqali Mug' tog'i qo'rg'onining buzib tashlanishi haqidagi tarixiy jarayonni aniqlash imkoniyatiga ega bo'ldi. Tadqiqotlar natijasida topilgan barcha hujjatlar VII asr oxiri - VIII asrning I choragi (722 yilgacha)ga xosligi aniqlandi.

A.A.Freyman sug'd hujjatlarini mazmuniga ko'ra ikki guruhga xatlar va xo'jalik hujjatlariga ajratadi. Keyinchalik V.A.Livshis yana bir guruh hujjatlarini aniqlagan

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<sup>2</sup> А.А.Фрейман. Описание рукописных документов, извлеченных из развалин здания на горе Муг в Захматабадском районе Таджикской ССР около селения Хайрабад и собранных Таджикистанской базой Академии наук СССР. – «Согдийский сборник». –Л.: Изд. АН СССР, 1934. –С.33-51.

bo'lib, bular yuridik hujjatlar edi. Hujjatlarning aksariyati Panjikent xokimi Divashtich nomi bilan bog'liq bo'lgan.

1934-yilda A.A.Freyman xo'jalik hujjatlarining ayrimlarini tarjima qilib, nashrini e'lon qilgan. U jami Mug' hujjatlarining 13 tasini chop qilgan bo'lib, ular Sug'd to'plami ning birinchi kitobiga kiritilgan.

1957-yil oxirlarida V.A.Livshits Dushanbeda A.A.Semenov va B.A.Litvinskiylar sharofati bilan charm va qog'ozga yozilgan hujjatlarning nusxasi bilan tanishgan. U 1958-yilning kuzida Osiyo xalqlari instituti Leningrad bo'limida saqlanayotgan sug'd hujjatlarning asl nusxasi bilan tanishishga muyassar bo'lgan. Hujjatlar bilan ishlash jarayonida u birinchi marta yuridik matnlarni topib ajratadi, bu hujjatlar shartnomalar edi. Yuridik hujjatlar haqida hali Sug'd to'plamida hech qanday xabar berilmagan edi. Mug' xatlari 711 va 722 yillarda Sug'ddagi va qo'shni viloyatlardagi siyosiy va harbiy holat to'g'risidagi ma'lumotlarni o'zida aks ettirgan edi. Hujjatlar sug'd va shu atrofdagi ijtimoiy hayot va iqtisodiy taraqqiyot to'g'risida ma'lumot olishga ham xizmat qilgan. Tadqiqotlarning dastlabki natijalari V.A.Livshits tomonidan 1959-1960 yillarda (jami 15 ta hujjat) nashriyotda e'lon qilingan.

1962-yil Moskvada V.A.Livshits yuridik matnlar (shartnomalar va tilxatlar), xatlar, moliyaviy mazmundagi jami 45 ta hujjatni hujjatlarni Mug' togi sug'd hujjatlari to'plamining Yuridik hujjatlar va xatlar deb nomlangan ikkinchi kitobida e'lon qilgan<sup>3</sup>.

Mug' tog'i sug'd hujjatlarining foto nusxalari Rossiya F.A. Sharqshunoslik Instituti Leningrad bo'limida saqlanmoqda. Rasmlar alohida albom holatida, Eroniy tillar yozuvlari korpusi ("Corpus inscriptorum iranicarum") seriyasida nashr qilingan. Mug' tog'i sug'd hujjatlari taxminan 20 xil husnixatda yozilganligi aniqlangan. Matnlarning aniqmasligi, yomon saqlanganligi, noma'lum lahjalarda bitilganligi, o'ziga xos stilistik xususiyatlari, shaxs ismlarining ko'pligi, unvonlar va toponimik nomlarning ko'pligi sababli hujjatlarni o'qish, tarjima va tahlil qilish qiyin kechgan. Mug' tog'i Sug'd hujjatlari M.N.Bogolyubov, V.A.Livshits, O.I.Smirnova, M.Is'hoqovlar tomonidan o'rganilgan. Bir turkum sug'd hujjatlarining o'zbek tiliga tarjimasini va izohlari professor M.M.Is'hoqov tomonidan Unutilgan podsholikdan xatlar nomli risolada e'lon qilingan<sup>4</sup>.

<sup>3</sup> Юридические документы и письма. Чтение, перевод и комментарии В.А.Лившица.//Согдийские документы с горы Муг. Чтение, перевод, комментарий. Выпуск II. Москва «Издательство Восточной литературы». 1962.

<sup>4</sup> M.Ishoqov. "Unutilgan podsholikdan xatlar". Toshkent."Fan". 1992. 48 bet.



Hujjatlar Sug'd dehqoni, katta yer egasi, podshoxi Divashtich (708-722) va yirik mansabdorlar framandarning, shuningdek, Xoxsar hamda Kshut dehqonlarining shaxsiy arxiviga tegishli bo'lib, Sug'dning VIII asrning birinchi choragidagi iqtisodiy, siyosiy, madaniy hayotini o'rganishda muhim manba rolini o'ynaydi.

So'nggi yillardagi arxeologik izlanishlar natijasida Tojikiston Respublikasining Sug'd viloyati O'ratepa tumanidagi Shahrison qishlog'idan 2,5 km uzoqlikda ilk o'rta asr Chilxujra qo'rg'onida ikki qavatli saroy va binolar ochilgan. Qo'rg'on paxsa devordan qurilgan. Bu yerda topilmalar orasida uchta sug'd hujjati ham aniqlangan. Hujjatlar kursiv usulida siyoh bilan archa daraxti yog'ochi yuzasiga bitilgan. Yog'ochlarning ikki uchi chiqarilgan. Bu hujjat 1963-yil saroyning ikkinchi qavati yo'lagidan topilgan. 1964-yilda mehmonxona yo'lagi tozalanayotgan mahalda ko'mirga aylanib qolgan taxtacha topilgan.

Mahalliy unvonlar. Sug'd konfederasiyasida mahalliy davlat boshqaruvining butun konfederasiyada bir xilda olib olib borilganligini inobatga olgan holda aytish mumkinki, konfederasiyaning barcha hukmdorliklarida xuddi Panchdagi kabi mahalliy unvonlar tizimi mavjud bo'lgan. Masalan, Sug'd konfederasiyasining Panch hukmdori saroyida xizmat qilgan framandar Avat hukmdorning xo'jalik ishlari bo'yicha yordamchisi hisoblanib, frmandar mahalliy unvon hisoblanadi. Farmondor Avatning Panchdan tashqarida ham faoliyat ko'rsatganligi ba'zi unvonlarning butun konfederasiya bo'ylab faoliyat olib borganligidan dalolat beradi. Shuningdek, Mug'tog'i sug'diy hujjatlarida uchraydigan "γwyrpt-aaxvirpat, "otxona boshlig'i" ma'nosidagi ibora mahalliy unvon bo'lishi barobarida, Kesh hukmdorining unvoni sifatida tangalarda uchraydi. Darhaqiqat, Sug'd konfederasiyasining Kesh hukmdorligida VII-VIII asrlarda bosilgan tangalarning bir qanchasida "Kesh hukmdori Axurpat" jumlasini uchrasa, xitoy yilnomalarida 727-yilda Xitoyga elchi yuborgan Shi (Kesh) hukmdori Xubido (sug'd, Axurpat) ismi qayd etiladi. Bu esa axurpat mahalliy unvon bo'lishi bilan birga konfederasiyaning Kesh hukmdorligini 720-yillarda boshqargan hukmdorining unvoni ekanligidan darak beradi. Xullas, Sug'd konfederasiyasidagi "γwyrpt-aaxvirpat unvonidagi shaxs keyinchalik otxona boshliqligidan "otliqlar boshlig'i", ya'ni, qo'mondon darajasiga erishgan hamda Kesh hukmdorligini boshqargan. Bu esa axvirpat mahalliy unvondan markaziy unvon darajasigacha chiqqanligini ko'rsatadi.

Mug'tog'i sug'diy hujjatlarida aavazipat, (sug'orish bilan bog'liq ariq tozalash, hashar ishlariga mas'ul...), sug'diy hujjatida uchraydigan prdyzp'(n)-pardezbon (saroyga qarashli bog'lar, xiyobonlar ustidan nazoratchi), g'upat ("daromadlar



noziri”, boshqacha aytganda, “moliya ishlari mutassaddisi”), bozkrom (bojxona noziri), naztig’riv (“hukmdor yordamchisi”, “yordamchi”), dapirpat (“bosh kotib, devonxona boshlig’i”), parvonak krak (“hujjat to’plovchi”, “farmon yetkazuvchi”, “mukofotlarni topshirishga ma’sul”), arspan (“qishloqlar ustidan nazorat qiluvchi” yoki “haram og’asi”), (“arspanlar yordamchisi”), katiyabshauz (“qishloq oqsoqoli”), urnikam (“qonun ishlari bilan shug’ullanuvchi mansabdor”), mag’upat (“bosh kohin”), vag’npat (“ibodatxona olovini saqlovchi”) kabi mahalliy unvonlar boshqaruvda qo’llanilgan. Sug’d konfederasiyasi boshqaruvida ishlatilgan mazkur unvonlar tahlili ilk marotaba Mug’ tog’i sug’diy hujjatlarni tarjima qilgan V.A.Livshis tomonidan muomalaga kiritilgan va turli davrlarda tadqiqotchilar tomonidan qayta o’rganilgan. Sug’d konfederasiyasida ijtimoiy, ma’muriy tizimga xos markaziy va boshqaruv lavozimlari amalda qo’llanilgan bo’lib, davlat huquq tizimining me’yorlari shakllangan edi. Saroy xizmatchilariga davlat xazinasidan ularning lavozimiga qarab maosh belgilash tartibi va uning markazdan nazorat qilinishi masalasi ilk o’rta asrlardayoq shakllanganligi davlatchiligimiz tarixida moliya tizimi, g’aznachilikning o’ziga xos o’rin tutganligidan dalolat beradi. Xullas, Sug’d konfederasiyasi boshqaruvida qo’llanilgan unvonlar tizimi o’zining xususiyatlariga ko’ra markaziy va mahalliy ahamiyatga ega bo’lib, ularning bir qanchasi Panch boshqaruvi orqali sug’diy hujjatlarda keltirilgan. Lekin mazkur unvonlar to’g’risida faqat Panch hukmdorligi misolida ma’lumotlarning tizimli mavjud ekanligi va konfederasiya tarkibidagi qolgan hukmdorliklar unvonlar tizimiga doir ma’lumotlarning yo’qligi ushbu muammoning o’z yechimini to’la topmaganligini ko’rsatadi.

Sug’d konfederasiyasi taraqqiy eta borgan sayin boshqaruvda markazlashish jadallashdi. VII asrning o’rtalari konfederasiya hukmdorliklari Kesh atrofida birlashgan bo’lsalar, shu asr ikkinchi yarmidan boshlab barcha konfederasiya a’zolari Samarqandni konfederasiyaning markazi sifatida tan olishgan. Konfederasiya taraqqiy eta borgani sari boshqaruv takomillashtirildi. Xususan, Turk xoqonlaridan biri bo’lgan, xoqonlik boshqaruvida islohotlar o’tkazgan Tun yabg’uxoqon davrida (618-630-yillar) xoqonlikning barcha hududlarida bo’lgani kabi Sug’d konfederasiyasida ham ma’muriy boshqaruv takomillashtiriladi. Sug’dagi hukmdorliklar markazga va o’z navbatida, mulklar hukmdorliklarga konfederativ tartibda o’z sodiqliklarini bildirganlar.<sup>5</sup> Ba’zi hollarda mulklarning hukmdorlikka

<sup>5</sup> Алимова Д. Ретвиладзе Е. “Узбекистон давлатчилик тарихи очерклари”. Тошкент. Шарк, 2001 йил. 95 б.

yoki markazga tobelik holatini aniqlash ancha qiyinchilik tug'diradi. Yu.Yoqubovning Mug' tog'i sug'diy hujjatlariga suyanib keltirishicha, Parg'ar, Buttam (Yuqori Zarafshon) kabi qishloqlarni anchayin erkin harakat olib borganliklari va to'g'ridan-to'g'ri markaz Samarqandga itoat etmay, avval Panchga, so'ngra uning ixtiyori bilan markazga bo'ysungan deb hisoblaydi. Xuddi shunga o'xshash holatni Naxshabning Keshga tobeligi holatida ham kuzatish mumkin. Sug'd o'troq hayot tarzi hukm surgan mintaqalardan bo'lib, unda hayotiy resurslardan to'g'ri foydalanish va yer-suv egaligi mulkchiligining rivojlanishi natijasida siyosiy-hududiy va ma'muriy tizim shakllangan. Markaz va hududiy birliklar o'rtasidagi boshqaruvchi hokimiyat organlari vujudga kelgan. Bunda hukmdorlik markazi va mulklar o'rtasidagi boshqaruvchilar bo'lganligi manbalarda keltiriladi. Masalan, Mug' tog'i sug'diy hujjatlarida katiyabshauz, "qishloq oqsoqoli" ma'nosini anglatadigan unvon egasi tilga olingan. Sug'dda qishloqlarning qishloq oqsoqoli tomonidan boshqarilishi avvaldan mavjud bo'lgan. Bu esa davlatchiligimiz tarixida qadimiy qishloq jamoaviy boshqaruvining o'z o'rniga ega bo'lib, Sug'd konfederasiyasi misolida uning davomiy ekanligini tasdiqlaydi. Markaziy hokimiyat va mahalliy hokimliklar o'rtasidagi munosabatlar esa yirik zamindorlar, boy savdogarlar va shaharlik aslzodalar tomonidan tuzilgan "Oqsoqollar kengashi" orqali amalga oshirilgan. "Ixshid" unvonli hukmdorlar "Oqsoqollar kengashi" fikriga tayangan holda cheklangan hokimiyatga ega bo'lgan. Har bir hukmdorlikning harbiy sarkardalari va chokarlari bo'lgan. Sug'dda mavjud davlat boshqaruv tizimining bo'linmaganligi, ya'ni, uning faqat yagona davlat organi bo'lgan "Oqsoqollar kengashi"dan iborat ekanligi bugungi konfederasiyaga qo'yilgan me'yor-qoidalariga ham mos tushadi. Hukmdor-ixshidlar "Oqsoqollar kengashi" tomonidan tayinlangan. Sug'd konfederasiyasi ustidan hukmronligini o'rnatgan davlatlarning aksariyatida ko'chmanchi madaniyat hukmron bo'lib, mazkur ko'chmanchi davlatlarda boshqaruvda demokratik omillarga nisbatan urug'-qabilaviy boshqaruv ustun bo'lgan. Masalan, Turk xoqonligi boshqaruvida urug'-qabilaviy va qarindoshlik tamoyillariga amal qilinar edi. Keyinchalik Sug'd hukmdorlari va Turk xoqonlari o'rtasidagi qarindoshlik rishtalarining bog'lanishi natijasida Sug'dda ham qarindoshlik boshqaruviga amal qilina boshlandi. Ixshidlardan keyingi boshqaruv pog'onasida yirik yer egalari bo'lgan "ozodlar"- "ozodkor", ya'ni erkin yer-mulk egalari turgan. Ushbu ma'lumotlar Sug'd konfederasiya va uning tarkibidagi hukmdorliklar uchun xos bo'lib, bularni sug'diy hujjatlar ham tasdiqlaydi. "Ozodlar" doimiy ravishda ixshidlar xizmatida bo'lib, ular soliqlardan ozod etilgan edi.

Tadqiqotchi A.Kubatin (i)xšēd (>xšēt/xšāt) ixšīd/d – ixshid unvoni asosida G’arbiy Turk xoqonligining yuqori unvonlaridan biri bo’lgan šad – shad unvoni o’zlashganligini keltiradi. Lekin shad unvonining qay tarzda va qachon xoqonlik boshqaruviga kirganligi masalasi qo’shimcha dalillarga muhtoj. Ixshid unvoni nafaqat Sug’d konfederasiyasi hukmdorlariga nisbatan, balki Farg’ona hukmdorlariga nisbatan ham ishlatilganligi o’rta asr manbalarida tilga olinadi. Sug’diy hujjatlarning V-17 raqamlisida Farg’ona hukmdorlariga nisbatan ham MLK’-’γšyδ unvoni keltirilgan. Sug’diy hujjatlarda ko’plab marotaba uchraydigan MLK’-“podsho” va MR’Y (MRY’ yozilish varianti)-“hukmdor” ma’nolaridagi ideogrammalar bir ma’noni anglatish uchun ishlatilgan.

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## **SOTSIOPRAGMATIKA METODLARI**

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Zamonaviy tilshunoslik yo‘nalishlari uchun mos bo‘lgan metodni tanlash va uni tadqiqot ishiga joriy qilish masalasida bir necha qiyinchiliklar mavjud. Bunga asosiy sabab amaliyotda mazkur sohalarning qorishiq holda mavjud bo‘lishi va tadqiqot doirasining bir necha sohalar kesimiga to‘g‘ri kelishida ko‘rinadi. Jumladan, sotsiopragmatika jarayonda pragmatika, lingvistika, sotsiologiya, antropologiya, psixologiya, sotsiometriya sohalari bilan yaqindan hamkorlik qiladi va mazkur sohalarda qo‘llangan metodlardan foydalanadi. Tabiiyki, mazkur sohalarning barchasi uchun taalluqli kuzatuv, umumiydan xususiyga, xususiydan umumiyga borish jarayoni, tahlil, tasnif, to‘plamlarni o‘zaro qiyoslash, ularning umumiy va xususiy jihatlarini belgilash, statistik ma’lumotlarni umumlashtirish jarayonlari sotsiopragmatik tadqiqotlar uchun ham ahamiyatli<sup>1</sup> va fundamental tadqiqotlarni amalga oshirish uchun asos vazifasini bajaradi. Falsafaning mumtoz umumiy metodlari sotsiopragmatik tadqiqotlarning amaliy ahamiyatini oshiradi. Bundan tashqari, anketa-so‘rovnoma, suhbat metodi tajriba ishtirokchilaridan ma’lumotlarni olish va umumlashtirish, qiyoslash uchun xizmat qiladi.

Umumfalsafiy metodlardan tashqari jarayonda lingvistik tahlil metodlaridan foydalanish ham mumkin. Jumladan, fonetik, leksik-morfologik, grammatik birliklar va ularning xususiyatlari, nutqiy xoslanishi va chastotasi, gap va jumla tuzilishi tahlili ham sotsiopragmatik tadqiqotlarning ma’lum bir qismini tashkil qilishi mumkin. Ma’lum bir sotsial guruh vakillarining til xususiyatlarini tekshirish va farqli jihatlarini ko‘rsatish jarayonida leksik qatlamning faol kuzatuvini talab qilinadi. Biroq jarayonda asosiy e’tibor sotsiopragmatik tadqiqotlarning asosini tashkil qiliyotgan so‘zlovchi va tinglovchi, guruh statusiga, uning ijtimoiy holatiga qaraladi.

Sotsiopragmatik tadqiqotlar nafaqat lingvistik tadqiqotlar doirasida keng masshtabda o‘rganiladi. Jumladan, badiiy matn va uning pragmatik xususiyatlarini ko‘rsatish<sup>2</sup>, tor

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<sup>1</sup> Reiter R.M, Placencia. Research methods in Sociopragmatics. 2005.

<sup>2</sup> Umrzakova M. Ona lisoniy shaxsining sotsiopragmatik xususiyatlari / O‘zbekistonda xorijiy tillar, 2024-y, 10-jild, 55-bet.

doirada ma'lum bir janrga aloqador bo'lgan asarlar tahlilini berish<sup>3</sup>, til uslublari bo'yicha, kasbiy mansublik bo'yicha va h. sohalarda amalga oshirilgan ishlarning o'zbek tiliga ham kirib kelish jarayoni jadalashdi.

Sotsiopragmatik tadqiqotlar keng doirada bir necha tillarni tahlil qilish barobarida ham amalga oshirilishi mumkin. Jarayonda soha tadqiqot usullari lingvokulturologik tahlil va yondashuv bilan aloqadorlikda amalga oshiriladi. Bunda dastavval tildagi lingvokulturologik birliklar aniqlanib, keyingi planda ular sotsiopragmatik jihatdan tahlil qilinadi. Natijada, tadqiqot ham lingvokulturologik, ham sotsiolingvistik ahamiyatga ega bo'ladi.

Tilshunoslikda sotsiopragmatika tushunchasi til o'zlashtirish va til o'qitish jarayoniga nisbatan ham qo'llaniladi. Bunda asosan e'tibor chet tilini o'qitish yoki ma'lum bir tilni ikkinchi til sifatida o'qitish, ikkinchi tilni o'zlashtirish jarayonlariga qaratiladi. Tabiiyki, til o'qitish jarayonida yuzaga keladigan bir necha sotsial va madaniy to'siqlar mavjud. Bu jarayonda sotsiopragmatik tadqiqotlar pedagogik metodlar va texnologiyalar tahlili bilan hamkorlik qiladi. Til o'qitish bilan bir qatorda til o'zlashtirish jarayonida ham sotsiopragmatik omillarning ta'siri bor. Bir til egalari millat uchun umumiy bo'lgan, uning til zaxirasida asrlar davomida to'planib kelgan va umummilliy hodisa hisoblangan tildan turli miqdorda va turli usullarda foydalanadilar, buning yaqqol misoli bir millatga mansub bo'lgan til egalarining leksik zaxiralarining turli miqdorda bo'lishi, ona tilidan xabardorlik masalasi turli ko'rsatkichlarda ekanligi, ma'lum hudud yoki qatlamning o'ziga xos leksikonining shakllanganligi, jamiyatda yosh, jins, faoliyat turi, ijtimoiy mansubligi asosida shakllangan guruhga taalluqli jargo, argo, slenglarning shakllanganligi asosida ham kuzatishimiz mumkin. Shunday ekan, demak, sotsiopragmatika sohasini til o'zlashtirish jarayoni va psixolingvistika bilan ham bog'lash mumkin.

Xulosa o'rnida aytish mumkinki, sotsiopragmatik tadqiqotlar ko'pqirrali yondashuvni talab qiladigan, umumfalsafiy metodlar asosida ish olib boradigan, tilshunoslikning lingvokulturologiya, psixolingvistika, til o'qitish metodikasi sohalari bilan hamkorlikda yondashuvni talab qiladigan soha hisoblanadi. Hozircha o'zbek tilshunosligiga nisbatan alohida sotsiopragmatik metodlarni ajratib imkoniyati mavjud emas. Biroq soha tadqiqotining kengayishi asnosida mazkur sohaning ham o'z

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<sup>3</sup> Niyazova G. Detektiv asarlar tilining pragmatik tahlili / Образование и инновационные исследование, 2021.

tadqiqot metodlari shakllanishi mumkin. Glaballashgan ilm-fan muhitida tekshirish usullarining bir xil bo‘lishi tabiiy hodisa, soha tor doiraga aylana borishi asnosida o‘z metodologiyasiga ega bo‘ladi.

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**THE IMPORTANCE OF STUDYING HISTORY: UNDERSTANDING THE  
PAST TO SHAPE THE FUTURE**  
**ВАЖНОСТЬ ИЗУЧЕНИЯ ИСТОРИИ: ПОНИМАНИЕ ПРОШЛОГО ДЛЯ  
ФОРМИРОВАНИЯ БУДУЩЕГО**  
**TARIXNI O'RGANISHNING ANAMIYATI: O'TMISHNI TUSHUNIB,  
KELAJAKNI SHAKLLANTIRISH**

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**Annotation:** This article explores the importance of studying history, emphasizing how understanding the past can shape the future. By analyzing past events, societies, and innovations, the article highlights how history helps us avoid mistakes, learn from successes, and understand the interconnectedness of global events. A global perspective on history is also emphasized, as it fosters empathy and a deeper understanding of diverse cultures.

**Keywords:** History, learning from the past, global perspective, cultural diversity, historical lessons, societal evolution, interconnectedness of events, innovation, political systems, economic crises.

**Аннотация:** Статья рассматривает важность изучения истории, подчеркивая, как понимание прошлого может формировать будущее. Анализируя прошлые события, общества и инновации, статья акцентирует внимание на том, как история помогает избегать ошибок, учиться на успехах и понимать взаимосвязь глобальных событий. Также подчеркивается важность глобального взгляда на историю, который способствует развитию эмпатии и более глубокому пониманию культурного разнообразия.

**Ключевые слова:** История, учение из прошлого, глобальная перспектива, культурное разнообразие, уроки истории, эволюция общества, взаимосвязанность событий, инновации, политические системы, экономические кризисы.

**Annotatsiya:** Ushbu maqola tarixni o'rganishning ahamiyatini ko'rib chiqadi va o'tmishni tushunishning kelajakni shakllantirishdagi rolini ta'kidlaydi. O'tgan voqealar, jamiyatlar va innovatsiyalarni tahlil qilish orqali maqola tarixning xatolardan qochishga, muvaffaqiyatlardan o'rganishga va global voqealarning o'zaro bog'liqligini tushunishga qanday yordam berishini ko'rsatadi. Shuningdek, tarixga global nuqtai nazar bilan qarash, empatiya va madaniy xilma-xillikni chuqurroq tushunishga yordam beradi.

**Kalit so'zlar:** Tarix, o'tmishdan o'rganish, global nuqtai nazar, madaniy xilma-xillik, tarixiy darslar, jamiyatning evolyutsiyasi, voqealarning o'zaro bog'liqligi, innovatsiyalar, siyosiy tizimlar, iqtisodiy inqirozlar.

History is the study of the past, encompassing a vast array of human experiences, ideas, and events. From the rise and fall of civilizations to the development of cultures, history provides valuable insights into how societies have evolved over time. Understanding history is not just about memorizing dates or events, but about interpreting the causes, effects, and lessons that can guide the future.

### **The role of history in shaping society**

History plays a critical role in shaping the identity of nations and individuals. It helps us understand the foundations upon which modern society is built, including political systems, legal frameworks, and social structures. By studying the past, we gain a better understanding of the successes and failures of previous generations, enabling us to make more informed decisions in the present.

For instance, the ancient civilizations of Greece and Rome laid the groundwork for many of the ideas we take for granted today, such as democracy, citizenship, and the rule of law. Similarly, the Industrial Revolution transformed economies and societies worldwide, leading to the modern capitalist world we live in today. By examining these events, we not only gain knowledge but also learn from the triumphs and mistakes of the past.

### **The lessons history teaches us**

One of the key benefits of studying history is the ability to learn from previous mistakes. Throughout history, humanity has faced numerous challenges, from wars and conflicts to economic crises and pandemics. Each of these events provides lessons that can help prevent similar disasters in the future.

For example, the aftermath of World War I and the subsequent Treaty of Versailles offers important lessons on the dangers of punitive peace settlements. The Treaty's

harsh terms contributed to economic hardship and political instability in Germany, leading to the outbreak of World War II. By studying these events, we can better understand the importance of diplomacy, compromise, and long-term peacebuilding. Moreover, history teaches us about the power of innovation and adaptation. During times of crisis, societies have often found creative solutions to survive and thrive. The Renaissance, for instance, was a period of great intellectual and artistic flourishing that emerged after the Dark Ages, proving that even in times of adversity, humanity can achieve remarkable progress.

### **The global perspective of history**

While the study of history is often focused on specific regions or countries, it is essential to adopt a global perspective when analyzing historical events. The interconnectedness of the world, particularly in the modern era, means that events in one part of the world often have far-reaching consequences elsewhere. For example, the colonization of the Americas by European powers in the 15th and 16th centuries led to the spread of new technologies, ideas, and diseases across continents, fundamentally altering the course of world history.

In addition, globalization has made it increasingly important to understand the diverse histories and cultures of different regions. Learning about the history of other countries, including their struggles and achievements, fosters empathy and a greater appreciation for cultural diversity. This global perspective not only enriches our understanding of the past but also helps us navigate the complex challenges of the present and future.

### **Conclusion**

In conclusion, the study of history is vital for understanding the present and shaping the future. By examining the successes and failures of past generations, we can learn valuable lessons that guide us in making more informed decisions. History also helps us understand the world's diverse cultures and the interconnectedness of global events. Ultimately, the study of history enables us to better understand ourselves, our societies, and the world around us, providing the tools necessary to build a better future.

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**OLAM MANZARASI VA KONSEPT MILLIY-MADANIY  
XUSUSIYATINING ISPAN, TURK VA O‘ZBEK TILLARI  
FRAZELOGIZMLARIDA IFODALANISHI**

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**ANNOTATSIYA**

Mazkur maqolada olam manzarasi tushunchasi, til va madaniyat munosabatlariga yondashuvlar, emotsional konseptning milliy-madaniy xususiyatlari turli tizimli tillar frazeologizmlarida gavdalanishini maydon metodi orqali yoritiladi

**Kalit so‘zlar:** olam manzarasi, konsept, qo‘rquv, assosatsiya, konseptual yondashuv

Ma‘lumki, til yordamida insonning dunyoqarashi shakllanadi va uning madaniyati asoslari yaratiladi, ya‘ni til xalqning atrof borliq haqidagi mifologik, diniy, madaniy va hakoza g‘oyalarini aks ettiruvchi madaniyat ko‘zgusi sifatida tushuniladi. Zamonaviy tilshunoslikda lingvistik birliklar konseptual tomonining mohiyati, kognitiv mazmunning namoyon bo‘lish xarakteri, nutqiy ifoda qo‘llanishining semantik asoslari va ularning o‘zaro uyg‘unligi kabi muammolar jadal muhokama qilinmoqda hamda ayrim lisoniy birliklarning qo‘llanish qonuniyatlarini asoslash zarurati tufayli semantika muammolari ustuvor ahamiyat kasb etmoqda.

XX-asrning so‘nggi o‘n yilligi va XXI-asrning birinchi dekadasi tilning umumiy nazariyasiga taalluqli bo‘lgan lingvistik mexanizmning tub qonuniyatlari masalalariga qiziqish jonlanishi, konseptual tuzilmalar va nutqiy ifodaning leksik ma‘nosini o‘rganish metodologiyasi bilan bog‘liq qator muammolarning birinchi o‘ringa chiqishi, natijada, lingvistik tadqiqotlarning diqqat markazida kognitiv, xususan, konseptual tadqiqotlar markaziy o‘rin egallashi, tilshunoslikning konseptual va metalingvistik apparatiga subyektning obyektiv yoki tasavvur qilinadigan voqelik haqidagi bilimlari va fikrlari yig‘indisini ifodalovchi *olam manzarasi* atamasining kiritilishi bilan ajralib turadi.

Olam manzarasi atamasini ilk bor fizik G.Gertz taklif qilgan bo‘lib, uni tashqi obyektlarning ichki tasvirlari yig‘indisi sifatida ta‘riflagan. Keyinchalik ushbu atama ijtimoiy fan sohalarida K.Yaspers va L.Vitgenshteyn, shuningdek, L.Vaysgerber tomonidan qo‘llaniladi. Olam manzarasini lingvistik jihatdan dastlabki o‘rganishlar V. fon Gumboldt, E. Sapir, B. L. Whorf, A. A. Potebnya amalga oshirilgan deb

qaraladi. Olam manzarasining maqomi muammosi til, tafakkur va voqelikning o‘zaro ta’siri masalalari bilan bog‘liq. V. fon Gumboldt tilni inson va dunyo o‘rtasidagi “oraliq bo‘g‘in” deb hisoblasa, A. A. Potebnya fikricha, she’riyat, nasr, badiiy va ilmfan, ya’ni xalq dunyoqarashi til bilan shartlanadi. Shunday qilib, V. fon Gumboldt, G. Xerder, J. Grimm, F. Shlegel asarlari, E. Sapir - B. Uorfning lingvistik nisbiylik nazariyasida til dunyoni ko‘rish usuli yoxud “oraliq dunyo” sifatida talqin etiladi.

Olam manzarasini shakllantirishda tilning o‘rni muammosiga ikki xil nuqtai nazar mavjud. Eng muxtasar shaklda birinchisiga ko‘ra, til dunyoni aks ettiradi. [4,110]. Ikkinchi nuqtai nazar tarafdorlari til voqelikni aks ettirmasligi, balki uni ramziy tarzda gavdalantirishi”ni iddao qiladi, ya’ni til ma’lum bir vosita bo‘lib, uning yordamida inson dunyoni konseptuallashtiradi [5, 6].

Bizni o‘rab turgan atrof-borliqning ongda mavjud bo‘lgan manzarasi va tilda mustahkamlangan tasvir o‘rtasidagi munosabatlar masalasini ko‘tarish dunyo manzarasining ikkita shaklini aniqlashga yordam berdi - konseptual yoxud kognitiv va lingvistik. Dunyoning bu ikki manzarasini birinchi bo‘lib aniq ajratganlardan biri G. A. Brutyan edi. Uning fikricha, dunyoning lingvistik va konseptual manzaralarini ajratish bilish jarayonida til va tafakkur o‘rtasidagi munosabatni ochib berishga, kishilar ongida dunyo manzarasini shakllantirishda tilning rolini ko‘rsatishga, dunyoning haqiqiy manzarasini qayta yaratishda sxematiklikka yo‘l qo‘ymaslik va ongimizda atrofda voqelikning proektsiyasini to‘liqroq taqdim etish imkon beradi [1, 108]. Dunyoning lingvistik manzarasini va konseptual tuzilmalarini o‘rganishda xalqning madaniy konnotatsiyalarini bilish muhim ko‘rinadi. Bilimlar tizimi va konseptual tuzilmalar o‘zgarishiga ma’lum bir jamiyatda qabul qilingan din ta’sir ko‘rsatadi.

G. A. Brutyan dunyoning *konseptual manzarasini* “nafaqat voqelikning aqliy aks etishi natijasida paydo bo‘ladigan bilim, balki mantiqiy bilimda sublatsion shaklda mavjud bo‘lgan hissiy bilimlarning natijasi, *lingvistik manzara* - bu jonli, so‘zlashuv tillari orqali mustahkamlangan tashqi va ichki dunyo haqidagi barcha ma’lumotlardir” deb ta’riflaydi [1, 108].

Bu ikki atama bir-biridan ajratilgandan so‘ng, tilshunoslik dunyoning konseptual va lingvistik manzaralari o‘rtasidagi munosabat masalasini ko‘taradi va bu muammoga nisbatan *uchta yondashuv* shakllanadi.

Birinchi yondashuvga ko‘ra, dunyoning lingvistik manzarasi konseptualga qaraganda kengroq hisoblanadi. G.A. Brutyanuning ta’kidlashicha, dunyoning konseptual manzarasi dunyoning lingvistik manzarasining «o‘zagi, asosiy qismi» bilan mos



keladi, ya'ni "dunyo lingvistik modelining asosiy mazmuni dunyoning konseptual modelining butun mazmunini qamrab oladi".

Dunyoning konseptual manzarasidan tashqarida dunyo haqida qo'shimcha ma'lumot tashuvchisi sifatida ishlaydigan periferik hududlar mavjud. Bundan tashqari, dunyoning ham konseptual, ham lingvistik manzarasiga kiritilgan ma'lumotlar, u qaysi tilda ifodalanganidan qat'iy nazar, o'zgarmasdir va dunyoning lingvistik manzarasining periferik sohalorida, ya'ni dunyodan tashqarida qolgan sohalarda mavjud bo'lgan ma'lumotlar konseptual manzara, tildan tilga farq qiladi [1, 109-110]. Ikkinchi yondashuv dunyoning lingvistik va konseptual manzaralarining mos kelishi va o'ziga xosligini tasdiqlaydi. G.V.Kolshanskiy «dunyoning lingvistik manzarasi dunyoning obyektiv manzarasining ikkinchi darajali mavjudligi» [2, 40] deb tan olsa ham, bunday ikkinchi darajalilik tilning tafakkurga tubdan bog'liqligini bildiradi.

Uchinchi konseptsiyaga ko'ra, dunyoning konseptual manzarasi lingvistikadan kattaroq deb tan olinadi. Bunday yondashuv ko'pchilik tilshunoslarning asarlarida mavjud (Pocheptsov 1990, Serebrennikov 1988, Telia 1988). G. G. Pocheptsov dunyoning lingvistik manzarasi «axborot jihatdan to'liq emas va / yoki noto'g'ri» ekanligini ta'kidlaydi va buning sababini «bir butun dunyo emas, balki faqat uning qirralari (cho'qqilari) aks ettirilishida» ko'radi, ular so'zlovchiga eng muhim, eng dolzarb, dunyoni to'liq tavsiflovchi sifatida ko'rinadi» [4, 111-112].

Olam manzarasi atamasi butun dunyoni tasvirlaydigan, inson va insoniyat o'z o'rnini aniqlashga intiladigan tasvir va tushunchalarni anglatadi. Insonga koinotda ma'lum bir joy ajratadigan va shu bilan uning mavjudligini yo'naltirishga yordam beradigan dunyo rasmlari odamlarning ma'naviy va amaliy faoliyati natijasidir. Dunyo manzarasi ko'p qatlamli shakllanishdir. Dunyoning ilmiy, diniy va falsafiy manzaralari dunyo va undagi insonning o'rnini haqidagi o'z qarashlarini tavsiflaydi. Dunyoning ilmiy manzarasi insonlarga bog'li bo'lmagan holda olamni qanday bo'lsa, shunday tasvirlashga intiladi. Dunyoning diniy manzarasi markazida samoviy va yerdagi, inson va ilohiylik olamlari o'rtasidagi munosabatlari o'rin egallaydi. Dunyo falsafiy manzarasining asosiy mavzusi inson va dunyo o'rtasidagi munosabatlar, barcha jihatlar: ontologik, gnoseologik, qadriyat, faoliyat kabilarni qamrab oladi. Dunyoning folklor manzarasi lisoniy shaxs dunyosining konseptual manzarasi uchun asos yaratadi. Odat tufayli ona tilimizda aks etgan dunyo manzarasini sezmay qolamiz. O'zga madaniyat dunyosining manzarasini ona tili prizmasidan ko'rish mumkin. Biz o'zimizning dunyo manzaramizning xususiyatlarini o'zga millat tilidagi olam manzarasi bilan taqqoslagandagina sezamiz. So'zlarning semantik o'ziga xosligi ularning konnotatsiyalar sohasida namoyon bo'ladi. Ko'pgina denotativ

periferik xususiyatlar o‘ziga xos mazmuniga ko‘ra, hissiyot va baholash bilan chambarchas bog‘liq. Olamning o‘xshash manzaralari turli tillarda uchraydi. Bu o‘xshashlik umumiy madaniy voqeliklar, umumiy tarix, mifologiya va din bilan bog‘liq. Dunyoning lingvistik va konseptual manzaralaridagi nomuvofiqliklarni kuzatish alohida qiziqish uyg‘otadi.

Til fani taraqqiyotining hozirgi bosqichida birlamchi muammolardan biri til va madaniyatning umumiy ontologik platformasini aniqlash muammosi deyish mumkin. Buning uchun lingvistik birliklarni olam manzarasining bilimlari va tarkibiy qismlarini, xususan, ona tilida so‘zlashuvchilar dunyosining lingvistik manzarasini saqlash va uzatish vositasi sifatida o‘rganish ushbu tilda gapiradigan odamlarning mentalitetini ochib beradi.

Psixologik fenomen sifatida emosiya hosil bo‘lishining zamirida faoliyat yotadi. Psixologik tasniflanishga ko‘ra ularning bazaviy va periferik kategoriyalari farqlanadi. Turli tillarda ifodalangan emosiyalarni qiyoslash asosida o‘tkazilgan tadqiqotlar *g‘azab, quvonch, g‘am, qo‘rquv* emosiyalarini universal hodisa sifatida ajratdi (Изард 1980; Ekman, Friesen 1981:79-80; Красавский 2001:33). Inson emosional holatlarining turli lingvomadaniy jamoalarda muayyan rivojlanish bosqichidagi tamaddun va madaniyat, atrof-borliqni bilish va dunyoqarashning o‘ziga xos verbal belgisi tavsiflanishi, mavjud madaniy talablardan kelib chiqib *Homo sapiens*larda namoyon bo‘lishi ularning milliylikka xos xususiyatlari sanaladi.

«Qo‘rquv» emosional konseptini ifodalovchi *qo‘rquv* leksemasi qadimgi turkiy tilda ham shunday ma‘noni anglatgan “qo‘riqla” ma‘nosini anglatuvchi *qorы* fe‘lidan kelib chiqqan. *Qo‘rquv* leksemasining sinonimik qatorini “vahima”, “dahshat”, “vahshat” so‘zlari tashkil etadi. “Botirlik” va mazmun planiga ko‘ra unga eng yaqin so‘zlar “qo‘rqoqlik”ning zidlari bo‘ladi. Emosiyalar konseptuallashtiruvchi o‘zbek, turk va ispan tillari frazeologizmlari misolida ko‘rib chiqamiz:

a) emotsional kechinmalarning bevositaligi yoki his-holat: *aqldan ozmoq, yuragi qon bo‘lmoq*; turkcha: *kan tutmak; ecel teri dökme*; ispancha: *con el corazón encogido*;

b) subyektning obyektga munosabati yoki his-munosabat: *jon dilidan yaxshi ko‘rmoq, xayoldan ketmadi, yurakka yaqin olmoq*; turkcha: *gözünü korkutmak, pabucu ters giydirmek, tavşan yürekli*; ispancha: *cortarle a uno la transpiración, levantar ampolla, dar la espantada*.

Inson holatini anglatuvchi frazeologizmlarni quyidagicha frazeo-semantik guruhlarga ajratishimiz mumkin:

1. Insonning jismoniy holatini anglatuvchi (ozg'inlik, affektatsiya va hok.): *labiga uchuq toshdi*, ispancha: *dar un respinga, dar saltitos*,

2. Insonning ruhiy holatini anglatuvchi (tana organlari faoliyati buzilishi, ruhning xotirjamligi va hok.): *yuragi po'killamoq, ichini mushuk tatalayapdi* ispancha: *encogérsele a uno el ombligo, engurruñirsele a uno el ombligo por una cosa*

Qo'rquv semasini ifodalovchi frazeologizmlar quyidagi fraze-semantik maydonlarga ajratish mumkin: a) ichki organlar makoni o'zgarishi: *юрагини олиб қўймоқ, юраги чиқиб кетди, юраги орқага тортиб кетди, юрагини ёрмоқ*; ispancha: *no quedarle sangre en el cuerpo (en las venas) a uno, encogérsele a uno el ombligo*; b) tana organlari faoliyati va ritmining o'zgarishi: *юраги пўкиллаб юрмоқ, юраги такапука*; c) yuz rangining o'zgarishi: *юзи докадек оқариб кетди*; d) vujud va uning qismlari muzlashi, qotishi: *тили танглайига ёпишиб қомоқ; совуқ тер босмоқ; Кўрқоқ аввал тилдан қолади*; ispancha: *entrársele el habla a uno, caer uno sin habla, quedar(se) mudo, entrársele el habla a uno*; e) fikr yuritish buzilishi: *эси чиқиб кетмоқ; Кўрқоқнинг ақли шошар; Кўрқоқнинг ақли шошар, йигит майдонда тошар*; f) qaltirash, defekatsiya: *ичи ўтиб кетмоқ, иштонини хўллаб қўймоқ; кўрқувдан оёқлари қалтирамоқ*; j) ruh makonining o'zgarishi: *Жони халқумига келмоқ; жон-пони чиқиб кетмоқ*; ispancha: *cortarle a uno la transpiración*; h) zohiriy harakatlar: *Кўрқоқ олдин мушт кўтарар; Кўрқоқнинг одаму – мақтанмоқ*; ispancha: *meter uno detrás las orejas*; k) ko'rish faoliyatining buzilishi: *кўрққанга қўш кўринар*; ispancha: *la horca antes que el lugar*

«Tilni assotsiativ yo'nalishda o'rganish insonning tildan foydalanish jarayonida tafakkurning ko'z ilg'amas faoliyati haqida qiziqarli bilimlar berishi shubhasiz» [3,7].

Qo'rquv emotsiyasini ifodalash uchun quyidagicha assosiyativ bog'lanishlar kuzatildi: a) hashoratlar: *капалаги учмоқ*; b) hayvonlar. *қуён юрак; қуён бўлмоқ; қуённинг иини ижарага олмоқ; Қочган қуён ётган қуённи ола қочар; Бир кўрққан қуённинг қирқ кунгача ҳам ранги кирмайди; Қуён кўрқмайди – ўзини сақлайди; Қуён ўз қўланкасидан ҳам кўрқар*; ispancha: *cobarde como una hormiga, tener uno más miedo que un ratón, cobarde como una mona, más cobarde que una lagartija, más asustadizo (cobarde, tímido) que una rata, más asustadizo (cobarde, tímido) que una liebre*; c) kemiruvchilar: *арслоннинг бўқиргани – сичқоннинг ўлгани; Сичқон назарида мушукдан зўр махлуқ йўқ; Сичқонга мушук арслон*; ispancha: *asustadizo (cobarde, tímido) como un ratón*; d) parrandalar: *қирғий учса, чумчуқни ёриқда кўр; Юз қаргага – бир кесак; Юз қаргага бир шунқор кифоя*; ispancha: *más encogido que pájaro en invierno, hacer*

*la gallina uno; e) o'lim: qўrqoq ўlmasdan burun ўлади; Kўrqoq ўlmasdan burun ўлар, ўликдан нима кутиб бўлар; Kўrqoqни ажал қувлар; ispancha: caerse muerto (morirse) de miedo, estar (quedarse) uno más muerto que vivo; f) to'qimachlik materiali: ispancha no llegarle a uno la camisa al cuerpo; j)mifologik, tarixiy shaxslar: ispancha: estar con el Jesús en la boca; turkcha: Demoklesın kılıcı, o'zbekcha: aju-buji kelmoq va hok.*

Keltirilgan frazeo-semantik maydonlardan qo'rquv emotsiyasining fiziologik namoyon bo'lishi inson tomonidan nazorat qilinmasligi; frazeologizmlar obrazli asosi fiziologik his qilish va mimika, imo-ishora, harakatlar bilan ifodalangan g'ayrushuriy harakatlarni aks ettirishi;semantik guruhlar o'zida quyidagi denotatlar: yurak, oyoq, til, yuz, suv va hokazo konkret predmetlarni biriktirishi xulosa qilindi. Mavhum predmetlar faoliyati ta'siri inson tanasidagi muayyan makon va hodisalarda voqe bo'ladi, ushbu jarayonlarni til yordamida tasvirlash orqali mavhum predmetlar idiomatik nomga ega bo'ladi.

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**DIFFERENTIATED INSTRUCTION AND INDIVIDUALIZED  
APPROACHES IN TEACHING ENGLISH  
ДИФФЕРЕНЦИРОВАННОЕ ОБУЧЕНИЕ И  
ИНДИВИДУАЛИЗИРОВАННЫЕ ПОДХОДЫ В ПРЕПОДАВАНИИ  
АНГЛИЙСКОГО ЯЗЫКА  
INGLIZ TILINI DIFFERENTIAL O'QITISH VA INDIVIDUAL  
YONDASHUVLAR.**

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**Annotation:** This article explores the importance of differentiated instruction and individualized approaches in teaching English. By catering to the diverse needs, abilities, and learning styles of students, educators can create more inclusive and effective learning environments. Various strategies, including content differentiation, personalized learning plans, and adaptive technologies, are discussed to enhance student engagement and improve language proficiency.

**Keywords:** Differentiated instruction, individualized learning, English language teaching, student engagement, personalized learning plans, adaptive technologies, inclusive education

**Аннотация:** Эта статья исследует важность дифференцированного обучения и индивидуализированных подходов в преподавании английского языка. Учитывая разнообразные потребности, способности и стили обучения студентов, преподаватели могут создавать более инклюзивные и эффективные учебные среды. Обсуждаются различные стратегии, включая дифференциацию содержания, персонализированные планы обучения и адаптивные технологии, для повышения вовлеченности студентов и улучшения языковых навыков.

**Ключевые слова:** Дифференцированное обучение, индивидуализированное обучение, преподавание английского языка, вовлеченность студентов, персонализированные планы обучения, адаптивные технологии, инклюзивное образование



**Annotatsiya:** Ushbu maqola ingliz tilini differentsial o'qitish va individual yondashuvlarning ahamiyatini o'rganadi. O'quvchilarning turli ehtiyojlari, qobiliyatlari va o'qish uslublarini hisobga olgan holda, o'qituvchilar ko'proq inklyuziv va samarali o'quv muhitlarini yaratishlari mumkin. O'quvchilarni jalb qilish va til bilimi darajasini yaxshilash uchun mazmuni differentsiallashtirish, shaxsiy o'quv rejalari va adaptiv texnologiyalar kabi turli strategiyalar muhokama qilinadi.

**Kalit so'zlar:** Differentsial o'qitish, individual o'qitish, ingliz tilini o'qitish, o'quvchilarni jalb qilish, shaxsiy o'quv rejalari, adaptiv texnologiyalar, inklyuziv ta'lim

### INTRODUCTION:

The traditional one-size-fits-all approach to teaching English often fails to meet the unique needs of each student. Differentiated instruction and individualized approaches offer a framework for creating inclusive and effective learning environments. This thesis explores the benefits, methods, and implementation strategies of differentiated instruction and individualized approaches in English language teaching.

Differentiated instruction and individualized approaches in teaching English are essential for addressing the diverse needs, abilities, and learning styles of students. By employing a variety of instructional strategies and personalized learning plans, educators can enhance student engagement, promote equitable learning opportunities, and improve overall language proficiency.

#### Literature review:

Research indicates that students benefit significantly from teaching methods tailored to their specific needs. According to Tomlinson (2001), differentiated instruction involves varying content, process, products, and learning environments based on student readiness, interests, and learning profiles. Individualized approaches, as noted by Carol Ann Tomlinson and Marcia B. Imbeau, focus on customizing learning experiences to meet each student's unique needs.

Methods of differentiated instruction:

#### 1. Content differentiation:

- Adapting the curriculum to include various texts, multimedia resources, and real-world materials.
- Providing choices in reading materials and topics for assignments.

#### 2. Process differentiation:



- Utilizing diverse teaching methods such as cooperative learning, guided practice, and independent study.

- Incorporating tiered activities that cater to different skill levels and learning paces.

### 3. Product differentiation:

- Allowing students to demonstrate their understanding through various formats such as presentations, essays, and creative projects.

- Offering multiple assessment methods to gauge student progress.

### 4. Learning environment differentiation:

- Creating flexible classroom setups that support group work, individual study, and one-on-one instruction.

- Ensuring a supportive and inclusive classroom atmosphere.

### **Individualized approaches:**

#### 1. Personalized learning plans:

- Developing customized learning goals and objectives for each student.

- Regularly monitoring and adjusting plans based on student progress and feedback.

#### 2. Adaptive technologies:

- Utilizing educational software and online platforms that adapt to individual learning needs.

- Implementing tools that provide immediate feedback and support personalized practice.

#### 3. One-on-one instruction:

- Providing targeted support through tutoring sessions and personalized instruction.

- Addressing specific learning gaps and challenges through individualized teaching strategies.

Case studies: This section will present case studies of classrooms and schools that have successfully implemented differentiated instruction and individualized approaches. Each case will highlight the specific strategies used, the challenges encountered, and the outcomes achieved.

### **Conclusion:**

Differentiated instruction and individualized approaches in teaching English are critical for fostering an inclusive and effective learning environment. By recognizing and addressing the unique needs of each student, educators can enhance engagement, promote equitable learning opportunities, and improve language proficiency. Future research should continue to explore best practices and innovative strategies for differentiation and personalization in education.

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## JAMG'ARMA VA INVESTITSIYA O'RTASIDAGI MUVOZANATNI TA'MINLASH MUAMMOLARI

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Annotatsiya. Jamg'arma va investitsiya iqtisodiy o'sish va barqarorlik uchun muhim bo'lgan ikkita asosiy omildir. Ushbu maqolada jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashning dolzarb muammolari va ularga ta'sir etuvchi omillar tahlil qilinadi. Shuningdek, mamlakat iqtisodiyotida jamg'arma darajasi va investitsiya ko'rsatkichlari o'rtasidagi bog'liqlik va ularning o'zaro ta'siri yoritiladi.

**Kalit so'zlar:** Jamg'arma, investitsiya, iqtisodiy o'sish, muvozanat, moliyaviy barqarorlik.

### 1. KIRISH

Jamg'arma va investitsiya iqtisodiy o'sish va barqarorlikni ta'minlashda asosiy omillar sifatida katta ahamiyat kasb etadi. Jamg'arma bu — aholining o'z daromadlaridan sarflamagan qismi bo'lib, keyinchalik kelajakda foydalanish yoki investitsiya qilish uchun yig'iladigan mablag'larni anglatadi. Investitsiya esa jamg'arma shakllangan mablag'larni iqtisodiyotning turli sohalariga kiritish orqali iqtisodiy o'sish va rivojlanishni qo'llab-quvvatlash maqsadida amalga oshiriladi. Jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlash, ayniqsa rivojlanayotgan iqtisodiyotlar uchun juda muhim, chunki ularning iqtisodiy taraqqiyoti va barqarorligi ko'pincha moliyaviy resurslarning yetarliligi va to'g'ri yo'naltirilishiga bog'liq.

Jamg'arma darajasi va investitsiya hajmi o'rtasidagi bog'liqlik ko'pincha murakkab bo'lib, iqtisodiy sharoitlar, demografik omillar, davlat siyosati va boshqa iqtisodiy o'zgaruvchilar ta'siri ostida bo'ladi. Iqtisodiyotda jamg'arma va investitsiyaning o'zaro munosabati, bir tomondan, iqtisodiy o'sishni rag'batlantiruvchi resurslarni ta'minlash, ikkinchi tomondan, inflyatsiya va boshqa iqtisodiy xavflarni nazorat qilishda muhim o'rin tutadi. Jamg'arma hajmi kam bo'lsa, investitsiyalarni moliyalashtirish uchun mablag' yetishmovchiligi yuzaga kelishi mumkin, bu esa iqtisodiy o'sishni sekinlashtiradi va yangi ish o'rinlari yaratish imkoniyatlarini cheklaydi.

Shu bilan birga, jamg'armaning yuqori darajada bo'lishi iqtisodiyot uchun hamisha ijobiy natijalar keltirmasligi mumkin. Agar jamg'arma ko'payib, investitsiya

imkoniyatlari cheklangan bo'lsa, iqtisodiyotda "liquid trap" deb ataladigan holat yuzaga keladi. Bunday vaziyatda aholining ko'p qismi jamg'arma qilishni afzal ko'rib, o'z mablag'larini investitsiyaga yo'naltirmaydi. Bu esa iqtisodiyotda pul oqimining kamayishiga, iqtisodiy faollikning susayishiga va natijada iqtisodiy o'sishning sekinlashishiga olib keladi.

Rivojlanayotgan mamlakatlarda jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlash qiyin, chunki bu davlatlarda ko'pincha aholining daromadlari past bo'lib, moliyaviy tizim yetarlicha rivojlanmagan. Shu sababli, jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlash uchun davlat siyosatining to'g'ri shakllanishi, moliyaviy bozorlarning rivojlanishi, aholi o'rtasida moliyaviy savodxonlik darajasining oshirilishi va investitsiya imkoniyatlarining kengaytirilishi zarur.

Mamlakat iqtisodiyotida jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlash muammolari nafaqat moliyaviy va iqtisodiy omillar bilan, balki sotsial-demografik va madaniy omillar bilan ham bog'liqdir. Aholining moliyaviy savodxonlik darajasi pastligi, moliyaviy bozorlarning rivojlanmaganligi, investitsiya xavflarining yuqori bo'lishi — bularning barchasi jamg'arma va investitsiya o'rtasidagi muvozanatni buzilishiga olib keladi.

Mazkur maqolaning maqsadi — jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashdagi dolzarb muammolarni tahlil qilish, ularning sabablarini o'rganish va iqtisodiyotni rivojlantirishga yo'naltirilgan amaliy tavsiyalarni taklif qilishdan iborat. Ushbu maqolada jamg'arma va investitsiya o'rtasidagi munosabatlarni tahlil qilishda iqtisodiyotning nazariy jihatlarini hamda amaliy dalillar keltiriladi.

## **2. Jamg'arma va investitsiya o'rtasidagi bog'liqlik**

Jamg'arma va investitsiya o'rtasidagi bog'liqlikni tushunish uchun iqtisodiy model va nazariyalarga murojaat qilish lozim. Klassik iqtisodiyot nazariyasiga ko'ra, jamg'arma va investitsiya o'rtasidagi muvozanat bozor mexanizmlari orqali avtomatik tarzda ta'minlanadi. Bu nazariyaga ko'ra, jamg'arma darajasining o'zgarishi foiz stavkalariga ta'sir ko'rsatadi va bu o'z navbatida investitsiya darajasiga ta'sir qiladi.

Keynesiy iqtisodiyot nazariyasida esa investitsiya qarorlarini qabul qilishda foiz stavkalaridan tashqari, kutilmalar va davlat siyosati ham muhim rol o'ynaydi. Keynes nazariyasiga ko'ra, jamg'arma darajasi va investitsiya darajasi o'rtasidagi bog'liqlik to'liq avtomatik emas, va davlatning aralashuvi zarur bo'lishi mumkin.

## **3. Muvozanatni ta'minlashdagi asosiy muammolar**

Jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashda bir nechta muammolar mavjud. Ushbu muammolar iqtisodiyotning turli jihatlariga bog'liq bo'lib, quyida asosiy muammolar tahlil qilinadi:

Ko'plab rivojlanayotgan mamlakatlarda jamg'arma darajasi past bo'lishi sababli investitsiyalar uchun yetarli moliyaviy resurslar mavjud emas. Bu esa iqtisodiy o'sishni cheklaydi va mamlakatning rivojlanishiga to'sqinlik qiladi. Past jamg'arma darajasi odatda daromadlar darajasining pastligi va moliyaviy tizimning rivojlanmaganligi bilan bog'liq.

Moliyaviy bozorlarning rivojlanmaganligi ham jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashda muhim muammo hisoblanadi. Moliyaviy bozorlarda infratuzilmaning yetarli emasligi yoki tartibga soluvchi me'yorlarning sustligi jamg'arma va investitsiyalarni samarali taqsimlashni qiyinlashtiradi. Moliyaviy bozorlarning rivojlanishi investitsiya jarayonini osonlashtiradi va investorlarga mablag'larni samarali yo'naltirish imkonini beradi.

Aholining moliyaviy bilim darajasining pastligi jamg'arma va investitsiyalar hajmining o'sishiga to'sqinlik qiladi. Ko'pchilik o'z moliyaviy resurslarini qanday qilib samarali investitsiya qilish kerakligini bilmaydi. Bu muammoni hal qilish uchun moliyaviy ta'lim va aholining moliyaviy savodxonligini oshirishga e'tibor qaratish zarur.

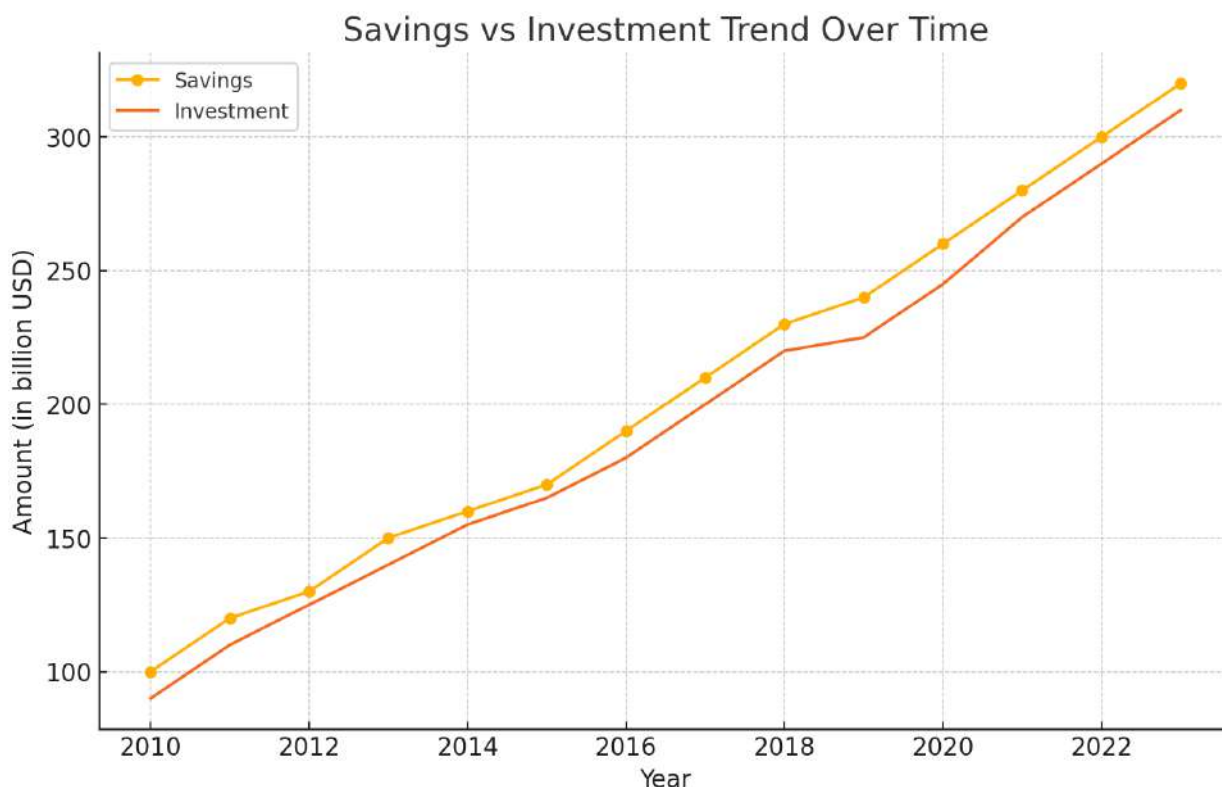
Investitsiya imkoniyatlarining cheklanganligi ham muvozanatga salbiy ta'sir ko'rsatadi. Rivojlanayotgan mamlakatlarda infratuzilmaning rivojlanmaganligi, iqtisodiy va siyosiy beqarorlik, shuningdek, yuqori moliyaviy risklar investitsiya muhitini zaiflashtiradi. Bu esa investorlarni qo'rqitadi va ularning investitsiya qilish istagini kamaytiradi.

#### **4. Empirik tahlil: jamg'arma va investitsiyani optimallashtirish**

Abdushukurov va Zakhidovning (2024) ijtimoiy tarmoqlarni ikki va uch guruhga bo'lish usullari haqidagi tadqiqoti jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlash muammolarini tahlil qilishda analogiya sifatida qaralishi mumkin. Ularning tadqiqotida ijtimoiy tarmoqlarni samarali bo'lish orqali ichki aloqalarni kuchaytirish va resurslarni optimallashtirish ko'zda tutilgan. Shu kabi yondashuv jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashda ham qo'llanilishi mumkin.

Abdushukurov va Zakhidovning ijtimoiy tarmoqlarni bo'lish orqali samaradorlikni oshirishga qaratilgan tadqiqoti, jamg'arma va investitsiya jarayonini optimallashtirishda segmentatsiya va resurslarni maqsadli taqsimlash zaruratini anglatadi. Iqtisodiy resurslarni to'g'ri segmentatsiya qilish va jamg'arma hajmlarini optimal investitsiya yo'nalishlariga yo'naltirish orqali iqtisodiyotda samaradorlik oshirilishi mumkin.

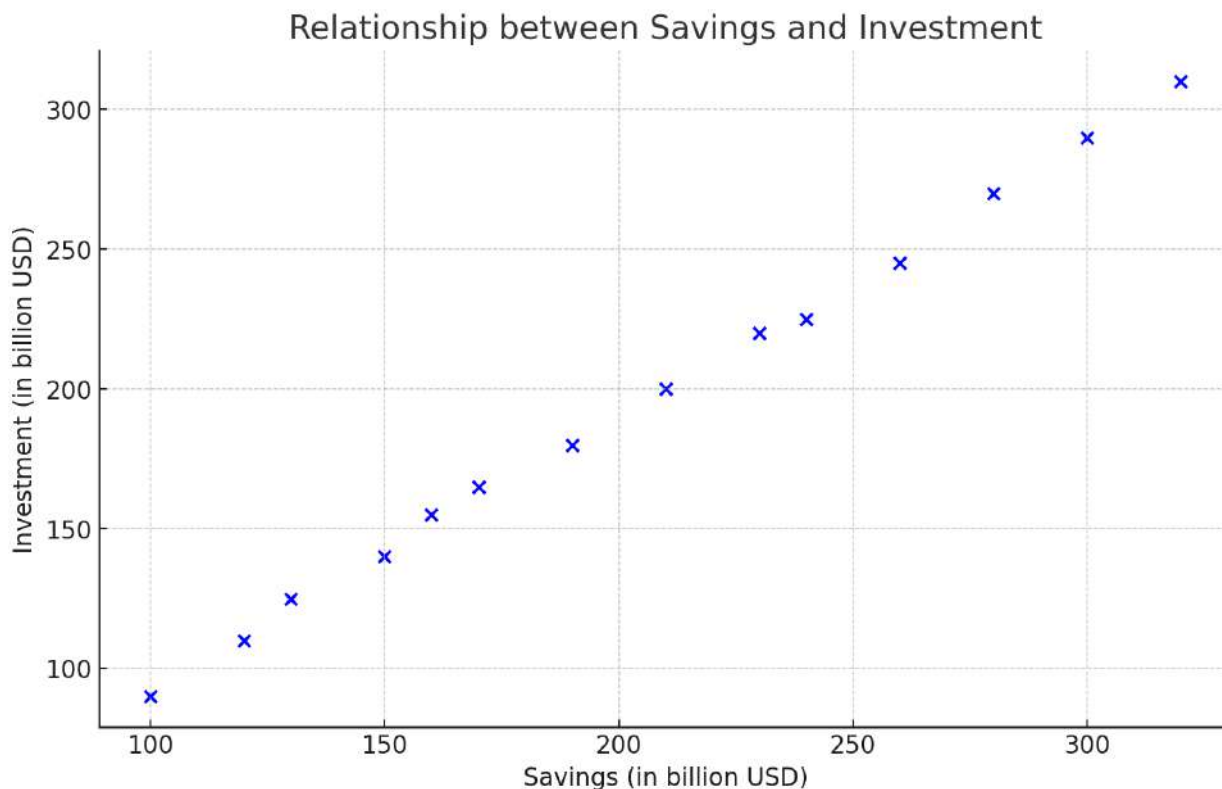
Tadqiqotdagi metodologiya asosida, ijtimoiy tarmoqlarni samarali guruhlariga bo'lish jarayonida ichki aloqalarni maksimal darajada kuchaytirish maqsad qilinadi. Bu yondashuv jamg'arma resurslarini optimal yo'naltirishda ham qo'llanilishi mumkin. Jamg'arma resurslarini yuqori rentabellikka ega sohalarga yo'naltirish iqtisodiy o'sishni tezlashtiradi va resurslardan samarali foydalanishni ta'minlaydi.



1-chizma: Jamg'arma va investitsiya vaqt bo'yicha trendi

Birinchi chizma yillar davomida jamg'arma va investitsiya hajmlarining o'zgarishini ko'rsatadi. Chizma jamg'arma va investitsiya o'rtasidagi tendensiyalarni kuzatish imkonini beradi. Chizmada yillar o'tishi bilan jamg'arma va investitsiya hajmlarining ortib borayotganini ko'rishimiz mumkin. Bunda jamg'arma hajmining investitsiyadan yuqori bo'lishi, iqtisodiyotdagi resurslarning yetarli darajada investitsiyaga yo'naltirilmayotganligini bildirishi mumkin. Bu holat investitsiyalarni jalb qilish va moliyaviy resurslarni samarali taqsimlash uchun yangi strategiyalar ishlab chiqishni talab qiladi.





## 2-chizma: Jamg'arma va investitsiya o'rtasidagi bog'liqlik

Ikkinchi chizma jamg'arma va investitsiya o'rtasidagi bog'liqlikni tasvirlaydi. Scatter plot shaklida berilgan ushbu chizmada jamg'arma va investitsiya hajmlari o'rtasidagi munosabat ko'rsatilgan. Chizmadan ko'rinib turibdiki, jamg'arma va investitsiya o'rtasida ijobiy bog'liqlik mavjud. Bu shuni anglatadiki, jamg'arma darajasi oshgani sari investitsiyalar hajmi ham ortadi, ammo investitsiya imkoniyatlaridan foydalanish darajasi ham muhim rol o'ynaydi. Agar bu bog'liqlik to'g'ri boshqarilsa, iqtisodiy o'sish va rivojlanish uchun zarur bo'lgan moliyaviy resurslar ta'minlanishi mumkin. Mazkur chizmalar jamg'arma va investitsiya o'rtasidagi bog'liqlikni ko'rish va iqtisodiy strategiyalar ishlab chiqishda yordam beradi. Jamg'arma resurslarini investitsiyaga aylantirish orqali iqtisodiyotda yangi ish o'rinlari yaratish va ishlab chiqarishni kengaytirish mumkin. Shu bilan birga, bu jarayonda moliyaviy resurslarning optimal taqsimlanishi iqtisodiy o'sishni ta'minlashda asosiy ahamiyatga ega bo'ladi.

## 5. Xulosa

Jamg'arma va investitsiya o'rtasidagi muvozanat iqtisodiyotning barqaror o'sishi va rivojlanishi uchun muhim omil hisoblanadi. Bu muvozanatni ta'minlash uchun moliyaviy bozorlarni rivojlantirish, aholining moliyaviy savodxonligini oshirish va investitsiya imkoniyatlarini kengaytirish lozim. Abdushukurov va Zakhidovning tadqiqoti asosida jamg'arma va investitsiyalarni segmentatsiya qilish va resurslarni

optimal taqsimlash orqali muvozanatni ta'minlash imkoniyatlari tahlil qilindi. Kelgusida jamg'arma va investitsiya o'rtasidagi muvozanatni ta'minlashga qaratilgan chora-tadbirlarni kengaytirish va amaliyotga tatbiq etish zarur.

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## МЕРЫ ПО ПРИВЛЕЧЕНИЮ ИНОСТРАННЫХ ИНВЕСТИЦИЙ И ПОВЫШЕНИЮ ИХ ПРИВЛЕКАТЕЛЬНОСТИ В УЗБЕКИСТАНЕ

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### Аннотация

В статье представлена информация о реализуемых в настоящее время мерах по повышению инвестиционной привлекательности Республики Узбекистан путем привлечения иностранных инвестиций в развитие экономики.

**Ключевые слова:** экономический рост, экономическая эффективность, инвестиции, иностранные инвестиции, инвестиционная привлекательность, цифровая экономика.

За последние несколько лет в Узбекистане идут стремительные экономические преобразования и все чаще воспринимается международным сообществом как символ открытости, обновления и решимости преодолеть различные барьеры для бизнеса и инвестиций.

Президент страны Ш.М. Мирзиёев подчеркнул о следующем: “Мировой опыт показывает, что любая страна, проводящая активную инвестиционную политику, добилась стабильного роста своей экономики. По этой причине инвестиции являются драйвером экономики, по нашим понятиям, сердцем экономики, не будет преувеличением сказать, и это не преувеличение, Успешно создано управление внешней торговли, дипломатических представительств за рубежом и заместителей руководителей коммерческих банков, что позволяет в необходимом порядке контролировать эффективность реализации мер”.

В этом контексте важно подчеркнуть роль Совета иностранных инвесторов при Президенте Республики Узбекистан, который был создан при поддержке Европейского банка реконструкции и развития и обеспечивает прямую связь с инвесторами, действующих в Республике.

Либерализация предпринимательской деятельности необходима для активизации частных инвестиций. Постоянное общение с бизнесом, а также кропотливая работа по выявлению и преодолению препятствий, мешающих развитию отдельных отраслей. В связи с этим активная работа ведется по следующим направлениям.

Прежде всего, для поддержания высоких и стабильных темпов экономического роста необходимо создать устойчивую и конкурентоспособную модель экономики страны, где большая часть активов банковской системы находится в руках частных инвесторов.

Во-вторых, в целях повышения инвестиционной привлекательности и обеспечения быстрого роста инвестиций в инфраструктуру, которая является одним из основных факторов устойчивого экономического роста, активно продвигается инвестиционная деятельность за счет развития государственно-частного партнерства и инструментов проектного финансирования.

В-третьих, оптимизируются отношения между инвесторами и государством с целью полного устранения бюрократических ограничений в реализации инвестиционных проектов посредством цифровизации и дистанционного оказания госуслуг. В целях обеспечения максимальной прозрачности и предотвращения коррупции улучшается качество организации работы с заявками и запросами иностранных инвесторов.

В-четвертых, происходит снижение транзакционных издержек, которые приводят к перетоку рабочей силы и капитала из легальных секторов экономики в теневую экономику.

В-пятых, разрабатывается стратегия инвестиционной политики, ориентированная на наиболее перспективные отрасли Узбекистана, которые могут стать точкой технологического прогресса и создать основу для развития производственного потенциала страны на ближайшие 20-30 лет.

В целях дальнейшего повышения эффективности реформ, осуществленных в Указе «О новой стратегии развития Узбекистана на 2022-2026 годы», принятом Президентом нашей страны Шавкатом Мирзиёевым, по созданию условий для всестороннего и быстрого развития государства и общества, перед нашей страной поставлен ряд задач, таких как проведение справедливой социальной политики, повышение качества образования, дальнейшее улучшение инвестиционной среды в нашей стране и повышение ее привлекательности. В данной стратегии развития одной из основных целей быстрого развития национальной экономики и обеспечения высоких темпов роста является дальнейшее улучшение инвестиционной среды в стране и повышение ее привлекательности.

В Узбекистане создан ряд благоприятных условий для привлечения иностранных инвестиций, а именно:

-политическая и экономическая стабильность;

- нормативно-правовая база, обеспечивающая инвестиционную деятельность;
- дешевая рабочая сила по сравнению с развитыми странами;
- благоприятный инвестиционный климат;
- богатая минерально-сырьевая база;
- удобное географическое расположение;
- дешевые экономические ресурсы;
- рынок;
- удобства, созданные для проживания.

Иностранные инвестиции – это все имущественные, финансовые и интеллектуальные активы, мобилизованные иностранными инвесторами в экономику, предпринимательство и другие виды деятельности другого государства с целью получения высокого уровня дохода и эффективности. Иностранные инвестиции, в отличие от внутренних, являются источником внешнего финансирования. Их привлекают в национальную экономику из-за границы, поощряя их приезд. Однако не все формы привлечения иностранного капитала могут быть внешним источником финансирования. Существуют определенные различия между иностранными инвестициями и иностранными кредитами. В связи с этим объем рисков иностранных инвестиций и объем рисков иностранных кредитов различаются.

#### Формы иностранных инвестиций

На сегодняшний день существует несколько форм привлечения иностранных инвестиций:

- создание совместных предприятий путем участия в акциях;
- создание иностранных предприятий, 100% принадлежащих иностранным инвесторам;
- крупных иностранных компаний и фирм дочерние компании филиалы организация;
- заключение договоров концессии и аренды;
- объявление тендеров;
- создание свободных экономических зон;
- финансовая продажа и покупка активов.

Учитывая, что инвестиционный климат влияет на все сферы деятельности в стране, масштаб реформ охватил экономику, институциональную сферу, образование, здравоохранение, сельское хозяйство, водоснабжение, энергетику, транспорт и другие сферы.



Также большое внимание уделяется практической поддержке предпринимателей и инициаторов инвестиционных проектов. Наиболее ярким примером в этом направлении является программа, созданная в 2020 году Правительственной комиссии по вопросам экспорта и инвестиционного развития, в задачи которой входит тесное сотрудничество с предпринимателями и экспортерами, анализ проблем, связанных с ограничениями, вызванными пандемией, а также разработка и реализация быстрых и эффективных решений, основанных на индивидуальном подходе к решению задач каждого субъекта хозяйствования.

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РИВОЖЛАНИШИ. *IJTIMOYIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI*, 3(1), 55-60.

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## ОСОБЕННОСТИ УПРАВЛЕНИЯ МАЛЫМ БИЗНЕСОМ И ЧАСТНЫМ ПРЕДПРИНИМАТЕЛЬСТВОМ В РЕСПУБЛИКЕ УЗБЕКИСТАН

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В Республике Узбекистан особое внимание уделяется поддержке малого бизнеса и предпринимательства, созданию условий и совершенствованию его путем расширения его правовой базы.

В связи с этим в Республике Узбекистан<sup>1</sup> ”Хотелось бы обратить внимание на статью 18 Закона о гарантиях свободы предпринимательской деятельности, нормы которой имеют особое значение в регулировании имущественных и личных неимущественных отношений субъектов малого предпринимательства и частного предпринимательства. Согласно ему: Государство гарантирует свободу экономической деятельности, предпринимательства, равные права и правовую защиту всех форм собственности. Хозяйствующий субъект владеет, пользуется и распоряжается принадлежащим ему имуществом по своему усмотрению”.

«Система отношений в предпринимательской деятельности чрезвычайно сложна, в ней действует множество взаимосвязанных элементов, которые по-разному влияют на деятельность людей в системе предпринимательской деятельности. Чтобы иметь полное представление о ней, уместно описать ее тремя основными способами: первый — это техническое вооружение производства, автоматизация и механизация производственных процессов и технико-технологические условия, представляющие собой условия использования современных инновационных технологий отношений, во-вторых, экономических отношений, охватывающих отношения собственности, а также разделение труда и кооперацию, элементы современного менеджмента; третий - межличностные (социально-психологические) отношения, обобщающие отношения по формированию комфортной духовно-психологической среды в трудовом коллективе. Следует признать, что

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<sup>1</sup>Закон Республики Узбекистан «О гарантиях свободы предпринимательской деятельности», <https://lex.uz/acts/2006789>

вышеуказанные формы отношений являются одновременно результатом и основой человеческой деятельности.

Экономика страны быстро растет. Удовлетворение потребностей населения посредством социально-экономических реформ, решение вопросов повышения его доходов, обеспечения его комфортного проживания, занятости, создания здоровой конкурентной среды, эффективного воздействия на спрос и предложение на рынке, показывают социально-экономические показатели женщин и молодежи. Развитие предпринимательства является одним из приоритетных направлений в целях повышения его активности.

Мы выявили преимущества и недостатки осуществления инновационной деятельности в качестве частного предпринимателя (табл. 1).

**Таблица 1**

**Преимущества и недостатки осуществления инновационной деятельности частным предпринимателем<sup>2</sup>**

<b>Преимущества осуществления инновационной деятельности в качестве частного предпринимателя</b>	<b>Недостатки осуществления инновационной деятельности частным предпринимателем</b>
Легкость государственной регистрации при открытии бизнеса	Интеграция финансовых, инновационных и управленческих функций
Легкость открытия банковского счета	Сложность выдачи залога для получения кредита при осуществлении личного предпринимательства
Упрощенный порядок налогообложения и низкие налоговые ставки	Трудности с поиском источников внешнего финансирования
Простота управления и низкие затраты на него	Сложность поиска потребителя на инновационный продукт
Простота отчетов	Полная личная ответственность по обязательствам
Независимость в ведении бизнеса и сильная мотивация для достижения высокой эффективности.	

<sup>2</sup>Абдурахманов К.Х. Теория и практика экономики труда. Дарслик-Т.: Наука, 2019. -480 с.

Наряду с достижениями в этом отношении существует и ряд проблем: в том числе задержки в выделении банковских кредитов, несогласованность в организации труда, отсутствие мотивации задерживают завершение работ. Малый бизнес и предпринимательство системно не реализованы механизмы налаживания кооперативных системных отношений с крупными предприятиями, фермерами и фермерами. Кроме того, отсутствие взаимодействия местных властей с представителями малого бизнеса и т.д.<sup>3</sup>.

Здесь следует отметить, что государственная поддержка очень важна в финансировании предпринимательской деятельности. В целях поддержки деятельности предпринимателей предоставление кредитов по выгодным процентным ставкам, более широкое привлечение инвестиций в этот сектор, дальнейшее расширение налоговых льгот, предоставление послаблений в процессе выдачи документов являются важной объективной необходимостью. В частности, глубокие структурные изменения в экономике за короткий период времени, рост доходов населения, увеличение занятости населения, создание новых рабочих мест за счет повышения эффективности предпринимательской деятельности, занятости населения. развиваются различные формы занятости.

В рамках реализации постановления Президента Республики Узбекистан от 7 июня 2018 года о реализации программы «Каждая семья – предприниматель»<sup>4</sup>. Более 47 тысячам граждан и субъектов предпринимательства было выделено более одного триллиона льготных кредитов. Данный кредит предоставляется по ставке 7 процентов годовых, с льготным периодом не более 3 лет, в соответствии с бизнес-планом проекта, реализуемого на счете кредита, с точки зрения самоокупаемости до 2 лет с льготным периодом до 5 лет для молодежи, женщин и служит для включения в предпринимательство малообеспеченных семей.

Одним из важнейших аспектов развития семейного предпринимательства является повышение возможности трудоустройства безработного члена семьи. Благодаря этому в последние годы проводится масштабная работа по созданию достойных условий жизни населения путем поддержки социально-экономического развития страны, активного предпринимательства, в частности семейного бизнеса.

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<sup>3</sup>Жабборова З.М. Журнал экономики и образования, 2019. № 6. С- 80

<sup>4</sup>Вестник Банка № 4 (1193) от 24 января 2019 года

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## ФИНАНСОВЫЙ АНАЛИЗ НА ОСНОВЕ БУХГАЛТЕРСКОЙ ОТЧЕТНОСТИ

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**Актуальность темы:** Анализ бухгалтерской отчетности позволяет оценить эффективность бизнеса, выявить слабые места и возможности для улучшения. Это особенно важно в условиях конкурентной среды. Инвесторы и аналитики используют финансовый анализ для оценки инвестиционной привлекательности компаний. Это помогает им определить, стоит ли вкладывать средства в тот или иной бизнес.

**Ключевые слова:** бухгалтерская отчетность, анализ, аналитики, инвестиционная привлекательность.

Финансовый анализ бухгалтерской отчетности — это процесс оценки финансового состояния и результатов деятельности компании на основе ее бухгалтерских данных. Этот анализ включает в себя изучение различных финансовых отчетов, таких как:

1. Баланс: показывает активы, обязательства и собственный капитал на определенную дату.
2. Отчет о прибылях и убытках: отражает доходы, расходы и чистую прибыль за определенный период.
3. Отчет о движении денежных средств: демонстрирует источники и использование денежных средств в течение отчетного периода.

Основные цели финансового анализа:

1. Оценка ликвидности: способность компании выполнять свои краткосрочные обязательства.
2. Анализ рентабельности: оценка прибыльности бизнеса и его способности генерировать доход.
3. Изучение финансовой устойчивости: анализ структуры капитала и долговой нагрузки.

4. Выявление трендов: сравнение показателей за разные периоды для выявления динамики изменений.

5. Сравнительный анализ: сопоставление с другими компаниями или отраслевыми стандартами.

Методы финансового анализа:

- Коэффициентный анализ: расчет различных финансовых коэффициентов (ликвидности, рентабельности, оборачиваемости и т.д.).

- Вертикальный и горизонтальный анализ: анализ структуры отчетов и динамики показателей.

- Бюджетный анализ: сопоставление фактических данных с плановыми показателями.

Финансовый анализ помогает заинтересованным сторонам (менеджерам, инвесторам, кредиторам) принимать обоснованные решения, управлять рисками и планировать будущее компании.

В Узбекистане законодательное регулирование финансового анализа бухгалтерской отчетности основывается на нескольких ключевых элементах, включая национальные стандарты, законы о бухгалтерском учете и финансовой отчетности, а также требования регулирующих органов. Вот основные аспекты:

1. Законодательство о бухгалтерском учете:

- Основным документом, регулирующим бухгалтерский учет в Узбекистане, является Закон "О бухгалтерском учете". Он определяет общие принципы ведения бухгалтерского учета и подготовки финансовой отчетности.

2. Национальные стандарты бухгалтерского учета:

- Узбекистан применяет Национальные стандарты бухгалтерского учета (НСБУ), которые разработаны с учетом международных стандартов, но адаптированы к местным условиям. НСБУ обеспечивают единые правила для подготовки финансовой отчетности.

3. Регулирующие органы:

- Министерство финансов Республики Узбекистан отвечает за разработку и внедрение стандартов бухгалтерского учета и финансовой отчетности. Оно также контролирует соблюдение законодательства в этой области.

4. Аудит:

- В соответствии с законодательством, компании обязаны проходить внешний аудит, если они соответствуют определенным критериям (например, по размеру или виду деятельности). Аудиторы проверяют достоверность финансовой отчетности и соответствие ее установленным стандартам.

5. Налоговое законодательство:

- Финансовая отчетность используется для расчета налоговых обязательств. Налоговые органы требуют от компаний представления отчетности для целей налогообложения, что также влияет на требования к раскрытию информации.

6. Раскрытие информации:

- Публичные компании и организации, работающие в определенных секторах, обязаны раскрывать финансовую информацию в соответствии с требованиями законодательства. Это включает в себя годовые отчеты и квартальные отчеты.

7. Обучение и сертификация:

- Профессиональные ассоциации, такие как Ассоциация бухгалтеров и аудиторов Узбекистана, играют важную роль в повышении квалификации специалистов в области бухгалтерского учета и аудита.

Законодательное регулирование финансового анализа бухгалтерской отчетности в Узбекистане направлено на обеспечение прозрачности и достоверности финансовой информации, что способствует стабильности экономики и защите интересов инвесторов и других заинтересованных сторон.

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## СОВРЕМЕННЫЕ ТЕХНОЛОГИИ В БУХГАЛТЕРСКОМ УЧЕТЕ

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**Актуальность темы:** Внедрение программного обеспечения для автоматизации рутинных задач, таких как расчет налогов, ведение отчетности и обработка транзакций, значительно снижает вероятность ошибок и экономит время. Эти технологии помогают в анализе больших объемов данных, выявлении аномалий и прогнозировании финансовых показателей, что улучшает качество принятия управленческих решений.

**Ключевые слова:** бухгалтерский учет, автоматизация процессов, электронная отчетность, киберотчетность.

Использование облачных технологий позволяет бухгалтерам работать удаленно, обеспечивая доступ к данным в любое время и с любого устройства. Это особенно актуально в условиях глобализации и удаленной работы. Технология блокчейн обеспечивает высокий уровень безопасности и прозрачности финансовых операций, что может существенно снизить риски мошенничества и повысить доверие к финансовой отчетности. Современные бухгалтерские программы могут интегрироваться с CRM, ERP и другими системами, что позволяет обеспечить целостный подход к управлению бизнесом. С увеличением объема данных и переходом на цифровые платформы возрастает необходимость в защите информации от кибератак. Это делает актуальным изучение технологий безопасности. Современные инструменты аналитики позволяют бухгалтерам не только собирать данные, но и визуализировать их, что упрощает понимание финансовых показателей для руководства. С учетом быстрого развития технологий бухгалтерам необходимо постоянно обучаться и адаптироваться к новым инструментам, что создает спрос на образовательные программы и курсы. Современные технологии помогают компаниям соблюдать требования налогового и финансового законодательства, что особенно важно в условиях постоянных изменений.



Технологии способствуют более эффективному управлению ресурсами, что позволяет компаниям достигать устойчивого роста и развития.

В настоящее время в бухгалтерском учете применяются различные современные технологии, которые значительно упрощают и улучшают процессы. Вот некоторые из них:

1. Облачные технологии:

- Позволяют хранить данные и работать с ними удаленно, обеспечивая доступ к информации в любое время и с любого устройства.

2. Автоматизация процессов:

- Использование специализированного программного обеспечения для автоматизации рутинных задач, таких как расчет налогов и ведение отчетности.

3. Искусственный интеллект (ИИ):

- Применяется для анализа данных, прогнозирования финансовых показателей и выявления аномалий.

4. Машинное обучение:

- Позволяет системам обучаться на основе исторических данных и улучшать точность прогнозов и рекомендаций.

5. Блокчейн:

- Обеспечивает безопасность и прозрачность финансовых операций, что помогает снизить риски мошенничества.

6. Инструменты для визуализации данных:

- Помогают представлять финансовую информацию в удобном и понятном виде, что облегчает принятие решений.

7. Электронная отчетность:

- Позволяет быстро и удобно подавать финансовые отчеты в налоговые органы и другие инстанции.

8. Кибербезопасность:

- Технологии защиты данных от кибератак становятся особенно важными в условиях увеличения объемов информации.

9. Мобильные приложения:

- Позволяют бухгалтерам управлять финансами и вести учет на ходу, что повышает гибкость работы.

10. Интеграция с другими системами:

- Бухгалтерские программы могут интегрироваться с CRM, ERP и другими системами для обеспечения целостного подхода к управлению бизнесом.

Эти технологии помогают повысить эффективность работы бухгалтеров, минимизировать ошибки и улучшить качество финансовой отчетности.

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## SUSTAINABILITY AND MANAGEMENT: HOW COMPANIES CAN INTEGRATE SUSTAINABILITY INTO THEIR STRATEGY

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**Abstract:** In the article disclosed the role of financial management to ensure the financial stability of the enterprise as the way its enhanced role. In addition, the organization is considered the economic effect monitoring financial stability.

**Key words:** financial stability, financial stability monitoring, financial management, solvency, financial resources, forecasting revenues and expenses.

Sustainability is becoming a key aspect of strategic management for companies seeking long-term success and sustainable growth. Integrating sustainability principles into business strategy requires a comprehensive approach that encompasses economic, social and environmental aspects.

The first step is to recognize the importance of sustainability at the management level. Company leaders must understand that sustainability not only meets the demands of society and regulators, but also opens up new business opportunities. This includes attracting investment, improving reputation, and satisfying the needs of customers, who are increasingly choosing companies with sustainable practices.

The next step is to analyze current business processes and identify areas where sustainable practices can be implemented. This may include optimizing supply chains, reducing waste, using renewable energy, and implementing efficient technologies. For example, companies can switch to eco-friendly packaging materials or reduce their carbon footprint through more efficient logistics.

It is also important to set clear goals and metrics to measure progress on sustainability. Companies can use tools such as ESG (environmental, social and governance) criteria to track their progress and report on it to stakeholders. Transparency in reporting on environmental and social impacts helps build trust with customers and investors.

An important aspect is the involvement of employees in the process of sustainable transformation. Companies can organize trainings and seminars that help to form a culture of sustainability within the organization. This not only increases awareness among employees, but also inspires them to implement innovative solutions.

Finally, companies should actively collaborate with external partners – suppliers, customers, and local communities – to achieve shared sustainability goals. Partnerships can lead to new business models and joint initiatives that benefit all parties.

Sustainable development and management in Uzbekistan are becoming increasingly relevant topics in the context of modern challenges such as climate change, depletion of natural resources and social inequalities. In recent years, the government has been actively working to introduce sustainability principles into various areas of the economy and management.

One of the key areas is the development of a green economy, which includes the transition to renewable energy sources, efficient use of water resources and reducing the carbon footprint. Uzbekistan has significant potential for solar and wind energy, which opens up new opportunities for investment and job creation.

The social component also plays an important role in sustainable development. Uzbekistan strives to improve the quality of life of citizens by providing access to education, health care and social protection. The implementation of programs to improve living standards and reduce poverty contributes to the creation of a more just society.

Management in this context requires the integration of sustainable practices at all levels, from government agencies to the private sector. Companies are beginning to recognize the importance of corporate social responsibility (CSR) and are implementing environmentally friendly technologies, which not only improves their image but also increases their competitiveness.

In addition, international cooperation and exchange of experience with other countries help Uzbekistan adapt the best practices of sustainable development. Participation in global initiatives and forums allows the country not only to attract investments, but also to promote its achievements in the international arena.

Thus, integrating sustainability into a company's strategy requires a systematic approach that includes awareness of the importance of sustainable development, process analysis, setting clear goals, engaging employees and collaborating with partners. This not only helps improve reputation and competitiveness, but also creates value for society as a whole.



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**DISASTER PREDICTION MAPPING USING GIS AND REMOTE SENSING  
TECHNICS. (GIS MANAGEMENT SYSTEM FOR EARTHQUAKE RISK  
ASSESSMENT ON THE EXAMPLE OF SCHOOLS IN THE CITY OF  
TASHKENT.)**

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**Abstract.** Every year, various natural disasters occur around the world. From floods and hurricanes to earthquakes and wildfires, natural disasters can cause significant damage to architecture. Air pollution, earthquakes and droughts are particularly common in Uzbekistan, causing significant damage. The paper presents the experience of studying earthquake risk assessment and seismic resistance of educational institutions in the city of Tashkent, using GIS mapping methods (using the example of schools in the Uchtepa district).

Development of a methodology for effective management of seismic risk and a system of continuous monitoring of earthquakes using the example of schools in the city of Tashkent using geographic information systems (GIS).

The purpose of this work is to create a map, a GIS management system for assessing the risk of earthquakes using the example of schools in the city of Tashkent. Characteristics of risk elements on the territory includes a database of all elements on the territory, the damage and (or) destruction of which is associated with social and (or) economic losses, including indirect ones. They are determined on the basis of an engineering survey of objects and corresponding calculations. The results of the technical inspection for each facility are entered into the technical passport of the building or structure, which serves as a document for assessing the seismic risk of the facility and forming a plan of preventive measures to reduce the risk.

In particular, the geographic information system (GIS) is considered one of the effective tools for improving monitoring systems using modern information technologies and cartographic databases. This scientific project presents the structure of GIS, practical applicability and requirements that a modern system for assessing

the risk of earthquakes must meet using the example of schools in the city of Tashkent, built on the GIS platform.

Risk and resource maps are created to ensure that community members are aware of the risks (for example, hazardous locations and facilities) and the resources in their area (for example, evacuation points, storage areas for guns and special equipment, and the location of other “useful” items in the area). in case of earthquake objects).

The maps also help identify current security challenges in the area. In addition, to ensure that every member of the local community can act correctly in the event of an emergency, maps are compiled by all members of the local community and distributed to the population. Such measures can significantly improve preparation for and response to seismic threats, reducing the risk to life and health of the population and contributing to the overall seismic safety of the republic.

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## GENDER ASPECTS OF ENGLISH PHRASEOLOGY

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**Abstract:** In the field of world linguistics, determining the expression of national-cultural and gender characteristics is considered one of the important tasks, and this article is devoted to the gender aspect of the research of English phraseology.

**Key words:** language, discourse, gender, phraseology, linguistics, grammar, style.

Gender studies of linguistic units (phraseology), the use of linguistic means in terms of one or another gender, as well as determining the expression of national-cultural and gender characteristics in languages are an important task facing linguists around the world.

Language is an important source of information. We must learn to carefully treat our classical and modern cultural values, which have opened the door to great opportunities for the general population. In addition, with the development of international economic and cultural ties between Uzbekistan and the countries of the world, interest in learning foreign languages is also growing. In recent years, a comprehensive system of teaching foreign languages, especially English, has been created and is being widely implemented in order to ensure deeper integration of our country into the world community.

The study of gender characteristics of phraseological units is relevant, since the features of representatives of one or another gender in the use of linguistic means and cultural and social factors have their own characteristics, and these aspects are important for the correct organization of communication. It is important to study the process of gender conceptualization, identify the main levels and components that form gender concepts, determine the factors and parameters that create them, highlight national-cultural, etymological, historical features. Also, one of the important problems is a comparative study of male and female stereotypes in the imagination of the phraseological world of the English language, determining gender asymmetry and connotations in them. The results of such a study can serve as a basis for a lexicographic description of gender phraseological units of the English language and their adequate interpretation in contexts.



Gender is not a linguistic concept, its content can be clarified by analyzing the language structure, which requires studying the cultural characteristics of gender from a linguistic point of view. Taking into account the increasing number of studies by linguists, sociologists, psychologists and philosophers, we can talk about the development of cognitive phraseology. The term "cognitive phraseology" was first introduced into science by Russian linguists, their methodological and linguistic foundations were determined. Within the framework of cognitive idioms, such opportunities as identifying national phraseological concepts, comparing the mental spaces of carriers of certain cultures, studying the mechanisms of changing emotional-mental categories in the language structure, studying the mental meaning of idioms are opened. one or another language is defined. In this process, it was proven that the cognitive nature of phraseological units, one or another phenomenon does not simply name the object, but expresses the connection, the information that constitutes the content of phraseological units.

The following phraseological units representing social norms, social relations and social roles can be included in social and everyday knowledge: *cut somebody off with a shilling; good wine needs no bush; rob Peter to pay Paul; sit above the salt; sit below the salt* and others.

There is a huge stock of religious knowledge in the content structure of phraseological units: *cast the first stone at somebody; The best of British luck to you! The three tailors of Tooley Street.*

The process of metaphorization is based on the axiological way of being, since "the most fundamental values of a culture are consistent with the metaphorical structure of the main concepts of this culture." Metaphorization is one of the ways to create emotional-evaluative phraseological content, as well as a means of expressing the connection between the cognitive activity of English speakers and their national and cultural characteristics. Figurative-metaphorical perception of unvariant combinations is an important source that enriches the phraseology of any language, including English. Many metaphorical expressions are euphemistic in nature, as a result of which one or another concept is implicitly expressed.

Metonymic movements are based on various forms of kinship:

- a body part is used in place of the function it performs: *long ears;*
- this or that person's name in place of the things associated with them: *Big Bertha;*
- the name of the street on which the institution is located, or the name of the people associated with it: *Downing Street; Fleet Street;*

Phraseologisms in which the name of a part is used instead of the whole: *beer and skittles; the butcher, the baker, the candlestick-maker.*

There are biological and social interpretations of the roles and relationships of men and women in society, which are called gender stereotypes. The term stereotype is interpreted as part of the environment, a certain "image", a mental "picture" recorded as a result of the reflection in the consciousness of a person of a "model" fragment of the real world, a certain invariant of the world. existence, existing in a certain region. Gender stereotypes consist of the opinions of representatives of both sexes about culturally and socially conditioned qualities, signs and norms of activity and their manifestation in language. Stereotypes in one form or another affect any person. Thus, it can be concluded that the key to understanding stereotypes is the task of responsibility for the transmission to generations of information that is preserved in the public consciousness of a particular ethnic group and expresses cultural values and traditions in language.

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## XORIJIY TILLARNI O'RGANISHDA UCHRAYDIGAN ENG KO'P XATOLAR VA ULARNING YECHIMLARI

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***Annotatsiya:*** Ushbu tezisdagi ingliz tilini o'rganishda duch kelinadigan ayrim muammolar va ularning yechimlari haqida so'z boradi.

***Abstract:*** This thesis talks about some problems encountered in learning English and their solutions.

***Аннотация:*** В данной дипломной работе рассказывается о некоторых проблемах, возникающих при изучении английского языка, и их решениях.

***Kalit so'zlar:*** Grammatika, chet tili, auditoriya, qo'rquv, so'z boyligi, tartibsiz o'qish va o'rganish.

***Key words:*** Grammar, foreign language, audience, fear, vocabulary, disordered reading and learning.

***Ключевые слова:*** Грамматика, иностранный язык, аудитория, страх, словарный запас, нарушение чтения и обучения.

Hozirgi kunda aksariyat xorijiy tillarni o'rganuvchi yoshlar mazkur tilni o'rganish orqali bir tomonlama natijaga erishishni ko'zlashadi, ya'ni ular yangi xorijiy til o'rganish orqali faqat kirish testlarida yaxshi natijaga erishish, o'zlari o'rganayotgan til bo'yicha til bilish sertifikatini qo'lga kiritish yoki mazkur tilda shunchaki so'zlashuv ko'nikmasini shakllantirishni maqsad qilishadi. Bu esa o'rganilayotgan tilga yuzaki munosabatni shakllanishiga sabab bo'ladi. O'z o'rnida o'rganilayotgan tilga nisbatan bunday yuzaki munosabat ularning mazkur tilni, undagi o'ziga xos ibora va murakkabliklarni to'liq anglab yetishlariga xalaqit beradi va oqibatda ular ushbu tilni o'rganishdan o'zlari kutganday muvaffaqiyatga erisha olishmaydi. Jahonning yarmidan ko'p aholisi kundalik hayotlarida ikki yoki undan ortiq tilda so'zlashishini hisobga olsak, chet tilini o'rganish bir mo'jiza emasligiga ishonch hosil qilamiz. Buning ustiga, chet tilini talabaga faqat sanoqli odamlar erishadigan yutuqqa bo'lgan

imkoniyat sifatida emas, balki ularning zamon bilan hamnafas bo‘lib yurishi uchun o‘rgatishimiz mumkin.<sup>1</sup>

"Xorijiy til o‘rganishda eng ko‘p uchraydigan xatolar va ularni qanday yengish mumkin?" Xorijiy til o‘rganish jarayonida ko‘pchilik o‘xshash xatolarga duch keladi. Quyida bu xatolar va ulardan qanday qochish yo‘llari haqida batafsil ma‘lumot keltirilgan:

Grammatikaga haddan tashqari e‘tibor qaratish. Ko‘p til o‘rganuvchilar grammatik qoidalarga mukammal amal qilishga juda katta e‘tibor beradi. Natijada, ular tabiiy ravishda gapirish yoki yozish o‘rniga grammatik tuzilmalar ustida bosh qotirib qolishadi. Grammatikaga haddan tashqari ko‘p vaqt ajratish muloqotga xalaqit qilishi mumkin. Yechim: Amaliyotga ko‘proq e‘tibor qarating, xatolardan qo‘rqmang. Birinchi navbatda fikringizni yetkazishga harakat qiling, grammatika va tugallanganlik keyingi bosqichda o‘z-o‘zidan rivojlanadi.

Qo‘rquv va xato qilishdan uyalish. Yangi til o‘rganayotganlarning ko‘pchiligi xato qilishdan qo‘rqadi va bu qo‘rquv ularni amaliyot qilishdan to‘xtatadi. Odamlar sizni tanqid qiladi degan xavotir o‘rganish jarayonini sekinlashtiradi. Yechim: Xatolarni til o‘rganishning ajralmas qismi sifatida qabul qiling. Ular sizga qaysi jihatlarni yaxshilash kerakligini ko‘rsatadi va shu orqali rivojlanishga yordam beradi. Shuningdek, xatolar tufayli o‘rganilgan saboqlar doimiyroq bo‘ladi.

O‘z so‘z boyligini kengaytirmaslik. Til o‘rganishda so‘z boyligini oshirmaslik – bu katta xato. Odatda o‘rganilgan bir necha yuz so‘zlar bilan cheklanib qolish, tilni to‘liq tushunishni va aniq ifodalanishni qiyinlashtiradi. Yechim: Har kuni yangi so‘zlarni o‘rganing va ularni kundalik hayotda qo‘llashga harakat qiling. So‘zlarni o‘z kontekstida o‘rganish va ularni turli vaziyatlarda qo‘llashni odat qiling. Mobil ilovalar yoki fleshkartalardan foydalanish bu jarayonni osonlashtiradi.

So‘z boyligi va suhbat amaliyotiga yetarlicha e‘tibor qaratmaslik. Ko‘p o‘rganuvchilar faqat kitoblarda va o‘quv materiallarida qolib ketishadi, lekin tilning haqiqiy amaliyotiga e‘tibor qaratishmaydi. Bu esa suhbat paytida tushunishni qiyinlashtiradi. Yechim: Har kuni tilni faol tinglash va suhbat qilishga vaqt ajrating. Podkastlar, videolar va haqiqiy suhbatlardan foydalanib, tinglash ko‘nikmalarini rivojlantirish mumkin. Suhbatlashish imkoniyatini toping – do‘stlar, onlayn hamkorlar yoki tillar klublarida ishtirok eting.

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<sup>1</sup> <https://daryo.uz/2019/03/11/ozbekistonda-chet-tillarini-oqitish-muammolari-ular-qanchalik-jiddiy#:~:text=yurishi%20uchun%20o%E2%80%98rgatishimiz,-,mumkin,->

Tartibsiz o‘qish va o‘rganish. Doimiylik va izchillik bo‘lmasa, til o‘rganish qiyin bo‘ladi. Ba‘zi o‘rganuvchilar motivatsiyaning pasayishi tufayli vaqt o‘tishi bilan til o‘rganishga kamroq vaqt ajratishadi. Yechim: O‘qishni muntazam qilish uchun reja tuzing. Har kuni ozgina vaqt ajratish, vaqti-vaqti bilan uzoq vaqt o‘qishdan ko‘ra samaraliroq. Masalan, kuniga 15-30 daqiqa mashq qilish sizni tezroq rivojlantiradi.

Matnlarni to‘g‘ridan-to‘g‘ri tarjima qilish. Bir tilni boshqasiga tarjima qilib o‘rganish ham xato usuldir. Tarjima qilishda grammatik tuzilmalarning farqlari va so‘zlarning mazmuni yo‘qolishi mumkin. Yechim: Har bir tilni o‘z mantiqi va uslubida o‘rganishga harakat qiling. Tarjima o‘rniga tilni to‘g‘ridan-to‘g‘ri tushunish va unda fikrlashni rivojlantirish muhim.

Xorijiy tilda kino ko‘rish yoki musiqa eshitishga kelsak. Bu narsalarni foydasiz deyishdan yiroqman. Bular sizning eshitib tushunish, talaffuz qobiliyatlaringizni shubhasiz oshiradi. Lekin, bular ham, asosan, sizning passiv so‘z boyligingiz oshishiga xizmat qiladi. Endigina til o‘rganishni boshlagan, hali bazaviy so‘z boyligi ham kam bo‘lgan odamga esa bu narsalardan oladigan foydasi juda ham kam bo‘ladi. Har holda bu darajadagi o‘rganuvchilar alohida o‘tirib kino ko‘rish uchun sarflangan 2 soatni foydaliroq va samaraliroq usullarga sarflashlari mumkin.<sup>2</sup>

Xulosa qilib aytganda, hozirgi yoshlarni har tomonlama yetuk, o‘z sohasining kuchli mutaxassisi qilib tarbiyalashda chet tilini bilish juda katta ahamiyatga ega bo‘lib, bu borada maktablarda chet tilini o‘qitishda bir qancha muammolar mavjuddir. Ushbu muammolarni bartaraf qilish maqsadida o‘qituvchilar chet tilini o‘qitishda yangicha o‘qitish usullaridan foydalansalar maqsadga muvofiq bo‘lardir. Til o‘rganish jarayonida xatolarni to‘g‘ri boshqarish o‘rganish jarayonini samarali qiladi. Har bir xatolikdan o‘rganish, doimiylikni saqlash va qo‘rqmasdan amaliyot qilish orqali xorijiy tillarni muvaffaqiyatli o‘zlashtirish mumkin. Umuman olganda, chet tili o‘rganishni ommalashtirish bugungi ta‘lim tizimidagi ustuvor maqsadlardan biriga aylandi. Buning samarasi esa hozir butun mamlakat bo‘ylab yoshlar orasida til o‘rganishga bo‘lgan qiziqishning keskin ortib ketganida yaqqol yuzaga chiqdi. Ta‘lim sohasidagi bu sa‘y-harakatlar xorijiy tillarda tahsil olish va o‘qitishda duch keladigan har qanday masalalarni hal etib, dunyo miqyosida vatanimiz ravnaqini ko‘rsata

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<sup>2</sup> <https://grantgo.uz/blog/men-buni-bilaman-birinchi-qism#:~:text=Xorijiy%20tilda%C2%A0kino,usullarga%20sarflashlari%20mumkin.>

oladigan ilm-fan, ta'lim va taraqqiyot nufuzini ko'tarishga o'zining salmoqli hissasini qo'shadi.<sup>3</sup>

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## KOMPLEKS KEÑISLIKDEGI BAZI BIR OBLASTLAR HAQQINDA

**Kabulova M.Sh.**

*Qoñırat rayonu 1-sanlı kásip-óner mektebi matematika páni oqıtıwshısı*

**Gilt sózler:** Oblast, shar, dógerék, kóplik, ashıq kóplik, jabıq kóplik, polidóngelek, norma, metrika

$\mathbb{C}^n$  keñislikte oblastlar. Meyli,  $a \in \mathbb{C}^n$  noqat hám  $r > 0$  san berilgen bolsın. Mına

$$B(a, r) = \{z \in \mathbb{C}^n : |z - a| < r\} \quad (1)$$

kóplik  $\mathbb{C}^n$  keñislikte orayı  $a$  noqatta, radiusı  $r$  bolğan *shar* dep ataladı. Ádette, (1) shar  $a$  noqattıń *dógerégi* depte júritiledi.

$D \subset \mathbb{C}^n$  kóplikti qarayıq. Eger bul kópliktiń hár bir noqatı óziniń dógerégi menen sol kóplikke tiyisli bolsa,  $D$  *ashıq kóplik* dep ataladı. Eger  $D$  kópliktiń qálegen noqatları ushın sonday úzliksiz

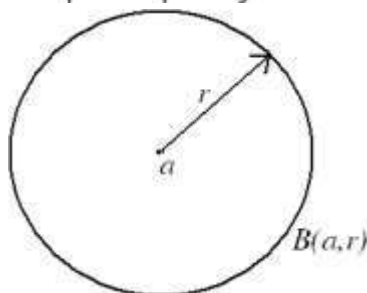
$$\wp: [0, 1] \rightarrow D$$

jol (sızıq) tabılıp,  $\wp(0) = z^1$ ,  $\wp(1) = z^2$  bolsa,  $D$  bayamlı kóplik dep ataladı.  $\mathbb{C}^n$  keñislikte oblast tap  $\mathbb{R}$  dağı oblast kórinisinde anıqlanadı.

**Anıqlama<sup>1</sup>.**  $\mathbb{C}^n$  keñisliktegi ashıq hám bayamlı kóplik *oblast* dep ataladı. Endi oblastqa mısallar keltiremiz:

**1. Sh a r.** Joqarıda keltirilgen  $B(a, r) = \{z \in \mathbb{C}^n : |z - a| < r\}$  shar oblast boladı. Tómendegi  $B(a, r) = \{z \in \mathbb{C}^n : |z - a| = r\}$  sfera  $B(a, r)$  shardıń shegarası bolıp, ol  $\partial B(a, r)$  kórinisinde belgilenedi. Bul  $B(a, r) \cup \partial B(a, r)$  kóplik

*jabıq shar* dep ataladı hám ol  $\bar{B}(a, r)$  kórinisinde belgilenedi. Kórinip turğanınday,  $B(a, r) = \{z \in \mathbb{C}^n : |z - a| < r\} \cup B(a, r) = \{z \in \mathbb{C}^n : |z - a| = r = z \in \mathbb{C}^n : |z - a| \leq r\}$



1 - sızılma.

**2. Polidóngelek.** Meyli, vektorlar berilgen bolıp,

$$a = (a_1, a_2, \dots, a_n), \quad r = (r_1, r_2, \dots, r_n), \quad r_i > 0, \quad j = 1, 2, \dots, n,$$

bolsın. Bul

$$U(a, r) = \{z = (z_1, z_2, \dots, z_n) : |z_1 - a_1| < r_1,$$

$$|z_2 - a_2| < r_2, \dots, |z_n - a_n| < r_n\} = \{|z_j - a_j| < r_j, \quad j = 1, \dots, n\}$$

kóplik orayı  $a$  noqatda bolğan polidóngelek dep ataladı. “Poli” sózi “kóp” mánisin beredi. Bunda  $r = (r_1, r_2, \dots, r_n)$  ğa polidóngelektń radius - vektorı dep ataladı.

Demek,  $U$  polidóngelek tegisliktegi  $n$  márte

$$U(a_k, r_k) = \{z \in \mathbb{C}^n : |z_k - a_k| < r_k\}$$

dóngeleklerdiń dekart kóbeymelerinen ibarat boladı:

$$U(a, r) = U(a_1, r_1) \times U(a_2, r_2) \times \dots \times U(a_n, r_n).$$

Polidóngelektń shegarası  $2n-1$  ólshewli  $\partial U(a, r) = \bigcup_{k=1}^n \Gamma^k$  bolıp, bunda  $k$  - qır

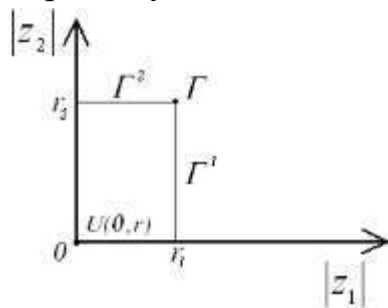
$$\Gamma^k = \{z = (z_1, z_2, \dots, z_n) : |z_1 - a_1| \leq r_1, \dots, |z_{k-1} - a_{k-1}| \leq r_{k-1},$$

$$|z_k - a_k| = r_k, |z_{k+1} - a_{k+1}| \leq r_{k+1}, \dots, |z_n - a_n| \leq r_n\}$$

boladı. Barlıq  $\Gamma^k$  qırlar  $n$  ólshewli

$$\Gamma = \{z = (z_1, z_2, \dots, z_n) : |z_k - a_k| = r_k, \quad k = 1, 2, \dots, n\}$$

kóplik boyınsha kesilisedi. Bul kesilispe polidóngelektń *ushi (ostovi)* dep ataladı.



2 - sızılma

Polidóngelek túsini Ği  $\mathbb{C}^n$  keńisliktegi bul

$$\|z\| = \max_{1 \leq k \leq n} |z_k|$$

norma menen baylanisqan.  $r = (r, r, \dots, r)$  radiuslı polidóngelek bul norma járdeminde  $U(a, r) = \{\|z - a\| < r\}$  kóriniste ańlatılıwın kóriw qıyın emes. Sol sebepli de  $\|z\|$  polidóngeleklik norma,  $\delta(z, w) = \|z - w\|$  bolsa polidóngeleklik metrika dep ataladı. Kórinip turǵanıday, polidóngelekliq metrika Evklid metrikasi  $\rho$  ǵa ekvivalent bolıp, olar arasında bul

qatnas orınlı.

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## PEDAGOGICAL CHARACTERISTICS OF IMPROVING THE METHODOLOGY OF EDUCATIONAL WORK IN HIGHER EDUCATION INSTITUTIONS

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**Annotation:** In this article, on the basis of the analysis of the specific features of the processes of educational relations organized in educational institutions, to increase the effectiveness of the methodology of educational work in general secondary educational institutions, to meaningfully organize the free time of students outside of the classroom and outside of school, first of all to create a perfect person, the features of the manifestation of the content of education science in students is demonstrated.

**Key words:** higher education institutions, educational work, form, style, harmony of the theory with practice, teaching methodology.

The most effective way to educate the student community in the organization and management of educational work processes in higher education institutions is to set requirements and set goals based on the individual interests of students. Demands are only effective when they are actionable:

- Pedagogical requirements for students should be based on the individual characteristics of each team member, and an environment of mutual respect should be formed. This is an important part of pedagogical etiquette, which ensures the effectiveness of goal-oriented activities. they are given special trust and respect.
- The team of future pedagogues should study the requirements in relation to their work, and set them taking into account the specific conditions of a particular group. Students should work towards their goals in the harmony of theory and practice. Every year, when they start working in school institutions, it is appropriate to form skills about what requirements to make to students in a certain quarter, half-year or during the academic year. Students should practice the skills of passing education in this way.
- Students should be clear about the requirements they use during practice and take into account the possibilities of completing the task. Students should clearly understand what is required of students. It consists in introducing students to the content of the requirements and regularly monitoring their implementation. Implementation of purposeful activities in educating the student body is of great

importance. If the group of students does not have a clear goal, it will not be possible to develop their scientific potential, outlook, and knowledge. There are the following ways to achieve the goal:

1. The teacher himself puts the main pedagogical requirement before the students. In this case, the combination of practical and theoretical knowledge gives students an understanding of its effectiveness. Shows ways to achieve the goal and tries to interest team members;
2. Team members promote interesting intellectual games, the use of various methods, the team leader supports this initiative, and provides practical support for implementation.

The first method is set at the initial stage of forming a team of students - it is called a goal for the near future. The second is a mid-term goal set by group activists at a much higher level. If all members of the team set the set goals, this is called a long-term goal and means that the team members are formed. As the student body grows and strengthens, medium and long-term goals are set for the team.

For example: contracts for internships, development of various methods for schools, study together with play activities for primary and secondary classes in extracurricular time, involvement in sports activities. Making future plans to spend the vacation time meaningfully, etc.

In order for the team to always move forward in its activities, it is necessary to set a new, interesting goal in front of it. It will be difficult to achieve the goal if the team does not have enthusiasm and enthusiasm. Oriental education plays an important role in the formation of the student community. Nothing can strengthen the student body like an oriental nursery school. The formation of oriental education and its preservation is an important task of education. It has become a tradition in the Asian countries to carry out oriental education and modern education in harmony. After all, the children of our nation are highly spiritual. Existing traditions can be conditionally divided into two groups:

- A) daily life traditions,
- B) holiday traditions.

Daily life traditions are various types of mutual support of students during their educational activities in a collective environment, cleaning classrooms together, spending Saturdays, taking care of animals together in the lively corner of the school, school including taking care of plants in the yard, receiving messages from lonely seniors on holidays, and more.

Holiday traditions include the national holidays of the Uzbek people, Navruz, Independence Day, Kurban Hayit, etc. In any case, it is necessary to organize the holidays in a colorful, bright, interesting, cheerful, festive manner, which is suitable for the interests of the students. The main goal is for the students to understand the moral content of the event, its place in their intellectual potential, and to have a conscious attitude towards them. At the stages of development of the student body, each Higher Education Institution has its own traditions. These new traditions will be connected with the educational activities carried out in this higher education institution, they will enliven and decorate the life of students. Therefore, students are given great opportunities to actively participate in the origin of the new tradition.

In higher education institutions, pedagogues should not impose or forcibly inculcate this or that extra tradition on the student body. Their task is to teach the student community the concept of creating traditions, to work together in the preparation and implementation of traditions, and to teach students to continue these traditions. It is always necessary to introduce innovations to the tradition that reflect new pedagogical requirements and increase its educational value. Traditions increase from year to year and gradually ensure the uniqueness of OTM. Thus, perspectives and traditions related to learning activities are important at all levels of community development. Based on the above, it is possible to indicate the following as the main factors of educating young people in a team spirit:

- using the methodology of "setting an example" to give examples from the work experience of the most advanced enterprise teams, from the lives of families and parents that are exemplary in harmony, solidarity, team and comradely mutual assistance;
- to explain, on the basis of comprehensive examples, how people should be a community in their lives, live in a friendly brotherly relationship with each other, work and create, and open a great way for their lives and marriages to always be beautiful and happy . On the contrary, to explain that if people live their lives without properly assessing the community and its requirements, they will end up without marriage and without spiritual wealth. Philosophically and pedagogically, he interprets these characteristics and principles of the community in a wide and deep way.

Community and individual relationships are important in our social life. A person's personality is related to his relations with other people, society, homeland, and all opportunities. So, a person is a biological concept, a personal social concept.



Condemning the natural needs of people and turning them into social mechanisms, politicization of nature, and ideological oppression leads to the devaluing of people. The general interest of the team and the personal interest of the students are combined and harmonized. And in this case, students understand that the goal and interest of the team is more important than personal interest, that each student should think about the students in the whole group, and that the whole team should think and care about each student in this team. It is of great importance in the socialization of students. earns. The important thing is that a friendly atmosphere is created in the team. Under the influence of such an environment, students realize that life without teenage friends is very boring and meaningless. Therefore, it is appropriate for the leader of each group to explain to his students what ways and means can be used to form a team, and its essence. It is important to use aphorisms about public and friendly mutual assistance, read books, give examples from events, and educate students in the public spirit. Students can effectively fight for its implementation only if they thoroughly understand the nature of the community. It is necessary to convincingly and effectively teach students that the community is the main tool for the development of the community and the individual in the process of education. The problem of the community and the individual is considered one of the most urgent theoretical and practical issues of educating the young generation. From this point of view, it is the task of general secondary education institutions to accustom students to public spirit, community life, to organize as a team, to create skills, and to form public consciousness. A person should not only be fully developed, but he should be socially active, use all his strength and capabilities to serve the Motherland, and find his place in society. In addition, a person's personal capabilities, skills and abilities are effectively used in serving the Motherland. One of the main features of the community is the formation of patriotism in students. Because the feeling of patriotism is caring for one's motherland and destiny. True patriots fight for their motherland, prosperity and freedom of their people. Students learn about mutual assistance between people, communities, and countries and understand their meaning. It is an excellent resource for educating people, students, in reading letters and in mutual relations, the feeling of sharing and helping each other. In addition, the next form of peer support is the permanent attachment of students who are good students to students who are not good students. At such a time, the method of working with a group comes in handy. Another form of friendly mutual support is manifested in the preparation of lessons in small groups. Friendly mutual support is seen in art lovers, preparing students for sports

competitions, and helping them in the work of leaders. Friendly mutual support is a way to actively participate students in Saturday and Sunday classes. Efforts to have a conscious attitude to work, organization of Saturdays and Sundays in our country are especially important. It should be said that it is the main source of education of public feeling in the community - students. Any team, no matter how it is, no matter what specific task is set before it, must use it as a source of education for students. The student community serves as a source of one or another component and qualities of students' education. Thus, the fact that the team is the source of educating students' sense of community can be clearly seen in the fact that students participate in social and useful activities as a team, go on trips as a team, participate in summer labor and recreation camps, various competitions and auditions. . As students take part in these events, moral qualities such as working together for the common good, caring for the common good and putting the common good above personal benefit, mutual help, cooperation, unity, and harmony are formed. In some cases, some students may develop negative moral manifestations, such as individualism and selfishness, which are against the public. In our opinion, it is necessary to take into account such cases when determining that the community is a source of education in students' sense of community. So, public education is intended to inculcate in the minds of students to be a joint team, to work for the benefit of the majority, to subordinate personal interest to the common good, and to help each other impartially and as comrades. Special attention is paid to engaging students in socially useful work, team work, work and cultural recreation. In higher education institutions, students are taught that the basis of work is pleasure, that work, and only work, can make all of a person's dreams come true. We pay special attention to the appreciation of any kind of work in teaching students to work and having the right attitude towards work. Hashar has its historical and social roots. In the past, as a result of hard work, the poor farmers were alone and did not have the opportunity to work the land allotted to them.

Hashar in its essence is team work, and it can be called team work dedicated by the team for the benefit of a certain person. Because in this way, a certain person, on the one hand, will benefit materially, and on the other hand, he will be enriched spiritually. It is characteristic that the students' visit to the festival creates a good mood in them. Therefore, it is not difficult to notice that hashar brings joy and pleasure to students. Through Hashar, students' parents, school administration, student body, group team and, in general, feel that they have fulfilled their duties as students in front of the public. At the same time, students feel more refreshed, energetic and loyal by meeting

people's needs by participating in the hashar. By participating in the festival, students realize that serving the common good and pursuing higher goals is the primary duty of people. Finally, by participating in the hashar, students will increasingly form community-specific qualities such as close contact, making friends, helping each other, solidarity, unity, and self-sacrifice. Therefore, hashar is one of the main means of educating students in public spirit. Along with the teaching process, the importance of work outside the auditorium is extremely important in educating students in a team spirit.

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## THE DEMAND FOR LEARNING FOREIGN LANGUAGES AND THE DESIRE OF YOUNG PEOPLE TO STUDY AND IMPROVE THEIR SKILLS ABROAD

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**Abstract:** In an interconnected world, the demand for foreign languages continues to grow exponentially. As borders blur, businesses expand internationally, and travel becomes more accessible, the ability to communicate in multiple languages has become a valuable asset. Learning a foreign language enhances cultural understanding and opens up new professional and personal opportunities. In this comprehensive article, we will explore the fascinating world of in-demand languages by exploring the languages that are most in demand across industries and regions around the world.

**Keywords:** language acquisition, second language learning, foreign language proficiency, communication, personal growth, cognitive benefits, interest.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others for travelling abroad, for all the rest studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read authentic literature, which makes your outlook wider.

It is no wonder that many intellectuals and educated people are multilingual. I am studying English. Today, English has become the most important language in politics, science, commerce, and cultural relations. More than 300 million people speak it as their native language. Native English speakers live in the UK, the US, Australia, and New Zealand. English is one of the official languages of the Republic of Ireland, Canada, and South Africa. English is one of the official languages of the United Nations and other political organizations. Half of the world's scientific literature is written in English. It is the language of computer technology.

To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of

great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe once said, “He, who knows no foreign language, does not know his own one”.

Learning a foreign language is more than just memorizing words and grammar; it’s an enriching experience that opens doors to a world of opportunities and benefits. Here’s why you should consider taking the leap:

#### 1. Enhanced Career Prospects:

**Globalized Workplace:** In today’s interconnected world, companies operate on an international scale. Multilingual employees are highly sought after, giving them an edge in a competitive job market.

**Higher Earning Potential:** Studies consistently show that multilingual individuals earn significantly more than monolingual counterparts.

**Expanded Job Opportunities:** Knowing a foreign language can open doors to careers in international business, diplomacy, translation, tourism, and education.

#### 2. Personal Growth and Development:

**Cognitive Enhancement:** Learning a new language challenges your brain, improving memory, attention span, and cognitive flexibility. It’s like a mental workout!

**Increased Cultural Awareness and Empathy:** Immersion in a foreign language exposes you to different cultures, traditions, and perspectives, fostering understanding and empathy.

**Improved Communication Skills:** Learning a new language refines your communication skills, making you a more effective communicator in your native language as well.

#### 3. Travel and Exploration:

**Deeper Travel Experiences:** Knowing a local language allows you to connect with people on a deeper level, experience authentic culture, and navigate new places with confidence.

**Travel Opportunities:** Language proficiency can unlock access to new destinations, making travel more affordable and enriching.

**Cultural Immersion:** Being able to communicate in a foreign language allows you to truly immerse yourself in a culture, making your travels more meaningful.

#### 4. Personal Fulfillment and Satisfaction:

**Challenge and Achievement:** Learning a new language is a challenging and rewarding endeavor that can boost self-confidence and a sense of accomplishment.

**Opening New Worlds:** Language learning expands your horizons, allowing you to explore new interests, connect with diverse communities, and gain a broader perspective on the world.

**Lifelong Learning:** Learning a new language is an ongoing journey of discovery and growth, keeping your mind active and engaged.

Learning a foreign language is an investment in your future. It unlocks opportunities, enriches your life, and opens doors to a world of possibilities. So, go ahead, take that leap, and embrace the journey of language learning! With the development of various means of transportation and communication, students have more opportunities to study abroad. Furthermore, as the curtain falls, more countries are available. Globalization is affecting all areas of our lives, and receiving education abroad is not a problem. Students from all over the world choose various countries to study and ensure personal growth. This is primarily due to the natural curiosity of young people and their desire to understand the world. Moreover, the desire of young people to become independent and separate from their parents also has a big influence on their choice. Surprisingly, there is another reason why students choose to study abroad. It is better than the level of knowledge they show while studying abroad. First of all, increasing the level of knowledge among students studying abroad is connected with the recognition of their independence as it is the first time they are away from home. It is their conscious choice. That is why their attitude towards the process changes. Having recognized responsibility introduced by their choice, they start making great efforts in order to prove their ability to make decisions and not to disappoint their parents. Their responsible attitude influences their level of knowledge. Realization of the necessity of attending classes and lectures introduces the inner motivation for study, making them learn some information not because it is demanded but because of their inner need for knowledge. The appearance of the above mentioned intrinsic motivation is the best condition for increasing the level of study among students. There is a great number of different methods which main aim is to develop it among students as it determines their further success in study. Under such conditions in the foreign state, this kind of motivation develops more intensively and leads to higher graduation rates.

The fact that influences positively their level of study is the conditions they live under and clear understanding that everything depends on their own efforts. Being in an absolutely different country, students understand very fast the fact that this world is rather cruel and they should do everything by themselves. Moreover, the atmosphere



of some well-known institute also influences them greatly, increasing the level of knowledge. Having outlined the main aspects of studying abroad, it is possible to come to certain conclusions. First of all, we should say that it has great benefits in comparison to studying in their own country. The first and the most important benefit is the undoubtedly a higher level of knowledge among students studying abroad. It is influenced by numerous aspects. First of all, it is predetermined by an increased level of independence, as a student realizes his needs, and it leads to a more responsible attitude towards educational process.

However, the most important thing is an intrinsic motivation, which influences student's success greatly. Moreover, being in a foreign country, a student has the only chance to become successful and realize his potential and later on continue developing his career abroad. It is a very good motivation for a student to obtain his knowledge. It is also important that studying abroad can just be fun.

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## METHODS OF TEACHING LANGUAGE TO CHILDREN

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**Abstract:** This article discusses how to choose the right method for young learners, how to use methods. At the same time, it teaches how to use the appropriate method depending on the children's temperament.

**Key words:** Method, young learners, temperament, foreign languages, teaching style, method, nonlinguistic factors.

Nowadays, learning foreign languages has become an influential part of our life, however, it is affected by many nonlinguistic factors. Meanwhile teaching language to children is a multifaceted process that necessitates different methods and approaches tailored to their developmental stages and learning styles. Over the years, different science, theories and learning styles were developed in terms of teaching foreign languages. You will not find the best, the one and only method of teaching language to kids or adults. Choosing the correct teaching style depends on students' skills and abilities. So, in this article, I give some modern ideas on how to learn a new language and how to choose the proper method.

Here are some beneficial methods for teaching language to children:

1. Immersion Method
2. Interactive Play
3. Total Physical Response (TPR)
4. Story telling
5. Dialogue Journals
6. Scaffolding Techniques
7. Language Games
8. Visual aids
9. Songs and Rhymes
10. Cultural Contexts

### 1. Immersion Method

In the immersion approach, children are surrounded by the target language in a natural context. This method emphasizes listening and speaking from the very beginning, allowing children to pick up the language through exposure rather than direct instruction.

## **2. Interactive Play**

Using games and fun activities in the lesson allows children to learn language faster and it increases their listening, comprehension, working with text and vocabulary.

## **3. Total Physical Response**

This method is a combination of physical actions and language. Teachers give commands with new language and children respond with physical actions (ex: "clap", "jump"). This method helps strengthen understanding through kinesthetic learning.

## **4. Story Telling**

Vocabulary is an important and necessary component of language acquisition. Vocabulary should be taught as one of the primary components from starting level (young learners) (Pinter,2006). Stories attract the attention of the child while creating text for new words. It can make it easier for children who is auditory learners by reading aloud.

## **5. Dialogue Journals**

Dialogue writing method not only improves language skills, but also literacy skills in children.

## **6. Scaffolding Techniques**

This method involves providing support that is gradually removed as children's skills improve. Teachers or caregivers might begin with more guidance before encouraging independent utilize of the language.

## **7. Language Games**

Games such as bingo, matching pairs or word searches promote peer to peer communication and promote learning new language through playful games.

## **8. Visual aids**

Utilizing pictures, flashcards, videos and other such visual aids help children to learn the connection between words and their meanings. This type of method is useful for children who is visual learners.

## **9. Songs and Rhymes**

This type ensures faster memorization and correct pronunciation of words through music. Rhymes help you remember words longer.

## **10. Cultural contexts**

By combining culture and language, you can learn about a new language and know about culture of that new language. For example, discussions about culture, traditional food or holidays increase vocabulary and broaden one's worldview.

Methodology is a science that acts as a bridge between the sum of knowledge given at the institute(university) and school experience (J.J.Jalolov.2012).

**Conclusion.** Each child is different therefore a combination of these methods is often most effectual in teaching languages to young learners. If the teacher knows how to work with pupils, the lesson will be full of fun. This article can help how to make entertaining atmosphere in the classroom. All the teacher can utilize these methods in order to achieve their teaching aims.

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## DIVINE THEMES AND NARRATIVES IN UZBEK CLASSICAL LITERATURE

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### ABSTRACT

In the history of Eastern literature, as a result of the integration of fiction with religious-mystical concepts, that is, as a result of the influence of the Holy Qur'an and hadith, there are works of various genres that reflect universal ideas and moral concepts.

**Key words:** integration, universal ideas, moral concepts, pillars, visions, legendary adventures, Gog and Magog, mystics.

"The key to this world is the pillars of Islam and the Holy Quran. The penetration of Quranic themes into world and especially Uzbek literature is instructive not only from a religious point of view, but perhaps it has clarified the abstract aspects of Eastern literature for us, opened up the confusion of various literary themes, and connected modern Uzbek literature with Islamic literature. It would have helped to restore their unbroken ties with Moziy."

One of the most important tasks is to restore the Islamic culture, which includes the experience of several centuries of spiritual and moral development of the Uzbek people, to understand the religious foundations and moral values of the society, to gain national pride and cultural-historical unity. In all times, any national literature has always felt a strong need for religion and theology and has been nourished by it. "Restoring the Islamic culture, which includes the religious and spiritual foundations of society, fourteen centuries of spiritual and moral development of our people, is important for self-determination, historical memory, national pride and cultural-historical unity. is one of the most important tasks on the way to have.

Moreover, any national literature always feels a strong need for the priesthood of religion, and is nourished by it."

In the process of restoring and restoring the religious values and traditions that are sacred to us, determining the influence of our national literature from the sacred sources - the Holy Qur'an and the Hadith, researching the expression of religious themes in literature, an Uzbek literary critic did not leave scientists indifferent.

At this point, it should be noted that Hamidulla Karomatov's treatise "Quran and Uzbek Literature" and Olim Davlatov's "Artistic Interpretation of Quranic Verses and Hadiths in Alisher Navoi's Poetry" are the main researches carried out in this regard. is one of the studies. In this study, Hamidulla Karomatov studies and analyzes the influence of the Holy Qur'an on Uzbek literature, including the poetry of Abu Ali ibn Sina to the works of Hazrat Alisher Navoi, and, reflecting on this, the plot and motives of the Qur'anic narrations He emphasizes that it was absorbed into the literature of the peoples who converted to Islam, it was combined with local literary traditions, and as a result of this synthesis, the great works of Uzbek literature were created.

The first reflection of divine-mystical ideas in fiction dates back to the post-Islamic period. Its examples can be seen in works such as Yusuf Khos Hajib's "Qutadgu Bilig", Ahmad Yugnaki's "Hibatul Haqayyq", Ahmad Yassavi's "Wisdoms", and this phenomenon reaches its peak in Alisher Navoi's work. Even after Navoi's time, it occupied the main place in the work of several mystics.

As the first example of classical works with theological-mystical motifs, it is permissible to highlight the work "Kutadgu bilig" ("Knowledge that leads to happiness") by Yusuf Khos Hajib, which embodies the first systems of statehood, created in the 11th century. . From the title of the work "Kutadgu bilig" ("Knowledge that leads to happiness"), we can know that it was written based on the only book that leads to happiness, that is, the Holy Qur'an. In the text of this ancient work of the Turkic peoples, we often encounter Islamic themes and Qur'anic phrases. The work begins with the basmala ("Bismillahir-r-rahmani-r-rahim"), which is considered the beginning of the surahs in the Qur'an, with praises to the Creator (in prose).

The very first verses of the work are nourished by the content of the Qur'anic verses. The content of the verses refers to the verses in the "Fatiha" chapter, which gives the first "opener" meaning of the Holy Book. That is, it indicates that the

Creator is the only one, that all qualities and praises are for the only one - "Alhamdu lillahi robbil a'lamiyn" ("Praise be to Allah, the Lord of all worlds"). Also, several names of the Creator are mentioned in the verses based on the art of ihom.

Among the Uzbek literary monuments, Rabguzi's work "Kissasul anbiyo" (14th century) contains a lot of legends and stories about Alexander. Rabguzi tells the story of Iskandar's campaigns in wars, building a wall, entering the darkness in search of life, etc. He uses both ancient myths and legends, as well as the Qur'an, and pays special attention to portraying Alexander as the patron of Islam. Among the Uzbek people, as in other nations, legends and stories about Alexander are still alive. They

portray Alexander as either a tyrannical king or a just king. For example, in the Khorezm folk tale "Iskandari Zulqarnayn", Alexander is presented as a righteous king and army commander, and his battle and victory against Doron (Daro) is narrated. In the folk tale "King Iskandar" he is described as a tyrant and a murderer.

We understand that until Navoi, the image of Alexander was interpreted in three directions: as a king, a scientist and a prophet. Navoi interpreted Iskandar as a king and a scientist and, unlike his predecessors (Nizami), he connected the image of a king and a scientist. exaggerated his good qualities. He paid great attention to Iskandar's attitude towards scientists and his cooperation with them. Navoi defined and limited the scope of events related to Alexander's adventures. Although he lists Alexander's marches to dozens of countries, his legendary adventures, his sea voyages and his search for a good life in Chapter XXIII of the epic based on semi-historical, semi-mythical information and artistic monuments, he also describes the series of Alexander's life and activities in several based on a major episode.

Iskandar, the hero of Navoi's saga, fights against all forces that harm humanity. On his way back to his homeland, he encounters dog-sized anteaters in the Maghreb region. They are guardians of man-eating savages. A battle begins between Alexander's army and the barbarians. The leader of the barbarians demands a man for one-on-one combat; Iskander boys do not dare to go to the field. Then the concubine, who was attracted by the King of Chin, entered the field wearing a man's dress and wearing a mask over her face and defeated the barbarian. After that, Alexander's army came to the Karvan region. The land was extremely desolate, and the inhabitants were suffering from the tyranny of the barbaric Magogs. Alexander builds a wall blocking the way of Gog and Magog who live at the foot of Mount Qaf. This wall was a wall of justice and peace. Peoples of different countries, including Romanians, Movarunnahrians, Persians, Chinese, Indians, Russians, French and others, participate in its construction. The friendship and alliance of peoples will destroy Gog and Magog, who are the arch enemies of mankind.

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**INGLIZ TILINI O‘QITISH METODIKASI: SAMARALI USULLAR,  
ZAMONAVIY TEXNOLOGIYALARNING O‘RNI**

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**Annotatsiya:** Ushbu maqolada ingliz tilini o‘qitish metodikasi, samarali usullar, turli yondashuvlar, zamonaviy texnologiyalarni qo‘llash va o‘quvchilarning motivatsiyasini oshirishning amaliy ahamiyati ko‘rib chiqiladi. Ingliz tilini o‘qitishda yondashuvlarning o‘zaro uyg‘unligi va texnologiyalarning ta‘limdagi o‘rni keng tahlil qilinadi, o‘quvchilarni jalb qilish va motivatsiyani oshirishga qaratilgan strategiyalar keltiriladi.

**Kalit so‘zlar:** Ingliz tili, o‘qitish metodikasi, samarali usullar, zamonaviy texnologiyalar, motivatsiya, yondashuvlar.

Ingliz tili bugungi kunda xalqaro aloqa va axborot almashinuvi vositasi sifatida katta ahamiyatga ega. Globalizatsiya davrida ingliz tilini bilish nafaqat xalqaro aloqalarda, balki ta‘lim va ish faoliyatida ham muhim bo‘lib qoldi. Shu boisdan, ingliz tilini samarali va muvaffaqiyatli o‘qitish usullari muhim masalaga aylandi. Ushbu maqolada ingliz tilini o‘qitish jarayonida samarali usullar va yondashuvlar, zamonaviy texnologiyalarning o‘rni, hamda motivatsiyaning ahamiyati ko‘rib chiqiladi.

1. Ingliz tilini o‘qitish metodikasining asosiy jihatlari:

Ingliz tilini o‘qitish jarayonida metodik yondashuvlar katta ahamiyatga ega.

Dastlabki an‘anaviy usullar, masalan, grammatik tarjima va audiolingual yondashuvlar, grammatik qoidalarga ko‘proq e‘tibor qaratadi. Biroq bugungi kunda kommunikativ ko‘nikmalarni rivojlantirishga qaratilgan zamonaviy usullar ko‘proq muvaffaqiyatli bo‘lib, o‘quvchilarning tilni amaliy qo‘llash qobiliyatini oshiradi.

Samarali metodik yondashuvlar orasida quyidagilar alohida ajralib turadi:

Kommunikativ yondashuv (Communicative Language Teaching, CLT):

O'quvchilarni real hayotdagi vaziyatlarda tilni qo'llashga o'rgatish. Bu usul o'quvchilarning nafaqat grammatik bilimlarini, balki muloqot qobiliyatlarini ham rivojlantiradi.

Audiolingual usul: Talabalar talaffuz va eshitish ko'nikmalarini takomillashtiradilar. Ushbu usul o'qituvchi va o'quvchi o'rtasidagi til orqali doimiy muloqotga asoslanadi. Vazifa asosida o'qitish (Task-Based Learning, TBL): Bu yondashuvda o'quvchilar amaliy topshiriqlar orqali tilni o'rganadilar. Real hayotdagi topshiriqlar va vazifalar orqali tilni qo'llash amaliyoti rivojlantiriladi.

## 2. Zamonaviy texnologiyalarning o'rni:

Zamonaviy texnologiyalar ingliz tilini o'qitishda katta inqilob yaratdi. Ta'lim jarayoniga axborot texnologiyalarini jalb qilish o'quvchilarning o'quv motivatsiyasini oshirishga va ularning mustaqil o'rganish qobiliyatlarini rivojlantirishga xizmat qiladi. Onlayn platformalar (Duolingo, Memrise, Khan Academy) yordamida o'quvchilar mustaqil tarzda o'rganish imkoniyatiga ega bo'ladilar. Interaktiv darsliklar va videodarslar orqali o'quvchilarning eshitish va talaffuz qilish qobiliyatlari yaxshilanadi. Virtual sinf muhitlari (Zoom, Microsoft Teams) yordamida darslarni dunyoning istalgan burchagidan olib borish mumkin, bu esa geografik chegaralarni olib tashlaydi va global o'quv muhitini yaratadi. Zamonaviy texnologiyalar yordamida o'quvchilar nafaqat ingliz tilida, balki boshqa fanlar bo'yicha ham bilim olish imkoniyatiga ega bo'ladilar. Shu ma'noda, texnologiyalar ta'lim jarayonini yanada qulay va samarali qilishda katta rol o'ynaydi.

## 3. Motivatsiyaning o'qitishdagi ahamiyati:

O'quvchilarning ingliz tilini o'rganishga bo'lgan motivatsiyasi o'qitish jarayonining asosiy tarkibiy qismidir. Motivatsiya o'quvchilarning qiziqishi va muvaffaqiyati uchun muhim bo'lib, ularning o'z bilimlarini rivojlantirishga bo'lgan intilishlarini rag'batlantiradi. Motivatsiyani oshirish uchun quyidagi strategiyalar qo'llaniladi: Real hayotga bog'langan topshiriqlar: O'quvchilar ingliz tilini haqiqiy hayotda qo'llash imkoniyatiga ega bo'lishlari uchun real hayotiy vaziyatlarga asoslangan topshiriqlar orqali darslar tashkil qilinadi.

Jamoaviy ishlash va o'zaro muloqot: O'quvchilarning bir-biri bilan muloqot qilish imkoniyatini yaratish orqali ular o'zlarining muloqot qobiliyatlarini rivojlantiradilar va tilni faol qo'llaydilar.

Muvaffaqiyatlarni taqdirlash: Har bir kichik yutuqni tan olish va rag'batlantirish o'quvchilarning motivatsiyasini oshirishga yordam beradi.



Motivatsiya ichki va tashqi omillarga bog‘liq. Ichki motivatsiya o‘quvchilarning shaxsiy qiziqishlari va ehtiyojlari bilan bog‘liq bo‘lsa, tashqi motivatsiya imtihonlardan o‘tish yoki ishga kirish kabi tashqi omillarga asoslanadi. Har ikki turdagi motivatsiyani ham qo‘llab-quvvatlash va rag‘batlantirish zarur.

4. O‘qitishning integratsiyalashgan yondashuvi:

Integratsiyalashgan yondashuv ingliz tilini o‘rgatishda bir necha metod va yondashuvlarni uyg‘unlashtirish orqali o‘quvchilarning turli qobiliyatlarini rivojlantirishga qaratilgan. Masalan, ingliz tilini boshqa fanlar bilan integratsiyalashgan holda o‘qitish, ya‘ni Content-Based Instruction (CBI), o‘quvchilarga boshqa sohalar bo‘yicha bilim olish imkoniyatini yaratadi. Bunda ingliz tili darslari boshqa fanlar (masalan, tarix, geografiya, biologiya) bilan birgalikda olib boriladi, bu esa tilni o‘rganish jarayonini qiziqarli va amaliy qiladi.

5. Differentsial yondashuv:

O‘qitish jarayonida har bir o‘quvchining o‘ziga xos qobiliyatlari va ehtiyojlarini hisobga olish muhim. Differentsial yondashuv o‘quvchilarning individual qobiliyatlariga mos ravishda darslarni tashkil etishdir. O‘quvchilarning til o‘rganish darajasi va uslubiga mos metodlarni tanlash orqali dars samaradorligini oshirish mumkin. Bu yondashuvda quyidagilar inobatga olinadi:

O‘quvchilarning ehtiyojlari: Har bir o‘quvchining o‘ziga xos o‘rganish usuli va tezligi bor. Shuni hisobga olgan holda ta‘lim berish kerak. Metodik vositalarning mosligi: O‘quvchilarning ehtiyojlariga mos metodik materiallar tanlanadi va qo‘llaniladi.

**Xulosa** qilib aytganda, ingliz tilini o‘qitishda samarali usullar, innovatsion texnologiyalar va motivatsiyani oshirish strategiyalari asosiy rol o‘ynaydi. Kommunikativ yondashuv, gamifikatsiya, va differentsial o‘qitish usullari zamonaviy ta‘limning ajralmas qismiga aylanib bormoqda. Ta‘lim jarayonida texnologiyalarning keng qo‘llanilishi o‘quvchilarning ingliz tilini amaliy jihatdan muvaffaqiyatli o‘zlashtirishlariga yordam beradi.

O‘quvchilarning motivatsiyasini oshirish strategiyalari ularning o‘qish jarayonidagi qiziqishlarini doimiy ushlab turadi va tilni tez o‘zlashtirishga yordam beradi.

Shuningdek, zamonaviy texnologiyalar ta‘lim jarayonini interaktiv, qiziqarli va amaliy jihatdan boyitishga xizmat qiladi. Ingliz tilini o‘qitishda individual va integratsiyalashgan yondashuvlar orqali o‘quvchilar o‘z maqsadlariga tezroq erishadilar.

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## THE IMPACT OF EXTENSIVE LISTENING ON THE LISTENING COMPREHENSION SKILLS OF EFL UNIVERSITY STUDENTS

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**Annotation:** This thesis explores the impact of extensive listening on the listening comprehension skills of English as a Foreign Language (EFL) university students. Extensive listening involves consistent exposure to authentic spoken language through resources such as podcasts, audiobooks, and videos. The study examines whether this method improves students' ability to understand spoken English, focusing on fluency, the ability to comprehend different accents, and informal language structures. The thesis concludes that extensive listening is a valuable method for enhancing listening comprehension and suggests that incorporating it into language curricula can accelerate the development of students' listening abilities, preparing them for real-life communication in English.

**Keywords:** extensive listening, listening comprehension, EFL students, language acquisition, podcasts, audiobooks.

Listening comprehension is a vital component of language acquisition, particularly in English as a Foreign Language (EFL) contexts. However, it is often overlooked in traditional classroom settings, where the focus is typically placed on grammar, vocabulary, and written exercises. Extensive listening, the process of exposing learners to large amounts of authentic spoken language over time, has emerged as a promising method for improving listening comprehension skills. This thesis examines the impact of extensive listening on the listening comprehension abilities of EFL university students, exploring the effectiveness of using podcasts, audiobooks, and other authentic materials in enhancing language acquisition.

The growing demand for English proficiency in a globalized world has emphasized the importance of developing comprehensive language skills, particularly in listening, which is essential for real-life communication. Despite its critical role, listening comprehension is often neglected in favor of more quantifiable skills such as reading and writing. EFL learners frequently struggle with understanding spoken English,

especially when exposed to natural speech patterns, accents, and informal expressions. This issue is further compounded by the limited availability of listening practice in traditional classrooms, where listening exercises are often scripted and do not reflect the complexities of everyday communication. In this context, extensive listening offers an alternative approach by allowing learners to engage with authentic spoken language outside the classroom. This makes the theme of this study highly relevant, as it addresses a pressing need in language education.

The primary aim of this thesis is to evaluate the effectiveness of extensive listening in improving the listening comprehension skills of EFL university students. Specifically, this study seeks to:

1. Investigate whether regular exposure to authentic listening materials enhances students' ability to understand spoken English.
2. Assess the role of extensive listening in developing the ability to comprehend different accents, informal speech, and varied speech rates.
3. Compare the effectiveness of extensive listening to traditional classroom-based listening exercises.

By achieving these objectives, the study aims to provide valuable insights into how extensive listening can be integrated into language curricula to enhance EFL learners' listening proficiency.

Several pedagogical perspectives support the use of extensive listening in EFL contexts. Richards and Rodgers (2014) advocate for a communicative approach to language learning, which prioritizes the ability to use language in real-life situations over grammatical accuracy. In line with this approach, extensive listening exposes learners to the natural rhythms, intonation, and colloquial expressions found in everyday speech, which are often absent in traditional language classrooms<sup>1</sup>. Additionally, Nation (2009) emphasizes the importance of fluency-building activities in language instruction, arguing that extensive listening provides learners with the opportunity to process spoken language at a natural pace, thereby improving their listening fluency over time.<sup>2</sup>

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<sup>1</sup> Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

<sup>2</sup> Nation, I. S. P. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.

In my view, extensive listening is an invaluable tool for improving listening comprehension in EFL students, particularly at the university level. The exposure to authentic, unmodified language provides students with a more realistic understanding of how English is used in various contexts. This, in turn, prepares them for real-life communication, whether in academic, professional, or social settings. Furthermore, the use of podcasts, audiobooks, and other engaging materials allows students to take ownership of their learning process, as they can choose content that aligns with their interests and learning goals. However, I believe that extensive listening should be complemented by occasional feedback and targeted listening strategies to ensure that learners are not overwhelmed by the complexity of the material.

The findings from this thesis suggest that extensive listening has a significant positive impact on the listening comprehension skills of EFL university students. By engaging with authentic audio materials, learners can improve their ability to understand various accents, speech rates, and informal expressions, which are crucial for effective communication in English. Extensive listening not only enhances comprehension but also builds fluency, confidence, and motivation to continue learning.

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## THE ROLE OF CRITICAL THINKING IN ENGLISH LANGUAGE DEVELOPMENT

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**Abstract:** Critical thinking is a vital component of English language development, especially in today's dynamic educational landscape. This article explores the role of critical thinking in enhancing language comprehension, problem-solving abilities, and communication skills among learners. By engaging with English through a critical lens, students are better able to analyze texts, articulate their ideas, and become independent learners. The integration of critical thinking into English language education encourages deeper learning, enabling students to approach the language with a more analytical and reflective mindset. This article also discusses practical strategies for educators to incorporate critical thinking into their teaching practices, leading to more effective language acquisition and proficiency.

**Key words:** Critical Thinking, English language development, language comprehension, problem-solving, independent learning English as a second language (ESL), language proficiency, language education.

In today's fast-paced, information-driven world, mastering the English language extends beyond simply learning grammar rules and expanding vocabulary. It involves developing the ability to think critically, process information, and communicate effectively. Critical thinking plays a pivotal role in English language development, especially for non-native speakers who are learning the language for both academic and professional purposes.

*What is Critical Thinking?*

Critical thinking is the ability to analyze information, evaluate different perspectives, and make reasoned judgments. It involves questioning assumptions, recognizing biases, and considering multiple solutions to problems. In the context of English language learning, critical thinking encourages students to actively engage with the

language, rather than passively absorb information. This active engagement strengthens comprehension, communication, and overall fluency.

*Enhancing language comprehension through Critical Thinking.*

Critical thinking plays a significant role in foreign language education. It is essential for the development of critical thinking skills in students, which include making assumptions, analyzing arguments, drawing inferences, deduction, interpreting information, and making hypotheses. The development of critical thinking skills can be integrated into foreign language teaching, particularly in the process of training technical specialists, as part of the formation of foreign language communicative competence. The implementation of critical thinking methods and forms of education, such as discussions, debates, role-playing games, and word games, can enhance students' critical thinking abilities in foreign language classes. . The integration of critical thinking skills in English language teaching can improve students' intercultural awareness competencies. Additionally, critical thinking education in language classrooms helps students develop and practice creative and critical thinking skills, which can be transferred to other life situations. Overall, the cultivation of critical thinking disposition positively impacts foreign language proficiency, including traits such as open-mindedness, reflectiveness, inquisitiveness, and self-confidence. One of the key benefits of critical thinking is its impact on reading comprehension. When learners apply critical thinking skills to reading, they are not just decoding words; they are analyzing the meaning behind the text. This process involves:

- Identifying the main ideas and supporting details
- Evaluating the author's purpose and tone
- Understanding implicit messages and making inferences

By encouraging students to ask questions like “What is the author trying to convey?” or “What is the underlying message?”, teachers help them engage with texts on a deeper level. This active reading practice promotes a better understanding of complex materials and improves learners' ability to analyze and interpret English-language texts. Nowadays **enhancing critical thinking in learners is considered one of the foreign language teachers' tasks due to its high position in foreign language courses**. There are various factors affecting language learners' critical thinking skills. Among these factors is the assessment methods used.

*Encouraging Problem-solving and Expression.*

In writing and speaking, critical thinking encourages learners to articulate their thoughts clearly and logically. This requires them to organize their ideas, support their arguments with evidence, and express themselves effectively in English. For example, when students are asked to write an argumentative essay or participate in a debate, they are challenged to:

- Present coherent arguments
- Address counterarguments
- Provide logical reasoning

Such activities not only improve their language skills but also help them develop the ability to analyze problems and communicate solutions. This is particularly important for learners preparing for academic or professional contexts, where strong written and verbal communication skills are essential.

#### *Developing Independent Learners.*

Critical thinking is associated with quality thinking and, if sufficiently developed, **provides learners with a more skillful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes.** In all these areas **language plays a crucial role.** When a foreign language is taught/learned, **even the survival language level may require more thinking of how to communicate in a foreign language.** This is because languages are culturally determined. And as cultures differ, so do languages. Traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. When learning the target language, students need to accept these cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though different, way of verbal expression within a different cultural domain. **Practicing thinking critically when trying to identify similarities and differences in how one and the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level.** Moreover, the English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication.

**Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts.** One of the long-term benefits of integrating critical thinking into English language education is that it fosters independent learning. Rather than relying solely

on rote memorization or repetitive exercises, critical thinking empowers students to become self-directed learners. They learn to:

- Reflect on their own learning processes
- Identify gaps in their knowledge
- Seek out resources and strategies to improve their skills

This ability to self-evaluate and adapt is crucial for language learners who must navigate real-world situations where English is used, whether in academic settings, workplaces, or social environments.

#### *Critical Thinking in Classroom.*

Incorporating critical thinking into English language teaching requires a shift from traditional, teacher-centered methods to more interactive and student-centered approaches. Here are a few strategies teachers can use:

1. Open-Ended Questions: Ask students questions that have multiple possible answers to encourage deeper thinking and discussion.
2. Debates and Discussions: Organize debates on current events or controversial topics, encouraging students to express their opinions in English while critically evaluating opposing viewpoints.
3. Problem-Solving Activities: Assign tasks that require students to solve real-world problems using English, promoting critical thinking and language use simultaneously.
4. Socratic Questioning: Use the Socratic method by asking probing questions that lead students to think critically about their responses and reasoning.

#### *How Language Learning Enhances Cognitive Abilities.*

Language learning inherently enhances various cognitive abilities, which are crucial for critical thinking. Firstly, learning a new language involves a significant amount of cognitive processing, including memory, attention, and problem-solving. According to Bialystok (2001), bilingualism, or even the process of learning a second language, enhances executive functions – the mental skills that include working memory, flexible thinking, and self-control.

One key cognitive benefit of language learning is the improvement of metalinguistic awareness – the ability to think about and manipulate linguistic structures. This heightened awareness allows learners to better understand and analyze their own language use and that of others, facilitating critical reflection on meaning, context, and effectiveness. Additionally, this cognitive flexibility extends beyond language learning, as it improves overall problem-solving skills and adaptability in various cognitive tasks.

Moreover, language learning promotes cognitive empathy, the ability to understand others' perspectives and emotions. This skill is essential for critical thinking, as it enables individuals to consider alternative viewpoints and construct well-rounded arguments. Engaging with different cultures and linguistic contexts broadens learners' horizons, encouraging them to question assumptions and explore diverse perspectives.

Critical thinking is an essential component of English language development, as it enhances comprehension, communication, and independent learning. By incorporating critical thinking into language instruction, educators can help students become not just proficient English speakers, but also effective problem-solvers and thoughtful communicators. For learners, the ability to think critically in English will open doors to academic, professional, and personal success.

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## DAUN SINDROMLI BOLALARNI MAKTABGA TAYYORLASH SINFIDA TYUTORNING ISHI

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**Annotatsiya:** Daun kasalligi - tug'ma oligofreniyaning bir shakli, bunda boladagi aqli norasolik bilan birga uning tashqi qiyofasi ham o'ziga xos ko'rinishda bo'ladi. Daun sindromini birinchi bo'lib ingliz vrachi Jon. Daun tavsif etgan Kasallik irsiy tabiatga ega bo'lib, kam uchraydi; bunga asosan xromosoma to'plamida ortiqcha xromosomalar bo'lishi (21-juft) sabab bo'ladi, shuning uchun ham ba'zan kasallik trisomiya deb yuritiladi. Daun sindromiga uchragan bolalar nafaqat ruhiy, balki jismoniy jihatdan ham zaif va turli infeksiyon kasalliklarga moyil bo'ladi. Bemorlarni asosan mehnat bilan davolash, maxsus maktablarda o'qitish lozim.

## РАБОТА ТЬЮТОРА В ДОШКОЛЬНОМ КЛАССЕ ДЛЯ ДЕТЕЙ С СИНДРОМОМ ДАУНА

**Аннотация:** Болезнь Дауна – это форма врожденной олигофрении, при которой у ребенка наблюдается отсталость умственного развития и внешнего вида. Английский врач Джон первым диагностировал синдром Дауна. Синдром Дауна является наследственным и встречается редко; в основном оно вызвано дополнительным набором хромосом (пара 21), поэтому заболевание иногда называют трисомией. Дети с синдромом Дауна не только умственно, но и физически слабы и склонны к различным инфекционным заболеваниям. Лечить больных необходимо преимущественно трудом, обучать их в специальных школах.

## THE WORK OF A TUTOR IN A PRESCHOOL CLASS FOR CHILDREN WITH DOWN SYNDROME

**Annotatsion:** Down's disease is a form of congenital oligophrenia, in which the child has mental retardation as well as physical appearance. English doctor John was the first to diagnose Down's syndrome. Down syndrome is hereditary and rare; it is mainly caused by an extra set of chromosomes (pair 21), which is why the disease is sometimes called a trisomy. Children with Down syndrome are not only mentally, but

also physically weak and prone to various infectious diseases. It is necessary to treat patients mainly with labor, to educate them in special schools.

**Kalit so'zlar:** *daun sindromi, kompensatsiya, kompetensiya, inkluziv, korreksiya, konsensus, individual, ekskursiya, eksperimental, 2yillik loyiha assotsiatsiya.*

Daun sindromli bolalarning maktabda muvaffaqiyatli ta'lim olishi ko'p jihatdan ta'limning samaradorligi maktab sharoitida erishgan yutuqlarni ijobiy baholay olishiga u birmuncha bog'liq. So'nggi yillarda daun sindromi bo'lgan bolalarning ota-onalari bolalarini qaysi maktabda o'qitishi kerakligini to'g'ri tanlay olmoqdalar. Bu maktablarda korreksiya va kompensatsiya ishlari ko'proq olib boriladi. Inkluziv maktablar va maxsus maktablarni bunday bolalar uchun ochilmoqda. Ko'pchilik maktablarda "tyutrlar" ish olib bormoqda. Bu mutaxassislar rivojlanishida nuqsoni bo'lgan bolalarga soddalashtirilgan o'z aqliy faoliyatiga intellektiga mos mo'ljallangan ta'lim berish ishlarini olib bormoqdalar. Bolani hissiy qulaylik va ichki resurslarga tayanadigan atmosferada uni faol rivojlanishiga yordam berish faqat o'qituvchiga bog'liq bo'lmay u bilan hamkorlikda psixolog, tarbiyachi bilan birgalikda ish olib bormoqdalar. Rus ta'limotida tyutorlik hozirgacha hodisa bo'lganligi sababli yangi pedagogik jarayonda tyutorning roli to'liq aniq emas. Hatto ushbu konsepsiyaning ta'rifi bo'yicha mutaxassislar o'rtasida konsensus yo'q.

Ingliz tilidan tarjima qilinganda tyutor kelajakda o'z kasbini tanlashda o'quvchilarga "shaxsiy yordamchi" ma'nolarda keladi. Rossiyada "tyutor" mutaxassisi kasblar ro'yhatiga kiritilgan "Menejerlar lavozimlarning yagona malaka ma'lumotnomasi maxsus mutaxassislar va xodimlar" bo'limi hujjatlariga kiritilgan. Lekin bu hujjat faqatgina tyutor haqida gapiradi, alohida yordamga muhtoj bolalarni o'qitishda yordamchi o'qituvchi sifatida tyutor haqida rivojlanish bosqichlari hali muhokama qilinmagan. Dasturlar deyarli yo'q, tavsif ham yo'q. Hatto taxminan tyutorning ishi nima va kim tyutor bo'lishi mumkin degan savol tug'iladi? Inkluziv bolalar bog'chalarida va inkluziv boshlang'ich maktab sinflarida tyutor lavozimi allaqachon joriy qilingan. Ota-onalarning fikriga ko'ra tyutor xuddi enaga vazifasini bajaradi ya'ni bolaning yonida juda ehtiyotkorlik bilan yuradigan qiyin paytlarda yordam beradigan mutaxassis sifatida qaralgan. Tyutorlik 14-asrda mamlakatning yetakchi universitetlarida amaliy mashg'ulotlar paydo bo'lgan paytda shakllangan ya'ni har bir o'quvchiga individual qilib birlashtirish tushuniladi. 2008-yildan boshlab Ta'lim vazirligining rasmiy hujjatlarida "repetitor" tushunchasi paydo bo'ldi. Ular kichik guruhlar o'quvchilari bilan ishlaydigan maktab murabbiysi yoki "sinf o'qituvchisi"

deya ta'rif berilgan. Tyutorlar bolalarni juft-juft qilib ovqat xonasiga sayrga va boshqa joylarga olib boradilar. Bunday harakatlarni bola o'zi bajara olmaydi. Yevropa mamlakatlarida o'qituvchi yordamchisi lavozimi ancha vaqt oldin joriy qilingan. Ba'zi daeslarda tyutorlar bolalarga yordam berishadi. Ayniqsa, aqliy faoliyat talab qiladigan fanlarga ko'proq yordam beradi. Tyutorlar bo'sh vaqt ajratib o'quvchilarni ko'proq muloqotga o'rgatadilar ularning kuchli va zaif tomonlarini korreksiya qilishda va yana bir qancha o'yinlar o'rgatadilar. Bir ingliz maktabida yordamchi o'qituvchi "Dining club" ya'ni alohida rivojlanishda muhtoj bo'lgan bolalar uchun "tanaffus" turi metodikasini ishlab chiqdi. Bu metodikadan o'quvchilar bir-biriga yaqinlashtirish va muloqot ko'nikmalarini rivojlantirish edi. Shunga qaramay, u bir qancha qiyinchiliklarga duch keldi. Bu qiyinchilik ijtimoiy ko'nikmalarning yo'qligi edi. Bu paytda o'qituvchi metodikani qiziqarli va qulay tarzda tashkil etilishi ko'zda tutiladi ya'ni o'quvchilar o'zlarini boshqara olishi his-tuyg'ularini va bir-biriga bo'lgan muloqot ko'nikmalarini rivojlantirishlari kerak. Bundan so'ng, o'quvchilarda jamoat hayotida ishtirok etish, ularni maktab miqyosidagi bayramlarga jalb qilish, ekskursiyalarga olib chiqiladi. Maktablarda tyutor vazifalari quyidagilarga bo'linadi:

1. O'quvchiga uy sharoitida yordam berish;
2. Bilim olishga yordam berish;
3. Sinfdozlar bilan muloqotda yordam berish.

Olim L. Tora daun sindromli bolalarni maktabga tayyorlash bo'yicha ikki yillik loyihada ish olib borganlar. Umid qilamizki, bu endigina ish boshlagan mutaxassislar uchun ham foydali bo'ladi. Daun sindromli bolalarni maktabga tayyorlash bo'yicha eksperimental guruh 2009-yilda "Down Side Up" kompaniyasi ish olib bordi. Loyihaga 7 yoshli 9nafar bola kiritilgan bo'lib, ular bilan 2nafar o'qituvchi va 2nafar tyutor ish olib borgan. Daun sindromli bola ta'limda ijtimoiy ahamiyatga ega bo'lishi tayyorgarlik bosqichidagi vazifalarni rivojlantirish uchun yetarli ko'nikmalar beriladi. Tyutorning faoliyat sohalari bo'yicha Ingliz va Shotlandiya "Daun sindromi assotsiatsiyasi" quyidagilarni ajratdi.

1. Alohida rivojlanishga muhtoj bolalarni o'qitishda o'qituvchiga yordam berish.
  2. Maktab muhitida qiyin ta'lim sharoitida alohida yordamga muhtoj bolalarga yordam ko'rsatish.
  3. Hissiy-irodavoy namoyon bo'lgan holatlarda psixologga yordam berish.
- Shunday qilib, o'qituvchi bolaga nisbatan quyidagicha ish olib borish kerak.
1. O'quv dasturini o'zlashtirishga yordam berish va qobiliyatini rivojlantirish.
  2. Yangi ko'nikmalarni o'zlashtirishini ta'minlash.

### 3. Mustaqil fikrlashini rivojlantirish.

Tyutor va o'qituvchining kompetensiyalarini quyidagilarga ajratish mumkin. O'qituvchi asosan o'quv materialini o'qitish uchun javobgardir; tyutor va o'qituvchi muntazam ravishda o'zaro aloqada bo'lishi va birgalikda ishlashi kerak. Har bir darsni rejalashtirishi, dars rejasini tuzishda o'quvchilarning xususiyatlarini hisobga olish kerak. Har bir darsda mavzuga oid ko'rgazmali qurollar bilan dara o'tish kerak. Daun sindromi bo'lgan o'quvchining o'qituvchining o'z faoliyatida tavsiflashi kerak bo'lgan belgilar:

- emotsionallikning kuchayishi;
- qisqa muddatli xotira;
- kechikkan reaksiya;
- adekvat dialog qurishdagi qiyinchiliklar;
- taktil sezuvchanlikning ortishi;
- notekis diqqat;
- xatti-harakatdagi qiyinchiliklar ;
- makon va vaqtdagi oriyentatsiyaning murakkabligi;
- nutqni eshitish orqali idrok etish muammosi;
- fiziologik qiyinchiliklar.

Bularning barchasi tyutor va o'qituvchi hamkorligida olib boriladi.

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## MAKTABLARDA CHET TILI O'QITISH METODIKASI

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**Annotatsiya:** XXI asrda globalizatsiya jarayoni tez sur'atlarda rivojlanib, dunyo xalqlari o'rtasidagi madaniy va iqtisodiy aloqalarni kuchaytirib, chet tillarini bilish zaruriyatini yanada oshirmoqda. Chet tillarini o'rganish nafaqat kommunikatsiya qobiliyatini rivojlantiradi, balki o'quvchilarning bilim doirasini kengaytiradi, dunyoqarashini boyitadi, ularni turli madaniyatlar bilan tanishtiradi. Ushbu maqolada maktablarda chet tili o'qitish metodikasi bo'yicha fikr-mulohazalar yuritilgan.

**Kalit so'zlar:** Chet tili o'qitish metodikasi, o'quv jarayoni, samaradorlik, muammolar, yechimlar, ta'lim sifati, zamonaviy yondashuvlar, ta'lim texnologiyalar

**Annotation:** in the 21st century, the globalization process is developing rapidly, increasing cultural and economic ties between the peoples of the world, further increasing the need for knowledge of foreign languages. Learning foreign languages not only develops communication skills, but also expands the circle of knowledge of students, enriches their worldview, introduces them to different cultures. This article provides feedback on the methodology of teaching a foreign language in schools.

**Keywords:** Foreign Language Teaching Methodology, educational process, efficiency, problems, solutions, quality of education, modern approaches, educational technologies

**Аннотация:** В XXI веке процесс глобализации развивается быстрыми темпами, укрепляя культурные и экономические связи между народами мира, увеличивая потребность в знании иностранных языков. Изучение иностранных языков не только развивает коммуникативные навыки, но и расширяет объем знаний учащихся, обогащает их кругозор, знакомит с разными культурами. В данной статье содержатся комментарии к методике преподавания иностранного языка в школах.

**Ключевые слова:** методика преподавания иностранного языка, учебный процесс, эффективность, проблемы, решения, качество образования, современные подходы, образовательные технологии.

## KIRISH

An'anaviy chet tili o'qitish usullari ko'pincha grammatikaga asoslangan bo'lib, o'quvchilarning tilni amaliy qo'llash qobiliyatini rivojlantirishga e'tibor qaratmaydi. Zamonaviy yondashuvlar esa o'quvchilarni faol ishtirokchilarga aylantirib, tilni haqiqiy muloqot vositasi sifatida o'rganishga yo'naltirilgan. Maktablarda chet tili o'qitish metodikasi - bu o'quvchilarga chet tilini samarali o'rgatish uchun turli xil usullar, texnologiyalar va strategiyalardan foydalanishni o'z ichiga oladi. Zamonaviy yondashuvlar o'quvchilarning faol ishtirokini, muloqotga asoslangan o'rganishni, o'quv jarayonini hayotga bog'lashni va texnologiyalarni qo'llashni ta'kidlaydi. Majburiy o'quv predmetlaridan bo'lmish chet til, boshqa fanlar qatorida umumiy ta'lim berishda o'z ulushini qo'shadi. Chet til o'rganish natijasi ham, jarayoni ham umumta'limiy ahamiyatga molikdir. Chunki chet til vositasida olinadigan axborotdan tashqari, uni o'rganish jarayonida qo'llanadigan til birliklari tafakkurni rivojlantiradi, nutqning ifoda planidagi yangi hodisalar o'quvchilar uchun qiziqarli bo'lib, ularning til tajribasini boyitadi.

### **Muhokama va natijalar**

- **Kommunikativ yondashuv:** Bu yondashuv o'quvchilarning tilni muloqotda qo'llash qobiliyatlarini rivojlantirishga e'tibor qaratadi. Mashg'ulotlar o'quvchilar o'rtasidagi suhbatlar, rollarni o'ynash, real hayotdagi vaziyatlarni simulyatsiya qilish orqali olib boriladi.
- **Gumanistik yondashuv:** Bu yondashuv o'quvchilarni markazga qo'yadi va ularning his-tuyg'ulari, shaxsiy tajribalari, qiziqishlari hisobga olinadi. O'quvchilar o'zlari uchun qiziqarli va motivatsion materiallar bilan ishlashadi, o'z bilimlarini ijodiy ravishda ifoda etishadi.
- **Integrativ yondashuv:** Bu yondashuv chet tilini boshqa fanlar bilan birlashtirib, o'quvchilarning turli sohalarda bilim olishini ta'minlaydi. Masalan, tarix darsida chet tilida tarixiy manbalarni o'qish, geografiya darsida chet tilida xarita va diagrama bilan ishlash mumkin.
- **Texnologik yondashuv:** Bu yondashuv o'quvchilarni zamonaviy texnologiyalar bilan ta'minlab, ularning o'rganish jarayonini qiziqarli va samarali qiladi. Online kurslar, mobil ilovalar, ta'lim video va audio materiallari o'quvchilarga chet tilini tezroq va qulayroq o'rganish imkoniyatini beradi. Chet tili o'qitish metodikasi bo'yicha turli nazariyalar va amaliy yondashuvlarni taqqoslash.

Muhokama: O'quvchilar va o'qituvchilar nuqtai nazarlarini o'rganish.

Xorijiy tajribalarni tahlil qilish.

Natijalar:

- O'quvchilarning chet tili darajasi o'sishi.



- O'quvchilarning motivatsiyasi va qiziqishini oshirish.
- Chet tili o'qitishda samaradorlikning oshishi

### **Muammolar va yechim**

An'anaviy usullar: Ko'p maktablarda chet tili o'qitishda an'anaviy, grammatikaga asoslangan usullar qo'llaniladi, bu esa o'quvchilarning faol ishtirokini cheklab, motivatsiyani pasaytirishi mumkin.

- O'quvchilarning turli ehtiyojlari: Har bir o'quvchi individualdir va turli darajada bilimga ega, shuning uchun ularning ehtiyojlarini qondirish muhim.
- Til muhiti: O'quvchilarning chet tili bilan aloqa qilish imkoniyatlari cheklangan, bu esa tilni amalda qo'llash ko'nikmalarini rivojlantirishga xalaqit beradi.
- Resurslar yetishmasligi: O'quv materiallari, texnologiyalar va malakali o'qituvchilarning yetishmasligi.

Yechimlar:

- Zamonaviy metodik yondashuvlar: Kommunikativ yondashuv, o'yin usullari, loyiha ishlari, onlayn ta'lim resurslari.
- Differentsiatsiya: O'quvchilarning ehtiyojlarini hisobga olgan holda o'qitish.
- Til muhitini yaratish: O'quv jarayonida chet tilida muloqot qilish imkoniyatlarini yaratish.
- O'qituvchilarning malakasini oshirish: Zamonaviy o'qitish usullarini o'rganish, yangi texnologiyalar bilan ishlashni o'rganish.
- Resurslarni ta'minlash: O'quv materiallari, texnologiyalar va malakali o'qituvchilarning ta'minoti.

### **Xulosa va tavsiya**

Zamonaviy maktablarda chet tili o'qitish metodikasi o'quvchilarni global dunyoda muvaffaqiyatli yashashga tayyorlashga qaratilgan bo'lishi kerak. Kommunikativ, gumanistik, integrativ va texnologik yondashuvlar o'quvchilarga tilni amaliy qo'llash qobiliyatini rivojlantirishga va xalqaro miqyosda hamkorlik qilish imkoniyatini beradi.

O'qituvchilarning malakasi chet tili o'qitish samaradorligini oshirishda muhim omil hisoblanadi. O'qituvchilar yangi metodlarni o'zlashtirib, o'quvchilar bilan samarali muloqot qila olish ko'nikmalarini rivojlantirishlari kerak. Chet tili o'qitish jarayonida o'quvchilarning motivatsiyasini oshirish ham muhim omil hisoblanadi. O'qituvchilar o'quvchilarning qiziqishini rag'batlantirish, o'rganish jarayonini qiziqarli va motivatsion qilish uchun. Chet tili o'qitish metodikasi bo'yicha amaliy tadqiqotlar o'tkazish. O'qituvchilar uchun malaka oshirish kurslari

va seminarlar tashkil qilish. Zamonaviy o'quv materiallari va texnologiyalarni joriy etish.

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## HOZIRGI ADABIY JARAYON VA YANGICHA USLUBDAGI ASARLAR TAHLILI

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Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

**Annotatsiya:** Hozirgi adabiy jarayonga tegishli asarlar va ularning tahlili, o'zgacha uslubga xos va mos bo'lgan asarlarning sho'ro adabiyotidan farqli jihatlari ochib beriladi. Hozirgi kundagi asarlarning dolzarb muammolari va ichki kechinmalar haqida so'z boradi. Asarlar tahlilidagi muhim jihatlar, qahramonlarning realistik harakatlari, asarning g'oyasi hamda yangicha uslubdagi fikrlar ketma ketligi asosida yaratilgan yangi davr adabiyoting ko'rkam namunalari haqida qisqacha tahlillar keltirilgan.

**Kalit so'zlar:** Ijodkor, yangi janrlar, retrospektiv va assotsiativ syujet, din, roman, qissa, hikoya.

Mustaqillik davri yutuqlari, yangicha usuldagi roman, qissa, hikoyalar yaratishida yaxshigina poydevor bo'la oldi. Keng ochib berilgan imkoniyatlardan foydalangan holda juda ko'plab yutuqlarga erishildi. Shu bilan birga zamonaviy adabiyotimizda ham keskin o'zgarishlar ro'y berdi. Ijodkorlar real, hayotiy fikrlardan cheklanish, yashirish, erkin fikrlarni o'quvchiga yetkaza olmaslik chegarasidan butunlay qutulib erkin ijod namunasi yuzaga keldi. O'tmishdagi qora kunlar, haq din, chin hayot haqida yangicha g'oya va talqinlar bilan dangal yoza boshladilar. Nafaqat nasriy asarlarda balki, she'riyat olamida ham yangicha uslub, janrlar o'z ifodasini topdi.

Mustaqillik adabiyotida Shukur Xolmirzayev "Olabo'ji" romani, "Bulut to'sgan oy" hikoyasi, Shoyim Bo'tayev "Sho'rodan qolgan odamlar" qissasi, "Darvesh" hikoyasi, Tog'ay Murodning "Otamdan qolgan dalalar" romani, Nazar Eshonqulning "Maymun yetaklagan odam", Luqmon Bo'rixonning "Jaziramadagi odamlar", "Shamolni tutib bo'lmaydi" kabi asarlari barcha adabiyotlarni qamrab oldi. Avvaliga ushbu asarlarni o'qiganimizda nima demoqchi bo'lganligi inson ongida qorong'u qolishi aniq. Ammo yana bir bor o'qib tafakkur qilganimizda esa bunday yangicha uslubda yozilgan asarlarning insonning hayotiga naqadar yaqinligini, real ruhiyat tasviri, milliylik uyg'unlashganini guvohi bo'lamiz. Romanlarning g'oyasini ochib berishda esa asosan retrospektiv va assotsiativ syujetlar qo'llangan va shu asnodan qahramonlarning ichki olami, qalb kechinmalarini talqin etishda ularning keng imkoniyatidan

foydalaniladi. Masalan Nazar Eshonqulning “Maymun yetaklagan odam” asariga bir nazar tashlasak, avvalo bu asardagi sarlavha insonni o’ylantiradi. Nega aynan bu nom? Asar ichini o’qishga shoshilgan kitobxon buning mag’zini chaqa olmaydi. Ammo diqqat bilan o’qigan odam uni naqadar sarlavhaga mos asar ekanligi, shu bir sarlavhagina asarning butun mazmunini egallab olgan va chuqur ma’noga ega ekanligini anglab yetadi. Asarni qisqagina mazmuniga e’tibor qaratsak, asar boshlanishidanoq cholning tasviri g’ayrioddiy pafosini mujassamlashtirganini anglaymiz. Asar voqealari ekspozitsiyadan boshlangan. Asar qahramoni qariya butun umri davomida o’z vaqtini, o’zining bor aql\_u zakovatini hukumatning ishlariga sarflagan, sog’ligiga, o’zining muhim ishlariga e’tibor qaratmay bor mahoratini mehnatga sarflab shunga yarasha mukofotlanmagan qariya obrazi tasvirlangan. Natijada esa keksayib kuchdan qolgan qariya hech kimga keraksiz inson bo’ib qolgan. Hotini va bolalari tashlab ketishdi. Turli xil rasmlarni chizish orqali hayotini ifodalagan qariya hayotining gullagan paytida yorqin rasmlar ammo yolg’izlikda esa rangsiz rasmlarni chizadi. Qariya ikki rasmda butun hayotini mujassamlashtirgan. Birinchi rasmda maymunni yoshgina, navqiron yigit bo’yniga zanjir taqqan holda o’rmon sari yetaklab ketayotgan bo’lsa, ikkinchisida esa aksi. Birinchi rasm yoshlik davrlari ramzi desak bo’ladi. Mas’ul vazifalarda ishlab yurgan paytlarida nohaqlik\_u yomonliklarga qarshi kurashib yurgan davrlari edi. Bora bora bu yomonliklar insoniyat ustidan g’alaba qozongani, insoniyat olami ham bundan qabih ishlarga yillar sayin ko’nikib borgani ikkinchi rasmda o’z aksini topgan. Maymun yomonliklar ramzidir. O’zbekiston Respublikasining birinchi prezidenti Islom Karimov aytganidek: “Biron bir jamiyat ma’naviy imkoniyatlarini odamlar ongida ma’naviy va axloqiy qadriyatlarini rivojlantirmay hamda mustahkamlamay turib o’z istiqbolini tasavvur eta olmaydi” [1.36bet]. Avvalo, jamiyatdagi odamlarni tarbiyalash kerak. Ushbu asarda ochib berilmoqchi g’oya mazmuni ham aynan shu jumlagi borib taqaladi. Insonlar hayotda doimo o’zini o’ylab yashashi, biron bilan dardi bo’lmasligi ham katta muammo. Darvoqe, mehr va muhabbat esa dunyoda katta rol o’ynaydi. Asardagi qariya ana shunday mehrni insonlarga boricha berdiyu ammo o’zi qaytib ololmadi va bora bora buni tushunib yetdi ammo unda kech bo’lgan edi.

Roman janri XIX asrda o’zining gullab yashnashiga ilk qadamini qo’ydi. Stendal, Balzak, Dikkans, Turgenev, Pushkin, Lev Tolstoy kabi tanqidiy realizm san’atining yirik namoyondalari janr taraqqiyotida katta rol o’ynadi. Roman o’zbek adabiyoti tarixida yangi janr. Professor Mirvaliyevning “O’zbek romani” nomli fundamental kitobini mutoala qilgan adabiyotchi o’zbek adabiyotida roman janrining tug’ilishi va shakllanishi haqida mukammal tushunchaga ega bo’ladi.

“Har bir millat o‘z uyg‘onish davrini o‘ziga xos yo‘sinda boshdan kechirgan” deb A. Losev va uyg‘onish badiiyatining bosh alomatlaridan beri qadimgi qadriyatlarga tashnalikning kuchayishi ekanini ta‘kidlaydi. Bizda ham bugungi kunda asarlarga o‘zgacha usuldan yondashish odat tusiga kirdi. Xalqning qiyin ahvolda ekanligini o‘z ko‘zi bilan ko‘rgan ammo hech qanday chora ko‘rilmagan holatini Tog‘ay Murodning “Otamdan qolgan dalalar” romanida ham yaqqol ko‘zga tashlanadi. Butun o‘zbek xalqining 100 yillik o‘tmishini sodda, mehnatkash Dehqonqul obrazi orqali o‘zbek dehqonlarining tipik obrazi aks etgan. Zamonaviy romanga xos uslublar orqali yaratilgan ko‘p yillik xalq qiyinchiliklarini o‘zida mujassam etgan. Roman qahramonlari o‘z yerlarini o‘z bolasiday sevib, avaylab, ardoqlaydigan oddiy xalq vakillaridir. Ular faqat ishga, xalqqa jon kuydiradilar. Bunga javoban esa jabr sitamlar, azob uqubatlar yomg‘iri ostida qoladi. Bunday paytda ular xayotda shu norasolliklar, bosqinchilar tomonidan yog‘dirilgan balolar, tuxmatlar insonlar tomonidan qilinayotganiga ishongisi kelmaydi. Yoshligidanoq chor hukumati siyostidan qoniqmagan, zo‘rayishlar kuchayib borayotgan militarizmdan nafratlanish ruhida ta‘sir lanib yurgan Aqrab bunday to‘dadan o‘ch olish ilinjida yuradi. Qahramonlarning yurtga muhabbati, insonlarga ishonuvchanligi, ishga mehri evaziga qilinayotgan ta‘na toshlari natinasida ularning nafrati tug‘ildi. Ma‘naviy hamda moddiy jihatdan ezilgan xalqning shijoati so‘ndi. Qahramon necha yillar mobaynida hukumatga qilgan mehnati evaziga turli xil qiynoqlarga solinib, tuxmat toshlari otilib, sakkiz yilga qamalib ketadi. Yelkasi oftob ko‘rmagan mehnatkash xalqning soddagina o‘g‘loni obrazi aniq ifodalab berilgan. Tog‘ay Murod ushbu asar haqida fikr aytadi: “Men bu asarim bilan o‘zbek xalqiga haykal qo‘yaman”.

Hozirgi kunda diniy mavzularga ham aynan e‘tibor qaratilmoqda. Avvalgi yillar adabiyoti namunalarida ilgari uchratmagan diniy\_falsafiy, axloqiy mavzular, tarbiyaviy me‘zonlar dinga da‘vat tushunchalari deyarli qo‘llanilmagan. Yangi zamonaviy adabiyotimizda diniy qarashlar eekin olib borilmoqda. Masalan A. Oripovning “Haj daftari” va “Hikmat sadolari” turkumida bir nechta diniy she‘rlar borligiga guvohi bo‘lamiz. Aslida bizning dinimiz insonlarni doimo yaxshilikka, insof diyonatga, axloqqa chorlovchi mezon ekanligini yaxshi bilamiz. Bu turkumdagi she‘rlar asarlar orqali yoshlarni to‘g‘ri yo‘lga boshlovchi chaqiriqlar namoyon etgan. Aslida esa dini yaxshi bilmaslik turli xil yomon illatlarga qo‘shilib qolishiga sababchi bo‘lib qoladi. Bunday yo‘sindagi xatti harakatlar, tadbirlar, maqolalar avval ochiq oydin ifoda etilmagan. Hozirgi adabiyotimizga esa bunday yangiliklar kiritish yanada ommalashib bormoqda. So‘z erkiligiga erishilgan bu zamonda yaratilgan

yangicha asarlar bugungi adabiyotimiz, asarlar, she'rlar, hikoyalar va qissalar orqali yanayam gullab yashnaydi.

Yana bir yangicha ruhda yozilgan romanga bir nazar tashlasak. Ushbu asar yangi davrning o'ziga xos uslubda va o'ziga xos yangicha ohangda yozilgan yangi davr romanidir. Romanda lirika hamda fojea birgalikda uyg'unlashib ketgan. Dramatik turda esa tragikomediya ham mavjud. Romandagi qahramon o'zgalarga o'xshamaydigan xayolparast, doimo o'z ko'rgan tushlari bilan yashaydigan, o'lim deb tili chiqqan va o'limdan aslo qo'rqmaydigan dardchil yigit obrazi ifodalangan. "Qo'rqma" romani judayam his hayajonga boy bo'lgan romandir. Xalq manfaati uchun Germaniyaga ketgan talabalarni qidirib aniqlik kiritish maqsadida yo'lga chiqqan qahramon hayolidagi o'y\_xayollari, orzu istaklarini hozirgi zamon yoshlarining turmushi bilan taqqoslaydi. Atrofdagi vatan dardini his qilmaydigan yoshlardan, sotqin\_u nodon xoinlardan norozi bo'lib yuradi. Uning hayoli doimo vatan, yurt qayg'usi ila ketgan yetmish talabadir. Millatning ko'zini ochish, uyg'otish ilinjida bo'ladi. Asarda tarix, nadomat, xoinlik, mehr\_muruvvat va muhabbat mujassam etgan. Vatan dardi uchun o'qishga ketib qaytib kelmagan yetmish talabani go'yo yo'qolib borayotgan orol singari tasvirlaydi. Orol dengizi ham yo'qolgani singari ular ham izsiz, sababsiz yo'q bo'ladilar. "Yo hudoyim to qiyomat vatan bizga omonatdir, omonatdir unga xiyonat qiyomatdir qiyomatdir, qiyomatdir!". Roman ana shunday xitob bilan tamomlandi. Asar negizida haqiqat singdirilgan asarlarning haqiqatini topib o'qish va uqish juda muhim masaladir. Endigina adabiyot sahnalarida kirib kelgan ushbu asar kitobxonni chuqur o'yga toldiradi. Tarixan haqiqat asosida yozilgan yangicha roman 2021yil "Yil kitobi" deb topildi.

O'zbekning ma'rifatparvar ijodkorlaridan biri Cho'lpon 16 yoshida "Adabiyot nadur?" maqolasida adabiyot umuman ijod olami haqida quyidagi so'zlarni namoyon etgan. "Ha to'xtamasdan harakat qilib turg'on vujudimizga, tanamizga suv havo naqadar zarur bo'lsa, maishat yo'lida har xil qora kunlar bilan kirlangan ruhimiz uchun ham shul qadar adabiyot kerakdir. Adabiyot yashasa\_millat yashar. Adabiyoti o'lmagan va adiblar yetishtirmagan millat oxiri bir kun hissiyotdan, o'ydan, fikrdan mahrum qolib, sekin sekin inqiroz bo'lur".

Darhaqiqat, adabiyot quruq g'oyalar majmosi emas, insoniyatning ichki kechinmalari, ruhiyati bilan chambarchas bog'liq mukammal hodisadir. Mana hozirga kelib dunyo yozini ko'rgan turli xildagi adabiy namunalar bisyor. Hozirgi adabiy jarayon asosida yaratilgan uch asar tahlilini ko'rdik. Ularning yangicha ruhda yondashuvi juda katta samara berdi va kitobxonlarni ham o'ziga ancha jalb eta oldi.



Kun muammolarini erkin yoritib beraolishlik sanatan erkin foylana olishdi va yuqori natijalarga erishildi.

Soʻz oxirini adabiyotshunos Umarali Normatovning mazmundor bir fikrlari orqali tugallasam. “Soʻnggi yillardagi bizdagi adabiy jarayonga xos eng muhim xususiyatlardan biri shundaki, adabiyotimiz xilma xil boʻlib boryapti, bizda ham falsafiy asosi jihatdan xilma xil yoʻnalishga mansub asarlar paydo boʻla boshladi”. Naqadar haq fikrlar.

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## THE PERCEPTION OF COMMUNICATIVE LANGUAGE TEACHING METHOD IN EDUCATION

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**Annotation:** In today's rapidly changing world the great improvements can be mentioned in Education also, especially, it can be seen in the sphere of teaching foreign languages. Communicative language teaching method has already become a vital part of English teaching methodology and it is still widely used by foreign language teachers. Besides, the topic of communicative language teaching is in the centre of attention and investigation of linguists.

**Key words:** communication, communicative language teaching, communicative method, a communicative perspective on language, communicative perspective on learning, "Humanistic" approach, traditional technique, language components, oral and written speech.

In the world of the methodology of teaching English, there are constant debates on what method of learning English is better. Proponents of the classical methodology say that this traditional way of learning a language is more preferable. After all, it involves practicing all four basic language skills: speaking, listening, reading and writing. It also expands lexical vocabulary and improves pronunciation. Supporters of the communicative technique point out the shortcomings of this technique. First, with a comprehensive study of the language, there is no time left for purely conversational practice, and secondly, teachers, as a rule, are not native speakers. Therefore, if the goal of a person is to learn how to communicate, then in this case the communicative method suits him more.

The relevance of this study lies in the differentiation of classical and Communicative methods. This question is relevant due to the fact that in the modern world the method of teaching and learning English and their number is constantly growing. Therefore, a person who wants to learn a language will need to choose a technique or course. Analysis of research and scientific publications shows that the problem of teaching methods attracts the attention of many famous scientists and educators-practitioners. Among them are M.F.Stronin, K.D.Ushinsky, I.M.Melnik, A. O.Toporov, N.P.Anikeeva and others.

One important source of uncertainty about the meaning of Communicative language teaching (CLT) is that from the outset, it has existed in two different versions which correspond roughly to the two main sources of CLT: a communicative perspective on language and a communicative perspective on learning.

The communicative perspective on learning focuses attention on how we learn, especially on our natural capacities to ‘acquire’ language simply through communication without explicit instruction. These ideas were embodied in proposals such as Krashen and Terrell’s [4, P.1-16] “Natural approach”, which was based on the belief that only natural acquisition processes can lead to effective language learning; Prabhu’s [6, P.94] “Communicational Language Teaching”, which insisted that conscious learning and error correction have no place in the language classroom; and “Humanistic” approaches, which emphasized the importance of engaging learners in communication in which their whole personality is invested. In classroom practice, both perspectives lead to an emphasis on ‘communication in the classroom’ Johnson and Morrow. But if we focus only on the communicative perspective on learning, we may draw the conclusion that involvement in communication is sufficient in itself for learning and that we should not make any use at all of “Traditional” techniques such as explanations, drills and question-and-answer practice. This has often been called Howatt, [3, 287 p.] the “Strong’ version of CLT”. The communicative perspective on language, on the other hand, still leaves open the possibility that teachers might present and practice individual items (in a communicative context) before or after students use them for communication. This has often been called again after Howatt, [3, 287 p.] the “Weak version of CLT”. The two versions of CLT have different implications for how language is best learnt in the classroom and for the role of the teacher. Both versions require the teacher to be a creator and organizer of communicative activities, which presents challenging roles for teachers and learners, but the weak version, adopts a more familiar overall framework through its recognition of controlled and analytic learning. Allwright and Hanks [1, P.47-49] argue that the ‘much less challenging ideas’ of this weak version (Littlewood), [5, P.76].

In today's world, things are changing rapidly. The methods of learning English are also changing. More and more education centers use video materials, multimedia, role-playing games in their work. It is believed that the study of language will be effective only if the person receives pleasure from the process itself, and does not motivate itself only by the fact that the study of language is a necessity. The main purpose of learning English is not only the formation and development of the

communicative culture of people who learn the language, but also their training in the practical acquisition of English. Now language teaching has become more applied, while earlier it was more theoretical in nature. The role of the teacher has changed. Dictator - the teacher is not able to provide students with the freedom of choice, which is necessary in the process of learning English. The teacher-intermediary, the teacher-observer, simply the head came to replace this teacher. Although the role of the teacher in this case is not the main one, his influence on the audience, which, in turn, becomes more intimate, does not diminish, but, on the contrary, increases. It is the teacher who is the organizer of group interaction that encourages students to communicate with each other with maximum effect, interest and benefit. In the classroom, students are no longer limited in their choice of language means and speech behavior. The teacher also has the opportunity to choose any methods and techniques of training - role-playing, training, and exercises. Now, more than ever, an English teacher has the ability to select any textbooks, as well as the ability to create, combine and modify the material based on the needs of students. Therefore, in modern conditions, the role of the teacher is changing. Now the English teacher is increasingly acting as a partner and consultant. He no longer focuses on the study of outdated topics; themes are determined by the reality of the events that their participants are experiencing [2, P.22]. The development of a lesson plan is carried out together with its participants during the lesson, and not in advance. If the participants are not interested in learning by heart materials from the history of Great Britain, as well as studying texts on the most important events in the history of this country, the modern teacher will not be forced to do so. What is important is not the teacher and his materials, but the participants in the lesson, developing their potential, searching for opportunities to correct mistakes. Modern methods of learning English offer freedom of choice. If a person is interested in football, cinema or art, then why not study these topics? After all, each person seeks to accumulate knowledge and experience that are important for him. Of course, different people learn English. Therefore, if it is much more interesting for someone to discuss sports and cinema, and not Buckingham Palace and kings with queens, then for the teacher the topics suggested by the students should be more important than the outdated topics of textbooks.

The approach to teaching English has changed a lot. Previously, priority was given to the classical or, as it is otherwise called, the fundamental method of teaching English. The tasks used in this technique are quite uniform - reading the text, translation and exercises in the text. When studying topics, only one language function is implemented - informative. The classical approach is based on the understanding of



the language as a real and complete means of communication, which means that all language components - oral and written speech, listening, etc. should be developed in students systematically and harmoniously. Such an integrated approach is aimed at developing students' ability to understand and create speech, compare two language systems and learn grammatical rules. A teacher who uses modern methods of teaching English should try to help his students to show their individuality and develop independence of thought. Modern methods of learning English also offer a creative approach to learning: poetry, sayings, films and sports broadcasts. You can turn on the tape recorder and listen to the song, and then try to make out the words of the song and translate them into Ukrainian. This task is interesting, it does not make the students bored, especially when there are a lot of tasks and they are changing rapidly. So, there are a lot of tools for the formation of students' communicative competence. After all, the formation of communicative competence and is the main purpose of learning a foreign language, the rest - educational, educational, developing are implemented in the process of implementing this main goal. The communicative approach includes the formation of communication skills and intercultural interaction skills.

Thus, we can conclude that the use of the communicative method in teaching English to foreign students in intensive language courses in the UK has its advantages over the traditional method thanks to active forms of education, one of which is role-playing. Students studying this method can creatively use their knowledge, quickly and effectively learn English and acquire language practice.

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## THE IMPORTANCE OF FOREIGN LANGUAGES IN TODAY'S GLOBALIZED WORLD

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**Annotation:** Nowadays, the demand for learning foreign languages is increasing day by day because, in our interconnected world, the ability to speak multiple languages is more valuable than ever. We can say that learning foreign languages is a key skill for success in the future for several reasons. Learning foreign languages also helps us work closely with people from different countries and cultures around the world.

**Keywords:** globalization, foreign languages, cognitive benefits, bilingualism, employment opportunities, financial gains.

Shavkat Mirziyoyev: "It is time to create a new system of teaching foreign languages, which will become a solid foundation for the future".

With the waves of globalization, learning foreign languages has become one of the crucial issues in our everyday life. The term "globalization" upcoming in the 21st century and later has created a great impact on all aspects of human life from economic, political to socio-cultural aspects. Working, studying, and living in the era of globalization, humanity's need for unique international foreign language skills is gradually increasing. Currently, the world's education has been innovating teaching and learning foreign languages, especially the new foreign languages by using modern pedagogical methods, strategies, and approaches. Therefore, identifying the importance of learning foreign languages is significant in the ongoing context of globalization and in the global environment in the 21st century as well. The need for learning foreign languages appears evident than ever before because languages are no longer tools for individuals but also for nations, and the whole world as well.

In our digital age, the ability to connect with people from around the world has never been easier. Social media platforms, online forums, and virtual communities provide opportunities to interact with individuals from different linguistic backgrounds. Learning a foreign language enhances these interactions, allowing for more meaningful and effective communication. It fosters international friendships,

professional networks, and collaborative projects, bridging geographical and cultural divides. Language also plays a crucial role in promoting peace and understanding among nations. By learning a foreign language, you contribute to breaking down linguistic barriers and fostering mutual respect. It enables better diplomacy, international cooperation, and conflict resolution. When people from different countries and cultures can communicate effectively, it reduces misunderstandings and fosters a sense of global community.

Learning a foreign language has significant cognitive benefits. Research has shown that bilingualism enhances brain function by improving memory, problem-solving skills, and critical thinking. It also delays the onset of dementia and other age-related cognitive declines. The mental challenge of mastering a new language strengthens the brain's executive control system, which is responsible for tasks such as planning, focusing, and multitasking. Thus, the process of learning a language not only enriches your linguistic abilities but also hones your overall cognitive skills.

In addition, learning a foreign language opens up employment opportunities. For businesses, it is essential to develop and sustain a strong footing in the global economy. It is better achievable if they can understand the psychology and the language of their foreign clients. Most companies therefore, look for candidates with foreign language skills. If you are already working, knowing a foreign language may lead to special recognitions or promotions. As an employer, it will help encourage staff performance, improve customer services, and increase revenue for your company.

Apart from the financial gains learning a foreign dialect can offer a unique experience to travel. People, who love to explore different parts of the world, know about diverse cultures, places, and lifestyle, knowing the local language can offer a life-changing experience. You can easily find the places, ask for directions, and even order food. Speaking a language gives you a better understanding of the country's culture. You can interact with people more freely providing a greater scope of meeting new people, making new friends, more fun, and enjoyment.

**In conclusion**, learning foreign languages is an important way to achieve in one field. Acquiring foreign languages serve as a bridge to communicate with other nations in order to make more money and give more information about the roots of business and others. Furthermore, it can lead to open doors in several ways: education, trading, marketing and such like these.

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## MEMUAR ASAR TAHLILI

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Alisher Navoiy nomidagi ToshDO‘TAU huzuridagi DTIYAO‘ va MOM  
Samarqand viloyati hududiy bo‘linmasi o‘qituvchisi

**Annotatsiya.** Chunonchi, 10-sinfda Boburning “Boburnoma”, 11-sinfda esa uning lirik asarlarini o‘rganish ko‘zda tutilgan. O‘qituvchi Zahiriddin Muhammad Boburning hayot va ijod yo‘li to‘g‘risida darslikda berilgan ma‘lumotlarnigina takrorlash o‘rniga “Boburnoma” asarining V.Rahmonov hamda K.Mullaxo‘jayeva tomonidan o‘zbekchaga qilingan tabdilidan adib shaxsiyati yorqin namoyon bo‘lgan o‘rinlarini o‘qib bersa, o‘quvchilar shoir haqida faqat muayyan ma‘lumotlarga ega bo‘libgina qolmay, uning alohida o‘ziga xos bir shaxsiyat egasi sifatidagi minazi, intilishlari, qaltis vaziyatlardagi o‘ylari, kayfiyatidagi o‘zgarishlar, jasurligi, topqirligi, mehribonligi va qahri singari turli-tuman insoniy sifatleri bilan tanishadilar. Va ijodkorni o‘zlari yaqindan biladigan bir odam sifatida yaxshi ko‘rib qoladilar. Bilmay turib sevish, sevmay turib chuqur bilish mumkin emas. Bu hol “Boburnoma”ni o‘qish va o‘zlashtirish samaradorligini sezilarli oshiradi.

**Kalit so‘zlar:** “Boburnoma” asari, hujjatli asar, badiiy haqiqat, hayotiy haqiqat, memuarlar, kundaliklar, xotiralar, esdaliklar.

**Аннотация.** Например, в 10 классе планируется изучение «Бобурномы» Бабура, а в 11 классе он будет изучать его лирические произведения. Вместо повторения приведенных в учебнике сведений о жизненном и творческом пути учителя Захириддина Мухаммада Бабура личность писателя ярко проявляется в переводе произведения «Бобурнома» на узбекский язык В. Рахмонова и К. Муллаходжаевой. читая его места, читатели получают не только определенные сведения о поэте, но и его характере как уникальной личности, стремлениях, мыслях в трудных ситуациях, изменениях его настроения, познакомятся с различными человеческими качествами, такими как смелость, находчивость, доброта и гнев. И любят творца как человека, которого близко знают. Невозможно любить, не зная, глубоко зная, не любя. Такое положение значительно повышает эффективность чтения и усвоения «Бобурномы».

**Ключевые слова:** «Бобурнома», документация, художественная правда, жизненная правда, мемуары, дневники, воспоминания, реминисценции.

**Abstract.** For example, in the 10th grade, it is planned to study Babur's “Boburnoma”, and in the 11th grade, he will study his lyrical works. Instead of repeating the



information given in the textbook about the life and creative path of the teacher Zahiriddin Muhammad Babur, the writer's personality is clearly manifested in the translation of the work "Boburnoma" into Uzbek by V. Rahmonov and K. Mullaho'jayeva. reading his places, the readers will not only get certain information about the poet, but also his character as a unique personality, aspirations, thoughts in difficult situations, changes in his mood. , get acquainted with various human qualities such as courage, resourcefulness, kindness and anger. And they love the creator as a person they know closely. It is impossible to love without knowing, to know deeply without loving. This situation significantly increases the efficiency of reading and mastering "Boburnoma".

**Keywords:** *"Boburnoma", documentary, artistic truth, life truth, memoirs, diaries, memories, reminiscences.*

Shuni alohida ta'kidlash lozimki, adabiyot darslarida muallif tomonidan berilgan avtobiografik ma'lumotlardan tashqari, u haqda boshqalar tomonidan bildirilgan fikrlarga ham tayanish jiddiy didaktik samara keltiradi. Mumtoz adiblar haqidagi bunday manbalar o'quvchini adiblarning ma'naviy dunyosiga yaqinlashtiradi, uni bir tirik odam sifatida tuyish imkonini beradi. Adib shaxsiyatini yaxshi biladigan zamondoshlarining yozgan xotiralari o'quvchilarning ijodkor va uning asariga qiziqib qolishini ta'minlaydi. Bu to'g'rida adabiyotshunos va metodist olim professor B.To'xliyev o'zining "Adabiyot o'qitish metodikasi" kitobida: "Ayrim adiblarning tarjimai holini o'rganishda boshqa kishilar, mashhur shaxslar, yirik olimlar, yirik davlat va jamoat arboblarning fikrlaridan ham foydalanish mumkin bo'ladi. Masalan, Alisher Navoiy, Zahiriddin Muhammad Bobur, Muhammadrizo Erniyozbey o'g'li Ogahiy, Zokirjon Xolmuhammad o'g'li Furqat singari ko'plab mumtoz adabiyotimiz vakillarining hayoti va ijodini o'rganishda shu usuldan foydalanish yaxshi samara beradi"[Тўхлиев, 2010;123], – degan fikr bildiradi.

Yozuvchining shaxsi to'g'risida muhim ma'lumot beruvchi manba ijodkorning zamondoshlari, u bilan muloqotda bo'lgan, turli suhbat, voqealarda ishtirok etgan yoki uning shaxsiyati va ijodini puxta o'rgangan kishilar hisoblanadi. Masalan, Bobur to'g'risida quyidagi fikrlar Boburni ijodkor shaxs sifatidagi qiyofasini tiklash hamda uning ko'rkam bitiklarini anglab yetishga yordam berishi shubhasiz:

*"Tarixi Rashidiy" dan:* "U turli go'zal fazilatlar, maqtovg'a loyiq sifatlarga ega podshoh edi. Barcha sifatleri ichida shijoat va muruvvatpeshaligi ustun kelar edi".

*Hasanxo'ja Nisoriy:* "Chig'atoy sultonlarining eng sarasi va zo'r shijoatlisi edi".

*Javoharla'l Neru:* "Bobur dilbar shaxs, Uyg'onish davrining tipik hukmdori, mard

va tadbirkor odam bo‘lgan, u san’atni, adabiyotni sevardi, hayotdan huzur olishni yaxshi ko‘rardi. Uning nabirasi Akbar yana ham dilbarroq bo‘lib, ko‘p yaxshi fazilatlarga ega bo‘lgan“.

*Monstyuart Yelfinston:* “Uning uslubi oddiy va mardona, jonli va obrazli. U o‘z zamondoshlarining qiyofalari, urf-odatlarini va intilishlarini, qiliqlarini oynadek ravshan tasvirlaydi. Shu jihatdan bu asar Osiyoda yagona, chinakam tarixiy tasvir namunasi”.

*Rumer Goden:* “Bobur buniyod etgan davlat garchi bobolariniki singari bepoyon mintaqalarga yoyilmagan bo‘lsa-da, u o‘z saltanatining sultoni, buyuk imperatori darajasiga ko‘tarildi. O‘z mulkida boshqaruv tizimini mahkam tutib, uni mohirlik bilan idora qildi. Bu o‘lkani 332 yil davomida mahorat bilan boshqargan buyuk sulolaga asos soldi”.

*Pirimqul Qodirov:* “Bobur mirzo so‘z bilan jonli tasvir yaratish mahoratini mukammal egallagan adib edi. Buni o‘zi ham sezardi. Shuning uchun umrining oxirida o‘g‘li Humoyunga “Boburnoma” ni tugallab taqdim etganida unga bir ruboiy ilova qiladi:

*Bu olam aro ajab alamlar ko‘rdum,  
Olam elidin turfa sitamlar ko‘rdum,  
Har kim bu ”Vaqoyi”ni o‘qir, bilgaykim,*

*Ne ranj-u ne mashaqqat-u ne g‘amlar ko‘rdum*[Тўхлиев va b., 2017;135].

11-sinf “Adabiyot” darsligida ingliz olimi Denison Rossning Bobur haqidagi fikrlari o‘quvchilarning Bobur shaxsiyati borasidagi tasavvurlarini kengaytirib, uni o‘spirinlarga yaqinlashtiradi: “*Bobur turkiy she’riyatda Alisher Navoiydangina keyingi o‘rinda edi. U sof va nafosatli turkiyda devon tartib etdi. U nazm yo‘lida “Mubayyin“ atalmish asarini yaratib, shu bilan ko‘pchilik tomonidan foydali deb topilgan islomiy huquqshunoslikka doir ta’limotning muallifi bo‘ldi, shuningdek, turkiydagi aruz vazni haqida benazir risola yozdi va “Risolayi volidiya“ni tarjima qildi. Uning bequsurlikda yagona hamda jo‘n uslubda yozilgan “Vaqoe“ yoki “Tarixi turkiy“ asari ham bor. U musiqa va o‘zga san’atlarni g‘oyatda nozik idrok etardi*”[Тўхлиев va b., 2018;161].

Mutaxassislar avtobiografik asarni boshqa bir qator adabiy janrlar bilan kesishuvchi janr deb hisoblaydilar. Haqiqatan ham, avtobiografik asarning memuarlar, kundaliklar, xotiralar, esdaliklar, sayohatnomalar bilan o‘xshash tomonlari bor. Lekin o‘zga janrlardagi bitiklardan avtobiografik asarda muallifning diqqat markazida o‘zining voqelik bilan uzviy aloqadagi shakllanish tarixi, qalb va ongi tarixi turadi[Kuronov, 2013;5].

Tarixiy-memuar asarlar ham ba'zan qaysidir ijodkorlarning hayot yo'li va shaxsiyatini bilishning muhim manbasi bo'lishi mumkin. Zahiriddin Muhammad Bobur "Boburnoma" tarixiy voqealar, ba'zi shoir va yozuvchilarning hayot yo'liga oid qiziqarli ma'lumotlar uchraydi. "Boburnoma" – hujjatli asar deyishimizga sabab, asarining "To'qqiz yuz o'n birinchi (1505-1506) yil voqealari" sarlavhali qismida bir yo'la ikki buyuk shaxs haqida: "...Yana, Alisherbek Navoiy edi. Begi emas, balki suhbatdoshi edi, kichikligidan maktabdosh bo'lishgan ekan" [Bo'byr, 2008;132], – yo'sinida ma'lumot berilgan. Ushbu ma'lumotdan Alisher Navoiyning bolalikdan birga o'ynab katta bo'lgan do'sti sulton Husayn mirzo ekani anglashiladi. Bu ma'lumot o'quvchilarga Alisherning sulton Husayn oldidagi beqiyos obro'sining sababini izohlaganday bo'ladi. Boshqa bir o'rinda Bobur mirzo Navoiy shaxsiyatiga xos g'oyat muhim bir xususiyatni alohida ta'kidlaydi: "Alisherbek mizojining nozikligi bilan mashhurdir. Odamlar nazokatini davlatining g'ururidan deb tasavvur qilardilar. Unday emas ekan. Bu sifat unga tug'ma ekan. Samarqandda ekanida ham xuddi shunday nozikmizoj ekandir" [Bo'byr, 2008;133]. Qisqagina bu chizgi yordamida Zahiriddin Muhammad Bobur Alisherbekning tabiatidagi juda muhim bir jihatni ko'rsatib beradi. Alisher Navoiyning g'oyat nazokat bilan bitilgan, o'ta nozik insoniy tuyg'ular injalik bilan ifoda etilgan asarlarini tahlil qilishda bu chizgi katta ahamiyat kasb etadi. Farhod, Shirin, Layli, Majnun, Mehr, Suhayl timsollaridagi ingichkalik va noziklikning ildizi buyuk mutafakkir shoirning shaxsiyatidan suvlanishi o'quvchilar tomonidan bilib olinishi bu asarlarni teranroq tushunishga xizmat qiladi.

"Boburnoma"da buyuk Navoiyning shoirlilik iste'dodi to'g'risida: "Alisherbek o'xshashi yo'q kishi edi. Turkiy til bilan to she'r bitibdilar, hech kim unchalik ko'p va yaxshi yozgan emas. Olti masnaviy (doston) kitob nazm qilgan: beshi "Xamsa" javobida, yana biri "Mantiq ut-tayr" vaznida "Lison ut-tayr" nomli. To'rt g'azaliyot devonini tuzgan: "G'aroyib us-sig'ar", "Navodir ush-shabob", „Badoye' ul-vasat", «Favoid ul-kibar»... Fazl ahli va hunar ahliga Alisherbekchalik murabbiy va homiylik qilgan odam dunyoda boshqa topilmasa kerak. Sozda peshqadam bo'lgan ustoz Qulmuhammad, Shayx Noyi va Husayn Udiy bekning tarbiyasi va homiyligi bilan shuncha kamol topib, shuhrat qozondilar. Ustoz Behzod va Shoh Muzaffar tasvirda bekning sa'y-harakati bilan ma'lum va mashhur bo'ldilar. Shunchalik ko'p xayriy binolar bunyod qildiki, oz kishi bunday ishga muvaffaq bo'la oladi» [Bo'byr, 2008;134]. Alisher Navoiyning zamondoshi tomonidan qilinayotgan ushbu e'tirof keyingi olimlar tomonidan bildirilgan fikrlarga qaraganda kuchliroq tarbiyaviy ta'sir ko'rsatadi. Ya'ni o'quvchilar buyuk Navoiy faqat bizning zamonimizda emas, balki

o‘z davrida ham eng talabchan va sinchkov odamlar tomonidan tan olinganini bilib olishadi. Bu hol uning beqiyos shaxsiyatiga muhabbat uyg‘otadi, ijodkor shaxsiga bo‘lgan muhabbat uning asariga muhabbatga aylanishi shubhasiz.

Navoiyning boshqa bir yosh zamondoshi va shogirdi Xondamir “Makorim ul-axloq” asarida buyuk mutafakkirning shaxsiyatidagi qo‘li ochiqlik, g‘arazsizlik, bag‘rikenglik, yosh ijodkorlarga e‘tibor, obodlikka o‘chlik, adolatsevarlik, topqirlik singari go‘zal fazilatlarni hayotiy misollar bilan ko‘rsatib beradiki, ularni bilish va o‘quvchilarga bildirish Navoiy asarlarini o‘rganishning samaradorligiga kafolat bo‘ladi.

“Boburnoma” asarida Bobur taxtga chiqqan 1494 yildan 1530 yilgacha, ya’ni umrining oxirigacha muallif boshidan kechirgan voqealar tasvirlangan. Bobur asarida voqealarni qayd etish bilan cheklanib qolmay, bu voqealarning ishtirokchilari tasviriga ko‘p o‘rin bergani sabab o‘sha davrda yashab, mamlakat tarixida muayyan iz qoldirgan taniqli shaxsiyatlar to‘g‘risida ma’lumotga ega bo‘lish imkonini beradi. Muallif otasi Umarshayx Mirzo, onasi, momosi, opasi, ukasi to‘g‘risida; amakisi Sulton Ahmad, tog‘asi Sulton Mahmud, Husayn Boyqaro, Shayboniyxon, Badiuzzamon, Muzaffar Mirzo, Umarshayx, kabi ko‘plab taxt egalari, Alisher Navoiy, Muhammad Solih, Husayn Udiy, Kamoliddin Binoiy, Mirak naqqosh, Behzod singari adabiyot va san’at arboblari haqida ularning shaxsiyatidagi eng muhim jihatlar ko‘rsatib berilgan qimmatli ma’lumotlar keltiriladi. O‘qituvchi asarda har bir yil voqealari alohida berilganiga o‘quvchilar e‘tiborini qaratib, Bobur shaxsidagi o‘shish-o‘zgarishlarni kuzatishga chaqirishi maqsadga muvofiq bo‘ladi.

“Boburnoma”ni sinchiklab tahlil qilish o‘quvchilarda maqsad yo‘lida qiyinchiliklardan cho‘chimaslik, intiluvchanlik tuyg‘ularini shakllantiradi va mustahkamlaydi. Ayniqsa, asardagi Samarqanddan quvilgan, Andijonga kiritilmagan Boburning o‘sha vaqtdagi holatining: *“Aksar yalangoyoq yurur edim, yalangoyoq ko‘p yurgandin oyoqlarim andoq bo‘lub edikim, tog‘ va tosh tafovut qilmas edi”*, – yo‘sinidagi tasviri mohiyati anglab yetilsa, muallif obrazi o‘quvchilarning idealiga aylanishi mumkin.

Umumta’lim maktablari o‘quvchilariga shoir va yozuvchilarning hayot yo‘li bayon qilinyotganda memuar asarlar va tazkiralardagi ma’lumotlarga tayanilsa, maqsadga muvofiq bo‘ladi. Negaki, darsliklarda berilgan qisqa izohlarni o‘quvchilarning o‘zlari ham o‘qib chiqishlari mumkin. O‘qituvchi mumtoz adib shaxsiyati to‘g‘risida manbalarga asoslanib so‘zlasa, darsning natijadorligi ortadi. O‘quvchida ijodkor shaxsiga nisbatan mehr-muhabbat paydo bo‘ladi.

Adabiy ta’lim tajribasidan yaxshi ma’lumki, badiiy asarlarni o‘rganishda suhbat

metodini qo‘llash ko‘p samara keltiradi. Ushbu usul orqali o‘quvchiga nafaqat bilim beriladi, balki u tarbiyalanadi va mustaqil fikrlashga ham yo‘naltiradi. Suhbat xotira va kuzatuvchanlik, tasavvur va xayolotni faollashtiradi. Suhbat davomida o‘rganilayotgan asarning mohiyati namoyon bo‘libgina qolmay, har bir o‘quvchining o‘ziga xos xususiyatlari ham oydinlashadi. To‘g‘ri tashkil etilgan didaktik suhbat sinfdagi har bir o‘quvchini fikrlashga undaydi. Adabiyot saboqlarini suhbat shaklida tashkil etishda avtobiografik xarakterdagi asarlar alohida ahamiyat kasb etadi. O‘rta maktabning yuqori sinflarida Alisher Navoiy asarlarini o‘rganishga bag‘ishlangan saboqlarda Bobur, Vosifiy, Xondamir va boshqa mualliflarning buyuk mutafakkir shoir shaxsiyatiga doir ma’lumotlardan foydalanib suhbat uyushtirish mumkin.

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## INNOVATSION IQTISODIYOTDA BANDLIKNI TAKOMILLASHTIRISH MASALALARI

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**Annotatsiya:** Bugungi kunda innovatsion iqtisodiyot global iqtisodiy rivojlanishning asosiy omillaridan biri hisoblanadi. Innovatsiyalar yangi texnologiyalar, mahsulotlar va xizmatlar yaratish orqali yangi ish o'rinlari yaratadi va mavjud bandlik tizimini takomillashtiradi. Innovatsion iqtisodiyotda bandlikni takomillashtirish, iqtisodiy o'sishni tezlashtirish va ijtimoiy barqarorlikni ta'minlash uchun muhim ahamiyatga ega. Ushbu maqolada innovatsion iqtisodiyotda bandlikni takomillashtirish masalalari tahlil qilinadi, mavjud muammolar aniqlanadi va ularni hal etish bo'yicha tavsiyalar beriladi.

**Tayanch iboralar:** iqtisodiyot, innovatsiya, investitsiya, innovatsion iqtisodiyot, bandlik, texnologiyalar, mehnat resurslari, ishchi kuchi.

Innovatsion iqtisodiyot yangi texnologiyalar va bilimlar asosida rivojlanadi, bu esa yangi ish o'rinlari yaratish va mavjud ish o'rinlarini yaxshilash imkonini beradi. Raqamli texnologiyalar, avtomatlashtirish va sun'iy intellekt kabi innovatsiyalar ko'plab sanoat tarmoqlarida ish jarayonlarini optimallashtirishga yordam beradi. Bu yangi sohalarda yuqori malakali mutaxassislarga talab oshadi va yangi ish o'rinlari yaratadi.

Yangi texnologiyalar ba'zi kasblarni eskirishi va yo'q bo'lishiga olib keladi. Bu malakasiz ishchilarning ishsiz qolishiga sabab bo'lishi mumkin. Texnologik ishsizlikning oldini olish uchun ta'lim va malaka oshirish tizimlarining takomillashtirilishi zarur. Innovatsion iqtisodiyot yuqori malakali ishchilarga ehtiyoj tug'diradi. Ta'lim va malaka oshirish tizimlari innovatsion iqtisodiyot talablariga javob beradigan mutaxassislarni tayyorlashga qaratilgan bo'lishi kerak. Bu raqamli savodxonlik, STEM fanlariga urg'u berish va doimiy malaka oshirish kurslarini kengaytirishni o'z ichiga oladi. Innovatsiyalar ko'pincha yirik shaharlarda va rivojlangan hududlarda jadal rivojlanadi. Bu qishloq joylarda va rivojlanmagan hududlarda bandlik muammolarini kuchaytirishi mumkin. Innovatsion



iqtisodiyotning rivojlanishini ta'minlash uchun hududiy rivojlanish strategiyalarini ishlab chiqish va amalga oshirish lozim.

Innovatsion iqtisodiyot talablariga javob beradigan mutaxassislarni tayyorlash uchun ta'lim tizimini isloh qilish zarur. Bu raqamli savodxonlik, STEM fanlariga urg'u berish va doimiy malaka oshirish kurslarini kengaytirishni o'z ichiga oladi. Ta'lim tizimida quyidagi islohotlar amalga oshirilishi kerak:

- STEM fanlariga e'tibor qaratish: Matematika, fizika, kimyo va biologiya kabi fanlarga e'tiborni kuchaytirish.
- Raqamli savodxonlikni oshirish: Kompyuter va raqamli texnologiyalar bo'yicha bilimlarni kengaytirish.
- Doimiy malaka oshirish: Ishchilarning doimiy ravishda malaka oshirish imkoniyatlarini yaratish.

Innovatsion loyihalarni moliyaviy qo'llab-quvvatlash, startaplar uchun imtiyozlar yaratish va ilmiy tadqiqotlarni rag'batlantirish orqali yangi ish o'rinlarini yaratish imkonini oshirish kerak. Davlat tomonidan quyidagi chora-tadbirlar ko'rilishi mumkin:

- Moliyaviy qo'llab-quvvatlash: Innovatsion loyihalarni amalga oshirish uchun grantlar va kreditlar taqdim etish.

Startaplar uchun imtiyozlar: Yangi ish o'rinlari yaratishga yordam beradigan startaplar uchun soliq imtiyozlari va boshqa moliyaviy yengilliklar taqdim etish.

- Ilmiy tadqiqotlarni rag'batlantirish: Ilmiy izlanishlar va innovatsion tadqiqotlarni qo'llab-quvvatlash uchun grantlar ajratish.

Innovatsion iqtisodiyotning rivojlanishini ta'minlash uchun hududiy rivojlanish strategiyalarini ishlab chiqish va amalga oshirish lozim. Bu qishloq joylarda va rivojlanmagan hududlarda innovatsion markazlar tashkil etishni o'z ichiga oladi. Quyidagi chora-tadbirlar amalga oshirilishi mumkin:

- Innovatsion markazlar tashkil etish: Qishloq joylarda va rivojlanmagan hududlarda innovatsion markazlar tashkil etish orqali yangi texnologiyalarni joriy etish va yangi ish o'rinlari yaratish.
- Hududiy infratuzilmani rivojlantirish: Qishloq joylarda va rivojlanmagan hududlarda infratuzilmani rivojlantirish uchun investitsiyalar jalb qilish.
- Tadqiqot va rivojlanish markazlari: Hududlarda ilmiy tadqiqot va rivojlanish markazlarini tashkil etish orqali innovatsiyalarni rag'batlantirish.

Innovatsion iqtisodiyotda bandlikni takomillashtirish murakkab va ko'p qirrali masala hisoblanadi. Bu jarayonni muvaffaqiyatli amalga oshirish uchun ta'lim tizimi, davlat siyosati va hududiy rivojlanish strategiyalari muvofiqlashtirilishi zarur. Ushbu

yondashuv orqali yangi texnologiyalar va innovatsiyalar asosida barqaror bandlikni ta'minlash mumkin bo'ladi. Innovatsion iqtisodiyotning rivojlanishi yangi ish o'rinlari yaratish, iqtisodiy o'sishni tezlashtirish va ijtimoiy barqarorlikni ta'minlash imkonini beradi.

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## QIRG‘IZISTON MILLIY TARIX KONSEPSIYASI VA UNING O‘ZIGA XOS JIHATLARI

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**Annotatsiya:** Ushbu maqolada Markaziy Osiyo xalqlari tarixida bugungi qirg‘izlar yashaydigan hudud o‘ziga xos o‘rin egallashi xususida so‘z boradi. Markaziy Osiyo mintaqasining ajralmas qismi Qirg‘iziston hududiga to‘g‘ri keladi. SHu nuqtai nazardan Qirg‘iziston milliy tarix konsepsiyasi va uning o‘ziga xos jihatlari o‘rganish muhim jarayonlardan biridir.

**Kalit so‘zlar:** millat, elat, etnos, urug‘, Markaziy Osiyo, Dashti Qichoq, Manas, Xan-shu, SHi-ji, gyangun, Oltoy.

Qirg‘iziston o‘z mustaqilligiga erishgach, boshqa qo‘shni respublikalarida bo‘lgani kabi bu erda ham milliy tarix va mintaq xalqlari tarixi bo‘yicha turlicha yondashuvlar yuzaga kela boshladi. Bundan ko‘zlangan maqsad qirg‘iz xalqi tarixini yangidan yaratish hamda mintaq tarixiga nisbatan qirg‘izistonlik tarixchilarning munosabati bo‘ldi. CHunki sovet davrida yozilgan va maktab darsligi sifatida o‘qitilib kelingan tarix darsliklarida va ilmiy nashrlarda O‘rta Osiyoning boshqa xalqlari tarixi qanday yoritilgan bo‘lsa, shunga o‘xshash holat qirg‘iz xalqi tarixi uchun ham xos bo‘lib, o‘tgan etmish yillik davr ichida biryoqlamali yondashuv ustuvorlik qilib kelgan edi [1.1]. Buni yaxshi anglagan qirg‘iz ziyolilari, ayniqsa, qirg‘izistonlik tarixchilar jamoasi o‘z xalqining haqqoniy tarixini yozishga dolzarb masala sifatida qaradilar.

Qirg‘iziston xalqining milliy birligini saqlash va milliy davlatchilikni rivojlantirish uchun 1990-yillargacha yozib kelingan va xalqning ongiga singdirilgan sovetcha yondashuvni yo‘qotish va uning o‘rniga haqqoniy tarixni taqdim qilish uchun ham qirg‘iz jamoatchiligi, ham hukumat bu masalaga jiddiy ravishda e‘tibor qarata boshladilar. Buni Qirg‘izistonning sobiq prezidenti A. Akaev “Kirgizskaya gosudarstvennost

i narodnyy epos “Manas” (Bishkek, 2003)” nomli kitobida ko‘tarib chiqilgan masalalar orqali ham kuzatish mumkin [1.2]. A. Akaev qirg‘izistonlik etakchi tarixchilar bilan maslahatlashgan holda qirg‘iz davlatchiligi 2300 yil ilgari tashkil

topgan degan g'oyani ilgari surdi. Bunda miloddan oldingi so'nggi mingyillikning oxirgi choragiga tegishli "Xan-shu" (Xan sulolasi tarixi), "SHi-ji" (Tarixiy xotiralar) nomli qadimgi xitoy manbalarida "gyan-gun" ko'rinishida tilga olingan ko'chmanchi elat nomining aslida "qirg'ir" (qirg'iz) bo'lgani to'g'risida jahon tarixshunosligida keng taqalgan qarash turtki bo'ldi [1.3]. Qirg'izistonlik olimlar qadimgi qirg'iz xalqi ajdodlarining Janubiy Sibirda, aniqrog'i, Enisey daryosi bo'ylarida yashaganliklari, qadimgi "gyangun" elati yashagan hudud ham aynan shu hududlarga to'g'ri kelishi kabi dalillarga tayandilar.

Bir qaraganda qirg'izistonlik tarixchilarning bu qarashi to'g'ridek ko'rinadi. Biroq ushbu dalilning talqini va aholi etqazilishi masalasida qirg'iz olimlarining yondashuvi bilan to'laqonli kelishib bo'lmaydi. Buni ushbu masalada o'zbekistonlik bir qator tarixchilar tomonidan bildirilgan munosabatlar ham ko'rsatib turibdi. Jumladan, E.Rtveladze,

A. Sagdullaev, SH. Kamoliddin kabi o'zbekistonlik etakchi tarixchilar bu masalada faqatgina xitoy manbalaridagi ma'lumotlarga tayanish o'zini to'laqonli oqlamasligini, xitoy manbalaridagi ma'lumotlar unchalik aniq emasligini, shuning uchun agar boshqa manbalardagi ma'lumotlar bilan tasdiqlanmasa, ularning quruq o'ziga asoslanib bo'lmasligiga urg'u berishdi.

Biroq, ushbu tadqiqotchilarning bu kabi qarashlariga ham to'laqonli qo'shib bo'lmaydi. Birinchidan, yuqorida keltirib o'tilgan qadimgi xitoy manbalaridagi ma'lumotlar anchagina ishonchli bo'lib, "Xan-shu", "SHi-ji" kabi asarlar xitoy imperatorlari saroylarida xizmat qilgan ko'plab tarixchilar jamoasi tomonidan to'plangan ma'lumotlar yig'indisi bo'lgan va ular takror-takror ko'zdan kechirilgan va tahlil qilingandan keyin kitob holiga keltirilgan. Xitoy imperatorlari saroyida mavjud an'analarga ko'ra, birorta elchi yoki sayyoh tomonidan berilgan xabarlar asosida saroyda har yili tarixiy ma'lumotlar to'planib borgan va ularning aniqligi masalasiga ham katta e'tibor qaratilgan.

Qolaversa, qadimgi xitoy manbalaridagi "gyangun"lar bo'yicha berilgan ma'lumotlarning aniq-tiniq berilgani, turli afsonaviy syujetlardan holi ekani ko'zga tashlanadi. Ushbu atamani "qirg'ir" ko'rinishida tiklash va uni "qirg'iz" etnonimining eng qadimgi ko'rinishi deb qaraladiki, "gyangun" atamasining so'nggi tovushi -n xitoy bo'lmagan qo'shni xalqlardagi so'z so'nggidagi -r ni ifodalagani, shuningdek, oltoy tillari oilasida, ayniqsa, turkiy tillardagi so'z o'rtasi va so'z oxiridagi -r undoshining keyinchalik -z ga aylanganidan kelib chiqiladigan bo'lsa, gyangun – qirg'ir – qirg'iz birligi anchagina oydinlashadi [1.4].

Qirg‘iz etnonimining ancha qadimiyligi birgina bugungi qirg‘iz xalqi uchun emas, butun turkiy xalqlar uchun ham faxrlansa arziydigan tarixiy voqelikdir. Chunki bu atama turkiy xalqlar tiliga xos eng eski atamalardan biridir. Aslida qadimgi qirg‘izlar ko‘plab turkiy xalqlarning etnik shakllanishida qatnashgan ilk turkiy etnik komponentlardan biri bo‘lib, bugungi Sibir xalqlari – xakas, tuva, oltoy-kiji va hokazolar etnogenezida ularning o‘ziga xos ulushi bor. Shuningdek, o‘zbeklarning etnik shakllanishida ham “qirg‘iz” nomli turkiy urug‘ anchagina faol qatnashgani bilinadi. Buni o‘rta asrlarga tegishli “92 bo‘li o‘zbek urug‘i” ro‘yxatida “qirg‘iz” nomli etnonimning uchrashi, respublikamizning turli viloyatlarida – Qashqadaryo, Samarqand va yana bir qator viloyatlarda Qirg‘iz, Qirg‘iz-saroy, SHaman-qirg‘iz kabi etnotoponimlar uchrashi va ular aholisining o‘zbeklar ekanligi ham tasdiqlaydi.

Qirg‘izlar ham mintaqa xalqlari singari o‘zlarini ko‘plab turkiy sulolalarni o‘z tarixining bir parchasi deyishga haqlidirlar. O‘z navbatida ular ham o‘zlarining davlatchilik tarixini ancha qadimiy deb yozar ekan, qandaydir ma’noda haq bo‘lib chiqishadi. O‘zbek davlatchiligi deyarli uch ming yillik bir tarixga ega deb hisoblab, mintaqa tarixida yashab o‘tgan sulolalar va ular tomonidan boshqarilgan davlatlarni o‘zbeklarning ajdodlariga tegishli deb bilinganidek, qirg‘izlar, qozoqlar, turkmanlar, qoraqalpoqlar va tojiklar ham u yoki bu darajada ushbu davlatlarga tarixiy meros sifatida qarashlari o‘z asoslariga ega [1.5].

Aslida bunday yondashuvni Markaziy Osiyodagi barcha xalqlar uchun ham bildirish mumkin. Masalan, qozoq davlatchiligining ham qadimiy emasligi, ular ko‘p yillar davlatsiz yashab, ruslar yoki sho‘rolar hukumati davrida qozoq davlati tashkil topgani haqidagi bo‘lmag‘ur da’volar qo‘shni qozoq xalqini qanchalik bezovta qilayotgani ko‘rinib turibdi. YUqorida aytib o‘tilganidek, qirg‘izlar ham, qozoqlar ham mintaqada yashab o‘tgan davlatlarning meroschilaridir. SHu o‘rinda takrorlab o‘tish kerakki, qadimgi davr va o‘rta asrlarda mintaqada yashab o‘tgan davlatlar mintaqa xalqlarining barchasi uchun u yoki bu darajada tegishli bo‘lib, ulardan birortasini faqatgina “o‘zbek xalqiniki” yoki “qirg‘iz xalqiniki” deb bo‘lmaydi [1.6].

Umuman olganda, qirg‘iz xalqining o‘zagini qadimgi qirg‘iz qabilalari, Janubiy Sibir va Oltoy hududlaridagi turli turkiy elatlar tashkil etib, ularning asl vatani qadimda Enisey daryosi havzalariga to‘g‘ri keladi. SHu bilan birga, ularning Markaziy Osiyoning ichki hududlarida, xususan, Tyanshan tog‘lari etaklarida yashay boshlashini o‘rta asrlar bilan bog‘lash xato bo‘ladi. YUqorida rivojlangan o‘rta asrlarga tegishli arab va fors manbalarida qirg‘izlar SHosh va Farg‘ona atroflarida yashaydigan turkiy elatlardan biri sifatida tilga olingani keltirib o‘tildi. Biroq bu holatni e‘tiborga olmagan ayrim tadqiqotchilar o‘zlarining biryoqlamali



yondashuvda davom etayotganliklari ko‘zga tashlanadi. Jumladan, SH. Kamoliddinning yozishicha, X asrga qadar qirg‘izlar Janubiy Sibir va Oltoy tog‘larining yon bag‘rlarida yashaganlar, hozirgi vaqtda Sibirda yashovchi xakaslar bilan qirg‘izlar ilgari bir xalq bo‘lgan, ularning yashash tarzi va madaniyati 2300 yil oldin qanday bo‘lgan bo‘lsa, XX asr boshlarida ham deyarli o‘zgarishsiz shundayligicha saqlangan, qirg‘izlarning an‘anaviy hayot tarzi ko‘chmanchilik, xo‘jalik faoliyati esa qadimdan yaqin vaqtlargacha har doim chorvachilik va yilqichilik bo‘lgan, ularning eng katta dushmani o‘zga erlardan bostirib kelgan tashqi yovlar emas, balki o‘zining yaqin qo‘shnisi – turk tilida so‘zlashuvchi o‘troq va shahar aholisi bo‘lgan [1.7].

Ushbu tadqiqotchining ayrim qarashlari to‘g‘ri bo‘lishi mumkin, biroq bu borada bildirilgan fikrlarini to‘laqonli to‘g‘ri deb qabul qilish qiyin. Chunki bugungi turkiy xalqlarning deyarli barchasi bunday yo‘lni, ya‘ni ko‘chmanchilikdan o‘troqlikka o‘tish, boshqa qardosh qabilalar bilan yovlashish bosqichlarini bosib o‘tgan va bu holatni faqatgina qirg‘izlarda bo‘lgan deb baholash tarixiy ob‘ektivlikka to‘g‘ri kelmaydi.

Mustaqillik qo‘lga kiritilgandan keyin o‘tgan yillar mobaynida Qirg‘iziston olimlari orasida millatchilik ruhidagi qarashlar avj oldi.. Masalan, O‘. Qarataev turk xalqlari tarixida ma‘lum bo‘lgan deyarli barcha qabilalar va urug‘larni qirg‘iz etnonimlari qatoriga kiritgan [1.8]. Ushbu yillarda qirg‘iz tarixchilaridan bir qismining mintaqa xalqlari tarixi yuzasidan bildirilayotgan fikrlarga ham to‘laqonli qo‘shilib bo‘lmaydi. Ayniqsa, SH. Kamoliddin tomonidan tanqid qilingan O‘. Qarataevning ayrim fikrlari anchagina munozaralidir. Qirg‘iz etnonimlarining deyarli barchasini bir orada yig‘ib, ularga ilmiy izohlar berishga intilgan O‘. Qarataevning o‘zbek urug‘lari bilan bog‘liq biryoqlama yondashuvi yaqqol ko‘rinib qolgan. Masalan, u birorta qirg‘iz urug‘ini keltirib, unga izoh berar ekan, bunday urug‘ nomi qardosh turkiy xalqlar orasida ham uchrashini aytib o‘tishiga to‘xtalgani ko‘zga tashlanadi. O‘. Qarataev deyarli barcha turkiy xalqlar bilan bog‘liq etnonimlarni tahlil qilishi diqqatga sazovor, biroq u o‘zbeklar bilan bog‘liq etnonimlarni keltirib o‘tar ekan “o‘zbeklashgan”, “o‘zbek deb aytilib ketgan”, “aslida o‘zbek emas” degan iboralarni qo‘llashini qabul qilib bo‘lmaydi.

Aslida u qozoq, no‘g‘oy, qoraqalpoq, turkman va boshqa turkiy xalqlar orasida ham uchraydigan etnonimlarga to‘xtalganda deyarli bunday yondashuvda bo‘lmaydi.

Xulosa qilib aytish mumkinki, ayrim qirg‘iz olimlarining qirg‘iz xalqi tarixi, aslini olganda, turkiy xalqlar o‘tmishi bilan bog‘liq tarixiy jarayonlarni bo‘rttirib ko‘rsatish, qirg‘izlarni turkiy xalqlar orasida eng qadimgi va eng buyuk xalq sifatida talqin qilish

kabi yondashuvlarga qo‘shilib bo‘lmaydi. Qirg‘izlar ham Markaziy Osiyoning boshqa xalqlari kabi mintaqada kechgan ijtimoiy-siyosiy va etnomadaniy jarayonlarni boshdan kechirgan, etnogenezida turli turkiy urug‘lar faol ishtirok etgan xalqlardan biridir. Keyingi yillarda qirg‘izistonlik tarixchilar va ilmiy jamoatchilik o‘zlarining tarixi va taqdiri qo‘shni xalqlar bilan chambarchas bog‘liq ekanini tushunib eta boshladilar. Qirg‘iz olimlari orasida mintaqa tarixiga, tarixiy merosiga umumiy deb qarash konetsepsiyalari kuchaygani ham buni tasdiqlab turibdi.

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## НЕОБХОДИМОСТЬ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В БУХГАЛТЕРСКОМ УЧЕТЕ И В АУДИТЕ

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**Актуальность темы:** Внедрение программного обеспечения для автоматизации рутинных задач, таких как расчет налогов, ведение отчетности и обработка транзакций, значительно снижает вероятность ошибок и экономит время. Эти технологии помогают в анализе больших объемов данных, выявлении аномалий и прогнозировании финансовых показателей, что улучшает качество принятия управленческих решений.

**Ключевые слова:** бухгалтерский учет, автоматизация процессов, электронная отчетность, киберотчетность.

Использование облачных технологий позволяет бухгалтерам работать удаленно, обеспечивая доступ к данным в любое время и с любого устройства. Это особенно актуально в условиях глобализации и удаленной работы. Технология блокчейн обеспечивает высокий уровень безопасности и прозрачности финансовых операций, что может существенно снизить риски мошенничества и повысить доверие к финансовой отчетности. Современные бухгалтерские программы могут интегрироваться с CRM, ERP и другими системами, что позволяет обеспечить целостный подход к управлению бизнесом. С увеличением объема данных и переходом на цифровые платформы возрастает необходимость в защите информации от кибератак. Это делает актуальным изучение технологий безопасности. Современные инструменты аналитики позволяют бухгалтерам не только собирать данные, но и визуализировать их, что упрощает понимание финансовых показателей для руководства. С учетом быстрого развития технологий бухгалтерам необходимо постоянно обучаться и адаптироваться к новым инструментам, что создает спрос на образовательные программы и курсы. Современные технологии помогают компаниям соблюдать требования налогового и финансового

законодательства, что особенно важно в условиях постоянных изменений, обладают большим потенциалом для того, чтобы стать одним из важнейших инструментов аудита, поскольку они облегчают обмен и передачу данных, автоматизируют и упрощают многие бизнес-процессы. Большая часть организаций уже занимается внедрением современных технологий. Технологии способствуют более эффективному управлению ресурсами, что позволяет компаниям достигать устойчивого роста и развития.

Информационные технологии влияют на снижение аудиторского риска посредством электронной обработки данных и электронного аудита, что помогает аудиторам снизить вероятность ошибок в аудиторской работе и повысить вероятность их обнаружения, что в свою очередь приводит к снижению аудиторского риска.

В настоящее время в бухгалтерском учете применяются различные современные технологии, которые значительно упрощают и улучшают процессы. Вот некоторые из них:

1. Облачные технологии:

- Позволяют хранить данные и работать с ними удаленно, обеспечивая доступ к информации в любое время и с любого устройства.

2. Автоматизация процессов:

- Использование специализированного программного обеспечения для автоматизации рутинных задач, таких как расчет налогов и ведение отчетности.

3. Искусственный интеллект (ИИ):

- Применяется для анализа данных, прогнозирования финансовых показателей и выявления аномалий.

4. Машинное обучение:

- Позволяет системам обучаться на основе исторических данных и улучшать точность прогнозов и рекомендаций.

5. Блокчейн:

- Обеспечивает безопасность и прозрачность финансовых операций, что помогает снизить риски мошенничества.

6. Инструменты для визуализации данных:

- Помогают представлять финансовую информацию в удобном и понятном виде, что облегчает принятие решений.

7. Электронная отчетность:

- Позволяет быстро и удобно подавать финансовые отчеты в налоговые органы и другие инстанции.

8. Кибербезопасность:

- Технологии защиты данных от кибератак становятся особенно важными в условиях увеличения объемов информации.

9. Мобильные приложения:

- Позволяют бухгалтерам управлять финансами и вести учет на ходу, что повышает гибкость работы.

10. Интеграция с другими системами:

- Бухгалтерские программы могут интегрироваться с CRM, ERP и другими системами для обеспечения целостного подхода к управлению бизнесом.

Эти технологии помогают повысить эффективность работы бухгалтеров, минимизировать ошибки и улучшить качество финансовой отчетности.

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## MATEMATIKA O'QITISHDA TADQIQOT METODIDAN FOYDALANISH SAMARDORLIGI

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**Annotatsiya:** Ushbu maqolada matematika fanini o'qitishda tadqiqot metodining samaradorligi o'rganiladi. Tadqiqot metodi – bu o'quvchilarning bilim olish jarayonida mustaqil izlanish va tadqiq qilish ko'nikmalarini rivojlantiradigan yondashuvdir. Mazkur maqolada tadqiqot metodining afzalliklari, uning o'quvchilarning matematik tafakkurini rivojlantirishdagi roli, va ta'lim samaradorligini oshirishda tutgan o'rni tahlil qilinadi. Maqola, shuningdek, o'qituvchilar uchun ushbu metodning qo'llanishi bo'yicha tavsiyalarni taqdim etadi. Tadqiqot metodining samaradorligi haqida ilmiy tajribalar va amaliy misollar asosida xulosalar chiqariladi.

**Kalit so'zlar:** Matematika, tadqiqot metodi, ta'lim samaradorligi, o'qitish metodlari, o'quvchilarning tafakkuri, bilim olish.

### KIRISH

Matematika o'qitish jarayonida zamonaviy pedagogik yondashuvlar qo'llanilishi muhim ahamiyatga ega. Ular orasida tadqiqot metodi matematik tafakkurni rivojlantirishda alohida o'rin egallaydi. Tadqiqot metodi o'quvchilarda mustaqil fikrlash, muammolarni hal qilish va qiziqishlarni rivojlantiradi. Ushbu maqolada tadqiqot metodining ta'lim jarayoniga qo'shadigan hissasi va uning samaradorligi batafsil yoritiladi.

Tadqiqot metodining asosiy tushunchalari

Tadqiqot metodi bu – o'quvchilarga mustaqil tadqiqot olib borish imkoniyatini beradigan metod bo'lib, ularning aqliy faoliyatini faollashtiradi. Bu metod yordamida o'quvchilar aniq ma'lumotlar asosida muammolarni tahlil qilish, savollar berish va javob izlash kabi faoliyatlarni amalga oshiradi. Tadqiqot metodining quyidagi asosiy jihatlari ajratib ko'rsatiladi:

**Izlanish:** O'quvchilar o'zlarining qiziqishlaridan kelib chiqib, matematik masalalar va muammolarni mustaqil o'rganadilar.

**Mustaqil fikrlash:** Har bir o'quvchi o'z fikrlarini erkin ifoda qilish, xulosalar chiqarish imkoniyatiga ega bo'ladi.

Ijodiy yondashuv: Tadqiqot metodida ijodkorlik ko'nikmalarini rivojlantirish imkoniyati yuqori bo'ladi.

Tadqiqot metodining ta'limdagi samaradorligi

Matematika o'qitishda tadqiqot metodining samaradorligi o'quvchilarning bilimlarni mustaqil o'rganish jarayonida yuzaga keladi. Ushbu metod yordamida o'quvchilar mavzuni o'zlari izlab topgan ma'lumotlar asosida chuqurroq tushunib olishadi. Bu metodning samaradorligi quyidagilarda namoyon bo'ladi:

O'quvchilarning faolligi oshadi: Tadqiqot metodi o'quvchilarning bilim olish jarayoniga faol jalb bo'lishlarini ta'minlaydi.

Matematika fanini o'zlashtirish darajasi oshadi: O'quvchilar mavzuni o'zlari tahlil qilib, bilimlarni o'zlashtirgani sababli, matematik tushunchalarni yaxshiroq tushunadilar.

Muammoli vaziyatlarni hal qilish ko'nikmalari rivojlanadi: Tadqiqot metodi o'quvchilarda matematik muammolarni mustaqil hal qilish qobiliyatlarini shakllantiradi.

Amaliy tajribalar va natijalar

Tadqiqot metodining samaradorligini o'rganish maqsadida bir nechta tajribalar o'tkazildi. Tajribalarda tadqiqot metodi asosida dars berilgan o'quvchilar matematik bilimlarni yaxshiroq o'zlashtirgani va mustaqil tadqiqot qilish qobiliyatlarini rivojlantirgani kuzatildi. Tajribalar natijalari shuni ko'rsatadiki, tadqiqot metodidan foydalanilgan sinflarda o'quvchilarning matematik tafakkuri sezilarli darajada oshdi.

Xulosa

Matematika o'qitishda tadqiqot metodi samarali yondashuvlardan biri hisoblanadi. Ushbu metod yordamida o'quvchilarda mustaqil tadqiqot qilish, fikrlash va muammolarni hal qilish ko'nikmalari rivojlanadi. Tadqiqotlar natijasida, o'quvchilarning matematik bilimlari va muammoli vaziyatlarda to'g'ri qaror qabul qilish qobiliyatlari rivojlantirilishi ko'zga tashlandi. Tadqiqot metodidan foydalanish kelajakda o'qitish jarayonining samaradorligini oshirishda muhim ahamiyat kasb etadi

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## INTELLECTUAL DEVELOPMENT AND CHARACTERISTICS OF SPEECH IN CHILDREN WITH AUTISM

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**Abstract.** This article provides information about intellectual development and the uniqueness of speech in children with autism. The possibilities of intellectual development of children with autism are different: from mental retardation to mild retardation of mental development and the development of a specific manifestation of knowledge processes in a certain field as talent.

**Key words:** children with autism, intelligence, Asperger's syndrome, school, mental retardation, thinking, speech pathologist, voice.

The specificity of the formation of perceptual processes in children with autism affects the development of intelligence. Some of the children with autism have preserved intelligence and can be trained in the general education program. Among them, the group of children with Asperger's syndrome is significant. In these children, partial ability is clearly manifested by their specific talents in a certain subject, visual arts or activity.

Children of the second group appear to be deficient in intelligence and cognitive processes they suffer from defects. They are a special adaptation close to the general education program they will need education. Preschool due to the lack of such programs from the program designed for the education of children with retarded mental development used, and problems may arise in school education.

The third group of children have intellectual disabilities. They are just mentally retarded education based on the program for children, taking into account the period of adaptation they get.

The quality of thinking operations of children with autism is evaluated, in which the following defects can be distinguished:

- to be able to analyze at a high level, to be able to work with signs and sign formulas simultaneously with the tendency to lose natural connection with objects and separation of secondary characteristics instead of the main characteristics of objects; thinking.

The formation is often accompanied by manipulative thoughts, not the essence the course of the process itself becomes important for the child;



- acceleration of simultaneous registration of stereotype algorithm of mental operations;
- make a mental conclusion based only on criteria that are of personal importance increase.

Uniqueness of speech. Speech defects in children with autism are manifested in insufficient components of communicative processes. Various speech defects are observed. Some children have mutism. Mutism is manifested by the absence of speech, emotional-volitional processes depending on the scope of speech communication and communicative requirements are characterized by the uniqueness of speech. The occurrence of mutism can be considered not as a defect in the formation of speech activity, but as a lack of motivation for speech communication. However, the degree of expression of mutism varies. In complete mutism, the development of the expressive side of speech is expressed very slowly. Individual sounds and combinations of sounds do not manifest themselves in the form of words and phrases, and do not arouse interest in an autistic child. All at the verbal level As a result of their refusal to communicate, they have almost no reserve of passive words it won't happen. Auditory attention is weak and underdeveloped. Examination of such children during the speech aimed at the child, they want to perceive him, imitate him it seems not. Human speech scares an autistic child and it is complete causes emotional discomfort. Speech development in some children there is no land. Such speech defects are often intellectual defects occurs together with.

Children of the second group suffer from partial mutism. The first group. There are preserved possibilities of speech in relation to children. Speak to these children.

Defects of the first level of speech are not fully developed. Can be compared with In some of these children, speech defects are the first and it is manifested in the incomplete development of second-level speech. Autistic the child's speech is expressed autonomously, unlike the speech of a speech therapist, i.e speech is not focused on society and is represented by a combination of separate sounds.

The speech of the third group of children is somewhat formed, approx corresponds to the second and third levels of underdeveloped speech. However, like those in the second group, the speech is without an address, to a specific person, someone it is characterized by the lack of focus of speech on the object. At this stage in the development of speech, an autistic child speaks his "I". faces great difficulties in the field of expression. Self is the word "I".



the difficulties of expressing with the self-understanding of an autistic child, his related to the complexities of personality formation. Autistic child his name does not say and does not use the first person pronoun in his speech. He speaks about himself in the second and third person. His speech is expressed in echolalia, speech stamps, sound combinations, word combinations or separate sentences. Speak up the intonation aspect is unique, the voice is artificial, sometimes distinguished by a falsetto voice stands.

Children of the fourth group are characterized by a certain maturity of the level of speech development. The child can conduct a monologue for a long time. However, conducting a dialogic speech may present its own difficulties. Speech stereotypes, stamps, the slowness of autonomous manifestation are expressed. However, these disadvantages are mitigated by a high level of speech development and partially manifested.

It should be noted that the four separate groups of autistic children with distinct speech disorders are an independent classification, K.S. Lebedinskaya, it does not belong to the autistic dysontogenesis type of O.S. Nikolskaya (1991).

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## DEDICATION TO MAQSUD SHAYKHZODA

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**Aktamova Aziza Utkir kizi**

**Annotation:** about the life and work of Maqsum Shaykhzoda, about his entry into Uzbekistan and acquaintance with the famous writers here, about his creations during the war years. His works embody the floral echo of a burning soul, which lived with great revolutionary ideals, vivid patriotic feelings, truly creative emotions

**Keywords:** Maqsum Shaykhzadeh, life, creativity, famous, writers, creativity, works, great, patriotic.

Maqsum Maqsumbek Oglu Shaykhzadeh () (1908.25.10 (7.11), Republic of Azerbaijan, Ganja region, Aktosh Shaykhzoda — 1967.19.2, Tashkent) — poet, playwright, literary critic, translator, educator. Honored art figure in Uzbekistan. Graduated from doril-teacher in Baku. Initially, he worked as a teacher at the L-stage Azerbaijani school in Darband, the Technical School of Education and upbringing in the neck. He was arrested in 1927 as a member of the counter-revolutionary organization and exiled to Tashkent in February 1928. After a short period of study (1928) at the East FTI of the University of Central Asia in shaikhzo, "the truth of the East" (1929-32), "Red Uzbekistan", "yosh leninchi" gaz.lari (1932), served on the editorial boards of "Gulistan" magazine (1933-34). At the moment he worked as a researcher at the Institute of language and literature (1935-38). From 1938 until the end of his life, he first had an evening, then a daytime ped. Inlarida lectured on the history of Uzbek literature.

The first collection of poems - "worthy guard". This was followed by city's "ten poems", "My consonants", "book Three", "Republic", "twelve", "new devon", "election songs", "wrestling nechun?", "Battle and song", "Heart says...", "a notebook of fifteen years", "Land Poems", "the ToRs of time", "my applause", "years and roads", "poems", and other poetry collections have been published. In the early work of Shahi, and in part in some of his poems of the 50s, melodies characteristic of Azerbaijani poetry, signs of pulpit poetry were prioritized. But as the Shaykhzoda acquired the language and style of Uzbek classical and modern poetry, the Uzbek musical fluency in his poems went to kuchaya. The sheikhzoda, striving to actively react to reality, paid special attention to the description of important events that took

place in the life of the people and the country, the creation of the image of the heroes of Labor and struggle. To this end, he took the epic genre and wrote lyrical works such as "Uncle property", "the lamp", "Uncle", "inheritance", "The Story of the Hunter", "Alexander The Great", "The Eleven", "Zhenya", "The Elder", "the wisdom of Akhmadjan", "the third son", "the dream of the Nurmat father". One of the important qualities inherent in both the poet's poetry of the 30s and 40s and his later work is plot. As a poet inclined to create a lyrical plot, shaykhzoda turned to the pages of folk legends and historical past, as well as the lives of contemporaries, bringing to his poems poetic characters and various poetic details characteristic of the ballad, taking measures to increase the position of the word in the poetic device. At the same time Shaykhzoda discovered the new artistic possibilities of krfia, bringing into Uzbek poetry new manifestations of weight and form. This principle inherent in the work of the poet was vividly expressed in his, especially in the lyrical epic "Tashkent". The ruler of Turon was born in Sultonia during the five-year Wars of Amir Temur. His father was Shahrukh Mirzo and his mother was Gavharshod begim, a Turkic tribal Noble. He was given the name Mirza Muhammad Taragai. Ulugbek was not originally a name, but a pseudonym meaning "great ruler (bek)". Ulugbek was mentored by the poet and scholar Orif Azari.

As a child, he traveled through much of the Middle East and India, as his grandfather expanded the conquests in these areas. Temür gave control of Sayram, Auli-ota and the eastern territories to his grandson Mirzo Ulughbek before his campaign against China in 1404.

After Temür's death, Shohrukh moved the imperial capital to Herat (in what is now Afghanistan).

Coins minted on behalf of Ulugbek, 1448-1449, Herat

The 16-year-old Ulughbek later became governor of Samarkand in 1409. In 1411, he was proclaimed governor of all of Movarounnahr. In practice, however, her father in Herat was subject to the authority of Shahrukh Mirzo.

The teenage ruler aimed to make the city the intellectual center of the Empire. In 1417-1420, he built a madrasa ("University") on the Registan Square in Samarkand and invited many Islamic astronomers and mathematicians to study. Ulugbek's most famous pupil in astronomy was Ali Qushchi (d.1474). In kazizo, Rumi was the most prominent teacher of Ulughbek madrasa, and later the astronomer Jamshid al-Koshiy came to this place[11]

Ulugbek is famous in the world of science as a great astronomer. The greatest work he has done in this regard is the astronomical table called "Ziji jadidi Koragani". Ulugbek was also interested in medicine and music, and wrote poetry. Shaikhzoda stood out from all of us not only in the sense of reason, but also in the sense of siymo. The idle question of the autonomous mouth did not seem to melt into it. On the contrary, everywhere, all the time, in all environments and conditions, the feeling of pride, which has made his heart prosperous, has been exasperated. He leaned, even proud, and said that he was Azerbaijani, coming from Azerbaijan. While reciting the same words, Maqsud's face seemed as if the sun in the sky had moved (Maqsud from a page of memoirs about the Sheikhzoda).

Maqsud Shaykhzoda died on February 19, 1967. He was buried in the chigatoy cemetery. Awarded the order of merit (2001). One of the streets in Tashkent is named after Shaykhzoda.

There will be lifetimes,  
Alive is dead.  
There will be deaths,  
The dead man is alive.  
Uzbekistan  
Air that is also stored in a closed crate,  
But the air breath that he lost,  
To say it air, noravo himself,  
The Bandit chokes longing.  
He is a carefree, innocent, like a dead wine,  
Neither drunkenness nor excitement.  
Whereas, in a free flight,  
Elga ran while playing as a partner,  
The piece of the well, on a huge scale –  
In the barren deserts, the sands have cooled.  
Or evening time with shabboda  
Kissed girls under the plantains,  
Bonfire when burning in the gorges,  
A little bit of isinga ran into the fire.  
That's what Bari was. Bari truth...  
But it is remembered in dreams only.  
A piece of air choked in the chest  
The claim that one cohorts are free...

So: a tinted Cup in water  
There is a legend of floods, streams,  
In a broken mirror that is blurred  
Khushroi has the ruins of Husni,  
In today's silence, if you listen, dildor,  
Yesterday's weddings have a Taron.

The great figures of Uzbek literature – Maqsud Shaykhzadeh zuvalasi, who created in the ranks of otashnafas artists such as Ghafur Ghulam and Oybek, was a singer who was littered with poetry. His works embody the effervescent echoes of the Burning Soul, which lived with great revolutionary ideals, exuberant patriotic feelings, truly creative feelings (Mirzo Ibrahimov, people's writer of Azerbaijan).

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## РЕПОРТАЖ КАК ЖАНР ЖУРНАЛИСТИКИ

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**Аннотация:** В данной статье рассматривается вопрос особенностей жанра репортаж.

**Ключевые слова:** репортаж, жанр, журналистика, медиа, репортёр.

**Репортаж** – сообщение с места событий. Жанр журналистики, спецификой которого числят оперативность. Кроме того, для этого жанра характерно беспристрастное (без оценок) освещение событий и подразумевается, что репортёр является очевидцем или участником описываемого. Именно факт обязательного присутствия автора сюжета на месте действия есть существенное отличие репортажа от просто корреспонденции.

Слово «репортаж», как нетрудно догадаться, происходит от французского «reportage» и английского «report» с общим латинским корнем «reporto» — передавать, докладывать (отсюда же слово «рапорт»). Автор репортажа докладывает читателю (и, конечно, своему начальству) с места события о чем-то, что он наблюдал собственными глазами. Именно в этом принципиальное отличие этого журналистского жанра от всех остальных.

При этом репортер с помощью профессиональных приемов, которые мы рассмотрим в следующих главах, как бы дает возможность читателю оказаться на месте события и увидеть его глазами журналиста.

На всякий случай напомним основные журналистские жанры - это новостное сообщение, аналитическая заметка, интервью, авторская колонка и, собственно, репортаж. Видовое отличие репортажа как жанра, его родимое пятно - это как раз присутствие журналиста на месте событий. Без этого репортаж попросту не может состояться.

Близкий к репортажу жанр – это очерк. Настолько близкий, что их часто путают. Главное их отличие в том, что репортаж посвящен неким событиям. В центре внимания очерка – люди, которые в неких событиях участвуют. В целом очерки пишутся по тем же законам, что и репортажи. И все советы, которые в этой методичке даются по поводу репортажей, можно использовать и при написании очерков.

Репортаж на тему запуска космолета, скорее всего, содержал бы подробности с самого Байконура, из Центра управления полетами, а то и прямо из космического корабля - то, что журналисты обычно называют «живой картинкой» и «репортажными подробностями». Добыть их, не присутствуя «на месте», «в поле», не возможно.

В этой «живой картинке» и создаваемой ею у читателя «эффекте присутствия», и состоит принципиальное отличие репортажа. Его читают не столько для того, чтобы узнать о самом факте события (о старте космического корабля можно узнать, просто прочитав короткое новостное сообщение), сколько для того, чтобы это событие пережить. Читатель как будто вслед за журналистом переносится на место событий и чувствует то же, что непосредственные участники события.

Поэтому исследователи часто относят репортаж как жанр не к новостным жанрам, а к эмоциональной публицистике

Нужно отметить, что репортаж вполне может выступать в конвергенции с другими жанрами. «Репортажные подробности» вполне могут украсить и новостное сообщение, и интервью, и ту же аналитику. Например, многие журналисты любят начинать текст интервью с описания кабинета (квартиры, дома) своего героя или с подробностей их встречи. Разумеется, опытный журналист приводит такие подробности не для того, чтобышний раз подчеркнуть, в каких хороших ресторанах ему приходится бывать, чтобы встречаться с капитанами российского бизнеса, и в какие интересные города ездить. Детали должны быть «говорящими». Или хотя бы просто создавать у читателя «эффект присутствия» - читая материал, он как будто вместе с журналистом переносится в ресторан на встречу с героем интервью и участвует в их беседе.

Например, журналист, прибыв на интервью с олигархом, известным своим жестким отношениям к конкурентам и должникам, с удивлением замечает, что стены его резиденции украшены рисунками детей. А прилетев в Лондон на встречу с очередным политэмигрантом из России, обвиняемом в экономических правонарушениях, журналист видит, с какими мерами предосторожности тот перемещается по столице Англии, опасаясь вездесущих агентов российских спецслужб (или наоборот, перемещается без охраны. Или влачит жалкое нищенское существование. Или совершает совместный шоппинг с влиятельными российскими чиновниками). В общем, такие детали, даже если сам герой интервью на эту тему ничего не говорит, придают его фигуре какое-

то дополнительное измерение. И журналист это свое впечатление передает читателю.

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**ТОШКЕНТ ВИЛОЯТИ АЙРИМ САБЗАВОТ ЭКИНЛАРИ  
ФИТОНЕМАТОДАЛАРИ ЭКОЛОГИК ГУРУХЛАРИНИ  
ШАКЛЛАНИШИ**

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**АННОТАЦИЯ**

Ушбу ишда Тошкент вилояти Зангиота тумани, А.Икромов фермер хўжалиги томат, булғор экилган майдон тупроғи турли горизонтларидан ва шу майдонларни ўраб турган ёндош экосистемалари тупроғларидан олинган тупроқ намуналари фитонематодафаунаси таҳлил қилинди.

**Калит сўзлар:** Фитонематодалар, сабзаёт экинлари, томат, булғор қалампири, агроценоз, ёндош экосистемалар.

**ABSTRACT**

In this work, the phytonematoda fauna of soil samples taken from different horizons of the soil of the tomato and bulgur field of A. Ikromov farm, Zangiota district, Tashkent region, and the soils of adjacent ecosystems surrounding these fields were analyzed.

**Key words:** Phytonematodes, vegetable crops, tomato, bell pepper, agrocenosis, neighboring ecosystems.

**Кириш.** Ўзбекистон халқ хўжалигини ривожлантиришда асосий ўринни қишлоқ хўжалиги эгаллайди. Ҳамдўстлик давлатлари ичида Ўзбекистон Республикаси энг йирик қишлоқ хўжалигига ихтисослашган давлат ҳисобланади.

Республикаимизнинг табиий шароити бу ерда турли хил қишлоқ хўжалик экинларини етиштиришга қулай бўлиб, сабзаёт экинлари шулар жумласидандир. Ўзбекистон шароитида сабзаёт экинларининг бир қанча турлари экилади (томат, бодиринг, булғор қалампири, картошка, сабзи ва бошқа экинлар).

Фитонематодалар тупроқда яшайдиган организмлар ичида турларининг хилма-хиллиги, сонининг кўплиги билан бошқа кўп хужайралилардан ажралиб туради. 1 м кв. тупроқдаги сони бир неча мингдан 30 млн.ча боради. Ҳозир фанга маълум турларининг сони 20 мингдан ошиб кетган [3].

Фитонематодаларнинг фақат Ўзбекистон ҳудудида 800 дан ортиқ турлари аниқланган. Уларнинг кўпчилигини тупроқдаги ўсимлик қолдиқлари билан

озикланадиган сапрофит турлар ташкил қилади. Улар орасида турли ўсимликларга катта фойда келтирадиган турлари билан бир қаторда [5, 6], қишлоқ хўжалиги экинларига зарар келтирадиган турлари ҳам бор [3, 4, 5, 8].

Ҳақиқий сапробионтларни органик моддалар парчаланаётган ерларда учратиш мумкин. Ўсимлик илдиз атрофида параризобионтлар учрайди. Параризобионтлар ўсимлик илдиз атрофида эркин яшовчи фитонематодалар бўлиб, ўсимлик шираси билан озиқланади. Бундан ташқари булар ўсимликка ташқаридан микрофлора кириши учун йўл очиб бериб, инокуляторлик вазифасини ўтайди [1, 2, 5]. Алоҳида экологик гуруҳни йиртқичлар ташкил қилади. Булар тупроқдаги майда организмлар, бошқа фитонематодалар ҳисобига озиқланади [6, 7, 8].

Фитонематодаларнинг тур-таркиби хилма-хил бўлиб, планетамизнинг барча биотопларини эгаллаган. Фитонематодаларнинг паразит турлари турли қишлоқ хўжалик экинлари орган ва тўқималарини зарарлаб, уларга зарар келтиради. Паразит фитонематодалар ўсимлик организмга кимёвий таъсир кўрсатиб, улардаги фотосинтез жараёнларини бузилишига олиб келади. Улар на фақат ўсимликни зарарлаб қолмасдан бошқа микроорганизм (патоген замбуруғлар, бактериялар, вируслар) лар кириши учун ҳам йўл очиб (инокулятор) беради [1, 2, 5, 6].

**Тадқиқотнинг мақсади.** Тошкент вилояти Зангиота тумани худудида экиладиган, айрим сабзаёт экинлари фитонематодаларини экологик комплексини шаклланишини ўрганиш ва паразит турларини аниқлаш.

**Тадқиқот методлари.** Фитонематодаларни тупроқдан, илдиздан ажратиб олишда фитогельминтологияда кенг қўлланиладиган Берман услубидан фойдаланилди.

**Тадқиқот натижалари.** Томат экилган майдон ўсимлик илдизи ва илдиз атрофи тупроғидан фитонематодаларнинг 203 та 22 турга мансуб вакиллари топилди. Томат ўсимлиги илдизи юқори қатламидан (0-30 см) 10 дона, 8 турга мансуб, илдизнинг (30-60 см) чуқур қатламидан 53 та 16 турга мансуб фитонематодалар аниқланди.

Илдиз атрофи тупроғидан тупроқ намуналари юқорида келтирилгандек иккита горизонт бўйича, ҳайдалма, ҳайдалма ости тупроғидан (0-30, 30-60 см) олинди. Юқори қатламда (0-30 см) 64 та 15 турга мансуб, чуқур қатламда (30-60 см) 76 та 16 турга мансуб фитонематодалар аниқланди.

Тупроқ қатламларида фитонематодалар бирдай тарқалмаган, илдиз ҳайдалма қатламда (0-30 см) 10 та 8 турга мансуб фитонематодалар, ҳайдалма ости қатламда (30-60 см) 53та, 16 турга мансуб, томат илдиз атрофи тупроғи ҳайдалма

катламдан (0-30 см) 15 тур, 64та индивид, хайдалма ости қатлами (30-60 см) 16 тур 76 та фитонематодалар учради.

Тупроқ қатламининг юқори горизонтларида асосан куйидаги турлар кўпроқ учради *Cephalobus persegnis*, *Ditylenchus dipsaci* ва булар эудоминант турлар бўлиб ҳисобланди. *Cephalobus persegnis* илдиз атрофи тупроғи чуқур қатламларида ҳам эудоминант тур бўлиб ҳисобланди. *Aphelenchus avenae* тури бу қатламда доминант тур бўлиб ҳисобланди. Илдизнинг юқори қатламида эудоминант ва доминант турлар аниқланмади. Бу горизонтда асосан учраган 8 та турдан битта ёки иккитадан вакил учради ва булар барчаси рецедент ва субрецедент турлар бўлиб ҳисобланди. Илдизнинг (30-60 см) чуқур қатламида *Cephalobus persegnis* эудоминант, *Chiloplacus symmetricus* доминант қолган турлари субдоминант, рецедент, субрецедент турлар бўлиб ҳисобланди.

Томат илдизи атрофи тупроғи юқори горизонт (0-30 см) да ва тупроқнинг чуқур қатлами (30-60 см) да фитонематодалар тур таркиби, уларнинг сони бир-бирига яқинлиги кузатилди.

Экологик гуруҳлардан девисапробионтлар: *Plectus parietinus*, *Proteroplectus longicaudatus*, *Panagrolaimus armatus*, *Panagrolaimus rigidus*, *Cephalobus persegnis*, *Heterocephalobus elongates*, *Acrobeloedes tricornis*, *Chiloplacus symmetricus*, *Chiloplacus lentus* лар асосан томат илдизи чуқур қатламида, илдиз атрофи тупроғи чуқур қатламларида хилма-хиллиги кузатилди.

Параризобионтлардан *Mylonchulus solus*, *Eudorylaimus monohystera*, *Aporcelaimellus obtusicaudatus* илдизнинг 30-60 см чуқурлигида, илдиз атрофи тупроғи 30-60 см чуқурлигида, *Enchodellus macrodorus* илдиз атрофи тупроғи чуқур қатламида, *Tylenchus filiformis* эса томат илдизи ва илдиз атрофи тупроғида учради.

Эусапробионтлардан *Rhabditis* авлоди вакилларида уч тури учради. *Rhabditis filiformis* томат илдизининг остки қатламида иккита, илдиз атрофи тупроғининг юқори қатламида бир дона учради. *Rhabditis intermedius* фақат илдиз атрофи тупроғининг остки қатламида, *Rhabditis brevispina* илдиз остки қатлами, илдиз атрофи тупроғи остки қатламида учради.

Фитогельминтларнинг ҳақиқий паразитларидан *Ditylenchus dipsaci*, *Helicotylenchus multincinctus*, *Paratylenchus hamatus*, махсус касаллик келтириб чақирмайдиғанларидан *Aphelenchus avenae*, *Aphelenchus cylindricaudatus* лар учради.

Томат майдони ёндош экосистемаси тупроғидан ҳаммаси бўлиб, 25 тур 520 та фитонематодалар топилди. Улардан тупроқнинг юқори қатлами (0-10см) дан 4



тур, 10 экземпляр, тупроқнинг кейинги қатлами (20-30 см) да 13 та тур, 31 экземпляр фитонематодалар аниқланди. Ҳаммаси бўлиб иккала горизонтдан, 41 экземпляр фитонематодалар топилди. Юқори қатламидан жуда оз, кейинги қатламда фитонематодалар турлари, сони, биров хилма-хил бўлгани кузатилди. Тупроқнинг 0-10, 10-20 см қатламларида эудоминант, доминант турлар учрамади. Асосан субдоминант, рецедент, субрецедент турлар учради: *Panagrolaimus subelongatus*, *Filenchus filiformis*, *Tylenchus davaenei*, *Helicotylenchus multincinctus*, *Pratylenchus pratensis*.

Ёндош экосистемалар тупроғи тўртта горизонт бўйича 0-10; 10-20; 20-30; 30-40 см олинди. 20-30 см. да 21 та тур, 340 экземпляр фитонематодалар, 30-40см, қатламлардан 15 та тур, 142 экземпляр фитонематодалар аниқланди. Тупроқнинг (20-30 см) юқори қатламидан эусапробионтлардан *Rhabditis filiformis* (51 экз.), ҳақиқий паразитлардан *Pratylenchus pratensis* эудоминант, *Meloedogyne sp.* (18 экз.) доминант тур қолган турлар субдоминант, рецедент, субрецедент турлар бўлиб ҳисобланди.

Ёндош экосистемалар тупроғида экологик гуруҳлардан параризобионтлар: *Mylonchulus solus*, *Eudorylaimus pratensis*, *Eud. labiatus*, *Aporcelaimellus obtusicaudatus*, *Xiphinema index*, *Diphtherophora kirjanovae*, *Tylenchus davaenei*, *Filenchus filiformis*.

Девисапробионтлар: *Plectus geophilus*, *Panagrolaimus rigidus*, *Panagrolaimus surelongatus*, *Cephalobus nanus*, *Cephalobus persegnis*, *Heterocephalobus elongates*, *Chiloplacus lentus*, *Chiloplacus symmetricus*.

Эусапробионтлар: *Rhabditis brevispina*, *Rhabditis filiformis*, *Pelodera cylindrica*.

Фитогельминтлардан *Aphelenchus cylindricaudatus*, *Aphelenchoedes parietinus*, *Merlinius dubius*, *Helicotylenchus multincinctus*, *Hexatylyus viviparus*, *Ditylenchus dipsaci*, *Pratylenchus pratensis* лар учради.

Ёндош экосистемалар тупроғида нематодалар тур-таркиби хилма-хиллиги, сонини кўп бўлиши билан агроценозлар фитонематодафаунаси тур –таркибидан сонини кўплиги, турларининг хилма-хиллиги устунлиги кузатилди.

Бунга сабаб, тоmat агроценозлари экилгандан то пишиб етилгунча турли зараркунандаларга қарши бир неча марта кимёвий усулда ишлов берилади. Ёндош экосистемалар бундан мустасно.

Булғор экилган майдон ўсимлик илдизи, илдиз атрофи тупроғидан олинган тупроқ, ўсимлик илдизи намуналари тадқиқоти натижасида, ҳаммаси бўлиб 24 тур 186 та фитонематодалар топилди. Булардан илдизда 30 см чуқурлигида 10

та тур, 17 экземпляр, 60 см чуқурлигидан 13 тур, 43 экземпляр фитонематодалар аниқланди.

Тупроқда фитонематодаларнинг турлари ва сони кўпроқ учради. 30 см чуқурликда 19 тур, 79 та, 60 см чуқурлигида 12 тур, 43 экземпляр фитонематодалар учради.

Экологик гуруҳларнинг ҳамма вакиллари учради. Параризобионтлардан *Prismatolaimus dolichurus*, *Eudorylaimus parvus* илдиз, илдиз атрофи тупроғида топилди.

Девисапробионтлардан *Plectus cirratus*, *Panagrolaimus rigidus*, *P.spondylii* ўсимликнинг илдизи ва илдиз атрофи тупроғидан, *Cephalobus nanus* илдиз атрофи тупроғидан, *Cephalobus thermophilis* илдиз чуқур қатлами ва илдиз атрофи тупроғидан, *Acrobeles ciliatus*, *Chiloplacus symmetricus* илдиз ва илдиз атрофи тупроғидан аниқланди.

Эусапробионтлардан *Rhabditis brevispina*, *Rhabditis oxicerca*, *Mesorhabditis monhyster* алар учради.

Махсус касаллик келтириб чиқарувчи ва касаллик келтириб чиқармайдиган фитогельминтлардан: *Aphelenchus avenae*, *Aphelenchoedes parietinus*, *Aphelenchoedes helophilus*, *Aphelenchoedes limberi*, *Seinura tenicaudata*, *Ditylenchus dipsaci*, *Helicotylenchus multicinctus*, *Merlinius dubius*, *Hexatylus viviparus*, *Rhotylenchus robustus*, *Pratylenchus pratylensis*, *Criconemoedes similes*, *Paratylenchus hamatus*, *Meloedogyne sp.* лар учради. Бу ерда *Tylenchida* (12 тур) туркуми вакиллари бошқа туркум вакилларида устунлиги кузатилди.

Доминант бўлиб ҳисобланган туркум *Rhabditida* – *Meloedogyne sp.* (илдиз атрофи тупроғининг 0-30 см чуқурлиги), *Panagrolaimus rigidus* (илдиз атрофи тупроғи 30-60 см чуқурлигида) тупроқнинг 20-30 см чуқурлигида 19 тур фитонематодалар учраб, булар 79 тани ташкил қилди. Булар ичида ҳам асосан *Tylenchida*, *Enoplida* туркуми вакиллари доминант бўлиб ҳисобланди.

Илдиз атрофи тупроғи иккита горизонт бўйича (0-30 см) 19 та тур, 79 экземпляр фитонематодалар, (30-60см) тупроқнинг остки қатламларидан 12 та тур, 47 экземпляр фитонематодалар аниқланди. Илдиз атрофи тупроғининг юқори қатлаидан фитогельминтлар, ҳақиқий паразитлардан *Ditylenchus dipsaci* (9 экз.) доминант, *Meloedogyne sp.* (12 экз.) эудоминант, ҳақиқий паразитлардан *Criconemoedes similis* доминант (7 экз.) тур қолган турлар субдоминант, рецедент, субрецедент турлар бўлиб ҳисобланди.

Булғор ўсимлигининг илдизиди ва илдиз атрофи тупроғида экологик гуруҳлардан параризобионтлар: *Eudorylaimus parvus*. Девисапробионтлар:

*Plectus cirratus, Panagrolaimus rigidus, Panagrolaimus spondili, Cephalobus nanus, Cephalobus thermophilus, Chiloplacus symmetricus.*

Эусапробиионтлар: *Rhabditis brevispina, Rhabditis oxicerca, Mesorhabditis monhystra, Pelodera teres.*

Фитогельминтлардан *Aphelenchus avenae, Aphelenchoedes parietinus, Aphelenchoedes helophilus, Aphelenchoedes limberi, Seinura tenicaudata, Ditylenchus dipsaci, Hexatylus viviparus, Rotylenchus robustus, Pratylenchus pratensis, Paratylenchus hamatus, Meloedogyne sp* лар учради.

Булғор экилган майдон ёндош экосистемалари бегона ўтлари илдизи ва унинг илдизи атрофи тупроғидан олинган фитонематодаларнинг 301 та 21 турга мансуб вакиллари топилди. Ёндош экосистемалар юқори қатламдан (0-10 см) 27 дона, 9 турга мансуб, тупроқнинг (10-20 см) кейинги қатлампидан 123 та 11 турга мансуб фитонематодалар аниқланди.

Ёндош экосистемалар тупроғидан тупроқ намуналари юқорида келтирилгандек тўртта горизонт бўйича (0-10; 10-20; 20-30; 30-40 см) олинди. Кейинги қатламларда (20-30 см) 102 та 14 турга мансуб, остки қатламда (30-40 см) 123 та 11 турга мансуб фитонематодалар аниқланди.

Тупроқ қатламларида фитонематодалар бирдай тарқалмаган. Юқори қатлам (0-10 см) да 27 та 9 турга мансуб, (10-20 см) кейинги қатламда 49 та, 11 турга мансуб, юқори қатлам (20-30 см) да 15 тур 102 та индивид, 30-40 см да -12 тур 123 та фитонематода учради.

Тупроқ қатламининг юқори горизонтлари (20-30 см) да асосан қуйида келтирилган турлар кўпроқ учради ва доминант, эудоминант турлар бўлиб ҳисобланди: *Rhabditis filiformis* (20 экз), *Aphelenchoedes limberi* (13 экз), *Megadorus megadorus* (31 экз), тупроқ қатламининг чуқур қатламида (30-40 см) асосан қуйидаги турлар кўпроқ учради ва доминант, эудоминант турлар бўлиб ҳисобланди: *Rhabditis filiformis* (18 экз), *Helicotylenchus multicinctus* (71 экз), *Cephalobus persegnis, Ditylenchus dipsaci* лар эудоминант турлар бўлиб ҳисобланди.

*Aphelenchus avenae* илдиз ва илдиз атрофи тупроғларида учради ҳаммаси бўлиб 22 экз. топилди. Тупроқнинг юқори қатламида эудоминант турлар аниқланмади. *Aphelenchus avenae* доминант тур бўлиб ҳисобланди. Бу горизонтда асосан учраган 9 та турдан бир нечтадан вакил учради ва булар барчаси субдоминант, рецедент ва субрецедент турлар бўлиб ҳисобланди. Тупроқнинг (10-20 см) юқори қатламида *Helicotylenchus multicinctus* (13 экз), (расм), *Rhabditis filiformis* (11 экз), доминант қолган турлари субдоминант, рецедент, субрецедент турлар бўлиб ҳисобланди.



Расм. *Helicitylenchus multincinctus*. Самканинг умумий кўриниши.

Ёндош экосистемалар тупроқлари қуйидаги горизонтларида (20-30см), (30-40 см) фитонематодалар тур таркиби, уларнинг сони бир-бирига яқинлиги аниқланди.

Экологик гуруҳлардан девисапробионтлар: *Proteroplectus longicaudatus*, *Cephalobus persegnis*, *Eucephalobus oxyuroedes*, *Acrobeloedes ciliatus*, *Chilloplacus symmetricus*, *Cervidellus insubricus*лар асосан ёндош экосистемаларининг 20-30, 30-40 см чуқурликдаги қатламларида хилма-хиллиги кузатилди.

Параризобионтлардан *Eudorylaimus parvus*, *Eudorylaimus ettersbergensis* 20-30, 30-40 см тупроқ қатламларида, 0-10, 10-20 см тупроқ қатламида *Eudorylaimus labiatus*, *Eudorylaimus paraobtusicaudatus* илдиз атрофи тупроқ қатламининг 20-30 см чуқурлигида, *Meloedogyne sp.* тупроқнинг 10-20 см чуқурлигида, тупроқнинг 10-20, 20-30, 30-40 см чуқурлигида *Rhabditis filiformis* (49 та), *Helicotylenchus multincinctus* (89 та) тупроқнинг барча текширилаётган қатламларида учради.

Эусапробионтлардан *Rhabditis* авлоди вакилларидадан уч тури учради. *Rhabditis filiformis* тупроқнинг 10-20 см.да 11 та, тупроқнинг 20-30 см. да 20 та, остки қатлам 30-40 см.да 18 та учради. *Mesorhabditis monchystera* фақат тупроқнинг остки (20-30 см) қатламида икки дона учради, *Rhabditis brevispina* тупроқнинг устки қатлами (0-10 см) да учта, тупроқнинг остки қатлами (30-40 см) да битта, устки қатлам (20-30 см) ида 4 та учради.

Фитогельминтларнинг ҳақиқий паразитларидан *Ditylenchus dipsaci*, *Helicotylenchus multincinctus*, *Paratylenchus hamatus*, *Meloedogyne sp.* махсус касаллик келтириб чақирмайдиганларидан *Aphelenchus avenae*, *Aphelenchoedes limberi*, *Aphelenchoedes parietinus*, *Megadorus megadorus*, *Merlinius dubius*лар учради.

**Хулосалар.** Тошкент вилояти Зангиота тумани сабзавот экинлари экилган майдон ўсимлик илдизи, илдиз атрофи тупроғи ва ёндош экосистемалари



тупроғини ўрганиш натижасида 2 та кенжа синф, 4 та туркум, 18 оила, 30 авлод, 50 турга мансуб нематодалар топилди.

Сабзаёт экинлари ёндош экосистемалари тупроғи қатламларида фитонематодалар турларининг хилма-хиллиги, сонини кўп бўлиши билан ажралиб турди. Бунга сабаб, экин майдонлари ёндош экосистемалари кўп йиллик ўсимликларга бой бўлиб, улар қалин ўсимлик қопламига эга. Бир хил гидротермик режим, қалин ўсимлик қоплами фитонематодалар жамоасини кўпайиши учун оптимал шароит бўлиб, фитонематодалар жамоасини илдизга яқин қатламларда кўпайишига йўл беради.

Ёндош экосистемалар тупроғларидан қуйидаги паразит турлар аниқланди: *Ditylenchus dipsaci*, *Pratylenchus pratensis*, *Helicotylenchus multicinctus*, *Paratylenchus hamatus*, *Meloedogyne sp.* Булар маданийлаштирилган экин майдонларида кенг тарқалган бўлиб, сабзаёт, полиз ва бошқа экинларга катта зарар келтиради. Шунини таъкидлаш керакки, экин майдонларининг ёндош экосистемалари тупроғи, паразит фитонематодалар учун резерв жойи, инвазияни тарқалиш ўчоғи (маркази) бўлиб хизмат қилади.

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## МАКТАБГАЧА ТАЪЛИМ ТАШКИЛОТИ ТАРБИЯЧИ КОМПЕТЕНТЛИГИ: РИВОЖЛАНИШ ИСТИҚБОЛЛАРИ

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Мактабгача таълим ташкилотлари директор ва мутахассисларини қайта тайёрлаш ва уларнинг малакасини ошириш институти профессори, педагогика фанлари доктори

**Аннотация.** Мазкур мақолада мактабгача таълим ташкилотларида тарбиячиларнинг касбий компетентлиги, унинг болаларнинг ҳар томонлама ривожланишидаги аҳамияти ҳамда ривожланиш истиқболлари муҳокама қилинган. Тарбиячиларнинг педагогик билимлари, психологик ёндашувлари ва замонавий технологиялардан самарали фойдаланишлари болаларнинг ижтимоий, ақлий ва ахлоқий ривожланишида ҳал қилувчи аҳамиятга эга экани таъкидланади. Тарбиячиларнинг касбий ривожланиши болалар таълимининг самарадорлигига бевосита таъсир кўрсатиб, таълим тизимидаги муҳим омиллардан бири сифатида кўриб чиқилади. Мақолада тарбиячиларнинг компетентлигини ошириш учун зарур бўлган амалий таклифлар ҳам келтирилган.

**Калит сўзлар:** Тарбиячи компетентлиги, мактабгача таълим, педагогик билимлар, психологик ёндашув, замонавий технологиялар, касбий ривожланиш

**Аннотация.** В данной статье обсуждается профессиональная компетентность воспитателей в дошкольных образовательных учреждениях, её значение для всестороннего развития детей и перспективы повышения этой компетентности. Подчеркивается, что педагогические знания воспитателей, их психологический подход и эффективное использование современных технологий играют решающую роль в социальном, интеллектуальном и нравственном развитии детей. Профессиональное развитие воспитателей оказывает прямое влияние на эффективность обучения детей и рассматривается как важный фактор в образовательной системе. В статье также приведены практические рекомендации по повышению компетентности воспитателей.

**Ключевые слова:** Компетентность воспитателей, дошкольное образование, педагогические знания, психологический подход, современные технологии, профессиональное развитие

**Abstract.** This article discusses the professional competence of educators in preschool education institutions, its importance for the holistic development of



children, and future development prospects. It emphasizes that educators' pedagogical knowledge, psychological approach, and effective use of modern technologies play a crucial role in children's social, intellectual, and moral development. The professional development of educators directly impacts the effectiveness of early childhood education and is seen as a key factor in the education system. The article also provides practical suggestions for enhancing educator competence.

**Keywords:** Educator competence, preschool education, pedagogical knowledge, psychological approach, modern technologies, professional development

Мактабгача таълим болаларнинг шахсий ва ижтимоий ривожланишидаги аҳамиятини инобатга олсак, бу давр инсоннинг келажакдаги жамиятдаги фаолияти ва шахс сифатидаги шаклланиши учун асосий пойдевор ҳисобланади. Боланинг мактабгача таълимда эришган ютуқлари, у мактабга қадам қўйганда, янгича ижтимоий муҳитга мослашишини енгиллаштириб, унинг таълим жараёнидаги муваффақиятларига катта таъсир кўрсатади. Мактабгача таълим ташкилотлари (МТТ) болаларга нафақат билим бериш, балки уларнинг ҳар томонлама ривожланишини таъминлаш учун жуда муҳим масканлардир. Бу жараёнда эса тарбиячиларнинг ролини эътироф этмаслик мумкин эмас. Тарбиячилар болалар билан ишлашда биринчи йўлбошчи сифатида фаолият кўрсатишади. Уларнинг касбий компетентлиги боланинг индивидуал эҳтиёжларини тўғри англаб, ҳар бир боланинг ривожланишини самарали ташкил этишда муҳим роль ўйнайди. Тарбиячининг болаларга кўрсатган таъсири боланинг ақлий ривожланиши билан чекланмай, унинг эмоционал, ижтимоий, ва ахлоқий ривожланишига ҳам таъсир қилади. Бунинг учун эса тарбиячи психологик билимларни, замонавий педагогик методларни ва амалиётни яхши ўзлаштирган бўлиши керак.

Мактабгача таълим болаларнинг ижтимоий ривожланишида ҳам муҳим ўрин тутади, чунки бу даврда бола ижтимоий қоидалар ва нормаларни ўргана бошлайди. Болаларнинг кичик ёшдаги ижтимоий ривожланишида асосий ўрнатки бўлиб тарбиячи хизмат қилади, чунки айнан тарбиячи боланинг биринчи учраган фаол ижтимоий шахсдир. Болаларни жамиятга мослаштириш жараёнида эса тарбиячиларнинг шахсий хусусиятлари, уларнинг болалар билан мулоқоти катта аҳамиятга эга. Шу нуқтаи назардан, тарбиячиларнинг профессионал ривожланиши ва уларнинг компетентлиги доимий равишда оширилиши зарур. Тарбиячиларнинг доимий ўқув курслари, малака ошириш дастурлари ва уларнинг касбий фаолиятини ривожлантиришга қаратилган чора-

тадбирлар болалар таълимнинг сифатини ошириш учун зарурдир. Бунинг учун тарбиячилар мунтазам равишда янги педагогик усуллар ва технологиялардан хабардор бўлишлари, замонавий таълим жараёнидаги ўзгаришларни яқиндан кузатиб боришлари лозим. Болаларнинг мактабгача таълимдаги ривожланиши тўғридан-тўғри тарбиячиларнинг профессионал компетентлиги билан боғлиқ бўлиб, бу компетентлик эса бир қатор жиҳатлардан иборатдир. Биринчидан, бу — тарбиячиларнинг методик билимларининг чуқурлиги, яъни болалар билан ўқув жараёни қандай ташкил этиш ва уларга қайси таълим методларини қўллаш бўйича билимлари. Иккинчидан, бу — тарбиячиларнинг болаларнинг психологик ва эмоционал эҳтиёжларини тўғри англаш қобилияти. Учинчидан, тарбиячи болалар билан доимий ижтимоий мулоқотда бўлиб, уларнинг шахс сифатида шаклланишига таъсир кўрсатади. Тарбиячиларнинг компетентлигини ошириш учун мактабгача таълим ташкилотларида мунтазам равишда ўқув семинарлари ва тренинглар ташкил этилиши зарур. Бу семинар ва тренинглар тарбиячиларнинг назарий ва амалий билимларини бойитишга қаратилган бўлиб, улар замонавий педагогик технологияларни амалиётга татбиқ қилиш имконини беради. МТТлардаги ўқув жараёнида эса тарбиячиларнинг янгича усуллардан фойдаланиши болаларнинг таълим жараёнига қизиқишини ошириб, уларнинг ижтимоий кўникмаларини ривожлантиришга ёрдам беради. Жамиятдаги ижтимоий ўзгаришлар болаларнинг тарбиясига ҳам таъсир қилади, шу сабабли тарбиячилар жамиятдаги ўзгаришларга тезда мослашишлари ва болаларни ушбу ўзгаришларга тайёрлашлари лозим. Мактабгача таълимда болаларнинг ахлоқий, интеллектуал ва ижтимоий ривожланишига эътибор қаратган ҳолда, бу ривожланиш жараёнининг юқори сифатли бўлиши учун энг муҳим омиллардан бири тарбиячиларнинг касбий ривожланиши ва компетентлиги ҳисобланади. Тарбиячи компетентлигини аниқлаш учун унинг асосий элементларини таниб олиш муҳимдир. Бу элементлар педагогик билимлардан тортиб, болалар билан тўғри мулоқот қилишгача бўлган кенг қамровли йўналишларни ўз ичига олади. Педагогик билимлар ва малака. Мактабгача таълимда тарбиячи биринчи навбатда мукамал педагогик билимга эга бўлиши керак. Болалар психологияси, уларнинг ривожланиш хусусиятлари ва таълим методлари тўғрисидаги аниқ ва илмий билимларга эга бўлиш тарбиячига болаларнинг ҳар бирини индивидуал ёндашув билан тарбиялаш имконини беради. Педагогик малака боланинг шахсий ривожланиши ва унинг таълимга бўлган қизиқишини оширишда асосий омилдир. Психологик ёндашув ва болалар билан мулоқот ўрнатиш. Тарбиячи болаларнинг психологик

хусусиятларини тушуниши лозим. Болалар турли психотипларга эга бўлиб, уларнинг ҳар бирига алоҳида ёндашиш талаб этилади. Психологик компетентлик тарбиячига болаларнинг эҳтиёжларини тушуниб, улар билан эмоционал алоқа ўрнатишда ёрдам беради. Бу орқали болалар тарбиячини ишончли кўмакчи сифатида қабул қиладилар. Замонавий таълим технологияларидан фойдаланиш қобилияти. Ҳозирги кунда таълим технологиялари шиддат билан ривожланмоқда. Мактабгача таълим ташкилотлари ҳам бу инноватсиялардан фойдаланишни ўз олдига мақсад қилиб қўйган. Тарбиячилар замонавий технологиялардан фойдаланиш орқали болаларнинг таълим жараёнини қизиқарли ва самарали қилишлари мумкин. Масалан, интерактив ўйинлар, мультимедия воситалари болаларнинг ёшига мос ҳолда қўлланилганда, таълим жараёни ранг-баранг ва таъсирчан бўлади. Тарбиячиларнинг касбий маҳоратини мунтазам равишда ошириш ва уларни янги билим ва кўникмалар билан таъминлаш мактабгача таълим тизимининг сифатини таъминлашда муҳим аҳамият касб этади. Таълим соҳасидаги инновациялар ва янги педагогик ёндашувларни ўзлаштириш учун тарбиячиларнинг мунтазам равишда ўқув курсларида иштирок этиши зарур. Бу жараён тарбиячиларнинг компетентлигини оширишга ёрдам бериб, уларнинг касбий ривожланишига ҳисса қўшади.

1. **Малака ошириш курслари:** Мактабгача таълим муассасасидаги тарбиячилар учун ташкил этилган малака ошириш курсларида тарбиячилар замонавий таълим методикалари ва болалар психологиясига оид янгиликлар билан танишишади. Улар янги технологиялар, масалан, интерактив доскалар ёки таълим платформаларидан фойдаланишни ўрганишлари мумкин. Бу билимлар ёрдамида улар ўқув жараёнини янада қизиқарли ва самарали қилиб ташкил эта оладилар.

2. **Мустақил таълим:** Тарбиячи ўзига тегишли бўлган соҳадаги илмий адабиётлар, халқаро журналларда чоп этилган тадқиқотлар ва вебинарларда иштирок этиш орқали янги билимлар олади. Масалан, ўзи ўрганган янги методлар асосида янги ўқув дастурини ишлаб чиқади ва буни амалда қўллайди. Бундай мустақил таълим болаларнинг таълим жараёнидаги иштирокини фаоллаштириши мумкин.

3. **Педагогик инновациялар:** Тарбиячилар янги педагогик технологияларни қўллаб, болаларнинг ижодий фикрлашларини ривожлантиришлари мумкин. Масалан, лойиҳа-асосли ўқитиш методлари орқали болаларни жамоавий ишлашга, муаммоларни мустақил ҳал қилишга

ўргатиш мумкин. Бундай инновация болалардаги қизиқишни кучайтиради ва уларнинг таълим жараёнида фаол иштирокини таъминлайди.

4. **Ахборот технологиялари:** Тарбиячилар виртуал ўқув муҳитларини қўллаш орқали болаларнинг таълим жараёнида фаол иштирокини таъминлайдилар. Масалан, болалар учун махсус интерактив дастурлар ва ўйинлар ёрдамида фанларни қизиқарли шаклда ўрганиш мумкин. Масофавий ўқитиш дастурлари ҳам болаларнинг индивидуал ривожланишини таъминлаб, уларнинг билимни ўзлаштириш жараёнини енгиллаштиради.

Бу мисоллар тарбиячиларнинг компетентлигини ошириш жараёнида ўқув курслари, мустақил таълим ва замонавий технологиялардан фойдаланиш қанчалик муҳим эканини кўрсатади. Мактабгача таълимдаги компетентлик стандартлари ҳам мунтазам равишда ривожланиб бормоқда. Янги стандартлар тарбиячиларга янгича имкониятлар яратади ва таълим сифатини янада яхшилади. Тарбиячилар ушбу стандартларга мослашган ҳолда ўз фаолиятларини тўғри ташкил этишлари керак. Мактабгача таълимда тарбиячиларнинг компетентлиги болаларнинг келажаги учун муҳим аҳамият касб этади. Тарбиячи компетентлиги боланинг шахсий, ижтимоий ва маънавий ривожланишида ҳал қилувчи роль ўйнайди. Юқори компетентли тарбиячилар болаларга нафақат билим бериш, балки уларни тўғри йўналтириб, жамиятнинг фойдали аъзолари сифатида етишиб чиқишларига ёрдам берадилар. Шунингдек, тарбиячиларнинг доимий малака ошириши ва ривожланиб бориши мактабгача таълим тизимидаги умумий самарадорликни оширади.

Тарбиячиларнинг профессионал компетентлигини аниқлаш ва баҳолаш, айниқса, мактабгача таълимда, болаларнинг ҳар томонлама ривожланиши ва таълим жараёнининг самарадорлигини таъминлашда асосий омилдир. Тарбиячилар компетентлигини баҳолашда бир неча муҳим элементлар мавжуд бўлиб, улар тарбиячи фаолиятининг турли жиҳатларини қамраб олади. Педагогик билимлар ва малака мактабгача таълимда тарбиячиларнинг компетентлигини белгилашда асосий элементлардан бири ҳисобланади. Педагогик билимлар болаларнинг психологик ва физиологик ривожланиши, уларнинг таълимга бўлган эҳтиёжлари ва қизиқишларини тўғри тушуниш имконини беради. Бу билимлар тарбиячига болаларга индивидуал ёндашувни таъминлаш имконини яратади. Боланинг мактабгача даврдаги таълими ва шахсий ривожланиши унга берилган ўқув ва тарбия жараёнига бевосита боғлиқ. Тарбиячининг психологик компетентлиги ҳам жуда муҳим аҳамиятга эга, чунки болалар турли психотипларга эга бўлиб, уларнинг ҳар бирига алоҳида ёндошиш

талаб қилинади. Болаларнинг эҳтиёжларини тўғри тушуниш, улар билан психологик алоқа ўрнатиш тарбиячининг компетентлигини белгилайдиган муҳим мезонлардан биридир. Болалар билан самарали мулоқот ўрнатиш орқали тарбиячи болаларнинг эҳтиёжларини тўғри баҳолай олади ва уларнинг ривожланишига қаратилган ёндашувларини тўғри ташкил қилади. ЮНИСЕФ ҳисоботида таъкидланганидек, "болаларнинг психологик эҳтиёжларини тушуниш ва улар билан самарали мулоқот қилиш боланинг баркамол ривожланиши учун муҳимдир" (UNICEF, 2018).

Тарбиячиларнинг замонавий таълим технологияларидан фойдаланиш қобилияти ҳам уларнинг профессионал ривожланишининг муҳим таркибий қисми ҳисобланади. Таълим технологиялари доимий равишда ўзгариб бораётган шароитда, тарбиячиларнинг технологиялардан самарали фойдаланиши болалар таълимида янги имкониятлар яратади. Масалан, мультимедия воситалари ва интерактив ўйинлар болаларнинг ёшига мос ҳолда қўлланилиб, уларнинг таълим жараёнига қизиқишини оширади. ОЭСР ҳисоботида таъкидланганидек, "рақамли технологиялардан фойдаланиш таълим жараёнини бойитади ва болаларнинг иштирокини оширади" (OECD, 2016). Шу боис, замонавий технологиялардан фойдаланиш тарбиячиларнинг компетентлиги ва таълим сифатини оширишда муҳим аҳамиятга эга.

Тарбиячиларнинг касбий ривожланиши болалар таълимининг муваффақиятига бевосита боғлиқ эканлигини инобатга олган ҳолда, уларнинг мунтазам равишда ўқув ва малака ошириш курсларида иштирок этиши жуда муҳим. Бу уларнинг педагогик ва психологик билимларини бойитишга ёрдам беради, шунингдек, замонавий таълим технологиялари ва методикаларидан самарали фойдаланиш қобилиятини оширади. Тарбиячи компетентлигининг асосий элементларини чуқурроқ ўрганиш, мактабгача таълим муассасаларида болаларнинг баркамол ривожланиши ва жамиятга мослашувига катта ёрдам беради. Тарбиячиларнинг билимлари, психологик ёндашуви ва замонавий технологиялардан фойдаланиш қобилияти болаларга ёрдам беришдаги самарадорликни белгилайдиган асосий омиллардир.

Мактабгача таълим болаларнинг шахсий, ақлий ва ижтимоий ривожланишида асосий пойдевор ҳисобланади. Тарбиячиларнинг профессионал компетентлиги ва уларнинг мунтазам равишда ривожланиши болаларнинг ҳар томонлама ривожланиши учун ҳал қилувчи аҳамиятга эга. Тарбиячиларнинг педагогик билимлари, психологик ёндошуви ва замонавий таълим технологияларидан самарали фойдаланиши болалар таълими сифати ва унинг самарадорлигини



оширади. Шу сабабли, мактабгача таълим муассасаларидаги тарбиячиларнинг касбий ривожланиши тизимли ва давомли равишда амалга оширилиши зарур. Тарбиячиларнинг педагогик билимлари ва касбий малакаси болалар таълимида муҳим аҳамиятга эга. Бу билим ва малака болаларнинг индивидуал эҳтиёжларини тўғри баҳолаш ва мос таълим бериш имкониятини яратади. Ҳар бир боланинг ўзига хос ривожланиш хусусиятларини ҳисобга олган ҳолда тарбиячи уларга самарали ва мақсадли таълимни таъминлай олади. Шунингдек, тарбиячиларнинг психологик компетентлиги болаларнинг эҳтиёжларини тушуниб, улар билан самарали мулоқот ўрнатишда катта аҳамият касб этади. Бу компетентлик тарбиячиларга болаларнинг индивидуал ривожланиш йўналишларини тўғри баҳолаш ва уларга эмоционал ёрдам бериш имкониятини яратади, натижада болаларнинг баркамол ривожланиши таъминланади. Бундан ташқари, замонавий таълим технологияларидан фойдаланиш болалар таълим жараёнини янада қизиқарли ва интерактив қилади. Интерактив воситалар ва мультимедия технологиялари болаларнинг ёшига мос ҳолда қўлланилганида, бу уларнинг таълимга бўлган қизиқишини оширишда жуда самаралидир. Бу усуллар болаларни таълим жараёнига фаол жалб этишга ёрдам беради. Тарбиячиларнинг доимий равишда касбий ривожланиши ва уларнинг малакасини мунтазам ошириш болалар таълими сифати ва самарадорлигини оширишнинг муҳим омилларидан бири ҳисобланади. Тарбиячиларнинг билимлари ва кўникмалари доимий равишда янгиланиб бориши, уларнинг таълим жараёнида самарали усулларни қўллай олиш қобилиятини оширади.

#### **Таклифлар:**

1. Мактабгача таълим муассасаларида тарбиячиларнинг педагогик билимларини ошириш ва замонавий таълим методикаларига асосланган курсларни мунтазам ташкил этиш.
2. Тарбиячиларнинг психологик билимларини ошириш ва болалар билан самарали алоқа ўрнатиш кўникмаларини ривожлантириш учун махсус тренинглар ташкил қилиш.
3. Тарбиячиларнинг замонавий технологиялардан фойдаланиш имкониятларини ошириш мақсадида уларга интерактив ўқув жараёнида қўлланадиган воситалар ва платформалар бўйича мунтазам тренинглар ташкил этиш.



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## WHEN LANGUAGE CHANGES, THE WORLD CHANGES: THE ROLE OF LANGUAGE IN HUMAN LIFE

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**Annotation:** Language is one of humanity's oldest and most essential inventions. It is the tool through which we express our thoughts, communicate with others, and share knowledge and experiences. As such, language holds a significant role in social life, personal development, and culture. The phrase "when language changes, the world changes" captures the profound impact that language evolution has on society and human lives. In this article, I will explore the social, cultural, and philosophical aspects of language change.

**Keywords:** language, aspects of language, technology, culture, worldviews, thought, personal growth, technological terms, cultural identity.

Language is a primary medium through which humans perceive and understand the world around them. It is not merely a means of communication but also a vital factor in shaping one's worldview. The words, phrases, and metaphors present in any language influence how its speakers understand the environment and concepts they encounter. For example, languages tied to rural life may include a rich vocabulary related to nature and agriculture, affecting how speakers view the world. Similarly, languages influenced by technology or urban life shape their speakers' experiences and perceptions accordingly.

Language is constantly evolving. Each new generation brings new words, expressions, and meanings into the language, while sometimes giving old words new interpretations. This process also leads to cultural change because language is a reflection of culture. When language evolves, so do the relationships within society and the values people hold. For instance, globalization has caused many languages to borrow words from others, enriching vocabulary but also blending cultures. This cultural intermixing affects how people perceive and interact with the world.

The structure and system of every language influence the way people think. The grammar, syntax, and vocabulary of a language shape how its speakers organize

thoughts and express ideas. As language changes, new words or concepts allow people to understand and engage with new ideas. For example, the invention of technological terms not only describes new objects but also alters how people think about communication, work, and social interaction. Thus, when language changes, the way people comprehend reality also transforms.

Modern technology has greatly accelerated the rate of language change. The internet, social media, and other digital platforms contribute to the rapid evolution of language, introducing new expressions and abbreviations. As a result, contemporary language forms have emerged, especially among younger generations. Additionally, technological and programming languages are reshaping the way people in technical fields think and communicate. These changes highlight how technological advances influence language, and in turn, reshape the world.

Language is necessary for personal growth. It enables us to express our thoughts and feelings, leading to self-awareness and personal development. Language also allows us to connect with others and build meaningful relationships. “Language is the road of a map of a culture. It tells you where its people come from and where they are going” Rita Mae Brown. This quote highlights the importance of language as a tool for understanding and preserving culture. It suggests that language is not only a means of communication, but also a reflection of a people’s history, values, and aspirations. It emphasizes the idea that language is a fundamental part of human identity and a key to our collective past and future.

Cultural identity is closely linked to how we speak: the language we learn to speak at home connects us to our families, to a lineage, and to traditions that extend back for generations. The language we learn as young children speaks to us personally and shapes who we are. It will be either the same as or different from the other languages spoken in the world of our families. For many of us, it is these early languages that we take with us through life; all the other languages that we may learn are, in some sense, foreign to our most intimate selves. Our early language, it has been said, constructs the boundaries and fires the first bricks for the building of the self. Consequently, matters of language, culture, and personal identity are inextricably woven together and deserve close attention. In different ways, a shared common language binds its community and separates it from other communities. A shared common language fosters solidarity and a community of feeling. Having a language in common helps cooperation and economic activity within the group because shared language means that learning to share knowledge and intentions is cheaper. A common language enables the continuous flow of information, experience, and

innovation over time and space. Although shared language provides much benefit, shared language also poses potential problems. Homogeneity may solve one set of problems but exacerbate others. Such tensions bring us to another key aspect of the role of language in the life of humans: language is where the private life of the mind intersects with the social life of shared meanings, and the rules for social intercourse exist in the linguistic arena.

In conclusion, the phrase “when language changes, the world changes” is not only a linguistic truth but also a philosophical reflection of how language impacts human existence. As language evolves, so do people’s worldviews, social relationships, and cultures. Therefore, preserving, developing, and being open to changes in language is crucial not only for the growth of society but also for the progress of humanity as a whole.

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## INGLIZ TILINI O'RGANISHDA NUTQ AMALIYOTINING AHAMIYATI

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**Annotatsiya:** Mazkur maqolada ingliz tilini o'rganishda nutq amaliyotining ahamiyati keng muhokama qilinadi. Nutq mashqlari orqali til o'rganishda qanday qilib tez ravonlikka erishish, talaffuzni yaxshilash va so'z boyligini oshirish mumkinligi ko'rib chiqilgan. Shuningdek, bu maqolada gaplashish amaliyotida qo'llash mumkin bo'lgan foydali strategiyalar va resurslar haqida ham ma'lumot berilgan.

**Kalit so'zlar:** Ingliz tilini o'rganish, nutq amaliyoti, talaffuz, ravonlik, so'z boyligi, til o'rganish strategiyalari, muloqot, til almashish, suhbat amaliyoti. Ingliz tilini o'rganishda nutq amaliyotining ahamiyati

Ingliz tilini o'rganish faqat nazariy bilimlar va grammatika mashqlari bilan cheklanib qolmaydi. Tilda bemalol va to'g'ri gapirishga erishish uchun doimiy nutq amaliyoti zarur. Ingliz tilini o'rganishda tinglash, o'qish va yozish muhim bo'lsa-da, tilni haqiqiy hayotda muvaffaqiyatli ishlatish uchun eng samarali usul — gaplashish. Quyida nutq amaliyoti ingliz tilini o'rganishda nega shunchalik muhim ekanligi va qanday qilib bu usul o'quv jarayonini tezlashtirishi haqida so'z yuritiladi.

### 1. Nutq amaliyoti ravonlikni oshiradi

Ravonlik bu tilni to'xtovsiz va tabiiy ravishda gapira olish qobiliyatidir. Ingliz tilini o'rganuvchilar uchun bu katta to'siq bo'lishi mumkin. O'qish, tinglash va yozish ko'nikmalarini rivojlantirish muhim, lekin haqiqiy ravonlik faqat gaplashish orqali keladi. Qanchalik ko'p gapirsangiz, miyangiz so'z va grammatikani shunchalik tezroq chaqiradi va jummalarni osonroq shakllantira olasiz. Bu esa vaqt o'tishi bilan ravon gapira olishingizni ta'minlaydi.

### 2. Talaffuzni yaxshilaydi

Talaffuz til o'rganishning muhim qismidir. Ovoz chiqarib gapirish og'iz va tovush apparatini yangi tovushlarni chiqarishga o'rgatadi. Ingliz tilida bir xil ko'rinishga ega bo'lgan, lekin turli talaffuzga ega ko'plab so'zlar mavjud (masalan, "though", "through", "thought"). Doimiy nutq amaliyoti orqali bu farqlarni o'zlashtirasiz. Bundan tashqari, boshqa odamlar bilan muloqot qilganingizda, ular sizning



talaffuzingizni tuzatishga yordam beradi, bu esa xatolarni erta aniqlashga imkon beradi.

### 3. O‘z-o‘ziga ishonchni oshiradi

O‘z-o‘ziga ishonch har qanday tilda samarali muloqot qilish uchun zarur bo‘lgan omillardan biridir. Ingliz tilida muntazam gaplashish xatolar qilish yoki kulgili tuyulishdan qo‘rqishni kamaytiradi. Qancha ko‘p gapirsangiz, tilga shuncha ko‘p moslashasiz va haqiqiy hayotdagi suhbatlarda, taqdimotlarda yoki ish suhbatlarida o‘z fikringizni bemalol ifodalash imkoniga ega bo‘lasiz.

### 4. So‘z boyligini faol ishlatishga yordam beradi

Yangi so‘zlarni o‘rganish juda muhim, lekin ularni eslab qolish uchun muntazam ishlatish kerak. Gapirganda o‘rgangan so‘zlaringizni faol ravishda qo‘llaysiz. Bu so‘zlarni xotirada mustahkamlashga yordam beradi va ularni tezroq o‘zlashtirishga imkon beradi. Masalan, yangi so‘zlarni yodlash o‘rniga, ularni muloqotda ishlatish orqali ularning ma‘nosini va qo‘llanilishini yanada chuqurroq o‘rganasiz.

### 5. Eshitish va tushunish ko‘nikmalarini rivojlantiradi

Gapirish va eshitish bir-biri bilan chambarchas bog‘liq. Boshqa odamlar bilan suhbatlashayotganda siz nafaqat o‘z fikrlaringizni bildirasiz, balki ularning aytayotgan gaplarini tushunishingiz va ularga javob berishingiz kerak bo‘ladi. Bu ko‘nikmalarni bir vaqtda rivojlantiradi. Shuningdek, ravon yoki ona tilida so‘zlashuvchilarni tinglaganingizda, ularning jumllarini qanday tuzayotgani, iboralarni qanday ishlatayotgani va o‘z fikrlarini qanday ifodalayotganini ko‘rib, yangi gapirish usullarini o‘rganasiz.

### 6. Grammatikani real hayotda qo‘llash imkonini beradi

Ko‘plab o‘rganuvchilar ingliz tili grammatikasini nazariy jihatdan yaxshi biladi, lekin suhbat davomida uni to‘g‘ri qo‘llashga qiynaladi. Nutq amaliyoti bu grammatik qoidalarni real vaqtda qo‘llash imkonini beradi. Xatolar qilganingizda, ularni darhol tuzatish imkoniga ega bo‘lasiz va bu jarayon grammatikani alohida o‘rganishdan ko‘ra samaraliroq bo‘ladi. Vaqt o‘tishi bilan grammatika qoidalarini instinktiv ravishda qo‘llay boshlaysiz.

### 7. Xatolardan qo‘rqishni yengishga yordam beradi

Ko‘plab til o‘rganuvchilar xatolar qilishdan yoki noto‘g‘ri gapirishdan qo‘rqib gapirishdan tiyiladi. Biroq, xatolar til o‘rganish jarayonining tabiiy qismidir. Aslida, qancha ko‘p gapirsangiz, xatolar qilish va ularni tuzatishga shuncha ko‘p o‘rganasiz, bu esa rivojlanish uchun juda muhim. Do‘stlaringiz, til o‘rganuvchi hamkasblaringiz yoki o‘qituvchilar bilan suhbatlarda mashq qilish sizga xatolarni o‘zlashtirish jarayonining ajralmas qismi sifatida qabul qilishga yordam beradi.

## 8. Nutq amaliyoti uchun imkoniyatlar

Ingliz tilida gapirish amaliyotini muntazam ravishda bajarish uchun bir nechta samarali usullar mavjud:

*Til almashish dasturlari:* HelloTalk yoki Tandem kabi ilovalar orqali ona tilida soʻzlashuvchilar bilan bogʻlanishingiz mumkin. Ular bilan muloqot qilgan holda ingliz tilida gapirishingiz va ularning tilini oʻrganishingiz mumkin.

*Suhbat mashgʻulotlari:* Ingliz tili oʻquv markazlari yoki onlayn platformalarda suhbat darslari mavjud boʻlib, u yerda siz boshqa oʻrganuvchilar yoki oʻqituvchilar bilan gaplashishingiz mumkin.

*Kunlik suhbatlar:* Har kuni doʻstlaringiz, oila aʼzolaringiz yoki hamkasblaringiz bilan ingliz tilida gaplashishga harakat qiling. Shuningdek, yolgʻiz qolganingizda ingliz tilida oʻylab, oʻzingiz bilan suhbat oʻtkazishingiz mumkin.

*Ijtimoiy tarmoqlarda guruhlariga qoʻshilish:* Turli mavzularda ingliz tilida muloqot qiladigan onlayn jamoalarga qoʻshiling va ovozli yoki video qoʻngʻiroqlar orqali oʻz nutqingizni rivojlantiring.

## 9. Texnologiyaning rolini unutmang

Bugungi raqamli davrda nutq amaliyotini samarali oʻtkazish uchun turli texnologiyalardan foydalanishingiz mumkin. Quyidagi ilovalar va xizmatlar gapirish koʻnikmalarini yaxshilashda yordam beradi:

*HelloTalk va Tandem:* Dunyo boʻylab til oʻrganuvchilar bilan muloqot qilib, nafaqat til almashish, balki soʻz va talaffuzni yaxshilash imkonini beradi.

*Duolingo va Babbel:* Ushbu ilovalar orqali soʻz boyligingizni kengaytirib, qisqa dialoglar orqali ravonlikni yaxshilashingiz mumkin.

*YouTube kanallari:* Ingliz tilida muloqot va til oʻrganishga bagʻishlangan mashhur YouTube kanallari orqali ona tilida soʻzlashuvchilarni tinglash va ulardan ilhom olish imkoniyati mavjud.

Shuningdek, Google Meet yoki Zoom kabi onlayn muloqot platformalaridan ham foydalanib, boshqa til oʻrganuvchilar bilan guruh boʻlib amaliyot qilishingiz mumkin.

**Xulosa.** Ingliz tilini samarali oʻrganish jarayoni turli metodlarga asoslanadi, lekin amaliy gaplashish bu jarayonning eng muhim qismi hisoblanadi. Nutq amaliyoti sizga nafaqat tilni oʻzlashtirishda yordam beradi, balki oʻzingizga boʻlgan ishonchni oshirib, haqiqiy hayotda tilni bimalol qoʻllashga imkon yaratadi. Shuning uchun har kuni ingliz tilida gaplashishga vaqt ajratish juda muhim. Zamonaviy texnologiyalar va onlayn platformalar yordamida bu imkoniyatlarni osonlik bilan topishingiz va oʻquv jarayonini yanada samarali qilish imkoniyatiga egasiz.

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## **TILNING RIVOJLANISHI, EVOLYUTSIYASI VA XORIJIY TILLARNI O'RGANISH MOTIVLARI**

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**Annotatsiya:** Maqolada tilning rivojlanishi va evolyutsiyasi, xorijiy tillarni o'rganish motivlari hamda tilni o'rganish strategiyalari haqida so'z yuritiladi. Tilning rivojlanishi evolyutsiyasi insoniyat tarixidagi eng muhim jarayonlardan biridir. Bu jarayon biologik va ijtimoiy omillarning o'zaro ta'siriga asoslangan bo'lib, insonning muloqot qobiliyatini shakllantirishda katta ahamiyatga ega. Xorijiy tillarni o'rganish esa hozirgi globallashtirilgan dunyoda zaruratga aylandi. Bu motivatsiya ta'lim, madaniyatlararo muloqot, kasbiy o'sish va shaxsiy rivojlanishga bog'liq.

**Kalit so'zlari:** til, tilning rivojlanishi, evolyutsiyasi, o'rganish motivatsiyasi, tilni qisqa vaqtli mashg'ulotlar bilan o'rganish, o'qish va eshitish, amaliy va yozish mashg'ulotlari, grammatika va so'z boyligini o'rganish, videolar va filmlar tomosha qilish orqali o'rganish.

"Yoshlarni qay usulda oqitish, ularni tarbiyalash, mustaqil mamlakatning yetuk mutaxassislari bolishiga qayg'urish –har birimizning muqaddas burchimizdir." Islom Karimov

Til insoniyat ega bo'lishi mumkin bo'lgan eng muhim vositadir. Til orqali biz bir-birimizga fikrlarimizni bayon qilamiz va ma'lumotlarni yetkazamiz. Tilsiz, ushbu qurolsiz biz nafaqat o'z qarashlarimizni ifodalay olmaymiz, balki rivojlanishimizga, unib-o'sishimizga asos bo'luvchi elementlarni qura olishimiz ham imkonsiz. Shuning uchun til dunyo bo'ylab har xil jamiyat va sivilizatsiyalar orqali rivojlanib kelmoqda, desak mubolag'a bo'lmaydi. Tilni o'rganishning o'zi juda qiziqarli jarayon bo'lsa-da, tilni o'rganishga alohida e'tibor berilishi kerak, chunki u alohida jamiyatlarga va tilning rivojlanish va evolyutsiya jarayoniga tegishli xossadir. Til jamiyatdagi madaniyat va uning dunyoni idrok etishdagi aksidir; u axborotni uzatar ekan, shu orqali ma'lum bir jamiyat bu ma'lumotni qanday qabul qilishini, qayta ishlashini, baholashini va yetkazishini ko'rsatadi. Muayyan tilning vaqt o'tishi bilan rivojlanishi, undan foydalanadigan jamiyat yoki jamiyatlarning vaqt o'tishi bilan qanday rivojlanishini ko'rsatadi, madaniy nuqtayi nazar, ijtimoiy tarkib va siyosiy



sharoitlardagi o'zgarishlar tilning xususiyatlariga chuqur ta'sir qiladi. Tilning kelib chiqishi va evolyutsiya bosqichlari haqida qadimiy misrliklar va xorazmlilar, yunonlar va hindlar, xitoyliklar va forslar turli xil ilmiy farazlarni ilgari surganlar.

Bugungi kunda dunyo bo'ylab turli tillarni o'rganish, insonlarning shaxsiy va professional rivojlanishida muhim ahamiyatga ega. Til o'rganish jarayoni, ko'plab odamlar uchun murakkab bo'lishi mumkin, lekin to'g'ri strategiyalar yordamida bu jarayonni yanada samarali qilish mumkin.

#### 1. Qisqa Vaqtli Mashg'ulotlar

Har kuni qisqa vaqt davomida, masalan, 15-30 daqiqa davomida til o'rganish, samarali bo'lishi mumkin. Ushbu yondashuv, miyaning yangi ma'lumotlarni qabul qilish qobiliyatini oshiradi va stress darajasini pasaytiradi. Kichik, ammo doimiy mashg'ulotlar orqali siz o'zingizga zaruriy bilimlarni osonroq egallay olasiz.

#### 2. O'qish va Eshitish

Til o'rganishda o'qish va eshitish muhim rol o'ynaydi. Kitoblar, maqolalar yoki podkastlar orqali yangi so'zlar va iboralarni o'rganing. Har bir o'qigan yoki eshitgan materialingizdan keyin yangi so'zlarni yozib olish va ularni amaliyotda ishlatish foydali. Buning yordamida siz yangi so'z boyligingizni kengaytirasiz.

#### 3. Amaliy Mashg'ulot

O'rganilgan tilni amaliyotda qo'llash muhimdir. Suhbatlar, til almashinuvi dasturlari yoki onlayn forumlarda ishtirok eting. Bunday tajribalar sizga muloqot qobiliyatingizni oshirishga yordam beradi va o'rganilganlarni amalda qo'llash imkonini beradi.

#### 4. Yozish Mashg'ulotlari

Yozish, o'z fikrlaringizni ifodalash va tilni amaliyotda qo'llash uchun ajoyib vositadir. Kundalik yozing, qisqa hikoyalar yoki maqolalar tayyorlang. Yozish jarayoni orqali siz grammatika va so'z boyligingizni yanada yaxshilaysiz.

#### 5. Grammatika va So'z Boyligini O'rganish

Til o'rganish jarayonida grammatik qoidalarni va yangi so'zlarni o'rganish juda muhim. Har bir mashg'ulotda yangi qoidalar va so'zlarni o'z ichiga oling va ularni mustahkamlash uchun qo'shimcha mashqlar qiling. Bu yondashuv sizning tushunishingizni va tilni qo'llash qobiliyatingizni oshiradi.

#### 6. Videolar va Film Tomosha Qilish

O'zingiz o'rganayotgan tildagi filmlar va videolarni tomosha qilish, sizga tilni eshitish va tushunish qobiliyatini oshiradi. Ushbu strategiya, ayniqsa, ko'plab kontekstual so'zlar va iboralarni o'rganish uchun foydalidir. Katta ekran orqali



qahramonlarning muloqotini kuzatish, sizga tilning tabiiy va real hayotdagi qo'llanilishiga yordam beradi.

#### 7. Ko'p Takrorlash

O'rganilgan materialni qayta-qayta ko'rib chiqish va takrorlash, eslab qolishingizni osonlashtiradi. Bu strategiya, o'rganilgan bilimlarni uzoq muddatli xotirangizda saqlashga yordam beradi. Har bir yangi so'z yoki iborani bir necha marta takrorlash orqali siz uni o'zlashtirish imkoniyatini oshirasiz.

O'rganish maqsadlaringizni aniqlash va ularga erishish uchun reja tuzish muhimdir. Har bir insonning o'ziga xos maqsadlari bo'lishi mumkin: sayohat qilish, yangi do'stlar topish, dunyoning eng yaxshi universitetlariga o'qishga kirish, dunyoqarashni kengaytirish, muvaffaqiyatli va bilimli bo'lish, karera pillapoyalaridan odimlash, ishga joylashish. Ushbu maqsadlarni ko'zda tutish, sizni ilhomlantiradi va o'rganish jarayonini davom ettirishga yordam beradi.

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## DUNYO MIQYOSIDA INGLIZ TILINI O'RGANISHNING AHAMIYATI

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**Anotatsiya:** Ushbu maqolada dunyo miqyosida ingliz tilini o'rganishning ahamiyati ko'rib chiqiladi. Ingliz tili xalqaro muloqot vositasi sifatida keng qo'llanilib, global ta'lim, ilm-fan, xalqaro ish imkoniyatlari va turizmda katta o'rin tutadi. Shuningdek, raqamli olamda ingliz tilining o'rni va ahamiyati ham yoritiladi. Maqola ingliz tilini bilishning shaxsiy va professional rivojlanishdagi foydalarini tahlil qilib, global muhitda muvaffaqiyatga erishish uchun uning zarur ekanligini ta'kidlaydi.

**Kalit so'zlar:** Ingliz tili, xalqaro muloqot, ilm-fan, ta'lim, ish imkoniyatlari, madaniy almashinuv, raqamli dunyo, globalizatsiya, bilingvizm

1. Global muloqot vositasi. Ingliz tili bugungi kunda dunyoda eng ko'p o'rganiladigan va qo'llaniladigan tillardan biri hisoblanadi. Jahonda 1,5 milliarddan ortiq odam ingliz tilida so'zlashadi, shundan 375 milliondan ortig'i uni ona tili sifatida, qolganlari esa ikkinchi til sifatida o'zlashtirgan. Ingliz tili xalqaro diplomatiya, savdo, ta'lim va turizm kabi ko'plab sohalarda muloqot vositasi bo'lib xizmat qiladi. Masalan, Birlashgan Millatlar Tashkiloti (BMT) va boshqa xalqaro tashkilotlarda ingliz tili asosiy aloqa tili sifatida tan olingan. Shu bilan birga, ingliz tilida yozilgan xalqaro shartnomalar va hujjatlar, mamlakatlar o'rtasidagi muloqot va hamkorlikni osonlashtiradi. Bu esa ingliz tilini o'rganishni global aloqalar uchun zaruriy qilmoqda.

2. Ta'lim va ilm-fan. Dunyo miqyosida eng nufuzli universitetlar va ilmiy tadqiqot institutlari ingliz tilida ta'lim beradi. AQSh, Buyuk Britaniya, Kanada va Avstraliyadagi universitetlar ilmiy ishlari va maqolalarini asosan ingliz tilida chop etishadi. Bu esa global ilmiy tadqiqotlar va yangiliklardan xabardor bo'lish uchun ingliz tilini bilishni zarur qiladi. Masalan, Nature, Science, va The Lancet kabi nufuzli ilmiy jurnallar asosan ingliz tilida chop etiladi. Bunday nashrlar o'quvchilarga eng so'nggi tadqiqotlar va innovatsiyalar haqida ma'lumot olish imkoniyatini beradi. Shuningdek, ingliz tilini bilish orqali talabalar va tadqiqotchilar jahon miqyosida ilmiy hamkorlikni o'rnatish va yangi bilimlarni tezda olish imkoniyatiga ega bo'lishadi. Bu, o'z navbatida, yangi texnologiyalar va metodologiyalarni o'rganish imkonini beradi.

3. Xalqaro ish imkoniyatlari. Global iqtisodiyotda ishlashni xohlayotganlar uchun ingliz tilini bilish juda katta ahamiyatga ega. Ko‘plab transmilliy korxonalar va xalqaro kompaniyalar o‘z ichki va tashqi muloqotlarida ingliz tilidan foydalanadi. Bu esa ingliz tilini bilgan ishchilarga ishga qabul qilishda ustunlik beradi. Davlat va xususi sektorida ingliz tilini bilish talab etiladi, xususan, IT, marketing, moliya va turizm sohalarida. Xalqaro mehnat bozorida ingliz tilini bilishning afzalliklari o‘zini namoyon qiladi: yangi ish o‘rinlari, ko‘proq maosh va professional rivojlanish uchun . keng imkoniyatlar. Bunday imkoniyatlarni qo‘lga kiritish uchun ingliz tilini o‘rganish zarur.

4. Madaniy almashinuv va turizm. Ingliz tili dunyo bo‘ylab sayohat qilishda ham katta foyda keltiradi. Ingliz tilini bilish sayohatchilarga turli madaniyatlarni o‘rganish, yangi do‘stlar orttirish va dunyoning turli burchaklarida o‘zini qulay his qilish imkonini beradi. Ingliz tilida so‘zlashadigan mamlakatlar ko‘pligi sababli, sayyohlik va madaniy almashinuv jarayonlarida bu til asosiy aloqa vositasi sifatida xizmat qiladi. Sayyohlar ingliz tilidan foydalangan holda mahalliy aholiga murojaat qilish, yangi joylarni kashf etish va o‘z tajribalarini boshqalar bilan bo‘lishish imkoniyatiga ega bo‘ladilar. Sayohat qilish davomida, ingliz tilida yozilgan sayohat qo‘llanmalari va resurslari orqali sayohatchilar yangi joylarni tadqiq qilishda ko‘proq yordam olishadi.

5. Raqamli dunyoda ingliz tilining o‘rni. Bugungi raqamli davrda internetning katta qismi ingliz tilida faoliyat yuritadi. Eng ommabop ijtimoiy tarmoqlar, veb-saytlar, dasturiy ta‘minot va mobil ilovalarning aksariyati ingliz tilida ishlab chiqilgan. Bu esa raqamli olamdagi yangiliklar va texnologik o‘zgarishlardan xabardor bo‘lish uchun ingliz tilini bilishni muhim qiladi. Raqamli marketing, onlayn ta‘lim va elektron tijorat sohalarida ham ingliz tilining roli muhimdir. Shuningdek, ingliz tilini bilish internet orqali yangi bilimlarni tezda o‘zlashtirish va global auditoriya bilan aloqada bo‘lish imkonini beradi. Bugungi kunda onlayn kurslar, vebinarlar va videolar ingliz tilida juda ko‘p mavjud, bu esa o‘rganish jarayonini osonlashtiradi.

6. Shaxsiy rivojlanish. Ingliz tilini o‘rganish shaxsiy rivojlanish uchun ham katta ahamiyatga ega. Bu til orqali siz yangi g‘oyalarni, madaniyatlarni va fikrlarni o‘rganasiz. Ingliz tilida o‘qish va yozish orqali nutq madaniyatingizni rivojlantirishingiz, fikrlarni aniq ifodalashni o‘rganishingiz mumkin. Shuningdek, ingliz tilida o‘qilgan adabiyotlar, filmlar va boshqa san‘at asarlari orqali ijodiy fikrlash va tasavvur qobiliyatingizni oshirishingiz mumkin. Ingliz tilida o‘rganish



jarayoni shaxsiy o‘shiga olib kelishi va turli fikrlash usullarini o‘zlashtirish imkoniyatini beradi.

7. Globalizatsiya va bilingvizm. Dunyo bo‘ylab globalizatsiya jarayonlari davom etayotgan bir paytda, bir nechta tillarni bilish, jumladan ingliz tilini o‘rganish, shaxsiy va professional hayotda muhim ahamiyatga ega bo‘lib bormoqda. Bilingvizm (ikki tilni bilish) nafaqat til ko‘nikmalarini, balki boshqa madaniyatlarni tushunish qobiliyatini ham rivojlantiradi. Bu, o‘z navbatida, ijtimoiy va professional munosabatlarni o‘rnatish va mustahkamlashda yordam beradi. Bilingvizm jahon bo‘ylab ko‘proq odamlar bilan muloqot qilish va global muammolarni hal qilishda ko‘proq imkoniyat yaratadi.

**Xulosa.** Ingliz tilini o‘rganish bugungi global dunyoda katta afzalliklarga ega. Bu til shaxsiy va professional imkoniyatlarni kengaytirib, ilmiy va madaniy sohalarda katta eshiklarni ochadi. Ingliz tilini o‘rganish orqali siz xalqaro miqyosda samarali muloqot qilishingiz, jahon miqyosidagi ish imkoniyatlariga ega bo‘lishingiz va raqamli dunyoda o‘zingizni erkin his qilishingiz mumkin. Shu sababli, ingliz tilini o‘rganish bugungi va kelajakdagi muvaffaqiyatning kaliti sifatida qaraladi.

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## THE IMPORTANCE OF ENGLISH IN GLOBAL COMMUNICATION

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**Abstract:** In this article, I will explain the multifaceted role of English as a public language, the complex dynamics related to its historical development and widespread use will be reflected. This article highlights the benefits of English in facilitating international communication, collaboration and knowledge sharing, while highlighting the challenges of cultural appropriation and marginalization of other languages. Through this language, we can understand people of different cultures in a comprehensive way and it plays a key role in bringing globalization to us.

**Keywords:** Global Language, English as a Lingua Franca, Communication, Collaboration, Knowledge Sharing, Globalization, Language Learning, Cultural Exchange, Linguistic Diversity, Cultural Appropriation, Linguistic Inequality.

**Introduction:** The story of English's global ascent is intertwined with the rise of the British Empire. Through colonization and trade, English spread to distant corners of the world, becoming the lingua franca of vast territories. After World War II, the United States emerged as a global superpower, further solidifying English's dominance in fields such as science, technology, finance, and popular culture. The advent of the internet and global media accelerated this trend, making English the language of choice for online communication, news dissemination, and entertainment. English has become a universal language, unlocking a wide range of opportunities for individuals and nations alike. Its practical applications are evident in various spheres: Science and Technology, Diplomacy and International Relations, Travel and Tourism.

English's role as the "global language" is pivotal in our interconnected world. Its universal appeal arises from its extensive utilization in international communication, business, diplomacy, and academia. Whether you find yourself on a journey of exploration, engaged in global trade, or pursuing higher education abroad, English becomes your universal passport to establish meaningful connections with individuals from diverse linguistic backgrounds. In the realm of international

communication, English transcends barriers and provides a common ground for people to engage in dialogue, share ideas, and foster mutual understanding. For professionals involved in international business and diplomacy, proficiency in English is a fundamental asset, enabling them to negotiate, collaborate, and build relationships effectively. In academia, English is the medium for sharing knowledge across borders, making it an essential tool for scholars and researchers. In a world that's becoming increasingly interconnected, English serves as the thread that weaves together the diverse tapestry of humanity.

Besides, knowing a language makes one's career great Proficiency in English doesn't just broaden your horizons; it also paves the way for enhanced career opportunities. In today's globalized job market, English fluency is often the key to unlocking a world of professional possibilities. Multinational companies and international organizations conduct their business primarily in English, making it the lingua franca of global commerce. For job seekers in fields like technology, finance, tourism, and many others, a strong command of English is not merely an advantage but frequently a non-negotiable requirement.

This proficiency empowers individuals to participate in cross-border collaborations, negotiate contracts, and communicate effectively with colleagues and clients from around the world. English proficiency can lead to career advancement, higher earning potential, and increased job market competitiveness. Furthermore, it allows professionals to access global resources, stay up-to-date with the latest industry trends, and connect with a diverse network of peers and mentors. In essence, English proficiency is an invaluable asset that opens doors to a wide spectrum of career opportunities and significantly enriches one's professional journey.

Along with the positive aspects of globalization, there are also problems. Linguistic inequality, ie the widespread use of English, can exacerbate existing inequalities, creating a gap between those who have access to English-language education and resources and those who do not. This inequality can limit the opportunities of others and create social and economic imbalances.

*Language Diversity:* Although English can be a powerful tool for communication, we must note that the world is rich in its many languages. Celebrating and supporting the preservation of local languages is important in promoting linguistic diversity. Multilingualism should be encouraged, recognizing the cultural and linguistic value of each language.

*Equal access to English language education:* Efforts should be made to ensure that English language education is accessible to all. This includes providing quality

English language learning programs and resources in diverse. When using English in international settings, it is important to be sensitive to cultural differences and avoid treating English as the only medium of communication. Respect for cultural norms and languages builds trust and understanding.

**Conclusion:** English as a Tool for Progress, but Not at the Expense of Diversity. English has become a vital tool for communication, collaboration, and knowledge sharing in a globalized world. Its widespread use has facilitated trade, research, and cultural exchange, connecting individuals and nations across continents. However, it is essential to acknowledge the challenges associated with its dominance. Striving for a balanced approach that celebrates linguistic diversity, promotes equitable access to English education, and fosters cultural understanding is crucial for ensuring a truly inclusive and equitable global community. English should serve as a bridge to progress, not as a barrier to the rich tapestry of human languages and cultures.

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## THE EVOLUTION OF THE ENGLISH LANGUAGE: FROM OLD ENGLISH TO MODERN ENGLISH

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**Annotation:** The English language is one of the most widely spoken and influential languages in the world today, serving as a global lingua franca across industries, education, and culture. However, the journey of English from its historical origins to its modern form is marked by significant changes in vocabulary, grammar, and pronunciation. This article explores the major phases of English's evolution, highlighting the historical foundations and contemporary developments shaping the language we use today.

**Key words:** The Roots of English, Old English, Early Modern English, Modern English, history of language, characteristics of Old English

### The Roots of English: Old English (450–1150 AD)

English traces its beginnings to Old English, a Germanic language brought to Britain by Anglo-Saxon settlers in the 5th and 6th centuries. This early form of English was heavily influenced by the dialects of tribes such as the Angles, Saxons, and Jutes. Vocabulary from Old Norse (due to Viking invasions) and Latin (from the spread of Christianity) further enriched the language.

Characteristics of Old English include:

- A complex grammatical structure, including noun cases and gendered nouns.
- Many words unrecognizable to modern speakers (e.g., *hwæt* for “what” or *cuning* for “king”).
- Poetic texts like *Beowulf* reflecting themes of heroism and mythology.

### The Transition Period: Middle English (1150–1500 AD)

The Norman Conquest of 1066 introduced Norman French as the language of the ruling elite, leading to significant changes in English. During the Middle English period, a great number of French words related to law, government, and art entered the language (e.g., *justice*, *council*, *beauty*).

Pronunciation also shifted dramatically during this era, contributing to the eventual loss of many Old English grammatical features, such as inflectional endings.



English gradually became more streamlined, with word order playing a more critical role in conveying meaning.

A key milestone from this period is Geoffrey Chaucer's *The Canterbury Tales*, which demonstrated the literary potential of Middle English and contributed to the standardization of the language.

Early Modern English (1500–1700 AD): The Influence of the Renaissance

The Renaissance sparked an explosion of learning and cultural exchange across Europe, profoundly influencing the English language. As scholars translated classical works, Latin and Greek words became embedded in English, especially in fields like science and philosophy (radius, criterion).

This era also witnessed the Great Vowel Shift, a major phonological change that altered the pronunciation of many English vowels. For example, the word "bite" was once pronounced more like "beet." The printing press, introduced by William Caxton in 1476, further helped standardize spelling and grammar, though inconsistencies remained.

Famous writers like William Shakespeare enriched the language, coining new words and phrases still in use today, such as *bedazzled* and *foregone conclusion*.

Modern English (1700–Present): Standardization and Global Expansion

The 18th century saw efforts to codify the English language with the publication of dictionaries, such as Samuel Johnson's *Dictionary of the English Language* (1755). Grammarians sought to impose rules, many of which were inspired by Latin, though English continued to evolve organically.

English as we know it today was exported to other parts of the world through *British colonisation*, and is now the dominant language in Britain and *Ireland*, the *United States* and *Canada*, *Australia*, *New Zealand* and many smaller former colonies, as well as being widely spoken in *India*, parts of *Africa*, and elsewhere. Partially due to influence of the United States and its globalized efforts of commerce and technology, English took on the status of a global *lingua franca* in the second half of the 20th century. This is especially true in Europe, where English has largely taken over the former roles of French and, much earlier, Latin as a common language used to conduct business and diplomacy, share scientific and technological information, and otherwise communicate across national boundaries. The efforts of English-speaking *Christian missionaries* have resulted in English becoming a second language for many other groups.

## CONCLUSION

In conclusion Old English, though distant from the language spoken today, laid the foundation for the English lexicon and grammatical structure, serving as a critical starting point for the language's development over centuries. Modern English, shaped by globalization and technological advancements, continues to evolve rapidly, adapting to new cultural, social, and digital influences while retaining elements of its historical past.

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## APPROPRIATE SURGICAL TECHNIQUES FOR AORTIC COARCTATION BASED ON AGE CATEGORY

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### INTRODUCTION

Aortic coarctation (CoA) is a congenital cardiovascular condition that necessitates early intervention to prevent severe long-term complications. The timing and selection of the most appropriate surgical technique are critical factors in achieving optimal outcomes, especially considering the variability in patient age and anatomical development. This study explores the effectiveness of different surgical approaches for CoA correction, with a focus on tailoring techniques based on age groups.

#### Aim

The aim of this study is to evaluate the outcomes of various surgical methods for correcting CoA in different age categories and to determine the most appropriate surgical techniques that minimize complications such as recoarctation, left ventricular dysfunction, and paradoxical hypertension.

#### Methods

This retrospective study included 120 patients who underwent surgical correction for CoA. Patients were divided into four age groups: <1 year, 1–3 years, 3–10 years, and >10 years. Surgical methods included resection with end-to-end anastomosis (EEA), patch aortoplasty (PA), extended end-to-end anastomosis (EEEEA), and prosthetic interposition graft (PIG). Outcomes were analyzed based on perioperative data, postoperative complications, and long-term follow-up. Statistical significance was assessed using chi-square tests and correlation analyses for age-related complications.

#### Results

The study found that younger patients (<1 year) who underwent extended end-to-end anastomosis (EEEEA) had significantly lower rates of recoarctation compared to those who underwent resection and end-to-end anastomosis (EEA). However, these younger patients exhibited a higher risk of paradoxical hypertension and postoperative complications such as left ventricular dysfunction. In contrast, older

patients (>10 years) who underwent patch aortoplasty (PA) had a lower incidence of recoarctation and a more stable postoperative course, but required longer operative times. The presence of aortic arch hypoplasia was identified as a significant risk factor for recoarctation across all age groups.

### **CONCLUSION**

Surgical correction of aortic coarctation must be tailored to the patient's age and anatomical considerations. Extended end-to-end anastomosis (EEEA) is recommended for infants and young children, while patch aortoplasty (PA) may be more suitable for older patients. Early intervention is crucial for preventing long-term complications, though careful patient selection and technique modification are necessary to optimize outcomes. Further studies are required to refine surgical strategies for specific age groups and minimize postoperative risks.

## HARMONY OF REBELLION AND CREATION

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**Resume.** This article examines the storytelling style of the talented writer Nazar Eshanqul. It explores his skill in creating characters and images, the use of codes and symbols in his works, and the principles he employs to reveal the soul of his heroes.

**Keywords:** *story, style, character, problem, plot, landscape, detail, character, conflict, psychological analysis, collision, polyphonic, paradox.*

In today's modern Uzbek stories, the heroes are depicted as having complex characters. They engage with life deeply, driven by significant aesthetic needs and desires. One writer who stands out is Nazar Eshanqul, known for his vibrant style and innovative storytelling. He views creation as a form of rebellion against existence, a theme that runs consistently throughout all his works. This is evident through the writer's choice of words, sentence structure, perspective on reality, and the use of imagery, metaphors, and visual elements. Writer modernized the literary approach to Uzbek prose up to the 21st century in terms of content.

Rebellion and spiritual upheaval serve as material for literature. He viewed creativity as a rebellion against the societal environment. "The Wind Cannot Be Caught," "The Man with the Monkey," "Bahouddin's Dog," "Evolution," "Treatment," "Coffin," "Photo of a Destroyed City," "Hand," and others explore the image of a person who struggles to find himself and suffers from the emptiness of human nature. Heroes searching for their identity in the decaying spiritual core of society, surrounded by a web of crowd and ignorance, are often portrayed in a chaotic and irrational world that has lost its mental equilibrium and soul. Many researchers studying literary plots demonstrate that these stories evolve through influences, creative appropriation, and imitation of various works from representatives of world literature.<sup>1</sup> It's important to emphasize that no phenomenon in science, particularly in creativity, exists in

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<sup>1</sup> More about this: Dosmuhamedov H. Renewal of artistic thinking in contemporary Uzbek storytelling (on the example of stories from the second half of the 80s and early 90s): Filol. science. candidate... dis. - Tashkent: 1995. P – 149; Sattorova G. The problem of national character in Uzbek storytelling in the 1990s: Filol. science. candidate dis... autoref. - T. 2001. P – 26; Issues of current literary processes // Collection. Tashkent. "Fan". 2022, P. - 204.



isolation. The process of reading, studying, and synthesizing information requires time. This involves not only absorbing knowledge but also influencing and processing it in the mind. Ultimately, these thoughts, heroes, symbols, and images must be expressed in a way that resonates with the reader's own cultural context.

The writer's work is connected by a significant poetic element: images that move seamlessly from one story to another. In the story "Dead Season," the teacher symbolizes perfection; he embodies all the spiritual and philosophical knowledge in the world. Every student is captivated by his passionate speeches and profound observations about the structure of existence. They analyze his every thought, gesture, and sarcastic remark, reflecting on their own understanding from the teacher's perspective. Their conversation begins about him and ends with him. Deeply enchanted by his lectures, the students try to invite him to a quieter place in the city, perhaps to a restaurant, but they do not know his address. After a long search, they finally discover where he lives, only to find that his address is a cemetery.

The writer conveys the idea that there is no ideal person in the world; instead, there are individuals who become slaves to certain ideas or ideologies. In the second part of the story, he warns that those who seek the truth will ultimately face non-existence and spiritual degradation. In "Dead Season," the writer explores this theme further, concluding that the state of the world reflects the inner life of humanity. This concept is embodied in the character of the architect in the story "Coffin." As the narrative unfolds, a plague spreads through a newly built city, and no one can stop or prevent this catastrophe. Despite their best efforts, the spread of the plague continues unabated. Authorities invite an architect from another city to investigate the situation. Initially, the architect is perplexed by this request, as determining the cause of the disease is not his responsibility. However, the city is so perfectly constructed that it inevitably draws the attention of an architect who prides himself on his expertise. The architect is on a quest to find and meet the city's chief architect. After an extensive search, it was reported that the chief architect had gone mad. Some believe his mental state deteriorated because "he was even crazier than before," while others speculate that "the city was built so beautifully and successfully that he didn't expect it, leading to his sudden madness."<sup>2</sup> After the architect became convinced that his colleague had truly lost his mind, he decided to ignore his colleague's erratic passions and focus on saving himself from the threat of death. However, the chief architect did not back

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<sup>2</sup> Эшонкул Н. Маймун етаклаган одам. –Т.: Янги аср авлоди, 2004. – Б. 115.

down. One day, despite feeling a twinge of sadness and guilt in his heart, he came to the guest.

While everyone is concerned about the cause of the tragedy and the scale of the victims, news emerges that the mad architect has died, leaving behind a map in his pocket. It is clear that the architect understood the problem, as he spent a long time looking at this map in confusion. The city was constructed in the shape of a coffin, and all who lived in it were effectively sentenced to death. Through the figure of the architect, the writer illustrates that he embodies both the happiness and misfortune that befall humanity. He is a builder, a destroyer, a seeker, and a loser. The narrative suggests that pestilence, or evil, transcends human existence; it is greater than the individual.

A central theme in many of Eshankul's stories is the awareness of identity, with an emphasis on the hope that one can protect oneself and survive spiritually. In the face of various ideological upheavals in society, the spiritual world of humanity disintegrates. Human identity becomes eroded, and people turn into thoughtless slaves. Over centuries of invasions and wars, the fear and apprehension that intellectuals harbored in their hearts during the oppressive totalitarian regime, which lasted for seventy years, mirrored a deep desire to escape from this loss of individuality.

“The human soul is a vast world, and feelings and emotions within it manifest in two distinct forms,” writes J. Eshankulov.<sup>3</sup> “The first type consists of feelings that are understandable, logical, and have specific conclusions and directions concerning the outside world. These feelings reflect a person's attitude toward society, other people, and their surroundings, all synthesized by the mind, which is directly involved in this process. The second type includes subconscious feelings that do not reach conscious awareness but are always present in an individual's soul as they interact with the outside world. These subconscious feelings form the foundation of human behavior and mental processes.”

The same mood is evident in the writer's story “Bahouddin's Dog.” Literary scholar Ibrahim Hakkul commented on this work, stating that “Bahouddin's dog” is inspired by Sufism. However, he cautions against seeking mystical meanings or interpretations in the story. He adds, “It is a different matter if the story prompts readers to reflect on the ancient ideas regarding the soul, morality, and spirit.”<sup>4</sup>

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<sup>3</sup> Эшонқулов Ж. Рухий таҳлил методи хусусида. Ўзбек тили ва адабиёти, 1997, № 2, Б–43.

<sup>4</sup> Haqqul I. The sound of twisting. / Issues of current literary processes/. Collection. Tashkent. "Science". 2022, - P. 5.

The story “Bahauddin’s Dog” is a philosophical and mystical work that shows the most important aspects of the writer’s creative manner. In a sense, among the writer’s stories, it rose to the highest point both in the philosophical, spiritual and psychological sense, and in terms of expressing the existential existence of a person of the new era. It can be analyzed in the social sense, and in the philosophical and spiritual direction, and in the mystical and internal sense, and the work can easily become material for interpreting all three contents.

It seems that the plot of the story is based on the famous legend about the dog of the great scientist Bahauddin Naqshbandi. In this story, on the contrary, when the soul of a person makes a wish to the soul of a dog, it also enters into its image. Here you can see the phenomenon of Sufism. This is a topic for a separate study. The symbols and philosophical metaphors presented in the work are connected in an associative way, revealing the appearance that does not find meaning in the appearance, the huge creature hidden in the depths of the inner being. The howl of the dog in this story represents the content of the hero’s heart, the desire to connect with the spirit of the Creator through the spirit of the dog. One cannot fully agree with Ibrohim Hakkul’s view that the ideological content of the story is solely connected to the ego. “In the story, an absurd character is portrayed, revealing contradictions between his external and internal worlds. He surrounds himself with certain facades, has stopped enjoying life, and struggles to find answers to fundamental questions about the true value of his existence. The symbol of a dog is used in an unexpected way to reflect these themes—exploring purpose and the reasons for living.”<sup>5</sup>

The hero of the story, N. Eshankul, known as “The Man with the Monkey,” is an old artist who lives a solitary life in a desolate yard. All he possesses are his paintings and an overwhelming hatred for life. This hatred, which has taken root in his heart like a poisonous snake, has cast a dark shadow over his inner world and affected his appearance, the hut he lives in, and his family’s well-being, engulfing his life in darkness.

Although the colors in his paintings are bright and vivid, the artwork remains completely unreadable. His home is filled with unnecessary items: “artificial flowers, canvases, various paints, yellowed books, a statue of a child carrying fire, and various weapons made of stone. Nets and chains are scattered around, and the area emits a

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<sup>5</sup> Cholieva N. The art and style of Nazar Eshankul’s stories. // Issues of current literary processes// Collection. Tashkent. “Fan” publishing house, 2022, - P. 138.

smell reminiscent of a basement, evoking the memories of his past life rather than the warmth of a welcoming porch.”<sup>6</sup>

Чол, пировардида, “биз тушунарсиз яшадик”, деган хулосага келади. Each symbol reveals the truths of the human heart, pointing to deeper insights hidden within the psyche and the complexities of our emotions. The old artist, depicted through various artistic symbols, embodies the spiritual essence of the nation’s intelligent people from the last century.

Every detail of the story carries profound philosophical significance, while the obscure and unclear images painted by the old man reflect different aspects of societal life. His thoughts, passions, dreams, and actions are woven into his artworks. The old man represented his past through his paintings, ultimately ending his life in disillusionment and the suffering that comes from false faith. In the end, he concludes that “our life was not understandable.”

“Integrity in a work that addresses an essence without form, or a form without essence, is simply absurd. In this and other realms, integrity without style leads to be torn to pieces. Regardless of the approach an artist takes, there is one universal aspect shared by all creators: stylization. This process maintains a balance between reality and spirit, giving form to their work. Only through stylization can an artist convey a deep understanding of creativity and rebellion,” writes A. Camus.<sup>7</sup>

In the painting, which the artist painted in his youth, a man leads a monkey. By the end of the story, the roles are reversed, and now the monkey leads the man. This serves to illustrate the idea that, ultimately, a person may become spiritually lost. Despite having his own principles and engaging in battles throughout life, he ultimately succumbs, losing his individuality and becoming a mindless follower of societal norms and contemporary beliefs.

The author reflects on the theme of the story by stating, “The idea came to me that a person is the artist of his life; he paints how he lives, capturing the days, seasons, and moments of existence.” Around him, he perceives a whirlwind of declining ideas and concepts, which appear before him like the ancient fortresses of Babylon. This was a familiar sight for many in the 1980s, as these fading ideologies took countless lives along with them. Motivated by this observation, the author aimed to depict the life

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<sup>6</sup> Eshankul N. “Smell of Mint” - T.: “Yangi asr avlodi”, 2004, -P. 123.

<sup>7</sup> Camus A. Rebellion and art (From the book “Rebellious Man” / translated from Russian by N. Eshankul) // World literature. 1997. Issue 1. – P.183 – 196.

journey of an intellectual who had experienced these changes firsthand. The story was crafted with this mood in mind.”<sup>8</sup>

The black book, the dead season, and the coffin-like city serve as recurring motifs in the writer’s work, reflecting a stark and often harsh confession of human life. He likens the essence of humanity and the history of his life to this ominous and dangerous book. Various symbols such as night, coffin, blood, wall, sadness, and axe are interconnected, creating a sense of rebellion at their core. This rebellion embodies a desire to transform individuals, altering their behavior, thoughts, and imagination, ultimately aiming to change their very essence.

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<sup>8</sup> Eshankul N. From me to “I”. - T.: Akademnashr. 2014. – P. 122.

## THE BENEFITS OF READING IN ENGLISH

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**Annotation:** Improved Language Proficiency: Reading in English enhances vocabulary, grammar, fluency, and comprehension, helping individuals develop stronger language skills. Cognitive and Mental Benefits: Regular reading promotes cognitive function, including better memory, focus, and critical thinking. It stimulates the brain and encourages the development of problem-solving skills.

**Key words:** Both of the reading magazines and articles have the same idea which is development of the problem solving . Reading serves as a form of relaxation, helping to reduce stress and improve mental well-being. It provides an escape from daily life, contributing to lower anxiety and better emotional health. Academic and Professional Growth: Readers can experience better academic performance and improved professional communication, as reading hones analytical and comprehension skills.

In today's fast -paced world we have a lot of necessary benefits and opportunities to read a lot of books not only paper books but also e- books are important for deep understanding and critical thinking. In addition reading articles or magazines to help you make a decision independently or without breaking your mind faster. If you use some techniques for improving reading skills, you might particularly want to focus on comprehension rather than memorizing grammar rules. Cultural Exposure: English books often reflect a variety of cultures, historical contexts, and global perspectives. Reading these helps broaden your understanding of different customs, traditions, and viewpoints.

*Empathy:* By immersing yourself in the lives and emotions of characters, reading fosters empathy and a deeper emotional connection to others.

*Increased Knowledge:* Books are a vast source of knowledge, whether it's fiction, non-fiction, or self-help. You can learn about diverse topics like history, science, philosophy, and current events.



*Self-Expression:* Reading can inspire better communication and expression of thoughts, whether in writing or conversation, since you become more familiar with how others convey ideas.

*Relaxation:* Immersing yourself in a good book can be a great way to escape from daily stress and unwind, helping to improve mental health.

*Therapeutic Benefits:* Reading has been linked to lowering stress levels, reducing anxiety, and even helping combat depression, as it provides mental engagement and emotional release.

*Vocabulary Expansion:* Reading exposes you to new words, phrases, and idioms, helping you build a richer vocabulary. This naturally improves your speaking and writing abilities.

*Better Grammar and Sentence Structure:* Regular reading helps you internalize the rules of English grammar, allowing you to use correct sentence structures and punctuation subconsciously.

*Fluency and Comprehension:* The more you read, the better your ability to comprehend English texts and understand different contexts, tones, and styles.

*Mental Stimulation:* Reading keeps your brain active, which helps improve memory, focus, and cognitive function. It can even slow cognitive function to make a new words. Reading activities like games or mentally efficiently puzzles chess can impact on our mind without difficulties besides that improving reading skills include skimming and scanning also because when you use this type of methods your brain will active.

*Better Academic Performance:* Regular reading can improve overall academic performance by enhancing comprehension, critical analysis, and the ability to synthesize information. It's essential for subjects like literature, history, and even science. When you encounter unfamiliar words, look them up immediately. Write them down in a notebook with definitions and example sentences to reinforce their meaning.

*Context Clues:* Try to infer the meaning of new words from the context of the sentence before checking the dictionary. This will help build intuition for understanding new vocabulary.

*Improved Communication Skills:* Reading strengthens your ability to communicate effectively, both verbally and in writing, which is critical in academic, social, and professional settings.

Overall, reading in English offers both intellectual and emotional growth, making it a valuable habit for anyone looking to enhance their language proficiency

and mental well-being. After reading a passage or text, practice summarizing the key points in your own words. This helps improve understanding and retention. Taking everything into consideration if we shall learn a topics of reading skills that contribute to proficiency effectively for reading in English. If we use some methods for reading it will help us to properly understand the language better.

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## KIMYOVIY ISHLOV BERILGAN OLOVGA CHIDAMLI MATOLAR ISHLAB CHIQISH

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**Loyiha mavzusi:** Kimyoviy ishlov berilgan olovga chidamli matolar ishlab chiqish

**Loyihaning dolzarbligi:** Yo'ngini oldini olish hamda o't o'churuvchilarning xavfsizligini tam'minlash bugungi kunning dolzarb masalasidir. Biz ishlab chiqqan kimyoviy ishlov berilgan mato o'ziga suv va hech qanday kimyoviy dog'ni yuqtirmaganligi tufayli o't o'chiruvchilarning xavfsizligini to'la qonli bartaraf eta oladi.

**Loyihaning ilmiy yangiligi:** Olovga chidamli matolar ishlab chiqarishda kimyoviy ishlov berishning ahamiyati shundaki, bu jarayon materialning yonish jarayonini sekinlashtiradi yoki to'xtatadi. Bu esa, yong'in xavfsizligini oshirish va inson hayotini saqlashda juda muhimdir.

**Loyihaning maqsadi:** Olovga chidamli matolar, turli sohalarda, jumladan qurilish, avtomobilsozlik, tekstil va elektronika sohalarida keng qo'llaniladi. Ushbu materiallar yong'in xavfsizligini oshirish va polimer asosidagi materiallarning potentsial xavflarini kamaytirishda muhim rol o'ynaydi. Olovga chidamli matolar ishlab chiqarishda kimyoviy ishlov berish, materiallarning yonish xususiyatlarini yaxshilash va ularni yanada xavfsiz qilishda asosiy omil hisoblanadi.

### **Kimyoviy ishlov berilgan olovga chidamli matolar ishlab chiqish**

*Annotatsiya:* Ushbu maqola, olovga chidamli matolar ishlab chiqarishda kimyoviy ishlov berishning asosiy usullari va ularning ahamiyatini yoritib berdi. Olovga chidamli materiallar olish uchun kimyoviy ishlov berish jarayoni juda muhimdir. Materiallarning tuzilishi va kimyoviy ishlov berishning o'zaro ta'siri, materiallarning olovga chidamliligini oshirishda hal qiluvchi omil hisoblanadi. Bu jarayonlar yong'in xavfsizligini oshirish va inson hayotini saqlashda muhim qadam hisoblanadi.

Olovga chidamli matolar, yuqori haroratga chidamli polimerlar, keramika yoki metallar kabi turli xil materiallardan tayyorlanadi. Ushbu materiallar maxsus kimyoviy modifikatsiyalardan o'tkaziladi, bu esa ularning olovga chidamli xususiyatlarini oshiradi. Masalan, polimerlarga olovni sekinlashtiruvchi

qo‘shimchalar qo‘shilishi mumkin, bu esa ularning alanganish tezligini kamaytiradi va olov tarqalishini sekinlashtiradi. Matoglarga maxsus ishlov berishning muvaffaqiyatli kombinatsiyasi bilan yong‘inga chidamli matolar ishlab chiqarish texnologiyasida sezilarli yutuqlarga erishiladi va sezilarli iqtisodiy, ekologik foyda ko‘rsatiladi.

Kimyoviy ishlov berishning bir nechta usullari mavjud:

**Intumesent Qoplama:** Bu usulda, material yuzasiga qalin va ko‘piksimon qatlam hosil qiluvchi moddalar qo‘llaniladi. Harorat ko‘tarilganda, bu qatlam kengayadi va materialni izolyatsiya qiluvchi qatlam hosil qiladi.

**Halogenlash:** Bu jarayonda, materialga halogen elementlari qo‘shiladi, bu esa olovni sekinlashtiruvchi xususiyatlarni yaxshilaydi.

**Fosforli Birikmalar:** Fosforli birikmalar ham olovga chidamli xususiyatlarni yaxshilashda ishlatiladi. Ular olovni sekinlashtirish va materialning yonishini oldini olishda yordam beradi.

Materiallarning tuzilishi va unga qo‘shiladigan kimyoviy moddalar diqqat bilan tanlanadi. Materialning tuzilishi va unga qo‘shiladigan moddalar o‘rtasidagi o‘zaro ta‘sir, materialning olovga chidamliligini belgilaydi. Shuning uchun, olovga chidamli matolar ishlab chiqarishda kimyoviy ishlov berish jarayoni juda muhim ahamiyatga ega. Olovga chidamli matolar ishlab chiqarishda kimyoviy ishlov berishning ahamiyati shundaki, bu jarayon materialning yonish jarayonini sekinlashtiradi yoki to‘xtatadi. Bu esa, yong‘in xavfsizligini oshirish va inson hayotini saqlashda juda muhimdir.

Tadqiqotimizda matoga kremniyorganik birikma va natriy silikatning suvli eritmasi bilan ishlov berdik. Bunda biz kremniyorganik birikmalarni suv bilan 1:1 nisbatda suyultirib maxsus eritma tayyorlab oldik va shu eritma asosida matoga maxsus usullar yordamida ishlov berdik. Kopozitsiyaga kiritilayotgan maxsus kimyoviy modda teng massa nisbatda olingan eritma mato tolalarini bir-biriga yopishtiradi shu bilan birga paxta materialini tog‘iridan-tog‘ri olov tasirida yonmaydigan qiladi. Matoga maxsus usul yordamida ishlov berilgandan so‘ng uni sifati buzilmasligi uchun maxsus qurutish asbobi yordamida quritib oldik. Ushbu tadqiqot natijasida olingan mahsulot to‘laqonli iqtisodiy samaradorlikni va ekologik samaradorlikni qoplaydi hamda tan narxi jihatdan ancha qulayliklarni amaliyotga tadbqiq qila oladi.

**Xulosa:** Olovga chidamli matolar olish uchun kimyoviy ishlov berish, materiallarning yonish xususiyatlarini yaxshilash va ularni yanada xavfsiz qilishda asosiy omil hisoblanadi. Ushbu jarayon, materiallarning yonish tezligini kamaytirish,

olov tarqalishini sekinlashtirish va yong‘in xavfsizligini oshirishda muhim rol o‘ynaydi.

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