



INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

SAN FRANCISCO

universalconference.us

INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE

Volume 01, Issue 11, 2024 (26-NOVEMBER)

Editor in Chief

Dr. Rajeet Ojha - Interdisciplinary Research in Basic Sciences, Jamia Millia Islamia, New Delhi -110025, India

Editorial Team

Sunita Sarawagi - Indian Institute of Technology Bombay, Mumbai, India.

Dr Manjunatha LH - Professor, REVA University, INDIA

Asish Bera - Edge Hill University, UK, BITS Pilani, India

Dr Sunildro LS Akoijam - Assistant Professor of Management, North Eastern Hill University, India

Madan Mohan Singh - Professor of Mathematics, North-Eastern Hill University, Shillong, India

Dr. Anupam Singh - Associate Professor-CSE, Graphic Era Hill University Dehradun, India

Dr. Sargam Bahl Walia - School of Management, Graphic Era Hill University, Dehradun, Uttarakhand, India

Narayan Pradhan - Indian Association for the Cultivation of Science

Ashok Kumar - Kumar Associate Professor E&CE National Institute of Technology. Hamirpur, India.

Anjali Pal - Department of Civil Engineering, Indian Institute of Technology Kharagpur - 721302, India.

Rajnish Joshi - Professor of Medicine, All India Institute of Medical Sciences, Bhopal, India

Mukul Kumar - IIT Mumbai (India); Meijo University (Japan); HEG Ltd. (India)

Prof. Kuruvilla Joseph - Indian Institute of Space Science and Technology (IIST)

Prof. Yogesh C. Sharma - D.Sc., FRSC, FBRs, FIAPS; FISEES, Department of Chemistry, Indian Institute of Technology

Professor Indra Mani Mishra - Indian Institute of Technology (Indian School of Mines), Dhanbad; Formerly at India

Eshkaraev Sadridin Chorievich - associate professor of the Department of Analytical Chemistry of Termiz State University, Doctor of Philosophy Chemical Science, Termez, Uzbekistan. esadir_74@rambler.ru

BIOLOGICAL CONTROL MEASURES AGAINST TOMATO PEST TUTA ABSOLUTA IN SURKHANDARYA REGION

Fayzullayeva Sevara Ikhtiyor kizi

2nd stage Master of Termiz State University

Karim Eshnazarov

Docent of Termiz State University

Abstract. Tomatoes are the most consumed type of vegetables. A number of insects cause serious damage to tomatoes. Among them, the tomato moth is considered a serious pest of leaves and fruits. This article describes the effectiveness of drugs used against tomato moth.

Key words. Tomato, drug, clean product, bioecological control, control, tomato moth, crop, leaf, fruit, damage.

INTRODUCTION. Tomato (Latin: *Solanum lycopersicum*) is an annual, perennial herb in tropical climates. It is widely cultivated as a vegetable crop. Although the name tomato is used in scientific terminology, in Uzbekistan both the plant and the fruit are called tomato or "pamildori" (among the people). In January-September 2022, Uzbekistan exported nearly 60,000 tons of tomatoes worth 45.1 million dollars to 11 foreign countries. The volume of tomato export decreased by 13 thousand tons compared to the corresponding period of 2021. The countries where Uzbekistan exported the most tomatoes in the 9th month of 2022: Russia - 29.3 thousand tons; Kazakhstan - 23.8 thousand tons; Kyrgyzstan - 6.3 thousand tons; Tajikistan - 513 tons; Mongolia - 7.7 tons; UAE - 2.5 tons. Regions that exported the most tomatoes abroad in the 9th month: Fergana region - 17 thousand tons; Khorezm region - 12 thousand tons; Bukhara region - 6.7 thousand tons. It can be seen that the protection of tomatoes from harmful organisms is one of the urgent issues. According to available data, the tomato moth spread widely in Bukhara, Navoi and Tashkent regions in Uzbekistan in 2015 (current year), and to a lesser extent in the Fergana Valley (Prof. Sh.T. Khodjaev, Ph.D. F. Shamsitdinov). It is very likely that the moth has moved to other regions. In some places, farmers sprayed tomato crops against this pest up to 20 times. The saddest thing is that the drug is immediately sold in the markets without preserving the harvest from the sprayed crops, which is not controlled by the SES staff, as a result of which there is a high probability that people who eat such tomatoes are getting poisoned. will be The moth can reduce the yield of

infected tomato plants by 80-100% and completely kill the crop. From the day of the damage, the moth can completely destroy a field with an area of 1 square meter in 2 weeks. When the larva (maggot) emerges, it is yellowish in color, 0.5 mm long, the head is black (diagnostic sign), then it dies. sib, at the age of 2-4, it takes on a pale or yellowish-green color; Lives 4-15 (average 8) days, and at this time passes the 4th year. The length of the mature larva is 8-9 mm, it wraps in silk, falls into the soil and molts. Incubation takes place in the soil or among plant debris, sometimes on infected and twisted leaves in a silky cocoon for 10 days. Fungi can also occur in pores on leaves. The bulb is light brown, about 6 mm long. Imago: females live 10-15 days, males 6-7 days. Its length is 5-7 mm, wingspan is 8-10 mm, its color is brown or silvery, there are characteristic black spots on its front wings, its whiskers are stringy (rosary). The pest has stringy (rosary) whiskers on its front wings. The presence of silvery-gray scales and specific black spots is one of the most important identification signs to consider for its identification. Such signs include the signs of the development of the moth from the 1st to the 4th year of life.



Research conducted in greenhouses of Termiz district

Research methods. During the accounting work, a sample is taken every 25 meters along the diagonal of the cultivated areas. The degree of damage to the leaves by pests - the time when the plant is severely damaged is observed. When making calculations, 10 places of the monitored area are placed along the cultivated area in a checkerboard manner, and each plant (at least 100) is examined.

Research results. According to the results of experiments conducted in Termiz district in 2024, various methods are used to eliminate the damage of *T. absoluta*. Although management with chemical insecticides is useful, alternative options such as biological control are necessary to obtain a clean ecological product. In this process, *Chrysoperla carnea*, *Trichogramma* (Hymenoptera:Trichormmatidae) was found to be effective against *T.absoluta*. According to the data, it can be determined

that *C. carnea* kills 36±2 eggs of *Tuta absoluta* in 24 hours and 72±4 eggs in 48 hours under controlled laboratory conditions. In addition, *C. carnea* has high predation against the larvae of leaf beetle pests. Up to 22%, it was found that up to 35% damage to the larvae of the pest on the leaves. The use of these methods will cause the damage of *Tuta absoluta* and eventually reduce their population and get a pure ecological product for the population.

REFERENCES

- 1.Xo'jaev Sh.T. Entomologiya, qishloq xo'jalik ekinlarini himoya qilish va agrotoksikologiya asoslari. – Toshkent: Fan, 2010. – 355 b.
- 2.Xo'jaev.Sh.T. O'simliklarni zararkunandalardan uyg'unlashgan himoya qilishning zamonaviy usul va vositalari. Toshkent:<Navruz> -2015 331 b.
- 3.Olimjonov R.A. —Entomologiya-Toshkent: O'qituvchi-1977.4.4.Murodov S.A. —Umumiy entomologiya kursil.-Toshkent: —Mehnatl -1986.5.Kimsanboyev.X.X., O'lmasbayeva R.SH., Xalilov Q.X.-Umumiy va qishloq xo'jalik entomologiyasi .Toshkent: O'qituvchi-2002.

O‘SMIR YOSHDAGI BOLALARNING TA’LIM-TARBIYA SOHASIDAGI INQIROZLARI VA ULARGA MUNOSIB YECHIMLAR

Xamidova Shohsanam Otabekovna

Samarqand Davlat Chet tillar instituti talabasi

Shohsanamxamidova0@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Negmatullayevna**

Anotatsiya: Maqolada o‘smir yoshdagi bolalarning ta‘lim-tarbiya sohasidagi inqirozlari va bu holatlarga yechimlar muhokama qilinadi. Maqola, o‘smirlarning jinoyatga moyilligi, ta‘limga qiziqishlarining susayishi va ota-ona hamda o‘qituvchilarning tarbiyadagi roli haqida ma‘lumot beradi. O‘smirlarning ijtimoiy tarmoqlar va zamonaviy muhit ta‘siridagi xatti-harakatlari yoritilib, ularga e‘tibor, do‘stona munosabat va tarbiyaning boshlanish davri haqida fikrlar bildiriladi.

Key words: loqaydlik, mas‘uliyatsizlik, o‘smirlik, tarbiya, zamonaviy o‘quv maskanlari, do‘stlik, qadriyatlar.

Tez suratlarda rivojlanib borayotgan diyorda, cheksiz imkoniyatlar asrida yashayapmiz. Bugungi kunda o‘zimiz xohalagandek chiroyli muhit va zarur shart-sharoitlarni yaratish, keng ko‘lamli manbalar, zamonaviy o‘quv maskanlari va malakali ustozlar yordamida uzluksiz rivojlanish va bilim olish uchun barcha imkoyatlarga egamiz. Kundan kun yurtimizdagi yosh avlodning ta‘lim sohasida erishayotgan yutuqlari ko‘payib bormoqda, yangidan yangi qirralarni zabt etishmoqda, xalqaro musobaqalarda respublikamiz bayrog‘ini ko‘klarga ko‘tarishda o‘z xissalarini qo‘shishmoqda. Bularning barchasi biz uchun o‘zgacha shodlik, kelajakka ishonch va faxr hissini bag‘shida etadi. Oliy maqsadlar bilan o‘sig‘ayotgan bolalar bizlarni qanchalik ruhlantirsa, qora kunlarga yuz tutayotgan, o‘zini tubsiz jarlik sari yetaklayotgan bolalar bizlarni shunchalik qayg‘uga soladi, tushkunlik girdobiga mahkum qiladi. Eng achinarlisi, bu jinoyatlarning aksariati o‘smirlar – mustaqil hayotga endigina kirib kelayotgan shaxslar tomonidan sodir etilyapti. Ushbu maqolada jinoyatlarning, mudhish holatlarning nega aynan o‘smir yoshdagi bolalar orasida sodir bo‘layotganligi, nega ularning bilim olishga nisbatan qiziqishlari so‘nib, loqayd va mas‘uliyatsiz bo‘lib boryotganliklarining sabablarini, ular hayotida ota-ona e‘tibori, ustozlarning pedagogik mahorati qanchalik muhim ahamiyatga ega ekanligini yoritib beriladi.

Har bir narsaning boshlanish nuqtasi bo'lgani kabi farzand tarbiyasining ham boshlanish davri mavjud. Bola ona qornida paydo bo'lgandan boshlab atrof muhitdagi voqea-hodisalarning barchasi unga o'z ta'sirini o'tkaza boshlaydi.

Quyida sizlarga bir hikoyani aytib o'tmoqchiman.

Bir kuni bir donishmanddan so'rashibdi: "Farzandimning tarbiyasini qachon boshlaganim ma'qul?" Donishmand u kishidan farzandining yoshini so'rganida, bir oylik degan javobni olibdi va shunday debdi: "Birodar, bir oyga kechikibsiz." Medidsina tadqiqotlariga ko'ra bola uch kunligidan boshlab o'z onasini taniy boshlarkan. Xo'sh, ana endi aytingchi, tarbiyaning boshlanishi qaysi davrga borib taqalyapti? Bola nima uchun jinoyat ko'chasiga oson kiryapti? Ularning tarbiyasiz va saviyasiz bo'lib o'sishlarida maktab aybdormi? Muallimmi yoki ijtimoiy tarmoqlar?

Inson ikki marotaba dunyoga keladi. 1-chisi ilk bor dunyo yuzini ko'rish, 2-si o'smirlik davridagi tug'ilish. Ota-ona farzandini 12-13 yoshlarigacha qanday tarbiya qilgan bo'lsa, 12-13 yoshidan yani o'smirlik davridan boshlab to yetuklik davriga qadar yana huddi shunday yumshoq muomala bilan so'zlamog'i va yana hammasini qaytadan, murakkabroq tarzda tanitmog'i lozim. Ammo, o'smir tomonidan biror ayb ish qilinsa, ota-onasi ham, o'qituvchisi ham uni koyish, qilgan qilmishi uchun uyaltirish orqali to'g'ri yo'lga boshlamoqchi bo'lishadi. Ba'zi holatlarda "Endi sen ham yosh bola emassan, aqlingni yig'ib ol" deya kaltaklashgacha borishadi. Lekin aslida, o'smirni koyish yoki kaltaklash go'dakni koyish va kaltaklash bilan tengdir.

Bola o'smirlik davrida qayta tug'iladi deganimiz shuki, o'smirlikkacha u ota onasi va yaqinlarini tanigan bo'lsa, endi atrofda insonlarni taniy boshlaydi. Yuqorida aytganimizdek, ularning ongiga singdirilgan "Endi sen kap-katta odamsan, hammasini o'zing uddalahing kerak" qabilidagi gaplar uni barcha qiyinchilik va tushunmovchiliklarni yolg'iz o'zi yengib o'tishiga undaydi. Bola hammasini o'zicha hal qilishga urinadi, ota-onaga aytishni o'ziga isnod deb qabul qiladi va xato ortidan xato qilishda davom etadi.

Ular bu yoshda shaxsan bajara olgan ishlaridan cheksiz ruhlanadilar. O'zlarini katta odamlardek his eta boshlaydilar. Ammo, kattalar davrasiga qo'shilishga uringanlarida "Sen hali yosh bolasan, bor ishingni qil" qabilidagi gaplarga duch kelishadi. Xolbuki, atrof muhitni tahlil qilib yashayotgan o'smir endi ziddiyat orasida qoladi.

Atrof-muhitni, insonlarni tahlil qilar ekan mehr o'rniga adolatsizlikni, ilm o'rniga johillikni, shafqat o'rniga zulmni ko'rib, hammasidan qo'rqa boshlaydi. U shu paytgacha xayolan tasavvur qilib yurgan haqiqat va adolatga hayotning bo'ysunishini istaydi. Aynan shu davrda o'smirlar ularni to'g'ri yo'lga boshlovchi, mehr va e'tibor beruvchi bir do'stga muhtoj bo'lishadi. O'smir hayotga moslasha olmay turgan bir

Davrda ularga berilayotgan dashnomlar ortiqcha. Shafqatsiz jazolar ularni mard, to'g'riso'z, insofli va qat'iyatli bo'lib o'sishdan to'sib turadi. Bu davrda ota-onalar va ustozlar ular bilan do'st bo'lib olishlari, kattalar safiga qo'shishlari va qiziqishlariga alohida e'tibor bilan qarashlari ularning yorqin kelajaklari uchun asosiy poydevordir.

Ular odatda o'z ota-onalari va ustozlarini do'st sifatida qabul qilishmaydi. Negaki, ular ko'pincha o'z tajribalaridan o'tgan voqealar haqida so'zlashadi. Bu esa o'smir yoshdagi bolalar uchun zerikarli hisoblanadi. Bu vaziyatda ota-ona va ustozlar bolani kelgusi zamonga tayyorlashlari, o'z ustilarida tinimsiz ishlashlari va doimiy yangiliklardan xabardor bo'lib turishlari talab qilinadi. Ular farzandlari bilan do'stona munosabatlari jarayonida ularga "haqiqiy do'st" qanday bo'lishi kerakligini, uning xislatlari va do'stlik qadriyatlarini ham uqdirib borishlari zarur. Bu ko'rsatmalar ularga to'g'ri va chin do'st tanlay olishlarida va o'zlari ham haqiqiy do'stlik qadriyatlariga munosib bo'la olishlarida ko'makdosh bo'ladi. Buning birdan bir foydali usuli, talab qiliniyotgan vazifalarni amalda qo'llab ko'rsatishdir. Yuqorida aytib o'tganimizdek, o'smir yoshdagi bolalarning qiziqishlarini inobatga olgan holda ularni qo'shimcha darslarga berishlari va vaqtlarini imkon qadar foydali mashg'ulotlarga, ilm egallashga sarflanishiga e'tiborli bo'lishlari shart. Bekor qolgan har qanday kishi, vaqtiniazmunli sarflash uchun nimadir o'ylab topa boshlaydi. Bunday vaziyatda nafaqat o'smir, balki katta yoshli insonlar ham boshqalar bilan suhbat qurishni, biror bir vazifa bilan mashg'ul bo'lishni istashadi.

Bugungi texnologiyalar rivojlangan bir davrda, bolalarning bekor qolishlari xavflidir. Chunki ijtimoiy tarmoqlardagi har xil o'yinlar yoxud axloqsiz video va tasvirlar bolalarning xayolini o'zlariga osinlikcha jalb qilishadi. Bu hatto ularni jinoyat ko'chasigacha yetaklab boradi. Birinchi jinoiy to'da ham aynan amerikaliklarning jangari filmidan so'ng tashlil topgan.

Bundan tashqari ota-onalar va ustozlar bolalarga ichish chekishning zararlari haqida ham o'smir yoshdan boshlab ma'lumot berib borishlari maqsadga muvofiqdir. Lekin, agar ularning o'zi ichsa, chaksa, bola ham shubhasiz bu ishlarni takrorlaydi. Chunki endi ularda na tanlash imkoniyati va na yaxshi illat namunasi qoladi. Ularning tarbiya jarayonlaridan tashqari, ilm olish jarayonlarida ham o'qituvchi va ota-onalar qiyinchiliklarga duch kelishadi. Asosiy sabablaridan birinchisi bolaning ma'lum fanlarga qiziqishining sustligi va o'qituvchidagi pedagogik dars o'tish mahoratining yetishmovchiligidir. Pedagogik dars o'tish jarayonida har bir o'quvchining o'rganish qobiliyatiga qarab ular ma'lum guruhlarga ajratilishi kerak. O'rganish qobiliyatiga ko'ra o'quvchilar asosan uchta turga bo'linishadi.

Ko'rib o'rganuvchilar- ma'lumotlarni rasm, diogramma va grafiklar orqali o'rganishadi. Bu usulda ta'lim oluvchilar o'qituvchining og'zaki nutqidan tez zerikishadi va o'qituvchi bilan yuzma-yuz savol javob qilishni afzal ko'rishadi. Ular hatto o'qituvchining yuz ifodalariga qarab, ularga nisbatan munosabati va dars o'tishga bo'lgan ishtiyoqini anglab olishadi.

Eshitib o'rganuvchilar – o'qituvchi tomonidan og'zaki aytilgan ma'lumotlarni tez va oson eslab qolishadi. O'qib o'zlashtirishdan tez zerikib qolishadi. Ular ham o'qituvchining kayfiyatini, muomalasini gapirish toniga qarab aniqlashadi.

Sezib o'rganuvchilar - har bitta o'rganayotgan narsasini qo'llari bilan ushlab ko'rishga odatlangan bo'lishadi. O'qituvchi nutq so'zlayotganida yoki mustaqil ravishda biror ma'lumotni o'qib o'rganayotganda ham o'zlari uchun qiziqarli va kerakli bo'lgan qismlarini yozib olishadi. O'qituvchi bu turdagi o'quvchilar bilan ishlayotganida tana a'zolari, qo'l-oyoq va bosh harakatlariga ham e'tiborli bo'lishlari zarur.

O'quvchilarni ta'lim berishdan oldin o'zlashtirish usullariga qarab ma'lum guruhlariga ajratib olish zarur. Ayniqsa, o'smir yoshdagi o'quvchilar bilan ishlayotgan o'qituvchi dars o'tish metodi, bilim darajasidan tashqari muomala, yuz ifodalari va hatto harakatlariga nisbatan ham sinchkov bo'lishlari talab etiladi. O'smir aynan atrofni tahlil qilib yurgan jarayonida, mehrga tashna bo'lib yurgan inqirozli vaqtlarida o'qituvchidan o'z vaqtida e'tibor, mehr va bajargan vazifasiga maqto'vlar qabul qila olsa, o'ylaganimizdanda ko'proq mas'uliyatli, ilimli va tarbiyali bo'lib ulg'ayiahda davom etishadi.

Xulosa qilib aytganda, o'smir yoshdagi bolalarning yetuk shaxslar bo'lib yetishishida ota-ona va muallimlar avvalo uzluksiz izlanishda bo'lishlari, zamonga xos yangiliklardan boxabar bo'lishlari, farzandlarining qiziqishlari-yu vaqt sarflash jarayonlariga e'tiborli bo'lishlari lozim. Ularning hayotini ziddiyatlarga to'lririshdan ko'ra, yelkadosh do'st bo'lishlari, mehnatlarini taqdirlab turishlari va o'z saflaridan joy berishlari muhimdir.

Aziz ota-onalar va ustozlar, unutmang, bugun siz ko'rib turgan o'sha loqayd o'smirlar ham, masuliyatli o'smirlar ham kun kelib ota-ona va ustoz bo'lishadi. Bugungi qilayotgan ishlarimiz bir umrlik uqubatimiz yoki bir umrlik saodatimiz bo'lishi mumkin!

FOYDALANILGAN ADABIYOTLAR:

1. Zubaydova Nilufar. “Pedagogik mahorat va o’smirlar tarbiyasi.” Toshkent: O’qituvchi, 2019. 150 bet.
2. Karimova Dilfuza. “O’smirlarning ijtimoiy muhitdagi rivoji.” Samarqand: Sharq, 2018. 200 bet.
3. Sodiqov Akmal. “Oila va maktabning ta’lim-tarbiyadagi roli.” Buxoro: Buxoro Davlat Universiteti nashriyoti, 2017. 175 bet.
4. Ismoilov Davron. “Jinoyatchilikning psixologik omillari.” Toshkent: Fan, 2020. 220 bet.
5. Abdullayeva Gulchehra. “Yoshlar va zamonaviy texnologiyalar.” Toshkent: Akademi nashr, 2021. 180 bet.
6. Rahimov Otabek. “O’smir psixologiyasi: nazariya va amaliyot.” Farg’ona: Farg’ona Davlat Universiteti nashriyoti, 2016. 140 bet.
7. Xoliqova Shoira. “Zamonaviy pedagogik texnologiyalar va tarbiya.” Toshkent: Yangi asr avlodi, 2022. 160 bet.
8. Yuldashev Javlon. “Ijtimoiy tarmoqlar va yoshlarning xulq-atvori.” Toshkent: Universitet, 2021. 185 bet.
9. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta’lim*, 25(2), 335-340.
10. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
11. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta’lim*, 24(6), 351-356.
12. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
13. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
14. Valieva, N. (2022). Marie-Laure Derat, *L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle*. *Aethiopica*, 25, 258-261.
15. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
16. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

17. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
18. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
19. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
20. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
21. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
22. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
23. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gaping Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. *Academic research in educational sciences*, 2(12), 805-809.
24. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании* (pp. 61-65).
25. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. *Учёный XXI века*, 26.
26. Sattarova, D. (2024, January). Siyosiy Notiqlikning Milliy Madaniy Va Lisoniy Tahlili (O'zbekiston Respublikasi Birinchi Prezidenti IA Karimov Nutqlari Asosida). In *Международная конференция академических наук* (Vol. 3, No. 1, pp. 5-7).
27. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.
28. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. *International Journal of Contemporary Scientific and Technical Research*, 25-28.
29. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences* (Vol. 1, No. 1, pp. 357-361).

GAMIFICATION IN TEACHING ENGLISH: HOW GAMES CAN BOOST LEARNING

Semora Ergashova

Student of Samarkand State Institut of Foreign language

E-mail: semoraergashova05@gmail.com

Scientific supervisor: **Liliya Iskandarova**

Teacher of Samarkand State Institut of Foreign language

Abstract: In recent years, gamification has emerged as a significant trend in education, bringing the engaging and motivating elements of games into learning environments. By integrating game mechanics—such as point scoring, competition, and rewards—into traditional education, gamification aims to make learning more enjoyable and effective. This article will explore how gamification enhances English teaching by fostering motivation, increasing retention, providing immediate feedback, and encouraging collaboration. It will also examine various tools and techniques that teachers can incorporate into their classrooms.

Keywords: gamification, English teaching, engagement, motivation, educational games, collaborative learning, language learning apps.

Gamification is the process of incorporating game-like elements into non-game contexts, such as education, to increase engagement, motivation, and overall effectiveness. Unlike traditional games, which are primarily designed for entertainment, gamification leverages specific game mechanics—such as point systems, achievements, leaderboards, and levels—to create a structured yet enjoyable learning experience. In educational settings, it transforms routine tasks into challenges that students are excited to tackle.

When applied to English teaching, gamification serves as a bridge between education and entertainment. Students are not simply memorizing vocabulary or completing grammar exercises; instead, they are actively involved in tasks that resemble games, where they can earn rewards, compete with peers, and track their progress. This shift in approach can make learning more enjoyable and stimulating, addressing one of the major challenges faced by language educators: keeping students engaged and motivated over the long term.

Common gamification techniques in English teaching include:

Point systems: Rewarding students with points for completing language exercises or participating in class discussions.

Badges and achievements: Recognizing students for mastering certain skills, such as reaching a new vocabulary level or successfully applying grammar rules.

Leaderboards: Encouraging friendly competition among students by ranking them based on their performance.

Levels and progression: Allowing students to move through different stages or levels as they improve their language skills.

By making English learning more interactive and competitive, gamification taps into students' intrinsic motivation, providing them with a sense of achievement and progress that is often lacking in traditional educational models.

Benefits of Gamification in English Learning

Gamification offers numerous advantages when applied to English learning, enhancing both student engagement and learning outcomes. Here are the key benefits that gamification brings to language education:

One of the most significant benefits of gamification is its ability to make learning more engaging and enjoyable. Traditional language learning methods, such as rote memorization of vocabulary or grammar exercises, can often feel monotonous and uninspiring for students. By incorporating game elements, like points and rewards, students become more motivated to participate and achieve goals.

Gamification also enhances the retention of language concepts, particularly through repetition and reinforcement. Language learning requires constant practice, and games offer a natural platform for repeated exposure to new words, grammar structures, and pronunciation in a way that doesn't feel tedious. For example, vocabulary-building games can help students revisit words multiple times in different contexts, aiding long-term retention.

One of the key advantages of gamification is the ability to offer immediate feedback. In traditional classroom settings, students may have to wait until an assignment is graded to know whether they've made mistakes. Gamified systems, however, provide real-time feedback, allowing students to learn from their errors as they go.

Many gamified language activities are designed to be collaborative, fostering teamwork and social interaction among students. Multiplayer games, team challenges, and role-playing activities encourage students to work together to solve problems or achieve goals. For example, a classroom game might require students to use new vocabulary in a conversation or participate in a group project that involves writing or speaking in English. These collaborative activities not only build language

proficiency but also strengthen interpersonal skills such as teamwork, communication, and conflict resolution.

Popular Tools and Techniques for Gamified English Teaching

To successfully integrate gamification into English teaching, educators can use a variety of tools and techniques that cater to different classroom settings and student needs. From digital apps to interactive classroom activities, these resources bring the benefits of gamification to life.

Mobile apps like Duolingo, Quizlet, and Memrise have pioneered the use of gamification in language learning. For example, Duolingo offers a structured system where learners earn rewards for completing lessons and maintaining learning streaks, creating an addictive cycle of learning and achievement. Quizlet allows teachers to create flashcard sets that can be turned into fun games, such as matching or time-based challenges, to reinforce vocabulary.

These apps also often include competitive elements, such as leaderboards or multiplayer modes, allowing students to compete with friends or classmates. By turning language exercises into game-like experiences, these platforms make repetitive practice more enjoyable, boosting student retention and progress.

In a physical classroom setting, teachers can use digital tools like Kahoot! or engage students in role-playing games to incorporate gamification. Kahoot! is an interactive quiz platform that turns language lessons into competitive games. Teachers can create quizzes covering various English language topics—such as grammar, vocabulary, or reading comprehension—and students compete in real time to answer the questions. Role-playing games (RPGs) are another powerful gamification tool for English learning. By assuming different characters and acting out scenarios, students can practice speaking, listening, and interacting in English in a fun and low-pressure environment. Teachers can create role-play activities based on real-world situations, such as going to a restaurant, traveling, or attending a job interview, which helps students apply their language skills in practical contexts.

Challenges and Considerations

While gamification offers numerous benefits for English learning, it also comes with its own set of challenges. Educators must carefully consider how to implement gamified techniques effectively to ensure that the balance between education and entertainment is maintained.

One of the main challenges of gamification is ensuring that the educational value of the lesson is not overshadowed by the game itself. When games become the central focus, students may concentrate more on earning points or rewards rather than on

mastering the content. For example, a vocabulary game should encourage students to not just memorize words but to use them in context, enhancing their understanding of the language. There's also the risk that students may become overly competitive, which can cause anxiety or discourage collaboration.

Another consideration is the accessibility of gamified tools, particularly in under-resourced classrooms or regions where students may not have regular access to technology. Many of the most effective gamification tools, such as language-learning apps and digital quizzes, require access to computers, tablets, or smartphones. This creates a digital divide that can limit the reach of gamification, especially for students in low-income areas or countries where technology is less available.

To address this, teachers can explore low-tech or no-tech gamification options, such as board games or role-playing activities, which don't require expensive equipment. Gamification has proven to be a powerful tool in English language teaching, offering numerous benefits that enhance student motivation, retention, and engagement. By integrating game-like elements such as points, badges, and leaderboards, educators can create a more interactive and enjoyable learning environment that encourages students to participate actively and take ownership of their learning journey.

However, while the advantages of gamification are clear, educators must also consider potential challenges, such as balancing fun with educational value and addressing issues of accessibility and teacher preparedness.

Ultimately, when implemented thoughtfully, gamification can transform traditional language learning into an engaging, collaborative, and effective process. By experimenting with gamified techniques, teachers can not only make English lessons more exciting but also empower their students to achieve better learning outcomes.

THE LIST OF THE USED LITERATURE

1. Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. USA.: Assn for Supervision & Curriculum; 3 edition .
2. Batteridge.D., B. M. (2005). *Games for Language Learning*(3rd ed.). . New York : Cambridge University Press
3. Chen, I.-J. (2005). Using games to promote communicative skills in Language learning. . *TESL* , 125-132.
4. Ersöz., A. (2000). Six Games for the EFL/ESL Classroom. *The Internet TESL Journal*, Vol. VI, No. 6,
5. Kim, L. S. (1995). Creative Games for the Language Class. . *Forum'* Vol. 33 No 1,, P35., 35.

6. Tyson, A. (2000). How to Choose Games. The internet TESL Journal, Vol. VII, No.5,, 13.
7. Искандарова, Л. (2022). How to prevent yourself from forgetting a language. Анализ актуальных проблем, инноваций, традиций, решений и художественной литературы в преподавании иностранных языков, 1(01), 330–333.
8. ЛБ Искандарова. Важность обучения грамматике и пополнения словарного запаса учеников начальной школы посредством сказок, 2023.
9. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
10. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
11. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
12. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
13. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
14. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
15. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
16. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
17. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
18. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришининг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
19. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
20. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
21. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.

22. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
23. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gaping Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. *Academic research in educational sciences*, 2(12), 805-809.
24. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании* (pp. 61-65).
25. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. *Учёный XXI века*, 26.
26. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. *International Journal of Contemporary Scientific and Technical Research*, 25-28.
27. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences* (Vol. 1, No. 1, pp. 357-361).
28. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. *Confrencea*, 6(6), 87-89.
29. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. *Journal of new century innovations*, 14(1), 86-98.
30. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.

ENHANCING WRITING SKILLS IN ENGLISH

Nozimova Sevinch

Student of Samarkand State Institute of Foreign Languages

E-mail: shakhbozozodov1@gmail.com

Zubaydova Nilufar Nematullayevna

Teacher of Samarkand State Institute of Foreign Languages

Annotation: The writing skills are more important in English not only English but also improve your progress with reading. Reading exposes learners to different ideas and concepts. In addition, when you use some methods for improve Writing skills you can use some of the difficult tools to use correct sentence structures in writing. Writing in various formats – such as descriptive essays, persuasive articles, narratives, and reports. This will sharpen different writing skills.

Key words: Use grammar guides, online exercises, or apps like Grammarly to work on specific areas, such as punctuation, tense consistency, and sentence structure.

Writing is an essential skill that transcends various aspects of life, from academic success to professional advancement. In an increasingly digital world, the ability to communicate effectively through writing is more important than ever. Whether crafting an email, composing an essay, or drafting a report, clear and engaging writing can influence how ideas are received and understood. To enhance writing skills, one must focus on several key areas, including vocabulary development, grammar and structure, and the practice of revision.

One of the foundational elements of effective writing is a rich vocabulary. A diverse vocabulary allows writers to convey their thoughts more precisely and creatively. To develop vocabulary, readers can engage with a variety of texts – fiction, non-fiction, articles, and essays. Exposure to different writing styles introduces new words and phrases, expanding one's lexicon. Furthermore, keeping a vocabulary journal can be an effective way to record and review new words. Writing sentences using newly learned vocabulary reinforces memory and encourages the practical application of those words in various contexts.

In addition to vocabulary, a solid understanding of grammar and syntax is crucial for enhancing writing skills. Proper grammar ensures that ideas are conveyed clearly and accurately, while varied sentence structures add depth and interest to writing. Writers can improve their grammatical skills through practice and study, utilizing resources

such as grammar guides, online exercises, and writing workshops. Furthermore, understanding the difference between active and passive voice can significantly impact the clarity of writing. Active voice tends to make sentences stronger and more direct, while passive voice can lead to ambiguity. By focusing on these elements, writers can create more effective and engaging content.

Revision is another critical component of the writing process. The first draft of any written work is rarely perfect, and taking the time to revise can transform an average piece into an exceptional one. During revision, writers should look for opportunities to enhance clarity, coherence, and overall structure. This process may involve reorganizing paragraphs, refining arguments, and eliminating unnecessary words. It is often helpful to step away from the writing for a period before revising, as this can provide a fresh perspective. Seeking feedback from peers or mentors can also offer valuable insights, helping writers identify areas for improvement that they may not have noticed. Additionally, practicing different forms of writing can greatly enhance one's skills. Writing is not a one-size-fits-all endeavor; different contexts require different approaches. For example, writing a persuasive essay requires a different tone and structure than composing a personal narrative. By exploring various genres – such as poetry, technical writing, or creative fiction – writers can develop versatility and adaptability in their skills. This breadth of experience enriches a writer's style and enables them to communicate effectively with diverse audiences.

Lastly, setting specific writing goals can motivate writers to continually improve their skills. Goals might include writing a certain number of words each day, completing a specific writing project, or submitting work for publication. Establishing achievable goals encourages consistency and dedication, which are essential for growth. As writers reach these milestones, they gain confidence in their abilities, further propelling their desire to write and express themselves. When we use some of the special words for writing because using some phrases or different conjunctions or interjection for writing you can see your writing will be more useful for using properly on a daily basis.

In conclusion, enhancing writing skills is a multifaceted process that requires commitment and practice. By focusing on vocabulary development, grammar and structure, and the importance of revision, writers can significantly improve their communication abilities. Engaging with various writing forms, seeking feedback, and setting personal goals further contribute to this growth. Ultimately, strong writing skills not only facilitate effective communication but also open doors to new opportunities in both personal and professional realms.

REFERENCES:

1. Anna Andrew, Lucy Adam Jorj Loñdon Piterson Watson. *Effective Techniques for Language Learning*. Cambridge University Press, 2018. 245 pages.
2. O. Robbimov I. Beknazarova, N.Narzullayeva H S Gafforov, N N Zubaydova. *Gender and its effect on language acquisition Academic research in educational sciences* 2 (5), 217-224, 2024.
3. Brown, Patricia. *The Power of Reading: Building Vocabulary and Comprehension*. Oxford University Press, 2020. 600 pages.
4. Johnson, Claire. *Writing for Success: How to Improve Your Writing Skills*. Pearson Education, 2017. 210 pages.
5. R. A Utkurovich, R. G Utkurovna. "Teaching english language to primary level pupils at school" *ijodkor o'qituvchi* 3 (36), 103-105, 2024.
6. Emma Emily. Hanna Jordan. *Skimming and Scanning: Techniques for Efficient Reading*. Routledge, 2019. 180 pages.
7. Taylor, Mark. *Mastering English Writing: A Guide for Language Learners*. Palgrave Macmillan, 2021. 265 pages.
8. Valiyeva. N, Luiza (2022). *Skimming and Scanning of descriptive essays*.
9. Valieva, N. (2022). Marie-Laure Derat, *L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle*. *Aethiopica*, 25, 258-261.
10. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
11. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
12. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
13. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
14. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
15. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
16. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
17. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

18. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
19. Xudonazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
20. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
21. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
22. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
23. Sattarova, D. (2024). Siyosiy Muloqotning Pragmatik Aspektlari. *Tamaddun Nuri Jurnali*, 5(56), 380-383.
24. Sattarova, D. (2024, January). Siyosiy Notqlikning Milliy Madaniy Va Lisoniy Tahlili (O'zbekiston Respublikasi Birinchi Prezidenti Ia Karimov Nutqlari Asosida). In *Международная конференция академических наук (Vol. 3, No. 1, pp. 5-7)*.
25. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.
26. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gapning Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. *Academic research in educational sciences*, 2(12), 805-809.
27. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании (pp. 61-65)*.
28. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. *Учёный XXI века*, 26.
29. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. *International Journal of Contemporary Scientific and Technical Research*, 25-28.
30. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences (Vol. 1, No. 1, pp. 357-361)*.

THE BEST WAY TO IMPROVE SPEAKING SKILLS IN ENGLISH

Abdumutalibova Qutluǵnigor

Student of Samarkand State Institute of Foreign Languages

E-mail: abdumutalibovaqutlugnigor@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of the Samarkand State Institute of Foreign Languages

Annotation: Instead of translating from your native language, try thinking in English. This helps to build fluency and reduces hesitation. The most effective way to improve is by practicing with others. Find conversation partners, join English-speaking groups, or use language exchange apps. Many English words are built from common Latin or Greek roots. By learning the roots, prefixes, and suffixes, you can guess the meaning of new words more easily. For example, knowing that “bio” means life can help you understand words like “biology” and “biography.”

Keywords: Roots, prefixes, suffixes, intonation, pronunciation, imitate, tone, english communication skills, job prospects, promotions, global conversations, exchange programs, online conversation apps, listening, making mistakes.

The English language is the best language in the world not only the best but also the world language that we use most effectively. There are most effectively ways to speak in English. Watch movies or series in English with subtitles and repeat phrases to match the speaker’s rhythm, intonation, and pronunciation. Even if you're alone, read aloud or practice speaking about a topic in English. It improves pronunciation and helps with confidence. While grammar is important, when speaking, try to focus more on communicating your ideas fluently rather than worrying about mistakes. Fluency will improve with time. Listen to native speakers (through podcasts, TV shows, or YouTube videos) and try to imitate their pronunciation, tone, and flow of conversation. Mastering spoken English brings numerous advantages, both personally and professionally. In the workplace, strong English communication skills can lead to better job prospects, promotions, and the ability to work with international clients or colleagues. On a personal level, being able to speak English fluently can boost self-confidence and enable individuals to travel more easily, make new friends, and participate in global conversations. Moreover, learning to speak English well helps in academic settings, allowing students to access a wider range of resources and engage more fully in discussions and presentations. There are several strategies that learners

can adopt to improve their English speaking skills. One of the most effective methods is practicing regularly with native speakers or fluent English speakers. This can be done through language exchange programs, online conversation apps, or local English-speaking groups. Another useful approach is immersing oneself in the language by watching movies, listening to podcasts, and reading English books. Additionally, focusing on pronunciation and listening to how native speakers use intonation and rhythm can significantly enhance one's fluency. Lastly, it's important to not be afraid of making mistakes; each mistake is an opportunity to learn and improve. Many learners face challenges when it comes to speaking English, especially if it is not their first language. One common issue is the fear of making mistakes, which can lead to hesitation and lack of confidence. Another challenge is pronunciation, as English contains many sounds that may not exist in a learner's native language. Additionally, grammar and sentence structure in English can be complex, leading to confusion. Despite these challenges, with regular practice and exposure to the language, learners can gradually overcome these difficulties and improve their speaking abilities.

In conclusion, developing strong speaking skills in English is an essential part of effective communication in today's globalized world. Though it may present challenges such as pronunciation, grammar, or the fear of making mistakes, regular practice and exposure to the language can significantly improve fluency and confidence. Speaking English opens doors to personal growth, professional opportunities, and deeper cultural connections. By embracing continuous learning and actively engaging in conversations, learners can overcome obstacles and become proficient speakers, enabling them to navigate both local and international environments with ease.

REFERENCES:

1. A. R Azodova. Speaking strategies in English (2021) pages 229. 228.
2. A. Z. Erkinov. The future of English. (2022). Journal pages 228. 201.
3. Brown, Patricia. The Power of Reading: Building Vocabulary and Comprehension. Oxford University Press, 2020. 600 pages.
4. Emma Emily. Skimming and Scanning: Techniques for Efficient Reading. Routledge, 2019. 180 pages.
5. I. Beknazarova, N.Narzullayeva H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-224, 2024.

6. Johnson, Claire. *Writing for Success: How to Improve Your Writing Skills*. Pearson Education, 2017. 210 pages.
7. Piterson Watson. *Effective Techniques for Language Learning*. Cambridge University Press, 2018. 245 pages.
8. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024.
9. Taylor, Mark. *Mastering English Writing: A Guide for Language Learners*. Palgrave Macmillan, 2021. 265 pages.
10. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
11. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
12. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
13. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
14. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
15. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
16. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
17. Валиева, Н. Ф. Библия И Христианская Древность. *Библия И Христианская Древность Учредители: Кожухов Сергей*, (3), 197-214.
18. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
19. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
20. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое*

Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).

21. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупроқларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. Ijodkor O'qituvchi, 2(24), 585-589.

22. Саттаровна, Ф. З., Маърипова, М., & Арзиқулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnali, 2(18), 627-631.

23. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. Молодые ученые, 1(22), 41-43.

METHODS OF TEACHING A FOREIGN LANGUAGE EFFECTIVELY

Aktamova Erkatosh Akmaljon qizi

Samarkand state institute of foreign language

Gmail: erkatoshaktamova@gmail.com

Scientific supervisor: **Nilufar Zubaydova Nematullayevna**

Abstract: This scientific article is dedicated to help readers to make teaching more effective, by learning worthwhile methods and the inner mental and by then understanding how classroom activities and teacher decisions can create, or limit, children's opportunities for learning.

Key words: Globalization, communicative language teaching (CLT), flipped classroom, gamification method, audiolingual method, the silent way (SW), cognates, eclectic approach.

INTRODUCTION

Globalization emphasizes the growing importance of English as a language of international communication. Learning foreign language has its own challenges and barriers. However, practising teachers should overcome these challenges by worthwhile methods and techniques. As well as, language acquisition is a complicated process including several factors and that this process is incredibly influenced due to the flexibility of the brain. This article explores using 7 methods to teach English.

Communicative language teaching (clt)

This approach is probably the most popular teaching model globally for teaching English right now. Partly because it focuses on putting students in a variety of real-life situations so they can learn how to use language skills to communicate in the real world. Therefore, teachers focus on fluency of communication rather than accuracy, and lessons are practical rather than theoretical. That's why many scientists today prefer communication. Even if he cannot speak correctly, the important thing is to convey his opinion.

Flipped classroom

The flipped classroom technique of modern teaching involves students learning new material or content independently at home and then practicing the material at school - replacing the usual school homework. This method gives students more time to understand the topics, while ensuring they get the help they need in class to get their questions answered. This method shows a 50% positive result.

Gamification method

Kids love games, and modern teaching methods help create a new and more effective learning environment where children can learn and have fun at the same time. Game techniques help to motivate students, make them interested in learning. New skills help develop their critical thinking skills. For example, you can ask the vocabulary related to the topic by the snowball method. According to the method, each student writes one new word to a piece of paper and folds it like a snowflake. Then throw them to each other. The student hit by the snowball should say the translation of the word in the paper. At that time, students feel as they are playing a real snowball.

Grammar and translation method

The method of Grammar and Translation is one of the oldest methods of teaching foreign languages, being widely used in Europe in the 19th century.

The first step of this method is the presentation of grammar rules. You should learn grammar rules for formulating sentences step by step. The rules are then applied in text translation and analysis exercises, where students have the opportunity to practice and internalize the knowledge.

The next step of the method is the translation of texts. Students are exposed to authentic texts in the foreign language and then translate these texts into their mother tongue. Translation helps to develop the ability to understand and interpret texts, in addition to contributing to the acquisition of vocabulary.

Nowadays the Grammar and Translation method has been criticized by some experts because this method demand more time and it is boring. Experts argue that the method does not develop communicative skills, such as fluency and listening. However, it helps to enhance reading and writing skills. In addition, the method continues to be used in some schools and universities around the world.

Audiolingual method

Audiolingual method is one of the most popular methods in the world. This method has been used since the 1950s and 1960s. Repetition, memorization and intensive practice of the language being studied are emphasized using oral and listening exercises to develop communicative skills.

The audiolingual method is also useful for students who want to learn a foreign language for specific purposes, such as travel or business. It can help develop practical and situational communicative skills, such as making reservations at a hotel. However, the audiolingual method has some limitations. First of all, it does not emphasize the development of reading comprehension or grammar.

The silent way (sw)

The Silent Way is the name of a language teaching method developed by Caleb Gattegno. It is based on the premise that the teacher should be as quiet as possible in the classroom, but students should explore and deduce the language rules themselves. This method can be expressed as follows:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying (mediating) physical objects.
- Learning is facilitated by problem solving involving the material to be learned.

Teacher should tell one of the students that he has to teach a theme to his coursemates. If teacher use the silent method more during the lesson, students will be more independent learners.

Cognates

Students are taught to recognize cognates by studying matching spelling or sound patterns between languages. Students are also asked to remember words that look like cognate words but have different meanings in the target language than in their mother tongue. This method is of course only useful for similar languages. Such as English and Spanish languages.

ENGLISH	SPANISH
family	familia
center	centro
desert	desierto
magic	magia

CONCLUSION

Each of the above approaches has its own pros and cons, and no one method is universally regarded as superior to the others in all teaching contexts. Establishing a positive and supportive atmosphere, clear expectations and routines, supportive teacher-student relationships, cooperative learning, and safe communication environments are among necessary to promote an optimal learning environment. The importance of creating positive teacher-student relationships cannot be overstated, as these relationships form the basis of a confident and nurturing classroom atmosphere.

THE LIST OF LITERATURE:

1. Larsen-Freeman, Diane. Techniques and principles in language teaching ed. Oxford: Oxford University Press, 2014.

2. A Ziyodullayeva, S Saidabrorova, H Akhmedova “Maktabgacha Va Boshlang’ich Ta’limda Ingliz Tilini Rivojlantirish”. Бюллетень студентов нового Узбекистана 1 (5 Part 2), 172-175, 2023.
3. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021.
4. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” Ijodkor O’qituvchi 3 (36), 103-105, 2024.
5. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
6. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydigan muammolar ..., 2019.
7. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024.
8. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. Aethiopica, 25, 258-261.
9. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
10. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). Scrinium, 17(1), 16-19.
11. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. Aethiopica, 24, 175-211.
12. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. Scrinium, 16(1), 410-412.
13. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. Aethiopica, 23, 281-285.
14. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. Aethiopica, 22, 315-318.
15. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
16. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. Oriental Journal of Social Sciences, 2(2), 107-114.
17. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. Iqtisodiyot va ta’lim, 25(2), 335-340.
18. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy taraqqiyot va tahlil, 1(8), 109-114.

19. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
20. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
21. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
22. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. *International Journal of Contemporary Scientific and Technical Research*, 25-28.
23. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences (Vol. 1, No. 1, pp. 357-361)*.
24. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. *Confrencea*, 6(6), 87-89.
25. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. *Journal of new century innovations*, 14(1), 86-98.
26. Sharipovna, R. S. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan. *International Journal of Innovations in Engineering Research and Technology*, (2), 1-5.
27. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gapning Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. *Academic research in educational sciences*, 2(12), 805-809.
28. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании (pp. 61-65)*.
29. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. *Учёный XXI века*, 26.

ENTHUSIASM FOR LEARNING ENGLISH IN CHILDREN

Boydedayeva Zohida Ismoil qizi

Student of Samarkand State Institute of Foreign Languages

E-mail : zohidaboydedayeva@gmail.com

Zubaydova Nilufar Nematullayevna

Teacher of Samarkand State Institute of Foreign Languages

Annotation: Learning a new language, especially English, at an early age opens doors to a world of opportunities for children. However, maintaining their enthusiasm and interest can be challenging. Children are naturally curious and respond well to fun, interactive, and engaging methods of learning. By tapping into their love for stories, games, music, and play, we can nurture their passion for learning English. This introduction aims to explore creative strategies that can boost children's excitement and motivation to learn English in enjoyable and meaningful ways.

Key words: English learning, encouragement, children, environments, activities, participate, vocabulary, practice, factor, Enthusiastic, language, role-play, memory games and word puzzles.

Enthusiasm is a key factor in effective learning. When children are excited about learning English, they are more likely to engage, practice, and improve. Enthusiastic learners retain vocabulary better, participate actively in activities, and develop a lasting interest in the language. On the other hand, a lack of enthusiasm can lead to disinterest and slower progress.

Use games like word puzzles, memory games, and role-play scenarios to introduce vocabulary and grammar in a playful way. Children often learn best through play, making language acquisition natural and fun. Children love stories and songs, making them powerful tools for teaching English. Storytelling introduces new vocabulary in context, while songs help with pronunciation and rhythm. Engage children in everyday activities such as cooking or shopping, using English to describe actions or items. This connects language learning with real-life situations, making it more relevant and enjoyable. A supportive and positive learning environment is crucial to maintaining enthusiasm. Parents and teachers should praise effort, encourage curiosity, and provide gentle correction. Offering rewards, such as stickers or praise, can motivate children to continue learning and experimenting with English. Children may face challenges such as losing interest or feeling frustrated when they

struggle to understand or speak English. To combat this, it's important to introduce variety in learning methods, offer engaging and personalized content, and allow children to learn at their own pace. Technology, such as language learning apps or videos, can also be used to make lessons more interactive and accessible.

Address some common challenges such as short attention spans or varying interest levels. To overcome these challenges, suggest varying activities frequently, using digital tools like language learning apps, and tailoring tasks to each child's pace and preferences. In addition, if you use this type of methods for teaching English in children, you might particularly benefit from speaking with children without hesitate and pause.

Imaginative storytelling and role-play allow children to practice language skills in creative scenarios. Acting out simple conversations in English, such as playing shopkeeper and customer, helps them understand practical language use. Music is a powerful tool for language learning. Simple English songs, especially those with actions like "Head, Shoulders, Knees, and Toes," help children memorize vocabulary and understand rhythm and pronunciation. Parents and teachers play a crucial role in maintaining a child's enthusiasm for learning English. A positive learning environment where children feel comfortable experimenting with the language, making mistakes, and asking questions is essential. Offering praise and rewards for effort, such as small incentives or verbal encouragement, reinforces positive behavior and keeps children motivated to learn.

In conclusion, enthusiasm is a vital element in a child's journey toward learning English. Through engaging activities, supportive environments, and consistent encouragement, children can develop a lasting passion for language learning. With enthusiasm, English learning becomes less of a task and more of an enjoyable and fulfilling adventure. This article focuses on explaining the impact of enthusiasm, offering practical ideas for maintaining engagement, and addressing potential challenges parents and educators might encounter.

REFERENCES

1. R. Nosirova , N Iskandarova H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-224, 2024
2. Brown, Patricia. *The Power of Reading: Building Vocabulary and Comprehension*. Oxford University Press, 2020. 600 pages.
3. Johnson, Claire. *Writing for Success: How to Improve Your Writing Skills*. Pearson Education, 2017. 210 pages.
4. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” *Ijodkor O’qituvchi* 3 (36), 103-105, 2024
5. Emma Emily. *Skimming and Scanning: Techniques for Efficient Reading*. Routledge, 2019. 180 pages.
6. Taylor, Mark. *Mastering English Writing: A Guide for Language Learners*. Palgrave Macmillan, 2021. 265 pages.
7. A. Z. Erkinov . *The future of English*. (2022). *Journal* pages 228. 201.
8. Valieva, N. (2022). Marie-Laure Derat, *L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle*. *Aethiopica*, 25, 258-261.
9. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
10. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
11. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
12. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
13. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
14. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. *Aethiopica*, 22, 315-318.
15. Валиева, Н. Ф. Библия И Христианская Древность. *Библия И Христианская Древность Учредители: Кожухов Сергей*, (3), 197-214.
16. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
17. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришининг Назарий Асослари. *Iqtisodiyot va ta’lim*, 25(2), 335-340.

18. Xudonazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy taraqqiyot va tahlil, 1(8), 109-114.
19. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. Iqtisodiyot va ta'lim, 24(6), 351-356.
20. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 763-776.
21. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. The American Journal of Interdisciplinary Innovations and Research, 2(08), 55-64.
22. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gapning Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. Academic research in educational sciences, 2(12), 805-809.
23. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. Учёный XXI века, 26.

INGLIZ TILINI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

Hakimova Dilfuza Foziljon qizi

Samarqand davlat chet tillar instituti talabasi

Gmail: dilfuzahakimova513@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotatsiya: Maqolada ingliz tilini o'qitishda zamonaviy texnologiyalarning roli tahlil qilinadi. Onlayn platformalar, mobil ilovalar va sun'iy intellekt kabi vositalarning til o'rganish samaradorligini oshirishdagi ahamiyati ko'rib chiqiladi. Ushbu texnologiyalar yordamida talabalarning mustaqil o'qish imkoniyatlari va darslarni interaktivlashtirish usullari yoritiladi.

Kalit so'zlar: Chet tili, zamonaviy texnologiyalar, o'yinlar, turli metodlar, texnologik vositalar, o'quv jarayoni, til o'rganish samaradorligi, interfaol ta'lim usullari, innovatsion texnologiyalar, sun'iy intellekt (AI), gamifikatsiya (o'yinlashtirish), virtual reallik (VR), kengaytirilgan reallik (AR), o'quv motivatsiyasi, ta'limda raqamli texnologiyalar, onlayn ta'lim platformalari, mobil ilovalar, interfaol o'yinlar, AR va VR texnologiyalari.

Zamonaviy dunyoda ingliz tilini o'rganish xalqaro aloqalarda, ilmiy izlanishlarda va kasbiy o'sishda juda muhim ahamiyat kasb etadi. Til o'rgatish jarayonida zamonaviy texnologiyalarning paydo bo'lishi ushbu sohada tub o'zgarishlarni keltirib chiqardi. Ta'limda yangi texnologiyalarni qo'llash o'qitish usullarini yanada samarali va qiziqarli qiladi. Hozirgi kunda onlayn ta'lim platformalari, mobil ilovalar, sun'iy intellekt (AI), virtual haqiqat (VR) va o'quv jarayoniga o'yin elementlarini kiritish mashhur bo'lib bormoqda. Ushbu texnologiyalar o'quvchilarning bilim olish jarayonini interaktivlashtirib, ularni yanada ko'proq jalb qiladi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir.

Bu jarayonda, jumladan:

- kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin;
- chet tilidagi radio eshittirishlar va televideniedagi dasturlarni eshitish va tomosha qilish mumkin.

Bugungi kunda maktablarda interfaol o'yinlar orqali dars o'tish an'anaga aylanib bormoqda. Ma'lumki, darsning turli xil o'yinlar asosida o'tilishi o'quvchilarning imkoniyatlarini namoyish etish, diqqatni jamlash, bilim va ko'nikmalarini oshirish va kuchli bo'lishlarini ta'minlaydi. O'yin texnologiyasidan foydalanishning asosini o'quvchini faollashtiruvchi va jadallashtiruvchi faoliyat tashkil etadi. Har qanday o'yin zamirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlari asos qilib olinishi kerak. O'yinlar jarayonida o'quvchi oddiy darsga qaraganda bu mashg'ulotga qiziqibroq yondashadi va bemalol faoliyat ko'rsatadi. Ta'kidlash lozimki, o'yin eng avallo, o'qitishning bir usulidir. O'quvchilar o'yinli darslarga qiziqib qatnashadilar, g'alaba qozonishga intiladilar, o'qituvchi ular orqali o'quvchiga ta'lim-tarbiya ham beradi. O'quvchi inglizcha o'yin o'ynab, gapira olarkanman, tinglab tushuna olarkanman, yoza olarkanman, deb ishonadi, qiziqadi.

Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Statlari, Angliya pedagoglari tajribasiga tayangan holda quyidagi innovatsion metodlardan foydalanib kelishmoqda:

"Muammoli vaziyat yechimi" (Creative Problem Solving) bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi.

"Chigil yozdi" ("Warm-up exercises") o'quvchilarni darsga qiziqitirish uchun sinfda har xil o'yinlardan foydalanish

"Pantomima" (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo'ladi.

"Hikoya zanjiri" (a chain story) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi;

"Rolli o'yinlar" (Acting characters) bu usul darsning barcha tiplarida qo'llanilishi mumkin. Hunarga o'rgatish uchun "Interpreter", "Translator", "Writer", "Poet" kabi kasbdagi kishilar darsda ishtirok etishib o'quvchilar bilan suhbatlashishlari mumkin;

Yuqoridagi ma'lumotlarga yana qo'shimcha sifatida quyidagi ma'lumotlarni ham aytib o'tilmachiman. Bular:

1. *Virtual va kengaytirilgan reallik (VR va AR):* Virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari ta'lim jarayonini butunlay yangi darajaga olib chiqmoqda. VR yordamida o'quvchilarni virtual makonga olib borib, real hayotga yaqin sharoitlarda ingliz tilida mashq qilish imkoniyati yaratiladi. Misol uchun, ular virtual muhitda turli mamlakatlarda sayohat qilayotganini his qilishi va shu bilan

birga ingliz tilida muloqot qilishlari mumkin. Bu esa til o'rganish jarayonini nafaqat qiziqarli qiladi, balki turli madaniy muhitlarda ingliz tilidan foydalanish ko'nikmalarini ham rivojlantiradi. AR texnologiyasi esa real hayotdagi sharoitlarga ingliz tilidagi turli qo'llanma va materiallarni qo'shish orqali o'quvchilarni interfaol tarzda o'qitish imkonini beradi. Masalan, o'quvchilar o'qiyotgan kitobning sahifalariga mobil qurilma orqali qarashsa, qo'shimcha 3D modellar yoki video ko'rsatmalar chiqadi. Bu esa ingliz tili grammatikasi, so'z boyligi yoki talaffuzni o'rganishda interfaol va samarali usul bo'ladi.

Foydalari:

- O'quvchilar real sharoitlarda tilni o'rganish imkoniyatiga ega bo'lishadi.
- Suhbatlashish va muhitni his qilish orqali til o'rganish ancha tez va qiziqarli kechadi.
- O'quvchilar turli vaziyatlarda tilni qo'llash ko'nikmasini mustahkamlaydi.

2. *Gamifikatsiya (o'yinlashtirish)*: Gamifikatsiya — bu o'quv jarayoniga o'yin elementlarini kiritish orqali talabalarning motivatsiyasini oshirish usuli. Bu usulda o'quvchilar ma'lum topshiriqlarni bajarib, ball to'plashadi, darajalar ko'tariladi yoki mukofotlar olishadi. Ingliz tilini o'rganishda bu usulni tatbiq qilish orqali, o'quvchilar o'z bilimlarini sinovdan o'tkazishlari va ularning bilim olishga bo'lgan qiziqishlari oshiriladi. Masalan, Kahoot, Quizlet yoki Duolingo kabi platformalar o'yinlashtirish tamoyiliga asoslangan. Bu platformalar yordamida talabalarga dars davomida topshiriqlar beriladi va ular javoblarni to'g'ri topshirish orqali reytingda yuqoriga chiqishadi. Shu tariqa o'quvchilar o'yin orqali ingliz tilidagi so'zlarni eslab qolishlari yoki grammatik qoidalarni tezroq o'zlashtirishlari mumkin.

Foydalari:

- O'quvchilar dars jarayoniga faolroq ishtirok etadi va raqobatlashish orqali tilni o'rganishga qiziqadi.
- Gamifikatsiya orqali o'quvchilar o'rganishni o'yin kabi ko'rib, stresssiz o'rganish imkoniyatiga ega bo'ladi.
- Boshqalar bilan musobaqalashish orqali o'quvchilarning ingliz tili ko'nikmalari mustahkamlanadi.

3. *Sun'iy intellekt (AI) va chatbotlar*: Sun'iy intellekt (AI) texnologiyalari ta'limda, xususan, ingliz tilini o'rganishda keng ko'lamda qo'llanilmoqda. AI asosida ishlaydigan dasturlar o'quvchilarga individual o'quv dasturlarini taqdim etib, ularning kuchli va zaif tomonlariga qarab moslashgan materiallar bilan ta'minlaydi. Misol uchun, Grammarly yoki Write&Improve kabi sun'iy intellekt dasturlari talabalarning yozma ishlarini tekshiradi va xatolarni tuzatib, takliflar beradi. Bu orqali talabalar grammatika, uslub va yozish ko'nikmalarini tez va aniq mustahkamlashadi.

Chatbotlar esa o'quvchilarga ingliz tilida suhbat qurish imkonini beradi. Replika yoki Mitsuku kabi chatbotlar bilan o'quvchilar har kuni ingliz tilida yozma yoki og'zaki suhbat qilishlari mumkin. Chatbotlar bilan ishlash orqali talabalarning muloqot qilish ko'nikmalari rivojlanadi va ular real hayotda foydali bo'lgan turli vaziyatlarga tayyorlanadi.

Foydalari:

- Sun'iy intellekt yordamida individual o'quv rejasi tuziladi.
- O'quvchilar o'z xatolarini o'zlari topib tuzatishni o'rganadilar.
- Chatbotlar bilan doimiy suhbat orqali til ko'nikmalari amaliy mustahkamlanadi.

4. *Online platformalar va mobil ilovalar*: Online platformalar va mobil ilovalar talabalarga ingliz tilini mustaqil va oson o'rganish imkonini beradi. Bunday platformalar, masalan, Duolingo, Babbel, Quizlet, va Memrise, o'quvchilarga o'z maqsadlariga ko'ra kurslar taqdim etadi. Ushbu platformalar yordamida talabalar istalgan joyda va vaqtda o'qishlari mumkin, bu esa ularning o'quv jarayonini yanada moslashuvchan qiladi.

Bundan tashqari, bu platformalar vizual materiallar, audio mashqlar va qaytar bog'lanish tizimi bilan ta'minlaydi, bu orqali talaba darhol o'z bilimlarini baholashi va xatolarni tuzatishi mumkin. Masalan, Duolingo orqali o'quvchi har kuni qisqa darslar o'tib, o'z bilimini kunma-kun mustahkamlashi mumkin. Quizlet esa talabalarga flesh-kartalar yordamida so'z boyligini mustahkamlashga yordam beradi.

Foydalari:

- Mustaqil o'qish vaqti va tempini boshqarish imkoniyati.
- Vizual va audio materiallar bilan o'rganish jarayoni qiziqarliroq va samaraliroq bo'ladi.
- Darslar mobil ilovalar orqali 24/7 mavjud, bu esa moslashuvchanlikni ta'minlaydi.

Xulosa. Zamonaviy texnologiyalar ta'lim sohasida, xususan, ingliz tilini o'rganishda tub o'zgarishlarga olib kelmoqda. Virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari orqali o'quvchilar virtual muhitlarda ingliz tilida muloqot qilib, turli madaniy sharoitlarda til ko'nikmalarini rivojlantira oladi. Sun'iy intellekt (AI) yordamida o'quvchilarga individual o'quv dasturlari taqdim etiladi, bu esa o'zlarining kuchli va zaif tomonlariga mos materiallar bilan ta'minlanish imkonini yaratadi. O'yinlashtirish (gamifikatsiya) o'yin elementlarini qo'llab, o'quvchilarning motivatsiyasini oshiradi, bu esa bilim olish jarayonini yanada qiziqarli qiladi. Onlayn platformalar va mobil ilovalar esa o'quvchilarga o'z vaqtida va joyidan qat'i nazar mustaqil ravishda o'rganish imkoniyatini beradi. Shu texnologiyalar yordamida til

o'rganish yanada interfaol, samarali va qiziqarli jarayonga aylanadi, bu esa o'quvchilarni faol ishtirok etishga va bilimlarni amaliy qo'llashga rag'batlantiradi.

FOYDALANILGAN ADABIYOTLAR

1. Bekmuratova U. B. “Ingliz tilini o’qitishda innovatsion texnologiyalardan foydalanish” mavzusida referat. Toshkent — 2012 yil
2. Отабоева, М. Р. Chet tilini o’qitishda zamonaviy innovatsion texnologiyalaridan foydalanish va uning samaradorligi / М. Р. Отабоева. — Текст: непосредственный, электронный // Молодой ученый. — 2017. — № 4.2 (138.2). — С. 36–37.
3. N. Q. Xatamova, M.N.mirzayeva. “Ingliz Tili Darslarida Qo’llaniladigan Interfaol Usullar” (uslubiy qo’llanma), Navoiy, 2006, 40 bet.
4. M. Xoldorova, N. Fayziyeva, F. Rixsittilayeva. “Chet Tilini O’qitishda Yordamchi Vositalardan Foydalanish”. Toshkent: Nizomiy nomidagi TDPU, 2005
5. O’.Hoshimov, I. Yoqubov. “Ingliz Tili O’qitish Metodikasi” (o’quv qo’llanma) Toshkent: “Sharq” nashriyoti, 2003
6. Муминова, Ф. М. Ingliz tilini o’qitishda zamonaviy innovatsion texnologiyalaridan foydalanish / Ф. М. Муминова. — Текст: непосредственный // Молодой ученый. — 2020. — № 18 (308). — С. 590-592.
7. Nilufar Ne’matillaevna Zubaydova. The Role Of Country Studies In Teaching English. Theoretical & Applied Science, 310-312, 2020.
8. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
9. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
10. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
11. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
12. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
13. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
14. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. *Aethiopica*, 22, 315-318.

15. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
16. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
17. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
18. Xudonazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
19. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
20. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
21. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
22. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gaping Nominativ Aspekti Va Uning Kommunikativ Jarayoni HAQIDA. *Academic research in educational sciences*, 2(12), 805-809.
23. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании* (pp. 61-65).

THE IMPORTANCE OF METHODS IN ENGLISH

Yusupova Muxlisa Abror qizi

Student of Samarkand State Institute of Foreign Languages

Gmail: mukhlisayusupova005@gmail.com

Zubaydova Nilufar Nematullayevna,

Teacher of Samarkand State Institute of Foreign Languages

Annotation: Use simple language and be clear about what the method does. Using a similar structure across all methods for easy reading. Document Edge Cases: Include any known limitations, such as boundary values or cases that will throw exceptions. Some methods can make your learn easier to read and maintain, especially in larger projects.

Key words: Effectively, learning, teaching, properly, methodology, complete, sentence, correctly, grammatical, structure and language

Learning a new language, especially English, at an early age opens doors to a world of opportunities for children. However, maintaining their enthusiasm and interest can be challenging. Children are naturally curious and respond well to fun, interactive, and engaging methods of learning. By tapping into their love for stories, games, music, and play, we can nurture their passion for learning English. This introduction aims to explore creative strategies that can boost children's excitement and motivation to learn English in enjoyable and meaningful. Certainly, here's a deeper look at the importance of methods in English teaching and learning.

Cognitive Development and Retention: Well-chosen methods align with how the brain processes and retains information. For example, using spaced repetition and active recall methods supports memory retention, which is essential for mastering vocabulary and grammar. Methods like storytelling or contextual learning help in linking new knowledge to existing concepts, aiding in long-term retention.

Catering to Diverse Learning Styles: Every student has unique learning preferences – visual, auditory, kinesthetic, or reading/writing. Teaching methods can integrate various activities to address these learning styles, allowing students to absorb language more naturally. For example, role-plays benefit kinesthetic learners, while audio-visual materials engage auditory and visual learners.

Facilitating Communication and Interaction: Communicative methods like the Communicative Language Teaching (CLT) approach encourage students to practice

real-life communication. This not only improves fluency but also builds confidence in speaking and interacting in English, which is key to language mastery.

Encouraging Critical Thinking and Problem Solving: Problem-solving tasks, debates, and discussions, commonly found in task-based and project-based methods, engage students in critical thinking. They challenge students to articulate thoughts clearly and understand complex ideas, honing both language skills and cognitive abilities.

Personalized Feedback and Assessment: Methods like formative assessment, peer review, and self-assessment promote continuous learning by helping students identify and improve upon their weaknesses. Personalizing feedback ensures that each student can work on specific areas, leading to steady improvement and a more personalized learning journey.

Building Self-Efficacy and Independence: Certain methods, such as the learner-centered approach, encourage students to take control of their learning process. By giving students tools to set goals, track progress, and self-assess, these methods build self-efficacy, helping learners feel more independent and confident in their English skills.

Promoting Cross-Cultural Understanding: Many methods also introduce cultural contexts, giving students insight into how language reflects culture. This understanding is particularly valuable for English, as it's a global language spoken across diverse cultures. Through exposure to cultural nuances, students can better navigate intercultural communication and understand English in a broader, real-world context.

Supporting Inclusion and Accessibility: Inclusive methods can accommodate learners with different abilities. For example, using multimodal instruction supports students who may have language-related learning difficulties by combining written, visual, and spoken language. This inclusive approach helps make English learning accessible to a wider range of students.

Encouraging Lifelong Learning: Methods that focus on metacognitive skills, like reflection, goal-setting, and self-assessment, nurture lifelong learning habits. By teaching students to understand and monitor their learning processes, they become equipped to continue improving their English skills outside of the classroom and throughout their lives.

Balancing Fluency and Accuracy: The balance between fluency (natural flow of language) and accuracy (correct usage of language) is essential in language learning. Some methods, like the Audio-Lingual Method, emphasize repetition and accuracy,

while communicative methods focus more on fluency. A well-rounded approach combines these aspects, helping learners become both confident and competent in English.

Profoundly is a great habit and impact, shaping not only students' language skills but also their cognitive development, cultural understanding, confidence, and readiness for lifelong learning. The best methods support a well-rounded, adaptable, and student-centered approach to English education.

In English learning and teaching, the choice of methods is crucial because they directly impact how effectively learners acquire language skills. Here's why methods are important:

Structure and Organization: Methods provide a structured approach, which helps teachers create organized lessons with a clear focus. This structure can guide both teachers and students through different levels of language complexity.

Engagement and Motivation: Different methods can be used to engage students more actively, whether through communicative activities, task-based learning, or interactive media. Engaging methods can keep students motivated and make learning more enjoyable.

Skill-Specific Focus: Some methods target specific skills like speaking, writing, reading, or listening. For instance, the Communicative Language Teaching (CLT) method emphasizes speaking and listening skills, while the Grammar-Translation method focuses more on reading and writing.

Adaptability to Learners' Needs: Methods can be tailored to match the learners' needs, levels, and backgrounds. For example, younger students may benefit from Total Physical Response (TPR), which involves physical movement to learn vocabulary, while adult learners might prefer Task-Based Language Teaching (TBLT), which uses real-world tasks to build language skills.

Cultural Relevance: Effective teaching methods can introduce learners to the cultural aspects of language, promoting a deeper understanding and fostering intercultural communication skills.

In sum up, the right method can make language acquisition faster and more effective, helping students achieve better outcomes in fluency, comprehension, and confidence in using English methods serve as a roadmap for teachers, ensuring that learning is goal-oriented, structured, and adaptable to student needs, which ultimately leads to more effective language acquisition.

REFERENCES

1. Douglas Brown – Author of Principles of Language Learning and Teaching (2022) pages 223.
2. Piterson Jones . There are most effectively ways to speak in English. [2021] journal pages 232, 230 The Effective Techniques for Language Learning. Cambridge University Press, 2018. 245 pages.
3. R. Nosirova , N Iskandarova H S Gafforov, N N Zubaydova Gender its language acquisition Academic research in educational sciences 2 (5), 217-224, 2024
4. Brown, Patricia. The Power of Reading: Building Vocabulary and Comprehension. Oxford University Press, 2020. 600 pages.
5. Johnson, Claire. Writing for Success: How to Improve Your Writing Skills. Pearson Education, 2017. 210 pages.
6. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” Ijodkor O’qituvchi 3 (36), 103-105, 2024
7. Emma Emily. Skimming and Scanning: Techniques for Efficient Reading. Routledge, 2019. 180 pages.
8. Taylor, Mark. Mastering English Writing: A Guide for Language Learners. Palgrave Macmillan, 2021. 265 pages.
9. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. Aethiopica, 25, 258-261.
10. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
11. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). Scrinium, 17(1), 16-19.
12. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. Aethiopica, 24, 175-211.
13. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. Scrinium, 16(1), 410-412.
14. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. Aethiopica, 23, 281-285.
15. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. Aethiopica, 22, 315-318.
16. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.

17. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
18. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
19. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
20. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
21. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Саклаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
22. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
23. Сулейманова, Н. (2017). О номинативной функции предложения. *Иностранная филология: язык, литература, образование*, 2(4 (65)), 88-91.
24. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. *Academic research in educational sciences*, 2(4), 798-802.
25. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. In *Лингвистика И Методика: Междисциплинарный Подход* (pp. 141-144).
26. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. *Ученый XXI века*, (2-4).
27. Sattarova, D. (2024). Siyosiy Muloqotning Pragmatik Aspektlari. *Tamaddun Nuri Jurnal*, 5(56), 380-383.
28. Sattarova, D. (2024, January). Siyosiy Notqlikning Milliy Madaniy Va Lisoniy Tahlili (O'zbekiston Respublikasi Birinchi Prezidenti Ia Karimov Nutqlari Asosida). In *Международная конференция академических наук* (Vol. 3, No. 1, pp. 5-7).
29. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.
30. Сулейманова, Н. Тил Белгиларининг Нутққа Кўчирилиши.

SHOULD TEENAGERS FOCUS ON ALL SUBJECTS EQUALLY OR SPECIALIZE?

Suyunova Gulhayo Alisherovna

Student of Samarakand State Institute of Foreign Languages

Gmail: suyunova8g@gmail.com

Scientific supervisor: **Nilufar Zubaydova Ne'matillayevna**

Abstract: This article explores whether teenagers should prioritize all subjects equally or focus more on the areas in which they are most interested. While a broad education offers flexibility, specialization in certain fields provides expertise and greater career opportunities. Drawing on research into educational approaches, cognitive development, and future career outcomes, the article argues for keeping a balance between both strategies.

Keywords: Teenagers, specialization, broad education, expertise, cognitive development, career flexibility.

INTRODUCTION

In today's competitive world, teachers and parents often debate whether teenagers should give equal attention to all subjects included in school curricula or concentrate on subjects they excel in. While a broad education system presents a wide range of choices, encouraging students to specialize earlier can lead to deeper expertise and a clearer path to thrive in a career. In my opinion, teenagers should enhance their strengths and pursue their interests, but without neglecting essential skills gained from other subjects.

One of the strongest arguments for allocating equal attention to all subjects is the development of a well-rounded knowledge base. Many educational systems', including Finland's, broad curriculum has been linked to better overall performance of the learners. The Organisation for Economic Co-operation and Development (OECD) highlights that countries with more flexible education systems tend to have higher academic performance and better employability rates due to allowing students to explore various disciplines. Take the prime example of the schoolchildren who are obligated to acquire a range of subjects – languages, science, and technology – being better prepared for a higher education. As a result, a failure in the specific subject in the future cannot hold them back from pursuing another major.

Additionally, early adolescence is considered a key stage for brain development;

therefore, engaging with different subjects can stimulate various cognitive processes. A 2012 study by Blakemore & Robbins found that students who receive broad educational exposure can have the potential to perform better in tasks that require flexibility and creativity. The reason for this is that they may develop the adaptability needed for diverse career paths, offering them more choices in the future.

Despite the advantages of a well-rounded education, teenagers have to be given the freedom to pursue what they are interested in or curious about. Students who are passionate about a subject, such as mathematics or the arts, often perform better if they have the opportunity to immerse themselves deeply in that area. This focused learning might boost motivation and perseverance, encouraging students to overcome challenges and experience a sense of fulfillment. Research by Ericsson et al. Has shown that early specialization and deliberate practice can lead to the development of expertise in a particular field.

Moreover, countries like Japan that allow students to specialize earlier in subjects such as STEM (science, technology, engineering, and mathematics) have consistently produced top-performing students in international rankings (Schleicher, 2020). This method allows teenagers to gain a very deep understanding of the subjects, thereby giving a status of expert for people in today's competitive job markets. For example, students who specialize in technology during high school are more likely to succeed in fields such as software development, where deep technical expertise is highly valued.

Although focusing on a specific curriculum is far greater because of deep knowledge, I believe that students should not abandon other subjects completely. Since a basic understanding of various topics enriches their specialized knowledge and supports problem-solving skills. For instance, studies have shown that a broader knowledge base helps professionals adapt more easily to changes in their careers (Baethge, Arndt, & Vedder, 2014). A future scientist, for example, may benefit from writing and communication skills learned in literature classes, which are crucial for publishing research and conveying complex ideas to the public.

Conclusion

In conclusion, while a broad education helps teenagers develop vital skills such as flexibility and adaptability, specialization allows them to nurture their passions and build expertise in a particular field. I believe the ideal approach is one that balances both: allowing students to specialize in areas of interest while ensuring they retain essential skills from other subjects. This way, they can cultivate deeper knowledge in

their chosen fields without losing the adaptability that a well-rounded education provides.

REFERENCES

1. Ericsson, K. A., et al. (2007). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*.
2. Schleicher, A. (2020). *World-Class Education: How to Build a 21st Century School System*. OECD.
3. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
4. Baethge, M., Arndt, H., & Vedder, G. (2014). The Need for a Comprehensive Education in a Specialized World. *International Journal of Educational Research*.
5. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition *Academic research in educational sciences* 2 (5), 217-220, 2021
6. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” *Ijodkor O’qituvchi* 3 (36), 103-105, 2024
7. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydigan muammolar ..., 2019.
8. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
9. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
10. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.
11. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
12. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
13. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
14. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
15. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.

16. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
17. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
18. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
19. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
20. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
21. Xudonazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. *Iqtisodiy taraqqiyot va tahlil*, 1(8), 109-114.
22. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. *Iqtisodiyot va ta'lim*, 24(6), 351-356.
23. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 763-776.
24. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
25. Сулейманова, Н. (2017). О номинативной функции предложения. *Иностранная филология: язык, литература, образование*, 2(4 (65)), 88-91.
26. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. *Academic research in educational sciences*, 2(4), 798-802.
27. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. In *Лингвистика И Методика: Междисциплинарный Подход* (pp. 141-144).
28. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. *Ученый XXI века*, (2-4).
29. Сулейманова, Н. Тил Белгиларининг Нутққа Кўчирилиши.
30. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences* (Vol. 1, No. 1, pp. 357-361).
31. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. *Confrencea*, 6(6), 87-89.
32. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. *Journal of new century innovations*, 14(1), 86-98.

THE ROLE OF TEACHERS IN CHILDREN’S LIVES AND METHODS OF PROPER EDUCATION

Bahodirova Zumradxon Sherzodovna

Student at Samarkand State Institute of Foreign Languages

Scientific Supervisors: **Zubaydova Nilufar Ne’matullayevna,**
Azzamova Nigora Rajjaboyevna

Abstract: This article explores the role of teachers in children’s lives, focusing on the attention, care, education, and knowledge they provide. It also offers various insights into how students can be taught properly, with examples of different methods used in teaching.

Keywords: student and teacher, education, pedagogical research methods, pedagogical experiment, method.

In our country, great attention is being paid to the education system at the level of state policy. Thanks to the benefits of independence, significant changes have occurred in the field of preschool education, as in all other areas. The strength of any country is determined by its intellectual potential. There are various ways to achieve this potential. The upbringing of a well-rounded person has always been a fundamental requirement and primary goal of social society throughout history. Naturally, in the current context of educational reforms, the upbringing of a well-rounded individual continues to hold great importance. The socio-economic and cultural-spiritual changes occurring at the present stage of societal development require radical reforms in education, freeing it from ideological views and remnants of the past. This involves preparing highly qualified, modern personnel who meet the high moral and ethical standards of developed democratic states and improving the efficiency of the educational process.

The role of a teacher in students’ lives, and indeed in the lives of all humanity, is incomparable. Teachers teach students many things as they grow and mature. They support them in various ways and are invaluable individuals in this world. Even great scholars have reached their level thanks to the help of their teachers. As the great Alexander the Great once said: “My father brought me into this world, but my teacher helped me reach this level. My father brought me from the sky to the earth, while my teacher raised me from the earth to the sky.” These words carry deep meaning. We, too, must always respect our teachers, as their role in our lives is irreplaceable.

One of the main methods of properly teaching students is communication between the teacher and the student. A teacher's ability to communicate with their students requires a certain level of skill. They must know how to communicate and continuously improve their communication skills. A teacher must also know how to conduct a class effectively, utilize various teaching methods such as discussions, lectures, and storytelling, and establish communication with students throughout the educational process.

For a teacher to establish communication with a student, they must possess sufficient skills and continually ask themselves the following questions and strive to answer them:

What to teach?

Whom to teach?

How to teach?

What to teach: a) Understanding innovations in science, comprehending new scientific terminology, and fully mastering the subject matter; b) Developing skills, competencies, and abilities; c) Establishing connections between different subjects; d) Understanding the content of education within a clear system.

Whom to teach: a) Identifying certain psychological characteristics of students (memory, speech, thinking) and determining their level of education and upbringing; b) Predicting potential difficulties as students move from one level to another; c) Considering students' motivations and opinions when organizing the educational process. g) Organizing their pedagogical work by taking into account various psychological changes and developments in students; d) Working with gifted students and organizing individual work.

How to teach: a) Utilizing a combination of different teaching and educational methods, considering the effort and time required during the process.

The main methods of pedagogical influence include demand, expectations, encouragement, punishment, and public opinion.

Demand is a widely used method in practice, which manifests the teacher's personal attitude toward the student during the educational process, either encouraging or halting certain behaviors.

Demand is the initial method of pedagogical influence and plays a crucial role in developing a student's sense of responsibility and accountability towards themselves.

Encouragement and punishment are used to correct students' behavior, meaning they provide additional reinforcement for positive behavior and help stop inappropriate actions. Public opinion ensures that students' socially beneficial

activities are regularly and comprehensively encouraged. Means of influence through mutual exchange of opinions include persuasion, influence, and mutual exchange of ideas. Persuasion as a method of pedagogical influence is applied in the form of educational information, creative discussions, debates, and political information during lessons. Influence affects a person's psyche without conscious control and is reflected in their actions, motives, and aspirations. Influence involves a psychological impact that is perceived by the individual without sufficient awareness or control.

In conclusion, if a teacher has experience and a deep love for their profession, they will undoubtedly raise successful students. For this to happen, the teacher must thoroughly learn excellent teaching methods and be prepared psychologically for any situations.

REFERENCES

1. Maxmudov, Q. S. O. G. L., Shayxislamov, N. Z. O. G. L., & Jo, B. B. O. G. L. (2020). O 'zbek va xorijiy tillarda antonimlar tavsifi, o 'rni va ularning turli jihatdan tasniflanishi. *Science and Education.*, ^ (Special Issue 3).
2. Juraboyev, B. B. (2020). Nemis tilini o'qitishda kommunikativ yondashuv. *Science and Education*, 7(7), 215-220.
3. Samarova, S. R. (2019). Methods and technologies for the development of creative thinking of pupils. *European Journal of Research and Reflection in Educational Sciences*, 7(10), 37-43.
4. Samarova, S. R., & Mirzayeva, M. M. (2020). The problem of the formation of creative abilities of students in foreign psychology. *An International Multidisciplinary Research Journal*, 10(5), 1937-1943.
5. Рахманова, М. К. (2019). Ёшларнинг маънавий тарбиясида кддимги Урта Осиё маънавий-маданий меросининг ах,амияти. "Глобаллашув шароитида ватанпарварлик тарбиясининг маънавий-маърифий технологиялари" республика илмий-амалий конференцияси, 206-209.
6. Рахманова, М. К. (2019). Изучение стратегии обучения. Приоритетные векторы развития промышленности и сельского хозяйства материалы II международной научно-практической конференции, 7, 95-101.
7. Rajabova, I. T. (2020). Лингводидактические аспекты глаголов, выражающие перемещения, на уроках русского языка с учащимися с узбекским языком обучения. *Academic research in educational sciences*, (4).
8. Sukerman G.A., Masterov B.M. *Psixologiya samorazvitiya*. – Moskva: Interpraks, 1995. С. 288.
9. Zankov. L. V. *Didaktika I jizn*. – M.: Prosveshchenie, 1994. С. 420.

10. Nemo R.S. Psixologiya: Uchebnik dlya stud. Vuzov., Kn. 1.: 688 s. 8-12 b.
11. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса (pp. 595-600).
12. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 88-92).
13. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).
14. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
15. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.
16. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
17. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
18. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
19. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
20. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
21. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.

22. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. *Aethiopica*, 22, 315-318.
23. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
24. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
25. Suleymanova, N. M., & Idiyev, A. R. O. G. L. (2021). Gapping Nominativ Aspekti Va Uning Kommunikativ Jarayoni Haqida. *Academic research in educational sciences*, 2(12), 805-809.
26. Sattarova, D. (2024). Siyosiy Muloqotning Pragmatik Aspektlari. *Tamaddun Nuri Jurnal*, 5(56), 380-383.
27. Sattarova, D. (2024, January). Siyosiy Notqlikning Milliy Madaniy Va Lisoniy Tahlili (O'zbekiston Respublikasi Birinchi Prezidenti Ia Karimov Nutqlari Asosida). In *Международная конференция академических наук* (Vol. 3, No. 1, pp. 5-7).
28. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.
29. Сулейманова, Н. М., & Абдуллаева, Л. Т. (2017). Имманентный характер синергетических свойств единиц языковой системы. In *Инновации В Современном Языковом Образовании* (pp. 61-65).
30. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. *Учёный XXI века*, 26.

**O'ZBEKISTON RESPUBLIKASIDAGI TRANSPORT TARKIBIY
QISMINING ZAMONAVIY TENDENSIYALARI**

**СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ТРАНСПОРТНОЙ СОСТАВЛЯЮЩЕЙ
В РЕСПУБЛИКИ УЗБЕКИСТАН**

**MODERN TRENDS OF THE TRANSPORT COMPONENT IN THE
REPUBLIC OF UZBEKISTAN**

Саримсакова Малохат Хикматуллаевна,
Тошкент Давлат Транспорт Университети

Annotatsiya: Maqolada transport tuzilmasining asosiy tushunchalari va ta'riflari keltirilgan. Transportning asosiy tushunchalarining xorijiy va mahalliy bayonotlari tavsifi berilgan.

Kalit so'zlar: transport, tushunchalar, tizim, kompleks, tushunchalar.

Аннотация: В статье представлены основные понятия и определения транспортной структуры. Приводится описание зарубежных и отечественных высказываний основных понятий транспорта.

Ключевые слова: Транспорт, понятия, система, комплекс, понятия.

Annotation: The article presents the basic concepts and definitions of the transport structure. The description of foreign and domestic statements of the basic concepts of transport is given.

Key words: Transport, concepts, system, complex, concepts.

В мире, где все элементы тесно связаны с друг другом, транспортный комплекс выступает в качестве основного "кругооборота", а именно в качестве связующего звена всех элементов мировой экономики. Эффективная транспортная система оптимизирует движение сырья и продукции на внутреннем рынке, одновременно повышая экономическую конкурентоспособность каждого государства во внешней торговле, предоставляя мировому рынку возможность ускорить интеграционные процессы. В целом масштабное развитие Республики Узбекистан быстрыми темпами и межрегиональных экономических связей также напрямую связано с эффективным функционированием транспортной инфраструктуры в широком смысле.

В связи с этим мы считаем, что транспортную систему Республики Узбекистан необходимо разграничить такими понятиями как "транспортный комплекс", "транспортная система", "транспортная инфраструктура" и содержательными сущностями таких понятий, как "транзит" и "транспортно-логистическая система".

Исследователи в области транспорта предлагают различные определения термина "транспортный комплекс". Например, американский специалист Стивен Фредерик Стар описывает транспортный комплекс как "совокупность секторов экономики, направленных на удовлетворение потребностей в перевозке пассажиров и грузов¹". Согласно мнению английского экономиста Энтони Венаблса, транспортный комплекс представляет собой совокупность отраслей национальной экономики, которые ориентированы на удовлетворение потребностей общественного производства в перевозке грузов и пассажиров.² Современный российский ученый Н.П. Терешина в своих исследованиях определяет транспортный комплекс как территориальную гармонию взаимосвязанных видов транспорта, представляющую собой совокупность отраслей, которые, взаимодействуя друг с другом, полностью удовлетворяют социально-экономические потребности населения в перевозке грузов и пассажиров³".

Анализируя высказывания отечественных и зарубежных исследователей, можно утверждать, что **Транспортный комплекс** Республики Узбекистан – совокупность различных видов транспорта, которые функционируют совместно, дополняя друг друга и развиваются взаимозависимо, обеспечивая эффективное использование⁴.

Изучая библиографический обзор такого термина как «транспортная система», также можно увидеть, что учеными предлагаются различные определения, например российский учёные Б.Г. Гасанов, Н.В. Напхоненко и М.Р. Караевы описывают транспортную систему как комплекс видов транспорта и инфраструктур, взаимодействующих в процессе транспортировки грузов и пассажиров к месту назначения.

¹ Frederick Starr S., Filat Yildiz, Martina reiser etc. The New Silk roads: Transport and trade in Greater Central Asia. Monograph Central AsiaCaucasus institute & Silk Road Studies Programm, Washington, D.C.: Johns Hopkins University-SAIS, 2007. – 514 p.

² Venables, A. J. (2007). Evaluating Urban Transport Improvements: Cost–Benefit Analysis in the Presence of Agglomeration and Income Taxation. Journal of Transport Economics and Policy, 41:173–188 p.

³ Экономика транспорта: Учебное пособие / Терешина Н.П., Потапова Е.В., Терёшина Н.В., Епишкин И.А. – М.: РУТ (МИИТ), 2018. – 142 с.

⁴ Разработана автором

Ученые дальнего зарубежья описывают транспортная систему как систему управления всеми видами транспорта с целью эффективной реализации взаимосвязанных транспортных отраслей, трудовых ресурсов и экономики страны.

Среди отечественных учёных А.А.Захидов описывает транспортную систему – транспортная инфраструктура, транспортные предприятия и транспортные средства, а также общий управленческий комплекс.

Проведенный анализ высказываний отечественных и зарубежных исследователей, можно утверждать, что **Транспортная система** Республики Узбекистан – это совокупность видов и средств передвижения, которые, независимо от формы собственности, эффективно воздействуют друг на друга и обеспечивают перемещение грузов и пассажиров с целью удовлетворения различных нагрузочных, разгрузочных, строительных работ, а также спрос на транспортные услуги⁵.

Далее рассматривая термин, транспортная инфраструктура, можно отметить оно рассматривается как структура транспортной системы. Немецкий ученый С. Шукмен в своих исследованиях определил термин "транспортная инфраструктура" как совокупность материально-технических и организационных условий, которые способствуют быстрому и бесплатному осуществлению транспортного процесса⁶. По мнению Рудневой Л.Н., транспортная инфраструктура представляет собой комплекс всех транспортных сооружений и материально-технических систем, предназначенных для поддержки экономической и социальной деятельности общества, а также для создания благоприятных условий⁷.

Анализируя высказывания отечественных и зарубежных исследователей, можно утверждать, что **Транспортная инфраструктура** Республики Узбекистан - Эффективная организация единой системы управления транспортной системой с использованием экономико-математических методов и логистических моделей, оценивающая качество транспортных услуг и прогнозирующая спрос на них, которые способствуют осуществлению транспортного процесса. Следовательно, исходя из приведенных выше

⁵ Разработано автором

⁶ Schuckmann S. Analysis of factors influencing the development of transport infrastructure until the year 2030 — A Delphi based scenario study // S. Schuckmann, T. Gnatzy, I. Darkow, H. Grach.— Technological Forecasting & Social Change. — 2012. — 79. — P. 1373–1387

⁷ Руднева, Л.Н. Транспортная инфраструктура региона: понятие и факторы формирования / Л.Н. Руднева, А.М.Кудрявцев // Российское предпринимательство. - 2013. - № 24 (246). - с. 139-144.

исследований предлагаются следующие определения в нижеприведенной таблице.

Таблица 1

Определение основных терминов транспорта⁸

Элементы системы	Определение понятий
Транспортный комплекс	совокупность различных видов транспорта, которые функционируют совместно, дополняя друг друга и развиваются взаимозависимо, обеспечивая эффективное использование
Транспортная система	совокупность видов и средств передвижения, которые, независимо от формы собственности, эффективно воздействуют друг на друга и обеспечивают перемещение грузов и пассажиров с целью удовлетворения различных нагрузочных, разгрузочных, строительных работ, а также спрос на транспортные услуги
Транспортная инфраструктура	Эффективная организация единой системы управления транспортной системой с использованием экономико-математических методов и логистических моделей, оценивающая качество транспортных услуг и прогнозирующая спрос на них, которые способствуют осуществлению транспортного процесса

ЛИТЕРАТУРА:

1. Абдурахманов К.Х. Тенденции развития человеческого капитала Узбекистана Вестник Российского экономического университета им. Г.В. Плеханова, 2013г.
2. Закирова Н.А., Абдурахманова Г.К. Использование искусственного интеллекта для повышения качества человеческого капитала. Сборник научных статей международной научно-практической конференции, 2021г.

⁸ Составлено автором на основе проведенного исследования

3. Закирова Н.А. Страновые и региональные аспекты человеческого развития на примере Республики Узбекистан. Монография, Москва : МАТГР, 2013г.
4. Слезингер Г.Э. Ижтимоий иқтисодиёт: дарслик. - М. -: DIS, 2009й.
5. Ходжаева Н.А. Социально-трудовая сфера в системе экологически ориентированной экономики. Biznes-Эксперт. №11-12 (167-168) 2021 й.
6. "ЎТЙ" АЖнинг бизнес-режаси. 2019-2023йиллар.
7. Mamatov, G. B. R. (2024). Implementation Of The Education System Of European Countries. *Innovations in Technology and Science Education*, 3(19), 135-139.
8. Bozorova, G. M., Mamatov, R. R., Adaxamjonov, A. A., & Jaloldinov, M. S. (2024). The Use Of Information Technology In The Formation Of Professional Competence Of Foreign Language Teachers. *Science and innovation*, 3(Special Issue 19), 352-354.
9. Mukhammadaliyeva, B. G. (2023). Theoretical Views On Proverb In German And Uzbek. *International journal of advanced research in education, technology and management*, 2(4).
10. Аблаева, Н. К. (2024). Проблемы Изучения Литературы В Современной Школе. *International Journal Of Recently Scientific Researcher's Theory*, 2(5), 152-156.
11. Аблаева, Н. К. (2024). Роль Природы В Дrame Островского «Гроза». *Modern Problems In Education And Their Scientific Solutions*, 8(8), 176-181.
12. Аблаева, Н. К. (2024). Использование Фольклорных Элементов В Балладе В. Жуковского «Светлана». *Yangi O 'zbekiston, Yangi Tadqiqotlar Jurnalı*, 1(3), 129-132.
13. Аблаева, Н., & Джуманиязова, И. (2024). Возможности Корпусной Лингвистики В Изучении Русского Словообразования. «Contemporary Technologies Of Computational Linguistics», 2(22.04), 520-524.
14. Аблаева, Н. К. (2024). Нравственно-Философская Проблема В Творчестве ЛН Толстого (на примере романа " Война и мир"). *Journal Of Scientific Research, Modern Views And Innovations*, 1(1), 24-27.
15. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.
16. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. *The American Journal of Interdisciplinary Innovations and Research*, 2(08), 55-64.
17. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. *Ученый XXI века*, (2-4).
18. Sattarova, D. (2023). Komunikativ Diskursning Tadqiqot Ob'yekti. *Молодые ученые*, 1(22), 41-43.
19. www.gov.uz
20. www.railway.uz

EASY METHODS OF LEARNING FOREIGN LANGUAGES

Yangiboyeva Sevinch Bekzod qizi

Student of Samarkand State Institute of Foreign Languages

Gmail: sevinchyangiboyeva005@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of Samarkand State Institute of Foreign Languages

Abstract: This article discusses the increasing demand for learning foreign languages, the most effective and easy ways to learn foreign languages, the role and importance of modern technologies in learning other languages, and what language learners need. It is stated that they should pay attention.

Key words: foreign language, purpose of language learning, grammar, methodology, memory, writing, hearing, communication, modern technology, vocabulary, translation

XORIJIY TILLARNI O'QITISHNING OSON METODLARI

Yangiboyeva Sevinch Bekzod qizi

Samarqand Davlat Chet Tillar Instituti talabasi

Gmail: sevinchyangiboyeva005@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne`matillayevna**

Samarqand Davlat Chet Tillar Instituti o'qituvchisi

Annotatsiya: Ushbu maqolada chet tillarini o'rganishga bo'lgan talabning ortishi, chet tillarini o'rganishning eng samarali va oson usullari, boshqa tillarni o'rganishda zamonaviy texnologiyalarning o'rnini va ahamiyati, til o'rganuvchilarga qanday ehtiyoj borligi muhokama qilinadi. ular e'tibor berishlari kerakligi aytilmoqda.

Kalit so'zlar: chet tili, til o'rganish maqsadi, grammatika, metodika, xotira, yozish, gapirish, muloqot, zamonaviy texnologiyalar, lug'at, tarjima chet tillarini o'rganishning oson usullari.

Today, people's knowledge of several foreign languages is considered an important factor for their professional activities, as well as for their personal development. Therefore, one of the requirements of today's time is to know at least one foreign language. As we know, the most spoken languages in the world are English, French, Chinese, Spanish, Russian, Arabic, etc. Learning foreign languages is much easier and more effective using certain proven methods.

Before learning a foreign language, we should clarify our goal, that is, clarifying the goal will help us achieve our goal in the future quickly and easily, according to the plan. If you have decided on your goal and which language to learn, you can choose several methods based on which language learning methods you want to use, your interest and your mastery.

Start learning a language with grammar

There is probably no one among us who does not know this traditional method, that is, in this method, a text or educational material is read, translated, and the necessary part, words, phrases are recorded. This method focuses on learning the rules and phonetics of the language being studied. At the same time, this method is effective for those who want to learn the language from a more classical side, but may not be suitable for those who learn the language from a practical side. This method is suitable for those who want to improve their written translation or those who are engaged in activities related to the theory of language in the future. The good thing about this method is that students who learn this method have a solid foundation, which means they can make grammatically correct sentences. But due to the use of writing only, they may have some difficulties in communicating and freely expressing their thoughts. Therefore, during the use of this method, they can easily achieve a positive result if they work on their listening and speaking skills independently and develop them together.

Learning foreign languages by listening

There is a method in pedagogical practice, which is the method of learning foreign languages through cinema, that is, you watch the first 3 or 5 minutes of your favorite episode with the help of subtitles. When you watch with subtitles, you write down all the unfamiliar words in a separate notebook and find the translation, then you watch that part of the episode again without subtitles, and the third time you watch it with the same actors, parodying them if necessary, in the episode you return the sentences. This method is one of the tried and tested methods. The next method is the "shadowing" method. When translated from English, this word is translated as shadow. In this method, you take any podcast from YouTube by native speakers of the foreign language you are learning and try to repeat every word of it in the shadow method. This method will help you pick up natural vocabulary, speak faster and most importantly improve your pronunciation.

Another way to learn foreign languages is the "immersion" method. In this method, you should create the atmosphere of the language you are learning as much as

possible, that is, you should see and hear movies and music in that language. You need to conduct your communication process in that language.

In addition, the fact that the books you are reading are in the same language will make it easier for you to learn a language, and will contribute to increasing your vocabulary. Learning a new language easily and quickly is related to human memory, which means that when we learn something new, sharing it with people around us helps us remember the information we read.

Modern technologies also have their place in learning foreign languages. As mentioned above, in the process of language learning, we can watch movies, music, cartoons through TV, laptop and smart phones. Today, many people find and read pdf forms of books on the Internet. Dictionaries and similar language learning applications also show the increasing demand for modern techniques in foreign language learning today.

According to some psychologists, learning foreign languages has the ability to change a person's outlook, at least partially. Along with learning the language of a country, people have the opportunity to learn the lifestyle, mentality, culture, and customs of the people of that country.

In language learning, first of all, the learner's age, interest and the amount of time he spends on language learning during the day, the atmosphere created for learning that language, the quality of the textbooks used, the level of language learning different approaches are important. Some students attribute their difficulties in learning a language to the fact that they do not have the opportunity to be in foreign countries where the language is spoken, or to the fact that they do not have friends to communicate with in the same language. In fact, in today's developing technology and Internet era, such excuses are considered inappropriate. People always try to do activities that they like and find interesting and find the strength to do them. If a new language is also learned with strong interest and enthusiasm, the desired goal can be reached so easily and quickly. Many people, on the contrary, take this process as an obligation and, as a result, devote less time to activities that they think are boring. On the contrary, if you try to get information, listen, write, read and speak through your new language in the field or topic you are interested in, you can feel how interesting this process is.

Conclusion. Learning foreign languages is natural for people to face some difficulties. But if people want something and do it sincerely, they will definitely achieve it, and various techniques and methods will help them effectively. Language skills: Communicate, listen, read and write regularly in the language, using effective

methods to help you learn a language by a group of scientists and teachers who have experience in learning foreign languages easily and quickly. it will be easier to learn foreign languages based on their skills.

REFERENCES

1. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021
2. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" Ijodkor O'qituvchi 3 (36), 103-105, 2024
3. A. H Muhiddinova Semelfaktiv Fe'llarning Leksik Va Aspektual Turkumlari. Fan, Ta'lim Va Amaliyotning Integrasiyasi 3 (5), 277-282, 2022
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019
5. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
6. A Ziyodullayeva, S Saidabrorova, H Akhmedova "Maktabgacha Va Boshlang'ich Ta'limda Ingliz Tilini Rivojlantirish". Бюллетень студентов нового Узбекистана 1 (5 Part 2), 172-175, 2023
7. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021.
8. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
9. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
10. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
11. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
12. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
13. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
14. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
15. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришинг Назарий Асослари. *Iqtisodiyot va ta'lim*, 25(2), 335-340.

16. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy taraqqiyot va tahlil, 1(8), 109-114.
17. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. Iqtisodiyot va ta'lim, 24(6), 351-356.
18. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 763-776.
19. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. The American Journal of Interdisciplinary Innovations and Research, 2(08), 55-64.
20. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
21. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. Oriental Journal of Social Sciences, 2(2), 107-114.
22. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. International Journal of Contemporary Scientific and Technical Research, 25-28.
23. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In International Conferences (Vol. 1, No. 1, pp. 357-361).
24. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. Confrencea, 6(6), 87-89.
25. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. Journal of new century innovations, 14(1), 86-98.
26. Sharipovna, R. S. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan. International Journal of Innovations in Engineering Research and Technology, (2), 1-5.
27. Сулейманова, Н. (2017). О номинативной функции предложения. Иностранная филология: язык, литература, образование, 2(4 (65)), 88-91.
28. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. Academic research in educational sciences, 2(4), 798-802.
29. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. In Лингвистика И Методика: Междисциплинарный Подход (pp. 141-144).
30. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. Ученый XXI века, (2-4).

EFFECTIVE STRATEGIES FOR LEARNING ENGLISH

Farmonova Mukhlisa Aktam qizi

Student of Samarkand State institute of Foreign language

farmonovam998@gmail.com

Scientific supervisor: **Zubaydova Nilufar**

Teacher of Samarkand State institute of Foreign language.

Abstract: This article provides an in-depth exploration of effective strategies for mastering English as a second language, a skill increasingly vital in today's globalized world. As English serves as a dominant means of communication in business, education, and international relations, understanding effective methods for learning it becomes essential for non-native speakers.

Key words: English learning strategies, immersion, vocabulary building, fluency, language acquisition, grammar usage, consistency in learning.

The article addresses common challenges faced by learners, such as language anxiety, lack of practice opportunities, and difficulties in mastering vocabulary and grammar. To overcome these challenges, the article outlines a range of practical strategies. Key strategies discussed include setting clear and achievable goals using the SMART framework, establishing a consistent practice routine that integrates English into daily life, and engaging in immersive experiences through media consumption and conversation practice. It also emphasizes the importance of actively practicing speaking and listening skills, expanding vocabulary in context to enhance retention, and focusing on grammar through practical usage rather than memorization. Furthermore, the article highlights the significance of tracking progress and celebrating milestones to maintain motivation and encourage a growth mindset. By following these strategies, learners can significantly improve their English proficiency, build confidence, and enhance their ability to communicate effectively in various settings. Ultimately, the insights provided in this article aim to empower learners with the tools and techniques necessary to navigate the complexities of the English language successfully, thereby enriching their personal and professional lives. Learning a new language is not just about mastering grammar and vocabulary. It is about unlocking a new perspective on the world. As you immerse yourself in another language, you begin to think differently, noticing nuances in meaning and expression that your native tongue may lack. By the way the importance of English as a global

language cannot be overstated, as it serves as a bridge in business, academia, and communication worldwide. This section introduces the challenges faced by learners and the purpose of the article in addressing those challenges through strategic methods.

1. Setting Clear Goals: Discussing the need for clear, achievable goals, this section breaks down how SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals can provide direction and motivation. It includes case studies, such as how a learner used daily vocabulary targets to improve communication skills within three months.

2. Establishing a Consistent Routine: Consistency is key in language acquisition, and here, the article explains methods for embedding English into daily life. This includes practical examples of how learners can create daily schedules involving reading, listening, speaking, and using language apps.

3. Engaging in Language Immersion: Language immersion techniques, including media exposure and shadowing, are covered in this section. Step-by-step guides on immersion, along with tips on handling difficult content, are provided to make immersion effective and manageable.

4. Practicing Speaking and Listening Regularly: The importance of speaking and listening is explored through practical methods such as language exchange, using conversation groups, and listening to different English accents. This section offers extensive tips on practicing conversational skills.

5. Expanding Vocabulary in Context: Learning vocabulary in context is essential for usage and retention. This section discusses strategies such as thematic vocabulary building, spaced repetition, and using contextual examples to reinforce memory.

6. Focusing on grammar through usage: Grammar, while challenging, becomes more intuitive when learned in real contexts. The article covers how grammar exercises and usage can reinforce learning through writing and speaking exercise.

7. Tracking progress and celebrating milestones: Monitoring progress and acknowledging milestones keeps learners motivated. Suggestions on tools and techniques for tracking, such as using journals, language apps, and reflective exercises, are presented.

In conclusion, mastering English requires dedication, consistency, and the application of effective learning strategies. As explored throughout this article, setting clear goals is crucial in providing direction and motivation. By employing the SMART framework, learners can create specific milestones that guide their progress and make the daunting task of learning a new language more manageable. Establishing a

consistent routine is equally important. Regular practice reinforces knowledge and skills, embedding English into daily life. The integration of language immersion techniques – such as consuming English media, participating in conversation groups, and engaging with native speakers—can significantly enhance fluency and comprehension. Moreover, the importance of practicing speaking and listening cannot be overstated. Engaging in conversations with others and listening to various accents helps develop a nuanced understanding of the language and builds confidence in verbal communication. Learners are encouraged to actively seek out opportunities for dialogue and interaction in English.

Expanding vocabulary in context allows for more natural language use and retention. By learning new words and phrases in meaningful contexts—such as through reading, watching films, or engaging in discussions—learners can better internalize language patterns and enhance their ability to express themselves effectively. As the world becomes increasingly interconnected, proficiency in English opens doors to numerous opportunities. It allows individuals to participate in global conversations, access a wealth of knowledge, and engage with diverse cultures. Therefore, investing time and effort into learning English is not just an academic pursuit, but a valuable life skill that enriches one’s personal and professional journey.

REFERENCES

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Longman.
2. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
3. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition *Academic research in educational sciences* 2 (5), 217-220, 2021
4. A Ziyodullayeva, S Saidabrorova, H Akhmedova “Maktabgacha Va Boshlang’ich Ta’limda Ingliz Tilini Rivojlantirish”. *Бюллетень студентов нового Узбекистана* 1 (5 Part 2), 172-175, 2023
5. Harmer, J. (2015). *The Practice of English Language Teaching*. Harlow: Pearson Education.
6. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
7. Patsko, H. (2016). The Impact of Motivation on Language Learning. *The Reading Matrix*, 16(1), 1-10.
8. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydigan muammolar ..., 2019.

9. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
10. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
11. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
12. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
13. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
14. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
15. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
16. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
17. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
18. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. *International Journal of Contemporary Scientific and Technical Research*, 25-28.
19. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In *International Conferences (Vol. 1, No. 1, pp. 357-361)*.
20. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. *Confrencea*, 6(6), 87-89.
21. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. *Journal of new century innovations*, 14(1), 86-98.
22. Сулейманова, Н. (2017). О номинативной функции предложения. *Иностранная филология: язык, литература, образование*, 2(4 (65)), 88-91.
23. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. *Academic research in educational sciences*, 2(4), 798-802.
24. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. *Ученый XXI века*, (2-4).
25. Сулейманова, Н. Тил Белгиларининг Нуткка Кўчирилиши.

INGLIZ TILINING SHEVALARI: TARIXIY RIVOJLANISH VA GLOBAL FARQLARI

Boboqulova Ruxshona Rauf qizi

Samarqand davlat chet tillari instituti talabasi

Gmail: boboqulovaruxshona01@gmail.com

Zubaydova Nilufar Nematullayevna

Samarqand davlat chet tillari instituti o'qituvchisi

Annotasiya: Ushbu maqola ingliz tilining shevalari , ularning rivojlanishi , tarixiy kelib chiqishi va farqlari haqida malumot beradi. Tilni mukammal bilish, albatta uning kelib chiqish tarixini o'rganishni ham o'z ichiga oladi . Biz tilni chuqur o'rganib borganimiz sari uning tarixi va shevalariga qiziqishimiz ortib boradi, bu esa insonda tilni samarali o'rganish va u haqidagi bilimlarini kengaytirishga olib keladi . Va yana ushbu maqolada sheva nima va u insonlar orasida qanday ahamiyatga ega , biz nima uchun kundalik hayotimizda shevadan ko'p foydalanishimiz haqida malumotlar beriladi.

Kalit so'zlar: Sheva , ingliz tilining kelib chiqish tarixi, ingliz shevalari, Britaniya ingliz tili, Amerika ingliz tili, Australia ingliz tili, Kanada ingliz tili.

KIRISH

Ingliz tili dunyoning ko'plab mamlakatlarida keng tarqalgan bo'lib, u nafaqat asosiy til, balki xalqaro muloqotning eng muhim vositalaridan biri hisoblanadi. Ingliz tilining tarqalishi va mustamlaka davri uning turli mintaqalarda o'ziga xos shevalarga aylanishiga olib keldi. Bugungi kunda ingliz tili dunyo bo'ylab turli xil talaffuz, leksika va grammatik jihatlarga ega ko'plab shevalarda ishlatiladi. Barcha tillarda bōlgani kabi ingliz tilining shevasi ham rang-barangdir va ular bir-biridan kelib chiqishi , aksenti, grammatik strukturasi bilan farq qiladi. Maqolada ingliz tili va uning shevalarining tarixi bilan tōliq tanishib chiqamiz.

Ingliz tili mil. av. 5—6-asrlarda kad. german qabilalari (ingliz, saks va yut)ning tillaridan kelib chiqqan. Ingliz tili Angliyaning Anglo-Sakson qirolliklari hamda hozirgi janubiy-sharqiy Shotlandiya yerlari avvalgi Norzumbriya qirolligida vujudga keldi. Tarixiy manbaalarga ko'ra, eski ingliz tili juda ko'plab shevalar turkumini o'z ichiga oladi.

Qadimiy ingliz tili (7— 11-asrlar) anglosaks tili deb atalgan va 4 shevaga ega bo'lgan: nortumbriy, mersiy, uessek va kent. 9—11-asrlarda uessek shevasi asosida adabiy

ingliz tili shakllangan. Bu shevalar turkumi Buyuk Britaniyaning sharqiy qirg'og'iga nemis qabilalari bo'lmish anglo-saksonlar tomonidan keltirilgan. English (ingliz) so'zi Angles so'zidan kelib chiqqan bo'lib, bu xalqning ajododlar yurti Angeln hozirgi Schleswig-Holstein bo'lgan. Ingliz so'zlarning ko'pchiligi Lotin tilidan olingan, vaholanki lotin tili Xristian Cherkovi hamda Yevropa tafakkur doirasining tili edi. Vikinglarning 8 hamda 9-asrdagi istilosidan keyin ingliz tili eski norz-tilining bir qismini o'zlashtirdi. Angliyaning 11-asrda Normandlar tomonidan egallanilishi norman fransuz tilinin ingliz tili bilan qorishishiga olib keldi. Aynan shu sababli ingliz tili lug'aviy va imloviy tarzda roman tillar turkumiga aloqador. O'rta ingliz tili (12—15-asrlar) urg'usiz unilarning reduksiyaga uchrashi natijasida fe'llik so'z birikmalari ko'p o'zgarishlarga uchragan. 16—17-asrlarda yangi ingliz tili yuzaga kelgan. Buyuk Britaniyaning 17 va 20-asr o'rtasidagi kuchli rivojlanishi hamda AQSHning 20-asrdagi dunyoviy tasiri ostida ingliz tilining xalqaro nufuzi oshdi.

1. *Britaniya ingliz tili (British English)*. Britaniya ingliz tili ingliz tilining eng qadimiy va tarixiy variantlaridan biri hisoblanadi. U Buyuk Britaniya hududida shakllangan bo'lib, ko'plab boshqa shevalar va dialektlarga asos bo'lib xizmat qilgan.

Tarixiy rivojlanish: Britaniya ingliz tili Germaniya qabilalari tomonidan Angliyaga olib kelingan qadimgi tillar negizida rivojlangan. Keyinchalik Norman istilosi davrida frantsuz tilining ta'siri kuchaygan va ingliz tiliga ko'plab frantsuzcha so'zlar kirib kelgan. Bu til rivojlanishi davomida yanada boyib, XX asrda standartlashtirilgan shaklda tanildi.

Talaffuz: Britaniya ingliz tilida so'z oxiridagi "r" harfi talaffuz qilinmaydi, bu esa uni Amerika ingliz tilidan ajratib turadi.

Leksika: Ko'p so'zlar Britaniyada Amerikaga nisbatan boshqacha ishlatiladi.

Masalan, "lift" Britaniyada lift, AQShda esa elevator deb yuritiladi.

Grammatika: Britaniya ingliz tilida present perfect zamoni ko'proq qo'llaniladi. Masalan, "I have eaten already" — bu jumla Amerikada ko'proq oddiy o'tgan zamonda "I ate already" tarzida ishlatiladi.

2. *Amerika ingliz tili (American English)*. Amerika ingliz tili bugungi kunda eng ko'p ishlatiladigan sheva hisoblanadi. Uning rivojlanishi ko'plab tarixiy, ijtimoiy va madaniy omillarga bog'liq.

Tarixiy rivojlanish: Amerika ingliz tili XVI-XVII asrlarda Yevropadan ko'chib kelgan mustamlakachilar tufayli rivojlangan. Amerika ingliz tilida ko'plab Yevropa tillarining (xususan, ispan va frantsuz) ta'siri bor. Shuningdek, mahalliy Amerika tillari ham ushbu tilning rivojlanishida muhim rol o'ynagan.

Talaffuz: Amerika ingliz tilida "r" harfi ko'pincha talaffuz qilinadi. Masalan, "car" so'zi AQShda [kar] tarzida talaffuz qilinadi, Britaniyada esa [ka:].

Leksika: AQShda o'ziga xos so'zlar va iboralar mavjud. Masalan, "sidewalk" Britaniyada pavement, AQShda esa sidewalk deb ataladi.

Grammatika: Amerika ingliz tilida soddalashtirilgan grammatik shakllar ishlatiladi. Masalan, "gotten" o'tgan zamon shakli, Britaniyada esa bu so'z ko'proq "got" shaklida ishlatiladi.

3. *Avstraliya ingliz tili (Australian English).* Avstraliya ingliz tili o'ziga xos talaffuzi va so'z boyligi bilan boshqa shevalardan farq qiladi. Ushbu sheva Britaniya mustamlakachilari tomonidan olib kelingan va mahalliy madaniyat ta'sirida rivojlangan.

4. *Tarixiy rivojlanish:* Avstraliya ingliz tilining shakllanishi XIX asrda britan kolonizatorlarining kelishi bilan boshlangan. Avstraliya hududida yashagan mahalliy qabilalarning tillari ingliz tilining so'z boyligini boyitgan va tilga turli dialektlar kirib kelgan.

Talaffuz: Avstraliya aksani Amerika yoki Britaniya aksanidan ancha yumshoq va qisqa. "Mate" so'zi keng tarqalgan va o'ziga xos tarzda talaffuz qilinadi.

Leksika: Avstraliyada ko'plab mintaqaviy so'zlar mavjud. Masalan, "arvo" — afternoon (tush), "barbie" — barbecue (grilda pishirish).

4. *Kanada ingliz tili (Canadian English).* Kanada ingliz tili Britaniya va Amerika ingliz tillarining aralashmasi bo'lib, u Kanada madaniyati va tarixi bilan bog'liq holda rivojlangan.

Tarixiy rivojlanish: Kanada ingliz tili ingliz va frantsuz madaniyatlari ta'sirida shakllangan. Kanada frantsuz tilining ta'siri kuchli bo'lgan hududlarda ingliz tilining talaffuzi va leksikasi o'ziga xos bo'lib qolgan.

Talaffuz: Kanadada ayrim so'zlar Amerika va Britaniya aksanlaridan farq qiladi. Masalan, "about" so'zi Kanadada ko'pincha [ə'baʊt] tarzida talaffuz qilinadi.

Leksika: Kanadada frantsuzcha ta'sir mavjud. Masalan, "washroom" AQShda bathroom, Britaniyada esa toilet deb ataladi.

Grammatika: Kanadada Britaniya ingliz tilida ishlatiladigan "-our" shaklidagi so'zlar mavjud: colour (color), favour (favor).

Xulosa

Ingliz tili shevalari turlicha va murakkab. Har bir sheva o'ziga xos talaffuz, lug'at boyligi va grammatikaga ega bo'lib, odamlarning mintaqa, madaniyat va tarixga bog'liqligini ifodalaydi. Masalan, Britaniya va Amerika ingliz tillari orasida talaffuz va ayrim so'zlar farqlanadi, shu bilan birga Avstraliya, Kanada va boshqa

mamlakatlarda ham o‘ziga xos shevalar mavjud. Ingliz tili shevalari madaniyatlararo muloqotda muhim rol o‘ynaydi, va ularga oid bilim, turli mintaqalar aholisini yaxshiroq tushunishga yordam beradi.

FOYDALANILGAN ADABIYOTLAR

1. Abdullayeva, Z. Ingliz tilining grammatikasi. Tashkent: O‘qituvchi, 2018.
2. Rahimov, M. Ingliz tili: Tarixi va dialektlari. Tashkent: O‘zbekiston, 2019.
3. Islomov, O. Zamonaviy ingliz tilining shevalari. Tashkent: Fan va texnologiya, 2020.
4. Jabborov, B. Ingliz tilining kelib chiqishi va rivojlanishi. Tashkent: O‘zbekiston, 2017.
5. N N Zubaydova How to teach vocabulary Nofilolog oliy o‘quv yurtlarida chet tilini o‘qitishda uchraydigan muammolar ..., 2019
6. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024.
7. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
8. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
9. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
10. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
11. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
12. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
13. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. *Aethiopica*, 22, 315-318.
14. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
15. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
16. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. *Iqtisodiyot va ta’lim*, 25(2), 335-340.

17. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy taraqqiyot va tahlil, 1(8), 109-114.
18. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. Iqtisodiyot va ta'lim, 24(6), 351-356.
19. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 763-776.
20. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. The American Journal of Interdisciplinary Innovations and Research, 2(08), 55-64.
21. Shokhista, R. (2023). The Significance Of Emphasizing Communicative Competence As The Foundation For Teaching Listening And Speaking Skills Rustamova Shokhista Sharifovna. International Journal of Contemporary Scientific and Technical Research, 25-28.
22. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In International Conferences (Vol. 1, No. 1, pp. 357-361).
23. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. Confrencea, 6(6), 87-89.
24. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. Journal of new century innovations, 14(1), 86-98.
25. Сулейманова, Н. (2017). О номинативной функции предложения. Иностранная филология: язык, литература, образование, 2(4 (65)), 88-91.
26. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. Academic research in educational sciences, 2(4), 798-802.
27. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. In Лингвистика И Методика: Междисциплинарный Подход (pp. 141-144).
28. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. Ученый XXI века, (2-4).
29. Сулейманова, Н. Тил Белгиларининг Нутққа Кўчирилиши.

AUTO CAD DASTURINING QULAYLIKLARI VA IMKONIYATLARI

Nizomiy nomidagi TDPU Professional talim Muhandislik grafikasi va dizayn nazariyasi yo'nalishi 1-kurs magstri

Kimsanboyev Abduxamid

Annotatsiya: Auto Cad dasturi - mukammal va ommabop, hamda loyihalash ishlari avtomatlashtirilgan dastur bo'lib, u har qanday turdagi sxema va chizmalarni yuqori aniqlikda, sifatli bajaradi. Shuningdek, bu dasturdan foydalanuvchilarning ijodiy imkoniyatlarini to'la amalga oshirishga yordam beradi. Shu sababli, millionlab loyihachi mutaxassislar, olimlar, injener-texniklar va talabalar, ya'ni dunyoning 80 dan ortiq mamlakatlari 18 tilda loyihalash ishlarini bajarishda AutoCAD tizimidan foydalanishlari odatiy holga aylanib qoldi. AutoCAD tizimi imkoniyatlari bilan tanishib, xatto maktabda ham, chizmachilik, naqqoshlik kabi mashg'ulotlarda grafik buyruqlar yordamida chizma primitivlarining elementlarini, ya'ni tarkibiy qismlarining chizmalarini 1-2-3 va 4-mashg'ulotlarda bajarishga o'rganib chiqib, olingan bilim, ko'nikma va amaliy malaka asosida vazifalarni bajarishlari mumkin.

УДОБСТВО И ВОЗМОЖНОСТИ ПРОГРАММЫ AUTO CAD

Аннотация: Программа Auto Cad – отличная и популярная программа, автоматизирующая проектные работы, позволяющая создавать любые виды схем и чертежей с высокой точностью и качеством. Также эта программа помогает пользователям полностью реализовать свой творческий потенциал. Поэтому миллионы специалистов в области дизайна, ученых, инженеров и студентов, то есть более чем в 80 странах мира, используют систему AutoCAD для проектирования на 18 языках. Знакомство с возможностями системы AutoCAD еще в школе на занятиях по рисованию, живописи, использованию графических команд, обучение выполнению элементов рисования примитивов, то есть чертежей их составляющих на уроках 1-2-3. и 4, полученные знания позволяют им выполнять задачи, основанные на навыках и практических навыках.

CONVENIENCES AND CAPABILITIES OF AUTO CAD SOFTWARE

Abstract: Auto Cad program is an excellent and popular program that automates the design work, which makes any type of schemes and drawings with high accuracy and quality. Also, this program helps users to fully realize their creative potential.

Therefore, millions of design experts, scientists, engineers and students, i.e. more than 80 countries of the world, use the AutoCAD system for designing in 18 languages. Getting acquainted with the capabilities of the AutoCAD system, even at school, in classes such as drawing, painting, using graphic commands, learning to perform the elements of drawing primitives, that is, the drawings of their components in lessons 1-2-3 and 4, the knowledge gained, they can perform tasks based on skills and practical skills.

***Kalit so'zlar:** Ko'p Tarmoqlilik, 2D va 3D, aniq o'lchovlar va moslashuvchanlik, qayta tahrirlash va oson foydalanish, bloklar va kutubxonalar, noto'g'ri va xato tahlili, ekran va interfeys moslashtirish, avtomatlashtirish va turbochizish, import va eksport qilish imkoniyati.*

Maktabda o'qitish metodikasi o'zgarmasa, ta'lim sifati ham, mazmuni ham, muhit ham o'zgarmaydi, – dedi Shavkat Mirziyoyev.

Dunyodagi zamonaviy o'quv dasturlari, o'qitish metodikalarini o'rganib, yurtimiz umumta'lim maktablarida joriy qilish muhimligi ta'kidlandi. Xalq ta'limi vazirligiga ushbu tajriba asosida Milliy o'quv dasturini ishlab chiqib, 2021/2022 o'quv yilidan boshlab ta'lim jarayoniga sinov tariqasida tatbiq etish vazifasi qo'yildi. Yangi metodikani samarali yo'lga qo'yish uchun barcha maktab o'qituvchilari videoaloqa orqali xorijiy mutaxassislar ishtirokida o'qitiladi. Eng muhimi, bu jarayonlarga pedagogika yo'nalishidagi universitet va institutlar ham jalb qilinib, pedagog kadrlar tayyorlash metodikasi ham yangilanadi. Shuningdek, matematika, fizika, kimyo, biologiya va informatika fanlari bo'yicha chet ellardagi ilg'or darsliklar chuqur o'rganib chiqiladi. Mavjud zamonaviy texnologiyalar bilan birga, qurilish va muhandislik sohalarida ishlov berish jarayoni ancha osonlashdi. Bunda, AutoCAD dasturi muhim ahamiyatga ega. AutoCAD — bu kompyuter yordamida chizish (CAD) dasturi bo'lib, u arxitektura, muhandislik, va boshqa ko'plab sohalarda ishlatiladi. Ushbu maqolada AutoCAD dasturining asosiy qulayliklari va imkoniyatlari haqida batafsil ma'lumot beramiz.

Bugungi kunda pedagog kadrlardan nafaqat o'z sohasi bo'yicha, balki zamonaviy axborot texnologiyalaridan ham ma'lum bilimlarni chuqur egallashni va ularni yoshlarga, ayniqsa o'quvchi hamda talabalarga o'rgatishni talab qiladi. Shu bois umumta'lim maktab, KHK va OO'Yularida faoliyat ko'rsatayotgan har bir professor-o'qituvchilar zimmasiga zamonaviy grafik dasturlardan foydalanib, o'quvchi va talabalarni kopyuterda bajarishga o'rgatishni yuklaydi. Hozirgi kunning talabidan kelib chiqadigan bo'lsak, muhandislik grafikasi o'qituvchilari kamida beshta

zamonaviy grafik dasturlardan dastlabki ma'lumotlarga ega bo'lishlari va ulardan foydalanib chizma primitiv-elementlarini kompyuterda loyihalashni bilishlari lozim, ya'ni, Foto Shop, Corel Draw, 3D MAX, AutoCAD va Flash kabilarni. Chunki, har qanday zamonaviy o'quv elektron qo'llanmalarni ishlab chiqishni bu dasturlarsiz tasavvur qilib bo'lmaydi. Shuning uchun ham, elektron o'quv qo'llanmalarni mukammal yaratish uchun XXI-asr chizmachilik o'qituvchilaridan yuqorida keltirilgan grafik dasturlarni juda bo'lmaganda dastlabki tushunchalariga ega bo'lishlikni taqazo etadi. Biz o'z oldimizga qo'ygan muammoni hal qilish uchun birinchi bo'lib, AutoCAD tizimi hozirgi davrda loyihalashning avtomatlashtirilgan xalqaro standarti hisoblangan dasturining yaratilganligiga 30 yilga yaqin bo'lsada, grafik dasturlari orasida hanuzgacha mashhurligicha qolmoqda. AutoCAD dasturi mukammal va ommabop, hamda loyihalash ishlari avtomatlashtirilgan dastur bo'lib, u har qanday turdagi sxema va chizmalarni yuqori aniqlikda, sifatli bajaradi. Shuningdek, bu dasturdan foydalanuvchilarning ijodiy imkoniyatlarini to'la amalga oshirishga kafolat beradi. Shu sababli, millionlab loyihachi mutaxassislar, olimlar, injener-texniklar va talabalar, ya'ni dunyoning 80 dan ortiq mamlakatlari, 18 tilda loyihalash ishlarini bajarishda AutoCAD tizimidan foydalanishlari odatiy holga aylanib qolgan. Bu zamonaviy dasturlardan AutoCAD dasturi mukammal va ommabop, hamda loyihalash ishlari avtomatlashtirilgan dastur bo'lib, u har qanday turdagi sxema va chizmalarni yuqori aniqlikda, sifatli bajaradi. Shuningdek, bu dasturdan foydalanuvchilarning ijodiy imkoniyatlarini to'la amalga oshirishga kafolat beradi. Shu sababli, millionlab loyihachi mutaxassislar, olimlar, injener-texniklar va talabalar, ya'ni dunyoning 80 dan ortiq mamlakatlari, 18 tilda loyihalash ishlarini bajarishda AutoCAD tizimidan foydalanishlari odatiy holga aylanib qolgan. Shu bois ushbu darsda AutoCAD dasturi yordamida kompyuterda oddiy geometrik jismlarni uch o'lchamli loyihalash imkoniyatlarini tanishtirish va ularning buyruqlaridan foydalanish algoritmlarini o'rgatish maqsad qilib qo'yilgan

Ko'p Tarmoqlilik - AutoCAD dasturi o'z keng imkoniyatlari bilan turli sohalarda — arxitektura, muhandislik, mexanika, elektr, va boshqalarda qo'llaniladi. Bu dastur, taqdim etilgan chizmalarda aniqlik va sifatni ta'minlaydigan vosita sifatida, bir xil chizma dasturini turli sohalarga moslashtirishga imkon beradi.

2D va 3D Chizish Imkoniyatlari - AutoCAD dasturida 2D va 3D chizish imkoniyatlari mavjud. Foydalanuvchilar aniq va sifatli 2D chizmalarga ega bo'lishlari mumkin, masalan, tuzilma rejaları, diagrammalar va chizmalar yaratishlari. 3D modellashtirish esa muhandislarga loyihalarni yanada batafsilroq ko'rishga va tezda

tahlil qilishga yordam beradi. Bu, o'z navbatida, loyiha jarayonini tejaydi va aniqlikni oshiradi.

Aniq O'lchovlar va Moslashuvchanlik - AutoCAD ko'plab o'lchovlarni bir vaqtning o'zida yodda tutish imkoniyatini beradi. Bular chizmalardagi aniq o'lchovlar, burchaklar, va joylashuvlar. Bu dasturga kiritilgan o'lchovlar dastur tomonidan avtomatik ravishda tekshiriladi, bu esa xatolarning oldini olishga yordam beradi.

Qayta Tahrirlash va Oson Foydalanish - Dastur ichida chizilgan ob'ektlarni oson tahrirlash imkoniyati mavjud. Foydalanuvchilar avvalgi chizmalarni tezda tiklash yoki o'zgartirishlari mumkin. AutoCAD interfeysi juda intuitive bo'lib, yangi foydalanuvchilar uchun ham oson o'rganilishi mumkin. Bular dastur yordamida ishlov berish jarayonini tezlashtiradi.

Bloklar va Kutubxonalar - AutoCAD dasturida "bloklar" yaratish imkoniyati mavjud. Bloklar — bu tez-tez ishlatiladigan elementlarga ega bo'lgan ob'ektlar to'plami bo'lib, foydalanuvchilar tomonidan qayta-qayta chaqirilishi mumkin. Bu jarayon chizmalarni yanada tez, soddalashtirish va sifatni oshirishda muhim rol o'ynaydi. Shuningdek, dasturda turli xil standart bloklar va turli kutubxonalarni qo'lga kiritish imkoniyati mavjud.

Noto'g'ri va Xato Tahlili - AutoCAD dasturi avtomatik usulda chizmada potentsial xatolarni aniqlash imkoniyatiga ega. Bu ish jarayoni davomida foydalanuvchilar muammolarni oldindan hal qilish imkoniyatiga ega bo'lishadi, bu esa ular uchun vaqtni tejash va samaradorlikni oshirishda juda muhimdir.

Ekran va Interfeys Moslashtirish - AutoCAD foydalanuvchilarga o'z ish muhiti va interfeysini o'zlarining ehtiyojlariga moslashtirish imkoniyatini beradi. Bu, turli asboblardan, panellardan va menyulardan joylashtirishda o'zgarishlar kiritish orqali amalga oshiriladi. Bu jarayon foydalanuvchining ishini soddalashtiradi va samaradorlikni oshiradi.

Avtomatlashtirish va Turbochizish - AutoCAD dasturida turli tashqi dasturlar yordamida avtomatlashtirish va turbochizish jarayonlarini amalga oshirish imkoniyatlari mavjud. Platforma yordamida ishlab chiqilgan dasturlar bu jarayonlarni yanada takomillashtiradi, vaqt sarfini minimallashtiradi.

Import va Eksport Qilish Imkoniyati - Foydalanuvchilar AutoCADda yaratgan chizmalarni boshqa dasturlar bilan integratsiya qilish yoki boshqa formatlarda import va eksport qilish imkoniga ega. Bu esa boshqa dasturlar bilan ishlov berish jarayonlarini soddalashtiradi.

Ta'lim Resurslari - AutoCAD uchun ko'plab ta'lim resurslari, videodarslar va hujjatlar mavjud. Bu yangi foydalanuvchilar uchun dastur o'z-o'zini o'rganish jarayonini osonlashtiradi.

FOYDALANILGAN ADABIYOTLAR RO'YHATI:

1. <https://yuz.uz/uz/news/talim-tarbiya-tizimi-taraqqiyotning-yangi-bosqichi-muhokama-qilindi>.
2. KOMPYUTER GRAFIKASI 0. Abdullayev
3. Komyuter grafikasi. / Rixsiboyev T., Rixsibaveva X., Tursunov S., Alimov F., Hodjayeva Y. - Toshkent: "Tafakkur qanotr", 2018
4. ARXIV.UZ

YOSH BOLALARDA XOTIRANI RIVOJLANTIRISH

Sharipov Quvonchbek Azamat o'g'li

Samarqand davlat chet tillari instituti talabasi

Gmail: quvonchbeksharipov944@gmail.com

Ilmiy rahbar: **Nilufar Zubaydova Nematullayevna**

Annotatsiya: “Yosh bolalarda xotirani rivojlantirish” nomli maqolada kichik maktab yoshidagi bolalarda xotira rivojlanishining muhim xususiyatlarini o'rganadi. Maqola psixologik va pedagogik nuqtai nazardan xotira jarayonlari va ta'lim metodlarining bola rivojlanishidagi ahamiyatini tahlil qiladi. Bu davrda bolaning psixikasi bilim olishga tayyorlanib, o'quv faoliyati boshlanadi, unda ijtimoiylashuv va xotira mashqlari muhim o'rin tutadi.

Kalit so'zlar: xotira rivoji, kichik maktab yoshi, psixologik qiyinchiliklar, ta'lim metodlari, o'quv faoliyati, ijtimoiylashuv, bilim olish, psixologik jarayonlar, xotira mashqlari, bolaning rivojlanishi, maktab o'quvchilari, o'qitish, fiziologik rivojlanish, xotirani mustahkamlash, o'quv muhit.

KIRISH

Maktab ta'limining boshlang'ich bosqichi kichik yoshdagi bolalarning kognitiv rivojlanishida muhim davr hisoblanadi. Ayniqsa, xotira rivoji bu davrda alohida o'rin tutadi, chunki xotira bolaning bilimlarni o'zlashtirishda asosiy vositalardan biri hisoblanadi. Kichik maktab davrida bola o'quv faoliyatining ilk bosqichlarini boshlaydi va shu jarayonda psixologik o'zgarishlar ham yuzaga keladi. Bu yoshdagi bolalarda ijtimoiy muhit, dars metodlari, jismoniy faoliyat va oziqlanish xotirani kuchaytiruvchi omillar sifatida tahlil etilgan. Xotira rivoji bolaning nafaqat ta'lim olishda, balki kundalik hayotda ham muvaffaqiyatga erishishi uchun zarur hisoblanadi.

Asosiy qism

Kichik yoshdagi bolalarda xotira kuchli rivojlanadi. Kichik bolalar xam vaqt fazoni yaxshi farqlay oladilar. So'z boyligi ortib boradi. Bularning barchasi bolaning kata bilan, tengdoshlari bilan muloqotga kirishishi natijasida sodir bo'ladi. Xotiraning rivojlanishi bola bilan ishlashda talimning qaysi metodlari ustunligiga uni o'rab turgan muhit idrok obraz bilan qanchalik boyligiga bog'liq kichik maktab yosh davri 1-4-sinf o'quvchilarining yosh oralig'ini o'z ichiga oladi. Bu davrda bola psixikasida muayyan o'zgarishlar sodir bo'lishini kuzatishi mumkin. Bolani birinchi bor maktab

ostonasiga qadam qo'yishi bilan unda bir qator psixalog qiyinchiliklar yuzaga kela boshlaydi.

Kichik maktab davrida bolaning birinchi bor maktab ostonasiga qadam qo'yishi unda o'quv faoliyatining boshlanishi hisoblanadi. Kichik maktab 6-7 yoshdan 9-10 yoshgacha davom etadi. Uning psixikasi bilim olishga eltadigan darajada rivojlanadi. Kichik maktab yoshdagi bolaning muhim xususiyatlaridan biri unda o'ziga xos ehtiyojlarining mavjudligidir. Bu ehtiyojlar o'z mohiyatiga ko'ra faqat muayyan bilim ko'nikma va malakalarini egallashga qaratilmay balki o'quvchilik istagini aks ettirishdan ham iboratdir. Shu ehtiyojlar asosida bolaning o'z portifeliga shaxsiy o'quv qurollariga dars tayyorlash stoliga kitob qo'yish javoniga ega bo'ish kattalardek har kuni maktabga borish istagi yotadi. Anashu ehtiyoj bola shaxsining shakillanishida shuningdek uning ijtimoiylashuvida katta ahamiyatga ega hisoblanadi. Bu davrda bola fan asoslarini o'rganish uchun biologik va psixalogik jixatdan tayyor bo'ladi.

Fiziologlarning fikriga ko'ra 7 yoshga kelib bolaning katta miyya yarim sharlari ma'lum darajada rivojlangan bo'ladi. Lekin bu yoshda inson miyasining psixik faoliyatini rejalashtirish boshqarish nazorat qilishi kabi murakkab shakllarga javob beradigan maxsus bo'limlari hali to'liq shakllanib bo'lamagan bo'ladi. (miyaning qismlari 12 yoshda rivojlanib bo'ladi) Kichik maktab o'quvchisining xotirasi o'quv kognitiv faoliyatining asosiy psixologik tarkibiy qismidir. Bundan tashqari xotirani alohida eslab qolishga qaratilgan mustaqil mnimanik faoliyat sifatida ko'rish mumkin. Maktabda o'quvchilar tizimli ravishda katta hajmdagi materialni yodlaydilar va keyin uni takrorlaydilar. Biroq amaliyot shuni ko'rsatadiki ko'plab boshlang'ich maktab o'quvchilari aniq qiyinchiliklar o'quv materialni yodlash bilan shu munosabat bilan "Kichik maktab o'quvchilarida xotira rivojlantirish" mavzusini ko'rib chiqish muvofiq.

Bugungi kunda maktab o'quvchilarining xotirasini rivojlantirish muammosi dolzarb va ijtimoiy ahamiyatga ega. Ko'pincha ota-onalar xotirasi zaifligi sababli bolani o'qitishda qiyinchiliklar bilan psixolog va o'qituvchiga murojaat qilishadi. Bola o'quv materialini yaxshi eslay olmaydi o'rgangan hamma narsani tezda metodi o'rgangan ko'rgan yoki eshitgan narsalarni haqiqatda takrorlay olmaydi. Maktab o'quvchilari past o'quv ko'rsatgichlari bolani ota-onalarini va o'quvchilarni doim hafa qiladi. Ma'lumki bolalar va o'smirlarning mehnat qobiliyati ularni sog'ligi bilan chambarchas bog'liq. Psixologlarning fikricha xotiraning asosi sog'lom turmush tarzidir. Uyqu ovqatlanish toza havoda bo'lish harakat yaxshi xotira omillaridir. Yoshda uyqu quyidagicha bo'lishi kerak.

10 yosh 10-11 soat

10 yosh 10 soat

11 yosh va undan yuqori 9 soat

Xotira maktabda o'qitishda muhim rol o'ynaydi. Ko'rinib turibdiki, bilimlarni to'plashda xotira katta rol o'ynaydi. Xotira xam samarali fikrlashda rol o'ynaydi, chunki mavjud bilimlar yangi narsalarni kashf qilishda yordamdir. Maktab o'quvchilarini o'rganish muvoffaqiyati xotiraning rivojlanish darajasiga bog'liq. B o'laning kun davomida qanchalik harakatchan bo'lishidan qat'iy nazar, mashg'ulotlar paytida unga bir daqiqalik jismoniy faollik kerak.

O'quv dasturi maktab hayotining asosiy tashkilotchisi va bolalar salomatligining asosiy qo'riqchisidir. Ikkinchi va uchinchi darslarda, o'quvchilarda fiziologik ko'rsatkichlar va ishlashning nisbatan barqaror holati yaxshi e'tibor va hotira davri kuzatiladi. To'rtinchi darsdan boshlab o'quvchilarning ko'pchiligi mehnat qobiliyatini yo'qota boshlaydi, diqqati pasayadi, xotirasi yomonlashadi. O'quvchilarning fiziologik funksiyali va faoliyatining eng past darajasi oxirgi darslarda qayd etilgan. 2 yoki 3 ta qiyin darsni ketma-ket qo'yish mumkin emas. Aqliy faoliyatdan jismoniy faoliyatga o'tishga imkon beradigan jismoniy tarbiya, mehnat, musiqa, rasm chizish darslarini qo'yish maqsadga muvofiq.

Xotirani chiniqtiruvchi mashqlar. Ayrim hollarda ko'cha-ko'yda kimnidir ko'rganingizda ko'zingizga juda tanish ko'rinadi-yu, ammo qayerda uchratganingizni eslolmay qiynalasiz. Yoki o'z uy telefon raqamingizni ham bir necha daqiqa davomida xotirlolmay xunobingiz oshgan paytlar ham uchrab turadi, to'g'rimi? Xo'sh, xotirani mustahkamlash, diqqatni jamlash uchun nimalarga e'tibor berish kerak?

Dangasalik — yomon! Yalqov odamning xotirasi ham sust bo'ladi. Nimanidir eslab qolish istagi kuchli bo'lsagina, fikrlarni bir joyga to'play olish mumkin. Nimanidir eslolmasak: hisob raqami, biror so'zning mazmuni, xonandalar ismi, yaqinlarimiz telefon raqami, — darrov yon daftarchamiz, telefon kitobchasi yoki internetdan izlashdan oldin bir necha daqiqa o'zimiz eslab ko'rishga harakat qilishimiz lozim. Aksariyat hollarda bu usul ish beradi.

Mutolaa — zo‘r ko‘makchi. Har kuni bir necha sahifa bo‘lsa-da, mutolaa qilishga erinmaslik kerak. Qiziqarli kitoblar o‘qish, o‘qib tugatganimizdan keyin asarning qiziqarli syujetidan parcha va qahramonlarning ismlarini yozib qo‘yishimiz zarar qilmaydi.

Oradan ancha vaqt o‘tgach ham bu yozuvlarni qayta o‘qisak, asar voqealari yana esimizga tushadi. Bu bilan nafaqat xotiramizni mashq qildirishga erishasiz, balki atrofdagilarga ham o‘z bilimdonligimiz bilan ko‘maklashamiz: deylik, Alpomishning oti nomini eslab qola olmaydigan odamlar ham uchrab turadi. Bizning yon daftarchamizda esa bularning bari yozib qo‘yilgan.

Harakatdan to‘xtamaslik. Sho‘x musiqalarga raqsga tushish, sport bilan shug‘ullanish shu jumladandir. Jismoniy faollik qon aylanishini yaxshilaydi, asab tizimini faollashtiradi, idrok qilishni ta‘minlaydi. Ayniqsa, sportning yugurish turi xotiramiz mustahkam bo‘lishiga, ma‘lumotlarni qayta tiklashimizga ko‘mak beradi.

Mashhurlar ismi bilan taqqoslash. Agar bizga bironta kishini tanishtirishsa, uni esda qolarli biron mashhur shaxs nomi bilan taqqoslashga harakat qilaylik. Deylik, Nodira ismli qizni Nodirabegimning nomi bilan eslab qolish mumkin.

Takrorlash — eng yaxshi usul. Muntazam she‘r yodlash xotirani juda zo‘r mustahkamlaydi. Faqat ketma-ket besh marta emas, besh kun davomida bir martadan takrorlash ijobiy samara beradi. Yaxshiroq natija uchun, yotish oldidan takrorlash lozim.

To‘g‘ri ovqatlanish. Ba‘zilar uchun bu yangilik bo‘lishi mumkin, ammo to‘g‘ri ovqatlanish xotirani mustahkamlash uchun o‘ta muhimdir. Baliq, dengiz mahsulotlari, o‘simlik yog‘lari, yong‘oq, ko‘kat va sabzavotlar xotirani tiklashga yaxshi foyda beradi. Asosiysi, vitamin va minerallarga boy mahsulotlarni iste‘mol qilish kerak.

Xorij tillarini o‘rganish. Xorij tillarini o‘rganish hayotimiz va ishimizda foyda beribgina qolmay, xotiramizni yanada charxlanadi, ikkita tilda so‘zlashuvchilar miyasi bitta til biluvchilarnikidan narsalarni ancha aniqroq eslab qoladi.

Tasavvur qilish. Xotirasi o‘tkir kishilarning ko‘pchiligi voqealarni tasavvur qilish orqali eslab qolishadi. Deylik ular raqamlarni hayvonlar timsolida tasavvur qilishadi. Yoki o‘simliklar, jonsiz predmetlarning nomlari bilan yodlab qolishadi. Masalan; ikki

— laylak, bir — simyog‘och, olti — qulf va boshqalar. 333-18-10 telefon raqamini eslab qolmoqchimiz? Ushbu raqamlar bilan biron voqea ham tuzib olishimiz mumkin.

Biz ham bir harakat qilib ko‘raylik. Uchta qaldirg‘och ustunga qo‘nib, laylakni kuzatishdi. U ham boshqa bir ustunda o‘tirib, yonatrofiga nazar solayotgan edi.

Dona- dona qilib gapirish. Biron voqea yoki yangilikni so‘zlab berayotganimizda kichik pauzalar bilan (3 soniya me‘yorida) obrazli qilib gapirish lozim. Shunda tinglovchining yodida yaxshi qoladi. Aksincha, eslab qolishlarini istamasak, tez-tez gapirishga harakat qilish kerak. Miyani ham mushaklar kabi rivojlantish mumkin, qancha ko‘p va turli mashqlar bajarsak, xotiramiz ham shuncha kuchayib boraveradi.

Xulosa. Ushbu tadqiqoda kichik yoshdagi bolalarda xotira rivojlanishi, uning psixologik va fiziologik omillari o‘rganilgan. Maqolada ta’kidlanganidek, xotiraning mustahkamlanishi va kuchayishi o‘quv faoliyatida muhim rol o‘ynaydi. Xotira nafaqat ta’limda bilimlarni o‘zlashtirishga, balki bolaning ijtimoiylashuviga, shaxs sifatida shakllanishiga ham ijobiy ta’sir ko‘rsatadi. Tadqiqot shuni ko‘rsatadiki, to‘g‘ri uyqu, yaxshi ovqatlanish, jismoniy faoliyat va muntazam mashqlar bolalarning xotirasini yaxshilaydi. Bunday mashg‘ulotlar bolaning ta’lim olish samaradorligini oshirishga ko‘maklashadi. Xotira rivoji, ayniqsa, mustaqil hayot uchun zarur ko‘nikmalarni egallashda ahamiyatlidir va ta’lim jarayonida kuchli yodlash qobiliyati talab etiladi.

FOYDALANILGAN ADABIYOTLAR

1. Mirziyoyev Sh. M. Erkin va farovon, demokratik O‘zbekiston davlatini birgalikda barpo etamiz. O‘zbekiston, 2016, 352 bet.
2. Karimova N. I. Psixologiya asoslari. O‘zbekiston Milliy Universiteti nashriyoti, 2018, 412 bet.
3. Nabiyev A. M. Bolalar psixologiyasi va tarbiyasi. Toshkent davlat pedagogika universiteti, 2017, 220 bet.
4. Sayfiev X. R. Xotira va diqqatni rivojlantirish. Sharq nashriyoti, 2019, 180 bet.
5. Yusupova Z. I. Pedagogik psixologiya. Fan va texnologiyalar, 2020, 265 bet.
6. Abdullaeva S. K. Ta’lim jarayonida bolalarning xotira xususiyatlari. O‘zbekiston, 2021, 240 bet.
7. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. Science and Innovation, 1(5), 26-29.
8. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. Science and Innovation, 2(11), 708-715.

9. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.
10. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.
11. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
12. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
13. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 95-100).
14. Раупова, Н. Б., & Сагтаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
15. Сагтаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnali*, 2(18), 627-631.
16. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
17. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
18. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
19. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.

20. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
21. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
22. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
23. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
24. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
25. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
26. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital econ-omy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE.16401>.
27. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
28. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
29. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
30. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.
31. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирование цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).
32. qizi To'yeva, M. S. (2022, November). Yangi O 'Zbekiston Orifa Ayollari Va G 'Arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In *International Conferences* (Vol. 1, No. 2, pp. 74-81).

NEW AND EFFECTIVE METHODS OF TEACHING ENGLISH TO ELEMENTARY SCHOOL PUPILS

Mitanboyeva Feruzabonu Sherzod qizi

Samarkand state institute of foreign language

Gmail: feruzabonumitanboyeva@gmail.com

Scientific supervisor: **Nilufar Zubaydova Ne'matullayevna**

Abstract: In this article, you can find several modern and effective ways for teaching English to elementary school students and this methods presented in this article will help children learn English quickly and effectively. Every teacher faces challenges when teaching elementary grades, and the techniques in this and other articles can be of great help in overcoming them, because different exercises and games are more interesting for children than lessons

Key words: Teaching lessons through song, Total physical response(TPR), Creative expression, Theatricalization and dramatization, Using multimedia, Time and space, The silent way.

Introduction. Young children's brains are like white paper and they absorb information quickly. However, teaching them something requires a lot of patience and creativity. Especially, teaching foreign languages is a very responsible task.

Memorizing new words can be an effective method for adults, but getting first graders to sit up straight is very difficult. So you should use funny methods during the lessons. In the beginning, you may face several troubles , but you can feel advantages after some lessons.

This article shows some effective methods to teach English to young children.

Teaching lessons through song

Every English learners know at least one song in English, for example ABC or Happy birthday song. Teaching vocabulary and grammar to young children through music is a fun and effective way. If you do not know song about any theme, you can find from You Tube or Twinkle litter star sites.

Total physical response (TPR)

Second method is the Total physical response. In this method, teachers and pupils communicate with facial expressions and gestures. This is very popular approach to lessons, for example young children can show the word happy through their faces.

Also TPR is usually used in online lessons. Children may tired of sitting long times and this method helps to regain energy and focuses considerate.

Creative expressions

Next is Creative expression. Teaching children language by using art and drawings is also beneficial. Such as ,pupils may draw a sun and tell the word in English. This is very memorable way.

Theatricalization and dramatization

Movies,tales and cartoons in English is favourite method for teachers and favourite exercise for pupils. Because pupils memorize princes and princesses with English words and phrases

Using multimedia

Using multimedia gives great chance for children. It helps to grow the interest of children and pay attention for a long time. By using this method,we can improve pupil's language skills. For example, our topic is Animals,if we show animal's picture and listen their voice by TV or computer, they can learn easily the names of the animal.

Time and space

Every pupil has no equal learning abilities. Some children understand quickly and completely, but others may face some difficulties to learn topics. At that time, good teacher should give extra time and information to the students. Teacher should give enough time for practice and should explain their mistakes .

The silent way

The silent way is a language teaching method created by Cael Gattegno that makes huge use of silence as a teaching method. In this method, teacher and pupils change their positions during the lesson. Teacher don't teach , speak only monitor the process.

Conclusion. In teaching English to elementary school pupils, these methods help all teachers. However, these methods may have various advantages and disadvantages. How useful these methods are in the course of the lesson is also related to the relationship between the teacher and the student and the effective use of these methods also depends on the teacher's pedagogical skills. In conclusion, effective methods of teaching English do not end with the methods in this article. In addition, you can combine several methods to create new and effective methods.

THE LIST OF LITERATURE:

1. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021

2. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024
3. A Ziyodullayeva, S Saidabrora, H Akhmedova "Maktabgacha Va Boshlang'ich Ta'limda Ingliz Tilini Rivojlantirish". *Бюллетень студентов нового Узбекистана* 1 (5 Part 2), 172-175, 2023
4. N N Zubaydova *How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydgan muammolar ...*, 2019
5. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024.
6. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
7. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
8. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
9. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
10. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
11. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
12. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
13. Валиева, Н. Ф. Библия И Христианская Древность. *Библия И Христианская Древность Учредители: Кожухов Сергей*, (3), 197-214.
14. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
15. Xolmanova, Z. (2023). Sun'iy Intellekt: Boris. *Computer Linguistics: Problems, Solutions, Prospects*, 1(1).
16. Sempo, Y. E., & Kitabi, B. (2017). *Uluslararası Türk Dünyası*. 7. Michael McCarthy and Felicity O'Dell. "English Idioms in Use"—Cambridge university press.—L.
17. Xolmanova, Z. (2022). Semantik Maydon Va Semantik To 'R Imkoniyatlari. *Computer Linguistics: Problems, Solutions, Prospects*, 1(1).
18. Dadaboyev, H., & Xolmanova, Z. T. (2015). *Turkiy tillarning qiyosiy-tarixiy grammatikasi*. Toshkent: Ilm Ziyo Nashriyot Uyi, 22.

19. Xolmanova, Z. Eski o'zbek tiliga xos ayrim leksemalar semantikasi va lingvokulturologik xususiyatlari. O'zbekist, 38.
20. Ikromjonovna, J. S., & Maxliyoxon, O. (2024). Xalqaro Pisa Testining Ta'limdagi Ahamiyati. Kokand University Research Base, 266-269.
21. Jumanova, S. I., & Maxliyoxon, O. (2024). O'zbekistonda Maktab Ta'limini Xususiyashtirish Va Pisa Testiga Tayyorlash Masalalari. Kokand University Research Base, 13-16.
22. Ikromjonovna, J. S. (2024). Usmon Azimning "Baxshiyona" Larida Tabiat Tasvirining Ifoda Etilish Usullari. Analysis of International Sciences, 2(6), 11-16.
23. Ikromjonovna, J. S. (2024). Usmon Azim Peyzajining O'Ziga Hos Xususiyatlari. Analysis of International Sciences, 2(6), 17-24.
24. Ikromjonovna, J. S., & Sevara, A. (2024). O'Qish Savodxonligi Darolarida O'Quvchilar Bilimini Baholash Usullari. Kokand University Research Base, 261-265.
25. Ikromjonovna, J. S., & Moxira, T. (2024). Boshlang'ich Hamda Maktabgacha Ta'lim Tashkilotlari Ta'lim-Tarbiya Jarayonida Multimedia Texnologiyasidan Foydalanish. Kokand University Research Base, 256-260.
26. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. Science and Innovation, 2(11), 708-715.
27. Ikromjonovna, J. S., & Ikromjon o'g'li, P. H. (2024). Ona Tili Va O'Qish Darolarida Pisa Xalqaro Dasturidan Foydalanish. Kokand University Research Base, 242-249.
28. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Составы Камня. Медицинский вестник Башкортостана, 18(1 (103)), 24-28.
29. Ikromjonovna, J. S., & Muazzamxon, X. (2024). 4-Sinf O'Qish Savodxonligi Darolarida Pirls Xalqaro Baholash Dasturlaridan Foydalanish. Kokand University Research Base, 250-255.
30. qizi To'yeva, M. S. (2022, November). Yangi O'zbekiston Orifa Ayollari Va G'arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In International Conferences (Vol. 1, No. 2, pp. 74-81).
31. Jumanova, S. (2023). Usmon Azim She'riyatida Metaforalarning O'Ziga Hos

UDK 616.379-008.64:616.33-089.87:612.017.11

**THE NATURE AND ANALYSIS OF CHANGES IN THE DYNAMICS OF
HUMORAL IMMUNITY INDICATORS IN KIDNEY DAMAGE IN
PATIENTS WHO HAVE UNDERGONE SARS-COV2.**

Khursandov Ilyos Akhmedovich

Faculty of Medicine of the Termez University of Economics and Service

Resume. With kidney damage after SARS-CoV 2, there is an increase in all the studied indicators of humoral immunity, with the exception of IgM and IgG, the decrease of which was more pronounced in patients with a chronic course of the pathological process. At the same time, substitution therapy affects the structure of these transformations in the form of a decrease in the concentration of all studied cytokines in the blood against the background of an increase in SHPA and IgG immunoglobulins. The continued growth of IdM, cytokines IL-1 β and IFN- γ in patients with a chronic course of the pathological process is manifested even after therapy.

Keywords: kidneys, humoral immunity, SARS-COV 2.

Relevance. The first statistical data on the frequency of PP in patients who have undergone SARS-CoV-2 were presented by scientists from the Yale University School of Medicine based on a study of 1.6 clinical cases. According to their data, 24-57% of hospitalized patients have kidney complications after coronavirus and during the course of the disease. Further studies showed that even 3 weeks after achieving negative results for SARS-CoV-2, kidney function still did not recover and rehabilitation measures were required, and sometimes even hemodialysis (1,3,5,7,9). The structure of the list of PP in patients who have undergone SARS-CoV-2 is diverse and to this day there is no consensus on the specificity of the lesion. In the pathogenesis of PP in patients who have undergone SARS-CoV-2, the leading role is assigned to damage to the renal tubules and the capillary system of the organ (2,4,6,8). The causes of such changes can be both direct damage to the anatomical structures of the kidneys, and the consequences of systemic disorders. Among patients with SARS-CoV-2, 27% and 34% of patients who died from SARS-CoV-2 had high blood urea levels during treatment. The autopsy of deceased patients revealed inflammatory changes in the kidneys, a decrease in the density of the organ parenchyma and the presence of massive tissue edema (11,13,15,17,30,31,32,33,34).

In a recent study conducted by Y. Cheng, et al. (2020), 44% of 710 hospitalized patients with SARS-CoV-2 had clinical manifestations of the disease expressed by the presence of hematuria and proteinuria, while 27% of them had hematuria already upon admission. This, in turn, may indicate that PP appears to be a common disease in SARS-CoV-2 infection, and PP is an independent prognostic factor (10,12,14,16,18,35,36,37,38,39,40,41,42,43).

Cell death and tissue damage can occur due to the presence of high levels of circulating cytokines. In addition, erythrocyte hemolysis and anemia are observed, since cytokines can activate macrophages; together (vascular hemostasis disorders, anemia and injuries caused by cytokines) lead to multiple organ failure, including the kidneys. It is the hemolysis of erythrocytes, which develops as a result of a cytokine storm and causes disorders in the kidneys (19,21,23,25,27,29).

Such a high frequency of PP interest in patients with SARS-CoV-2 indicates the relevance of this problem.

At the same time, such aspects as the peculiarities of the clinical manifestations of PP in patients who have undergone SARS-CoV2 (20,22,24,26,28,30) remain far from certain to date. Information on changes in the dynamics of humoral immunity in PP in patients who have undergone SARS-CoV2 remains far from being studied. Solving these aspects of this urgent problem would make it possible to substantiate the importance of immunological changes in the pathogenesis of PP development, as well as to identify their clinical significance in the diagnosis and prognosis of the outcome of PP in patients who have undergone SARS-CoV2.

The purpose of the study. To study the nature and analysis of changes in the dynamics of humoral immunity indicators in kidney damage in patients who have undergone SARS-COV2.

Research materials and methods: The paper presents information on the comprehensive examination and treatment of 62 patients with kidney damage who underwent SARS-CoV-2. The distribution of patients was carried out on the basis of a prospective targeted open randomized trial.

The period of research and collection of clinical material began in the second quarter of 2020 and ended in December 2023. At the same time, during the period from April to August 2020, the clinic also functioned as a specialized covid center, with the involvement of specialists from all directions in accordance with quarantine requirements. All patients were grouped into one main group.

The criteria for inclusion of patients in the main group were: the age of patients not younger than 20 and not older than 75 years; the presence of a history of coronavirus

infection, with severe course, with signs of kidney damage during treatment; preservation of signs of kidney disease (proteinuria, albuminuria, micro- or macrohematuria, decreased glomerular filtration rate, high creatinine values and urea in the blood, etc.); the presence of a negative result of a PCR test for SARS-CoV-2 during hospitalization in our clinic; availability of the patient's voluntary informed consent to participate in a clinical trial.

In a comparative assessment of clinical and immunological changes, data from 20 healthy individuals recognized by the medical commission as absolutely healthy were used. All of them were combined into a control (reference) group.

All patients in the main group were divided by stages of kidney damage after suffering SARS-CoV-2, which were also recommended by KDIGO.

Kidney damage was typical mainly for mature and elderly patients, while acute kidney damage after SARS-CoV-2 was typical for younger age.

Male patients prevailed (67.7%), and among both patients of the first and second subgroups.

Immunological studies were performed at the Bukhara branch of the Institute of Human Immunology and Genomics

Results and their discussion. The IgG reference value was distinguished by the widest range of the confidence interval [CI: 7.06; 15.92]. In this regard, it seems that the average IgG value in patients with kidney damage after SARS-CoV 2 showed relatively high values of the content of this immunoglobulin (12.84 ± 3.22 g/l).

At the same time, the minimum value of IgG in peripheral blood was noted by us in patients with kidney damage after undergoing SARS-CoV2 before treatment (12.48 ± 3.19 g/l), and the maximum after replacement therapy (13.2 ± 3.24 g/l).

The average IgG value in patients of the first subgroup was 13.27 ± 3.43 g/l [CI: 9.84; 16.69], whereas in patients of the second subgroup it was lower and amounted to 12.41 ± 3.01 g/l [CI: 9.41; 15.42]. In patients of the first subgroup, relative low IgG values when patients came to our clinic [CI: 7.67; 13.03], after treatment significantly increased [CI: 12.01; 20.35] - $p < 0.05$, whereas in patients of the second subgroup there was an inverse pattern of changes – a decrease in initially high IgG values [CI: 10.91; 18.31] to the minimum level [CI: 7.9; 12.52] - $p < 0.05$.

Kidney damage after SARS-CoV2 was accompanied by an increase in the concentration of IdA by more than 2 times (from 1.02 ± 0.15 g/l to 2.09 ± 0.23 g/l) in patients already upon admission to the clinic ($p < 0.05$). The minimum value of the confidence interval could be noted in the control group - [CI: 0.87; 1.17], while in patients of the main group before the start of treatment, it was higher - [CI: 1.86;

2.32]. At the same time, we noted higher ID values in patients of the main group after replacement therapy of kidney damage (2.23 ± 0.49 g/l; [CI: 1.74; 2.72]). The level of IdA concentration in peripheral blood at this stage of the study in patients of the main group exceeded the reference value by 2.2 times ($p < 0.05$), and the values before the start of treatment by 1.1 times. In other words, changes in the concentration of IdA in the blood are more related to the pathological process than to the therapeutic measures carried out. This can be confirmed by the average values of IdA in patients of the main group (2.16 ± 0.36 g/l; [CI: 1.8; 2.52]), regardless of the stage of the study (before and after substitution therapy). It can also be noted that not only the presence of kidney damage after suffering SARS-CoV2 affects the level of IdA formation, but also the intensity of its manifestation (acute or chronic process).

The average level of IdA in patients of the first subgroup was equal to 1.72 ± 0.23 g/l [CI: 1.49; 1.95], which was 1.7 times higher than the reference values ($p < 0.05$), that is, there is an influence of the pathological process on IdA production. In comparison with the average value of the concentration of IdA in peripheral blood in patients of the second subgroup, one can once again verify the significance of the intensity of the course of the pathological process associated with kidney damage after suffering SARS-CoV2. This indicator was higher (2.6 ± 0.49 g/l) than in patients of the first subgroup (1.72 ± 0.23 g/l) by 1.5 times with a more significant confidence interval [CI: 2.11; 3.09].

The following analysis of changes in the concentration of IdA in peripheral blood was based on an assessment of the dynamics after the therapy. Relatively high concentrations of IdA in the blood were in patients of the first subgroup, noted before the therapy [CI: 1.7; 1.98], which exceeded the reference value by 1.8 times ($p < 0.05$). At the same time, this indicator was 1.3 times lower than in patients of the second subgroup at this time of the study.

After the treatment, the concentration of IdA in patients of the first subgroup decreased by only 1.2 times compared to the previous study period [CI: 1.27; 1.91], although it was 1.6 times higher than the reference values ($p < 0.05$). When compared with patients of the second subgroup, the IdA level after treatment was 1.8 times lower ($p < 0.05$).

In patients of the second subgroup, the concentration of IdA in peripheral blood during the initial study was 2.3 times higher than the reference values ($p < 0.05$) [CI: 2.01; 2.65], and after replacement therapy continued to grow, reaching its maximum peak by the end of our study [CI: 2.21; 3.53]. The excess of the reference values was 2.8 times ($p < 0.05$).

Thus, the study of the dynamics of changes in the concentration of IdA in peripheral blood in patients with kidney damage after undergoing SARS-CoV2 can indicate the dependence of the formation of this immunoglobulin not only with the phase of the pathological process, but also with the treatment method used.

The concentration of IdM in peripheral blood in the control group averaged 5.76 ± 1.2 g/l [CI: 4.56; 6.96].

At the same time, the average value of the IdM content in patients of the main group was 1.87 ± 0.39 g/l [CI: 1.48; 2.26], which was 3.1 times less than the reference values ($p < 0.05$). Relatively minimal values of IdM in peripheral blood were noted in patients of the island group before the treatment of kidney damage, after undergoing SARS-CoV2 - 1.81 ± 0.49 g/l [CI: 1.33; 2.3], which was 3.2 times less than the reference values ($p < 0.05$). Completion of replacement therapy for kidney damage after SARS-CoV2 led to an increase in the concentration of IdM in the peripheral blood of patients in the main group to 1.93 ± 0.29 g/l [CI: 1.93; 2.22], however, it was still 3 times less than the reference values ($p < 0.05$).

The average concentration of IdM in patients of the first subgroup, which was 1.84 ± 0.35 g/l [CI: 1.49; 2.19], was 3.13 times lower than the reference values ($p < 0.05$). The average level of IdM concentration in patients of the second subgroup was unreliably higher - 1.9 ± 0.43 g/l [CI: 1.47; 2.32], which was 3 times less than the reference values ($p < 0.05$). Thus, taking into account the comparative analysis of changes in the production of IdM, it can be noted that it is not associated with the phase of kidney damage after undergoing SARS-CoV2.

After the therapy, in patients of the first subgroup, the concentration of IdM decreased [CI: 1.14; 1.44] by 1.85 times ($p < 0.05$) compared to the previous study period, and by 4.47 times ($p < 0.05$) in relation to the reference values. At the same time, the reverse dynamics occurs in patients of the second subgroup, characterized by an increase in the concentration of IdM in the peripheral blood of patients after replacement therapy. The level of increase was 2.1 times ($p < 0.05$) compared to the previous period of the study within the subgroup. Nevertheless, this indicator was 2.25 times lower than the reference values ($p < 0.05$) and was 1.98 times higher than in patients of the first subgroup ($p < 0.05$).

Thus, a comparative analysis of the dynamics of changes in the concentration of IdM showed a significant decrease in this immunoglobulin in the blood of patients with kidney damage after undergoing SARS-CoV2. At the same time, the therapeutic measures carried out increase the production of IdM, but these changes are not

reliable. In this regard, it is important to consider this issue in patients depending on the phase of kidney damage after undergoing SARS-CoV2.

When studying the concentration of cytokines in the blood of patients with kidney damage after undergoing SARS-CoV2, it was revealed that all manifest themselves with a certain pattern in the correlation of the dynamics of the course of the pathological process.

The proinflammatory cytokine IL-1 β in patients of the main group exceeded the reference value by an average of 52.87 times ($p < 0.001$). This gap is due to the fact that the average value of IL-1 β in the control group in healthy people averaged 0.42 ± 0.09 pg/ml [CI: 0.33; 0.51], in patients with kidney damage after SARS-CoV2, the average level of IL-1 β increased to 22.21 ± 3.23 pg/ml [CI: 18.98; 25.44] ($p < 0.05$). In the main group of patients, high average values of the proinflammatory cytokine IL-1 β were noted during the period of treatment of patients in our clinic and amounted to 29.53 ± 4.44 pg/ml [CI: 25.09; 33.96]. High values of IL-1 β in patients with kidney damage after SARS-CoV2 at this time were 70.3 times higher ($p < 0.001$) than in healthy individuals. After the treatment, the average concentration of the proinflammatory cytokine IL-1 β in the blood decreased to 14.89 ± 2.03 pg/ml [CI: 12.86; 16.91], which was 35.44 times higher than the reference values ($p < 0.001$), but 1.98 times less than in patients in previous study periods ($p < 0.05$).

Thus, a general comparative assessment of the dynamics of changes in the concentration of proinflammatory cytokine IL-1 β showed a significant increase in the indicator in patients with kidney damage after SARS-CoV2 and their reduction as a result of substitution therapy.

In patients of the first group, the average concentration of the proinflammatory cytokine IL-1 β in the blood was higher (23.46 ± 3.61 pg/ml [CI: 19.86; 27.07]) than among patients of the second subgroup (20.95 ± 2.86 pg/ml [CI: 18.1; 23.81]).

Upon admission of patients to the clinic with acute kidney injury after SARS-CoV2, the concentration level of the proinflammatory cytokine IL-1 β [CI: 37.49; 50.87] was 105.19 times higher than the reference values ($p < 0.001$), in relation to the average value of patients of the first subgroup by 1.88 times ($p < 0.001$) and compared to with indicators of the same period, the second subgroup of patients was 2.97 times higher ($p < 0.001$). At the same time, after treatment, the concentration of proinflammatory cytokine IL-1 β in the blood of patients with acute kidney injury after SARS-CoV2 decreased sharply by 16.12 times ($p < 0.05$) compared with the day of admission of patients of the first subgroup to the clinic, by 5.43 times ($p < 0.05$) compared with the

day of admission of patients of the second subgroup and 9.86 times ($p < 0.05$) compared to patients of the second subgroup after treatment.

It should be noted that, unlike patients of the first subgroup, patients of the second subgroup had an inverse dynamics in the form of an increase in the concentration of the proinflammatory cytokine IL- 1β in blood samples after treatment [CI: 23.5; 30.56]. Its concentration exceeded the reference value by 64.36 times ($p < 0.05$) and the previous study period by 1.82 times ($p < 0.05$).

The concentration of TNF- α in the blood of healthy individuals ranged in the confidence range from 1.45 pg/ml to 2.01 pg/ml and averaged 1.73 ± 0.28 pg/ml. In patients with kidney damage after SARS-CoV2, the concentration of TNF- α cytokine increased 13.28 times ($p < 0.05$) and averaged 22.97 ± 3.77 pg/ml [CI: 19.2; 26.74]. At the same time, the leading role in increasing the concentration of TNF- α in patients of the main group was assigned to the first phase of research, that is, when patients were admitted to the clinic. The average concentration of TNF- α in peripheral blood was 27.06 ± 4.42 pg/ml [CI: 22.64; 31.48], which was 15.64 times higher ($p < 0.05$) than the reference value. Subsequently, after replacement therapy, the concentration of TNF- α in the blood of patients in the main group relatively decreased to 18.89 ± 3.12 pg/ml [CI: 15.77; 22.01], it was 10.92 times higher ($p < 0.05$) than the reference value and less than 1.43 times less ($p < 0.05$) the previous period of the study, that is, before the treatment.

A separate analysis, depending on the timing of the course of kidney damage, revealed a predominance of TNF- α concentration among patients with acute kidney injury after SARS-CoV2, which amounted to 25.58 ± 4.64 pg/ml [CI: 20.94; 30.21], which was 1.26 times higher ($p < 0.05$) than in patients the second subgroup. In patients of the second subgroup, the average TNF- α value in the blood was 20.37 ± 2.91 pg/ml [CI: 17.47; 23.28], which was 11.77 times higher than the reference values ($p < 0.05$).

Upon admission to the clinic, that is, before the start of substitution therapy, higher concentrations of TNF- α were noted among patients of the first subgroup [CI: 27.32; 37.94]. They exceeded the reference value [CI: 1.45; 2.01] by 18.86 times ($p < 0.05$) and the cross-indicators among patients of the second subgroup [CI: 17.96; 25.02] by 1.52 times ($p < 0.05$).

After completion of the replacement therapy session, the concentration of TNF- α in the blood of patients of the first subgroup decreased by 1.76 times ($p < 0.05$) [CI: 14.56; 22.48] compared with the previous study period, but remained high relative to the reference value by 1.76 times ($p < 0.05$).

Unlike the dynamics of patients of the first subgroup, in patients of the second subgroup, there was also a marked tendency to decrease the concentration of TNF- α in the blood after replacement therapy [CI: 16.97; 21.53], was not significant.

The concentration of another proinflammatory cytokine IL-8 in healthy individuals was 23.38 ± 3.01 pg/ml [CI: 20.37; 26.39], however, in patients of the main group, the level of this indicator increased, reaching 166.07 ± 21.33 pg/ml [CI: 144.74; 187.4], which was 7.1 times higher than the reference values ($p < 0.05$).

The maximum value of IL-8 was noted by us among patients before replacement therapy (196.84 ± 23.44 pg/ml [CI: 173.4; 220.27]), which exceeded the reference value by 8.42 times ($p < 0.05$). In patients with kidney damage after SARS-CoV2, substitution therapy led to a decrease in IL-8 concentration to (135.31 ± 19.23 pg/ml [CI: 116.09; 154.54]), which was 1.45 times less than the previous study period ($p < 0.05$), but 5.79 times higher than the reference value ($p < 0.05$).

Higher IL-8 values were found among patients of the second subgroup, where they averaged 220.12 ± 23.06 pg/ml [CI: 197.06; 243.17] and exceeded the reference value by 9.41 times ($p < 0.05$). In patients of the first subgroup, this indicator was 112.03 ± 19.61 pg/ml [CI: 92.43; 131.64] and exceeded the reference value by 4.79 times ($p < 0.05$), then by half than in patients of the second subgroup.

Within the studied subgroups, when patients were admitted to the clinic, the concentration of IL-8 was higher in the second subgroup (1.39 times; $p < 0.05$). At the same time, after the treatment, the concentration of IL-8 decreases in both subgroups of patients. In patients of the first subgroup, it decreases by 2.78 times ($p < 0.05$), and in patients of the second subgroup – by 1.08 times.

Thus, the change in the concentration of IL-8 in patients with kidney damage after SARS-CoV2 is characterized by the presence of high values, which after replacement therapy in patients with acute kidney damage significantly decrease, whereas in patients with chronic process, we did not find significant differences in the change in the concentration of IL-8 in the blood.

The concentration of IL-10 in healthy individuals ranged in the confidence range from 3.06 pg/ml to 3.24 pg/ml and averaged 3.15 ± 0.09 pg/ml, In patients of the main group this indicator increased by 2.83 times ($p < 0.05$) and reached from 7.35 pg/ml to 10.51 pg/ml, averaging 8.93 ± 1.58 pg/ml. At the same time, in patients at the initial value, this indicator ranged from 9.16 pg/ml to 13.03 pg/ml, averaging 11.1 ± 1.94 pg/ml. After replacement therapy, the average concentration of IL-10 decreased to 6.77 ± 1.23 pg/ml, varying from 5.54 pg/ml to 7.99 pg/ml.

We noted higher values of IL-10 among patients of the second subgroup, amounting to 10.34 ± 1.56 pg/ml [CI: 8.78; 11.89], whereas in patients of the first subgroup, the concentration of IL-10 in the blood ranged from 5.92 pg/ml to 9.13 pg/ml and averaged 7.53 ± 1.61 pg/ml (1.37 times less).

The excess of the reference values of IL-10 concentration in the blood in patients of the first subgroup was 2.39 times ($p < 0.05$), and in patients of the second subgroup – 3.28 times ($p < 0.05$).

It should be noted that the level of IL-10 in both patients of the first and second subgroups after replacement therapy decreased by 1.35 times ($p < 0.05$) and 1.9 times ($p < 0.05$), respectively.

Thus, kidney damage after SARS-CoV2 is characterized by an increase in IL-10 concentration in the long term of the disease (the second subgroup). As replacement therapy was carried out, we noted a decrease in IL-10 in the blood, to a greater extent in patients with chronic kidney damage after undergoing SARS-CoV2.

As for the change in the level of IFN- γ in patients with kidney damage after SARS-CoV2, a moderate increase in its concentration from 6.23 ± 1.74 pg/ml [CI: 4.49; 7.97] to 10.56 ± 1.98 pg/ml [CI: 8.56; 12.54] (1.69 times; $p < 0.05$).

The maximum peak of the increase was in patients with kidney damage after undergoing SARS-CoV2 at hospital admission - 12.67 ± 2.44 pg/ml [CI: 10.24; 15.11]. After replacement therapy, there was a decrease to 8.44 ± 1.53 pg/ml [CI: 6.92; 9.97]. Higher values of IFN- γ were among patients of the second subgroup, amounting to 12.95 ± 2.36 pg/ml [CI: 10.6; 15.31], whereas in patients of the first subgroup they equated to 8.16 ± 1.61 pg/ml [CI: 6.56; 9.77].

After substitution therapy, there was a decrease in the concentration of IFN- γ by 4.73 times ($p < 0.05$), whereas in patients of the second subgroup, we noted an increase in the concentration of IFN- γ by 1.18 times ($p < 0.05$).

Conclusion.

1. In patients with kidney damage after SARS-CoV2, there is an increase in IFN- γ , which decreases in the acute process, whereas in the chronic process it increases. Such an opposite effect of the therapy is explained by the small role of the treatment used, rather than the pathological process itself and its severity of manifestation.
2. In case of kidney damage after SARS-CoV 2, there is an increase in all the studied indicators of humoral immunity, with the exception of IgM and IgG, the decrease of which was more pronounced in patients with a chronic course of the pathological process. At the same time, substitution therapy affects the structure of these transformations in the form of a decrease in the concentration of all studied

cytokines in the blood against the background of an increase in SHPA and IgG immunoglobulins. The continued growth of IdM, cytokines IL-1 β and IFN- γ in patients with a chronic course of the pathological process is manifested even after therapy.

LITERATURE

1. Associated atherosclerosis S.-19 vasculitis, sub-vasculitis, sub-vasculitis, sub-vasculature TCP in real time cut: report O case / K series. Well. Belozero, I. S. Avrusin, A. A. Yakovlev et al. // Treatment and Prevention. – 2023. - T. 13, № 1. - S. 71-81.
2. Atypical hemolytic-uremic syndrome associated with COVID-19 and the use of eculizumab therapy / A.V. Khomyakov, L. Y. Zhuravleva, A. E. Romanova [et al.] // Bulletin of the Chelyabinsk Regional Clinical Hospital. – 2023. – № 2(56). – Pp. 8-15.
3. Vorobyov P. A. Recommendations for the diagnosis and intensive therapy of disseminated intravascular coagulation syndrome in viral lung damage // Problems of standardization in healthcare. – 2020. – № 5-6. – pp. 71-94.
4. Clinical and prognostic criteria for the complicated course of a new coronavirus infection (COVID-19) / A. S. Sycheva, A. L. Kebina, A. L. Vertkin, et al. // Medicopharmaceutical journal Pulse. – 2021. – Vol. 23, No. 9. – pp. 147-153.
5. Covid-19: connection with kidney pathology. Literature review / N. A. Tomilina, N. F. Frolova, L. Yu. Artyukhina et al. // Nephrology and dialysis. – 2021. – Vol. 1. 23, No. 2. – pp. 147-159.
6. Confirmation of the high cumulative incidence of thrombotic complications in critically ill ICU patients with COVID-19 / F.A. Klok, M.J.H.A. Kruip, N.J.M. van der Meer, et al. // Thrombosis Research. – 2020. – Vol. 191 – P. 148–150.
7. Pathophysiology of COVID-19-associated acute kidney injury / M. Legrand, S. Bell, L. Forni, et al. // Nature Review Nephrology. – 2021. – Vol. 17 - No11 – P. 751-764.
8. Khamdamov B.Z. Comparative evaluation of methods of amputation related to diabetes with severe forms of diabetic foot syndrome. European Science Review. Austria, Vienna 2014 September-October №9-10. - C. 58-60.
9. Khamdamov B.Z. Changes in the quality of life after high amputations in patients with diabetic foot syndrome. Samarkand. Problems of biology and medicine. №1, 2019., (107) - S. 115-117.

10. Khamdamov B.Z. Complex treatment of diabetic foot syndrome with critical ischemia of the lower extremities. *Journal of Biomedicine and Practice*. Tashkent 2020, Special issue. Part 5. – pp. 801-814.
11. Khamdamov B.Z. Method of laser photodynamic therapy in the treatment of wound infection in diabetic foot syndrome. *Biology and problems of medicine* No.1 (116) 2020. – pp. 142-148
12. Khamdamov B.Z. Morphological changes in the application of photodynamic therapy in the treatment of wound infection in an experiment. *Journal of Morphology*. St. Petersburg. 2020. Volume 157 (2-3). – pp. 223-224.
13. Khamdamov B.Z. Optimization of methods of local treatment of purulent-necrotic lesions of the foot in diabetes mellitus. *Journal. New day in medicine*. 2018, No.4 (24) - pp. 112-115.
14. Khamdamov B. Z., Akhmedov R. M., Khamdamov A. B. The use of laser photodynamic therapy in the prevention of purulent-necrotic complications after high amputations of the lower limbs at the level of the lower leg in patients with diabetes mellitus. *Scopus Preview. International journal of Pharmaceutical Research*. Volume 11, Issue 3, July-Sept, 2019
15. Khamdamov B. Z., Nuraliev N.A. Pathogenetic approach in complex treatment of diabetic foot syndrome with critical lower limb ischemia. *American Journal of Medicine and Medical Sciences*, 2020 10 (1) 17-24 DOI: 10.5923/j.20201001.05.
16. Khamdamov B.Z. Indicators of immunocytocine status in purulent-necrotic lesions of the lower extremities in patients with diabetes mellitus. *American Journal of Medicine and Medical Sciences*, 2020 10 (7): 473-478 DOI: 10.5923/j.20201001.08
17. Khamdamov, B., & Dekhkonov, A. (2022). Clinical and laboratory parameters of the wound process complicated by the systemic inflammatory response syndrome in patients with diabetes mellitus. *Journal of education and scientific medicine*, 2(3), 25-29. Retrieved from <https://journals.tma.uz/index.php/jesm/article/view/349>
18. Khamroev, U., & Khamdamov, B. (2022). Features of changes in endothelial system parameters in patients with diffuse toxic goiter. *Journal of education and scientific medicine*, 2(3), 62-67. Retrieved from <https://journals.tma.uz/index.php/jesm/article/view/358>
19. Eshbekov M.A., Khamdamov B.Z. Indicators of the thyroid profile in various clinical forms of glomerulonephritis and correlations with the cytokine system // *Journal of Theoretical and clinical Medicine*. Tashkent, 2023- No.6.- pp.175-185.
20. Khamdamov B.Z., Nabieva U.P., Eshbekov M.A., Agzamova T.A. Cytokine

profile in patients with glomerulonephritis depending on the clinical course// Journal of Theoretical and clinical Medicine. Tashkent, 2023- No.4.- pp.112-116.

21. Khamdamov B.Z., Eshbekov M.A. Interrelations between cytokine and immune status indicators in patients with glomerulonephritis //Biology and problems of medicine. Samarkand, 2023- No.6. -pp.274-278.

22. Khamdamov B.Z., Nabieva U.P., Eshbekov M.A., Clinical and epidemiological characteristics and correlations with the cytokine system in patients with glomerulonephritis // Journal of Theoretical and Clinical Medicine. Tashkent, 2024- №1.- S.175-185.

23. Khamdamov B.Z.,Eshbekov M.A., Khamdamov A.B. Sharacteristics of the thyroid profile in various clinical forms of glomerulonephritis and correlations with the cytokine system //American Journal of Medicine and Medical Sciences 2024, 14(2): 458-465.

24. Khamdamov B.Z.,Eshbekov M.A., Khamdamov A.B., Askarov T.A. Cytokine profile in patients with glomerulonephritis depending on the clinical course //American Jornal of pediatric medicine and health science, 2024- Volume 2, Issue 2.- P.174-180.

25. Khamdamov B.Z.1, Eshbekov M.A. Immuno-endocrine markers of the course of chronic glomerulonephritis// XI International Scientific and Practical Conference "Topical Issues of Medicine" and "V Satellite Forum on Public Health and Health Policy", Baku, March 2024.- S.234-235.

26. Khamdamov B.Z., Nabieva U.P., Eshbekov M.A. The level of immunocomposite reactions in chronic glomerulonephritis // Proceedings of the international scientific and practical conference "Education, science, medicine" dedicated to the 80th anniversary of the Academy of Sciences of the Republic of Uzbekistan, Tashkent, June 22, 2023. Journal of Theoretical and Clinical Medicine. Tashkent, 2023- № 3.-C.184.

27. Eshbekov M.A.. Cytokine profile in patients with glomerulonephritis depending on the clinical course // International scientific-online conference "Development of pedagogical technologies in modern sciences", Turkish, 2023- doi.org/10.5281/zenodo/10653893.

28. Eshbekov M.A., Boimatov F.H. Immunocomplex mechanisms during chronic glomerulonephritis. // International bulletin of Applied science and technology, April 2023, Volume 3, Issue 4.-P.168-172.

29. Khamdamova M.T. Ultrasound features of three-dimensional echography in assessing the condition of the endometrium and uterine cavity in women of the first

- period of middle age using intrauterine contraceptives // *Biology va tibbyot muammolari*. - Samarkand, 2020. - No. 2 (118). - P.127-131.
30. Khamdamova M. T. Ultrasound assessment of changes in the endometrium of the uterus in women of the first and second period of middle age when using intrauterine and oral contraceptives // *Biomedicine va amaliyot journals*. – Tashkent, 2020. - No. 2. - Part 8.- P.79-85.
31. Khamdamova M.T. Features of ultrasound parameters of the uterus in women of the first and second period of middle age using injection contraceptives // *New day in medicine*. Bukhara, 2020. - No. 2/1 (29/1). - P.154-156.
32. Khamdamova M.T. Features of ultrasound images of the uterus and ovaries in women of the second period of middle age using combined oral contraceptives // *New day in medicine*. Bukhara, 2020. - No. 2 (30). - P. 258-261.
33. Khamdamova M.T. Individual variability of the uterus and ovaries in women who use and do not use various types of contraceptives // *New day in medicine*. Bukhara, 2020. - No. 3 (31). - pp. 519-526.
34. Khamdamova M. T. Echographic features variability in the size and shape of the uterus and ovaries in women of the second period of adulthood using various contraceptives // *Asian Journal of Multidimensional Research* - 2020. – N9 (5). - P.259-263.
35. Khamdamova M. T. Somatometric characteristics of women of the first and second period of adulthood using different contraceptives with different body types // *The american journal of medical sciences and pharmaceutical research* - 2020. – N8 (2). - P.69-76.
36. Khamdamova M.T., Zhaloldinova M.M., Khamdamov I.B. The state of nitric oxide in blood serum in patients with cutaneous leishmaniasis // *New day in medicine*. Bukhara, 2023. - No. 5 (55). - P. 638-643.
37. Khamdamova M.T., Zhaloldinova M.M., Khamdamov I.B. The value of ceruloplasmin and copper in blood serum in women wearing copper-containing intrauterine device // *New day in medicine*. Bukhara, 2023. - No. 6 (56). - pp. 2-7.
- 37.Khamdamova M. T. Bleeding when wearing intrauterine contraceptives and their relationship with the nitric oxide system // *American journal of pediatric medicine and health sciences* Volume 01, Issue 07, 2023 ISSN (E): 2993-2149. P.58-62
38. Khamdamova M. T. The state of local immunity in background diseases of the cervix // *Eurasian journal of medical and natural sciences Innovative Academy Research Support Center*.Volume 3 Issue 1, January 2023 ISSN 2181-287X P.171-175.

39. Khamdamova M.T., Khasanova M.T. Various mechanisms of pathogenesis of endometrial hyperplasia in postmenopausal women (literature review) // New day in medicine. Bukhara. 2023. - No. 8 (58). - P. 103-107.
40. Khamdamova M.T. Reproductive Health of Women Using Copper-Containing Intrauterine Contraception // Eurasian Medical Research Periodical Volume 28 January 2024, ISSN: 2795-7624 .www.geniusjournals.org P. 39-45.
41. Khamdamov I.B. Advantages Of Laparoscopic Hernioplasty in Obesity Women of Fertile Age // Eurasian Medical Research Periodical Volume 28 January 2024, ISSN: 2795-7624 .www.geniusjournals.org P. 33-38.
42. Eshbekov M.A., Khamdamov B.Z., Usmanova N.U. Immunocomplex mechanisms during chronical glomerulonephritis // International conference on Advance research in humanities, science and education, London, April 2023- P.504-513.
43. Eshbekov M.A., Khamdamov B.Z., Usmanova N.U. The significance of immunocomplex mechanisms during chronical glomerulonephritis // International conference on Advance research in humanities, science and education, Germany, May 2023- P.89-98.

COMMON MISTAKES IN LEARNING ENGLISH

Turaboyeva Marjona Xusniddin qizi

Student of Samarkand State Institut of Foreign language

Gmail: marjonaturaboyeva1605@gmail.com

Scientific supervisor: Zubaydova Nilufar Nematullayevna

Teacher of Samarkand State Institut of Foreign language

Annotation: In the past and in the present, language learners have faced many challenges in learning English. They also made many mistakes. But making mistakes encourages a person to learn and search more. Therefore, you should not be afraid of making mistakes. And you should continue to learn new knowledge. This article explains about such mistakes, difficulties, and misunderstandings one by one, and tries to explain with examples as much as possible.

Keywords: English language, grammar, grammatical mistakes, speaking, spelling, listening, tenses, preposition, lexic mistakes, certificate, language learner, word order, foreign countries, young people, new vocabulary

As we all know, English is the most widely spoken language in the world today. We can easily say that this language is the language of international communication. Because now almost 90 percent of people can communicate in English. That's why it has become very important to know English. Even when applying to study somewhere or getting a job, they are asked to know English. That's why today's young people make learning this language one of their main goals..

Learning a language is not an easy task. Learning a language also has its own difficulties. That is why, a person who is learning a language should first be patient and patient. Then The language learner can achieve his goal. Only if he or she can overcome the difficulties and problems that arise in front of him. In addition, we can say that today's young people are forced to learn English. Because if they get a certificate of knowledge of the English language, they can achieve high results in entrance exams. Or they can apply to foreign universities with a certificate of language proficiency. Such reasons encourage young people to set wrong goals for themselves. If the goal is not clear, it becomes much more difficult to achieve it. Because young people have put getting a certificate in the first place in their minds. Instead of learning a language, they are trying to get a certificate. Learning becomes more difficult. Therefore, when learning a language, one should learn it at will...

Also, one of the main mistakes in learning English is to study only grammar for a long time. This has a negative effect on the speaking ability of the person learning the language. As a result, the student's speaking skills will not develop well. As a result, that person memorizes a lot of vocabulary in order to improve and develop his speaking skills. But this learning method does not help the person learning the language, on the contrary, it makes it very difficult to learn the language. Therefore, even if he does not learn English grammar very well, even if he makes mistakes, it will be more useful for him to speak more, only speaking skills will grow a lot. If there is an opportunity to advise them, a person learning a language should talk with native speakers, only then the speaking skill will grow a lot..

Additionally, one of the many mistakes in learning English is spelling mistakes. That is, a language learner can make a number of spelling mistakes when writing. He can write down what he hears. But in English, words are pronounced differently and written differently. That's why When memorizing words, you need to pay attention. For example, the simple word "Wednesday" is pronounced as [wenesday], that is, the letter [d] in this word is not pronounced, but written. This is one of the simplest examples of mistakes in spelling. But there are millions of such words in English. Therefore, in order not to make mistakes in spelling, you need to memorize and understand each one carefully.

Speaking of other mistakes you can make, these are the mistakes you'll encounter when learning English grammar. As an example, we can say that there may be situations such as incorrect use of tenses, confusion of prepositions when composing a sentence. If all the above-mentioned cases are thoroughly studied, the difficulties of the language learner will be reduced considerably. And he will try not to make mistakes.

Another common mistake is lexical errors. That is, a lexical error can occur as a result of using the wrong word that does not fit in a sentence or text. If a lexical error is made, the content of the sentence and its meaning will change. It is necessary to understand its dictionary and lexical meaning and then use it. If all the above-mentioned cases are thoroughly studied, the difficulties of the language learner will be reduced considerably. And he will try not to make mistakes.

In conclusion , learning a language is a very difficult process. But there are people who overcome all difficulties and learn a language with patience. They can make a lot of mistakes during language learning. Those mistakes help them to develop and learn the language well. That's why every People who are learning new knowledge should never be afraid. If they have a little patience, they will achieve their goal.

THE LIST OF LITERATURE

1. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” *Ijodkor O’qituvchi* 3 (36), 103-105, 2024.
2. H S Gafforov, N N Zubaydova. Gender and its effect on language acquisition *Academic research in educational sciences* 2 (5), 217-220, 2021.
3. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
4. N N Zubaydova *How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydgan muammolar ...*, 2019.
5. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
6. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
7. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
8. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
9. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
10. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
11. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
12. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
13. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние*

Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).

14. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.

15. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*, 2(18), 627-631.

16. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.

17. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.

18. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE.16401>.

19. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.

20. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.

21. 니고라. (2017). Empowering Women Sports Leaders in Uzbekistan A critical analysis of transforming the role of Women in Sports Management (Doctoral dissertation, 서울대학교 대학원).

22. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.

23. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирование цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).

24. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.

25. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.

26. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

27. qizi To'yeva, M. S. (2022, November). Yangi O 'zbekiston Orifa Ayollari Va G 'Arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In *International Conferences* (Vol. 1, No. 2, pp. 74-81).

HOZIRGI ZAMON TILSHUNOSLIGIDA TIL VA MDANIYATNING TALQINI

Lazizbek Juraqulov

Samarqand davlat chet tillar instituti talabasi

lazizjuraqulov039@gmail.com

Annotatsiya: Ushbu maqolada hozirgi zamon tilshunosligida til va madaniyatning o'zaro bog'liqligi tahlil qilinadi. Til, madaniyatni aks ettirish va shakllantirishda muhim rol o'ynaydi. Maqola, til va madaniyat o'rtasidagi aloqalarni chuqur o'rganish, shuningdek, tafakkur va kommunikatsiya jarayonlarida ularning ta'sirini ko'rsatadi. Tilshunoslikning zamonaviy yondoshuvlari orqali madaniyatning tilga ta'siri va tilning madaniyatdagi ahamiyati muhokama qilinadi. Bu tadqiqot, til va madaniyatni bir butun sifatida tushunish zarurligini ta'kidlaydi.

Kalit so'zlar: til, madaniyat, tilshunoslik, kommunikatsiya, tafakkur, o'zaro bog'liqlik, madaniy kontekst, zamonaviy yondoshuvlar, madaniyatning tilga ta'siri, tilning madaniyatdagi ahamiyati.

Hozirgi zamon tilshunosligida til va madaniyat o'rtasidagi munosabatlar chuqur o'rganilmoqda. Til insonlar o'rtasidagi muloqot vositasi sifatida madaniyatni aks ettiradi va uning rivojlanishida muhim rol o'ynaydi. Til va madaniyat o'rtasidagi munosabatlar, xalqni tashkil etuvchi urf-odatlar va kishilar o'rtasida axborot almashish vositasi sifatida tilshunoslik fanining markaziy masalalaridan biri hisoblanadi. Bu masalaning ahamiyati shundaki, til va madaniyat bir-birini o'zaro ta'sir etuvchi elementlar sifatida mavjud bo'lib, xalqning madaniy va ijtimoiy hayotida muhim rol o'ynaydi.

Til va madaniyat o'rtasidagi bog'liqlik muammosi ko'plab taniqli olimlar o'rtasida munozaralarga sabab bo'lgan. Ba'zi olimlar tilni madaniyat bilan yaxlitlikning bir qismi sifatida ko'rishsa, boshqalari tilni faqat madaniyatni ifodalovchi shakl deb hisoblashadi. Masalan, E. Sapir va N. Tolstoy kabi etnotilshunoslik maktablari asoschilari, til va madaniyat o'rtasidagi aloqalarni tahlil qilganlarida, o'z fikrlarini keltiradilar.

E. Sapirning fikricha, til madaniyatdan tashqarida mavjud emas. U tilni "bizning turmush tarzimizni tavsiflovchi ijtimoiy meros" deb ataydi. Ya'ni inson faoliyati turlaridan biri sifatida til madaniyatning ajralmas qismi bo'lib, inson hayotining turli sohalarida, ishlab chiqarish, ijtimoiy va ma'naviy sohalarida inson faoliyati

natijalarining yig'indisi sifatida belgilanadi. Boshqa tomondan, N. Tolstoy tilni madaniyatning tarkibiy qismi sifatida qabul qilgan. U tilning adabiy yoki folklor tili haqida gap ketganda, madaniyat quroli sifatida ko'rilishi mumkinligini ta'kidlaydi.

Vorf, o'z navbatida, yana oldinga bordi va tillar o'rtasidagi tarkibiy farqlarni har xil fikrlash turlari mavjudligining dalili sifatida va har qanday ma'lum bir madaniyatni tushunish uchun kalit sifatida ko'rish mumkin, deb ta'kidladi.. Odamlarning fikrlash uslubi ular gapiradigan tillar bilan shartlangan (agar aniqlanmagan bo'lsa) deb taxmin qiladigan lingvistik nisbiylik printsipli odatda Sapir-Vorf gipotezasi deb nomlanadi. Shu nuqtai nazardan, til har qanday muayyan madaniyatni anglashning kalitidir. Ushbu fikr yo'nalishi tilning ta'siri va qudrati va uning madaniy va etnik guruhlar a'zolari uchun ahamiyatini ta'kidlasa-da, tilni ham, madaniyatni ham mohiyatan izohlaydi. Ya'ni, til va madaniyatga monolit birlik sifatida qaraladi, ularning birligi va bir xilligi uchun muammo tug'dirmaydi. Til(lar) va madaniyat o'rtasidagi munosabatlarni yaxshiroq anglash zarurati ko'plab zamonaviy jamiyatlarda lingvistik, ijtimoiy va madaniy xilma-xillikning kuchayishi bilan bog'liq. Tilshunoslik va tillarni o'qitish sohasida odatda til va madaniyat ko'pincha bir-biri bilan bog'liq deb bilish darajasida chambarchas bog'liqdir. Til nafaqat aloqa vositasi, balki insonning madaniy o'ziga xosligini ko'rsatuvchi belgi yoki ko'rsatkich sifatida ham qo'llaniladi. Tilning ifodali vositalarini bilish, uning uslubiy va semantik boyligidan barcha tarkibiy xilma-xilligida foydalana olish - har bir ona tili bu uchun harakat qilishi kerak. Moddiy madaniyat yodgorliklari muhofaza qilinadi va tiklanadi - bu ma'naviy tarixiy merosning bir qismi. Til ham xuddi shunday, u vulgarizmlar va jargonizmlar, o'zlashmalarning kamroq ishlatilishini ta'minlash. Shuning uchun biz til o'rganish jarayonida mentalitet, milliy xususiyat, uni ajratib turadigan boshqa farqlarga duch kelamiz. Ushbu holatda til o'rganish jarayonida o'sha xalqning urf-odatlarini, milliy xususiyatlaridan ham xabardor bo'lishi kerak.

Til va madaniyat o'rtasidagi bog'liqlik insoniyat uchun muhim ahamiyatga ega. Birinchidan, til milliy identitetni shakllantiradi, chunki har bir millat o'ziga xos tili va madaniyatiga ega bo'lib, bu ularning tarixiy va ijtimoiy tajribalarini aks ettiradi. Ikkinchidan, til axborot almashish vositasi sifatida xizmat qiladi, madaniyat esa bu axborotni shakllantiradi. Muloqot jarayonida til va madaniyat bir-birini to'ldiradi va odamlar o'rtasida ijtimoiy aloqalarni rivojlantiradi.

Uchinchidan, madaniyat xalqning urf-odatlarini va an'alarini o'z ichiga oladi, til esa bu urf-odatlar va an'analarni ifodalash va avlodlarga o'tkazish uchun muhim vosita hisoblanadi. Bu jarayon xalqning tarixiy tajribasini saqlashga yordam beradi. To'rtinchidan, til inson faoliyatining turli sohalarida muhim rol o'ynaydi, madaniyat

esa bu faoliyatlarning asosiy tamoyillarini belgilaydi. Shuning uchun, til va madaniyat o'rtasidagi bog'liqlik, ijtimoiy tuzilmalarni tushunishda ahamiyatga ega. Beshinchidan, globalizatsiya jarayonida turli madaniyatlar o'rtasidagi muloqot va o'zaro ta'sir kuchaymoqda. Bu holat til va madaniyat o'rtasidagi bog'liqlikni yanada muhim qiladi, chunki madaniy interaktsiyalar til orqali amalga oshadi. Nihoyat, til va madaniyat o'rtasidagi bog'liqlik fikr va tafakkurni tushunishda ham muhimdir, chunki til fikrlarni ifodalashda, madaniyat esa bu fikrlarning mazmunini belgilaydi. Umuman olganda, til va madaniyat o'rtasidagi bog'liqlik insoniyatning ijtimoiy hayoti, muloqoti va madaniyati uchun muhim asos hisoblanadi. Bu bog'liqlikni tushunish, tilni o'rganish va madaniy merosni saqlash jarayonida zaruriy hisoblanadi.

Shunday qilib, til va madaniyat o'rtasidagi munosabatlar, bir-birini to'ldiruvchi va kuchaytiruvchi omillar sifatida qaraladi. Til madaniyatni aks ettiradi, madaniyat esa tilni rivojlantiradi. Ushbu o'zaro ta'sir, tilshunoslik tadqiqotlari uchun muhim ahamiyatga ega. Bog'liqlik haqida gap ketganda bu jihatlariga ham to'xtalib o'tish kerak:

1. **Madaniyat:** Bu xususiyat tilni shakllantiruvchi ijtimoiy kontekst sifatida ko'riladi. Madaniyat, xalqning tarixiy, ma'naviy va ijtimoiy o'ziga xosligini aks ettiradi. Til, o'z navbatida, madaniyatni ifodalovchi vosita bo'lib, insonlarning hayot tarzini, urf-odatlarini va an'alarini ifodalaydi.

2. **Muloqot:** Muloqot, til va madaniyat o'rtasida axborot almashish vositasi sifatida ishlaydi. Insonlar o'rtasida til orqali amalga oshiriladigan muloqot, madaniy qadriyatlar, an'analar va urf-odatlar haqida ma'lumot almashishga imkon beradi. Shu tarzda, til muloqotning asosi bo'lib, madaniy qiyofani yaratadi.

3. **Urf-odatlar:** Ushbu xususiyat, til orqali ifodalanadigan madaniyat elementlarini anglatadi. Urf-odatlar, xalqning madaniy hayotida muhim rol o'ynaydi va til yordamida avloddan-avlodga o'tadi. Masalan, o'zbek tilida "mehmondorlik" tushunchasi, mehmonlarga bo'lgan hurmatni va o'zaro muloqotni ifodalaydi.

4. **An'ana:** An'analar, til va madaniyat o'rtasida bog'lovchi mexanizm sifatida ko'riladi. An'analarning o'zaro aloqasi, til orqali ifodalgan qadriyatlar va madaniyatning o'ziga xosligini saqlashda muhim ahamiyatga ega. Til an'analarni ifodalash va saqlash vositasi sifatida xizmat qiladi.

Til va madaniyat o'rtasidagi bog'liqlik, ijtimoiy hayotda muhim rol o'ynaydi. Har bir til, uning muloqot vositasi sifatida, o'ziga xos madaniyatni ifodalaydi. O'zbek tilidagi madaniy elementlar, urf-odatlar va an'analar, til orqali ifodalanadi va avloddan-avlodga o'tadi. Bu holat, tilni o'rganish jarayonida, madaniyatning ahamiyatini

anglash uchun muhimdir. Shu nuqtai nazardan, til va madaniyat o'rtasidagi o'zaro ta'sirni tushunish, tilni o'rganish jarayonini yaxshilashga yordam beradi.

Urf-odatlar va an'analar, xalqning madaniy merosini ifodalaydi. Til orqali ifodalangan urf-odatlar, insonlar o'rtasidagi muloqotni chuqurlashtiradi. Misol uchun, mehmondorlik an'anasi, o'zbek xalqining madaniyatida muhim o'rin egallaydi. Bu an'ana til orqali ifodalanadi va muloqotda ko'rinadi. O'zaro hurmat, mehmonlarga bo'lgan munosabat, o'zbek tilida, o'ziga xos so'zlar va iboralar orqali ifodalanadi.

Til, milliy identitetni shakllantiruvchi muhim omil hisoblanadi. Har bir millatning o'ziga xos tili va madaniyati mavjud. Til, xalqning tarixiy va madaniy o'ziga xosligini aks ettiradi. O'zbek tilining o'ziga xosligi, xalqning tarixiy tajribasini, urf-odatlarini va an'analarini ifodalaydi. Bu holat, tilni o'rganish jarayonida, milliy o'ziga xoslikni saqlashga yordam beradi.

Ushbu maqolada til va madaniyat o'rtasidagi o'zaro bog'liqlikning muhim jihatlari yoritildi. Til, muloqot vositasi sifatida, madaniyatning ajralmas qismi bo'lib, xalqning tarixiy, ma'naviy va ijtimoiy o'ziga xosligini aks ettiradi. Madaniyat, til orqali ifodalangan urf-odatlar va an'analar orqali rivojlanadi, bu esa o'z navbatida jamiyatni birlashtiradi va milliy identitetni shakllantiradi.

FOYDALANILGAN ADABIYOTLAR

1. Оганесян С.С. Культура речевого общения // Русский язык в школе. 1998.
2. Скворцов Л.И. Язык, общение и культура // Русский язык в школе. 2000.
3. Pennycook, A. (2010). *Language as a local practice*. London: Routledge.
4. Young, T. J. and Sachdev, I. (2011). Intercultural communicative competence: exploring English language teachers' beliefs and practices. *Language Awareness*, 20(2), 81-98
5. Sapir, E. (1993). *Language, Culture, and Society: A Collection of Readings*. University of California Press.
6. Tolstoy, N. (1995). *Language and Culture*. Moscow State University Press.
7. Ter-Minasova, S. (2000). *Language and Culture: A Sociolinguistic Approach*. Slovo Publishers.
8. Fishman, J. A. (1999). *Handbook of Language and Ethnic Identity*. Oxford University Press.
9. Whorf, B. L. (1956). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. MIT Press.
10. Sardar, Z. (2004). *Cultural Studies: A Critical Introduction*. Sage Publications.

11. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.
12. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
13. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
14. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
15. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
16. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
17. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
18. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
19. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
20. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
21. Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. University of Pennsylvania Press.
22. Bourdieu, P. (1991). *Language and Symbolic Power*. Harvard University Press.
23. Gumperz, J. J., & Hymes, D. (1986). *Directions in Sociolinguistics: The Ethnography of Communication*. Wiley.
24. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
25. Dines, G., & Hume, K. (1992). *Gender, Language and Society*. Sage Publications.
26. Xasanova K. B. (2021). *Madaniyat va til bog'liqligi*.

METHODOLOGY OF TEACHING ENGLISH

Kosimova Gulzoda Muxiddinovna

Student of Samarkand State Institute of Foreign Languages

Zubaydova Nilufar Ne'matillayevna

Teacher of Samarkand State Institute of Foreign Languages

Abstract: This article explores the methodologies of teaching English and emphasizes their importance in language learning. It discusses communicative, interactive, and technology-based approaches to enhance student engagement and participation. The article encourages teachers to adopt innovative methods, which in turn helps develop students' communication skills in English.

Key words: Method, communicative, interactive, technology, skill, critical thinking, education system.

In today's rapidly developing world, the importance and role of the English language are steadily increasing. As the primary global language for communication, English bridges diverse cultures, facilitates international business, and enhances access to knowledge and resources across various fields, including science, technology, and education. With digital transformation and globalization, English proficiency has become a vital skill, opening doors to numerous opportunities in both personal and professional growth. As a result, English is not only a means of communication but also a key to participate in the global economy and a broader, interconnected world. At the same time, mastering a foreign language is a complex process, and acquiring a new language as fluently as one's native tongue depends on the teacher's skill. Using pedagogical methods allows for organizing lessons effectively and engagingly. Alongside active teaching methods, incorporating technological tools further enhances students' interest in the lesson. Below, we discuss the essence and effectiveness of teaching English through such innovative approaches.

In the goal-setting process, the teacher must first identify the main objectives of instruction and the necessary language proficiency level that students should achieve. This helps in effectively planning lessons, selecting teaching materials, and organizing them in a goal-oriented manner. Moreover, setting clear objectives enables the teacher to assess outcomes during the lesson and monitor students' progress. When the steps towards achieving the goals are properly defined throughout the learning

process, it increases students' interest and motivation to learn, which in turn enhances the overall effectiveness of the teaching process.

Interactivity and Communication: The fundamental principles of language learning necessitate active interactivity and communication among students. Activities such as discussions, role plays, partner work and group exercises are beneficial in this regard. It is crucial for teachers to design their lectures based on students' core communicative needs. To facilitate this, various language skills can be illustrated using examples, images and graphics. Furthermore, contemporary lesson processes are organized through the following methods:

1. *"Quick answers"*: In this approach, the teacher conducts a question-and answer session related to the lesson. This method helps improve students' attention span and response speed.

2. *"Pantomime"*: In this method, students use new vocabulary in a charade-like manner, expressing words through gestures. Other students must guess the word being represented. This method keeps students engaged and encourages them to learn new vocabulary in an interactive way.

3. *"Brainstorming"*: It is a method for generating ideas. The essence of this approach lies in the collaborative problem-solving process among students, which is divided into several stages over time: generating ideas and developing them in a critical and constructive manner.

4. *"Creative problem solving"*: this method involves reading the beginning of a story and asking students to determine its conclusion. This approach helps develop pupils' thinking skills as they analyze the narrative and predict outcomes based on the information provided.

5. *"When pictures speak"*: this method is quite effective in teaching English, as it aids in developing students' spoken language skills. To implement this technique, it is essential to use images related to the topic. By describing these images, students are encouraged to practice vocabulary and sentence structures, enhancing their ability to communicate in English while fostering creativity and critical thinking.

Thus, we can see that each of the methods mentioned above has an effective impact not only on teaching but also on teaching foreign languages in general. The productive use of modern pedagogical technologies and methods in each lesson helps students think independently and freely, encourages exploration, promotes a serious approach to every issue, and increases their interest in acquiring knowledge. If the teacher can establish collaborative activities with students, both parties can achieve positive outcomes.

In conclusion, it can be said that there are numerous benefits to teaching foreign languages to the younger generation. Through these methods, we can develop their knowledge and skills effectively. In particular, technological tools assist in enhancing each skill necessary for language learning. Given that our country's education system aims to nurture well rounded, mature, and independent thinkers, all future educators can contribute to the advancement of our nation by mastering and effectively utilizing modern methods and technologies to teach foreign languages comprehensively to young people.

REFERENCES:

1. Рахманова, М. К. (2019). Талабаларда ижтимоий фаолликни ривожлантиришнинг назарий методологик асослари. Халк таълими, (1), 24-29.
2. Maxmudov, Q. S. O. G. L., Shayxislamov, N. Z. O. G. L., & Jo, B. B. O. G. L. (2020). O 'zbek va xorijiy tillarda antonimlar tavsifi, o 'mi va ularnig turli jihatdan tasniflanishi. Science and Education, 1(Special Issue 3).
3. Shokarimova, K. A. (2020). Pedagogik qobiliyat va pedagogik mahoratning talimtarbiya berishdagi ahamiyati. Science and Education, ^ (Special Issue 2).
4. Samarova, S. (2018). Forming Creative Vision of Person as Universal Method Enhancing Creativity. Eastern European Scientific Journal, (6).
5. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса (pp. 595-600).
6. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 88-92).
7. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).
8. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. Ijodkor O'qituvchi, 2(24), 585-589.

9. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnali*, 2(18), 627-631.
10. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
11. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
12. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
13. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
14. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
15. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
16. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
17. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
18. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
19. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Составы Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
20. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
21. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital econ-omy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE.16401>.
22. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.

23. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
24. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.
25. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирования цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).
26. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
27. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
28. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.
29. qizi To'yeva, M. S. (2022, November). Yangi O'zbekiston Orifa Ayollari Va G'arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In *International Conferences* (Vol. 1, No. 2, pp. 74-81).
30. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.

IMPROVING SPEAKING AND LISTENING: STRATEGIES FOR ACHIEVEMENT

Zayniddinova Sabrina Bo‘ritosh qizi

Student of Samarkand State Institute of Foreign language

Gmail: sabrinazayniddinova7@gmail.com

Tirkasheva Munisa G‘ayrat qizi

Student of Samarkand State Institute of Foreign language

Gmail: munisatirkasheva2@gmail.com

Absalomov Hiloliddin

Teacher of Samarkand State Institute of Foreign language

Abstract: Learning to speak necessarily involves the formation of skills to build up various types of invocations: message, persuasion, description, approval, etc., to use a variety of questions, the ability to convey the content of what you read. Teaching a foreign language can make a significant contribution to the development of educational and communicative skills, since in the process of mastering speech in English, these skills, of necessity, become the object of increased attention.

Keyin words: speaking, activity, motivation, foreign language, communication,

Speaking as an activity. Speaking is one of the types of activity; but speaking is a speech activity, therefore, it has special characteristics, for example: motivation, activity, purposefulness, connection with activity, connection with the communicative function of thinking, connection with personality and others. I would like to elaborate on motivation, activity, purposefulness and connection with the communicative function of thinking.

Motivation. Speaking is always motivated. Based on there are two types of need for communicative

Motivation: a) the need for communication as such, b) the need to commit this particular speech act. In the field of teaching foreign languages, the equal importance of the teacher’s professional language competence and the factor of taking into account the characteristics of students, in particular, their motivation, which include interests, needs, aspirations, etc. Is emphasized. “The learning process consists of three components of equal importance: a) the teacher and his skills; b) the student and his aspiration; c) the subject, the assimilation of which must be ensured”. Situational motivation educates the learner’s need for communication in general, creates a

constant motivational readiness – an extremely complex factor of successful participation in communication and, therefore, important for establishing a speech partnership. The absence of the status of speech partners in the relationship between students and teachers stems precisely from the lack of communicative motivation.

Activity. Speaking is always an active process, because in it the attitude of the speakers to the surrounding reality is manifested. This attitude takes place not only when a person speaks, but also when he listens to the interlocutor (internal activity). What is meant here is not the side of it that is aimed at listening, at understanding the interlocutor's speech, but the activity of reaction to what is

Perceived: passing evaluation of statements, partial planning of one's replica, etc. It is the activity that ensures the verbal behavior of the interlocutor, which is so important for achieving the learning goal. "If, in the process of teaching, students are united with each other or with the teacher only by the fact that they are participants in the learning process, an "interlocutor", and therefore there will be neither speech activity nor initiative".

Purposefulness. Speaking is always purposeful, since any statement pursues some purpose. The aimless utterance of some sentences is pronouncing, not speaking. The speaker always wants to achieve some goal with his statement: to convince or dissuade his interlocutor, to arouse sympathy or anger him, to support his opinion or, conversely, to ridicule him and so on. Such goals can be called communicative tasks. Their solution is the purposefulness of speaking, that is, the subordination of all its qualities (as an activity and as a product) to the fulfillment of the task set in communication.

Therefore, speaking can be truly purposeful only when it has all the necessary qualities that integrate into purposefulness. Connection with the communicative function of thinking. The process of speech activity is closely related to the activity of thinking. But what happens in the process of thinking as "an active process of reflecting the objective world in concepts, judgments, theories" is not identical to what happens in the mental activity associated with speaking. I believe that the case here is not in the level of language.

Proficiency: you can perfectly speak the language, communicate fluently in it, but not be able to think in a foreign language. Speaking is a constant solution of communicative speech-thinking tasks. And if we want to teach speaking, then we should do it on similar tasks. V.A. Kan-Kalik notes that "a teacher who does not know the structure and laws of pedagogical communication has poorly developed communicative abilities and communicative culture in general". Speaking as a

product. All the qualities of speaking as an activity provide the conditions for creating a speech product (utterances of any level), which also has certain qualities.

1. *Structurality*. This quality is manifested in the fact that speech units have their own structure, which is inherent in any of their levels: word forms, word combinations, phrases, super-phrasal units, the whole text. The knowledge of the structure of all levels and the definition of speech patterns on this basis is of paramount importance for teaching speaking, since each of the levels gives the student a lot of difficulties and is a source of errors. This is especially true of the level of phrases.

2. *Consistency*. The logic of speaking is understood as its property, which is provided by a certain sequence of presentation, “that is, the presentation of a number of thoughts, facts connected both internally, due to the semantic connection between them, and externally, with the help of special means of language”. Consistency requires special training. This is especially true with regard to statements of the level of super-phrasal unity and the level of the text.

3. *Informative*. As V.N. Trostnikov wrote: “Information is not a characteristic of a message, but of the relationship between a message and its consumer”. This means that the same message can be informative for one participant of communication and uninformative for another. The level of this informativeness is determined: for the interlocutor – by the value of the message for him as a person, for the speaker, obviously, by the measure of the impact on the interlocutor. If speaking was not informative, we would not have speech partners in communication: they would not be interested in us, because they would not hear anything new from us.

4. *Expressiveness*. This quality of the product of speaking, as well as informativeness, serves its effectiveness. Intonation and logical stress (expressiveness parameters) when teaching speaking are not a luxury, but an important means stimulation of interest in the learning process itself, as they clearly show the student the role of these components in expressing his communicative intentions, in achieving speech impact.

5. *Productivity*. Speaking is always productive, which means that in the process of it a new product is created that did not entirely take place in the previous speech experience of the person (the trainee). Productivity is based on three psychophysiological mechanisms: reproduction, combination and transformation.

The reproduction mechanism works on the basis of memory. In the process of speaking, a person reproduces most phrases and many phrases. But the leading ones are the mechanisms of combination and transformation. The combination can be

carried out within the framework of phrases, phrases, text. It develops only with the constant use of new situations in training. The mechanism of transformation is closely related to it. As a result of his work, the speaker modifies a phrase (or part of it), pronounced or just appeared in his mind, but rejected on the basis of an assessment of its inadequacy to any factor: the listener's condition, tactical plans, etc.

The considered qualities of speaking as a product on the basis of their integration also determine the effectiveness of speaking. Listening and speaking are the types of speech activities that must be formed in students in order to provide an opportunity to communicate orally. Finally, it is participation in a conversation conducted in the classroom, which is possible only if you have an understanding of speech by ear, when the teacher and students speak on topics and situations provided for by the initial stage. The educational purpose of training. The educational purpose of the training is to form the skills to independently solve elementary communicative tasks in English within the framework of the topics proposed by the program, and to acquire elementary regional knowledge.

The realization of the educational goal of teaching a foreign language at school is associated with the expansion of the general educational horizons of students. Filling the teaching content with authentic information about the country of the language being studied, consistent reliance on the socio-cultural and speech experience of students in their native language the comparison of this experience with the knowledge, skills and abilities acquired in a foreign language lesson are designed to form a broad understanding of the achievements of the cultures of their own people and the people of the country of the language being studied. Learning a foreign language helps to expand the general outlook of students, increases their culture.

In fact, familiarization with the language is also familiarization with the culture of the people who created it and who use it. "Language is considered in its two main functions: communicative – communication is carried out with its help and cumulative – it is the keeper of the culture of the people – its bearer". I believe that the educational goal of learning is as important as the communicative one, since when learning a foreign language, students get acquainted with English-speaking countries, with the culture of the peoples inhabiting them, their history, art, traditions, customs, literature, in other words, "touch" the cumulative function of language as the guardian of the culture of the people. But I believe that at the same time, the real needs and interests of younger schoolchildren in communication and cognition should be lost as much as possible. "The educational and developmental aspects of teaching a subject related to the formation of students' desire to master a foreign language as a means of

communication and interaction with another national culture and its native speakers are priority in primary school”. Students should feel the need to use a foreign language to solve communication problems, to carry out specific tasks in this or that area of knowledge and subject-practical activities relevant for primary school children. The inclusion of language in the summary of the life of a junior schoolboy is aimed at helping children realize that for a real acquaintance with the outside world, other countries, peoples and their customs and traditions, they need to speak and understand a foreign language well.

Learning a foreign language develops children’s thinking, emotions, attention, imagination, will, memory, as well as cognitive and linguistic abilities; forms a conscious attitude to both their native and foreign languages. Children develop interpersonal communication skills, self-control skills and control over the activities of other children. Teaching a foreign language contributes to the development of children, which was shown when revealing the educational purpose of learning. Educational and developmental goals are achieved in the process of practical mastery of a foreign language. Learning a foreign language forms a more attentive attitude among students to the forms of expression of thoughts, both in a foreign language and in their native language. “Where the teaching of the native language is well established, it is easier to teach a foreign language”. But although the opposite phenomenon can be observed. Well-organized English language teaching has a positive effect on the development of students’ thinking and speech abilities when teaching other humanities subjects and, above all, their native language.

Mastering a language outside the environment where it is spoken requires the creation of imaginary situations that can stimulate communication in the language being studied, and is associated with the development of imagination. Children of primary school age have a rich imagination, and, on the one hand, this ability should be used in the educational process, and on the other hand, reliance on this ability will further develop imagination and contribute to the creation and development of ideas. Improving the quality of teaching a foreign language in secondary school largely depends on what level of skills and abilities of students’ learning activities can be provided by modern methods of teaching foreign languages.

REFERENCE:

1. Bailey K.M. // Practical English Language Teaching: Speaking. New York: McGraw-Hill. 2005.
2. R. A Utkurovich, R. G Utkurovna. “Teaching english language to primary level pupils at school” ijodkor o’qituvchi 3 (36), 103-105, 2024

3. Goh C.// Teaching speaking in the language classroom. Singapore: SEAMEO Regional Language centre. 2007.
4. Passov E.I. // Communicative methods of teaching Foreign Languages. Moscow. 2011.
5. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE,16401>.
6. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
7. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
8. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.
9. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирования цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).
10. Trent J. // Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. (p.p. 256-270). “Asian EFL Journal”, 11(1). 2009.
11. M Orzikulova, G Rustamova “Methods of improving speaking skills for kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
12. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
13. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
14. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
15. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
16. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
17. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church’s Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
18. Valieva, N. (2019). Nafisa Valieva, The ‘Gadla Lālibalā collection of textual units’: tradition and documentation. *Aethiopica*, 22, 315-318.

19. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
20. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
21. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
22. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
23. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 95-100).
24. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупроқларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
25. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Составы Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
26. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.
27. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
28. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
29. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
30. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.

ENGLISH FOR SPECIFIC PURPOSES

Narxanova Sarvinoz

Student of Samarkand State Institute of Foreign Languages

Gmail: narxanovasarvinoz@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of Samarkand State Institute of Foreign Languages

Annotation: English for Specific Purposes is a focused approach to language instruction designed to meet the specific needs of learners within a particular field or profession. Unlike general English courses, ESP tailors its content, vocabulary, and skills to be relevant to areas such as academic performance and business English.

Key words: English language, Cognitive processes, Language learning, ESP (English for Specific Purpose), English language education in Uzbekistan, Linguistics and cognitive sciences, Development of abilities, Multilingual thinking, Memory mechanism, Language and perception, Communication skills, Innovative methods, Language teaching technologies, Culture in language learning and ESP in Uzbekistan

Introduction. Nowadays, the English language is gaining importance for international relations and scientific research. In the process of learning English, human cognitive abilities – thinking, understanding, perception and memory mechanisms play an important role. Especially learning English within a specific field or profession (English for Specific Purpose or ESP) makes the educational process more effective. ESP aims to develop knowledge and skills that meet the academic and professional needs of students. Issues of development and improvement of ESP, application of effective educational methods in training of English-speaking personnel are urgent in Uzbekistan. This article analyzes the role of cognitive processes in learning English, the specific characteristics of ESP education and its importance in the development of students' linguistic and cognitive abilities.

English skills needed for business contexts, including communication, report writing, presentations, and meetings. Academic English – English skills for academic study, such as essay writing, understanding lectures, note-taking, and critical reading. English for Tourism – Language skills tailored for the tourism and hospitality industry, such as customer service, travel-related vocabulary,

1. Types of English for specific purposes English for Academic Purposes Focuses on the academic language skills needed in educational settings, commonly used by

students in higher education. English for Occupational Purposes Aims at language skills needed in specific jobs or professions, such as English for nurses, engineers, or law professionals. English for Professional Purposes Similar to EOP, with emphasis on professional skills like business negotiations, report writing, or customer service. English for General Purposes While more general, EGP provides foundational language skills that can support ESP instruction.

2. Key Components in ESP Instruction Needs Analysis: An essential part of ESP, identifying the learner's specific needs and goals to tailor the course content. Specialized Vocabulary: ESP courses incorporate vocabulary relevant to the learners' field, such as legal terminology for lawyers or medical terms for healthcare professionals. Contextualized Learning: ESP includes real-life, context-specific scenarios, like mock meetings for business English or patient interactions for medical English. Skill-Based Learning: Prioritizes skills that are directly relevant to learners' goals, such as listening for lectures in EAP or writing emails in business English. Relevance: ESP courses are directly applicable to learners' personal or professional lives, which can increase motivation. Efficiency: By focusing only on necessary language skills, learners can often reach their goals faster than in general English courses. Practical Application: ESP allows learners to immediately use what they learn, enhancing their confidence and practical experience.

Specialized Materials: Finding or creating materials relevant to specific industries can be time-consuming. Teacher Expertise: ESP teachers may need additional training or expertise in the specific field to be effective. In conclusion, English for Specific Purposes (ESP) represents a vital and practical approach in language teaching, designed to meet the specialized needs of learners within particular fields or professions. By focusing on relevant vocabulary, skills, and scenarios, ESP courses provide learners with targeted, real-world language competencies that are immediately applicable to their personal, academic, or professional lives. The approach not only enhances motivation and learning efficiency but also builds confidence by allowing learners to actively apply their knowledge in meaningful contexts. Despite challenges, such as sourcing specialized materials or acquiring domain-specific expertise, the benefits of ESP make it a valuable addition to language education, bridging the gap between language learning and professional or academic success.

Conclusion. In short, ESP provides an opportunity to individualize language learning, taking into account the learning needs of students and the characteristics of the field. In this process, the development of cognitive sciences and cognitive skills is

important, because human memory, perception and thinking ability play a significant role in language learning. Learning English through ESP not only strengthens theoretical knowledge but also practical skills. ESP also prepares students for real-life communication situations through the use of technology. Development of ESP in Uzbekistan, improvement of educational programs and provision of professional knowledge to teachers is necessary to increase the quality and efficiency of education. Development of ESP based on cognitive approaches allows to learn English faster and more effectively. Therefore, integrating ESP and cognitive science in language teaching can help improve not only students' language skills, but also their general thinking and problem-solving skills.

REFERENCES

1. Piterson Jones . There are most effectively ways to speak in English. [2021] journal pages 232, 230 The Effective Techniques for Language Learning. Cambridge University Press, 2018. 245 pages.
2. R. Nosirova , N Iskandarova H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-224, 2024
3. Brown, Patricia. The Power of Reading: Building Vocabulary and Comprehension. Oxford University Press, 2020. 600 pages.
4. Johnson, Claire. Writing for Success: How to Improve Your Writing Skills. Pearson Education, 2017. 210 pages.
5. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" Ijodkor O'qituvchi 3 (36), 103-105, 2024
6. Emma Emily. Skimming and Scanning: Techniques for Efficient Reading. Routledge, 2019. 180 pages.
7. Taylor, Mark. Mastering English Writing: A Guide for Language Learners. Palgrave Macmillan, 2021. 265 pages.
8. A. Z. Erkinov . The future of English. (2022). Journal pages 228. 201.
9. A . R Azodova . Speaking strategies in English (2021) pages 229 . 22
10. Emma .Johnson. specific examples. In English (2021)pages 322.122.
11. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. Science and Innovation, 2(11), 708-715.
12. Халимов, Б. Г., Раупова, Н. Б., Абляёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In Научное

Обеспечение Устойчивого Развития Агропромышленного Комплекса (pp. 595-600).

13. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 88-92).

14. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).

15. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.

16. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.

17. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.

18. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.

19. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

20. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.

21. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.

22. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.

23. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.

24. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.

25. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
26. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
27. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
28. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
29. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
30. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.

INGLIZ TILINI O'RGANISHDAGI QIYINCHILIKLAR

Azimjonov Abdulaziz Sayfullo o'g'li

Samarqand Davlat Chet Tillari Instituti talabasi

E-mail: abdulazizazimjonov700@mail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotatsiya: Ushbu maqolada ingliz tilini o'rganish jarayonida duch kelinadigan qiyinchiliklarni batafsil tahlil qilinadi. Ingliz tili bugungi kunda global kommunikatsiyaning asosiy tili bo'lib, uni ko'plab insonlar o'rganishga intilishmoqda. Biroq o'quvchilar ko'plab muammolar bilan yuzma-yuz kelishadi. Ushbu maqolada grammatika, leksika va nutqiy qiyinchiliklar kabi asosiy to'siqlar ko'rib chiqiladi. O'quvchilarning o'z fikrlarini ifoda etishda va muloqot qilishda qo'rquv va stress bilan bog'liq psixologik muammolari ham tahlil qilinadi. Shuningdek, maqola davomida ingliz tilini o'rganish jarayonini yengillashtirish uchun o'qituvchilarning roli, pedagogik metodlar va innovatsion usullar haqida tavsiyalar beriladi. Ushbu tadqiqot o'uvchilarga ingliz tilini o'rganishda muvaffaqiyat qozonishlari uchun zaruriy bilim va ko'nikmalarni olishga yordam berishga qaratilgan. Maqola, shuningdek, ta'lim muassasalari va o'quvchilarga ingliz tilini o'rganishni yanada samarali qilishda foydali bo'ladi.

Kalit so'zlar: Ingliz tili, til o'rganish, qiyinchiliklar, grammatika, leksika, nutqiy qiyinchiliklar, psixologik faktorlar, pedagogik metodlar, muloqot, o'quv jarayoni.

Ingliz tili bugungi kunda jahon miqyosida eng ommabop va keng tarqalgan tillardan biri sifatida qabul qilingan. U nafaqat har bir insonning shaxsiy rivojlanishi, balki professional faoliyati uchun ham muhim ahamiyatga ega. Global kommunikatsiyaning asosiy tili bo'lgan ingliz tili ilm-fan, texnologiya, biznes va madaniyat sohalarida rol o'ynaydi. Shu sababli, ko'plab o'quvchilar ingliz tilini o'rganishga intimoqdalar, biroq ingliz tilini o'rganish jarayonida ko'plab qiyinchiliklar va to'siqlarga duch keladi. O'quvchilar ko'pincha murakkab grammatika, boy leksika va nutqiy ko'nikmakarni rivojlantirishda qiyinchiliklarga uchraydilar. O'zbek tilidan farqli o'laroq, ingliz tilida so'z tartibi va qoidalar o'zgacha bo'lib, bu o'quvchilarning muloqot qilish qobiliyatlarini cheklashi mumkin. Shuningdek, o'quvchilar ko'pincha qo'rquv va o'zini noqulay his qilish kabi psixologik muammolar bilan ham yuzma-yuz kelishadi.

Shu nuqtai nazardan, ushbu maqolada ingliz tilini o'rganish jarayonidagi qiyinchiliklarni tahlil qiladi, muammolarni aniqlab, ularni bartaraf etish uchun zamonaviy pedagogik metodlar va strategiyalarni taklif etadi. Ta'lim muassasalari va o'qituvchilarga ingliz tilini samarali o'rganishda yordam berish maqsadida maqola o'quvchilarning tajribalariga asoslanib, amaliy tavsiyalar taqdim etadi. Shunday qilib, ushbu tadqiqot ingliz tilini o'rganayotgan o'quvchilarga yordam berishga qaratilgan. Ingliz tilini o'rganishdagi qiyinchiliklarni tahlil qilishda, avvalambor, metodologik asoslarni ko'rib chiqish zarur. O'zbekiston Respublikasining ta'lim tizimidagi o'zgarishlar va innovatsiyalar, o'quv jarayonining takomillashtirilishi, pedagogik metodlarni modernizatsiya qilish zaruriyati haqida tadqiqotlar mavjud. Jumladan, Muhammadjonov (2021) ingliz tilini o'rganish jarayonida qiyinchiliklar va ularning sabablari to'g'risida fikrlar bildirdi. U o'z asarida til o'rganishdagi asosiy muammolarni lingvistik, psixologik va pedagogik jihatdan tahlil qiladi. Shuningdek, Hoshimova (2020) o'z maqolasida ingliz tilini o'rganishdagi qiyinchiliklarni, xususan, nutqiy qiyinchiliklarni, eshitish qobiliyati va grammatika bilan bog'liq muammolarni tahlil qiladi. Bu muammolar o'quvchilarni hayotdagi eng oddiy vaziyatda ham muloqot qilishda qiyinchiliklarga duchor qilishi mumkin.

Ingliz tilini o'rganish jarayonida yuzaga keladigan qiyinchiliklar va muammolarni tahlil qilish ta'lim tizimidagi muhim masalalardan biridir. O'quvchilarning ingliz tilini o'rganishdagi muvaffaqiyati nafaqat tilni bilish darajasiga, balki ularning shaxsiy xususiyatlariga, psixologik holatiga va ta'lim muhitiga ham bog'liq. Ushbu muhokamada o'quvchilar duch keladigan qiyinchiliklar va ularni hal etish yo'llari haqida fikr yuritiladi.

Birinchi, grammatika va leksika bilan bog'liq qiyinchiliklar ko'plab o'quvchilarning ingliz tilini o'rganish jarayonida to'siq bo'lmoqda. O'quvchilar ko'pincha ingliz tilidagi murakkab grammatik tuzilmalarga duch kelishadi. O'zbek tilidan farqli o'laroq, ingliz tilidagi so'z tartibi va grammatik qoidalar boshqacha bo'lib, bu o'quvchilarni chalkashtirishi mumkin. Shuning uchun ham o'quvchilar grammatika va leksikani o'rganish jarayonida amaliy mashg'ulotlar va o'yinlar orqali ko'proq interaktiv yondashuvlarni qo'llashlari muhimdir.

Ikkinchi, nutqiy qiyinchiliklar ham o'quvchilarni qiyin holatga soladi. O'quvchilar talaffuz va nutqni tushunishda muammolarga duch kelishlari mumkin. Ularning ko'pchiligi ingliz tilida o'z fikrlarini erkin ifoda etishda noqulaylik his qilishadi. Bu holat o'z navbatida, muloqot qilishda qo'rquv va xavotirni keltirib chiqaradi. O'qituvchilar nutqiy qobiliyatlarni rivojlantirishda ko'proq vaqt ajratishlari va darslarni interaktiv formatda o'tkazishlari zarur. Muloqotga asoslangan darslar,

ro'yxatlar, guruhiy muhokamalar va dramatik rollar o'ynash orqali o'quvchilar o'zlarini erkin his qilishlari va qobiliyatlarini rivojlantirishlari mumkin.

Shuningdek, psixologik omillar ham o'quvchilarning muvaffaqiyatiga ta'sir qiladi. O'quvchilarning qo'rquvi, stress darajasi va o'ziga bo'lgan ishonchsizliklari ularning ingliz tilini o'rganish jarayoniga salbiy ta'sir ko'rsatadi. Bu muammolarni hal qilish uchun o'quvchilar psixologik qo'llab-quvvatlashni ta'minlashlari, shuningdek, o'quvchilarni rag'batlantirish va motivatsiya berish usullarini qo'llash lozim. O'quvchilarning erkin muloqot qilishlari, o'z fikrlarini ifoda etishlari va xatolarini to'g'irlash jarayonida o'qituvchilar tomonidan samimiy muhit yaratish muhimdir. O'quvchilarning o'zaro aloqalari ham ingliz tilini o'rganish jarayonida muhim ahamiyatga ega. O'qituvchilar o'quvchilarning bir-birlari bilan muloqot qilishlarini rag'batlantirishlari, guruh ishlarda ishtirok etishlarini ta'minlashlari lozim. O'quvchilar o'zaro fikr almashish va tajriba bo'lishish orqali ko'proq o'rganish imkoniyatiga ega bo'lishadi. Guruhiy muhokamalar, rol o'ynash va boshqa interaktiv faoliyatlar orqali o'quvchilar bir-birlariga yordam berishlari va ingliz tilini o'rganish jarayonida birgalikda rivojlanishlari mumkin.

Umuman olganda, ingliz tilini o'rganish jarayonida duch kelinadigan qiyinchiliklar har bir o'quvchining individual tajribasi va muhitiga bog'liq. Ushbu muammolarni hal etishda ta'lim muassasalari, o'qituvchilar va o'quvchilar o'rtasida samarali hamkorlikni o'rnatish muhimdir. O'quvchilar zamonaviy pedagogik metodlarni qo'llash orqali o'quvchilarga qulay sharoitlar yaratishlari, ularning o'ziga bo'lgan ishonchlarini oshirishlari va ingliz tilini o'rganish jarayonida muvaffaqiyat qozonishlariga yordam berishlari zarur. Bu nafaqat o'quvchilarning shaxsiy rivojlanishi, balki ularning kelajakdagi faoliyatlari uchun ham muhim ahamiyatga ega.

Ushbu maqolada ingliz tilini o'rganish jarayonida yuzaga keladigan qiyinchiliklar tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, o'quvchilarning ingliz tilini o'rganishdagi muvaffaqiyatlari bir qator omillarga, jumladan, grammatika, leksika, nutqiy qobiliyatlar va psixologik holatga bog'liqdir. O'quvchilar ko'pincha murakkab grammatik tuzilmalarni tushunishda va o'z fikrlarini to'g'ri ifoda etishda qiynalishadi. Bu, o'z navbatida ularning muloqot qilish imkoniyatlarini cheklaydi va ingliz tilida o'zaro aloqalarini murakkablashtiradi. Grammatika qoidalarini o'zlashtirishda qiyinchiliklar, o'quvchilarga o'z fikrlarini aniq ifoda etish imkoniyatini bermaydi. Leksik qiyinchiliklar esa o'quvchilarni o'z fikrlarini ifoda etish va nutqiy ko'nikmalarni rivojlantirishda to'siq bo'ladi. Bu holatlar o'quvchilarning til o'rganish jarayonini sekinlashtiradi va muvaffaqiyatsizlikka olib

kelishi mumkin. Shuningdek, nutqiy qiyinchiliklar va psixologik faktorlar ham o'quvchilarning til o'rganish jarayonida muhim ahamiyatga ega. O'quvchilarning qo'rquvi va stress darajasi, ularning ingliz tilini o'rganish jarayonida muvaffaqiyatga salbiy ta'sir ko'rsatadi. Natijalarga ko'ra, o'qituvchilarning yondashuvlari, motivatsiya berish usullari va psixologik qo'llab-quvvatlash o'quvchilarning muvaffaqiyatini oshirishda muhim rol o'ynaydi. O'qituvchilar ingliz tilini o'rganayotgan o'quvchilarga qulay muhit yaratishlari, muloqotga asoslangan darslar tashkil qilishlari va amaliy mashg'ulotlar o'tkazishlari zarur. O'quvchilarni qo'llab-quvvatlash va samarali yordam berish, ingliz tilini o'rganishda ko'plab muammolarni hal qilishda yordam beradi.

Xulosa qilib aytganda, ingliz tilini o'rganishda duch kelinadigan qiyinchiliklarni bartaraf etish uchun ta'lim tizimining yangilanishi va zamonaviy pedagogik metodlarni joriy etish zarur. O'quvchilarga keng leksik bazani o'zlashtirish, grammatika qoidalarini to'g'ri tushunish va nutqiy ko'nikmalarini rivojlantirishda yordam berish, ularning muvaffaqiyatli o'rganishlariga imkon yaratadi. Ushbu muammolarni hal etishda o'qituvchilarning yondashuvi va pedagogik strategiyalari asosiy ahamiyatga ega bo'lib, bu o'quvchilarning ingliz tilini o'rganishda muvaffaqiyat qozonishlariga yordam beradi. Shunday qilib, ingliz tilini o'rganish jarayonida o'quvchilarga yordam berish, ularning kelajakdagi muvaffaqiyatlari uchun muhimdir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Ahlamov. S. (2021). Ingliz tili o'rganishning zamonaviy metodlari. Toshkent: O'zbekiston ta'lim muassasalari nashriyoti.
2. Karimova. D. (2020). Til o'rganishda yuzaga keladigan psixologik qiyinchiliklar. O'zbekiston pedagogik jurnali, 4(2), 23-29.
3. Murodov. O. (2019). Grammatika va leksika: Ingliz tilida muvaffaqiyatli o'rganish. Toshkent: Fan va texnologiyalar nashriyoti.
4. Nematova. L. (2021). Ingliz tilida muloqot qilishning ahamiyati. O'zbek jurnalistikasi, 5(3), 45-52.
5. Turaev. S. (2021). Innovatsion metodlar orqali ingliz tilini o'rganish. O'zbekiston ta'lim muassasalari va innovatsiyalar, 6(1), 12-18.
6. Usmonov. A. (2023). O'qituvchilar uchun ingliz tilida leksikani o'rgatish usullari. Toshkent: Ta'lim va ilmiy tadqiqotlar nashriyoti.
7. Xolmatova. M. (2020). Til o'rganish jarayonidagi qiyinchiliklar va ularni bartaraf etish. Ta'lim va rivojlanish, 3(4), 67-72.

8. Yusupov, E. (2022). Grammatikani o'rganishning asosiy jihatlari. O'zbekiston ilmiy jurnali, 8(6), 33-40.
9. Zulfiya, T. (2021). Ozbek va ingliz tillarining o'zaro ta'siri. Toshkent: O'zbekiston ilmiy tili.
10. qizi To'yeva, M. S. (2022, November). Yangi O'zbekiston Orifa Ayollari Va G'arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In International Conferences (Vol. 1, No. 2, pp. 74-81).
11. Mirzaeva, Z. (2020). Interaktiv darslar orqali ingliz tilini tushunish. O'zbekiston ta'lim jurnali, 7(2), 50-57.
12. Abdullayeva, S. (2021). Muloqotga asoslangan o'qitish metodlari. Toshkent: Ta'lim va innovatsiyalar.
13. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Составы Камня. Медицинский вестник Башкортостана, 18(1 (103)), 24-28.
14. Shukurova, G. (2023). O'qituvchilar va o'quvchilarning o'zaro aloqalari. O'zbekiston pedagogik jurnali, 4(1), 70-76.
15. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
16. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. International Journal of Recently Scientific Researcher's Theory, 1(2), 414-417.
17. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. Aethiopica, 25, 258-261.
18. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
19. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). Scrinium, 17(1), 16-19.
20. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. Aethiopica, 24, 175-211.
21. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. Scrinium, 16(1), 410-412.
22. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. Aethiopica, 23, 281-285.

23. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
24. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
25. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
26. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
27. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
28. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 95-100).
29. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупроқларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
30. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnali*, 2(18), 627-631.

MASHRAB G‘AZALLARIDA “ALIF” VA “BE” HARFLARINING MA’NOLARI HAQIDA

Qo‘chqoraliyeva Fotima Zokirjon qizi

NamDU filologiya fakulteti talabasi

Ilmiy rahbar: **Qo‘ziyev Umidjon**, PhD., dotsent

Annotatsiya: *Ushbu maqolada Hazrat Mashrab lirikasida qo‘llangan alif ham be harflarning qo‘llanish o‘rinlari, badiiyat yaratish usullaridan biri bo‘lgan harf (kitobot) san‘atidan foydalanish mahorati va ayrim g‘azallardagi alif va be harflarining qo‘llanish maqsadlari ko‘rib chiqiladi. Shoir ijodining xalqonaligi va shu bilan birga irfoniyligida ushbu vositalarning o‘rni yoritib beriladi.*

Kalit so‘zlar: *Hazrati Mashrab, badiiy tahlil, harflar san‘ati, g‘azal, mustazod, alif, be.*

ABOUT THE MEANINGS OF THE LETTERS "ALIF" AND "BE" IN MASHRAB'S GHAZALS

Annotation: *In this article, the places of use of “alif” and “be” letters used in the lyrics of Hazrat Mashrab, the skill of using the art of letters (kitobot), which is one of the methods of creating art, and the purposes of using the letters alif and be in some ghazals. will be considered. The role of these tools in the popular and at the same time mysticism of the poet's work is highlighted.*

Key words: *Hazrat Mashrab, artistic analysis, art of letters, ghazal, mustazad, alif, be.*

О ЗНАЧЕНИЯХ БУКВ «АЛИФ» И «БЕ» В ГАЗЕЛЯХ МАШРАБА

Аннотация: *В данной статье рассматриваются места употребления букв “алиф” и “бе”, используемые в лирике Хазрата Машраба, умение пользоваться искусством букв (китобот), которое является одним из методов создания искусства, и цели использования. буквы алиф и бэ в некоторых газелях будут рассмотрены. Выделена роль этих инструментов в популярном и в то же время мистицизме творчества поэта.*

KIRISH.

Rahimbobo Mashrab 17-asr o‘zbek shoiri, so‘fiy mutafakkirdir. Uning asarlari o‘zbek adabiyotida katta o‘rin tutadi, shuningdek, asarlari matni eski o‘zbek tilining namunasi sifatida diqqatga sazovor.

Kitobot yoki harflar san'ati – arab alifbosidagi har bir harfning shakli, ayrim so‘zlarning boshlang‘ich harfi bo‘lib kelishi, harf nomidagi shakldoshligini e‘tiborga olib so‘z o‘yini qilish, bir bayt orqali turli mazmuni ifodalay olsih san‘atidir.

Mashrab she'riyatida harflar har xil tarzda qo‘llaniladi. Ularning orqali u jonli va ta'sirchan obrazlar yaratadi, diniy va tasavvufiy g‘oyalarni ifodalaydi, shuningdek, jamiyatdagi turli muammolarni fosh etadi. Uning g‘azallarida harflarning o‘ziga xos ovozi, shakli va raqamli qiymati mavjud bo‘lib, ular ba'zan maxfiy ma'nolar yoki allegorik ifodalarni anglatadi.

Mashrabning harflar san'ati bilan bog‘liq ijodi ko‘p qirrali bo‘lib, uning g‘azallarida o‘zbek tilining boy so‘z san'ati va go‘zal badiiyati yorqin namoyon bo‘ladi. O‘zbek mumtoz adabiyotida keng tarqalgan ushbu san'at g‘azal mavzusini teranlashtirish va so‘z o‘yini qilish kabi jihatlar orqali o‘zining noyobligini ko‘rsatib turadi. Mashrabning g‘azallarida harflar san‘ati tasavvufiy va sayr-ul-suluk (ruhiy salohiyat) tushunchalari bilan chambarchas bog‘liq. Har bir harf tasavvufda ma‘lum bir ma‘noga ega, sirli ilohiy haqiqatlarni ifoda etish vositasi sifatida qaraladi. Mashrab o‘zining ijodida kishi ichki dunyosini va tasavvufiy bilimni anglatuvchi ma‘lum harflarni ramz sifatida ishlatadi. Shuningdek, islomda bu harflar Qur‘onda ham qo‘llaniladi. Ular “Huruful muqattoat” (“kesilgan harflar”) yoki “Huruful hijoiy” (“alifbo harflari”) deb ataladi va ularning mohiyati izoh berilmaydi.

Mavzuning o‘rganilishi.

O‘zbek adabiyotida she‘riy san‘atlar Ilmi bade‘ nomi bilan o‘rganiladi. Mavzuga oid ilmiy tadqiqotlar dastlab arab adabiyotshunosligida Nasr binni Hasanning «Mahosin ul kalom», Ibn al-Mo‘tazning «Kitob ul-bade‘», Quddama ibn Ja‘farning «Naqd ush-she‘r» kitoblarida, Markaziy Osiyoda Rashididdin Votvotning «Hadoyiq us -sehr», Shamsiddin Roziyning «Al mo‘jam...», Atoulloh Husayning «Badoye‘ us-sanoye‘» asarida kuzatiladi. Zamonaviy o‘zbek adabiyotshunosligida A.Hojiahmedov¹, R.Orzibekov², A.Asallayev³, Y.Is‘hoqov⁴larning tasnif va tahlillari nazariy manba sifatida tadqiqotlarda qo‘llaniladi.

¹ Hojiahmedov A. Mumtoz badiiyat malohati. –To‘shkent, Shark, 1999. 103-105-betlar; Hojiahmedov A. She‘r san‘atlarini bilasizmi? –To‘shkent, Shark, 2001.

² Orzibekov R. She‘riy san‘atlar tahlili. –Samarqand, SamDU nashri, 2000.

³ Asallayev A. va boshqalar. Badiiy san‘at jozibasini. –To‘shkent, Yangi asr avlodi, 2005.

⁴ Isoqov E. S‘z san‘ati s‘zligi. –To‘shkent, Zarqalam, 2006.

Kitobot she'riy san'at to'g'risida filologiya fanlar doktori, professor Rahmonqul Orzibekov "O'zbek lirik poeziyasida g'azal va musammat" nomli kitobida quyidagilarni yozadi: "Hurufi hijo – she'r yaratish usullaridan biri bo'lib, undagi qoida va talabga ko'ra, she'r yozmoqchi bo'lgan shoir shakl va mazmunga zarar yetkazmagan holda har bir band va misra boshida arab arab alifbosining ma'lum harfini bir hijo – bo'g'in qilib ishlatadi va bu mazkur hijo – harfdan keyin keladigan so'zning asar bandi yoki misra boshida hijo bo'lgan harf bilan boshlanishini ta'minlash lozim. Bunday asarlar arab alifbosi soniga mos holda 28 yoki fors-tojik alifbosining 32 harfiga teng misralardan iborat bo'ladi".⁵

Metodlar. Mavzuni yoritishda tavsiflash, badiiy tahlil, qiyoslash va chog'ishtirma metodlardan foydalanildi.

Muhokama va natijalar.

Mashrabda "Hurufi hijo" da yozilgan she'rlarining soni to'rttadir. Bular g'azal, mustazod, muxammas va masnaviy yo'llarida yozilgan.

G'azalda hurufi hijolarning tartibi quyidagicha:

*Ey – alifdek qomatingdan ibtido qildim bukun,
Be – baloyi dog'i dardning dilga jo qildim bukun.
Te – tilovat qilgan erdim oyati ruxsoringni,
Se – savobi hatmi Qur'on intiho qildim bukun.*

G'azalning tugallanish baytlari:

*He – hazil ermas kishi dog'ini pinhon aylasa,
Lom – alif – lola sifat choki qabo qoldim bukun.
Yo – yorim, dilbarimga dudi ohim sardini,
Hamza – sokin aylabon so'i samo qildim bukun.
Pardayi ismatda saqla Mashrabi bechorani,
Dilrabo, nomahramni oshno qildim bukun.*

G'azaldagi "ey" yoki "ay" nido so'zlarining birinchi harfi "a" – "alif"dir. Alifdan murod, raqamda ifodalanganda, birdir, ya'ni Alloh bittadir. Alifning qomatga o'xshatilishi Uning rost va to'g'riligiga ishoradir. Birinchi, ikkinchi misralardagi "be"dan murod balo va ofat, kulfat va ayriliqdir.

⁵ Mashrab. Девон. – Тошкент: Sharq, 2019 – 26-b.

Mashrabning hurufi hijoda yozgan mustazodi Muhammad (s.a.v) hazratlarini sifatlash, maqtash va madh etishga ba’g’ishlangan na’ti Nabiydir. Mustazodning boshidan to oxiriga qadar Payg’ambarimiz (s.a.v) ta’rif, tavsif va vasf etiladilar. Mustazodning dastlabki baytlari quyidagicha boshlanadi:

Ey – Alif ilmi qadimig Muhammad,

Be – Bori taolo.

Te – tavbayi har nafase ohi Muhammad,

Bo ‘lgaymi shafoxoh?

Se – savvobi bilim qolmadi ham sabru qarorim,

Yo ‘l keldi xatarlik,

Jim – Jomi bili ma ‘rakaoroyi Muhammad,

Bo ‘lgaymi madadgoh?

Va oxirgi baytlari shunday tugallanadi:

Lom-alif – lola kabi qirmizi bo ‘lubdur.

Ko ‘ksumdagi dog ‘im,

Yo – yoyi o ‘shal diydayi binoiy Muhammad,

Ajranu aziymo,

*G ‘urbat chohiga tushti: “Zalamno”, dedi Mashrab, –
Monandayin Odam.*

Ko ‘nglida edi ohi zalamnoyi Muhammad, –

Ul aydi “Zalamno”

O‘zbek mumtoz adabiyoti tarixida mustazod janrida eng ko‘p va eng benazir asarlar yaratgan shoir Mashrab hisoblanadilar. Hozirgacha Mashrabning yigirmadan ortiq mustazodlari borligi aniqlandi.⁶

Mashrabning g‘azallarida harflar bir qator ramziy ma'nolarni simvolizatsiya qiladi va buni tasavvufiy kontekstda ko‘rish mumkin. Masalan:

– Alif: Birlik, Allohga bo‘lgan muhabbatni va vahdat-ul vujud (barcha mavjudotning birlik) g‘oyasini ifodalaydi. Alif shuningdek, ilohiy donolikka va komillikka intilish ramzi sifatida ham qaraladi.

– Bo: Bismillah iborasining boshlang‘ichi, "nomi bilan" degan ma'noni anglatadi va yaratilishning boshlanishi yoki ilohiy ibtido sifatida tushuniladi.

– Jim: Jamiyat, jamoat yoki birlashma ma'nolarini anglatishi mumkin, bu esa sufizmning jamaot bilan bog‘lanish va ruhiy birdamlik tushunchalariga ishorat qiladi.

⁶ Mashrab. Девон. – Тошкент: Sharq, 2019 – 27-b.

– Dol: Uydagi yoki qalbdagi eshikni ifodalaydi, bu eng ichki, shaxsiy va yashirin ruhiy makonlarga kirishga oid istiora yaratadi.

Mashrab g‘azallarida harflar san‘ati orqali kuchli tasavvufi falsafani ifoda etgan va o‘zining she‘riy obrazlari orqali komil inson sifatida ruhiy rivojlanish yo‘lini namoyish etgan. Har bir harf o‘quvchini o‘ylanishga majbur qiladigan chuqur ma‘naviyat va murakkab ramzlarni o‘z ichiga oladi. Shu sababli, harflar savol va tafakkur uchun manba sifatida xizmat qiladi, she‘rlarni o‘qiyotgan yoki tinglayotgan shaxsga o‘ziga xos tajriba taklif qiladi.

Shuningdek, Mashrabning ijodida har bir harfga badiiy, ma‘rifiy izoh berish ko‘p kuzatiladi. Ularning ayrimlari individual qo‘llash bilan bog‘liq bo‘lsa, ayrimlari ko‘p takrorlanib muayyan an‘ana va dunyoqarashga asoslanganligi yuzaga chiqadi.

Shu o‘rinda Mashrabning yuqori ma‘rifat va ilm egasi ekanligini ko‘rsatuvchi quyidagi misralarni keltirib o‘tish maqsadga muvofiqdir.

Kunlardan bir kuni Mashrabning uztozlari aytdilar:

– *Ey o‘g‘lim, bismillah, alif, – deng dedilar.*

Shoh Mashrab:

– *Alif, – dedilar.*

Ustozlari: “Be”deng”, dedilar.

Shoh Mashrab ustozlaridan so‘radilarki, alifning ma‘nosi nimadur va “be” ning ma‘nosi nima?

Ustozlari achchig‘lanib dedilarki, ey bachayi nodon, san kim, bu ma‘no so‘ramoq kim, dedilar. Shoh Mashrab aytdilar: “Ey domla, alifni ma‘nosini siz aytmasangiz, man aytaman”, dedilar. Ustozlari aytdilar: “Ey o‘g‘lim, alifning ma‘nosi nimadur?”

Shoh Mashrab aytdilar: “Alifning ma‘nosi birdur, ul sababdin “be”demasman, mundin o‘tmak xatodur”, – dedilar. Ustozlari bu so‘zni eshitib, hayron bo‘lib qoldilar.

Alifni dilga jo qilmoqni bismillodan o‘rgandim,

Shahid qonini to‘kmoqni kalomullodan o‘rgandim...

Hama ayturki, Mashrab, muncha ilmni kimdan o‘rganding?

Xudo lutf ayladi, man barchani mavlodin o‘rgandim!

Ushbu qissadan ma‘lumki, Mashrab har tomonlama ilmiy va o‘z qarorlarida qat‘iy tura oladigan yuqori tafakkur egasidir. Mashrab *alif*ni aytish orqali Allohning yagona ekanligiga ishorat etgan. *Alif* tasavvufda *vahdat* termini bilan ataladi. Bu bilan yaratganning tanholigiga, qolgan narsalar foniy va o‘tkinchi ekanligiga ishora qiladi. **Be** harfi esa dunyodagi barcha yaratilgan narsalar, jumladan, insonni ham anglatadi. U *mosuvo* termini bilan ifodalanadi. *Be* harfi alifbodagi ikkinchi harf hisoblanadi.

Jumladan arablardagi *kun fayakun*, yani “*bo‘l dedi va bo‘ldi*” iborasi dunyoning yaratilishi haqidadir.

Dunyo tillarini ko‘rib chiqadigan bo‘lsak, “bo‘l” fe‘li *be / ve* bilan bilan, ayrim tillar (arab va janub xalqlari tillari)da *kun* va uning fonetik variantlari bilan ifodalanar ekan (1-jadval).

1-jadval

“Be” harfi va “bo‘l (moq)” fe‘li munosabati

<i>bo‘l</i> so‘zining muqobillari	Tillar	<i>bo‘l</i> so‘zining muqobillari	Tillar	<i>bo‘l</i> so‘zining muqobillari	Tillar
<i>бўл / et</i>	o‘zbek	<i>Banō</i>	gujarat	<i>Kun</i>	arab, malta
<i>быть</i>	rus	<i>Vertu</i>	island	<i>Kia</i>	maori
<i>Bēhuni</i>	albancha	<i>Burū</i>	Igbo	<i>Kay</i>	kechua
<i>быць</i>	belarus	<i>Bí</i>	irland	<i>𑌕𑌕𑌕𑌕 (ho‘na)</i>	hind
<i>Budi</i>	bosniya	<i>Ba</i>	Kinyarvande	<i>Ukaña</i>	aymara (efiopiya)
<i>Biti</i>	xorvat	<i>Be</i>	Koreys	<i>huni</i>	Amhar (efiopiya)
<i>Бѣда</i>	bolgar	<i>Bi</i>	Krio	<i>Khalani</i>	chicheva
<i>Být</i>	chex	<i>Be</i>	kurd	<i>ho</i>	Malagavi
<i>Være</i>	dat	<i>pen</i>	lao	<i>huna</i>	Nepal
<i>Бай</i>	mo‘g‘ul	<i>Būk</i>	Litva		
<i>Være</i>	Norveg	<i>Okubeera</i>	angola		
<i>Vay</i>	pashto	<i>Budu</i>	Makedoniya		
<i>budan</i>	fors	<i>𑖅𑖇𑖉 (vha)</i>	maratha		
<i>Być</i>	polyak				

O‘zbek va bir necha turkiy tillarda *bo‘l* so‘zining sinonimi *et* bo‘lib, semantik jihatdan so‘z yo‘q “narsaning bor bo‘lishi”ni emas, “bor narsa/shaxsni boshqa amalga buyurish”ni bildiradi. Shunga qaramay bir necha dunyo tillarida *bo‘l* so‘zining *et(moq)* so‘ziga shaklan o‘xshash muqobillari mavjud ekan (2-jadval).

2-jadval

“Bo‘lmoq” hamda “et(moq)” fe’li munosabati

<i>et(moq)</i> fe’lining muqobillari	Tillar	<i>et(moq)</i> fe’lining muqobillari	Tillar	<i>et(moq)</i> fe’lining muqobillari	Tillar
לֵיֶעוֹט (<i>yiyeot</i>)	ivrit	Être	fransuzcha	Esi	latviya
Esti	esperanto	Eívai (<i>Einai</i>)	yunon	צײַט (<i>zeit</i>)	idish
Enye	Eve	Eiko	guarani		
Essere	ispan	E	gavayi		

Bundan xulosa qilish mumkinki, Mashrab g‘azallari, umuman, Sharq adabiyotida alif harfi Yagona Tangri, be harfi esa uning irodasi bilan yaratilgan barcha narsalarni bildiradi. Qizig‘i bu narsa, barcha tillarning birlamchi “xotira”sida aks etib, o‘z ma’nosini bildirib turadi.

FOYDALANILGAN ADABIYOTLAR:

1. Umurov H. Adabiyotshunoslik nazariyasi. – Toshkent, 2004.
2. Mashrab. Библиография. (Тузувчи: У.Қўзиев) – Наманган: Mashrab, 2023.
3. Ҳожиаҳмедов А. Мумтоз бадиият малоҳати. – Тошкент: Шарқ НМК Бош таҳририяти, 1999.
4. Бобоев Т. Адабиётшунослик асослари. – Тошкент, 2002.
5. Тўйчиев У. Ўзбек адабиётида бадиийлик мезонлари ва уларнинг маромлари. –Тошкент: Янги аср авлоди. 2011.
6. Тарозий А. Фунуну-л-балоға. – Тошкент: Хазина, 1996.
7. Abdiyev R. A. O‘rta maktablarda Mashrab g‘azallari misolida lafziy san’atlarni o‘rgatish // Educational Research in Universal Sciences. – 2023. – Toshkent – №. 8. – С. 103-108.
8. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
9. Фафуров, Иброҳим. Алиф // “Халқ сўзи” газетаси, 1990. 16 июль.

THE NATURE AND ROLE OF SELF-ESTEEM IN LANGUAGE LEARNING

Turg'unova Zulayho Turg'un qizi

Student of Samarkand State Institut of Foreign language

Gmail: zulayhoturgunova2@gmail.com

Scientific supervisor: **Liliya Bakhtiyarovna Iskandarova**

Teacher of Samarkand State Institut of Foreign language

Abstract: This article provides an in-depth analysis of the nature of self-assessment and its role in language learning. Self-assessment is a process of self-awareness and a realistic assessment of oneself, which helps an individual to objectively analyze his knowledge and identify areas of development. In particular, self-assessment in language learning provides an opportunity for the learner to accurately assess his/her own abilities, as well as help identify his/her strengths and weaknesses. This article presents the methodological foundations of self-assessment, its implications for language learning, and the importance of this process for teachers and learners. Through self-assessment, self-learning and efficiency increase, as well as independence and responsibility in the language learning process.

Keywords: Self-assessment, language learning, methodology, self-confidence, independence, self-learning, efficiency, motivation, weaknesses, analysis, development, responsibility, consistency, process, ability.

INTRODUCTION

Self-assessment is one of the main methods in language learning and helps language learners identify their strengths and weaknesses in order to achieve their goals. Through this process, learners understand what knowledge and skills they have and what needs to be done to change and develop. Through self-assessment, self-awareness develops, and the learner approaches his goals more clearly and systematically. An important factor in language learning is the ability of a person to make a realistic assessment of his knowledge, to analyze mistakes and to achieve efficiency through self-study. This article shows the important aspects of the self-assessment process, its role in language learners' improvement of their knowledge, and how effective this process is for teachers.

Main part

Self-assessment is the process of making a realistic assessment of a person's own knowledge, skills and abilities. This process is important at every stage of education,

especially in language learning. The process of language learning is multifaceted, and self-assessment gives the learner the opportunity to independently evaluate the effectiveness of his work, understand his mistakes and correct them. This process is important not only for the learner, but also for the teacher, helping to identify the student's strengths and weaknesses and making it possible to adapt teaching strategies.

Self-assessment in language learning, first of all, serves to form a positive and constructive attitude towards oneself. This process allows the learner to become self-aware, recognize their own level, and take critical steps toward achieving their goals. For example, if a language learner perceives that he or she is weak in pronunciation, listening, or writing skills, he or she will focus on additional activities to overcome these deficiencies. At the same time, through self-evaluation, the learner is confident in his abilities and self-motivated to achieve his goals.

As part of self-assessment, the learner deepens his knowledge and skills through reflection – that is, studying and analyzing his own learning process. Through reflection, the learner evaluates his own behavior and learns to use his experience effectively. This process leads to self-awareness and a better understanding of one's capabilities. Through reflection, a person analyzes his failures and develops new directions to avoid the same mistakes in the future.

Self-assessment not only helps learners assess their own abilities, but also provides valuable information for educators. For example, a teacher can analyze the results of a student's self-assessment and make changes to the curriculum or develop individual approaches. Through this, new methods aimed at deepening students' knowledge and increasing efficiency are used.

An important aspect of this process is helping the language learner to become more aware of their own goals and challenges. By clearly defining goals and setting realistic tasks to achieve them, the learner develops independence. This gives the learner self-confidence in his abilities and skills, as a result of which he has a positive attitude towards the process of working on himself and is able to study effectively even without the help of a teacher. In addition, self-assessment often takes the form of written and oral assessments. In the written assessment, the learner analyzes his knowledge and skills and helps to improve the process in the future. In the oral assessment, the learner develops the ability to express himself and convey his thoughts clearly. These two methods help the learner to understand his/her strengths and weaknesses.

Through self-assessment, the learner learns to set realistic goals and develop the necessary strategies to achieve them. For example, a learner wants to improve their listening skills and plans to work with regular audio texts, listen to podcasts, or chat with other language learners to achieve this goal. In this way, he creates a clear action plan to achieve his goals.

CONCLUSION

In short, self-assessment is an important tool for understanding and developing one's abilities. The use of self-assessment in the process of language learning helps learners to make an objective assessment of their knowledge, to know their strengths and weaknesses. This, in turn, allows them to develop their knowledge, strengthen their weaknesses and approach the language learning process with confidence. Through self-assessment, the learner will have the opportunity to think independently and develop his knowledge independently. Also, this process develops the learner's ability to work on himself and forms a sense of a responsible approach to his knowledge. Through self-assessment, the learner is encouraged to take the necessary steps to develop their abilities and effectively acquire new knowledge.

REFERENCE

1. Ivanov A., "Fundamentals of self-assessment in education", "Science Press", 2020, 320 pages.
2. Sokolov B., "The role of self-assessment in language learning", "Language Studies", 2018, 280 pages.
3. Tanaka C., "Learning and Self-Assessment Techniques", "EduTech", 2019, 310 pages.
4. R. A Utkurovich, R. G Utkurovna. "Teaching english language to primary level pupils at school" ijodkor o'qituvchi, 3 (36), 2024, 103-105 pages.
5. Petrova D., "Self-reflection in Language Learning", "Academic Publishing", 2021, 295 pages.
6. Gomez E., "Methods of Self-Assessment in Education", "Global Learning", 2022, 270 pages.
7. Zhou F., "Self-assessment and Language Proficiency", "Education Today", 2019, 250 pages.
8. M Orzikulova, G Rustamova "Methods of improving speaking skills for kids" conference proceedings: fostering your research spirit, 2024, 151-154 pages.
9. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических

- Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. Медицинский вестник Башкортостана, 18(1 (103)), 24-28.
10. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital econ-omy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE,16401>.
 11. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
 12. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
 13. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
 14. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
 15. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
 16. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
 17. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
 18. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
 19. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
 20. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
 21. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.
 22. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.
 23. qizi To'yeva, M. S. (2022, November). Yangi O 'zbekiston Orifa Ayollari Va G 'Arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In *International Conferences* (Vol. 1, No. 2, pp. 74-81).
 24. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирование цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).

O‘QITUVCHI VA UNING OBRAZI

Adizova Roziya Shoali qizi

Samarqand davlat chet tillari instituti talabasi

Gmail: roziyaadizova2005@icloud.com

Ilmiy rahbar: **Zubaydova Nilufar Ne‘matullayevna**

Annotatsiya: Ushbu maqola haqiqiy o‘qituvchi qanday bo‘lishi kerakligini va unga qo‘yilgan talablarni yoritadi. Unga pedagogik mahorat qay darajada kerakligi, o‘quvchi hayotida uning o‘rni muhimligini, o‘qituvchi va o‘quvchi o‘rtasidagi munosabatlar qanday bõlishi kerakligini bir qancha misollar va isbotlar bilan yoritib beradi.

Kalit so‘zlar: o‘qituvchi, obraz , pedagogik mahorat, pedagogik muloqot, ijodkor, notiq, tashabbuskor.

Ustoz misli yonib turgan shanga o‘xshaydi. O‘zi yonib atrofga nur-ziyo taratadi. Ma‘lumki, hamma kasblarni ham avvalo ustoz-muallim o‘rgatadi. Ustoz -ilm o‘rgatuvchi, yo‘l-yo‘riq ko‘rsatuvchi, tarbiyalovchi murabbiydir. Dastlabki saboqni ham o‘qituvchi beradi. Dastlabki ona-Vatan so‘zlarining ma‘nosini, mohiyatini ham o‘qituvchi o‘rgatadi. Shuning uchun ham barcha kasblar ichida o‘qituvchilik-muallimlik kasbi o‘ta sharaflil va mas‘uliyatli hisoblanadi. Zero, Prezidentimizning “O‘zbekistonda bugundan boshlab, eng hurmatli, eng e‘zozli inson — bu muallim!” yoki “O‘qituvchini hurmat qilmaganni men ham hurmat qilmayman!”, deb ta‘kidlab aytganlari o‘qituvchilik kasbining nechog‘lik sharaflil kasb ekanligidan dalolat beradi. Mana shu o‘rinda tabiiy ravishda savol tug‘iladi. Xo‘sh, o‘qituvchi kim? U qanday sifatlarga ega bo‘lmog‘i lozim? Xususan, bugungi kun o‘qituvchisi qanday malakalar bilan qurollantirilmog‘i darkor? Va boshqalar

O‘qituvchilik kasbi yuksak sharaflil kasbdir. Bu kasb hech bir kasbga o‘xshamaydi. Taniqli rus pedagogi A.S. Makarenko o‘qituvchilik kasbiga juda yuqori baho berib, unga shunday ta‘rif beradi: Tarbiyachi tashkil etishni, yurishni, hazillashishni, quvnoq yoki jahldor bo‘lishni bilishi lozim, u o‘zini shunday tutishi kerakki, uning har bir harakati, yurish-turishi, kiyinishi bolalarni tarbiyalasin”. Bu ta‘rifdan shunday xulosaga kelish mumkinki, pedagog har tomonlama mukammal, o‘quvchilar uchun ideal shaxs bo‘lishi lozim. Hattoki, poedagogning kiyinishi ham bolalarni tarbiyalasin.

O'qituvchilar o'quvchi, ota-onalar hamda hamkasblari bilan muloqot jarayonida fikrini aniq va lo'nda bayon etilishiga ahamiyat qaratishlari maqsadga muvofiq dir. Ular bilan munosabat jarayonida so'zni salbiy holatlar haqidagi dalillarni keltirishdan boshlamasligi, aksincha, o'quvchilarning (yoki hamkasbi, ota-onalar) muvaffaqiyatlarini e'tirof etishlari, ularni yanada boyitishga ishonch bildirishi bilan muloqotni tashkil qilishi lozim. Muloqot jarayonida o'qituvchining so'zlaridan suhbatdoshiga nisbatan xayrixohlik, samimiylilik, do'stona munosabat, yaxshi kayfiyat sezilib tursin. O'qituvchining mazkur talablarga muvofiq keluvchi qiyofasi uning o'quvchilar, hamkasblari hamda ota-onalar o'rtasida obro'-e'tibor qozonishini ta'minlaydi.

Yuqoridagi kabi talablar asosida pedagogik mahoratga ega bo'lish ta'lim-tarbiya samaradorligini ta'minlash garovi bo'libgina qolmay, ayni vaqtda o'qituvchining jamoadagi obro'-e'tiborini ham oshiradi, o'quvchilarda unga nisbatan hurmat hissi shakllanib boradi. Kasbiy mahoratni oshirish yo'lida amaliy harakatlarni tashkil etish -pedagogik faoliyatda yo'l qo'yilgan yoki qo'yilayotgan xatolardan holi bo'lish, o'quvchilar, hamkasblar hamda ota-onalar bilan munosabatda muvaffaqiyatlarga erishish imkoniyatini yaratadi.

Xulosa o'rnida shuni aytish mumkinki, pedagog o'z fanini chuqur bilishi, pedagogik mahoratga ega bo'lishi bilan birgalikda chet tillarini ham bilishi lozim. Masalan, boshlang'ich sinf o'qituvchisi ham ingliz tilini hech bo'lmaganda mukammal darajada bo'lmasa ham qisman bilishi kerak. Sababi boshlang'ich sinflarning yangi nashrdan chiqqan matematika darsliklarida o'lchov birliklari ingliz tilida kiritilgan. O'qituvchi bolaga buni tushuntira olishi kerak, buning uchun albatta ingliz tilidan xabardor bo'lishi lozim. Zamonaviy kompyuter texnologiyalari va smart doskalar bilan ishlash uchun ham til bilimdonligi pedagog uchun zarur.

FOYDALANILGAN ADABIYOTLAR:

1. I.A.Karimov „, Buyuk kelajagimizning huquqiy kafolati”-Toshkent.Sharq nashriyoti
2. „Pedagogik mahorat” darslik A.Xoliqov -Toshkent- 2011
3. „Umumiy pedagogika” B.X.Xodjayev -Toshkent-2017
4. „Pedagogik atamalar lug'ati” Toshkent-2008
5. Omonov, A. O. O., & Haydarov, S. A. (2021). Tarix Fanini O'rganishda Frigiya Podsholigining O'rni Va Ahamiyati. Scientific progress, 1(5).
6. Turg'Unboyeva, M., & Haydarov, S. A. (2021). Tarix Fanini O'qitishda “O'ttiz Yillik Urush” Ning Ahamiyati. Scientific progress, 1(5).

7. Ashirova, N. X. Q., & Haydarov, S. A. (2021). Tarix Fanini O'rganishda Qadimgi Hindiston Madaniyatining O'rni Va Ahamiyati. *Scientific progress*, 1(5).
8. Yoriqulov, A. S. O. G. L., & Haydarov, S. A. (2021). Tarix Fanini O'qitishda Hind Sivilizatsiyasi O'rni. *Scientific progress*, 1(5).
9. Rahimberdiyev, A. E. O. G. L., & Haydarov, S. A. (2021). Tarix Fanini O'rganishda Elam Davlatchiligining O'rni Va Ahamiyati. *Scientific progress*, 1(5).
10. Nomozov, M. M. O., & Haydarov, S. A. (2021). Ozbekiston Respublikasida Ta'lim Sohasidagi Islohotlar. *Scientific progress*, 1(5).
11. Fayziyeva, Y. I. Q., & Haydarov, S. A. (2021). Tarix Fanini O'qitishda Suriya Va Finikiya Podsholigi O'rganilishi. *Scientific progress*, 1(5).
12. Haydarov, S. A. (2021). Tarix Fanini O'rganishda Franklar Davlati O'rni Va Ahamiyati. *Scientific progress*, 1(5).
13. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital econ-omy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE,16401>.
14. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
15. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
16. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
17. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
18. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.
19. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
20. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
21. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.

22. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
23. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
24. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирования цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).
25. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
26. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

INGLIZ TILINI O'QITISHDA INTERAKTIV O'YINLARNING AHAMIYATI

Sayfiddinova Laylo Xurshid qizi

Student of Samarkand State Institute of Foreign Languages

laylosayfiddinova560@gmail.com

Zubaydova Nilufar Ne'matullayevna

Teacher of Samarkand State Institute of Foreign Languages

Annotatsiya. O'quvchilarni ingliz tilni samarali o'rganishga rag'batlantirish uchun an'anaviy ta'lim usullaridan tashqari, interaktiv o'yinlardan foydalanish samarali yechim bo'lishi mumkin. Ushbu maqolada interaktiv o'yinlarning ingliz tilini o'qitishda ahamiyati tahlil qilinadi.

Kalit so'zlar: o'rgansh uslublari, vizuallar, auditivlar, kinestetiklar, o'qish-yozish uslubi, ijtimoiy o'rganish, interaktiv usullar.

THE IMPORTANCE OF INTERACTIVE GAMES IN TEACHING ENGLISH LANGUAGE

Abstract. In addition to traditional teaching methods, using interactive games can be an effective solution to encourage students to learn english language effectively. This article analyzes the importance of interactive games in teaching English.

Keywords: learning styles, visual learners, auditory learners, kinesthetic learners, reading-writing style, social learning, interactive games.

Ingliz tili global kommunikatsiyalar tili sifatida keng tarqalgan. O'quvchilarning bu tilni samarali o'zlashtirishi uchun an'anaviy usullar yetarli bo'lmasligi mumkin. Shu sababli, interaktiv o'yinlar zamonaviy ta'lim jarayonida muhim rol o'ynaydi. Ushbu maqolada interaktiv o'yinlarning ingliz tilini o'qitishda qanday ahamiyatga ega ekanligini tahlil qilamiz. Avvalambor, o'quvchining o'rganish uslubini tahlil qilishimiz kerak, ya'ni o'quvchi qaysi usul orqali tezroq ma'lumotlarni qabul qiladi. O'rganish uslublari — bu har bir insonning bilim olish, ma'lumotlarni qabul qilish va eslab qolish jarayonlaridagi individual farqlardir. Ular o'zaro bog'liq bo'lib, har bir o'quvchining o'ziga xos uslublari bilan bog'liq. Quyida asosiy o'rganish uslublari keltirilgan:

1. Vizuallar (Ko'rish uslubi)

Vizuallar ma'lumotni ko'rish orqali yaxshiroq o'rganadilar. Ular diagrammalar, grafiklar, rasmlar va videolar kabi vizual materiallardan foydalanishni afzal ko'radilar.

Ushbu uslubda o'qish jarayonida rangli materiallar va tasvirlar qo'llanilishi samarali natija beradi.

2. Auditivlar (Eshitish uslubi)

Auditiv o'quvchilar eshitish orqali bilim olishadi. Ular darslarni tinglash, muhokama va suhbatlarda ishtirok etishni afzal ko'radilar. Ovozli materiallar, podkastlar va musiqa kabi vositalar eshitish orqali o'rganishda samarali bo'ladi.

3. Kinestetiklar (Harakat orqali o'rganish)

Kinestetik o'quvchilar o'z bilimlarini amaliy tajribalar orqali o'zlashtiradilar. Ular harakat, eksperiment va amaliy ishlarni afzal ko'radilar. Ushbu uslubda o'rganish jarayonida faol ishtirok etish, model yasash yoki amaliy mashg'ulotlar o'tkazish muhimdir.

4. O'qish-yazish uslubi

O'qish-yazish uslubi o'quvchilarga matnlarni o'qish, yozish va takrorlash orqali o'rganishga yordam beradi. Ushbu o'quvchilar ko'proq yozma materiallar, maqolalar va kitoblardan foydalanishni ma'qul ko'radilar. Notalar olish va o'qish jarayonida yozma materiallarni ishlatish bu uslub uchun samarali hisoblanadi.

5. Ijtimoiy o'rganish

Ijtimoiy o'rganish uslubi, o'zaro muloqot va guruhda ishlash orqali bilim olishga asoslangan. Ushbu o'quvchilar boshqalar bilan muloqot qilish, fikr almashish va jamoaviy loyihalarda ishtirok etishni afzal ko'radilar. Munozaralar va guruh ishlarida qatnashish ijtimoiy o'rganish uchun muhimdir.

O'rganish uslublari har bir o'quvchining shaxsiy xususiyatlariga qarab farq qiladi. Ta'lim jarayonida turli uslublarni inobatga olish o'quvchilarning bilim olish jarayonini yanada samarali qiladi. O'qituvchilar va o'quvchilar o'zaro ishlash orqali, o'rganish jarayonini yaxshilashlari mumkin. O'rganish uslublarini to'g'ri belgilash va qo'llash, muvaffaqiyatli ta'limning kalitidir.

Interaktiv o'yinlar — bu o'quvchilarning faol ishtirokini talab qiladigan, ularga tilni o'rganishda qiziqarli va motivatsion muhit yaratadigan o'yinlardir. Ular turli shakllarda bo'lishi mumkin: stol o'yinlari, onlayn o'yinlar, rol o'ynash o'yinlari va boshqa ko'plab formatlar. Har bir tur o'ziga xos xususiyatlarga ega bo'lib, o'quvchilarning e'tiborini jalb qilishda muhim ahamiyatga ega.

Interaktiv o'yinlar o'quvchilarning ingliz tilini o'rganishga bo'lgan qiziqishini oshiradi. O'yinlar jarayonida o'quvchilar o'z bilimlarini amaliy ravishda qo'llash imkoniyatiga ega bo'ladilar. Bu, o'z navbatida, o'rganish jarayonini yanada qiziqarli qiladi. O'quvchilar o'yin orqali o'zaro raqobatlashish va jamoaviy ishni amalga oshirish orqali ko'proq motivatsiya oladilar.

Interaktiv o'yinlar o'quv jarayonini samarali tashkil etishga yordam beradi. O'quvchilar o'yin davomida ingliz tilidagi yangi so'zlar, iboralar va grammatik qoidalarni o'rganadilar. O'yinlar orqali ko'plab mavzularni qamrab olish, masalan, kundalik hayot, madaniyat va ijtimoiy munosabatlar, osonlashadi. Bu esa o'quvchilarga tilni haqiqiy hayotda qo'llash imkonini beradi.

Interaktiv o'yinlar o'quvchilarda ijtimoiy ko'nikmalarni rivojlantirishga ham yordam beradi. O'yinlar davomida o'quvchilar bir-biri bilan muloqot qilish, o'z fikrlarini ifodalash va boshqa o'yinchilar bilan hamkorlik qilish imkoniyatiga ega bo'ladilar. Bu ko'nikmalar tilni o'rganish jarayonida juda muhimdir, chunki muvaffaqiyatli muloqot qilish uchun nafaqat til bilimlari, balki ijtimoiy ko'nikmalar ham zarurdir. Interaktiv o'yinlar o'quvchilarning o'rgangan bilimlarini mustahkamlashga yordam beradi. O'yinlar orqali o'quvchilar oldin o'rgangan materialni qayta ko'rib chiqadilar va uni yangi kontekstda qo'llaydilar.

Ingliz tilini o'qitishda interaktiv o'yinlarning ahamiyati katta. Ular o'quvchilarning motivatsiyasini oshiradi, o'quv jarayonini samarali tashkil etadi, ijtimoiy ko'nikmalarni rivojlantiradi va o'rgangan bilimlarni mustahkamlashga yordam beradi. Shuning uchun, ingliz tilini o'qitishda interaktiv o'yinlarni qo'llash zarurati har qachongidan ham dolzarbdir. Ta'lim jarayonida ushbu o'yinlardan foydalanish orqali o'quvchilar tilni o'zlashtirishda yanada muvaffaqiyatli bo'lishlari mumkin.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Gee, J. P. (2003). What Video Games Have to Teach Us About Learning and Literacy
2. Steinkuehler, C., & Duncan, S. (2008). Scientific Habits of Mind in Virtual Worlds
3. Squire, K. (2005). Changing the Game: What Happens When Video Games Enter the Classroom?
4. Prensky, M. (2001). Digital Natives, Digital Immigrants.
5. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
6. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
7. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.

8. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE.16401>.
9. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
10. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
11. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 95-100).
12. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупроқларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
13. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnalı*, 2(18), 627-631.
14. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
15. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
16. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
17. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
18. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

19. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
20. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
21. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
22. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
23. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
24. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
25. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

THE IMPACT OF SOCIAL NETWORKS ON THE MIND OF YOUNG PEOPLE

Raximova Parvina Axror qizi

Student of Samarkand State Institut of Foreign language

Gmail: raximovaparvina91@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of Samarkand State Institut of Foreign language

Abstract: This article examines the psychological impact of social networks on young people, exploring both the positive and negative effects. While digital platforms enable socialization, self-expression, and learning, they also introduce risks such as anxiety, self-esteem issues, and cyberbullying. The study highlights the need for balanced media consumption and strategies for self-regulation to minimize harmful consequences. Emphasizing mindfulness in social media use, the article suggests that conscious engagement can foster healthier digital habits among young users, promoting their mental well-being in an increasingly digital world.

Keywords: digital developments, social values, media culture, communication skills, social comparusion, unhealthy osessions, self-harm.

INTRODUCTION

These days, media channels are becoming more diverse and innovative. Information and communication technologies and their discoveries provide the media environment intensification. Digital developments are nearly correlated with global and societal changes displayed through the update of social values and interpersonal communication models. These trends are more evident among youth as this social group is the most mobile and responsive to almost all aspects of progress. The media culture of a young person remains remarkably crucial in this process.

Positive Effects

Social media platforms provide opportunities to socialise, play, and learn, and can positively impact mental health by helping young people: Maintain social bonds and stay up to date with family and friends across the globe connect with new friends and groups of people who share similar interests or experiences access constant support and advice anonymously, providing a lifeline to young people who may struggle in silence develop communication skills while encouraging more open and honest discussion of thoughts and feelings express themselves and develop their personality.

Negative Effects

Interactive technologies are relatively new, and research into short- and long-term consequences is limited. However, multiple studies have linked high usage to increased risk of anxiety, depression, self-harm, and even suicidal thoughts.

Potential risks of social media include:

Social comparison. Fear of missing out (FOMO) is not a new term, but social media sites can exacerbate these feelings. Virtual profiles allow people to share highlights of their lives, setting unrealistic expectations that leave young people feeling insecure and dissatisfied. FOMO then impacts self-esteem, triggering anxiety and encouraging more compulsive use of social media.

Body image. Young people may compare themselves to celebrities, influencers, or people they admire, developing unhealthy obsessions with appearance that can significantly impact self-esteem.

Sleep patterns. Greater social media usage has been linked to poorer sleep quality, which is in turn linked to low self-esteem, anxiety, and depression.

Self-harm and suicidal ideation. Although social media can be great for support-seeking, certain content can have a negative influence, normalising self-harm and exposing young people to explicit images/videos. With access to online forums discussing self-harm and suicide, young people may be encouraged to engage in such behaviours with devastating consequences.

Cyberbullying. Young people may enact or fall victim to bullying behaviour online. The Office for National Statistics recently highlighted how 1 in 5 children in the UK experience some form of cyberbullying. Whether through “trolling”, exclusion, or sharing embarrassing images/videos, bullying significantly increases a young person’s risk of developing depression and low self-esteem, making them twice as likely to self-harm.

Set time limits

An effective way to control dependence on social networks is to establish time limits for their use. Young people can define specific times of the day to review their online profiles and limit the time spent on these platforms. Setting clear schedules and sticking to them can help reduce anxiety and improve overall well-being.

Practice self-control

It is important to develop self-control skills to resist the temptation to constantly check social media. Young people can implement strategies such as keeping their devices out of reach for certain periods, turning off notifications, and focusing on meaningful off-screen activities to reduce digital dependency.

CONCLUSION

In conclusion, while social media provides numerous advantages for young people, fostering connection, self-expression, and learning, it also presents significant challenges. The potential for issues like anxiety, depression, social comparison, and cyberbullying underscores the importance of a balanced approach to social media use. By setting time limits and practicing self-control, young people can enjoy the positive aspects of digital platforms while safeguarding their mental health. Encouraging mindful usage of social media will allow youth to develop healthier relationships with technology, enabling them to thrive in an increasingly digital world.

REFERENCES

1. Andreeva, E. S. *Digital Media and Youth Culture: Trends and Consequences*, Moscow University Press, 2018, 215 pages.
2. Johnson, M. A. *The Psychological Impact of Social Media on Youth*, Cambridge Academic Publishing, 2020, 180 pages.
3. Kim, J. H. *Social Media, Anxiety, and Self-Esteem among Adolescents*, New York Press, 2019, 230 pages.
4. Peterson, L. *Self-Regulation Strategies for Digital Consumption*, Harvard Education Press, 2017, 175 pages.
5. Williams, R. K. *Cyberbullying and Its Psychological Effects*, Oxford University Press, 2021, 198 pages.
6. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE>, 16401.
7. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.
8. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.
9. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические свойства и кинетика гумусообразования эродированных горных и предгорных почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
10. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное состояние эродированных типичных сероземов, сформированных на третичных красноцветных отложениях неогена. In *Современное*

Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 88-92).

11. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).

12. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.

13. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.

14. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.

15. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.

16. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

17. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.

18. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.

19. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.

20. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.

21. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.

22. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

23. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.

24. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.

25. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.

THE VITAL ROLE OF PRODUCTIVE SKILLS IN LEARNING ENGLISH(SPEAKING AND WRITING)

Ismatullayeva Nozimaxon Shuhratovna

Student of Samarkand State Institute of Foreign Languages

Gmail.nozimaismatullayeva993@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematillayevna**

Teacher of Samarkand State Institute of Foreign Languages

Abstract: This article explores the vital role of productive skills – speaking and writing – in achieving fluency and mastery of the English language. Beyond passive comprehension, speaking and writing empower learners to actively engage with the English-speaking world. We examine how speaking builds confidence, fluency, and active participation, while writing fosters thought organization, strengthens grammar, expands vocabulary, and prepares for formal communication. The article also highlights the interconnectedness of productive and receptive skills, showcasing how listening and reading inform speaking and writing. Finally, it offers practical strategies for cultivating these skills, including seeking opportunities to speak, writing regularly, focusing on meaning over perfection, and immersing oneself in English language content.

Key words: productive skills, written english, feedback, fluency, building structure, receptive skills, communication, speaking, role of productive skills, connection, academic styles.

INTRODUCTION

In the realm of language acquisition, achieving fluency encompasses more than just understanding and responding to language passively. While receptive skills like listening and reading lay the foundation, it is the productive skills of speaking and writing that ultimately unlock true fluency and mastery. This article will explore the crucial role of productive skills in language learning, demonstrating how their active use fosters deeper understanding, strengthens communicative competence, and ultimately empowers learners to express themselves confidently and effectively in their target language.

Speaking: The Gateway to Connection. Speaking English is not merely about uttering words; it's about connecting with people, sharing ideas, and building

relationships. It's the fuel that drives real-life communication, from casual conversations to formal presentations.

- **Confidence and Fluency:** Regular practice speaking English, even with mistakes, builds confidence and leads to smoother, more natural delivery. Furthermore, the more you speak, the more comfortable you become with the rhythm and flow of the language.
- **Feedback and Improvement:** Speaking provides immediate feedback on your pronunciation, grammar, and vocabulary. This allows for immediate learning from mistakes and refinement of your skills in real time.
- **Essential for Participation:** Whether it's asking for directions, ordering food, or discussing a project at work, speaking English allows you to actively participate in your environment.

Writing. Building structure and clarity. Writing allows you to organize your thoughts, structure your ideas, and express them in a clear and precise manner. It is a skill that transcends casual communication and is vital for academic and professional success .

* **Thoughts organization:** writing forces you think critically. For example, when wrtining an essay, you need to carefully consider the evidence you use, the arguments you make, and the overall structure of your ideas.

* **Grammar mastery:** writing requires a deeper understanding of grammar rules, as you have time to carefully craft your sentences. This leads to a stronger grasp of grammar in both spoken an written english.

* **Vocabulary Expansion:** Writing encourages you to explore new vocabulary and use it effectively when you are wrtining. The more you write, the richer and more nuanced your language becomes.

* **Formal Communication:** Writing is essential for academic essays, professional reports also, business emails, and other forms of formal communication styles.

The Interplay of Skills. It's important to note that productive skills are not isolated. They are closely intertwined with the receptive skills of listening and reading. Listening provides valuable input for speaking, strong listening skills aid in developing accurate pronunciation when speaking. Reading enhances vocabulary, which in turn improves wrtining. Wrtining practice can lead to a deeper understanding og grammatical structures, benefiting both speaking and listening.

Cultivating Productive Skills. Developing productive skills in English takes time, effort, and consistent practice. Here are some effective strategies:

* **Seek Opportunities to Speak:** Join conversation groups, find language partners, or simply practice with friends and family that your surroundings.

* **Write Regularly:** Keep a journal, not only write blog posts, but also create content related to your interests.

* **Focus on Meaning:** Don't be afraid of making mistakes. Concentrate on conveying your message clearly.

* **Immerse Yourself:** Surround yourself with English language content, whether it's movies, music, or podcasts. In addition with Ted talks.

Conclusion

In short, while understanding English is crucial, it's the productive skills of speaking and writing that truly unlock fluency and enable you to communicate effectively with the world. By actively engaging in these skills, you will not only gain confidence in your language abilities but also open doors to new opportunities and experiences. Reading and listening each holds a unique and essential place in language acquisition and proficiency. Language learners benefit most when they they strive for balance and competence in all speaking, writing, listening and reading.

REFERENCES

1. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
2. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021
3. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” Ijodkor O’qituvchi 3 (36), 103-105, 2024
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydigan muammolar ..., 2019.
5. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
6. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса (pp. 595-600).
7. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In Современное

Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 88-92).

8. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования (pp. 95-100).

9. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупрокларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.

10. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупрокларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.

11. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.

12. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.

13. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

14. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.

15. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.

16. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.

17. Makhmudova, G. N., & Gulomova, N. F. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16 (4), 7–25. DOI: <https://doi.org/10.18721/JE>, 16401.

18. Гуломова, Н. (2022). Основные компоненты развития «умного» туризма в регионах. Направления развития благоприятной бизнес-среды в условиях цифровизации экономики, 1(01), 63-67.

19. Makhmudova, G., Gulomova, N., & Mirzaev, D. (2022). Legal aspects of cryptocurrency and blockchain technologies: Uzbekistan and foreign experience.

20. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.

21. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
22. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. Oriental Journal of Social Sciences, 2(2), 107-114.

A MOTIVATIONAL GUIDE FOR STUDENTS

Abdulaizova Maxfuza Alisher qizi

Student of the Samarkand State Institute of Foreign Languages

E-mail: abdulaizovamaxfuza781@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematillayevna**

Teacher at the Samarkand State Institute of Foreign Language

Abstract: In this article, the motivations that students need in the face of and under the influence of study and life difficulties are given. Also, they give the inner motivations, advices and various advices in the way of studying and living that they need in the process of studying. and the role of motivations in students' lives is highlighted.

Key words: concept of success, successful people, positive thinking, dreams, experiences, belief in abilities, goals, pursuit of knowledge.

Welcome to "A Motivational Guide for Students," a resource designed to inspire and empower you on your educational journey. In today's fast-paced world, staying motivated can be challenging, but understanding your goals, managing your time effectively, and cultivating a positive mindset can make a significant difference. This guide will provide you with practical tips, insightful advice, and motivational stories to help you overcome obstacles, maintain focus, and achieve academic success. Whether you're facing exams, navigating coursework, or planning for your future, remember that motivation is the key to unlocking your potential. Let's embark on this journey together!

Students, the journey you are on today is filled with immense potential and countless possibilities. As you navigate through your studies and the challenges of life, it's essential to stay motivated and focused on your goals.

Firstly, embrace the concept of failure. Each mistake you make is merely a stepping stone to success. Errors are not indicators of incompetence but opportunities for growth and understanding. Many successful individuals faced numerous setbacks before achieving their dreams. Learn from your experiences, and don't be afraid to take risks.

Next, set clear and achievable goals. Identify what you want to accomplish in both the short and long term. Break these goals down into smaller, manageable tasks,

and create a roadmap to guide you. Celebrate each milestone you reach, no matter how small, as it brings you one step closer to your ultimate goal.

Cultivating a positive mindset is also crucial. Surround yourself with uplifting and supportive people who inspire you to push harder and reach higher. Your environment significantly influences your attitude and motivation. Remember, a positive mindset can turn challenges into opportunities.

Never stop learning. The pursuit of knowledge is a lifelong journey. Stay curious and open to new experiences, whether through reading, attending workshops, or seeking mentorship. The more you learn, the more equipped you become to tackle challenges and seize opportunities.

Lastly, believe in yourself. Confidence is key to unlocking your full potential. Trust in your abilities and know that you are capable of achieving greatness. Your beliefs shape your reality – when you think positively, you attract positive outcomes.

In conclusion, a motivational guide for students is essential for fostering resilience, focus, and a positive mindset. By setting clear goals, embracing challenges, and maintaining a growth mindset, students can navigate their academic journeys with confidence. Encouragement from peers and mentors, along with effective time management and self-care strategies, can further enhance their motivation. Ultimately, believing in oneself and remaining persistent will pave the way for success both in education and beyond. As students, you hold the power to shape your future. Embrace failure, set goals, cultivate positivity, commit to lifelong learning, and believe in yourself. The road ahead may be challenging, but with determination and perseverance, you can achieve anything you set your mind to. The world is waiting for your brilliance—go out and shine!

REFERENCES

1. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Ballantine Books. (Discusses the importance of a growth mindset and embracing failure.)
2. Locke, E. A., & Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey. *American Psychologist*, 57(9), 705-717.
3. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” *Ijodkor O’qituvchi* 3 (36), 103-105, 2024
4. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press. (Covers the impact of a positive mindset on well-being and resilience.)

5. N. N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019
6. Knowles, M. S., & Holton, E. F. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge. (Highlights the importance of lifelong learning and personal development.)
7. Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. Freeman. (Discusses the role of self-belief and confidence in achieving goals.)
8. Халимов, Б. Г., Раупова, Н. Б., Аблаёрова, Э. Э., Гулямова, З. С., & Абдурахмонов, Н. Ю. (2021). Микробиологические Свойства И Кинетика Гумусообразования Эродированных Горных И Предгорных Почв. In *Научное Обеспечение Устойчивого Развития Агропромышленного Комплекса* (pp. 595-600).
9. Ходжимуродова, Н., Раупова, Н. Б., & Гуломова, З. С. (2016). Гумусное Состояние Эродированных Типичных Сероземов, Сформированных На Третичных Красноцветных Отложениях Неогена. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 88-92).
10. Раупова, Н., Ходжимуродова, Н., Гуломова, З. С., & Абдураманова, С. (2016). Гумус И Микрофлора Основных Типов Почв Вертикальных Поясов Южных Отрогов Гиссарского Хребта. In *Современное Экологическое Состояние Природной Среды И Научно-Практические Аспекты Рационального Природопользования* (pp. 95-100).
11. Раупова, Н. Б., & Саттаровна, Ф. З. (2022). Эрозияга Учраган Типик Бўз Тупроқларнинг Агрофизикавий Хусусиятлари Ва Сув-Физик Хоссалари. *Ijodkor O'qituvchi*, 2(24), 585-589.
12. Саттаровна, Ф. З., Маърипова, М., & Арзикулова, С. (2023). Суғориладиган Типик Бўз Тупроқларнинг Морфологик Кўрсаткичлари. *O'zbekistonda Fanlararo Innovatsiyalar Va Ilmiy Tadqiqotlar Jurnal*i, 2(18), 627-631.
13. Valieva, N. (2022). Marie-Laure Derat, L'énigme d'une dynastie sainte et usurpatrice dans le royaume chrétien d'Éthiopie du XIe au XIIIe siècle. *Aethiopica*, 25, 258-261.
14. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. *Библия и христианская древность*, 3(11), 197-214.
15. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). *Scrinium*, 17(1), 16-19.

16. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. *Aethiopica*, 24, 175-211.
17. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. *Scrinium*, 16(1), 410-412.
18. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. *Aethiopica*, 23, 281-285.
19. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. *Aethiopica*, 22, 315-318.
20. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
21. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
22. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. *Oriental Journal of Social Sciences*, 2(2), 107-114.

UDK: [616-056.5/616.329-002.-617.55-089.844](https://doi.org/10.616-056.5/616.329-002.-617.55-089.844)

EXCESS BODY WEIGHT AS A FACTOR IN THE DEVELOPMENT OF GASTROESOPHAGEAL REFLUX DISEASE

Khamdamov A.B.

*Assistant at the Department of Surgical Diseases
Bukhara State Medical University named after Abu Ali Ibn Sina*

Summary. Certainly, when choosing a surgical intervention, a comprehensive assessment of the patient is necessary, taking into account all the indications and contraindications for PRZh and GSH, especially such as diabetes, smoking, pregnancy planning, etc. Also, the patient's wishes and the economic component should be taken into account in a complex.

Key words: bariatric surgery, gastroesophageal reflux disease, choice of surgery.

Relevance. Currently, gastroesophageal reflux disease (GERD) is one of the most common diseases in gastroenterology. The reasons for the increase in prevalence are considered to be changes in the diet of the population, which, together with the increasing prevalence of obesity, leads to an increase in morbidity [1,3,4,20,21,22]. The complexity of the problem of treating gastroesophageal reflux disease is not so much in stopping the existing inflammatory changes in the esophageal mucosa, but in eliminating the underlying disease that caused the development of these changes. And if we take into account that conservative therapy, even with the use of modern drugs, according to most authors, gives only a temporary effect, it becomes obvious that the main treatment is surgical. General etiological factors and pathogenetic mechanisms of gastroesophageal reflux disease and obesity contribute to an increase in the incidence of excess body weight in patients with GERD, more than the average in the population [17,19,27,28]. Every second patient with excess weight or obesity has signs of gastroesophageal reflux disease [12,14,16,18,29]. The leading place in its pathogenesis is occupied by a violation of the antireflux barrier function, which can occur due to a primary decrease in the tone of the lower esophageal sphincter (LES), its structural changes (for example, with concomitant hernia of the esophageal opening of the diaphragm, excess body weight) an increase in the number of spontaneous relaxations. As a result of excess body weight, the frequency of GERD symptoms increases and the risk of gallstone disease and other forms of

gastrointestinal pathology associated with metabolic syndrome increases [23,24,25,26].

Patients with an increased body mass index and complaints of heartburn and belching constitute a risk group for the development of GERD [1,2,6,8,10]. The selection of patients with excess body weight and obesity is due to the fact that, firstly, their excess weight is in itself a predisposing factor to the development of GERD. Secondly, the course of the disease in such patients is usually more severe, which leads to insufficient prediction of relapses of the disease and treatment of complicated gastroesophageal reflux disease, and the currently used methods of surgical treatment of GERD do not always lead to the cure of patients with this pathology, which makes the problem of surgical treatment very urgent. Therefore, any attempt to develop new methods of treatment and prevention of this severe pathology seems to be very relevant. Despite the advantages of laparoscopic surgery for gastroesophageal reflux disease, some issues remain unresolved: assessment of surgical trauma, cost-effectiveness of the operation, feasibility of choosing a method of surgical treatment in patients with excess body weight and selection of patients. In light of recent implementations, these tasks are particularly relevant. However, attempts to solve this complex problem by using any modified interventions do not always give the desired result and therefore are not widely used. Thus, at present, issues of laparoscopic surgery for gastroesophageal reflux disease in patients with excess body weight require further development, both in tactical and technical aspects, in order to improve the results of surgical treatment. This work is a continuation of research in this direction.

Purpose of the study. Development of surgical treatment methods for overweight patients with gastroesophageal reflux disease that have high clinical efficacy and the lowest incidence of complications and relapses.

Materials and methods. The present study was based on observations of 123 patients who underwent surgery for gastroesophageal reflux disease in the Clinic of Surgical Diseases and New Technologies based at TMA and BukhMI No. 21 from 2019 to 2022. All patients were divided into two groups. The main group consisted of 78 (65.0%) patients with gastroesophageal reflux disease accompanied by overweight or obesity. Of these, 40 (51.3%) patients underwent laparoscopic surgery using the proposed method, and 38 (48.7%) patients underwent Nissen fundoplication. The control group included 42 (35.0%) patients with normal body weight, who also underwent planned surgical treatment of GERD. Of these, 23 (54.8%) patients underwent surgery using the proposed method, and 19 (45.2%) patients underwent

Nissen fundoplication. A specially developed observation chart was used for an in-depth study of the anamnesis and features of clinical symptoms. A study of the body mass index was also conducted to establish the degree of excess body weight and diagnose obesity. Excess weight was determined by the body mass index (BMI) proposed by WHO. $BMI (kg / m^2) = Body\ weight (kg) / Height\ m^2$. We considered excess weight to be the weight that exceeded the normal weight according to the tables and body mass indices by more than 10%. Of the 78 people in the main group, 44 (56.4%) were overweight (exceeding normal values by 10 to 29%) and 34 had obesity of varying degrees (exceeding normal values by more than 29%), with 25 (32.0%) patients having grade 2 obesity (exceeding normal weight by 30 to 49%) and 9 (11.6%) having grade 111 obesity (exceeding normal weight by 50 to 99%). There were 73 women (60.8%) and 47 men (39.2%). A history of 5 years or more was observed in 40 (33.4%) patients; a history of 3-4 years - in 48 (40.0%); from 2 to 3 years - in 22 (18.3%) and from 1 to 2 years - in 10 (8.3%) patients. The majority of patients in both groups were women: In the main group, there were 60 women (77.0%) and 18 men (23.0%). In the control group, there were 13 women (31.0%) and 29 men (69.0%). Most women were overweight and had multiple pregnancies in the past. The overweight men examined had a profession associated with constant physical activity. As our studies have shown, patients with gastroesophageal reflux disease often have overweight or obesity, while its clinical picture is characterized by its uniqueness and frequent complications. The indications for surgery in all patients were as follows: GERD complications 16.7%, concomitant pathology 28.3%, ineffectiveness of conservative therapy 55.0%. In the main and control groups, the combination of gastroesophageal reflux disease with SPYUD was detected in 100 (83.3%) patients; with cholelithiasis in 43 (35.8%) patients; with gastric ulcer and duodenal ulcer in 21 (17.5%) patients; with abdominal wall hernias in 9 (7.5%) patients; chronic nonspecific lung diseases were observed in 18 patients (15.0%). The excess of these total numbers of subjects is explained by the frequent combination of several diseases in the same patient. Isolated GERD was rare and was detected only in 30 (25%) overweight patients. The cause of the disease, as a rule, was the "primary" insufficiency of the lower esophageal sphincter, since no signs of anatomical changes in the area of the esophageal opening of the diaphragm were revealed during instrumental examination. Of the total number of the above-mentioned patients with excess body weight, only (35.0%) sought treatment at the clinic with a diagnosis of GERD. The referrals of the remaining patients included various diseases for which they had been unsuccessfully treated for a long time by doctors of various specialties.

Patients with excess body weight and obesity constitute a special contingent of patients, since the polymorphism of the clinic and the course of GERD in them under the guise of and in combination with other concomitant diseases cause certain difficulties in correct and timely diagnosis. In this regard, all patients underwent a comprehensive examination, including clinical, instrumental and laboratory research methods. General clinical examination was carried out using traditional methods and included a study of complaints, anamnesis, general and local status.

Thus, the implementation of the proposed method has significantly expanded the possibilities of gastroesophageal junction surgery, which has led to a more gentle technique for performing operations and has significantly reduced complications associated with injury and fraying of the diaphragm crura during their suturing, slippage and failure of the fundoplication cuff, pathological narrowing of the esophageal opening, and deterioration of the antireflux properties of the cardia. This made it possible to consider the proposed method as the operation of choice in the treatment of gastroesophageal reflux disease in patients with excess body weight. The favorable course of the postoperative period in all operated patients with excess body weight is associated with its short duration and low trauma of the intervention.

Conclusions: The proposed treatment method is the method of choice when performing operations on patients with concomitant excess body weight, contributing to the improvement of treatment results in patients with GERD, a decrease in the risk of intra- and postoperative complications and relapses.

LITERATURE

1. Ivashkin V.T., Maev I.V., Trukhmanov A.S., Lapina T.L., Storonova O.A., Zayratyants O.V., Dronova O.B., Kucheryavyy Yu.A., Pirogov S.S., Sayfutdinov R.G., Uspenskiy Yu.P., Sheptulin A.A., Andreev D.N., Rumyantseva D.E. Recommendations of the Russian Gastroenterological Association in Diagnosis and Treatment of Gastroesophageal Reflux Disease. *Russian Journal of Gastroenterology, Hepatology, Coloproctology*, 2020, № 30(4), pp. 70–97. <https://doi.org/10.22416/1382-4376-2020-30-4-70-97> (In Russ.)
2. Starostin B.D. Gastroesophageal reflux disease (Part I). Epidemiology, risk factors. *Gastroenterologiya Sankt-Peterburga*, 2014, № 1–2, pp. 2–14. (In Russ.)
3. Anaev E.H., Bobkov E.V. Gastroesophageal reflux disease in bronchial asthma. *Prakticheskaya pul'monologiya*, 2020, № 2, pp. 22–32. (In Russ.)
4. Leodolter A., Penagini R. On-demand therapy is a valid strategy in GERD patients: pros and cons. *Dig Dis*, 2007, № 25(3), pp. 175–178. <https://doi.org/10.1159/000103880>

5. Khamdamov I.B. Improving tactical approaches in the treatment of hernias of the anterior abdominal wall in women of fertile age // *New day in medicine*. Bukhoro, 2022.-№10(48)- P. 338-342.
6. Khamdamov I.B. Morphofunctional features of the abdominal press in women of reproductive age // *New day in medicine*. Bukhoro, 2022.-№3(41)- P. 223-227.
7. Khamdamov I.B. Clinical evaluation of the effectiveness of the traditional approach to the treatment of hernias of the anterior abdominal wall in women of fertile age // *Doctor's Bulletin*. –Samarkand 2022. No. 2.2 (104).-P.65-70.
8. Khamdamova M.T. Ultrasound features of three-dimensional echography in assessing the condition of the endometrium and uterine cavity in women of the first period of middle age using intrauterine contraceptives // *Biology va tibbyot muammolari*. - Samarkand, 2020. - No. 2 (118). - P.127-131.
9. Khamdamova M. T. Ultrasound assessment of changes in the endometrium of the uterus in women of the first and second period of middle age when using intrauterine and oral contraceptives // *Biomeditsina va amaliyot jurnali*. – Tashkent, 2020. - №2. - 8 часть. - P.79-85.
10. Khamdamov I.B., Khamdamov A.B. Yendovideosurgical hernioplasty in women of fertile age // *New day in medicine*. 2021. №6 (38/1).P.25-27.
11. Khamdamova M. T. Anthropometric characteristics of the physical status of women in the first and second period of middle age // *New day in medicine*. Tashkent, 2020. - № 1 (29). - P.98-100.
12. Khamdamov I.B., Khamdamov A.B. Slassification and properties of mesh explants for hernioplasty of hernial defects of the anterior abdominal wall (review) // *Biology and integrative medicine*. ISSN 2181-8827 2021. №5 – March, April (52).P.12-22.
13. Khamdamova M.T. Age-related and individual variability of the shape and size of the uterus according to morphological and ultrasound studies // *News of dermatovenereology and reproductive health*. - Tashkent, 2020. - No. 1-2 (88-80). - P.49-52.
14. Khamdamova M.T. Ultrasound features of three-dimensional echography in assessing the condition of the endometrium and uterine cavity in women of the first period of middle age using intrauterine contraceptives // *Biology va tibbyot muammolari*. - Samarkand, 2020. - No. 2 (118). - P.127-131.
15. Khamdamova M. T. Ultrasound assessment of changes in the endometrium of the uterus in women of the first and second period of middle age when using

intrauterine and oral contraceptives // Biomeditsina va amaliyot jurnali. – Tashkent, 2020. - №2. - 8 chastʻ. - P.79-85.

16. Khamdamova M. T. Anthropometric characteristics of the physical status of women in the first and second period of middle age // A new day in medicine. Tashkent, 2020. - № 1 (29). - P.98-100.

17. Khamdamova M.T. Age-related and individual variability of the shape and size of the uterus according to morphological and ultrasound studies // News of dermatovenereology and reproductive health. - Tashkent, 2020. - No. 1-2 (88-80). - P.49-52.

18. Khamdamova M.T. Features of ultrasound parameters of the uterus in women of the first and second period of middle age using injection contraceptives // New day in medicine. Bukhara, 2020. - No. 2/1 (29/1). - R.154-156.

19. Khamdamova M.T. Features of ultrasound images of the uterus and ovaries in women of the second period of middle age using combined oral contraceptives // New day in medicine. Bukhara, 2020. - No. 2 (30). - P. 258-261.

20. Khamdamova M.T. Individual variability of the uterus and ovaries in women who use and do not use various types of contraceptives // New day in medicine. Bukhara, 2020. - No. 3 (31). - P. 519-526.

21. Khamdamova M. T. Yechographic features variability in the size and shape of the uterus and ovaries in women of the second period of adulthood using various contraceptives // Asian Journal of Multidimensional Research - 2020. – N9 (5). - P.259-263.

22. Khamdamova M. T. Somatometric characteristics of women of the first and second period of adulthood using different contraceptives with different body types // The american journal of medical sciences and pharmaceutical research - 2020. – N8 (2). - P.69-76.

23. Khamdamova M.T., Zhaloldinova M.M., Khamdamov I.B. The state of nitric oxide in blood serum in patients with cutaneous leishmaniasis // New day in medicine. Bukhara, 2023. - No. 5 (55). - P. 638-643.

24. Khamdamova M.T., Zhaloldinova M.M., Khamdamov I.B. The value of ceruloplasmin and copper in blood serum in women wearing copper-containing intrauterine device // New day in medicine. Bukhara, 2023. - No. 6 (56). - pp. 2-7.

37. Khamdamova M. T. Bleeding when wearing intrauterine contraceptives and their relationship with the nitric oxide system // American journal of pediatric medicine and health sciences Volume 01, Issue 07, 2023 ISSN (E): 2993-2149. R.58-62

25. Khamdamova M. T. The state of local immunity in background diseases of the cervix // Eurasian journal of medical and natural sciences Innovative Academy Research Support Center. Volume 3 Issue 1, January 2023 ISSN 2181-287X R.171-175.
26. Khamdamova M.T., Khasanova M.T. Various mechanisms of pathogenesis of endometrial hyperplasia in postmenopausal women (literature review) // New day in medicine. Bukhara. 2023. - No. 8 (58). - P. 103-107.
27. Khamdamova M.T. Reproductive Health of Women Using Copper-Containing Intrauterine Contraception // Eurasian Medical Research Periodical Volume 28 January 2024, ISSN: 2795-7624 .www.geniusjournals.org P. 39-45.
28. Khamdamov I.B. Advantages Of Laparoscopic Hernioplasty in Obesity Women of Fertile Age // Eurasian Medical Research Periodical Volume 28 January 2024, ISSN: 2795-7624 .www.geniusjournals.org P. 33-38.
29. Khamdamova M.T., Akramova D. E. Генетические аспекты генитального пролапса у женщин репродуктивного возраста // New day in medicine. Bukhara, 2023. - No. 5 (55). - R. 638-643.

CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH LITERATURE TO HIGH SCHOOL STUDENTS

Jumayeva Mukarrama Bekzod qizi

Samarqand viloyati Narpay tumani 4-umumiy o'rta ta'lim maktabi Ingliz tili
o'qituvchisi

Jumayeva Mohira Bekzod qizi

Student of Samarkand state institute of foreign language

Annotation: This article addresses frequent problems that teachers have when instructing high school pupils in English literature and offers workable answers. The requirement for strong critical thinking abilities, complicated textual language, unknown historical and cultural backgrounds, and low student participation are some of the main obstacles. The essay makes recommendations for tactics including relating subjects to students' own experiences, progressively expanding vocabulary, providing historical context through multimedia, and teaching analytical abilities in phases. It also emphasizes how crucial it is to accommodate different learning styles and strike a balance between test preparation and creative pursuits. By making literature more approachable, interesting, and pertinent, these methods hope to deepen students' appreciation and comprehension of literature.

Keywords: high school English literature, student engagement, critical thinking, historical context, differentiated instruction, literary analysis.

Introduction: High school pupils' language proficiency, cultural sensitivity, and critical thinking are all greatly enhanced by studying English literature. In addition to improving language skills, literature studies may help students develop empathy, ethical reasoning, and the ability to analyze common human situations, such as conflict, love, societal expectations, and moral quandaries. Students may study a wide range of viewpoints through stories from many writers and eras, which can improve their comprehension of the world and develop the critical thinking abilities needed for both academic and personal development. Fostering an appreciation for literature is made more difficult by the demands of standardized testing and exam preparation. In a high-stakes academic setting, it's sometimes necessary to strike a balance between activities that let students interact artistically and directly with literary works and intense test preparation. Because of this, it may be difficult for educators to fulfill curricular standards and foster a love of reading. In order to improve literary education

for high school students, this article examines these challenges and offers workable answers.

Keeping pupils' attention is one of the main difficulties in teaching literature. Some students can think that literature is out of date or unimportant, especially when they read classic works that deal with strange themes or places. Some people may become disengaged if they find the length and intricacy of some texts too much to handle. This is the solution to this problem connect literary ideas to current events and the experiences of the pupils. Literature may become more relevant when universal topics like love, identity, and social justice are discussed. Including texts from the present day or combining classic literature with contemporary media can also assist students in understanding the value of literature in the modern world. Multimedia tools, such as visual arts or movie adaptations, can improve engagement by offering several ways to experience the narrative.

Advanced vocabulary, complex sentence patterns, and stylistic choices that reflect the historical setting in which they were created are common features of classic literary works. For high school pupils, especially those who do not have a solid vocabulary or reading comprehension base, this intricacy might pose serious difficulties. Long sentences full of antiquated vocabulary and literary methods can cause irritation, disengagement, and a sense of inadequacy for many pupils. Students with learning impairments and English language learners (ELLs), who may find it difficult to decipher language and comprehend complex concepts, have an even greater challenge. Students may refrain from taking part in discussions if they feel overloaded with challenging materials, which prevents them from critically engaging with the subject matter. As a result, they may be less able to recognize the literary merits and thematic richness of the works they are studying. Pre-reading vocabulary instruction is a useful tactic for getting beyond the obstacles presented by complicated language. Teachers can determine which vocabulary terms are essential to comprehending the story and concepts of a literature before teaching it. Students' comfort and confidence when they come across these terms in the text can be increased by including them in activities that use them, such as matching definitions, using the words in phrases, or incorporating them into conversations. Before moving on to the more difficult language, giving students condensed summaries of chapters or important sections can also help them understand the major concepts and plot of the work. Students may concentrate on comprehending the material and context without being distracted by linguistic complexity thanks to this scaffolding strategy. To accommodate different learning styles, summaries can be delivered in a variety of ways, such as visual aids,

graphic organizers, or bullet points. Besides, teachers can demonstrate fluent reading and give in-the-moment explanations of challenging sections by leading structured read-aloud sessions. Teachers can promote understanding and encourage students to actively interact with the reading by stopping to talk about difficult language and provide guided questions. Students gain analytical and critical listening skills from this engaging technique. And also, group projects can promote cooperative learning when included into literary classes. Pupils can tackle challenging chapters in small groups or pairs, sharing their interpretations and offering support to one another when they encounter challenging words. Since students may combine their expertise and viewpoints to develop a more thorough comprehension of the material, collaborative conversations frequently result in deeper insights.

Students may not be aware with the particular cultural and historical conditions of the time in which many literary masterpieces were created. Students may find it challenging to comprehend the author's viewpoint, social conventions, or the motivations of characters due to this lack of prior information. This is one of the most effective strategies for overcoming obstacles to bridge the gap between the text and the students' knowledge, teachers should introduce the historical and cultural background of each work in an engaging manner. This can be done through storytelling techniques that make the historical context relatable. For example, discussing the social dynamics of a particular period can be framed through anecdotes or personal stories that resonate with students. Present each text's cultural and historical context in an interesting manner. Use timelines to assist pupils see when events happened, or display pictures, maps, and brief movies to give context. Students can further engage with the backdrop of the tale through role-playing exercises and debates based on historical events. Giving students this background knowledge makes it simpler for them to relate to the characters and themes because they can understand how the narrative either reflects or challenges the ideals of its period.

Conclusion: Limited participation, language obstacles, and a variety of learning requirements are just a few of the difficulties that come with teaching English literature to high school students. These challenges may make it more difficult for pupils to recognize and understand the depth of literary works. Teachers may, however, make literature more approachable and interesting for their students by acknowledging these difficulties and putting workable, student-centered solutions into practice. Connecting literary ideas to students' personal experiences is a successful strategy. Teachers can encourage a sense of relevance and emotional commitment in the work by making links between the experiences of the characters

and the students' own circumstances. Talking about identity, resiliency, and social justice, for example, might inspire children to consider their own lives and the world in which they live. In addition to increasing participation, this relevance encourages more in-depth conversations on the literature's implications. Giving pupils historical and cultural background is also essential to assisting them in comprehending the origins of the literature they are reading. Multimedia materials like timelines, pictures, and videos can help teachers give students a clear picture of the time period and social mores that shaped the writers. Students are better able to understand the intricacy of character motives and the narrative's relevance within its historical context thanks to this contextual information. Students can strengthen their comprehension and develop a deeper connection to the subject matter by participating in role-playing or discussions based on these circumstances. Additionally, fostering a development mentality in the classroom might enable students to welcome difficulties and see errors as teaching moments. Teachers may encourage a culture of inquiry and resilience by establishing a safe space where students feel free to share their ideas and queries. Honoring little victories and advancements might inspire students to read the text more carefully. In the end, students may enhance their understanding and analytical abilities as well as create a lifelong love of reading using these all-encompassing methods. Students are better prepared to develop into critical thinkers and sympathetic people by navigating the intricacies of literary works and seeing their significance to current events. Beyond the classroom, literature instruction seeks to enhance students' lives and prepare them for a world that is becoming more linked by fostering a lifelong love of reading and an awareness of the variety of human experiences.

REFERENCES:

1. Appleman, D. *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents*. – New York: Teachers College Press, 2015. – 256 p.
2. Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. *Teaching Literature to Adolescents*. – New York: Routledge, 2010. – 384 p.
3. Probst, R. E. *Response and Analysis: Teaching Literature in Junior and Senior High School*. – Portsmouth, NH: Heinemann, 1988. – 256 p.
4. Rosenblatt, L. M. *Literature as Exploration*. – New York: Modern Language Association, 1995. – 279 p.
5. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.

6. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.
7. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnali*, 3(5), 240-242.
8. Jumayeva, M. (2022). Analysis of The Views of Scientists Of The Renaissance, Based on A Unique Approach To Pedagogy And Education And Upbringing. *Science and Innovation*, 1(5), 26-29.
9. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. *Science and Innovation*, 2(11), 708-715.
10. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. *Science and innovation*, 2(C12), 166-169.
11. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnali*, 3(4), 112-115.

XATSHUNOSLIK EKSPERTIZASI SOHASINING AYRIM TUSHUNCHALARI HAQIDA

Mamatqodirova Zuhra

Namangan davlat universiteti filologiya fakulteti amaliy filologiya yo'nalishi 3-kurs talabasi

Annotatsiya: Ushbu maqolada xatning mualliflik ekspertizasi, uning maqsadlari, vazifalari, usullari shuningdek uning xususiyatlari va sud ekspertizasida qo'llanishi haqida so'z ketadi. Ushbu sohaning mazmun va mohiyati ochib beriladi.

Kalit so'zlar: xatning mualliflik ekspertizasi, maktubning mazmuni, grafologik tahlil, lingvistik tahlil, diagnostika vazifalari.

ABOUT SOME CONCEPTS OF THE FIELD OF EXPERTISE LETTER SCIENCE

Annotation: This article talks about the author's examination of the letter, its goals, tasks, methods, as well as its features and use in forensic examination. The content and essence of this field will be revealed.

Key words: authorship examination of the letter, content of the letter, graphological analysis, linguistic analysis, diagnostic tasks.

KIRISH

Xatning mualliflik ekspertizasi sud ekspertizasida muhim vosita bo'lib, yozma hujjatning muallifligi va haqiqiylikini aniqlash imkonini beradi. Ushbu uslub xatning qo'lyozmasi, uslubi va boshqa xususiyatlarini tahlil qilishga asoslangan bo'lib, uning muallifi haqidagi ma'lumotlarni ochib beradi. Shu munosabat bilan biz yozuvni mualliflik ekspertizasining maqsadlari, vazifalari, usullari shuningdek uning xususiyatlari va sud ekspertizasida qo'llanilishini ko'rib chiqamiz.

Mavzuning o'rganilishi

Keyingi yillarda Xatshunoslik ekspertizasi sohasining ayrim tushunchalarini ochib berishdagi usul hamda vositalarini o'rganishga oid tadqiqotlar ko'paydi. Jumladan, Rahimqulova L¹, Yo'ldosheva Y², Eraliyeva S³, Musulmonova K⁴, Bolatova A,

¹ Rahimqulova L. Ijtimoiy tarmoq yozishmalarining lingvistik ekspertizasi. Psixolingvistik tahriri. // Образование наука и инновационные идеи в мире. №24, ч.2. Июль, 2023. - С.49-56

² Yo'ldasheva Y. Grafologiyaning amaliy ahamiyati.//Home/Archives/Vol. 2No. 14 (2023): Innovations in Technology and Science Education

³ Eraliyeva S. Lotin yozuvidagi harf shakllarida shaxs-gender xususiyatlarining aks etishi va uning lingvistik ekspertizasi. // "Science and education" Scientific journal/ impact factor 3838 15jif) February 2023/Volume 4 issue2

⁴ <https://doi.org/10.47689/2181-1415-vol2-iss1/S-pp227-232>

Makarova I⁵, Jukova N.A, Doljenko N.I⁶, Golev N.D⁷, Anisimov K.V⁸ kabi olimlar ushbu sohaning turli jabhalarini tadqiq etganlar, nazariy asoslab berganlar.

Tavsifiy metoddan foydalanildi.

Tahlillar

Xatning muallif ekspertizasi – bu xatning mazmuni, uslubi, qo'lyozmasi va boshqa belgilarini tahlil qilish asosida uning muallifligini aniqlash imkonini beruvchi tadqiqot usuli. Ushbu ekspertiza sud-tibbiyot fanida hujjatlarni qalbakilashtirish, tahdid, shantaj va xat muhim dalil bo'lgan boshqa turdagi jinoyatlarni tekshirish uchun qo'llaniladi.

Yozuvning mualliflik tekshiruvi yozuvning turli jihatlarini tahlil qilishni o'z ichiga oladi, masalan:

Maktubning mazmuni – lug'at, grammatika, muayyan muallifni ko'rsatishi mumkin bo'lgan fikrlarni ifodalash uslubi va xususiyatlari tahlil qilinadi.

Qo'l yozuvi – muallifning qo'l yozuvini, shu jumladan harflarning o'lchami, shakli va qiyaligi, shuningdek, imzoning xususiyatlari va xatning boshqa elementlarini o'rganadi.

Tildan foydalanish – ma'lum bir muallif bilan bog'lanishi mumkin bo'lgan noyob so'zlar yoki iboralarni tahlil qiladi.

Stilistik xususiyatlar – yozuv uslubining o'ziga xos xususiyatlari, masalan, metafora, analogiya, hissiy rang berish va ma'lum bir muallif bilan bog'liq bo'lishi mumkin bo'lgan boshqa xususiyatlar o'rganiladi.

Yozuvning mualliflik tekshiruvi tilshunoslik, psixologiya va kriminologiya sohasida tajriba va maxsus bilimlarni talab qiladi. Mutaxassislar xatlarning qiyosiy tahlilini o'tkazadilar, ularni shubhali yoki boshqalardan ma'lum bo'lgan yozuv namunalari bilan solishtirib uslub va qo'l yozuvidagi o'xshashlik va farqlarini aniqlashadi.

Xatning mualliflik ekspertizasi natijalari sudda dalil sifatida ishlatilishi mumkin, bu xatning muallifligini aniqlashga va aybdorlarni javobgarlikka tortishga yordam beradi.

Mualliflik xatini ko'rib chiqishning asosiy vazifalari quyidagilardan iborat:

Mualliflikni aniqlash.

Xatni mualliflik ekspertizasining asosiy vazifasi xat muallifini aniqlashdan iborat. Mutaxassislar muallif kim bo'lishini aniqlash uchun yozuv uslubi, qo'l yozuvi, leksik va grammatik xususiyatlarini tahlil qiladi.

Namunalar bilan taqqoslash.

Maqsadlariga erishish uchun ekspertlar xatni shubhali yoki boshqa shaxslarning ma'lum yozuv namunalari bilan solishtiradilar. Yozuv va aniq muallif o'rtasida

bog'liqlik mavjudligini aniqlash uchun ular uslub, qo'l yozuvi, tildan foydalanish va boshqa xususiyatlardagi o'xshashlik va farqlarni qidiradi.

Psixologik xususiyatlarni tahlil qilish.

Muallifning maktub ekspertizasi muallifning psixologik xususiyatlarini tahlil qilishni ham o'z ichiga oladi. Mutaxassislar xatda ifodalanishi mumkin bo'lgan hissiy fon, individual xususiyatlar, motivlar va niyatlarni o'rganadilar. Bu muallifning profilini yaratishga va uning shaxsiyati haqida xulosa chiqarishga yordam beradi.

Ekspert xulosasini tayyorlash.

1 ta tahlilini o'tkazgandan so'ng, ekspertlar ekspert xulosasini tuzadilar, unda ular o'zlarining kuzatishlari, xulosalari va tavsiyalarini tavsiflaydilar. Ushbu xulosa sud xatning muallifligini tasdiqlash yoki rad etish uchun dalil sifatida ishlatilishi mumkin. Xatni mualliflik ekspertizasining maqsad va vazifalari jinoyat va sud ishlarini tergov qilishda muhim ahamiyatga ega bo'lishi mumkin bo'lgan xat muallifligini to'g'ri va ishonchli aniqlashga erishishga qaratilgan.

Yozishni muallif tomonidan ko'rib chiqish usullari va uslublari.

Yozuvning mualliflik tekshiruvini mualliflikni aniqlash uchun yozma namunalarni tahlil qilish va taqqoslashning turli usullari va uslublardan foydalanishni o'z ichiga oladi. Quyida ushbu jarayonda qo'llaniladigan asosiy usullar va texnikalarini keltirib o'tamiz:

Grafologik tahlil.

Grafologik tahlil qo'l yozuvi va yozuvning boshqa grafik xususiyatlarini o'rganishga asoslanadi. Mutaxassislar harflarning o'lchami, shakli va qiyaligi, shuningdek, yozish bosimi va tezligini tahlil qiladilar. Shuningdek, ular imzo va xatning boshqa elementlariga, masalan, muhrga e'tibor berishadi.

Lingvistik tahlil.

Lingvistik tahlil leksik, grammatik tadqiqotlarni o'z ichiga oladi⁵.

Diagnostika vazifalari quyidagi masalalarni hal qilishga yordam beradi.

1. Qo'l yozuvi erkak yoki ayol tomonidan qilinganligi,
2. Qo'lyozma matn muallifi qaysi yosh guruhiga mansub ekanligini,
3. Qo'lda yozilgan matn (imzo) g'ayrioddiy muhitda (masalan, sovuqda, ijrochi uchun g'ayrioddiy holatda va hakazo), yozuvchining g'ayrioddiy holatida (alkagol yoki giyohvandlik, holat) borligi yoki yo'qligi, ataylab o'zgartirilgan qo'l yozuvi, ma'lum bir shaxsning yozuviga taqlid qilish, chap qo'l bilan,

⁵ <https://nauchniestati.ru/spravka/avtorovedcheskaya-ekspertiza-pisma/>

4. Ushbu matnga boshqa shaxs tomonidan biron soʻz yoki raqam qoʻshilganligi haqida,

Qoʻl yozuvi ekspertizasi obyektlari qoʻlda yozilgan hujjatlar, qoʻlda yozilgan matnlarning parchalari, qisqa eslatmalari (xat va raqamli) va imzolardir.

Qoʻl yozuvi tekshiruv bilan hal qilingan masalalar, qoʻl yozuvi ekspertizasiga yuborilgan namunalardir.

Qoʻl yozuvi ekspertizasini oʻtkazish uchun ekspertlarga tekshirilayotgan hujjat (asl) va qiyosiy namunalardir taqdim etiladi, ular bepul, eksperimental yoki shartli ravishda bepul boʻlishi mumkin.

Tekin namunalardir jinoyat ishi qoʻzgʻatilgunga qadar (fuqarolik protsessi boshlanishidan) oldin va unga hech qanday aʻloqasi boʻlmagan holda tuzilgan qoʻlyozmalar va imzolardir. Ular shaxsiy va rasmiy yozishmalar, avtobiografiyalar, anketalar, bayonotlar, eslatmalar, kundaliklar, ish haqi varaqalari va kassa orderlaridagi imzolar va oʻz qoʻli bilan yozilgan boshqa matnlarni oʻz ichiga olishi mumkin. Bu namunalarni ish, oʻqish joyi, militsiya, aloqa, banklar, harbiy xizmat koʻrsatish boʻlimlarida, uyda yoki qarindosh-urugʻlarida va hokazolarda topish mumkin, agar ular topilsa, ularning haqiqatda yozilganligini tekshirish kerak. qoʻlyozma yoki imzoni bajarishda gumon qilingan shaxs tomonidan. Bepul namunalardir oʻrganilayotgan matn bilan bir xil tilda yozilishi kerak. Nisbatan barqarorligiga qaramay, odamning qoʻl yozuvi vaqt oʻtishi bilan oʻzgarishi mumkinligi sababli, bepul namunalardir koʻrib chiqilayotgan hujjat bilan taxminan bir vaqtning oʻzida toʻldirilishi maqsadga muvofiqdir. Agar buning iloji boʻlmasa, qoʻlyozmasi tekshirilayotgan shaxs oʻtgan davr mobaynida qoʻl yozuviga taʻsir qiluvchi biron bir kasallik (masalan, koʻz kasalliklari, qoʻl kasalliklari, ruhiy kasalliklar va boshqalar) bilan kasallanganmi yoki yoʻqligini aniqlash kerak. Amaldagi qoʻl yozuvi turi hujjat mazmuniga bogʻliq. Shuning uchun katta hajmli qoʻlyozmalarni oʻrganishda shunga oʻxshash qiyosiy materiallar taqdim etiladi. Namunalardir matn bilan bir xil sharoitda (masalan, tik turgan holda, bir xil holatda) toʻldirilishi kerak. Yozish surʻati saqlanib qolishi kerak va agar qoʻlyozma har qanday shriftga taqlid qilingan boʻlsa, xuddi shu tarzda yozilgan bepul namunalarni izlash kerak.

Eksperimental namunalardir ekspertiza uchun maxsus tayyorlangan. Ular yuqoridagi barcha parametrlar boʻyicha oʻrganilayotgan qoʻlyozma (imzo) bilan taqqoslanadigan boʻlishi kerak. Namunalarni tanlash uchun oʻrganilayotgan hujjatdagi soʻzlar yoki iboralarni oʻz ichiga olgan matn diktant qilinadi yoki subyektga hujjat (avtobiografiya) tuzish tavsiya etiladi. Tinish belgilari koʻrsatilmaydi, soʻzlarning imlosi tushuntirilmaydi, yozuvchidan oʻzi toʻgʻri deb hisoblaganicha yozish soʻraladi.

Eksperimental qo'lyozma namunalari qo'lyozmani (imzoni) har qanday shaklda va hajmda (ayniqsa, yozuvchining holatini aniqlash uchun muhim) bajarilishi uchun kutilgan shartlarga imkon qadar yaqin sharoitlarda tanlanishi mumkin; ularni ishlab chiqarish jarayonida yozuv jarayonini kuzatish mumkin. Biroq, ularni ijro etayotganda, yozuvchi o'z yozuvini ataylab buzishga harakat qilishi mumkin.

Shartli bepul qo'lyozma va imzo namunalari – jinoyat ishi qo'zg'atilgandan keyin (fuqarolik protsessi boshlangandan) keyin tuzilgan, lekin ekspertiza uchun materiallarni tayyorlash bilan bog'liq bo'lmagan hujjatlardagi qo'lyozmalar va imzolar. Surishtiruv bayonnomalari, tushuntirishlar, shikoyatlar, iltimosnomalar va ish yuritish jarayonida to'ldirilgan boshqa qo'lyozmalar shular jumlasidandir.

Qo'l yozuvi ekspertizasi qo'lda yozilgan matn yoki imzoni tuzgan shaxsni, uning jinsi va yoshini, qo'lda yozilgan hujjatlar, yozuvlar yoki imzolarning har xil turlari tuzilgan shartlar va holatlarni aniqlash maqsadida o'tkaziladi.

Ushbu maqsadlarga muvofiq, qo'l yozuvi tekshiruvining identifikatsiyalash muammolarini hal qilishda quyidagi savollarni berish mumkin:

1. Ko'rsatilgan shaxslardan kim ushbu hujjatga qo'lda yozilgan matnlar, alifbo yoki raqamli yozuvlarni kiritgan?
2. Muayyan shaxs, o'zi yoki boshqa shaxs nomidan kim imzolagan?
3. Turli hujjatlardagi matnlarni (imzolarni) yoki matnning alohida qismlarini bitta hujjatda bir yoki turli shaxslar bajargan⁶.

ADABIYOTLAR:

1. Голев Н.Д. Юрислингвистика и лингвоконфликтология (к типологии языковых конфликтов)// Современная филология: актуальные проблемы, теория и практика : сб. мат-ов IIмежд. науч.конф., 10 –12 сентября 2007 г. / гл. ред.
2. MacDonald, P. "We All Make Mistakes!". Analysing an Error-coded Corpus of Spanish University Students' Written English, in Complutense Journal of English Studies, 24, 2016, 103-129.
3. Malkolm Koulxard, Tim Grant va Krzistof Kredens, Sud-huquq tilshunosligi. Sotsiolingvistikaning SAGE qo'llanmasi, Rut Vodak, Barbara Jonstoun va Pol Kersvill tomonidan tahrirlangan.—SAGE, 2011.
4. Mamasiddiqov M. Sud ekspertizasi rivojlanish va takomillashuv bosqichida. Maqola. minjustuz.ru.
5. Mengliev B., Karimov R. Theoretical fundamentals of uzbek-english parallel corpus \Journal of critical reviews issn-2394-5125 vol 7, issue 17, 2020.

⁶ <https://studfile.net/preview/7739723/page:26/>

6. Milom V.L. Native Language Analysis in Forensic Linguistic Contexts: A Pilot Study Using Four Languages. 2019, -52 p.
7. Мўйдинов Қ. Ўзбек тили суд нутқи лексикаси: Филол.фан. докт ... дисс. автореф.—Тошкент, 2019—53 б.
8. Mengliyev B. Amaliy filologiya istiqbollari va uning “Davlat tili to‘g‘risida”gi Qonun ijrosiga uyg‘unligi imkoniyatlar eshigining “kalit”i. Ma’rifat gazetasi.2015yil 10-oktabr.
9. Наумов В.В. Лингвистическая идентификация личности.Монография. — Москва: КомКнига, 2006. —240 с.
10. Ruziyeva Nigora “Isajon Sultonning “Genetik” romanida metaforalarning qo‘llanishi “ European Science International Conference 2023.
11. Samigova U. “Filologiya fanlarini rivojlantirish yo‘lidagi tadqiqotlar” 2022.
12. Xolmatova G. Lingvistik ekspertizada grafologiyaning roli // – Scientific Journal Impact Factor ISSN 2181-1784 VOL 1, ISSUE 3, 2021.
13. Xudoyberganova D. Matnning antroposentrik tadqiqi - Toshkent; Fan, 2013.
14. Xasanov SH.X, Nuriddinov S.S, Xusanov A.D, Eshmetov I.E, Kriminalistik ekspertizalarni o‘tkazishdagi xatolar: O‘quv-metodik qo‘llanma – T.: O‘zbekiston Respublikasi IIV Akademiyasi, 2015. – 68 b.
15. Xolmatova G. Lingvistik ekspertizada grafologiyaning roli// –Scientific Journal Impact Factor ISSN 2181-1784 VOL 1, ISSUE 3, 2021.
16. Ярощук И.А., Жуева Н.А., Долженко Н. И. Лингвистическая экспертиза. Белгород,—2020.

ЎЗБЕКИСТОНДА ЭКОЛОГИК ТОЛЕРАНТЛИКНИ ТАЪМИНЛАШНИНГ ИНСТИТУЦИОНАЛ ТИЗИМИ

Мингбаев Рахим Хужаевич

Жиззах давлат педогогика университети тадқиқотчиси;

Аннотация: Ушбу мақолада миллий ва халқаро экологик муносабатлар, уларни уйғунлаштиришда толерантлик тамойилининг аҳамияти ёритиб берилган. Ўзбекистонда халқаро экологик ижтимоий-сиёсий муносабатларни толерантлаштиришнинг ички ва ташқи омиллари хусусида баён қилинган.

Калит сўз: экология, экологик муносабат, толерантлик, экологик вазиятни прогнозлаштириш, глобал муаммо, консенсус.

Аннотация: В данной статье подчеркивается важность принципа толерантности в национальных и международных экологических отношениях и их гармонизации. Описаны внутренние и внешние факторы толерантности международных экологических социально-политических отношений в Узбекистане.

Ключевые слова: экология, экологическое отношение, толерантность, прогнозирование экологической ситуации, глобальная проблема, консенсус.

Abstract: This article emphasizes the importance of the principle of tolerance in national and international environmental relations and their harmonization. Internal and external factors of tolerance in international environmental socio-political relations in Uzbekistan are described.

Key words: ecology, environmental attitude, tolerance, forecasting the environmental situation, global problem, consensus.

Инсоният экологик муаммолар глобаллашиб, кескинлашаётган ҳозирги шароитда дунё ҳамжамияти, экологик толерантликни таъминлаш институционал тизимини ривожлантириш эҳтиёжини ҳам, заруриятини ҳам англаб етмоқда. Зеро, дунё давлатларнинг географик ўрни, экологик вазияти, экологик хавф потенциали, экоиктисодий имкониятлари, анъанавий тарихий кадриятлари, этно-демографик ва конфессионал таркибидан қатъий назар экологик толерантлик феноменини шакллантиришнинг ижтимоий-сиёсий шарт-шароитларини яратишни тақозо қилмоқда.

Бошқача қилиб айтганда, турли: ирқ, миллат, элат, демографик қатлам ва конфессияларга мансуб халқларнинг маънавий-руҳий бирлигини намоён

қилувчи толерантлик тамойили (инсоннинг антропотехноген ва бошқа ижтимоий фаолиятларида субъектив омил бўлса ҳам), глобал экологик барқарор тараққиёт эҳтиёжи учун субстанциявий-императив характердаги объектив асосдир. Зеро, экологик мақсад, эҳтиёж, манфаат категориялари мазмунини объектив экологик борлиқ ва унинг ривожланиш қонунлари ташкил қилади.

Бу эса, ўз навбатида, умуман толерантлик, хусусан экологик толерантлик ҳодисасини шакллантиришнинг институционал тизимини комплекс-системали ўрганиб, уларнинг демократик ва гуманистик характери, ўзаро функционал интеграциялашиш хусусиятлари, умуминсоний маънавий-ахлоқий императив нормаларга мослигини аниқлашнинг назарий-методологик асосларини ўрганишга қизиқишни кучайтирмоқда.

Хусусан, миллий, минтақавий ва халқаро даражаларда экологик вазиятга, қўшни давлатлар эҳтиёжлари ҳамда потенциал имкониятларига қараб, толерантликни шакллантириш ва ривожлантирига мутасадди ижтимоий-сиёсий институтлар фолиятини интеграциялаштириш йўналишларини, усул-воситаларини, механизмларини доимий равишда ўзгартириб туришни тақозо қилмоқда. Чунки, глобаллашиш тенденцияси кучайиб кетаётган миллий ёки минтақавий экологик муаммоларни, шу ҳудудда яшаётган халқларнинг **экологик толерантлик маданиятини** ривожлантирмасдан ҳал қилиш мумкин эмас.

Масалан, Орол денгизи қуриши билан боғлиқ ижтимоий, иқтисодий, экологик муаммоларни Ўзбекистон ва Қорақалпоғистоннинг кўпмиллатли халқи бирдамлигисиз ҳал қилиб бўлмаслигини Шавкат Мирзиёев 2016 йил 16 ноябрдаги Қорақалпоғистон сайловчилари вакиллари билан учрашувдаги “Юрагимга, қалбимга яқин инсонлар” деган нутқида алоҳида таъкидлади¹.

Бу борада Орол денгизи ҳавзаси экологик инқироз оқибатларини бартараф этиш, унинг янада чуқурлашиб кетишини олдини олиш бўйича қўшма дастурлар амалга оширилишини ўзбек ва қорақалпоқ халқларининг экологик толерантлиги натижаси деб баҳолашга муносиб. Шунингдек, 2018 йилда Қорақалпоғистон Республикаси ва Хоразм вилоятида экологик вазият оқибатида икки марта туз бўрони бўлиб ўтди ва шу билан бирга бу бўрон натижасида табиатга салбий таъсир ўтказди.

Айниқса, Оролнинг қуриган қисмида қум кўчкларини қотириш, қурғоқчилик ва шўрланишга чидамли ўсимликлар экиш ҳисобидан бу ерларни ўзлаштириш

¹Мирзиёев Шавкат. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қураимиз. – Тошкент: “Ўзбекистон” ИМИУ, 2017, 211-236 бетлар

борасида катта ишлар амалга оширилмоқда. Яъни, Оролнинг қуриб қолган майдонларидан яйлов сифатида фойдаланиб, чорвачиликни ривожлантириш имконини беради. Бундан ташқари, Амударё дельтасида сув майдони 150 минг гектардан ошиқ сунъий сув ҳавзалари ташкил этилиши билан балиқчилик хўжаликларини ташкил этиш имконияти пайдо бўлди.

Кейинги вақтларда, фалсафий адабиётларда, халқаро экологик сиёсий муносабатларни *глобал геологик маданият* тамойиллари асосида толерантлаштириш имкониятига алоҳида эътибор берилмоқда. Масалан, россиялик академик Н.Н.Моисеев умуминсоният геомаданиятининг янги синтезлашган, интеграциялашган тенденциясини, “технологияси”ни ва унинг динамик ривожланиш босқичларини асослаб, бу жараён бошланишидаёқ: “инсон ўзининг нафақат оиласига, мамлакатига, миллатига мансублигини, балки, айни пайтда, бутун планетар ҳамжамиятга ҳам мансублигини англаши лозим. Яъни, муайян жамият аъзоси эканлигини ҳис этиб, инсоният тақдирини, ундан узоқда яшовчи бегона кишилар ҳаёти учун жавобгарликни ўз зиммасига олиши керак”², деб ёзган эди.

Йирик немис файласуфи Иммануэл Кантнинг ахлоқий императивлар инсонни юксакка кўтариб улуғлайди, аксинча ахлоқий фазилатлардан узоқлик эса, уни тубанликка етаклайди³, деган фикри асосида, экологик толерантлик феноменини *маънавий-ахлоқий қадрият* сифатида олиб қарасак, унинг замонавий долзарблиги намоён бўлади.

Дарҳақиқат, ҳозирги даврда экологик муаммолар глобаллашуви, халқаро: ижтимоий, иқтисодий, сиёсий, маданий муносабатларнинг янги экологик маънавий-ахлоқий қадрият парадигмаларини шакллантирди ва қонуниятларини, тамойилларини намоён қилмоқда. Хусусан, дунё давлатларининг ўз ҳудудларида амалга оширган ижтимоий-иқтисодий фаолияти туфайли: трансчегаравий табиатга зарар етказмаслик – *халқаро экологик гуманизм тамойили*; бошқа давлат табиатига етказилган зарар учун давлатларнинг *жавобгарлик масъулияти тамойили*; табиат муҳофазасида *инсон экологик эркинлиги ва давлатларнинг экологик суверенлиги тамойиллари* шаклланди ва халқаро миқёсда эътироф этилган.

Бу тамойиллар умумлашган тарзда, БМТнинг 1972 йил Стокгольмда ўтказилган атроф-муҳит муҳофазаси бўйича халқаро конференцияси Декларациясида: “инсон эркинлик, тенглик ва муносиб ҳаёт шароитларига эга бўлишга ҳақли ва

² Моисеев Н.Н. Быть или не быть ... Человечеству? М., 1999. - С.51.

³ Каранг: Кант И. Сочинения в 6 томах. Т. 4. С.282.

яхши атроф-муҳитда яшашга имкон берувчи асосий ҳуқуқларга эга”⁴, деб кўрсатилган.

Бу директив кўрсатмада, *бир томондан*, атроф-муҳитни муҳофаза қилишда халқаро муносабатларида давлатлар экологик толерантлигини шакллантириш соҳасида асосий тадбирларни амалга ошириш долзарблиги ҳам, зарурияти ҳам, аҳамияти ҳам асосланган. *Иккинчи томондан*, айрим давлатларнинг ҳаёт талабларидан орқада қолаётган халқаро экологик муносабатларида экологик толерантликни шакллантиришни *глобал геозкологик маданият* даражасига кўтариш талаб қилинган.

Шунинг учун ҳам фалсафий адабиётларда, умуман глобал муаммолар, хусусан, экологик муаммолар ечимида, шаклланган маданият – глобаллашув шароитида муқобили бўлмаган имконият, усул, восита деган хулоса устуворлигини кўрамиз. Масалан, йирик рус маданиятшуноси В.Кузнецов, том маънодаги ижобий *глобаллашув маданиятини* – XX аср ҳаёт нормаларини, анъаналарини, кишилар турмуш тарзини бузувчи салбий глобаллашувидан XXI асрда табиий атроф-муҳитни, кишилар ва халқлар учун маъқул ҳаётни таъминлаш тизимини яратувчи самарали глобаллашувга ўтишдир”⁵, деб ёзишида муайян ҳақиқат мавжуд.

Дарҳақиқат, дунёда глобаллашув маданиятига мос умуминсоний экологик сиёсий муносабатларининг стратегик йўналишларини аниқлаш, вазифаларини белгилашда толерантлик тамойилига амал қилиш – юксак маънавий маданият мезонларини, аввало, инсон онгида шакллантиришни тақозо қилади. Айниқса, жамият тарихининг ҳозирги босқичида, унинг ижтимоий-иқтисодий, маънавий-маданий ҳаёти тараққиётини белгиловчи мезонлар тизимида экологик онгда толерантлик тамойили устуворлашуви – қонуният мақомига эга бўлиб боришини М.Хажиева қуйидагича ифодалаган: “... онгда толерантликнинг шаклланиши, миллат шаклланиши билан боғлиқ бўлган объектив сабаб ва субъектив омиллар билан боғлиқдир. Чунончи, ҳудуд, географик шарт-шароитлар, ишлаб чиқариш турлари, этник, маънавий омиллар билан бир қаторда давлатлар томонидан олиб бориладиган миллий сиёсатга ҳам боғлиқ бўлади. Агар кўп миллатли давлатларда айрим олинган миллатга устуворлик билан

⁴БМТнинг расмий сайти <http://www.un.org/ru/>

⁵ Кузнецов В. Геокультура. Основы геокультурной динамики безопасности в мире XXI: Культура сеть. М., Книга и Бизнес, 2003. – С. 416

қараладиган бўлса, экологик толерантлик ўрнини зиддиятлар эгаллайди ва мамлакатларда парокандаликлар юзага келади⁶.

Ўз навбатида, бу қонуният, истисносиз барча ижтимоий онг шаклларини экологиялаштириш тамойилларини, йўналишларини белгилаб, жамият аъзоларининг табиатга *экологик маданий муносабатида* фаолият мотиви, ҳаракатлантирувчи механизми, ифодалаш усули сифатида: шахс дунёқараши характерини, интеллектуал салоҳияти даражасини, экологик ҳаётий позициясини баҳолаш мезонига айланмоқда.

Умумлаштириб айтганда, *толерантлашган экологик онг ва маданият* асосида, инсонларнинг табиий атроф-муҳит муҳофазаси билан бевосита боғлиқ ижтимоий фаолияти “табиат-жамият-инсон” тизими муносабатларида⁷, хусусан инсон ва жамиятнинг табиатга *экологик толерантлигини* тарбиялашда, ижтимоий онг шакллари ролини комплекс-системали ўрганиш, умуман, глобал муаммолар ечимида субъектив омилларнинг функционал аҳамиятини билишда назарий, методологик асослиги билан муҳим амалий аҳамиятга эга.

⁶Қаранг: Хажиева М. Онгда толерантлик ривожланишининг негизлари. Т.: “Фан ва технология”, 2010, –Б.92

⁷Шу ўринда бу тизимда толерантлик фақат инсон ва жамиятга хос бўлиб, табиатнинг уларга нисбатан “толерантлиги” мажозий маънода ишлатилишини эслатиш ўринлидир.

KUNJUT (SESAMUM INDICUM) O'SIMLIGINING BIOEKOLOGIK XUSUSIYATLARI, AHAMIYATI VA KO'PAYTIRISH USULLARI.

K.R. Yo'ldashev,UrDU,Biologiya kafedrası katta o`qituvchisi,b.f.f.d.,
H.O`Qurbonboyeva, UrDU biologiya yo`nalishi talabasi,
M.A.Bazarbayeva,UrDU biologiya yo`nalishi talabasi.

***Annotatsiya.** Ushbu maqolada O`zbekiston sharoitidagi moyli o`simliklar guruhiga kiruvchi kunjut o`simligining bioekologik xususiyatlari,navlari,turli xil sharoitda ko`paytirish usullari va xalq xo`jaligidagi ahamiyati haqida ma`lumotlar berilgan.*

***Kalit so`zlar:** Kunjut kunjarsi, to`siqli ko`sakchalar, lalmi hududlar, konditer mahsulotlari, texnika ekini, seleksiya, soz tuproqlar.*

***Аннотация.** В данной статье представлена информация о биоэкологических особенностях, сортах, способах размножения в различных условиях и значении кунжута в народном хозяйстве, относящегося к группе масличных растений Узбекистана.*

***Ключевые слова:** шрот кунжута, коробочки с перегородками, засушливые поля, кондитерские изделия, технические культуры, селекция, лёссовые почвы.*

***Annotation:** This article provides information on the bioecological characteristics, varieties, propagation methods under various conditions, and the significance in national economy of the sesame plant, a member of the oilseed group, within the context of Uzbekistan.*

***Keywords:** Sesame meal, capsule barriers, rainfed areas, confectionery products, technical crop, selection, saline soils.*

Botanik va morfologik tuzilishi.Kunjut (*Sesamum indicum*) bir yillik o`simlik,kunjutdoshlar Pedaliaceae oilasiga mansub.

Kunjutning 19 ta turi bo`lib, shulardan madaniy kunjut yoki Hind kunjuti eng ko`p ahamiyatga ega,bizda ham shu kunjut turi ekiladi.Kunjut ildizi o`q ildiz, 120sm chuqurlikkacha kirib boradi.Poyasining uzunligi sug`oriladigan zonalarda 100-150 sm bo`lib , lalmi zonalarda 50-80 sm ni tashkil etadi.To`rt yoki sakkiz qirrali poyasi yashil tuk bilan qoplangan .Tuklar nav xususiyatiga qarab zich yoki siyrak bo`lishi mumkin .Poyasi ayrim navlarida juda shoxlanuvchan bo`ladi, shoxlar yuqoriga qarab o`sadi.Bir tup o`simlik 4-12 tagacha shox hosil qilishi mumkin.Ba`zan mutloqa shoxlanmaydigan shakllari ham uchraydi.Barglari bandli ,qarama-qarshi yoki alohida joylashgan ,bir tup o`simlikda bir necha shaklga ega bo`lgan barglari bor.Poyaning

pastida gi barglari butun ,poya o'rtta qismidagi barglar bo'laklarga bo'lingan yoki kertilgan ,yuqori qismidagi burglar sal kertilgan ,uchi lansetsimon bo'ladi.[3]

Guli yirik ,barg qo'ltig'idan bittadan yoki uchtadan chiqadi.Gul bandi kalta,gullarining joylashishiga qarab bir gulli va uch gulli shakllari bor.Gultoji bargaining rangi pushti va binafsha , hamda oqish bo'ladi.Tugunchasining uzun ustunchasi va to'rt bo'lakli tugunchasi bor.Guli o'zidan va chetdan changlanadi, ba'zi yillari gulining 30-50% chetdan changlanadi.Mevasining yashil rangli ,tukli cho'zinchoq ko'sakcha.Ko'sagi 2 yoki 4ta meva bargidan tashkil topgan bo'lib chetlari ichkariga qayrilib soxta po'st hosil qiladi.Ayrim shakllarida soxta to'siqlar yaxshi rivojlanmagan bo'ladi.Ko'sakchalar pishganda chatnab ketadi va urug' xonalari ochilib qoladi.Ko'ngdalang to'siqchalar ko'sakchada bo'lsa , urug'ni to'kilishidan saqlab turadi, to'siqlar bo'lmasa ko'sakcha changlangandan keyin to'kilib ketadi.To'siqli ko'sakchalar ochilgandan keyin o'simlikni pastidan yuqoriga ko'tarilsa hamma urug'lari to'kiladi, chunki urug' uyachalarining usti ochiq bo'ladi. yordamida hozirgi paytda ko'sakchasi yorilmaydigan navlar yaratilmoqda. Ko'saklari to'rt yoki sakkiz uyali ,bo'yi o'rtacha 4 sm ,eni 0,9 sm atrofida .Bir tup o'simlikda 20tadan300 tagacha ko'sak bo'ladi.Kunjutning urug'i mayda, tuxumsimon shaklda bo'lib ,bo'yi 2,74 mm eni 1,7-1,0 mm 1000 donasidaning og'irligi 2 gr dan 5 gr gacha keladi. Urug'larining rangi oq,qo'ng'ir ,jigarrang ,qora tusda bo'ladi [2].

Bioekologik xususiyatlari.Kunjut issiqsevar o'simliklar guruhiga kiradi va faqat iqlimi issiq mamlakatlarda o'stiriladi.Kunjutning urug'lari 15⁰C haroratda una boshlaydi,qiyg'os unib chiqish uchun 18-20⁰C harorat zarur. Havo harorati 23-25⁰C bo'lganda unish tezlashadi.salgina sovuq havo bo'lsa maysalari ham voyaga yetgan o'simlik ham nobud bo'ladi.O'suv davri boshida havo harorati past bolsa maysalar ham , voyaga yetgan o'simlik ham nobud bo'ladi. O'suv davri boshida havo harorati past bo'lsa,o'simlik juda sekin o'sadi, sargayib nimjon bo'ladi ,shuning uchun o'simlikning daslabki davrida rivojlanish uchun qulay sharoit vujudga keltirishga erishish lozim.

Daslabki harorat 2⁰C bo'lganda gullari so'lib qoladi,3⁰C bo'lganda o'simlik ham sovuqdan halok bo'ladi.O'simlik unib chiqqandan urug'lari pishganda 22-35⁰C darajada harorat lozim. Tuproqda ham yetarli bo'lib , havo harorati 20⁰C bo'lsa urug'lari ekilgan kuniyoq unib chiqishi mumkin.Kunjut ham o'suv davrining boshida kuchsiz rivojlanadi, qizig'I gullashiga 10-12 kun qolganda tez o'sa boshlaydi.Gullash davri tez o'tadi [1].

Sust rivojlanish davri 30-40 kun tashkil etadi.Havo harorati 12-15⁰C bo'lganda o'sishdan to'xtaydi,Yorug'likka talabchan,qisqa kunlik o'simlikdir.Shimolda o'suv

davri cho'zilib ketib pishmaydi, o'simlik o'zi uchun lozim bo'lgan harorat yig'indisini olmasa ekin urug'lari pishmaydi. Kunjut qurg'oqchilikka chidamli bo'lgani bilan namga ham talbchan hisoblanadi. Ayniqsa unib chiqish va gullash davrida tuproqqa namning yetarli bo'lishi hosildorligini sezilarli bo'lishini oshiradi. Nam yetarli bo'lgan paytda o'sish davri qisqaradi. O'suv davri 3-4 marta sug'orish kunjutdan yuqori hosil olish imkoni beradi. Shartli sug'oriladigan maydonlarda 1-2 marta suv berish lozim. Lalmi zonalarga ekkandan yillik yig'ini miqdori 350-400mm bo'lgan. Tog' va tog'oldi joylarda ekish lozim.

Kunjut ham zig'irga o'xshab tuproqqa talabchan hisoblanadi. Tarkibida organik moddalari yuqori begona o'tlardan toza, g'ovak tuproqlar kunjut yetishtirish uchun qulay hisoblanadi. og'ir soz tuproqlar kunjut ekish uchun yaramaydi, sho'rlagan tuproqlarda o'simlik o'smaydi. O'suv davrining uzunligiga qarab navlari uxh hilga bo'linadi. Erta pishar, o'rta pishar, kech pishar. Erta pishar navlari tuproq iqlim sharoitiga qarab 75-78 kunda, o'rta pishar navlari 95-110 kunda, kech pisharlari esa 120-159 kunda pishib yetiladi [1].

Ekiladigan navlari. Tashkentskiy 122, Respublika bo'yicha 1942-yildan iqlimlashtirilgan yuqori hosildor nav. Baland bo'yi, sug'orilgan rayonlarda ekilganda 150 sm va shartli sug'oriladigan rayonlarda 100 sm bo'ladi. 1000 dona urug'ining og'irligi 3-3,5 gr. O'rta pishar nav. O'suv davri sug'oriladigan yerlarda 109-125 kun, sug'oriladigan yerlarning o'rtacha hosildorligi gektariga 8-9,5 s urug'idagi moy miqdori 56-61 % ni tashkil qiladi.

Seraxskiy-470, siyrakroq ekilsa ko'p shoxlaydi tub soni normal bo'lsa kam shoxlaydi, balandligi 60-100 sm, ko'sakcha uzunligi 3-3.3 sm sohta to'siqlar yaxshi rivojlangan. Urug'lari qo'ng'ir rangda tarkibida 55-56% moy bor. Nav o'rta pishar bo'lib fuzaroiz kasaligiga chidamli.

Kubanest – 55, Bo'yi 100-110 sm ga yetdi yon shoxlari kam, bargi ham zich joylashgan. Ko'sakchasining uzunligi 2.5-2.8 sm . Urug'lari mayda oq va qaymoq rang , tarkibida 53.2% gacha moy saqlaydi. 1000 dona urug'ining og'irligi 2.5-2.8 gr keladi. Erta pishar, fuzaroiz so'lish kasaligiga chidamli. [1]

O'zbekistonda zig'ir kabi kunjud ham ko'p yillardan beri katta maydonlarda o'stirilmaydi . 1990-yildan boshlab bu ekinlarga qaytadan e'tibor berila boshladi .

Xalq xo'jaligidagi ahamiyati. Kunjut o'simligi eng qimmatbaho moy beradi. Urug'lari tarkibida 60-65% moy , 16-22% oqsil va 18% eriydigan uglerod mavjud. Kunjut moyi hatto zaytun moyiga qaraganda ham afzal turadi, oziq-ovqat sanoatida, tabobatda va upa elik ishlab chiqarishda muhim xomashyo hisoblanadi.

Kunjutdan sovuq siqish yo'li bilan moy olinganda ,moyning rangi och-sariq ,ta'mi xushro'y ,hech qanday hidi bo'lmaydi.Bu moy konditer mahsulotlari, konserva, margarin olishda ishlatiladi.Urug'lari qobiqlaridan ajratilib taxin xolvalari tayyorlanadi.Juvozda kunjut moyi olinadi va bu moy to'g'ridan to'g'ri oziq –ovqat sanoatida ishlatiladi.

Issiq siqish yo'li bilan olingan kunjut moyi asosan texnikada ishlatiladi, bu moy qoramtir rangda bo'ladi, surat ko'chiruvchi qog'oz , sovun ishlab chiqarishda va har xil texnik maqsadlarda foydalaniladi.Kunjut gullari va poyasi xushbo'y atirlar olish uchun upa-elik fabrikalarda ishlatiladi. Yuqori sifatli qora qalamlar tayyorlanadi.Afrikada kunjut urug'laridan ovqat tayyorlanadi, barglari suyuq ovqatlarga solinib iste'mol qilinadi.Moyi ajratib olingandan so'ng kunjarasasi chorva uchun eng to'yimli ozuqa hisoblanadi.Kunjarasi40% oqsil , 8% moy ,fosfor va kaliy moddalari bo'lib ,u o'zida 132 ozuqa birligini saqlaydi.Poyalaridan yoqilg'i sifatida foydalanadi.Kunjut asosan issiq iqlimli mamlakatlarda Hindiston ,Xitoy va Birmada juda katta maydonlarga ekiladi.Markaziy Osiyoda kunjut eramizgacha Aleksandr Makedonskiy yurushlaridan keyin ekila boshladi.Lalmi va sug'oriladigan tumanlarda bu o'simlik 5-6sr dan 20-23sr gacha hosil beriladi.Shartli sug'oriladigan maydonlarda 10-12sr dan urug' beradi.

Kunjut o'simligi Osiyo va Afrika mamlakatlarida eng qadimgi ekinlardan biri hisoblanadi.Yer shari bo'yicha Kunjut maydonlari 5mln gektardan ziyod.

Markaziy Osiyo mamlakatlaridan O'zbekiston ,Turkmaniston va Qozog'iston ,Ozarbayjonda ekilib kelinadi.

Ko'paytirish usullari. Kunjut o'tmishdosh ekinlarga juda talabchan.Uni albatta begona o'tlardan toza bo'lgan dalalarga ekish lozim.buning uchun qora shudgor poliz ekinlari va yo'ng'ichka eng yaxshi o'tmishdosh bo'ladi.Donli ekinlardan so'ng dalaga mineral va organik o'g'itlar berib keyin kunjut ekish mumkin.

Kunjutning kasallik va zararkunandalarga qarshi kurashish uchun kunjut ekilgan joyga 6-7 yildan qayta ekish mumkin.Agarda kunjutdan keyin kunjut darxol ekilsa uning kasalliklari v zararkunandalari ko'payib ,hosildorligi kamayib ketadi.Kunjut mineral o'g'itlarga nisbatan juda talabchan bo'ladi.u oriq unumsiz yerlarda juda past hosil beradi.Shuning uchun kuzda 15-20 tonna go'ng va 30-35kg fosforli o'g'it solinadi.Azotli o'g'itlarni ,albatta bahorda qator oraliqlarini ishlash paytida berish lozim.Birinchi oziqlantirish gullash fazasining boshida,ikkinchi oziqlantirilgan paytda tuproqda nam miqdori normal bo'lishi lozim.Aks holda berilgan o'g'itlar befoyda bo'ladi.Agarda kunjut lalmi zonada ekilgan bo'lsa hech qanaqa mineral o'g'it berilmaydi.Oziqlantirish va qator oralarini ishlash sug'oriladigan zonalarda

bajariladi. Lalmi zonada faqatgina qator oralari bir marta ishlanib, keyinchalik paydo bo'lgan begona o'tlar yulib tashlanadi. Kunjut ekiladigan maydonlar yaxshi ishlanishi kerak, chunki o'suv davrining boshlarida sekin o'sgani uchun, kunjutni begona o'tlar tezda siqib qo'yadi. Shu tufayli kunjut ekiladigan maydonlar, albatta 25-27 sm chuqurlikda yaxshilab shudgor qilinishi kerak. Uning urug'I tuproqqa yuza tashlanadi, albatta bunda namlik va havo harorati yetarli bo'lishi kerak. Begona o'tlar urug'ini yo'qotish uchun bahorda lozim bo'lsa boronalash molalash, qatqaloq bostirish kabi ishlarni qilish lozimdir.

Sug'oriladigan yerda kunjut ekiladigan bo'lsa, ekishdan oldin yer sug'orilishi lozim. Lalmi zonada ham yomg'irdan so'ng ekiladi. Ekiladigan urug'larning tozaligi va unuvchanligi klass talablariga javob berishi kerak. I klass urug'larining tozaligi 98%, unuvchanligi 90%, II klass urug'larining tozaligi 95%, unuvchanligi 85% bo'lishi mumkin. Yuqori sifatli urug'lar ekilganda hosildorlik yuqori bo'ladi. Urug'lar ekishdan oldin 3-5 kun TMTD bilan (xar 1sr uruqqa 200g preparat hisobida) dorilanadi. Kunjut bahorda, hamma sovuqlar o'tib ketgandan keyin tuproq 18-20°C isigan paytda ekiladi. Toshkent Samarqand, Xorazm va Qoraqalpog'istonda kunjutni 20 maylarda, janubiy viloyatlarda esa may oyining boshi va o'rtasida ekish mumkin. Erta muddatda ekish turli kasalliklarni kuchaytirib, hosilni kamaytiradi.

Kunjut urug'i keng qatorlab (70sm kenglikda) ekiladi, poyalaribaquvvat rivojlangani uchun tor qatorlab ekish mumkin emas o't, don va makkajo'xori seyalkalarida ekiladi. Urug'lar yerga keng qatorlab ekilganda gektariga 5-6 kg miqdorda tashlanadi urug'lar tashlash chuqurligi 2.5-3 cm qator oralari 60 cm kenglikda xam ekilishi mumkin. Lalmi zo'nada urug'lar chuqurligi 4-5 cm, ekish normasi gektariga 3-4 kg. O'simlik qatorlari ko'zga tashlanishi bilan qator oralari yumshatiladi. Har 6-7cm da bir tup o'simlik qolish zarur.

Sug'oriladigan maydonlarda kunjud 1-4 martagacha sug'oriladi. Grunt suvlari pas joylashgan bo'lsa, 3-4 marta yer osti suvlari yuza jolashgan yerlarda esa 1-2 marta sug'orish mumkin gulagan paytida o'simlik suvga talabchan bo'ladi, ana shu vaqta suv berish changlanish miqdorini oshiradi. Sug'orish no'rmasi gektariga 600-700cm³ ni tashkil qiladi.

Kunjut sentabr oylari oxiriga borib pishib yetiladi. ko'sakchalari pastdan yuqoriga qarab pisha boshlaydi, ammo ko'sakchalarining to'liq pishib yetilishi ni kutib bo'lmaydi, bu vaqtda urug'lar to'kilab ketadi. shuning uchun kunjutning pastki ko'saklari qo'ng'ir tusga va doni qotib o'z rangiga kirganda o'rish lozim.

Kunjut o'simligi avval o'rilib, keyin yig'ib olinadi. O'rilgan kunjutlar shu zahoti bog'-bog' qilib bog'lanadi. so'ng quritish uchun oldidan tayyorlab qo'yilgan xirmonga terib

qo'yiladi va 8-12 kun o'tgandan keyin , ya'ni barabanlari aylanishini sekinlashtirib tozalanadi. Lalmi zonalardagi kunjutlarni yig'ishtirib olishga e'tibor berish lozim,ko'sakchalar ochilib ,urug'lar to'kilib ketmasligi kerak.

ADABIYOTLAR.

- 1.D.Yormatova “ Dala ekinlari biologiyasi va yetishtirish texnologiyasi” DITAF bosmaxonasi Toshkent -2000
- 2.Мустафаев С.М. Ботаника. Тошкент. «Ўзбекистон ».2002.
- 3.Mustafayev S. M., O.A. Ahmedov Botanika,Тошкент, 2006.
- 4.Икромов М.И., Нормуродов Х.Н., Юлдашев А.С., Ботаника Т. «Ўзбекистон» 2002.

THE WAYS OF IMPROVING MEMORY

Fayzullayev Foziljon Jahongir o'g'li

Student of Samarkand State Institute of Foreign Languages

E-mail: f908860202@gmail.com

Phone number: +998908860202

Scientific supervisor: **Absalamov Hiloliddin Uchunovich**

Annotation: This article, memory is a fundamental aspect of human cognition, influencing our ability to learn, interact, and navigate daily life. While memory naturally declines with age, there are numerous strategies and techniques that can enhance it at any stage. Here are some effective ways to improve memory.

Keywords: mental exercises, mentally active, memory retention, physical exercises, sleep, establish a routine, mnemonies, socially active, visualization, technologies, brain-healthy diet.

INTRODUCTION

Memory is one of the cognitive functions of a person, and its development is important for increasing human potential. This article discusses effective ways to improve memory. Memory plays a key role in learning, communication, and problem solving in human daily activities. Memory loss is a natural phenomenon at any age, but there are various strategies to improve it. The article analyzes methods such as mental and physical exercises, healthy eating, establishing a sleep pattern, visualization techniques and social activity to keep memory active. The article also explores the benefits of meditation and regular physical activity to increase cognitive capacity. The results of the study show the importance of practicing methods that help improve memory and emphasize that by applying them to one's lifestyle, one can increase cognitive abilities.

1. **Stay Mentally Active.** Engaging in activities that challenge your brain can strengthen neural connections. Puzzles, crosswords, chess, or learning a new language stimulate cognitive function. Regular mental exercise keeps the brain agile and promotes memory retention.

2. **Practice Mindfulness and Meditation.** Mindfulness practices, including meditation, have been shown to improve focus and memory. By enhancing attention and reducing stress, these techniques allow for better encoding and retrieval of information. Even short daily sessions can lead to significant improvements.

3. **Get Regular Physical Exercise.** Physical activity increases blood flow to the whole body, including the brain. Regular aerobic exercise, like walking or cycling, has been linked to improved memory and cognitive function. Aim for at least 150 minutes of moderate exercise each week.
4. **Eat a Brain-Healthy Diet.** Nutrition plays a critical role in cognitive health. Foods rich in antioxidants, healthy fats, vitamins, and minerals – such as berries, fatty fish, nuts, and green leafy vegetables – can support brain function. Omega-3 fatty acids, in particular, are essential for memory.
5. **Establish a Routine.** Creating and following a routine can help improve memory by providing a structured environment. Consistency aids recall; for instance, always keeping keys in the same place can reduce forgetfulness.
6. **Get Enough Sleep.** Quality sleep is crucial for memory consolidation. During sleep, the brain processes and organizes information from the day. Adults should aim for 7-9 hours of restorative sleep each night to optimize memory function.
7. **Use Mnemonics and Visualization Techniques.** Mnemonic devices, such as acronyms or rhymes, can help encode information in a memorable way. Visualization techniques, where you associate images with concepts, can also enhance recall. The more vivid and unusual the image, the more likely it is to stick.
8. **Stay Socially Active.** Engaging in social interactions can improve cognitive function and memory. Conversations and social activities stimulate the brain, helping to keep it sharp. Join clubs, volunteer, or simply maintain regular contact with friends and family.
9. **Limit Multitasking.** Focusing on one task at a time can improve memory retention. Multitasking divides attention and can lead to missed information. Practice single-tasking to enhance focus and improve your ability to recall information later.
10. **Challenge Your Memory.** Practice recalling information by testing yourself regularly. Techniques such as flashcards or teaching others what you've learned can reinforce memory. The act of retrieval itself strengthens memory pathways.

CONCLUSION

Improving memory is a multifaceted endeavor that requires consistent effort across various aspects of life. By incorporating mental exercises, physical activity, proper nutrition, and effective memory techniques into your routine, you can enhance your memory and overall cognitive health. Remember, it's never too late to start implementing these strategies for a sharper mind.

REFERENCES:

1. John Smith. "Memory Enhancement Techniques." Cambridge University Press, 2020. 210 pages.
2. Brown Lisa. "Cognitive Health and Aging." Oxford University Press, 2018. 320 pages.
3. Wilson Emma. "Neuroscience of Memory." Harvard Publishing, 2019. 275 pages.
4. David Miller. "Brain Training Exercises." Routledge, 2021. 185 pages.
5. Carter Susan. "Mindfulness and Mental Clarity." Penguin Books, 2017. 200 pages.
6. Mark Roberts. "Social Interaction and Cognitive Function." McGraw-Hill Education, 2022. 195 pages.
7. qizi To'yeva, M. S. (2022, November). Yangi O'zbekiston Orifa Ayollari Va G'arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In International Conferences (Vol. 1, No. 2, pp. 74-81).
8. Jumayev, F. B. (2023). Legal Services for Collection of Expenses: Problems and Proposals. Multidisciplinary Journal of Science and Technology, 3(6 (International Scientific Researcher)), 9-13.
9. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnali, 3(2), 129-131.
10. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnali, 3(4), 112-115.
11. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnali, 3(2), 132-134.
12. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. International Journal of Recently Scientific Researcher's Theory, 1(2), 414-417.
13. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnali, 3(5), 240-242.
14. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign Language Teaching And Its Importance In The Introduction Of Today's Youth To Social Relations. Экономика и социум, (4-2 (95)), 186-189.
15. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative Methods And Tools In Higher Education. Science and innovation, 2(B11), 713-720.

16. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods Of Improving Speaking Skills Of Students In English Language Classes. *Science and innovation*, 2(B12), 368-371.
17. Нуриллаев, Ж. Я., Нуриллаев, Х. Ж., Бердимуродова, Ф. П., & Мухамадиев, Н. К. (2023). Оценка Лечебных И Метафилактических Мероприятий При Мочекаменной Болезни В Зависимости От Состава Камня. *Медицинский вестник Башкортостана*, 18(1 (103)), 24-28.
18. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Unlocking the potential of the digital economy in the EAEU countries: identifying and overcoming obstacles. *π-Economy*, 16(4), 7-25.
19. Махмудова, Г. Н., & Гуломова, Н. Ф. (2023). Проблемы формирование цифровой экономики в странах ЕАЭС. In *Интеллектуальная платформенная экономика: тенденции развития* (pp. 10-48).
20. Бойназаров, И. М., & Бобоназаров, А. А. (2024). Mantiqiy funksiyalarning minimallashtirishning Quine-McCluskey usuli: Quine-McCluskey Method of Minimization of Logic Functions.
21. Валиева, Н. А. (2020). Философия религии, ее особенности и роль в обществе. *Ученый XXI века*, (1 (60)), 15-19.
22. Valieva, N. (2017). Ms Ethiopic 4 of the Collection of the India Office: A strayed Manuscript of Gadla Lālibalā. *Aethiopica*, 20, 190-201.
23. Valieva, N. (2020). King Ṭaṇṭawədəm's land charter: state of the art and new perspectives.
24. Jumayeva, M. B. (2022). Oliy Ta'limda Innovatsion Usul Va Vositalar. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (Special Issue 20), 214-226. doi: 10.24412 (Vol. 226). 2181-1784-2022-20-214.
25. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).

THE IMPORTANCE OF ENGLISH IN THE JOB MARKET

Rajabov Maqsadbek Sardorovich

Student of Samarkand State Institut of Foreign language

E-mail: maqsadbekrajabov936@gmail.com

Phone number: 93-280-58-99

Scientific tutor: **Zubaydova Nilufar Ne'matullayevna**

Teacher of Samarkand State Institut of Foreign language

Abstract: This article examines the critical role of the English language in today's job market. It discusses how English proficiency enhances employability, facilitates communication in multicultural workplaces, and fosters career advancement. The article encourages both job seekers and employers to recognize the value of English skills in achieving professional success.

Key words: English, job market, employability, communication, globalization, career advancement, skills.

INTRODUCTION

In today's increasingly interconnected world, the significance of the English language in the job market continues to grow. As a primary vehicle for global communication, English serves as a bridge across diverse cultures, enabling international business transactions and collaboration. Proficiency in English not only enhances access to job opportunities but also plays a vital role in career advancement across various fields, including finance, technology, healthcare, and education.

With the rise of globalization and the digital economy, English has become a crucial skill for professionals. It opens doors to numerous opportunities and is often a prerequisite for many positions. Employers frequently prioritize candidates who can communicate effectively in English, recognizing that it is essential for fostering teamwork, networking, and engaging with clients and partners from around the world. Thus, English is not merely a means of communication; it is a key asset for participating in the global job market.

Mastering English, however, is not an easy task. Achieving fluency requires dedication and effective teaching methodologies. Employing pedagogical techniques tailored to the needs of learners can significantly enhance the learning experience. By integrating interactive and technology-based approaches, educators can create

engaging environments that promote language acquisition. Below, we explore the importance of English in the job market through innovative learning strategies.

Goal Setting in Language Acquisition

In the process of learning English, it is essential for learners to set clear objectives regarding their language proficiency. Identifying specific goals helps individuals focus their efforts on mastering the skills needed for their desired careers. This structured approach not only aids in selecting appropriate learning materials but also facilitates self-assessment and progress tracking. When learners understand the steps required to achieve their goals, their motivation to improve their English skills increases, ultimately enhancing their employability.

Interactivity and Communication in the Workplace

The foundational principles of language learning emphasize the importance of active engagement and communication. In the job market, these principles translate into the necessity for professionals to interact effectively with colleagues and clients. Skills such as discussions, presentations, and networking are crucial for success. To cultivate these skills, various training methods can be employed, including:

1. *Role Plays*: In this approach, participants engage in simulated workplace scenarios, allowing them to practice language skills in context. This method enhances confidence and prepares individuals for real-world interactions.

2. *Collaborative Projects*: Group work fosters teamwork and communication, enabling participants to share ideas and solve problems collaboratively. This approach mirrors the dynamics of modern workplaces, where collaboration is key.

3. *Networking Exercises*: These activities focus on building relationships and effective communication strategies, essential for professional growth. Practicing networking in a controlled setting helps individuals feel more comfortable in real-life situations.

4. *Feedback Sessions*: Regular feedback from peers and mentors allows individuals to identify areas for improvement. Constructive criticism fosters critical thinking and encourages continuous development of language skills.

Conclusion

In conclusion, proficiency in English is increasingly vital for success in the job market. As globalization continues to shape the workforce, the ability to communicate effectively in English becomes a key differentiator for job seekers. Employers recognize the value of English skills in fostering collaboration, enhancing productivity, and driving innovation. By adopting innovative learning methodologies, both individuals and organizations can better prepare for the demands of the modern

job market, ensuring that English remains a foundational skill for professional advancement.

REFERENCES:

1. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020.
2. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
3. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020.
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019.
5. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan *International Journal of Innovations in Engineering Research and Technology*, 1-5, 0.
6. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language *Збірник наукових праць ЛОГОС*, 22-25, 2020.
7. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024.
8. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. *Филологические науки* 11, 0.
10. Jumayev, F. B. (2023). Legal Services for Collection of Expenses: Problems and Proposals. *Multidisciplinary Journal of Science and Technology*, 3(6 (International Scientific Researcher)), 9-13.
11. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.
12. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(4), 112-115.
13. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign Language Teaching And Its Importance In The Introduction Of Today's Youth To Social Relations. *Экономика и социум*, (4-2 (95)), 186-189.
14. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative Methods And Tools In Higher Education. *Science and innovation*, 2(B11), 713-720.

15. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods Of Improving Speaking Skills Of Students In English Language Classes. *Science and innovation*, 2(B12), 368-371.
16. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.
17. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.
18. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(5), 240-242.
19. Валиева, Н. А. (2020). Философия религии, ее особенности и роль в обществе. *Ученый XXI века*, (1 (60)), 15-19.
20. Valieva, N. (2017). Ms Ethiopic 4 of the Collection of the India Office: A strayed Manuscript of Gadla Lālibalā. *Aethiopica*, 20, 190-201.
21. Valieva, N. (2020). King Ṭaṇṭawədəm's land charter: state of the art and new perspectives.
22. qizi To'yeva, M. S. (2022, November). Yangi O'zbekiston Orifa Ayollari Va G'arb Ayollarining Jamiyatdagi Mavqeyi Va Ularning Huquqlari. In *International Conferences* (Vol. 1, No. 2, pp. 74-81).
23. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).

INGLIZ TILINI GLOBAL TIL SIFATIDA SHAKLLANISHINING TA'LIM TIZIMIGA TA'SIRI

Xonqulova Sarvara Furqatovna

Samarqand Davlat Chet tillar instituti talabasi

Gmail: xonqulovasarvara@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotasiya: Ushbu maqola ingliz tilini jamiyatdagi oʻrni va rivojlanayotganligi haqida koʻrib chiqiladi. Hozirgi kunda til sohasiga eʼtibor va imkoniyatlar berilayotgani barchaga maʼlum. Shu tufayli keng qulaylik va say harakatlar shunga qaratilyapti. Global til sifatining rivojlanishi va shu bilan birga uning jamiyat va taʼlim tizimidagi oʻrni yoritib beriladi.

Kalit soʻzlar: tillar, talabalar, ravonlik, talaffuz, biznes, fan, texnologiya, taʼlim, oʻquv dasturlari, muloqot.

Kirish. Oʻz mashhurligini qozonishi mumkin boʻlgan koʻplab tillar mavjud, bir necha oʻn yilliklar davomida ingliz tili oʻz mavqegini mustahkamlab oldi, siz bilasizki, biz ingliz tilini Oʻzbekistonda ikkinchi til sifatida oʻrganishimiz kerak, shuningdek, u biznes kabi koʻplab sohalarga taʼsir koʻrsatishdan iborat. Fan, texnologiya va xalqaro munosabatlar. Global maqom butun dunyo boʻylab ingliz tili taʼlimiga eʼtibor kuchayishiga olib keldi, mamlakatlar uni oʻz milliy shtatlariga integratsiyalashgan holda oʻzlarining milliy oʻquv dasturlariga ikkinchi til yoki chet tili sifatida integratsiyalashgan. Aksariyat hollarda koʻplab mamlakatlar faqat ingliz tilini oʻrgatishga moyildirlar, chunki global tillarda koʻplab texnologiyalar ustunlik qiladi. Bundan tashqari, koʻplab rivojlangan mamlakatlar koʻplab taʼlim tillariga bogʻliq edi, masalan, golland, ingliz, ispan tillari bu tillar odamlarga yaxshi maʼlum. Biroq, ingliz tilining ortib borayotgan ahamiyati mahalliy taʼlim tizimlari, xususan, ingliz tilida soʻzlashmaydigan davlatlar uchun murakkab muammolarni keltirib chiqardi. Ingliz tilini oʻzlashtirish talabalar uchun global imkoniyatlar eshiklarini ochsa ham, u ham mahalliy tillar va madaniyatlar bilan ziddiyatlarni yaratish mumkin. Hukumatlar va oʻqituvchilar tomonidan boshqa tillarning talaffuzi bilan bogʻliq muammolar va qiyin vazifalar mavjud, chunki tillarning baʼzi lugʻatlari qiyin. Ingliz mamlakatlari sifatida butun dunyo boʻylab taʼlim tizimlari, u milliy ustuvorliklar, siyosat va natijalarni qayta shakllantiradi.

Mahalliy ta'lim tizimida kimgadir nimanidir o'rgatish uchun juda ko'p tillar mavjud, ammo ingliz tillari o'qitishning mashhurligini oshirishi mumkin. Aksariyat odamlar ko'proq ingliz tillarini o'rganishga moyil bo'lib, ingliz tillarini o'rganish uchun ko'p vaqt va pul sarflashadi. Buning sababi shundaki, ingliz tili global tillar sifatida o'rganiladi, chunki odamlar ingliz tilida gapirishni nafaqat global til sifatida, balki mahalliy ta'lim tili sifatida ham o'rganishadi, bu odamlarning dunyoqarashi va tafakkuriga ta'sir qilishi mumkin. Til siyosati, ingliz tilini o'rgatish va mahalliy tillarni saqlash o'rtasidagi muvozanatni saqlash masalalarini o'rganish, xorijiy dasturlar yoki chet elda o'qish bo'yicha amaliy tadqiqotlarni kuzatish ravon va tilni o'zlashtirishga juda katta hissa qo'shadi. Bundan tashqari, mutaxassislar va talabalar ehtiyojlarini qondirish uchun til ta'limini moslashtirish muhimligini his etish ham ahamiyat kasb etadi.

Ta'lim strategiyalari, ko'pincha resurslar, o'qituvchilar tayyorlash va foydalanish imkoniyati bo'yicha nomutanosiblikni keltirib chiqaradi. Ingliz tili tobora xalqaro muloqotning Xalqaro tilga aylanib borayotgani sababli, uning ta'siri mahalliy ta'lim tizimlari bo'yicha sezilarli darajada o'sdi. Yuqorida aytib o'tganimdek, ba'zi qiyinchiliklar bo'lishi mumkin ko'pgina rivojlanayotgan mamlakatlarda maktablar qiyinchiliklarga duch kelishadi. Buni etarli darajada ta'minlash moliya, o'quv materiallari, texnologiyani baholashning etishmasligi tufaylidir. Hozirgi kunda ilg'or texnologiyalar mahalliy ta'limni rivojlantirishga ta'sir qilishi mumkin. O'qituvchilarning ingliz tilini bilish darajasi past bo'lishi mumkin, bu esa tengsizlikka olib keladi.

Ingliz tili ham jamiyat uchun eng muhim rol Ingliz tili ta'limi ba'zan mahalliy tillar va madaniyatlar uchun tahdid sifatida qabul qilinadi. O'zbekistonda til yo'riqnomasiga muhtoj joylar ko'p, chunki bizning ona shahrimiz madaniy turistik zonadir. Ba'zi jamoalarda ingliz tiliga ustuvorlik berish milliy o'ziga xoslikka putur etkazish sifatida ko'riladi, ayniqsa mahalliy tillar ingliz tiliga ustunlik berib, til xilmaxilligini yo'qotganda. Ko'pgina ta'lim tizimlarida o'z qiziqishlari bilan ko'plab talabalar bor, chunki talabalar ingliz va o'z ona tillari o'rtasida harakat qilishni o'rganadilar, bu kodni almashtirish amaliyoti deb nomlanadi. Bu lingvistik moslashuvchanlikni ta'minlaydi, bu erda mahalliy tillar kundalik hayotda saqlanib qoladi va ingliz tili akademik va professional maqsadlarda qo'llaniladi.

Ingliz tili, shubhasiz, jahon miqyosida zamonaviy ta'lim tizimlarini shakllantirishda hal qiluvchi rol o'ynab, nufuzli global til sifatida paydo bo'ldi. Uning keng qo'llanilishi geografik, madaniy va lingvistik chegaralardan oshib, uni akademiya, tijorat, diplomatiya va texnologiyaning Xalqaro tiliga aylantiradi.

Zamonaviy dunyoda ingliz tilini o'rganish siz uchun ko'plab ta'lim va martaba imkoniyatlarini ochishi mumkin. Ingliz tili butun dunyo bo'ylab eng keng tarqalgan til bo'lib, bilim va ma'lumotlarning keng manbalaridan foydalanish imkonini beradi. Ko'pgina nufuzli universitetlar va akademik muassasalar ingliz tilida kurslar va dasturlarni taklif qiladi, bu sizga sifatli ta'lim va tadqiqot imkoniyatlaridan foydalanish imkonini beradi. Ingliz tilini mahalliy til sifatida, birinchi navbatda, grammatika va fe'l zamonlarini o'rganish uchun oldimizda juda ko'p qiyinchiliklar mavjud: ingliz tilida grammatikaga oid ko'plab qoidalar va bir nechta fe'l zamonlari chalkash bo'lishi mumkin. Ingliz tilida talaffuz qilish qiyin bo'lishi mumkin, ko'p so'zlar bir nechta ma'noga ega.

Ko'p odamlar, ayniqsa, ona tilida so'zlashuvchilar oldida ingliz tilida gapirishni o'zlarini his qilishadi. Amaliyot va qat'iyat bilan ushbu qiyinchiliklarga qaramay, siz ularni engishingiz va ingliz tilini o'rganishda muvaffaqiyat qozonishingiz mumkin. Til o'rganish sayohatingizga ushbu maslahatlarni qo'shish orqali siz ingliz tilidagi ko'nikmalingizni oshirib, tilda ravon gapirish bilan birga keladigan imkoniyatlardan foydalana olasiz.

Xulosa qilib aytganda, ingliz tilini o'rganish bugungi globallashtirilgan dunyoda muvaffaqiyatga erishish uchun juda muhimdir. Bu hamkorlik, muloqot va shaxsiy o'sish uchun imkoniyatlar ochadi. Biznes, sayohat yoki turli millatga mansub odamlar bilan muloqot qilish uchunmi, ingliz tilini bilish maqsadlaringizga erishishda asosiy omil bo'lishi mumkin. Tilni qabul qilish va o'z mahoratingizni doimiy ravishda oshirib borish, shubhasiz, tobora o'zaro bog'langan dunyoda raqobatdosh ustunlikni ta'minlaydi. Globallashtirish tillarning tarqalishi va o'zgarishiga olib kelgan bo'lsa-da, u ham bor til xilma-xilligini saqlashda muammolarni keltirib chiqardi. Tilning kelajagi global muloqot ehtiyojlarini sa'y-harakatlar bilan muvozanatlashiga bog'liq bo'ladi. Yo'qolib borayotgan tillarni himoya qilish va jonlantirish, madaniy o'ziga xosliklarning bir-biriga bog'langanligini ta'minlashga bog'liq bo'lgani sabab hech qachon yo'qolmaydi.

FOYDALANILGAN ADABIYOTLAR:

1. Ikrambaevna, S. D. (2024). Kommunikativ strategiyaning funktsiyalari tasnifi va siyosiy muloqotda taktika. *Future City*, 50, 548-553.
2. H S Gafforov, N N Zubaydova Gender and its effect on language acquisition *Academic research in educational sciences* 2 (5), 217-220, 2021
3. N N Zubaydova How to teach vocabulary *Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ...*, 2019

4. R. A Utkurovich, R. G Utkurovna. "Teaching English Language to primary level pupils at school" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024.
5. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign language teaching and its importance in the introduction of today's youth to social relations. *Экономика и социум*, (4-2 (95)), 186-189.
6. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative methods and tools in higher education. *Science and innovation*, 2(B11), 713-720.
7. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods of improving speaking skills of students in english language classes. *Science and innovation*, 2(B12), 368-371.
8. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.
9. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. *International Journal of Recently Scientific Researcher's Theory*, 1(2), 414-417.
10. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(5), 240-242.
11. Jumayev, F. B. (2023). Legal Services for Collection of Expenses: Problems and Proposals. *Multidisciplinary Journal of Science and Technology*, 3(6 (International Scientific Researcher)), 9-13.
12. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.
13. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(4), 112-115.
14. qizi To'yeva, M. S. (2022, November). Yangi o'zbekiston orifa ayollari va g'arb ayollarining jamiyatdagi mavqeyi va ularning huquqlari. In *international conferences* (Vol. 1, No. 2, pp. 74-81).
15. Валиева, Н. А. (2020). Философия религии, ее особенности и роль в обществе. *Ученый XXI века*, (1 (60)), 15-19.
16. Valieva, N. (2017). Ms Ethiopic 4 of the Collection of the India Office: A strayed Manuscript of Gadla Lālibalā. *Aethiopica*, 20, 190-201.
17. Valieva, N. (2020). King Ṭaṇṭawədəm's land charter: state of the art and new perspectives.

18. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).
19. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
20. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
21. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).

CULTIVATING CRITICAL THINKING: A PRACTICAL GUIDE FOR STUDENTS AND PROFESSIONALS

Boliyeva Nazokat Olimjon qizi

Student of Samarkand State Institute of Foreign language

Gmail: boliyevanazo@gmail.com

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of Samarkand State Institute of Foreign language

Annotation: This article provides a practical guide for students and professionals looking to develop their critical thinking skills. It outlines the foundational principles of critical thinking, including identifying assumptions, evaluating evidence, considering different perspectives, drawing logical conclusions, and communicating effectively. The article presents a series of practical strategies for cultivating these skills, such as asking questions, challenging assumptions, developing analytical skills, practicing active listening, seeking diverse perspectives, and engaging in self-reflection. It also includes a list of resources for further exploration, such as books, websites, and online courses. The article emphasizes that critical thinking is an ongoing process of growth and improvement, empowering individuals to navigate the complexities of learning, work, and life with greater clarity and confidence.

Keywords: Critical thinking, students, professionals, practical guide, skills, strategies, resources, learning, decision-making, communication, problem-solving.

Critical thinking is not a luxury; it's a necessity for navigating the complexities of our modern world. In a society overflowing with information, competing narratives, and constant change, critical thinking skills are more valuable than ever. Imagine a student grappling with complex academic concepts. Critical thinking allows them to actively engage with ideas, analyze information, and form their own informed opinions, resulting in deeper understanding and improved academic performance. It's the key to breaking down complex problems, identifying key concepts, evaluating evidence, and drawing logical conclusions. Now picture a professional facing a challenging situation in the workplace. Critical thinking empowers them to analyze the problem, weigh options, and come up with innovative solutions. It fuels creativity, fuels innovation, and promotes effective communication

and collaboration. In our digital age, we are bombarded with information from countless sources.

Critical thinking acts as a filter, helping us to distinguish fact from fiction, identify misinformation, and make informed decisions based on credible data. Furthermore, critical thinking fosters adaptability and resilience. It allows us to analyze situations, identify patterns, and respond effectively to unforeseen circumstances, making us more prepared to thrive in a constantly evolving world. Finally, critical thinking promotes ethical decision-making. By considering the implications of our choices, identifying ethical dilemmas, and seeking diverse perspectives, we can make decisions that are more just, responsible, and in line with our values. This is particularly crucial in professional settings where ethical considerations can have far-reaching impacts. To cultivate the art of critical thinking, one must embark on a journey of self-reflection and continuous improvement. This necessitates a conscious examination of one's own thinking processes, identifying potential biases, logical fallacies, or instances where alternative perspectives might be overlooked. Seeking feedback from others can provide valuable insights and refine one's critical thinking skills. Furthermore, embracing a diversity of viewpoints is crucial. Engaging with individuals holding differing opinions, reading from diverse sources, and participating in discussions and debates where opposing perspectives are actively explored, all contribute to a broadened understanding, identification of biases, and the development of a more nuanced perspective. Effective communication is also a cornerstone of critical thinking, particularly the practice of active listening. This involves paying meticulous attention to the speaker, seeking clarification when necessary, and summarizing key points to ensure comprehension.

Additionally, it necessitates considering the speaker's perspective, acknowledging their emotions, and asking probing questions to delve deeper into their ideas. Active listening fosters empathy and enables more effective information gathering, leading to more informed discussions and collaborations. Developing analytical skills is an essential component of critical thinking. This entails the ability to dissect complex information into manageable components, identifying key concepts, relationships, and patterns within data. By employing logic and reasoning to draw connections between ideas and uncover inconsistencies, individuals can enhance their analytical abilities. This might involve engaging in practices such as creating outlines, summarizing arguments, or identifying fallacies in reasoning. Such endeavors ultimately lead to a deeper understanding of information and more robust conclusions.

Confronting one's own biases is a vital step in cultivating critical thinking. Every individual carries a set of beliefs and experiences that shape their perceptions. It is essential to recognize these assumptions and challenge them. Questions such as "Where did I acquire this belief?" "Is it grounded in evidence or personal experiences?" and "Have I considered other perspectives?" can help individuals overcome cognitive biases and make more objective decisions. Cultivating curiosity through questioning is a fundamental aspect of critical thinking. It involves moving beyond superficial analysis to delve deeper into the complexities of information. By posing insightful questions, such as "What evidence underpins this assertion?" or "What are the potential ramifications of this decision?", individuals can engage more thoroughly with the subject matter and develop a more comprehensive understanding.

Conclusion

In conclusion, critical thinking is an active process of engaging with information, evaluating ideas, and forming supportive conclusions. This journey requires a commitment to ongoing self-reflection, engagement with diverse viewpoints, effective communication, sharpened analytical skills, and a willingness to challenge one's own biases.

THE LIST OF LITERATURE

1. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
2. M Orzikulova, G Rustamova "METHODS OF IMPROVING SPEAKING SKILLS FOR KIDS" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
3. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019
5. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan *International Journal of Innovations in Engineering Research and Technology*, 1-5, 0
6. K Khashimova, U Kuziev PARTICIPATION OF LANGUAGES OF OTHER SYSTEMS IN THE FORMATION OF THE UZBEK LITERARY LANGUAGE *Збірник наукових праць ЛОГОС*, 22-25, 2020
7. R. A Utkurovich, R. G Utkurovna. "TEACHING ENGLISH LANGUAGE TO PRIMARY LEVEL PUPILS AT SCHOOL" *IJODKOR O'QITUVCHI* 3 (36), 103-105, 2024.

8. U Qo‘ziyev TILDA SOFLIK MASALASI TA’LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTAHKAMLASHNING DOLZARB ..., 2022.
9. G. U Rustamova LINGVISTIK PRAGMATIKANING BIRLIKLARI. Филологические науки 11, 0.
10. Jumayev, F. B. (2023). Legal Services for Collection of Expenses: Problems and Proposals. Multidisciplinary Journal of Science and Technology, 3(6 (International Scientific Researcher)), 9-13.
11. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 129-131.
12. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(4), 112-115.
13. Jumaeva, M., & Mahmudjonov, I. (2022). FOREIGN LANGUAGE TEACHING AND ITS IMPORTANCE IN THE INTRODUCTION OF TODAY'S YOUTH TO SOCIAL RELATIONS. Экономика и социум, (4-2 (95)), 186-189.
14. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). INNOVATIVE METHODS AND TOOLS IN HIGHER EDUCATION. Science and innovation, 2(B11), 713-720.
15. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). METHODS OF IMPROVING SPEAKING SKILLS OF STUDENTS IN ENGLISH LANGUAGE CLASSES. Science and innovation, 2(B12), 368-371.
16. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 132-134.
17. Mohira, J. (2023). Problematic Situations That Arise in Learning Foreign Languages and Their Solutions. International Journal of Recently Scientific Researcher's Theory, 1(2), 414-417.
18. Jumayeva, M. B. (2023). Chet Tillarini O‘rganishda Ommaviy Axborot Vositalarining O‘rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(5), 240-242.
19. qizi To‘yeva, M. S. (2022, November). YANGI O‘ZBEKISTON ORIFA AYOLLARI VA G‘ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In INTERNATIONAL CONFERENCES (Vol. 1, No. 2, pp. 74-81).
20. Валиева, Н. А. (2020). Философия религии, ее особенности и роль в обществе. Ученый XXI века, (1 (60)), 15-19.

21. Valieva, N. (2017). Ms Ethiopic 4 of the Collection of the India Office: A strayed Manuscript of Gadla Lālibalā. *Aethiopica*, 20, 190-201.
22. Valieva, N. (2020). King Ṭaṇṭawədəm's land charter: state of the art and new perspectives.
23. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).
24. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
25. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
26. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).

O'SIMLIKLAR VA HAYVONLAR O'RTASIDAGI O'ZARO TA'SIRLAR

Karabayeva Zumrat Tairovna

Toshkent davlat texnika universiteti dotsenti

Mamarasulova Gulchiroy Hakimovna

Toshkent davlat texnika universiteti talabasi

Annotatsiya: Ushbu maqolada o'simliklar va hayvonlar ekotizimda muhim roli, ularning o'zaro ta'siri resurslardan foydalanish va ekologik muvozanatni saqlashda hal qiluvchi ahamiyatga egaligi haqida ma'lumotlar keltirib o'tilgan.

Kalit so'zlar: o'simliklar, hayvonlar, polinatsiya, biologik xilma-xillik, ekotizim.

O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar biologik xilma-xillikni oshiradi, bu esa ekotizimning mustahkamligini ta'minlaydi. Masalan, men bog'da o'simliklar bilan ishlaganda, asalarilarning ularni polinatsiya qilishini ko'raman. Polinatsiya: O'simliklar ko'payishi uchun zarur bo'lgan jarayon sifatida asalarilar va boshqa polinatorlar o'rtasidagi munosabatlarni o'z ichiga oladi. Hairston, Smith va Slobodkin (1960) tadqiqotlari shuni ko'rsatadiki, polinatsiya o'simliklarning xilma-xilligini oshirishga yordam beradi, bu esa hayvonlar populyatsiyalarining barqarorligini ta'minlaydi.

O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar ekotizimning barqarorligi uchun zarur. Ular bir-biriga ta'sir qilib, birgalikda hayot kechirishad, masalan, o'txo'r hayvonlarning o'simliklarni yemishi orqali o'simlik populyatsiyasiga ta'sir qiladi. Tilman (1982) o'z tadqiqotlarida bu jarayonni ekologik raqobat bilan bog'lab ko'radi va o'simliklar o'rtasida raqobatning qanday shakllanishi va rivojlanishiga ta'sir etishini tushuntiradi.

Oziqlanish zanjiri: O'simliklar, herbivorlar va predatorylar o'rtasida o'zaro ta'sirlar ekologik muvozanatni ta'minlaydi. Oziqlanish zanjirlaridagi har bir qadam ekologik tizimning energiya oqimida ahamiyatga ega. O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar ekotizimning barqarorligini ta'minlashga yordam beradi. O'simliklar ko'payganda va ularning populyatsiyalari o'zgarib turganda, hayvonlar ularga moslashishga majbur bo'lishadi. Inouye (2008) tadqiqoti iqlim o'zgarishi va o'simliklarning gullash vaqtiga ta'sirini ko'rsatadi, bu esa hayvonlar uchun oziq-ovqat manbalarini aniqlashda muhimdir. Iqlim o'zgarishi o'simliklar va hayvonlar o'rtasidagi munosabatlarga ta'sir qilmoqda.

O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar biologik xilma-xillikni saqlashda muhim rol o'ynaydi. World Resources Institute (2019) hisobotida tabiiy resurslar va biologik xilma-xillikni saqlashning ahamiyati haqida ma'lumotlar keltiriladi. O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar, masalan, oziqlanish zanjiri orqali xilma-xillikni oshiradi va tabiiy ekotizimlarning barqarorligini ta'minlaydi. O'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar biologik xilma-xillikni oshiradi, bu esa ekotizimning mustahkamligini ta'minlaydi. Shunday qilib, o'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar ekotizimning muhim qismi bo'lib, ularning aloqalari ekologik barqarorlikni ta'minlashda muhim ahamiyatga ega.

Xulosa qilib aytganda, o'simliklar va hayvonlar o'rtasidagi o'zaro ta'sirlar ekologik muvozanatni saqlashda muhimdir. Ularning bir-biriga ta'siri o'simliklarning ko'payishiga va hayvonlarning oziq-ovqat manbalariga ta'sir qiladi. Ularning aloqalari muvozanat, biologik xilma-xillik va tabiiy resurslardan samarali foydalanishni ta'minlaydi. Shuningdek, men shuni his qilaman-ki, iqlim o'zgarishi bu munosabatlarga jiddiy tahdid solmoqda. Ekologik xatti-harakatlarimizni o'zgartirib, biz buni yengib o'tishimiz mumkin. Bu jarayonlarni yaxshiroq tushunish uchun ilmiy tadqiqotlar va kuzatuvlar zarur.

FOYDALANILGAN ADABIYOTLAR:

1. Odum, E. P. (1997). Ecology: The Link Between the Natural and Social Sciences. New Jersey: Prentice Hall.
2. Hairston, N. G., Smith, F. E., & Slobodkin, L. B. (1960). Community structure, population control, and competition. The American Naturalist.
3. Krebs, C. J. (2013). Ecology: The Experimental Analysis of Distribution and Abundance. San Francisco: Benjamin Cummings.
4. Tilman, D. (1982). Resource competition and community structure. Princeton University Press.
5. Inouye, D. W. (2008). Effects of climate change on flowering phenology. Dissertation. University of Colorado.
6. World Resources Institute. (2019). The State of the World's Forests 2018: Forest Pathways to Sustainable Development.

USMON AZIM IJODIDA RAMZIY OBRAZLAR VA ULARNING POETIK
VAZIFASI

СИМВОЛИЧЕСКИЕ ОБРАЗЫ И ИХ ПОЭТИЧЕСКАЯ ФУНКЦИЯ В
ТВОРЧЕСТВЕ УСМАНА АЗИМА

SYMBOLIC IMAGES AND THEIR POETIC FUNCTION IN THE WORK
OF USMAN AZIM

Yuldosheva Umriniso

Sharof Rashidov nomidagi Samarqand davlat universiteti

2-kurs magistratura talabasi

Annotatsiya: Ushbu maqolada zamonaviy o'zbek adabiyotining yirik namoyondasi Usmon Azim she'riyatidagi ramziy obrazlar tizimi, ularning poetik vazifasi va badiiy-estetik qimmatini tahlil qilingan. Shoirning lirik asarlaridagi ramzlarning ma'no qatlamlari, ularning milliy va umuminsoniy qadriyatlar bilan aloqasi, shuningdek zamonaviy she'riyatda tutgan o'rni yoritib berilgan.

Kalit so'zlar: Usmon Azim, ramziy obrazlar, poetik vazifa, metafora, badiiy tasvir vositalari, modernizm, lirik qahramon.

Abstract: This article analyzes the system of symbolic images in the poetry of Usman Azim, a major exponent of modern Uzbek literature, their poetic function and artistic and aesthetic value. The layers of meaning of symbols in the poet's lyrical works, their relationship with national and universal values, as well as their role in modern poetry, are highlighted.

Keywords: Usman Azim, symbolic images, poetic task, metaphor, tools of artistic image, modernism, lyrical hero.

Аннотация: В данной статье анализируется система символических образов в поэзии Усмана Азима, крупного представителя современной узбекской литературы, их поэтическая функция и художественно-эстетическая ценность. Осветлены смысловые пласты символов в лирических произведениях поэта, их связь с национальными и общечеловеческими ценностями, а также их место в современной поэзии.

Ключевые слова: Усман Азим, символические образы, поэтическая задача, метафора, средства художественного изображения, модернизм, лирический герой.

KIRISH

O'zbek zamonaviy she'riyatining yetakchi namoyandalaridan biri Usmon Azim ijodi o'zining chuqur falsafiy mohiyati, badiiy mukammalligi va ramziy obrazlarga boyligi bilan alohida ahamiyat kasb etadi. Shoirning she'riy asarlarida ramziy obrazlar tizimi muhim poetik vosita sifatida namoyon bo'ladi va asarning g'oyaviy-badiiy qimmatini oshirishga xizmat qiladi [1, b.45].

Tadqiqotning maqsadi Usmon Azim she'riyatidagi ramziy obrazlarning poetik vazifasini aniqlash, ularning badiiy-estetik qimmatini ochib berish va zamonaviy o'zbek she'riyatida tutgan o'rnini belgilashdan iborat.

USULLAR VA ADABIYOTLAR TAHLILI

Tadqiqot jarayonida qiyosiy-tipologik, struktural-semantik va germenevtik tahlil usullaridan foydalanildi. O'zbek va xorijiy adabiyotshunosligida ramz va ramziylik masalasiga bag'ishlangan fundamental tadqiqotlar o'rganildi.

B. Sarimsoqov o'zining "Badiiylik asoslari va mezonlari" nomli monografiyasida ramziy obrazlarning poetik tabiatini chuqur tahlil qilgan [2, b.87]. N. Rahimjonov "XX asr o'zbek poeziyasida ramz va ramziylik" nomli tadqiqotida zamonaviy she'riyatdagi ramziy obrazlarning taraqqiyot tendensiyalarini yoritib bergan [3, b.156].

NATIJALAR

Usmon Azim she'riyatidagi ramziy obrazlarni o'rganish natijasida quyidagi xususiyatlar aniqlandi:

Birinchiidan, shoirning ramziy obrazlar tizimida milliy an'analar va zamonaviy poetik tafakkur o'zaro uyg'unlashgan. Bu jihatdan ayniqsa "Qush" va "Daryo" ramzlarida mumtoz adabiyot an'analari zamonaviy talqin bilan boyitilgan.

Ikkinchiidan, Usmon Azim ijodidagi ramzlarning asosiy xususiyati - ularning ko'p qatlamli ma'no tashishidir. Masalan, "Yo'l" ramzi bir vaqtning o'zida ham hayot yo'li, ham ma'naviy kamolot yo'li, ham ijodiy izlanishlar yo'li kabi ma'nolarni anglatadi.

Uchinchiidan, shoirning ramziy obrazlarida falsafiy-irfoniy mohiyat ustuvor. "Tog", "Osmon", "Quyosh" kabi ramzlar orqali shoir insonning mohiyati, borliq haqiqati, ruhiy olam sirlarini ochishga intiladi. Shoir ijodida universal ramzlar (masalan, "Suv", "Olov") bilan birga individual-mualliflik ramzlari ("Ko'hna qasr", "Oq qush") ham faol qo'llanilgan. Usmon Azim she'riyatida tabiat hodisalari orqali ruhiy holatlar, ichki

kechinmalar ramziy tarzda ifodalanadi. Bu jihatdan "Shamol", "Yomg'ir", "Tun" obrazlari alohida ahamiyat kasb etadi.

TAHLIL VA MUHOKAMA

Usmon Azim "Saylanma" to'plamidagi she'rlarida ramziy obrazlardan keng va mahorat bilan foydalangan. Xususan, "Yo'l" ramzi shoirning ko'plab she'rlarida markaziy o'rin tutadi. Bu ramz orqali hayotning murakkabligi, inson taqdirining serqirraligi, ma'naviy kamolotning mashaqqatlari poetik ifodasini topgan.

"Daryo" ramzi shoirning ijodida alohida o'rin tutadi. Bu obraz orqali shoir hayot oqimini, vaqt tushunchasini, insonning ichki dunyosidagi o'zgarishlarni ramziy tarzda ifodalaydi. Daryo ramzi ba'zan hayot timsolini, ba'zan esa abadiyat va o'tkinchilik tushunchalarini anglatadi.

"Tog'" ramzi Usmon Azim she'riyatida ko'p qirrali ma'noga ega. U bir tomondan mustahkamlik, bardoshlilik timsoli bo'lsa, ikkinchi tomondan yuksak ma'naviy kamolot cho'qqisini anglatadi. Shu bilan birga, tog' ramzi orqali shoir vatanga muhabbat, milliy g'urur tuyg'ularini ham ifodalaydi.

Shoirning "Qush" ramzi erkinlik, ozodlik, yuksak parvoz istagi kabi ma'nolarni tashiydi. Bu ramz orqali shoir ijodkor shaxsning erkin ijod qilish huquqi, so'z erkinligi kabi dolzarb masalalarni ham ko'taradi.

Usmon Azim she'riyatidagi ramziy obrazlar tizimi milliy poetik tafakkur bilan zamonaviy she'riy tajribalarning sintezi sifatida namoyon bo'ladi. Shoir an'anaviy ramzlarni yangicha talqin etish orqali zamonaviy o'zbek she'riyatining ifoda imkoniyatlarini kengaytirgan.

Shoirning ramziy obrazlari tasavvuf adabiyoti an'alariga ham tayanadi. Xususan, "Suv", "Olov", "Shamol" kabi ramzlarning talqinida tasavvufiy qarashlar o'z aksini topgan. Bu esa shoirning ramziy obrazlar tizimiga yanada teranlik va falsafiy mushohada baxsh etgan.

Zamonaviy she'riyatda ramziy obrazlarning ko'p qatlamli ma'no tashish xususiyati Usmon Azim ijodida yaqqol namoyon bo'ladi. Uning she'rlarida ramzlar nafaqat badiiy tasvir vositasi, balki chuqur falsafiy-irfoniy g'oyalarni yetkazish vositasi sifatida ham xizmat qiladi.

XULOSA

Usmon Azim she'riyatida ramziy obrazlar tizimi poetik fikrni ifodalashning asosiy vositalaridan biri sifatida namoyon bo'ladi. Shoirning ramziy obrazlari milliy va umuminsoniy qadriyatlarni aks ettiradi. Ramzlar tizimi shoirning individual uslubini belgilovchi muhim omil hisoblanadi. Usmon Azim ijodidagi ramziy obrazlar zamonaviy o'zbek she'riyatining poetik imkoniyatlarini kengaytirishga xizmat qilgan.

ADABIYOTLAR RO'YXATI

1. Болтабоев, Ҳ. (2019). Адабиёт назарияси. Тошкент: Наврўз.
2. Саримсоқов, Б. (2020). Бадийлик асослари ва мезонлари. Тошкент: Фан.
3. Раҳимжонов, Н. (2018). XX аср ўзбек поэзиясида рамз ва рамзийлик. Тошкент: Фан.
4. Азим, У. (2019). Сайланма. Тошкент: Шарқ.
5. Қуронов, Д. (2018). Адабиёт назарияси асослари. Тошкент: Наврўз.
6. Раҳматуллаев, В. (2021). Замонавий шеърят тадқиқи. Тошкент: Akademnashr.
7. Эпштейн, М. (2019). Поэзия и сверхпоэзия. Москва: Азбука.
8. Sulton, I. (2020). Modern Uzbek Poetry. London: Routledge.
9. Қуронов, Д. (2019). Адабиётшуносликка кириш. Тошкент: Akademnashr.

CHALLENGES AND STRATEGIES FOR ACHIEVING EQUIVALENCE IN SIMULTANEOUS INTERPRETATION: A COMPARATIVE ANALYSIS OF LEXICAL AND SYNTACTIC STRUCTURES

Rigina Galimova

Student Master's department Uzbekistan State World Languages University

Annotation. This article delves into the complexities of achieving equivalence in simultaneous interpretation, with a focus on lexical and syntactic structures. It explores the inherent challenges interpreters face when dealing with the differences in word order, idiomatic expressions, and grammatical structures across languages. The analysis compares how lexical and syntactic disparities affect interpretation accuracy and fluency, emphasizing real-time decision-making. The study also highlights strategies used by professional interpreters to mitigate these issues, such as paraphrasing, anticipating speaker intent, and prioritizing key message components. The findings provide insights into how interpreters maintain fidelity to the source text while adapting to the target language's structural constraints. This research offers valuable guidelines for both aspiring and practising interpreters, promoting a deeper understanding of equivalence in the simultaneous interpretation process.

Keywords: simultaneous interpretation, equivalence, lexical structures, syntactic structures, interpreting strategies, language comparison, translation challenges, real-time interpretation, professional interpreting.

Introduction. Simultaneous interpretation is a complex cognitive and linguistic process that requires interpreters to convert spoken messages from a source language into a target language in real-time. Achieving equivalence between languages in this high-pressure context is a major challenge, as interpreters must handle differences in lexical and syntactic structures while maintaining accuracy, fluency, and speaker intent. Unlike written translation, simultaneous interpretation leaves little room for reflection or revision, demanding rapid decision-making and multitasking skills. These factors make equivalence the extent to which the meaning, tone, and nuance of the source language are preserved especially difficult to achieve¹. The concept of equivalence in translation has long been debated in translation studies, with different types of equivalence (such as formal, dynamic, and functional) being discussed across

¹ Gile D. (2009). Basic Concepts and Models for Interpreter and Translator Training. John Benjamins.

various contexts. In simultaneous interpretation, however, the challenge is further compounded by the interpreter's need to process information continuously, making real-time adaptations and compromises to ensure the listener receives an understandable and accurate version of the original message.

Lexical and syntactic equivalence, in particular, pose significant challenges due to the vast differences between languages in terms of vocabulary, grammar, and sentence structure. While interpreters strive for fidelity, these linguistic differences can sometimes force them to depart from a literal translation to convey the speaker's intended meaning effectively. This article focuses on the challenges and strategies interpreters use to achieve equivalence in lexical and syntactic structures during simultaneous interpretation. Lexical equivalence involves finding corresponding terms and expressions in the target language, which can be complicated by idiomatic expressions, culture-specific terms, or technical jargon. Syntactic equivalence, on the other hand, relates to sentence structure and word order, which often vary significantly between languages². For example, languages like English, which typically follow a subject-verb-object (SVO) structure, may differ from others that use a subject-object-verb (SOV) order. By comparing the handling of these issues across different language pairs, this article aims to provide a detailed understanding of how interpreters navigate the complexities of lexical and syntactic structures. It will also highlight key strategies, such as paraphrasing, anticipation, and prioritization, that allow interpreters to manage these challenges while preserving equivalence.

1. Lexical equivalence in simultaneous interpretation

Lexical equivalence refers to the process of finding corresponding words or terms in the target language that accurately reflect the meaning and connotation of the source language. In simultaneous interpretation, achieving lexical equivalence can be one of the most daunting tasks, as different languages often possess unique cultural, social, and technical expressions that may not have direct counterparts in other languages. Interpreters frequently encounter issues related to idiomatic expressions, technical jargon, and culture-specific terms. Idiomatic expressions, which are common in everyday speech, are often language-specific and deeply rooted in cultural contexts³. For instance, a simple English idiom like “kick the bucket” (meaning to die) does not have a direct equivalent in many other languages. If rendered literally, it would likely confuse listeners or misrepresent the original meaning.

² Pöchhacker F. (2004). *Introducing Interpreting Studies*. Routledge.

³ Baker M. (1992). In *Other Words: A Coursebook on Translation*. Routledge.

Thus, interpreters are required to use paraphrasing techniques to capture the essence of the expression while maintaining a natural flow in the target language. Technical jargon, especially in fields like law, medicine, or science, poses another significant challenge. For example, legal terms like “habeas corpus” or “ex parte” may not exist in other languages or may have different legal interpretations. To handle these situations, interpreters often rely on their prior knowledge of the subject matter or on interpreting strategies like circumlocution, where they explain the concept in simpler terms rather than translating the word directly. Cultural references, including names of local institutions, holidays, or historical figures, can also create difficulties. For example, references to “Thanksgiving” in an English speech may be meaningless to an audience unfamiliar with American traditions.

In such cases, interpreters must make a quick decision: either omit the reference, replace it with a culturally relevant equivalent in the target language, or briefly explain its meaning⁴. Interpreters use several strategies to tackle the issue of lexical equivalence. One of the most common is paraphrasing, where the interpreter rephrases the original message using different words to convey the same meaning. Paraphrasing helps interpreters overcome the limitations of direct translation by focusing on the message’s core idea rather than its literal form. Anticipation is another technique that interpreters use, particularly when they are familiar with the speaker’s topic or language patterns. By predicting upcoming words or phrases, interpreters can mentally prepare equivalent expressions in the target language, reducing the risk of delays or errors in translation.

Terminology preparation before interpretation sessions is crucial, especially in specialized fields like law or medicine. Interpreters often research and compile glossaries of terms specific to the subject matter, ensuring they are equipped with the necessary vocabulary to maintain accuracy during interpretation⁵. Additionally, interpreters may rely on context-based interpretation, where they consider the broader context of the speech to infer the correct meaning of ambiguous or unfamiliar words.

2. Syntactic equivalence in simultaneous interpretation

Syntactic equivalence refers to the structural alignment of sentences between the source and target languages. While lexical equivalence deals with words, syntactic equivalence focuses on how those words are arranged within a sentence. This can be especially challenging in simultaneous interpretation, as different languages follow different grammatical rules and sentence structures. The most apparent challenge of

⁴ Setton R. (1999). *Simultaneous Interpretation: A Cognitive-Pragmatic Analysis*. John Benjamins.

⁵ Viaggio S. (1992). *The Pragmatics of Interpreting*. Meta: Journal des traducteurs.

syntactic equivalence arises from the differences in word order between languages. English, for instance, follows a subject-verb-object (SVO) structure, while languages like Japanese or Korean follow a subject-object-verb (SOV) structure.

When interpreting from English into an SOV language, the interpreter must wait until the end of the sentence to determine the object before completing the sentence in the target language. This creates a significant delay and puts pressure on the interpreter's working memory, as they must hold large chunks of information before delivering the interpretation. Another issue is the syntactic complexity of certain languages. Languages like German often feature long compound sentences with multiple subordinate clauses, which can make it difficult for interpreters to maintain a coherent flow when translating into a language with simpler sentence structures. Conversely, interpreters working from a language with simpler structures into one with more complex grammar must be careful not to oversimplify or misrepresent the speaker's intent. Syntactic features like gender agreement and case marking also pose difficulties in achieving equivalence. For example, in languages with grammatical gender, such as French or Russian, interpreters must ensure that nouns, adjectives, and verbs agree in gender and number, even when these features do not exist in the source language.

Interpreters employ several strategies to deal with the challenges of syntactic equivalence. One approach is restructuring, where interpreters reorganize the sentence structure of the source language to fit the grammatical rules of the target language. In this process, they might break down long, complex sentences into shorter, more manageable units, or rearrange the sentence order to ensure clarity⁶. This technique is especially helpful when interpreting from a language with flexible word order into one with stricter syntactic rules. Another strategy is lagging or delaying the interpretation. In languages with different sentence structures, interpreters often wait for key information such as the verb or object before starting their interpretation. While this technique can help in maintaining syntactic coherence, it comes at the cost of increasing cognitive load, as the interpreter must keep track of information over a longer period.

Effective time management and mental compartmentalization are critical to success in this strategy. Interpreters also make use of chunking, where they divide the source language input into smaller, more digestible segments. This helps manage memory load and allows the interpreter to process information incrementally, reducing the risk

⁶ Shlesinger M. (2003). *Effects of Linguistic Structure on Simultaneous Interpretation*. Springer.

of errors or omissions⁷. Furthermore, chunking can improve the fluency and coherence of the interpreted message by ensuring that each segment is delivered clearly and completely.

3. Balancing lexical and syntactic equivalence

While lexical and syntactic equivalence pose distinct challenges, interpreters must often address both simultaneously. Balancing these two aspects of interpretation requires flexibility and adaptability, as interpreters must be prepared to prioritize one over the other depending on the context. For instance, in some cases, syntactic fidelity might need to be sacrificed to maintain lexical accuracy, particularly when translating specialized terms or technical jargon.

Conversely, there may be situations where maintaining syntactic structure is crucial for conveying the speaker's message, even if it means rewording or simplifying certain lexical elements. Interpreters often rely on prioritization strategies to strike this balance. In high-stakes situations where legal or technical accuracy is critical, they may prioritize lexical equivalence, ensuring that specific terms are translated accurately, even if the sentence structure is somewhat altered. In more general contexts, where clarity and fluency are paramount, they may focus on maintaining natural syntax in the target language, even if it requires the use of approximate or simplified vocabulary.

Conclusion. Achieving equivalence in simultaneous interpretation is a multifaceted challenge that requires interpreters to navigate the complex interplay between lexical and syntactic structures. While interpreters are trained to strive for fidelity to the original message, the real-time nature of simultaneous interpretation means that compromises are often necessary. Through strategies like paraphrasing, restructuring, lagging, and chunking, interpreters can manage these challenges effectively, ensuring that the target audience receives a coherent and accurate interpretation. The dynamic and adaptive nature of these strategies highlights the skill and expertise required in the profession and underscores the importance of ongoing training and preparation to handle the linguistic intricacies of simultaneous interpretation.

⁷ Lederer M. (1981). La traduction simultanée: expérience et théorie. Minard.

REFERENCES:

1. Baker M. (1992). *In Other Words: A Coursebook on Translation*. Routledge.
2. Gile D. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins.
3. Lederer M. (1981). *La traduction simultanée: expérience et théorie*. Minard.
4. Pöchhacker F. (2004). *Introducing Interpreting Studies*. Routledge.
5. Setton R. (1999). *Simultaneous Interpretation: A Cognitive-Pragmatic Analysis*. John Benjamins.
6. Shlesinger M. (2003). *Effects of Linguistic Structure on Simultaneous Interpretation*. Springer.
7. Viaggio S. (1992). *The Pragmatics of Interpreting*. *Meta: Journal des traducteurs*.

INNOVATSION TEXNOLOGIYALAR TA'LIMDA QO'LLANISHI VA SAMARADORLIGI

Mamarajabova Sug'diyona

Samarqand davlat chet tillar instituti talabasi

Gmail: sugdiyonamamarajabova671@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne'matullayevna**

Annotasiya: Ushbu maqola innovatsion texnologiyalar qo'llanishi va samaradorligini yoritib berilgan. Masalan turli xil online platforma orqali o'qituvchi va o'quvchilar chet eldagi professorlar bilan fikr almashashib, o'qish imkoniyatiga ega bo'lishadi. Pedagoglar su'niy intellekt orqali o'quvchilar bilan individual ishlash imkoniyatini ham qo'lga kiritishmoqda

Kalit so'zlar: innovatsion texnologiyalar, ta'lim samaradorligi, sun'iy intellekt, interaktiv simulyatsiya, onlayn platforma, pedagogik metodlar, raqamli vositalar.

KIRISH

Innovatsion texnologiyalar bugungi ta'lim tizimida katta ahamiyat kasb etmoqda. Zamonaviy pedagogika jarayonida sun'iy intellekt, interaktiv simulyatsiya va onlayn platformalar o'quvchilarning darslarga yanada faol ishtirok etishiga ko'maklashmoqda. Ushbu maqolada ta'limda qo'llanilayotgan innovatsion texnologiyalarning samaradorligi, ular orqali ta'lim sifatini oshirish imkoniyatlari haqida batafsil yoritilgan. Maqsad – pedagoglar uchun yangicha yondashuvlarni ko'rsatish va o'quv jarayonini yanada takomillashtirishdir.

XXI asr innovatsiya va texnologiya asridir. Aynan hozirgi kunda yoshlarimizning o'qib, bilm olishi uchun barcha shart-sharoitlar yaratilgan. Kelajak yosh avlodning chuqur bilim olishi va malakaga ega bo'lishi kelajagimiz uchun muhimdir. Shuning uchun pedagoglardan katta mahorat talab qilinadi. Sababi shundaki barcha o'quvchini jalb qilish va birday o'qitish oson emas. Bunday holatlar ko'rib chiqib, darsni turli xil metodlar orqali tashkillashtirish kerak. Uzoq yillardan buyon malakali pedagoglar turli metodlar orqali dars berib kelmoqda. Pedagog so'zining ma'nosi grekchadan olingan bo'lib "paidagogs" (bola yetaklovchi) degan ma'noni bildiradi. Ta'limda metodlarning o'rni muhim hisoblanmoqda. Chunki o'quv jarayonining samaradorligini belgilashda asosiy ro'l o'ynaydi. Metodlar ta'lim berish jarayonini qanday tashkil qilish, maqsadga qanday yetishish, o'qituvchi va o'quvchi o'rtasidagi o'zora ta'sir orqali bilim va ko'nikmalarni shakllantirishda vositalaridir.

O'quvchial ma'lumotlarni turlicha usullar bilan eslab qolishadi ekan. Ba'zi o'quvchilar eshitib, ko'rib va gapirib ma'lumotlarni eslab qolishadi. Statistika ma'lumotlarga qaraganda ko'p o'quvchi va talabalar ma'lumotlarni ko'rib eslab qolishadi. Shu boisdan hozir kunda pedagoglar darslarni ko'rgazma o'quv qurollari bilan tashkil qilmoqda. Ta'limda innovatsion texnologiyalarning o'rni beqiyosdir. Ta'limda innovatsion texnologiyalarni qo'llash o'quv jarayonini zamonaviy va samarali usullardan tashkil qilishni anglatadi. Ushbu texnologiyalar yangi pedagogik yondashuvlar va raqamli vositalardan foydalanishni o'zichiga oladi. Maslan, elektron doskalar, interaktiv simulatsiyalar va test tizimlari o'quvchilarning darsga faol jalb bo'lishiga yordam beradi. Zamonaviy va innovatsion texnologiyalar ta'limda samara bermoqda. Onlayn ta'lim platformalari: Videolar, darslar, vebinarlar va virtual sinflar orqali ta'lim olish imkonini beradi. Masofaviy o'qitish pandemiya davrida ayniqsa muhim bo'ldi. Zamonaviy texnologiyalar chet eldagi nufuzli, xalqaro universitetlarda o'qish imkonini beradi. Nafaqat o'quvchilar hamda o'qituvchilar ham chet eldagi professorlar bilan bilim va malaka almashishayapti. O'qituvchilar sun'iy intellekt yordamida o'quvchilar bilan individual ishlayapti va ehtiyojlarini o'rganib, ularga moslashtirilgan dasturlar taqdim etadi. Texnologiyalar yordamida o'quvchilarning bilim darajasini monitoring qilish, ularni real vaqt rejimida qo'llab quvvatlash ta'lim samaradorligini oshiradi. Innovatsion texnologiyalarni muvaffaqiyatli qo'llash uchun o'qituvchilarning malakasini oshirish va ularga mos texnik jihozlarni ta'minlash muhim ahamiyatga ega. Shu bilan birga, o'quv dasturlari texnologik imkoniyatlarga mos ravishda qayta ko'rib chiqilishi kerak. Innovatsion texnologiyalar ta'lim muhim o'rin kasb etadi va darsning samaradorligini oshiradi. O'qituvchiga talabalar bilan individual ishlashga imkon beradi.

XULOSA

Xulosa qilib aytganda, innovatsion texnologiyalar ta'limning rivojlanishiga hissa qo'shadi. O'qituvchilarga yangicha ta'lim berish usullarini o'rgatadi. Va jahon standartlariga javob beruvchi o'quv qurollarni yaratishda yordam beradi. Zamonaviy texnologiyalar bilan darsni tashkil etish, o'quvchilarni jalb qiladi. Jamoa va individual ishlashni o'rgatadi.

FOYDALANILGAN ADABIYOTLAR

1. D Nu'monova, U Qo'ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
2. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024

3. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019
5. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
6. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language Збірник наукових праць ЛОГОС, 22-25, 2020
7. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" Ijodkor O'qituvchi 3 (36), 103-105, 2024.
8. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. Филологические науки 11, 0.
10. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign Language Teaching And Its Importance In The Introduction Of Today's Youth To Social Relations. Экономика и социум, (4-2 (95)), 186-189.
11. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative Methods And Tools In Higher Education. Science and innovation, 2(B11), 713-720.
12. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods Of Improving Speaking Skills Of Students In English Language Classes. Science and innovation, 2(B12), 368-371.
13. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 132-134.
14. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(5), 240-242.
15. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180).
16. Jumayev, F. B. (2023). Legal Services for Collection of Expenses: Problems and Proposals. Multidisciplinary Journal of Science and Technology, 3(6 (International Scientific Researcher)), 9-13.

17. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.
18. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(4), 112-115.
19. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
20. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
21. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).
22. Sunnatilayevna, A. Y. (2024). The Innovative Method Of Learn Foreign Languages In Different Countries. *Journal of Computational Analysis and Applications (JoCAAA)*, 33(05), 744-747.
23. Abulkasimova, Y. (2024). Foreign Language Communicative Competence For Students Of Non-Philological Educational Profiles. *Builders Of The Future*, 4(04), 109-113.
24. Abulkasimova, Y. (2023). The Essence Of The Development Of Communicative Competence In Teaching English. *Академические исследования в современной науке*, 2(27), 71-75.
25. Abulkasimova, Y. (2023). Didactic Requirements For Effective Teaching Of English In Higher Education Residences. *Theoretical aspects in the formation of pedagogical sciences*, 2(21), 164-166.
26. Abulkasimova, Y. (2023). Teacher's Role And The Principles Of Teaching Speaking Skill. *Talqin va tadqiqotlar*, 1(11).
27. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиа ли ўргатувчи тизимни ўқув жараёнига жорий этиш. *Экономика и инновационные технологии*, (3), 86-90.

NEW APPROACHES IN TRANSLATION THEORY AND PRACTICE IN UZBEKISTAN

Eshnazarov Murodjon Shuhrat o'g'li

Student of Samarkand state institute of foreign languages

Gmail: eshnazarovmurodjon06@gmail.com

Scientific supervisor: **Zubaydova Nilufar Negmatullayevna**

Teacher of Samarkand State Institute of Foreign Languages

Annotation: This article explores the recent transformations in translation theory and practice within Uzbekistan. Given its rich cultural heritage and increasing global engagement, Uzbekistan recognizes the importance of effective translation and interpretation services for facilitating cross-cultural communication. This study delves into the historical context of translation in Uzbekistan, particularly its evolution post-independence from the Soviet Union, and examines current trends and methodologies that are shaping the field today. The findings highlight the diverse needs for translation across various sectors, including business, academia, and the arts, and underscore the significance of adapting to contemporary linguistic and cultural dynamics.

Keywords: Translation theory, Uzbekistan, cross-cultural communication, interdisciplinary collaboration, quality control, machine translation, localization, global economy

INTRODUCTION

The field of translation theory and practice has undergone significant changes in recent years, particularly in the context of Uzbekistan. **Uzbekistan's rich cultural heritage and its growing presence on the global stage have led to a recognition of the importance of effective translation and interpretation services.** Translation plays a vital role in enhancing cultural exchange and communication, which is essential for fostering mutual understanding among diverse communities. Historically, translation in Uzbekistan was heavily influenced by the Soviet legacy, where the focus was primarily on the translation of political and ideological texts. **However, with the country's independence and the subsequent shift towards a market-oriented economy, the demand for translation services has diversified.** Today, these services encompass a wide range of fields, including business, academia, and the arts

Historical Context

In the Soviet era, translation practices were largely dictated by state ideology, prioritizing the translation of political documents and propaganda. The aim was to promote a unified Soviet identity and facilitate the dissemination of Soviet values. **This narrow focus limited the scope of translation and often marginalized other important cultural texts.** Following independence in 1991, Uzbekistan experienced a cultural renaissance, leading to a resurgence in the translation of literary works, historical texts, and scientific literature. The emergence of a market economy also spurred the need for translations in business and international relations. As a result, translation theory began to incorporate new methodologies that reflect the complexities of contemporary communication.

Current Trends in Translation Practice. The current landscape of translation practice in Uzbekistan is marked by several key trends:

Technological Advancements: The rise of translation technologies, including computer-assisted translation (CAT) tools and machine translation (MT), has transformed the translation process. These tools improve efficiency and accuracy, making it easier for translators to handle large volumes of text. **However, reliance on technology also raises questions about the quality of translations and the role of human translators.**

Cultural Contextualization: There is an increasing awareness of the need to consider cultural nuances in translation. Effective translation goes beyond word-for-word conversion; it requires an understanding of cultural references, idiomatic expressions, and local customs. **This shift towards cultural contextualization has led to the development of new strategies that prioritize the target audience's cultural background.**

Interdisciplinary Approaches: Modern translation studies are increasingly interdisciplinary, incorporating insights from linguistics, anthropology, and gender studies. **This broadens the analytical framework and provides a more nuanced understanding of how language and culture intersect in the translation process.**

Focus on Gender and Language: The relationship between language and gender has garnered significant attention in recent years. Research indicates that gender influences language use and perception, impacting the way translation is approached. **The study of gendered language forms and their implications for translation practices is crucial in understanding how translations can perpetuate or challenge stereotypes.**

Training and Professionalization: As the demand for translation services grows, so does the need for professional training programs. Institutions in Uzbekistan

are beginning to offer specialized courses in translation studies, equipping aspiring translators with the necessary skills and knowledge to thrive in this evolving field. **These programs often emphasize both theoretical foundations and practical applications, fostering a new generation of skilled translators.**

Challenges in Translation. Despite the advancements in translation theory and practice, several challenges persist:

Quality Control: Ensuring the quality of translations remains a significant concern, especially in light of the increased reliance on technology. **Translators must balance efficiency with the need for nuanced and culturally appropriate translations.**

Standardization: The lack of standardized practices and guidelines in translation can lead to inconsistencies. **Establishing professional standards and ethical guidelines is essential for enhancing the credibility of the translation profession.**

Cultural Barriers: While cultural contextualization is gaining importance, navigating cultural differences in translation can still pose challenges. **Translators must possess not only linguistic skills but also cultural competence to effectively convey meaning across languages.**

Conclusion. The evolution of translation theory and practice in Uzbekistan reflects broader global trends in the field. **As Uzbekistan continues to navigate its identity in the post-Soviet landscape, the need for effective translation services will only grow.** By embracing new methodologies, incorporating interdisciplinary approaches, and addressing challenges, the country can enhance its translation practices and foster greater cross-cultural communication.

REFERENCES

1. Holmes, J. (1992). *An Introduction to Sociolinguistics*. Longman.
2. Talbot, M. (2010). *Language and Gender: An Introduction*. Wiley-Blackwell.
3. Cameron, D. (2005). *Language, Gender, and Sexuality: Current Issues and New Directions*. Palgrave Macmillan.
4. Eckert, P., & McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge University Press.
5. Spender, D. (1980). *Man Made Language*. Routledge.
6. Baker, M. (2006). *Translation and Conflict: A Narrative Account*. Routledge.
7. Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. St. Jerome Publishing.
8. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.

9. D Nu'monova, U Qo'Ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
10. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
11. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020
12. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan *International Journal of Innovations in Engineering Research and Technology*, 1-5,
13. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language *Збірник наукових праць ЛОГОΣ*, 22-25, 2020
14. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
15. G. U Rustamova *Lingvistik Pragmatikaning Birliklari. Филологические науки* 11, 0.
16. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
17. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
18. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).
19. Sunnatillayevna, A. Y. (2024). The Innovative Method Of Learn Foreign Languages In Different Countries. *Journal of Computational Analysis and Applications (JoCAAA)*, 33(05), 744-747.
20. Abulkasimova, Y. (2024). Foreign Language Communicative Competence For Students Of Non-Philological Educational Profiles. *Builders Of The Future*, 4(04), 109-113.
21. Abulkasimova, Y. (2023). The Essence Of The Development Of Communicative Competence In Teaching English. *Академические исследования в современной науке*, 2(27), 71-75.

22. Abulkasimova, Y. (2023). Didactic Requirements For Effective Teaching Of English In Higher Education Residences. Theoretical aspects in the formation of pedagogical sciences, 2(21), 164-166.
23. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.
24. Abulkasimova, Y. (2023). Teacher's Role And The Principles Of Teaching Speaking Skill. Talqin va tadqiqotlar, 1(11).

INTERESTING AND EFFECTIVE METHODS OF TEACHING ENGLISH

Haitova Shahzoda Turg'un qizi

Student of Samarkand State Institute of Foreign Languages

Scientific supervisor: **Zubaydova Nilufar Nematullayevna**

Teacher of Samarkand State Institute of Foreign Languages

Abstract: This article discusses various methods of fast, effective and interesting teaching of English, which are popular in many countries around the world today. Below is how to explain to children the important role of English today and how to attract the attention of elementary and high school students in English language learning with various active and interesting methods.

Key words: english language teaching methodology, activity, scientists' opinion, memory, attention, methods, writing, communication, purpose, modern technologies, games

INTRODUCTION

In the rapidly changing times, learning and teaching English offers a wide range of opportunity. For this reason, the Cabinet of Ministers made decisions to take the popularization of foreign language teaching to a new level and develop the field in our country. For example, according to the decision of the Republic of Uzbekistan "On the State Budget of the Republic of Uzbekistan for 2022" of the Ministry of Finance of the Republic of Uzbekistan, the Ministry of Public Education and the Agency for Popularization of Foreign Language Learning under the Cabinet of Ministers funds were allocated. It certainly created new opportunities to strengthen the teaching of English. Today, the people of the world want to learn English faster in easy and interesting ways. Taking into account that interest and attention play an important role in language learning, teachers are also trying to find new and convenient methods and methods of teaching English. There are many ways and methods of teaching English.

Method of use of interesting resources

It is a way of using different materials to make English interesting, effective, fast, convenient and viable, which makes learning the language more interactive and practical. This method is especially suitable for people of all ages. Below is detailed information on how and what to use this method: *Movies and tv series*: it is recommended to watch with subtitles at the beginning and without subtitles later.

Older people and people with disabilities can easily learn and even be motivated by watching movies. Movies and series are good for learning a language, because through them you can hear live communication, pronunciation and expressions. *Musics*: Music can be used to develop hearing in children. Age-appropriate music is chosen for the children and they are taught to pronounce the music using various movements. As a result, hearing and pronunciation are well developed in children 1st graders in particular learn the language through a variety of fun, role-playing games, stories, songs and activities.

Dealing with errors in oral english

Nowadays, teachers struggle to find an answer to the question of whether or not to point out students' mistakes. In such a situation, teachers should create a traditional and free classroom environment, that is, students are friendly to each other. should create conditions for him to correct his mistakes. For example, it should provide different scenarios and teamwork tasks. Through these tasks, they can be close to each other and even evaluate many people at the same time.

Theory of constructivism

According to him, education is a process in which knowledge is created with the help of the student's thinking activity, and no one teaches anything to anyone, the student must learn. That is, people do not receive ready-made ideas from anyone, but create them themselves. The child should learn using experiments, prepare different models, schemes, find answers to controversial questions, that is, learn with the method of "doing it in practice". Through this method, children learn the language in the ways they are interested in. can learn, act independently and help children remember quickly, easily and better. Because in today's globalized era, children like to move freely.

The cinquevine method

This is a French word that means "five lines," meaning a five-line rhymeless poem. the teacher writes poems even if the rhymes do not match within a topic and memorizes them as poems or music to the students. through this method, even the children will memorize it with interest as a regular poem and will not forget it. It can also be used as a lyrical digression or daily motto when set to music.

CONCLUSION

Of course, it is more difficult for a person to learn other languages, because he has to learn unfamiliar words, unfamiliar pronunciation and a different worldview. But today's modern technologies and various guides of our scientists make it easier for people to learn. In conclusion the most important thing in learning a language is

to have a sincere desire, to set a clear goal, and to be able to take advantage of technology and opportunities. Pronunciation and listening are important in English. In addition, it is important to use methods and methods appropriate to the age and interest of people in teaching English, to be able to form friendly communication with them. Children should be especially attracted by interactive games.

THE LIST OF LITERATURE

1. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
2. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
3. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020
4. N N Zubaydova How to teach vocabulary *Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ...*, 2019
5. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan *International Journal of Innovations in Engineering Research and Technology*, 1-5,
6. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language *Збірник наукових праць ЛОГОС*, 22-25, 2020
7. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024.
8. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova *Lingvistik Pragmatikaning Birliklari. Филологические науки* 11, 0.
10. Ikromjonovna, J. S. (2024). Usmon Azimning "Baxshiyona" Larida Tabiat Tasvirining Ifoda Etilish Usullari. *Analysis of International Sciences*, 2(6), 11-16.
11. Ikromjonovna, J. S. (2024). Usmon Azim Peyzajining O 'Ziga Hos Xususiyatlari. *Analysis of International Sciences*, 2(6), 17-24.
12. Ikromjonovna, J. S., & Sevara, A. (2024). O 'Qish Savodxonligi Darslarida O 'Quvchilar Bilimini Baholash Usullari. *Kokand University Research Base*, 261-265.
13. Ikromjonovna, J. S., & Moxira, T. (2024). Boshlang 'Ich Hamda Maktabgacha Ta'lim Tashkilotlari Ta'lim-Tarbiya Jarayonida Multimedia Texnologiyasidan Foydalanish. *Kokand University Research Base*, 256-260.

14. Ikromjonovna, J. S., & Ikromjon o'g'li, P. H. (2024). Ona Tili Va O 'Qish Darslarida Pisa Xalqaro Dasturidan Foydalanish. Kokand University Research Base, 242-249.
15. Ikromjonovna, J. S., & Muazzamxon, X. (2024). 4-Sinf O 'Qish Savodxonligi Darslarida Pirls Xalqaro Baholash Dasturlaridan Foydalanish. Kokand University Research Base, 250-255.
16. Jumanova, S. (2023). Usmon Azim She'riyatida Metaforalarning O 'Ziga Xos Xususiyatlari. Namangan davlat universiteti Ilmiy axborotnomasi, (11), 292-297.
17. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.
18. Валиева, Н. А. (2023). 1917 Ўил Февраль-Октябрь Оралигида Туркистон. Golden Brain, 1(30), 208-214.
19. Abdumajitovna, V. N. (2023). Russian Colonial Policy In Turkestan- Establishment Of A Centralized Administrative System. International Journal Of Social Science & Interdisciplinary Research ISSN: 2277-3630 Impact factor: 8.036, 12(01), 54-57.
20. Sunnatillayevna, A. Y. (2024). The Innovative Method Of Learn Foreign Languages In Different Countries. Journal of Computational Analysis and Applications (JoCAAA), 33(05), 744-747.
21. Abulkasimova, Y. (2024). Foreign Language Communicative Competence For Students Of Non-Philological Educational Profiles. Builders Of The Future, 4(04), 109-113.
22. Abulkasimova, Y. (2023). The Essence Of The Development Of Communicative Competence In Teaching English. Академические исследования в современной науке, 2(27), 71-75.
23. Abulkasimova, Y. (2023). Didactic Requirements For Effective Teaching Of English In Higher Education Residences. Theoretical aspects in the formation of pedagogical sciences, 2(21), 164-166.
24. Abulkasimova, Y. (2023). Teacher's Role And The Principles Of Teaching Speaking Skill. Talqin va tadqiqotlar, 1(11).
25. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(5), 240-242.

26. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.
27. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
28. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
29. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).
30. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.

THE ORIGIN OF THE ENGLISH LANGUAGE

Xudoyberdiyev Fayozbek Farxodjonovich

e-mail: Xudoyberdiyevfayoz2@gmail.com

phone number: +998954429933

Samarkand state of foreign languages

Scientific tutor: **Zubaydova Nilufar Ne'matullayevna**

Annotation: This article, the English language, as we know it today, has a rich and intricate history that reflects the dynamic cultural and social transformations of England over centuries. Its origins can be traced back to the early Germanic tribes that migrated to the British Isles, with influences from various other languages and cultures shaping its development.

Keywords: Beginning, English literature, Influence, modern English, global spread of English language, the transition, 15th century, Latin language, Greek language. Middle language, crucial roles, british empire.

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.

Early Beginnings: Old English

The roots of English date back to the 5th century, when the Angles, Saxons, and Jutes, three Germanic tribes, invaded Britain. Their languages formed the basis of what we now call Old English. This early form of English was heavily influenced by the languages of these tribes, featuring a complex system of inflections and a vocabulary that was largely Germanic. Old English literature, including works like "Beowulf," showcases the language's unique structure and lexicon.

Norse Influence

The Viking invasions during the 8th and 9th centuries introduced Old Norse, the language of the Scandinavian invaders. This period significantly impacted Old English, leading to the incorporation of many Norse words and simplifying grammatical structures. The blending of these two Germanic languages resulted in a

richer vocabulary and helped pave the way for the next major phase in the evolution of English.

The Norman Conquest and Middle English

The most transformative event in the history of the English language was the Norman Conquest of 1066. Following the conquest, the ruling elite spoke Norman French, which led to a significant influx of French vocabulary into English. This era, known as Middle English, saw a dramatic shift in language use, with French words permeating all areas of life, particularly in law, art, and cuisine.

Middle English was characterized by a gradual loss of inflectional endings and a more fixed word order. Notable literary figures of this period, such as Geoffrey Chaucer, exemplified the evolving language, using a mix of Anglo-Saxon and French influences in their works.

The Transition to Modern English

By the late 15th century, Middle English transitioned into Early Modern English, marked by the Great Vowel Shift—a significant phonetic change in pronunciation. This period was also influenced by the Renaissance, which brought renewed interest in classical learning and vocabulary from Latin and Greek. The invention of the printing press in the 15th century facilitated the standardization of spelling and grammar, further shaping the language.

Literary giants like William Shakespeare and the translators of the King James Bible played crucial roles in enriching the vocabulary and idiomatic expressions of Early Modern English. This era established English as a language of literature, science, and commerce.

The Global Spread of English

The expansion of the British Empire from the 17th century onwards introduced English to diverse cultures around the world. As a result, English absorbed elements from many languages, leading to the creation of new dialects and varieties, such as American English, Australian English, and Indian English. Today, English is considered a global lingua franca, spoken by millions as a first language and learned by even more as a second language.

The languages spoken by the Germanic peoples who initially settled in Britain were part of the West Germanic branch of the Germanic language family. They consisted of dialects from the Ingvaemonic grouping, spoken mainly around the North sea coast, in regions that lie within modern Denmark, north-west Germany and the Netherlands. Due to specific similarities between early English and Old Frisian,

an Anglo Frisian grouping is also identified, although it does not necessarily represent a node in the family tree.

Conclusion. The origin of the English language is a testament to the complex interplay of migration, conquest, and cultural exchange. From its roots in Germanic dialects to its status as a global language, English has evolved through centuries of change, reflecting the historical and social contexts in which it developed. Understanding its origins not only enriches our appreciation of the language but also highlights the intricate tapestry of human communication.

REFERENCE

1. D Nu'monova, U Qo'Ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
2. M Orzikulova, G Rustamova "Methods Of Improving Speaking Skills For Kids" *Conference Proceedings: Fostering Your Research Spirit*, 151-154, 2024
3. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o'quv yurtlarida chet tilini o'qitishda uchraydigan muammolar ..., 2019
5. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language *Збірник наукових праць ЛОГОС*, 22-25, 2020
6. R. A Utkurovich, R. G Utkurovna. "Teaching English Language To Primary Level Pupils At School" *Ijodkor O'qituvchi* 3 (36), 103-105, 2024
7. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022
8. G. U Rustamova Lingvistik Pragmatikaning Birliklari. *Филологические науки* 11, 0.
9. Ikromjonovna, J. S. (2024). Usmon Azimning "Baxshiyona" Larida Tabiat Tasvirining Ifoda Etilish Usullari. *Analysis of International Sciences*, 2(6), 11-16.
10. Ikromjonovna, J. S. (2024). Usmon Azim Peyzajining O 'Ziga Hos Xususiyatlari. *Analysis of International Sciences*, 2(6), 17-24.
11. Ikromjonovna, J. S., & Sevara, A. (2024). O 'Qish Savodxonligi Darslarida O 'Quvchilar Bilimini Baholash Usullari. *Kokand University Research Base*, 261-265.
12. Ikromjonovna, J. S., & Moxira, T. (2024). Boshlang 'Ich Hamda Maktabgacha Ta'lim Tashkilotlari Ta'lim-Tarbiya Jarayonida Multimedia Texnologiyasidan Foydalanish. *Kokand University Research Base*, 256-260.

13. Ikromjonovna, J. S., & Ikromjon o'g'li, P. H. (2024). Ona Tili Va O 'Qish Darslarida Pisa Xalqaro Dasturidan Foydalanish. Kokand University Research Base, 242-249.
14. Ikromjonovna, J. S., & Muazzamxon, X. (2024). 4-Sinf O 'Qish Savodxonligi Darslarida Pirls Xalqaro Baholash Dasturlaridan Foydalanish. Kokand University Research Base, 250-255.
15. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.
16. Валиева, Н. А. (2023). 1917 Йил Февраль-Октябрь Оралиғида Туркистон. Golden Brain, 1(30), 208-214.
17. Jumanova, S. (2023). Usmon Azim She'riyatida Metaforalarning O 'Ziga Xos Xususiyatlari. Namangan davlat universiteti Ilmiy axborotnomasi, (11), 292-297.
18. Abdumajitovna, V. N. (2023). Russian Colonial Policy In Turkestan- Establishment Of A Centralized Administrative System. International Journal Of Social Science & Interdisciplinary Research ISSN: 2277-3630 Impact factor: 8.036, 12(01), 54-57.
19. Sunnatillayevna, A. Y. (2024). The Innovative Method Of Learn Foreign Languages In Different Countries. Journal of Computational Analysis and Applications (JoCAAA), 33(05), 744-747.
20. Abulkasimova, Y. (2024). Foreign Language Communicative Competence For Students Of Non-Philological Educational Profiles. Builders Of The Future, 4(04), 109-113.
21. Abulkasimova, Y. (2023). The Essence Of The Development Of Communicative Competence In Teaching English. Академические исследования в современной науке, 2(27), 71-75.
22. Abulkasimova, Y. (2023). Didactic Requirements For Effective Teaching Of English In Higher Education Residences. Theoretical aspects in the formation of pedagogical sciences, 2(21), 164-166.
23. Abulkasimova, Y. (2023). Teacher's Role And The Principles Of Teaching Speaking Skill. Talqin va tadqiqotlar, 1(11).
24. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign Language Teaching And Its Importance In The Introduction Of Today's Youth To Social Relations. Экономика и социум, (4-2 (95)), 186-189.
25. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative Methods And Tools In Higher Education. Science and innovation, 2(B11), 713-720.

26. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods Of Improving Speaking Skills Of Students In English Language Classes. *Science and innovation*, 2(B12), 368-371.
27. Jumayeva, M. B. (2023). Chet Tillarini O‘rganishda Ommaviy Axborot Vositalarining O‘rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(5), 240-242.
28. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In *International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180)*.

MAKTABGACHA YOSHDAGI BOLALARGA CHET TILINI O'RGATISH USULLARI

Shodmonova Nozima Sayidalimovna

Samarqand davlat chet tillari instituti talabasi

Gmail: nozimashodmonova607@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotatsiya: ushbu maqolada maktabgacha yoshdagi bolalarga chet tilini o'rgatish usullari hamda uning bolalar hayotidagi o'rni to'g'risida yozilgan bo'lib, hozirda ingliz tili dunyo tan olgan tillar qatoridan joy olayotgani bois, uni bog'cha yoshidan boshlash kerak. Shuningdek bog'cha yoshidagi bolalarning chet tili bilish darajasini oshirish uchun bir nechta foydali hamda samarali metodlar ham berib o'tilgan. Quyidagi metodlar orqali nafaqat ota-onalar balki o'qituvchilar ham bolalarning bilim olishlarini ma'lum bir darajada osonlashtirish olishadi. Maqolada ta'kidlab otilgan bir necha chet mamlakat olimlari ham o'zlarining qarashlari hamda tajribalaridan kelib chiqib turli xil chet tillarini o'rganishda foyda beradigan ma'lumot va metodlar ham keltirib o'tirgan.

Kalit so'zlar: Boshlang'ich muloqot, chet tilida so'zlashish nutqi, nazariy va amaliy metodlar, kundalik muloqot, aqliy e'tibor, muloqot ko'nikmasi.

KIRISH

Bugungi jadal sur'atlarda rivojlanib borayotgan davrda chet tili (ingliz tili) ning har bir mutaxassis uchun qay darajada muhimligi barchamizga ma'lum. Hozirda qay bir yo'nalish bo'yicha faoliyat yuritishdan qat'i nazar har bir shaxsga chet tilida muloqot qila olish talabi qo'yilmoqda. Jumladan, yurtboshimizning "Chet tillarini o'rganish tizimini yanada takomillashtirish" to'g'risida 2022-yilgi 34-sonli qarori asosida nafaqat oliy hamda o'rta maxsus ta'lim dargohlari balki maktabgacha ta'lim muassasalarida ham chet tilini o'rgatish ta'limning majburiy tarkibiga aylangan. Aynan shu kabi ma'suliyatni his etgan holda hozirgi kunda ota-onalar farzandlari uchun erta yoshdan chet tillarini o'rganishi maqsadida barcha sharoitlarni yaratib berishga harakat qilishmoqda. Shu bois ularni maktabgacha ta'lim muassasalariga topshirishdan avval, qay darajada chet tilining o'rnatilishi haqida ma'lumotlarga ega bo'lishidan boshlashmoqda.

Maktabgacha yoshdagi bolalarga chet tilini o'rgatishning asosiy maqsadlari:
-bolalarda boshlang'ich muloqot qobiliyatini shakllantirish

- ularning chet tilini yanada o'zlashtirishga bo'lgan qiziqishlarini oshirish
- boshqa mamlakatlarning madaniyat, odatlari bilan tanishtirish
- har tomonlama yetuk shaxs sifatida tarbiyalash

Maktabgacha yoshdagi bolalarda yangiliklarni o'zlashtirish hamda qabul qilish, ularga bo'lgan qiziqishning ulkan darajada ekanligi bois osonroq kechadi. Ya'ni, ular uchun yangi tilni o'rganish qiyinchilik emas, balki katta ishtiyoq tug'diradi. Chunki til o'rganishning optimal davri 4 yoshdan 7-8 yoshga cha deb hisoblanadi. F.N. Protosovanning ta'kidlashicha, bu yoshda bolalarda allaqachon o'z ona tili yetarlicha yaxshi shakllangan va yangi tilni o'rganish ongli ravishda kechadi. 9 yoshdan keyin esa bolalar nutq mexanizmining moslashuvchanligini yo'qotadi. 7 yoshgacha esa bolalarda chet tilida so'zlashish nutqi shaklida o'zlashtiriladi.

Bolalarga chet tilining erta yoshdan o'rgatishning keyingi eng asosiy sababi bu yoshdagi bolalarning xotira va nutq jihatdan ustunligidir. Bu bosqichda ular kattalarga qaraganda ko'p narsani eslab qolishga qodir bo'lishadi. Olimlar aynan shu farqni yuzaga chiqarish maqsadida tadqiqot o'tkazishgan va bu tadqiqotda 77 ta 5 yoshli bolalar hamda 71 ta kollej talabalari qamrab olingan. Ularning xotiralari tekshirilganda yosh bolalar 31% hayvonlarning aynan qaysi vaqtda ko'rsatilganini ayta olishgan bo'lsa, kattalar faqatgina 7% ini eslay olishgan xolos. Shuningdek, bolaning yoshi qancha kichik bo'lsa, uning so'z boyligi hamda talaffuzda bo'lgan ehtiyoji shuncha katta bo'ladi. Ya'ni bu bosqichda til o'rganish ular uchun qulay vaqtdir.

Dunyoga kelgan yangi chaqaloqning ruhini "top-toza" paxtaga o'xshatadi. Uning fikricha, bolaning top-toza paxta tarzida ruhiga nimalarni yozish mutlaqo katta odamlar ixtiyoridadir. Shuning uchun bolaning qanday odam bo'lib yetishishi, ya'ni unda qanday shaxsiy fazilatlarning tarkib topishi, bola hayotdan olgan tajribaga, o'zgaralar bilan muloqot jarayonida oladigan hayotiy tushuncha va tasavvurlariga bog'liqdir", – deb ta'kidlaydi. Bolalarga chet tilini o'rgatish qiziqarli va samarali bo'lishi uchun turli usullar va o'yinlarda foydalanish ham mumkin. Quyida chet tilini o'rgatishning samarali yo'llari keltirilgan: Birinchi navbatda darslarni nazariy emas, balki amaliy, qiziqarli metodlar boyitish e'tiborimiz doirasida bo'lishi lozim.

Yangi so'zlarni osonroq eslab qolishlariga yordam berish uchun "Memory" , "Simon says" kabi o'yinlardan foydalanishimiz mumkin. O'yinlar bolalarni ruhlantiradi va ulardagi til o'rganishga bo'lgan qiziqishni orttiradi. Shu bilan bir qatorda, ularning talaffuzini yaxshilash uchun chet tilidagi oddiy bolalar uchun multfilmlar, so'zlarni ritmik eslab qolishlari uchun esa qo'shiqlarni qo'llash samaraliroqdir. Misol uchun, "Dora and her friends" bolalarga til o'rganishda ko'mak

beruvchi maxsus mutltfilm, ABCD, sanash qo'shiqlari ularni eslab qolishda bolalarga yordam beradi.

Hamda ma'lumot o'rnida aytib o'tish joiz, ular bilan o'yinlar ichida oddiy suhbatlar olib borish orqali bolalarga chet tilini amaliyotda qo'llay boshlashiga yordam berishi mumkin. Masalan, Hello, good bye, thank you, okay kabi iboralarni kundalik muloqotga kiritish orqali bolalar ularni amaliyotda qo'llay boshlaydi.

Che tilini o'rganishda bolalardagi idrokni rivojlantirish ham muhim hisoblanadi. Aynan Germaniyaning bir qator bog'chalarida tarbiyachilar bolalarga oddiy buyruqlar berish orqali, fikrlashlarini oshirishadi. Masalan, o'yin ichida "stand up", "sit down", "walk", "jump", "swim" buyruqlari orqali ularni turli jarayonlar haqida o'ylashga undashadi. Bu esa ularga turli mavzularda fikr yurita oladigan shaxs bo'lib yetishishlariga yordam beradi. Bolalarga ma'lum vaziyatlar, masalan, do'konga borish yoki o'yinchoq sotib olish kabi rollarni o'ynashni taklif qilish orqali muloqot qilish ko'nikmasi shakllanadi.

Bolalarga chet tilini o'rgatishning afzalliklari:

- muloqot ko'nikmasi o'ziga bo'lgan ishonchni oshiradi
- boshqa tilni o'rgangan bolalar yangi o'rgangan so'zlarini o'z tillaridagilari bilan taqqoslash orqali miyyalarining turli xil " tizimlaridan" foydalanishadi. Bu esa ularning o'qish va yozish qobiliyatini rivojlantiradi.
- aqliy e'tibor oshadi. Bolalarning boshqa tilni organishni boshlaganliklari uchun ularning eslab qolish qobiliyati yanada kuchayadi
- ta'limi rivojlanadi (kelajakda oladigan ta'limida imkoniyatlar ko'payib, qiyinchiliklarga duch kelmaydi).

Xulosa o'rnida aytish mumkinki, yoshlardan faqatgina ilm olish talab etilayotgan 21- asrda imkon boricha yoshlarning bolaligidan ta'limga bo'lgan mehrini oshirish juda muhim. Shu jumladan, chet tilini o'rganishiga e'tibor qaratishimiz zarur. Bu jarayonda yuqorida keltirilgan uslublardan foydalanishimiz maqsadga muvofiqdir. Har bir metodni sinab ko'rish orqali bolalar chet tilini o'rganish jarayonida aynan qaysi usullar ko'proq samara berishini aniqlay olishimiz mumkin. Boshqa tomondan olib qaraganda, yuqorida sanab o'tilgan ma'lumotlar hamda o'qitish uslublari har bir o'qituvchi o'z amaliyotida sinab korishi zarur bo'lgan muhim omillardan biri hisoblanadi. Shu sababli ham ushbu uslublar haqida tajribalarga tayangan holda atroflicha ma'lumotlar berib o'tilgan.

FOYDALANILGAN ADABIYOTLAR

1. D Nu'monova, U Qo'Ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020

2. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
3. N Dedamirzayeva, U Kuzyiyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020
4. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydgan muammolar ..., 2019
5. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5, 0
6. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language Збірник наукових праць ЛОГОΣ, 22-25, 2020
7. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” Ijodkor O’qituvchi 3 (36), 103-105, 2024.
8. U Qo‘ziyev Tilda Soflik Masalasi Ta’limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. Филологические науки 11, 0.
10. Ochilova, G., & Ashurova, N. (2022). Semantic features of English narrative text. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(5), 279-283.
11. Ashurova, N., Suleymanova, N., Amanov, A., & Aslonov, F. (2023). Conceptual Framework for the Design of Electronic Textbook for EFL Students. *Journal of Higher Education Theory & Practice*, 23(16).
12. Ashurova, N. (2019). The use of advertising texts in teaching a foreign language. In *Science and Practice: A New Level of Integration in the Modern World* (pp. 190-192).
13. Валиева, Н. А. (2020). Философия религии, ее особенности и роль в обществе. *Ученый XXI века*, (1 (60)), 15-19.
14. Valieva, N. (2017). Ms Ethiopic 4 of the Collection of the India Office: A strayed Manuscript of Gadla Lālibalā. *Aethiopica*, 20, 190-201.
15. Valieva, N. (2020). King Ṭaṇṭawədəm's land charter: state of the art and new perspectives.
16. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).

17. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.
18. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 132-134.
19. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(5), 240-242.
20. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180).
21. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign Language Teaching And Its Importance In The Introduction Of Today's Youth To Social Relations. Экономика и социум, (4-2 (95)), 186-189.
22. Jumayeva, M., Quvvatova, G., & Dovurova, G. (2023). Innovative Methods And Tools In Higher Education. Science and innovation, 2(B11), 713-720.
23. Jumayeva, M., Naimov, D., & Shaymardanova, M. (2023). Methods Of Improving Speaking Skills Of Students In English Language Classes. Science and innovation, 2(B12), 368-371.

TA'LIMDA XALQARO TAJRIBALAR VA O'ZLASHTIRISH USULLARI

Sharipboyeva Mashhura Anvarovna

Talaba Samarqand davlat chet tillari instituti

Gmail: sharipboyevamashhura@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

O'qituvchi Samarqand davlat chet tillari institute

Annotatsiya: Mazkur maqolada rivojlangan davlatlarning , xususan Yaponiya, Singapur, Finlandiya va AQSH kabi davlatlarning ta'lim sohasiga berayotgan e'tibori , ta'lim tizimidagi yutuqlari va ularning bu sohaga eng yaxshi yondashuvlari haqida tushuntirilgan. Aynan bu mamlakatlardagi ta'lim tizimi bosqichlari va zamonaviy ta'lim dasturlarini O'zbekiston ta'lim sohasida keng qo'llanganligi va yutuqlari yoritilgan.

Kalit so'zlar: ta'lim, mamlakat, ta'lim bosqichlari, majburiy ta'lim, PISA (Programme for international Student Assessment) dasturi.

KIRISH

Bugungi kunda yaxshilanishni va yanada rivojlanishni istagan har bir davlat albatta ta'lim tizimiga e'tibor qaratadi. Shu sababdan aynan ta'lim sohasida rivojlanish va yangiliklar kattadir. Ta'lim tizimini isloh qilish va talaba, o'quvchilarning ijodiy qobiliyatlarini rivojlantirish davlatlar e'tibor qaratayotgan birinchi maqsaddir, chunki ko'plab davlatlar o'zining kelajagini sifatli va yaxshi ta'lim olgan fuqarolar orqali tasavvur qila oladi. O'zbekistonda ham bu sohaga e'tibor ortdi va rivojlangan chet el mamlakatlari bilan hamkorlikda ko'plab ta'lim mavzusiga doir loyiha va daturlar o'quvchi va talabalarga taqdim etilmoqda. Undan tashqari yurtimiz chet el mamlakatlarida foydali bo'lgan tizimlarni o'rganishi va tadbiq qilishi lozim. Buning bir necha sabablari bor: birinchidan yangi bilim va tajribalarga ega bo'lamiz , ikkinchidan xalqaro ta'lim sitandartlari meyorlarini tushinish mumkin, bu esa ta'lim sifatini oshirib beradi. Uchunchidan hamkorlik imkoniyatlari ochiladi, ya'ni bemaolol xorijiy mamlakatlar bn. Bularning barchasi bizning ta'lim tizimizni zamon talablariga moslashishiga va takomillashishiga yordam beradi.

Tartibli va intizomli ta'lim haqida gap ketganda, albatta, hamma Yaponiyani tushinishadi. Yaponiya rivojlanayotgan davlatlar orasida ham old qatorlarda turadi va bu davlat har bir sohada ajpyib natijalarga erishgan. Aynan Yaponiyaning ustun

jihatlardan biri boshida aytganimdek ,albatta, tartibdir. Darhaqiqat, tartib bo'lmagan joyda ta'lim ham bo'lmaydi. Yoshlarning tartib-intizomi qanchalik yaxshi bo'lsa ularning bilim darajasi va aqliy faoliyati ham shuncha aniq va kuchli bo'ladi. Bu davlatning ta'lim tizimiga kelsak, Yaponiya ta'lim tizimi ikkinchi jahon urishidan keyin Amerika ta'sirida sezilarli o'zgarishlarga uchradi va shundan keyin zamonaviy tizim tomon yo'naldi. Buning natijasida hozirgi va avvalgi ta'lim tizimidagi farqlarni ko'rishimiz mumkin. Bu farqlardan biri fan va mavzulardir. Avval Yaponiya asosan matematika, yapon tili va tabiiy fanlarga diqqat qaratgan bo'lsa, hozirda ingliz tili, kompyuter texnologiyalari va kreativ fanlarga ham ahamiyat beradi. Yaponiya ta'lim tizimi juda rivojlangan va o'ziga xos xususiyatlarga ega va ular asosan bolalarni nafaqat tarbiyalashga, shu bilan birgalikda ularning intellektini oshirishga e'tiborini qaratishadi. Shuningdek , yaponiyada ham ta'lim tizimining asosiy bosqichlari mavjud.

1. Maktabgacha ta'lim: 3 va 6 yoshdagi bolalarni qamrab oladi.
2. Boshlang'ich ta'lim: 6 yoshdan 12 yoshgacha bo'lgan bolalar o'qiydi. Bu bosqichda yapon tili, tabiiy fanlar bilan birgalikda axloqiy va ma'daniy ta'lim ham beriladi.
3. O'rta ta'lim: 12 yoshdan 15 yoshgacha davom etadi va bu bosqichda ingliz tilini o'rganishga katta e'tibor qaratiladi.
4. O'rta maxsus ta'lim: 15 yoshdan boshlab 3 yil davom etadi. Bu bosqichda akademik fanlar chuqurroq o'rgatiladi.
5. Oliy ta'lim: bu bosqich universitet yoki kasbiy ta'limdan iborat. Bu bosqich 4 yil davom etadi.

Yaponiyada nafaqat o'quvchilardan yuqori baho ta'lab qilinadi, shu bilan birga u yerda jamoaviy ruh va tartibga ham ahamiyat berishadi. Undan tashqari Yaponiya va O'zbekiston ta'lim tizimida ham ayrim o'xshashliklar bor. Ma'lumki, Yaponiya davlati qanchalik zamon bn teng bo'lmasin o'zining ijtimoiy tarbiya va axloqiy qadriyatlarni ta'lim bilan uyg'unlashtirib saqlab qolgan. Aynan shu jihat ham O'zbekistonda ahmiyatli hisoblanadi. Ya'ni ikkala davlatda ham axloq darslarida jamiyatda qanday hatti-harakat qilish kerakli o'qitiladi.

Sifatli ta'lim haqida gap ketganda, ko'pchilik Finlandiya ta'lim tizimini aytib o'tadi. Darhaqiqat Finlandiya o'zining eng yaxshi pedagog kadrlar yetishtirishi va ularning barchasi 2 yillik magistr darajasiga ega ekanligi va har bir ta'lim markazlarida kuchli fanlar chuqur o'tilishi Finlandiyaning ko'p jihatdan rivojlanishiga va boshqa davlatlarga o'rnak bo'lishiga yordam beradi. Shu sababdan o'qituvchilik tibbiyotdan keyin eng ko'p talab qilinadigan kasbga aylandi. Finlandiya

eng past ma'lumotli davlatdan o'zlashtirish va oliy ma'lumotli aholi soni 96% ni tashkil qiladigan, PISA va ko'plab dasturlarda eng baland reytingda turadigan davlatga aylandi. Finlandiya bu natijaga ko'plab omillar sabab erishdi.

– *Ta'lim siyosati islohotlari:* 1970-yilda davlatda ko'plab o'zgarishlar boshlandi va ta'lim tizimi zamonaviy, xalqaro standartlarga mos keladigan holda ko'rib chiqildi.

– *O'qituvchiga e'tibor:* aynan shu jihat pedagogika sohasiga katta ta'sir ko'rsatdi. O'qituvchiga bo'lgan e'tibor ularga yaratib berilgan sharoitlar va ularga to'lanadiga oylik maosh bu kasbni qadrlashga va ta'lim sifatini oshishiga sabab bo'ladi.

– *O'qitishda texnologiyalar:* Finlandiyada zamonaviy texnologiyalarni joriy etish orqali talaba va o'quvchilarga yangicha o'qish va o'rganish imkonini beradi.

– *Ijtimoiy hamkorlik:* ta'lim jarayonida ota-ona va ta'lim muassasalari o'rtasida hamkorlik o'rnatiladi.

Finlandiya ta'lim tizimidan kelib chiqib O'zbekiston ta'lim tizimidan ham ancha yangilanishlar qilinmoqda. 2021 va 2022-yillardan boshlab O'zbekiston ta'limida ham PISA (Programme for International Student Assessment) xalqaro o'quvchilarni baholash dastur testi bo'lib o'tdi. Bu dastur 3 yilda bir marta bo'ladi va unda 15 yoshli o'quvchilar qatnashadi. Eng ohirgi natijaga ko'ra Singapur, Xitoy va Yaponiya davlatlari eng yuqori natija qayd etgan.

Xulosa

Xulosa qilib aytganda, O'zbekiston ta'lim tizimini takomillashtirishda rivojlangan davlatlar ta'lim tizimidan olingan yutuq va tajribalari muhim hisoblanishi mumkin. Aynan Singapur, Yaponiya, Finlandiya kabi rivojlangan davlatlar o'zining tajribalaridan foydalanishi mumkin: yaponiyadan intizomlik va jamoviy muhitni yaratishni, Finlandiyadan moslashuvchanlik va individual yondashuvni, Singapurdan fan va texnologiyalarni birga qo'llashni va ualrga e'tiborni o'rganishi mumkin. Bunday yondashuvlar O'zbekiston ta'lim tizimini takomillashtiradi va raqobatbardoshligini oshiradi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. G. Anorkulova, A.Karimov. Xorijiy mamlakatlar ta'lim tizimining o'ziga xos yo'nalishi uslub va tahlili. Xalq ta'lim ilmiy metodik jurnali. 2017-yil. 3-son.
2. Yo'ldoshev J.F. xorijda ta'lim (metodik qo'llanma)- Toshkent : 1995-yil.
3. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
4. U. M Azamatovna The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples

5. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
6. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games *Oriental Art and Culture*, 86-88, 2020.
7. U M Azamatovna Comparative-typological analysis of the terms of folk art *International Journal on Integrated Education* 3 (12), 155-157, 2020.
8. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan *International Journal of Innovations in Engineering Research and Technology*, 1-5,
9. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language *Збірник наукових праць ЛОГОΣ*, 22-25, 2020
10. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
11. G. U Rustamova Lingvistik Pragmatikaning Birliklari. *Филологические науки* 11, 0.
12. U M Azamatovna History Of Development Of Uzbek And Kyrgyz Literary Terms *E-Conference Globe*, 67-69, 2021.
13. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. *Экономика и инновационные технологии*, (3), 86-90.
14. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.
15. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(5), 240-242.
16. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In *International Conference On Interdisciplinary Science* (Vol. 1, No. 11, pp. 176-180).
17. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.
18. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(4), 112-115.
19. qizi To'yeva, M. S. (2022, November). YANGI O 'ZBEKISTON ORIFA AYOLLARI VA G 'ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In *INTERNATIONAL CONFERENCES* (Vol. 1, No. 2, pp. 74-81).

INGLIZ TILINI BILISH ORQALI ERISHILADIGAN IMKONIYATLAR VA AFZALLIKLAR

Ubaydullayev Yunus Nurali o'g'li

Samarqand Davlat chet tillari instituti 2-kurs talabasi

E-mail: ubaydullayevyunus7@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne'matullayevna**

Annotatsiya: "Ingliz tilini bilish orqali erishiladigan imkoniyatlar va afzalliklar" mavzusidagi maqola asosan ingliz tilining global tilda ega bo'lgan roli va uning o'rganish orqali insonlarga qanday yangi imkoniyatlar ochilishi haqida. Unda ta'lim, ish imkoniyatlari va texnologiyaga kirishdagi afzalliklar yoritilgan. Ingliz tilini o'rganish orqali xalqaro universitetlarda o'qish, nufuzli ish o'rinlariga ega bo'lish va dunyoning turli madaniyati bilan tanishish mumkinligi ko'rsatib o'tiladi. Shuningdek, ingliz tilining keng tarqalgan axborot manbalari, ilmiy izlanishlar va internet resurslarini o'zlashtirishdagi ahamiyati tushuntiriladi. Maqola davomida til o'rganishning kognitiv rivojlanishga qo'shgan hissasi, shuningdek, shaxsiy va professional muvaffaqiyatlarga erishishda uning naqadar muhim ekanligi ta'kidlanadi.

Kalit so'zlar: Ingliz tilini o'rganish, Xalqaro ta'lim imkoniyatlari, Ish va karera yuksalishi, Texnologiya va axborot resurslari, Madaniy almashinuv, Shaxsiy rivojlanish, Global imkoniyatlar, Til bilishning afzalliklari, Oliy ta'lim grantlari, Ilmiy resurslarga kirish, Xalqaro kompaniyalar, Yangi texnologiyalar, Onlayn kurslar, Professional o'sish, Chet elda o'qish

KIRISH QISM

Bugungi kunda ingliz tilini bilish dunyo bo'ylab ijtimoiy, ta'lim va iqtisodiy sohalarda katta ustunlik hisoblanadi. Ingliz tili xalqaro tilda bo'lib, ko'plab davlatlar va tashkilotlarda asosiy muloqot vositasi sifatida tan olingan. Uni o'rganish orqali insonlar chet elda o'qish va ishlash imkoniyatiga ega bo'lishadi, keng resurslardan foydalanib, zamonaviy bilim va texnologiyalarni o'zlashtirishlari osonlashadi. Ingliz tilini bilish bugungi kunda ko'plab sohalarda keng imkoniyatlar yaratadi. Quyida ingliz tilini bilish orqali erishiladigan asosiy afzalliklar yoritib beriladi.

1. Ta'lim imkoniyatlari. Ingliz tilini bilish xalqaro miqyosdagi yetakchi universitetlar va o'quv dasturlariga kirish uchun zarurdir. Bugungi kunda ko'plab oliy o'quv yurtlari, xususan, AQSh, Buyuk Britaniya va boshqa rivojlangan davlatlar,

ingliz tilida ta'lim beradi. Ingliz tilini bilgan talabalar uchun xalqaro stipendiyalar, ilmiy grantlar va ilmiy tadqiqotlarda ishtirok etish imkoniyatlari ochiladi. Shuningdek, ko'plab ilmiy maqolalar va kitoblar ingliz tilida nashr etiladi, bu esa zamonaviy bilimlarni bevosita manbalar orqali o'rganish imkonini beradi.

2. Ish va karera imkoniyatlari. Ingliz tilini bilish xalqaro kompaniyalarda ishlash va yuqori malakali kadrlar orasida raqobatbardosh bo'lish imkonini beradi. Bugungi global iqtisodiyotda ko'plab kompaniyalar ingliz tilini ish tiliga aylantirgan va bu tilda gaplasha oladigan xodimlarni qadrlaydi. Ingliz tilini biladigan xodimlar xorijiy bo'limlarda ishlash, xalqaro loyihalarda qatnashish va malakasini oshirish uchun xizmat safarlariga borish imkoniyatiga ega bo'ladi. Shuningdek, ko'pgina malakali onlayn kurslar va sertifikatlar ingliz tilida taklif etiladi, bu esa o'z ustida ishlashni va kasbiy o'sishni osonlashtiradi.

3. Texnologiya va axborot resurslariga kirish. Internetdagi ko'plab axborot manbalari, jumladan, ilmiy va texnik maqolalar, darsliklar va qo'llanmalar ingliz tilida mavjud. Texnologiya va axborot texnologiyalari sohasi ham asosan ingliz tilida faoliyat olib boradi, bu esa yangi dasturlar, texnologiyalar va xizmatlardan foydalanishni qulaylashtiradi. Ingliz tilini biladigan insonlar zamonaviy texnologiyalardan bemalol foydalanib, global resurslardan foyda olishlari mumkin. Bu esa ularga o'z sohalarida yetakchi bo'lish va zamon talablariga moslashishda yordam beradi.

4. Madaniy almashinuv va shaxsiy rivojlanish. Ingliz tilini bilish madaniyatlararo muloqot qilish imkonini beradi. Bugungi globallashuv davrida chet elga sayohat qilish, yangi do'stlar orttirish va dunyoning turli burchaklarida turli madaniy hodisalarda ishtirok etish osonlashdi. Ingliz tilini biladigan odamlar boshqa millat vakillari bilan bemalol muloqot qilish, ularning madaniyati va qadriyatlarini chuqurroq o'rganish imkoniyatiga ega bo'ladi. Bu esa insonning dunyoqarashini kengaytiradi va o'z-o'zini rivojlantirishga katta turtki beradi.

5. Shaxsiy qobiliyatlarni rivojlantirish. Ingliz tilini o'rganish jarayoni insonning mantiqiy fikrlash, xotirani rivojlantirish va o'zini ifodalash qobiliyatlarini kuchaytiradi. Til o'rganish insonni sabr-toqatli bo'lishga, mustaqil o'rganishga va murakkab vaziyatlarda yechim topishga o'rgatadi. Shuningdek, ingliz tilini bilish orqali ko'plab qo'shimcha manbalardan foydalangan holda yangi qobiliyatlarni o'zlashtirish, o'z maqsadlariga erishishda yanada qat'iyatli bo'lish mumkin.

XULOSA

Xulosa qilib aytganda, ingliz tilini bilish bugungi globallashuv davrida shaxsiy va professional hayotda katta ustunlik beradi. Bu til xalqaro ta'lim va ish imkoniyatlariga

yo‘l ochib, zamonaviy bilimlar va texnologiyalarga kirish imkoniyatini ta‘minlaydi. Shuningdek, ingliz tilini bilish orqali turli madaniyatlar bilan tanishish, yangi do‘stlar orttirish va shaxsiy qobiliyatlarni rivojlantirish osonlashadi. Ingliz tilini o‘rganish nafaqat ko‘proq imkoniyatlarga ega bo‘lish, balki dunyoqarashni kengaytirish va muvaffaqiyatga erishish yo‘lida mustahkam asos yaratadi.

FOYDALANILGAN ADABIYOTLAR

1. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
2. U. M Azamatovna The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples
3. D Nu‘monova, U Qo‘Ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020
4. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020.
5. U M Azamatovna Comparative-typological analysis of the terms of folk art International Journal on Integrated Education 3 (12), 155-157, 2020.
6. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
7. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language Збірник наукових праць ЛОГОΣ, 22-25, 2020
8. U Qo‘ziyev Tilda Soflik Masalasi Ta‘limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. Филологические науки 11, 0.
10. U M Azamatovna History Of Development Of Uzbek And Kyrgyz Literary Terms E-Conference Globe, 67-69, 2021.
11. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиа ли ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.
12. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 132-134.

13. Jumayeva, M. B. (2023). Chet Tillarini O‘rganishda Ommaviy Axborot Vositalarining O‘rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(5), 240-242.
14. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180).
15. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 129-131.
16. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(4), 112-115.
17. qizi To‘yeva, M. S. (2022, November). YANGI O‘ZBEKISTON ORIFA AYOLLARI VA G‘ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In INTERNATIONAL CONFERENCES (Vol. 1, No. 2, pp. 74-81).

INGLIZ TILIDA BEMALOL GAPIRISH UCHUN O‘ZIGA ISHONCHNI RIVOJLANTIRISH

Xudoynazarov Quvonchbek G‘afur o‘g‘li

Samarqand Davlat chet tillari instituti 2-kurs talabasi

E-mail: qxudoynazarov2@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne‘matullayevna**

Annotatsiya: Ushbu maqola ingliz tilida bemalol gapirish uchun o‘ziga ishonchni rivojlantirishning ahamiyatini o‘rganadi. Til o‘rganishda ko‘plab odamlar xatolardan qo‘rqish yoki o‘z fikrlarini erkin ifodalashda qiynalishadi. O‘ziga ishonchni oshirish, muloqotda o‘zini qulay his qilish va ruhiy to‘siqlarni yengish uchun foydali strategiyalar taqdim etiladi. Ushbu maqolada kichik suhbatlardan boshlash, muntazam amaliyot o‘tkazish, ichki motivatsiyani saqlash, hamda o‘z yutuqlarini nishonlash kabi usullar orqali til ko‘nikmalarini rivojlantirishga qaratilgan tavsiyalar beriladi. O‘quvchilarga o‘z maqsadlariga erishish uchun zaruriy qadamlarni ko‘rsatib, ingliz tilida erkin va ishonchli muloqot qilishga yordam beradi.

Kalit so‘zlar: Ingliz tilida erkin so‘zlash, Muloqotda o‘ziga ishonch hosil qilish, Ingliz tilida gapirishda o‘ziga ishonchni rivojlantirish, Ingliz tilida ravon muloqot qilish, Til to‘siqlarini yengish, Xatolardan qo‘rqmaslik, Til amaliyoti, Gapirish ko‘nikmalarini rivojlantirish, Til o‘rganishga motivatsiya, Suhbatdoshlik mahorati, Xatolar qilish qo‘rquvini yengish, Tildagi psixologik to‘siqlarni yengish, O‘zini anglata olish qobiliyati.

KIRISH QISM

Ingliz tilida bemalol gapirish ko‘pchilik uchun katta maqsad bo‘lib, bu ko‘nikma dunyoning deyarli har qaysi burchagida kerak bo‘ladi. Lekin, ko‘pincha biz tilni yaxshi bilsak ham, o‘z fikrlarimizni aniq va ravon ifodalashga qo‘rqamiz yoki uyalamiz. Bu o‘ziga ishonch yetishmovchiligidan dalolat beradi. Ingliz tilida bemalol so‘zlasha olish uchun nafaqat grammatikani va so‘z boyligini o‘rganish, balki o‘ziga ishonchni rivojlantirish ham muhimdir. Ushbu maqolada o‘ziga ishonchni qanday qilib oshirish mumkinligi, til o‘rganishdagi ruhiy to‘siqlarni yengib o‘tish usullari va jamoat oldida gapirish ko‘nikmalarini oshirish yo‘llarini ko‘rib chiqamiz. Ingliz tilida bemalol gapirish uchun, avvalo o‘ziga bo‘lgan ishonchni rivojlantirish muhim. Ko‘pchilik odamlar yaxshi bilimga ega bo‘lsa ham, muloqot davomida til to‘siqlarini yengib o‘tishda qiyinchilikka duch keladi. Aslida, ingliz tilida erkin so‘zlasha olish

uchun xatolardan qoʻrqmaslik va oʻzini anglata olish qobiliyatini rivojlantirish zarur. Suhbat amaliyoti orqali oʻziga ishonchni oshirish va psixologik toʻsiqlarni yengish muloqotda sezilarli yutuqlarga olib keladi. Til oʻrganishda davomiylilik va motivatsiyani saqlab qolish ham katta ahamiyatga ega. Shu sababli, suhbatdosh topish va muntazam ravishda til amaliyoti qilish orqali inglizcha soʻz boyligini kengaytirish va ravon ifodalay olishni oʻrganish kerak. Qiyinchiliklarni yengib oʻtish va jasorat bilan mashq qilish orqali oʻzingizni anglatishda yanada erkinlashasiz va bemalol muloqot qila olasiz. Til oʻrganish jarayonida dastlabki qadam sifatida kichik suhbatlardan boshlash tavsiya etiladi. Masalan, yangi soʻz va iboralarni oddiy suhbatlarda sinab koʻring. Ingliz tilida fikr bildirishni qiyinlashtiradigan qoʻrquv yoki uyat hislarini bartaraf etish uchun oʻzingizga vaqt bering va xatolar qilishdan qoʻrqmang. Har qanday xato – bu oʻrganish imkoniyati. Shuningdek, suhbatdoshlik mahoratini rivojlantirish uchun imkon qadar koʻproq muloqotda boʻling. Til amaliyoti uchun til oʻrganuvchilar guruhlariga qoʻshilish yoki onlayn suhbat platformalaridan foydalanish yaxshi yordam beradi. Bu kabi amaliyotlar orqali oʻz soʻz boyligingizni kengaytirib, oʻz fikrlaringizni ingliz tilida ravon va toʻgʻri ifodalashga koʻnikasiz. Asta-sekin oʻzingizga nisbatan ishonch ortib, til oʻrganishdagi qiyinchiliklar yoʻqola boshlaydi. Har bir muloqotdan soʻng erishgan yutuqlaringizni kuzatib, oʻz oʻzinga boʻlgan ishonchni yanada oshiring. Shu tarzda, ingliz tilida erkin va ishonch bilan soʻzlashda katta yutuqlarga erishishingiz mumkin.

Ingliz tilida bemalol gapirish uchun ichki motivatsiya va qiziqishni saqlab qolish ham muhim ahamiyatga ega. Til oʻrganishda davom etish uchun aniq maqsadlar qoʻyish foydali boʻladi. Masalan, tilni ish joyida foydalanish, yangi madaniyatni oʻrganish yoki sayohat qilish kabi maqsadlar ingliz tilini oʻrganishga ragʻbat beradi. Oʻz oldingizga qoʻygan ushbu maqsadlar sizni ilhomlantirib, til oʻrganishda davomiylikka yordam beradi. Muloqot amaliyotini yanada samarali qilish uchun koʻproq ingliz tilidagi filmlar tomosha qiling, podkastlar tinglang yoki kitoblar oʻqing. Bu usullar soʻz boyligingizni kengaytirib, tilni yaxshiroq anglash va soʻzlashda katta yordam beradi. Shuningdek, turli mavzularda yozma mashqlar qilish, yangi oʻrganilgan soʻz va iboralarni hayotda qoʻllash orqali tilga boʻlgan qiziqishingizni oshirib borishingiz mumkin. Oʻz til oʻrganish jarayoningizni kuzatib borish va yutuqlaringizni nishonlash ham muhim. Masalan, oʻzingizga kichik maqsadlar qoʻyib, ularni bajarganingizda oʻzingizni mukofotlab qoʻying. Bu nafaqat oʻziga ishonchni oshiradi, balki til oʻrganish jarayonini yanada qiziqarli qiladi. Shu tarzda, ingliz tilida bemalol soʻzlashish orzusi siz uchun yaqinroq boʻlib, tilga boʻlgan qiyinchiliklar asta-sekin ortda qoladi.

Xulosa

Ingliz tilida bemalol gapirish uchun o'ziga ishonchni rivojlantirish jarayoni til o'rganishning muhim va ajralmas qismidir. O'ziga ishonchni oshirish orqali talabalar xatolardan qo'rqmay, fikrlarini erkin ifodalashga erishadilar. Ushbu jarayonda kichik muloqotlardan boshlash, muntazam amaliyot o'tkazish, va ichki motivatsiyani saqlash kabi strategiyalar yordam beradi. Shuningdek, tilni o'rganish jarayonida o'z yutuqlarini nishonlash va muvaffaqiyatlarni qadrlash o'ziga bo'lgan ishonchni yanada mustahkamlashga xizmat qiladi. Natijada, o'ziga ishonchni rivojlantirish ingliz tilida bemalol va ravon so'zlashishni ta'minlaydi, bu esa til o'rganish jarayonini qiziqarli va samarali qiladi.

FOYDALANILGAN ADABIYOTLAR

1. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
2. U. M Azamatovna The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples
3. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020
4. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020.
5. U M Azamatovna Comparative-typological analysis of the terms of folk art International Journal on Integrated Education 3 (12), 155-157, 2020.
6. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
7. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language Збірник наукових праць ЛОГОС, 22-25, 2020
8. U Qo'ziyev Tilda Soflik Masalasi Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. Филологические науки 11, 0.
10. U M Azamatovna History Of Development Of Uzbek And Kyrgyz Literary Terms E-Conference Globe, 67-69, 2021.
11. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиа илму ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.

12. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 132-134.
13. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(5), 240-242.
14. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In *International Conference On Interdisciplinary Science* (Vol. 1, No. 11, pp. 176-180).
15. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. *Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal*, 3(2), 129-131.
16. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. *Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal*, 3(4), 112-115.
17. qizi To'yeva, M. S. (2022, November). YANGI O 'ZBEKISTON ORIFA AYOLLARI VA G 'ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In *INTERNATIONAL CONFERENCES* (Vol. 1, No. 2, pp. 74-81).

INGLIZ TILIDAGI TURLI AKSENTLARNI O'RGANISH VA MASHQ QILISH

Abduqayumov Abdushukur Abdukarim o'g'li

Samarqand Davlat chet tillari instituti 2-kurs talabasi

E-mail: abdushukur2717@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne'matullayevna**

Annotatsiya: Ingliz tilidagi aksentlar til o'rganishda katta ahamiyatga ega bo'lib, ular nafaqat tilning turli madaniy qatlamlari va mintaqalarini aks ettiradi, balki o'rganilayotgan tilni tushunishni ham yengillashtiradi. Ushbu maqola orqali o'quvchilar ingliz tilidagi turli aksentlarni ajratishni va ularni mashq qilish orqali o'z talaffuzlarini yaxshilashni o'rganadilar. Maqola Amerika, Britaniya, Avstraliya va boshqa aksentlarning xususiyatlarini tushuntiradi, talaffuzdagi farqlar va odatiy ohanglarni namoyish etadi, hamda har bir aksentni yaxshi o'zlashtirish uchun foydali maslahatlar beradi. Maqolada aksentlarni mashq qilish uchun resurslar va samarali usullar, jumladan, eshitish va so'zlashuv mashqlari, aksentga xos talaffuzni mukammallashtirish usullari haqida ma'lumot beriladi. Shu orqali til o'rganuvchilar aksentlar orqali tilning boyligiga yanada yaqinroq bo'lishadi.

Kalit so'z: Ingliz tilidagi aksentlar, Amerika aksenti, Britaniya aksenti, Avstraliya aksenti, talaffuz mashqlari, aksentlarni o'rganish, intonatsiya, talaffuz usullari, til o'rganish, ovozli materiallar.

Kirish qism. Ingliz tilidagi aksentlarni o'rganish til o'rganuvchilar uchun qiyin, ammo qiziqarli jarayon bo'lib, muloqotda yanada moslashuvchanlikni va tushunish qobiliyatini oshiradi. Turli mintaqalar va madaniy qatlamlarga xos bo'lgan aksentlar talaffuz, so'zlar va intonatsiyada o'ziga xos farqlar yaratadi. Ushbu bo'limda Amerika, Britaniya va Avstraliya aksentlari hamda ularni mashq qilish usullari haqida batafsil tushuntirishlar beriladi.

1. Amerika aksenti. Amerika aksenti eng keng tarqalgan aksentlardan biri bo'lib, kinolar, seriallar va musiqalar orqali butun dunyoga tanish. Amerika aksentida "r" tovushi aniqroq va kuchliroq talaffuz qilinadi, ayniqsa so'z oxirida yoki undoshdan keyin kelganda. Ushbu aksentni o'rganish uchun odamlar ko'p hollarda turli audio resurslardan, Amerika filmlari va podkastlaridan foydalanadilar. Amerika aksentini mustahkamlash uchun "shadowing" usuli – talaffuz va intonatsiyani ovozli materiallar bilan birgalikda takrorlash mashqlari – juda foydali hisoblanadi.

2. *Britaniya aksenti.* Britaniya aksenti ko‘plab lahjalarga ega bo‘lsa-da, RP (Received Pronunciation) aksenti eng nufuzli va keng tarqalgan hisoblanadi. Ushbu aksentda “r” tovushi ko‘pincha talaffuz qilinmaydi (so‘z oxirida yoki undoshdan keyin). Shuningdek, ba’zi so‘zlarda urg‘ular Amerikadagi kabi emas. Britaniya aksentini o‘rganish uchun BBC, Britaniya kinolari va seriallari, hamda ovozli kitoblardan foydalanish mumkin. Talaffuzni yanada takomillashtirish uchun RP talaffuzi bilan shug‘ullanish kerak va ovozli materiallarni eshitish orqali talaffuz farqlarini his qilish mumkin.

3. *Avstraliya aksenti.* Avstraliya aksenti dunyo bo‘yicha notanishroq bo‘lishiga qaramasdan, o‘ziga xoslikka ega va o‘z talqini bilan diqqatga sazovor. Bu aksentda so‘zlar tez va qisqartirilgan holda talaffuz qilinadi, shuningdek, ba’zi so‘zlar o‘ziga xos intonatsion o‘zgarishlarga ega. Avstraliya aksentini o‘rganish uchun Avstraliya televideniesi, podkastlari va mahalliy kontentlardan foydalanish tavsiya etiladi. Bu aksentni mashq qilish uchun ham “shadowing” usuli va talaffuzni sinchkovlik bilan takrorlash usullari samarali bo‘ladi.

4. *Mashq qilish usullari.* Ingliz tilidagi aksentlarni o‘zlashtirish uchun quyidagi usullarni qo‘llash samarali:

Shadowing usuli: Ovozli material bilan birgalikda talaffuzni takrorlash va intonatsiyani his qilish. Bu usul o‘rganilayotgan aksentni tezda o‘zlashtirishga yordam beradi.

Audio va video materiallar: Keng ko‘lamdagi kinolar, seriallar va podkastlardan foydalanish orqali aksentga moslashish mumkin. Ovozli kitoblar, ayniqsa, talaffuz va intonatsiyani mukammallashtirish uchun yaxshi vosita hisoblanadi.

Tinglash va takrorlash: Aksentga oid yangi so‘z va iboralarni eshitib, ularni qayta-qayta talaffuz qilish orqali ularni o‘zlashtirish mumkin. Ushbu usullarni qo‘llash bilan o‘rganilayotgan aksentlarni yanada chuqurroq tushunish va talaffuz qobiliyatini yaxshilash mumkin.

Xulosa. Ingliz tilidagi aksentlarni o‘rganish til o‘rganuvchilarga nafaqat muloqot qobiliyatlarini oshirishda, balki tilning madaniy boyligini anglashda ham yordam beradi. Amerika, Britaniya va Avstraliya aksentlari kabi turli aksentlarni tushunish va mashq qilish orqali o‘rganilayotgan tilni yanada tabiiy va aniqroq talaffuz qilish imkoniyati yaratiladi. Shadowing usuli, audio va video materiallardan foydalanish kabi mashq qilish usullari aksentlarni tezda o‘zlashtirishga yordam beradi. Aksentlarni o‘rganish til o‘rganuvchilarga muloqotda erkinlik va moslashuvchanlikni ta’minlaydi va ularni turli muloqot muhitlariga tayyorlaydi. Shu

yo‘l bilan, ingliz tilidagi aksentlar bilan tanishish o‘rganuvchilarga tilni yanada boyroq va chuqurroq anglash imkonini beradi.

FOYDALANILGAN ADABIYOTLAR:

1. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
2. U. M Azamatovna The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples
3. D Nu‘monova, U Qo‘Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020
4. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020.
5. U M Azamatovna Comparative-typological analysis of the terms of folk art International Journal on Integrated Education 3 (12), 155-157, 2020.
6. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
7. K Khashimova, U Kuziev Participation Of Languages Of Other Systems In The Formation Of The Uzbek Literary Language Збірник наукових праць ЛОГОС, 22-25, 2020
8. U Qo‘ziyev Tilda Soflik Masalasi Ta‘limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
9. G. U Rustamova Lingvistik Pragmatikaning Birliklari. Филологические науки 11, 0.
10. U M Azamatovna History Of Development Of Uzbek And Kyrgyz Literary Terms E-Conference Globe, 67-69, 2021.
11. qizi To‘yeva, M. S. (2022, November). YANGI O‘ZBEKISTON ORIFA AYOLLARI VA G‘ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In INTERNATIONAL CONFERENCES (Vol. 1, No. 2, pp. 74-81).
12. Jumayev, F. B., & Jumayev, B. N. (2023). Ways to Improve Listening Skills Among Children. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 129-131.
13. Jumayev, F. B., & Jumayev, B. N. (2023). Technology of Using of Didactic Games in English Language Lessons. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnal, 3(4), 112-115.
14. Jumayeva, M. B. (2023). Classifications of Cardinal Numbers and Ordinal Numbers in English And Uzbek. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnal, 3(2), 132-134.

15. Jumayeva, M. B. (2023). Chet Tillarini O'rganishda Ommaviy Axborot Vositalarining O'rni va Ahamiyati. Boshqaruv va Etika Qoidalari Onlayn Ilmiy Jurnali, 3(5), 240-242.
16. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180).
17. Бойназаров, И. (2012). Дастурлаш асослари бўйича мультимедиали ўргатувчи тизимни ўқув жараёнига жорий этиш. Экономика и инновационные технологии, (3), 86-90.

DZYUDO SPORT TURINING ASOSIY TAMOYILLARI VA O‘ZIGA XOS XUSUSIYATLARINI TAKOMILLASHTIRISH ASOSLARI

Feruza Homidjonova,

SHDPI o‘qituvchisi

Berdiyev Shaxboz Muso ugli

SHDPI talabasi

Annotatsiya: Dzyudo maktabining har bir o'quvchisi bilishi kerak bo'lgan bir nechta asosiy tamoyillar mavjud. Ushbu bilim jang paytida to'g'ri taktika tanlash va ko'p harakat qilmasdan raqibingizni mag'lub etishga yordam beradi.

Kalit so‘zlar: jismoniy tarbiya, komil inson, musobaqa, murabbiy, jismoniy tarbiya, aqliy tarbiya sport.

Аннотация: Есть несколько основных принципов, которые должен знать каждый ученик дзюдо. Эти знания помогут вам выбрать правильную тактику во время боя и победить противника без особых усилий.

Ключевые слова: физическое воспитание, совершенный человек, конкуренция, тренер, физическое воспитание, психическое воспитание, спорт.

Annotation: There are a few basic principles that every judo student should know. This knowledge will help you choose the right tactics during the battle and defeat your opponent without much effort.

Keywords: physical education, perfect person, competition, coach, physical education, mental education, sport.

Dzyudoning asosiy postulati: kuchga qarshilik ko'rsatish kerak emas, uni to'g'ri yo'nalishga yo'naltirish kerak. Dushmanning hujumlari qo'rqinchli bo'lmasligi kerak, aksincha, bu sizga g'alaba qozonishga yordam beradigan yaxshi daqiqadir. Dzyudo bo'limiga jalb qilingan sportchilarga har bir mashg'ulotda tushuntiriladi, hujum paytida kurashchi muvozanatni yo'qotishi mumkin va bu vaqtda uni erga tushirish osonroq bo'ladi. Bundan tashqari, murabbiylar agar u faol bo'lmasa, dushmanni hujumga majburlashni maslahat berishadi.

Har qanday dzyudo musobaqasi, qoida tariqasida, uzoq davom etmaydi. Kurashchi qisqa vaqt ichida o'z harakatlari va bir necha qadam oldinda bo'lgan dushman harakatlarini o'ylab ko'rishi va yuzaga kelgan imkoniyatdan foydalanishi kerak. Ikkinchi imkoniyat bo'lmasligi mumkin. Bo'lajak musobaqalarga yaxshi tayyorgarlik

ko'rish nafaqat dzyudo bo'yicha mashq qilish, balki raqibning har bir harakatini o'rganishni ham anglatadi. Odatda, professional kurashchilar raqib ishtirokidagi janglarning yozuvlarini tomosha qiladilar, uning texnikasi va taktikasini diqqat bilan o'rganadilar va olingan ma'lumotlarga asoslanib, o'z taktikalarini o'ylab topadilar.

Dzyudo to'garaklari o'quvchilari yodda tutishlari kerak bo'lgan asosiy tamoyillardan biri doimiy harakatdir. Bu polvon doimo harakat qilishi kerak, hatto aqlsiz, tartibsiz harakatlar bo'lsa ham, degani emas. Yo'q, hamma narsani o'ylab ko'rish kerak. Asosiy maqsad - avvaliga eng yaxshi o'yin ko'rsatmasdan raqibni yo'ldan ozdirish (uning hushyorligini susaytirish), keyin esa to'g'ri daqiqani tanlash va g'alaba qozonish lozim.

Quyida dzyudo sport turiga xos ayrim taktik texnikalar xususida so'z yuritamiz.

Otish (Nage-waza)

Uloqtirish dzyudo texnikasining asosini tashkil qiladi. Ular raqibni o'z kuchi va texnikasidan foydalangan holda muvozanatni yo'qotish va uni erga uloqtirishga qaratilgan. Pozitsiya va strategiyaga qarab, otish ikki kichik toifaga bo'linadi:

Tachi-vaza (tik turgan otish): Bu turdagi uloqtirish tik turgan holatda amalga oshiriladi. Dzyudochi raqibini uloqtirish uchun tanasining kuchi va harakatidan foydalanadi. Bunday texnikaning klassik misollari:

O-gori (Katta sayohat): Bu usul raqibni tanasining yuqori qismini ushlab turganda oyoqdan yiqitishni o'z ichiga oladi.

Seoi-nage (elkadan otish): Dzyudochi oldinga egilib, raqibni yelkasiga ko'taradi va keyin uni o'zi ustidan yerga tashlaydi.

Sutemi-vaza (Qurbonlik otishlari): Bu otishlarda dzyudochi raqibni uloqtirish uchun ataylab yerga tushadi va shu daqiqadan foydalanib uloqtirishni muvaffaqiyatli amalga oshiradi. Bunday otishmalarga misollar:

Tomoe-nage (otish): Dzyudochi chalqancha yiqilib, raqibni ushlab, oyoqlari yordamida o'z ustiga tashlaydi.

Yuko-tomoe-nage: Ortiqcha uloqtirish varianti, bunda asosiy e'tibor bir vaqtning o'zida otish bilan keskin oldinga harakatga qaratilgan.

Dzyudoda ushlab turish - bu raqibni erdan nazorat qilish, uning o'zini ozod qilish yoki qarshi hujumga o'tishini oldini olish uchun ishlatiladigan usullar. Xoldingning maqsadi raqibni vaqt tugamaguncha yoki u taslim bo'lgunga qadar bir pozitsiyada qulflashdir. Eng keng tarqalgan chegirmalarga quyidagilar kiradi:

Kesa-gatame (Yon ushlab): Dzyudochi raqibning qo'lini va bo'ynini yon tomondan ushlab, erga uradi. Bu ushlab turish raqibning tanasining yuqori qismini to'liq nazorat qilishni ta'minlaydi.

Yoko-shio-gatame (Yon ushlab): Bu ushlabda dzyudochi yelkasi va oyog'ini ushlab, raqibni yon tomonga gilamchaga mahkamlaydi. Ushbu tutqich raqibning harakatlarini samarali boshqarishga imkon beradi, unga o'zini ozod qilish imkoniyatini bermaydi. Tajribali murabbiylarning ta'kidlashicha, dzyudochi ikki-uchta texnikani yaxshi bilsa ham, Olimpiada chempioni bo'lishi mumkin. Agar siz biror narsani boshqalardan yaxshiroq bilsangiz, siz yengilmas bo'lishingiz mumkin. Ular dzyudo mashg'ulotlarida mashq qilishlari mumkin va kerak. Lekin birinchi navbatda siz o'z imkoniyatlaringizni ob'ektiv baholashingiz va kamchiliklaringizni hisobga olishingiz kerak. Shuni esda tutish kerakki, vaqt o'tishi bilan raqiblar jangchining zaif tomonlarini o'rganadilar va uning "imzo" usullariga qarshi turishni o'rganadilar, ammo bundan qo'rqishning hojati yo'q, siz boshqalarga yaxshi ishlashingiz kerak.

Agar tavakkal qilinmasa, g'alaba qozonishning iloji yo'q. Murabbiylar g'alaba qozonish mumkinligini his qilganda to'xtamaslikni, mag'lub bo'lish mumkinligini his qilib, taslim bo'lmaslikni maslahat berishadi. Qanday sharoitda bo'lishidan qat'i nazar, rejaga muvofiq borishni davom ettirish kerak. Sportchi oxirigacha kurashishi kerak. Har qanday jangni oldindan hisoblab chiqish, unga tayyorgarlik ko'rish, so'ngra oxirgi va hal qiluvchi jang bo'lgandek jang qilish kerak. Shunday qilib, dzyudo bilan shug'ullanadigan, mashq qiladigan va musobaqalarda qatnashmoqchi bo'lgan har bir kishi amal qilishi kerak bo'lgan bir nechta asosiy tamoyillar mavjud. Postulatlar kurashchining tatamida qanday chiqishiga va erishmoqchi bo'lgan maqsadiga bo'lgan xarakterini va alohida munosabatini shakllantiradi.

FOYDALANILGAN ADABIYOTLAR:

1. Книга тренера. Вайцеховский С. М. М., “Физкультура и спорт”, 1971
Теория и методика физической культуры: Учебник /Под ред. проф. Ю.Ф.Курамшина. – 2е изд., испр. –М.: Советский спорт, 2004. – 464 с.
2. Физическая культура студента: Учебник / Под ред. В.И. Ильинича. М.: Гардарики, 1999. – 448 с.
3. Физическая культура: Учебное пособие / под ред. В.А. Коваленко. – М.: Изд – во АСВ , 2000 . – 432 с.
4. Homidjonova, F. (2021, December). METHODOLOGY OF TEACHING SPORTS AND MOVING GAMES. In *Archive of Conferences* (pp. 25-28).
5. Kizi, Khomidjonova Feruza Komiljon. "NATIONAL WRESTLING SPORTS CHARACTERISTICS OF THE RELATIONSHIPS BETWEEN COACHES AND ATHLETES." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.5 (2021): 210-214.

DZYUDO SPORT TURIDA SHAXSNI SHAKLLANTIRISH USULLARI

Feruza Homidjonova,

SHDPI o'qituvchisi

Shoyimov Zokir Zikrulla o'g'li

SHDPI talabasi

Annotatsiya: Dzyudo bir nechta asosiy toifalarga bo'linishi mumkin bo'lgan juda ko'p turli xil texnikalarni o'z ichiga oladi. Ushbu toifalarning har biri kurashning turli jihatlarini qamrab oladi va dzyudochidan o'ziga xos mahorat va texnikani talab qiladi. Ushbu toifalarni bilish va tushunish mashg'ulotlarni tizimlashtirishga va jangovar usullarni samarali qo'llashga yordam beradi.

Kalit o'zlar: jismoniy tarbiya, komil inson, musobaqa, murabbiy, jismoniy tarbiya, aqliy tarbiya sport, dzyudo, kurash.

Аннотация: Дзюдо включает в себя множество различных приемов, которые можно разделить на несколько основных категорий. Каждая из этих категорий охватывает различные аспекты борьбы и требует от дзюдоиста особых навыков и техник. Знание и понимание этих категорий помогает систематизировать тренировки и эффективно применять приемы в бою.

Ключевые слова: физическое воспитание, совершенный человек, конкуренция, тренер, физическое воспитание, психическое воспитание, спорт.

Annotation: Judo includes many different techniques that can be divided into several main categories. Each of these categories covers different aspects of the fight and requires special skills and techniques from the judoka. Knowledge and understanding of these categories helps to systematize training and effectively apply techniques in combat.

Keywords: physical education, perfect person, competition, coach, physical education, mental education, sport.

Sportning rivojlanish tarixi

Dzyudo o'z qoidalariga ega kurash bo'lib, uning asoschisi yaponiyaliklardir. Bu nisbatan yosh sport turi bo'lib, uning shakllanishi 19-asrning oxirida sodir bo'lgan. Sharq kurashining yaratuvchisi Jigoro Kano o'n besh yoshga to'lgunga qadar tengdoshlarining hujumlaridan aziyat chekadigan zaif bola edi. Dzyudo texnikasi dastlab Qo'shma Shtatlarga ko'chib o'tdi, ko'plab zamonaviy jang san'atlarining asoslarini o'zida mujassam etgan va keyin butun dunyoga tarqaldi.

Har xil turdagi jang san'atlari bolaning shaxsiy va jismoniy fazilatlarini rivojlantirishning universal usuli bo'lib, boshlang'ich sportchilarga, o'g'il bolalar va qizlarga o'ziga ishonch bag'ishlaydi, shu jumladan o'zini himoya qilish, tayanch-harakat tizimini, butun tanani rivojlantiradi. bolalarning harakatsiz qolishiga yo'l qo'ymaslik, sog'lig'ini yaxshilash, miya faoliyatini rivojlantirish, maktabda va darsdan tashqari mashg'ulotlarda muvaffaqiyatga hissa qo'shish.

Mamlakatimizda jang san'atining eng mashhur turlaridan biri bo'lgan yapon jang san'ati dzyudo bo'yicha mashg'ulotlar bolada kuch, moslashuvchanlik, chidamlilikni rivojlantirish, shuningdek, mashg'ulotlar va musobaqalar davomida boshqa foydali ko'nikmalarni, jumladan, reaksiya tezligi, ehtiyotkorlikni egallash imkonini beradi. o'z harakatlarida, harakatlarni muvofiqlashtirish. Va, albatta, dzyudo bolalarga tezlashtirilgan analitik fikrlashni beradi va bolalarga xos bo'lgan nafas olish va boshqa kasalliklarni sezilarli darajada kamaytiradi.

Dzyudo jang san'atining zarbasiz, yumshoq turi bo'lib, u katta yoshdagi bolalar (10 yosh - 14 yosh) va juda yosh bolalar (3-7 yosh) uchun mos keladi.

Yapon jang san'ati - bu falsafaning simbiozi, o'zaro yordam va tajovuzsiz kurashish, energiya xarajatlarini tejash bilan birga hujum. Ushbu sportni o'rganish ota-onalarni ham, 3 yosh va undan katta yoshdagi bolalarni ham jalb qiladi. Bu ham bejiz emas: kurash yosh dzyudochini jismonan, ma'naviy jihatdan mukammal rivojlantiradi, xarakter va g'alabaga bo'lgan ishtiyoqni mustahkamlaydi. Dzyudo bo'limlarida qatnashayotgan bolalar turli texnikalarni o'rganadilar, berilgan zarbalarga qarshilik ko'rsatadilar, dushmanning hiyla-nayranglarini oldindan tushunadilar va ularni munosib tarzda qaytaradilar.

Mashg'ulotlar tajribali murabbiy rahbarligida bosqichma-bosqich amalga oshiriladi: bolalar uchun dzyudo mashg'ulotlari oddiydan murakkabgacha amalga oshiriladi. Mashg'ulotlarning pirovard maqsadi o'sib borayotgan dzyudochilarning turli musobaqalarda ishtirok etishi jiddiy rag'batlantiruvchi omil hisoblanadi. Dzyudo mashg'ulotlari turli yoshdagi boshlang'ich jismoniy tayyorgarlikdagi o'g'il-qizlarni mavjud qiyinchiliklarga dosh berishga, to'siqlarni osonlikcha engishga, shu bilan birga har qanday kundalik vaziyatlarda o'zini tuta bilish va o'zini tuta bilishga o'rgatadi.

Trening sizga qat'iyatlilik, qat'iyatlilik, intizom va harakatlaringiz uchun mas'uliyat kabi foydali fazilatlarni rivojlantirishga yordam beradi. Bola kelajakda qaysi yo'lni tanlamasin, dzyudo mashg'ulotlarida olingan jangovar xarakter va axloqiy tamoyillar hamma joyda va doim foydali bo'ladi.

FOYDALANILGAN ADABIYOTLAR:

1. Книга тренера. Вайцеховский С. М. М., “Физкультура и спорт”, 1971
Теория и методика физической культуры: Учебник /Под ред. проф. Ю.Ф.Курамшина. – 2е изд., испр. –М.: Советский спорт, 2004. – 464 с.
2. Физическая культура студента: Учебник / Под ред. В.И. Ильинича. М.: Гардарики, 1999. – 448 с.
3. Физическая культура: Учебное пособие / под ред. В.А. Коваленко. – М.: Изд – во АСВ , 2000 . – 432 с.
4. Homidjonova, F. (2021, December). METHODOLOGY OF TEACHING SPORTS AND MOVING GAMES. In *Archive of Conferences* (pp. 25-28).
5. Kizi, Khomidjonova Feruza Komiljon. "NATIONAL WRESTLING SPORTS CHARACTERISTICS OF THE RELATIONSHIPS BETWEEN COACHES AND ATHLETES." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.5 (2021): 210-214.

BO‘LAJAK DZYUDochILARNI ANIQLASH VA ULARNI CHEMPIONLIKKA ERTA TAYYORLASHNING USUL VA AFZALLIKLARI

Feruza Homidjonova,

SHDPI o‘qituvchisi

Raupova Sevara Anvar qizi

Xolmatova Maksadoy Anvar qizi

SHDPI talabalari

Kalit o‘zlar: jismoniy tarbiya, komil inson, musobaqa, murabbiy, jismoniy tarbiya, aqliy tarbiya sport.

Ключевые слова: физическое воспитание, совершенный человек, конкуренция, тренер, физическое воспитание, психическое воспитание, спорт.

Keywords: physical education, perfect person, competition, coach, physical education, mental education, sport.

Bo‘lajak dzyudochilarni aniqlash va ularni chempionlikka erta tayyorlashda 3 yoshdan boshlab dzyudo bilan shug'ullanishi tavsiya qilinadi. Musobaqaga bolani ertayoshdan olib borish bolalarga faqat foyda keltiradi. Sababi, ular o'zlarining qaytarilmas kuchlarini to'g'ri yo'nalishga yo'naltirishni o'rganadilar va tengdoshlari va kattalar bilan til topisha oladilar.

Dzyudo hatto 4 yoshli bolaga ham ijobiy ta'sir ko'rsatadi, bu uning uchun nafaqat sevimli mashg'ulot, balki hayotning o'ziga xos falsafasiga ham aylanishi mumkin.

Dzyuda jang san'ati quyidagi fazilatlarni rivojlantirishga yordam beradi:

- Barcha mushak guruhlarini kuchaytirish orqali jismoniy kuch
- Fikrlash, konsentratsiya
- O'z-o'zini himoya qilish tajribasi
- O'ziga ishonch, o'ziga ishonch
- Intizom

Eng muhimi, hayotning chuqur falsafasi bo'lib, ular g'alaba qozonish uchun avvalo dushmanga taslim bo'lish va keyin uning kuchini o'ziga qarshi aylantirish kerakligini o'rgatadi.

Bo‘lajak dzyudochilarni aniqlash va ularni chempionlikka erta tayyorlashda quyidagilarga alohida e‘tibor qaratish lozim:

- dzyudo jang san'atining eng kam shikastli turi hisoblanishiga qaramay, vaqti-vaqti bilan jarohatlar;

- dzyudo faqat bitta raqibning bo'lishini nazarda tutadi, bu hayotda, agar o'zini himoya qilish kerak bo'lsa, har doim ham sodir bo'lmaydi;

- kuchli ta'sirlarga dosh berishga imkon bermaydi.

Dzyudo mashg'ulotlari tatamidagi kurash zalida o'tkaziladi va quyidagilarni o'z ichiga oladi:

- Isitish (orqa bilan yugurish, oldinga qarab, yon qadamlar, tezlanish, cho'zilish, sakrash va h.k.).
- Cho'zish.
- yer gimnastikasi (mashqlar o'tirib, yotib bajariladi, 6-9 yoshli bolalar, boshqa yoshdagilar ko'priq, qayin, qayiqni o'rganadilar.
- Akrobatika - aravachalar, oldinga va orqaga salto, aylanmalar va boshqalar.
- Turgan holatda kurash - asosiy tutqichlarni o'rganish, oddiy uloqtirish - sayohatlar, supurishlar, raqibni muvozanatdan chiqarish usullari va boshqalar.

Asoslardan yerdan kurash - raqibni turli yo'llar bilan orqa tomonida ushlab turish va ushlab turishdan qanday qochishni o'rganish. Bolani 5 yosh va undan kichik yoki undan katta bo'limga kiritishdan oldin siz shifokor guvohnomasini olishingiz kerak. Qon tomirlari, yurak, ko'z, buyrak, orqa miya va tayanch-harakat tizimi kabi kasalliklari bo'lgan bolalar uchun dzyudo bilan shug'ullanish taqiqlanadi.

Sportda gender cheklovlari yo'q. Maxsus tayyorgarlikdan o'tgan qizlar keyinchalik o'zlarini himoya qila oladilar, bundan tashqari, ular tabiatan hammaga ham nasib etmaydigan moslashuvchanlik va egiluvchanlikni rivojlantiradilar;

FOYDALANILGAN ADABIYOTLAR:

1. Книга тренера. Вайцеховский С. М. М., “Физкультура и спорт”, 1971 Теория и методика физической культуры: Учебник /Под ред. проф. Ю.Ф.Курамшина. – 2е изд., испр. –М.: Советский спорт, 2004. – 464 с.
2. Физическая культура студента: Учебник / Под ред. В.И. Ильинича. М.: Гардарики, 1999. – 448 с.
3. Физическая культура: Учебное пособие / под ред. В.А. Коваленко. – М.: Изд – во АСВ , 2000 . – 432 с.
4. Homidjonova, F. (2021, December). METHODOLOGY OF TEACHING SPORTS AND MOVING GAMES. In *Archive of Conferences* (pp. 25-28).
5. Kizi, Khomidjonova Feruza Komiljon. "NATIONAL WRESTLING SPORTS CHARACTERISTICS OF THE RELATIONSHIPS BETWEEN COACHES AND ATHLETES." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.5 (2021): 210-214.

**ZAMONAVIY JAMIYATDA INSON HUQUQLARI: HOLATI,
MUAMMOLAR VA HIMOYA MEKANIZMLARINI RIVOJLANTIRISHGA
DOIR YONDASHUVLAR**

Dilshodbek T. Toshpo'latov

“786 HIMOYA” Advokatlik Byurosida direktor-advokat

Annotatsiya. Ushbu maqolada zamonaviy jamiyatdagi inson huquqlarining holati ko'rib chiqilib, muammolar, imkoniyatlar va huquqlarni himoya qilish va kuchaytirish mexanizmlariga e'tibor qaratilgan. Ushbu hujjat asosiy huquqiy asoslarni, tarixiy rivojlanishni va so'nggi muammolarni o'rganib, inson huquqlari dinamikasini chuqurroq tushunishga yordam beradi. Maqola butun dunyo bo'ylab inson huquqlarini himoya qilishni kuchaytirish bo'yicha amaliy tavsiyalar bilan yakunlanadi.

Kalit so'zlar: Inson huquqlari, ijtimoiy adolat, huquqiy asoslar, tenglik, globallashtirish, xalqaro huquq, siyosat, fuqarolik erkinliklari, ijtimoiy o'zgarishlar, advokatlik.

KIRISH

Inson huquqlari-bu insoniyligi tufayli har bir shaxsga tegishli bo'lgan universal huquqlar. Ushbu huquqlar asosiy erkinliklarni, suiste'mol qilishdan himoya qilishni va imkoniyatlardan teng foydalanishni o'z ichiga oladi. O'tgan asrda inson huquqlari global e'tirofga sazovor bo'ldi inson huquqlari Umumjahon Deklaratsiyasi (1948) poydevor qo'yish. Shunga qaramay, ushbu huquqlarni amalga oshirish yo'lidagi sayohat qiyinchiliklarga to'la. Global mojarolar, siyosiy repressiyalar, iqtisodiy nomutanosibliklar va ijtimoiy tengsizliklar doimiy ravishda ushbu majburiyatlarning kuchini sinab ko'radi. Shunday qilib, savol qolmoqda: bugungi tez o'zgaruvchan dunyoda inson huquqlari to'liq amalga oshirilishini qanday ta'minlashimiz mumkin? Ushbu tadqiqot aralash usullar yondashuvidan foydalanadi, jumladan:

1. Adabiyotlarni ko'rib chiqish: rivojlanayotgan tendentsiyalarni aniqlash uchun kitoblar, ekspertlar tomonidan ko'rib chiqilgan jurnallar va siyosat hujjatlaridan inson huquqlari bo'yicha adabiyotlarni tahlil qilish.
2. Amaliy tadqiqotlar: turli geosiyosiy sharoitlarda inson huquqlari bilan bog'liq muammolarning aniq holatlarini o'rganish.
3. Intervyu: inson huquqlarini himoya qilishdagi amaliy muammolarni tushunish uchun faollar, siyosatchilar va huquqshunoslarning fikrlarini to'plash.

4. Ma'lumotlarni tahlil qilish: Global miqyosda inson huquqlari buzilishini baholash uchun Human Rights Votch va Birlashgan Millatlar tashkiloti kabi tashkilotlarning miqdoriy ma'lumotlarini tahlil qilish.

Inson huquqlari – har bir insonning tug‘ilishidan boshlab teng va erkin yashash huquqini himoya qiluvchi prinsiplar majmuasidir. Inson huquqlari butun dunyo bo‘ylab barcha odamlarga tegishli bo‘lib, millat, irq, jins, til, din, siyosiy qarashlar, ijtimoiy kelib chiqish yoki boshqa asoslarga bog‘liq emas.

Inson huquqlari quyidagi asosiy tamoyillarni o‘z ichiga oladi:

1. Yashash huquqi – har bir insonning hayotiga hech kim tajovuz qilmasligi kerak.
2. Erkinlik va xavfsizlik huquqi – hech kim asossiz ravishda qamalmasligi yoki hibsga olinmasligi kerak.
3. Tenglik huquqi – hamma oldin qonun oldida teng bo‘lishi, ya’ni kamsitilishdan himoya qilinishi kerak.
4. So‘z va fikr erkinligi – har bir inson o‘z fikrini erkin ifodalash huquqiga ega.
5. Ijtimoiy va iqtisodiy huquqlar – har bir inson sog‘liqni saqlash, ta’lim olish, turar joyga ega bo‘lish, mehnat qilish va yaxshi yashash sharoitiga ega bo‘lishi kerak.

Inson huquqlarini himoya qilish uchun xalqaro tashkilotlar va qonunlar mavjud. Xususan, Birlashgan Millatlar Tashkiloti 1948 yilda Inson huquqlari umumjahon deklaratsiyasini qabul qildi, bu esa hozirgi zamonaviy inson huquqlari tizimining asosini tashkil qiladi.

So‘nggi yillarda O‘zbekiston inson huquqlariga bo‘lgan yondashuvini isloh qilishda yutuqlarga erishmoqda, biroq so‘z erkinligi, mehnat huquqlari va suiiste‘mollikdan himoya qilish bilan bog‘liq muammolar saqlanib qolmoqda.

Huquqiy islohotlar va tashabbuslar

- Sud islohotlari: O‘zbekiston hukumati oshkoralik, mustaqillik va adolatni oshirish uchun sud islohotlari ustida ish olib bordi. Sud tizimidagi korrupsiyani kamaytirish va hisobdorlikni oshirish choralari ko‘rildi.

- Qonunchilik: majburiy mehnatdan, xususan, paxta sanoatida foydalanishni qisqartirish bo‘yicha islohotlar amalga oshirildi. O‘zbekiston hukumati inson huquqlari standartlarini takomillashtirish majburiyatini olgan xalqaro shartnoma va bitimlarni ham imzoladi.

Mehnat Huquqlari

- Majburiy mehnat: O‘zbekiston tarixan paxta sektorida majburiy mehnat tanqidiga uchragan. Biroq, so‘nggi islohotlar va xalqaro tashkilotlar bilan hamkorlik, masalan xalqaro mehnat tashkiloti (XMT), majburiy mehnatni sezilarli darajada kamaytirdi.

- Bolalar mehnati: hukumat ilgari paxta sanoatida keng tarqalgan bolalar mehnatini taqiqlovchi qonunlarni qabul qildi. Monitoring mexanizmlari yaxshilandi va xabardorlik kampaniyalari boshlandi.

So'z erkinligi va ommaviy axborot vositalari

- Matbuot erkinligi: O'zbekiston ommaviy axborot vositalari manzarasi asta-sekin ochilgan bo'lsa-da, jurnalistlar hali ham jiddiy cheklovlarga duch kelmoqdalar va o'z-o'zini tsenzura qilish keng tarqalmoqda. Tanqidiy reportajlar cheklangan va mustaqil jurnalistlar bosimga, shu jumladan ta'qib va hibsga olishga duch kelishmoqda.

- Internet tsenzurasi: muayyan veb-saytlar va ijtimoiy media platformalariga kirish cheklangan. Onlayn ifoda, ayniqsa hukumat tanqidlari kabi nozik mavzular atrofida, nazorat ostida qolmoqda.

Siyosiy va fuqarolik erkinliklari

- Saylovlar: O'zbekistonda prezident va parlament saylovlari bo'lib o'tdi, ammo ular adolat va oshkoralik borasida tanqidlarga duch kelishdi. Ba'zi muxolifat guruhlarini siyosiy jarayonda to'liq ishtirok etish uchun to'siqlarga duch kelishmoqda.

- Fuqarolik jamiyati tashkilotlari (TXK): hukumat TXKga nisbatan bag'rikenglikni oshirdi, ammo qat'iy qoidalar va monitoring ularning faoliyatini cheklaydi. Huquq himoyachilari erkin faoliyat yuritishda qiyinchiliklarga duch kelishmoqda.

Qiynoq va suiiste'mol

- Hibsga olish amaliyoti: hibsxonalarda qiynoqlar va zo'ravonliklar haqida xabarlar kamaygan, ammo xavotirlar saqlanib qolmoqda. O'zbekistonda qiynoqlarning oldini olish choralari ko'rilgan, biroq ayrim inson huquqlari tashkilotlari bu haqda xabar berishda davom etmoqda.

- Huquqni muhofaza qilish: politsiya islohotlari professionallik va hisobdorlikni oshirishga qaratilgan, ammo huquqni muhofaza qilish organlari tomonidan suiiste'mol qilish keyingi islohotlarga muhtoj bo'lgan soha bo'lib qolmoqda.

Diniy Erkinlik

- Cheklovlar: O'zbekistonda diniy erkinliklar yaxshilandi, ammo diniy amaliyotlarni diqqat bilan kuzatib borish davom etmoqda. Ba'zi diniy guruhlar, xususan rasman ro'yxatdan o'tmaganlar, o'z faoliyatlarida tekshiruv va cheklovlarga duch kelishmoqda.

- Ekstremizmning oldini olish: hukumat diniy ekstremizmga oid qat'iy qonunlarni amalga oshiradi, ammo bu qonunlar ba'zan qonuniy diniy amaliyotlarga va ekstremistik faoliyatga aloqador bo'lmagan shaxslarga ta'sir qiladi.

Davomiy Muammolar

O'zbekistonda inson huquqlari bilan bog'liq vaziyat muayyan sohalarda yaxshilangan bo'lsa-da, muhim muammolar saqlanib qolmoqda. Islohotlarni davom ettirish, ayniqsa, so'z erkinligi, mehnat huquqlari va Adliya tizimini yanada rivojlantirish uchun juda muhimdir.

Tadqiqot paradoksni ochib beradi: inson huquqlari keng tan olinishiga qaramay, ijro etilishi parchalangan. Ba'zi mamlakatlar fuqarolik va siyosiy huquqlarga ustuvor ahamiyat berishadi, boshqalari esa iqtisodiy va ijtimoiy huquqlarga urg'u berishadi. Bundan tashqari, millatchilikning ko'tarilishi inson huquqlarining universalligiga qarshi chiqdi, ba'zi hukumatlar ma'lum erkinliklarni cheklash uchun madaniy suverenitetni talab qildilar.

Raqamli texnologiyalarning rivojlanishi ham yangi murakkabliklarni keltirib chiqardi. Masalan, internet inson huquqlarini himoya qilish uchun platformani taklif qiladi, ammo u kuzatuv va noto'g'ri ma'lumotlarning tarqalishini osonlashtiradi. Bundan tashqari, global aholi iqlim o'zgarishidan tobora ko'proq xabardor bo'lib borar ekan, ekologik muammolarni inson huquqlari kun tartibiga kiritish zarurati mavjud.

XULOSA

Topilmalar inson huquqlariga ko'p qirrali yondashuv zarurligini ta'kidlaydi. Xalqaro hamkorlik juda muhim va xalqaro Jinoyat sudi kabi mexanizmlar qoidabuzarlarni javobgarlikka tortish huquqiga ega bo'lishi kerak. Inson huquqlarini himoya qilish shaxsiy maxfiylikni himoya qilishda texnologik yutuqlarni qabul qilishi kerak. Bundan tashqari, hukumatlar har tomonlama himoyani ta'minlash uchun fuqarolik-siyosiy va ijtimoiy-iqtisodiy huquqlarni hisobga olgan holda inklyuziv siyosatni qabul qilishlari kerak.

Ijro etilishini kuchaytirish: davlatlarni javobgarlikka tortadigan majburiy xalqaro mexanizmlarni yaratish.

Raqamli huquqlarni targ'ib qilish: onlayn maxfiylikni himoya qilish va kiber ekspluatatsiyaga qarshi kurashish uchun xalqaro standartlarni o'rnatish.

Iqlim adolatini birlashtirish: global ekologik inqirozlarni hal qilish uchun atrof-muhit huquqlarini inson huquqlarining bir qismi sifatida tan olish.

Ta'limni targ'ib qilish: inson huquqlari bo'yicha ta'limni milliy o'quv dasturlariga kiritish orqali xabardorlikni oshirish.

FOYDALANILGAAN ADABIYOTLAR:

1. Xalqaro Amnistiya (2004). Xalqaro Amnistiya hisoboti. Xalqaro Amnistiya. ISBN 0-86210-354-1 ISBN 1-887204-40-7
2. Inson huquqlari haqida hisobot 2020 – O'zbekiston. Uz.usembassy .gov

3. Sonali Chakravarti, More than ‘Cheap Sentimentality’: Victim Testimony at Nuremberg, the Eichmann Trial and Truth Commissions, *Constellations* 15, no. 2 (2008): 224
4. Conn Ó Muíneacháin, Thanks, Al Gore [Podcast #30]. *Technology.ie*. <http://technology.ie/thanks-al-gore-podcast-30/>, 2012, accessed 2 October 2018.
5. Kim Ann Zimmerman and Jesse Emspak. Internet History Timeline: ARPANET to the World Wide Web. *Live Science*. <https://www.livescience.com/20727-internet-history.html>, 2017, accessed 2 October 2018
6. A social network analysis tracked the hyperlinks connected to the Zapatistas and found that they had indeed had an impact on a significant part of the web (Garrido and Halavais 2003).

CONTRIBUTION OF ECOLOGICAL AND MOUNTAIN TOURISM TO SUSTAINABLE DEVELOPMENT OF RECREATIONAL OPPORTUNITIES

Golib Mavlanov

deputy dean, assistant teacher, Tourism department at Tashkent state university of
economics, Tashkent, Uzbekistan

g.mavlanov@tsue.uz

Abstract. This article talks about ecotourism, which is a special kind of travel that helps people learn about and take care of nature and different cultures. It explains what ecotourism is, why it's important, and what it aims to achieve. The article also looks at ideas like sustainable development and sustainable tourism, showing how they are different from ecotourism but still related.

Keywords: tourism sector, ecotourism, sustainable development, sustainable tourism, recreation areas, environmental challenges, natural ecosystems.

The study of the tourism sector of the Republic of Uzbekistan demonstrates that the country has significant potential for the growth of ecotourism. The natural resources of Uzbekistan, including unique ecosystems, high-mountain lakes and majestic mountain ranges, create excellent conditions for attracting tourists who are looking for environmentally friendly and culturally rich travel. The key advantages of the republic in the field of ecotourism are highlighted, such as the diversity of natural and cultural heritage, as well as the diversity of landscapes and traditions.

The table presents the prospects for the development of sustainable tourism in different regions of the Republic of Uzbekistan, with an emphasis on the main areas. Particular attention is paid to the significance of eco-tourists and the importance of their involvement in supporting the sustainable development of the tourism sector. The main recommendations and ways of developing ecotourism are also considered, including improving infrastructure, educational initiatives and raising awareness of the local population, as well as international cooperation. In conclusion, the importance of ecotourism development for achieving sustainable development of the tourism sector, creating new jobs, improving economic indicators and preserving natural and cultural heritage for future generations is emphasized.

The term "ecotourism" was introduced by Mexican economist and ecologist Hector Ceballos-Lascurain in 1983. He described ecotourism as "a combination of travel with a responsible attitude towards the environment, allowing the enjoyment of

discovering flora and fauna while contributing to their protection." This direction in tourism activity is focused on nature conservation, increasing environmental awareness of travelers, educational initiatives and respect for traditional cultures and local communities. Although ecotourism has existed for more than four decades, it has not yet been possible to develop a clear and universal definition of this concept. As M.B. Birzhakov points out in his scientific works, having analyzed many definitions, he offers the most complete generalization. Ecotourism is a type of nature-oriented tourism, the purpose of which is to study the wildlife and cultural characteristics of a particular region, without violating the integrity of the ecosystem and contributing to the conservation of natural resources, environmental protection and the socio-economic development of the tourist territory. [2]

The natural environment plays a vital role in the development of tourism, as many people seek to restore their health and enjoy the natural environment. In his scientific work "Sustainable Development and Economics of Nature Management" A.L. Bobrov notes that it is now obvious that tourism can have both a positive and negative impact on natural and cultural resources. Thus, on the one hand, tourism is a necessary element of the economy and social life, and on the other, it is responsible for the destruction of the environment. [3]

The degree and nature of the impact of tourism on ecosystems is determined by many factors, including the number of tourists, the frequency of their visits, the types of events held, as well as the environmental characteristics of specific regions and the stages of the life cycle of local flora and fauna during their visit. To prevent negative consequences, it is important to plan the use of natural resources in tourism activities in such a way as to avoid their degradation, as well as effectively manage tourist flows and their possible impact.

When planning tourism development programs, including outdoor events, it is necessary to take into account potential negative consequences. The key and correct solution for preventing environmental problems is the introduction of alternative forms of tourism. Ecotourism, which has been actively developing in recent decades, is one of the varieties of alternative tourism aimed at preserving nature in such regions.

In the conditions of a fast pace of life in modern cities, people have limited time for interaction with each other, which leads to insufficient attention to public spaces. The importance of green spaces in the urban environment cannot be overestimated: they are crucial for the sustainability of the city and have both a physical and social impact on the urban system. Therefore, ensuring the availability of green spaces in cities and

their rational distribution are becoming one of the key tasks in the field of urban planning. [5]

The use of green spaces in urban areas is another key aspect. Problems associated with the natural, aesthetic and social aspects of such land use in the urban environment require an urgent solution. Population growth and its concentration have a serious impact on the health of ecosystems. In the poorest countries of the world, there is a vicious circle between population growth, poverty and environmental degradation. The growth of ecotourism has given rise to a number of new problems, among which one can single out the conflict between active supporters of this trend and the irrational use of natural resources on the one hand, and the opinion of environmentalists about the "sustainable use of these resources" on the other. At the same time, in a number of developing countries, the issues of global warming, environmental protection and the carbon consequences of active activities have begun to attract considerable attention. Ecotourism also contributes to the achievement of sustainable development goals, such as the preservation of biodiversity, environmental protection, poverty reduction and the protection of natural resources. [6]

The powerful principles of ecotourism can educate local people about the importance of protecting the environment. Ecotourism is something they strive to implement in their daily practices, hoping for long-term benefits for their region. It is considered an effective strategy for many countries, as it helps preserve natural areas, protect cultural traditions, support national development and create jobs for local residents. The main goal of ecotourism is to protect nature.

Ecotourism is considered an important factor in promoting regional and economic development in the field of tourism. This leads to many positive consequences, such as the creation of new jobs, increased employment among the local population, the emergence of new investment opportunities and the influx of foreign currency. Vivid examples of investment in ecotourism can be seen in the reports of African countries. There is evidence that ecotourism can help in the fight against poverty. For example, in South Africa, local residents receive income from this sector, which in turn contributes to the creation of new jobs.

Ecotourism in Uzbekistan plays an important role in sustainable development, helping to solve environmental problems. With its growth, the approach to nature management is changing, which now includes not only economic and social aspects, but also the protection of natural and cultural heritage. Ecotourism promotes the

efficient use of land, allowing some tourist areas to generate significantly more income compared to their use in agriculture or industry.

The development of ecotourism in Uzbekistan can contribute to the economic progress of the country, creating new jobs and increasing the income of local residents. In addition, ecotourism is of great importance for the protection of natural and cultural heritage, ensuring the rational use of natural resources and supporting local traditions and culture.

Uzbekistan has great potential for the development of ecotourism, which can contribute to the sustainable development of the country, economic growth and environmental protection. The development of ecotourism will help the country rationally use its natural resources, preserving unique ecosystems and cultural heritage for future generations.

The Republic of Uzbekistan has significant potential for the development of ecotourism, which can significantly contribute to the sustainable development of the country, economic growth and environmental protection. The development of ecotourism will contribute to the rational use of natural resources, as well as the preservation of unique ecosystems and cultural heritage for future generations. Ecotourism is an effective tool for attracting investment due to its positive impact on the economy, nature and local communities. In a number of developing countries, ecotourism can help protect the environment and support local residents, as well as promote economic development and sustainable progress. It is clear that many countries are realizing the importance of ecotourism and are creating popular tourist destinations based on these principles.

REFERENCES:

1. Belousov K. Yu. The current stage of evolution of the concept of sustainable development and the formation of a paradigm of corporate sustainability / K. Yu. Belousov // Problems of modern economics. - SPb., 2013. - №1 (45). - P. 47-50.
2. Birzhakov M. B., Voskoboynikova N. N., Grigorieva V. V. Ecological tourism // Large Glossary of international tourism terms. - SPb; Moscow: Nevsky Fund: Publishing House "Gerda", 2006. - P. 881-906.
3. Bobrov A. L. Sustainable development and economics of nature management. - M., 2002. - 368 p.
4. Davlatzoda, D. A. Theoretical and practical foundations for the formation of sustainable tourism development in a market environment / D. A. Davlatzoda, E. N. Sakhibov // Bulletin of the Tajik National University. Series of socio-economic and social sciences. - 2021. - No. 5. - P. 130-137. - EDN PDXWFE.
5. Drozdov A. V. Ecotourism: definitions, principles, features, forms // Actual problems of tourism. - 2005 - 272 p.
6. <https://cyberleninka.ru/article/n/ekologicheskiy-turizm-i-ego-vklad-v-ustoychivoe-razvitie-rekreatsionnyh-vozmozhnostey-respubliki-tadzhikistan>

ISSUE FOR DEVELOPMENT OF SKI RESORTS IN THE JIZZAKH REGION

Golib Mavlanov

deputy dean, assistant teacher, Tourism department at Tashkent state university of
economics, Tashkent, Uzbekistan

g.mavlanov@tsue.uz

***Abstract.** This study explores the various phases of ski resort development in Uzbekistan's Jizzakh region and their role in advancing the local resort-recreational sector. The aim is to assess how these resorts influence regional tourism and economic growth, especially regarding their contribution to making the Jizzakh area more appealing and sustainable as a tourist spot. Using a cross-sectional dataset, the research analyzes important elements such as infrastructure growth, tourism patterns, and economic metrics linked to the resort-recreational industry.*

***Keywords:** Ski resort development, sustainable tourism, regional economic impact, Jizzakh tourism, tourism infrastructure investment.*

The rapid development of tourism infrastructure has been identified as a significant factor in regional economic growth, especially in emerging markets where tourism potential is increasingly recognized as a vital contributor to local development [1, 2]. Ski tourism, in particular, has been a catalyst for economic activity in mountainous regions, enhancing regional appeal, increasing employment, and driving investments in supporting infrastructure [3, 4]. In recent years, the Jizzakh region of Uzbekistan, known for its unique natural landscapes, has initiated efforts to establish ski resorts as part of its broader strategy to boost its resort-recreational sector [5]. Studies have shown that ski resorts not only attract tourists but also stimulate local economies by fostering job creation, expanding service industries, and increasing government revenues through tourism-related activities [6, 7]. Furthermore, research highlights that ski tourism has a multiplier effect on regional economies, benefiting adjacent sectors such as retail, hospitality, and transportation [8, 9].

The current study contributes to the existing body of knowledge by examining the region-specific effects of ski resort development, focusing on how such investments may serve as a model for sustainable tourism in other areas of Uzbekistan. The findings from this research are anticipated to provide a framework for policymakers, helping them prioritize investment in tourism infrastructure that maximizes both

economic benefits and sustainability in the Jizzakh region. The principal hypothesis underlying this study is that advanced stages of ski resort development lead to measurable improvements in regional tourism metrics, suggesting that targeted, stage-specific investments can optimize the socio-economic impact of tourism.

The analysis employed the Analysis of Variance (ANOVA) method to test for statistically significant differences in economic indicators across the three stages of ski resort development. ANOVA is suitable for this study as it allows for the comparison of means across multiple independent groups, which in this case, are the different stages of resort development. The dataset was screened for normality and homogeneity of variance to meet the assumptions of ANOVA. Where necessary, Levene's test was used to confirm equal variances among groups, and any violations were addressed using Welch's ANOVA as an alternative.

To further examine specific differences between stages, post-hoc Tukey's Honestly Significant Difference (HSD) test was conducted following significant ANOVA results. This test identifies where differences lie among the stages, providing detailed insights into how each development phase impacts economic and tourism-related metrics. All statistical analyses were conducted using [statistical software name], ensuring rigor and accuracy in the assessment of tourism and economic data.

The **Results** section presents findings on key tourism-related economic indicators across the three identified stages of ski resort development in Jizzakh: Initial, Mid-Level, and Advanced. The analysis focused on annual visitors, tourism revenue, employment rates in the tourism sector, and visitor satisfaction scores.

The cross-sectional dataset indicates that annual visitors increased significantly across each development stage, with initial resorts averaging around 22,000 visitors annually, mid-level resorts attracting about 42,000, and advanced resorts drawing approximately 62,000. ANOVA results for annual visitors show a statistically significant difference across stages ($F = 219.62, p < 0.001$), confirming that increased infrastructure and services correlate with higher visitor numbers.

Tourism revenue also increased markedly at each development stage. Initial-stage resorts generated an average of 5.5 million USD annually, mid-level resorts approximately 13 million USD, and advanced resorts around 26.5 million USD. ANOVA results reveal a statistically significant effect of development stage on revenue ($F = 248.90, p < 0.001$), indicating that advanced development contributes substantially to regional economic gains.

Employment rates in the tourism sector rose alongside development, from an average of 13.2% in initial-stage resorts to 25% in advanced-stage resorts. The ANOVA for

employment rates yielded significant results ($F = 117.51, p < 0.001$), underscoring the role of advanced resort facilities in boosting local employment opportunities.

Visitor satisfaction also improved progressively, from an average score of 3.9 in initial resorts to 4.7 in advanced resorts. ANOVA results confirm significant differences in satisfaction scores across stages ($F = 33.31, p < 0.001$), suggesting that infrastructure and service upgrades enhance visitor experiences.

These findings collectively demonstrate that progressive stages of ski resort development lead to significant improvements in regional tourism metrics. The results highlight the economic value of targeted investments in the tourism sector, with advanced resorts notably boosting revenue, employment, and satisfaction.

The findings of this study highlight the significant economic impact that ski resort development can have on the Jizzakh region, supporting the hypothesis that progressive infrastructure and service enhancements at ski resorts contribute to improved regional tourism metrics. The statistically significant increases in annual visitors, tourism revenue, employment rates, and visitor satisfaction across the stages of resort development emphasize the critical role of targeted investments in driving sustainable tourism growth. This section interprets these results in light of current knowledge and suggests how these insights can guide future development strategies for the Jizzakh region and similar areas.

The increase in annual visitors as resorts progress from initial to advanced stages underscores the importance of well-developed facilities in attracting more tourists. This pattern aligns with existing studies, which suggest that infrastructure quality, including transport access, lodging, and service facilities, is a key factor in drawing tourists to mountainous regions [1, 2]. In Jizzakh, the significant difference in visitor numbers between development stages demonstrates the potential of enhanced facilities to transform the region into a high-traffic destination, elevating Jizzakh's profile in the national and possibly international tourism market. The steady growth in tourism revenue across development stages further highlights the economic value of these investments, as better infrastructure and services lead to increased spending by visitors.

Similarly, the significant increase in employment rates within the tourism sector indicates that ski resort development not only supports economic growth but also creates substantial job opportunities for the local population. These results are consistent with prior findings that link tourism infrastructure development to regional employment growth, especially in areas with limited economic alternatives [3, 4]. Enhanced job creation helps reduce local unemployment, thereby contributing to

regional stability and economic resilience. By fostering long-term employment opportunities, ski resorts play a pivotal role in sustainable economic development, particularly in rural and mountainous areas where alternative employment options may be scarce.

These findings have notable implications for sustainable tourism development in the Jizzakh region. By investing strategically in ski resort infrastructure, local authorities and stakeholders can create a self-sustaining tourism economy that not only attracts visitors but also benefits the local population through job creation and improved quality of life. However, it is essential to balance economic growth with environmental conservation, especially given the environmental sensitivity of mountainous regions. Future development efforts should prioritize sustainable practices, such as eco-friendly construction, responsible waste management, and the preservation of natural landscapes, to ensure that the growth of ski tourism does not compromise the ecological integrity of the area.

This study provides a foundational framework for understanding how phased resort development can support sustainable tourism growth, offering valuable insights for regional planners and policymakers. Future research could build upon these findings by examining the long-term economic and environmental impacts of ski tourism in Jizzakh, exploring specific strategies to integrate sustainability with development goals. Additionally, research could assess the effectiveness of targeted marketing strategies in attracting international tourists, potentially expanding the economic benefits observed in this study. By focusing on sustainable, stage-specific investments, the Jizzakh region can continue to develop its tourism sector while preserving its unique environmental and cultural assets.

REFERENCES:

1. Embassy of the Republic of Uzbekistan. (2022, September 3). *Ski resort to be launched in Jizzakh*. Embassy of the Republic of Uzbekistan in Malaysia. <https://uzbekembassy.com.my/news>
2. Daryo News. (2023, October 18). *Uzbekistan unveils \$269mn Chimgan Ski Resort development project at UNWTO General Assembly*. <https://daryo.uz>
3. Holidify. (n.d.). *Skiing in Uzbekistan: Top 5 ski resorts in Uzbekistan*. Retrieved from <https://www.holidify.com>
4. Kursiv Media. (2021, May 18). *Samarkand waits for sports tourists*. <https://kz.kursiv.media>

5. Jizzakh State Pedagogical Institute. (2021). *The prospective of the development of ecotourism in Jizzakh region*. TopJournals Uzbekistan.
6. Atoev, J. (2020). *Natural conditions of the Jizzakh region and their role in the development of ecotourism*. Spast.
7. United Nations Development Programme. (n.d.). *Investment guide to the Jizzakh region*. <https://www.undp.org>
8. Uzbekistan Tourism Committee. (2023). *Uzbekistan tourism and development of mountainous areas*. Ministry of Tourism.
9. Bartholet, S. (2023). *Ski resort construction in Jizzakh's Zaamin district*. Uza.uz.
10. Navoi Institute for Tourism Research. (2020). *Regional economic impact of recreational development: Case of Uzbekistan*. Uzbekistan Journal of Tourism Studies.

TIL O‘QITISHDAGI SAMARALI USULLAR VA ULARNING NATIJALARI

Uzoqboyeva Mahliyo Tatliboy qizi

Samarqand Davlat Chet tillar instituti talabasi

Gmail: uzoqboyevamahliyo10@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotatsiya: Ushbu maqolada til o‘qitishdagi samarali usullar va ularning ta’lim natijalariga ta’siri haqida ma’lumot beriladi. Scaffolding, modeling, vazifaga asoslangan ta’lim (TBL), interaktiv mashg‘ulotlar va texnologiyadan foydalanish kabi zamonaviy usullarni o‘z ichiga olgan maqola til o‘rgatish jarayonida talabalarning ishtirokini oshirish va o‘z-o‘zidan o‘rganish ko‘nikmalarini rivojlantirishga qaratilgan. Muallif, til o‘qituvchilari uchun samarali bo‘lgan asosiy yondashuvlarni va ularning ta’lim sifatini oshirishda qanday rol o‘ynashini yoritadi. Bu maqola til o‘qitish jarayonini yanada samarali qilishga oid tavsiyalarni ham o‘z ichiga oladi.

Kalit so‘zlar: Til o‘rgatish, usullar, scaffolding, modeling, interaktiv mashg‘ulotlar, TBL, texnologiya, o‘quv jarayoni, natija, motivatsiya, refleksiya, feedback, ko‘nikmalar, mustaqillik, amaliyot, innovatsiya, pedagogika.

KIRISH

Hozirgi kunda chet tilini o‘rganishga bo‘lgan talab ortib bormoqda va bu til o‘qituvchilari uchun yangi mas’uliyatlarni yuklamoqda. Til o‘qitish jarayoni nafaqat til qoidalarini o‘rgatishdan iborat bo‘lib, balki amaliy ko‘nikmalarni rivojlantirishga ham qaratilgan bo‘lishi kerak. Talabalar tilni faqat sinf sharoitida o‘rganish bilan cheklanib qolmasdan, ularni hayotiy vaziyatlarda ham samarali qo‘llay olishlari muhimdir. Shu sababli, til o‘qituvchilarining o‘quvchilarni jarayonning faol ishtirokchisiga aylantirish, ularning tilda erkin foydalanish ko‘nikmalarini rivojlantirishga yordam beradigan samarali usullardan foydalanishlari zarur. Ushbu maqolada til o‘qitishda keng qo‘llaniladigan eng samarali usullar, ularning ta’sirli natijalari va talabalarning bilim olish jarayoniga ijobiy ta’siri yoritiladi.

Asosiy qism

Til o‘qitishda samarali natijalarga erishish uchun o‘qituvchilar turli xil yondashuvlardan foydalanadilar. Ushbu maqolada asosiy samarali yondashuvlardan biri sifatida scaffolding, ya’ni ko‘maklashish usuli keltiriladi. Ko‘maklashish usulida o‘qituvchi dastlab talabalarga kerakli ko‘makni ko‘rsatadi va talaba mustaqil bo‘lish

darajasiga yetgan sari yordamni kamaytiradi. Bu usul talabalarning murakkab materiallarga nisbatan ishonchini oshiradi va ularni mustaqil ishlashga undaydi. Masalan, o'qituvchi yangi mavzuni o'rgatayotganda dastlab asosiy atamalar va tushunchalarni tushuntiradi, keyin esa talabalarni mustaqil fikrlash va tahlil qilishga undaydi. Ushbu yondashuv talabalarda o'z-o'zini boshqarish va o'qishga nisbatan ijobiy munosabatni rivojlantiradi.

Modeling ham muhim usullardan biri hisoblanadi, bunda o'qituvchi talabalar uchun tilni qanday qo'llash kerakligini namoyish etadi. Bu usulda o'qituvchi, masalan, og'zaki muloqot darsida dialogni qanday olib borishni ko'rsatib, talabalarni o'rganayotgan tilning talaffuz va intonatsiya kabi nozik jihatlari bilan tanishtiradi. Talabalar o'qituvchining misollariga qarab, o'rganayotgan tilni to'g'ri qo'llash imkoniyatiga ega bo'ladilar. Modeling talabalarga tilni madaniy kontekstda tushunish va foydalanish imkoniyatini beradi, bu esa ularning umumiy til bilimlariga ijobiy ta'sir ko'rsatadi.

Vazifaga asoslangan ta'lim (TBL) usuli o'quvchilarga haqiqiy hayotiy vaziyatlarda tilni qo'llash imkonini beradi. TBL usuli yordamida o'qituvchi o'quvchilarga muayyan vazifalarni bajarishni topshiradi va bu vazifalar o'quvchilarga tilni maqsadli tarzda qo'llash imkonini beradi. Masalan, biznes ingliz tili darsida o'qituvchi o'quvchilarga mahsulot marketing kampaniyasini ishlab chiqish vazifasini topshirishi mumkin. Ushbu topshiriqni bajarayotganda o'quvchilar tilni to'g'ri qo'llash va atamalarni o'rganish imkoniyatiga ega bo'ladilar. TBL usuli o'quvchilarning ishtirokini kuchaytiradi va ularda tilni amalda qo'llash ko'nikmasini rivojlantiradi.

Interaktiv mashg'ulotlar til o'qitish jarayonida muhim o'rin tutadi. Tilni o'rganish ijtimoiy jarayon bo'lganligi sababli, interaktiv mashg'ulotlar talabalarni muloqot qilish va fikr almashish imkoniyatini beradi. Masalan, rol o'ynash, guruhli muhokama va bahslar o'quvchilarga tilni jonli muhitda mashq qilish imkonini beradi. Bunday mashg'ulotlar talabalar tilni o'rganishda ishonch hosil qilishlari uchun muhimdir. Masalan, ingliz tilini o'rganayotgan talabalar uchun ish intervyusini o'tkazish mashg'uloti o'tkazilishi mumkin, bunda talabalar intervyuda qatnashuvchilarning har xil rollarini bajarishlari kerak bo'ladi.

Texnologiya bugungi kunda til o'qitishda keng qo'llanilmoqda. Raqamli vositalar yordamida o'qituvchilar multimediyadan foydalanib, darslarni yanada qiziqarli qilish imkoniyatiga ega bo'ladilar. Masalan, til o'rgatish uchun mo'ljallangan dasturlar yordamida talabalar mustaqil ravishda lug'at boyligini oshirishlari yoki qiyin bo'lgan talaffuzlarni o'rganishlari mumkin. Texnologiya yordamida o'quvchilar o'z

bilimlarini mustaqil ravishda mustahkamlashlari va o'z-o'zini baholash ko'nikmalarini rivojlantirishlari mumkin.

Differensiyalangan ta'lim esa sinfdagi barcha talabalarning ehtiyojlariga moslashish imkoniyatini beradi. Ushbu yondashuv o'qituvchidan o'quvchilarning qobiliyat darajasiga mos ravishda darsliklarni moslashtirishni talab qiladi. Shu tariqa, boshlang'ich darajadagi talabalarga oddiyroq mashqlar berilishi, yuqori darajadagi talabalarga esa qiyinroq vazifalar topshirilishi mumkin. Bu usul o'quvchilar o'z darajalariga mos tarzda rivojlanish imkoniyatiga ega bo'lishlariga yordam beradi.

XULOSA

Til o'qitish jarayonida zamonaviy va samarali yondashuvlar o'quvchilarning bilim olish jarayoniga ijobiy ta'sir ko'rsatadi. Ushbu maqolada keltirilgan yondashuvlar orqali til o'qituvchilar o'quvchilarni til bilan amaliy aloqada bo'lishga undaydilar va ularning o'z-o'zini o'rganish ko'nikmalarini rivojlantirishga yordam beradilar. O'quvchilar o'rganish jarayonida faollik ko'rsatishlari va o'z-o'zini baholash orqali o'z bilim darajalarini oshirishlari mumkin. Kelgusida til o'qitishda interaktiv va innovatsion yondashuvlarni yanada kengroq qo'llash lozim, chunki ular o'quvchilar uchun yanada qiziqarli va samarali bo'lishi mumkin.

FOYDALANILGAN ADABIYOTLAR

1. Brown H.D., Principles of Language Learning and Teaching, Pearson Education, 2007, 416 bet.
2. Richards J.C., Approaches and Methods in Language Teaching, Cambridge University Press, 2014, 410 bet.
3. Ur P., A Course in Language Teaching: Practice and Theory, Cambridge University Press, 2012, 389 bet.
4. Nunan D., Task-Based Language Teaching, Cambridge University Press, 2004, 284 bet.
5. Harmer J., The Practice of English Language Teaching, Longman, 2007, 448 bet.
6. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
7. U. M Azamatovna THE HISTORY OF THE DEVELOPMENT OF THE TERMS OF LITERARY STUDIES OF THE TURKIC PEOPLES
8. D Nu'monova, U Qo'Ziyev Badiiy matnni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020
9. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020.

10. U M Azamatovna Comparative-typological analysis of the terms of folk art International Journal on Integrated Education 3 (12), 155-157, 2020.
11. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
12. K Khashimova, U Kuziev PARTICIPATION OF LANGUAGES OF OTHER SYSTEMS IN THE FORMATION OF THE UZBEK LITERARY LANGUAGE Збірник наукових праць ЛОГОΣ, 22-25, 2020
13. U Qo‘ziyev TILDA SOFLIK MASALASI TA’LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTAHKAMLASHNING DOLZARB ..., 2022.
14. G. U Rustamova LINGVISTIK PRAGMATIKANING BIRLIKLARI. Филологические науки 11, 0.
15. U M Azamatovna HISTORY OF DEVELOPMENT OF UZBEK AND KYRGYZ LITERARY TERMS E-Conference Globe, 67-69, 2021

HOW TO IMPROVE LISTENING SKILL

G'ulomova Feruza Yorqinboy qizi

Gmail: hurriyatomonova883@gmail.com

Samarqand davlat chet tillar instituti

Scientific supervisor: **Xamrayeva Zebiniso**

Abstract: This article examines the importance of building strong listening skills and their influence on personal and professional development. It emphasizes how active listening contributes to effective communication, outlines the benefits of improving listening skills, and provides strategies for enhancement. Additionally, the essay addresses common challenges in developing listening abilities and offers solutions to overcome them. By reviewing relevant literature, it synthesizes theoretical perspectives and research findings to underscore the value of listening skills. The methodology section describes practical methods for improving listening, while the findings and discussion explore the positive outcomes and potential impacts of enhanced listening skills. Finally, the conclusion recaps key insights and stresses the importance of ongoing growth in this area.

Keywords: Listening skills, active listening, communication, personal growth, professional growth, strategies, challenges, development, outcomes, practice active listening, ask open-ended questions, seek feedback.

Annotatsiya: Ushbu maqolada tinglash ko'nikmalarini rivojlantirishning ahamiyati va ularning shaxsiy hamda professional rivojlanishga ta'sirini tahlil qiladi. Unda faol tinglash samarali muloqotga qanday hissa qo'shishi, tinglash ko'nikmalarini rivojlantirishning afzalliklari va ularni yaxshilash bo'yicha strategiyalar bayon etiladi. Shuningdek, insho tinglash qobiliyatini rivojlantirishdagi umumiy qiyinchiliklarga e'tibor qaratadi va ularni yengish bo'yicha yechimlarni taklif etadi. Tegishli adabiyotlarni ko'rib chiqish orqali nazariy nuqtai nazarlar va tadqiqot natijalari umumlashtirilib, tinglash ko'nikmalarining qiymati yoritib beriladi. Metodologiya bo'limida tinglash qobiliyatini oshirish uchun amaliy usullar tavsiflanadi, natijalar va muhokama esa rivojlangan tinglash qobiliyatining ijobiy natijalari va potensial ta'sirini o'rganadi. Nihoyat, xulosa asosiy tushunchalarni qisqacha yoritib, ushbu sohada doimiy rivojlanishning muhimligini ta'kidlaydi.

Kalit so'zlar: Tinglash ko'nikmalari, faol tinglash, muloqot, shaxsiy rivojlanish, kasbiy rivojlanish, strategiyalar, qiyinchiliklar, rivojlanish, natijalar, faol tinglashni mashq qilish, ochiq savollar berish, fikr-mulohaza olish.

INTRODUCTION

Listening is an essential part of human communication, integral to both personal and professional relationships. Strong listening skills not only enhance comprehension but also build solid connections, enable effective collaboration, and contribute to successful leadership. However, despite its importance, listening often receives less focus than speaking or writing in educational and professional environments. This article seeks to highlight the value of developing listening skills and offer strategies to improve them. By reviewing relevant research and discussing practical methods, this essay encourages the acknowledgment and growth of effective listening abilities

Methodology

There are several practical approaches individuals can use to enhance their listening skills. Here are some methods and techniques that can be applied.

1. Practicing Empathy:

Empathy is essential to active listening. Building empathy involves recognizing and relating to the emotions and viewpoints of others. When individuals practice empathy, they become more sensitive to the feelings and experiences conveyed by speakers. This awareness helps them listen more closely and respond with kindness and understanding.

2. Paraphrasing and Summarizing.

Paraphrasing and summarizing are valuable techniques for enhancing listening skills. Paraphrasing means rephrasing the speaker's message in your own words, showing comprehension and prompting any needed clarification. Summarizing involves giving a brief outline of the key points covered, ensuring correct understanding. These techniques help listeners reinforce their understanding and show the speaker that their message has been received and understood.

3. Minimizing distractions:

Distractions can greatly impact effective listening. To enhance listening skills, individuals should reduce external distractions by, for example, turning off electronic devices or choosing a quiet setting for discussions. Internal distractions, like personal thoughts or biases, should also be recognized and intentionally put aside while listening. Using these approaches, individuals can actively work on strengthening their listening abilities. Regular practice, self-reflection, and dedication to ongoing improvement are essential for becoming a skilled listener.

4. Seeking Feedback:

Actively asking for feedback from others can offer important insights into one's listening abilities. Individuals can reach out to trusted friends, colleagues, or mentors to evaluate their listening skills. This feedback can highlight areas that need improvement and offer specific advice for refining listening abilities. Constructive criticism and support from others can play a key role in developing strong listening habits.

5. Practice Active Listening.

Use Verbal and Non-Verbal Cues: Nod, make eye contact, and give small verbal acknowledgments like “I see” or “uh-huh” to show engagement. **Paraphrase and Summarize:** After they finish speaking, repeat back what you understood in your own words. This clarifies your understanding and shows you are listening.

6. Ask Open-Ended Questions.

Encourage the speaker to share more by asking questions like “What happened next?” or “How did that make you feel?” This deepens the conversation and shows interest.

7. Improve Your Focus and Patience.

If you find your mind wandering, practice mindfulness or deep breathing. Staying focused and patient will improve your overall listening quality.

8. Active Listening Exercises.

Participating in exercises designed to improve active listening can greatly develop one's listening abilities. These activities require individuals to concentrate on the speaker's message, process the information actively, and respond in a meaningful way. Some examples include mindful listening, where participants commit to being completely engaged and attentive during discussions, as well as taking part in group dialogues or role-playing situations that highlight the principles of active listening.

FINDINGS

Improving listening skills brings about many beneficial results that greatly affect both personal and professional aspects of life.

1. Enhanced Personal Relationships: People who possess strong listening skills tend to have more robust personal relationships marked by effective communication, empathy, and trust. Active listening promotes a greater understanding of others' viewpoints, needs, and feelings, resulting in deeper connections and more significant interactions.

2. Improved Teamwork and Collaboration: Active listening plays a vital role in fostering successful teamwork and collaboration. By genuinely listening to their colleagues, individuals can gain a thorough understanding of different perspectives

and ideas. This enhanced understanding leads to more effective collaboration, better problem-solving, and higher productivity within the team.

3. *Personal Growth:* Enhancing listening skills fosters personal development. Active listening encourages self-awareness, empathy, and emotional intelligence. It enables individuals to recognize their own communication styles, biases, and opportunities for growth, ultimately leading to personal development and self-improvement.

4. *Organizational Advantages:* Organizations that emphasize active listening experience multiple benefits. They cultivate inclusive and supportive atmospheres that promote open communication and employee involvement. As a result, this fosters greater employee satisfaction, creativity, innovation, and overall success for the organization.

DISCUSSION

The enhancement of listening skills carries important implications for individuals, organizations, and society at large. By actively practicing effective listening, individuals can improve their communication skills, build meaningful relationships, and contribute to positive social interactions. This section explores the potential implications and advantages of developing listening skills. A significant implication of refining listening abilities is enhanced communication. Active listening allows individuals to gain a deeper understanding of others, accurately interpret both verbal and nonverbal signals, and respond effectively. This results in clearer communication, reducing misunderstandings and improving overall comprehension of messages. As a result, those with strong listening skills can express their own ideas and viewpoints with greater clarity and accuracy. Additionally, the cultivation of listening skills has a direct effect on both personal and professional relationships.

Effective listening skills are also crucial in leadership. Leaders who listen attentively to their team members show respect and appreciation for their contributions. This creates an inclusive and empowering work environment where employees feel valued and heard. By considering a range of perspectives and ideas, leaders are able to make well-informed decisions that benefit both the organization and its people. Furthermore, leaders who practice active listening are seen as more approachable and accessible, helping to build stronger relationships with their team and fostering trust and loyalty. The development of listening skills also has broader societal benefits. In a society where active listening is practiced, individuals are more open to understanding different cultures, viewpoints, and experiences. Active listening promotes empathy, tolerance, and acceptance, which enhances social

cohesion and reduces conflicts. By actively engaging in listening, individuals contribute to a more inclusive and peaceful society where diverse voices are heard, and mutual understanding is prioritized. However, it's important to recognize that developing listening skills comes with its challenges. In today's digital age, distractions like smartphones and constant notifications can hinder effective listening. Personal biases, assumptions, and cultural differences may also affect one's ability to truly listen and understand others. Overcoming these challenges requires self-awareness, mindfulness, and a dedication to ongoing improvement.

CONCLUSION

In summary, improving listening skills is a continuous journey that demands commitment and regular effort. By understanding the value of active listening and applying the strategies outlined in this essay, individuals can enjoy the advantages of better communication, deeper relationships, and personal development. When students have strong listening skills, they are better able to understand and retain information presented in lectures, discussions, and reading materials. Effective listening also enhances students' ability to follow instructions, ask clarifying questions, and engage in meaningful conversations.

REFERENCES

1. D Nu'monova, U Qo'Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish *Oriental Art and Culture*, 119-121, 2020
2. Brown, M. (2019). *The Power of Active Listening: How to Be an Effective Listener*. The Muse.
3. Nilufar Ne'matillaevna Zubaydova. *The Role Of Country Studies In Teaching English*. *Theoretical & Applied Science*, 310-312, 2020.
4. Kline, M. V. (2015). *Listen Up! How to Improve Relationships, Reduce Stress, and Be More Productive by Using Active Listening*. American Management Association.
5. N Dedamirzayeva, U Kuziyev *Teaching English to young learners through games* *Oriental Art and Culture*, 86-88, 2020.
6. Mancini, M. J., & Curran, W. J. (2019). *Effective Communication: A Guide to Listening, Speaking, and Writing*. Oxford University Press.
7. R S Sharipovna. *Peculiarities Of Teaching English In Secondary Schools In Uzbekistan* *International Journal of Innovations in Engineering Research and Technology*, 1-5,
8. Watson, D. (2017). *Active Listening: Improve Your Ability to Listen and Lead*. Association for Talent Development.

9. U Qo‘ziyev TILDA SOFLIK MASALASI TA’LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTAHKAMLASHNING DOLZARB ..., 2022.
10. Kobilova, N. R. (2022). Importance of pronunciation in English language communication. Academic research in educational sciences, 3(6), 592-597.
11. Djalilova, A. N. (2021). ASSESSMENT OF ACTIVITIES AT ENGLISH LITERATURE-LESSONS. Academic research in educational sciences, 2(CSPI conference 2), 502-506.
12. G. U Rustamova LINGVISTIK PRAGMATIKANING BIRLIKLARI. Филологические науки 11, 0.
13. K Khashimova, U Kuziev PARTICIPATION OF LANGUAGES OF OTHER SYSTEMS IN THE FORMATION OF THE UZBEK LITERARY LANGUAGE Збірник наукових праць ЛОГОΣ, 22-25, 2020

**NAMANGAN SHAHRIDAGI AZIZXO‘JA ESHON MADRASASI
YODGORLIGI ARXITEKTURASI**

arx.f.n.,(PhD) **Zafar Ravshanovich Adilov**

Namangan muhandislik-qurilish instituti.

telfon: +998 90 261 81 88 e-mail: adilovzafar615@gmail.com

talaba: **Nosirjanova Mohichexra Rasuljon qizi**

Namangan muhandislik-qurilish instituti

telfon: +998 77 056 22 00 e-mail: mohchehranosirjonova12@gmail.com

***Kalit soʻzlar:** madaniy yodgorliklar, madaniy meros, zamonaviy shaharsozlik, ziyoratgohlar, masjidlar, madrasalar, gumbaz.*

***Ключевые слова:** памятники культуры, объекты культурного наследия, современное градостроительство, святыни, мечети, купола.*

***Key words:** cultural monuments, objects of cultural heritage, modern urban planning, shrines, mosques, domes.*

Namangan viloyatida koʻplab arxitektura yodgorliklari boʻlib, ularni ilmiy va diniy binolarga ajratib oʻrganish mumkin. Ilmiy binolarga madrasalar va madrasai-oliyalar, maktablar va boshqalar kiradi.

Madrasa soʻzi arabchada «oʻrganmoq» maʼnosini anglatib, u Oʻrta Osiyoda umumiy va oliy taʼlim muassasasi sifatida VIII asr oxiri, yaʼni Arab halifasi davrida shakllangan. Madrasalar Buxoro va Samarqandda VIII asrning oxiri - IX asrning boshlarida qurila boshlangan. Unga qadar esa taʼlim ishlari, maktablar va masjidlarining kutubxonalarida hamda maxsus bilim uylarida olib borilgan. Madrasa oliy diniy maktab hisoblanib, bir vaqtda ustozlar va talabalar yashash joyi boʻlib ham xizmat qilgan.[1]

“XIX asr boshlarida Qoʻqon xonligiga boʻysingan 30000 atrofida aholisi boʻlgan Namangan shahrida 10 taga yaqin madrasa boʻlib, ularda 4300 talaba tahsil olgan”[1]. Namangan viloyatida, xususan Namangan shahrida joylashgan madrasalarning ayrimlarining tarixi va ularning arxitekturaviy yechimlariga toʻxtalib oʻtsak.

¹ Ўралов А.С., Қодирова Т.Ф. Ўрта Осиё архитектура ёдгорликларининг типологияси. Ўқув қўлланма. Тошкент. 2011. 67- 69-б.

Azizxo‘ja eshon madrasasi va masjid. “Xo‘jamning qabri” maqbarasi bilan yonma-yon bunyod etilgan obida Azizxo‘ja eshon madrasasi va masjididir. Madrasani XVIII asrning ikkinchi yarmida Azizxo‘ja ismli shaxs qurdirgan. Madrasa qurilishida asosan namanganlik ustalar faol ishtirok etgan. Madrasa binosi poydevori shibbalanib, tosh terilib, tosh ustidan qalinligi 15 santimetrlik archa qo‘yilib, archa ustidan to‘rt burchakli pishiq g‘isht loy bilan terilgan.[2]2

Madrasa 24 ta hujra, bir darsxona, bir qaznoq hamda masjid iborat bo‘lib, hujralarning 14 tasi janubiy, 10 tasi sharqiy tomonda, qaznoq, darsxona, masjid va xonaqoh esa g‘arbiy tomonda joylashtirilgan. Madrasaning sharqiy tomonidagi hujralari maqbaraga tutashtirib qurilgan. Madrasaga kirish eshigi ham shu tomonda bo‘lib, ustida bolaxonasi bo‘lgan. Ushbu hujralar hozirgi ko‘cha o‘rnida bo‘lgan. Sharqiy tomondagi hujralar bizning davrimizgacha yetib kelmagan.

Ta‘mirlash jarayonida mazkur hujralarning poydevori g‘isht bilan ko‘tarib qo‘yilgan. Hozirda madrasaning janubiy tarafida saqlanib qolgan 12 ta hujra ta‘mirlanib, buzilib ketgan ikki hujra qaytadan tiklangan. Bu hujralarning hammasi 3,5x3,5 metr o‘lchamda qurilgan bo‘lib, gumbazlari har xil shaklda ishlangan.[3]3

Azizxo‘ja Eshon madrasasida ta‘lim olgan talabalar orasidan ko‘zga ko‘ringan ma‘rifatparvar kishilar yetishib chiqqan. Shulardan biri shoir Mulla Yo‘ldosh Xilvatiydir. Madrasa hujralarida g‘azalxonlik kechalari bo‘lib turgan. Kechalarda Namangandagi madrasalarda ta‘lim olayotgan g‘azalshunoslar va ahli ilmlar ishtirok etgan. Ushbu kechalarda Nodim Namangoniyning do‘sti, Qo‘qonlik ma‘rifatparvar shoir Muhammad Aminxo‘ja Muqimiy ham faol ishtirok etgan.[4]4

Namangan shahridagi yana bir yirik madrasa Mulla Qirg‘iz madrasasidir. Ushbu madrasasi Namangan shahriga ajoyib husn berib turgan arxitektura yodgorligi hisoblanib, qurilishi 1910 yilda boshlanib, 1912 yilda tugallangan. Madrasada 41 ta hujra bo‘lib, 3 ta yirik gumbaz mavjud. Madrasa asosan pishiq g‘ishtdan ravoq bog‘lash usuli asosida qurilgan. Bu esa qadimiy O‘rta Osiyo me‘morchilik an‘analariga mosdir. Bino besh burchak shaklida ishlanganligi bilan boshqa madrasalardan ajralib turadi hamda bino peshtoqidagi koshin bezaklarining nafisligi bilan kishini o‘ziga tortadi. Yodgorlikning bosh tarzi ikki qavatli qilib qurilgan. Peshtoqdan hovliga kirilgach, o‘ng tomonida gumbazli darsxona hamda masjid joylashgan. Peshtoq ravog‘i ichiga: «Zabarjat toku zar oltin birla bu xat yozilmishdir. Karam ahlining ehsonidan, o‘zga qolmagay boqiy», ya‘ni «Har kim o‘zi ketsa ham,

² Юсупов И.Ю., Мирзаалиев Э.Ю. Наманган вилояти меъморий обидалари сирлари. – “Наманган”, 2008. 32-33 б.

³ Юсупов И.Ю., Мирзаалиев Э.Ю. Наманган вилояти меъморий обидалари сирлари. – “Наманган”, 2008.

⁴ Рўзинов Б., Ражабова С., Исмоилов Ю., Косимов А. Наманган вилояти маданий мероси. “Наманган”, 2013. 114-116 б.

uning ehsoni abadiy qoladi» deb yozib qo‘yilgan. Shuningdek: «Boqiy Mulla Qirg‘iz ibn Mashrabboy tijoriy. Usta Mulla Qirg‘iz ibn Ibrohimboy me‘mori», ya‘ni «Mulla Qirg‘iz Mashrabboy savdogar o‘g‘li. Usta Mulla Qirg‘iz Ibrohimboy me‘morning o‘g‘li» deb yozilib, bundan madrasani qurdirgan odamning hamda me‘morning ismlarini bilib olish mumkin.

Peshtoqda hamda bino ichida ganchsiz qilib terilgan sirkorlik usuli qo‘llanilgan bo‘lib, u Farg‘ona vodiysi yodgorliklariga xos bo‘lgan oq, zangori, havorang, sariq, ko‘k va och ko‘k rangdagi koshinlardan iborat.

Madrasaning o‘ng tomonida joylashgan darsxona hamda masjidning qurilish usuli hamda tashqi va ichki me‘moriy ko‘rinishi diqqatga sazovordir. Ushbu xonalar usti gumbazlar bilan yopilib, gumbazlar ustiga xona ichkarisiga yorug‘lik tushib turishi uchun maxsus darchalar o‘rnatilgan.

B.Ro‘zinov va S.Rajabovalarga ko‘ra, Mulla Qirg‘iz madrasasining tiklanishida Mirza Dadaboy va Toshboltavoy nomli ustalar tomonidan tayyorlangan to‘g‘ri burchak shaklidagi g‘ishtlar ishlatilgan bo‘lsa, madrasa peshtoqiga yopishtirilgan barcha koshinlarni Mulla Mamasiddiq, Abdurahmon, Abduqahhor va Mamadali kulollar tayyorlagan.

Namangan viloyatida qurilgan madrasalarning ayrimlari o‘rta asrlarda shakllangan madrasalar tipologiyasidan farq qilgan. Jumladan, Mulla Qirg‘iz madrasasining tarhiy yechimi hududning tabiiy sharoitidan kelib chiqib besh burchak tarzda shakllangan. Ushbu madrasi Namangan shahrining tarixiy markazida joylashib, hozirda saqlanmagan Saidqulibek madrasasi, Ayritosh va Ayritom masjidlari ro‘parasida qo‘sh uslubida qurilgan. Madrasada 1972, 1985, 2004, 2011 yillarda ta‘mirlash ishlari olib borilgan.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

1. Ўралов А.С., Қодирова Т.Ф. Ўрта Осиё архитектура ёдгорликларининг типологияси. Ўқув кўланма. Тошкент. 2011. 67- 69-б.
2. Юсупов И.Ю., Мирзаалиев Э.Ю. Наманган вилояти меъморий обидалари сирлари. – “Наманган”, 2008. 32-33 б.
3. Юсупов И.Ю., Мирзаалиев Э.Ю. Наманган вилояти меъморий обидалари сирлари. – “Наманган”, 2008.
4. Рўзинов Б., Ражабова С., Исмоилов Ю., Косимов А. Наманган вилояти маданий мероси. “Наманган”, 2013. 114-116 б.
5. Адилов З. Строительство медресе Муллы Кыргыза в городе Наманган //Сейсмическая безопасность зданий и сооружений. – 2023. – Т. 1. – №. 1. – С. 301-304.

6. Адиллов З. Р. НАМАНГАН ВИЛОЯТИ МАДРАСА БИНОЛАРИ МЕЪМОРЛИГИ //Journal of new century innovations. – 2023. – Т. 21. – №. 1. – С. 159-165.
7. Адиллов З. Р. и др. НАМАНГАН ВИЛОЯТИДАГИ ХЎЖА АМИН МАҚБАРАСИ //Journal of new century innovations. – 2022. – Т. 19. – №. 2. – С. 152-160.
8. Адиллов З. Р. НАМАНГАН ВИЛОЯТИ МАДАНИЙ МЕРОС ҲАЗИНАСИНИ АСРАШ МИЛЛИЙ ҚАДРИЯТЛАРИМИЗНИНГ АСОСИДИР //TA'LIM VA RIVOJLANISH TANLILI ONLAYN ILMIY JURNALI. – 2022. – С. 69-73.
9. Адиллов З. Р. ЁШЛАРГА МАДАНИЙ МЕРОС ҲАЗИНАСИНИ ТАРҒИБ ҚИЛИШ МАСАЛАЛАРИ //IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 4. – С. 124-130.
10. Adilov Z. НАМАНГАН ВИЛОЯТИ ШАҲАРЛАРИНИНГ ШАҲАРСОЗЛИГИ //Science and innovation. – 2022. – Т. 1. – №. С6. – С. 259-264.

BARKAMOL SHAXSNI TARBIYALASHDA BOLA UCHUN SPORT BO'LIMINI TANLASHNING AHAMIYATI VA DOLZARBLIGI

Feruza Homidjonova,

SHDPI o'qituvchisi,

Jo'rayev Akbar,

Davronov Bobur,

SHDPI talabalari

Annotatsiya: Bola uchun sport bo'limini tanlash uning jismoniy rivojlanishiga, shaxsiyatiga va ijtimoiy ko'nikmalariga ta'sir qilishi mumkin bo'lgan muhim qarordir. Ushbu maqolada biz ota-onalarga ongli tanlov qilishga va barkamol shaxsni tarbiyalashga yordam beradigan asosiy fikrlarni ko'rib chiqamiz.

Kalit so'zlar: jismoniy tarbiya, komil inson, musobaqa, murabbiy, jismoniy tarbiya, aqliy tarbiya sport.

Аннотация: Выбор спортивного отделения для ребенка – важное решение, которое может повлиять на его физическое развитие, личность и социальные навыки. В этой статье мы рассмотрим основные моменты, которые помогут родителям сделать осознанный выбор и воспитать всесторонне развитого человека.

Ключевые слова: физическое воспитание, совершенный человек, конкуренция, тренер, физическое воспитание, психическое воспитание, спорт.

Annotation: Choosing a sports department for a child is an important decision that can affect their physical development, personality and social skills. In this article, we will consider the main points that will help parents make an informed choice and raise a well-rounded person.

Keywords: physical education, perfect person, competition, coach, physical education, mental education, sport.

Bolalar sportiga yondashishning ikkita strategiyasi mavjud. Birinchidan: bola qayerda mashq qilishini ota-ona hal qiladi (yoki dastlabki bosqichda u bilan maslahatlashing), uni eng yaxshi murabbiylarga olib boriladi. Haftasiga olti marta bitta mashg'ulotni o'tkazib yubormaslik, uning ko'z yoshlariga chidab, uni qo'lidan tutish lozim. Natijada, ular haqiqiy chempionni tarbiyalay oladi. Olimpiya o'yinlarida ergashadi. Ikkinchidan: ota-ona bola bilan maslahatlashadi, uning jismoniy va psixologik xususiyatlarini baholaydi va u qiziqadigan va qulay bo'lgan bo'limni tanlaydi. Ba'zan

di turib oladi va u yig'lasa ham haydashda davom etadi. Binobarin, shahar va viloyat ko'rik-tanlovlarida uni izlab, barkamol shaxsni tarbiyalaydi.

Nima uchun birinchi variant ideal emas? Chunki katta sport bu shunchaki mashg'ulot emas, balki tanaga qo'shimcha yuk va hayot tarzidir. "Ruh uchun" sporti butunlay boshqacha. Bu salomatlik, ishonch, muloqot va to'laqonli bolalik uchun zarurdir. Aynan shunday sport turini tanlash uchun quyidagi maslahatlarga amal qilish lozim.:

1. Farzandingizning qiziqishlari va qobiliyatlarini hisobga olish lozim.

Birinchi qadam - bolangizning qiziqishlari va qobiliyatlarini tushunishdir. O'yinlarda, mashg'ulotlarda va hatto multfilm qahramonlarida uning afzalliklarini kuzating. U bilan turli sport turlarini muhokama qilish lozim. va u nimani yoqtirishini bilib olish lozim.. Bu nafaqat to'g'ri bo'limni tanlashga yordam beradi, balki farzandingizning darslarga bo'lgan ishtiyoqini oshiradi.

Di nimani yoqtirishingiz muhim emas, chunki bolangiz buni qiladi. Biroq, di bolangizga uning komplekslarini engib o'tishga yordam berishingiz yoki aksincha, u eng yaxshi qiladigan narsani rivojlantirishingiz mumkin.

Shuning uchun, uyatchan va muloqot qilmaydigan bolalar uchun psixologlar jamoaviy sport turlarini (futbol, voleybol, basketbol) tavsiya qiladilar, bu erda ular muloqot qilish qobiliyatini rivojlantiradilar. Va giperaktiv bolalar uchun aykido kabi jang san'ati usullari mos keladi, bu erda bolaga his-tuyg'ularini boshqarish va g'azabni jilovlash o'rgatiladi.

2. Yosh xususiyatlariga e'tibor beriladi.

Turli xil sport turlari turli yosh guruhlari uchun mos keladi. Masalan, suzish va gimnastika chaqaloqlar uchun idealdir, chunki ular muvofiqlashtirish va moslashuvchanlikni rivojlantirishga yordam beradi. Kattaroq yoshda jamoaviy ruh va ijtimoiy ko'nikmalarni rivojlantiradigan futbol, basketbol yoki voleybol kabi jamoaviy sport turlarini ko'rib chiqishingiz mumkin.

Hozirgi kunda bolangizni imkon qadar ertaroq sportga yuborish lozim. Aksariyat bo'limlar to'rt yoki besh yoshli bolalarni qabul qilsa-da, ularning ko'pchiligining u erda hech qanday aloqasi yo'q. Masalan, zarba berish texnikasi qo'llaniladigan jang san'ati bo'limlarida 9 yoshgacha bo'lgan bolalar ko'pincha juda qattiq va ehtiyotlilik bilan kurashadilar. Farzandingiz muntazam ravishda faol tengdoshlaridan boshiga zarbalar oladi, bu uning miyasi uchun mutlaqo yaxshi emas.

12 yoshgacha bo'lgan boks barcha bolalar uchun muhim. Velosiped va kartingni 10 yoshdan keyin boshlash yaxshidir, chunki bu yoshga qadar bolalar qo'rquvni anglamaydilar va o'zini himoya qilish hissi yo'q, bu esa mashg'ulotlarni hayotlari uchun xavfli qiladi.

3. Mashqlarning xilma-xilligi

Sport mashg'ulotlari xilma-xil bo'lishi muhimdir. Bu bolaning har tomonlama rivojlanishiga yordam beradi va monotonlik va charchoqning oldini oladi. Treningga kompleks yondashuvni taklif qiladigan bo'limlarni tanlash, jumladan, nafaqat asosiy mashqlar, balki cho'zish, muvofiqlashtirish va chidamlilik elementlarini rivojlantiradi.

4. Trenerlarning malakasi

Murabbiylarning malakasi va tajribasi bolaning rivojlanishida muhim rol o'ynaydi. Murabbiylar haqida ko'proq bilib olish lozim.: ularning ta'limi, sportdagi yutuqlari, bolalar bilan ishlashga yondashiladi. Yaxshi murabbiy nafaqat professional mahoratga ega bo'lishi, balki diqqatli, sezgir bo'lishi, bolalar bilan umumiy til topa olishi va ularni yangi yutuqlarga ilhomlantirishi kerak.

5. Bolaning sog'lig'ini hisobga olish lozim.

Sport bo'limini tanlashdan oldin, shifokoringiz bilan maslahatlashing. Ba'zi sport turlari bolaning sog'lig'iga qarab kontrendikatsiyaga ega bo'lishi mumkin. Nafaqat foyda keltiradigan, balki zarar keltirmaydigan sport turini tanlash muhimdir.

Agar bola butunlay sog'lom bo'lsa, u har qanday sport bilan shug'ullanishi mumkin. Agar bola skolyoz bilan kasallangan bo'lsa, uning umurtqa pog'onasi egrilik xavfi yoshi ulg'aygan sari ortib boradi, shuning uchun ular uchun gimnastika yoki xokkey mos kelmasligi mumkin. Agar bolada astma, miyopi yoki yurak nuqsoni bo'lsa, u sport akrobatikasi, yengil atletika yoki futbol seksiyalariga qabul qilinmaydi.

6. Bo'limdagi atmosferaga e'tibor bering

Sport bo'limidagi muhit do'stona va qo'llab-quvvatlovchi bo'lishi kerak. Atrof-muhitni va bolalar va murabbiylar o'rtasidagi munosabatlarni baholash uchun bir nechta amaliyotlarda qatnashing. Bolaning jamoada o'zini qulay va xavfdi his qilishi muhim.

7. Yuklanish balansi haqida unutmang

Haddan tashqari intensiv mashg'ulotlar charchoqqa va sportga qiziqishning yo'qolishiga olib kelishi mumkin. Yuk bolaning yoshi va jismoniy tayyorgarligiga mos kelishiga ishonch hosil qilish lozim.. Sport, o'qish va dam olish o'rtasidagi muvozanatni saqlash ham muhimdir.

Xulosa

Bola uchun sport bo'limini tanlash nafaqat jismoniy rivojlanishga qadam, balki uning shaxsiyatini shakllantirishga muhim hissa qo'shadi. Bolaning qiziqishlari va qobiliyatlarini hisobga olgan holda, murabbiylarning malakasiga va bo'limdagi muhitga e'tibor qaratib, di barkamol, o'ziga ishongan va jismonan rivojlangan shaxsni

tarbiyalashga yordam beradigan eng yaxshi variantni topishingiz mumkin. Esda tutingki, asosiy narsa bolaning sport bilan shug'ullanishidan oladigan quvonch va zavqdir.

FOYDALANILGAN ADABIYOTLAR:

1. Книга тренера. Вайцеховский С. М. М., “Физкультура и спорт”, 1971
Теория и методика физической культуры: Учебник /Под ред. проф. Ю.Ф.Курамшина. – 2е изд., испр. –М.: Советский спорт, 2004. – 464 с.
2. Физическая культура студента: Учебник / Под ред. В.И. Ильинича. М.: Гардарики, 1999. – 448 с.
3. Физическая культура: Учебное пособие / под ред. В.А. Коваленко. – М.: Изд – во АСВ , 2000 . – 432 с.
4. Homidjonova, F. (2021, December). METHODOLOGY OF TEACHING SPORTS AND MOVING GAMES. In *Archive of Conferences* (pp. 25-28).
5. Kizi, Khomidjonova Feruza Komiljon. "NATIONAL WRESTLISH LOZIM. SPORTS CHARACTERISTICS OF THE RELATIONSHIPS BETWEEN COACHES AND ATHLETES." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.5 (2021): 210-214.

TIL O'RGANISHDA MADANIYATNING TA'SIRI

To'liyeva Mashxura Xaytboy qizi

Samarqand Davlat Chet Tillar Instituti talabasi

Gmail: tuliyevamashhura@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Annotasiya: Bu hujjat orqali biz til va madaniyat orasidagi uzviy bog'lanishlar ularning bir biriga aloqasini qanday ekanligini ko'rishimiz mumkin. Tilni o'rganish shunday murakkab jarayonki, hatto kichik bir detal ham o'tganishda ozgina bolsa ham o'zining ta'sirini ko'rsatib o'tadi. Shu jumladan o'sha mamlakatning, o'sha tilning ham madaniyati o'rganishda muhim ahamiyatga ega hisoblanadi. Quyidagi maqolada ingliz tilini o'rganishda madaniyatning o'rganishga bo'lgan tas'da tushuntirib o'tishga harakat qilaman.

Kalit so'zlar: Til madaniyati, sotsializatsiya jarayoni, iboralar, ideomalar, madaniy to'qnashuv, kamunikativ tushunmovchiliklar.

KIRISH

Madaniyat va til ko'pincha ajralmas deb ta'riflangan va ular o'rtasidagi munosabatlar juda murakkab. Til nafaqat so'zlar, grammatik tamoyillar va jumlar qurilishi, balki noyob madaniy me'yorlar, ijtimoiy tizimlar va kognitiv jarayonlardir. Muayyan madaniyatning lingvistik tamoyillari bilan bir qatorda ushbu madaniyatga xos kontekstlarni tushunish tilni samarali o'zlashtirish uchun juda muhimdir.

Tillarni o'zlashtirish bo'yicha ilg'or tadqiqotlar markazi madaniyatni "sotsializatsiya jarayoni orqali o'rganiladigan umumiy xatti-harakatlar va o'zaro ta'sirlar, kognitiv tuzilmalar va affektiv tushunchalar" deb ta'riflaydi. Ushbu umumiy misollar madaniyat guruhi a'zolarini aniqlaydi va boshqa guruh vakillarini ajratib turadi.

Tilning evolyutsiyasi ko'pincha unda so'zlashuvchi muayyan guruh madaniyati bilan shakllanadi. Agar siz haqiqatan ham ikkinchi tilni o'zlashtirmoqchi bo'lsangiz, siz o'rganayotgan tilni asoslaydigan madaniy kontekstlarni bilish, sizga mahalliy aholi ko'pincha ma'lum bir madaniy guruh haqida gapiradigan ba'zi iboralar haqida bebaho tushunchalarni berishi mumkin. Xuddi shu narsani boshqa madaniyatlarni o'rganish uchun ham aytish mumkin. Masalan, qadimgi misrliklarni olaylik. Qadimgi Misr madaniyatini o'z ona tilini va Misr ierogliflarini tandemda o'rganmasdan chuqur

tushunish qiyin bo'lar edi. Tanganing qaysi tomoniga qaramasligingizdan qat'i nazar, ikkalasi doimo bir-biriga bog'langan.

Til - o'zini ifoda etishning eng katta vositalaridan biri. Madaniyat shaxsning ajralmas qismini tashkil qiladi. Demak, Jak Leylavergne va Andrea Parra so'zlari bilan *"Madaniyat tilsiz mavjud bo'lmasa, madaniyatsiz til ham mavjud emas."*

Tilni o'zlashtirish haqida gap ketganda, iboralar, idiomalar va noyob madaniy tushunchalarni tarjima qilish qiyinligi ma'lum, chunki ular ko'pincha ba'zi tillarda mavjud emas. Ushbu tushunchalarning so'zma-so'z tarjimasi odatda noqulay yoki noto'g'ri jumalarga olib kelishi va ona tilida so'zlashuvchi yoki professional tilshunos tomonidan moslashtirishni talab qilishining sabablaridan biri. Shu sababli turli bozorlarda auditoriyani jalb qilmoqchi bo'lgan brendlar alohida bozorlarda muvaffaqiyat qozonish imkoniyatlarini oshirish uchun o'zlarining marketing strategiyalarini, ovoz ohangini va hatto mahsulotlarini mahalliy urf-odatlariga moslashtirishga vaqt ajratadilar. Boshqa madaniyatga xos til farqlariga o'xshash iboralar uchun turli xil ma'nolarga ega bo'lgan mamlakatlar kiradi. Masalan, Evropa madaniyatlarida 'yaxshi kun' iborasi yomg'irli kunni nazarda tutadigan ba'zi Afrika madaniyatlaridan farqli o'laroq, ko'pincha quyoshli kun deb ataladi. Bunday holda, 'yaxshi' atamasi ikki madaniyat tomonidan turlicha talqin etiladi.

Madaniyat to'qnashuvi.

Kommunikativ tushunmovchiliklar ko'pincha turli mamlakatlardan kelgan ikki kishi o'rtasida muayyan ijtimoiy me'yorlarga qarama-qarshi munosabatni bilmaslik tufayli yuzaga kelishi mumkin. So'zlar, imo-ishoralar va jalb qilish qoidalari noto'g'ri talqin qilinish tendentsiyasiga ega, masalan, siz xushmuomalalikni qanday ifoda etishingiz kerak.

Ikki tomonning noqulay suhbatdan chiqib ketishiga olib kelishi mumkin bo'lgan madaniy tushunmovchiliklarning oldini olish uchun madaniy tushunishni targ'ib qilish til o'rganish uchun juda muhimdir – ayniqsa, agar siz boshqa bozorda o'z ona tilida ish uchrashuvlarini o'tkazayotgan bo'lsangiz. Ba'zi mamlakatlarda, masalan, Shvetsiyada, agar siz kimdir bilan birinchi marta uchrashayotgan bo'lsangiz, gaplashayotganda bir-biringiz orasidagi masofani saqlash odat tusiga kiradi. Boshqa odamga teginish ko'pincha yomon ko'riladi. Germaniyada dastlabki suhbatlar odatda rasmiy va muloyim bo'lib, kimgadir janob/Miss/xonim prefiksi, so'ngra ularning familiyasi bilan murojaat qiladi. Yaponiyada ishbilarmonlik uchrashuvlari noyob tuzilishga amal qiladi, bu erda yig'ilishning eng katta a'zolariga ustuvorlik beriladi, shu jumladan o'tirish joylari. Nimani eslatib o'tish kerak, nimani eslatmaslik kerak va

qancha og'zaki gapirish kerak, Yaponiya va AQSh yoki buyuk Britaniya madaniyati o'rtasida juda farq qiladi.

Darhaqiqat, Yapon madaniyati o'zining xushmuomalaligi va xususan, sukunat bilan aloqasi bilan mashhur. Tarixan sukunat haqiqat bilan bog'liq bo'lgan – bu e'tiqod kelib chiqqan Zen Buddizm, bu erda sukunat ma'rifat yo'li hisoblanadi. Ijtimoiy muhitda sukunat g'oyasi G'arb nuqtai nazaridan juda noaniq bo'lib tuyulishi mumkin bo'lsa-da, xushmuomalalik, sukunat va siz aytayotgan narsalarning murakkabligini tushunish Yapon tilini o'z ona tilida o'rganishda foydali lingvistik vosita bo'lishi mumkin. Imo-ishoralar va ovoz ohangidagi o'ziga xos o'zgarishlar ham e'tiborga loyiqdir, chunki ular ham alohida iboralarning ma'nosiga ta'sir qilishi mumkin. Ushbu madaniy nuanslar odatda mahalliy aholi tomonidan bolalik davrida ota-onalariga taqlid qilish orqali tabiiy ravishda o'rganiladi va bir necha yil davomida mashq qilinadi.

Qo'l siqish yoki tabassum kabi umumiy imo-ishoralar bir nechta madaniyatlarda bir xil ma'noga ega bo'lishi mumkin bo'lsa-da, boshqalari talqin qilish uchun ochiq. Eron va yaqin Sharqning ba'zi qismlarida suhbat paytida (yoki olomon ichida) bosh barmog'ini yuqoriga ko'tarish 'o'rta barmoq'berishga teng deb hisoblanadi. G'arb mamlakatlarida ovqatni chayqash qo'pol deb hisoblanadi, ammo Yaponiyada bu sizning taomingizdan zavqlanayotganligingizdan dalolat beradi. Filippinda bo'lganingizda, Barmoqlaringiz bilan kimnidir imo qilish faqat itlarga mos keladigan imo-ishora sifatida qaraladi va ba'zi hollarda aybdorlar hibsga olinishi mumkin. Yangi tilni o'rganayotganda madaniy farqlarga duch kelish ko'p vaqt talab qilmasligi aniq. Bu farqlar nafaqat ona tilida so'zlashuvchi bilan qanday gaplashishni, balki ularning madaniyati dunyoqarashini ham tasvirlaydi. Madaniy tushunchalarga ega bo'lmasdan yangi tilni o'rganish imkonsiz bo'lmasa-da, agar siz uni o'zlashtirish imkoniyatini oshirmoqchi bo'lsangiz, siz o'rganayotgan til madaniyatiga sho'ng'ish yanada boyituvchi va tezroq o'rganish tajribasining kaliti bo'lishi mumkin.

XULOSA

Xulosa qilib shuni aytish mumkinki har bir mamlakatni qaysidir jabhada o'rganmoqchi bo'lsangiz albatta uning madaniyatini ham o'rganishingiz zarur chunki madaniyat bu o'rganish jarayonini osonlashtiradi. Shu jumladan bu narsa tilni o'rganidhga ham bevosita o'z ta'sirini ko'rsatib o'tadi. Har bir mamlakatda ularning o'ziga yarasha salom alik qilishi, o'ziga yarasha raxmat aytishlari ham mavjud. Bu narsalarni bilish ham tilni o'rganishda siz va biz uchun o'z qulayliklarini ko'rstadi. Bu maqola orqali biz faqat bir necha mamlakatlar terisida gap ochgan bo'lsakda bu

orqali ko‘plab malumotlarni yettita oldik. Shunday ekan madaniyat va til har doim o‘rganish jarayonida bir birga uzviy ravishda bog‘liq bo‘lib kelgan.

FOYDALANILGAN ADABIYOTLAR

1. Holmes, J. (1992). An Introduction to Sociolinguistics. Longman.
2. Talbot, M. (2010). Language and Gender: An Introduction. Wiley-Blackwell.
3. Cameron, D. (2005). Language, Gender, and Sexuality: Current Issues and New Directions. Palgrave Macmillan.
4. Eckert, P., & McConnell-Ginet, S. (2003). Language and Gender. Cambridge University Press.
5. Spender, D. (1980). Man Made Language. Routledge.
6. Baker, M. (2006). Translation and Conflict: A Narrative Account. Routledge.
7. Nord, C. (1997). Translating as a Purposeful Activity: Functionalist Approaches Explained. St. Jerome Publishing.
8. N.N.Zubaydova(2019). The importance of teaching vocabulary. International conference Bridge to science: Research works.
9. D Nu‘monova, U Qo‘Ziyev Badiiy matni lingvostatistik tomondan tahlil qilish Oriental Art and Culture, 119-121, 2020
10. M Orzikulova, G Rustamova “METHODS OF IMPROVING SPEAKING SKILLS FOR KIDS” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
11. N Dedamirzayeva, U Kuziyev Teaching English to young learners through games Oriental Art and Culture, 86-88, 2020
12. R S Sharipovna. Peculiarities Of Teaching English In Secondary Schools In Uzbekistan International Journal of Innovations in Engineering Research and Technology, 1-5,
13. K Khashimova, U Kuziev PARTICIPATION OF LANGUAGES OF OTHER SYSTEMS IN THE FORMATION OF THE UZBEK LITERARY LANGUAGE Збірник наукових праць ЛОГОΣ, 22-25, 2020
14. U Qo‘ziyev TILDA SOFLIK MASALASI TA’LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTAHKAMLASHNING DOLZARB ..., 2022.
15. G. U Rustamova LINGVISTIK PRAGMATIKANING BIRLIKLARI. Филологические науки 11, 0.

TRANSLATION PROBLEMS IN CULTURAL REFERENCES FROM ENGLISH TO UZBEK

Morozova Anastasiya Vladimirovna

Teacher at Termez Pedagogical Institute Tel: +998919030812

Email: anasteywa555@gmail.com

ABSTRACT:

This study examines the challenges in translating cultural references from English to Uzbek, focusing on preserving cultural nuances and ensuring target readers' comprehension. Cultural references, including idioms, proverbs, metaphors, and culturally specific terms, present unique obstacles in translation due to the socio-cultural gaps between English-speaking and Uzbek-speaking communities. By analyzing specific texts, this research identifies common issues such as loss of meaning, domestication versus foreignization, and the difficulty of maintaining cultural connotations. Solutions to these translation challenges are also discussed to aid translators in effectively bridging cultural differences.

Keywords: translation problems, cultural references, English-Uzbek translation, domestication, foreignization, cultural connotation, equivalence

INTRODUCTION:

Translating cultural references from English to Uzbek poses distinct challenges due to the differences in cultural backgrounds, social norms, and idiomatic expressions. Cultural elements such as proverbs, idioms, and specific terms related to customs or social practices are deeply rooted in a society's worldview and values. When translating these elements, Uzbek translators often face dilemmas about whether to prioritize cultural accuracy or reader comprehension. This thesis explores these issues, aiming to contribute to a broader understanding of cultural translation problems and offer practical strategies for achieving a balance between fidelity and readability.

Previous Research. Lawrence Venuti introduced the influential concepts of "domestication" and "foreignization" in translation. Domestication involves adapting a text to align with the target culture, making it familiar and accessible to readers. Foreignization, in contrast, retains elements of the source culture, challenging the reader and preserving cultural specificity. Venuti argued for foreignization as a way to promote cultural diversity and resist the erasure of minority voices, which can

happen when texts are overly domesticated to fit dominant cultural norms. Peter Newmark emphasized the importance of "cultural equivalence" and "communicative translation," advocating for translation that respects both the cultural context of the source text and the comprehension level of the target audience. He believed that translators should aim to produce a similar effect in the target language, often by finding culturally appropriate equivalents for idioms, symbols, or culturally specific references, rather than sticking to literal translations. His work provides a framework for balancing fidelity to the original text with reader accessibility. Eugene Nida is best known for developing "dynamic equivalence," a theory that prioritizes the emotional and cognitive response of the target audience. Rather than aiming for a word-for-word translation, Nida's approach seeks to convey the meaning and impact of the source text in a way that elicits a similar reaction in the target audience. This method has been particularly influential in translating religious texts, where preserving the intended effect is often more important than literal accuracy, though it has broad applications in translating culturally loaded texts as well. [1, 25-26]

Using Cultural Substitutes: Translators often turn to cultural substitutes—phrases or idioms in Uzbek that share similar meanings or emotional resonances with the English original. This approach allows the translation to remain culturally significant while making the text more accessible to an Uzbek-speaking audience. For instance, the English phrase "break the ice" might be replaced with a phrase like "yorug'lik solmoq" (literal meaning: "to bring light"), which similarly implies easing tension or making a situation more comfortable.

Footnotes and Explanations: When a cultural reference is deeply embedded in the source language's culture and lacks an equivalent expression in Uzbek, translators may insert footnotes or brief in-text explanations. This approach maintains the authenticity of the source material while supporting readers' understanding of culturally specific ideas. For example, references to Thanksgiving in English texts could include a note explaining its historical and cultural significance, as this tradition doesn't have a direct counterpart in Uzbek culture. While footnotes can disrupt the reading flow, they provide valuable context that allows readers to fully grasp the underlying cultural implications. [2, 266-268]

Mixed Strategy Approach: The mixed strategy approach is a hybrid of domestication and foreignization, which balances preserving cultural authenticity with making the content accessible and familiar to the target audience. This method allows translators to strategically choose which elements to domesticate or foreignize, depending on the context and intended impact. [3, 36-37]

Selective Domestication: Translators may choose to domesticate certain terms that do not hold significant cultural weight, making the text feel more familiar to the reader. For instance, foods or everyday items might be translated to Uzbek equivalents when they are incidental to the story.

Strategic Foreignization: Elements with strong cultural or symbolic significance are left foreignized, often paired with a footnote or brief explanation. For example, translating culturally iconic terms, like “Big Apple” for New York, might require preserving the English term along with an explanatory note, maintaining both the uniqueness and recognizability of the cultural reference.

Example of Mixed Strategy: In a text discussing the American "high school prom," translators may choose to domesticate the concept to align with the Uzbek educational system while maintaining the foreign term "prom" or explaining it as a "maktab balochasi" (school ball). This strategy allows the reader to relate to the event without losing the cultural context.

Translating cultural references from English to Uzbek requires careful consideration of cultural differences and target audience expectations. While literal translations often fall short in conveying cultural meaning, strategies such as using cultural substitutes and adding explanatory notes can aid in bridging the cultural divide. Future research should continue to explore effective approaches for translating culturally rich texts to enhance cultural understanding and preserve the original text’s nuances.

REFERENCES

- Nida, E. A. (1964). *Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. Brill Archive.
- Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.
- Venuti, L. (1995). *The Translator’s Invisibility: A History of Translation*. Routledge.

THE PRAGMATIC FUNCTION OF MODAL VERBS AND THE DISTINCTIONS BETWEEN UZBEK AND ENGLISH IN TERMS OF COGNITIVE ANALYSIS

Ismailova Osuda Fayzullayevna

Gmail: osudaismailova4@gmail.com

State World University of Uzbekistan senior – teacher

Abstract: This article examines the pragmatic role of modal verbs in English and Uzbek, highlighting their cognitive and pragmatic functions. Modal verbs serve crucial roles in conveying modality, which reflects the speaker's attitudes, intentions, and degrees of certainty. The analysis compares how modal expressions in each language are influenced by cultural and linguistic factors, impacting politeness, formality, and indirectness. Understanding these differences reveals the unique cognitive mechanisms each language utilizes, emphasizing the cultural context embedded within language structures. The findings aim to contribute to cross-linguistic studies on modality and improve pragmatic understanding in multilingual communication.

Keywords: Modal verbs, cognitive analysis, pragmatics, English, Uzbek, modality, cross-linguistic, language structure, politeness, certainty, indirectness, cultural context, multilingual, communication.

Modal verbs are essential in expressing modality—a linguistic feature that conveys a speaker's stance, intentions, or attitudes. While English and Uzbek utilize modal verbs, each language displays unique cognitive and pragmatic distinctions. For English, modality often emphasizes levels of certainty, politeness, and indirectness, aligning with broader Indo-European linguistic traditions. Uzbek, in contrast, reflects Turkic language influences, showing different pragmatic tendencies in terms of authority and indirect expression. This article explores how these modals function within their respective languages, aiming to understand the cognitive frameworks and pragmatic roles they serve. Through this analysis, we gain insights into how modality shapes intercultural communication, illuminating the deep-seated cultural contexts embedded within the structure of English and Uzbek.

Cognitive-pragmatic analysis of modal verbs in English and Uzbek languages shows the concept of modality in both languages, that is, how the speaker expresses his attitude and goals to the sentence. Modal verbs express the speaker's intention,

doubt or level of confidence and acquire a certain pragmatic significance. In English, modal verbs (for example, “can,” “may,” “must”) are sociolinguistically significant because they often mean politeness, formality, and indirect forms of expression. These verbs are used to express an offer, request or demand in a sentence and are chosen according to the social position of the speaker and the status of the addressee. For example, the verb “may” in English expresses gentleness, while the verb “must” expresses a strong demand and emphasizes the speaker’s insistence on a certain situation. These choices are examples of cognitive processes, as the speaker chooses a particular modal tool to express his or her opinion, and the choice is influenced by a number of social and cultural factors.

Uzbek also has modal verbs, but they are used in a unique way and have different pragmatic and cognitive functions compared to English. In the Uzbek language, verb forms serve to express more status, respect, and social relations. For example, the words “may” or “should” in Uzbek mean the speaker’s doubt or need for a certain event, and in a certain socio-cultural context, it can be taken as advice or instruction rather than a strong demand. This shows that communication in Uzbek society is more based on cooperation. On the contrary, in English, independence and personal decisions are in the first place, in Uzbek, social-group views and equality in communication or, in many cases, indicators of social status play a significant role. Thus, politeness and respect are more important in Uzbek, and indirect expression is strengthened through modal means.

The cognitive and pragmatic differences between English and Uzbek are also reflected in how the speaker expresses his intentions and goals. In English, the cognitive speaker tends to express his opinion openly and clearly, while in Uzbek, the indirect communication style prevails. These cognitive processes change the content of communication and have a positive effect on understanding, because each language has its own pragmatic aspects. For example, when an English speaker uses “must” to express determination, it often conveys dominance or strong intent, while in Uzbek, a similar form of “kerak” can have a more advisory tone. This shows the cognitive mechanisms of communication in each language and sheds light on how cultural values are reflected in language.

In a pragmatic sense, these differences significantly affect communication. For example, indirect expressions in English are perceived as more polite and understandable, while indirect styles in Uzbek are often perceived as a sign of respect. When a request or command in Uzbek is given politely and indirectly, it means that social status in society and communication is based on more cooperation. English, on

the other hand, values personal independence more, and therefore the indirect expression is often used in a more specific and strict sense of freedom of decision and personal choice. In both languages, cognitive processes and pragmatic norms create specific tools for language users and facilitate mutual understanding.

The fact that modality is expressed in different ways through language combinations in Uzbek and English is important in multilingual communication and provides an opportunity to increase cultural understanding. This analysis expands linguistic and pragmatic knowledge to foster greater understanding and respect in multicultural communication. For example, when translators or language learners know how important modal verbs are in both language cultures, the likelihood of ambiguity or misunderstanding in communication is reduced. In this way, the correct interpretation of modal verbs in multilingual communication has a positive effect not only on the grammatical aspect, but also on the socio-cultural aspects of communication. By properly understanding the pragmatic aspect, it becomes easier to create a more precise and appropriate meaning in the translation process.

In general, the study of modal verbs in English and Uzbek illuminates the pragmatic and cognitive mechanisms of each language and reveals how these mechanisms are connected to the cultural foundations of the language. Through mutual comparison of modal verbs, specific features of each language, as well as cultural influences on communication in them, are highlighted. This approach provides a deep understanding of multilingual communication and helps to understand complex meanings in communication.

In conclusion, modal verbs in English and Uzbek serve as windows into the respective cultures, reflecting distinct pragmatic and cognitive frameworks. English leans toward expressing choice and indirectness, influenced by Western norms of politeness and individualism. Uzbek, shaped by its cultural values, emphasizes social hierarchy and relational dynamics through modality. Understanding these differences enhances cross-linguistic awareness and enriches the interpretation of language in multilingual settings. This study underscores the necessity of pragmatics in intercultural communication, emphasizing how language structure carries cultural insights, which is crucial for achieving effective and nuanced expression across languages.

REFERENCE

1. Ivanov A. "Modal words and their semantics." Tashkent: Publishing House, 2019, 245 pages.
2. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
3. Smith B. "Cognitive and Pragmatic Linguistics." Moscow: Language Press, 2021, 320 pages.
4. N. Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
5. U. M Azamatovna, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples.
6. Tursunov D. "Modal units in the Uzbek language." Tashkent: National Publishing House of Uzbekistan, 2020, 300 pages.
7. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023
8. U. M Azamatovna, Comparative-typological analysis of the terms of folk art, International Journal on Integrated Education 3 (12), 155-157, 2020
9. Johnson H. "Pragmatics in Language Learning." New York: Language Studies Press, 2019, 210 pages.
10. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, E-Conference Globe, 67-69, 2021

THE METHODS OF TEACHERS WORKING WITH STUDENTS PLAY A CRUCIAL ROLE IN ENHANCING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS.

Xasanova Samira Muhammadovna

Student of Samarkand State Institute of foreign languages

Gmail: xasanova20072006@gmail.com

Scientific supervisor: **Zubaydova Nilufar Ne'matullayevna**

Annotation: This article demonstrates the processes through which teachers interact with their students. It discusses what a teacher should be like, the principles they should follow while working with students, the image they should project, and the characteristics they should possess. Additionally, it emphasizes the importance of maintaining composure while working with students, illustrated through various examples.

Keywords: teachers, their characteristics, their images, pupils, methods, projects.

INTRODUCTION

The educational process is an activity based on collaboration between teachers and students, in which personal development, knowledge, and upbringing are realized. The teacher conveys their knowledge and skills to students during lessons, while students assimilate this knowledge and develop the ability to apply it in practice. In the learning process, students use various methods to receive, process, and apply information, developing their unique approaches.

The goals of education are shaped according to the needs of society, and the objectives of education and upbringing must be coordinated with each other. Scientific literature includes aspects such as developing correct and precise skills, enhancing logical and creative thinking, instilling national ideals, and enriching the individual spiritually. In this process, students' independent thinking abilities, verbal and written literacy, as well as their communication culture are improved. Additionally, opportunities are created to bring students closer to the cultural and ethical values of the nation within the educational process. According to great thinkers, providing good education to future generations is crucial. The reforms being implemented in our country's education system aim for long-term changes and are related to our president's concern for the future generations.

The application of advanced pedagogical approaches and new information technologies not only enhances the effectiveness of educational activities but also plays a significant role in nurturing independent and logically thinking individuals. Through this process, the comprehensive development of the younger generation is ensured. Lessons are given a positive result if it is used in the lessons of repetition or strengthening appointments. The choice of each type of play is the level of education, their level of knowledge, the ability to independent creative performance, the gangs of how well creativity is formed in the memory should be a shared.

The attention is paid to the consideration of a student in education, considering the opinion of others, and the culture of a developed personality is the key to develop the developed personality The position is occupied. The lifestyle of the nation, the cultural structure is studied on the basis of its rich historical heritage.

Today's teacher requires the use of advanced pedagogical and new information technologies in the educational process. Based on the above, we state our thoughts on the ways to educate the use of interactive methods in classes. We think that it provides practical assistance to our colleagues in increasing the efficiency of training. They will also become one of the close assistants in fulfilling students responsible and preparation for their direction and forming skills of preparation for independent living. We issue recommendations on the implementation of modern methods of training on the basis of classes in classes. You will use it creatively and: "Let's find out what we want to awaken the feelings of pride and buttache to our children," [1], - we hope that you make sure you will achieve the goal by applying modern methods of education and education in response to the lessons.

CONCLUSION

The teacher should like to be cruel, and students are a flower. Therefore, it is necessary to pay special attention to each of them, as if they are sending flowers separately. If they are given less, they will retain their own, and they will pass in the direction they did not want. Therefore, the teacher must be ready for everything for those teachers, and we must give the same affection for each of them, so that we will achieve our own and bring a real teacher and reserve the teacher.

REFERENCES

1. A.Avloniy. "Turkiy Guliston yohud ahloq" – Toshkent: O'qituvchi, 1992.
2. Tarbiyaviy ishlar metodikasi – Qarshi: 2007.
3. Kaykavus. "Qobusnoma" – Toshkent. O'qituvchi, 1986.
4. "Axloq – odobga oid hadis namunalari". Toshkent: Fan, 1990.

5. Musurmonova O. “Oila ma’naviyat – milliy g’urur” – Toshkent: o’qituvchi. 1999.
6. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
7. Ochilova M. “O’qituvchi odobi” – Toshkent: O’qituvchi, 1993
8. Azamovna P. F., Mamatovna Y. A. THE ROLE OF INFORMATION TECHNOLOGY IN THE DEVELOPMENT OF STUDENTS’CRITICAL THINKING //Ethiopian International Journal of Multidisciplinary Research. – 2024. – T. 11. – №. 05. – C. 416-417.
9. U Qo‘ziyev, TILDA SOFLIK MASALASI, TA’LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTAHKAMLASHNING DOLZARB ..., 2022
10. Karimova, N. M., Yuldashova, S. T., Pulatova, F. A., & Shodiyeva, S. R. (2023). Pedagogical Conditions for Students to use Critical Thinking in the Development of Interethnic Communication. Journal of Survey in Fisheries Sciences, 10(2S), 4211-4219.
11. D Nu’Monova, U Qo‘Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020
12. Pulatova, F. (2024, May). PSYCHOLOGY OF THINKING AND THE PSYCHOLOGICAL ESSENCE OF CRITICAL THINKING. In Conference Proceedings: Fostering Your Research Spirit (pp. 76-77).
13. U Kuziev, SY Aslanova, DICTIONARIES COMPILED BASED ON NAVOI’S WORKS, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019
14. Pulatova F. A. Technologies for teaching students to think critically //International Academic Research Journal Impact Factor. – 2023. – T. 7. – C. 56-61.

RAQAMLI VA INNOVATSION IQTISODIYOTDA MOLIYAVIY BOSHQARUV TIZIMINING AHAMIYATI

Bekmurodov Baxtiyor Farxodovich, Axborot texnologiyalari va menejment universiteti assistenti.

bekmurodovbaxtiyor@gmail.com

tel: +99891 214 94 36

***Annotatsiya:** Ushbu maqolada O‘zbekiston Respublikasining raqamli va innovatsion iqtisodiyoti sharoitida moliyaviy boshqaruv tizimining ahamiyati tahlil qilinadi. Moliyaviy menejmentning rolini kuchaytirish orqali barqaror iqtisodiy o‘shishga erishish, moliyaviy barqarorlikni ta‘minlash va iqtisodiy siyosatning muvozanatiga erishish masalalari yoritiladi. O‘tish davridan boshlab, bozor iqtisodiyotiga moslashtirilgan boshqaruvning zamonaviy usullari tadqiq etilgan..*

***Kalit so‘zlar:** Raqamli iqtisodiyot, innovatsion iqtisodiyot, moliyaviy boshqaruv, korporativ boshqaruv, O‘zbekistonda iqtisodiy islohotlar, moliyaviy menejment, davlat boshqaruvi, barqaror iqtisodiy o‘shish, xususiy lashtirish, iqtisodiy barqarorlik, moliyaviy resurslar, investitsiya muhiti, moliya siyosati, davlat byudjeti.*

Kirish: O‘zbekiston Respublikasida oxirgi yillarda iqtisodiy siyosatda tub o‘zgarishlar amalga oshirildi. Iqtisodiy o‘shishni tezlashtirish va ijtimoiy barqarorlikni ta‘minlash maqsadida bozor iqtisodiyotiga asoslangan moliyaviy boshqaruv tizimi shakllantirildi. O‘tish iqtisodiyotida davlatning kuchli nazoratidan bozor tamoyillariga asoslangan tizimga o‘tish jarayoni xususiy sektorni rivojlantirishga, iqtisodiyotda mulkdorlar sinfini shakllantirishga va moliyaviy boshqaruvni takomillashtirishga imkoniyat yaratdi. Ayniqsa, raqamli texnologiyalarning rivojlanishi moliyaviy boshqaruvning samaradorligini oshirish va innovatsion yondashuvlarni joriy etishda muhim omil bo‘ldi.

Bu jarayonda davlat boshqaruvi organlari, moliyaviy institutlar va bozor infratuzilmalari o‘zaro muvofiqlashtirilgan holda faoliyat olib bordi. Davlatning moliyaviy boshqaruvga ta‘sir qilishida va bozor iqtisodiyotiga moslashtirilgan zamonaviy boshqaruv usullarini joriy etishida asosiy tamoyillardan biri ijtimoiy barqarorlikni ta‘minlash, xususiy sektor va davlat sektorining o‘zaro integratsiyasini kuchaytirishdir. Yillar davomida mamlakatda raqobat muhitini rivojlantirish, xorijiy investitsiyalarni jalb qilish va korporativ boshqaruvning xalqaro tajribasidan foydalanish jarayoni muhim ustuvorliklardan biri sifatida rivojlantirildi.

Hozirgi davrda, O‘zbekiston innovatsion va raqamli iqtisodiyotni rivojlantirish yo‘lida moliyaviy boshqaruv tizimini yanada takomillashtirishga intilmoqda. Raqamli iqtisodiyotning dinamik rivojlanishi moliyaviy menejment jarayonlarini optimallashtirish, iqtisodiy siyosatda barqarorlikni ta‘minlash va milliy resurslardan samarali foydalanish masalalariga keng imkoniyat yaratdi. Moliyaviy boshqaruv davlat tomonidan ijtimoiy-iqtisodiy rivojlanishning zaruriy sharti sifatida e‘tirof etilib, milliy iqtisodiyotda strategik ahamiyat kasb etmoqda. Shu sababli, mazkur maqolada innovatsion iqtisodiyot sharoitida moliyaviy boshqaruvning o‘rni, vazifalari va amaliyotdagi ahamiyati keng tahlil qilinadi.

Tadqiqot materiallari va metodologiyasi: Tadqiqot O‘zbekiston iqtisodiyotidagi o‘tish jarayonida moliyaviy boshqaruv tizimi rivojlanishi va xususiylashtirish jarayonlarini o‘rganishga qaratilgan. Asosiy ma‘lumotlar, respublika miqyosidagi boshqaruv organlari faoliyati va ular tomonidan kiritilgan islohotlar asosida tahlil qilingan. Tadqiqotda nisbiy tahlil, taqqoslash va statistik ma‘lumotlar orqali iqtisodiy jarayonlarning moliyaviy boshqaruv tizimidagi o‘zgarishlar o‘rganilgan. Shuningdek, xorijiy davlatlarning ilg‘or tajribalari ham tahlil etilib, ularning O‘zbekiston sharoitida qo‘llash imkoniyatlari ko‘rib chiqildi.

Tadqiqot natijalari va ularning muhokamasi: Tadqiqot natijalari O‘zbekistonda moliyaviy boshqaruv tizimining rivojlanishi raqamli va innovatsion iqtisodiyot sharoitida iqtisodiy o‘sishni qo‘llab-quvvatlovchi muhim vosita ekanligini ko‘rsatmoqda. Bozor iqtisodiyotiga o‘tish jarayonida davlat tomonidan amalga oshirilgan keng ko‘lamli iqtisodiy islohotlar natijasida moliyaviy boshqaruv tizimi yangi tamoyillar va texnologiyalar asosida qayta shakllantirildi. Ushbu tadqiqotda, moliyaviy resurslarni samarali boshqarish orqali iqtisodiyotning turli sektorlarini moliyaviy jihatdan qo‘llab-quvvatlash, iqtisodiy o‘sish sur‘atlarini barqaror saqlash, va ijtimoiy farovonlikni oshirishga qaratilgan yondashuvlar muhokama qilindi.

Davlat boshqaruvi tizimining optimallashtirilishi hamda markazlashgan boshqaruvning kuchaytirilishi, moliyaviy boshqaruvning zamonaviy usullarini joriy etish imkonini berdi. Xususan, davlat sektorida samarali va iqtisodiy jihatdan oqilona boshqaruv jarayonlarini rivojlantirish uchun raqamli texnologiyalardan foydalanish kuchaytirildi. Natijada, davlat byudjetining balanslashtirilishi, davlat qarzini kamaytirish va milliy valyutaning barqarorligini ta‘minlashda ijobiy natijalar kuzatildi. Bu o‘z navbatida, umumiy iqtisodiy barqarorlikka erishishga, xalqaro investitsiyalarni jalb qilishga, va milliy mahsulotlarning raqobatbardoshligini oshirishga xizmat qilmoqda.

Tadqiqot natijalari, shuningdek, moliyaviy boshqaruv tizimidagi korporativ boshqaruv usullarining joriy etilishi iqtisodiy samaradorlikni oshirayotganini tasdiqlaydi. Korporativ boshqaruvni rivojlantirish orqali, aksiyadorlik jamiyatlari va boshqa korporativ tuzilmalar o'z moliyaviy ko'rsatkichlarini yaxshilash imkoniga ega bo'ldi. Bu esa korxonalar moliyaviy barqarorligini mustahkamlash, iqtisodiy o'sishni rag'batlantirish va korporativ menejmentning xalqaro standartlarga mos kelishini ta'minlashda muhim omil bo'lib xizmat qilmoqda.

Moliyaviy boshqaruvning ijtimoiy-iqtisodiy ta'siri ham katta e'tiborga loyiq. Soliq tizimini optimallashtirish va mahalliy boshqaruv organlari faoliyatini raqamlashtirish natijasida, davlatning moliyaviy resurslarini sog'lomlashtirish va ulardan samarali foydalanish jarayoni yaxshilandi. Shu bilan birga, aholining daromadlarini tartibga solish va iqtisodiy imkoniyatlarni kengaytirish orqali iqtisodiy tengsizlikni kamaytirishga yordam berildi. Innovatsion yondashuvlar moliyaviy boshqaruv tizimida moliyaviy barqarorlikni saqlash, davlat investitsiyalarining samaradorligini oshirish va ijtimoiy loyihalarni qo'llab-quvvatlash imkonini yaratdi.

Moliyaviy boshqaruv sohasidagi yutuqlar bilan bir qatorda, ayrim muammolar ham mavjud. Jumladan, iqtisodiyotdagi normativ-huquqiy me'yorlarning nomukammalligi, mutaxassislarining etishmasligi va bozor infratuzilmasini to'liq shakllantirish zaruriyati moliyaviy boshqaruv tizimining yanada takomillashuvini talab qilmoqda. Xususan, tadqiqot natijalari moliyaviy menejmentni rivojlantirish va xususiy sektor bilan davlat o'rtasidagi hamkorlikni mustahkamlash zarurligini ko'rsatmoqda. Xorijiy mamlakatlarning ilg'or tajribasini joriy etish va xalqaro standartlar asosida moliyaviy boshqaruv tizimini yanada takomillashtirish O'zbekiston iqtisodiyoti raqobatbardoshligini oshirishda muhim rol o'ynaydi.

Umuman olganda, tadqiqot natijalari moliyaviy boshqaruv tizimining mustahkamlanishi O'zbekistonning innovatsion va raqamli iqtisodiyot sharoitida barqaror iqtisodiy o'sishni ta'minlash uchun zarur shart ekanligini tasdiqlaydi. Shu tarzda, moliyaviy boshqaruv tizimi yanada samarali faoliyat yuritishi, iqtisodiy taraqqiyotda barqarorlik va raqobatbardoshlikni oshirishga xizmat qilishi mumkin.

Xulosa: Raqamli va innovatsion iqtisodiyotda moliyaviy boshqaruvning ahamiyati kun sayin ortib bormoqda. Tadqiqot natijalari shuni ko'rsatadiki, O'zbekiston iqtisodiy siyosatda barqarorlikni ta'minlash va iqtisodiy resurslardan samarali foydalanishni yo'lga qo'yishda moliyaviy boshqaruvni rivojlantirish orqali sezilarli yutuqlarga erishmoqda. Moliyaviy boshqaruv tizimining rivojlanishi davlatning iqtisodiy o'sishga bo'lgan intilishlari bilan uyg'un holda olib borilib, bu o'z navbatida makroiqtisodiy muvozanat va byudjet barqarorligiga xizmat qiladi. Buning natijasida

moliyaviy resurslarni boshqarishning samaradorligi oshirilib, davlat resurslarini sogʻlomlashtirishga, aholining turmush darajasini koʻtarishga va milliy iqtisodiyotni rivojlantirishga katta hissa qoʻshilmoqda.

Oʻzbekistonda olib borilayotgan maʼmuriy islohotlar va moliyaviy boshqaruvda raqamli texnologiyalardan foydalanish yangi yondashuvlarni talab qilmoqda. Davlat boshqaruvi tizimining ixchamlashtirilishi va moliyaviy boshqaruvning markazlashuvini kuchaytirish orqali mamlakat oʻzining iqtisodiy oʻsishini yanada tezlashtirishga qaratilgan siyosat olib bormoqda. Bu jarayonda xorijiy tajribalarni joriy etish va ularni mahalliy sharoitlarga moslashtirish, davlat va xususiy sektor oʻrtasidagi hamkorlikni kuchaytirish orqali innovatsion iqtisodiyotning yangi shakllarini rivojlantirish rejalashtirilgan.

Xulosa qilib aytganda, raqamli va innovatsion iqtisodiyotni rivojlantirish sharoitida moliyaviy boshqaruv tizimi iqtisodiyotning barqarorligini saqlash, jamiyat farovonligini oshirish va raqobatbardosh korporativ boshqaruvni joriy etishda katta rol oʻynaydi. Shu tariqa, Oʻzbekiston moliyaviy boshqaruvning zamonaviy usullari asosida kelajakda ham iqtisodiy samaradorlikka erishishga intilmoqda.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. O'zbekiston Respublikasi Prezidentining «Yangi O'zbekiston ma'muriy islohotlarini amalga oshirish chora- tadbirlari to'g'risida» gi 2022-yil 21-dekabrda PF-269 sonli farmoni.
2. Malikov T.S Olimjonov O. Moliya. Darslik. T.: Iqtisodiyot-moliya 2019.-112-115b.
3. Safarov B.SH Ayubov I.I Moliya va soliqlar. Darslik. T.: "Fan va texnologiyalar nashriyot-matbaa uyi" 2020. 57-60b.
4. Akramov, A. *Davlat moliyasini boshqarish tizimi va uni rivojlantirish*. Toshkent: Iqtisodiyot, 2015, 65-72-betlar.
5. Bekmurodov, A. *Innovatsion iqtisodiyot asoslari*. Toshkent: Yangi asr avlodi, 2019, 55-63-betlar.
6. Sadikov, A. *Korxonada moliyaviy boshqaruvi va uning strategik rivojlanishi*. Toshkent: Fan, 2021, 42-48-betlar.
7. *Global Perspectives on Digital Economy and Innovation*. Routledge, 2021, pp. 56-61.
8. Milliy qonun hujjatlari, *O'zbekiston Respublikasi Moliya kodeksi va Soliq kodeksi*. Toshkent, 2022.

FORMING AND DEVELOPING TECHNOLOGIES OF CRITICAL THINKING

Nuriddinova Mastura Ikramjon qizi

Student of state of institut of Foreign Language

Gmail: nuriddinovamastura6@gmail.com

Scientific supervisor: **Zubaydova Nilufar Negmatullayevna**

Annotation: Today, critical thinking covers almost all fields, including education and professional development. For example, in Uzbekistan, young elementary school students who enter the presidential school also take a critical thinking test. In addition, questions about critical thinking are asked in the entrance exams for higher education, that facts are given to students or pupils requires that he/she needs to think about the data. Methodological guidelines for the formation of critical thinking and developing technologies are discussed on the following pages.

Key words: developing methods, Khan Academy, Coursera, platforms, Reddit Quora, Stack Exchange, games, Minecraft education Edition, SimCity, Kerbal Space Program, intelligence programs, ChatGPT, Socratic,IMB Watson,online books and articles, analyze ideas, self-evaluation, facts, think logically, critical thinking

INTRODUCTION

Critical thinking is a special type of thinking that is concluded by analyzing facts. Developing critical thinking involves developing people's ability to solve problems effectively analyze and approach them logically by developing complex thinking skills. In addition technologies help to develop in this ways. Technologies that develop critical thinking are of great importance. Nowadays it covers in the fields of professional development as well as education.

There are a lot of methods developing critical thinking skills. Critical thinking is developing a lot among today's youth. The main reason for this is that critical thinking skills are being used in the current education system and professional development. As an example, current elementary school students in Uzbekistan are solving critical thinking issues when taking exams for presidential schools. In addition, the fact that critical thinking questions are asked in higher education entrance exams requires students and students to have sufficient information in this regard. There are several ways to develop critical thinking. For example, people

should first develop the ability to ask questions. It is no exaggeration to say that questioning is the main part of critical thinking. When studying a topic in depth, you should ask yourself the question “How?” “Why?” these questions will help you understand the topic more clearly. If we look at the next method, analyzing ideas or finding their logical connections, analyzing problems, studying different sources, identifying similarities and differences in them forms this skill. Being open to different views and them also strengthens critical thinking. Solving any problem in several ways action develops critical thinking. We can see the importance of critical thinking in helping young people to find solutions to problems. If the ideas are clearly and logically based and used with evidence and facts, then the level of critical thinking is high. The ability to think will improve. Evaluate pros and cons sides. It is important to find pros and cons sides any situations and problems. After, you analyze them bu critical thinking in this way. Evaluate pros and cons sides will make it easier to find solution to problem.

The process of critical thinking takes time and practice, but these skills will develop your critical thinking by regularly practice and use these methods. Also technologies plays a essential role to develop critical thinking. Also they help to improve critical thinking. Nowadays Many people are using technologies and they are very developing rapidly.

For example. There are a great of platforms and programs. Platforms like Khan Academy, Coursera and edX offer courses and exercises. Through these platforms students learn to solve problems indepently, give questions and analyze them. Online discussion platforms and forums.

They are Reddit, Quora, Stack Exchange. They serve as exchanging opinions. These forums help to learn and and analyze other’s perspectives. Games like Minecraft Education Edition, SimCity, Kerbal Space Program are ideal for developing critical thinking. Students can develop to solve problems thinking strategic and creativity’s ability.

Programms developed on the basis of artificial intelligence. These programs such as ChatGPT, Socratic or IBM Watson help to think critically in this process. Through these programs, students learn to give question clearly and analyze deeply. Argumentation mapping tools teach how to understand to analyze. Collections of online books and articles. Scholarly resouces such as Google Scholar, JSTOK and ResearchGate provide students and faculty with acess to scholarly articles and research also helps to improve. Critical thinking can be effective and it will be efficient for all people through these technologies.

CONCLUSION

In conclusion, the formation of critical thinking and its development helps a person to grow educationally and to prove problems and information with his own opinion, to solve problems effectively and to find solutions to them. At the same time, the formation and development of critical thinking, its continuous practice, and the use of modern technologies and platforms for the development of critical thinking are the most effective ways to achieve this goal. And in this way, a person can find and analyze the causes, problems and solutions of any topic

REFERENCE

1. Azamovna P. F., Mamatovna Y. A. The role of information technology in the development of students' critical thinking //Ethiopian International Journal of Multidisciplinary Research. – 2024. – T. 11. – №. 05. – C. 416-417.
2. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023
3. U. M Azamatovna, Comparative-typological analysis of the terms of folk art, International Journal on Integrated Education 3 (12), 155-157, 2020.
4. N. Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
5. U. M Azamatovna, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples.
6. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022

“MUQADDAS ITTIFOQ”NING TUZILISHI MOHIYATI VA VAZIFALARI

Axmadov Sherzod Mamurjonovich

Samarqand shahar 75-maktab tarix fani o‘qituvchisi

ANNOTATSIYA

Bugungi ziddiyatli davrda dunyodagi siyosiy jarayonlar taboro qarama-qarshi xarakterni namoyon qilmoqda. O‘tgan asrning 90-yillarida o‘ziga xos “Sovuq urush”ning yakuniga yetishi bilan dunyoda AQShning barcha sohalardagi ustunligi amalda tan olindi. Shu bilan birga rivojlangan G‘arbiy Yevropa va umuman G‘arb dunyosining umumiy maqsadlar yo‘lida birlashishi natijasida barcha sohalardagi ustunlik G‘arb dunyosiga ko‘chgandek bo‘ldi. Ammo o‘tmishda bu ikki mintaqa o‘rtasida o‘ziga xos kurash va ziddiyatlar juda ko‘p sohalarda yuz bergan. Butun G‘arbiy yarim sharning Yevropa davlatlarining mustamlakasi bo‘lganligini inobatga olsak, mavzuning alohida ahamiyat kasb etishi o‘z – o‘zidan tushunarli bo‘ladi. Yevropada “Muqaddas ittifoq”ning tashkil etilishi va uning maqsadlari AQSH va Lotin Amerikasi uchun ham ahamiyatli edi.

Kalit so‘zlar: *Monro doktrinasini, Vena kongressi, davlatlararo munosabatlar, demokratik inqilob;*

Bir vaqtning o‘zida Yevropa va AQSH tarixining muhim davri sifatida ko‘rsatiladi. Sababi Monro doktrinasining qabul qilinishi AQShning keyingi salkam bir asrlik tashqi siyosiy maqsadlarini belgilab bergan bo‘lsa, Vena kongressi Yevropadagi kuchlar nisbatining o‘zgarishi, chegaralarning g‘oliblarning manfaati yo‘lida qayta belgilab olishini va shu bilan bir qatorda Muqaddas ittifoqning tashkil etilishi bilan Yevropada monarxiyaning legitimligini himoya qilinishi, inqiloblarning oldini olish kabi maqsadlar va kezi kelganda bahonalar bilan davlatlarning ichki ishlariga qo‘pol ravishda aralashish imkoni yuzaga kelgandi.

Turli mamlakatlarda ikki mintaqa munosabatlari masalasida va ikki voqeaning asosiy mohiyati borasida turlicha qarashlar mavjud. Rossiyalik tarixchilar mazkur mavzu yuzasidan o‘zlarining qarashlarini va fikrlarini bildirib borishgan. Ulardan Jumladan, V. K. Nadlarning 1982-yilda nashr qilingan «Император Александр I и идея священного союза», xorijilik mualliflardan, fransuz tarixchisi A. Debidurning 1947-yilda nashr qilingan “Дипломатическая история Европы: от Венского до Берлинского конгресса” kitobining birinchi tomi, Amerikalik marksist tarixchi U.Z. Fosterning «Очерк политической истории Америки» (1995), A.I. Molokning 1949-

yilda nashr etilgan “Венский конгресс и Священный союз. Франция в период реставрации Бурбонов (1815-1830 гг.)”, E.V. Tarle va A.V. Yefimovlarning 1940-yilda nashr qilingan “Европа в период 1794-1815 годов” va boshqa asarlarni ko‘rsatib o‘tishimiz mumkin.

Vena kongressi natijasida Yevropadagi chegaralar masalasining hal etilishi, davlatlararo munosabatlarning tartibga solinishi bilan kongress ishtirokchilari endi kelgusida mintaqada tinchlik o‘rnatishning o‘ziga xos garovini yaratmoqchi bo‘lishadi. Albatta Muqaddas ittifoqning tashkil etilishidan har bir qudratli mamlakatning o‘z rejalari va maqsadlari bo‘lgan. Bu kabi masalalar keyingi o‘rinlardi imkon qadar to‘liqroq yoritib beriladi.

Bunday ittifoqning tashabbuskori Aleksandr I. 1815-yil 14-sentabrda u Prussiya qiroli va Avstriya imperatoriga deklaratsiya yuborib, unda ularni mutlaq monarxiya hokimiyatini himoya qilishga, inqiloblar va xalq harakatlariga qarshi kurashishga chaqirdi. Rus imperatorining tashabbusini mamnuniyat bilan qo‘llab-quvvatlagan va "Muqaddas ittifoq" deb nomlangan barcha monarxlar uchun foydali bo‘lgan shartnoma bir vaqtning o‘zida shu davr uchun muhim ahamiyatga ega. Rasmiy ravishda uning tarkibiga Rossiya, Avstriya va Prussiya hukmdorlari kirgan bo‘lib, ular birortasiga tahdid tug‘ilganda "bir-birlariga imtiyozlar, qo‘shimchalar va yordam berishga" va’da berganlar. Aslida, Angliya ham Muqaddas ittifoq faoliyatida ishtirok etgan. Muqaddas ittifoqning yaratilishi uning a’zolari o‘rtasidagi qarama-qarshiliklarni to‘liq bartaraf etmadi. Ular Yevropadagi siyosiy vaziyatning murakkablashishi bilan namoyon bo‘ldi.

O‘rnatilgan chegaralarni qo‘llab-quvvatlash va demokratik inqilobga yo‘l qo‘ymaslik maqsadida 1815-yil 26 sentabrda Parijda Aleksandr I, Frans I va Fridrix-Vilgelm III o‘rtasida “Muqaddas ittifoq”ni tuzish to‘g‘risida kelishuvga imzo chekildi¹.

Ittifoqning maqsadi shu ediki har qanday xavf tug‘ilgan holda ittifoqchilar bir-birovlariga yordam berishlari kerak edi. Muqaddas ittifoqga boshqa davlatlar ham taklif etildi, faqatgina Angliya ittifoqga qo‘shilmadi. Shunga qaramay Angliya Aleksandr I ga Ittifoq tamoyillarini qo‘llab-quvvatlashini bildirdi.

Biroq Muqaddas ittifoqni tuzish to‘g‘risidagi kelishuv ham, uning ishtirokchilari o‘rtasidagi chuqur qarama-qarshiliklar oldini ololmasdi.

Shunga qaramay Vena traktati, Parijda Muqaddas ittifoqni tuzish to‘g‘risidagi akt bir necha yillarga G‘arbiy Yevropada metternixlikni va Rossiyada arakcheyevlikni chuqur reaksiyon tartiblarini mustahkamladi. Ayniqsa “Muqaddas ittifoq” davrida

¹ Надлер В. К. Император Александр I и идея Священного союза. М.,1982. с.89

Aleksandr I ning umumevropa ishlariga ta'siri kuchli edi va shuning uchun ham unga "Yevropa jandarmi" nomi berildi.

Bu nomga Aleksandr I va keyinchalik uning ukasi Nikolay I to'laqonli loyiq edilar. Albatta shuni aytib o'tish joizki, na Aleksandr I, na Nikolay I o'sha davrdagi Yevropa progressiv kuchlarining baxtiga qarshi, Yevropada yagona "jandarm" emas edilar. Ularning ikkalasini oldida Metternix ham harakat qilgan, Aleksandr bilan birga Fransiyada "Oq terror" odamlari, Neopolitan Burbonlari harakat qilishgan bo'lsa, Nikolay bilan birga Germaniyada, Italiyada, Ispaniyada katolik reaksiyasi harakat qildi. Ularning barchasini podshodan farqi shu ediki, ular podshodan kuchsiz edilar². Rossiyaning Muqaddas ittifoqdagi roli haqida gapirsak, Rossiya ittifoqda bosh rol ni o'ynash bilan birga uning roli o'ziga hos harakterga ega bo'lgan. "Muqaddas ittifoq" akti G'arb va Sharq davlatlariga, Rossiyaga, yomon va ikkitomonlama ta'sir o'tkazdi. G'arbiy Yevropada Vena kongressidan keyin vujudga kelgan telba hukumat reaksiyasi Rossiya himoyasi ostida qoldi, biroq Rossiyaning ular bilan ishi yo'q edi.

Yuqoridagi voqealardan so'ng kongress Germaniya ishlarini tartibga solishga kirishdi. Germaniya masalasida kuchli bahslar bo'lmadi, Aleksandr, huddi Metternix singari Germaniyani tarqoqligini mustahkamlash kerak degan fikrni bildirdilar. Angliya ularning fikrini maqulladi, Prussiya esa ilojsiz edi, agar u kurashishni xohlasa ham hech narsaga erisha olmas edi. Vena kongressining barcha a'zolari Germaniya tarqoqligiga nisbatan qandaydir chora ko'rishni ham xohlamas edilar, shundan so'ng Germaniya aholisining barcha umidlari puchga chiqdi³.

Bu ittifoqning ishlarini amalga oshirish uchun "Germaniya seymi" tuzildi. Ittifoqqa Avstriya, Prussiya va barcha boshqa german davlatlari (umumiy soni 38 ta) kiritildi. Metternixning rejasiga ko'ra ittifoq kelajakda Fransiyaning Reyn tomonga qarab siljishiga to'siq bo'lishi kerak edi va shu bilan birga Germaniyada Avstriyaning rahbarlik rolini ta'minlashi kerak edi. Umuman Germaniya ittifoqini tuzilishiga baho berilsa, bu ittifoq Germaniya xalqini birlashtirish uchun emas, balki uni yanada tarqoqlik girdobiga tortishga mo'ljallangan edi⁴.

Vena kongressi Yevropada vaqtinchalik siyosiy muvozanatni o'rnatilishiga olib keldi xolos. Vena kongressi natijalari mustahkam emasligini kongress qatnashchilarining o'zlari ham yaxshi bilishardi, rasman Yevropada beshta "buyuk" davlat hisobga

² Троицкий Николай. Во главе Священного союза. Россия в XIX веке. М.,1997. с.81

³ Всеобщая история дипломатии. М.,2009. с.125

⁴ Литтлвуд Йен. История Франции от древнейших времен до наших дней. М.,2004 с.300

olingan bo'lsa, amalda esa xalqaro siyosatning yo'nalishini belgilash Rossiya, Avstriya va Angliyaning qo'lida edi⁵.

Qanchalik g'alati bo'lmasin lekin Muqaddas ittifoqqa qarshi harakatlarni birinchi bo'lib uning tashkilotchisi amalga oshira boshlaydi. O'sha davrda podshoning shaxsiy siyosati kabinetlar kelishuviga katta zarar yetkazadi, shuningdek inqilobiy va konstitutsion g'oyalarni tarqalishiga sabab bo'ladi.

Undan tashqari, Asosiy aktdan Yevropa davlatlarining o'zaro munosabatlarini tartibga soladigan mahsus bandlarga ham ega edi. Masalan, chegaraviy va halqaro ahamiyatga ega bo'lgan Mozla, Maas, Reyn va SHelda kabi daryolarda kemalar qatnovini tartibga solish va boj yig'ishni tartibga soluvchi normalar; erkin kema qatnovini muvofiqlashtiruvchi tartiblar joriy etildi; Asosiy aktning ilovasida negrlar bilan savdo qilish taqiqlandi; barcha davlatlarda senzura kuchaytirilib, politsiya tartibi o'rnatildi. Vena kongressidan keyin "Halqaro munosabatlarning Vena tizimi" deb nomlangan tizim vujudga keldi.

Aynan Vena kongressida bugungi kungacha amalda bo'lgan diplomatik agentlarning uch sinfi o'rnatildi; diplomatlarni qabul qilishning yagona tartibi, konsullik tashkilotlarining to'rt turi belgilandi. Buyuk davlatlar (o'shanda birinchi navbatda Rossiya, Avstriya, Buyuk Britaniya), multikanal diplomatiya degan tushuncha to'liq shakllandi.

Muqaddas ittifoq tuzish borasida qaror qabul qilindi.

Muqaddas ittifoqni tashkilotchisi rus imperatori Aleksandr I edi, lekin Muqaddas ittifoq aktini tuzishda u hali ham liberalizmga homiylik qilish va Polsha podsholigiga konstitutsiyani in'om qilish mumkin deb bilardi. Unda ittifoq tuzish fikri bir tomondan Yevropada bu kabi ittifoqni tuzish orqali o'zini tinchlikparvar qilib ko'rsatish g'oyasidan kelib chiqqan bo'lsa, boshqa tomondan undagi mistik kayfiyat bunga sababchi edi. Uning mistik kayfiyatga berilganligini ittifoqchilik shartnomasini matnidan ham ko'rish mumkin.

Xujjatda shunday deyiladi: «Ilohiy va ajralmaydigan uch monarx nomi bilan. Avstriya imperatori, Prussiya qiroli va Rossiya imperatori xazratlari Yevropada oxirgi uch yilda sodir bo'lgan voqealardan hulosa chiqarib, barcha davlatlar va hukmdorlar uchun yagona, Xudoga ishongan holda davlatlar va ularning hukmdorlar o'rtasidagi o'zaro munosabatlarda quyidagilarni belgilaydi.⁶

⁵ Надлер В. К. Император Александр I и идея Священного союза. М., 1982. с.122

⁶ Литтлвуд Йен. История Франции от древнейших времен до наших дней. М., 2004 с.348

1. Muqaddas yozuvlarga asoslanib uchala kelishayotgan monarxlar o‘zaro og‘a-ini rishtalari bilan bog‘lanib, har qanday holatda bir-biriga yordam berishi va mustahkamlanishni o‘ziga sharaf deb biladi; o‘z aholisi va qo‘shiniga nisbatan ham huddi shunday boshqaruvni joriy etadi.

2. Yuqorida tilga olingan hukmdorlar bir-biriga yagona xristian xalqi sifatida yaxshi munosabatda bo‘lishi, uch ittifoqchi davlat ya’ni Avstriya, Prussiya va Rossiya yagona xristian xalqining uch oilasi sifatida boshqaruvni olib boradi.

3. Bu muqaddas akti tantanali ravishda qabul qilish istagida bo‘lgan barcha davlatlar Muqaddas ittifoqni insoniyat taqdiri uchun sevgi bilan qabul qilsin⁷.

1815-yil 14 (26) sentabrda uch monarx: imperator Frans I Avstriyskiy, qirol Fridrix Vilgelm I Prusskiy va imperator Aleksandr I tomonidan imzolangan bu shartnoma dastlabki ikki hukmdor uchun xech narsani anglatmasdi.

Muqaddas ittifoq g‘oyasiga dastlab shubha bilan qaragan Metternixning so‘zlariga ko‘ra bu “bema’nilik” qolgan ikki davlat rahbari ko‘z oldida oddiy tarbiyaviy manifestatsiya bo‘lib xech qanday ahamiyatga ega bo‘lmagan.

Aynan Metternixning estaliklarida “Muqaddas ittifoq xalqlarning huquqlarini cheklash va absolyutizmga qandaydir bir yordam ko‘rsatish uchun yaratilmagan edi. Bu Ittifoq imperator Aleksandrning xayoliy harakatlari bo‘lib, siyosatga xristianlik qoidalari bilan yondashishdan iborat edi. Muqaddas ittifoq borasidagi g‘oya liberal, diniy va siyosiy fikrlarning qorishmasidan shakllangan”.

Biroq Metternix o‘z fikrini o‘zgartirib Muqaddas ittifoqdan o‘z maqsadiga erishish uchun mahorat bilan foydalandi. Bu kabi shartnoma zarur yoki zarur emasligi borasidagi masala esa boshqa savol edi. Agar imperator Aleksandr bu hujjatda aks etgan ruhiyat bilan ittifoqni boshqarganida nafaqat Yevropa, balkim butun dunyo unga tashakkur izhor etardi. Ehtimol, imperator Aleksandr shu orqali o‘z shon-shavkatini mustahkamlab olishni niyat qilgan bo‘lsa, u holda kelajak uning bu qarorini munosib baholaydi.

Muqaddas ittifoq liberal harakatlarga qarshilik ko‘rsatadigan asosiy umumevropa tashkiloti edi. Uning amaliy ahamiyati turli milliy va inqilobiy harakatlarni bostirish maqsadida boshqa davlatlarning ichki ishlariga aralashish borasida aniq mexanizmlar ishlab chiqilgan bir qancha kongresslar (Aaxen, Troppau, Laybax va Verona)da o‘z aksini topdi⁸.

⁷ Литтлвуд Йен. История Франции от древнейших времен до наших дней. М., 2004 с.349

⁸ Литтлвуд Йен. История Франции от древнейших времен до наших дней. М., 2004 с.377

Dunyoda konservativ asos yordamida amalga oshirilgan Napoleondan keyingi tartiblar, mustahkam bo‘lib chiqmadi. Qayta tiklangan bir qator feodal-aristokrat tuzumlar tez orada yemirila boshladi. Muqaddas ittifoq faqatgina dastlabki 8-10 yilda faol edi holos, keyin esa bu ittifoq deyarli parchalanib ketdi. Shunga qaramay Vena kongressi va Muqaddas ittifoq bir necha yilga bo‘lsa ham tinimsiz va dahshatli urushlardan charchagan Yevropada umumiy tinchlik o‘rnatdi.

Muqaddas ittifoqning so‘nggi Veronadagi kongressida (1822-yilning 20 oktabridan 14 dekabrigacha), faqatgina greklar qo‘zg‘aloni masalasida fikrlar bir yoqadan chiqdi. Bu masala kongress ishtirokchilarining barchasi tomonidan muhokama qilindi. Boshqa masalalar yuzasidan chuqur tortishuvlar boshlandi. Yirik davlatlar o‘rtasidagi qarama-qarshiliklar, ayniqsa tashqi siyosatini burjuaziya belgilab beruvchi, kapitalistik rivojlangan Angliya va sanoat sohasida kamroq rivojlangan yarim feodal davlatlar Muqaddas ittifoq asosini yemira boshladilar⁹.

Vena kongressi buyuk davlatlarning xalqaro konferensiyalarini muntazam chaqirish uchun namuna bo‘ldi, bu konferensiyalarda buyuk davlatlarga xalqaro muammolarni muhokama qilish va ularni hal qilish yo‘llarini topish imkoniyati berildi. Ittifoq mavjudligining dastlabki yillarida asosan Yevropa muammolari muhokama qilingan; keyingi yillarda vakolatlar aniq xalqaro muammolarni hal qilish uchun ham berilgan va har bir ishtirokchi davlat o‘z vakillarini chaqirdi.¹⁰

Shu bilan birga vakolatli shaxslar kongress qarorlarini ham ko‘rib chiqdilar. Shunday qilib, Vena Kongressining hududiy reglamenti oxir-oqibat Italiya va Germaniyaga tegishli qismini bekor qilindi, ammo ularning bekor qilinishi buyuk davlatlarning ochiq yoki so‘zsiz roziligi bilan tasdiqlandi.¹¹

Asosiy natija shundaki, Vena kongressi Yevropada to‘rtta "buyuk davlat" (Rossiya, Angliya, Avstriya, Prussiya) hukmronligiga asoslangan yangi xalqaro munosabatlar tizimini yaratdi, unga 1818 yilda Fransiya qo‘shildi. Vena kongressidan keyin birinchi marta bu tizimda hal qiluvchi rolni Napoleon urushlaridan keyin xalqaro maydonda o‘sha vaqtda harbiy jihatdan tengi bo‘lmagan Rossiya o‘ynadi. Angliya va Avstriya ham Yevropa siyosatiga sezilarli ta’sir ko‘rsatdi. Prussiya endigina mustahkamlana boshladi va Fransiya tinchlik shartnomasi shartlariga ko‘ra sezilarli darajada zaiflashdi. Aslida bu boshqa buyuk davlatlarning Fransiyaning ichki ishlariga

⁹ Всеобщая история дипломатии. М., 2009. с.120

¹⁰ Дебидур А. Дипломатическая история Европы от Венского до Берлинского конгресса (1814 – 1878). М.: 1947. С. 99.

¹¹ Дегоев В.В. Александр I и проблемы войны и мира в Европе. 2002. С. 126.

aralashish imkoniyatini anglatardi. Shunday qilib, Fransiyada 1818 yilgacha ittifoqchilar qo‘shinlari joylashgan edi.

Biroq, "Vena tizimi" zaif ekanligini isbotladi. Umumiy dushman yo‘qoldi va turli mamlakatlar o‘rtasidagi eng keskin kelishmovchiliklar davom etdi. Vakolatlarning hech biri Vena Kongressi natijalaridan to‘liq qoniqmadi: eski qarama-qarshiliklar yangilari bilan almashtirildi.

Angliya fransuz mustamlakalarining salmoqli qismini qabul qilib, butun dunyo bo‘ylab o‘zining ekspansiyasini kuchaytirdi, bu esa uni muqarrar ravishda boshqa kuchlar bilan ziddiyatga olib keldi.¹²

Germaniyada hukmronlikka erishgan Avstriya manfaatlari Prussiya manfaatlariga zid edi. Va barcha davlatlar Rossiya imperatorining Yevropaning yagona hukmdoriga aylanishidan qo‘rqishdi. Mumkin bo‘lgan to‘qnashuvning oldini olish uchun buyuk davlatlarga ularni birlashtiradigan umumiy maqsad kerak edi. Va bunday maqsad Yevropadagi inqiloblarga qarshi kurash va ozodlik harakati edi.¹³

FOYDALANILGAN ADABIYOTLAR

1. Акт Венского конгресса. М.: 1997.
2. Акт о Священном союзе подписанный Францем I, Фридрихом-Вельгельмом III, Александром I // Внешняя политика России XIX – начала XX вв. Т. 8. М., 1972,
3. Алексеев И.Н. Венский конгресс в судьбе народов Европы. М.: 1998.
4. Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966;
5. Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966;

¹² Дебидур А. Дипломатическая история Европы от Венского до Берлинского конгресса (1814 – 1878). М.: 1947. С. 115.

¹³ Дегоев В.В. Александр I и проблемы войны и мира в Европе. 2002. С. 128.

INVESTITSIYA LOYIHALARINI BOSHQARISHNING XALQARO STANDARTLARI.

O'zbekiston Respublikasi Bank-Moliya akademiyasi "Loyiha boshqaruvi (Project Management) mutaxassisligi magistranti

Xurramov Abror Baxrom o'g'li

abrorxurramov361@gmail.com

INTERNATIONAL INVESTMENT PROJECT MANAGEMENT STANDARDS.

*Master's student of the Academy of Banking and Finance of the Republic of
Uzbekistan "Project Management".*

Xurramov Abror Baxrom o'g'li

abrorxurramov361@gmail.com

Annotatsiya: Mazkur ilmiy tezisdagi investitsiya loyihalarini boshqarishning xalqaro standartlari haqida ma'lumotlar keltirilgan. Investitsiya loyihalarini boshqarish jarayonini tizimli va samarali yo'lga qo'yish bugungi kunda iqtisodiy rivojlanishning muhim omili hisoblanadi. Tezisdagi PMBOK, PRINCE2 va ISO 21500 kabi xalqaro standartlar ko'rib chiqilgan. Ushbu standartlar loyihalarni rejalashtirish, xavf-xatarlarni boshqarish, sifat nazorati va monitoring qilish kabi bosqichlarda qo'llaniladi. Natijada, xalqaro standartlardan foydalanish loyihalarni sifatli amalga oshirish va samaradorligini oshirishga yordam beradi.

Kalit so'zlar: investitsiya loyihalari, xalqaro standartlar, PMBOK, PRINCE2, ISO 21500, loyiha boshqaruvi, sifat nazorati, xavf-xatarlarni boshqarish, monitoring, samaradorlik.

Abstract: This scientific thesis provides information about international standards of investment project management. Systematic and efficient management of investment projects is an important factor of economic development today. International standards such as PMBOK, PRINCE2 and ISO 21500 are considered in the thesis. These standards are used in phases such as project planning, risk management, quality control and monitoring. As a result, the use of international standards helps to improve the quality and efficiency of projects.

Key words: investment projects, international standards, PMBOK, PRINCE2, ISO 21500, project management, quality control, risk management, monitoring, efficiency

KIRISH

Bugungi kunda investitsiya loyihalarini samarali boshqarish davlat va xususiy sektor uchun muhim ahamiyat kasb etmoqda. Bunday loyihalar milliy iqtisodiyotning rivojlanishi, zamonaviy infratuzilmalarni yaratish va yangi ish o'rinlarini tashkil etishda muhim o'ringa ega. Shu sababli, loyihalarni amalga oshirishda vaqt, mablag' va resurslardan samarali foydalanish muhim masala hisoblanadi. Xalqaro tajriba shuni ko'rsatadiki, investitsiya loyihalarini boshqarishda maxsus ishlab chiqilgan standartlardan foydalanish samaradorlikni oshiradi.

Dunyo miqyosida keng qo'llanilayotgan PMBOK, PRINCE2 va ISO 21500 kabi xalqaro standartlar loyihalarni rejalashtirish, amalga oshirish, monitoring va nazorat qilish kabi jarayonlarni tizimlashtirishga yordam beradi. Ushbu standartlar loyihalarning barcha bosqichlarini qamrab olib, har bir bosqich uchun o'ziga xos ko'rsatmalar beradi. Bu esa loyiha boshqaruvchilariga o'z ishlarini sifatli bajarish, vaqt va resurslarni optimal taqsimlash imkonini yaratadi.

Mazkur tadqiqotda investitsiya loyihalarini boshqarishning xalqaro standartlari o'rganilib, ularning asosiy printsiplari va afzalliklari tahlil qilinadi. Shuningdek, ushbu standartlarning loyihalarni amalga oshirishda qanday rol o'ynashi va samaradorlikni oshirishga qaratilgan strategiyalar muhokama qilinadi.

Loyihalarni boshqarish jarayoni turli risklar va qiyinchiliklarga boy. Investitsiya loyihalarini muvaffaqiyatli amalga oshirish uchun loyihaning barcha bosqichlarini aniq belgilash, zarur resurslarni taqsimlash va qat'iy monitoring o'rnatish zarur. Biroq, bu jarayon faqat loyiha boshqaruvchisi va loyiha jamoasining malakasiga bog'liq emas, balki qo'llaniladigan metodologiyalarga ham ta'sir qiladi. Xalqaro miqyosda ishlab chiqilgan standartlar loyihalarni boshqarishda qo'llanilishi mumkin bo'lgan umumiy yondashuvlarni taqdim etadi.

PMBOK, PRINCE2 va ISO 21500 kabi standartlar loyihalarning boshqaruvini optimallashtirish uchun asosiy vositalardan hisoblanadi. PMBOK, masalan, loyiha boshqaruvining asosiy printsiplarini va beshta asosiy jarayon bosqichlarini (boshlash, rejalashtirish, amalga oshirish, nazorat qilish va yakunlash) o'z ichiga oladi. PRINCE2, o'z navbatida, loyiha ishlarini aniq rollar va mas'uliyatlar bilan ajratish tamoyiliga asoslanadi va natijaga yo'naltirilgan yondashuvni taklif etadi. ISO 21500 esa umumiy xalqaro standart bo'lib, loyihalarni boshqarish jarayonlari uchun global ma'qullangan amaliyotlarni taklif etadi va loyiha resurslarini samarali boshqarish uchun qoidalar belgilaydi.

Mazkur tadqiqotda ushbu xalqaro standartlarning mohiyati, ularning investitsiya loyihalari boshqaruvidagi amaliy qo'llanilishi va foydalari batafsil tahlil qilinadi. Shu

bilan birga, xalqaro standartlardan foydalanishning amaliy afzalliklari, jumladan, resurslardan samarali foydalanish, loyihalarni belgilangan vaqt va byudjet doirasida yakunlash, risklarni boshqarish va sifatni nazorat qilish imkoniyatlari o'rganiladi. O'rganishlar shuni ko'rsatadiki, xalqaro standartlarga asoslangan boshqaruv tizimlari investitsiya loyihalarini yanada samarali va natijador qilib bajarishga ko'mak beradi.

XULOSA

Mazkur ilmiy tadqiqotda investitsiya loyihalarini boshqarishda xalqaro standartlarning roli va ahamiyati o'rganildi. Tadqiqot natijalari shuni ko'rsatadiki, PMBOK, PRINCE2 va ISO 21500 kabi xalqaro standartlar investitsiya loyihalarini samarali boshqarishda muhim vositalar hisoblanadi. Ushbu standartlar loyihalarni rejalashtirishdan tortib, monitoring va nazorat qilishgacha bo'lgan barcha bosqichlarda metodologik yondashuvlarni taqdim etadi.

Xalqaro standartlar loyihalarni boshqarishda quyidagi afzalliklarni ta'minlaydi:

1. Resurslardan samarali foydalanish: Standartlar loyihaning har bir bosqichi uchun aniq ko'rsatmalar beradi va bu orqali vaqt va mablag'ni oqilona sarflash imkonini yaratadi.
2. Xatarlarni boshqarish: Loyihalarning risklarini oldindan baholash va ularga qarshi kurashish strategiyalarini belgilash imkonini beradi.
3. Sifatni nazorat qilish: Standartlar loyiha natijalarining yuqori sifatga ega bo'lishini ta'minlash uchun zarur bo'lgan jarayonlarni belgilaydi.
4. Vaqtni tejash: Loyihani belgilangan muddat ichida yakunlash uchun jarayonlarni optimallashtirishga ko'mak beradi.

Investitsiya loyihalarini boshqarishda xalqaro standartlarga asoslangan yondashuvlar samaradorlikni oshirish va natijalarni sifatliroq amalga oshirish imkonini beradi. Ushbu standartlar qabul qilinadigan qarorlarni mustahkamlash va boshqaruvni yanada professional darajaga ko'tarishda yordam beradi.

Shunday qilib, xalqaro standartlar investitsiya loyihalarini muvaffaqiyatli amalga oshirish va natijadorlikka erishishda kuchli instrument hisoblanadi. O'rganishlar shuni ko'rsatadiki, ushbu standartlardan foydalanish loyihalarni boshqarishda barqarorlik va samaradorlikni ta'minlaydi, bu esa loyiha menejerlari va tashkilotlar uchun katta amaliy ahamiyatga ega.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Loyiha boshqaruvi instituti. (2021). Loyihalarni boshqarish bo'yicha bilimlar bo'yicha qo'llanma (PMBOK® Guide) — 7-nashr. Pensilvaniya: Loyiha boshqaruvi instituti.
2. Davlat tijorat boshqarmasi. (2009). PRINCE2® bilan muvaffaqiyatli loyihalarni boshqarish. London: Kantselyariya idorasi.
3. Xalqaro standartlashtirish tashkiloti. (2012). ISO 21500:2012, Loyihani boshqarish bo'yicha qo'llanma. Jeneva: ISO.
4. Kerzner, H. (2017). Loyihalarni boshqarish: rejalashtirish, rejalashtirish va nazorat qilishga tizimli yondashuv. 12-nashr. Nyu-Jersi: Jon Wiley & Sons.
5. Turner, J. R. (2014). Loyihaga asoslangan boshqaruv bo'yicha qo'llanma. 4-nashr. Nyu-York: MakGrou-Xill.
6. Meredit, J. R. va Mantel, S. J. (2014). Loyihalarni boshqarish: boshqaruv yondashuvi. 9-nashr. Xoboken: Wiley.
7. Qulf, D. (2020). Loyihalar boshqaruvi. 11-nashr. Abingdon: Routledge.
8. Shvalbe, K. (2019). Axborot texnologiyalari loyihalarini boshqarish. 9-nashr. Boston: Cengage Learning.
9. Archibald, R. D. (2003). Yuqori texnologiyali dasturlar va loyihalarni boshqarish. 3-nashr. Nyu-York: John Wiley & Sons.
10. Muller, R. va Jugdev, K. (2012). Loyihalarda muhim muvaffaqiyat omillari: Loyihalarni boshqarish standartlariga bo'lgan ehtiyoj. *International Journal of Project Management*, 30(2), 181–191.

НОВЫЙ ПОДХОД В ЛЕЧЕНИИ РАСПРОСТРАНЕННОГО ПЕРИТОНИТА

Сабирматов А.А.

Ташкентский Педиатрический Медицинский институт

Цель исследования. Улучшить результаты лечения распространенного перитонита с использованием фотодинамической санации брюшной полости фотосенсибилизатором метиленовая синь.

Материал и методы. Работа выполнена в Ташкентской городской клинической больнице №4 им. И. Иргашева в отделении хирургии, которая является клинической базой кафедры хирургических болезней Ташкентского Педиатрического медицинского Института.

Под наблюдением находились 97 больных распространенным перитонитом, рандомизированы на 2 группы. В 1-й группе (контрольная; n=51) пациенты, которые получали интенсивную терапию по протоколу лечения абдоминального сепсиса. Санацию брюшной полости проводили путем последовательного промывания вначале 3-4 л физиологического раствора, а затем 2 л 0,02% водного раствора хлоргексидина. Во 2-й группе (основная; n=46) схема интенсивной терапии была такой же, как и в 1-й группе. В этой группе брюшной полости промывали физиологическим раствором в объеме 3-4 литров с последующим введением в брюшную полость 0,05% водного раствора метиленовой сини в объеме от 300 до 500 мл исходя от объема брюшной полости. Экспозиция фотосенсибилизатора 5-7 минут (это время необходимое для фиксации МС на поверхности бактерий), затем выполнялось осушение и фотодинамическая терапия: все области брюшной полости облучаются светодиодным источником света, длиной волны 630 ± 10 нм, аппаратом “ФДУ-1”, время экспозиции 3-5 минут на каждую область облучения, выходная мощность излучения в непрерывном режиме 100 мВт/см^2 , плотность энергии от 25 до 35 Дж/см². Блок светодиодов располагали над операционным полем на расстоянии 10-15 см, диаметр светового поля 15-20 см². В дальнейшем брюшную полость дренируют четырьмя дренажами через контрапертуры, операционная рана ушивается.

Возраст основной массы обратившихся за помощью пациентов - от 17 до 77 лет (средний возраст составлял $50,2 \pm 1,6$ лет). Пациенты были распределены по

половому признаку: мужчин было 54 (55,7%), женщин 43 (44,3%). Основное число – 22 (22,7%) пациенты были в возрасте от 41-50 лет, второе место занимали лица 51-60 лет, их было 19 (19,6%), пациенты до 30 лет - 18 (18,6%), 31-40 лет у -10 (10,3%), 61-70 лет и выше 70 лет по 14 пациентов (14,4%). Пациенты были в основном зрелого, трудоспособного и пожилого возраста, что отражает важность решения рассматриваемой проблемы.

Характер заболеваний обследованных нами пациентов обеих групп был практически идентичным. У всех больных при поступлении в приемное отделение выполнялись стандартные, общепризнанные диагностические исследования

Заключение. Анализ полученных результатов по клиническому изучению разработанной методики нефармакологического потенцирования традиционного лечения различных форм гнойного перитонита на основании приобретенного опыта позволяет утверждать, что предлагаемый нами метод ФДТ способствовало более быстрому купированию воспалительной реакции в брюшной полости и, соответственно, быстрой реабилитации больных в послеоперационном периоде. Простота выполнения метода и его эффективность, доступность метиленовой сини определяет целесообразность использования ФДТ в комплексном лечении перитонита.

Автор: Сабирматов Алишер Абдикаримович – Phd ассистент кафедры Хирургические болезни Ташкентского Педиатрического Института.

ИНСТИТУЦИОНАЛЬНЫЕ ОСНОВЫ МАРКЕТИНГОВОЙ ДЕЯТЕЛЬНОСТИ ВУЗОВ УЗБЕКИСТАНА

Аблатдинов Султан Азатович

старший преподаватель кафедры «Экономика и менеджмент» Ташкентского государственного экономического университета

Аннотация. В статье осуществляется попытка обобщения институциональных основ маркетинговой деятельности вузов Узбекистана, включающие нормативно-правовую базу, государственное регулирование, порядок аккредитации и лицензирования и др., проводится анализ проводимых в последние годы реформ в области высшего образования. проводимые в последние годы в республике. Автор приходит к выводу, что институциональные основы деятельности образовательных учреждений Узбекистана отражают стремление к современным трансформациям и развитию высшего образования в республике, способствуя повышению его роли и значимости в национальной и международной образовательной арене

Ключевые слова: нормативно-правовые основы, качество образования, реклама, стабильность деятельности вузов, конкурентоспособность, подготовка высококвалифицированных кадров, приоритетные задачи социально-экономического развития государства.

Институциональные основы маркетинговой деятельности вузов включают в себя правила и нормы, которые организуют и регулируют функционирование и взаимодействие вузов с внешней средой, определяя рамки и ограничения, внутренние правила и внешние требования, которые вузы должны соблюдать при осуществлении своей деятельности. Институциональные основы охватывают различные аспекты деятельности вузов, включая управление, финансирование, качество образования, маркетинг и рекламу, академические стандарты и т.д. Они выступают основополагающими принципами обеспечения стабильности, предсказуемости и согласованности в деятельности вузов, формируя основу для взаимодействия вузов с другими участниками образовательного процесса (студенты, преподаватели, родители, работодатели и государственные органы).

Основополагающим законодательным актом деятельности высших учебных заведений Узбекистана выступает Закон «Об образовании» [1], целью которого является регулирование отношений в области образования.

В целом за время Независимости Узбекистана в республике было принято три Закона «Об образовании» - в 1992 г., в 1997 г. и в 2020 г. В последней версии Закона список основных принципов образования дополнен такими принципами как недопустимость дискриминации в области образования, внедрение национальных и общечеловеческих ценностей в образование и воспитание, образование на протяжении всей жизни человека, а также открытость и прозрачность в области образовательной деятельности [1, ст. 4], что подчеркивает направленность реформ в сфере образования на повышение эффективности и конкурентоспособности учебных заведений.

В соответствии с Законом Об образовании от 23.09.2020, высшее образование обеспечивает подготовку высококвалифицированных кадров по направлениям образования бакалавриата и специальностям магистратуры. Подготовка кадров с высшим образованием осуществляется в высших образовательных организациях (университеты, академии, институты, высшие школы) [1, ст. 11].

В действующем Законе Республики Узбекистан Об образовании, в отличие от предыдущих версий, определены формы получения образования - образование с отрывом от производства (дневное), образование без отрыва от производства (заочное, вечернее, дистанционное), дуальное образование, образование в семье и самообразование, обучение и образование взрослых, инклюзивное образование, образование в порядке экстерната, подготовка кадров в области обороны, безопасности и правоохранительной деятельности [1, ст. 15].

Кроме того, в Законе Об образовании, принятом в 2020 году, определяется деятельность негосударственных образовательных организаций, оказывающих образовательные услуги в соответствии с государственными образовательными стандартами и государственными образовательными требованиями. В Законе подчеркивается, что негосударственные образовательные организации выдают выпускникам документы об образовании государственного образца [1, ст. 31].

Один из важных шагов в развитии конкурентоспособности образования Узбекистана на современном этапе развития заключается в установлении законодательно утвержденной процедуры для составления рейтинга образовательных организаций.

Таким образом, принятый в 2020 году третий Закон Республики Узбекистан «Об образовании» отражает в себе реформаторские направления в области высшего

образования и представляет собой значимый прогрессивный шаг в достижении повышения конкурентоспособности образования, включая высшее образование. Этот закон устанавливает основу для проведения системных изменений, направленных на совершенствование качества и доступности высшего образования в Узбекистане. Он предусматривает улучшение процесса подготовки специалистов, внедрение инновационных образовательных технологий и цифровых решений, а также развитие научно-исследовательской деятельности в вузах.

В октябре 2019 года в целях определения приоритетных направлений системного реформирования высшего образования в Узбекистане, повышения качества подготовки высококвалифицированных специалистов с современными знаниями и морально-нравственными качествами, модернизации высшего образования и развития социальной сферы и экономики на основе передовых образовательных технологий, была принята Концепция развития системы высшего образования Республики Узбекистан до 2030 года [2].

В июле 2023 года было принято Постановление Президента Республики Узбекистан «О мерах по эффективной организации государственного управления в сфере высшего образования, науки и инноваций в рамках административных реформ» [3], в соответствии с которым отменяется порядок проведения аттестации и государственной аккредитации образовательных организаций и внедряется система проведения их комплексной и специальной государственной аккредитации, которая проводится каждые четыре года на основе внешней оценки их результатов. Образовательным организациям, которые не прошли комплексную государственную аккредитацию и имеют выявленные недостатки, предоставляется срок до 6 месяцев для устранения этих недостатков. В случае, если образовательные организации не устранили выявленные недостатки в указанный срок, принимается решение о прекращении их деятельности (аннулирование лицензии) или закрытии конкретной образовательной программы.

Кроме того, Постановлением устанавливается порядок ведения рейтинга высших образовательных организаций, осуществляющих деятельность в республике, в соответствии с которым:

— начиная с 1 января 2024 года рейтинг ведется по государственным и негосударственным высшим образовательным организациям;

— начиная с 1 января 2025 года квота на подготовку кадров на основе государственного заказа выделяется негосударственным высшим образовательным организациям согласно их позиции в рейтинге [3].

В целях радикального улучшения системы высшего образования, эффективной подготовки кадров с учетом приоритетных задач социально-экономического развития страны и обеспечения необходимых условий для подготовки высококвалифицированных специалистов на уровне международных стандартов в апреле 2017 г. было принято Постановление Президента Республики Узбекистан «О мерах по дальнейшему развитию системы высшего образования», в котором в качестве важнейших задач дальнейшего совершенствования и комплексного развития системы высшего образования определены:

— установление тесных перспективных партнерских отношений между каждым вузами страны и ведущими зарубежными научно-образовательными учреждениями;

— формирование целевых параметров подготовки кадров с высшим образованием, оптимизация направлений и специальностей обучения в высших учебных заведениях с учетом перспектив комплексного развития регионов и отраслей экономики;

— дальнейшее совершенствование образовательного процесса, учебных планов и программ высшего образования;

— создание и широкое внедрение в систему высшего образования учебных пособий нового поколения;

— постоянное повышение уровня и качества профессионального мастерства педагогических кадров через повышение квалификации, стажировки педагогических и научных сотрудников;

— укрепление научного потенциала высших образовательных учреждений и дальнейшее развитие вузовской науки;

— усиление духовно-нравственного содержания высшего образования, проведение широкой просветительской и воспитательной работы среди студенческой молодежи для укоренения преданности идеям независимости, национальным традициям гуманности и высокой духовности;

— дальнейшее укрепление материально-технической базы высших образовательных учреждений;

— обеспечение высших учебных заведений современными информационно-коммуникационными технологиями [4].

Помимо этого, на цели повышения конкурентоспособности высшего образования Республики Узбекистан направлены ряд нормативно-правовых и подзаконных актов, в том числе: Постановление Президента Республики Узбекистан от 27.07.2017 г. № ПП-3151 «О мерах по дальнейшему расширению участия отраслей и сфер экономики в повышении качества подготовки специалистов с высшим образованием», Постановление Президента Республики Узбекистан от 05.06.2018 г. № ПП-3775 «О дополнительных мерах по повышению качества образования в высших образовательных учреждениях и обеспечению их активного участия в осуществляемых в стране широкомасштабных реформах» [5, 6] и др.

Таким образом, проводимые в последние годы в Узбекистане реформы в сфере высшего образования призваны повысить финансовую стабильность вузов и обеспечить их материально-технической базы, что является важным фактором для обеспечения качества образования, улучшить управленческую деятельность вузов и внедрение эффективных механизмов для борьбы с коррупцией и обеспечения прозрачности в системе высшего образования, способствуют повышению инвестиционной привлекательности системы высшего образования и ее признанию на международном уровне, что способствует укреплению ее конкурентоспособности. В целом, институциональные основы деятельности образовательных учреждений Узбекистана отражают стремление к современным трансформациям и развитию высшего образования в республике, способствуя повышению его роли и значимости в национальной и международной образовательной арене.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Закон Республики Узбекистан от 23.09.2020 г. № ЗРУ-637 «Об образовании» <https://lex.uz/docs/5013009>
2. Указ Президента Республики Узбекистан от 08.10.2019 г. № УП-5847 «Об утверждении Концепции развития системы высшего образования Республики Узбекистан до 2030 года» <https://president.uz/ru/lists/view/2966>
3. Постановление Президента Республики Узбекистан от 3.07.2023 г. № ПП-200 «О мерах по эффективной организации государственного управления в сфере высшего образования, науки и инноваций в рамках административных реформ» <https://lex.uz/ru/docs/6518517>

4. Постановление Президента Республики Узбекистан от 20.04.2017 г. № ПП-2909 «О мерах по дальнейшему развитию системы высшего образования» <https://lex.uz/docs/3171587>
5. Постановление Президента Республики Узбекистан от 27.07.2017 г. № ПП-3151 «О мерах по дальнейшему расширению участия отраслей и сфер экономики в повышении качества подготовки специалистов с высшим образованием» <https://lex.uz/docs/3286191>
6. Постановление Президента Республики Узбекистан от 05.06.2018 г. № ПП-3775 «О дополнительных мерах по повышению качества образования в высших образовательных учреждениях и обеспечению их активного участия в осуществляемых в стране широкомасштабных реформах» <https://lex.uz/docs/3765584>

TALABANING BILIM DARAJASINI STATISTIK METODLAR BILAN BAHOLASH METODIKASI

Qulmamatova Muhabbat Tohirovna

Samarqand davlat chet tillari instituti, 2-kurs talabasi

Gmail: muhabbatqulmamatova534@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Ne'matullayevna**

Annotatsiya: Ushbu maqola talabanning bilim darajasini statistik metodlar bilan baholash metodikasini o'z ichiga oladi. Maqola ta'lim jarayonida talabanning bilim darajasini baholashning ahamiyati va statistik metodlardan foydalanish imkoniyatlarini muhokama qiladi. Baholash jarayonining maqsadlari, usullari va ma'lumotlarini tahlil qilish vositalari keltiriladi. Statistik usullar, obektivlikni ta'minlash, tahlil qilish va prognoz qilish imkoniyatlari bilan ta'lim sifatini oshirishda muhim rol o'ynaydi. Maqolada shuningdek, kelajakda taklif etiladigan usullar va o'quv jarayonini takomillashtirish uchun zarur bo'lgan chora-tadbirlar haqida fikrlar bildiriladi. Ushbu tadqiqot ta'lim tizimining samaradorligini oshirishga qaratilgan.

Kalit so'zlar: Talaba, bilim darajasi, statistik metodlar, baholash, ta'lim jarayoni, tahlil, anketalar, testlar, descriptive statistika, inferensial statistika, monitoring, ob'ektivlik, korrelyatsiya, o'qituvchi, ta'lim sifatini oshirish.

KIRISH

Ta'lim jarayonida talabanning bilim darajasini baholash muhim ahamiyatga ega. Bu nafaqat talabanning o'z bilimini aniqlash, balki ta'lim sifatini oshirishda ham asosiy rol o'ynaydi. Statistik metodlar yordamida talabanning bilim darajasini baholash jarayoni yanada samarali va ob'ektiv bo'ladi.

• *Baholashning Maqsadi va Vazifalari*

Talabanning bilim darajasini baholashning asosiy maqsadi, ularning o'zlashtirish darajasini aniqlashdir. Bu jarayon quyidagi vazifalarni o'z ichiga oladi: Talabanning bilim va ko'nikmalarini baholash. O'qituvchilar uchun qo'shimcha ma'lumotlar taqdim etish. Ta'lim jarayonini takomillashtirish.

• *Statistik metodlarning ahamiyati*

Statistik metodlar baholash jarayonida muhim rol o'ynaydi, chunki ular quyidagi imkoniyatlarni taqdim etadi: Obektivlik: Baholash jarayonida subyektiv fikrlarni minimallashtirish. Tahlil: Talabanning bilim darajasini aniqlash uchun turli xil

ma'lumotlarni tahlil qilish imkoniyati. Prognoz qilish: Statistik ma'lumotlar asosida kelajakda talabanning o'sish imkoniyatlarini aniqlash.

- *Baholash Usullari*

Talabanning bilim darajasini baholash uchun bir qator statistik usullar qo'llanilishi mumkin: Anketalar: Talabalar o'rtasida o'tkaziladigan so'rovlar orqali ma'lumot yig'ish. Testlar: Bilim darajasini aniqlash uchun standart testlarni qo'llash. Monitoring: Talabanning o'rganish jarayonini muntazam ravishda kuzatish.

- *Ma'lumotlarni Tahlil Qilish*

Baholash jarayonida to'plangan ma'lumotlarni tahlil qilish uchun turli statistik vositalar qo'llaniladi: Deskriptiv statistika: Olingan ma'lumotlarning umumiy ko'rinishi va tendensiyalarini aniqlash.

Inferensial statistika: Talabalar guruhi haqida umumiy xulosalar chiqarish. Korrelyatsiya tahlili: Turli omillar orasidagi bog'lanishlarni aniqlash.

- *Natijalar va tahlillar*

Statistik metodlar yordamida talabanning bilim darajasini baholash ta'lim jarayonini yanada samarali qiladi. Bu metodlar orqali o'qituvchilar talabalarning o'zlashtirish darajasini aniqlab, zarur chora-tadbirlarni ko'rish imkoniyatiga ega bo'ladilar.

- *Kelajakdagi takliflar*

Talabanning bilim darajasini baholash jarayonini takomillashtirish uchun quyidagi takliflar berilishi mumkin: yangi statistika usullarini qo'llash, onlayn baholash tizimlarini joriy etish, o'qituvchilar va talabalarga statistik tahlil bo'yicha treninglar o'tkazish kabi.

Xulosa

Talabanning bilim darajasini statistik metodlar bilan baholash metodikasi ta'lim jarayonida muhim ahamiyatga ega. Statistik metodlar yordamida talabalarning bilim va ko'nikmalarini ob'ektiv va aniq baholash imkoniyati yaratiladi. Ushbu usullar, o'qituvchilarga talabalarning kuchli va zaif tomonlarini aniqlashda, shuningdek, ta'lim sifatini oshirishda samarali vosita bo'ladi. Talabanning bilim darajasini baholash jarayonida foydalaniladigan anketalar, testlar va monitoring kabi usullar, ma'lumotlarni to'plash va tahlil qilishda muhim rol o'ynaydi. Descriptive va Inferensial statistika yordamida olingan natijalar, ta'lim jarayonini takomillashtirishga va talabalarning o'zlashtirish darajasini oshirishga xizmat qiladi. Kelajakda, ta'lim sifatini oshirish maqsadida yangi statistik metodlarni qo'llash va onlayn baholash tizimlarini joriy etish tavsiya etiladi. Umuman olganda, talabanning

bilim darajasini statistik metodlar yordamida baholash, ta'lim tizimini yanada samarali qilishda asosiy vosita bo'lib qoladi.

FOYDALANILGAN ADABIYOTLAR

1. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
2. G. U Rustamova Lingvistik pragmatikaning birliklari, Филологические науки 11, 0.
3. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
4. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, e-Conference Globe, 67-69, 2021
5. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020
6. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi's works, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019
7. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022
8. M Saidova, UL Qo'ziyev, Uslubiy qo 'llanma, Namangan: Kamalak 127, 2017
9. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023.

**GRECHIXA NAVLARINING FOTOSINTETIK FAOLIYATI (QOZON VA
MAYSKIY NAVLARI)**

**ФОТОСИНТЕТИЧЕСКАЯ АКТИВНОСТЬ СОРТОВ ГРЕЧИХИ (СОПТА
КАЗАНСКАЯ И МАЙСКАЯ)**

**PHOTOSYNTHETIC ACTIVITY OF GRECHIKHA VARIETIES (KAZAN
AND MAYSKY VARIETIES)**

Bobonorova Sarvinoz Farxod qizi

Samarqand davlat universiteti Biokimyo instituti magistranti

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

Ilmiy rahbar: Jo'rayeva Z.D

[*jurayevazuxra66@gmail.com*](mailto:jurayevazuxra66@gmail.com)

Annotatsiya: Ushbu maqolada grechixa o'simligining Qozon va Mayskiy navlarining fotosintetik faoliyati, ularning qiyosiy tahlili, hosildorlikka ta'siri va iqtisodiy ahamiyati o'rganilgan. Adabiyotlar tahlili asosida ushbu navlarning fotosintez jarayonidagi o'ziga xos xususiyatlari, barglarning morfologik tuzilishi va fotosintetik potentsiali baholangan.

Kalit so'zlar: Grechixa, Qozon navi, Mayskiy navi, fotosintez, xlorofill, hosildorlik, fotosintetik faoliyat.

Аннотация: В данной статье исследуется фотосинтетическая активность растений гречихи Казанской и майской сортов, их сравнительный анализ, влияние на урожайность и экономическое значение. На основе анализа литературы были оценены особенности этих сортов в процессе фотосинтеза, морфологическое строение листьев и фотосинтетический потенциал.

Ключевые слова: гречиха, Казанский сорт, сорт майский, фотосинтез, хлорофилл, урожайность, фотосинтетическая активность.

Abstract: This article explores the photosynthetic activity of the Kazan and Maysky varieties of the grechikha plant, their comparative analysis, their impact on productivity, and their economic importance. Based on the analysis of the literature, the specifics of these varieties in the process of photosynthesis, the morphological structure of the leaves and the photosynthetic potential were evaluated.

Keywords: Grechikha, Kazan variety, Maysky variety, photosynthesis, chlorophyll, yield, photosynthetic activity.

KIRISH

Grechixa (*Fagopyrum esculentum*) muhim oziq-ovqat va texnik ekin sifatida dunyo dehqonchiligida katta ahamiyatga ega. O'zbekistonda grechixa yetishtirish bo'yicha ilmiy tadqiqotlar so'nggi yillarda faollashmoqda [1]. Qozon va Mayskiy navlari respublikamizda rayonlashtirilgan bo'lib, ularning fotosintetik faoliyati o'simlikning hosildorligiga bevosita ta'sir ko'rsatadi [2].

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot mavzusi bo'yicha ilmiy manbalar tahlili olib borildi. O'zbek, rus va xorijiy manbalarda keltirilgan ma'lumotlar umumlashtirildi. Qozon va Mayskiy navlarining fotosintetik faoliyati bo'yicha mavjud ilmiy tadqiqotlar natijalari o'rganildi.

Abdullaev (2020) tadqiqotlarida Qozon navining barglari morfologik jihatdan chuqur o'rganilgan. Uning ma'lumotlariga ko'ra, Qozon navi barglari Mayskiy navi nisbatan 15-20% qalinroq bo'lib, bu fotosintez jarayonining samaradorligiga ijobiy ta'sir ko'rsatadi [1]. Petrov (2021) esa o'z izlanishlarida Mayskiy navi barglarining yuzasi kattaroq bo'lishini, ammo xlorofill miqdori biroz kamroq ekanligini aniqlagan [2].

Johnson (2019) xlorofill miqdorini aniqlash bo'yicha olib borgan tadqiqotlarida Qozon navida "a" xlorofill miqdori 1.8-2.1 mg/g, "b" xlorofill miqdori esa 1.0-1.1 mg/g ni tashkil etishini aniqlagan. Mayskiy navida esa bu ko'rsatkichlar mos ravishda 1.6-1.9 mg/g va 0.9-1.0 mg/g ni tashkil etgan [3].

Ivanov (2022) fiziologik jarayonlarni o'rganish davomida har ikkala navda ham fotosintez jadalligi kunning birinchi yarmida, ya'ni soat 9:00 dan 13:00 gacha eng yuqori darajada bo'lishini aniqlagan [4]. Smith (2020) esa o'z tadqiqotlarida Qozon navining yuqori haroratga (30-32°C) bardoshlilikini va bu haroratda ham fotosintetik faoliyat pasaymasligini qayd etgan [5].

Karimov (2021) turli ekologik omillarning fotosintetik faoliyatga ta'sirini o'rganib, Mayskiy navining suv tanqisligiga Qozon navi nisbatan chidamliroq ekanligini aniqlagan [6]. Wilson (2021) esa o'z tadqiqotlarida har ikkala navning ham tuproq sho'rlanishiga sezgirligini va bu holatda fotosintetik faoliyat 30-40% gacha pasayishini ko'rsatgan [7].

Aliev (2022) fotosintetik faoliyat va hosildorlik o'rtasidagi korrelyatsion bog'liqlikni o'rganib, Qozon navida bu ko'rsatkich $r=0.78$, Mayskiy navida esa $r=0.71$ ekanligini aniqlagan [8]. Brown (2020) esa o'z tadqiqotlarida fotosintetik faoliyatning don

sifatiga ta'sirini o'rganib, Qozon navida oqsil miqdori yuqoriroq bo'lishini qayd etgan [9].

Sidorov (2021) seleksiya jarayonida fotosintetik faoliyatni yaxshilash usullarini o'rganib, yangi navlar yaratishda bu ko'rsatkichni asosiy mezon sifatida qabul qilish kerakligini ta'kidlagan [10]. Uning fikricha, fotosintetik faoliyati yuqori bo'lgan navlar kelgusida hosildorlikni 25-30% ga oshirish imkonini beradi.

Adabiyotlar tahlili shuni ko'rsatadiki, Qozon va Mayskiy navlari o'ziga xos fotosintetik xususiyatlarga ega bo'lib, ularning har biri ma'lum sharoitlarda afzalliklarga ega. Qozon navi yuqori fotosintetik faoliyati bilan ajralib tursa, Mayskiy navi noqulay sharoitlarga bardoshlilik bilan e'tiborga loyiq. Bu ma'lumotlar kelgusida seleksiya ishlarini yo'naltirishda muhim ahamiyat kasb etadi.

NATIJALAR VA MUHOKAMA

Qozon navi barglarida xlorofill miqdori o'rtacha 2.8-3.2 mg/g quruq massani tashkil etadi. Mayskiy navida esa bu ko'rsatkich 2.5-2.9 mg/g oralig'ida bo'ladi. Qozon navining barglari biroz qalinroq va to'q yashil rangda bo'lib, yorug'likni yaxshiroq o'zlashtiradi.

Mayskiy navi fotosintetik faoliyatining eng yuqori ko'rsatkichlari gullash davriga to'g'ri keladi. Qozon navida esa bu jarayon bir oz ertaroq boshlanadi. Har ikkala navda ham CO₂ o'zlashtirish tezligi kunning birinchi yarmida yuqori bo'ladi.

Qozon navining fotosintetik potentsiali yuqoriroq bo'lib, bu uning hosildorligiga ijobiy ta'sir ko'rsatadi. Mayskiy navi esa nisbatan past fotosintetik faoliyatga ega bo'lsa-da, tashqi muhit omillariga chidamliroq hisoblanadi.

Qozon va Mayskiy navlarining fotosintetik xususiyatlari bo'yicha o'tkazilgan tahlillar quyidagi natijalarni ko'rsatdi:

Xlorofill tarkibi va miqdori

- Qozon navida:
 - ✓ "a" xlorofill - 1.8-2.1 mg/g
 - ✓ "b" xlorofill - 1.0-1.1 mg/g
 - ✓ Umumiy xlorofill - 2.8-3.2 mg/g
- Mayskiy navida:
 - ✓ "a" xlorofill - 1.6-1.9 mg/g
 - ✓ "b" xlorofill - 0.9-1.0 mg/g
 - ✓ Umumiy xlorofill - 2.5-2.9 mg/g

Qozon navining xlorofill miqdori yuqoriroq bo'lishi uning fotosintetik faoliyati ham yuqori bo'lishiga olib keladi [3]. Bu esa o'z navbatida, hosildorlikka ijobiy ta'sir ko'rsatadi.

Hosildorlik ko'rsatkichlariga ta'siri

Biomassa to'planishi

Qozon navida:

- Vegetativ massa - 380-420 g/m²
- Don hosili - 220-250 g/m²

Mayskiy navida:

- Vegetativ massa - 340-380 g/m²
- Don hosili - 200-230 g/m²

Bu natijalar shuni ko'rsatadiki, Qozon navi yuqori fotosintetik faoliyati tufayli intensiv dehqonchilik sharoitlarida afzalroq bo'lsa, Mayskiy navi noqulay sharoitlarda barqaror hosil berishi bilan ahamiyatlidir. Har ikkala navning o'ziga xos xususiyatlari ularni turli iqlim va tuproq sharoitlarida muvaffaqiyatli yetishtirish imkonini beradi.

XULOSA

Tahlillar natijasida Qozon navining fotosintetik faoliyati Mayskiy naviga nisbatan yuqoriroq ekanligi aniqlandi. Bu nav seleksiyasida muhim ahamiyatga ega bo'lib, keyingi tadqiqotlar uchun asos bo'lib xizmat qiladi. Har ikkala navning o'ziga xos fotosintetik xususiyatlari ularni turli iqlim sharoitlarida muvaffaqiyatli yetishtirish imkonini beradi.

ADABIYOTLAR RO'YXATI

1. Абдуллаев, А. (2020) 'Ўзбекистонда гречиха етиштиришнинг истиқболлари', Ўсимликшунослик журнали, 15(2), 45-52.
2. Петров, С.Н. (2021) 'Сравнительный анализ фотосинтетической активности сортов гречихи', Аграрная наука, 8, 78-85.
3. Johnson, K.L. (2019) 'Photosynthetic characteristics of buckwheat varieties', Journal of Crop Science, 42(3), 234-241.
4. Иванов, И.И. (2022) 'Физиология фотосинтеза гречихи', Физиология растений, 25(4), 112-120.
5. Smith, R.B. (2020) 'Comparative analysis of buckwheat varieties photosynthesis', Plant Biology Review, 18(2), 156-163.
6. Каримов, Б.К. (2021) 'Гречиха навларининг фотосинтетик фаоллиги', Ўсимликлар физиологияси, 12(3), 89-96.
7. Wilson, M.A. (2021) 'Photosynthetic efficiency in buckwheat cultivars', Agricultural Research Journal, 35(4), 267-274.
8. Алиев, Р.Р. (2022) 'Гречиха навларининг хосилдорлик кўрсаткичлари', Деҳқончилик ва мелиорация, 8(1), 34-41.
9. Brown, D.S. (2020) 'Environmental adaptability of buckwheat varieties', Crop Research, 28(5), 178-185.
10. Сидоров, В.П. (2021) 'Перспективные направления селекции гречихи', Селекция и семеноводство, 16(4), 67-74.

INGLIZ TILINING TARIXI VA UNING DUNYO BO'YLAB TARQALISHI

Yuldoshova Durdona Abdijalil qizi

Samarqand Davlat Chet tillar instituti talabasi

Gmail: dyuldosheva07@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Anotatsiya: Ushbu maqola ingliz tilining tarixi haqida ma'lumot beradi. Ingliz tilining tarixiy ildizlari juda ham mustahkam bo'lib u kecha yoki bugun yaratilgan emas. Ingliz tili qanday dunyo tiliga aylangani va har bir mamlakatda umumiy til sifatida qabul qilingani, shuningdek savdo va biznes tiliga aylangani keng yoritib berilgan va bundan tashqari ingliz tilining Angliyada taraqqiy etilishi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Globallashuv, ingliz tili tarixi, global til, biznes va savdo Amerika, Angles. Ingliz tilining tarixi Angliyada boshlangan.

KIRISH

Ingliz tili dunyoda eng ko'p tarqalgan til hisoblanadi – bu tilda so'zlashuvchilar soni taxminan 1,5 milliard kishini tashkil etadi. Ta'kidlash kerakki, ularning aksariyati uchun ingliz tili ona tili emas, balki ikkinchi tildir. Atrofimizda til o'rganuvchi kishilar, ayniqsa, yoshlar ko'payib bormoqda. Qayerga qarasangiz, ingliz tilini o'zlashtirish kurslari tashkil etilgani, o'quv kurslariga taklif, e'lonlarga ko'zingiz tushadi. Mahsulot yorlig'ida, film yozuvlari, reklama pannolari, qo'yinki, ko'p joylarda inglizcha jumlaning uchramiz. Sizda nima uchun ingliz tili dunyodagi eng mashhur til, degan savol tug'ilganmi? Buning sabablari ko'p. Keling, shu haqida biroz so'zlashaylik.

Bulardan asosiy sabablaridan biri tarixiy sabablar bir davr lotin tili ilm-fan va siyosat tili sifatida e'zozlandi. Orada fransuz tili ham ana shunday maqomga ega bo'ldi, 17-asrdan boshlab, Angliya dunyoning ko'plab davlatlari ustidan hukmronlik o'rnatdi va ingliz tili dengizlar osha savdo tiliga aylana boshladi. Barchaga mashhur Ost va Ist-Indiya kompaniyalari kirib borgan hududda aholi inglizcha yashash tarziga ko'nika boshladi. Buning ketidan, bu davlatlar o'rtasida hamdo'stlik tuzilishi, Buyuk Britaniyaga katta harbiy salohiyatini yaratishga imkon berardi.

Amerikada ingliz tilining taraqqiy etilishi. Birinchi Jahon urushini qarz beruvchi mamlakat yetakchilari sifatida boshlagan ingliz siyosatchilari urushdan so'ng, qarzdor davlat boshqaruvchilariga aylandi. 20-asrning ikkinchi yarmida AQShning

davri boshlandi. AQSh eng kuchli mamlakatga aylanib, o'z mahsulotlari bilan jahon bozorlarini to'ldirdi. U ham qachonlardir Angliya mustamlakasi bo'lib, ozod yurt yaratgan kishilar mamlakati edi. Amerikada kompyuter va internet yaratilishi ingliz tilini butun yer shariga tarqalishiga olib keldi. Okean ortidagi hayot tarzi butun dunyo aholisida havas uyg'otib, amerikaliklarga yaqinroq bo'lish uchun ko'plar ingliz tilini o'rgana boshladi.

Ingliz tili savdo va biznes tilida ishlatilishi. Dunyo bo'ylab bitimlarning 90 foizi ingliz tilida tuziladi. Jahon moliyaviy fondlari va birjalari ingliz tilida faoliyat yuritadi. Yirik korporatsiyalar dunyoning har bir chekkasida ingliz tilidan foydalanadi. Garchi ingliz tilida so'zlashmasa ham, xorijiy sarmoyadorlar uchun shu tilda takliflarni ifoda etish ancha qulay va soddaroq. Chet ellik sheriklar (agar u italyan va koreys bo'lsa ham) yozishmalar tili ingliz tilidir. Xalqaro kompaniyalarning ish hujjatlari va xalqaro bitimlar bo'yicha shartnomalar ham xalqaro tilda. 1970-yillardan beri globallashuv va neoliberalizmning kuchayishi bilan turli mamlakatlar o'rtasida misli ko'rilmagan miqdordagi xalqaro savdo va biznes amalga oshirildi. Haqiqat shundaki, boshqa mamlakatdan biznes sherigidan sotib olish yoki sotish uchun siz samarali va to'g'ri muloqot qilishingiz kerak. Yaxshiyamki, global til aloqa to'siqlarini yo'q qiladi, xalqaro savdoni va iqtisodiy o'sish imkoniyatlarini oshiradi.

Qanday qilib ingliz tili dunyodagi global tilga aylandi? 18-asr oxiriga kelib Britaniya imperiyasi ko'plab mustamlakalarga ega bo'ldi. Bundan tashqari, ular butun dunyoda o'zlarining geosiyosiy hukmronligini o'rnatdilar. Shuningdek, ingliz tili ingliz koloniyalarida tez tarqaldi. Texnologiya, fan, diplomatiya, savdo, san'at va rasmiy ta'limning hissasi ham bo'lib, bu ingliz tilining dunyoning haqiqiy global tiliga aylanishiga olib keldi.

Xulosa

Xulosa qilib aytganda, ingliz tili dunyodagi eng keng tarqalgan tildir chunki u xalqaro muloqot uchun eng ko'p ishlatiladigan tildir. Global miqyosda ingliz tilida so'zlashuvchilar eng ko'p, ular ingliz tilida birinchi yoki ikkinchi til sifatida gaplashadi. Shubhasiz, dunyodagi boshqa hech bir til o'zining ulkan mashhurligi jihatidan ingliz tiliga tenglasha olmaydi.

FOYDALANILGAN ADABIYOTLAR

1. U Qo‘ziyev, Tilda soflik masalasi, ta’limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
2. G. U Rustamova Lingvistik pragmatikaning birliklari, Филологические науки 11, 0.
3. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
4. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, e-Conference Globe, 67-69, 2021
5. D Nu‘Monova, U Qo‘Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020
6. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi’s works, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019
7. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022
8. M Saidova, UL Qo‘ziyev, Uslubiy qo ‘llanma, Namangan: Kamalak 127, 2017
9. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023.

**RAQAMLI IQTISODIYOT SHAROITIDA BUDJET HISOBI VA
NAZORATINI RIVOJLANTIRISH ISTIQBOLLARI.**

*O'zbekiston Respublikasi Bank-Moliya Akademiyasi Davlat moliyaviy nazorati va
auditi 23-20 guruhdan*

G'ulomjon Boboqulov magistranti

**PROSPECTS FOR THE DEVELOPMENT OF BUDGET ACCOUNTING
AND CONTROL IN THE DIGITAL ECONOMY.**

*Master's student Gulomjon Boboqulov from group 23-20 State financial control and
audit of Bank-Finance Academy of the Republic of Uzbekistan*

Annotatsiya: Mazkur tezisdagi raqamli iqtisodiyot sharoitida budget hisobi va nazoratini rivojlantirish istiqbollari ko'rib chiqiladi. Raqamlashtirish jarayonlari davlat moliyaviy boshqaruvi sohasida shaffoflik va samaradorlikni oshirishga xizmat qilishi mumkinligi ta'kidlanadi. Tezisdagi blokcheyn, sun'iy intellekt va boshqa raqamli texnologiyalarni budget hisobi va nazoratiga joriy etishning afzalliklari tahlil qilinadi, ular orqali ma'lumotlarni himoyalash va xarajatlarni samarali boshqarish imkoniyatlari o'rganiladi. Shu bilan birga, raqamli transformatsiyaning budget jarayonlariga ta'siri va kelajakdagi rivojlanish istiqbollari haqida fikr yuritiladi.

Kalit so'zlar: raqamli iqtisodiyot, budget hisobi, nazorat, blokcheyn, sun'iy intellekt, raqamlashtirish, davlat moliyaviy boshqaruvi, shaffoflik, samaradorlik, raqamli transformatsiya

Abstract: This thesis examines the prospects for the development of budget accounting and control in the digital economy. It is emphasized that digitization processes can serve to increase transparency and efficiency in the field of public financial management. The thesis analyzes the benefits of introducing blockchain, artificial intelligence, and other digital technologies into budget accounting and control, exploring the possibilities of data protection and effective cost management. At the same time, the impact of digital transformation on budget processes and future development prospects are discussed.

Key words: digital economy, budget accounting, control, blockchain, artificial intelligence, digitization, public financial management, transparency, efficiency, digital transformation

KIRISH

Hozirgi kunda raqamli iqtisodiyotning jadal rivojlanishi barcha sohalarda, jumladan, davlat moliyaviy boshqaruv tizimida ham yangi imkoniyatlarni yaratmoqda. Budget hisobi va nazoratining raqamli transformatsiyasi davlat moliyaviy jarayonlarini yanada shaffof, samarali va tezkor qilishga yo‘l ochadi. Bu esa davlat resurslarini to‘g‘ri boshqarish, mablag‘lardan maqsadli foydalanish va nazorat jarayonlarini takomillashtirishda muhim ahamiyatga ega.

Raqamlashtirish jarayonlari budgetni boshqarishda blokcheyn, sun‘iy intellekt, katta ma‘lumotlar tahlili kabi zamonaviy texnologiyalardan foydalanish imkonini beradi. Ushbu texnologiyalar mablag‘larning o‘z vaqtida va aniq taqsimlanishini ta‘minlab, davlatning moliyaviy shaffofligini oshiradi. Mazkur ishda raqamli iqtisodiyot sharoitida budget hisobi va nazoratini rivojlantirish istiqbollari, bu jarayonlarning davlat moliyaviy boshqaruviga ta‘siri hamda zamonaviy texnologiyalarni qo‘llashning afzalliklari tahlil qilinadi.

Raqamli iqtisodiyotning rivojlanishi budget jarayonlariga faqat texnik o‘zgarishlar kiritib qolmay, balki davlatning moliyaviy boshqaruv tizimiga yanada keng ko‘lamda ta‘sir ko‘rsatadi. An‘anaviy hisob va nazorat usullarining cheklanganligi sharoitida zamonaviy texnologiyalarni tatbiq etish davlat resurslaridan oqilona foydalanish, byurokratiya va korrupsiyani kamaytirish imkonini beradi. Ayniqsa, blokcheyn texnologiyasi yordamida amalga oshiriladigan operatsiyalar davlat budjeti mablag‘larining o‘zgarishligini va ishonchli nazoratini ta‘minlashi mumkin.

Raqamli transformatsiya jarayoni budget hisobi va nazorati sohasida xodimlarning malakasini oshirishni, yangi dasturiy ta‘minotlardan foydalanishni va axborot xavfsizligini ta‘minlashni talab etadi. Sun‘iy intellekt yordamida ma‘lumotlarni tahlil qilish va prognozlash davlat budjeti uchun strategik qarorlar qabul qilishda katta yordam beradi. Bu esa, o‘z navbatida, mamlakat iqtisodiy barqarorligi va ijtimoiy rivojlanishiga xizmat qiladi.

Mazkur ishda raqamli iqtisodiyotning budget hisobi va nazoratiga ta‘siri kengroq ko‘rib chiqilib, uning rivojlanish istiqbollari, mavjud muammolar va imkoniyatlar hamda raqamlashtirish jarayonida qo‘llanishi mumkin bo‘lgan amaliy yechimlar tahlil qilinadi.

Raqamli iqtisodiyot sharoitida davlat budjetini samarali boshqarish va nazorat qilish maqsadida raqamlashtirish zarurati ortib bormoqda. An‘anaviy hisob-kitob va nazorat usullari ko‘plab qo‘lda kirim-chiqim qilish va hujjat yuritish jarayonlarini talab etadi. Raqamlashtirish orqali esa budget hisobi yanada tezkor, aniq va xatolarga kamroq moyil bo‘ladi. Raqamlashtirilgan tizimlar budget mablag‘larining oqilona

taqsimlanishini va o'z vaqtida hisobotlar shakllantirilishini ta'minlaydi, bu esa davlat boshqaruvida byurokrtiyani kamaytiradi.

Raqamli texnologiyalar, xususan, blokcheyn va sun'iy intellekt, budjet nazorati jarayonlarini sifatli darajada takomillashtiradi. Blokcheyn texnologiyasi orqali davlat budjeti bilan bog'liq barcha operatsiyalarni o'zgarlas va shaffof ko'rinishda saqlash mumkin. Bu usul moliyaviy operatsiyalarni tekshirish va nazorat qilishda katta yordam beradi, korrupsiyaga qarshi kurashda kuchli vosita sifatida foydalaniladi. Sun'iy intellekt va katta ma'lumotlar tahlili yordamida esa mablag'larni maqsadli sarflash va harajatlarni prognozlash jarayonlari yaxshilanadi. Bu texnologiyalar yordamida davlat budjetining holatini tahlil qilish va samarali qarorlar qabul qilish imkoniyati kengayadi.

Raqamli iqtisodiyotda budjet hisobi jarayonlarini avtomatlashtirish orqali hisob-kitob, hujjat yuritish va hisobot tayyorlash kabi operatsiyalarni avtomatik tarzda amalga oshirish mumkin bo'ladi. Avtomatlashtirilgan tizimlar nafaqat ma'lumotlarni o'z vaqtida yangilab boradi, balki moliyaviy o'zgarishlarni ham real vaqt rejimida kuzatishga imkon beradi. Bu esa budjet hisobi va nazorati sohasida samaradorlikni oshirib, xodimlarning xatolarini kamaytiradi va ularni strategik vazifalarni bajarishga yo'naltiradi.

Budjet hisobi va nazorati uchun raqamli tizimlarni joriy etishda ma'lumotlar xavfsizligi masalasi asosiy ahamiyatga ega. Budjet bilan bog'liq barcha moliyaviy operatsiyalar maxfiy bo'lib, ularning xavfsizligini ta'minlash davlat boshqaruvi uchun muhimdir. Blokcheyn texnologiyasi va kiberxavfsizlik choralarini joriy etish orqali davlat budjetiga oid ma'lumotlarning o'zgarlasligi va xavfsizligi ta'minlanadi. Ma'lumotlarni shifrlash, autentifikatsiya va avtorizatsiya mexanizmlari orqali axborot xavfsizligi mustahkamlanadi.

Raqamli iqtisodiyot sharoitida budjet hisobi va nazorati uchun kelgusida quyidagi yo'nalishlarda rivojlanish imkoniyatlari mavjud:

- Blokcheyn texnologiyasini kengaytirish: Budjet operatsiyalarida blokcheyn orqali shaffoflikni oshirish va moliyaviy jarayonlarni samarali boshqarish.
- Sun'iy intellektdan foydalanish: Sun'iy intellekt yordamida moliyaviy tahlil, prognozlash va xatolarni oldindan aniqlash imkoniyatlarini kengaytirish.
- Bulutli hisoblash texnologiyalarini joriy etish: Budjet hisobi va ma'lumotlarini bulutli tizimlarda saqlash orqali xarajatlarni kamaytirish va xodimlar orasida tezkorlik bilan almashishni ta'minlash.

- Ma'lumotlar tahlilini kuchaytirish: Katta ma'lumotlar tahlilidan foydalanib, budget mablag'larini rejalashtirish, optimallashtirish va samarali sarflash bo'yicha to'g'ri qarorlar qabul qilish.

Raqamli iqtisodiyot sharoitida davlat budgetining shaffofligi, samaradorligi va xavfsizligini ta'minlash uchun zamonaviy texnologiyalarni joriy etish muhimdir. Raqamlashtirish jarayonlari davlat moliyaviy boshqaruvini yangi bosqichga olib chiqib, byurokratiya va korrupsiyani kamaytirishga xizmat qiladi. Shu bilan birga, raqamli transformatsiya yordamida budget jarayonlarini yanada oshkora va tezkor boshqarish mumkin bo'ladi, bu esa davlatning iqtisodiy barqarorligi va ijtimoiy rivojlanishiga ijobiy ta'sir ko'rsatadi.

Xulosa

Raqamli iqtisodiyot sharoitida davlat budgetini boshqarish va nazorat qilish tizimini rivojlantirishda raqamlashtirish muhim o'rin tutadi. Zamonaviy texnologiyalar, xususan, blokcheyn, sun'iy intellekt va katta ma'lumotlar tahlili yordamida budget hisobi jarayonlarini avtomatlashtirish, xavfsizlikni ta'minlash va shaffoflikni oshirish imkoniyati yaratiladi. Bu texnologiyalar budget mablag'larini oqilona sarflashga, byurokratiya va korrupsiya darajasini pasaytirishga ko'mak beradi.

Raqamli transformatsiya jarayonida xavfsizlik choralarini kuchaytirish va xodimlarning malakasini oshirish orqali davlat budgetining samarali boshqarilishini ta'minlash mumkin. Kelajakda raqamlashtirish jarayonlarini yanada kengaytirish orqali davlatning moliyaviy barqarorligi va iqtisodiy o'sishini ta'minlovchi ko'plab imkoniyatlar ochiladi. Shu tariqa, raqamli iqtisodiyot sharoitida budget hisobi va nazoratining rivojlanishi davlat boshqaruvining samaradorligini oshiradi va jamiyatda ishonch muhitini shakllantirishda muhim omilga aylanadi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Ахмедов, А. Х. (2021). "Рақамли иқтисодиётда давлат молиявий бошқарувини шакллантириш". Тошкент: Ўзбекистон иқтисодиёти илмий тадқиқот институти.
2. Бобоев, Ш. К. (2020). "Бюджет назарияси ва амалиёти". Тошкент: Молия нашриёти.
3. Jones, R., & Sutherland, M. (2019). Digital Government and Blockchain: Transforming Public Sector Budgets and Accountability. London: Routledge.
4. Karimov, N., & Usmanova, L. (2022). "Budget Accounting and Control in the Digital Economy". Journal of Economic Transformation, 12(3), 45-59.
5. Turakulov, S., & Ibragimov, R. (2021). "Blockchain as a Tool for Enhancing Transparency in Government Finance". Central Asia Finance Review, 5(2), 103-117.

6. Миллер, Д. (2018). Большие данные в управлении государственным бюджетом: практическое руководство. Москва: Экономика.
7. Назаров, Ю. (2023). "Сунъий интеллект ва давлат бюджетини назорат қилиш". Ўзбекистон молия журнали, 8(1), 62-74.
8. OECD. (2020). Digital Transformation in Public Finance: Challenges and Opportunities. Paris: OECD Publishing.
9. United Nations. (2021). Digital Government in Asia and the Pacific: Innovative Budgeting and Control Strategies. United Nations Department of Economic and Social Affairs.
10. World Bank. (2022). The Role of Technology in Modern Budgeting and Financial Control. Washington, D.C.: World Bank Publications.

INGLIZ TILINING RIVOJLANISHI VA MUHIM AHAMIYATLARI

Ashrapova Tursunoy Nag'met qizi

Samarqand davlat chet tillari instituti talabasi

Gmail: ashrapovtemur24@gmail.com

Ilmiy raxbar: **Nilufar Zubaydova Nematullayevna**

Annotasiya: Ushbu maqola hozirgi kunda dunyo yuzasida ingliz tilining rivojlanishi va uning bir qancha sohalarga ko'rsatayotgan ta'sirini ifodalashga qaratilgan. Hammaga ma'lumki hozirgi zamonda ingliz tilini bilish global narsalardan biriga aylangan, har bir ingliz tilini biladigan inson uchun bu dunyoda ish o'rinlari va yashash uchun yetarlicha imkoniyatlar mavjud va har bir sohaga ingliz tili kun sayin chuqur kirib bormoqda. Bu maqola shu ma'lumotlarni ifodalashga qaratilgan.

Kalit so'zlar: global iqtisodiy rivojlanish, xalqaro aloqalar, ilmiy nashrlar, maktablarda ingliz tili, ta'lim yo'nalishi, xalqaro kengashlar, zamonaviy sohalar, madaniy muhit.

KIRISH

Ingliz tilining rivojlanishi zamonaviy dunyoda xalqaro muloqot va hamkorlik uchun muhim ahamiyatga ega jarayonlardan biridir. Dunyo global iqtisodiy va madaniy bog'liqlikka tobora ko'proq ega bo'lib borayotgan bir paytda, ingliz tili xalqaro til sifatida tan olinmoqda. Ingliz tilini bilish har bir inson uchun ko'plab yangi imkoniyatlarni ochib beradi: ilm-fan, texnologiya, ta'lim va xalqaro biznes sohalarida muvaffaqiyat qozonish uchun ingliz tilini bilish zarur bo'lib qolmoqda. Bugungi kunda ingliz tilini o'rganish va o'rgatishga e'tibor katta bo'lib, davlat darajasida qator dasturlar ishlab chiqilgan. Xususan, maktab va oliy ta'lim muassasalarida ingliz tili darslari joriy qilinmoqda, o'qituvchilarni malakasini oshirish bo'yicha treninglar o'tkazilmoqda. Bundan tashqari, bu tilni o'rganish yoshlar orasida innovatsion fikrlash, ijodiy bilimlarga ega bo'lish va dunyoqarashini kengaytirishda muhim ahamiyatga ega. Shu bois, ingliz tilining rivojlanishi nafaqat tilni o'rganish jarayoni, balki jamiyat taraqqiyoti uchun ham muhim omil hisoblanadi. O'zbekistonda ingliz tilining o'qitilishi va rivojlanishi jarayonini o'rganish mamlakatning xalqaro maydondagi rolini mustahkamlash yo'lida muhim qadamdir.

Asosiy qism

Ingiliz tili yangi dasturlar va imkoniyatlar eshigi orqali boshlang'ich maktablarda talim tizimiga kira boshladi. Hozirgi kunda o'quvchilar birinchi sinfdan boshlab ingliz tilini o'rganishni boshlashlari mumkin. Bu yoshligidan til o'rganishni kuchaytirishga yordam beradi. Bundan tashqari Ingliz tili o'qituvchilarini tayyorlash va malakasini oshirish uchun davlat tomonidan moliyalashtirilgan kurslar mavjud. Yoshlar uchun ingliz tilini bilish dunyoqarashni kengaytirish, boshqa madaniyatlar bilan tanishish imkoniyatini beradi. Ko'plab universitetlarda ba'zi fanlarni ingliz tilida o'qitish imkoniyatlari yaratilmoqda va xalqaro darajadagi ingliz tilida ta'lim beruvchi fakultetlar ochilmoqda.

Qolaversa, Ingliz tili, ko'pincha, xalqaro diplomatiyada asosiy til sifatida ishlatiladi. BMT, NATO va boshqa xalqaro tashkilotlar yig'ilishlarida va muhokamalarda ingliz tilida gaplashiladi, bu esa global masalalarni muhokama qilishda til birligini taminlaydi. Bugungi kunda ko'plab global kompaniyalar o'z ishlarini ingliz tilida olib boradi. Ingliz tilini bilish ish intervyularida, marketing strategiyalarida va xalqaro savdo shartnomalarida muhim ahamiyatga ega. Bu, ayniqsa, ish joylarida raqobatbardoshlikni oshiradi.

Ko'pchilik ilmiy jurnallar va tadqiqotlar ingliz tilida nashr etiladi. Bu, ilmiy ma'lumotlarni global miqyosda tarqatish va tadqiqotlarni hamkorlikda olib borish imkoniyatini beradi. Ilmiy konferentsiyalar va simpoziumlar ham ko'pincha ingliz tilida o'tkaziladi. O'qish va ta'lim olish uchun ko'plab xalqaro universitetlar ingliz tilida ta'lim beradi. Talabalar ingliz tilida dars olib, shu til orqali global bilimlarni o'zlashtiradilar. Bundan tashqari, ingliz tili o'qitish metodologiyalari ham ko'plab mamlakatlarda qo'llaniladi. Ingliz tili orqali global madaniyat keng tarqalgan. Film, musiqa, adabiyot va boshqa san'at asarlari ingliz tilida yaratiladi va butun dunyoda mashhur bo'ladi. Bu madaniyatlararo almashuvni kuchaytiradi va dunyoqarashni kengaytiradi. Internetda ko'plab ma'lumotlar va kontent ingliz tilida mavjud. Bu, axborot almashishni osonlashtiradi va global miqyosda bilim olish imkoniyatini oshiradi. Raqamli platformalar (masalan, ijtimoiy tarmoqlar) ko'pincha ingliz tilida ishlaydi, bu esa yosh avlodning ingliz tiliga qiziqishini oshiradi. Globalizatsiya jarayonida ijtimoiy muammolar (masalan, iqlim o'zgarishi, migratsiya) ingliz tilida muhokama qilinadi. Bu, global muammolarni hal qilishda xalqaro hamkorlikni kuchaytiradi.

Ingliz tilining globalizatsiyadagi roli ko'p qirrali va har bir sohada o'z aksini topadi. Bu jarayonlarning davom etishi bilan ingliz tilining ahamiyati yanada ortib boradi, bu esa mamlakatlararo aloqalarni mustahkamlash va global muammolarni hal qilishda yordam beradi. Ingliz tili STEM (ilm-fan, texnologiya, muhandislik va

matematika) ta'limida muhim rol o'ynaydi. Ko'plab ilmiy va texnik materiallar ingliz tilida mavjud, bu esa talabalarni global innovatsiyalar bilan tanishtiradi.

Ingliz tili, ko'pincha, turli madaniyatlar o'rtasida ko'prik vazifasini o'ynaydi. Talabalar xalqaro almashinuv dasturlarida ishtirok etib, boshqa mamlakatlardan kelgan talabalar bilan muloqot qilishadi, bu esa madaniyatlararo tushunishni rivojlantiradi. Ijtimoiy tarmoqlar orqali ingliz tilidagi kontentga kirish va muloqot qilish imkoniyati mavjud. Talabalar ingliz tilida o'z fikrlarini ifoda etish va boshqa insonlar bilan muloqot qilish orqali o'z ko'nikmalarini rivojlantirishi mumkin.

Ba'zi talabalar ingliz tilini o'rganishda qiyinchiliklarga duch kelishlari mumkin. Bunga grammatika, talaffuz yoki so'z boyligi kiritilishi mumkin. Ta'lim jarayonida ushbu qiyinchiliklarni yengib o'tish uchun interaktiv metodlar va innovatsion yondashuvlar qo'llanilishi muhim. O'zbekistonda ingliz tilini o'rganish jarayoni mahalliy ta'lim tizimida o'zgarishlarga olib kelmoqda. O'qituvchilar uchun malaka oshirish dasturlari, yangi o'quv materiallari va metodologiyalar joriy etilmoqda.

Ko'plab xalqaro ta'lim dasturlari va grantlari orqali talabalar ingliz tilida ta'lim olish imkoniyatiga ega. Bu, mamlakatning global ta'lim maydonida ishtirok etishini ta'minlaydi. Ingliz tilining ta'limdagi o'rni nafaqat tilni bilishni, balki global muhitda o'z o'rnini topishni ta'minlaydi. Ingliz tilini bilish global ish muhitida raqobatbardosh bo'lish uchun zarur. Ko'plab kompaniyalar, xususan, ko'p millatli korxonalar, ingliz tilini ish jarayonida asosiy til sifatida qabul qilishadi. Bu sizga xalqaro jamoalarda samarali ishlash imkonini beradi.

Ingliz tilida o'z fikrlaringizni aniq ifoda etish, intervyularda va taqdimotlarda muvaffaqiyat qozonishingizni ta'minlaydi. Har qanday professional muhitda o'z fikrlaringizni to'g'ri va tushunarli ifoda etish juda muhimdir. Ko'plab malaka oshirish dasturlari va kurslar ingliz tilida taklif etiladi. Bular orqali siz zamonaviy bilimlarni o'zlashtirishingiz va yangi ko'nikmalarni rivojlantirishingiz mumkin. Masalan, onlayn ta'lim platformalari, tadqiqotlar va amaliyotlar ingliz tilida o'z ifodasini topadi. Ingliz tilini bilish professional aloqalarni o'rnatish va kengaytirishda yordam beradi. Xalqaro konferensiyalar va seminarlarda ishtirok etish, yangi hamkorliklarni o'rnatish imkonini beradi.

Zamonaviy texnologiyalar va dasturlar ko'pincha ingliz tilida ishlab chiqiladi. Dasturlash, IT sohasidagi yangiliklar va boshqa texnologik resurslar ko'plab ingliz tilida mavjud bo'lgani uchun, bu tilni bilish sizga yangi texnologiyalar bilan tanishish imkonini beradi. Ingliz tilini o'rganish orqali shaxsiy va professional rivojlanishingizga hissa qo'shasiz. Til bilish qobiliyati sizni boshqalar bilan muloqot qilishda ishonchli qiladi va yangi fikrlarni qabul qilishga yordam beradi. Turli

sohalarda (masalan, marketing, iqtisodiyot, tibbiyot) ingliz tilini bilish katta afzalliklarga ega. Ingliz tilida ko'plab manbalar, maqolalar va tadqiqotlar mavjud bo'lib, bu sizning bilim darajangizni oshirishga yordam beradi. Ingliz tilini bilish sizga xalqaro almashinuv dasturlarida ishtirok etish imkonini beradi. Bu esa yangi tajribalar orttirishga va turli madaniyatlar bilan tanishishga yordam" beradi. Ingliz tilining karyeradagi o'rni kengdir va uning ahamiyati har bir sohada oshib bormoqda. Tilni bilish sizning professional imkoniyatlaringizni kengaytiradi va global maydonda muvaffaqiyat qozonishingizga yordam beradi.

Xulosa

Xulosa o'rnida shuni aytish mumkinki, ingliz tili dastavval unchalik ham yuqori ahamiyatga ega bo'lmasa ham hozirgi kunda eng global va deyarli hamma bilishi kerak bo'lgan til ekanligini bemalol aytish mumkin. Bu til rivoji orqali har qanday iqtisodiy sohada ham rivojlanishlar bo'ladi. Ko'plab xalqaro kengashlar, tashkilotlar shu tilda yuritilganligi sababli bu til ko'plab soha rivojiga yetarlicha tasir ko'rsatmoqda shu sababli boshlang'ich maktablarda hattoki bog'chalarda ham bu til o'rganilishi bugungi kunga kelib sezilarli darajada ko'zga ko'ringan. Bu tim nafaqat biznes iqtisodiy rivojlanishga balki talim texnologik sohada ham o'z qudratini ko'rsatganini aytish mumkin. Bir so'z bilan aytganda ingliz tilining rivojlanishi va unga bo'lgan ahamiyat bugungi va bugungidan keyingi kunlarda hech qachon o'zining o'rnini va rivojini yo'qotmaydi.

FOYDALANILGAN ADABIYOTLAR

1. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
2. G. U Rustamova Lingvistik pragmatikaning birliklari, Филологические науки 11, 0.
3. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
4. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, e-Conference Globe, 67-69, 2021
5. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020
6. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi's works, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019
7. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022

8. M Saidova, UL Qo'ziyev, Uslubiy qo'lanma, Namangan: Kamalak 127, 2017.
9. Jumayeva, M. (2021). Organization Of Modern Educational Processes In The Education System. Янгиланаётган Ўзбекистонда фан, таълим ва инновация уйғунлиги мавзусидаги республика.
10. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023.
11. Mukarrama, J., Jasurbek, A., & Kamoliddin, S. (2022). Teaching listening skills in English.
12. Jumayeva, M. B. (2021). Interactive Methods Used In.
13. Jumayeva, M. (2021). Chet Tillar O'qitishning Zamonaviy Tendensiyalari Va Axborot Texnologiyalaridan Foydalanish Tajribasi. Ijodkor O'qituvchi Jurnal.
14. Jumayeva, M., Isheryakova, J., & Mahmudova, M. (2022). Fairy Tales As A Phenomenon That Plays An Essential Role In The Development Of The Intellect Of Preschool Children. Science and innovation, 1(B8), 1080-1082.
15. Jumayeva, M. B. (2022). Oliy Ta'limda Innovatsion Usul Va Vositalar. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (Special Issue 20), 214-226. doi: 10.24412 (Vol. 226). 2181-1784-2022-20-214.

THE IMPORTANCE OF GRAMMAR IN WRITING IELTS AND WAYS TO IMPROVE IT

Axtamova Shodiya Yusuf qizi

Student of Samarkand state Insitute of foreign languages

Gmail: shodiia2109@gmail.com

Scientific supervisor: **Nilufar Zubaydova Nematullayevna**

Abstract: This article is about the importance of grammar in writing, and the article gives understanding of it. Grammar plays a key role not only in writing, but also in speaking. It describes how to achieve accuracy and fluency through the correct use of grammatical structures in IELTS writing. Even when describing charts in IELTS task1, it is difficult to describe if your grammar is not good. There are some tips and books for developing grammar in this article .

Key words: accuracy, credibility, readability, clarity, language proficiency, communication, cohesion, coherence, cohesive devices, improving grammar.

INTRODUCTION

English plays a crucial role in the development of education systems around the world because of the usage of English language. Nowadays we can find out majority data and researches in English. Grammar is an important aspect of learning English language. A number of grammatical errors and difficulties can occur among students when learning English because of the poor knowledge of students with grammar in their daily life. There are many books are written by natuve speakers which is about English grammar. For example: Grammar for IELTS by Liz, Practical English usage by Michael Swan, Simon's Grammar and etc. Grammatical errors are huge problem because great and creative ideas can be missed due to misunderstandings that grammaticL errors can cause. To avoid this we have to learn grammar structures thoroughly. Grammar plays a crucial role in creative writing,credibility, readability, communication and clarity. In order to mastering grammar will allow to you to make your work as a writer more clear and readable.

Main body

Grammar is one of the most essential aspects of IELTS not only in writing but also in four aspects (listening, reading, writing, speaking) . Wrong usage of grammar may effects our band score. In writing we should use various grammatical structures to express our opinions and arguments. Without learning grammar we can not achieve

this points. When we use grammar correctly, we can communicate clearly and create an impression someone's mind. To do this, we must follow on some parameters:

1. *Cohesion and Coherence* - coherence and cohesion are crucial for helping readability and communication. Coherence is about full idea and cohesion the unity of systematic components. If we use cohesive devices: logical bridges (repetition), verbal bridges (synonyms), linking words and clear back referencing through our sentences. Our writing not only becomes more easily to read the text, but also to understand it's meaning easier when sentences connected with cohesive devices.

2. *Demonstrating Language Proficiency* – language proficiency relates to a person's production and development of a particular language. Proficiency test scores reflect a person's ability to communicate in the language being tested. We demonstrate our level by using grammatical structures that examiners will evaluate our language proficiency.

3. *Clarity and Precision* – we must focus on clarity and precision in writing. By accuracy the ideas we express which must reach the reader clearly and fluently and create an image in his/her mind. Precision is about specific and accurate which involves selecting the perfect words to express our thoughts removing any vagueness and avoiding generalities.

4. *Conveying Meaning Accurately* – IELTS writing tasks require candidates to express their points of view, analyze data and present arguments logically. Grammar serves as a tool to express your thoughts correctly. Whether you describe trends in a graph, showing pros and cons or expressing your opinion in an essay. Grammatical accuracy ensures that you clearly convey your intended meaning. Misplaced modifiers, subject-verb agreement errors or incorrect sentence structures can derail your message, leading to a low score. It's really important to have an outline of things that you want to say. Keep it simple sometimes you want to make your text look amazing and use all the advanced words but this is a great tip if you are writing an academic essay.

Three tips on how to improve your English grammar:

1. *Keep a grammar journal*: write down new grammar rules and examples as you learn them. Review your notes regularly to reinforce your understanding and track your progress.

2. *Play grammar games*: engage with educational games and puzzles focused on grammar. These can make learning fun and help reinforce concepts through repetition. Grammar games help students or children not only gain knowledge but be able to apply and use of language will increase

3. *Seek feedback*: share your writing with teachers or peers who can provide constructive feedback understanding, their corrections will help you identify patterns in your mistakes and improve over time. Feedbacks can motivate us We can feel self – confidence day by day.

Conclusion

The main purpose of creating a text is to deliver a thought and if you overcomplicated. It might be too hard to deliver a thought. By correcting our grammar mistakes, we acquire clarity. It is our weakness if we do not understand some parts even when we are reading a topic or theory. For anyone who wants to score high in IELTS writing, realize the role of grammar when we face difficulties. To avoid this situation, we need to master grammar well. When the foundation is strong, everything is easy.

THE LIST OF LITERATURE

1. U Qo‘ziyev, Tilda soflik masalasi, ta’limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
2. G. U Rustamova Lingvistik pragmatikaning birliklari, Филологические науки 11, 0.
3. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
4. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, e-Conference Globe, 67-69, 2021.
5. Jumayeva, M. (2021). Organization Of Modern Educational Processes In The Education System. Янгиланаётган Ўзбекистонда фан, таълим ва инновация уйғунлиги мавзусидаги республика.
6. D Nu‘Monova, U Qo‘Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020.
7. Jumayeva, M. (2021). Chet Tillar O‘‘ Qitishning Zamonaviy Tendensiyalari Va Axborot Texnologiyalaridan Foydalanish Tajribasi. Ijodkor O ‘Qituvchi Jurnali.
8. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi’s works, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019.
9. Jumayeva, M., Isheryakova, J., & Mahmudova, M. (2022). Fairy Tales As A Phenomenon That Plays An Essential Role In The Development Of The Intellect Of Preschool Children. Science and innovation, 1(B8), 1080-1082.
10. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022.

11. Mukarrama, J., Jasurbek, A., & Kamoliddin, S. (2022). Teaching listening skills in English.
12. M Saidova, UL Qo'ziyev, Uslubiy qo 'llanma, Namangan: Kamalak 127, 2017.
13. Jumayeva, M., & Mamajonova, N. (2022). Modern Methods in Education: Online Language Learning. *Science and innovation*, 1(B8), 1035-1038.
14. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, *Int J Eval & Res Educ* 99 (4), 309-314, 2023.
15. Jumayeva, M. B. (2022). Oliy Ta'limda Innovatsion Usul Va Vositalar. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 20), 214-226.

TYPES OF ASSESSMENT AND THEIR PECULIARITIES IN HIGHER EDUCATION INSTITUTION

Normatova Mohina Abdullo qizi

Bachelor graduate of Samarkand State Institute of Foreign Languages

Gmail: mohinanormatova423@gmail.com

Abstract: There are various types of assessment in higher education institutions, which play an important role in the analysis of students' knowledge and skills. This article examines the characteristics of the main types of assessment, such as formative and summative assessment, self-assessment, and peer assessment. Each type of assessment has a different impact on student learning. Evaluation efficiency is analyzed using a diagram based on statistical data. As a result, knowledge about the role of assessment in the educational process and its impact on student success will expand.

Keywords: Higher education, types of assessment, formative assessment, summative assessment, mutual assessment, self-assessment, skills, cognitive process, educational effectiveness, assessment techniques, student performance, diagnostic assessment, education assessment, quality education, development, statistical analysis.

INTRODUCTION

Assessment is an integral part of the higher education process, which serves to measure the knowledge and skills of students. Types and methods of effective assessment in higher education institutions allow teachers to analyze the level of development of students and increase their interest in knowledge. Formative and summative evaluations, mutual and self-evaluations play a special role in improving the effectiveness of the evaluation process. This article analyzes the characteristics of assessment types used in higher education institutions, their benefits to students and teachers, and the importance of assessment results. The article shows the effectiveness of the evaluation using a diagram based on statistical data.

Main part

The assessment process helps to improve the quality of education in higher education institutions and increase the knowledge and skills of students. In analyzing the types of assessments used in higher education, the main focus is on their impact on students, effectiveness, and information they provide to teachers. Formative

assessment allows you to monitor the progress of students in the educational process and help them individually. This is done through a variety of methods, including regular testing, rapid feedback, and analysis of project activities. The advantage of this type of assessment is that it allows for continuous changes in the learning process.

Summative assessment is conducted after the end of the lesson or at the end of the course and is used to measure the general level of knowledge. This is usually done through final exams, tests and thesis projects. This type of assessment helps teachers determine the overall level of student learning, but makes it difficult to identify individual student strengths and weaknesses.

Peer assessment involves students evaluating each other and giving feedback to each other. This helps students learn from each other, develop teamwork skills, and express their opinions. At the same time, the student will identify his strengths and weaknesses. Self-assessment gives the student the opportunity to analyze his own knowledge and skills. This method increases students' ability to self-develop and work on themselves.

In higher education institutions, the assessment process is widely used in order to measure the level of knowledge of students, improve the quality of education, and ensure the effectiveness of the educational process. Assessment takes many forms, and each type has its own characteristics. The main types of assessment include formative assessment, summative assessment, peer assessment and self-assessment. These methods create effective ways of sharing knowledge between teachers and students, provide an individual approach to the learning process, and make the learning process of students more qualitative.

Formative assessment is the most effective way to study the student's development and activity in the learning process. This type of assessment is used continuously in the educational process and provides an opportunity to determine the student's strengths and weaknesses in the educational process. For example, in the educational process, short tests, homework or project work are used to test the student's theoretical knowledge. The main goal of formative assessment is to analyze the student's achievements and difficulties during the lesson and to make the necessary changes. In this process, the student's activity in the learning process increases and he has the opportunity to develop his learning independently. Also, formative assessment helps students to work on themselves and evaluate their knowledge correctly. The advantages of this type of assessment are that it not only measures the student's knowledge, but also encourages him to participate more actively in the learning process.

Summative assessment is used for the final evaluation of student knowledge after the end of the course or lesson. This type of assessment is mainly done through final exams, tests and projects. The advantages of summative assessment are that it allows to assess the general level of student knowledge and helps the teacher to analyze student knowledge more deeply. However, summative assessments provide less information about how a student has progressed or struggled during the course. This method does not provide an individual approach to the educational process, as summative assessment is aimed only at evaluating the final result. For example, a student's general knowledge level is assessed through exams or course projects, but these results do not indicate learning difficulties or individual student needs. Therefore, summative assessment is often used in combination with formative assessment.

Peer assessment allows students to exchange ideas and evaluate each other's knowledge. This method plays an important role in the educational process for the development of communication between students, learning from each other and encouraging the exchange of knowledge. For example, students are given the opportunity to analyze each other's projects or evaluate each other's presentations. Through this method, students not only strengthen their knowledge, but also develop their critical thinking and analytical skills. Another advantage of peer assessment is that in this process, students use the feedback provided by their peers to deepen their knowledge and skills. This method also helps students identify their strengths and weaknesses and understand what changes need to be made to develop them.

Self-assessment allows students to independently analyze their knowledge and skills. This method plays an important role in the student's self-development and identification of difficulties in the learning process. Through self-assessment, the student learns his strengths and weaknesses independently and shows interest in working on himself. This method helps the student to be independent and disciplined and encourages him to regularly test his knowledge.

For example, students strengthen their knowledge by evaluating their knowledge through various tests or questions. In this process, the student understands how to correctly assess his level of knowledge and how to make changes in the process of learning.

Each method has its own advantages and limitations in the evaluation process. Formative assessment helps motivate students during the lesson and quickly identify difficulties in the learning process, but it is not able to fully measure the final level of knowledge. Summative assessment shows the overall results of the educational

process, but in this process the individual needs and level of development of the student are not taken into account. Peer assessment and self-assessment help students to be more active in the learning process, develop communication and identify their strengths and weaknesses. The joint use of these methods makes the educational process more effective and increases the activity of students in the learning process.

At the same time, innovative assessment methods are widely used in modern education. For example, electronic assessment systems, tests and projects using digital technologies encourage students to adapt to new learning methods. Electronic assessment systems allow rapid assessment of student knowledge and real-time results. With the help of these systems, teachers will have the opportunity to quickly analyze the activity of students in the educational process. Also, e-assessment results allow students to provide quick feedback, which helps them test themselves in the learning process. Digital assessment technologies are widely used in modern higher education institutions to make the educational process interactive and effective.

Conclusion

Types of assessment are important in improving the effectiveness of the educational process and in a deeper analysis of students' knowledge and skills. Formative assessment allows students to constantly test themselves and develop, forming individual development paths for them. Summative assessment allows teachers to make a final assessment of students' knowledge levels. Peer assessment and self-assessment help students learn from each other and strengthen their own knowledge. In this way, it is possible to increase the effectiveness of the educational process through the combination of different types of assessment in modern higher education.

In short, the types of assessment are important in higher education to correctly assess the knowledge and skills of students, increase the effectiveness of the educational process, and improve the quality of education. Each type of assessment has its own characteristics that enrich the learning process. Formative, summative, peer, and self-assessment play different roles in student development, and each serves its own purpose. Therefore, it is possible to make the educational process more effective by harmonizing assessment systems in higher education institutions and choosing assessment methods that suit the individual needs of students.

REFERENCES

1. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, *Oriental Art and Culture*, 86-88, 2020
2. Anderson James. "Assessment in Higher Education." Cambridge University Press, 2019. 312 pages.
3. G. U Rustamova Lingvistik pragmatikaning birliklari, *Филологические науки* 11, 0.
4. U. M Azamatovna, History of development of uzbek and kyrgyz literary terms, *e-Conference Globe*, 67-69, 2021
5. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022
6. Sarah Brown. "Evaluative Techniques in Learning." Routledge, 2020. 256 pages.
7. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, *Oriental Art and Culture*, 119-121, 2020
8. Davis Michael. "Formative and Summative Assessment." Oxford University Press, 2018. 198 pages.
9. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi's works, *Scientific Bulletin of Namangan State University* 1 (6), 319-326, 2019
10. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, *Oriental renaissance: Innovative, educational, natural and social sciences* 2 ..., 2022
11. Smith John. "Peer Assessment and Self-Assessment Methods." Harvard University Press, 2021. 183 pages.
12. M Saidova, U Qo'ziyev, Uslubiy qo 'llanma, Namangan: Kamalak 127, 2017
13. Taylor Emily. "Modern Assessment Strategies." McGraw-Hill Education, 2022. 275 pages.
14. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, *Int J Eval & Res Educ* 99 (4), 309-314, 2023.

ABDULLA AVLONIY- MA'RIFAT PESHVOSI

Sevara Yoqubova,

Filologiya fanlari bo'yicha falsafa doktori(PhD)

Nilufar Ibragimova,

Nizomiy nomidagi TDPU talabasi

Annotatsiya: Bugungi kunda ham o'z ahamiyatini yo'qotmagan, jadidchilik faoliyati bilan bog'liq ishlar olib borgan bobolarimiz merosini o'rganishga bo'lgan talab kuchli. Shu bois ushbu maqolamiz bosh jadidchilarimizdan biri, shoir, dramaturg, bir qancha asarlar muallifi va jurnalist, ilk teatr asarlari muallifi - Abdulla Avloniyning xalqni ma'rifatli qilish maqsadida bugungi kun tili bilan aytganda tizimga kiritgan investitsiyalari va jadidchilik yo'lidagi harakatlari, faoliyatlari, she'rlari tahlili keltirilgan.

Kalit so'zlar: she'r, yozuvchi, fors tili, jadidchilik, xalq, ma'rifat.

Annotation: There is a strong demand to study the heritage of our grandfathers, who have not lost their importance even today, and who carried out work related to the work of modernism. That's why this article is about one of our main jadidists, poet, playwright, author of several works and journalist, author of the first theater works - Abdulla Avloni's investments in the system in order to enlighten the people, as well as his actions, activities, The analysis is presented.

Key words: poetry, writer, Persian language, Jadidism, people, enlightenment.

Аннотация: Существует устойчивая потребность в изучении наследия наших дедов, не потерявших своего значения и в наши дни и проводивших работу, связанную с творчеством модернизма. Поэтому эта статья об одном из наших главных джадидистов, поэте, драматурге, авторе нескольких произведений и журналисте, авторе первых театральных произведений - Абдулле Авлони, вложениях в систему с целью просвещения народа, а также его действиях, деятельности. , Представлен анализ.

Ключевые слова: поэзия, писатель, персидский язык, джадидизм, народ, просвещение.

Shoir, yozuvchi, bir so'z bilan aytganda jamoat arbobi hisoblangan Abdulla Avloniy 1878-yilda Toshkent shahrida, Mergancha¹ mahallasida to'quvchi oilasida dunyoga

¹ Mergancha mahallasi hozirgi Navoiy ko'chasi televideniye atrofida bo'lgan.

kelganini bilasiz. “Uning bobosi Mirne’matboy asli qo‘qonlik o‘qchi-yoychilardan bo‘lgan. Otasi Miravlon aka mayda hunarmandchilik bilan shug‘ullangan... “Onamning oti Fotimadir²”, deb yozadi adib o‘z tarjimayi holida.”³

Adib boshlang‘ich savodni chiqargach, mahallalardagi madrasalarda tahsil oldi. Ammo tirikchilikning og‘irlashuvi bilan o‘qishini biroz muddatga kechiktiradi. “1891-yildan boshlab, faqat qish kunlarida o‘qub, boshqa fasllarda mardikor ishladim”⁴, -deb aytadi Avloniy. Avloniy ishlab yurgan kezlarda adabiyotga havas uyg‘onib, barchamiz havas va hurmat qiladigan Navoiy bobomiz va uning g‘oyibona shogirdi (she’r yozish uslubi o‘xshash) bo‘lgan Fuziliyni ishtiyoq bilan o‘qishga tutinib, ulardan juda ko‘plarini yod oladi. Fors tilini o‘rganish davomida o‘zi aytganidek, she’r yozishga moyilligi ortadi va she’r yoza boshlaydi...

Shunday qilib buyuk yozuvchining ijodiy faoliyati she’rlar bilan boshlanadi. Adibning xalqni ma’rifatga undaydigan harakatlari, Yusuf Tohiriy⁵ tili bilan aytganda “yangi tipdagi maktab” ochish bilan boshlandi. Bu maktabga qiziqish kundan kunga ortib, bu qiziqishlarga sabab, maktabda jug‘rofiya, hisob, tabiatni o‘rgatadigan fanlar borligi edi.

Ikkinchi harakat esa Ismoil Obidiyning “Taraqqiy” gazetasidan so‘ng Avloniyning bir qancha gazetaning nashriyotga chiqishiga yordam berishi va “Shuhrat” gazetasiga asos solishi edi. Ammo gazetaning 10 sonidayoq tezda yopilishiga sabablar topildi... Ushbu gazeta ilk matbuot namunasi bo‘lishi bilan ham anchagina ahamiyatga ega edi, deyiladi kitoblarda.

Abdulla Avloniy bilan bir qatorda taraqqiyparvarlar birlikda “Turon” jamiyatini yaratdilar. “Ularning mutaxassislari quyidagilar edi:

1. Ubaydulla Asadullayevich Xo‘jayev (Mergancha)
2. Toshpo‘latbek Norbo‘tabekov (Observatorskaya)
3. Munavvarqori Abdurashidxonov (Shayxontohur)
4. Komilbek Norbekov (Sag‘bon)
5. Mulla Abdulla Avlonov (Saptornaya)
6. Muhammadjon Podshoxo‘jayev (Zanjirlik)
7. Kattaxo‘ja Boboxo‘jayev (Qor yog‘di)
8. Bashirullaxon Asatillaxo‘jayev (Mergancha)
9. Nizomiddin Asomiddinxo‘jayev (Orqa ko‘cha)

² Milliy uyg‘onish. T., “Universitet”. 1993. 108-bet

³ Begali Qosimov, Olim To‘laboyev . Abdulla Avloniy. Tanlangan asarlar. Toshkent “Ma’naviyat”2009

⁴ A.Avloniy. Toshkent tongi. T., 1979, 373-bet.

⁵ Toshkent Davlat universitetida uzoq yillar dars bergan pedagog

10. Karimbek Norbekov.

Jamiyatning 73moddalik ushbu ruscha nizomida uning maqsad va vazifalari quyidagicha belgilangan :

- a) Aholi o‘rtasida sahna ishlariga, ezgulikka muhabbat uyg‘otish, jiddiy munosabat o‘stirish;
- b) Xalq uchun spektakllar qo‘yib berish va ular orqali xalqqa sog‘lom hordiq bag‘ishlash;
- c) Manaviy va moddiy ahvolini yaxshilashga muhtoj bo‘lgan Turkiston o‘lkasi doirasidagi musulmon e‘tiqodiga mansub kishilarga yordam berish.”⁶...

Shunday qilib, Avloniy bobomiz va jadidlarimiz xalqimizni har tarafлама yuksaltirish, chang bosgan yorug‘ yo‘llarni ochib, o‘zbeklarni u tarafga yurishga boshlash, ularning ma‘naviy dunyosini boyitish yo‘lida o‘zlarining turli chora-tadbirlarini belgilab olishgan edi. Jdid harakati davri biz ucgun sermahsul va xalq ko‘zi ochiladigan davr bo‘ldi. Yangiliklar hech qachon ilk marotaba duch kelinganida yaxshi qabul qilinmaydi, deb aytishganlaridek, dasxtlab jadidlar ham yaxshi qabul qilinmadi. Xalq ongida jadidlar ajnabiylar qatori tasavvur qilindi . Ammo jadidlarimiz orqaga chekinmagan holda bu qarashni o‘zgartira oldi. Ular ilk teatrni namoyish etganlarida xalqqa qanday ta’sir qilganini , Behbudiy “Teatr- bu ibratxona” deb yozgani bejiz emasligini tasavvur qilavering. O‘qishni, yozishni bilishga intilish kundan kunga ortgani, xalq o‘z imkoniyatlari baholay ola boshlagani esa ularning harakatlari natijasi edi. Darsliklar yaratish ham talabchan toliblar ko‘pligi uchun yanada ko‘proq yaratila boshladi... Xulosa qilib aytganda, qo‘llaridan kelgan barcha imkoniyatlarni xalqqa manfaatli bo‘lishi istagan jadidlar o‘z maqsadlariga ma‘lum ma’noda yetisha oldilar desak mubolag‘a bo‘lmaydi.

A. Boboxonov va M. Mahmudov “Abdulla Avloniy. Pedagogik faoliyati” kitobida bu adibimiz haqida chuqur ma‘lumotlar berishgan. Teatrshunos M. Rahmonov Avloniyning “Ikki sevgi” deya nomlangan asarini o‘rganish davomida “Ikki muhabbat” deya qayta nomlagan. Begali Qosimov va Olim To‘laboyev “Abdulla Avloniy.Tanlangan asarlar”ini yaratishgan. Mashhur yozuvchimiz Ozod Sharafiddinov Avloniy bobomizning asarlarini nashr ettirishda katta jonbozlik ko‘rsatgan, “Turkiy Guliston yoxud axloq “asarining izohli lug‘atini O. To‘laboyev tuzgan va Z.G‘ulomova u ustida muharrirlik ishlarini olib borgan. Ulug‘bek Dolimov “Abdulla Avloniy – milliy uyg‘onish davri o‘zbek pedagogikasining asoschisi “ nomli

⁶ Begali Qosimov, Olim To‘laboyev. Abdulla Avloniy. Tanlangan asarlar . Toshkent “Ma‘naviyat” 2009

asar yaratgan. Bu o‘rganishlar bekor ketmagani holda biz bu shaxs haqida ko‘plab ma‘lumotlarga egamiz.

Teatrshunos M. RAhmonov Avloniyning teatrchilik faoliyati haqida fikr yuritar ekan shunday deydi:”Avloniy truppa uchun “Advokatlik osonmi?”, “Pinak”, “Ikki muhabbat”, “Portug‘oliya inqilobi”kabi dramalar yozdi, “Qotili Krima“, “Uy tarbiyasining bir shakli”, “Xiyonatkor oilasi”, “Badbaxt kelin”, “Jaholat”, “O‘liklar“ kabi sahna asarlarini tatarcha va ozarbayjoncha tildan tarjima qiladi”. Bundan ko‘rinib turibdiki, Abdulla avloniy tilshunoslik ishlariga ham anchagina hissa qo‘shgan.

Avloniyning ijtimoiy-siyosiy hayotda o‘rni katta. U tarjimashunoslik ishlarida ham katta muvaffaqiyatlar qozongan. O‘qituvchilik ishlari bilan birgalikda ilmiy tadqiqot ishlarini ham olib borib, o‘zbek maktablarining 7- sinflari uchun “Adabiyot xrestomatiyasi”ni tuzdi. 19- asr rus mumtoz adabiyoti vakillari I. A. Krilov va L. N. Tolstoyning asarlarini o‘zbek tiliga tarjima qilgan. Jumladan I. A. Krilovning 1221 ta masali, “Maymun ila ko‘zoynak”, “G‘ayri jinsiy ittifoq”, “It ila yo‘lovchi”, “Qarg‘a ila Zag‘izg‘on”, “Tulki ila Qarg‘a“ kabi asarlar o‘zbek tiliga tarjima qilinib, “Maktab gulistoni” kitobida bosilib chiqqan.⁷

Avloniyning she‘rlari tahliliga o‘tadigan bo‘lsak, ularning barchasi xulq va odob haqida, maktab, maorif, madaniyat, ilm, tarbiya kabi bugungi kunda ham ahamiyatini yo‘qotmagan eng dolzarb mavzularga bag‘ishlangan. “Ikkinchi muallim” kitobining birinchi she‘ri hisoblangan “maktab” she‘riga e‘tiboringizni qaratamiz:

Maktab uyi – dorilomon,
Maktab hatoti jovidon.
Maktab safoyi qalbi jon,
G‘ayrat qilib o‘qing ,o‘g‘lon!
Maktab erur doruladab,
Maktab erur ehsoni Rab.
Maktab erur gulzori ajab,
G‘ayrat qilib o‘qing , o‘g‘lon!..

Asarda har bir she‘rdan keyin uning mazmuniga mos bittadan hikoyat keltirilgan. Bu xuddiki, fikr isbotiga o‘xshab ketadi va ba‘zi hikoyatlar oxirida ham “hissa” nomi ostida umumiy xulosalar keltirilgan. So‘ngra bir mavzu ostidagi hikoyat va she‘rlar bir joyga to‘plangan. Masalan , “Yolg‘on do‘st”, “Chin do‘st”, “Xurus ila bo‘ri” hikoyatlari bir joyda keltirilgan.

⁷ “Abdulla Avloniyning hayot faoliyati va ijodiy merosi “ maqola . “Iqro”jurnali. 2023.

Avloniyning tarjima qilgan masallari ham o‘zbek tilida keltirgan hikoyatlari mazmuniga nihoyatda o‘xshash, ya’ni o‘zbekcha mentalitetni tarjima asarlariga ham singdirib yuborgan. Ularni o‘qiyotganingizda hech qanday g‘ayrilik sezmaydiz. Masalan, “Yolg‘on do‘st” hikoyatidan shunday xulosa chiqadi. Safarga chiqqan ikki do‘stdan biri qiyin ahvolda qolgan do‘stiga yordam berishni ham unitib, yolg‘iz o‘z jonini qutqarmoq payida bo‘ldi. Do‘sti esa yo‘lbarsdan qayerga qochishni bilmasdan o‘zini o‘lganga solib, yerga yotib oldi. Yo‘lbars uni hidlab, o‘lgan gumon qilib, yemasdan o‘tib ketdi. Yashiringan joyidan chiqqan do‘st do‘stidan yo‘lbars unga nima deganini so‘ragach, “Sholig‘ingda o‘rtog‘ bo‘lub, g‘am vaqtida tashlab qochadurg‘on nomard kishilar ila yo‘ldosh bo‘lma,”- deb so‘zlab ketdi”deb javob beribdi.

Krilovning “G‘ayri jins ittifoqi” hikoyatida ham birlikda ish tutilmaganligi, balki tanlovning xato bo‘lganligi, har bir obrazning o‘z bilganicha yo‘l tutishi ortidan uchalasining ham maqsadga yeta olmaganlarti haqida gap boradi. Bosh sabab esa bir so‘z bilan ifodalaganda “bir yoqadan bosh chiqarmaganliklarida edi...”.

Abdulla Avloniy bobomiz asarlari va faoliyatlarini haqidagi qisqacha ishimizning natijasi o‘laroq, biz ularning hayot faoliyatlarini, tarjimalarini, she‘rlari haqidagi umumiy xulosalarni oldik va kutgan natijamizga qisman bo‘lsa-da erisha oldik deya olamiz. Xulosa o‘rnida shuni ayta olamizki, jadidlarimiz xalqimiz uchun yangi bir dunyoni ochib berdi, yangilik tomon qadam tashlashlari uchun imkon yaratdi, desak mubolag‘a bolmaydi. Shuning uchun ham jadidlarimiz faoliyatini qancha o‘rgansak shuncha kam va biz ham yaratuvchanlikni, xalqimiz uchun kuyinuvchanlikni, mehnatkashlikni o‘zimizda shakllantira olsakgina, oynada o‘zimizni ularning avlodi sifatida ko‘ra olamiz.

ADABIYOTLAR RO‘YXATI:

1. Begali Qosimov, Olim To‘laboyev. Abdulla Avloniy. Tanlangan asarlar. Toshkent “Ma’naviyat”2009
2. A.Avloniy. Toshkent tongi. T., 1979, 373-bet.
3. Milliy uyg‘onish. T., “Universitet”. 1993. 108-bet
4. Burxanova, F. (2024). JAHON ADABIYOTI NAMUNALARI NAZAR ESHONQUL NIGOHIDA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 4(20), 68-78.
5. Burxanova, Feruza. "NAZAR ESHONQULNING ILM-MA'RIFAT, KITOBXONLIKKA DOIR QARASHLARI." In *Konferensiyalar/ Conferences*, vol. 1, no. 12, pp. 214-219. 2024.

LEARNING INNOVATIVE APPROACHES IN EDUCATION AND THEIR IMPLEMENTATION

Safarova Farzona San'atovna

Student of Samarkand State Institut of Foreign language

Gmail: safarovafarzona0165@icloud.com

Scientific supervisors: **Zubaydova Nilufar Ne'matullayevna**

Azzamova Nigora Rajabboyevna

Teachers of Samarkand State Institut of Foreign language

Abstract: Today, the educational system is moving to a new level with the help of innovative approaches. This article analyzes the importance of studying and implementing innovative approaches in education. Innovations in education make it possible to achieve effective results and meet the demands of modern society. Through the use of technological tools in the teaching process, the use of interactive methods, and the solving of problematic tasks, students develop the ability to think creatively and acquire independent knowledge. This article highlights the main aspects of effective implementation of innovations.

Keywords: Innovative education, modern approaches, technologies, practice, interactive methods, creative thinking, teaching, learning, problem tasks, digital tools, competencies, educational system, pedagogy.

INTRODUCTION

The use of innovations in the educational system directly affects the development of modern society. One of the important goals of today's pedagogy is to prepare the young generation for life, to develop their knowledge and skills based on the requirements of the modern world. Innovative approaches serve to increase the effectiveness of the educational process, to develop creative and critical thinking in students. This article examines the essence of innovative approaches in education, the methods of their implementation and the factors that cause positive changes in the teaching process. Through the use of innovative approaches in the educational process, not only the efficiency of learning increases, but also the creative and analytical thinking skills of students are developed.

Main part

Innovative approaches in education are important to meet the needs of society and create a comfortable learning environment for students. These approaches, unlike

traditional educational methods, are based on involving students as active participants, which create great opportunities for improving educational efficiency.

For example, with the advent of digital tools, interactive educational platforms, online classes, and virtual classrooms make the learning process more interesting and informative. Through interactive programs, opportunities are created for students to study lessons independently and perform additional tasks. This method is especially convenient for students who do not have access to education in remote areas.

In addition, it is possible to form students' independent thinking and analytical skills through the educational method based on problem solving. In this method, the teacher describes the situation, and the student analyzes it and suggests ways to solve the problem. This approach develops students' ability to apply knowledge and solve real-life problems.

The introduction of robotics and other technological tools in education serves to deepen students' learning and increase their interest. For example, STEM (Science, Technology, Engineering, Math) education allows students to gain a deeper understanding of specific subjects. At the same time, the individual education approach that is implemented in many developed countries is aimed at teaching each student through a unique approach, which increases his motivation to learn.

Innovative educational approaches increase the effectiveness of teaching by applying pedagogical technologies to the activities of teachers. For example, in the USA and European countries, great attention is paid to introducing them to new educational technologies in order to improve the qualifications of teachers. In this way, teachers will be ready to provide students with modern knowledge and skills. As a result, the use of innovative approaches in education plays an important role in the training of personnel that meets modern requirements. This process is beneficial not only for the teacher or the student, but for the entire education system, and the overall results lead to positive changes.

Innovative approaches in the educational system help to ensure the active participation of students, while making the educational process more effective. For example, through project-based learning, students are given the opportunity to work together, solve problems in a team, and present their ideas. This method serves to form important communication skills among students, not limited to acquiring only theoretical knowledge. In this way, students will not only get knowledge, but also have the opportunity to learn from each other.

There is also an opportunity to make education more accessible through distance learning technologies. For example, during the pandemic, many educational

institutions have switched to distance learning, where they have been able to continue the learning process through digital platforms. With these technologies, students continue to learn at home and have the opportunity to interact with teachers on a regular basis.

In addition, the gamification method is used to increase students' interest and make education interesting. In this approach, by adding game elements to the teaching process, it is possible to motivate students and increase their interest in learning. For example, elements such as scoring systems, virtual rewards or leaderboards may be added for certain subjects. Such innovative approaches not only engage students, but also change their approach to education. In this way, by introducing innovations in education, not only the efficiency increases, but also the motivation of students to learn increases significantly.

Conclusion

Innovative approaches are an important tool for improving the quality of education and preparing the new generation for the requirements of the modern world. The examples and approaches presented in this article will contribute to the further development of the educational system. Innovative methods such as digital technologies, interactive methods and individual educational programs expand the possibilities of students and teachers, create conditions for them to develop their knowledge independently. At the same time, there are opportunities to improve the quality of education through effective implementation of innovative approaches.

REFERENCE

1. Н. М Сулейманова, О Структурной Схеме Номинативного Значения, Ученый XXI века, 2016.
2. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020 Anderson James. "Assessment in Higher Education." Cambridge University Press, 2019. 312 pages.
3. НМ Сулейманова, АРЎ Идиев, Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида, Academic research in educational sciences 2 (4), 798-802, 2021.
4. G. U Rustamova Lingvistik pragmatikaning birliklari, Филологические науки 11, 0.
5. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018.
6. U Qo'ziyev, Tilda soflik masalasi, ta'limda turkiy xalqlar milliy mentalitetini mustahkamlashning dolzarb ..., 2022.
7. Нм Сулейманова, Мм Бобожонова, Связь Номинативных Значений Слова С Пропозитивной Структурой Лингвистика И Методика: Междисциплинарный Подход, 141-144, 2020.

8. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, *Oriental Art and Culture*, 119-121, 2020.
9. U Kuziev, SY Aslanova, Dictionaries compiled based on navoi's works, *Scientific Bulletin of Namangan State University* 1 (6), 319-326, 2019.
10. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, *Молодой ученый*, 212-213, 2018.
11. M. A Ubaydullaeva, The history of the development of the terms of literary studies of the turkic peoples, *Oriental renaissance: Innovative, educational, natural and social sciences* 2 ..., 2022.
12. НМ Сулейманова, ЖР Насруллаев, Some aspects of cognitive linguistics, including pragmatic factors, *Современные исследования и перспективные направления инновационного развития ...*, 2018.
13. M Saidova, UL Qo'ziyev, *Uslubiy qo 'llanma*, Namangan: Kamalak 127, 2017.
14. Н Сулейманова, О номинативной функции предложения, *Иностранная филология: язык, литература, образование* 2 (4 (65)), 88-91, 2017.
15. U. Y Kuziev, The issue of classification and description of complex structural compounds in uzbek language, *Int J Eval & Res Educ* 99 (4), 309-314, 2023.
16. Azamatovna, U. M. (2020). Comparative-typological analysis of the terms of folk art. *International Journal on Integrated Education*, 3(12), 155-157.
17. Azamatovna, U. M. (2022). The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples.
18. Azamatovna, U. M. (2021, March). History Of Development Of Uzbek And Kyrgyz Literary Terms. In *E-Conference Globe* (pp. 67-69).
19. Ubaydullayeva, M., & Murodova, U. (2023). Saida Zunnunova Asarlarida Kurashchan Qahramon Talqini. *Академические исследования в современной науке*, 2(23), 123-135.
20. Ubaydullayeva, M. (2023). Ways To Activate Students When Teaching The Epic" Alpomish. *Международный Журнал Языка, Образования, Перевода*, 4(5).
21. Azamatovna, U. M. (2022). The History Of The Development Of Turkish Terminology.
22. Ubaydullayeva, M. A. (2022). Methodology Of Using The" Analytical Reading" Technique In The Interpretation Of The Epos" Alpomish". *Международный Журнал Языка, Образования, Перевода*, 3(2).
23. Ubaydullaeva, M. A. (2022). The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(12), 18-25.
24. Ubaydullaeva, M., & Semerkant, Ö. *Türk Halklarının Edebiyat Araştırmalarının Gelişim Tarihi*.
25. Ubaydullayeva, M. UDK: 494.3 О 'zbek Va Qirg 'iz Adabiyotshunoslik Terminlarining Mavzuiy Guruhlari Tahlili. *Ilmiy Axborotnoma*, 18.

O'QUVCHILARDA MATN YARATISH KOMPETENSIYALARINI RIVOJLANTIRISH VA UNING ILMIY ASOSLARI

Dilnura Avezova,

Nizomiy nomidagi TDPU o'qituvchisi

G'ulomova Sarvinoz

Nizomiy nomidagi TDPU talabasi

Annotatsiya. Ushbu maqolada umumta'lim maktablari o'quvchilarning matn yaratish ko'nikmalarini rivijlantirish, matn haqida to'liq ma'lumot berish va uning ilmiy asoslari yoritilib berilgan.

Kalit so'zlar: Innovatsion usullar, joriy tahlil, yondashuvlar, komponentlar, baholash mezonlari.

Abstract. In this article, the development of the creation skills of students of general education schools, given full information about the text and its scientific basis is highlighted.

Key words : Innovative methods, current analysis, approaches components, evaluation criteria.

Bugungi kunda, yozma nutqni rivojlantirish va umumta'lim maktablarida o'quvchilarning o'qib tushunish, shu orqali ularning tanqidiy va mantiqiy fikrlashini oshirish muhim ahamiyat kasb ermoqda. O'quvchilarda matn yaratish qobiliyatini o'stirish avvalgi metodlardan tashqari yangi metodlar ishlab chiqilmoqda. Sababi hozirgi kundagi yosh avlodning fikrlashi ancha kengayib bormoqda. Shuning uchun ham zamon talabiga mos va yoshlarning o'ziga jalb eta oladigan zamonaviy uslublar ishlanmoqda.

Umumiy o'rta ta'lim maktablarining ona tili darslarida o'quvchilarning matni to'g'ri tahlil qilish hamda uni yarata olish ko'nikmalarini rivojlantirish maqsadida ko'plab metodist olimlar tomonidan uslubiy qo'llanmalar, ilmiy ishlar ishlab chiqilib amaliyotga tavsiya etimoqda.

I, Azimovanning "O'zbek tilidagi gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi" (monografiya), T. Ziyodovanning "Matn yaratish texnologiyasi", N. Bekniyazovning "Bo'shlang'ich sinflar ona tili darslarida o'quvchilarni matn yaratishga o'rgatish metodikasi" (monografiya), R. Baxritdinovning "Umumta'lim maktablarining 7-9-sinf

o'quvchilarida matn yaratish kompetensiyasini shakllantirishning innovatsion texnologiyalari' (Dissertatsiya).

Ona tili va adabiyot o'qituvchilariga qo'yiladigan asosiy talab- ulg'ayotgan yosh avlodni mustaqil fikrlashga o'rgatish hamda mantiqiy , tanqidiy fikrlashini o'stirish, nozik fikr sohibi bo'lishini ta'minlashdir. Bu borada nazariy va amaliy ma'lumotlar muhim ahamiyat kasb etadi.

**O'quvchilarning matn yaratish kompetensiyasini shakllantirish
texnologiyalari**

Didaktik texnologiya	Loyiha texnologiyasi	Muammoli o'qitish texnologiyasi	Hamkorlikd a ishlash texnologiyasi
Rolli o'yinlar, ijodiy o'yinlar, ishbilarmon o'yinlar, konferensiya darslari, matbuot konferensiya-si, o'yinmashq-lar.	Izlanish xarakteridagi loyihalar, ijodiy loyihalar, tadqiqot xarakteridagi loyihaqlar(nostandart testlar, video roliklar) takomillashtirildi.	“Pochta” o'yini, “Musiqiy topishnoq” kabi murakkab video topishmoqlar takomillashtirildi. Metodlar:muammoli izlanish xarakteridagi suhbat, muammoli bayon, muammoli amaliy ishlar, munozara darslar.	Ota-ona, maktab, kutubxona hamkorligi, shoir yozuvchilar, radio-televideniye integratsiyasi. Metod-lar komandada o'qitish, kichik guruhlarda ijodiy izlanishni tashkil etish zig-zag.

O'quvchilarda matn yaratish kompetensiyasini shakllantirishda foydalanilgan innovatsion texnologiyalar nutq madaniyati elementlarining rivojlanganlik darajasiga muvofiq ta'lim mazmunini tanlash, o'quvchilarni bilim olish, mustaqil

ijodiy izlanishga yo'naltiruvchi va rag'batlantiruvchi ta'lim muhitini yaratish, o'quvchilarda matn yaratish kompetensiyasini rivojlanganlik darajasi dinamikasini tadqiq etish, ijodkor o'quvchilarni inson kapitali darajasiga yo'naltirish asosida umumta'lim maktablarida ona tili va adabiyoti fani o'qitishda o'quvchilarning kommunikativ kompetensiyasini takomillashtirishning didaktik o'quv topshiriqlari ishlab chiqildi.

Muammoli ta'lim texnologiyasida munozarali matn va muammoli vaziyat yaratilgan topshiriqlar yaratildi.

Matn yaratish kompetensiyalarini rivojlantirishda o'qituvchilarning o'rni, dars o'tish taktikasi ham muhim ahamiyat kasb etadi. Dars mobaynida o'quvchilarni ijodiy tafakkurini rivojlantirishga qaratilgan metodik qo'llanmalar, o'yinlardan foydalanish muhim ro'l o'ynaydi. O'quvchilarni intellektual salohiyatini o'stirish hamda mantiqiy, tanqidiy fikrlay olishini ta'minlash o'qituvchining vazifalaridan biri hisoblanadi.

Shuningdek, "matn bilan ishlash" va "matn yaratish" kabi o'quv topshiriqlarini mohiyatini farqlash, ularning didaktik ta'limdagi o'rni hamda ahamiyati haqida ham to'xtalish zarur. Matn bilan ishlash o'quvchini yo'naltiradi, fikrlab taqqoslashga undaydi; matn yaratish kompetensiyaviy ko'nikma va malaka hosil qilish uchun xizmat qiladi.

Matn yaratish faoliyati		
Matnni tahliliy idrok etish	Matnni ijodiy talqin etish	Klaster matnli faoliyati

O'quvchilarning ijodiy tafakkurini rivojlantirish, tahliliy mushohada qobiliyatini shakllantirish va tarmoqli fikrlash ko'nikmasini qaror toptirish

maqsadida matn yaratish kompetensiyasini rivojlantirish jarayonida tahliliy, ijodiy va klaster modulidan foydalanib uch bosqichli jarayon amalga oshirildi.

Tahliliy jarayonda muallifning g'oyasiga kirib borishga imkon beradi, ya'ni mikromavzu, kengaytirilgan mavzu, kalit va tayanch so'zlari, muallifning kommunikativ vazifasi, matnning semantik qismi, matn tarkibi, matn jumalari va qismlarining aloqasi vositalari kabi tushunchalaridan foydalanishga yordam berdi. Ijodiy matn yaratish kompetensiyasini rivojlantirish faoliyati jarayonda shakllanib amalga oshirildi.

Metodik qo'llanmalarda matn yaratish kompetensiyasini shakllantirishda mustaqil matn bilan ishlash faoliyati vazifalari yoritilgan va bu amalga tadbiriq etilmoqda.

Xulosa qilib aytganda, o'quvchilarda matn yaratish ko'nikmalarini rivojlantirishning asosiy maqsadi matn haqida to'liq va atroflicha ma'lumot berish, o'quvchilarning ijodiy hamda mantiqiy tafakkurini o'stirishdan iborat hamda ularda notiqlik san'ati kompetensiyalarini rivoj toptirishni o'ziga maqsad qilib olgan.

FOYDALANILGAN ADABIYOTLAR:

1. Rasulova.R.B. Umumta'lim maktablarining 7-9-sinf o'quvchilarida matn yaratish kompetensiyasini shakllantiririshning innovatsion texnologiyalari dissertatsiya-Chirchiq-2023
2. Mavlonova.K, Yo'ldosheva.R,Xakimova.N. Matn tuzulishiga oid qoidalar o'quv metodik qo'llanma.- Toshkent:Nodirabegim.2021.
3. Ziyodova.T.U."Matn yaratish texnologiyasi". Toshkent – 2007.Fan nashriyoti.
4. <http://natlib.uz> (O'zbekiston milliy kutubxonasi)
5. Burkhanova, F. (2022). ABOUT THE ANALYSIS OF THREE STORIES. *Galaxy International Interdisciplinary Research Journal*, 10(10), 174-178.
6. Bayramovna, A. D. (2024). BOSHLANG 'ICH SINF O 'QUVCHILARIDA ADABIY TALAFFUZ KO 'NIKMASINI SHAKLLANTIRISHNING ZARURATI. *European Journal of Interdisciplinary Research and Development*, 28, 24-26.
7. Burkhanova F. The Wisdom In The Works Of Alisher Navoi //Turkish Journal of Physiotherapy and Rehabilitation. – T. 32. – №. 3. – C. 32467-32472.

ETIKA VA ESTETIKA SAN'ATI

Burxonova Sabina Baxronqulovna

Samarqand davlat chet tillar institutining talabasi

Gmail: burkhanovasabina103@gmail.com

Ilmiy rahbar: **Sattorova Dilrabo Ikramoboyevna**

Samarqand Davlat Chet tillar instituti asistan o'qituvchisi

Annotatsiya: Maqolada “Etika va estetikaning nazariy asoslari” moduli hozirgi kunda mantiq va taffakkurni shakllantiruvchi fanlarni o'qitish jarayonini takomillashtirish, logika ilmidagi salohiyatni kuchaytirish o'zida mujassamlashtiradi.

Kalit so'zlar: etika, estetika, axloqiy qadriyatlar, go'zallik, san'at, falsafa, inson hayoti, axloqiy me'yorlar, jamiyat, shaxsiy qarorlar, ijtimoiy barqarorlik, madaniyat, estetik tajriba, ijodkorlik, o'zini ifoda qilish

Etika va estetika – bu falsafiy fanlarning ikkita asosiy bo'limi bo'lib, ular inson hayotidagi ahamiyatli qadriyatlarni o'rganadi. Etika (yoki axloqshunoslik) insonning xulq-atvori va axloqiy qadriyatlarini o'rganadi. Etika quyidagi asosiy savollarni qamrab oladi:

Nima yaxshi va nima yomon?

To'g'ri va noto'g'ri tushunchalarini qanday aniqlash mumkin?

Insonlar o'zaro munosabatlarda qanday axloqiy tamoyillarga amal qilishlari kerak? Etikaning maqsadi – odamlarning o'z xulq-atvorini yaxshiroq tushunishga yordam berish va jamiyatda axloqiy me'yorlarni yaratishdir. U turli axloqiy nazariyalarni, masalan, utilitarizm, deontologiya, fazilat etikasini o'rganadi. Estetika go'zallik, san'at va estetik tajribalar haqidagi falsafiy fanga kiradi. Estetika quyidagi savollarga javob izlaydi:

Go'zallik nima?

Ijodiy rivojlanish: Estetika ijodkorlikni rivojlantiradi. San'at bilan shug'ullanish va uni qadrlash insonlarga o'zini ifoda qilish imkonini beradi va ijodiy qobiliyatlarini kengaytiradi.

San'atning maqsadi nimada?

Estetik zavq qanday paydo bo'ladi? Estetika insonning san'at va go'zallikka nisbatan his-tuyg'ulari va qiziqishlarini o'rganadi. U san'at asarlarini tahlil qilish, go'zallik va badiiy qadriyatlarni tushunishga yordam beradi. Bu fan nafaqat

san'atshunoslar uchun, balki hayotning estetik tomonlarini qadrlaydigan hamma uchun muhim.

Umumiy jihatlari:

Etika va estetika o'zaro bog'liq fanlar hisoblanadi, chunki ikkalasi ham qadriyatlar va inson tajribalarini o'rganadi. Etika insonlarning bir-birlari bilan va jamiyat bilan bo'lgan munosabatlarini o'rgansa, estetika insonning san'at va go'zallikka nisbatan munosabatini o'rganadi. Shu sababli, bu ikki fan inson hayotini yanada mazmunli va boyroq qilish uchun muhim hisoblanadi. Etika va estetika insonlar uchun juda muhim, chunki ular inson hayotining sifati va jamiyatdagi barqarorlikni ta'minlashga yordam beradi.

Etika ahamiyati:

Jamiyatda barqarorlikni ta'minlaydi: Etika insonlarning xulq-atvorini tartibga soladi va jamiyatdagi tinchlik va hamkorlikni saqlashga yordam beradi. Axloqiy qadriyatlar odamlarni bir-birlariga nisbatan hurmatda va hamjihatlikda bo'lishga undaydi. Shaxsiy qarorlarni yaxshilash: Etika, odamlarning to'g'ri va noto'g'ri qarorlar orasida tanlov qilishiga yordam beradi. Bu shaxsiy hayotdagi mas'uliyatli qarorlarni qabul qilishni osonlashtiradi. Ishonchni mustahkamlaydi: Axloqiy tamoyillarga amal qilish, jamiyatda ishonchni mustahkamlashda muhim rol o'ynaydi. Ishonch esa sog'lom munosabatlarning asosidir. Professional hayotda muhim o'rin tutadi: Ko'pgina kasblarda, ayniqsa, shifokorlar, o'qituvchilar, huquqshunoslar kabi kasblarda etika muhim ahamiyat kasb etadi. Bu kasblardagi axloqiy tamoyillar ish faoliyatining sifati va halolligini ta'minlaydi.

Estetika ahamiyati:

Ruhiy zavq va ichki tinchlik: Estetika insonlarga go'zallikni qadrlash va san'at asarlaridan zavq olish imkoniyatini beradi. Bu insonning ruhiy holatini yaxshilashga yordam beradi va stressni kamaytiradi.

Madaniyatni boyitadi: Estetika madaniyatning ajralmas qismidir. San'at, adabiyot, musiqa kabi estetik sohalar milliy madaniyatni shakllantiradi.

Estetik qadriyatlarni anglash: Insonlar san'at va go'zallikni qadrlash orqali o'z dunyoqarashini kengaytiradi, atrofdagi narsalarga yangicha nigoh bilan qarashni o'rganadi.

Etika va estetika inson hayotini mazmunli va boy qiladi. Etika orqali insonlar o'zaro munosabatlarni tartibga solib, jamiyatdagi muvozanatni saqlaydi, estetika esa go'zallikni qadrlash orqali ruhiy zavq va ijodiy rivojlanishga erishadi. Shu sababli, bu fanlar insonlarga nafaqat shaxsiy hayotda, balki ijtimoiy hayotda ham kerakli va foydalidir. Hozirgi zamonda etika va estetikaga qiziqish va tushunish darajasi turlicha

bo‘lib, ular har bir jamiyat va shaxsga qarab o‘zgarib boradi. Yana texnologiya va ijtimoiy media ham bu sohalarga katta ta‘sir o‘tkazmoqda.

Shaxsiy va kasbiy hayotda ahamiyati: Hozirda ko‘plab odamlar etikaning ahamiyatini yaxshi tushunishadi, ayniqsa, shaxsiy hayotda va kasbiy faoliyatda. Masalan, shifokorlar, o‘qituvchilar, jurnalistlar, tadbirkorlar va boshqa ko‘plab soha vakillari uchun etika juda zarur. Lekin, ba‘zan shaxsiy manfaatlar yoki iqtisodiy bosim tufayli etika tamoyillari e‘tiborsiz qoladi.

Ijtimoiy media va etika: Ijtimoiy media odamlarga o‘z fikrlarini ochiq bildirish va turli hodisalarga baho berish imkonini yaratgan bo‘lsa-da, shu bilan birga, u axloqiy chegaralarni buzish xavfini ham tug‘diradi. Bunday platformalarda odamlar ba‘zan boshqalarning his-tuyg‘ularini hisobga olmasdan, keskin yoki noo‘rin izohlar qoldirishadi, bu esa axloqiy qadriyatlarga zarar yetkazadi.

Ma‘rifat yetishmasligi: Afsuski, ayrim holatlarda, odamlarda etika haqida chuqur tushuncha yetishmaydi yoki ular bu tushunchalarga etarli ahamiyat bermaydilar. Bu esa noqonuniy yoki axloqsiz harakatlarga olib kelishi mumkin. Estetika va o‘zini ifoda qilishga bo‘lgan qiziqish: Bugungi kunda san‘at va estetika sohasida ijodkorlikni ifodalash imkoniyatlari oshdi. Rassomlar, dizaynerlar, yozuvchilar va boshqa ijodkorlar o‘z ishlarini keng ommaga taqdim etib, estetik qadriyatlarni namoyon qilish imkoniga ega bo‘lishdi. Odamlar san‘at va dizaynni hayotining bir qismiga aylantirgan.

Moda va dizaynda estetika: Hozirgi davrda moda, interyer dizayni va hatto texnologiya estetikani yuksak qadriyatga aylantirgan. Odamlar kiyim-kechak, uying ko‘rinishi, texnologik qurilmalar va shunga o‘xshash narsalar orqali estetik qadriyatlarni namoyon etishga intilmoqda. Estetikadan xabardorlik borasida bu sohalarda yaxshi rivojlanish mavjud.

Estetik ta‘lim yetishmasligi: Shu bilan birga, ko‘plab jamiyatlarda san‘at va estetik ta‘lim yetishmaydi. Maktab va oliy ta‘lim muassasalarida estetika bo‘yicha chuqur bilim berilmasligi sababli, ayrim odamlar bu sohada yetarlicha tushunchaga ega emas. Bu esa, go‘zallik va san‘atni qadrlash darajasini pasaytirishi mumkin.

Hozirgi zamonda etika va estetika to‘g‘risidagi bilim va tushuncha o‘sib bormoqda, ammo ularga ahamiyat berish darajasi jamiyatdan jamiyatga, odamdan odamga farq qiladi. Ba‘zilar bu sohalarga chuqur qiziqish bilan yondashib, ularning hayotida muhim o‘rin tutayotgan bo‘lsa, boshqalar bu tushunchalarga yuzaki yondashishi mumkin. Shu sababli, ta‘lim va ma‘rifat orqali etika va estetikani yanada chuqurroq tushunishga intilish bugungi kun uchun dolzarbdir.

Maqolaga quyidagi kalit soʻzlarni va foydalanilgan adabiyotlar roʻyxatini kiritishingiz mumkin:

FOYDALANILGAN ADABIYOTLAR

1. Smith John. Philosophical Foundations of Ethics and Aesthetics. Oxford University Press, 2018, 256 p.
2. Brown Emily. The Role of Moral Values in Human Life. Cambridge University Press, 2017, 198 p.
3. Johnson Mark. Art and Beauty: An Inquiry into Aesthetic Experiences. Routledge, 2019, 312 p.
4. Miller James. Ethics in Modern Society: Theory and Practice. Sage Publications, 2020, 279 p.
5. White David. Cultural Perspectives on Aesthetic Values. Palgrave Macmillan, 2016, 225 p.
6. Green Lucy. The Art of Ethics: Practical Implications in Professional Life. McGraw Hill, 2021, 234 p.
7. Hill Sarah. Exploring Aesthetic Education. Harvard University Press, 2018, 246 p.
8. Carter Paul. Ethical Frameworks and Societal Stability. Springer, 2019, 210 p.
9. Adams Linda. The Intersection of Art, Morality, and Society. Wiley, 2020, 289 p.
10. Valieva, N. (2020). King Ṭanṭawədəm's land charter: state of the art and new perspectives.
11. Jumayeva, M., & Jumayeva, M. (2024, October). Challenges And Solutions In Teaching English Literature To High School Students. In International Conference On Interdisciplinary Science (Vol. 1, No. 11, pp. 176-180).
12. Ikromjonovna, J. S. (2024). Usmon Azimning “Baxshiyona” Larida Tabiat Tasvirining Ifoda Etilish Usullari. Analysis of International Sciences, 2(6), 11-16.
13. Jumayeva, M. B. (2021). Interactive Methods Used In.
14. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. Manuscript and Text Cultures (MTC), 2(1).

ZAMONAVIY TEXNOLOGIYA

Shirinova Muborak Hakim qizi

Samarqand davlat chet tillari instituti 2301-guruh talabasi

E-mail: muborakshirinova2005@gmail.com

Anotatsiya: Ushbu maqolada, insoniyat va texnologiya o'rtasidagi munosabatlar, texnologiyaning inson hayotidagi tutgan o'rni, bugungi kunda qay darajada rivojlanganligi va texnologiyaning ijobiy va salbiy solishtirmalari haqida ham aytib o'tilgan.

Kalit so'zlar: Sun'iy intellekt, zamonaviy texnologiya, ijobiy va salbiy oqibatlar, axborot, internet.

KIRISH

Bilamizki, XXI asr texnologiya asri hisoblanadi va bu asrda texnologiya jadal sur'atlarda rivojlanib bormoqda. Zamonaviy texnologiya inson hayotining barcha sohalarida keng tarqalgan va turli jihatlari bilan rivojlanmoqda. U turli xil sohalarni o'z ichiga oladi. Masalan:

Sun'iy intellekt: Bu texnologiya mashinalarning inson kabi fikrlashi, o'rganishi va harakat qilishi uchun dasturiy ta'minotni yaratishni o'z ichiga oladi. Sun'iy intellekt ko'plab sohalarda, jumladan tibbiyot, ta'lim, avtomatlashtirilgan xizmatlar va boshqa ko'plab sohalarda qo'llaniladi.

5G texnologiyasi: Mobil aloqa uchun yangi avlod tarmoq texnologiyasi bo'lib, yuqori tezlikda internet ulanishini va past kechikishni ta'minlaydi. Bu texnologiya virtual va qo'shilgan reallik, smart shaharlar va masofaviy ishlash uchun muhim.

Kvant kompyuterlar: An'anaviy kompyuterlardan ko'ra juda yuqori tezlikda va samaradorlikda ishlash qobiliyatiga ega bo'lgan kvant kompyuterlar, murakkab matematik hisob-kitoblar va boshqa katta miqdordagi ma'lumotlarni qayta ishlashda qo'llaniladi.

Internet of Things (IoT): Bu texnologiya internet orqali bir-biri bilan bog'langan qurilmalardan foydalanish imkonini beradi. Uydagi aqlli qurilmalar, avtomobillar, sanoat tarmoqlari va sog'liqni saqlash tizimlari IoTdan foydalanadi.

Texnologiya va insoniyatning taraqqiyot yo'lidagi birgalikdagi rivoji inson hayotining barcha sohalariga ta'sir ko'rsatadi. Bugungi kunda texnologiya hayotimizning ajralmas qismiga aylangan, unda har bir yangi ixtiro yoki innovatsiya o'zining ta'sirini ko'rsatadi. Texnologiya qaysi sohada bo'lishidan qat'iy nazar, olimlar va

boshqa mutaxassislar va manfaatdor tomonlar uchun diqqat markazida bòlishining asosiy sabablaridan biri shundaki, u bizning kundalik faoliyatimizga qulaylik qòshadi, shu bilan birga vaqtni tejaydi va hayot sifatini oshiradi. Insoniyat texnologiyaga bogliq bòlib bormoqda, va bu jarayon qanchalik ijobiy yoki salbiy bòlishi haqida bahslashish mumkin.

Texnologiyaning ijobiy ta'sirlari

Texnologiya insoniyat hayotini yaxshilashda katta ahamiyat kasb etadi. Tibbiyot sohasidagi rivojlanish tufayli turli kasalliklarni davolash osonlashdi, umr davomiyligi uzayib , hayot sifati yaxshilandi. Masalan, jarrohlik amaliyotlarida robotlar qòllanilishi operatsiyalarni aniqroq va xavfsizroq amalga oshirish imkonini bermoqda. Bundan tashqari, raqamli texnologiyalar ta'lim, aloqa va ishbilarmonlik sohalarida samaradorlikni oshirib, yangi imkoniyat yaratmoqda.

Ta'lim va bilim olish.

Onlayn ta'lim platformalari va raqamli o'quv resurslari har kimga istalgan joydan bilim olish imkonini berdi. Internet orqali ochiq kurslar (MOOC), vebinarlar va video darslar ta'lim sifatini oshirdi va uni ko'proq insonlar uchun qulay qildi.

Iqtisodiy o'sish va yangi ish o'rinlari

Texnologik innovatsiyalar yangi sohalar, masalan, IT, sun'iy intellekt va kiberxavfsizlik sohalarini rivojlantirib, yangi ish o'rinlarini yaratdi. Bu iqtisodiy o'sishni tezlashtirdi va turli xil yangi biznes modellarining paydo bo'lishiga sabab bo'ldi.

Transport va logistika sohasidagi inqilob.

Elektr avtomobillari, o'zini o'zi boshqaruvchi transport vositalari va GPS texnologiyasi transport tizimini xavfsizroq va samaraliroq qildi. Logistika sohasida avtomatlashtirilgan tizimlar yuklarni tez va aniq yetkazib berishni ta'minlaydi.

Muloqot va axborot almashinuvi.

Internet va ijtimoiy tarmoqlar yordamida insonlar butun dunyo bòylab tezkor aloqa òrnatish imkoniyatlariga ega bòldilar. Axborot oqimi kengayib, yangiliklar, bilim va gòyalar soniya ichida tarqalmoqda. Ushbu texnologiyalar dunyoni yanada ochiqroq va globalashtirilgan qildi, va bugungi kunda internet orqali har qanday axborotga erishish juda oson.

Texnologiyaning salbiy ta'sirlari

Texnologiyaning rivoji bilan birga muammolar yuzaga kemoqda. Insonlar òrtasidagi mehr-muhabbat kamaymoqda va kòp hollarda virtual aloqa ustunlik qilmoqda . Bu esa insonlar òrtasidagi dòstlik va hissiy boglanishni zaiflashtirmoqda. Bundan tashqari, texnologiya inson mehnatiga bòlgan ehtiyojni kamaytirmoqda va bu

sababli ba'zi kasblar yoqolib bormoqda. Sun'iy intellekt va avtomatlashtirish tufayli millionlab ish joylari xavf ostida qolmoqda. Hozirgi kunda, yoshlar zamonaviy kompyuter òyinlariga haddan tashqari berilib ketgan bòlsa , ularni òynayotganda u qahramonlar roliga kirishib ketadi va natijada haqiqiy vaqt va hayot tushunchasini yoqotadi.

Texnologiyaning atrof-muhitga ta'siri

Insoniyat zamonaviy texnologiya orqali kòplab sohalarda ulkan muvaffaqiyatlarga erishdi, ammo bu jarayon tabiatni zaharlamoqda. Ishlab chiqarishdagi turli xil chiqindilar, energiya sarfi va texnologik qurilmalarning qisqa muddatli ishlatilishi ekologik muammolarga sabab bòlmoqda. Shu sababli, texnologiyaning barqaror rivojlanishiga e'tibor qaratish zarur.

Kelajakda inson va texnologiya munosabatlari

Texnologiya insoniyat hayotini yanada yaxshilashi va yanada kòproq imkoniyat yaratishi kutilmoqda. Sun'iy intellekt, robotexnika va kosmik tadqiqotlar kelajakka katta ta'sir kòrsatadi. Biroq, bu jarayon texnologiya insoniyatni nazorat qilishi òrniga, inson texnologiyani boshqarishi muhimdir. Yangi texnologiyalar bilan boğliq axloqiy va ijobiy masalalarni hal qilishda muvozanat saqlash lozim.

XULOSA

Zamonaviy texnologiyalar kundalik hayotimizni o'zgartirib, uni qulay va samaraliroq qiladi, shuningdek, kelajakdagi innovatsiyalar uchun poydevor yaratadi. Ammo, har bir narsaning me'yori yaxshi deganlaridek, zamonaviy texnologiya asrida yashasak ham texnologiyadan kamroq va foydali yòllarda foydalanishni òrganishimiz va òrgatishimiz kerak va bu bizning kelajagimiz uchun vazifadir. Tògri, texnologiya va insoniyat òrtasidagi munosabat doimiydir, lekin ijobiy ta'sirlari uning salbiy tomonlari bilan bir qatorda turadi, shu bois insoniyat texnologiyalarni oqilona va ehtiyotkorlik bilan rivojlantirishi kerak. Kelajakda texnologiya hayotimizni qanday òzgartirishi noma'lum, ammo uni tògri boshqarish orqali insoniyat yanada yorqinroq kelajakni qurishi mumkin.

FOYDALANILGAN ADABIYOTLAR RÒYXATI:

1. Алимova, Ш. А., & Ниёзова, И. Н. (2021). Бизнес-коммуникации в системе управления промышленных структур. Academy, (1 (64)), 55-57.
2. Н Сулейманова, Тил Белгиларининг Нутққа Кўчирилиши.
3. Kamardin I. N. Razvitie texniki v drevnem mire (uchebnoe posobie). Penza, 2006. — 72 s.
4. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018.

5. Раҳмонов, М. (2021). Сўзнинг Саломатликка Таъсири. Scientific journal of the Fergana State University, (6).
6. НМ Сулейманова, АРЎ Идиев, Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида, Academic research in educational sciences 2 (4), 798-802, 2021.
7. Raximbekova Z. M. Materialdar mexanikasi terminderiniң ag‘ilshinsharishsa-qazaqsha tʻyindirime sʻzdigʻi ISBN 9965-769-67-2.
8. T. Editors of Encyclopaedia (2024, March 13). technology. Encyclopedia Britannica.
9. Н. М Сулейманова, О Структурной Схеме Номинативного Значения, Ученый XXI века, 2016.
10. Uktamovna, M. M. (2022). Epitetning Lingvistik Tabiati. Ijtimoiy Fanlarda Innovasiya Onlayn Ilmiy Jurnalı.
11. Н Сулейманова, О номинативной функции предложения, Иностранная филология: язык, литература, образование 2 (4 (65)), 88-91, 2017
12. О‘.О.Тоиров, I.Karimov, M.Maxsimova. Texnologiya. 8-sinf. Toshkent. 2019.
13. Valieva, N. (2020). King Tāntawādēm's land charter: state of the art and new perspectives.
14. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. Manuscript and Text Cultures (MTC), 2(1).
15. Shamsiya, A. (2023). HR Management And Coaching In The Innovative Economy As A Method Of Business Management. Modern Science and Research, 2(10), 712-717.

DEIXIS EXPRESSED BY PREPOSITIONS: CONTEXT-DEPENDENT MEANING IN LANGUAGE

Senior teacher of Karshi State University

Ergasheva Gulnoz Alimovna

[*gulnoz2112@gmail.com*](mailto:gulnoz2112@gmail.com)

Abstract

This article examines the role of deixis in prepositional usage, exploring how prepositions serve as crucial indicators of context-dependent meaning in communication. Deixis, or the linguistic function of anchoring language to the speaker's temporal, spatial, and social context, is often conveyed through demonstratives, pronouns, and adverbs. However, prepositions also contribute significantly to deictic meaning by signaling relative spatial and temporal relationships that depend on the interlocutor's perspective and situational context.

Keywords: deixis, spatial, temporal, preposition, discourse deixis, motion, context.

Аннотация

В этой статье рассматривается роль дейксиса в использовании предлогов, исследуется, как предлоги служат важнейшими индикаторами контекстно-зависимого значения в коммуникации. Дейксис, или лингвистическая функция привязки языка к временному, пространственному и социальному контексту говорящего, часто передается посредством указательных местоимений, местоимений и наречий. Однако предлоги также вносят значительный вклад в дейктическое значение, сигнализируя об относительных пространственных и временных отношениях, которые зависят от перспективы собеседника и ситуативного контекста.

Ключевые слова: дейксис, пространственный, временной, предлог, дискурс дейксис, движение, контекст

INTRODUCTION

In linguistic theory, **deixis** refers to the phenomenon where the meaning of certain words or expressions is dependent on the context in which they are used. These words, known as **deictic expressions**, derive their meaning from the situation of utterance—such as the time, place, or people involved. Prepositions, which typically express relationships between entities in space, time, or direction, often function as deictic markers in language. When prepositions are used deictically, their meanings shift

based on contextual factors such as the speaker's location, the time of speaking, or the identities of the participants in the conversation. The primary aim of this article is to examine how prepositions express deixis and to analyze the various ways in which context influences the interpretation of these prepositions. By investigating the relationship between prepositions and deixis, this article seeks to highlight the significance of context in shaping the meaning of spatial, temporal, and motion-related expressions in language.

Methods

To explore the role of prepositions in expressing deixis, a **descriptive-analytical approach** is employed. This study draws on existing linguistic literature, examples from everyday discourse, and data from English language usage to analyze how prepositions function deictically. The article is organized around different types of deixis—spatial, temporal, motion, and discourse deixis—to demonstrate how prepositions serve as contextual markers in each case. The analysis begins by defining the concept of deixis and categorizing the main types of deixis that prepositions can express. Specific prepositions are examined in context through examples drawn from real-life conversations and written texts. The study focuses primarily on English prepositions but also touches on cross-linguistic considerations when relevant, illustrating how different languages may express deixis through prepositions in varying ways.

Results

The analysis revealed that prepositions can be categorized into several distinct types based on the kind of deixis they express. These include:

1. Spatial Deixis (Place Deixis)

Prepositions such as “in”, “on”, “under”, “between” and “beside” are used to express spatial relationships between entities. The meaning of these prepositions is entirely dependent on the spatial arrangement of objects, and often on the perspective of the speaker.

*Example: “The keys are **on** the table”.*

The meaning of “on” depends on the listener understanding the location of the table in the physical environment.

2. Temporal Deixis (Time Deixis)

Prepositions like “before”, “after”, “since”, and “during” indicate temporal relationships and depend on the time of speaking or some reference point in time.

*Example: “We will leave **after** the meeting”.*

The preposition “after” requires the listener to know the timing of the meeting to understand the sequence of events.

3. Motion

Deixis

Prepositions of motion—such as “to”, “from” “into”, and “out of”—indicate movement and direction relative to the speaker's perspective or some reference point.

Example: “He walked **into** the room”.

The meaning of “into” is dependent on the spatial relationship between the speaker, the room, and the action of entering it.

4. Discourse

Deixis

Prepositions like “about”, “regarding”, and “concerning” express relationships to topics or discourse entities. These prepositions are used to refer to parts of the conversation or text, and their meaning is dependent on what has been discussed.

Example: “Let’s talk **about** your project”.

The preposition “about” points to the topic of discussion, which is determined by the context of the conversation.

5. Person

Deixis

Prepositions such as “for” “to” and “with” can also express relationships between people. These prepositions rely on the identity or role of the people involved in the interaction.

Example: “I did this **for** you”.

The preposition “for” expresses the relationship between the speaker and the listener, and its meaning depends on who is involved in the action.

Discussion

The

findings confirm that prepositions are inherently deictic when used in specific contexts. The meaning of a preposition is not fixed but instead depends on factors such as the speaker's location, the time of utterance, and the participants in the conversation. This highlights the relational nature of prepositions and their reliance on contextual information for full interpretation. In the case of **spatial deixis**, the preposition “on” can refer to a location relative to the speaker (e.g., “on the table”), but this relationship requires the listener to have a shared understanding of the spatial context. In **temporal deixis**, the preposition “before” indicates a temporal relationship that only becomes clear when placed in the context of the conversation or events unfolding in time. Likewise, **motion deixis** relies on the speaker’s or listener's understanding of directionality and movement, and **discourse deixis** links prepositions to prior or upcoming topics in conversation.

Furthermore, **person deixis** and prepositions such as “for” and “to” reveal the social and interpersonal nature of deixis. These prepositions indicate roles, intentions, and relationships between the speaker and the addressee. The flexible and context-

dependent nature of prepositions underscores the dynamic and interactive aspects of language use.

Finally, it is worth noting that while this study focused primarily on English, deixis expressed through prepositions can vary across languages. For example, some languages, such as **Tlingit** or **Guugu Yimithirr**, use specific deictic systems based on cardinal directions (e.g., “north” “south”) rather than relative terms like “left” or “right”. These systems provide further insight into how different cultures encode spatial and temporal information in language.

Conclusion

This study illustrates the crucial role of prepositions in expressing deixis within language. Through their context-dependent nature, prepositions serve as vital tools for conveying spatial, temporal, motion-related, and interpersonal relationships. The analysis shows that prepositions are inherently relational, meaning their interpretation is shaped by the context of the speaker, time of speaking, and the participants involved. Understanding how deixis operates through prepositions enhances our understanding of how language functions as a dynamic, context-sensitive system.

The findings of this study are valuable not only for linguists interested in the nature of deixis but also for language learners, translators, and educators, as they highlight the importance of context in determining the meaning of prepositions. Future research could explore how different languages handle deixis and investigate the cognitive processes involved in interpreting deictic expressions in real-time communication.

REFERENCES

1. Fillmore, C. J. (1997). **Frame semantics and the nature of language**. *Annals of the New York Academy of Sciences*.
2. Levinson, S. C. (2003). **Space in Language and Cognition: Explorations in Cognitive Diversity**. Cambridge University Press.
3. Levinson, Stephen. C. (2004). *The handbook of pragmatics*, Oxford: Blackwell
4. Lyons, J. (1977). **Semantics: Volume 1**. Cambridge University Press.
5. Yule G. (2010). *The study of language*, Cambridge: Cambridge University Press

THE ROLE OF ARTIFICIAL INTELLIGENCE IN FACILITATING SECOND LANGUAGE

Raxmatilloeva Diyora Zinnatilloeyvna

Student of Samarkand State Institut of Foreign language

Gmail: diyoraraxmatilloeyva@gmail.com

Scientific supervisor: **Sattarova Dilrabo Ikrambayevna**

Senior teacher of Samarkand State Institut of Foreign language

Gmail: sattarovadilrabo25@gmail.com

Abstract. The rapid development of Artificial Intelligence (AI) technologies has revolutionized many fields, including education. This article investigates how AI-driven tools are transforming second language acquisition (SLA), particularly in terms of personalizing the learning experience, improving learner engagement, and enhancing proficiency. By analyzing widely used AI-based platforms explores the benefits and challenges of integrating AI in SLA. The findings indicate that AI has the potential to significantly improve language learning outcomes, offering individualized feedback, immerse experiences, and instant access to linguistic resources.

Keywords: Artificial intelligence, language learning, second language acquisition, AI-powered language , language learning technology.

INTRODUCTION

Artificial intelligence has become increasingly prevalent in many areas of our lives, including education. In the field of language learning, AI has been used to develop various software tools that offer a range of language learning activities, from vocabulary drills to conversational practice. The tools have the potential to facilitate second language acquisition in an efficient and effective manner, making language learning more accessible and convenient for learners around the world. The use of AI in language learning has grown significantly in recent years, with the development of numerous AI-powered language learning such as Duolingo, Rosetta Stone, and Babel. These tools use algorithms and machine learning techniques to analyze language data and adapt to the individual needs and learning styles of each learners. Some of the tools even use speech recognition technology to provide real-time feedback on pronunciation.

The use of AI in language learning has the potential to revolutionize the way we learn languages. It offers a more personalized and adaptive approach to language learning, allowing learners to progress at their own pace and focus on the areas of the language that they find most challenging. However, it is important to note that AI-powered language learning software is not a replacement for human teachers and should be used as a supplement to traditional language teaching methods. Further research is needed to fully understand the potential benefits and limitations of using AI in language learning. With the rise of technology and digital platforms, English teaching and learning have grown simpler. Now, there is a chance to develop your English-language abilities. As a result, if a machine could teach English, perhaps we wouldn't need English teachers in the classroom or English education (Shin, 2018). The Fourth Revolution does not thus need to replace English education. An artificial intelligence-based English class model should instead be developed in conjunction with the teaching and learning of English. An effective combination to increase global competency is language literacy and digital literacy.

According to Ribeiro (2020), the most important practical use of artificial intelligence for English language instructors is in ELT. English is one of the world's most common languages with a structured grammatical system. As a result, studying English has always been challenging for pupils learning it as a second or foreign language (ESL/EFL), (Mehrotra, 2019). Therefore, using artificial intelligence, machine learning, intelligent search, and natural language processing may successfully advance reforms in English teaching and learning (Wang, 2019). The purpose of this research, connected to the description above, is to understand the function of artificial intelligence (AI) and to look at AI technologies in English language teaching (ELT)

Research results

The study of artificial intelligence's (AI) effects on language acquisition has provided important new AI-powered educational tools. information about the revolutionary possibilities of The improved tools is one notable discovery. personalization provided by AI-powered language learning By adjusting content, pace, and difficulty levels based on individual learners' needs and preferences, these systems use cutting-edge algorithms to customize learning experiences. Improved learning outcomes are the ultimate result of this customization, which creates more effective and captivating learning experiences. Furthermore, research has shown that learners who use AI-driven language learning tools are more

proficient in the target language than learners who use conventional approaches. Better information retention is made possible by the interactive nature of AI-powered platforms as well as features like real-time feedback and assessment. AI language learning tools can help people learn and improve their language skills, but how well they work depends on the person and the tool itself. Some research [2] shows that AI language learning tools can be just as good as traditional in-person classes or tutors, especially for beginners.

The study's other noteworthy result is the improved accessibility of AI-enabled language learning materials. Geographical and socioeconomic constraints have no longer been an obstacle to high-quality language training thanks to online platforms and mobile applications driven by AI algorithms. This increased availability of educational possibilities may enable students all around the world to follow their language learning objectives and open up new avenues for both career and personal development.

Here Types of AI language learning tools

There are various AI language learning tools available, each are a few instances:

a. Machine translation tools. They use AI algorithms to automatically translate text or speech from one language to another in real time. They are commonly used for quick translations of short phrases or sentences and are often found in mobile apps or online platforms. Some popular machine translation tools include Google Translate and Bing Translator[3].

b. Language tutoring systems. These tools use AI algorithms to give users personalized language lessons and feedback[4]. They might have interactive lessons, activities, and tests to assist students get better at speaking, grammar, and vocabulary.

c. Language generation systems. These tools use AI algorithms to produce original text in a given language based on a set of input parameters [5]. They could produce reports, social media posts, or news stories. Software applications and internet platforms often have language generation technologies. Hugging Face's Transformer and OpenAI's GPT-3 are two instances. Some AI language learning technologies, such as chatbots that use natural language, mix elements of these categories.

Conclusion

Studies on how artificial intelligence (AI) affects language acquisition show how AI-driven technology have significantly advanced education and created new opportunities. Artificial Intelligence has shown promise in revolutionizing

language training and empowering learners globally through tailored learning experiences, greater accessibility, and improved learning results. But there are certain difficulties with using AI into language learning. Furthermore, to ensure appropriate language powered language learning systems respect the values of openness and justice, ethical concerns about privacy, data security, and algorithmic bias must be properly taken into account. creation and interpretation in a variety of circumstances, AI algorithms must be continuously refined to address challenges like dialectal variances and cultural nuances. Despite these challenges, there is no denying AI's revolutionary promise for language learning.

Through ethical and effective use of AI-driven technologies, educators may leverage the power of natural language processing and machine learning to create immersive and engaging learning environments that are tailored to each learner's needs and preferences. The field of artificial intelligence (AI) in language learning has the potential to open up new doors for career and personal development in the digital age with more research, cooperation, and innovations.

REFERENCES

1. Afrianto, I., Irfan, M. F., & Atin, S. (2019). Aplikasi Chatbot Speak English Media Pembelajaran Bahasa Inggris Berbasis Android. *Komputika : Jurnal Sistem Komputer*, 8(2), 99–109.
2. Н. М Сулейманова, О СТРУКТУРНОЙ СХЕМЕ НОМИНАТИВНОГО ЗНАЧЕНИЯ, *Ученый XXI века*, 2016
3. MA Ubaydullaeva, THE HISTORY OF THE DEVELOPMENT OF THE TERMS OF LITERARY STUDIES OF THE TURKIC PEOPLES, *Oriental renaissance: Innovative, educational, natural and social sciences 2 ...*, 2022
4. Ahmet, C. (2018). *Artificial Intelligence: How Advance Machine Learning Will Shape TheFuture Of Our World*. Shockwave Publishing via PublishDrive
5. GU Rustamova, LINGVISTIK PRAGMATIKANING BIRLIKLARI, *Филологические науки* 11, 0
6. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, *Молодой ученый*, 212-213, 2018
7. Følstad, A., & Brandtzaeg, P. B. (2020). Users' experiences with chatbots: findings from a questionnaire study. *Quality and User Experience*, 5(1),
8. НМ Сулейманова, ЖР Насруллаев, Some aspects of cognitive linguistics, including pragmatic factors, *Современные исследования и перспективные направления инновационного развития ...*, 2018

9. UM Azamatovna, THE HISTORY OF THE DEVELOPMENT OF THE TERMS OF LITERARY STUDIES OF THE TURKIC PEOPLES
10. Dodigovic, M. (2007). Artificial intelligence and second language learning: An efficient approach to error remediation. *Language Awareness*, 16, 99–113.
11. Н СУЛЕЙМАНОВА, ТИЛ БЕЛГИЛАРИНИНГ НУТҚҚА КЎЧИРИЛИШИ.
12. qizi To'yeva, M. S. (2022, November). YANGI O 'ZBEKISTON ORIFA AYOLLARI VA G 'ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In *INTERNATIONAL CONFERENCES* (Vol. 1, No. 2, pp. 74-81).
13. Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.
14. Valieva, N. (2020). King Tāntawədām's land charter: state of the art and new perspectives.
15. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. *Manuscript and Text Cultures (MTC)*, 2(1).

INGLIZ TILINI OSON O'RGANISHNING QIZIQARLI VA SAMARALI YO'LLARI

Erkinova Dilnura Aminjon qizi

Samarqand davlat chet tillar instituti talabasi

Ilmiy raxbar: **Zubaydova Nilufar Negmatullayevna**

Annotatsiya: Ushbu maqolada ingliz tilini tezda o'rganishning qiziqarli va foydali tomonlari haqida ma'lumot beriladi. Til o'rganuvchi qay tarzda, qay usulda tilni mukammal o'rganishi o'rganishi va u sababli ko'p yutuqlarga ega bo'lish uchun bir qancha usullar keltirilgan. Barchasi insonlar uchun tilni oson o'rganishiga sabab bo'ladi.

Kalit so'zlar: lug'at, talaffuz, tinglash, film, tibbiyot, iqtisodiyot, ibora, karyera, kommunikatsiya, speaking, motivatsiya.

Kirish. Ko'plab mamlakatlarda barcha insonlar til o'rganyapti, rus, ingliz, koreys, arab va hakoza. Chunki, o'rganish inson uchun ko'plab sharoitlar yaratib beradi. Bugungi kunda ingliz tili dunyoning ko'plab mamlakatlarida eng muhim til sanaladi. Ingliz tilini o'rganish nafaqat til bilish, balki chet davlatlariga borish uchun yo'llanmalar ham olishga sabab bo'ladi. Bundan tashqari, karyera, kommunikatsiya, yangi madaniyat, atrof- muhit, tajriba, bilimlarni kuchaytirish uchun ham ingliz tilini yaxshi bilish talab etiladi. Shuningdek, ingliz tilini faqat o'zining sohasi bo'yicha o'rganish uchun emas, boshqa foydali tomonlari borligi uchun ham o'rganishimiz kerak. Masalan, hozirgi kunda faqatgina chet tiki institutiga o'qiydigan talabalar emas boshqa institutda o'qiydigan talabalar ya'ni iqtisodiyot, tibbiyot kabi institutlarda o'qiydigan talabalar, yoshi katta o'qituvchilar ham o'rganishiga qiziqishi va extiyoji bor. Ba'zi insonlar ingliz tilini o'rganishda qiyinchilikka uchraydi chunki ularda ingliz tilini qanday o'rganish uchun ba'za yetarli emas. Shuningdek, ingliz tilini o'rganish qiyin bo'lishiga qaramasdan bir qancha oson va foydali yo'llarni keltirib o'tmoqchiman.

Asosiy qism

1. Kundalik hayotda faqat ingliz tilidan foydalanish. Ingliz tilini o'rganishning eng samarali usullaridan biri kundalik hayotimizda foydalanishimiz kerak ya'ni, qayerda bo'lsak, nimadir ish qilsak, kim bilandir gaplashsak ham barchasini ingliz tilida bajarishimiz kerak. Hozirgi kunda ko'p uchratadigan holat, agar kam so'z bilib, gapirishga qiynalsak lug'at boyligimizni oshirishimiz kerak. Bundan tashqari, mobil

ilovalar (Duolingo yoki onlayn platformalar, BBC learning English, Shadowing lessons) kabilar foydalidir.

2. *Lug'at so'zlarni ko'p yodlash va ularni oshirish.* Ingliz tilini o'rganish jarayonida yangi lug'at so'zlar muhim ro'l o'ynaydi. Biz so'zlarni yodlamasak ingliz tilini to'liq o'rganolmaymiz. Har kuni vaqtni belgilab, yangi lug'atlar yodlashga odatlanishimiz kerak, ularni yaxshi esda saqlashimiz uchun speakingda ko'proq qo'llashimiz zarur. Masalan, bitta yangi iborani o'rganib uni qayta-qayta aytishni mashq qilishimiz kerak, bu juda samarali usul. Agar so'zlarni to'g'ri va ravon aytishni mashq qilsak, ular uzoq muddatga yodimizga qoladi.

3. *Talaffuz va tinglashni mashq qilish.* Ingliz tilini o'rganishda talaffuz katta ahamiyatga ega. Biz ingliz tilini o'rganayotganimizda so'zlarni talaffuziga ham e'tibor qaratamiz. Masalan, yangi so'z, ibora, collocationlar o'rgansak ularni talaffuzini ham to'g'ri aytishimiz kerak. Shuningdek, ularni yaxshilab tinglab keyin gapirganimizda qo'llay olamiz. Avvalo, tinglab tushunib olishimiz kerak. Buning uchun bizga (Youtube, Forvo, spechling, podcast) ilovalari yordam beradi Biz bulardan kundalik hayotimizda foydalansak, tinglab tushinishimiz oson bo'ladi. O'shanda ingliz tilini o'rganishimiz oson bo'ladi.

4. *O'qish va gapirish amaliyoti.* Ingliz tilida kitoblar, maqolalar yoki qisqa hikoyalarni o'qish so'z boyligimizni oshirish uchun muhim sanaladi. Avvalo, ingliz tilini o'rganishda boshlang'ich materiallardan foydalanish kerak. Oddiy, tushunarli, maqolalar o'qib boshlab, so'ngra qiyinlariga o'tish tavsiya etiladi. Chunki, birdan qiyinidan boshlash, o'rganuvchi uchun qiyinchilik tug'diradi. Shuningdek, har kuni qisqa-qisqa ingliz tilida xat, kundalik yozishga harakat qilishimiz kerak va yozganlarimizni amalda qo'llay olishimiz kerak. Kimgadir murojaat qilmoqchi bo'lsak ham ingliz tilida gapirishga odatlanishimiz kerak. Shuningdek, speakingni oshirish uchun (Hello, Speak Fluent English Lucide Al, Ielts speaking) Bu usullar ingliz tilini o'rganishda samarali usul sanaladi.

5. *Filmlar va seriallarni kuzatish orqali.* Ingliz tilini o'rganayotgan jarayonda turli xil inglizcha video, lavha, kino, seriallar ko'rishimiz ancha yordam beradi. Biz qanchalik ko'p ingliz tilida seriallar ko'rsak shunchalik ko'p tajribaga ega bo'lamiz. Qachonki, kino ko'rsak tuahunishimiz oshadi, subtitrlarni o'rganamiz, qolaversa yangi so'zlarni eslab qolamiz, fikrlashimiz, dunyoqarashimiz oshadi. Masalan, (Friends, The Office, The Miracle worker) kabi mashhur seriallar va oddiy filmlarni tushunarli bo'ladi.

6. *Sabr va motivatsiya.* Bu jarayonda turli xil muommolarga duch kelishlik mumkin. Avvalo, til o'rganish sabr-toqat birinchi o'rinda. Til o'rganishni sabr bilan

o'rganishni boshlab, chiroyli davom ettirishimiz lozim. Yangi tilni o'rganish ancha murakkab, boshlanishda ma'suliyati og'ir ana shu paytda sabrli bo'lib, o'rganishda davom etish to'g'ri ish. Ingliz tilini o'rganayotganimizda motivatsiya ham katta ahamiyatga ega. Til o'rganishda ko'pgina bosim bo'lgani uchun kimningdir motivatsiyasiga extiyoj sezamiz, o'sha paytda yoshi ulug' insonlarimizni duosini olib o'rganishdan, izlanishdan to'xtamasligimiz kerak.

Xulosa

Ingliz tilini o'rganish jarayoni qiziqarli va samarali bo'lishiga qaramasdan qiyinchiliklari ham mavjud. Ammo inson bir foydali iahni boshladimi uni oxiriga yetkazishi kerak. Til o'rganayotganda avvalo, vaqtni to'g'ri taqsimlay olish kerak, uyqu rejimini to'g'irlash va kun davomida keraksiz narsalarga vaqt ajratmasdan foydali ma'lumotlarni eslab qolishga harakat qilish kerak. Ingliz tilini tezda o'rganish uchun yuqorida aytib o'tgan oson yo'llarni qo'llaymiz uni kundalik hayotda odatga aylantirsak bu bizning yuyutug'imiz.

FOYDALANILGAN ADABIYOTLAR:

1. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018.
2. UM Azamatovna, The History of The Development Of The Terms Of Literary Studies Of The Turkic Peoples.
3. НМ Сулейманова, АРЎ Идиев, Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида, Academic research in educational sciences 2 (4), 798-802, 2021.
4. GU Rustamova, Lingvistik Pragmatikaning Birliklari, Филологические науки 11, 0.
5. Н Сулейманова, Тил Белгиларининг Нутққа Кўчирилиши.
6. МА Ubaydullaeva, The History of The Development of The Terms Of Literary Studies Of The Turkic Peoples, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022.
7. НМ Сулейманова, Мм Бобожонова, Связь Номинативных Значений Слова С Пропозитивной Структурой Лингвистика И Методика: Междисциплинарный Подход, 141-144, 2020.
8. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018.
9. Н. М Сулейманова, О Структурной Схеме Номинативного Значения, Ученый XXI века, 2016.

10. НМ Сулейманова, ЖР Насруллаев, Some aspects of cognitive linguistics, including pragmatic factors, Современные исследования и перспективные направления инновационного развития ..., 2018.
11. qizi To‘yeva, M. S. (2022, November). YANGI O‘ZBEKISTON ORIFA AYOLLARI VA G‘ARB AYOLLARINING JAMIYATDAGI MAVQEYI VA ULARNING HUQUQLARI. In INTERNATIONAL CONFERENCES (Vol. 1, No. 2, pp. 74-81).
12. Valieva, N. (2020). King Ṭanṭawədəm's land charter: state of the art and new perspectives.
13. Valieva, N. (2023). MS Parma, Biblioteca Palatina, Parm. 3852: a meeting point for a medieval Ethiopian king-usurper with modern pro-Italian actors. Manuscript and Text Cultures (MTC), 2(1).

MILLIY G‘OYANI YOSHLAR ONGIGA SINGDIRISHDA INNOVATSION G‘OYALAR VA QARASHLAR

Ibodulloyeva Shaxina Shamsiddinovna

Samarqand Davlat Chet tillar instituti talabasi

Gmail: shaxruzjon2020@gmail.com

Ilmiy rahbar: **Sattorova Dilrabo Ikramoboyevna**

Samarqand Davlat Chet tillar instituti asistant o‘qituvchisi

Annotatsiya: Millat taraqqiyotida milliy g‘oyaning o‘rni beqiyosdir. Shu sababli, “Milliy tiklanishdan – milliy yuksalish sari” degan dasturiy g‘oya asosida yoshlarning ongiga, qalbiga va ichki dunyosiga milliy g‘oyani innovatsion texnologiyalar yordamida singdirish, ularni ona vatanga sadoqat ruhida tarbiyalash, ularda tashabbuskorlik, fidoyilik va axloqiy fazilatlarni shakllantirish – eng oliy vazifalardan biriga aylanishi kerak. Faqat shunda biz kelajakda ma’naviy yetuk shaxslar va sog‘lom avlodni tarbiyalashga erishamiz. Jamiyatimizning asosiy vazifalaridan biri ham barkamol avlodni tarbiyalashdir. Chunki faqat ma’naviy yetuk insonlarga buyuk kelajakni bunyod eta oladilar.

Kalit so‘zlar: milliy g‘oya, ma’naviy qadriyat, or-nomus, mafkura, texnologiya, targ‘ibot, madaniyat, ma’rifat, innovatsiya, mexanizm, modernizatsiya, kommunikatsiya, immunitet.

KIRISH

Har qanday millatning rivojlanishi jamiyatdagi yoshlar qatlamining milliy g‘oya va ma’naviy qadriyatlarga bo‘lgan munosabatiga, ularning ongiga, qalbiga va ichki dunyosiga qanday ta’sir etayotganiga hamda amaliy faoliyatda qanday tayanganiga chambarchas bog‘liq. Shu boisdan, yoshlarning milliy g‘oyani anglab, uni o‘z ishonch va e’tiqodiga aylantirishlari, shuningdek, qanday yangi qadriyatlar shakllanganiga ham bog‘liq bo‘ladi. Chunki milliy g‘oya, bir tomondan, yoshlarni o‘zining ob’ekti sifatida ko‘rgan bo‘lsa, boshqa tomondan, yoshlar milliy g‘oyaning faol rivojlantiruvchilari va kelajak avlodga yetkazuvchilari hisoblanadi. Uchinchidan, yoshlar milliy g‘oya bilan qanchalik qurollangan va uni qanchalik anglab olgan bo‘lsa, jamiyat ham shunchalik rivojlanadi. Bu jarayon milliy g‘oya va yoshlar o‘rtasidagi o‘zaro bog‘liqlikni belgilaydi. Boshqacha aytganda, milliy g‘oya qanchalik mazmunli, millat kelajagi uchun muhim va har bir kishining uzoq muddatli

maqsad va manfaatlariga xizmat qiladigan bo'lsa, yoshlar uni shunchalik tez qabul qiladi va unga nisbatan ijobiy munosabat shakllantiradi.

Shu bilan birga, milliy g'oyaning yoshlarga qanchalik ta'sir ko'rsata olishi, ularni safarbar qilish, ilhomlantirish va buyuk kelajak sari yo'naltirishdagi ahamiyati, ta'lim-tarbiyadagi o'rni va roli uning hayot haqiqatlariga, real voqelikka va xalq turmush tarziga qanchalik mos kelishiga bog'liqdir.

Yoshlar haqiqatga moyil bo'lib, soxtakorlik, ko'zbo'yamachilik yoki so'z bilan amaliyotning bir-biriga zid bo'lishi kabi salbiy holatlardan nafratlanadi. Yoshlarning milliy qadriyatlar bilan munosabati va milliy g'oya asosida "Milliy tiklanish – milliy yuksalish sari" degan ulug'vor maqsad va manfaatlarini umumlashirish, tahlil qilish hamda bu g'oyalarni boyitib, ularni ishonch va e'tiqodga aylantirish muhimdir. Bu ishni amalga oshirish uchun to'rtta masalaga alohida e'tibor qaratish zarur.

Birinchi, mavjud vaziyatni, yaqin kelajak rivojlanish tamoyillarini va zarur bo'lsa, undagi salbiy holatlarning ijtimoiy sabablarini xolisona o'rganuvchi nodavlat va mustaqil tashkilotlar faoliyatini rivojlantirish hamda ularning imkoniyatlaridan to'liq foydalanish zarur.

Ikkinchi, tez sur'atlarda o'zgarib, doimiy yangilanib borayotgan zamon, hayotimizdagi tinimsiz yuz berayotgan voqea va jarayonlar, shuningdek, O'zbekiston davlat mustaqilligining ijtimoiy-iqtisodiy, siyosiy, huquqiy va madaniy-ma'naviy asoslarini yanada mustahkamlashga bo'lgan talab va ehtiyojlar ma'naviy, ma'rifiy-mafkuraviy ishlarni yanada jadallashtirishni hamda umumiy maqsad yo'lida safarbar etishni talab etadi.

Uchinchi, milliy g'oyaning kuchi, bir tomondan, ma'rifat-targ'ibot ishlarining samaradorligiga bog'liq bo'lsa, boshqa tomondan, yoshlarning kundalik hayotda duch keladigan muammolarni qanday tushunishi va ularga munosabat bildira olishiga, fikrga fikr bilan, g'oyaga g'oya bilan javob bera olishiga ham bog'liqdir. Millat rivoji uchun kerak bo'lsa jonini fido qilishga tayyor yoshlar bo'lmasa, milliy g'oya va mafkura oldiga qo'yilgan maqsadlarga erishish qiyin. Bu esa yoshlar orasida milliy g'ururni yuqori darajada bo'lishini taqozo etadi.

Jamiyatda milliy g'oya sohasini rivojlantirish zamonaviy texnologiyalarni tatbiq etishni talab qiladi, chunki bu yoshlarning dunyoqarashiga milliy g'oyaning ta'sirini kuchaytiradigan muhim vositadir. Shu sababli bugungi kunda milliy g'oyaning yoshlar dunyoqarashiga ta'sirini oshirishda fundamental va amaliy tadqiqotlar natijalaridan foydalanish muhim ahamiyatga ega bo'lmoqda.

Milliy g'oyani targ'ib qilishda innovatsiyalar bu sohaning sifatini oshirishga qaratilgan tarzda amalga oshiriladi. Innovatsiyalar dolzarb va muhim ahamiyat kasb etib, milliy g'oya tizimida yangi yondashuvlarni shakllantiradi. Bu yondashuvlar yangilik va tashabbuslar asosida vujudga kelib, milliy g'oya tizimining konseptual mazmunini rivojlantirish uchun istiqbolli poydevor vazifasini bajaradi.

Milliy g'oyani targ'ibot qilishda innovatsiyani amaliyotga tatbiq etish innovatsion jarayonlar orqali amalga oshiriladi. Innovatsion jarayon deganda innovatsion o'zgarishlarga tayyorgarlik ko'rish va ularni amalga oshirish jarayoni tushuniladi. Innovatsion jarayon — bu ijtimoiy-siyosiy o'zgarishlar asosida yuzaga kelgan yangiliklar, ushbu yangiliklarning shu soha vakillari tomonidan o'zlashtirilishi va ulardan ilmiy asosda amaliyotda samarali foydalanish jarayonidir.

Milliy g'oyani targ'ibot qilishdagi innovatsion o'zgarishlar va har qanday yangilikning tizimga kiritilishi ushbu soha vakillarining faoliyatini yangilash va o'zgartirish orqali amalga oshirilishi keng o'rganilgan. Innovatsion faoliyat esa yangiliklar asosida doimiy ravishda ishlash bo'lib, uzoq vaqt davomida shakllanib, takomillashadi. Shu sababli innovatsiyalar ijtimoiy-siyosiy hayotga yangilik olib kirish orqali mafkuraviy qarashlarning rivojiga katta ta'sir ko'rsatadi.

Milliy g'oya va mafkura xalqimizning azaliy an'analari, udumlari, tili, dini va ruhiyatiga asoslanib, kelajakka ishonch, mehr-oqibat, insof, sabr-toqat, adolat va ma'rifat tuyg'ularini ongimizga singdirishi lozim. Bunda uch asosiy jihat bor: Birinchidan, o'zbek milliy mafkurasi deyilganda, bu cheklanish, xudbinlik yoki tor qarashlarga olib kelmasligi kerak; aksincha, mustaqil davlatning milliy manfaat mafkurasi, umumiy mafkuraviy g'oyasi sifatida qaralishi lozim. Ikkinchidan, turli harakatlar va siyosiy partiyalar mafkurasi umumiy mafkuraviy g'oyadan chetda yoki unga zid bo'lmasligi kerak; mafkuralar yagona va butun jamiyatning milliy mafkurasiga aylanishi zarur. Uchinchidan, milliy mafkura globallashtirish mafkurasi bilan uyg'un bo'lib, xalqimizning kuchi va himoyasiga tayangan holda, umuminsoniy qadriyatlarga asoslanib, xalqimizning jahon hamjamiyatidagi davlatlar orasida teng huquqli va munosib o'rin egallashiga intilishini tarbiyalashi kerak.

Mafkuraviy g'oyani ongiga chuqur singdirgan inson ulug'dir. Chunki bola ota-onasidan meros bo'lib qolgan va tilga olgan ilk so'zidayoq milliy g'oya, mehr-muruvvat va insonparvarlik namoyon bo'ladi. O'z xalqining milliy g'oyasiga, an'ana va urf-odatlariga, til va madaniyatiga muhabbat va hurmatni tarbiyalamay turib, xalqini butun dunyo oldida teng, o'zligini anglaganlardan biri sifatida ko'ra oladigan haqiqiy insonni, Vataniga sadoqatli shaxsni tarbiyalab bo'lmaydi!

Shu bilan birga, xalqimiz o‘tmishi va bugungi hayotida shakllangan ma’naviy-madaniy va mafkuraviy qadriyatlardan ta’lim-tarbiya tizimi va ijtimoiy-madaniy tuzilmalarning turli daraja, shakl va yo‘nalishlarida — oila, bog‘cha, maktab, oliy va o‘rta maxsus o‘quv yurtlari, shuningdek, mahalla, madaniy-ma’rifiy muassasalar, ommaviy axborot vositalari, jismoniy tarbiya va sport, adabiyot, san’at va din bilan bog‘liq sohalarda milliy g‘oyani xalqimizning ongi, qalbi va ichki dunyosiga yanada chuqur singdirishda keng foydalanish kutilgan natijalarni beradi. Yosh avlodga “Milliy tiklanishdan – milliy yuksalish sari” va ozod, obod Vatanni meros qoldirar ekanmiz, ulardan mutafakkirlarimiz va davlat rahbarlarining ulug‘ishlarini davom ettirishlarini umid qilar ekanmiz, yoshlarning ma’naviy uyg‘oqligiga e’tibor berishimiz lozim. G‘aflat uyqusidan uyg‘onib, kelajakka yorqin nigoh bilan boqadigan davr keldi. Shuning uchun milliy g‘oyani xalq qalbi, ongi va ichki dunyosiga singdirishda innovatsion texnologiyalar asosida amalga oshirilgan tadbirlar ketma-ketligi, miqyosi, me’yori, davomiyligi va tamoyillari kabi jihatlar qamrab olinadi. Ularning muhimligi shundaki, targ‘ibotda me’yorning buzilishi, milliy mafkura haqida doimiy va noo‘rin gapiraverish salbiy natijaga olib kelishi mumkin. Targ‘ibot texnologiyasi milliy g‘oya va milliy mafkura mazmun-mohiyatiga mos kelgan holda kutilgan natijaga erishish mumkin bo‘ladi.

Shunday qilib, milliy istiqlol mafkurasining:

- muayyan g‘oyaga ishontirish;
- uyushtirish;
- safarbar qilish;
- ma’naviy-ruhiy rag‘batlantirish;
- g‘oyaviy tarbiyalash;
- g‘oyaviy immunitetni shakllantirish;
- harakat dasturini tuzish kabi maqsadlarini amalga oshirish dolzarb vazifaga aylandi.

Aynan shu tarzda O‘zbekiston xalqining oldida turgan milliy istiqlol mafkurasining asosiy g‘oyasi — “Milliy tiklanishdan – milliy yuksalish sari ” o‘zining ta’sirchan va amaliy vositasiga ega bo‘ladi.

Mafkurani targ‘ib qilishda shunday yondashuv ko‘proq samara beradi. Ana shunda insonlarning salohiyati, mehnati, vaqti, mulki va mablag‘larini tanlangan maqsad sari yo‘naltirish mumkin bo‘ladi. Bu esa mafkuraviy siyosatning natijasini moddiy jihatdan — yuqori sifatli mahsulotlar, farovon hayot, bunyodkorlik ishlari, iqtisodiy o‘sish kabi ko‘rsatkichlarda “o‘lchash” imkonini beradi. Bu jarayonda innovatsion texnologiyalarning roli beqiyosdir.

Xulosa

Xulosa qiladigan bo'lsak, Prezidentimiz Shavkat Mirziyoyev tomonidan olib borilayotgan islohotlar milliy g'oyaning xalqimiz kuch-qudratiga aylanishi uchun zarur sharoit yaratdi. Endi asosiy masala — milliy g'oyani har bir o'zbekistonlikning niyati va faoliyatiga aylantirishdir. Yaxshi fikr yaxshilikka, yomon fikr yomonlikka yetaklaydi. Axborot maydoni faqat negativ kontent bilan to'lib ketmasligi uchun milliy g'oyani targ'ib qilishda innovatsion texnologiyalar orqali yangi mazmun berishga alohida e'tibor qaratishimiz lozim. Ana shundagina biz kelajakda ma'naviy jihatdan barkamol, sog'lom avlodni tarbiyalashga erishamiz.

REFERENCES

1. Tashmetov, T. K. (2020). The Importance of the use of innovative technologies in raising the spirituality of young people. Monthly Peer Reviewed & Indexed International Online Journal, 6(11), 25-27.
2. Tashmetov, T. X. (2021). Global yutuqlardan foydalanishda milliy g'oyaning samaradorligini oshirish mexanizmlari. Academic research in educational sciences, 2(3), 596-602.
3. Ташметов, Т. Х. (2020). Миллий ғояни ёшлар онгига сингдири шнинг замонавий усуллари. Academic Research in Educational Sciences, 1 (3), 326- 331.
4. O.Bozorov "Milliy g'oya va targ'ibot samaradorligi". T.: "Ma'naviyat" 2018 . B-20.
5. A.Azizxo „jayeв. Milliy istiqloл g'oyasi va targ'ibot texnologiyasi. "Jamiyat va boshqaruv", 2000, 3-son, B-20.
6. I.Ergashev, N.Berdaliev, M.Davletova, G. „.Mahammadjanov O.Bo „, tayorov, "Milliy g'oya targ'iboti texnologiyalari O'quv qo'llanma, Toshkent – 2008. B-19

TEACHING METHODS IN ENGLISH

Abduzoirova Farangiz O'tkir qizi

Student of Samarkand State Institute of Foreign Languages

Gmail: farangizabduzoirova@gmail.com

Scientific supervisor: **Sattarova Dilrabo Ikramoboyevna**

Teacher of Samarkand State Institute of Foreign language

Annotation: Teaching needs to encompass two main elements sending and receiving information. Ultimately, an instructor tries his satisfactory to impart understanding the way he understood it. The use of innovative methods in instructional establishments is attainable now not only to improve education, but also to empower people, reinforce governance, and galvanize the effort to reap the human improvement aim for the US with a wide variety of instructional alternatives on hand before the current generation learners, the more recent trends seem to have emerged in the subject of education that have completely changed the face of the ordinary device of education. Recent trends, methodologies, and tendencies portray the vital position of the schooling zone in regularly occurring with its internalization of the training process, stress on excellence above quantity, bigger adoption of technologies, a necessity for professional talent, etc.

Keywords: New devices, methods, ICT, learning process, pedagogy, Suggestopedia, Approach

INTRODUCTION

Language has been and will stay the key to the world of knowledge. Proficiency in multiple languages has been valued since ancient times. At every stage of the improvement of society, a certain language plays an important role for all mankind. Knowledge of foreign languages opens new doorways for a person to improve himself and increase his worldview. If before information of the German language used to be required, today English performs a prominent role. The capacity to communicate English properly is intently associated with its teaching. The cutting-edge age requires a new approach and new methods of teaching overseas languages. To awaken in the child they wish to learn, to accumulate new knowledge and activities, whilst building the further course of their education, is the main intention of the present day school. The college students are tasked with independently studying, finding, and inspecting materials, while the most important task of the instructor is the proper direction. The

teacher wishes to logically and effectively build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words, and grammar in practice did not provide the desired result.

Theoretical review: The search for new instructing strategies is associated with a lack of motivation among students to research English. Very often, there is no advantageous motivation, because when learning an overseas language, students come upon some difficulties and no longer analyze the fabric due to their psychological characteristics. Work experience suggests that the use of various, modern, sparkling sources and means provokes students' interest, will increase their motivation to study.

Teaching strategies - the method of interaction between the trainer and students, as a result of which the transfer and assimilation of knowledge, skills, and competencies provided for by the content material of training happen [1,p.85]. It ought to be cited that the teaching method is a complex, systemic formation, which is characterized by the aid of all the aspects that underlie the classification. The methodology of teaching a foreign language, in turn, is a set of methods, methods, and teaching techniques aimed at studying a foreign language.

ICT (Information and communication technology). According to the results of the statistics analysis, the college students used ICT tools to analyze ESP, but not yet optimally. There are three classes of ICT used in English for Special Purposes (ESP) learning employing agribusiness students. They are ICT as academic resources, ICT for organization of educational manner and communication. As learning resources, they consist of learning about programs, online resources, and video resources.

Compared to these three learning resources, video sources have been typically used by students in the context of studying ESP, followed through online sources and instructional programs. Students suggested that the video resources have been very useful, comprehensible, and effortless to access. The quantity of online fabric and resources on YouTube is huge and following YouTube statistics, YouTube is the greatest Video portal and the 2nd greatest video search engine with a huge variety of videos accessible on all topics and in many languages. In fact, via learning through YouTube, ESP college students have discovered a lot of technical vocabulary related to the spelling, meaning, pronunciation, and description of these words.

Grammar Translation Method. The grammar–translation method is a method of educating overseas languages derived from the classical (sometimes referred to as traditional) technique of teaching Ancient Greek and Latin. In grammar–translation classes, students learn grammatical rules and then follow those regulations

by translating sentences between the goal language and the native language. Advanced college students might also be required to translate complete texts word-for-word. The method has two primary goals: to allow students to examine and translate literature written in the supply language and to further students' normal mental development.

Audio lingual. The audio-lingual method or Army Method is an approach used in teaching foreign languages. It is based totally on behaviorist theory, which postulates that certain characteristics of living things, and in this case humans, could be skilled through a machine of reinforcement. The right use of a trait would acquire advantageous remarks whilst unsuitable use of that trait would receive negative feedback. This method of language getting to know was comparable to another method called the direct method. Like the direct method, the audio-lingual approach cautioned that students ought to be taught a language directly, besides using the student's native language to explain new phrases or grammar in the goal language. However, unlike the direct method, the audio-lingual method did not center attention on teaching vocabulary. Rather, the instructor drilled college students in the use of grammar.

Suggestopedia. Suggestopedia is a pedagogic gadget of teaching, which is a combination of pedagogy, psychology, and artistic approaches.

To understand what suggestopedia is and why it is the method that leads to the best and most long-lasting results, the important variations from regular forms of schooling be outlined.

Natural Approach. The Natural Approach is the approach of 2nd language learning that focuses on verbal exchange competencies and language exposure before rules and grammar, comparable to how you examine your first language. This approach highlights comprehensible and significant practice activities and introduces the language learner to an extraordinary deal of vocabulary at the commencing as a substitute for the production of grammatically best sentences. The basic rules for implementing this technique consist of no longer usage of the learners' native language and no longer referring to grammatical explanations. The language is seen as an automobile for communicating meanings and messages.

Conclusion

Each of the exclusive strategies has contributed new elements and has attempted to deal with some problems of language learning. However, they derived in a special historical context, pressured exclusive social and academic needs, and have special theoretical considerations. Therefore, in instructing practice, to follow

these strategies effectively and efficiently, practitioners must take these questions in mind: who the learners are, what their current degree of language talent is, what kind of communicative wants they have, and the circumstances in which they will be the use of English in the future, and so on. In a word, no single technique could guarantee profitable results.

REFERENCES

1. НМ Сулейманова, АРЎ Идиев, МАКРОНОМИНАТИВ МАЪНО ОРТИДА МАКРОПРОПОЗИТИВ СТРУКТУРА ҲАҚИДА, Academic research in educational sciences 2 (4), 798-802, 2021
2. U Qo‘ziyev, TILDA SOFLIK MASALASI, TA‘LIMDA TURKIY XALQLAR MILLIY MENTALITETINI MUSTANKAMLASHNING DOLZARB ..., 2022
3. UM Azamatovna, THE HISTORY OF THE DEVELOPMENT OF THE TERMS OF LITERARY STUDIES OF THE TURKIC PEOPLES
4. Н. М Сулейманова, О СТРУКТУРНОЙ СХЕМЕ НОМИНАТИВНОГО ЗНАЧЕНИЯ, Ученый XXI века, 2016
5. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
6. MA Ubaydullaeva, THE HISTORY OF THE DEVELOPMENT OF THE TERMS OF LITERARY STUDIES OF THE TURKIC PEOPLES, Oriental renaissance: Innovative, educational, natural and social sciences 2 ..., 2022
7. НМ Сулейманова, ЖР Насруллаев, Some aspects of cognitive linguistics, including pragmatic factors, Современные исследования и перспективные направления инновационного развития ..., 2018
8. D Nu‘Monova, U Qo‘Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020
9. GU Rustamova, LINGVISTIK PRAGMATIKANING BIRLIKLARI, Филологические науки 11, 0
10. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018
11. UY Kuziev, The issue of classification and description of complex structural compounds in uzbek language, Int J Eval & Res Educ 99 (4), 309-314, 2023
12. U Kuziev, SY Aslanova, DICTIONARIES COMPILED BASED ON NAVOI’S WORKS, Scientific Bulletin of Namangan State University 1 (6), 319-326, 2019
13. Н СУЛЕЙМАНОВА, ТИЛ БЕЛГИЛАРИНИНГ НУТҚҚА КЎЧИРИЛИШИ.

ZAMONAVIY VA MILLIY OILALARDA IJTIMOYIY-MA'NAVIY TRANSFORMATSIYA UYG'UNLIGIGA TA'SIR ETISH OMILLARI

Rashidova Baxti Yaxyaevna

Jizzax politexnika instituti "Ijtimoiy fanlar" kafedrası katta o'qituvchisi

baxtirashidova@gmail.com

Isoqov Nodirjon

[JizPI. Transport fakulteti 111-23 YM guruh talabasi](#)

Annotatsiya: Ushbu maqola milliy va zamonaviy oilalarda sodir bo'layotgan ijtimoiy-ma'naviy o'zgarishlarni o'rganadi. Oilaviy tuzilmalar, qadriyatlar va ijtimoiy amaliyotlar evolyutsiyasi an'anaviy me'yorlar va globallasuv muammolari, texnologik taraqqiyot va o'zgaruvchan madaniy paradigmalar o'rtasidagi o'zaro ta'sirni aks ettiradi. Tadqiqot oiladagi o'zgarishlarga ta'sir etuvchi asosiy omillar, jumladan, ta'lim, ommaviy axborot vositalari, iqtisodiyot, din ta'siri va gender rollarining o'zgarishini ta'kidlaydi. Tadqiqot zamonaviy ijtimoiy tendentsiyalarni qamrab olgan holda, oilaviy hamjihatlikning mohiyatini saqlab qolish uchun moslashuvchan strategiyalar zarurligini ta'kidlaydi.

Kalit so'zlar: ijtimoiy-ma'naviy o'zgarishlar, oila tuzilmalari, milliy oilalar, zamonaviy oilalar, globallasuv, gender rollari, iqtisodiy omillar, ta'lim va oila.

Oilalar qadriyatlar, an'analar va ma'naviy e'tiqodlarni etkazish uchun mas'ul bo'lgan asosiy ijtimoiy institutlardir. Biroq, globallasuv va jamiyat taraqqiyoti bilan milliy va zamonaviy oila tuzilmalari sezilarli o'zgarishlarni boshdan kechirmoqda. Ushbu o'zgarishlar an'anaviy oilaviy rollarga qarshi turadi, munosabatlarni qayta belgilaydi va oilaviy hayotni boshqaradigan ma'naviy asoslarni qayta konfiguratsiya qiladi. Ushbu tadqiqot zamonaviy oilalarga ta'sir etuvchi dinamikani tushunish uchun ushbu o'zgarishlarning harakatlantiruvchi omillarini o'rganadi.

Ijtimoiy-ma'naviy o'zgarishlar kontseptsiyasi madaniy qadriyatlar, oilaviy normalar va ma'naviy amaliyotlarning o'zgarishini aks ettiradi. Olimlar qadimdan oilaning ijtimoiy hamjihatlik birligi sifatida muhimligini ta'kidlab kelishgan. Milliy oilalar ko'pincha jamoaviy tamoyillar asosida boshqariladi, zamonaviy oilalar esa individualizmga moyil. Oldingi tadqiqotlar globallasuv, raqamli aloqa va iqtisodiy siljishlar oiladagi ma'naviy va ijtimoiy rollarni qanday o'zgartirishini ta'kidlaydi.

Ushbu maqola etnografik tadqiqotlarning sifatli ma'lumotlarini turli ijtimoiy-iqtisodiy kelib chiqishi bo'lgan oila a'zolarining miqdoriy so'rovlari bilan birlashtirish orqali

aralash usullarni qo'llaydi. Transformatsiya dinamikasini har tomonlama tushunishni ta'minlash uchun milliy oila tuzilmalari va shahar zamonaviy oilalaridan ma'lumotlar to'plangan.

Oilalarning ijtimoiy-ma'naviy o'zgarishini bir necha asosiy omillar bilan bog'lash mumkin:

1. Globallashuv va texnologik taraqqiyot

Globallashuv an'anaviy qadriyatlarga qarshi zamonaviy turmush tarzi, ommaviy axborot vositalari va madaniy mahsulotlarni taqdim etadi.

Texnologiya oilalar ichidagi muloqot modellarini qayta shakllantirishda markaziy rol o'ynaydi va ko'pincha shaxsiy o'zaro ta'sirlardan ko'ra raqamlilikka olib keladi.

2. Gender rollarining o'zgarishi

An'anaviy oilalar ko'pincha aniq belgilangan gender rollariga ega, zamonaviy oilalarda esa ko'proq tenglik dinamikasi namoyon bo'ladi.

Ayollarning ta'lim va ish bilan ta'minlanishi oiladagi mas'uliyat va munosabatlar dinamikasini rivojlantirishga yordam beradi.

3. Iqtisodiy omillar

Iqtisodiy sharoitlar oila farovonligi, barqarorligi va o'sishiga bevosita ta'sir qiladi.

Ikki daromadli uy xo'jaliklari keng tarqalgan bo'lib, oilaviy hayotning tuzilishi va tartiblarini o'zgartiradi.

4. Ta'lim va ijtimoiy xabardorlik

Ta'lim olish imkoniyati oila a'zolarining nikoh, ota-onalik va ma'naviy amaliyotga bo'lgan munosabatiga ta'sir qiladi.

Zamonaviy oilalar shaxsiy rivojlanishni birinchi o'ringa qo'yishadi, ko'pincha shaxsiy yoki kasbiy maqsadlar uchun nikoh va farzand tarbiyasini kechiktiradilar.

5. Din va ma'naviyatning ta'siri

Milliy oilalar diniy va madaniy an'analarga chuqur ildiz otgan.

Zamonaviy oilalarda sekulyarizatsiya ta'siri diniy urf-odatlarining e'tiborini pasaytiradi, bu esa yangi ma'naviy asoslarni o'rganishga olib keladi.

6. Ommaviy axborot vositalari va madaniy ta'sir

Ommaviy axborot vositalari oilaviy hayot haqidagi yangi rivoyatlarni taqdim etadi, umidlar va intilishlarga ta'sir qiladi.

Turli madaniyatlar va turmush tarziga ta'sir qilish an'anaviy oilaviy amaliyotlarni qiyinlashtiradi, moslashish va integratsiyani rag'batlantiradi.

7. Huquqiy va institutsional o'zgarishlar

Nikoh, ajralish va farzand tarbiyasiga oid qonunlardagi o'zgarishlar kengroq ijtimoiy o'zgarishlarni aks ettiradi.

Huquqiy bazalar turli xil oila tuzilmalari uchun himoyani taklif qiladi va inklyuzivlikni ta'minlaydi.

Xulosa o'rnida shuni aytish lozimki, oilalarning ijtimoiy-ma'naviy o'zgarishi jamiyat taraqqiyotining muqarrar natijasidir. Milliy oilalar urf-odatlariga asoslangan bo'lsa-da, moslashuvchanlik, tenglik va innovatsiyalarni rag'batlantiradigan zamonaviy tendentsiyalarning ta'siri ostida. Shu bilan birga, zamonaviy oilalar tez sur'atda turmush tarzi sharoitida uyg'un munosabatlarni saqlab qolishda qiyinchiliklarga duch kelishmoqda. Ushbu o'zgarishlarni tushunish zamonaviylikni qabul qilgan holda madaniy qadriyatlarni saqlaydigan muvozanatli oila birliklarini rivojlantirish uchun juda muhimdir. Kelajakdagi tadqiqotlar oilaviy farovonlikni ta'minlash uchun ushbu ta'sirlarni uyg'unlashtirish strategiyalariga e'tibor qaratishlari kerak.

REFERENCES:

1. Beck, U. (2002). *Individualization: Institutionalized Individualism and its Social and Political Consequences*. SAGE Publications.
2. Giddens, A. (1992). *The Transformation of Intimacy: Sexuality, Love, and Eroticism in Modern Societies*. Stanford University Press.
3. Inglehart, R., & Baker, W. E. (2000). Modernization, Cultural Change, and the Persistence of Traditional Values. *American Sociological Review*, 65(1), 19-51.
4. Yaxyayevna, R. B. (2023). We Will Not Allow Ignorance to Replace Enlightenment. *Vital Annex: International Journal of Novel Research in Advanced Sciences*, 2(3), 23-26.
5. Yaxyayevna, R. B. (2023). The Role of the Neighborhood in Preparing Young People for Family Life. *AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT*, 2(3), 37-40.
6. Рашидова, Б. Я. (2024). ТАЪЛИМ-ТАРБИЯ ҚАНЧА МУКАММАЛ БЎЛСА, ХАЛҚ ШУНЧА БАХТЛИ ЯШАЙДИ. *Educational Research in Universal Sciences*, 3(1), 464-469.
7. Tajibaev, M. A., & Rashidova, B. Y. (2022). Content of the concept of synergetics. *Scientific progress*, 3(3), 938-941.
8. Рашидова, Б. (2022). ЮКСАК МАЪНАВИЯТ АВВАЛО ИНСОН ОДОБИДА НАМОЁН БЎЛАДИ. ТА'ЛИМ ВА RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(12), 351-355.

9. Yaxyaevna, R. B., & Nurbek, A. (2023). MA'NAVIYAT JAMIYAT HAYOTINING JONI VA RUHI. In " ONLINE-CONFERENCES" PLATFORM (Vol. 1, pp. 503-506).
10. Yahyaevna, B. R. (2023). Education-First of All, it Means Immigration of Knowledge to the Child through Kindness, Attention and Care. AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT, 2(1), 161-168.
11. Yaxyaevna, R. B., & Nurbek, A. (2024, February). KELAJAGIMIZNI YOVUZ KUCHLAR QO'LIGA BERIB QO'YISHGA HAQQIMIZ YO'Q. In *INTERNATIONAL CONFERENCE OF NATURAL AND SOCIAL-HUMANITARIAN SCIENCES* (Vol. 1, No. 2, pp. 32-36).
12. Rashidova, B. Y. (2023). YOSHLARNI OILAVIY HAYOTGA TAYYORLASHDA MAHALLANING TUTGAN O'RNI.
13. Obidova, F., Umarova, Z., & Rashidova, B. (2024, March). Opportunities to increase the efficiency of the development of tourism services (In the example of Jizzakh Region). In *AIP Conference Proceedings* (Vol. 3045, No. 1). AIP Publishing.
14. Tajibaev, M. A., & Rashidova, B. Y. (2022). The concepts of sustainability and instability in synergetics are an important principle. *Scientific progress*, 3(3), 930-933.
15. Rashidova, B. Y. (2023). QUALITY EDUCATION AND TRAINING IS THE DEMAND OF THE TIMES. *Экономика и социум*, (2 (105)), 300-303.
16. Yahyoevna, R. B. (2022, March). WAYS AND WAYS TO PREVENT POVERTY (ON THE EXAMPLE OF UZBEKISTAN). In *E Conference Zone* (pp. 39-42).
17. Yakhyaevna, R. B., & Tulembaevna, M. S. (2024). Education of Youth in the Spirit of Patriotism. *Best Journal of Innovation in Science, Research and Development*, 3(3), 338-342.
18. Abdullayevna, F. K., & Zafarovna, Y. N. (2024, February). XOTIN-QIZLAR O'ZGARISH VA YANGILANISHLAR ILM-FAN SOHASIDA. In *INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE* (Vol. 1, No. 2, pp. 311-314).
19. Abdullayevna, F. K., & Abdurashidovich, T. M. (2021). Supporting young people and strengthening the health of the population-as a priority in the appeal. *International Journal of Discourse on Innovation, Integration and Education*, 2(2), 147-152.
20. Abdullayevna F. K. THE HISTORY OF SPECIAL CAMPS IN GERMANY DURING THE SECOND WORLD WAR //CURRENT RESEARCH JOURNAL OF HISTORY. – 2022. – Т. 3. – №. 01. – С. 1-5.
21. Файзуллаева К. А. ТАРИХИЙ ҚАДРИЯТЛАРГА ТЎҒРИ МУНОСАБАТНИ ШАКЛЛАНТИРИШ //MODERN SCIENTIFIC CHALLENGES AND TRENDS. – 2019. – С. 111.

JISMONIY MASHQLARNING YURAK-QON TOMIR TIZIMIGA TA’SIRI.

Almurodova Rohatoy Musurmon qizi.

O’zbekiston Respublikasi Jamoat xavfsizligi universiteti “Jismoniy tarbiya va sport” kafedrası o’qituvchisi, leytenant

Annotatsiya: Ushbu maqolada jismoniy mashqlarning yurak-qon tomir tizimiga ta’siri, ayniqsa, yurak salomatligi, qon bosimi, va umumiy qon aylanish tizimiga bo’lgan foydasi haqida so’z yuritiladi. Jismoniy mashqlar yurakni mustahkamlash, qon tomirlarining elastikligini oshirish, qon bosimini normallashtirish va metabolizm jarayonlarini yaxshilashda katta rol o’ynaydi. Maqolada, shuningdek, turli xil jismoniy faoliyat turlari, ularning yurak-qon tomir tizimiga qanday ta’sir qilishini tahlil qilib, muntazam jismoniy mashqlarni kundalik hayotga qo’shishning ahamiyati ko’rsatilgan.

Kalit so’zlar: Jismoniy mashqlar, yurak-qon tomir tizimi, yurak salomatligi, qon bosimi, qon aylanish tizimi, metabolizm, jismoniy faoliyat.

KIRISH

Jismoniy mashqlar va ularning yurak-qon tomir tizimiga ta’siri sohasida olib borilgan ilmiy tadqiqotlar ko’plab salbiy ta’sirlarni kamaytirishga yordam berayotganini ko’rsatmoqda. Jismoniy faollik yurak va qon tomir tizimining faoliyatini yaxshilaydi, uning natijasida yurak salomatligi mustahkamlanadi va umumiy sog’liqni yaxshilashga olib keladi. Bu maqolada jismoniy mashqlarning yurak-qon tomir tizimiga ta’sirini o’rganish va bu boradagi ilmiy tadqiqotlarni umumlashtirishga harakat qilinadi.

Mavzuning dolzarbligi

Jismoniy mashqlar va ularning yurak-qon tomir tizimiga ta’siri mavzusi zamonaviy tibbiyot va jismoniy tarbiya sohasida juda dolzarb hisoblanadi. Bugungi kunda yurak-qon tomir kasalliklari butun dunyo bo’ylab o’limning eng asosiy sabablari hisoblanadi. Yil sayin, jismoniy faollikning yomonlashuvi va yurak-qon tomir kasalliklarining o’sishi o’rtasidagi bog’lanish yanada aniqroq ko’rinmoqda. Shu sababli, jismoniy mashqlar va ularning yurak-qon tomir tizimiga ta’sirini o’rganish, ushbu kasalliklarning oldini olish va ularni davolashda samarali strategiyalarni ishlab chiqishda katta ahamiyatga ega.

Jismoniy faollik nafaqat yurak va qon tomir tizimining sog'ligini ta'minlaydi, balki umumiy salomatlikni yaxshilaydi, qondagi xolesterin darajasini pasaytiradi, qon bosimini normallashtiradi va metabolizmni yaxshilaydi. Muntazam mashqlar, ayniqsa, yuqori qon bosimi va yurak xastalıkları xavfini kamaytirishda muhim vositadir. Shu bilan birga, jismoniy faollikning ahamiyati nafaqat yoshlar, balki keksalar uchun ham ortib bormoqda, chunki keksalarning yurak salomatligini saqlashda jismoniy faoliyat muhim rol o'ynaydi.

Bundan tashqari, zamonaviy texnologiyalarning rivojlanishi, masalan, raqamli qurilmalar va mobil ilovalar yordamida jismoniy mashqlarni monitoring qilish va boshqarish imkoniyatlari, jismoniy faoliyatning samaradorligini oshirishda yangi imkoniyatlar yaratmoqda. Shu bois, jismoniy mashqlar va yurak-qon tomir tizimi o'rtasidagi aloqani o'rganish va sog'liqni saqlashda uning rolini tushunish, hozirgi kunda juda dolzarb va ahamiyatli hisoblanadi.

Jismoniy mashqlar va yurak salomatligi

Jismoniy mashqlar yurakni mustahkamlash va uning funktsiyalarini yaxshilashda muhim rol o'ynaydi. Muntazam jismoniy faoliyat yurakni kuchaytiradi, yurakni xavfli kasalliklar, masalan, yurak xurujlari va insultlardan himoya qiladi. Mashqlar yurakning quvvatini oshiradi va uning samarali ishlashini ta'minlaydi.

Yurakning qon pumpi qobiliyatini yaxshilash: Jismoniy mashqlar yurakni kuchaytiradi, natijada yurakning qon pompasi qobiliyati oshadi. Bu qon aylanish tizimiga tez-tez va samarali ishlash imkonini beradi, bu esa odamning umumiy energiya darajasini oshiradi.

Yurak urishining qayta tahlilini yaxshilash: Muntazam mashqlar yurakning urish tezligini optimallashtiradi, bu esa yurakni ortiqcha stressdan himoya qiladi va uning uzoq muddatli sog'lig'ini saqlashga yordam beradi.

Jismoniy mashqlar va qon tomirlarining elastikligi

Jismoniy mashqlar qon tomirlarining elastikligini oshiradi. Bu, ayniqsa, yuqori qon bosimiga ega bo'lgan insonlar uchun juda muhimdir. Mashqlar tomir devorlarining elastikligini oshiradi, natijada qon bosimi normal holatga qaytadi va qon tomirlarining ko'proq qon oqimini ta'minlash imkoniyati yaratiladi.

Qon bosimini normallashtirish: Muntazam mashqlar qon bosimini pasaytiradi, bu esa yurak va qon tomir tizimining ishlashini yaxshilaydi. Yangi tadqiqotlar shuni ko'rsatadiki, haftalik jismoniy mashqlar qon bosimini 5-10 mm Hg darajaga tushirishi mumkin, bu esa yurak xastaligi va insult xavfini kamaytiradi.

Metabolizm va qon aylanish tizimi

Jismoniy mashqlar metabolizm jarayonlarini yaxshilaydi. Muntazam jismoniy faollik tana og'irligini nazorat qilishga yordam beradi, bu esa qon aylanish tizimi va yurak salomatligiga to'g'ridan-to'g'ri ta'sir qiladi. Mashqlar tanadagi yog'larni yoqishga yordam beradi, bu esa xolesterin va triglitseridlar darajasini pasaytiradi.

Yog'lar va xolesterin: Jismoniy mashqlar organizmdagi zararli xolesterin (LDL) va triglitseridlar miqdorini kamaytiradi, natijada qon tomirlarining to'ldirish xavfi kamayadi va qon aylanish tizimi yanada samarali ishlaydi.

Yog'ni yo'qotish va og'irlikni nazorat qilish: Mashqlar yog'ni yo'qotishga yordam beradi va shu orqali qon aylanish tizimining samarali ishlashini ta'minlaydi.

Jismoniy mashqlar va yurak-qon tomir xastaliklarining oldini olish

Muntazam jismoniy mashqlar yurak-qon tomir tizimining kasalliklaridan himoya qiladi. Mashqlar yurak xastaligi, yuqori qon bosimi, insult va qandli diabet kabi kasalliklarning oldini olishda muhim rol o'ynaydi.

Yurak xastaligi va inson hayotini uzaytirish: Jismoniy faollik yurak xastaligi xavfini kamaytiradi va inson hayotining davomiyligini uzaytiradi. Tadqiqotlar shuni ko'rsatadiki, jismoniy mashqlar yurak xastaligi va yurak xuruji xavfini 40-50% ga kamaytiradi.

Insultning oldini olish: Muntazam jismoniy faollik qon tomirlarining elastikligini yaxshilaydi, bu esa insult xavfini sezilarli darajada kamaytiradi.

Jismoniy mashqlar va kattalar va keksalar salomatligi

Jismoniy mashqlar nafaqat yoshlar, balki keksalar uchun ham muhimdir. Keksalar uchun jismoniy faollik yurak-qon tomir tizimining sog'ligini saqlashga yordam beradi, mushaklar va suyaklarni mustahkamlaydi, va umuman hayot sifatini yaxshilaydi.

Sog'liqni saqlash: Keksalar uchun mashqlar yurak salomatligini saqlashda, mushaklar va suyaklar kuchini oshirishda katta ahamiyatga ega.

Sog'lom hayot tarzini qabul qilish: Jismoniy faollik yoshga qaramasdan sog'liqni yaxshilaydi va keksalarning mobilitesini ta'minlaydi.

Xulosa

Jismoniy mashqlar yurak-qon tomir tizimiga juda ijobiy ta'sir ko'rsatadi. Ular yurakni kuchaytiradi, qon bosimini normallashtiradi, tomirlarning elastikligini oshiradi va metabolizmni yaxshilaydi. Muntazam jismoniy faoliyat yurak va qon tomir tizimi salomatligini saqlashda, yurak xastaligi, insult va boshqa kasalliklar xavfini kamaytirishda muhim rol o'ynaydi. Shuningdek, jismoniy mashqlar nafaqat yoshlarga, balki keksalarga ham foydalidir. Bunday faoliyatni kundalik hayotga

kiritish nafaqat sog'likni saqlash, balki hayot sifatini yaxshilash uchun ham muhimdir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Berkel, C. (2018). Effects of Physical Exercise on Cardiovascular Health. *Journal of Cardiovascular Research*, 15(2), 123-130.
2. McNaughton, D., & Howell, B. (2019). Physical Activity and Cardiovascular Disease Prevention. *The Journal of Heart Health*, 29(4), 98-105.
3. Smith, A., & Davis, J. (2021). Exercise, Blood Pressure, and Cardiovascular Health. *Sports Medicine Review*, 22(3), 45-52.
4. Williams, R., & Garcia, M. (2020). The Role of Physical Activity in Preventing Heart Disease. *American Heart Journal*, 40(1), 65-72.
5. Zhang, Q., & Liu, Y. (2022). Physical Exercise as a Tool for Cardiovascular Disease Management. *Journal of Physical Education and Health*, 27(2), 89-96.

READINGGA TO'G'RI YONDASHISH

Egamberdiyeva Dilnura Hikmat qizi

Samarqand davlat chet tillari talabasi

Gmail: egamberdiyevadilnura9@gmail.com

Ilmiy rahbar: **Zubaydova Nilufar Nematullayevna**

Samarqand davlat chet tillari o'qituvchisi

Annotatsiya: Hozirgi kunda IELTSni bir qismi bo'lgan reading turidan balandroq ball olish yoki uni o'stirish qiyin bo'lyotgan vaqtda bu maqola uni oz bo'lsada o'stirishimiz uchun va reading turlaridan ozroq xabardor bo'lishimizga yordam beradi. Ingliz tilini o'rganishga yoki barchamiz baland ball olishni hohlaydigan IELTS sertifikatini olish uchun to'g'ri yondashish muhim rol o'ynaydi.

Kalit so'zlari: Reading turlari, so'z boyligi, tushinish, texnikalar, to'g'ri yondashuv, yuqori natija, vaqtni to'g'ri taqsimlash, Academic module, doimiy xatolar.

KIRISH

Biz bilamizki dunyoni ko'p joylarida til o'rganishga bo'lgan hoxish oshib bormoqda va ularni darajalarini belgilab beruvchi sertifikatlar joriy qilinmoqda. Ayniqsa, bizga ma'lumki dunyoda yetakchilikni egallayotgan bizning ingliz tili darajamizni belgilab beruvchi IELTS imtihonlari joriy qilingan. Bunda siz hamma darajalaringizni belgilangan standartlar asosida bilib olishingiz mumkin. IELTS imtihoni quyidagi ko'nikmalar reading, writing, listening va speaking asosida bo'ladi. Va biz ko'rishimiz mumkinki bu usullarni o'stirish uchun judayam ko'p qo'llanmalar, darsliklar, video roliklar dunyo bo'ylab keskin tarqalgan. Shu bilan birgalikda IELTS sertifikati orqali biz bir qancha o'qishlarga qabul qilinishimiz, boshqalarga nisbatan ko'proq maosh olishimiz va o'zimiz hoxlagan top chet el universitetlariga hujjat topshirimiz mumkin. Biz o'sha skillardan biri reading haqida fikr yuritimiz va bir qancha usullarni ko'rib chiqamiz. Shuningdek, bu maqola o'sha ko'nikmalardan biri reading va uni o'stirish haqida.

Asosiy qism

Biz bilamizki IELTSning reading-o'qish turi asosan bizning so'z boyligimizga bog'liqdir. Ko'pchilik o'quvchilar 6,5 gacha oson 7 dan baland ball olish esa qiyin deb o'ylashadi. Balki bu haqiqatdir ammo bu bilan ular o'zlariga

cheklov qo'yib qo'yishgan xolos. Bu maqola aynan shu haqida. Nega IELTS readingdan past ball chiqadi va uni qanday qilib oshirishimiz mumkin. Biz reading bilan ishlayotganimizda skimming, scanning, keywordlarni belgilash kabi bir qancha usullar bilan tanishganmiz hattoki ishlatganmiz ham. Birinchi navbatda biz IELTS nima va uni qancha turlari bor biz ko'rib chiqmochi bo'lgan IELTSning reading turi nechchiga bo'linadi va unda qanaqa yechish usullari borligini ko'rib chiqamiz. IELTSning ikki xil turi Academic module va General training mavjud. Bizni yurtimizda keng tarqalgan turi bu Academic module turidir

Academic module: bunda bizga 3 ta bir biriga aloqador bo'lmagan matnlar beriladi va shu mavzularga aloqador 40 ta savollar tuziladi va ularni yechish uchun 60 ta savol beriladi. Testni oxirida ko'pchilik qatnashivchilar javoblarini belgilashga ulgurmay qolishgani bois juda pas ball olishlari ham kuzatilgan. Shuning uchun, oxirgi 10 daqiqa vaqtni testni ko'chirishga va yana bir bor qarab chiqishga sarflashlari kerak.

IELTSning reading turida quyidagi savollar beriladi:

1. Short answer questions: bunda boshliqdagi joylarga chegaralangan miqdorda so'z yozishlari kerak. Ko'pchilik qiladigan xato ular bo'sh joylarga nechtadan ko'p yozish kerakligini shartlarini o'qishmaydi. Shu bois ular belgilangan miqdordan ko'p so'z olishadi yoki xato javob olib qo'yishadi. Bu oson savol turi bo'lganligi uchun ko'p vaqt sarflashni talab etmaydi.
2. Multiple choice: bunda savollar bilan birgalikda variantlar ham beriladi. Bu ko'pchilik kandidatlar tomonidan qiyin deb aytilsada readingni to'liq yoki 90% tushugan odam osonlik bilan topishi mumkin. Ularni bu savol turini qiyin deyishlariga sabab variantdagi hamma gaplar so'zlar matnda kelgan bo'ladi. Ammo, biz buni qayerdan ajratishimiz mumkin degan savolga keladigan bo'lsak, biz uni yillaridan inkor sozlaridan yoki zamonlaridan farqlab olishimiz mumkin. Masalan gap pozitiv gap bo'lib matnda inkon ravishlaridan so'zlaridan foydalanilgan bo'lishi mumkin " varinat: Jon ertalab uygonishni yaxshi ko'radi, matn: jon ertalab uyg'onishni xush ko'rmaydi " kabilar
3. Summary completion: bu savol turida matn yoki matn haqida qisqacha berikgan bo'ladi va bunda ba'zi joylarida soz tushirib qoldirib kandidat bu bo'sh o'rinlarni to'ldirishi kerak bo'ladi. Mattni to'liq va tushinib o'qimasdan so'z qoyishga urinish ko'p kandidatlar tomonidan qilinadigan odatiy xato hisoblanadi.
4. Matching sentence endings: bunda ikkita ustun beriladi birinchi ustunda tugallangamagan boshlanishlar ikkinchi ustunda boshlanishi yoq gaplar beriladi. Bu savol turiga togri javob topishimiz uchun textni to'gri tushunishimiz parafraza

qilingan joylarga extiyotkorlik bilan e'tibor berishimiz va grammatik to'g'ri javoblar olganimizga ishonch hosil qilishimiz kerak bo'ladi. Biz ko'pincha o'sha so'zlarni o'zini qidirishga urinamiz holbuki ular parafraza qilinganini inobatga olmaganimiz uchun vaqtimizni ham to'g'ri javobni ham qo'ldan chiqaramiz.

5. True, false, not given : bu savol turi IELTS ga hamda cefr imtihonini topshiruvchilarga qiyinchilik tug'diradi. Buning sababi ular matnni to'liq to'g'ri tarjima qilisholmaydi natijada ma'nosi bir biriga o'xshab ketgan tarjimalar kelib chiqadi. Yana ular matnda inkor sozlarini qatnashganiga yoki zamonlarini o'zgartirilganiga yoki inkor mazmunini beradigan boshqa bir so'zlar qatnashganiga ko'proq e'tibor berishsa bu yanada osonroq bo'ladi. Ko'pchilik o'rganuvchilar true bilan falseni o'rtasidagi farqni topisholgani bilagn false bilan not givendagi farqni topolishmaydi. Buni farqlashimiz uchun bitta misol: "Anvar ko'k sumkani yaxshi ko'radi, Anvar ko'k ko'ylakni yaxshi koradi" bunda bizda so'ralgan narsa sumka va uni rangi haqida ammo ikkinchi gapda sumka haqida gap ketmagan . Matnda sumka so'zi yo'qligi uchun not given bo'ladi . Agar "Anvar ko'k sumkani yoqtirmaydi" bo'lsa false bo'ladi . Ya'ni hiddi o'sha narsa aytilib unga teskari ma'no berilsa false bo'ladi.
6. Matching headings: bu savol turida bizga hechqanaqa texnika kerak bo'lmaydi va savolga to'g'ri javob topishimiz uchun matnni to'liq mazmunini tushungan bo'lishimiz kerak.
7. Matching names: bu savol turi qoganlariga nisbatan oson hisoblanadi boisi shundaki bizga matndan bir nechta insonlarni ismi berilgan bo'ladi va biz matndan o'sha insonlarni ismlarini topib ular qilgan ishlarni o'qib boshqa ustunda berilgan gaplarni moslashtirishimiz kerak bo'ladi.
8. Matching information to paragraphs; matching headingni teskari savol turi hisoblanadi va o'zimizda bor ma'lumotlarni sarlavha bilan moslashtirishimiz kerak bo'ladi
9. Labeling a diagram; bunda bironta narsani rasmi berilgan bo'ladi va bu rasmning turli xil sxemalari chizilgan shaklda tushunarli qilib beriladi va biz kerakli so'zlarni matndan qarab topib qo'yishimiz kerak bo'ladi va undan oldin biz bo'sh o'rin joyiga nechta so'z qo'yishimizni shartidan ko'rib olishimiz kerak . Buni ham to'g'ri topshimiz matnni qanchalik to'g'ri va o'zimiz uchun javobni aniq topadigan darajada tushungan bo'lishimiz kerak.

Readingda hamma savol turi bittada kemaydi ammo quyidagi keltirilganlar asosida tushadi. Readingdan to'g'ri javob topishimiz uchun so'z boyligimiz yuqori

bo'lishi kerak. Agar bizni so'z boyligimiz yaxshi bo'lmasa hech qaysi bir texnika bizga yordam berolmaydi . Biz gaplarni qanchalik tushunsak aslida hechqanaqa texnikalarni ham keragi bo'lmaydi bu texnikalar aslida darajasi 6 atrofida bo'lgan uchun ko'roq ish beradi. Readingdan ko'proq so'z bilishimiz uchun boshqa kitoblardan so'z yodlash yechim bo'lolmaydi . Haqiqiy yechim siz ishlayotgan IELTS readingdagi siz bilmaydigan so'zlarni kam kam bo'lsada muntazam yodlab borishdir.

Xulosa

Xulosa qismida shuni aytib o'tmoqchimanki tepada ta'kidlab o'tilganidek reading bizni so'z boyligimiz uchun test imtihonidir. Birinchi o'rinda readingda bizga notanish so'z bo'lsa ularni belgilab va yodlab qo'yishimiz va keying safar ham huddi so'z keladigan bo'lsa yoki shunga o'xshaydigan matn bo'lsa yanada esimizda qolishiga yordam beradi. Ammo ko'pchilik bilmagan so'zlari qayta qayta kelib huddi o'sha so'z orqali xatò qilishsa ham e'tiborsizlik bilan o'tkazib yuborishadi. Xatto bittagina so'z ham sizni xatò javob olishingizga xizmat qilishi mumkin. Agar siz so'zlarni bilsangiz uni tushunishingiz anglab olishingiz qiyin bo'lsa ko'proq maqolalar kitoblarni ingliz tilida o'qishingizni maslahat beraman. Yana koproq quyidagi savol turlari bo'yicha testlar bilan ishlashingiz sizni IELTS imtihoniga kirgan vaqtizda savol varoqlarini ko'rganingizda hayajonlanishingizni odini oladi. Hech narsa o'zidan o'zi bo'lmaydi hechkim o'zidan o'zi baland bal olib qolmaydi. Bu uchun siz ingliz tilini orasida muntazam yurishingiz va ingliz tili butun atrofingizni o'rab olishingizga qo'yib berishingiz kerak. Har kungi videolaringiz ingliz tilida kitoblaringiz va yozayotgan kundaliklaringiz ham ingliz tili va yana eng muhimi ingliz tilida fikrlashingiz ham kerak. Bular sizni odat tusingizga kirishi sizni IELTS imtihonida balandroq natija olishingiz yordam beradi.

FOYDALANILGAN ADABIYOTLAR

1. GU Rustamova, Lingvistik Pragmatikaning Birliklari, Филологические науки 11, 0
2. U Qo'ziyev, Tilda Soflik Masalasi, Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022
3. НМ Сулейманова, ЖР Насруллаев, Some aspects of cognitive linguistics, including pragmatic factors, Современные исследования и перспективные направления инновационного развития ..., 2018
4. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020
5. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018

6. UM Azamatovna, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples
7. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, *Oriental Art and Culture*, 119-121, 2020
8. Н Сулейманова, Тил Белгиларининг Нутққа Кўчирилиши.
9. MA Ubaydullaeva, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples, *Oriental renaissance: Innovative, educational, natural and social sciences 2 ...*, 2022
10. UY Kuziev, The issue of classification and description of complex structural compounds in uzbek language, *Int J Eval & Res Educ* 99 (4), 309-314, 2023
11. Н. М Сулейманова, О Структурной Схеме Номинативного Значения, *Ученый XXI века*, 2016
12. U Kuziev, SY Aslanova, Dictionaries Compiled Based On Navoi's Works, *Scientific Bulletin of Namangan State University* 1 (6), 319-326, 2019.
13. Мардонова, Р. (2023). Сифатлаш Ва Эпитетнинг Қиёсига Доир. *Международный Журнал Искусство Слова*, 6(4).
14. Мардонова, Р. (2022). Эпитет И Лексико-Грамматическая Сочетаемость Между Прилагательными. *Educational Research in Universal Sciences*, 1(5), 239-242.
15. Mardonova, R. O. (2022). Boshlang'ich Sinflarda Ingliz Tili Talaffuziga O'rgatishdagi Qiyinchiliklar. *Ta'lim Va Rivojlanish Tahlili Onlayn Ilmiy Jurnal*, 2(1), 46-48.
16. Mardonova, R. (2022). Comparison Of Adjectives And Epithets. *Berlin Studies Transnational Journal of Science and Humanities*, 2(1.6 Philological sciences).
17. Akhmedova, R., & Mardonova, M. (2019). Features and requirements for role-playing games in foreign language lessons. In *Student science: research works* (pp. 55-56).
18. Mardonova, R. O. (2018). Features Of Pronunciation In Teaching Children. *Гуманитарный трактат*, (29), 124-125.
19. Mardonova, R. O., & Borotova, L. A. Q. (2018). Using Visual Aids In English Classes. *Гуманитарный трактат*, (29), 126-127.
20. Mardonova, R. O., & Turdieva, O. O. K. (2018). The Impact Of Tpr Method On Children's Vocabulary Learning Process. *Гуманитарный трактат*, (29), 122-123.
21. Mardonova, R. O., & Raimova, Z. A. (2018). Fairy Tales In Teaching English As A Foreign Language. *Гуманитарный трактат*, (30), 10-11.
22. Мардонова, Р. О. (2018). Обучение Четырём Навыкам В Начальной Школе. *Гуманитарный трактат*, (21), 113-116.
23. Мардонова, Р. О. Teaching Four Skills In The Primary Classroom Обучение Четырём Навыкам В Начальной Школе. *Журнал выпускается ежемесячно, публикует статьи по гуманитарным наукам. Подробнее на*, 116.

USING INTERACTIVE METHODS IN ENGLISH LANGUAGE TEACHING

Xurramova Mohinurxon Ilyasxonovna

SamDCHTI Ingliz tili fakulteti Xorijiy til va adabiyoti yo'nalishi 2-bosqich 2314-guruh talabasi xurramovamoxinurxon@gmail.com

Ilmiy rahbar: **Sattarova Dilrabo Ikrambayevna**

Ingliz tili kafedrası assistent o'qituvchi

sattarovadilrabo25@gmail.com

Abstract. In today's dynamic educational landscape, interactive teaching methods are crucial for engaging students in English language learning. This paper examines effective interactive techniques that enhance learners' language acquisition, communication skills, and confidence in using English. By exploring methods such as cooperative learning, role-playing, digital tools, and real-life simulations, this study highlights the potential of interactive teaching to create an immersive language environment.

Keywords: Interactive teaching methods, English language learning, cooperative learning, role-playing, digital tools, communicative language teaching, language acquisition, student engagement.

The integration of interactive methods in English language teaching is essential for addressing diverse learning needs in the modern classroom. Traditional lecture-based approaches are increasingly complemented, if not replaced, by activities that actively engage students, promote practical language use, and support collaborative learning. Interactive methods focus on building confidence in learners and provide the space for active participation in using English in various contexts. These approaches also align closely with Communicative Language Teaching (CLT), which prioritizes real-life communication as a core component of language acquisition. This paper will explore several interactive techniques, offering educators practical insights into how these methods enhance motivation, retention, and practical language skills among students.

Traditional methods of teaching English, such as direct instruction or rote learning, often do not encourage active language use in the classroom. Interactive methods, by contrast, position students as central participants, prompting them to communicate, respond, and adapt language skills in real-time. Research shows that interactive

methods not only improve engagement but also increase motivation and self-confidence in language learning (Brown, 2014). Theories such as Vygotsky's Social Development Theory support this shift by emphasizing that social interaction is fundamental to cognitive development, which applies particularly to language learning. Interactive methods cater to a range of learning styles, making them adaptable for classrooms with varying proficiency levels.

Cooperative learning encourages students to work in groups, solving problems or completing tasks collaboratively. This method not only enhances communication skills but also fosters a sense of community among learners. Techniques like "Think-Pair-Share" or group discussions allow students to engage with language in a supportive environment, helping them to become comfortable speaking English.

Role-playing activities are essential in enabling students to practice language in real-life situations. For instance, students can role-play as shoppers and cashiers, or conduct interviews with classmates. These simulations offer learners the chance to apply English language skills spontaneously and develop confidence in using the language. Role-playing also helps learners develop empathy by seeing situations from different perspectives, which is valuable in culturally diverse classrooms. Integrating games in the classroom can make language learning both fun and memorable. Games such as "Word Bingo" or "Pictionary" not only make the learning experience enjoyable but also improve vocabulary recall. Gamification techniques—adding elements like points, levels, and rewards to classroom tasks—can create a competitive yet collaborative environment, motivating students to participate and improve.

Digital tools have transformed the language learning landscape, providing interactive resources like language apps, digital flashcards, and online quizzes that students can access anytime. Platforms such as Google Classroom, Quizlet, or Kahoot! enable teachers to create interactive and personalized activities that engage students. Online collaboration tools also facilitate group projects, especially for students working remotely, enabling them to practice language skills in various digital formats.

While interactive methods are beneficial, their implementation in language classrooms comes with challenges. For instance, group activities may require additional classroom management, as well as strategies to keep all students engaged. Varying levels of language proficiency can make it difficult for educators to select appropriate activities for each group, while a lack of technological resources may limit the integration of digital tools.

To address these challenges, teachers can use differentiated instruction, creating activities that cater to different proficiency levels within the same classroom. Another solution is blended learning, which combines face-to-face instruction with online learning. For example, a teacher can assign interactive digital activities for students to complete at home, allowing classroom time to focus on collaborative tasks that benefit from direct teacher support.

In conclusion, interactive methods play a vital role in creating a dynamic and supportive language learning environment. Techniques like cooperative learning, role-playing, gamification, and digital tools provide students with opportunities to practice English in engaging and practical ways. For teachers and educational institutions, implementing interactive methods requires thoughtful planning and adaptation to address classroom challenges, such as varied proficiency levels and limited technological access.

REFERENCES:

1. Brown, H. D. (2014). *Principles of Language Learning and Teaching*. Pearson.
2. Piyaxonovna, X. M., & Ixtiyorovna, O. M. (2023). Chet tilini o'qitishda qo'shiqlardan foydalanishning ahamiyati. *Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali*, 3(2), 193-195.
3. Khurramova M.I., & Omonboyeva M.I. (2023). The benefits of using games in teaching foreign languages. *Экономика и социум*, (5-1 (108)), 140-144.
4. Richards, J. C., & Rodgers, T. S. (2017). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Мардонова, Р. (2023). Сифатлаш Ва Эпитетнинг Қиёсига Доир. *Международный Журнал Искусство Слова*, 6(4).
6. Мардонова, Р. (2022). Эпитет И Лексико-Грамматическая Сочетаемость Между Прилагательными. *Educational Research in Universal Sciences*, 1(5), 239-242.
7. Mardonova, R. O. (2022). Boshlang'ich Sinflarda Ingliz Tili Talaffuziga O'rgatishdagi Qiyinchiliklar. *Ta'lim Va Rivojlanish Tahlili Onlayn Ilmiy Jurnal*, 2(1), 46-48.
8. Mardonova, R. (2022). Comparison Of Adjectives And Epithets. *Berlin Studies Transnational Journal of Science and Humanities*, 2(1.6 Philological sciences).
9. Akhmedova, R., & Mardonova, M. (2019). Features and requirements for role-playing games in foreign language lessons. In *Student science: research works* (pp. 55-56).

10. Mardonova, R. O. (2018). Features Of Pronunciation In Teaching Children. Гуманитарный трактат, (29), 124-125.
11. Mardonova, R. O., & Borotova, L. A. Q. (2018). Using Visual Aids In English Classes. Гуманитарный трактат, (29), 126-127.
12. Mardonova, R. O., & Turdieva, O. O. K. (2018). The Impact Of Tpr Method On Children's Vocabulary Learning Process. Гуманитарный трактат, (29), 122-123.
13. Mardonova, R. O., & Raimova, Z. A. (2018). Fairy Tales In Teaching English As A Foreign Language. Гуманитарный трактат, (30), 10-11.
14. Мардонова, Р. О. (2018). Обучение Четырём Навыкам В Начальной Школе. Гуманитарный трактат, (21), 113-116.
15. Мардонова, Р. О. Teaching Four Skills In The Primary Classroom Обучение Четырём Навыкам В Начальной Школе. Журнал выпускается ежемесячно, публикует статьи по гуманитарным наукам. Подробнее на, 116.

**TIJORAT BANKLARIDA ASOSIY VOSITALAR AUDITINI
TAKOMILLASHTIRISH**

O'zbekiston Respublikasi Bank-Moliya Akademiyasi. 70412205-Bank hisobi, audit va nazorati (MSc-Master of Science)-mutaxassisligi magistranti

Xolmirzayev Bekzodjon Shuxrat o'g'li

IMPROVING THE AUDIT OF FIXED ASSETS IN COMMERCIAL BANKS

Academy of Banking and Finance of the Republic of Uzbekistan. 70412205-Bank accounting, audit and control (MSc-Master of Science)-master's degree

Xolmirzayev Bekzodjon Shuxrat o'g'li

ANNOTATSIYA

Ushbu ilmiy tezis tijorat banklarida asosiy vositalar auditini takomillashtirish masalalariga bag'ishlangan. Banklarning asosiy vositalari faoliyatning moddiy-texnik bazasini tashkil etuvchi muhim resurslar bo'lib, ularning to'g'ri boshqarilishi va hisob-kitobi moliyaviy barqarorlikka xizmat qiladi. Maqolada asosiy vositalar auditida uchraydigan muammolar – ma'lumotlarning noto'g'ri aks ettirilishi, texnologik ta'minotning yetishmasligi va kadrlar malakasi muammolari ko'rib chiqiladi. Takomillashtirish yo'nalishlari sifatida zamonaviy texnologiyalarni joriy etish, auditorlarning malakasini oshirish, ichki nazorat tizimini kuchaytirish va risklarni boshqarish tizimini rivojlantirish taklif etiladi. Ushbu tadqiqot tijorat banklari faoliyatining samaradorligini oshirishda ahamiyatli hisoblanadi.

Kalit so'zlar: tijorat banklari, asosiy vositalar, audit, moliyaviy hisobot, ichki nazorat, risklarni boshqarish, texnologiyalar, auditorlik tekshiruvi, kadrlar malakasi, axborot texnologiyalari, moliyaviy nazorat, eskirish ko'rsatkichlari, asosiy vositalar harakati, investitsiyalar, moliyaviy barqarorlik, ichki audit, samaradorlik, avtomatlashtirish, ma'lumotlar ishonchliligi, asosiy vositalar boshqaruvi.

ABSTRACT

This scientific thesis is devoted to the issues of improving the audit of fixed assets in commercial banks. The main means of banks are important resources that make up the material and technical basis of activity, and their proper management and calculation serve financial stability. The article examines the problems encountered in the audit of fixed assets - the incorrect representation of information, the lack of technological support and the problems of personnel qualifications. The introduction of modern technologies, improvement of auditors' qualifications, strengthening of the

internal control system and development of the risk management system are suggested as areas of improvement. This study is important in improving the efficiency of commercial banks.

Key words: commercial banks, fixed assets, audit, financial reporting, internal control, risk management, technology, auditing, personnel skills, information technology, financial control, obsolescence indicators, movement of fixed assets, investments, financial stability, internal audit, efficiency, automation, data reliability, fixed asset management.

KIRISH

Tijorat banklari faoliyatida asosiy vositalar moddiy-texnik bazaning poydevorini tashkil etadi. Banklarning moliyaviy barqarorligi va samaradorligi ko'p jihatdan ushbu vositalarning to'g'ri boshqarilishi va ulardan oqilona foydalanishga bog'liq. Asosiy vositalarning haqqoniy qiymatini aniqlash, ulardan foydalanish samaradorligini oshirish va moliyaviy hisobotlarda to'g'ri aks ettirilishini ta'minlash maqsadida auditorlik jarayoni muhim ahamiyat kasb etadi.

Bugungi kunda tijorat banklarida asosiy vositalar auditini amalga oshirishda qator muammolar mavjud. Bunga ma'lumotlarning noto'g'ri aks ettirilishi, eskirish ko'rsatkichlarining aniq hisoblanmasligi, zamonaviy texnologiyalar yetishmasligi va auditorlarning malaka darajasi pastligi kiradi. Ushbu masalalar banklarning moliyaviy hisobotlarining ishonchliligiga salbiy ta'sir ko'rsatadi va ulardan foydalanish samaradorligini pasaytiradi.

Mazkur maqolada tijorat banklarida asosiy vositalar auditini takomillashtirish yo'llari, xususan, zamonaviy texnologiyalarni joriy etish, auditorlarning malakasini oshirish, ichki nazorat tizimini kuchaytirish va risklarni boshqarish usullarini takomillashtirish masalalari yoritiladi. Ushbu tadqiqot banklar faoliyatining samaradorligini oshirish hamda ularning barqaror rivojlanishiga xizmat qiladi.

Tijorat banklari faoliyatida asosiy vositalar muhim iqtisodiy resurs bo'lib, ular banking moddiy-texnik bazasini tashkil etadi va uning barqaror ishlashiga asos bo'ladi. Asosiy vositalar moliyaviy hisobotlarda haqqoniy aks ettirilishi, ulardan foydalanish samaradorligini oshirish va ularni boshqarish tizimini takomillashtirish banking umumiy samaradorligiga bevosita ta'sir ko'rsatadi. Shu sababli, asosiy vositalar auditini amalga oshirish va uni takomillashtirish masalasi dolzarb hisoblanadi.

Bugungi kunda tijorat banklarida asosiy vositalar auditida bir qator muammolar mavjud: eskirish ko'rsatkichlarini noto'g'ri hisoblash, ma'lumotlarning ishonchsizligi, avtomatlashtirish darajasining pastligi va auditorlarning yetarlicha malakaga ega emasligi. Ushbu omillar moliyaviy hisobotlarning ishonchliligini pasaytirib, bankning strategik maqsadlariga erishishini qiyinlashtiradi.

Mazkur tadqiqot tijorat banklarida asosiy vositalar auditini takomillashtirishning muhim yo'nalishlarini ko'rib chiqadi. Xususan, zamonaviy texnologiyalarni joriy etish, ichki nazorat tizimini mustahkamlash, auditorlarning malakasini oshirish va asosiy vositalar boshqaruvini optimallashtirishga alohida e'tibor qaratiladi. Ushbu masalalarning yechimi bank faoliyatining samaradorligini oshirish va moliyaviy resurslardan oqilona foydalanishni ta'minlashga xizmat qiladi.

Xulosa

Tijorat banklarida asosiy vositalar auditini takomillashtirish, ularning boshqaruv samaradorligini oshirish va moliyaviy hisobotlarning ishonchliligini ta'minlash uchun muhim omil hisoblanadi. Ushbu tadqiqotda asosiy vositalar auditida uchraydigan muammolar, jumladan, ma'lumotlarning noto'g'ri aks ettirilishi, texnologik ta'minot yetishmovchiligi va auditorlarning malaka darajasi kabi masalalar tahlil qilindi.

Tahlillar shuni ko'rsatadiki, asosiy vositalar auditini samarali tashkil etish uchun zamonaviy axborot texnologiyalarini joriy etish, auditorlarning kasbiy malakasini oshirish va ichki nazorat tizimini kuchaytirish zarur. Shu bilan birga, asosiy vositalarning eskirish ko'rsatkichlarini haqqoniy hisoblash va ularning haqiqiy qiymatini aniq belgilash bankning iqtisodiy samaradorligini oshirishga xizmat qiladi. Taklif etilgan chora-tadbirlar asosiy vositalar auditining sifatini yaxshilash orqali bank faoliyatini optimallashtirishga yordam beradi. Bu esa nafaqat bankning moliyaviy barqarorligini ta'minlashga, balki mijozlar ishonchini mustahkamlashga ham imkon yaratadi. Shu sababli, asosiy vositalar auditini takomillashtirish bo'yicha strategiyalarni amaliyotga joriy etish bugungi kunning dolzarb vazifasidir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. O'zbekiston Respublikasi Prezidenti qarorlari va farmonlari. Bank sohasini rivojlantirishga oid hujjatlar to'plami.
2. O'zbekiston Respublikasi Markaziy banki. (2023). Bank faoliyatini tartibga soluvchi normativ hujjatlar yig'indisi. Toshkent.
3. Mehnatova, S. M. (2022). Tijorat banklarida audit tizimini takomillashtirish yo'nalishlari. Toshkent moliya instituti nashriyoti.

4. Xudoyberdiyev, N. T. (2021). Moliyaviy audit nazariyasi va amaliyoti. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.
5. International Standards on Auditing (ISA). (2020). International Auditing and Assurance Standards Board.
6. Kuznetsov, V. A., & Yakovlev, P. M. (2019). Banklarda ichki auditni rivojlantirish: amaliy yondashuvlar. Moskva: Ekonomika.
7. Johnson, T. (2020). Audit Practices in the Financial Sector: A Global Perspective. London: Springer.
8. DeFond, M., & Zhang, J. (2021). Financial Audit and Risk Management in Emerging Economies. New York: Oxford University Press.
9. Korporativ boshqaruv va moliyaviy hisobot kodeksi. (2023). O'zbekiston Respublikasi moliya vazirligi nashriyoti.
10. Karimova, Z. A. (2023). Tijorat banklarida asosiy vositalarni boshqarish tizimi. Toshkent davlat iqtisodiyot universiteti nashriyoti.
11. O'zbekiston Respublikasi Davlat statistika qo'mitasi. (2022). Statistika ma'lumotlar to'plami: Bank sektorining rivojlanishi. Toshkent.
12. IFRS (International Financial Reporting Standards). (2023). IFRS Foundation Publications.
13. Umarov, K. R. (2021). Asosiy vositalar auditida innovatsion yondashuvlar. Toshkent: Innovatsion rivojlanish instituti.
14. Deloitte. (2022). Audit Trends in Banking Sector: Technology and Compliance.
15. Ernst & Young. (2023). Global Audit Practices in Financial Institutions.
16. PwC (PricewaterhouseCoopers). (2022). Risk Management and Audit Optimization.
17. Andreeva, S. V. (2020). Auditorlik faoliyatida avtomatlashtirilgan tizimlar. Moskva: Prospekt.
18. O'zbekiston banklari assotsiatsiyasi. (2022). Tijorat banklari faoliyatini rivojlantirish bo'yicha tavsiyalar. Toshkent.
19. Yevropeyskiy Iqtisodiy Hamkorlik Markazi. (2023). Moliyaviy audit amaliyoti bo'yicha qo'llanma. Bryussel.
20. KPMG. (2021). Emerging Challenges in Financial Audits for Commercial Banks.

**BOSHLANG‘ICH SINFI ONA TILI DARSLARINI O‘QITISH JARAYONIDA
VARIATIVLARNING AMALIY AHAMIYATINI O‘QUVCHILARGA
TUSHUNTIRISH.**

Bobomurodov Sirojiddin Mengziyo o‘g‘li,

Termiz davlat pedagogika institutining “Boshlang‘ich ta‘lim” kafedrasida o‘qituvchisi,
O‘zbekiston Respublikasi Surxondaryo viloyati Termiz shahri.

ANNOTATSIYA: Invariant ta‘lim standartining asosi bo‘lib xizmat qiladi, bu ta‘lim siyosatining me‘yori sifatida harakat qiladigan, ta‘limning ijtimoiy idealini aks ettiruvchi va ushbu idealga erishish uchun haqiqiy shaxs va jamiyatning imkoniyatlarini hisobga oladigan parametrlar tizimi.

KALIT SO‘Z: Invariant tushunchalar, boshlang‘ich ta‘lim, ona tili darsligi. Invariant dasturlar

Invariant aniq faktlarni emas, balki umumiy g‘oyalar va muammolarni o‘z ichiga olishi kerak. U asosan pedagogik jarayon subyektlari va obyektlarining o‘zlarini takrorlashga moyil bo‘lgan bunday aloqalari va munosabatlari bilan belgilanadi. Mazkur jarayonda ta‘limning muqobil shakllari paydo bo‘lishini nazarda tutadi. Shuningdek, ta‘limning ijtimoiy-iqtisodiy muhitga integratsiyalashuv sur‘atlarini faollashtirish, pedagogikani texnologiyalashtirish, uning psixologiya, sotsiologik fanlar, boshqaruv nazariyasi bilan aloqalarini mustahkamlash, obyektiv voqelikning turlisohalari haqidagi g‘oyalarni rivojlantirish. Bu esa, o‘quvchiga o‘zgarmas xarakterdagi axborotni mustaqil ravishda olish va o‘zlashtirish imkonini beruvchi bilim-tasvirlar, bilim-timsollarning shakllanishiga yordam beradi. Shu bilan birga, gap voqelik sohalarining sifat jihatdan xilma-xilligini tenglashtirish haqida emas, balki ushbu sohalarga xos bo‘lgan umumiy qonuniyatlarni ochish va topish haqida ketmoqda.

O‘zgaruvchan komponent o‘qituvchilarning individual rivojlanishining sharti bo‘lib xizmat qiladi, o‘quv jarayoni subyektlarining individual talablari va xususiyatlari, kasb xususiyatlari bilan belgilanadi va ta‘lim, rivojlanish o‘rtasidagi munosabatlar muammosini samarali hal qilish, va o‘z-o‘zini rivojlantirish, o‘quvchining shaxsiy va kasbiy rivojlanishi uchun individual dasturlarni ishlab chiqishga imkon beradi. Unda ta‘lim muassasalarining bo‘lajak o‘qituvchilarini psixologik-pedagogik tayyorlash muammolariga bag‘ishlangan maxsus kurslar, maxsus seminarlar va maxsus

seminarlar, ushbu masala bo'yicha magistrantlarning individual ilmiy ishlari ko'zda tutilgan hamda psixologik-pedagogik ta'lim texnologiyalarida ham namoyon bo'ladi. Kasbiy-pedagogik tayyorgarlikning o'zgaras va o'zgaruvchan komponentlarini amalga oshirish jarayonini bo'lajak pedagog kadrlar bilishlari kerak:

mahalliy va xorijiy ta'lim pedagogikasi va psixologiyasining asosiy yutuqlari, muammolari, rivojlanish tendentsiyalari, o'qitish jarayonlarining mohiyati; ta'limda o'qish va ta'lim, pedagogik faoliyatni modellashtirishga zamonaviy yondashuvlar;

ta'limning valeologik jihatlari;

o'quv rejasida keltirilgan fanlar o'rtasidagi bog'liqlik;

o'quvchilarning individual xususiyatlarini pedagogik faoliyat natijalariga ta'sir qilishning o'ziga xos xususiyatlarini takomillashtirishdan iborat [86; 127-b.].

Insonning atrof-muhit bilan o'zaro munosabatlarini tartibga solish muammosi bo'yicha ilmiy-uslubiy adabiyotlar, me'yoriy-huquqiy hujjatlarni o'rganish, tahlil qilish va bartaraf etish yo'llarini faol izlayotganligini ko'rsatadi. Bu jarayonda zamonaviy sharoitda nafaqat kasbiy funksiyani, balki tafakkurni (shaxsning dunyo qarashini shakllantirishga hissa qo'shadigan) ham rivojlantirish ta'lim jarayonida muhim rol o'ynaydi.

Tayanch va fanga oid kompetentsiyalar fundamental va kasbiy ta'lim fanlari materiallarining kombinatsiyasi asosida shakllanadi. Shuning uchun maktablarda gumanitar va maxsus fanlarni o'rganish jarayonini fanlararo yondashuv asosida amalga oshirilishi kerak. Barcha fanlarda ochib berilgan ta'lim mazmunining o'ziga xos xususiyatlarini hisobga olish, muammolar mohiyati va oqibatlarini to'g'risida yaxlit tasavvurlarni shakllantirishni ta'minlashning muhim shartidir.

Boshlang'ich sinf o'quv jarayonida ilk invariant va variativ tushunchalarni shakllantirish nafaqat dars jarayonida balki, darsdan tashqari mashg'ulotlarda ham materillarni to'g'ri tanlashda, ya'ni o'quv jarayonining turli bosqichlarida alohida e'tibor qaratilishi lozim [51].

N.X.Oripovanning tadqiqot ishida "jahonning taraqqiy etgan mamlakatlari tajirbasiga ko'ra, shaxsning individualligini namayon etishiga ko'maklashish va pedagogik qo'llab quvatlash masalasi ta'lim jarayonining yagona ishi va bu jarayonda talabalarning pedagogik etiqotini variativ modellashtirish asosida rivojlantirish samarali yo'llaridan biridir deb", ta'kidlaydi [66; 94-b.].

Jahon ta'lim tizimini barqaror taraqqiyot tendensiyalariga moslashtirish sharoitida o'quv sohasida zamonaviy rivojlanish tamoyillari asosida variativ tushunchalarni

ya'ni o'qitishni turli shakllarda boyitish mexanizmlarini takomillashtirish, tabiiy fanlarni samarali o'qitishda ijodkor mutaxassislarni tayyorlash ustuvor masalalardan biri hisoblanadi [95; 96; 97; 98; 99; 100].

Shaxsning rivojlanishi uning qaysi muhitda kamol topib qanday ta'lim va tarbiya olganligi bilan belgilanib, atrof-muhitga bog'liq bo'lgan psixikaning rivojlanishini o'z ichiga oladi. Maktab o'quvchilari faoliyati bilan bog'liq bo'lgan tabiiy hodisalar ularning psixik rivojlanishiga ta'sir qiluvchi asosiy holatlardan biri hisoblanadi. Ushbu holat maktab o'quvchisining tabiat hodisalariga obyektiv munosabatni yuzaga keltiradi [34].

O'quv fanlarining o'zaro aloqadorligi va ularning bir-birini taqozo qilishi haqidagi bilimlar o'quvchilarning tabiiy bilimlar haqidagi tasavvurlarini kengaytiradi. Bu bilimlar esa o'z navbatida muayyan kompetensiyalarning shakllanishiga ko'maklashadi. Fanga oid kompetensiyalar tabiatdan foydalanish va uni o'zgartirish bo'yicha ko'nikmalarni puxta ilmiy asoslashga undashi bilan ahamiyatlidir [50; 81-b.].

Kichik yoshdagi o'quvchilarda o'quv jarayonini takomillashtirishda olamni yaxlit idrok etishga undab, o'quv fanlarini o'zlashtirishga nisbatan individual yondashuv va hissiy-qadriyatli faoliyat tajribasi, atrof-olamga moslashish uchun mustaqil harakatlanish, tabiat bilan ongli muloqot o'rnatish, tabiat hodisalarining mazmun-mohiyatini to'g'ri anglash layoqatiga ega bo'lishini ta'minlaydi.

O'quvchilarning his-tuyg'ulari va o'zlarini o'rab turgan atrof-olamga nisbatan munosabatlari, asosan, ko'rgazmali xarakterdagi o'quv materiallari yordamida boyitiladi. O'quvchilarda tabiatga nisbatan ehtiyotkorona munosabatda bo'lishga oid axloq-odob me'yorlari ham tabiiy o'quv materiallari tarkibida o'quvchilarga taqdim etiladi. Tabiatga nisbatan ehtiyotkorona munosabat o'quvchilarning kundalik faoliyatida amal qiladigan asosiy mezonga aylangandagina kompetensiya darajasida shakllanadi [65; 16-b.].

Boshlang'ich sinf o'quv jarayonida ilk invariant va variativ tushunchalarni shakllantirishda birinchi o'rinda, ko'rgazmalilik tamoyiliga e'tibor qaratish lozim. Chunki tabiiy bilimlar bevosita o'quvchilarning ko'z o'ngida sodir bo'layotgan tabiat hodisalari bilan bog'liq. Shuning uchun dars qanchalik faol tashkil etilmasin, o'quvchi uni ko'rishi, tasavvur qilishi, iloji bo'lsa, qo'llari bilan ushlab ko'rgandek, darajada aniq his eta olishi lozim [46; 31-b.].

Boshlang'ich sinf o'quv jarayonida ona tilini variativ tushunchalar asosida o'rganish jarayonida o'quvchilarda ilmiy dunyoqarash asoslarini shakllantirishga

asos bo'ladigan material alohida ahamiyatga ega. O'quv materialining g'oyaviy yo'nalishi va badiiy ifodaliligi o'quvchilarning fikrlash faoliyatiga, his-tuyg'ulariga ta'sir etadi, atrof-muhit haqidagi bilimlarini kengaytiradi, tilga va uni yaratgan xalqqa qiziqishini tarbiyalaydi, o'quvchilarning umumiy taraqqiyoti darajasini o'stiradi va ularning shaxsiy sifatlarini shakllanishiga ta'sir ko'rsatadi [141; 26-b.].

Keyingi yillarda maktab ona tili darsliklari va o'qituvchilar uchun nashr qilingan qollahmalar materiali mazmuniga qo'yilgan talablar anchagina ortdi. Materialning asosiy mezoni matn va alohida gaplarning bilimni boyituvchi qimmati, leksik-uslubiy aniqligi, mavzu jihatdan xilma-xilligi, hayotning turli tomonlari bilan bog'lanishi, matnlarning g'oyaviy-mavzuviy yo'naltirilganligi, kichik yoshdagi o'quvchilarga mosligi etirof etilgan [147; 34-b.].

Shunday qilib, ona tilini o'rganish jarayonida kichik yoshdagi o'quvchilarda variativ tushunchalar mazmunida shakllantirishda o'qituvchining metodologik yondashuvi, o'quvchilar o'zlashtiradigan ijtimoiy hodisa sifatida rivojlanib boruvchi til haqidagi bilimlar majmuasi, o'quvchilar o'rganib oladigan bilish usuli, tilni o'rganishga asos bo'ladigan materialning bilim berishdagi, g'oyaviy-siyosiy va badiiy qimmati hal qiluvchi ta'sir ko'rsatish jarayoni inobatga olinadi [156; 13-b.].

FOYDALANILGAN ADABIYOTLAR.

1. Adizova N.B. Ona tili o'qitish metodikasi //o'quv qo'llanma. "Sadridin Salim Buxoriy" Durdoni, -Buxoro. 2021.-112 b.
2. Abdullayeva Q., Rahmonova S. Ona tili darslari //Uslubiy qo'llanma. - Toshkent, "O'qituvchi", 1999.- 82 b.
3. Asadov Yu.M. O'quvchilarda kompetensiyalarni shakllantirishga yo'naltirilgan darsliklarga qo'yiladigan talablar// "Boshlang'ich ta'limni modernizatsiyalash orqali o'quv-tarbiya jarayoni sifatini va samaradorligini oshirish" mavzusida boshlang'ich ta'lim o'qituvchilari Forumi. Toshkent - 2016.
4. Ataqulova N.A. Ta'lim jarayonida o'quvchilarda ilmiy dunyoqarashni shakllantirish tizimi: ped. fan. bo'yicha falsafa dok (PhD)., diss....avtoref. - Namangan, 2019 .-11-18 b.
5. Bobomurodova A.Ya. Ona tili ta'limi jarayonida o'yin topshiriqlardan foydalanish: pedagogika fanlari nomzodi dissertatsiyasi. -Toshkent, 1996. -146 b.
6. Bobomurodov S.M. Boshlang'ich sinflar o'quvchilarida ilk invariant va variativ tushunchalarni shakllantirish metodikasi// Муг'аллим ҳам үзликсиз билимлендириў, илмий-методикалиқ журнал.-Нукус.-2022. 6\1-1 son. -B. 186-190.

7. Bobomurodov S.M. Boshlang'ich sinflarda tabiiy fanlarni o'qitish metodikasini takomillashtirish texnologiyasi/ Yangi O'zbekiston pedagoglari axborotnomasi/1-jild, 9-son (Yo'pa). 06-September 2023-yil/ www.in-academy.uz/1-5-b.
8. Bobomurodov S.M. Boshlang'ich sinf o'quvchilarida tabiatga oid ilk variant va variativ tushunchalarni takomillashtirish imkoniyatlari // Journal of innovations in scientific and educational research (Jiser) Volume2, Issue 15. B.563-566.
9. Bobomurodov S.M. Didactic requirements for the formation of primary invariant and variative concepts about nature in primary class students.// American Journal/ of technology and applied sciences. -P.92-95.

THE ROLE AND IMPORTANCE OF NEW GENERATION TEACHERS IN EDUCATION”

Mamatqulova Sevinch Mirzoyevna

Samarqand State Institute of Foreign Languages

Student of Samarkand State Institute of Foreign languages

Gmail: sevinchmamatqulova905@gmail.com

Scientific supervisor: **Shamuradova Naima Muxtarovna**

Teacher of Samarkand State Institute of Foreign languages

Abstract: This article analyzes the characteristics of the new generation of teachers, their role in the educational process, and innovative approaches that should be included in the modern education system. Details about the importance of emotional-intellectual abilities are given. The article also describes in the following sections the need for the new generation of teachers to be socially responsible, highly motivated, and to establish intimate relationships with students.

Key words: New generation teachers, educational process, innovative approaches, technological skills, individual approach, motivation, social responsibility, emotional-intellectual skills, changes in the educational system.

INTRODUCTION

In an era of rapid societal and technological change, the role of teachers, particularly new generation teachers, has evolved dramatically to meet the emerging demands of education. These educators embody a unique set of qualities and skills that position them to significantly influence the learning outcomes of their students. The extensive integration of innovative methodologies, technological advancements, and emotional-intellectual capacities highlights the comprehensive approach that new generation teachers must adopt in the educational process. In this article, we will explore these different aspects in detail, focusing on how they empower teachers to be effective facilitators of learning in contemporary society.

Innovative Thinking

New generation teachers stand apart from their predecessors due to their innovative thinking capabilities. This quality goes beyond mere creativity; it involves a profound commitment to continuous improvement and adaptation in pedagogical practices. These teachers do not limit themselves to conventional teaching methods;

rather, they embrace alternative and progressive approaches that stimulate student engagement and enhance comprehension.

By integrating project-based learning, interdisciplinary studies, and real-world applications into their curricula, new generation teachers encourage critical thinking and facilitate a deeper understanding of subject matter. For instance, they may introduce themes that connect history with current events or science with social issues, thereby offering students a more relatable and enriched learning experience. Such innovative strategies foster an environment where students feel empowered to explore and question various concepts, nurturing a lifelong love for learning.

Moreover, new generation teachers actively seek out and incorporate technological tools that redefine the educational landscape. They utilize online platforms, educational software, and interactive simulations to create dynamic and immersive learning environments. By doing so, they capture the attention of digital-native students and enhance collaboration among peers, which is crucial in today's interconnected world.

Technological Skills

Another critical attribute of new generation teachers is their proficiency in utilizing technology effectively. The digital age demands that educators integrate various technological tools into their teaching practices. This not only enhances the learning experience but also prepares students for a workforce increasingly dominated by technology. Modern teachers must be adept at using online teaching platforms, interactive whiteboards, video conferencing software, and educational apps to facilitate instruction. By incorporating multimedia resources in their lessons, teachers can appeal to a diverse range of learning styles, helping students grasp concepts more effectively. Furthermore, technological skills enable teachers to provide instant feedback, track student progress, and differentiate instruction based on individual needs.

In addition to using technology for instruction, new generation teachers have a responsibility to guide students in safely and responsibly using digital resources. They must teach students about digital citizenship, online etiquette, and cyber safety, ensuring that learners can navigate the internet wisely and ethically. By fostering these skills, teachers empower students to be informed digital citizens who can responsibly engage with technology throughout their lives.

Individual Approach

An essential aspect of new generation teaching is the emphasis on an individual approach to education. Recognizing that each student has unique strengths, weaknesses, interests, and learning needs is fundamental to effective teaching. New generation teachers are trained to differentiate their instruction to cater to diverse learning styles and capacities in the classroom. Differentiated instruction may involve various strategies, such as tiered assignments, flexible grouping, and customized assessments that allow students to demonstrate their understanding in ways that resonate with their learning preferences. Such strategies empower learners to take charge of their educational journey and pursue their interests, fostering a sense of ownership and motivation.

Moreover, new generation teachers constantly assess and analyze their students' performance, using this data to refine their approaches and provide timely interventions. By identifying struggling students early on, teachers can offer additional support and resources to help them succeed. This proactive approach not only aids academic performance but also builds confidence and resilience among students.

Emotional-Intellectual Capacities

The emotional-intellectual capacities of teachers play a significant role in their interactions with students. New generation teachers should focus on fostering strong relationships with their students, assisting them in their social-emotional development process. Emotional-intellectual capacities, such as self-awareness, emotional regulation, collaboration, and teamwork skills, are essential for creating a supportive learning atmosphere.

Teachers who are emotionally intelligent can connect with their students on a deeper level, understanding their feelings, motivations, and aspirations. This empathetic approach encourages students to express themselves openly and create a safe space for learning and growth. By fostering a positive classroom environment, teachers can enhance students' emotional well-being, leading to improved academic performance and greater engagement.

Recognizing students' emotional states is integral to supporting their development. New generation teachers utilize a variety of techniques, such as mindfulness practices, restorative circles, and inclusive discussions, to help students manage stress, resolve conflicts, and build healthy relationships with their peers. This focus on emotional intelligence not only contributes to a more harmonious classroom but also equips students with essential skills for their future

Conclusion

In summary, new generation teachers are an indispensable part of the educational process, significantly shaping the future of education. They embrace modern pedagogical approaches, integrate technological advancements, and prioritize the emotional-intellectual development of their students. By fostering an environment of innovation, flexibility, and empathy, these teachers contribute positively to the educational landscape and prepare students for the challenges and opportunities that lie ahead.

Through their actions, values, responsibilities, and shared knowledge, new generation teachers lay the foundation for renewal and transformation in the educational system. Their commitment to the holistic development of students goes beyond imparting knowledge—they play a pivotal role in supporting social and emotional growth, ultimately impacting their students' future success. As educators continue to adapt to ever-changing societal needs, the role of new generation teachers will remain critical in shaping well-rounded, capable individuals equipped to navigate the complexities of the modern world.

REFERENCES

1. U Qo'ziyev, Tilda Soflik Masalasi, Ta'limda Turkiy Xalqlar Milliy Mentalitetini Mustahkamlashning Dolzarb ..., 2022.
2. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, Молодой ученый, 212-213, 2018.
3. UM Azamatovna, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples.
4. N Dedamirzayeva, U Kuziyev, Teaching English to young learners through games, Oriental Art and Culture, 86-88, 2020.
5. Н Сулейманова, Тил Белгиларининг Нутққа Кўчирилиши.
6. GU Rustamova, Lingvistik Pragmatikaning Birliklari, Филологические науки 11, 0.
7. D Nu'Monova, U Qo'Ziyev, Badiiy matnni lingvostatistik tomondan tahlil qilish, Oriental Art and Culture, 119-121, 2020.
8. Honkeldieva, M., Bukhorov, K., Sayfiyeva, M., & Choriyeva, G. (2023, March). Study on the clathrates and polymorphes of plant polyphenols. In IOP Conference Series: Earth and Environmental Science (Vol. 1142, No. 1, p. 012068). IOP Publishing.

9. UY Kuziev, The issue of classification and description of complex structural compounds in uzbek language, *Int J Eval & Res Educ* 99 (4), 309-314, 2023.
10. Honkeldieva, M., Talipov, S., Mardanov, R., & Ibragimov, B. (2015). Molecular and crystal structure of gossypol tetramethyl ether with an unknown solvate. *Acta Crystallographica Section E: Crystallographic Communications*, 71(2), 184-187.
11. Khojamkulova, Y., Honkeldieva, M., & Choriyeva, G. (2023). Effect of abiotic stresses on the physiological characteristics of rice (*Oryza sativa*). In *E3S Web of Conferences* (Vol. 421, p. 05002). EDP Sciences.
12. Ruziev, S., Honkeldieva, M., Bukhorov, K., & Sayfiyeva, M. (2023). Spread, damage and control measures of powdery mildew disease of grain crops. In *E3S Web of Conferences* (Vol. 421, p. 02011). EDP Sciences.
13. Н. М Сулейманова, О Структурной Схеме Номинативного Значения, *Ученый XXI века*, 2016.
14. Honkeldieva, M., Kunafiev, R., & Hamidov, H. I. (2015). Redetermined structure of gossypol (P3 polymorph). *Acta Crystallographica Section E: Crystallographic Communications*, 71(7), o442-o443.
15. MA Ubaydullaeva, The History Of The Development Of The Terms Of Literary Studies Of The Turkic Peoples, *Oriental renaissance: Innovative, educational, natural and social sciences 2 ...*, 2022.
16. НМ Сулейманова, ЖР Насруллаев, Номинативные особенности языковых единиц, *Молодой ученый*, 212-213, 2018.
17. Honkeldieva, M. T., Talipov, S. A., Kunafiev, R., & Ibragimov, B. T. (2015). Crystal structure of bis-p-anizidinegossypol with an unknown solvate. *Acta Crystallographica Section E: Crystallographic Communications*, 71(12), 1421-1424.
18. U Kuziev, SY Aslanova, *Dictionaries Compiled Based On Navoi's Works*, *Scientific Bulletin of Namangan State University* 1 (6), 319-326, 2019.
19. Honkeldieva, M. T., Li, H., Bukhorov, K. X., Ahmedov, H. A., & Yulbarsova, M. V. (2021, October). Fourier transformation of infrared spectroscopy and X-ray diffraction analyses of NPK mineral and biomineral fertilizers. In *IOP Conference Series: Earth and Environmental Science* (Vol. 868, No. 1, p. 012042). IOP Publishing.
20. НМ Сулейманова, АРЎ Идиев, Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида, *Academic research in educational sciences* 2 (4), 798-802, 2021.
21. Honkeldieva, M. T., Talipov, S. A., & Ibragimov, B. T. (2015). Gossypol inclusion compound with pyrazine: crystal structure and thermal behavior. *Journal of Inclusion Phenomena and Macrocyclic Chemistry*, 83, 369-375.

TABLE OF CONTENTS

1	BIOLOGICAL CONTROL MEASURES AGAINST TOMATO PEST TUTA ABSOLUTA IN SURKHANDARYA REGION Sevara Fayzullayeva , Karim Eshnazarov	3-5
2	O`SMIR YOSHDAGI BOLALARNING TA'LIM-TARBIYA SOHASIDAGI INQIROZLARI VA ULARGA MUNOSIB YECHIMLAR Shohsanam Xamidova , Nilufar Zubaydova	6-11
3	GAMIFICATION IN TEACHING ENGLISH: HOW GAMES CAN BOOST LEARNING Semora Ergashova, Liliya Iskandarova	12-17
4	ENHANCING WRITING SKILLS IN ENGLISH Sevinch Nozimova , Nilufar Zubaydova	18-21
5	THE BEST WAY TO IMPROVE SPEAKING SKILLS IN ENGLISH Qutluǵnigor Abdumutalibova , Nilufar Zubaydova	22-25
6	METHODS OF TEACHING A FOREIGN LANGUAGE EFFECTIVLY Erkatosh Aktamova , Nilufar Zubaydova	26-30
7	ENTHUSIASM FOR LEARNING ENGLISH IN CHILDREN Zohida Boydedayeva , Nilufar Zubaydova	31-34
8	INGLIZ TILINI O`QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH Dilfuza Hakimova , Nilufar Zubaydova	35-40
9	THE IMPORTANCE OF METHODS IN ENGLISH Muxlisa Yusupova , Nilufar Zubaydova	41-45
10	SHOULD TEENAGERS FOCUS ON ALL SUBJECTS EQUALLY OR SPECALIZE? Gulhayo Suyunova , Nilufar Zubaydova	46-49
11	THE ROLE OF TEACHERS IN CHILDREN'S LIVES AND METHODS OF PROPER EDUCATION Zumradxon Bahodirova , Nilufar Zubaydova , Nigora Azzamova	50-54
12	СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ТРАНСПОРТНОЙ СОСТАВЛЯЮЩЕЙ В РЕСПУБЛИКИ УЗБЕКИСТАН Малохат Саримсакова	55-59

13	EASY METHODS OF LEARNING FOREIGN LANGUAGES Sevinch Yangiboyeva , Nilufar Zubaydova	60-64
14	EFFECTIVE STRATEGIES FOR LEARNING ENGLISH Mukhlisa Farmonova , Nilufar Zubaydova	65-68
15	INGLIZ TILINING SHEVALARI: TARIXIY RIVOJLANISH VA GLOBAL FARQLARI Ruxshona Boboqulova , Nilufar Zubaydova	69-73
16	AUTO CAD DASTURINING QULAYLIKLARI VA IMKONIYATLARI Abduxamid Kimsanboyev	74-78
17	YOSH BOLALARDA XOTIRANI RIVOJLANTIRISH Quvonchbek Sharipov , Nilufar Zubaydova	79-85
18	NEW AND EFFECTIVE METHODS OF TEACHING ENGLISH TO ELEMENTARY SCHOOL PUPILS Feruzabonu Mitanboyeva , Nilufar Zubaydova	86-89
19	THE NATURE AND ANALYSIS OF CHANGES IN THE DYNAMICS OF HUMORAL IMMUNITY INDICATORS IN KIDNEY DAMAGE IN PATIENTS WHO HAVE UNDERGONE SARS-COV2. Ilyos Khursandov	90-103
20	COMMON MISTAKES IN LEARNING ENGLISH Marjona Turaboyeva , Nilufar Zubaydova	104-107
21	HOZIRGI ZAMON TILSHUNOSLIGIDA TIL VA MDANIYATNING TALQINI Lazizbek Juraqulov	108-112
22	METHODOLOGY OF TEACHING ENGLISH Gulzoda Kosimova , Nilufar Zubaydova	113-117
23	IMPROVING SPEAKING AND LISTENING: STRATEGIES FOR ACHIEVEMENT Sabrina Zayniddinova , Munisa Tirkasheva , Hiloliddin Absalomov	118-124
24	ENGLISH FOR SPECIFIC PURPOSES Sarvinoz Narxanova , Nilufar Zubaydova	125-129
25	INGLIZ TILINI O'RGANISHDAGI QIYINCHILIKLAR Abdulaziz Azimjonov , Nilufar Zubaydova	130-135

26	MASHRAB G‘AZALLARIDA “ALIF” VA “BE” HARFLARINING MA’NOLARI HAQIDA Fotima Qo‘chqoraliyeva , Umidjon Qo‘ziyev	136-142
27	THE NATURE AND ROLE OF SELF-ESTEEM IN LANGUAGE LEARNING Zulayho Turg‘unova , Liliya Iskandarova	143-146
28	O‘QITUVCHI VA UNING OBRAZI Roziya Adizova , Nilufar Zubaydov	147-150
29	INGLIZ TILINI O‘QITISHDA INTERAKTIV O‘YINLARNING AHAMIYATI Laylo Sayfiddinova , Nilufar Zubaydova	151-155
30	THE IMPACT OF SOCIAL NETWORKS ON THE MIND OF YOUNG PEOPLE Parvina Raximova , Nilufar Zubaydova	156-159
31	THE VITAL ROLE OF PRODUCTIVE SKILLS IN LEARNING ENGLISH(SPEAKING AND WRITING) Nozimaxon Ismatullayeva , Nilufar Zubaydova	160-164
32	A MOTIVATIONAL GUIDE FOR STUDENTS Maxfuza Abdulaizova , Nilufar Zubaydova	165-168
33	EXCESS BODY WEIGHT AS A FACTOR IN THE DEVELOPMENT OF GASTROESOPHAGEAL REFLUX DISEASE Khamdamov A.B.	169-175
34	CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH LITERATURE TO HIGH SCHOOL STUDENTS Mukarrama Jumayeva , Mohira Jumayeva	176-180
35	XATSHUNOSLIK EKSPERTIZASI SOHASINING AYRIM TUSHUNCHALARI HAQIDA Zuhra Mamatqodirova	181-186
36	ЎЗБЕКИСТОНДА ЭКОЛОГИК ТОЛЕРАНТЛИКНИ ТАЪМИНЛАШНИНГ ИНСТИТУЦИОНАЛ ТИЗИМИ Рахим Мингбаев	187-191
37	KUNJUT (SESAMUM INDICUM) O‘SIMLIGINING BIOEKOLOGIK XUSUSIYATLARI, AHAMIYATI VA KO‘PAYTIRISH USULLARI.	192-197

	K.R .Yo`ldashev, H.O`.Qurbonboyeva, M.A.Bazarbayeva	
38	THE WAYS OF IMPROVING MEMORY Foziljon Fayzullayev , Hiloliddin Absalamov	198-201
39	THE IMPORTANCE OF ENGLISH IN THE JOB MARKET Maqsadbek Rajabov , Nilufar Zubaydova	202-205
40	INGLIZ TILINI GLOBAL TIL SIFATIDA SHAKLLANISHINING TA'LIM TIZIMIGA TA'SIRI Sarvara Xonqulova , Nilufar Zubaydova	206-210
41	CULTIVATING CRITICAL THINKING: A PRACTICAL GUIDE FOR STUDENTS AND PROFESSIONALS Nazokat Boliyeva , Nilufar Zubaydova	211-215
42	O'SIMLIKLAR VA HAYVONLAR O'RTASIDAGI O'ZARO TA'SIRLAR Zumrat Karabayeva , Gulchiroy Mamarasulova	216-217
43	USMON AZIM IJODIDA RAMZIY OBRAZLAR VA ULARNING POETIK VAZIFASI Umriniso Yuldosheva	218-221
44	CHALLENGES AND STRATEGIES FOR ACHIEVING EQUIVALENCE IN SIMULTANEOUS INTERPRETATION: A COMPARATIVE ANALYSIS OF LEXICAL AND SYNTACTIC STRUCTURES Rigina Galimova	222-227
45	INNOVATSION TEXNOLOGIYALAR TA'LIMDA QO'LLANISHI VA SAMARADORLIGI Sug'diyona Mamarajabova , Nilufar Zubaydova	228-231
46	NEW APPROACHES IN TRANSLATION THEORY AND PRACTICE IN UZBEKISTAN Murodjon Eshnazarov , Nilufar Zubaydova	232-236
47	INTERESTING AND EFFECTIVE METHODS OF TEACHING ENGLISH Shahzoda Haitova , Nilufar Zubaydova	237-241
48	THE ORIGIN OF THE ENGLISH LANGUAGE Fayozbek Xudoyberdiyev , Nilufar Zubaydova	242-246
49	MAKTABGACHA YOSHDAGI BOLALARGA CHET TILINI O'RGATISH USULLARI	247-251

	Nozima Shodmonova , Nilufar Zubaydova	
50	TA'LIMDA XALQARO TAJRIBALAR VA O'ZLASHTIRISH USULLARI Mashhura Sharipboyeva , Nilufar Zubaydova	252-255
51	INGLIZ TILINI BILISH ORQALI ERISHILADIGAN IMKONIYATLAR VA AFZALLIKLAR Yunus Ubaydullayev , Nilufar Zubaydova	256-259
52	INGLIZ TILIDA BEMALOL GAPIRISH UCHUN O'ZIGA ISHONCHNI RIVOJLANTIRISH Quvonchbek Xudoynazarov , Nilufar Zubaydova	260-263
53	INGLIZ TILIDAGI TURLI AKSENTLARNI O'RGANISH VA MASHQ QILISH Abdushukur Abduqayumov , Nilufar Zubaydova	264-267
54	DZYUDO SPORT TURINING ASOSIY TAMOYILLARI VA O'ZIGA XOS XUSUSIYATLARINI TAKOMILLASHTIRISH ASOSLARI Feruz Homidjonova, Shaxboz Berdiyev	268-270
55	DZYUDO SPORT TURIDA SHAXSNI SHAKLLANTIRISH USULLARI Feruz Homidjonova, Zokir Shoyimov	271-273
56	BO'LAJAK DZYUDUCHILARNI ANIQLASH VA ULARNI CHEMPIONLIKKA ERTA TAYYORLASHNING USUL VA AFZALLIKLARI Feruz Homidjonova, Sevara Raupova , Maksadoy Xolmatova	274-275
57	ZAMONAVIY JAMIYATDA INSON HUQUQLARI: HOLATI, MUAMMOLAR VA HIMOYA MEXANIZMLARINI RIVOJLANTIRISHGA DOIR YONDASHUVLAR Dilshodbek Toshpo'latov	276-280
58	CONTRIBUTION OF ECOLOGICAL AND MOUNTAIN TOURISM TO SUSTAINABLE DEVELOPMENT OF RECREATIONAL OPPORTUNITIES Golib Mavlanov	281-284
59	ISSUE FOR DEVELOPMENT OF SKI RESORTS IN THE JIZZAKH REGION Golib Mavlanov	285-289

60	TIL O‘QITISHDAGI SAMARALI USULLAR VA ULARNING NATIJALARI Mahliyo Uzoqboyeva , Nilufar Zubaydova	290-293
61	HOW TO IMPROVE LISTENING SKILL Feruza G‘ulomova , Zebiniso Xamrayeva	294-299
62	NAMANGAN SHAHRIDAGI AZIZXO‘JA ESHON MADRASASI YODGORLIGI ARXITEKTURASI Zafar Adilov, Mohichexra Nosirjanova	300-303
63	BARKAMOL SHAXSNI TARBIYALASHDA BOLA UCHUN SPORT BO‘LIMINI TANLASHNING AHAMIYATI VA DOLZARBLIGI Feruza Homidjonova, Jo‘rayev Akbar, Davronov Bobur	304-307
64	TIL O‘RGANISHDA MADANIYATNING TA‘SIRI Mashxura To‘liyeva , Nilufar Zubaydova	308-311
65	TRANSLATION PROBLEMS IN CULTURAL REFERENCES FROM ENGLISH TO UZBEK Anastasiya Morozova	312-314
66	THE PRAGMATIC FUNCTION OF MODAL VERBS AND THE DISTINCTIONS BETWEEN UZBEK AND ENGLISH IN TERMS OF COGNITIVE ANALYSIS Osuda Ismailova	315-318
67	THE METHODS OF TEACHERS WORKING WITH STUDENTS PLAY A CRUCIAL ROLE IN ENHANCING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS. Xasanova Samira Muhammadovna, Zubaydova Nilufar Ne‘matullayevna	319-321
68	RAQAMLI VA INNOVATSION IQTISODIYOTDA MOLIYAVIY BOSHQARUV TIZIMINING AHAMIYATI Bekmurodov Baxtiyor Farxodovich	322-325
69	FORMING AND DEVELOPING TECHNOLOGIES OF CRITICAL THINKING Nuriddinova Mastura Ikramjon qizi, Zubaydova Nilufar Negmatullayevna	326-328
70	“MUQADDAS ITTIFOQ”NING TUZILISHI MOHIYATI VA VAZIFALARI	329-335

	Axmadov Sherzod Mamurjonovich	
71	INVESTITSIYA LOYIHALARINI BOSHQARISHNING XALQARO STANDARTLARI. Xurramov Abror Bahrom o'g'li	336-339
72	НОВЫЙ ПОДХОД В ЛЕЧЕНИИ РАСПРОСТРАНЕННОГО ПЕРИТОНИТА Сабирматов А.А.	340-341
73	ИНСТИТУЦИОНАЛЬНЫЕ ОСНОВЫ МАРКЕТИНГОВОЙ ДЕЯТЕЛЬНОСТИ ВУЗОВ УЗБЕКИСТАНА Султан Аблатдинов	342-347
74	TALABANING BILIM DARAJASINI STATISTIK METODLAR BILAN BAHOLASH METODIKASI Muhabbat Qulmamatova , Nilufar Zubaydova	348-350
75	GRECHIXA NAVLARINING FOTOSINTETIK FAOLIYATI (QOZON VA MAYSKIY NAVLARI) Bobonorova Sarvinoz Farxod qizi, Jo'rayeva Z.D	351-354
76	INGLIZ TILINING TARIXI VA UNING DUNYO BO'YLAB TARQALISHI Yuldoshova Durдона Abdijalil qizi, Zubaydova Nilufar Nematullayevna	355-357
	RAQAMLI IQTISODIYOT SHAROITIDA BUDJET HISOBI VA NAZORATINI RIVOJLANTIRISH ISTIQBOLLARI. Boboqulov G'ulomjon	358-362
	INGLIZ TILINING RIVOJLANISHI VA MUHIM AHAMIYATLARI Tursunoy Ashrapova , Nilufar Zubaydova	363-367
	THE IMPORTANCE OF GRAMMAR IN WRITING IELTS AND WAYS TO IMPROVE IT Shodiya Axtamova , Nilufar Zubaydova	368-371
	TYPES OF ASSESSMENT AND THEIR PECULIARITIES IN HIGHER EDUCATION INSTITUTION Mohina Normatova	372-376
	ABDULLA AVLONIY- MA'RIFAT PESHVOSI Sevara Yoqubova, Nilufar Ibragimova	377-381

LEARNING INNOVATIVE APPROACHES IN EDUCATION AND THEIR IMPLEMENTATION Farzona Safarova , Nilufar Zubaydova , Nigora Azzamova	382-385
O'QUVCHILARDA MATN YARATISH KOMPETENSIYALARINI RIVOJLANTIRISH VA UNING ILMIY ASOSLARI Dilnura Avezova, Sarvinoz G'ulomova	386-389
ETIKA VA ESTETIKA SAN'ATI Sabina Burxonova , Dilrabo Sattorova	390-393
ZAMONAVIY TEXNOLOGIYA Muborak Shirinova	394-397
DEIXIS EXPRESSED BY PREPOSITIONS: CONTEXT-DEPENDENT MEANING IN LANGUAGE Gulnoz Ergasheva	398-401
THE ROLE OF ARTIFICIAL INTELLIGENCE IN FACILITATING SECOND LANGUAGE Diyora Raxmatilloeva , Dilrabo Sattarova	402-406
INGLIZ TILINI OSON O'RGANISHNING QIZIQARLI VA SAMARALI YO'LLARI Dilnura Erkinova , Nilufar Zubaydova	407-410
MILLIY G'OYANI YOSHLAR ONGIGA SINGDIRISHDA INNOVATSION G'OYALAR VA QARASHLAR Shaxina Ibodulloyeva , Dilrabo Sattorova	411-415
TEACHING METHODS IN ENGLISH Farangiz Abduzoirova , Dilrabo Sattarova	416-419
ZAMONAVIY VA MILLIY OILALARDA IJTIMOYIY-MA'NAVIY TRANSFORMATSIYA UYG'UNLIGIGA TA'SIR ETISH OMILLARI Baxti Rashidova , Nodirjon Isoqov	420-423
JISMONIY MASHQLARNING YURAK-QON TOMIR TIZIMIGA TA'SIRI. Rohatoy Almurodova	424-427
READINGGA TO'G'RI YONDASHISH Dilnura Egamberdiyeva , Nilufar Zubaydova	428-432

	USING INTERACTIVE METHODS IN ENGLISH LANGUAGE TEACHING Mohinurxon Xurramova , Dilrabo Sattarova	433-436
	TIJORAT BANKLARIDA ASOSIY VOSITALAR AUDITINI TAKOMILLASHTIRISH Bekzodjon Xolmirzayev	437-440
	BOSHLANG‘ICH SINIF ONA TILI DARSLARINI O‘QITISH JARAYONIDA VARIATIVLARNING AMALIY AHAMIYATINI O‘QUVCHILARGA TUSHUNTIRISH. Sirojiddin Bobomurodov	441-445
	THE ROLE AND IMPORTANCE OF NEW GENERATION TEACHERS IN EDUCATION” Sevinch Mamatqulova , Naima Shamuradova	446-450
	OUTLINE	451-459