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## **DEGS bo‘lgan bolaga psixologik yordam ko‘rsatishning asosiy tamoyillari**

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**Kalit so‘zlar:** Diqqat yetishmasligi giperaktivlik sindromi (DEGS), giperaktivlik, e‘tiborsizlik, impulsivlik, polimorf, markaziy asab tizimining shikastlanishi, genetik omillar, samarali ko‘rsatmalar, xulq-atvor terapiyasi, diagnostika, o‘z-o‘zini boshqarish

**Ключевые слова:** Синдром дефицита внимания с гиперактивностью (СДВГ), гиперактивность, невнимательность, импульсивность, полиморфность, поражение ЦНС, генетические факторы, эффективные инструкции, поведенческая терапия, диагностика, самоконтроль.

**Key words:** Attention deficit hyperactivity disorder (ADHD), hyperactivity, inattention, impulsivity, polymorphism, central nervous system damage, genetic factors, effective instructions, behavioral therapy, diagnosis, self-control.

**Annotatsiya.** Mazkur maqolada DEGS bilan og‘rigan bolani tarbiyalayotgan oilalar boshdan kechiradigan qiyinchiliklarni bartaraf etishga asoslangan profilaktik choratadbirlar yoritilgan. Mashaqqatli mehnat va ota-onalarning psixiatr, psixolog, o‘qituvchi (pedagog)larning o‘zaro birgalikdagi hamkorligi ko‘plab muammolarni oldini olishi mumkin.

**Аннотация.** В данной статье описаны профилактические меры, основанные на устранении трудностей, с которыми сталкиваются семьи, воспитывающие ребенка с СДВГ. Упорный труд и взаимное сотрудничество родителей, психиатров, психологов, учителей (педагогов) позволяют предотвратить многие проблемы.

**Abstract.** This article describes preventive measures based on eliminating the difficulties faced by families raising a child with ADHD. Hard work and mutual

cooperation of parents, psychiatrists, psychologists, teachers (educators) can prevent many problems.

So‘nggi yillarda diqqat yetishmasligi giperaktivlik sindromli farzandiga psixologik yordam so‘rab murojaat etayotgan ota-onalarning soni tobora ortib bormoqda. DEGS haqida ma‘lumotga ega bo‘lmagan ko‘plab o‘qituvchilar, ota-onalar va tarbiyachilar uchun bu tashxis hech qanday ahamiyat kasb etmaydi. Ular tomonidan mazkur muammoga nisbatan “yomon tarbiya” yoki “o‘z-o‘zidan o‘tib ketadigan” degan ta‘riflar beriladi. Ammo aslida bu vaqti-soati kelib o‘tib ketadigan oddiy bir shamollash emas. Ushbu mavzu bo‘yicha adabiyotlarni tahlil qilish, psixiatrlar bilan suhbatlar va bunday bolalar bilan ishlashdagi shaxsiy tajribam shuni ko‘rsatadiki, hamma narsa bir qarashda ko‘ringan darajada oddiy emas. Xo‘sh, DEGS nima?

DEGS - bu polimorfik klinik sindrom bo‘lib, uning asosiy ko‘rinishi bolaning xatti-harakatlarini nazorat qilish va tartibga solish qobiliyatining buzilishi bo‘lib, u vosita giperaktivligi, e‘tibor va impulsivlikning buzilishida namoyon bo‘ladi. Men “polimorf” so‘ziga alohida e‘tibor qaratmoqchiman, chunki aslida DEGS bo‘lgan ikkita bola bir-biriga o‘xshamaydi, bu sindrom keng ko‘lamda namoyon bo‘lishi mumkin. Nima uchun DEGS bilan og‘rigan bolalar o‘smirlik davrida antisotsyal guruhlariga ko‘proq jalb qilinishini tushunish uchun DEGS ning tabiatini va samarali oldini olish usullarini hisobga o‘rganish kerak.

DEGS psixiatrik kasallikdir. Uning sababi, mashhur afsonalardan farqli o‘laroq, noto‘g‘ri tarbiya emas yoxud miyaning tuzilishi va faoliyati va hokazolar ham emas. Haqiqiy sabab - genetik omillar (ko‘p hollarda) yoki markaziy asab tizimining perinatal shikastlanishidir. Shuning uchun DEGS rivojlanishning buzilishi bo‘lib, nafaqat bola temperamentining “aybsiz” xususiyatlari va uning namoyon bo‘lishi erta bolalikdan mavjud bo‘lib, ular temperamentga “o‘rnatilgan” bo‘ladi, u vaqt o‘tgan sari orttiriladigan, keyinchalik o‘tib ketadigan vaqtinchalik kasallik emas.

DEGSda nazorat va miyaning xatti-harakatlarini tashkil qilish va o‘zini o‘zi boshqarish qobiliyati buziladi. Shunga ko‘ra, bu qobiliyat DEGS bo‘lgan bolalarda ham yoshga qarab yaxshilanib boradi, lekin ularning tengdoshlariga qaraganda nisbatan pastroq bo‘ladi. DEGS ning yengil shakllarida (va jami 30-40% ni tashkil qiladi), o‘smirlik davrida DEGS bolalar o‘z tengdoshlari bilan uchrashadilar, ammo boshqa hollarda DEGS bilan og‘rigan bolalarda o‘z-o‘zini nazorat qilishning buzilishi belgilari kuzatiladi, bu esa o‘smirning kelajakda g‘ayriijtimoiy xatti-harakatlarini qo‘zg‘atishi mumkin.

Ota-onalar va boshqalar bolaning maktabgacha va maktab yoshidagi haddan tashqari faolligini, haddan tashqari harakatchanligini va bezovtaligini, ayniqsa nisbatan tinchlikni talab qiladigan vaziyatlarda payqaydilar. Vaziyatga qarab, bola yugurishi va sakrashi, o'tirishi kerak bo'lganda o'rnidan sakrashi, ko'p gapirish va shovqin qilishi, qo'l va oyoqlarini harakatlantirishi, o'rindig'ida aylanib yurishi mumkin. Xulq-atvorning bu xususiyati yuqori darajadagi xatti-harakatni o'z-o'zini nazorat qilishni talab qiladigan, uyushgan vaziyatlarda juda sezilarli bo'ladi. Kattalar (tarbiyachilar, ota-onalar, o'qituvchilar) muammoli xatti-harakatlarni bolaning yomon niyati yoki oiladagi noto'g'ri tarbiyasi bilan tushuntiradilar. Ammo bu mutlaqo noto'g'ri.

Agar samarali usullar o'z vaqtida qo'llanilmasa, bu buzilishning umrbod tabiati va uni keltirib chiqaradigan cheklovlar (to'g'ri tushunish, qo'llab-quvvatlash va malakali yordam bo'lmasa) jiddiy ikkinchi darajali oqibatlariga olib kelishi mumkin. Bu oqibatlariga maktabdagi o'quv samaradorligi va xulq-atvori bilan bog'liq muammolar, g'ayriijtimoiy xulq-atvor va jinoiy xatti-harakatlar xavfining ortishi, shaxslararo munosabatlardagi muammolar, bolalik davri va kattalardagi ijtimoiy izolyatsiya va ruhiy salomatlik muammolari kiradi. DEGS bilan og'rigan bolalar va kattalar ko'plab ruhiy kasalliklar, jumladan, giyohvand moddalarni iste'mol qilish, bezovtalik, kayfiyat buzilishi, shaxsiyatning buzilishidan aziyat chekadilar, bu esa o'z navbatida xavfli xatti-harakatlar xavfini sezilarli darajada oshiradi.

Diagnostika jarayonining bosqichlari:

bolalar psixiatri: ota-onalar va bola bilan klinik suhbat (tashxis shifokor tomonidan qo'yiladi, psixolog tomonidan emas);

psixolog: diagnostik anketalar va neyropsixologik tekshiruvdan foydalanish; o'qituvchilardan ma'lumot olish (anketalardan foydalanish va bevosita suhbat).

DEGS surunkali umrbod kasallik ekanligini tushunish va shuning uchun DEGS bilan og'rigan bolalarga yordam berish oila va bolani hayot davomida uzoq muddatli qo'llab-quvvatlash kontsepsiyasiga asoslangan bo'lishi kerak va terapevtik model ushbu kasallikning rivojlanishini kamaytirishga qaratilgan bo'lishi kerak.

DEGS uchun asosiy yordam:

- Xulq-atvor psixoterapiyasi
- Psixofarmakoterapiya

- Bolaning (o'smirning) psixologik tarbiyasi.
- Ota-onalarning psixologik tarbiyasi. Ota-onalarni xatti-harakatlarni boshqarish usullariga o'rgatishni o'z ichiga olmog'I darkor.
- Pedagogik muhitga (maktab, bog'cha) yo'naltirish: o'qituvchilarning psixologik tarbiyasi. Maktabda va bolalar bog'chasida DEGS bilan og'rigan bolaning xatti-harakatlarini o'rgatish va boshqarishning o'ziga xos yondashuvlarini qo'llash.
- Bolaning sog'lom o'zini o'zi qadrlashi shakllanishining buzilishiga olib keladigan o'zaro ta'sirlar: doimiy, ortiqcha tanqid, bolani ideallashtirish ("sen eng zo'rsan"), bolani qoralash, uni yorliqlash, salbiy idrok etish, bolani begonalashtirish. Tahdid qilish bilan qo'rqitish ("agar itoatsiz bo'lsang, biz seni maktab-internatiga yuboramiz, bizga bunday o'g'il kerak emas"), bola bilan salbiy munosabatlar, aloqani buzish, ortiqcha ayblovlar, boshqa bolalar bilan solishtirish, bolada umidsizlik, qiyinchiliklarni yengishda yordam yetishmasligiga sabab bo'ladi.

DEGS bo'lgan bolaga samarali ko'rsatma berishning asosiy tamoyillari:

- ✓ Samarali yo'nalishlar qisqa, tushunarli va aniq bo'ladi. Bola bunday ko'rsatmalarni eslab, tushunish va bajarishga qodir. DEGS bilan og'rigan bolalar ko'pincha bir nechta harakatlar ketma-ketligi haqida gap ketganda, ko'rsatmalarni eslay olmaydi va ularga amal qila olmaydi.
- ✓ Samarali ko'rsatmalar ko'rib chiqiladigan so'rov, savol va boshqalar emas, balki ko'rsatma kabi bo'lishi kerak. Masalan, "Siz..." kabi ko'rsatma. bola buni ixtiyoriy, o'z xohishiga ko'ra bajarishi kerak.
- ✓ Samarali yo'nalish bolaga haqiqatda eshitadigan tarzda beriladi. Siz yuqoriga kelishingiz, uning oldida turishingiz, u sizga e'tibor berishini va tinglashiga ishonch hosil qilishingiz kerak va shundan keyingina ko'rsatmalar berishingiz kerak.
- ✓ Samarali ko'rsatma bolani kerakli xatti-harakatga yo'naltiradi va tasdiqlovchi shaklda talaffuz qilinadi, urg'u to'xtatilishi kerak bo'lgan xatti-harakatlarga emas, balki kerakli harakatga qaratiladi. "Og'zingda ovqat bilan gaplashma" deyish o'rniga – "Avval yeb, keyin gapir" deyish ma'qul.
- ✓ Samarali ko'rsatma bir marta (ko'pi bilan ikki marta) talaffuz qilinadi, agar bola unga amal qilishni boshlamasa, ota-onalarning aniq harakatlari kuzatiladi. Bolaga yaqinlashing va ko'rsatmalarni ijobiy ohangda ko'z ko'zga boqib takrorlang.
- ✓ Samarali ko'rsatmalardan oldin ko'pincha "ogohlantirish signali" bo'lishi kerak - masalan, "Sizda o'ynashga 5 daqiqa qoldi" - bu, ayniqsa, DEGS bilan

ogʻrigan bolalar uchun bir mashgʻulotdan ikkinchisiga oʻtish qiyinligi uchun juda muhimdir.

✓ Darhol bajariladigan samarali koʻrsatmalar ragʻbatlantirish bilan, bajarilmaganlari esa salbiy oqibatlar bilan birga keladi.

✓ Samarali yoʻnalishlar adolatli, oʻrinli boʻlmogʻi, kamsituvchi ham, nazorat qiluvchi ham boʻlmasligi kerak

### **DEGS bilan ogʻrigan bolalar va ularning ota-onalariga yordam berishda oʻqituvchining roli:**

- bolaning ijtimoiy rivojlanishiga, uning tengdoshlar guruhiga muvaffaqiyatli integratsiyalashuviga yordam berish;
- bolaning muvaffaqiyatli oʻrganishiga, uning oʻqishga boʻlgan motivatsiyasini va “oʻrganish qobiliyatini” rivojlantirishga hissa qoʻshish;
- muammoli xulq-atvorni kamaytirish va bolada oʻzini oʻzi boshqarishni rivojlantirishga yordam berish;
- bolaning ijobiy oʻzini oʻzi qadrlashi, oʻziga ishonchi, uning qobiliyatlarini ochishi va boshqalarni rivojlantirishga koʻmaklashish;
- ota-onalarni qoʻllab-quvvatlash va ularga farzandini tarbiyalashda yordam berish.

Oʻqituvchi DEGS bilan ogʻrigan bolaning ota-onasi bilan koʻp muloqot qilishi kerak, bu doimiy muvaffaqiyatli oʻqitishdan koʻra kengroq boʻlgan umumiy taʼlim maqsadlari ustida muvofiqlashtirilgan holda ishlash uchun - bu xatti-harakatlarni nazorat qilishni, bolaning jamoaga integratsiyasini va oʻz-oʻzini hurmat qilish, ijtimoiy koʻnikmalar va shu kabi boshqa ijobiy fazilatlarni rivojlantirishni oʻz ichiga oladi. Muloqot jarayonida oʻqituvchi ota-onalarga bolaning har tomonlama rivojlanishiga yordam berishi mumkin.

Yaxshi munosabatlarni oʻrnatishning juda aniq usullari mavjud boʻlib ular quyidagilarni oʻz ichiga oladi:

- bolaning kundalik shaxsiy salomlashuvi. Muloqot uchun turli imkoniyatlardan foydalangan holda, masalan, tanaffus paytida siz bolangizga yaqinlashib, soʻrashingiz mumkin: “Oʻzingni qanday his qilyapsan? Dam olish kunlaring qalay oʻtdi?” va h.k.;
- yaxshi munosabatning ogʻzaki boʻlmagan ifodalari, masalan, topshiriqni muvaffaqiyatli bajarganligi uchun yelkaga yengil silash va boshqalar;
- bolaga eʼtiborlilik, mehribonlik, qoʻllab-quvvatlash, bolaning muvaffaqiyatlariga (shu jumladan sinf oldida), uning ijobiy fazilatlari va qobiliyatlariga eʼtibor berish;

- kamsituvchi tanqidlardan, fikr bildirishning noto‘g‘ri shakllaridan va hokazolardan yiroq bo‘lish;
- bolalarni jalb qila oladigan hissiy, qiziqarli darslar o‘tish, ularning darsda faol ishtirok etishini ta‘minlash, hamkorlikni rag‘batlantirish.

Xulosa qilib shuni ta‘kidlashni istardimki, ushbu maqolada DEGS bilan og‘rigan bolani tarbiyalayotgan oilalar boshdan kechirgan qiyinchiliklarni bartaraf etishga asoslangan profilaktik ishning kichik bir qismi yoritilgan. Mashaqqatli mehnat va ota-onalarning psixiatr, psixolog, o‘qituvchi (pedagog) bilan o‘zaro hamkorligi ko‘plab muammolarni oldini olishi mumkin. Afsuski, amaliyot shuni ko‘rsatadiki, DEGS bilan og‘rigan bolalar ko‘pincha jinoiy guruhlariga qo‘shilib qolishadi va ushbu buzilishga noto‘g‘ri va ajratilmagan yondashuv tufayli huquqbuzarlarga aylanadilar. Ota-onalar va o‘qituvchilar tomonidan bunday bolalarga nisbatan ongsiz munosabat, o‘smirlik davrida DEGS haqida yetarli ma‘lumotlarga ega bo‘lmaslik bolani qiyinchiliklarni yengishda maksimal darajada qo‘llab-quvvatlash va yordam berish o‘rniga, uni g‘ayriijtimoiy va noqonuniy xatti-harakatlarga yetaklashga sababchi bo‘lishi mumkin.

Adabiyotlar ro‘yxati

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## PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF STUDENTS' COMPETENCE IN NATURAL GEOGRAPHY

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**Abstract.** In this article, six pedagogical spheres of developing students' competence in natural geography are presented and the essence of them is revealed.

**Key words:** competence, pedagogical condition, natural geography, didactic tool, creative thinking

There are many interpretations and definitions of the concept of "pedagogical condition" in the scientific and methodical literature on pedagogy. Its essence is a set of measures aimed at increasing the effectiveness of pedagogical activity [1]. Pedagogical conditions act as a set of factors that enable the achievement of didactic goals [2]. The structure of the complex of pedagogical conditions implies the ability of the pedagogical process to develop by changing the structure of elements and the nature of interaction between them, depending on the changes in the goals and tasks of the pedagogical process [3].

Therefore, it is important to clarify pedagogical conditions in the development of professional competence of students studying in higher education institutions.

Modern geographical education, based on the interconnection of scientific knowledge with the world of human needs, is designed to help prepare graduates of educational institutions of all levels for independent work in various geographical realities. "The world trends that require the modernization of geography education consist of the need to develop new approaches, including pedagogical conditions, in changing the goals and content of its teaching, improving didactic tools, and determining the final result" [4]. The theoretical analyzes carried out in this regard made it possible to determine the necessary pedagogical conditions for the development of professional competence of students, including geographical competence, during the educational process of higher educational institutions:

The first pedagogical condition is self-awareness and orientation to the subjectivity of a person who can express himself. This pedagogical condition is based on modern trends in the development of geographical competence of students, as well as on the leading achievements in the field of pedagogy and psychology.

The second condition is the availability of methodological materials related to natural geography. It serves as the main foundation for students to study topics related to natural geography, perform practical tasks, conduct various experiments, and prepare projects.

This pedagogical condition is the use of educational environments. Educational environments provide students with all educational and methodological resources. It allows students to independently learn educational information about geography.

The fourth pedagogical condition is a well-developed consultation system between professors and students. This pedagogic condition allows students to face problems that they cannot solve independently while performing various practical assignments related to natural geography and conducting field practice experiments. "They can be related to the organizational part or directly to the topic on which the project is being developed. In such cases, it is necessary to contact the professor-educator who will help to solve the problems and questions that have arisen so that the quality of the performed tasks is not affected" [5]. Also, consultations can perform control functions, which allows the teaching professor to monitor the level of readiness of practical tasks and experimental work, as well as to observe how each student manifests himself and how much he participates in the activities of conducting experiments. It is effective to implement the counseling system using educational environments in online form.

The fifth pedagogical condition is the introduction of innovative pedagogical technologies to the education of geography through experimentation, designed to develop students' competence in natural geography. By applying scientific-based innovative pedagogical technologies to the process of geography education and training, it is possible to conduct effective training of professors and students, to increase students' interest in science, to develop their creative thinking and competence.

The sixth pedagogical requirement is the creation of a creative environment for improving the teaching effectiveness of natural geography and organizing independent education of students.

In short, the development of students' competence in natural geography is achieved by following the pedagogical conditions put forward in the research, increasing the creative potential of the student, developing his interests, abilities, opportunities and subjective position. All of these create the basis for the development of students' competence in natural geography during the educational process of higher

educational institutions, as well as the opportunity to master various methods of acquiring new knowledge.

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## SOCIO-PSYCHOLOGICAL FACTORS IMPACTING THE ADAPTATION OF WOMEN TO WORK IN THE CIVIL SERVICE

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**Abstract:** The adaptation of employees in an organization is an important part of the human resource management system. At the beginning of his career, an employee inevitably faces a large number of difficulties, the bulk of which arise due to the lack of information about the order of work, criteria for evaluating work, peculiarities of relationships between colleagues, etc. In addition, when applying for a job, an employee finds himself faced with the need to accept the organizational requirements imposed by the organization, to reconsider his views and habits, correlating them with the norms and rules of conduct accepted in the organization, traditions and values. The article presents an analysis of empirical data aimed at determining the socio-psychological determinants of women's adaptation to public service.

**Keywords:** adaptation, escapism, stress, maladaptation, colleague relationships, efficiency.

The position of women in society always attracts the attention of the scientific community. The intense debate about the position and role of women in modern society is mainly centered around two ideologies: patriarchal and egalitarian. Proponents of the first claim that the world is based on "natural foundations." Their destruction leads to the destruction of society. "Natural basis" means the distribution of functions in the family and society. At the same time, the famous thesis is put forward about a woman-mother, mistress, keeper of the fortress, from which it follows that the house is a woman's world. A man is a breadwinner, a public figure who connects the family with society. They consider this distribution of functions to be natural, since gender differences are more important than individual, personal differences<sup>1</sup>.

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<sup>1</sup> Aksenovskaja Ludmila N., Bazarov Takhir U. Managing the organizational culture: a technological issue // Psychology in Russia: State of the art. – 2011. Vol. 4. – №1. – P. 361-370.

This is the main evidence that the involvement of women in social production for the sake of patriarchal ideology has already led to negative consequences in the family, the destruction of maternal instinct, the decline of morality, moral immorality. The main part of the supporters of this ideology is the male part of the population. Men often mask their conservatism in assessing women's problems with imaginary concern for women, ignoring social inequality. One of the most important tasks of employers in modern HR management practice is the selection of employees of the organization with adaptation for the most effective inclusion in the team. The problem of adaptation to a new workplace is relevant for the person himself, and is characterized by the fact that everyone is faced with the need to work and join a new team. Proponents of egalitarian ideology criticize the patriarchal point of view, calling the "natural" distribution of functions a social illusion created by created social conditions. Equality of roles is based on the personal complementarity of women and men in the family and society. The main thesis supported by the proponents of this ideology is as follows: nature has assigned to women only the function of birth, everything else should be done by both women and men, and everyone should have a free choice<sup>2</sup>.

Studying the role and place of women in society is particularly important at the formation and development stage of a society with new socioeconomic relations. Until recently, there were no issues related to women's status in society. However, the current global crisis has mainly affected women and their families. Therefore, there is clear evidence of a trend towards separating the labor markets and women's transition to a secondary, less prestigious position in production.

The process of feminizing poverty continues, as women continue to predominate among those with low incomes, unemployment, and poverty. According to research conducted by experts, the main positions held by women are described briefly, based on a range of indicators. These include: administrative and political positions; the amount and type of property (wealth or capital, or economic power); income level; moral recognition, reputation, and influence (spiritual or moral power); and working conditions. Prospects for upward social mobility, free time.

From the above classification, it is clear that the gender aspect of human rights and freedoms should form the basis of society's actions. It is impossible to discuss the real development of humanity without considering the gender factor. Additionally,

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<sup>2</sup> Mills A.J. Studying the Gendering of Organizational Culture Over Time: Concerns, Issues and Strategies / A.J. Mills // Gender, Work and Organization. – 2002. – Vol. 9. – №3 June. – P. 286-307.

in almost all countries, women account for half or even most of the population. However, today, they are denied many opportunities in economic and political life, compared to men. This gender inequality persists in society due to stereotypical ideas of men and women. Despite ratification of the Convention on the Elimination of All Forms of Discrimination against Women by many countries around the world, women's rights in society, at home and at work, are constantly being violated. These violations of gender rights can take various forms, from direct violations of equal rights through hiring and firing to the creation of specific obstacles for women. The situation for women's rights is worsening, especially during the period of socio-economic change in society. Negative trends of inequality between men and women are becoming more apparent:

- In politics, women are excluded from legislative and executive bodies.
- In the economy, there is increased discrimination in terms of wages and hiring and firing.
- In culture and media, patriarchal relationships between men and women based on the idea of "nature" are strengthened. Traditional attitudes towards women's roles are reinforced, as is the mass exploitation and commercialization of female bodies<sup>3</sup>.

The weakness of women's competitive position is reflected not only in employment characteristics, but also in the rate of unemployment. Women are more likely to be fired, which means they face a greater risk of losing their job. This is a major concern for them, as most working women are afraid of losing their jobs and almost half of them are not at all sure that they will find a better job.

At the same time, the level of job-related fear and confidence in employment opportunities depends on a woman's age and education. Fears of losing a job peak at retirement age, and one of the factors that support women's competitiveness in the labor market is the low cost of their labor. However, in a context where the labor market has undergone a fundamental shift from historical norms, women are less likely to engage in free and proactive activities than men, who are more accustomed to such behavior. Women are forced to not only massively change their social and professional status, but, in many cases, to reduce it by becoming unemployed and

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<sup>3</sup> Sillaste G.G., Kozhamzharova G.J. Social discrimination of women as a subject of sociological analysis // Socis. — 1997. — No.31.

then retraining for forms of work that do not require education or accumulated professional knowledge<sup>4</sup>.

As we mentioned above, the success (failure) of female adaptation depends on many factors and, in particular, on social status, which is an integral indicator of a woman's position in society. Socio-psychological adaptation, stability in production activities is becoming relevant as one of the factors of successful adaptation in production activities. The socio-psychological adaptation of a person to industrial activity is an adaptation to the immediate social environment in the team, to the traditions and unspoken norms of the team, to the style of work of managers, to the peculiarities of interpersonal relations that develop in the team<sup>5</sup>.

Professional adaptation is a complete and successful occupation of a profession, that is, getting used to the profession, adapting to the content and nature of work, its conditions and organization. This is expressed in the acquisition of professional knowledge and skills, to a certain degree of qualification, as well as in accordance with the character of a person's professional characteristics. When applying for a job, it is important to know that the employee has the necessary professional skills. But for a completely successful professional adaptation, the stability of work at the enterprise is a condition for its high-quality performance, as well as general social stability in society and the state.

Another reason why women may not be able to work is a value system that is based on gender stereotypes. In this system, women are taught in a family environment that they should only engage in professions that are typically considered to be "female". Engaging in other professions is seen by society as a violation of its moral standards.

It can be argued that women are less likely to work due to their psychological makeup. The main characteristics of female work are independence, creativity, and willingness to take risks, which are often seen as masculine traits. Another significant factor that hinders women's ability to effectively adapt to work life is the conflict between their roles as mothers and workers. A role conflict occurs when an individual with a certain position has different expectations for their behavior and is

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<sup>4</sup> Sharaburak K.V. Organization of labor adaptation of personnel in the organization – Moscow, 2015. – 83 p.

<sup>5</sup> Shapolova V.V. Corporate culture as a factor of social adaptation of a manager's personality // Scientific bulletin of Belgorod State University. Series: Humanities, volume 19. – 2013. – №20(163). – Pp. 305-310.

unable to fulfill all of these roles at once. This can be especially difficult for women who have responsibilities in both the home and the workplace.

According to E. N. Smetanin's research, there are three levels of women's adaptation to economic conditions. Those with a high level see the need and benefits of reform. Their personal circumstances are developing well under current conditions. They have benefited greatly from the reforms, and as a result, experience a state of psychological well-being and continue to work steadily.

Women with a low level of adaptation are pessimistic about economic change and believe that the changes have significantly complicated their lives and led to loss. As a consequence, they experience negative emotional experiences and sometimes psychological states like hopelessness and disappointment. Women with an average level of adaptation occupy a middle ground. They are more critical than balanced individuals about the impact of reforms on their lives, due to difficulties. This criticality reflects their average standard. In contrast to women with a lower level of adaptation, those with an average level have a more positive outlook on life, noting positive changes alongside difficulties. The emotional backdrop of their lives will be at a more favorable developmental stage.

The highest level of work activity, a focus on economic independence, and initiative were noted among professional workers, entrepreneurs, and those who occupy prestigious or well-paid positions, regardless of income. However, most women retain their older views on life, and in all professional groups other than those mentioned above, women prefer working in public-sector enterprises<sup>6</sup>.

The focus on specific adaptation methods is largely determined by women's occupation, income level, and age. The younger generation of women in all professional groups (workers, maid, students, entrepreneurs) show high flexibility, rejection of paternalist principles of relationships with the state, great optimism, self-defense, and use of their own vital resources, as well as other life principles. This leads to the conclusion that the flexibility of women occurs in a combined manner, depending on the social environment at work, as well as the economic situation.

The social adaptation of women within organizations depends on their marital status, number of children, and working conditions<sup>7</sup>. Under the influence of demographic,

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<sup>6</sup> Smetanin E.N. Adaptation of the population to the modern economic situation // Sociological research. - 1995. — No. 4, — p. 85.

<sup>7</sup> Shapolova V.V. Corporate culture as a factor of social adaptation of a manager's personality // Scientific bulletin of Belgorod State University. Series: Humanities, volume 19. – 2013. – №20(163). – Pp. 305-310.



economic, and socio-psychological factors, this process either improves or worsens. The analysis of empirical results obtained to find practical confirmation of these theories is significant, as it allows us to systematize specifically the causes, methods, and factors of psychological characteristics in women's adaptation to public organizations.

In conclusion, the socio-psychological factors influencing the adaptation of women to work in the civil service are complex and multifaceted. It is evident that women entering the civil service face numerous challenges related to organizational requirements, interpersonal relationships, and the need to adjust their behavior to conform to workplace norms. Understanding and addressing these factors is crucial for creating a supportive and inclusive work environment that facilitates the successful adaptation of female employees.

To enhance the adaptation process for women in the civil service, several proposals can be considered. Organizations can implement mentorship programs to provide guidance and support to new female employees, helping them navigate the challenges of adaptation and integration into the workplace. Training programs on cultural sensitivity, diversity, and conflict resolution can also be beneficial in improving relationships among colleagues and promoting a harmonious work environment.

Furthermore, organizations should conduct regular evaluations and assessments of their policies and practices to ensure they are conducive to the successful adaptation of women in the civil service. By promoting transparency, communication, and opportunities for feedback, organizations can foster a culture that values diversity and supports the professional development of all employees.

In conclusion, by recognizing and addressing the socio-psychological factors influencing the adaptation of women to work in the civil service, organizations can create a more inclusive and equitable workplace where all employees can thrive and contribute effectively to the organization's mission and goals.

## "ANALYSIS OF SOLUTIONS TO REDUCE THE IMPACT OF VEHICLE TRANSPORT ON THE ENVIRONMENT"

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**Anatotsiya :** To reduce the negative impact of industry and transport as much as possible, to achieve implementation of large-scale activities in enterprises and organizations and, as a result, to improve the level of atmospheric air quality. 10% reduction of pollutant emissions into the atmosphere (including 7% from transport and 3% from industry); 80 percent of vehicles use gas fuel and to ensure transfer to work one other alternative energy.

**Key words:** Ecological monitoring, alternative energy, nitrogen oxide, carbon dioxide, ozone layer, "Euro-6", "Euro-7"

**Introduction:** Today, there is one car for every seven people in Uzbekistan will come. That is, there are more than 4 million cars on the streets of Uzbekistan is moving. because the car has advantages as well as disadvantages you can't turn a blind eye. For example, harmful smoke from cars has a negative effect on the air. In addition, car noise is a harmful sound. Today, more than 60 percent of the population of large cities in Uzbekistan suffer from the same harmful noise.

The air we breathe -each of the layers that make up the atmosphere has its own specific function. For example, the ozone layer protects all living organisms from radiation.

Ozone, formed by the presence of oxygen, nitrogen oxide and other gases under the influence of sunlight, absorbs strong ultraviolet rays and protects living organisms from its negative effects.

Exhaust gas emitted from cars is the cause of ozone depletion will be. According to experts, it is the main air pollutant in the list of anthropogenic factors, automobile transport takes the first place.

That is 40 percent of the total damage is attributable to cars moving on Earth it's right. 20 percent of the remaining damage is caused by the energy industry, 14

percent by the enterprise and production of the organization, 26 percent agricultural production, household delivered from utilities and other sectors.

<b>The amount of pollutants released into the atmosphere</b>	<b>Total</b>	<b>Transport</b>	<b>Industry</b>
<b>2018</b>			
<b>By republic</b>	<b>2449,1</b>	<b>1560,3</b>	<b>888,7</b>
<b>Tashkent city</b>	<b>269,8</b>	<b>254,1</b>	<b>15,7</b>
<b>2019</b>			
<b>By republic</b>	<b>2534,6</b>	<b>1581,8</b>	<b>952,7</b>
<b>Tashkent city</b>	<b>390,5</b>	<b>316,0</b>	<b>74,5</b>

### Main part

The existing shortcomings in our republic are the fact that the produced fuels and cars do not meet the current quality level, the roads do not meet modern requirements, the lack of monitoring of air quality using automatic systems on large highways, toxicity and smoke such as the lack of thickness measuring devices attract attention.

Fuels and cars produced in our republic are not up to today's quality level. Motorways today's failure to meet modern requirements. On major highways lack of monitoring of air quality using automatic systems.

Lack of instruments for measuring toxicity and smoke thickness. According to the results of the study, the main problems in the development of electric vehicle transport are its production in a few countries of the world, the relatively high cost of the electric vehicle body, the lack of charging stations, the length of the battery charging time, and the lack of maintenance and service services.

<b>The main pollutant substances</b>	<b>CO, CH, NO<sub>x</sub>, SO<sub>2</sub>, aldehydes, solids, etc</b>
<b>Steam gases throws</b>	<b>CO<sub>2</sub>, CH<sub>4</sub></b>

Activities conducted in the direction of atmospheric air protection

1. Updating the car fleet

2. Production of motor fuel with ecological level "Euro-6" and "Euro-7".

ensure release

3. The structure of traffic flow, the mode of traffic speed within the framework of urban development

optimization, development of the road traffic management system

4. Step-by-step transition to alternative energy types in transport

provide

5. Organization of separate lanes for passenger traffic,

with the establishment of preventive works of state environmental control of motor vehicles make it happen.

### **Summary**

As we build a perfect lifestyle, there are huge obstacles in front of us and we need to solve problems. After all, the amount of our needs do not harm the consumption of the next generation. When to preserve nature our main goal is that each of us is environmentally safe as we want we can live in the environment. So the transport we are using prevention, neutralization and human impact of the means on the external environment. It is necessary to develop measures such as health protection.

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## UZUM MEVALARIDAGI PESTISID QOLDIQLARINI TOZALASH USULLARI

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**Annotasiya:** Ushbu maqolada meva-sabzavot mahsulotlarini zararli organizmlardan, pestisid qoldiqlari, turli og'irmetallar va chang g'uborlardan tozalash va to'g'ri saqlash usullari keltirilgan.

**Kalit so'zlar:** Uzum, meva, sabzavotlar, pestisid, gerbisid, glifosat, insektosid, Diazinon, antioksidantlar, organik mahsulotlar, begona o'tlar, xashorotlar.

Xammaga ma'lumki sog'lom turmush tarzida deyarli har bir kishi ko'proq meva va sabzavotlar iste'mol qilishi kerak. Dunyoda o'rtacha tavsiya etilgan kunlik istemol miqdorining yarmini oladi va hatto bu miqdorlar kuniga besh kunlik optimal miqdordan kamroq. manashunday foydali mevalardan biri bu uzum mevasi bo'lib ushbu mevani Qadimda ham foydali xususiyatlari ma'lum bo'lgan. Uzunni nafaqat shirinlik sifatida iste'mol qilishgan, balki dori-darmon o'rniga tanovvul qilishgan. Uzum quyidagi kasalliklarda yordam beradi ilmiy isbotlangan.

- uzum astma kasalligida foydali hisoblanadi;
- qon quyuqlashini oldini oladi;
- charchoqni bartaraf etadi;
- antioksidantlarni o'zida saqlashi sabab ham terini uzoq vaqt davomida qarishini oldini oladi;
- oshqozon-ichak tizimini tozalaydi;
- yurak va tomirlar tizimini mustahkamlaydi.

Shuningdek uzumning foydali xususiyatlari uning rangiga qarab farq qiladi. Sariq va yashil rangli uzumlar haroratni tushuruvchi ta'sirga ega bo'lsa, to'q rangli uzumlar esa gemoglobinni ko'tarib, qon bosimini normallashtiradi.

Shunday ekan uzum mevalarini ko'proq iste'mol qilishdan oldin uni mahsulotni yuvish ham muhim hisoblanadi.

Bizning zamonaviy dunyomizda deyarli hech qanday meva sabzavod mahsulotlari pestitsidlardan 100% toza emas. Ajablanarlisi shundaki, hatto organik mahsulotlarda ham pestitsid qoldiqlari bo'lishi mumkin.

**Mahsulotlarni yuvish oziq-ovqat orqali yuqadigan kasalliklarning oldini olish va pestitsidlarga ta'sir qilishni sezilarli darajada kamaytirish sog'liq uchun muhimdir.** Pestitsidlar ta'sirini kamaytirishning eng yaxshi yo'li imkoni boricha organik oziq-mevalarni tanlashdir, ayniqsa pestitsidlar bilan zaharlanish ehtimoli yuqori bo'lgan oziq-ovqatlar mahsulotlarini. An'anaviy usulda yetishtirilgan meva mahsulotlarni iste'mol qilishdan oldin yuvish bilan pestitsid qoldiqlari va boshqa turli infeksiya yoki chang g'uborlar salomatlikga tasirini keskin pasaytirish mumkin. Xususan pestitsidlar zararli organizmlarga qarshi va ularni nazorat qilish uchun ishlatiladi. Ular asosan begona o'tlar, hasharotlar va kasalliklarga qarshi kurashda qo'llaniladi. Pestitsidlarning ko'p turlari mavjud, jumladan:

- Gerbitsidlar : Monsanto kompaniyasi tomonidan ishlab chiqarilgan va begona o'tlarni o'ldiradigan Roundup ishlab chiqarishda ishlatiladigan glifosat an'anaviy (noorganik) ekinlarda ishlatilishi mumkin bo'lgan gerbitsidlarning bir turidir. Ushbu keng tarqalgan gerbitsid saraton va endokrin buzilish bilan bog'liq .

- Insektitsidlar: Organofosfatlar mahsulotda keng qo'llaniladigan insektitsidlar guruhidir. Diazinon asab tizimiga zararli ta'siriga qaramay, qishloq xo'jaligida hali ham qo'llaniladigan organofosfatlardan biridir . ko'p yillik atrof-muhit va sog'liqni saqlash tashkilotlari bosimidan keyin, ayrim chetmamlakatlarda Chlorpyrifos yaqinda taqiqlangan yana bir organofosfatdir.

Ko'pgina dalillar to'plami shu ko'rsatadiki pestitsidlar ta'sirini surunkali kasalliklarning ko'payishi olib keladi, jumladan :

- Saraton va diabet
- Parkinson, Altsgeymer va ALS kabi neyrodegenerativ kasalliklar
- Tug'ma nuqsonlar va reproduktiv kasalliklar
- Nafas, KOAH va boshqalar

Shunday ekan uzum mevalarini yuvish ham o'z o'rnida juda muhim jarayonlardan biri bo'lib hisoblanadi. Agarda uzumni to'g'ri yuvib so'ngra muzlatsak, u ta'mini ham, ko'rinishini ham saqlab qoladi va saqlanish mudatidam uzayadi. Asosiysi, buni to'g'ri bajarish kerak. Buning uchun uzumni navini to'g'ri tanlash kerak: bunda

uzumlar butun va ezilmagan bo'lishi zarur, yuvish jarayonida 15-20 daqiqa yetarli bo'lishi mumkin bu orqali mevalarni zararkunandalar begona o't qoldiqlari, pestisidlar va boshqa turli zararli g'uborlardan tozalab olish va uzum mevalarini haroratini tushurib olinadi so'ngra maxsus qadoqlarga joylanib sovutgichxonalarga qo'yiladi.

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## **PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF TEACHING ARCHITECTURAL DRAWING IN THE EDUCATION SYSTEM**

It is known that people differ from each other in many aspects. For instance, some have an excellent memory for their experiences and can recall them precisely when needed. Others can describe any object they have seen in great detail. Some think more accurately about what they have heard, while others express their feelings in simple and fluent language or rely on various contents and forms of fantasy. The field of architectural drawing is no exception, with some individuals inclined to add elements of fantasy to each drawing. Thus, people's abilities to visualize and organize their perceptions of the external world vary. Additionally, certain professions allow for the refinement of specific qualities. For example, an operator in large automated control systems learns to focus on even the smallest changes, becoming adept at abstract mathematical calculations.

Consequently, reflecting the characteristics and features of the external world in one's abilities and skills contributes to personal development and professional competence. Therefore, it is crucial to understand the role of factors such as perception, intuition, memory, attention, thinking, imagination, creativity, and emotions in personal and professional growth.

With the advent of complex computer technology, interest in one's psychic processes has increased. Discussions now often revolve around information reception (akin to traditional perception), its reprocessing (similar to thinking), and retention (memory). However, this elevates the importance and complexity of nurturing and educating natural mental processes in individuals.

Similar situations frequently occur in memory. When faced with a problem related to a subject of interest, we ponder: "Where have I seen this?" You may not remember, but the structure of the problem, its operational principles, and other

forms of understanding seem familiar. It is essential to explain that through exercises, people's experiences are actually stored in the brain, and we can access them in various forms. Only when we are ill or deeply concerned about something do different thoughts come to our minds. These are, in fact, spontaneous recollections of existing things.

Observations reveal that teaching architectural drawing significantly impacts students' mastery of the subject. For example, theoretical knowledge and graphic skills included in the graphics curriculum are developed in architectural drawing courses. Thus, students acquire varying degrees of knowledge in this subject during their higher education. Those who have studied geometry in school also lay the groundwork for architectural drawing. However, the relative proportions of acquired knowledge compared to architectural drawing indicate a lower level. As a result, some lack 30%, and others up to 60% of spatial imagination.

This poses a critical problem for the field of architectural drawing. The negative consequences ultimately lead to a shortage of fully qualified personnel in architectural drawing due to the lack of development in the main foundation of the field, spatial imagination. Only individuals with developed spatial imagination, evolving skills, and competencies truly understand and assimilate the essence of this field. This may be attributed to psychological, pedagogical, and methodological factors such as:

- Difficulty in student acceptance of the subject;
- Familiarity of new topic materials to the student, causing repetition and lack of curiosity;
- Absence of spatial imagination;
- Incomplete understanding of the topic;
- Lack of spatial imagination in topics requiring visualization;
- During lessons, the teacher's failure to engage the student's interest to a certain degree and assign independent work, homework, and graphic tasks;
- The student's growing interest in graphic education without reinforcing the acquired knowledge;
- Students interested in graphic education not seeking to expand, deepen, improve, and develop it;
- The student being distracted by other activities during the lesson and being inattentive, etc.

Such situations, although rare, do occur in the practice of experienced teachers. In academic lyceums and vocational-technical colleges, topics studied during school years are taught in a broader and more complex manner. This allows students to show interest in graphic education. In the traditional educational process, the teacher organizes the lesson mainly for students with a low level of assimilation. In this case, for students with high grades, the explanation of the topic in the lesson may be boring and cause a loss of interest, while students who have difficulty assimilating the material may fall behind in the educational process, no matter how hard they try. Because the difference in assimilation indicators among students does not allow for the activation of the educational process. Such a process can even be observed in spatial perception among students. Indeed, among students, interest in graphic education can be at a low level, at a medium level, be in the process of formation or already formed at different stages of the educational process, which creates problems for the teacher. Therefore, it is necessary to study the development of spatial perception in students as a pedagogical and psychological problem.

If the teacher organizes a lesson on graphic education for students of different levels in the process of teaching the subject of drawing, taking into account the level of assimilation of students who have not yet formed or poorly formed an interest in graphic education, then students who have not formed an interest in graphic education may experience a lack of interest and irritation towards the lesson. If the teacher does the opposite, then the level of assimilation may decrease in students with a low level of interest in graphic education. In this case, it is necessary to develop factors that stimulate interest in graphic education in students, based on their psychological characteristics. In psychology, perception is understood as the process of reflecting, reproducing in the mind of a person the perceived, experienced phenomenon or event. If the goal of interest in graphic education was simply to transfer knowledge to paper, then tons of paper and educational materials would be required for students.

Therefore, it is possible to strengthen and assimilate knowledge through interest in graphic education. The teacher conveys his knowledge to students through educational means and activates the effective conduct of the lesson with the help of factors stimulating interest in graphic education. Students, in turn, assimilate knowledge with the help of these means and strive to form and develop the presented information in their perception through interest in graphic education. For example, in a lesson on construction drawing, such as the appearance of a building, an accurate description, the construction of its projection based on two views, drawing an

accurate image based on views, performing various tasks or sections and sections on planes in mental objects, is carried out directly based on the representations of students. Here, interest in graphic education plays a big role. Therefore, interest in graphic education is considered an important psychological and pedagogical problem in the educational process of a student. This important psychological and pedagogical problem is solved by developing students' interest in graphic education. Rational use of interest in graphic education is an effective means of solving this problem.

Investigating these issues in the education system and activating the educational process, where negative factors described above were highlighted in the research works of psychologists and educators. They emphasize that the introduction of new methods and methodological tools in the field of education will lead to further improvement of the educational process in the future. The application of these methodological tools, especially based on interest in graphic education, in the process of teaching students of higher educational institutions graphic design disciplines, contributes to the development of their interest in graphic education and yields a number of positive results.

The educational process is the intellectual activity of the student, that is, the activity of thinking. For this, students are offered problem tasks, which contributes to the development of their intellectual activity and the desire to solve. In regular lessons, the teacher spends most of the time explaining the new topic. As a result, there is often not enough time to consolidate the material covered, its connection with the new, and most importantly, to control and assess the students' knowledge. Unfortunately, many educators consider the organization of the educational process to be only the transfer of new knowledge and consider this a secondary issue for the development of students' intellectual potential. As a result, students lose interest in the subject and wait for the bell to change.

To solve these problems, there are a number of tools, including enriching the content of lessons with interesting factual and historical materials, as well as the sensible use of interest in graphic education. For this, it is necessary to use unconventional teaching methods to develop students' interest in graphic education, which, of course, requires the development of content and methodology. This is a very important pedagogical problem. After all, the materials of the educational programs not only develop the individual working characteristics of the student and his interest in graphic education but also contribute to his active activity. Interesting sequences of information in topics, test programs for self-control, software didactic games

designed to facilitate assimilation and interesting understanding, stimulate individual student work. Even under necessary conditions, it is possible to organize educational activities without a teacher and without feeling negative effects.

The level of understanding of the educational material, its reflection in the student's consciousness, and the acquisition of knowledge based on this information are determined by the principle of visibility in education. This improves the quality of teaching and facilitates the learning process for students. Psychologically, in this process, all sensory analyzers of the student's brain are activated, leading to the reflection and preservation of scientific knowledge about the object or the person himself in memory. The formation of a particular event, historical memory in the brain, firstly, from a psychological point of view, increases the student's inclination to acquire knowledge, and secondly, the expected result from education is pedagogically guaranteed. Over time, the emergence of the same image, i.e., an architectural drawing, image representation, evoking information in memory, is observed.

Also, it is necessary to provide the educational process with technical means.

The individual's ability to think, that is, their ability to engage in mental activity, is developed through mental operations.

Another important aspect of using interest in graphic education is its assistance to the student in fully and accurately representing concepts related to the topic or subject, the reflection of object elements and their characteristics in the human mind.

In conclusion, it can be said that the direct application of descriptive geometry and drafting in lessons contributes to the perfection of interest in graphic education, the assimilation of each topic, and the increase in the level of spatial perception in students up to 100%.

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**Sinfdan va maktabdan tashqari ishlarga rahbarlik  
qilishni tashkil etish usullari**

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**Annotatsiya:** Yurtimizda turli sohalarida, jumladan, xalq ta'limi tizimida ham o'sib kelayotgan yosh avlod ta'lim-tarbiyasi bilan borliq jarayonini qayta ko'rib chiqishni talab etmoqda. Hozirgi kunda fan va madaniyatning eng so'nggi yutuqlari asosida kelajagimiz bo'lgan yosh avlodni hayotga tayyorlashning samarali shakl va uslublarini izlash nihoyatda zarurdir.

**Kalit so'zlar:** Uzlüksiz ta'lim, ta'lim-tarbiya, o'z-o'zini baholash, nazorat etish, uzluksiz tizim.

**Abstract:** The young generation growing up in various fields in our country, including the public education system, demands a review of the process of existence with education. Currently, it is extremely necessary to search for effective forms and methods of preparing the young generation, who are our future, for life based on the latest achievements of science and culture.

**Keywords:** Continuous education, training, self-assessment, control, continuous system.

Ta'lim muassasalarida pedagogik jarayonlar ikki kichik tizim doirasida, ya'ni darsda va darsdan tashqari faoliyat jarayonlarida amalga oshiriladi. Ta'lim muassasalarida tashkil etiladigan pedagogik jarayonlar, ya'ni ma'ruza, seminar, amaliy mashg'ulot, to'garak mashg'ulotlari, ekskursiya, davra suhbatlari, uchrashuvlar, fanlar bo'yicha tashkil etiladigan musobaqa va tanlovlar, san'at festivallari, konferensiya, va boshqa turli yo'nalishlardagi tadbirlar, mustaqil ta'lim, mustaqil ma'lumot, o'zini-o'zi tarbiya, mustaqil ishlar, kurs ishlari, bitiruv malakaviy ishlar, tarbiyaviy munosabatlar jarayoni (inson-inson, inson-texnika-inson, inson-kitob-inson, inson-tabiati-inson, inson-san'at-inson munosabatlari), hamda pedagogik tajriba-sinov va pedagogik amaliyot jarayonlari majmui hamda ularning o'zaro bog'liqligi va aloqadorligi pedagogik tizimni tashkil etadi.



Pedagogik jarayonlarni tashkil etish va boshqarishda ularning o‘zaro bog‘liqligi va aloqadorligini inobatga olish, ya’ni ularning har birining samaradorligi ikkinchi bir jarayon samaradorligiga qanday ta’sir ko‘rsatayotganiga alohida e’tibor qaratish zarur. Ya’ni pedagogik jarayonning asosiy komponentlaridan biri hisoblangan ma’ruza mashg‘uloti samaradorligi seminar mashg‘ulotlari natijaviyligiga o‘z ta’sirini ko‘rsatishi yoki mustaqil ta’lim uchun asos sifatida xizmat qilishi, shuningdek, pedagogik tajriba-sinov jarayoni yoki talabalar (oliy o‘quv yurtlari va o‘rta maxsus, kasbhunar ta’limi muassasalari talabalari) uchun tashkil etiladigan pedagogik amaliyot jarayonlari samaradorligi kelajak avlod ta’lim-tarbiyasiga o‘z ta’sirini ko‘rsatishini inobatga olishimiz zarur. Mazkur zaruriyatlar ta’lim muassasalarida tashkil etiladigan pedagogik jarayonlarning o‘zaro bog‘liqligi va aloqadorligini hamda ularning o‘ziga xos xususiyatlarini o‘rganishni talab etadi.[1]

Sinfdan tashqari ishlar deganda – maktab o‘qituvchilari yoki chetdan taklif qilingan mutaxassislar rahbarligida darsdan tashqi vaqtda o‘quvchilar o‘rtasida yo‘lga qo‘yiladigan va olib boriladigan ta’lim-tarbiya ishlari nazarda tutiladi. Maktabdan tashqari ishlar o‘quvchilar bilan olib boriladigan, maxsus tashkil etilgan muassasalar tomonidan uyushtiriladigan ta’lim-tarbiya va madaniy ishlardan iboratdir.

O‘zbekiston Respublikasi Prezidentining „Ma’naviyat va ma’rifat“ jamoatchilik markazi faoliyatini yanada takomillashtirish va samaradorligini oshirish to‘g‘risida“gi farmonida ko‘rsatilganidek, jamiyatda yuksak ma’naviy fazilatlarini kamol toptirish, milliy mafkurani shakllantirish, yoshlarni boy madaniy merosimiz, tarixiy an’analarimizga, umuminsoniy qadriyatlarga hurmat, Vatanga muhabbat, istiqloq g‘oyalariga sadoqat ruhida tarbiyalash mamlakatimizda amalga oshirilayotgan barcha islohotlarning hal qiluvchi omilidir. Sinfdan va maktabdan tashqari tarbiyaviy ishlarning samaradorligini oshirish, nazorat qilish, boshqarish avvalo, komil insonni shakllantirishning eng zamonaviy va qulay yo‘nalishlari orqali amaliyotga joriy etishga bog‘liq. Ushbu strategiyaning maqsadi shaxs kamoloti bosqichlarini belgilab olishga yo‘naltirilgan.

Tarbiyaviy ishlarni davr talabiga javob beradigan holga tashkil etish uchun tarbiyaning asosi bo‘lgan barcha g‘oyalar qaytadan ko‘rib chiqilishi, asosiy e’tibor bola shaxsiga qaratilishi, yillar davomida to‘planib kelgan ijobiy tajribadan unumli foydalanish zarurligi etirof etilmoqda. Tarbiyaviy ishlar huquq-tartibot organlari, ijodiy uyushmalar, davlat va nodavlat jamg‘armalar, qo‘mitalar va tashkilotlar bilan birgalikda olib boriladi. Inson shaxsining kamol topishi juda murakkab va uzluksiz jarayon davomida shakllanadi. Uning tarbiyasiga ota-onasi, maktab,

mahalla, do'stlari, jamoat tashkilotlari, atrof-muhit, ommaviy axborot vositalari, san'at, adabiyot, tabiat va hokazolar bevosita o'z ta'sirini ko'rsatadi. Yuqoridagi barcha hayotiy ehtiyojlarni vujudga keltirishda o'zaro hamkorlikning ta'sir doirasi orqali shaxsni tarbiyalash va tarbiyaning birligini ta'minlashda, uni shaxs sifatida shakllanishiga salbiy ta'sir ko'rsatadigan muhitdan himoya qilish tushiniladi.

Tarbiyaning bosh maqsadi — yosh avlodni ma'naviy-axloqiy tarbiyalashda xalqning boy milliy, ma'naviy-tarixiy an'alariga, urf-odatlariga hamda umumbashariy qadriyatlarga asoslangan samarali tashkiliy, pedagogik shakl va vositalarni ishlab chiqib, amalda joriy etishdir. Tarbiyaning asosiy vazifasi — shaxsning aqliy, axloqiy, erkin fikrlovchi va jismoniy rivojlanishi, uning qobiliyatlarini har tomonlama ochish uchun imkoniyat yaratish tushiniladi.

Buning uchun:

— yoshlarni erkin fikrlashga tayyorlash, hayot mazmunini tushunib olishlariga yordam berish, o'z-o'zini idora va nazorat qila bilishni shakllantirish, o'z shaxsiy turmushiga maqsadli yondashuv, ularda reja va amal birligi tuyg'usini uyg'otish;

— o'quvchilarni milliy, umuminsoniy qadriyatlar, Vatanimizning boy ma'naviy merosi bilan tanishtirish, madaniy hamda dunyoviy bilimlarni egallashga bo'lgan talablarini shakllantirish, malaka oshirish, tobora o'stirib-boyitib borish va estetik tushunchalarini shakllantirish;

— har bir o'smir yoshdagi bolalarning bilimdonligini va ijodiy imkoniyatlarini aniqlab, ularni rivojlantirish. Inson faoliyatini turli sohalarda amaliyotga tadbiiq etish. Bolalar ijodkorligi, qobiliyatini yuzaga chiqarish va yanada qo'llab-quvvatlash uchun shart-sharoit yaratish;

— insonparvarlik odobi me'yorlarini shakllantirish (bir-birini tushunadigan, mehribonlik, shafqatlilik, irqiy va milliy kamsitishlarga toqatsizlik), muomala odobi kabi tarbiya vositalarini (nohaqlikka, yolg'onchilik, tuhmat, chaqimchilikka toqatsizlik) keng qo'llanish zarur;

— vatanparvarlik, dunyoviy fikrlash, jamiyatimizda yashayotgan odamlar bilan o'zaro munosabat-muloqotni o'rganish, maktab, mahalla, do'stlari, jamoat tashkilotlari, atrof-muhit, ommaviy axborot vositalari, san'at, adabiyot, tabiat va hokazolar bevosita ta'sir etadi. Yuqoridagi barcha hayotiy ehtiyojlarni vujudga keltirishda o'zaro hamkorlikning ta'sir doirasi orqali shaxsni tarbiyalash va tarbiyaning birligini ta'minlash orqali, uni shaxs sifatida shakllanishiga salbiy ta'sir ko'rsatadigan muhitdan himoya qilishdir.

Tarbiyaning bosh maqsadi — yosh avlodni ma'naviy-axloqiy tarbiyalashda xalqning boy milliy, ma'naviy-tarixiy an'analariga, urf-odatlariga hamda umumbashariy qadriyatlarga asoslangan samarali tashkiliy, pedagogik shakl va vositalarni ishlab chiqib, amalda bajarishdir.

Tarbiyaning asosiy vazifasi — shaxsning aqliy, axloqiy, erkin fikrlovchi va jismoniy rivojlanishi, uning qobiliyatlarini har tomonlama ochish uchun imkoniyat yaratishdir.

Buning uchun:

— yoshlarni erkin fikrlashga tayyorlash, hayot mazmunini tushunib olishlariga yordam berish, o'z-o'zini idora va nazorat qila bilishni shakllantirish, o'z shaxsiy turmushiga maqsadli yondashuv va ularda reja va amal birligi hissini uyg'otish;

— o'quvchilarni milliy, umuminsoniy qadriyatlar, Vatanimizning boy ma'naviy merosi bilan tanishtirish, madaniy hamda dunyoviy bilimlarni egallashga bo'lgan talablarini shakllantirish, malaka hosil etish, tobora o'stirib-boyitib borish va estetik tushunchalarini shakllantirish;

— har bir o'smirning bilimdonligini va ijodiy imkoniyatlarini aniqlab, ularni rivojlantirish. Inson faoliyatini turli sohalarda joriy qilib ko'rish. Bolalar ijodkorligi, iqtidorini yuzaga chiqarish va yanada qo'llab-quvvatlash uchun shart-sharoit yaratib berish;

— insonparvarlik odobi me'yorlarini shakllantirish (bir-birini tushunadigan, mehribonlik, shafqatlilik, irqiy va milliy kamsitishlarga toqatsizlik), muomala odobi kabi tarbiya vositalari (nohaqlikka, yolg'onchilik, tuhmat, chaqimchilikka toqatsizlik) keng qo'llanishi zarur;

— vatanparvarlik, dunyoviy fikrlash, jamiyatimizda yashayotgan odamlar bilan o'zaro munosabat-muloqotni o'rganish, o'z xalqi, davlati, uning himoyasi uchun hamisha shay bo'lib turish, O'zbekiston Respublikasi va boshqa davlatlarning ramzlariga hurmat bilan qarash, yosh avlodni O'zbekiston Konstitutsiyasiga, Bayrog'iga, Gerbiga, Madhiyasiga, Prezidentiga sadoqatli etib tarbiyalash;

— qonuniy jamoa axloqi va turmush qoidalariga hurmat bilan qarashni tarbiyalash, shaxsning noyob qirralarini belgilovchi fuqarolik va ijtimoiy mas'uliyat hislarini rivojlantirish, o'zi yashayotgan mamlakatning ravnaqi, insoniyat taraqqiyotini barqaror saqlab qolish uchun fidoyilik, ekologik ta'lim-tarbiya;

— mustaqil davlatimiz O‘zbekiston Respublikasining ichki va tashqi siyosatiga to‘g‘ri va xolisona baho berishga o‘rgatish. Uning tinchliksevarlik, demokratiya va boshqa davlatlarning ichki ishlariga aralashmaslik, oshkora-ochiq tashqi siyosatiga va o‘z xalqining turmush darajasini oshirishga yo‘naltirilgan, fuqarolarni ijtimoiy himoya qiladigan ichki siyosatini to‘g‘ri tushuntirish;

— turmushda eng oliy qadriyat hisoblangan mehnatga ijodiy yondoshish fazilatlarini shakllantirish;

— sog‘lom turmush tarziga intilishni tarbiyalash va rivojlantirish, munosib oila sohibi bo‘lish istagini shakllantirish;

— yoshlarimizni erkin mustaqil fikrlashga o‘rgatish. — tarbiyada tarbiyalanuvchi shaxsini oliy ijtimoiy qadriyat deb tan olish, har bir bola, o‘smir va yosh yigit-qizning betakror va o‘ziga xosligini hurmatlash, uning ijtimoiy, huquqiy va erkinligini e‘tiborga olish;

— yoshlarda istak va imkoniyat muvofiqligi tuyg‘usini qaror toptirish;

— milliylikning o‘ziga xos an‘analari va vositalariga tayanish;

— shaxslararo munosabatlarda insonparvarlik, pedagoglar va o‘quvchilar o‘rtasidagi bir-biriga hurmat munosabatlari, bolalar fikriga e‘tibor qilish, ularga mehribonlarcha munosabatda bo‘lish. Sinfdan va maktabdan tashqari tarbiyaviy ishlar o‘quvchilarning qiziqishi, istaklari, xohish va ehtiyojlariga suyangan holda ularning darsdan bo‘sh vaqtlarida o‘quv-tarbiya jarayonini to‘ldiradi. U o‘quvchilarning ijodiy qobiliyatlarini, tashabbuskorligini oshirishga imkoniyat yaratib beradi. Sinfdan tashqari ishlarning o‘ziga xosligi shundaki, to‘garak, klub dasturlarining rangbarangligi, ular mazmunidagi yangiliklar o‘smir yigit-qizlarning shaxs sifatida shakllanishlari uchun yangi imkoniyatlar yaratadi.

Tarbiyani eng avvalo insonning o‘ziga qaratilganligi Prezidentimiz tomonidan ishlab chiqilgan butun dunyo hamjamiyati tan olgan qadam-baqadam amalga oshirilayotgan «o‘zbek modeli» da juda to‘g‘ri belgilandi. Dunyoda birinchi bor insonni diqqat e‘tibori uning o‘zligini anglashga qaratildi. O‘zligini anglash birinchidan, uning ozod, erkin, nodir, ulug‘ siymoligini anglash va o‘zida unga amal qilish sifatlarini shakllantirib borish bo‘lsa, ikkinchidan uning o‘ziga xos milliyinsoniy asoslarini anglash va ularga amal qilishdan iboratdir. Yuqorida sanab o‘tilgan ikki sifat komil inson sifatining asosini tashkil etadi. Chunki komil inson sifatlarini tarbiya sohasidagi ilmlarini xulosalab, mujassamlashtirsa, ular asosan ezgu niyat, fikr, ezgu so‘z, xushmuomila va ezgu ish, ezgu faoliyatdan iboratdir.

Shu yuqoridagi uch sifat, o'qitishning va ta'lim-tarbiyaning bosh maqsadidan iboratdir.

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## STUDY OF THE STRUCTURE OF ANTI-CORROSION COATING BASED ON METHYL METHACRYLATE AND MONOETHANOLAMINE

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**Abstract.** In this research work, the optimal conditions of a new type of organic anti-corrosion coating based on methyl methacrylate, monoethanolamine and ED-20 epoxy resin were studied. At first, a new compound was synthesized based on methyl methacrylate, monoethanolamine and its structure was studied by YAMR and PMR.

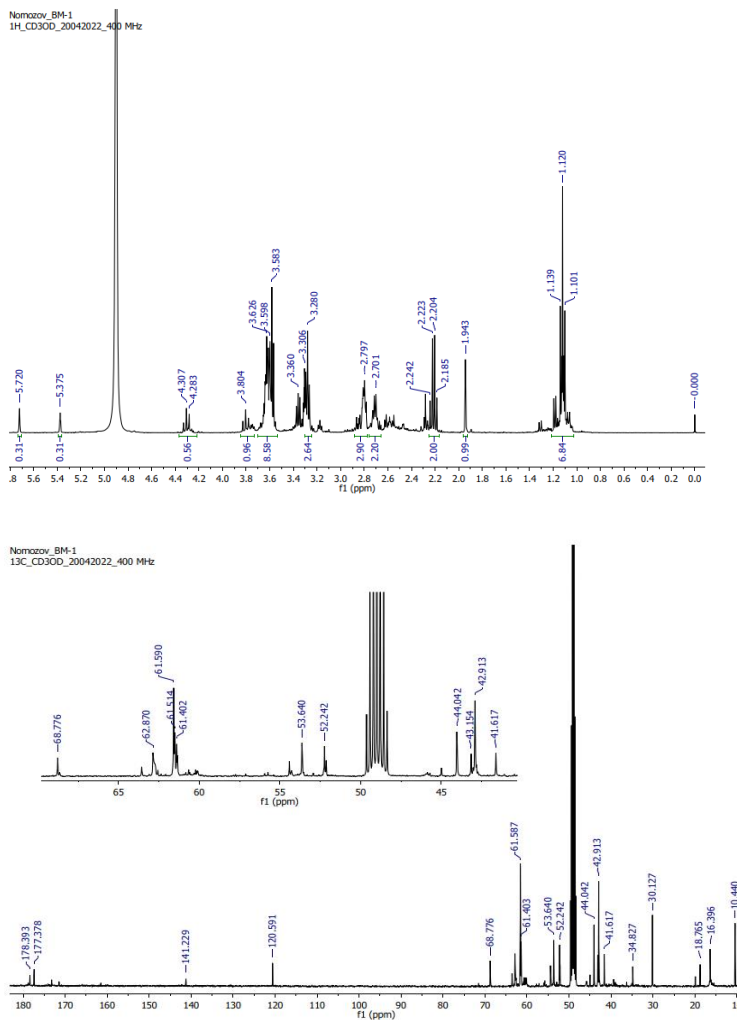
**Keywords:** organic anti-corrosion coating, methyl methacrylate, monoethanolamine, YAMR and PMR.

**Introduction:** At the same time, corrosion is causing great damage not only to industrial infrastructures, but also to cultural heritage[1,2]. We can say that there is no sector that does not suffer from the corrosion process, for example: energy, transport, chemical and chemical technology, food and drinking water system, oil and gas production industry, pharmaceutical, engineering, construction. did not Corrosion of metal and reinforced concrete structures, pipelines carrying hydrocarbons and water, air, land and sea transport infrastructure, bridges, piers, marine structures, chemical plants and nuclear reactors, power plants, electronic devices, body implants, cultural heritage ob causing unprecedented damage to objects, artifacts and many other structures[3,4]. If we talk about the economic damage of this process, as an example, we can cite the following figures, for example: according to the results of international research conducted by NACE (IMPACT 2016) [5,6], the annual economic damage of the corrosion process worldwide is 2.5 trillion US it is concluded that it is \$, if we analyze this figure in each country section, it is about 3.4% of the average gross domestic product (GDP) of each country. Searching for new types of anti-corrosion coatings with high efficiency and low cost, environmentally friendly in preventing the corrosion process remains one of the current directions of research[7,8]. The inhibition

mechanism of anti-corrosion coatings is based on preventing or completely stopping the corrosion of the anti-corrosion coating obtained in certain concentrations by passivating the surface of metal and metal structures by various physical and chemical mechanisms [9].

### Experimental part

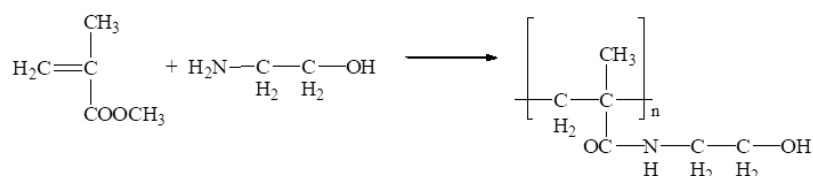
**Analysis of results of YMR and PMR analysis.** YMR and PMR analysis of oligomeric anti-corrosion coating based on methyl methacrylate and monoethanolamine was obtained and analyzed (Fig. 2).



**Figure 2. YMR (A) and PMR (B) analysis of the obtained anti-corrosion coating**

When analyzing the YMR-spectrum (Fig. 2), proton signals spectrum PMR <sup>1</sup>H (400 MGs, SD3OD, d, m.u., J/Gs) (N-5) 3.804 m.u., (N-7) 3.626-3.583 m.u., (H -8) 3,360 m.u., (N-4) 3,306-3,280 m.u., (N-6) 2,797-2,701 m.u., (N-1) 1,943 m.u. shows that Spectrum YMR <sup>13</sup>C (400 MGs, SD3OD, d, m.u., J/Gs) quaternary carbon (C-

2) that is bonded to the NH group is 120.591 m.u., the carbon of the CH<sub>2</sub> group bonded to the NH group (C- 6) - 42,913 m.u., carbon in the CH<sub>2</sub> group (C-7) bonded to the OH group - 61,587 m.u., carbon in the CH<sub>3</sub> group (C-4) bonded to O in the sample -53,640 m.u., quaternary in the substance carbon in the methylene group bonded to carbon (C-1) -30.127 m.u. shows . The obtained spectra confirm the structure of the synthesized substance.



## Conclusion.

In this research work, the optimal conditions for obtaining an anti-corrosion coating based on methyl methacrylate and monoethanolamine and ED-20 resin's structure was studied by YAMR and PMR.

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## **INGLIZ VA O'ZBEK TILLARIDA HIDNING IFODALANISHI**

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Hid sezgisi boshqa sezgi turlariga nisbatan taqsimlanishda nisbatan taqsimlanishga taqsimlanadi. Shu sababli ham yozuvchilar kitobxonni o'ziga jalb etish, voqelikni o'quvchi ongiga singdirish uchun hid tushunchasidan keng foydalanadi. Bu tushunchani ifodalashda o'zbek tilida hid, is, ifor, yoqimli, sassiq, badbo'y, jirkanch leksemalaridan foydalanilsa, ingliz tilida esa bu so'z turli ko'rinishda va ma'noda ishlatiladi. Biz ushbu maqolamizda hid ifodalovchi leksemalarning o'zbek va ingliz adabiyotida ishlatilishini ko'rib chiqamiz. Ingliz tilida hid so'zining quyidagi ko'rinishlari mavjud:

Scent, smell, odor, perfume, aroma, fragrance

Biroq ushbu sinonimik qatordagi leksemalardan istalgan o'rinlarda foydalanish doim ham to'g'ri bo'lavermaydi. Ularning har biri ishlatish o'rnini va holatiga ko'ra farqlanadi. Jumladan:

Aroma-o'ziga xos, odatda, yoqimli hid, asosan, atir, gullarning hidini ifodalab, oziq-ovqat, ziravorlarni tabiiyroq tasvirlashda foydalaniladi, masalan: vino, non, kofe hidi singari

The aroma of wine, the aroma of bread, the aroma of coffee; scent esa atir, gullar hidiga nisbatan ishlatiladi, asosan, hayvon va o'simliklardan chiqadigan hid: the scent of rose.

Fragrance-turli sintetik va tabiiy birikmalarning maxsus qo'shilmasidan hosil qilingan hid. Masalan, atirlar hidi: the fragrance of perfume.

Odor- bu sinonimlar orasida alohida ajralib turadi. Chunki u fizik jihatdan hidni ifodalash bilan bir qatorda metaforik ma'noni ham aks ettirish xususiyatiga ega.

Uslubiy-neytral va baqazan salbiy maqolalarda ham qoʻllanadi, yaʼni u xarakterga ega:

Masalan: "odor of corruption" "korruptsiya hidi" iborasi ingliz tili foydalanuvchilari orasida hozirgi kunda keng foydalaniladigan birikmalardan

Yuqoridagi hid va uning sinonimlarini nutqda oʻrinli va uslub jihatdan toʻgʻri qoʻllash oʻquvchi yoki tinglovchining taʼsir doirasini kuchaytirishga xizmat qiladi. Hozir siz bilan ushbu holatlarni ingliz adabiyot namoyandalari yaratgan asarlarda ifodalagan oʻziga xos mazmun-mohiyat hamda xarakterlarni quyidagi parchalar misolida koʻrib tahlil qilamiz.

1. Milary Mantel "Bring up the bodies" asarida hid fenomeni orqali ikki qahramonni oʻzaro qarama-qarshi qoʻyadi.

She is jaundiced, and there is an invalid fug in the room – the faint animal scent of the furs, a vegetal stench of undrained cooking water, and the sour reek from a bowl with which a girl hurries away: containing, he suspects, the evacuated contents of the dowager's stomach ... I could have brought her a lemon in my saddlebag, he thinks.

Toʻshakka yotqizib qoʻyilgan odam qoʻpol, jirkanch: moʻynali hayvonlarniki kabi hidlar bilan tasvirlagan bir paytda, keskin zidlanishni yaratish maqsadida bizning asosiy bosh qahramonimizni yorqin, yoqimli sitrus limonning hidi bilan bogʻliq holda xarakterini optimist sifatida ochib beradi.

The faint animal **scent** of the furs, a vegetal stench of undrained cooking water, and the sour reek from a bowl – qahramon xarakteridagi pessimistiklik, doimo dunyodan xafa munosabatdagi inson xarakterini koʻrsatib bermoqda.

2. Hidlar hissiy taʼsirni ifodalash xususiyatiga ham ega, Misol uchun Richard Powersning "The Overstory" asaridagi quyidagi parchani olaylik:

"And in a few steps, she's outside. The smell is on her before she reaches the trees the scent of resin and wide western places. The clean **smell** of her childhood's only untouched days. The music of the trees, too, tuning the wind. She remembers. Her nose slips into one of those dark fissures between the flat terra-cotta plates. She falls into the **smell** devastating whiff of two hundred million years ago. She can't imagine what such **perfume** was ever meant to do. But it does something to her now. Mind control. It's neither vanilla nor turpentine, but replete with highlights of each. A shot of spiritual butterscotch. A sprig of pineapple incense. It smells like nothing but itself, pungent and sublime. She breathes in, eyes closed, the tree's real name.

Ushbu parchada “perfume□ tushunchasi yordamida tasvirlangan daraxtdagi vanil va turpentinning qorishib ketgan hidi uni bolalikni eslashga majbur qiladi. Bevosita bir hid qahramonning hislariga, kayfiyatiga ta□sir qilib, uni olis bolalik xotiralari sari yetaklayotgani asarda yaqqol namoyon bo□ladi.

3. Vaqtni ifodalash: E.M. Forster, “A Room With a View” asarida hid orqali fasllar almashinuvi ifoda etilgan.

But, once in the open air, she paused." Some emotion -- pity, terror, love, but the emotion was strong - seized her, and she was aware of autumn. Summer was ending, and the evening brought her **odors of decay**, the more pathetic because they were reminiscent of spring. That something or other mattered intellectually? A leaf, violently agitated, danced past her, while other leaves lay motionless.

Ammo u ochiq havoda bir lahza to□xtab qoldi. Ba□zi hislar □ achinish, dahshat, sevgi; biroq uni egallab olgan his mustahkam edi va u kuzning hadyasi edi. Yoz oxirlayotgan va oqshom chirigan yaproqlar hidini olib kelgandi, achinarli chunki ular bahorni eslatardi.. U yoki boshqa biri ahamiyatga egamidi? Boshqa yaproqlar harakatsiz yotgan bir paytda, bir yaproq uning yonida qattiq hayajondan raqsga tushardi.

“Odors of decay□ birikmasi bilan yoz fasli tugab, kuz fasli boshlanayotgani, kuzning ilk oqshomlari tasvirlanmoqda. Bu kitobxon ko□z o□ngida ushbu faslning bor ko□rk-u tarovati, yaproqlarning tilla tusga kirib, to□kilishga kelib qolganini, bu bevosita adabiyotshunoslikda go□zallik, muhabbat fasli bo□lmish- bahor kelishiga ham oz qolganini ta□kidlashni maqsad qilgan yozuvchi birgina □hid□tushunchasidan mohirona foydalangan.

4. Hid tushunchasi yordamida joylarni tasvirlash. **Ba□zan yozuvchilar asar yozayotganlarida ortiqcha tafsilotlardan foydalanadilar. Ammo yangi tashrif buyurilgan joyni faqat hidlarni o□zgartirish bilan tasvirlash mumkinligi Jonatan Franzening "Purity" asarida bizning bosh qahramon- Pipping nutqida o□z aksini topgan.**

Jonathan Franzen, “Purity□

"But *smell* had also been heaven. Not outside the airport of Santa Cruz de la Sierra, where the wafts of

cow shit from adjacent pastures mingled with the smellable inefficiencies of engines banned from California long before Pip was born; not in the Land Cruiser sure-handedly piloted by a taciturn Bolivian, Pedro, through diesel particulates on the

city's ring boulevards; not along the Cochabamba highway, where every half kilometer another brutally effective speed bump gave Pip a change to smell fruit rotting and things dying and be approached by the sellers of oranges and friend things who'd install the speed bumps in the first place; not in the swelter of the dusty road that Pedro veered onto after Pip had counted forty-six bumps (rompemuelles Pedro called them, her first new word in Spanish); not when they reached a ridge and headed down a narrow road as steep as anything in San Francisco, the noontime sun boiling plastic volatiles out of the Land Cruiser's upholstery and vaporizing gasoline from the spare can in the cargo area; but when the road, after plunging through dry forest and through cooler woods half cleared for coffee plantings, finally bottomed out along a stream leading into a little valley more beautiful than any place Pip could have **imagined: then the heaven had commenced. Two scents at once, distinct like layers of cooler and warmer water in a lake** □ some instantly flowering tropical tree□s perfume, a complex lawn-smell from a pasture that goats were grazing □ flooded through her open window.□

**Aeroportdan boshlangan sayohat** □smell□ so□zi bilan quyidagicha tavsiflanadi:

**Sigir go'ngi va qadimgi dvigatellarning hidi**

**Dizel**

**Chirigan mevalar va o□laksa jonzorlar**

**Shundan keyin bu yomon hidlar yoqimlilariga: daraxtlar va maysazorlardan kelayotgan xushbo□y iforlarga almashadi.**

**Bundan anglashimiz mumkinki, yuqorida keltirilgan hidlar shunchaki uyushib kelgan bo□laklar ro'yxati emas, balki yozuvchi o□z mahorati bilan o'quvchini sayohatga chorlayotganidir, ya□ni birgina hidlar o□zgarishi orqali bir joyni tark etib, yangi joyga yetib borayotganini tasvirlash bu holatni xayolan tasavvurda his qildirish.**

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**МАҚСУД ШАЙХЗОДА – МАНГУЛИККА ДАХЛДОР ИЖОДКОР**

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**Аннотация.** Ўзбек ҳамда Озарбайжон халқларининг атоқли қалам устаси Мақсуд Шайхзода Шарқ шеърийтининг мумтоз жанрларида асарлар ёзди. Шайхзода асарлари қардош халқлар ва хорижий тилларга таржима қилинган. Шоир таржима жараёнида қардош халқлар ва жаҳон адабиёти классикларининг маҳорат мактабидан таълим олди, илғор анъаналарини ўзида мужассамлаштирган шеърлар ёзди. Шоирнинг адабиёт соҳасидаги хизматлари шўро ҳукумати томонидан тақдирланган. Мақолада шу тўғрида сўз боради.

**Калит сўзлар:** ижодкор, шеърият, таржима, бадий адабиёт, шоир, публицист, халқ.

**Annotation.** Maksud Sheikhzadeh, an outstanding master of the Uzbek and Azerbaijani People, wrote works in classical genres of Oriental poetry. His works are translated into fraternal peoples and foreign languages. In the process of translation, the poet received education from the master School of the fraternal peoples and classics of world literature, wrote poems embodying his progressive traditions. The poet's services in the field of literature were awarded by the government. Maksud Sheikhzadeh, one of the poets of the tribune of Uzbek literature, lives forever in the hearts of our people with his works of wisdom rich in philosophical thoughts.

**Keywords:** creativity, poetry, translation, fiction, poet, publicist, people.

Ўзбек адабиётининг ХХ асрдаги улкан вакилларида бири, икки халқ: ўзбек ва озарбайжон халқларининг фарзанди Мақсуд Маъсум ўғли Шайхзода 1908 йили Озарбайжоннинг Агдаш (Оқтош) шаҳрида зиёли оиласида туғилган. Отаси Маъсумбекнинг касби шифокорлик бўлиб, шеъриятни ниҳоятда севган, фарзандларига ҳам адабиётга муҳаббат туйғусини сингдирган инсон эди. Онаси Фотимахоним ҳам зиёли аёл бўлганлар.

1928 йил у хурфикрлиги, яъни Озарбайжонни мустақил давлатга айлантириш ҳақидаги эркин фикрлари учун айбланиб, миллий зиёлиларига бўлган таъкиблари бошланиши билан Мақсуд Шайхзода Тошкентга сургун қилинди. Шу даврдан бошлаб то умрининг сўнгига қадар Шайхзоданинг ҳаёти

Ўзбекистон билан боғланади. 1935-1938 йилларда тил ва адабиёт институтида илмий ходим бўлиб ишлаган, 1938 йилдан ҳаётининг сўнгигача Низомий номли Тошкент давлат педагогика институти “Ўзбек мумтоз адабиёти” кафедрасида ўқитувчи бўлиб ишлайди. Низомий номидаги ТДПУ декани ва ўзбек адабиёти кафедраси мудир лавозимларида ишлаган. Мунтазам равишда унинг ижоди даврий нашрларда чоп этилган. Унинг фаол таржимонлик фаолияти, ўзбек адабиёти соҳасидаги ишлари ва педагогик фаолияти Ўзбекистоннинг илмий муҳитида шухрат қозонди.

Дастлабки шеърларини мактабда ўқиш пайтида ёзишни бошлади. Уларни мактаб тадбирларида ўқиди. Унинг биринчи шеъри 1921 да "Коммунист" газетасида Бокуда чоп этилди. Озарбайжон тилида ёзилган ушбу даврнинг аксарият шеърлари "Шайхзода дафтари"да қўлёзмалар кўринишида сақланиб қолган. Шайхзоданинг дастлабки ижод намуналари 1929 йилдан эълон қилинди.

30 йилларда шоирнинг «Ўн шеър», «Ундошларим», «Учинчи китоб», «Жумхурият» номли тўпламлари дунё юзини кўради. Ана шу тўпламлари билан Шайхзода ўзбек адабиётида ўзига хос шоир сифатида танилди ва тан олинди. Шоир «Тошкентнома» да ҳақли равишда ёзган эдилар:

Низомий ватани, Ганжа ўлкаси

Ўпкамга тўлдирди шеър ҳавосин...

Лекин шоирликнинг нозик толеи

Кулди Сирдарёнинг ҳавзаларида...

Шоирнинг ижоди 40 йилларда, Иккинчи жаҳон уруши даврларида авж пардаларга кўтарилди. Инсониятга таҳдид солаётган фашизмни йўқ қилиш, тирикликни, шон-у шарафни, тинчликни сақлаш, халқни руҳан енгилмасликка, матонатга даъват этиш шоирнинг шу йиллари чоп этилган «Кураш нечун», «Жанг ва кўшиқ», «Капитан Гастелло», «Кўнгил дейдики» каби тўпламларининг бош мавзуси бўлди. 1944 йилда Шайхзода ижодининг яна бир мумтоз намунаси «Жалолиддин Мангуберди» тарихий драмаси яратилди. XIII асрларда Чингизхон кўшинлари ўлкамизни босиб олмоқчи бўлганида, халқимизнинг мард ўғлонларидан Жалолиддин Мангуберди душманга қарши кураш олиб боради. Ўз ватани мустақиллигини сақлаш учун мардонавор туриб жанг қилади. Мана шу тарихий шахс сиймоси ва шонли ўтмиш саҳифаларини бадиий ҳаққонийлик билан тасвирлаш 1944 йилда



ёзилган «Жалололидин Мангуберди» драмасининг муваффақиятини таъминлади. Муаллиф ҳаётлик чоғида, бу асар тўлиғича чоп қилинмаган. Илк бор ўзбек тилида драматург вафотидан 21 йил ўтгач, 1988 йили тўлиқ ҳолатда босмадан чиқди. Пьеса Ҳамза номидаги ўзбек давлат академик драма театрида (ҳозирги Ўзбек Миллий академик драма театри) саҳналаштирилган. Ботир лашкарбоши Жалололидин сиймосини саҳнага буюк актёр Шукур Бурҳонов олиб чиқди.

Шайхзода урушдан кейинги йилларда тинч ҳаёт ва яратувчилик завқини тараннум этган шеърлардан иборат «Ўн беш йилнинг дафтари», «Олқишларим», «Замон торлари», «Шуъла», «Чорак аср девони» каби тўпламларини нашр эттиради. 1957 йили Тошкент ҳақида теран фалсафий, эҳтиросли туйғуларга бой «Тошкентнома» достонини ёзади.

Истеъдодли шоир ва таржимон Мақсуд Шайхзоданинг ўзбек санъатининг ушбу илк чўққиси қаторидаги муносиб ўринлардан бири элликдан зиёд муаллифларнинг асарларини таржима қилишга кўп меҳнат қилган ва бир қатор оригинал шеърый ижодларни яратган. Жуда ўқимишли, кўп қиррали истеъдодли, баъзан меҳнатсевар ва ҳалол Мақсуд Шайхзоданинг таржимонлик мавзуси шарқона (Р. Тагор, Воллатҳол, М. Камол, Н. ХИК-мет) ва Ғарб классиклари (И. Гёте, Ж. М. Камол, Н. ХИК-мет) каби бадиий дунёни танлади. А. Пушкин, М. Лермонтов, Н. Некрасов, В. Маяковский, Э. Багрицкий, Б. Пастернак, Сурков ва бошқалар унинг эътиборидан ташқарида қолмади ва Т. Шевченко, С. Вур-гун, Э. Черенц ва бошқалар каби истеъдодли олим-лар. Лекин энг муҳими, М. Шайхзода шеърый сўзнинг инглиз сеҳргарини, "театр даҳоси" ни Уилям Шекспир-ни ҳайратга солди. Ўз ижодининг она тилида билим ва тарғибот қилиш унинг энг яхши йилларини берди.

Шекспирда таржимонни инсонпарварлик ғоялари, Байрон асарларида-романтиканинг инқилобий руҳи ; Пушкиннинг шеърый ижодларида-ҳақиқатнинг бадиий ривожланишининг кенглиги ва халқ ижодий лирикаси билан тўла ёрқинлиги, Маяковскийнинг шеърлари ва шеърларида - "бор овозда" гапириш қобилияти, унинг жанговарлиги руҳлантирди.

Ўзбек адабиёти хазинасида чинакам бой мерос қолдирган таржима фаолиятида Шайхзода манфаатларининг тўлиқ бўлмаган доирасидир. Бу бойликлардан бири Шекспирнинг "Ҳамлет" фожеаси бўлиб, у ўттизинчи йилларда қайта кўриб чиқилган ва шеърый ва фалсафий кайфиятнинг улуғворлиги билан таржимани бошлаган. Бу қирқинчи йилларда содир бўлди, таржимон бу ўта масъулиятли вазифани енгиш учун етук имкониятларни ҳис қилганди. Шундай қилиб, 1948 йилда яъни 12 йилдан сўнг, яъни "Ҳамлет" фожиасининг биринчи таржимаси пайдо бўлди. 1960 йилда қайта ишланиб,

Шайхзоданинг Шекспирнинг бу боқий ижодига нисбатан юксак масъулиятли муносабатини яққол кўрсатиб турибди.

Ўзига хосликни чуқур тушуниш ва тўғри баҳолаш, шунингдек, "Ҳамлет" таржимасининг шеърӣ бойлиги Мақсуд Шайхзоданинг асарида унинг ҳақиқий маҳоратини очиб бериш, "Ҳамлет" таржимасини таҳлил қилиш фожеанинг бош қаҳрамони образини талқин қилиш билан таққосланган. Тадқиқотнинг бундай йўли таъқиб қилинди ва яна бир мақсад-бу ғоянинг эволюциясини кўрсатишдир. Фожеанинг бош қаҳрамонининг образини тушуниш ва талқин қилиш жуда қийин: у мураккаб ва кўп қирралидир. Қийинчиликлардан бири мифологик тасвирларнинг мавжудлиги, уларнинг тушунчаси аниқ эмас; иккинчиси-қаҳрамоннинг характерининг фалсафӣ чуқурлиги; учинчиси-фожеада тасвирланган ҳақиқатнинг ижтимоӣ-тарихӣ масофа. Ҳамлетни таржимонлар томонидан қабул қилишнинг ноаниқлигини аниқлайдиган ва фожеанинг алоҳида дақиқаларини изоҳлаш, изоҳлаш ва кўшимча тушунтиришлар зарурлигини аниқлайдиган омиллардир. Шайхзоданинг ўзбекча сўз бирикмаларининг архаизмларига бўлган муносабати ҳам айнан шу омиллар билан изоҳланади. Мақсуд Шайхзода таржима мактабини яратган, кейинчалик кўплаб ёш таржимонлар яратган асл санъаткор.

Шайхзода - "Мирзо Улуғбек" боқий фожиа муаллифи. У Шекспирнинг "Ҳамлет", "Кинг Леар", "Ромео ва Жулиетта" асарларининг таъсири остида ёзилган бўлиб, у қуйидагиларни таъкидлаш имконини беради: Шайхзоданинг инглиз тилидаги "театр худоси" асарлари устида ишлаши у учун катта ижодий мактаб бўлган. Бу асар ўзбек драматургияси ривожига жуда катта ўрин тутган пьесади. Асарда буюк бобокалонимиз, дунё фалакшунос олимлари ичида эътироф топган, улуғ Амир Темурдан сўнг темурийлар насабини оламга танитган Мирзо Улуғбек сиймоси муҳаббат ва улуғворлик билан тасвир этилади. Бу образни ҳам Шукур Бурҳонов катта маҳорат билан ижро этган. Шайхзода бу трагедия асосида 1964 йилда «Улуғбек юлдузи» кино сценарийсини ёзди. "Мирзо Улуғбек" пьесасида Муаллиф Темурнинг невараси бошқарувининг ўзига хос ҳақиқатини, унинг тадқиқотлари Шекспирнинг айрим техникаларидан ижодий фойдаланишни кўрсатиб берувчи ташвиш ва драматик воқеалар билан тўла тасвирлаган. Бироқ, бу Шайхзоданинг ўзига хослигини, "Мирзо Улуғбек" қаҳрамонларининг сюжети ва характерларини ишлаб чиқишда унинг инновацияларидан воз кечмайди, аксинча, муаллифнинг мустақиллигини юқори даражада таъкидлайди, бу аслида унинг ўзига хослигини белгилайди. Мақсуд Шайхзода инглиз тилини билмаганлиги маълум. Шу билан бирга, Шайхзоданинг бадиий ижоди ўзбек

китобхонлари ва буюк инглиз драматурглари олдида покдир: унинг таржималари қизиқиш билан ўқилади. Шекспир асарларининг таржималарини кўп жиҳатдан асл нусхага муносиб қилишга муваффақ бўлган таржимон Шайхзоданинг ўзига хос истеъдоди бўлди. Ва фақат бу эмас. Бу ерда Шайхзоданинг баъзи ўзгармас қоидалари муҳим рол ўйнади, бу таржималарнинг сифатини сезиларли даражада белгилайди-асл нусхадаги белгилар ва тасвирларни қайта тиклаш, тил эквивалентини излаш, ҳақиқатга, тафсилотларга, ҳикоя феноменига, асл нусханинг композицион ва семантик етарлилигига нисбатан асосий муносабат. Шайхзода "Ҳамлет" ва "Ромео ва Жулиетта" фожеаларининг она тилидаги белги ва образларини, ўзбек тилининг бадиий воситаларини ижтимоий муҳитни, унинг ҳақиқийлиги тасвир объектига айланган давр руҳини қайта тиклашга муваффақ бўлди.

Унинг манфаатлари доираси - прогрессив, инсонпарвар, тинчликсевар, ўзига хос, гуманистик фикрлайди-ган муаллифларнинг асарлари эканлигига эътибор тортади. Бундай фазилятлар Шайхзода характерига эга. У ёвузликдан, халқларнинг эксплуатациясидан, тенгсизликдан, қулликдан, мустамлакачиликдан, қароқчилик урушларидан, юраксизликдан, худбинликдан ва ҳаётнинг шунга ўхшаш ҳодисаларидан нафратланади.

Шундай қилиб, М. Шайхзода унга яқин бўлган нарсаларни таржима қилиб, унинг дунёқараши, ижодий қиёфаси билан ҳамоҳанг эди. Шеърини санъатнинг монументал асарлари, унинг ажойиб истеъдодидир. Ўзбек шеъринида Шарқ ва Ғарбнинг буюк дурдоналари қайта тикланди ва ҳозирги кунда тўлақонли овоз берилиб, миллий адабиётимизнинг тўлақонли бойлигидир. Икки юрт ўғлони шоир, драматург, таржимон, публицист, олим, педагог Мақсуд Шайхзода ўзбек маданияти ривожига қўшган ҳиссаси билан мангуликка дахлдор шахсдир.

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## PIRLS TADQIQOTLARIGA TAYYORLOV JARAYONIDA INTERFAOL METODLARDAN FOYDALANISH

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**Annotatsiya:** Mazkur maqolada ta'lim tizimida o'z o'rniga ega va yetakchilikni qo'ldan boy bermayotgan PIRLS tadqiqotlari haqida fikr yuritilgan. Dars jarayonida PIRLS hikoyalaridan foydalanishning ahamiyati va tayyorlov jarayonida interfaol metodlardan samarali foydalanish haqida ma'limotga ega bo'lasiz.

**Kalit so'zlar:** dars jarayoni, metodlar, tadqiqot, PIRLS xalqaro baholash dasturi, tayyorlov jarayoni, hikoyalar

PIRLS xalqaro baholash dasturi haqida ko'plab maqollalarimizda yoritib o'tdik. Uning nazariy va metodik qo'llanishi, baholanish jarayoni, davlatlar reytingi haqidagi ma'limotlar endi yangilik emas. O'qituvchilar tomonidan boshlangan tayyorlov jarayonining qay darajada tashkil ettirilayotgani haqida fikr-mulohaza yuritimiz.

PIRLS tadqiqoti asosan, ona tili va o'qish savodxonligi fanlarini o'z ichiga oladi. Ammo, bu faqat shu fanlar doirasida tayyorlovni rejalashtiramiz degani emas! 4K modeliga asoslangan yangi darsliklarimizning barchasi xalqaro baholash dasturi talablari doirasida yaratildi. Yangi darsliklarning ham, xalqaro baholash va hatto interfaol metodlarimizning ham asosiy maqsadi bitta – o'quvchilarning faolligini oshirish. Zamonaviy ta'lim tizimi talab qilayotgan kadrlarni boshlang'ich sinfdan tarbiyalab borish, yuqori sinfga o'tgan o'quvchilarda bo'ladigan psixologik o'zgarish va u olib keladigan muammolarni biroz bo'lsada, faolsizlantirish nazarda tutilgan.

Bugungi kun dars jarayonlarini interfaol metodlarsiz tasavvur etib bo'lmaydi. Negaki, zamon bilan hamnafas yoshlarni an'anaviy metodlar bilan qiziqtirib bo'lmaydi. PIRLS topshiriqlarini rejalashtirishda ham interfaol metodlardan faol qo'llasak bo'ladi. Va shuni ham aytib o'tish lozimki, tayyorlov jarayonida faqatgina PIRLS hikoyalaridan foydalanish kerak degani emas! Fan doirasida berilgan matnlarni ham tadqiqot talablariga moslab, tushuntirishimiz mumkin. Bu jarayonni

tashkillashtiruvchi o'qituvchidan pedagogic mahorat va kreativlik talab etiladi. Boshlang'ich sinf kitoblarining barchasi rasm va matnlardan, mantiqiy savollardan tashkil topgan. Bu holat ham tadqiqotga tayyorlanishning dastlabki harakati hisoblanadi. "[1]"

Tadqiqot savollariga moslab, interfaol metodlar orqali PIRLSning maqsadiga erisha bo'ladi. Masalan:

"Skarabey" interaktiv texnologiya bo'lib, u o'quvchilarda fikriy bog'liqlik, mantiqiy xotiraning rivojlanishiga imkoniyat yaratadi, qandaydir muommoni hal qilishda o'z fikrini ochiq va erkin ifodalash mahoratini shakllantiradi. Mazkur texnologiya o'quvchilarga mustaqil ravishda bilimning sifati va saviyasini xolis baholash, o'rganilayotgan mavzu haqidagi tushuncha va tasavvurlarni aniqlash imkonini beradi. U, ayni paytda, turli g'oyalarni ifodalash hamda ular orasidagi bog'liqliklarni aniqlashga imkon yaratadi. "Skarabey" texnologiyasi har tomonlama bo'lib, undan o'quv materialining turli bosqichlarini o'rganishda foydalaniladi:

- boshida-o'quv faoliyatini rag'batlantirish sifatida ("aqliy hujum");
- mavzuni o'rganish jarayonida-uning mohiyati, tuzilishi va mazmunini belgilash; ular orasidagi asosiy qismlar, tushunchalar, aloqalar xarakterini aniqlash; mavzuni yanada chuqurroq o'rganish, yangi jihatlarini ko'rsatish;

- oxirida-olingan bilimlarni mustahkamlash va yakunlash maqsadida. "Skarabey" texnologiyasi o'quvchilar tomonidan oson qabul qilinadi, chunki u faoliyatning fikrlash, bilish xususiyatlari inobatga olingan holda ishlab chiqilgan. U o'quvchilar tajribasidan foydalanishni ko'zda tutadi, reflektiv kuzatishlarni amalga oshiradi, faol ijodiy izlash va fikriy tajriba o'tkazish imkoniyatlariga ega. Mazkur texnologiyaning ayrim afzalliklari sifatida idrok qilishni yengillashtiruvchi chizma shakllardan foydalanishni ko'rsatish mumkin. "[2]"

"Skarabey" alohida ishlarda, kichik guruhlarda hamda o'quv jamoalarida qo'llanilishi mumkin.

Ta'limdan tashqari mazkur metod tarbiyaviy xarakterdagi qator vazifalarni amalga oshirish imkonini beradi:

- o'zgaralar fikriga hurmat;
- jamoa bilan ishlash mahorati;
- faollik;
- xushmuomalalik;
- ishga ijodiy yondashish;

- imkoniyatlarini ko'rsatish ehtiyoji;
- o'z qobiliyati va imkoniyatlarini tekshirishga yordam beradi;
- "men"ligini ifodalashga imkon beradi;
- o'z faoliyati natijalariga ma'sullik va qiziqish uyg'otadi.

Asosiy tushunchalari quyidagilar: Assotsiatsiya - mantiqiy bog'liqlik bo'lib, sezgilar, tasavvurlar, idrok qilish, g'oyalar va boshqalar orasida hosil qilinuvchi mantiqiy aloqadir. Zanjirlash (muayyan tartib) - ahamiyati, muhimligi, mazmuni darajasiga qarab tartiblash. "[3]"

Mazkur metodning nazariy asoslari bilan tanishar ekanmiz, barcha fanlarga aloqaqdorligi, ta'limiy-tarbiyaviy ahamiyati, tadqiqot talablariga mos kelishi bilan ahamiyatga molikdir.

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## ОСОБЕННОСТИ ДЕПРЕССИВНЫХ СОСТОЯНИЙ ПРИ ЭПИЛЕПСИИ (ОБЗОР ЛИТЕРАТУРЫ)

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**Аннотация:** Эпилепсия, как и другие хронические состояния, поражающие головной мозг (рассеянный склероз, инсульт, болезнь Паркинсона, мигрень и деменции), связана с большей встречаемостью психических нарушений. Большинство исследований показывает, что до 50% больных эпилепсией имеют психиатрическую патологию, преимущественно в виде дистимических, панических и психотических расстройств. В данной статье рассматриваются аспекты депрессивных состояний, связанных с эпилепсией в литературе.

**Ключевые слова.** Эпилепсия, психиатрическую патологию, депрессия, меланхолия, точки зрения различных мистических.

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Наиболее распространенным психическим нарушением при эпилепсии является депрессия. Однако, несмотря на это однозначное утверждение, необходимо указать, что термин *депрессия* не полностью отражает имеющиеся в настоящее время представления об этом состоянии.

По широко используемой классификации психиатрических расстройств DSM-IV выделяются следующие депрессивные расстройства (ДР): большое ДР, дистимическое расстройство, малая депрессия, ДР вследствие соматического заболевания или приема какого-либо вещества или неустановленное ДР. В основном депрессия при вышеуказанных неврологических заболеваниях соответствует критериям ДР, указанным в классификации. Однако это не касается депрессии при эпилепсии. Имеется ряд доказательств того, что депрессия при эпилепсии часто не соответствует критериям стандартных ДР и

не выявляется при помощи обычных тестов на депрессию. Некоторыми авторами депрессия при эпилепсии выделяется как отдельная категория ДР. Связь депрессии и эпилепсии была известна со времен античности. Еще в 400 году до н.э. Гиппократ в своей книге *Священная болезнь* поставил под сомнение бытующие мистические представления об эпилепсии и предположил ее органическую природу и связь с головным мозгом. Относительно настроения при эпилепсии он пишет: меланхолик обычно бывает эпилептиком и эпилептиком-меланхоликом: это определяется направлением развития болезни; если это влияет на тело, развивается эпилепсия, если в душе меланхолия. Как видим, гений античного врача заключался не только в указании меланхолии, как составной части клинического спектра эпилепсии, но и в распознавании двусторонней связи, к которой исследователи вновь вернулись лишь более 20 веков спустя.

После Гиппократа данный вопрос был забыт из-за примитивных представлений об эпилепсии, сохранявшихся и в средние века, когда эпилептические феномены объяснялись с точки зрения различных мистических, магических и религиозных концепций.

Эпилепсия, тревога и депрессия - все это распространенные расстройства. Поэтому неудивительно, что эти состояния сосуществуют у значительного числа пациентов. Действительно, по оценкам некоторых авторов, распространенность депрессии в течение всей жизни в сочетании с эпилепсией достигает 55 %. Несмотря на это, было проведено удивительно мало исследований механизма депрессии и тревоги при эпилепсии и еще меньше - ее лечения. Большинство клиник по эпилепсии перегружены направлениями и консультация, естественно, имеет тенденцию сосредотачиваться на припадках пациента и их лечении; но жизненно важно, чтобы врачи, лечащие людей с эпилепсией, могли распознавать симптомы тревоги и, в частности, симптомы депрессии. Депрессия значительно снижает качество жизни, но это в высшей степени излечимое состояние. Депрессия может напрямую увеличить частоту приступов через механизм лишения сна; неспособность распознать депрессию или неадекватное лечение могут привести к самоубийству. Депрессия также часто ухудшает согласованность с противоэпилептическими препаратами. Врачи в клиниках эпилепсии часто не могут диагностировать депрессию у своих пациентов, и даже когда они это делают, многие из них остаются неадекватно лечеными. В системе первичной медицинской помощи многие врачи общей практики (ВОП) неохотно назначают антидепрессанты людям с депрессией и эпилепсией, опасаясь, что они могут усугубить приступы. Как

будет видно из приведенного ниже обсуждения, этот страх в значительной степени неоправдан. Психическое здоровье людей, страдающих эпилепсией, часто игнорируется. Если эта статья больше ничего не делает, она должна побудить читателей изучить свою практику и спросить, обращаются ли они к этому важному аспекту лечения эпилепсии.

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## **BOSHLANG'ICH SINFLARDA INTERAKTIV VA PEDAGOGIK TEXNOLOGIYALARNI QO'LLASHNING AHAMIYATI**

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**Annotatsiya:** Ushbu maqolada boshlang'ich sinf o'quvchilari uchun dars jarayonida pedagogik texnologiyalarni qo'llash usullari borasida ma'lumotlar keltiriladi.

**Kalit so'zlar:** Ifodali o'qish, ta'lim metodlari, (matnni to'g'ri, tushunib, tez (me'yorida) o'qish) va adabiy o'qish,

Hozirgi kunda ta'lim sohasida erishilgan yutuqlari saqlagan holda, bir xillikdan, bir qolipga tushib qolishdan saqlanmoq zarur. Ta'limning kishi xotirasini rivojlantirishga asoslangan turidan inson tafakkurini har tomonlama rivojlantirish, o'quvchilar egallagan bilimlarni amaliyotda qo'llash, ularda amaliy ko'nikma va malakalar hosil etishga qaratilgan turiga o'tishga harakat qilish shu kunning talabi. Shunga erishilsagina vatanimiz kelajagi bo'lgan yosh avlod tarbiyasi oldiga qo'yilgan vazifa oqilona hal etilishi mumkin.

Ta'lim metodlarini to'g'ri tanlash va ulardan o'rinli foydalanish - ta'lim samarasini ta'minlashga yordam beradi. Boshlang'ich sinf o'qish darslarida asosan she'rlar, masallar, ertaklar, hikoyalar, afsonalar, maqol va topishmoqlar, ilmiy-ommabop asarlar o'qib o'rganiladi. Tabiiyki, ularning har biri o'ziga xos shakl, uslub va mazmunda yaratiladi. Shuning uchun ham har bir janrga mansub asarlarni o'ziga xos usulda o'qib o'rganish taqazo qilinadi. Badiiy asarni izohli o'qishga yaqin bo'lgan metodlardan biri ijodiy o'qishdir. Atoqli metodist olim N. I. Kudryashov ijodiy o'qish metodi tarkibiga quyidagi ish usullarini kiritadi:

a) o'qituvchilarning badiiy matnni sharhlab o'qishi hamda o'quvchilarning asarni to'g'ri va imkon qadar yanada chuqurroq, emotsional idrok etishlarini ta'minlash maqsadini ko'zda tutuvchi so'zi:

b) o'qilgan asardan o'quvchilarning bevosita olgan taassurotlarini chuqurlashtirish maqsadiga ega bo'lgan va ularning diqqatini matnning muhim g'oyaviy va badiiy, axloqiy, ijtimoiy-siyosiy muammoning qo'yilishi;

d) o'qituvchining asar o'qilganidan keyin o'quvchilarning asarni tadqiq etish jarayonida tug'ilgan badiiy kechinmalarini faollashtirish maqsadini ko'zda tutuvchi Ko'rinadiki, ijodiy o'qish izohli o'qishdan farqli o'laroq, to'g'ridan to'g'ri matn mohiyatini ochishga ijodiy yondashishni taqozo etadi.

Ifodali o'qish. Boshlang'ich ta'lim tizimida mantiqiy o'qish (matnni to'g'ri, tushunib, tez (me'yorida) o'qish) va adabiy o'qish mukammal o'zlashtirilganidan song ifodali o'qishga o'tiladi. U yod olingan she'riy asarlarni ifodali o'qishni ham o'z ichiga oladi. Ifodali o'qishning muvoffaqiyati o'quvchilarning asar mazmuni, g'oyaviy-badiiy xususiyatlari haqida muayyan tushunchaga ega bo'lishlari bilan bog'liq.

Ifodali o'qish intonatsiya – ohang yordamida asarning g'oyasi va jozibasini to'g'ri, aniq, yozuvchi niyatiga mos ravishda ifodalay bilishdir. Ifodali o'qish adabiyotni aniq va ko'rgazmali o'qitishning dastlabki va asosiy shaklidir”, deb ta'kidlaydi metodist olim M. A. Ribnikova. Demak, “Ifodali o'qishning asosiy vazifasi asarning mazmunini va emotsionalligini intonatsiya orqali o'quvchilarga ko'rgazmali qilib ko'rsatishdir. Ifodali o'qishning asosiy tamoyili o'qiladigan asar go'yasi va badiiy qimmatini chuqur tushunishdir” Badiiy o'qish. Badiiy o'qish ifodali o'qishning yuksak bosqichi hisoblanadi. Unda soz san'atining barcha komponentlari ishtirok etadi. U o'quvchidan asar ruhiga batomom kirishni, san'atkorona o'qishni talab etadi. Badiiy o'qishda asar qahramonlarining ruhiy holati, kechinmalari to'la anglab yetilgandagina ta'sirchanlikka erishish mumkin. Badiiy o'qishga tayyorgarlik ko'rishda aktyorlarning audio-video tasmlarga yozilgan ijrolaridan foydalanish yaxshi samara beradi.

Badiiy o'qishning muvoffaqiyatini ta'minlaydigan omillardan biri tanlab o'qishdir. Masalan, X.To'xtaboyevning “Hassa” hikoyasi bilan tanishish jarayonida Qobil boboning savollariga Shavkatning javoblari yoki S. Anorboyevning “Bahs” hikoyasidagi epizodi yuzasidan o'qituvchi topshirig'iga ko'ra mazkur o'rinlarni tanlab qayta o'qilishi natijasiga ushbu asarlarning badiiy-estetik qimmatini chuqurroq o'zlashtirishga erishiladi.

Izlanish metodi. Bu metod asardagi voqea va tafsilotlar asosida o'quvchilarga savol-topshiriqlar tuzishda, qahramonlarga baho berishda keng qo'llanilarigan usuldir. O'qish darslarida reproduktiv metod keng qo'llaniladi. Xo'sh bu usulni qachon qo'llash mumkin. Bu usullar o'quvchilarning yangi tushuncha, hodisa va qonunlarni bilishdagi ijodiy faolliklari darajasini baholash asosida qismlarga ajratiladi.

Reproduktiv usullar o`quvchilarning o`quv materiallarini mustahkamroq eslab qolishlarini ta'minlash, bilishga doir faoliyatni bevosita boshqarish, kamchiliklarni tez aniqlash uchun amaliy ko`nikma va malakalarni tarkib toptirish maqsadida qo`llaniladi.

Reproduktiv usullar - o`quv materialining mazmuni, asosan, axborot xarakterida bo`lsa, amaliy harakatlarning usullarini ta'riflash, o`quvchilarning bilimlarini mustaqil qidirib olib bilishlari uchun juda yangi hisoblansa, vaziyatlarni hal qilish uchun tayyor holda induktiv va deduktiv usullar qo`llaniladi. Ayniqsa, deduktiv o`qitishga talab va e'tibor kuchaydi. Bu usulda tafakkur qilish katta samara beradi.

Induktiv yoki deduktiv usullarni qo`llash o`rganilayotgan mavzu mazmunini ochishning ma'lum mantig`ini - xususiyydan umumiyga yoki umumiydan xususiyyga o`tishni tanlashni anglatadi. Bu usulda tafakkur qilish katta samara beradi. Reprodukativ usulda o`quvchilar ilgari yoki yaqinda egallagan bilimlarini qo`llaydi. Masalan, o`qituvchi dastlabki darslarda o`zi asar matnini qismlarga bo`ladi, yozuvchi yoki shoirning aytmoqchi bo`lgan muhim fikriga o`quvchilar diqqatini jalb qiladi, uni aniqlab ko`rsatadi, o`quvchilar bilan birga tasvir vositalariga yuklatilgan ma'noni ochib, o`quvchilarga ko`maklashadi. Bularning bari o`quvchilar uchun bir ko`rsatma vazifasini o`taydi. Shundan so`ng o`quvchilar o`qituvchining ko`rsatmalari yordamida yuqorida ko`rsatib o`tilgan vazifalarni o`zlari mustaqil ravishda bajaradilar.

Yuqorida ta'kidlangan metodlardan tashqari, boshlang'ich sinf o`qish darslarida zamonaviy pedagogik texnologiya sullaridan "Aqliy hujum", "Tarmoqlash", "Guruhlar bilan ishlash", "Blis texnologiyasi", "FSMU texnologiyasi" kabilardan ham foydalanish yaxshi samara beradi.

Shuni ta'kidlab o'tish kerakki, har bir darsda qanday metoddan foydalanish, darsda qanday usullarni qo`llash o`qituvchi o`qituvchi tomonidan oldindan belgilab olinishi va puxta ishlab chiqilishi lozim. Boshlang'ich sinfda dars jarayonida motivlarni rivojlantirish muhim ahamiyatga ega. O`qituvchi o`quvchilarning o`quv-bilish faoliyatlarini tashkil etishda motivlarga ko`proq e'tibor berishi o`quvchilarning bilim egallash jarayonining samaradorligini ta'minlaydi.

O`qituvchi dars loyihasini tayyorlar ekan, maqsadni oydinlashtirishi va shu maqsad asosida o`quvchilarning o`quv-bilish faoliyatlarini shunday tashkil etishi lozimki, belgilangan maqsad to'liq amalga oshsin. Darsda pedagogik texnologiyalarning metodlaridan foydalanish, o`quvchilarni bilimlarini kengaytirish o`qituvchidan katta mahorat talab etadi. U dars ishlanmasida boshqaruv yo`llarini belgilab oladi. O`z

faoliyati va o'quvchilar faoliyatini tashkil etish yo'llarini, o'quvchilar bilimini nazorat etish yo'llarini aniq ishlab chiqadi. Ta'limnatijasini tekshirib, maqsadning nechog'li amalga oshganini aniqlaydi va keyingi loyihani tuzishda korrektirovkalar kiritib, yo'l qo'yilgan xato-kamchiliklarni bartaraf etadi. O'qish darslarini tashkil etishda o'qituvchidan quyidagilar talab qilinadi:

Mustahkamlash-umumlashtirish darslarining maqsadi esa o'quvchilarning bo'lim yuzasidan o'rgangan bilimlarini mustahkamlash, umumlashtirishga xizmat qiladi, bundan tashqari o'quvchilar bilimini nazorat qilishga ham xizmat qilishi mumkin. Shuning uchun ham bunday darslar loyihasini qiziqarli yoki noan'anaviy tarzda ishlashga e'tibor qaratilsa ancha samarali bo'ladi.

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## **10.HISTORY OF INHA INTERNATIONAL UNIVERSITY**

### **11.**

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14.

15. Abstract: INHA International University (IIU) is a renowned higher education institution with a rich history spanning several decades. Originally established as a specialized university focused on maritime education, IIU has evolved into a comprehensive university offering a wide range of academic programs. INHA International University is a beacon of academic excellence and cultural diversity located in the heart of Incheon, South Korea. With a rich history spanning several decades, the institution has grown from humble beginnings to a world-renowned center of higher learning that fosters collaboration and innovation. This article explores the fascinating journey of INHA International University, tracing its origins, milestones and transformative endeavors that have shaped its identity and contributed to the global academic landscape.

16. Keywords: INHA International University, history, higher education, maritime education, academic programs.

17. Introduction; INHA International University, located in Incheon, South Korea, has a long and storied history that dates back to its establishment in 1954 as Inha Institute of Technology. The university was initially founded to address the need for specialized education in the field of maritime engineering and technology. Over the years, it has grown into a comprehensive institution offering a diverse array of undergraduate and graduate programs across various disciplines.

18. Origins and Evolution:

19. The inception of INHA International University can be traced back to the post-war reconstruction era in South Korea. Inha Technical College, founded by Dr. Jacob B. Hyun, emerged as a pioneering institution focused on engineering and technical education to support the nation's industrialization efforts. With a strong emphasis on practical skills and academic rigor, the college quickly gained recognition for its contributions to Korea's burgeoning industrial sector.

20. As the educational landscape evolved, Inha Technical College expanded its academic offerings and diversified its research endeavors. In 1998, it attained university status and was officially renamed INHA University, reflecting its broader scope and commitment to comprehensive higher education. This



transformation marked a significant milestone in the institution's history, paving the way for further growth and innovation.

21. Internationalization and Global Engagement:

22. One of the defining features of INHA International University is its unwavering dedication to internationalization and global engagement. Recognizing the importance of fostering cross-cultural understanding and collaboration, the university has actively pursued partnerships with academic institutions, research organizations, and industry leaders worldwide.

23. Through initiatives such as student exchange programs, joint research projects, and international conferences, INHA International University has created a vibrant ecosystem that transcends geographical boundaries. This commitment to global engagement not only enriches the academic experience for students and faculty but also fosters innovation and cultural exchange on a global scale.

24. Academic Excellence and Innovation:

25. At the core of INHA International University's mission is a relentless pursuit of academic excellence and innovation. With a diverse range of undergraduate, graduate, and doctoral programs spanning various disciplines, the university provides a dynamic learning environment that nurtures intellectual curiosity and critical thinking.

26. Through cutting-edge research initiatives and interdisciplinary collaboration, INHA International University remains at the forefront of innovation, addressing complex challenges and advancing knowledge in fields ranging from engineering and natural sciences to humanities and social sciences. By fostering a culture of creativity and exploration, the university empowers students and faculty to make meaningful contributions to society and drive positive change.

27. The early years of the university were marked by rapid growth and development, as it quickly gained recognition for its high-quality education and research in maritime-related fields. In 1979, the university was renamed Inha University to reflect its expanded academic offerings beyond maritime studies. This period also saw the establishment of several new departments and research centers, further enhancing the university's academic reputation.

28. In the 1990s, Inha University continued to expand its academic programs and research activities, solidifying its position as a leading institution of higher learning in South Korea. In 2005, the university underwent another name

change and became known as INHA International University, reflecting its commitment to internationalization and global engagement.

29. Today, INHA International University is recognized as a prestigious institution offering a wide range of academic programs in fields such as engineering, business, humanities, and social sciences. The university's commitment to excellence in education and research continues to attract students and scholars from around the world, making it a truly global university.

30. In conclusion, the history of INHA International University is a testament to its commitment to academic excellence and innovation. From its humble beginnings as a specialized institute for maritime education to its current status as a comprehensive international university, INHA International University has played a significant role in shaping the landscape of higher education in South Korea and beyond.

31.

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## **ALOHIDA TA'LIMGA EHTIYOJI BO'LGAN BOLALAR RUHIY, JISMONIY VA AQLIY RIVOJLANISHINING PSIXOLOGIK ASOSLARI**

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*xorijiy tili (ingliz tili) o'qituvchisi*

Maxsus psixologiya (korreksion psixologiya) – bu rivojlanish psixologiyasining sohasi bo'lib, u asosan bolalik va o'spirinlik davrida turli xil omillar guruhi (organik yoki funktsional tabiat) ta'siri ostida yuzaga keladigan, bolaning psixosotsial rivojlanishining sekinlashishi yoki aniq o'ziga xosligi bilan namoyon bo'ladigan, uning ijtimoiy-psixologik moslashuvini, ta'lim maydoniga qo'shilishini va keyinchalik kasbiy o'zini o'zi namoyon qilishdagi kamchiliklarini tuzatishga qaratilgan.

Olimlarning fikriga ko'ra, maxsus psixologiya – bu “jismoniy va ruhiy nuqsonlari bo'lgan insonlarning rivojlanish muammolarini o'rganadigan, bolalarning maxsus ta'lim va tarbiya sharoitlariga bo'lgan ehtiyojini va kattalarni psixologik qo'llab-quvvatlashning maxsus shakllariga bo'lgan ehtiyojini aniqlaydigan rivojlanish psixologiyasi sohasi”[3].

Maxsus psixologiyaning shakllanishi dastlab defektologiya fani doirasida amaliy fan sifatida namoyon bo'lib, pedagogik jarayondagi muammolarni maqbul yo'llar bilan bartaraf etishni shuningdek, alohida ta'limga ehtiyoji bo'lgan bolalarning intellektual rivojlanish xususiyatlarini, o'quv faoliyati bilan bog'liq ehtiyojlarini, imkoniyatlarini hamda o'ziga xos bo'lgan qobiliyatlarini aniqlaydigan diagnostika usullarini o'rganadi.

Maxsus psixologiya fani tarixiy rivojlanish bosqichlariga ega bo'lib, dastavval ko'rish qobiliyatini yo'qotgan shaxslar psixologiyasi (tiflopsixologiya), eshitish qobiliyatini yo'qotgan shaxslar psixologiyasi (surdopsixologiya) hamda aqliy rivojlanishida orqada qolgan shaxslar psixologiyasi (oligofrenopsixologiya) kabi yo'nalishlar fan sifatidan o'rganib kelinadi[4].

Qariyb bir asrlik tarix davomida maxsus psixologiya o'zining tadqiqot va amaliy qo'llanilish sohasini sezilarli darajada kengaydi. Endi u aqliy rivojlanishida nuqsoni bo'lgan, nutqida nuqsoni bo'lgan, erta bolalik autizmi bo'lgan, tayanch harakat tizimida nogironligi bo'lgan, nuqsoni murakkab bo'lgan bolalarga va boshqalar bilan korreksion ishlarni olib bormoqda.

Maxsus psixologiya aqliy rivojlanish patologiyasining turli xil variantlarini, tug'ma jismoniy kasalliklar va nuqsonlarda aqliy rivojlanishning buzilish muammolarini o'rganadi. Birlamchi nuqson ko'plab ikkilamchi o'zgarishlarni keltirib chiqaradi. Ikkilamchi nuqsonlar o'z o'rnida uchinchi darajali og'ishlar yuzaga kelishiga sabab bo'ladi. Misol tariqasida eshitish qobiliyatining buzilishi birlamchi nuqson talaffuz ko'nikmalarining shakllanmasligi ikkilamchi o'zgarish sifatida nomoyon bo'ladi va hayotiy pozitsiyani qayta qurish, boshqalar bilan munosabatlar tizimi, fikrlash, idrok etish va boshqalar uchinchi darajali og'ishlarni keltirib chiqaradi[2].

Maxsus psixologiyaning vazifasi ta'limni tashkil etish va o'qitishning maxsus usullarini qo'llash asosida imkoniyati cheklangan shaxslarni normada rivojlanish darajasiga yaqinlashtirishdir, buning natijasida buzilgan funksiyalar faoliyatini yaxshilash kompensatsiyalash va obilitasiya qilish imkoniyati paydo bo'ladi.

Fan sifatida maxsus psixologiyaning obyektivi rivojlanishida nuqsoni bo'lgan, ya'ni nogironligi mavjud bo'lgan shaxsdir.

Maxsus psixologiyaning predmeti noqulay sharoitlarda psixikaning rivojlanishining turli shakllari va tomonlarini o'rganishdir.

Rivojlanishdan orqada qolish va ularning namoyon bo'lish miya faoliyati bilan bog'liq rivojlanish buzilishlarining psixologik mexanizmlarini o'rganish, rivojlanishning ijobiy va salbiy tomonlarining namoyon bo'lish qonuniyatlarini o'rnatish, aqliy rivojlanish buzilishlarining tasnifi, aqliy rivojlanish buzilishlarini aniqlash va ularning tuzilishini aniqlash usullarini ishlab chiqish bilan ifodalanadi[1].

Adabiyotlarda quyidagilar maxsus psixologiyaning amaliyotga yo'naltirilgan vazifalari sifatida talqin qilinadi:

- rivojlanishida nuqsoni bo'lgan bolalar va ularning oilalariga psixologik yordam ko'rsatish texnologiyalarini ishlab chiqish
- rivojlanish atipiyasi bo'lgan odamlarning hayot sifatiga ijobiy ta'sir ko'rsatadigan psixologik va ijtimoiy tadbirlarni asoslash va ishlab chiqish

- rivojlanish atipiyasi bo'lgan odamlarga nisbatan jamoatchilik fikrini shakllantirish texnologiyalarini ishlab chiqish Shuningdek, zamonaviy jamiyatda rivojlanishda nuqsoni bo'lgan insonlarga yordam berish tizimini tashkil etish strategiyasi, yo'nalishi va usullarini aniqlash, parallel xizmatlarning o'zaro ta'siri strategiyasi va taktikasini ishlab chiqish maxsus psixologiyaning tashkiliy vazifalariga kiradi[5].

Maxsus psixologiya, maxsus pedagogika singari, defektologiyaning bir qismidir – jismoniy va ruhiy nuqsonlari bo'lgan bolalarning rivojlanish xususiyatlarini va ularni tarbiyalash va o'qitish qonuniyatlarini o'rganadi.

Maxsus psixologiyada maxsus tadqiqot usullari mavjud emas. Unda, umumiy, bolalar va ta'lim psixologiyasida bo'lgani kabi, individual va guruhli laborator-psixologik eksperimenti, kuzatish, faoliyat mahsulotlarini o'rganish, anketa, proyeksion metodlar, o'quv tajribasi, shartli refleks metodlari, xulq-atvorda funktsional aloqalarni tahlil qilish metodlardan foydalanadi.

Metodlarning har biri ma'lum maqsadlar uchun va o'rganish ob'ektining individual xususiyatlarini hisobga olgan holda qo'llaniladi.

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## NETWORKS OF SOCIOLINGUISTICS

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**Abstract:** Before looking at the importance of sociolinguistics, we should pay attention to the terms "internal" and "external" in sociolinguistics. If a society uses its own language of the nation and the state, it is an internal language, and if a society uses second and third languages besides its mother tongue, it is a foreign language.

**Key words:** listener, person, linguistics, term, sociolinguistics, theory, social life.

As we have seen, sociolinguistic manifestations do not fundamentally change the language, but enrich it, make it easier to use, and optimize it. The development of inter-country relations prepares the ground for the rapprochement of the cultures of the peoples and peoples living in those countries, as a result, languages also influence each other, such cooperation, in turn, ensures the internal development of languages. American linguist R. Bell said that there are two directions in the field of sociolinguistics.

a) pure sociolinguistics, in which the grammar of the speaker and the listener, their influence on each other, and their cooperation are studied.

b) sociology of language, in which the issues of the use of language signs and symbols in various social aspects of society are studied.

In this regard, American linguists call the first direction microsociology, and the second direction macrosociology. Sociologists deal with this problem. Microsociolinguistics studies the speech cooperative relations of individuals forming small social groups. Macrosociolinguistics studies speech communication between one social group and another. We can find many opinions of linguists about macrosociolinguistics. One of them says: "Macro-sociolinguistics focuses on the sociolinguistic characteristics of language use within large social groups within a country (gender, age, education). Linguists have mainly conducted more scientific research on language specificity, language-related communication, and problematic

situations in this direction. Therefore, in macrosociolinguistics, the communication process of large groups on the scale of the existing society occupies the main place, and language and speech features in the interaction of people in that society are studied. In addition, we can say that social groups occupy the main place in sociolinguistics. Because the users of the language belong to a certain group of the social stratum. In any modern human society, there are different groups according to gender, age, place, education, social class characteristics, at the same time, each group has different characteristics according to the conditions and goals, and accordingly, their language usage characteristics are also different. According to this situation, forms of social language were formed. Therefore, the language also changes as social life changes and differs somewhat from its historical appearance.

We mentioned that people unite for a common goal, but social groups are a more difficult concept to understand, because they are not only formally and informally united, but also consist of people with close social views. Social groups do not form mutual groups with each other, they belong to the same group from a social point of view. They are naturally united. Also, micro-sociolinguistics sociolinguistically analyzes language-related relations between small groups (family, colleagues, neighbors). Microsociolinguistics mainly deals with non-individual large-scale speech patterns and informal language patterns of small groups.

On the basis of microsociolinguistics, a person and his way of using language, as well as the communication style of people gathered in social groups such as family, school, work, are studied in this group, and the forms of communication are reformed. In this regard, one of the linguists V. Kolisnihenko thinks: "Social groups can be large and small according to their scale. For example, groups based on ethnicity, religion, age and gender, and social class are considered large and broad, while subgroups based on kinship or occupation are considered small. Instead, they can be included in large groups, any person can belong to one or more social groups, social groups can be divided into primary and secondary groups. Primary groups are considered to be directly related and permanent groups.

The term primary and secondary social groups was brought to science by C. Cooley, according to him, primary groups are built directly on personal relationships, have a deeper root and are groups based on stable relations. For example, groups based on characteristics such as nationality, family, gender are primary because we are permanent members of this group. Secondary groups are religion, age, occupation. That is, speech associations can be professional colleagues who share some common jargon, hip-hop fans or high school students, as well as family friends. Members of

speech associations use various slangs and jargons to promote the group's goals and objectives. Also, according to A. Kepel, the term "sociolinguistics" defines itself. As its name suggests, sociolinguistics is a science that arose at the intersection of sociology and linguistics. The interdisciplinary nature of sociolinguistics is recognized by most researchers. The term sociolinguistics was introduced to science for the first time in 1952 by the American sociologist G. Curry.

Problems related to sociolinguistics were raised in the articles of linguists, sociologists, cultural anthropologists, dialectologists and various experts in the field of communication of the 1950s, included in J. Fishman's collection "Lectures in Language in Society". According to some sociolinguists, the roots of sociolinguistics should be sought not in American linguistics, but in European, in particular, Russian linguistics. In the formation of sociolinguistics, I.A. Baudouin de Courtenay's research on the social conditioning of language phenomena, as well as the impact of extralinguistic social factors on the use and development of language, played a major role. I.A. Baudouin de Courtenay said that "language exists only in the society of people, so we should always pay attention to its social side as well as its spiritual side. Not only individual psychology, but also sociology should serve as the basis of linguistics. In the first half of the 20th century, French, Russian, and Czech linguistic schools paid great attention to the social nature of languages. Russian linguists I.A. Beaudoin de Courtenay, Y. Polivanov, L. Yakubinsky, B. Larin. The scientific ideas of linguists such as Sh.Bally motivated the formation of sociolinguistics as a science. American researcher U. Labov, one of the founders of modern sociolinguistics, defined sociolinguistics as a science that studies "language in its social context". That is, sociolinguists do not pay attention to the language, nor to the study of its internal structure. They mainly study how people in a particular society use language. All the social factors affecting it are taken into account, from the age, gender, culture and level of education of the participants to the specific speech act.

According to U. Bright, sociolinguistic research is related to the relationship between language and society. However, such a view also creates uncertainty. If we clarify this, then language and society are not just a set of units, but they are structures. In this case, the sociolinguist's task is to reveal the system of mutual relations in the language structure and social structure. That is, the task of sociolinguists is to show the systematic joint variation of the linguistic structure, and even to reveal the accidental connection of one or another direction.

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## PARALINGUISTICS AND SEMIOTICS AS NON-LINGUISTIC MEANS IN VOICE COMMUNICATIONS

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**Annotation:** Paralinguistics the problem of using non-linguistic means in voice communications Paralinguistics comes from the Greek "para" with the meaning "about" and "Linguistics" -Linguistics. Paralinguistics is a section of linguistics that studies non-verbal (non-linguistic) means, included voice message and betrayers, together with verbal means of semantic information. In addition Paralinguistics, like section of linguistics, means the aggregate of non-verbal means participating in the speech communications. In modern linguistics, there are three types of paralinguistic means: phonation, kinetic and graphic. To background types of paradigmatic means the timbre of speech, its tempo, loudness, the types of the pause melodic phenomena, as well as features of pronunciation of speech sounds, dialectal social and idiolect

**Key words:** linguistic, paralinguistic, communication, phenomenon, kinetic.

Kinetic components include gestures, selectable poses, silence. Idiolect (from the Greek idios - its own, peculiar, special and (dialect) - a set formal and stylistic features peculiar to speech and a separate medium of the given language. The term "idiolect" is created by the model of the term "dialect" for designation individual variation of language as opposed to territorial and social variations in which particular verbal features are inherent in whole groups or collective of speakers. Idiolect in the narrow sense - only specific speech features of this native speaker: in this aspect, the study of an idiolect is actual before all in poetics, where the focus is on the relationship between general and individual. Characteristics of speech (style), as well as in neurolinguistics where it is necessary to present correlation of individual and typical clinical pictures in different types speech disorders. Neurolinguistics is a scientific discipline that arose at the junction of neurology and linguistics and studying the system of language in relation to the cerebral substratum of linguistic behavior. Episodic observations of disorders of language behavior in

focal brain damage known from the Middle Ages, but their systematic study began in the second half of the 19th century. In domestic linguistics, interest in the facts of linguistic Pathology manifestation of Baudouin de Courtenay, V.A. Theotokos, L.V.Shcherba and others. The graphic types of paralinguistic means are the type of execution of letters and punctuation languages (handwriting), ways of graphic additions to letters, their substitutes (symbols of type and, etc.) Substrate (from Latin Sub-under and stratum-layer, piast) - a set of features of language system. Undeveloped from the internal laws of the development of a given language, the substrate involves ethnic displacement and linguistic assimilation by aliens of the indigenous population through the stage of bilingualism. Within paralinguistics, there are universal, ethno linguistic and idiolectic. Ethno linguistics (from the Greek ethnos - people, tribe and linguistics) -direction in linguistics, studying language in its relation to culture, interaction linguistic, ethno-cultural and ethnopsychological factors in the functioning and the evolution of language. Representatives of this direction in Russia were F.I. Tusnayevev, A.K. Afanasev, A.A. Potebnya and others. As an independent trend of ethnolinguistics originated in the depths of ethnography at the turn of the 19th and 20th centuries, having been widely developed in the linguistics of the United States since the 1970s. 19th century in connection with the intensive study of numerous Native American tribes of the north, and then Central America. From the first quarter of the 20th century, F. Bois and the first generation of his disciples laid new traditions in American linguistics. Thus, during this period descriptive linguistics arises that excludes semantics from the circles linguistic disciplines. Paralysis tools not only complement the meaning of the verbal message, but

also are the source of information about the speaker (writing) about his social and age traits of the field, the nature of the character and others. Therefore, paralinguistic means are represented to a different degree in each speech unit. In relation to the verbal side of the utterance, paralinguistic means can perform three functions: 1) make additional information (sometimes contradicting the meaning of the verbal): for example, a positive verbal text may accompanied by background characteristics with a negative ratio and etc.); 2) to replace the missed verbal component “*do you want to go with us?*” To deny, gesture; 3) combined with verbal means, conveying the same meaning “*I want to this red ball*” to indicate the gesture. Paralinguistic means are not autonomous and closed semiotic system, but can be as elements of ordered semiotic nonverbal systems (Kinesika), as well as individual indicators that are not regulated in the system. Be sure to be present in the speech message, paralinguistic means however, the unpredictability of a real incarnation is

different. For example, with uttering a certain type of questions requires a given melody, but the type timbral coloring remains unknown, therefore the type of melody is a linguistic fact, and the type of timbre is paralinguistic. Some types of paralinguistic means were studied back in the 1930s.

At the present stage of development of human society and its language such the interaction of linguistic and paralinguistic means formed a pragmatic character of language on a universal and national scale. The general human features in this pragmatics will be treated as some universal to specific systems. For example, gestures as such are general qualities, characteristic for the functioning of the sound language, but a special system of gestures will be refer to this national character paralinguistic means, because it is in every language, each nation acquires its own special meaning. The study of the national characteristics of paralinguistic forms, participating in the linguistic communication is therefore as much a necessity as learning the language itself. When interpreting paralinguistic as a sphere of non-verbal behavior some authors consider some ways of human communication as exclusive, semiotic systems that exist independently, independently of the participation of language in the functioning of these systems.<sup>8</sup> Paralinguistic means as an auxiliary functional system and independent secondary sign system. The definition usually emphasizes the sign of the presence and absence of verbal language. This is clearly expressed in the following statement: “Since the exchange of information is possible only with the help of sign systems, or - in the general theory of semiotics - languages, in all cases we are confronted with languages, but languages of a special kind. All of them unites disconnection, lack of words, therefore they are usually called non-verbal” regardless of the origin of such systems, the functioning of all such means of verbal language can be carried out indirectly and only on the basis of existence and possibility of explicit expression of the values of any gestures material of natural language.<sup>9</sup> In this case, all sign systems, including systems paralinguistic character (gestures, facial expressions), and any kinds of technical systems character (signs of traffic, various symbols), are sign systems secondary character, the significative purpose of which is predetermined in advance the conventional nature of their use. In other words, every phenomenon artificial sign system gets meaning only on the basis of language decoding and is a symbolic representative of some idea expressed in one form or another verbal

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<sup>8</sup> Т.М. Николаева, Б.А. Успенский. Языкознание и паралингвистика, в кн. «Лингвистические исследования по общей и славянской типологии» М., 1966.p21.

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language (fixed in the instruction, in the concept, in the oral agreement). This understanding of the communicative nature of artificial sign systems leads to conclusion that they are an extreme case in the general set of all Paralinguistic means. This part of the seemingly paralinguistic means goes beyond marginal phenomena and forms a completely independent system of sounds, which is subordinated to the general regularities of conventional semantic systems. First of all, it is about pure conditional gestures of a national character that do not interact with any speech signal and, like any sound system, functioning as a normal code, for example, a gesture of solidarity - raising your hand with a fist clenched in your hand or gesture of threat - movement with the index finger, or in sports a whole system of conditional gestures, for example, when marking the “time out”, breaking the rules, removing the player from the field, gestures of approval (applause). Such gestures are perceived as predetermined, or by a verbal act, and function as any codes, for example, rules signals traffic. All these gestures (including here and all kinds of ritual signs), naturally, should be excluded from the notion of “paralinguistic factor”, and their study should be built out of the connection with the language structure, but only on the basis of their description thirty values, regardless of whether this value is fixed in the customs of this or that human collective and is fixed in written documents, agreements, protocols etc. Or this value exists by right of custom. If we consider paralinguistic means in accordance with their internal regularities, it is possible to reveal their semiotic character, since the functioning of these facilities is generally subject to the rules for the use of signals and various kinds of signs. In this case, each such semiotic system will have national features as characteristic features in a series of semiotic non-linguistic human resources. Here you can indicate the different uses of the same gestures, for example, man to express consent, surprise, anger, etc.<sup>10</sup> The paralanguage has a certain semiotic meaning, as evidenced by research results in this direction, but at the same time typical, which is especially clearly revealed in the analysis dialogues in art works, where the author's explanations are based on certain paralinguistic phenomena. These include author's remarks: “ironing on the head, blocking the road, snaps his fingers, waving his arms, spreading his hands, shrugs his shoulders, nods, sways, twitches”.<sup>11</sup>

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**Raqamli iqtisodiyotni rivojlantirish sharoitida biologiya fanini o‘qitishda  
sun’iy intellekt texnologiyalaridan foydalanish va ularning  
elektron ta’limdagi o‘rni**

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Raqamli iqtisodiyot o‘zi bilan ta’lim uchun yangi muammolar va imkoniyatlarni olib keladi. O‘quv jarayoniga sun’iy intellekt (SI) texnologiyalarini joriy etish biologiyani o‘qitishda yangi istiqbollarni ochadi. Raqamli texnologiyalar va axborot jamiyati rivojlanishining jadal sur‘atlari bilan singib ketgan zamonaviy dunyoda ta’lim sun’iy intellekt (SI) texnologiyalari bilan tobora ko‘proq kirib bormoqda. Shu nuqtSI nazardan, biologiya kabi tabiiy fanlar o‘zlarini eng yangi ta’lim texnologiyalari orasida birinchi o‘rinda turadi. Sun’iy intellekt biologiya ta’limi sohasiga kirib bormoqda, u nafaqat o‘quv jarayonini boyitibgina qolmay, balki o‘quvchilarning keng doirasi uchun bilimlardan foydalanish imkoniyatini yaxshilaydigan yangiliklarni olib keladi [1,2].

Ushbu kirishda sun’iy intellektning tabiati va uning biologiya kontekstida ta’lim amaliyotiga ta’siri ko‘rib chiqiladi. Moslashuvchan va shaxsiylashtirilgan ta’lim uchun yangi imkoniyatlarni taqdim etuvchi SIning elektron ta’limdagi roli ham muhokama qilinadi. Keyinchalik, ishda biologiya o‘qitishda qo‘llaniladigan asosiy sun’iy intellekt texnologiyalari va ularning o‘quv jarayonining samaradorligi va samaradorligiga ta’siri ko‘rib chiqiladi. Oxir oqibat, ushbu tadqiqot biologiyani o‘qitishda sun’iy intellektdan foydalanish ta’lim muhitini qanday yaxshilashi va talabalarni zamonaviy dunyo muammolariga tayyorlashni yaxshiroq tushunish imkonini beradi.

Ayni paytda raqamli transformatsiya davrida ta’limga sun’iy intellekt (SI) texnologiyalarini joriy etish nafaqat zarurat, balki ta’lim tizimini rivojlantirishning strategik yo‘nalishiga aylanib bormoqda. Shu nuqtSI nazardan, biologiya o‘qitishda sun’iy intellektdan foydalanish ayniqsa dolzarbdir [3].

Birinchidan, zamonaviy dunyoda biologiyaning o‘rni tobora ortib bormoqda. Biologiya fanlari hayotning turli jabhalariga ta’sir qiladi, tibbiy yordamdan tortib atrof-muhitga oid qarorlargacha. Biologik jarayonlar va qonuniyatlarni tushunish



tibbiyot, biotexnologiya, qishloq xo'jaligi va boshqa ko'plab sohalarni rivojlantirishning kalitiga aylanib bormoqda.

Ikkinchidan, raqamli iqtisodiyot ta'lim sohasiga yangi imkoniyatlar va muammolarni keltirib chiqaradi. SI texnologiyalari ta'lim jarayonini shaxsiylashtirish, har bir talabaning ehtiyojlariga moslashish, interaktiv va samarali ta'lim resurslarini yaratish vositalarini taqdim etadi.

Nihoyat, elektron ta'lim yanada kengroq va foydalanish mumkin bo'lib bormoqda. Onlayn kurslar, mobil ilovalar va elektron ta'limning boshqa shakllari sifatli biologiya ta'limini onlayn tarzda taqdim etish uchun innovatsion yondashuv va texnologiyalarni talab qiladi.

Shunday qilib, raqamli iqtisodiyotni rivojlantirish sharoitida biologiyani o'qitishda sun'iy intellekt texnologiyalaridan foydalanish nihoyatda dolzarb bo'lib qolmoqda, chunki bu nafaqat ta'lim sifatini oshiradi, balki talabalarni zamonaviy chaqiriq va imkoniyatlarga tayyorlashga yordam beradi.

Biologiya o'qitishda SIDan foydalanishning afzalliklari:

- Shaxsiylashtirilgan ta'lim: SI texnologiyalari har bir talabaning individual ehtiyojlari va bilim darajasiga moslashtirilgan noyob ta'lim dasturlarini yaratishga imkon beradi.
- Avtomatlashtirilgan baholash: Sun'iy intellekt tizimlari o'quvchilar ishini tahlil qilishi va fikr-mulohazalarini taqdim etishi, baholash jarayonini soddalashtirish va o'qituvchilarga o'quvchilarga shaxsiy yordam ko'rsatishga e'tibor qaratish imkonini beradi.
- Katta ma'lumotlarni tahlil qilish: Biologik ma'lumotlarni tahlil qilishda sun'iy intellektdan foydalanish bizga yashirin naqsh va naqshlarni aniqlash imkonini beradi, bu esa biologik jarayonlarni chuqurroq tushunishga yordam beradi.

SIning elektron ta'limdagi o'rni:

- Foydalanish imkoniyati: SI texnologiyalaridan foydalanadigan elektron ta'lim platformalari o'quv materiallariga istalgan vaqtda va dunyoning istalgan nuqtasidan kirishni ta'minlaydi, bu esa ta'limning global mavjudligiga hissa qo'shadi.
- Interfaollik: Virtual laboratoriyalar va sun'iy intellektga asoslangan simulyatsiyalardan foydalanish talabalarga biologik jarayonlarni interaktiv tarzda o'rganish imkonini beradi, ularning o'rganishga qiziqishi va motivatsiyasini oshiradi.

- Mehnat bozori ehtiyojlariga moslashish: sun'iy intellekt yordamida o'qitish mehnat bozorida talab qilinadigan ma'lumotlarni tahlil qilish va axborotni boshqarish kabi ko'nikmalarni rivojlantirishni o'z ichiga oladi, bu esa talabalarning raqobatbardoshligini oshiradi.

**Qiyinchiliklar va istiqbollari:**

- Maxfiylik va xavfsizlik masalalari: Ta'limda sun'iy intellektni qo'llash ma'lumotlar maxfiyligi qoidalariga qat'iy rioya qilishni va kiberhujumlardan himoya qilishni talab qiladi.

- O'qituvchilar malakasini oshirish zarurati: Biologiya o'qitishda SI texnologiyalaridan samarali foydalanish uchun o'qituvchilarni yangi usul va vositalarga o'rgatishlarini ta'minlash zarur.

Shunday qilib, biologiyani o'qitishda sun'iy intellekt texnologiyalaridan foydalanish raqamli iqtisodiyot davrida ta'limda muhim rol o'ynaydi. Ushbu texnologiyalar ta'lim sifatini oshirishga yordam beradi, uni yanada qulayroq, interaktiv va o'quvchilar ehtiyojlariga moslashtiradi. Biroq, SIn ta'lim jarayoniga muvaffaqiyatli integratsiya qilish uchun bir qator qiyinchiliklarni bartaraf etish va o'qituvchilar va talabalar uchun tegishli tayyorgarlikni ta'minlash kerak.

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## КОУЧИНГОВЫЙ ПОДХОД В ОБУЧЕНИИ БИОЛОГИИ

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**Аннотация:** Данная статья посвящена рассмотрению передовых методов и эффективности коучингового подхода в обучении биологии. Преимущества применения коучинга в образовательном процессе, а также оценивают его влияние на студенческую активность и усвоение биологических знаний.

**Ключевые слова:** коучинг, обучение, наставничество, методика, биология, студенты, эффективность, мотивация.

**Xulosa:** Ushbu maqola biologiya ta'limida ilg'or usullar va murabbiylik yondashuvining samaradorligini o'rganishga bag'ishlangan. Unda murabbiylikni ta'lim jarayoniga tatbiq etishning afzalliklari muhokama qilinadi va uning o'quvchilarning faolligi va biologik bilimlarni egallashiga ta'siri baholanadi.

**Tayanch so'zlar:** kouching, trening, murabbiylik, metodologiya, biologiya, talabalar, samaradorlik, motivatsiya.

**Abstract:** This article is dedicated to exploring advanced methods and the effectiveness of the coaching approach in biology education. It discusses the advantages of implementing coaching in the educational process and evaluates its impact on student engagement and the acquisition of biological knowledge.

**Keywords:** coaching, education, mentoring, methodology, biology, students, effectiveness, motivation.

Коучинг в биологии – это подход к обучению, при котором преподаватель или наставник помогает ученику лучше понять принципы биологии, развивая при этом навыки критического мышления, независимого исследования и решения проблем. Этот метод основывается на индивидуальном подходе, где учитель действует как наставник или коуч, помогая ученику углублять понимание предмета.

#### *Передовые методы коучингового обучения в биологии*

1. *Индивидуализированное обучение:* Коучинг в биологии часто включает в себя создание индивидуальных учебных планов, которые учитывают интересы и потребности ученика.
2. *Активное обучение:* Вовлечение учеников в активные образовательные процессы, такие как лабораторные работы, полевые исследования и эксперименты, что позволяет им на практике применять теоретические знания.
3. *Развитие навыков исследования:* Ученики учатся формулировать гипотезы, проводить эксперименты и анализировать данные, что является ключевым навыком в изучении биологии.
4. *Критическое мышление:* Коучинг помогает ученикам развивать способность критически анализировать информацию, оценивать различные точки зрения и делать обоснованные выводы.
5. *Применение технологий:* Использование компьютерных программ, приложений и онлайн-ресурсов для обогащения процесса обучения и предоставления доступа к широкому спектру информации.
6. *Самостоятельное обучение:* Поощрение учеников к самостоятельному изучению материала и исследованию интересующих их тем в биологии.

Как навыки учителя могут помочь ученику:

1. *Понимание индивидуальности ученика:* Учитель-коуч учитывает уникальные потребности и стиль обучения каждого ученика, что способствует более глубокому пониманию материала.
2. *Обратная связь:* Постоянная и конструктивная обратная связь помогает ученикам осознавать свои сильные стороны и области для улучшения.
3. *Поддержка и мотивация:* Учитель-коуч поддерживает ученика, помогая преодолеть трудности и стимулируя интерес к предмету.
4. *Развитие навыков решения проблем:* Помощь ученикам в разработке стратегий для решения сложных задач и понимания сложных концепций.

5. *Интеграция знаний*: Учитель помогает ученикам соединять новые знания с уже известными, что улучшает понимание предмета и способствует углубленному обучению.

Коучинг в биологии отличается от традиционных методов обучения тем, что он больше сосредоточен на развитии навыков и способностей ученика, а не только на передаче знаний. Это подход, который стремится сделать процесс обучения более персонализированным и вовлекающим.

Коучинг в области биологии в Узбекистане, как и во многих других странах, может играть важную роль в развитии образовательной системы. В контексте Узбекистана, где образование традиционно основывалось на более строгих и иерархических методах, внедрение коучинговых подходов может предложить новые перспективы и методы обучения.

Особенности коучинга в биологии в Узбекистане:

1. *Обновление образовательной системы*: Узбекистан стремится модернизировать свою образовательную систему, включая использование более интерактивных и студентоцентрированных методов обучения, таких как коучинг.
2. *Профессиональное развитие учителей*: Для эффективного коучинга важно обучение и развитие учителей, чтобы они могли успешно применять новые методики в классе.
3. *Фокус на практические навыки*: В биологии особое внимание уделяется развитию практических навыков учеников через лабораторные работы и полевые исследования.
4. *Использование технологий*: Узбекистан активно внедряет информационные технологии в образование, что открывает новые возможности для коучинга и обучения биологии.
5. *Индивидуализированный подход*: Коучинг позволяет учителям более тесно взаимодействовать с учениками, учитывая их индивидуальные особенности и потребности.

Примеры инициатив в Узбекистане

- **Образовательные проекты и программы**: может быть, в Узбекистане реализуются специальные программы и проекты, направленные на развитие коучинговых методик в обучении биологии.

- **Международное сотрудничество:** сотрудничество с международными образовательными организациями для обмена опытом и знаниями в области коучинга и биологии.
- **Локальные образовательные инициативы:** возможно, в учебных заведениях Узбекистана разрабатываются и внедряются свои методы и подходы к коучингу в биологии.

### **Заключение**

Коучинг в биологии в Узбекистане может стать значимым шагом в сторону более современной, эффективной и студентоцентрированной образовательной системы. С учетом постоянных реформ и инноваций в образовательной сфере Узбекистана, коучинговые методы могут значительно улучшить качество обучения биологии и подготовить учащихся к успешной академической и профессиональной деятельности.

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## STRESS CONDITIONS THAT CHILDREN MAY ENCOUNTER DURING THE TRANSITION PERIOD

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**Abstract:** The transition period in a child's life, encompassing major life changes such as starting school, moving to a new home, or experiencing family changes, can be a significant source of stress. This article provides a comprehensive review of the various stressors that children may encounter during transition periods and examines the impact of these stressors on their physical, emotional, and psychological well-being. The article also explores strategies for identifying and mitigating stress in children during these transitional phases.

**Keywords:** Children, transition periods, stress, coping strategies, well-being.

**Introduction:** Transitions are an inevitable part of life, and children experience a series of transitions as they grow and develop. These transitions can range from relatively minor changes, such as moving to a new classroom, to more significant life events, such as the birth of a sibling or the divorce of their parents. While transitions are a normal part of development, they can also be sources of stress for children, which, if not addressed, can have long-lasting effects on their well-being. Transition periods are significant events in a child's life that can evoke stress and anxiety. These periods include moving to a new school, adjusting to a new environment, experiencing parental divorce, or facing other significant life changes. Understanding the stressors associated with these transitions is crucial for identifying children at risk and providing timely interventions.

### Causes of Stress in Transition Periods:

Several factors contribute to stress during transition periods. These include changes in routine, separation from familiar surroundings, loss of social support networks, and uncertainty about the future. For example, moving to a new school may involve adapting to a different curriculum, making new friends, and adjusting to a new environment, all of which can be overwhelming for children.

### Effects of Stress on Children:

Stress during transition periods can have a range of effects on children's mental and physical health. These effects may include anxiety, depression, behavioral problems, academic difficulties, and somatic complaints such as headaches or stomachaches. Prolonged exposure to stressors can also increase the risk of developing long-term mental health issues, such as anxiety disorders or depression.

## Management Strategies:

Effective management of stress during transition periods involves a multi-faceted approach. Parents, teachers, and healthcare professionals play crucial roles in identifying stressors and providing support to children. Strategies may include creating a supportive environment, maintaining open communication, and providing access to mental health services when needed. Additionally, teaching children coping skills, such as relaxation techniques or problem-solving strategies, can help them manage stress more effectively.

## Methods

A comprehensive literature review was conducted to identify studies that examined the stressors encountered by children during transition periods. The search included databases such as PubMed, PsycINFO, and Google Scholar, using keywords such as "stress," "children," "transition periods," and "impact." Studies published in English from 2000 to 2024 were included in the review.

## Results

The literature review identified several common stressors that children may encounter during transition periods. These include changes in routine, such as starting school or moving to a new home; family changes, such as divorce or the death of a loved one; and social changes, such as making new friends or dealing with peer pressure. These stressors can have a significant impact on children's physical, emotional, and psychological well-being, leading to symptoms such as anxiety, depression, and behavioral problems.

## Discussion

The findings of this review highlight the importance of recognizing and addressing the stressors that children may encounter during transition periods. Educators, parents, and healthcare professionals play a crucial role in supporting children through these transitions and helping them develop coping strategies to manage stress effectively. By understanding the impact of transitions on children's well-being, we can better support them during these challenging times and promote their overall health and development.

## Conclusion

In conclusion, transitions can be challenging for children, but with the right support and understanding, they can navigate these changes successfully. By identifying the stressors that children may encounter during transition periods and implementing strategies to mitigate them, we can help children build resilience and cope effectively with the challenges of growing up. Early identification and intervention are key to mitigating these effects and promoting positive outcomes for children. By understanding the causes of stress, its effects, and effective management strategies,



parents, teachers, and healthcare professionals can support children during these challenging times.

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## UNDERSTANDING FARADAY'S LAWS: A COMPREHENSIVE OVERVIEW

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**Abstract:** Faraday's Laws of Electromagnetic Induction are fundamental principles in the field of electromagnetism, established by the British scientist Michael Faraday in the 19th century. This article provides a comprehensive examination of Faraday's Laws, focusing on their significance, underlying principles, experimental evidence, and practical applications. The discussion follows the IMRAD (Introduction, Methods, Results, and Discussion) structure to present a thorough overview of Faraday's Laws and their implications in various scientific and technological domains.

**Keywords:** Faraday's Laws, Electromagnetic Induction, Michael Faraday, IMRAD, Electromagnetism, Magnetic Field, Electric Field, Induced EMF, Lenz's Law.

**Introduction** Faraday's Laws, formulated by the English scientist Michael Faraday in the 19th century, revolutionized the understanding of electricity and magnetism. These laws describe how a changing magnetic field induces an electromotive force (EMF) and subsequently an electric current in a conductor. Faraday's discoveries laid the foundation for the development of electric generators, transformers, and other essential technologies in modern society.

### Methodology

Faraday conducted a series of experiments to investigate the relationship between electricity and magnetism. His most famous experiment involved moving a magnet inside a coil of wire and observing the induced current. From these experiments, Faraday formulated two laws that govern electromagnetic induction

### Faraday's First Law

Faraday's First Law states that the induced electromotive force (EMF) in a circuit is directly proportional to the rate of change of magnetic flux through the circuit. Mathematically, it can be expressed as:

$$\varepsilon = -\frac{d\Phi}{dt}$$

Where:

- $\varepsilon$  is the induced EMF in volts,
- $\Phi$  (Phi) is the magnetic flux through the circuit in webers, and
- $\frac{d\Phi}{dt}$  is the rate of change of magnetic flux with time.

### Faraday's Second Law

Faraday's Second Law states that the magnitude of the induced EMF is equal to the rate of change of magnetic flux, and the direction of the induced EMF is such that it opposes the change in magnetic flux that produced it. Mathematically, it can be expressed as:

$$\varepsilon = -N\frac{d\Phi}{dt}$$

Where:

- $N$  is the number of turns in the coil.

### Results

Faraday's Laws have several important implications and applications:

1. **Electric Generators:** Faraday's discovery of electromagnetic induction led to the development of electric generators, which convert mechanical energy into electrical energy. Generators are used in power plants to produce electricity for various purposes.
2. **Transformers:** Transformers rely on Faraday's Laws to transfer electrical energy from one circuit to another. They are essential in the transmission and distribution of electricity in power grids.
3. **Induction Cooktops:** Induction cooktops use Faraday's Laws to generate heat directly in the cooking vessel by inducing an electric current. This method is efficient and allows for precise temperature control.

4. **MRI Machines:** Magnetic Resonance Imaging (MRI) machines use strong magnetic fields and radio waves to generate detailed images of the body's internal structures. Faraday's Laws are fundamental to the operation of MRI machines.

### **Discussion**

Faraday's Laws have wide-ranging implications in various fields, including physics, engineering, and medicine. Understanding these laws is essential for the development of new technologies and the advancement of scientific knowledge.

### **Conclusion**

Faraday's Laws of electromagnetic induction are fundamental principles that govern the relationship between electricity and magnetism. These laws have revolutionized the field of physics and have led to the development of numerous technologies that are essential in modern society.

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## ИССЛЕДОВАНИЕ ВАЖНОСТИ ГЛОБАЛЬНОЙ КОММУНИКАЦИИ С ПРИМЕНЕНИЕМ МЕЖДУНАРОДНОЙ ТЕРМИНОЛОГИИ

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**Аннотация:** Статья посвящена исследованию роли международной терминологии в контексте глобальной коммуникации. Авторы обращают внимание на важность использования единого языка и терминологии для эффективного общения и понимания в условиях международных взаимодействий. В статье рассматриваются перспективы и вызовы, с которыми сталкиваются исследователи и практики в области глобальной коммуникации при использовании международной терминологии.

**Ключевые слова:** глобальная коммуникация, международная терминология, межкультурное понимание, стандартизированный язык, глобальный дискурс.

**Abstract:** The article is devoted to the study of the role of international terminology in annual global communication. The authors emphasize the use of simple language and terminology to ensure communication and understanding in international settings. The article analyzes the problems and challenges that arise for researchers and practitioners in the field of global communication within the framework of American international terminology.

**Key words:** international terminology, intercultural understanding, standardized language.

В контексте глобального дискурса эффективное общение и развитие межкультурного понимания зависят от правильного использования языка. Терминология, которая определяется как конкретная лексика, используемая в определенных дисциплинах или областях, является основой общения по широкому кругу международных вопросов, от науки и техники до политики и

экономики. Понимание теоретических основ, определяющих выбор, стандартизацию и интерпретацию терминологии, необходимо для последовательного и ясного глобального диалога. Словарный запас, используемый в международных секторах, является конкретным и специализированным, с целью точно и ясно передать сложные концепции и идеи. Эта точность особенно важна в тех областях, где незначительные ошибки могут иметь серьезные последствия.

Тот факт, что, например, формулировки договоров и соглашений могут определять права и обязанности стран и отдельных лиц, подчеркивает важность точной терминологии в области международного права. Кроме того, стандартизация словарного запаса имеет важное значение для обеспечения последовательности и последовательности в международном общении. Такие организации, как Организация Объединенных Наций и Международная организация по стандартизации (ISO), разработали специализированные терминологические базы данных и глоссарии, чтобы обеспечить единообразие использования терминологии во многих языках и культурах. Эта стандартизация не только увеличивает понимание и ясность, но также согласовывает практику и правила во всем мире. Интерпретация терминологии в многонациональных отраслях затруднена лингвистическими, культурными и экологическими факторами.

Четкие формулировки и неадекватные переводы могут привести к недоразумениям и неправильным толкованиям, которые могут препятствовать конструктивному общению и совместным усилиям. Поэтому ученым и специалистам, работающим в зарубежных областях, необходимо знать нюансы и последствия, связанные с экспертным языком, чтобы избежать недопонимания и способствовать взаимопониманию.

В нынешнем интеграционном процессе особенно важны параллели между Узбекистаном и другими странами или исследования, концентрирующиеся на других странах. Эти исследования способствуют развитию лингвистики и других областей, предлагая новые данные. Президент нашей Республики подчеркнул необходимость проведения углубленных исследований духовного и культурного наследия народа, а также исторического и современного развития литературы и фольклора [1].

Кроме того, он внимательно рассмотрел научные исследования, которые необходимо проводить в области языка. Кроме того, они отметили, что

интерес к английскому языку растет вместе с интересом ко всем другим языкам, изучаемым в Узбекистане, говоря об образовании. Крайне важно найти ответы на любые проблемы, которые могут возникнуть, и перевести на узбекский язык терминологию с других языков, используемых в политической сфере международных отношений. Русский язык впитал в себя множество политических терминов из латыни, греческого, английского, французского и других языков, что, в свою очередь, повлияло на узбекский язык. Изучение таких предложений является одним из основных предметов языкознания, если не всей области языкознания.

С момента обретения Узбекистаном независимости во всех дисциплинах произошли заметные успехи. Сегодняшняя молодежь имеет бесчисленные возможности во всех областях. В наши дни можно обсуждать новые разделы терминологии, такие как когнитивная и гнесологическая терминология. Они смотрят на то, как терминология влияет на понимание и рассуждения в науке. По мере развития и роста науки изучение слов стало одним из важнейших и фундаментальных направлений языкознания. В современную эпоху изучение слов выросло в отдельную область лингвистики, называемую терминологией.

Также важно помнить, что в результате этого процесса понятия, первоначально импортированные из английского в русский и из русского в узбекский, периодически заменялись неправильными, вымышленными новыми терминами или фразами, представляющими собой смесь арабского и персидского языков [2].; 24]. Например: *minister* – *министр*, *somite* – *сомит*, *regulation* – *регламент*, *pension* – *пенсия*, *convention* – *конвенция*, *deputy-deputat*, *compensation* – *компенсация*.

В сфере международного права терминология играет решающую роль в кодификации правовых принципов, норм и обязательств, регулирующих поведение и взаимодействие государств. Такие термины, как «суверенитет», «права человека» и «военные преступления», имеют четкие юридические определения и последствия в соответствии с международным правом, формируя основу для разрешения конфликтов, содействия справедливости и защиты человеческого достоинства. Толкование и применение юридической терминологии в международных трибуналах и на переговорах требуют точности и опыта для обеспечения соблюдения установленных правовых стандартов и норм.

В заключение отметим, что международная терминология служит краеугольным камнем эффективного общения, сотрудничества и управления в быстро меняющемся мире, характеризующемся взаимосвязанностью и взаимозависимостью. Признавая важность точной и стандартизированной терминологии в международном дискурсе, заинтересованные стороны в различных областях могут улучшить взаимопонимание, способствовать сотрудничеству и более эффективно решать общие проблемы. Использование общего языка дипломатии, торговли, права и управления имеет важное значение для построения доверия, содействия миру и достижения устойчивого развития во все более взаимосвязанном и разнообразном глобальном сообществе.

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## KUNGABOQAR ILDIZINING FOYDALI XUSUSIYATLARI VA KIMYOVIY TARKIBI

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**Annotatsiya:** Bu mahsulot yarim to‘yingan yog‘ kislotalari, yog‘ va xolesterin almashinuvini normallashtirish xususiyatiga ega. O‘zbekistonda kungaboqar ekini katta ahamiyatga ega bo‘lib, ishlab chiqarishda uning navlari moy olish, silos tayyorlash va chaqish uchun ekilmoqda.

**Kalit so‘zlari:** kungaboqar, kungaboqarildizi, kimyoviy tarkib, A,D,E,K fosfator, vitaminlar, yog‘, oqsil.

**Kungaboqar** (*Helianthus annuus L.*) - murakkabguldoshlar oilasiga mansub bir yillik o‘simlik, asosiy moyli ekinlardan biri. Vatani - Shimoliy Amerika. Yovvoyi holda o‘sadi. Kungaboqarni ispanlar Yevropaga 1510-yilda olib kelganlar. Dastlab manzarali o‘simlik sifatida ekilgan. Uzoq tanlash yo‘li bilan madaniy kungaboqar (dastlab pistasi chaqiladigan, so‘ngra moy olinadigan xillari) yaratilgan. Rossiyaga 18-asrda Gollandiyadan keltirilgan va 19-asr o‘rtalarida katta maydonlarga ekilgan, urug‘idan moy olingan. Moy olinadigan kungaboqar Rossiyadan AQSH va Kanadaga tarqalgan. Yer yuzida kungaboqar ekiladigan maydonlar 22,84 mln. ga, yalpi hosili 28,5 mln. t, o‘rtacha hosildorlik 12,5 s/ga. Rossiya (3,9 mln. ga), Argentina (3,8 mln.ga), Ukraina (2,7 mln.ga), Hindiston (2,2 mln.ga), AQSH (1,3 mln.ga), Ruminiya (1 mln.ga), GFR (0,8 mln.ga), Turkiya (0,5 mln.ga), O‘zbekiston (4 ming ga)da ekiladi. Idizi o‘q ildiz, yaxshi rivojlangan, poyasi tik o‘sadi, dag‘al, yuqori qismi shoxlanadi, bo‘yi 4 m ga boradi. Bargi oddiy, yirik, ketma-ket joylashgan, dag‘al tuklar bilan qoplangan. To‘pguli savatcha (diam. 35—40 sm). Savatcha markazidagi gullar vaysimon, ikki jinsli. Chetdan changlanadi. Mevasi - 4 qirrali, rangi oq, kulrang, 1000 ta urug‘i vazni 100-150 g. Kungaboqar urug‘ining kattaligiga, moyining miqdoriga va mag‘zining chiqishiga qarab 3 guruhga bo‘linadi: Moyli Kungaboqar — pistasi mayda, 1000 donasining vazni 35-80g, mag‘zi tarkibida 53-63% moy bor; chaqiladigan Kungaboqar - pistasi yirik, 1000 donasining vazni 100-170 g, mag‘zining tarkibida 20-35% moy bo‘ladi. Kungaboqar urug‘i 4-6°C da 10-15 kunda unib chiqadi. Maysasi - 6°C sovuqqa bardoshli (qisqa qorasovuqlarga chidaydi). Issiqlikka talabchan, yorug‘sevar, qisqa kunli,

qurg'oqchilikka chidamli, namsevar o'simlik. Soya joyda yaxshi rivojlanmaydi. O'suv davri 80-140 kun. Ozuqaga talabchan, 1 t pista va poyabarg hosil qilishi uchun 50-60 kg azot, 20-25 g fosfor, 120-160 kg kaliy talab qiladi. Kungaboqardan, asosan, ovqatga ishlatiladigan kungaboqar moyi olinadi, silosbop navlaridan silos bostiriladi, chiqindilari (shrot va kunjara) chorva mollariga yuqori sifatli ozuqa. Kungaboqar erta bahorda tuproq harorati 8-12°C yetganda va takroriy ekin sifatida ko'zgi bug'doy va arpadan keyin ekiladi.

Kungaboqar urug'ining kattaligiga, moyining miqdoriga va mag'zining chiqishiga qarab 3 guruhga bo'linadi:

- Moyli kungaboqar – pistasi mayda, 1000 donasining vazni 35–80 g, mag'zi tarkibida 53–63% moy bor.
- Chaqiladigan kungaboqar – pistasi yirik, 1000 donasining vazni 100–170 g, mag'zining tarkibida 20–35% moy bo'ladi, poyasidan silos ham bostiriladi.
- Oraliq kungaboqar – hamma ko'rsatkichlari o'rtacha bo'ladi.

Kungaboqar urug'i 4–6°C haroratda 10–15 kunda unib chiqadi. Maysasi – 6°C sovuqqa bardoshli (qisqa qorasovuqlarga chidaydi). Issiqlikka talabchan, yorug'sevar, qisqa kunli, qurg'oqchilikka chidamli, namsevar o'simlik. Soya joyda yaxshi rivojlanmaydi. O'suv davri 80–140 kun bo'ladi. Ozuqaga talabchan, 1 tonna pista va poyabarg hosil qilishi uchun 50–60 kg azot, 20–25 kg fosfor, 120–160 kg kaliy talab qiladi. Kungaboqardan, asosan, ovqatga ishlatiladigan kungaboqar moyi olinadi. Silosbop navlaridan silos bostiriladi, chiqindilaridan shrot olinadi.

Kunjarasidan chorva mollariga yuqori sifatli ozuqa sifatida foydalaniladi.

Kungaboqar erta bahorda tuproq harorati 8–12°C ga yetganda va takroriy ekin sifatida kuzgi bug'doy va arpadan keyin ekiladi.

Kungaboqar moyi asosan oziq-ovqatda qo'llaniladi. U sariq rangli, tiniq yarim quriydigan, urug' tarkibida 29-50% moy va 15% oqsil bo'ladi. Moy tarkibida 62% gacha biologik faol mekol kislotasi va vitaminlardan A,D,E,K fosforlar mavjud.

Kungaboqar moyi margarin, mayonez, baliq va sabzavot konservalari, qandolat maxsulotlari ishlab chiqarishda, lok, bo'yoq, sovun tayyorlashda ishlatiladi. Moy olingandan keyin qoladigan chiqindilari shrot va kunjara chorva mollarga yuqori sifatli oziqa xisoblanadi. Kungaboqar vatani SHimoliy Amerikaning Janubiy

tumanlari bo'lib, Yevropaga XI-asrning boshlarida keltirilgan. Dastlab kungaboqar manzarali o'simlik sifatida ekilgan.

Ilk kungaboqar moyli 1835 yili Rossiyada ishlab chiqilgan. yer yuzida kungaboqar 18,3 mln ga yerga ekiladi. Rossiyada 3,13 mln gektar yerga ekiladi. Kungaboqar ko'proq Orgentina, Kanada, Xitoy, Ispaniya, Turkiya, Ruminiya, Ukrainada, ekiladi.

Bu mahsulot yarim to'yingan yog' kislotalari, yog' va xolesterin almashinuvini normallashtirish xususiyatiga ega.

100 gr. pista o'z tarkibida 311 mg. magniyni saqlaydi. Bu javdar noniga nisbatan olti barobar ko'p demakdir. Magniy esa o'z navbatida yurak qon tomirlari faoliyatini normallashtiradi. Kungaboqar asosiy moyli ekini bo'lib ishlab chiqariladigan o'simlik moyining 75 % ni tashkil qiladi. Kungaboqar urug'ining tarkibida 50 – 60 % yarm quriydigan sifatli moy va 16 % oqsil saqlanadi.

Kungaboqar ildiz uzoq calculosis xoletsistit, Siydik-tosh kasalligi va buyrak kasalligi davolashda yordam beradi, bir Dori sifatida xalq tabobatida ishlatilgan.

### **Kungaboqar ildizining kimyoviy tarkibi**

Mahsulotning dorivor foydasi uning boy kimyoviy tarkibi bilan bog'liq. Xususan, ildiz pulpasida quyidagilar ko'p uchraydi:

pektinlar va polisakkaridlar; inulin moddasi; terining tarkibiy qismlari va A va B gemitsellyulozasi; arginin; A, C va D vitaminlari; kaliy va temir; kaltsiy va fosfor; vitamin K; rux; kremniy va marganets; B guruhi vitaminlari - B6 dan B12 gacha.

Xulosa. O'zbekistonda kungaboqar ekini katta ahamiyatga ega bo'lib, ishlab chiqarishda uning navlari moy olish, silos tayyorlash va chaqish uchun ekilmoqda. Oxirgi yillarda bu qimmatli ekin seleksiyasiga e'tibor bir muncha kamayganligi tufayli mahalliy sharoitda yaratilgan navlarga ega emasmiz. Dehqonchiligimizda ekilayotgan yangi ekinlar parvarishida texnologik me'yorlarga amal qilish yangi texnologiyalarni kiritish bugun davr talabiga aylandi.

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## GEOMETRIK MIQDORLARNI O'RGANISHDA HAJMLARNI HISOBLASH METODIKASI

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**Annotasiya:** Ushbu ilmiy tadqiqot ishimizda talabalarni geometrik miqdorlarni o'qitishda hajmlarni hisoblash metodikasi o'rgatish usulublari ko'rsatilgan.

**Kalit so'zlar:** Ko'pyoq hajmi haqidagi teoremani, uzunlik o'lchovi, prizma, silindrning hajmi, kesik konus, kesik piramida, simpson formulasi, to'g'ri prizma hajmi, to'g'ri burchakli parallepepid, silindrning hajmi

Hajmlarni o'lchash nazariyasi yuzalar nazariyasiga o'xshash bayon etiladi. Shuning uchun ko'pgina mulohazalarni (masalan, ko'pyoq hajmi haqidagi teoremani, ko'pyoqlar hajmlari yig'indisi haqidagi teorema) o'quvchilar mustaqil isbotlashlari mumkin. Shu bilan birga analogiyani ehtiyot bilan ishlatish lozim. Misol uchun tengdosh ko'pburchaklar hammavaqt teng tuzilgan bo'lsada, tengdosh ko'pyoqlar umuman olganda teng tuzilgan bo'lmaydi (Dekart teoremasi).

Jism hajm o'lchovi deb shunday haqiqiy songa aytiladiki, u berilgan jism bilan mos keltiriladi va quyidagi shartlarni qanoatlantirishi lozim.

- 1) Hajm o'lchovi birga teng bo'lgan jism mavjud.
- 2) Teng jismlar teng hajm o'lchovlariga ega.
- 3) Agar jism bir nechta qismlardan iborat bo'lsa, bu jism uning qismlari hajmlari yig'indisiga teng.

Hajmlarni o'lchashda birlik sifatida qirrasiz uzunlik birligiga teng bo'lgan kub qabul qilinadi. Yuzalarni topishdagi kabi bu kublarni unga karrali qismlarga bo'lib, hajmlarni hisoblash masalasi qaraladi. Shuningdek kubik masshtab to'ri hosil qilinadi. Shuning uchun birorta jism hajmini topish uchun uni kubik masshtab to'ri ichiga solib, kublar sonlari aniqlanadi: ular kami va ortig'i bilan hajmning taqribiy qiymatlarini beradi, ya'ni  $\{V_n, V'_n\}$  ketma-ketliklar hosil bo'ladi.

Avvalo asosi o'lchovi  $S$  ga teng, balandligi esa uzunlik o'lchovi  $h$  ga teng silindrni qaraymiz. Bu silindrga kubik masshtab to'ri shunday qo'yamizki, to'ri birorta tekisligi silindr asos tekisligi bilan ustma-ust tushsin. U holda ichki sohada kublar sonini sanaymiz, u  $S_0$  – asos yuza o'lchovi kami bilan olingan taqribiy qiymati. Har bir kubda balandlikni  $h_0$  yasaymiz, u  $h$  balandlikka kami bilan yaqinlashadi. Demak,  $V_0 = S_0 \cdot h$  .xuddi shunday qoplovchi kublar soni uchun ham formula topamiz:  $V'_0 = S'_0 \cdot h'_0$  .

Yana minglarga bo'lib, yangi taqribiy qiymatlarni topamiz:  $\{S_n h_n, S'_n h'_n\}$  ketma-ketliklarni olamiz:

Lekin  $\{S_n, S'_n\}$  ketma-ketliklar  $S$  sonini,  $\{h_n, h'_n\}$  ketma-ketliklar sonni  $h$  aniqlaydi. Bundan  $\{S_n h_n, S'_n h'_n\}$  ketma-ketliklar  $Sh$  sonni Aniqlash kelib chiqadi. Bu to'g'ri silindr hajmi o'lchovini beradi:

$$V = S \cdot h$$

1. To'g'ri prizma hajmi o'lchovi asosi yuzi o'lchovini balandlik uzunligi o'lchoviga ko'paytmasiga teng. Prizmani yasovchisi yopiq siniq chiziq bo'lgan silindrning xususiy holi deb qarash mumkin.

2. To'g'ri burchakli parallepepid hajmi o'lchovi uning uchta o'lchovlari ko'paytmasiga teng. Bu jism to'g'ri prizmaning xususiy holi. Prizmaning asosi to'g'ri to'rtburchakdan iborat.

$$V = a \cdot b \cdot c$$

3. Silindrning hajmi o'lchovi

$$V = \pi \cdot R^2 \cdot h$$

formula bilan topiladi.

Ixtiyoriy ko'pyoq hajmi o'lchovi mavjudligini isbotlaymiz. Haqiqatdan  $\{V_n, V'_n\}$  ketma-ketlik quyidagilarni qanoatlantiradi:

$$1) \quad V_n < V'_n$$

$$2) \quad V_{n+1} > V_n, \quad V'_{n+1} > V'_n$$

$V_n - V'_n$  ayirmani baholash uchun ko'pyoq har bir yoqini to'ring bu yoq bilan  $45^\circ$  dan oshmaydigan ikkiyoqli burchak tashkil qiluvchi tekisligiga proyeksiyalaymiz va shu asosda  $V_n - V'_n < \varepsilon$  ekanligini topamiz. Demak  $\{V_n, V'_n\}$  ketma-ketlikning yaqinlashish uchun barcha shartlar bajariladi. Ko'pyoq hajmini aniqlovchi  $V$  soni mavjud.

Ko'pyoq hajmi o'lchovi hajmlarning barcha xossalarga ega.

Hajmlarni o'lchashda quyidagi teoremlardan foydalaniladi:

**1-teorema.** Berilgan jism ichida joylashgan  $V_1, V_2, \dots, V_n, \dots$  hajm o'lchovlariga ega jismlar sistemasiga va boshqa tomon berilgan jism ichida joylashgan, ya'ni jismni o'z ichiga olgan  $V'_1, V'_2, \dots, V'_m, \dots$  hajm o'lchovlariga jismlar sistemasi berilgan.

Agar  $\{V_n, V'_n\}$  ketma-ketlik yaqinlashuvchi bo'lsa, u bilan aniqlanadigan soni berilgan jism o'lchovidan iborat.

**2-teorema (B.Kavalyeri prinsipi)** Agar ikkita jismni bir tekislikka parallel tekisliklar bilan kesilganda o'zaro tengdosh figuralar hosil bo'lsa, u holda bu jismlar hajm o'lchovlari teng bo'ladi.

**3-teorema. (Simpson teoremasi).** Agar jism balandligiga perpendikulyar tekislik bilan kesim yuzi kesimdan balandlikdagi o'zgarmas nuqtagacha bo'lgan masofaning ikkinchi darajadan yuqori bo'lmagan funksiyasi bo'lsa, u holda jism hajmi

$$V = \frac{h}{6}(S_0 + 4S_m + S_n)$$

formula bilan topiladi, bunda  $h$  – jism balandligi o'lchovi,  $S_0$  -quyi asos yuzi o'lchovi,  $S_n$  - yuqoriga asos yuzi o'lchovi,  $S_m$  - o'rta kesim yuzi o'lchovi.

Bu teoremlarni turli jismlar hajmlarini hisoblashga tadbiiq etamiz:

1. Har qanday silindr va har qanday prizmaning hajmi aosi yuza o'lchovini balandlik uzunligi o'lchoviga ko'paytmasiga teng. Bu Kavalyeri prinsipiga asosan og'ma silindr hajmi to'g'ri silindr hajm o'lchoviga teng bo'ladi, agarda ularning asoslari yuzalari va ularning balandliklari teng bo'lsa.

2. Har qanday piramida va konusning hajmi asosi yuza o'lchovini balandlik uzunlik o'lchoviga ko'paytmasining uchdan biriga teng.

Agar konus va piramidani asosiga parallel tekislik bilan kessak asosiga gomotetik figura hosil bo'ladi, uning koeffitsiyenti bu figuralarining uchlaridan masofalari nisbatiga teng, bundan

$$\frac{S}{Q} = \frac{x^2}{h^2}, \quad S = \frac{Qx^2}{h^2}$$

$Q$  - asos yuzi o'lchovi,  $S$  - kesim yuza o'lchovi,  $h$  - balandlik uzunligi o'lchovi,  $x$  – kesim tekisligining uchigacha bo'lgan masofa.

Agar masofani uchidan emas asosdan hisoblasak kesim yuzi

$$S = \frac{Q(g-x)^2}{h^2}$$

ko'rinishga ega. Shuning uchun Simpson formulasiga ko'ra

$$V = \frac{h}{6}(S_0 + 4S_m + S_n)$$

Bunda  $S_0 = 0, S_m = \frac{Q}{4}, S_n = Q$ . Shuning uchun  $V = \frac{Qh}{3}$ . Demak, aylanish konusi uchun

$$V = \frac{\pi R^2}{h}$$

formulasiga ega bo'lamiz.

III. Kesik konus va kesik piramida hajm o'lchovi

$$V = \frac{h}{3}(Q + \sqrt{Qq} + q)$$

formula bilan topiladi. Bunda  $h$  - jism balandligi, pastki  $Q$  asos yuza o'lchovi,  $q$  - yuqoriga asos yuza o'lchovi.

Bu yerda ham Simpson formulasini qo'llaymiz:

O'rta kesim yuzini topish uchu yuqoriga va pastki asoslar o'rta arifmetigi uning chiziqli o'lchovlarini ifodalaydi. Shuning uchun

$$\frac{\sqrt{Q} + \sqrt{q}}{\sqrt{S_m}} = 2, \quad 2\sqrt{S_m} = \sqrt{Q} + \sqrt{q}$$

bundan  $4S_m = Q + 2\sqrt{Qq} + q$

Buni formulaga qo'yib jism hajm o'lchovini topamiz:

$$V = \frac{h}{6}(Q + \sqrt{Qq} + q)$$

Balandligi  $h$  asoslari radiuslari  $r$  va  $R$  bo'lgan kesik konus uchun

$$V = \frac{\pi h}{3}(R^2 + Rr + r^2)$$

formula o'rinli.

IV.  $R$  radiusli shar hajmi o'lchovi

$$V = \frac{4}{3}\pi R^3$$

formula bilan topiladi. Agar kesim radiusi  $r$  u diametrdan  $x$  masofada, u holda  $OO'A$  to'g'ri burchakli uchburchakdan

$$OA = R, \quad OO' = R - x, \quad r^2 = R^2 - (R - x)^2 = 2Rx - x^2$$

larni topamiz. Bu kesim yuza o'lchovi  $\pi r^2 = 2\pi x - \pi x^2$  ga teng. Bunga Simpson formulasini qo'llaymiz:  $S_0 = 0, S_m = \pi R^2, S_n = 0$

$$V = \frac{2R}{6}(0 + 4\pi R^2 + 0) = \frac{4}{3}\pi R^3$$

Xuddi shunday shar qatlami uchun:  $V = \frac{h}{6}(\pi r_1^2 - 4\pi r^2 + \pi r_2^2 + 0) = \frac{4}{3}\pi R^3$

$$\text{Shar segmenti: } V = \frac{\pi r^2 h}{2} + \frac{\pi h^3}{6}$$

Shar sektori:  $V = \pi \frac{r^2(h + 2R) + h^3}{6}$  hajmlari uchun formulalarni topish mumkin.

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## QUALITMETRY AND ITS MAIN FEATURES IN THE FIELD OF EDUCATION

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**Abstract:** First of all, it is necessary to determine that qualimetry is a science of quality. Accordingly, the central concept to be considered will be the quality expressed in a large array of properties and properties. Again, when we consider each subject in its closed evaluation system for the application of qualimetry, the quality is represented by specific indicators. The meaning of qualimetry is to develop the principles of an assessment system that can be applied universally to all objects of research or individual product groups. The object of qualimetry can mean a conditional product in which a certain characteristic (a system of properties and parameters) and a quality control method are applied.

**Key words:** Qualimetry, notion, methods, and branches of qualimetry, natural and social indicators.

The concept of the qualimetric aspect is also important, which already reflects the technological side of the application of qualimetry methods, combining systematic concepts of assessment such as structure, property, dynamism, etc. the relationship between the matrix of evaluation parameters and individual indicators with a certain hierarchy.

A more accurate formulation of the goals and objectives of qualimetry also helps to divide it into areas of use. In particular, the following types of modern qualimetry are distinguished: 1-General. It deals with the development of general theoretical problems, including theories of evaluation and measurement, systems of concepts and axiomatics.

2-Special. It is a narrow cross-section qualimetry in terms of coverage and applied assessment methods. For example, in social qualimetry, comprehensive methods can be used, which include expert, index, probability-statistical, etc.as a result of the complex processing of the data obtained, an expert opinion is drawn on the quality of a particular social environment. In addition, evaluation systems themselves can

be multifaceted, which leads to the presence of conventions when concluding about the qualitative state of the object under study.

Qualimetry is a science that studies the problems and methodology of assessing the quality of all objects in nature and processes occurring in society, products created in the field of production. It is a branch of science that combines the methods of evaluating the quality of objects, products, processes, and determines the result achieved using various methods and tools. From the point of view of modern times, quality indicators of qualimetry are divided into two large groups - natural and social indicators. Natural indicators, in turn, are divided into physical, chemical and biological quantitative indicators of the studied object. Social indicators are used in relation to events, production and consumption products, pedagogical processes, the position and place of a person in social and independent life, literacy, level of upbringing, personal maturity at a certain stage of the development of society. Qualimetrics comprehensively studies the quantitative and qualitative indicators of each group mentioned above and develops a general evaluation procedure. The diagnosis and quantitative assessment of the quality of objects and products was established in the 15th century, and at first craftsmen determined the indicators that determine the quality of their products and began to put quality marks. In this way, commodity science was born and in 1549, the first department of "Commodity Science" was established at Paduan University in Italy.

At the beginning of the 20th century, the evaluation and standardization of objects and products by means of points was established in the USA and European countries. In this way, in other countries, certain works have been started to determine the quality indicators and to use them in practice. These actions motivated the emergence of qualimetry as a scientific discipline and the expansion of the scope of research. There are three theoretical (general), special and practical branches of qualimetry. In theoretical qualimetry, a specific object is designed (abstracted) and the general laws and mathematical models of its quality indicators are studied. The research object of theoretical qualimetry is the development of philosophical and methodological bases of quantitative assessment of the quality of objects, production products, objects and subjects. In the practical fields of theoretical qualimetry, the methodology and theoretical foundations of quality assessment of various objects and processes have a common feature. Special qualimetry develops a precise methodology and mathematical model for evaluating the quality of objects used for various purposes.

There are types of special qualimetry, such as expert, probabilistic-statistical, index, qualimetric taxonomy. Applied qualimetry is a field that develops quality assessment of technology, production, human activity, various projects and processes. It is interconnected with other disciplines and has branches such as technical qualimetry, social qualimetry, pedagogical qualimetry, medical qualimetry, geological qualimetry. Pedagogical qualimetry is a scientific-theoretical science that was created and formed on the basis of experiences and evidence collected over the years. In this case, professional qualifications and pedagogical skills of pedagogues are determined by comparison.

Methodological problems of pedagogical quality metrics have so far been overlooked by scientific researchers and they are waiting for their solution. The research object of pedagogical qualimetry is the quality of the educational process, the organization and management of the educational activities of the students, the control and evaluation of the teacher's activities. The history of the formation and development of pedagogical qualimetry as a science can be conditionally divided into three periods:

1. Early Middle and Middle Ages, that is, the period of empirical development that is not yet scientifically based.
2. The end of the 16th and 19th centuries is the period when the first idea about the quality of the educational process appeared.
3. The period of new and newest development of pedagogical qualimetry, i.e. the period of scientifically based, defined methodological foundations, with theoretical, special and practical branches, scientific measurement parameters.

Pedagogical qualimetry as a science has the following conceptual foundations:

1. Pedagogical qualimetry allows to determine and draw conclusions about the quality of the educational process organized at various stages of continuous education, the level of learning of learners, and the professional qualifications of pedagogical personnel.
2. Takes the quality indicator of the researched object as a dynamic category and assumes that the level of quality will increase in the future, keeping pace with the times, on the basis of social orders placed before continuous education.
3. Pedagogical qualimetry is formed and develops as a science based on the achievements of two interrelated fields - theoretical and practical qualimetry.

4. Pedagogical qualimetry is the compatibility of the level of training of future teachers with the qualification requirements, the professional qualifications of teachers working in the continuous education system, the quality of the educational process organized at this stage, the acquired knowledge, skills and qualifications, professional competence (competence) compliance with DTS, higher education institutions, including the quality of training of pedagogical personnel of existing departments, the quality of material and didactic support of the courses included in the curriculum is controlled based on the rating in accordance with the established procedure and evaluates.

Pedagogical qualimetry as a science determines the way to achieve the following goals:

- 1) Ideological and political changes taking place in the world, achievements achieved in educational institutions of the developed countries of the world, spiritual and educational updates in the life of society. taking into account the development of normative requirements that allow to control the organization of the educational process in accordance with the requirements of the time;
- 2) At the stage of creating legal and regulatory documents of the educational process, DTS based on state and social orders, model curricula based on qualification requirements for pedagogues, modernized and integrated model programs introduced in the continuous education system, development of ways to control the appropriateness of the material and technical, educational and methodological provision of educational courses and evaluate their quality;
- 3) Formation of standards for quality control and evaluation of the educational process, educational and pedagogical practice in higher education institutions;
- 4) Providing employment to graduates of higher educational institutions, adapting them to the pedagogical process, developing standards for analyzing and evaluating the content of work conducted in the mentor-student direction.

The main tasks of pedagogical qualimetry as a science:

- control of the implementation of the tasks specified in the Law "On Education", the National Program of Personnel Training, state programs, presidential decrees, decisions and orders, decisions of the Cabinet of Ministers;
- development of normative documents and rating system of the certification and accreditation process of higher education institutions;

- to determine the scientific potential of the departments of higher educational institutions, scientific research, spiritual and educational work, the quality of the organized educational process;
- to determine the quality of pedagogical activity of professors, scientific research, spiritual and educational works, material-technical, educational-methodical complexes of taught courses. Pedagogical qualimetry includes comparison of research methods, analysis of the obtained results with the help of mathematical statistical methods and drawing conclusions, conducting interviews with pedagogical personnel, conducting a survey to determine the opinions of teachers, carrying out an examination, social methods can be entered.

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## ANALYZING THE STRUCTURAL AND SEMANTIC CHARACTERISTICS OF PHRASEOLOGY IN ENGLISH AND UZBEK, FOCUSED ON POLITICAL MEDIA DISCOURSE

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**Annotation.** This study examines the structural and semantic aspects of phraseology in English and Uzbek languages within the context of political media texts. It investigates the linguistic features, connotations, and cultural implications of idiomatic expressions and fixed phrases used in political discourse. Through a comparative analysis, the research aims to uncover similarities and differences in the usage, structure, and underlying meanings of phraseological units in these languages within the realm of political communication.

**Keywords:** phraseology, structural semantic features, English language, Uzbek language, political media texts, comparative analysis, linguistic features, idiomatic expressions, cultural implications, discourse analysis.

**Introduction.** Language, as a reflection of culture and societal values, manifests its complexities through phraseology, which embodies the intricate web of idiomatic expressions, fixed phrases, and linguistic units. In the domain of political discourse, the interplay between language and power is particularly evident. Political actors, through the adept use of language, craft narratives, shape opinions, and mobilize support. This study delves into the structural and semantic underpinnings of phraseology in both the English and Uzbek languages within the context of political media texts.

Phraseology, as a field of study, encompasses the analysis of multi-word units that exhibit lexical, syntactic, and semantic idiosyncrasies. These units, ranging from idiomatic expressions to proverbial phrases, play a pivotal role in communication, offering succinct and culturally laden meanings. Within the sphere of political discourse, phraseological units act as linguistic tools, capable of encapsulating complex ideas and influencing public perceptions. Understanding the nuances and cultural connotations embedded in these expressions is paramount in comprehending the dynamics of political communication.

This research adopts a comparative approach, juxtaposing the phraseological features in English and Uzbek languages employed in political media texts. This methodological choice aims to discern similarities and disparities in phraseological

usage, structure, and semantic implications between these distinct linguistic systems. The juxtaposition of two languages with varying cultural backgrounds provides a unique vantage point to unravel the intricate relationship between phraseology, politics, and cultural contexts. The primary objective of this study is to conduct a comprehensive analysis of phraseological units within political media texts in English and Uzbek languages. By examining structural and semantic attributes, this research seeks to delineate the shared and divergent features present in the phraseological landscape of these languages.<sup>12</sup> Moreover, the investigation will explore the cultural and ideological implications embedded within these linguistic expressions, shedding light on how phraseology operates as a vehicle for political communication. In unraveling the structural semantic features of phraseology in political discourse across languages, this study aims to contribute to the understanding of the intricate interplay between language, culture, and politics. Language is an intricate tapestry woven into the fabric of human society, reflecting cultural nuances, societal values, and historical legacies. Within the vast expanse of linguistic study, phraseology stands as a significant domain, encompassing a myriad of linguistic units idiomatic expressions, proverbs, collocations, and fixed phrases that embody the richness and complexity of a language.

In the realm of political communication, phraseological elements play a pivotal role, acting as powerful tools wielded by politicians, pundits, and media entities to shape narratives, convey ideologies, and influence public opinion. Phraseology, as an essential facet of language, holds a distinct position in the landscape of political discourse. Political actors strategically employ idiomatic expressions and fixed phrases, carefully crafting messages that resonate with audiences, evoke emotional responses, and convey nuanced political ideologies. These linguistic constructs, deeply rooted in cultural contexts and historical backgrounds, carry layers of meaning beyond their literal interpretations. Understanding the structural and semantic features of these phraseological units is crucial for comprehending the subtleties and implications embedded within political rhetoric.

This study embarks on an exploration of phraseology within the political discourse of both English and Uzbek languages. The decision to juxtapose these two languages stems from their contrasting linguistic structures, cultural foundations, and historical developments.<sup>13</sup> By undertaking a comparative analysis, this research aims to

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<sup>12</sup> Alimardonov, A. (2020). The Comparative Study of English and Uzbek Phraseological Units in Political Discourse. *Linguistics and Culture Review*, 6(1), 25-37.

<sup>13</sup> Chitra, D. (2017). Comparative Study of Phraseology in English and Tamil Languages. *International Journal of Linguistics, Literature and Culture*, 3(2), 60-68.



uncover not only the shared structural and semantic features but also the divergent nuances present within the phraseological landscape of political media texts. The comparative approach adopted in this study offers a nuanced understanding of phraseological features across languages, transcending mere linguistic boundaries. It delves into the intricate interplay between language, culture, and politics, shedding light on how phraseological units serve as carriers of cultural and ideological nuances. Moreover, this methodological choice allows for a comprehensive examination of how political discourse is shaped, employing different linguistic tools and rhetorical strategies in diverse cultural contexts.<sup>14</sup>

The primary objective of this research is to conduct an in-depth analysis of phraseological units present in political media texts in both English and Uzbek languages. By scrutinizing the structural and semantic attributes of these linguistic elements, the study aims to elucidate the intricate mechanisms through which phraseology functions within the realm of political communication. Furthermore, it seeks to unravel the cultural and ideological implications embedded in these linguistic expressions, offering insights into the complexities of political rhetoric. Following this introduction, the subsequent sections will delve deeper into the theoretical framework underpinning phraseology, outline the methodologies employed for comparative analysis, present empirical findings derived from the examination of political media texts in English and Uzbek, and discuss the implications and avenues for further research. This comprehensive approach endeavors to unravel the interwoven layers of linguistic, cultural, and political dimensions present within phraseological features of political discourse across languages. In essence, this study aspires to unravel the tapestry of phraseological elements within political communication, illuminating the profound interconnections between language, culture, and politics.

**Conclusion.** In the intricate realm of political communication, phraseology stands as a potent instrument, shaping discourse, encapsulating ideologies, and resonating with cultural nuances. Through the lens of this study, we embarked on a comprehensive exploration of phraseological units in both English and Uzbek languages within the context of political media texts. The juxtaposition of these languages unveiled intriguing insights into the structural and semantic features of phraseology, highlighting both shared attributes and distinct nuances inherent in political discourse. In conclusion, the examination of structural semantic features of phraseology in English and Uzbek languages, situated within political media texts,

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<sup>14</sup> Pauwels, P. (2018). *Analyzing Political Discourse: Theory and Practice*. Routledge.

has shed light on the intricate relationship between language, culture, and politics. This study not only contributes to the understanding of phraseological units but also underscores the need for a nuanced approach to linguistic and cultural analysis in the domain of political communication. As we navigate the ever-evolving landscape of global communication, understanding the nuances embedded within language becomes imperative in fostering mutual understanding, bridging cultural divides, and engaging in meaningful discourse across diverse linguistic and cultural spectrums.

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## “ORAL SPEECH IN TEACHING FOREIGN LANGUAGES DEVELOPMENT”

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**Abstract:** Vocabulary work is the beginning of improving written speech is the point. The words in the dictionary are combined based on grammatical rules. performs a certain communicative function.

**Key words:** skill, technique, monologue, content of the text

The better the vocabulary is reduced, the more a person's oral and written speech so rich. Form written speech skills by copying various notes It is a means of making, mastering writing techniques and writing works It helps to be meaningful and to define the artistic style. Copy the inscriptions are mainly those at the bottom:

1. Copying landscape and portrait images in works of art.
2. Preparation of monologues from the speech of the participants of the play move for the purpose of.
3. Copy poems or excerpts from them for memorization, recitation.

Writing dialogues by turning them into diminutive sentences, in works of art copy the dialogues and write them by turning them into diminutive sentences, connected It helps a lot to understand the written speech. Such an exercise is creative thinking, literate and helps to make concise sentences.

Writing the content of poetic works with a plot, turning them into a story. In order to memorize the content of many poetic works with plots it is also important to convert their content into prose. This is a unique creative exercise in the field of written speech. For example, A. Navoi's The content of the poetic parable "Liar" can be written in prose. Writing answers to questions prepares the reader to write narratives and essays, to deepen the content of works of art, to be able to analyze them. helps to improve. Answer the questions with as many quotes as possible writing, depending on the requirement of the question, focus on the most important issues should be done.

It is known that the person who shortens the content of the text and thinks much more deeply than the person who writes it. It requires a level of skill and experience to abbreviate large-scale artistic writing works are selected and attention is required to the following:

1. First of all, the work will be completely flowed.
2. The most important points are determined and a rough plan is drawn up.
3. Based on the plan, the content of the work is written in abbreviated form:

Expanding the content of the text is also one of the types of creative writing. With that in one line, expanding the content of folk proverbs or connecting it to a text writing is one of the best ways. Dictation is important in improving students' writing and speaking is important. Dictation is like copying spoken speech into written speech is a special type. Narrative is one of the main types of written work, and the reader's speech helps improve skills. Substitution of written speech when writing a statement at the same time, serious importance is given to the educational, educational and educational side of the text is given.

Essay is a unique creative work, written speech is one of the main means of development. All types of essays are for students with educational goals in mind

plays an important role in conveying the speech. Written speech is distinguished from oral speech by the following features: speech while writing, the author has the opportunity to think freely in terms of time. It is little repeatedly editing parts of speech and whole speech. That's why written speech is more fluent than spoken speech. Any speech is the external appearance of the text addressed to the listener or reader by a certain arranger or writer. Of course it is

only if the hired speech reaches the listener and has a certain effect on him we can say a good speech. The speech is not enough to be good in every way sets certain requirements. These requirements are the main speech are called qualities, characteristics. They are correctness of speech, logicity, effectiveness, cleanliness, comprehensibility, and is appropriateness.

1. Correctness of speech. "Rightness," writes V.G. Kostomarov, - speech

Literary language is accepted at a certain time as a necessary and first condition of culture that it strictly and precisely complies with the established norm, its pronunciation, spelling dictionary and we need to understand the acquisition of fammatic norms.

Correctness of speech is its most important communicative quality.

If the speech is not correct, other communicative qualities will also be destroyed. If the structure of the speech is not correct, its logic, accuracy, purpose compatibility is also compromised. In order for speech to be correct, there are mainly two norms - accent and grammar requires strict adherence to the norm. With the shift of emphasis in the words It should not be forgotten that the meaning can sometimes change. This also causes speech disorders: Apples and apples; now and then, little by little; our reader-our reader, new-new, etc

The meaning of the logical (logical) accent that falls on one sound in the sentence the difference is great.

Observance of grammatical norms is one of the rules of sentence formation correct use, make mistakes when adding ingredients and additives not to put, to use the adverbs in the place of little, have and appropriateness of the section, second-order children are connected to them laws are understood.

2. Clarity of speech - to the reality expressed by the words is absolutely appropriate and compatible. Clarity of speech is important It has been known since ancient times as one of its qualities. Both Western thinkers and Eastern scientists talk about accuracy which are considered to be the first condition of their qualities. Aristotle: "If the speech is unclear, it will not achieve its goal," said Kaykovuz "O child, know the face and back of the word, follow them do it, speak fluently when tuning, this is a sign of eloquence. If what the meaning of the word is when you speak it if you don't know, you're like a bird..." he says.

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