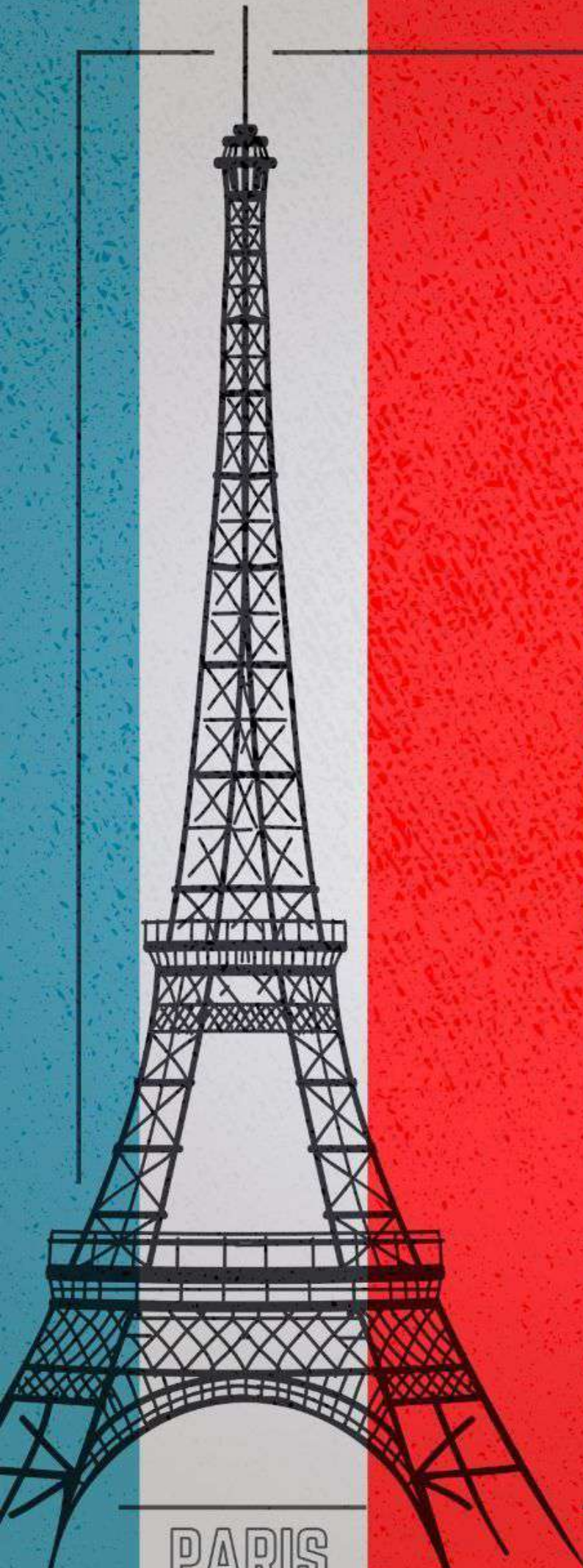




UNIVERSAL
CONFERENCE

INTERNATIONAL
SCIENTIFIC
INNOVATION
RESEARCH
CONFERENCE



PARIS

universalconference.us

**INTERNATIONAL SCIENTIFIC
INNOVATION RESEARCH CONFERENCE**
Volume 01, Issue 07, 2024 (15-OCTOBER)

Editor in Chief

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

Editorial Team

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

Dr Manjunatha LH - Professor, REVA University, INDIA

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

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

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

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

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

Narayan Pradhan - Indian Association for the Cultivation of Science

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

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

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

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

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

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

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

МИЛЛИЙ ҚАДРИЯТЛАРНИНГ САУДИЯ АРАБИСТОНИ ИДЕНТИКЛИГИНИ ШАКЛЛАНТИРИШДАГИ РОЛИ

Ризаев Азизжон Раҳимжонович –

Тошкент давлат шарқшунослик университети тадқиқотчиси

Аннотация: мақолада Саудия Арабистонида сиёсий идентикликни мустаҳкамлаш мақсадида миллий қадриятларга асосланган миллийликни ўрнатишга қаратилган саъй-ҳаракатлар очиб берилган. Араб дунёсида миллийлик, маданий мерос ва қадриятлар ҳамда диний мафкуранинг ривожланиши, шунингдек, уларнинг ўзаро боғлиқлиги ва минтақадаги вазиятга таъсири кўриб чиқилган. Саудия Арабистони валиаҳди Муҳаммад бин Салмон томонидан мамлакатда миллий идентикликни мустаҳкамлаш ва консерватив тенденцияларни сусайтириш йўлида амалга оширилаётган ислоҳотлар атрофлича очиб берилган. Саудия Арабистонининг ҳозирги ички ва ташқи сиёсатини ишлаб чиқиш ва илгари суришда миллий мерос ва маданий қадриятларга таянилиши кўрсатиб берилган.

Калит сўзлар: миллийлик, глобаллашув, ислом, қадриятлар, маданий мерос, саудияликлар, салафийлар, идентиклик, панарабизм, теократия, монархия, ислоҳотлар, радикализм.

Аннотация: в статье освещаются усилия, направленные на создание национальной идентичности, основанной на национальных ценностях, для укрепления политической идентичности в Саудовской Аравии. В ней рассматривается развитие национализма, культурного наследия и ценностей, а также религиозной идеологии в арабском мире, их взаимосвязи и их влияние на региональную ситуацию. Реформы, реализованные наследным принцем Саудовской Аравии Мухаммедом бин Салманом для укрепления национальной идентичности в стране и смягчения консервативных тенденций, всесторонне изучаются. В статье демонстрируется, как национальное наследие и культурные ценности используются при формулировании и продвижении внутренней и внешней политики Саудовской Аравии.

Ключевые слова: национализм, глобализация, ислам, ценности, культурное наследие, саудовцы, салафиты, идентификация, панарабизм, теократия, монархия, реформы, радикализм.

Abstract: This article explores the efforts aimed at establishing a national identity in Saudi Arabia based on national values, with the purpose of strengthening political identity. The development of nationalism, cultural heritage and values, as well as

religious ideology in the Arab world, their interrelationships, and impact on the regional situation are examined. The reforms implemented by Saudi Crown Prince Mohammed bin Salman to reinforce national identity in the country and mitigate conservative tendencies are thoroughly elucidated. The article demonstrates how national heritage and cultural values are utilized in the formulation and promotion of Saudi Arabia's current domestic and foreign policies.

Keywords: nationalism, globalization, Islam, values, cultural heritage, Saudis, Salafists, identity, Pan-Arabism, theocracy, monarchy, reforms, radicalism.

Диний идентиклик Саудия Арабистони миллий идентиклигининг, хусусан, Подшоҳлик миллийлигининг узвий қисми бўлиб келмоқда. Буни бошқача таърифлаганда саудиялик бўлиш учун Подшоҳликда туғилишнинг ўзи кифоя эмас, балки шу билан бирга у мусулмон-сунний ҳам бўлиши керак¹. Саудия миллийлиги Р.Брубакернинг² ёндашуви асосида таҳлил қилинганда уни этно-диний миллийлик деб баҳолаш мумкин. Зеро, Ол Сауд ва Ол аш-Шайх оилалари ўртасидаги иттифоқ ҳозирги ҳудудда Саудия Арабистонининг давлатчилиги шаклланишини легитимлаштириб берди.

XX асрнинг 80-йилларидан Саудия Арабистони Подшоҳлиги (САП) раҳбарияти изчил равишда миллий идентикликнинг диний компонентини ривожлантириб борди. Бу, айниқса, Саудия Арабистони подшоҳи ўзининг “Икки муқаддас масжид ходими” (Макка ва Мадина шаҳарларидаги) деб номланувчи унвонидан фаол фойдаланишида яққол намоён бўлди. Подшоҳ Салмон бин Абдулазиз Ол Сауд ўзидан аввалги подшоҳлар каби “биз ва халқимиз ислом динининг муқаддас ерлари ҳимоячиларимиз” деб таъкидлаш орқали ҳозирги Саудия миллий идентиклигининг мазмун-моҳиятини белгилаб берди³. Гади Хитман Саудия миллийлигини ваҳобийликнинг бир тури сифатида таърифлар экан, узоқ вақт давомида фақат Ҳанбалий мазҳабидаги шахслар мамакат сиёсий ҳаётида иштирок этиши ва сиёсий қарорларни қабул қилишга таъсир кўрсатиши мумкин бўлганлигини таъкидлаган⁴. Саудия Арабистонининг қолган аҳолиси Подшоҳлик паспортига эга бўлсаларда бундай ҳуқуқдан маҳрум эдилар. Бу нафақат мамлакатнинг Шарқий вилоятда

¹ Hitman G. Saudi Arabia's Wahhabism and Nationalism: The Evolution of Wataniyya into Qawmiyya // Digest of Middle East Studies. Vol. 27. No. 1. P. 81.

² Brubaker R. Nationalism Reframed: Nationhood and the National Question in the New Europe. Cambridge University Press, 1996. P. 65.

³ Ближний Восток: Политика и идентичность. Коллективная монография / Под ред. И.Д.Звягельской / ИМЭМО РАН. –М.: Издательство «Аспект Пресс», 2020. С. 71

⁴ Hitman G. Saudi Arabia's Wahhabism and Nationalism: The Evolution of Wataniyya into Qawmiyya // Digest of Middle East Studies. Vol. 27. No. 1. P. 81.

яшовчи шиаларига, балки Ҳижознинг Моликий ва Шофиъий мазҳабидаги аҳолисига ҳам тааллуқли. Юқорида айтиб ўтилган гуруҳларнинг вакиллари Подшоҳлик ҳуқуқ-тартибот идораларига жалб қилинмаган ва уларга давлат идораларида юқори лавозимларни эгаллашга рухсат берилмаган. Бироқ сўнгги ўн йил ичида мамлакатни либераллаштиришга қаратилган саъй-ҳаракатлар ўзанида вазият нафақат Ҳижоз вакиллари учун, балки шиаларга ҳам ижобий кўринишда ўзгара бошлади.

Ҳозирги вақтда Саудия Арабистонида давлат миллийлигининг янги шакли тез суръатларда ривожланмоқда. Халқаро бозорда нефтнинг юқори нархларини ушлаб қолиш, маҳаллий мега-лойиҳаларни амалга ошириш, жаҳон спортида иштирок этиш, хорижий давлатлар билан алоқаларни кенгайтириш каби чоратадбирлар ушбу миллийлик стратегияси доирасида расмий ар-Риёд томонидан амалга оширилаётган ички ва ташқи сиёсат билан боғлиқ. Ёшларга қаратилган ушбу дастурлар, миллий идентикликни тиклаш ва давлат билан жамият ўртасидаги муносабатларни яхшилашга қаратилган бўлиб, бу ўзгаришлар “юқоридан пастга” йўналишида амалга оширилади.

Бу ташаббуслар аллақачон аниқ натижаларга эришди. Саудия Арабистони яқин Шарқдаги деярли барча можаро зоналари ва геосиёсий ёриқларга жалб қилинган бўлиб, сўнгги пайтларда улар минтақадаги кескинликни пасайтириш ҳаракатининг бошида турибди. Саудия Арабистони ҳукумати ривожланаётган кўп қутбли дунё тартибининг реаллигини тан олади ва АҚШнинг эътирозларига тез-тез дуч келиб, қисқа ва узоқ муддатда ўз манфаатларини энг яхши тарзда илгари суриш учун ўзини мос тарзда кўрсатади.

Саудия валиаҳди Муҳаммад бин Салмон Подшоҳликда миллийлик ғоясини мустаҳкамлаш орқали ўзининг мамлакат ижтимоий-сиёсий жараёнларга таъсирини мустаҳкамлашга интилмоқда. Муҳаммад бин Салмон Саудия Арабистони миллий идентиклигининг муҳандиси сифатида амалга ошираётган сиёсатида миллийлик ғояси асосий ўрин тутмоқда. Муҳаммад бин Салмон Саудия Арабистонида миллий идентикликни фақат дин билан боғлашни ўзгартириш мақсадида унинг тасаввурида “саудиялик” бўлиш нимани англатишини халққа етказишга интилмоқда. Бироқ Саудия Арабистонининг ривожланиш тарихи давомида диний идентиклик ҳукмрон Ол Сауд оиласининг легитимлигини таъминлаб келган.

Муҳаммад бин Салмон Саудия миллийлигини мамлакатни асосий бирлаштирувчи кучга айлантиришга интилади. Дин ар-Риёд учун давлат бошқарувининг муҳим воситаси бўлиб қолса-да, янги миллийлик ҳаракатларини қўллаб-қувватланишига қаратилган. Бу, валиаҳд шаҳзода

кўрсатмаси билан амалга оширилаётган турли ислоҳотларда яққол намоён бўлмоқда. Улар жумласидан Саудия Арабистони тарихини дин билан ифодаланишини ўзгартириш, аёлларга автомашина бошқариш, алоҳида яшаш ва васийсиз саёҳат қилишга рухсат бериш, кинотеатрлар фаолият юритиши ва турли хил концерт дастурларини ташкил этишга рухсат бериш, коррупцияга қарши кураш, экстремистик ғояларни тарғиб қилувчи руҳоният вакиллари хибсга олиш каби чораларни зикр этиш мумкин. Ўқув адабиётлари янги Саудия миллийлик ғояси нуқтаи назаридан қайта кўриб чиқилди ва мамлакатни пан-араб ва пан-ислом ғояларидан узоқлаштирди.

Аста-секин янги шаклда Саудия Арабистони миллий идентиклигининг мафкуравий базиси яратилмоқда. Ислום динига мансублик араб тили, миллийлик ва этник тушунчаларни четга суриб, ўзаро бирлашишнинг янги шаклига айланмоқда. Шунингдек, ар-Риёд мамлакатда миллийлик лойиҳасини амалга ошириш воситаси сифатида милитаризациядан фойдаланмоқда. У ҳарбий рамзларни жамиятни бирлаштириш ва аҳоли ўртасида давлатга нисбатан умумий хайрихоҳлик ва садоқат туйғусини шакллантиришда фойдаланмоқда.

Геосийсий маконда Саудия Арабистони дин пешволари XX асрнинг 50-60-йиллари Миср Президенти Гамал Абдунносир раҳбарлигидаги араб миллатчилари ва социалистларининг панараб ғояларига қарши чиқиб, 1962 йилда Жаҳон Ислום Лигасини ташкил этилишига эришдилар. Бу жараён араб давлатлари ўртасида миллийлик ва социализм мафкураси асосида турли интеграцион лойиҳалар амалга оширилишига тўсқинлик қилиши керак эди. Ар-Риёднинг нуқтаи назарича, араб дунёси фақат ислום динига мансублик идентиклиги асосида бирлашиши мумкин ва бунда Саудия Арабистони уламолари тарғиб қилувчи Муҳаммад бин Абдуваҳҳобнинг диний ғоялари етакчилик қилиши лозим бўлади.

Миллийликни ривожлантиришда иқтисодий ривожлантириш муҳим аҳамиятга молик. Валиаҳд Муҳаммад бин Салмон мамлакатда субсидияларни кескин камайтириш орқали Подшоҳликда нефт даромадларига таяниб қолмаган иқтисодий шакллантириш йўлида саъй-ҳаракатлар қилмоқда. Бундай ташаббусларга қарамай нефт даромадлари Саудия Арабистони учун ханузгача муҳим аҳамиятга эга. Подшоҳликда кенг ислоҳотларни амалга ошириш учун Муҳаммад бин Салмонга катта сармоя керак, бироқ Саудия Арабистони иқтисодийнинг барқарорлиги нефтдан келадиган даромадларга боғлиқ.

Бунда “Vision 2030” стратегияси янги иқтисодий ривожланишнинг асоси бўлиб, у Саудия Арабистонини Яқин Шарқдаги энг йирик иқтисодий марказга ва халқаро молия бозорига айлантириш кўзда тутилган. Бу мақсадга эришиш учун Саудия Арабистонининг халқаро майдондаги имиджини янги шарт-шароитларга мослаштирган ҳолда Подшоҳликнинг янги қиёфасини яратишга ҳаракат қилинмоқда. Бунинг учун мамлакатда туризм ривожлантирилмоқда, турли халқаро спорт мусобақаларида фаол иштирок этилмоқда, инвестиция форумлари ўтказилмоқда ва Подшоҳликни мўътадил ислом тарафдори сифатида кўрсатувчи турли халқаро ташаббусларни илгари сурмоқда.

Саудия Арабистони “Vision 2030” дастурини амалга ошириш, айрим соҳаларда, айниқса, хусусий секторни ривожлантириш ва нефтга боғлиқ бўлмаган давлат даромадларини оширишда қатор қийинчиликларга рўбарў келмоқда. Масалан, 2022 йилда жаҳон бозоридан нефт нархининг юқорилиги туфайли Саудия Арабистони иқтисодиёти 8,7 фоизга ўсган бўлса-да, бу Подшоҳликка охириги 10 йил ичида биринчи марта бюджет профицитига эришиш имконини берди. Дунё миқёсида иқтисодий тараққиётнинг секинлашуви кузатилаётган шароитда нефт маҳсулотлари савдосидан олинадиган даромад Саудия Арабистони учун яқин истиқболда муҳим бўлиб қолади деб мулоҳаза қилинади.

Юқорида зикр этилганлардан келиб чиқиб, қуйидаги хулосаларни чиқариш мумкин:

Глобаллашув Саудия Арабистонининг миллий идентиклигига чуқур таъсир кўрсатиб, кескин қарама-қаршиликлар ва муаммоларни келтириб чиқаради. Бир томондан, глобал иқтисодиётга интеграция Саудия жамиятининг очиқлиги ва модернизациясини талаб қилади. Бошқа томондан, бу муқаррар равишда анъанавий қадриятларнинг емирилишига ва диний қадриятларнинг заифлашишига олиб келади. Ушбу қарама-қаршилик Саудия Арабистони ижтимоий ҳаётининг барча соҳаларини қамраб олмоқда ва миллий ривожланиш йўллари тўғрисида қизғин мунозараларга сабаб бўлмоқда.

Саудия Арабистони модернизация ва дунёга очиқликни ўзининг маданий ва цивилизацион идентиклигини сақлаб қолиш билан бирлаштирган мувозанатли ёндашувни ишлаб чиқиши зарур. Саудия Арабистони Ислом дунёси ва араб цивилизациясининг етакчиси сифатидаги мавқени сақлаб қолишга интилоқда. Саудия Арабистони XXI аср муаммоларига жавоб берадиган янги миллий идентикликни ишлаб чиқмоқда. Ислом дунёсида етакчиликни мустаҳкамлаш Саудия Арабистони ташқи сиёсатида устувор вазифа бўлиб қолади. Ёшлар орасида миллий ғурур туйғусини кучайтириш мақсадида

Саудия ҳукумати мамлакатнинг ижобий имиджини, фан ва санъат ютуқларини медиа-маконда фаол тарғиб қилмоқда.

Фойдаланилган адабиётлар:

1. Hitman G. Saudi Arabia's Wahhabism and Nationalism: The Evolution of Wataniyya into Qawmiyya // Digest of Middle East Studies. Vol. 27. No. 1. P. 81.
2. Brubaker R. Nationalism Reframed: Nationhood and the National Question in the New Europe. Cambridge University Press, 1996. P. 65.
3. Ближний Восток: Политика и идентичность. Коллективная монография / Под ред. И.Д.Звягельской / ИМЭМО РАН. –М.: Издательство «Аспект Пресс», 2020. С. 71
4. شاهر الغياليين، دينا شقير. معوقات التحول الديمقراطي في الدول العربية // مجلة أفاق للأبحاث السياسية والقانونية، الجلد 3، عدد 5، عام 2020، 417-396 ص
<https://www.asjp.cerist.dz/en/article/163044>
5. الجابري محمد عابد "مسألة الهوية: العروبة والإسلام... والغرب". بيروت: مركز دراسات الوحدة العربية. 1995م
6. جمال عبدالجواد. نهاية العالم العربي // مركز المصري للفكر والدراسات الاستراتيجية، القاهرة، 24.09.2023
<https://ecss.com.eg/11052>
7. الجابري محمد عابد "مسألة الهوية: العروبة والإسلام... والغرب". بيروت: مركز دراسات الوحدة العربية. 1995م
8. بلحبيب رشيد «الهويات اللغوية في المغرب: من التعايش إلى التصادم». في: مجموعة مؤلفين "اللغة والهوية في الوطن العربي: إشكاليات تاريخية وثقافية وسياسية". الدوحة؛ بيروت: المركز العربي للأبحاث ودراسة السياسات، 2013م. ص 247
9. فرحاتي عمر. معوقات التحول الديمقراطي في الدول العربية // مجل العلوم الانسانية لجامعة بسكرة ص 144-137، عدد 29، في الجزائر، <https://www.asjp.cerist.dz/en/article/3766>
10. إيمان أحمد. قراءات نظرية: الديمقراطية والتحول الديمقراطي // المعهد المصري للدراسات، 28.02.2016. <https://eipss-eg.org>، 6-5 ص
11. أنصاف محمد. حروب الربيع العربي: نسخة موسعة ومعدلة من حرب حزيران // "مداد" – مركز دمشق للأبحاث والدراسات. 20.02.2017 عام،
<http://www.dcrs.sy/search/node/%3A%20%20%20>

ОСОБЕННОСТИ ГЕМОДИНАМИКИ СЕТЧАТКИ У БОЛЬНЫХ ХРОНИЧЕСКОЙ ИШЕМИЕЙ МОЗГА В ЗАВИСИМОСТИ ОТ НАЛИЧИЯ СОПУТСТВУЮЩЕЙ ХРОНИЧЕСКОЙ ОБСТРУКТИВНОЙ БОЛЕЗНЬЮ ЛЕГКИХ

Назарова Ж.А., Закирова Л.У.

ЦРПКМР МЗ РУз, Андижанский Государственный медицинский институт

Актуальность. Ангиопатия - патология, которая вызывает дисфункцию сосудов с капиллярами глазного дна. Как результат, наблюдается их изменение: излишняя извитость, сужение стенок или наоборот - расширение. Вследствие этого, нормальный приток кислорода нарушается. Дефекты сосудистой системы позволяют на ранней стадии определить ангиопатию и эффективно ее лечить. Заболевание может привести к повсеместной или частичной утрате зрения. Обычно оно развивается у людей старше 30 лет, как следствие хронических болезней (1).

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

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

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

Диагноз ХОБЛ был выставлен на основании жалоб (одышка, кашель с мокротой), клинической картины заболевания, анамнестических данных (наличие факторов риска), результатов физикального и лабораторных методов обследования, инструментальных данных (измерения ограничения скорости воздушного потока (спирометрия) - отношение ОФВ1/ФЖЕЛ $< 70\%$; постбронходилатационное значение ОФВ1 менее 80% от должного) в соответствии с «Глобальной стратегией диагностики, лечения и профилактики

хронической обструктивной болезни легких» (Национальный институт сердца, легких и крови; пересмотр 2008 г.) и «Руководством по респираторной медицине» (3).

Всем больным было проведено стандартное клиничко-неврологическое обследование (анализ жалоб пациентов, анамнеза жизни и анамнеза болезни, проведение объективного осмотра, в том числе изучение неврологического статуса) и соматическое обследование. Результаты калибromетрии сосудов сетчатки были сделаны с использованием фундус-камеры фирмы Topcon TRC-NW7SF.

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

Результаты исследования. При исследовании изменений глазного дна в группах пациентов, было констатировано: у больных ГС имеет место спазм сосудов мелкого калибра на фоне преобладания симпатического тонуса, вызванного артериальной гипертензией. Это – начальные признаки преходящих нарушений гемодинамики головного мозга. Клинически это проявлялось появлением «мушек» или цветных пятен перед глазами, периодическим потемнением или мерцанием и других фотопсий. Изменения на глазном дне зачастую подтверждают недостаточность мозгового кровообращения.

К ретинальным проявлениям сосудистой энцефалопатии у больных ХОБЛ относятся начальные симптомы: умеренное расширение вен у 29,4% в ОГ и у 84,2% в ГС, обратимое сужение артерий, с сохранением эластичности стенки сосуда, или необратимого ангиоспазма у 25% соматически здоровых людей и у 74,1% пациентов с остеохондрозом шейного отдела позвоночника, в контрольной группе в 27,2% случаев встречались единичные артерио-венозные перекресты I степени, в то время как, симптомы артерио-венозные перекрестов I степени присутствовали у 68,2% исследуемых; в таких же пропорциях обнаружена извитость сосудов, а деление сосудов под прямым углом выявлено только у 35,9% больных. Анализ показал, что выявленные отличия достоверны ($p \leq 0,05$) и полученные результаты обусловлены развитием данной патологии у больных с ХОБЛ.

В ГС кроме фотопсий у больных при обследовании выявлялись выпадений полей зрения и появление скотом, что было обусловлено спазмом артерий или их экстравазальной компрессией расширенными венами на глазном дне.

Также наблюдалось усиление ангиоретинопатии: у всех обследуемых наблюдалось выраженное венозное полнокровие и артериальный спазм,

ангиосклероз. Склероз сосудистой стенки вызван дистрофическими процессами в ней на фоне вторичной ишемии сетчатки, а турбулентный кровоток приводит к появлению симптома прерывистых, «чёткообразных» сосудов, стенка которых частично прикрыта отечной сетчаткой, этот симптом обнаружен у 38,9% больных. У 61,4% пациентов выявлялся симптом артерио-венозного перекреста II–III степени.

У больных ОГ наблюдались значительные нарушениями церебральной гемодинамики, в этой группе было выявлено также транзиторные приступы потери зрения, это обусловлено с наступающим спазмом сосудов сетчатки. При изучении глазного дна выявлялись признаки ангиоретинопатии, ишемии сетчатки, что можно характеризовать как синдром ишемической нейрооптикопатии. Признаки утолщения за счет отёка сетчатки наблюдались у 67,4% больных в этой группе, увеличение диаметра физиологической экскавации наблюдалось у 61,9% обследуемых.

При обследовании больных со стенозом внутренней сонной артерии (ВСА) в сочетании с нарушением кровообращения в вертебробазиллярном бассейне (ВББ) были выявлены похожие изменения сосудов сетчатки, а также и простая склеротическая симметричная атрофия с контурами псевдоглаукоматозной экскавации. Данные калибromетрии ретинальных сосудов других авторов, подтверждают полученные результаты [1]. А.П. 2017естеров (2017) с помощью калибromетрии сосудов сетчатки глаза при венозной церебральной дисфункцией (ВЦД) выявил сужение и склерозирование артерий, расширение ретинальных вен, симптомы перекрёста и деления под прямым углом. Данные проявления обусловлены ишемией сетчатки вследствие нарушения кровотока во ВСА и позвоночной артерии (ПА) при хронической ишемии мозга (ХИМ).

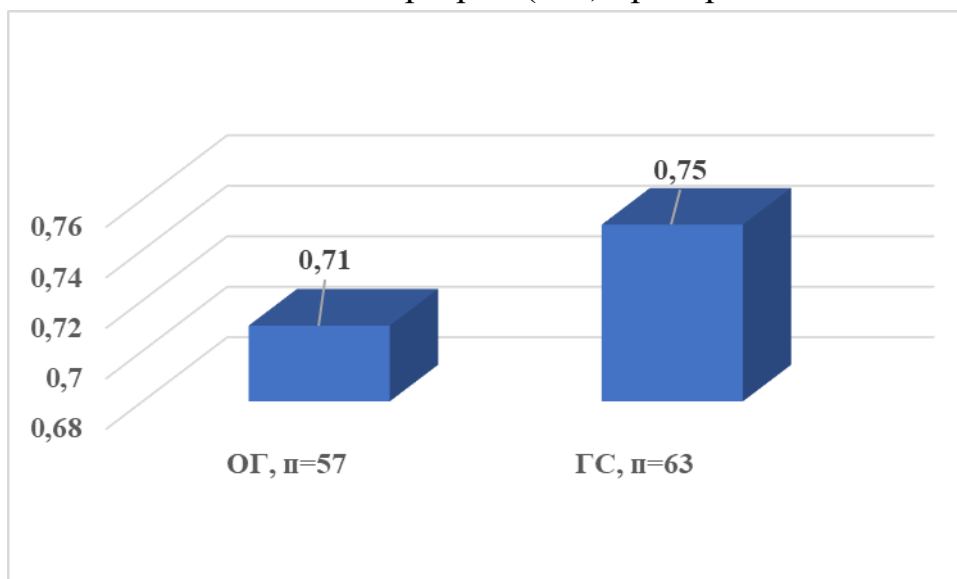


Рисунок 1. Артериоло-венулярный коэффициент (АВК) по данным калибromетрии сосудов сетчатки с использованием фундус-камеры.* - достоверность различий между группами, 2 и 3 группами. ($P < 0,005$).

Результаты калибromетрии сосудов сетчатки с использованием фундус-камеры фирмы Topcon TRC-NW7SF представлены на рис 1.

Вывод. Полученные данные свидетельствуют о том, что АВК у пациентов всех групп оказался ниже нормальных показателей, что объясняло у всех обследованных больных наличие ангиопатии. Изменение просвета сосудов сетчатки диагностировали уже у больных ГС. У пациентов ОГ наблюдался выраженный ангиоспазм.

ЛИТЕРАТУРА.

1. Бровкина А.Ф., Щуко А.Г. О дифференциальной диагностике некоторых видов оптической нейропатии // Клинич. офтальмология. – 2008. – № 1. – С. 30-33.
2. Суслина З.А., Варакин Ю.Я., Верещагин Н.В.. Сосудистые заболевания головного мозга. – М.: МЕДпресс-информ, 2015. – 356 с.
3. Chuchalin A.G., Avdeev S.N., Aysanov Z.R., Belevskiy A.S., Leshchenko I.V., Meshcheryakova N.N., Ovcharenko S.I., Shmelev E.I. Russian respiratory society. federal guidelines on diagnosis and treatment of chronic obstructive pulmonary disease// J. Pulmonologiya. -2014. -№3 -P.15-54.

METHODOLOGY OF TEACHING FOREIGN LANGUAGES (GERMAN) IN PRIMARY CLASSES.

Muzarifa Abdullayeva G'ofurjon qizi

muzarifaabdullayeva4@gmail.com +99888 3505077

Termiz State Pedagogical Institute

Abstract: This article examines the methodologies used for teaching German as a foreign language in primary classes. The focus is on age-appropriate strategies, language acquisition theories, and practical approaches that foster engagement and language retention in young learners. The role of interactive learning, the importance of cultural context, and the significance of early exposure to a foreign language are highlighted as key factors in successful language teaching.

Keywords: foreign language teaching, German, primary education, language acquisition, interactive learning, early exposure.

INTRODUCTION:

The increasing globalization of society has made foreign language acquisition an essential part of education, even at the primary level. Research indicates that early exposure to foreign languages enhances cognitive development, improves communication skills, and fosters cultural awareness. This article aims to explore effective methodologies for teaching German in primary school settings. By analyzing current teaching practices and linguistic theories, we will examine how children learn best at this stage and what strategies are most effective in ensuring both retention and enthusiasm for the language.

Literature Review and Methodology: Various studies have shown that young learners benefit most from immersive and interactive language instruction (Lightbown & Spada, 2013). Theories like Vygotsky's social interaction theory emphasize the importance of communication and active participation in learning. Piaget's stages of cognitive development also suggest that children in primary classes are in the concrete operational stage, where they learn best through practical, hands-on experiences.

The methodology of this article involves a review of current literature, including empirical studies on language teaching in early education. Data was collected from primary school teachers and language instructors on their techniques and the effectiveness of their methods in teaching German to young learners.

Results: The results show that the most effective methods of teaching German in primary classes revolve around interactive and playful approaches. Key findings include:

- **Play-based Learning:** Incorporating games and songs in the learning process proved highly effective, keeping students engaged while introducing vocabulary and basic sentence structures.
- **Multimodal Instruction:** Using visual aids, audio resources, and physical activities (e.g., Total Physical Response) enhanced comprehension and retention. The multisensory engagement allowed for deeper language acquisition.
- **Storytelling and Role-play:** These methods were successful in creating a rich linguistic environment, helping students develop listening and speaking skills through context-based learning.
- **Cultural Immersion:** Integrating elements of German culture, such as traditions, holidays, and customs, not only made learning more interesting but also helped students understand the practical uses of the language.

Discussion: The success of these methodologies lies in their ability to cater to the cognitive and emotional needs of primary learners. Play-based and multimodal methods align with young children's natural inclination toward exploration and movement. Additionally, these methods create a low-anxiety environment, which is crucial for language learning, as young learners are more prone to fear of making mistakes. The role of cultural immersion cannot be understated. Children are more likely to engage with a language if they find personal relevance or fascination in its cultural aspects. The introduction of German culture also promotes cross-cultural understanding, an important skill in today's globalized world. Another significant finding is the positive impact of early exposure to foreign languages on overall linguistic skills. Children who start learning languages in primary school tend to develop better phonological awareness, which contributes to their proficiency in other languages, including their native tongue.

Conclusion: The methodologies used to teach German as a foreign language in primary classes should focus on interactive, engaging, and culturally enriching activities. Play-based learning, storytelling, and role-playing, combined with cultural immersion, help students to develop essential language skills while keeping them motivated and excited about learning. The results of this study suggest that early exposure to foreign languages significantly benefits cognitive development and sets the foundation for lifelong language learning.

REFERENCES:

1. Lightbown, P., & Spada, N. (2013). How Languages Are Learned. Oxford University Press.
2. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
3. Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.

TYPES AND CLASSIFICATIONS OF PHRASEOLOGICAL UNITS IN LANGUAGE STUDIES

Abdazova A'loxon Rivojiddin qizi

Student, group 2102 Department of information service and public relations
Uzbekistan State World Languages University

E-mail: gg0786320@gmail.com

Annotation. Phraseological fusions in phraseological combinations the level of inspiration is extremely low, we can't figure the significance of the entire from the implications of its parts, they are profoundly informal and can't be translated into the same words in different languages, e.g. to test one's sanity (to mislead); perplexed (in disarray); a female horse's home (a revelation which ends up being bogus or useless); to show the white quill (to show weakness); to ride the lofty self-esteem (to grandstand). Phraseological combinations are the most informal of the multitude of sorts of phraseological units.

Keywords: phraseological units, phraseological combinations, phraseological fusions, lexical semantics, language structure, non-propelled word-groups, expressiveness, idiomatic expressions, linguistic valency.

Introduction. Phraseological combinations are reciprocals of words: combinations, as well as solidarities, structure a grammatical entire in the examination. Prof. A.I.Smirnitsky worked out the primary order of phraseological units, contrasting them and words. He calls attention to one-top units which he contrasts and inferred words because determined words have just a single root morpheme. He brings up two-top units which he contrasts and compounds words because in compound words we typically have two root morphemes А.смирницкий «лексикология английского языка». Among one-top units he calls attention to three underlying sorts; units of the kind «to give up» (action word + postposition type), for example to workmanship up, to reinforcement, to quitter, to ease out, to become tied up with, to sandwich in and so forth; units of the kind «to be tired». A portion of these units reminds the Passive Voice in their design however they have various relational words with them, while in the Passive Voice we can have just relational words «by» or «with», for example, to be worn out on, to be keen on, to be amazed at and so on. There are additional units in this sort which help free word-gatherings to remember the sort «to be young», for example, to be likened to, to know about, and so on. The distinction between them is that the descriptive word «young» can be utilized as a

character and as a predicative in a sentence, while the ostensible part in such units can act just as a predicative. In these units, the action word is the syntax place and the subsequent part is the semantic focus; c) prepositional - ostensible phraseological units. These units are counterparts of unchangeable words: relational words, conjunctions, modifiers, to that end they have no sentence structure focus, their semantic focus is the ostensible part, for example on the doorstep (very close), on the button (precisely), throughout on the stroke of, on schedule, on the mark of and so forth¹. Throughout time such units can become words, for example, tomorrow, rather, and so forth. Among two-top units A.I. Smirnitsky calls attention to the accompanying primary sorts: a) attributive-ostensible, for example, a super long time, dark matter, a grindstone around one's neck, and numerous others. Units of this kind are thing reciprocals and can be incompletely or entirely colloquial. In somewhat informal units (charisms) at times the primary part is colloquial, for example, the more respectable option, in different cases, the subsequent part is colloquial, for example, the first evening. By and large, the two parts are colloquial, for example, formality, obscured back street, bed of the nail, shot in the arm, and numerous others.²

What's more, another point: free word mixes can never be polysemantic, while there are polysemantic phraseological units, for example, To be in a hurry 1. to be occupied and dynamic to leave to be plastered to be close to one's end have finished with 1. Make a finish of surrender arrive at the finish of Two sorts of synonymy are normal of phraseological units: Synonymy of phraseological units that contain no equivalent words and depend on various pictures, for example, To investigate every possibility = to do everything necessary To pull down colors = to ground arms In free word blends equivalent depends on the synonymy of specific words (an elderly person = old man). Phraseological units have word equivalents: To decide = to choose To pull down colors = to give up American and English word references of flighty English, shoptalk, and figures of speech and other exceptionally important reference books contain an abundance of sayings, saying, different lexical units, all things considered, yet, when in doubt, don't look to set out a solid rule to recognize variable word-gatherings and phraseological units. Incomprehensible as it might appear to be the main word reference in which hypothetical standards for the determination of English phraseological units were expounded was distributed in

¹ Smirnitsky, A.I. (1996). *Lexicology of the English Language*. Moscow: Higher School Press.

² Curme G. A. *A Grammar of the English Language*. — Syntax. — New York: de Gruyter, 2007. — 524 p.

our country³. It ought to be reviewed that the main endeavor to put the investigation of different word-bunches consistently was made by the remarkable Russian language specialist A.A.Schachmatov in his undeniably popular book Syntax. Schachmatov's work was gone on by Academician V.V. Vinogradov whose way to deal with manner is examined beneath. Examination of English manner was started in our country by professional.: A.V. Kurin Endeavors have been made to move toward the issue of expressiveness in various ways. Up till now, in any case, there is a sure dissimilarity of assessment regarding the fundamental component of phraseological units as recognized from other word-gatherings and the idea of expressions that can be appropriately named phraseological units. The intricacy of the issue might be generally represented by the way that the halfway point between free or variable word-gatherings and phraseological units isn't characterized⁴. The purported free word-bunches are just moderately free as collocability of their part words is in a general sense delimited by their lexical and linguistic valency which makes at minimum some of them extremely near set-phrases. Phraseological units are nearly steady and semantically indistinguishable. Between the limits of complete inspiration and changeability of part words from one viewpoint and absence of inspiration joined with complete dependability of the lexical parts and syntactic construction then again there are multitudinous marginal cases.

Phraseological units are constantly characterized as non-propelled word-bunches that can't be openly delivered up in discourse yet are imitated as instant units. This definition continues from the presumption that the fundamental highlights of phraseological units are the security of the lexical parts and the absence of inspiration. this way to deal with English manner is firmly bound up with the exploration work completed in the field of Russian style by Academician V.V. Vinogradov. It is therefore accepted that not at all like parts of free words-bunches which might change as indicated by the requirements of correspondence, part expressions of phraseological units are generally duplicated as single unchangeable collocations.⁵

Conclusion. Phraseological units play a crucial role in language by offering fixed expressions that carry specific meanings, often distinct from the literal meanings of their components. This classification includes phraseological fusions and combinations, which are deeply rooted in cultural and idiomatic usage. While

³ Vinogradov, V.V. (1950). Theoretical Foundations of Phraseology. Moscow: Russian Academy of Sciences.

⁴ Schachmatov, A.A. (1940). Syntax. Leningrad: Publishing House of Leningrad University.

⁵ Dahl Ö. Logic, Pragmatics and Grammar. — Göteborg: Universit t G teborg, Department of Linguistics, 2007. — 478 p.

phraseological fusions have low inspiration and are often informal, they cannot be easily translated across languages. In contrast, phraseological combinations, while also idiomatic, can serve as equivalents to specific words and convey complex ideas through metaphor. Understanding these units requires a nuanced appreciation of their structure, function, and the cultural context in which they are used. Moreover, scholars like A.I. Smirnitsky have contributed significantly to this field, emphasizing the importance of recognizing phraseological units as essential components of lexical semantics, distinct from free word-groups, due to their inherent stability and expressive power in communication.

REFERENCES:

1. Smirnitsky, A.I. (1996). *Lexicology of the English Language*. Moscow: Higher School Press.
2. Vinogradov, V.V. (1950). *Theoretical Foundations of Phraseology*. Moscow: Russian Academy of Sciences.
3. Schachmatov, A.A. (1940). *Syntax*. Leningrad: Publishing House of Leningrad University.
4. Koonin, A.V. (1990). *Phraseology in Linguistics*. Leningrad: Leningrad University Press.
5. Collins, V. (1981). *A Book of English Idioms*. London: Collins.
6. Smith, L. (1976). *Words and Idioms*. New York: Harper & Row.

THE FUNCTIONS OF THE IMAGE OF BIRDS IN FICTION

Arziyev Sharapatdin Abdiraxmanovich

Independent researcher of the Department of Karakalpak Literature of the Nukus State Pedagogical Institute named after Ajiniyaz

In world literary studies, scientific research is being conducted on the study of the creative works of figures who distinguished themselves with their artistic works, the re-analysis of their unique place in the history of the people and nation, the assessment of the forms of poetic thinking, the works of various genres created by them from an artistic and aesthetic point of view based on the requirements of the new era.

In oral stories and written monuments found in ancient Turkic and Eastern literature, the image of birds and animals appeared from the earliest times and played an important role in revealing a certain idea and content in the works.

In the old literary heritage, the image of birds was presented more as figurative (allegorical) images, but later in classical poetry it was reflected both symbolically and figuratively. Birds were also effectively used in the form of visual aids and artistic details to ensure the artistry of the works.

“Symbol is one of the ways of depiction, only conditionally, a word or phrase with a figurative meaning within the scope specified in the context. Symbol is the use of a word in classical literature not in its literal sense, but in another figurative sense”.

¹Birds, which are frequently encountered in written monuments, legends, epics, and literary works of many peoples, are mentioned in their role in revealing the content of their works.

In the mythology of the ancient Irano-Sogdian peoples, the **Semurgh** is depicted as a symbol of a magical, omnipotent bird and is equated with Ahura Mazda. It resembles a burctite, with a beak, large wings, a body, and feathers, which also reflect a magical bird. This image is mentioned in the sacred book of Zoroastrians "Avesta" in the names "Varagn," "Saena Irgga." In the fairy tales of most Eastern peoples, we can see variants of the image of Simurg, such as the Bird of Happiness, the Bird of State, and the Nightingale.

The **phoenix** is the first appearance of this image, which we find in Greek folk mythology. In Greek mythology, the "Phoenix" or "foynik" is a magical bird. It has a very long lifespan, an eagle-shaped appearance, a yellowish-red, and an

¹ Куронов Д, Мамажанов З, Шералиева М. Адабиётшунослик луғати. Тошкент, “Akademnashr”, 2010. Б - 244.

inflammatory color. According to the description, at the end of his life, he burns himself and his nest with various fragrant firewood, and from his ashes, fresh poppies appear. Similar concepts are found in the concepts of the peoples of ancient Assyria, Ethiopia, and Egypt.

The image that receives the most attention in Eastern literature is the **nightingale**, which is often depicted as a symbol of "in love." In lyrical works, the image of the nightingale, along with the symbol of the flower, is one of the images often used to describe the separation of lovers, longing, and the impact of each other's beauty. This method of creating tomorrow's image is still traditionally used in fiction.

The **parrot** is a symbol of sweetness in Eastern classical literature. In Alisher Navoi's epic poem "Lison ut-Tayr," the image of a parrot bird is used as an image that is passionate about unattainable dreams and hopes, thinking only of itself, and arrogant.

The **peacock** is more often used in the works of classical literature as a means of reflecting the beauty, behavior, and graceful actions of girls. In some works, he is also depicted as a symbol of those who highly value themselves and pay much attention to artificial beauty.

The **dove** is more commonly found in the mythology of the peoples of the world as a symbol of the human spirit, peace, and harmony.

The **eagle** is given, especially in the literature of Turkic peoples, in the image of brave heroes who can achieve their goals without turning back.

The oras of such birds, which are often found in fiction, have important figurative and symbolic meanings, embodying, first and foremost, the human spirit, its rapprochement with the other natural world and its striving for it.

In his works, "every artist pays great attention to the language of symbols, strives to have an imaginative attitude towards the conditions in which he lives, the reality he feels, and to think figuratively".²

In fiction, one can encounter various ways of creating an image. This process arose in all peoples on the basis of oral literature, and later began to be reflected in written literature in a somewhat improved form. It is observed that the evolution of the formation of the image of birds has also gone through its own path of formation over millennia.

² Абдуллаев О. Ўткир сўз қолмаса... Жаҳон адабиёти, 1997. №3, Б - 98-104.



GREAT FIGURES OF THE RENAISSANCE AND THE ENLIGHTENMENT IN WORLD LITERATURE

Kaljanova Gulmira Barlikbayevna

Teacher, The department of practical disciplines of English language 2, Uzbekistan
State World Language University

ABSTRACT

Literature, a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter.

Key words: critic, eyeball, zany, rebirth, veneration, status quo politically, lyrics. epochs.

Introduction. The Renaissance was a period between the 1300s and 1660. The word "Renaissance" comes from the French word for "rebirth," referring to the movement's origins following the Dark Ages and the new interest in and rediscovery of Greek and Roman texts that inspired the minds of the time.

Renaissance literature moved away from the art of the Middle Ages and became more open to new ideas, such as the previously derided pagan art of Rome and Greece. This was possible due to the movement away from purely religious themes, which had been the norm for hundreds of years. Religion and faith still played a major role in literature, but did not act as the single central theme. The main genres were poetry and drama, though comedies and satires also existed.

Discussions and results. Writers in this period tended to believe that humanity was capable of great deeds on Earth, rather than just working for a reward in the afterlife. Both humanism and Puritanism worked to overthrow the cultural norms of old religion in favor of new ideas that helped humanity, though they went about it in very different ways.

Renaissance authors wrote plays, poetry, and songs, and many of them came to be known as some of the greatest English writers of all time.

William Shakespeare: Widely considered one of the greatest playwrights of all time, Shakespeare was so well-respected for his work that a specific type of sonnet, the Shakespearean sonnet, is named after him. During his life, he wrote dozens of

plays and coined more than 1,700 words still used in English today such as "critic," "eyeball," and "zany."

Edmund Spenser: Spenser is best-known today for his epic poem *The Faerie Queen*, widely acknowledged as one of the best in the canon. The poem was a glorification of England and its language. Later writers like Lord Byron and Percy Shelly would be directly inspired by him.

John Milton: Milton was a Puritan writer who wrote *Paradise Lost*, another poem often ranked as one of the greatest in history. His work was infused with his religious beliefs while also embracing some of the newer thoughts of the Renaissance, such as the ability of humans to achieve great things.

During the Renaissance, literature examples from poetry to plays showed a wide range of people who had more focus on themselves and less on how they were merely pawns of society.

The Renaissance, a period named after the French word for "rebirth," was a period in which primarily poems and dramas were written. These explored the world as seen through the eyes of humanism and science following the Dark Ages. Poetry was often set to music in lyrics, and it became more common to create art for art's sake, not just as an act of veneration.

Writers such as William Shakespeare, Edmund Spenser, and John Milton wrote many of the works that are still the standards by which much of English literature is judged. Shakespeare, for example, famously created new words, over 1,700, which we still use today.

For much of the 18th century, a new way of thinking became increasingly common in both Western Europe and the American colonies of North America. Known as both the Age of Reason and the Enlightenment, this period was very different than earlier epochs of European history. Independent thought was embraced, skepticism ran freely through work, and new values, including an emphasis on science, became quite common among the educated classes. Not surprisingly, this Enlightenment found its way to the literary world as well. Let's review some characteristics of Enlightenment literature.

For centuries, literature skirted the boundaries imposed by powerful political leaders and the Roman Catholic Church. Even in the years of the Reformation, writers were still unclear as to how to treat the new denominations. However, during the Enlightenment, figures of authority were now fair game. While there was still the risk of imprisonment, writers were much more willing to challenge the ideals held by political and religious elites. This was especially encouraged by the latest scientific findings of the day. While Galileo may have been stymied by the Church,

new thought leaders like Bacon and Newton were willing to write whatever they could prove through the use of reason.

The Enlightenment saw literacy rates all over Western Europe and North America rise greatly. More and more people were reading and becoming educated. Therefore, it is no surprise that there was a great deal of celebration of the idea of an educated person. In England, this was most clearly seen in the work of Samuel Johnson, who wrote one of the first dictionaries in the English language. In it, he provides not only definitions, but a fair amount of social commentary as well.

Elsewhere, the idea that someone could be educated was also widely celebrated. Rousseau, for example, argued that the only way to have a proper society, one that would adhere well to his social contract, was to make sure that citizens were educated in the liberal arts. The fact that the vast majority of universities in North America today still require a general education sequence in the liberal arts is in no small part because of Rousseau.

Finally, the Enlightenment saw a massive increase in the amount of satire produced by writers. Shakespeare may have gotten a few snide remarks into the dialogue of many of his plays, but never before had entire works been created that served no purpose other than to poke fun at the powerful. In this, few could match the abilities of Jonathan Swift. His *Gulliver's Travels* poked fun at the British and French governments, while his *A Modest Proposal* brought the very real issues of Irish children starving into the English mindset.

Conclusion. Literature, like many other fields, was greatly changed during the Enlightenment, a period during which independent thought was embraced, skepticism ran freely through work, and new values, including an emphasis on science, became quite common among the educated classes. The same feelings that allowed for the great scientific minds of the Age of Reason to boldly present their theories also allowed for a new set of literary geniuses to press the boundaries of what was acceptable. As a result, a society that was becoming newly literate found a great deal of moral support from an intellectual elite that thought education was the key to a better world. At the same time, these great minds also produced works that challenged the status quo politically, most notably through the use of satirical works.

REFERENCE

1. Zafirovski, Milan (2010), *The Enlightenment and Its Effects on Modern Society*, p. 144
2. Lamb, Mary Ellen. "Recent Studies In The English Renaissance," *SEL: Studies in English Literature* (Johns Hopkins); 2006 46(1): 195–252
3. Hattaway, Michael, ed. *A Companion to English Renaissance Literature and Culture*. (2000). 747 pp.
4. Keenan, Siobhan. *Renaissance Literature* (Edinburgh Critical Guides to Literature) (2008)
5. Bristow, William (29 August 2017). "Enlightenment". In Zalta, Edward N.; Nodelman, Uri (eds.). *The Stanford Encyclopedia of Philosophy*. Metaphysics Research Lab, Stanford University.

DEVELOPING PRE-SERVICE TEACHERS' DISCOURSE COMPETENCE THROUGH FLIPPED LEARNING TECHNOLOGY IN EFL CLASSES.

Baybabayeva Shoiraxon Ismatovna

Senior teacher at Uzbekistan State World Languages University Email:

sh.baybabaeva@uzswlu.uz; shoiraxon.0188@gmail.com

Abstract : This study explores the potential of flipped learning technology in enhancing pre-service teachers' discourse competence in English as a Foreign Language (EFL) classes. Flipped learning, which reverses traditional classroom dynamics by introducing instructional content outside the classroom and utilizing class time for active learning, has gained recognition as a tool for improving linguistic proficiency and communication skills. This article investigates how flipped learning can foster pre-service teachers' ability to engage in discourse, communicate effectively, and adapt to real-world teaching scenarios. Data was gathered through a mixed-methods approach from teacher training programs where flipped learning has been integrated.

Keywords: Flipped learning, discourse competence, pre-service teachers, EFL, active learning, communicative competence.

INTRODUCTION

In an increasingly globalized world, discourse competence is an essential skill for pre-service teachers of English as a Foreign Language (EFL). Discourse competence refers to the ability to effectively construct and comprehend texts and conversations in real-life communication settings. Developing this competence is crucial for teachers who will not only use English in their own classrooms but also model effective communication for their students. Traditional teaching methods, however, often fall short in providing the immersive, interactive experiences necessary for developing such competence. Flipped learning technology offers a promising solution. In the flipped classroom model, instructional content is delivered outside of the classroom through videos, readings, or other digital materials, while class time is devoted to practical, student-centered activities that encourage interaction and critical thinking. This paper examines how flipped learning can be used to enhance the discourse competence of pre-service teachers in EFL settings, focusing on both linguistic and pedagogical outcomes.

Methods

This research employs a mixed-methods approach, incorporating both quantitative and qualitative data collection. Participants included pre-service teachers enrolled in EFL teacher training programs at universities in Uzbekistan. The flipped learning model was integrated into their coursework, with instructional content (grammar, vocabulary, and discourse strategies) provided through online platforms prior to class. In-class activities focused on applying this knowledge through discussions, role-plays, and group work. Quantitative data was gathered through pre- and post-tests measuring participants' discourse competence, including their ability to use cohesive devices, manage conversations, and adapt language to different social contexts. Qualitative data was collected through interviews and classroom observations to assess participants' attitudes toward flipped learning and its perceived impact on their competence.

Results

1. Improvement in Discourse Competence

The results of the pre- and post-tests indicate a significant improvement in the discourse competence of pre-service teachers who participated in the flipped learning model. Students showed increased proficiency in using cohesive devices (such as connectors and transitions) and demonstrated greater ability to manage conversations, initiate and sustain interactions, and adapt their language use to different communicative contexts. Notably, students were able to apply these skills in both oral and written forms of communication, indicating the broad applicability of the competence developed through flipped learning. Moreover, the qualitative data reveals that students felt more confident engaging in discourse in English, both in classroom settings and in informal discussions with peers. This confidence was attributed to the opportunities for active learning and real-time feedback provided by the flipped classroom model.

2. Enhanced Classroom Interaction

The flipped learning approach significantly transformed classroom dynamics, shifting from teacher-centered lectures to student-centered activities. This change allowed pre-service teachers to engage in authentic communicative practices more frequently and meaningfully. In-class discussions and role-playing scenarios enabled students to apply theoretical knowledge to real-life teaching contexts, fostering deeper understanding and better retention of discourse strategies.

Observations revealed that students were more engaged in the learning process, as they came to class prepared with a foundational understanding of the content. This preparedness allowed them to focus on higher-order thinking tasks, such as problem-solving and critical analysis, during class time. Additionally, the collaborative nature

of in-class activities encouraged peer learning, with students frequently assisting one another in refining their discourse skills.

3. Increased Autonomy and Responsibility

Flipped learning also promoted greater autonomy and responsibility among pre-service teachers. By shifting the initial learning phase outside the classroom, students were required to take ownership of their own learning, engaging with the instructional materials at their own pace. This autonomous learning environment encouraged self-regulation and motivated students to explore the material more deeply. Interviews with participants highlighted that they appreciated the flexibility of the flipped learning model, which allowed them to review complex concepts multiple times before engaging in class discussions. They also valued the opportunity to apply their knowledge in practical, interactive activities during class, which helped consolidate their learning and build their confidence in using English for communication.

4. Challenges and Areas for Improvement

While the overall response to flipped learning was positive, several challenges were identified. Some students initially struggled with the shift from passive learning to active engagement, as they were accustomed to traditional lecture-based instruction. Additionally, technical issues, such as inconsistent access to online materials or lack of familiarity with digital tools, posed barriers for some participants. To address these challenges, it is recommended that teacher training programs provide more support in the form of digital literacy training and clear guidance on how to engage with flipped learning materials. Furthermore, instructors should ensure that online content is easily accessible and that sufficient scaffolding is provided during in-class activities to support students in transitioning to this new mode of learning.

Discussion

The findings of this study suggest that flipped learning is a highly effective tool for developing discourse competence among pre-service teachers in EFL settings. By providing students with the opportunity to engage with instructional content outside of class and apply their knowledge through active learning in class, flipped learning fosters the development of key communicative skills that are essential for both teaching and real-life communication. Flipped learning also aligns well with contemporary theories of language acquisition, which emphasize the importance of interaction and meaningful communication in language learning. By shifting the focus from passive reception of information to active engagement with language in use, the flipped classroom model promotes the development of discourse competence in a way that is both practical and pedagogically sound.

CONCLUSION

This study demonstrates that flipped learning technology can significantly enhance the discourse competence of pre-service teachers in EFL classes. Through increased opportunities for active learning, greater autonomy, and enhanced classroom interaction, flipped learning supports the development of essential communicative skills that are crucial for effective teaching. However, for flipped learning to be fully successful, it is important to provide adequate support and resources to both students and instructors to overcome potential challenges. Future research should explore the long-term impact of flipped learning on pre-service teachers' discourse competence and investigate how this approach can be integrated into other areas of teacher education. Additionally, further studies could examine how flipped learning can be adapted to different cultural and educational contexts to ensure its effectiveness across diverse EFL settings.

REFERENCES

1. Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.
2. Mehring, J., & Leis, A. (Eds.). (2018). *Innovation in Flipped Learning in EFL Classrooms*. Springer.
3. Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1-14.
4. Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences*, 105(2), 44-49.
5. Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171-193.

**BO‘LAJAK KIMYO O‘QITUVCHILARIDA KASBIY
KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK-
PSIXOLOGIK JIHLARI**

U.M.Norqulov, D.A.Xamrayeva, D.U.Suvanova

Sarof Rashidov nomidagi Samarqand davlat universiteti Biokimyo instituti

Annotatsiya. Ushbu maqolada pedagogka oliy ta’lim tizimi oldida ta’lim-tarbiya berish sohalariga yuqori malakali va chuqur bilimga ega bo‘lgan mutaxassislar yetkazib berish jarayonida oshirilishi lozim bo‘lgan ishlar to‘g‘risida fikrlar muhokoma qilingan.

Tayanch so‘zlar: kasbiy kompetensiya, kasbiy mahorat, o‘quv mashg‘uloti, zamonaviy ta’lim, pedagogik ta’sir ko‘rsatish, milliy qadriyatlar.

Bo‘lajak kimyo o‘qituvchisining rivojlantirish muammolarini hal etishda ma’lum qiyinchiliklar va ziddiyatlar mavjud. Ularni bartaraf qilish uchun pedagog faoliyati mohiyati, uning tarkibiy qismlari hamda shaxs faoliyatining tuzilishini puxta o‘rganish talab etiladi.

Bugungi kunda pedagogika oliy ta’lim tizimi oldida ta’lim-tarbiya berish sohalariga yuqori malakali va chuqur bilimga ega bo‘lgan mutaxassislar yetkazib berish masalasi dolzarb bo‘lib turibdi. Pedagogika oliy ta’lim muassasalarining professor-o‘qituvchilari tarkibi ta’limning to‘rtta shartini chuqur o‘zlashtirgan bo‘lishlari kerak, bular: o‘z fanini a’lo darajada bilish, egallagan kasbini jon-dilidan sevish va talabalarda fanlarga nisbatan qiziqish uyg‘ota olish, amaliy ishlarni hozirgi davr talablari asosida uyushtirish, chuqur bilimga ega bo‘lish kabilardir. Bular o‘z navbatida bo‘lajak o‘qituvchilarning kasbiy mahoratini yanada yaxshilashga, ularni ijodiy fikrlovchi va tashabbuskor mutaxassislar qilib tarbiyalashga xizmat qiladi. Umumta’lim maktablari, o‘rta maxsus va professional ta’lim muassasalarida dars beradigan pedagog kadrlar yuqori saviyali bo‘lish bilan bir qatorda, yangi pedagogik texnologiyalarni to‘liq o‘zlashtirgan, zamonaviy bilim bera olish qobiliyati, kasbiy ko‘nikma va malakalarni shakllantira olish mahoratiga ega bo‘lishlari lozimligi ta’kidlab o‘tilgan.

Bo‘lajak kimyo o‘qituvchilarining gumanitar va ijtimoiy-iqtisodiy, matematika va tabiiy fanlar hamda umumkasbiy fanlarni uzviy aloqada o‘rganishlari talabalarning bevosita kasbiy kompetensiyalarini rivojlantirishda muhim omil bo‘lib xizmat kiladi. Shu ma’noda, har bir mutaxassislik fanidan ma’ruza va amaliy mashg‘ulotlarni olib borish jarayonida mutaxassislik tushunchalarining o‘rni, uni

bayon qilish zaruriyati, ketma-ketligi, boshqa tushunchalar bilan aloqadorligi hamda bu aloqadorlikni reflektiv (refleks, beixtiyor), simmetrik yoki tranzitivlik (dars jarayonida olingan bilimlar majmuini amalda o'z o'rnida qo'llay olishi) kabi boshqa xossalarga bo'ysunishiga qarab, har bir tushunchalarning o'zini qanday salohiyati bilan qatnashayotganini aniqlash imkoniyatiga ega bo'lamiz.

Bugungi kunda an'anaviy ta'limda ma'ruza va amaliy mashg'ulotlarning har bir o'quv fani boshqa o'quv fanlariga bog'liq holda olib borilishi talabalarda bilimlarning integrativ tarzda yuzaga kelishiga o'zining ta'sirini ko'rsatib kelmoqda. Bu esa talabalarda ijodiy fikrlash jarayoni imkoniyatining sustlashishiga sababchi bo'lishi tajribada kuzatilgan.

Pedagogika oliy ta'lim muassasalarida beriladigan mutaxassisliklar fanlari o'zida asosan faqat ma'lumot beruvchi, o'rgatuvchilik funksiyasi bilan chegaralanib qolmasdan fikrni rivojlantiruvchi, integrallashtiruvchi, tarbiyalovchi funksiyalariga ham egadir. Bundan ko'rinib turibdiki, har bir fan o'qituvchisiga bo'lajak kimyo o'qituvchilarini nafaqat shu fan tuzilmasida mavjud bo'lgan ilmiy ma'lumotlar bilan qurollantirish, balki ular egallagan ilmiy tushunchalarni rivojlantirish va boshqa tushunchalar bilan integrallashuvini ta'minlash hamda bo'lajak kimyo o'qituvchilarini milliy qadriyatlar ruhida tarbiyalash vazifalari ham qo'yilgan. Shuning uchun ham har bir pedagog-olim navbatdagi o'quv mashg'ulotiga tayyorgarlik ko'rishida o'quv materialini yuqorida sanab o'tilgan talablar va tamoyillarga rioya qilgan holda tanlashi va uni bo'lajak kimyo o'qituvchilari e'tiboriga havola qilishida tegishli tushunchalardan unumli foydalanishi maqsadga muvofiq bo'ladi. Bo'lajak kimyo o'qituvchining kasbiy kompetensiyasini rivojlantirish uning jamiyatdagi o'rnini, pedagogika oliy ta'lim muassasalaridagi majburiyati va vazifalariga hamda individual qobiliyatlariga bog'liq bo'ladi. Zamonaviy ta'lim tizimida shaxsni faqat pedagogik ta'sir ko'rsatish ob'ekti sifatida emas, balki bilim olish sub'ekti sifatida qaralishini, uning tahsil oluvchi sifatida o'z imkoniyatlarini yuzaga chiqarishi uchun zarur shart-sharoitlar yaratilishini shart qilib qo'yadi. Bu esa pedagogika oliy ta'lim tizimi oldiga umumta'lim va kasb-hunar maktablari, o'rta maxsus hamda professional ta'lim tizimlari uchun bilimli, o'z fanining barcha qirralarini mukammal egallagan, yangi pedagogik texnologiyalardan ma'lumotga ega, kompyuter savodxonligi shakllangan, xorijiy tillarni o'zlashtirgan, kasbiy kompetensiyasi rivojlangan fan o'qituvchilarini tayyorlashdek, dolzarb vazifalarini qo'ydi.

Kasbiy kompetensiyasini rivojlantirish uchun Davlat ta'lim standartlarida kimyo o'qituvchilarini tayyorlashga qo'yilgan talablardan o'qituvchilarni tayyorlash sifat va samaradorligini oshirishning quyidagi asosiy bosqichlarini keltirish mumkin:

- bo'lajak o'qituvchilarda shunday bilimlar tizimini tarkib toptirish kerakki, u bir vaqtning o'zida ijodiy va pedagogik jihatdan zamon talablariga javob beradigan kasbiy savodxonlikni ta'minlash;
- bo'lajak o'qituvchining istiqboldagi faoliyati uchun zarur bo'lgan bilim va kasbiy ish-harakat usullari, shaxsiy fazilatlarini tarkib toptirish;
- ilgari noma'lum bo'lgan shart-sharoit va favquloddagi vaziyatlarda to'g'ri xulosa chiqarish uchun mustaqil fikr yuritishga o'rgatish;
- bo'lajak o'qituvchilarni imkon qadar mustaqil ishlarga yo'naltiruvchi ilmiy-tadqiqot ishlariga jalb etish. Referat, kurs ishi yozish asosida bitiruv malakaviy ishlarini bajarishga o'rgatish.

Yuqoridagilarni amalga oshirishda quyidagilarga e'tibor qaratilishi lozim:

- umumta'lim va kasb-hunar maktablari hamda professional ta'lim muassasalarida turli pedagogik vazifalarni bajara oladigan o'quv-tarbiyaviy jarayon rahbarlarini tayyorlash;
- kimyo muammolari bo'yicha ilmiy izlanishlar olib borishga layoqatli ilmiy-pedagogik kadrlarni yetishtirish.

Kimyo ta'lim yo'nalishi o'quv rejasiga kiritilgan majburiy va tanlov fanlarining mazmuni tahlil qilib chiqilganda, shu narsa ma'lum bo'ldiki, bo'lajak o'qituvchilarni kasbiy kompetensiyasini rivojlantirish uchun kiritilgan fanlar talabani nafaqat kasbiy bilim, ko'nikma va malakalari, kasbiy mahoratini o'stirish, balki uning dunyoqarashini ham har tomonlama kengaytirish ko'zda tutilgan. Shuni ta'kidlash lozimki, umumta'lim maktablari hamda har qanday yo'nalishdagi kasb-hunar maktablari, o'rta maxsus va professional ta'lim muassasalari uchun tayyorlanadigan pedagogik kadrlar majburiy va tanlov fanlardan kasbiy bilim, ko'nikma va malakalarga ega bo'lishi lozim.

Sababi, ushbu blokni tashkil etuvchi fanlar kimyo ta'lim yo'nalishini chuqur o'rganishga yo'naltirilgandir. Bu yo'nalish bo'yicha tanlanadigan fanlar bo'lajak yosh mutaxassisning ixtisoslik fanlari bo'yicha olgan bilimlarini yanada chuqurlashtiradi. Shuning uchun ular orasida o'zaro aloqadorlik asoslarini o'rganilishi lozim.

Pedagogika oliy ta'lim muassasalarida davlat ta'lim standartida ta'lim dasturlarining mazmuniga nisbatan qo'yiluvchi talablar mohiyati va yo'nalishiga ko'ra ikkita blokka ajratilgan hamda har bir blokka kiruvchi fanlarning qisqacha mazmuni, shu bilan birga, o'quv va pedagogik amaliyotlar mazmuni yoritib berilgan. Mutaxassislik fanlari o'qitiladigan kafedralar ta'lim-tarbiya jarayonining mazmuni umumta'lim, o'rta maxsus, professional ta'lim, umumkasbiy va maxsus fanlarning vazifalari hamda mazmuniga muvofiq holga keltirilishi lozim.

ADABIYOTLAR

1. Ўзбек педагогикаси тарихи. // А.Зуннунов таҳрири остида. - Т.: Ўқитувчи, 1997. - 272 б.
2. Ғозиев Э. Ўқувчиларнинг ўқув фаолиятини бошқариш. Т.: - “Ўқитувчи”, 1984. - 104 б.
3. Атаева Н., Расулова Ф., Хасанов С. Умумий педагогика. 1-китоб – Т., 2011.
4. Атаева Н., Салаева М., Хасанов С. Умумий педагогика. 2-китоб – Т. 2011.
5. Мавлонова Р. ва бошқалар. Педагогика. Дарслик. – Т., 2001.
6. Педагогика. (М.Тўхтаходжаеванинг умумий таҳрири остида). Дарслик – Т., 2010.
7. Педагогика. (А.Мунавваровнинг умумий таҳрири остида). Ўқув қўлланма – Т., 1996.

СПОСОБЫ СЛОВООБРАЗОВАНИЯ В УЗБЕКСКОМ ЯЗЫКЕ

Исламова Эзола Йоркиновна

Студент Навоийского государственного педагогического института

Аннотация: Известно, что слова составляют основу каждого языка. И слова, которые мы используем каждый день, формируются по-своему. Раздел словообразования узбекского языкознания изучает способы словообразования. Благодаря этой статье мы узнаем больше о способах образования слов на узбекском языке.

Ключевые слова: группы слов, самостоятельные группы слов, вспомогательные слова, модальные слова, слова-подражания, слова-обнадеживания.

В изучении лингвистики словообразование является важным компонентом, который играет решающую роль в понимании того, как языки развиваются и развиваются с течением времени. Одним из таких языков, в котором наблюдаются сложные процессы словообразования, является узбекский язык. Узбекский язык — тюркский язык, на котором говорят преимущественно в Узбекистане. Он известен своим богатым словарным запасом и разнообразными методами словообразования. В этом эссе мы рассмотрим различные способы образования слов в узбекском языке, подчеркнув уникальные лингвистические особенности, которые отличают его от других языков. Одним из наиболее распространенных методов словообразования в узбекском языке является использование аффиксов, которые добавляются к основной форме слова для создания новых значений.

Аффиксация — продуктивный процесс в узбекском языке, при этом префиксы, суффиксы и инфиксы играют решающую роль в формировании слов. Например, к слову «qol» (рука) можно добавить приставку «bi-», чтобы получить «biqol» (предплечье), демонстрируя, как аффиксация может изменить значение и структуру слова. Еще одним ключевым аспектом словообразования в узбекском языке является словосложение, при котором два или более слов объединяются для создания нового слова с особым значением. Сложные слова — распространенное явление в узбекском языке: сложные слова часто отражают культурные, исторические или социальные влияния. Например, сочетание слов «köz» (глаз) и «bilim» (знание) приводит

к образованию составного слова «közbilim» (озарение), иллюстрирующего, как сложное слово может в сжатой форме отразить сложные понятия.

Помимо аффиксации и словосложения, еще одним важным способом словообразования в узбекском языке является деривация. Деривация включает добавление словообразовательных суффиксов к основному слову для создания нового слова с родственным, но отличным значением. Деривационные суффиксы в узбекском языке могут указывать на такие аспекты, как род, число, время и наклонение, предоставляя ценную информацию о грамматических и семантических свойствах слова. Например, к слову «китоб» (книга) можно добавить суффикс «-лар» для образования «китоблар» (книги), что указывает на множественность.

Редупликация — еще один интригующий процесс словообразования на узбекском языке, который включает в себя повторение всего слова или его части для создания нового слова. Редупликация часто используется для передачи усиления, повторения или акцента на узбекском языке, добавляя нюансы и глубину значению слова. Например, повторение слова «qiz» (девушка) приводит к образованию «qizqiz» (молодая девушка), подчеркивая юношеский и яркий оттенок, связанный с этим словом.

Звукоподражание — это увлекательный аспект словообразования на узбекском языке, который предполагает использование слов, имитирующих или напоминающих звуки природы, например, крики животных, механические шумы или погодные условия. Звукоподражательные слова широко распространены в узбекском языке и могут вызывать у слушателя чувственные переживания или эмоции. Например, слово «куку» имитирует звук кукушки, создавая посредством языка яркий слуховой образ. Заимствованные слова являются еще одним важным источником словообразования в узбекском языке, причем слова, заимствованные из других языков, вносят свой вклад в лексикон и обогащают языковое разнообразие узбекского языка. Заимствованные слова в узбекском языке восходят к арабскому, персидскому, русскому и другим языкам, отражая исторические и культурные обмены между различными общинами. Например, слово «телефон» (телефон) заимствовано из русского языка и интегрировано в узбекский словарь, демонстрируя изменчивость и адаптируемость языка с течением времени.

Аббревиатура — это краткий и эффективный метод словообразования на узбекском языке, который предполагает сокращение более длинного слова или фразы для создания нового слова с тем же значением. Аббревиатуры

обычно используются в неформальной обстановке и могут быть найдены в различных областях, включая технологии, образование и бизнес. Например, аббревиатура «XDP» происходит от «xabarnoma darajasi pasport» (протокол передачи данных), что подчеркивает удобство и гибкость аббревиатуры в общении.

Деривация — еще один распространенный процесс словообразования в узбекском языке. Деривация включает добавление деривационной морфемы к основному слову для создания нового слова с другим значением или грамматической функцией. Например, к слову «уч» (летать) можно добавить суффикс «-чи», чтобы образовать слово «уччи» (пилот).

Конверсия — это процесс словообразования в узбекском языке, который предполагает изменение грамматической категории слова без добавления каких-либо аффиксов. Например, существительное «калам» (ручка) можно преобразовать в глагол «калам бос» (писать) без добавления каких-либо суффиксов.

Формирование акронимов — это процесс словообразования на узбекском языке, который включает в себя создание нового слова с использованием инициалов слов во фразе или предложении. Например, словосочетание «Республика Узбекистан» можно сократить до аббревиатуры «РУ».

Заимствование – это процесс словообразования на узбекском языке, который включает в себя заимствование слов из других языков и включение их в узбекский лексикон. Заимствованные слова могут происходить из разных языков, таких как арабский, персидский, русский и английский.

Формирование слияний — это процесс словообразования на узбекском языке, который включает в себя объединение двух или более слов для создания нового слова со смешанным значением. Например, слова «сог'инч» (радость) и «ок» (свет) можно смешать, образовав слово «сог'ок» (счастье).

Обратное образование — это уникальный процесс словообразования на узбекском языке, который включает в себя создание нового слова путем удаления аффикса из существующего слова. Обратное формирование обычно происходит, когда говорящие переосмысливают структуру слова и получают новое слово, которое кажется исходной формой. Например, слово «кофе» (кофе) происходит от слова «кофемаскин» (кофемашина) путем обратного образования, что показывает, как пользователи языка могут вводить новшества и адаптировать слова в соответствии со своими потребностями. Способности словообразования на узбекском языке - это процесс образования

новых слов путем изменения корней, добавления приставок, суффиксов и аффиксов. В узбекском языке существует несколько основных способов словообразования, которые позволяют увеличивать словарный запас и выдавать новые идеи. Один из способов словообразования на узбекском языке - это прибавление приставок. Префиксы - это частицы или буквы, которые присоединяются к корню слова в передней части. Например, слово «олди» (читать) можно преобразовать в «қолди» (прочитать) путем добавления префикса «қо-».

Другой способ словообразования — добавление суффиксов. Суффиксы - это частицы или буквы, которые прибавляются к корню слова в конце. Например, слово «кош» (птица) можно преобразовать в «кошак» (кошка) путем добавления суффикса «-ак». Также существует способ словообразования путем добавления аффиксов. Аффиксы — это частицы или буквы, добавленные как в начале, так и в конце начального слова. Например, слово «учитель» (учитель) можно преобразовать в «учитель» (учитель) путем добавления аффикса «-лик». Кроме того, есть способы словообразования посредством изменения корней слов. Например, слово «кел» (приходить) можно преобразовать в «келиш» (приход) путем изменения начального слова. Иногда образование слов на узбекском языке можно осуществить, используя несколько способов. Например, слово «ёз» (писать) можно преобразовать в «ёзувчи» (писатель) путём добавления приставок и суффикса. Словообразование на узбекском языке играет решающую роль в расширении словарного запаса и выявлении новых идей. Благодаря различным способам словообразования узбекский язык становится богаче и разнообразнее. Важно правильно научиться применять методы словообразования для того, чтобы создавать новые слова и рабочего использовать их в устной и письменной речи. Умение анализировать корни слов и определять приставки, суффиксы и аффиксы помогает увеличить словарный запас и улучшить навыки владения узбекским языком.

Узбекский язык известен своими уникальными процессами словообразования, которые включают в себя различные методы создания новых слов из существующих. Эти способы словообразования играют решающую роль в расширении словарного запаса и повышении богатства языка. В этом эссе мы рассмотрим различные способы образования слов в узбекском языке, также известные как «Способы словообразования на узбекском языке». Одним из наиболее распространенных способов образования новых слов в узбекском языке является аффиксация.

Аффиксация предполагает добавление префиксов, суффиксов или инфиксов к основному слову для создания нового слова с другим значением. Например, к слову «кет» (идти) можно добавить приставку «бе-», чтобы образовалось слово «бекен» (уходить). Еще один способ словообразования в узбекском языке – словосложение. Словосочетание предполагает объединение двух или более слов для создания нового слова с определенным значением. Например, слова «олма» (яблоко) и «торт» (торт) можно объединить в слово «олматор» (яблочный пирог).

В заключение отметим, что в узбекском языке используются различные процессы словообразования для создания новых слов и расширения словарного запаса. Эти процессы, такие как аффиксация, словосложение, деривация, конверсия, редупликация, образование акронимов, заимствование, звукоподражание, обратное образование и образование смесей, способствуют богатству и разнообразию узбекского лексикона. Понимая и используя эти методы словообразования, носители узбекского языка могут эффективно общаться и выражать свои идеи творчески и точно.

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Х. Джамалханов. Современный узбекский литературный язык. Т., 2005 г.
2. Менглиев Б., О'. Холыров. Универсальный справочник по узбекскому языку. Т., 2007 год
3. Киличев Э. Современный узбекский литературный язык. Бухара, 2001 г.
4. Рагимов С., Умуркулов Б., Эшонкулова А. Современный узбекский литературный язык. Т., 2001 г.
5. С. Рагимов, Б. Умуркулов. Современный узбекский язык. Т., 2003.

THE ROLE OF DIGITAL PEDAGOGIES AND TECHNOLOGY INTEGRATION IN HIGHER EDUCATION: A FOCUS ON UZBEKISTAN

Feruza Askarova

Senior Lecturer at International Digital University

Abstract

This article explores the role of digital pedagogies and technology integration in higher education, with a particular focus on Uzbekistan. As part of the country's broader educational reforms, digitalization has emerged as a key strategy for improving student engagement, enhancing access to education, and fostering personalized learning experiences. The article examines the benefits of digital pedagogies, including increased student interaction, personalized learning, and the development of digital literacy skills. It also discusses the challenges of implementing these approaches in Uzbekistan, such as infrastructure limitations, educator digital literacy, and cultural resistance to change. Finally, the article provides recommendations for addressing these challenges, emphasizing the need for continued investment in infrastructure, professional development for educators, and the promotion of student-centered learning environments. By embracing digital pedagogies, Uzbekistan's higher education system can better prepare students for the demands of a digitalized global workforce.

Key notions: digital pedagogies, technology integration, higher education, Uzbekistan E-learning platforms, Student engagement, personalized learning. digital literacy, teacher training, educational reforms, infrastructure development, online learning, student-centered learning.

The rapid development of digital technologies has transformed higher education worldwide, reshaping traditional pedagogies and enabling new approaches to teaching and learning. In Uzbekistan, the government has prioritized digitalization in education as part of its broader reform efforts, recognizing the potential of digital pedagogies to improve learning outcomes, increase access to education, and prepare students for the demands of the modern workforce. This article examines the role of digital pedagogies and technology integration in Uzbekistan's higher education system, exploring both the benefits and challenges associated with these innovations.

1. Defining digital pedagogies and technology integration

Digital pedagogies refer to the use of digital tools and platforms to support teaching and learning processes. These approaches include the use of e-learning platforms, online resources, and interactive technologies to engage students and enhance their learning experience. Technology integration, on the other hand, refers to the systematic incorporation of technological tools into the curriculum, teaching methods, and assessment processes.

In Uzbekistan, digital pedagogies and technology integration have gained increasing attention as part of the country's National Program for the Development of Higher Education (Mirziyoyev, 2017). The aim is to modernize the education system, equip students with digital literacy skills, and foster an environment where technology supports more personalized, flexible, and accessible learning.

2. Benefits of digital pedagogies in higher education

2.1 Enhanced student engagement and interactivity

One of the primary benefits of digital pedagogies is the potential to increase student engagement. Traditional lecture-based methods often limit student participation, whereas digital tools can create interactive learning environments that encourage active student involvement. For example, tools such as interactive quizzes, discussion forums, and multimedia presentations help students engage with course content more dynamically (Aripdjanov, 2021).

In Uzbekistan, many universities have adopted Learning Management Systems (LMS) such as Moodle, which allow students to access course materials, submit assignments, and participate in online discussions. Studies have shown that students who regularly engage with these platforms demonstrate improved academic performance and greater satisfaction with their learning experience (Saidov & Abdullaeva, 2020).

2.2 Increased Access to Education

Digital pedagogies offer new opportunities for students who may face barriers to traditional forms of education. In Uzbekistan, rural students often have limited access to quality educational resources, and digital platforms can bridge this gap by providing online access to lectures, reading materials, and even tutoring services (Khakimov, 2020).

Furthermore, the COVID-19 pandemic highlighted the importance of digital access to education. During the lockdowns, many universities in Uzbekistan transitioned to online learning platforms, ensuring continuity of education despite the closure of physical campuses. This experience demonstrated the resilience of digital learning models and their potential to reach students in remote and underserved areas (Tursunova, 2021).

2.3 Personalized Learning Opportunities

Digital pedagogies allow for greater personalization of the learning experience. Adaptive learning technologies, for example, can tailor instructional content based on individual students' progress and learning needs. This approach fosters a more individualized educational experience, helping students to learn at their own pace and focus on areas where they need additional support (Sadykova, 2019).

In Uzbekistan, pilot projects integrating adaptive learning technologies in higher education have shown promising results. A study conducted at Tashkent State University of Economics found that students using an adaptive learning platform demonstrated higher levels of retention and understanding of course material compared to those taught using traditional methods (Yuldashev, 2019).

2.4 Development of Digital Literacy Skills

Another significant benefit of digital pedagogies is the opportunity to enhance students' digital literacy, which is increasingly important in today's globalized economy. By engaging with digital tools and platforms throughout their education, students in Uzbekistan are better prepared for the digital demands of the workforce (Saidov, 2021).

Digital literacy not only encompasses technical skills but also includes the ability to critically evaluate online information, collaborate in virtual environments, and use digital tools for problem-solving. These skills are essential for students as they transition from higher education into professional careers.

3. Challenges of digital pedagogies in Uzbekistan

3.1 Infrastructure and access to technology

One of the major challenges of implementing digital pedagogies in Uzbekistan is the lack of infrastructure, particularly in rural areas. While urban universities may have access to high-speed internet and modern technologies, rural institutions often struggle with unreliable internet connections and outdated equipment. This digital divide limits the effectiveness of technology integration and can exacerbate educational inequalities (Aripdjanov, 2021).

To address this issue, the Uzbek government has launched initiatives to expand broadband internet access across the country and equip universities with the necessary technological infrastructure. However, the success of these efforts will depend on sustained investment and coordination between government agencies, universities, and private sector partners (Mirziyoyev, 2020).

3.2 Digital literacy of educators

Another challenge is the digital literacy of educators. While students are often more familiar with digital tools, many teachers in Uzbekistan may lack the necessary skills

to effectively integrate technology into their teaching practices. Research shows that teacher training programs in Uzbekistan have not always kept pace with technological advancements, leaving many educators unprepared to use digital tools in the classroom (Sadykova, 2019).

To overcome this barrier, universities must invest in professional development programs that provide teachers with the skills and knowledge to incorporate digital pedagogies into their instruction. This includes not only technical training but also pedagogical strategies for effectively using digital tools to enhance student learning.

3.3 Cultural and institutional resistance

Finally, cultural and institutional resistance to change can hinder the adoption of digital pedagogies in Uzbekistan. Traditional teaching methods, which prioritize rote memorization and teacher-centered instruction, remain deeply ingrained in the education system. Shifting toward more student-centered, technology-driven approaches requires not only technological investment but also a cultural shift in how education is perceived (Tursunova, 2021).

Some educators may be reluctant to embrace new technologies due to concerns about their effectiveness or a preference for traditional methods. Institutional leaders must actively promote the benefits of digital pedagogies and provide the necessary support and incentives for educators to adopt these approaches.

4. Future directions and recommendations

4.1 Investment in infrastructure and digital resources

To fully realize the potential of digital pedagogies in Uzbekistan, continued investment in infrastructure is essential. Expanding internet access, upgrading technological equipment, and providing digital learning resources will help ensure that all students have the opportunity to benefit from these innovations, regardless of their location.

4.2 Professional development for educators

Universities should prioritize professional development programs that equip educators with the skills to effectively integrate technology into their teaching. This includes both technical training and the development of new pedagogical approaches that leverage digital tools to enhance student engagement and learning outcomes.

4.3 Encouraging student-centered learning

Educational institutions in Uzbekistan should focus on promoting student-centered learning approaches that encourage active engagement, critical thinking, and collaboration. Digital tools can support this shift by providing interactive and flexible learning environments that empower students to take ownership of their education.

Conclusion

Digital pedagogies and technology integration have the potential to transform higher education in Uzbekistan, offering enhanced engagement, personalized learning, and increased access to education. However, challenges such as infrastructure limitations, digital literacy gaps among educators, and cultural resistance to change must be addressed to fully harness the benefits of these innovations. By investing in technological infrastructure, supporting teacher development, and promoting student-centered learning approaches, Uzbekistan can build a more resilient and inclusive higher education system that prepares students for the demands of the digital age.

REFERENCES

- Aripdjanov, U. (2021). Digitalization in higher education: Prospects and challenges for Uzbekistan. *Uzbekistan Journal of Educational Reform*, 12(2), 45-67.
- Khakimov, K. (2020). Bridging the digital divide: Expanding access to higher education in rural Uzbekistan. *Journal of Uzbek Studies*, 18(2), 112-128.
- Mirziyoyev, S. (2017). National Program for the Development of Higher Education in Uzbekistan. Official Government Document, Tashkent.
- Mirziyoyev, S. (2020). Expanding digital infrastructure in Uzbekistan's educational system. Presidential Decree on Digital Education Initiatives, Tashkent.
- Sadykova, L. (2019). Teacher readiness for digital education: A case study of higher education in Uzbekistan. *Central Asian Journal of Education*, 4(1), 21-36.
- Saidov, A., & Abdullaeva, N. (2020). The role of digital pedagogies in enhancing student engagement: A case study of Moodle in Uzbekistan. *Higher Education in Central Asia*, 9(1), 77-89.
- Saidov, A. (2021). Digital literacy and workforce readiness among university students in Uzbekistan. *Uzbekistan Educational Review*, 6(3), 98-110.
- Tursunova, D. (2021). Post-COVID education in Uzbekistan: Lessons learned from online learning. *Uzbek Journal of Education and Development*, 14(4), 102-119.
- Yuldashev, B. (2019). Adaptive learning technologies in Uzbekistan's higher education: A pilot study. *International Journal of Educational Technology*, 3(1), 65-78.

THE ROLE OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN THE ECONOMY

Sulaymonov Akmaljon Asadullayevich

Email: intelligence@inbox.ru

Tel: +998917705000

INTRODUCTION

The world economy fast paces with developed is going of our country this development to the process join with him together develop and change from the head in forgiveness our country big strength and high to development have to be for country socio-economic in his life achievement and disadvantages, opportunity and conditions out of consideration did not leave without of development intended degree and to the results reach ways find, of them maximum level use of this for necessary has been all measures done increase, most important task is considered That's it including this goal on the way national to the economy foreign investments active attraction reach and of them use efficiency increase important After all, to the economy foreign investments active attraction to do row positive to the effect is to achieve. Uzbekistan economy in development investment of projects efficient done increase in the place of import clicker commodity work release to the road put, modern technique and technologies current to export intended products work release development, development release acceleration through grow up going population work places with to provide is being achieved.

Highlight " Investments, first of all, our economy fundamentally to change, high to technologies based on new modern industry enterprises set up to do we directed and today mother so far away intended our work how that it is highly effective all of us seeing we are standing ".¹ Today's in the day our country each in the field many to achievements is reaching Our government done increasing reforms and this of reforms positive as a result our country main macroeconomic pointers constant respectively increase is being provided. Macroeconomic pointers country socio-economic potential pointer important is a factor.

ANALYSIS AND RESULTS

In 2015-2019 the economy more reform make, structural change and diversification according to programs done increase in 2016 gross internal at the level of 7.8 % of the product high growth the pace provide enable gave The last 10 years inside GDP

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

2 times the size increasingly sdi In 2016, "Focus Economics" international consulting of the company GDP growth pace according to the world countries in the rating Uzbekistan is 127 countries between seventh place took over 2016 year results village economy and industry product volumes - by 6.6 percent, construction - contract works - 12.5 percent, retail trade turnover - 14.4 percent, services - 12.5 percent grew up. Population soul per head GDP - 5.9 percent increased State budget gross internal to the product compared to 0.1 percentage in the amount surplus with execution done

External trade of circulation positive balance provided. Inflation level forecast from the parameters did not increase and 5.7 interest organize did

in 2016 stable high economic of growth main factors be lib the following service did :

- macroeconomic balance save stand up Economy subjects for tax of the load reduction, external trade of circulation positive the rest and 5.7 % low level reached inflation with one in line state of the budget to GDP at the level of 0.1% surplus provided;

- private property, business and small business interests protection to do and fast development. Entrepreneurship activities support and small work releases organize reach in order to, 2016 during small business subjects 16 trillion soums for around or past per year compared to 1.3 times a lot loans allocated, of which 3.3 trillion soums microcredits organize did Entrepreneurship environment formation, small business and private entrepreneurship development more encouragement and each bilaterally support according to acceptance being done measures 2016 32 thousand during new small business of subjects organize to be done the ground created As a result,, is small of business share In GDP up to 56.9 % (56.5% in 2015), in industry up to 45% (40.6%), in investments up to 40.3% (36.3%) and increased to 78.1% (77.9%) in employment;

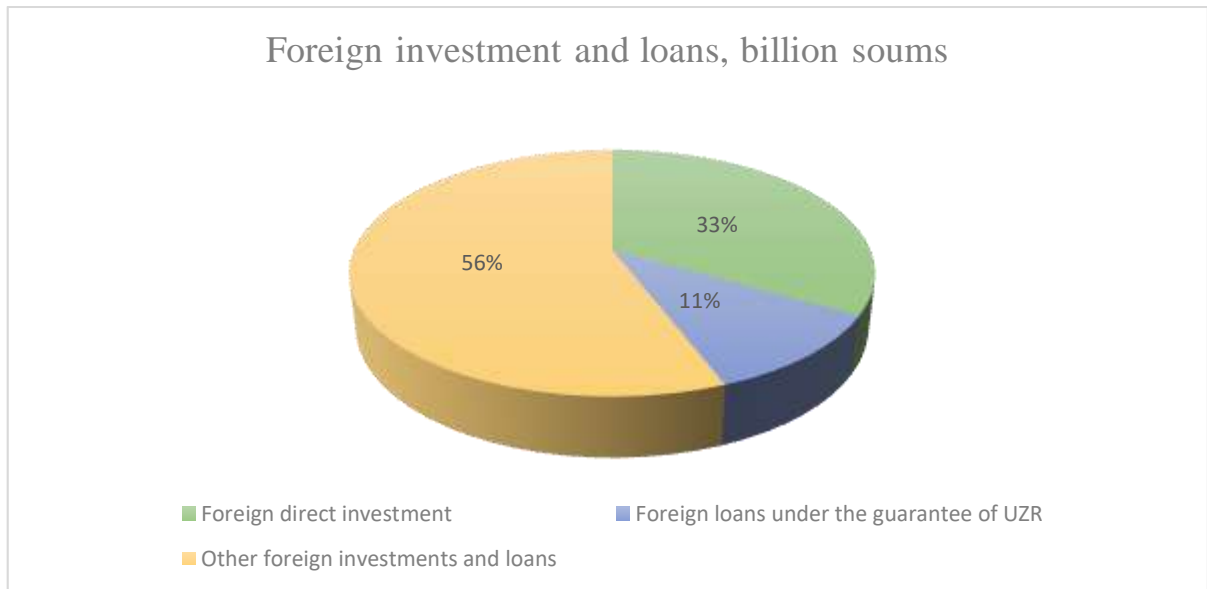
- a village farm reform to make, modernization and diversification to do according to systematic of measures done increase village farm product 6.6 percent of the volume growth provided;

- services of the field, eng First of all, information communication and technologies based on modern service of types fast development GDP in the composition services field increase from 48.6 % in 2015 to 49.5% in 2016 take came

in 2016-2020 service show field development program done increase in 2016 during services 14.6 in the field a thousand new object organize reached 194 new ones household service show complexes to work dropped and 54 new ones hotel was built. As a result, it is shown services volume by 12.5%, that is including contact

and information services by 11.7%, financial services by 19.2%, motor transport services by 16.4%, trade by 14.7%, living and eating services increased by 11.7%.
- economic of growth stable high pace and population employment provide according to of programs done increase as well budget organizations employees monthly work 15% of salary, pensions and social increase of allowances by 12.1% because of of the population welfare and Gross real income increased by 11%. This is consumption demand encouragement measures with one in line retail trade circulation increase in volume by 14.4 % provided.

In our country done being increased reforms, this reforms deepening and the country modernization regarding our government by done being increased practical measures and programs our country economy descriptive main macroeconomic pointers constant respectively increase, that's it with together, the country socio-economic development in providing important importance occupation reached is coming Our country main macroeconomic pointers not only quantitative in terms of perhaps quality increasing in terms of is coming That is in our country work issued gross internal product the content is also quality in terms of changed, gross internal product in the composition industry and service show share year after year increased is coming Of this obvious the proof above table through let's see can
of 2022 Uzbekistan in the Republic economic and social areas development for total financing sources 121.8 trillion. soum mastered. 11.0 in dollar equivalent billion USD. mastered in 2021 suitable to the period compared to 109.4% organize did
of 2022 main to capital 56.8% of investments or 69.1 trillion. soum attraction done funds at the expense of funded if, enterprise, organization and of the population own funds 43.2 % or 52.7 trillion. soum was financed. Total investments in size, centered financing sources at the expense of funded main to capital of investments share of 2021 suitable period per share by 6.1 % points decreased by 12.0% or 14.6 trillion. soum organize did

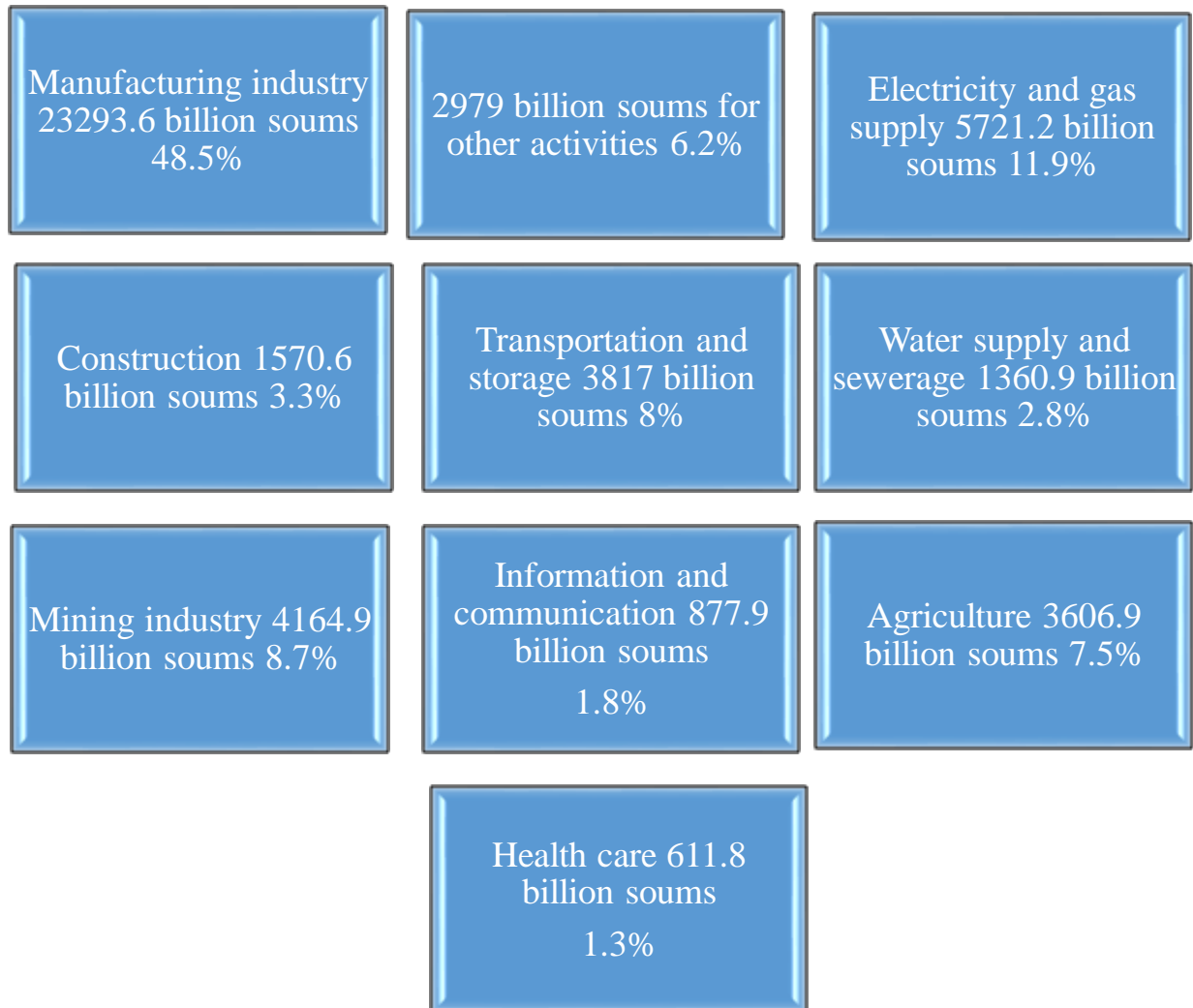


Foreign investment and loans, billion soums²

2022 year Uzbekistan in the Republic again work in the industry foreign investment and loans weighty 23,293.8 bln. soum or total main to capital mastered 48.5% of investments organize did Electric and gas with provide activity in type this the indicator is 5,721.2 billion soum or total foreign investment and 11.9% of loans note did

Mining in the industry a total of 7,918.0 billion soums or republic according to total investments 6.5% of its volume has been absorbed being his 4.2% of its composition or 5,085.0 billion. Sum raw oil and natural gas digging release to the field is relevant.

² Uzbekistan Statistics Committee www.stat.uz



Economical activity types according to foreign investments and loans composition, in %³

Suitable, decentralized financing sources 107,2 from the account trln. soum or total 88.0% of investments will be absorbed in 2021 suitable period to the indicator by 6.1 % points increased. of 2022 January-June months enterprise and of organizations own funds at the expense of funded main to capital investments - 41.5 trillion. soum or total main to capital 34.1% of investments organize did

Directly straight away foreign investments at the expense of funded investments at the expense of Uzbekistan Republic 16.0 trillion according to soum, or in 2021 suitable period to the indicator by 1.1 % points decreased without total in investments share by 13.2% equal to investments mastered. Main to capital of investments financing sources according to in the composition the most high growth

³ Uzbekistan Statistics Committee www.stat.uz

pace enterprise and of organizations own funds at the expense of funded in investments observed in 2021 suitable to the period by 135.0 % increased note done Not guaranteed and another foreign investment and loans 26.8 from the account trln. soum investments absorbed, total main to capital investments in size share of 2021 suitable period to the indicator by 0.2 percentage points decreased by 22.0% organize did.

REFERENCE

1. Botirjon o'g'li, M. B., Xasanboy, S. D., & Akmaljon o'g'li, A. X. (2022). ISH BILAN BANDLIGINI OSHIRISHDA MEHNAT BOZORINING TA'SIRI. *PEDAGOGS jurnali*, 12(1), 4-10.
2. Botirjon o'g'li, M. B., & Hasanboy o'g'li, S. D. (2022). Organization and increase of activity of small industrial zones.
3. Muhammadjonov, B. B. O. G. L., & Xudayberdiyev, O. A. (2022). O'ZBEKISTONDA FAOLIYAT YURITAYOTGAN KICHIK SANOAT HUDUDLARI RIVOJLANISHINING ISTIQBOLLARI. *Academic research in educational sciences*, 3(1), 265-273.
4. O'G'LI, M. B. B. (2021). ESTABLISHMENT AND ACTIVITY OF SMALL FREE ECONOMIC ZONES IN THE TERRITORY OF UZBEKISTAN. *International Journal of Philosophical Studies and Social Sciences*, 1(2), 156-159.
5. Abdullayevich, A. O., & Abdullajanovich, U. T. (2021, December). DEVELOPMENT OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN UZBEKISTAN. In *Conference Zone* (pp. 123-128).
6. Хакимов, Б., Талабоев, Х., & Холмирзаев, У. (2021). ВОПРОСЫ УЛУЧШЕНИЯ АНАЛИЗА ОБРАЩЕНИЯ ДОЛГОВОЙ ЗАДОЛЖЕННОСТИ В УСЛОВИЯХ НАПРАВЛЕНИЯ. *Экономика и социум*, (6-2), 441-446.
7. Abdullajanovich, U. T. (2022, March). THE ROLE OF INDUSTRIAL ENTERPRISES IN THE DEVELOPMENT OF THE NATIONAL ECONOMY. In *Conference Zone* (pp. 271-276).
8. Shodiyeva, G., Tog'Ayeva, D. A., & Sulonov, B. A. (2022). KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNI IQTISODIYOTDA TUTGAN O'RNI. *Academic research in educational sciences*, 3(5), 610-613.

PRINCIPLES OF MEETING AND TREATMENT OF DORSOPATHIES IN PATIENTS OF DIFFERENT AGES

Odiljanov Ozodbek Odiljonovich

Student of Termiz University of Economics and Service, Faculty of Medicine,
Group 23-16

odiljonnorkulov0@gmail.com

Relevance : Our study provides information about the causes of dorsopathies at different ages, types, criteria for diagnosing dorsopathies, differential diagnosis, treatment and prevention principles. Today, dorsopathies appear in different forms at different ages, and people suffer from their pain syndromes. During life, dorsalgia occurs in 70-90% of the population in developed countries and is observed in 20-25% of people every year. Although an episode of low back pain is often short-lived, about 25 percent of patients later develop chronic pain that causes long-term disability.

Purpose of research: to determine the frequency of occurrence of dorsopathy at different ages and the advantages of the principles of treatment through combined methods

Material and examination methods: The study was conducted in the Termez city medical association of Surkhandarya region. As research material, 60 patients of different ages and genders who suffered from various forms of dorsopathy and were undergoing inpatient and outpatient treatment were taken. From the point of view of gender, 15 of the 60 patients were male and 45 were female. When we calculated in percentage, 75% of the patients taken for the study were women and 25% were men. The interesting part of our study was that both the youngest and the oldest of the patients taken for the study were women. Based on this, it can be concluded that women suffer from dorsopathies more often than men. According to many scientists, the reason why women are more affected by dorsopathies than men is the presence of female hormone estrogens. All patients underwent neurological examinations, examinations by various specialists (therapist, gynecologist, urologist) and diagnostic examinations, including: X-ray, CT, MRI. The conducted investigations were carried out to determine the mode of treatment effect intensity and to select appropriate and effective schemes for inpatient and outpatient treatment, methods of assessment of degenerative-dystrophic spine diseases and selection of treatment plan and to determine contraindications. All outpatient and inpatient patients complained of pain in different parts of the spine. 10 (16.66%) people had pain in the neck area,

30 (50%) people had pain in the back area, 3 (5%) people had pain in the thoracic vertebrae, neck and 10 (16.66%) patients with back pain, 7 (11.66%) patients with all areas of the spine

Conclusion: According to the results of our research, diseases of the spine occur at different ages, the reason for this is given above, and these degenerative dystrophic changes are more common in the cervical and lumbar areas of the spine compared to other areas.

PROBLEMS OF TRANSLATING RELIGIOUS TEXTS FROM UZBEK INTO ENGLISH

Nematullayev Nodirbek Muzaffar o'g'li

Termez University of Economics and Service Teacher at Faculty of Foreign
language and literature Tel: +998882444578

E-mail: nodirbeknm27@gmail.com

ABSTRACT

This article explores the multifaceted challenges associated with translating religious texts from Uzbek into English. It highlights the linguistic, cultural, and contextual barriers that translators face, which can lead to misinterpretations and loss of meaning. Through a detailed analysis of specific religious texts, this study examines how these issues impact the understanding and dissemination of religious teachings. The findings underscore the need for a nuanced approach to translation that considers both the source and target languages' cultural contexts.

Key Words: Translation, Religious Texts, Uzbek, English, Cultural Context, Linguistic Challenges, Interpretation

INTRODUCTION

The translation of religious texts is a complex endeavor that extends beyond mere linguistic conversion. In the case of translating from Uzbek, a language rich in cultural heritage and Islamic tradition, into English, translators encounter unique challenges. These challenges stem from differences in linguistic structures, cultural references, and the interpretative nature of religious texts. This thesis aims to identify and analyze these problems, shedding light on the significance of context in translation and the implications for cross-cultural understanding.

LINGUISTIC CHALLENGES

Lexical Gaps. Religious vocabulary often encompasses specific concepts, rituals, and beliefs that may not have direct equivalents in English. For instance, the term "duo" in Uzbek can refer to a prayer but lacks a precise counterpart in English that conveys the same spiritual and cultural significance. Such gaps can lead to oversimplification or misrepresentation, as translators might resort to generic terms that do not fully encapsulate the original meaning.

Syntax and Grammar. Uzbek and English have fundamentally different syntactic structures. For example, Uzbek is an agglutinative language where suffixes are added to root words to create meaning, which can lead to long, complex expressions.

English typically relies on a subject-verb-object structure. This difference can result in sentences that, when translated directly, become awkward or unclear. Translators must navigate these structural differences, often requiring them to restructure sentences to maintain clarity and coherence in English while staying true to the original intent.

CULTURAL CONTEXT

Cultural Nuances. Religious texts are often steeped in cultural context, which may not easily translate. For instance, phrases or proverbs that have deep-rooted significance in Uzbek culture may lose their impact in English. Consider the term "sadaqa," which refers to voluntary charity in Islam; while it can be translated as "charity," the cultural connotation of performing sadaqa as an act of faith and community support might be overlooked. Translators must find ways to convey these nuances, sometimes requiring footnotes or explanatory phrases to help the target audience grasp the underlying meanings.

Interpretation of Religious Concepts. Concepts like "tawhid" (the oneness of God) or "jihad" are laden with theological depth that can vary significantly across cultures. "Tawhid" emphasizes the singularity and uniqueness of God in Islamic theology, which might be misunderstood or oversimplified when translated as "monotheism." Similarly, "jihad," often misinterpreted in Western contexts, has multiple dimensions including personal spiritual struggle and collective effort for justice. The nuances of these terms necessitate careful consideration and contextualization in translation to prevent misinterpretation and to honor their original significance.

THE ROLE OF THE TRANSLATOR

Translator's Background. The translator's personal beliefs, cultural background, and understanding of the religion can significantly influence the translation process. If a translator holds strong convictions about the faith being translated, they may unintentionally project those beliefs onto the text. For example, a translator who is deeply rooted in Islamic tradition might emphasize certain aspects of the faith in their translation that align with their personal understanding, potentially skewing the original message. Conversely, a translator who is less familiar with the religion may misinterpret key concepts, leading to translations that lack depth or nuance.

DISCUSSION

The translation of religious texts is not just about linguistic accuracy; it also involves a deep understanding of the cultural and theological implications of the texts. For instance, the translation of the Qur'an into English has faced criticism for inadequately conveying the original meanings. This highlights the necessity for translators to engage with both the source text and the target audience's cultural

context to ensure that the translation resonates and remains faithful to the original message.

CONCLUSION

Translating religious texts from Uzbek into English presents significant challenges that go beyond linguistic differences. These challenges underscore the importance of cultural context, the translator's role, and the ethical dimensions of translation. As globalization continues to foster cross-cultural interactions, it is imperative to develop more effective strategies for translating religious texts that honor the source material while making it accessible to a broader audience. Future research should focus on developing best practices for translators in this field, ensuring that religious teachings are communicated accurately and respectfully across linguistic boundaries.

REFERENCES

1. Baker, M. (2006). *Translation and Conflict: A Narrative Account*. Routledge, 125-127.
2. Hatim, B., & Mason, I. (1990). *Discourse and the Translator*. Longman, 210.
3. Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall, 35-44.
4. Venuti, L. (1995). *The Translator's Invisibility: A History of Translation*. Routledge, 49-51.
5. Zakharenko, A. (2015). "Cultural Aspects of Translating Religious Texts: The Case of the Qur'an." *Journal of Language and Religion*, 3(2), 45-67.

MODERN TURBULENT MODELS: AN OVERVIEW AND APPLICATIONS IN COMPUTATIONAL FLUID DYNAMICS

Abdukhamidov Sardor

Institute of Mechanics and Seismic Stability of Structures of the Academy of
Sciences of the Republic of Uzbekistan

ABSTRACT

Turbulence, characterized by chaotic and irregular fluid motion, remains one of the most complex and least understood phenomena in fluid dynamics. This paper explores modern turbulent models, their development, and applications in computational fluid dynamics (CFD). Various modeling approaches, including Reynolds-Averaged Navier-Stokes (RANS), Large Eddy Simulation (LES), and Direct Numerical Simulation (DNS), are reviewed, emphasizing their role in bridging theory and application. The paper discusses the strengths, weaknesses, and applicability of each model across different engineering fields such as aerospace, automotive, and environmental studies. The paper also highlights recent advancements and future trends, including the integration of hybrid models and machine learning techniques.

Keywords: Turbulence, Fluid Dynamics, Reynolds-Averaged Navier-Stokes (RANS), Large Eddy Simulation (LES), Direct Numerical Simulation (DNS), Computational Fluid Dynamics (CFD), Turbulent Models, Aerospace Engineering, Automotive Engineering, Environmental Engineering, Hybrid Models, Scale-Adaptive Simulation (SAS), Detached Eddy Simulation (DES), Boundary Layer Separation, Flow Reattachment, Turbulent Kinetic Energy, Eddy Viscosity, Vortex Dynamics, High Reynolds Number, Machine Learning in CFD.

1. INTRODUCTION

Turbulence is a ubiquitous phenomenon encountered in numerous engineering and natural systems, from the atmosphere to industrial machinery. Despite extensive research, its inherently chaotic nature poses significant challenges in mathematical modeling. Modern turbulent models, especially those applied in computational fluid dynamics (CFD), offer valuable tools to predict and analyze turbulence in practical scenarios.

This paper aims to provide a comprehensive review of modern turbulent models, focusing on their theoretical foundation, computational feasibility, and relevance to real-world applications. By highlighting advancements in turbulence modeling, this work underscores the importance of CFD in advancing engineering and scientific

fields. Moreover, the emergence of hybrid models and machine learning techniques in turbulence research will be discussed as future avenues for addressing limitations in traditional models.

2. Turbulence in Fluid Dynamics

Turbulence is characterized by rapid fluctuations in velocity and pressure, resulting in chaotic eddies and vortices. The transition from laminar to turbulent flow occurs as the Reynolds number (Re) increases, with turbulence typically emerging at high Reynolds numbers. The Navier-Stokes equations, which describe fluid motion, govern both laminar and turbulent flows but are challenging to solve for turbulence due to their non-linearity and the range of interacting scales involved.

CFD employs numerical solutions to approximate the behavior of turbulent flows. However, due to the complexity and multiscale nature of turbulence, simplifications and models are necessary. The challenge lies in balancing accuracy and computational cost, with each turbulent model offering trade-offs between these factors.

3. Modern Turbulent Models

Several models have been developed to address the challenges of simulating turbulence, each with its own trade-offs in accuracy, computational cost, and complexity. The most widely used models include:

3.1 Reynolds-Averaged Navier-Stokes (RANS) Models

RANS models are the most established and computationally affordable approach for simulating turbulence. These models solve the Navier-Stokes equations by averaging over time, thus simplifying the problem by reducing the number of equations. The introduction of the Reynolds stresses accounts for the effects of turbulence. Various RANS models exist, such as:

k-ε Model: One of the most commonly used RANS models, the *k-ε* model focuses on two parameters: turbulent kinetic energy (k) and the rate of dissipation (ϵ). It is computationally efficient and widely applied in industrial flows.

k-ω Model: Another two-equation model, the *k-ω* model is more accurate near boundaries and is better suited for complex boundary layer flows.

Despite their popularity, RANS models struggle with accurately predicting highly transient flows and are less effective for simulating separated flows and flow reattachment. These models also rely heavily on empirical data, which may limit their adaptability to new, untested flow regimes.

3.2 Large Eddy Simulation (LES)

LES bridges the gap between RANS and DNS by resolving the larger energy-containing turbulent structures directly while modeling smaller scales. This

approach provides higher accuracy in transient flows compared to RANS, particularly for flows with significant unsteady behavior.

Advantages: LES is more accurate for flows with separation, reattachment, and complex vortex dynamics. It is used extensively in aerospace, weather prediction, and atmospheric studies.

Disadvantages: LES requires considerably higher computational resources than RANS, particularly for high Reynolds number flows. The computational cost may still be prohibitive for some real-world engineering problems, particularly when fine spatial and temporal resolution is required.

3.3 Direct Numerical Simulation (DNS)

DNS provides the most detailed solution to turbulence by solving the full Navier-Stokes equations without any turbulence modeling. It resolves all scales of turbulence, from the largest eddies to the smallest dissipative scales. As such, DNS offers the most accurate depiction of turbulent flows.

Advantages: DNS yields complete, highly accurate data for all turbulence scales. This level of detail makes it invaluable for fundamental turbulence research and the development of new turbulence models.

Disadvantages: The computational cost of DNS is prohibitive, limiting its use to simple geometries and low Reynolds numbers. DNS is often employed in fundamental research rather than practical engineering applications due to the immense computational resources required.

4. Comparison of Turbulent Models

Model	Computational Cost	Accuracy	Typical Applications
RANS	Low	Moderate	Industrial flows, automotive design, HVAC systems
LES	Moderate to High	High	Aerospace, combustion, environmental studies
DNS	Very High	Very high	Research, fundamental turbulence studies

Each model's selection depends on the specific application, the available computational resources, and the required accuracy. While RANS remains the go-to for routine engineering calculations due to its computational efficiency, LES is preferred for complex, time-dependent flows. DNS is primarily reserved for advancing theoretical understandings of turbulence but is impractical for most industrial problems.

5. Applications of Turbulent Models in Engineering

Modern turbulent models have found widespread applications in various engineering fields. Some notable examples include:

Aerospace Engineering: LES and hybrid models are used to predict boundary layer separation, noise generation, and jet engine performance. Accurate turbulence modeling is crucial for improving the efficiency and safety of aircraft.

Automotive Engineering: Turbulence models are applied in the design of vehicle aerodynamics, improving fuel efficiency and reducing drag. RANS models are frequently employed due to their balance of cost and accuracy.

Environmental Engineering: LES and DNS play key roles in simulating atmospheric turbulence, pollutant dispersion, and urban wind flow dynamics.

Industrial Design: Turbulence modeling assists in optimizing the flow in HVAC systems, chemical reactors, and power plants, leading to more efficient designs and reduced operational costs.

6. Recent Developments and Future Directions

Recent advancements in turbulence modeling have led to the development of hybrid models, such as Detached Eddy Simulation (DES) and Scale-Adaptive Simulation (SAS). These models aim to combine the strengths of RANS and LES, providing a better balance between accuracy and computational expense. Another promising development is the integration of machine learning and artificial intelligence in turbulence modeling. These approaches hold the potential to enhance turbulence prediction capabilities by improving model adaptability to different flow conditions and reducing computational costs.

7. Conclusion

Modern turbulent models have significantly advanced the ability to simulate and understand complex fluid flows in various engineering disciplines. RANS, LES, and DNS offer different trade-offs between accuracy and computational cost, making them suitable for different applications. While RANS remains widely used due to its computational efficiency, LES is becoming increasingly popular for more complex, unsteady flows, and DNS serves as a benchmark in turbulence research. With ongoing improvements in computational power, hybrid modeling techniques, and the incorporation of machine learning, future turbulence simulations will become increasingly precise, driving innovations across multiple industries.

LIST OF REFERENCES:

1. Wilcox D.C. Turbulence Modeling for CFD. – La Cañada: DCW Industries, 2006. – 522 p.
2. Pope, S. B. Turbulent Flows. – Cambridge: Cambridge University Press, 2000. – 771 p.
3. Sagaut P. Large Eddy Simulation for Incompressible Flows. – Berlin: Springer, 2006. – 556 p.
4. Moin P., Mahesh K. Direct Numerical Simulation: A tool in turbulence research // Annual Review of Fluid Mechanics. – 1998. – Vol. 30, №1. – P. 539-578.
5. Batchelor G.K. (2000). *An Introduction to Fluid Dynamics*. Cambridge University Press.
6. Kundu P.K., Cohen I.M., Dowling D.R. (2015). *Fluid Mechanics* (6th ed.). Academic Press.
7. White F.M. (2016). *Fluid Mechanics* (8th ed.). McGraw-Hill Education.
8. Munson B.R., Young D.F., Okiishi T.H. (2009). *Fundamentals of Fluid Mechanics* (6th ed.). Wiley.
9. Panton R.L. (2013). *Incompressible Flow* (4th ed.). John Wiley & Sons.
10. Currie I.G. (2016). *Fundamental Mechanics of Fluids* (4th ed.). CRC Press.
11. Streeter V.L., Wylie E.B., Bedford K.W. (1998). *Fluid Mechanics* (9th ed.). McGraw-Hill.
12. Anderson J. D. (1995). *Computational Fluid Dynamics: The Basics with Applications*. McGraw-Hill.
13. Abduxamidov S. Two-step implicit pismán-rickford scheme for solving the laplace equation // *Eurasian Journal of Mathematical Theory and Computer Sciences*. – 2022. – T. 2. – №. 7. – C. 29-30.
14. Abduxamidov , S. (2023). Solving hydrodynamic equations using finite difference methods . *International Conference on Science, Engineering & Technology*, 1(1), 4–12. Retrieved from <https://aidlix.com/index.php/au/article/view/11>

G'ARB ALLOMALARI FALSAFIY-SIYOSIY FIKRLARINING JAMIYAT HAYOTIDAGI O'RNI.

O'ZDJTU,

Siyosatshunoslik yo'nalishi 2-kurs talabas,

Sharifjonov Jalilbek Anvarovich

Anotatsiya: Mazkur maqolada XIX-asr oxiri va XX-asr boshlarida G'arbda bir qator olimlarning falsafiy-siyosiy qarashlari yoritilib, unda olimlarning madaniyat va jamiyat to'g'risida, inson va uning onggi, insonning mohiyati, uning ichki olami, insonning ongsizlik darajalarini tahlil qilganligiga guvoh bo'lamiz.

Kalit so'zlar: madaniyat, ma'rifat, johillik, kishilik jamiyati, jamiyat, tarix, komillik, axloq, qonuniyat, ijtimoiy g'oyalar, yetuklik, ma'naviyat.

Abstract: This article covers the philosophical and political views of a number of scientists in the West at the end of the 19th and the beginning of the 20th century. We will witness scientists analyzing culture and society, people and their consciousness, people's essence, their inner world, levels of people's unconsciousness.

Key words: culture, enlightenment, ignorance, human society, society, history, perfection, ethics, legality, social ideas, maturity, spirituality.

Аннотация: В данной статье рассматриваются философско-политические взгляды ряда учёных Запада в конце 19-начале 20 века, мы станем свидетелями того, как он анализировал уровни.

Ключевые слова: культура, просвещение, невежество, человеческое общество, общество, история, совершенство, этика, законность, социальные идеи, зрелость, духовность.

Kirish va dolzarbligi. Yangi davr g'arb falsafasi xilma-xil fikr va qarashlarga boy bo'lib, insonlar hayotida, fan taraqqiyotida, ijtimoiy-iqtisodiy va siyosiy hayotda muhim voqealar yuz berdi. Bu muhim voqealar insonlarning dunyoga bo'lgan munosabatini o'zgartirib, yangi ilmlarni egallash va hayotga tatbiq qilishga undadi. Tabiatshunoslik tez rivojlanganligidan insonlar kosmosga chiqdilar, mikro va makro dunyoni tadqiq qilish kabi holatlar ro'y berdi. Bu davr G'arb falsafasi falsafadagi axloq, borliq, ong, bilish, tarix falsafasi kabi an'anaviy masalalarga o'zgartirish kiritib, ularni yangicha tahlil qildi.

Uyg'onish davridan XIX asrning birinchi yarmigacha bo'lgan davrda ma'naviy yuksalish davom etdi. Bu davr falsafiy qarashlarida tabiat, jamiyat va insonga turli

jihatdan falsafiy yondashishning o'ziga xos holatda ishlab chiqilish jarayoni nihoyasiga yetkazildi va bu davrdagi falsafiy fikr va qarashlar "klassik falsafa" yoki "an'anaviy falsafa" deb ataldi. Klassik va noklassik falsafaning farqi eng avvalo aql muammosida ko'rinadi. Va bu davr falsafasi diqqat markazida aql muammosi turadi. Jumladan, Gerbert Spenser, Fridrix Nitsshe, Zigmund Freyd, Osvald Shpengler va h.k lar olimlar o'z asarlarida tarix, madaniyat, tabiat va boshqa masalalarni mutlaqo yangicha asnoda o'z fikrlarini asoslab berdilar.

Mavzuga oid adabiyotlar tahlili. Mazkur maqolada Osvald Shpenglarning "Amerika madaniyati", "Inson va texnika", "Xristianlikning ikkinchi ming yilligida dunyo masalalariga oid lavhalar", "Hal qiluvchi davrlar", "Falak gardishi va uning dunyo tarixidagi ahamiyati", "Yevropa quyoshining so'nishi", Fridrix Nitsshening "Tarixning hayot uchun foyda va zaruri to'g'risida", "Rixard Vagner Bayretda", "Erkin tafakkur sohiblari uchun qo'llanma", "Axloqning mohiyati", "Zardusht tavallosi" va "Hokimiyatga intilish", Artur Shopengauerning "Olam iroda va tasavvur sifatida", «Ko'z va gullar to'g'risida», «Axloqning asosi», «Etikaning ikki asosiy muammosi», «Din haqida», «Parerga va Paramipomenon», «Sevgi metafizikasi» kabi asarlarni uchratamiz.

Tahlil va natijalar. Buyuk nemis faylasufi, tarixchisi, hayot falsafasi namoyondalaridan biri, "Amerika madaniyati", "Falak gardishi va uning dunyo tarixidagi ahamiyati", "Xristianlikning ikkinchi ming yilligida dunyo masalalariga oid lavhalar", "Hal qiluvchi davrlar", "Inson va texnika" kabi qator asarlar muallifi O.Shpenglerdir (1880-1936). Uning eng qimmatli asari "Yevropa Quyoshining so'nishi" hisoblanadi. Shpengler mazkur asarini Birinchi Jahon urushi ta'sirida yozadi. Bu asar asosan madaniyat haqidagi ta'limotini ilgari suradi. Shpengler falsafasining markaziy mavzusi-tarix, lekin tarix madaniyat orqali tushuntiriladi. Har bir madaniyat aylanma harakatga ega, ya'ni tug'iladi, ravnaq topadi va halokatga yuz tutadi. Yevropa madaniyati ham oxirgi uchinchi bosqichini o'z boshidan kechirmoqda. Tarix taqdirga o'xshaydi. Har bir madaniyat o'z qobig'ida joylashgan, boshqa madaniyatga o'z yutuqlarini bera olmaydi.[1] U an'anaviy tarixshunoslik fanlarini chegarasini o'zgartirib, boshqa madaniyatlar ichida Yevropacha madaniyatning o'rnini aniqlashga harakat qiladi. Shpengler fikriga ko'ra, madaniyat o'lib borib, o'rnini svilizatsiya egallaydi. Madaniyatdan svilizatsiyaga o'tish o'z o'rnida ijodkorlikdan unumsizlikka, tiklana borishdan qotib qolishga, qahromona ishlardan oddiy ishga o'tishni anglatadi.

Bundan ko'rinib turibdiki, olim madaniyat yo'q bo'lib keta olishini va bu bir qancha salbiy oqibatlariga olib kelishini, insonlar yaratuvchanlikdan, o'rganishdan to'xtashini, rivojlanish butunlay tugashini va hech qanday o'zgarish yuz

bermasligini, insoniyat batamom tubanlikka yuz tutishini yuksak mahorat bilan yoritib bergan ekan. Ya'ni svilizatsiya kirib kelishi bilan badiiy va adabiy ijodning keragi bo'lmay qoladi.

Shpengler ta'limotida madaniyatdan svilizatsiyaga o'tish davri G'arb dunyosi uchun XIX asrda ro'y berdi va uning "so'nishi" boshlandi. Shpengler o'zining qimmatli "Yevropa quyoshining so'nishi" asarida Yevropa madaniyati taqdirini ochib berishga qaratgan. Asarning boshlanishida u "hali hech kimning miyasiga tarixni tushunishdagi bunday inqilobiy fikr kelmagan",-deydi. U o'zining tarixiy ta'limotini o'zigacha bo'lgan ta'limotlarga qarshi qo'yadi. Lekin ayrim g'oyalarini Nitsche va Gyotedan olganligini tan oladi. [2]

Demak, Shpengler o'z asarida faqatgina Yevropa madaniyatini tasvirlash bilan cheklanmadi, katta mahorat bilan tarix orqali g'arb xalqining o'ziga xosligi va yagonaligini ko'rsatib, avval hech qaysi faylasuf yoki olimlar bildirmagan fikrlar bilan o'z asarini boyitdi.

Har bir madaniyatning hayotini taqdir boshqaradi. Taqdirni, Shpengler fikricha, his qilish kerak. Ya'ni inson tabiatni kuzatishlar bilan o'rganishi mumkin, lekin tarixchi faqatgina tarixchi bo'lib tug'ilishi kerakligini aytadi. Tarixning mazmuni insonning ruhiyatida namoyon bo'ladi. Madaniyat inson ruhiyatining tashqi ko'rinishidir degan fikrlarni ilgari suradi.

Shpenglarning ta'limoticha, insonda haqiqiy bilim yo'q, lekin shu ilmni bilishimizga ishonch - e'tiqodimiz bor. Bizning tashqi dunyo to'g'risidagi barcha tasavvurimiz ilohiy xususiyatga egadir. Demak, fan din va mifologiya bilan tengdir.

Ya'ni kengroq ma'noda aynan diniy hissiyot insonni tashqi olamga bo'lgan munosabatini yaqqol namoyon etadi. Ungacha, ongning ilk shakllanishida bolada ham, ibtidoiy insonda ham tabiat bilan, tashqi dunyo bilan inson o'rtasida ziddiyat vujudga keladi. "...inson insonga aylangandagina o'zining koinotda yolg'izligini anglaydi,"-deb yozadi Shpengler. Shunda insonda qo'rquv hissi uyg'onadi, o'lim oldidagi qo'rquv – cheksizlik oldidagi qo'rquvdir. O'lim to'g'risida o'ylashning boshlanishi yuqori ongning paydo bo'lganligidan dalolat beradi. Har bir din, har bir falsafa bu masala bo'yicha o'z yechimiga ega...

Bundan ko'rinib turibdiki, bilim aslida mavjud bo'lmagan narsa ekanligini, shu aslida "mavjud bo'lmagan narsa"ni bilish uchun insonda moyillik bor ekanligini, bu moyillik esa insonda ishonch-e'tiqod tufayli paydo bo'lishini ta'kidlaydi. Insondagi diniy hissiyot ularni atrof-olamni o'zlaricha anglashga undaydi.

Protestant ruhoniysi oilasida tug'ilgan, hayot falsafasi namoyondasi, XX asr jahon falsafiy tafakkuri o'sishiga katta hissa qo'shgan buyuk nemis faylasuflaridan biri Fridrix Nitsshening (1844-1900) "Tarixning hayot uchun foyda va zaruri

to'g'risida", "Rixard Vagner Bayretida", "Erkin tafakkur sohiblari uchun qo'llanma", "Axloqning mohiyati" kabi hayot falsafasiga oid asarlari, ayniqsa, "Zardusht tavallosi" va "Hokimiyatga intilish" kabi asarlari muhim ahamiyatga ega. Nitshe Artur Shopengauerning "yovvoyila to'dasi" masalini o'qigach, jamiyatning ichki mohiyati nimadan iborat ekanligini anglab oldi. Shundan keyin u Shopengauerning ashaddiy muhlisiga aylandi. Chunki Shopengauerning ko'plab fikrlari Nitsshening fikrlariga yaqin edi. Shunday qilib, Nitshe 1874-yilda "Shopengauer murabbiy sifatida" asarini yozadi.

Nitsshening axloq falsafasida shunday yozadi: "Axloq jamiyatni yemiruvchi kuchlardan saqlash va himoya qilishning foydali vositasidir. Axloq qo'rqinch va umiddan (kuchliroq vositalar jumlasiga jannat va do'zaxni ixtiro qilish ham kiradi) foydalaniladi. Oxir-oqibatda majbur qilish holatlari bizning ichimizga vijdon ko'rinishida qaratiladi." [3]

Demak, Nitshe jamiyatda axloq bo'lsa, hamma narsa o'z joyida bo'ladi, zarar beruvchi narsalar ta'siri kam bo'ladi. Axloq mavjud bo'lgan jamiyatda, bir so'z bilan aytganda, rivojlanish, tartib-intizom bo'ladi. Jamiyatda axloqni bor qilish uchun yaxshi va yomon narsalar qilinishi zarur. Ya'ni yomon ishlar deganda, jamiyatdagi insonlarni qo'rqitish, yaxshi ishlar deganda, rag'batlantirish va bu orqali ularga umid berish tushuniladi. Bora-bora bu holatlar takrorlanishi natijasida bu jamiyatdagi insonlar uchun mafkuraga aylanadi va shu holatda axloq paydo bo'ladi. Fridrix Nitshe axloq tushunchasini o'zining axloq falsafasida katta mahorat bilan yoritib bergan.

Nitshe tasavvuridagi inson millati, elati, irqi, tanasining rangi yoki diniy e'tiqodi bilan belgilanmaydi. U kim bo'lishidan qat'i nazar – inson! Nitsshening insonga munosabati bitta istakka yo'naltirilgan – har tomonlama yetuk va barkamol Insonni ko'rish. Kishilik jamiyatida g'oyatda pok va yuksak ma'naviyatli, armonsiz va to'laqonli odamlardan iborat ma'rifatli uyushma bo'lmog'i lozim. [4]

Bundan ko'rinib turibdiki, olimning fikricha, har bir inson teng huquqlidir va har bir inson komillikka intilib yashashi kerak. Agar har bir inson ilm-ma'rifatga ega bo'lsa, shundagina kishilik jamiyati mukammal, ya'ni kamchiliklarsiz shakllanadi.

Nitshe falsafasida har bir individ, har bir tirik jon – inson o'z mohiyatiga, qadriyatiga ega. Demak, har bir inson o'zining go'zal estetik va axloqiy olamiga ega bo'lmog'i, uning va faqat uning asosida hayotini qurmog'i lozim. [5]

Mutafakkirning fikricha, har bir inson o'zining individual olamiga ega. Ya'ni har bir insonning o'z hissiyotlari, o'z qadriyatlari mavjud. Shunday qilib, har bir inson o'zidagi takrorlanmas xususiyatlari orqali o'zining hayotini shakllantiradi.

Fridrix Nitsshe falsafasi bevosita ko'p qirrali, ayni paytda g'oyat jozibador hissiyotlar oqimidagi insoniyat tafakkurida to'ntarish yasagan falsafa hisoblanadi. Unda doimiy ravishda, uzluksiz tarzda yetuklik sari intilayotgan inson ma'naviy olamining, ziddiyatlarga to'la ichki dunyosining beqiyos qudratini ko'rish mumkin. Nitsshe falsafasida asosan yaxshilik va yomonlik, komillik va axloqsizlik, ma'rifat va xurofot, ma'naviyat va jaholat o'rtasidagi farqlar yuksak tarzda tushuntirilgan. Nemis faylasufi Fridrix Nitsshe madaniyat va davlat o'rtasidagi qarama-qarshilikka asosiy ahamiyat beradi. Aynan shu aristokratik estetika nuqtai nazaridan Nitsshening davlat va siyosatga nisbatan tez-tez bo'ladigan tanqidiy hujumlarini, ularning yuqori madaniyatga zarar yetkazuvchi haddan tashqari va zararli ekstremal tomonlarini anglash kerak.

Uning qimmatli "Zardusht tavallosi" nomli asari nafis so'z san'ati mutaxasisi sifatida emas, balki payg'ambar so'zi sifatida yaratdi. Makur asar mumtoz nemis falsafasi an'analari chegarasidan chiqib, ezoterik asar sifatida yaratildi. Nitsshe qalami orqali payg'ambar Zardusht so'zga kiradi. Olimning mazkur asari uning boshqa asarlaridan butunlay farq qiladi. Bu asarda Sharq falsafiy fikrining ta'siri bilinib turadi.

Nitsshening Zardusht xudosi qadimgi xalqlarnikidek qotib qolgan, o'zgarmas, to'xtab qolgan xudo emas. "Yangi va eski bitiklar" nomli bo'limida, Zardusht aytadiki, xudo amri abadiy, o'zgarmas so'zlar emas, balki ular inson harakati uchun, ishlari uchun qalbida iloh alangasi yonib turuvchilar uchun da'vatdir. [6] Shunday qilib, Zardusht xudosi asta-sekin u bilan birga qo'shiladi. Lekin bu qo'shilish oxirgacha tugamaydi, chunki hali Zardusht qalbida mutlaq xotirjamlik hukmron emas. Bu hodisa sokinlik bilan uning suhbatida namoyon bo'ladi.

Demak, Fridrix Nitsshening ta'kidlashicha, Zardusht xudosi insonlar foydasiga o'zgarib boraveradi. Kengroq ma'noda bu din o'zi yaralgan, hech qaysi dindan qismlar olinmagan va o'ziga xosligi yoritib o'tilgan.

Zardusht – erkin ruh timsoli. Hamma narsa unga bo'ysungan. Vaholanki, u o'zi ustidan hukmronlik qila oladi. Zardushtning o'zi axloqdir. U insonlarni sevadi va ularni komillikka erishishini xohlaydi.

Nitsshening bu asari bugungi kunda ham o'z ahamiyatiga ega. Uzoq olmon yurtida yashab, ijod qilgan muallifning bundan ikki yarim ming yil muqaddam bizning zaminda yashagan tarixiy shaxs – Zardushtni o'z asariga qahramon qilib olishi har qanday o'quvchi e'tiborini tortmasdan qolmaydi.

"Zardusht tavallosi" – kuchli insonni tarbiyalashga qaratilgan asar. Sharq mumtoz adabiyotida «komil inson», ruslarda «sverxchelovek» deyiladi. Asarda "a'lo odam" ko'rinishida keladi. Asar to'lig'icha ramziy, timsollar asosida yaratilgan.

O'qiyotganda buni albatta e'tiborga olish kerak. Chunki Nitsche dunyo tan olgan mutlaq haqiqatlarning oyog'ini osmondan qilib tashlaydi, favqulodda shiddat o'quvchini batamom shoshirib qo'yadi.

Artur Shopengauer (1788–1860) – nemis faylasuf-irrasionalisti, XIX asr postklassik falsafasining yorqin vakili. Artur Shopengauerning ko'plab kuzatuvlari va fikrlari bugungi kunda zamonaviy va dolzarb ko'rinadi. Faylasufning eng buyuk asarlaridan biri bu "Hayot maktabining hikmatlari" kitobidir. Undan tashqari A.Shopengauerning "Ko'z va gullar to'g'risida", "Olam iroda va tasavvur sifatida", "Etikaning ikki asosiy muammosi", "Din haqida", "Parerga va Paramipomenon", "Sevgi metafizikasi" kabi asarlar muallifidir.

Shopengauer o'z asarlarida hayotning mohiyatiga oid masalalarni diqqat markaziga qo'yadi va olim o'zining iroda to'g'risidagi ta'limotini eng asosiy rolda hisoblab, uni kishilar hayotiga, ularning tug'ilishi va o'limiga daxlsiz deb hisoblaydi. Uning irodasi hayotga bo'lgan irodadir. U inson tomonidan his etilmaydi va hech qanday qonuniyatlarga bo'ysunmaydigan, stixiyali jarayon ekanligini ta'kidlaydi. Tabiatning abadiyligi va undagi cheksiz va mutlaq irodaning namoyishi insonga ongli mavjudot sifatida birmuncha tasalli berishi mumkin.

Shopengauer uchun o'tmishning inson uchun hech qanday ahamiyati yo'q. Uning fikricha, o'tmish ham bora-bora xayolga aylanadi. Va inson butun e'tiborini hozirgi zamonga qaratishi lozimdir. Zero, Shopengauer agar inson o'zining hozirgi hayotidan qoniqsa, u inson o'zini baxtli hisoblashi mumkin bo'ladi. Chunki u o'zida mavjud bo'lishi mumkin bo'lgan kelajak uchun qo'rquvni yengan. Bu qo'rquv kelajak uchun raxna solmaydi. Ammo o'lim oldidagi qo'rquv ko'pincha hayotdan qoniqmaganlik natijasida paydo bo'ladi. Ya'ni qachondir inson noto'g'ri yashayotganligini anglab yetsa, u o'z vazifasini bajarmasdan turib, o'lib ketishidan qo'rqadi. Agar inson hayotda o'z o'rnini topsa, unda ko'ngli xotirjam bo'lib, hayotdan qoniqadi.

Xulosa. Shunday qilib, g'arb mutafakkirlari fan ravnaqiga butunlay yangicha fikrlar kiritdi. Biz ularning asarlarida ular irodani aql hisobidan ustun qo'yishga intilishini ko'rishimiz mumkin. G'arb mutafakkirlar muayyan bo'lgan fikr-mulohazalarga qarshi chiqdi va bu amaliy siyosatda millatchilikning ittifoqchisiga aylanadi.

Bu davr g'arb falsafasi XVIII asr g'oyalarini davom ettirdi va rivojlantirdi deyishimiz ham mumkin. Bu davrda falsafiy tafakkur fan va ijtimoiy amaliyot sohasida erishilgan yutuqlarni umumlashtiradi.

Yangi davr g'arb falsafasida biz g'arb allomalarining fikr-mulohazalarida umuminsoniylikning ustuvorligi, har bir inson o'z qadriyatiga ega ekanligini, har bir

inson komillikka intilishi kerak ekanligini, har bir inson dini, e'tiqodidan qat'i nazar teng ekanligiga guvoh bo'lishimiz mumkin.

Eng asosiysi, yangi davr g'arb falsafasi turli yo'nalish va oqimlarni keng qamrab oladi. O'z navbatida bu ilm-fan va amaliyotning hamda XIX asrning ikkinchi yarmi va hozirgacha bo'lgan falsafa ilmi rivojining asosiy xususiyatlarini belgilaydi.

Ammo shunday bo'lishiga qaramasdan, yangi davr g'arb falsafasida ham bir qancha muammolar bor. Shu o'rinda O'zbekiston Respublikasining birinchi Prezidenti I.Karimovning "biz ko'p masalalarda g'arb faylasuflarining fikrlari bilan, ayniqsa, individualism, egoizm qarashlarini ilohiylashtirish bilan kelishmasligimiz mumkin. Lekin ularni hisobga olishimiz keraklisini e'tirof, keraksizini inkor etishimiz zarur"- degan fikrlarini ham keltirishimiz lozimdir. [7]

Bir so'z bilan aytganda, yangi davr g'arb falsafasi o'ziga xos tarzda rivojlandi.

Birinchidan, falsafadagi borliq, ong, bilish, tarix falsafasi kabi an'anaviy masalalarga o'zgartirish kiritib, ularni yangicha tahlil qildi.

Ikkinchidan, avval umuman falsafada tilga olinmagan yoki butunlay ishlatilmagan masalalarni bahs maydoniga olib chiqdi.

Uchinchidan, g'arb allomalari insonning qadri, erki, haq-huquqlari mavzusini ko'tardi.

Yangi davr g'arb tarixida ko'plab rivojlanishlar yuz berdi. Ya'ni insonlar yangi, avval umuman xabari bo'lmagan narsalarni o'rgandi. Sanoat, texnika rivojlandi.

Umumiy jihatdan olib qaraydigan bo'lsak, deyarli barcha g'arb allomalari insonning tabiiy masalasini o'rtaga qo'ya boshladilar. Ular ijtimoiy munosabatlar insonning tugamas taraqqiyotga erishuviga ishonch hosil qilib, uning asosiy kuchi ma'rifat, fan va inson aqli deb hisobladilar.

Xullas, yangi davr g'arb falsafasi keying davr rivolanishiga katta zamin yaratdi. Bu davr falsafasi bugungi kunda ham o'z ahamiyatini yo'qotmagan. Ya'ni bu davr mutafakkirlarning asarlari dunyoning bir qancha nuqtalarida tarjima qilinib, o'rganilayotganligi diqqatga sazovordir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI.

- [1]. Ruzmatova G, Karimov R, "Falsafa tarixi: Eng yangi davr g'arb falsafasi", 109-bet, T., "Universitet", 2017.
- [2]. "G'arb falsafasi" Q.Nazarov, 577-bet, T., Sharq, 2004.
- [3]. "Falsafa tarixi", G.Skirbekk, N. Gile, 539-bet, T., Sharq, 2002.
- [4].N.Jo'rayev. "Taxayyul, tasavvur, tafakkur". 193-bet, T., "Yangi asr avlodi", 2015-yil.
- [5].O'sha manba. 193-bet.
- [6]. Ruzmatova G, Karimov R, "Falsafa tarixi: Eng yangi davr g'arb falsafasi", 81-bet, T., "Universitet", 2017.
- [7].Karimov I. A., "Milliy istiqlol mafkurasi xalq e'tiqodi va buyuk kelajakka ishonchdir", 27-28-betlar, T., "O'zbekiston", 2000.

TABLE OF CONTENTS

1	МИЛЛИЙ КАДРИЯТЛАРНИНГ САУДИЯ АРАБИСТОНИ ИДЕНТИКЛИГИНИ ШАКЛЛАНТИРИШДАГИ РОЛИ Азизжон Ризаев	3-8
2	ОСОБЕННОСТИ ГЕМОДИНАМИКИ СЕТЧАТКИ У БОЛЬНЫХ ХРОНИЧЕСКОЙ ИШЕМИЕЙ МОЗГА В ЗАВИСИМОСТИ ОТ НАЛИЧИЯ СОПУТСТВУЮЩЕЙ ХРОНИЧЕСКОЙ ОБСТРУКТИВНОЙ БОЛЕЗНЬЮ ЛЕГКИХ Назарова Ж.А, Закирова Л.М.	9-12
3	METHODOLOGY OF TEACHING FOREIGN LANGUAGES (GERMAN) IN PRIMARY CLASSES. Muzarifa Abdullayeva	13-15
4	TYPES AND CLASSIFICATIONS OF PHRASEOLOGICAL UNITS IN LANGUAGE STUDIES A'loxon Abdazova	16-19
5	THE FUNCTIONS OF THE IMAGE OF BIRDS IN FICTION Sharapatdin Arziyev	20-21
6	GREAT FIGURES OF THE RENAISSANCE AND THE ENLIGHTENMENT IN WORLD LITERATURE Gulmira Kaljanova	22-25
7	DEVELOPING PRE-SERVICE TEACHERS' DISCOURSE COMPETENCE THROUGH FLIPPED LEARNING TECHNOLOGY IN EFL CLASSES Shoiraxon Baybabayeva	26-29
8	BO‘LAJAK KIMYO O‘QITUVCHILARIDA KASBIY KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI U.M.Norqulov, D.A.Xamrayeva, D.U.Suvanova	30-33
9	СПОСОБЫ СЛОВООБРАЗОВАНИЯ В УЗБЕКСКОМ ЯЗЫКЕ Эзола Исламова	34-38
10	THE ROLE OF DIGITAL PEDAGOGIES AND TECHNOLOGY INTEGRATION IN HIGHER EDUCATION: A FOCUS ON UZBEKISTAN Feruza Askarova	39-43
11	THE ROLE OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN THE ECONOMY Akmaljon Sulaymonov	44-49

12	PRINCIPLES OF MEETING AND TREATMENT OF DORSAPATHIES IN PATIENTS OF DIFFERENT AGES Ozodbek Odiljanov	50-51
13	PROBLEMS OF TRANSLATING RELIGIOUS TEXTS FROM UZBEK INTO ENGLISH Nodirbek Nematullayev	52-54
14	MODERN TURBULENT MODELS: AN OVERVIEW AND APPLICATIONS IN COMPUTATIONAL FLUID DYNAMICS Sardor Abdukhamidov	55-59
15	G‘ARB ALLOMALARI FALSAFIY-SIYOSIY FIKRLARINING JAMIYAT HAYOTIDAGI O‘RNI. Jalilbek Sharifjonov	60-66
	OUTLINE	67-68