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# “RESEARCH AND EDUCATION”

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## ИЗУЧЕНИЕ МЕТОДИКИ РУССКОГО ЯЗЫКА В НАЦИОНАЛЬНЫХ ШКОЛАХ

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**Аннотация:** В данной статье описаны методики изучения русского языка, расписана актуальность и значимость иностранного языка, разложены все ступени изучения и преподавания, а также, подробно выложены все плюсы и минусы овладения языками.

**Ключевые слова:** язык, владение, обучение, методика, образование, узбекский, дети, школа, преподавание, изучение.

В современном мире одним из основных требований тенденций нашего времени является владение различными языками, собственно говоря, чем больше вы языков знаете, тем легче будет справляться с различными ситуациями.

В идеале всем нужно знать - как минимум – 2 языка. К счастью нынешняя молодежь увлечена изучением иностранных языков. В Узбекистане одним из самых популярных функционирующих языков является русский язык.

Если рассматривать процесс обучения русскому языку в школах, можно с точностью сказать, что дети активно изучают русский язык, любят его не меньше своего родного - узбекского языка. Именно в национальных школах так яростно стремятся познать все азы русского языка. Так в чем по вашему проявляется такое влечение детей к русскому языку?

Как однажды высказался К. Г. Паустовский : «Русский язык открывается до конца в своих поистине волшебных свойствах и богатстве лишь тому, кто

**кровно любит и знает «до косточки» свой народ и чувствует сокровенную прелесть нашей земли.» [1].**

Методика преподавания русского языка стоит в ряду педагогических наук. Ее можно назвать прикладной наукой, поскольку она, опираясь на теорию, призвана решать практические задачи воспитания, обучения и развития учащихся.

Как и любая другая наука, методика русского языка имеет свой предмет. Предметом ее изучения является процесс овладения родным языком в условиях обучения (овладение речью, письмом, чтением, грамматикой, фонетикой и пр.).

Методика русского языка призвана изучить закономерности формирования умений и навыков в области языка, усвоения систем научных понятий по грамматике и по другим разделам науки о языке. Результаты этого изучения составляют фундаментальную базу для решения задач: на основе познанных закономерностей нужно выработать оптимальную систему обучения языку.

Эта система (или, вернее, эти системы) должна обеспечить каждого школьника необходимым минимумом умений, навыков и знаний по языку. Одновременно методика учитывает ряд социальных требований к обучению: обеспечивает такое построение обучения, которое максимально способствовало бы коммунистическому воспитанию учащихся, развитию их мышления, а также было бы эффективным, достаточно экономным.

По традиции, говоря о задачах методики как прикладной науки, называют три ее задачи:

**Первое: Чему учить?** Ответом на этот вопрос является разработка содержания обучения — программ по русскому языку, создание учебников и различных учебных пособий для учащихся, их постоянное совершенствование, проверка доступности и эффективности.

**Второе: Как учить?** В соответствии с этим вопросом разрабатываются методы обучения, методические приемы, системы упражнений, рекомендации по применению тех или иных видов заданий, пособий, последовательных систем практических работ учащихся, уроков и их циклов и т. п.

Третье: **Почему так, а не иначе?** Здесь подразумевается исследование сравнительной эффективности методов, обоснование выбора методики, экспериментальная проверка рекомендаций и т. д.

Методика русского языка изучает уровни знаний, умений и навыков учащихся на разных ступенях обучения, выясняет причины успехов или неудач в обучении, исследует типичные ошибки — речевые, орфографические и пр., находит способы их устранения и предупреждения.

Время подсказывает свои задачи методике, как и педагогической науке в целом. Так, в наши дни в методике русского языка идет активный поиск таких методов и приемов, которые обеспечивали бы максимальную познавательную активность и самостоятельность школьников в учебном процессе; наилучшее развитие мышления и речи учащихся; прочность усвоенных знаний, умений и навыков и т. д.

Обучение языку происходит в дошкольных учреждениях, в школе — начальной и средней, в техникумах (например, в педагогических училищах), в вузах.

Задачи обучения родному языку на всех этих ступенях обучения, конечно, не могут совпадать. Но основные требования науки одинаковы: везде предметом науки является процесс овладения языком, независимо от ступени обучения методика изучает объективные закономерности усвоения языка, разрабатывает системы обучения, проверяет их и т. д.

Но каждая ступень имеет свои особенности. Так, методика дошкольного воспитания ориентируется в области родного языка в основном на развитие речи детей.

Методика начального обучения - русскому языку, которая нас интересует в первую очередь, имеет свои, специфические особенности. Во всех своих разделах (кроме развития речи учащихся) она не может опереться, за редкими исключениями, на какой-то фундамент, заложенный ранее. Этим обусловлено и само ее название — **«методика начального обучения»**.

**«Методика обучения грамоте»**, т. е. элементарному чтению и письму. Проблема обучения детей грамоте всегда стояла чрезвычайно остро не только в педагогике, но и в социальной жизни, так как грамотность народа — это его оружие в борьбе за освобождение, за политическое сознание, за культуру.

**«Методика чтения»**. Задача предмета «Чтение» в начальных классах, как известно, состоит в первую очередь в вооружении детей навыком достаточно беглого, правильного, сознательного и выразительного чтения. Начальная школа призвана подготовить школьника к переходу в среднее звено школы и как чтеца, и как читателя.

**«Методика грамматики и орфографии»**. Она включает обучение элементарному письму и каллиграфии, формирование грамматических понятий, первых орфографических навыков — когда нет еще достаточной грамматической основы.

**«Развитие речи учащихся»**. Этот раздел обладает в начальной школе своеобразием. Дети впервые осознают язык, речь как предмет изучения — анализа и синтеза; овладевают речью, которая вызывается не самой ситуацией, а волевым актом: они поставлены в условия, когда речь нужно обдумывать, планировать, говорить не только о том, о чем очень хочется сказать, не только о том, что интересно; овладевают письменной речью, которая, как известно, отличается от устной не только своей графической формой, но и лексикой, и синтаксисом, и морфологическими формами.

Методика должна также обеспечить дальнейшее обогащение словаря детей, развитие их синтаксиса, их связной речи.

Методика русского языка, как и другие педагогические науки, затрагивает интересы десятков, сотен миллионов людей.

Необходимость глубокого изучения родного языка в школе определяется его основными функциями: язык служит человеку, во-первых, средством оформления и выражения мысли, во-вторых, коммуникативным средством, «обслуживая членов общества в их общении между собой, и, наконец, средством выражения чувств, настроений.

Умения и навыки в области родного языка (речь, чтение, письмо) являются необходимым условием и средством учебного труда учащихся. Иными словами, дети, овладевая умением учиться, должны в первую очередь изучать свой родной язык — ключ к познанию, к образованности, к подлинному развитию ума. Без языка невозможно полноценное участие человека в жизни современного общества, участие в современном производстве, в развитии культуры, искусства.

### **Литература:**

1. Источник: [https://vk.com/wall-72799344\\_2736](https://vk.com/wall-72799344_2736)

## “AXBOROT XAVFSIZLIGI VA AXBOROTNI HIMOYALASH” FANIDAN ELEKTRON QO‘LLANMA YARATISH HUSUSIDA

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**Annotatsiya:** O‘quv jarayonini kompyuterlashgan muhitda tashkil etishga bo‘lgan e‘tibor kuchaytirilganligini hisobga olib ishda “Axborot xavfsizligi va axborotni himoyalash” fanidan ma‘ruza va laboratoriya mashg‘ulotlarini olib borish uchun elektron qo‘llanma yaratish masalasi yoritilgan.

**Kalit so‘zlar:** axborot tizimi, texnologiya, axborotlashtirish, tarmoq, HTML, teg.

Axborot tizimlari va texnologiyalari yildan-yilga inson faoliyatining turli sohalarida yanada keng qo‘llanilib bormoqda. Ularni yaratish, ishga tushirish va keng qo‘llashdan maqsad – jamiyat va inson hayot faoliyatini axborotlashtirish borasidagi muammolarini hal etishdir.

Informatika va axborot texnologiyalari fundamental fan sifatida kompyuter axborot tizimlari negizida istalgan obyektlar bilan boshqaruv jarayonlarini axborot jihatidan ta‘minlashni barpo etish metodologiyasini ishlab chiqish bilan shug‘ullanadi. Fanning asosiy vazifalaridan biri - axborot tizimlari nima, ular qanday o‘rinni egallaydi, qanday tuzilmaga ega bo‘lishi lozim, qanday ishlaydi, buning uchun qanday qonuniyatlar xos ekanligini aniqlashdir.

Hozirgi kunda ta‘lim sohasida o‘qitishni avtomatlashtirishga katta e‘tibor berilmoqda, chunki zamonaviy o‘qitish texnologiyalaridan dars jarayonida foydalanish katta ijobiy natijalar beradi. O‘qitishni avtomatlashtirish (axborot-lashtirish) yoki axborot texnologiyalaridan foydalanish dasturiga quyidagilarni kiritish mumkin:

ta‘lim tizimining barcha pog‘onalarida axborot-lashtirishning yetakchi



bo'g'inligini ta'minlash; barcha sohalar bo'yicha bilim berishda axborotlashtirishni rivojlantirishni loyihalash va yaratish (monitoring) resurs markaz tizimi; axborotlashtirish sohalarida me'yoriy bazalarni yaratish (koordinatsiyalar, metodlar, ilmiy-metodik birlashmalar va h.k.); texnik ta'mi-notni - kompyuterlar, axborot texnologiyasining boshqa qurilmalari (foto-apparatdan mikroskopgacha), ularga xizmat ko'rsatish uchun kerakli materiallarni yaratish; telekommunikatsiya (havo orqali, yerning sun'iy yo'ldoshlari va boshqa aloqa kanallari) tarmoqlari; ta'minot resurslari (dasturiy ta'minot, internetdagi axborotlar majmui, ma'lumotnomalar va h.k.) [1].

Respublikamizning oliy o'quv yurtlarida va Internet tarmog'ida ko'pgina fanlar uchun elektron darsliklar, elektron o'quv qo'llanmalar va multimedia vositalari yaratilgan bo'lib, endilikda o'quv jarayonini kompyuterlashgan muhitda tashkil etishga bo'lgan e'tibor ancha kuchaytirildi. Multimedia vositalari kompyuter yordamida o'rganilayotgan mavzularni tez va oson o'zlashtirishga yordam beribgina qolmasdan, balki o'qituvchiga ko'plab imkoniyatlar yaratib berishi bilan ajralib turadi.

Gipermatnlar tili (HTML) Web-brauzerlar ekraniga ma'lumotlarni standart kodlar orqali chop etish imkoniyatini beradi. HTML dan foydalanib o'zida tahrirlangan matn, tasvir, multimedia elementlarini aks ettirgan Web-sahifalarni yaratish mumkin.

HTML tilini dasturlash tillaridan farqlash lozim. HTML ni Web-brauzer-larga matn yoki tasvirlarni qay holatda chop etish uchun ko'rsatmalar to'plami deyish ham mumkin. Butun jahon o'rgimchak to'rining asosiy va HTML ning tarkibiy qismini gipermatnlar va gipermurojaatlar tashkil etadi. Maxsus buyruqlar yordamida matnning ma'lum qismi shunday ajratiladiki, natijada o'sha matn ustiga sichqoncha tugmasi bosilsa boshqa matn yoki sahifa ochiladi. Har bir Web-sahifa o'zida bir nechta gipermatn yoki gipermurojaatlarni mujassam etishi mumkin.

HTML tili imkoniyatlaridan yana biri – bu Web-animatsiyalar hisoblanadi. Web-animatsiyalar turlicha bo'ladi. Masalan, GIF Animator dan foydalanib, tasvirlarni «Jonlantirish» mumkin bo'lib, undan Web-reklamalarda ko'p qo'llaniladi. GIF tasvirlardan yuqoriroq o'rinda Macromedia Flash yordamida yaratilgan animatsiyalar turadi. Bu animatsiyalar interaktiv bo'lganligi sababli Flish texnologiyalar

ommalashib borayapti. Bu texnologiyani ayniqsa avtomobil ishlab chiqaruvchilar, Web-bizneschilar, umuman, multimediya prezentatsiya yaratmoqchi bo'lganlar keng qo'llaydilar.

HTML tilini qo'llash orqali biz quyidagi asosiy teglardan foydalanish imkoniga ega bo'lamiz: boshlang'ich teglar, matn o'lchami, shrifti va ranglar teglari, sahifada ro'yhatlar hosil qilish teglari, sahifaga jadvallar o'rnatish teglari, sahifaga tasvirlar o'rnatish teglari, sahifaga harakatlanuvchi matnni o'rnatish teglari, gipermurojaatlar yaratish teglari, formalar yaratish teglari, freymlardan foydalanish teglari.

Bu borada hozirda bir qator elektron darslik va elektron qo'llanmalar yaratilgan bo'lib, har birida muallif ishga o'zicha yondashadi. Bir ish ikkinchisidan qo'yilgan maqsadi va hususiyatlari bilan farq qiladi. Har bir ish biror fan yoki uning bo'limini yoritadi.

Ko'rilgan ishlarni tahlil qilib, biz ham bitiruv malakaviy ishimizda HTML tili imkoniyatlaridan foydalanib "Axborot xavfsizligi va axborotni himoyalash" fanidan "Axborot xavfsizligi va axborotni himoyalash" fani bo'yicha laboratoriya ishlari to'plami asosida laboratoriya mashg'ulotlarini o'tkazishda qo'l keladigan [2], elektron qo'llanma yaratildi. Yaratilgan dastur ma'ruza va laboratoriya mashg'ulotlarida sinovdan o'tdi va talabalar tomonidan yaxshi qabul qilindi.

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## XORAZM QUROQCHILIK SAN'ATI: AN'ANALAR VA TRANSFORMATSION JARAYONLAR

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**Annotatsiya:** Mazkur maqolada Xorazm vohasi quroqchilik san'atining o'ziga xos jihatlari bilan bog'liq an'analar va bugungi kundagi o'zgarishlar borasida mulohazalar keltirilgan.

**Kalit so'zlar:** Hunarmandchilik, quroqchilik, quroq turlari, urf-odatlar, milliylik.

**Annotation:** This article presents comments on the traditions and changes in our days related to the unique aspects of the Khorezm oasis art of drought.

**Key words:** crafts, drought, types of worms, traditions, nationality.

**Аннотация:** В данной статье представлены комментарии о традициях и изменениях в наши дни, связанные с уникальными аспектами хорезмского оазисного искусства засухи.

**Ключевые слова:** ремесла, засуха, типы червей, традиции, национальность.

Xalq hunarmandchiligi-bu har bir davlat aholisining o'ziga xos milliyligini, urf-odat va an'analarini o'zida aks ettiradigan hunar turlari hisoblanadi. Har bir xalqning o'ziga xos urf-odatlari va milliy an'analari mavjud bo'lib, ularni avloddan avlodga yetkazish muhim masala hisoblanadi. Hech qachon o'z tarixini bilmasdan turib yorug' kelajakka qadam tashlab bo'lmaydi.

Xalq hunarmandchiligi turlaridan biri bo'lmish "Quroqchilik"ni quroqchilik sa'nati deyilishi ham bejizga emas. Quroq tikish ham bir san'at ekanligiga quroqdan tikilgan buyumlarni ko'rib amin bo'lamiz. Quroq tikish jarayoni

o'rganayotgan kishining qobilayati sabr-toqatini yangilik yaratish sezgisini rivojlantiradi. Bu quroqchilik usulida tikilgan buyumlar yuqori didni, go'zallikni, sabr-toqatlilikni, mehnatsevarlikni talab qiladi[1].

Momolarimiz qadim zamonlarda iqtisodiy jihatdan og'ir ahvolda bo'lganliklari sababli oila a'zolarining kiyim kechaklarini va uyda kerak bo'ladigan buyumlarni masalan dasturxon, poyonoz, gilamcha, ko'rpa, ko'rpacha va yostiq jildlari kabilarini uylarida bor bo'lgan materiallardan qurab tikishgan. Vaqtlar o'tib bunday tikish usuli xaq orasida ommalashib, urf-odat va an'ana tusiga kira boshlagan. Bu kabi qo'l mehnati doim qadrlanib kelinadi. Bunday nozik did bilan chiroyli qilib, badiiy bezak hosil qilib tikilgan quroqlar barchani birdek o'ziga jalb qiladi. Momolarimizning aytishlaricha turmush qurayotgan yosh kelin-kuyovlarning go'shagalari, ko'rpa, ko'rpacha va yostiq jildlari kabilarini quroqdan tikishgan. Buning sababi ular shu quroq kabi aralashib, quralib o'z-o'zidan ko'payishsin, kelgan kelinning qadami qutlug' bo'lsin degan ma'noda qilingan va hozirgach bu urf – odatlarimiz saqlanib qolgan.

O'zbekistonda yangi chaqaloq tug'ilganda beshikka belash urf odati bo'lib bunda ham beshikning qo'lbog'lari, yostiqchalari, beshikyopqichlar ham quroq usulida tikiladi[2]. Buning ma'nosi bola sog'-salomat bo'lsin, har bir oilga o'g'il, qiz farzandlar nasib qilsin va ularga ko'z tegmasin degan ma'noda qilinadi.

Dasturxonlarni quroqdan tikishganida ham ancha ma'no mujassam, ya'ni oilamiz dasturxonini doim to'kin sochin bo'lsin, topganimizni barakasini bersin degan ma'nolarda tikishadi.

Ajdodlarimizning ya'ni ota-bobolarimiz va momolarimizning qadimdan saqlanib kelayotgan milliy urf-odatlarini, qadriyatlarini va kasb-hunarlarini o'rganish, yoshlar o'rtasida targ'ib qilish va yanada rivojlantirish avvalambor ota – onalar qolaversa biz kabi o'qituvchilar uchun ham qarz ham farzdir. O'quvchilarni kasb-hunar egallashlari nafaqat o'zlari uchun balki Vatanimizning kelajakdagi taraqqiyoti uchun ham juda muhimdir. O'zbekistonda quroqchilik san'ati 7-sinfdan boshlab maktab darsliklari orqali o'rgatib boriladi.

Xalq amaliy san'ati turlari ichida "quroqchilik" san'ati alohida o'ringa ega. Quroq – bu turli xildagi mato parchalarini bir birlariga mos qilib birlashtirib badiiy bezak tikish san'atidir. Quroq tikish uchun qimmatbaho asbob – uskuna yoki maxsus jihoz talab qilinmasligi bilan ham ahamiyatlidir. Bu ishni oddiy sharoitda ishtiyoqi bo'lgan har bitta ayolimiz bajara oladi. Bu kabi hunarlarni o'rganish bizga momolarimizdan qolgan ma'naviy meros sanaladi. Hunar egallash va kasbimizdan tashqari shu kabi mashg'ulotlar bilan shug'ullanish ham insonga zavq bag'ishlaydi ham ruhiy va jismoniy hordiq bo'ladi. Quroq tikish ko'pchilik uchun juda murakkab mayda ishdek tuyulganligi boiz hamma ham bu hunarni egallay olmaydi. Quroqni estetik did bilan milliylikni zamonaviylik bilan uyg'unlashtirib tikilganlarini ko'rgan inson shu oddiygina mato qoldiqlari, igna va ip yordamida bunday mo'jizani yaratilganiga ishonishi qiyin bo'ladi. Davlatimiz tomonidan kasb-hunar texnikumlarining ishga tushirilgani ham bejizga emas. Yoshlarni ilmu- hunarli qilib tarbiylash oliy maqsadlarimizdandir.

Quroqchilik san'ati qadimgi momolarimizdan bizgacha yetib kelishining asosiy sabablaridan biri bu urf - odatlarimizning yaxshilikka yo'g'rilganligidandir. Quroq tikishni o'quvchilarga nafaqat dars jarayonida balki to'garak mashg'ulotlarida ham yaxshilab o'rgatishimiz kerak. Quroqchilikni o'rganish barobarida o'quvchilar ham hunarli bo'lib qolishadi, ham quroqni bichish tikish jarayonida milliyligimizni o'quvchilarga o'rgatib boramiz mumkin bo'ladi. Bundan tashqari quroqni tikib bitkazguncha bo'ladigan jarayon bir qancha murrakab bo'lganligi boiz o'quvchilar sabr toqatlilik, mehnatsevarlik, estetik tarbiya, iqtisodiy tarbiya va ijodkorlik kabilarni o'rganishadi. Bundan tashqari eskirgan kiyimlarni qayerga qo'yishni bilmay qiynalmaysiz, uy batartib turishiga ham imkon bo'ladi, ham bunday chiroyli tikilgan buyumlar xonadonimizga ko'rk bag'ishlaydi.

Qadimgi davrlarda momolarimiz davr taqazosi bilan uyda ishlatiladigan turli xildagi buyumlarni oila a'zolari uchun quroqdan tikishgan. Quroqning yana bir afzallik tarafi shundaki bu usulda tikish uchun yangi material sotib olmasdan uylarida bor narsalardan, masalan kichrayib eskirgan kiyim kechaklarini qirqib quroq usulida xohlagan narsalarini tikishlari mumkin. Quroq tikishda yangi materialdan ham yoki

eskiroq materiallardan ham foydalansa bo‘ladi. Buning uchun eski material bo‘lsa uni yaxshilab yuvib dazmollab ishlatishimiz mumkin[3]. Quroq tikishda asosan materiallarni xususiyatlariga e‘tiborli bo‘lish talab qilinadi. Chunki materiallar bir biriga mos kelmasa ishimiz o‘xshamay qolishi mumkin. Quroqchilik san‘atida ko‘p jihatlarga e‘tibor qaratilishi zarur:

- materiallarning turiga bir biriga mos kelishiga;
- ranglar mosligiga;
- anodozalar o‘lchami aniqligiga;
- tikish jarayonidagi ketma –ketlikga;
- tikish uchun qoldirilgan joyidan aniqlik bilan tikishga;

O‘zbekistonning deyarli barcha viloyatlarida shu jumladan Xorazm viloyatida ham xalq amaliy san‘atining “Quroqchilik” usuli bilan shug‘ullanishadi.

Quroqchilikda har bitta rang har bitta shakl o‘z ma‘nolariga ega:

Kvadrat – abadiylik, mustaxkamlik .

Quyosh – hayot ramzi.

Zirk guli (gulsafsar) osoyishtalik va uzoq umr.

Olma – muxabbat ramzi.

Xumo – baxt keltiruvchi qush.

Yashil rang – ona zamin.

Havo rang – musaffo osmon.

Masalan xorazmda sariq rang kam ishlatiladi chunki bu rang aralashsa to‘y marosimlarida oqibati yaxshilik bo‘lmaydi deyishadi momolarimiz.

Farzandlariga yoshlik chog‘laridan hunar o‘rgatib kelgan xalqimiz o‘zining an‘analaridan, urf-odatlaridan, turli ma‘naviy meroslaridan unumli foydalanib keladi. Bugungi kunimizda ham xalqimizning an‘analarini, usta va shogird asosida yoshlarimizga hunar o‘rgatishga katta e‘tibor berilmoqda. Ayniqsa oliy ta‘lim muassasalarini, akademik litsey va texnikumlarda yoshlarning kasb-hunar faoliyati bilan shug‘ullanishlari uchun zarur shart-sharoitlarni vujudga keltirish, ularga mutaxassisliklar yo‘nalishlari bo‘yicha nazariy va amaliy bilimlarni berish uchun samarali mehnat qilinmoqda.

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## RESPUBLIKAMIZ BALIQCHILIGI RIVOJLANISHINI BUGUNGI HOLATI

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**Annotatsiya:** ushbu maqolada respublikamiz baliqchiligining, hususan, Fargʻona vodiysi baliqchiligining bugungi holati haqida soʻz boradi.

**Kalit soʻzlar:** baliqchilik, ixtiofauna, intensiv baliqchilik, akvakultura, Fargʻona vodiysi.

### THE CURRENT STATE OF THE FISHERIES DEVELOPMENT OF OUR REPUBLIC

**Abstract:** this article talks about the current state of the fisheries of our republic, especially the fisheries of the Fergana Valley.

**Key words:** fishery, ichthyofauna, intensive fishery, aquaculture, Ferghana Valley.

Respublikamiz hududida baliq mahsulotlarini yetishtirish hajmini koʻpaytirish, mavjud suv resurslaridan samarali va oqilona foydalanish uchun tabiiy suv havzalarida akvakulturani rivojlantirish, ushbu suv havzalari yaqinida intensiv baliqchilik koʻllarini tashkil etish alohida ahamiyat kasb etadi.

Bunga respublikamizdagi mavjud qonunchilik tizimi ham katta imkoniyatlar yaratadi.

Oʻzbekiston Respublikasi Prezidentining 06.11.2018 yildagi PQ-4005-sonli “Baliqchilik sohasini yanada rivojlantirishga doir qoʻshimcha chora-tadbirlar toʻgʻrisida”gi qaroriga binoan, baliqchilik xoʻjaliklariga biriktirilgan suv havza maydonlaridan ilmiy yondashuv asosida samarali foydalanish, ularning meliorativ holatini yaxshilash, shuningdek, resurs tejankor texnologiyalar va innovatsiyalarni



keng ko‘lamda joriy qilish ishlariga yetarlicha e‘tibor berish, sun‘iy suv havzalari hosildorligini oshirish uchun baliqchilik xo‘jaliklarining mineral o‘g‘itlarga bo‘lgan talabini to‘liq qondirish, shuningdek, mineral o‘g‘itni boshqa muqobil o‘g‘itlar bilan almashtirish bo‘yicha ilmiy-tadqiqot ishlarini olib borish yo‘lga qo‘yish bo‘yicha bir qancha chora tadbirlar rejalari ishlab chiqilib, amaliyotga joriy etish bo‘yicha ko‘rsatmalar berib o‘tilgan[1].

O‘zbekiston Respublikasi Prezidentining 29.08.2020 yildagi PQ-4816-sonli “Baliqchilik tarmog‘ini qo‘llab-quvvatlash va uning samaradorligini oshirish chora-tadbirlari to‘g‘risida”gi qarorida Respublikada baliqchilik tarmog‘ini qo‘llab-quvvatlash, baliqchilik va baliq ovlash xo‘jaliklari faoliyati samaradorligini oshirish, ushbu sohada yer va suv resurslaridan oqilona va samarali foydalanish hamda intensiv texnologiyalarning keng joriy etilishini ta‘minlash maqsadida bir qancha qaror va topshiriqlar tegishli rahbarlarga yuklatilgan[2].

Yuqorida keltirilgan O‘zbekiston Respublikasi Prezidentining qarorlariga asosan baliqchilik soxasi tubdan isloh qilina boshlandi.

	2019-yil	2020-yil	2021-yil
Qoraqalpog‘iston Respublikasi	24,8	25,8	26,0
Andijon	42,4	40,9	42,9
Buxoro	43,0	45,1	46,4
Jizzax	50,7	52,8	53,7
Qashqadaryo	40,9	42,0	40,9
Navoiy	15,7	14,0	15,3
Namangan	42,4	41,0	40,4
Samarqand	44,4	44,6	44,4
Surxondaryo	49,6	48,2	48,6
Sirdaryo	40,2	39,3	39,0
Toshkent	23,2	23,2	23,0
Farg‘ona	34,9	34,8	36,3
Xorazm	45,1	46,5	46,1

Xususan, [O‘zbekiston Respublikasi davlat statistika qo‘mitasi](#) ma‘lumotlariga qaraganda 2019-2021 yillarda yalpi hududiy mahsulot(YaHM)ning tarmoqlar bo‘yicha tarkibida qishloq, o‘rmon va baliqchilik xo‘jaligining ulushi quyidagicha o‘zgarishga erishdi(YaQQga nisbatan %da)[3].

Yuqoridagi ma'lumotlarga ko'ra hududlarda o'sish kuzatilishiga qaramay, ba'zi viloyatlarda pasayish kuzatilgan yoki o'zgarishsiz qolgan. 2021 yilning yanvar-iyun oylarida respublikamizda 37,2 ming tonna baliq ovlangan bo'lib, hududlar kesimida quyidagicha ko'rsatgichni qayd etgan: Qoraqalpog'iston Respublikasi – 3648 tonna, Andijon – 3544 tonna, Buxoro – 2002 tonna, Jizzax – 3400 tonna, Qashqadaryo – 1044 tonna, Navoiy – 4167 tonna, Namangan – 1040 tonna, Samarqand – 1732 tonna, Surxondaryo – 1248 tonna, Sirdaryo – 2648 tonna, Toshkent – 3654 tonna, Farg'ona – 2838 tonna, Xorazm – 6226 tonna.

Ko'rinib turibdiki baliq ovlash va yetishtirish bo'yicha yetakchi o'rinni Xorazm viloyati egallagan. Umumiy baliq ovlash hajmining 20 % ga yaqin qismi Farg'ona vodiysiga to'g'ri keladi (Farg'ona viloyati 8 %).

Baliqchilik tarmog'ini yanada rivojlantirishda ijarachi korxonalar tomonidan kichik va o'rta hajmdagi ko'llarda baliq yetishtirishning yangi shakllarini, ya'ni yaylov akvakulturasini amalga oshirishni yo'lga qo'yish maqsadga muvofiqdir. Bunda ilmiy tavsiyalar asosida tabiiy suv havzalarini baliq xo'jaligi sifatida tashkil qilish maqsadida baliqchilik melioratsiyasi ishlarini samarali amalga oshirish lozim. Shuningdek, hozirgi sharoitda suv havzalaridan ratsional foydalanish uchun ularning tabiiy ozuqa bazasini shakllantirish va rivojlantirish iqtisodiy jihatdan o'z samarasini beradi.

Baliqchilik soxasini yanada rivojlantirish, baliq maxsulotlarini xajmini orttirish uchun mavjud resurslardan oqilona va yuqodi darajada foydalanishdan tashqari, tabiiy va sun'iy suv havzalarining holati, boqiladigan baliqlar uchun ta'sir ko'rsatuvchi omillarni o'rganish muhim ahamiyatga ega. Boqiladigan baliqlar uchun asosiy omillar suv muhitining normal holari, tabiiy va qo'shimcha ozuqalar yetarli bo'lishi bilan bir qatorda ulaning ozuqasiga doimiy ravishda sherik bo'luvchi ovlanmaydigan invaziv baliq turlarini ham hisobga olish lozim.

Farg'ona vodiysi hududida ov ahamiyatiga ega bo'lgan baliqlar ozuqasiga sherik bo'luvchi, xashaki baliqlar o'nlab turlarni tashkil etadi. Masalan, Koreya qirraqorini *Hemiculter leucisculus* (Basilewsky, 1855), Ko'zli taxirbaliq *Rhodeus ocellatus* (Kner, 1866), Uchlab Opsariichthys cf. bidens (Günther, 1873), Amur chebakchasi

Pseudorasbora parva (Temminck et Schlegel, 1846), Xitoy qumbalig‘i Abbottina rivularis (Basilewsky, 1855), Turkiston qumbalig‘i Gobio lepidolaemus (Kessler, 1872), Kulrang eshvoyi Triplophysa dorsalis (Kessler, 1872), Dog‘li eshvoyi Triplophysa strauchi (Kessler, 1974), Xolbruk gambuziyasi Gambusia holbrooki (Girard, 1859) kabi turlar shular jumlasidandir.

Yuqoridagi baliq turlarini biologiyasi, populyatsilarining holati, boshqa ov ahamiyatiga ega bo‘lgan baliq turlarining populyatsiyasiga ta’siri va morfometrik ko‘rsatkichlarini o‘rganish muhim ahamiyatga ega.

Bundan tashqari suv havzalarining hozirgi holati ozuqaviy resurslarga boyligi, gidrokimyoviy tarkibi, gidrofizik ko‘rsatkichlarini tadqiq etish ham muximdir.

Yuqoridagi ko‘rsatkichlarni o‘rganish va bu hususiyatlardan chiqarilgan xulosalar asosida baliqchilikda ishlab chiqarish hajmini oshirish uchun muxim tavsiyalar ishlab chiqish mumkin.

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## EFFECTIVE METHODS FOR DEVELOPPING WRITING SKILLS

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**Abstract:** This article describes the methods of teaching writing in the process of learning foreign languages. Writing stories is the most difficult and controversial way to learn foreign languages. Information is provided on this situation, the most effective methods for developing writing skills.

**Key words:** writing, teacher, student, learning, doing, decisive, classroom, learning, foreign language, challenge, explanation, essay, grammar, commentary, projector, report, feedback.

## ЭФФЕКТИВНЫЕ МЕТОДЫ РАЗВИТИЯ ПИСЬМЕННЫХ НАВЫКОВ

**Аннотация:** В данной статье описаны методы обучения письму в процессе изучения иностранных языков. Написание рассказов — самый сложный и противоречивый способ изучения иностранных языков. Дана информация по данной ситуации, наиболее эффективные методы развития навыков письма.

**Ключевые слова:** письмо, учитель, ученик, обучение, выполнение, решающее, классная комната, обучение, иностранный язык, проблема, объяснение, эссе, грамматика, комментарий, проектор, сообщение, обратная связь.

**As the number** of English language learners increases in the global classroom, it becomes increasingly difficult for teachers to maintain their role as primary communicators with students through one-on-one. As a result, teacher's often assign duties to their students. This change of power may be difficult teachers and students

who prefer to play traditional roles, but the new classroom dynamics can be beneficial. One area that can benefit from this sharing of roles is peer review and feedback.

Teaching academic writing is challenging for various reasons: time is needed to explain and model essay types, writing is complex and requires higher-order thinking skills, and seemingly endless marking must accompany feedback on numerous drafts. Despite these issues, there are many benefits of peer review in the writing classroom, including the following.

- clarifying ideas and improving rhetorical organization;
- providing opportunities to give and receive feedback, ask and answer questions, and play both beginner and expert roles;
- making both surface and meaning-level changes to writing samples;
- improving grammar and augmenting vocabulary;
- Establish and maintain intersubjectivity between readers and authors.

Before you allow your students to review a classmate's essay, make sure you spend sufficient time covering one of the most important aspects of peer review: training. First, provide students with a copy of examples of the types of constructive questions and comments that can be offered to a peer during review; the idea is to clearly "explain the different type of comments/questions and how they affect the peer response process". For example, Liu and Sadler offer four categories of statement and question types, that illustrates how to write a constructive comment or helpful question. Explain that the more explicit a comment or suggestion is, the more likely it is to be understood by the author and to help him or her write a better second draft.

Next, conduct an in-class demonstration on peer-review training. If possible, use a laptop and projector or handouts. In my case, I showed the class an essay written by a previous student entitled "The Causes and Effects of Poverty" because cause-and-effect essays were the instructional focus at the time. However, you can use whatever type of expository writing your students are working on.

Then, to allow ample time for modeling and student practice, demonstrate the peer-review process by providing feedback on the first half the essay, with in this case includes the introduction and the "tame" paragraphs. This step prepares "students to

make effective and the step diplomatic comments on their peers” writing [for] computer generated messages tend to be honest and direct because information is not relayed face-to-face. If you have a computer and projector, show the class how to use Microsoft Word Track Changes and how to insert comments. To my surprise, not one student in my class had ever seen these features, so it might be a good idea to model the features beforehand. If you have only paper and no computers, distribute copies of the essay to the students, but make sure the margins are large enough to accommodate feedback. As you read through the essay with your students, encourage them to make suggestions and ask the author questions about the text. You can type these suggestions and questions directly into the original essay, or students can write them on their copies, which they can use as a reference when they do the actual peer review and feedback.

As you receive questions and comments that your students offer, carefully model how to comment appropriately, whether the comment is made electronically, written anonymously, or spoken face-to-face. Offers tactful approaches to help students provide "constructive comments and encourage open, honest communication."

1. Start on a positive note.
2. Use words that are tactful and respectful.
3. Give examples the clarify points.
4. Always maintain a positive tone by avoiding negative words like error, failed, and mistake.
5. Be humble so that you don't come off as a "Know-at-all".

After you have finished reviewing the first half of the essay, task the students to continue the review on their own, either in class or homework. Ask them to continue providing feedback and adding comments to the remainder of the essay; with the cause-and-effective essay that would include the "effect" paragraphs and the conclusion. All participants use the same essay to practice executing an anonymous peer review. This task, label a practice draft, is a crucial step in the training process; the purpose is to "engage the whole class in a peer response activity and practice asking clarification questions".

This sheet focuses their attention on evaluating various aspects of essay writing, including introduction, body, structure, content, reader interest, grammatical accuracy, unity, coherence, and conclusion. The real issue is whether the revisions are strategic, that is, whether the revisions bring the text closer to the goals that the author has for his or her text."

Emphasize to your class that the primary goals of this review exercise are to become a proficient reviewer and to aid the author in writing a better essay. I

define a "better final draft" as one in which the ideas are supported well by the author and are clear to the reader, with fewer grammatical and organizational errors than in the first draft. Make sure to encourage your students to make positive comments on the essays, indicating parts that are well written and/or interesting. Finally, ask students to email you their completed feedback and to bring hard copy of their peer-reviewed essay to your next class so you can discuss their homework activity collectively. In your next class, if possible use a computer lab to share documents or to progress.

After you answer questions and clarify any remaining issues, your students are ready to conduct a peer-review activity on their own. Knowledge's the importance of peer-review training when he observes that "training students in peer response leads to better revisions and overall improvements in writing quality!' If you want to further expose your students to practice essays, give them another anonymous student essay of the same genre or practice a set mil time. Instruct each student to follow the same procedure of providing feedback, just as you demonstrated in class and just as the students practiced for homework. When they finish their peer review, repeat the procedure of going in over their work in class collectively. This will show you whether everyone has the task successfully, and it will provide you, the instructor, with an opportunity to resolve any issues before student's peer-review and give feedback on one another's essays.

Once you feel your students are ready to conduct a peer-review and provide feedback on their own, give them an hour in class or in a computer lab to write or type an essay.



In the next class, distribute each essay and the Peer Review Feedback Sheet in the Appendix to an anonymous classmate for review. This is a long and somewhat complex worksheet that forces the students to deeply analyze and evaluate their classmate's essay. If your students are not capable of using it due to limited language proficiency, you can, modify or reword it to best fit your student population. Realistically, low-level students would not be able to use the worksheet in its original form, so perhaps this part of the peer review could be optional.

Give each student one hour to review classmate's essay, suggesting changes by inserting or writing comments on the computer or with a in or pencil. If possibly, instruct each student to complete the Peer Review Feedback Sheet as be or the reviews the essay. While questions, comments, and revisions are meant to identify specific areas that need to be addressed the worksheet requires students to examine their classmate's essay on a more holistic level. It includes evaluating the introduction, body, conclusion, interest level, and various grammatical aspects such as fragments, run-one, comma splices, subject verb-agreement, capitalization, and the essays, leaving sufficient space between punctuation. At the end of the class, collect the peer-reviewed essays as well as the filled in worksheets.

Finally, during the third class, redistribute the essays with the peer's comments, suggestions, and changes back to the original authors. Each student will then review the classmate's questions and suggested changes and incorporate them into a revised draft before submitting it to you.

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## DEVELOPMENT OF THE PATH OF NON-TRADITIONAL ENERGY IN UZBEKISTAN

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**Abstract:** The article considers the possibility of improving the reliability of power supply in remote areas of the Republic of Uzbekistan using hybrid energy systems based on renewable energy sources.

**Keywords:** renewable energy sources, hybrid systems, solar panels, micro-hydro power plants

For the existence and conduct of economic activity, a person needs an energy.

From time immemorial, the source of energy was first coal, then oil and gas. However, their resources are constantly shrinking. It is estimated that the total remaining oil reserves could last approximately 200 years . This estimate is up to 190 years for natural gas resources and 230 years for coal [1, p. 2].

Therefore, worldwide interest in renewable energy sources has increased quickly.

Renewable energy is any form of energy available in the natural environment that can be repeatedly replenish. For example, solar energy is naturally available and we cannot deplete it by consuming.

Renewable energy is available in various forms depending on location and time of year. For example, hurricane-force winds blow in some areas, and there is not enough sunlight due to cloudy weather.

So far, renewable energy sources provide less than [13 % of all the energy](#) that we currently consume in the world. However, this share is constantly increasing, especially

in developed countries pursuing a policy of transition to green energy. For example, in Germany in 2021, 490.6 billion kWh of electricity were produced, of which 224.6 billion kWh (or 45.8%) of electricity came from renewable energy sources [2, p. 10].

The following renewable energy sources are available:

- ° Solar radiation;
- ° Wind;
- ° Waters of rivers and canals;
- ° Ebb and flow;
- ° Waves in lakes, seas and oceans;
- ° Geothermal water sources;
- ° Earth, air, water;
- ° Biological masses, which include plants specially grown for this purpose.

Now consider what are the advantages or disadvantages of renewable energy sources. The table provides a brief overview of them:

Table 1

#### Overview of the advantages or disadvantages of renewable energy

Advantages	Flaws
Renewable resources never run out	Inconstancy, dependence on weather conditions and time of day.
Require less maintenance and save money	No possibility of accumulation (storage) of generated energy
Environmentally friendly	Geographic restrictions
Increase the energy independence of countries	Higher initial cost
Expanded access to clean energy for off - grid or remote locations	

As can be seen from the Table 1, renewable energy sources have more pluses than minuses. Renewable energy has more advantages than disadvantages.

In Uzbekistan, as well as around the world, the production of electricity from renewable energy sources is developing. In 2018, Uzbekistan joined the Paris Agreement and committed itself to its implementation - by 2030, reducing the specific greenhouse gas emissions per unit of gross domestic product by 10% from the 2010 level. According to the "Strategy for the transition of the Republic of Uzbekistan to a "green" economy for the period 2019-2030", by 2030 it is planned to increase the share of renewable energy sources to more than 25% of the total electricity generation [3].

In 2021-2022, two photovoltaic installations with a capacity of 100 MW each were launched in the Navoi and Samarkand regions of Uzbekistan. At present, the Saudi energy company ACWA Power is working on the construction of wind power plants (WPPs) with a total capacity of 1000 MW in the Bukhara and Navoi regions, the total cost of the project is 1 billion US dollars [4].

As mentioned above, the main disadvantage of renewable energy sources is volatility, dependence on weather conditions and time of day. The generation of energy by solar panels, wind turbines and water heating collectors is highly dependent on the season and weather conditions, which causes problems with the stability of energy supply. For example, the inability to use solar panels at night or other situations where sunlight is limited.

To solve this shortcoming in remote areas of Uzbekistan with the presence of wind and water potential, it is proposed to create hybrid energy systems based on renewable energy sources based on solar panels, wind power plants and micro hydroelectric power plants. The composition of hybrid systems can also include a traditional source of energy, and all this increases the reliability of energy supply.

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## FOREIGN LANGUAGE TEACHING AND LEARNING: CHALLENGES AND OPPORTUNITIES IN HIGH EDUCATION

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**Abstract:** This article is devoted to contemporary issues regarding teaching English as a foreign language and some innovations in this area. Knowledge of foreign languages is the most important for communication in the modern world.

**Key words:** foreign languages, globalization, global language, method, methodology.

### ПРЕПОДАВАНИЕ И ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ: ВОЗМОЖНОСТИ В ВЫСШЕМ ОБРАЗОВАНИИ

**Аннотация:** Данная статья посвящена современным проблемам преподавания английского языка как иностранного и некоторым новшествам в этой области. Знание иностранных языков является самым важным для общения в современном мире.

**Ключевые слова:** иностранные языки, глобализация, глобальный язык, метод, методология, компетентность.

At present stage of development of society, the process of intercultural communication takes on new forms. The development of electronic means of communication has led to the development of a “computer-mediated form of communication that radically changed the nature of discourse”. In the process of interaction between the participants of intercultural communication, various electronic means of communication are widely used: e-mail, Skype, voice and video communication, social services on Facebook, Twitter, as well as platforms for creating

their own blogs.

Innovations in the teaching foreign languages in the era of globalization are associated with changes in the content of teaching foreign languages, changes in educational technologies, methods and means of teaching. The content of teaching foreign languages as a methodological category answers the question “What to learn?”. There are several approaches to determining the content of teaching foreign languages. Some scholars consider the content of learning from the point of view of the object of study, the object of mastering and the results of training: “The content of learning is made up of those skills, abilities, competences, the mastering of which ensures the ability to use the language as a means of communication, the formation and development of a person”.

The methodology of teaching foreign languages in higher education differs significantly from the methodology of teaching other disciplines, both technical and humanitarian. O.G. Serebryantseva, speaking about the problems of teaching a foreign language in higher education, writes: “It is obvious that a foreign language teacher ... must constantly look for something new, know his subject well, understand the psychology and developmental features of his students, the basic psychological mechanisms of social perception, master pedagogical technologies, those forms, methods, methods of training and education” . One way or another, a foreign language teacher constantly faces three main problems in his professional activities: the content of training, methods and means of teaching.

The use of Internet resources will help the teacher to give students an additional incentive to learn a foreign language. Translation of a favorite book, watching a favorite movie or a concert of a favorite group in the original language, participation in an international competition - each student has his own motivation and goals for learning a foreign language. The use of Internet resources helps the teacher to cope with the lack of hours of classroom work, namely, it is the basis for learning a foreign language. Within the framework of the Bologna system, as you know, the term of study in higher education is reduced, and teachers have to increasingly use the system of independent work of students for the timely study of educational material in the



volumes of educational material determined by the curriculum. The need for effective organization of independent work, the ability to control its implementation is one of the huge advantages of using Internet resources. The presence of classrooms equipped with computers and Internet access, which help teachers organize effective independent work of students, is one of the requirements of modern educational standards. However, it is important not only to have such classrooms, it is important to ensure their availability for students to study outside of school hours, to give them the opportunity to master the educational material on their own.

Such channels allow students to deal with a complex issue in grammar or vocabulary, to remember the basic rules for the use of certain parts of speech. Separately, it is worth mentioning the organization of the educational process through the use of the Skype program, which makes it possible to eliminate obstacles for communication between the teacher and the student, even at great distances and living in different countries. This program has a text chat, which also helps teachers in working out the studied material - with the help of chat, communicating with native speakers, students improve their writing skills, the use of language units, parts of speech and the rules for their use. Skype, like any other network video communication tool, implements live communication between representatives of two language cultures, helping to simultaneously gain experience in sociocultural communication and find out all the phonetic, lexical, and grammatical features of the language being studied .

It is necessary to establish a reliable connection with a high speed of image and sound transmission between the presenter and the participants. You can use "chat" (including "private chat") and a microphone. It can be concluded that, although a webinar is a fairly new means of organizing the educational process, nevertheless, it is one of the most convenient and cost-effective solutions for conducting training using Internet technologies. However, it is often difficult for teachers of a national school who are accustomed to working with a live target student audience to use this tool in their methodological work. With all this, the webinar allows you to diversify the number of forms and methods of teaching a foreign language. On a predetermined

topic, you can organize conferences, including those with native speakers. In addition, the involvement of foreign specialists in the work helps to motivate students to learn the language, to work independently to improve their language proficiency

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**MAQOL VA IBORALARDA TARJIMA, ADEKVATLIK HAMDA  
MILLIYLIKNI SAQLASHNING MUAMMOLARI  
(NEMISCHA-O‘ZBEKCHA MAQOLLAR TARJIMASI MISOLIDA)**

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**Annotatsiya.** Ushbu maqolada hozirgi zamon tarjimachiligida maqol va fraziologizmlarni tarjima qilishda uchraydigan kamchiliklar, yutuqlar va ayrim mulohazali muammolar haqida fikr yuritiladi. Maqollar va iboralar, fraziologizmlarni to‘g‘ri talqin qilish, uni qayta yaratish, unga ekvivalent berish masalalarida bir necha tavsiyalar berilib, izohlar misollarda yoritib berildi.

**Kalit so‘zlar.** tarjima, tahlil, tasvir, xarakter, qayta yaratish, xalqchil, sinonimik vositalar, mentalitet, obrazli, hissiy-ta’sirchan.

**PROBLEMS OF TRANSLATION, ADEQUACY AND PRESERVATION  
OF NATIONALITY IN PROVERBS AND PHRASES**

**Abstract:** In this article is discussed some of the problems that arise in the translation of proverbs and phraseological units in modern translation. Proverbs and expressions are given, several recommendations on the correct interpretation of a phraseological unit, its reconstruction, bringing its equivalent to it, and the comments are illustrated with examples.

**Keywords:** translation, analysis, image, character, reconstruction, popular, synonymous means, mentality, figurative, emotional.

Tarjima – xalqlarni bir-biriga yaqinlashtiradigan, qalblarni tutashtiradigan ulkan ma’naviy ko‘prikdir. Shu bilan birga tarjima yuksak san’at mahorat maktabi hamdir. U ona tilining boyligi, jozibasi, go‘zalligini namoyish qiladigan ulkan ijodiy maydon. Shu tufayli unga har doim katta mas’uliyat, talabchanlik bilan yondashilgan. Tarjimon o‘ziga tilni qay darajada yaxshi bilsa, o‘z ona tilini ham shunchalik chuqur bilishi, nozik ma’nolarini teran his qilishi, iboralar, hikmatli so‘zlar, maqol va matallar, hayotiy hodisalar, turmush ikir-chikirlarini tarjimada mahorat bilan gavdalantira olishi lozim. Aks holda (asl) asliyatdagi asar tarjimasi kitobxonda muallif hamda asar haqida salbiy fikrlar keltirib chiqarishi mumkin.

Hozirgi zamonda tarjima amaliyoti (tarjima turidan qat’i nazar) ilmga asoslanadi. Albatta, ijod jarayonida intuitsiyaning o‘z o‘rni hamda salmog‘i yo‘q emas. Ilm tarjimaning to‘laqonli va ishonchli chiqishiga yo‘l ochadi. Tarjimashunoslik va uning tarkibiy qismiga aylanib borayotgan, ammo hali o‘zini to‘la namoyon qilib ulgurmagan tarjima tanqidi ilm turidir. Bu ilm tilshunoslik, grammatika, stilistika, semantika, belgishunoslik (semiotika) kabilar bilan yaqin aloqa bog‘lab, mustahkam hamkorlik qiladi, degan edi tarjimashunos olim Ibrohim G‘afurov [1].

Tarjimon o‘ziga xos layoqat, iqtidor, iste’dod, bilim sohibi bo‘lishdan tashqari, uning zakovatida deyarli barcha ijod ahlining faoliyatiga xos tahlil, tasvir, xarakter, yaratish, kayfiyat tug‘dirish va hatto maxsus “o‘qiy bilish” sifatlari jamuljam bo‘lishi lozim. Shundagina tarjima asar xalqchil, o‘lmas va har doim o‘quvchilarni o‘ziga jalb qila oladigan asar bo‘la oladi. Afsuski nemis tilidan bevosita o‘zbek tiliga o‘girilgan she’r-dostonlar, qissa, hikoya va romanlar soni uncha ko‘p emas. Ammo shuni bemalol aytish mumkinki, o‘tgan asrga nisbatan hozirgi zamon tarjimachiligini bunday deb bo‘lmaydi, ya’ni qissa va dostonlar hatto she’riy tarjimalar ham to‘g‘ridan to‘g‘ri nemis tilidan o‘girilayotgani quvonarli.

Aslida shu paytgacha badiiy asarni o‘zbek tiliga talqin qilishning kamchiliklarini ikki sabab bilan izohlash o‘rinlidir. Birinchidan, g‘arb tillaridan o‘zbek tiliga o‘giruvchi mutaxassislarning yetishmaganligi, faqat rus tiliga tarjima qilingan asarlarnigina o‘girishga ijozat berilgani bo‘lsa, ikkinchidan, nemis tili

tarjimashunoslarining kamligi, Germaniya hayotini, xalqini, madaniyatini o'z ko'zi bilan ko'rib o'rganib kelgan mutaxassis tarjimonlarning yetishmasligida bo'lsa kerak.

Garchi o'zbek kitobxonlari I.V. Gyote, F. Shiller, H. Hayne, H. Mann, B. Breht, I.K. Beher, A. Zegers va boshqa nemis mualliflari bilan XX asrning turli davrlarida tanishish imkoniga ega bo'lgan bo'lsalar, ularning barchasi ruschadan o'girma bo'lib, undan u yoki bu darajada rus she'ri va nasrining ta'siri sezilib turar edi. XX asrning ikkinchi yarmidan boshlab ilk tajribalar amalga oshirildi. Bular Y. Egamovning sa'y-harakatlari tufayli bevosita nemischadan o'girilgan Gyotening "Yosh Verterning iztiroblari", B. Anitsning "Qashqirlar changalida" romanlaridir.

XXI asr boshlariga kelib tarjimachiligimiz amaliyotida inglizchadan, nemischadan, fransuzchadan va ispanchadan tarjima qilingan yozuvlar odatiylik kasb etyapti, tarjimada faqat til bilishning o'zi kifoya qilmasligi, balki asar yaratilgan tilda gaplashuvchilarning urf-odatlari, rasm-rusumi, turmush tarzi, fe'l-atvori, ruhiyati, qo'yingki mintalitetini bilish ham shartligi e'tirof etilyapti.

Bu borada bugungi kunda ham muntazam chop etilayotgan "Jahon adabiyoti" jurnali bir qancha ishlarni amalga oshirib, jahon adabiyotining durdona namunalarini bevosita asliyatdan tarjima qilinib o'quvchilarga havola qilinayotgani e'tiborga loyiqdir. Qisqa muddat ichida faqat nemis adabiyotining o'zidan 15 dan ortiq mualliflarning (Gyote, Hayne, H. Hesse, F. Kafka, B. Breht, A. Shimmel, F. Nisse va b.) maqola, nutq, hikoya, she'r va romanlari dunyo yuzini ko'rdi.

Maqollar, matallar, idiomalar, obrazli iboralarni tarjima qilish tarjima amaliyoti sohasining eng sharaflari ijodiy hodisalaridandir. Ularni tarjima qilishda har bir tarjimon o'zicha yo'l tutadi. Bu sharaflari ijodiy qiyinchiliklarni faqat o'zi yengib o'tishi va muvaffaqiyatga- galabaga erishishi mumkin. Bunda unga turli lug'atlarni, xalq tilini bilishdan tashqari kuchli intuisiya madadga keladi.[2] Badiiy tarjima janri tarkibiga kiruvchi, adekvatlikni, milliylikni, o'ziga xoslikni talab qiluvchi ushbu maqollar, iboralar, matallar va obrazli vositalar tarjimasi o'z oldiga muqobilini topishni, topilmaganda mazmuniga mos, yarashliqli, tarjimashunos Ibrohim G'ofurov ta'biri bilan aytganda hikmatomuz tadbilda ma'nosini chiqarishni maqsad qilib qo'yadi.[2]

Adekvat talqin qilingan maqol va iboralarni misol tariqasida ikki tilda berib tahlil qilib ko‘ramiz:

In der Not schmeckt jede Suppe gut – Ochlikda qotgan non ham shirin.

Ushbu maqoldagi Not so‘zini nemischadan o‘zbekchaga so‘zma-so‘z tarjima qilsak, “muhtojlik, og‘ir ahvol” kabi ma’nomlarni beradi. “Ochlik” so‘zi nemischaga “Hunger” deb tarjima qilinadi. Ammo “Not” so‘zining “Ochlik” so‘zi orqali talqin qilinganligi ushbu maqolning muqobil variantini topib qo‘yishdek ziyrak, so‘z boyligigiga ega tarjimon mahoratini namoyon qiladi. Vaholanki, “Suppe” so‘zi “sho‘rva” ma’nosini beradi. Ammo tarjimon bu maqolni qotgan non jumlasini bilan almashtirib berish orqali o‘zbek kitobxoniga maqolni sof o‘zbekcha variantini yetkazib beradi.

Yoki: Was der Mann kann, zeigt der Wein an – Mastlik-rostlik.

Bu maqolni o‘zbekchaga so‘zma-so‘z tarjima qilsak, “Erkak kishining nimalarga qodirligini vino ko‘rsatadi” degan ibora kelib chiqadi. Yoki:

Wo Speise, da die Mause – Tayyor oshga bakovul. Tayyorga ayyor.

Ushbu maqol esa “Qayerda ovqat bo‘lsa, o‘sha yerda sichqonlar bor (bo‘ladi)” ma’nosini anglatadi.

Tarjimaning to‘g‘ri ekvivalentligini topish xalqning hududiy yaqinligi va uzoqligiga ham bog‘liq. Hududiy joylashuv qanchalik uzoq bo‘lsa, muqobil variant topish ham shunchalik qiyin bo‘ladi.

Nemis xalqining o‘ziga xos mentaliteti bor va bu o‘zbek xalqi mentalitetidan tubdan farq qiladi. Lekin nemis tilidagi aksariyat xalq (yuqoridagi ko‘rsatib o‘tilganlari ham) maqollarini o‘zbekchaga o‘g‘irganimizda uning asl ma’no-mohiyati ikkala tomon kitobxonlariga ham hech qanday qiyinchiliklarsiz tushunarli bo‘ladi. Maqollarni nafaqat adekvat, balki translasiya Yoki:

Saat macht Saft yoki Wie die Saat, so die Ernte – Nima eksang shuni o‘lasan.

Aussen Putz, unten Schmutz – Usti yaltiroq-ichi qaltiroq.

Was an heute kannst besorgen, das verschiebe nicht auf morgen – Bugungi ishni ertaga qo‘yma.

Zu viel Demut ist Hochmut – Ortiqcha kamtarlik-manmanlikdir.

Erst beobacht, dann gemacht – Avval o‘yla, keyin so‘yla.

Man schlägt den Sack, aber meint der Esel – Qizim senga gapiraman, kelinim sen eshit – kabi maqollar ham yuqoridagi fikrimizga misol bo‘la oladi.

Badiiy tarjimaning maqsadi – xorijiy til lisoniy vositalari yordamida yaratilgan matnni ona tili materialini asosida qayta yaratishdan iboratdir. Buning uchun tarjimon birinchi navbatda asl nusxani to‘la-to‘kis idrok etishi, so‘ngra uni o‘z tilida qayta ifodalashi darkor. Natija shunday bo‘lishi kerakki, asliyat o‘z kitobxoniga qanday badiiy-estetik zavq baxsh etsa, uning tarjimasi ham asarni asliyatda mutolaa qila olmaydigan kitobxoniga xuddi shunday taassurot in’om etsin.

Asl nusxa muallifidan voqelikni to‘g‘ri aks ettirish talab etilsa, tarjimondan asl nusxani bekamuko‘st talqin etish talab qilinadi.

Zu viel Demut ist Hochmut – Ortiqcha kamtarlik-manmanlikdir.

Erst beobacht, dann gemacht – Avval o‘yla, keyin so‘yla.

Tilning leksik birikmalariga nisbatan bir muncha murakkab tarkibli lisoniy vositalari bo‘lmish frazeologik birliklari tarjimada adekvat talqin etish tarjima amaliyotining o‘ta murakkab va shu bilan birga, juda mas’uliyatli masalalaridan hisoblanadi. Chunki frazeologik birliklar nutqning badiiy-tasviriy vositalari sifatida fikrning oddiy, betaraf bayonidan ko‘ra ko‘proq turli-tuman uslubiy vazifalarni ifoda etishda ishtirok etadilarki, ularni ushbu vazifalarini hisobga olingan holda, ularning tarjimada bejirim talqin etishga intilish badiiy asarning obrazli hamda hissiy-tasviriy qiymatini qayta yaratish yo‘lidagi jonbozlik bilan chambarchas bog‘liqdir. Frazeologik birliklarni tarjima qilishning o‘ta murakkab amaliy jarayon ekanligi, asosan, mazkur birliklar tabiatiga ularning leksik, semantik va qurilish jihatlaridan murakkabligiga bog‘liq jarayondir. Uning ustiga, talay frazeologizmlar milliy xususiyatlarga egadirlarki, bu hol ham tarjimonlar oldiga qator amaliy qiyinchiliklarni keltirib chiqaradi (ko‘ndalang qo‘yadi). Bundan tashqari tasvirlanayotgan voqea yoki hodisa qaysi davrda va qaysi mamlakatda yuz berayotgani tarjimon uchun juda muhim hisoblanadi. [3]

Tarjima tilida tanlangan muayyan frazeologik birlikning asl nusxa tarkibida uchragan frazeologizmga uchragan ma'no va uslubiy vazifa jihatlaridan mos kelishi yoki kelmasligini ilmiy-matniy tahlil asosidagina muayyan qilish mumkin.

Demak, maqollar va frazeologik birliklar tarjimasida ikki xalqning mentalitetidan kelib chiqqan holda erkin tarjima usulidan foydalanish maqsadga muvofiq deb o'ylaymiz. Frazeologik birliklar tarjimasida asl nusxa ma'nosiga imkon qadar to'g'ri yondashib, tarjima usullaridan mosini tanlab o'quvchiga yetkazish tarjimonning mahoratiga bog'liq. Bunda asl nusxa mentaliteti, hududiy yaqinligi (joylashuvi), urf-odatlar va shu kabi bir qancha o'ziga xosliklarini hisobga olish muhim ahamiyat kasb etadi.

### **Foydalanilgan adabiyotlar ro'yxati**

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## VEKTOR FAZOLARDA 2-LOKAL CHIZIQLI OPERATORLAR

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**Annotatsiya:** Mazkur tezisdagi vektor fazolar, ularning xususiyatlari, chiziqli operatorlar, 2-chiziqli operatorlar va ularning ta'riflari,  $\lambda$ -simmetrik tushunchasi va  $\varphi$  operatorning chiziqchiligi isbotlovchi teoremlar bayon etilgan.

**Kalit so'zlar:** Vektor, vektor fazo, operator, algebra, 2-lokal chiziqli operator, matritsa,  $\lambda$ -simmetrik, endomorfizm.

## 2-LOCAL LINEAR OPERATORS IN VECTOR SPACES

**Abstract:** This thesis describes vector spaces, their properties, linear operators, 2-linear operators and their definitions, the concept of  $\lambda$ -symmetry and theorems proving the linearity of the operator  $\varphi$ .

**Key words:** Vector, vector space, operator, algebra, 2-local linear operator, matrix,  $\lambda$ -symmetric, endomorphism.

Bizga ma'lumki, quyidagi aksiomalarni qanoatlantiradigan  $V$  to'plam  $P$  maydon ustida chiziqli fazo (vektor fazo) deyiladi [1]:

- 1)  $V$  to'plam qo'shish amaliga nisbatan kommutativ gruppaga tashkil etadi;
- 2)  $\forall a \in P, \forall x \in V (ax \in V \text{ va bir qiymatli});$
- 3)  $\forall a \in P, \forall x \in V (ax = xa);$
- 4)  $\forall a, b \in P, \forall x \in V ((ab)x = a(bx));$
- 5)  $\forall a \in P, \forall x, y \in V (a(x+y) = ax + ay)$  va  $\forall a, b \in P, \forall x \in V ((a+b)x = ax + bx);$
- 6)  $1 \in P, \forall x \in V (1 \cdot x = x).$

Demak, vektor fazo tushunchasidan foydalanib, chiziqli operator tushunchasini kiritamiz.

$P$  sonli maydon ustida  $n$  o'lchovli  $V_n$  chiziqli fazo berilgan bo'lsin. Faraz qilaylik,  $V_n$  ning har bir  $x$  vektori biror qoida bo'yicha shu  $V_n$  ning bitta  $y$  vektoriga bir qiymatli akslansin. Mana shu qoida algebrada operator deyiladi.

Ta'rif.  $\varphi$  operator quyidagi ikki aksiomaga bo'ysunsa, uni chiziqli operator deyiladi:

- 1)  $\forall x_1, x_2 \in V_n (\varphi(x_1 + x_2) = \varphi x_1 + \varphi x_2)$ ;
- 2)  $\forall a \in P, \forall x \in V_n (\varphi(ax) = a\varphi x)$  [2].

Yuqoridagilardan foydalanib, vektor fazolarda 2-lokal chiziqli operatorlar tushunchasiga to'xtalaylik.

Ta'rif.  $F$  maydon ustidagi  $V$  vektor fazo,  $\varphi: V \rightarrow V$  shunday operator bo'lsin.  $V$  tarkibidagi elementlarning har bir  $v, w$  juftligi uchun  $V$  ning  $\varphi_{v,w}$  endomorfizmi mavjud. Quyidagi shartlar bajarilsa  $\varphi$  2-lokal chiziqli operator deyiladi:

$$\varphi(v) = \varphi_{v,w}(v), \varphi(w) = \varphi_{v,w}(w).$$

Ta'rif.  $V$  maydon  $F$  maydon ustidagi  $n$  o'lchamli vektor fazo,  $\varphi$   $V$  ning endomorfizmi,  $\Lambda = (\lambda_{i,j})_{i,j=1,\dots,n}$   $F$  ning nolga teng bo'lmagan  $n \times n$  matritsasi bo'lsin.  $V$  ning bazisi  $V$  bo'lsin. Biz  $\varphi$  ni  $V$  ga nisbatan  $\lambda$ -simmetrik deymiz, agar  $\varphi$  ni ifodalovchi  $\alpha_v(\varphi)$  matritsa  $V$  ga nisbatan quyidagi shaklga ega bo'lsa:

$$\alpha_v(\varphi) = (\lambda_{i,j} a_{i,j})_{i,j=1,\dots,n}$$

bu matritsa

$$A = (a_{i,j})_{i,j=1,\dots,n}$$

ga simmetrikdir [3].

Teorema.  $F$  maydon ustidagi  $n$  o'lchamli  $V$  vektor fazo,  $\varphi: V \rightarrow V$  2-lokal chiziqli operator,  $\Lambda = (\lambda_{i,j})_{i,j=1,\dots,n}$   $F$  va  $V$  ning nolga teng bo'lmagan  $n \times n$  matritsasi,  $a$   $V$  ning bazisi. Faraz qilaylik,  $V$  dagi har bir  $v, w$  uchun  $V$  ning  $\varphi_{v,w}$  endomorfizmi mavjud,  $v$  ga nisbatan  $\Lambda$ -simmetrik va

$$\varphi(v) = \varphi_{v,w}(v), \varphi(w) = \varphi_{v,w}(w)$$

bo'lsa,  $\varphi$  chiziqlidir [4].

Isbot.  $V = (v_1, \dots, v_n)$  va  $X = (x_{i,j})_{i,j=1,\dots,n}$ , quyidagicha aniqlansin:

$$\varphi(v_i) = \sum_{j=1}^n x_{j,i} v_j \quad i=1, \dots, n$$

har bir  $i, j = 1, \dots, n$  uchun  $a_{i,j} = x_{i,j} / \lambda_{i,j}$ , demak

$$\varphi(v_i) = \sum_{j=1}^n \lambda_{j,i} a_{j,i} v_j \quad i=1, \dots, n$$

Biz  $A=(a_{i,j})_{i,j=1, \dots, n}$  ni simmetrik ekanligini ko'rsatamiz.  $1 \leq h < k \leq n$  va  $\varphi v_h, v_k \in V$  ning endomorfizmi,  $V$  ga nisbatan  $\Lambda$ -simmetrik bo'lib,  $\varphi(v_h) = \varphi v_h, v_k (v_h)$ ,  $\varphi(v_k) = \varphi v_h, v_k (v_k)$ .  $B = (b_{i,j})_{i,j=1, \dots, n}$  simmetrik matritsa mavjud, shu kabi

$$\varphi v_h, v_k (v_i) = \sum_{j=1}^n \lambda_{j,i} b_{j,i} v_j \quad i=1, \dots, n.$$

Bundan kelib chiqadiki,

$$\sum_{j=1}^n \lambda_{j,h} a_{j,h} v_j = \varphi(v_h) = \varphi v_h, v_k (v_h) = \sum_{j=1}^n \lambda_{j,h} b_{j,h} v_j,$$

$$\sum_{j=1}^n \lambda_{j,k} a_{j,k} v_j = \varphi(v_k) = \varphi v_h, v_k (v_k) = \sum_{j=1}^n \lambda_{j,k} b_{j,k} v_j,$$

bunda

$$\sum_{j=1}^n \lambda_{j,h} a_{j,h} v_j = \varphi(v_h) = \varphi v_h, v_k (v_h) = \sum_{j=1}^n \lambda_{j,h} b_{j,h} v_j,$$

$$\lambda_{j,k} a_{j,k} = \lambda_{j,h} b_{j,k} \quad j = 1, \dots, n.$$

Xususan,  $\lambda_{k,h} a_{k,h} = \lambda_{k,h} b_{k,h}$ ,  $\lambda_{h,k} a_{h,k} = \lambda_{h,k} b_{h,k}$  va  $\lambda_{i,j}$  noldan farqli bo'lgani uchun  $a_{k,h} = b_{k,h}$  va  $a_{h,k} = b_{h,k}$  bo'lishi kelib chiqadi. Ammo  $B$  simmetrik, shuning uchun  $a_{k,h} = b_{k,h} = a_{h,k} = b_{h,k}$  demak,  $A$  ham simmetrik.

Endi biz  $\varphi$  ning chiziqli ekanligini ko'rsatamiz.  $V$  da  $v = \sum_{i=1}^n x_i v_i$  va  $\varphi(v) = \sum_{i=1}^n y_i v_i$ .  $\varphi$  ning chiziqli ekanligini ko'rsatishimiz uchun

$$y_i = \sum_{j=1}^n \lambda_{i,j} a_{i,j} x_j \quad i=1, \dots, n.$$

$1 \leq h \leq n$  bo'lsa,  $V$  shundayki,  $V$  ning  $\Lambda$ -simmetrik bo'lgan endomorfizmi va  $\varphi(v_h) = \varphi_h(v_h)$ ,  $\varphi(v) = \varphi_h(v)$ .  $B = (b_{i,j})_{i,j=1, \dots, n}$  simmetrik matritsa mavjud. Shu kabi

$$\varphi_h(v_i) = \sum_{j=1}^n \lambda_{j,i} b_{j,i} v_j \quad i=1, \dots, n.$$

Bundan kelib chiqadiki,

$$\sum_{j=1}^n \lambda_{j,h} a_{j,h} v_j = \varphi(v_h) = \varphi_h(v_h) = \sum_{j=1}^n \lambda_{j,h} b_{j,h} v_j,$$

shuning uchun

$$\lambda_{j,h} a_{j,h} = \lambda_{j,h} b_{j,h} \quad j = 1, \dots, n.$$

$\lambda_{i,j}$  noldan farqli va  $A$  va  $B$  simmetrik bo'lgani uchun biz shunday belgilaymiz:

$$a_{h,j} = a_{j,h} = b_{j,h} = b_{h,j} \quad j = 1, \dots, n.$$

$\varphi_h$  chiziqli bo'lgani uchun

$$\varphi_h(v) = \varphi(v) = \sum_{j=1}^n y_j v_j$$

dan

$$y_i = \sum_{j=1}^n \lambda_{i,j} a_{i,j} x_j \quad i=1, \dots, n$$

bo'lishi kelib chiqadi. Bundan

$$y_h = \sum_{j=1}^n \lambda_{h,j} b_{h,j} x_j .$$

Lekin,  $a_{h,j} = b_{h,j}$  uchun  $j = 1, \dots, n$  va bundan

$$y_h = \sum_{j=1}^n \lambda_{h,j} a_{h,j} x_j$$

bo'ladi va bu teoremani isbotlaydi.

Xulosa o'rnida shuni aytish mumkinki,  $y_h = \sum_{j=1}^n \lambda_{h,j} a_{h,j} x_j$  ekanligidan  $\varphi$  ning chiziqli ekanligi kelib chiqdi.

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## INGLIZ VA O‘ZBEK TILLARIDAGI QISHLOQ XO‘JALIGIGA OID ILMIY MATNLARDA BIRINCHI SHAXS DEYKSISNING EKSPLISIT QO‘LLANILISH HOLATLARI HAQIDA

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**Annotatsiya** Ingliz va o‘zbek tillaridagi qishloq xo‘jaligiga oid ilmiy matnlarda birinchi shaxs deyksisining qo‘llanishi holatlari va ular qaysi holatlarda eksplisit tarzda qo‘llanishi haqida ma‘mulotlar berilgan. Keltirilgan misollar ikkala tilda mavjud bo‘lgan tilning o‘ziga xos uslublaridan kelib chiqqan holda farqlanishi ko‘rsatib o‘tilgan.

**Kalit so‘zlar:** deyksis, ilmiy matn, eksplisit, birinchi shaxs, muallif, adresat.

### EXPLICIT USE OF FIRST PERSON DEIXIS IN SCIENTIFIC TEXTS ON AGRICULTURE IN ENGLISH AND UZBEK LANGUAGES

**Abstract.** Information is provided about the use of first-person deixis in scientific texts on agriculture in English and Uzbek languages and in which cases they are explicitly used. The given examples show that both languages are different based on the specific styles of the language.

**Key words:** deixis, scientific text, explicit, first person, author, addressee.

Ilmiy uslubning, boshqa funksional uslublardan farqli o‘laroq nutqiy ifoda subyektivligidan “xalos bo‘lish”ga intilishi deyktik vazifaning bu yo‘nalishdagi adabiyotlarda namoyon bo‘lishiga oz ta’sirini o‘tkazadi. Bu sohadagi tadqiqotlarda, muallif shaxsini belgilovchi lingvistik elementlarning ilmiy bayonda qo‘llanilishi

butunlay inkor etilmasada, ifoda vositalarining me'yorlashuvi, umumlashuvi va o'ziga xos qoliplashuvi ushbu uslub belgisi ekanligi qayd qilinadi [2, 85].

Fan sohasida olimlar ko'pincha o'zlarini birinchi shaxs olmoshi bilan atashdan qochishadi, shuning uchun matn muallifini eksplitsit belgilash odatiy hol emas. Bu xususiyat nafaqat ingliz tilidagi ilmiy matnlarda, balki o'zbek tilidagi ilmiy matnlarda ham ko'p uchraydi. Biror- bir fakt muallifga noma'lum yoki tushunarsiz bo'lganda yoki muallif masalani faqat shaxsiy yondashuvi nuqtayi nazaridan o'rganish bilan cheklanishni istasa, odatda, "I" va "we" olmoshlari [4,55], o'zbek tilida esa "Men" va "biz" olmoshlari parallel holda qo'llanilishi mumkin. Bunday vaziyatda "I" olmoshi nutq subyektini ajratib ko'rsatuvchi asl ma'nosida emas, balki bayonning mazmuniga ba'zi bir oydinliklar kiritish maqsadida qo'llaniladi: This being said, I am also not suggesting that the utmost in High Tech can be achieved using only traditional techniques, tools and equipment and inputs. (New AG international, Dec, 2002- P.13).

Ilmiy adabiyotda shaxs deyksisining ifodalanish xususiyati muallif (so'zlovchi, shaxs, adresant) va o'quvchi (adresat, axborot yo'naltirilgan shaxs) o'rtasidagi axborotni uzatish va qabul qilishda yuzaga keladigan munosabatlar bilan bog'liqligi hamda qishloq xo'jaligiga oid ilmiy matnlardada xabar adresanti va adresatini ko'rsatish uslublari quyidagi holatlarda namoyon bo'lishi aniqlandi. Tadqiqot muallifi kamtarlik nuqtayi nazaridan, o'zini axborot yo'naltirilgan shaxslar bilan bir qatorga qo'yishga harakat qilganda [4,57]: What I can tell you is that for every strategic row material we have not less than three qualified sources up to our standard quality (New AG international, June, 2007.-P.26) .

Muallif axborotni boshqa axborotdan chegaralash lozim bo'lganda: There are multiple research lines to achieve such aim and ours consists in developing what we call phyto- protectants a group of natural substances aimed to increase plant protection against pests and diseases. (New AG international, June, 2007.-P.27) .

Muallif yoritilayotgan materialga nisbatan o'z munosabatini bildirganda: We would like to offer a different opinion on the ideas presented in the article by Keshava and Caldwell (2006) (EHP, Jan, 2007. – P.498) .

“We” – “Biz” deyxsisining eksplisit holatdagi vazifalari quyidagilar [4,57]: Ish-harakat boshqaruvini ko‘rsatish (bunda “we” olmoshi ilmiy matn uchun xos bo‘lgan bilim egallash ma’nosiga ega bo‘lgan): We did not observe a link between leukocyte counts and platelet activation (EHP, Feb, 2010. – P. 845).

“We” – “Biz” olmoshining eksklyuziv shakli : We also proved physiologically that suitable exercise for warming – up and cooling down is indispensable for quick recovery from fatigue (New AG international, Dec, 2002 - P.28)..

Mualliflarning tadqiqotlar bajarilishidagi rolini ifodalashda : We then studied this using staring time as an indicator (New AG international, Sept, 2010. – P.31).

Birinchi shaxs deyxsis mualliflar faoliyatini, ularning mulohazalarini, tajribani tayyorlash va o‘tkazish kabilarni oydinlashtiradigan ilmiy nazariy va ilmiy – tajribaviy matnlar uchun xosdir Biror fikrga shubha, taxmin, gumon, xulosa kabi ma’nolarni berishda ham ilmiy matn muallifi deyxsisni eksplisit tarzda ko‘rsatishi mumkin [3, 13]: The new structure will allow us to focus even more intently on key growth areas with plant genetics and biotechnology, agrochemicals and urban pest management and better positions us to innovate in this very competitive global industry(New AG international, Dec, 2002- P.7).

Umuman, ilmiy matnda deyxsisning ekplisit ifodalanishi shaxs deyxsisining ifoda qilinish xususiyati muallif va o‘quvchi o‘rtasidagi axborotni uzatish va qabul qilishda birinchi shaxs va uchinchi shaxs hamda ikkinchi shaxs deyxsislarining ilmiy matnda tutgan o‘rni beqiyosdir. Birinchi shaxs deyxsis faqatgina nutq subyektini ko‘rsatish bilan chegaralanib qolmasdan, balki ushbu axborotni qiziqarli yoki foydali deb hisoblagan hamda mualliflar nomidan chiqadigan boshqa shaxslarni ham ushbu jarayonga jalb qiladi [3, 14]: Tuproqni hajm massasini o‘zgarishi variantlar bo‘yicha yillar davomida bir xil qonuniyat asosida kechganligi uchun biz 2006 yil ma’lumotlari bilan cheklanamiz (O‘zbekiston qishloq xo‘jaligi, 2014, №2. B.35).

Bu esa E.Benvenistning obrazli ifodasiga binoan “men” atamasining o‘z aniq ma’nosini yo‘qotish natijasidir. Yana shuni unutmash kerakki, ilmiy ma’noda muallif ma’nosidagi “We” – “Biz” umumiy yoki noaniq I “men” ni ifodalash ham mumkin. Ushbu holatda “biz- men” atrofida qator shaxslar ko‘pchiligi yagona guruhga

birlashadi [1, 225]. Shu tarzda muloqot shaxsining ifodalanishida ko'plik soni ko'plikni emas, balki cheksizlikni bildiradi: We were thus able to develop a system enabling quantification of viral DNA. (EHP, Jan, 2007. – P.537).

Ilmiy matnlarda “we” kishilik va “our” egalik olmoshi birinchi shaxsni eksplisit ko'rsatishning asosiy vositalaridir. Birinchi shaxsning aynan ushbu deydik so'zlar yordamida ifodalanishi matnlarning o'ziga xos xususiyati, jumladan, ularning obyektlashtirilishi bilan bog'liqdir. Ilmiy maqolalar matnida adresatning ikkinchi shaxs deysisi vositasida eksplisit ko'rsatish amalda mumkin emas. Bu turdagi matnlarda muallifning pragmatik maqsadi bevosita adresatga murojaat qilish yo'li bilan emas, balki o'quvchiga intellektual ta'sirni faollashtiradigan gap bo'laklarini alohida ta'kidlash orqali oshadi [2, 14].

Ilmiy asarlar mulohaza va isbotdan iborat bo'ladi. Isbot aniq bayon qilinadi. Buning uchun ifoda to'liq bo'lishi lozim. Shunga ko'ra ham ilmiy matnlar uchun to'liq gaplar harakterli. Bunda to'liqsiz gap fikrning butunligiga putur yetkazadi. Ilmiy uslubda ot bilan ifodalangan gap bo'laklari, jumladan, ot- kesimlar, qaratuvchi-qaralmish birikmalari keng qo'llanadi. Ilmiy ifodada mantiqiy izchillikni ta'minlovchi muayyan so'z tartibiga amal qilish muhimdir. Bunda o'zbek adabiy tilining grammatik qurilishi talablariga rioya qilinadi. Shu bilan birga fikrni aniq izchil ifodalash uchun ba'zan gap bo'laklarining tartibini o'zgartirish ham mumkin [5, 165].

Ingliz va o'zbek tillaridagi qishloq xo'jaligiga oid ilmiy matnlarda deysisning ekplisit ifoda etilishi ko'p uchramaydi. Shu jumladan, shaxs deysisini ekplisit tarzda ko'rsatilishi faqatgina birinchi va uchinchi shaxs olmoshlari yordamida bajariladi. Ilmiy matnlarda birinchi shaxs deysisini ekplisit ifoda etilishi muallifni tadqiqotning natijalariga yoki xulosalariga asosiy e'tiborni tortish uchun foydalanilganda qo'llaniladi. Bunda ham birlik sonidan ko'ra ko'plik sonidagi birlik olmoshlari ingliz tilida ham o'zbek tilida ham foydalaniladi.



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## O‘ZBEK TILIDA EVFEMIZMLAR VA ULARNING QO‘LLANISH DOIRASI

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**Annotatsiya:** Maqolada evfemizmlar, ularning jamiyat madaniy taraqqiyotida tutgan o‘rni, inson ma’naviy dunyosi, ma’naviy tarbiyasini belgilashdagi ahamiyati, ularning turlari to‘g‘risida so‘z boradi.

**Kalit so‘zlar:** evfemizmlar, til birliklari, nutq madaniyati, so‘z birikmalari, tushuncha, leksik ma’no, semantik ma’no, nutq jarayoni, kommunikatsiya, til xususiyatlari, ramziy ma’no.

### EUPHEMISMS AND THEIR SCOPE IN THE UZBEK LANGUAGE

**Abstract:** The article talks about euphemisms, their role in the cultural development of society, their importance in determining the spiritual world and spiritual education of a person, and their types.

**Key words:** euphemisms, language units, speech culture, word combinations, concept, lexical meaning, semantic meaning, speech process, communication, language features, symbolic meaning.

Har bir xalq nutqi madaniyatining bir bo‘lagi sifatida shakllanadi. Bu o‘sha xalqning so‘zlashuv madaniyatida yaqqol namoyon bo‘ladi. Nutq jarayonida ishlatiladigan iboralar, tasviriy ifodalar, evfemizmlar so‘zlovchining tarbiyasi haqida tasavvurga ega bo‘lishga yordam beradigan eng asosiy vositalardan sanaladi.

Shu bilan birga til-leksik va semantik jihatdan ko‘p qirrali madaniyatni, ko‘p qatlamli jamiyatni qamrab olishga qodir bo‘lgan yaxlit, o‘ziga xos bir butun olam. Buni amerikalik madaniy sotsiologiya sohasi mutaxassisi N.Smelzerning quyidagi fikrlari

tasdiqlaydi: “madaniyatning barcha elementlari... tilda ifodalanishi mumkin” [2. 52 b.]. U tilni odamlar tajribasini shakllantirish va tashkil etishga katta hissa qo‘shadigan ijtimoiy-madaniy omil sifatida ko‘rib, yana shunday deydi: “Yaxlit madaniyat singari til faqat umumiy qabul qilingan ma’nolarni rivojlantiradi. Kommunikatsiya (o‘zaro aloqa-muallif izohi) faqatgina nutq ishtirokchilari tomonidan qabul qilingan, ishlatiladigan va ularga tushunarli bo‘lgan ma’nolarni ifodalagandagina o‘rnatilishi mumkin” [2. 53 b.].

Madaniyat bu inson ma’naviyatiningayrim belgi, sifatlar bilan ifodalangan o‘zga olamidir. U inson ichki va tashqi olamini nafaqat bog‘laydi, balki bu olamlarni ajratib turuvchi chegara hamdir. Aynan mana shu chegara inson nutqidagi ba’zi bir dag‘al so‘zlarga ishlov berish ehtiyojini paydo qiladi.

Notiq o‘z fikri va tushunchalarini turli nutq birliklari yordamida ifodalash jarayonida, ba’zan vaziyatni yumshatish, qo‘pol tasvirdan qochish, tinglovchiga hurmat-e’tibor ko‘rsatish maqsadida evfemizmlardan foydalanadi. Evfemizm (yunoncha “eufeme”-yaxshi nurq)-neytral yoki qo‘pol so‘zlar o‘rnida qo‘llaniladigan emotsional so‘z. Ba’zan bu so‘zlar qo‘pol bo‘lmasligi ham mumkin, lekin so‘zlovchi yanada chiroyli, yanada mayin variantni ishlatishni lozim ko‘radi. Masalan: yig‘ladi-ko‘zyosh qildi; ishladi-ter to‘kdi; dam oldi-nafas rosladi.

“Ba’zan biror bir tushunchani o‘z nomi bilan emas, shunga mos keladigan boshqa so‘zlar yoki iboralar bilan ifodalash talab qilinadi. Bunda muayyan tilning urf-odatlarini shunday qilishga undaydi... aytilishi noqulay bo‘lgan so‘zlar o‘rniga qo‘llaniladigan silliq, yumshoq so‘zlar evfemizmlar deyiladi” [1. 42 b.].

Aslida evfemizmlar ijtimoiy nazorat qattiq bo‘lgan nutq vaziyatida ko‘proq ishlatiladi. Masalan: so‘kdi so‘zi o‘rniga “shaxsiyatiga tegdi” so‘z birikmasini ishlatish maqsadga muvofiq.

“Evfemizm-so‘zlovchiga aytish noqulay, noo‘rin yoki qo‘pol tuyulgan so‘z va iboralarning sinonimi sifatida paydo bo‘lgan so‘zlar. Evfemizm salbiy voqelikni ifodalashdan qochish, shunday voqelikning salbiy ta’sirini yumshatish uchun xizmat qilib, kishining izzat-nafsiga tegadigan, unga malol keladigan, hurmatsizlik ifodalaydigan, axloqiy me’yorlarga zid keladigan holatlarning yoki to‘g‘ridan-to‘g‘ri

aytish mumkin bo‘lmagan maxfiy voqeliklarning salbiy ta‘sirini kamaytirish, ularni yashirish, berkitish, noxush xabarni beozorroq, yumshoqroq shaklda yetkazish, ifodalash uchun ishlatiladi” [3. 56 b.].

Evfemizmlar mavzusiga murojaat qilinganda, nafaqat evfemik iboralar, balki shu evfemizmgga ehtiyoj tug‘dirgan ijtimoiy-madaniy va til sharoiti ham tadqiq etiladi. Bunda ko‘pincha tilshunoslar diqqatidan chetda qoladigan so‘zlashuv nutqiga e‘tibor qaratgan ma‘qul. Noqulay leksika va yoqimsiz so‘zlar muayyan madaniy me‘yorlarga rioya qiluvchi til tashuvchisi sifatida tadqiqotchida norozilik tuyg‘ularini uyg‘otadi, qo‘pol leksik materiallar (xo hog‘zaki, xoh yozma shaklda bo‘lsin) bilan to‘qnashish unda ma‘naviy diskomfort tug‘diradi.

Zamonaviy o‘zbek tilida nutqning qo‘pollashuvi (disfemizimizatsiyalashuv, masalan: nosog‘lom ovqat-zararli, o‘ta kuchli ovqat) va evfemizatsiyalashuvi kabi ikki qarama-qarshi an‘ana, oqim kun sayin yorqin namoyon bo‘lmoqda. Ushbu maqolaning tahlil ob‘yekti bo‘lmasa ham aniqlik uchun birinchi oqim haqida qisman fikr yuritamiz. Bugungi kunda qo‘pol leksika, adabiy me‘yorga rioya qilmasdan shevada gapirish nafaqat oddiy odamlar orasida, balki davlat xizmatchilari, ba‘zi bir siyosatchilar, radio-televide niye xodimlari nutqida ko‘rinib qolayotganligi juda achinarli holat hisoblanadi. Masalan, “quloqqa lag‘mon osmang” kabi iboralar, har xil chet tilidan kirgan noo‘rin ishlatiladigan so‘zlar (Ok, yes, I, dalshe, uje va h.k.)ning ziyoli doiralar tomonidan ishlatilishi yoki yoshlar nutqida so‘kish so‘zlarning juda ko‘payib ketganligi hozirgi kunning dolzarb muammosiga aylandi.

Bu holatlarning aksi o‘laroq, evfemik birikmalarni ishlatish ham hozirgi kunda sezilarli darajada o‘sib bormoqda. Siyosiy, madaniy, ijtimoiy sohalar hamda kundalik turmushda ishlatiladigan ba‘zi so‘zlar o‘rniga evfemizmlarni foydalanish aslida unchalik shart emas. Masalan:

**Baqirdi**-ovozini balandlatdi, baland ohangda murojaat qildi;

**O‘ldi**-vafot etdi, qazo qildi, omonatini topshirdi, yuragi urishdan to‘xtadi;

**Homilador**-ikkiqat, og‘iroyoq, yukli, farzand kutyapti;

**Urush**-qurolli mojaro, qurolli to‘qnashuv;

**Nogiron**-imkoniyati cheklangan

**Tug‘di**-farzand ko‘rdi, ko‘zi oydin bo‘ldi;

**Tug‘ildi**-dunyoga keldi, tavallud topdi;

**Er**-umr yo‘ldosh;

**Xotin**-rafiqa, umr yo‘ldosh;

**Ishdan bo‘shatish**-vazifasidan ozod qilish;

**Qari**-yoshi ulug‘;

**Kelishmovchilik**-tarang munosabat, keskin munosabat.

Ijtimoiy evfemizmlar ob‘yekt, harakat, xususiyatni boshqa nomlash usullariga taqqoslaganda muloyimroq tarzda ataydi. Masalan, “kar” so‘zi o‘rniga “qulog‘i og‘ir”, “ko‘r” so‘zi o‘rniga “ko‘zi ojiz” kabi evfemizmlarnim ishlatish nutq egasining madaniy saviyasini belgilaydi. Evfemik birliklar so‘zlovchi nutqining nazokatli bo‘lishini ta‘minlaydi va shu tarzda uning ma‘naviy dunyosi hamda madaniyatlilik darajasini belgilashga xizmat qiladigan unsurlar hisoblanadi.

Shunday qilib, til va madaniyat kommunikativlik, qimmatli ramziy xususiyatlarga ega bo‘lgan murakkab va ko‘p qirrali hodisalardir. Madaniyat insonning ijtimoiy ishlab chiqarish, moddiy qadriyatlarni taqsimlash hamda ulardan foydalanish tizimidagi o‘rnini belgilaydi. U yaxlit tizim bo‘lib, o‘ziga xos individual umumiy g‘oya va uslubga ega. Til nafaqat madaniyatda mavjud narsalarni nomlaydi, ifodalaydi, balki o‘zi shu madaniyatda o‘sib, uni ham rivojlantiradi, shakllantiradi. Madaniyat insoniyat tajribasini to‘plovchi va uni avloddan-avlodha yetkazuvchi murakkab va ko‘pqirrali lingvistik tizimni shakllantiradi. Tilning mavjudlik shakli jamiyatning moddiy va ma‘naviy madaniyatining rivojlanish darajasi bilan belgilanadi.

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## BOSHLANG'ICH SINFLARDA TA'LIM SIFATINI OSHIRISHDA MUSIQA MADANIYATI FANINING O'RNI

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**Annotatsiya:** Musiqa madaniy hayotimizda keng o'rin tutgan, inson shaxsiyatini rivojlantirishda muhim ahamiyat kasb etadigan san'at turidir. Har bir insonni ma'naviy shakllanishida oilani, maktabni, jamiyatni ahamiyati katta. Maktabda musiqa o'qitishning asosiy maqsadi o'quvchilarda musiqa madaniyatini shakllantirish ularni zamon talabiga javob bera oladigan barkamol inson qilib voyaga yetkazish. Zamonaviy musiqa o'qituvchisi o'z kasbiga va bolalarga mehr qo'ygan, yuksak madaniyatli, keng dunyoqarashga ega bo'lgan shaxs bo'lishi lozim. Yaqinda o'tkazilgan tadqiqotlar shuni ko'rsatdiki, musiqiy mashg'ulot miyaning chap tomonining tilni qayta ishlash bilan bog'liq bo'lgan qismini jismonan rivojlantiradi va miya zanjirlarini o'ziga xos usullar bilan bog'lashi mumkin. Tanish qo'shiqlarni yangi ma'lumotlar bilan bog'lash ham yoshlar ongiga ma'lumot kiritishga yordam beradi.

**Kalit so'zlar:** Musiqa, maktab, o'quvchilar, barkamol inson, zamonaviy musiqa pedagogikasi, dolzarb masalalari, qo'shimcha ta'lim musiqa muassasalarida o'qitishning yangi jihatlari.

## THE ROLE OF THE SCIENCE OF MUSIC CULTURE IN IMPROVING THE QUALITY OF EDUCATION IN PRIMARY CLASSES

**Abstract:** Music is a form of art that occupies a large place in our cultural life and is of great importance in the development of human personality. The family, school, and society are of great importance in the spiritual formation of every person. The main goal of teaching music at school is to form a musical culture in students, to

make them mature people who can meet the demands of the times. The music teacher loves his profession and children, is highly cultured and broad must be a person with a worldview. Recent studies have shown that musical training physically develops the part of the left side of the brain associated with language processing and can connect brain circuits in specific ways. Associating familiar songs with new information can also help embed information in young minds.

**Key words:** Music, school, students, a well-rounded person, modern music pedagogy, current issues, new aspects of teaching in music institutions of additional education.

Musiqa bolaning akademik faoliyatiga ijobiy ta'sir ko'rsatadi, ijtimoiy ko'nikmalarni rivojlantirishga yordam beradi va bolaning rivojlanishi uchun juda muhim bo'lgan ijodkorlik uchun imkoniyat yaratadi. Musiqa ta'limi bolaning o'rganishini yangi cho'qqilarga ko'taradi va shuning uchun u har doim bolaning ta'lim jarayonining muhim qismi sifatida qaralishi kerak. Musiqa o'qitish, shuningdek, qaror qabul qilish va diqqatni jamlash va impulslarni qabul qilish uchun mas'ul bo'lgan miya tarmoqlarining faolligini oshiradi. Tadqiqotlar shuni ko'rsatadiki, musiqa mashg'ulotlari IQ, diqqatni jamlash va qat'iyatni oshiradi. Musiqa maktab o'quv dasturining bir qismi bo'lsa, bolalar yaxshiroq o'rganadilar. Musiqa ko'rsatmalari yosh bolalarda, ayniqsa miyaning tovushni qayta ishlashga mas'ul bo'lgan sohalarida miya rivojlanishini tezlashtiradi. Til rivojlanishi, nutqni idrok etish va o'qish qobiliyatlarini oshiradi. Ba'zida musiqa o'quvchilar uchun ikkinchi darajali fan sifatida qaraladi. Kuzatish natijalari shuni ko'rsatadiki, ko'plab umumta'lim maktablarida musiqa fanini qaysi fanlardan oldin yoki keyin qo'yish kerakligiga e'tibor qaratilmaydi. Bu esa o'quvchilarning fanni o'zlashtirishida bir qancha muammolar yuzaga keladi. O'quvchilar uchun murakkab bo'lgan fanlar ketma-ketligidan keyin yoki shu fanlar oralig'ida musiqa fani davom ettirilsa o'quvchilarning fanni o'zlashtirish darajasi ortganligi ko'rish mumkin. Miyamiz charchaganda beixtiyor musiqa tinglaymiz, sababi charchagan miyamiz dam oladi. Demak o'quvchilarning fanlarni

o'zlashtirish darajasini oshirishda musiqa fanning o'rnini to'g'ri tashkil etishimiz kerak. Maktabda va uyda bolalar uchun juda ko'p stresslar mavjud (imtihondan o'tish, baho qo'yish, jamoani yaratish, uyga vazifani bajarish va hokazo). Musiqa ta'limi o'quvchilarga kamroq chegaralar va katta imkoniyatlar bilan ustunlik qilish imkoniyatini beradi. Shuningdek, u o'quvchilarga maktab kunida nimadir kutsa bo'ladi (o'quvchilar matematika, fan va hokazolarni intizorlik bilan kutmaydilar); Shunday qilib, o'quvchilarning maktabdagi faolligiga bevosita ta'sir qiladi. Musiqa ta'limi bilan shug'ullanadigan o'quvchilar, odatda, maktabga qiziqish va zavqlanish bilan kelishga intiladi. Musiqa, shuningdek, boshqa tillar bilan tanishishni ta'minlaydi, bu esa o'quvchining boshqa tilda tushunish va muloqot qilish qobiliyatiga asos yaratadi. Musiqa ta'limi hayot davomida muvaffaqiyatga erishish uchun ijodiy qobiliyatlarni rivojlantiradi. Musiqa bilan faol shug'ullanish miyaning ma'lumotni qayta ishlash usuliga ta'sir qilishi mumkin, til va nutqni idrok etishni kuchaytiradi va keyinchalik boshqalar bilan muloqot qilish va o'qishni o'rganish qobiliyatini yaxshilaydi. Musiqa idroki kishining hayotiy tajribasini boyitadi, real voqealarni badiiy his etib, bilish, fikrlash qobiliyatini o'stiradi. Mazkur malaka va ko'nikmaning shakllanishi bola ongining uzoq rivojlanish jarayonini talab etadi. Buning uchun, bolaning o'quv materiallarni ongli ravishda bilib o'zlashtirishi, bilim jarayonini aktivligini vujudga keltiradi.

Barcha bolalar biror narsada yaxshi bo'lishni va yaxshi bajarilgan ish uchun muvaffaqiyat tuyg'usini rivojlantirishni xohlashadi va musiqa ta'limi buning uchun mukammal imkoniyat yaratadi. Musiqa idroki kishining hayotiy tajribasini boyitadi, real voqealarni badiiy his etib, bilish, fikrlash qobiliyatini o'stiradi.



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## OLIV TA'LIM TIZIMINING AGRAR SOHASIDA INNOVATSION TEXNOLOGIYALAR QO'LLASH USTUVORLIGI

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**Annotatsiya:** Bugungi kunda oliy ta'limning agrar sohasida innovatsion salohiyatini rivojlantirishga alohida e'tibor qaratilmoqda. Agrar sohadagi ta'lim muassasalarida va innovatsion pedagogik faoliyatni ishlab chiqish va joriy etish orqali pedagogik faoliyatni maqsadli, oqilona o'zgartirish: ta'lim, boshqaruvning yangi mazmuni, yangi ish usullari, yangi vositalar, tashkil etishning yangi shakllari, yangi texnika va texnologiyalarni amalda qullash orqali kadrlarni uz ishining mutaxasisi qilib chiqarish haqida boradi.

**Kalit so'zlar:** innovatsiyalar, innovatsion ta'lim texnologiyalari, faoliyat yondashuvi, kompetentsiyaga asoslangan yondashuv, loyiha

Bugungi kunda Agrar sohada zamonaviy ta'lim uz oldiga qo'yilgan asosiy vazifalardan biri ta'lim jarayoni ishtirokchilarining ehtiyojlari qondirishga qaratilgan va asosiy bilimni innovatsiyalarini izlash, yaratish, joriy etishdir.

Ta'lim maydonidagi xorijiy hamkorlar bilan barqaror aloqalar bog'lash oliy ta'limda tub uzgarishlarga olib keladi. Yangi ta'lim texnologiyalari, yangi dastur va metodlarni ishlab chiqish, ichki korporativ treningni amalga oshirish, ilg'or tajribaga ega tashkilotlar bilan hamkorlik olib borish. Innovatsion faoliyat ilmiy, ta'lim tizimini pedagogik, o'quv, uslubiy, tashkiliy, huquqiy, moliyaviy-iqtisodiy, kadrlar, moddiy-texnik ta'minlash. Bunday yangi turdagi o'quv amaliyoti sifatida turli xil robototexnika va texnologiyalar, tashkiliy shakllar, vazifalar to'plami, baholash shakllari va boshqalardan foydalanish katta uzgarishlarni olib keladi.

Xozirgi kunda bilimlarni o'zlashtirishni emas, balki agrar sohada zamonaviy amaliyotga mos keladigan kompetentsiyalarga ega kadrlarni tayyorlash zarur.

Berilayotgan bilimlar tarkib yaxshi tuzilgan bo'lishi va zamonaviy aloqa vositalaridan foydalangan holda uzatiladigan multimedia o'quv materiallari shaklida taqdim etilishi kerak. Ta'limning zamonaviy usullarini joriy etish - o'quvchilarning o'quv jarayoniga jalb qilishga, materialni aktiv idrok etishga, sohaga oid shaxsiy fikrlarini shakllantirishga turtki buladi. Axborot, texnologik, tashkiliy-kommunikatsiya komponentlarini o'z ichiga olgan zamonaviy o'quv infratuzilmasini yaratish, o'quvchini rivojlantirish, bilim olish vositasi sifatida ishlaydi. Bundan tashqari agrar sohada Loyihaviy yondashuv turli didaktik maqsadlarga erishish yo'li sifatida o'quvchilarning turli agro loyiha faoliyatini tashkil qilishga jalb qiladi. Loyihalar agro faoliyatining - umumiy maqsadga ega bo'lgan aniq natijalarga qaratiladi.

Shunday ekan maqsadlarni shakllantirish, vazifalarni aniqlashtirish, muammoni hal qilish yo'lini topish, natijani olish va taqdim etishni o'z ichiga oladi. Ma'lum bir natija erishiladi xam.

Loyiha innovatsion faoliyat shakli sifatida talabalarning faol, mustaqil va tashabbuskor pozitsiyasini shakllantiradi; umumiy ko'nikma va qobiliyatlarni rivojlantiradi: tadqiqot, loyihalash, refleks; ta'limni hayot bilan bog'lash tamoyilini amalga oshirish, kompetentsiyalarni shakllantiradi; ustuvorlik kognitiv qiziqishni rivojlantiradi. Agrar sohada kompetentlik yondashuvi davlatning oziq ovqat xafsizligini ta'minlashga chambarchas bog'liq bo'lib, insonning o'zi va butun jamiyat, davlat manfaatlari yo'lida hayotning muhim sohaga bag'ishlaganligiga uzidan qoniqish hosil qiladi. Bunday holda olingan bilimlar ma'lum faktlar soni bilan emas, balki ularni kasbiy sohada, tegishli sohalarda va ba'zan muammo va ob'ektiv bilim o'rtasidagi bog'liqlik bo'lgan muassasalarda qo'llash qobiliyati bilan tavsiflanadi.

Innovatsion yondashuvlar baholash faoliyatining yangi yo'nalishini - o'quvchilarning shaxsiy va shaxslararo yutuqlarini baholashni joriy qilishni talab qiladi. Shaxsiy yutuqlarni baholashni joriy etish shaxsiyatning quyidagi tarkibiy qismlarining rivojlanishini ta'minlaydi: o'z-o'zini rivojlantirish uchun motivatsiya,

o‘z-o‘zini kontseptsiya tarkibida ijobiy mezonlarni shakllantirish, o‘z-o‘zini hurmat qilish, ixtiyoriy tartibga solish va mas’uliyat his etadi.

Oliy ta’lim tizimida talabalarning ta’lim-tarbiya yutuqlarini, standart tartibi talabalarga asosan o‘z bilimlarini shakllantirishlari kerak. Universitetni tugatgandan so‘ng muvaffaqiyatli hayot va professional strategiyalar amalda qullashni haqiqiy hayotiy vaziyatlarda topshiriqlarni bajarish qobiliyatini ular bugungi kunda agrar sohadagi kasbiy ta’limda, xujalik ish joylarida va boshqa sohalarda talab qilinadigan eng muhim xulq-atvor ko‘nikmalari shakllantirilishi lozimdir.

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## **PSYCHOLOGICAL AND PEDAGOGICAL PREREQUISITES, ALLOWING TO IDENTIFY PEDAGOGY OF PHYSICAL EFFORT AND MOTOR ACTIVITY AS A SEPARATE DIRECTION IN PEDAGOGICAL SCIENCE**

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**Abstract.** Prospects physical of education in society modernity inevitably search with fundamental justification this direction in pedagogy. In Article attempt invited Identification pedagogy physical powers and impellent activity separately direction in science.

**Key words:** Pedagogic physical powers and impellent activity, physical of education, coercion, somatic knowledge.

For a long time, mankind has used physical exercises in the process of teaching and educating the younger generations -

to prepare for socially significant activities, to improve health, to educate moral and volitional qualities. European traditions of physical education date back to ancient times, to the famous Platonic triad - mathematics, gymnastics, philosophy. At different times, aspects of physical education were considered by the philosopher Helvetius, the aristocrat Pierre de Coubertin, the anatomist Lesgaft, our compatriot General Bukovsky from Poltava. Our contemporaries, including specialists from other sciences - anthropologists, physiologists, sociologists, philosophers, devoted their works to various issues of physical education. The exclusion of physical education from the curricula can be a serious mistake and cost the state and society dearly.

Here it should be recalled that the education and upbringing of young people, in any country or society, function within the framework of a certain doctrine. There are changes in the social structure, public consciousness, new development priorities are

outlined, and attitudes in training and education are changing. This is a natural process. The pedagogical doctrine prevailing in society influences the form, organization and content of a particular academic discipline. If necessary, obsolete and unnecessary is eliminated. In the theoretical constructions of general pedagogy, which focuses on subject-subject relations, the illusion of a virtual “student autodidact”, constantly striving for new knowledge and conscientiously assimilating it, may still be needed, and can be considered in the context of a guideline to which one must strive and an ideal. or model, to which the teacher can, as necessary, appeal. In the pedagogy of physical effort and physical activity, such an approach turns out to be counterproductive, since it is not tied to individual physical capabilities, the individual characteristics of the psyche of the student, individual motor experience and does not take into account the physiological aspects of the physical performance of the human body (alternating load and rest, options for developing or supporting physical training, nuances of recovery processes). Also, in our opinion, it is necessary to highlight the aspects inherent in each person - laziness, various kinds of phobias, an uncontrolled desire to avoid the state of fatigue, the presence of cognitive dissonance of various kinds of knowledge in relation to physical efforts, etc.

Ignoring these factors makes any pedagogical constructions (models) in the designated area of pedagogy unconvincing. In our article, we set ourselves the goal: to consider the pedagogical aspects of the psychologist, allowing to identify the pedagogy of physical effort and physical activity as a separate direction in pedagogical science. Traditionally, in modern psychological and pedagogical models, a person is classified (by age, gender, psychosomatotype, etc.), and later fixed and already considered within the designated framework as a constant, that is, something constantly improving. This approach is often transferred to the goals, motives, interests of a person. Thus, our "student" is viewed through the prism of the only established vector (most often the dynamics of development). The result of the pedagogical process of most theoretical disciplines is limited in time and is closely related to the timing of the completion of the course of study (the expected result is the assimilation of the planned amount of

knowledge, the acquisition of specific skills, reaching certain milestones within the specified time).

Such a binding makes it possible to determine specific goals and objectives, the implementation of which is provided for at the end of the training. Physical education, ultimately, is associated with the prospects of all human life, and not only with a certain period of cognitive or labor activity. Here, perhaps, it would be appropriate to recall the statement of F. Engels: "The end result of life is death." In general, the time factor, its understanding and rational use, in the perspective of individual physical capabilities and physical health in the pedagogy of physical activity, acquires special significance, returning and focusing a person's attention on the natural physiological foundations of his existence in the context of an individual time coordinate system. It should also be taken into account that the processes of teaching and learning are traditionally focused on the student's preliminary understanding of the importance of the subject or phenomenon under consideration. In the context of motor activity, "understanding" is not the starting point of educational activity, but, in its finished form, is the result of a symbiosis of practice and theory - motor experience, reflection and a given theoretical outline in a verbal presentation.

Understanding the essence of physical education and the need for regular exercise comes to a person after recognition the fact that one's own body is biological material. In this context, in the process of mastering the motor actions of physical exercises, additional volumes of physical activity, sooner or later the question arises of the need for coercion of the student.

In modern pedagogy, a stereotype has been created that "coercion" is something negative, shameful, and not inherent in modern pedagogical practice. Probably, the absence of a clearly defined boundary between pedagogically justified coercion and thoughtless violence on the part of the teacher influences here. In reality, everything is the opposite - where far-fetched schemes of "pedagogical influences" do not work, the teacher is forced to force the student to perform some action (i.e. work) with the understanding that such an approach will eventually be justified by the true interest of the student and the result. Overcoming the difficulties that inevitably arise for the

student in the learning process, the teacher must adequately use all the tools at his disposal, the entire arsenal of influences. What actually happens in reality. In the realities of the modern information society, the use of coercion to regular physical effort at certain stages of age development is necessary and inevitable. Without a thoughtful, pedagogically justified timely coercion, it is extremely unlikely that a person will be forced to exercise in the future. Thus, in cognitive activity in the field of motor activity, the “process of functional exercise” is added to the processes of teaching and learning. This “process of functional exercise”, based on a justified and meaningful repetition, in our case is the implementation of the “law of exercise” by J.B. Lamarck. At a certain stage of physical training and self-training, this process becomes the main one. In this context, one should separately consider the nature of the cognitive in the field of physical efforts of motor activity.

This information is encoded in various symbols, and decoding occurs in different parts of the brain and is often perceived by a person at an unconscious level. Thus, such bodily knowledge can be interpreted as the interaction of the unconscious genetic, the unconscious acquired and the conscious acquired. Conclusions. There are discrepancies and gaps between the general pedagogical theoretical guidelines and the existing practice of implementing the physical education of young students, which reduces the potential of this discipline. Substantiation of a new direction in science - "Pedagogy of physical effort and motor activity" will allow raising this discipline to a new level and determining long-term prospects.



## **PRONUNCIATION PROBLEMS OF STUDENTS AT LOCAL UNIVERSITIES IN UZBEKISTAN**

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### **Abstract**

In this article, pronunciation issues with specific words and letter combinations in the English language were noted and potential solutions were offered for students learning English as a second or foreign language. Results are based on actual questionnaires and information provided by overseas researchers and university professors.

**Key words:** pronunciation, combination , consonant, vowel, subject, culture, intonation.

### **Introduction**

For learners of a second language to sound like a native speaker or being able to pronounce words in a proper way is like a long term goal that needs years of practice. Problems in pronouncing different English words and how teachers solve those problems have been studied by a group of teachers and researchers in most countries, particularly in Uzbekistan, in recent years. It is important to know that, for most students, English may not be a second language and how their first language influences the second language they choose. This case study project analyzes the pronunciation problems of students at local universities in Uzbekistan and tries to answer the question of what kind of work can be done to improve students' performance.

### **Literature Review**

#### **Mispronunciation of certain words with a group of consonants**

One of the combinations that have been mispronounced can be s and z combination which was mentioned in the studies of Mavlonova (2018) and Bakiyeva-

Rashidova (2020), university teachers from Termez, Uzbekistan. It has been observed that most learners (pupils, students) confuse this combination and pronounce some words wrong such as peas is pronounced as peace (Mavlonova, 2018). Mavlonova and Bakiyeva-Rashidova also studied some consonants that are written but not pronounced because they were either once pronounced or came from other languages (knock, know, psychology). Learners are believed to fail with pronunciation of these kinds of words because of the influence of their first language. In another study conducted by Temirova (2021) it is believed that pronunciation problems occur due to the difficulty of understanding stress, where and how to put it. Some students still failed after being taught and kept using wrong stress usage for reduced vowels. She also claims that, one of the unknown processes to learners can be the change in voiced and voiceless consonants, dependent on their position: at the end of a word a [v] sounds like a [f] or a [g] becomes a [k]. This kind of mistake often happens, despite the position of a consonant and Uzbek students still pronounce it as voiced (Temirova, 2021, p.1).

This raises the question why learners keep making mistakes even being taught how to approach them properly. Is it because of their interaction with non-native English speakers when learning English or other foreign languages? Another good point made by Temirova (2021) is that most subjects used Uzbek intonation during English speech. Because of Uzbek culture, some subjects were not able to pronounce the given words in their right form.

Bakiyeva-Rashidova claim based on the findings of Thomson, R.I. (2012) that, when asked, several teachers thought pronunciation problems were for students to solve and didn't pay enough attention to this issue (pp.224-233).

### **Comparison between excellent learners and poor learners of English**

It is considered that, even if some advanced learners make mistakes in other fields of English besides pronunciation, they are probably appreciated based on their knowledge of English and provided with more positive feedback while students with poor pronunciation level are usually treated otherwise no matter how strong their grammar is (Bakiyeva-Rashidova, 2020, p.4). The idea of language learners being expected to perform like a native speaker supports the finding stated above, and when

someone speaks in another language, listeners mostly pay attention to the words being used and the accent of the speaker. Advanced learners mostly use unique words that listener may not know how to pronounce, while learners with poor learning skills apply common words that if pronounced wrong, easily catches one's attention. Another finding was revealed that good pronunciation users (GPU) who prefer listening to native speakers along with songs and movies to attain fluent pronunciation level. In the second place imitation and in the third place was repetition of words chosen by GPU. Other applied strategies were like talking to oneself and reading texts out loud used by learners. Good pronunciation users differ from poor ones with checking the pronunciation of words while poor learners feeling good about incorrect pronunciation.

### **Teachers' role in students' success with pronunciation**

Bakiyeva-Rashidova (2020) thoroughly investigated possible reasons for students having low pronunciation results studying a group of teachers (45 local and foreign teachers of English) who participated in the questionnaire. They conducted an anonymous survey where participants were asked about structures and strategies they used during the lessons for students to understand and sound more like a native speaker. Simultaneously with the first survey they had another survey among learners about which group was a good match to teach them to learn and speak English. First survey showed that foreign educators had difficulties in working with local students as lack of teaching pedagogy, difficulty in understanding of learner's culture, not being able to explain abstract things due to not knowing students' first language. Second group of teachers also had difficulties in understanding English as it is not their first language, poor English proficiency and teacher behavior. The latter survey showed that most participants voted in favor of local teachers, when asked about which group is more likely to teach English pronunciation better, with 54% proponents (28 out of 45 participants) while the second group got 35% votes by the students. In her study, Bakiyeva-Rashidova claim that, inadequate education probably stops educators from being efficient in learning process (p.9). To perform at a native-like level, students need full support from their teachers, and undoubtedly, teachers must prevent any kinds of mispronunciation cases when teaching students.

### **Local and foreign teachers' opinions and views about pronunciation problems.**

Bakiyeva-Rashidova prove their findings with evidences and providing local and foreign teachers' opinions, LT1: "Learners don't believe in Uzbek students' ability to teach pronunciation because they think Uzbek teachers' pronunciation isn't normal ...", LT2: "With Uzbek learners, the first difficulty is that Uzbek is so different from English so it's hard for them to imitate the way native speakers pronounce English sounds ...", LT3: "... students here have little chance of communicating with native speakers ...", FT1: " I believe that when talking Uzbek, an individual utilizes his or her mouth (tongue, neck, nose, teeth, lips) in a completely distinct manner than when talking English", FT2: "they give up soon... they don't exercise enough..." (pp.10-11). As it is clear from the shared views and opinions provided by Uzbek teachers and foreign teachers, to improve learners' pronunciation level they must keep contact with native speakers and teachers need to work on themselves to give only reliable and proved information to students related to speaking skills and pronunciation. One of the well-formed opinions of local teachers was: "due to the absence of a suitable English setting, the absence of knowledge of EP training, uninteresting methods of learning EP, and the education scheme as a whole, which gave little regard to EP", mentioned moments in this opinion show how little attention was paid to EP. Another prediction can be made based on the opinions above, Uzbek students try to imitate native speakers in a wrong way that causes words sound incorrect using their body parts. Teachers also believed that lack of motivation also plays a significant role in learning EP because they didn't consider it as an essential which caused misunderstanding of a given material, some even spent a few years and still couldn't succeed in learning English pronunciation or the language itself. When asked about solutions, most teachers supported the idea of spending more time on using English and practicing it is the best strategy to enhance students' skills while the other group believed that it is teachers who should improve their problem-solving and understanding abilities before they help students to cope with their problems on EP.

### **Three steps of pronouncing phonemes correctly**

Final study that was initiated by Mavlonova, suggests three stages of correct pronouncing process of phonemes which can be one of the key factors for students to achieve another level of pronunciation. In the first step students learn to pronounce consonant and vowel combination sounds which Uzbek language doesn't share separately: consonants [r,w,f,v] and vowels [u, ou, ai, ue]. Next step is about pronouncing the words with voiced consonant at the end [b, d, g, v]. Finally, the last step is when students learn how to pronounce similar consonants which exist in both English and Uzbek languages in phrases [p, m, g, b, z, s, t, k, d] (Mavlonova, 2018, p.2). Some words may need further attention to pronounce them correctly while some may not. When teachers make a sound and students learn it, it is called "saying speech sounds" and doing so students listen carefully the content of the phrase and understand the meaning of new words.

### **Participant profile**

As a subject of this case, a female 22-year-old learner was chosen, who studies at Pedagogical Institute and is learning English as a second language. The subject is married and mostly uses her first language to communicate, uses strategies of first language background to learn a second language and cultural views are also important for her to follow. Being a student of pedagogical institute, she prefers learning as much as possible about English language as a future teacher of English. The subject was introduced to English early in her school years which she found interesting and put much effort in this subject than others. She claims that she started learning English language because of the desire of becoming a diplomat who works with the representatives of foreign countries. In learning English language grammar, the role of her tutor was great that she became a student after passing English test rightfully. Methods like Grammar Translation, Community Language Learning were chosen to teach her by the tutor and focused on learning English grammar. The subject states that, she gets inspired by watching different videos about how successful learners talk about their language learning experience and tries to apply new strategies in her learning

process. To this day, the subject has worked for two years at school as a teacher of English of primary classes. She improves her English with the help of various internet channels, translating articles and using phrases or structures from them.

### **Research design**

In this case study, to check participant's background knowledge and how the subject has changed after participating in this research, pre- and post-test design was used. Before starting the investigation process, the subject was approached and requested an approval for participating in the project. After getting an approval, the participant was introduced to the study tools and explained how this process could help improve her English pronunciation level. The subject was checked at the beginning of this research on how she pronounced a group of English words in given reading texts and what kind of mistakes she made.

The first step of this process was choosing appropriate reading texts which were given to the subject to read out loud. In the next step, the subject was tested with a set of questions based on the readings. The answers that the subject gave were recorded by the researcher and kept for further comparison. Results showed that despite having an authentic knowledge about English grammar, in the participant's pronunciation there were some detectable flaws that made her reading inaccurate. To improve the participant's pronunciation and solve the problems that she struggled with, the researcher used video tutorials about the pronunciation of English words that can be confusing and explained how certain words can be pronounced in British and American English. The subject claims that she has now much confidence in speaking and pronouncing rarely used words and various letter combinations that will be helpful in teaching English after she graduates from the university.

## Data collection

The process of data collection can be seen in the figure below (fig.1).

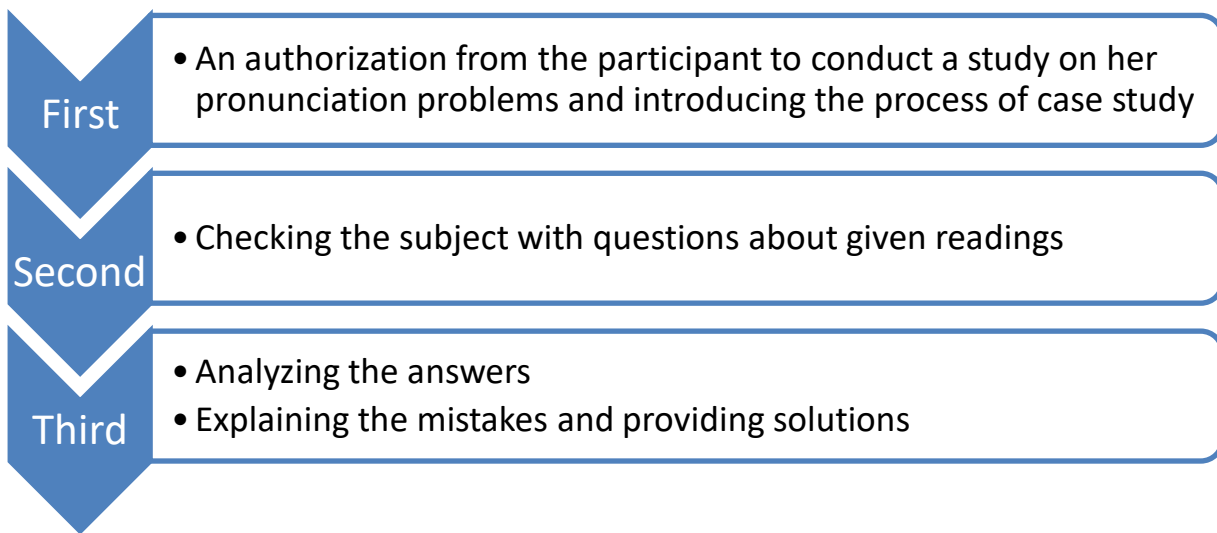


fig.1 Procedure of data collection process.

The goal of the case study were to identify what kind of problems students face with pronunciation, in the example of a student, who is learning English as a second language and to provide solutions about how to solve the problems that could occur in the process to improve performance level. The subject was given different reading texts, derived from reliable websites, she read them and highlighted which words were difficult or confusing to pronounce. The subject had difficulties with pronouncing words that start with the letter x, which is not common, words were: xerographic, xenial, xenodoch. TH combination was also considered as one of the confusing combinations because of its position and how different it can be pronounced at the beginning of the word: theory – /'θɪəri/ (sounds like theeuh-ree), theme – /θi:m/ (sounds like them); at the middle the word: rather – /,ɪɑ:'ðɜ:(ɪ)/ (sounds like raa-thuh), whether – /weðə/ (sounds like weh-thuh). Minimal pairs – words that sound almost the same and look similar, this kind of problem can confuse every student because in the pair of “ship and sheep” i and ee sounds are the only difference between these two words. To master pronunciation skills, the subject needs to learn and recognize the differences in this kind of word pair. The results of the

reading process can be seen in the diagram (fig.2) .

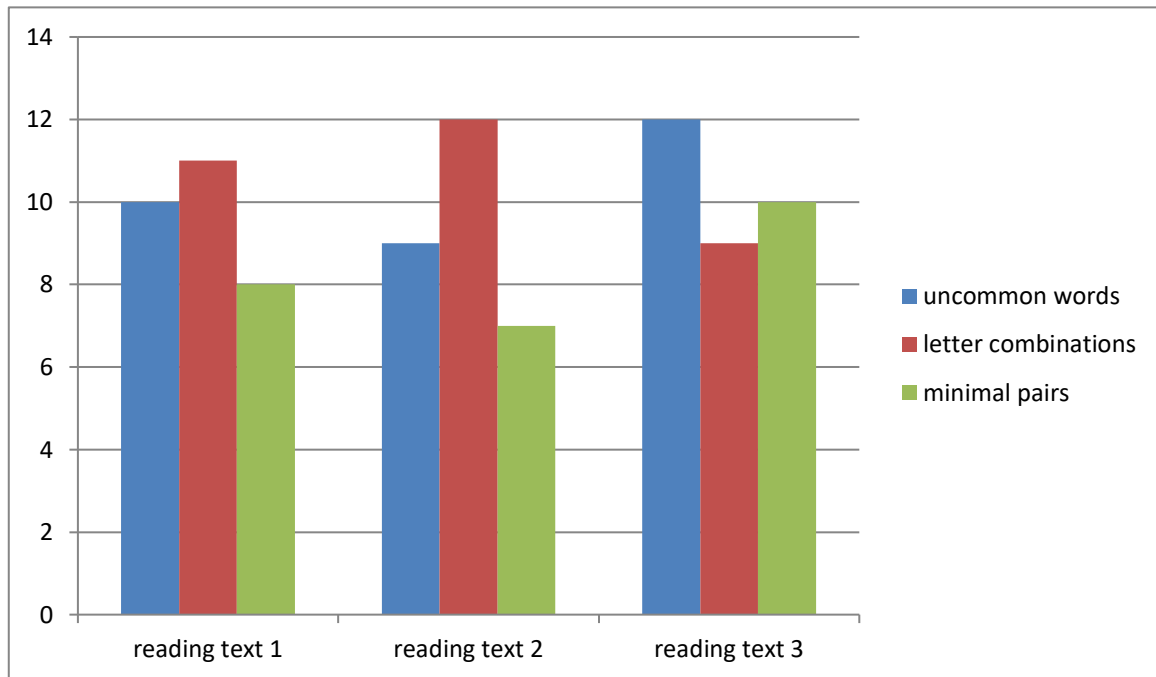


fig.2 The amount of words that were difficult to read (pronounce) in the texts.

As it is clear from the diagram, for the subject, it was more difficult to pronounce words that have specific letter combinations and uncommon words because of the influence of her first language. Most English words were new to the subject because of the dissimilarity between Uzbek and English languages. The last common issue was reading and pronouncing minimal pair words because of their similarity, the participant sometimes second-guessed herself on pronouncing them. During the study, the subject kept reading an article a day and watching videos about pronunciation with various instructions to improve her level. At the end of the period that was intended for the case study, the subject was given the same reading texts and tests to compare the results of pre- and post-tests. The effect of the research was promising, the subject learned from her mistakes and improved her pronunciation level. The results of the post-test are in the diagram below (fig.3).



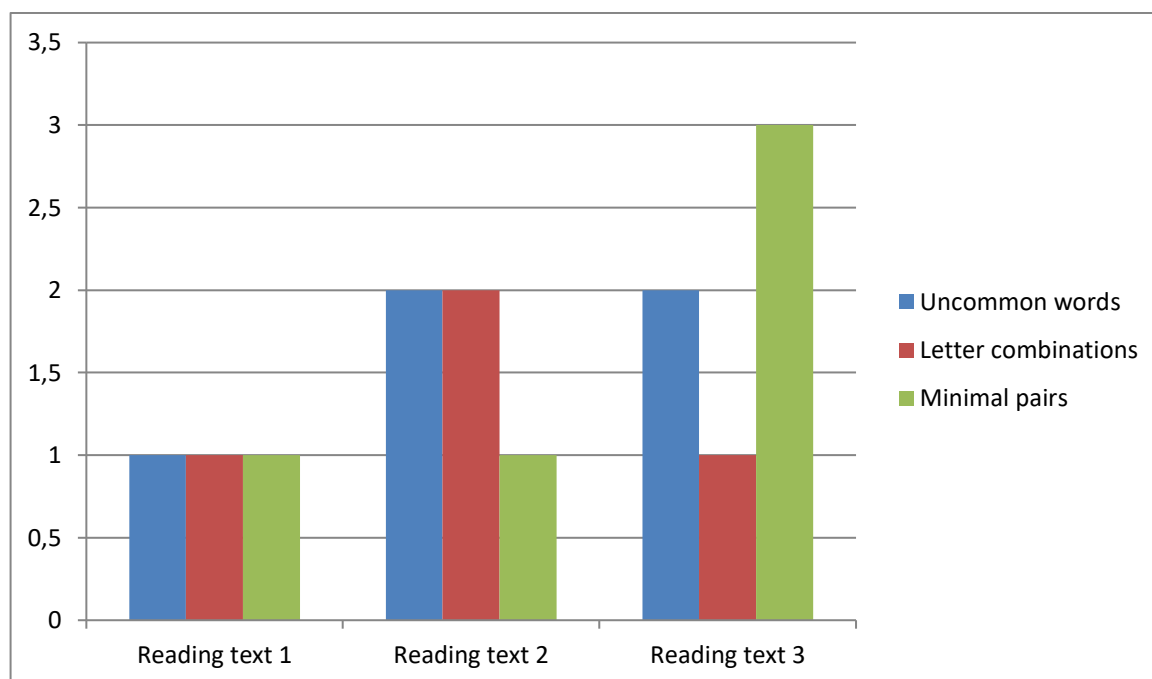


fig.3 . Post-test results.

Video files about pronunciation instructions helped the subject a lot that she could eliminate pronunciation problems which were fossilized during learning process. Explanations given by the researcher also put her in the right direction toward better pronunciation of English words and not to confuse them.

### Conclusion

In her studies Usmonova (2020) mentions that “by the term “pronunciation” we may understand “the way or manner of uttering a word or words of a language” (p.39), this uttering sometimes creates problems for students and hinders them from sounding like a native speaker.

Based on the results and taking the subject’s opinion into consideration, it can be summarized that, reliable background knowledge about English Grammar isn’t enough for learners to reach higher pronunciation levels. Deficiency of practice on pronunciation at learning institutions and incompetence of some teachers cost students to perform at lower levels. Another reason why students find pronunciation exhausting is because of the influence of their culture that they feel insecure to start conversation with people whose first language is English. With communicative strategies and getting involved in speaking activities these barriers can be overcome. Lack of attention by teachers when students pronounce words wrong is the next reason that must be avoided.

Reviewed articles by other researchers showed how teacher's role is important in learning pronunciation and what kind of affects it may reflect on students' learning process.

In this short period of time, the subject could improve her pronunciation level, working on her mistakes and following the given instructions by the researcher. Both as a student and a teacher, the participant gained an essential experience that can serve in the future.

### **Further implications**

Students can improve their pronunciation skills by watching movies, videos, TV shows in English with subtitles to see how words can be pronounced and intonations are put. Doing this, learners can also make their listening skills better, as listening is a part of improving pronunciation skills. Nowadays, students can use different types of internet websites and electronic software to check their pronunciation. Teachers can avoid these problems become fossilized if they pay proper attention and choose the best approach to every student in learning English pronunciation.

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## **ADAPTATION OF PLANTS TO ADVERSE ENVIRONMENTAL CONDITIONS**

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In the natural conditions of growth or cultivation of a plant in the course of its growth, development, they are often affected by adverse environmental factors, which include temperature fluctuations, drought, excessive moisture, soil salinity, etc. Each plant has the ability to adapt to changing environmental conditions within the limits determined by its genotype. The higher the ability of a plant to change metabolism in accordance with the environment, the wider the reaction rate of this plant and the better the ability to adapt. This property distinguishes resistant varieties of agricultural crops. As a rule, slight and short-term changes in environmental factors do not lead to significant disturbances in the physiological functions of plants, which is due to their ability to maintain a relatively stable state under changing environmental conditions, i.e., to maintain homeostasis. However, sharp and prolonged impacts lead to disruption of many functions of the plant, and often to its death.

Under the influence of unfavorable conditions, the decrease in physiological processes and functions can reach critical levels that do not ensure the implementation of the genetic program of ontogenesis, energy metabolism, regulatory systems, protein metabolism and other vital functions of the plant organism are disrupted. When a plant is exposed to unfavorable factors (stressors), a stressed state arises in it, a deviation from the norm - stress. Stress is a general non-specific adaptive reaction of the body to the action of any unfavorable factors. There are three main groups of factors that cause stress in plants: physical - insufficient or excessive humidity, light, temperature, radioactive radiation, mechanical stress; chemical — salts, gases, xenobiotics (herbicides, insecticides, fungicides, industrial wastes, etc.); biological - damage by

pathogens or pests, competition with other plants, the influence of animals, flowering, fruit ripening.

The strength of stress depends on the rate of development of an unfavorable situation for the plant and the level of the stress factor. With the slow development of unfavorable conditions, the plant adapts better to them than with a short-term but strong effect. In the first case, as a rule, specific mechanisms of resistance are manifested to a greater extent, in the second - non-specific ones.

Under unfavorable natural conditions, the resistance and productivity of plants are determined by a number of signs, properties, and protective and adaptive reactions. Various plant species provide stability and survival in adverse conditions in three main ways: through mechanisms that allow them to avoid adverse effects (dormancy, ephemera, etc.); through special structural devices; due to physiological properties that allow them to overcome the harmful effects of the environment.

Annual agricultural plants in temperate zones, completing their ontogeny in relatively favorable conditions, overwinter in the form of stable seeds (dormancy). Many perennial plants overwinter as underground storage organs (bulbs or rhizomes) protected from freezing by a layer of soil and snow. Fruit trees and shrubs of temperate zones, protecting themselves from the winter cold, shed their leaves.

Protection from adverse environmental factors in plants is provided by structural adaptations, features of the anatomical structure (cuticle, crust, mechanical tissues, etc.), special protective organs (burning hairs, spines), motor and physiological reactions, and the production of protective substances (resins, phytoncides, toxins, protective proteins).

Structural adaptations include small-leaved and even the absence of leaves, a waxy cuticle on the surface of leaves, their dense omission and immersion of stomata, the presence of succulent leaves and stems that retain water reserves, erectoid or drooping leaves, etc. Plants have various physiological mechanisms that allow them to adapt to unfavorable conditions. environmental conditions. This is the CAM type of photosynthesis in succulent plants, minimizing water loss and essential for the survival of plants in the desert, etc.

Numerous physiological changes accompany the development of cold resistance and frost resistance in winter, biennial and perennial plants with a decrease in day length and a decrease in temperature in autumn. In agricultural plants, stability is of particular importance, determined by the endurance of plant cells, their ability to adapt to changing environmental conditions, to produce metabolic products necessary for life. Plants tolerate adverse conditions best at rest.

The first signal for the transition to a state of rest is the reduction of the light period. At the same time, biochemical changes begin in plant cells, ultimately leading to the accumulation of reserve nutrients, a decrease in the hydration of cells and tissues, the formation of protective structures, and the accumulation of growth inhibitors. An example of such preparation is the shedding of leaves in the autumn period in perennial plants, the development of storage organs in biennials, and the formation of seeds in annuals.



## MODERN PROBLEMS OF SPORTS MANAGEMENT DEVELOPMENT

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**Abstract.** This article is devoted to the topic of sports management. The main functions, tasks, principles of management in sports activities are defined. The problems in the system of the Russian management of sports activity are revealed. Also in the course of the study, the management of sports events in the structure of the university was considered.

**Keywords:** management, sports management, sports activity, sports industry.

To date, market relations are actively being introduced into the sports industry. First of all, this is due to the fact that in modern society sport has become a mechanism for a clearly structured process of making a profit, which allows us to speak of sports activities as a business area. At the same time, we note that sports activity is distinguished from any other business area by its main goal, which is to promote a healthy lifestyle. Like any activity aimed at making a profit, sport needs qualified specialists (managers) who will manage it.

The sports industry includes such physical culture and sports organizations as professional sports clubs, youth sports schools, fitness clubs, health and fitness centers, sports clubs, swimming pools, as well as governing bodies: various federations, committees, etc.

Leaders of sports organizations face a number of questions every day that require immediate answers. But the lack of necessary knowledge and principles in the field of sports management leads to an inefficient solution of the problems that have arisen in the field of physical culture and sports. In our country, the following trend is widespread in the field of sports management: leadership positions in sports

organizations are most often occupied by teachers, methodologists, coaches or instructors. This trend is ineffective for the development of the sports industry, since the competence of coaches, methodologists and instructors does not include the combination of educational activities with the activities of direct management of the organization. Currently, specialists with a pedagogical education are required to work with children; in the field of management, only at the level of regional governments, when elected by competition, documents are required on obtaining education in the field of management, for example, in the areas of "Jurisprudence" and / or "Public Administration".

In addition to managing the activities of organizations and enterprises in the field of the sports industry, it is necessary to perform such tasks as holding sports events, providing sports and recreation services to citizens, considering issues related to increasing funding, carrying out scientific activities in the field of sports, selecting and training personnel in the field of physical culture. and sports.

Thus, the head of a sports organization must have professional non-standard thinking and the necessary knowledge in solving the tasks. The main principles of management in the field of sports, domestic and foreign researchers include: the development of a sports organization in the future, the search for problems, the identification of ways to solve them based on the analysis of the social and economic situation, the selection and placement of personnel in accordance with their qualifications, the determination of the expected level of profit.

In our opinion, sports management implies the function of organizing the processes of physical development, including the work of teachers-trainers in educating young students. In this case, it is important to pay attention to the organization of sports management in work with university students. In the physical culture and health-improving work of higher educational institutions, much attention is paid to mass sports events, which are an effective introduction of students to sports activities. Sports management in the structure of the university is a structural complex that organizes mass sports, physical culture and health-improving work with students under the guidance of experienced managers who are united in structural units. The



main principles of sports management are: short-term and long-term planning of sports events, the goals and objectives of the sports events held must comply with the developed plans, accessibility at the time and place of the sports event, the feasibility of competitive exercises, compliance with and provision of safety measures, aesthetics of the program must be observed. Regular and well-planned organization of events at the university contributes to the promotion of sports activities among young people. In our opinion, this is a very relevant trend of the 21st century, when young people become less physically active. Also, the organization of such events is one of the ways of active recreation. In the course of organizing and holding sports and recreational activities, a number of social tasks are also carried out: promotion of sports and a healthy lifestyle, familiarization with the forms and types of sports and recreational activities, determining the most promising youth in sports activities, patriotic and cultural education of university students, increasing communication skills and etc. It is also important to promote an active lifestyle. Physical culture and sports management in universities is a part of sports management, which occupies the most important and necessary link in the university management and carries out sports, recreational and sports mass work with students.

Today, sports management is becoming an actual direction in the formation of educational programs in the preparation of relevant specialists, since our society needs sports managers who will manage physical culture and sports organizations. The management of public associations and organizations is carried out by specialists in various areas of training, often without special training (education) in the field of sports management. The development of sports management will make it possible to create an effective management system for sports schools, sports and health centers, sports clubs, various federations, committees, and unions in Uzbekistan. Quality management in the sports industry will create a good base in Uzbekistan for training athletes for international competitions, and will also help to educate young people in a sports spirit and desire to play sports.

## НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА СИФАТ ЛЕКСЕМАЛАРНИНГ ФРАЗЕОЛОГИЗМДА РЕАЛЛАШУВИ

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**Аннотация:** мазкур мақолада немис ва ўзбек тилларида сифат лексемаларнинг фразеологизмда барқарорлашуви, бадий асар тилидаги экспрессив-эмоционаллик маҳсулдорлиги, лингвокультурологик, лексик-семантик, стилистик жиҳатларидаги ўзаро муштараклиги ҳамда мулоқот маданиятидаги менталитетга хос хусусиятлари муҳокама этилади.

**Калит сўзлар:** тилнинг морфологик бирлиги; сифатларнинг семантик бирлиги; белги ва хусусиятларни ифодаланиши; семантик хусусият, синтактик хусусият; морфологик хусусият; прагматик хусусият; аслий сифатлар; нисбий сифатлар.

В данной статье рассматривается стабилизация адъективных лексем немецкого и узбекского языков во фразеологизме, экспрессивно-эмоциональная продуктивность в языке художественных произведений, их взаимность в лингвокультурологическом, лексико-семантическом, стилистическом аспектах, специфические особенности менталитета в культуре общения.

**Ключевые слова:** морфологическая единица языка; семантика имён прилагательных; определение; семантический свойство; синтактический свойство; морфологический свойство; прагматические особенности;

This article discusses the stabilization of adjective lexemes in German and Uzbek languages in phraseologism, expressive-emotional productivity in the language of artistic works, their mutuality in linguistic-cultural, lexical-semantic, stylistic aspects, and the specific characteristics of mentality in communication culture.

**Key Words:** morphological unit of language; semantics of adjective names; definition; semantic property; syntactic property; morphological property; pragmatic features; relative adjectives.

Дунё тилшунослигида лисоний ҳодисаларнинг нутқий мулоқот шароитида

бевосита ва билвосита танлаб олинишини таъминловчи асосий омилларни қиёсий-чоғиштирма ёндашув асосида тизимли равишда тадқиқ қилиш амалиёти кенг ўрин эгалламоқда. Қиёсий-чоғиштирма тилшуносликнинг асосий ўрганиш объекти бўлган мазкур тадқиқотда немис ва ўзбек тилларидаги сифат лексемаларнинг фразеологизмлар, барқарор бирикмалар таркибида қўлланиши хусусиятларини илмий жиҳатдан тадқиқ қилиш зарурати кучаймоқда.

Қиёсий-чоғиштирма тилшуносликнинг асосий ўрганиш объекти бўлган мазкур тадқиқотда немис ва ўзбек тилларидаги сифат лексемаларнинг фразеологизмлар, барқарор бирикмалар таркибида қўлланиши хусусиятларини илмий жиҳатдан тадқиқ қилиш зарурати кучаймоқда.

Қиёслаш маданият билан, маданият эса қиёслаш билан ҳамоҳанг, чунки қиёслаш кенг маънода умулаштириш ва фарқламоқ демакдир. Ҳар қандай воқеликни қиёслаш қиёсланаётган воқелик ёки нарса ҳодисанинг интеграл ёки дифференциал белгиларни аниқлаштириш имконини яратади. Тилшуносликда Ф. де Соссюр томонидан тилнинг интеграл ва дифференциал белгилари фарқланди. Бу илмий йўналиш оппозиция, трансформация, компонент таҳлил каби қатор тилни илмий ва амалий ўрганиш методларининг асосини ташкил этади [1; 13].

Шунингдек, немис тилшуноси Бауманн К. “Инсон тили унга предмет ҳақидаги маълумотни қай тарзда етказса, шу билан яшайди. Ҳар қандай тил шахс мансуб бўлган халқни, унинг тарзини ифода этади [4; 79]” деган фикрлари ўринлидир.

Ҳ.А. Байманов немис ва ўзбек тилларидаги инсон характериға хос сифатларнинг функционал-семантик хусусиятларини чоғиштирма тадқиқот асосида махсус ўрганган. Немис ва турк тилларидаги сифатларни Л. Йохансен, Р. Йохен ва Б. Шлуйкер сингари лингвистлар чоғиштиришган. С. Пак немис, венгер ва корейс тилларидаги сифатларни чоғиштирма методда ўрганган [2; 19].

Айтиш мумкинки, немис ва ўзбек тилларидаги ранг-тус сифат лексемаларнинг фразеологик хусусиятлари эса, қиёсий-чоғиштирма нуқтаи назаридан махсус тадқиқ этилмаган бўлиб, бугунги кунда бевосита тадқиқот объекти бўла олиши

билан долзарбдир.

Сўз ва унинг маънолари ҳақида академик Е. Малиновскийнинг “Ҳар қандай тил ҳам ҳар бир конкрет фикрни мустақил сўз билан ёки ўзак орқали ифода этиб беришга ожизлик қилади. Тажрибанинг конкретлиги чексиздир, энг бой тилнинг ҳам ресурслари ҳам чегаралангандир. Тил, айрим конкрет ё ярим конкрет тушунчалардан функционал боғланиш воситаси сифатида фойдаланиб сон-саноксиз маъноларни у ёки бу тушунча тармоқлари бўйича таратиб юборади [3; 121].” деган эътирофи ўринлидир.

Бу билан тилшунос олим фразеология инсоннинг тил фаолиятидаги энг ўзлигини ифодаловчи, мураккаб ва компликатив воқеликка эга эканлигини илғор сурган бўлса ажабмас.

Сифат немис тилида ўзининг лексик-грамматик хусусиятларига кўра мустақил сўз туркуми сифатида ажратилган бўлсада, лексикалогиянинг ажралмас бир қисми бўлган фразеологияда бошқа сўз туркумлари қатори алоҳида аҳамият касб этади [4; 128]:

*Es ist noch nicht aller Tage Abend* – оининг ўн беши қоронғу бўлса, ўн беши ёруғдир.

*In den letzten Verhandlungen könnte noch keine Entscheidung herbeigeführt werden, aber es ist ja noch nicht aller Tage Abend* (W. Goethe).

Охирги музокарада ҳеч бир қарорга келинмади, начора, кутамиз оининг ўн беши қоронғу деса ўн беши ёруғ-ку.

*Mit beiden Beinen auf der Erde (im Leben) stehen* – ҳаётнинг пасту-баландини яхши билмоқ.

*Um meinen Freund ist mir nicht bange. Er steht mit beiden Beinen im Leben und wird sich immer zu halten wissen* (G. Grass). Мен дўстим ҳақида кўп ҳам қайғуравермайман. У ҳаётнинг пасту-баландини яхши билади, тажрибаси етарли.

Немис тилида сифат лексик-грамматик хусусиятларига кўра мустақил сўз туркуми сифатида муҳим аҳамият касб этади. Сифат лексемаларни ёритишда функционал-семантик хусусиятлар сўнги йилларда долзарблашмоқда.

Сифатларни турли аспектларда таснифлаш муаммолари ҳамон долзарб вазифалардан бири бўлиб қолмоқда.

Кузатув натижасида хулоса қилиб айтиш ўринлики, уларнинг барчаси воситасида фраземалар шаклланавермайди. Кўп эътироф этилган *weis*-оқ; *schwarz*-қора лексемаси предметнинг ранг-тусини, белгисини билдириши билан фразема таркибида иштирок этиб, бошқа окказионал маъноларни ҳам ифода этади. Шу асосда мазкур лексема ёрдамида асосан ижобий ва салбий маъноли фраземалар шаклланган: оқ кўнгил, юзи оқ бўлди, ўзини оқлади; шунингдек, қора ниятли, қора қўл, юзи қора ва шу кабилар. Мисоллардан сифат лексемаларнинг кўпинча от лексемалар билан боғлашувга киришганлиги аён бўлмоқда.

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## ПЕТЕРБУРГСКИЕ СООБЩЕСТВА, В СОСТАВЕ КОТОРЫХ ЮНЫЙ АЛЕКСАНДР ПУШКИН

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**Аннотация:** Данная статья посвящается биографии великого творца Александра Сергеевича Пушкина в его первый петербургский период, его образу жизни и о влиянии этого города на его мышление и творчество. В частности, сообществам и кружкам, в которых он был незаменимым членом, другом для всех творческих личностей.

**Ключевые слова:** Петербург, столица, период, самостоятельность, воля, раскрепощенность, творчество, шум, молодость, талант.

## ST. PETERSBURG COMMUNITIES, WHICH INCLUDE THE YOUNG ALEXANDER PUSHKIN

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**Annotation:** This article is devoted to the biography of the great creator Alexander Sergeyevich Pushkin in his first St. Petersburg period, his lifestyle and the influence of this city on his thinking and creativity. In particular, to communities and circles in which he was an indispensable member, a friend for all creative personalities.

**Keywords:** Petersburg, capital, period, independence, freedom, emancipation, creativity, noise, youth, talent.

Среди политических страстей, которыми кипит Петербург, Пушкин находит себе компании товарищей, которым эта тема имеет не первоочередную важность.

Одной из таких компаний является союз декабристов, который носил название «Союз спасения».

«Союз спасения («Общество истинных и верных сынов Отечества») — тайное политическое общество, первая декабристская организация, возникшая в Российской империи в Санкт-Петербурге 9 (21) февраля 1816 года на базе двух преддекабристских организаций — «Священной артели» и «Семёновской артели».» Основал это тайное политическое общество Александр Муравьев 9 февраля 1816 года. В состав союза вошли свыше 30 декабристов, самые яркие из них Никита Муравьев, Сергей Муравьев-Апостол вместе с братом Матвеем Муравьевым-Апостолом, Сергей Трубецкой, Иван Якушкин, Павел Пестель, Евгений Оболенский, Иван Пущин, Михаил Лунин, Михаил Новиков и др. Основной целью их деятельности было уничтожение Крепостного права и самодержавия и достижение конституционной монархии в Российской Империи.

В ходе развития союза, его членами Никитой Муравьевым и Павлом Пестелем были разработаны важнейшие документы, «Конституция» и «Русская правда», а вот устав союза был установлен годом позже, в 1817. Над ним работали Павел Пестель, Сергей Трубецкой и Илья Долгоруков.

Основная часть «Союза спасения» была категорична в том, что своих целей они должны добиваться без жертв, с помощью народа, но были и те, кто даже собственноручно собирался убить императора Александра I, эта пресловутая глупая идея принадлежала Михаилу Лунину и Ивану Якушкину. Именно эти разные позиции в ведении дел стали причиной такого недолгого существования «Союза спасения» с изначальным составом в 35 человек. Сообщество было тайным до самого конца и было преобразовано в Военное сообщество в 1817 году и уже в январе 1818 года было расформировано окончательно.

«Союз спасения» не последнее общество, в состав которого входил Александр Сергеевич Пушкин. В 1818 году на базе «Союза спасения»

формируется новый «Союз благоденствия» это новое общество имело те же цели, что и «Союз спасения», соответственно и состав уже определен.

Несмотря на все секретность этого движения, в его составе было порядка двухсот человек, из них шестеро из Думы и тридцать учредителей Коренной управы.

Устав «Союза благоденствия» состоял из двух частей. В уставе зафиксированы легализация деятельности и организационные моменты, 1 часть устава была в «Зеленой лампе», а вторая часть хранила в себе всю сокровенность союза, о которой было известно лишь основной массе организации.

За основу достижения своих целей, учредителями было взято мирное сотрудничество с народом, не допускалось и мысли о насилии.

Членами союза было решено, что несмотря ни на что, они будут бороться и смогут преодолеть тактику заговора, которая действовала при «Союзе спасения».

Союз привлек на свою сторону ряд литературно-просветительских и педагогических обществ, масонских лож, журналов. Члены союза, занимавшиеся творчеством, всячески высмеивали царский суд, его беззаконие, административный порядок, цензуру и само крепостное право, и самодержавие. Вместе с тем пытались распространить свои сочинения, в которых воспевали свободу, порядок и революционную агитацию. В январе 1820 года состоялось совещание, где учредители Коренного права на докладе Павла Пестеля высказались за республику. Одновременно с их деятельностью созревали замыслы «военной революции».

Союз из-за резкой смены деятельности в начале 1821 на московском съезде Коренной управы объявлен распущенным. Наиболее активные его члены составили основу Северного общества декабристов и Южного общества декабристов.

Здесь тоже Пушкин не смог особо впечатлить товарищей своим творчеством и сам был рад распаду этого союза. Пушкин в кругу этих людей



своего времени, не зная о тайных обществах, разделял высокие идеи декабристов.

Себя Александр Сергеевич нашел и раскрыл по-новому для обществу в кругу литераторов, который назывался «Арзамас». Период существования коллектива насчитывает три года с 1815 по 1818 годы. Основными участниками этой группы была передовая молодежь того времени, последователи «карамзинского» направления, но и среди них, к своему удивлению, Александр Сергеевич смог застать и Василия Андреевича Жуковского, и Константина Николаевича Батюшкова, и Юрия Павловича Вяземского, и даже своего дядю Василия Львовича Пушкина. Ему нравилось в «Арзамасе», он с нетерпением ждал каждого заседания, ведь они проходили очень интересно, беседы велись очень оживленно без капли монотонности. Здесь Александр Сергеевич мог быть самим собой, не боясь, что его кто-то как-то осудит.

Заседания проходили в определенном порядке, но чувство предвкушения никогда не покидало его участников. Арзамасцы собирались на квартире у кого-то из круга, начинали беседовать на светские темы, а после переключались на творчество, а в конце своих заседаний у них был пир, на котором обязательно должен был быть гусь, как символ города, в честь которого и назван круг.

Довольно-таки узкий круг поэтов, которые гордо называли себя арзамасцами, высмеивали, пародировали надменный и громкий старый слог. Они пытались ввести в оборот новый, придуманный ими легкий язык, который будет близок к разговорному, но и в то же время, будет одобрен цензурой.

Атмосфера в Арзамасе была теплой и дружной. Так, никто не разделял друг друга по возрастной и должностной категориям. У каждого члена сообщества было свое шуточное прозвище, которым они друг друга и называли. Яркими примерами этих прозвищ можно представить Василия Жуковского названным Светланой, Юрия Вяземского — Асмодеем, Александра Пушкина — Сверчком и т.п.

Самые ожидаемые и всеми любимые заседания проходили у братьев Александра и Николая Ивановичей Тургеневых. Их дом был полон какого-то

необычного до глубины души приятного уюта. На одном из заседаний у братьев и было положено начало произведению Александра Сергеевича Пушкина «Вольность». Именно здесь, у братьев Тургеневых, в доме, где окна выходят к Михайловскому замку, в котором был убит император Павел I, Пушкин долго сидит и наблюдает за алым закатом и тут совсем неожиданно для всех, Пушкин соскакивает и на какой-то испачканной чернилами бумажке начинает что-то писать. Как выяснилось на следующее утро, это было вступление новой оды Александра Сергеевича.

Еще одним литературным обществом, в состав которого входил великий творец, был кружок «Зеленая лампа». Основан кружок в апреле 1818 года драматургом Никитой Всеволодовичем Всеволожским. Кружок был приписан к «Союзу благоденствия» как его филиал. Здесь Александр Сергеевич Пушкин мог видеться со своим лицейским товарищем Антоном Антоновичем Дельвигом, а также с такими яркими личностями как Федором Николаевичем Глинкой, Сергеем Петровичем Трубецким, Александром Дмитриевичем Улыбышевым, Дмитрием Николаевичем Барковым, Дмитрием Ивановичем Долгоруковым и многими другими.

Кружок «Зеленая лампа», принадлежавший Никите Всеволожскому получил свое официальное оформление в марте 1819 года. Такое название он получил потому, что члены кружка, всегда собирались за столом, который освещался абажуром лампой зеленого цвета. Еще одной особенностью кружка считается то, что каждый кто в нем состоит носил колпак, который принимали как символ свободы. Люди, которым повезло посвящались в общество и носили специальные кольца, на которых была изображена лампа, символизировавшая просвещение.

Здесь, Пушкин и его коллеги могли спокойно общаться на любые темы, не боясь ни осуждения, ни цензуры и ни того, что их разговоры могут быть услышаны кем-то лишним, так как люди в «Зеленой лампе» были проверены и доверяли друг другу. Каждая встреча союзников завершалась радостно,

непринужденная атмосфера, которая сразу охватывала всех, еще долго не покидала их души.

Пушкин, не раз отмечал тот факт, что именно здесь, в Петербурге, он смог найти себе настоящих единомышленников. Здесь, он смог стать тем, кем мы его сейчас знаем.

Прекрасное время, которое он провел в Петербурге завершается в 1820 года, когда его решают сослать в Сибирь. Причиной ссылки становится выход в свет поэмы «Руслан и Людмила» и ее отрицательное влияние на молодежь России.

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## DAVLAT BOJXONA XIZMATI ORGANLARIDA KORRUPSIYANI OLDINI OLISH BO‘YICHA TARG‘IBOT TADBIRLARINI TASHKIL ETISH MASALALARI

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**Annotatsiya:** Tezisdagi davlat bojxona xizmati organlarida korrupsiyaga qarshi kurashishda targ‘ibot tadbirlarini tashkil etish masalalari haqida fikr va mulohazalar yuritiladi.

**Kalit so‘zlar:** Bojxona organlari, korrupsiya, profilaktika, qarshi kurashish.

**Аннотация:** В данном тезисе приводятся мысли и мнения по поводу организации пропагандистской деятельности по борьбе с коррупцией в органах государственной таможенной службы.

**Ключевые слова:** Таможенные органы, коррупция, профилактика, борьба.

**Annotation:** This thesis provides thoughts and opinions on the organization of propaganda activities to combat corruption in the state customs service.

**Keywords:** Customs, corruption, prevention, fight.

Korrupsiya atamasi adabiyotlarda odatda mansab mavqeini shaxsiy maqsadlarda suiiste‘mol qilish deb tafsiflanadi. Aksariyat hollarda bu atama siyosiy elitaning byurokratik apparatini ifodalash uchun ishlatiladi. Korrupsiya ko‘plab mamlakatlarning jinoiy va ma‘muriy qonunlariga muvofiq noqonuniy harakat sifatida ta‘qib qilinadi. Aholining huquqiy savodxonligining pastligi, ularni qonunlarni bilmasligi yoki tushunmasligi mansabdor shaxsga qonunlardan o‘z shaxsiy manfaati yo‘lida foydalanish imkonini beradi.

Korrupsiya jamiyatga ko‘p jihatdan zarar yetkazadigan dahshatli illatdir. Bu illat demokratiya va qonun ustuvorligi asoslariga putur yetkazadi, inson huquqlarining buzilishiga olib keladi, bozorlar faoliyatiga to‘sqinlik qiladi, turmush sifatini yomonlashtiradi, uyushgan jinoyatchilik, terrorizm va xalq xavfsizligiga tahdid soluvchi boshqa hodisalarning ildiz otishi uchun sharoit yaratadi.

Mamlakatda korrupsiyaning keng ildiz otishiga quyidagilar sabab bo‘lishi mumkin:

1. davlat nazoratida aholi ishtirokining sustligi;
2. davlat sektorida ishlaydigan xodimlarning daromadi xususiy sektordagidan kam ekanligi;
3. iqtisodiyotni davlat tomonidan tartibga solinishi;
4. inflyatsiyaning yuqori darajasi;
5. mamlakatning yuqori boshqaruv organlarining aholi bilan aloqasi uzilganligi;
6. mamlakatdagi diniy va axloqiy qoidalarga yetarlicha rioya qilmaslik.

Aytish joizki, bu zararli hodisa katta yoki kichik, boy yoki kambag‘al bo‘lishidan qat’iy nazar, barcha mamlakatlarda uchraydi. Garchi jahon hamjamiyati tomonidan ushbu zararli kasallikni bartaraf etish borasida qator samarali ishlar amalga oshirilayotgan bo‘lsa-da, haligacha bartaraf etilmagan. Dunyo mamlakatlarida korrupsiyaga qarshi kurashning quyidagi usullari mavjud.

Ichki nazorat - bu usul boshqaruv apparatining o‘zida nazoratni kuchaytiruvchi tuzilmalarni (turli xil ichki tekshiruvlar va boshqa nazorat organlari) yaratishni talab qiladi. Ushbu tuzilmaning asosiy vazifasi xodimlarning ichki etiket qoidalariga rioya qilishlarini nazorat qilishdir. Ayni paytda mamlakatimizda qator davlat idoralarida bu vazifani bajaruvchi korrupsiyaga qarshi ichki nazorat tuzilmalari tashkil etilmoqda.

Korrupsiyaga qarshi kurashda yuqori natijalarga erishgan Shvetsiya, Singapur, Gonkong, Portugaliya kabi davlatlar tajribasini o‘rganish shuni ko‘rsatadiki, korrupsiyaga sabab bo‘layotgan omillarni bartaraf etish korrupsiyaga qarshi kurashda muhim o‘rin tutadi.

Bunda amaldagi normativ-huquqiy hujjatlardagi korrupsiyaga olib kelishi mumkin bo‘lgan normalarni doimiy ravishda aniqlab, ularni bartaraf etish choralari

ko‘rish, davlat xizmatchilari va aholining huquqiy savodxonligini oshirish kabi usullardan unumli foydalanish ijobiy natija beradi.

O‘zbekiston Respublikasi Davlat bojxona qo‘mitasi va O‘zbekiston Respublikasi Korrupsiyaga qarshi kurashish agentligi tomonidan o‘zaro imzolangan “Davlat bojxona qo‘mitasi tizimida korrupsiyaga qarshi kurashish va uning oldini olish bo‘yicha “Yo‘l xaritasi” asosida Korrupsiyaga qarshi kurashish agentligi va Davlat bojxona qo‘mitasi o‘rtasida faol hamkorlik yo‘lga qo‘yilgan va jadal amalga oshirilmoqda. Ushbu yo‘l xaritasida:

- bojxona sohasiga zamonaviy axborot texnologiyalarini keng joriy etish va bojxona tartib-taomillarini raqamlashtirish hisobiga bojxona rasmiylashtiruvini soddalashtirish va mavjud byurokratik to‘siqlarni bartaraf etish;

- korrupsiya bilan bog‘liq har qanday ishlarning dastlabki bosqichini aniqlash va ularga sharoit yaratib beruvchi omillarni bartaraf etish;

- korrupsiyaga qarshi profilaktika va targ‘ibot tadbirlarini yanada kuchaytirish va komplaens tizimini takomillashtirish;

- bojxona rasmiylashtiruvi jarayonida inson omilini kamaytirish;

- korrupsiyaga qarshi kurashish, xavfsizlikni ta‘minlash – xalqaro standartlarga asoslangan “muvofiqlikni nazorat qilish” tizimini takomillashtirish masalalariga alohida e‘tibor qaratilmoqda.

Xususan, 2022 yilning o‘tgan davrida bojxona organlarida shaxsiy tarkib bilan 651 marotaba, tadbirkorlik sub’ektlari bilan 57 marotaba, xodimlarning oila a‘zolari bilan 24 marotaba korrupsiya va uning salbiy oqibatlarini bo‘yicha uchrashuvlar o‘tkazilgan. Shuningdek, 1226 nafar xodimlar bilan individual profilaktik tushuntirishlar o‘tkazilgan. 284 nafar xodimlarning (kursantning) yaqin qarindoshlariga ular bilan o‘zaro hamkorlikni tashkil etishga qaratilgan antikorrupsion mazmundagi umumiy va individual shakldagi ogohlantirish xatlari yuborildi.

Shuningdek, bu borada targ‘ibot tadbirlarini tashkil etish maqsadida televideniya 167 marotaba, gazetada 127 marotaba, radioda 201 marotaba va internet tarmog‘ida 427 marotaba korrupsiyaga qarshi kurashishga bag‘ishlangan chiqishlar qilindi. Bojxona tizimida korrupsiyani oldini olish va aniqlash maqsadida tadbirkorlik

sub'ektlari, fuqarolar, bojxona xodimlaridan iborat 3248 nafar respondentlar bilan 52 marotaba so'rovnomalar o'tkazildi.

Qonuniylik – bojxona organlari tomonidan korrupsiyaga qarshi kurashish bo'yicha chora-tadbirlar O'zbekiston Respublikasi qonunchiligi talablariga muvofiq, davlat organlarida korrupsiyaga qarshi kurashishning xalqaro miqyosda e'tirof etilgan amaliyotini hisobga olgan holda hamda belgilangan ichki hujjatlarga muvofiq amalga oshiriladi.

Korrupsiyaga toqat qilmaslik - bojxona organlari o'z faoliyatining barcha sohalarida korrupsiyaning har qanday shakl va ko'rinishlariga toqat qilmaydilar. Bojxona organlarining mansabdor shaxslariga korrupsiya xavfini tug'diradigan faoliyatda bevosita yoki bilvosita ishtirok etishi taqiqlanadi.

**Xulosa qilib aytganda,** qilinayotgan amaliy chora-tadbirlar natijasida korrupsiyaga qarshi kurashishning yangi va istiqbolli yechimlari va usullari ishlab chiqilmoqda. Bu esa albatta o'z samarasini bermoqda deb ayta olamiz. Eng muhimi esa tushuntirish ishlarini ham jadallik bilan olib borishimiz zarur. Aholining huquqiy savodxonligini va madaniyatining oshishi, o'z huquqlari va majburiyatlarini to'liq anglab yetishi esa korrupsiyani sodir etilishini oldini olishi mumkin. Qabul qilingan yangi yo'l xaritasi va qonunlar asosida bojxona organlari o'z faoliyatlarini olib bormoqdalar. Bu borada yaqin yillar ichida biz pozitiv o'zgarishlarga guvoh bo'lamiz deb o'ylayman.

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## OLIV TA'LIM TIZIMIDA AGRAR SOHANING USTUVORLIGI UNDA INNOVATSIYALARNING QULLANISHI

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**Annotatsiya:** Xozirda oliy ta'lim tizimida agrar sohani nihoyatda dolzarbli, sohada kadrlarni tayyorlashda innovatsiyon texnologiyalarni qo'llash, agrar sohaning professor o'qituvchilarning ilmiy salohiyatini oshirish, agrar tizimidagi ta'lim dasturlari va o'quv dasturlarini ishlab chiqish, ta'limning barcha jabhalarida paydo bo'ladigan ehtiyojlarni aniqlash, o'qitish, o'rganish, rivojlantirish va baholash hamda ta'limni boshqarish dolzarb masalaga aylangan. Ushbu maqolada o'zgarishlarni bosqichma-bosqich va mazmunli amalga oshirish kerakligi yoritib berilgan.

**Kalit so'zlar:** agrar soha, oliy ta'lim, elektron ta'lim, axborot texnologiyalar, axborotlashgan ta'lim, ta'lim standarti, qishloq ho'jaligi, ta'limning boshqarish,

Agrar sohada oliy ta'limni sifatini yanada oshirish maqsadida professor-o'qituvchilarning ta'lim texnologiyalari oqilona qullagan xolda kadrlar tayyorlashga bo'lgan ehtiyojini va o'quv jarayonida ta'lim texnologiyalaridan foydalanishda o'qituvchilar duch keladigan cheklovlarni baholash, Professor-o'qituvchilarning o'quv amaliyotlarida duch keladigan asosiy to'siqlar, ta'limda texnika va texnologiyalari bilan ishlash bo'yicha tayyorgarligini yo'qligi va ta'lim texnika va texnologiyalarini sotib olishning protsessual kechikishi xisoblanadi.

Hozirgi kunda oliy o'quv yurtlariga professor-o'qituvchilarning texnik va texnologik malakalarini oshirish muhim vazifa sifatida turibdi. O'qituvchilar tomonidan ta'lim texnologiyalaridan foydalanish, ularni o'zlarining qobiliyatlari darajasida ushbu vositalardan pedagogik foydalanish ko'nikmalar hosil qilish va ilg'or tajribalar almashinuvi bilan mustahkamlash zarur.



O‘qituvchilar malakasini oshirish ta’limda kadrlar tayyorlashdagi ehtiyoj va maqsadlarga erishish, qiyinchiliklarni engish uchun universitet professor-o‘qituvchilarining ko‘nikmalari, bilimlari va xatti-harakatlarida talab qilinadigan o‘zgarishlarni anglatadi.

Xozirgi kunda yangi texnika va texnologiyadan foydalanish oson bo‘lishi kerak, texnologiyadan qanday foydalanishni o‘rganish uchun vaqt kerak, texnologiyani sinfda qo‘llash uchun qo‘llab-quvvatlash kerak. Bundan tashqari, ta’lim texnologiyalari o‘qituvchilarga o‘quv mashg‘ulotlarini sifatli va aniq yunaltirilgan xolda ta’lim berishga yordam berdi.

Mamlakatimizda ham so‘nggi yillarda axborot texnologiyalarini rivojlantirish, soha va tarmoqlar faoliyatiga raqamli texnologiyalarni joriy etish, “aqlli dasturlar”ning qo‘llanish sohasini kengaytirish bo‘yicha davlatimiz rahbari va hukumatimiz tomonidan qator huquqiy hujjatlar qabul qilindi va ijro etilmoqda.

“Raqamli O‘zbekiston – 2030” Strategiyasiga muvofiq sun’iy intellekt texnologiyalarini jadal joriy etish va ularni mamlakatimizda keng qo‘llash, raqamli ma’lumotlardan foydalanish imkoniyatini va ularning yuqori sifatini ta’minlash, ushbu sohada malakali kadrlar tayyorlash o‘zgarishlarni bosqichma-bosqich va mazmunli amalga oshirish uchun agrar sohada tadqiqotlarini salohiyatni oshirish, dasturlar orqali innovatsion o‘quv yondashuvini kuchaytirish zarurdir.

Axborotlashgan jamiyatda kadrlar iqtisodiy va ilmiy-texnikaviy jihatdan yanada yuksalishga, mamlakatda ishlab chiqarilayotgan qishloq xo‘jaligi mahsulotlari sifatini va mehnat unumdorligini oshirishga, iqtisodiyotni zamonaviy texnologiyalar asosida boshqarishni takomillashtirish hamda istiqbolli ilmiy yo‘nalishlarni rivojlantirishga katta zamin yaratib beradi.

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## OLIY TA'LIM TIZIMIDA INNOVATSION MENEJMENT

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**Annotatsiya:** Bugungi kunda butun dunyoda oliy ta'lim tizimi boshqaruvida innovatsiyalarning o'rni va ahamiyati doimiy ravishda o'sib bormoqda. Ayniqsa yer yuz bo'ylab tarqalgan COVID-19 pandemiyasi kabi global hodisalarning paydo bo'lishi uni ya'nada tezlashtirdi. Bundan tashqari, texnologik taraqqiyot ham ta'limni boshqarish va yetakchilikda ko'plab o'zgarishlarga sabab bo'lmoqda. Ushbu maqolada oliy ta'lim tizimida innovatsion menejmentni qo'llashning xususiyatlari yoritib berilgan.

**Kalit so'zlar:** Innovatsiyalar, ta'limni boshqarish, ta'lim yetakchiligi, talabalar, texnologiya, oliy ta'lim, COVID-19, pandemiya.

### INNOVATIVE MANAGEMENT IN HIGHER EDUCATION SYSTEM

**Abstract:** Nowadays the role and importance of innovations in the management of the higher education system throughout the world is constantly growing. The emergence of global events such as the COVID-19 pandemic around the world has accelerated it. In addition, advances in technology are causing many changes in the way education is administered and managed. Three articles highlight the features of using innovative management in the higher education system.

**Key words:** Innovations, educational management, educational leadership, students, technology, higher education, COVID-19, pandemic.

Oliy ta'lim tizimini boshqarishda innovatsiyalar yuqori sifatli ta'limni amalga oshirishning muhim tarkibiy qismidir. Shuningdek, uning maqsadi zarur ijtimoiy-madaniy, iqtisodiy va demokratik qadriyatlar hamda tamoyillarni ilgari suruvchi

zamonaviy jamiyat bunyod etishdir. Bu holatda innovatsion menejment hal qiluvchi jihatni tashkil qiladi va professional tizimlarning ishlashi uchun zaruriy dastakdir. Davlatning boy yoki qashshoqligini aniqlashda bu eng muhim omillardan biri sifatida qabul qilinadi.

Oliy ta'lim tizimida innovatsion menejment ta'lim tashkilotning omon qolishi, muvaffaqiyati yoki muvaffaqiyatsizligini belgilaydi. Biz korporatsiyalarni tasavvur qilganimizda, menejmentni ko'rib chiqamiz, shuning uchun ham bu tushuncha har bir ishning asosiy yuragi sifatida qaraladi.

Oliy o'quv yurtlarida ta'limni boshqarishda innovatsiyalarning paydo bo'lishi butun dunyoda tobora ommalashib bormoqda. Innovatsiyalar va joriy usullar, tuzilmalarni takomillashtirish, rivojlanishning eng muhim darajasiga xos bo'lgan yondashuv tashkiliy maqsadlarga erishish uchun yoki jarayonni boshqarishga ulkan hissa qo'shyapti.

Bu esa o'z navbatida yetakchilik va innovatsiyalar bilan tavsiflanadigan boshqaruvdir. Boshqa innovatsiyalar bilan solishtirganda, yetakchilik sohasidagi innovatsiyalar o'ziga xos qobiliyatga ega tashkiliy samaradorlikka oid tub va uzoq muddatli o'zgarishlarni amalga oshirishdir. Innovatsiya menejment boshqaruv ko'nikmalariga ega bo'lishni va uni mukammallashtirishni va mas'uliyatni o'z zimmasiga olish istagini talab qiladi, bu taraqqiyot va ishlashga turtki bo'lgan o'zgarishlarni amalga oshirish uchun muhimdir.

Dunyo oliy ta'lim muassalari o'rtasida o'tkazilgan tadqiqotlar shuni ko'rsatadiki, tashkiliy, madaniy innovatsiyalar qiymatiga ta'sir qiluvchi asosiy omil sifatida universitetlar o'z xodimlariga ta'lim jarayonida tavakkal qilishga va ochiq bo'lishga imkon berganligi aniqlandi. Muvaffaqiyatsizlik qo'rquvini kamaytirish rahbarlikdagi innovatsiyalarni oshirishi va universitetlarda ta'limni boshqarishga o'zining ijobiy tomonlarini ko'rsatishi isbotlandi. Tadqiqotlar shuni ko'rsatdiki, texnologiyalarni qabul qilish universitetlarda innovatsiyalarni qo'llash darajasini oshirar ekan. Bundan tashqari, talabalar sonining ko'payishi va fikr almashish tufayli axborot tizimi texnologiyalari, yetakchilar va ta'lim menejerlari o'sishi kuzatilmoqda. Shu sababli,

yetakchilik va boshqaruvdagi yangiliklar global istiqbolga ega bo'lish va eng yaxshi usullar haqida ma'lumotga ega bo'lish uchun texnologiyalarga katta darajada tayanadi.

Shuningdek rivojlangan ta'lim tizimiga ega bo'lgan Norvegiyada ta'lim rahbarlarining faoliyatini taqqoslash tufayli, ta'limdagi innovatsiyalarning roli va ahamiyati tobora yaxshilanayotgani butun dunyo olimlari tomonidan qayd etib o'tilmoqda.

Benchmarking loyihasining joriy etilishi, universitet rahbarlarining nuqtai nazarini o'zgartirish orqali, ularning yetakchilik mahoratini oshirishi ko'zda tutilgan.. Bundan tashqari bu jarayon ularga fikr almashish, innovatsion faoliyatda ishtirok etish va yetakchilik dasturlarida hamkorlik qilish imkonini berdadi. Shu kabi innovatsion holatlar natijasida o'qitish va yangi istiqbollari universitet rahbarlarining innovatsiyalari va yangilklarga ochiqqligini oshiryapti. Yetakchilik va ta'limni boshqarish innovatsiyalarini targ'ib qiluvchi strategiyalar barcha oliy ta'lim rahbarlari uchun birdek foydalidir.

Xulosa qilib aytadigan bo'lsak, ta'limni boshqarish va yetakchilik sohas innovatsiyalarga chambarchas bog'liqdir. OTMlarda transformatsion yetakchilik bilim va tadqiqotlarning bosh kalitidir. Bundan tashqari, ta'limni boshqarishda axborot tizimlari kabi texnologiyalardan foydalanish innovatsiyalarni takomillashtirishning eng muhim yo'nalishlaridan biri sifatida qayd etiladi.

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## OLIV TA'LIM TIZIMIDA INNOVATSIYALARNI BOSHQARISHNING ASOSIY XUSUSIYATLARI

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**Annotatsiya:** Ushbu maqolada oliy ta'limga innovatsiyalarni jalb qilish va ularni boshqarishning asosiy konsepsiyalari hamda ularning asoslarini ishlab chiqish, oliy ta'limga innovatsiyalarni yanada rivojlantirish va takomillashtirish, oliy ta'lim, fan sohasidagi innovatsiyalar yo'nalishlarini belgilash, boshqarishning xususiyatlari yoritib berilgan. Maqolada taklif etilgan oliy ta'lim innovatikasi ta'lim tizimi bilan bog'liq muassasalar, ilmiy muassasalar, tashkilotlar va boshqaruv organlarining innovatsion faoliyatini amalga oshirish, boshqarishning nazariy masalalari, amaliyotini o'rganadi va umumlashtiradi.

**Kalit so'zlar:** oliy ta'lim innovatsiyalari, oliy ta'limning innovatsion rivojlanishi, akademik kapitalizm, tadbirkorlik universiteti, platforma.

## THE MAIN CHARACTERISTICS OF INNOVATION MANAGEMENT IN THE HIGHER EDUCATION SYSTEM

**Abstract:** In this article, the main concepts of attracting innovations to higher education and their management, as well as the development of their foundations, further development and improvement of innovations in higher education, defining the directions of innovations in the field of higher education and science, and the characteristics of management are highlighted. The proposed higher education innovation in the article studies and summarizes the theoretical issues and practice of implementing and managing innovative activities of institutions, scientific institutions, organizations and management bodies related to the educational system.

**Key words:** higher education innovatics, innovative development of higher education, academic capitalism, entrepreneurial university.

Bundan bir necha yillar muqaddam oliy ta'lim va fan jamiyatning intellektual faoliyatining notijorat sohasiga tegishli bo'lib, butun insoniyat manfaati uchun bilimlarni topish, yaratish va tarqatish uchun xizmat qilgan. Bundan tashqari, akademik kapitalizm sharoitida oliy o'quv yurtlari (OTM) va ilmiy muassasalar (IM) qat'iy bozor iqtisodiy qoidalariga ega bo'lgan ta'lim va ilmiy xizmatlar bozorining ishtirokchilariga aylandi. Akademik kapitalizmning paydo bo'lishi va inson faoliyatining ijtimoiy-iqtisodiy va ijtimoiy-gumanitar sohasiga ta'siri, uning oliy ta'lim sohasida innovatsion faoliyatning paydo bo'lishi hamda tarqalishiga ijobiy ta'siri haqida juda ko'p foydali ma'lumotlarni o'rganib chiqildi va tahlil qilindi. Ammo bugungi kunda fan, mualliflar, yangi ilmiy va amaliy yo'nalishlar - oliy ta'lim innovatsiyasini yaratish, joriy etishni taklif qilyapti. Oliy ta'lim tizimida innovatsiyalarni boshqarish ta'lim va fan sohasidagi innovatsion o'zgarishlar, turli mamlakatlar fan hamda ta'lim tizimlarini ya'nada ommalashtirish maqsadida ularni har tomonlama o'rganishni tizimlashtirishga mo'ljallanyapti.

"Innovatsiya - bu ko'p bosqichli jarayon bo'lib, unda tashkilotlar o'z bozorlarida o'zlarini muvaffaqiyatli rivojlantirish, raqobatlash va farqlash uchun yangi g'oyalar, takomillashtirilgan mahsulotlar, xizmatlar yoki jarayonlarga aylantiradi". Iqtisodiy hamkorlik va taraqqiyot tashkiloti - rahbariyatining ta'rifiga asoslanib, dasturiy ta'minot sanoati innovatsiyalarni qanday ta'riflaganligi to'g'risida quyidagi ta'rif eng keng qamrovli deb topildi:

Innovatsiya - bu ishlab chiqarish yoki joriy etish, o'zlashtirish va ulardan foydalanish, iqtisodiy va ijtimoiy sohalarda qo'shimcha qiymatga ega mahsulotlar, xizmatlar va bozorlarni yangilash hamda kengaytirish, yangi ishlab chiqarish usullarini ishlab chiqish, innovatsion boshqaruv tizimlarini yaratishdir. Bu ham jarayon, ham natijadir. "Innovatsiyaning ikkita asosiy o'lchovi (ya'ni, innovatsiya firma uchun yangimi, bozor uchun yangimi, sanoat uchun yangimi yoki dunyo uchun yangimi) va turlari mavjud. Oliy ta'lim va fandagi innovatsiyalar ulkan o'zgarishlarga olib kelishi mumkin. Bular quyidagi turdagi innovatsiyalar bo'lishi mumkin:

- iqtisodiy va bozor;
- texnologik;



- tashkiliy;
- tarkibiy va pedagogik;
- ta'lim va pedagogik.

Xulosa o'rnida shuni aytish mumkinki, ta'lim inson hayotining barcha sohalari bilan bog'liq, chunki savodli va ilmi odamlar hayot uchun zarurdir. Shunday qilib, oliy ta'lim innovatsiyasi insoniyatning xilma-xil bilimlari tizimidagi eng ilmiy va amaliy yo'nalishlardan biridir. Oliy ta'lim va fan sohasidagi innovatsion faoliyat butun ta'lim sohasida ham jiddiy innovatsion o'zgarishlarga olib keladi. Har bir mamlakatda oliy ta'lim va fanni innovatsion boshqarish sohasidagi davlat tashabbuslari ushbu sohadagi innovatsiyalarning ijtimoiy, notijorat komponentini kuchaytirishga qaratilgan.

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## BOSHLANG‘ICH TA‘LIMDA XALQARO BAHOLASH DASTURLARI

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**Annotatsiya:** Ushbu maqolada O‘zbekiston respublikasi ta‘lim tizimiga xalqaro baholash amaliyotini tatbiq etilishi yuzasidan qabul qilingan qaror va farmonlar, shuningdek xalqaro baholash dasturlariga tayyorgarlik ishlari haqida qisqacha ma‘lumot keltirib o‘tilgan. Bundan tashqari, boshlang‘ich ta‘limda xalqaro baholash dasturlarining qo‘llanishi haqida ham to‘xtalib o‘tilgan.

**Kalit so‘zlar:** O‘zbekiston respublikasi ta‘lim tizimini 2030- yilgacha rivojlantirish konsepsiyasi, "Xalq ta‘limi tizimini isloh qilish to‘g‘risida"gi Prezident farmoni, Xalqaro baholash dasturlari, PISA, TIMSS, PIRLS va h. k.

## INTERNATIONAL ASSESSMENT PROGRAMS IN PRIMARY EDUCATION

**Abstract:** This article provides brief information about the decisions and decrees regarding the implementation of international assessment practices in the educational system of the Republic of Uzbekistan, as well as the preparatory work for international assessment programs. In addition, the use of international assessment programs in primary education is also discussed.

**Keywords:** the concept of development of the education system of the Republic of Uzbekistan until 2030, the Presidential decree "On reforming the public education system", international assessment programs, PISA, TIMSS, PIRLS, etc.

O‘sib kelayotgan yosh avlodni ma‘naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko‘tarish, o‘quv-tarbiya jarayoniga ta‘limning innovatsion shakllari va usullarini joriy etish maqsadida yurtimizda so‘nggi yillarda

qator islohotlar amalga oshirilmoqda. Bu borada O‘zbekiston Respublikasi Prezidentining 2018 yil 5 sentyabrdagi “Xalq ta’limini boshqarish tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”<sup>1</sup>gi PF-5538-son Farmonini misol qilib keltirish mumkin. Unga muvofiq, O‘zbekiston Respublikasi Xalq ta’limi tizimini 2030 yilgacha rivojlantirish konsepsiyasi tasdiqlandi. 2030- yilga qadar PISA tadqiqoti bo‘yicha O‘zbekistonni 30 ta ilg‘or mamlakatlar qatoriga kiritish rejasi qo‘yildi hamda uni amalga oshirish chora-tadbirlari ishlab chiqildi.

Xalqaro baholash dasturlari orasida PIRLS hamda TIMSS tadqiqotlari boshlang‘ich sinflarning 4- sinflari uchun mo‘ljallangan bo‘lib, bugungi kunda O‘zbekiston ham ushbu dasturlarda ishtirok eta boshladi. Tadqiqotlarga tayyorgarlik ko‘rish birinchi sinfdanoq boshlanib, boshlang‘ich sinf o‘quvchilarining mantiqiy tafakkurini rivojlantirishda g‘oyat muhim ahamiyatga ega.

PIRLS – boshlang‘ich sinf o‘quvchilarining matnni o‘qib tushunish darajasini baholash bo‘yicha xalqaro tadqiqot dasturidir. Boshqacha qilib aytganda, boshlang‘ich sinf o‘quvchilarining o‘qib tushunish ko‘nikmalarini qay darajada rivojlanganligi haqidagi ma’lumotlarni xalqaro miqyosda taqqoslash imkonini beradigan, o‘qish va o‘qitishni yaxshilash uchun ta’lim sohasidagi davlat siyosatiga oid ma’lumotlarni taqdim etadigan yirik xalqaro baholash dasturidir. <sup>2</sup>

TIMSS–maktabda matematika va aniq fanlar sifatini tadqiq qiluvchi xalqaro monitoring.

Bu tadqiqot o‘quvchilarning matematika va tabiiy fanlar bo‘yicha boshlang‘ich maktabning 4-sinfi va tayanch maktabning 8- sinf o‘quvchilarining o‘zlashtirish darajasini dunyoning turli mamlakatlarida qiyosiy o‘rganishni maqsad qilib qo‘ygan va olingan natijalarga muvofiq har bir mamlakatning ta’lim tizimining o‘ziga xos xususiyatlari va yutuqlarini e‘tirof etadi.

Ushbu tadqiqotlarda ishtirok etishning O‘zbekiston uchun ahamiyati quyidagilardan iborat: Ta’lim tizimini tubdan isloh qilish , pedagog kadrlar tayyorlash

<sup>1</sup> O‘zbekiston Respublikasi Prezidentining “Xalq ta’limini boshqarish tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”<sup>1</sup>gi PF-5538-son Farmoni.2018-yil 5-sentabr.

<sup>2</sup> Ta’lim sifatini baholash bo‘yicha xalqaro tadqiqotlarni amalga oshirish milliy markazi. Xalqaro tadqiqotlarda boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligini baholash.*Boshlang‘ich sinf o‘qituvchilari, metodistlar va soha mutaxassislari uchun metodik qo‘llanma.* «Sharq» nashriyot-matbaa Aksiyadorlik kompaniyasi. Toshkent – 2019

va ularning malakasini oshirish dasturlarini takomillashtirish hamda mutaxassislar tomonidan darsliklarning yangi avlodini yaratishda qo'llaniladi.

- Tadqiqot natijalari ta'lim tizimidagi yutuq va kamchiliklarni baholash imkonini beradi.

- Xalqaro dasturlar ichki nazorat sifatini oshirishga xizmat qiladi,

- Xalqaro baholash tadqiqotlari materiallari asosida yangi nazorat materiallari yaratish va qo'llash imkoniyatini yaratadi.

Boshlang'ich ta'limda xalqaro baholash dasturlariga tayyorgarlik ko'rishning zaruriyligi nimadan iborat?

- Xalqaro tadqiqotlar ta'lim sifatini baholashga qaratilganligi hamda xalqaro ahamiyatga ega ekanligi bois, boshlang'ich ta'lim tizimiga yangicha yondashuvni taqozo etadi.

- PIRLS tadqiqotiga tayyorgarlik ko'rish jarayonida nafaqat matn savodxonligiga, balki uni izchil tahlil qila olish ko'nikmalarini shakllantirish imkoni paydo bo'ladi.

- TIMSS dasturi orqali esa, boshlang'ich sinf o'quvchilarining matematik hamda mantiqiy fikrlash doirasini o'stiruvchi topshiriqlar tizimi ishlab chiqish va amaliyotga tatbiq etish zaruriyati yuzaga keladi.

- Xalqaro tadqiqotlarga tayyorgarli natijasida xalqaro talablarga javob bera oladigan yosh avlodni tarbiyalash hamda dunyo ta'lim tizimida o'z mavqeiga ega bo'lish imkoni yuzga keladi.

Xalqaro tadqiqotlar natijasida yuzga keladigan imkoyatlarni hisobga olgan holda 2018-yil 8- dekabrda O'zbekiston Respublikasi Vazirlar Mahkamasining "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi tadqiqotlarni tashkil etish chora- tadbirlari to'g'risida" gi qarori qabul qilindi. Ushbu qarorga ko'ra:

“ O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi huzurida Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish milliy markazini ( keyingi o'rinlarda Milliy markaz deb ataladi) tashkil etish to'g'risidagi takliflar”<sup>3</sup>ga rozilik berildi. Bugungi kunda ushbu

<sup>3</sup> O'zbekiston Respublikasi Vazirlar Mahkamasi. "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi tadqiqotlarni tashkil etish chora- tadbirlari to'g'risida" qaror. 2018-yil, 8-dekabr.

markaz tomonidan xalqaro dasturlarga tayyorgarlik ko‘rish maqsadida bir necha metodik qo‘llanmalar, shuningdek, mashq daftarlari ishlab chiqilgan bo‘lib, ulardan ta‘lim tizimida keng miqyosda foydalanilmoqda.

Xulosa qilib aytganda, Xalqaro tadqiqotlarda ishtirok etish bugungi kunning dolzarb vazifalaridan biri bo‘lib, bu orqali mamlakatning jahon ta‘lim tizimi reytingidagi o‘rnini yuqori bosqichga ko‘tarish imkoni yaratiladi. Bundan tashqari, tadqiqotlarga tayyorgarlik ko‘rish jaryonida o‘quvchilarning matnni tushunish, savodxonlik, matematik va tabiiy bilim va ko‘nikmalari bilan bir qatorda, chuqur tahlil va mustaqil munosabat, mantiqiy izchil tafakkur shakllanishiga erishish mumkin.

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## YOSHLARDA SOG‘LOM TURMUSH TARZINI SHAKLLANTIRISH

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**Abstrakt:** This article includes the role of "Healthy lifestyle" in human life its tasks and health, solutions to various problems, and important practical issues.

**Key words:** Healthy lifestyle, hygiene, hygienic behavior, genetic factor, environment, Health Organization, cardiovascular disease, diabetes, Purdue University, physical activity.

Bugungi kunda dolzarb muammolardan biriga aylangan, muhim amaliy ahamiyatga ega bo‘lgan masalalardan biri bu - "Sog‘lom turmush tarzini yanada takomillashtirish"dir.<sup>4</sup> "Sog‘lom turmush tarzi" - bu sog‘liqni saqlash va mustahkamlashga, ish qobiliyatining yuqori darajasini ta’minlashga, faol uzoq umr ko‘rishga qaratilgan, ilmiy asoslangan tibbiy va gigienik me’yorlarga asoslangan gigienik xulq atvor, ya’ni odamlarning sog‘lig‘ini saqlash va mustahkamlashga qaratilgan turmush tarzi. Sog‘lom turmush tarzining asosiy aspektlari:

- jismoniy tarbiya va chiniqish;
- muvozanatli ovqatlanish;
- odamlar o‘rtasidagi uyg‘un munosabatlar;
- to‘g‘ri jinsiy aloqa;
- ish va turmush tarzida shaxsiy gigiena va ma’suliyatli gigienik xatti-harakatlar;
- yomon odatlarga salbiy munosabat.

<sup>4</sup> O‘zbekiston Respublikasi Prezidenti Farmoni, 30.10.2020 yildagi PF-6099-son Qarori

Sogʻlom turmush tarziga rioya qilish barcha insonlarga taalluqlidir: ham sogʻlom, ham sogʻligʻida ayrim nuqsoni boʻlganlarga. Insonning oʻzi sogʻlom turmush tarziga rioya qilish orqali sogʻligʻini mustahkamlashi mumkin, lekin tana oʻsishi va qarishi bilan zarur harakatlar oshib boradi. Afsuski, sogʻlik, u yoki bu maqsadga erishishning muhim hayotiy ehtiyoji sifatida, qarilik yaqin haqiqatga aylanganda, odam tomonidan anglab yetiladi.<sup>1</sup>

Inson salomatligi koʻp omillarga va aksar hollarda insonning turmush tarziga bogʻliq:

- genetik omillar - 15-20% ;
- atrof-muhit holati - 20-25% ;
- tibbiy taʼminot - 10-15% ;
- odamlarning yashash sharoitlari va turmush tarzi - 50-55 % .

Sogʻlom turmush tarzi, odatiy hol boʻlib qolgan koʻplab yoqimli hayot sharoitlaridan voz kechishni ( ortiqcha ovqatlanish, qulaylik, spirtli ichimliklar va h.k.) va aksincha, ularga oʻrganmagan odam uchun doimiy va muntazam zoʻriqishlarni va qattiq cheklovlar mavjud boʻlgan turmush tarzini koʻzda tutadi. Sogʻlom turmush tarziga oʻtishning birinchi davrida odamning intilishlarini qoʻllab-quvvatlash, uning sogʻligʻi, funksional koʻrsatgichlaridagi ijobiy oʻzgarishlarni koʻrsatish uchun zarur maslahatlar berish oʻta muhimdir.

XXI asr fan va texnika asridir. Jamiyatimizda fan-texnikaga boʻlgan eʼtibor, tobora ortib bormoqda. Shunday ekan, bugungi kunda insonlar piyoda emas, aksincha, transport vositalaridan koʻproq foydalanadilar. Transport vositalari jamiyatimizda koʻp boʻlgani maʼqul, ammo, ulardan chiqayotgan gaz va zaharli moddalar, ekologiyaga jiddiy zarar keltirayotganligi, achinarli holatlardan biriga misol boʻla oladi. Agarda hayotimiz davomida transport vositalaridan emas, balki, velosipedlardan koʻproq foydalansak, nafaqat oʻzimizning sogʻligimiz, shuningdek, ekologiyadagi turli muammolar yechimiga oz boʻlsada, ijobiy natijani olib kirgan boʻlardik.

Darvoqe, bu masala yuzasidan, prezidentimiz tomonidan amalga oshirilayotgan chora-tadbirlar ham yoʻq emas albatta. Maʼlumotlarga qaraganda, Yaponiya mamlakati xalqlari uzoq umr koʻrishar ekan. Buning sababi nimada deb oʻylaysiz?

Albatta, "Sogʻlom turmush tarzi"ning toʻgʻri yoʻlga qoʻyilganligidadir. Ular koʻproq transport vositalaridan emas, velosipedlardan foydalanadilar. Shu sababli, "Sogʻlom turmush tarzi"ni takomillashtirish, hamda koʻproq umr koʻrish Yaponiya mamlakatida oʻz aksini topgan. Bugungi kunga kelib, prezidentimiz tomonidan amalga oshirilayotgan islohotlar, "Sogʻlom turmush tarzini keng tatbiq etish va ommaviy sportni yanada rivojlantirish boʻyicha" chora-tadbirlar, aholining jismoniy tarbiya va ommaviy sport bilan shugʻullanishi uchun yaratilayotgan shart-sharoitlar, piyodalar va velosiped yoʻlaklarini tashkil etish boʻyicha ishlab chiqilayotgan loyihalari, biz yoshlarni yanada quvontiradi. Xoʻsh, nima uchun odamlar yoshligidan yuqumli boʻlmagan kasalliklarga chalinmoqda?

Sababi texnologiyalarning rivojlanishi, turmush tarzining oʻzgarishi bilan odamlarning harakatlanishi va jismoniy mehnat bilan shugʻullanishi kamaydi, chekadigan va spirtli ichimlik ichadigan insonlar koʻpaydi, tarkibida yogʻ, qand va tuz miqdori yuqori boʻlgan nosogʻlom oziq-ovqat mahsulotlari isteʼmoli koʻpaydi. Shuningdek, aholining ovqatlanish odatlari oʻzgardi, jumladan, sabzavot va mevalarni yetarli darajada isteʼmol qilmaslik holatlari ham koʻpaydi. Bu esa oʻz navbatida, turmush tarzining oʻzgarishi, tana vaznining ortishi, semizlik, qonda xolesterin miqdorining oshishi va oqibatda, yuqumli boʻlmagan kasalliklarning rivojlanishiga sabab boʻlmoqda.<sup>5</sup>

Yuqumli boʻlmagan kasalliklar butun dunyoda oʻlim holatlarining asosiy sababchisi hisoblanadi. Jahon sogʻliqni saqlash tashkilotining maʼlumotlariga koʻra, 2016-yilda dunyo boʻyicha 40 million oʻlim holati yuqumli boʻlmagan kasalliklar tufayli yuz bergan boʻlib, bu barcha oʻlimning 70 foizini tashkil etadi. Achinarlisi, kelgusida dunyoda bu kasalliklardan vafot etganlar sonining yanada koʻpayishi kutilmoqda. Jahon sogʻliqni saqlash tashkilotining maʼlumotlariga koʻra, sogʻlom turmush tarziga rioya etilsa, 80 foiz yurak-qon tomir, qandli diabetning 2 turi va 40 foiz oʻsma kasalliklarining oldini olish mumkin ekan.<sup>6</sup>

<sup>2</sup> Sogʻliqni saqlash vazirligi Jamoatchilik bilan aloqalar boʻlimi

<sup>6</sup> Oʻzbekiston Qizil Yarim Oy Jamiyati



Sogʻlom boʻlishni xohlaysizmi- unda pedalni aylantiring! Purdue universiteti (AQSH) olimlari muntazam velosiped haydash yurak xastaliklari xavfini 50 foizga kamaytirishini isbotladi. Britaniya yurak jamgʻarmasi maʼlumotlariga koʻra, agar odamlar sogʻlom boʻlsa, har yili 10 000 ga yaqinroq yurak xurujining oldini olish mumkin. Haftada bir necha oʻnlab kilometr velosiped haydash, yurak xastaligi xavfini ikki barobarga kamaytiradi. Velosiped nafaqat vazn yoʻqotish va yaxshi jismoniy shaklga ega boʻlish, balki sogʻligingiz va immunitetingizni mustahkamlash uchun ajoyib imkoniyat. Jismoniy faollik insonga uzoq umr, salomatlik, sogʻlom asab tizimi, yaxshi qomat va yosh terini saqlab qolishni taʼminlaydi.

Xulosa oʻrnida shuni taʼkidlash joizki, rivojlangan jamiyatda aholining sogʻligʻini saqlash har bir mamlakatda ustuvor vazifa boʻlishi kerak. Bu ijtimoiy-iqtisodiy va ilmiy-texnik sohalarda davlatning rivojlanishi uchun muhim ahamiyatga ega. Sogʻliqni saqlash madaniyatini shakllantirishda, zamonaviy olimlarga juda koʻp vaqt va energiya beriladi. Ular xalqning salomatligini, sogʻlom turmush tarzi bilan chambarchas bogʻliqligiga ishonadilar. Salomatlik- hayotimizning eng muhim tarkibiy qismidir. Biz uni hech qanday pulga sotib ololmaymiz. Shunday ekan, sogʻliq bu- muvaffaqiyat sari tashlangan birinchi qadam. Bu oʻziga ishonch, chiroyli koʻrinish, jismoniy kuch va har qanday tahdidlardan himoyalanişdir. Unutmang! Sogʻlom turmush tarzi, bu - kuch-quvvat va salomatlik garovidir. U insonning turli qirralarini rivojlantirish, muvaffaqiyatga erishish garovi hamdir. Sogʻlom turmush tarzi qoidalariga rioya etgan odam oilasi, mehnat jamoasi, umuman, jamiyatda oʻz oʻrniga ega boʻladi. Sogʻlom turmush tarzi qoidalari bir-birini qoʻllab-quvvatlaydi, biri ikkinchisiz sodir boʻlishi amrimahol. Ularni ertaga qoldirmasdan, hoziroq amalga oshirishni boshlash bilan sogʻlom va baxtli hayot sari ilk qadamlarimizni tashlagan boʻlamiz.

### **FOYDALANILGAN ADABIYOTLAR ROʻYXATI:**

1. Oʻzbekiston Respublikasi Prezidentining Farmoni, 30.10.2020 yildagi PF-6099-son Qarori.
2. Sogʻliqni saqlash vazirligi Jamoatchilik bilan aloqalar boʻlimi
3. Oʻzbekiston Qizil Yarim Oy Jamiyati

## MAMLAKATIMIZ QISHLOQ XO‘JALIGI IQTISODIYOTINI RIVOJLANTIRISHDA SALBIY TA’SIR ETUVCHI OMILLAR

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### ANNOTATSIYA

Qishloq xo‘jaligi iqtisodiyoti mamlakatlarning oziq-ovqat xavfsizligiga bo‘lgan talabini maksimal darajada qondiradi. Iqtisodiyoti rivojlangan soha borki, unda aholi daromadlarini oshishi hamda mamlakat rivoji yuksalishi namoyon bo‘ladi. Agar bunga salbiy ta’sir etuvchi omillar bo‘lsa uni strategik loyihalar ishlab chiqib bartaraf etish davr talabi hisoblanadi.

**KALIT SO‘ZLAR:** Ekstensiv, intensiv, pedsidlar, dehqon xo‘jaligi,

### ANNOTATION

Agricultural economy maximally satisfies the demand for food security of the countries. There is a sector with a developed economy, which shows an increase in the income of the population and a rise in the country’s development. If there are factors that have a negative effect on this, it is the demand of the time to develop strategic projects and eliminate them.

**KEY WORDS:** Extensive, intensive, pesticides, agriculture,

Qishloq xo‘jaligi bilan shug‘ullanadigan mamalakatlarning ko‘p qismida pedsidlar, o‘g‘itlar va boshqa zaharli moddalardan noto‘g‘ri foydalanish natijasida toza suv va tuproqning zaharlanishi ro‘y bermoqda. Natijada yerlarning eroziyaga uchrab qishloq xo‘jaligida unumdor yerlarning qisqarishiga sabab bo‘lmoqda. Bu muammolar mamlakatimiz qishloq xo‘jaligini ham chetlab o‘tmayapdi. Sohada shug‘ullanayotgan

fermer va dehqon xo‘jaliklari faoliyatida iqtisodiy samaradorlikni pasaytirib yubormoqda.

Bunda qishloq xo‘jaligi bilan shug‘ullanadigan aholining yerdan iqtisodiy samaradorlik olishda ularning yerdan foydalanish ko‘nikmalari yetarlicha emasligi natijasida yerga hosil ekishda sarf xarajatlarni to‘g‘ri taqsimlab, kelajakda olinadigan foydani nazarda tutmay, keragidan ortiq moliyaviy isrofgarchilikka yo‘l qo‘yilmoqda.

Ayni damda qishloq xo‘jaligi rivojlangan mamlakatlar deyarli tomchilab sug‘orish va shu tizim orqali ekinlarni o‘g‘itlash, yerning sho‘rlanishini oldini olib, suv va o‘g‘itlarning iqtisodiy tejamkorlik bilan yuqori foyda olayotgan davrda bizning fermer va dehqon xo‘jaliklari suv va o‘g‘itlarni zovurlarga oqizishi natijasida ortiqcha sarf xarajatlar oshib bormoqda.

Mamlakatimiz yerlarining ko‘pgina qismida **ekstensiv** (sifatga etibor bermay, faqat miqdorni oshirishga, hajmni kengaytirishga qaratilgan dehqonchilik); usulida yerdan foydalanish davom etmoqda. Ammo hozirgi zamon talabi va iqtisodiy samaradorlikka erishish yo‘li **intensiv** (yer maydonini kengaytirmay sarf xarajatlarni ishchi kuchini tejash orqali rejali foyda olishga qaratilgan dehqonchilik); qishloq xo‘jaligini rivojlantirishdir. Bu borada **Prezidentimiz Shavkat Mirziyoyevning 6 sentabr kuni qishloq xo‘jaligini 2020-2030 yillarda rivojlantirishning ustuvor yo‘nalishlariga bag‘ishlangan yig‘ilish o‘tkazildi**. Unda Keyingi yillarda qishloq xo‘jaligini isloh qilish va bozor mexanizmlarini joriy etish bo‘yicha qator ishlar amalga oshirildi. Davlat xarid narxlari qariyb 3 barobarga ko‘paytirilgani natijasida manfaatdorlik oshdi. Paxtachilik va g‘allachilik hashar emas, chinakam daromad manbaiga aylandi.

Yangi texnologiya va innovatsiyalarni joriy qilish, mehnat unumdorligi va ish haqini oshirish maqsadida 76 ta paxta-to‘qimachilik klasterlari tashkil etildi. Sohaning eksport salohiyatini oshirish va qo‘shilgan qiymatga ega mahsulotlar ishlab chiqarish hajmini ko‘paytirish masalalariga alohida ahamiyat qaratilib, bu boradagi jahon tajribasi tahlil qilindi.

Masalan, Turkiyada 1 gektar yerdan 2 ming dollarlik, Misrda 8 ming dollarlik, Isroilda 12 ming dollarlik mahsulot yetishtiriladi. O‘zbekistonda esa bu

ko'rsatkich 300 dollardan oshmayapti. Doim bir xil standartdagi tovar yetkazib berish yo'lga qo'yilmagani sababli mahsulotlarimiz tashqi bozorda raqobatlasha olmayapti, deb ta'kidlaganlar.

Bunda qishloq xo'jaligi bilan band bo'layotgan aholi qatlaminin ko'p qismi oliy ma'lumotli bo'lmaganligi, sohaga ilmiy yondashuv yetarli emasligi tufayli malakali kadrlar tayyorlash islohatlarini amalga oshirish maqsadida fermer va dehqon xo'jaligida faoliyat yurituvchi aholini o'qitish, qayta tayyorlash va iqtisodiy foyda olish ko'nikmasini shakllantirish uchun qishloq xo'jaligiga ixtisoslashtirilgan institutlardan tashqari maktab darsliklarida yuqori sinflar uchun "Qishloq xo'jaligi iqtisodiyoti" fanini kiritish orqali, kelajakda fermer va dehqon xo'jaliklari hodimlarining iqtisodiy bilim ko'nikmalarini oshirib, mamlakatimiz qishloq xo'jaligi bilan band bo'lgan aholi qatlaminin iqtisodiy manfaatlarini oshirishga erishish mumkin.

#### **FOYDALANILGAN ADABIYOT VA INTERNET SAYTLARI.**

1. Qishloq xo'jaligi iqtisodiyoti N.J.Nurmatov, A.A.Avliyaqulov.
2. Qishloq xo'jaligi iqtisodiyoti va menejmenti O'.P.Umurzoqov, A.J.Toshboyev, J. Rashidov, A.A.Toshboyev,
3. <https://www.uzavtoyul.uz>
4. <https://lex.uz>



## THE CRITICAL PERIOD HYPOTHESIS AND ITS INFLUENCE ON SECOND LANGUAGE ACQUISITION

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**Annotation.** This article discusses about critical period hypothesis in second language acquisition. The factor of age and Critical Period Hypothesis have long been disputable issues in language teaching and linguistics. The first language acquisition is obtained during the certain period after birth until one reaches puberty.

**Key words:** approach, technique, method, teaching skills, audience, elements of language teaching, critical period hypothesis, objectives, syllabus, criteria, linguistic and subject matter, separate methods, definable methods, discrete methods, pre-programmed materials, methodology.

When we connect the theory with the second language acquisition, it becomes even more arguable. It was believed that language acquisition can be more difficult and rarely perfect after the certain age, while later researches do not opine to this idea, but defines that hypothesis is related to only for one's mother tongue. Learning trajectories of younger and older learners are different. Older learners learn the language explicitly; therefore, their learning is faster than younger ones' acquisition. However, older learners meets with the fossilization, which hinders them to develop. It is vitally important to compare and contrast the meaning and form of the phrases such as "language learning" and "language acquisition", "critical period" and "non-critical period", "second language" and "foreign language" in order to investigate the issue and find appropriate evidences. The study on this issue began in 1967, when Lenneberg conducted research on the child's developmental language learning by connecting this process with developmental biology. As "the father" of the Critical Period Hypothesis was Lenneberg, it is apparent to begin the review with his ideas. Lenneberg defined

human being as “biological species” and focused on six main characteristics of language to connect these two issues. Those qualities include presence of language behavior in all cultures, its connection to the age, unique acquisition system for every child, having permanent operating system. The scholar’s main concern was child’s developmental stages of language acquisition by focusing mostly on biological aspects. Language development of a child is relatively more connected with motor milestones than age. As soon as the child achieves motor development, language milestones start to appear. The nature of the language is an important tool to analyze child’s acquisition. Many of the well-known scholars argue that the absence of speech in animal world is only due to their anatomical structure. However, Lenneberg connects this issue with discourse understanding of human being, as he noted, “understanding involves seeing the basis on which objects are categorized, thus enabling a child to name an object correctly that has never seen before”. Since Lenneberg linked language acquisition with biological aspects, he defined critical period for language acquisition focusing on this issue. The left part of the brain takes the dominant role for operating language functions. If this part is disturbed in early childhood, the other part of the brain becomes capable for the language. However, if this disturbance happens after critical age, language processing is lost. According to the research, there are some changes in the adolescence period in neurological system of the brain, which influence on natural tendency to acquire language. As a result, the mature brain causes termination of regulations, which makes language acquisition more complicated process.

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3. Lui, Z. (2009). A Study on CPH and Debate Summary in FLL. *English Language Teaching*. Volume 2, No.3, p.120-127.

## THE IMPACT OF THE ENVIRONMENTAL FACTOR ON GLOBAL ECONOMIC DEVELOPMENT

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**Аннотация.** В статье рассматриваются вопросы, связанные с серьезными экологическими вызовами, что следствием современного стремительного развития мировой экономики стало практически неконтролируемое постоянно растущее потребление природных ресурсов.

**Ключевые слова:** мировая экономика, экологически ориентированный рост.

**Annotation.** The article considers issues related to serious environmental challenges, which is also determined by the fact that the consequence of the modern rapid development of the world economy has become an almost uncontrolled ever-increasing consumption of natural resources.

**Key words:** Environment, World Economy, Green Growth.

Currently, a new model for the development of the world economy is being formed. The catalyst for this process was the financial and economic crisis. Ecology is increasingly becoming an engine of economic development, largely affecting the political, social and cultural spheres. This is manifested in the formation of an international and national environmentally oriented economic policy, large-scale adoption of laws, large-scale investment and innovation in environmental projects. Uzbekistan needs to take these trends into account as soon as possible, reorienting the development of the economy on ecological rails. In the first decade of the XXI century, there is a further aggravation of global environmental problems, primarily, such as global warming, loss of biodiversity, destruction of tropical forests, etc., which pose a

threat to the basis of life and development opportunities for both current and future generations. By the beginning of the 1990s, according to a number of scientists, the Earth's population was already producing the maximum permissible load on the environment. [1, 25]. At the same time, the scale of world production and consumption has led to a catastrophic imbalance of natural and social systems and, according to many scientists from different fields of science, has reached the limit, even exceeded the ability of the environment to cope with the results of human activity. Research shows that nature's ability to cope with the consequences of human activity has already been exceeded by 25– 30%, and the ecological debt of mankind is estimated at \$4 trillion.

Unprecedented funds have been allocated for the implementation of environmental policy in recent years, which indicates the seriousness of the countries' intentions, bearing in mind their transition to a new model. In the USA, according to the adopted Law on Economic Recovery and Reinvestment of 2019 (American Recovery and Reinvestment Act), out of the total amount of investments to stimulate the economy (787 billion dollars) about 80 billion. (that is, almost 10%) are directly intended for the implementation of environmental projects. [2, 47]. According to some estimates, the volume of indirect financing of environmental protection is much higher, only investments in the development of environmentally friendly energy sources amount to \$114 billion. In the Seventh Framework Program of Scientific and Technological activities for 2017-2022. The EU provides \$10 billion. for the development of environmentally friendly technologies. All environmental policy instruments, including directive and economic ones, are being used, and their range is expanding. New standards are being adopted: these include, for example, state standards California, requiring firms to carry out trade transactions or investments only in relation to low-emission enterprises. Among the new policy tools to combat global warming, quotas and special tariffs for renewable energy sources can be singled out. Quotas determine the share of electricity generated from renewable energy sources in its total production. The fulfillment of obligations is carried out using a system of



market certificates. Special tariffs set an increased price for electricity from renewable sources, at which manufacturers supply it to the power grid. [3, 64].

Existing tools are also being modified. New types of standards are emerging in a number of countries to encourage innovation. For example, according to the Japanese Top Runner program to reduce energy consumption, standards are set in accordance with the most advanced energy-efficient technologies existing at the time of adoption of the new standards. A new tool called the "safety valve" has appeared in the trading of greenhouse gas emissions quotas: it limits the payments of companies for each ton of carbon dioxide emissions to a certain amount. As part of the implementation of the model of environmentally oriented economic growth at the state level, it is planned to carry out fiscal reforms and abolish environmentally hazardous subsidies, expand the environmental practice of public procurement, remove trade barriers to environmental goods and services, and further stimulate the implementation of relevant corporate initiatives. Large (and not only) companies take an active part in the implementation of environmental policy. Despite the crisis, TNCs are expanding investments in the development and implementation of technologies aimed primarily at improving energy efficiency and reducing greenhouse gas emissions. Private investment in environmentally friendly technologies in the world has increased by 60% since 2019 to \$148.4 billion in 2021. [4, 285].

For example, the automotive industry TNCs, which are the largest private investors in the EU in R&D, allocate large funds for the development and implementation of energy-saving technologies that reduce fuel consumption and reduce carbon dioxide emissions. Even "traditional" oil companies are actively involved in this process. A division of British Petroleum Alternative Energy plans to invest \$8 billion. in solar, wind and hydropower, which accounts for 5% of all its capital investments<sup>14</sup>. An important trend is the increasing interest in environmental issues among rapidly developing economies, since the development of their economy is usually accompanied by a deterioration in the state of the environment. In the conditions of the crisis, they have intensified environmental policy. [5, 58]. For example, in 2019 China announced plans to invest 454 billion dollars in environmental

protection in the next 5 years. In the near future, such investments should exceed the figures of the United States and Japan.

The need to address issues of energy security, global climate change, and improving national competitiveness by reducing the energy intensity of production led to a sharp intensification of the development of markets for environmentally energy-efficient goods and technologies at the beginning of the XXI century. They are currently starting to outpace traditional environmental industries in terms of development rates (current estimates of the modern market of environmental goods and services range from 900 billion — 2 trillion dollars, contradictions in calculation methods do not allow accurate statistical data to operate on the environmental market).

It is predicted that the volumes of the environmental market by 2025 will double compared to the current figure and amount to \$3.1 trillion. Solving the most complex environmental problems, in particular the problem of climate change, requires the involvement of developing countries and a significant expansion of assistance to them from developed countries. According to the World Bank, only to solve the problem of global warming in the world will need \$ 1 trillion, and developing countries — \$ 475 billion per year. [5, 596]. Now this indicator amounts to about \$9bn of government investments annually. The maximum possible estimated amount of government funding (investment in environmentally friendly technologies and conservation of tropical forests), taking into account official statements, at the moment can be equal to \$110 billion. At the same time already in 2019-2022. It is planned to allocate \$30 billion annually for these purposes. UNEP recently launched the Green Economy Initiative to assist countries in "greening" the economy by restructuring it through the introduction of environmentally friendly technologies, including renewable energy sources, in water supply services, waste management, buildings and structures, agriculture and forestry. Its updated version provides for the investment by the G20 countries of \$750billion out of 2.5trillion of funds intended to stimulate the world economy's recovery from the financial and economic crisis in the creation of a "green" economy (i.e., reducing dependence on carbon raw materials, reducing poverty,

creating "decent" jobs, maintaining and ecosystem restoration and "sustainable" consumption). [6, 78].

Currently, the environmental situation remains extremely serious. Statistics show that Uzbekistan is one of the last places in the world in many areas of environmental protection. It ranks first in the world in terms of emissions of pollutants per unit of GDP. There are serious problems in the field of waste recycling and many other areas. The global crisis, despite many problems, has provided us with a unique opportunity to increase the energy efficiency and competitiveness of the economy, carry out its structural restructuring and achieve stable growth rates based on new industries. Uzbekistan cannot but take into account that the world economy is switching to environmental principles, and therefore build accordingly its economic and political strategy.

A new model of International Economy is being formed. The global financial and economic crisis acted as the catalyst of this process. Environmental issues become the engine of economic development, deeply affecting political, social and cultural spheres. This is manifested in the formation of international and national environment-oriented policies, wide application of environmental laws and big-scale investments and innovations into environmental projects. Uzbekistan should expediently take account of these trends, realign national economy into environmental path.

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## YANGI ASR ADABIYOTIDA XOSIYAT RUSTAMOVA SHE'RIYATINING O'RNI

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**Annotatsiya:** Adabiyot millat ruhiyati ma'naviyatining ko'zgusi hisoblanadi. Unda butun millat orzu-umidlari, ilg'or g'oyalari mujassamlashgandir. Mustaqillikka erishganimizdan so'ng hozirgi ijodkorlarimiz zimmasida milliy istiqlol g'oyasini xalqimiz ongiga, qalbiga singdirish kabi muhim vazifa turibdi. Shu ma'noda Xosiyat Rustamova ham istiqlol yillarida millat istiqlolini barilla kuylagan hur fikrli shoira sifatida dunyo she'riyati bilan bo'ylasha oladigan she'rlari bilan o'ziga yangi sahifa ochdi. Shoira ijodida Vatan va Ozodlik, Hayot va Vido, Tabiat va Inson, Sevgi va Muhabbat kabi mavzular yetakchilik qiladi. Ushbu maqolada Xosiyat Rustamova she'riyatining XXI asr adabiyotida tutgan o'rni haqida so'z boradi.

**Kalit so'zlar:** millat ruhiyati, adabiyot, she'riyat gulshani, Vatan kuychisi, tarjimashunoslik ilmi

O'tgan asrning 90-yillarida nafaqat jamiyatimiz, balki milliy adabiyotimiz uyg'onish, yangilanish va ulg'ayish jarayonlarini boshidan kechirdi. Istiqlol sabab istibdod kishanlari parchalandi. Zamona soziga sozlangan, shaxsga sig'inish g'oyasi ila sug'orilgan, chin ma'noda iskanjada tutilgan millat adabiyoti yangi davr, erkin jamiyat sari qadam qo'ydi. O'zbekiston mustaqil bo'lgach, ijtimoiy-siyosiy, iqtisodiy-ma'naviy, madaniy-adabiy sohalarda keskin o'zgarishlar yuz berdi. Adabiyotga e'tibor kuchaydi. Istiqlol yillarida hayotimizning barcha sohalari qatori milliy adabiyotimiz ham tom ma'noda yangilanish va yuksalish jarayonlarini boshdan kechirmoqda. Aytish mumkinki, adabiyotga e'tibor keskin o'zgarmoqda. Darhaqiqat, mustaqillik yozuvchi va shoirlarimizga mustaqil ijod erkinligini hadya etish barobarida o'z iste'dodlarini namoyon qilishlari uchun ulkan imkoniyatlar eshigini ochdi. Yangi davr adabiyoti mahsuli sifatida istiqlol she'riyati atamasi maydonga chiqdi. "U dunyoni har xil

anglash, izohlash hamda tasvirlash imkoniyatiga ega bo'lgan millat ijodiy dahosining samarasi o'laroq tug'ildi[1].

O'zgacha shakllanish va taraqqiyot tamoyillariga ega istiqlol she'riyatining qator o'ziga xosliklari mavjuddirki, ayni shu xususiyatlar unga milliy nazmimiz taraqqiyotida alohida bosqich sifatida qarash imkonini beradi. Bu badiiy hodisaga istiqlol she'riti degan nom ozodlikni orzulagani, istiqlol davrida yaratilgani, mustaqillikni madh qilgani, egaman kishilarning tuyg'ularini aks ettirgani uchungina emas, balki birinchi navbatda, she'rxonga dunyoni o'rganish bilan birga o'zini, o'z ko'nglini taftish etish lozimligini anglatishga uringani uchun ham berilgan atama ekanligini ta'kidlash joiz. Chunki, istiqlol huquqiy atamadan ko'ra ko'proq ruhoniyma'naviy tushunchadir. Ya'ni, u kishining tabiatiga ko'chsa, uning ma'naviy sifatiga aylansagina, ijtimoiy, siyosiy va yuridik hodisa sifatida ham qiymat kasb etadi. Shu ma'noda, istiqlol butun o'zbek millatini dunyoga, dunyoni esa o'zbekka yaqinlashtirgan bo'lsa, istiqlol she'riyati har bir o'zbekni o'z ko'ngliga yaqinlashtirdi, uning adoqsiz labirintlarini, purviqor cho'qqilarini, tubsiz teranliklarini, xullas, alohida qalbning naqadar poyonsiz va serqirra ekanligini aks ettirdi. Uning har bir qirrasini olam hodisalari qadar murakkab va jilvagar ekanligini anglatdi. Odamni bilish olamni bilishdan mushkulroq ekanligini ifodaladi. Binobarin, shu xil xossalarga ega odamning g'oyat mukarram zotligi tuydirildi"[2].

Yurt ozodligi, qalb hurligini baralla kuylagan Abdulla Oripov, Erkin Vohidov, Rauf Parfi, Shavkat Rahmon, Usmon Azim, Hurshid Davron, Eshqobil Shukur, Abduvali Qutbiddin, Abdulla Sher, Omon Matjon, Azim Suyun kabi shoirlar ortidan Muhammad Yusuf, Sirojiddin Sayyid, G'ulom Mirzo, Iqbol Mirzo, Salim Ashur, Fahriyor, Bahrom Ro'zimuhammad, Zebo Mirzaeva singari shiddatli avlod ergashdi. Xosiyat Rustamova ham ana shu shiddatli avlodning betakror vakili sifatida yangi davr adabiyotiga, she'riyatiga o'zining yangicha uslubi bilan kirib keldi. U 1971-yilda Namangan viloyati, Chust tumani Olmos qishlog'ida tavallud topdi. Toshkent Davlat dorilfununi (hozirgi O'zbekiston milliy universiteti)ning jurnalistika fakul'tetini 1993-yili tamomladi. Shoiraning «Osmondosh uy» (1996). «Najot» (2003), «Rido» (2004), «Devor» (2006), «Avgust» (2008), «qo'rqinch» (2009 o'zbek va turk tillarida) va

«Ertasi yo‘q kunlar» (2010 o‘zbek va turk tillarida), «Ishg‘ol» (2011), «40:0»(2011) she‘riy to‘plamlari chop etilgan. Uning she‘rlari ingliz, ispan, olmon, rus, turk, ozar va qozoq tillariga tarjima qilingan.

O‘zbekiston Yozuvchilar uyushmasi a‘zosi, 2001-2003 yillarda O‘zbekiston Milliy universiteti qoshidagi Oliy Adabiyot kursi tinglovchisi bo‘lgan. 2004-yilda mamlakatimiz ijtimoiy va adabiy hayotiga qo‘shgan munosib hissalar uchun O‘zbekiston Respublikasi Birinchi Prezidenti I.A.Karimov tomonidan «Shuhrat» medali bilan taqdirlangan. Xosiyat Rustamova tarjimai holi deyarli barcha shoirlarimizniki kabi odatiy, u badiiy ijodni o‘quvchilik chog‘idan boshlagan.

Ilk she‘rlari 1984-yilda respublika o‘quvchilarining eng nufuzli nashri sanalgan «Gulxan» jurnalida, so‘ngra «Namangan haqiqati» gazetasida shoir Ermamat Nurmatovning samimiy so‘zboshisi bilan e‘lon qilingan. Keyin talabalikni oltin damlariga shoiraning hamnafas azim poytaxt adabiy muhiti va adabiy jarayoniga daxldorlik yillari boshlandi. Atoqli shoir, mohir yozuvchi va O‘zbekistonda xizmat ko‘rsatgan jurnalist Qo‘chqor Norqobil bilan oilaviy hayotda va badiiy ijodda maslakdosh bo‘lish baxti ijodkor uchun hayot va muhabbat garmoniyasini, ya‘ni uyg‘unligi ta‘minlandi. «Osmondagi uy» nomli ilk she‘riy to‘plami va matbuotdagi chiqishlari orqali she‘rxonlarning va keng adabiy jamoatchilikning mehrini qozongan umidli shoira kelajakda o‘ziga bildirilgan ishonchni oqlay oldi[3].

«Osmondagi uy» iste‘dod ruknida chop etilgan mo‘‘jazgina kitobcha bo‘lsa ham undan joy olgan she‘rlarda poetik kashfiyotlar sezilarli darajada namoyon bo‘lgan. Orada etti yillik sukunat, tanaffusdan so‘ng Xosiyat Rustamova yana badiiy ijodga qaytdi. qaytganda ham hayotiy tajriba, ijodiy kamolotga to‘lib qaytdi[4]. She‘r yozolmagan damlaridagi bo‘shliq o‘rnini mutoala yordamida to‘ldirdi. Jahon adabiyotining nasriy va nazmiy asarlaridan bahra oldi.

Shoiraning «40:0» kitobi ijodkor umrining sarhisobi sifatida she‘riyat ixlosmandlariga munosib tufha bo‘ldi. qirq yosh nafaqat ayol malohati, zakovati va fasohatining kamolotga etgan davri, balki shoir ijoding eng avj pardalarida kuylagan mahali sifatida qadrlidir. Aksariyat shoirlarimiz yoshlari ulg‘aygan sari pand-nasihat mazmunidagi she‘rlarni yoza boshlaydilar yoxud ular she‘riyati ehtirosdan ko‘ra

falsafiy fikrlar ustunlik qiladi. X. Rustamova ijodida esa yuqoridagi ikki holatdan mustasnoqlik mavjuddir, undagi shoirlik shijoati she'rdan-she'rga, kitobdan-kitobga o'sayotgani tabiiylik kasb etadi. shoir o'quvchiga aql o'rgatmaydi. O'z poetik olamida mavjud bo'lgan bizga tanish mavzularni yanada jonlantiradi. endi u o'lim mavzusiga o'ta ehtiyotkorlik bilan murojaat etadi. Zero umr o'tgani sayin inson olamni o'zlashtira boshlaydi.

Ayniqsa shoiraning «Odam ketib borar» nomli (YUgaslaviya Xalq shoirasi Desanka Maksimovichga) she'rida bashariyatni g'aflat uyqusidan uyg'otishga qodir buyuk isyon mujassam: «Odam ketib borar, Dunyo yashamoqdan to'xtaydi bir zum. Mening bor ovozda baqirgim kelar, Tobut ichidagi balki men o'zim». («Najot» 73-bet. 2004y). Shoira bu satrlari bilan: «Ko'zingni och, odamzod, bir kuni shu tobutning ichida sen ham bo'lishing muqarrar!» - demoqchiday...

«O'lim tuyg'usining jonlanishi har qanday olamni shoirga aylantirib yuboradi. Sog'lom odamda o'lim tuyg'usi mudroq bo'ladi. Hammamiz bilamizki, umr mangu emas, dunyodan rizqimiz uzilgan kuni omonatimizni topshiramiz, lekin bo' haqiqatni bilishimiz bizlarni unchalik iztirob va vahimaga solmaydi. O'lim tuyg'usi jonlanib qolsa-chi? Hayot tarzimiz va psixikamizda o'ta keskin o'zgarishlar sodir bo'ladi».

2003-yildan bugunga qadar tinimsiz izlanishda bo'lgan shoira ettita she'riy to'plam, bitta p'esasi bilan nazmsevarlar e'tiboriga tushib ulgurdi. Uning she'rlari 2007-yilda XX asr o'zbek she'riyati antalogiyasidan joy oldi. Anna Axmatova, Marina Tsvetaeva, Evgeniy Evtushenko, Bella Axmadulina kabi buyuk rus shoirlarining she'rlaridan namunalarni o'zbek tiliga tarjima qilgan Xosiyat Rustamova mohir tarjimon sifatida ham o'zini namoyon eta oldi. Dunyoning ko'pgina yirik davlatlarida ijodiy uchrashuvlarda bo'lib badiiy jug'rofiyasini kengaytirdi va olamning turli nuqtalaridagi she'rxonlar didini o'rgandi. Xosiyat Rustamova she'rlari Aleksandr Faynberg, Fedchenko, Bella Axmadulina, Emina Sevinch, Alisher Tursunov, Abdullatif Abdullaevlar tomonidan rus, ingliz, ispan, olmon, turk, ozar va qozoq tillariga tarjima qilingan. Ayni damda shoira Respublikamizda chop etilayotgan «Kitob dunyosi» gazetasida bosh muharrir lavozimida faoliyat olib bormoqda.

Xosiyat Rustamova o‘zbek She’riyatiga o‘ziga xos yangicha fikr va yangicha uslub tarzini olib kira olgan betakror shoira. Uning she’rlarida birgina ayol qalbining nozik kechinmalaridan emas, balki umumbashariy dardlardan iborat bo‘lgan poetik kashfiyotlardan iborat. Tuyg‘ulari rost, dunyoni badiiy obrazlar orqali so‘zlatib, she’rxonni o‘zgacha dunyoga yetaklaydi.

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## XOSIYAT RUSTAMOVA SHE'RIYATINING YETAKCHI G'OYALARI

**Xushnazarova Sevinch**

### **Annotatsiya.**

Ijod jarayonining boshidan oxirigacha ishtirok etadigan ruhiy quvvat, bu – tasavvur. Ijodiy tasavvur, to'g'rirog'i badiiy tasavvur qidiruvchan hissiyot, biror- bir hodisa yoki hodisalarning keskin aniqlika ega bo'lmagan, lekin ayricha tovlanib, ijodkorni o'ziga chaqirib turadigan ehtirosli, mavhum shakli. Shu ma'noda Xosiyat Rustamova she'riyati ham bizlarni o'z xayoliy dunyosiga ishonarli tarzda etaklaydi. shoiraning she'rlari mavzu ko'lami keng. Uning Vatan haqidagi bitiklari ham shunchalar samimiy, ta'masiz, rost-ki unda shoirlik pozitsiyasidan ko'ra chin farzandlik muhabbati hamisha ustun turadi. Ushbu maqolada Xosiyat Rustamova she'riyatida yetakchi g'oyalar haqida so'z boradi.

**Kalit so'zlar:** She'riyat olami, adabiy janr, qofiya, she'r radifi, ijodkor olami.

Yuraginga sanchiladi tug'  
 Yashamoqqa qo'ymaydi jonim  
 Sening yo'ling bunchalar yorug'  
 She'r maydoni – jang maydoni.  
 (She'riyat, «Najot» to'plamidan, 2003 y.8-bet)

Shoirlikni yurakka sanchilgan tug' deb bilib, so'zlaridan lashkar tortib she'riyatning yorug', sof maydoniga, yuraklar jangiga otlangan Xosiyat Rustamova bu qutlug' maydonda o'z o'rnini topib ulgurdi. Yuqorida ta'kidlaganimiz kabi shoira o'zbek she'riyatiga 90-yillar suronida o'zining bir o'qishda sokin, ammo mazmunan etuk she'rlari bilan kirib keldi. Munaqqidlar fikricha: «XX asr o'zbek she'riyati o'zining sifat darajasiga ko'ra jahonning istalgan ilg'or she'riyati bilan yonma-yon tura oladi». Bas shunday ekan, o'tgan asrning nomdor shoirlari bilan bo'ylashish, ularning

kenja vakili sifatida «XX asr antologiyasi»dan joy olish ne baxtki X. Rustamovaga ham nasib etdi. Bundan 12 yil muqaddam O‘zbekiston xalq shoiri Usmon Azim shoiraning «Najot» nomli kitobiga yozgan so‘zboshisida shunday jummalarni keltirgan: «Xosiyat shubhasiz katta shoira. Didi va yuragi bor odam. So‘zlari nihoyatda rost, dardli va ajabtovur tarzda samimiy eng muhimi, mukammallikning cheksizligini anglagan va ijod ilohiy ish ekanligini tushungan ijodkor[1].

Uning o‘qish va uqishga jiddiy qarayotgani ham ko‘rinib turibdi. Men anchadan buyon bunday rost tuyg‘uli she‘rlarni o‘qimagan edim. Yurakdagi og‘riqni qog‘ozga ko‘chirish hammaga ham nasib etavermaydi. Xosiyat bu og‘ir ilhomli ishni udda qilgan U mavzu izlab ko‘chaga qaramagan. Yurak cheksiz mavzu ekanligini pokiza iqtidor bilan his etgan. She‘r bir tomchi ko‘z yoshga aylangan yurakdan iborat ekanligini anglagan. Tuyg‘ulari tinch va juda chindir[2].

U mavzu izlab ko‘chaga qaramagan. Yurak cheksiz mavzu ekanligini pokiza iqtidor bilan his etgan. She‘r bir tomchi ko‘z yoshga aylangan yurakdan iborat ekanligini anglagan. Tuyg‘ulari tinch va juda chindir. Ularda ichki bir shiddat – shoirlik jo‘shib turibdi». Shoir haq, chindan ham yurakdagi og‘riqni qog‘ozga to‘kish va o‘zgarlar ifoda etolmaydigan yo‘sinda ohangli ifodalash Yaratganing oliy ne‘mati, saralargagina beriladigan oliy rutbadir. “Sheriyatda inson yuragining sir asrori aks etadi. Inson yuragining sirli tomoni shundaki, u dunyoni avvalboshdanoq zabt etilgan holda keladi. Shuning uchun non deb yig‘lamaydi u, obro‘ deb o‘kinmaydi. Yurak-g‘oyibdan kelib ichimizga o‘rnashgan elchi. U alaloqibat o‘sha g‘oyibning irodasiga bo‘ysunadi. She‘riyat esa ichimizdagi elchilarning xos suhbatidir”[3].

Xosiyat Rustamova yuragini so‘ylata olgan Usmon Azim aytmoqchi «mavzu izlab ko‘chaga yurimagan yurak cheksiz mavzu ekanligini pokiza iqtidor bilan his etgan dilbar shoira “Uning ijodi yog‘i yerdan uzilgan» mavzular uchramaydi. Ijodkorning Vatan va ozodlik, urush va tinchlik, hayot va o‘lim, tabiat va inson, mehr va muhabbat haqidagi betakror she‘rlarida garchi mavzuviy an‘naviylik ko‘zga tashlansada, uslub hamda ifoda yo‘sinidagi noan‘naviylik o‘quvchini hayratlantiradi.

Men hamon ortimga tashlayman qadam,  
Ergashar kimlardan qolgan bu otim  
qachondir yashagan biror kimsadan  
Tarjima bo'lganga o'xshar hayotim.

(Xayol «Najot» to'plamidan. 5-bet. 2003 y.

Ruhiyatimizda isyon ko'tarayotgan jismimiz qafasini sindirgudek faryod urayotgan yurakning vash u yurak tarjimonining qog'ozga tizilgan dardlaridir bu –

Ollohning karami cheksiz, bepoyon, Yaratgan bir kuni,

Meni olib tan, Boshqa mamlakatda Qachon bo'lsa ham

Nashr qilarmikan meni qaytadan?! Yo uning joniga tegdimmikan men, qiyofamda ming bir quvonchu g'ussa. Balki nashr etar – uning bag'ri keng Hech yo'q o'n ming nusxa,

Hech yo'q ming nusxa.

(«Ishg'ol» to'plamidan. 116-bet. 2011 y.)

Sir sinoatga to'la dunyoi dunda o'zni anglash istagi hamisha qalbimizda bezovtalik kayfiyatini uyg'otadi.

Gohi yolg'izlik hissi bag'rimizni o'rtaganida olamning qaysidir burchagida bizdek o'ylayotgan, bizdek dard chekayotgan va bizdek yashayotgan ruhdoshimiz bormi-yo'qligi haqida o'ylab qolamiz.

Buyuk Olmon mutafakkiri Iogann Vol'fgang Gyote: «YAngi davrning eng betakror yozuvchilari biror yangi narsa yaratganlari uchun emas, balki hammaga ma'lum gapni ulargacha hech qachon aytilmaganidek aytishga qodir bo'lganliklari uchun betakrordirlar»<sup>1</sup> degan fikrni bejizga aytmagan.

Shoirning tafakkur olami faqat o'zi yashayotgan jamiyat va davr bilan cheklanib qolmasligi butun borliqni qamrab olishi va oddiy insonlar ilg'amaydigan xodisalarni ilg'ashi bilan o'zgalarnikidan farq qiladi. Zero, badiiy asarning estetik mohiyati ijodkorning «yonib turgan dardi vositasida namoyon bo'ladi. Boshqacharoq aytganda, avvalo mavzuning, qolaversa butun asarni shakl va mazmunning hissiy-axloqiy-falsafiy qudratini inson nafasi, muallifdagi ehtirosli g'oyaviylik belgilab beradi[4].

Ijod jarayonining boshidan oxirigacha ishtirok etadigan ruhiy quvvat, bu – tasavvur. Ijodiy tasavvur, to‘g‘rirog‘i badiiy tasavvur qidiruvchan hissiyot, biror- bir hodisa yoki hodisalarning keskin aniqlika ega bo‘lmagan, lekin ayricha tovlanib, ijodkorni o‘ziga chaqirib turadigan ehtirosli, mavhum shakli. Tasavvurni ta’riflashning, nima ekanini aniqlashning qiyinligi, uning o‘zi aql-idrokni inkor etgani holda, aqlga mos estetik ko‘rinish topadi, u, mo‘jizaviylik, xayoliylik va karomat unsurlarini o‘ziga mujassam etgani holda, aql idrokni shartlilik bilan ”aldaydi”. Badiiy asarda shartlilik tarzida in’ikos etgan tasavvur mahsuli, u syujetli, badiiy qiyofami, majoziylikning turli ko‘rinishlarimi, qanday bo‘lmasin, sizni hayotiy reallik sifatida ishontira olmaydi, lekin uni badiiy reallik shaklida qabul qilasiz, undan hayratlanasiz , quvonasiz, qayg‘urasiz, xullas, aqlga quloq solmay, unga ishonasiz. Shunday qilib, tasavvur orqali ijodkor sizni bo‘lmagan narsaning bo‘lganligiga yoki uning shunday bo‘lishi kerakligiga ishontiradi.

Shu ma’noda Xosiyat Rustamova she’riyati ham bizlarni o‘z xayoliy dunyosiga ishonarli tarzda etaklaydi. shoironing she’rlari mavzu ko‘lami keng. Uning Vatan haqidagi bitiklari ham shunchalar samimiy, ta’masiz, rost-ki unda shoirlik pozitsiyasidan ko‘ra chin farzandlik muhabbati hamisha ustun turadi

Vatan! Vatan!

Va yana Vatan!

Yo‘qdir buning aslo talqini To‘lab bo‘lmas hech narsa bilan Vatanningda yashash haqini

(Vatan. «Ishg‘ol» to‘plamidan. 120-122 bet. 2011 y.)

Ko‘p hollarda Vatan mavzusidagi she’rlarda yurtning bog‘u-roq‘i, tog‘u- darasi, buyuk o‘tmishi va ulug‘ bobokalonlari va ularga sodiq bo‘lish ahdi tasvirlanadi, ifodalanadi. Xosiyat Rustamova ijodida esa Vatan shu qadar muqaddas va ilohiyki, shoira uni bebaho tumor kabi yuragining qatida yashiradi.

Shoironing Vatan sha’niga bitilgan she’rlari nostalgiya mahsulidir.

Yaxshiyam, uzoqda bo‘lsa ham borsan, Turibman poyingga to‘kilmoqqa shay Esim yo‘qligida shu so‘zni aytsam – Tuyuldi obro‘yim tushadiganday.

Vatan – buyuk! Vatan bu er sharida, Shu yoshimga qadar anglamay o‘tdim Bugun  
Gollandiya ko‘chalarida

Kelar seni juda quchoqlab o‘pgim

Tarixdan ma’lumki ijod ahli erk va ozodlik uchun hamisha, hamma davrda kurashib yashagan. Fikr erkinligi, ruh ozodligi qalam sohiblariga suv va havo kabi zarur bo‘lgan. Zero ozod so‘zdan ozod she’r tug‘iladi:

Osmon har maysadan boshlar so‘roqni, Zaminning ko‘ksiga sanchib olar tug‘.  
Yong‘oq yorib chiqar yashil po‘stloqni – Tuproqdan otilib chiqar har urug‘.

(Ozodlik. «Ishg‘ol» to‘plamidan. 5-bet. 2011 y.)

Hatto maysa ham osmonga intiladi, bo‘y cho‘zadi, yong‘oq ham yashil po‘stlog‘ini yorib chiqadi, tuproqdan otilib chiqqan har urug‘da ham umidvorlik hissi bor. Ey inson! Sen o‘z qobig‘ingni qachon yorib chiqasan? Qachon nafsing va xudbinliging ilkidan qutulasan? Qachon ruhing ozod bo‘lib, jismingga bandi bo‘lmaysan? Shu kabi savollar qiynaydi shoirni.

“Fikr mustaqilligi kishining atrofdagi narsa-hodisalar borasida bironing og‘ziga qarab o‘tirmay, o‘zicha munosabat bildirishida yuz ko‘rsatadi. Mustaqil fikr – muayyan voqe-hodisa yuzasidan ma’lum asoslarga tayangan holda kelingan to‘xtamdir, aslida. Har bir odam olam hodisalarini o‘z ko‘zi bilan ko‘rgani, o‘z ruhiyatiga muvofiq idrok etgani va o‘z intillekti darajasida izohlagani uchun ham u haqda o‘ziga xos to‘xtamga keladi. Mustaqil fikr o‘zgalarning qarashlariga o‘xshamasligi bilan ajralib turadi”[5].

Ijodiy erkinlik bo‘lgan joydagina ijodkor o‘zini namoyon eta oladi. Ming shukurkim xurlik nasimi elgan zaminda va zamonda yashayapmiz. Huquqiy – demokratik, inson erki va manfaatleri cheklanmagan jamiyat barpo etmoqdamiz.

Mustaqil diyorumizda yashashga, mustaqil ijod qilishga, o‘z iste’dodini yuzaga chiqarishga imkoniyatlar etarli. Ammo, shoiraning g‘ami faqat er usti g‘ami emas, u juda pinhon g‘amdir.

Taxlikali dunyomizda yurt farovonligi, millatlar hamjihatligini ko‘rolmaydigan, er yuzida sodir bo‘layotgan notinchliklardan manfaatdor bo‘lgan insonlar topiladi.

X. Rustamova shunday qabix va manfur kimsalarga nisbatan nafratini yashirmaydi:

Otilib boryapman Dengiz qa'riga,  
 Xas va ko'piklarni surib har tomon.  
 Umrimning beo'lchov sarhadlarida  
 qayiqlar chayqalsin osuda, ravon.  
 To'lqinlar dahshati bermasin xalal,  
 Bo'ron, sel bir kelib-ketaversin shod.  
 Hayot o'z yo'liga tushsin loaqal-  
 Mayda baliqlar ham yashasin ozod.  
 Yutib yubormasin Dengiz qurg'ur och,  
 Butun er yuziga taralsin shu'la.  
 Dunyo katta-kichik baliqqa muhtoj,  
 Faqat timsohlar bor.  
 Bordir akula...

(«Ishg'ol» to'plamidan. 136-bet. 2011 y.) yoki

Raxmi kelsa bo'ldi Xudoning,  
 Bo'ldi ranging bo'lmasa somon.  
 Faqatgina sog' bo'lsa joning,  
 Faqatgina yurt bo'lsa omon.  
 Chayqalmasdan tursa ona er,  
 O'zgarmasa bog'larning tusi.  
 Tushlarimga qaytib kelaver-  
 Tushimda yo'q taqiq belgisi.

Tan sog'ligi, yurt omonligi, ona erning chayqalmasdan turishi, notinch olamda Tinchlikning barqaror bo'lishi XXI-asrning global muammolaridan sanalmoqda. X.

Rustamova «Osmondagi uy» nomli ilk to‘plamida «Sizga gullar taqdim etolmasman, yo‘q!» deb nomlangan balladasida Urush mavzusiga to‘xtalgan. Hajman kichkina bo‘lsa-da bu doston orqali Afg‘on urushining dahshatli asoratlarini tasvirlashga uringan shoira, birgina oilasi misolida urushning beshafqatligini, undagi yo‘qotishlar jarohatining nechog‘li og‘riqli ekanini ifodalaydi:

Avtomat, tanklarni O‘ynamang deysiz

O‘yinchoq o‘ynasa Murg‘ak bolalar.

Bilaman ko‘zingiz oldiga kelar

Avtomat tanklarga to‘lgan dalalar...

Kuzatib turardim, Jajji Javohir,

Avtomat otilsa... Kulganligini...

Shuni deb... qaerdan biladi axir,

Dadasin do‘stlari o‘lganligini...

(Sizga gullar taqdim etolmasman, yo‘q!

«Osmondagi uy» to‘plamidan, 1997 yil. 30-bet)

Sir emaski hech qanday urush qurbonsiz bo‘lmaydi. Uning asorati yillar, balki asrlar davomida insonlar taqdirida bitmas jarohat singari iz qoldiradi. quyidagi hayotiy bitiklarda II - jahon urushining qaqshatqich zarbasi davrlar o‘tsada ta’sirchan nabira xayolida mash’um xotiralarning yangilaveradi.

Besh yilmi, o‘n yil oldin,

Ko‘rib eski al‘bomni.

Suratin topib oldim-

Urush ko‘rgan bobomni.

Kechagidek esimda-

Hamma tomon qor edi.

Eh, men ko‘rgan rasmda,

Oyoq-qo‘li bor edi.

Xotira o‘tar jondan,

Esga tushsa-cho‘qir dil,

Shu suratni bobomdan,

Yashirganman necha yil.



Bobom o‘tdi. Suratni

Devorga osdim so‘lg‘in.

Ot qilib avtomatni

O‘ynab yuradi o‘g‘lim.

(«Avgust» to‘plamidan. 35-bet. 2008 y.)

Sovuq qurolning sovuq qilmishi nechalar yostig‘ini quritdi. Bu ro‘yi zaminda eng muqaddas sanalgan insonni, inson u yoqda tursin, hatto kichkina qumursqani ham hayotiga zomin bo‘lishga Tangridan o‘zgani haqqi yo‘q: X. Rustamova ijodi va kitoblarining salmog‘i tadqiq etishga arziydi. Zero shoiraning badiiy hamda poetik tili tushunishga, tushuntirilishga molik, she‘rlaridagi obrazlar beqiyos, besarhad...

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## **AQSh - XITOIY O‘RTASIDAGI "SAVDO URUSHI" NING XALQARO MUNOSABATLARGA TA’SIRI**

**Muxlisa Mamadaliyeva Alisher qizi**

Toshkent davlat sharqshunoslik universiteti “jahon siyosati” yo‘nalishi

Savdo urushi bir mamlakat boshqasiga import tariflarini oshirish yoki boshqa mamlakat importiga cheklovlar qo‘yish orqali javob qaytarganda sodir bo‘ladi.

Savdo urushlari, agar bir mamlakat raqobatchi davlatning adolatsiz savdo amaliyotiga ega ekanligini sezgan taqdirda boshlanishi mumkin. Mahalliy kasaba uyushmalari yoki sanoat lobbistlari siyosatchilarga import qilinadigan tovarlarni iste’molchilar uchun kamroq jozibador qilish uchun bosim o‘tkazishi mumkin, bu esa xalqaro siyosatda savdo urushiga olib keladi. Shuningdek, savdo urushlari ko‘pincha erkin savdoning keng tarqalgan afzalliklarini noto‘g‘ri tushunish natijasi deb qaraladi.

Savdo urushlari odatda proteksionizmning yon ta’siri sifatida qabul qilinadi. Proteksionizm xalqaro savdoni cheklovchi hukumat harakatlari va siyosatini anglatadi. Mamlakat odatda mahalliy biznes va ish o‘rinlarini xorijiy raqobatdan himoya qilish uchun proteksionistik harakatlarni amalga oshiradi. Proteksionizm ham savdo kamomatini muvozanatlash uchun qo‘llaniladigan usuldir. Savdo taqchilligi mamlakat importi eksport hajmidan oshib ketganda yuzaga keladi.<sup>7</sup>

Bugungi biz yashayotgan global zamonda mavjud bo‘lgan davlatlar o‘rtasida turli xil xalqaro munosabatlar amalga oshiriladi. Kuchli potensialga ega bo‘lgan mamlakatlar boshqa davlatlarni o‘z ta’sirida ushlab turishga doimo urunadilar. Asosan davlatlar o‘rtasida iqtisodiy, siyosiy, madananiy, ijtimoiy, xavfsizlik va boshqa ko‘plab masalalarda hamkorlik olib boriladi. Gegemon davlatlar o‘rtasida esa doimiy raqobat ketadi. Yuqoridagi munosabatlarni kuchayishi oqibatida davlatlar o‘rtasida turli xil

<sup>7</sup> <https://www.investopedia.com/insights/how-would-trade-war-affect-you/>

muammoli vaziyatlar, mojaro va konfliktlar kelib chiqadi. Savdo urushi ham ana shunday vaziyatlar natijasida yuzaga keluvchi hodisa sanaladi.

AQSH va XRR o'rtasida yuzaga kelgan savdo urushi ham shular jumlasidandir. AQSh -Xitoy savdo urushi 2018-yilning iyul oyida AQShning o'sha paytdagi prezidenti Donald Tramp ma'muriyati ostida boshlangan va oxir-oqibat 550 milliard dollarlik Xitoy tovarlariga va 185 milliard dollarlik AQSh tovarlariga bojlar joriy etilishiga olib kelgan.<sup>8</sup>

2016-yilgi prezidentlik kampaniyasi davomida nomzod Tramp Xitoy "dunyo tarixidagi eng katta o'g'irlik" uchun javobgar ekanligini aytdi va AQShning Xitoy bilan savdo kamomadini tanqid qildi. 2016-yilda taxminan 346 milliard dollarni tashkil etdi. U shunday dedi: "Biz Xitoyning mamlakatimizni zo'rlashiga yo'l qo'yishda davom eta olmaymiz". Donald Trampning yakuniy bitim tuzuvchisi sifatidagi imidjiga asoslanib, uning kampaniyasi strategiya e'lon qildi. Natijada ikki gegemon davlat o'rtasida kuchli iqtisodiy urush boshlanib ketti. 2018-yil iyulidan 2019-yil avgustigacha Qo'shma Shtatlar o'z rejalarini e'lon qildi va 550 milliard dollardan ortiq Xitoy mahsulotlariga tariflar, Xitoy esa 185 milliard dollardan ortiq AQSh tovarlariga bojlar kiritdi.<sup>9</sup>

AQSh Savdo Vakilligi idorasining so'nggi harakati jazo tariflariga duch kelgan Xitoy importi qiymatini 34 milliard AQSh dollaridan 50 milliard AQSh dollariga ko'tardi. 279 ta qo'shimcha mahsulot ro'yxatiga sintetik plastmassa va boshqa sanoat aralashmalari, ko'prik uchastkalari, ustunlar va to'sinlar kabi tayyor metall buyumlar, shuningdek, mashina qismlari, integral sxemalar, traktorlar va qishloq xo'jaligi texnikalari kiradi.<sup>10</sup> Bu savdo urushi davomidagi birinchi joriy qilingan tariff edi.

<sup>8</sup> US-China trade war timeline: key dates and events since July 2018

<https://www.scmp.com/economy/china-economy/article/3146489/us-china-trade-war-timeline-key-dates-and-events-july-2018>

<sup>9</sup> More pain than gain: How the US-China trade war hurt America

<https://www.brookings.edu/blog/order-from-chaos/2020/08/07/more-pain-than-gain-how-the-us-china-trade-war-hurt-america>

<sup>10</sup> US finalises next China tariff list targeting another US\$16 billion in imports

<https://www.scmp.com/news/china/article/2158720/us-finalizes-next-china-tariff-list-targeting-us-16-billion-imports?module=inline&module=inline&pgtype=article&pgtype=article>

To‘xtovsiz qo‘yilgan tariflar natijasida esa AQSh ham Xitoy ham iqtisodiy yo‘qotishlarni boshdan kechirishdi.

2020-yil 15-yanvarda rasmiy ravishda savdo bitimi imzolangan bo‘lib, uni AQSh Prezidenti Tramp va Xitoyning bosh muzokarachisi, Bosh vazir o‘rinbosari Lyu Xe Oq uyda imzoladilar. Ammo bu bitim o‘zaro iqtisodiy raqobatning oldi olindi degani emas, sababi 2018-yildan to hozirga qadar AQSh ham Xitoy ham mag‘lub bo‘lganliklarini tan olishni xohlashmaydi. Bu degani esa ularning dushmanlik pozitsiyasi hali yillar davomida saqlanib qoladi.



## **JIZZAX VILOYATIDA TARQALGAN *BUNIAM* TURKUM TURLARINING PLANTATSIYASINI YARATISH**

**Doniyorova Shaxnoza Olimjon qizi**

Jizzax davlat pedagogika universiteti magistri

**Annotatsiya:** Mazkur ishda *Bunium* (*Zira*) turkum turlarining o‘stirish texnologiyasi va agrotexnik tadbirlarning qo‘llanilishi to‘g‘risida fikr yuritilgan va zira o‘simligini ekib o‘stirishga doir tavsiyalar keltirilgan.

**Tayanch so‘zlar:** zira, nihol, yig‘im- terim, shudgor, chirindi, hosildorlik.

Zira yorug‘sevar, nisbatan qurg‘oqchilikka chidamli, unumsiz tuproqda ham o‘saveradigan o‘simlik. Urug‘ unish qobiliyati 30 %gacha bo‘ladi. Maysalari begona o‘tlar bilan bemalol raqobatlasha olmaydi. Urug‘dan barqaror va yuqori hosil olish uchun begona o‘tlardan xalos etilgan, yuqori ta‘minlangan lalmi yerlar yoki oz bo‘lsada (1000-1500 m<sup>3</sup> ga hisobiga) sug‘oriladigan yerlar ajratilishi lozim.

Zira ekish uchun ajratilgan yer kech kuzda 25-30 sm chuqurlikda haydaladi. Shudgordan oldin gektariga 50 tonnadan go‘ng va 10 kg dan fosfor sepiladi. Gektar hisobiga 4-5 kg.dan urug‘ sarflanadi va urug‘ 1-2 sm chuqurlikka ekiladi. Bir tekis ekilishi uchun urug‘ qipiqqa, qum yoki chirindiga aralashtiriladi va qator oralari 70 sm dan qilib ekish uskunalarida ekiladi.

Urug‘ bahorda ekilganida 10-15 kunda unib chiqadi. Harorat pasayib ketishining ziraga salbiy ta‘siri kuzatilmagan. Hosildorlik gektar hisobiga 8- 10 sentnerni tashkil qiladi.

Zira yorug‘likni talab qiladi, u poyasi rivojlana boshlagan paytdan boshlab vegetatsiya oxirigacha juda ko‘p issiqlikka muhtoj. Urug‘lar 8C haroratda unib chiqa boshlaydi. Urug‘larni ekishdan so‘ng, ko‘chatlar 12-18 kun ichida paydo bo‘ladi. Nihol va rozet rivojlanishi davrida sovuqqa chidamli.

Zira ozuqa moddalariga boy, bo'shashgan tuproqni yaxshi ko'radi. Loy, qumli, shishgan va og'ir tuproq unga mos kelmaydi. Vegetatsiya davri 140 kungacha davom etadi.

Urug'larni ekishdan so'ng, unib chiqish paytida va vegetatsiya davrining birinchi haftalarida mo'l-ko'l sug'orishga muhtoj. Pishib yetish paytida, aksincha, quruq ob-havo talab qilinadi.

Zira boshqoli don ekinlari bilan bir vaqtda – erta bahorda, tuproq 10'S gacha qiziganda ekiladi. Qator oralig'i 45 sm, keng qator ekish. Yovvoyi o'tlardan tozalangan va namlik etarli bo'lgan maydonda vegetatsiya boshida qattiq ekish mumkin. Keng qatorli ekishda 6 kg/ga, uzluksiz ekishda esa 10 kg/ga urug' ekish me'yorlari hisoblanadi.

Urug'lar 2-3 sm chuqurlikka ekilgan - etarli miqdorda namlik, va agar quruq ob-havo kutilsa, u holda 3-4 sm. Ekishdan so'ng darhol tuproq siqiladi. Shootlar 15-20 kun ichida paydo bo'ladi.

Ularning ko'rinishini tezlashtirish va vegetatsiya davrini qisqartirish uchun urug'lar fermentlanadi. Ular sumka bilan 15 daqiqa davomida iliq suvga (45 ° C) botirilishi kerak, keyin suvga botirilishi kerak. xona harorati soat 5 da. Shishganidan keyin urug'lar 2-3 kun davomida 20-22 °C haroratda saqlanadi. Urug'lar chiqib boshlagandan so'ng (5% gacha), ular bo'shashmasdan quritiladi. Fermentatsiya ko'chatlarni tezlashtirishga yordam beradi 7-10 kun va bir necha kun - o'rtacha 130-150 kun davom etadigan vegetatsiya davri.

Ko'chatlar paydo bo'lgandan so'ng, qatorlar paydo bo'lganda, qator oraliqlarini tozalash va begona o'tlarni tozalash kerak. U faqat begona o'tlarni tozalash va qator oraliqlarini yumshatishni talab qiladi.

Zira notekis pishadi, markaziy soyabonlardagi mevalarning 55-60 foizi to'liq pishganidan keyin yig'im-terim boshlanadi. Bu vaqtda, birinchi va ikkinchi darajali soyabonlarda urug'lar qizarish bosqichida bo'ladi. Pishgach alohida tozalanadi. Birinchidan, u rulonlarga kesiladi. Bir necha kundan so'ng, rulonlardagi urug'lar namlik miqdori 12% gacha quriydi, shundan so'ng ular maydalanadi.

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Xushnazarova Sevinch

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**AQSh - XITTOY O'RTASIDAGI "SAVDO URUSHI" NING XALQARO MUNOSABATLARGA TA'SIRI**

Muxlisa Mamadaliyeva Alisher qizi

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**JIZZAX VILOYATIDA TARQALGAN *BUNIUM* TURKUM TURLARINING PLANTATSIYASINI YARATISH**

Doniyorova Shaxnoza Olimjon qizi

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