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EDUCATIONAL CONCEPTUAL ISSUES IN PERSON-ORIENTED PEDAGOGY

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ABSTRACT

The article describes the content and essence of person-oriented education, the main factors of humanistic pedagogy, self-activation and evaluation criteria, the interaction between teachers and students and students in the field of humanistic pedagogy. The main characteristics of individuals with the ability of self-activation and the necessary conditions for the implementation of self-assessment and self-activation methods of students are based.

Key words and phrases: *humanistic pedagogy, person-centered education, self-activation, self-evaluation, criterion, factor, condition.*

КИРИШ

Implementation of the reforms carried out in the way of radical change of the education system in our republic and creation of comprehensive conditions for a deep understanding of the nature of the documents adopted in this regard by the general public are the most urgent tasks of the state administration, law enforcement agencies, and employees of educational institutions. Humanity has progressed only because of independent learning [1]. Therefore, educational technologies should mainly focus on the formation of competencies such as self-development, activation and improvement, self-assessment in students. Currently, in the educational system of developed countries, great attention is paid to such educational and pedagogical technologies [2]. Such modern innovative technologies include developmental educational technology,

technology of step-by-step formation of mental movement, collective interaction technology, full mastery technology, multi-level teaching technology, adaptive teaching technology, programmed teaching technology, problem-based teaching technology, modular teaching technology, technology of development of creative activities of future specialists, project style technologies [3].

The application of such pedagogical technologies is one of the important conditions for correctly assessing the knowledge, learning and skills of students in the existing educational environment, clearly determining the level of formation of professional competence in them and accordingly recommending them to work in production enterprises, ensuring the competitiveness of trained personnel [4].

RESEARCH METHODS

In the research process, the analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test and foresight methods were used.

RESEARCH RESULTS AND DISCUSSIONS

In person-oriented education, which is considered one of the central concepts of humanitarian (humanitarian) pedagogy, self-activation or awakening of all one's potential abilities and natural talent and applying it in life, self-activation, self-confidence play an important role. Of course, a person's happiness and peace of mind are formed in constant dependence on these qualities of a person. This is also evaluated by factors such as the correct assessment of a person's own capabilities, the creation of self-confidence characteristics [5]. In psychology, the concept of "waiting" is sometimes found. For example, if a teacher shows in all his relations and actions that he does not expect any positive results from a certain student in his subject, this student will also believe it. This means that the student is in a "waiting" state, because the student is already doomed to failure. Also, on the contrary, if the teacher believes even the most backward student and convinces him that he can master the subject, he just

needs to make a little effort, even little by little positive mastering will occur in the student. [6].

A.A. Leontev shows the following signs of unknowingly negative attitude towards the student in the teacher's activity:

➤ the teacher allocates less time for the answer to the "bad" student than to the good student, that is, he does not create an opportunity to think;

➤ if a "bad" student gives an incorrect answer, he does not repeat the question in a broader way, does not help him to answer the question, suddenly asks another student or gives the correct answer himself, that is, he does not create conditions for the student to think and develop his own opinion;

➤ the teacher sometimes behaves "liberally" and positively evaluates the wrong answer of a good student; кўпгина ҳолатларда «ёмон» талабани нотўғри жавоби учун уришади;

➤ even when he answers correctly, he rarely praises or encourages;

➤ he does not trust the "bad" student to answer, he does not ask him, even when he raises his hand for an answer, he does not pay attention;

➤ a bad student looks less in the eyes than a good student, shows less affection towards him;

➤ does little or no independent work during training.

In the person-oriented field of humanistic pedagogy, special attention is paid to the relationship between the teacher and the student and the students. The student should trust the teacher and know the teacher not as a person who conveys knowledge, but as a kind, demanding, open-minded teacher [7].

K. Rodgers explains the main factors of humanistic pedagogy as follows:

✓ the teacher accepts the idea that all students have the ability to read;

✓ curriculum meets student interests;

✓ creation of a free environment in the audience, no pressure from the teacher;

✓ creation of opportunities for students to actively participate in the activities of the educational institution;

- ✓ self-assessment (except for external assessment);
- ✓ not only the result of the learning process, but also the constant openness of participation and responsibility.

The center of the concept of person-oriented education is self-activation and it is aimed at developing the internal resources of a person [8]. A. Maslov defines the main characteristics of individuals with the ability to self-activate as follows:

- accepts reality clearly, without hesitation;
- quickly and accurately perceives himself and others;
- is highly independent;
- has high accuracy and focus in solving problems;
- extreme indifference and tends to be alone;
- resists independently and culturally;
- rich in emotional reactions;
- has a good relationship with others;
- is highly satisfied with his situation;
- democratic character;
- has a strong creative ability;
- has high human qualities;
- has a high frequency of high-intensity experiences.

It is interesting to work with such individuals and they can find their place in life without making great demands and complaints to parents, teachers and the state. They are independent, self-directed individuals depending on their abilities. It is not easy to educate such students. However, a teacher working on the principle of humanistic pedagogy, person-oriented education should be able to find a way to the heart of such a student [9]. The following conditions should be created in the educational institution for the implementation of self-assessment and self-activation methods of students within the framework of humanistic pedagogy [10,11]:

- ✓ open and flexible class schedule;
- ✓ paying great attention to the independent activity of students;
- ✓ creating ample opportunities for students to learn independently;
- ✓ attach serious importance to creative works of students;
- ✓ pay attention to mutual support in the educational process;
- ✓ special attention to self-assessment;
- ✓ respecting students' personal worth and abilities.

Working in small groups is carried out on the basis of mutual support and joint activity. In this case, the issues of self-esteem and respect for the dignity of a person are very sensitive.

CONCLUSIONS

It is difficult to understand the didactic significance of innovative pedagogical technologies being studied and to determine its place in the educational system without clearly imagining the essence of self-evaluation in becoming a person and a specialist. Self-activation or awakening of all one's potential abilities and natural talent and applying it in life, self-activation, self-confidence play an important role in person-oriented education. In the person-oriented field of humanistic pedagogy, it is necessary to pay special attention to the relationship between the teacher and the student and the students. The teacher's relationship with the student should be sincere and natural, and there should be no artificiality in meeting the student's needs and answering his questions. If the demand is higher than the opportunity, it will be difficult to achieve success or not at all, which will also damage one's reputation and health. Also, the smallness of demand prevents a person from self-activation and creativity. The student should trust the teacher, know the teacher not as a person who conveys knowledge, but as a kind, demanding, open-minded teacher.

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МЕТОДЫ ПРОЕКТИРОВАНИЯ SCRUM И KANBAN

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АННОТАЦИЯ

В статье рассматривается сравнение классического подхода к управлению проектами с подходом, основанным на методологии Scrum и Kanban, а также краткая характеристика современных тенденций в этих областях методологии. Предполагается, что для предприятия лучше всего создать собственную систему управления проектами, использующую лучшие методы Scrum и Kanban.

Ключевые слова: *Scrum, Kanban, управление проектами, гибкие методологии, адаптивное управление, система гибкого планирования.*

ANNOTATION

The article discusses a comparison of the classical approach to project management with the approach based on the Scrum and Kanban methodology, as well as a brief description of modern trends in these areas of methodology. It is suggested that it is best for an enterprise to create its own project management system using the best practices of Scrum and Kanban.

Введение. В настоящее время все больше людей используют проектные методы управления, которые включают в себя различные инструменты, которые раньше использовались в других отраслях управления. Руководители понимают, что необходимы различные методы для оптимизации используемых ресурсов,

сокращения сроков выполнения работ, повышения качества и снижения стоимости реализации проектов. Переход на гибкие подходы к управлению проектами является одним из таких методов.

Отличительной чертой этих методов является их способность адаптироваться к среде и процедурам внутри организации. В статье рассматриваются и сравниваются гибкие методы управления проектами, такие как Scrum и Kanban. Представлены основные черты каждого метода и рассмотрены его отличительные черты.

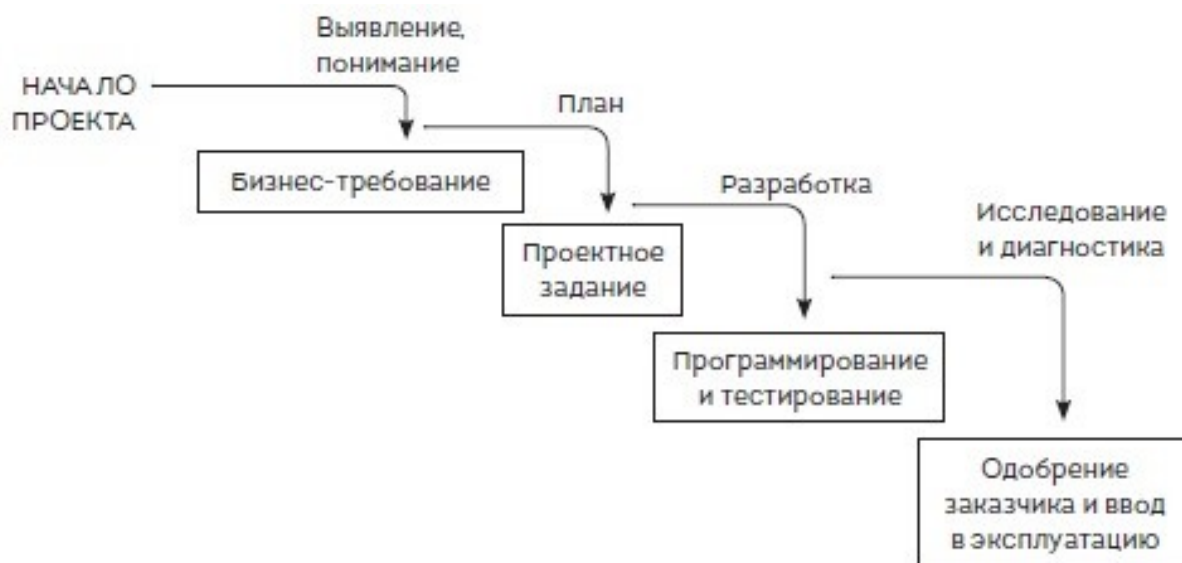
Авторы разработали ряд критериев для сравнения представленных методов. Они включали область применения, количество сотрудников, сложность реализации, требования к рабочей группе, используемый инструмент и сроки выполнения. На основе проведенного анализа составлено сравнение гибких методов управления проектами, чтобы упростить выбор по требуемым критериям. Созданная таблица позволяет выбрать инструмент, подходящий для каждого проекта, или их комбинацию для разных этапов проекта. Анализ последних исследований и публикаций, в которых автор обсуждает аспекты этой проблемы, а также выделение нерешенных вопросов, связанных с общей проблемой. Согласно исследованиям Терехова А.Е., Логиновского О.В., Фалько С.Г., Мелякова Е.В., Тебекина А.В., Ткаченко И.Н. и Тронина В.Г. [1-7], можно продемонстрировать аддитивную интеграцию современных методов в управлении, руководстве и координации деятельности предприятий.

Тем не менее, часто можно заметить, что рассмотрение экспериментов и применение только одного метода является приоритетом. Опираясь только на такие исследования, сложно определить целесообразность других методов для этого проекта, а также невозможно оценить валидность остальных методов для целей проекта и задач. Формирование целей статьи. Целью этого исследования является изучение и сравнение текущих гибких подходов к проектированию.

Исследования показали, что укрупненные гибкие методы управления проектами, такие как Scrum (Скрам) и Kanban (Канбан), являются наиболее

актуальными. Рассмотрим каждый из них более подробно. Методология Scrum является гибким шаблоном системы Agile, на основе которого выросло множество гибких методов, каждый из которых имеет свои особенности и условия использования. «Работа должна быть видимой» — это основное чувство, которое характеризует Скрама [8].

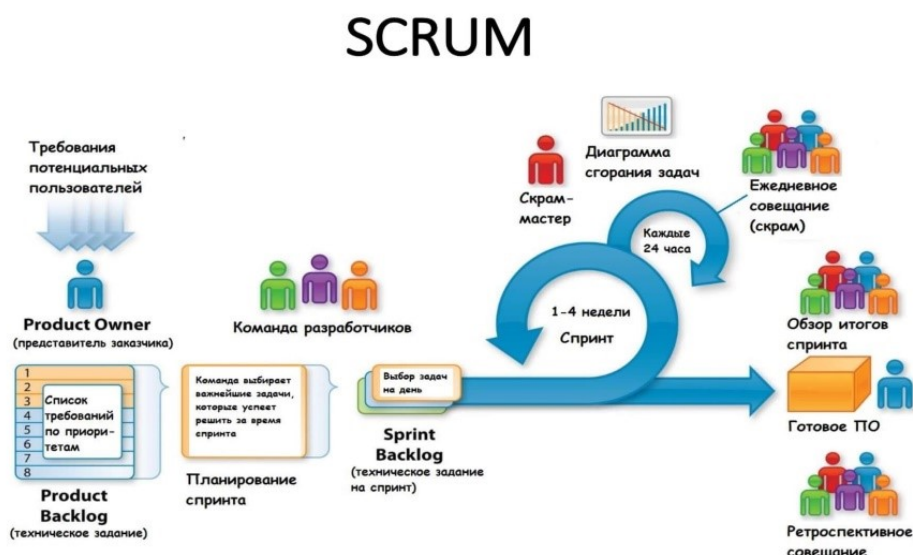
Скрам предполагает разделение проекта на отдельные подзадачи, которые выполняются в течение короткого периода времени, обычно от недели до четырех. В течение этих спринтов команда, ответственная за экономическую науку, должна либо полностью выполнить задачу, либо представить минимально работоспособный продукт, который может удовлетворить владельца продукта и дать ему возможность определить, что клиент недоволен или что он хотел бы увидеть или изменить в готовом продукте.



Контролирует работу команды скрам-мастер и работает напрямую с «владельцем продукта», который отвечает за своевременное получение информации от заказчика и распределение задач.

Скрам-доска служит основным инструментом и состоит из трех частей: «бэклог», «в процессе» и «завершено». Задачи, требующие выполнения, располагаются в бэклоге по списку приоритетности, а затем перемещаются «в

процессе» с условием, что их задач должны быть выполнены за один спринт. Количество задач должно быть выбрано таким образом, чтобы время в спринте было равномерно распределено. Работа переходит в раздел выполненных, когда клиент удовлетворен результатом.



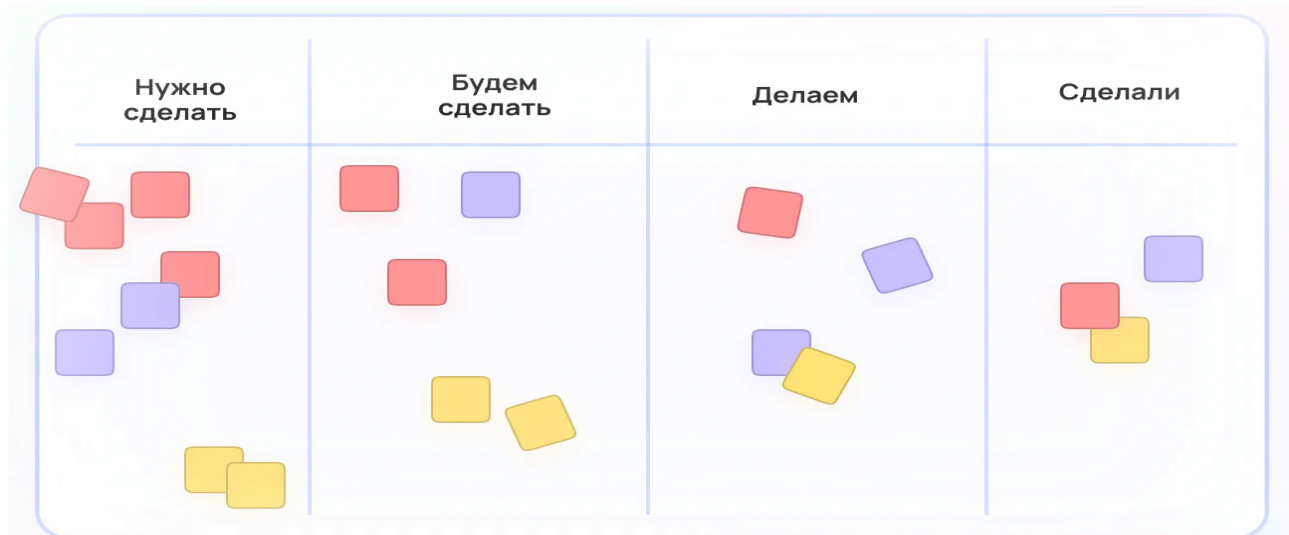
Возможность использования продукта после завершения каждого этапа или спринта и скорость запуска проекта, даже при минимальном бюджете, являются двумя преимуществами этого подхода. Готовый к употреблению продукт появляется на каждом этапе, и с каждым новым спринтом он меняется, что позволяет быстро адаптироваться к изменениям внешней среды. Ежедневный контроль за ходом работ упрощает планирование проекта. Когда заказчик продукта участвует в процессе разработки, эти изменения проходят наиболее эффективно.

Недостатки этого метода заключаются в том, что скрам-мастер сталкивается с проблемами в организации, планировании и структурировании проекта. С другой стороны, метод Scrum не подразумевает фиксированного бюджета или технического задания, что делает его юридически сложным. Кроме того, частые изменения в процессе создания и неопределенность в отношении точного конечного результата могут помочь продлить жизненный цикл проекта для всех,

кто в нем участвует. Кроме того, регулярные обзоры и ежедневные скрам-встречи требуют больших ресурсов.

Название «Kanban» происходит из японского языка. Это может быть «табличка» или «вывеска». Это также разумно, учитывая, что метод основан на перемещении табличек по доске.

Кроме того, это часть Agile-методологии и инструмент улучшения работы с помощью визуализации: если разделить любой процесс на этапы, можно легко определить объем и выполняемые задачи, нагрузку сотрудников и скорость работы. Это также метод, который требует активной работы над незавершёнными проектами.



Основные элементы Канбан

Система Канбан состоит из нескольких важных компонентов, которые обеспечивают ее эффективность.

Доска канбан. Место, где демонстрируется работа. Это может быть ватман, пробковая, магнитная, маркерная или цифровая доска. Большое пространство разделено на колонки. Эти колонки показывают разные этапы работы.

Блоки. Те же этапы рабочего процесса. Мы передвигаем задачи по колонкам-стадиям. Основные этапы: к работе, в работе, на проверке, готов и так далее.

Канбан-стикеры. Картотека содержит список задач, исполнителей, сроков и приоритетов. Стикеры на физической доске переклеиваются в другую колонку, когда статус задачи меняется. Если доска цифровая, карточка перетаскивается в следующую колонку с помощью метода перетаскивания и опускания.

WIP (Work In Progress) лимиты. Ограничение количества задач, которые могут быть выполнены одновременно на каждой стадии рабочего процесса, то есть в одной колонке. Это помогает контролировать нагрузку и завершать дела. В классике Канбана всего шесть задач. Нельзя вписывать новую карточку в одну колонку, если в ней уже есть шесть карточек.

Достоинства системы Kanban: универсальность. Канбан помогает отслеживать личную и корпоративную эффективность.

Простое планирование. Приоритизация помогает расставить задачи по важности, чтобы не зарыться в куче незавершенных дел.

Контроль сроков. Метод помогает прогнозировать и контролировать время, необходимое для выполнения задач.

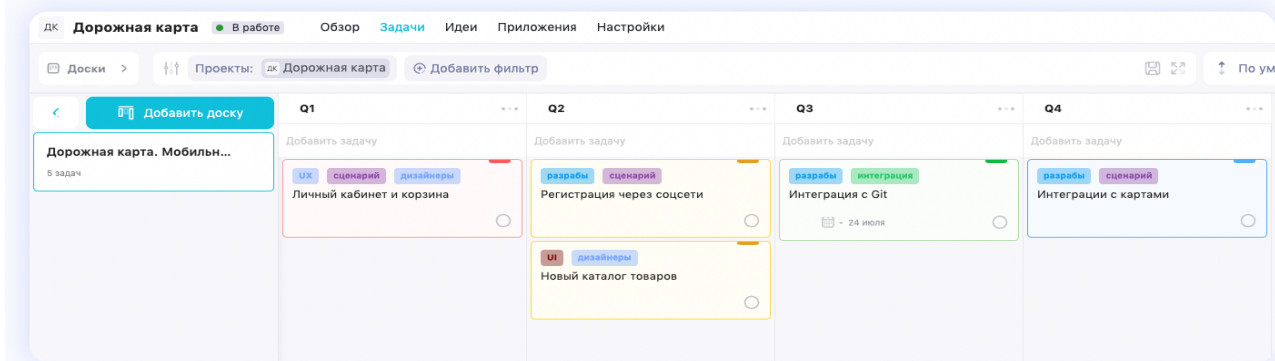
Наблюдательность. Наверное, это один из наиболее важных элементов. Позволяет мгновенно видеть все.

Качество работы. Мы лучше работаем, когда видим и устраняем наши слабые стороны.

Удобство. Это действительно простой метод управления задачами. Важно только придерживаться принципов, изложенных в работе.

Канбан-метод отлично подходит для планирования работы и других задач. Доски можно использовать для описания почти любого процесса, от создания сложного приложения до составления плана ремонта. Однако у Канбана также есть недостатки.

Пример доски для дорожной карты



Недостатки: Канбан не может играть в больших командах. Максимально десять человек. Я бы предпочла пять. Это будет эффективнее, потому что будет меньше путаницы и больше контроля. В результате возникает второй пункт.

В нем трудно масштабировать крупные проекты. Канбан может не справиться, если проект и команда будут развиваться.

Это может не подходить для долгосрочного планирования. Канбан способен как к решению срочных задач, так и к достижению ближайших целей.

Метод сильно зависит от дисциплины. Канбан не будет иметь смысла, если проблемы не будут решены[9].

В чём отличие между Канбан и Scrum

Термин «спринт» относится к методам, используемым в Scrum. Результат, который можно получить после завершения каждого из них, можно показать клиенту, отправить на тестирование, выкатить в приложение и так далее. Результаты в Канбане важны только для команды. Канбан более приспособлен. На доске можно создать различное количество колонок и назвать их по-разному. «Бэклог», «бэклог спринта», «работа в процессе» и «выполненная работа» — это определенные этапы системы Scrum.

Спринт Scrum не может быть прерван. Это означает, что вы не можете изменять этапы работы. В Канбане можно полностью изменить все и начать с нуля.

Скрам собирается каждый день, чтобы обсуждать итоги спринтов. Такого в Канбане нет.

В Канбане процессы открыты, что означает, что каждый участник проекта может следить за процессом. Скрам-мастер, владелец продукта и команда имеют четкие роли в скраме.

Гибкое проектное управление повышает качество продукта проекта, повышает удовлетворенность заказчиков, снижает проектные издержки и сокращает время завершения проекта. Применение гибких методологий проектного управления требует от команды и руководителя проекта определенных навыков, отличных от традиционного проектного менеджмента. Члены проектной команды должны обладать гибкими способностями, способными быстро адаптироваться и адаптироваться к изменяющимся требованиям работы спринта, чтобы они могли добиваться эффекта синергии в самоорганизующейся кроссфункциональной команде. Идеальным кандидатом на роль руководителя проекта является человек с формой Т, который быстро справляется с задачами, обладает эмоциональным интеллектом, обладает лидерскими качествами и хорошо общается.

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ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА МОРФОЛОГИЯЛЫҚ ТАЛДАУ

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АНТАЦИЯ

Бұл мақалада, қазақ тілі сабағында өтілетін, морфология саласына кеңінен тоқталуды, және морфологиялық талдау жұмысын жасауды жалпы мақсат етіп алдық.

***Кілт сөзі** - Сөз таптары, сөз топтары, атаушы сөз, көмекші сөз, одағай сөз.*

ABSTRACT

In this article, we made a general goal to focus on the field of morphology, which is held in the Kazakh language class, and to make a morphological analysis.

***Key word** - Word classes, word groups, noun, auxiliary word, single word.*

Оқушылар қазақ тілі сабағында, өтілетін морфология тақырыбын түсіндірген кезде, сөз таптарынан бөлек, сөз топтарына да түсінік беріп өтуді керек етеміз. Сөз топтары жайлы сөз өрбітетін болсақ. Қазақ тілінде сөз топтары үш топқа бөлінеді. Олар: атауыш сөздер, көмекші сөздер, одағай сөздер.

1. Атауыш сөздер - лексикалық мағыналары, өздеріне тән грамматикалық тұлғалары бар, түрлі қосымшаларды қосып алып, сөйлемде сөйлем мүшелерінің

қызметін атқара алатын сөздер. Атауыш сөздерге есімдер (зат есім, сын есім, сан есім, есімдік, етістік, үстеу, еліктеу.

2. Көмекші сөздер - лексикалық мағынасы жоқ, көбінесе грамматикалық қызмет атқаратын жәрдемші сөздер. Көмекші сөздерге, көмекші есім, көмекші етістік, шылаулар жатады.

3. Одағай сөздер - адамның көңіл күйі мен сезімін білдіру үшін қолданылатын сөздер. Одағай сөздерге, одағай жатады.

Ал сөз табы деп жалпы лексика грамматикалық сипаттары мен белгілері бәріне бірдей ортақ болып келетін сөздердің тобын атаймыз.

Қазақ тіліндегі сөздер мынадай 9 сөз табына бөлінеді.

1. Зат есім, (бет, қол)
2. Сын есім (қызыл, биік)
3. Сан есім (бір, жүз)
4. Есімдік (мен, сен)
5. Етістік (бару, жазу)
6. Үстеу (тез, таза)
7. Шылау (үшін, туралы)
8. Еліктеу сөз (күліп, тарс - турс)
9. Одағай (алақай, тәйт, құрау - құрау)

Морфологиялық талдау, сөз таптарынан сөз топтарына, толық меңгергеніне қарай, жүзеге асады. Соған орай біз морфологиялық талдау үлгісін жасайық. Мысалы: Қолындағы елу сиырды жүз елуге жеткізген колхозшылар әлдеқашан орден алды.

Қол - түбір

- ы - тәуелдік жалғау III жағының көрсеткіші,

- нда - жатыс септік жалғауы.

- ғы - зат есімнен сын есім тудырып тұрған жұрнақ.

елу - есептік, дара сан есім,

сиырды - деректі, жалпы, жалаң зат есім,

сиыр - түбір

- ды - табыс септік жалғауы,

жүз елуге - күрделі есептік сан есім,

жүз елу - түбір,

- ге - барыс септік жалғауы,

жеткізген - өткен шақтық есімше,

жет - түбір,

- кіз - өзгелік етіс,

- ген - өткен шақтық есімшенің жұрнағы,

колхозшылар - деректі, күрделі, жалпы зат есім,

колхоз - күрделі қысқарған түбір,

- шы - зат есімнен зат есім тудырып тұрған жұрнақ,

- лар - көптік жалғауы,

әлдеқашан - белгісіздік есімдігі, әлде және қашан деген түбірден біріккен,

орден - деректі, жалпы, жалаң зат есім,

- ді - деген табыс септік жалғауы түсіп қалған, (орденді алды)

алды - болымды, сабақты, негізгі етістік,

ал - түбір,

- ды - жедел өткен шақ жұрнағы.

Қорыта айтар болсақ. қазақ тілі сабағында морфологиялық талдау жұмысын орындаған кезде ең алдымен, сөз таптары мен сөз топтарының айырмашылығын, ажыратып алу мақсатында, талдау жұмысын жасауды ұйғардық.

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JADIDCHILIK HARAKATI VA UNING TURKISTON IJTIMOIY-MA'NAVIY HAYOTIDA O'RNI VA AHAMIYATI

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ANNOTATSIYA

Mazkur maqolada jadidchilik harakati, uning vujudga kelishiga sabab bo'lgan omillar, Turkiston o'lkasida jadidchilik harakati paydo bo'lgan davrdagi ijtimoiy ahvol, Turkiston ziyolilari tomonidan o'lkani ilm-ma'rifatli qilish yo'lida amalga oshirilgan ishlar xususida so'z yuritiladi.

***Kalit so'zlar.** jadidchilik harakati, usuli jadid, ilm-ma'rifat, jaholat, Ismoil Gasprialibey, Tarjimon gazetasi, Mahmudxo'ja Behbudiy, Behbudiya, savtiya, Tarbiyayi atfol, Turkiston xalq universiteti*

Kirish qismi.

XIX asr oxirlarida Turkiston o'lkasi ijtimoiy-ma'naviy hayotida jadidchilik deb atalgan harakat vujudga keldiki, bu o'lka xalqlarining keying taraqqiyotiga, ularning ma'naviy qiyofasi o'zgarishiga o'zining ijobiy ta'sirini o'tkazmasdan qolmadi. Bu harakat namoyondalari o'zlarining sa'y-harakatlari bilan xalqning ilm-ma'rifatli, ziyoli bo'lishida beqiyos hissa qo'shdilar.

Turkiston o'lkasida jadidchilik harakati vujudga kelgan davrda o'lkadagi ijtimoiy-iqtisodiy ahvol achinarli holatda edi. Bosqinchi Chor Rossiyasi tomonidan istilo qilinib, mustamlakaga aylantirilgan Turkiston o'lkasi xalqlari har tomonlama mustamlakachilik jabr-zulmidan aziyat chekmoqda edi. Chor hukumati o'lkani o'zining arzon ishchi kuchi va xomashyo bazasiga aylantirib olgan edi.

Mustamlakachilar o'zlarida ishlab chiqarilgan zavod-fabrika mahsulotlarini o'lkaga olib kelib sotish orqali bundan katta daromad topmoqda edilar.

Bu davrda Turkiston o'lkasida mustamlakachilar o'zlarining tartib-qoidalarini joriy etib, mana shu tartib-qoidalar asosida o'lkani boshqarar edilar. Bu tartib qoidalarni esa o'z navbatida mustamlakachilar o'z manfaatlariga moslab ishlab chiqqan edilar.

Bundan esa mahalliy aholi aziyat chekmoqda edi. Bosib olingan Xiva xonligi va Buxora amirligi Chor Rossiyasining protektoratiga aylantirilgan bo'lsa, Qo'qon xonligi esa davlat sifatida tugatilib, uning o'rnida Turkiston general-gubernatorligi tarkibiga kiruvchi Farg'ona viloyati tashkil topadi. Garchi Buxoro va Xivada sulolalar hukmronligi saqlab qolingan bo'lsada, hukmdorlar ichki va tashqi siyosatda podsho hukumatining ruxsatisiz biror-bir jiddiy o'zgarish amalga oshirilmas edilar. Bosqinchilar esa, o'z manfaatidan kelib chiqib, o'lka xalqlariga jabr-zulmni kundankunga kuchaytirib bormoqda edi.

O'lkaning ma'naviy va madaniy qiyofasi ham havas qilarli darajada emas edi. Turkiston o'lkasi xalqlari bu davrda bir necha asrdan beri davom etib kelgan o'zaro urushlar, jabr-zulm va yana boshqa ko'plab ijtimoiy-siyosiy omillar sabab qoloqlik botqog'iga botib bormoqda edilar.

Qayd etib o'tilayotgan davrda jahonning rivojlangan mamlakatlarida fabrika-zavod ishlab chiqarishi, sanoat taraqqiyoti jadal sur'atlar bilan davom etayotgan bir davrda Turkistonda qo'l mehnatiga asoslangan dehqonchilik va hunarmandchilik xo'jaligi hali hamon davom etib kelmoqda edi.

Turkiston o'lkasida keng tarqalgan jadidchilik harakatining asoschisi qrim-tatar farzandi Ismoil Gasprialibey (1851-1914) hisoblanadi. Ismoil Gasprialibey dastlabki jadid maktabini 1884-yilda Qrimdagi Bog'chasaroyda tashkil qilgan edi.

U o'zining g'oyaviy qarashlari, fikr va mulohazalari bilan xalqni ilm-ma'rifatli qilishga intildi. Ismoil Gasprialibey yangicha o'qitish uslubini ishlab chiqqan edi. Bu o'qitish uslubini o'zining 1888-yilda yozgan asarida keng miqyosda bayon qilib o'tgan edi. Mazkur asar "Rahbari muallimin" ya'ni "Muallimlarga yo'ldosh" deb nomlanib, u

mazkur asari orqali jadid maktablarining jihozlanishi, dars soatlari va ta' tillar kabilar haqida o'z fikrlarini bildirib o'tgan. Ismoil Gasprialibey g'oyalari Turkistonga ham kirib keldi. 1893-yilda Turkistonga kelib, ilg'or ziyolilar bilan uchrashdi, Buxoro amiri huzurida bo'lib bitta jadid maktabi ochishga rozilik oldi. Ana o'sha yili Buxoroda birinchi jadid maktabi ochiladi va unga amir Abdulahadxonning otasi amir Muzaffarxon sharafiga "Muzaffariya" deb nom beriladi. Turkistonlik ziyolilar jadidchilikni yoqlab maorifni isloh qilish, «Usuli jadid» maktablarini tashkil etishga kirishdilar. 1898-yilda Qo'qonda Salohiddin domla, 1899-yilda Andijonda Shamsiddin domla va Toshkentda Mannon qori jadid maktabiga asos soldilar. 1903-yilda Turkistonda 102 ta boshlang'ich va 2 ta o'rta jadid maktablari faoliyat ko'rsatdi.

Turkiston jadidlariga Mahmudxo'ja Behbudiy, Abduqodir Shakuriy, Munavvarqori Abdurashidxonov, Abdulla Avloniy va boshqa o'nlab milliy ziyolilar rahnamolik qildilar. Ular dastlab maorifni isloh qilish yo'lidan bordilar. «Usuli jadid» maktablari tarmog'i kengayib bordi, ularda diniy ta'limot bilan birga tibbiyot, hikmat, kimyo, nujum, handasa kabi dunyoviy bilimlar o'rgatildi, savod chiqarish tezlashtirildi¹.

U 1908-yilda Turkistonda bo'lib ilg'or ma'rifatparvarlardan Muftiy Mahmudxo'ja Behbudiy, A. Shakuriy va boshqalar bilan uchrashadi, o'zbek, tojik, tatar bolalari uchun yangi maktablar ochib jadidchilik g'oyalarini keng tarqatadi. Bunday g'oyalarni tarqatishda Ismoil Gasprialibeyning o'zi tashabbus ko'rsatib chiqargan «Tarjimon» gazetasining o'rni katta bo'ladi. U musulmon milliy ozodlik harakatining yo'l boshchisi sifatida tanilgan edi. «Dor ul-rokat musulmonlari» ilmiy-fantastik asari, «Yuz yildan so'ng 2000-sana» badiiy-publitsistik roman, «Turkiston ulamosi» kabi kitoblar uning qalamiga mansub edi².

Turkiston o'lkasida jadidchilik harakatining rahnamosi sifatida Mahmudxo'ja Behbudiyning mehnatlarini alohida e'tirof etish lozim.

¹ Q. Usmonov, M. Sodiqov, S. Burxonova. O'zbekiston tarixi. «IQTISOD-MOLIYA» T. 2006. 245-bet.

² R. Shamsutdinov, Sh. Karimov, O. Ubaydullayev. Vatan tarixi. «SHARQ» T. 2010. 289-bet.

Mahmudxo‘ja Behbudiy Ismoil Gaspiraliyev tomonidan asos solingan jadid maktablari tarmog‘ini o‘lkada qaror toptirishda, bu maktablarning darslik va o‘quv qo‘llanmalari ta‘minlash bo‘yicha bir qator ishlarni amalga oshirdi.

Mahmudxo‘ja Behbudiy yangi usul maktablari uchun geografiya va islom tarixi bo‘yicha darsliklar yaratadi.

Xususan «Muntaxabi jug‘rofiyayi umumiy» («Qisqa umumiy geografiya»), «Kitobat-ul atfol» («Bolalar maktubi»), «Muxtasari tarixi islom» («Islomning qisqacha tarixi») kabi bir qancha darslik va o‘quv qo‘llanmalari shular jumlasidandir. Mahmudxo‘ja Behbudiy rahbarligida 1913-yildan boshlab «Samarqand» gazetasi va «Oyina» nomli ilk o‘zbek tilidagi jurnal nashrdan chiqib boshlaydi.

Mahmudxo‘ja Behbudiy o‘z otasi sharafiga bag‘ishlab «Behbudiya» deb nomlangan kutubxona ham tashkil qilgan edi.

Afsuski, Mahmudxo‘ja Behbudiy o‘zining ilg‘or fikrlari uchun ta‘qibga uchradi. 1919-yilda Buxoro amiri amaldorlari tomonidan qamoqqa olinadi. Unga nisbatan bolsheviklar ayg‘oqchisi degan ayblov qo‘yildi va qatl etiladi.

Turkistondagi taraqqiyparvar ziyolilar erishgan yutuqlardan eng muhimlaridan biri bu mavjud tuzum mafkurasidan holi bo‘lgan xalq ta‘lim tizimi yaratilishi bo‘ldi.

Jadidchilik harakati, shu vaqtgacha Islom dunyosida sira ham ko‘rinmagan ilg‘or va tezkor o‘qitish-savtiya (tovush) usuliga asoslangan jadid maktablari tashkil topishidan boshlandi. Bu maktablarda bolalar bir yilda savod chiqarib, mukammal o‘qish va yozishni o‘zlashtiradi.

Jadid maktabida diniy va dunyoviy ta‘lim-tarbiya hamda ilm o‘zaro uyg‘unlashtirildi. Bolalar qulay partalarda o‘tirib, xarita va rasmlar yordamida tez savod chiqardi va diniy, dunyoviy ilmlarni o‘rgandi. Jadid maktablari to‘rt (boshlang‘ich) va yetti yillik edi.

Masalan, Munavvarqori Abdurashidxonovning yetti yillik maktabini bitirgan yoshlar dunyoviy ilmlarni, rus tilini yaxshi o'zlashtirgan holda jadid maktabida o'qituvchi, masjidlarda imom bo'lish, madrasa va hatto, xorijdagi dunyoviy oliy o'quv yurtlarida o'qish, savdo va boshqa korxonalarda kotib bo'lib ishlash malakasiga ega bo'lganlar. Bunday yetti yillik maktablar Toshkentdan tashqari, Qo'qon, Samarqand kabi yirik shaharlarda ham ochiladi³.

Jadidlar o'z faoliyatlari davomida oliy ta'limga e'tibor qaratadilar. Ular oliy ta'limning asosi bo'lgan universitetlar ham tashkil qilishga harakat qiladilar. Munavvarqori Abdurashidxonov, Abdurauf Fitrat, Mahmudxo'ja Behbudiy va jadidchilik harakati vakillari milliy dunyoviy oliy ta'lim g'oyasini asarlarid keng targ'ib qilganlar. Jadidlar tashabbusi bilan 1918-yilda O'zbekistondagi ilk oliy ta'lim dargohi-Turkiston xalq universiteti (hozirgi O'zbekiston milliy universiteti) ochiladi. Jadidlar yoshlarning chet davlatlarda ta'lim olishiga ham alohida e'tibor qaratdilar. Ularga bu ishda o'lka taqdiriga befarq bo'lmagan boy, sarmoyador kishilari yordam qo'lini cho'zdilar. Xususan, andijonlik Mirkomilboy Mirmo'minboyev o'z mablag'lari bilan bu ishga o'z hissasini qo'shadi.

1910-yilda Buxoroda «Tarbiyayi atfol» jamiyati tashkil etiladi. Bu jamiyat ko'magida ko'plab yoshlar Turkiya va Germaniyaga o'qishga yuboriladi.

Xulosa qilib shuni aytish mumkinki, jadidchilik harakatining ilg'or namoyondalari, ular tomonidan mustamlaka sharoitida bo'lishiga qaramasadan, o'lka aholisini ilm-u ziyoli qilish yo'lida olib borilgan keng ko'lamli tashabbuslar hozirgi o'sib kelayotgan har bir yosh avlod uchun matonat va jasorat namunasi bo'lmog'i lozim.

³ B.Eshov. O'zbekiston tarixi. 2-jild. Toshkent. 2015-yil.

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ОСНОВНЫЕ ФОРМЫ СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЙ И ПСИХОЛОГИЧЕСКОЙ ПОДДЕРЖКИ СЕМЕЙ ВОЕННОСЛУЖАЩИХ

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АННОТАЦИЯ

В целом следует признать, что в последние годы понимание роли и значения адаптации членов семей военнослужащих значительно возросло. Тем не менее, целый ряд вопросов в этой области разработан недостаточно, особенно в нашей Республике. Среди этих вопросов и исследуемая в диссертации тема адаптации семей военнослужащих и пути оказания психологической помощи в решении адаптационных проблем.

ABSTRACT

In general, it should be recognized that in recent years, understanding of the role and importance of the adaptation of military family members has increased significantly. However, a number of issues in this area have not been sufficiently developed, especially for our Republic. Among these issues is the topic of adaptation of families of military personnel studied in the dissertation and ways of providing psychological assistance in solving adaptation problems.

Согласно Закону Республики Узбекистан “Об оборонной доктрине Республики Узбекистан”, принятому Законодательной палатой 18 декабря 2017 года и одобренной Сенатом 20 декабря 2017 года современная военно-политическая обстановка в мире характеризуется нестабильностью, ведением военных конфликтов и вооруженных противостояний, появлением серьезных угроз и вызовов для безопасности стран и увеличением напряженности и повышением опасности возникновения глобальных войн. На этом фоне повышается актуальность к проблеме надежного и эффективного решения служебных задач, повышения боеспособности военнослужащих Вооруженных Сил Республики Узбекистан. На первый план выходят вопросы морально-психологического состояния и психологической устойчивости военнослужащих, повышения их готовности и способности к выполнению задач в любых условиях обстановки. Особую роль в этом вопросе имеет так называемый “тыл” военнослужащего, а именно семья.

По мере развития общества, образования государственности, образования цивилизаций империй, городов, у правителей появилась необходимость в создании постоянных вооруженных формирований, которые способствовали бы защите территорий, охраны ресурсов, завоевания жизненного пространства и наведения внутреннего порядка. Основу Вооружённых сил страны составляют военнослужащие.

Военнослужащие – это люди, которые целиком зависящие от материальной поддержки государства, они ограничены в возможности зарабатывать в других сферах деятельности, в связи с этим основная часть налогов уходит на поддержание вооруженных сил государства.

История войн показывает нам, что на протяжении существования цивилизаций, армия постоянно нуждалась в обучении и совершенствовании, оттачивании мастерства, что также являлась технологическим прогрессом развития общества.

К армии в целом и к людям, служившим в регулярных формированиях, на протяжении всех времен предъявлялись особые требования, в частности: физическая сила, выносливость, морально-психологическая стойкость, жесткая дисциплина, способность пожертвовать собственной жизнью, для отстаивания интересов государства и общества, выносить лишения определенных благ, доступных остальному народу.

В связи с этим образовалась прослойка общества под названием «военнослужащие», которые в мирное время занимаются совершенствованием боевой подготовки, оттачиванием навыков и умений, а по мере возникновения вооруженных конфликтов, привлекаются для их решения.

Военнослужащие – это люди, которые целиком зависящие от материальной поддержки государства, они ограничены в возможности зарабатывать в других сферах деятельности, в связи с этим основная часть налогов уходит на поддержание вооруженных сил государства.

Семьи военнослужащих являются особой категорией граждан, которые нуждаются в дополнительной социально-педагогической и психологической поддержке. Они сталкиваются с рядом проблем, связанных с отсутствием близких, переездами, постоянной необходимостью адаптироваться к новым условиям жизни, а также с военными рисками и травмами.

Одной из основных форм социально-педагогической поддержки является организация социально-бытовых услуг. Это может быть помощь в решении вопросов, связанных с трудоустройством, жильем, медицинским обслуживанием, образованием детей и т.д.

Специфика семьи для военнослужащего заключается в том, что она находится в прямой зависимости от государства и государственной политики, это означает что высокую важность государственного регулирования в сфере социальной адаптации военнослужащих и членов их семей. В изучение социального проблемы семей военнослужащих и психологической поддержки

предполагает анализ неких факторов, как «социальное положение семей военнослужащих», «воинская служба», «права и обязанности военнослужащего», «статус семьи военнослужащего».

Педагогическое обращение к проблеме социальной защищенности военнослужащих обусловлено следующими обстоятельствами:

1) потребностью обобщения и систематизации накопленного в обществе педагогического опыта и его реализации в социальной защите военнослужащих;

2) высокой значимостью и необходимостью вооружения командиров, других должностных лиц педагогической методикой организации и обеспечения социальной защиты подчиненных;

3) острой необходимостью разработки научно обоснованных рекомендаций для принятия эффективных социально-педагогических мер по поддержанию достойного уровня жизни военнослужащих и членов их семей, повышения их социального статуса и значимости профессии вооруженного защитника в государстве;

4) дальнейшим совершенствованием социально-педагогического влияния на процесс обеспечения социальной защищенности военнослужащих в частях и подразделениях;

5) поиском педагогических путей комплексного удовлетворения потребностей войсковой практики посредством координации исследований в различных науках, соединения в целое полученных выводов, формирования, развития и укрепления социально-педагогического потенциала других научных дисциплин;

6) необходимостью изучения и осмысления зарубежного опыта по обеспечению социальной защиты населения, военнослужащих и членов их семей.

Социально-педагогический аспект семьи военнослужащего отражает некоторые специфические тенденции: семьи военнослужащих характеризуются прочностью брачных отношений, высоким адаптационным потенциалом,

способностью справляться с лишениями, неустроенностью быта и поддержанием при этом более или менее стабильного психологического состояния своих членов.

Семья военнослужащего, выполняя в основном те же социальные функции, что и любая другая семья, испытывает большое влияние специфики военной службы, что находит отражение в ее социально-психологических особенностях:

- патриотическая направленность, постоянная готовность семьи военнослужащего подстраивать свою жизнь, свою судьбу под высокие требования, предъявляемые военной службой;

- необходимость постоянных приспособлений при переездах от одного к другому месту службы, который влечет за собой смену климатических, природных, социально-бытовых, экологических, трудовых, культурно-просветительских, досуговых, образовательных условий, что приводит к значительным психологическим, физическим, психическим, соматическим нагрузкам военнослужащих и их семей;

- периодический психологический дискомфорт, стрессовый и конфликтный настрой, вызываемые часто отсутствием жилья, комфортных жилищных условий, возможностью трудоустроиться членам семьи военнослужащего по профессии, отсутствие места в детских садах;

- недостаток общения военнослужащего с членами семьи, строгим регламентом времени, что негативно отражается на внутрисемейные отношения, приводит к неудовлетворенности потребностей семьи во внимании в целом, воспитании детей, заботе о семье и т.д;

- зависимость сплоченности семьи военнослужащего от уровня нравственных и морально-психологических качеств жены;

- высокая значимость для военнослужащего домашнего очага в силу того, что его профессиональная деятельность чрезвычайно напряженная, требующая максимальной самоотдачи для поддержания достаточной боеготовности, порой с большим риском для собственной жизни».

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PAM-1 AKUSTIK QURILMASIDA INGICHKA TOLALI PAXTANING SIFAT KO'RSATKICHLARINI TADQIQI

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“Paxtasanoat ilmiy markazi”AJ

ANNOTATSIYA

Ushbu maqolada “ZAMIN ANGOR CLUSTER” korxonada Termiz-208, Surxon-14, Termiz-202, Surxon-103 ingichka tolali paxta seleksiya navlaridan namunalar olinib, “Paxtasanoat ilmiy markazi”AJ dagi PAM-1 akustik qurilmasida ingichka tolali paxtaning sifat ko'rsatkichlari tahlil etilgan.

***Tayanch so'zlar:** ingichka tolali paxta, seleksiya navi, akustik qurilma, mikroneyr ko'rsatkich, namuna massasi, texnik ko'rsatkich*

STUDY OF QUALITY INDICATORS OF THIN FIBER COTTON IN PAM-1 ACOUSTIC DEVICE

ANNOTATION

In this article, in the conditions of the «ZAMIN ANGOR CLUSTER» enterprise, samples of fine-fiber cotton of the breeding varieties Termiz-208, Surkhon-14, Termiz-202, Surkhon-103 were selected and the quality of fine-fiber cotton was investigated

measured in the PAM-1 acoustic device of the «Pakhtasanoat Scientific Center» JSC the indicators were analyzed.

Keywords: *thin fiber cotton, selection grade, acoustic device, microwire indicator, sample mass, technical indicator*

KIRISH.

Paxta mahsulotlari va boshqa turdagi mahsulotlarning sifatini baholash, uning sifat ko'rsatkichlarini aniqlash va o'lchash ishlari bo'yicha olingan natijalar hamda standart va meyoriy-hujjatlarga solishtirilgandagi bahosiga asoslangan bo'ladi. Ingichka tolali paxta sifat ko'rsatkichlarini rivojlantirish, paxta tozalash korxonalarini modernizatsiyalash va texnik qayta jihozlash, ishlab chiqarish va shuningdek, ishlab chiqariladigan mahsulotlarning raqobatbardoshligini oshirish bo'yicha kompleks chora-tadbirlar amalga oshirilmoqda. Chunki ingichka tolali paxta va uning mahsulotlariga bo'lgan talab doimo ortib borishi paxtachilik sanoatida zamonaviy texnika va texnologiyalardan foydalanish hamda ulardan sifatli mahsulot olish kerak ekanligini ko'rsatmoqda[1].

Mahsulot sifatini baholashda natijaning qanchalik to'g'ri va haqiqatga yaqin bo'lishi ham katta ahamiyatga egadir. Sifat ko'rsatkichini aniqlashda odatda oddiy standart sinash usuli ishlatiladi. O'lchashning xatoligi 5 foizdan oshmaydigan maxsus asbob-uskunalar yordamida bajariladi. Sinov ishlarini olib borishdan oldin namuna belgilangan sharoitdasaqlanishi lozim. Bunda boshlang'ich ko'rsatkichlarini belgilash katta ahamiyatga egadir. Boshlang'ich ko'rsatkichlar o'z navbatida to'g'ri yoki notog'ri, ahamiyatli yoki ahamiyatsiz bo'lishi mumkin.

ADABIYOTLAR TAHLILI VA METODOLOGIYA.

Tekshirish orqali aniqlangan o'lchashlar mahsulot sifat darajasini birlashtirgan ko'rsatkichlar bilan taqqoslanadi[2].

Tadqiqot ishlari Surxondaryo viloyatidagi “ZAMIN ANGOR CLUSTER” korxonasidan olingan ingichka tolali paxta navlari “Paxtasanoat ilmiy markazi” AJda olib borildi. Uning uchun Respublikamizda 2022-2023 yillarda yetishtirilgan jumladan, Termiz-208, Surxon-14, Termiz-202, Surxon-103 seleksiya navlari olinib, tolalarining sifat ko‘rsatkichlari PAM-1 akustik qurilmasida tajribalar o‘tkazildi.

Ingichka tolali paxta sifat ko‘rsatkichlarini aniqlash uchun PAM-1 akustik qurilmasidan foydalanildi.



1-rasm.PAM-1.Akustik qurilmasi

Namuna (tola) orqali o‘tadigan tovush to‘lqinlari ichiga o‘rnatilgan mikrofon yordamida elektr signaliga aylanadi. Signalning kattaligi tovush tebranishlarining bosim amplitudasiga proporsionaldir. Chiqish signalining kattaligi o‘lchov va ko‘rsatkich birligi bilan o‘lchanadi[3].

Qurilmaning texnik ko'rsatkichlari:

- namuna massasi (tola uchun) 8,00 g
- o'lchash kamerasi ko'rsatkichlari:
- ichki diametr 40 mm
- Ishchi kameraning balandligi 30 mm
- mikroneyrni o'lchash diapazoni 2,5 dan 6 mic gacha.

Paxta tolasining sifat ko'rsatkichlarini aniqlashdan oldin namunalar GOST ISO 139-2014 hamda GOST 10681-75 standartiga muvofiq klimatik sharoitda saqlab turildi va sinovlar o'tkazildi[4].

NATIJALAR

Olingan namunalarni PAM-1 akustik qurilmasining 30 mm uzunlikdagi ishchi kamerasidagi balandligi 150 mm bo'lgan silindir ichiga solinib, qurilmadagi Start tugmasini bosiladi. Sinov 30 sekund davom etadi hamda natijalar akustik qurilma monitoriga chiqadi.

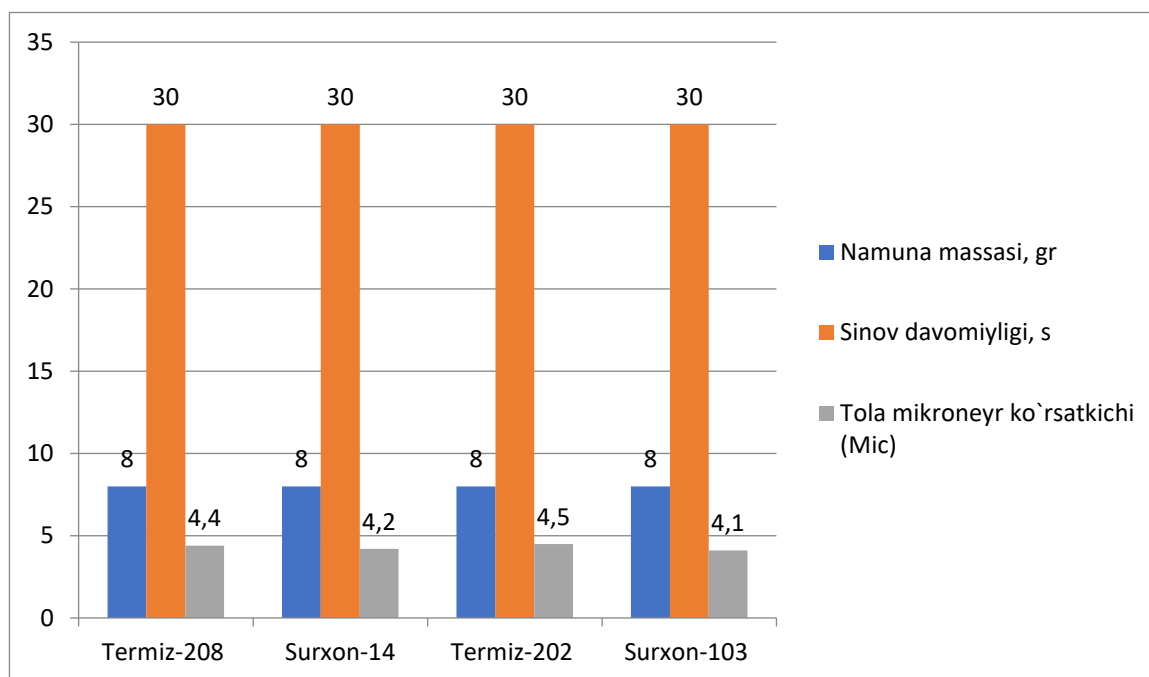
Tanlab olingan namunalar PAM-1 akustik qurilmasi 10 marotaba sinovdan o'tkazildi hamda o'rtacha qiymatlar ko'rsatgichi olinib quyidagi jadvalda keltirilgan (tola uchun):

1-jadval

№	Seleksiya navi	Namuna massasi, gr	Sinov davomiyligi, s	Tola mikroneyr ko'rsatkichi (Mic)
1	Termiz-208	8	30	4,4
2	Surxon-14	8	30	4,2
3	Termiz-202	8	30	4,5
4	Surxon-103	8	30	4,1

MUHOKAMA

Olingan natijalarni quyidagi gistogrammaga joylashtiramiz.



1.1-rasm PAM-1 akustik qurilmasida olingan ko'rsatkichlar

Olingan ko'rsatkichlarni O'zDst 604:2016 standarti bo'yicha taqqoslaganimizda Termiz-202, Termiz-208 ingichka tolali paxta navi 1b tipiga, Surxon-14, Surxon-103 ingichka tolali paxta navi esa 2 tipga mos keldi. Umumiy ko'rsatkichlar bir biriga juda yaqin ekanligini yuqorida keltirilgan gistogramma orqali ko'rishimiz mumkin. Olingan natijalar shuni ko'rsatdiki, tola mikroneyr ko'rsatkichi nisbiy hatoligi 4,6% dan oshmadi[5].

XULOSA

Xulosa qilib aytganda, olingan ko'rsatkichlardan ko'rinib turibdiki mikroneyr ko'rsatkichi bo'yicha Termiz-202 ingichka tolali paxta navi sifat ko'rsatkishlari boshqa seleksiya navlari ko'ra yuqori ekanligi aniqlandi. Termiz-202 seleksiya navini boshqa xududlarga ham ekish hamda ishlab chiqarish korxonalariga ham tavsiya etiladi.

FOYDALANILGAN ADABIYOTLAR

Kitoblar

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**AMMOFOST ISHLAB CHIQRISH CHIQINDISI (FOSFOGIPS) DAN
FOYDALANISHNING SAMARALI TEXNOLOGIYASINI
QIYOSIY O‘RGANISH**

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ANNOTATSIYA

Ushbu ilmiy maqola hozirgi zamon ishlab chiqarish sanoati xomashyo va energiya resurslaridan unumli foydalanish, mahalliy xom ashyolardan hamda ikkilamchi xomashyolardan sifatli qurilish materiallari olish kabi masalalarni yechish zaruriyati mavjudligidan iboratdir. Shu sababli bu ilmiy maqolada Sementni ishlab chiqishga fosfogipsdan kompleks foydalanishning samarali texnologiyasi o‘rganib chiqildi. Hozirgi davrda mamlakatimizda qurilish ishlari hajmi kundan –kunga ortib bormoqda, bu esa qurilish materialini bo‘lmish sementga bo‘lgan talabni ortib borishiga sabab bo‘lmoqda.

Ka‘lit so‘zlar: Sement, “Ohangaronsement” AJ, “Bekobodsement” AJ, ishlab chiqarish chiqindisi, fosfor kislotasi.

ABSTRACT

This scientific article is based on the fact that modern production industry needs to solve issues such as efficient use of raw materials and energy resources, obtaining quality construction materials from local raw materials and secondary raw materials.

Key words: *cement, “ohangaroncement” AJ, “Bekobodcement” AJ, production waste, phosphoric acid.*

Kirish

Markaziy Osiyoda, jumladan, O‘zbekistonda sement sanoati vujudga kelishining o‘ziga xos tarixi bor.

1926-yilning iyunida Bekobod sement zavodi O‘rta Osiyoda birinchi bo‘lib sement ishlab chiqara boshladi.

Korxonada dastlabki uch yil davomida portlandsement ishlab chiqarishni o‘zlashtirib, yiliga 28 ming tonnadan mahsulot berdi. O‘sha kezlarda zamonaviy hisoblangan bu zavod soatiga 4 tonna klinker ishlab chiqaradigan bitta 45 metrli aylanma pechga ega edi. Unda xomashyo va klinkerni tuyuvchi shar tegirmonlar va 1000 kVt quvvatli elektrostansiya bor edi.

1936-1937-yillardagi birinchi rekonstruksiya so‘ng Bekobod zavodi yiliga 155000 tonna mahsulot bera boshladi. Zavod 1959-yili qayta rekonstruksiya qilinib, ancha kengaytirildi. Ikkita 118 metrli aylanma pech o‘rnatildi. 1961-yili yana bitta 150 metrli pech ishga tushirildi. Natijada zavodning yillik quvvati 720000 tonnaga yetdi. Endilikda zavod texnologiyasi uzluksiz takomillashib, ulkan korxonaga aylandi. 1970-yili korxonada quvvati 800000 tonnani tashkil etgan bo‘lsa, 1990-yil oxiriga borib sement ishlab chiqarish 1 million tonnaga yaqinlashdi.

O‘zbekiston sementchilari olimlar bilan hamkorlikda ish olib borib, uysozlik zavodlariga tez qotadigan, irrigatsiya inshootlari uchun sulfatga chidamli sement, neft va gaz quduqlari uchun tamponaj, yo‘l qurilishi hamda pardoqlash ishlariga oq rangli sement hamda boshqa xil sementlar ishlab chiqarishni o‘zlashtirdilar. Korxonalaridagi mavjud imkoniyatlardan to‘liq foydalanish, yangi xomashyo manbalarini so‘nggi texnologiya chizmalari asosida qo‘llash loyihalari yaratilmoqda. Ohangaron kaolini, aluniti, Olmaliq, Samarqand ammos fosfat zavodlarining chiqindisi - fosfogips va boshqa mineral xomashyolarni kompleks qayta ishlash natijasida qo‘shimcha ko‘plab sement tayyorlash imkoniyatlari mavjuddir.

Adabiyotlar tahlili va metodologiya. «Yujgiprosement» instituti loyihasi (Ukraina Respublikasi) asosida qad ko'targan Navoiy sement zavodi ko'p jihatlariga ko'ra odatdagi korxonalaridan farq qiladi. U O'rta Osiyoda birinchi marotaba «quruq usul» deb ataladigan texnologiya asosida ishlaydi. Bunda xomashyoni kuydirish uchun sarflanadigan yonilg'ining 30-35 % i tejaladi. Bu usul bilan olib boriladigan ish jarayonida ko'p chang ajralib chiqqanligi uchun uzoq vaqt qo'llanilmay kelindi. Haqiqatan ham sement changi uzoq masofadagi havoni ifloslantirib, atrof-muhitga ma'lum darajada zarar keltirar edi. Yangi korxonada xomashyoni kuydirishga tayyorlovchi ulkan (balandligi 20 qavatli binoga teng) siklonli issiq almashtirgichlar o'rnatilgan. Ular qo'shimcha chang tozalash moslamalari bilan birgalikda havoni ham tozalaydi.

Xomashyoni kondan uzatish, uni dozalash, pishirish, tuyish, texnologik rejimlarning to'g'ri ishlashini ta'minlash kabi jarayonlar programmali boshqaruvchi va avtomatik tuzilmali elektron hisoblash mashinalari yordamida kuzatib turiladi. Hozirgi vaqtda ishlab turgan pechlarga siklonli issiqlik almashtirgichlar o'rnatilsa, ish unumi 20-25% ga ortadi, yonilg'i sarfi 30-35%, shuningdek, mablag' va metall sarfi sezilarli darajada kamayadi.

Hozirgi vaqtda mamlakatimizda sementni «quruq» usulda ishlab chiqarish tayyorlanayotgan jami mahsulotning 50 foizini tashkil etsa, ayni vaqtda bir qator xorijiy mamlakatlarda mazkur usul yetakchi hisoblanadi. Jumladan, bu usul salmog'i Germaniyada 90%, Yaponiyada 78%, Vengriyada 55%, Bolgariyada 45%, AQSH da 42% ni tashkil etadi. Respublikamiz korxonalarida sement tayyorlashning bunday usulini joriy etish, so'zsiz katta iqtisodiy samara beradi.

Natijalar va muhokama. Sementni ishlab chiqishga fosfogipsdan kompleks foydalanish. Sement sanoatida sementni ushlab qolish muddati regulyatori sifatida yiliga 250-300 ming tonna miqdorida ishlab chiqariladigan tabiiy gips toshidan foydalaniladi. Tabiiy gipsni qazib chiqarish va yanchish mehnattalab ish va ma'lum mablag'larni talab etadi.

Fosfogips sement ishlab chiqarishda unga qo‘shimchalarni –8-15% namlikkaga namlashtirilgan sanoat chiqindilarini qo‘shish, aralashtirish va bir hafta mobaynida saqlash orqali modifikatsiyalashtiriladi. Bir hafta saqlangan massani sementni aralashtirish jarayonida uni ushlab qolish muddatini regulyatorlash uchun qo‘shimcha sifatida foydalanish mumkin. Shuni qayd etish lozimki, modifikatsiyalash uchun fosfogips 6-15% tabiiy namlikka ega bo‘lishi kerak.

Taklif etilayotgan texnologiya sodda bo‘lib, murakkab va qimmatbaho qurilmalarni talab etmaydi, chiqindi shaklidagi sement changi chiqishini kamayishiga yordam beradi. Bundan tashqari, tabiiy gipsni yanchish va maydalash jarayonlarining qisqarishi tufayli elektr energiyasi tejaladi.

Modifikatsiyalangan fosfogipsdan sementni ushlab qolish muddatining regulyatori sifatida foydalanish orqali 10% gacha yuqori aktivlikka ega “400” va “500” markali sementni ishlab chiqishni tashkil etish imkonini beradi

“Ohangarontsement” AJ va “Bekobodtsement” AJ uchun yiliga 150 ming tonna hajmda modifikatsiyalangan sement talab etiladi, “Qizilqumtsement” OAJ va “Quvasoytsement” AJ uchun esa yiliga talab 150-170 ming tonnani tashkil etadi.

Mazkur ishning maqsadi fodifikatsiyalangan fosfogips ishlab chiqarishning ilmiy asoslangan texnologiyasini va sement ishlab chiqarishda fosfogipsdan foydalanish texnologiyasini ishlab chiqish hamda uni Ohangaron sement zavodida joriy etishdan iborat.

Sement ishlab chiqarishda fosfogipsdan foydalanish bo‘yicha avval taklif etilgan usullar qo‘shimchalardan foydalangan holda fosfogipsni modifikatsiyalashni ko‘zda tutmaydi. Fosfogipsning tarkibida bog‘lanmagan fosfor kislotasi mavjud va u kislotali muhitga ega, bu esa sement sifatini yomonlashtiradi. Shuning uchun undan foydalanilmaydi.

Fosfogipsni modifikatsiyalash texnologiyasi va undan sement ishlab chiqarishda foydalanish bo‘yicha taklifga respublika idorasidan patenti olingan. Taklif etilgan usul yiriklashtirilgan laboratoriya sharoitida sinovdan o‘tkazilgan.

Sement zavodlarida fosfogipsdan foydalanish bo'yicha taklif etilgan usulni qo'llash fosfor o'g'itlari zavodlari atrofidagi (Olmaliq va Samarqand shaharlari) ekologik muammoni hal etish, shuningdek sement changini utilizatsiya va kamaytirish orqali sement zavodlari atrofidagi ekologik holatni yaxshilash imkonini beradi.

Amalga oshirilgan ishlar natijasida. - Fosfogipsni modifikatsiyalashning optimal texnologik ko'rsatkichlari aniqlandi, sement ishlab chiqarishda undan foydalanishning texnologik jadvali ishlab chiqildi. - "Ohangarontsement" AJda yiliga 100 ming tonna atrofida fosfogipsdan foydalanish, keyinchalik esa "Bekobodtsement" AJ, "Qizilqumtsement" OAJda va "Quvasoy" AJ da 150-200 ming tonnadan ortiq miqdorda foydalanish bo'yicha kerakli ilmiy-texnikaviy hujjat tayyorlandi. Olmaliq, Samarqand, Ohangaron xududlarida ekologik holat yaxshilanadi. Shu o'rinda Olmaliqda joylashgan "Ammofos maksam" korxonasi tomonidan chiqarilayotgan chiqindi mahsulot "Fosfogips" ning kimyoviy tarkibi o'rganilib chiqildi. (1-jadvalda). "Olmaliq fosfogipsining kimyoviy tarkibi"

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FUNKTSIYANIŃ SHARTSIZ EKSTREMUMIN KVAZINYUTON USILINDA TABIW

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ANNOTATSIYA

Kóp ózgeriwshili funktsiyanıń shártsiz ekstremumın tabıwğa arnalğan kvazinyuton usılınıń basqa usullardan ózgesheligi kórsetilgen ham onı ámelde qollanılıw jolı misaldı sheshiwde qollanılğan.

ANNOTATSIYA

Ko‘p o‘zgaruvchili funktsiyaning shartsiz ekstremumini topishga bag‘ishlangan kvazinyuton usulining boshqa usullardan xossasi yoritilgan va uni amalda qo‘llanilish yo‘li misolni yechishda qollanilgan.

АННОТАЦИЯ

Нахождению безусловного экстремума многомерной функции по сравнению с другими методами используется и метод квазиньютонов, приведены особенности из других методов и способ его применения на практике используя при решении примера.

ABSTRACT

To find the unconditional extremum of a multidimensional function in comparison with other methods, the quasi-Newton method is also used, features from other methods and a method of its application in practice are given using the example solution.

Nyuton usılın qollanıw ushin $f(x)$ funktsiyasınıń Gesse matritsasın tawıp, og‘an kerı matritsanı anıqlaw kerek boladı. Ko‘pshilik jag‘daylarda minimum noqatı izlenip atırǵan $f(x)$ funktsiyasınıń Gesse matritsası belgisiz bolıwı, ya onı esaplaw usılı qıyınshılıqlar menen baylanıslı bolıwı yamasa ol sanlı usıllardı qollanıw arqalı tabılıwı mu‘mkin. Bunnan tısqarı, $n \times n$ o‘lshemli Gesse matritsasına kerı matritsanı esaplag‘anda orınlanatug‘ın ko‘beytiw a‘melinin‘ sanı n^3 qa proporsional boladı. Bul n nin‘ salıstırmalı u‘lken bolmag‘an ma‘nislerinde a‘dewir u‘lken shama boladı.

Nyuton usılınıń ko‘rsetilgen kemshiliklerinen qutılıw ushin iteratsiyalıq protsesstin‘ barısında Gesse matritsasın ha‘m og‘an kerı matritsanı jasaw talap etilmeytug‘ın, al olardı juwıqlastırıw iske asırilatug‘ın, onın‘ bir neshe o‘zgeretilgen tu‘rleri islenip shıǵılg‘an. Bul iteratsiyalıq protsesstin‘ ha‘r bir adımında orınlanatug‘ın arifmetikalıq a‘mellerdin‘ sanın a‘dewir azaytıwǵa mwmkinshilik beredi. Sha‘rtsız ekstremum ma‘selelerin sheshiwidin‘ bunday usılları *kvazinyutonlıq yamasa o‘zgermeli o‘lshemler usılları dep ataladı* (“kvazi” qosımtası latınnın“ “quasi” degen so‘zinen alıng‘an bolıp, bizin‘she “day”, “dey”, “tay”, “tey”, sıyaqlı, tap, uqsap qosımtalarına sa‘ykes keledi). Belgili kvazinyuton usıllarının‘ ko‘pshiligi, $f(x)$ funktsiyası Nyuton usılında ko‘rsetilgen qa‘siyetlerge iye bolg‘anda, sızıqlıdan joqarı tezlik penen lokal jıynaqlı bolatug‘ını da‘lillengen [1,2,3].

Endi geypara kvazinyuton usıllarının‘ esaplaw algoritmleri menen tanısamız. Meyli $f(x)$ eki ret u‘zliksiz differentsiallanatug‘ın funktsiya bolsın. Sonda mına iteratsiyalıq usıldı qaraymız:

$$x^{(k+1)} = x^{(k)} + \alpha_k h^{(k)}, \quad h^{(k)} = -H_k f'(x^{(k)}) \quad (1)$$

Bundag‘ı H_k matritsasın, ol bazı bir ma‘niste $(f''(x^{(k)}))^{-1}$ matritsasın juwıqlastırǵanday etip saylap alamız. Bunın‘ ushin

$$f'(x^{(k)}) - f'(x^{(k+1)}) = f''(x^{(k+1)})(x^{(k)} - x^*) + 0(\|x^{(k)} - x^{(k+1)}\|)$$

ten‘liginde $f''(x^{(k+1)})$ aynımag‘an matritsa dep uyg‘arıp, $\|x^{(k)} - x^{(k+1)}\|$ shaması menen salıstırǵanda a‘dewir joqarı ta‘rtipli kishi ag‘zalarg‘a shekemgi da‘llik penen

$$(f''(x^{(k+1)}))^{-1} (f'(x^{(k+1)}) - f'(x^{(k)})) \approx x^{(k+1)} - x^{(k)} \quad (2)$$

juwıq ten'ligin jazıwg'a boladı. Egerde bunda

$$f(x) = \frac{1}{2}(Ax, x) + (b, x) \quad (3)$$

ko'rinisindegi kvadratlıq funksiya ha'm A -simmetriyalı on' anıqlang'an matritsa bolsa, onda $f'(x) = Ax + b$, $f''(x) = A$ boladı. Bul jag'dayda (2) juwıq ten'ligi mına da'l ten'ligine aylanadı:

$$(f''(x^{(k+1)}))^{-1} \Delta y^{(k)} = \Delta x^{(k)},$$

$$\Delta x^{(k)} = x^{(k+1)} - x^{(k)}, \quad \Delta y^{(k)} = f'(x^{(k+1)}) - f'(x^{(k)})$$

Sonlıqtan $(f''(x^{(k)}))^{-1}$ matritsasın juwıqlastırıştı H_{k+1} matritsası ushın

$$H_{k+1} \Delta y^{(k)} = \Delta x^{(k)} \quad (4)$$

sha'rtinin' orınlanıwın talap etiw ta'biyg'ıy na'rse boladı. Bul sha'rt *kvazinyutonlıq sha'rt dep ataladı*. Ol $(f'')^{-1}$ matritsasın juwıqlastırıwdın' ko'plegen usıllarının' tiykarında jatadı. Ha'r bir adımında (3) kvazinyutonlıq sha'rtleri orınlanatug'ın, *sha'rtsiz ekstremum ma'selelerin sheshiw usılları da kvazinyutonlıq usıllar dep ataladı*.

Meyli iteratsiyalıq usıldın' bir adımınan ekinshisine o'tkende $(f'')^{-1}$ matritsasın juwıqlastıratug'ın matritsa

$$H_{k+1} = H_k + \Delta H_k \quad (5)$$

formulası menen anıqlanatug'ın bolsın. Bunday qosımsha ΔH_k matritsasın (4)-sharti orınlang'anday etip saylap aladı. Bunın' ushın (4)-ni to'mendegi ko'riniste jazadı:

$$\Delta H_k \Delta y^{(k)} = \Delta x^{(k)} - H_k \Delta y^{(k)}$$

Bul ten'likti

$$\Delta H_k = \frac{1}{(z^{(k)}, \Delta y^{(k)})} (\Delta x^{(k)} - H_k \Delta y^{(k)}) \cdot z^{(k)} \quad (6)$$

formulası menen anıqlang'an, rangi 1 ge ten' matritsa qanaatlandıradı. Bunda $z^{(k)}, (z^{(k)}, \Delta y^{(k)}) \neq 0$ sha'rtin qanaatlandıratug'ın, qa'legen vektor. Bul jerde ha'm paragraftın' aqırına shekem $u = (u_1, u_2, \dots, u_m)$, $v = (v_1, v_2, \dots, v_n)$ vektorları ushın

$$u \cdot v = \begin{bmatrix} u_1 v_1 & u_1 v_2 & \dots & u_1 v_n \\ u_2 v_1 & u_2 v_2 & \dots & u_2 v_n \\ - & - & - & - \\ u_m v_1 & u_m v_2 & \dots & u_m v_n \end{bmatrix}$$

belgilewi paydalanıladı.

Sonda $z^{(k)} = \Delta x^{(k)} - H_k \Delta y^{(k)}$ dep alıp ha'm (6) da $(\Delta x^{(k)} - H_k \Delta y^{(k)}, \Delta y^{(k)}) \neq 0$ dep uyg'arıp, (5) ni to'mendegishe jazıwg'a boladı:

$$H_{k+1} = H_k + \frac{(\Delta x^{(k)} - H_k \Delta y^{(k)}) \cdot (\Delta x^{(k)} - H_k \Delta y^{(k)})}{(\Delta x^{(k)} - H_k \Delta y^{(k)}, \Delta y^{(k)})} \quad (7)$$

Ko'binese, (3) sha'rtin qanaatlantıratug'in mına formulalardan da paydalanadı:

$$H_{k+1} = H_k + \frac{\Delta x^{(k)} \cdot \Delta x^{(k)}}{(\Delta x^{(k)}, \Delta y^{(k)})} - \frac{H_k (\Delta y^{(k)} \cdot \Delta y^{(k)}) H_k}{(H_k \Delta y^{(k)}, \Delta y^{(k)})}, \quad (8)$$

$$H_{k+1} = H_k + \left[1 + \frac{(H_k \Delta y^{(k)}, \Delta y^{(k)})}{(\Delta x^{(k)}, \Delta y^{(k)})} \right] \frac{\Delta x^{(k)} \cdot \Delta x^{(k)}}{(\Delta x^{(k)}, \Delta y^{(k)})} - \frac{(\Delta x^{(k)} \cdot \Delta y^{(k)}) H_k}{(\Delta x^{(k)}, \Delta y^{(k)})} - \frac{H_k (\Delta y^{(k)} \cdot \Delta x^{(k)})}{(\Delta x^{(k)}, \Delta y^{(k)})} \quad (9)$$

Bul (7), (8), (9) formulalarınan paydalang'anda baslang'ish H_0 matritsası esabında qa'legen on' anıqlang'an simmetriyalı matritsanı alıwg'a boladı. İs ju'zinde H_0 matritsası esabında ko'binese birlik matritsanı aladı.

Kvazinyutonlıq usıllarda adımnın' uzınlıg'ı ko'pshilik jag'daylarda, berilgen to'men tu'siw bag'ıtının' u'stinde

$$f(x^{(k)} + \alpha_k h^{(k)}) = \min_{\alpha \geq 0} f(x^{(k)} + \alpha h^{(k)}) \quad (10)$$

ma'selesinin' sheshimi esabında anıqlanadı. Ayırım jag'daylardı adımnın' uzınlıg'ın saylap alıwdın' basqa usıllarınan da paydalanadı. Ma'selen, Nyuton usılındag'ı sıyaqlı $\alpha_k = 1$ dep aladı yamasa α_k nin' ma'nisi adımdı maydalaw arqalı anıqlanadı ((4.6) formulasına qaran').

Dara jag'dayda (3) kvadratlıq funktsiyası ushın (1), (7)-(9),(10) u'sh usılı da qa'legen $x^{(0)} \in E^n$ baslang'ish juwıqlasıwınan birdey $x^{(1)}, x^{(2)}, \dots, x^{(n)}$ noqatlar izbe-izligine alıp keledi. Sonın' menen birge, $H_n = (f''(x^{(n)}))^{-1} = A^{-1}$, $x^{(n)} = x^* = -A^{-1}b = \arg \min_{x \in E^n} f(x)$

ten'likleri orınlanadı, yag'nıy kvazinyutonlıq usıllar kvadratlıq funksiyanın' minimumın n adımda tabıwg'a mu'mkinshilik beredi.

Kvadratlıq emes funksiya ushın bunday jag'daylar durıs bola bermeydi.

Biraqta, bazı bir uyg'arıwlarda $k \rightarrow \infty$ ke umtılg'anda

$$H_k - (f''(x^{(k)}))^{-1} \rightarrow 0, \quad x^{(k)} \rightarrow x^*$$

umtılatug'ının ha'm jıynaqlılıq tezligi sıızılıdan joqarı bolatug'ının ko'rsetiwge boladı [12,21,23]. Ma'selen, egerde $f(x)$ E^n ken'isliginde eki ret u'zliksiz differentsiallanatug'ın, qatan' oyıs funksiya bolsa, onda qa'legen $x^{(0)} \in E^n$ baslang'ısh juwıqlasıwında (1), (8), (10) formulaları menen anıqlang'an $\{x^{(k)}\}$ noqatlar izbe-izligi x^* minimum noqatına jıynaqlı boladı. Al, egerde $f(x) \leq f(x^{(0)})$ ten'sizligin qanaatlandırıtug'ın barlıq x lar ushın

$$\left| \frac{\partial^2 f(x)}{\partial x_i \partial x_j} - \frac{\partial^2 f(x^*)}{\partial x_i \partial x_j} \right| \leq M \|x - x^*\|, \quad i, j = 1, 2, \dots, n$$

ten'sizlikleri orınlı bolsa, onda $\{x^{(k)}\}$ noqatlar izbe-izligi x^* noqatına sıızılıdan joqarı tezlik penen jıynaqlı boladı [4].

Kvazinyutonlıq usıllardıń o'zgermeli o'lshepler usılı dep te atalıwının' ma'nisi minada. Qa'legen simmetriyalı ha'm on' anıqlang'an H_k matritsası $(u, v)_k = (H_k u, v)$ skalyar ko'beymesin ha'm onın' menen baylanısqań o'lshemdi anıqlaydı. Haqıyqatında da, $f(x^{(k)} + \Delta x^{(k)}) - f(x^{(k)})$ o'siminin' sıızılı u'lesi

$$(f'(x^{(k)}), \Delta x^{(k)}) = (H_k H_k^{-1} f'(x^{(k)}), \Delta x^{(k)}) = (H_k^{-1} f'(x^{(k)}), \Delta x^{(k)})_k$$
 ko'rinisine iye boladı. Sonlıqtan,

$H_k^{-1} f'(x^{(k)})$ vektorın $(\cdot)_k$ skalyar ko'beymeli ken'isliktin' $x^{(k)}$ noqatındag'ı $f(x)$ funksiyanın' gradienti dep esaplawg'a boladı. Solay etip, (1) usılı gradientlik usıldın' o'zgermeli o'lshepli ken'islik ushın ulıwmalastırılıwı boladı.

Kvazinyutonlıq usıllar sha'rtsiz optimizatsiyalaw ma'selelerin sheshiwidin' na'tiyjeli usılları boladı. Olar jetkilikli joqarı jıynaqlılıq tezligine iye bolıp, esaplaw algoritmlerin iske asırg'anda funksiyanın' ekinshi ta'rtpi darı tuwındılarınan du'zilgen Gesse matritsasın ha'm og'an kerı matritsanı anıqlaw sıyaqlı u'lken ko'lemdegi esaplaw jumısların orınlawdı talap etetug'ın quramalı ma'seleler

sheshilmeydi. Biraqta bul usıllar mınaday kemshilikke iye: ken'isliktin' o'lishemi n u'lken bolg'anda iteratsiyalıq protsesstin' ha'r bir adımında H_k matritsaların esaplaw ha'm saqlaw EEM nin' yadının' ko'lemine joqarı talaplar qoyadı.

Mısal. To'mendegi kvadratlıq funksiyanın' minimum noqatın kvazinyutonlıq usıl menen tabın':

$$f(x_1, x_2) = 4x_1^2 + 3x_2^2 - 4x_1x_2 + x_1$$

Sheshiliwi. Ma'selenin' sheshimine $x^{(0)} = (0,0)'$ baslang'ısh juwıqlasıwın alıp, kvazinyutonlıq usıldı qollanıw ushın to'mendegi esaplawlardı orınlaymız:

$$f'(x) = (8x_1 - 4x_2 + 1; 6x_2 - 4x_1), \quad f'(x^{(0)}) = (1,0)', \quad f(x^{(0)}) = f(0,0) = 0$$

$$1\text{-adımı. a)} \quad h^{(0)} = -f'(x^{(0)}) = -f'(0,0) = (-1,0)';$$

$$x^{(1)} = x^{(0)} - \alpha \cdot f'(x^{(0)}) = \begin{pmatrix} 0 \\ 0 \end{pmatrix} - \alpha \cdot \begin{pmatrix} 1 \\ 0 \end{pmatrix} = \begin{pmatrix} -\alpha \\ 0 \end{pmatrix};$$

$$\varphi_0(\alpha) = 4(-\alpha)^2 + (-\alpha) = 4\alpha^2 - \alpha,$$

$$\varphi_0'(\alpha) = 8\alpha - 1 = 0, \quad \alpha = \alpha_0 = 1/8;$$

$$x^{(1)} = (-1/8, 0)';$$

$$f'(x^{(1)}) = (0, 1/2)';$$

$$b) \quad k=1 \text{ bolg'anda } H_1 = H_0 + \Delta H_0, \quad H_0 = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} = E \text{ - birlik matritsa};$$

v) ΔH_0 ha'm H_1 matritsaların anıqlaw ushın (8) formulasınan paydalanamız.

Bunun' ushın da'slep to'mendegi shamalardı esaplaymız:

$$\Delta x^{(0)} = x^{(1)} - x^{(0)} = \begin{pmatrix} -1/8 \\ 0 \end{pmatrix} - \begin{pmatrix} 0 \\ 0 \end{pmatrix} = \begin{pmatrix} -1/8 \\ 0 \end{pmatrix} = (-1/8, 0)';$$

$$\Delta y^{(0)} = f'(x^{(1)}) - f'(x^{(0)}) = \begin{pmatrix} 0 \\ 1/2 \end{pmatrix} - \begin{pmatrix} 1 \\ 0 \end{pmatrix} = \begin{pmatrix} -1 \\ 1/2 \end{pmatrix} = (-1, 1/2)';$$

$$\Delta x^{(0)} \cdot \Delta x^{(0)} = \begin{bmatrix} 1/64 & 0 \\ 0 & 0 \end{bmatrix}; \quad \Delta y^{(0)} \cdot \Delta y^{(0)} = \begin{bmatrix} 1 & -1/2 \\ -1/2 & 1/4 \end{bmatrix};$$

$$(\Delta x^{(0)}, \Delta y^{(0)}) = 1/8; \quad \frac{\Delta x^{(0)} \cdot \Delta x^{(0)}}{(\Delta x^{(0)}, \Delta y^{(0)})} = 8 \begin{bmatrix} 1/64 & 0 \\ 0 & 0 \end{bmatrix} = \begin{bmatrix} 1/8 & 0 \\ 0 & 0 \end{bmatrix};$$

$$H_0 \Delta y^{(0)} = (-1, 1/2)', \quad (H_0 \Delta y^{(0)}, \Delta y^{(0)}) = 5/4;$$

$$H_0(\Delta y^{(0)} \cdot \Delta y^{(0)})H_0 = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} \cdot \begin{bmatrix} 1 & -1/2 \\ -1/2 & 1/4 \end{bmatrix} \cdot \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} = \begin{bmatrix} 1 & -1/2 \\ -1/2 & 1/4 \end{bmatrix};$$

$$\frac{H_0(\Delta y^{(0)} \cdot \Delta y^{(0)})H_0}{(H_0 \Delta y^{(0)}, \Delta y^{(0)})} = \frac{4}{5} \begin{bmatrix} 1 & -1/2 \\ -1/2 & 1/4 \end{bmatrix} = \begin{bmatrix} 4/5 & -2/5 \\ -2/5 & 1/5 \end{bmatrix};$$

$$H_1 = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix} + \begin{bmatrix} 1/8 & 0 \\ 0 & 0 \end{bmatrix} - \begin{bmatrix} 4/5 & -2/5 \\ -2/5 & 1/5 \end{bmatrix} = \begin{bmatrix} 13/40 & 2/5 \\ 2/5 & 4/5 \end{bmatrix}$$

g) H_1 matritsasının' duris tabilg'anlıg'ına iseniw ushın (4) kvazinyutonlıq sha'rtinin' orınlanıwın ko'remiz:

$$H_1 \Delta y^{(0)} = \begin{bmatrix} 13/40 & 2/5 \\ 2/5 & 4/5 \end{bmatrix} \begin{bmatrix} -1 \\ 1/2 \end{bmatrix} = \begin{bmatrix} -1/8 \\ 0 \end{bmatrix}$$

Demek, $H_1 \Delta y^{(0)} = \Delta x^{(0)} = (-1/8, 0)'$, yag'niy kvazinyutonlıq sha'rti orınlandı.

$$2\text{-adımı. a) } H_1 f'(x^{(1)}) = \begin{bmatrix} 13/40 & 2/5 \\ 2/5 & 4/5 \end{bmatrix} \begin{bmatrix} 0 \\ 1/2 \end{bmatrix} = \begin{bmatrix} 1/5 \\ 2/5 \end{bmatrix};$$

$$b) x^{(2)} = x^{(1)} - \alpha \cdot H_1 f'(x^{(1)}) = \begin{pmatrix} -1/8 \\ 0 \end{pmatrix} - \alpha \cdot \begin{pmatrix} 1/5 \\ 2/5 \end{pmatrix} = \begin{pmatrix} -1/8 - 1/5 \alpha \\ -2/5 \alpha \end{pmatrix};$$

$$\varphi_0(\alpha) = 4 \left(-\frac{1}{8} - \frac{1}{5} \alpha \right)^2 + 3 \left(-\frac{2}{5} \alpha \right)^2 - 4 \left(-\frac{1}{8} - \frac{1}{5} \alpha \right) \left(-\frac{2}{5} \alpha \right) + \left(-\frac{1}{8} - \frac{1}{5} \alpha \right),$$

$$\varphi_0'(\alpha) = 8 \left(-\frac{1}{8} - \frac{1}{5} \alpha \right) \left(-\frac{1}{5} \right) + 6 \left(-\frac{2}{5} \alpha \right) \left(-\frac{2}{5} \right) - 4 \left(\frac{1}{20} + \frac{4}{25} \alpha \right) - \frac{1}{5} = \frac{1}{5} + \frac{8}{25} \alpha +$$

$$+ \frac{24}{25} \alpha - \frac{1}{5} - \frac{16}{25} \alpha - \frac{1}{5} = \frac{8\alpha + 24\alpha - 16\alpha}{25} - \frac{1}{5} = \frac{16}{25} \alpha - \frac{1}{5}, \quad \frac{16}{25} \alpha - \frac{1}{5} = 0,$$

$$\alpha = \alpha_1 = 5/16; \quad x_1^{(2)} = -\frac{1}{8} - \frac{1}{5} \cdot \frac{5}{16} = -\frac{1}{8} - \frac{1}{16} = -\frac{3}{16}, \quad x_2^{(2)} = -\frac{2}{5} \cdot \frac{5}{16} = -\frac{1}{8},$$

$$x^{(2)} = (-3/16, -1/8)'; \quad f(x^{(2)}) = -3/32, \quad f'(x^{(2)}) = f'(-3/16, -1/8) = (0, 0)'$$

Demek, $x^* = x^{(2)} = (-3/16, -1/8)'$ vektori berilgen ma'selenin' sheshimi boladı.

Berilgen funksiya kvadratlıq funksiya bolg'anlıqtan ha'm esaplawlar qa'tesiz orınlang'anlıqtan ma'selenin' da'l sheshimi kvazinyutonlıq usıldın' ekinshi adımında aq tabıldı.

Kvazinyutonlıq usıllardı qollanıwg'a baylanıslı, olardıń mınaday jaqsı qa'siyetin ayırıqsha atap o'temiz: k nın' o'siwi menen H_k matritsası Gessenin'

$J^{-1}(x^{(k)})$ keri matritsasına umtıladı. Ma'selen, joqarıdag'ı misal jag'dayında

$$J = \begin{bmatrix} 8 & -4 \\ -4 & 6 \end{bmatrix}, \quad J^{-1} = \begin{bmatrix} 3/16 & 1/8 \\ 1/8 & 1/4 \end{bmatrix}$$

boladı. Endi (8) formulasınan paydalanıp, H_2 matritssın esaplaymız:

$$\text{a) } \Delta x^{(1)} = x^{(2)} - x^{(1)} = (-1/16, -1/8)',$$

$$\Delta y^{(1)} = f'(x^2) - f'(x^1) = (0, 0)' - (0, 1/2)' = (0, -1/2)';$$

$$\text{b) } H_2 = \begin{bmatrix} 13/40 & 2/5 \\ 2/5 & 4/5 \end{bmatrix} + \begin{bmatrix} 1/16 & 1/8 \\ 1/8 & 1/4 \end{bmatrix} - \begin{bmatrix} 1/5 & 2/5 \\ 2/5 & 4/5 \end{bmatrix} = \begin{bmatrix} 3/16 & 1/8 \\ 1/8 & 1/4 \end{bmatrix};$$

$$\text{v) } H_2 \Delta y^{(1)} = \begin{bmatrix} 3/16 & 1/8 \\ 1/8 & 1/4 \end{bmatrix} \cdot \begin{bmatrix} 0 \\ -1/2 \end{bmatrix} = \begin{bmatrix} -1/16 \\ -1/8 \end{bmatrix} = (-1/16, -1/8)', \quad H_2 \Delta y^{(1)} = \Delta x^{(1)} = (-1/16, -1/8)'$$

yag‘nıy kvazinyutonlıq sha‘rti orınladı. Demek, H_2 matritsası durıs tabılğ‘an.

Solay etip, bul esaplawlardan $H_2 = J^{-1}$ bolatug‘ını kelip shıg‘adı.

ADEBIYATLAR, СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ: (REFERENCES)

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РАЗВИТИЕ ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА НА УРОКАХ РУССКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ

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АННОТАЦИЯ

В статье речь идет о путях развития познавательного интереса на уроках русского языка в начальной школе. Автор статьи считает, что для того, чтобы поддерживать на уроке внимание детей, необходима организация активной и интересной мыслительной деятельности. Сочетание нескольких технологий, применяемых учителем на уроке, позволяет сделать каждый урок увлекательным и неповторимым.

Ключевые слова: *познавательный интерес, начальная школа, ролевые игры, творческий поиск, информационно - коммуникативные технологии, нетрадиционный урок.*

Создание на уроках русского языка условий, благоприятных для выражения ребенком своей индивидуальности, реализации творческих способностей является фактором, необходимым для развития познавательного интереса.

В начальной школе учение становится ведущим видом деятельности в жизни ребёнка. Главную роль в этой деятельности играет личная заинтересованность школьника. Нельзя успешно осуществить образование, развить творческие силы каждого ученика, приучить к самообразованию, не пробудив охоту к учению.

Как же развить у ребенка устойчивый интерес к учёбе, к знаниям и потребность в их самостоятельном поиске? Решение этих задач опирается на мотивационную сферу ребёнка. Ученики начальной школы не могут учиться «для самих себя». Иногда они учатся за оценку, иногда за похвалу, иногда за подарки. Но любому из этих мотивов приходит конец. Поэтому учителю необходимо формировать учебную мотивацию на основе познавательного интереса. Ребенку должна нравиться его деятельность, и она должна быть ему доступна.

Познавательный интерес - основа учебной деятельности и фактор успешности её осуществления. Проблема познавательного интереса — одна из актуальных. Любую деятельность человек, одухотворённый познавательным интересом, совершает с большим пристрастием, более эффективно.

Обучение русскому языку в школе имеет определённые трудности. Курс русского языка в начальной школе вмещает в себя очень большой объём знаний из орфографии, морфологии и синтаксиса. Всё это не только необходимо дать детям в теоретическом виде, но и отработать грамматические умения и навыки. Кроме того, нужно учитывать и тот факт, что значительная часть учащихся уже на втором или третьем году обучения утрачивает интерес к предметам, изучаемым в начальных классах. Это касается и русского языка, а отсюда, как следствие, низкая грамотность, неумение правильно, точно и логично высказать свои мысли в устной и письменной форме.

Младший школьник имеет специфические возрастные особенности: неустойчивое внимание, преобладание наглядно-образного мышления, повышенную двигательную активность, стремление к игровой деятельности, разнообразие познавательных интересов.

Делать из урока в урок одно и то же неинтересно. Для того чтобы поддерживать на уроке внимание детей, необходима организация активной и интересной мыслительной деятельности. Учителя - практики в своей повседневной деятельности опираются не только на достижения передовых

педагогических технологий, труды учёных, учителей - новаторов, но и на многолетний личный опыт преподавания предмета, который содержит немало “изюминок”, методических находок, помогающих активизировать познавательную деятельность, развивать творческие способности учащихся.

Каковы же пути, позволяющие воспитывать у учащихся любовь к русскому языку как к предмету? Таких путей много, но одним из них является применение элементов занимательности на уроках русского языка при изучении различных тем, а также разнообразные формы ведения уроков: урок-КВН, урок-сказка, урок-игра, урок-экскурсия, урок-путешествие, урок-исследование, урок-семинар и т.д. Как показывает опыт, нетрадиционный урок активизирует деятельность учащихся, повышает эффективность обучения, предполагает творческий подход к решению любой проблемы, возникающей на уроке. Ко многим таким урокам дети готовятся заранее, получают вопросы, изучают литературу, стремятся найти новый дополнительный интересный материал, что, несомненно, способствует развитию творческих и познавательных способностей учащихся. На таких уроках ребята задают вопросы, анализируют услышанное, дополняют, работают самостоятельно. Уроки проходят живо, эмоционально и вызывают особый интерес к изучаемому предмету.

Одним из приёмов развития познавательного интереса является использование на уроке актуальных текстов, связанных с жизненным опытом учащихся. Это сюжетные повествования, кулинарные рецепты, песни, стихотворения, информационные материалы, полезные советы, интересные факты, невероятные случаи. Одним словом, тексты значимые и интересные для ребёнка, имеющие воспитательное значение. Таким образом, работа с текстом на уроках русского языка начинается с анализа текста, с того, что чувствуют дети, что переживают. Когда прочитанное осмыслено, занимаются грамматикой. Она не вызывает у ученика усталости, так как текст связан с переживаниями учащихся, с их настроением. Подбирать тексты для уроков – дело сложное. Но если актуальных текстов не будет, то дети будут испытывать информационный

голод и утратят интерес к работе. Оживить урок, повысить его познавательное значение, привить любовь к языку можно при помощи использования в учебной работе произведений устного народного творчества: пословиц, поговорок, сказок, загадок. Они учат детей говорить ярко, образно, вырабатывают у учащихся внимание, служат для пополнения словарного запаса детей, знакомства с лексическим значением слова, развития слуховой, а позднее зрительной памяти, выработки орфографической зоркости. Отгадывание загадок не только развлечение, но и проверка сообразительности. Загадка развивает ум, смекалку, будит мысль. Использовать загадки можно в словарных диктантах, при проверке и закреплении изученного материала, а также при объяснении и самостоятельной работе.

Развитию познавательного интереса способствуют дидактические, ролевые игры, в которых особенно активизируются умственные способности детей, развивается их воображение, проявляется самостоятельность, творчество. Игры можно использовать и как метод обучения, и как средство организации учащихся на всех этапах урока. Любимые животные, игрушки приходят в класс с заданиями, или дети помогают героям сказок, выручают их, путешествуют. Эффективным приёмом обобщения и систематизации знаний по теме и показателем уровня сформированности знаний учеников является составление грамматических сказок. Кроме того, фантазия, творческое воображение помогают лучше усвоить сложный грамматический материал.

В современном образовании интенсивно внедряются информационно - коммуникативные технологии, развивающие познавательный интерес школьников. ИКТ позволяют показать больше наглядного материала. В результате на уроке ученики меньше отвлекаются, более внимательно воспринимают информацию, что обеспечивает лучшее запоминание. Итоги познавательной деятельности учащихся оперативно оцениваются на уроке, уменьшается количество задаваемого на дом материала. Таким образом, на развитие познавательного интереса школьников успешно влияют

информационно-коммуникативные технологии, которые учителям целесообразно не только продуктивно осваивать, но и целенаправленно, системно внедрять на уроках.

С усилением стремления к творческой активности, постепенно увеличивается объём работы на уроке, как следствие происходит повышение внимания и хорошей работоспособности детей. Ребята ждут новых интересных заданий, сами проявляют инициативу в их поиске.

Кроме всего выше сказанного, надо создать условия психологического комфорта, когда каждый ученик, независимо от уровня общеучебной подготовки, превращается из объекта обучения языку в полноправный субъект педагогического процесса. Например, при обучении написанию диктантов можно построить работу так, чтобы максимально обеспечить ребёнку успешность и не заслонить информационную и художественную значимость текстов. Отстать не страшно, так как есть альтернатива – списывать с листа, лежащего перед глазами (зрительная опора). На таком диктанте ребёнок – деятель, а не жертва, которая дрожит от страха над ошибкой и её последствиями. Надо помнить, что ребёнок любит делать то, что у него хорошо получается. Поэтому надо помочь ему этого достичь, создать ситуацию успеха, чтобы ребёнок с лёгкостью мог писать диктанты, постепенно отказываясь от зрительной опоры. Таким образом, улучшается и общий психологический климат на уроках: ребята не боятся ошибок, помогают друг другу. Всё это тоже способствует развитию познавательных интересов у младших школьников.

Широко используя различные приёмы повышения познавательного интереса и применяя их, можно добиться положительных результатов в обучении школьников. На уроках русского языка необходимо создавать атмосферу творческого поиска, помогающую школьнику как можно более полно раскрыть свои способности. Для этого необходимо использовать элементы развивающего обучения: проблемные ситуации, творческие задания, привлекать школьников к самостоятельной научно-исследовательской деятельности.

Сочетание нескольких технологий, применяемых учителем на уроке, позволяет сделать каждый урок увлекательным и неповторимым. Использование данных элементов в обучении существенно повышает уровень знаний, творческую и познавательную активность учащихся.

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NEMIS TILINING IZOHLI LINGVISTIK TERMINLAR LUG‘ATI TUZISH PRINSIPLARI

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ANNOTATSIYA

Ushbu maqolada nemis tili hamda o‘zbek tilida yaratilgan tilshunoslik terminlari izohli lug‘ati va ularni tuzish tamoyillari tahlil qilinadi.

***Kalit so‘zlar:** leksikografiya, terminologiya, termin, lug‘at tuzish tamoyillari, lug‘at turlari, tilshunoslik, lingvistik lug‘atlar, izohli lug‘at*

Tilshunoslik fani 1970 –yillardan boshlab tez sur‘atlarda rivojlana boshladi. Ushbu rivojlanish natijasida tilshunoslikda har xil yangidan-yangi yo‘nalish va sohalar yuzaga kela boshladi va ushbu fanni tilshunos olimlar yanada chuqurroq o‘rganib, turli xil g‘oya hamda fikrlarni oldinga surib, ularni ilmiy tadqiq qilishga kirishdilar.

Lingvistikada grammatika va semantika nazariyasi, matn lingvistikasi va nutq tahlili, sotsiolingvistika, nutq harakati nazariyasi, faoliyat va harakatga yo‘naltirilgan til nazariyasi konseptlari va kommunikativ-pragmatik til tavsifi kabi tushunchalar paydo bo‘ldi. Bu kabi yangi tushunchalarning paydo bo‘lishi hamda ularning tadqiqi tabiiyki, fanga yangi yoki avval fanda tilga olinmagan so‘z va terminlarning yuzaga kelishiga olib keladi. Tilshunoslik sohasida yangi tarmoq va terminlarning paydo bo‘lishi tilshunoslikka oid lug‘atlar yaratish ehtiyojini tug‘dirdi va buning natijasida yetuk tilshunos olimlar lug‘atlar yarata boshlashdi hamda ushbu lug‘atlar tilshunoslik sohasiga qiziquvchilar, tadqiqotchilar va olimlar uchun o‘z sohalarini yanada

chuqurroq o'rganishlari uchun juda foydali manbaga aylandi. Sohaga oid terminlarni o'z ichiga to'liq qamrab olgan terminologik, izohli terminologik lug'atlarni tuzish va ularni chop etish muhim ahamiyat kasb etadi. Tilshunos olimlar Ne'mat Mahkamov va Ixtiyor Ermatovlarning "Tilshunoslik terminlarining izohli lug'ati" kitobi so'zboshida bunday lug'atlar to'g'risida " ... har bir terminning o'zi atayotgan tushunchaning, narsa-hodisaning mohiyatini qay darajada to'g'ri, to'liq va aniq ifodalashini belgilash muhimdir. Bu bilan har bir terminning talabga qanchalik muayyan javob berish-javob bermasligi aniqlanadi. Lug'atlar yaratilmaguncha terminologik tizimdagi har xil salbiy hodisalar, masalan, ayni bir tushunchani ifodalash uchun birdan ortiq terminning qo'llanishi va aksincha, bir necha (boshqa-boshqa) hodisalarni ifodalash uchun bir terminning qo'llanishi, hodisaning mohiyatini to'g'ri, to'la va aniq ifodalay olmaydigan teminlarning mavjud bo'lishi kabi va boshqa salbiy hodisalar davom etaveradi", - degan fikrlar keltirib o'tilgan.

Tilshunoslikda lug'at yozish nazariyasi va amaliyoti bilan shug'ullanuvchi soha bu leksikografiyadir. Leksikografiyada lug'atlar turlarga ajratiladi va bu leksikografiyaning obyektini hisoblanadi. Lug'atlar tilshunoslik va sohaga oid lug'atlarga ajratiladi va ushbu maqolada tilshunoslikka oid lug'atlar ko'rib chiqiladi hamda nemis va o'zbek tilida tilshunoslik sohasiga oid bir nechta lug'atlar tahlil qilinadi.

Lingvistik lug'atlar bir, ikki yoki ko'p tilli bo'lishi mumkin.¹

Kromann ikki tilli lug'atlarning xususiyatlariga ko'proq ahamiyat qaratadi. U o'zaro tarjima lug'atlar, (faol) ikki tilli lug'atlarni va tarjima lug'atlar, nofaol ikki tilli lug'atlardan farqlaydi.

Bir tilli lug'atlarni sinflarga ajratish uchun quyidagi har xil mezonlarga murojaat qilinadi.

- Diaxron va sinxron jihati; hozirgi davr yoki o'tmishga aloqadorligi;
- Adabiy yoki hududiy qamrovi va

¹ Thea Schippan . Lexikologie der deutschen Gegenwartssprache. S.56

- Umumiy yoki guruh lugʻatiga koʻra turlarga ajratish mumkin.

Lugʻatlar tuzilishiga koʻra:

- Soʻz oʻzagi va soʻz yasashini oʻz ichiga olgan alifbo tartibidagi lugʻatlar;
- Paradigmatik aloqalar boʻyicha tuzilgan lugʻatlar va
- Alifbo hamda onomasiologik aloqalarni birlashtirgan lugʻatlarga ajratiladi.

Henne¹ lugʻatlarni alifbo,(semasiologik), tushunchali (onomasiologik),(sintagmatik),ortografiya va tovush kabi sintagmatik va subaspektga yoʻnaltirilgan turlarga ajratadi. Farqlovchi tasniflash belgilari sifatida u yana sinxron, diaxron,tarixiy(etimologik), zamonga xos,maʼlum til guruhlarga oid,sohaviy yoki maxsus tilga xos boʻlgan, matnni kodlash , alohida shaxs bilan bogliq,soʻzlashuv tili bilan bogʻliq,tezlikka yoʻnaltirilgan kabi turlarga ham ajratadi.

Nemis tilshunos olimlari Konrad Rudining “Lexikon sprachwissenschaftlicher Termini”(1985) hamda Teodor Levandovskiyning “Linguistisches Wörterbuch”(1973) nomli nemis tilida yaratilgan tilshunoslikka doir izohli terminlar lugʻatlarini misol qilib keltirishimiz mumkin va ularni qisqacha tahlil qilamiz.

T.Levandovskiyning “ Linguistisches Wörterbuch” izohli lugʻati 1973-yilda yaratilgan boʻlib, u lingvistikaga oid 1000 dan ortiq muhim terminlarni oʻz ichiga oladi. Ushbu terminlar tor yoki tizimli nazariy maʼnoda emas, balki boshqa ilm vakillari bilan hamkorlikda kengroq ilmiy mulohaza qilingan holda izohlangan hamda 3 ta banddan iborat.

Bundan tashqari ushbu lugʻatga sotsiolingvistika, psixolingvistika,matn lingvistikasi va pragmalingvistika bilan bir qatorda anʼanaviy tilshunoslik va tarixiy grammatikaga oid muhim tushuncha va terminlar ham kiritilgan.

²Thea Schippan . Lexikologie der deutschen Gegenwartssprache. S. 57

Konrad Rudining 1985-yilda yaratilgan “ Lexikon der sprachwissenschaftlicher Termini“ lugʻati ham nemis tilidagi tilshunoslik terminlari izohli lugʻatlari orasida katta ahamiyatga ega boʻlgan asar hisoblanadi. Bu lugʻatning yaratilishiga avval

ta'kidlab o'tilganidek XX asrning oxirlariga kelib lingvistikaning ko'plab sohalarda rivojlana boshlashi ham sabab bo'lgan va bunga ehtiyoj ham sezilgan.

Konrad Rudining ushbu lug'atida bu rivojlanish hisobga olingan va avvalambor ilmiy tadqiqotga qiziquvchi foydalanuvchilarga tilshunoslikka oid terminlar ma'nosini yetkazib berishni o'z oldiga maqsad qilib qo'ygan. U "Kleines Wörterbuch wissenschaftlicher Termini" lug'ati asosida yaratilgan. U o'z ichiga tilshunoslikning an'anaviy fan sohalari bo'lgan strukturalizm va umumiy grammatikaning klassik davri bilan birga so'nggi 10-15 yillikda tilshunoslik tadqiqoti markazida turgan fan sohalariga oid terminlarni ham qamrab olgan. Izohli lug'at tarkibi maktab grammatikasi va tarixiy-qiyosiy tilshunoslikdan o'sha davr tilshunosligining yangi yo'nalishlariga oid 3000 dan ortiq kalit so'zlardan iborat. Ushbu lingvistikaga oid izohli terminlar lug'atini tahlil qiladigan bo'lsak, unga lug'atda quyidagicha ta'riflar berilgan:¹

1. Lug'at tilshunoslikka oid ensiklopedik ma'lumotnoma emas; u o'z ichiga faqat lingvistikada qo'llaniladigan terminlarni qamrab oladi. "Til va tafakkur", "Til o'qitish metodlari", "Tilshunoslik tarixi" va boshqa muammoli maqolalar bunga kiritilmagan, chunki bu terminlar matematika, matematik logika, to'plamlar nazariyasi, kibernetika va boshqa fan tarmoqlariga kiradi va ular tilshunoslikda o'ziga xos ma'noda qo'llanilmaydi. Zamonaviy tilshunoslikda uchraydigan algoritmlar, informatsiya, Kalkül (hisoblash) va b.fanlarga tegishli tushunchalar haqidagi ma'lumotlarni boshqa shunga mos asarlardan qidirish kerak. Adabiyotga oid terminlar ham bu lug'atda uchramaydi, she'riyat va stilistikaga oid ba'zi tilshunoslik va adabiyoshunoslik fanlari oralig'ida uchraydigan muhim terminlarga bundan mustasno.

¹ Konrad Rudi. Lexikon der Sprachwissenschaft. 1985. Vorwort.

2. Barcha kalit so'zlar alifbo tartibida tuzilgan. Tag ma'noli so'zlar (kalit so'zning izohida to'q rang bilan ajratilgan so'zlar) alifbo tartibida emas, balki soha nuqtayi nazaridan berilgan.

3. Sifat va otdan iborat soʻzlar ot bilan birga berilgan. Masalan, “logische Form”

funktionale Linguistik”, “grammatischer Wechsel” – “Form, logische“, „Linguistik, funktionale“, „Wechsel, grammatischer“.

- Koʻproq atamali sifatlar qaysi atama bilan kelishi “ ↑ “ bilan berilgan.

binär: zweigliederig, aus zwei Teilen bestehend ↑ Konstituente, Opposition.

- Hammaga maʼlum boʻlmagan terminlar qavs ichida koʻrsatma bilan berilgan.

Langue (de Saussure). . . .(= von de Saussure eingeführter Terminus)

- Bitta soʻzda koʻproq atama boʻlsa qavs ichida beriladi.

- Soʻzlarning katta qismi bir-biri bilan havolalar orqali bogʻlangan va ↑ strelka bevosita atamaga mos taʼrifni topish uchun keltiriladi. Steigerung ↑ Komparation.

Unter qoʻshimchasi bilan kelgan ↑ kalit soʻzda yana tag maʼno borligini ifodalaydi:

Wortakzent ↑ unter Akzent.

Lingvistik lugʻatda kalit soʻzlar soʻz oʻzagiga koʻra tartiblangan, masalan Sem, Semantem, Semantik, Semantik, allgemeine, Semantik, generative va boshqalar.

Oʻzbek tilshunosligida sohaga oid eng muhim tilshunoslik terminlarining izohli lugʻati akademik A.Hojievning 1985-yilda chop etilgan “Lingvistik terminlarning izohli lugʻati“ sanaladi. Ushbu lugʻat hozirgi kungacha muhim manba sifatida foydalanib kelinmoqda. Oʻttiz yildan ortiq vaqtdan buyon bu izohli lugʻat oliy taʼlim, oʻrta maxsus kasb-hunar taʼlimi hamda umumtaʼlim maktablari oʻqituvchi-talabalari tomonidan foydalanib kelinmoqda.

Oʻzbek tiliga davlat tili maqomi berilishi munosabati bilan lugʻat qayta ishlanib nashr etildi.(A.Hojiev. Tilshunoslik terminlarining izohli lugʻati. Toshkent: “Oʻzbekiston milliy ensiklopediyasi” nashriyoti,2002).

Lugʻat tilshunoslikka oid barcha terminlarni oʻzida mujassamlashtirmagan. Lugʻatga eng koʻp qoʻllanadigan terminlar kiritilgan. Bunda avvalo, maktab, oliy va oʻrta maxsus oʻquv yurtlari uchun nashr etilgan darslik va turli tildagi qoʻllanmalarda ishlatilgan terminlar qamrab olingan. Shuningdek, oliy oʻquv yurtlarida

tilshunoslikning barcha sohalari bo'yicha o'qiladigan kurslarda, tilshunoslikka oid ilmiy ishlarda tez-tez uchrb turadigan terminlar ham lug'atga kiritilgan. Lug'at so'zligini belgilashda, ya'ni u yoki bu termini lug'atga kiritish kiritmaslikda uning o'zbek tiliga oid adabiyotlarda, tilshunoslik kurslari bo'yicha o'qish-o'qitish ishlari jarayonida qo'llanish-qo'llanmasligiga, qo'llanish darajasiga e'tibor berilgan. Aniqroq qilib aytganda, o'zbek tilida bor, shu tilga xos hodisalarni va barcha tillar uchun umumiy hodisalarni ifodalovchi terminlar lug'atga kiritilmagan. Masalan, o'zbek tiliga xos bo'lmagan hodisalarni bildiruvchi ablaut, artikl, aorist kabi terminlar lug'atga kiritilmagan. Lug'at o'z ichiga 1700 ga yaqin terminlarni qamrab olgan. Terminlar lug'atda alifbo tartibida berilgan.

Lug'at maqolasi. Har bir lug'at maqolasi bosh so'z sifatida lingvistik termini keltirish bilan boshlanadi, masalan,

LEKSIKOGRAFIYA (yun.lexikos-lug'at; grapho-yozaman).

Lug'at maqolasining tarkibiy qismlaridan biri terming beriladigan izohdir. Har bir termin ma'lum lingvistik tushunchani bildiradi, ma'lum bir ma'noga (ayrimlari birdan ortiq ma'noga) ega. Lug'at ma'qolasida terminning ana shu ma'nosi, ko'p ma'noli bo'lsa, barcha ma'nolari izohlanadi. Lug'at maqolasidagi tarkibiy qismlardan yana biri terminga berilgan izohni tasdiqlovchi misollardir. Lekin izohni isbotlovchi misol barcha lug'at maqolalarida bo'lavermaydi, balki ma'lum terminlar uchun tuziladigan lug'at maqolalarigina misol talab etadi. Mas., lingvistika, umumiy tilshunoslik terminlarining izohi hech qanday misol talab etmaydi. Jo'nalish kelishigi, ergash gap terminlarining izohidan so'ng esa tasdiqlovchi misol berilishi shart.

Quyida ushbu lug'atdan bir nechta misollar keltiriladi.

TERMINOLOGIYA (termin+logos – so'z, ta'limot). 1. Biror ilm, kasb va b.sohaga oid terminlar majmui. Mas., Grammatik terminologiya, san'at terminologiyasi va boshqalar.

2. Tilshunoslikning terminlarni o'rganuvchi bo'limi.

TERMINOLOGIK LUG'AT. Ma'lum bir sohaga oid so'z-terminlarni qayd etuvchi lug'at. (Mas., H.Yu. Bekmuhammedovning 1978-yilda nashr etilgan "Tarix

terminlari lug‘ati”). Bundan tashqari N.Mahkamov va I.Ermatovlar tomonidan yaratilgan “Tilshunoslik terminlarining izohli lug‘ati” ham mavjud bo‘lib, u 2013-yilda nashr qilingan va lotin alifbosiga asoslangan holda tuzilgan.

Ushbu “Tilshunoslik terminlarining izohli lug‘ati”ni oldingi izohli lug‘atlardan farqi, birinchidan, umumta’lim maktablari, akademik lisey hamda kasb-hunar kollejarining o‘quvchilari uchun yaratilganligi bo‘lsa, ikkinchidan, izohlar umumta’lim maktablari, akademik lisey hamda kasb-hunar kollejlari uchun yaratilgan ona tili darsliklari asosida berilganligidadir.

Izohli lug‘atga XX asr boshlarida ilk yaratilgan ona tili darsliklarida qo‘llanilgan terminlardan hozirgi kunda amalda bo‘lgan ona tili darsliklarigacha bo‘lgan davrdagi qo‘llanilgan va qo‘llanilayotgan asosiy terminlar kiritilgan. Lingvistik terminlarga izoh berishda e’tibor, asosan, hozirgi kunda amalda bo‘lgan ona tili darsliklaridagi terminlarga qaratilgan va ularga izoh berilgan. Chunki barcha ona tili darsliklaridagi terminlar qo‘llanish doirasining ko‘lami va davriyligidan qat’iy nazar, shubhasiz, keying davr lingvistik terminlarining shakllanishi va taraqqiyoti uchun o‘z ta’sirini ko‘rsatgan. (Mahkamov N., Ermatov I. Tilshunoslik terminlarining izohli lug‘ati, Toshkent-2013) Ushbu lug‘at lingvistik terminlarining izohli lug‘atiga 1500 ga yaqin terminlar qamrab olingan va izoh berilgan.

XULOSA

Yuqorida keltirilgan nemis va o‘zbek tillarida yaratilgan tilshunoslikka oid izohli terminlar lug‘atlari bilan tanishish jarayonida leksikografiya, lug‘at turlari, tilshunoslikka oid lug‘atlar va ularning tuzilishi, lug‘at tuzish tamoyillari haqida qisqacha ma’lumotlar berib o‘tildi. Ishning keyingi qismlarida nemischa-o‘zbekcha tilshunoslikka oid terminlar lug‘ati tuzish tamoyillari, nemis tilida lingvistik terminlar lug‘ati tuzishning tarixiy taraqqiyoti va ushbu lug‘atlarning semantik-struktur tuzilishi tahlil qilinadi.

Nemischa-o‘zbekcha sohaga oid lug‘atlar yaratishga nafaqat bugungi kunda, balki doimiy ravishda ehtiyoj bo‘lganligi hamda ko‘plab turdagi lug‘atlar mavjud

emasligi sababli,biz ham oldimizga tilshunoslikka doir lug‘at yaratishni maqsad qilib qo‘ydik.

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ВОЛЕЙБОЛЧИЛАРДА ҲАРАКАТ ТЕЗКОРЛИГИНИ ПУЛЬСОМЕТРИК ҚИЙМАТИНИ АНИҚЛАШ

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ОПЕРАДЕЛИТЬ ПУЛЬСОМЕТРИЧЕСКОЕ ЗНАЧЕНИЕ СКОРОСТИ ДВИЖЕНИЙ У ВОЛЕЙБОЛИСТОВ

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Ключевые слова: волейболист, скорость движения, техника, контрольная и экспериментальная группы, бег «Ёлочка», пульсометрическая стоимость.

DETERMINE THE PULSOMETRIC VALUE OF MOVEMENT SPEED IN VOLLEYBALL PLAYERS

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Key words: volleyball, speed, technique, control and experimental groups, running "Tree", pulsometrija cost.

Мавзунинг долзарблиги. Замонавий волейболга ҳос техник – тактик ҳаракатларни ўта кескин ўзгарувчан вазиятлар талабларига мос равишда тезкор ва аниқ ижро этиш қобилияти ҳал қилувчи аҳамиятга эгадир. Айрим мутахассислар фикрига кўра, ўйин малакаларига ўргатишда дастлаб уларнинг техникасига, сўнг тезлиги, шундан кейингина шу ҳаракатлар аниқлигига эътибор қаратиш лозим экан. Лекин ҳаракат техникаси, тезлиги ва аниқлигини қайд этилган икки ёндашув ёрдамида шакллантиришдан қатъий назар ўргатишда фойдаланиладиган махсус машқларнинг пульсометрик қийматига асосланиш мақсадга мувофиқдир.

Тадқиқотнинг мақсади. Волейболчилар ҳаракатланиш тезлиги – техникасини ишлаб чиқилган ва пульсометрик қиймати аниқланган машқлар асосида шакллантириш имкониятини ўрганишга қаратилган.

Пульсометрик қиймати аниқланган машқлар мажмуаси:

1. 1-6-5 зоналарга максимал тезликдан югуриб бориб, ҳар бир зонада юқоридан икки қўлаб 2 зонага тўп узатиш тақлидини ижро этгандан сўнг, 6 зонадан 4-6-3-6-2 Зоналарга югуриб бориб ҳар бир зонадан пастдан икки қўллаб тўп қабул қилиш тақлидини ижро этиш.

2. Волейболчилар навбатма-навбат 6 зонада жойлашиб (старт), 6-2-6-3-4-6-5-6-1-6 зоналарга (ўнгдан чап томонга) ва чапдан ўнг томонга (чап ўнг томонга) волейболчи холатида югуриш мусобақаси – 3 марта.

3. 1 зона бурчагидан 4 зона бурчагига 5 зона бурчагидан 2 зона бурчагига диагонал йўналишларида югуриш – ҳар бир зонада тўп қабул қилиш тақлиди бажарилади – 3 марта такрорланади.

4. 9-3-6-3-9 м.га 3 марта моккисимон югуриш тестини бажариш.

5. Орқа чизик бўйлаб 6х9 м.га моккисимон тартибда ёнлама югуриш.

6. 6 зонада колонна бўлиб жойлашиб, навбатма-навбат 3-2-3-4-3 зоналарда максимал тезликда тўсиқ қўйиш тақлидини бажариш – 3 марта такрорланади.

Тадқиқот натижалари ва муҳокамаси. Қайд этилган барча машқлар мусобақа шаклида ўтказилади.

Ушбу машқлар самарадорлиги 6 ойлик педагогик тажриба асосида ўрганилди. Тажрибага ҳар бир 8 нафардан иборат назорат ва тажрибада гуруҳлари жалб этилди.

Қайд этилган машқлар фақат тажриба гуруҳида қўлланилди ва уларнинг пульсометрик қиймати 1 жадвалда келтирилган. Назорат гуруҳида анъанавий машқлар қўлланилди.

Тадқиқотда қуйидаги услуб ва тестлардан фойдаланилди: пульсометрия – юракни қисқариш ритмини «ТУ-25-18001-87» типдаги универсал тонометрда аниқлаш, ҳаракатланиш тезлиги ва техникасини аниқлаш.

Ҳаракат техникаси 10 – баллик эксперт тизим асосида баҳоланди.

Педагогик тажриба натижалари 2 жадвалда акс эттирилган.

1 жадвал

Тажриба гуруҳида қўлланилган машқлар ва уларнинг пульсометрик қиймати

т/р	Қўлланилган машқлар	Пульс	
		Машқдан олдин	Машқдан кейин
1	1-6-5 зоналарга югуриш, тўп узатишни тақлид қилиш, 6 зонадан 4-6-3-6-2 зоналарга югуриб, тўп қабул қилиш тақлидини бажариш.	63,4	122,6
2	2x6-2-6-3-6-6-5-6-1-6 зоналар югуриш мусобақаси	67.2	134.4
3	1-4 ва 5-2 зоналарга диагонал югуриш мусобақаси	66.6	120.2
4	9-3-6-3-9 м.га 3 марта югуриш	65.4	121.8
5	Орқа чизик бўйлаб 6x9 м.га енлама югуриш	64.8	126.4
6	3-2-3-4-3 зоналарга тезкор ҳаракатланиб тўсиқ қўйиш тақлидини бажариш	68.2	126.2

Жадвалдан шу нарса кузатиладики, тажриба давомида анъанавий мазмунли машғулотларда шуғулланишни давом эттирган НГда “ Арчасимон” югуриш тажрибадан олдин ўртача 34,4 сек.ни, тажрибадан кейин 32,6 сек.ни ташкил этди. Тезликнинг ўсиш суръати 1,8 сек. билан ифодаланди.

ТГда ушбу кўрсаткичлар тажрибадан олдин 34,6 сек., тажрибадан кейин 30,2 сек.гача қисқарди. Тезликнинг ўсиш суръати 4,4 сек.ни ташкил этди. Кўриниб турибдики, 5 ой давомида биз томонимиздан таклиф этилган ва пульсометрик қиймати аниқланган машқларни мунтазам қўллаб борган ТГда тезкорликнинг ўсиш суръати катта фарқ билан қайд этилди.

Мазкур тестни қабул қилиш давомида югуриш техникаси ҳам баҳоланди. Гап шундаки, волейболга югуришда (ҳаракатланишда) волейболча ҳолатни сақлаш (оёқлар қисман букилган, гавда олдинга эгилган) талаб қилинади.

2 жадвал. Волейболчиларда ҳаракатланиш тезкорлигининг анъанавий ва пульсометрик қийматини аниқланиши ($X \pm \delta$)

Тест машқлари	Гуруҳ	Тажрибадан олдин	Тажрибадан кейин	Ўсиш суръати
“Арчасимон” йўналишда югуриш тезлиги (сек.)	НГ	$29,2 \pm 2,09$	$26,3 \pm 1,89$	$0,8$
	ТГ	$28,4 \pm 2,42$	$25,1 \pm 1,13$	$4,4$
“Арчасимон” йўналишда югуриш техникаси (балл)	НГ	$3,2 \pm 0,08$	$3,8 \pm 0,09$	$0,6$
	ТГ	$3,0 \pm 0,06$	$5,9 \pm 1,02$	$3,9$

Изоҳ: НГ- назорат гуруҳи

ТГ - тажриб гуруҳи

Югуриш (ҳаракатланиш) техникаси тест қабул қилишга жалб қилинган 3 нафар тажрибали волейбол тренерлари томонидан эксперт асосида баҳоланади;

Баҳолаш 10 баллик тизим бўйича амалга оширилади; масалан – биринчи эксперт техника учун ҳоз баҳосини 4 балл деб эълон қилди; иккинчиси 3.5 балл,

учинчиси – 4.5 балл деб эълон қилди; эълон қилинган бўлган йиғинди 3га бўлинади; демак - $4+3.5+4.5=12:3=4$ балл.

Тадқиқотимизда иштирок этган 14 ёшли болаларда волейболчиларга хос югуриш техникаси, улар 2-3 йил волейбол билан шуғулланганлигига қарамай, суст натижалар билан намойиш этилди. Жумладан, югуриш техникаси тажрибадан аввал икки гуруҳда ҳам 3.0-3.2 баллдан ошмади. Демак, анъанавий мазмунда олиб борилаётган машғулотларда ҳаракатланиш техникасини шаклантиришга алоҳида эътибор берилмайди деб таъкидлаш мумкин бўлади.

Хулоса. НГда бундай суст техника тажриба якунида ҳам деярли ўзгармади ёки бор-йўғи 0.6 баллга ўсди ҳолос. Аммо, 6 ой давомида биз томонимиздан таклиф қилинган тезлик ва техникага урғу берилган ҳамда пульсометрик қиймати аниқланган машқларни ўз маунтазам машғулотларида мунтазам қўллаб борган ТГда югуриш техникаси 3.0 баллдан 5.9 баллгача яхшиланади. Техниканинг 5 ойлик ўсиш суръати сал кам 3 баллни ташкил этди. Бинобарин, ТГда қўлланилган ихтисослаштирилган машқлар мажмуаси тезликни ҳам, техникани ҳам жадал шаклантириш қудратига эга экан деб хулоса қилиш мумкин.

Тажриба гуруҳида қўлланишга мўлжалланган машқларнинг пульсометрик қиймати шу машқларнинг шиддати, мазмуни ва техник жиҳатдан мураккаблигига қараб фарқланиши аниқланди. Тажриба давомида қўлланилган ушбу машқлар волейболга хос ҳаракатланиш тезлиги ва техникасини жадал шаклантирилиши мумкимлигини исботлаб берди тикловчи, шу жумладан юрак фаолиятини тинчлантирувчи машқлар қўлланилди. Анъанавий мазмуни машғулотларда шуғулланишни давом эттириган НГда бундай ижобий ўзгаришлар қайд этилмади.

Тажриба давомида қўлланилган тест машқлари ва пульсометрик қиймати аниқланган тезкорлик машқларини СПМО машғулотларига жорий этиш амалий аҳамиятга лойиқдир.

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THE ROLE OF POLEMIC IN THE HISTORY OF MASS COMMUNICATIONS

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ABSTRACT

This article deals with the appearance and role of polemics in the history of mass communication. It is known that the most powerful discovery in history - the emergence of the word - formed the need for communication in human society. Communication is a process unique to humans. It includes information exchange. With the help of communication, people work together to satisfy their needs towards a specific goal. In the process of dialogue, the goals and interests of the parties are not always shared. This causes mutual contradictions, disputes, conflict of opinions or various disputes. As a form of argumentation, it is polemic that has been exalted to the level of art. At this point, if we transfer it to the pages of the press, in addition to the press's awareness function, the polemic also serves the function of raising opinions, forming public opinion on a specific issue, and pluralism. Polemical articles usually appear in the press when debates, arguments, and different opinions arise in some area of society, around a specific problem.

Key words: *debate, mass media, content, orator, polemic, pluralism, discussion, press.*

В ИСТОРИИ МАССОВЫХ КОММУНИКАЦИЙ РОЛЬ ПОЛЕМИКИ

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АННОТАЦИЯ

В данной статье речь пойдет о проявлениях, месте полемики в истории массовой коммуникации. Известно, что самое мощное в истории открытие - появление слова-сформировало в человеческом обществе потребность во взаимодействии. Общение-это процесс, присущий только людям. Он предполагает обмен информацией. С помощью общения люди работают вместе, чтобы удовлетворить свои потребности, направленные на достижение определенной цели. В процессе общения не всегда цели, интересы сторон являются общими. Это приводит к возникновению взаимных противоречий, споров, конфликтов мнений или различных споров. Как форма аргументации, прославляемая на уровне искусства, является полемикой. В этот момент, когда мы переносим его на страницы прессы, полемика, помимо информативной функции прессы, также выполняет функцию пробуждения мнения, формирования общественного мнения по конкретному вопросу, плюрализма. Полемические статьи обычно попадают в прессу в той или иной сфере жизни общества, когда вокруг той или иной проблемы возникают споры, споры, различные мнения.

Ключевые слова: *дебаты, СМИ, контент, оратор, полемика, плюрализм, обсуждение, пресса.*

We often use the concept that truth is born in arguments in our conscious activities. This concept, which has been passing from language to language for several centuries, shows that the theory of debate has gone through a long historical development. The concept of debate, which is present in our values, history, and literature, appeared in ancient Greece in oral communication before the appearance of writing, and was glorified at the level of art as a manifestation of the talent and skill of the orator. The art of debate goes back to the art of oratory, which served to form the culture of public communication and is considered the oldest form of art.

In ancient Greece, orators paid special attention to meaningfulness and coherence in their speeches, to explanation with arguments and proofs [1]. Speeches and polemics of orators were important in finding a solution to one or another controversial situation in society. Polemic is one of the most ancient, traditional, and therefore the most concrete forms of communication, and this phenomenon entered our worldview, our way of life long before the emergence of journalism and the formation of editorial teams: "Production of human history, mythology, religion, atheism, could not have developed without the achievements of science, without the struggle of social contradictions and political views" [2].

The ancient art of polemics occupies a great place in the development of the theory of debate. In the science of the world, new ideas, discoveries, scientific theoretical foundations, development of various fields, conflicting opinions and disputes play an important role. Debate clarifies thoughts, increases worldview. Especially if it is within the framework of spiritual and moral standards, it becomes a sign of enlightenment [3]. Before we dwell on these concepts, we will pay attention to the term polemic.

It is worth noting that the concept of polemics, its essence and characteristics are given different definitions in the scientific literature:

Polemika is a Greek word, which means written, scientific debate, dispute[4]. The word "dispute" is derived from French, where the word "polémique" comes from the Greek "polemikos" ("combatant"). "Polemos" is derived from the word "war" [5].

In the explanatory dictionary of the Russian language, polemic is derived from the Greek word (polemikos) and has the meaning "combatant, enemy, attack".

Also, polemic is an argument during a discussion to clarify any problem, questions[6], a written or verbal attack against a certain opinion, defense of an opinion[7], the correctness of one's point of view and argument aimed at proving the wrongness of the opponent[8], a type of communication that takes place in the form of an intellectual duel, in which each of the participants criticizes and refutes the opponent's statements, as well as justifying and arguing his position[9]. Researcher A.

M. Shesterina defines polemic as "a debate aimed at proving the correctness of one's point of view and the wrongness of the opponent".

Arguing about a literary, artistic, scientific, political issue or event, a social issue, quarrels in the press about some common interest, is a type of debate in which everyone tries to prove that his position is correct [10].

Russian logician L.G. Pavlova defines polemic as follows. "Polemics is the science of persuasion. It teaches to strengthen an opinion with reliable and indisputable evidence, especially scientific evidence" [11], another researcher A.A. Ivin complements the scientist's thoughts and says that interest in such phenomena is "compulsion in society, it appears not through violence, threats, etc., but through the need to convince through speech" [12].

It can be seen from the above definitions that there are three different approaches to the concept of polemic itself. That is:

First, polemic is a concept that expresses an action, activity, such as a quarrel, conflict, war, attack.

The second is a type of communication that expresses meanings such as argument, defense of opinion.

The third is the method of persuasion and interest. The general aspect of the three different approaches is the presence of parties in each of the types we have classified. If there are no parties, there will be no conflict, no communication, no trust between them.

Polemics, as a rhetorical tool that determines the truth or falsity of the positions of the parties in a debate on any issue, was first used in the form of the art of discussion and scientific debate as an object of study of dialectics, philosophy and logic since ancient times. has started.

Protagoras, an ancient Greek philosopher and a skilled orator, who lived and worked in 480-410 BC, also taught his students the art of philosophy, oratory and debate, and created a work called "The Science of Debate". However, his works have

not reached us. The debate between Protagoras and his student Evatl is preserved in the pages of world history under the name "Evatl's fallacy" [13].

In 1281-1349, the English philosopher William Ockham introduced new methodological rules called "Ockam's razor", he preferred to observe the principles of simplicity and simplicity in scientific debates. Scientific debates and debates were often held at Oxford University, where William worked. The main condition of the polemic was that the student should firmly defend his opinion and answer them appropriately. Such disputes are usually violent, often ending in a fight, sometimes with execution[13]. A vivid example of this is the Italian philosopher Filippo Giordano Bruno (1548-1600), who always won polemics. The court of the Catholic Church uses all tortures to force Bruno to give up his views. But Bruno remains faithful to his faith. "To burn in the grass is not to deny!" These words were the last exclamation of Bruno who was burning in the fire[13]. René Descartes (1596-1650), who put forward the view that "I think, therefore I exist!", although he was curious by nature, he was able to behave decently during debates and arguments.

Since the foundation of statehood, there have been constant conflicts between social strata and power, society and religion, and this continues to this day. Also, in the teachings of the holy book of Zoroastrian religion "Avesta", it is recognized that the constant debate between lies and truth continues, and the celebration of good deeds, good words and good behavior has won [14]. In Yusuf Khos Hajib's work "Kutadgu Bilig", which is considered a rare example of Turkish literature in the 11th century, the manifestation of four images (state, justice, minister, mind) is revealed through question-and-answer, debate and advice. The author thinks about polemical issues within the framework of morality, science, humanity and justice.

Polemics at the level of art was formed in the ancient world under certain socio-historical conditions, and it served as the basis for a special teaching called "eristics" [15]. In the Philosophical Encyclopedic Dictionary, eristics is derived from the Greek word (eristikos), which means "to argue."

In the textbook "Osnovy polemicheskogo masterstva" by the researcher L.N. Sedova, eristics is defined as the art of arguing and polemics. Many scientific sources mention that this word is also used as a synonym of sophistry and dialectic.

Ancient Greek scholars noted dialectical conversations and sophistic debates as types of conflict. Another Russian researcher A.A. Gardariki's "Philosophy: Encyclopedic Dictionary" contains information that eristics as a kind of practical art later turned into dialectic and sophistry. Eristics was common in Greece and was understood as a means of finding truth through conflict. Researcher Sevara Torabova mentioned that eristics is considered as a study aimed at studying various descriptions (logical, pedagogical, semiotic, psychological) of the debate, which is one of the complex methods of the communication process[15]. The 19th century German philosopher Arthur Schopenhauer, writing about eristics in his book "The Art of Winning Arguments", develops specific recommendations on how to win arguments. Aristotle also put forward the definition that eristics is the art of disputing in unfair ways.

Dialectic is derived from the Middle Greek (dialectikḗ) which means the art of arguing, reasoning. In a number of sources related to the history of philosophy, it is said that Zeno of Elea and Protagoras of Abder were the first to apply the dialectical argument. According to Zeno, the task of dialectics is to analyze thoughts and identify contradictions in them[15]. Initially, dialectics is a field of knowledge, the purpose of which is to teach the art of conversation and debate. However, later this term was formed as a science that studies the most general laws of the development of nature, society and thinking[16].

The history of philosophy, as defined by thinkers, includes Heraclitus's doctrine of eternal formation and the changeability of being, Socrates' art of dialogue, which is perceived as understanding the truth, Plato's method of separating and connecting the supersensible (ideal) essence of things, Aristotle the general rules of the doctrine of Nikolai Kuzansky, Giordano Bruno's doctrine of the unification of opposites, Kant's method of cleaning the human mind from illusions, (which strives for complete and

absolute knowledge and inevitably involves contradictions) Hegel's existence of opposites, spirit and it is possible to cite as an example the universal method of knowing the internal factors of the development of the body, the doctrines and methods accepted as the basis for knowing the reality and its revolutionary change[17]. In this regard, Plato's views on dialectics have a special place. According to his definition, dialectic is "a means of gaining a deeper understanding of the world of ideas through verbal conversation, questioning, proving, getting rid of emotional cognition, thinking. He defines dialectic as knowing how to question and answer. " "He who knows how to ask a question and can answer it, we call a dialectician," he says.

Dialectic was also a leader in medieval Eastern philosophy. According to Abu Nasr ibn Muhammad Farabi, the term dialectic was used by the ancient Greek philosophers Socrates and Plutarch, which means to expose the contradictions in the disputant's mind and to reach the truth through debate. According to him, a person can reach the truth only through dialectics[17].

According to Farabi, in order for dialectics to win in the debate, it is necessary to know the "art of training" in order to prepare a person to engage in theoretical science based on concrete knowledge and to make correct decisions in everyday life. He emphasizes that dialectical debates have two main purposes. The first goal is to deny, and the second is to prove. The second goal is not only to answer questions, but also to determine the strategy and tactics of the debate and to win over the opponent[18].

Sophism is an intellectual fraud, an activity aimed at justifying a preconceived notion of absurdity[13]. The goal of supporters of this view is to use the art of speech not to reach the truth through argument, but to achieve official and legal victory and to convince others that it is possible to win any dispute, regardless of the topic. . According to them, any argument can be fought because it has its counter-evidence. However, in the sophists, the argument began to serve not for truth, but for victory. They have developed a tactic to make even weak arguments appear strong in the course of an argument. However, it was the supporters of the sophists who were the first to

use proofs in debates, forcing the ancient Greek thinkers to develop the theory of proof[13].

A moral change in the basis of debates is associated with the name of Socrates, who opposed polemics, which serve to determine the truth, to eristics. Socrates gave dialectics a philosophical and intellectual form as a means of comparing opposing views of reality. He believes that the most correct way to the truth through polemics is to identify the contradictions in the opinions of the opponents. In addition to Socrates, Plato and the sophists, Aristotle also paid special attention to the study of debates in Ancient Greece. His works "Topika" and "On Sophistic Refutation" included in the collection "Organon" are among the first theoretical sources for systematic analysis of the principles of debate theory and practice.

The eighth chapter of Aristotle's treatise "Subject" is entirely devoted to dialectical discussions, in which he criticizes the eristic and sophistic debate. According to him, there are general methods of researching any issue in a dispute, general rules, topics on which the disputing parties should rely[14].

In conclusion, it can be said that the concept of dispute has not entered our life today. Argument theory has its own historical development path. First of all, there are opinions about the emergence of a dispute where there are generally two opposing opinions in the art of public speaking, in court cases, and in various discussions to solve social problems. Disputes cause the increase of different opinion circles in the society. It sharpens the mind, increases the worldview, and serves the birth of new ideas. As Karl Popper quoted, "the goal of debate should be progress, not victory." At this point, if we transfer it to the pages of the press, polemics, in addition to the press's awareness function, also performs the function of generating opinions, forming public opinion on a specific issue, developing pluralism, and finding a solution to a controversial issue.

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METHOD OF CREATING A STUDENT PORTFOLIO IN THE HIGHER EDUCATION SYSTEM AND POSSIBILITIES OF PRACTICAL APPLICATION

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ABSTRACT

The article describes the role of the student's portfolio in the educational process of higher education, its content, and procedures for its use. The purpose, capabilities, main functions and content of creating a student's educational and professional portfolio are based on it. In the student portfolio, the tasks of the student, teacher and deputy dean have been determined, and the procedure for protecting the portfolio at the end of the academic year has been developed.

Key words: *innovation, pedagogical technology, portfolio, content, function, student, teacher, communicative, intellectual.*

INTRODUCTION

The use of innovative pedagogical technologies and modern technical means of teaching in the educational institutions of our republic has a significant impact on the quality of personnel. The development of innovative pedagogical technologies directly depends on the development of information technologies, the level of their ability to be used by teachers and students. Therefore, the development of pedagogical technologies affects the quality of personnel training, and the quality of personnel affects the improvement of production technologies. Therefore, it is necessary that pedagogical and production technologies are inextricably linked with each other,

improved based on the development of information technologies, and the information space is enriched with educational and production information [1].

Currently, many innovative pedagogical technologies are used in the educational process of the educational institutions of our Republic, they are being improved in accordance with the purpose and content of education. However, in accordance with the needs of the times, the innovative pedagogical technologies used in the educational process should be focused on the formation of reflexive competence in the student, that is, the student should complete the educational institution with confidence in the general cultural, general professional and professional qualifications acquired during the educational process, and first of all, he should be satisfied with this [2]. Therefore, we believe that the practical implementation of the "Student portfolio" technology aimed at the above goal and direction in all parts of the continuous education system of our Republic plays an important role in improving the quality of education.

METHODS AND MATERIALS

Pedagogical observation, comparative analysis, generalization, pedagogical experiment-test, mathematical-statistical analysis, mental cards, expert survey of foresight, development of scenarios, future box, and Delphi methods were used in the research process.

RESEARCH RESULTS AND DISCUSSIONS

Modern trends in pedagogical evaluation require the use of new technologies and systems of evaluation. Such an evaluation system requires full consideration of the student's level of mastery of communicative and intellectual skills, growth of competence, activity in studies and knowledge acquisition, as well as the exact dynamic change of training as a future staff [3]. The evaluation system used in the higher education system of our republic is a technology based on the point system, which takes into account the student's learning during the academic year. Of course, there are many positive aspects of the test system. But this system takes into account

only the student's educational activity, that is, the mastery level of subjects. In this system, only the science teacher evaluates the student's knowledge of science. Also, the student's activity in other fields, creative works, activity in public works are not taken into account. In other words, a student studies for a grade and tries to achieve it. Factors encouraging the development of reflexive ability in a student are rare. When a student who has graduated from a higher education institution goes to work, first of all he needs to believe in his knowledge and abilities as a specialist. For this, self-assessment, that is, an objective assessment of knowledge and skills, abilities, and opportunities should be formed [4]. One of the pedagogical technologies that create such opportunities is the "Student Portfolio". The portfolio is a personal creation of the student and he personally creates it in an electronic version. A folder of the student's achievements during his studies is attached to the portfolio. At the end of the portfolio period (at the end of the semester, course or study period), the student will present the materials in his portfolio.

The portfolio allows you to [5]:

- plans and properly organizes the personal trajectory of each student's competence formation during the entire period of study at the educational institution;
- provides a systematic and regular assessment of the student's self-knowledge and abilities, opportunities and shortcomings during the formation of professional competence;
- creates conditions for regular monitoring and objective assessment of the graduate's readiness for professional activity.

The portfolio complements the traditional control form and takes into account the student's activities in all areas (educational, creative, social, communicative, scientific, etc.). A portfolio can be created for a semester, an academic year, or the entire period of study at an educational institution.

The goal of creating a student's educational and professional portfolio:

- record the student's personal educational results and achievements in terms of quantity and quality;

- proper planning and objective assessment of the dynamics of professional competence formation of the student.

Functions of the student educational and professional portfolio [6].

1. It allows the teacher to plan, regularly monitor and evaluate the formation of student competence within his subject.

2. Assessment of the student's educational and scientific achievements. On the basis of mastering the educational courses, the portfolio is filled with the achievements of the student on the way to achieving competence, necessary for a successful professional and academic career.

3. Assessment of preparation for professional career. The portfolio contains evidence of the student's professional growth throughout the course of study.

Content of student activity [7]:

- the student's own activity on the formation of competence plans;
- communicates independently to get advice from the teacher in order to complete the portfolio;
- he analyzes the results of his activities in order to achieve the goal set in the formation of competence;
- creates a portfolio independently, chooses the materials in it himself.
- at the end of each academic year, the portfolio to the dean's office submits;
- prepares a short report confirming his readiness for professional activity;
- presents a complete portfolio at the end of production practice;
- conducts a presentation of portfolio materials.

The content of the teacher's activity [8]:

- the teacher implementing the educational program provides help and advice in planning the organization of his activity on the formation of competence in the student in the field of his subject;
- develops practical tasks aimed at the formation of professional competence;
- advises the student and coordinates his activities during the entire study period;

- evaluates the results of the student's activity and gives a conclusion about the level of the student's development of relevant competence during the reporting period;
- participates in portfolio presentation, informs students about various types and levels of competitions.

Activities of the Deputy Dean for Academic Affairs:

- is responsible for the implementation of the portfolio in the educational process;
- develops regulatory documents in this direction and summarizes the results of activities;
- informs the Scientific Council of the faculty about the results of the implementation of this technology;
- organizes training-methodical seminars and consultations on the problems and difficulties that arise in the implementation of the portfolio.

Portfolio composition:

A student portfolio includes [9]:

1. Information about the owner of the portfolio (FiSh, place and year of birth, actual address of residence, name of OO'Yu and field of education). This section also includes information about the student's life and professional goals and interests.
2. Content of the student's educational, educational-methodical, scientific and extracurricular activities aimed at forming general cultural, general professional and professional competence.

At the beginning of each academic year, a competence formation plan is drawn up within the scope of the student's educational, methodological, scientific and extracurricular activities, taking into account the subjects taught in the student's educational program and educational and professional practices.

At the end of the academic year, the achievements achieved in the goal of competence formation are analyzed and evaluated by the student himself.

3. Conclusion justifying the student's readiness for professional activity will be done.

The complete material of the student's portfolio and the conclusion on readiness for professional activity are presented by the student with the participation of teachers, students, parents and external experts.

CONCLUSION

It is the application of the portfolio technology that allows the full manifestation of the student's inner potential, self-activation, and self-assessment. In this technology, the student's knowledge does not completely depend on the teacher, he becomes more independent and adequately evaluates and proves his knowledge, that is, the student studies for self-development, improvement, activation and assessment. The student's teaching-methodical portfolio is an innovative pedagogical technology aimed at monitoring, evaluating, developing the student's activities in various fields and creating reflection based on the student's self-evaluation.

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MULTIMEDIA TEXNOLOGIYALARIGA ASOSLANGAN DASTURIY TA'MINOTNI LOYIHALASH

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ANNOTATSIYA

Maqolada multimedia tushunchasi va uning ta'lim jarayonida qo'llanilish uslubiyatini tahlil qilish, multimediali ta'lim texnologiyalaridan foydalanib o'quv mashg'ulotlarini tashkil etish kabi masalalar ko'rib chiqilgan.

Kalit so'zlar: multimedia, ta'lim texnologiyalari, Python dasturlash tili, operatorlar, vizual dasturlash, media, animatsiya.

АННОТАЦИЯ

В статье рассматриваются такие вопросы, как анализ понятия мультимедиа и методика его использования в образовательном процессе, организация образовательной деятельности с использованием мультимедийных образовательных технологий.

Ключевые слова: мультимедиа, образовательные технологии, язык программирования Python, операторы, визуальное программирование, медиа, анимация.

ANNOTATION

The article deals with issues such as the analysis of the concept of multimedia and the methodology of its use in the educational process, the organization of educational activities using multimedia educational technologies.

Key words: *multimedia, educational technologies, Python programming language, operators, visual programming, media, animation.*

Bugungi kunda ta'lim tizimini rivojlantirish va uning samaradorligini oshirish yo'lida bir qancha amaliy ishlar, ilmiy tadqiqot ishlari olib borilmoqda. Bunday tadqiqot ishlarining asosiy mazmuni quyidagilardan iborat:

- ta'lim tizimini xorijiy tajribalar asosida yangicha mazmunga olib kelish va ular asosida yangi avlod o'quv adabiyotlarini, elektron ma'lumotlar to'plamlarini yaratish;
- zamonaviy kompyuter texnologiyalaridan foydalanib, o'quv fanlari va o'qitish jarayonini yangicha tashkillashtirish;
- o'quv jarayoniga yangi avlod axborot va kommunikatsiya texnologiyalarini joriy etish;
- o'quv jarayoniga zamonaviy pedagogik, innovatsion va integratsion texnologiyalarni joriy etish va hokazo. [1].

O'quv jarayonida sifatli va kafolatlangan ta'lim berishda ta'limning usullari va vositalari alohida ahamiyatga ega. Zamon talabi darajasida o'quv jarayonini tashkil etishda multimedia texnologiyalardan foydalanish muhimdir. O'quv jarayonlariga multimedia texnologiyalarini joriy etish ta'limni axborotlashtirishning zaruriy ehtiyojlaridan biridir, shu bilan birga multimedia texnologiyalari axborot texnologiyalarining eng jadal rivojlanayotgan va istiqbolli yo'nalishlaridan biri hisoblanadi. Ta'lim tizimini axborotlashtirishning asosiy maqsadi o'quvchi yoshlarni axborot jamiyatida hayotning kundalik, ijtimoiy va kasbiy sohalarida to'liq va samarali ishtirok etishga tayyorlashdan iborat [5].

O'quv jarayonida multimedia texnologiyalaridan foydalanish deganda, pedagogik, axborot va kommunikatsiya texnologiyalarini birlashtirish, umumlashtirish va ular o'rtasidagi aloqadorlikni o'rnatish orqali faoliyat olib borish holati tushuniladi. Ta'lim oluvchilarning o'quv predmetlar bo'yicha o'zlashtirish darajasi darsning sifati va samaradorligini belgilovchi asosiy omillardan biridir. Ta'limning sifatini oshirishda darsni to'g'ri rejalashtirish va maqsadni to'g'ri va aniq belgilab olish muhim

ahamoyatga ega. Maqsadni belgilashda natijaga erishish uchun ketadigan vaqt, ta'lim oluvchining ehtiyoji va imkoniyatlari, ta'lim oluvchining maqsadga erishishga harakat qilishga yo'naltirilgan uslublar va natijani aniqlaydigan nazorat turlarini aniqlash alohida ahamiyat kasb etadi. Bunday maqsadga erishish uchun o'quv jarayoniga zamonaviy pedagogik texnologiyalarni joriy qilish zarur [4].

Pedagogik texnologiya - ta'lim uslublari, usullari hamda tarbiyaviy vositalar yig'indisi, u pedagogik jarayonning tashkiliy-uslubiy vositalar majmuidir. Pedagogik texnologiya jarayonida o'qituvchi rahbarligida o'quvchi mustaqil ravishda bilim oladi, o'rganadi, o'zlashtiradi [2].

Demak, pedagogik texnologiya insonga oldindan belgilangan maqsad bo'yicha ta'sir o'tkazish faoliyatidan iboratdir. Axborot texnologiyasi – axborotga ishlov berish uchun ushbu axborotdan foydalanuvchi jarayonlarning sermehnatligini kamaytirish va ularning ishonchliligini va tezkorligini oshirish maqsadida zamonaviy kompyuterdan foydalanish bilan bog'liq jarayonni ifodalaydi [2].

Ta'lim tizimining axborot-kommunikatsiya texnologiyalari quyidagi asosiy funksiyalar va talablarni bajaradi:

- ta'lim oluvchilar va ularning axborot muhitidan foydalanish faoliyatlarini qayd etish;
- ta'lim beruvchi va ta'lim oluvchilarning faoliyatini maslahat yo'li bilan qo'llab-quvvatlashni hisobga olish;
- ta'lim oluvchilarga zaruriy o'quv materiallarini mustaqil o'zlashtirish uchun tavsiya qilish;
- o'quv jarayonida, ta'lim oluvchilar tomonidan o'zlashtirilgan bilim, ko'nikma va malakalarning test yordamida, shuningdek, og'zaki va yozma usuldagi nazoratini tashkil qilish;
- axborot bazasida ta'lim oluvchilarga tavsiya qilingan o'quv materiallaridan, qo'shimcha adabiyot va boshqa vositalardan foydalanishi uchun o'quv muassasasi axborot resurslaridan masofadan turib foydalanish imkonini yaratish;

virtual laboratoriya mashg'ulotlari va amaliy topshiriqlarni bajarishda masofadan turib ta'lim muassasasi xodimlarining maslahati va boshqa yordamlarini uyushtirish va hokazo [4].

O'quv jarayonini texnologiyalashtirish, ya'ni o'quv jarayonini kafolatlangan natija beradigan texnologik jarayonga aylantirish orqali o'quv jarayonini samarali tashkil etishga erishish mumkin[3]. Multimedia texnologiyalari asosida tashkil etiladigan o'quv jarayonida o'quv predmetlarining asosiy mazmuni quyidagi o'quv-uslubiy materiallardan iborat bo'ladi (1-rasm).



1-rasm. Multimediyaga asoslangan o'quv predmeti.

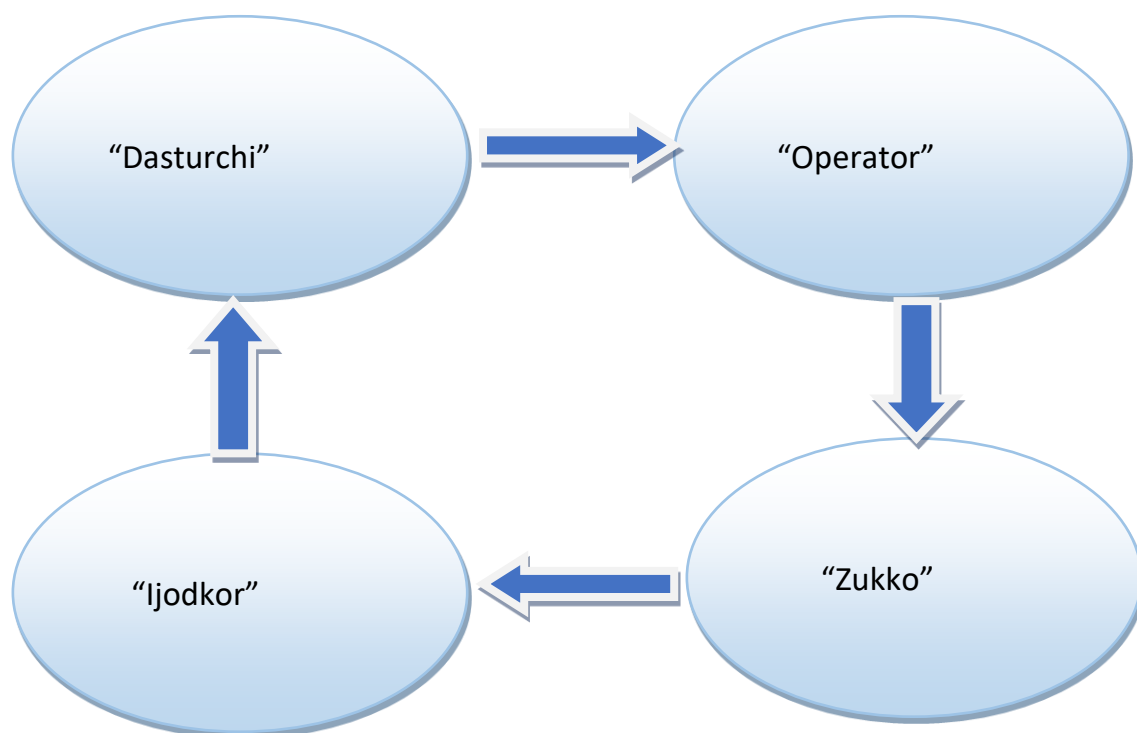
O'quv-tarbiya jarayonida innovatsion texnologiyalar va interfaol usullarni mavzuning mazmunidan kelib chiqqan holda qo'llash o'qituvchining bilimi, malakasi va tajribasiga bog'liq. Bu esa dars jarayonida o'qituvchining tashkilotchi yoki maslahatchi sifatida faoliyat yuritishiga olib keladi. Talaba(o'quvchi)lardan esa ko'proq mustaqillikni, ijodni va irodali bo'lish kabi sifatlarni talab etadi. Har qanday pedagogik texnologiyaning o'quv-tarbiya jarayonida qo'llanilishi shaxsiy xarakterdan kelib chiqqan holda, talaba(o'quvchi)ni kim o'qitayotganligi va o'qituvchi kimni o'qitayotganligiga bog'liq. Interfaol usullarni qo'llash natijasida o'tkazilgan dars mashg'ulotlari yoshlarning muhim hayotiy yutuq va muammolariga o'z

munosabatlarini bildirishlariga, ularni fikrlashga, o'z nuqtai nazarlarini asoslashga imkoniyat yaratadi. Ma'lumki, bizga ayni paytda sodir bo'layotgan innovatsion jarayonlarda ta'lim tizimi oldidagi muammolarni hal etish uchun yangi axborotni o'zlashtirish va o'zlashtirgan bilimlarni o'zlari tomonidan baholashga qodir, zarur qarorlar qabul qiluvchi, mustaqil va erkin fikrlaydigan kadrlar lozim. Shuning uchun ham, ta'lim muassasalarinin o'quv-tarbiyaviy jarayonida zamonaviy o'qitish uslublari, interfaol uslublar, innovatsion texnologiyalarning o'rni va ahamiyati beqiyosdir[3].

Dars jarayonini tashkil etish va dars mazmunini talaba(o'quvchi)larga yetkazish o'qituvchining bilimi, pedagogik mahorati, tajribasiga nihoyatda bog'liq. Darsni mustahkamlash yoki o'tilgan dars bo'yicha talaba(o'quvchi)lar bilimini baholashda yuqorida sanab o'tilgan interfaol usullarning qaysi biridan foydalanish darsning mazmuni va o'qituvchining mahoratiga, tajribasiga, bilimiga bog'liq.

Masalan, "Python dasturlash tili operatorlari" mavzusini o'rganishda asosan 4 ta asosiy tayanch tushuncha yoki savolni qarab chiqish maqsadga muvofiqdir. Ya'ni: arifmetik operatorlar, o'zlashtirish operatorlari, taqqoslash operatorlari, mantiqiy operatorlar.

Shu sababli guruh(sinf)da 26 nafar o'quvchi bo'lsa, ularni 6 nafardan 4 ta kichik guruhga ajratish (2 ta kichik guruhda 6 nafar, 2 ta kichik guruhda esa 7 nafar talaba-o'quvchi) va ularning har biriga yuqoridagi topshiriqlarni bajarish uchun guruhlariga nom tanlash yo'li imkoniyatini berish kerak. Masalan, har bir kichik guruh o'z nomiga "Dasturchi", "Operator", "Ijodkor", "Zukko" kabi ega bo'lsin. Kichik guruhlar teng kuchli bo'lishi uchun guruh(sinf)dagi talaba(o'quvchi)larning bilim darajasiga qarab oldindan shakllantirishgan bo'lishi maqsadga muvofiq sanaladi. (2-rasm)



2-rasm. Kichik guruh a‘zolarining topshiriqlar almashish tuzilmasi.

Bu kabi texnologiya va usullarni o‘z o‘rnida ishlatish, o‘quvchilarning javoblarini odilona baholab borish, ularning bilimni odilona baholab borish o‘qituvchining tajribasi, mahorati va bilim darajasiga bog‘liq [4].

An‘anaviy o‘quv-uslubiy materiallariga ta‘lim tizimida qo‘llanib kelinayotgan darsliklar, uslubiy ko‘rsatmalar, o‘quv qo‘llanmalari, didaktik tarqatma va ko‘rgazmali materiallar kiradi. Yangi o‘quv uslubiy materiallarga an‘anaviy materiallardan tashqari elektron nashrlar, elektron darsliklar, elektron plakatlar, elektron lug‘atlar zamonaviy axborot va pedagogik texnologiyaga asoslangan interfaol usullar yordamida yaratilgan o‘quv materiallari, multimedia vositalari, internetdan olingan ma‘lumotlari, virtual laboratoriyalar va boshqa tasviriy-vizual vositalarni kiritish mumkin [4].

Dasturlash nazariyasiga oid bilimlarni amaliyotda qo‘llash kompetentsiyasini egallash uchun ta‘lim oluvchilarda kompyuter qurilmalarini ishlata olish, boshqarish dasturini ishga tushurish, kodlashga oid masalalarni yechishni bilish, sanoq sistemasida amalda bajara olish, algoritm tuzish, dasturlash tillaridan birida masalaga dastur tuza olish, yaratilgan dasturiy mahsulotlarni sinab ko‘rish va taqdimot slaydlari ko‘rinishida taqdim eta olish bo‘yicha bilim va ko‘nikmalarni shakllantiradi.

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OLIV TA'LIMDA TALABALARGA TARBIYA FANINI O'QITISHDA FITRATNING "OILA" ASARINING AHAMIYATI

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ANNOTATSIYA

Maqolada muhim ahamiyatga ega bo'lib borayotgan zamonaviy pedagogik ta'limda talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish, Abdurauf Fitratning "Oila" asari asosida ijtimoiy oila ko'nikmasiga asosiy e'tibor qaratilmoqda. Xalqaro tadqiqotlar ham talabalar hayotiy ko'nikmalarining rivojlanganlik darajalarini turli aspektlarda tekshirib ko'rilmoqda. Jumladan, talabalarni oilaga tayorlashda ijtimoiy pedagogik ko'nikma va malakalarini rivojlantirishda amaldagi Pedagogika nazariyasi va tarixi, Ijtimoiy pedagogka, Tarbiya darsliklari o'zi bilan chegaralanib qolinmoqda. Xulosa qismida talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini Oila asari asosida metodik takomillashtirish bo'yicha takliflar bayon qilingan.

Kalit so'zlar: *Pedagogik ta'lim, tarbiya, talaba, mustaqil hayot, ilmiy-nazariy, asos, takomillashtirish, Abdurauf Fitrat, oila, ehtiyoj, baxtli bo'lish, davlat, jamiyat, kuch, imkoniyat, yoshlar, o'z fikri, yuksak ma'naviyat.*

Mamlakatimizda mustaqillik sharofati bilan oilaning ijtimoiy, ma'naviy, huquqiy asoslarini takomillashtirish, uning manfaatlarini himoya qilishni ta'minlash, onalik va bolalikni muhofaza qilish davlat siyosati darajasiga ko'tarildi. Shuning uchun ham O'zbekiston Respublikasining Konstitutsiyasida "Oila — jamiyatning asosiy

bo'g'inidir hamda jamiyat va davlat muhofazasida bo'lish huquqiga ega⁴”, — deb belgilab qo'yilgan. Oila - har bir xalq, millatning davomiyligini saqlaydigan, qadriyatlar barqarorligini ta'minlaydigan, yangi avlodni dunyoga keltirib, uni ma'naviy, jismoniy barkamol qilib yetishtiradigan, ijtimoiy institutdir. Shunga ko'ra, o'zbekiston Respublikasining “Oila kodeksi”da: “Ota -ona o'z bolalarining tarbiyasi va kamoloti uchun javobgardir. Ular o'z bolalarining sog'ligi, jismoniy, ruhiy, ma'naviy — axloqiy kamoloti haqida g'amxo'rlik qilishlari shart”⁵, deb ta'kidlanadi. Jamiyat taraqqiyotida ma'naviy omillarning ahamiyati nihoyatda ortib borayotgan hozirgi davrda oilani mustahkamlash, qadriyatlar va an'analarni o'zlashtirish, uyg'unlashtirish har bir millatning birinchi darajali vazifasi bo'lib qolmoqda. Buning zamirida milliy tarbiyamiz namoyon bo'ladi.

Taraqqiyotning barcha davrlarida ham “Talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini qanday takomillashtirish kerak, Abdurauf Fitratning Oila asarini qanday o'rganish kerak?” degan eng muhim savolga hamisha javob izlab kelgan va bu jarayon uzluksiz davom etmoqda. Olimlar talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish mazmuni deganda o'rganish uchun tanlangan va talabalarning o'zlashtirishlari uchun metodik jihatdan ishlangan boy ijtimoiy, tarixiy qadriyatlar va tajribaning bir qismi sifatida tushunsa, boshqa bir guruh olimlar talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda Abdurauf Fitratning “Oila” asari bilan birga uni o'rganish usullarini ham angelaydi.

Respublikamizda ham Abdurauf Fitratning “Oila” asari ijtimoiy kompetensiyaviy yondashuvga asoslanadi, ijtimoiy kompetensiyalar negizida har bir talabani mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishga doir alohida kompetensiyalar ishlab chiqilib, amaliyotga joriy qilinadi. Tajribada talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish, tarbiya

⁴ O'zbekiston Respublikasining Konstitutsiyasi. — T.: O'zbekiston, 2003. 63 — modda.

⁵ O'zbekiston Respublikasining “Oila kodeksiga sharhlar”. — T.: Adolat, 2000. 142—144 — b.

fanlarini o‘qitishda Abdurauf Fitratning “Oila” asarini pedagogik, metodik talablar asosida o‘qitish yo‘lga qo‘yilmoqda.

Abdurauf Fitratning “Oila” asari asosida talabalarga “Tarbiya” fanlarini o‘qitishning ilmiy-nazariy asoslarini takomillashtirish, mamlakatimiz yoshlarini o‘z fikrini bayon qila oladigan mustaqil fikr sohiblari etib tarbiyalashdek dolzarb vazifalarni qo‘yadi. OTM ta‘lim tizimida talabalarni mustaqil hayotga tayyorlashga zamin yaratish va mustaqil fikrlashga o‘rgatish uchun ilmiy-nazariy asoslarini takomillashtirishga samarali foydalanish, bilan bog‘liq topshiriqlar mazmunini takomillashtirish zarurati mavjud.

O‘zbekiston Respublikasi Prezidentining 2017 yil 16 fevraldagi “Oliy o‘quv yurtidan keyingi ta‘limni yanada takomillashtirish to‘g‘risida”gi PF-4958-son Farmoni, 2017 yil 20 apreldagi “Oliy ta‘lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-2909-son qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 6 iyuldagi 422-son qarori hamda mazkur faoliyatga tegishli boshqa me‘yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu maqolada muayyan darajada xizmat qiladi.

Zero, “Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma‘naviy salohiyatga ega bo‘lib, dunyo miqyosida o‘z tengdoshlariga hech qaysi sohada bo‘sh kelmaydigan insonlar bo‘lib kamol topishi, baxtli bo‘lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz”⁶, – deb ta‘kidlanishi tarbiya ta‘limi oldiga mamlakatimiz yoshlarini o‘z fikrini mustaqil hayotga tayyorlashdek yuksak ma‘naviyatli fikr sohiblari etib tarbiyalashdek dolzarb vazifalarni qo‘yadi. OTMlarining Pedagogika darslarida ham, tarbiya darslarida ham, oliy ta‘limda ham negadir Abdurauf Fitratning Oila asaridan samarali foydalanilmaydi bu talabalarga, mustaqil hayotga tayyorlay olmaslikka sabab bo‘lmoqda.

⁶Mirziyoev Sh. Erkin va farovon demokratik O‘zbekiston davlatini birgalikda barpo etamiz. –T.: O‘zbekiston, 2016. – 14-b.

Mustaqillik yillarida tarixiy tajribalardan foydalanishga kuchli ehtiyoj sezilmoqda. Talabalarni mustaqil hayotga tayyorlashda Abdurauf Fitratning “Oila” asarini pedagogik tadqiq etish, oila tarbiyasiga bo‘lgan ehtiyojni kuchaytirish - har bir xalqda doimiy muammo bo‘lib, u muayyan millat va jamiyatda o‘zining ijtimoiy pedagogik xususiyatlariga ega. Shunga ekan, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish va Abdurauf Fitratning “Oila” asari asosida oila tarbiyasining maqsad va vazifalarini anglay olish lozim.

Jamiyatning yetuk mahsuli, yaxshi fazilatlar va hayotiy kasb - hunarga ega bo‘lgan barkamol shaxsni yetkazib berishdir. Talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirish va Abdurauf Fitratning “Oila” asarini tahlil etar ekanmiz asosan pedagogik turkum fanlar sirasiga mansub bo‘lib, oila tarbiyasining vazifalari keng yoritilgan. D.Axatova., Abdujalilova Sh.A., M.E.Axmedova kabilarning pedagogik tadqiqotlari salmoqli o‘rin tutadi. Adabiy ta’lim sohasida B.Ergashev ⁷., B.Qosimov ⁸., N.Karimov ⁹., I.G‘aniyev ¹⁰., H.Boltaboyev, Sh.Vohidov, D.Toshqulov, Jumladan, professor B.Hosimov Abdurauf Fitratning ijtimoiy - siyosiy va adabiy faoliyati masalasiga, professor N.Karimov Abdurauf Fitratning ijtimoiy faoliyatiga yuksak baho beradi. I.G‘aniyev Abdurauf Fitratning filologik faoliyatini uning she’riyati, adabiy asarlari va “Abulfayzxon” drammasi misolida tadqiq etib, nomzoddik dissertatsiyasi va “Abdurauf Fitrat drammalari poetikasi” (1998) mavzusida doktorlik dissertatsiyasini himoya qilgan. H.Boltaboyev “XX asr boshlari o‘zbek adabiyotshunosligi va Abdurauf Fitratning ilmiy merosi” mavzusida doktorlik dissertatsiyasini himoya qilgan. Shuningdek, Abdurauf Fitratning ilmiy, adabiy merosini to‘plab, uch jilddik kitob sifatida chop ettirgan. Abdurauf Fitrat merosi falsafa va huquqshunoslik nuqtai nazaridan ham

⁷ Ergashev B. Iz istorii stanovleniya i razvitiya obshestvenno - politicheskix idey djadidizma, ideologiya mladobuxarsev: Tarix fanl.dokt. ... diss.avtoreferati. - Toshkent, 1993;

⁸ Qosimov B. Milliy uyg‘onish. - Toshkent, Ma’naviyat, 2002. 349 -373 -b;

⁹ Karimov N. So‘nggi so‘z..A.Fitrat. Tanlangan asarlar. 2 jild. - Toshkent, Ma’naviyat, 2000. 203 -206 -b.

¹⁰ G‘aniev I. Abdurauf Fitrat: E’tiqod va ijod.- Toshkent, Kamalak, 1994. Abdurauf Fitrat dramalari poetikas Fil.fanl.dokt...diss. - Toshkent, 1998;

tadqiq etilgan. Bu sohada B.Ergashev¹¹ va D.Toshqulov¹²larning tadqiqotlari katta ahamiyatga egadir. Tarix fanlari doktori Sh.Vohidov Abdurauf Fitratning pedagogik xarakterdagi “Oila” asarini forschadan o‘zbek tiliga tarjima qilib, nashr ettirgan (1998, 2001). Bu mutaxasislarni Abdurauf Fitratning ilmiy pedagogik merosiga murojaat qilishga undaydi. G‘oyibova Sh.O. Abdurauf Fitratning ijtimoiy-falsafiy qarashlarini¹³tadqiq etgan.

Jadid ma’rifatparvari. Abdurauf Fitratdir (1884—1938). U oila tarbiyasiga oid maxsus risola yaratgan, bu risola o‘z davrining Oila konsepti hisoblangan. Umuman, Abdurauf Fitrat ijodini har tomonlama, ayniqsa, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda, tarbiya fanlarini o‘qitishda “Oila” asarini pedagogik muammolari nuqtai nazaridan tadqiq qilish dolzarb masalalardan biridir.

Abdurauf Abdurauf Fitratning ma’naviy -ma’rifiy, pedagogik merosi mustaqillik yillarida keng o‘rganilmoqda pedagogika tarixi sohasida K.Hoshimov, S.Nishoinovalarning darsligi muhim ahamiyatga ega. “Pedagogika tarixi” fanidan darslik¹⁴ hamda M.E.Axmedova tomonidan “Pedagogika tarixidan seminar mashg‘ulotlari uchun” o‘quv qo‘llanmasi¹⁵da ilk bor Abdurauf Fitratning pedagogik merosiga metodik ilmiy baho berildi. Mazkur darslik va o‘quv qo‘llanmalar mustaqillik yillaridan keyin yaratilgan ilk metodik manbalardir.

“Pedagogika tarixi”ga oid Sharq mutafakkirlari va jadid ma’rifatparvarlari, jumladan, Abdurauf Fitratning pedagogik qarashlari hozirgi zamon talablari nuqtai nazaridan yondashilgan holda yoritilgan. Bundan tashqari, M.E.Axmedova tomonidan

¹¹ H.Boltaboev XX asr boshlari o‘zbek adabiyotshunosligi va Abdurauf Fitratning ilmiy merosi: fil.fanl.dokt...diss.avtoreferati. -Toshkent, 1996.

¹² Tashkulov D. Osnovniy napravleniya politiko - pravovoy misli narodov Uzbekistana vo vtoroy polovine XX - pervoe chetverti XX vv: Fals.fanl.dokt. diss.Avtoreferati, -Toshkent, 1995

¹³ G‘oyibova Sh.O. Abdurauf Fitratning ijtimoiy-falsafiy qarashlarini pedagogika fanlari nozodlik dissertatsiyasi. T.1998 y.143 b

¹⁴ K.Hoshimov, S.Nishonova “Pedagogika tarixi” Darslik.

¹⁵ G.Nijozov. M.E.Axmedova Pedagogika tarixidan seminar mashg‘ulotlar uchun oquv qo‘llanma. T.2011

Pedagogika nazariyasi va tarixi nomli o'quv qo'llanmasi¹⁶da asosan Abdurauf Fitrat merosi ilmiy-metodik tarzda yoritilgan.

Abdurauf Fitrat pedagogik merosini o'rganish, umumlashtirish va tizimlashtirish uning pedagogik qarashlarining shakllanishiga ta'sir qiluvchi jihatlarni ochib bergan, atoqli ma'rifatparvarning pedagogik faoliyati misolida uning O'zbekiston xalq maorifi tizimi va pedagogik fikrlar rivojlanishidagi o'rnini aniqlagan, Abdurauf Fitrat pedagogik qarashlarini mustaqil O'zbekiston Respublikasi siyosati va o'quv -tarbiya jarayoni vazifalariga uyg'unligi nuqtai nazaridan tahlil qilingan, pedagogik ta'limning zamonaviy tizimida Abdurauf Fitrat darsliklari, g'oyalari va nazariyalarining ahamiyatli jihatlardan foydalanish yo'llarini belgilash muhim ahamiyatga ega ekanligi ilmiy asoslangan.

Xulosa sifatida shuni aytish mumkinki ushbu maqolaning ilmiy ahamiyati pedagogik turkum fanlarni takomillashtirishda OTM larda "Tarbiya" fanini o'qitishda, talabalarni mustaqil hayotga tayyorlashning ilmiy-nazariy asoslarini takomillashtirishda Abdurauf Fitratning "Oila" asarida oilaga tayyorlash ta'limi mazmunini isloh qilish nuqtai nazaridan monografik tarzda tadqiq etilgani bilan belgilanadi. OTM pedagogik turkum fanlar darsliklari, o'quv qo'llanmalar, talabalarni oilaviy mustaqil hayotga tayyorlash mexanizmlarini yaratishda, fan dasturlarini tuzishda, ma'ruza matnlarini tayyorlashda material, Tarbiya fanini o'qitish bo'yicha magistratura yo'nalishlari uchun pedagogik turkum fanlardan qo'llanmalar yaratish va o'qitishni yanada takomillashtirishda muhim manba bo'lib xizmat qilishi bilan izohlanadi.

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**VOLEYBOLCHI QIZLARNING HIMOYA HARAKAT TEZKORLIGINI
SIGNAL O‘YINLI MASHQLAR YORDAMIDA
OSHIRISH SAMARADORLIGI**

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O‘zDJTSU “Voleybol basketbol nazariyasi va uslubiyati” kafedrası oqituvchisi

ANNOTATSIYA

Ushbu maqolada talaba voleybolchi qizlarning himoya harakat tezkorligini mashg‘ulotlar davomida rivojlantirish uchun maxsus o‘lchamli mashqlar majmuini ishlab chiqish va ushbu signal o‘yinli mashqlar yordamida himoya harakat tezkorligini oshirish samaradorligi ochib berilgan

Kalit so‘zlar: voleybol, himoya, texnika, harakat tezkorligi, signal o‘yinli mashqlar

**THE EFFECTIVENESS OF INCREASING DEFENSIVE MOVEMENT
SPEED OF VOLLEYBALL GIRLS USING EXERCISES
WITH SIGNAL GAMES**

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ANNOTATION

In this article, the development of a set of specially sized exercises for the development of the defensive movement speed of student volleyball girls during training and the effectiveness of increasing the defensive movement speed using these signal game exercises are revealed.

Key words: volleyball, defense, technique, speed of movement, signal play exercises

Tadqiqotning maqsadi: talaba voleybolchi qizlarning himoya harakat tezkorligi malakasini signal mashqli o‘yinlar oqali oshirishdan iborat

Tadqiqotning vazifalari

- talaba voleybolchi qizlarning mashg‘ulotlar davomida to‘p qabul qilish malakasiga tayyorgarlik dinamikasini aniqlash;
- talaba voleybolchi qizlarning maxsus jismoniy tayyorgarligi ko‘rsatkichlarini aniqlash;
- mashg‘ulotlar davomida to‘p qabul qilish texnikasi samaradorligini oshirish uchun signalli mashqlar majmuasini ishlab chiqish;

Tadqiqotning usullari: ilmiy -uslubiy adabiyotlar tahlili, pedagogik kuzatuv, Pedagogik nazorat, pedagogik testlash, matematika va statika usullari, tadqiqotni tashkil qilish.

Tadqiqotning dolzarbligi

Voleybolchilarning to‘p qabul qilish texnikasi voleybol o‘yining asosiy texnik malakasi hisoblanib bu malakani mukammal ijro etilmasa jamoa boshqa texnik malakalarni ham amalga oshira olmaydi. Himoya vaqtida butun jamoa ishtirokchilari ishtirok etishadi.

Ilmiy-uslubiy adabiyotlarda ko‘pincha «harakat tayyorgarligi», «harakat sifatlari», «jismoniy tayyorgarlik», «jismoniy sifatlar» degan atamalar yoki tushunchalar uchrab turadi. Ushbu atamalarning barchasi o‘ziga xos mohiyat va o‘ziga xos tushunchalarga egadir.

Shu bilan bir qatorda jismoniy sifatlarni, ayniqsa, voleybolchilar uchun o‘ta muhim bo‘lgan tezkorlik va sakrovchanlik sifatlarini rivojlantirishga qaratilgan mashg‘ulotlarda doimo an‘anaviy standart mashqlarni qo‘llash kutilgan natijani bermaydi. Aksariyat mutaxassis olimlarning tadqiqotlariga ko‘ra qayd etilgan sifatlarni tarbiyalashda nostandart o‘yinsimon mashqlardan foydalanish shug‘ullanuvchilarda

juda katta qiziqish uygotar ekan. Eng muhimi shakllantirillayotgan sifatlarni qisqa vaqt ichida o'ta samarali rivojlanishi isbot qilingan

Tadqiqot natijalarining ishonchliligi va asosliligi zamonaviy uslubiy yondashuvlar, informatsion tadqiqot usullaridan foydalanish, yetarli tanlama hajmi, haqiqiy materialni statistik qayta ishlashning to'g'riligi, shuningdek uni chuqur tahlil qilish va talqin qilish bilan ta'minlanadi.

O'yinchi harakat faoliyatining tezligi birinchi navbatda harakatlarni koordinatsiya qiluvchi markaziy nerv sistemasining faoliyatiga munosib bo'lishi lozim. Voleybolchining tezkorligi konkret reaksiya tezligida, jadal siltanishda hamda to'p bilan, to'psiz texnik usullarni bajarish tezligida aniq ifodalanadi. Tezkorlikni rivojlantirish uchun yugurishda qayta tezlanish, velosipedda uchish va shunga o'xshash har xil maksimal chastota bilan bajariladigan siklik mashqlardan foydalaniladi. Qayta tezlanishda maksimal darajaga etkazadigan qilib tezlikni sekin-asta, tekis oshirib borib, harakat amplitudasini kattalashtirish lozim.

Tadqiqotni tashkil qilish

Pedagogik tadqiqot 6 oy davomida olib borildi. Ushbu tadqiqotda UzDJTSU talaba qizlarining SPMO mashg'ulotlar davomida signalliy harakatli o'yinlarni qo'llab o'tkazdik. Talaba qizlarning to'p qabul qilish texnikasi aniqligini quyidagi testlar orqali aniqlab oldik.

T1 o'z o'qi atrofida aylanib 3 metr balandlikda chizilgan 50 sm lik kvadratga 3 metr masofada yuqoridan to'p qabul qilish va uzatish (10 marta)

T2 o'z o'qi atrofida aylanib 3 metr balandlikda chizilgan 50sm lik kvadratga 3 metr masofada pastdan to'p qabul qilish va uzatish (10 marta)

T3 o'z o'qi atrofida aylanib otilgan to'pni pastdan qabul qilish va uzatish (10 marta)

T4 o'z o'qi atrofida aylanib otilgan to'pni pastdan qabul qilish va uzatish (10 marta)

Qo'llanilgan signalli mashqlar

1. Voleybolchi orqa tomonga o'girilib o'tiradi, sherik signali bilan to'pni yerga uradi, voleybolchi o'rnidan turib ogirilib to'pni sherikka yetkazadi.(10 marta)

2. O'yinchilar 5 tadan bo'lib ikkita guruhga bo'linadi, har bir jamoa to'pni faqat yuqoridan bir birlariga uzatgan holda o'n marta o'ynashlari kerak, bu vaqt davomida ikkinchi jamoa o'yinchilari to'p uchun kurashadilar.

3. To'p kiritayotgan sherikka top qabul qiluvchi orqa taraf bilan turadi, to'p kiritayotgan oyinchi to'p kiritishidan oldin signal beradi song kiritadi, to'p qabul qiluvchi ogirilib to'pni 2 zo'naga yetkizadi.(10 marta)

Nazorat va tajriba guruhlaridagi voleybolchi talaba qizlarning yuqoridan va pastdan to'p qabul qilish va uzatish texnik tayyorgarlik darajasini tekshirish uchun tadqiqot boshi va oxiridagi test sinovlari natijalari

№	Test usullari	Tajribadan boshi				Tajribadan oxiri			
		T1	T2	T3	T4	T1	T2	T3	T4
nazorat guruhi									
1	x_i	25.85	25.46	28.31	26.16	26.76	26.35	29.23	26.9
2	\bar{X}	5.17	5.92	5.6	5.2	5.1	5.07	5.6	5.2
3	σ	10.34	10.1	11.3	7.9	10.33	10.1	11.3	10.4
4	t_{ct}					0.7	7.7	0.8	0.8
5						p>0.05	p<0.05	p>0.05	p>0.05
tajriba guruhi									
1	x_i	26.9	26.54	28.39	27.24	21.95	21.97	23.08	22.34
2	\bar{X}	5.38	5.3	5.67	5.44	4.39	4.39	4.6	4.46
3	σ	10.7	10.6	11.3	10.8	8.7	8.7	9.2	8.9
4	t_{ct}					0.8	0.8	0.8	0.8
5						p>0.05	p>0.05	p>0.05	p>0.05

Natijalardan shuni ko'rishimiz mumkinki n/g da tadqiqotdan oldin T1 x_i o'rtacha 25.85 ni korsatayotgan bo'lsa, tadqiqotdan keyin 26.76 ga, σ esa 5.17 dan o'zgarmaganini ko'rishimiz mumkin. N/g da tadqiqotdan oldin T2 x_i o'rtacha 25.46 ni korsatayotgan bo'lsa, tadqiqotdan keyin 26.35 ni korsatdi. σ esa 5.92 dan o'zgargan.

T3 x_i o'rtacha 28.31 ni ko'rsatayotgan bo'lsa, tadqiqotdan keyin 29.23 ni korsatdi.

σ esa 5.6 dan o'zgargan.

T4 x_i o'rtacha 26.16 ni ko'rsatayotgan bo'lsa, tadqiqotdan keyin 26.9 ni korsatdi.

σ esa 5.2 dan o'zgargan.

Tajriba guruhida tadqiqotdan oldin T1 x_i o'rtacha 26.9 ni korsatayotgan bo'lsa, tadqiqotdan keyin 21.95 ga, σ esa 5.38 dan o'zgarmaganini ko'rishimiz mumkin. T/g da tadqiqotdan oldin

T2 x_i o'rtacha 26.54 ni korsatayotgan bo'lsa, tadqiqotdan keyin 21.97 ni korsatdi.

σ esa 5.3 dan o'zgargan.

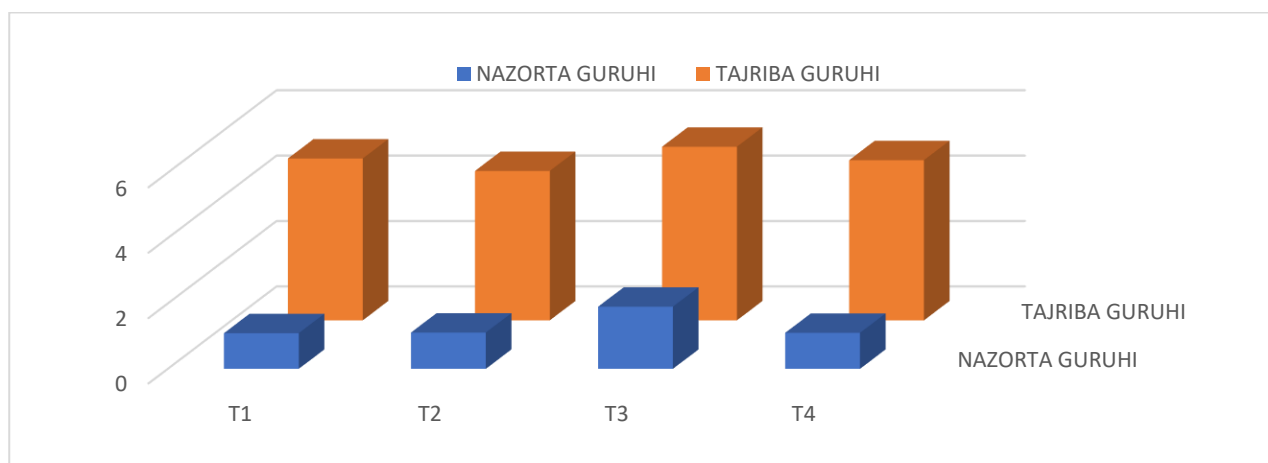
T3 x_i o'rtacha 28.39 ni ko'rsatayotgan bo'lsa, tadqiqotdan keyin 23.08 ni korsatdi.

σ esa 5.6 dan o'zgargan.

T4 x_i o'rtacha 27.24 ni ko'rsatayotgan bo'lsa, tadqiqotdan keyin 22.34 ni korsatdi.

σ esa 5.44 dan o'zgargan.

3 oy davom etgan tadqiqot yakunida xar ikkala guruhlarda tadqiqot boshida olinga nazorat testlari o'tkizildi. Ular o'rtasida tafovud boor edi. Voleybolchi talaba qizlarning himoya texnik usullarini bajarish darajalarining o'zgarishlarini 1-rasmda ko'rishingiz mumkin.



1-RASM **Nazorat va tajriba guruhi talaba qizlarining yuqoridan va pastdan to'p qabul qilish va uzatish texnik tayyorgarlik darajasining o'rtacha ko'rsatkichining o'zgarishi**

Xulosa. Kuzatuv natijalaridan ma'lum bo'ldiki, malakali voleybolchilar tayyorlash amaliyotida, jumladan, UzDJTS Universiteti qizlarida jismoniy va texnik tayyorgarlikning uzviy bog'liqligi, maxsus jismoniy sifatlar va texnik ko'nikmalarni bir vaqtning o'zida integral xususiyatga xos vaziyatli hamda ixtisoslashtirilgan mashqlar asosida shakllantirish qo'llanilmagan.

Voleybolchi qizlarning mashg'ulot davomida to'p qabul qilish malakasini oshirishda signal mashqli o'yinlardan foydalanmasligi aniqlandi.

Muntazam qo'llanilgan, noan'anaviy xolatlarda signal oyinli mashqlardan foydalanish top qabul qilish va aniq yetkizish malakasiga ega samarali vosita sifatida qo'llab ko'rish tasdiqlandi.

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РЕЗУЛЬТАТИВНОСТИ АТАКИ И БЛОКИРОВАНИЯ В ХОДЕ СОРЕВНОВАТЕЛЬНЫХ ИГР //Игровые виды спорта: актуальные вопросы теории и практики. – 2018. – С. 224-227.

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MAXMUR IJODINING O'RGANILISH TADRIJI**Avezova Anajon Ko'paysin qizi**

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XIX asr o'zbek she'riyati faqatgina son va sifat jihatdan yuksalibgina qolmay, o'nlab yangi ijodiy urinishlar, o'zgacha hajviy janrlarning hajviyot olamiga olib kirilishi, qator yangi she'riy, hajviy usullarning kashf etilishi bilan ham ahamiyatlidir. Ular o'zbek she'riyatining bundan keyingi kamolotiga kuchli ta'sir ko'rsatdi.

Kalit so'zlar: *mumtoz adabiyot, tazkira, devon, yumor, hajviyot, adabiy muhit, ijtimoiy voqelik*

ABSTRACT

Uzbek poetry of the 19th century not only increased in terms of quantity and quality, but was also significant with dozens of new creative attempts, the introduction of special satirical genres into the world of satirical, and the discovery of a number of new poetic and satirical methods. They strongly influenced the further development of Uzbek poetry.

Keywords: *classic literature, tazkirah, devan, humor, comedy, literary atmosphere, social reality.*

KIRISH

Qo‘qonda yashab ijod qilgan Maxmur hayoti va ijodiga doir ma‘lumotlar unchalik ham ko‘p emas. Adabiyotshunoslar va adabiyot ixlosmandlariga uning ilk bora “Guliston” jurnalida bosilib chiqqan “Hapalak” she‘ri ma‘lum edi. Ushbu she‘rdan keyin Maxmur ijodi maktablarning adabiyot darsliklariga kiritilgan va oliy o‘quv yurtlari uchun tayyorlangan “O‘zbek adabiyoti tarixi xrestomatiyasi”¹ da hamda “O‘zbek poeziyasining antologiyasi” ham bosilib chiqqan.

Undagi ma‘lumotlarga ko‘ra: “Maxmur haqida juda oz ma‘lumotga egamiz. Fazliy “Majmuat-ush-shuaro”da Maxmurning Umarxon saroyida yashagan mashhur olim va shoir Akmalning o‘g‘li ekanini aytadi. Maxmurning hayoti haqida boshqa ma‘lumotlarga ega emasmiz”² – deb aytilgan. Yuqorida ta‘kidlangan Fazliy qalamiga mansub “Majmuat-ush-shuaro” tazkirada Maxmurning 500 ta g‘azali kiritilgani ma‘lum. XX asrning 50-yillarida Maxmurning ilk devoning topilishi o‘qituvchi Po‘latjon Qayumov va Asqarali Hamroaliyev (Charxiy)lar nomi bilan bog‘liq. Bu qo‘lyozma devon o‘z tarkibiga Maxmurning hajviy yumoristik she‘rlari, tarix va qasidalarini o‘z ichiga olganligi qayd etilgan.

Qo‘lyozmani ko‘chirgan kishining nomi, shuningdek shoirning ijod namunalarining yozilgan yili va qo‘lyozmaning qachon yozilganligi yoki ko‘chirilgan yili haqida ma‘lumotlar uchramaydi. Faqat bir she‘rning yozilgan yili hijriy 1229-yil (1813—1814) deb ko‘rsatilgan.

“Bu devonda shoirning 3417 misrani tashkil etgan 69 asari bo‘lib, ular muxammas, mustahzod, g‘azal, masnaviy, ruboiy, qit‘a va bahri madid shaklida yozilgan she‘rlardir.”³ Ushbu devon Maxmur butun ijodiy faoliyati davomida yaratilgan adabiy merosining satirik va yumoristik merosini o‘z ichiga oladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Yuqorida ta‘kidlab o‘tilganidek, Maxmur hayotiga doir ma‘lumotlar kamligi sababidan biz uning hayotiga oid voqea-hodisalarni o‘rganishda Maxmurning

¹ Ўзбек адабиёти тарихи хрестоматияси, т. II, б. 224, Тошкент.

² Ўзбек поэзиясининг антологияси, б. 189, Тошкент, 1948.

³ Азиз Қаюмов. “Махмур.” Ўзбекистон Фанлар академияси нашриёти. Тошкент-1958.

asarlariga, davr adabiy muhitiga, shuningdek, o'sha davrda yozilgan bayoz va to'plamlarga murojaat qilamiz.

XVIII asr I yarmida Qo'qonda adabiy muhit uchun yetarlicha harakatlar boshlangan. Jumladan, bu borada Mirzo Olim "Ansob us-salotin" asarida 1732-1733-yillarda Abdulkarimxon davri haqida shunday yozgan: "Abdulkarimxon... xizmatiga eshon, domullo, Olim Konibodomiy va domullo Vali Xojandiy va Mashrabi devonayi Namangoniy kelib suhbat tutar erdilar. Alarning suhbatidin ifoda va istifoda topib, necha umumiy diniy va kashf yaqinig'a olim va koshif bo'lib kamolot hosil qildi."¹

Qo'qonda adabiy muhitning eng gullagan davri Amiriy taxallusi bilan she'rlar bitgan shoh va shoir Amir Umarxon (1787-1822) nomi bilan bevosita bog'liq. Amir Umarxon siyosiy hayot bilan bir qatorda ilm-fan rivoji, adabiyot va san'atga ham katta e'tibor bergan. Xonlik hududidagi barcha iqtidorli ijodkorlarni saroyga jamlab, faol ijodiy jarayonni tashkil etgan. Ushbu adabiy jamoadagi ijodkorlar o'zlarini turli yo'nalishlarda namoyon eta olgan.

NATIJALAR

Tarixnavislik, tazkiranavislik, she'riyat, nasr, matbaa ishlari, adabiy hamkorlikning bebaho namunalari yaratilgan. Avazmuhammad Attorning "Tuhfat ut-tavorix", Hakimxon To'raning "Muntaxab ut-tavorix", Mushrifining "Shahnomayi Nusrat payom" Is'hoqxon To'raning "Tarixi Farg'ona", Mushrifing "Ansob us-salotin va tavorixi Xavoqin" kabi tarixiy asarlari, Fazliy Namangoniyning "Majmuayi shoiron" tazkirasi mazkur ijod qaynagan davrda yaratilgan, u haqdagi ma'lumotlarni o'zida jamlagan. Umarxon tashabbusi bilan dunyoga kelgan Fazliy tazkirasi tazkiranavislikda yangi yo'nalishni shakllantirgani bilan alohida ahamiyatga ega. Keyinchalik bu an'ana boshqa adabiy muhitlarga ham ko'chgan.

"Qo'qon adabiy muhitida xalq og'zaki ijodi namunalarini o'zlashtirishga, jamlashga, yozma adabiyot bilan uyg'unlashtirishga katta e'tibor berilgan. Bu harakatning noyob mahsuli sifatida Gulxaniyning «Zarbulmasal» asarini eslash kifoya.

¹ А.Қаюмов. Қўқон адабий муҳити. Тошкент-1961, 41-бет. Ансоб ус-салотин, 18-бет.

Uvaysiy, Nodira, Fazliy, Ado, Maxmur, Amiriy kabi ijodkorlarning asarlarida ham xalqona hikmatlardan, iboralardan unumli foydalanish ko‘zga yaqqol tashlanadi.”¹

MUHOKAMA

O‘zbek mumtoz adabiyoti tarixida Qo‘qon adabiy muhitining o‘ziga xos zalvorli o‘rni borligi hech kimga sir emas. Qo‘qon adabiy muhitida tarbiya topgan va ijod qilgan Uvaysiy, Nodira, Gulxaniy, Maxmur, Fazliy kabi bir qancha ijodkorlarning ilmiy meroslarisiz bu jarayonning ko‘lamini so‘z bilan ifodalash qiyin.

Shoir va adiblarning ijodiy yutug‘ining rivojida “amir ul-mo‘minin” Amir Umarxonning beqiyos o‘rni va uning rahnamoligiga alohida e‘tibor bergan taniqli adabiyotshunos Abdurauf Fitrat “XVI asrdan so‘ngra o‘zbek adabiyotig‘a umumiy bir qarash”² nomli maqolasida Qo‘qon adabiy muhitidagi Farg‘ona adabiyotiga alohida e‘tibor qaratgan.

Fitrat Amir Umarxon boshchiligida va homiyligida yaratilgan Gulxaniyning “Zarbulmasal” asariga to‘xtalib, “bu davrda Farg‘ona saroy adabiyotlarining xalq adabiyotig‘a ayricha diqqat qilg‘anlari ham ko‘riladir”³, deya qayd etgan.

XULOSA

Mustaqillik yillarida esa Maxmur ijodini o‘rganishda Muhammadali Mahmudovning xizmatlarini alohida e‘tirof etish kerak. Olim Maxmur ijodini o‘rganishda bir qator izlanishlar olib borgan, ilmiy izlanishlari natijasida “Maxmur hajviyotining uslubiy xususiyatlari” nomli ilmiy unvon olish uchun yozilgan nomzodlik dissertatsiyasini hamda Maxmur satirasini keng yoritish maqsadida yozilgan “Qahqahaning qudrati” ilmiy risolasini tilga olib otish joizdir. Ushbu risolada kulgining ahamiyati jamiyatda ko‘p gapirilganiga qaramay, u haqida ba‘zi bir salbiy qarashlar mavjudligi sir emasligi, ushbu “qurol”ni ma‘lum maqsadni niyat qilib ishlatilsa, uning ta‘sir ko‘lami katta bo‘lishi Maxmur ijodi misolida izohlab berishga harakat qilingan.

¹ N.Jumaxo‘ja, I.Adizova. O‘zbek adabiyoti tarixi (XVI-XIX asr I yarmi). Toshkent-2020, 280-bet.

² А.Фитрат. Танланган асарлар, II жилд, Тошкент-2000.

³ А.Фитрат. Танланган асарлар, II жилд, Тошкент-2000, 59-бет.

Ushbu amalga oshirilgan tadqiqot va izlanishlar Maxmur ijodini o‘ragnishda salmoqli ishlar amalga oshirilganligini ko‘rsatadi. Lekin shu paytga qadar shoir she‘riyatining ijtimoiy voqelikni ochib berishdagi badiiy qiymati o‘rganilmagan jihatlardan biri ekanligi ma’lum bo‘ladi.

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QOBILIYAT VA IQTIDORNI RIVOJLANTIRISH OMILLARI

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ANNOTATSIYA

Ushbu maqolada qobiliyatli va iqtidorli bolalarni topish va ularning qobiliyatlari va intilishlarini maqsadli rivojlantirish, kasbiy mahoratlarini oshirishga keng imkoniyatlar yaratish, bolalarda alohida qobiliyatning namoyon bo'lishiga zamin yaratuvchi omillar haqida ma'lumotlar berilgan.

***Kalit so'zlar:** shaxs, bola, qobiliyat, iqtidor, rivojlanish, kasbiy mahorat, oila, individuallik, individual xususiyatlar.*

Kelajak egalari bo'lmish yoshlarga g'amxo'rlik ko'rsatishga alohida e'tibor hamma davrda ham dolzarbligini yo'qotmaydigan eng muhim masaladir. Yoshlardagi shijoat va intilishni alohida pedagogik muammo sifatida o'rganish esa ularni hayotga tayyorlash jarayonini yanada takomillashtirishga xizmat qiladi.

Mustaqillik yillarida O'zbekistonda qobiliyatli va iqtidorli bolalarni topish va ularning qobiliyatlari va intilishlarini maqsadli rivojlantirish, kasbiy mahoratlarini oshirishga keng imkoniyatlar yaratish bo'sh vaqtlaridan unumli foydalanishni tashkil etish, madaniy, musiqiy estetik talablarini qondirish, kasb-hunarga yo'naltirish, qobiliyatli yoshlarni aniqlash, ularga ta'lim-tarbiya berish va qo'llab-quvvatlash masalasiga davlat siyosati darajasida ahamiyat berila boshladi. XX-asrning ikkinchi yarmidan boshlab psixologiya fanida shaxs iqtidori, qobiliyatlilik darajasi, qobiliyatni maqsadli rivojlantirish masalalarini tadqiq etishga kirishilgan. N.S.Leytes, M.Karne,

V.S.Blum, B.Klark, J.Uitmor, A.Sh.Shvedel, R.S.Stounberner, L.Termen kabi olimlar tomonidan qobiliyatlilik va uning darajalarini belgilovchi mezonlarning ishlab chiqilishi, shuningdek, qobiliyatli shaxslarning o'ziga xos pedagogik-psixologik sifatlarining tadqiq etilishi hamda ular bilan munosabatni to'g'ri tashkil etish yuzasidan tavsiyalarning ilgari surilishi nafaqat soha rivojini ta'minlab qolmay balki, qobiliyatli shaxslarning "cheksiz imkoniyatlari"dan samarali foydalanish mumkinligini ko'rsatib berdi.

J.Uitmor quyidagi omillar bolalarda alohida qobiliyatning namoyon bo'lishiga zamin yaratishini asoslab berdi:

1. Mukammallikka intilish (perfeksionizm). Qobiliyatli bolalar uchun kamolotga intilishning ichki ehtiyojiga egalik xosdir. Ular yuqori natijalarni qo'lga kiritmagunlaricha tinchimaydilar. Buning ilk ko'rinishi juda yoshlikdan ko'zga tashlanadi.

2. Qoniqmaslik tuyg'usiga egalik. O'z-o'ziga bunday munosabatda bo'lish qobiliyatli bolalar nima bilan shug'ullansa ularning barchasida mukammal bo'lishga intiluvchi bolalarga xos xususiyat sanaladi. Ular shaxsiy yutuqlariga tanqidiy yondashadilar, ko'p holatlarda ulardan qoniqmaydilar, bundan o'z-o'zini noto'g'ri va past baholash hissi yuzaga keladi.

3. Noreal (amalga oshish imkoniyati kam bo'lgan) maqsadlarga egalik. Qobiliyatli bolalar odatda o'z oldilariga yuksak maqsadlarni qo'yadilar. Qo'yilgan maqsadlarga erishish imkoniyatiga ega bo'lmasalar, ular tashvishlana boshlaydilar. Boshqa tomondan qaraganda, mukammallikka intilish yuksak yutuqlarga erishish imkonini beruvchi kuchdir.

4. O'ta sezgirlik. Qobiliyatli bolalar eshitish imkoniyatining yuqoriligi tufayli ular munosabat va aloqalarni yaxshi tushunadilar, ular nafaqat o'zlariga, shu bilan birga atrofdagilarga nisbatan ham tanqidiy munosabatda bo'ladilar. Qobiliyatli bolalar juda ta'sirchan bo'lib, ular atrofdagilardan o'zlariga nisbatan bildirilayotgan yoqimsiz so'z yoki so'zsiz harakatlarning paydo bo'lishi bilanoq qabul qiladilar. Doimiy ravishda turli ko'rinishdagi salbiy ta'sirlarga javob beraverish oqibatida bunday bolalar ko'p hollarda giperfaol va tez chalg'iydigan bo'lib qoladilar.

5. Kattalarning e'tiborlariga ehtiyoj sezish. Tabiatan qiziquvchanliklari va bilishga bo'lgan intilish ko'p hollarda o'qituvchilar, ota-onalar va boshqa katta yoshli kishilarning e'tiborlari o'zlarigagina qaratilishini xohlaydilar. Bu boshqa bolalar bilan munosabatlarda bunday istakni keskinlashtiruvchi ziddiyatni keltirib chiqaradi.

6. Sabrsizlik. Qobiliyatli bolalar ko'p holatlarda aqliy jihatdan o'zlariga nisbatan past salohiyatga ega bolalarga nisbatan sabrsizlik bilan munosabatda bo'ladilar. Shu sababli ular toqatsizlik va sabrsizlikni ifodalovchi tashqi tanbehlariga duch keladilar.

Qobiliyat va iqtidorni rivojlantirish uchun bolaga individual yondoshish va har bir inson dunyoga kelganda o'ziga xos tug'malik alomatiga ega bo'lgan layoqat bilan tug'ilishi va bu layoqatlarni qobiliyat darajasiga chiqarish uchun unga ta'sir etuvchi omillarga alohida e'tibor qaratish muhim ahamiyatga ega bo'lgan masaladir. Bu ko'p jihatdan bola shaxsining shakllanishiga ta'sir etuvchi oila va bolaning atrofidagi insonlarning psixologik bilimlarini qay darajada yetarli ekanligi va shu psixologik madaniyatini qay darajada ishga solgan xolda bolaga ta'sir ko'rsata olishiga ko'p jihatdan bog'liqdir.

Shuningdek o'quvchilarning qobiliyat va iqtidorini rivojlantirishda ular uchun maxsus dasturlarni ishlab chiqish muhim omillardan biri sanaladi. 1980 yillarda amerikalik olimlar M.Karne, A.Shvedel va S.Minnemayerlar o'quvchilar qobiliyati va iqtidorini rivojlantirish maqsadida maxsus dasturlarni ishlab chiqishda quyidagi tamoyillarning inobatga olinishi muhim ekanligini alohida qayd etib o'tganlar:

1. Har bir bola takrorlanmas, o'ziga xos xususiyatlarga ega.
2. Qobiliyatli bolalar o'zlariga nisbatan nihoyatda tanqidiy yondashadilar va ko'p hollarda u qadar ijobiy bo'lmagan "Men" obraziga egaliklari bilan ajralib turadilar.
3. Oila qobiliyatli bolalarga ta'lim berishda yetakchi o'rinni egallashi lozim.
4. Qobiliyatli bolalar uchun ishlab chiqiladigan dasturda ularning qiziqish va ehtiyojlariga muvofiq keluvchi turli-tuman o'quv materiallari o'rin olishi kerak.

5. Qobiliyatli bolalar uchun ishlab chiqiladigan dastur uning har tomonlama – harakat, hissiy, shuningdek, muloqot malakalarini shakllantirishdagi o'zaro mutanosiblikni ta'minlashi hamda ularni rivojlantirishga yordam bera olishi zarur.

6. Qobiliyatli bolalar “bilimlarni o‘rtacha o‘zlashtiruvchi” o‘quvchilar bilan bir guruh (sinf)da o‘qitilganda xuddi o‘zlari singari qobiliyatli bolalar bilan muloqot qila olish imkoniyatlariga ega bo‘lishlari kerak.

7. Bu kabi dasturlarni amalga oshirishga maxsus tayyorgarlik va qobiliyatli bolalar bilan ishlash tajribasiga ega mutaxassisning rahbarlik qilishi yuqori natijalarni qo‘lga kiritishga imkon beradi.

8. Qobiliyatli bolalar uchun namunaviy dasturlar o‘quvchilarni bir ta‘lim muassasasida uzluksiz o‘qitishni talab etadi.

9. Ota-onalar va mutaxassislar uchun bola oldiga qo‘yiluvchi maqsadlar va ularni amalga oshirish yo‘llarini aniqlashga bo‘lgan munosabatlarda hamkorlik qilish muhim sanaladi.

10. Dasturning ajralmas qismi bola muvaffaqiyatlarini baholovchi tizim bo‘lishi lozim.

11. Dastur o‘zida ota-onalar ham muhim rol o‘ynaydigan qobiliyatlilikning namoyon bo‘lishini ta‘minlovchi yaxshi tashkillashtirilgan, samarali va doimiy harakatdagi tizimni qamrab olishi lozim.

12. Dastur bolaning rivojlanishini ta‘minlovchi hamda bir darajadan ikkinchi darajaga samarali va izchil o‘tishi uchun zarur imkoniyatga ega bo‘lishi zarur.

13. Dastur maqsadlariga erishishga bo‘lgan intilishni rivojlantira olishi kerak.

14. Ijodiy qobiliyatni rivojlantirish – dasturning muhim maqsadlaridan biri sanaladi.

15. Qobiliyatli rahbarlarni iqtidorli bolalarga ta‘lim berishga jalb etishning zaruriy yo‘llarini topish maqsadga muvofiqdir.

Oliy o‘quv yurti talabalarida ijodiy qobiliyatning namoyon bo‘lishi ular tomonidan kasbiy faoliyatni samarali yo‘lga qo‘yishda ham o‘ziga xos ahamiyat kasb etadi. Binobarin, ijodiy qobiliyatli o‘qituvchi ta‘lim va ma‘naviy-ma‘rifiy ishlar jarayonini o‘zgacha bir ko‘tarinkilik asosida tashkil etishga erisha oladi. Qobiliyatlilik o‘quv mashg‘ulotlari va ma‘naviy-ma‘rifiy tadbirlarni noan‘anaviy shakl, metod va vositalar yordamida uyushtirishga yordam beradi. Shuningdek, o‘quvchilarni ta‘lim jarayonida faol ishtirok etishga, ma‘naviy-ma‘rifiy tadbirlarda ixtiyoriy qatnashishga,

o'z imkoniyatlarini namoyon etishga rag'batlantiradi. M.G.Davletshin, E.G'oziev, Sh.Baratov, A.A.Leontev, V.S.Merlin, R.S.Nemov, R.V.Ovcharova va boshqalarning ishlarida shaxs qobiliyati, uning turli yo'nalishlarda namoyon bo'lishi, qobiliyatli o'quvchilarning o'ziga xos pedagogik-psixologik xususiyatlari, o'quvchi qobiliyatini rivojlantirish omillari va pedagogik shart-sharoitlari kabi masalalar o'z aksini topganligini ko'rishimiz mumkin. M.G.Davletshin, E.G'oziev, R.S.Nemov, A.B.Orlov, A.A.Leont'ev, E.Z.Usmonova va boshqalar tomonidan olib borilgan tadqiqotlarda ham aqliy va jismoniy qobiliyat, ularni rivojlantirish shartlari, qobiliyatlikning umumiy va xususiy ko'rinishlari, qobiliyatli o'quvchilarni o'qitish muammolarining yoritilishiga alohida o'rin ajratilgan.

Xulosa qilib aytganda o'quvchi qobiliyatini rivojlantirishda ta'lim muassasasi va oilaning o'rni, o'qituvchilar hamda oila a'zolarining o'quvchi qobiliyatini rivojlantirishdagi ishtiroki, o'quvchi qobiliyatini rivojlantirishga nisbatan umumiy va yakka tartibda yondoshuv masalalari muhim ahamiyatga egadir. Qobiliyatli bolalarni tanlash va ularni o'qitish bir qator pedagogik shart-sharoitlarni taqozo etadi.

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“ТИББИЁТДА РЕНТГЕН НУРЛАРИНИНГ ҚЎЛЛАНИЛИШИ” МАВЗУСИНИ ЎҚИТИШДА НОАНЪАНАВИЙ УСУЛЛАР

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АННОТАЦИЯ

Таълим усулларини такомиллаштириш соҳасидаги асосий йўналишлардан бири интерфаол таълим ва тарбия усулларини жорий қилишдан иборат. Интерфаол усулларни қўллаш натижасида талабаларни мустақил фикрлаш, таҳлил қилиш, хулосалар чиқариш, ўз фикрини баён қилиш, уни асослаган ҳолда ҳимоя қила билиш, соғлом мулоқот, мунозара, баҳс олиб бориш кўникмалари шаклланиб, ривожланиб боради.

Калит сўзлар: *Ақлий ҳужум, муаммо, интерфаол, таълим, тарбия, кластер, ахборот, тиббиёт, рентген нурлари.*

Интерфаол усулларни қўллашда ўзаро таъсир асосига қурилган интеллектуал ҳаракатлар шунчаки таъсир ёки туртки вазифасини бажариш билан чекланиб қолмайди ва ҳамкорлик субъектларини ижодий изланишга йўналтириш, номаълум ҳолатни очишга (кашф этишга) кўмак берувчи назарий-ақлий мулоҳазаларни яратиш функцияларини ҳам бажариши мумкин.

«Тиббиётда рентген нурларининг қўлланилиши» мавзусини ўқитишда **ноанъанавий усуллар** » мавзусини ўқитишда ноанъанавий усуллардан бири “Ақлий ҳужум” усулидан фойдаланиш ҳам машғулот ўтказишда ижобий натижаларга олиб келади.

“Ақлий ҳужум” усули.



“Ақлий хужум”нинг бир неча усуллари ишлаб чиқилган. Бу усулнинг номидан маълумки, ақл воситасида битта муаммога хужум уюштирилади. Ҳамма иштирокчилар биргаликда бир ҳодисага ёки бир муаммога фикр қаратади ва унинг ечимини топишга ҳаракат қилади. Демак, “Ақлий хужум” жамоа ғояларини йиғишдир. **Мақсад** – хилма-хил ғояларни йиғиш, мустақил фикрлаш, ижодий масалани мустақил ечишдир.

“Ақлий хужум” 15 минутдан бир соатгача давом этиши мумкин. Барча ғоялар экспертлар томонидан йиғиб олинади ва энг манзурлари танлаб олинади.

Ақлий хужум усулининг мақсади талабаларда ижодий, ностандарт фикрлаш қобилиятларини шакллантириш. Бу усулни катта ёки кичик гуруҳларда қўллаш мумкин. Бу усулни қўллашда дастлаб гуруҳ йиғилади, улар олдида олиб бориладиган машғулотга қараб муаммоли савол қўйилади. Аудиторияда бўлган барча талабалар савол бўйича ўз фикрларини билдирадilar, бу босқичда ҳеч ким ўзга кишини ғояларига хужум қилмайди ёки муносабат билдирмайди. Бундай усул воситасида кўплаб, хилма-хил ғояларни юзага келиш имкони пайдо бўлади. Бунинг учун эса машғулот олиб борилаётган аудиторияда талабалар фаол бўлиши, талабалар томонидан илгари сурилган ғоялар танқид остига олинмаслиги, муаммо ечимидан узоқроқ ғоялар ҳам қўллаб қувватланади, ўқитувчи талабалар томонидан билдирилган ғояларни доскага ёки қоғозга қайд этади. Бу усул самараси фикрларнинг хилма-хиллиги билан таснифланади.

Навбатдаги босқичда муаммонинг ечимига яқин бўлган 5-6 та асосий ғоялар танлаб олинади, баҳоланади. “Ақлий хужум” усули қўлланилишига кўра универсал бўлиб, ўқув материалларини тезкор ўзлаштириш, фаол фикрлаш ва кенг доирада тафаккур юритишга имкон беради.

Умумий талаблардан келиб чиққан ҳолда “Ақлий хужум” усулидан фойдаланиш босқичларини куйидаги технологик харитасини кўрсатиш мумкин.

“Ақлий ҳужум” усулининг технологик харитаси

Иш босқичлари ва мазмуни	Фаолият	
	Ўқитувчи	Талаба
1–босқич. Талабаларни тайёрлаш.	Мавзу: 1.“Тиббиётда рентген нурларининг қўлланилиши” , 2. Мақсадни белгилайди.	Иштирок этмайди
2–босқич. Кириш	Мавзунинг мақсади: талабаларда қуйидаги режа бўйича билим ва кўникмалар ҳосил қилиш. 1.рентген нурларининг олиниши. 2. Тормозланган ва характеристик рентген нурланишлари. 3. рентген нурларининг даволаш ва ташхисда қўлланилиши. 4. КТ.да қўлланилиши. 5. Моморграфияда қўлланилиши.	Усул шартларини ўрганади
3–босқич. Ғояларни киритиш	Ғояларни ёзиб олади.	Муаммони ҳал этувчи ғоялар юзасидан мулоҳазалар юритиб ёзиб беради ва таклифлар киритади.
4–босқич. Таҳлил	Таклиф қилинган ғояларни таҳлил қилишни ташкил этади	Билдирилган ғоя, таклифларни гуруҳ бўлиб таҳлил қилади, саралайди. Энг қулай ва мақбулларини, аниқлайди.
5–босқич. Яқун ясалади ва рағбатлантирилади.	Талабалар томонидан бажарилган фаолиятни яқунлайди ва таҳлил қилади.	Хулосаларни қунт билан эшитади (талаба ўзига ўзи баҳо бериши ҳам мумкин).

Кластер.

Ушбу усул талабаларга “Тиббиётда рентген нурларининг қўлланилиши” мавзуси хусусида эркин, очиқ ўйлаш ва шахсий фикрларни бемалол баён этиш учун шароит яратишга ёрдам беради.

«Кластер» усули турли хил ғоялар ўртасидаги алоқалар тўғрисида фикрлаш имкониятини берувчи тузилмани аниқлашни талаб этади. Бу усул аниқ объектга йўналтирилмаган фикрлаш шакли ҳисобланади. Ундан фойдаланиш инсон мия фаолиятининг ишлаш тамойили билан боғлиқ равишда амалга ошади. «Кластер» усули “Тиббиётда рентген нурларининг қўлланилиши” мавзусини талабалар томонидан чуқур ҳамда пухта ўзлаштирилгунига қадар фикрлаш фаолиятининг бир маромда бўлишини таъминлашга хизмат қилади.

«Кластер» усулидан талабалар билан яқка тартибда ёки гуруҳ асосида ташкил этиладиган машғулотлар жараёнида фойдаланиш мумкин. Гуруҳ асосида ташкил этилаётган машғулотларда ушбу усул гуруҳ аъзолари томонидан билдирилаётган ғояларнинг мажмуи тарзида намоён бўлади. Бу эса гуруҳнинг ҳар бир аъзоси томонидан илгари сурилаётган ғояларни уйғунлаштириш ҳамда улар ўртасидаги алоқаларни топа олиш имкониятини яратади.

Мазкур усулдан фойдаланишда қуйидаги шартларга риоя қилиш талаб этилади:

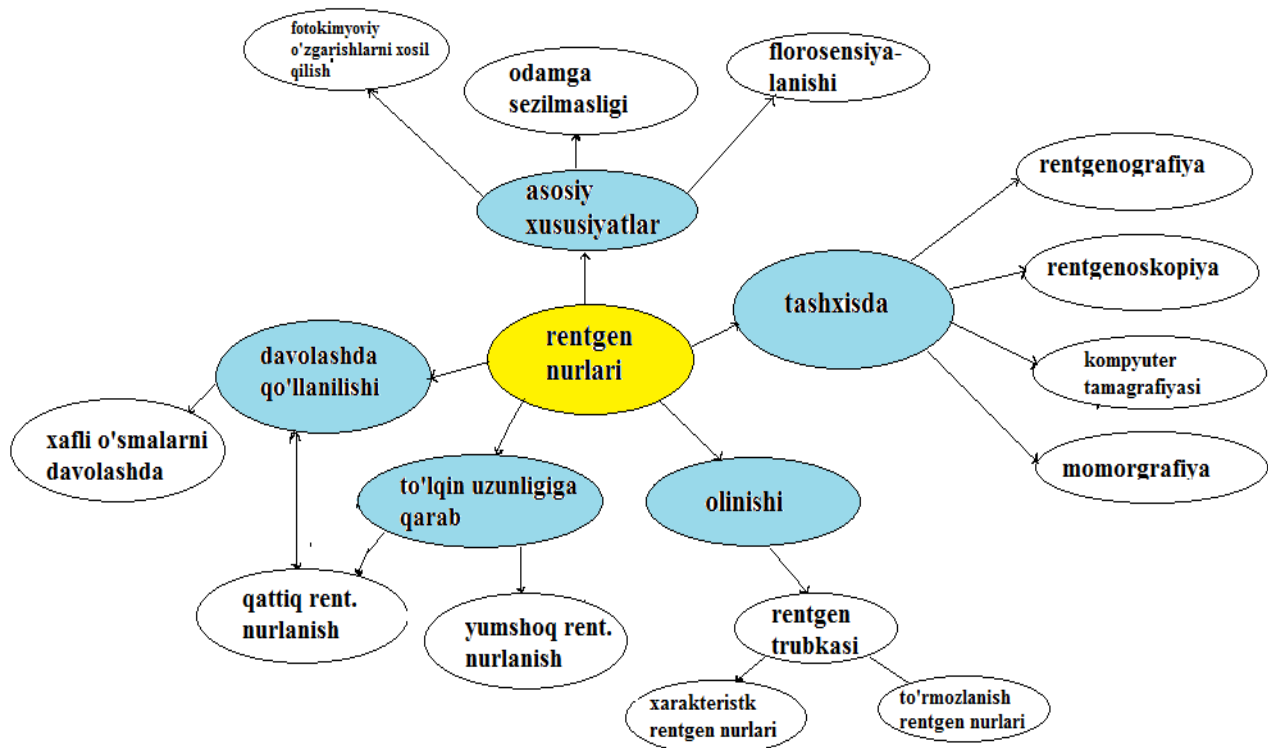
Нимани ўйлаган бўлсангиз, шуни қоғозга ёзинг. Фикрингизни аниқ муаммолар тўғрисида ўйлаб ўтирмай, уларни шунчаки ёзиб боринг.

Белгиланган вақт ниҳоясига етмагунича ёзишдан тўхтаманг. Агар маълум муддат бирор бир ғояни ўйлай олмасангиз, у ҳолда қоғозга бирор нарсанинг расмини чиза бошланг. Бу ҳаракатни янги ғоя туғилгунига қадар давом эттиринг. Ёзувингизнинг имлосига ёки бошқа жиҳатларига эътибор берманг.

Муайян тушунча доирасида имкон қадар кўпроқ янги ғояларни илгари суриш ҳамда мазкур ғоялар ўртасидаги ўзаро алоқадорлик ва

боғлиқликни кўрсатишга ҳаракат қилинг. Ҳождлар йиғиндисининг сифати ва улар ўртасидаги алоқаларни кўрсатишни чекламанг.

Кластер шакли.



Ҳар ким ҳар кимга ўргатади.

Ҳар ким ҳар кимга ўргатади усули тиббиёт университет ва институтларида марузалар ҳамда амалиёт дарслари ўтилганлиги учун жуда қулайдир чунки бу усулда талабалар ўргатувчига айланиши, маълум билимларни ўзлаштиргач ўртоқлари билан баҳам кўришга имконият берувчи ўқитиш услулдир. Бу услулнинг мақсади талабаларга ўқитиш жараёнида зарур бўлган ахборотнинг максимумини бериш, бир вақтнинг ўзида талабаларда ахборот олиш ва беришга қизиқиш уйғотишидир. Шунингдек, ахборот ҳажмини олган талаба маълум вақт давомида уни иложи борича кўпроқ талабаларга етказди ва кўпроқ талабадан ўзи маълумотларни қабул қилади.

Қўлланилиши:

- талабаларнинг ахборот олиш ва беришга қизиқишларини уйғотиш ;
- ахборотни диққат билан эшитиш ва эслаб қолишлари;
- шеригининг ахборотини тинглаб, бошқа шерик топиш.

Афзалликлари:

1. Талабаларнинг ўз фикрларини лўнда баён этишга ўрганишлари;
2. Талабаларга тинглаш ва эслаб қолиш даражасини ривожлантириши;
3. Талабаларнинг фанга ёки мавзуга бўлган қизиқишини уйғотиши.
4. Талабаларнинг ўз-ўзини баҳолай олиши.

Фойдаланилган адабиётлар

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ADAPTATION TO CLIMATE CHANGE IN UZBEKISTAN

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ANNOTATION

This article provides an overview of Uzbekistan’s adaptation strategies to climate change, including diversification of agriculture, water management, reforestation, climate information systems, and capacity building. It emphasizes the importance of these strategies in ensuring sustainable development and resilience in the face of climate change. The article includes relevant keywords and a list of references for further reading

Keywords: *climate change, adaptation, Uzbekistan, sustainable development, agriculture, water resources*

Introduction:

Climate change is a global phenomenon that poses significant challenges to countries around the world. Uzbekistan, a landlocked country in Central Asia, is particularly vulnerable to the impacts of climate change due to its arid and semi-arid climate, dependence on agriculture, and limited water resources. In response to these challenges, Uzbekistan has been actively implementing adaptation measures to mitigate the adverse effects of climate change and ensure sustainable development. This article explores the key strategies and initiatives undertaken by Uzbekistan to adapt to climate change.

Adaptation Strategies in Uzbekistan:

1. **Diversification of Agriculture.** Uzbekistan heavily relies on agriculture, which is highly susceptible to climate change impacts such as droughts, heatwaves, and changing precipitation patterns. To enhance resilience, the government has promoted the diversification of crops and introduced climate-resilient varieties. This strategy aims to reduce the dependence on water-intensive crops and enhance the adaptability of the agricultural sector to changing climatic conditions.

2. **Water Management.** Water scarcity is a pressing issue in Uzbekistan, exacerbated by climate change. The government has implemented various measures to improve water management, including the construction of reservoirs, modernization of irrigation systems, and promotion of efficient water use practices. These initiatives aim to ensure sustainable water supply for agriculture, reduce water losses, and enhance water-use efficiency.

3. **Reforestation and Afforestation.** Uzbekistan has recognized the importance of forests in mitigating climate change impacts and promoting ecosystem resilience. The government has initiated large-scale reforestation and afforestation programs to increase forest cover and restore degraded lands. These efforts not only sequester carbon dioxide but also provide multiple benefits such as soil conservation, biodiversity preservation, and climate regulation.

4. **Climate Information and Early Warning Systems.** To enhance preparedness and response to climate-related risks, Uzbekistan has invested in climate information and early warning systems. These systems provide timely and accurate weather forecasts, climate projections, and disaster alerts to farmers, policymakers, and vulnerable communities. By improving access to climate information, Uzbekistan aims to facilitate informed decision-making and reduce the impacts of extreme weather events.

5. **Capacity Building and Awareness.** Building the capacity of local communities, government agencies, and relevant stakeholders is crucial for effective climate change adaptation. Uzbekistan has prioritized capacity building programs to enhance knowledge and skills in climate change adaptation and disaster risk reduction. Additionally, awareness campaigns and educational initiatives have been launched to

promote sustainable practices and encourage behavioral changes at the individual and community levels.

Conclusion:

Uzbekistan's efforts to adapt to climate change demonstrate its commitment to sustainable development and resilience. By diversifying agriculture, improving water management, promoting reforestation, strengthening climate information systems, and investing in capacity building, Uzbekistan is taking proactive steps to mitigate the adverse impacts of climate change. However, continuous monitoring, evaluation, and adjustment of adaptation strategies are essential to ensure their effectiveness and long-term sustainability.

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NATIONAL SCHOOL EDUCATION IN VISUAL MEDIA OF JAPAN

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ANNOTATION

This article examines the coverage of issues related to national school education in visual media in Japan. It analyzes the role of visual media in shaping public opinion and policy-making, and explores the impact of this coverage on public perception. The article also provides a list of references for further reading on the topic.

Key Words:

- *Japan*
- *visual media*
- *national school education*
- *coverage*
- *public opinion*
- *policy-making*
- *public perception*

Introduction:

The role of visual media in shaping public opinion and disseminating information cannot be underestimated. In Japan, where education is highly valued, the coverage of issues related to national school education in visual media plays a crucial role in shaping public discourse. This article explores the extent and nature of the coverage of these issues in visual media, highlighting the impact it has on public perception and policy-making.

Coverage of National School Education in Visual Media:

Visual media, including television, films, and online platforms, play a significant role in shaping public opinion and influencing policy-making in Japan. The coverage of issues related to national school education in these mediums has a profound impact on public perception and the formulation of educational policies.

1. Television:

Television remains one of the most influential mediums in Japan, with news programs and documentaries providing extensive coverage of national school education. These programs often highlight issues such as curriculum reforms, teacher shortages, bullying, and the impact of technology on education. The visual nature of television allows for the presentation of compelling narratives and visuals that engage viewers and shape their understanding of these issues.

2. Films:

Films have the power to reach a wide audience and evoke emotional responses. In Japan, several films have tackled the topic of national school education, shedding light on various aspects of the system. These films often explore themes such as the pressure on students to succeed academically, the role of teachers in shaping students' lives, and the challenges faced by marginalized groups within the education system. Through their storytelling, films contribute to public discourse and raise awareness about the complexities of national school education.

3. Online Platforms:

With the rise of digital media, online platforms have become an important source of information and discussion on national school education in Japan. Social media platforms, educational websites, and online forums provide spaces for individuals to share their experiences, opinions, and concerns regarding the education system. Online

platforms also serve as a platform for educational institutions, policymakers, and experts to disseminate information and engage with the public on these issues.

Impact on Public Perception and Policy-making:

The coverage of issues related to national school education in visual media has a significant impact on public perception and policy-making in Japan. The narratives and images presented in television programs, films, and online platforms shape public understanding of the challenges and successes of the education system. This, in turn, influences public opinion and can lead to demands for policy changes or reforms.

Furthermore, visual media coverage can also influence policy-makers and educational institutions. The portrayal of certain issues or perspectives in visual media can draw attention to specific problems within the education system, prompting policymakers to take action. Additionally, public pressure generated through media coverage can lead to policy reforms aimed at addressing the concerns raised by the public.

In conclusion the coverage of issues related to national school education in visual media in Japan plays a crucial role in shaping public opinion and policy-making. Television, films, and online platforms provide platforms for discussion, raise awareness, and influence public perception. The impact of visual media coverage on public opinion and policy-making underscores the need for responsible and balanced reporting to ensure a well-informed public and effective educational policies.

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ВОЗНИКНОВЕНИЕ РАННОЙ ГРАДОСТРОИТЕЛЬСТВО В СРЕДНЕЙ АЗИИ (НА ПРИМЕРЕ САПАЛЛИНСКОЙ КУЛЬТУРЫ)

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АННОТАЦИЯ

Статья посвящена исследованию исторических процессов, приведших к формированию ранних городских центров в Средней Азии на примере Сапаллинской культуры. Авторы анализируют археологические находки, представленные на местах раскопок, и используют методы археологического, и культурологического анализа для воссоздания характерных черт этой древней культуры.

Ключевые слова: *Сапаллинская культура, раннее градостроительство, Сапаллитена, Джаркутан, дворец, храм, религиозные взгляды, археологические раскопки, социальные структуры, эволюция градостроительства, Влияние культуры на региональное развитие.*

Введение. Средняя Азия, обладая богатым культурным наследием и историческим багажом, привлекает внимание исследователей, стремящихся раскрыть загадки ее древнего прошлого. Одним из уникальных явлений этого региона является Сапаллинская культура, ставшая объектом внимания данного исследования [1,2]. В нашей статье мы предпринимаем попытку систематизировать и проанализировать собранные материалы, чтобы выделить ключевые факторы, способствовавшие развитию градостроительства в Средней Азии. [3] Рассматривая социальные, экономические и культурные аспекты Сапаллинской культуры, мы стремимся осветить эволюцию городских центров в данном регионе[4,5].

Сурханский оазис, обладающий благоприятным природным климатом, подобно Китаю, Египту, Индии и Вавилону, имел исключительно хорошие возможности для развития земледелия. Благодаря этому, по мнению исследователей, культура градостроительства развивалась за счет совершенствования орудий бронзового века в конце III – начале II тысячелетия до н.э. [6,7,8]

Литература и методология. В качестве методологии исследования в данной статье используется метод междисциплинарного подхода, который является закономерной тенденцией развития современной науки. В статье рассматриваются общепринятые исторические методы, основанные на принципах историчности, сравнительно-логического анализа, хронологического анализа, последовательности, беспристрастности.

Результаты. Благодаря археологическим раскопкам, проведенным в Сурханском оазисе, были найдены и изучены такие памятники, как Сапаллитепа и Джаркутан, которые вошли в науку под названием «Сапаллинская культура». Сапаллинская культура сформировалась на юге Узбекистана и была первым местом, основанным на искусственном орошении, и археологи нашли здесь остатки сельскохозяйственных и ремесленных предметов и образцы искусства. Самое главное, что крепость, построенная для защиты племени от атак внешних врагов, окружена трехлинейной оборонительной стеной. [9,11] Общая площадь форта составляет около одного гектара, а в домах, где проживало восемь общин, были обнаружены остатки очага и штукатурка. Было найдено и изучено более 20 видов керамики, хумдонов, высококачественных изящных чашек, кувшинов, хумов и останков. [2,17]

Наши предки, жившие в Сапаллитепе, еще в эпоху бронзы находились в тесном контакте с соседними народами. В частности, многие найденные здесь предметы очень похожи на предметы, найденные в Южном Туркменистане. В период с 18 по 15 века до нашей эры в поселении Сапаллитепа процветала жизнь. Однако из-за строительства Уланбулокская в 15 веке до нашей эры жители Сапаллитепы покинули это поселение и переселились на берега Бостанся,

древнего притока реки Шерабад. Здесь он заложил фундамент первого памятника Джаркутану городского типа. [10,16]

Жители Джаркутана достигли более высокого уровня умственной и духовной зрелости по сравнению со своими предками. Печати и символы с изображениями различных животных и птиц, обнаруженные в могилах в ходе проведенных здесь археологических исследований, свидетельствуют о существовании тотально-мистических представлений в религиозных верованиях жаркотанов, а также о существовании муганских традиций. Здесь же был обнаружен храм огня [12,13]. Этот храм был построен на самой высокой точке городской площади, что является единственным доказательством того, что Джаркутан был не только политическим и экономическим центром, но и духовно-духовным центром для людей того времени в этом регионе [14,22]. Как мы уже упоминали выше, наши предки из Джаркутана имеют печати и штампы, связанные с их городом, племенем, старейшиной рода, на которых присутствует изображение орла, машущего крыльями, четырех видов движущихся змей, различных птиц, горный козел, львы.

В Сапаллитепе высоко развито гончарное дело и этот вид ремесел, наряду с существующими мастерскими, и другие крупные сооружения, такие как замки, храмы, кварталы, подтверждают это. В частности, все элементы раннего города были обнаружены и изучены в жилом районе Джаркутан, который признан первым образцом городов Средней Азии [18,19].

По мнению ученого-антиквара А. Аскарлова, Джаркутан состоял из трех частей: «Дворца правителя», «Храм» и «Кладбища». Академик А. Аскарлов особо отмечал, что для образования городов исторически необходимо наличие трех других факторов, главным образом оседлой хозяйственной жизни населения. Первое – это благоприятные природные условия, новые плодородные почвы, водные и другие географические факторы, второе – возникновение продуктивного орошаемого земледелия и поддерживающих его агротехники. Они связаны с условиями зарождения религиозной, военной и политической системы управления стратифицированным обществом, возникшей на основе

экономических факторов возникновения городов [15, pp. 56-65; 21, pp. 55-57]. Коренными изменениями в экономической жизни стало открытие в сельском хозяйстве искусственной ирригационной системы, обеспечившей подачу воды из рек на новые земли через магистральные каналы. Совместно с учениками академика А. Аскарлова открыт металлургический цех, а также две двухъярусные кольцевые печи для плавки металла, построенные вплотную друг к другу на «Металлургическом заводе».

Вещественные источники Сапаллинского периода были схожи с предметами, найденными в памятниках Южного Узбекистана. Своеобразные предметы позднего Джаркутанского периода являются основным направлением развития этого процесса. В этом периоде покойники хоронились ни в стенах или под полами домов, а погребались в отдельных кладбищах. [9,16]

Величественный храм в форме прямоугольного четырёхугольника окружён толстыми внешними стенами, края которых 45х60 метров. По своему стилю и назначению это сооружение состоит из частей, которые связаны с хозяйственным храмом богослужения. В храме богослужения имеются длинный коридор, терраса, божественные предметы из святых колодцев, преподнесенная храму для хранения различных предметов – сокровищница, а также сложенная из кирпичей широкая площадь, в центре которой под четырьмя колоннами горит святой огонь, на другой стороне храма расположены комнаты, связанные с хозяйством.

В Джаркутанском памятнике раскопана крепость – дворец. Это четырехугольное сооружение зодчества защищено пятиметровой внешней стеной. Внешняя стена защищена угловыми башнями, где стояли защитники крепости. Внутренняя часть крепости - дворца состоит из жилищ, они плотно пристроены к стенам дворца. Также в крепости расположены сооружения для ремесленничества. [3, pp. 19-26]

Площадь Джаркутанского памятника, виды сооружений, в частности, сооружения, которые выполняли роль центра религии для народов всего края, а

также развитие ремесленничества свидетельствуют о формировании культуры городского типа в течение XV – X веков до нашей эры.

Население культуры Сапалли в основном занимались земледелием, ремеслом, скотоводством и охотничьим промыслом. Владельцы этой культуры – племена, которые заложили основу раннему земледелию на территории нашей родины. На основе около трех тысяч могил, в памятниках Джаркутана и Бустана, антропологические особенности населения культуры Сапалли, то есть строение лица и внешности были изучены и разработаны учёным антропологом, доктором исторических наук Т.К.Ходжайовым. По мнению учёного, население Джаркутана относится к группе населения восточно-средиземноморского моря, присуще европейской расе. [6]

К X веку до нашей эры Сапаллинская культура пришла в упадок. Причину упадка культуры одни учёные связывают с экологическими условиями, другие связывают с засолением почвы, а некоторые археологи подчёркивают, что это произошло в результате нашествий племен чужеземцев. Эти два мнения требуют комментариев. Если посевные земли Шерабадской долины в бронзовом веке были бы засолены, то жизнь в бассейне Бустаная и его окрестностях прекратилась бы на несколько веков. Представьте, жизнь в этом оазисе всегда кипела. Вторая теория даже требует объяснений. Надо заметить, что по тем временам не было даже такой военной силы и культуры, которая сравнилась бы с культурой Сапалли все же считается отсутствие в обществе единого усовершенствованного управления, то есть отсутствие государства и государственной системы.

В результате, жители из поселений городского типа общинами переселялись в другие места обитания. В этом истинная причина кризиса культуры и исчезновения со сцены истории богатой архитектуры, военного искусства, религиозных знаний, высоко развитого ремесленничества и земледелия Сапаллинского периода.

Заключение. В результате нашего исследования мы приходим к ряду важных выводов, касающихся возникновения раннего градостроительства в Средней Азии, на примере Сапаллинской культуры. [21] Археологические

находки и анализ данных свидетельствуют о том, что Сапаллинская культура занимает важное место в формировании ранних городских центров. Открытия на местах раскопок позволяют реконструировать особенности градостроительства, социальные структуры и хозяйственные системы, характерные для этой древней культуры.

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TUPROQNING MINERAL QATLAMINI NAZORAT QILUVCHI AQILLI DATCHIK

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ANNOTATSIYA

Ushbu maqolada qishloq xo'jalik sohasi uchun muhim bo'lgan tuproqning mineral qatlamini nazorat qilib turuvchi NPK sensorli aqilli datchik ishlash prinsipi, imkoniyatlari, aniqlik chegarasi hamda qulayliklari haqida ma'lumotlar keltirilgan. Bizga ma'lumki ekin maydonlari mineral qatlamini nazorat qilib turish orqali tuproqning xosildorligini me'yorda ushlab turish imkoniyati vujudga keladi. Maqolada taklif qilinayotgan datchik tuproq mineral qatlami haqida ma'lumotlarni uzluksiz qayd etib boradi.

Kalit so'zlar: *Arduino, NPK sensor, interfeys kontrolleri, konvertor, radiomodul, GSM modul, mikrosxema.*

SOIL TEMPERATURE AND MOISTURE MONITORING SMART SENSOR WITH SEMICONDUCTOR

ABSTRACT

This article provides information on the Princizi, capabilities, clarity, limits and conveniences of the mineral layer of soil that is important to the agricultural sector. We know that the fields of arable land arose normally retaining the soil harvest by

monitoring the mineral layer. The article constantly registers information about the mineral layer of sensor submitted in the article.

Keywords: *Arduino, NPK sensor, interface controller, convertor, radio module, GSM module, microschema.*

KIRISH

Qishloq xo‘jalik sohasida ish yurituvchi insonlar, dehqonlar hamda issiqxona egalari uchun tuproqning mineral qatlamini doimiy ravishda kuzatib borish xosildorlikni sezilarli darajada oshishiga yordam beradi. Bizga ma‘lum yurtimiz aholisi orasida qishloq xo‘jaligi bilan shug‘ullanuvchilar soni ko‘pchilikni tashkil etadi. Ushbu soha vakillari ishini osonlashtirish maqsadida NPK sensordan olib yurish uchun qulay bo‘lgan hamda uzluksiz ishlatish imkoniyatiga ega bo‘lgan aqilli datchik ustida izlanish olib bormoqdamiz. [1]

Dunyoning axborot-texnologiyalar sohasi bo‘yicha rivojlangan davlatlarida NPK sensorli qurilmalardan foydalanish ommalashib bormoqda. Bu datchikdan foydalanish orqali tuproq ma‘lumotlarini olish uchun uzoq vaqt safflash shart emas.

ADABIYOTLAR TAHLILI

Ushbu ishni o‘rganish jarayonida ko‘plab chet el professor o‘qituvchilarining yozgan maqolalari, kitoblari o‘rganib chiqildi. Jumladan “Yeshvantrao Chavan injineriya kolleji” mutaxasislari tomonidan ishlab chiqilgan “Detection of NPK and pH components of soil” qo‘llanmasi tahlil qilindi

NATIJARLAR VA MUHOKAMALAR

Qishloq xo‘jaligi soha vakillari uchun tuproqning mineral qatlamini doimiy ravishda nazorat qilish tuproq unumdorligini 25-30 % gacha oshirishiga yordam beradi. Shuningdek mineral o‘g‘itlar uchun sarflanaytgan moddiy mablag‘larni ham tejalishiga sabab bo‘ladi. Bundan ko‘rinib turibdiki tuproqning mineral qatlamini nazorat qilish qishloq xo‘jalik sohasiga iqtisodiy jihatdan yaxshigina foyda keltirar ekan.

NPK sensordan tuproqning mineral qatlamini nazorat qilib turishda foydalanish ham vaqtni ham sarf xarajatni tejash imkonini yaratadi. Tuproq tahlillarini olish uchun

namunani ilmiy tekshirish laboratoriyalariga olib borish shart emas. Tuproq unumdor qatlamidagi azot, fosfor va kaliyning konsentratsiyasini sezuvchi NPK sensor 5-10 sekund oralig'ida tuproq minerallari haqidagi ma'lumotni LCD displeyda ko'rsatadi.

Hozirgi kunda aynan tuproqning mineral qatlamini nazorat qilish ustida ko'plab izlanishlar olib borilmoqda. Jumladan Ekspres tuproq sinovlarini o'tkazish uchun AQSh tomonidan ishlab chiqilgan, tuproq ko'rsatkichlarini kuzatish uchun portativ tizim Stevens HydraProbe Field Portable mavjud [3]. Namlik, harorat, hajmli elektr o'tkazuvchanligi va dielektrik o'tkazuvchanlik kabi tuproq parametrlarini o'lchash uchun ishlatiladi. Qurilma Android yoki Apple OS operatsion tizimida ishlaydigan mobil telefondan HydraMon ilovasi orqali boshqariladi, u Wi-Fi orqali ma'lumotlarni qabul qiluvchi blokga ulanadi. Ma'lumotlarni yozib olish va natijalarni ko'rsatish jarayoni real vaqt rejimida amalga oshiriladi. O'lchash vaqtida o'rnatilgan GPS moduli tufayli o'lchash joyi, vaqti va sanasi haqidagi ma'lumotlar avtomatik ravishda saqlanadi. Ma'lumotlar Microsoft Excel dasturida keyingi tahlil qilish uchun *.csv formatida saqlanishi mumkin [4]. Taqdim etilgan qurilmaning kamchiliklari - sensorli tugunlarni simli aloqa orqali boshqaruv bloki bilan bog'lash, bu qurilma diapazonini cheklaydi va turli iqlim va mexanik shikastlanishlardan past himoya qiladi. Bundan tashqari, Wi-Fi aloqasi orqali signal uzatish energiyani ko'p talab qiladigan usul bo'lib, doimiy energiya manbalariga (elektr tarmog'iga) yoki yuqori quvvatli batareyalarga ulanishni talab qiladi, bu esa tizimning harakatchanligi va miqyosini pasaytiradi.[4]

XULOSA

Xulosa o'rnida shuni aytishimiz mumkinki ushbu aqilli datchikdan foydalanish orqali qishloq xo'jaligi sohalarida qo'llanilayotgan tomchilatib sug'orish tizimida suvni yanada tejash imkoni vujudga keladi, hamda ekin maydonlari mineral qatlamini nazorat qilish evaziga mineral o'g'itlarning ortiqcha isrofgarchiligini oldini olish mumkin bo'ladi. Bundan tashqari ushbu aqilli datchiklardan issiqxonalarda foydalanish orqali mineral o'g'itlar uchun sarflanadigan sarmoyani tajashga erishish mumkin bo'ladi.

ADABIYOTLAR RO‘YXATI**Kitoblar.**

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ZAMONAVIY AXBOROT KOMMUNIKATSION TEXNOLOGIYALARNING KASB-HUNAR MAKTABLARIDAGI O'RNI VA AHAMIYATI

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ANNOTATSIYA

Maqolada zamonaviy axborot kommunikatsion texnologiyalarning kasb-hunar maktablaridagi o'rni va ahamiyati hamda Zamonaviy axborot kommunikatsion texnologiyalar (ZAKT) ning kasb-hunar maktablaridagi o'rni va ahamiyati haqida so'z yuritilgan.

Kalit so'zlar: *Ta'limda innovatsion yakunlanish, virtual reallik (VR) va uzluksiz ta'lim sohalarida o'qitish, ZAKT, Programming, ma'lumotlar tahlili va sun'iy intellekt (AI), tizimlararo tasvirlash va grafika (Computer Graphics), kiber xavfsizlik (Cybersecurity), mobile apps, narsalar interneti (IoT), Blokchayn texnologiyasi, Networking, Cloud Services.*

АННОТАЦИЯ

Статья посвящена роли и значению современных информационно-коммуникационных технологий (СИКТ) в профессионально-технических учебных заведениях, а также обсуждается значение современных информационно-коммуникационных технологий в этих учебных заведениях.

Ключевые слова: *Образование в области инновационного развития, обучение в виртуальной реальности (VR) и областях непрерывного образования, СИКТ, программирование, анализ данных и искусственный интеллект (AI), компьютерная графика и системное проектирование (Computer Graphics), кибербезопасность (Cybersecurity), мобильные приложения, Интернет вещей*

(IoT), технология блокчейн, компьютерные сети (Networking), облачные сервисы.

ANNOTATION

The article discusses the role and importance of modern information and communication technologies (MICT) in vocational schools, as well as elaborates on the significance of modern information and communication technologies in these educational institutions.

Keywords: *Education in innovative integration, teaching in virtual reality (VR) and fields of continuous learning, MICT, Programming, data analysis and artificial intelligence (AI), systems design and graphics (Computer Graphics), cybersecurity, mobile apps, the Internet of Things (IoT), Blockchain technology, Networking, Cloud Services.*

Zamonaviy axborot kommunikatsion texnologiyalari (ZAKT) bugungi dunyoda har bir sohada katta o'zgarishlarni olib kelmoqda. Bu o'zgarishlar bilan birga, kasb-hunar maktablarining roli va ahamiyati ham oshdi. Quyidagi maqolada ZAKT ning kasb-hunar maktablaridagi o'rmini va ahamiyatini ko'rib chiqamiz.

Bugungi kunda kasb-hunar maktablari o'quvchilarga turli sohalarda katta yuksakliklarni kafolatlaydigan muhitni taqdim etish bilan shug'ullanmoqda. Bu muhitda, zamonaviy axborot kommunikatsion texnologiyalari (ZAKT) kasb-hunar maktablarining jamiyatga integratsiyasida katta ro'yxatga ega. Bu masalani ko'rib chiqish uchun, ZAKTning kasb-hunar maktablaridagi o'rmini va ahamiyatini chuqur tahlil qilib o'tamiz [1].

Ta'limda innovatsion yakunlanish: ZAKT, o'quvchilar uchun yangi innovatsion ta'lim usullarini o'rnatish imkoniyatini yaratadi. Virtual darsliklar, online qo'llanmalar va yangi texnologiyalar orqali o'quvchilar, amaliyotlarni o'rganish va samarali hissa qo'shishlari mumkin bo'ladi.

Kasb-hunar maktablarining boshqarish tizimi: ZAKT, kasb-hunar maktablaridagi boshqarish jarayonlarini avtomatlashtirish va rivojlantirishda yordam beradi. Bu,

o'quvchilar, o'qituvchilar va boshqa tashkilot ishtirokchilariga ma'lumotlarga tez, to'liq va xavfsiz kirish imkoniyatini beradi.

Sozlash va dizayn sohalari uchun yangi yo'nalishlar: ZAKT, kasb-hunar maktablarining dizayn, multimediya san'ati va sozlash sohalari uchun yangi texnologiyalarni o'rganish va rivojlantirish imkonini beradi. Bu, o'quvchilarning texnikaviy san'atlar sohasida iste'mol qiladigan zamonaviy ko'nikmalarni o'rgatishda yordam beradi.

Ishbilarmonlik va kreativlik: ZAKT, o'quvchilarning kasb-hunar maktablaridan chiqqanlaridan so'ng ishbilarmonlikni oshirish va kreativlikni rivojlantirishda katta o'rin tutadi. Online platformalar, loyihalar va jamoatchilik ishlari orqali o'quvchilar o'zlarini rivojlantirish va innovatsion ideyalarni amalga oshirishadi [3].

Virtual realitet (VR) va uzluksiz sohalarda o'qitish: ZAKT, virtual reallik va uzluksiz texnologiyalardan foydalangan holda o'qitish jarayonlarini rivojlantiradi. Bu, o'quvchilarga amaliy tajribani his qilish, mo'ljallangan darslar tashkil etish va bir-biriga uzluksiz aloqani ta'minlash imkoniyatini yaratadi [8].

Ish tartibi va tadbirlar uchun texnologiyalar: Kasb-hunar maktablarida tadbirlar, tanlovlar va boshqa jarayonlarda boshqa texnologiyalardan foydalanish o'quvchilar uchun o'z kasbini rivojlantirishga yordam beradi. Bu, o'quvchilarni tanlovlar va loyihalar orqali mustaqil ish bajarishga imkon beradi.

Kasb-hunar maktablarida o'quvchilarga zamonaviy IT sohalari bo'yicha malakalar o'rgatish, ularni soha mutaxassislariga aylanish va savdo-sotiqning yangi usullarini o'rganishda juda muhimdir.

Zamonaviy IT sohalari quyidagilarni o'z ichiga oladi:

1. Dasturlash (Programming): Dasturlash, zamonaviy IT sohasining asosiy qismidir. O'quvchilarga Python, Java, JavaScript, C++ kabi dasturlash tillari orqali dasturlashni o'rganish, loyihalar tuzish va web-saytlarni yaratish bo'yicha malakalarni rivojlantirish zarurdir [6].

2. Ma'lumotlar tahlili va sun'iy intellekt (AI): Ma'lumotlar tahlili va sun'iy intellekt sohalari, o'quvchilarga ma'lumotlar analizi, ma'lumotlar vizualizatsiyasi va sun'iy intellekt asosida texnikaviy yechimlarni o'rganishni taqdim etadi [2].

3. Tizimlararo tasvirlash va grafika (Computer Graphics): Tizimlararo tasvir va grafika sohasida malakalar o'rgatish, dizaynerlik va animatsiyani o'rganish orqali o'quvchilarni kreativlik va dizayn sohasida tayyorlashni ta'minlaydi [4].

4. Kiber xavfsizlik (Cybersecurity): Internetda xavf va xavfsizlik masalalari kuchayib borayotganida, kiber xavfsizlik sohasidagi malakalarga ega bo'lish juda muhimdir. O'quvchilarga ma'lumotlar himoyasi, kiber hamkorlik va xavfsizlikning asosiy prinsiplarini o'rganish kerak.

5. Mobil ilovalar va dasturlar (Mobile Apps): Mobil ilovalar va dasturlar yaratish sohasidagi malakalarni rivojlantirish, o'quvchilarni Android va iOS platformalarida ilovalarni tuzish va rivojlantirishda malakali mutaxassislar bo'lishadi [7].

6. Narsalar interneti (IoT): Internet of Things (IoT) sohasi, qurilmalar o'rtasida almashuv va ma'lumot almashishni tashkil etadi. Kasb-hunar maktablarida o'quvchilarga sensorlar, smart qurilmalar va IoT dasturlash bo'yicha malakalar o'rgatish foydali bo'ladi [5].

7. Blockchain texnologiyasi: Blockchain, ma'lumotlar almashish va xavfsizlik sohalarida katta o'zgarishlarni keltirib chiquvchi texnologiyadir. O'quvchilarga blockchain asosida tizimlar yaratish va ma'lumot almashish bo'yicha malakalar o'rganish zarurdir.

8. Bog'lanishli texnologiyalar (Networking): Kompyuter tarmoqlari va internetni boshqarish sohasidagi malakalar, o'quvchilarni tarmoq xizmatlarini tuzish va boshqarishda malakali bo'lishadi.

9. Tashqi saqlash xizmatlari (Cloud Services): Bulut xizmatlar, ma'lumotlarni saqlash, boshqarish va ularga kirishda muvaffaqiyatli bo'lish uchun zarur bo'lgan malakalarni o'rgatishni ta'minlaydi [8].

Xulosa o'rnida aytish mumkin, kasb-hunar maktablarining ZAKT bilan birga rivojlantirilishi, o'quvchilarga yangi ko'nikmalar o'rgatish, innovatsion tajriba olish va sozlash sohalari bo'yicha yuqori malakali kasblar olish imkoniyatini yaratadi. Bu esa, o'quvchilarni ishga solishda va jamoatda muvaffaqiyatli bo'lishda yordam beradi,

shuningdek, soha mutaxassislarining yangi vazifalarni muvofiqlashtirishda asosiy rolini o'ynaydi.

Kasb-hunar maktablarida zamonaviy IT sohalariga oid malakalar o'rgatilishi, o'quvchilarni soha talabiga javob beruvchi va yangiliklarga tayyor qiluvchi mutaxassislar sifatida tayyorlash imkoniyatini yaratadi. Bu, ularni ish tartibiga tayyorlash va savdo-sotiq sohasida muvaffaqiyatli bo'lishlari uchun muhimdir.

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DESIGNING ENERGY EFFICIENT AND PASSIVE HOUSES

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ABSTRACT

The main principles of designing an energy-efficient residential building are the use of alternative energy sources and all possibilities for heat storage.

Keywords: *energy, residence, exploitation, passive house, sketch, project, construction, design, architecture, premises, configuration.*

Projects of energy-efficient residential buildings with small energy needs are becoming more and more popular. But the choice will be different. You may need 70 or 15 kW/(m²×year) of energy to heat a residential building that is considered cheap for operating activities. Residential buildings that meet the first, high level of energy consumption are energy-efficient buildings, energy consumption levels from 15 kW/(m²×year) are the main criteria for passive houses in Europe: -The relative consumption of heat energy for heating a residential building should not exceed 15 kW/(m²×year) according to the indicator determined using the "Passive House Design Kit". -The total consumption of primary energy (provided from external sources) for all household needs (heating, hot water, lighting and electrical appliances) should not exceed 120 kW/(m²×year). For comparison, in a simple energy-efficient home, this figure is 250 kW/(m²×year). The prospect of paying minimal costs for heating your home is very exciting. However, the costs of building an energy-efficient or passive house should be carefully analyzed. Фарқи жуда катта бўлиши мумкин. The main principles of designing an energy-efficient residential building are the use of alternative energy sources and all possibilities for heat storage; - the energy-saving direction of the building corresponds to a part of the horizon in terms of the location of window panes and buffer zones; - volume-plan solutions; - form of energy-efficient residential

building-which provides the minimum area of external walls; -optimal window area; - the presence of drums at the entrances. The main concept in construction conditions for harsh climates is regional control of environmental parameters. This is expressed in the orientation of the house, in the construction of its spatial shell and glass, in the management of the internal climate and energy consumption. American architect Ralph Knowles (Ralph Knowles) found that "the ratio of the area of external barrier structures to the volume of the building (S/V) affects the energy efficiency of the building. The smaller the ratio of the area of external barrier structures to the volume of the building, the less the influence of the climate on the building. Similar ratios can be obtained for the perimeter of a building of the same height and its area. This comparative ratio between the perimeter of the building P and its area F is in favor of a wide-body residential building with 20% less wall surface. Today, according to the state requirements, the building should be insulated with high efficiency. In general, in order to ensure a comfortable microclimate in the rooms, the comfort of the room - the temperature of the air in the room, the relative humidity, the speed of movement, the level of cleanliness, the temperature of the inner surface of the outer walls and walls, the temperature of the floor surface, while the energy consumption does not exceed 15kW/m^2 meet the requirements. The design of a passive residential building must meet the following standards: - external barrier structures (external wall, roof and first floor floor) with a heat transfer coefficient $U < 0.15 \text{ W}/(\text{m}^2 \times \text{K})$ should be hermetic (airtight); absence of "cold bridges"; -the absence of entrances and exits in external walls (compactness), reducing the relative perimeter indicator to 0.25 m/m^2 (comparative perimeter-the ratio of the perimeter of the external wall to the total area of the floor); -the use of solar energy that does not cast a shadow, oriented to the south; -high-quality special window panes and the specified heat transfer coefficient, ensuring that air does not enter and exit (hermetic) from the shell of the window-building, and when the pressure difference between the inside and outside air is 50 Pa , the amount of air exchange should be $n \leq 0.6/450$; -in order to effectively provide heat return, the volume of air returned from the controlled ventilation system should not be less than $>75\%$; -use of equipment that consumes less electricity in daily life; -heating drinking

water using solar collectors; -use of ground heat in heating the air entering the room due to the use of a controlled ventilation system. Therefore, the design of passive buildings is much more complicated than the design of ordinary buildings, as can be seen from the following: -the architectural-construction part of the project must meet European standards and be adapted to the conditions of Uzbekistan (normative and legislative); -a working project that meets European standards must have all structural calculations, including static force; -reinforcement should be designed according to static calculations; -all engineering networks should be fully designed; -build a construction sequence, including a complete list of materials and components used. It is necessary to carefully design, build and use (exploitation) a building object created using innovative technologies. For this, those involved in the design must work together as a team in the design, construction and operation of the building. This requires that all project participants in the same team work in a coordinated manner during the design, construction and operation of the residential building.

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DEVELOPMENT OF PEDESTRIAN PASSAGES IN THE TERRITORIES OF OUR REPUBLIC

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ABSTRACT

In the article, pedestrian crossings in our republic, sidewalks that meet modern European requirements, various facilities for pedestrians, current and previous pedestrian crossings, pedestrian crossings in rural and urban areas. the difference between them is revealed. Pedestrians should move along sidewalks, footpaths, bicycle paths, and if they are not available, along the side of the road. Pedestrians carrying or carrying large objects, as well as people in non-motorized wheelchairs, may move from the edge of the carriageway if their movement on the sidewalk or shoulder would cause harm to other pedestrians. In the absence of sidewalks, footpaths, cycle paths or shoulders, and in the absence of the possibility of movement along them, pedestrians can move along the cycle path or walk in a row on the edge of the carriageway (with a dividing line). on the roads - on the outer edge of the carriageway)

Key words: Engine, road shoulder, bicycle, roadside

Pedestrians should walk along the edge of the carriageway in front of the movement of vehicles. People who drive wheelchairs without an engine, ride motorcycles, mopeds, bicycles must follow the instructions of vehicles in these cases.

It is recommended for pedestrians to carry objects with reflective elements when crossing the road and when moving on the shoulder or at the edge of the carriageway at night or in low-visibility conditions, and outside of populated areas, pedestrians should carry objects with reflective elements, and drivers of vehicles should carry these objects. must ensure appearance.

The movement of organized columns of pedestrians on the carriageway is allowed only on the right side of vehicles in the direction of movement of no more than four people in a row. There should be red flags in front and behind the column on the left, escorts with lights on in the dark and in low-visibility streets: in front - white, behind - red. Pedestrians must cross the road at pedestrian crossings, including underground and



overpasses, in the absence of them –pedestrians at intersections along roads or shoulder lines. In places where traffic is regulated, pedestrians must control the signals of the traffic controller or pedestrian traffic lights, and in its absence - the traffic lights. It is allowed to wait for public transport vehicles and taxis only on the platforms raised above the carriageway, in their absence - on the sidewalk or on the shoulder. Route vehicles that are not equipped with raised landings are allowed to take off only after parking. After landing, it is necessary to clean the carriageway without delay. Pedestrians must comply with the requirements of clauses 4.4-4.7 of the Pedestrian Rules when walking along the carriageway to or from the place where the route vehicle has stopped.

In the city of Andijan, special measures are taken to ensure traffic safety and to prevent road traffic accidents involving citizens, pedestrians, and children. In this city, the sidewalks are lit up after dark. This increases the attention of vehicle drivers at night and encourages them to be alert. More than 10,000 road traffic accidents occurred in our country in 2021, in which more than 9,000 people were injured. The saddest thing is that about 2,500 people died.

According to the analysis, 25 percent of road accidents are caused by poor road conditions and poor infrastructure. For example, the roads between Pop and Toraqorgon, Zharkorgon and Denov, Samarkand and Guzor, on the section of the A-373 road that passes through Yozhiovon district, dozens of people die every year. is dying. Unfortunately, such dangerous streets exist in every region, every district and city. The most effective way to manage the traffic flow is digitization. But it was shown that the works in this regard are not enough.

In particular, there are only 111 out of 602 intersections in the city of Tashkent with digital control. Other cities do not have such a system. An organized group of pedestrians is allowed to walk on the right side of the road, not more than four people in a row, only in the direction of movement of vehicles.

In the streets of the city of Namangan, a suspended pedestrian crossing has appeared. UzA reports about this. Do not rush to conclude that this must be a bridge or something similar. This lane is a "zebra" line drawn on the asphalt on city streets, in the language of drivers or traffic safety officers.

The President's attention to the introduction of innovative ideas and projects in all areas encouraged me to research this idea and I found what I was looking for, - says the head of the traffic control department of the Regional Department of Internal Affairs. senior lieutenant Elmurod Komilov - The project, initially presented on paper, was approved by the management, and it is recommended to implement it in one or two places as a test. The essence of this innovative idea is that the pedestrian crossing seems to be suspended in the eyes of the car driver coming from afar, and the driver increases alertness and reduces speed, as a result, the possibility of pedestrians crossing the road increases.

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THE EXPERIENCE OF THE WORLD AND THE WORLD'S EXPERIENCES ON THE CONSTRUCTION OF MULTI-STOREY PARKING

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ABSTRACT

This article provides information on the construction of multi-layers, in particular, the parking lot and automated stop system and the Cylinder.

Key words: *Parking, marketing, monophekt, customer, engineering, automation, automatically, automatic machine.*

Today, building car parks are extremely important for major cities. The accommodation buildings and commercial buildings need parking and not only space, many level parking parks are acceptable and attractive. They have already become commonplace, but remains very popular. Many level parking requires large financial costs. At the same time, Stroygroup has a high capacity indicator (determined by the number of stalls of the building) to build economic stations . To build the parking lots, you must complete the following stages:

Today, the cost of construction is changing between 300 or 400 thousand rubles. His rent is 5,000 rubles per month or 60 thousand rubles per year. As a result, if we take into account the costs during use, the parking justifies itself in 8 years. The parking lot is not necessary to wait for years until the effects of its own. If the stop is located in a good place, it will not be a problem selling it at a low price. If you want to build a budget parking, you need to provide maximum parking lots with a minimal space. While built near the residential building, it is necessary to take into account the convenience of the parking lot for visitors with employees.

Today, many Gosts, Snipes, SPS and SanPhins are the design of parking lots and parking lots. Difficulties appear in underground stops because all places are not suitable for building them. This is due to groundwater and soil itself limits the depth that can be placed on the object. A similar situation occurs with surface stops, as a large building affects groundwater, so the impact of cars should be taken into account at the foundations of nearby buildings.

You need to decide what time it will stop. It is necessary to decide which type of parking is most suitable for underground or surface, and based on its characteristics: the location below the way - convenient, comfortable, because cargo is comfortable. Callener structures require adequate strengthening. If you build a few underground layers, stop is paid, but this requires additional construction costs. The underground parking is usually included in the plans of shopping malls and residential buildings, which will make it cost economically because there is a car of many people and employees, which destroys the need to search for this stop. The underground parking should be 3 floors to provide with the large building's car parks. Such parking parks are rare. They usually stop in the construction of a high parking lot on two groundwater and nearby. This ensures that the developer does not spend much money on the complex structure and the car owners do not need to buy a precious parking lot. The parking lots differ from each other as a separate object or part of a building.

This is used in cases where the ground parking under the earthly soil is possible. Also, in favor of this decision - a need for the maximum number of stops. It is located under the ground, often in abandoned places. The rising version contains different design options, including bridge in the way along the road. Multi-level car parks, built as an independent building, are divided into: this building is only used as a stop, where income is due to the number of stops sold. Shops selling goods or services, cars estimate that there are parking workshops, passenger and other places. This solution is attractive for customers who can also buy the useful and not only the parking lot, but also the use of invited services and goods.

This solution is like a type of left baggage when stopped without the participation of the car owner. He must put it in the car receiving department and use control

elements to place it in the correct machine section. This solution will reduce the time required for the cars and the location required for cars.

Types of parking. The parking lot is an integral part of accommodation, office, administrative complexes, as well as trade and trade and entertainment centers. Today for almost every construction site, in this way, placing the visitors' machines have been solved. There are several types of parking.

The superficial parking is the street area that often connects to the building, in fact everyone can use it. Companies set up guards around the stops for their parking lots, it is not absolutely legal. At the same time, the underground parking can be a separate building, where cars will be placed in several degrees.

The underground stop is the parking of cars directly to the building under the building. Such cars can have one or more residential levels. It is planned to start construction of construction in Moscow, as well as manipulators, trolleybites, computer technology undergone underground parking groundwalks. There is no fall in such stops. Underground stops are multi-layered complexes for hundreds of cars, which can be left to one hour or a month. The harder and historical center to find the parking lot is often a lot of paid multi-storey parking parks (underground and ground) in European cities, which are mainly to airports, trainings and centers accumulated at the entrances.

Structural parking - structural parking is already being built by several developers. It is built next to the business center, usually two or three levels. Such machines will be at the streets center "Krugosov" on the street. Obruchev allows you to provide one stop for 75 m. The parking lot for guests - In addition to any parking lots indicating the guest parking lots, accommodation is organized to place guest cars in the office or in the summer. As a rule, this is part of the neighboring area where the hindered house is set for these purposes.

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FORMATION OF PROFESSIONAL COMPETENCES OF ENGINEER BUILDERS ON THE BASE OF INNOVATIVE TECHNOLOGIES

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ANNOTATION

This article explores the training of highly qualified technical personnel, their formation as a comprehensively developed person and the competency characteristics in them. Using methods of systematic analysis, the state of competency properties is evaluated through the observation method, and relevant conclusions are formed through abstract-logical thinking.

Keywords: *competence, professional competence, competence, efficiency, professional activity, professional action, psihological-pedagogical, knowledge, skills*

INTRODUCTION. The system of training highly qualified technical personnel is currently undergoing major changes. The formation of a specialist is inextricably linked with the level of professional training. It can be seen that the modern education system is developing taking into account the formation of the market economy, the level of development of society's information and production technologies. Currently, competence is often defined as the ability to combine knowledge and skills, methods of their use, in the context of changing environmental requirements.[1] Competence is an integral quality of a person formed during the implementation of professional actions, including qualities and characteristics of a specialist, his motives, knowledge, skills, abilities, responsibilities. An important component of human professional skills is professional competence. The study of psychological-pedagogical literature and

other informational literature shows that the term "professional competence" is defined by several approaches. Foreign researchers often consider this concept as "deep knowledge", "state of adequate performance of actions", "ability to perform activities in practice", "effectiveness of actions". In local psychological and pedagogical literature, the following definition of the term "professional competence" is considered: "the quality, property or condition of a specialist that ensures his physical, mental and spiritual compliance with the needs and conditions of any profession. Professional competence is one of the main cognitive components of the subsystem of professionalism of activity, a field of professional behavior, a constantly developing system of knowledge that allows the implementation of professional activity, a number of issues or problems that must be solved with high productivity [2].

Competence is considered as a combination of mental qualities, i.e. As a person's ability and ability to perform certain labor functions, the mental state that allows independent and responsible action, that is, the essence of professional competence is expressed at the level of correlation between the objective standard of professional activity.[12] The professional competence of an engineer-builder means professional and personal significant qualities of a specialist, including practical experience in designing and constructing buildings and structures, organizing the work of structural units, implementing technological processes and organizational work. We list the pedagogical conditions that ensure the effective development of professional qualifications of construction specialists:

- implementation of high-quality and timely formation of qualifications and, if necessary, correction of this process;
- constantly updating and enriching the information-educational environment of educational institutions;
- use of educational and methodological complexes;
- creating a motivational environment aimed at forming the student's self-awareness and outlook; focus on self-learning, self-development, and self-improvement both during schooling and throughout life. A construction technician must participate in the implementation of his professional functions, in the design of

buildings and structures; implementation of technological processes in the construction, use and reconstruction of construction sites; organizing the work of structural units in the execution of construction and assembly works, operation, repair and reconstruction of buildings and structures; organization of types of work in operation and reconstruction of construction objects. Thus, the main professional competencies that form the basis of the skills of an engineer-builder can be summarized as follows:

- instruments containing general knowledge of the profession, including basic skills;
- interpersonal relationship, ability to work in a group, ability to self-criticize, attraction to ethnic values, tolerance;
- systematic, systematic application of acquired knowledge in practice, creation of new ideas, adaptation to new situations;
- the ability to master a special, scientific field at a certain quality level.

Practice-oriented educational technology helps to increase the efficiency and quality of education. The goal of practice-oriented education is to develop cognitive needs, search for new knowledge, and increase the effectiveness of the educational process. The basis of practice-oriented education is the organization of an educational process based on the acquisition of new knowledge and the formation of practical experience and use in solving tasks and problems of professional importance.

Research methodology. The methodological basis of the research is devoted to the issues of determining the characteristics of competence. In the process of analysis, comparison and systematic analysis methods were used. The state of competence characteristics was assessed through the observation method and relevant conclusions were formed through abstract-logical thinking.

Conclusions and suggestions. The qualities necessary for a modern civil engineer lead to the need to form fundamental knowledge and determine the ways to acquire the engineering profession. The given professional quality of subjects of engineering activity.

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THE ROLE OF MEDIA AND INFORMATIONAL EDUCATION IN THE TRAINING OF CIVIL ENGINEERS

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ANNOTATION

The article examines the formation of a specialist as a comprehensively developed, humane personality and the features of his competence. Using the methods of system analysis, the state of competency characteristics was assessed by observation, and the corresponding conclusions were formed through abstract logical thinking.

Keywords: *competence, effectiveness of actions, professional activity, professional activity, psychological and pedagogical, knowledge, skills*

INTRODUCTION. The world's construction industry is experiencing rapid changes due to the adoption of new technologies and processes. As a result, it is critical for future civil engineers to acquire the technological skills necessary to succeed in this dynamic environment.

The construction industry is increasingly complex and demanding, and new technologies and processes are constantly being introduced. To overcome this complexity, future civil engineers must have a solid foundation in technology, understanding and implementing the latest technologies such as building information modeling (BIM), computer-aided design (CAD) and augmented reality (AR). This creates the need to develop the technological competence of civil engineers in an informational educational environment.

In addition, technological competence can provide a competitive advantage in the construction industry. In a highly competitive market, those with the most advanced technological skills are more likely to win new contracts and clients. This is especially important in an industry where innovation and efficiency are critical to success. The need for the integration of educational processes requires the formation of an open information-educational environment, which allows: to take the educational process outside the educational institution; establishment of large educational consortia; creating global libraries of educational resources; to ensure adaptation of future specialists to new working conditions in the global information space. Accordingly, by developing the technological competence of future engineers-builders, logical thinking and the formation of necessary competencies in finding solutions to professional problems occupy an important place.

PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 " On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" , PQ-2909 dated April 20, 2017 "On Measures for the Further Development of the Higher Education System", Decree No. PF-5349 of February 19, 2018 "On measures to further improve the field of information technologies and communications" , No. PQ-3775 of June 5, 2018 "Increasing the quality of education in higher education institutions and their promotion in the country "On additional measures to ensure active participation in comprehensive reforms" dated October 6, 2020 PQ-4851 "Further improvement of the educational system in the field of information technology, development of scientific research and their integration with the IT industry" on measures to be taken" dated August 31, 2021 No. PQ-5241 "On measures to strengthen the continuity of the educational process and production practice between higher, secondary special and professional educational institutions" and this activity Tasks defined in other normative legal documents on i show that there is still a lot of work to be done in this area.

The inclusion of BIM technology in design reduces financial costs and significantly shortens the period of commissioning of the facility. Therefore, most

construction companies try to use modern information modeling methods in their practice.

CONCLUSION. Refers to an intelligent three-dimensional model created in virtual space to visualize architectural design, construction, or facility management data using digital software tools.

This digital model can be called a product resulting from the aforementioned business process.

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MECHANISMS AND ADVANTAGE OF TEACHING STUDENTS TO CREATIVE THINKING THROUGH MEDIA EDUCATION METHODS IN THE INFORMATIONAL EDUCATIONAL ENVIRONMENT

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ABSTRACT

We live in such a time of development that we do not have time to fully understand what is happening in time and time. Currently, there is no unspoken thought or uncreated idea in any field. The effective use of modern media in the education of students is an important requirement of the present time. The Internet, which has become an information space, is especially important in this regard. Therefore, it is necessary to improve knowledge and skills in the field of media.

Keywords: *mass media, information, internet, internet network, media education, media education, methods, creative thinking.*

Relevance of the topic. President Shavkat Mirziyoyev said: ".. as we aim to make Uzbekistan a developed country, we can achieve this only through rapid reforms, science and innovation. For this, first of all, it is necessary to educate the new generation of personnel who will be proactive reformers, who will think strategically, and who will be educated and qualified. That's why we started reforming all stages of education, from kindergarten to higher education. In order to increase the knowledge and level of not only young people, but also members of our society as a whole, first

of all, knowledge and high spirituality are needed. Where there is no knowledge, there will be backwardness, ignorance and, of course, going astray." - their opinions confirm how important scientific development is for the future of our country.

We live in such a time of development that we do not have time to fully understand what is happening in time and time. Currently, there is no unspoken thought or uncreated idea in any field. All you have to do is access the Internet to get information on the topic you want. However, human spirituality and creativity cannot be compared with anything.

The effective use of modern media in the education of students is an important requirement of the present time. The Internet, which has become an information space, is especially important in this regard.

Nowadays, the development of information technologies, their becoming a part of our daily life, demands that we pay attention to this field not only in social life, but also in the field of education. The use of pedagogical technologies during the lesson has a positive effect on the quality of children's learning.

Opinions about the nature and characteristics of media education have become the most discussed issue in the pedagogical environment in recent years. Professor A.V. Fedorov media education for the purpose of training creative, communicative potentials, critical thinking, full perception, interpretation, analysis and evaluation of media texts and various forms of self-expression using media technology to form a culture of communication with mass media. sees it as a process of personal development with the help of mass communication (media) tools and materials. He rightly emphasizes that the active use of television, radio, video, cinematography, press, Internet, mass media helps a person to better understand the language of media culture. So, media education is designed to prepare people for life in an information society. Media education should occupy a worthy place in the education sector of our country, including in the public education system. In fulfilling this task, it is important to improve the activities of pedagogues' retraining and professional development institutions in the public education system, to increase the quality of education. - pedagogical research is not being conducted either.

Tasks of the research: Elucidate the content of teaching students to think creatively through media education methods; Improving the mechanisms of teaching students to think creatively through media education methods; Clarify the pedagogical possibilities of teaching students to think creatively through media education methods; Improving the technology of teaching students to think creatively through media education methods.

Scientific news of the study:

- The content, essence, and importance of the topic of the mechanisms of teaching students to think creatively through media education methods will be highlighted.

- Mechanisms, methods, directions, instructions for teaching students to think creatively through media education methods are developed.

- Criteria will be developed and tools will be selected to further increase the efficiency of the mechanisms of teaching students to think creatively through media education methods.

- A continuous system of mechanisms for teaching students to think creatively through media education methods will be developed and put into practice.

Practical results of the study: Methodological recommendations on improving the modular technology of teaching students to think creatively through media education methods have been developed;

The criteria and indicators of teaching students to think creatively through media education methods have been clarified;

The electronic system of teaching students to think creatively through media education methods has been improved;

A model of teaching students to think creatively through media education methods was developed and implemented in educational practice.

Theoretical and practical significance of research results: The theoretical significance of the research is that it is enriched with theoretical approaches to the development of teaching students to think creatively through media education methods; The criteria and indicators for determining the level of teaching students to think creatively through media education methods, as well as the development of scientific

and methodical recommendations that provide a positive solution to the research problem, the norms of teaching students to think creatively through media education methods have been developed. is explained by the fact that it has been improved.

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**USE OF MEDIA EDUCATION IN DEVELOPING THE PROFESSIONAL
TRAINING OF FUTURE CIVIL ENGINEERS IN THE
INFORMATIONAL EDUCATIONAL
ENVIRONMENT**

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ANNOTATSIYA

The purpose of this work is to study media education technology, media education research, its status in Uzbekistan and its application in trainings with builders-engineers in higher education institutions, and its impact on the development of professional training. learning is the analysis of the obtained results and implies application in future activities.

Keywords: *Media education, technology, educational technology, internet, information technology, education,*

The theoretical significance of the research is that it is enriched with theoretical approaches to the development of professional training of future builders-engineers through media education methods; The criteria and indicators for determining the level of professional training of future builders-engineers through media education methods, as well as the development of scientific and methodical recommendations that provide a positive solution to the research problem, the professional training of future builders-

engineers through media education methods It is explained by the improvement of the increase norms.

As a result of the research, the theoretical approaches, views, opinions and opinions on the mechanisms of increasing the professional training of future builders-engineers through media education methods are described with pedagogical and information technologies. Through media education methods, they will have scientific and methodological recommendations on the mechanisms of improving the professional training of future builders-engineers. In the research process, practical activities aimed at studying the actual situation of the problem, analyzing the available data, coming to certain conclusions, and evaluating the general situation based on the conclusions drawn have a special place. Conducting the preliminary experimental work on the basis of a specific project ensured the effectiveness of practical activities.

Based on the nature and content of the project, which is the theoretical basis, the following was implemented:

Organizational preparation stage. In this case, the objective and subjective factors implementing experimental work were determined:

- experimental areas were selected, which allow for starting experimental works;
- the number of teachers and students was determined as subjects of experimental work, they were divided into experimental and control groups based on random selection;
- the persons responsible for ensuring the consistency and coherence of the test work on the mechanisms of improving the professional training of future builders-engineers through media education methods were determined;
- preliminary designs for experimental work were prepared;
- based on the organization of surveys (questionnaires, tests, interviews), the level of professional training of future builders-engineers was determined through media education methods.

Experiment - test work was carried out in the following 3 stages:

1. Preparation stage.
2. Experience - the stage of direct organization of test works.

3. Final stage.

In the organization of experimental testing, the main attention was paid to the following:

1. Organization of pedagogical observation (determining the identity of the student and the content of educational activities).

2. To organize interviews in order to determine the state of theoretical and practical study of the problem.

3. Passing questionnaires and tests, questionnaires.

4. To determine the factors that shape the professional training of future builders-engineers through media education methods.

5. To study the sources of the problem and to have information about the factors related to them.

6. Further enrichment of research activities as a result of questionnaires and tests conducted with the participation of students. Experimental work was carried out at the Namangan Engineering-Construction Institute. 52 students were involved. Participants were conditionally divided into 2 groups. 1st experimental group, 2nd observational group. First, both groups were given the following questionnaire

Analysis of results. To question 1, 23 students said that they get information through the Internet, 20 students through television, and 9 students, newspapers and magazines. To question 2, 17 students said that they make a decision based on fashion, 25 students because of advertising through television and 10 students based on the information they received from their parents. To question 3, 32 students said they need the Internet, 15 students need television, and 5 students need newspapers and magazines. To question 4, 10 students said development, 7 students said news, 12 students said business, 10 online communication and 15 time saving.

As can be seen from the answers given:

35% of students understand well the role of mass media in their life.

30 percent of students know the role of mass media in their lives.

35% of students have a superficial opinion about the role of the media in their lives.

These results are as follows by gender:

The role of the media in his life	Boys (percentage)	Girls (in percent)
They understand the role of mass media in their lives.	44%	30%
They know the role of mass media in their life.	36%	40%
their opinions about the role of the media in their lives are superficial.	20%	30%

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ОСОБЕННОСТИ СТРОИТЕЛЬСТВА И ЭКСПЛУАТАЦИИ СЕЙСМОСТОЙКИХ ЗДАНИЙ

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АННОТАЦИЯ

Рассмотрены основные особенности строительства и эксплуатации зданий в сейсмических районах. Основное внимание уделено вопросам их усиления. Дан перечень основных положений по эксплуатации зданий и сооружений в районах активных сейсмических воздействий.

Ключевые слова: *строительство, усиление, эксплуатация зданий и сооружений, сейсмически активные районы.*

Введение. Сейсмостойкость зданий во многом зависит не только от правильно выбранных проектных решений, но и от правильно выполняемого производства работ и эксплуатации. Кроме того, большое значение имеют вопросы, связанные с усилением конструкций в случае изменения сейсмостойкости или после землетрясения. Рассмотрены основные особенности строительства и эксплуатации зданий в сейсмических районах с учетом усиления строительных конструкций.

Качество строительства играет принципиальную роль при обеспечении сейсмостойкости зданий и сооружений. Там, где качество строительства соблюдалось, ущерб от землетрясений был ограничен даже в случаях, когда строительство не удовлетворяло современным нормам и рекомендациям. Наоборот, в случаях низкого качества строительства имели место

многочисленные обрушения зданий и массовая гибель людей.

Обсуждение. Повышение сейсмостойкости эксплуатируемых зданий и сооружений включает усиление подземной (оснований и фундаментов) и надземной частей.

Усиление оснований и фундаментов обычно необходимо для жестких массивных сооружений, построенных на слабых грунтах или грунтах, подверженных тексотропным явлениям. При усилении грунтовых оснований нагрузки на здание, как правило, возрастают. Это обстоятельство необходимо учитывать при разработке проекта усиления. На практике возможны два способа усиления оснований: химическое и механическое (рис. 1).

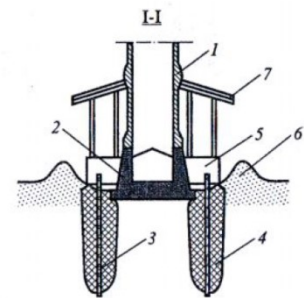
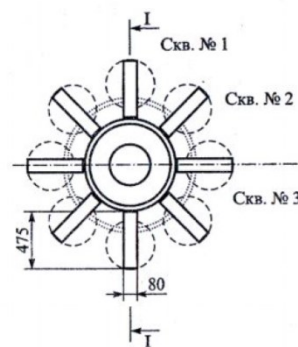
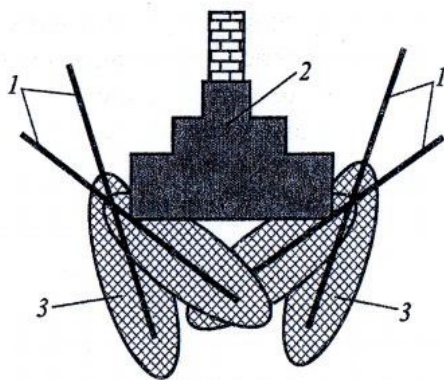


Рис. 1. Схема силикатизации основания под фундаментом:

- 1 - иньектор;
- 2 - фундамент;
- 3 - укрепленная зона.

Рис. 2. Схема термического укрепления грунта:

- 1 - сооружение (труба);
- 2 - фундамент;
- 3 - скважина для обжига;
- 4 - зона термического укрепления грунта;
- 5 - кювет для отвода сточных вод;
- 6 - водозащитная обваловка;
- 7 - навес

Многие здания и сооружения приходится строить не только в сейсмических

условиях, но и в условиях просадочных грунтов, которые также оказывают существенное влияние на сейсмостойкость здания. Для усиления грунтового основания используется термический метод (рис. 2).

Усиление сооружений с изменением их динамической схемы (специальное) включает сейсмогашение и сейсмоизоляцию.

Сейсмогашение предусматривает установку демпферов и динамических гасителей колебаний.

Сейсмоизоляция - весьма эффективное средство усиления эксплуатируемых зданий. Эффективное использование сейсмоизоляции возможно для промышленных зданий, несущих тяжелое оборудование (изоляция оборудования), резервуары с жидкостью (изоляция жидкости воздушными завесами) и т. п.

Комплекс антисейсмических мероприятий должен обеспечить сейсмостойкость сооружения в соответствии с общими требованиями к работе сооружения при сейсмических воздействиях, рассмотренных выше. При этом необходимо обеспечить максимальное использование существующих конструкций и их совместную работу в сооружении во время землетрясения.

После землетрясения производятся внеочередные осмотры здания, его оборудования, коммуникаций. Обнаруженные повреждения и деформации должны быть подробно изучены и отражены в акте с указанием размеров трещин. На опасных зонах необходимо поставить маяки. В здания, признанные аварийными, вход людей должен быть воспрещен.

В период очередного осмотра зданий необходимо уточнить сейсмичность территории или населенного пункта по государственным нормам. Здания, сейсмичность которых окажется недостаточной, должны быть усилены при очередном капитальном ремонте по специальному проекту.

Заключение

1. Для районов сейсмической активности, кроме вопросов проектирования и строительства, большое значение имеют вопросы эксплуатации сейсмостойких зданий и сооружений.

2. При эксплуатации необходимо постоянно осуществлять контроль за основаниями и фундаментами, за состоянием несущих строительных конструкций.

3. В случае изменения сейсмичности территории в сторону ее увеличения необходимо предусмотреть комплекс мероприятий по восстановлению эксплуатационных качеств сейсмостойких зданий. Для этого могут быть использованы традиционные и нетрадиционные подходы усиления (сейсмоизоляция и сейсмогашение).

4. После землетрясения все строительные объекты должны быть осмотрены, обнаруженные повреждения и деформации подробно изучены, затем должен быть разработан проект всех восстановительных работ.

5. Выбор методов усиления осуществляется на основе технико-экономического анализа с учетом всех нормативных требований, предъявляемых к сейсмостойким зданиям и сооружениям.

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ARCHITECTURAL AND CONSTRUCTION REQUIREMENTS IN THE DESIGN OF LOW-RISE RESIDENTIAL BUILDINGS

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ABSTRACT

It is necessary to adopt architectural and engineering solutions, taking into account all the requirements for the object under construction. Architectural design affects the economic, technical, sanitary-hygienic, ecological, design and other aspects of residential buildings and structures, which are used as a basis for their further construction.

Keywords: *Low floor, residence, project, construction, design, architecture, premises, configuration.*

Architectural and construction projects are necessary for the construction of any residential and any real estate building, in which architectural and engineering solutions must be adopted taking into account all the requirements for the object under construction. Architectural design affects the economic, technical, sanitary-hygienic, ecological, design and other aspects of residential buildings and structures, which are used as a basis for their further construction. When choosing a construction site, in addition to its value, you should pay attention to the following conditions for the construction of a residential building: 1) easy access to traffic and the quality of access roads; 2) that the necessary engineering (heat, gas, water, electricity, sewage) and social (schools, hospitals, theaters, stadiums, etc.) infrastructures are provided; 3) environmental safety (closeness of industrial enterprises and agricultural production); 4) configuration, relief and orientation in relation to the sides of the horizon; 5) to construction in neighboring plots.

In fact, the most important thing when choosing a plot for construction is that the house you want to build on this plot does not belong to the category of "self-construction" and does not become an "outlaw" object, in order to solve problems that need to be solved in the future. If you have a skilled real estate agent, the deal can be done in a matter of months, or even faster. But you should use the services of a certified professional representative of a reliable and well-established real estate agency. When concluding a transaction, a real estate agency must reliably find and carefully check the following information: -Type of plot ownership (ownership/permanent use/inherited property/rental). - Check the authenticity and correctness of the registration of title documents with the seller and make sure that the seller has a certificate of title to the land, house or other structures (if any). Then you need to make sure that these documents are correctly drawn up and correctly registered. The list of documents may differ depending on the land category and ownership. -It is necessary to make sure that the owner of the property is the same person who has not changed his last name and is not registered anywhere. -It is necessary to know whether the plot has a legal dispute, is not mortgaged, the heirs of the original owner do not claim it. - Land plot cadastral plan. - Objects for sale can be only land plots registered in the state cadastre and assigned a state cadastral number. -The cadastral plan contains the following information: the location (address) of the land, its area, description of the boundaries, information about the category of land and the permitted use of the land, economic and quality characteristics, as well as information about the availability of real estate in the last 5 years. -Whether all necessary taxes and fees for the plot have been paid. If the owner of the property has arrears on payments, after the transaction is completed, all his debts will be transferred to the new owner along with the property. -Complete compliance of plot boundaries with all documents. In order to conclude a contract, the boundaries of the land plot must be clearly defined - its exact location on the ground, including the coordinates of the parties, length, area, land survey boundaries. The plot must be marked on the cadastral map, registered with the "State Committee for Land Resources, Geodesy, Cartography and State Cadastre of the Republic of Uzbekistan" and have a border status.

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ANALYSIS OF THREATS OF ECONOMIC SECURITY

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ANNOTATION

The article analyzes the negative factors and threats to the economic security of small businesses. Relevant conclusions and proposals for planning a set of measures to optimize some aspects of prevention, planning and management of possible damage are given

Keywords: *small business, economic security, threats, negative factors, damage, internal threat, external threat*

INTRODUCTION. Many scientific studies are being conducted by the world's leading scientific centers and research institutions, specialists and scientists to ensure economic security in business entities. Among the many factors that hinder the sustainable development of business entities, there are systems that threaten economic security: increasing structural deformation of the country's economy, decrease in investment and innovation activity of enterprises, scientific and technical competence of the country, increasing property stratification in society, announced for business entities. Among them are such scientific directions as the violation of moratoriums, the lack of attention to ensuring financial stability.

Ensuring the economic security of the activities of small enterprises in Uzbekistan is an important link in the sustainable development of the industry. In this regard, special attention is being paid to "Measures to further improve the business environment in the country and to improve the entrepreneurship support system". To ensure the stability of small business entities and to protect the sector's economy from

threats, as defined in the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan "Reducing state participation in the economy, protecting private property rights and further strengthening its priority position, small business and private will play a leading role in fulfilling the tasks of continuing institutional and structural reforms aimed at stimulating the development of entrepreneurship.

MATERIALS AND METHODOLOGY. As we mentioned above, the economic security of the enterprise is the state of the most efficient use of resources to prevent threats and ensure the stable operation of the enterprise. Threats to economic security are a combination of external and internal factors that negatively affect the normal operation of the enterprise and its existence. Risk should be understood as the consequences of actions or inactions that have a real possibility of obtaining uncertain results of a different nature that have a positive or negative impact on the financial and economic activity of the enterprise. From the above definition, it is possible to distinguish the main elements that make up the essence of "risk".

- 1) the probability that the chosen alternative deviates from the realized goal;
- 2) the probability of achieving the desired result;
- 3) lack of confidence in achieving the goal;
- 4) the possibility of material, moral and other losses related to the implementation of the chosen alternative in conditions of uncertainty.

RESULTS. External threats to the economic security of the enterprise occur outside the enterprise. Internal threats are the sum of the negative consequences of the internal problems of the enterprise. Force majeure is one of the threats to economic security caused by emergency situations.

In particular, small businesses are characterized by the following threats:

- 1) use of administrative opportunities for profit;
- 2) using administrative opportunities to increase pressure on so-called competitors or raiders;

3) increased administrative risks. These are changes in legal documents, regulatory documents, changes in administrative and supervisory bodies, changes in its position in relation to the company for any reason;

4) dependence of the enterprise on officials or intermediaries, including its employees.

DISCUSSIONS. Most small businesses specialize in one area. It also poses certain threats:

1) increased competition in the market of products produced by a highly specialized enterprise;

2) increased competition in the region is important in cases where the transportation of these products leads to a significant increase in prices for the consumer (primary industry, production of a number of goods);

3) decrease in demand for manufactured products due to objective reasons;

4) unfair competition in all its forms;

5) monopolization of the market.

CONCLUSION. Various criteria can be used to assess risks and threats to economic security. The selection of the criteria involves assigning a sign or a set of signs to each threat, based on which a conclusion is made about the state of economic security of the enterprise. Thus, we can conclude that the work to ensure the economic security of the enterprise is complex and continuous. We can highlight the main aspects of the company's activity in the field of economic security:

1) organizational side - in this case, both the company itself and its organizational integrity, as well as the normal operation of the main units (departments, services, etc.) must be maintained;

2) legal side - this means that the company constantly complies with applicable laws, which is expressed in the absence of lawsuits against the company by law enforcement and regulatory authorities;

- 3) information side - security can be evaluated as maintaining a state of protection against leakage or disclosure of internal confidential information in various forms;
- 4) economic side - is manifested in the stable or growth trend of the main financial and economic indicators.

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FEATURES OF ECONOMIC SECURITY SYSTEMS

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ANNOTATION

The article analyzes the negative factors and threats to the economic security of small businesses. Relevant conclusions and proposals for planning a set of measures to optimize some aspects of prevention, planning and management of possible damage are given

Keywords: *small business, economic security, threats, negative factors, damage, internal threat, external threat*

INTRODUCTION. Globalization of the economy, which is a natural evolutionary process of society's development, exacerbates the problems of competitiveness and economic security at the national level. National security depends on the effectiveness of the economic security system and is achieved by ensuring the security of all subsystems that make up the socio-economic system of the state. Economic security is one of the most important. The basis of ensuring the economic security of the national economy is the ability of its legal entities to withstand modern challenges and threats arising under the influence of external and internal factors.

Thus, ensuring economic security can be characterized as a strategic direction in the activities of individual enterprises and the state as a whole. For all enterprises, especially for enterprises that do not have their own security service, the issues of ensuring economic security are the most urgent. Enterprises that do not have such specialized departments should have departments or employees that provide certain

types of economic security, for example, information, personnel, production, environmental, etc.

MATERIALS AND METHODOLOGY. The most common way to determine the economic security of an enterprise is the resource approach. To ensure economic security, the enterprise uses a combination of the following resources:

1) capital resource. The authorized capital of the company, together with the borrowed financial resources, forms the basis of the enterprise and allows obtaining and maintaining other corporate resources that were not initially available to the founders of the enterprise;

2) personnel resource. Managers, engineers and technicians of the enterprise, production workers and workers, with their knowledge, experience and skills, are the main links that manage and connect all factors of this business, ensure the implementation of the entrepreneurial ideology and the achievement of business goals;

3) information and technology resource. Scientific, technical and technological information about all aspects of business, changes in the political, social, economic and environmental situation, information about the company's markets, as well as new business organization and management methods. Adequate and timely response to changes in the external environment, business environment, effective planning and implementation of one's business activities;

4) machine and equipment resource. Based on the available financial, information technology and personnel resources, the company buys the necessary and cheap equipment.

5) property rights resource. This resource includes the right to use intellectual property objects, license and quota for the use of natural resources, land use rights. The use of this resource allows the company to participate in advanced technological developments without carrying out its own expensive research and development.

RESULTS. Sinyavskaya T.G. and Tregubova A.A. and states that the concepts of risk and threat should be distinguished more clearly. According to their scientific hypothesis, risk is the potential loss of resources or income associated with a particular alternative. Risk and management are inextricably linked. Economic risk occurs as a

result of the impact of certain risks and threats, i.e., in cases where the situation that occurred under certain objective conditions has a probabilistic nature. Danger, in turn, is interpreted there as "an opportunity, a threat of something very bad, some kind of misfortune." That is, in a certain sense, threat and risk can be considered synonymous. Unlike risk, threat is broadly understood and refers to a situation characterized by the possibility of negative and positive outcomes. Therefore, threats and hazards represent some sources of risk.

DISCUSSIONS. V. Abramov describes that, despite the similarity of actions of destabilizing factors in a single economic space, the forms of manifestation of threats to economic security at different levels of the hierarchy of organizational and economic structures are different. These global factors include the general decline in production, the collapse of the financial system, the increase in social tensions, the criminalization of society and the economy, the further weakening of competitiveness, and others. There are many classifications of threats to the economic security of the enterprise in various literature: 1) by source (internal, external); 2) according to the nature of the incident (political, criminal, competitive, counterparty, etc.); 3) according to the probability of implementation (real, potential); 4) object of attack (data, employees, finances, goods, material assets, business reputation, etc.); 5) predict if possible (predictable, unpredictable); 6) according to the size of the expected damage (catastrophic, significant, causing difficulty); 7) other classification features.

CONCLUSION. Most small businesses specialize in one area. The nature of production does not allow a quick transition to the production of other products, if necessary. It also poses certain threats: 1) increased competition in the market of products produced by a highly specialized enterprise; 2) increased competition in the region is important in cases where the transportation of these products leads to a significant increase in prices for the consumer (primary industry, production of a number of goods); 3) decrease in demand for manufactured products due to objective reasons; 4) unfair competition in all its forms; 5) market monopolization.

In addition to the existence of personal threats, there are also many factors that cause threats to the economic security of the company. Knowing these factors will help

to identify and eliminate them, and therefore reduce the likelihood of threats to the economic security of the company.

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BOLA INTERNETGA QATTIQ BOG‘LANIB QOLGAN BO‘LSA NIMA QILISH KERAK?

Xaitova Olmaxon

Surxondaryo viloyati Termiz tumani

28-umumiy o‘rta ta’lim maktabning

boshlang‘ich sinf o‘qituvchisi

ANNOTATSIYA

Ushbu maqolada men Turk yozuvchilaridan Adem Guneshning eng sara asarlari to‘plamidan „Bola tarbiyasida to‘g‘ri ko‘ringan xatolar” bobida keltirilgan fikrlarga kengroq tushuncha va ta’rif berib o‘taman. Hozirgi kunda bolalar orasida internetga ruju qo‘ygan bolalar soni toboro ortib bormoqda. Bu bobda keltirilgan ma’lumotlar bola tarbiyasida yo‘l qo‘yilgan kamchiliklarni ochib berishga xizmat ko‘rsatmoqda.

Kalit so‘zlar: *Internet, ota-ona, telefon, agressiya, bola, tarbiya, e’tibor, texnologiya, kompyuter.*

Bu mavzuni mashhur turk yozuvchisi Adem Guneshning eng sara asarlari to‘plamidan „Bola tarbiyasida to‘g‘ri ko‘ringan xatolar” bobida ko‘rib chiqamiz. Millat saodati tarbiya bilan bevosita bog‘liq. Bolalarni jismonan sog‘lom, ruhan yetuk ulg‘ayishida ota-onaning o‘rni benihoya katta. O‘zbek xalq maqollarida „Daraxtdan meva olaman desang, uni nihollik davrida parvarish qil” deb bejiz aytishmagan. Bolani yoshligidan to‘g‘ri tarbiya qilmoq, biz ota-onalarning boring-ki, bolaga mas’ul barcha kishilarning zimmasidadir. XXI asr texnika asri bo‘lganligi sababli, bolarimiz telefon, kompyuter, texnika vositalaridan, internet tarmoqlaridan foydalanib kelmoqda, Ayniqsa yoshlar o‘rtasida internetga ruju qo‘yganlar juda ham ko‘payib ketmoqda.

Bola internetga qattiq bog‘lanib qolgan bo‘lsa, avvalo oila ichidagi o‘zaro muloqatni yaxshilab, bolaga ko‘proq e’tibor berib bu holatdan olib chiqib ketish

mumkin. Shu bilan birgalikda oila davrasida oilaviy suhbatlarni tashkil qilish, suhbat orqali bolaning fikrini olish, o'z fikrini bemalol, erkin ifoda etishiga yo'l ochib berish lozim. Bolaga internetning zararli tomonlari ayniqsa, undan ko'p foydalanish zararli oqibatlariga olib kelishi haqida ma'lumotlar berilishi joiz. Internetning zararli oqibatlari haqida bolaning o'zidan ham fikr olish hamda u bergan taklifni ma'qullab uyda internetdan kamroq foydalanishga kelishib olish ham mumkin. Bola o'z fikrining qabul qilinganini ko'rib, o'zida ishonch, g'urur paydo bo'ladi va o'z so'ziga amal qilishga harakat qiladi. Bundan tashqari ota-ona o'zining qattiqqo'lligi, qat'iyati bilan bolani bu odatidan voz kechtirish mumkin.

10 yoshgacha bolalarda zavq to'xtasa agressivlik ya'ni tajovuzkorlik holatlari ko'payadi. Shu sababli ham bunday yoshdagi bolalardan zavq beruvchi kompyuter o'yinlari, telefon va boshqa texnologiya vositalaridan uzoq tutish tavsiya etiladi. To'g'ri texnologiya vositalari telefon, kompyuter kabi vositalardan bolalarni butunlay cheklab bo'lmaydi. Ammo bolalarga yaxshi gap bilan, xushmuomalik bilan va internetning zararli tomonlari haqida to'g'ri tushuntirib, me'yorida foydalanishga ruxsat berishi lozim. Zero Hazrat Ali aytganidek „ Bolalaringizga kelajak davr ilmini o'rgatingiz, chunki ular sizning davringizdan boshqa davrda dunyoga kelishadi”. Bolaga eng avvalo barcha narsada me'yor borligi haqida o'qtiring. Internetning zararli tomonlari bilan birga foydali tomonlari haqida ham ko'proq ma'lumot bering va internetdan foydalanishga me'yor yoki ma'lum vaqtni cheklab qo'ying. Chunki birdaniga bolaga cheklov qilinsa agressiya(tajovuzkor) holati kuchayadi. Bu bolaga, ayniqsa psixologiyasiga juda yomon ta'sir qiladi.

Bolalarning internetdan faqat kerak bo'lgandagina ishlatilishi borasida oilada tartib, madaniyat shakllanishiga imkon yarating. Bolaga dastlab, internet o'yin vositasi emas, balki ma'lumot bazasi ekanligi haqida tushuntiring. Shuningdek internet do'stlar bilan suhbat vositasi emas, balki xabarlashuv vositasi deya o'qtiring. A.S.Makarenko aytganidek bolalarni o'stirish va tarbiyalash ulkan, jiddiy va haddan tashqari ma'suliyatli ishdir bejiz aytmagan.

Xulosa o‘rnida shuni aytish joizki bolaga to‘g‘ri tarbiya berib, mehr bilan hamma narsani tushuntirasangiz, bergan savollarini javobsiz qoldirmasangiz, fikrini bildirishiga imkon yaratib bersangiz, bolalar internetga ko‘p ruju qo‘ymas edi.

FOYDALANILGAN ADABIYOT

Jahon Bestsellerlari Adem Gunesh eng sara asarlari "BOOK MEDIA NASHR"
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KTZM BILAN ISHLAYDIGAN SANOAT TARMOQLARIDA AVARIYA OQIBATLARI TAXLILI

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ANNOTATSIYA

Ushbu maqolada, kimyoviy holatni baholash, kuchli ta’sir etuvchi zaqarli moddalarni taxlil qilish usllari hamda sano‘at obektlarida REMni aniqlash, kimyoviy holatni baholashda havoning turg‘unlik darajasi belgilari haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so‘zlar va iboralar: *“Kimyoviy holat, kimyoviy holatni baholash, xavfsizlik, KTZM, izotermiya, konveksiya, sanoat korxonalar, agressiv moddalar”*

Kirish. Kuchli ta’sir etuvchi zaqarli moddalar bilan ishlaydigan sanoat tarmoqlarida nafaqat avariya oqibatidan fuqarolarga qavf-xatar keltirishi mumkin, balki shu tarmoqlardan chiqindi maqsulotlar xam (atmosfera yoki suv qavzalariga chiqarib yuborilishi) atrof muqitni va tabiatni ifloslantirishi oqibatida insonlar qayotiga jiddiy xavf soladi. Bu borada ayniqsa, metallurgiya, kimyo, biotexnologiya, rezina-texnika, neftni qayta ishlovchi va boshqa sanoat tarmoqlarining salbiy ta’siri juda kattadir.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o‘quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. Respublikamizdagi ayrim sanoati rivojlangan ayrim shaqarlarda, jumladan, Samarqand, Farqona, Andijon, Qo‘qon,

Angren, Olmaliq, Chirchiq, Navoiy va boshqa shaxarlarda havoning ifloslanish darajasi me'yoridan 1,5-2 marta xatto ayrim joylarda 3-6 marta ortiq.

Markaziy Osiyoda havoni eng ko'p iflostantiruvchi Tojikistonning Tursunzoda shaxridagi alyuminiy zavodi havoga belgilangan miqdordan 2 barobar ortiq zaxarli modda chiqarib kelmoqda. Shamolning yo'nalishiga ko'ra ftor birikmasining 80% Surxondaryo viloyatining Sariosiyo, Denov, Oltinsoy tumanlariga tushadi. Yana u yerdagi havoning ifloslanishiga Sharundagi briket fabrikasi va g'isht zavodining ta'siri xam kattadir. Bulardan chiqadigan zaxarli moddalar insonlarning salomatligiga jiddiy xavf tug'dirmoqda. Kimyo sanoati korxonalarini ko'p joylashgan Chirchiqdagi "Elektrokimyo" Farg'onadagi "Azot", "Farg'ona neftsintez", Navoiydagi "Elektrokimyo", "Azot" va boshqa sanoat birlashmalaridan juda xam xavfli zaxarli KTZM tashqariga (atrof-muqitga) chiqarilib yuborilmoqda.

Dunyo miqyosida yiliga havoga uglerod (II) oksidi -250 mln.t., yoqilg'i kukuni -100 mln.t., uglevodorod -88 mln.t., azot (II) oksidi -53 mln.t., ammiak 4 mln.t., oltingugurt vodorodi -3 mln.t., qo'rg'oshin birikmalari -1 mln.t., ftor -0,4 mln. t. chiqariladi.

Bunday sanoat korxonalarining chiqindi maxsulotlari insonlar hayotiga katta xavf solib, turli xil kasalliklarni keltirib chiqarmoqda, umrni qisqartirmoqda xamda atrof muqitni, yerlarni qavoni va suv qavzalarini jiddiy zararlantirmoqda.

Yuqorida aytilganidek, respublikamiz xalq xo'jaligi tarmoqlarining ko'p qismida (KTZM) zaharli moddalar ishlatiladi, saqlanadi va tashiladi. Shunday korxonalarda birorta ta'sir ko'rsatilsa, masalan dushman tomonidan bo'ladigan ta'sirlarda, tabiiy ofat zilzila oqibatida, ishlab chiqarish tarmoqlarida bo'ladigan avariya, temir yo'l transportlaridagi avariya tufayli KTZM to'kilishi yoki tashqariga chiqib ketishi atrof-muqitni, havoni zaxarlaydi. Kimyoviy zaxarlanish o'chog'i deganda kimyoviy zaxarli modda (kimyoviy qurol) ta'siriga uchragan barcha odamlar, xayvonlar, obektlar, inshootlar, texnikalar, atmosfera, o'simliklar bo'lgan xududni tushuniladi. Kimyoviy zaxarlangan o'choqni o'ziga xos xususiyati qaysi zaxarli modda bilan zararlanganligi, shuningdek uni qanday sodir bo'ligani, yil fasliga, ob-havo sharoitiga va ba'zi bir boshqa omillarga bog'liq. Albatta, bunday favqulodda vaziyatlarda

avariya o'chog'idagi va unga yaqin bo'lgan atrofdagi fuqarolar jabrlanadi va KTZM xususiyatlariga qarab kimyoviy zaqarlanish xar xil darajada bo'ladi. O'zbekiston Respublikasida kuchli ta'sir qiluvchi zaxarli moddalar bo'lgan 89 ta obekt bor bo'lib, 6ta kimyoviy xavfli shaxarlar Samarqand, Chirchiq, Farg'ona, Navoiy, Angren, Olmaliq mavjud. Bu shaxarlarda quyidagicha miqdorda zaxarli moddalar saqlanadi:

Chirchiqda-1050 tonna ammiak. Olmaliqda-2500 tonna ammiak va yana shuncha tonna sulfat kislotasi. Angren-14 tonna xlor. Farg'ona -700 tonna ammiak. Samarqand-1000 tonna ammiak.

Navoiy-137 tonna xlor, 2000 tonna nitril akril kislotasi, 96 tonna fosgen va bulardan tashqari ammiak va sinil kislotalar bor. Bu kuchli ta'sir qiluvchi zaxarli moddalarning saqlanishi ularni saqlashda ko'zda tutilgan xavfsizlik chora-tadbirlarini ko'rib qo'yilganligi uchun ancha katta xavf manbasi bo'lmasada, lekin biron bir avariya sodir bo'lsa yoki tabiiy ofatlar: masalan, yer qimirlashi yoki toshqinlar bo'lishi natijasida bu zaxarli moddalar saqlanayotgan idishlar va boshqa saqlash anjomlariga zarar etkazilishi natijasida bu idishlar o'z zich yopilganligini yoqotib qo'ysa, unda zaxarli moddalar oqib ketishi ro'y beradi va bu zaxarli moddalar suv havzalariga borib quyiladi va ularning xududimizdagi daryolar suvigi qo'shib ketishi juda katta maydonlarni zaxarli moddalar bilan zaxarlashda sababchi bo'ladi.

Shuni eslatib o'tish joizki, bu zaharli moddalar saqlanayotgan shaharlarning aksariyati daryolarning boshlanish qismida joylashgan va bunda Chirchiq daryosining uzunligi 174km ni va Sirdaryo uzunligi 2790km ni tashkil qilishi qisobga olinsa, bu moddalarning ta'sir doirasini tasavvur qilish mumkin. KTZM qaynash xarorati 200S gacha bo'lsa, u tezda buglanib, zaxarlanish vaqti qisqa, lekin ta'sir darajasi katta bo'ladi. Agar KTZM ning qaynash xarorati 200°C dan yuqori bo'lsa, buglanish sekinroq ketib, uning zaxarlash vaqti uzoqroq davom etadi, ammo tarqalish xududi kichik bo'ladi.

KTZM lar nafas organlari va teri orqali ta'sir etadi. Shu nuqtai nazardan KTZM lar umumiy zaqarlovchi va qolsizlantiruvchi xillarga bo'linadi. KTZM bilan zaxarlanganda bosh ogrigi, bosh aylanishi, ko'z tinishi, xolsizlanish, ko'ngil aynishi,

qushish, o'qiy olmaslik kabi alomatlar kuzatiladi, kuchli zaxarlanishda esa o'lim bilan yakunlanadi. Shuning uchun KTZM bilan zaxarlangan xududlarda xalqning xatti-qarakatlari xuddi kimyoviy qurollar bilan zaxarlangan joylarda ko'riladigan chora-tadbirlarni o'zginasidir, ya'ni himoya inshootlarida saqlanish, shaxsiy himoya vositalaridan foydalanish va boshqa omillar qo'llaniladi. Lekin bitta asosiy farqi borki, u xam bo'lsa, ba'zi bir KTZMlar (masalan NH_3, SO) ni yutiluvchanlik xususiyati past bo'lganligidan, ulardan saqlanishda maxsus sanoat va izolyasiyalovchi gazniqoblardan foydalanish kerak bo'ladi. Agar avariya holatida bir qancha gazlar aralashmasi bo'lsa, faqat izolyasiyalovchi gazniqoblardan foydalanib, avariya joyini tiklash, zararlangan o'choqdan odamlarni evakuasiya qilish tadbirlari ko'riladi. KTZM chiqib ketgan joylarda avariylarni tiklash ancha mushkul jarayonlardan xisoblanadi. Bunda asosiy ishlardan:

- ✓ birlamchi tiklash ishlarini tashkil etish;
- ✓ KTZM tarqalgan xududni o'rash (lokalizasiya qilish) xisoblanadi.

Avariya tiklash ishlarini o'sha korxonaning shtatli qismlaridagi zaxarli gazlardan saqlovchi xodimlar olib boradilar. Kerak bo'lsa fuqaro muxofazasining qutqaruv, medisina, yong'inga qarshi, jamoat tartibini saqlash tizimlari xam yordamga chaqiriladi. Bundan tashqari, avariya tiklash ishlariga korxonalar ishchi xizmatchilarini va o'sha atrofdagi fuqarolarni xam jalb qilish mumkin.

Avariya tiklash ishlarida qatnashadigan fuqarolar o'zini va boshqalarni saqlash qoidalarini bilishlari zarur. Ulardan xar doim zaxarlangan fuqarolarni shikastlangan xududdan olib chiqish, gazniqoblarni kiydira bilish, sun'iy nafas berish, yurakni tashqi massaj qilish, zaxarlangan ko'z, terilarni neytrallashtirish ishlarini bilishlari talab etiladi.

Kimyoviy qurollar - zaxarli kimyoviy birikmalar bo'lib, ular asosan dushman tarafidan ishlatiladigan zaxarli moddalar xisoblanadi. Kimyoviy qurollarning kuchi ularning zaxarli xususiyatiga qarab belgilanadi. Kimyoviy qurollar himoyalangan odamlar, xayvonlar, o'simlik, yer, suv, havo, inshoot, texnika va jamiki ko'rinadigan narsalarni zaxarlaydi. Bunday qurollar asosan nafas yo'li, teri, oshqozon-ichak va yaralangan joylarda qon bilan ta'sir qilishi mumkin. Zaxarlovchi moddalarning kuchi uning zaxarliligi, tez ta'sir etuvchanligi va chidamliligi bilan o'lchanadi. Dastlabki

kimyoviy qurollar unitar tarzda ishlatilgan, ya'ni bitta zaxarli modda kimyoviy qurol sifatida qo'llanilgan. Keyinchalik binar kimyoviy qurol yaratildiki, buning oldini olish va qurol asoratidan qutilish juda xam muammo xisoblanadi. Binar- ikki va undan ortiq zaxarli moddasi bo'lgan qurol demakdirqaltiratuvchi zaxarli moddalar (xlorasetofe. Kimyoviy qurollar ishlatilganda bug', aerezol yoki tomchi xolatida o'tkaziladi. xamma zaxarlovchi moddalar o'zining ta'sir qilishiga, qanday ishlatilishiga xamda boshqa xususiyatlariga ko'ra:

- asabni falajlovchi (zarin, zomon, Vi-iks);
- Terida yara paydo qiluvchi (iprit, azotli iprit, lyuizit);
- umumiy zaxarlovchi (sianid kislota, xlorsian, sinil kislota);
- bo'g'uvchi xususiyatli zaxarli moddalar (fosgen, difosgennon, adamsit);
- psixokimyoviy zaxarli moddalar (LSD, Bi-Zet).

Zaxarli moddalar zaxarlash xususiyatiga xamda taktik qo'llanishga ko'ra quyidagi guruhlarga bo'linadi:

- O'ldiruvchi - Vi-iks, zarin, zomon, iprit, sinil kislota, xlorsian, fosgen.
- Vaqtinchalik faoliyatni yo'qotuvchi - Bi-Zet.
- qaltiratuvchi - xlorasetofenon, adamsit, Si-Es, Si-Er.

Kimyoviy qurol qo'llanilgan xududda kimyoviy moddalardan zaxarlanish o'chog'i xosil bo'ladi. Uning kattaligi ishlatilgan zaxarlovchi modda miqdoriga, uning turiga, ishlatish usuliga xamda ob-havo sharoitlariga bog'liq bo'ladi.

Xulosa. Kuchli ta'sir etuvchi zaxarli moddalar bilan ishlaydigan sanoat tarmoqlarida nafaqat avariya oqibatidan fuqarolarga qavf-xatar keltirishi mumkin, balki shu tarmoqlardan chiqindi maqsulotlar xam (atmosfera yoki suv qavzalariga chiqarib yuborilishi) atrof muqitni va tabiatni ifloslantirishi oqibatida insonlar qayotiga jiddiy xavf soladi. Kimyoviy qurollar organizmga ta'sir etish vaqtiga qarab tez xamda sust ta'sir etuvchi xillarga bo'linadi. Tez ta'sir etuvchi zaxarli moddalarga - zarin, zomon, sinil kislota, xlorsian, Si-Er kirib ularning ta'siri bir necha daqiqada kuzatiladi. Sekin ta'sir etuvchi zaxarli moddalarga Vi-iks, iprit, fosgen, Bi-Zet kirib, ularning ta'siri bir necha vaqtdan keyin kuzatiladi. Kimyoviy xolat deb, dushman

tomonidan kimyoviy qurollar ishlatilganda yoki kimyoviy ob'ektlarda xolokat yuz berganda atrof-muhitga kuchli ta'sir etuvchi zaxarli moddalar(KTZM) tarqalganligi natijasida xosil bo'lgan sharoitga aytiladi.

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O‘SMIRLARDA DESTRUKTIV XULQ-ATVOR KO‘RINISHLARI

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ANNOTATSIYA

Ushbu maqolada voyaga yetmagan o‘smir yoshdagi o‘quvchilarda dunyo bo‘ylab tarqalgan destruktiv xulq-atvor ko‘rinishlarini shakllanishi hamda ularga to‘g‘ri diagnost qo‘yish, ular korreksiya ishlarini olib boorish bo‘yicha ma’lumotlar bayon etilgan.

***Kalit so‘zlar:** destruktiv xulq, buzg‘unchi faoliyat, disfunktsional oila, ijtimoiy ta’sir, shaxs, ong va ongsizlik.*

ПРОЯВЛЕНИЯ ДЕСТРУКТИВНОГО ПОВЕДЕНИЯ У ПОДРОСТКОВ

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АННОТАЦИЯ

В данной статье изложена информация о формировании у несовершеннолетних подростков всемирно распространенных проявлений деструктивного поведения, а также о постановке им правильного диагноза, проведении коррекционной работы.

Ключевые слова: деструктивное поведение, деструктивная деятельность, дисфункциональная семья, социальное влияние, личность, сознание и бессознательное.

DESTRUCTIVE BEHAVIORAL MANIFESTATIONS IN ADOLESCENTS

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ANNOTATION

This article describes the formation of destructive behavioural patterns in underage adolescent learners worldwide, as well as the correct diagnosis of them, which they carry out corrective work.

Keywords: *destructive behavior, disruptive activity, dysfunctional family, social influence, personality, mind and unconsciousness.*

Introduction

By the middle of the 20th century, the problem of destructive behavior began to take shape. The psychological approach was focused on the separation of socio-psychological disparity of individual manifestations in the destructive behavior of adolescent students. Destructive behavior is a behavior pattern directed towards negating any alternative thoughts that contradict the social behavior patterns perceived in society. Destructive behavior, on the other hand, is verbal or other manifestations of internal activity aimed at destroying something. Elimination covers all areas of personality: socialization, health, relationships are important people. Such behavior leads to a deterioration in the quality of the presence of an individual, a decrease in

critical attitude to one's own actions, cognitive disturbances in the perception and interpretation of what is happening, a decrease in self-esteem and emotional disorders.

This often leads to social adaptation, up to the absolute isolation of the individual. Such behavior is sometimes the result of a defense mechanism that consists of detecting an aggressor. The considered change in behavior is characterized by a deviation from the norms of behavior and morality adopted by society.

It is common to divide behavioral patterns into disruptive or abnormal behaviors and constructive (normal), generally accepted behaviors. Abnormal behavior that forms destructively is characterized by non-standard, Pathology-Limited, dissatisfaction with society. This is often a deviation from the point of view of social guidelines, medical norms, psychological attitudes.

Literature analysis

Each model of behavior is formed in childhood. A four-to five-year-old baby studies the information that determines his further relationship with the social environment. A full-fledged family, dominated by mutual understanding, care, attention, love has a beneficial effect on the maturation of the psyche of babies, laying the foundation for patterns of behavior. Therefore, individuals who do not receive adequate education, warmth, attention, love fall into the category of danger.

You should also know that children often take a pattern of destructive behavior from their parents.

Scientists have found that the destructive behavior of an individual is successfully formed against the background of the presence of the following factors:

- the presence of many social deviations (bureaucracy, corruption, drunkenness, crime);
- liberalization of measures of social influence (body, lowering the level of criticism);
- situation anomalies(speculation, fictitious marriages;
- weakening measures to combat abnormal behavior (lack of fines, punishment systems).

Freud was convinced that destructive behavior was the result of a person's negative attitude towards their own person. He also noted that the crash was one of the main drivers. Proponents of psychoanalytic theory have argued that supernatural actions are inherent to all subjects of a person to varying degrees, except that the objects of such actions (other personified or inanimate objects or his own) differ. Adler has a similar view, which he believes is the primary reason for disruptive behavior being a sense of alienation and non-existence.

Fromm argues that deviant behavior triggers an unrealized human potential, as well as failing to use effective energy for its own purpose. Durkheim made a social analysis of the variability of the behavioral response under consideration. While Merton wrote that the disruptive behavior anomie was related to a special moral and psychological state characterized by the collapse of a system of moral values and spiritual guidance, Worsley, in turn, explored the relativism of the relationship between sociocultural norms and "absolute" standards.

Research methodology

The problem of self-destruction of adolescents is very relevant, since it leads to addiction, suicide attempts by adolescents, alcoholism. Over the years, the number of children has been increasing. Cases of drug addiction, alcoholism of minors have long been not surprising to anyone. In addition, the described problems are observed not only in families in difficult situations. Statistical observations say that about 37% of children are treated for drug addiction medical institution registered, coming from much more prosperous families.

It is desirable that the parent's search for the cause of changes in adolescent behavior is based on a constructive solution to the problems that have arisen. If the family members of a teenager are regularly accustomed to solving their problems on the basis of interaction through conflicts, shouts, then in another social situation the teenager seeks to behave exactly like this; - personal problems (features of sexual development in adolescents that cause the origin of problems of a physiological and psychological nature – manifestation of the characteristics of the puberty period); – dissatisfaction with its appearance - "Terzite complex" (inadequate perception by

adults). The model of behavior comes from childhood and is primarily based on the pattern of parents.

Conclusion

In order to prevent the formation of desturative behavior in adolescent students and provide practical assistance to this, we must first determine the cause. That is, we need to know his environment, his relationship with his parents, Sagittarius, friends, his psychological state at the moment. Practical help should be provided to solve the child's problems by his parents, a teacher, a psychologist. Under any circumstances, a person should be strong-willed, not stop moving with enthusiasm, setting a goal for himself. First of all, I think that a person should be able to convince himself to achieve his goals. Because a person can only convince someone of what he believes in. There will be no people without abilities, but there will be lazy people.

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**COMMUNICATIVE LANGUAGE TEACHING AND IT'S INTEGRATION
WITH OTHER METHODS TO DEVELOP FLUENCY
OF LANGUAGE LEARNERS**

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ABSTRACT

In this article, the editor tries to clarify the important components of Communicative Language Teaching based on a functional approach. Discusses the principles and approach of CLT, teaching methods, benefits, and the impact of Communicative Language Teaching on language proficiency.

Key words: *CLT, vocabulary list, context, communication focus, functional language, cooperative learning, information gap, discussion, problem-solving tasks, individual, project-based activity, active learning, cultural awareness, improved speaking skills, integrated skills, Higher levels of fluency, Greater vocabulary knowledge,*

The main goal of communicative language teaching is to enable students to communicate in real-life situations rather than just acquiring grammatical knowledge. This approach emphasizes the importance of interaction, problem solving, and context in language learning.

For example, a communicative language teaching lesson might involve students practicing conversation in a restaurant instead of memorizing vocabulary related to food and drink.

What is the main goal of communicative language teaching (CLT)?

The main purpose of CLT is to give students a large vocabulary list to memorize and to ensure that they have a wide range of words to express their ideas.

CLT is about enabling students to engage in real-life communication rather than simply acquiring grammatical knowledge by focusing on interaction, problem solving, and context in language learning.

Principles and approach to teaching communicative language.

In order to better understand the basics of communicative language teaching, it is important to highlight its main principles and approaches.

Focus on communication: Students learn the language through real-life communication, using authentic texts and engaging in communicative activities.

Using functional language: CLT emphasizes the ability to perform various functions, such as asking, apologizing, or expressing opinions, rather than being grammatically correct.

Task-based activities: Lessons focus on tasks that students perform, simulating real-world situations and encouraging interaction.

Collaborative learning: Group work and pair activities play an important role in the CLT classroom because they foster interaction and negotiation of meaning among students.

Investigating the communicative language teaching method

Various techniques and activities can be found within the communicative language teaching methodology. Here are some common CLT activities:

Role-playing Students take on specific roles and engage in conversations simulating real-life situations.

Information Gap Activity Students work in pairs or groups, each person having information that the others do not have. They need to communicate to share information and complete a task.

Argument and Debate Students express, defend and challenge their opinions on a variety of topics, promoting the use of functional language to persuade and argue.

Problem-solving tasks Students work together to solve problems or complete puzzles that require them to share information and discuss meaning in the target language.

Project-based activities Working in groups or individually, students create a product such as a presentation, poster or video focusing on the effective use of language skills to convey information and meaning.

Overall, a communicative language teaching approach encourages student engagement, collaboration, and active learning, thereby preparing students to effectively and confidently manage real-world communication.

Advantages of teaching communicative language.

Communicative Language Teaching (CLT) has several benefits for students, including:

Encourages Functional Language Use: By focusing on real-world situations and tasks, CLT teaches students how to use language in practical, functional ways, improving their ability to communicate effectively in a variety of social contexts.

Encourages active learning: CLT fosters a student-centered learning environment in which students engage in meaningful activities and take responsibility for their language development. This active learning method helps students retain information and become autonomous learners.

Builds confidence: With ample opportunities for authentic communication and interaction, students develop fluency and become increasingly confident in expressing their thoughts and ideas in a targeted way.

Improves cultural understanding: CLT often involves authentic materials and real-life scenarios, exposing students to different cultural aspects related to the target language, promoting tolerance, and increasing cultural awareness.

The effect of communicative language teaching on language proficiency

The results of the scientists' research showed that learning a communicative language has a significant and positive effect on the level of general language knowledge:

Improved Speaking Skills: CLT is known for its emphasis on communication skills, which helps students become better speakers by actively practicing speaking in a wide range of contexts.

Integrated skill development: CLT integrates listening, reading, and writing into communicative tasks that promote the development of all four language skills in a natural, balanced way.

Higher levels of fluency: Interactive activities and meaningful tasks help students learn the language faster as they actively use it in a variety of situations. This leads to higher levels of language fluency and proficiency.

Greater Vocabulary Knowledge: CLT introduces students to new vocabulary in context, promoting vocabulary acquisition through practical use and application.

Problem-solving skills: CLT activities, such as information gap tasks and problem-solving exercises, develop not only language skills, but also critical thinking and problem-solving skills that are transferable to many aspects of life beyond the language classroom.

In summary, communicative language teaching provides students with a holistic approach to language learning, develops their communicative competence, increases self-confidence, and promotes general language skills.

Creating an effective CLT activity involves considering factors such as students' skill levels, interests, learning goals, and available resources. With these elements in mind, you can design activities that meet the diverse needs of your students and encourage meaningful interaction.

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TA'LIM TIZIMIDA TEST TUZUVCHI ALGORITMLARINI ISHLAB CHIQISH

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ANNOTATSIYA

Ushbu maqolada ta'lim tizimida test tuzish va ishlatish tizimini loyihalash algoritmlari va dasturiy majmuasi ko'rib o'tishimiz mumkin. Mutaxassislik (umumtexnik) fanlardan test topshiriqlari tuzishda yopiq (bir yoki bir necha to'g'ri javobli), ochiq, muvofiqlikni va to'g'ri ketma-ketlikni aniqlashga oid test topshiriqlaridan foydalanish tavsiya etiladi. Bunda bir o'quv maqsadiga erishganlikni turli test topshiriqlari yordamida aniqlash (invariant) testlar tuzish ham maqsadga muvofiqdir. O'zbekiston ta'lim tizimining o'rni sezilarli darajada oshishi asosida o'quvchilarning yoshiga mos mutolaa kitoblarini tahlil qilib, ta'lim markazlarida va respublika miqyosida ta'lim jarayonida isloh qilinishi ta'lim sifatining oshishiga xizmat qilishi aytib o'tilgan.

Kalit so'zlar: *Test tuzuvchi dasturi, topshiriqlar, namunalar, amalda ishlash.*

ABSTRACT

In this article, we can consider the algorithms and software complex for designing the system for creating and using tests in the educational system. It is recommended to use closed (with one or more correct answers), open, compatibility and correct sequence test tasks when creating test tasks from specialized (general) subjects. In this case, it is also appropriate to create (invariant) tests to determine the achievement of one educational goal using different test tasks. On the basis of the significant increase in the role of the educational system of Uzbekistan, it was mentioned that the reform of the education process in educational centers and at the

republican level will serve to increase the quality of education by analyzing the reading books suitable for the age of students.

Key words: *Test maker program, tasks, samples, practical work.*

АННОТАЦИЯ

В данной статье мы можем рассмотреть алгоритмы и программный комплекс для проектирования системы создания и использования тестов в образовательной системе. При создании тестовых заданий по специализированным (общим) предметам рекомендуется использовать закрытые (с одним или несколькими правильными ответами), открытые, совместимость и правильную последовательность тестовых заданий. В этом случае также целесообразно создавать (инвариантные) тесты для определения достижения одной образовательной цели с использованием разных тестовых заданий. На основании значительного повышения роли системы образования Узбекистана было отмечено, что реформирование учебного процесса в образовательных центрах и на республиканском уровне послужит повышению качества образования за счет анализа книг для чтения, подходящих для возраст учащихся.

Ключевые слова: *программа Test Maker, задания, образцы, практическая работа.*

Kutilayotgan natijalar: pedagogik testlar bilimlarga baho berishning istiqbolli usuli hisoblanadi. Uning afzalliklari quyidagilardan iborat:

- test topshiriqlari o‘quv fanining asosiy mazmunini qamrab oladi (imtihon bileti o‘zida nazorat qilinadigan o‘quv materialining 4-5 foizini qamraydi xolos);
- hamma talabalar testning bir xil savollariga javob beradilar, bu ularning bilimlarini taqqoslashga imkon beradi;
- talabalar bilimiga haqqoniy baho berish mezoni oshadi;

- test nazoratida oldindan yaratilgan, hamma uchun bir xil bo‘lgan shkala yordamida, talabalar bilimiga bir muncha aniq va tabaqalashgan baho qo‘yishga imkon beradi (reyting);

- o‘qituvchi talabalar bilimini nazorat qilishga kam vaqt sarflaydi;
- boshlang‘ich darajasini va har qanday vaqt oralig‘ida bilimlarni oshirish imkoniyatini o‘lchashga sharoit yaratiladi;
- test nazorati kompyuterlashtirishga (avtomatlashtirishga) qulay. Bu pedagogik testlashning asosiy afzalliklaridan biridir.

O‘quv jarayonining takrorlanuvchanligi ham aynan shunda o‘z ifodasini topadi. Umuman olganda, test usuli birmuncha texnologik hisoblanadi. U bilimlarni o‘zlashtirish sifatini nazorat qilishda professor-o‘qituvchilar mehnat unumdorligini oshiradi va o‘quv dasturini chuqur va har tomonlama o‘zlashtirilishini ta’minlaydi. Pedagogik testlashning bu afzalliklari AQSHda munosib baholangan. Abiturient (talabgor)larni universitet va kollejlarga test sinovi bilan qabul qilinadi. Pedagogik testlarni keng qo‘llash bo‘yicha AQSH tajribasi Kanada, Yaponiya, Turkiya va boshqa ko‘pgina mamlakatlarga yoyilgan. Agar testlarni turkumlashda ularning qo‘llash maqsadi va vazifalariga asoslanadigan bo‘lsak, psixologik testlardan boshqa barcha testlarni quyidagi uch guruxga ajratish mumkin:

- intellektual rivojlanish darajasini aniqlovchi testlar;
- pedagogik testlar;
- muayyan kasbga yaroqlilikni aniqlovchi testlar;

Fanning mazmunidan kelib chiqqan holda biz faqat pedagogik test haqida to‘xtalamiz. Adabiyotlarda bunday test topshiriqlarining quyidagi shakllari bayon etiladi:

- birdan-bir to‘g‘ri javobi bo‘lgan yopiq topshiriqlar;
- bir necha to‘g‘ri javoblari nazarda tutilgan yopiq topshiriqlar;
- bitta so‘z (yoki so‘zlar) tushirib qoldirilgan gapdan tashkil topgan ochiq topshiriqlar;
- to‘g‘ri ketma-ketlikni aniqlash uchun topshiriqlar;

- o‘zaro bog‘liqlikni (muvofiqlikni) aniqlovchi topshiriqlar;
- ayrim fanlar bo‘yicha bilimlarning chuqurligini aniqlash bo‘yicha topshiriqlari;
- sonni to‘ldirishga mo‘ljallangan topshiriqlar, bunda sonlar seriyasini topish usulini aniqlash va uni muayyan tartibda belgilash talab qilinadi;
- qarama-qarshi munosabatlarni aniqlash testlari;
- masalalar echishga qaratilgan (matematik, fizik va b.) topshiriqlar;
- chizmalar va sxemalarni tushunishga qaratilgan topshiriqlar;
- shakllar nisbatini aniqlashga qaratilgan topshiriqlar;
- olingan axborotni o‘zlashtirish darajasini aniqlash topshiriqlari;
- sinonimlar va antonimlarni farqlashga oid topshiriqlar;
- analogiya (aynan o‘xshashlik)ga oid topshiriqlar;
- o‘qilgan matnni tushunishga oid topshiriqlar;
- ko‘rsatmalarni bajarishga oid topshiriqlar;
- bilimdonlikni aniqlashga doir topshiriqlar;
- tafakkurni aniqlovchi testlar;
- orfografik testlar;
- til masalalariga doir topshiriqlar va boshqalar.

Mutaxassislik (umumtexnik) fanlardan test topshiriqlari tuzishda yopiq (bir yoki bir necha to‘g‘ri javobli), ochiq, muvofiqlikni va to‘g‘ri ketma-ketlikni aniqlashga oid test topshiriqlaridan foydalanish tavsiya etiladi. Bunda bir o‘quv maqsadiga erishganlikni turli test topshiriqlari yordamida aniqlash (invariant) testlar tuzish ham maqsadga muvofiqdir. Ochiq topshiriqlar. Agar test topshirig‘i matnida, uning tayanch so‘zlari yoki gap tushirib qoldirilgan bo‘lsa, bunday topshiriq ochiq (tugallanmagan) test deb ataladi. Bu shakldagi testlarda talabalarning bitta, ikkita so‘zdan iborat qisqa va aniq javob berishlari taxmin qilinadi. Bu haqida testga ilova qilingan yo‘llanmada bayon etish kerak. Blankaning bo‘sh joyida javob uchun zarur bo‘lgan joy qoldiriladi. Masalan, «Test tushunchasi» _____yilda _____ tomonidan birinchi marta ishlatilgan. Yopiq topshiriqlar. Bunday topshiriq savoldan va bir necha

javoblardan iborat bo‘ladi, bu javoblardan biri to‘g‘ri, qolganlari to‘g‘riga o‘xshash, biroq noto‘g‘ri bo‘ladi. Taklif qilinadigan javoblar soni ikkitadan beshtagacha va bundan ko‘proq bo‘lishi mumkin. Sinovdan o‘tuvchining tanlagan javobiga ko‘ra, test topshirig‘i tegishli ikkita kod: 1 yoki 0 bilan kodlanib, so‘ngra shu holda EHMga kiritiladi. 1. Bilimlarni test bilan nazorat qilish adolatliligi an’anaviy shakllar bilan taqqoslanganda: a) ortadi. b) pasayadi. «Ha» va «yo‘q» degan ikkita javobli yopiq test topshiriqlari ustida alohida to‘xtalib o‘tish lozim. Ba’zi bir topshiriqlar ularning javoblari ikki xil ma’noni bildiradigan qilib bayon etilishi mumkin. Masalan: Siz testlar qo‘llanishini xush ko‘rasizmi? - Ha (xush ko‘raman). Yo‘q (xush ko‘rmayman). Bunday hollarda javoblar uchun «to‘g‘ri» va «noto‘g‘ri» so‘zlarni ishlatish maqsadga muvofiqdir. Ikkita javobi bo‘lgan yopiq shakldagi topshiriqlar qo‘llanishning asosiy vazifasi - shu fandan sinovdan o‘tuvchining birinchi test topshiriqlaridayoq bilim darajasini tezda tekshirib ko‘rishdan iborat. Avtomatlashtirilgan o‘qitish tizimlarida (AO‘T) bunday topshiriqlar boshlang‘ich bosqichning o‘zidayoq talabani umumiy tayyorgarligini taxminiy baholash va o‘qitishning keyingi yo‘nalishini - murakkab yoki osonlashtirilgan dastur bo‘yicha olib borish masalasini hal qilishga imkon beradi. Test topshirig‘ida javoblar qancha ko‘p bo‘lsa, to‘g‘ri javobni tasodifan topish ehtimoli shunchalik kam bo‘ladi. Amaliyotda beshta javobi bo‘lgan topshiriqlarga ega bo‘lish etarli hisoblanadi (bu holda bitta topshiriqqa to‘g‘ri javob berish ehtimoli 0,2 ni tashkil etadi).

Xulosa qilib aytganda, O‘zbekiston ta’lim tizimining o‘rni sezilarli darajada oshishi asosida o‘quvchilarning yoshiga mos mutolaa kitoblarini tahlil qilib, ta’lim markazlarida va respublika miqyosida ta’lim jarayonida isloh qilinishi ta’lim sifatining oshishiga xizmat qilishi muhim omil bo‘lib xizmat qiladi.

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INGIZ VA O‘ZBEK TILLARIDA ANTROPOSNETRIK MAQOLLAR TIZIMI VA ULARNING TILSHUNOSLIKDA TUTGAN O‘RNI

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ANNOTATSIYA

Maqol xalq og‘zaki ijodi janrlaridan biri bo‘lib, o‘zida millatning urf-odatları, tarixi, madaniyati va kundalik turmush tarzini mujassamlashtiradi. Bugungi kunga kelib maqollar va ularning tuzulishi, ma’no xususiyatlari ustida ko‘plab ilmiy izlanishlar olib borilmoqda. Ushbu maqola maqollarning tilshunoslik sohasidagi tutgan o‘rni va antroposentriзм masalalariga bag‘ishlangan bo‘lib, ingliz va o‘zbek tillaridagi antroposentrik maqollarning kommunikativ, semantic va tipologik xususiyatlarini ko‘rsatib berishga qaratilgan.

Kalit so‘zlar: maqol, tilshunoslik, maqollar tizimi, antroposentriзм

ABSTRACT

Proverb is one of the important genres of folklore which reflects the tradition, history, culture and daily life of the nation. Nowadays a lot of scientific researches are being conducted on the subject of proverbs. This article is devoted to show the role of proverbs in linguistic field and communicative, semantic, typological characteristics of anthropocentric proverbs in English and Uzbek proverbial systems.

Key words: proverb, linguistics, proverbial system, anthropocentrism

KIRISH

Maqol —qisqa va loʻnda, obrazli va obrazsiz, grammatik va mantiqiy tugallangan maʼnoli hikmatli ibora, chuqur mazmunli xalq ogʻzaki ijodi janri. Muayyan aniq shaklga egadir. Maqollarda avlod-ajdodlarning hayotiy tajribalari, jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuygʻulari, ijobiy fazilatlarini mujassamlashgan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan.¹ Antropotsentrik maqollar esa maqollarning oʻziga xos turkumi boʻlib, ular inson, inson kechinmalari va insoniy qadriyatlarga asoslangan tarzda yaratilgan boʻladi. Bunday maqollarda koʻpincha insonning hayotga, munosabatlarga va jamiyatga boʻlgan qarashlari aks etadi.

ADABIYOTLAR TAHLILI

Maqollar mavzusida koʻplab olimlar, tilshunoslarning ilmiy izlanishlari olib borgan va bunday ilmiy jarayon bugungi kunga kelib ham davom etmoqda. Maqolada S. Soatbayevaning “Ingliz va oʻzbek maqollarining lingvistik xususiyatlari, tuzulish tarkibi” maqolasidan foydalanildi. Ushbu asarda maqol termini haqida koʻplab limlarning fikrlari hamda maqollarning lingvistik, grammatik, semantik tarkibi haqida bir qancha maʼlumotlar keltirilgan. Shuningdek, K. M. Karamatova va H. S. Karamatovlarning “Proverbs. Maqollar. Пословицы” kitobidan ham foydalanildi. Bu toʻplamda ingliz, oʻzbek va rus tillaridagi 6000ga yaqin maqollarning ekvivalentlari keltirilgan boʻlib bu maqolada shu manbadan olingan ingliz va oʻzbek tillaridagi antropsentrik maqollarning semantik tahlili keltirilgan.

MUHOKAMA VA NATIJALAR

Turli davrlarda olimlar maqol haqida turlicha taʼriflarni keltirishgan. Hattoki, baʼzi mashhur paremiolog olimlardan Taylor Whiting va Jones maqolga taʼrif berish imkonsiz deb taʼkidlashgan. Taylor fikriga koʻra maqolga taʼrif berish qiyin, hatto imkonsiz “incommunicable quality which tells us that whether sentence is a proverb

¹ <https://uz.wikipedia.org/wiki/Maqol>

and the other is not” ya’ni maqollardagi ko’zga ko’rinmas sifat u maqol yoki maqol emasligini ko’rsatadi. Whiting esa maqolga ta’rif berishni keragi yo’q, chunki biz hammamiz maqol nimaligini bilamiz deb hisoblagan. Jones fikriga ko’ra maqolga ta’rif berishda haqiqatdan ham qiyinchilik va imkonsizlik mavjud va u maqolga “an expression we recognize as proverbial” ya’ni “u maqol sifatida bilgan iboramizdir” Maqollar semantik va struktur jihatdan to’la tugallangan matn sifatida matn lingvistikasining muhim o’rganilayotgan ob’ekti hisoblanadi. Grammatik jihatdan maqollar muayyan sintaktik birlik hisoblangan gaplardir. Grammatiklar tomonidan sintaktik birlik sifatida o’rganilib kelinayotgan muhim ob’ekt bo’lib kelmoqda.¹

Ingliz tilidagi antropotsentrik maqollar ko’pincha insonning xatti-harakati, munosabatlari va tajribalariga qaratilganligi bilan tasniflanadi. Quyida bunday maqollarning qisqacha semantik tahlili bir nechta misollar bilan berilgan:

“*A friend in need is a friend indeed*”. Ma’nosi: Bu hikmat chin do’st, ayniqsa, qiyinchilikda qo’llab-quvvatlovchi va ishonchli bo’lgan kishi ekanligi haqidagi fikrni bildiradi. Bu maqol do’stlikdagi sadoqat va samimiy yordam muhimligini ta’kidlaydi.

“*A man is not an island*”. Ma’nosi: Bu maqolda shaxslarning o’zaro bog’liqligi va insoniy aloqaning muhim xususiyati ifodalanadi. Bu odamlar o’zaro ta’sir va jamoaviy yordam orqali gullab-yashnashi g’oyasini ta’kidlaydi.

Ingliz tili va madaniyatiga chuqur singib ketgan bu maqollarda inson tabiati va munosabatlariga oid qadriyatlar, e’tiqodlar va kuzatishlar o’z ifodasini topgan. Ular inson xulq-atvorini tushunish, mazmunli aloqalarni o’rnatish va ijtimoiy dinamikani boshqarish uchun yetakchi tamoyillar bo’lib xizmat qiladi.

O’zbek xalq maqollarida ko’pincha insonning xulq-atvori, odob-axloqi, axloqiy qadriyatlari haqida fikr yuritiladi. Ular o’zbek madaniyati va jamiyatini aks ettiradi va odatda inson hayotining turli jabhalari bo’yicha hikmat va yo’l-yo’riqlar beradi. O’zbek antropotsentrik maqollarining ayrim umumiy mavzulari va xususiyatlari quyidagilardan iborat:

¹ Soatbayeva .S.INGLIZ VA O’ZBEK MAQOLLARINING LINGVISTIK XUSUSIYATLARI, TUZILISH TARKIBI

–Axloq: Ko‘pgina o‘zbek maqollarida odamlarning o‘zaro munosabatlarida axloqiy xulq-atvor, xurmat, mehr-oqibat, halollik muhim ahamiyatga ega ekanligi ta’kidlangan. Ular ko‘pincha odamlar turli vaziyatlarda o‘zlarini qanday tutishlari kerakligi haqida ko‘rsatmalar beradi.

Kattaga xurmatda kichikka izzatda bo‘l. Odamning taftini odam olar

–Inson munosabatlari: O‘zbek an‘analaridagi maqollarda ko‘pincha insonlar o‘rtasidagi munosabatlar dinamikasi, jumladan, oila, do‘stlik, jamoaga murojaat qilinadi. Ular ushbu munosabatlarda sodiqlik, ishonch va o‘zaro yordamning ahamiyati haqida tushuncha beradi.

Do‘st kulfatda sinaladi. Ayolni tilini ayol bilar

–Mehnat : O‘zbek maqollarida ko‘pincha mehnat, matonat va fidoyilik qadrlanadi. Ular odamlarga o‘z maqsadlariga erishish va muvaffaqiyatga intilishlari uchun dalda va motivatsiya berishi mumkin.

Bog‘bonga tog‘ yarashmas, Biyobonga–bog‘.

Daraxt havodan, odam–mehnatdan

–Hikmat va tajriba: Bu hikmatlar ko‘pincha tajribadan olingan donolikni va xatolardan saboq olishning muhimligini aks ettiradi. Ular ko‘pincha oqsoqollarning rolini va muhim qarorlarni qabul qilishda ularning yo‘l-yo‘riqlarining ahamiyatini ta’kidlaydilar.

Qari bilganni pari bilmas

Dard ko‘rgan–tabib

Umuman olganda, o‘zbek maqollari axloqiy tarbiya, madaniyatni asrab-avaylash, xalq donoligi manbai bo‘lib xizmat qiladi, inson hayoti va jamiyat haqida qimmatli saboq va qarashlar beradi.

Maqollarning tilshunoslik ob’ekti sifatidagi vazifalari ko‘p va xilma-xil bo‘lib, ular til va madaniyatni o‘rganishda katta ahamiyatga ega. Ingliz va o‘zbek tillaridagi maqollarning ba’zi vazifalarini va qadriyatlar tizimining o‘xshash tomonlarini tahlil qilish natijasida, semantikasining tahliliy natijalari aks ettirildi. Ushbu jarayonda:

– Madaniy idrok va an’analarini asrash: Maqollar jamiyatning madaniy qadriyatlari, e’tiqodlari va an’analarini aks ettiradi, jamiyatning umumiy donoligi haqida tushuncha beradi. Ingliz tilidagi quyidagi maqollar madaniy idrok haqida:

A truly good wife is the precious treasure a man can find. Custom is the plague of wise and the idol of fools

O‘zbek tilidagi *Bir bolaga yeti mahalla ota-ona. Gilam sotsang qo‘shninga sot kabi* xalq maqollarida an’analar tafakkur etiladi.

– Kommunikatsiya funksiyasi nomoyon bo‘lishi uchun xizmat qiladigan maqollar: Maqollar kundalik muloqotda fikr bildirish, maslahat berish va madaniy me’yorlarni yetkazish uchun ishlatiladi. Ular ijtimoiy o‘zaro munosabatlar va og‘zaki almashinuvlarni boshqarish orqali kommunikativ funksiyalarni bajaradi. Misol uchun, ingliz tilida *"The happiness of some makes others unhappy"*¹ degan maqol kimningdir quvonchi boshqa bir shaxsning baxtsizligi evaziga kelishi mumkinligidan ghlantiradi. O‘zbek tilida *"Olim bo‘lsang– olam seniki"* maqolida bo‘lsa jamiyat ahlini ilm olishga undash haqida fikr beriladi.

– Maqollarning o‘xshash va farqli xususiyatlari: Maqollar tillar va shevalar o‘rtasida qiyosiy tadqiq qilish imkoniyatini beradi, lingvistik tuzilmalarni, semantik ekvivalentlik va madaniy o‘zgaruvchanlikni tahlil qilishga yordam beradi. Masalan, inglizlarning *"Two things you will never have to chase: true friends and true love"* maqolini o‘zbeklarning *"Oshiq zahmat chekmay murodiga yetmas"* bilan solishtirib, ifodalashda o‘xshashliklarni aniqlaydi. tilga xos birliklarni ko‘rsatadi.

XULOSA

Xulosa qilib aytganda, tilshunoslikda maqollarni o‘rganish madaniyatni saqlash, til tahlili, kognitiv fan tillararo qiyoslash va ta’lim-tarbiyaviy qo‘llanilishiga qo‘shgan hissasi bilan beqiyos ahamiyat kasb etadi. Ingliz va o‘zbek tillarida maqollarning ko‘p qirrali funksiyalarini o‘rganish orqali tilshunoslar til, bilish, madaniyat va muloqot haqida chuqurroq tushunchaga ega bo‘ladilar, ularni tilshunoslik fanining qimmatli tadqiqot ob’ektiga aylantiradilar.

¹ <https://dictionary.cambridge.org/dictionary/english>

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ОСОБЫЙ МИР ТЕАТРА А.Н.ОСТРОВСКОГО

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АННОТАЦИЯ

Данная статья рассматривает вклад Александра Николаевича Островского в создание русского народного театра, сравнение творчества с его предшественниками, отношение к главным героям и изучение особенностей персонажей пьес.

Ключевые слова: *русский народный театр, пьеса, отношение к героям, главный герой, развитие образа.*

ABSTRACT

This article examines the contribution of Alexander Nikolaevich Ostrovsky to the creation of the Russian folk theater, the comparison of creativity with its predecessors, the attitude to the main characters and the study of the characteristics of the characters of the plays.

ANNOTATSIYA

Ushbu maqola Aleksandr Nikolaevich Ostrovskiyning rus xalq teatri yaratilishiga qo'shgan hissasini, ijodkorlikni avvalgisi bilan taqqoslashni, asosiy belgilarga bo'lgan munosabatni va o'yin belgilarining xususiyatlarini o'rganishni ko'rib chiqadi.

Всем известным фактом является то, насколько огромный вклад сделал А.Н.Островский для русского театра. В 1882 году исполнилось 35 лет, как писатель начал служить русской сцене. Его творчество оценил И.А.Гончаров:

"Литературе вы принесли в дар целую библиотеку художественных произведений, для сцены создали свой особый мир. Вы один достроили здание в основание которого положили краеугольные камни Фонвизин, Грибоедов, Гоголь. Но только после вас мы, русские, можем с гордостью сказать " У нас свой русский, национальный театр"[1;ст 230]. Многие литературоведы "Русский театр" называют "Островским театром". И по правде говоря, это вполне допустимо. В словах Гончарова четко подмечен вклад Островского в русский театр, он отображает в первую очередь национальное достижение. Сам период творчества писателя очень сложен тем, что это время настало развитие капиталистических отношений. Благодаря творчеству Островского публика театра стала расширяться, и она заметно стала демократизировалась. Люди просвещались и становились грамотней - это приводит к быстрому росту интеллигенции. Но сам Островский не хотел ограничивать число своей публики только на трудовой интеллигенции, он желал видеть там и хозяев ремесленных заведений. Писатель подарил русскому театру более 50 пьес, благодаря им народная сцена обрела свой неповторимый образ, без подражания европейскому театру. Александр Николаевич является наследником творческого пера Гоголя, но не смотря на это он отталкивался от его тем, сохраняя реалистический вид своих произведений.

Если рассмотреть пьесы Гоголя то, исследователи утверждают, что персонажи произведений Гоголя разговаривают живой речью. Но автор награждает своих героев так же своим остроумием и это создает квинтэссенцию живой речи. В творчестве А.Н.Островского главные герои отличаются с более живой речью, чистой, которой нету ни у одного писателя. Вот что помогло создать свой особый мир среди огромного количества материалов. Речь героев Островского, как и философия войны у Толстого не имеет никаких заимствований, автор не приукрашивает язык общения героев, она такая, какая была дана от природы, использование архаизмов, провинциальных слов, диалектизмов, диалектных и народных фразеологий придают пьесам неповторимость. Еще одной отличительной чертой речи персонажей Гоголя и

Островского в количестве, а именно Гоголь не хочет использовать речь своих персонажей для достижения основной мысли в произведении, поэтому она кратка, а у А.Н.Островского герои так много говорят, что появляется ощущение, что они никогда не перестанут говорить.

Если оценивать отношение к героям двух драматургов, то тут видна очевидная разница. Гоголь вносит сразу же определенный характер, как бы сразу показывает зрителю как тот или иной герой будет вести себя. Но это не значит, что личность персонажей останется первоначальной, автор их углубляет, но эти детали очень маленькие и не несут в себе особый психологизм. Основная цель Гоголя это достичь гротеска, что у него получается прекрасно.

Персонажи пьес Островского постепенно обретают детали характеров. В начале пьесы никто не может судить кого-либо из героев, образ, действия, и характер персонажей растет с каждой репликой, тем самым углубляется их психологизм. Писателя в первую очередь интересовал внутренний мир, ход мыслей своих героев. Островский писал о разных персонажах, изначально они были представителями купечества, а после писателя стали интересовать и помещики, чиновники, дворяне, купцы, божьи люди, свахи, приказчики и многие другие.

"Глашатай тайн русской народности" - выразил свое отношение к творчеству Островского, Апполон Григорьев. Из этого мы понимаем, что автор не хотел показывать и высмеять пороки человека. Писатель любил своих героев, он не хотел их осуждать, но показал как сильно на человека влияет наличие или отсутствие материальных благ. И в наши дни мы можем видеть, что бедность приводит людей к пьянству, к преступной жизни, унижению. Не смотря на все эти отрицательные качества героев Островского, на сцене они показывают самые настоящие, искренние чувства, что доводит многих зрителей до слез. Все герои Островского, который изображают отрицательного персонажа имеют хотя-бы одну положительную черту характера, чего нельзя сказать о персонажах Гоголя. Тем самым даже самые жестокие герои пьес Островского с развитием сюжета поворачиваются зрителю с иной стороны, показывая свою настоящую натуру,

которая скрывалась за трудностями жизни. Не удивительно то, что любимыми персонажами Александра Николаевича были бедные люди, простой народ. Именно в них хранится вся искренность чувств, они легко поддаются к мирскому из-за своей глупости и слабости воли, но так же они и сражаются со всеми трудностями. Автор нам таким образом показывает борьбу добра и зла, светлой стороны жизни и темной, где гибнут зачастую честные и добрые люди и выживают хитрые и подлые. Так же писатель показывает и решение всех проблем, как победить темную сторону жизни, он не оставляет своих героев, а наоборот заставляет их стремиться к лучшему, к светлой стороне жизни. Островский использует русские народные пословицы, чтобы подчеркнуть тот самый русский дух, который не сдается и стремится к победе, в каком бы положении не был герой.

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ШАВКАТ РАҲМОН ҲАЁТИ, ИЖОДИГА БИР НАЗАР

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АННОТАЦИЯ

Мақолада Шавкат Раҳмон ҳаёти, илк шеърлари, ижод йўли ва асосий китоблари ҳақида қисқача фикр юритилган. Шоир шеърлятида куйланган ватан ва муҳаббат мавзусининг илк асарларда ҳам долзарб бўлганлиги ёритилган.

Таянч сўзлар: шоир, шеър, шеърят, бадиий тафаккур, таржимаи ҳол, бадиий биография, ижод.

A GLANCE AT SHAVKAT RAHMAN'S LIFE AND CREATION

ABSTRACT

The article briefly discusses the life of Shavkat Rahman, his first poems, creative path and main books. It is mentioned that the themes of the poet's poetry were motherland and love, they were sung in were relevant even in the first works.

Key words: poet, poem, poetry, artistic thought, biography, artistic biography, creativity

КИРИШ

Ижодкорнинг қачон, қаерда туғилгани, қандай муҳитда ўсиб, тарбия топгани, ўқиб-ўрганганини тадқиқ этиш кўпинча аҳамиятсиздек туюлиши мумкин. Лекин шоирнинг бутун ижоди, қайсидир маънода, унинг бадиий биографияси эканлигини инобатга олсак, ҳаётининг ва бадиий биография ҳам муҳим аҳамиятга эга эканини англаб етамиз. Шу нуқтаи назардан қаралса, Шавкат

Раҳмоннинг таржимаи ҳоли ва ижод йўлини ўрганиш унинг 80-йиллар бадиий тафаккури ривожига қўшган ҳиссасини аниқлашга ёрдам бериши шубҳасиздир.

Шавкат Раҳмон 1950 йил 12 сентябрда Ўш вилоятида туғилди. Шоирнинг отаси Раҳмонберди асли Шаҳрихон туманидаги Сарой қишлоғидан бўлиб, тақдир тақозоси билан Ўш шаҳрида муқим яшаб қолган. Онаси Офтобхон ҳам асли шаҳрихонлик бўлган.

Болаликдан тиниб-тинчимас, ғайратли Шавкат ҳар жиҳатдан мустақил бўлишга интилар, ҳатто ўн уч ёшида таътил чоғи ғишт заводига ишга кирган. Ғишт қуйиш сирларини ўрганиб олгач, келаси йил ҳовлидаги эски пасткам деворларни бузиб, ўрнига очиқ айвонли икки хонали уй ҳам қурган. Орадан йиллар ўтиб, айти шу уйга турмуш ўртоғи Манзура келин бўлиб тушади. Шоир болалигининг ушбу фактларига диққат қаратаётганимиз бежиз эмас. Зеро, “Бўладиган бола бошидан”, деганларидек, болалик давридаги хислат, фазилат ва қусурлар кейинчалик ўзини намоён этади. Ш.Раҳмоннинг болаликдан мустақил бўлишга, ҳар бир нарсани ўз қўли билан бунёд қилишга интилиши ва бу йўлдаги собитқадамлиги йиллар ўтиб унинг катта шоир бўлиб, ўзлигини намоён этишида, шахс сифатида камол топишида муҳим замин вазифасини ўтади.

1966 йилда Шавкат Раҳмон ўрта мактабни битирди. Тошкент Давлат университети (ҳозирги Ўзбекистон Миллий университети)нинг филология факультетига кетма-кет икки йил ҳужжат топширди. Лекин танловдан ўта олмади. Тошкентда ўқиш орзусига эриша олмаган Шавкат Ўш вилояти газетасида ҳарф терувчи, сўнг мусахҳиҳ бўлиб ишлайди. Бу газетада ўша пайтлари анча танилиб қолган шоир, дилкаш ва самимий инсон Турсунбой Адашбоев фаолият юритарди. Шавкат Раҳмон у билан танишиб, шеърини машқларини кўрсатади. Тортинчок, индамас, айти пайтда, ўжаргина бу истеъдодли йигитчанинг шеърлари Т.Адашбоевга манзур бўлади ва шу тарзда улар бирин-кетин вилоят газетаси саҳифаларида босила бошлайди.

НАТИЖАЛАР

Шавкат Раҳмоннинг 1968 йил “Ўш садоси” газетасида чоп этилган “Орзуга” деб номланган илк шеърига диққат қаратайлик:

Тарк этдими орзулар мени,
Яна ўзим қолдимми танҳо?!
О, орзулар, орзулар! Энди
Дилда қолди армонли нидо.
Бу гул ҳаёт орзусиз турса
Чақага ҳам қолар арзимай.
Бўшлигимни иложи бўлса
Кўмгим келар ерни қазимай.
Мен сезаман баъзилар шу тоб,
Айтмаса ҳам очикдан бетга.
Кулиб юрар кимлардир, сабаб:
Киролмадим университетга.
Севинишсин, майли кулсинлар,
Ночин дўстлар менинг устимдан.
Майли сен, эй шафқатсиз йиллар,
Камон яса бўю бастимдан!
Аммо!
Кўксим узра юрагим
Уриб турса бўлди бахтимга.
Курашурман!
Орзу малагин
Ўтқузурман кўнгил тахтимга.
Бахт курашин кўрмаган бу жон,
Чиққунича худди шу ёшга
Курашларда йиқилар инсон,
Марддир яна тушса курашга!¹

¹ Раҳмон Шавкат. Ўш садоси // 1968. 14 сентябрь.

Ушбу шеърдаги оҳанг, баён услуби, “Бўшлигимни иложи бўлса, Кўмгим келар ерни қазимай”, “Майли сен, эй шафқатсиз йиллар, Камон яса бўю бастимдан!” каби образли ифодалар ҳамда:

Курашурман!

Орзу малагин,

Ўтқузурман кўнгил тахтимга...

деган некбин ва курашчан руҳ Шавкат Раҳмон ижодининг илк палласидаёқ лейтмотив ўлароқ жаранглай бошлади. “Орзуга” шеъри фавқулодда мукаммал асар сифатида тақдим этаётгани йўқ, албатта. Бизнинг мақсадимиз шеър орқали шоир поэтик тафаккурининг қай усул ва ўзанда шаклланиб борганлигини кўрсатишдир.

Шавкат Раҳмоннинг илк шеърларини кузатар эканмиз, уларда табиат билан яқинликни аниқ ҳис этамиз. Шоирнинг “Полизда”, “Қиш”, “Оҳу”, “Ирмоқ” каби шеърларида кечинмалар табиат манзаралари воситасида бадиий ифода этилган. Шу билан бирга “Ўйчанлик”, “Хайрлашув”, “Саҳнада”, “Соҳилда қайик”, “Тул сотувчи”, “Ўғирласа гул” сингари шеърларда китобийлик, маълум сакталиклар сезилади. Шавкат Раҳмон бу шеърий машқларини кейинчалик чоп этилган тўпламларига киритмаган. Чунки шоирнинг ўзи уларни ижод йўлининг бир босқичи сифатида қараб баҳолаган. Шундай бўлса-да, ушбу машқлар Шавкат Раҳмоннинг ижодкор сифатида шаклланишида маълум ўрин эгаллайди.

Москвадаги Адабиёт институтига ижодий танловнинг эълон қилиниши Шавкат Раҳмон кўнглида умид учқунларини қайта ёқди. У дўстлари ёрдамида шеърларини рус тилига таржима қилиб, танловга юборди. Москвадан: “Сиз ижодий танловдан ўтдингиз, тезда етиб келинг”, – деган мазмунда телеграмма олди, Адабиёт институтига кириш имтиҳонларини муваффақиятли топшириб, талаба бўлди. Шавкат Раҳмоннинг Москвадаги талабалик ҳаёти ўқиш, изланиш ва танишувлар даврига айланди. У рус ва жаҳон адабиёти билан яқиндан танишди. Хусусан, испан шеърляти, айниқса, Федерико Гарсиа Лорка ижодини чуқур ўрганди. Ўзга муҳит, ўзга иқлим шоир кўнглида турфа ўй-кечинмаларни

ўтказар эди. Ватан соғинчи ўртаган вақтлар офтобли юрт фарзанди эканлигини доимо ёдида тутди.

Шоирнинг дўсти Собит Мадалиевга бағишланган шеърида ифодаланган ғоя унинг бутун ижоди давомида босқичма-босқич тиниқлашиб, янада мукаммал кўриниш олди:

*Биз офтобнинг икки боласи,
Шаҳарларда юрибмиз кезиб.
Қалбга тутаиш офтоб толаси –
Бу толани бўлмас ҳеч узиб.*

*Биз Заминни меҳрга ўраб,
Олов чизиқ тортганча Тунга,
Бурчимизни оқлаб тобора
Яқинлашиб боряпмиз Кунга...¹*

70–80-йиллар авлоди ижодида устувор бўлмиш Ватан ва озодлик мавзуининг Шавкат Раҳмон шеърларида бўй кўрсатиши унинг Москвадаги ўқиш вақтига тўғри келади. Эндиликда ушбу шеърнинг: “Бурчимизни оқлаб тобора Яқинлашиб боряпмиз Кунга...” мисралари ўзига хос башоратдек туюлиши мумкин. Эҳтимол, шоирнинг кўнгил туби бу кунларнинг келишини сезган ва айни мисраларнинг туғилишига замин бўлгандир.

АДАБИЁТЛАР ТАҲЛИЛИ ВА МЕТОДОЛОГИЯ

1975 йили Москва таҳсилани тамомлаган Шавкат Раҳмон Тошкентга келади. У бир қатор нашриётларда муҳаррирлик қилади. Ҳамиша қизғин ижод билан машғул бўлган талабчан шоирнинг “Рангин лаҳзалар”(1978), “Юрак қирралари” (1981), “Очиқ кунлар”(1984), “Гуллаётган тош”(1985), “Уйғоқ тоғлар”(1986), “Хулво” (1987) сингари шеърий китоблари чоп этилди.

¹ Раҳмон Шавкат. Рангин лаҳзалар. Шеърлар. – Т.: Адабиёт ва санъат, 1978. – Б. 6.

Шеърый китобга кўйилган ном ушбу тўплам ҳақида дастлабки маълумотни бера олади. Бирор-бир шоир китобларининг номини нашр санасига кўра кетма-кетликда ёзиб чиқилса, маълум маънода шоирнинг ижодий биографияси кўз ўнгимизда қад ростлагандек бўлади.

“Рангин лаҳзалар” шеърый тўпламидаги шеърларга 1972-1977 йиллар санаси кўрсатилган. Унда тўртлик ва бармоқ вазнидаги эркин шаклли намуналар жамланган. Тўплам “Ватан” тўртлиги билан бошланган. Ундан элликдан ортик шеър ва бир неча таржима ўрин олган.

Инсон умри сония, лаҳза, соат, кун, ҳафта, ой ва йиллар каби вақт мезонлари билан ўлчанади. Шоир ушбу умр мезонининг лаҳзаларига тўхтайдди. Уларнинг “ранги”ни ажратишга ҳар бирининг “ном”ини топишга интилади. Ниманинг “ном”и топилса, моҳияти англанади. Моҳияти –англанган ҳодиса кўнгил мулкига айланади. Ана шунда лаҳзалар рангинлашади. Тўпламдаги шеърлар билан танишар эканмиз, “рангин лаҳзалар”нинг мазмун-моҳиятини илғаймиз. Одатда, кўпчилик шеърый китоблар номи тўпламдаги шеърлардан бирининг номини олади. Лекин “Рангин лаҳзалар”да ушбу ҳолат кузатилмайди. Аниқроғи, шоир тўпламлардаги шеърларнинг умумий ғоя, мазмунидан келиб чиқиб, унга мана шундай жамловчи ном беради.

“Юрак қирралари” 1981 йили нашр этилди. Тўпламдан шоирнинг 1972–1980 йилларда ёзилган саксон саккизта шеъри ва испан шоири Хуан Рамон Хименесдан қилинган олти таржимаси ўрин олган. Тўпламдаги шеърларнинг асосий қисми бармоқ вазнида ёзилган. Эркин шаклдаги шеърлар камчиликни ташкил этади.

“Очиқ кунлар” (1984) тўплами 1979–1983 йилларда ёзилган олти тўққизта шеър ва Федерико Гарсиа Лорканининг айрим шеърлари таржимасидан иборат.

“Гуллаётган тош” Шавкат Раҳмон ижодида алоҳида ўрин тутади, деб айтиш мумкин. Гап бу ўринда китоб номининг фавқулодда образлилигида эмас. Назаримизда, ушбу тўплам шоир ижодини ҳар жиҳатдан янги босқичга олиб чиқди. 1985 йилда нашр этилган мазкур тўпламда шоирнинг ўттиз еттита лирик-

фалсафий шеъри билан бирга Рафаэль Альбертининг бир шеъри таржимаси ҳам жой олган.

“Уйғоқ тоғлар” (1986) тўпламида шоирнинг 1972–1985 йилларда ёзган лирик-фалсафий шеърлари ўрин эгаллаган. “Уйғоқ тоғлар”ни нафақат номланишда, балки мазмун-моҳият, ғоявий йўналиш жиҳатидан ҳам “Гуллаётган тош”нинг тадрижий давоми, дейиш мумкин. “Лирика” туркумида чиққан бу тўплам бошқа шоирларнинг шу хил китоблари қаторида маълум бир ижодий сарҳисобдир. Тўпламдан шоирнинг 1972–1985 йиллар оралиғидаги энг сара шеърлари ўрин олган.

Шоирнинг навбатдаги “Хулво” тўплами 1987 йили нашр этилган. Бу тўпламда шоирнинг ўттиз тўртта шеъри ва Гарсиа Лоркадан қилинган таржималари эълон қилинган. Тўпламнинг номи бир қарашда, аввалгиларига солиштирилганда, сокин оҳангга эга. Тўпламнинг аннотациясида ҳам бу ҳол сезилади: “Шавкат Раҳмон табиатан вазмин шоир. Бу сифат тўпламга киритилган шеърларда ҳам ўз аксини топа олган. Вазминлик тубидаги безовталиқ эса ўтмиш ва истиқбол, замон ва макон, севги ва ҳижрон туйғулари билан қоришиқ ҳолда намоён бўладиким, бу ҳолат руҳингизни хур дарду қувончларига ошино этади, деган умиддамиз. Дарвоқе, тўпламнинг “Хулво” деб номлангани бежиз эмас. Бойчечак тўпламнинг элчиси бўлса, хулво – ялпиз эрка қизидир. Шоир Хулвонинг хуш бўйларини эзгуликнинг мунаввар насимлари тимсолида бизга тақдим этаётир”.¹

ХУЛОСА

Шавкат Раҳмоннинг “Сайланма”си вафотидан бир йил ўтиб, 1997 йил нашр этилди. “Сайланма” хусусида фикр билдирган тадқиқотчилар унда шоирнинг сара шеърлари жамланганлигини алоҳида таъкидлашади. Чиндан ҳам, “Сайланма”да икки юз ўттиз иккита шеър, саккизта ривоят ва йигирма саккизта таржима ўрин олган бўлиб, маълум маънода шоир ижодини ўқувчи кўз ўнгида тўлиқ намоён этади. “Сайланма”дан ўрин олган илк шеърлар шоирнинг

¹ Раҳмон Ш. Хулво. –Т.: Ёш гвардия, 1987. – Б.2.

ўзлигини, ижодий тадрижини, образлар ва ғоялар оламини англашимизга ёрдам бериши кўрсатиб ўтилган¹.

Шоирнинг “Сокин исён” шеърий тўплами 2005 йили Бишкекда чоп этилди. Ушбу тўпландан Шавкат Раҳмоннинг бу пайтгача нашр этилмаган бир неча шеъри ўрин олган.

Шавкат Раҳмоннинг 2012 йил чоп қилинган “Абадият оралаб” тўпламига шоирнинг барча китобларидаги шеърларидан танлаб олинган.

Шоир шеърлари қирғиз, тожик, рус тилларига таржима этилган. Айни пайтда шоирнинг таржимонлик фаолияти ҳам адабий жамоатчилик томонидан қизғин қабул қилиниб, ўзбек ўқувчилари Федерико Гарсиа Лорка, Хуан Рамон Хименес, Рафаэл Алберти, Ўлжас Сулаймонов каби шоирларнинг шеърларини она тилида ўқишга муяссар бўлдилар.

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ФАКТОРЫ РАЗВИТИЯ РЕАЛЬНОГО СЕКТОРА ЭКОНОМИКИ И РОЛЬ ИНВЕСТИЦИЙ В НЕГО

Исроилова Мухаббат Рустамжон кизи

АННОТАЦИЯ

В статье содержится информация об особенностях современного состояния развития реального сектора в нашей стране, роли вновь создаваемых предприятий и организаций в развитии реального сектора в нашей стране, а также вновь созданных предприятий с Участие иностранного капитала Брозан и обоснованы выводы и предложения по развитию финансирования модернизации реального сектора в нашей стране.

Ключевые слова: *Реальный сектор, ВВП, промышленность, предпринимательство, предприятие, инвестиции, финансовый сектор.*

Особый смысл имеет и то, что приоритетной задачей на 2022-2026 годы является увеличение ВВП на душу населения за счет развития реального сектора экономики. В соответствии со «Стратегией развития нового Узбекистана» в 2022-2026 годах эффективное продолжение реформ, реализуемых в вышеперечисленных сферах, мобилизация имеющихся ресурсов и возможностей, на душу населения направлено на дальнейшее увеличение объема валового внутреннего продукта. продукта, и к 2030 году Узбекистан войдет в число стран с доходом на душу населения выше среднего. Этого, в свою очередь, предполагается достичь за счет поощрения частного сектора и увеличения его доли, привлечения прямых иностранных инвестиций и развития кластерной системы в драйверных сферах.[1].

Следует сказать, что эффективное и быстрое развитие ведущих отраслей экономики приводит к увеличению ВВП страны и, следовательно, к увеличению ВВП на душу населения. Место страны в мировом сообществе определяется

уровнем развития и конкурентоспособности реального сектора. В экономической литературе реальный сектор определяется по-разному:

Реальный сектор экономики - это крупная составляющая экономики, объединяющая различные сферы производства по схожим характеристикам, экономическим целям, функциям и теоретически и практически отличающаяся от других частей экономики.

Реальный сектор экономики - совокупность малых, средних и крупных предприятий, производящих серийную и крупнотоннажную продукцию и товары на основе торговли, в том числе строительства зданий и сооружений, связи, телекоммуникаций, транспортных услуг. [2]

Состав реального сектора экономики представляет собой совокупность различных отраслей и секторов, обеспечивающих товары и услуги в национальной экономике и осуществляющих экономическую деятельность во взаимодействии и зависимости. Экономика реального сектора складывается из суммы деятельности хозяйствующих субъектов, производящих товары для внутреннего и внешнего рынков и адаптируемых к изменениям во времени и рыночному спросу. Финансовый сектор играет важную роль в эффективном функционировании реального сектора экономики.

Финансовый сектор представляет собой совокупность инструментов и институтов, которые осуществляют практику, связанную с заимствованием и погашением. Финансовая система дает возможность отделить собственность от капитала. Финансовый сектор включает банки, страховые компании, фондовые биржи, финансово-инвестиционные компании, ломбарды и другие финансовые учреждения. Основная часть ВВП создается в реальном секторе, а важнейшей составляющей его материального производства являются промышленность и сельское хозяйство. В сфере материального производства перерабатываются экономические ресурсы и создаются материальные блага и товары народного потребления. Их развитие создает возможность увеличения доходов населения, повышения его благосостояния, создает материальную и финансовую основу для развития образования, медицины и культуры. Число рабочих мест в сфере услуг

в экономически развитых, ныне известных как «информационные, постиндустриальные» страны резко возросло и почти в 2 раза больше, чем в сфере материального производства. В то же время количество рабочих мест в сельском хозяйстве и горнодобывающей промышленности сократилось в абсолютном и относительном выражении.

В результате проводимых экономических реформ объем промышленной продукции, производимой на душу населения в нашей стране, увеличивается из года в год. Однако существует ряд проблем в проводимой деятельности по модернизации и технологическому перевооружению сетей, их внедрению и развитию предприятий. Включая:

- в результате мирового финансово-экономического кризиса и роста цен на сырье инвестиционные фонды не покрывают указанную деятельность;
- ограничение кредитных лимитов, выделяемых из зарубежных стран, в связи с чем пересмотр вопросов выделения указанных инвестиций в программу;
- на выполняемые подрядчиками работы установлена очень высокая цена, в связи с тем, что выделенные средства не покрывают эти работы, средства на выполнение работ не выделяются и т.д.

Для решения вышеперечисленных задач отечественным производителям необходимо учитывать имеющиеся возможности и организовывать свою деятельность с максимальным использованием внутренних и внешних факторов. Развитие реального сектора национальной экономики во многом зависит от объемов инвестиций и, в свою очередь, уровня инвестиционной привлекательности регионов. В последние годы темпы роста ВВП нашей экономики составляют в среднем 6,0%, и этот стабильный рост реализуется именно за счет увеличения масштабов привлечения инвестиций в отрасли реального сектора. Структурные реформы осуществляются регионами, отраслями и предприятиями и они взаимосвязаны. Региональные реформы – это комплекс мер, осуществляемых в регионе, которые позволяют эффективно использовать финансовые ресурсы с учетом интересов населения, региона и инвесторов. Отраслевые реформы - это отрасли, обеспечивающие развитие

экономики страны, экспорт промышленной продукции, развитие импортозамещающего производства, поддержку научно-технического развития за счет инвестиций. В структурной инвестиционной политике государства, организации и развитии новых производств, достижении высокого уровня спроса на потребительские товары и рабочие места населения в короткий период времени решаются следующие задачи:

- постепенный отказ от устаревшей продукции;
- поддержка местных производителей;
- создание производственных структур платежеспособных и соответствующих спросу;
- обеспечение максимально возможного использования производственных ресурсов и научно-технического потенциала;
- обеспечение и укрепление экологической и экономической безопасности страны;
- гармонизация развития эффективных, конкурентоспособных производств, рыночной инфраструктуры, сферы услуг и интеллектуальной деятельности;
- развитие приоритетных отраслей экономики и создание новых отраслей;
- повысить занятость и экономическую активность населения;
- полное формирование социальной инфраструктуры регионов. [3]

Инвестиционная политика предусматривает не только увеличение масштабов основных фондов, но и совершенствование структурной структуры их воспроизводства, направление инвестиций в более эффективное и конкурентоспособное производство.

Несмотря на принимаемые меры по предотвращению резких различий в социально-экономическом развитии регионов, в настоящее время наблюдаются региональные диспропорции в организации и работе предприятий с иностранными инвестициями. Это, в свою очередь, создает большую разницу в объемах экспортно-импортных операций. Андижанская, Навоийская области и город Ташкент входят в число регионов с высоким и стабильным уровнем экспорта. Благодаря наличию в этих трех регионах крупных

машиностроительных, металлургических и текстильных предприятий, созданных с участием иностранных инвестиций, в них формируется 80 процентов экспорта предприятий с участием иностранных инвестиций республики.

Реализованная в нашей стране политика модернизации экономики за короткий период времени позволила не только технологически перевооружить ведущие отрасли, обеспечить энергоэффективность экономики, повысить ее конкурентоспособность и эффективность, но и повысить экспортный потенциал. В частности, на протяжении последних одиннадцати лет сохраняются темпы роста валового внутреннего продукта нашей страны на уровне более 8 процентов, бурное развитие промышленности и сферы услуг, дальнейшее улучшение благосостояния населения. наших людей создают почву. [4]

В целях привлечения инвестиций и их эффективного использования при реализации инвестиционной политики в развитых индустриальных странах особое внимание уделяется следующим трем направлениям:

- разработка стратегии импортозамещения;
- укрепление базовых отраслей и экспортного потенциала;
- развитие различных направлений и инновационных разработок.

Малый бизнес и частное предпринимательство и все, что с ним связано, является важной и структурной частью организационной структуры современного общественного производства. Именно поэтому в развитии экономики нашей страны важное место отводится малому бизнесу и частному предпринимательству, и они поддерживаются государством.

Перспективы дальнейшего развития малого бизнеса можно увидеть в:

- создание более благоприятной среды для деятельности субъектов малого бизнеса и частного предпринимательства;
- дальнейшее совершенствование нормативной базы, направленное на усиление защиты прав и интересов;
- резко сократить вмешательство государственных и контрольных структур в финансово-экономическую деятельность;

- упрощение порядка организации и обеспечения материально-технических условий эксплуатации;
- создание льгот по налоговым и другим платежам, совершенствование системы отчетности; дальнейшее совершенствование механизма кредитования;
- широкое привлечение иностранных инвестиций;
- расширение участия в сфере внешнеэкономической деятельности;
- открытие широкого пути для развития малого бизнеса и частного предпринимательства на основе достижений передовой науки;
- дальнейшее развитие системы льгот и льготных условий.

В заключение следует сказать, что в рамках Концепции развития социально-экономического комплекса Республики Узбекистан до 2030 года осуществляется совершенствование системы финансирования предприятий реального сектора экономики и реализация приоритетных направлений развития социально-экономического комплекса Республики Узбекистан до 2030 года. развитие реального сектора экономики в среднесрочной и долгосрочной перспективе направлены на экономическое развитие страны, развитие ведущих отраслей роста, повышение их экономической эффективности за счет снижения уровня ресурсоемкости отраслей, перевода экономики из от производителя сырья и полуфабрикатов на основе технологии среднего уровня до производителя готовой продукции, внедряя требования зеленой экономики в практику. Задача по совершенствованию инфраструктуры превратить республику в туристический центр региона путем Рациональное использование существующего потенциала туристической сферы является одной из приоритетных стратегических задач.

Итак, в каком регионе будет достигнут приоритет в развитии малого бизнеса и частного предпринимательства, тот регион будет устойчиво развиваться с социально-экономической точки зрения. Это, в свою очередь, позволит решить проблему создания новых рабочих мест и тем самым создать эффективную межотраслевую занятость населения, увеличить доходы населения, обеспечить прочность взаимовыгодных связей между различными отраслями.

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THE INDESPENSABLE ROLE OF PHRASAI VERB IN EVERYDAY LANGUAGE

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ANNOTATION

This article points out to the necessity of understanding the phrasal verbs to be no more or less complicated and need to be treated as items of vocabulary and not as a combination of two separate words.

Keywords: *phrasal verbs, English language, comparison, preposition, classification.*

НЕЗАМЕНИМАЯ РОЛЬ ФРАЗОВЫХ ГЛАГОЛОВ В ПОВСЕДНЕВНОЙ РЕЧИ

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АННОТАЦИЯ

В данной статье указывается на необходимость понимания того, что фразовые глаголы не являются более или менее сложными и к ним нужно относиться как к вокабуляру, а не к комбинации отдельных слов.

Ключевые слова: *фразовые глаголы Английский язык сравнение предлог классификация.*

INTRODUCTION:

Phrasal verbs, an integral aspect of the English language, play a pivotal role in shaping the way we communicate in our daily lives. These versatile constructions, formed by combining a main verb with one or more particles contribute significantly to the richness and nuance of our expressions. As we delve into the main role of phrasal verbs, it becomes evident that they go beyond mere linguistic intricacies, influencing the subtleties of our interactions and adding depth to our conversations

Expressing Actions with Precision:

Phrasal verbs allow us to convey actions with a level of precision that basic verbs often lack. Consider the difference between the basic verb "take" and the phrasal verb "take on." While "take" simply implies acquiring or grabbing, "take on" introduces the concept of assuming responsibilities or challenges. This distinction enables speakers to articulate their thoughts more precisely, fostering a clearer understanding among communication participants.

Basic verb: She takes a project. Phrasal verb: She takes on a challenging project.

Adding Nuance and Context:

Phrasal verbs contribute to the richness of language by infusing nuance and context into our expressions. The choice of particle can alter the meaning of the main verb, allowing speakers to convey subtle shades of emotion, intention, or circumstance. For instance, the phrasal verb "look forward to" expresses anticipation and eagerness, providing a nuanced alternative to the basic verb "anticipate."

Basic verb: I anticipate the weekend. Phrasal verb: I look forward to the weekend.

Enhancing Informality and Colloquialism:

One of the distinctive features of phrasal verbs is their ability to add an informal and colloquial touch to language. In casual conversations, people often prefer using phrasal verbs over their more formal counterparts. This linguistic informality fosters a sense of familiarity and connection, making communication more engaging and relatable.

Formal: He provided an explanation. Informal (Phrasal verb): He broke down the complex topic.

Reflecting Cultural and Idiomatic Expressions:

Phrasal verbs are deeply intertwined with the cultural and idiomatic fabric of a language. Understanding and using them effectively allows individuals to navigate not only linguistic nuances but also cultural intricacies. Certain phrasal verbs may have idiomatic meanings that go beyond the literal interpretations of their components, making them essential for comprehending the subtleties of a language. Literal: They put the plan into action. Idiomatic: They put their heads together to solve the problem.

The role of phrasal verbs extends far beyond the grammatical intricacies of language. They serve as indispensable tools for expressing actions precisely, adding nuance and context, enhancing informality in communication, and reflecting cultural and idiomatic expressions. As we navigate the intricate landscape of the English language, a mastery of phrasal verbs not only enriches our vocabulary but also allows us to communicate effectively, connecting with others on a deeper level. Embracing the versatility of phrasal verbs is, therefore, a key to unlocking the full potential of our linguistic capabilities.

Dynamic Nature of Language Evolution:

Phrasal verbs contribute to the dynamic nature of language evolution. Over time, new phrasal verbs emerge, often reflecting changes in society, technology, and cultural norms. Their adaptability allows English speakers to express concepts that may not have existed in the past, showcasing the language's ability to evolve and stay relevant. Traditional: He wrote a letter. Modern: He wrote up a report.

Versatility in Different Contexts:

The versatility of phrasal verbs shines as they seamlessly integrate into various linguistic contexts. Whether in casual conversations, professional settings, or creative writing, phrasal verbs provide a flexible and adaptable means of expression. This adaptability is particularly valuable in accommodating the diverse ways people

communicate in different situations. Casual: We hung out at the café. Professional: We carried out a comprehensive analysis.

Informal Communication and Social Connection:

Phrasal verbs are instrumental in informal communication, allowing individuals to express themselves in a manner that is both natural and socially engaging. In social interactions, using phrasal verbs can contribute to a sense of camaraderie and shared understanding, facilitating more genuine and connected communication. Formal: She concluded the meeting.

Informal: She wrapped up the meeting.

Challenges and Nuances in Learning:

While phrasal verbs enhance language expression, their inherent complexity can pose challenges for learners of English as a second language. Mastering phrasal verbs involves understanding their idiomatic meanings and nuances, which may not always align with the literal interpretations of the individual words. However, overcoming these challenges is a rewarding journey that leads to a deeper appreciation of the language. Literal: He looked up the word in the dictionary. Idiomatic: He looked up to his mentor for guidance.

Creative Expression in Literature and Art:

Phrasal verbs play a crucial role in creative expression, particularly in literature and art. Writers and artists often leverage the versatility of phrasal verbs to evoke emotions, create vivid imagery, and convey complex ideas. The fluidity of these constructions allows for a nuanced exploration of themes and concepts in diverse artistic forms. Literary: The protagonist broke free from societal constraints.

Artistic: The painting brings out the beauty of nature.

Carter R. (it at,2011):"Even knowing the labels is not necessarily any guarantee of success: in reviewing a recent grammar, I was directed by the index entry for phrasal verbs to be told that phrasal verbs are field under verbs. Phrasal verbs are combinations

of a main verb and one or more particles (prepositions or adverbs). These combinations often create idiomatic expressions that may have meanings different from the individual words. Here's a comparison of some basic verbs with their corresponding phrasal verbs: **Break:** Basic verb: She broke the glass. Phrasal verb: She broke down when she heard the news **Bring:** Basic verb: Please bring the book. Phrasal verb: She brought up an interesting topic during the meeting. **Call:** Basic verb: I will call you later. Phrasal verb: The teacher called on me to answer the question. **Come:** Basic verb: They came to the party. Phrasal verb: The new policy came into effect last month. **Get:** Basic verb: I got a new job. Phrasal verb: I need to get through this difficult time. Lamont G.J.M. believes that the position of the adverb is important to distinguish phrasal verbs from ordinary combinations. The structure of phrasal verb cannot be broken by an adverb; it can be only placed before or after: I help her out often "but not" I help her out often" but not "I help often her out". **Take:** Basic verb: Take the medicine. Phrasal verb: I can't take on any more responsibilities right now.

Vinogradova D.S. "Phrasal verbs are very significant phenomena in Modern English, and are not extremely common in colloquial speech, where they often serve as less formal synonyms for verbs with Latin roots.

Basic verb: She looked at the painting. Phrasal verb: She looked after her younger brother. In the first example, "look" simply refers to directing one's gaze. In the second example, "look after" means to take care of someone.

Run: Basic verb: He ran a marathon. Phrasal verb: The car ran out of gas.

The first example uses "run" in the sense of participating in a race. The second example uses the phrasal verb "run out of" to indicate depletion or exhaustion.

Take: Basic verb: Take a photo. Phrasal verb: Take after your father.

The basic verb "take" in the first example refers to capturing an image. The phrasal verb "take after" means to resemble or inherit characteristics from someone.

Turn: Basic verb: Turn the key. Phrasal verb: The weather turned cold.

"Turn" in the basic sense refers to rotating or changing the direction of something. In the phrasal verb, it describes a change in the weather.

Break: Basic verb: He broke the code. Phrasal verb: She broke up with her boyfriend.

Phrasal verb: Put up with the noise. The basic verb "put" involves placing something in a location. The phrasal verb "put up with" means to tolerate or endure something unpleasant. Understanding the nuances of phrasal verbs can be challenging, but it's crucial for effective communication in English. As you encounter new phrasal verbs, consider their context and the specific meanings they convey in different situations.

Conclusion: In essence, phrasal verbs are not merely linguistic tools; they are dynamic components of a living language that adapt to societal changes, offer versatility in various contexts, and foster informal communication and social connection. While their usage may present challenges in language acquisition, the rewards lie in the ability to express oneself with nuance and creativity. As we navigate the intricate tapestry of the English language, embracing and understanding the role of phrasal verbs opens doors to effective communication and a deeper connection with the ever-evolving nature of language.

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“АЛПОМИШ” ДОСТОНИ ЎҚУВЧИЛАРДА МАЪНАВИЙ-АХЛОҚИЙ ҚАДИРИЯТЛАРГА ҚИЗИҚИШНИ ШАКЛЛАНТИРИШНИНГ МУҲИМ МАНБАИ

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Нукус шаҳар Есжан баҳши номидаги

1-сонли болалар мусиқа ва санъат мактаби

Tayanch soʻzlar: Ijrochilik sanʼati, Alpomish qahramonlik dostani, folklor, musiqa tarixi, afsona, cholgu asbobi, ijrochilik ustoz shogird maktabi.

Ключевые слова: Исполнительское искусство, героизм Алпомиша, фольклор, история музыки, легенда, музыкальный инструмент, школа подмастерьев педагога-исполнителя.

Key words: Performing arts, heroism of Alpomish, folklore, history of music, legend, musical instrument, school of apprentice performing teachers.

Марказий Осиёнинг энг қадимий халқларидан бўлган ўзбек халқи маънавий маданияти тарихида сўз санъатининг қадимги тури ҳисобланган халқ ижоди, айниқса, дostonлар ғоят фахрли ўрин тутган. Меҳнаткаш халқ оммасининг ғоявий, ахлоқий, маърифий ва эстетик такомилда халқнинг асарлар давомида турмуш тажрибалари, озод ва фаровон ҳаётга интилишлари, адолатсизликка қарши курашлари ўз ифодасини топган. Бу борада «Алпомиш» дostonининг аҳамияти ниҳоятда каттадир.

Қорақалпоқ халқ дostonлари жаҳон халқлари эпослари сингари ўзининг юксак ғоявийлиги, бадий камолоти билан алоҳида ўрин тутди. Дoston эпик ижодиётнинг жуда қадмий тури сифатида барча халқлар оғзаки адабиётида мавжуд. Эпос халқ ҳаётини объектив баёний характерда тасвирловчи кенг

кўламли кўп тармоқли асардир. Унда ўтмишдаги улкан бурилишлар, кескин ўзгаришлар акс этади. Халқ оғзаки ижоди асарлари эса яратилиш жиҳатидан меҳнаткаш халқ билан бевосита алоқада бўлганлиги учун ҳам бу соҳада бениҳоя катта аҳамиятга эга бўлган материалларга бойдир.

Достон сўзи қисса, ҳикоя, шон-шуҳрат, саргузашт, таъриф ва мактов маъноларида ишлатилади. Унинг ижодий тарихи йиллар билан эмас, балки асрлар билан ўлчанади. Тадқиқотчиларнинг ёзишича, эпос (достон) ўтмиш замонлар тўғрисида қаҳрамонлик ғоявийлиги кўламдаги ҳикоялар, ривоятлардир. Академик В.М.Жирмунский таърифча: Эпос-бу халқнинг қаҳрамонлик ғоявийлиги кўламидаги жонли ўтмишидир. Унинг илмий-тарихий қиммати, айти пайтда, жуда катта ижтимоий, маданий-тарбиявий аҳамияти ҳам шундадир» [4]. Фольклоршунос Қ.Айымбетовнинг ёзишича, достон мураккаб санъат асари бўлиб, унинг достон бўлиши учун адабий текст, мусиқа бўлиши, куйловчи жировчилик санъатини пухта эгаллаган ва кўбуз куйларини черта билиши зарур[1]. Бу тушунчаларда ҳеч қандай қарама-қаршилик йўқ, балки уларнинг бири иккинчисини тўлдиради.

Қорақалпоқ эпосининг биринчи тадқиқотчилари В.М.Жирмунский ва Қ.Айымбетов, К.Мамбетовларнинг таърифича достон жанрининг яна бир муҳим хусусияти унинг ўтмиш билан, халқ тарихи билан маҳкам боғлиқлиги ҳам ўзига хос равишда ҳисобга олинган. Достонларда ҳақиқий ва идеал тарих бирлашиб, чатишиб кетган, ҳалқимизнинг ахлоқий, фалсафий, диний қарашлари, ҳаёти, урф-одат ва маиший турмуш тарзи ифодолангандир. Қорақалпоқ халқ достонлари кўп турли ва кўп мавзули бир ижоддир. У узоқ асрлар давомида яратилиб, турли ижтимоий-иқтисодий шароитларда жирланиб келинди, шу тариқа унда турли замонлар қатлами вужудга келди. Бу ҳол уларнинг ҳар жиҳатдан асосланган илмий таснифини беришни муайян турларга бўлиб ўрганишни ниҳоятда қийинлаштиради. Халқимиз орасида достонлар ҳам бир неча турларга бўлинади. Фанда қорақалпоқ халқ достонларининг бир нечи классификациялари мавжуд. Дастлабки тасниф олимлар В.М.Жирмунский ва Қ.Айымбетов, К.Мамбетов, Қ.Мақсетов, томонидан берилган. Улар қорақалпоқ

халқ дostonларини: а) қахрамонлик эпоси; б) жангномалар; в) тарихий мазмундаги дostonлар; г) романтик дostonлар; д) адабий дostonлар; е) янги дostonлар кабиларга бўлиб, “Гўрўғли” туркумини оладилар [2]. Бу биринчи тасниф сифатида кейингиси учун асос бўлди. Дастлаб халқ дostonларини оғзаки ва ёзма дostonлар тарзида иккига бўлади. Сўнгра оғзаки дostonларни:

а) қахрамонлик; б) жангнома; в) тарихий; г) соф севгини куйловчи; д) романтик дostonлар каби турларини кўрсатади. Бу иккита классификациянинг барча афзалликларини ҳисобга олиб, асосан ички бўлинишларга диққат қилади. Фольклоршунослар ўзбек халқ дostonларини қуйдаги турларга бўлиб ўрганишни мақсадга мувофиқ деб топадилар:

1. Қахрамонлик дostonлари. 2. Жангнома дostonлари. 3. Тарихий дostonлар. 4. Романтик дostonлар. 5. Китобий дostonлар. Ўзбек халқ дostonлари жаҳон халқлари эпослари сингари ўзининг юксак ғоявийлиги, бадиий камолати билан ўрин тутди. Дoston эпик ижодиётнинг жуда қадимий тури сифатида барча халқлар оғзаки ижодиётида мавжуд. «Қирққиз», «Алпомиш», «Едиге» каби қорақалпоқ халқ дostonларининг яратилиши халқ оғзаки ижодиёти тарихида ноёб учрайдиган ҳодисалардан бўлиб, улар умуминсоният маданияти хазинасига қўшилган бебаҳо маънавий ҳисса бўлиб саналади. Ўзбек «Алпомиш»и, қорақалпоқ ва қозоқларнинг «Алпамыс»и, ўғузларнинг «Бомси-байрак» асари, татарча ва бошқурдча «Аппамиша ва Барчин хилуу», уйғурча «Алип Манаш» ва бошқа туркий халқларнинг жуда катта ҳудудига тарқалган қадимий эпосининг муайян ўзгаришлар билан бизгача етиб келган намуналари бўлади. Булар фольклоршуносликда «Алпомиш» дostonининг кўнғирот, ўғиз, қипчоқ ва олтой версиялари деб юритилади. Уларнинг яратилиши турли даврлар ҳамда этник гуруҳлар тарихи билан боғланади. Ўзбек «Алпомиши»нинг яратилиши даври ҳақида турлича қарашлар мавжуд. Фольклоршунос олимларимиз «Алпомиш» дostonининг ўзбек халқ санъатида яшаш шароитлари ва катта шухрати умуман, ўзбек дostonчилигининг жонли оғзаки анъанаси асрлар давомида фанда маълум бўлмай келди. Рус ориенталисти Е.Ф.Кальнинг ўз кундалигида 1890 йилнинг октябрида Термиз яқинидаги Солихобод қишлоғида ўзбек-кўнғирот уруғининг

айинли аймағига мансуб Омманазардан достон тинглаганини, у уч соатга яқин тўхтовсиз куйлаганини ёзади. Лекин, у қайси достонни тинглаганлигини аниқ кўрсатмаганидек, ўзи эшитган достоннинг мазмунини ҳам матбуотда эълон қилмаган эди. Е.Ф.Кальнинг кундалигида ўша атрофдаги баъзи жойлар билан боғлиқ бўлган ривоятлар ҳақидаги қайдлар борки, улар ўзи илгарироқ эшитган достонга алоқадор эканлиги ёзилган. Бу маълумотларни синчиклаб ўрганган Х.Зарифов Е.Ф.Кальнинг тинглаган достони «Алпомиш» эканлигини аниқлайди [5]. Қорақалпоқ ва қозоқ халқларининг «Алпамыс» достони XIX асрнинг бошларида ёзиб олиниб, фан оламига чиқарила бошлаган бўлса, ўзбек «Алпомиш» и ҳам илм аҳлларига XX аср бошларида маълум бўлди. В.М.Жирмунский [3], «Алпомиш» достони устида энг биринчи илмий тадқиқот ишларини олиборган олим ҳисобланади. Шу билан бир қаторда ўзбек олими Х.Т.Зарифовнинг ҳам бу борада олиб борган ишлари диққатга сазовор. А.К.Боровков, Қ.Айымбетов, Қ.Мақсетов, К.Мамбетовлар ҳам «Алпомиш» достони бўйича илмий тадқиқот ишлари олиб бориб, уни илм-фан оламига танитган олимлардир.

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СЕКРЕТЫ ШИТЬЯ И ЕГО СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ

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АННОТАЦИЯ

В этой статье подробно представлена информация о портновском пошиве и его современных тенденциях.

Ключевые слова: портной, шитье, современное шитье, ткань, инструмент, швейное производство.

THE SECRET OF SEWING AND ITS MODERN DIRECTIONS

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ANNOTATION

In this state information about tailoring and its modern trends is presented.

Key words: tailor, bed sheet, modern bed sheet, fabric, tool, sewing production.

Введение. Профессия шитья-это замечательный тип профессии которая имеет древнее происхождение и определенные этапы развития. Профессия шитья предназначена для изготовления различных ассортиментов одежды, одеял и других швейных изделий. Швейные инструменты, материалы и техника развивались в разные периоды на основе материального и культурного уровня, климатических условий, потребностей и возможностей, традиций разных народов. В результате археологических раскопок найденные на территории

разных стран мира швейные инструменты, одежда и предметы быта показывают, что эта профессия существовала у всех народов с древнейших времен и прошла определенные этапы развития.

В странах занимающийся сельским хозяйством одежду изготавливали преимущественно из тканей растительного происхождения, а в скотоводческих странах — преимущественно из шерстяных тканей и кожи.

До XIX века пошив одежды осуществлялся вручную у всех народов, в том числе и у народов Средней Азии. В некоторых областях эти профессии поднялись до уровня высокого искусства (например, цветочные лоскутные изделия, вышивка, квилтинг и т. д.).

В разные периоды как самостоятельные от портняжного дела профессии возникали сапожное дело, кожевенное дело, шляпное дело, вышивка, ковровое дело и многие другие профессии. Со второй половины XIX века специальные швейные машины стали широко использоваться при шитье в странах Европы, а затем распространились и в другие регионы, в том числе в Узбекистане.

Материалы и метод. Профессия шитья было неотъемлемой частью шитья во все периоды его развития. В Средней Азии, в том числе в Узбекистане, швейное дело превратилось в крупную отрасль легкой промышленности. Создавались предприятия, оснащенные современным оборудованием, местные портные, ремесленники и другие мастера осваивали новые технологии пошива.

Каждый, кто создает и работает в сфере дизайна и моделирования современной одежды, часто сталкивается со словами «одежда», «костюм», «мода», «стиль» и другими словами.

Развитие швейной промышленности, обеспечение нашего народа качественной, красивой одеждой – одна из важных задач, стоящих перед работниками легкой промышленности. Для решения этих задач потребуется увеличить производство швейной продукции, увеличить ее размеры, улучшить ее качество, создать предприятия с новым высокопроизводительным оборудованием. В настоящее время швейные предприятия нашей страны наполнены технологических процессов путем оснащения машин и оборудования

оборудованием, произведенным на основе новейших научно-технических достижений. Продолжается комплексная механизация и автоматизация различными устройствами. Необходимо создать современные гладильные и прессовые машины, выполняющие одновременно несколько технологических процессов.

Конечно, вместе с развитием швейной отрасли необходимо также обеспечить отрасль высококвалифицированными и зрелыми специалистами, отвечающими требованиям времени.

Результаты и обсуждение. В ходе моей научной статьи будут отражены положительные результаты моих научных исследований, направленных на совершенствование технологических процессов, разработку качественной продукции и повышение производительности труда за счет оснащения вышеупомянутых швейных машин и оборудования различными приспособлениями. Производство швейных изделий – одна из важных задач, стоящих перед легкой промышленностью. В связи с этим разработка новых видов материалов и способов их обработки в ходе технологических операций, создание автоматизированных средств контроля и корректировки технологических процессов, а также механизация и автоматизация оборудования, в первую очередь, обеспечивают высокое качество выпускаемой продукции, все считаю, что ассортимент одежды должен постоянно совершенствоваться и обновляться с учетом потребностей населения данной возрастной группы. При повышении качества швейных изделий важно использовать формообразующие свойства текстильных материалов, обрабатывать изделия влагой и теплом, основная цель этого - придание изделию точной формы и сохранение ее устойчивости.

Устойчивость формы определяется устойчивостью деформаций, придаваемых изделию для образования формы. Критерием оценки устойчивости формы было принято ослабление деформации в той или иной форме с течением времени после формирования формы, а также в результате различных воздействий на образец, из которого была создана форма. форма.

Заключение. Невозможно производить качественную продукцию без оборудования действующих в нашей стране предприятий. Поэтому необходимо сокращать ручной труд за счет использования передового технологического оборудования, отвечающего требованиям времени, а также повышать производительность и качество труда за счет применения универсального оборудования со сложной механизированной автоматикой. И это для того, чтобы предоставить студентам необходимую информацию об использовании, происхождении и области применения технологических разработок оборудования.

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AVTOMOBIL YO‘LLARIDA GEOAXBOROT TIZIMLARINING O‘RNI

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ANNOTATSIYA

Ushbu maqolada avtomobil yo‘llari sohasida zamonaviy geoaxborot tizimlarini qo‘llash, GATning samaradorligi, xususan QGIS dasturida ishlash va dasturning afzalliklari qisqacha yoritilib QGIS dasturini avtomobil yo‘llari sohasiga boglab o‘rganish borasida so‘z yuritilgan.

Kalit so‘zlar: *Avtomobil yo‘llari, ekspluatatsiya, GAT, QGIS dasturi, sath balandligi, modul, ishchi oyna.*

ANNOTATION

This article discusses the use of modern geoinformation systems in the field of highways, the effectiveness of GAT, in particular, work in the QGIS program and the advantages of the program, and the study of the QGIS program in the field of highways.

Keywords: *Highways, exploitation, GAT, QGIS software, elevation, module, working window.*

АННОТАЦИЯ

В данной статье рассматривается использование современных геоинформационных систем в сфере автомобильных дорог, эффективность

GAT, в частности работа в программе QGIS и преимущества программы, а также исследование программы QGIS в области автомобильных дорог.

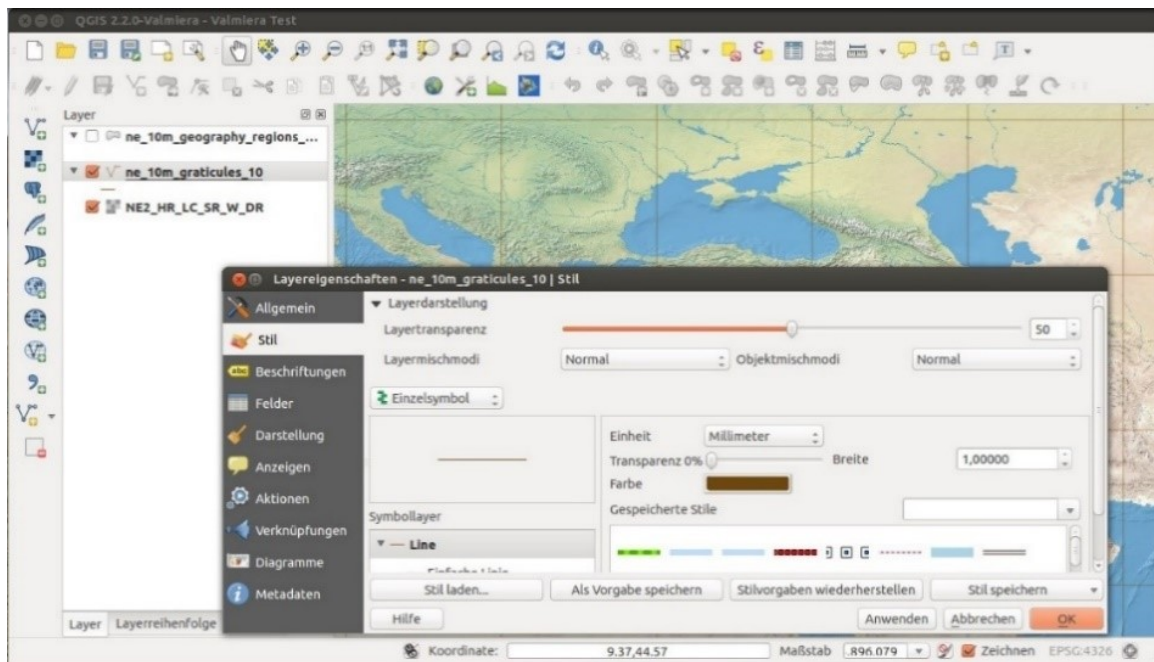
***Ключевые слова:** Автодороги, эксплуатация, GAT, программное обеспечение QGIS, высота, модуль, рабочее окно.*

Avtomobil yo'llari har bir mamlakatning iqtisodiyotida eng muhim tarmoqlardan biri hisoblanadi. Avtomobil yo'llarini qidiruv ishlaridan tortib loyihalash va qurish ishlarida, ekspluatatsiya jarayonlarida zamonaviy texnologiyalardan foydalanish, yangicha dasturlar qo'llagan holda foydalanuvchilar uchun qulayliklar yaratish hozirgi zamon talabi hisoblanadi. Geoaxborot tizimlarini avtomobil yo'llari sohasiga qo'llash orqali biz ish jarayonida bir qancha yengilliklarga ega bo'lishimiz mumkin [1].

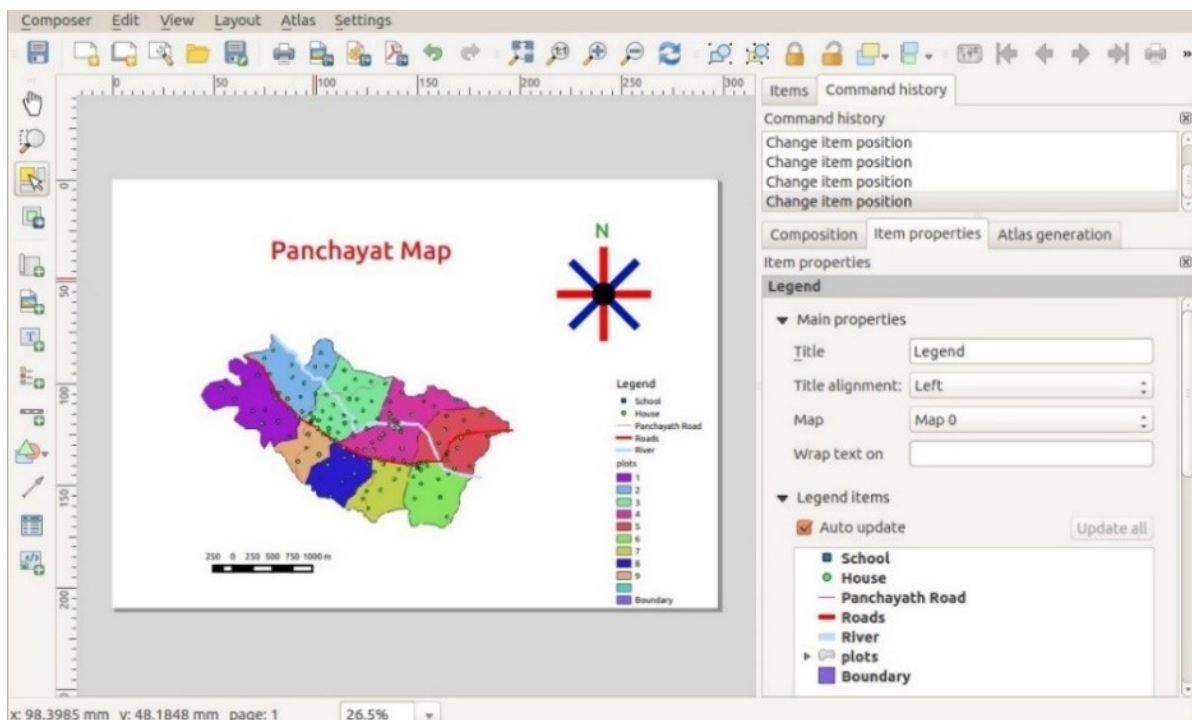
Geoaxborot tizimlari deganda ko'z o'ngimizda eng avvalo "geo" ya'ni yer bilan bog'liq ma'lumotlar jamlanmasi keladi. Xo'sh, yer bilan bog'liq ma'lumotlar nima? Bu ma'lumotlarning avtomobil yo'llari sohasiga qanday aloqasi mavjud? Shu vas shu kabi savollarga javob bera olsakgina, geoaxborot tizimlarini sohamizga bog'lay olishimiz mumkin bo'ladi [2].

Yuqorida aytib o'tilgan xususiyatlar bilan bir qatorda GAT bir qancha dasturlar hamda hozirgi kunda jadallik bilan rivojlanib borayotgan sun'iy yo'ldoshlar tizimi bilan bog'liq holda ma'lumotlar yaratish, tahlil qilish va almashish vazifalarini ham bajaradi. Xuddi shunday dasturlardan biri QGISning GATdagi tutgan o'rni nihoyatda yuqori hisoblanadi [3].

QGIS – bu grafik xaritalarni tuzish, ularni eksport qilish hamda ma'lumotlarni tahlil qilish va tahrirlash imkonini beruvchi dasturdir (1-rasm). Bu dastur yordamida foydalanuvchilar xaritalar yaratibgina qolmasdan, balki ma'lumotlarni diagrammalar yordamida boyitishlari, xaritalarda vizualizatsiya qilish imkonlari ham mavjud (2-rasm).

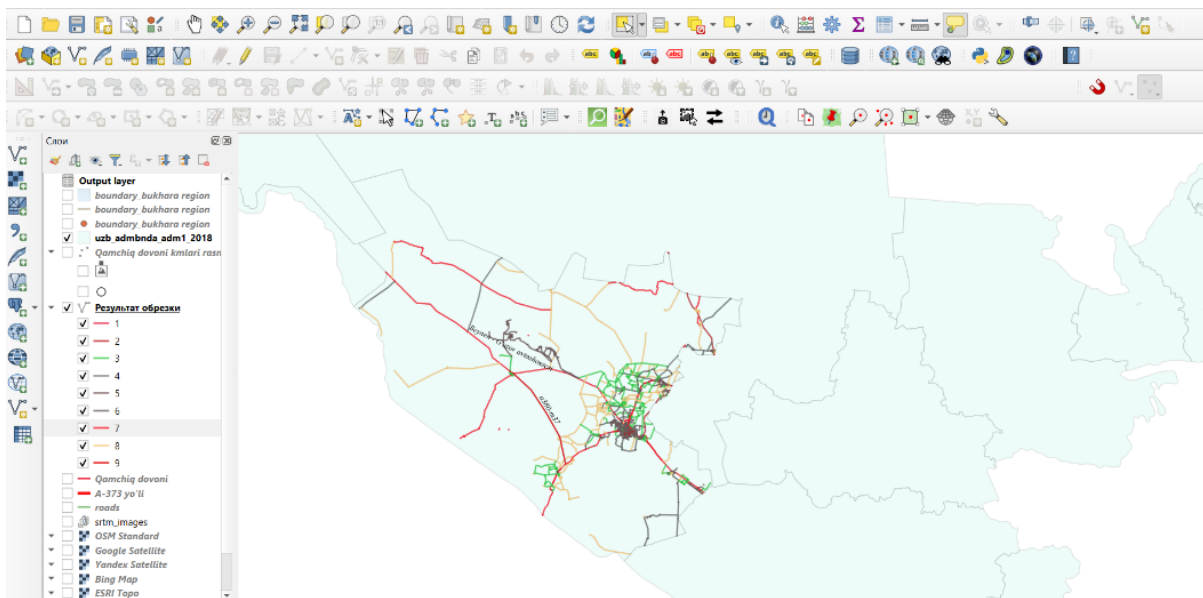


1-rasm. QGIS dasturi ishchi oynasi



2-rasm. Xaritani diagrammma bilan boyitish

QGIS dasturini ko‘plab sohalar singari avtomobil yo‘llari sohasida ham keng qamrovda foydalaniladi. Xususan, xaritada avtomobil yo‘lining real ma‘lumotlarini joyga bormay turib yuqori aniqlikda olish mumkin. Yana bir afzallik jihati bu avtomobil yo‘llari joriy holati to‘g‘risidagi ma‘lumotlarni grafik ko‘rinishda ya‘ni ranglar bo‘yicha yaqqol tasvirlab ma‘lumot oluvchiga oson tez yetib borishini ta‘minlaydi. Misol uchun: agarda biron bir hududdagi avtomobil yo‘llarining ahamiyati bo‘yicha ko‘rsatib berish so‘ralgan bo‘lsa bu ishni QGIS dasturi yordamida osongina amalga oshirish mumkin (3-rasm).

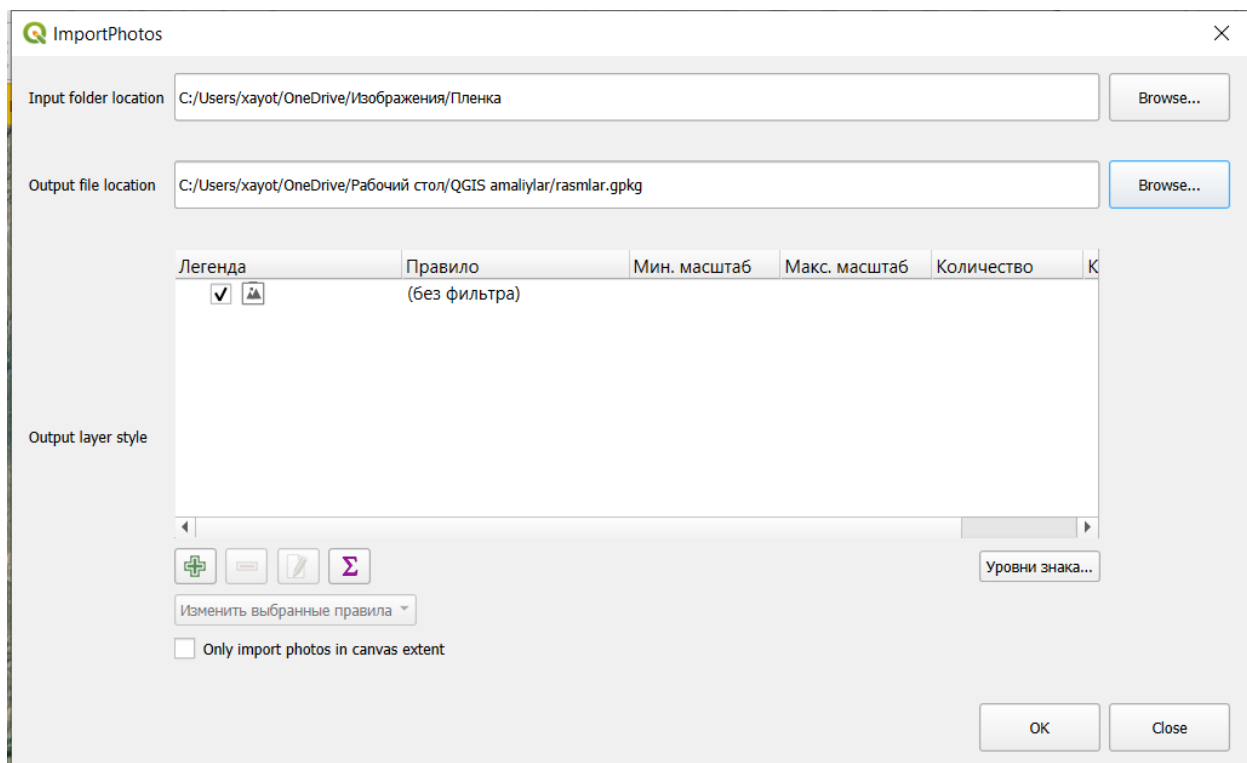


3-rasm. Buxoro viloyatidagi avtomobil yo‘llarining ahamiyati bo‘yicha ranglarda ko‘rsatilishi

QGIS dasturida ishlashning yana bir avzal jihati shundaki, dasturda yaratilgan ma‘lumotlarni boshqa bir dasturda qayta ishlash yoki boshqa bir dasturda amalga oshirilgan ishlarni QGIS dasturida qayta ishlashga tog‘ri kelib qolsa bu ishni foydalanuvchi osongina amalga oshira oladi. Ya‘ni QGIS dasturi yordamida biz qatlamdagi ma‘lumotlarni bir qancha dasturlarda export qilishimiz yoki bo‘lmasa

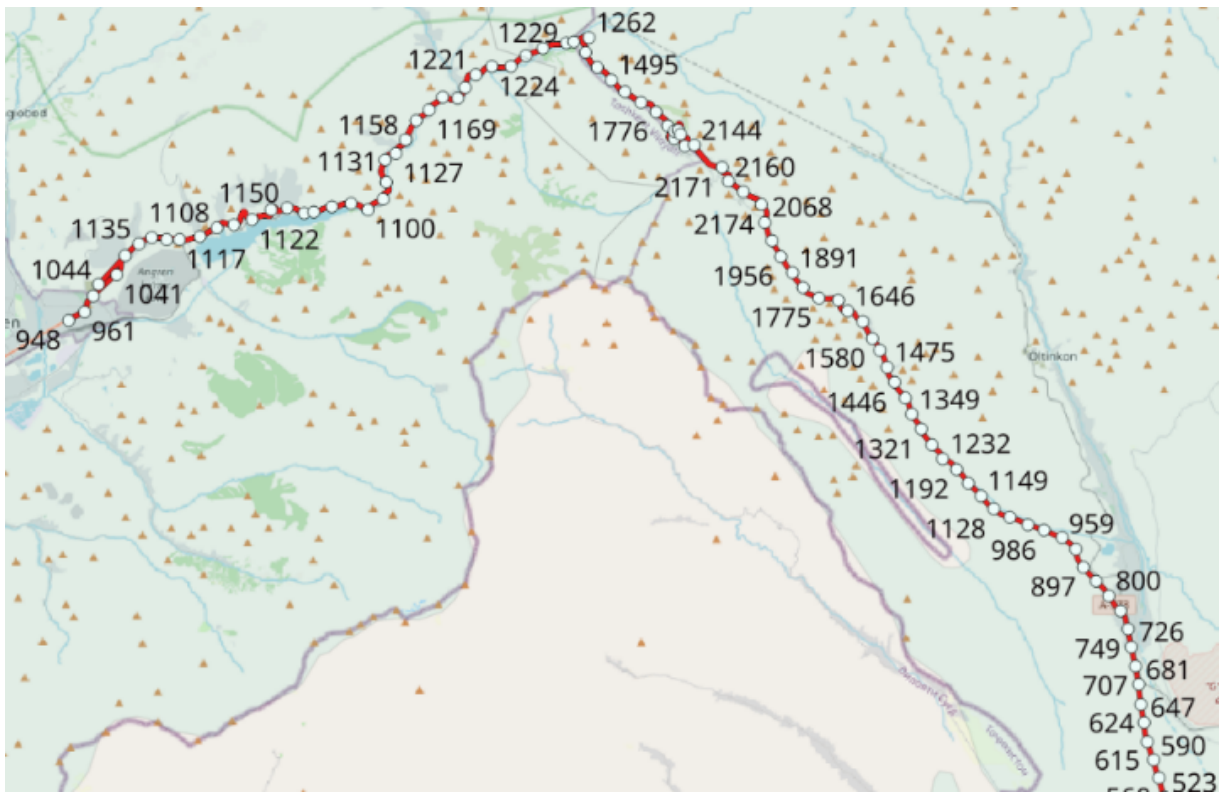
kerakli formatdagi faylni import qilib dasturda jarayonni davom ettirishimiz mumkin (4-rasm).

Agarda ma'lum bir joyning fotosuratlarini bo'lib, o'sha joyning joylashuv koordinatalari va balandlik ma'lumotlari kabi ma'lumotlar kerak bo'lsa biz u holda QGIS dasturining "Import Photos" moduli yordamida osongina amalga oshirishimiz mumkin bo'ladi (4-rasm).

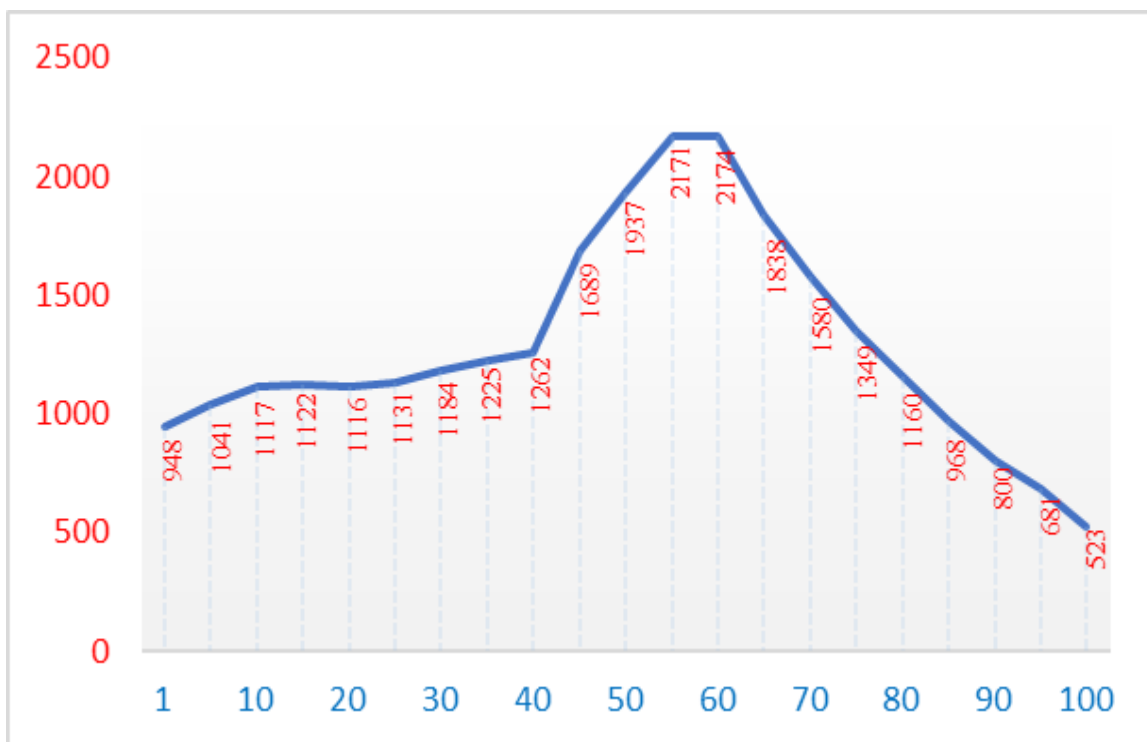


4-rasm. ImportPhotos moduli oynasi

Misol tariqasida o'zinning dissertatsiya mavzuyim bilan bog'liq ish yuzasidan menga A-373 "Toshkent-O'sh" avtomobil yo'lidan o'tuvchi "Qamchiq" dovoning dengiz sathidan nisbiy balandligini olishim kerak bo'ldi. QGIS dasturi "ImportPhotos" moduliga kerakli fayllarni yuklab bir necha soniyalar ichida natijaga erishdim (5-rasm). So'ngra hosil bo'lgan ma'lumotlar asosida dissertatsiya uchun kerak bo'lgan grafigni osongina yaratish mumkin bo'ldi (1-shakl).



5-rasm. QGIS dasturida A-373 avtomobil yo‘li, Qamchiq dovonining kilometrlar bo‘ylab dengiz sathidan nisbiy balandligi



1-shakl. Qamchiq dovonining har 5 km oraliqda sath balandligi grafigi

Xulosa o‘rnida shuni ta’kidlash mumkinki avtomobil yo‘llaridagi geoaxborot tizimlarining roli nihaytada yuqori hisoblanadi. Ayniqsa hozirgi rivojlangan axborot texnologiyalari zamonida har bir narsa raqamlashtirilmoqda, shu jumladan avtomobil yo‘llari ham. QGIS dasturi esa bu vazifani bajarishda eng qulay va samarali vosita bo‘lib cizmat qiladi.

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OLIV TA'LIMDA EKOLOGIK TA'LIMNING O'ZIGA XOS XUSUSIYATLARI

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ANNOTATSIYA

Maqolada oliy ta'lim muassasalarida ekologik ta'lim muammolari ko'rib chiqildi. Ta'kidlanganidek, fanni ekologlashtirishning muhim xususiyati jamiyatning tabiiy muhit bilan aloqasini tadqiq qilishning nazariy darajasini oshirishdan iboratdir. U tabiatni shakllantiruvchi inson faoliyati amaliyoti bilan chambarchas bog'liqdir.

Kalit so'zlar: *Ekologik ta'lim, ekologik ong, ekologik madaniyat, tabiiy resusrlar, psixodiagnostika.*

АННОТАЦИЯ

В статье рассмотрены проблемы экологического образования в высших учебных заведениях. Как отмечалось, важной особенностью экологизации науки является повышение теоретического уровня исследования взаимоотношений общества с природной средой. Он тесно связан с практикой человеческой деятельности, формирующей природу.

Ключевое слово: *Экологическое образование, экологическое сознание, экологическая культура, природные ресурсы, психодиагностика.*

ABSTRACT

The article discussed the problems of environmental education in higher education institutions. As noted, an important feature of the environmentalization of science is to increase the theoretical level of researching the relationship of society

with the natural environment. It is closely related to the practice of human activity that shapes nature.

Keyword: *Ecological education, ecological awareness, ecological culture, natural resources, psychodiagnostics.*

Fan-texnikaning rivojlanishi va aholi sonining keskin ravishda ortib borishi ehtiyojlarning ko'payishiga olib keladi. Bu esa ekologik muammolarni keltirib chiqaradi. Shu bilan birga, ekologik muammolarni an'anaviy usullar orqali hal qilish tobora ko'proq aholining ekologik ta'limiga bog'liq bo'lib qolmoqda, sababi ekologik tafakkur, dunyoqarash, madaniyatning tarkibiy qismlari sifatidagi halokatni to'xtatishga qodir kuchga aylanadi. Ekologik tarbiya – insonning atrof-muhitga nisbatan munosabatini tarbiyalashdir. Ekologik ta'lim – tarbiya bu insonning tabiatga dastlabki kundan boshlab, butun hayoti davomida tabiatdan ongli ravishda foydalanishga, xalqimizning tabiatga hurmat va e'tibor bilan qaraydigan urf-odatlarini, udumlarini tarbiyalash, tabiiy boyliklarga ehtiyotkorona munosabatda bo'lish, tabiiy muhitni tashkil etish orqali uning qalbida yaxshi xislatlar uyg'otishdan iborat.

Inson tomonidan biosferaga ko'rsatilayotgan ta'sirni tartibga solish, ijtimoiy taraqqiyot bilan qulay tabiiy muhitni saqlab qolishning o'zaro ta'sirini uyg'unlashtirish, inson va tabiatning o'zaro munosabatlarida muvozanatga erishish muammolari borgan sari dolzarb bo'lib qolmoqda. Ekologik xavfsizlik kishilik jamiyatining buguni va ertasi uchun dolzarbligi, uning zarurligi bois eng muhim muammolar jumlasiga kiradi. Bu muammolar amaliy tarzda hal etilsa, ko'p jihatdan hozirgi va kelgusi avlod turmushining ahvoli va sifatini belgilash imkonini beradi [1, 1- b].

O'zbekiston Respublikasi Konstitutsiyasining atrof-muhitni holatini yaxshilash maqsadida, resurslardan oqilona foydalanish borasida moddalarida aks etgan. Xususan, 62-moddasida "Fuqarolar atrof tabiiy muhitga ehtiyotkorona munosabatda bo'lishga majburdirlar", 68-moddasida esa "Yer, yer osti boyliklari, suv, o'simlik, va hayvonot dunyosi hamda boshqa tabiiy resurslar umummilliy boylikdir, ulardan oqilona foydalanish zarur va ular davlat muhofazasidadir. Yer qonunda nazarda tutilgan hamda

undan oqilona foydalanish va uni umummilliy boylik sifatida muhofaza qilishni ta'minlovchi shartlar asosida va tartibda xususiy mulk bo'lishi mumkin" deyilgani bejiz emas [2].

O'tmishga nazar soladigan bo'lsak, ekologik muhitni yaxshilash va yaxshi munosabatda bo'lish borasida allomalarimiz asarlarida o'z aksini topgan. Al-Xorazmiyning "Kitob surat al-arz asarida —Dunyo okeanlari, quruqlikdagi qit'alar, qutblar, ekvatorlar, gullar, tog'lar, daryo va dengizlar, ko'llar va o'rmonlar va ulardagi o'simliklar, hayvonot dunyosi, shuningdek boshqa tabiiy resurslar – yerning asosiy boyliklaridir ma'lumotlar keltirib o'tilgan. Boburning eng yirik asari "Boburnoma" asarida shoirning ko'rgan-kechirganlari, borgan joylarining tabiati, boyligi, odamlari, urf-odatlari, hayvonot, o'simliklari va boshqalar tasvirlangan. Asarda yer, suv, havo turli tabiiy hodisalarga tegishli xalq so'zlari ko'plab topiladi. Bobur har bir hududni ma'lum bir tartibda tasvirlaydi. Avvalo, joyning geografik o'rni, qaysi iqlimga mansubligi, shifobaxsh joylari, o'simliklari, qazilmalari, hayvonoti va aholisi haqida ma'lumotlar beriladi [3].

Bizga ma'lumki, ekologik ta'lim – tarbiya hamda ekologik madaniyatni shakllantirishda jamiyatdagi muhit avvalo oila muhim ahamiyat kasb etadi. Hayot tarzidagi oddiy ko'ringan chiqindilarni belgilangan joyga tashlash ham ekologik madaniyatning bir ko'rinishi hisoblanadi. Ota-ona bolaning kelajakdagi ekologik ongining rivojlanishida dastlabki na'muna bo'lishi zarurdir. Zero, keyingi ta'lim jarayonlarida poydevor bo'lib xizmat qiladi.

Ta'lim-tarbiya jarayoni bog'cha, maktab, texnikum, oliy ta'lim va oliy ta'limdan keyingi ta'lim jarayonlarida uzluksiz ravishda olib boriladi. Bu esa o'sib kelayotgan kelajak avlod ongida ekologik tarbiyani yanada mustahkamlashda dasturi amal bo'lib xizmat qiladi.

Hozirgi bosqichda inson faoliyatini yaxshilash doirasida ekologik muammolarni hal qilishga qaratilgan ilmiy yo'nalishlar ishlab chiqildi. Shu bilan birga, atrof-muhitni ifloslantirish, muayyan ilmiy fanlarni ekologiyalashtirish jamiyat va tabiiy muhit o'rtasidagi munosabatlarni optimallashtirishga yordam beradigan ekologik ta'lim muammosini hal qilish uchun eng istiqbolli ko'rinadi. Pedagogik va boshqa adabiyotlar

tahlili shuni ko'rsatadiki, hozirgi vaqtda ekologiyaning yangi yo'nalishlari; global ekologiya, ijtimoiy ekologiya, inson ekologiyasi, shahar ekologiyasi va boshqalar keng tarqalgan.

Shu sababli professor-o'qituvchilar va o'qituvchilarning sinergik dunyoqarashga, ekologik ta'lim masalalariga, o'zini-o'zi tashkil etish nazariyasi tamoyillaridan foydalanishgan murojaat qilishlari tabiiydir. Bu esa atrof-muhitning asosiy xususiyatlarini to'liq ochib berishga imkon beradi. Ekologik ta'lim mazmuni atrof-muhitning biologik muvozanatini saqlash muhim bo'lgan shaxs idealini tasdiqlash, samarali ishlab chiqarish faoliyati ko'nikmalarini egallash va uning oqibatlari uchun javobgarlik tuyg'usini rivojlantirish bilan bog'liq. Shu bilan birga, ekologik ta'limning barqaror rivojlanishga o'tish konsepsiyasidir, bu kelajak avlodlarning ehtiyojlarini qondirish qobiliyatini xavf ostiga qo'ymasdan, hozirgi avlod ehtiyojlarini qondiradigan taraqqiyotdir.

O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish konsepsiyasi tasdiqlangan. Unga ko'ra, ekologik muammolarning tobora global ahamiyat kasb etib borayotganligini inobatga olinib, so'nggi yillarda muhim ustuvor vazifalar bilan bir qatorda atrof muhit muhofazasi, ekologik madaniyat, ekologik ta'lim-tarbiya, ekologik ma'rifat masalalariga alohida e'tibor berilmoqda. Ekologik ta'limning dolzarbligi mamlakatimiz tabiati, ekotizimlari, atrof muhitni beqarorlik va izdan chiqishdan asrash, aholining ekologik madaniyatini oshirish, ushbu o'ta jiddiy, hayotiy masalalarga aholining barcha qatlamlari, ayniqsa, yoshlar hissa qo'shishi zarurligi bilan belgilanadi [4].

Oliy ta'lim tizimining bakalavriyat va magistratura bosqichlari ekologik yo'nalishlarida ekologiya va atrof-muhit muhofazasi bo'yicha tegishli o'quv fanlariga va qo'shimcha yangi mavzular, amaliy topshiriqlar, laboratoriyalar bilan boyitilishi lozim. Oliy ta'lim muassasalari talabalarining amaliyot darslari sanoat korxonalarini, ilmiy-tadqiqot muassasalari, suv xo'jaligi tashkilotlari, ekologik inqiroz kuzatilayotgan hududlar va ekologiya va atrof-muhit boshqarmasi va boshqa korxonalarda olib borilishi, talabalarni amaliyot darslarida ekologik muammolarni ko'rib o'ziga kerakli m'lumotlarni to'plashi, ekologik monitoring o'tkazish jarayonlariga ishtirok etishi,

sanoat korxonalarida o'rnatilgan va o'rnatilishi kerak bo'lgan yangi zamonaviy jixozlar bilan tanishtirish, atrof-muhitni zararlanish holatini ko'rib ko'nikmalar va kerakli ta'surotlarga ega bo'lishlari kerak bo'ladi.

Bundan tashqari, talabalarga turli tanlovlarni tashkillashtirish, maqolalar yozish tanlovi, ekologiyaga oid loyihalarga qatnashish shartlari va yo'nalishi haqida tushunchalar berib borish, ekologik guruhlar ochish, yoshlarni qiziqtiruvchi boshqa tadbirlarlar muntazam amalga oshirilib borish lozim. Xususan, turli ekoaksiyalar (plogging, ekohashar) o'tkazish talabalarni o'quv jarayonidagi olgan ko'nikmalarini amaliyotga tadbiq qiladi.

Ekologik ta'limning maqsadi, hayotning barcha bosqichlarida chuqur va mustahkam ekologik bilimlarni, qimmatli g'oyalarni tushunishni maqsadli shakllantirishdir.

Ta'lim-tarbiyani tashkil etish jarayonida fanlararo aloqadorlik, ijtimoiy va tabiiy omillar ming o'zaro muvofiq kelishiga erishish omillari, atrof-muhit hamda ijtimoiy munosabatlar ta'sirida shaxs kamolotini ta'minlashga erishish imkoniyatlaridan unumli foydalanishga intilish maqsadga muvofiqdir. Ta'lim muassasalarida o'quv predmetlari sifatida tavsiya etilgan fanlar asoslarining talabalar tomonidan chuqur o'zlashtirilishi ularda keng dunyoqarashni shakllantirishga yordam beradi. Oliy ta'lim talabalari o'quv fanlari doirasida qo'shimcha ravishda suvni tejash va asrashni, atmosfera havosining ahamiyati va uni muhofaza qilishni, yer resurslari va yer osti boyliklaridan oqilona foydalanishni, o'simlik va hayvonot dunyosini muhofaza qilishni, chiqindilarni yig'ish va joylashtirishni, O'zbekistonning go'zal va takrorlanmas tabiatini asrashni, o'zi yashaydigan hududning tabiatini asrashda faol ishtirok etishni, O'zbekistondagi qo'riqxonalarini avaylashni hamda Orol dengizi fojiasi to'g'risida umumiy bilim va ko'nikmalarini dars va darsdan tashqari vaqtlarda ham shakllantirish zarur. Darhaqiqat, ta'lim jarayonida talabalarning bilimlarini amaliy jihatdan uyg'unlikda olib borilsa yanada yaxshi natijaga erishishimiz mumkin.

Agarda oliy o'quv yurti talabalarida ekologik ta'lim-tarbiya va madaniyat shakllantiriladigan bo'lsa, keyingi hayot tarzlarida ham tabiatga mehrlil va shavqatli munosabatda bo'ladilar hamda boshqa soxa vakillariga ham o'rnak bo'ladigan

darajada bo‘lib yetishadilar. Zero, talabalar o‘qish jarayonini yakuniga yetkazib keyingi avlodga ta‘lim tarbiya beradilar. Ekologik ongni shakllantirish jarayoni nihoyatda murakkab vazifa bo‘lib, uni amalga oshirishda o‘qituvchilarning roli kattadir. Ekologik psixologiyada ekologik ong deganda, ekologik g‘oyalar, tabiatga mavjud sub‘ektiv munosabat, shuningdek, u bilan o‘zaro ta‘sir qilishining tegishli strategiyalari va texnologiyalari tushuniladi. Asosiy o‘quv kurslarini ekologiyalashtirishning asosiy yo‘nalishlarini aniqlash uchun talabalarning ekologik ongining tabiati va darajasini psixodiagnostikasini amalga oshirish kerak. Ayniqsa, ekologik madaniyatni shakllantirishda yaxshi pedagog bo‘lib yetishishlarini talab etadi.

Bugungi kunda zamonaviy ta‘limni tashkil etishga quyiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay, qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt orasida muayyan nazariy bilimlarni o‘quvchilarga yetkazib berish asosida ma‘lum faoliyatini nazorat qilish, ular tomonidan egallangan nazariy va amaliy bilimlar darajasini baholash, o‘qituvchidan yuksak pedagogik mahoratni, ta‘lim jarayoniga nisbatan yangicha yondashuvni talab etadi [5].

Darhaqiqat, ona tabiatning noz-ne‘matlaridan oqilona foydalanish va uni asrab-avaylash, atrof-muhit ifloslanishini oldini olishda yoshlarning ekologik bilim, malaka, ko‘nikmalarini oshirish, ekologik ong, madaniyatni shakllantirish, dunyoqarashlarini kengaytirishda ekologik ta‘lim-tarbiya to‘g‘ri yo‘lga qo‘yilganda, albatta kelajakda o‘z mevasini berdi [6].

Xulosa qilib aytadigan bo‘lsak, respublikamizda ekologik ta‘limga bo‘lgan e‘tibor tobora o‘sib bormoqda. Xususan, oliy o‘quv yurtlarida ekologik ta‘limni rivojlantirish, ekologik ong va ekologik madaniyatni yetarli darajada shakllantirishga erishsak, kelajakda bizni o‘rab turagan sayyoramizni musaffo bo‘lishini ta‘minlashda hamda kelajak avlod vakillariga tabiat ne‘matlarini bus-butun yetkazishda asosiy ko‘prik vazifasini o‘taydi desak, yangilashmagan bo‘lamiz.

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PROCESS OF OBTAINING HIGH SILICON KAOLIN FROM LOCAL RAW MATERIALS AND OBTAINING ALUMINUM OXIDE FROM IT

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ANNOTATION

There are sources of raw materials in the form of kaolin clays, alunite rocks, low-grade bauxites and coal ash. The richest deposits of kaolin clay, suitable for processing aluminum raw materials, are located in the territory of the city of Angren, their total reserves amount to more than one billion tons. This stone can be mined in open pit. The average thickness of mineral deposits is 30-40 m. In the production of aluminum, it is necessary to deiron acid solutions of aluminum and convert purified solutions into aluminum oxide, use or process their solutions, and develop an effective technology for obtaining aluminum oxide from raw materials containing aluminum with a high silicon content.

Key words: *kaolin, aluminum oxide, thermal treatment, clay soil, diffraction, regeneration.*

INTRODUCTION

При производстве алюминия необходимо обезжелезивание кислых растворов алюминия и преобразование очищенных растворов в оксид алюминия, использование или переработка их растворов, а также разработка эффективной технологии получения оксида алюминия из сырья, содержащего алюминий с высоким содержанием кремния.



Currently, with the depletion of aluminum-rich raw materials, the need for high-quality bauxite raw materials for the aluminum industry worldwide is increasing every year. At the same time, there are low-quality aluminum raw materials - high-silicon bauxite, kaolin clay, alunite rocks, nepheline and other ores. Aluminum oxide is not produced in the republic, but there are raw materials in the form of low-aluminum kaolin clays, alunite rocks, low-quality bauxite, and coal ash. However, there is no effective technology for their processing. In the conditions of a severe shortage of aluminum, obtaining aluminum compounds by recycling aluminum raw materials is currently the basis of scientific research. It is necessary to justify the following scientific solutions in the development of processing technology of aluminum-containing raw materials on a global scale: Studying the processes of processing low-quality, high-silicon aluminum raw materials by alkaline and acidic methods, including the stages of preliminary heat treatment, separation of raw materials, deironing of acidic solutions of aluminum, and the conversion of purified solutions into aluminum oxide, using or processing of solutions, high-silicon content it is necessary to develop an effective technology for obtaining aluminum oxide from raw materials containing aluminum.

RESEARCH METHODS

Aluminum oxide is a raw material for the aluminum industry, and high-quality raw materials that are not available in Uzbekistan are used for its production. There are sources of raw materials in the form of kaolin clays, alunite rocks, low-grade bauxites and coal ash. The richest deposits of kaolin clay, suitable for processing aluminum raw materials, are located in the territory of the city of Angren, their total reserves amount to more than one billion tons. This stone can be mined in open pit. The average thickness of mineral deposits is 30-40 m. There are the following methods of aluminum production: Alkaline and electrolytic methods of obtaining clay soil are currently not used in Uzbekistan. The nitric acid method is preferable to acid processing methods, because no waste is produced during its production. The demand for aluminum is very high, and the lack of an optimal technology for processing kaolin clays is one of the most urgent issues of the problem of obtaining aluminum. Today, the exploitation of new deposits of mineral raw materials in the republic and their use in production creates the possibility of achieving high results.

RESEARCH OUTCOMES AND DISCUSSIONS

The development of a complex technology for the processing of kaolinite clays of the Angren mine into aluminum oxide and nitric acid of circulating solutions for various types of liquid nitrogen fertilizers is of great importance for the economy of the republic. Based on our research, the reserves in Angren are very suitable for the decomposition of kaolin clay on the basis of nitric acid to obtain alumina.



It is necessary to transfer aluminum to a solution with a mineral acid or alkaline method. There is no information on the production of aluminum oxide on an

experimental or industrial scale, the influence of the composition of raw materials on the technological indicators of production, and the processing of circulating solutions after the separation of aluminum compounds. Among the listed methods, acidic methods of aluminum production are optimal for the conditions of our country. Therefore, our research is aimed at extracting aluminum oxide from the Angren mine by decomposing kaolin clays with nitric acid. Samples of kaolin clay from Angren mine were selected for the study, which contain: SiO_2 - 54.30%; Al_2O_3 - 23.50%; Fe_2O_3 - 0.47%; K_2O - 0.38%; It was found that there are 0.30% CaO substances. As a result of the inspection, it was found that the degree of burning affects the process. Since burning has a significant effect on the process of obtaining aluminum oxide, the effect of heat treatment in the temperature range of 400-800°C for 1 hour was studied, and the calcination temperature was 400-500°C. Kaolin clay components of Angren mine almost unaffected by changes in composition. From 600°C, an increase in the main components of kaolin clays was observed. The most stable chemical composition of the main components is observed at the flame temperature of 600-700°C. A further increase in temperature to 800°C leads to an increase of SiO_2 to 58.14% and Al_2O_3 to 25.16%. The composition of other components is kept almost at the same level.

Studies have been carried out on the extraction of aluminum from the calcined kaolinite clays of the Angren mine, which show that as the duration of the burning process increases, the rate of aluminum extraction increases with increasing temperature. At a temperature of 600-700°C and a process duration of 2 hours, the extraction rate is 90.94-93.29%. Increasing the firing time to more than 2 hours has almost no effect on the level of aluminum extraction. An increase in temperature to 800-1000°C causes a decrease in the extraction rate of aluminum to 10.12% and iron to 6.79%. The optimal firing temperature for maximum extraction of aluminum from kaolin clays is 600-700°C. X-ray diffraction results were obtained from the original to establish the phase composition of the samples. Kaolin clays were fired at 650°C and 800°C.

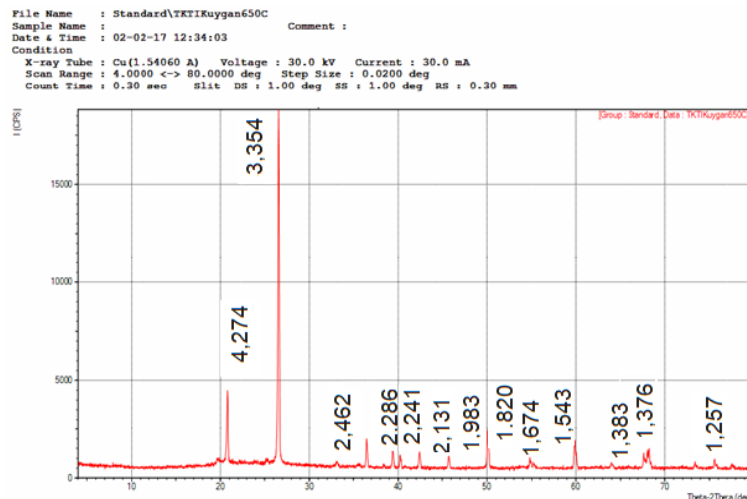


Fig. 1 X-ray diffraction image of kaolin from Angren mine at 650 °C.

The result of the analysis showed that in the initial kaolin burning, kaolinite-specific 7.224 Å of 3,585 Å peaks disappear in X-ray diffraction and a peak at 1.257 Å corresponding to $\text{Al}_2\text{Si}_2\text{O}_7$ appears. It follows that structural water is separated from kaolinite in the process of mining, and the change in the crystal structure occurs with the transition of metakaolinite to the acid-soluble form $\text{Al}_2\text{Si}_2\text{O}_7$ according to the reaction of refractory kaolinite. $\text{Al}_2\text{Si}_2\text{O}_5 \rightarrow 3\text{Al}_2\text{Si}_2\text{O}_7 + 2\text{H}_2\text{O}$

When burned at a temperature above 900°C, mullite $3\text{Al}_2\text{O}_3 \cdot 2\text{SiO}_2$ is formed according to the reaction. $3\text{Al}_2\text{Si}_2\text{O}_7 \rightarrow 3\text{Al}_2\text{O}_3 \cdot 2\text{SiO}_2$,

Figure 2 shows the change in particle settling velocity at 20°C and 60°C.

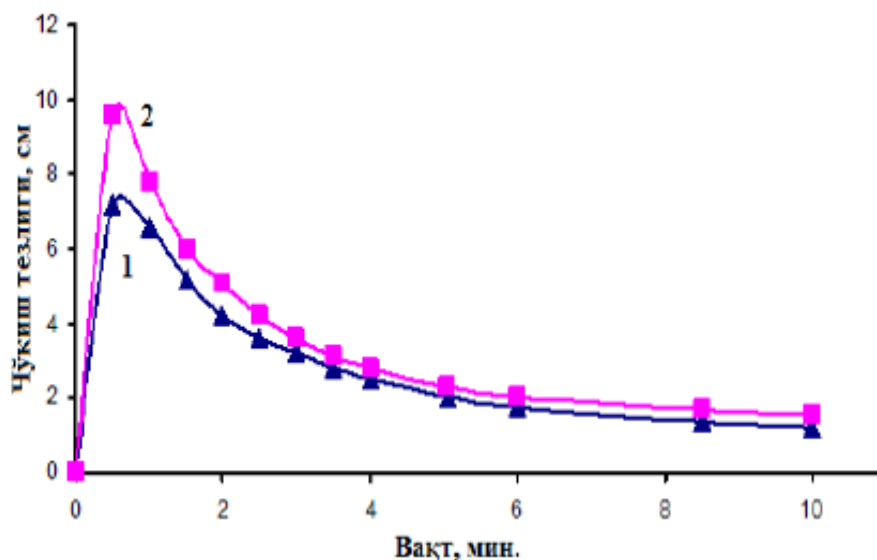


Figure 2. The effect of the duration of the clarification process on the sinking rate

As a result of this reaction, the developed technological solutions for the acidic processing of high-silicon aluminum raw materials insoluble in mineral acids are at the level of laboratory research, and only in 2016, in China, the production of aluminum oxide from the ash of thermal power plants was launched for the first time in the hydrochloric acid method. Acidic methods have certain advantages over alkaline methods, which allow relatively easy separation of silicon from aluminum oxide at the beginning of the production cycle. The process does not require the use of limestone and soda water. Despite the advantages mentioned above, the acidic method has its own disadvantages: the complexity of deep cleaning of solutions from iron and other impurities, the complexity of acid regeneration, the use of acid-resistant equipment is required.

Nitric acid method is a promising way to obtain metallurgical grades of aluminum oxide. The effectiveness of the method is mainly based on a complete study of the raw materials, purification of the separated solutions from impurities, and scientific work is being carried out on the issues of dependence on the desired physical properties of aluminum oxide.

CONCLUSION

The dependence of the sedimentation rate on the duration of the process was studied. The maximum sedimentation of particles was observed in the first minutes of clarification, followed by a gradual decrease in speed. As the temperature increases from 20°C to 60°C, the deposition rate increases, which is explained by the decrease in the density and viscosity of the solutions. The effect of temperature on the rate of filtration of solutions formed by nitric acid decomposition of kaolin was studied in the temperature range from 20°C to 60°C. On the basis of aluminum raw materials, the methods of decomposition of kaolin raw materials with mineral acid, standards, pauses, sinking speeds and other scientific researches were carried out in the world, in the republic, on obtaining aluminum compounds.

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**YOSHLAR HAYOTIDA VIRTUALLASHUV SABABLARI,
VIRTUAL O‘YINLARNING YOSHLAR ONGIGA
PSIXALOGIK TA’SIRI**

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ANNOTATSIYA

Ushbu maqolada virtual olamning yoshlar hayotida jadal sur’atlarda ommalashishi va buning natijasida yoshlarda yuzaga kelishi mumkin bo‘lgan psixalogik muammolar haqida, bugungi kunda kundalik hayotimizda keng o‘rin egallayotgan virtual borliq va uning yoshlar tarbiyasiga ta’sirining ayrim muammoli jihatlari hamda ularning oldini olish yuzasidan mulohazalar bayon etilgan.

Kalit so‘zlar: *Internet, virtual olam, psixalogik ta’sir etish, virtual o‘yinlar, virtual madaniyat, virtuallashuv sabablari*

ABSTRACT

In this article, the rapid popularization of the virtual world in the life of young people and the psychological problems that may arise in young people as a result of this, some problematic aspects of the virtual existence that occupies a large place in our daily life and its influence on the education of young people are analyzed. as well as suggestions and comments regarding their prevention.

Key words: *Internet, virtual world, psychological impact, virtual games, virtual culture, reasons for virtualization*

Bugungi kunda jahonda sodir bo'layotgan global axborot o'zgarishlari va ularning yoshlar tarbiyasiga ma'naviy-axloqiy jihatdan ta'sirini psixologiya fani doirasida xalq etish zarurati tobora kuchayib bormoqda. Axborotlashtirish to'g'risida so'z yuritganda uning zamonaviy industriallashtirilgan jamiyatni qurshab olgan "uchinchi to'lqin" jarayoniga xosligi xususida e'tirof etish qabul qilingan. Global miqyosda yuz berayotgan mazkur jarayon turli jamiyatlarda umumiy jihatlarga ega bo'lib, turli mamlakatlarda o'ziga xos shaklda namoyon bo'ladi. Shiddat bilan ilgari borayotgan ushbu jarayon u yoki bu mintaqada turlicha bo'lsada, biroq uning mohiyati shubhasiz, nihoyatda muhim bo'lib qolaveradi. Axborotlashtirish so'ngi yuz yillikdagi ilmiy-texnikaviy taraqqiyotni ifodalovchi shakli va samarasi bo'lib, bu har qanday taraqqiyot bosqichida bo'lgani kabi o'zining ikki xil xususiyatiga ega. Ulardan biri axborot texnikasi va texnologiyasini tarqatishda alohida texnik ahamiyat kasb etishi. Prezidentimiz Shavkat Mirziyoyev takidlaganidek "Ilg'or texnologiyalarning faol joriy qilinayotganligi va global axborot kommunikatsiya makoni taraqqiy etayotgani barcha jarayonlarni jadal va tez o'zgartirmoqda, qit'alar, mintaqalar, davlatlar va biznes darajasidagi hamkorlikning yangi shakllarini rivojlantirishga xizmat qilmoqda". Ikkinchisi esa axborot texnologiyalarining jadallashuvi, globallashtirish jarayonining yoshlar ongiga qay yo'sinda ta'sir etayotganligidadir. Shuni unutmashimiz kerakki, tarbiyaning shakllanishida ijtimoiy muhit bilan birgalikda uning oilaviy munosabatlarda tarbiyalanganlik darajasi ham muhimdir. Buning uchun avvalo biz ota-onalarda virtual dunyo haqida to'g'ri tushunchalarni shakllantirishimiz, virtual madaniyat to'g'risida targ'ibot ishlarini tashkil etishimiz maqsadga muvofiq bo'ladi. Yoshlar hayotida uchrayotgan virtuallashtirish sabablari, ularning haqiqiy hayotdan virtual olamga bog'lanib qolishi, virtual dunyoning yoshlar ongiga psixologik ta'sir etishi jarayonlarini o'rganish biz uchun juda muhimdir. Biz uchun kundalik hayotimizda, ish faoliyatimizda zarur bo'lgan biror bir ma'lumotni tezda topishimiz, kerakli axborotlarni qabul qilishimiz, mavzu yuzasidan savollarga javob topishimiz yoki boshqa birorta oddiy amallarni bajarishimiz, so'zlarning tarjimasini topishimizning biz uchun eng qulay yo'li bu internet tarmog'idan foydalanishdir. Insoniyat har doim o'zi uchun ancha oson bo'lgan yo'ldan yurishni afzal ko'radi. Bu

insonning psixik xususiyatlari bilan bog‘liq bo‘lgan jarayon ya’ni, bajarishimiz kerak bo‘lgan kundalik vazifalarni, jismoniy jihatdan biroz osonroq usulda bajarish haqida o‘ylaganimizda, ongimiz odatdagiga qaraganda yaxshiroq ishlay boshlaydi, hamda dangasalikka moyillik yuzaga keladi. Yoshlarning virtual olamga bog‘lanib qolish sababi ham ulardagi dangasalikdir. Vaholanki, internet tizimining ijtimoiy tarmoqlarda odamni qiziqtiradigan hamma narsa bor. Hozirgi kunda O‘zbekistonliklarning aksariyati internetdan foydalanadi hususan bu jarayonda yoshlar ham anchagina ilg‘or. Yoshlarga internetdan to‘g‘ri foydalanish o‘rgatilmasa uning zarari foydadan ko‘p bo‘ladi. Shu o‘rinda internetning zararli tomonlariga to‘htalib o‘tish o‘rinlidir.

Internetning zarari:

- Real muloqotning virtualga aylanishi;
- Internet o‘yinlariga bog‘lanib qolish;
- Inson sog‘lig‘iga, ongiga bo‘lgan salbiy ta’sir;
- Noxolis ma’lumotlar;
- Psixalogik manipulyatsiya qiladigan saytlar (sektalar, terroristlar va hokazolar)

Statistik ma’lumotlarga ko‘ra, dunyo bo‘yicha internetdan eng ko‘p foydalanuvchilar aynan 21 dan 30 yoshgacha bo‘lgan yoshlar hisoblanadi. Internet inson tafakkur tarziga, xulq- atvoriga ta’sir ko‘rsatishda katta imkoniyatlarga ega. Internetning bugungi kundagi rivoji yoshlarga g‘oyaviy ta’sir o‘tkazishning miqyosi va ko‘lamining keskin darajada o‘shishiga olib keldi. Dunyo aholisining katta qismini yoshlar tashkil etadi. Ularning endigina shakllanib kelayotgan ongiga nimani singdirilsa, o‘sha toshga o‘yilgan naqshdek muhrlanadi. Shuning uchun ham radikal oqimlar aynan yoshlarni tuzog‘iga ilintirishga harakat qiladi. Ulardagi ishonuvchanlik, kuch g‘ayrat, qiziqqonlik ularning maqsadini amalga oshirishda qo‘l keladi.

Virtuallashuv sabablari:

1. Bolalar juda yoshligidan uch, to‘rt yoshdan kompyuter o‘yinlarini o‘ynay boshlaydi. Besh yoshli bola kompyuter oldida biz, kattalarga qaraganda ancha yaxshi hotirjam va ishonchli o‘tiradilar. Bizga kitob o‘qish qanchalik odatiy bo‘lsa, ularga kompyuter oldida o‘tirish shunchalik odatiy hisoblanadi.

2. Virtual olam - bu kattalar va bolalar o'rtasidagi uzilish muhitidir, ular ortida avlodlar nizolari yotgan bo'lishi mumkin. O'sib kelayotgan avlod virtual olamlarga shu darajada bog'lanib qolganki ularning hayollarida yer yuzining barcha joylarini virtual olam qamram olgan.

3. Ota-onalar farzandlarini indamay o'tirib biror bir mashg'ulot bilan band bo'lishini, ularga halal bermasliklarini istab endigina ikki, uch yoshga kirgan bolajonlarga telefon tutqazishadi, turli xil mazmundagi multfilimlarni qo'yib berishadi, eng achinarli jihati shundaki bu multfilimlarning nimalarni yoritib berayotganligi, farzandining ongiga qay yo'sinda ta'sir etayotganligi bilan ishalari bo'lmaydi. Farzand shu yo'sinda katta bo'lar ekan u endi multfilimlardan voz kechadi, endigi novbat esa virtual o'yinlarga bo'ladi. Ota-onalar bu davrda farzandlariga nisbatan e'tiborli bo'lib qolishadi, do'stlari singari maktabda ilg'or o'quvchi bo'lishligini farzandlaridan talab qila boshlaydi. Kompyuter o'yinlariga berilib ketishning salbiy oqibatlarini nafaqat shu insonning o'ziga balki jamiyatga ham katta zarar yetkazadi. Avvalo bu ma'naviy zarar bo'lib, kompyuter o'yinlari jamiyatimizni ma'naviy buzuvchi botqog'iga botirib, insonni o'zlikni anglash baxtidan mahrum qilmoqda.

Kompyuter o'yinlari yoshlarning vaqtini o'g'irlamoqda. Internet – klublarda yoshlar ayni o'qib, ilm oladigan paytlarida vaqtlarini bekorchi o'yinlarga, ijtimoiy tarmoqlarda mutlaqo notanish shaxslar bilan qimmatli vaqtini tanishishga sarflayotgani tashvishli holat. Chunki internet va kompyuter o'yinlariga ro'ju qo'ygan o'smirlar hayotdan, ilm olish, kasb o'rganishdan va ma'naviy qadriyatlardan tamoman uzilib boradi. Kompyuterga ro'ju qo'ygan yoshlarning fikri-xayoli, butun vaqti, hatto uyqusi ham bemani o'yinlar bilan band bo'ladi. Oxir-oqibat bunday yoshlar tengdoshlari, yaqinlari va hatto ota-onasiga ham qo'l ko'tarishgacha borib yetadi. Bu esa jamiyatda ilimsizlik, johillikning tomir yoyishiga olib keladi. Sog'lom aql egalari internet qulayliklaridan o'z bilimlarini oshirish yo'lida to'g'ri foydalanadilar. Shuning uchun ham yoshlarda xabar va ma'lumotlarni tahlil eta olish malakasini hosil qilish zarur. Zero har qanday xabar ham to'g'ri va xolis bo'lavermaydi.

Xulosa qilib aytganda bugungi kun yoshlarini internitdan to'g'ri va maqsadli foydalana olish ko'nikmasini shakllantirishga alohida e'tibor berish kechikrilib

bo'lmaydigan eng muhim masaladir. Shunday ekan bu masalaga barcha ota-onalar, o'qituvchi va tarbiyachilar birdek mas'uliyat bilan qarashi lozimdir.

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SHAXS STRUKTURASI POTENSIALIDA O‘Z-O‘ZINI BOSHQARISH

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ANNOTATSIYA

Ushbu maqolada shaxs strukturasi potensialida o‘z-o‘zini boshqarish to‘g‘risida so‘z boradi. Shuningdek, shaxs hamda o‘z-o‘zini boshqarish tushunchalari va ularning ahamiyati, mohiyati, o‘z-o‘zini boshqarishning fanda tadqiq etilishi, uning paydo bo‘lishi, o‘z-o‘zini boshqarishning rivojlanish bosqichlari, vazifalari, uning oldida turgan to‘siqlar haqida ma’lumotlar berilgan.

***Kalit so‘zlar:** shaxs, mohiyat, tadqiq, rivojlanish bosqichlari, lavozim, texnik toifalar, tamoyillar.*

Shaxs — alohida individ, mohiyatan yaxlit ijtimoiy-axloqiy olam. U o‘zida inson mohiyatini, uning mavjudot sifatidagi qadriyatini mujassam etadi. Shaxs ijtimoiy-gumanitar fanlarda o‘z yo‘nalishi, tadqiqot obyekti va maqsadi nuqtai nazaridan turlicha talqin etiladi. U o‘ta murakkab, ziddiyatli, qarama-qarshi, o‘zini o‘zi inkor etadigan mavjudot sifatida, biologik, fiziologik, ijtimoiy, ma’naviy, ruhiy, axloqiy va estetik aql idrok, tafakkur obyekti sifatida, hatto, falsafiy va mantiqiy, yashash huquqi va hayot mantig‘i jihatidan tadqiqot manbaiga aylanishi mumkin. Shaxsning shakllanish omillari ko‘p va xilma-xildir. Masalan, genetik (nasliy), biologik-tabiiy, madaniy, ijtimoiy hayot tajribasi, o‘z turdoshlari bilan munosabatlar va boshqalar shaxsning genetik jihati uning nasliy asosi, ajdodlaridan yetib kelgan fe’l-atvor bilan,

biofiziologik jihati esa yashash uchun quvvat olish, ovqatlanish, jinsiy aloqaga kirishish va nasl qoldirish singari individual ehtiyoj bilan belgilanadi.

Shaxs, mohiyatiga ko'ra, madaniylashgan, ong, aql orqali faoliyatini boshqarish imkoniyatiga ega bo'lgan, ijtimoiy-tarixiy an'ana, turmush tarzi va tajribaga asoslangan muayyan avlodlar vakili. Shaxs fenomeni inson olamining butun murakkabliklarini o'zida mujassam etadi. Uni har tomonlama o'rganish maqsadida turli davrlarda tadqiqot olib borilgan. Ayniqsa, sharqda u yuksak axloqiy ma'naviy me'yorlar orqali tushunilgan va oliy xilqat, bebaho qadriyat deb hisoblangan. Inson shaxs sifatida komillikka intiladi, hayot mazmunini boyitadi, shu asosda kishilik jamiyatining go'zal va farovon bo'lishiga ehtiyoj sezadi.

Shaxsning hayot tarzi bevosita jamiyat hayotiga daxldor va hayot ne'matlaridan to'la foydalanishga haqli. Shaxs tushunchasi inson tushunchasining yuksak ko'rinishi, oliy maqomidir. Har qanday odam tabiiy mavjudligi, yashash huquqi va hayot qadriyatiga ega bo'lgan jonzotdir. Biroq u hamma vaqt ham to'laqonli shaxs bo'lib yetilmasligi mumkin. Inson uchun dunyoni va o'zini bilishning eng qulay usuli o'z shaxsiyati darajasidan boshlanadi. Shaxs – bu ongdan (sabab-oqibat tahlili asosida ishlaydigan yuqori darajada tashkil etilgan operatsion tizimning bir turi), ongsiz ongdan (ko'rinishidan, his-tuyg'ularning xaotik to'planishi) iborat bo'lgan inson ichki yadrosining tashqi ko'rinishi (tasvirlar va intuitiv istaklar) va, ehtimol, ruh (agar mavjud bo'lsa, shaxsni ma'naviyatlangan mavjudotlarning umumiy ruhiy dunyosi bilan bog'laydigan ba'zi bir umumlashtiruvchi mohiyat). Shaxsning o'zi ko'pincha rivojlangan odatlar va imtiyozlar, ruhiy kayfiyat va umumiy ohang, ijtimoiy-madaniy tajriba va olingan bilimlar to'plami sifatida belgilanadi, boshqacha qilib aytganda, shaxsiyat – bu shaxsning psixofizik xususiyatlari va xususiyatlari to'plami, uning kundalik xatti-harakatlarini belgilaydigan arxetipi va jamiyat va koinot bilan aloqa. Tor ma'noda, shaxsiyat turli vaziyatlar va ijtimoiy o'zaro ta'sir guruhlari uchun ishlab chiqilgan “xulq-atvor niqoblari”ning namoyon bo'lishi sifatida kuzatiladi. Shaxsiyatning namoyon bo'lishi ong, ongsiz va ruh ishining tashqi tomonini ifodalaydi. Inson o'z ongi darajasida o'z shaxsiyatini tahlil qilish va uning asosiy xususiyatlarini o'rnatishi mumkin. Shunday qilib, shaxsiyat – bu tashqi dunyoning

oyna yuzasiga tushirilgan insonning ichki dunyosining aksidir. Ko‘rinib turibdiki, ong yagona yuqori darajada tashkil etilgan darajadir ichki dunyo bir tomondan, kundalik haqiqat deb ataladigan tashqi dunyoda samarali yashashga qodir bo‘lgan shaxsning shakllanishi haqiqatda sodir bo‘lishi mumkin bo‘lgan shaxs, boshqa tomondan, u bilan qandaydir o‘zaro ta‘sir mavjud. Bu ongsiz va, ehtimol, ruh, buning natijasida dunyoning rivojlanishi ichki ta‘minlanadi. Shunday qilib, borliq ongni belgilaganidek, ong ham borlikni belgilaydi.

O‘zini o‘zi boshqarish – ma‘naviyatning keng miqyosli vazifalaridan biri sifatida har bir shaxs va butun jamiyatni to‘g‘ri yo‘lga solish uchun xizmat qiladi. Ahloqiy ma‘nodagi o‘zini o‘zi boshqarish odamlardagi nafsni jilovlash, salbiy oqibatlariga olib keladigan xatti-harakatlarning oldini olish, individning o‘zini o‘zi boshqarishi, axloqning insonparvar me‘yorlarini hayotga tatbiq etish kabi masalalarni hal etishga qaratilgani bilan muhimdir. Bunda odamlarning axloqi va o‘zaro munosabatlari jamiyat fikri hamda shaxsning axloqiy o‘z-o‘zini baholashi asosida ma‘qullash yoki tanbeh berish yordamida boshqariladi. O‘zini o‘zi boshqarish ildizlari qadimgi davrlarga borib taqaladi. Qadimgi Rimdayoq bu boshqarish turi mustaqil faoliyat sifatida tan olingan. O‘zini o‘zi boshqarish, avvalo, oilada shakllanadi. O‘zini o‘zi boshqarish ma‘naviy hayotda ham keng tarqalgan bo‘lib, mahalliy o‘zini o‘zi boshqarish, shaxs o‘zini o‘zi boshqarishi, oila o‘zini o‘zi boshqarishi va hokazo mavjud. O‘zini o‘zi boshqarish xalq turmush tarziga ham o‘z ta‘sirini ko‘rsatadi. Siyosiy jihatdan o‘zini o‘zi boshqarish esa turli jamoat birlashmalari, nodavlat tashkilotlari faoliyatida o‘z ifodasini topadi.

O‘z-o‘zini boshqarish – bu har qanday omillardan qat‘i nazar, barcha tizimlarda muvozanatni saqlash qobiliyatidir. O‘z-o‘zini boshqarish tushunchasi psixologlar, sotsiologlar va faylasuflar tomonidan faol o‘rganiladi. Psixologiyada o‘zini o‘zi boshqarish tushunchasi faol tizimni tuzatish darajasini anglatadi. Psixologik o‘z-o‘zini boshqarish psixikaga va uning voqelikni idrok etishiga asoslangan holda axborot xarakteriga ega bo‘lgan jarayondir. Bu turli xil tasvirlar va tushunchalarning taqdimoti bilan bog‘liq.

Shaxsda o'zini-o'zi boshqarish muammosi xorij psixologlaridan M.I.Bornishevskiy, V.V.Davodov, L.B.Itelson, A.N.Leontev, I.N.Margamen, A.K.Markova, V.I.Straxov, A.Ya.Savchenko, D.B.Elkonin, T.I.Gavalova, A.I.Lipkina, K.A.Maltseva, G.A.Sabieva, A.K.Serdyuk, S.P.Tihenko, P.Ya.Galperin, A.V.Zaxarov, V.G.Romanko, N.I.Kuvshinov va boshqalar tomonidan keng doirada tadqiq qilingan. Barcha nazariyalar hissiyotlarni va psixikani boshqarish qobiliyati bevosita shaxsning faoliyat turiga bog'liq ekanligiga qo'shiladilar. O'z-o'zini boshqarish ma'lum darajalarga ega: Ixtiyorsiz tip bilan odam ma'lum ruhiy reaksiyalarni boshqara olmaydi.

Xulosa qilib aytganda o'zini o'zi boshqarish har bir yoshning shaxsiy o'ziga xosligi, maylini hisobga olgan holda, uning aqliy idroki va ruhiy yo'nalishi turlicha bo'lishi bilan izohlanadi. O'zini o'zi boshqarishda shaxs faoliyatining individual xususiyatlari, ya'ni alohida psixik jarayon va holatidagi tempi, ritmi, intensivligi yosh davrlari bilan ham bog'liq.

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