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KORREKSION PEDAGOGIKANING SOHALARI, ANOMAL BOLALARNI O‘QITISH METODLARI

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ANNOTATSIYA

Ushbu maqolada Korreksion pedagogikaning sohalari va anomal o‘quvchilarni o‘qitish va tarbiyalash metodlari yoritilgan. Shuningdek, anomal bolalarni aniqlash va hisobga olish; rivojlanish anomaliyasini barvaqt tashxislash metodlarini ishlab chiqish; anomal bolalarni rivojlantirish va ijtimoiylashtirish jarayoni haqida so‘z yuritiladi.

***Kalit so‘zlar:** Korreksion pedagogika, difektologiya, oligofreno, tiflo, surdo, logopediya, anomal bollarni klassifikatsiyalash, inkluziv ta’lim.*

НАПРАВЛЕНИЯ КОРРЕКЦИОННОЙ ПЕДАГОГИКИ, МЕТОДЫ ОБУЧЕНИЯ АНОМАЛЬНЫХ ДЕТЕЙ

АННОТАЦИЯ

В данной статье описаны направления коррекционной педагогики и методы обучения и воспитания учащихся с ограниченными возможностями здоровья, а также выявление и учет аномальных детей; разработка методов ранней диагностики аномалий развития; Приводятся мысли о процессе развития и социализации аномальных детей.

***Ключевые слова:** Коррекционная педагогика, дисфектология, олигофрено, дислексия, дислексия, логопедия, классификация аномальных детей, инклюзивное образование.*

FIELDS OF CORRECTIONAL PEDAGOGY, METHODS OF TEACHING ABNORMAL CHILDREN

ANNOTATION

This article describes the directions of correctional pedagogy and methods of teaching and educating students with disabilities, as well as identifying and accounting for abnormal children; development of methods for early diagnosis of developmental anomalies; thoughts are given about the process of development and socialization of abnormal children.

Key words: *Correctional pedagogy, dyflectology, oligophreno, dyslexia, speech therapy, classification of abnormal children, inclusive education.*

Ma'lumki bugungi kunda mamlakatimizda turli sohalarni o'rganish va o'rgatish usullari uchun yangicha yondashuvlar bilan qaralmoqda. Xususan ta'lim jarayonida ham turli jabhalarda keng ko'lamlil ishlar olib borilmoqda. Shu boisdan bugungi kunda mamlakatimizda inkluziv ta'lim- davlat siyosati bo'lib, nogiron va sog'lom bolalar o'rtasidagi to'siqlarni bartaraf etib, maxsus ta'limga muhtoj bolalar, (ayrim sabablarga ko'ra nogiron bo'lgan) o'smirlar rivojlanishda uchraydigan nuqsonlar yoki iqtisodiy qiyinchiliklardan qat'iy nazar ijtimoiy hayotga moslashtirishga yo'naltirilgan umumta'lim jarayoniga qo'shishni ifodalovchi ta'lim tizimidir.

Korreksion pedagogika ilmiy tushuncha sifatida pedagogika fanida rasman e'tirof etilganiga u qadar ko'p vaqt bo'lmadi. Uzoq vaqt davomida pedagogika "defektologiya" tushunchasi sifatida qo'llanib kelgan.

Surdopedagogika ¹ bu eshitish qobiliyati buzilgan bolalarni tarbiyalashda surdapedagoglar shug'ullanadi. Ommaviy umumiy o'rta talim maktabida eshitishda

¹ .Axrorova Z, , Abdullaeva G, Altinkaya K, Tursunov R, Xaydarova X, Xamrokulova Sh. „Pedagogika nazariyasi” Toshkent 2021

nuqsoni bolgan bolalarni o'qitish mumkin. O'qituvchi bolaning eshita olishiga etibor berishi lozim. Bolani birinchi yoki ikkinchi partaga, iloji bolsa orta qatorga otkazish kerak. Shu bilan birga oqituvchi bola darsni tushuna olganligi, topshiriqni togri bajarayotganligini nazorat qilib turishi kerak. Bazida eshitmaydigan yoki yomon eshitadigan bolalar ommaviy umumiy orta talim maktablarida eshitadigan tengdoshlari bilan birga muvaffaqiyatli o'qiydilar.

Ko'rish qobiliyatining buzilishi tug'ma yoki orttirilgan boladi. Ommaviy maktablarda ta'lim olganda ko'rishda nuqsoni bolgan bola jiddiy qiyinchiliklarga duch keladi. Idrok etishning aniq emasligi, sekinligi, torligi predmetlarni tanib olish, shaklini ajratish, o'ziga xos belgilari togrisidagi ma'lumotlarga ega bolishda ma'lum qiyinchiliklarni keltirib chiqaradi. Bolalar satrlar, harflar va raqamlarni adashtiradilar. Bular o'qish texnikasini egallash, o'qilganlarning mazmunini tushunishga halaqit beradi. Ommaviy umumiy o'rta ta'lim maktablarida ko'rishda nuqsoni bo'lgan bola qarab bajariladigan ishni tashkil etishda tez charchaydi, natijada ish qobiliyati pasayadi. U tuzatuvchi ko'zoynak taqishi kerak. Lekin ko'zoynak taqishda bola pedagogning unga diqqat bilan munosabatda bo'lishiga ehtiyoj sezadi. Maktabda va uyda o'quv ishlarini bajarishda sanitar-gigiyenik talablarga amal qilishi lozim.

Anomal¹ bolalarni tarbiyalash oila va ta'lim muassasasi o'rtasidagi yaqin aloqa, bir-birlarini qo'llab- quvvatlash, bir-biriga yordam ko'rsatish, talabchanlik hamda oqilona mehribonlik asosida amalga oshiriladi.

Tarbiyaviy ishlar anomal bolalarning individual va yosh xususiyatlarini inobatga olish asosida ularda mustaqillik, o'ziga xizmat ko'rsatish, mehnat ko'nikmalari, xulq madaniyati, shuningdek, ijtimoiy muhitda yashash va ishlash ko'nikmalarini shakllantirishga yo'naltiriladi. Anomal bolani tarbiyalash atrof dagilarning uning psixik yoki jismoniy kamchiliklariga ehtiyotkorlik bilan munosabatda bo'lishni talab etadi. Bunday bolalarda optimizm va ishonchni tarbiyalash, qobiliyatini shakllantirish yoki

¹ . <https://fayllar.org/ti-maqсад-va-vazifalari-anomal-bolalar-bilan-olib-boriladigan.html>

uning o'rnini bosuvchi imkoniyatni rivojlantirish, ijobiy sifatlarini tarbiyalash hamda harakatlari va xulqini tanqidiy baholash qobiliyatini rivojlantirish juda muhim.

Korreksion —tarbiyaviy ishlar anomal bolalarni o'qitish jarayonida amalga oshiriladi va mehnat tarbiyasini samarali tashkil etish uchun katta imkoniyatlar yaratadi. Mehnat ta'limi jarayonida faqat kasbiy malakalari emas, balki o'z ishlarini rejalashtirish ko'nikmalari, og'zaki ko'rsatmalarga amal qilish malakasi, ishning sifatini tanqidiy baholash va boshqa malakalari tarbiyalanadi. Kamchiliklarini tuzatish yordamida anomal bolalarning normal rivojlangan bolalar bilan aloqalari uchun sharoitlaryaratish muhimdir. Bir qator hollarda anomal bolalar uchun davolash-korreksion tadbirlar (davolash jismoniy mashqlari, masala, artikulyar va nafas olish gimnastikasi, dori-darmonlar qabul qilish va boshqalar) ni tashkil etish zarur bo'ladi.

Aqliy rivojlanishida nuqsoni bolgan bolalarni oqitish. Ruhiy rivojlanishi ortda qolgan bolalar predmetlarni ozlashtira olmaydigan oquvchilarning taxminan 50 foizini tashkil etadi. Ruhiy rivojlanishda ortda qolish bolalar rivojlanishining anomal korsatgichi sifatida XIX asrning 50-yillardan organila boshlandi.

Ruhiy rivojlanishida nuqsoni bo'lgan bolalar o'ziga xos xususiyatlarga ega. Ular maktabda ta'lim olishga to'la tayyor bo'lmaydilar, mustaqil ravishda hisoblashni, o'qishni, yozishni va maktab tartib-qoidalariga amal qilishni o'rgana olmaydilar. Bunday bolalarda ruhiy toliqish kuzatilib, tez charchash, ish bajarish qobiliyatining pasayishi, boshlagan ishini oxiriga yetkazmaslik holatlari kuzatiladi. Kopincha boshlari ogriydi.

Ruhiy rivojlanishi ortda qolgan bolalarning xulqi ham oziga xos. O'zlarini maktabgacha yoshdagi bolalar kabi tutishadi. Ularda o'qishga nisbatan qiziqish yoq yoki juda past. O'yin ular uchun asosiy faoliyat turi sanaladi.

Bazan ruhiy rivojlanishida nuqsoni bolgan bolalar aqli zaif sifatida qabul qilinadilar. Bu to'g'ri emas. Chunki ular oddiy bilimlarni o'zlashtirish, hisoblash ko'nikmalarini egallashda qiyinchiliklarga duch kelish bilan birga she'r, ertaklarni eslab qoladilar. Bunday xususiyat aqli zaif bolalarda kuzatilmaydi.

Ko'pchilik hollarda ruhiy rivojlanishda nuqsoni bolgan bolalar ommaviy umumiy o'rta talim maktablarida o'qitiladilar. Ular bilan individual korreksion ishlar olib borilmaydi. Natijada ular predmetlarni o'zlashtira olmaydilar.

O'zbekistonda XX asrning 60-yillarida ruhiy rivojlanishda nuqsoni bo'lgan bolalar bilan maxsus pedagogik ishlar amalga oshirila boshlandi. Hozirgi kunda bunday bolalar uchun maktab internatlar va maxsus talim muassasalari faoliyat korsatmoqda. Shu bilan birga ularni ommaviy umumiy orta talim maktablarda tashkil etilgan korreksion-rivojlantiruvchi sinflarda o'qitish yolg'a qoyilgan. Bolalarni maxsus talim muassasalariga qabul qilish psixologik-tibbiy-pedagogik komissiyalarning xulosasi boyicha ota-onalari yoki ularning ornini bosuvchi shaxslarning roziligiga kora amalga oshiriladi. Sinflar 12 nafar oquvchidan iborat boladi.

Xulosa o'rnida shuni aytish mumkinki, anomal bolalar bilan olib boriladigan korreksion o'qitish uslublari o'quv jarayonida amalga oshiriladi. Rivojlanishida kamchiligi bo'lgan bolalar korreksion –rivojlantiruvchi ta'lim va tarbiyalarga muhtoj bo'lishadilar. Albatta bu borada insonparvarlik tamoyili har bitta bola uchun o'z qobiliyatini maksimal darajada rivojlantira oladigan zarur sharoitlarni o'z vaqtida yaratib berishdan iborat bo'lib, u bolani izchil va batafsil o'rganish, uning yo'lida uchraydigan qiyinchiliklarni yo'qotish yo'llarini va vositalarini izlash kerak bo'ladi.

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KONSTITUTSIYA - BAXTIMIZ QOMUSI, HUQUQ VA ERKINLIKLARIMIZ HIMOYACHISI

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ANNOTATSIYA

Ushbu maqolada yangi tahrirdagi Konstitutsiyamizga kiritilgan o‘zgarishlar, uning inson qadri hamda fuqarolarning huquq va erkinliklariga ta’siri, shuningdek, jamiyat hayotida tutgan o‘rni, davlatda qonunlarning ustun bo‘lishi haqida fikr yuritilgan.

Kalit so‘zlar: *suveren, huquq, qonun, inkluziv, demokratiya, sud, advokatura, adolat.*

THE CONSTITUTION IS THE PUBLIC OF OUR HAPPINESS, THE PROTECTOR OF OUR RIGHTS AND FREEDOMS

ABSTRACT

This article discusses the changes made to our new Constitution, its impact on human dignity and the rights and freedoms of citizens, as well as its role in the life of society, the supremacy of laws in the state.

Key words: *sovereign, right, law, inclusive, democracy, court, bar, justice.*

KIRISH. Davlat va jamiyat hayotining asosiy tamoyillarini belgilab beruvchi, inson huquq va erkinliklarining huquqiy kafolati vazifasini o'tovchi Konstitutsiya -nafaqat davlatning muhim ramzi, balki har bir inson, jamiyat hamda xalqlarning huquqiy timsoli hamdir. O'zbekiston Respublikasi ham o'zining tarixiy o'tmishini kuzatib, o'z kelajagini o'ylagan holda Konstitutsiyamizga bir qator o'zgartish hamda qo'shimchalar kiritdi. E'tiborli jihati shundaki Konstitutsiya oliy vakillik organi Oliy Majlis tomonidan emas balki, xalqning xohish irodasiga bog'liq tarzda referendum orqali qabul qilindi. 1992-yil 8-dekabrda qabul qilingan konstitutsiyamizdan farqli ravishda normalar soni ortdi hamda konstitutsiyamiz 65% ga yangilandi.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI. Yangi tahrirdagi Konstitutsiyada eng e'tiborga molik jihatlardan biri, bu 1-moddada aks etgan bo'lib unga ko'ra "O'zbekiston — boshqaruvning respublika shakliga ega bo'lgan suveren, demokratik, huquqiy, ijtimoiy va dunyoviy davlat" [1].

Bu moddadan ko'rinib turibdiki, davlatimiz suveren davlat hisoblanib ichki va tashqi siyosatni o'zi mustaqil ravishda amalga oshiradi. Shuningdek, davlatda demokratik huquq va erkinliklar ustuvor hisoblanadi. Ushbu norma Konstitutsiyaning 155-moddasi orqali 1-modda qayta ko'rib chiqish mumkin emasligi tog'risidagi qoida bilan mustahkamlab qo'yildi. Hamda davlat doimiy ravishda demokratik, huquqiy va suveren davlat bo'ladi - deb e'tirof etildi. Dunyoning rivojlangan davlatlarida ushbu qoida mustahkamlangan bo'lib, masalan, Fransiyada respublika boshqaruv shakli, Germaniyada davlatning federativ tuzilishi, Braziliyada hokimiyat vakolatlarini taqsimlash prinsipi o'zgartirilishi mumkin emas, shuningdek, Rossiya Konstitutsiyasining 1, 2 va 9- boblari o'zgartirilishi mumkin emas [2].

Ushbu maqolani yozishda muammoviy tahlil, qiyosiy tahlil, og'zaki tarix kabi ilmiy tadqiqot usullaridan foydalanildi.

NATIJARLAR. O'zbekiston Respublikasi Konstitutsiyasini o'rganish jarayonida shuni alohida ta'kidlash kerakki O'qitishning inkluziv ta'lim tizimi alohida modda sifatida

bayon qilindi. Bu orqali o‘quvchilar ta’lim dargohiga borish imkoniga ega bo‘lmasalar masofaviy o‘qitish tizimi orqali dars berish bu bilan yoshlarga zamonaviy bilim berish tizimi yo‘lga qo‘yildi. Prezidentimiz ta’biri bilan aytganda: “Bugun bitta kitob o‘qigan bola, ertaga televizor ko‘rib o‘tirgan o‘nta bolani boshqarishi mumkin”.

Dunyodagi har bir rivojlangan davlatning ortida uning qonuni, huquq va erkinliklari turadi. Davlatda qabul qilingan barcha qonun va normativ-huquqiy hujjatlar bosh qomusga amal qilingan holatda qabul qilinadi. Buyuk davlat arbobi yengilmas sarkarda Amir Temur “kuch-adolatda” deb bejiz aytmagan. Xo‘sh adolat qayerda biz uni qanday qo‘llashimiz mumkin. Konstitutsiyamizning 15-moddasida “O‘zbekiston Respublikasida O‘zbekiston Respublikasi Konstitutsiyasi va qonunlarining ustunligi so‘zsiz tan olinadi” - deb belgilab qo‘yilgan. “Amaldagi qonun hujjatlarning hech biri Konstitutsiya normalariga zid kelishi mumkin emas” - ushbu normalar orqali adolatni tushunishimiz mumkin.

Yangi tahrirdagi Konstitutsiyamizda o‘qituvchining huquqiy maqomiga ham alohida e’tibor qaratilgan bo‘lib, “O‘zbekiston Respublikasida o‘qituvchining mehnati jamiyat va davlatni rivojlantirish, sog‘lom, barkamol avlodni shakllantirish hamda tarbiyalash, xalqning ma’naviy va madaniy salohiyatini saqlash hamda boyitishning asosi sifatida e’tirof etiladi”. “Davlat o‘qituvchilarning sha’ni va qadr-qimmatini himoya qilish, ularning ijtimoiy va moddiy farovonligi, kasbiy jihatdan o‘sishi to‘g‘risida g‘amxo‘rlik qiladi” - deb belgilab qo‘yilgan. Bu orqali o‘qituvchilar huquqlarini konstitutsion darajaga olib chiqishga erishildi. O‘qituvchilarni himoya qilish konstitutsiya orqali amalga oshirilishi belgilab qo‘yildi.

O‘zbekiston Respublikasi qonunlariga binoan fuqarolarning buzilgan huquq va erkinliklarini himoya qiluvchilar bo‘lib bular advokatlar hisoblanadi. Yangi tahrirdagi konstitutsiyamizning o‘ziga xosligi ushbu norma alohida bob sifatida kiritildi. Konstitutsiyamizning XXIV bobi advokaturaga atalgan bo‘lib u 141-142 moddalarni o‘z ichiga oladi. Konstitutsiya normalariga ko‘ra: “Jismoniy va yuridik shaxslarga malakali

yuridik yordam ko'rsatish uchun advokatura faoliyat ko'rsatadi. Advokatura faoliyati qonuniylik, mustaqillik va o'zini o'zi boshqarish prinsiplariga asoslanadi.

Advokaturani tashkil etish va uning faoliyati tartibi qonun bilan belgilanadi.”

MUHOKAMA. Qonunga ko'ra fuqarolar sudga davo qo'zgatish yoki boshqa hollarda murojaat qilishlari mumkin. Fuqarolarning vakili sifatida advokatlar ishtirok etadilar. O'zbekiston Respublikasida sud adolatli tarzda yo'lga qo'yiladi. Bu qonunlarimiz orqali mustahkamlab qo'yilgan. Qonunga ko'ra, “Fuqarolar va yuridik shaxslar, agar sud orqali himoya qilishning boshqa barcha vositalaridan foydalanib bo'lingan bo'lsa, sudga ko'rib chiqilishi tugallangan muayyan ishda sud tomonidan o'ziga nisbatan qo'llanilgan qonunning Konstitutsiyaga muvofiqligi to'g'risidagi shikoyat bilan O'zbekiston Respublikasi Konstitutsiyaviy sudiga murojaat qilishga haqli.” Ushbu qoida konstitutsiyamizning 133-moddasida o'z ifodasini topgan. Bundan shuni anglash mumkinki O'zbekiston fuqarolari buzilgan huquqlarini qayta tiklash maqsadida nafaqat Oliy sudga, balki Konstitutsiyaviy sudga ham murojaat qilish huquqiga egadirlar.

Hokimiyatning bo'linish prinsipi bu davlatning vakolatli yuqori organlarining bir birini tiyib, teng ishlashini muvofiqlashtirish maqsadida ta'minlangan. Davlatda hokimiyatning bo'linish prinsipidan foydalanish to'g'risida ko'plab fikrlar bo'lib, Sharl lui Monteskyu shunday deydi.: “Agar sud hokimiyati ijro hokimiyati bilan birlashsa u holda sud hakami sitamgarga aylanishiga imkoniyat tug'iladi”[3]. Bu so'zdan shuni tushuning mumkinki bir davlat organida ishlovchi xodim boshqa organida ham ishlasa, bu bir birini tiyib turish tamoyilining buzilishi hisoblanadi.

XULOSA VA TAKLIFLAR. Siyosiy erkinlik xohlagancha ish tutish degani emas. Erkinlik qonun yo'l qo'ygan har qanday ishni bajarish huquqi bilan belgilanadi agar fuqaro qonunda taqiqlangan ishga qo'l ursa, erkinlikdan mahrum bo'ladi. Xo'sh, shunday ekan fuqarolar o'z erkinliklarini qanday bilib oladilar. Quyidagilarni amalga oshirish orqali fuqarolar o'z huquqlari haqida kengroq tushunchaga ega bo'ladilar hamda

Konstitutsiyadagi normalarni hayotga tezkorlikda hamda izchil ravishda tadbiiq etishga erishish mumkin bo‘ladi:

- Konstitutsiya normalarini fuqarolar gavjum joylarga afisha tartibida yoki ro‘yxat tartibida joylashtirish bu orqali fuqarolarnig o‘z huquqlarini bilishga erishish;
- radio hamda televideniyalarda turli xil reklamalarnig o‘rniga fuqarolarning konstitutsiyaviy huquqlaridan iqtiboslar keltirish;
- fuqarolarning davlat organlariga onlayn murojaatini yanada soddalashtirish maqsadida bitta aqlli platforma yaratilib, savollar qaysi organga kelib tushgan bo‘lsa tezkorlikda javob qaytarish bunda fuqaro qaysi sayt orqali murojaat qilishini o‘ylab o‘tirmasdan, shu platforma orqali murojat yo‘llab qo‘ya qoladi.

FOYDALANILGAN ADABIYOTLAR

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ATROF-MUHITNING KIMYOVIY IFLOSLANISHINI XALQARO-HUQUQIY TARTIBGA SOLISH

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ANNOTATSIYA

Tabiat so'zini inson eshitganda uning hayoliga shubhasiz go'zal muhit va yashillik keladi. Ammo oxirgi davrda odamlarning o'zlari tomonidan sodir etayotgan ba'zi harakatlari atrof-muhitga jiddiy ta'sir ko'rsatib, tabiat haqidagi dastlabki tushunchalarning mutlaqo aksini namoyon etmoqda. Ushbu maqolada atrof-muhitga yetkazilayotgan zararlarning xavfli oqibatlari, uning inson hayotiga zararli ta'sirlari, dunyo miqyosida tabiatning ifloslanishining statistikasi, atrof-muhitning muhofaza qilishning xalqaro va milliy-huquqiy standartlari haqida yoritilgan.

***Kalit so'zlar:** antropogen ifloslanish, kimyoviy ifloslanish, pestitsidlar, Rotterdam konvensiyasi.*

МЕЖДУНАРОДНО-ПРАВОВОЕ РЕГУЛИРОВАНИЕ ХИМИЧЕСКОГО ЗАГРЯЗНЕНИЯ ОКРУЖАЮЩЕЙ СРЕДЫ

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АБСТРАКТНЫЙ

Когда человек слышит слово «природа», ему на ум, несомненно, приходит красивая окружающая среда и зелень. Но в последнее время некоторые действия людей сами по себе оказывают серьезное влияние на окружающую среду, показывая полную противоположность первоначальному пониманию природы. В данной статье описаны опасные последствия нанесения ущерба окружающей среде, его вредное воздействие на жизнь человека, статистика глобального загрязнения окружающей среды, международные и национальные правовые нормы охраны окружающей среды.

Ключевые слова: антропогенное загрязнение, химическое загрязнение, пестициды, Роттердамская конвенция.

INTERNATIONAL LEGAL REGULATION OF CHEMICAL POLLUTION OF THE ENVIRONMENT

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ABSTRACT

When a person hears the word nature, the beautiful environment and greenery undoubtedly come to his mind. But in recent times, some of the actions of people by themselves have a serious impact on the environment, showing the complete opposite of the initial understanding of nature. This article describes the dangerous consequences of damage to the environment, its harmful effects on human life, statistics of global environmental pollution, international and national legal standards of environmental protection.

Key words: *anthropogenic pollution, chemical pollution, pesticides, Rotterdam Convention.*

KIRISH

Atrof tabiiy muhitni ifloslanishi — ekologik holatga salbiy ta'sir qiladigan moddalarning atrof muhitda mavjudligi. Atrof tabiiy muhitni ifloslanishi tabiiy resurslarning kamayib ketishidan tashqari, ekologik tizimlarning buzilishiga va energiya almashinuvining tabiiy holatda kechishiga jiddiy ta'sir qiladi. Atrof tabiiy muhitni ifloslanishi tabiiy moddalar tuproq, suv, yer osti boyliklari, atmosfera havosi tarkibining fizik va kimyoviy o'zgarishiga olib keladi.

Agar bunday o'zgarish inson hayotining faoliyati bilan bog'liq bo'lsa — antropogen ifloslanish, uning ishtirokisiz bog'liq bo'lsa tabiiy ifloslanish deyiladi¹. Insonning yashab turgan muhiti uning butun umriga, sog'lig'iga va hatto uning avlodlariga ham ta'sir qilishi hech kimga sir emas albatta. Hozirgi davrda atrof-muhitning tobora shiddat bilan bilan zaharlanib borishi qanchadan-qancha insonlarning hayotdan ko'z yumushlariga sabab bo'layotgani achinarli holat hisoblanadi. Kimyoviy ifloslanishni xalqaro huquqiy tartibga solish hozirgi va kelajak avlodlar uchun atrof-muhitni saqlash bo'yicha jamoaviy majburiyatni aks ettiradi. Shartnomalar, bitimlar va konvensiyalarni o'rnatish orqali jahon hamjamiyati kelishilgan harakatlar uchun zamin yaratdi. Biroq, kimyoviy ifloslanishni bartaraf etish milliy va xalqaro darajada doimiy sa'y-harakatlarni talab qiladi, bunda barcha uchun toza va sog'lom sayyorani ta'minlash uchun innovatsiyalar, hamkorlik va barqaror amaliyotlarga e'tibor qaratilmoqda.

Atrof-muhitning kimyoviy ifloslanishini xalqaro huquqiy tartibga solish birinchi navbatda turli xalqaro shartnomalar, bitimlar va konvensiyalar bilan tartibga solinadi. Ushbu huquqiy hujjatlar kimyoviy ifloslanishning transchegaraviy xususiyatini hal qilish va mamlakatlar atrof-muhitni kimyoviy ifloslanishning zararli ta'siridan himoya qilish uchun birgalikda harakat qilishini ta'minlash uchun ishlab chiqilgan.

¹ <https://uz.m.wikipedia.org>>

Bu boradagi eng muhim xalqaro huquqiy hujjatlardan biri doimiy organik ifloslantiruvchi moddalar (POP) to'g'risidagi Stokgolm konvensiyasi bo'lib, uning maqsadi atrof-muhit va atrof-muhitda saqlanib qoladigan yuqori zaharli kimyoviy moddalar bo'lgan TOKlarni ishlab chiqarish, foydalanish va chiqarishni yo'q qilish yoki cheklashdan iborat. tirik organizmlarda bioto'planishi mumkin. Konvensiya ko'plab mamlakatlar tomonidan ratifikatsiya qilingan va bir qancha zararli kimyoviy moddalardan bosqichma-bosqich voz kechishga olib keldi. Yana bir muhim shartnoma xavfli chiqindilarning paydo bo'lishini minimallashtirish va ularni ekologik jihatdan oqilona boshqarishni ta'minlashga qaratilgan xavfli chiqindilarning transchegaraviy olib o'tishini va ularni yo'q qilishni nazorat qilish to'g'risidagi Bazel konvensiyasidir.

Konvensiya xavfli chiqindilarni transchegaraviy olib o'tish va ularni utilizatsiya qilishni nazorat qilish, shuningdek, xavfli chiqindilar paydo bo'lishining oldini olish va kamaytirish qoidalarini o'z ichiga oladi.

Xalqaro savdoda ba'zi xavfli kimyoviy moddalar va pestitsidlar uchun oldindan xabardor qilingan rozilik tartibi to'g'risidagi Rotterdam konvensiyasi ham muhim huquqiy hujjat bo'lib, eksport qiluvchi mamlakatlardan ayrim xavfli kimyoviy moddalar va pestitsidlarni jo'natishdan oldin import qiluvchi mamlakatlardan rozilik olishni talab qiladi va shu bilan import qiluvchi mamlakatlarga shunday qilish imkoniyatini beradi. kimyoviy moddalarni qabul qilish to'g'risida xabardor qilingan qarorlar. Ushbu konvensiyalarga qo'shimcha ravishda atrof-muhitning kimyoviy ifloslanishini tartibga soluvchi mintaqaviy kelishuvlar va milliy qonunlar ham mavjud. Misol uchun, Evropa Ittifoqi xavfli kimyoviy moddalarni ishlab chiqarish va ulardan foydalanishni nazorat qilish uchun bir nechta direktivalar va qoidalarni qabul qildi, Qo'shma Shtatlarda atrof-muhitni muhofaza qilish, kompensatsiya va javobgarlik to'g'risidagi keng qamrovli qonun (CERCLA) va toksik moddalarni nazorat qilish to'g'risidagi qonun kabi qonunlar mavjud. (TSCA) xavfli moddalarni chiqarish va utilizatsiya qilishni tartibga solish.

Umuman olganda, atrof-muhitning kimyoviy ifloslanishini xalqaro huquqiy tartibga solish murakkab va rivojlanayotgan soha bo'lib, atrof-muhitni kimyoviy

ifloslanishning zararli ta'siridan himoya qilishga qaratilgan xalqaro, mintaqaviy va milliy darajadagi turli huquqiy hujjatlar mavjud hisoblanadi.

MATERIAL VA METODLAR. Ifloslanishning ta'siri va turli xil ifloslanishni nazorat qilish rejimlarining oqibatlari juda murakkab bo'lib, psixologik tadqiqotlar shuni ko'rsatadiki, odamlar murakkab muammolarni o'zlariga qaraganda boshqacha hal qilishadi. Masalan, ular murakkab muammolarni ajratish uchun mo'ljallangan soddalashtirilgan evristikalarni qo'llashga moyil hisoblanadilar. Garchi bu evristikalar tez-tez moslashuvchan bo'lsa-da, ular bizni yo'ldan ozdirishi mumkin. Ko'proq asosli tizimdagi murakkablik yoki sabab-oqibat munosabatlari, soddalashtiruvchi evristika shunchalik ko'p buzilishlarni keltirib chiqaradi²¹.

JONLI TABIATNING XAVFLI INQIROZGA UCHRASHI. Bu yerda bugungi

kunda sayyoramiz oldida turgan ko'plab xavfli tabiat inqirozlari mavjud, ammo eng dolzarblaridan biri bioxilma-xillikning pasayishi hisoblanadi. Biologik xilma-xillik Yerdagi hayotning xilma-xilligini, jumladan o'simliklar, hayvonlar, zamburug'lar va mikroorganizmlarni anglatadi. Bu xilma-xillik sayyoramiz salomatligi va barcha

tirik mavjudotlar, jumladan, odamlarning farovonligi uchun juda muhimdir. O'tgan asrda inson faoliyati biologik xilma-xillikning keskin pasayishiga olib keldi. Bu pasayish bir qator omillar, jumladan, yashash joylarining yo'qolishi, ifloslanish, iqlim o'zgarishi va tabiiy resurslardan ortiqcha foydalanish bilan bog'liq. Ushbu pasayish natijasida ko'plab turlar yo'qolib ketish xavfi ostida.

Biologik xilma-xillikning yo'qolishi bir qator salbiy oqibatlarga olib keladi. Masalan, changlatish va suvni tozalash kabi ekotizim xizmatlarining pasayishiga olib kelishi mumkin. Bu, shuningdek, ekotizimlarni iqlim o'zgarishi va boshqa buzilishlarga nisbatan zaifroq qilishi mumkin. Bundan tashqari, biologik xilma-

¹ <https://advance.lexis.com/api/document?id=urn:contentItem:67WB-RN91-DYRW-V4FV-00000-00&idtype=PID&context=1516831>

xillikning yo‘qolishi inson salomatligiga sezilarli ta‘sir ko‘rsatishi mumkin. Masalan, ko‘plab muhim dorilar o‘simliklar va hayvonlardan olinadi. Agar bu turlar yo‘q bo‘lib ketsa, biz ushbu hayotni qutqaruvchi muolajalardan mahrum bo‘lishimiz mumkin.

Biologik xilma-xillikning kamayishi murakkab muammo bo‘lib, oson yechimlari yo‘q. Biroq, bu inqirozni hal qilish uchun shaxslar va hukumatlar qila oladigan bir qator ishlar mavjud. Bularga quyidagilar kiradi:

- Yashash joyini himoya qilish;
- Ifloslanishni kamaytirish;
- Iqlim o‘zgarishini hal qilish;
- Resurslardan barqaror foydalanishni rag‘batlantirish;
- Tabiatni muhofaza qilish bo‘yicha harakatlarni qo‘llab-quvvatlash;

Hozirgi davrda biz yashab turgan zaminning inqirozga yuz tutishining natijalarini sanaydigan bo‘lsak uning nihoyasini topishga ikkilanib qolmoqdamiz bularga misol qilib quyidagilarni keltirishimiz mumkin:

- global isish;
- biologik xilma-xillikning yo‘qolishi;
- ozon qatlamining yemirilishi;
- muzliklarning yemirilishi;
- o‘rmonlarning kesilishi natijasida ularning yo‘qolib borishi;
- oziq-ovqatning chiqindilari masalan plastik idishlar;
- tuproq degradatsiyasi;
- suvning ifloslanishi;
- okeanning kislotalanishi;
- suv tanqisligi.

Biz hozirgi hayot tarzimizni saqlab qolish uchun 1,6 Yer ekvivalentidan foydalanmoqdamiz va ekotizimlar bizning talablarimizga javob bera olmaydi. (Becoming Generation Restoration, UNEP). Dunyodagi 8 millionga yaqin o‘simlik va hayvonlarning bir millioni yo‘qolib ketish xavfi ostida. (IPBES). Er yuzasining 75 foizi inson harakatlari tufayli sezilarli darajada o‘zgargan, shu jumladan botqoqli

hududlarning 85 foizi. (IPBES). Okean hududining 66 foizi inson faoliyati, jumladan, baliqchilik va ifloslanish ta'sirida. (IPBES). Dunyodagi dengiz baliqlarining 90% ga yaqini to'liq ekspluatatsiya qilinadi, haddan tashqari ekspluatatsiya qilinadi yoki tugaydi. (UNCTAD). Bizning global oziq-ovqat tizimimiz biologik xilma-xillikni yo'qotishning asosiy omili bo'lib, faqat qishloq xo'jaligi yo'qolib ketish xavfi ostida bo'lgan 28 000 turdan 24 000 tasi aniqlangan tahdid hisoblanadi. (Chatham House va UNEP). Qishloq xo'jaligining kengayishi yerdagi biologik xilma-xillikning yo'qolishining 70 foizini tashkil qiladi. (CBD)

STATISTIKA. Kimyoviy ifloslanishni xalqaro huquqiy tartibga solish hozirgi va kelajak avlodlar uchun atrof-muhitni saqlash bo'yicha jamoaviy majburiyatni aks ettiradi. Shartnomalar, bitimlar va konvensiyalarni o'rnatish orqali jahon hamjamiyati kelishilgan harakatlar uchun zamin yaratdi. Biroq, kimyoviy ifloslanishni bartaraf etish milliy va xalqaro darajada doimiy sa'y-harakatlarni talab qiladi, bunda barcha uchun toza va sog'lom sayyorani ta'minlash uchun innovatsiyalar, hamkorlik va barqaror amaliyotlarga e'tibor qaratiladi. Statistik ma'lumotlarga ko'ra dunyo mintaqalaridagi ifloslanish turlarini quyidagi foizlarda ko'rishimiz mumkin:

1. Xitoy (30%)

Dunyoning eng ko'p aholisi bo'lgan mamlakat ulkan eksport bozoriga ega, bu uning sanoati sayyora uchun jiddiy xavfga aylanib borayotganini ko'rdi. Ushbu sanoatning aksariyati joylashgan beshta viloyatda dioksid dunyoning boshqa mamlakatlariga qaraganda ko'proq chiqariladi. Natijada, Pekin so'nggi yillarda atrof-muhit ifloslanishi uchun doimiy qizil signallarni boshdan kechirdi.

2. AQSH (15%)

Dunyoning eng yirik sanoat va tijorat kuchi. Garchi so'nggi paytlarda u iqlim o'zgarishiga qarshi kurash bo'yicha eng muhim tashabbuslarni ilgari surgan bo'lsa-da, amalda ularning aksariyati etarli emasligi ko'rsatildi. Uning ifloslanish darajasi ham katta shaharlar bilan chegaralanmaydi; ko'pgina qishloq joylari ham oqibatlarini seza boshlaydi.

3. Hindiston (7%)

Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, dunyodagi eng ifloslangan 15 ta shahardan 14 tasi Hindistonda. Mamlakatda 1981 yildan beri havo sifatini himoya qiluvchi qonun mavjud, ammo qazib olinadigan yoqilg'ilarni yoqish sezilarli darajada o'sdi va natijada Hindiston dunyodagi eng ifloslantiruvchi davlatlar reytingida uchinchi o'rinni egalladi.

4. Rossiya (5%)

Geografik jihatdan dunyodagi eng yirik davlat neft, ko'mir, gaz va qazib olinadigan yoqilg'i kabi mahsulotlarga yuqori darajada qaramligi uchun ushbu reytingda paydo bo'ldi. Bundan tashqari, so'nggi bir necha o'n yilliklarda u bir nechta ekologik favqulodda vaziyatlarni boshdan kechirdi va o'rmonlarning kesilishi va hayvonlar ovining yuqori darajasiga ega.

5. Yaponiya (4%)

Nihoyat, Xitoydan keyingi boshqa buyuk Osiyo davlati ro'yxatni to'ldiradi. Yaponiya dunyodagi qazib olinadigan yoqilg'ining eng yirik iste'molchisi va issiqxona gazlarining beshinchi yirik emissiyasidir. Bu holat shahar rivojlanishining yuqori darajasi va sanoatning tabiatga unchalik ahamiyat bermasligi bilan bog'liq.

Kimyoviy chiqindilar miqyosi yiliga 220 milliard tonnani tashkil etishi taxmin qilinmoqda, ulardan issiqxona chiqindilari atigi 20% ni tashkil qiladi va haqiqatan ham kattaroq bo'lishi mumkin (1-rasm) (Cribb 2017). Bundan tashqari, kimyoviy relizlar katta darajada kumulatifdir. Odamlarning kimyoviy belgisi hozir hamma joyda mavjud bo'lib, u atmosferaning yuqori qatlamlarida, eng baland tog'larda, eng chuqur okeanlarda, qutbdan qutbgacha va eng chekka, aholi yashamaydigan hududlarda, tuproqda, suvda, havoda va dengizda aniqlangan. inson oziq-ovqat zanjiri (Gruber 2018). Okeanlar va ko'llarda 700 dan ortiq "o'lik zonalar" ma'lum bo'lib, o'g'itlar, agrokimyoviy moddalar va cho'kindi moddalar bilan ifloslanishi ushbu yashash joylarining buzilishi bilan eng kuchli bog'liq bo'lgan omillardan biridir (Diaz va

Rosenberg, 2008, Laffoley va Baxter, 2019). Sanoat kimyoviy moddalari, shu jumladan ma'lum kanserogenlar va ularning qoldiqlari barcha populyatsiyalarning qon va to'qimalarida, jumladan, tug'ilmagan va chaqaloqlarda (Mathiesen va boshq., 2021, Soleman va boshq., 2020) hamda ona sutida (Hu va boshqalar) aniqlangan. boshq., 2021, van den Berg va boshq., 2017). Ular suv biotasida, o'simliklarda va yovvoyi hayvonlarda, shuningdek oziq-ovqat mahsulotlarida uchraydi (Gruber 2018). Hayot genetika, metabolizm, ovqatlanish va atrof-muhitning funksiyasidir va kimyoviy toksiklik bu funksiyalarning har birini buzishi mumkin; barcha antropogen kimyoviy moddalarning birgalikdagi va kumulatif ta'siri, birgalikda harakat qilib, inson hayotining o'ziga putur etkazishi mumkin¹.

TARTIBGA SOLISH. Ba'zi shtatlar va mahalliy aholi punktlari va xalqaro tashkilotlar plastiklarga oid qonunlar va qarorlar qabul qildilar. Eng muhimi, Birlashgan Millatlar Tashkiloti 2022 yil mart oyida "plastmassani tugatish to'g'risida" gi qonuniy majburiy shartnomani ishlab chiqish rejasini o'z ichiga olgan rezolyutsiyani qabul qildi. Birlashgan Millatlar Tashkilotining Atrof-muhit bo'yicha dasturining Atrof-muhit assambleyasi qarori 5/14 (2-mart, 2024-yil). Qarorda plastic ifloslanish mikroplastmassalarni o'z ichiga olishi tan olinadi².

Plastmassa ifloslanishini yanada samarali nazorat qilishning eng oddiy yondashuvi maqsadli takomillashtirishdir. Misol uchun OCPSF oqava suvlarini cheklash bo'yicha ko'rsatmalarni va CAAni yangilashni o'z ichiga oladi. Biroq, potentsial eng ta'sirli o'zgarish EPKga tegishli bo'lishi mumkin. TSCA polimerdan ozod qilish 409, deb taxmin qilingan yaxshi polimerlar EPKga qaraganda ko'proq zarar keltiradi. Hozirgi vaqtda EPK ba'zi potentsial zaharli qo'shimchalarni va ular bilan parchalanadigan polimerlarni istisno qiladi. EPA potentsial toksik qo'shimchalar bo'lgan barcha polimerlarni ko'rib chiqishi va ularni to'liq ta'minlashi kerak. EPK

¹ <https://uznature.uz>

² <https://advance.lexis.com/api/document?id=urn:contentItem:6829-3M81-DY89-M2VJ-00000-00&idtype=PID&context=1516831>

shuningdek, toksik bo‘lmagan muhim ta’sirlarni hisobga olish uchun o‘z qoidalarini va TSCA amaliyotiga o‘zgartirishlar kiritishi kerak. Bundan tashqari, EPA oldini olish uchun kimyoviy sinfga asoslangan qarorlar qabul qilish orqali TSCA kimyoviy tekshiruvini soddalashtirishi mumkin. Bu kimyoviy ishlab chiqarishning tez sur‘atlariga rioya qilish uchun EPKni yaxshi jihozlaydi. Washington shtati yaqinda uning shtat Ekologiya departamentiga tasniflash va qabul qilish huquqini beruvchi qonunni qabul qildi.

O‘zbekiston Respublikasining statistikasi bo‘yicha O‘zbekiston jiddiy ekologik muammolarga duch kelmoqda, ayniqsa havoning ifloslanishi. Mamlakat havo sifati doimiy ravishda dunyodagi eng yomonlari qatoriga kiradi, zarrachalar (PM_{2.5}) darajasi Jahon sog‘liqni saqlash tashkiloti (JSST) ko‘rsatmalaridan ancha yuqori. 2022-yilda poytaxt Toshkent shahrida PM_{2,5} ning o‘rtacha konsentratsiyasi 48,7 mkg/m³ ni tashkil etdi, bu JSST tomonidan “sog‘lom bo‘lmagan” deb tasniflanadi. Bu ifloslanish darajasi nafas olish muammolari, yurak-qon tomir kasalliklari va saraton kabi bir qator salbiy ta’sirlar bilan bog‘liq. O‘zbekistonda havoning ifloslanishi muammosiga bir qancha omillar ta’sir ko‘rsatadi, jumladan:

Transport: Avtomobillar O‘zbekistonda havoni ifloslantiruvchi asosiy manba bo‘lib, umumiy chiqindilarning 60% ga yaqinini tashkil qiladi. Bu qisman mamlakatning eskirgan avtomobil parki va eskiroq, ko‘proq ifloslantiruvchi avtomobillarga tayanishi bilan bog‘liq.

Sanoat: Sanoat faoliyati, ayniqsa energiya ishlab chiqarish va ishlab chiqarish bilan bog‘liq bo‘lganlar ham havo ifloslanishiga sezilarli hissa qo‘shadi. Bu manbalardan chiqadigan chiqindilarga oltingugurt dioksidi, azot oksidi va uchuvchi organik birikmalar kiradi.

Chang bo‘ronlari: O‘zbekiston chang bo‘ronlariga moyil bo‘lib, atrofdagi cho‘llardan katta miqdorda zarracha moddalarni olib o‘tishi mumkin. Ushbu bo‘ronlar, ayniqsa bahor va yozda havo ifloslanishi darajasini yanada kuchaytirishi mumkin.

O‘zbekiston hukumati mamlakatdagi havoning ifloslanishi muammosini hal qilish bo‘yicha chora-tadbirlar ko‘rdi, jumladan, transport vositalari va sanoat

korxonalar uchun qat'iy emissiya standartlarini joriy etish, toza energiya manbalaridan foydalanishni targ'ib qilish va aholining havo ifloslanishining sog'liq uchun xavflari haqida xabardorligini oshirish. Biroq, bu sa'y-harakatlar cheklangan muvaffaqiyat bilan kutib olindi va havoning ifloslanishi O'zbekistonda asosiy tashvish bo'lib qolmoqda. 2022-yilda O'zbekiston havoga 1,3 million tonnaga yaqin ifloslantiruvchi moddalar chiqargan. Ushbu ma'lumotlardagi sonlarnilarni yuqoriligi hayrantlanarli hioblanadi.

Kimyoviy ifloslanishning ekologik oqibatlari to'g'risida xabardorlik 20-asrning ikkinchi yarmida kuchaydi. Yaponiyadagi Minamata simobidan zaharlanish va

Qo'shma Shtatlardagi Sevgi kanalidagi falokat kabi yuqori darajadagi voqealar xavfli kimyoviy moddalarni ishlab chiqarish, ulardan foydalanish va yo'q qilishni tartibga solishda global hamkorlik zarurligini ta'kidladi.

Bir qator xalqaro shartnomalar va shartnomalar kimyoviy ifloslanishga qarshi huquqiy bazaning asosini tashkil qiladi. 2001-yilda qabul qilingan Doimiy organik ifloslantiruvchi moddalar to'g'risidagi Stokgolm konventsiyasi uzoq masofaga tashish hamda inson salomatligi va atrof-muhitga salbiy ta'siri bilan mashhur bo'lgan turg'un organik ifloslantiruvchi moddalarni ishlab chiqarish va ulardan foydalanishni yo'q qilish yoki cheklashga qaratilgan muhim shartnomadir.

1998-yilda tashkil etilgan Xalqaro savdoda ba'zi xavfli kimyoviy moddalar va pestitsidlar uchun oldindan xabardor qilingan rozilik tartibi to'g'risidagi Rotterdam konventsiyasi xavfli kimyoviy moddalarning xalqaro savdosini boshqarishda umumiy mas'uliyat va hamkorlikdagi sa'y-harakatlarga yordam beradi. Ushbu shartnoma mamlakatlardan potentsial xavfli kimyoviy moddalar to'g'risida ma'lumot almashishni talab qiladi va import qiluvchi mamlakatlar ularni xavfsiz boshqarish va ishlatish imkoniyatiga ega bo'lishini ta'minlaydi. Bundan tashqari, 1989-yilda qabul qilingan Xavfli chiqindilarning transchegaraviy olib o'tishini va ularni yo'q qilishni nazorat qilish to'g'risidagi Bazel konventsiyasi xavfli chiqindilarni chegaralar orqali olib o'tishini ko'rib chiqadi va bunday chiqindilarni ekologik jihatdan oqilona boshqarish va yo'q qilishga urg'u beradi. 1998-yilda tashkil etilgan Xalqaro savdoda ba'zi xavfli

kimyoviy moddalar va pestitsidlar uchun oldindan xabardor qilingan rozilik tartibi to'g'risidagi Rotterdam konventsiyasi xavfli kimyoviy moddalarning xalqaro savdosini boshqarishda umumiy mas'uliyat va hamkorlikdagi sa'y-harakatlarga yordam beradi. Ushbu shartnoma mamlakatlardan potentsial xavfli kimyoviy moddalar to'g'risida ma'lumot almashishni talab qiladi va import qiluvchi mamlakatlar ularni xavfsiz boshqarish va ishlatish imkoniyatiga ega bo'lishini ta'minlaydi.

Bundan tashqari, 1989-yilda qabul qilingan Xavfli chiqindilarning transchegaraviy olib o'tishini va ularni yo'q qilishni nazorat qilish to'g'risidagi Bazel konventsiyasi xavfli chiqindilarni chegaralar orqali olib o'tishini ko'rib chiqadi va bunday chiqindilarni ekologik jihatdan oqilona boshqarish va yo'q qilishga urg'u beradi.

Xalqaro shartnomalar harakatlar uchun asos yaratsa-da, samarali tartibga solish mustahkam milliy amaliyotni talab qiladi. Mamlakatlar xalqaro standartlarga mos keladigan qonunchilikni ishlab chiqish va amalga oshirishga da'vat etiladi. Bu atrof-muhitga zararli kimyoviy moddalar tarqalishini minimallashtirish uchun monitoring tizimlarini yaratish, emissiya chegaralarini belgilash va ehtiyot choralarini ko'rishni o'z ichiga oladi.

Xalqaro huquqiy bazadagi yutuqlarga qaramay, muammolar saqlanib qolmoqda. Majburiylik va rioya qilish davlatlar orasida farq qiladi va kimyoviy ishlab chiqarishning rivojlanayotgan tabiati tegishli ravishda tartibga solinmagan yangi moddalarni keltirib chiqaradi. Bundan tashqari, kimyoviy ifloslanish merosini hal qilish va ifloslangan joylarni tozalash davom etayotgan muammolar bo'lib qolmoqda. Kimyoviy ifloslanish bo'yicha xalqaro huquqiy tartibga solishning kelajagi hamkorlikni kuchaytirish, monitoring va qo'llash mexanizmlarini kuchaytirish hamda xavfsizroq alternativalarini ishlab chiqish va qabul qilishga ko'maklashishdan iborat. Bundan tashqari, kimyoviy ifloslanishga qarshi global kurashda muhim yutuqlarga erishish uchun aholining xabardorligini oshirish va davlatlar va jamoalar o'rtasida umumiy mas'uliyat hissini rivojlantirish muhim ahamiyatga ega.

XULOSA

Xulosa qilib aytganda, atrof-muhitning kimyoviy ifloslanishi xalqaro huquqiy tartibga solish ko'p qirrali va rivojlanayotgan sohadir. U atrof-muhitni kimyoviy ifloslanishning zararli ta'siridan himoya qilishga qaratilgan xalqaro, mintaqaviy va milliy darajadagi bir qator huquqiy hujjatlarni o'z ichiga oladi. So'nggi yillarda mamlakatimizda ekologik xavfsizlikni ta'minlash, ekologik vaziyatni yaxshilash, chiqindilarning insonlar sog'lig'iga zararli ta'sirini oldini olish, tabiiy resurslardan oqilona foydalanish, sanitariya va ekologik holat sifatini oshirish uchun qulay sharoitlar yaratish bo'yicha kompleks chora-tadbirlar izchil amalga oshirilmoqda¹.

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ЭТИЧЕСКИЕ СТАНДАРТЫ ПРЕДОСТАВЛЕНИЯ КОММЕРЧЕСКИХ БАНКОВСКИХ УСЛУГ

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АННОТАЦИЯ

Эта статья посвящена этическим стандартам коммерческих банковских услуг. Автор обсуждает концепцию этических стандартов и их значение в сфере деятельности коммерческих банков, а также основные этические нормы, включая информационную прозрачность и надежность, уважение конфиденциальности клиентов, справедливое и корректное обслуживание, а также в статье рассматриваются возможные нарушения этики обслуживания и способы обеспечения этих услуг в коммерческих банках.

Ключевые слова: этические стандарты, сервис, коммерческие банки, клиенты, прозрачность, конфиденциальность, справедливость, ответственность.

ETHICAL STANDARDS FOR THE PROVISION OF COMMERCIAL BANKING SERVICES

Oblamuradov.S, Talibova.R

ANNOTATION

This article is devoted to ethical standards in commercial banking. The author discusses the concept of ethical standards and their importance in the field of commercial banking, as well as basic ethical standards, including information transparency and reliability, respect for customer confidentiality, fair and correct service, and the article also discusses possible violations of service ethics and ways to provide these services in commercial banks.

Key words: ethical standards, service, commercial banks, clients, transparency, confidentiality, fairness, responsibility

TIJORAT BANK XIZMATLARINI KO'RSATISHNING**AXLOQIY ME'YORLARI****Oblamuradov.S, Talibova.R****ANNOTATSIYA**

Ushbu maqola tijorat banklarida axloqiy me'yorlarga bag'ishlangan. Muallif axloqiy me'yorlar tushunchasi va ularning tijorat banki faoliyatidagi ahamiyati, shuningdek, asosiy axloqiy me'yorlar, jumladan, axborotning shaffofligi va ishonchliligi, mijozlarning maxfiyligini hurmat qilish, adolatli va to'g'ri xizmati va maqolada, shuningdek, tijorat banklarida xizmat ko'rsatish etikasining buzilishi va ushbu xizmatlarni ko'rsatish yo'llari ham muhokama qilinadi.

Kalit so'zlar: *axloqiy me'yorlar, xizmat ko'rsatish, tijorat banklari, mijozlar, shaffoflik, maxfiylik, adolatlilik, mas'uliyat.*

Этические стандарты очень важны в коммерческих банках, поскольку они помогают установить кодекс поведения и создают надежную основу для взаимодействия между банками и их клиентами и сотрудниками.

Некоторыми из основных ценностей этических стандартов коммерческих банков являются:

1. Доверие клиентов: Банки основаны на доверии, и этические стандарты помогают поддерживать это доверие. Клиенты должны убедиться в том, что их финансовые интересы должным образом защищены и что банк действует честно и беспристрастно (прежде всего, клиент должен доверять своему банку).

2. Прозрачность: Этические стандарты требуют, чтобы банки обеспечивали прозрачность операций с клиентами. Банки должны предоставлять всю необходимую информацию об услугах, сборах и расходах, чтобы клиенты могли делать осознанный выбор (Узбекистан имеет стабильный и эффективно исполняемый национальный бюджет, но необходимо увеличить национальные финансы. Капиталбанк - один из лучших)

3. Защита конфиденциальности: По-скольку банки имеют доступ к конфиденциальной информации своих клиентов, этические нормы требуют, чтобы эта информация оставалась конфиденциальной. Когда дело доходит до конфиденциальности финансовых данных, клиенты должны чувствовать себя защищенными. (В качестве примера Kapitalbank, настоящая политика конфиденциальности (далее - политика) мобильного приложения Kapitalbank (далее - приложение) применяется к акционерному коммерческому банку Kapitalbank (далее - банк). Это относится к информации, которую вы можете использовать при использовании приложения.)

4. Справедливость: Банки должны принимать справедливые решения и действовать в наилучших интересах своих клиентов. Это включает в себя проведение дополнительных проверок безопасности и соответствия требованиям перед предоставлением финансовых продуктов, а также обеспечение того, чтобы клиенты получали предложения, соответствующие их потребностям и возможностям (это может быть связано с очередью банка, которая может привести к множеству споров)

5. Экологическая ответственность: Банки соблюдают этические стандарты, связанные с использованием ресурсов, сокращением выбросов опасных веществ и устойчивостью деловой практики. Это позволяет банкам брать на себя социальную ответственность и реагировать на растущий спрос на устойчивое развитие.

6. Борьба с отмыванием денег и финансированием терроризма: Банки должны строго соблюдать правила борьбы с отмыванием денег и финансированием терроризма. Это важное этическое требование, которое помогает предотвратить использование банковских услуг в незаконных целях.

Вообще говоря, этические стандарты играют фундаментальную роль в укреплении доверия и поддержании репутации банков, а также в защите интересов клиентов и общества в целом.

А. Концепция этических стандартов для коммерческих банковских услуг:

- Этические стандарты- это правила и принципы, сформулированные компанией,и сотрудники коммерческих банков должны соблюдать их при предоставлении услуг клиентам.

- Роль этических стандартов в обслуживании клиентов заключается в обеспечении честности, надежности и прозрачности взаимодействия между банками и клиентами, а также в защите интересов и прав клиентов.

В.Важность этических стандартов в сфере коммерческого банкинга:

-Обеспечение доверия клиентов – Этические стандарты обслуживания клиентов помогают укрепить доверие между клиентами к надежности и добросовестности банка.

-Создавать преимущества для конкурентов- Банки, которые следуют этическим стандартам,могут создавать преимущества,превосходящие преимущества конкурентов, привлекая больше клиентов.

-Поддерживать репутацию банка -Соблюдение этических норм помогает поддерживать репутацию банка и становиться надежным партнером для клиентов.

С.Основные этические стандарты коммерческих банков:

1. Прозрачность и надежность информации – банки должны предоставлять клиентам четкую и правдивую информацию об услугах, сборах, комиссионных вознаграждениях и других условиях.

2. Конфиденциальность клиентов - Банки должны защищать личные и финансовые данные своих клиентов от утечки и несанкционированного доступа.

3. Справедливое и адекватное обслуживание - Банки должны предоставлять услуги клиентам справедливо, без предубеждений и дискриминации, принимая во внимание их интересы и потребности.

4. Социальная и экологическая ответственность-

Банки должны осознавать свое социальное и экологическое воздействие и участвовать в устойчивом развитии общества и окружающей среды.

Существует вероятность нарушения стандартов служебной этики. Примеры нарушений и их последствия:

1) Нарушение правил конфиденциальности: Раскрытие личной информации без согласия клиента может привести к серьезным последствиям, таким как потеря доверия со стороны клиента, нарушение законов о конфиденциальности и потенциальные юридические последствия.

2) Ненадлежащее обращение клиентами: Грубое или неуважительное обращение с клиентами может привести к неудовлетворенности компанией или услугами, отрицательным отзывам, потере клиентов и ущербу репутации компании.

3) Гендерная или расовая дискриминация: Дискриминация в отношении клиентов по признаку пола, расы, национальности или других личных характеристик может нарушать этические нормы и приводить к серьезным последствиям для компании, включая потери клиентов, юридические проблемы и плохую репутацию.

4) Отклонение от профессиональных стандартов: невыполнение профессиональных обязательств или ненадлежащее выполнение работы может привести к неудовлетворенности клиентов, потере доверия и возможным юридическим последствиям.

5) Конфликт интересов: противопоставление личных интересов или интересов третьих лиц интересам клиентов нарушает этические нормы, приводит к потере доверия и оказывает негативное влияние на компанию.

6) Необоснованное повышение стоимости услуг и товаров: при отсутствии объективных причин или обмане клиентов в отношении затрат повышение цен приведет к неудовлетворенности клиентов и убыткам.

7) Недостаточная квалификация и обучение сотрудников: Плохое обслуживание или неудовлетворительная производительность работы из-за недостаточной подготовки или квалификации сотрудников ухудшат репутацию компании и вызовут недовольство клиентов.

Нарушение этих этических норм может привести к потере доверия клиентов, угрозе юридической ответственности, ухудшению репутации компании и, в конечном счете, оказать негативное влияние на бизнес и его успех.

-Контролировать деятельность сотрудников и управлять ею

-Вознаградить и поощрять этическое поведение

-Поддерживать и продвигать этические решения и инициативы сотрудников

-Четко определить ответственность и наказания за нарушения этических норм

-Установить прозрачность и открытость во всех банковских операциях;

-Взаимодействовать с внешними заинтересованными сторонами для получения обратной связи и предложений по вопросам этики

Этические стандарты очень важны в обслуживании клиентов коммерческих банков и играют важную роль в установлении долгосрочных отношений с клиентами. Вот некоторые из основных значений этических стандартов::

1. Доверие клиентов: Этические стандарты помогают установить и поддерживать доверие клиентов, а объективность и беспристрастность обслуживания клиентов являются важными аспектами этого доверия. Банкам необходимо доказать свою приверженность защите интересов своих клиентов.

2. Профессионализм: Банки должны придерживаться высоких стандартов профессионализма во всех аспектах обслуживания клиентов, включая обучение персонала и поддержку со стороны специалистов по финансовому планированию и менеджменту.

3. Конфиденциальность: Банки должны соблюдать строгие правила для обеспечения конфиденциальности информации о клиентах. Это позволяет клиентам чувствовать себя уверенно и в безопасности при хранении своих личных и финансовых данных.

4. Эффективность и точность: Банки стремятся к высокому уровню операционной эффективности и точности, чтобы свести к минимуму ошибки и обеспечить быструю и надежную обработку банковских транзакций.

5. Честность и прозрачность: Банки должны быть честными и прозрачными в своей деятельности и предоставлять полную и точную информацию об услугах, сборах расходов, чтобы их клиенты могли принимать обоснованные решения.

6. Этичная реклама и маркетинг: Банки должны соблюдать этические стандарты в своей рекламной и маркетинговой деятельности и избегать ложных обещаний и манипуляций с клиентами.

7. Борьба с отмыванием денег и финансированием терроризма: Банки должны соблюдать все санкции и правила, касающиеся отмывания денег и финансирования терроризма, чтобы предотвратить незаконные финансовые операции.

Общая важность этических стандартов в обслуживании клиентов коммерческими банками заключается в том, что они помогают клиентам доверять банку и создавать положительную репутацию, которая может сочетаться с высокими стандартами качества и ответственным отношением к клиентам. Это важно для успеха банковской деятельности.

Соблюдение этических норм является неотъемлемой частью успешной деятельности банка.

Это важно по нескольким причинам:

1. Решающая роль банковского дела в экономике основана на доверии клиентов. Этическое поведение способствует и поддерживает доверие к банку среди клиентов. Ожидается, что банк будет относиться к деньгам и информации своих клиентов с соблюдением высочайшего уровня этики. Установление этического кодекса банка способствует повышению лояльности клиентов. Клиенты склонны оставаться в банке в течение длительного периода времени и рекомендуют его, когда банк работает добросовестно. Разрушение репутации банка возможно, если она не поддерживается в соответствии с этическими принципами. Честность — основа репутации банка, которая помогает привлекать новых клиентов. Банк должен придерживаться этических стандартов и соблюдать действующее законодательство. Санкции могут быть наложены

регулирующими органами за любое нарушение этических принципов, что может иметь серьезные последствия для банка. Этические стандарты полезны для повышения внутренней культуры организации. Среда, в которой сотрудники работают этично и честно, может повысить их мотивацию.

2. Репутация банка: Репутация - один из самых ценных активов банка, который может быть разрушен нарушением этических норм. Соблюдение этических норм помогает банку сохранить свою репутацию и привлекать новых клиентов.

3. Улучшение внутренней культуры: Соблюдение этических норм помогает улучшить внутреннюю культуру организации. Когда сотрудники работают в этической и честной среде, они более мотивированы и продуктивны. Они также более склонны соблюдать правила и процедуры банка.

В целом, соблюдение этических норм является фундаментом успешной работы банков, помогает укрепить доверие клиентов, сохранить репутацию и соответствовать законодательству. Это также создает лучшие условия для сотрудников и улучшает внутреннюю культуру организации.

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IKKINCHI VA UCHINCHI TIP KLASSIK SOHALAR DEKART KO‘PAYTMALARINING BERGMAN YADROSI

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ANNOTATSIYA

Ushbu maqolada bir jinsli doiraviy matritsaviy sohalarning Bergman yadrolari topish va ularning xossalari o‘rganilgan.

***Kalit so‘zlar.** Klassik sohalari, Bergman yadrosi, yakobiyani, doiraviy soha, avtomorfizm.*

ANNOTATION

This work is devoted to the search for Bergman kernels of homogeneous circular matrix domains and their properties..

***Keywords.** Classical domains, Bergman kernel, Jacobian, circular domain, automorphism.*

Ma’lumki,

$$\Phi_2 = G(B - P_2)(I^{(n)} - \bar{P}_2 B)^{-1} \bar{G}^{-1}, \quad (1.1)$$

akslantirish esa, $\mathfrak{R}_{II}(n)$ ikkinchi tip klassik sohaning, P_2 nuqtasini koordinata boshiga akslantiruvchi avtomorfizmi bo’ladi, bu yerda $Z \in \mathfrak{R}_{II}(n)$ va $G \in \mathbb{C}[n \times n]$ matritsalar quyidagi shartlarni qanoatlantiradi:

$$\bar{G}(I^{(n)} - \bar{P}_2 P_2') G' = I^{(n)}. \quad (1.2)$$

Shuningdek, quyidagi

$$\Phi_3 = A(Z - P_3)(I^{(n)} + \bar{P}Z)^{-1} \bar{A}^{-1} \quad (1.3)$$

akslantirish esa, $\mathfrak{R}_{III}(n)$ ikkinchi tip klassik sohaning, P_3 nuqtasini koordinata boshiga akslantiruvchi avtomorfizmi bo'ladi, bu yerda $Z \in \mathfrak{R}_{III}(n)$ va $A \in \mathbb{C}[n \times n]$ matritsalar quyidagi shartlarni qanoatlantiradi:

$$\overline{A}(I^{(n)} + P_3 \overline{P_3})A' = I^{(n)}. \quad (1.4)$$

Aytaylik, \mathfrak{R} sohani $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalarining dekart ko'paytmasi quyidagi ko'rinishida berilgan bo'lsin:

$$\mathfrak{R} = \mathfrak{R}_{II}(n) \times \mathfrak{R}_{III}(n) = \{(B, Z): B \in \mathfrak{R}_{II}(n), Z \in \mathfrak{R}_{III}(n)\},$$

bu yerda,

$$\mathfrak{R}_{II}(n) = \{B \in \mathbb{C}[n \times n]: I^{(n)} - B\overline{B} > 0, \forall B' = B\}.$$

va

$$\mathfrak{R}_{III}(n) = \{Z \in \mathbb{C}[n \times n]: I^{(n)} + Z\overline{Z} > 0, \forall Z' = -Z\}.$$

Bu \mathfrak{R} sohaning \mathfrak{X} ostovi, $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalar \mathfrak{X}_{II} va \mathfrak{X}_{III} ostovlari dekart ko'paytmasiga teng bo'ladi, ya'ni

$$\mathfrak{X}_{II} = \{B \in \mathbb{C}[n \times n]: B\overline{B} = I^{(n)}, \forall B' = B\},$$

$$\mathfrak{X}_{III} = \{Z \in \mathbb{C}[n \times n]: -Z\overline{Z} = I^{(n)}, \forall Z' = -Z\}$$

$$\mathfrak{X} = \mathfrak{X}_{II} \times \mathfrak{X}_{III}.$$

U holda yuqoridagi (1.1) va (1.3) munosabatlarga asosan quyidagi tasdiq o'rinli bo'lishini topamiz:

1-tasdiq. Komponentalari mos ravishda (1.2), (1.4) shartlar bilan aniqlanadigan, (1.1) hamda (1.3) ko'rinishidagi Φ_2 va Φ_3 akslantirishlar bilan aniqlanadigan ushbu $\Phi = (\Phi_2, \Phi_3)$ akslantirish $\mathfrak{R} = \mathfrak{R}_{II}(n) \times \mathfrak{R}_{III}(n)$ sohaning

$P = (P_2, P_3) \in \mathfrak{R}$ nuqtasini koordinata boshiga akslantiruvchi avtomorfizmi bo'ladi.

Bremerman teoremasini $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ klassik sohalar dekart ko'paytmasining Bergman yadrosini topish uchun analogini keltiramiz.

1-teorema. Aytaylik, $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalar $B \in \mathbb{C}[n \times n]$ va $Z \in \mathbb{C}[n \times n]$ o'zgaruvchili fazolardagi klassik sohalar va $\mathfrak{R} = \mathfrak{R}_{II}(n) \times \mathfrak{R}_{III}(n)$ bo'lsin, u holda quyidagi tenglik o'rinli bo'ladi:

$$K_{\mathfrak{R}}(B, Z, \bar{B}, \bar{Z}) = K_{\mathfrak{R}_{II}(n)}(B, \bar{B})K_{\mathfrak{R}_{III}(n)}(Z, \bar{Z}) \quad (1.5)$$

Isbot. Buning uchun 1-tasdiqqa asosan, \mathfrak{R} sohaning $\Phi = (\Phi_2, \Phi_3)$ avtomorfizmi xususiyatlaridan foydalanamiz. Dastlab, (1.1) ko'rinishdagi Φ_2 akslantirishni differentsiallab ushbu

$$d\Phi_2 = G \left[dB \cdot (I^{(n)} - \bar{P}_2 B)^{-1} + (B - P_2) d(I^{(n)} - \bar{P}_2 B)^{-1} \right] \bar{G}^{-1},$$

tenglikka ega bo'lamiz. Agar $B = P_2$ desak u holda (1.2) shartga asosan quyidagi tenglikka ega bo'lamiz:

$$d\Phi_2 = G \cdot dB \cdot (I^{(n)} - \bar{P}_2 P_2)^{-1} \cdot \bar{G}^{-1} = G \cdot dB \cdot G'. \quad (1.6)$$

va (1.5) munosabat ushbu

$$B = \begin{pmatrix} b_{11} & b_{12} & \dots & b_{1n} \\ b_{21} & b_{22} & \dots & b_{2n} \\ \dots & \dots & \dots & \dots \\ b_{n1} & b_{n2} & \dots & b_{nn} \end{pmatrix}, G = \begin{pmatrix} g_{11} & g_{12} & \dots & g_{1n} \\ g_{21} & g_{22} & \dots & g_{2n} \\ \dots & \dots & \dots & \dots \\ g_{n1} & g_{n2} & \dots & g_{nn} \end{pmatrix}, \Phi_2 = \begin{pmatrix} h_{11} & h_{12} & \dots & h_{1n} \\ h_{21} & h_{22} & \dots & h_{2n} \\ \dots & \dots & \dots & \dots \\ h_{n1} & h_{n2} & \dots & h_{nn} \end{pmatrix}.$$

belgilashlar orqali, quyidagi tenglikka ekvivalentdir:

$$dh_{sj} = \sum_{l=1}^n \sum_{i=1}^n g_{si} db_{il} g_{lj}, s = 1, 2, \dots, n; j = 1, 2, \dots, n.$$

Bu oxirgi tenglikdan $\Phi_2 = (h_{11}, \dots, h_{nn})$ golomorf akslantirish uchun quyidagi tenglik o'rinli bo'lishi kelib chiqadi:

$$dh_{11} \wedge dh_{12} \wedge \dots \wedge dh_{nn} = \prod_{s,j} \sum_{l=1}^n \sum_{i=1}^n g_{si} db_{il} g_{lj}, s = 1, 2, \dots, n; j = 1, 2, \dots, n.$$

U holda $db_{il} = db_{li}$ ekanidan, ushbu

$$\begin{aligned} dh_{11} \wedge dh_{12} \wedge \dots \wedge dh_{nn} &= \\ &= \prod_{s,j} (\det G)^s \Psi b_{11} \Psi b_{12} \dots \Psi b_{nn} \Psi (\det G)^j, s = 1, 2, \dots, n; j = 1, 2, \dots, n. \end{aligned}$$

tenglik quyidagi

$$dh_{11} \Psi b_{12} \dots \Psi b_{nn} = (\det G)^{\frac{n+1}{2}} \Psi (\det G)^{\frac{n+1}{2}} \Psi b_{11} \Psi b_{12} \dots \Psi b_{nn} =$$

$$= J_C(\Phi_2) \cdot db_{11} \wedge db_{12} \dots \wedge db_{nn},$$

tenglikka ekvivalent bo'ladi, bu yerda $J_C(\Phi_2) - \Phi_2$ akslantirishning kompleks yakobiani va u quyidagicha topiladi:

$$J_C(F_2) = (\det G)^{\frac{(n+1)}{2}} \Psi(\det G \dot{y})^{\frac{(n+1)}{2}} = (\det G \dot{y})^{(n+1)}.$$

Bulardan (1.2) shartga asosan

$$F_2^g = |J_C(F_2)|^2 B^g = \left| (\det G)^{n+1} \right|^2 B^g = \frac{B^g}{\det^{n+1}(I - BB)}$$

tenglikka ega bo'lamiz.

Endi (1.3) ko'rinishdagi Φ_3 akslantirishni differensiallab ushbu

$$d\Phi_3 = A \left[dZ \cdot (I^{(n)} - \bar{P}_3 Z)^{-1} + (Z - P_3) d(I^{(n)} + \bar{P}_3 Z)^{-1} \right] \bar{A}^{-1},$$

tenglikka ega bo'lamiz. Agar $Z = P_2$ desak u holda (1.4) shartga asosan quyidagi tenglikka ega bo'lamiz:

$$d\Phi_3 = A \cdot dZ \cdot (I^{(n)} + \bar{P}_3 P_3)^{-1} \cdot \bar{A}^{-1} = A \cdot dZ \cdot A'. \quad (1.6)$$

va (1.6) munosabat ushbu

$$Z = \begin{pmatrix} 0 & z_{12} & \dots & z_{1n} \\ z_{21} & 0 & \dots & z_{2n} \\ \dots & \dots & \dots & \dots \\ z_{n1} & z_{n2} & \dots & 0 \end{pmatrix}, \quad A = \begin{pmatrix} 0 & a_{12} & \dots & a_{1n} \\ a_{21} & 0 & \dots & a_{2n} \\ \dots & \dots & \dots & \dots \\ a_{n1} & a_{n2} & \dots & 0 \end{pmatrix},$$

$$\Phi_3 = \begin{pmatrix} v_{11} & v_{12} & \dots & v_{1n} \\ v_{21} & v_{22} & \dots & v_{2n} \\ \dots & \dots & \dots & \dots \\ v_{n1} & v_{n2} & \dots & v_{nn} \end{pmatrix}$$

belgilashlar orqali quyidagi tenglikka ekvivalentdir:

$$dv_{sj} = \sum_{l=1}^n \sum_{i=1}^n a_{si} dz_{il} a_{lj}, \quad s = 1, 2, \dots, n; j = 1, 2, \dots, n.$$

Bu oxirgi tenglikdan $\Phi_3 = (v_{11}, \dots, v_{nn})$ golomorf akslantirish uchun quyidagi tenglik o'rinli bo'lishi kelib chiqadi:

$$dv_{11} \wedge dv_{12} \wedge \dots \wedge dv_{nn} = \prod_{s,j} \sum_{l=1}^n \sum_{i=1}^n a_{si} dz_{il} a_{lj}, s = 1, 2, \dots, n; j = 1, 2, \dots, n.$$

U holda $dz_{il} = -dz_{li}$ ekanidan, ushbu

$$\begin{aligned} & dv_{11} \wedge dv_{12} \wedge \dots \wedge dv_{nn} = \\ & = \sum_{s,j} (\det A)^s \Psi_{z_{11}} \Psi_{z_{12}} \dots \Psi_{z_{nn}} \Psi (\det A')^j, s = 1, 2, \dots, n; j = 1, 2, \dots, n. \end{aligned}$$

tenglik quyidagi

$$\begin{aligned} dv_{11} \Psi_{z_{11}} \Psi_{z_{12}} \dots \Psi_{z_{nn}} &= (\det A)^{\frac{n-1}{2}} \Psi (\det A')^{\frac{n-1}{2}} \Psi_{z_{11}} \Psi_{z_{12}} \dots \Psi_{z_{nn}} = \\ &= J_C(\Phi_3) \cdot dz_{11} \wedge dz_{12} \wedge \dots \wedge dz_{nn}, \end{aligned}$$

tenglikka ekvivalent bo'ladi, bu erda $J_C(F_3)$ - Φ_3 akslantirishning kompleks yakobiani va u quyidagicha topiladi:

$$J_C(F_3) = (\det A)^{\frac{(n-1)}{2}} \Psi (\det A')^{\frac{(n-1)}{2}} = (\det A')^{(n-1)}.$$

Bulardan (1.4) shartga asosan

$$J_C(F_3) = \left| J_C(F_3) \right|^2 Z = \left| (\det A)^{n-1} \right|^2 Z = \frac{Z}{\det^{n-1}(I + Z\bar{Z})}$$

tenglikka ega bo'lamiz.

Shunday qilib, yuqoridagi mulohazalarimizga ko'ra $\Phi = (h_{11}, \dots, h_{nn}, v_{11}, \dots, v_{nn})$ akslantirish uchun quyidagi

$$\begin{aligned} & dh_{11} \wedge dh_{12} \wedge \dots \wedge dh_{nn} \wedge dv_{11} \wedge dv_{12} \wedge \dots \wedge dv_{nn} = \\ & = J_C(\Phi_2) db_{11} \wedge db_{12} \wedge \dots \wedge db_{nn} J_C(\Phi_3) \wedge dz_{11} \wedge dz_{12} \wedge \dots \wedge dz_{nn} \end{aligned}$$

tenglik bajarilishi va uning haqiqiy yakobiani ushbu

$$J_R(F) = \frac{1}{\det^{n+1}(I - B\bar{B}) \det^{n-1}(I + Z\bar{Z})}$$

tenglik bilan topilishi kelib chiqadi. Ma'lumki, $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalaring Bergman yadrolari quyidagi ko'rinishda topiladi:

$$K_{\mathfrak{B}_{II}(n)}(b, \bar{b}) = \frac{1}{V(\mathfrak{B}_{II}(n))} \frac{1}{\det^{n+1}(I^{(n)} - B\bar{B})},$$

$$K_{\mathfrak{B}_{III}(n)}(z, \bar{z}) = \frac{1}{V(\mathfrak{B}_{III}(n))} \frac{1}{\det^{n-1}(I^{(n)} + Z\bar{Z})},$$

bu yerda, $V(\mathfrak{R}_{II}(n))$ va $V(\mathfrak{R}_{III}(n))$ miqdorlar mos ravishda $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalarning hajmlari. Demak, ushbu

$$\begin{aligned} K_{\mathfrak{B}}(B, Z, \bar{B}, \bar{Z}) &= \frac{1}{\det^{n+1}(I - B\bar{B}) \det^{n-1}(I + Z\bar{Z})} = \\ &= \frac{1}{V(\mathfrak{B}_{II}(n)) \det^{n+1}(I - B\bar{B})} \frac{1}{V(\mathfrak{B}_{III}(n)) \det^{n-1}(I + Z\bar{Z})} = \\ &= K_{\mathfrak{R}_{II}(n)}(B, \bar{B}) \cdot K_{\mathfrak{R}_{III}(n)}(Z, \bar{Z}). \end{aligned}$$

munosabatlar o'rinli bo'lishi kelib chiqadi. *Teorema isbot bo'ldi.*

Bu 1-teoremadan ushbu natija kelib chiqadi.

1-natija. Aytaylik, $\mathfrak{R}_{II}(n)$ va $\mathfrak{R}_{III}(n)$ sohalar $B \in \mathbb{C}[n \times n]$ va $Z \in \mathbb{C}[n \times n]$ o'zgaruvchili fazolardagi klassik sohalar va $\mathfrak{R} = \mathfrak{R}_{II}(n) \times \mathfrak{R}_{III}(n)$ bo'lsin, u holda quyidagi tenglik o'rinli bo'ladi:

$$K_{\mathfrak{R}}(B, Z, \bar{B}, \bar{Z}) = K_{\mathfrak{R}_{II}(n)}(B, \bar{B}) K_{\mathfrak{R}_{III}(n)}(Z, \bar{Z}) \quad (1.7)$$

bu yerda, $B, \bar{B} \in \mathfrak{R}_{II}(n)$, $Z, \bar{Z} \in \mathfrak{R}_{III}(n)$.

\mathfrak{R} sohada $d\mu$ o'lchov bo'yicha kvadrati bilan integrallanuvchi funksiyalar fazosini $L^2(\mathfrak{R})$ bilan, $H^2(\mathfrak{R})$ bilan esa $L^2(\mathfrak{R})$ sinfga golomorf davom qiluvchi uning qism fazoni belgilaymiz. 1-natijadan va Zommer-Mering teoremasiga asosan quyidagi teorema o'rinli bo'lishi kelib chiqadi.

2-teorema. *Ixtiyoriy $f \in H^2(\mathfrak{R})$ funksiyalar uchun*

$$f(B, Z) = \int_{\mathfrak{R}} f(\Psi, \Upsilon) K_{\mathfrak{R}}(B, Z, \bar{\Psi}, \bar{\Upsilon}) d\mu, \quad (\Psi, \Upsilon) \in \mathfrak{R}$$

Bergman-Bremermann integral formulasi o‘rinli.

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FEVERISH CONDITIONS IN CHILDREN WITH ACUTE RESPIRATORY DISEASES

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ANNOTATION

Increased body temperature is the most common and one of the most important symptoms of childhood diseases. Feverish conditions in children are the most common reason for visiting a doctor, although many parents often try to reduce elevated body temperature in children on their own by using antipyretic medications. Treatment with over-the-counter drugs, of course, also requires monitoring, especially from the point of view of the safety of therapy. Therefore, the treatment of febrile conditions is still a pressing problem in pediatrics. It is now known that in response to the influence of various pathogenic stimuli, a restructuring of temperature homeostasis occurs, aimed at increasing body temperature in order to enhance the natural reactivity of the body. This increase in temperature is called fever.

Key words: *childhood diseases, fever, treatment.*

INTRODUCTION. Fever is considered as a protective-adaptive reaction of the body that occurs in response to exposure to pathogenic stimuli and is characterized by a restructuring of thermoregulation processes, leading to an increase in body temperature and stimulating the natural reactivity of the body. The biological significance of fever is to increase immune defense. An increase in body temperature leads to increased phagocytosis, increased synthesis of interferons, activation and differentiation of lymphocytes and stimulation of antibody genesis. Increased body

temperature prevents the proliferation of viruses, cocci and other microorganisms. However, the protective-adaptive nature of fever persists only with a relatively small increase in temperature. Hyperthermia can become one of the unfavorable pathogenetic factors in the course of the disease, and sometimes the cause of a fatal outcome. It should be especially noted that even with the same level of hyperthermia, fever in children can occur differently. So, if heat transfer corresponds to heat production, this indicates an adequate course of fever and is clinically manifested by the child's relatively normal state of health, pink or moderately hyperemic skin color, moist and warm to the touch ("pink fever"). This type of fever often does not require the use of antipyretics. In the case when, with increased heat production, heat transfer is inadequate due to impaired peripheral circulation, the course of the fever is prognostically unfavorable. Clinically, severe chills, pale skin, acrocyanosis, cold feet and palms ("pale fever") are noted. These children usually require antipyretic drugs in combination with vasodilators and antihistamines (or antipsychotics). One of the clinical variants of the unfavorable course of fever is a hyperthermic state, which in young children in most cases is caused by infectious inflammation and is accompanied by severe toxicosis. In this case, there is a persistent (6 hours or more) and significant (above 40°C) increase in body temperature, accompanied by impaired microcirculation, metabolic disorders and progressively increasing dysfunction of vital organs and systems. The development of fever against the background of acute microcirculatory metabolic disorders underlying toxicosis leads to decompensation of thermoregulation with a sharp increase in heat production and inadequately reduced heat transfer. All this is associated with a high risk of developing metabolic disorders and cerebral edema and requires the urgent use of complex emergency therapy. Antipyretic therapy, especially in young children, has undergone significant changes in recent years. In accordance with the WHO recommendations "Treatment of fever in acute respiratory infections in children" (WHO, 1993) and domestic recommendations, antipyretic drugs should be prescribed when the child's temperature exceeds 39.C (measured rectally) or 38.5 C (measured subaxillary). Exceptions include children at

risk of developing febrile seizures, children with severe pulmonary or cardiovascular disease, and children in the first 2 months of life. When choosing analgesics-antipyretics for children, it is especially important to focus on highly effective drugs with the lowest risk of adverse reactions. Currently, only ibuprofen and paracetamol fully meet the criteria of high efficiency and safety and are officially recommended by the World Health Organization and national programs in pediatric practice as antipyretics. It should be noted that non-opioid analgesics (analgesics-antipyretics) still remain one of the most used drugs in pediatrics. This group of drugs has a unique combination of antipyretic, anti-inflammatory, analgesic, and antithrombotic mechanisms of action, which potentially make it possible to control the main symptoms of many diseases. At the same time, the presence of such a range of positive effects is not observed in any other group of drugs. However, despite some common properties, drugs from the group of analgesics-antipyretics differ both in effectiveness, breadth of the therapeutic spectrum, and in the degree of likelihood of developing undesirable reactions. Currently, the most important condition for the use of drugs in children is the absence of significant (serious) adverse reactions, proven by large-scale clinical studies. The first scientific report on the antipyretic effect of a drug obtained from willow bark was made in the middle of the 18th century. It was later found that the active principle of this drug is salicin. Gradually, synthetic analogs of salicin (sodium salicylate and acetylsalicylic acid) completely replaced natural compounds in therapeutic practice. Subsequently, the study of the role of biologically active endogenous compounds in the development of inflammation, which began in the 30s of the last century, led to the creation of several pharmacological groups of non-opioid analgesics, which are divided into non-steroidal anti-inflammatory drugs (NSAIDs) and “simple analgesics” (acetaminophen). Acetaminophen (paracetamol) is not included in the group of NSAIDs, since it has virtually no anti-inflammatory properties. The main mechanism of action of analgesics-antipyretics, which determines their effectiveness, is the suppression of the activity of cyclooxygenase, an enzyme that regulates the conversion of arachidonic acid into prostaglandins, prostacyclin and

thromboxane. It has been established that there are two isoenzymes of cyclooxygenase. Thus, cyclooxygenase-1 directs the metabolic processes of arachidonic acid to carry out physiological functions: the formation of prostaglandins that have a cytoprotective effect on the gastric mucosa, the regulation of platelet function, microcirculatory blood flow, etc. Cyclooxygenase-2 is formed only during inflammatory processes under the influence of cytokines. During inflammation, the metabolism of arachidonic acid is significantly activated, the synthesis of prostaglandins, leukotrienes, the release of biogenic amines, free radicals, nitric oxide, etc. increases, which causes the development of the early stage of inflammation. Blockade of cyclooxygenase in the central nervous system by analgesics-antipyretics leads to an antipyretic and analgesic effect (central action of the drug), and a decrease in the content of prostaglandins at the site of inflammation leads to an anti-inflammatory effect and, by reducing pain reception, to an analgesic effect (peripheral effect). The analgesic, anti-inflammatory and antipyretic activity of non-opioid analgesics has been proven in numerous controlled trials that meet the standards of “medicine evidence” (level A). They are widely used for feverish conditions, acute and chronic pain, rheumatic diseases and many others. It is noteworthy that most patients use over-the-counter dosage forms. Despite the high effectiveness of analgesics and antipyretics, their use in children is not always safe. Thus, in the 70s of the last century, convincing evidence appeared that the use of acetylsalicylic acid (aspirin) for viral infections in children may be accompanied by Reye’s syndrome, characterized by toxic encephalopathy and fatty degeneration of internal organs, mainly the liver and brain. In addition, acetylsalicylic acid increases the risk of developing inflammatory changes in the gastrointestinal tract, disrupts blood clotting, increases vascular fragility, and in newborns it can displace bilirubin from its connection with albumin and thereby contribute to the development of bilirubin encephalopathy. At the same time, data on side effects of other antipyretics were accumulating. Thus, amidopyrine, due to its high toxicity, was excluded from the range of drugs. Analgin can inhibit hematopoiesis up to the development of fatal agranulocytosis, which contributed to a sharp limitation of its use in many countries of

the world (International Agranulocytosis and Aplastic Anaemia Study Group, 1986. At temperatures above 40 C, a lytic mixture is used intramuscularly, which usually includes 0.5 - 1.0 ml of a 2.5% solution of aminazine, 0.5 - 1.0 ml of a solution of suprastin) and a 10% solution of analgin - 0.2 ml per 10 kg of body weight. It is assumed that inhibition of the activity of cyclooxygenase-2 is one of the important mechanisms of the clinical effectiveness of analgesics, and cyclooxygenase-1 is one of their toxicity (primarily in relation to the gastrointestinal tract). In this regard, along with “standard” (non-selective) NSAIDs, which equally suppress the activity of both isoforms of cyclooxygenase, selective cyclooxygenase-2 inhibitors have been created. However, these drugs were not without side effects. It has been established that the selective NSAID nimisulide (Nise and Nimulid) causes a significantly higher incidence of serious side effects when compared with ibuprofen and paracetamol in average therapeutic doses. The use of nimisulide for the treatment of fever and pain syndromes in pediatric practice is unacceptable, since the risk of developing possible adverse reactions is much higher than that of ibuprofen and paracetamol. Thus, of all ibuprofen preparations, only Nurofen for children (original drug) can be used in children from 3 months of age without a prescription, while Ibufen (generic) is allowed only in children older than one year. Thus, when choosing analgesics-antipyretics for children, it is especially important to focus on highly effective drugs with the lowest risk of adverse reactions. Currently, only ibuprofen and paracetamol fully meet the criteria of high efficiency and safety and are officially recommended by the World Health Organization and national programs in pediatric practice as antipyretics. Paracetamol and ibuprofen can be prescribed to children from the first months of life (from 3 months of age - without a prescription). Recommended single doses: paracetamol - 15 mg/kg, ibuprofen - 7.5-10 mg/kg (in dosage forms intended for children). Repeated use of antipyretics is possible no earlier than after 4–5 hours (Nurofen suspension for children is valid for up to 8 hours), but no more than 4 times a day. It should be noted that the mechanism of action of ibuprofen and paracetamol is somewhat different. Paracetamol (Panadol, Calpol, etc.) has an antipyretic, analgesic and very slight anti-inflammatory

effect, since it blocks cyclooxygenase mainly in the central nervous system and does not have peripheral activity. Side effects are most often caused by incorrect dosing of the drug or overdose (sometimes intentional) and are associated with liver damage. However, therapeutic doses of paracetamol are generally safe, which allows it to be widely used in pediatric practice as an antipyretic. Ibuprofen (Nurofen, Nurofen for children, Ibufen, etc.) is a non-steroidal anti-inflammatory drug with pronounced antipyretic, analgesic and anti-inflammatory properties. Ibuprofen has a dual analgesic effect - peripheral and central. The analgesic effect is already evident at a dose of 5 mg/kg and is significantly more pronounced than that of paracetamol. This makes it possible to effectively use ibuprofen for mild to moderate sore throat, pain due to tonsillitis, acute otitis media, toothache, teething pain in infants, as well as to relieve post-vaccination reactions in a larger number of children. It is known that side effects when taking NSAIDs are observed mainly in the gastrointestinal tract (abdominal pain, dyspeptic syndrome, NSAID gastropathy), less often in the form of allergic reactions, a tendency to bleeding, and renal dysfunction is extremely rare. It is known that aspirin and NSAIDs can provoke bronchospasm in persons with aspirin intolerance, since they inhibit the synthesis of prostaglandin E₂, prostacyclin and thromboxanes and contribute to an increase in the synthesis of leukotrienes and paracetamol when used in the above doses.

The best option in pediatric practice is to prescribe the original drug ibuprofen - Nurofen for children; it can be prescribed without a prescription to children from 3 months of age, and if earlier prescription is necessary - only under the supervision of a doctor.

Thus, the treatment of acute respiratory infections in children is an urgent but challenging task. Complex therapy should be based on the main etiological and pathogenetic factors of the disease, and the use of modern pharmacological drugs ensures the effectiveness of treatment. In case of severe and/or complicated course, the child requires hospitalization; timely implementation of preventive measures can reduce the frequency of respiratory infections in children. The best system for

preventing acute respiratory infections in children is the formation of their own adequate immune response. A healthy lifestyle, a rational daily routine, good nutrition, and a variety of hardening programs contribute to this. Prevention of respiratory infections involves limiting the child's contact with people with influenza and ARVI, carrying out sanitary and hygienic measures, and increasing the child's time in the air. The main methods of increasing a child's resistance to infectious agents is hardening.

Hardening is a system of measures aimed at increasing the stability of genetically predetermined defense mechanisms and adapting the body to many factors so that daily and seasonal changes in temperature, atmospheric pressure, etc. do not cause sudden changes in the growing body. Systematic contrast air or water hardening is accompanied by an increase in the body's resistance to environmental temperature fluctuations and an increase in the body's immune reactivity. The maximum duration of hardening procedures should not exceed 10–20 minutes; its regularity and gradualness are much more important. It is good to combine hardening procedures with gymnastics and chest massage. One of the most important preventive measures is vaccination. Frequent ARVI cannot be a reason to avoid vaccinations. After ARVI, like other acute diseases, vaccinations can be carried out after 2-3 weeks. after temperature normalization. For specific prevention of influenza in children, subunit and split vaccines are recommended: Grippol (Russia), Agrippal, Begrivak (Germany), Vaxigrip (France), Influvac (Netherlands), Fluarix (Germany). Immunity is developed 14 days after vaccination, it is short-term (6–12 months) and type-specific, which requires annual vaccinations. The preventive effectiveness is 70–90%, and when infected with other types of influenza, the disease occurs in a milder form.

CONCLUSION. Acute respiratory infections remain the most common and most widespread infectious diseases of childhood. A significant number of respiratory infections are mild and do not require serious treatment measures. However, manifestations such as high fever in a child cause frequent visits to doctors. At the same time, although an insignificant, but still a certain proportion of respiratory infections pose a real threat to the health of a small patient and require decisive

measures, and sometimes resuscitation therapy and surgical treatment. Finally, we must not forget that a number of infectious diseases of the respiratory tract can leave a mark on the entire future life of a child, determining the unsatisfactory quality of his health for many years. The development of medical science and practice, the introduction of new diagnostic methods and the success of pharmacotherapy have significantly changed our understanding of known diseases and their nature, and expanded diagnostic and therapeutic capabilities. Currently, much attention is paid not only to the effectiveness, but also to the safety of treatment.

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**IN NETWORKS OF INFOCOMMUNICATION OBJECTS
USER INFORMATION INFORMATION INFORMATION SECURITY
CLASSIFICATION OF METHODS AND MEANS OF SUPPLY**

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ABSTRACT

This article provides information on how to determine a number of parameters for networks of infocommunication objects user information information security, informatization tools and systems.

Keywords. *Information security, infocommunication objects, information attack, network equipment, international security, object of information attacks, information support, cybersecurity.*

INTRODUCTION. Currently, in the Republic of Uzbekistan, favorable conditions are being created for the introduction of modern information technologies, computer equipment and telecommunications into all spheres of society, their use, further satisfaction of the growing demand and needs of Citizens for information, access to the world Information Society, and expansion of the use of World Information Resources. One of the important issues is the protection of electronic data exchangers on computer networks and the establishment of a protected channel for the exchange of confidential information on networks [1].

During the development of the Internet, electronic communications of individual and corporate users were formed. The Internet has provided access to particularly individual individuals as well. The merger of National, personal and corporate computer networks into a single Internet network gave a solid impetus to the development of network services, and it had a significant impact on the development and strengthening of the electronic service business.

One of the important issues is the protection of electronic data exchanged on computer networks from intruders and the establishment of an autonomous channel for the exchange of confidential information on networks [2].

METHODS. One of the main methods conditions for the widespread use of the internet has been and will remain to provide the same level of security for all transactions conducted through it. This applies to information transmitted between users, information stored in databases of trading systems, information attached to financial transactions.

RESULTS. The concept results of Information Security is defined as the state of tolerance of accidental or deliberate influences that eliminate the unacceptable risks to the destruction, degradation and exposure of information that cause material damage to information owners or users of information. The importance of these methods is very high as the network is completely open to access from outside. The great importance of security factors is determined by the large number of studies conducted on the Internet.

DISCUSSION. Ensuring information security in Computer Networks is the technical, software and cryptographic methods and tools in preventing users from owning network elements and reserves without permission, as well as organizational events are told

Methods for ensuring information security can be classified into 4 main classes:

1. Organizational and legal methods;

Organizational and legal methods of information security include organizational and legal methods. Organizational measures should include a list of behaviors and

requirements that govern the procedure for organizing, forming, using and engaging legal entities and individuals in the support of Public Information Resources. The basis of legal methods is made up of laws that provide for the processing and transmission of information, compliance with the rules of their use. [3]. Engineering and technical methods of information security are carried out on the basis of electronic and electronic-mechanical devices that apply to the technical means of the computer, perform certain functions of Information Security independently or as part of a complex with software tools. In the work activities of organizations, a huge number of devices are used, from telephone apparatus to automated systems.

In a computer network, it is possible to include protected cryptoprotocols above all in software protection methods. When these protocols are used, there is an opportunity to reliably protect the connection. Another class of software protection methods from remote attack include existing applications today. Software methods of Information Protection are carried out only with the help of special programs that are designed to ensure the security of information and are included in the software of computer tools.

In computer networks, cryptographic methods are used to solve the problem of Information Security. Cryptography is a science of data security.

Modern cryptography is a field of knowledge that addresses the problems of information security in confidentiality, integrity, authentication, and the inability of parties to deny authorship. The provision of confidentiality is understood as the protection of this information from persons who do not have the right to access information.

CONCLUSION. The problem of ensuring the confidentiality of a message transmitted by a communication channel controlled by an opponent is one of the traditional issues of cryptography.

Ensuring integrity is understood as a guarantee that information cannot be changed without permission. To guarantee integrity, there must be a simple and reliable criterion that determines whether to make any changes to the data. These changes can

be made by deleting text, replacing it, putting a new one. Ensuring authentication refers to the development of methods for confirming the information itself and the authenticity of the parties in the process of informational interaction. The source of information transmitted over the communication channel must be authenticated with the date of creation, the data of the organizer, the date of transmission and so on. [4].

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LOGARIFMIK FUNKSIYALARNING HAYOTIMIZDAGI O‘RNI

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ANNOTATSIYA

Hozirgi kunda amalga oshirilayotgan ta’lim sohasidagi islohotlar, yuqori malakali kadrlarni tayyorlashga, barkamol avlodni shakllantirishga bo‘lgan ehtiyoji tafovudni vujudga keltirdi. Uni ta’limda boshqa yondashuvlarni qo‘llash yo‘li bilan hal etish lozim. Ushbu maqolada Modulli ta’lim o‘qitish tizimi haqida so‘z yuritilgan va “Logarifmik tengsizliklar” mavzusi misolida tushuntirib o‘tilgan.

Kalit so‘zlar: *Modulli ta’lim, logarifmik tengsizlik, mustaqil va ijodiy firklash.*

ABSTRACT

The current reforms in the field of education, the need to train highly qualified personnel, to form a harmoniously developed generation have created a gap. It should be addressed through the use of other approaches in education. This article discusses the modular education system and explains it with the example of "Logarithmic inequalities".

Keywords: *Modular education, logarithmic inequality, independent and creative thinking.*

Hozirgi kunda amalga oshirilayotgan ta’lim sohasidagi islohotlar, tez sur’atda rivojlanayotgan fan-texnika talablari ta’lim usuli bilan jamiyatning raqobatbardosh yuqori malakali kadrlarni tayyorlashga, barkamol avlodni shakllantirishga bo‘lgan ehtiyoji tafovudni vujudga keltirdi. Ma’lumki, ilg‘or pedagogik texnologiyalar asosida

tashkil qilingan o'quv mashg'ulotlari o'quvchilarni bilimlarini yaxlit o'zlashtirilishiga yordam beradi [1-30]. O'quvchi tafakkurini o'stiradi, mustaqil ijodiy fikrlashga o'rgatadi. Zero barkamol avlod tarbiyasi jamiyat madaniy-ma'rifiy taraqqiyotining, millat ma'naviy kamolotining muhim belgisidir.

Modulli o'qitishda, o'quv dasturlarini to'la, qisqartirilgan va chuqurlashtirilgan tabaqalash orqali, o'qitishni tabaqalashtirish imkoniyati mavjud bo'ladi, ya'ni o'qitishni individuallashtirish mumkin bo'ladi.

Modulli o'qitishga o'tishda quyidagi maqsadlar ko'zlanadi:

o'qitishning (fanlar orasida va fanning ichida) uzluksizligini ta'minlash;
o'qitishni individuallashtirish;

o'quv materialini mustaqil o'zlashtirish uchun etarli sharoit yaratish; o'qitishni jadallashtirish; fanni samarali o'zlashtirishga erishish.

Modulli ta'lim texnologiyalari asosini modulli dasturlar tashkil etadi. Modulli dasturlar mazmuni va mohiyatiga ko'ra o'quvchilarning individual, ikkita o'quvchi hamkorlikda va kichik guruhlarda hamkorlikda ishlashga mo'ljallangan bo'lishi mumkin. Quyida biz akademik litseylar matematika kursida "Logarifmik tengsizliklar" nomli mavzudagi modulli darsni tashkil qilish va o'tkazish bo'yicha ko'rsatmalar beramiz, bunda modulli dastur o'quvchilarning kichik guruhlarda hamkorlikda ishlashiga mo'ljallanadi va musobaqa usulidan foydalaniladi.

Mazkur mavzu matnini quyidagi qism (modul)larga ajratish mumkin:

1. Logarifmik tengsizliklarni yechishda logarifmlarning quyidagi xossasidan foydalanish:

$$a > 1 \text{ va } b > 0, \log_a x > \log_a b \Rightarrow x > b;$$

$$a > 1 \text{ va } b > 0, \log_a x < \log_a b \Rightarrow 0 < x < b;$$

2. Logarifmik tengsizliklarni yechishda logarifmlarning quyidagi xossasidan foydalanish:

$$0 < a < 1 \text{ va } b > 0, \log_a x > \log_a b \Rightarrow 0 < x < b;$$

$$0 < a < 1 \text{ va } b > 0, \log_a x < \log_a b \Rightarrow x > b;$$

3. Logarifmning xossalardan foydalanib murakkabroq logarifmik tengsizliklarni yechish.

Dars tashkil qilingandan so'ng o'qituvchi o'quvchilarni bir nechta kichik guruhlariga ajratadi.

1-bosqich, ya'ni "Logarifmik tengsizliklar" mavzusiga tayyorgarlik yuzasidan o'quvchilar bilimni test savol – topshiriqlari yordamida aniqlanadi va har bir guruh to'plagan ballar hisoblanib e'lon qilinadi.

2-bosqich, "Logarifmik tengsizliklar" mavzusining bayoni bo'yicha:

a) mavzu bo'yicha tuzilgan modul dasturi tarqatiladi va o'quvchilarni modulning didaktik maqsadi bilan tanishtiriladi;

Modulning didaktik maqsadi:

Modul dasturi yordamida siz logarifmik tengsizliklar va ularning logarifmning xossalardan foydalanib yechish yo'llarini bilishingiz, mustaqil va ijodiy ishlash ko'nikmalari, nutq va muloqat madaniyatingizni rivojlantirishingiz zarur.

b) o'quvchilar faoliyatini modul dasturidagi o'quv topshiriqlarini mustaqil bajarishga yo'llanadi;

v) har bir o'quv faoliyati elementi topshiriqlarining to'liq bajarilishini nazorat qilinadi;

g) har bir o'quv faoliyati elementi yakunida savol – javob yoki munazara o'tkaziladi. 2- bosqich bo'yicha har bir guruh to'plagan ballar hisoblanib e'lon qilinadi.

3- bosqich, "Logarifmik tengsizliklar" mavzusi yuzasidan test savol – topshiriqlari tarqatiladi va o'quvchilarning yangi mavzu bo'yicha bilimlari nazorat qilinadi.

3-bosqich yakunida o'quvchilarning barcha bosqichlari bo'yicha to'plagan ballari hisoblanadi va g'olib guruh aniqlanadi. So'ngra o'qituvchi tomonidan dars yakunlanadi.

Ta'lim jarayonini modulli dasturlar asosida rejalashtirish o'quvchilarni mustaqil va ijodiy fikrlashga, darslik bilan ishlashga, matematika faniga bo'lgan qiziqishini uyg'otishga va dars samaradorligini oshirishga imkoniyat yaratadi.

Shunday qilib modulli o'qitishdan foydalanib, malakali mutaxassisni tayyorlash, quyidagilar asosida ta'minlanadi:

- o'qitishning uzluksizligi (bunda fanlarni o'zlashtirish samaradorligi oshadi);
- o'qitishni jadallashtirish (buning natijasida informatsiyaning ko'p qismi, individual va mustaqil ishlash paytida, kompyuter tarmoqlari orqali o'zlashtiriladi);
- o'qitishni individuallashtirish (o'quvchi o'z qobiliyatiga ko'ra bilim olish imkoniyatiga ega bo'ladi).

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ZARAFSHON DARYOSI SUVIDAN FOYDALANISH MASALALARI

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ANNOTATSIYA

Zarafshon daryosi havzasining tabiiy sharoiti va geografik tavsifi deb nomlanib, unda daryo havzasining geografik o'rni, geologik tuzilishi va relyefi, iqlim sharoiti, tuproq va o'simlik qoplami tabiiy va antropogen gidrografik tarmoqlari o'rganilgan. Zarafshon daryosining Navoiy viloyati hududidagi irmoqlari va suv resurslaridan foydalanish masalalariga bag'ishlangan. Zarafshon daryosi suvining Navoiy viloyati tumanlari bo'yicha taqsimoti ko'rib chiqilgan.

Kalit so'zlar: *Zarafshon daryosi, geograrif o'rin, irmoq, sug'orish, suv omborlar, daryo, tezlik, suv sarfiva sathi, tuproq, allyuvial, proillyuvial.*

ISSUES OF USING THE WATER OF THE ZARAFSHAN RIVER

ABSTRACT

It is called the natural conditions and geographical description of the Zarafshan river basin, in which the geographical location, geological structure and relief, climatic conditions, soil and vegetation cover, natural and anthropogenic hydrographic networks of the river basin are studied. It is dedicated to the tributaries of the Zarafshan River in the territory of Navoi Region and the issues of using water resources.

Key words: *Zarafshan River, geographic location, tributary, irrigation, reservoirs, river, speed, water consumption level, soil, alluvial, prolluvial.*

KIRISH. Zarafshon daryosi o'zining yuqori qismida Zarafshon muzligidan Maschoh nomi bilan boshlanadi. U Ayniy qishlog'i yonida chap irmog'i Fandaryo bilan qo'shilgach, Zarafshon nomini oladi. Zarafshon daryosi tog'li qismida ko'pirib, toshlarga urilib, sekundiga 15-17 m tezlikda oqadi. Bu qismida Zarafshon 200 ga yaqin irmoqlarni qo'shib oladi. Bu irmoqlar ichida eng muhimlari chapdan qo'shilovchi Fandaryo, Qishtutdaryo va Mag'iyondaryodir. Qolgan irmoqlari kichik. Zarafshon daryosini Panjikent shahridan o'tgandan keyin, hududda bironta ham doimiy oqadigan irmog'i yo'q. Lekin sug'orish natijasida suvi kamayib, Zarafshon daryosiga quyilmaydigan 120 ta soy bor. Shu soylarning 50 tasi Nurotaoqtog'dan, qolgani Qoratepa, Zirabuloq va Ziyoviddin tog'laridan boshlanadi. Bu soylarning eng muhimlari Zarafshon tizmasidan boshlanuvchi Urgutsoy, Omonqo'tonsoy, Kamangaransoy, Og'alisoy, Sazangansoy, Oqsoy va Nurota Oqtog'dan boshlanuvchi Tursunsoy, Oqtepasoy, Tasmachisoy, Langarsoy, Ko'karasoy va boshqalar. Zarafshon daryosi hududida sekin oqib, kengligi 3-4 km keladigan qayirlar hosil qilgan. Orolning uzunligi 100 km, kengligi 15 km, maydoni esa 1200 kv.km dir.

ASOSIY QISM. Zarafshon daryosi Xatirchi qishlog'idan o'tgach g'arbdan Xazar yo'lagidan oqadi. Bu qismda uning o'zani yana torayadi, oqimi esa xoro vohasida sekin, ilonizi shaklida oqib, kengayib, bir nechta tarmoqlarga ajraladi va Buxoro deltasini hosil qiladi. Zarafshon daryosi sersuv bo'lib, Zarafshon, Turkiston va Hisor tog'larida joylashgan umumiy maydoni 556.7 kv km bo'lgach 424 ga yaqin muzliklardan va doimiy qorlardan suv oladi. Zarafshon daryosining yillik oqimini 100 foiz desak, shuning 65 foizi muz va qorlarning erishidan, 34 foizi qor suvlaridan va atiga bir foizi yomg'ir suvlaridan iborat. Demak, Zarafshon daryosining suvi ayni kun isigan yoz faslida (iyun-sentabr oylari), qishloq xo'jalik ekinlari uchun suv kerak bo'lgan davrda ko'payadi. Bu oylarda Zarafshon daryosi yillik oqimining 61,1 foizini o'tkazadi. Eng kam suv sarfi (30-35) m³/sek) esa qish fasliga to'g'ri keladi. Aksincha, suvi eng ko'paygan davr yozga to'g'ri kelib, iyulda ba'zan sekundiga 165 kub metrni tashkil etadi. Zarafshon daryosi yozda loyqalanib oqqanligi sababli hududning sug'oriladigan har gektar yeriga 10-20 tonnagacha loyqa keltiriladi. Keltirilgan loyqa

tarkibida fosfor va kaliy Amudaryo va Sirdaryoga nisbatan 1,5-2 marta ko'p bo'ladi. Zarafshon daryosining suvi dekabr oyining oxirlaridan fevral oyining o'rtalarigacha muzlashi mumkin. O'rta Zarafshon hududidagi soylar past tog'lardan boshlanib, erta bahorda erigan qor va yomg'ir suvlaridan to'yinadi. Yozda esa ularning suvi juda kamayib, ba'zilar qurib ham qoladi. Soylarda ko'pincha yillik oqimning qariyb 50 foizidan ortig'i bahorga to'g'ri keladi. Natijada xalq xo'jaligiga ziyon yetkazuvchi sellarni ham vujudga keltiradi. Ma'lumotlarga ko'ra, Zarafshon vodiysining o'rta qismida so'nggi yuz yil ichida 500 ga yaqin sel bo'lgan. Sel bulganda soylarning suvi(bahorda) bir necha marotaba ko'payib ketib, soy tulib oqadi. Agar Tusinsoyning yillik o'rtacha suv sarfi sekundiga $1,5 \text{ m}^3$ bo'lsa, Kattasoyniki sekundiga $0,268 \text{ m}^3$ ni tashkil etadi. Lekin sel bo'lganda Tusun daryosi sekundiga 200 m^3 gacha, Kattasoy esa hatto sekundiga 609 m^3 gacha suv oqizadi. Bunday katta oqim o'z yo'lida uchragan qishloqlarni, ekin dalalarini, ko'prik va yo'llarni buzib, vayron qilib, tuproqni yuvib, jarlarni vujudga keltiradi. Mutaxassislarning ma'lumotlariga qaraganda hududdagi o'sha 120 soyning 50 foizigacha o'rtacha 25 mil.m^3 suv sig'adigan hovuzlar qurilsa, 1 mlrd. 600 mil.m^3 sel suvlarini to'plab qolish imkoniyati tug'iladi. Hududda suvdan oqilona foydalanish maqsadida Kattaqo'rg'on suv ombor qurilgan. Zarafshon daryosi havzasi O'zbekiston va Tojikiston respublikalari hududida joylashgan. Uni shartli ravishda ikki qismga ajratish mumkin. Havzaning tog'li qismi qo'shni Tojikiston respublikasi hududida joylashgan. Zarafshon daryosi oqimining asosiy qismi shu hududda shakllanadi. Zarafshon havzasi deyarli kenglik bo'yicha sharqdan g'arbga 766 km masofaga cho'zilgan. Uning g'arb tomoni ochiq va tekisliklarga tutashib ketadi. Lekin, biz magistrlik dissertatsiya ishida, Zarafshon havzasi deganda, faqat O'zbekiston hududidagi Samarqand botig'i deb ataluvchi qisminigina tadqiq etamiz. Bu qismida hudud aniq tabiiy chegaralar bilan o'ralgan bo'lib, g'arbda quyi Zarafshon hududi, shimol tomondan Chumqartog', Qaroqchitog', Oqtog', janubdan Qoratepa, Ziyovuddin va Zirabuloq tog'lari bilan o'ralgan. Havzaning sharqiy chegarasi esa shartli ravishda O'zbekistonning Tojikiston respublikasi bilan bo'lgan

davlat chegaralari orqali o'tadi (1.1-rasm). Geologik tuzilishiga ko'ra respublikamizning biz o'rganayotgan Zarafshon havzasi yuzasi poleogen, neogen va antropogen cho'kindi jinslaridan tarkib topgan. Bu jinslarning ustki qismini esa Zarafshon daryosi va uning irmoqlari olib kelgan yotqiziqlar bilan qoplangan. Zarafshon daryosining havzasi Turkiston va Hisor tog' tizmalari bilan Turkiston tog' tizmalarining g'arbiy tarmoqlari oralig'ida joylashgan bo'lib, u O'rta Osiyoning eng yirik daryolari- Amudaryo bilan Sirdaryo havzalarini birbiridan ajratib turadi. Turkiston va Zarafshon tizmalarining ayrim tepalari 500 m dan ham baland, Hisor tizmasining ba'zi cho'qqilari esa deyarli 5000 m ga yetadi. Shuning uchun ham bu tizmalarning tepalari uzoq vaqt davomida doimo qor bilan qoplanib yotadi, mangu qorlik va muzliklarga juda boy.



1.1-rasm. Zarafshon havzasi tog'li qismining orografik kartasi

Zarafshon havzasini oqim hosil bo'lishi nuqtayi-nazardan bir-biridan keskin farq qiladigan ikki qismga ajratish mumkin. Ularning birinchi, ya'ni yuqori qismida Zarafshon daryosi oqimining asosiy qismi (95%) shakllanadi. Ushbu bo'limga xulosa qilib aytganda, uzoq geologik davrlarda O'rta Zarafshonda kechgan orogenetik jarayonlar natijasida shimolda Nurota, Qo'ytosh, Oqtov, Qaroqchitog', janubda Zirabuloq, Qoratepa, Ziyovuddin tog'lari shakllandi. Zarafshon havzasi O'zbekiston qismining iqlim sharoiti Turkistonning tekislik qismidagiga o'xshashdir. Hududning yozi jazirama issiq va quruq, qishi sovuq, yog'in kam

bo'ladi. Lekin, hudud shimoliy kengliklarda joylashganligidan va qisman bo'lsada, shimol, shimoliy-sharqiy tomonda tog'lar bilan o'ralgan, biroq g'arbdan ochiqligi tufayli qishda havo haddan tashqari sovib ketmaydi. Zarafshon havzasining biz o'rganayotgan O'zbekiston qismida 20 ga yaqin meteorologik kuzatish punktlari bo'lib, ularning qo'pchiligi o'z faoliyatini tuxtatgan, qolganlari kuzatishlarni hozirgi kunda ham davom ettirmoqda. Hududda yanvar oyining o'rtacha harorati $-1,3^{\circ}\text{S}$ gacha tushadi. Ba'zan Arktika sovuq havo massalari kirib kelganda havo harorati $24-35^{\circ}\text{S}$ gacha pasayib ketadi. Yozda esa, aksincha, havo ochiq bo'lib, juda isib ketadi. Natijada iyulning o'rtacha harorati $+26-28^{\circ}\text{S}$ gacha ko'tariladi. Hududda bahor va ko'zda ba'zan Arktika sovuq havo massalari bostirib kelib, havoni sovitib yuboradi. Bahorda bo'ladigan oxirgi sovuqlar taxminan mart oyining uchinchi o'n kunligi, kuzgi birinchi sovuqlar esa, oktabr oyining uchinchi o'n kunligiga to'g'ri keladi. Hududda bir yilda 213-215 kun sovuq bo'ladi. Harorat $+10^{\circ}\text{S}$ dan yuqori bo'lgankunlar soni 212-215, vegetatsiya davridagi musbat haroratlarning yig'indisi esa $4300-5050^{\circ}\text{S}$ ga teng. Zarafshon havzasining biz o'rganayotgan qismida yog'in kam yog'adi. Uning miqdori g'arbdan sharqqa tomon ortib boradi. Zarafshon daryosi havzasining O'zbekiston qismidagi daryolar va soylar 2064 tani tashkil eadi. Shundan 1941 tasi 10 km dan kichik bo'lib, ularning umumiy soniga nisbatan 94 % ni tashkil etadi. Havzada 10-15 km oraliqdagi soylarning soni 60 ta, 16-20 km oraliqda -20 ta, 21-30 km oraliqda -20 ta, 31-50 km oraliqda -19 ta, 51-75 km oraliqda -1 ta va uzunligi 75 km dan katta bo'lgan soylar 3 tani tashkil etadi. Navoiy viloyat hududidan utuvchi Zarafshon daryosining muhofaza mintaqasi 6966,1 ga qirg'oq oldi yerlari 1131,1 ga bo'lib, tumanlar bo'yicha quyidagicha taqsimlangan. Navoiy viloyatini asosan ichimlik va texnik suv bilan Zarafshon daryosi ta'minlab, qisman Amudaryo suvidan foydaniladi. Qiziltepa va Karmana tumanini 4/3 qismi ya'ni Malikcho'l zonasini Amu-Buxoro kanali suv bilan ta'minlaydi, shu bilan bir qatorda Uchquduq va Zarafshon shahar aholisiga va tabiatini gullab yashnashiga Amudaryo suvidan olinadi. Viloyatda 2012-yil davomida jami bo'lib, 2335614,1 ming m^3 (2176647,1 ming m^3 2011-y) shundan Zarafshon

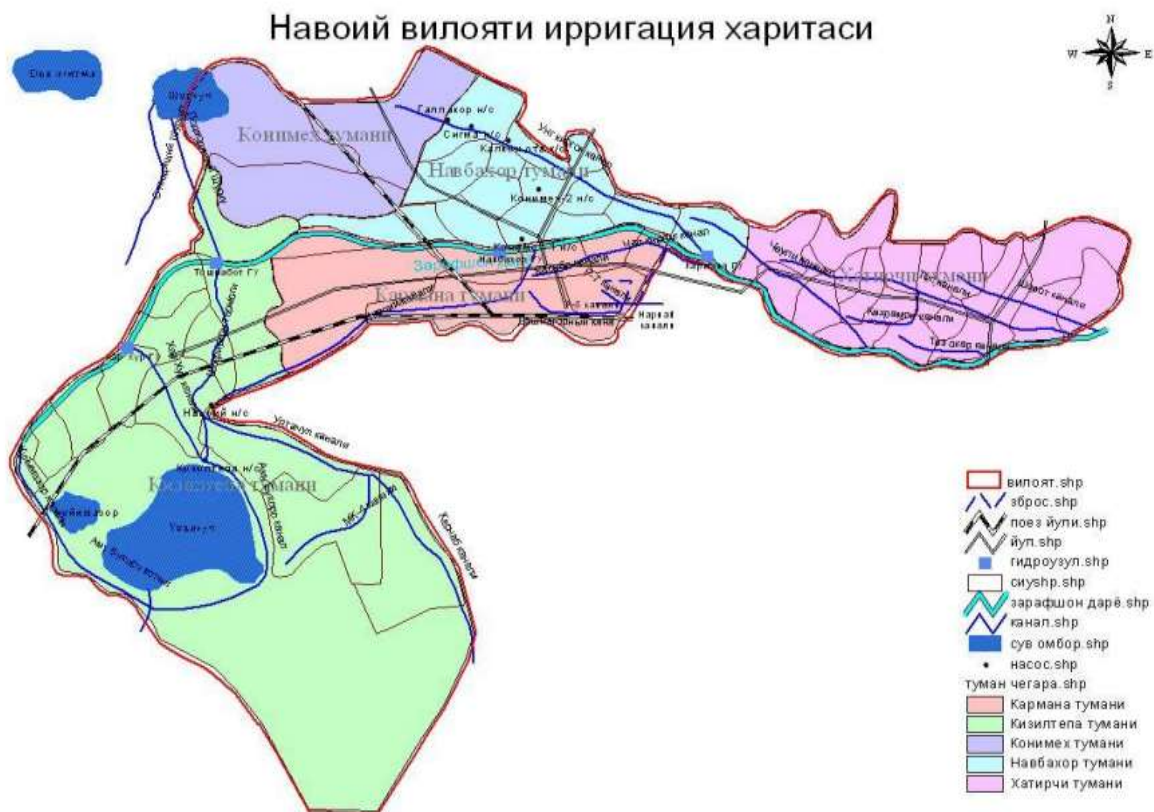
daryosi suvidan 1623400,1 ming m^3 (1517448,1 ming m^3 2009-y) Amudaryo yani Amu-Buxoro mashina kanali orqali.640594 ming m^3 (590983,5 ming m^3 2009-y), yer osti suvidan 71620 ming m^3 .(68215,5 ming m^3 .2009-y) foydanilgan. Viloyatda yer osti soy va buloqlar suvdan Nurota tumani 40300,0 ming m^3 .100%, Xatirchi tumani 6%, Konimex va Tomdi tumanlari 18% foydanilanadi.

-ishlab chiqarishga 889785,5 ming m^3 .(884791,5 ming 2023-y)

- ichimlikka 85221,4 ming m^3 .(83718,3 ming m^3 .(2023-y)

- sug'orishga 1335926,8 ming m^3 .(1185562,1 ming m^3 2023-y)

- yo'qotilgan 24680,4 ming m^3 .(22585,2 ming m^3 2023-y)



XULOSA

O'zbekiston daryolarida doimiy gidrologik kuzatishlar XIX asrning oxirlarida boshlangan. Masalan, Qoradaryoda Kuyganyor ko'prigida 1883-yildan, Sirdaryoda, Xo'jand yaqinida, 1895-yildan, Norin daryosida, Uchqo'rg'on yaqinida, 1896-yildan, Chiqchiq daryosida, Chimboyliq yaqinida, 1900-yildan, Chinoz yaqinida, 1902-yildan

boshlangan. Mamlakatimiz hududida gidrologik kuzatish tarmoqlari o'tgan asrning birinchi choragidan boshlab, yanada jadal suratlarda rivojlana boshladi. Zarafshon daryosi sersuv bo'lib, Zarafshon, Turkiston va Hisor tog'larida joylashgan umumiy maydoni 556.7 kv km bo'lgach 424 ga yaqin muzliklardan va doimiy qorlardan suv oladi. Zarafshon daryosining yillik oqimini 100 foiz desak, shuning 65 foizi muz va qorlarning erishidan, 34 foizi qor suvlaridan va atiga 1 foizi yomg'ir suvlaridan iborat. Demak, Zarafshon daryosining suvi ayni kun isigan yoz faslida (iyun-sentabr oylari), qishloq xo'jalik ekinlari uchun suv kerak bo'lgan davrda ko'payadi. Bu oylarda Zarafshon daryosi yillik oqimining 61,1 foizini o'tkazadi. Eng kam suv sarfi (30-35 m³/sek) esa qish fasliga to'g'ri keladi. Aksincha, suvi eng ko'paygan davr yozga to'g'ri kelib, iyulda ba'zan sekundiga 165 kub metrni tashkil etadi. Zarafshon daryosi yozda loyqalanib oqqanligi sababli hududning sug'oriladigan har gektar yeriga 10-20 tonnagacha loyqa keltiriladi. Keltirilgan loyqa tarkibida fosfor va kaliy Amudaryo va Sirdaryoga nisbatan 1,5-2 marta ko'p bo'ladi. Zarafshon daryosining suvi dekabr oyining oxirlaridan fevral oyining o'rtalarigacha muzlashi mumkin. Zarafshon daryosi suv resurslaridan keng miqyosda foydalanish XX asrning 2 yarmidan sezilarli darajada kuchaya boshladi. Buning sababi shu davrda daryoning quyi oqimida sug'oriladigan yerlar maydonining keskin kengaytirilishi, Samarqand, Navoiy kabi yirik shaharlarda sanoat korxonalarini sonining ortib borishi, hududda aholi sonining tez sur'atlarda o'sishi bilan bog'liqdir. Shu omillar ta'siri natijasida Zarafshon vohasida daryo suvi uning quyi oqimi tomon ham miqdor, ham sifat jihatdan o'zgara bordi. Bu jarayon hozirgi kunda yanada jadallashmoqda. Navoiy viloyatini asosan ichimlik va texnik suv bilan Zarafshon daryosi ta'minlab, qisman Amudaryo suvidan foydaniladi. Qiziltepa va Karmana tumanini 4/3 qismi ya'ni Malikcho'l zonasini Amu-Buxoro kanali suv bilan ta'minlaydi, shu bilan bir qatorda Uchquduq va Zarafshon shahar aholisi Amudaryo suvidan suv ichadi.

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ОСНОВНЫЕ ПОНЯТИЯ ЛИНГВОКУЛЬТУРОЛОГИИ КАК ТЕОРИСТИЧЕСКАЯ ОСНОВА ИССЛЕДОВАНИЯ

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АННОТАЦИЯ

В статье представлены некоторые вопросы основные понятия лингвокультурологии как теористическая основа исследования.

***Ключевые слова:** лингвокультурология, языкознание, культурология, этнолингвистика, лингвострановедение.*

Самая актуальная тенденция развития науки второй половины XX-начала XXI века – это интеграция. Даже полярно противоположные области знаний находят свои «точки пересечения», из которых возникают принципиально новые научные направления. Подобный путь прошла и лингвокультурология, которая не просто возникла на грани двух фундаментальных гуманитарных дисциплин, культурологии и языкознания, она возникла из результатов взаимодействия и взаимопроникновения языка и культуры.

Одними из первых лингвокультурологических исследований были труды В. фон Гумбольдта и А.А. Потебни, которые еще в середине XIX века заложили теоретические основы и дали направление развития современной лингвокультурологии. В XX веке идеи ученых развивали Л. Витгенштейн, Л. Вайсгербер, Ж. Деррида, Ш. Балли, Ж. Вандриес, Ф. Боас, М. Гайдеггер и др.

На современном этапе проблемами лингвокультурологии занимаются российские и зарубежные исследователи, наиболее выдающимися из которых являются Н.И. Толстой, Ю.С. Степанов, Н.Д. Арутюнова, В.Н. Телия, В.В.

Красных, В.И. Карасик, Е.М. Верещагин, В.Г. Костомаров, В.А. Маслова, А. Вежбицкая и др.

Сегодня разные аспекты взаимодействия языка и культуры составляют поле исследования для ученых-лингвокультурологов. Следует отметить, что в трудах российских, европейских и американских исследователей проблематика лингвокультурологии понимается различными способами, но существование и постоянное развитие этой науки как таковой неоспоримо.

Тезис о том, что «язык одновременно является и орудием создания, развития, хранения (в виде текстов) культуры, и ее частью, потому что с помощью языка создаются реальные, объективно существующие произведения материальной и духовной культуры» (Маслова, 2001: 27), стал основой новой науки, возникшей на рубеже тысячелетий – лингвокультурологии.

В понимании В.В. Воробьева, «лингвокультурология изучает определенным образом отобранную и организованную совокупность культурных ценностей, исследует живые коммуникативные процессы порождения и восприятия речи, опыт языковой личности и национальный менталитет, представляет системное описание языковой картины мира и обеспечивает выполнение образовательных, воспитательных и интеллектуальных задач обучения» (Воробьев, 1997: 125).

На сегодняшний день в научном мире распространено несколько дефиниций понятия «лингвокультурология». Мы будем пользоваться определением В.В. Красных, которое характеризует лингвокультурологию как «дисциплину, изучающую проявление, отражение и фиксацию культуры в языке и дискурсе. Она непосредственно связана с изучением национальной картины мира, языкового сознания, особенностей ментально-лингвального комплекса» (Красных, 2002: 12).

Определить и исследовать основные проблемы взаимодействия языка и культуры ученые пытались с начала XIX века (работы Якоба Гримма, Иоганна Гердера, Вильгельма фон Гумбольдта). Например, И. Гердер утверждал, что

конструктивная способность языка влияет на формирование народной культуры, психологии и творчества.

Но наибольшее распространение получили взгляды В. фон Гумбольдта (первая половина XIX века), которого считают отцом этнолингвистики. Немецкий языковед высказывал мнение, что «культура проявляет себя прежде всего в языке, и именно язык способен ввести человека в определенную культуру» (Маслова, 2001: 26). Язык также имеет индивидуальную форму, непосредственно влияющую на характер сознания ее носителей. Сам исследователь определял язык как мир, находящийся «между миром внешних явлений и внутренним миром человека» (Маслова, 2001: 60).

Концепция В. фон Гумбольдта позже также нашла свое отражение в работах европейских ученых Антуана Мейе («предшественник» социоллингвистики), Жозефа Вандриеса (развил социоллингвистические идеи Ф. де Соссюра и А. Мейе, разработал понятия социолекта и идиолекта), Эмиля Бенвениста (исследование языка в контексте духовной культуры и культурных концептов) и других.

Идею В. фон Гумбольдта о языке как деятельности духа развил А.А. Потебня, который отстаивал право национальных языков и культур на самостоятельное развитие, подчеркивал их связь с историей народа эволюцией человеческой мысли в целом. По мнению А.А. Потебни, язык составляет историческую форму народного духа, средство кодирования в структурах, созданного ею обшира национального мировоззрения.

Позже тезис о неразрывности и синергии языка и культуры стал основой концепции неогумбольдтианства и известной американской лингвистической школы Сепира-Уорфа, для которых язык был неотделим от когнитивных процессов. Именно язык (точнее, его структура), по мнению сторонников гипотезы Сепира-Уорфа, определял мышление и способ познания реальности человеком. Один из представителей течения неогумбольдтианства Л. Вайсгербер

даже утверждал, что язык является «промежуточным миром» между мышлением и реальностью.

В начале XXI века в существующей научной парадигме произошли существенные изменения, в результате чего возник ряд новых идей и подходов к изучению языка, среди которых следует отметить три основных принципа, которые были реализованы в дальнейших научных исследованиях: «антропоцентризм, предполагающий системное освоение языка, его единиц, текста, дискурса сквозь призму человеческого фактора, рассмотрение пребывания человека в языке и языка в человеке; когнитивизм (язык – результат когнитивной деятельности, способ организации и хранение человеческого знания о мире, пространство мысли и духа); лингвокультурологизм (тесная связь языка и культуры народа, понимание развития языка как результата творческой деятельности человека)» (Богданович, 2004: 65). Безусловно, лингвокультурология опирается на три названные принципа и рассматривается как один из «продуктов» становления антропоцентрической парадигмы, которая сформировалась в XX веке и сегодня является основной в лингвистике. Ведущая идея антропоцентрической парадигмы – изучение субъекта познания (вместо объекта), то есть «исследование человека в языке и языка в человеке» (Маслова, 2001: 8).

Язык в контексте антропоцентрической парадигмы понимается как многомерное явление, возникающее только в человеческом обществе, и может быть охарактеризовано как «продукт культуры», ее важную составляющую и условие существования. В центре антропоцентрической парадигмы в лингвистике есть не человек как таковой, а языковая личность. Следовательно, лингвокультурология, как одно из основных направлений современной лингвистики и один из «продуктов антропоцентрической парадигмы в языкознании, ориентирована на изучение культурного фактора в языке и языкового фактора в человеке» (Маслова, 2001: 8).

Лингвокультурология изучает язык как феномен культуры, как выразитель особой национальной ментальности. Сегодня фундаментальные исследования в области лингвокультурологии связаны с именами Юрия Степанова, Юрия Лотмана, Нины Арутюновой, Анны Вежбицкой, Владимира Воробьева, Вероники Телии, Евгения Верещагина, Виталия Костомарова, Валентины Масловой и др.

Как отмечает В.А. Маслова, на современном этапе в лингвокультурологических студиях условно можно выделить следующие направления исследования:

1) «Лингвокультурология отдельной социальной группы, этноса в какой-то яркий в культурном отношении период, т.е. исследование конкретной лингвокультурной ситуации.

2) Диахроническая лингвокультурология, т.е. изучение изменений лингвокультурного состояния этноса за определенный период времени.

3) Сравнительная лингвокультурология, исследующая лингво-культурные проявления разных, но взаимосвязанных этносов.

4) Сопоставительная лингвокультурология ...

5) Лингвокультурная лексикография, занимающаяся составлением лингвострановедческих словарей» (Маслова, 2001: 28-29).

Значительное повышение интереса к проблемам лингвокультурологии в наше время может быть обусловлено следующими причинами (по В.И. Карасику). «Во-первых, это стремительная глобализация мировых проблем, необходимость учитывать универсальные и специфические характеристики поведения и общения различных народов в решении самых разнообразных вопросов, потребность знать заранее те ситуации, в которых велика вероятность межкультурного непонимания, важность определения и точного обозначения тех культурных ценностей, которые лежат в основе коммуникативной деятельности. Во-вторых, это объективная интегративная тенденция развития гуманитарных наук, необходимость освоения лингвистами результатов, добытых

представителями смежных отраслей знания... В-третьих, это прикладная сторона лингвистического знания, понимание языка как средства концентрированного осмысления коллективного опыта, который закодирован во всем богатстве значений слов, фразеологических единиц, общеизвестных текстов, формульных этикетных ситуаций и т.д., а этот опыт составляет суть изучаемого иностранного языка, находит прямые выходы в практику рекламного и политического воздействия, пронизывает коммуникативную среду массовой информации» (Карасик, 2001: 3).

Лингвокультурология является относительно новой областью знаний, лежащей на грани нескольких гуманитарных дисциплин, таких как культурология, языкознание, психолингвистика, лингвострановедение и т.д. Актуальность лингвокультурологических студий сегодня обусловлена несколькими факторами, основным из которых является тотальность мировых глобализационных процессов, пронизывающих все сферы человеческой жизнедеятельности. Начиная с XIX века ученые начинают рассматривать язык не только как средство общения и познания окружающего мира, но и как определенный культурный код нации. Такой подход к изучению языка впервые появился в трудах В. фон Гумбольдта и А.А. Потебни. Именно по теории немецкого филолога грани мировоззрения отдельного человека и всей нации определяет язык. В трудах А.А. Потебни особое внимание уделено связи языка с историей народа и культурно-языковому аспекту национальной жизни в целом.

Основным предметом исследования лингвокультурологии являются специфические языковые единицы, содержащие культурный компонент значения. В нашем понимании такими единицами есть лингвокультурные концепты, лингвокультуремы, символы, стереотипы, мифологемы, фразеологизмы и т.д. Все они являются национально- и культурно-специфическими, поэтому исследование их даст, на наш взгляд, наиболее четкое и адекватное представление о языковой картине мира этноса, этнической ментальности и национальном типе культуры.

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CHET TILLARNI O‘QITISH NAZARIYASI VA UNING MAQSADI

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ANNOTATSIYA

Chet tillarni o‘qitish metodikasi” kursida bo‘lajak o‘qituvchi ushbu fanni o‘qitish metodini o‘rganishi mumkin. O‘qituvchi chet tili darsini o‘qitish metodidan to‘g‘ri foydalanish orqaligina darsni to‘g‘ri tashkil qilishi mumkin. “Chet tilini o‘qitish metodikasi” maktablarda o‘tiladigan chet tili darslarining ta‘lim me‘yorlarini o‘quvchilarga darsda va darsdan tashqari materiallarni qanday o‘tkazishni belgilab beradi, chet tilidan dars beradigan bo‘lajak o‘qituvchilarni kasbiy jihatdan tayyorlaydi.

Kalit so‘zlar: metod, chet tillarini o‘qitish, ilmiy uslubiy adabiyotlar, individual usuli, **METODOLOGIYA**

THE THEORY OF TEACHING FOREIGN LANGUAGES AND ITS PURPOSE

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ABSTRACT

In the course "Methodology of teaching foreign languages", a future teacher can learn the method of teaching this subject.. A teacher can organize a lesson correctly only by using the method of teaching a foreign language lesson correctly. "Methodology of foreign language teaching" determines the educational standards of foreign language classes held in schools, how to transfer materials to students in class and outside of class, prepares future foreign language teachers professionally.

Key words: method, teaching foreign languages, scientific methodical literature, Individual method, **METHODOLOGY**

Kirish (introduction)

Chet tilini o‘qitish metodikasi – o‘qitishning maqsadi, mazmuni, metod va vositalarini o‘rganuvchi fan bo‘lib, chet tilini o‘qitishga oid adabiyotlardan foydalangan holda talabalarga bilim berish va o‘qitishning yagona yo‘lidir.

Aslida metod nima? Tizimli ta‘limning tamal toshi bo‘lgan metod lug‘atda “maqsadga erishish uchun qo‘llanilgan yo‘l, usul, tizim, tartib, siyosat” va “bir maqsadni amalga oshirish uchun reja asosida olib boriladigan, fanda ma‘lum bir natijaga erishish” degan ma‘nolarni anglatadi. Metodologiya yangi fan bo‘lsa-da, uning rivojlanish jarayoni jadal rivojlanib borayotganini ko‘rishimiz mumkin. Uslubiy kontseptsiya evolyutsiyasida barcha chet tillarini o‘qitish usuli yoki ma‘lum bir chet tilini o‘qitish usulini hisobga oladigan tendentsiyalar mavjud. Bo‘lajak o‘qituvchilarni tayyorlash hozirgi kunda juda muhim. Zero, o‘qituvchi o‘z fanini nazariy va amaliy jihatdan puxta o‘zlashtirgandagina yuqori saviyali professional o‘qituvchi bo‘la oladi. “Chet tillarni o‘qitish metodikasi” kursida bo‘lajak o‘qituvchi ushbu fanni o‘qitish metodini o‘rganishi mumkin. Uslubiy tamoyilga ko‘ra, maktablarda chet tili darslari tartibsiz va tasodifiy bo‘lmagan holda tizimlashtirilib, oddiydan murakkabgacha o‘tiladi. O‘qituvchi chet tili darsini o‘qitish metodidan to‘g‘ri foydalanish orqaligina darsni to‘g‘ri tashkil qilishi mumkin. “Chet tilini o‘qitish metodikasi” maktablarda o‘tiladigan chet tili darslarining ta‘lim me‘yorlarini, o‘quvchilarga darsda va darsdan tashqari materiallarni qanday o‘tkazishni belgilab beradi, chet tilidan dars beradigan bo‘lajak o‘qituvchilarni kasbiy jihatdan tayyorlaydi. Chet tili maktablarda tegishli darajada o‘qitilishi va bugungi jamiyat talablariga javob berishi uchun bo‘lajak o‘qituvchi “Chet tillarni o‘qitish metodikasi” fanining nazariy kursini juda yaxshi o‘zlashtirishi zarur.

Shuningdek, talaba o‘z bilimidan pedagogik amaliyot jarayonida, diplom yoki kurs ishlarini bajarishda, maktab hayotida yuzaga keladigan turli qiyinchiliklarni yengib o‘tishda foydalana olishi zarur. Bo‘lajak o‘qituvchilarni kasbiy tayyorlashda “Chet tillarni o‘qitish metodikasi” nazariy kursi asosiy o‘rinni egallaydi. Har bir

fanning o‘z maqsadi bo‘lganidek, “Chet tillarni o‘qitish metodikasi” kursining ham bir qancha maqsadlari bor. Ular quyidagilar:

1. Maktabda chet tilini o‘qitishning asosiy xususiyatlarini ochib berish va o‘quvchilarni nazariy bilimlarini amaliyotda duch keladigan muammolarni hal qilishda qo‘llashga o‘rgatish;
2. Talabalarni mamlakatimizda va xorijda xorijiy tillarni o‘qitishning asosiy yo‘nalishlari bilan tanishtirish;
3. Metodikani fan sifatida ko‘rib, uning qismlarini o‘rgatish.
Shuningdek, chet tilini o‘qitish jarayonida talabalarni ijodiy mehnat qilishga yo‘naltirish;
4. Talabalarni ilg‘or o‘qituvchilarning tajribalari va pedagogik ishlari bilan tanishtirish va amaliyot davomida o‘sha tajribalardan foydalanishni o‘rgatish;
5. Seminar va amaliy mashg‘ulotlarda maktab ishida va chet tilidan dars berishda o‘qituvchi uchun zarur bo‘lgan malakalarni talabalarga o‘rgatish;
6. Bo‘ljak o‘qituvchini ilmiy uslubiy adabiyotlarni o‘qishga, ular bilan hamqadam bo‘lishga o‘rgatish Ularning kasbiy saviyasini, bilimini oshirish uchun tinmay mehnat qilishga tarbiyalash;

Metodologiya. O‘qitish metodikasi - bu o‘qituvchi va talabalarning o‘zaro tartibli bog‘langan faoliyatlari orqali metodlarni o‘rganadigan fanlar majmuasidir. Metodologiya- ta’lim muammolarini hal qilishga qaratilgan, hamda o‘qituvchining maqsadli harakatlar tizimi asosida o‘quvchilarni maqsadlariga erishishga yetaklaydigan ta’lim faoliyati hisoblanadi. Metodika bir qancha o‘qitish usullarini o‘z ichiga oladi, ular quyidagilar: an’anaviy, innovatsion va boshqalar. Chet tilini o‘rgatish metodologiyasi biron bir fanga bir tomonlama yo‘naltirishdan qochgan holda, o‘qitishning nazariy va amaliy masalalarini hal qilishda asosiy va tegishli fanlar ma’lumotlarini o‘z ichiga oladi . Metodologiya fan sifatida ta’lim jarayoniga asoslanganxolda, tarkibiy qismlarga bo‘linadi, bular: o‘qituvchining o‘quv faoliyati, mashg‘ulotlarni tashkil etish (maqsadlari, mazmuni, texnikalari, usullari va vositalari), talabalarning ta’lim faoliyati. Ta’lim nazariyasi - pedagogikaning bilim, ko‘nikma va

malakalarni o'zlashtirish qonuniyatlarini o'rganuvchi, shaxsni turli faoliyat turlariga, o'qitishning mazmuni, usullari va tashkiliy shakllariga, ta'lim jarayonining uning ishtirokchilariga ta'sirini o'rganuvchi pedagogika sohasi hisoblanadi. Nazariya ikki jihatda ko'rib chiqiladi: o'qitishning yondashuvlari va prinsplari. Prinsip - faoliyat turlarida pedagogik tushunchaning, idrok etilgan qonun va qonuniyatlarning, o'qitishning maqsadlari, mohiyati, mazmuni, tuzilishi haqidagi bilimlar, uni amaliyotning tartibga soluvchi normasi sifatida ishlatishga imkon beradigan instrumental ifodasidir. O'qitishga yondashuv - bu metodikaning asosiy kategoriyasi bo'lib, til tadqiqotchisi va til o'qituvchisining tilning o'zi va uni o'zlashtirish yo'llari haqidagi qarashlari haqida tushuncha beradi. U tilni o'rganish tizimining tarkibiy qismi bo'lib, tilni o'zlashtirishning eng umumiy lingvodidaktik asosi bo'lib xizmat qiladi va tanlangan bilim strategiyasi haqida tushuncha beradi, bu o'qitish usullari va turlarini tanlash uchun asos bo'lib xizmat qiladi. "Chet tillarni o'qitish metodikasi" kursi o'qitish jarayonida uchta asosiy komponentdan iborat. Komponent - o'qituvchi va talaba o'rtasidagi o'quv jarayonida maqsadni amalga oshirishga qaratilgan harakatlar majmui bo'lib, o'quv jarayonining uchta asosiy komponenti bor. Ular quyidagilar:

1. O'qituvchining faoliyati.
2. Ta'lim olish shartlari.
3. Talabalarning faolligi.

O'qituvchi faoliyati o'z navbatida o'qituvchining shaxsiyati, o'quvchilarga munosabati, psixologik holatini o'z ichiga oladi. Ta'lim muhiti haqiqiy ta'lim sharoitlarini o'z ichiga oladi. Bunga o'qitishning uslubiy ishlari, o'qitish vositalari kiradi. Talaba faoliyati o'quvchining shaxsiyati, uning o'qish qobiliyati va boshqalarni o'z ichiga oladi. Ushbu uchta komponent birlashtirilishi va bir-birini to'ldirishi kerak. Qachonki, bu yagona yoki birlashtirilgan faoliyat bo'lsa chet tilini o'rgatish jarayoni shunchalik samarali bo'ladi. Shuning uchun bo'lajak o'qituvchi bu uch komponentni hech qachon unutmasligi kerak. Binobarin, «Chet tillarni o'qitish metodikasi» o'qitishning maqsadi, mazmuni, vositalarini o'rganuvchi fan bo'lib, chet tilini o'qitishda qo'llaniladigan vositalar yordamida o'quvchilarni tarbiyalashni ham

o'rgatadi. Agar metodikaning evolyutsiyasiga nazar tashlasak, o'qitishning o'ziga xos tendentsiyalari boshidanoq kuzatilgan. Shunga asoslanib, ikki xil usul paydo bo'ldi.

1. Umumiy usul
2. Individual usul.

Umumiy metod umumiy chet tilini o'qitish jarayonidagi qonuniyat va xususiyatlarni o'rganadi. Qaysi chet tilini tanlash, o'rganish yoki o'rgatish muhim emas, hohlagan chet tilini hisobga olish mumkin. Boshqacha aytganda, barcha chet tillari bo'yicha o'quv materiallarini tanlash, darsning turli bosqichlarida og'zaki va yozma ishlarning bog'lanishiga teng munosabatda bo'ladi. Masalan: Mamlakatimizda o'qitiladigan barcha G'arbiy Evropa tillari (ingliz, frantsuz, nemis) umumiy chet tillarini o'rganish jarayoni qoidalariga bo'ysunadi. Biroq o'qituvchi ma'lum bir tilning o'ziga xos xususiyatlariga tayansa, barcha chet tillarini o'qitishning umumiy qonuniyligi etarli emas. Shuning uchun u shaxsiy ta'lim usulidan foydalanadi. Individual metod - ma'lum bir tilga oid lingvistik va nutq hodisalarini o'rganadi. Misol uchun, faqat ingliz tilida uzluksiz fe'l shakli mavjud, faqat nemischa ot va sifatlarni moslashtiradi va faqat frantsuzcha diakritiklardan foydalanadi va artikllarni qisqartiradi. Bundan tashqari, bu tillarning fonetikasida ham farqlar mavjud. Bularga ingliz tilidagi triftonglar, nemis tilidagi qattiq diftonglar, frantsuzcha oldingi unlilar kiradi. U yoki bu chet tilining ritmlari va usullarida juda katta farqni ko'rish mumkin. Yuqorida sanab o'tilgan barcha hollarda har bir tilning o'ziga xos metodikasining o'ziga xos xususiyatlarini inobatga olgan holda, o'quvchilarga chet tilini o'rgatish usullari, shakl va turlarini tezkorlik bilan ishlab chiqish davr talabidir.

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I.A.KARIMOV ASARLARIDA MA'NAVIYATLI SHAXS QIYOFASINING YORITILISHI

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ANNOTATSIYA

Ushbu maqolada I.A.Karimov asarlarida ma'naviyatli shaxs qiyofasining yoritilishi haqida so'z yuritiladi. Asarlardagi komil inson, ma'naviyatli shaxs obrazi atroflicha taxlil etib o'rganiladi.

***Kalit so'zlar:** ma'naviyatli shaxs, demokratik huquqiy davlat, huquqiy madaniyat, ma'naviyat, tarbiya.*

2016-yilga qadar davlatimiz va Prezidentimizning ma'naviyat sohasidagi siyosatining amaliy ifodasi sifatida turli yo'nalishlarda qator ishlar amalga oshirildi va oshirilmoqda. Bu yo'nalishlardan eng diqqatga sazovor natijalarga erishayotgani milliy ta'lim-tarbiya tizimidir. "Ma'naviyat tarbiyaning eng ta'sirchan quroli ekan, undan oqilona foydalanish, bolalarimizning vatanparvarlik, rostguylik, haqsevarlikka o'rgatish kerak bo'ladi. Aslini olganda axloq – ma'naviyatning o'zagi", – deya saboq beradi birinchi prezidentimiz. Bu ma'naviy fazilatlarni shakllantiruvchi asosiy omillardan biri esa ta'lim-tarbiyadir. Oldimizga qo'ygan yuksak maqsadlarga erishish uchun bugungi O'zbekistonga erkin va ravon fikrlay oladigan, uning hayotida faol ishtirok eta biladigan, o'z so'zini aytishga qodir, o'z vazifa va burchlarini to'g'ri anglab

yetgan fuqarolar zarur. Bunday fuqaroni tarbiyalash zamon, taraqqiyotimiz talabi. Bunga qanday erishish mumkin?

Demokratik huquqiy davlatning bunyodkorlari huquqiy madaniyati, tarbiyasini to'g'ri yo'lga qo'yish bilan maqsadimizga erisha olamiz. Mamlakatimizning har bir fuqarosi, talabalarimiz kabi yoshlar qomusimiz va boshqa qonunlarni o'rganib olishlari zarur. Konstitutsiyani bilmagan, puxta o'rganmagan kishi o'z haq-huquqlarini bilmaydi. Huquqini bilmagan odamning hayoti oxir oqibatda fojiali tus olishi mumkin. Buning yaqqol misoli birinchi Prezidentimizning har bir asarida ko'rishimiz mumkin: «Madomiki maqsadimiz aniq ekan, inson huquqlari umumxalq muhokamasida qabul qilingan Konstitutsiya himoyasida ekan, yurtboshimiz, – avlodlarimiz, farzandlarimiz kelajagiga xavf soladigan, millat sha'niga dog' tushiradigan xatti-harakatlar qaerdan paydo bo'layapti?» Bu o'rinda Prezidentimiz bunday qaltis xatti-harakatlarga qo'lgan kimsalarning qonunni bilmasligi, bilsa ham unga mensimasdan qarashi, hurmat qilmasligida ekanini, ularda huquqiy madaniyatning yo'qligi, yetishmasligini –bir necha marta o'z nutqida ham ta'kidlagan edi.

Ko'pincha kishilar huquq, qonun, burch, adliya kabi atamalarni, ba'zan tasodifan qonunbuzarlik qilib qonun oldida javobgarlik holatiga tushib qolganlaridagina eslaydilar. Nega qonunga ro'para bo'lding, deb so'ralganda «Bunday bo'lishidan xabarim yo'q edi» -deb ko'zini miltillatib, advokatdan najot kutib turadilar. Shuni yaxshi anglashimiz kerakki, qonunni bilmaslik hech qachon aybni yengillashtirmaydi. Biz qonunga mensimaslik bilan qarasaq, uni o'rganmasak, hurmat qilmasak shunday noqulay ahvolga tushib qolamiz. Qonunni bilish, hurmat qilish jinoyatdan, jinoiy olamdan yiroq yurishning birdan-bir yo'lidir. Qonunga hurmat inson madaniyati va ma'naviyati bo'lib qolganda, bunday jamiyatni boshqarish ham, adolatni qaror toptirish ham oson bo'ladi. Mana shuning uchun ham huquqiy savodxonlikni yuqori darajaga ko'tarish tarbiya borasidagi asosiy ishlarimizdan biri bo'lib qolmog'i kerak. Huquqiy madaniyatni, savodxonlikni rivojlantirmay turib qonunni mensimaydigan buzg'inchilar, o'g'ri va yulg'ichlar, tovlamachilar, laganbardorlar, axloq-odobsizliklar, qo'rqoqlar, qotilliklar kabi salbiy holatlarning oldini olish, tugatish anchayin mushkul

ish. Bunday qonunbuzarlardan avvalo odamlarni, jamiyatni himoya qilish zarur. Yurtboshimiz Islom Karimov soʻzlari bilan aytganda: «...davlat davlatligini qilmoqchi boʻlsa, fuqaroni oʻz panohiga olishi zarur...Boshqacha aytganda, davlat har bir fuqarosini himoya etishi, unga huquqiy yordam berishi kerak. Qonun oldida barcha barobar. Mamlakat qonunlariga jaʼmi fuqaro - yoshidan, millatidan, irqi, dinidan qatʼi nazar – barcha barobar boʻysunmogʻi farz». Yana Islom Karimov soʻzlari bilan aytganda, qonun qogʻozda kelib ketsa, jamiyat aslo ravnaq topmaydi, qonun amalda boʻlishi lozim. Yurtboshimizning “Biz dunyoda hech kimdan kam boʻlmagan jamiyat quramiz” mavzusidagi mahalliy va xorijiy muxbirlarning savollariga bergan javobida shunday deydi: “Shuni aytib oʻtishim kerakki, dunyoda bozor iqtisodiyoti qanday qonunlarga asosan rivoj topayotgan boʻlsa, bizlar ham ulardan kam boʻlmagan huquqiy poydevorni qurdik. Endi ana shu qonunlarni hayotga izchil tadbiiq qilishimiz kerak. Bu masalada hali qiladigan ishlarimiz koʻp”.

Endi demokratiyani qanday tushunish kerakligini bayon etish vaqti yetdi. Demokratiya - ongli fikrlash, har qanday ehtirolardan holi, aql-idrokka tayangan munosabat. Demokratiya - yuksak maʼnaviyat va ichki madaniyatni oshkor etish imkoniyati; demokratiyani anglash shaxsning barcha uchun birday zarur boʻlgan qonunlarga toʻla rioya etish; aniq tartib-intizomlarga tayanib yashash salohiyati; demokratiya bizga inson haq-xuquqlarini himoya qiladigan, umumxalq va umumdavlat manfaatlarini himoya qiladigan barchaning qonunlarga boʻysunib yashashini oʻrgatadi va talab etadi. Aksincha boʻlgan jamiyatda boshboshdoqlik, parokandalik avj oladi va oqibatda bunday jamiyat halokatga uchraydi. Shuning uchun ham Prezidentimiz mamlakatimizning siyosiy va davlat qurilishi sohasidagi xususiyatlarini koʻrsatib berar ekan, «siyosiy hayotning barcha sohalarini erkinlashtirish, jamiyatda demokratiya, fikr va vijdon erkinligi tamoyillarini, gumanizm gʻoyalari va umuminsoniy qadriyatlarini qaror toptirish» ni muhim vazifa sifatida belgilab berdi.

Bugungi kunda maʼnaviyat masalasi ijtimoiy hayotimizning asosiy masalalaridan biriga aylanib qoldi. Mustaqillikning dastlabki kunlaridanoq bu masalaga katta va uzluksiz eʼtibor berib kelinmoqda. Oʻzbekiston Respublikasi Prezidenti Islom Karimovning har bir nutqi va maʼruzalari, maqola va asarlarida yuksak maʼnaviyat

kelajak poydevori ekanligi qayta-qayta ta'kidlanmoqda. «Tan olish kerakki, - deb uqtiradi Islom Karimov, - yuksak ma'naviy tushunchalar bilan yashashga harakat qiladigan odamning bugun ham ko'p mashaqqatlarni, og'ir sinov va to'siqlar, muammolarni yengib o'tishiga to'g'ri keladi»

Erksevar xalqimiz mustaqillik tufayli o'z yeri, o'z tili, o'z diniga ega bo'ldi; milliy g'ururi, izzat obro'si tiklanib, endilikda qadriyatlarimiz, ma'naviy merosimizdan bahramand bo'lmoqdamiz. Qudratli kelajagi buyuk davlat, buyuk ijtimoiy-iqtisodiy islohotlar qudratli ma'naviyat zamirida vujudga keladi. Har bir alohida shaxsning va butun millatning ma'naviy kamoloti orqali demokratik huquqiy davlat barpo etiladi. Davlatimiz rahbari shu bois ham ma'naviyat va ma'rifatga doimo katta e'tibor berib kelmoqda. Shu oqilona siyosat tufayli xalqimiz o'zligini tanib, o'z shajarasini idrok etmoqda, tarix oldidagi vazifasini anglab olmoqda.

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НАПИСАНИЕ И ПРАВОПИСАНИЕ В СТАРОФРАНЦУЗКОМ ЯЗЫКЕ

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АННОТАЦИЯ

В этой научной статье выражено написание и правописание в старофранцузском языке и его употребление в старофранцузках письменных источниках. В статье представлено употребление написание и правописание старофранцузского языка с примерами.

Ключевые слова: орфография, звук, аббревиатура, диакритические знаки, графема, иероглифы, каллиграфические шрифты.

ABSTRACT

This scientific article expresses the spelling in the Old French language and its use in Old French written sources. The article presents the use of writing and spelling of Old French with examples.

Key words: spelling, sound, abbreviation, diacritics, grapheme, hieroglyphs, calligraphic fonts.

ВВЕДЕНИЕ

Было бы преувеличением сказать, что в старофранцузском нет «орфографии». Каждое слово не имеет фиксированного написания, и от региона к региону, от писца к писцу, даже от строки к строке одно и то же слово пишется по-разному. Однако средневековые варианты написания не случайны.

Писцы использовали, казалось бы, простой принцип: записывали все, что слышали, как можно более прямо, используя латинский алфавит, который был совершенно неподходящим, потому что он не был очень богат графемами. Действительно, переходя от вульгарной латыни к старофранцузскому, многие фонемы эволюционировали, порождая новые звуки, для которых не было предусмотрено никакой буквы.

ЛИТЕРАТУРА И МЕТОДОЛОГИЯ

Настоящих диакритических знаков было всего несколько, большинство из которых служили аббревиатурами, диакритическими знаками, используемыми во французском языке с XVI века. Элизия не была обозначена апострофом, который также появляется в шестнадцатом веке. Письмо, хотя и двухпалатное, не использовало оппозицию между прописными и строчными буквами до XIV века. Некоторые слова считались важными.

Пунктуация не начинает напоминать нашу до XII-XIII веков. Тем не менее, использование очень различно. Появляются группы дыхания и значения, но не обязательно в отношении синтаксиса, а также использование точки для обрамления букв, используемых в качестве чисел.

РЕЗУЛЬТАТЫ

Кроме того, средневековые рукописи написаны двумя-тремя семействами букв латинского алфавита, внутри которых выделяются бесчисленные варианты. Эти иероглифы, унциал, крошечная каролина, а затем готика, становятся все менее и менее разборчивыми по сравнению с латинской моделью, особенно с учетом изобилия сокращений, лигатур и контекстуальных вариантов. Эти «алфавиты» не отличают ни *i* от *j*, над которыми нет точки, ни *u* от *v*, известных как «рамистские буквы». , голландским редакторам. У *i* нет точки, но часто ставится вершина, чтобы ее было лучше различить. Заслуживают внимания и другие процессы, такие как использование остатка *l*, который превратился в *u* при огласовке, но присутствует в латинском этимоне, чтобы не путать *u* и *n*, очень похожий в готическом. Еще одно немое письмо XI века, но сохранившееся

в письмо, а затем замененное в некоторых случаях циркумфлексным ударением, буква *s* перед согласной затем рисуется как длинная *s*.

ОБСУЖДЕНИЕ

Только в начале XV века гуманисты в поисках более разборчивых и воздушных моделей, чем готика, иногда очень эзотерических для профанного, вернулись к написанию, более близкому к обычному письму, с крошечным гуманистическим курсивом... Печатный станок ознаменует прогрессивный конец каллиграфических шрифтов в пользу все более разборчивых моделей, которые, наконец, уступят место тем, которые можно прочитать на экране компьютера.

ЗАКЛЮЧЕНИЕ

Однако современные редакторы чаще всего стандартизируют тексты для удобства чтения. Используется написание таких шрифтов, как Times New Roman (с засечками), Arial (линейное)... Использование острого ударения необходимо, чтобы отличить атонический кадук «*e*» от конечного тоника /*e*/, как умлаут , апостроф, седилья, знаки препинания и заглавные буквы, как в текущем французском примечании.

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ИЗУЧЕНИЕ ИСТОРИИ ФРАНЦУЗСКОГО АКЦЕНТА И ЕГО ИЗМЕНЕНИЯ

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АННОТАЦИЯ

В этой научной статье выражено изучение истории французского акцента и его изменения. В статье представлено эволюция и изменения французского акцента в течении веков истории французского языка с примерами.

Ключевые слова: *акцент, острый акцент, диакритические буквы, циркумфлекс, ударение, гравитное и циркумфлексное ударения.*

ABSTRACT

This scientific article expresses the study of the history of the French accent and its changes. The article presents the evolution and changes of the French accent over the centuries of the history of the French language with examples.

Key words: *accent, acute accent, diacritics, circumflex, stress, gravitational and circumflex stress.*

ВВЕДЕНИЕ

Использование акцентов, появившихся в эпоху Возрождения для компенсации библейских недостатков латыни, долгое время было предметом споров во французском языке. Сегодня страсти возбуждает уже не их употребление... а страх, что они исчезнут.

Расставляя акценты здесь и там или просто опуская их, вы можете быстро изменить ход истории. То, что « le voleur vole » (« вор крадет »), кажется если не

законным, то, по крайней мере, логичным. Но резкий акцент меняет ситуацию: вот « *le voleur volé* » (« украденный вор »). Анекдот вдруг кажется менее банальным: нашего вора обманули... даже обманули. Чтобы сохранить мораль, достаточно было резкого акцента.

ЛИТЕРАТУРА И МЕТОДОЛОГИЯ

Мы это видим: во французском языке акценты не для того, чтобы выглядеть красиво. Предыдущий пример иллюстрирует, как они могут изменять произношение гласной. Но только острый акцент ограничивается этой уникальной фонетической функцией. У гравитного и циркумфлексного ударения есть и второе применение: они позволяют нам различать на письме слова, которые звучат строго одинаково, например « *ou* » и « *oi* ».

Изобретение Ренессанса. Эти три акцента появились в языке постепенно, когда латинские символы стали казаться недостаточными для отражения разнообразия французских звуков в письменной форме. Издатели-печатники эпохи Возрождения решили тогда использовать «диакритические» буквы, то есть изменяющие произношение предшествующей им гласной.

РЕЗУЛЬТАТЫ

С XVI века для обеспечения фонетической точности над буквами слова добавлялись знаки: это настоящее новшество по сравнению с латынью, в которой нет акцента. Первым появляется острый акцент, приуроченный сначала к самому концу слов. Постепенно распространяется использование могилы и циркумфлекса.

Эти новички причиняют некоторые жертвы: они заменяют некоторые диакритические буквы « *eschole* » или « *estre* » на « *école* » и « *être* » соответственно. Капсюль циркумфлекса позволяет избежать некоторых перерывов (вроде « *âge* », которое долгое время писалось как « *aage* »), тогда как бас иногда проглатывает двойные согласные: « *fidelle* » превращается в « *fidèle* », « *secrette* » в « *secrète* ».

ОБСУЖДЕНИЕ

Но принятие акцентов далеко не единогласно. В первой половине 17 века он был гораздо менее распространен, чем несколькими десятилетиями ранее. Как это часто бывает, когда речь идет о правильном использовании французского языка, среди элиты ведутся страстные дебаты. Еще в 1663 году писатель Корнель выступал за широкое использование серьезного акцента. Изданный впервые в 1694 году престижный «Словарь» Французской академии более сдержан в этом вопросе: он рекомендует использовать акценты только в весьма конкретных случаях. Например, острое ударение имеет место только в конце слова.

ЗАКЛЮЧЕНИЕ

Страсти сегодня менее яркие? Нет ничего менее несомненного. В 1990 году Высший совет французского языка предложил сократить использование циркумфлексного акцента. Данное предложение входит в комплекс мер, направленных на упрощение написания языка. Научные дебаты и возмутительные споры следуют друг за другом. Отвечая на вопрос о реформе, президент республики Франсуа Миттеран заявил: «Меня захватил этот проект, я был немного напуган и сохранил несколько акцентов...»

Реформа, о которой идет речь, провалилась; циркумфлекс и двое его приятелей в безопасности. В настоящее время опасность, возможно, исходит от Интернета, где преобладает английский язык. Испаноговорящие уже начинают мобилизоваться, чтобы защитить разнообразие своих акцентов.

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DEALING WITH PROBLEMS RELATED TO STUDENT ENGAGEMENT IN TEACHING EFL

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ANNOTATION

A successful EFL class requires strong student engagement, which is a crucial interactional and pedagogical responsibility. Teachers could face complications during lessons, which prompts them to investigate at ways to solve issues with classroom involvement. In order for solutions, data were collected from five EFL teachers who work at schools using interview questions. The interview questions incorporated a number of topics, including motivation, resources, teaching and learning, and class management practices.

Keywords: *Student engagement, English as a first language (EFL), classroom, strategies.*

1. Introduction

The term "student engagement" refers how involved, interested, and passionate the students are to participate in the class. One way to think of student engagement is as the bonding agent that binds all the components of learning and development together. It has been demonstrated that student engagement has important effects on learners in addition to making teaching itself more enjoyable, interesting, and rewarding. Students are more likely to succeed academically, feel more connected to their school, and have better social-emotional well-being when they exhibit high levels

of behavioral, emotional, and cognitive engagement. Conversely, low student engagement has been linked to a number of unfavorable outcomes, including substance use, violence, delinquency, and school dropout. While these concerning results usually manifest in adolescence, low involvement in elementary and middle school can put students on a downward spiral. Promoting student engagement at all grade levels is therefore essential.

2. Literature review

One of the most significant pedagogical and interactive tasks that students can demonstrate their involvement in is through classroom participation. In this study, "classroom participation" refers to the amount of student involvement in classroom discussions and student-teacher conversation. In this regard, a number of professionals and experts in the field of teaching English have emphasized the significance of oral engagement by students in the classroom. According to Jackson (2002), students might construct and shape their identities as classroom participants in the environment that their participation in the classroom offers. As a result, involvement in language classes is crucial since it makes the teaching and learning process more engaging. When all the students can hear is the professor speaking, it can be challenging to keep their attention. Hearing an alternative viewpoint from someone other than the instructor is beneficial.

One of the problems that many teachers have is low student involvement. The topic of student participation in the classroom has been the subject of numerous research. This problem continues for a number of reasons. The views of educators and the classroom atmosphere may play a big role in students' disengagement from the learning process (Denessen, 2015). The same study also found that when teachers were passionate about the subjects they were teaching, students felt more positively about the subjects as well. It was established that teacher attitudes had a direct impact on students' attitudes. Wang (2020), who demonstrated that classroom engagement and student achievement are positively connected with classroom quality, support the notion that students' perceptions of their teachers correspond with involvement. The

teacher's emotional support, the instructional support system, and the classroom organisation all contributed to the quality of the classroom. It has also been demonstrated that other teaching strategies, such as memorising information, repetitious tasks, and textbook-based labour, negatively affect student involvement (Lyons, 2006). Moreover, instructors might not possess the necessary knowledge or expertise to provide students with the academic and emotional support they need to stay engaged (Dar, 2015). If, as research indicates, student engagement is positively correlated with achievement, then low student engagement poses a serious challenge (Faris, 2008; Vaughn & Winner, 2000; Maltese & Tai, 2010). The US ranked just 38th out of 71 countries in maths and 24th in science according to a 2015 assessment conducted by the Programme for International Student Assessment (PISA), which compared the US to various other nations. Additionally, the National Assessment of Educational Progress (NAEP) revealed that, for the first time since 1990, the average math scores of fourth and eighth graders decreased in 2015 (United Nations, 2014).

3. Methodology

The aim of this article is analyzing problems teachers might face with student engagement while teaching EFL classroom. For doing this, interview method is used and five teachers are selected and participated.

Participants.

N	Participants	Work place	Experience	What classes they teach	Level of the teacher
1.	Latipova Tursunoy	9th Fergana region	10 years	4th, 9th, 10th,11th	C1
2.	Turdimatova Mahfuza	9th Fergana region	15 years	2nd, 5th, 6th, 11th	B2
3.	A'zamova Gulshoda	9th Fergana region	1 year	4th, 8th, 9th, 10th, 11th	C1
4.	Marufova Sarvinoz	29th Fergana region	2 years	1st, 2nd, 9th	C1
5.	O'ktamova Asila	29th Fergana region	2years	1st, 2nd, 9th	C1

Research method: Interview. An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions.

When: 15th of October

Where: At school number 9, at university

How: Face-to-face

Data collecting tool: Interview.

Interview questions:

1. How do you engage all students when you are supposed to teach whole class?
2. How do you (or would you) punish 1st and 2nd grade students who are misbehaving or not paying attention to the lesson?
3. How do you deal with students who keep constantly talking?

4. Data analysis and discussion

Each of the interviewees I interacted with had a different response for the first question, providing various solutions for this problem. While T.M. stated it would be very helpful to start a class with a wonderful beginning so students keep their attention till the end of the lesson, L.T. and A.G. advised using more active games to keep students involved in the class. According to O'A., when a lesson is connected to something a student is interested in, they will participate in it more, hence teachers should be aware of their students' interests. While L.T. suggests using a "magic box" to get kids' attention in elementary school, higher level pupils may find the lesson more engaging if they are given certain challenges to answer on their own.

Nearly every interviewee expressed the same opinion in response to the second question: young learners should never be punished. T.L. recommended that the students who actively participate in the class should be rewarded, so this action encourages the disobedient or passive kids to try to participate in order to receive the prize. T.M. made really intriguing point that, if you teach kids in the proper way, they

would never resist learning. Since most young students learn best by kinesthetic, tactile, or visual ways, instructional strategies should be selected with these learning styles in mind. A.G. and S.M. recommended that teachers implement punishment cards or assign extra work or assignments, including memorization of new vocabulary or tongue twisters, to pupils who misbehave.

Regarding the third question, participants offered varying perspectives. L.T. responded that students who are chatty all the time should be engaged in extra activities. A teacher should give them more challenging tasks to keep them busy. T.M. stated that when working with these kinds of students, teachers should concentrate on speaking. They ought to be assigned more speaking-related tasks. A.G. recommended letting them speak first, and then the teacher could offer her own thoughts after students had finished. O'.A. and M.S. offered that extra activities can be used as a form of discipline for students who disrupt other students and make noise.

5. Conclusion

The results of this study indicate that one of the most common issues teachers might encounter in the classroom is low student engagement. Therefore, in order to conduct a lesson that is effective, a teacher is required to be able to control the classroom and get students' attention.

As students become easily disinterested in the same approach or atmosphere, there must always be something new to keep them engaged in the lesson. In particular, EFL teachers ought to be imaginative in order to make each lesson engaging and unique. It's not always appropriate to punish students for not participating in the lesson, particularly when they are younger students. To engage every student, educators must come up with diverse exercises or apply a range of teaching strategies.

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STRUCTURAL-SEMANTIC AND LINGUOCULTURAL ANALYSIS OF PHRASEOLOGY WITH A PHYTONYMIC COMPONENT IN THE ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

The problem of studying phytonymic phraseology is especially relevant, because phytonyms play a significant role in human life, not only in decorative and aesthetic refraction, but also participate in the transmission of religious, symbolic, aesthetic and mythological ideas. The use of phytonymic phraseological units in speech is very important, since their study introduces students to the cultural component in terms of language learning.

Key words: *phraseological units, phytonyms, phytonymic phraseological units, structural analysis, semantic analysis, linguocultural analysis.*

INTRODUCTION. In connection with the above, phraseology is a special branch of linguistics that studies stable phrases with complex semantics, called phraseological units or phraseological units. The main directions of this science are: idiomatics, phraseomatics, as well as idiomatics. semantic, structural and functional features of a phraseological unit are a set of features that comprehensively limit it from other linguistic units.

A phraseological unit is a stable combination of words that expresses a holistic meaning, and the function is correlated in one word. In the system of phraseological units in the English language, the same phenomena are characteristic of the lexical composition of the Uzbek language: ambiguity; homonymy; synonymy; antonyms.

Thus, the role of phraseological units in the English-language and Uzbek-language pictures of the world most clearly and accurately reflects the spirit of the people, their national mentality, as well as the cultural and historical experience of the world of knowledge, thanks to its expressiveness and emotionality, which contributes to the comprehensive development of the student's personality, sensitivity to the Uzbek and foreign culture [1, p7].

RESEARCH METHODOLOGY. Analysis methods such as typological, etymological, component analysis, cross-cultural analysis are used in the article.

DISCUSSION AND RESULTS. Concept study is important in modern linguistics. However, any attempt to understand the essence of the concept is related to the number of different points of view. Intensive studies in the field of cognitive linguistics have shown an imbalance in the understanding of the concept of "concept". And the differences found cause uncertainty and terminological confusion.

The term "concept" is an "umbrella" term because it "covers" the subject areas of several scientific directions. First of all, this phenomenon is observed more in such scientific directions as cognitology and cognitive linguistics, which deal with the problems of information processing, thinking and consciousness, as well as linguistic and cultural studies. At the current stage of linguistics, there are several approaches to understanding the concept. Researchers from different countries look at the concept as a linguistic-cognitive, psycholinguistic, linguistic-cultural, cultural or linguistic phenomenon. Each approach, on the basis of some characteristics, emphasizes its own limit of the concept. There are two approaches based on showing the connections between language and culture and the role of concepts in language formation.

We consider the idea of concept structure to be methodologically important. According to U.S.Stepanov: the concept of "1) the main, real sign; 2) additional or insignificant, but historically significant passive characters; 3) the internal form usually has no meaning at all, the meaning is understood in the external form". The first component - the main, real sign of the concept - is important, known to all speakers of a certain language or culture. Verbally expressed is a means of communication for

representatives of a certain ethnic community, nation, people, on the contrary, the second component is an additional, passive sign of the concept - it reveals its relevance far from the entire ethnic group; it exists for representatives of a certain social group, for a certain social stratum. The third component - the etymological sign or internal form - is the least important for the language and concept carriers of any culture, since the history of the word is mainly a science practiced by experts in this field.

To date, phraseologism is being studied as a separate language unit. We will not be mistaken if we say that the objects of study of phraseology, their grammatical features were studied in one way or another, and their stylistic possibilities prompted the creation of large-scale monographic works and phraseological explanatory dictionaries. For the first time in Uzbek linguistics, the linguist scientist A. Reshchad by Mamatov, phraseologism is defined as follows: "Phraseologism is a stable lexical-semantic unit, which is structurally equivalent to a phrase or a sentence, has a generalized meaning, and whose lexical elements have a partial or complete transitive meaning." In our opinion, this description is quite close to the truth. In addition, the linguist distinguishes 4 classifications within the framework of the formation of phraseology of the Uzbek language.

1. In relation to the activity and psyche of the person;
2. Occupation dependence;
3. Based on animal images;
4. Phraseologisms formed in terms of dependence on religion and religious people.

Many different approaches have been used, but nevertheless, the vocabulary of word combinations and their place at the boundaries of this level is still one of the topical issues of linguistics. The synchronic (semantic) classification of phraseological units classified by V.V. Vinogradov is the most popular, which gave a strong impetus to the purely lexicological treatment of the material. Thus, phraseological units are defined as lexical complexes with specific semantic properties and classified accordingly. The classification of the linguist is based on the motivation of the unity of

the phraseological unit and the connection between the meanings of its components. This classification is based on semantic criteria and was proposed by Academician Vinogradov within the framework of phraseological units. He talks about three types of phraseological units, including compounds with a very low level of motivation, we cannot guess the whole meaning from the meaning of its components, they are very idiomatic and cannot be literally translated into other languages.

The study of phraseological units contributes to the formation of linguistic competence, in particular the idea of phraseology as an integral, integral part of the development of the Uzbek and foreign languages. Many plants have been symbols of England since the reign of Queen Victoria of England. These symbols allow you to study the peculiarities of the culture of the people, their values, traditions, realities [2, p45]. A symbol is a sign of reality that, in addition to its object-figurative meaning, carries another, culturally more valuable content. Plants can embody mythological ideas about the world around them, concretize them, which allows them to be considered archetypal symbols.[4, p78]

There are two groups of the estimated potential of phytonyms.

1. The evaluation component can be controlled by the objective properties of the plant: appearance features, usefulness for practical activities, edibility or inedibility, etc.

2. The evaluation component can be determined by the cultural characteristics of plants - the religious mythological origin of plant names, similarity with household items or parts of the body (human, animal, etc.) Semantic features appear in the language; the picture of the world is the most important system-forming function: precisely in accordance with the semantic features common to a number of meanings, lexical units form series, groups and paradigms, that is, the lexical system of a language. In the English-language picture of the world, there are phytonyms with the element of the devil or the devil, interpretations of negative concepts that are often found in the names of plants with negative properties. In phytonyms, the word formation lady + artifact is often found: handbag - "shepherd's purse", nightcap -

“bindweed”, ladybug; women’s glove - “meadow core”, etc. This speaks of the peculiarities of the structure of the women’s world in the era of Queen Victoria. Here the similarity is that the plant spreads its stems above the ground, as if the hand of a blind man is groping for something to obtain information; lion’s mouth, lit. "lion’s mouth" - "snapdragon". [5, p2]The similarity here is that open flowers resemble the open mouth of a lion, hence in the Uzbek language it is also associated with the mouth of a lion. In general, in English phytonomic vocabulary, complete equivalence or complete coincidence of meaning and components occurs frequently. Here the so-called cultural factors. When comparing the cultural components of the English-speaking picture of the world, two groups of factors were identified: 1) universal and 2) national-specific.[3, p101]

Therefore, the study of phytonyms in the linguoculturological aspect is a linguistic picture of the world, which is reflected in the semantics of linguistic units through a system of meanings and associations of the word with a special culturally specific meaning.

Summary. Phraseologisms form the cultural self-awareness of the people and the linguistic picture of the world. Studying phraseological units helps to understand the specifics of people and learn the language. Using the example of the phraseological units under consideration, one can clearly understand the diversity and expressiveness of phraseological units of the modern Uzbek language and English, how similar they are and how they differ from each other.

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**YETILGAN KEKSALIK KATARAKTALARDA IOL
IMPLANTATSIYA BILAN FAKOEMULSIFIKATSIYA
OPERASIYALARINING SAMARASI**

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ANNOTATSIYA

Keksalik kataraktasi bo'lgan bemorlarda IOL implantatsiyasi bilan fakoemulsifikatsiya operatsiyasining funksional natijalari o'rganildi. Biz ushbu ko'z patologiyasi bo'lgan 22 bemorni (22 ko'z) jarrohlik davolashni tahlil qildik. Qabul qilinganda ko'rish keskinligi yorug'likning to'g'ri proektsiyasidan 0,04 gacha bo'lgan. Yadro zichligi darajasiga ko'ra, 54,5% (12 ko'z) 2 daraja, 36,4% (8 ko'z) 3 daraja va 9,1% (2 ko'z) 4 daraja - jigarrang yadroli juda zich kataraktlarga ega. Bemorlar kasalxonadan chiqarilganda, ko'rish keskinligi 0,6-1,0 45,4% hollarda (10 ko'z), 0,4-0,5 - 31,8% hollarda (7 ko'z) kuzatilgan. 0,2-0,3 - 22,7% hollarda (5 ko'z). Operatsiyadan keyingi davrda past ko'rish retinaning birgalikdagi patologiyasi bilan izohlanadi.

Kalit so'zlar: fakoemulsifikatsiya, intraokulyar linzalari implantatsiyasi, keksalik kataraktasi, vitrektomiya, iridektomiya.

ABSTRACT

Functional outcomes were studied surgery phacoemulsification with IOL implantation in patients with senile cataract. We performed an analysis of surgical treatment of 22 patients (22 eyes) with this eye disease. Visual acuity at delivery ranged from the correct projection of light to 0.04. By the degree of core density of 54.5% (12 eyes) - had grade 2, 36.4% (8 eyes) grade 3 and 9.1% (2 eyes) - 4 degree very dense cataract are drilling core. Discharge of patients from hospital acuity of 0.6-1.0 was

observed in 45.4% cases (10 eyes), 0.4-0.5- in 31.8% cases (7 eyes). 0.2-0.3- in 22.7% cases (5 eyes). Poor eyesight in the postoperative comorbidity explained by the retina.

Key words: *phacoemulsification, intraocular lens implantation, senile cataract, vitrectomy, iridectomy.*

KIRISH. Katarakti jarrohlik davolash oftalmologiyaning dolzarb muammosidir. Har xil turdagi kataraktalar orasida keksalik kataraktalari birinchi o‘rinda turadi va ko‘rlik sabablarining 25% ni tashkil qiladi [1]. Kelman birinchi marta 1967 yilda ekstrakapsulyar kataraktani olishda linza yadrosini ultratovush yordamida maydalashdan foydalandi va yangi usulni taklif qildi - kataraktlarning fakoemulsifikatsiyasi (FEC) [5]. Bugungi kunda bu usul ayniqsa mashhur va keng tarqalgan bo‘lib, o‘z-o‘zidan yopilgan mikro kesmalar, shuningdek, ko‘zning ichki tuzilmalarini ishonchli himoya qiluvchi katlama linzalari va viskoelastikalar tufayli mashhur bo‘ldi. Katarakt jarrohligida bemorni qondirishning asosiy jihati yoshga bog‘liq me‘yorda ko‘rish keskinligini tiklashdir [2,3,4]. Ishning maqsadi keksalik kataraktasi bo‘lgan bemorlarda IOL implantatsiyasi bilan fakoemulsifikatsiyaning funksional natijalarini o‘rganishdir.

ADABIYOT TAHLILI VA METODOLIKA.

Materiallar va tadqiqot usullari. Samarqand davlat tibbiyot instituti 1-klinikasining ko‘z bo‘limiga murojaat qilgan 22 nafar (22 ko‘z) etuk keksalik kataraktasi bilan og‘rigan bemorlarning jarrohlik muolajalarini tahlil qildik. Bemorlarning yoshi 40 dan 75 yoshgacha (o‘rtacha 62 yosh), ulardan 8 nafari erkak va 14 nafari ayollardir. Operatsiyadan oldingi davrda barcha bemorlar standart oftalmologik usullar bilan tekshirildi. Viziometriya tuzatmasdan va tuzatmasdan, biomikroskopiya, rang idrokini aniqlash, oftalmoskopiya, markaziy retinal ko‘rishni aniqlash, ko‘p takroriy biometriya, kerato- va refraktometriya, oftalmotonometriya, biomikroskopiya, "Strong - 6000 AB" ultratovush apparati yordamida IOL hisoblash. B-skanerlash amalga oshirildi. Qabul qilingandan so‘ng barcha bemorlarda katarakt rivojlanishining etuk bosqichi bor edi. Qabul qilingan barcha bemorlarda ko‘rish keskinligi yorug‘likning to‘g‘ri proektsiyasidan 0,04 gacha bo‘lgan. Yadro zichligi

darajasiga ko'ra, 54,5% (12 ko'z) 2 daraja, 36,4% (8 ko'z) 3 daraja va 9,1% (2 ko'z) 4 daraja - jigarrang yadroli juda zich kataraktlarga ega. Operatsiyadan oldin ko'z ichi bosimi (KIB) 19 mm Hg ni tashkil etdi. Art. 27 mm Hg gacha.

Tizimli kasalliklar orasida yurak-qon tomir tizimi patologiyasi, yurak ishemik kasalligi, gipertoniya, qandli diabet kabi kasalliklarga alohida e'tibor qaratildi. Operatsion texnikasi. Operatsiyaga tayyorgarlik ushbu usulni tanlash etarli darajada xavfsiz bo'lishini ta'minlash uchun linza yadrosining zichligi va uning ligamentlarining yaxlitligini oftalmolog tomonidan baholashni o'z ichiga oladi. Operatsiyadan 20 daqiqa oldin retrobulbar bo'shliqqa 4 ml 2% lidokain yuborildi. Operatsiyadan oldin epibulbarga alkain eritmasining 3 marta tomiziladi. FEK operatsiyasi kuchaytirilgan behushlik ostida o'tkazildi va qon bosimi holati qat'iy nazorat qilindi. Giyohvand moddalarni keltirib chiqaradigan midriazga Aitrope eritmasini 2 tomchi 3 marta, shuningdek, operatsiyadan 3 kun oldin kuniga 2 marta Cupin-forte eritmasini tomizish orqali erishildi. Kataraktning fakoemulsifikatsiyasi standart usul bo'yicha "Optimed" (Rossiya) qurilmasi yordamida 2,4 mm uzunlikdagi tunnel kesmasi orqali shox pardaga kirish imkoniyatiga ega keratotom yordamida amalga oshirildi. Oldingi kamera viskoelastik bilan to'ldirilgan. Capsulorhexis o'rtacha diametri 5 mm bo'lgan kapsulali forseps yordamida amalga oshirildi. Ikkilamchi kataraktaning rivojlanishiga, shuningdek, sun'iy linzalarning joylashishiga yo'l qo'ymaslik uchun kapsuloreksisning qirrasini IOLning chetini 1 mm ga qoplagan. Injektor yordamida kapsulali sumka ichiga IOL implantatsiya qilindi.

NATIJARLAR. Operatsiya paytida eng ko'p uchraydigan asoratlardan biri bu biz 1-ko'zni operatsiya qilgan 1 bemorda (4,5%) kuzatilgan shishasimon suyagi prolapsasi bilan linzaning orqa kapsulasining yorilishi edi. Orqa kapsulaning yorilishi bo'lsa, oldingi vitrektomiya intraoperativ ravishda amalga oshirildi va ikkilamchi glaukomaning oldini olish uchun qo'shimcha iridektomiya o'tkazildi. 1-bemorda, 1-ko'zida (4,5%) linza massalari qoldiqlari bo'lib, ular operatsiyadan keyingi 2-kuni yuvilgan.

MUHOKAMA. Bemorlar 3 kun davomida kasalxonaga yotqizilgan. Operatsiyadan keyingi erta davrda ko‘z olmasining o‘rtacha in‘ektsiyasi va shox pardaning engil shishishi kuzatildi. Bemorlarga standart yallig‘lanishga qarshi terapiya, jumladan antibiotiklar, steroid va steroid bo‘lmagan yallig‘lanishga qarshi dorilar, kortikosteroidlarning parabolbar in‘ektsiyalari qabul qilindi. Operatsiyadan keyingi dastlabki 3 kun ichida bemorlarda ko‘rish keskinligi 0,2 dan 0,6 gacha sezilarli darajada oshdi.

XULOSA. O‘rganish davrida kuzatuvning barcha holatlarida barqaror yuqori ko‘rish keskinligi qayd etilgan. Shuni ta’kidlash kerakki, operatsiyadan oldin bemorlarning 81,8 foizi yorug‘likning to‘g‘ri proyeksiyasini va ranglarni farqlash qobiliyatini saqlab qolgan holda, faqat yuzning oldida qo‘l harakatini ajrata oldi. Operatsiyadan oldin o‘rtacha ko‘rish keskinligi tuzatishsiz 0,01-0,02 ni tashkil etdi (45,5% da). Bemorlar kasalxonadan chiqarilganda, ko‘rish keskinligi 0,6-1,0 45,4% hollarda (10 ko‘z), 0,4-0,5 - 31,8% hollarda (7 ko‘z) kuzatilgan. 0,2-0,3 - 22,7% hollarda (5 ko‘z). Operatsiyadan keyingi davrda past ko‘rish hamrohlik bilan izohlanadi.

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**TOSHKENT VILOYATI PARKENTSOY HUDUDIDAGI AVTOMOBIL
YO'LI O'TGAN SUN'IY INSHOOTLARGA SEL OQIMLARI
TA'SIRINI TAHLIL QILISH**

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ANNOTATSIYA

Ushbu maqolada Toshkent viloyatida sodir bo'lgan sel hodisalari, Parkentsoy hududidagi sel toshqinlarining yillar kesimidagi sarhisobi GAT ma'lumotlaridan foydalangan holda tahlil qilingan.

***Kalit so'zlar:** Sel oqimlari, sel xavfi, Parkentsoy, avtomobil yo'li, sel oqimlari ta'siri.*

ANNOTATION

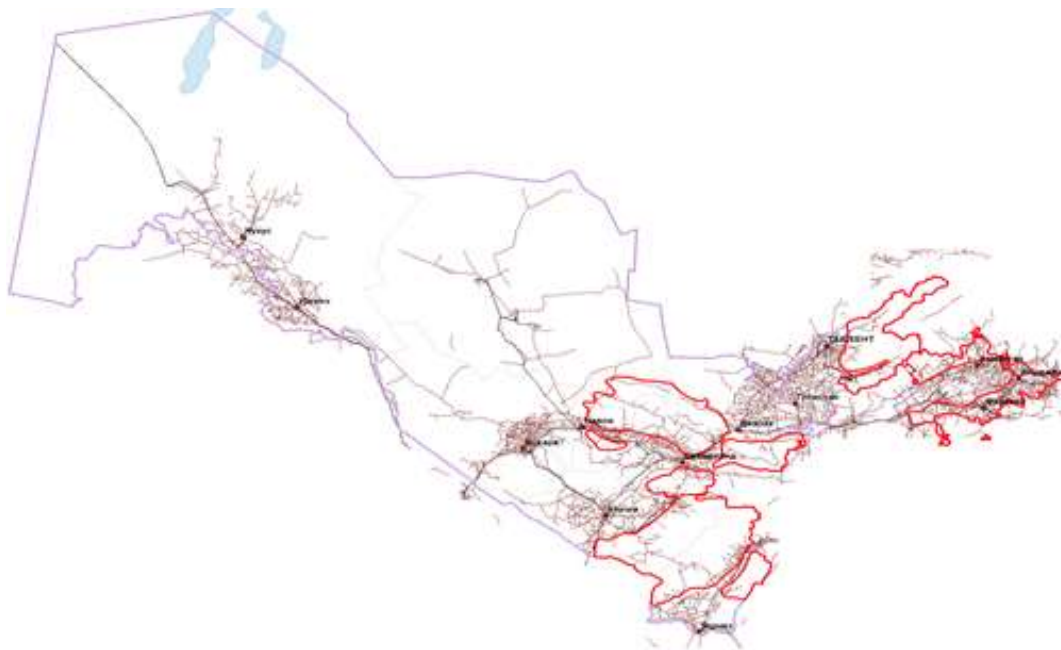
In this article, the flood events in the Tashkent region, the annual summary of the floods in the Parkentsoi area are analyzed using GIS data.

***Keywords:** Flood currents, flood risk, Parkentsoy, highway, impact of flood currents.*

O'zbekistonning tog'li hududlarida ko'pincha avtomobil va temir yo'llar sel va qor ko'chkilaridan aziyat chekadi, ularning vayron bo'lishi va to'sib qo'yilishi transport harakatining uzoq davom etishiga, favqulodda vaziyatlarning yuzaga kelishiga va odamlarning qurbon bo'lishiga olib keladi. Sel oqimlarining transport infratuzilmasiga ta'sirini o'rganish va undan himoyalalanish borasida bir nechta tadqiqot ishlari olib borilgan bo'lib, bular hamon davom ettirilmoqda. Tog'li va tog'oldi

hududlardagi sun'iy inshootlarni loyihalashda sel toshqinlarining o'ziga xos xususiyatlari va gidrologik parametrlarini takomillashtirish bo'yicha ko'plab tadqiqot ishlari olib borilgan, bulardan A.X Tulyaganov, B.D. Salimova, Y.B.Vinogradov, S.M.Fleyshman, I.E.Karimov, X.A.Ismog'ilov, I.Chupin, F.X.Xikmatov va boshqalardir. Mamlakatimizda Surxondaryo, Namangan, Farg'ona, Toshkent va Jizzax viloyatlari sel toshqinlari eng ko'p yuz beradigan viloyatlar hisoblanadi.

Toshkent viloyati mamlakatning shimoli-sharqiy qismida joylashgan bo'lib, Qirg'iziston va Qozog'iston respublikalari, Sirdaryo va Namangan viloyatlari bilan chegaradosh. Uning maydoni 15 300 km² ni tashkil qiladi. Aholisi 4 450 000 ga yaqin. Toshkent viloyati sel toshqinlari tez-tez ro'y beradigan hudud sifatida boshqa viloyatlardan ajralib turadi. Viloyatning transport infratuzilmasi yaxshi rivojlangan: 360 km dan ortiq temir yo'l va 3771 km qattiq qoplamali avtomobil yo'llari, Toshkentda mamlakatning asosiy havo darvozasi bo'lgan katta xalqaro aeroport mavjud.



1-rasm. Sel xavfiga duchor bo'lgan avtomobil yo'llari uzunligini aniqlash uchun GAT tahlilining keng qamrovli xaritasi.(selaktiv hududlar qizil bilan belgilangan)

Toshkent viloyati hududida kuzatishlar davomida 337 ta suv toshqini holatlari qayd etilgan, bu respublika bo'yicha qayd etilgan barcha sellarning taxminan 10 foizini

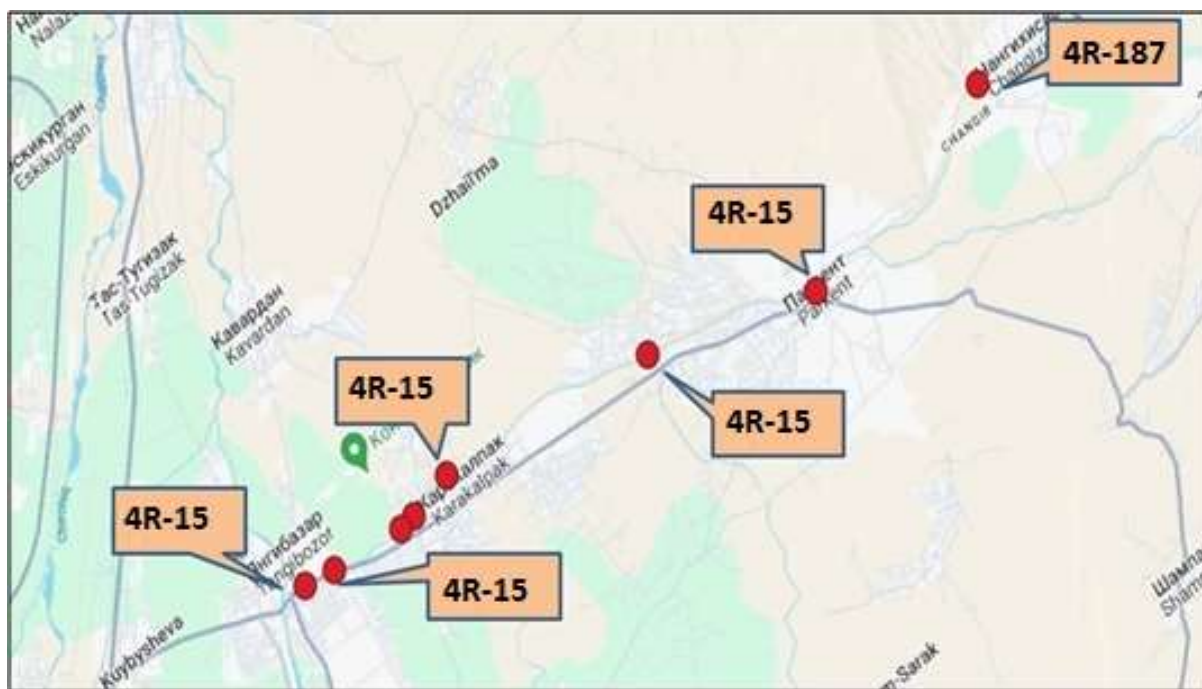
tashkil etadi. Sel hodisalarining eng ko'p soni Bo'stonliq va Ohangaron tumanlari hududida qayd etilgan [3].

Umuman olganda, so'nggi yillarda viloyat hududida sel oqimlari faolligining kuchayishi tendensiyasi kuzatilmoqda, bu tog'li hududlarning jadal rivojlanishi va yog'ingarchilikning yil ichidagi tarqalishi rejimining o'zgarishi bilan bog'liq bo'lib, ularning intensivligi so'nggi yillarda ortib bormoqda.

Hozirgi vaqtda Toshkent viloyatida sel oqimlari ta'sir zonasida 76 ta aholi punkti va 16 ta texnik obyekt joylashgan. Albatta, bu mutlaqo barcha binolar xavfli zonada ekanligini anglatmaydi. Daryolarning toshqin tekisliklari va qirg'oqlarning deformatsiyasi kuzatiladigan daryo bo'ylari xavfli hisoblanadi.

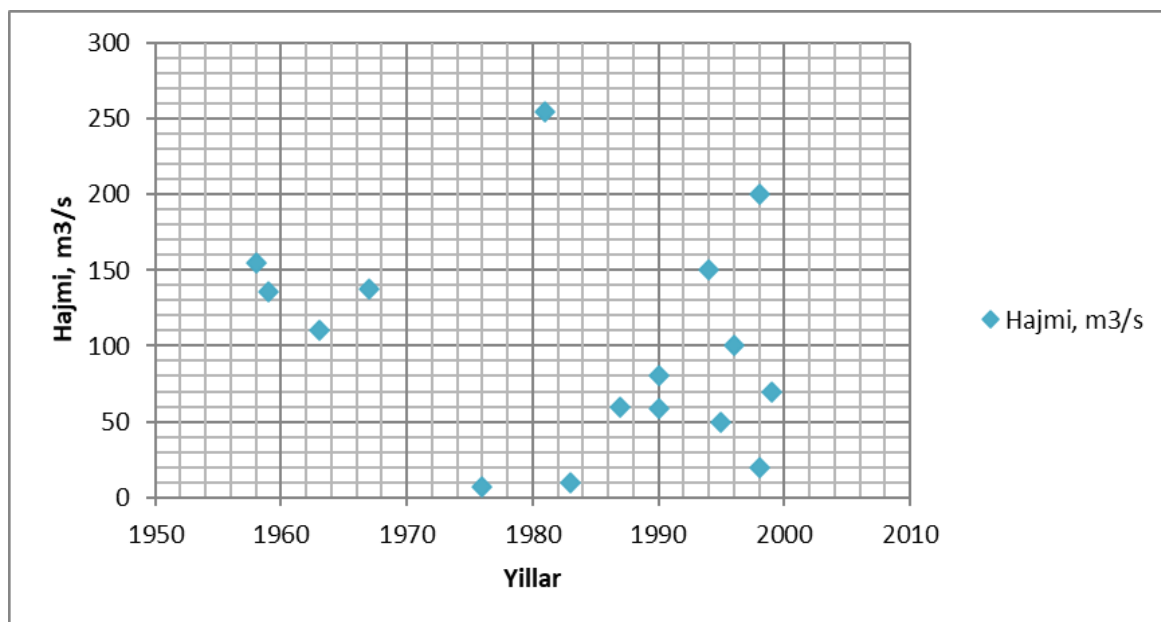
Chirchiq va Angren daryolari havzalaridagi sel jarayonlari turli landshaft hududlarida turli intensivlikka ega. Eng katta sel faolligi 1200 dan 1700 metrgacha bo'lgan mutlaq belgilar bilan eroziyalangan relyef turiga ega bo'lgan tog'lar oldidagi hududga tegishlidir. Toshkent viloyatidagi yana bir selga aktiv hududlardan biri bu Parkentsoydir [2].

Toshkent viloyati Parkent tumanidagi soy (yuqori oqimida Kumushkonsoy deb nomlanadi). Uzunligi 40 km, havzasining maydoni 198 km². Qizilnura cho'qqisi (3267 m) ning shimoli-g'arbiy yon bag'irlaridan oqib tushadigan, umumiy uzunligi 112 km bo'lgan katta-kichik irmoqlarning qo'shilishidan hosil bo'ladi. Parkentsoy g'arbiy yo'nalishda oqib, Chapqirg'oq Qorasuv kanaliga quyiladi. Mavsumiy qor, yomg'ir va buloq suvlaridan to'yinadi. O'rtacha sutkalik suv sarfi 0,64 m³/sek. To'lin suv davri mart—iyun oylarida, oqimining 75—80% shu davrga to'g'ri keladi. Aprel oyida suvi eng ko'p bo'ladi (o'rtacha 2,5 m³/sek). Parkentsoyda tez-tez sel toshqini ham bo'lib, bu vaqtda suv sarfi 108 m³/sek. gacha ortadi. Parkentsoydan Kumushkon, Changi, Hisarak qishloqlari hamda Parkent shahri va ular atrofidagi ekin maydonlari suv oladi. Parkentsoy hududida 40 km uzunligida jami 8 ta avtomobil yo'li o'tgan ko'prik mavjud bo'lib hammasi soz holatda aholiga xizmat ko'rsatmoqda.



2-rasm. Parkentsoydan o'tgan avtomobil yo'llarining GAT dan olingan ma'lumoti.

Parkentsoy tumanida 1990-2020 yillar mobaynida 60 dan ortiq sel hodisalari kuzatilgan.



3-rasm. Parkentsoyda sodir bo'lgan sellar va ularning hajmlari.

Xulosa qilib shuni aytish mumkinki, respublikada ekologik vaziyatni yaxshilash, toshqin va sel hodisalarida favqulodda vaziyatlarning oldini olish, aholi va ijtimoiy obyektlarni, iqtisodiyot tarmoqlarini xavfli tabiiy hodisalarning salbiy ta'siridan

himoya qilish, shuningdek, o‘z-o‘zidan paydo bo‘ladigan gidrometeorologik hodisalarni monitoring qilish va prognozlash tizimlarini takomillashtirishga qaratilgan qator tadbirlar amalga oshirilmoqda. Jumladan, xavflarni oldindan bashorat qilib uni prognozlash, zamonaviy texnologiyalardan foydalangan holda vaziyatni tahlil qilishni taqozo etmoqda. Selga aktiv hududlarni aniqlash va unga binoan inshootlarni loyihalash sel xavfini kamaytirishga xizmat qiladi. Tadqiqot ishlarini o‘tkazishdan maqsad sel oqimlarining sun’iy inshootlarga ko‘rsatgan ta’siri, yetkazgan zararini aniqlash, xavflilik darajasi va sel oqimiga qarshi choralarni ishlab chiqishdan iboratdir. Asosiy vazifa sifatida mavjud sel havzalarini kompleks o‘rganish, Parkentsoy hududidagi barcha sun’iy inshootlarni ko‘zdan kechirish, sel oqimlarining ta’sirini amaliy ko‘rinishda tadqiq qilish, eksperiment o‘tkazish va olingan natijalarni tartibga keltirish, nazariy hamda amaliy ma’lumotlarga asoslangan holda xulosalar chiqarish va xulosalar asosida tavsiyalar ishlab chiqish kabilar olinadi.

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ABDULLA ORIPOV IJODI VA UNDAGI BAZI MUHIM JIHALAR

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ANNOTATSIYA

Maqolada A.Oripov ijodi va she'rlar mohiyati haqida fikr yuritiladi.

Kalit so'zlar: Janr, e'tirof, shuur, badiiy, qo'lyozma, jiddiy o'zgartirish, ruhiy olam, xarakter, obraz.

Mustaqillik davri adabiyotida poeziya janri tobora rivojlanib bordi. Poeziyaning rivojlanishida ko'p yozuvchi va shoirlar qatori jamoat arbobi, serqirra shoir A.Oripov xizmatlari katta. Birinchi marotaba Respublika matbouda Qushcha deb atalgan she'ri chiqqan paytda Abdulla Oripov talaba edi. Shoirning birinchi she'rlar to'plami "Mitti yulduz" 1965-yilda chop etilgan. Bu kitob nashr etilishi bilan omma orasiga keng tarqalgan va olimlarning e'tirofiga sazovor bo'lgan. Jumladan, O'zbekiston madaniyati gazetasida adabiyotshunos olim M.Olimov "Abdulla she'rlari qalbga nurday singadi-yu, nogahiy sukunatni tilka-pora qilib tug'yon ko'taradi. Yurakni o'rtab, shuurga chaqmoqdek nur beradi",- deb yozgan edi Mitti yulduz haqidagi taqrizida.

Shoir ijod olamiga kirib kelgan ilk damlaridanoq so'zga, badiiy ijodga yuksak hurmat va nihoyatda ehtiyotkorlik bilan yondashgan. Abdulla Oripov ijodida har bir so'z uzukka qo'yilgan ko'zdek porlab turishi bejiz emas. "Ilk to'plamidagi deyarli barcha she'rlar o'z davrida yoshlarning qalb nidosiga aylanib ketgan edi. Shoir qo'lyozmalari arxivini tekshirganimizda, har bir she'rning o'n marotalab qayta ko'chirgani yu, har bir yangi nusqada jiddiy o'zgartirishlar kiritganlarga ko'p guvoh

bo'ldik."

Xususan aytib o'tishimiz joiz, A.Oripovning bundan tashqari "Tilla baliqcha", "Dorvoz", "Ona", "Birinchi muhabbatim", "Iltijo", "Sog'inch", "Shoir umri", "Inson hurmati", "Dunyoni qizg'anma" kabi she'rlari bilan birga "Jannatga yo'l", "Hakim va ajal", "Ranjkom" singari dostonlari ham nashr etildi.

A.Oripov O'zbek adabiyotiga o'zining ohanglari, o'z ifoda usuli, borliqqa tabiatga, jamiyatga, odamlarning ruhiy olamiga o'z qarashlariga ega bo'lgan lirik qahramoni bilan kirib keldi. Shoir she'rlarida lirik qahramon ko'p qirrali va shu bilan birga uyg'un obraz sifatida nomayon bo'ladi. Uning lirik qahramoni evolyusiyasini she'rda o'rta qo'yilgan muammolar, ularning mazmunini ochib berish shoir she'riyatidagi asosiy motivlar va kayfiyatlarni, she'r manbaalarini aniqlash orqali tushinish mumkin.

Lirik qahramon bilan lirik xarakter bir-biridan tamomila boshqa-boshqa tushinchalardir. Temir odam she'rini yaratishda shoir inson kashf etgan "temir odam"-robot detalidan mohirona foydalanib, hissiz, tuyg'usiz, manqurt kimsalar haqida so'z yuritadi. She'rdagi:

Temir odam yasab yurguncha ko'proq "Jonli temir"larni o'ylangiz ustoz- degan xitob lirik qahramonning da'vatidir. Nafratni, ishqni, mehrni bilmaydigan kimsa esa-shoir yaratgan tip darajasiga ko'tarilgan lirik xarakterdir.

Oltmishinchi yillarning o'rtalarida yozilgan "Men nechun sevaman O'zbekistonni?", "Sarob", "Yuzma-yuz", "O'zbekistonda kuz", "Biznikilar", "Bahor", "Sovg'a" kabi she'rlarida va "O'zbekiston" qasidasida milliy o'zlikni anglash, O'zbekiston istiqloli, xalq va vatan taqdiri, "million elatlarga sochilgan o'zbekning dardi" hasratlari, muammolari ilk bora o'tkir qilib qo'yildi. Bu she'rlar uchun umumiy bir ohang, umumiy g'oya- bu hurlik, milliy uyg'onish g'oyasidir.

Shunisi ahamiyatliki, O'zbekistonga bo'lgan muhabbat baland parvoz misralar, oddiy madhiyalar bilan emas, balki lirik qahramon qalbining tub-tubidan otilib chiqqan kechinmalar, bezovta o'ylar tarzda inkishof etiladi. Yurtim, seni faqat boyliklaring-chun, Sevgan farzand bo'lsa kechirma aslo!- misralariga asoslanib, kishi o'z vatanining

boyliklari, go‘zalligi uchungina sevmasligi lozim degan fikr kelib chiqishi mumkin. Lekin bu fikr ham tugal aniq fikr emas.

Shoirning lirikasidagi yana bir katta mavzu- bu inson mavzusi, inson haqidagi yangi haqiqatlarni ochib berish, insonni bugun murakkabligi bilan tasvirlash muammosidir.

Koinot gultoji insondir azal,
Undanda eng oliy tafakkur, amal.
Xatto u tubanlik ichra ham tanho,
Ya falak, ijoding buncha mukammal!

Abdulla Oripov butun ijodi mana shu inson, uning sir-sinoati, anglab bo‘lmas sehr-u-jodusi, yuksakligi va tubanligi qarshisida lol bo‘lgan qalbning hayratidan tassurot qoldiradi.

Qancha-qancha sir yashar har kimning bisotidan,
Shul sabab ul Insondir shul sabab ul Zot erur.

Xulosa o‘rnida shuni aytib o‘tishimiz joizki, Abdulla Oripovning har bir she’ri sinchiklab o‘rganishga munosib asarlardir. Har bir asari kitobxonlar tomonidan sevib o‘qiladi. Chunki, uning she’rlari yuksak e’tiroflarga loyiqdir.

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НЕКОТОРЫЕ СВОЙСТВО БИГАРМОНИЧЕСКИХ ФУНКЦИЙ

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АННОТАЦИЯ

В этой работе рассматриваются полугармонические функции 2-го порядка заданное в некотором неограниченном множестве 2-мерного пространства ($\Delta^2 u(y) = 0$) получив интегральное представление с помощью её получается теоремы типа Фрагмена – Линделефа

***Ключевые слово:** гармонические функции, бигармонические функции, интегральное представление.*

ABSTRACT

In this article we consider Carleman's functions, to find integral representation for the polyharmonic functions ($\Delta^2 u(y) = 0$) defined in unbounded domain of Euclidean space obtaining an integral representation.

***Keywords:** Phragmen-Lindelof type theorems, biharmonic functions, Carleman's function, integral representation.*

Введение

В данной работе рассматривается задача: если гармоническая функция и ее нормальная производная ограничены на границе D и $u(P)$ неограниченна внутри, то при $P \rightarrow \infty$ она должна расти внутри D со скоростью, не меньшей некоторой предельной, оценить эту предельную скорость роста. Эта задача была предметом исследования работ М.А.Евграфова, Е.М.Ландиса, [2], Т.Карлемана М.М.Лаврентьева, Ш.Ярмухамедовым [4]- [5], З.Р.Ашуровой [3]- [5], Н.Жураевой [5]- [6], и У.Жураевой [7]- [77], др.

При условии, когда D - односвязная ограниченная область со спрямляемой границей ∂D , то для некоторого класса функций f (например класса Харды $H^1(D)$) справедлива формула Коши восстанавливает функцию по ее значениям на ∂D .

Первый результат в этом направлении в 1926 году получил Т.Карлеман (для класса ограниченных функций в области D одного специального вида).

Ядра Коши может быть представлена с помощью введенного М.М.Лаврентьевым понятия функции Карлемана.

В своих работах М. М. Лаврентьев впервые разработал новую идею, связывающую исследование Т.Карлемана и А. Н. Тихонова и на ее основе, по заданной паре функций, приближающей данные Коши с заданной погрешностью (уклонением), построил функционал зависящий от положительного параметра (параметра регуляризации), согласованного с погрешностью исходных данных и числом, характеризующим компакт.

Шароф Ярмухамедович Ярмухамедов, в работах [2] впервые предлагает метод построения семейства фундаментальных решений уравнения Лапласа.

Используя разного видов ядро Ярмухамедова З.Р.Ашурова [5] позже Н.Ю. Жураева [6] (при произвольных нечетных m и четных m когда $2n < m$), Жураева У.Ю. (при произвольных четных m когда $2n \geq m$) получили ряд [7].

Рассмотрим бигармонических функций заданные в области D ,

$$D = \left\{ y: y = (y_1, y_2) \in R^2, -\infty < y_1 < \infty, y_2 \in R, 0 < y_2 < \frac{\pi}{\rho}, \rho > 0 \right\}, \quad -2-$$

мерное евклидово пространство, $r = \sqrt{\sum_{j=1}^2 (y_j - x_j)^2}$, $s = (y_1 - x_1)^2$. В данной работе построив функцию удовлетворяющей условию функции Карлемана, с помощью её намерены получать интегральные представления.

Функцию $\Phi(y, x)$ при $s > 0$:

$$\Phi(y, x) = c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp(\omega^2)}{\omega - x_2} \right] (u^2 - s) du, \quad \omega = iu + y_2. \quad (3)$$

При обозначениях где $A_0 = (y_2^2 - u^2)$, $A_2 = 2uy_2$

данная функция имеет вид

$$\begin{aligned} \Phi_{\sigma}(y, x) &= c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\exp A_0 \frac{(\cos A_2 + i \sin A_2)}{(y_m - x_m)^2 + u^2} \right] (u^2 - s) du = \\ &= c_0 \int_{\sqrt{s}}^{\infty} \exp A_0 \frac{(y_2 - x_2) \sin(A_2) - u \cos(A_2)}{((y_2 - x_2)^2 + u^2)} (u^2 - s) du \end{aligned}$$

при преобразовании

$$u^2 - s = r^2 t, u^2 = r^2 t + s, 2u du = r^2 dt, du = \frac{r^2 dt}{2\sqrt{r^2 t + s}}$$

$\Phi_{\sigma}(y, x)$ обладает вид

$$\begin{aligned} \Phi_{\sigma}(y, x) &= c_0 r^2 \int_0^{\infty} \frac{(y_m - x_m) \sin A_2}{\sqrt{r^2 t + s}} \frac{t dt}{\exp(A_1) (1 + t)} - c_0 r^2 \int_0^{\infty} \frac{\cos A_2}{\exp(A_1) (1 + t)} t dt = \\ &= c_0 r^2 \int_0^{\infty} \frac{(y_m - x_m) \sin A_2}{\sqrt{r^2 t + s}} \frac{1}{\exp A_1} \frac{t dt}{(1 + t)} - c_0 r^2 \int_0^{\infty} \cos A_2 \frac{1}{\exp A_1} \frac{t dt}{(1 + t)} \end{aligned}$$

$A_1 = (r^2 t + s - y_2^2)$ и обозначая

$$J_1 = c_0 \int_0^{\infty} \frac{(y_m - x_m) \sin A_2}{\sqrt{r^2 t + s}} \frac{1}{\exp A_1} \frac{t dt}{(1 + t)}, J_2 = c_0 \int_0^{\infty} \frac{\cos A_2}{\exp A_1} \frac{t dt}{(1 + t)}$$

имеем $\Phi_{\sigma}(y, x) = r^2(J_1 - J_2)$ убедимся в гармоничности $(J_1 - J_2)$, функция $\Phi_{\sigma}(y, x)$ будет полигармоническая функция второго порядка. т.е. является бигармонической функцией.

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AQSHDA TARIXIY ROMANNING RIVOJI

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ANNOTATSIYA

Ushbu maqolada Qo'shma Shtatlardagi tarixiy romanlar janrining paydo bo'lishidan hozirgi holatigacha bo'lgan rivojlanish yo'nalishlari to'liq ko'rsatilgan. Unda tarixiy fantastika o'quvchilarni o'tmishdagi muayyan nuqtalarga olib boradigan, ularni o'tgan davrlarning o'ziga xos muhiti bilan maftun etuvchi janr sifatida belgilaydi va uning turli auditoriya orasida mashhurligini ta'kidlaydi. Asar tarixiy romanning dastlabki evolyutsiyasini kuzatadi, Valter Skottning "Ayvango" va Meri Shellining "Valperga" kabi ta'sirli asarlariga ishora qiladi. U janrning tarixiy aniqlikka urg'u berishini muhokama qiladi, shu bilan birga mualliflar jozibali hikoyalarni yaratish uchun olgan badiiy erkinliklarini tan oladi.

Bundan tashqari, maqola tarixiy romanlarning tarbiyaviy ahamiyatini ochib beradi, ularning o'tmishdagi urf-odatlar, til va ijtimoiy muammolar haqida tushuncha berishdagi rolini ta'kidlaydi. Shuningdek, u zamonaviy davrdagi tarixiy romanlar evolyutsiyasiga to'xtalib, ularning keng o'quvchilar ommasini jalb qilish uchun turli janrlarni o'zida mujassam etganligini qayd etadi. Xulosa tarixiy romanlarning jozibadorligini ta'kidlab, ularning tarixiy haqiqatni fantastika bilan uyg'unlashtirib, jozibali va ibratli hikoyalar yaratish qobiliyatini ta'kidlaydi. Umuman olganda, maqola tarixiy romanning tarixiy rivojlanishini har tomonlama o'rganishni taklif qiladi, uning Qo'shma Shtatlarda mashhur va doimiy adabiy janr sifatidagi ahamiyatini ta'kidlaydi.

Kalit so'zlar: tarixiy roman, janr, tarixiy aniqlik, tarixiy voqealar, rivojlanish.

ABSTRACT

This article traces the development of the genre of historical novels in the United States from its inception to the present. It defines historical fiction as a genre that transports readers to specific points in the past, fascinates them with the unique atmosphere of bygone eras, and highlights its popularity among diverse audiences. The work traces the early evolution of the historical novel, referencing influential works such as Sir Walter Scott's "Ivanhoe" and Mary Shelley's "Valperga". He discusses the genre's emphasis on historical accuracy, while acknowledging the artistic liberties authors take to create compelling stories.

In addition, the article reveals the educational value of historical novels, emphasizing their role in providing insight into past customs, language, and social issues. He also touches on the evolution of historical novels in the modern era, noting that they have incorporated different genres to appeal to a wider readership. The conclusion underscores the appeal of historical novels, highlighting their ability to blend historical fact with fiction to create engaging and instructive stories. Overall, the article offers a comprehensive study of the historical development of the historical novel, highlighting its importance as a popular and enduring literary genre in the United States.

Key words: *historical novel, genre, historical accuracy, historical events, development.*

KIRISH

Amerika tarixiy romanini ko'rib chiqish uchun o'tmishdagi yutuqlar yoki kelajak imkoniyatlarini hisobga olgan holda, tarixiy fantastika qanday tarkibiy qismlardan iborat ekanligi to'g'risida qaror qabul qilinishi kerak. Garchi bu atama keng tarqalgan bo'lib qo'llanilsa va bunday qo'llanishda etarlicha aniq ko'rinsa-da, tahlil shuni ko'rsatadiki, bu juda erkin qo'llaniladigan ibora va qoniqarli ta'rif hech qanday oddiy masala emas. Tarixiy badiiy adabiyot o'quvchilarni o'tmishdagi ma'lum bir zamon va makon bilan tanishtiruvchi adabiyot janridir va u bizni o'tmishning o'ziga xos muhiti

bilan o'ziga rom etish uchun bizdan kamida 50 yil uzoqdagi davrga olib boradi. Qo'shma Shtatlarda tarixiy roman yillar davomida rivojlanib, keng auditoriyani o'ziga tortadigan mashhur janrga aylandi. Ushbu maqolada biz tarixiy romanning Amerika Qo'shma Shtatlarida paydo bo'lishidan to hozirgi kungacha bo'lgan rivojlanish tarixini ko'rib chiqamiz.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Tarixiy roman XIX asr boshlarida Qo'shma Shtatlarda o'z rivojlanishini boshlagan. Ushbu janrning birinchi mashhur romanlaridan biri 1819-yilda nashr etilgan Valter Skottning "Ayvango" romanidir. Roman 1194-yildagi salib yurishlari yakunida sodir bo'lgan voqealar va oila bilan sevgi o'rtasida tanlov qilish kerak bo'lgan bosh qahramon haqida hikoya qiladi. "Ayvango" tarixiy roman janrining asoslarini tashkil etgan muhim asarlardan biriga aylandi.

Qo'shma Shtatlarda tarixiy romanning rivojlanish tarixiga bag'ishlangan maqolada tarixiy roman janri evolyutsiyasini o'rganish uchun tarixiy va adabiy tahliliy yondashuv qo'llaniladi. Ushbu adabiyotni tahlil qilishda qo'llaniladigan metodologiyani quyidagi tarkibiy qismlarga bo'lish mumkin:

Tarixiy kontekst: maqola tarixiy romanlarning paydo bo'lishi uchun tarixiy kontekstni taqdim etish bilan boshlanadi, ularning Qo'shma Shtatlardagi mashhurligi va evolyutsiyasini ta'kidlaydi. U asosiy harakatlar va adabiy rivojlanishlarga e'tibor qaratib, ma'lum bir vaqt oralig'ida janrni kontekstualashtiradi.

Adabiy imtihon: tahlil Valter Skott va Meri Shelli kabi nufuzli mualliflarning asarlarini o'rganadi, ularning "Ayvango" va "Valperga" romanlarining tarixiy roman janri rivojiga ta'sirini muhokama qiladi. Bu muhim asarlarni yaqindan o'qish va talqin qilishni o'z ichiga oladi.

Janr evolyutsiyasi: metodologiya tarixiy roman evolyutsiyasini kuzatishni o'z ichiga oladi, asosiy tendentsiyalarni va vaqt o'tishi bilan janrdagi o'zgarishlarni ta'kidlaydi. Bunga sir, triller va romantika kabi boshqa janrlarning elementlarini o'z ichiga olgan janrning dastlabki shakllaridan hozirgi holatigacha qanday rivojlanganligini o'rganish kiradi.

Tarixiy aniqlik va fantastika: maqolada tarixiy romanlardagi tarixiy aniqlikning ahamiyati tizimli ravishda muhokama qilinadi, shu bilan birga mualliflar jozibali hikoyalar yaratish uchun olgan badiiy erkinliklarini e'tirof etadilar. Bu janrdagi tarixiy fakt va fantastik hikoyalar o'rtasidagi muvozanatni tanqidiy baholashni o'z ichiga oladi.

Tarbiyaviy ahamiyatga ega: tahlil tarixiy romanlarning tarbiyaviy ahamiyatini belgilaydi, ularning o'tmishdagi urf-odatlar, til va jamiyat muammolari haqida tushuncha berishdagi rolini ta'kidlaydi. U tarixiy romanlarning turli tarixiy davrlarga qanday oyna bo'lib xizmat qilishini to'liq o'rganib chiqadi va o'quvchilarga ta'lim tajribasini taqdim etadi.

Zamonaviy davrga aloqadorligi: maqolada tarixiy romanlarning zamonaviy davrdagi davomli dolzarbligi ko'rib chiqilib, janr kengroq auditoriyani jalb qilish uchun turli elementlarni o'z ichiga olgan holda qanday moslashgani ko'rsatilgan. Bu turli davrlardagi tarixiy romanlarni qiyosiy tahlil qilish va ularning zamonaviy kitobxonlar bilan rezonanslash usullarini o'z ichiga oladi.

NATIJALAR

1800-yillarda tarixiy roman Qo'shma Shtatlarda mashhur janrga aylandi. Mualliflar sarguzasht va romantikaga to'la hayajonli hikoyalar yaratish uchun tarixiy voqealar va qahramonlarga murojaat qila boshladilar. Frankenshteyn (Frankenstein: or, The Modern Prometheus) muallifi Meri Shelli ham ushbu tendentsiyaga qo'shildi va 1823-yilda "Valperga" («Valperga», 1823) tarixiy romanini yozdi. Roman XIV asrda grafinyaning qalbini zabt etishga intilgan despotning Florensiyani zabt etishi haqida hikoya qiladi. Bu tarixiy roman badiiy adabiyotni real tarixiy voqealar bilan uyg'unlashtirishga yorqin misoldir. Tarixiy roman tadqiqotchisi oldida turgan asosiy va birinchi qiyinchilik "tarixiy roman" tushunchasining janr noaniqligi va noaniqligidadir. Tarixiy romanning o'ziga xos xususiyatlari haqidagi savolga bu janrning eng yirik nazariyotchilaridan biri E. Leysi eng sodda javob beradi: "Tarixiy roman nima bo'lishidan qat'i nazar, tarixiy haqiqat bilan bog'liq. Bunday tarixiy haqiqat taniqli tarixiy shaxs yoki epizodni talab qiladimi, bu tushuncha voqealar

ortidan yozilgan romanlarni o‘z ichiga oladimi yoki yo‘qmi degan savol muhokama qilinadi.[1] P. L. Fordning fikriga ko‘ra, har qanday roman tarixiy xarakterga ega bo‘lgan haqiqiy voqealar yoki shaxslarni taqdim etsa, tarixiy deb hisoblanishi mumkin.[2] O.Uinster janr chegaralarini asossiz ravishda kengaytirib, “muayyan davr yoki avlod haqidagi har qanday rivoyat tarixiy zaruriyatga ega”, deb ta’kidlaydi va o‘z xatosida yolg‘iz emas, chunki B.Metyu ham unga o‘xshash: “Haqiqatan ham o‘sha tarixiy romanlar haqiqiydir. Ularda tasvirlangan tarixiy voqealar bilan bir vaqtda yozilgan[3]” degan fikrni Jon Xersi ham aks ettirgan va "zamonaviylik haqidagi yaxshi roman vaqt o‘tishi bilan tarixiy roman sifatida baholanadi" degan edi. Ko‘rib turganingizdek, tarixiy romanning so‘nggi uchta ta’rifi Zlobinga nisbatan bir xil uslubiy xatolik bilan tavsiflanadi, bu esa tarixiy romanni tarixiylik bilan ajralib turadigan roman sifatida tushunish, uning asl janr mohiyatini unutishdan iborat. Bu uslubiy xato, bir tushunchani (tarixiy roman) boshqasiga almashtirish (tarixiylik) tarixiy roman mohiyatini baholashda eng ko‘p uchraydi. Bu tarixiy romanni falsafiy nuqtai nazardan ko‘rib chiqadigan va unda, birinchi navbatda, uning muallifining falsafiy tafakkuri tuzilishini amalga oshirishni ko‘radigan Xendersonga ham xosdir. Xendersonning ishi, shubhasiz, strukturalizmga qarshi kurash sifatida ahamiyatlidir, 60-yillarning oxiri va 70-yillaridagi Amerika adabiy tanqidida juda mashhur bo‘lib, chuqur tadqiqot sifatida, uning maqsadi tarixiylik eng yaxshi romanlarga xos ekanligini isbotlashdir. amerika adabiyotining shon-sharafi, badiiy adabiyot va tarix va tarixiy roman o‘rtasidagi munosabatni kuzatish - jamoatchilik ongiga. Xenderson, birinchi navbatda, faylasuf va shundan keyingina adabiyotshunos, janr ta’riflari bilan kamida shug‘ullanadi, lekin adabiy nuqtai nazardan, uning ishi, tarixiy roman haqidagi tushunchasi zaifdir. B.Lankaster tarixiy romanni mamlakat tarixidagi inqirozli davrga bag‘ishlash, bu inqiroz uning rivojlanishi uchun tarixiy ahamiyatga ega bo‘lishi, ko‘pchilik kitobxonlar o‘z hayotiy tajribasi orqali bu inqiroz bilan tanish bo‘lmasligi kerakligini ta’kidlaydi.

MUHOKAMA

Tarixiy romanning asosiy jihatlaridan biri uning tarixiy aniqligidir. O'quvchilar romandan o'zlari tanlagan davr muhitini aks ettirishini va tarixiy faktlarga mos kelishini kutishadi. Mualliflar haqiqiy tarixiy muhit va ishonchli personajlarni yaratish uchun chuqur izlanishlar olib borishlari kerak. Biroq tarixiy roman uchun har doim ham tarixiy aniqlik mutlaq talab emas. Ba'zi mualliflar badiiy erkinliklarga ega bo'lib, yanada jozibali hikoya yaratish uchun fantastik voqealar va personajlarni kiritadilar.

Tarixiy roman ham ma'lum bir davrning hayoti va urf-odatlarini haqida ajoyib ma'lumot manbai bo'lishi mumkin. Bunday romanlar zamon ruhini yetkazuvchi muhit yaratadi va o'quvchilarni o'tmish bilan tanishtirishga yordam beradi. Ular o'tmishda odamlarning urf-odatlarini, tili, kiyimi va muammolarini tasvirlaydi. Bu tarixiy romanni nafaqat qiziqarli janrga, balki tarbiyaviy janrga ham aylantiradi.

Tarixiy romanlarda turmush tarzi tasviri o'quvchilarga turli tarixiy davrlarning kundalik tartiblari, ijtimoiy tuzilmalari, sinfiy tafovutlari, madaniy amaliyotlari va e'tiqod tizimlari haqida tushunchaga ega bo'ladigan ob'ektiv bo'lib xizmat qiladi. Tarixiy romanlar o'quvchilarni personajlarning turmush tarziga singdirish orqali muayyan tarixiy davrlar kontekstida odamlarning yashashi, mehnati va bir-birlari bilan munosabati haqida tushuncha beradi.

Bundan tashqari, maqolada tarixiy romanlar o'quvchilarning tarixiy turmush tarzi haqidagi tasavvurlariga qanday ta'sir ko'rsatish potentsialiga ega ekanligini va turli davrlarning murakkabliklari va nuanslarini tushunish uchun vosita bo'lib xizmat qilishi mumkin. Ushbu rivoyatlar ko'pincha ijtimoiy tuzilmalarning ko'p qirrali ko'rinishini taqdim etadi, turli ijtimoiy tabaqalar va marginal guruhlarining tajribalarini yoritadi, bu esa tarixiy turmush tarzini yanada to'liqroq tushunishga yordam beradi.

Shu bilan birga, maqolada tarixiy romanlarning zamonaviy turmush tarzi tushunchalariga ta'siri ko'rib chiqilishi mumkin. Ushbu romanlar tarixiy hayot tarzini ta'sirchan va ta'sirchan tarzda taqdim etish orqali o'tmish va hozirgi o'rtasida ko'prik yaratish qobiliyatiga ega bo'lib, o'quvchilarni turmush tarzi va jamiyat qadriyatlarini evolyutsiyasi haqida fikr yuritishga undaydi.

XULOSA

Zamonaviy dunyoda tarixiy roman mashhur bo‘lishda davom etmoqda. Mualliflar ta’sirchan hikoyalar yaratish uchun hamon tarixiy voqealar va qahramonlarga murojaat qilishadi. Biroq, zamonaviy tarixiy romanlar sirli, triller yoki romantika kabi boshqa janrlarning elementlarini ham o‘z ichiga olishi mumkin. Bu esa tarixiy romanni yanada rang-barang va kengroq auditoriya uchun qiziqarli qiladi.

Tarixiy roman – o‘tmishga sho‘ng‘ish, zamonda bizdan uzoq bo‘lgan voqea va davrlarni boshdan kechirish imkonini beruvchi adabiyot janridir. Qo‘shma Shtatlarda tarixiy roman XIX asrning boshlarida o‘z rivojlanishini boshladi va kitobxonlar orasida mashhur janrga aylandi. U haqiqiy tarixiy fakt elementlarini fantastika bilan birlashtirib, o‘ziga jalb etuvchi va tarbiyalovchi ta’sirchan hikoyalar yaratadi. Tarixiy roman butun dunyo bo‘ylab o‘quvchilarni o‘ziga jalb etishda davom etmoqda va zamonaviy adabiyotning muhim janri bo‘lib qolmoqda.

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ENHANCING STUDENTS' INTERCULTURAL COMPETENCE THROUGH THE PROCESS OF LANGUAGE LEARNING

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ABSTRACT

The objective of this research is to identify definite approaches for integrating intercultural education components into the academic curriculum across various subjects. The specific domain chosen for experimentation is English Teacher Education, catering to both pre-service (BA) and in-service (MA) students, as well as postgraduate students in Economics. The student sample comprises BA students majoring in English Philology, MA students in English, French, and Romanian Philology, and MA students pursuing Business Administration in Tourism and Services. By the conclusion of the semester, students and teacher trainees successfully grasped multiple intercultural facets.

Keywords: *Intercultural education; Teacher trainees, Cross-curricular approach; Language education.*

Introduction

Undergraduate students, especially those in teacher training programs, often receive minimal formal training in intercultural education during their university studies. The limited exposure usually comes from participation in exchange programs, particularly Erasmus+ study or placement initiatives, providing practical experience and training in navigating diverse cultures. In light of globalization, labor market dynamics, and the evolving expectations of new generations, students, particularly

future teachers, require a foundational understanding of intercultural education alongside their linguistic education.

As the workforce becomes increasingly global and dynamic, prospective teachers need to be equipped with the basics of intercultural education to adapt to diverse cultural contexts they may encounter. Their successful integration into the professional realm demands a comprehensive grasp of different cultures. Additionally, cultivating awareness of diversity, fostering openness toward ethnic tolerance, promoting anti-racism, and embracing social and professional inclusiveness are essential for a thriving international career.

To meet these demands, university education should integrate intercultural education components throughout the curriculum. This inclusive approach aims to utilize various pedagogical instruments to achieve education "for all." Despite constraints posed by institutional policies, such as time and space limitations, teachers, especially language educators, play a crucial role in incorporating specific knowledge and skills to enhance students' intercultural competence. Adopting a culture-bound philosophy of education is particularly relevant for language teachers in effectively addressing these challenges.

Literature Review

In the past thirty years, there has been an ongoing discourse among practitioners and researchers in the fields of linguistic and intercultural education. This discourse advocates for an 'intercultural approach' to second language teaching, prompting a reevaluation of the underlying assumptions about the functions of language and the broader objectives of language education. The contemporary communicative methods applied in second language teaching primarily view language as a tool for overcoming information gaps.

Communicative language learning, within this framework, proposes that as learners navigate a series of information gaps, they will organically enhance their linguistic competence and skills. The ultimate aim is for learners to reach a proficiency level comparable to that of native speakers. This perspective signifies a shift in the

paradigm of language education, emphasizing not only the transmission of linguistic knowledge but also the development of intercultural competence through language learning.

Culture has often been underestimated in language teaching, despite sustained efforts to emphasize its importance, particularly in the United States. Stern (1992: 206) observed that integrating the cultural component into language teaching has proven challenging in practical implementation. In many cases, cultural content has been systematically excluded from teaching and learning materials. Pulverness (1996: 7) analyzed the situation in English language teaching.

The most important goal of an intercultural approach to language education shouldn't be so much *native speaker competence*, but rather an *intercultural communicative competence*' (c.f. Byram, 1997). Intercultural communicative competence encompasses the ability to understand the language and behaviour of the target community, and explain it to members of the home community – and vice versa. To put it differently, an intercultural approach trains learners how to be 'diplomats', capable of viewing different cultures from a perspective of informed understanding. This aim effectively comes to supersede the long-standing, if ever achieved, objective of teaching learners to attain 'native speaker proficiency. Nevertheless, it is but natural that an essential aim of an intercultural approach still remains language development and improvement, though this goal is closely complemented by the equally important aim of intercultural understanding and mediation.

Research Methodology

The chosen experimental area for this study was English Teacher Education, encompassing both pre-service (BA) and in-service (MA) students, along with postgraduate students of Economics. The participant sample comprised 28 BA students of English Philology, 21 MA students of English, French, and Romanian Philology, and 17 MA students in Business Administration in Tourism and Services. The research employed elements of contrastive lexical analysis, emphasizing stylistic devices to derive cultural and social nuances between Romanian and British English.

A pedagogical experiment was conducted throughout a semester, and the results were compared across the three groups of undergraduate and postgraduate students. At the beginning of the semester, students received a test focusing on metaphorical language and a questionnaire assessing intercultural knowledge and attitudes. Additionally, teacher trainees were given an extra questionnaire targeting pedagogical knowledge. After explicit training in both linguistic and intercultural aspects, the students underwent a follow-up test and questionnaire, assessing the same knowledge and skills.

The intercultural knowledge and attitudes questionnaire included 10 multiple-choice questions on stereotypes of different nationalities and seven questions addressing students' attitudes on topics such as facing challenges, inquisitiveness, risk-taking, self-confidence, self-awareness, foreign languages, and international career aspirations. The metaphorical vocabulary test aimed to identify students' knowledge of business metaphors, distinguishing between culture-bound and universal expressions.

During the English classes, explicit training in intercultural education was integrated, with a focus on analyzing metaphors, idioms, and similes related to different countries. Various teaching methods, including debates, case studies, role-plays, poster/advertisement design, and story/script writing, were employed. Group work and home/field assignments were emphasized throughout the learning process.

Findings and Interpretation

The conclusive data indicated that, initially, students across all three groups possessed limited knowledge regarding cultural differences or methodologies for teaching culture. Nevertheless, a willingness to acquire more insights into diverse cultures was identified, despite potential inter-ethnic resistance. By the semester's conclusion, both students and teacher trainees demonstrated an enhanced understanding of various intercultural aspects relevant to the involved cultures. A notable positive outcome was the significant improvement in their linguistic

knowledge. Teacher trainees expressed enthusiasm about initiating English teaching with a focus on intercultural perspectives.

The correct answers that students gave initially were mostly related to the significance of time for German people or space for Latin origin people. More specific questions, such as dress or colour codes remained unanswered. A significant improvement was registered after the experiment, which proved that students acquired more knowledge about different cultures' peculiarities.

The outcomes of the English vocabulary pre-test and post-test indicate a notable increase in the students' knowledge over the semester.

Regarding the attitudes questionnaire administered at the experiment's commencement and conclusion, it is evident that explicit training in language and culture significantly enhances students' attitudes toward interculturality. Particularly noteworthy is the substantial improvement among MA students in Business Administration in Tourism and Services, who displayed heightened interest and openness toward foreign languages, particularly English.

Given the age range of the students (21-25 years old), the inclination to face challenges emerged as a characteristic aspect of their personality. However, initial interest in other cultures, habits, and traditions was not widespread. A considerable lack of self-awareness was observed, with students showing limited concern for their own identity and a relatively low level of non-judgmental acceptance of otherness. Unexpectedly, there was a notable disregard for the possibility of pursuing an international career, especially among Business Administration in Tourism and Services students, despite the nature of their academic program.

Philology students, constituting a unique group due to the dual concentration of academic programs, exhibited varied interests, with some primarily focused on Romanian language and literature, displaying less enthusiasm for foreign languages.

Conclusion and recommendation

In summary, the experiment underscored students' willingness to incorporate intercultural education elements across their academic courses, with a pronounced

interest in English language courses. Notably, English teacher trainees demonstrated openness to integrating cultural aspects into their teaching practices. The recommendation arising from these findings is a call for all teachers across diverse subjects to identify suitable pedagogical approaches for incorporating intercultural education aspects into their classes. This proactive measure aims to equip students with the necessary tools for success in an increasingly globalized world and to effectively navigate the challenges of the evolving professional landscape. Emphasizing the early integration of intercultural education, particularly in primary and secondary schools, is crucial. English teachers at these levels play a pivotal role in nurturing learners toward an intercultural, global citizenship mindset.

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WORK AND STUDY OF ALEKSANDR FAYNBERG

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ABSTRACT

Aleksandr Faynberg is considered to be one of the most acclaimed poets in Uzbekistan. Although his nationality belongs to other nation, he left invaluable piece of his writings about Uzbek culture, customs and life. His all poems were written with all his heart dedicating his life to the advancement of Uzbek poetry. Poet's early life, achievements and his contributions to our national literature would be further discussed.

Key words: *Journalism, poetry, philosophy, cultural diversity, inspiring ideas, creativity.*

Introduction

Aleksandr Faynberg was born in Tashkent in the years of world war two. His parents were originally from Russia and settled in this city long before poet came to life. In his books, Faynberg describes Tashkent as a city of magic, its traditions and how people friendly in here. Also he describes the beauty and charm of the city, depicting the nature of Uzbekistan, and pointing out these outstanding scenes were triggers in his writing journey. He shades light the relationship he enjoyed most in here , how people in Tashkent helped him when he lost his parents. He was not taken to care houses or abandoned on his own, but he was raised the same way as most children were brought up that times. He was grateful for Uzbek people for being so worm to him and put all of his strength to make nationwide the culture of Uzbekistan.

Methods

Faynberg graduated Tashkent State University and for some time he worked as a part of a team in Writer's Union. He was author of more than 15 books, according to his screenplay writing abilities, many films were shot back that times. His poems were published in internationally recognized journals called "The Youths ", "Star of Asia " and " New world ".

In late nineties, there was catastrophic airplane damage when Uzbek team Pakhtakor was arriving to Tashkent, according to his writings expressing empathy for those in this plane crash a film was made named " Their stadium is on the sky" outlining how big loose it was for our nation.

For some years, he arranged meeting training seminars for young writers which paved his way to climb career ladder. In 2004 year. he was nominated with Pushkin medal as he was one of those writers who were enriching cultural diversity of our literature coming up with new ideas to address various existing issues in our society. [1]. He wrote a descriptive poem named "String of the Rubaiyat" where he best creates best image of Uzbek chayhana which puts a smile to the face of readers.

He has published following books " Cycling treks" (1965), " Etude"(1967), "Poems" (1977), Distant Bridges" (1978), "The Seal of the Sky" (1982), "Short Wave" (1983), "Net" (1986), "Free Sonnets" (1990), "Don't Cry, Darling" (1997), "Mine" (2000), "Free Sonnets" (2003), "Leaf" (2008).

He translated Navoiy's scripts to Russian to promote Uzbek literature and to reach more audiences. Even the most acknowledged Uzbek writer A. Oripov praised his poetic skills as he was impressed how a Russian poet could carry on his all studies in Uzbek literature dedicating his whole life to serve to his country.

Results

Родина

Меж знойными квадратами полей

она легла до горного отрога —

гудроновая старая дорога
в тени пирамидальных тополей.
Я в юности не раз ходил по ней
с теодолитом и кривой треногой.
Я пил айран в той мазанке убогой,
где и теперь ни окон, ни дверей.
Печальный край. Но именно отсюда
я родом был, я родом есть и буду.
Ау, Европа! Я не знаю Вас.
Вдали орла безмолвное круженье.
В зубах травинка. Соль у самых глаз.
И горестно, и счастливо мгновенье.
Motherland
Between the sultry squares of fields
she lay down to the mountain spur -
old tar roady
in the shade of pyramidal poplars.
I walked along it more than once in my youth
with theodolite and crooked tripod.
I drank ayran in that wretched hut,
where now there are no windows or doors.
A sad land. But it's from here
I was born, I am born and will be.
Hey, Europe! I don't know you.
In the distance the eagle silently circles.
A blade of grass in your teeth. Sadness right in the eyes.
Both sad and happy moments.

In this poem, it can be seen how Faynberg sophisticatedly showed the true picture of Uzbek culture. First landscapes, roads nature were described, then Uzbek national drink ayran was also mentioned. He referred to Europe as he is not interested in anything offered by it, as he again proved his loyalty and conveyed the painful problems of that times Uzbek were going through. It was a wartime, millions of uzbeks lost their flesh and bone in the battle becoming its victim, sadness in the eyes is the metaphor used to express hard times of grief and remembering sweet and bitter memories of the past.

Conclusion

Uzbek poet Faynberk left his treasures in Uzbek literature being the first one to promote and sing about Uzbek society. In his writings we can see the pain, the chill, the happiness, the tragedy of nation that times as he directly wrote what was in his heart and skillfully placed all the words to the paper.

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VISQUE PREPARATINI YOSHGA BOG‘LIQ TO‘R PARDANING MAKULA DEGENERATSIYASIDA QO‘LLASH

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ANNOTATSIYA

Tadqiqotda nAMD (neovaskulyar yoshga bog‘liq makula nasli) bo‘lgan 25 bemor (25 ko‘z) ishtirok etdi. Ularning 13 nafari ayol, 12 nafari erkak edi. Tadqiqot Yusupov A.A. Clinic MChJ. Standart tekshirish usullaridan tashqari, barcha bemorlar RS-3000 Advance2 asbobi (NIDEK, Yaponiya) yordamida optik kogerent tomografiyadan (OKT) o‘tkazildi. Barcha bemorlarga standart yuklash sxemasi bo‘yicha Vizque® ko‘z ichi in‘ektsiyalari o‘tkazildi - 3 oylik in‘ektsiya. Ularning barchasi bitta jarroh tomonidan steril operatsiya xonasida preparatni tibbiy qo‘llash bo‘yicha ko‘rsatmalarga muvofiq (6,0 mg / 0,05 ml dozada) amalga oshirildi.

Kalit so‘zlar: yoshga bog‘liq makula nasli, dori Visque, optik kogerent tomografiya, ko‘z ichi in‘ektsiyalari.

ABSTRACT

The study involved 25 patients (25 eyes) with nAMD (neovascular age-related macular degeneration). Among them were 13 women, 12 men. The study was conducted at Yusupov A.A. Clinic LLC. In addition to standard examination methods, all patients underwent optical coherence tomography (OCT) using the RS-3000 Advance2 instrument (NIDEK, Japan). All patients underwent intraocular injections of Vizque® according to the standard loading scheme - 3 monthly injections. All of them were performed by one surgeon in a sterile operating room in accordance with the instructions for the medical use of the drug (at a dose of 6.0 mg / 0.05 ml).

Keywords: age-related macular degeneration, drug Visque, optical coherence tomography, intraocular injections.

KIRISH. Rivojlangan mamlakatlarning kattalar aholisida markaziy ko‘rishning yo‘qolishi va ko‘rishning buzilishining asosiy sabablaridan biri yoshga bog‘liq makula nasli (AMD) [1, 2]. Shuni ta’kidlash kerakki, AMDda ko‘rishni yo‘qotish holatlarining 80% dan ortig‘i xoroidal neovaskulyarizatsiyaning shakllanishi va uning oqibatlari, xususan: ekssudatsiya, retinal qon ketishlar va diskiform chandiqlar natijasida kuzatiladi [3, 4]. Hozirgi vaqtda neovaskulyar AMD (nAMD) patogenezida qon tomir endotelial o‘shish omili (VEGF) disregulyatsiyasining etakchi roli isbotlangan [5, 6]. nAMDni davolashda zamonaviy yutuqlar birinchi navbatda neoangiogenezni bostiradigan dori vositalaridan faol foydalanish bilan bog‘liq. Ranibizumab 2008 yilda nAMD ning anti-VEGF terapiyasi uchun Rossiya Federatsiyasida ro‘yxatga olingan birinchi dori edi [6-7]. Ushbu preparat VEGF-A ning barcha izoformlariga ta’sir qiluvchi insoniyashtirilgan rekombinant monoklonal antikorning antigen bilan bog‘lovchi Fab fragmentidir. 48 kDa bo‘lgan ranibizumabning past molekulyar og‘irligi uning yangi hosil bo‘lgan tomirlarning VEGF retseptorlari bilan o‘zaro ta’sir qilish uchun retinal qatlamlari orqali yaxshi kirib borishini ta’minlaydi [7]. Ammo klinik tajribaning rivojlanishi bilan bir qator bemorlarda ushbu preparatga qarshilik yoki taxifilaksiya borligi ma’lum bo‘ldi. Bundan tashqari, ularning nAMD bilan og‘rigan bemorlarning umumiy populyatsiyasidagi ulushi ancha yuqori: 10% dan 50% gacha [1-2]. Brolucizumabning strukturaviy asosi ranibizumab va aflibersept bilan solishtirganda ancha past molekulyar og‘irligi (~ 26 kDa) bo‘lgan insoniyashtirilgan bir zanjirli antikor fragmentidir. Bu xususiyatlar VEGF-A VEGFR1 va VEGFR2 retseptorlari bilan bog‘lanishini muvaffaqiyatli inhibe qilishga imkon beradi. HAWK va HARRIER ko‘p markazli tadqiqotlariga ko‘ra, intraretinal va subretinal suyuqlikni kamaytirishga erishishda brolucizumabning klinik samaradorligi afliberseptga qaraganda sezilarli darajada yuqori (30% yoki undan ko‘p) edi.

Maqsad: yoshga bog‘liq makula degeneratsiyasi (AMD) bo‘lgan bemorlarda xoroidal neovaskulyarizatsiyani davolashda brolucizumabning bevosita klinik samaradorligini tahlil qilish.

ADABIYOT TAHLILI VA METODOLOGIYA. Materiallar va usullar

Tadqiqotda nAMD bo'lgan 25 bemor (25 ko'z) ishtirok etdi. Ularning 13 nafari ayol, 12 nafari erkak edi. Tadqiqot uchun qo'shilish mezonlari: faol CNV mavjudligi, oldingi antiangiogenik terapiyaning yo'qligi. Qo'shmaslik mezonlari: oldingi antiangiogen terapiya tarixi. Tadqiqot Yusupov A.A. Clinic MChJ. Standart tekshirish usullaridan tashqari, barcha bemorlar RS-3000 Advance2 asbobi (NIDEK, Yaponiya) yordamida optik kogerent tomografiyadan (OKT) o'tkazildi. Angiografiya rejimida (angio-OCT) neovaskulyar kompleksning lokalizatsiyasi va maydoni, yangi hosil bo'lgan tomirlarning zichligi va qalinligi, subretinal neovaskulyar membrananing shoxlanishi va perfuziyasi aniqlandi va davolashdan keyin ularning dinamikasi baholandi. Bundan tashqari, retinaning fotosensitivligi Maia mikroperimetriyasi (CenterVue, Italiya) yordamida baholandi. Barcha bemorlarga standart yuklash sxemasi bo'yicha Vizque® ko'z ichi in'ektsiyalari o'tkazildi - 3 oylik in'ektsiya. Ularning barchasi bitta jarroh tomonidan steril operatsiya xonasida preparatni tibbiy qo'llash bo'yicha ko'rsatmalarga muvofiq (6,0 mg / 0,05 ml dozada) amalga oshirildi. Davolash samaradorligining mezoni quyidagi ko'rsatkichlarning ijobiy dinamikasi bo'ldi: BCVA, CTS mikronlarda, makula hajmi (OM) mm³. Diagnostik tekshiruvlar boshlang'ich bosqichda va brolocizumabning har 3 ta in'ektsiyasidan keyin o'tkazildi. Kuzatuv muddati 4 oy edi.

NATIJARLAR. Tadqiqot natijalari

Bemorlarning o'rtacha yoshi 68±5 yil (58 yoshdan 74 yoshgacha). 15 ko'zda oftalmoskopiya dastlab parafoveolyar ravishda neovaskulyar AMDning tipik oftalmoskopik belgilarini aniqladi: subretinal kulrang-yashil CNV fokuslari, ko'plab "qattiq" druzenlar, retinal bir nechta qon ketishlar. OKT tasvirlarida pigment epiteliysi sathidan yuqori bo'lgan katta hajmli giperreflektiv shpindel shaklidagi maydon mavjudligi aniqlandi (1-rasm).

MUHOKAMA. Angio-OCT ma'lumotlariga ko'ra, barcha 15 ko'zda tasvirdagi fusiform sohaga mos keladigan zonada turli intensivlikdagi halqa shaklidagi tomirlar tarmog'i mavjud edi. Bundan tashqari, makula zonasidagi 5 ta ko'zda, heterojen

hiperrelektiv tarkibga ega optik asab boshining 1,5 dan 2 diametrli maydoni bilan neyroepiteliyaning eksudativ ajralishi aniqlangan. Har bir in'ektsiyadan keyin CTS va OMning pasayishi va BCVA ning ortishi qayd etildi. O'rganilayotgan preparatning 3-in'ektsiyasidan so'ng, CTS va OMDa statistik jihatdan sezilarli pasayish va boshlang'ich darajaga nisbatan BCVA da o'sish kuzatildi. Subyektiv ravishda barcha bemorlar operatsiya qilingan ko'zlarda markaziy ko'rish sifati va kontrasti yaxshilanganligini qayd etdilar.

XULOSA. nAMDni davolashda yangi Vizque® preparatining 3 ta standart yuklash in'ektsiyalarining klinik natijalari shuni ko'rsatdiki, har bir in'ektsiyadan keyin makula sohasining asosiy morfometrik ko'rsatkichlari - CTS va OMDa progressiv statistik jihatdan sezilarli pasayish kuzatildi. Bu o'rtacha qiymatlarning o'sishi bilan birlashtirildi

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MAHMUD QOSHG‘ARIY VA UNING “DEVONU LUG‘ATIT TURK” ASARI QO‘LLANILGAN LUG‘ATLAR

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ANNOTATSIYA

Mazkur maqola qadimiy turkiy lug‘atlardan yig‘gan joy nomlari va ularning hozirgi kundagi muqobil nomlanishi, ularning kelib chiqishi haqida umumiy ma’lumot va xulosalar bayon etilgan

Kalit so‘zlar. Orta Osiyo, Turkiy, lug‘atshunos, Markaziy Osiyo, uy ro‘zg‘or buyumlar, atama, an‘ana,

Ushbu asar ilk filologik tadqiqot va turkiy so‘zlar etimologiyasi keltirilgan birinchi qiyosiy lug‘atdir. Ayni paytda bu asarni faqat lug‘at deb hisoblash noto‘g‘ri, unda Markaziy Osiyo xalqlarining xalq og‘zaki ijodi namunalariga xos ko‘plab noyob ma’lumotlarni kuzatamiz.

Mahmud Koshg‘ariy asarning kirish so‘zida shunday yozadi: “Men Falak turkiylar zaminida davlat yaratganini ko‘rdim. Falak bu xalqlarni “turkiy” deya atadi va ularni davlat boshqaruviga qo‘ydi. Hukmdorlar turkiylar bo‘lib, hokimiyat ularning qo‘lida edi, ular odamlarni boshqardi. Odamlar o‘z hukmdorlarining adolatli ishlarini qo‘llab-quvvatlardi, ular bilan yonma-yon kurashar edi va turkiylar yomon ishlardan saqlanishga qodir edi. Turkiylar qo‘llab-quvvatlashlari uchun ularning tilida so‘zlamoq kerak”. Turkiy tillarda yaratilgan lug‘atlar anchayin mukammal tuzilgan.

Qizig'i shundaki, "ota-ona", "aka-uka", "opa-singil", "tog'a-jiyan" kabi eski turkiy so'zlar shu yoki shunga yaqin ko'rinishlarda birgina biz o'zbeklarda emas, turkiy bo'lmagan el-uluslarda ham bir necha yuz yillardan beri qo'llanib kelinadi. Qo'shni tojikcha va Pokistonning urdu tili buning yorqin o'rnagidir. Bundan besh yuz yil burun Boburiylar tomonidan Hind o'lkasiga turkiy qo'shinlar bilan birga olib borilgan bu so'zlar bugungacha o'sha yurtlarda saqlanib qolishi o'z-o'zidan bo'lmagan. Yuz yillar bo'yi ona yurtidan uzoqda, bir-biriga yot ko'plab tillarda so'zlashuvchi bir o'rtam – muhitda qolgan eldoshlarimizning o'z urug'-urpog'iga meros qoldirgan so'zlaridir bu!

Yuqorida urg'u berilganidek, turkiy tillar orasida o'zbek tili o'zga tillardan ko'plab so'z o'zlashtirgan tildir. Biroq bu degani tilimiz o'zligini, ona so'zlarini yo'qotdi degani emas. Shu o'rinda aytib o'tish kerak, ayrim turkiy tillarda o'zligini yo'qotib, biror yozma asar tugul, biror bir ertak yozishga yoki o'z urpoqlariga qo'shiq, yo bo'lmasa, cho'pchak aytib berishga yaramay qolgan tillar ham uchraydi. Nima bo'lsa-da, o'zbek tilida boshqa tillardan o'tgan deyarli har bir so'z va atamaning ikki-uchtalab tengi – muqobili borligi kishini quvontiradi. Buni O'rxun-Enasoy bitiktoshlarida uchraydigan 1,5 mingta so'zdan 80–90% i, "Devonu lug'atit-t-turk" (Turkiy so'zlar devoni) dagi so'zlarning esa undan ham ko'proq ulushi unchalik o'zgarishga uchramasdan saqlanib kelayotgani ko'rsatib turibdi. Quyida "Devon"dan o'rnaklar keltirib o'tam Qizig'i shundaki, "ota-ona", "aka-uka", "opa-singil", "tog'a-jiyan" kabi eski turkiy so'zlar shu yoki shunga yaqin ko'rinishlarda birgina biz o'zbeklarda emas, turkiy bo'lmagan el-uluslarda ham bir necha yuz yillardan beri qo'llanib kelinadi. Qo'shni tojikcha va Pokistonning urdu tili buning yorqin o'rnagidir. Bundan besh yuz yil burun Boburiylar tomonidan Hind o'lkasiga turkiy qo'shinlar bilan birga olib borilgan bu so'zlar bugungacha o'sha yurtlarda saqlanib qolishi o'z-o'zidan bo'lmagan. Yuz yillar bo'yi ona yurtidan uzoqda, bir-biriga yot ko'plab tillarda so'zlashuvchi bir o'rtam – muhitda qolgan eldoshlarimizning o'z urug'-urpog'iga meros qoldirgan so'zlaridir bu!

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Ammo lug'atshunoslar o'ziga xos lug'at, lug'at tuzish usullari, tamoyillari, so'zlarni sharhlash kabi uslublari jihati bilan ajratib turar ekan, ushbu lug'atlarda tanlash mezonlari, so'zning semantik tarkibiga munosabati so'zlarning ma'no qirralarini ochish kabi masalalari hozirgi zamon tilshunos olimlari uchun ham nazariy ham amaliy ahamiyat kasb etadi. Mahmud Koshg'ariyning “Devonu lug'otit turk” (Turkiy so'zlar lug'ati) ya'ni turkiy tilda qo'llanuvchi so'zlarning qomusiy lug'atida uy-ro'zg'or buyumlari nomi atroflicha tahlil qilindi. “Devonu lug'otit turk” da uy-ro'zg'or buyumlari turlicha nomlar bilan atalgan. Ayrim o'rinlarda va ba'zi so'zlarda bir uy-ro'zg'or buyumining ikki xil yoki uch xil nom bilan atalishiga duch keldik. Masalan qaychi so'zining o'zi uch nom bilan yuritilgan ya'ni, кифты(392-bet), сінду(394-bet) бисгуч(421-bet). Bu nomlar kitobning boblari bo'yicha qiyoslandi. Dasturxon buyumi ham ikki xil nom bilan atalgan: тэшчи (394-bet) va терги (403-bet). Piyola so'zi bir o'rinda ідиш(92-bet) yana bir o'rinda ајак (112-bet) nomlari bilan atalgan. Ayollar uchun faol uy ro'zg'or buyumi елак ескы(119-bet) hamda андиг terminlari bilan nomlangan. Sandiq termini

I va III tomlarida uch xil atama bilan nomlangan: укак (I tom 107-bet), кабірчак (I tom 460-bet), јудрук (III tom 52-bet). Keyingi tahlilda turkiy lug'atlarning yana biri “At tuhfat-uz zakiyati fil lug'otit turkiya” hamda “Devonu lug'otit turk” da

bir xil yoki turli xilnom bilan nomlangan uy-ro‘zg‘or buyumlari bir-biriga qiyoslandi. Beshik “At tuhfat uz-zakiyati fil lug‘otit turkiya “da бáрик(31-bet) va “Devon”da бешик (384-bet) nomlari bilan yuritilgan. Katta igna, juvaldiz esa “At tuhfat”da таман (26-bet) va “Devonu lug‘otit turk” da таман(381-bet) terminlari bilan atalgan.Ovqat uchun ishlatiladigan un esa “At tuhfat”da ун (54-bet), “Devonu lug‘otit turk” da ham ун (83-bet) bir xil nomlar bilan atalgan. Baliq tutish uchun kerak bo‘ladigan qarmoq “At tuhfat”dac, Кармак (68-bet), “Devon” da aprar deb nomlangan. Suv yoki suyuq ovqatlar uchun idish har ikkala kitobda ham bir xil ajak nomlari bilan atalgan. Yuqorida aytib o‘tilganidek qiyosiy tahlil jarayonida “At tuhfat uz-zakiyati fil lug‘otit turkiya” va “Devonu lug‘otit turk” asarlaridagi uy ro‘zg‘or buyumlariga oid so‘zlarning o‘zaro farqli va o‘xshash jihatlarini kuzatdik. Masalan “At tuhfat” ширак-чироқ (276-bet) “Devon”da јуна-чироқ(32-bet), кумган-obdasta, qumg‘on (412-bet). “At-tuhfat” da такана-tog‘ora (252-bet) , “Devon” da текна-tog‘ora (408-bet)

Xulosa qilib shuni aytish mumkinki, turkiy til juda boy til, undagi so‘zliklarning xazinasini boyitish maqsadida tilshunoslarimiz o‘z ilmiy tadqiqotlarini chuqurroq o‘rganib, tahlil qilib, lug‘atchilik an‘analarini davom ettirmoqda. Bu lug‘atlarning manbalarini ko‘paytirishda biz yoshlarning kelgusi avlod uchun buyuk merosimizga oz bo‘lsada o‘z hissamizni qo‘shayotganimiz uchun minnatdormiz

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MODEL SIGNALLARI VA TASVIRLARI BILAN TAJRIBALAR

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ANNOTATSIYA

Model signallari va tasvirlari bilan tajribalar Quyida tasvirlangan tajribalar uchun yarim tonli modellar to'plami (sun'iy ravishda yaratilgan) tasvirlar va BSDS300 dan haqiqiy kulrang tasvirlar - ma'lumotlar bazasi. Berkli universitetining segmentatsiya algoritmlarini sinab ko'rish va baholash uchun tasvirlar, Kaliforniya. Bir o'lchovli signallar diskret ilovalar sifatida olingan tasvir chiziqlarining yorqinlik funksiyalari.

Key words: signal, tasvir, piksel, BSDS300.

Uzluksizliklar va gradient uzilishlarni qidiring yaratilgan algoritm yordamida mahalliy ekstremal ko'rinishda bajarildi bo'lak-bo'lak-silliqlik funksiyaning uzluksizligida uzilishlarni izlash usuliga tayanib, diskret amalga oshirish. Ushbu algoritm uzilish nuqtalarini aniqlash uchun mo'ljallangan va parcha-parcha funksiya gradientining uzluksizligi (signal segmentatsiyasi), masalan, kul rang tasvir chizig'ining yorqinlik funksiyasi ($y = f(x)$), belgilangan interval $[a, b]$, o'zgaruvchan o'lchamlari bilan diskret amalga oshirilishiga ko'ra.

$$(x_i, y_i), i = 1, I, \quad x_1 = a, y_1 = b.$$

Diskret realizatsiya deganda, avvalgidek, namunalar juftligi ketma-ketligi tushuniladi. Qadamli panjara ta'rif sohasiga qo'yilgan (interval) r , uning qiymati ish paytida o'rnatiladi va o'zgartiriladi algoritm. Har bir intervalda bir xil miqdordagi namunalar mavjud q , qaysi rezolyutsiyani belgilaydi. Ta'rif sohasiga mos keladigan J intervallar soni funksiyasi, berilgan ruxsatda "qo'pol" o'qishlar sonini aniqlaydi. Har biriga interval demakdur.

$$r_j \rightarrow j = 1, J.$$

O'qishlar ketma-ketligiga ko'ra ushbu intervalga kiritilgan, qiymatlarni hisoblang "qo'pol" o'qish $() j j z g w =$. "Qo'pol" o'qishlarning barcha qiymatlari diskretni tashkil qiladi.

(Z) m funksiyasini berilgan ruxsatda amalga oshirish

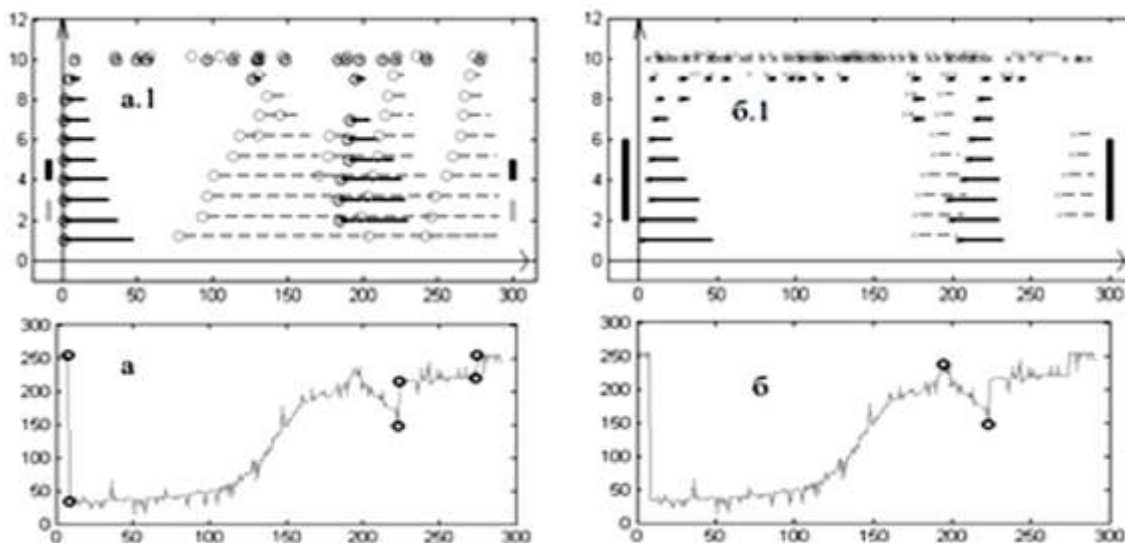
$$w_j = \left\{ y_{q.(j-1)+1}, Y_{q.(j-1)+2}, \dots, Y_{q.(j-1)+q} \right\}$$

M – jami bu yordamida muayyan vazifani hal qilishda foydalaniladigan ruxsatlar algoritm. Hodisa deganda biz mumkin bo'lgan uzilishning ta'rifini tushunamiz funksiyalari $y=f(x)$, qachon shunday bo'ladi.

$$m, m = 1, M \text{ va } M$$

Signalning "qo'pol" ko'rsatkichlari tarmog'i bo'shliqlarsiz signalni kuzatish intervallari ketma-ketligidir. Algoritm $N = 3$ ni qabul qiladi, shuning uchun har bir intervalning boshi 1 ga siljiydi. Raqamlari bilan farq qiluvchi katakchalar uchun 3 r Har bir panjara qoplamasi n hodisalar ro'yxatiga mos keladi.

Intervalli ro'yxatlar n ning barcha qiymatlari uchun "aniq" o'qishlar ketma-ket bitta ro'yxatga birlashtiriladi. Modelning ma'lum bir chizig'ining yorqinlik funksiyasini diskret amalga oshirish shovqin tufayli buzilgan tasvirdeb ataladi.



1-

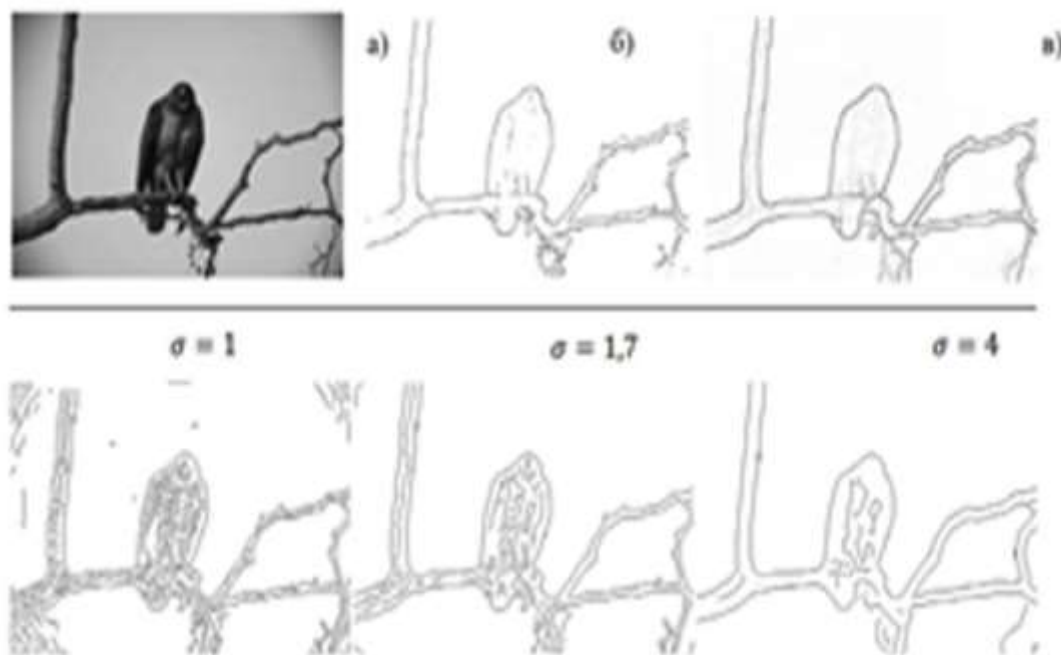
rasm Model tasvirlarida ob'ektlar chegaralarini aniqlash.

Ilgari kul rangdagi tasvir chizig'i bo'ylab piksellarning yorqinligi qiymatini ushbu chiziqning yorqinlik funksiyasini diskret amalga oshirish sifatida ko'rib chiqish mumkinligi ko'rsatilgan edi. Ya'ni bitta o'zgaruvchining funksiyasi sifatida. Bunday holda, tasvir chizig'ining maxsus yoriqlari bitta o'zgaruvchining funksiyasining uzilish nuqtalari bilan mos ravishda qo'yiladi.

Shakl Shovqin bilan buzilgan diskret amalga oshirilishi bo'yicha funktsiyani segmentatsiyasi

Shakl Shovqin bilan buzilgan diskret amalga oshirilishi bo'yicha funktsiyani segmentatsiyasi o'zgaruvchan piksellar sonidan foydalangan holda algoritm: (a) – topish funksiyalarning uzilishlari; (b) - mahalliy ekstremallarni topish Grafikda diskret ko'rsatkichlar raqamlari abscissa bo'ylab chizilgan. Eksa shakldagi grafiklardagi ordinatalar. 3 a, b har birida signalning o'lchangan qiymatlari (yorqinlik). hisoblash va shakldagi grafiklarda. 3 a.1–b.1 - ketma-ketlikdagi raqamlarga ruxsat berish segmentatsiya amalga oshirilgan ruxsatlar. Shakldagi har bir gorizontl chiziq. 3 a.1–b.1 diskret signal namunalarining intervallariga mos keladi, ular ichida funktsiyaning uzluksizligini buzish mumkin yoki uning uzluksizligini buzish mumkin. gradient har bir rezolyutsiyada. Shaklda. 3 a.1 gorizontl chiziqlar qora rang keskin o'zgarishlarni ko'rsatadi - sakrash - kattadan kichikroq qiymatlarga, kulrang nuqta chiziqlar -

kichikroq qiymatlardan kattaroq qiymatlarga o'tish. Shaklda. 3 b.1 qora gorizontaal chiziqlar oraliqlarni ko'rsatadi funktsiyaning mahalliy minimumi va kulrang nuqtali chiziqlar qaerda bo'lgan intervallarni ko'rsatadi uning mahalliy maksimalini toping. Ruxsatlarning quyi to'plami tegishli grafiklarda qalin vertikal chiziqlar bilan



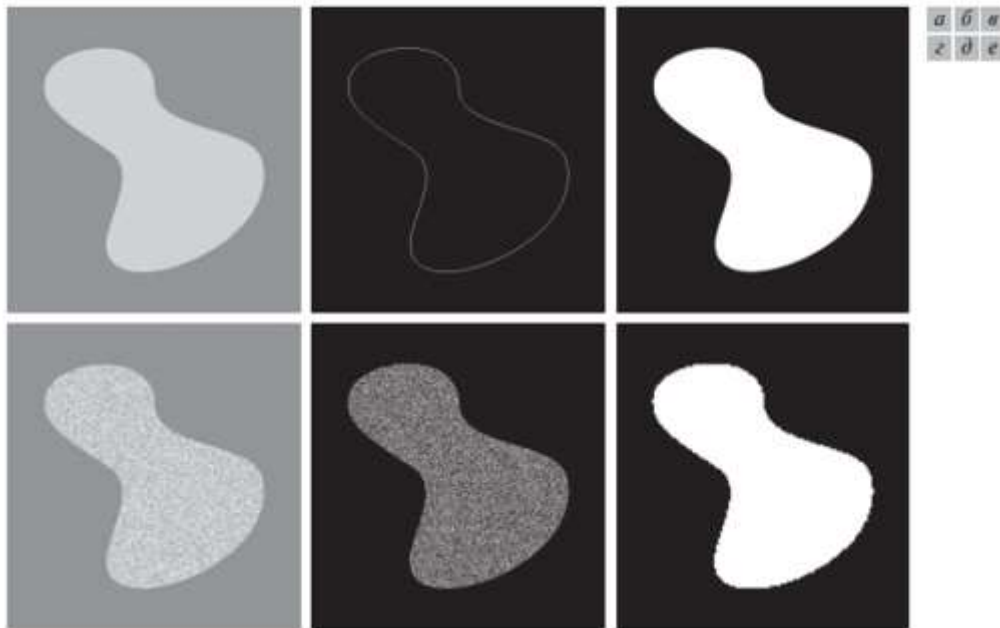
ko'rsatilgan eritma hosil bo'ladi. qora chiziqlar. tomonidan olingan mahalliy ekstremallarning mavjudligi haqida ma'lumot past o'lchamlari, intervallarni ko'rib chiqishdan chiqarib tashlashga imkon berdi qaysi mahalliy ekstremal ta'sir tufayli yuqori aniqlikda topilgan aralashuv. Shaklda funktsiyalarni segmentatsiyalash natijalari ularning diskret bajarilishi bilan ko'rsatilgan o'zgaruvchan piksellar sonidan foydalangan holda taklif qilingan algoritim. Haqiqiy kulrang rangdagi tasvirlarda ob'ektlar chegaralarini aniqlash ga muvofiq haqiqiy yarim rangli tasvirlar bilan tajribalar davomida strukturaviy model, ob'ekt chegaralari uzilish chiziqlari sifatida belgilangan bo'lak-bo'lak-silliqlik davomiyligi joylashtirilgan sirt yarim rang mosligi. Chiziqli tasvir modeliga ko'ra har bir chiziq, gorizontaal va vertikal, diskret sifatida ifodalanadi qator yorqinligi funksiyasini amalga oshirish, uchun uzilishlarni qidirgan o'zgaruvchan ruxsatda uzluksizlik. BSDS300 algoritmi (c) va turli qiymatlar uchun

Canny usuli. **2-Rasmda (a) tasvirdagi ob'ektlarning chegaralarini taklif qilingan (b) usuli** bilan aniqlash

Segmentatsiya natijasi model chizig'ining yorqinligi funksiyasi shovqinli tasvirlar diskret amalga oshirish Cannyda T1 va T2 chegara usullarining, $T_1 T_2 <$ har bir narxda loyqa tasvir uchun avtomatik tarzda tasvirlanadi s . Agar $s = 1$ da ob'ektlarning chegaralarini natijalari qoniqsiz bo'lsa, s ning narsa asta-sekin o'sib bordi. Haqiqiy kul rangdagi tasvirlar rasmda BSDS300 dan olingan. BSDS300 ha ob'ekt chegaralarini va segmentatsiya misollarini ham o'z ichiga oladi testda ishtirok etgan har bir algoritim. Aniqlash orqali tasvirdagi ob'ektlarning chegaralari o'zgaruvchiga ega bo'lgan algoritim bo'yicha berilgan chegarada o' rasmda ko' rasm. 5 B. Taqqoslash uchun, rasmda. 5 berilgan algoritmlar bo'yicha ushbu tasvirni birinchi eng yaxshi segmentatsiya natijasi. Berkli universiteti test sinovlarida ishtirok etdi. Chegara natijalari rasmdagi ob'ektlar rasm. s ning turli qiymatlari uchun Canny usuli bo'yicha 5a shaklda keltirilgan. 5 d. Shaklning tahlili. Har uch holatda ham 5 g shuni ko'rsatadi ob'ektlarning chegaralarini aniqlash natijasida s parametrini bosqichma-bosqich tanlash bilan ham, barcha hali qolgan tafsilotlar. O'zgaruvchiga ega ob'ektlar chegaralarini aniqlash algoritmi rezolyutsiya ahamiyatsiz tafsilotlarni avtomatik ravishda saralashni ko'rsatdi ko'z oldida. Tasvirning chiziqli modelini qo'llashda ham taklif qilingan. Algoritim ko'rib chiqilayotgan holatda qoniqarli natijalarni olish imkonini beradi.

Hodisa ikkita "qo'pol" o'qish va $1+1$ o'rtasidagi chegaraga ishora qiladi, mos keladigan "nozik" ko'rsatkich $1 = j_q$ va "nozik" ko'rsatkichlar oralig'i $s = [9 - (-1) + 1, g + (3+1)]$ qaysi voqea qayd etilgan.

Funktsiyaning mumkin bo'lgan uzluksizligi va "qo'pol" o'qishlar chegarasi o'rtasidagi eng yaxshi mos kelishiga erishish uchun bir-biriga nisbatan siljigan $n = 1, N$ intervalli r (ya'ni bitta ruxsat) panjarasi qo'llaniladi. "Qo'pol" signal namunalari panjarasi ketma-ketlik deb ataladi[1-3].



3-rasm. Obyektini fondan ajratib olish xolati

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ОБ ОДНОМ СВОЙСТВЕ ПОЛИГАРМОНИЧЕСКИХ ФУНКЦИЙ ВТОРОГО ПОРЯДКА

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АННОТАЦИЯ

В этой работе изучаются функции Карлемана - заданное в множестве 2-мерного Евклидова пространства ($\Delta^2 u(y) = 0$), с помощью её получается некоторое свойство полигармонические функции 2-го порядка.

Ключевые слова: гармонические функции, бигармонические функции, интегральное представление.

ABSTRACT

In this article we consider Carleman's functions, to find integral representation for the polyharmonic functions ($\Delta^2 u(y) = 0$) defined in unbounded domain of Euclidean space obtaining an integral representation.

Keywords: Phragmen-Lindelof type theorems, biharmonic functions, Carleman's function, integral representation.

Введение:

Если гармоническая функция и ее нормальная производная ограничены на границе D и $u(P)$ неограниченна внутри, то при $P \rightarrow \infty$ она должна расти внутри D со скоростью, не меньшей некоторой предельной, оценить эту предельную скорость роста. Эта задача была предметом исследования работ М.А.Евграфова, И.А.Чегиса, Е.М.Ландиса [1], Т.Карлемана М.М.Лаврентьева, Ш.Ярмухамедовым [2], З.Р.Ашуровой, Н.Жураевой и У.Жураевой [3]- [8], др.

Е.М.Ландис в книге «Уравнения второго порядка эллиптического и параболического типов. Москва, 1971 г.55 стр.» поставил задачу в виде - Пусть в цилиндре $0 \leq \sum_{k=1}^{n-1} x_k^2 < 1$ расположена область, уходящая в бесконечность (в одну или в оба стороны – все равно) в граница Γ этой области как угодно гладка .

Пусть в области определено решение и уравнение $\Delta u = 0$ как угодно гладкое вплоть до границы и $u|_{\Gamma} = 0$, $\frac{\partial u}{\partial n}|_{\Gamma} = 0$. Следует ли отсюда, что неограниченно (экспоненциально растет при уходе на бесконечность).

Первый результат в этом направлении в 1926 году получил Т.Карлеман (для класса ограниченных функций в области D одного специального вида.

М. М. Лаврентьев впервые разработал новую идею, связывающую исследование Т.Карлемана. Используя идеи М.М.Лаврентьева для гармонических функций а также для полигармонических функций заданных в ограниченных областях эту задачу Ш.Я.Ярмухамедов, в работе [2] впервые предлагает метод построения семейства фундаментальных решений уравнения Лапласа-так называемая в настоящее время «функции Грина-Ярмухамедова».

Позже подбирая функцию Грина-Ярмухамедова нужным образом З.Р.Ашурова для некоторых неограниченных областей получая интегральное представление доказала несколько теорем типа Фрагмена-Линделефа и единственности для гармонических функций многих переменных.

Рассмотрим бигармонических функций заданные в области D ,

$$D = \left\{ y: y = (y_1, y_2) \in R^2, -\infty < y_1 < \infty, y_2 \in R, 0 < y_2 < \frac{\pi}{\rho}, \rho > 0 \right\}, r =$$

$\sqrt{\sum_{j=1}^2 (y_j - x_j)^2}, s = (y_1 - x_1)^2$. Определяем функцию $\Phi(y, x)$ при $s > 0$:

$$\Phi(y, x) = c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp(\omega^2)}{\omega - x_2} \right] (u^2 - s) du, \omega = iu + y_2.$$

$$\text{при } A_0 = (y_2^2 - u^2), A_1 = (r^2 t + s - y_2^2), A_2 = 2u y_2$$

Так, как данная функция имеет вид

$$\Phi(y, x) = c_0 \int_{\sqrt{s}}^{\infty} \exp A_0 \frac{(y_2 - x_2) \sin(A_2) - u \cos(A_2)}{((y_2 - x_2)^2 + u^2)} (u^2 - s) du$$

$$\text{Обозначая } J_1 = c_0 \int_0^{\infty} \frac{(y_m - x_m) \sin A_2}{\sqrt{r^2 t + s}} \frac{1}{\exp A_1} \frac{t dt}{(1+t)}, \quad J_2 =$$

$$c_0 \int_0^{\infty} \frac{\cos A_2}{\exp A_1} \frac{t dt}{(1+t)}$$

$$\text{имеем } \Phi(y, x) = r^2 (J_1 - J_2).$$

Используя лемму доказываемой Умидахон Жураевой: Если $\phi_{\sigma}(y, x)$ гармоническая функция в R^m по переменной y включая и точку x , то справедливо равенство

$$\Delta r^k \phi_{\sigma}(y, x) = r^{k-2} \phi_{\sigma,1}(y, x), \text{ где}$$

$$\phi_{\sigma,1}(y, x) = k(m + k - 2) \phi_{\sigma}(y, x) + 2k \sum_{j=1}^m (y_j - x_j) \frac{\partial \phi_{\sigma}(y, x)}{\partial y_j}$$

функция тоже является гармонической функцией в R^2 по переменному y включая и точку x . т.е $r^2 \phi_{\sigma}(y, x)$, является бигармонической функцией, легко доказать:

Теорема 1. Функция $\Phi(y, x)$ – бигармонических функция.

Доказательство теоремы. Так, как под интегралом мы можем дифференцировать поэтому легко докажем гармоничность $(J_1 - J_2)$, тогда используя лемму доказываемой Умидахон Жураевой функция $\phi_\sigma(y, x) = (J_1 - J_2)$, $\Phi(y, x)$ будет полигармоническая функция второго порядка.

Теорема 2. Для функции $\Phi(y, x)$: верно

$$\Phi_\sigma(y, x) = c_0(r^2 \ln r + G_\sigma(x, y)),$$

где $G_\sigma(y, x)$ регулярная по переменному y и непрерывно дифференцируемая на \bar{D} .

Теорема 3. Для функции $\Phi(y, x) = r^2(J_1 - J_2)$ справедлива неравенства:

$$|\Phi_\sigma(y, x)| \leq \left(\frac{1}{r} + 1\right) \frac{c_0}{\exp(A)}, A = a \operatorname{ch} \alpha r_1.$$

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RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHNING ZAMONAVIY TAMOYILLARI VA KOMPONENTLARI

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ANNOTATSIYA

Bugungi davrda iqtisodiyotni rivojlantirishda ilg'or texnologiyalar va innovatsiyalarning ahamiyati oshib borayotgani hech kimga sir emas. Eng yangi texnologiyalar ishlab chiqarish va biznes jarayonlarining samaradorligini oshirishi mumkin. Eng yangi texnologiyalar inson faoliyatining barcha yangi sohalari va sohalariga kirib borishi bilan an'anaviy yondashuvlar va ish uslublari o'zgaradi. Raqamli texnologiyalarning ta'siri global miqyosda ham, mahalliy darajada ham seziladi.

***Kalit so'zlar:** sanoat axborot innovatsion sanoat sektor internet pozitsiya model.*

ABSTRACT

It is no secret that the importance of advanced technologies and innovations in the development of the economy is increasing today. The latest technologies can improve the efficiency of production and business processes. Traditional approaches and ways of working are changing as the newest technologies penetrate all new areas and fields of human activity. The impact of digital technologies is felt both globally and locally.

***Key words:** industry information innovative industry sector internet position model.*

Kirish.

20-asrning ikkinchi yarmida insoniyat global o'zgarishlar davriga kirdi, u o'zining keyingi rivojlanish bosqichiga - axborot jamiyatiga o'tdi. Bugungi kunda axborot resurs, xizmat ko'rsatish, mahsulot, qo'shimcha qiymat va bandlik manbai sifatida iqtisodiyotning asosiy omili hisoblanadi. Iqtisodiyot tarmoqlariga axborot jarayonlarining kirib borishi va rivojlanishi fonida biznesni yuritishning internet-do'konlar, internet-banklar, to'lov tizimlari kabi shakllari bosqichma-bosqich rivojlana boshladi, banknotlarning yangi turlari (virtual valyutalar) paydo bo'lmoqda. Iqtisodiyotning butun tarmog'i qurilmoqda - "raqamli iqtisodiyot". Ushbu kontseptsiyaga kengaytirilgan yondashuv raqamli iqtisodiyot raqamli texnologiyalardan foydalangan holda iqtisodiy ishlab chiqarish ekanligini aniqlaydi. Ya'ni, raqamli iqtisodiyot (elektron iqtisodiyot) elektron tijorat, shuningdek, elektron pul almashinuvi asosida qurilgan iqtisodiy faoliyatdir. Qoida tariqasida, bu atamalar elektron tovar va xizmatlarni sotishga qaratilgan elektron xizmatlarning ishlashini, ko'pincha elektron operatsiyalar ishtirokchilari o'rtasida elektron pul almashinuvini anglatadi.

Tadqiqotning maqsadi raqamli iqtisodiyot kontseptsiyasini tushunish, uni turli mamlakatlardan misollar bilan ko'rib chiqish va raqamli iqtisodiyotni rivojlantirishda yanada oqilona usullarni aniqlashdir.

Tadqiqotning vazifasi raqamli iqtisodiyot bo'yicha mavjud ma'lumotlarni o'rganish va tahlil qilishdan iborat bo'lib, bu zamonaviy dunyoda raqamli iqtisodiyotning rolini batafsilroq ko'rib chiqishga yordam beradi.

Raqamli iqtisodiyotning rivojlanish bosqichlari.

Zamonaviy elektron iqtisodiyot so'nggi o'ttiz-o'ttiz besh yil ichida axborot jamiyati rivojlanishining mahsulidir. Rivojlanish yillari bosqichlarga bo'linadi (1-jadval).

Ushbu tarkibiy qismlarga muvofiq raqamli iqtisodiyotni shakllantirish jarayonini kuzatish uchun quyidagi ko'rsatkichlar qo'llaniladi: elektron tijorat aylanmasi; onlayn-do'konlar soni; kompyuterdan foydalanadigan odamlar soni; Internetga kirish

imkoniga ega foydalanuvchilar soni; aholining kompyuterni bilish darajasi; telekommunikatsiya sohasiga kiritilgan investitsiyalar hajmi va boshqalar.

Raqamli iqtisodiyot tarmoqlari.

Raqamli iqtisodiyot murakkab tuzilgan o'rganish ob'ektidir. Hozirgi vaqtda raqamli iqtisodiyotning quyidagi tarmoqlari ajralib turadi:

Elektron pul virtual puldir.

Elektron marketing - kompaniyaning elektron vositalardan foydalanish bilan bog'liq marketing faoliyati majmui. Marketing faoliyatining ob'ekti tarmoq axborot tizimlari va texnologiyalaridan foydalangan holda korxonalar (tashkilot, kompaniya)ning axborot-tahliliy va ekspert tadqiqot faoliyati: ushbu bozordagi raqobatbardosh pozitsiya; tovarlarni ilgari surish va tarqatish strategiyalarini aniqlash; xavf va noaniqlik sharoitida tashqi va ichki muhit omillari yig'indisini hisobga olgan holda reklama va narx siyosatini tanlash. Subyekt - muayyan mulkdorning faoliyati.

Raqamli iqtisodiyotni rivojlantirish. Raqamli iqtisodiyotni rivojlantirish yo'llari.

Ko'pgina rivojlangan davlatlar bo'lajak o'zgarishlarning muqarrarligini anglab, raqamli iqtisodiyotni rivojlantirish sari ongli harakatni boshladilar. Bugungi kunda raqamli poyganing norasmiy yetakchilari hisoblangan bunday kursni birinchi bo'lib AQSh va Xitoy qabul qildi. Ulardan so'ng tegishli dasturlar Angliya, Evropa Ittifoqi mamlakatlari, Avstraliya va boshqalar tomonidan qabul qilindi.

Bunday dasturni amalga oshirish, albatta, texnologik bazani qurish uchun minimal muddatlar kabi o'z samarasini beradi. Muhim kamchilik - bu yuqori moliyaviy xarajatlar.

Dasturning asosiy maqsadlari:

Jahon raqamli makonini shakllantirish sharoitida mamlakatning texnologik yetakchiligini ta'minlash;

raqamli iqtisodiyotning iqtisodiy ustuvor yo'nalishlariga javob beradigan iqtisodiy aktivlarning sifat jihatidan yangi tuzilmasini shakllantirish;

raqamli iqtisodiyot yutuqlarini hisobga olgan holda va global raqamli makonni shakllantirish va rivojlantirish sharoitida samarali ishlab chiqarish tarmoqlari, savdo sektori, xizmat ko'rsatish sohasini tashkil etishga yondashuvlarni shakllantirish;

Shakllangan xo'jalik aktivlarini (resurslarini) samarali boshqarish tamoyillarini shakllantirish va boshqarishni takomillashtirish;

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IT SOHASIDAGI O'ZGARISHLAR VA GLOBAL MUAMMOLAR

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ANNOTATSIYA

Ushbu maqolada "IT" sohasida juda ko'p tub o'zgarishlar va ularning amaliyotidagi metodikasi "Informatika" fanini o'qitish jarayonidagi samaradorlik jihatlari ilmiy-pedagogik jihatdan ishlab chiqilgan. Demak, hayotimiz shu so'z bilan chambarchas bog'liq ekan. Qanday ish qilishimizdan qat'iy nazar, hattoki dam olayotganimizda ham IT xizmatlaridan foydalanar ekanmiz. Oddiy mobil telefonimiz ham IT qurilma hisoblanadi, chunki biz bu qurilmada qandaydir ma'lumotlar saqlaymiz.

Kalit so'zlar: *Axborot tashuvchilar, ma'lumot uzatuvchilar, ma'lumotlar bazasi, kompyuter, IT sohasi, istiqbolli o'zgaruvchilar.*

ABSTRACT

In this article, a lot of fundamental changes in the field of "IT" and their methodology in practice, aspects of efficiency in the process of teaching "Informatics" are developed from a scientific and pedagogical point of view. So, our life is closely connected with this word. Regardless of what we do, even when we are having fun, we use IT services. Our ordinary mobile phone is also an IT device, because we store some data on it.

Key words: *Information carriers, information transmitters, database, computer, IT field, prospective variables.*

Kirish.

IT — ingliz tilidan olingan «Information Technology» soʻzlarining qisqartmasi boʻlib, oʻzbek tilida «Axborot texnologiyalari» deb yuritiladi. Shunday boʻlsa ham, biz bu soʻzni IT koʻrinishida talaffuz qilamiz va ishlatamiz. Information Technology bu — axborotni hosil qilish, uni yigʻish, tarqatish, saqlash, qayta ishlash, himoyalash kabi vazifalarni bajaruvchi hisoblash texnikasidir. Hozirgu kunda hisoblash texnikasi vazifasini kompyuter bajarmoqda, shunday ekan IT soʻzi ishlatilganda asosan kompyuter texnologiyasi tushuniladi.

Maʼlumotlar uzatish: axborot almashish elektr tushunarli keyin yangi darajaga yetdi. elektr signallari orqali maʼlumotlarni uzatish uchun qobiliyati muhim yutuq AT texnologiyasi aylandi. Bizning zamondoshlari endi har bir joyda kelgan bir-biri bilan muloqot qilish imkoniga ega boʻladi dunyo. Endi uyga chiqmasdan bir taʼlim olish mumkin. Tarmoq Internet asosan ilm anʼanaviy manbalardan oʻrniga. qogʻoz kitoblar, Solnomalar raqamlashtirilishi, hujjatlar qizgʻin bormoqda. bebaho asarlar Raqamli nusxalari har bir kishi uchun mavjud qilingan. Internet bandwidth talablariga boʻsagʻasidagi cheklangan etildi. Misol uchun, 15 daqiqa zarur, kompyuteringiz musiqa yozishni yuklab olish uchun. aloqa texnikasi takomillashtirish marta maʼlumot almashish yuzlab tezligini oshiradi. Bunday video konferentsiya, seminar, televidenie adabiyotlarini, IP-telefoniya onlayn koʻrish sifatida - bu yangi imkoniyatlar ochib berdi.

Asosiy qism.

Maʼlumotlar bazasi: Saqlash va maʼlumotlar uzatish, albatta, juda muhim, lekin bir tezkor qidiruv va kerakli maʼlumotlarni qayta ishlash, faqat. Bu yerda, shuningdek, katta yutuqlarga erishgan. Agar qayta ishlash va maqbul maʼlumotlarni olish uchun ruxsat berish uchun moʻljallangan, axborot maʼlumotlar bazasini saqlash uchun. Kompyuter maʼlumotlar bazalari inson faoliyatining barcha sohalarida, shu jumladan. Ular chipta ofisida turib, va medregistrature, ularning yordami bilan, maktabda dars rejasi hisoblanadi. U erda bir foydalanuvchi uchun bepul va tijorat kesish va bir vaqtning oʻzida bir qancha odamlar bilan ularga kirish imkonini beradi. Shunga koʻra,

sozlash va dasturiy tillari turli xil vaziyatlar uchun ma'lumotlar bazalarini yaratish uchun imkon beradi. Axborot qidiruv

Istiqbolli o'zgarishlar: IT-texnologiyalarni eng yangi ishlanmalar va tendentsiyalari u cloud computing ta'kidlash mumkin. kompyuteringizda kerakli

dasturni o'rnatish uchun foydalanuvchi oldin bo'lsa, u endi ko'proq va ko'proq xizmatlar Internetda paydo bo'ladi. Grafik va matn muharrirlari, video ishlash to'g'ridan-brauzerida hech kim hayron bo'lib. yuz ishda ishlanmalarni ta'qib etish, buxgalteriya hisobi va boshqaruv dasturlari bor.

IT-texnologiyalar bag'ishlangan maqolalar, veb-saytlar, kitoblar Minglab. Bu nima? Bu to'liq yagona ko'rib etkazish mumkin emas. Agar axborot texnologiyalari olamida qiziqarli bo'lsa, moddaning vazifasi yakunlagan bo'lishi mumkin.

Kompyuter va axborot texnologiyalaridan foydalanib, ta'lim sohasida, o'quv faoliyatida va o'quvchilar ijodiy tafakkurini rivojlantirishda yangi imkoniyatlar yaratiladi. Axborot texnologiyalari ta'limni amalga oshish jarayonida hayot bilan uyg'unlashtirishga imkon beradi. O'qitishni kelajakdagi kasbiy faoliyat bilan chambarchas bog'lash imkoniyati paydo bo'ladi. Axborot texnologiyalarini qo'llashda o'quvchi shaxsining butun imkoniyatlarini amalga oshirishga: kompyuter vositalari orqali bolaning bilishga oid, axloqiy, ijodiy, muloqot qilish va estetikaviy imkoniyatlarini, qobiliyatlarini ro'yobga chiqarishga intilish lozim.

Xulosa.

Jahon pedagogikasi amaliyotida qator olimlar, jumladan, M. V. Bulanova Toporkova va boshqalar o'qituvchining axborot texnologiyalari sohasidagi bilimdonligini quyidagi sifatlar bilan baholaydilar:

1) zamonaviy axborot muhitida faoliyat tajribasini baholash va integratsiyalashga qodirlik;

2) shaxsiy ijodiy sifatlarini rivojlantirishga intilish;

- informatika va hisoblash texnikasining asosiy tushunchalarini bilish;
- kompyuterli texnikaning umumiy tuzilishi va funksional imkoniyatlarini bilish;
- zamonaviy operatsion tizimlarni bilish;

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STUDY OF MOLECULAR GENETIC CRITERIA FOR THE OCCURRENCE OF GUM RECESSION (LITERATURE REVIEW)

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ANNOTATION

Nowadays a huge variety of polymorphic genes associated with a particular pathology has been identified. Patterns of distribution of a number of genotypes of the same polymorphic genes and their associations with various diseases are revealed in different pathologies. The individual characteristics of the immune system are determined by the genetic characteristics of the organism mediated by polymorphism of the genes that are in charge of formation of the immune response. In this regard, the study of gene polymorphism would allow to determine susceptibility to gum recession, establish the relationship between genetic factors and causes, and develop individual programs for diagnosis, prevention and improvement of complex treatment of the disease in future.

Key words: *gum recession, multifactorial pathology, gene polymorphism, disease.*

The results of modern studies of the human genome and the identification of genes whose polymorphism predisposes to the most common MDs make it possible to determine with a high degree of probability a person's predisposition to a particular disease. Of greatest practical importance is the analysis of polymorphisms of candidate genes, affecting the function of encoded proteins and contributing to the development of the pathological process under the influence of external factors. Compilation of a

gene network for each MD based on knowledge of its etiology and pathogenesis, identification of central genes and modifier genes in it, study of intergenic and gene-environmental interactions, the development on this basis of a set of preventive and therapeutic measures for each patient constitutes the strategic basis of a new, rapidly developing direction - predictive medicine [2]. Moreover, in different pathologies, patterns of distribution of a number of genotypes of the same polymorphic genes and their association with various diseases are revealed. This is due to the fact that the product of virtually every gene is involved, as a rule, in several, and sometimes in very many processes that form the metabolic network of the body, realizing the pleiotropic properties of genes. In other words, each individual gene polymorphism can be associated with several different pathologies, as proven by large-scale analysis of SNP genes associated with a number of MDs. There is no doubt that pleiotropy is natural for genes and is associated with the characteristics of the disease. Analysis of gene pleiotropy is an important step towards understanding the mechanisms of development of pathologies, classification of diseases and identification of molecular targets for the development of new drugs. However, in addition to pleiotropy, when analyzing genetic association with a disease, it is necessary to take into account the concept of polygenicity – the combination of the influence of products of different genes and their network interactions on the development of the disease. Individual genetic polymorphisms are a weak risk factor for the development of the disease and cannot be used as a prognostic model for the development of MD, especially in cases of rare alleles. But it is well known that a combination of unfavorable alleles is dangerous for the occurrence of many MDs several genes with an additive effect, so the identification of such polymorphisms is of great importance. Any single gene polymorphism explains 1–8% of the total disease risk in population, which may seem insignificant, but the additive effect of several such risk factors can account for up to 20–70% of the total risk due to genetic factors. This is important to consider when the stage of assessing the complex influence of polymorphic gene products on pathologies with the aim of creating a panel of molecular markers for prognosis, early diagnosis and clinical course

of diseases, especially those of a multifactorial nature [3]. In addition, when analyzing the MFZ one cannot ignore external factors. From the point of view of genetic analysis, most of the most common human diseases and traits of medical significance are extremely inconvenient because they do not follow a simple Mendelian pattern the principle of monogenic inheritance. The most common human diseases are the result of the action of many genetic factors in combination with environmental factors and random causes, i.e. they have a multifactorial nature. All main causes fall into the category of multifactorial signs morbidity and mortality in modern human populations: atherosclerosis, hypertension, many forms of cancer, mental illness, diabetes, bronchial asthma, rheumatoid arthritis, a hereditary component of susceptibility to infectious diseases and, probably, a significant component of the general aging process [4,5]. It is in this aspect that various research teams, both in our country and abroad, are currently implementing a complex molecular genetic studies aimed at identifying a panel of specific genotypes associated with various MDs, and also with the nature of their course and the risk of complications. Systematization of the results of studying the genetic basis of widespread diseases brings researchers ever more convincingly closer to the validity of the assumption that often clinically different diseases may be controlled by a common set of susceptibility genes. Thus, over the past decade Numerous foreign and domestic studies have accumulated a significant amount of data on the involvement of various polymorphic genes in the formation of predisposition to multifactorial pathology; it has been shown that complex interactions of genetic and environmental factors underlie the occurrence of MD. Gum recession also has a multifactorial nature and develops against the background of predisposing anatomical features, such as a thin gingival biotype, in the presence of trauma, with aggressive teeth cleaning techniques, functional trauma, and can be the result of progressive inflammatory-destructive processes in periodontal tissues, as well as as a result genetically determined incorrect ratio of the size, shape (signs of curvature) of the roots in relation to the thickness of the bone of the alveolar process of the jaw. Etiopathogenetic basis of diseases periodontal disease, including gum recession,

constitute functional weakened allelic variants of certain genes. This genetic effect can be realized against the background of unfavorable factors external environment. In children of primary school age (6–11 years), localized gum recession in the area of the anterior group of teeth with root exposure up to 3–5 mm is very often observed. The main causes Gum recession in children was previously considered to be trauma to the gingival margin during improper brushing of teeth and bad habits (biting nails and pens). But this is not entirely true; these reasons can only aggravate the process, they are superimposed on the true causes of gum recession, which are anatomical and physiological features (small vestibule of the mouth, massive muco-epithelial cords and frenulums, dentofacial anomalies, thin gum biotype), bruxism (muscle hypertonicity) and iatrogenic factors (chemical burn) [6]. Thus, the manifestation and progression of signs of gum recession depends on many factors, including the individual characteristics of the subject, social, behavioral, systemic, and genetic factors. In the presence of gum recession, patients are concerned about impaired aesthetics, increased sensitivity, cervical defects and inflammation. A large number of extra- and intracellular proteins are involved in the regulation of inflammation. It is known that the genes encoding the structure of these proteins are polymorphic in various regions, which affects the functional activity of the encoded proteins and the level of their production inflammatory cells processes. The study of polymorphism of protein genes involved in the regulation of inflammation processes will identify genetic risk factors for the development of gum recession. In recent years, the interest of researchers has been aimed at analyzing the role of genes that regulate inflammation, primarily the genes of cytokines - interleukins (IL) with anti- and pro-inflammatory activity, and genes of matrix metalloproteinases [7,8]. Cytokines are a group of non-enzymatic hormone-like proteins and peptides involved in the induction of inflammation and immune response. They represent a group of polypeptide mediators of intercellular interaction; they participate in the regulation of various physiological functions and processes of tissue regeneration when their integrity is violated [9]. IL-1 β is a secretory cytokine that acts locally and at the systemic level. When tissue is

damaged, IL-1 β causes activation of all cell types, participating in the formation of a local inflammatory reaction (fibroblasts, macrophages and blood leukocytes). IL-1 β has stimulating effect on connective tissue metabolism by stimulating fibroblast proliferation. Cytokine genes have a high degree of polymorphism. Since cytokines are mediators of inflammation, the study of genes that control their activity is a promising task in studying the mechanisms of development, the course of many diseases, and identifying predisposition to them. It is known that the 511C/T polymorphism of the IL-1 β gene (rs16944) plays an important role in the functioning of immune system and may be one of the main genetically due to the causes of pronounced dysregulation of inflammation, it has a significant impact on the general features of the course of the inflammatory response in periodontal tissues in patients [10].

CONCLUSION. The problem of studying molecular genetic criteria leading to gum recession in children as a multifactorial pathology is a very urgent task. In this regard, the study of gene polymorphism would make it possible to clarify the predisposition to gum recession, establish a connection between genetic factors and the causes of its occurrence, and also, in the future, develop individual programs for diagnosis, prevention and improvement of methods for complex treatment of this disease.

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YAPONIYADA TA'LIM TIZIMIGA IXTISOSLASHTIRILGAN GAZETALAR

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ANNOTATSIYA

Maqolada Yaponiyadagi ta'lim tizimiga ixtisoslashgan ayrim ommaviy axborot vositalari, xususan, gazetalarda nashr etilgan materillar, nashrlarning o'ziga xosligi ko'rib chiqiladi.

Kalit so'zlar: ta'lim, fanlar majmuasi, ota-onalar, o'qituvchilar, rubrika, ommaviy axborot vositalari, gazeta, maqola, muallif.

АННОТАЦИЯ

В статье рассматриваются некоторые средства массовой информации, в частности материалы, публикуемые в газетах, специализирующихся на системе образования Японии.

Ключевые слова: образования, комплекс наук, родители, учителя, рубрика, средства массовой информации, газета, статья, автор.

ANNOTATION

This article will discuss the Japanese mass media which are specialized in educational purposes especially, newspapers and their features

Key words: education, subjects comlexicity, parents, teachers, rubrics, mass media, newspaper, article, author.

Bugunga qadar Yaponiya ta'lim tizimi o'zining samaraliligi va samaradorligi bilan dunyoning boshqa hududlaridagi ta'lim jarayonidan farq qiladi, boisi aniq rejalashtirilgan, bolaning yosh va psixologik imkoniyatlari asosida tashkillashtirilgan hamda inson omili asosida shakllantirilganligi o'zining samarasini bermoqda. Juda ko'p davlatlarning ta'lim tizimi aynan yapon modeli asosida yo'lga qo'yilgan.

Yaponiyada ta'limga, o'quvchining aqliy va jismoniy sog'lom voya yetishi davlat siyosati darajasiga ko'tarilganligi sababli, barcha resurslar shu maqsadga yo'naltirilgan. Aynan, Yaponiya ommaviy axborot vositalari qatorida ta'lim tizimi va uning ichki hayoti bilan bog'liq gazeta, jurnal va teleradioko'rsatuvlar, internet saytlari muntazam faoliyat olib boradi. Eng yirik korporatsiyalardan biri, NHKning alohida bo'limi ta'limga bag'ishlangan hamda ushbu tizimning ichki hayoti, o'qituvchi va o'quvchilarning samaradorligi, ota-onalarning ta'lim hayotidagi ishtiroki muntazam kuzatiladi va xulosalar ta'lim vazirligiga yuboriladi. 1950 yildan beri NHK (Yaponiya davlat teleradio uzatish kompaniyasi) muntazam ravishda maktab o'quvchilar ga mo'ljallangan turkum ko'rsatuv va radioeshittirishlarni alohida yosh toifasiga moslashtirilgan holda tayyorlab uzatib keladi.

Bundan tashqari, alohida maktab hayotini yorituvchi ixtisoslashgan gazeta va jurnallar mavjudki, bir necha yillardan beri ta'lim islohotlari, o'quvchi va o'qituvchilarning faoliyati, muammolar va ekspertlarning izohi, ota-onalarning fikrini faol yoritib boradi. NHK news, "The Japan times" (English)Shulardan bittasi, "The Kyoiku Shimbun English" gazetasi aynan ta'lim tizimini yoritish uchun mo'ljallanga davriy nashr bo'lib, 1961 yil mart oyidan buyon faoliyatini olib boradi. Dastlab, "The Bell News" nomi bilan nashr etilgan gazeta, keyinchalik milliy ruhni aks ettirish maqsadida yuqorida keltirilgan nom bilan oradan bir yil o'tgandan keyin faoliyatini davom etadi. Gazeta 1976 yilga qadar uch kunda nashr etilgan, biroq ta'limdagi islohotlarning ortishi, fan va texnika imkoniyatining ortishi gazeta sahifasini kamaytirish va tiraj, davriylikini tezlashtirishga yo'l ochdi va shu yildan boshlab gazeta avval kunora keyinchalik har kuni ertalab nashr etilib, gazetxonlar qo'lga yetib boradigan bo'ldi. Gazetaning alohida xususiyati shundan iborat ediki, o'qituvchilar va ota-onalarning doimiy ta'lim tizimi haqidagi fikrlari va takliflari chop etilar, kamchiliklar va o'quvchilar duch kelayotgan muammolar, fanlarning o'qitilishi, ta'lim muassasasidagi jarayonlar hech bir bosimsiz to'g'ridan to'g'ri chop etilar, ta'lim tizimi mas'ullariga yetkazilar edi. Ushbu an'ana bugunga qadar saqlangan bo'lib, ayni vaqtda nafaqat an'anaviy shakl balki onlayn sahifa orqali biror to'siqsiz gazeta

o'quvchilarining, ayniqsa, ota-onalarning munosabatiga alohida sahifa yaratilgan. Balki, shu bois farzandlari ta'lim muassasasiga qatnaydiga ota-onalar ushbu gazetani sotib olishga qiziqadilar.

Gazeta sahifalarida keltirilayotgan maqolalar, tahlillar va ota-onalar, o'qituvchilarning munosabatini asosiy yirik planda beriladi. Gazeta ikki tilda chop etilishi bois biz asosiy e'tiborni ingliz tilidagi maqolalar tahliliga qaratdik, chunki gazeta har kuni ertalab yuz ming nusxadan ziyod 8 betdan toki 24 betgacha chop etiladi. Eng ko'p rubrikalar turkumiga "General studies" ("Umumiy ta'lim") va "Subject" ("Fanlar") bo'limlarini oladigan bo'lsak eng ko'p tanqidiy, tahliliy va fanlar majmuasining tizimli tahlili berilgan bo'lim, biror fan o'qitilishi yoki sinf hayotidagi muammo olib chiqiladi va mutaxassis, ota-ona va jamoat fikri beriladi. Ushbu rubrikalar gazeta xodimlarining nuqtayi nazaridan kelib chiqib, o'zgartirib boriladi. Masalan, 2021-yilda bir necha marotaba gazetaning "Do we need more subjects?" tahliliy chiqishlardan keyin, ota-onalarning taklifi bilan o'tilayotgan dunyo qadimiy tarixi fani zamonaviy dunyo qiyofasi faniga o'zgartirildi. Albatta, bu ko'pgina sho-shuvlarga sabab bo'lib, boshqa yetakchi "The Yomiuri Kodomo Shimbun" gazetasida tahlil etildi, chunki ushbu nashr ham ta'lim yo'nalishidagi eng kata nashr hisoblanadi.

Yaponiya ta'lim tizimining o'ziga xosligi shundaki, bolalar elementary (boshlang'ich) sinflardan oq gazeta o'qishni boshlaydilar. Ular asosan bolalar uchun mo'ljallangan gazetalarni o'qiydilar hamda mediasavodxonlik darslarida tahlil qiladilar. Muallif Uka Tamaning fikriga ko'ra, maktab o'quvchilari bufunji kunda Kanji dasturida o'qishga qiynalmoqda. Ushbu fikr gazeta sahifasida berilishi bilan birinchi kunning o'zida ellik mingdan ziyod maktab oqituvchilari va ota-onalar fikrlarini bildirib, albatta ushbu alifboda oqishi shartligi, bolalar milliy va umuminsoniy qadriyatlarni o'rganishi lozimligi haqidagi mulohazalari chop etildi.

Keyingi gazeta "The Yomiuri KODOMO Shimbun" har payshanba nashr etiladigan gazeta bo'lib, asosiy yo'nalishi boshlang'ich ta'lim o'quvchilari uchun mo'ljallangan. Ushbu gazeta 2011-yili yirik yapon mediakorporatsiyasi "Yomiuri

Shimbun” ta’sisligida vujudga kelgan ko‘ngilochar rangli, 20-bet hajmida, yapon bolalarining o‘qish savodxonligini oshirish uchun qaratilgan. Gazeta turli rubrikalardan iborat, ularning ichiga o‘quvchilar uchun fanlarni oson o‘rganishlari uchun qaratilgan qiziqarli metodlar, o‘yinlar va ijodkorlikka asoslangan ta’limiy texnikalar kiradi. Shuningdek, gazetada fanlarning imtihonida duch keladigan muammolar xususida qator tahliliy maqolalar va chiqishlar beriladiki, o‘quvchilarning qiziqishi inobatga olinadi. Tiraji bir necha yuz mingni tashkil etadi va haftalik nashrdan tashqari, gazetaning onlayn versiyasi allaqachon ko‘pchilik bolalar tomonidan foydalaniladi, hatto uning mobil ilovasi o‘quvchilar uchun kundalik darslar va vazifalarda duch keladigan qiyinchiliklarni mutaxassislar yordamida tahlil qilib berishda eng kata yordamchi.

Demak, Yaponiyada ta’limga ixtisoslashgan 30 dan ziyod ommabop yirik tirajda chop etiladigan gazetalar mavjud bo‘lib, umumiy olib qaraganda barchasining yo‘nalishi yapon ta’lim tizimining rivojlanishiga amaliy ko‘mak berish hamda savodli, ijodkor va saviyali avlodni tarbiyalashga hissa qo‘shishdir. Buni yuqorida nomi keltirilgan ayrim nashrlar misolida ko‘rib chiqdik.

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INTERNET AXBOROT-QIDIRUV TIZIMLARINING ISHLASHINI MODELLASHTIRISH VA TAHLIL QILISH

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ANNOTATSIYA

Ushbu keltirilgan maqolada veb-sayt qidiruv tizimlarini optimallashtirish maqsadlari, vazifalari va natijalarga erishish usullari bo'yicha qisqacha tahlillash jarayoni olib borilgan. Veb-sayt qidiruv tizimlari ishlashida b'azi bir kamchilik va yutuqlari tahlili olib borilgan. Shuningdek qidiruv tizimlar saytlarni bir nechta omilga qarab baholashi ko'rib chiqilgan.

Kalit so'zlar: veb-sayt, qidiruv tizimlari, veb-resurslari, index, qidiruv algoritmlari, relyatsion model.

ANNOTATION

This article provides a brief analysis of website search engine optimization goals, objectives, and ways to achieve results. An analysis of some of the shortcomings and successes of the website search engines. It is also considered that search engines rate sites based on several factors.

Keywords: website, search engines, web resources, index, search algorithms, relational model.

АННОТАЦИЯ

В данной статье представлен краткий анализ целей, задач и способов достижения результатов поисковой оптимизации веб-сайта. Проанализированы некоторые недостатки и успехи поисковых систем сайта. Также считается, что поисковые системы оценивают сайты по нескольким факторам.

Ключевые слова: веб-сайт, поисковые системы, веб-ресурсы, индекс, алгоритмы поиска, реляционная модель.

KIRISH

Axborot-qidirish tizimlari Internet - bu tarmoqning keng axborot makonida harakat qilish imkoniyatini beruvchi vosita. Bugungi kunda ko‘plab foydalanuvchilar Lycos, Altavista yoki OpenText qidiruv xizmatlaridan foydalanib, kerakli tarkibni topadilar. Qoida tariqasida, so‘rovlarga javoban, tizimning qaroridan kech chiqqan holda foydalanuvchi ehtiyojlarini eng yaxshi qondiradigan axborot manbalariga havolalar ro‘yxati beriladi. Ro‘yxatlarda har bir so‘rov so‘zi uchun topilgan hujjatlar soni va ro‘yxatdagi har bir hujjat uchun shartli darajalari mavjud. Tizimlar ushbu darajalarni qanday belgilaydilar va umuman hujjatlarni qanday qidirishni ko‘rib chiqamiz.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Qidiruv tizimlarining tahlili bo‘yicha bo‘yicha yaratilgan o‘quv qo‘llanmalardan foydalanildi. Ulardan mavzuga oid muhim fikr-mulohazalar, xulosalar keltirildi.

NATIJALAR

Bugungi kunda ixtisoslashgan WWW ma’lumotlar bazalarini ishlab chiquvchilarni tashvishga solayotgan yana bir muammo - bu veb-sayt navigatsiya grafikalarining tuzilishi, ularni sozlash va sahifaning hayotiy sikli. Bugungi kunda korporatsiya veb-serverining kelajagi va uni miqyoslash (masshtablashtirish) yoki optimallashtirish strategiyasini rejalashtirish haqida kamchilik odamlargina o‘ylashadi, ammo ertami-kechmi bu savollarning barchasi paydo bo‘ladi va veb-serverlarni ishlatish, ularga o‘rnatilgan axborot qidirish tizimlari (AQT) ni modellashtirish va tahlil qilish bo‘yicha to‘plangan tajribadan foydalanib, ularni hal qilish uchun zamin hozirdanoq tayyorlash mantiqan to‘g‘ri bo‘ladi. Biz hozir serverga so‘rovlar statistikasini tahlil qilish asosida tizimning gipermatnli grafikasini tuzatish tartibini tavsiflashga urinish haqida so‘z yuritamiz.

Bunda siz sahifalarni o‘zi amalga oshirishning vizual vositalarining samaradorligini baholashingiz mumkin.

"O‘rgimchak" AQT tavsifida (World Wide Web-da ma’lumoti indekslaydigan kam sonli mahalliy tizimlardan biri), quyidagi ibora mavjud edi: "Bizdan tizimning

batafsil tavsifini kutmang, chunki u mualliflik huquqi mavzusidir, biz unga qo'shilmaymiz." Umid qilamizki, mualliflar tizimni amalgaoshiradigan kompyuter kodlariga bo'lgan huquqlarini nazarda tutgan. Shunga qaramay, shuni ta'kidlash kerakki, hatto Lycos va Altavista singari Internet gigantlari ham o'z tizimlarining asosini tashkil etadigan nazariy asoslarning sirini yashirmaydilar. Va, aslida, nimani yashirish kerak, agar AQT sohasidagi asosiy kashfiyotlarning aksariyati indeksatsiya lug'atini boshqarish cheklangan bo'lsa, bu 70-yillarga to'g'ri keladi. INIS, INSPEC, STN, NTIS, MEDLAR kabi tizimlar yaxshi tanilgan va VINITI ning mavhum ma'lumotlar bazalari ham mashhur emas. Ushbu tizimning ishlash tajribasi zamonaviy axborot qidirish tizimlari va Internet xizmatlarining asosini tashkil etdi. Ularning rivojlanish tarixi birinchi tarqatilgan AQT tarmog'i bo'lgan WAIS tizimidan boshlandi.

MUHOKAMA

AQT ma'lumotlar bazasini boshqarish tizimlaridan ancha eski - ular raqobatdan ishonchli tarzda omon qolishdi va global kompyuter tarmoqlarining resurslariga ta'sir ko'rsatadigan ekologik mavqeida muvaffaqiyatli rivojlanishda davom etmoqdalar. WWW ga bag'ishlangan konferensiyada Yuwono va Li tadqiqotlari va AQT arxitekturasiga asoslangan shunga o'xshash tizimlarni rivojlantirish bo'yicha takliflar taqdim etildi. Bunday konservatizmning bir necha sabablari bor. Birinchidan, ushbu tizimlar qat'iy belgilangan hujjat tuzilmasiga ega bo'lib, u keng tarqalgan ISS - Z.3950 ishlab chiquvchilari uchun standartda to'liq tavsiflangan. Aytgancha, ushbu standart o'zining potentsial imkoniyatlari jihatidan shunchalik kengki, mavjud tizimlarning hech biri uni to'liq amalga oshirmaydi. Va agar hujjatning tuzilishi ma'lum bo'lsa, unda, shunga ko'ra, ko'plab aloqalardan voz kechish kerak emas, dasturni ma'lumotlarning relyatsion modeli doirasiga moslashtirish - bu yerda ushbu model tizimni amalga oshirish nuqtai nazaridan ham, uning boshqarish nuqtai nazaridan ham samarali bo'lmaydi. Ikkinchidan, qidiruv ma'lum bir ma'lumot olish tilidagi jummalarni axborot tizimining so'rovlariga aylantirishga asoslangan. Til atamalari, so'z shakllari yoki barqaror so'z birikmalariga asoslanishi mumkin, ularning umumiyliги odatda

tizimning so‘z boyligi deb ataladi. Amaliyot ko‘rsatganidek, bu yerda eng yaxshi yechim teskari ro‘yxatlardir. Bunday holda, siz bitta ro‘yxat darajasidan yuqori bo‘lgan boshqa ro‘yxatlarni tuzishingiz mumkin va hokazo. Nima uchun bu usul boshqalarga, masalan, xeshga qaraganda afzalroq? Kamida ikkita sabab bor: so‘zlar to‘plamida yaxshi xeshlash algoritmini yaratish juda qiyin - "bo‘shliqlar" juda ko‘p yoki ro‘yxatlar juda katta, ammo asosiysi, bu talab qilinmaydi - lug‘at doimiy ravishda emas, vaqti-vaqti bilan yangilanadi.

XULOSA

Internet-axborot resurslari lug‘atini yaratishda, tarmoqdagi nashrlarning tez sur‘atlarda o‘shishi va skanerlash dasturlari tomonidan tarmoqning doimiy so‘rovi tufayli so‘nggi tezisni biroz ko‘proq urintirishga to‘g‘ri keladi. Ammo hamma narsa unchalik ham oddiy emas - xuddi shu so‘rovlar tillari va axborot massivlari oqimlari modellari, ko‘p yillar davomida ma‘lumot olish nazariyasida qo‘llanilgan va aytishim kerakki, o‘zlarini yaxshi isbotladilar.

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JAHON OTIN UVAYSIY HAYOTI VA ADABIY MEROSI XUSUSIDA

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ANNOTATSIYA

Maqolada Jahon otin Uvaysiy hayoti va ijodi, shuningdek shoironing adabiy merosi xususida so'z yuritilgan. Adibaning ayrim asarlari tahlili misolida uning badiiy tasvir hamda so'z qo'llash mahorati tadqiq qilingan.

Kalit so'zlar: *Muxammas, musaddas, murabba, chiston, doston, manzuma ijod, g'oyaviy mavzu, shoir, xalfa.*

ABSTRACT

The article talks about the life and work of Jahan Otin Uvaisi, as well as the literary heritage of the poetess. Analyzing some of Adiba's works, his artistic image and word skills were studied.

Key words: *Mukhammas, musaddas, murabba, chiston, epic, manzuma creation, ideological theme, poetess, khalfa.*

АННОТАЦИЯ

В статье рассказывается о жизни и творчестве Джахана Отина Увайси, а также о литературном наследии поэтессы. Анализируя некоторые произведения Адибы, изучались его художественный образ и словесные навыки.

Ключевые слова: *Мухаммас, мусадды, мурабба, чистон, эпос, создание манзумы, идейная тема, поэтесса, халфа.*

KIRISH

Jahon otin Uvaysiy (1780—1845) atoqli shoira, o‘zbek shoirlari murabbiysi Jahonotin Uvaysiy Marg‘ilonda tug‘ilgan. Otasi Siddiq bobo ikki tilda she‘rlar yozgan. Onasi Chinnibibi otinoyi bo‘lib, akasi Oxunjon hofiz sifatida mashhur edi. Uvaysiyning Hojixon ismli kosibga uzatishgan, biroq shaxsiy hayoti quvonchli kechmagan. U Nodira bilan hamdardlikda Qo‘qonda xon saroyida yashay boshlaydi. 65 yoshligida Marg‘ilonda vafot etadi¹.

Uvaysiy oilada xatsavodini chiqarib, avval xalfa, so‘ngra onasining yonida maktabdorlik qilgan. Akasi Oxunjon hofizdan she‘riyat ilmini o‘rgangan, tez orada shoira, otin sifatida tanilgan. Uvaysiy ayniqsa, aruzni, muammo (she‘rda fikrni yashirib ifodalash) san‘atini mukammal egallagan. Qo‘qon adabiy muhiti bilan yaqinlashib, mushoiralarda qatnashgan. Saroyda Nodira va boshqa xotin-qizlarga she‘riyat ilmidan dars berib, ustozlik qilgan. Dilshod otinning ma‘lumot berishicha, Uvaysiy Nodira bilan Konibodom, Xo‘jand, O‘ratepa, Toshkent, Andijon kabi shaharlarga borgan. 1842 yilda Buxoro amiri Nasrullaxon Qo‘qonni egallagach, Marg‘ilonga qaytib, umrining oxirigacha shu yerda yashagan.

ADABIYOTLAR TAHLILI VA METODLAR

Uvaysiy 4 devon tuzganligi ma‘lum. Lekin bu devonlarning asl qo‘lyozmalari topilmagan. Uvaysiy mumtoz o‘zbek she‘riyatining barcha janrlarida ijod qilgan. Navoiy, Fuzuliy va boshqa ijodkorlarning asarlariga muxammaslar bog‘lagan. Shoiraning adabiy merosida 269 g‘azal, 29 muxammas, 55 musaddas, 1 murabba, chiston, 3 doston, tugallanmagan bir manzuma bor. Ijodining g‘oyaviy mavzu doirasi teran va ko‘p qirrali. Shoira adabiyotda taraqqiyparvar namoyandalarning qarashlari asosida maydonga kelgan inson takdiri, shaxs erki va ma‘rifatparvarlik g‘oyalarida latif va dilkash asarlar yaratgan, asarlarida insonni e‘zozlash, odamlarni tabiat va xayet nozne‘matlaridan bahraMand bo‘lishga undash, do‘stlik, vafo va sadoqat haqidagi ulug‘vor niyatlarini Qur‘on oyatlari, hadislar va tasavvufiy talqinlar bilan asoslagan

¹ <https://tafakkur.net/jahon-otin-uvaysiy.haqida>

holda ijodiy barkamollikka erishgan. Uning she'rlarida tariqatning talab va qoidalariga taallukli bo'lgan talqinlar ko'p uchraydi:

Fano mardumlarini sirridin hech kimsa yo'q ogoh,
Qabih guftor mardumdin ko'ngul dog' o'ldi, dog' o'ldi.

Uvaysiy o'z asarlarida yuksak odamiylikni, shu odamiylikni qalb to'rida avaylovchi vafodor yorni ulug'laydi, uni Quyosh bilan qiyos qiladi. Quyosh har tong ufqdan bosh ko'tarib, o'zining otashin nuri bilan olamga, odamlarga o'z mehr va shafqatini sochadi. Shoira yor va oftob tashbihlaridan qarshilantirish san'ati orqali eng go'zal tuyg'ular silsilasini yaratadi. Uning lirik qahramoni mushohadakor donishmand, vafoli oshiq. Uning anor haqidagi mashhur chistoni o'zining muhim mazmuni va yuksak badiiyligi bilan shoira ijodining yorqin bir sahifasi sifatida ko'zga tashlanadi:

Bu na gumbazdur, eshigi, tuynugidin yo'q nishon,
Necha gulgunpo'sh qizlar manzil aylabdur makon?
Tuynugin ochib, alarning holidan olsam xabar,
Yuzlarida parda tortug'liq tururlar, bag'ri qon¹.

Uvaysiy hayotlik davridayoq nafis lirikasi bilan mashhur bo'lgan va zamondoshlarining e'tiborini qozongan.

NATIJALAR

Shoiraning birgina "Sog'indim" g'azalini tahlil qilish orqali muallif ijodining betakror jihatlarini ko'rishimiz mumkin.

SOG'INDIM

Bukun, ey do'stlar, farzandi jononimni sog'indim,
Gado bo'lsam ne ayb, ul shohi davronimni sog'indim.
Musofirman, g'aribman, bekas-u ham benavodurman,
Vujudim dardga to'ldi, emdi darmonimni sog'indim.
Tilimning zikri-yu, ko'nglimni fikri, yaxshi farzandim,
Azizim, yolg'izim, davlatli sultonimni sog'indim.

¹ https://uz.wikipedia.org/wiki/Jahon_otin_Uvaysiy

Kecha-kunduz yo‘lig‘a muntazirdurman, tikarman ko‘z,
Kelib holim so‘ribon ketsa, mehmonimni sog‘indim.
Nasibin uzmani Tangri, ilojin topmag‘ay kelsa,
Onam deb bo‘lg‘usi bag‘ri qizil qonimni sog‘indim.
Qorong‘u bo‘ldi olam ko‘zima ushbu judolikdin,
Ko‘z-u ko‘nglum ziyosi mohi tobonimni sog‘indim.
Mani bekas Uvaysiy, yig‘lagayman ro‘z-u-shab tinmay,
Uyimning ziynati, ko‘z ravshani, xonimni sog‘indim¹.

“Sog‘indim” she‘ri shoiraning tarjimayi holi bilan bog‘liq. Amir Umarxon vafotidan keyin Qo‘qon taxtiga o‘g‘li Muhammad Alixon o‘tiradi. Uvaysiyning o‘g‘lini sarbozlikka oladi. Qashqar urushiga jo‘natilgan o‘g‘li Muhammadxonni sog‘inib, o‘rtanib “Sog‘indim” g‘azalini yozganini, g‘azaldagi “Gado”, “Shohi davron” so‘zlari orqali biz shoiraning intizorlik tuyg‘ularini his qilganini ko‘rishimiz mumkin.

“Vujudim, dardga to‘ldi, emdi darmonimni sog‘indim”, - misralarida farzandini sog‘inib, izzat chekayotgan ayol tuyg‘ulari aks ettirilgan.

Dard - sog‘inch, darmon - diydor ma‘nosida kelgan.
Tilimning zikri-yu, ko‘nglimni fikri, yaxshi farzandim,
Azizim, yolg‘izim, davlati sultonimni sog‘indim.

Bu misralarda onaning farzand dog‘ida azoblanishi aks ettirilgan. Shoira oddiygina – askar o‘g‘lini “davlati sultonim” deb ataydi. Albatta, har bir ona uchun farzand, sulton kabidir. Uvaysiy ham o‘g‘lini o‘z davlati, oilasining sultoni deb biladi. “Onam deb bo‘lg‘usi bag‘ri qizil qonimni sog‘indim” misralari orqali esa farzandining ham ko‘ksi qonga to‘lib, uni ham onasiga bo‘lgan sog‘inch qiynayotgani aks ettirilgan.

MUHOKAMA

Lirik she‘rlaridan tashqari, uning “Shahzoda Hasan”, “Shahzoda Husan” kabi liroepik asarlari va “Voqeoti Muhammad Alixon” kabi tarixiy dostonlari mavjud.

¹ Adabiyot (majmua). Akademik litseylarning 2-bosqichi o‘quvchilari uchun / To‘xliyev B., Mirsamiova R., Ametova O. – T.: Bayoz, 2014 yil. 141-bet.

Shoiraning liroepik dostonlari islom tarixi bilan bog‘liq voqealar asosida yaratilgan. Uvaysiy asarlari o‘zining latif mazmuni va dilkash badiiyliги bilan xalq ommasi orasida keng yoyilgan, hofizlar, xonandalar tomonidan maqom va xalq ohanglari yo‘lida kuylanib kelinadi. Uning xattotlar tomonidan ko‘chirilgan 3 nusxa qo‘lyozma devoni O‘zbekiston FA Beruniy nomidagi Sharqshunoslik instituti va Andijon davlat universiteti kutubxonasida saqlanadi. Uvaysiyning 15.000 misraga yaqin she’riy asarlari mavjud. Uning bir devoni O‘R FA qo‘lyozmalar fondida saqlanadi (inv. №1837). Unga shoiraning g‘azal, muxammas, musaddas, murabba’lari va “Shahzoda Hasan” hamda “Voqeoti Muhammadalixon” dostonlari kiritilgan. Shoira devonining 3 nusxasi topilgan. “Shahzoda Hasan”, “Shahzoda Husayn” kabi dostonlari mavjud, “Voqeoti Muhammadalixon” nomli tarixiy asari tugallanmagan.

XULOSA

Uvaysiy hayoti va ijodi haqidagi ma’lumotlar uning asarida, ayrim tazkiralarda yetib kelgan. Fazliy Namongoniyning “Majmuai shoiron” tazkirasida (1821) ham shoira ijodiga munosabat bildiriladi. Shoira ijodini izchil ilmiy yo‘nalishda o‘rganish 1930-yillarda boshlangan. Uvaysiy ijodi A.Qayumov, T.Jalolov, I.Haqqulov, E.Ibrohimova va boshqa tadqiqotchilar tomonidan o‘rganilgan.

ZAMONAVIY O‘ZBEK ADABIYOTIDA O‘QITUVCHI-ZIYOLI OBRAZI TALQINLARI

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ANNOTATSIYA

Maqolada zamonaviy o‘zbek adabiyotida o‘qituvchi-ziyoli obrazi talqinlari Fitrat, Behbudiy, Cho‘lpon hamda Abdulla Qahhor kabi adiblar asarlari misolida tadqiq qilingan. Ularning muallim, o‘qituvchi-ziyoli obrazlarini yaratishdagi o‘ziga xos uslub hamda mahoratlari tahlil jarayonida qayd qilib o‘tilgan.

Kalit so‘zlar: *Muallim, o‘qituvchi, ziyoli, obraz, uslub, asar, hikoya, drama, mahorat, tasvir, mudarris, muallif, saboq.*

ABSTRACT

The article examines the interpretation of the image of a teacher-intellectual in modern Uzbek literature using the examples of writers such as Fitrat, Behbudi, Cholpon, and Abdulla Qahhor. Their unique style and skills in creating the images of teacher, teacher-intellectual were noted in the process of analysis.

Key words: *Teacher, teacher, intellectual, image, style, work, story, drama, skill, image, teacher, author, lesson.*

АННОТАЦИЯ

В статье рассматривается трактовка образа учителя-интеллектуала в современной узбекской литературе на примере таких писателей, как Фитрат, Бехбуди, Чолпон, Абдулла Каххор. В процессе анализа отмечены их уникальный стиль и умение создавать образы учителя, учителя-интеллектуала.

Ключевые слова: *Учитель, учитель, интеллектуал, образ, стиль, произведение, рассказ, драматургия, мастерство, образ, учитель, автор, урок.*

KIRISH

Ustoz siymosida insonni kamolotga yetaklovchi, hayotga har tomonlama tayyorlovchi komil shaxsni tasavvur qilamiz. Shundan bo'lsa kerak, muallim shaxsi qadim-qadimdan e'zozlanib kelgan; har bir davr, har qanday mamlakatda ziyoli odamlarga munosabat yuqori bo'lgan, ustozlar doim izzat–ehtiromda. Bir so'z bilan aytganda, o'qituvchilik – sharafli, ammo mashaqqatli kasb. Yangi o'zbek adabiyotining iste'dodli vakillari asarlaridagi obrazlar tizimida o'qituvchi obrazining tutgan o'rnini beqiyos.

Fitratning “Hindistonda bir farangi ila Buxorolik mudarrisning jadid maktablari xususida qilg'an munozarasi” asarida Buxoro madrasalarining birida saboq beruvchi mudarris bilan tanishamiz. Haj safariga otlangan mudarris Hindistonda bir farangi – fransuz ziyolisi bilan suhbat quradi. Asardagi farangi va mudarris munozarasida muallifning o'ymushohadasi, g'oyalari farangi obraziga yuklanadi (umuman olganda, farangi obrazini Fitratning ayni o'zi deyish mumkin). Muallifning asardan ko'zlagan maqsadi birmuncha vaqtdan beri Buxoroda avj olgan jadid va qadim o'rtasidagi ixtilofni bartaraf etish bo'lib, “mazkur hikoyat ushbu masalani tugal hal qilg'andir”. Fitratning fikricha, bu ixtilof “muqaddas Vatanimizni parchalab, uning ahli jamoasini jadid va qadim unvonlari ostida ikki firqaga ajratib, ularning birini ikkinchisiga dushman qilib qo'ydilar. Xor va xarobligimizning asosiy sababi musulmonlardan emas, balki o'sha ma'nisiz ixtilofdan ekani ma'lum bo'ldi”¹. “Munozara” orqali Fitrat eski va yangi fikrlilarni murosaga keltirishni niyat qilar ekan, farangi bilan bahsda Buxoro madrasalaridan birida saboq beruvchi mudarrisni tanlaydi. Zero yuzaga kelgan ixtilofning sababchilarini ya'ni qadimchilarni mot qilishni maqsad qiladi. Shu jihatdan asarda farangi tilidan jadid maktablari va “jadidcha” o'qitishning afzalliklari tushuntiriladi. “Nafaqat Buxoro yoki Turkiston, umuman islom Sharqi tarixini yaxshi bilgan va “yangi tadqiqot ila” mushohada etgan Fitratning bahsda o'ziga raqib sifatida eskicha ta'lim olganlarning peshqadamlaridan bo'lmish Mudarrisni tanlagani ham

¹ Фитрат А. Хиндистонда бир фаранги ила Бухороли мударриснинг жадид мактаблари хусусинда қилган мунозараси // Танланган асарлар // I жилд. –Т.:Маънавият, 2000, -Б.46.

bejiz emas. Bu narsa masalani kengroq doirada qo‘yishga, islom Sharqining taraqqiysi va tanazzulini belgilagan omillarni ochib berishga xizmat qiladi”¹. Farangi obrazi mudarrisga zid qo‘yiladi. Farangi millatning shonli o‘tmishini mudarrisga ibrat qilib ko‘rsatar ekan, uning bugungi ahvoliga kuyinadi: Islom madaniyati qani? Ilmga nima bo‘ldi? Jasur himoyachilari qayga ketdilar? Ularning bahodir tarafkashlariga nima bo‘ldiki, islom tarafdorligini tamoman tark etdilar?. Farangi islom dinidan, Sharq tarixidan yaxshi xabardor bo‘lgani holda, Buxoroyi sharifning ilm ahlidan bo‘lgan mudarris islomning ahkomlaridan to‘liq va tugal ma’lumotga ega emas (vaholanki, dunyoviy fanlarni umuman bilmaydi). Uning din haqida bilganlari ham yuzaki aqidadan boshqa narsa emas (Islomning xarob bo‘lish sababi shudir!). Mudarrisning nutqi orqali Buxorodagi ulamolar va ularning usuli jadid haqidagi qarashlarini ham bilib olish mumkin. Buxoro ulamolari “arab tilini arablarning o‘zlaridan ham yaxshi bilgani holda arabcha gaplashishni bilmaydilar”, ayollarni o‘qitishga esa mutlaqo qarshi turadilar.

ADABIYOTLAR TAHLILI VA METODLAR

Jadid maktablari xususidagi noo‘rin mulohazalari ham yetarli dalillarga asoslanmagan. Muallif shunday yo‘ldan boradiki, bahsda mudarris yengiladi, u farangi ketma-ket o‘rtaga tashlayotgan asosli dalillarni inkor eta olmagan holda usuli jadidni tan olishga majbur bo‘ladi: Siz hiyla donishmand odam ekansiz. Voqean, bizning Vatan va millatimizni dardlarini topib, ilojini ham yaxshi bayon qildingiz. Zotan, bizning ham “birinchi najot yo‘li ilmdur” xususida muxolifatimiz yo‘q. Bizning ishtibohimiz jadid maktabi va zamonaviy ilmlarning tahsili ediki, buni ham kamoli yaxshilig‘ bilan yuksak ekanini ko‘rsatdingiz. Bir-biriga qarama-qarshi bo‘lgan ikki qutbning bahsida muallif niyatiga ko‘ra mudarris yengiladi – “birinchi najot yo‘li ilmdur” deya murosaga keladi. “A.Fitrat va boshqa ma’rifatparvar adiblar asarlaridagi o‘qituvchi, ziyoli va boshqalar jaholatga qarshi kurashuvchi qahramonlardir. Muallim obrazi ma’rifatparvar adabiyotining ideal qahramonidir. Uning timsolida asrlar bo‘yi

¹ Куронов Д. Каримов Х. Жаҳид адабиётида тарих концепсияси.//Китобда : Мутолаа ва идрок машқлари.- Т.:Академнашр, 2013,-Б.51.

ilmsiz yashab kelgan xalqqa bilim orqali yorug‘ dunyoni ko‘rsatish, shu tariqa ommani xayrli ishlarga yo‘llash tushunchalari mujassamlashtirilgan”¹. Demak, Fitratning ushbu “Munozara” asari, Mahmudxo‘ja Behbudiyning “Padarkush” dramasi, Cho‘lponning “Zamona xotini” kabi asarlarida ziyolilar obrazi yuqoridagi singari funksiya bajargan. Mahmudxo‘ja Behbudiyning “Padarkush” dramasida domulla va ziyoli obrazlari uchraydi. Dramada Behbudi domulla va ziyoli obrazlarini “Munozara” dagi singari bir-biriga qarama-qarshi qo‘ymaydi. Muallifning asardan ko‘zlagan maqsadini ro‘yobga chiqarishda (o‘qimagan bolaning holi, ilmsizlikning oqibatini ko‘rsatish) har ikki obraz muhimdir. Muallif domullani alohida urg‘u bilan “yangi fikrlik bir mulla” ekanligini ta’kidlaydi. “Padarkush” dagi ushbu domla eski maktab domlalaridan farqli ravishda yangiliklarni teran tushungan, o‘qimoqni farz va davr talabi deb bilgan, usuli jadid maktablariga qarshi bo‘lmagan domulladir. U boyga o‘g‘lini o‘qitish zarurligini har tomonlama tushuntirishga harakat qiladi: O‘qumoq va mulla bo‘lmoq uchun pul kerak, badavlatlarimizni holi bul, bas, bu ketish ila nauzambilloh, dunyo va oxiratga rasvo bo‘lurmiz, o‘qumoq barcha musulmonga, erkak va yo xotin bo‘lsun, farz edi. U qayda qoldi? Oh, voy bizni holimizga! Ziyolining nutqidan esa ayni davrda barcha eski maktab domlari ham bunday fikrda bo‘lmaganligini bilib olish mumkin: Ah-ha, qiziq va interesniy hodisa emish (odamlarga qarab), bu shaharda boylarga amri ma’ruf qilaturg‘on mulla bor ekan, Xudoga shukur. Ul janobi haqqoniy domullani topib, ziyorat qilmoq kerak. Ziyoli boyga yangi zamonda ilm o‘rganish juda muhim ekanligini tushuntirishga harakat qiladi: Hozir yangi va boshqa bir zamondir. Bu zamonga ilm va hunarsiz xalqni boyligi, yeri va asbobi kundan-kun qo‘lidan ketgandek, axloq va obro‘yi ham qo‘ldan chiqar, hatto, dini ham zaif bo‘lur. Buning uchun biz musulmonlarni o‘qutmoqg‘a sa’y qilmog‘imiz lozimdur, vaholanki, dini sharifimiz har nav naflik ilm o‘qumoqni beshikdan mozorigacha bizlarga farz qilgandir. Boy hamma narsaning yechimi pulda deb biladi. Atrofida sodir bo‘layotgan voqealarga ko‘r-ko‘rona, yuzaki munosabat bildiradi: O‘quganni biri siz, yemoqg‘a noningiz yo‘q, bu holingiz ila manga nasihat qilursiz. Domulla va ziyoli obrazlari

¹ Адабий турлар ва жанрлар. 3 жилдлик. I жилд, Т.,1991,-Б.120.

muallifning g'oyalarini, maqsadini retsepiyentga yetkazuvchi asosiy vosita bo'lib xizmat qilmoqda. Har ikkisinining maqsadi deyarli mushtarak ekanligini ko'rsatish barobarida muallif eski fikr va yangilik tarafdorlari birlashsa, xalqning jaholatdan yiroqlashishi yanada tezlashishini orzu qiladi. Dastlab, Behbudiy domulla obrazi orqali masalani diniy tomondan boshlab, shaxsiy manfaatlarga burib, silliqlab tushuntiradi. Go'yoki, retsepiyentni keyingi jiddiy, umumahamiyatli mavzuga tayyorlab turadi. Domulla zimmasiga yuklatilgan vazifa bajarilgach, sahnaga "ovrupo libosida kiyingan, o'ruscha o'qug'on millatchi musulmon" - ziyoli kirib keladi. Ziyolining vazifasi domullanikidan birmuncha kengroq bo'lib, Behbudiy jadidlarning g'oyalarini ziyoli tilidan berishga urinadi.

NATIJALAR

Cho'lponning "Zamona xotini" dramasi ham Abdulahad muallim obrazi mavjud. Dramada hukumat ishlari bilan ovora bo'lgan muallimni uchratamiz. U dramaning asosiy qahramonlaridan biri bo'lgan Rahima xolaga qishloqni zug'um bilan boshqarayotgan Rustam aka, Azimjon qimorboz, Zokirjon mirzalardan xalos etishda yordam beradi. O'zining ta'biri bilan aytganda muallim "qishloqning og'zi kattalari, mushtumzo'rlari, yaramas amaldorlari bilan bel bog'lab kurashga tushgan. Yo yiqilmay, yo yiqitmay turib tinish yo'q!"¹. Dramaning boshidanoq ko'rinadiki, qishloq aholisi ikkiga bo'lingan: o'ziga qimorboz, o'g'rilarni himoyachi qilib olgan ijroqo'm raisi Rustam aka tarafdorlari(ular sodda qishloq odamlarini hiyla bilan o'zlariga og'dirmoqchi bo'ladilar); Rustam akaning xotini, "Qo'shchi" noibi Rahima xola tarafdorlari (muallim, Jo'ra va bir qancha "Qo'shchi" a'zolari). Muallifning badiiy niyatiga ko'ra bu ziddiyatda Rahima xolaning qo'li baland kelmog'i, u ayollarning ham erkaklardan qolishmasligini ko'rsatmog'i lozim (asarning nomidan ham ma'lum). Tabiiyki, buning uchun unga hukumat islohotlaridan xabardor, zamon imkoniyatlaridan foydalana oladigan, haququqlarini himoya qila olishga qodir bo'lgan ziyoli shaxs yordam berishi kerak. Shu tariqa dramada Abdulahad muallim obrazi paydo bo'ladi. Asarda Abdulahad muallim muallifning badiiy niyatiga muvofiq

¹ Чўлпон. Замона хотини // Асарлар. 4 жилдлик. III жилд. –Т.:Akademnashr, 2016. –Б.152.

harakatlanadi. U Rahima xolaning qizi Sharofat bilan ahd-u paymon qiladi. Sharofatni Azim qimorbozning o'g'li To'xtasinga majburlab uzatilishidan saqlab qoladi. Shu tariqa drama voqealari qiziqarli tusga kiradi. Abdulahad qishloqning sodda aholisi uchun "ham zakunchi, ham a'lam, ham mufti..." ekanligi ko'rsatiladi. Demak, "Zamona xotini" dramasiidagi Abdulahad muallimga ham sujet voqealarini rivojlantiruvchi qahramon sifatida baho berish mumkin.

MUHOKAMA

Abdulla Qahhorning "O'tmishdan ertaklar" qissasidagi Valixon so'fi ham domlalaridan biri edi. U bolalarni o'qitishga tirikchilikning bir turi – qo'shimcha daromad sifatida qaraydi. Ayrim o'rinlarda, masalan, domlarning bolalarni ayovsiz kaltaklashi, falloqga osishi tasvirlari bo'rttirilgandek ko'rinishi mumkin. Ammo Parda Tursunning "O'qituvchi" romanida ham eski maktablarda aynan mana shunday ayanchli jazo usullaridan foydalanilgani tasvirlanadi: eshonning hovlisida xizmat qilib kun ko'rayotgan Elmurod Sayfulla(eshonning arzanda o'g'li) uchun maktabga taom olib borganda ana shunday "mudhish tomosha"ning guvohi bo'ladi va beixtiyor beg'ubor ko'nglidan "Shunday qilib o'qigandan ko'ra, o'qimasa nima bo'lar ekan bu bolalar" degan fikr o'tadi. Bunday og'ir jazoga ko'proq domlaga "ozodliq" keltirmaganlar giriftor bo'ladi. Abdulla Qahhorning "O'tmishdan ertaklar" qissasida ham huddi shu kabi holat mavjud ("Valixon so'fi" hikoyasida): men qo'rqib ketdim, chunki maktabning ta'rifini ko'p eshitgan edim: domla behining novdasi bilan uradi, moshga cho'kkalatadi, falaqqa osadi... Bir qassob yetaklab ketayotgan echkisi yurmay tarxashlik qilganda: "Ey jonivor, yuraversang-chi, men seni maktabga olib ketayotganim yo'q, qushxonaga olib ketayotibman-ku", degan ekan...¹.

Ko'rinadiki, eski maktab domlalarining ta'lim usulida bolalarni kaltaklash va jazolash asosiy usul bo'lgan. Lekin masalaga bunday bir tomonlama yondashib tugal xulosaga kelish ham xato nazarimda. Menimcha, bu ijodkorning badiiy niyati, uning hayot materialini "tanlash"i yoxud tanlashga majbur bo'lgani bilan ham bog'liq bo'lsa

¹ Қаҳҳор А. Ўтмишдан эртақлар. Асарлар 3 жилд. –Т.:Ғафур Ғулом номидаги Адабиёт ва санъат нашриёти, 1988, -Б.234.

kerak. Eski maktabda savod chiqarib, elga manzur bo'lgan asarlar yozgan atoqli adiblarimiz borligi masalaning ushbu tomonlari ham mavjudligini yodga soladi.

Abdulla Qahhorning yana bir asari "Adabiyot muallimi" hikoyasi bosh personaji Boqijon Baqoyev nodon, o'ta madaniyatsiz bir o'qituvchi. Hikoyada yozuvchi biron o'rinda uni nodon, madaniyatsiz deb atamaydi, oshkora qoralamaydi. Personaj o'zining nodon, madaniyatsizligini har qadamda xatti-harakatlari, fikrlash tarzi, gap-so'zlari orqali o'zi fosh etadi. Nafis, ya'ni badiiy adabiyot muallimi bo'la turib jiyani, talaba Hamidaning Chexov va uning «Uyqu istagi» hikoyasi haqidagi oddiy savollariga tayinli javob berolmaydi, aslida u javob berishga qodir emas. Bu odamning fojiasi shundaki, aybini tan olgisi kelmaydi, o'zini har bop bilan bilimdon qilib ko'rsatishga urinadi, aravani quruq olib qochadi: uning xayolida, tilida bir-biriga qovushmagan nomlar, har xil atamalar, ilmiy tushunchalar... Uning fikrlash yo'sini gap-so'zlarida aniqlik, izchillik yo'q, duch kelgan tomonga o'tib ketaveradi. Yozuvchi hikoyani yakunlar ekan, savol beruvchi talaba qizning «g'uvillab turgan boshida shundan boshqa hech narsa yo'q edi», deb yozadi: «praktikum, minimum, maksimum, Deterding, Stending, Shelling, Mering, Demping...»

Shu tariqa ko'z oldingizda nodon, betayin o'qituvchining nihoyatda aniq hajviy qiyofasi, ichki dunyosi, qolaversa ma'nisiz fojiali hayoti namoyon bo'ladi.

XULOSA

Xullas, jamiyat turmushidan olingan epizodlarda, lavhalarda ular hayotiga, qismatiga daxldor mohiyatni ko'rish, teran his etish, personajlar xarakteri va qismatini ularning ruhiyati ifodasi orqali yorqin badiiy detallar vositasida o'qituvchi-ziyoli siymosini gavdalantirish zamonaviy o'zbek adiblari ijodiy mahoratining eng muhim jihatlaridir

ENHANCING NATURAL SCIENCE EDUCATION AND DEVELOPING A SYSTEM OF SCIENTIFIC KNOWLEDGE IN ELEMENTARY SCHOOLS

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ABSTRACT

This scientific article aims to explore the significance of incorporating natural science education in elementary schools and the methods that can be employed to develop a comprehensive system of scientific knowledge among young learners. It emphasizes the importance of fostering a strong foundation in scientific thinking and the acquisition of fundamental scientific principles during the early stages of education. This paper also discusses the pedagogical approaches and strategies that can be employed for effective natural science instruction in elementary schools.

Introduction:

The acquisition of scientific knowledge plays a crucial role in the intellectual and cognitive development of young children. Elementary schools serve as the foundation for a child’s education, making it imperative to introduce natural science as part of the curriculum. Early exposure to scientific concepts and principles provides students with a solid platform for understanding the world around them. Furthermore, it helps nurture a sense of curiosity, experimentation, critical thinking, and problem-solving abilities that are essential for future academic success.

Importance of Natural Science Education in Elementary Schools:

1.1 Cognitive development: Natural science education facilitates the development of logical thinking, critical reasoning, and analytical skills in young learners.

1.2 Application of scientific principles: It enables students to apply scientific knowledge to everyday life situations, fostering a deeper understanding of the world.

1.3 Cultivation of curiosity: Natural science education nurtures children's innate curiosity, encouraging them to explore, investigate, and seek answers to phenomena in their environment.

1.4 Promoting environmental awareness: Early exposure to natural science educates students about the environment, fostering a sense of responsibility and the importance of sustainable practices.

Approaches to Natural Science Instruction in Elementary Schools:

2.1 Hands-on learning: Inclusion of practical experiments, field trips, and experiential activities to facilitate a deeper understanding of scientific concepts.

2.2 Inquiry-based learning: Encouraging students to ask questions, investigate, and conduct research to discover scientific principles independently.

2.3 Integration with other subjects: Incorporating natural science into math, language arts, and other subjects to demonstrate the interdisciplinary nature of scientific knowledge.

Developing a System of Scientific Knowledge:

3.1 Sequential learning: Organizing natural science education in a progressive manner, covering fundamental concepts in a structured curriculum.

3.2 Building on prior knowledge: Incorporating review and reinforcement of previously learned scientific principles to consolidate understanding and ensure continuity.

3.3 Assessment and evaluation: Employing diverse evaluation methods to gauge students' comprehension and progression in acquiring scientific knowledge.

3.4 Teacher professional development: Providing teachers with continuous training and resources to effectively teach natural science and stay abreast of advancements in the field.

Conclusion:

Introducing natural science education in elementary schools is essential for fostering a strong foundation in scientific literacy and critical thinking among young learners. With the proper pedagogical approaches, such as hands-on learning and an inquiry-based teaching methodology, students can develop a robust system of scientific knowledge. By investing in the natural science education of elementary school students, we not only equip them with essential skills but also inspire the next generation of scientists and innovators.

USED LITERATURE

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ВЛИЯНИЕ РАЗВИВАЮЩИХ ИГР НА ЛИПУЧКАХ НА РАЗВИТИЕ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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АННОТАЦИЯ

В данной научной статье исследуется польза развивающих игр на липучках для детей дошкольного возраста. Работа основана на обзоре литературы и результатов важных исследований в этой области. Полученные данные свидетельствуют о положительном влиянии таких игр на развитие моторики, познавательных способностей и социально-эмоциональных навыков у детей дошкольного возраста.

***Ключевые понятия:** игры на липучках, развивающие технологии, логик. мышление, мелкая моторика, исследование.*

ВВЕДЕНИЕ

Детское развитие является важной областью исследований. Игра в этом процессе играет ключевую роль, поскольку она способствует непринужденному и естественному обучению. Развивающие игры на липучках показывают значительное потенциальное влияние на улучшение моторики, познавательных способностей и социально-эмоционального развития детей дошкольного возраста.

Развитие моторики:

Развивающие игры на липучках способствуют развитию мелкой и крупной моторики у детей дошкольного возраста. Путем соединения липучек, дети

развивают свои мелкие двигательные навыки, учатся координировать движение рук и пальцев. Более сложные задания, такие как создание различных форм и конструкций, помогают детям развивать крупную моторику, включая укрепление мышц и улучшение координации движений.

Познавательные способности:

Игры на липучках также оказывают положительное влияние на познавательные способности детей дошкольного возраста. Дети могут экспериментировать с разными формами и цветами, развивая свою способность к классификации и сравнению объектов. Они могут создавать различные структуры и конструкции, развивая свою пространственную мысль и логическое мышление. Эти игры также способствуют развитию творческого мышления, поскольку дети могут придумывать и создавать свои собственные игрушки и предметы.

Социально-эмоциональное развитие:

Развивающие игры на липучках имеют положительное влияние на социально-эмоциональное развитие детей дошкольного возраста. Участие в таких играх позволяет детям учиться совместной деятельности, взаимодействию с другими детьми и взрослыми. Они учатся выражать свои мысли и эмоции, развивают навыки коммуникации и сотрудничества.

Кроме того, игры на липучках могут помочь детям развивать самоконтроль и управление своими эмоциями, так как они могут сталкиваться с различными ситуациями, где им приходится контролировать свое поведение и реакцию.

Например, в игре на липучках дети могут быть разделены на команды и играть в командных состязаниях. В процессе игры дети могут испытывать разные эмоции, такие как радость от победы или разочарование от поражения. Они должны научиться контролировать свои эмоции и не проявлять агрессию или недовольство, если что-то не идет по их плану. Вместо этого, они должны научиться поддерживать спортивный дух и учиться справляться с разочарованиями и неудачами.

Игры на липучках также способствуют развитию логического мышления и стратегического планирования. Дети должны определять свою стратегию и тактику для победы в игре. Они должны анализировать ситуацию, предсказывать ходы соперника и принимать решения в зависимости от текущей ситуации.

Игры на липучках также развивают физические навыки и координацию движений. Дети должны использовать свои руки и глаза для точного попадания в цель и прикрепления липучек. Они должны также быть гибкими и быстрыми, чтобы избежать попадания в липучку соперника.

Кроме того, игры на липучках способствуют социальному взаимодействию и развитию коммуникативных навыков. Дети должны сотрудничать с другими членами команды, общаться и договариваться о стратегии игры. Они также могут учиться принимать проигрыш и поздравлять соперников с победой.

В целом, игры на липучках имеют множество преимуществ для развития детей. Они развивают самоконтроль, управление эмоциями, логическое мышление, стратегическое планирование, физические навыки, координацию движений, социальное взаимодействие и коммуникативные навыки. Эти навыки могут быть полезными для детей в их повседневной жизни и помочь им стать успешными и счастливыми взрослыми.

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ВЛИЯНИЕ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ НА РАЗВИТИЕ РЕЧИ ДОШКОЛЬНИКОВ

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АННОТАЦИЯ

Цель данной научной статьи состоит в изучении влияния современных технологий на развитие речи дошкольников. В статье рассматриваются различные современные методы искусственного интеллекта, виртуальной реальности и голосовых помощников, которые используются для стимуляции и обогащения развития речи у детей.

Введение: Развитие речи у дошкольников является важным этапом их когнитивного и социального развития. Недостаток навыков речи может препятствовать их коммуникационным и познавательным способностям. В последние годы развитие современных технологий привело к появлению новых инструментов, которые позволяют улучшить развитие речи у детей.

Методы: Распознавание речи - Данная технология позволяет детям развивать речевые и коммуникативные навыки с помощью голосовых помощников и приложений. Системы распознавания речи могут анализировать произношение и давать обратную связь, помогая детям исправить ошибки.

Виртуальная реальность - Виртуальная реальность позволяет детям взаимодействовать с виртуальной средой, что способствует развитию их языковых навыков. Для развития речи используются специальные приложения, в которых дети могут повторять слова и фразы, а также играть в языковые игры.

Машинное обучение - Современные методы машинного обучения позволяют разрабатывать индивидуальные программы для развития речи у детей. Алгоритмы могут анализировать данные о произношении и коммуникации детей, а затем предлагать персонализированные упражнения и задания.

Проектирование и разработка курсов и программ, основанных на современных технологиях развития речи, является важной задачей для специалистов в области образования и речевого развития. Это включает в себя анализ современных технологий в данной области, их применимость и эффективность, а также разработку и адаптацию методик и материалов для обучения и развития речи. В процессе проектирования и разработки курсов и программ необходимо учитывать возрастные, индивидуальные и культурные особенности учащихся, а также уровень их речевого развития. Кроме того, необходимо учитывать научное исследование и практическую базу в данной области, чтобы гарантировать эффективность и результативность обучения.

Организация обучающих мероприятий с использованием технологий развития речи является важным аспектом работы специалистов в данной области. Организация мероприятий включает в себя выбор и применение соответствующих методик, игр и упражнений, а также оценку и анализ результатов обучения. Организация обучающих мероприятий также может включать в себя работу с родителями и другими взрослыми, которые могут играть важную роль в развитии речи детей. Кроме того, использование современных технологий может предоставить дополнительные возможности для обучения речи, например, через использование специализированного программного обеспечения или мобильных приложений.

Исследования в области эффективности применения современных технологий развития речи являются важным аспектом развития данной области. Эти исследования позволяют оценить эффективность и результативность использования различных технологий в обучении речи, а также выявить их

преимущества и ограничения. Результаты исследования могут быть использованы для улучшения существующих программ и методик, разработки новых технологий и материалов, а также адаптации обучающих мероприятий под различные потребности учащихся.

Результаты: Исследования показывают, что современные технологии могут значительно повысить эффективность обучения речи у дошкольников. Дети, использующие голосовые помощники и виртуальную реальность, демонстрируют улучшенные навыки произношения и коммуникации. Персонализированные программы на основе машинного обучения позволяют адаптировать обучение к индивидуальным потребностям каждого ребенка.

Заключение: Современные технологии играют важную роль в развитии речи у дошкольников. Голосовые помощники, виртуальная реальность и машинное обучение предлагают новые возможности для стимуляции и обогащения речи у детей. Однако, необходимо дополнительное исследование, чтобы более точно определить, насколько эффективны и безопасны эти технологии для развития речи у детей.

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ANNOTATSIYA

Ushbu maqolada fermer xo‘jalik dalalarida yomg‘irnatib sug‘orish tizimlarining samaradorligini oshirish bilan g‘allaning sug‘orish tartibi, tuproqning suv-fizik xossalari, tuz rejimi, sizot suv sathi va mineralizatsiyasining o‘zgarishi, g‘allaning o‘sishi, rivojlanishi, hosildorligi hamda g‘allaning suv iste‘molini aniqlashning turli uslublari qishloq xo‘jaligida yuqori hosil olish uchun tuproqning sho‘rlanish, birlamchi va ikkilamchi sho‘rlanish, sho‘rlanishga sabab bo‘ladigan tabiiy va sun‘iy omillar keltirilgan.

Kalit so‘zlar: g‘alla, yomg‘irnatib sug‘orish, suv sarfi, sprinkler, relyef, almashlab ekish, mufti, shtutser, adapter, nipple, uchlik, tirsak.

DEVELOPMENT OF MEASURES TO IMPROVE THE EFFICIENCY OF IRRIGATION TECHNOLOGY FOR GRAIN FIELDS ON FARMS IN THE BUKHARA REGION

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ABSTRACT

In this article, when increasing the efficiency of sprinkler irrigation systems in agricultural fields, the method of grain irrigation, water-physical properties of the soil, salt regime, changes in the level and mineralization of groundwater, grain growth, development, productivity and various methods for determining water consumption of grain, soil salinity, primary and secondary salinization, natural and artificial factors causing salinity to obtain high yields in agriculture.

Key words: *grain, sprinkling, water flow, sprinkler, relief, crop rotation, coupling, nozzle, adapter, nipple, triple, elbow.*

Kirish

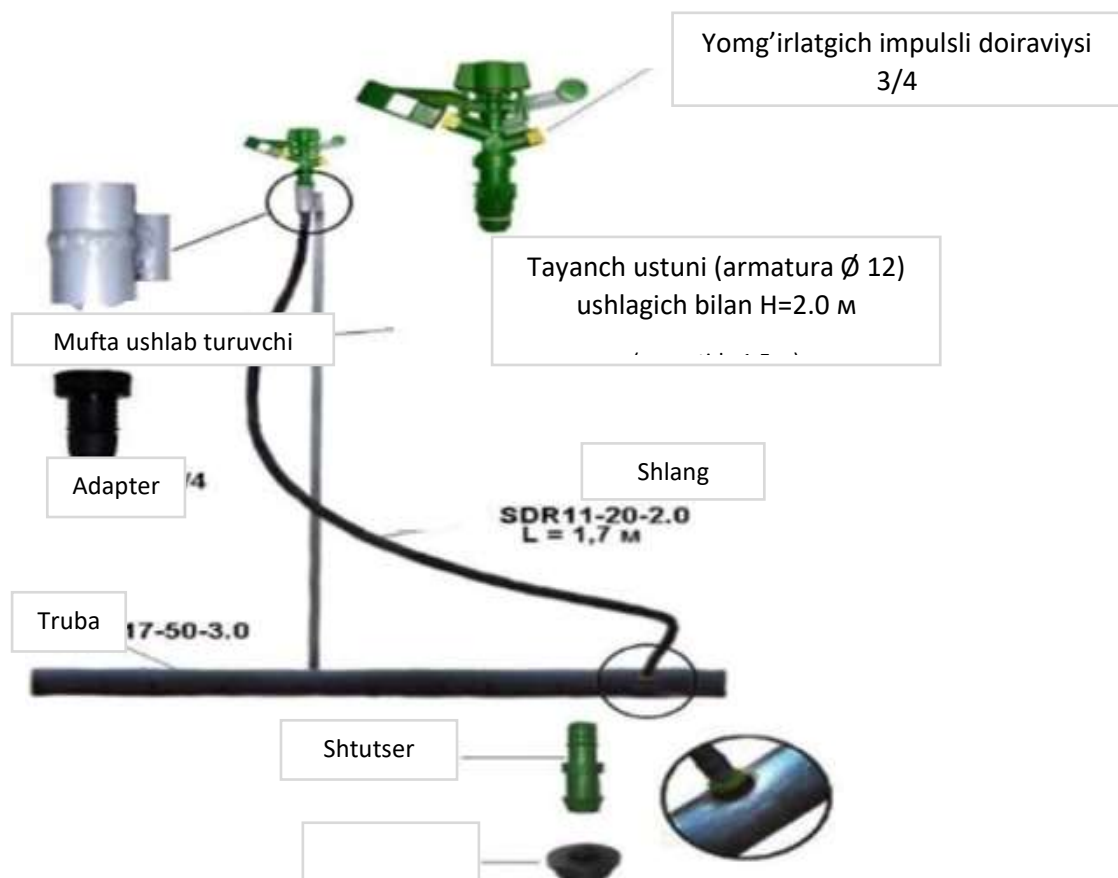
Barchamizga ma'lumki, bugungi kunda dunyo aholisi soni 7 milliard kishidan ziyodni tashkil etmoqda. Yer yuzida insonlar soni borgan sari ortib bormoqda. Bunday holat o'z navbatida aholini vitaminlarga boy tabiiy toza, sifatli va arzon, oziq ovqat bilan taminlashni asosiy masala sifatida qaraladi. Shunday ekan, mamlakatimizda keyingi yillarda agrar sohani isloh qilish, qishloq xo'jaligi mahsulotlari, jumladan, meva-sabzavot mahsulotlari yetishtirish va qayta ishlashni yanada ko'paytirish, eksport hajmini oshirish bo'yicha ko'rilayotgan chora-tadbirlar o'zining yuksak samaralarini bermoqda. Moliya vazirligining ma'lumotlari bo'yicha, 2020-yilda Respublikada sug'orishning zamonaviy usullarini rivojlantirish maqsadida salkam 240 mln. so'mdan ortiqroq mablag' sarflangan. Shuni inobatga olib, Respublikada sug'orishning zamonaviy usullarini tadbiiq qilish asnosida, yomg'irilatib sug'orish usulini go'za misolida ko'rib chiqamiz.

Asosiy qism. Yomg'irilatib sug'orishning afzalligi:

- *Relyeflar, sug'orish samaradorligi* – har qanday maydon jihatdan katta bo'lgan hudud va topografik noqulay bo'lgan maydon hududlarga, turli xil navli o'simliklarni o'stirishda ham keng ko'lamda qo'llash mumkin. Shuningdek, suvni iqtisod qilish, hosildorlikni yanada oshirish, samarali sug'orish va qo'shimchasiga, bug'doy kabi qatorli ekinlarni ekish imkoniyatlari mavjuddir. *Muddatlarni kamaytirish* – qisqa muddatlarda qishloq xo'jaligi ishlarini mexanizatsiyalash, ularni aniq amalga oshirish uchun yetarli sharoit yaratadi. *Keng diapazon* - sprinkler keng diapazonda joylashgan sug'orish jarayonlarini va suv tarqalishini yanada osonlashtiradi, shuningdek, ularni boshqarish ancha qulay bo'ladi. *Suv sarfi* – har bir maydonga sarflanayotgan suv sarfini aniqlash imkonini beradi. *Yerdan foydalanish ko'effitsiyentini oshiradi* – sug'orish tizimlarining bir joydan ikkinchi joyga qiyinchiliklarsiz ko'chirish imkoniyati har qanday sug'orish tizimlariga osonlik bilan moslashib keta oladi, yerning ustki qismini yuvish talab etilgan hududlarda esa yer yuvish ishlarini amalga oshirsa bo'ladi. *Intensiv sug'orish* – dala bo'ylab aniq va bir

xil suv sarfini taqsimlay oladi, bunda har bir o‘simlik uchun bir xil miqdorda suv yetib boradi. *O‘g‘itlash* – o‘g‘itlarni suv bilan aralashtirib berish qulay. *Almashlab ekish* – tomchilatib sug‘orishda foydalanilgan tizimning bosh qismi va quvurlarining ma’lum bir qismidan foydalanib almashlab ekish mumkin, bunda paxta, bug‘doy va boshqa ekinlarni almashlab ekish mumkin.

Yomg‘irilatib sug‘orish usulining tarkibiy sxematik qismlari:



Respublikamizda suv taqchilligi kuzatilayotgan davrda sug‘oriladigan maydonlarda sug‘orish suvlaridan tejamli foydalanish hamda suv bilan bog‘liq muammolarni bartaraf etish asnosida, Buxoro viloyatida vegetatsiya davrida ilg‘or resurstejamkor sug‘orish texnologiyalarini joriy etish ustuvor masala qilib qo‘yilgan. Mamlakatimizda suv resurslaridan foydalanish mexanizmlarini tubdan isloh qilish, ulardan oqilona va samarali foydalanishni ta’minlash, iqtisodiyot tarmoqlarida suv tejoychi texnologiyalarni joriy etishni qo‘llab-quvvatlash va rag‘batlantirish,

shuningdek, sug'oriladigan yerlarning meliorativ holatini yaxshilash bo'yicha izchil chora-tadbirlar amalga oshirilmoqda.

Amalga oshirilayotgan chora-tadbirlar, shuningdek, davlat tomonidan qo'llab-quvvatlash mexanizmlari 2019-yilning o'zida qo'shimcha 33,2 ming gektarda suv tejavchi sug'orish texnologiyalari joriy etilishini ta'minlash imkonini berdi, bu esa shu kabi texnologiyalar qo'llanilayotgan yerlar umumiy maydonining 44 foizini tashkil etdi.

Biroq, suv tejavchi sug'orish texnologiyalari qo'llanilayotgan umumiy maydon atigi 75 ming gektarni yoki umumiy sug'oriladigan yer maydonlarining 1,7 foizini tashkil etayotganligi qishloq xo'jaligida suv tejavchi texnologiyalardan foydalanishni kengaytirishga va suv resurslaridan foydalanish samaradorligini ta'minlashga qaratilgan chora-tadbirlarni yanada faollashtirish zaruratini taqozo etmoqda.

Yomg'irlatib sug'orish (tarkibiy qismlari va ularni butlash)

Yomg'irlatib sug'orish tizimi o'z tarkibiga: nasos qurilmasi, suv yetkazib beruvchi quvur, tarqatuvchi quvurlar, quvurlarni bir-biriga ulovchi uchlik, tirsak va o'tuvchilar, suv uzatuvchi shlang, yomg'irlatgich va uni ushlab turuvchi po'lat ustun, yomg'irlatgich va shlangni bir-biriga ulovchi adapter va muftalar, tarqatuvchi quvurning oxiriga mahkamlangan tiqinlarni oladi.



Butlovchi tugun



Uchlik (75-75-75)



Tirsak (75/75)



O'tuvchi(75/50)

Nasos qurilmasi belgilangan miqdordagi suvni sug'orish tizimiga zarur bosim ostida suvni suv manbaidan olib suv yetkazib beruvchi quvurga yetkazib beradi.

Suv yetkazib beruvchi quvur (bosh quvur) suvni nasos tizimining bosimli quvuridan olib tarqatuvchi quvurlargacha yetkazib beradi.

Suv yetkazib beruvchi quvur (bosh quvur) odatda katta bosimga chidaydigan polietilendan tayyorlanadi va uning diametri 75 mm, devorining qalinligi 4,5 mm kattalikda tanlanadi.

Tarqatuvchi quvurlar suvni bosh quvurdan olib yomg'irlatgichlarning shlanglarigacha yetkazib berishga xizmat qiladi. Tarqatuvchi quvurlar ham kattta bosimga chidaydigan polietilendan tayyorlanadi va yomg'irlatib sug'orish tizimlarida quvurning diametri 50 mm, devorining qalinligi 3,0 mm bo'lgan markasi ishlatiladi.

Bosh va tarqatuvchi quvurlarni o'zaro ulovchi qismlar uchlik, tirsak, adapter va o'tuvchilardan iborat bo'ladi.

Suv uzatuvchi shlanglar suvni tarqatuvchi quvurdan olib yomg'irlatgichgacha yetkazib berishga mo'ljallangan. Ular yuqori bosimga chidaydigan polietilendan tayyorlanadi va odatda diametri 16-20 mm, devorining qalinligi 2,0 mm ga teng bo'ladi. Suv uzatuvchi shlang tarqatuvchi quvurga nipelli shtuser yordamida ulanadi.

Yomg'irlatgichlar suvni dalaga yomg'ir sifatida sepish uchun mo'ljallangan. Yomg'irlatgich impulsli ko'rinishda aylanib harakatlanish xususiyatiga ega. Har bir yomg'irlatgich o'z atrofidagi radiusi 10-15 metrga teng bo'lgan maydonni namlash xususiyatiga ega. Maydonlarni to'liq namlanishini ta'minlash uchun bir yomg'irlatgichning namlash radiusini odatda uning maksimal ko'rsatkichidan 1,5 marta kam qilib tanlanadi. Bir yomg'irlatgichning suv sarfi o'rtacha 0,5-0,7 l/s ga teng bo'ladi. Impulsli yomg'irlatgichlarda ikkitadan suv chiqaruvchi teshigi bo'lib ularning diametri odatda 4-6 mm va 2-2,5 mm ga teng bo'lgani tanlanadi. Kichik diametrli suv chiqargich yaqin masofada doira ko'rinishida suv sepsa, katta diametrdagi suv chiqargich 10-15 metr radiusda suv sepadi. Yomg'irlatgichni muftaga o'rnatiladigan rezkali qismining diametri odatda 15-20 mm ga teng bo'ladi. Yomg'irlatgichlar tarqatuvchi quvurning yoniga o'rnatilgan va balandligi 1,5 metr bo'lgan metall ustunga, ushlab turuvchi mufta (diametri 20 mm) yordamida mahkamlanadi. Metall ustun diametri 12-14 mm bo'lgan po'lat armaturadan tayyorlanadi. Uning umumiy balandligi odatda 2 metr, shundan 1,5 metrli qismi yer ustida turadi, 0,5 metrli qismi esa yer ostiga joylashtiriladi. Metall ustunning yuqori qismida yomg'irlatgichning muftasini ushlab turadigan rezkali bolt o'rnatiladi.

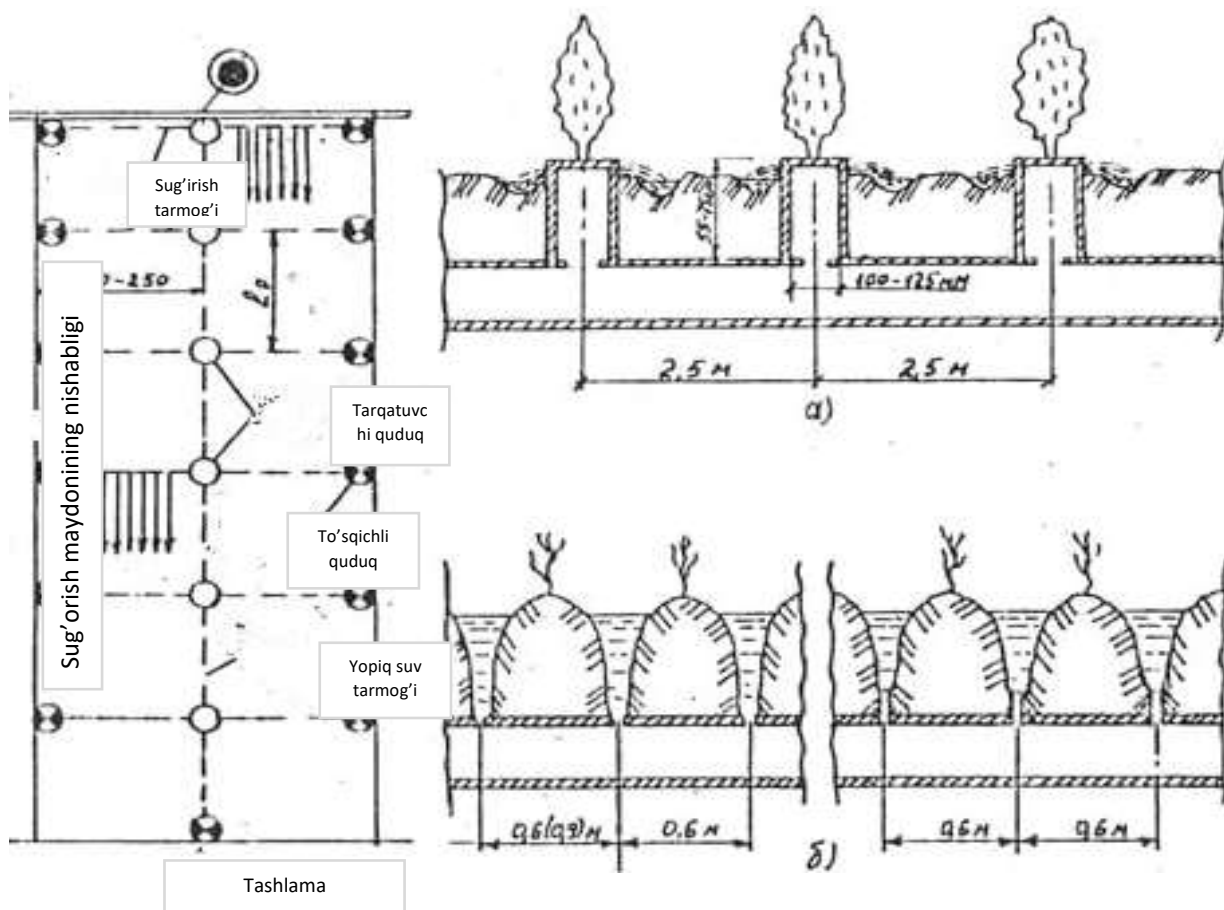
Yomg'irlatgichni ushlab turuvchi mufta metall quvurdan (diametri 20 mm) yasaladi va uning bir (ustki) tomoniga yomg'irlatgich, ikkinchi (pastki) tomoniga polietilendan yasalgan adapter o'rnatiladi. Adapter suv uzatuvchi shlangni

yomg'irlatgichga ulash uchun xizmat qiladi. Ushlab turuvchi muftaning uzunligi odatda 5-6 sm kattalikda bo'ladi. Yomg'irlatib sug'orish tizimi suv tarqatuvchi quvurlarining oxiri tiqin bilan mahkamlab qo'yiladi.

Yomg'irlatib sug'orish tizimini qo'llash bo'yicha quyidagilarni tavsiya etamiz:

Bu sug'orish usulining o'ziga xos xususiyati shundaki, bu usulda ish unumini sezilarli darajada oshirish imkonini beradi, sug'orish mexanizatsiyalashtiriladi va yer juda tekis bo'lishi talab etilmaydi. Tuproq tarkibini buzmay, hosildorlik ustki qatlamni saqlab qolishga imkoniyat yaratadi.

Yomg'irlatib sug'orish usulini qo'llashning asosiy sharti: $R_{ur} < V_{sh}$, ya'ni sun'iy yomg'irning jadalligi (R_{ur}) tuproqning suv shimuvchanlik tezligi (V_{sh})dan kichkina bo'lishi kerak.



XULOSA VA TAVSIYALAR

Xulosa qilib aytganda, Yomg'irlatib sug'orilganda har gektariga berilgan suv sarfi 40-50% ga kamayadi. Relyeflar sug'orish samaradorligining oshirish qisqa muddatlarda qishloq xo'jaligi ishlarini mexanizatsiyalash muddatlarini kamaytirish, sprinklerlarini keng diapazonda joylashganligi sug'orish jarayonlarini osonlashtiradi. Har bir maydonga sarflanadigan suv sarfi imkonini beradi. Yerdan foydalanish koeffitsiyenti oshadi, dala bo'ylab aniq va bir xil suv sarfi taqsimlanadi, bunda har bir o'simlik uchun bir xil miqdorda suv yetkazib beriladi.

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TA'LIMDA 3D TEXNOLOGIYALARDAN FOYDALANISH ISTIQBOLLARI

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ANNOTATSIYA

Maqolada respublikamiz oliy ta'lim tizimida 3d texnologiyalarini qo'llash, ularning imkoniyatlarini tahlil qilish asosida o'quv jarayonini rivojlantirishning ustuvor yo'nalishlari aniqlanib kelinmoqda. Shuningdek, oliy ta'limda 3d texnologiyalarini joriy qilishga ilmiy asoslangan xulosalar tuzishda mavjud bo'lgan amaliyotni o'rganish, tizimlashtirish va umumlashtirish orqali ta'lim sohasida nafaqat muhim o'rin egallashi va qanday shaklda joriy qilinishi bo'yicha takliflar berib kelinmoqda.

Kalit so'zlar: 3D, 3D texnologiyalar, axborot-kommunikatsiya texnologiya-lari, oliy ta'lim tizimi, zamonaviy ta'lim, pedagogik texnologiyalar, multimedia vositalar.

PROSPECTS OF USING 3D TECHNOLOGIES IN EDUCATION

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ANNOTATION

In the article, the priority directions for the development of the educational process based on the use of 3D technologies in the higher education system of our republic and the analysis of their possibilities are determined. Also, by studying, systematizing and summarizing the existing practice in drawing up scientifically based conclusions on the introduction of 3D technologies in higher education, suggestions are being made not only on how they will take an important place in the field of education and in what form they will be introduced.

Key words: 3D, 3D technologies, information and communication technologies, higher education system, modern education, pedagogical technologies, multimedia tools.

Kirish

Rivojlangan xorijiy davlatlar ta'lim tizimida 3d texnologiyalarning ustuvorlik kasb etishi o'qitish sifatini yangi bosqichga ko'tarish, tayyorlanayotgan kadrlarning raqobatbardoshligini oshirish, inson kapitalini samarali rivojlantirishning yangi istiqbollari ochmoqda.

Adabiyotlar tahlili

Jamiyatning barcha sohalarida 3D texnologiyalarni joriy etish dolzarb ijtimoiy zaruriyat ekaniga urg'u bergan holda O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev quyidagilarni qayd etib o'tadi [1]: "Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart. Bu bizga yuksalishning eng qisqa yo'ldan borish imkoniyatini beradi. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda. Albatta, raqamli iqtisodiyotni shakllantirish kerakli infratuzilma, ko'p mablag' va mehnat resurslarini talab etishini juda yaxshi bilamiz. Biroq, qanchalik qiyin bo'lmasin, bu ishga bugun kirishmasak, qachon kirishamiz?! Ertaga juda kech bo'ladi"[2].

3D-uch o'lchamli, ya'ni kengligi, balandligi va chuqurligi (uzunligi) bo'lgan narsani anglatadi. Bizning jismoniy muhitimiz uch o'lchovli va biz har kuni 3 o'lchamli fazoda harakat qilamiz.

Odamlar ob'ektlar orasidagi fazoviy munosabatlarni faqat ularga qarash orqali idrok eta oladilar, chunki bizda chuqurlik idroki deb ham ataladigan 3 o'lchamli idrok mavjud. Atrofga qaraganimizda, har bir ko'zdagi to'r parda atrofimizdagi ikki o'lchovli tasvirni hosil qiladi va miyamiz bu ikki tasvirni 3 o'lchamli vizual tasvirga aylantiradi [5].

Hozirgi kunda o'quv jarayonida zamonaviy axborot texnologiyalaridan foydalangan holda kasbiy faoliyatlarning o'z vakolatiga asoslangan holda yondashuvlarini amalga oshirish imkoniyatlarini ko'rib chiqish juda muhimdir. Buning uchun quyidagilarni ko'rib chiqamiz:

- Zamonaviy kompyuter dasturlaridan foydalanish orqali o'quv jarayonini takomillashtirish;

- Innovatsion loyihalarni 3D modellardan foydalangan holda o'quv jarayoniga joriy etish;
- Talabani mustaqil ishlashi uchun materiallar bazasini takomillashtirish [3].

Zamonaviy jamiyatni axborot texnologiyasiz tasavvur etib bo'lmaydi. Bugungi kunda axborot-kommunikatsiya texnologiyalari jamiyatdagi axborot oqimlarining tarqalishini, global axborot maydonini shakllantirishni ta'minlaydigan inson faoliyatining barcha sohalariga kirib bordi. Ushbu jarayonlarning ajralmas qismi innovatsion ta'limdir. Ko'pgina hollarda o'qituvchi faoliyatining natijasi ma'lumotni uzatish jarayoni qanchalik bilimli va qiziqarli ekanligi, uning bilimlari qanchalik zarur ekanligini va bilimlarini chuqurlashtirishga yo'naltirilganligi qanchalik muhimligiga bog'liqdir. Kompyuter texnologiyasini ishlab chiqish va ekranda eng murakkab texnologik jarayonlarni aks ettiradigan kuchli grafik protsessorlarning paydo bo'lishi bilan, ta'limda uch o'lchovli modellardan foydalanish orqali ta'lim jarayonini takomillashtirishning yangi yo'nalishi paydo bo'ldi.

O'quv jarayonida uch o'lchovli modellardan foydalanish favqulodda vaziyatlar va boshqa texnik hamda harbiy oliy o'quv yurtlarida yong'indan ogohlantirish, muhandislik, texnik va favqulodda vaziyatlarni qutqarish ishlarini tashkil qilish bilan bog'liq masalalarni o'rganishda interaktiv usulda darslar o'tkazishga va ko'nikma malakalarni rivojlantirishga yordam beradi. Davom etayotgan professional kasbiy ta'limning bir qismi sifatida bu ayniqsa muhimdir.

Ma'lumki, kasbiy ta'lim sohasida malakaga asoslangan yondashuvning maqsadi mehnat bozori bilan o'zaro munosabatlarni takomillashtirish, ta'lim muassasalarining bitiruvchilarining raqobatbardoshligini oshirish, tarkibni, metodologiyani va tegishli o'quv muhitini yangilashdan iborat. Malakaga asoslangan yondashuv ta'lim maqsadlari, o'quv jarayonining mazmuni, shuningdek, o'quv jarayonining boshqa tarkibiy qismlari - ta'lim texnologiyalarini ishlab chiqishda nafaqat o'z talablarini qo'yadi balki bunday yondashuv 3D loyihalar asosida o'qitish ya'ni innovatsion ta'lim hisoblanadi. 3D loyihalar asosida o'qitish tadqiqotining asosini 3D modellar tashkil etadi [4].

Amalga oshirish bosqichlari

Amaliyot shuni ko'rsatdiki, ushbu yondashuvdan foydalanish bir nechta afzalliklarga ega:

- ta'lim sifatini oshirish;
- talabalarning professional malakalarini shakllantirish;
- loyihali o'qitishni yo'lga qo'yish;
- talabalarning darsdan tashqari mustaqil ishlashini samarali ta'minlash;
- o'rganish samaradorligi yuqorililigi;
- innovatsion ta'limni joriy etish imkoniyati.

Shunday qilib, innovatsion loyihalarni 3D modellardan foydalangan holda o'quv jarayoniga joriy etish kasbiy yo'naltirilgan faoliyatning talablarga asoslangan yondashuvini amalga oshirish imkonini beradi va natijada ta'lim jarayonining barcha ishtirokchilari uchun samarali natijalarni olib keladi.

Xo'sh, o'qitish sifatini saqlab qolgan holda ta'lmda 3D texnologiyalarni samarali qo'llash uchun nimalar qilish kerak degan savolga javoblarni ko'ramiz?[3].

Birinchiidan, albatta mamlakatimizda Internet infratuzilmasini yaxshilashimiz, mobil operatorlar tomonidan ko'rsatilayotgan xizmatlar sifatini oshirishimiz va eng muhimi aholining, ayniqsa talaba yoshlarni zamonaviy axborotkommunikatsiya texnologiyalarining so'ng yutuqlarini o'zlashtirishga shartsharoitlar hamda imtiyozlar yaratib berishimiz lozim.

Ikkinchiidan, o'quv jarayonini tashkil etishda 3D texnologiyalardan foydalanish ko'lamini kengaytirish va axborot resurslari, o'qitish vositalari va masofaviy o'qitish texnologiyalarini rivojlantirish, ijodkor talabalarni universitetni raqamlashtirish loyihalariga jalb qilish bilan oliy ta'lim muassasalari faoliyatini tartibga soluvchi normativ-huquqiy hujjatlarga o'zgartirish kiritish bo'yicha vakolatli organlarga takliflar berish, yuqori samaradorlikka ega 3D qurilmalar bilan jihozlangan tuzilmalar, o'quv xonalari, laboratoriyalar, mediastudiyalar va boshqalarni o'z ichiga olgan markazlarni tashkil etish hamda unda orttirilgan tajribani O'zbekistonning barcha oliy ta'limmuassasalarida qo'llash.

Uchinchidan, zamonaviy axborot-kommunikatsiya texnologiyalari va ta'lim texnologiyalarining mustahkam integratsiyasini ta'minlash, bu borada pedagog kadrlarning kasbiy mahoratini uzluksiz rivojlantirib borish uchun qo'shimcha sharoitlar yaratish.

To'rtinchidan, interfaol taqdimot tizimlaridan foydalanish, ma'ruza va seminar darslari uchun internet bilan bog'liq holda interfaol va multimediali taqdimotlarni ishlab chiqish kabi mavzular bo'yicha o'qituvchilarning malakasini oshirish uchun kurslarni tashkil qilish va o'tkazish.

Beshinchidan, real vaqt rejimida interfaol taqdimot tizimlari, video-konferensaloqa tizimlari, virtual zallar, elektron resurslardan foydalanib istalgan vaqtda masofaviy o'qitish jarayonini amalga oshirish.

Oltinchidan, bulutli texnologiyalar, virtual voqelik, kengaytirilgan voqelikdan foydalanish hamda didaktik materiallar va tajriba dizaynlarini ishlab chiqishda 3D printerini qo'llash, raqamli didaktika va raqamli ta'lim modellarini qo'llash, o'qituvchilar va talabalar uchun loyihalar, diplom ishlari, ilmiy izlanishlar va boshqalarini muhokama qilish uchun ilmiy veb-saytlar ishlab chiqish lozim. Shundagina, biz raqamli va 3D texnologiyalardan foydalanib ta'lim sifatini tushirmagan holda talaba yoshlargabugungi kun talabi darajasida bilim olishlariga erishamiz. Biz ta'lim sifatini oshirish varivojlantirish uchun texnologiyalardan manfaatli foydalanish imkoniyatini yaratishni istadik. Qachonki, planshet ta'lim olishning bir elementiga aylansa, bolalar o'qish jarayoniga katta qiziqish bilan kirishadi. Bu o'yin bilan klassik ta'limni birlashtirishga tengdir. Natijada o'qish jarayoni yaxshilanadi, o'zlashtirish, ta'lim darajasi va kadrlarni tayyorlash samaradorligi oshadi. Bilimli avlod, professional kadrlar — bu jamiyatning keng miqyosda rivojlanishining garovidir.

Natijalar

Quyida 3D texnologiyalari bilan ishlovchi 3D max dasturi yordamida al-Xakim at Termiziy ziyoratgohining kirish darvozasi va o'quv xonasining 3D modellari yaratildi. *Autodesk 3ds Max (avval 3D Studio MAX)* — Autodesk kompaniyasi

tomonidan yaratilib bo‘lingan, animatsiya va uch o‘lchamli grafika yaratuvchi va tahrir qiluvchi to‘liq funksiyali professional dastur. O‘z ichiga multimediya sohasidagi mutaxassislar va rassomlar uchun eng zamonaviy vositalarni oladi [6].



1-rasm. Binoning 3D modeli



2-rasm. O‘quv xonasining 3D modeli.

O'quv jarayonida, masalan, olovni tahlil qilishda uch o'lchovli modellardan foydalanish, o'quvchilarga taqdim etilgan materiallarni samarali idrok qilish imkonini beradi va ularning ob'ekt haqidagi fikrini rivojlantirishga yordam beradi. Virtual modelda siz yong'inni ishlab chiqish va so'ndirish uchun bir nechta senariylarni ishlab chiqishingiz va mumkin bo'lgan yong'in sharoitida uni so'ndirishga harakat qilishning yo'llari haqida batafsil yechimlar berishingiz mumkin, bu esa o'rganish jarayonini yanada yorqin va qiziqarli qilish imkonini beradi va materiallarni yanada esda qolarli qiladi. Auditoriyada ishlatiladigan loyiha treninglari doirasida 3D modellarni qo'llash orqali talabalar loyiha bo'yicha o'zlarining natijalarini tasavvur qilishlari mumkin, loyihada barcha kerakli ma'lumotlar qamrab olinadi - grafika, audio va video fayllarni iloji boricha interaktiv qilib tayyorlash kerak. Keyin original shaklda uni simulyatsiya qilingan favqulodda shaklda darsga topshiriladi. Sahnalashtirilgan loyiha vositalarini qo'llash orqali talabalar tadqiqot bo'yicha hisobotni tayyorlashi, o'rganilgan mavzudagi taqdimotga 3D grafikalar qo'shib, ijodiy ishni amaliyotda yoki kasbiy mashqlarni bajarib ko'rishi mumkin. Bino yoki boshqa ob'ektlarning uch o'lchovli virtual modeli misolida mutaxassislarni tayyorlashda har xil favqulodda vaziyatlarni simulyatsiya qilish, mumkin bo'lgan zararni baholash, profilaktika choralarini ishlab chiqish va muayyan ob'ekt uchun favqulodda vaziyatni boshqarish rejasini ishlab chiqish oson. 3D-modellardan foydalanish talabalar va talabalar uchun o'quv mashg'ulotlarida zarur bilim va ko'nikmalarga ega bo'lish uchun samarali vosita hisoblanadi.

Xulosa

Xulosa qilib aytganda ta'lim tizimida axborot texnologiyalarini ta'lim tizimida qo'llashni umumlashtirib shuni takidlab o'tish mumkinki, bugungi kun auditoriyalari o'n yil avvalgilaridan juda katta farq qiladi va sinf xonalari kompyuterlar, iPad, planshetlar, smart-doskalar va boshqa turdagi ta'lim texnologiyalari bilan jihozlangan. Dunyoning boshqa joylarida bo'lgani kabi O'zbekistonda ham raqamli avlodning yangi ekranli avlodi - televizor, kompyuter, planshet, fablet, smartfon va smartsoatlari paydo bo'lmoqda. Bunday zich raqamli muhitga ega bo'lish va u bilan doimiy o'zaro

munosabat natijasida bugungi kun talabalarining fikrlashi va axborotlarga ishlov berish jarayonlari oldingi fikr yuritish va axborot jarayonlaridan tubdan farq qilmoqda. Bugungi avlodni o'qitishda qora doska va oq bo'rdan foydalanish ham mumkin emas. Qora doskani oqiga va bo'rni markerga o'zgartirish hech narsani o'zgartirmaydi, ya'ni zamonaviy talabalarni bilim olishga va mehnat bozorida muvaffaqiyatga erishishko'nikmalarini rivojlantirishga undash usuli bo'la olmaydi.

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3D TEXNOLOGIYALARDAN FOYDALANIB TALABALARDA KONSTRUKTIV KOMPETENSIYALARNI RIVOJLANTIRISH

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Iqtisodiyot va aniq fanlar kafedrası o‘qituvchisi

ANNOTATSIYA

Ushbu maqolada bo‘lajak muhandislik sohasi vakillariga konstruktiv kompetensiyalarini kompyuter grafikasi vositalari asosida rivojlantirish modelini joriy etishda o‘qitishning zamonaviy didaktik vositalaridan elektron o‘quv qo‘llanma, kompyuter grafikasi dasturlari, bilimni nazorat qilish tizimlari, grafik–konstruktorlik topshiriqlari, multimediali o‘quv mashg‘ulotlari qo‘llanildi. Pedagogik shart–sharoitlarni pedagogikada qo‘yilgan muammolarni hal qilishga qaratilgan o‘ziga xos mazmun, shakllar, usullar va moddiy–texnik muhit to‘plami o‘rganilgan.

***Kalit so‘zlar:** konstruktiv kompetensiyalar, kompyuter grafikasi vositalari, amalga oshirish, pedagogik shart–sharoitlar, pedagogik va texnik bilimlar.*

DEVELOPMENT OF CONSTRUCTIVE COMPETENCIES AMONG STUDENTS USING 3D TECHNOLOGY OF MODELING

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ABSTRACT

In this article, modern didactic means of teaching the representatives of the field of engineering in the introduction of the model of development of their constructive competence based on computer graphics tools include an electronic study guide, computer graphics programs, knowledge control systems, graphic-design tasks, multimedia o training sessions were used. Pedagogical conditions are studied as a set of specific content, forms, methods and material and technical environment aimed at solving the problems posed in pedagogy.

***Key words:** constructive competencies, computer graphics tools, implementation, pedagogical conditions, pedagogical and technical knowledge.*

Kirish.

Bugungi kunda Respublikamizning ta'lim jarayonida tubdan islohotlarni amalga oshirilmoqda. Jumladan, Oliy ta'lim tizimida ham ko'plab yangi qonunlar, qarorlar, farmonlar va konsepsiyalar qabul qilindi. So'nggi yillarda respublikada ilmiy va innovatsion faoliyatni qo'llab-quvvatlash, kadrlar tayyorlash tizimini isloh qilish bo'yicha amaliy ishlar olib borilmoqda, iqtidorli talaba yoshlarni nufuzli, milliy hamda xalqaro olimpiadalar, musobaqalar va tanlovlarda salmoqli natijalarga erishishlari uchun zarur shart-sharoitlarni yaratishga alohida e'tibor qaratilmoqda.

Adabiyotlar tahlili.

Yoshlarning ijodiy, intellektual va tadbirkorlik salohiyatini ro'yobga chiqarish, innovatsion g'oyalar, loyihalar va texnologiyalarni ishlab chiqarishga joriy qilish, iqtidorli talabalar, yosh olimlar va tadbirkorlarning innovatsion faoliyatini rag'batlantirish, ilm-fan, ta'lim va ishlab chiqarish integratsiyasini kuchaytirish uchun zarur bo'lgan shart-sharoitlar yaratilmoqda [1].

Respublikamiz Prezidenti Shavkat Miromonovich Mirziyoyevning tashabbuslari bilan Oliy ta'limga qamrov keskin oshirildi. Shu munosabat bilan, O'zbekiston Respublikasi Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi oliy ta'lim tizimini ijtimoiy soha va iqtisodiyot tarmoqlari ehtiyojlaridan kelib chiqqan holda, fan, ta'lim va ishlab chiqarishning mustahkam integratsiyasini ta'minlash asosida ta'lim sifatini yaxshilash, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish, xalqaro hamkorlikni rivojlantirish maqsadida, shuningdek O'zbekiston Respublikasi Prezidentining 2019-yil 11-iyuldagi PQ-4391-son "Oliy va o'rta maxsus ta'lim tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to'g'risida"gi qarori ijrosi yuzasidan ishlab chiqilgan [2].

3D texnologiya va kompyuter grafikasi fanlarini o'qitishda hozir kunda juda ko'plab hamyurtlarimizning kitoblari qo'llanmalari hamda ko'plab xorijiy asarlar mavjudligini hisobga olgan holda. 3D grafikani va 3D texnologiyalarni ta'lim sohasida qolaversa ishlab chiqarish sohasida keng ko'lamda foydalanish ishlari amalga oshirib borilmoqda.

I.Rahmonov va A.Valiyevlar hammualliflikda muhandislik grafikasini o'qitishda zamonaviy pedagogik texnologiyalarning o'rnini yoritib berishdi [3].

Professor E.Ro'ziev va dosent A.Ashirboyevlar hammuallifligida metodikaga oid o'zbek tilidagi ilk darslik chop etilgan [4].

Umumiy o'rta ta'lim maktablari o'quvchilari uchun I.Rahmonovning yozgan darsliklari yoshlarimizni grafik ta'lim o'zlashtirishiga katta xizmat qilmoqda.

Kasb hunar kollejlari uchun dosent A.Ashirboyevning darsligi, professor E.Ro'ziyev va R.Latipovlarning o'quv qo'llanmalaridan amalda foydalanilmoqda [5].

O'quv qo'llanma Televizion texnologiyalar ("Audiovizual texnologiyalari", "Telestudiya tizimlari va ilovalari"), "Kasb ta'limi (Kompyuter grafikasi va dizayn)" bakalavriat ta'lim yo'nalishlari talabalari uchun mo'ljallangan. O'quv qo'llanmada keltirilgan materiallardan magistrantlar, o'qituvchilar hamda kasb-hunar kollejlari o'quvchilari va barcha qiziquvchular foydalanishlari uchun A.Sh. Muxamadiyev, B.Z. To'rayev o'quv qo'llanmalaridan foydalanilmoqda [6].

"Raqamli iqtisodiyot va elektron tijoratda yangi texnologiyalar" ushbu o'quv qo'llanma oliy ta'limning bakalavr va magistr mutahassisliklarida ta'lim olayotgan talabalarga tavsiya etilib, raqamli iqtisodiyot, elektron tijorat va elektron biznes yo'nalishda ilmiy-tadqiqot ishlari olib borayotgan ilmiy xodimlarga hamda bank-moliya hizmatchilari hamda raqamli iqtisodiyot va elektron tijorat sohasidagi innovatsiyalar bilan qiziqqan barcha tadbirkorlik sub'ektlari foydalanishi uchun hamda Kasb hunar kollejlari uchun Ravhan Hamdamovich Ayupovning o'quv qo'llanmalaridan foydalanilmoqda [7].

Geometrik obyektlar nafaqat geometrik xarakterlanadi, balki vizual xossalari – rangi, teksturasi, yorqinligi bilan ham xarakterlanadi. Ushbu qo'llanmada bu xossalar mufassal qaralmaydi. Asosiy e'tibor tekis poligonlar, ikkinchi tartibli sirtlar va bikubik splaynlar asosidagi sirt modellari ko'rinishida ifodalangan grafik obyektlarining matematik tavsiflashga qaratiladi. Tarkibiy sirtlarni tasvirlash va ular harakatini

modellash uchun zarur bo'lgan geometrik almashtirishlar haqidagi ma'lumotlar qo'llanmada o'z aksini topgan.

Keltirilgan nazariy ma'lumotlar asosida real obyektlarni yaratish uch o'lchovli grafika sohasida keng tarqalgan amaliy dasturiy vositalardan biri hisoblangan 3D Studio Max muhitida aniq misollar orqali qarab chiqilgan. Shuningdek, 3D Studio Max dasturining asosiy buyruqlari, standart obyektlari, modifikatorlari, materiallari, yorug'lik va kameralar bilan ishlash, obyektlarni animatsiyalashda kadrlar chastotasi almashinuvi, to'g'ri va teskari kinematika, obyektlarni bog'lanishi va zanjiri haqida batafsil ma'lumotlar keltirilgan yuqorida sanab o'tilgan darslik va qo'llanmalarda.

Amalga oshirish bosqichlari

Ushbu maqola orqali 3D texnologiyalar yordamida nima ishlar qilinishi-yu qilingan ishlar nima natija berishi haqida aytib o'tildi. Misol uchun 3D texnologiyalar quyidagi sohalarda keng ko'lamda qo'llaniladi:

- a) Tibbiyot sohasida;
- b) Arhitektura sohasida;
- c) Kompyuter o'yinlarini yaratish sohasida;
- d) Animatorlik sohalarida qo'llanilib kelinmoqda;

Zamonaviy reklamalarda kompyuter grafikasining 3D texnologiyalari vositalaridan foydalanish reklama kompaniyasining amaliy ishlarini tubdan yangiladi va yangilashi natijasida quyidagi sohalarda o'zining ijobiy natijalarini bermoqda:

- a) Televideniya;
- b) Xalqaro ko'rgazma va anjumanlarda;
- c) Interaktiv o'qitish tizimlarini ishlab chiqishda;
- d) Xalqaro tarmoqlarning elektron anjumanlarida;
- e) o'quv jarayonida foydalanish mumkin.

Haqiqiy dunyoda amalga oshirish kamdan-kam hollarda bir bosqichdan ikkinchisiga chiziqli yo'ldan boradi, ammo tadqiqotlar shuni ko'rsatadiki, har qanday aralashuvni amalga oshirishda odatda to'rt bosqich mavjud. Birinchi ikki bosqich

tadqiqot va rejalashtirish faoliyatini o'z ichiga oladi. Uchinchi bosqichda aralashuv birinchi marta amalga oshiriladi, to'rtinchi bosqichda to'liq amalga oshirilishidan oldin ko'rib chiqiladi va takomillashtiriladi.

Har bir bosqich vaqt va e'tibor talab qiladi. Sabr-toqatli bo'lish va biron bir bosqichni o'tkazib yubormaslik muhimdir. Bosqichlardan o'tish bu ehtiyojni yetarli darajada qoplamaydi.

Tashkiliy-pedagogik sharoitlarni asoslash va rivojlantirish uchun biz muhandisni kasbiy faoliyatining o'ziga xos xususiyatlarini aniqlaymiz. Buning uchun talabalarning yoshga oid xususiyatlari, ularning psixologik va aqliy xususiyatlarni aniqlash kerak.

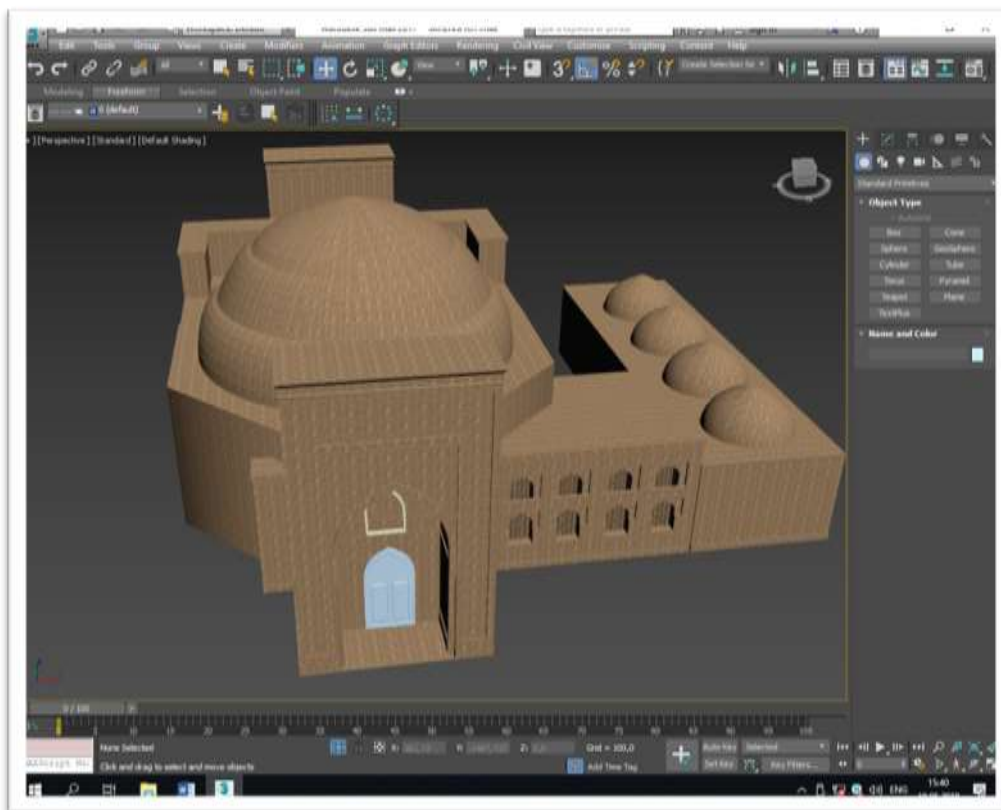
Hozirgi vaqtda OTM larga ijodiy faol shaxsni rivojlantirish birinchi o'rinda turadigan, qarorlar qabul qila oladigan, mas'uliyatli va tez o'zgaruvchan sharoitda ishlay oladigan raqobatbardosh va ijodkor mutaxassislarni tarbiyalash vazifasi qo'yilgan.

Turli yo'nalishlarga taalluqli bilimlar asoslarini uyg'unlashtirish ularning fan, ta'lim, texnika, texnologiya, ishlab chiqarish hamda iqtisodiyot sohalarida ro'y berayotgan o'zgarishlarning ijtimoiy jihatdan asoslanishiga zamin yaratadi. O'z navbatida, texnik bilimlar bo'lajak mutaxassisda qat'iyatlilik, puxta rejalashtirish, yuzaga kelishi mumkin bo'lgan vaziyatlarni baholay olish, vaziyatga oqilona yondashish kabi sifatlarni tarbiyalash imkoniyatiga ega. Bu ko'p jihatdan sub'ektning ijtimoiy va ijtimoiy-pedagogik yo'nalganligi, shuningdek, jamiyat hayotiga tobora chuqur singib borayotgan texnika taraqqiyoti bilan bog'liq [8].

Natijalar

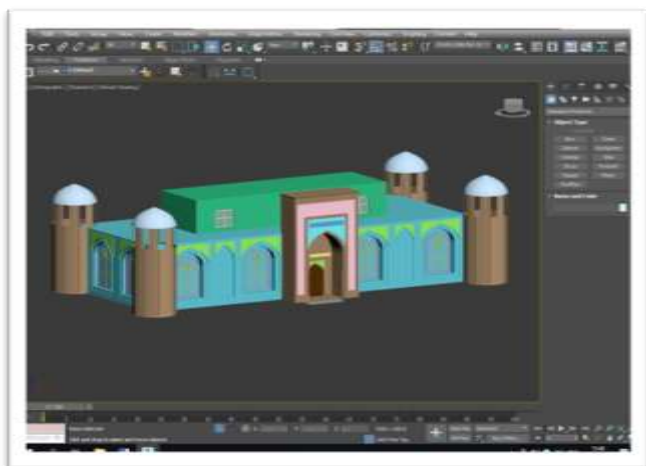
Kompyuter grafikasi hamda 3D texnologiyalar bilan ishlovchi dasturiy vositalar yordamida oddiy (box)lardan foydalangan holda quyidagi ishlarni amalga oshirildi va quyidagi natijalarga erishildi.

Misol uchun "al-xakim at-termiziy" ziyoratgohi asosiy binosi 3D max dasturida tayyorlangan ko'rinishi.



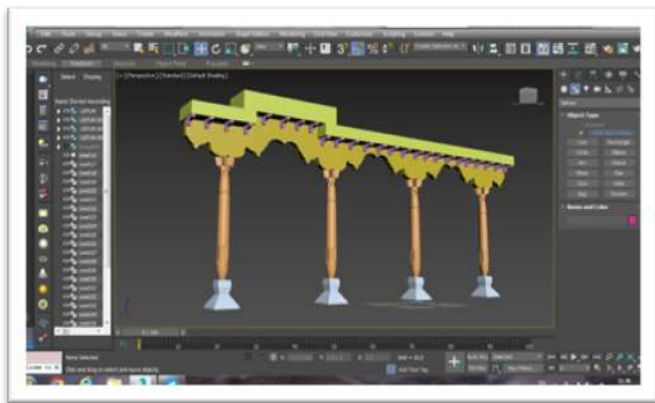
1- Rasm. Al-xakim at-termiziy ziyoratgohining 3d tasviri

“Al-xakim at-termiziy” ziyoratgohining muzei binosi 3D max dasturida tayyorlangan ko‘rinishi.



2- Rasm. Al-xakim at-termiziy ziyoratgohi muzei binosining 3d tasviri

“Al-xakim at-termiziy” ziyoratgohi ayvonlarining 3D max dasturida tayyorlangan ko‘rinishi.



3- Rasm. Ayvonning 3d tasviri

Quyidagi rasmda Al-xakim at-termiziy ziyoratgohi muzey binosi, asosiy binolarining 3D max dasturida tayyorlangan ko‘rinishi. Lumion dasturida esa tayyorlangan obyektlarni reallikka yani haqiqiylikka yaqinlashtirilgan holati. Hovliga ekilgan daraxtlar va Lumion dasturida o‘rnatilgan favvoralarining ko‘rinishi.



4- Rasm 3D max va Lumion dasturidan foydalanilgan reallikka yaqinlashtirilgan holat.

Xulosa

Xulosa o‘rnida shuni aytish mumkinki yuqorida keltirilgan o‘quv qo‘llanma o‘quv darsliklar va adabiyotlardan foydalangan holda tashkiliy va pedagogik shart-sharoitlarini rivojlanishi, ta’limining bakalavrlari konstruktiv kompeten-siyalarini rivojlanishiga hamda muhandislik sohasidagi quriladigan yoki qurilishi rejalashtirilgan bino va inshootlarning ko‘rinishini oldindan ko‘rish imkoniyatini yaratadi. Yaratiladigan binoning modelini oldindan chizib qanday ko‘rinishi qanday bo‘lishini foydalanuvchilarga ko‘rsatadi.

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QUALITY MANAGEMENT OF EDUCATION BASED ON FOREIGN EXPERIENCES

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ABSTRACT

The effectiveness of the quality assurance system for higher education has been shown at the international level. The relevance of the problem of quality assurance in the innovative space of higher education is considered, first of all, in the context of the global space of higher education. Reforms in the operational and strategic management of education led to the introduction of recommendations and standards for quality assurance in the ESG European Higher Education Area. The main factors of quality assurance in the innovative space of higher education and the main principles of reforming the European space of higher education are highlighted. An effective tool for ensuring the quality of higher education is academic integrity, which is recognized as the moral code and ethical rules of the educational, scientific, and civilized community. Based on the results of the project "Impact of Policies for Plagiarism in Higher Education Across Europe" in 27 EU member states, the systems and methods of combating plagiarism were analyzed and recommendations were made regarding the need to popularize the institutional culture of academic integrity.

Key words: *European Framework for Quality Management , Economist Intelligence , Europe, Middle East and Africa GATS: General Agreement on Trade in Services in higher education institution, International Standards Organisation Ministry of Education , Total Quality Management .*

Introduction. The major factors that affect education systems are the resources and money that are utilized to support those systems in different nations, as well as how education is organized and administered to students. As we might expect, a country's wealth has much to do with the amount of money spent on education. Ensuring quality in the innovative space of higher education for all citizens is the main thing for creating a fair and high-quality society dreamed of by mankind, which is a kind of signpost for the development of our civilization. Quality education changes a person, the surrounding reality, his worldview, and the future. The course of the historical civilizational development of the world with the improvement of the innovative space of higher education led to the transition to the information society from the industrial one. In such a society, information has the highest value, and the source of innovative information in developed countries of the world reaches 80% of national wealth. With this approach, the main task of state importance becomes the perspective of education in the country and ensuring the high quality of the educational space (Vasyliuk et al., 2019). Today, the educational community at the international level believes that there cannot and should not be a clearly defined international effective system of ensuring quality assurance for higher education. Each civilized country solves the issue of quality assurance in the innovative space of higher education, taking into account the peculiarities of the national education system.

Results and Discussion. We will consider the peculiarities of prioritization and actualization of the improvement of the quality assurance process in the innovative space of higher education, teaching in higher education in national cases.

Austria. According to the Federal Ministry of Science, Research and Economy in higher education in Austria, the task of improving teaching is determined by the following procedures and documents: 1. The National Universities Development Plan has been in effect since 2016, to improve the relevant indicators and quality of teaching in higher education regarding the learning outcomes of higher education applicants. 2. A component of the system of external quality assurance in the

innovative space of higher education is ensuring and improving the quality of teaching.

3. The educational process in Austrian universities is not regulated at the national level but belongs to the autonomy of universities. Therefore, the issue of ensuring the quality of higher education is reflected indirectly in the framework of the performance agreement, which is signed by the Ministry of Education, Science and Research and higher education institutions. According to this agreement, state universities are responsible for the quality of education and teaching.

Netherlands. At the national level, the document "The Value of Knowledge, Strategic Agenda for Higher Education and Research 2015-2025" is in force, which defines the main goals of the strategic development of higher education institutions: access to education, world-class higher education, development of young talents, diversity of teaching methods and social activity. The successful implementation of the quality assurance process in the innovative space of higher education depends on such strategic goals. The main mechanisms and tools of the process of ensuring the quality of higher education are digitalization of the educational process, professional development of teachers, etc. The Association of Universities of the Netherlands is coordinating the implementation of the paradigm of improving the quality of higher education in the country.

Ireland. In the country, attention is focused on improving learning and teaching in higher education:

1. In Ireland, the Strategic Innovation Fund (SIF) was created, which supports projects to improve learning and teaching in higher education (the early 2000s).
2. The National Forum for the Enhancement of Teaching and Learning was created in the country, which directs all the efforts of universities to the improvement of teaching and learning (it offers a road map for the digitalization of higher education, presents the National Framework for the professional development of academic staff of higher education institutions and offers several innovative initiatives (end 2012)).
3. The introduction of the National Learning Impact Awards promotes the recognition and wide sharing of best practices in higher education: teaching and learning.

Norway. In January 2017, the Ministry of Education and Research issued the document "Quality Culture in Higher Education", which spells out public expectations and defines tasks for improving the process of quality assurance in the innovative space of higher education, namely the government: 1. Demands from institutions of higher education: valuing the activities of teachers and raising their status, developing and supporting teaching initiatives, improving the quality assurance process in the innovative space of higher education, improving the quality of teaching; a fixed reward system for the best practicing teachers; at all stages of the academic career of promoting the professional development of teachers. 2. Expects from institutions of higher education successful expert evaluation, implementation of innovative practices, and collegial mentoring aimed at improving teaching to strengthen the culture of quality. 3. To improve the quality of higher education, it introduces a national electronic database; support for research, etc. (relevant national initiatives), which promotes trust and is generally aimed at improving the quality of higher education and the quality of learning and teaching in particular (Kalashnikova et al., 2023).

Conclusion: About two decades for the development of the European area of higher education are considered the basis for ensuring the quality of higher education based on ESG recommendations and European standards. In the European space, the adoption of ESG became the determining factor of changes in ensuring the quality of education. This approach provided the basis for the creation and introduction of a register of independent quality assurance agencies. The Bucharest Communiqué of 2012 allowed all agencies registered in EQAR (European Quality Assurance Register for Higher Education) to carry out their activities in the entire European space in compliance with national requirements. In the development of the quality of higher education, the main aspects are student-centered learning, the involvement of employers in the educational process, the expansion of groups of interested parties, the use of modern information and communication technologies in education, etc. (Kuharskyi et al., 2018). The first attempt to develop the concept of quality assurance in the innovative space of higher education belongs to the developers of the World

Declaration adopted in October 1998 at the initiative of UNESCO on higher education for the 21st century. Nowadays, all states that joined the European Higher Education Area direct their functions to the implementation of the process of quality assurance in the innovative area of higher education, in coordination between the governments of the European countries of structural reforms. In this document, quality assurance in the innovative space of higher education appeared as a multidimensional strategy that covers all its activities and functions: scientific research and scholarships, educational programs, education seekers, staffing, buildings, equipment, material and technical base, academic environment (Neave, 1998). Quality improvement was proposed to be achieved by taking into account the conditions and realities of the organization of the educational process, harmonizing the internal self-evaluation of higher education institutions with expert external evaluation, and involving interested parties in institutional evaluation.

GLOSSARY:

Management EFQM: European Framework for Quality Management

EIU: Economist Intelligence Unit EMEA: Europe, Middle East and Africa

GATS: General Agreement on Trade in Services

HE: higher education HEI (s): higher education institution(s)

ISO: International Standards Organisation

MOE: Ministry of Education

OECD: Organisation for Economic Development.

QFD: Quality Function Deployment Model

TQM: Total Quality Management.

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**TURLI EKINLARNI YETISHTIRISH MAQSADIDA SUV TEJOVCHI
TEXNOLOGIYALARDAN FOYDALANGAN HOLDA
SUG‘ORISH ISHLARINI AMALGA OSHIRISH**

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ANNOTATSIYA

Aholi soni tobora ortib borayotganligini hisobga olgan holda oziq-ovqat xavfsizligini ta‘minlash, ichki bozorlarni sifatli va arzon mahsulotlar bilan to‘ldirish, chetdan keltirilayotgan mahsulot (import) hajmini kamaytirish va uni imkon qadar o‘zimizda ishlab chiqarishni tashkil etish uchun zamonaviy bog‘lar ko‘lamini kengaytirish, ularni parvarishlashda ilmiy asoslangan texnologiyalarni ishlab chiqish, aholini sifatli meva mahsulotlari bilan ta‘minlash hozirgi kunning muhim masalalaridan biridir.

Kalit so‘zlar: *oziq ovqat xavfsizligi, zamonaviy sug‘orish, tomchilatib sug‘orish, intensiv bog‘lar, suv resurslari, global iqlim o‘zgarishi, iqtisodiy barqarorlik, agrosanoat kompleks, bog‘dorchilik, sovuqqa chidamlilik.*

ABSTRACT

A modern garden to ensure food security, taking into account the ever-growing population, filling domestic markets with high-quality and cheap products, reducing the volume of imported products (imports) and organizing its production as much as possible on our own. Expanding the scope of fruit use, developing scientifically based technologies for caring for them, and providing the population with high-quality fruits and vegetables is one of the important issues of our time

Key words: *food security, modern irrigation, drip irrigation, intensive gardening, water resources, global climate change, economic stability, agribusiness, horticulture, cold tolerance.*

Kirish. Hozirgi davrda, O‘zbekiston Respublikasida 4,3 mln. gektar sug‘oriladigan yer maydonidan, asosiy almashlab ekish maydoni 3 mln. 464 ming ga, ko‘p yillik ekinlar 329 ming ga, (bog‘lar 155 ming ga, uzumzorlar 99 ming ga, tutzorlar 67 ming ga, boshqa ekinlar 7 ming ga, tomorqa yerlari 451 ming ga), vaqtincha zaxira yerlar 48 ming, yaylovlar 44 ming, o‘rmonlar 365 ming gektarni tashkil etadi. Sug‘orishning ayrim usullari, masalan tomchilatib va yomg‘irilatib sug‘orish usullarini sho‘rlanish darajasi yuqori hamda meliorativ holati yomon bo‘lgan, shuningdek jazirama cho‘l qum va qumoq tuproqlar sharoitida qo‘llab bo‘lmaydi. Aksincha, egatlab sug‘orish usulini esa, nishabligi katta bo‘lgan va irrigatsiya eroziyasiga moyil bo‘lgan tuproqlar sharoitida qo‘llash sug‘oriladigan maydonlarning unumdorligini keskin kamayishiga olib keladi. Shunday ekan, qishloq xo‘jaligi ekinlarini yetishtirishda sug‘orish usullarini tanlash va qo‘llash uchun avvalo tuproq iqlim sharoitini inobatga olish muhim vazifa hisoblanadi. Bu bilan nafaqat ekinlar hosildorligini oshirish va suv tejamkorligiga erishish, balki eng qimmatbaho bo‘lgan sug‘oriladigan yerlarning unumdorligini saqlab qolish hamda muntazam oshirib borishga erishiladi. Buning uchun tuproqning namlanish dinamikasini o‘rganish, uning ta‘sirida tuproqning unumdorligini hamda ekinlarning o‘sib rivojlanishi va hosildorligini ularning biologik talabiga ko‘ra o‘zgarishini ilmiy jihatdan asoslash zarurati vujudga keladi.

Bugungi kunda O‘zbekiston xom ashyo bilan bir qatorda, tayyor mahsulotlar ishlab chiqaruvchi davlatlar qatoriga kirib bormoqda. Respublikamizda amalga oshirilayotgan ishlar, yaratilayotgan sharoitlar modernizatsiya jarayonlari tezlashtirib, zamonaviy texnikalarni qo‘llash imkoniyatlarining kengaytirmoqda. Bu esa innovatsiyani keng tarzda qo‘llanilayotganligidan dalolat beradi.

Vazirlik bergan ma‘lumotlardan kelib chiqib shuni aytish mumkinki, Markaziy Osiyo sharoitida har bir gektar zovurlashtirilgan maydonda qo‘llanilgan azotli o‘g‘itlarning 20 foizi, fosforning 1 va kaliyning 0,5 foizi yer ustidan sug‘oriladigan suv oqimi bilan yuvilib ketadi [1.1].

Suvdan foydalanishni to'g'ri yo'lga qo'yish sug'orish tarmoqlarida bo'ladigan suv isrofgarchiligini kamaytirishdagi eng asosiy tadbirlardan biri bo'lib hisoblanadi. Bu yerda tizimga olinayotgan va sarflanayotgan suv miqdorlarini qat'iy hisobga olish muhim ahamiyat kasb etadi. Ekinlarni sug'orishda hisobiy sug'orish me'yorlaridan ortiqcha ishlatilishiga yo'l qo'ymaslik, ya'ni xo'jalik suvdan foydalanish rejasiga muvofiq suv taqsimlashni yo'lga qo'yish talab etiladi. Qishloq xo'jaligi ekinlarini sug'orish gidromoduli grafigini tabaqalashtirish, kanallar ish rejimini tartibga solish va ulardan foydalanishni yaxshilashga imkon beradi. Sug'orishni yiriklashtirilgan, yaxshi tekislangan maydonlarda tashkil etish, sug'orish tizimlarini injenerlik tipiga moslab qayta qurish, birlik maydonga to'g'ri keluvchi sug'orish tarmoqlarining solishtirma uzunliklarini kamaytirishga (hozirgi kunda respublika bo'yicha 1 ga maydon hisobiga me'yordagi 20–25 p.m. o'ringa 46–49 p.m. ni tashkil etmoqda) va uning negizida hududiy taqsimlagichlarining suv sarfini oshirish hisobiga behuda isrofnii kamaytirish uchun sharoit yaratadi [1.2].

Sug'orish tizimida suv taqsimlash jarayonlarini hamda sug'orishni mexanizatsiyalash va avtomatlashtirishga erishishni ta'minlaydigan sug'orish usuli va texnikasini tanlash kerak. Shuningdek, sug'orishda ishchilarning mehnat sarfi va xarajatlarining eng kam bo'lishligi, sug'orishning tuproqning mexanik tarkibi, zichligi va strukturasini buzilishiga, irrigatsiya eroziyasiga sabab bo'luvchi salbiy ta'sirini eng kam darajada bo'lishi, mazkur usulni hududning tabiiy sharoitiga mosligi e'tiborga olinadi. Ekinlarni sug'orish me'yori tanlangan sug'orish usullariga bog'liq holda o'zgaradi. Masalan, egatlab sug'orishda – 1000–1200 m³/ga ni tashkil etsa, yo'laklab bostirib sug'orishda sug'orish me'yori 1400–1600, yomg'irlatib sug'orishda – 500–600 va tuproq ichidan sug'orishda 350–400 m³/ga ga teng bo'ladi [1.3].

Sug'orish usuli va texnikasi sug'oriladigan yerlardan foydalanish samaradorligiga ma'lum darajada ta'sir ko'rsatadi. Qabul qilingan sug'orish usuli va texnikasi tuproqning hisobiy qatlamini bir xilda namlantirishi, berilgan suvini dalaga bir tekis taqsimlashi, suvni filtratsiya va oqovaga isrof bo'lishini eng kam darajaga tushirishi, tuproqqa, ekinlarga ishlov berishni mexanizatsiyalash, suvchilar uchun zarur gigiena-

sanitariya sharoitlarini yaratgan holda sug'orishni tunu-kun uzluksiz amalga oshirish va ularning ishlash samaradorligini ko'tarish imkoniyatlarini berishi lozim.

Turli ekin turlarida tomchilatib sug'orish texnologiyasini qo'llash.

<http://vinogradgid.ru> saytida keltirilgan ma'lumotlarga ko'ra Armaniston, Gruziya, Moldova, Ukraina kabi sug'orish suvi tanqis (etishmaydigan), yer reliefi notekis bo'lgan davlatlarda tomchilatib sug'orish tizimidan foydalanish oshib borimoqda. Bu usulda suv sarfi soatiga 2-4 litrda berilib, bir gektar tokzorni bir marta sug'orish uchun 35-50 m³ suv talab etiladi. Bunday sug'orishning usuli suv va mineral o'g'itlardan samarali foydalangan holda, o'simliklarning o'sib rivojlanishi uchun qulay sharoitni yaratish imkonini beradi. [1.4]

Popova V.P., Bondar A.V., Chernikov Ye.A. kabi olimlar Anapo-Tamansk mintaqasida o'zgaruvchan iqlim sharoitlari tokzorlarda tuproqning fizik-kimyoviy xossalarning o'zgarishiga ta'sir ko'rsatishini kuzatganlar. Ularlarning o'tkazgan tajribalaridan shuni ko'rish mumkinki, yilning quruq kelishi parlanishning yuqori bo'lishligi va tuproqning fizik-kimyoviy xossalriga salbiy ta'sir ko'rsatishi, seryog'in kelishi esa suv taqchilligini oldini olishi, biroq tuproq strukturasi bir muncha yomonlashuviga olib kelgan [1.5].

Sekrier S. o'zining o'tkazgan ilmiy tajribalaridan kelib chiqib, Moldova hududida atmosfera yog'inlarining kamligi sababli shirin bulg'or qalampirini sug'orishsiz yetishtirib bo'lmasligini aytib o'tgan. Tajribada sug'orilgan variantlarda hosildorlik sug'orilmagan variantlarga nisbatan 1,8-4,5 martaga, o'g'itlardan foydalanish 7-9% ga yuqori bo'lganligi, hosilning sifat ko'rsatkichlarini yuqori bo'lishligi o'z isbotini topgan. Shuningdek, muallif 26 t/ga hosil olish uchun sug'orish me'yori 25% ga kamaytirib, 400 m³/ga me'yorda 6-8 marta sug'orishni tavsiya etadi [1.6].

Grigorov M.S., Jidkov V.M., Zaxarov V.M. larning o'rta qumoqli och tusli kashtan tuproqlar sharoitida tabaqalashgan tomchilatib sug'orishning kartoshka hosildorligiga ta'sirini o'rgangan izlanishlarida, eng yuqori (74 t/ga) hosildorlik ChDNS ga nisbatan 60-85-70 % tartibda sug'orilgan variantda kuzatilgan. Bu tartibda standart meva doanalari 90-95%, 1 tonna hosil yetishtirish uchun sarflangan suv

miqdori iqtisodi $20 \text{ m}^3/\text{t}$, iqtisodiy samaradorlik yomg'irlatib sug'orishga nisbatan 30-40% ga yuqori bo'lgan [1.7].

Unger P.W. ma'lumotlarida, tomchilatib sug'orish tizimini qishloq xo'jalik ekinlarida qo'llanilganda hosildorlikni ko'payishi va uning sifatini yaxshilanishiga, suvdan samarali foydalanishga yordam berishi, sug'orish tizimi joyning tuproq iqlim sharoitiga, sug'oriladigan ekin turiga qarab sug'orilganda bu usulda suv tejamkorligi 20-70% gacha bo'lishi, chunonchi suvdan foydalanish 95% ni tashkil etishi keltirilgan. Bu usulda sabzavot ekinlari hosildorligi egatlab sug'organga nisbatan 30-50% ga yuqori bo'lishligi kuzatiladi [1.8]

Makkajo'xorini tomchilatib sug'orishda nazorat variantiga nisbatan gektaridan $1420-1700 \text{ m}^3$ yoki 39,0-46,6% suv iqtisod qilingan. Tomchilatib sug'orishda o'rtacha don hosildorligi ChDNS ga nisbatan 70 % tartibda $61,8 \text{ s/ga}$, 75 % tartibda $64,4 \text{ s/ga}$ va nazorat variantida esa $52,1 \text{ s/ga}$ ni tashkil etgan [1.9].

Iqtisodiyotimizning barqaror sur'atlar bilan o'sishini ta'minlashdek muhim tamoyil va ustuvor vazifani amalga oshirish, davlat rahbari sifatida men uchun strategik vazifa bo'lib qoladi. Biz avvalo iqtisodiyotni isloh qilish va erkinlashtirish borasidagi ishlarimizni yanada chuqurlashtirish, uning soha va tarmoqlarini tarkibiy jihatdan o'zgartirish bo'yicha boshlangan ishlarni jadallashtirishimiz kerak. Tarmoqlar va hududlarni modernizatsiya qilish, ularning raqobatdoshlik darajasini oshirish, eksport salohiyatini rivojlantirish masalalari doimiy e'tiborimiz markazida bo'lishi lozim. Buning uchun xorijiy sarmoyalar va ilg'or texnologiyalarni hamda axborot-kommunikatsiya tizimlarini barcha sohalarga yanada faol jalb etishimiz zarur bo'ladi.

Aynan shu asosda 2030 yilgacha mamlakatimiz yalpi ichki mahsulotini 2 barobardan ziyod ko'paytirishga erishishimiz darkor. Qishloq xo'jaligini isloh qilish va oziq-ovqat xavfsizligini ta'minlash masalalari, hech shubhasiz, biz uchun eng muhim vazifalardan biri bo'lib qoladi. Eng avvalo, agrosanoat kompleksi va uning lokomotivi, ya'ni harakatga keltiruvchi kuchi bo'lgan ko'p tarmoqli fermer xo'jaliklarini izchil rivojlantirishga katta e'tibor qaratiladi [1.10].

Pakana olma daraxti ChDNS ga nisbatan 70 % namlikda sug'orilib yetishtirilganda 10,68 t/ga meva hosili olishga erishilgan, bu ko'rsatki 60 % tartibdagiga nisbatan 3,93 t/ga ko'p, lekin 80 % tartibda sug'orilib yetishtirilgan variantga nisbatan 0,82 t/ga ga kam bo'lganligi muallif tomonidan bayon etiladi [1.11].

Krasova N.G. va Galasheva A.M. larning uzoq yillik (20 yil) izlanishlari natijasida pakana (intensiv) bog'larda hosildorlikning yil sayin, daraxt yoshiga qarab ortib borishi, bunday bog'larning mahsuldorlik davri uzoq muddatli ekanligi aniqlangan [1.12].

Tomchilatib sug'orish bo'yicha adabiyotlarda olimlar ekinlarni parvarishlash, ularni sug'orish me'yori, sug'orish muddatlariga oid o'zlarining bir qator tavsiyalarini berganlar. O'tkazilgan tajribalardan kelib chiqsak, qishloq xo'jalik ekin turi, rivojlanish davri, tuproqning mexanik tarkibiga qarab sug'orish me'yori va mavsumiy sug'orish me'yori o'zgaradi. Berilgan tavsiyalar asosida shunday xulosaga kelish mumkinki, tomchilatib sug'orish usulida egatlab sug'orish usuliga nisbatan 30-50 % atrofida suv tejash imkoni mavjud. Bu esa, hozirgi suv tanqisligi oshib borayotgan davrda bizning mintaqa uchun juda dolzarb hisoblanadi.

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БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИ ТАЪЛИМ-ТАРБИЯСИНИ ҲАДИСЛАР ИЛМИ ОРҚАЛИ РИВОЖЛАНТИРИШНИНГ ИЖОБИЙ ТОМОНЛАРИ

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АННОТАЦИЯ

Ушбу мақолада бошланғич синф ўқувчиларининг ватанпарвар ва комил инсон бўлиб етишишлари учун ҳадислардан фойдаланишнинг ижобий томонлари ёритиб берилган.

Калит сўзлар: *Бошланғич синф ўқувчилари, маданият, тарбия, ҳадис, илм, ривожланиш.*

Миллатнинг, халқнинг қадри, шон-шухрати унинг олим-у фозил кишилари томонидан жаҳон илм-фани ва маданиятига қўшган ҳиссаси билан ўлчанади. Бу борада мустақил Ўзбекистонимиз, ўзбек халқи қанча фахрланса арзийди. Зеро ушбу муқаддас ва муборак тупроқда таваллуд топган Беруний, Фаробий, Ибн Сино, Фарғоний каби олим-у фузалоларнинг, мутафаккирларимизнинг инсоният ижтимоий тараққиётига қўшган ҳиссалари беназирдир. Улуғ алломаларимизнинг кучли хотира эгалари бўлганликлари, мустақил тарзда тил ўрганишлари, ҳозирги мустақил Ўзбекистонимиз ёшлари учун катта мотивация -ирода ва ўзига бўлган ишончни беради, сабаби биз шу аждодларимиз авлодларимиз. Имом ал-Бухорий ҳам буюк алломаларимиздан биридирлар. Ал-Бухорий ёшлигидан ақл-идроқли, ўткир -зехнли ва ма'рифатга хаваси кучли бўлиб, айниқса ҳадис илмини зўр қизиқиш билан эгаллайди. Ал-Бухорий илмини ошириш учун жуда кўп китоблар ўқиган. Отаси вафотидан кейин ал-Бухорийнинг тарбияси тақводор, диёнатли ва оқила бўлган онасининг вазифасига

ўтади. Ал-Бухорий илм излаб ,юрт кезган,тўқсондан ортиқ устозлари бор эди, у олти юз мингга яқин ҳадисларни ёд олиб ,саралаб китоблар ёзган.Унинг "Ал-жоме' ас-саҳиҳ" китоби ҳозирда Ислон университетларда дарслик сифатида қўлланиб келинмоқда. Ал-Бухорий ишончли ҳадисларнинг такрорланадиганлари билан бирга 7275 та ва такрорланмайдиган холда 4000 ҳадисларни биз авлодларига мерос қилиб колдирганлар.

Аввало ҳадис тўғрисида тўхталиб ўтсам."Ҳадис" -арабчадан таржима қилинганда: хабар гап,янгилик ма'ноларини берувчи сўздир. Ҳадис -Аллохнинг расули Муҳаммад (С.А.В.) айтган сўзлари,қилган ишлари,икрорлари тўғрисидаги ривоятдир.Ҳадис-Ислон динимизда "Қур'он"дан кейин иккинчи маанба ҳисобланади. Ҳадисларнинг бизгача етиб келишида уз даврининг атоқли сиймоларидан Имом Ал -Бухорийдек буюк олимнинг хизматлари каттадир. Мана шу меросдан бошланғич синфларда, дарс жараёнида фойдаланиб, болаларнинг онгини ўстириб борилса, мақсадга мувофиқ бўлади. Ҳадисларни болаларнинг ёши, қабул қилиши, тушунишини ҳисобга олиб танлаб олиш жуда муҳим. Педагог болалар психологиясига таяниб, ҳадисларнинг ижобий, тарбиявий ва содда турларини саралаб олишлари керак бўлади. Болалар ўрганаётган ҳадисларнинг мазмун-моҳиятини чуқур англашлари лозим. Улардан мазмуни сўралганда ҳам педагог ривожлантирмоқчи бўлган жараённи болалар тилидан эшитиш -бу педагогнинг ютуғидир. Бошланғич синфларда қайси ҳадислардан фойдаланиш мумкин? Болаларнинг ёши, атроф- муҳитнинг, атрофидагиларнинг таъсирини ҳисобга олиб ушбу ҳадисларни қўллаш мумкин. Масалан: "Бир бирингиз билан саломлашиб юринглар. Шунда ўрталарингизда меҳру-мухаббат уйғонур". Бу ҳадисда синфдошларнинг бир -бирларига "Ассалому алайкум " дейишлари фарз эканлиги, уларнинг орасидаги бегонасирашни узоқлаштириб, тезроқ бир-бирлари билан дўст тутинишларига ёрдам беришини содда ва ишончли қилиб тушинтириш, 2-4 кунда бунинг исботини ўз кўзлари билан кўришларига ишонтириш, болаларда ҳадисларга бўлган қизиқиш ва янада кўпроқ ўрганиш хоҳишини уйғотади. Яна бир муҳим

саналадиган калом "Бисмиллаҳ" ни болаларга албатта бобо, бувилари ўргатган бўладилар, аммо ҳамма болалар ҳам бундай имкониятга эга эмас. Шунинг учун бу каломни ўргатиш, болаларнинг ҳар бир ишларида хайр -барака бўлиши, уни ёмонликлардан асраши, ёлғиз юрганда ҳам Аллоҳ паноҳида бўлишини тушунтириб, изоҳлаб, фақат ижобий томонларини ёритиб бериш лозим. Болалар тасаввурини кенгайтириш, ижобий ёндашиш, нима яхши-ю, нима ёмон эканлигини ажрата олиш ҳислатларини уйғотишда ҳадисларнинг ўрни беқиёсдир. Масалан:"Аллоҳ наздида энг яхши гап-рост гапдир". Бу ҳадисда болаларга рост гапиришнинг яхшилиги, рост гапирган одам Аллоҳ олдида ҳам, дўстлари олдида ҳам мартабаси улуғ бўлишини тушунтириш керак. Болаларда ростгўйлик шаклланиб боради. "Ватанни севмоқ иймондандир". Бу ҳадиснинг маъносини болаларга шундай тушунтириш мумкин: Ватаннинг улуғ эканлиги, уни севиш, ардоқлаш керак эканлиги, болаларга уларнинг кичиклигидан ватаннинг ҳар бир қаричини асраб-авайлаш ҳар бир инсоннинг бурчи эканлигини ҳис қилдириш -болаларда ватанига содиқ, ватанпарвар, ватан посбонлари бўлиб камол топишларига туртки, йўл кўрсатган бўламиз. "Сўзда сеҳр бор, шеърда эса ҳикмат". Бу ҳадис орқали болалар сўзларни ўйлаб, таҳлил қилиб бировга озор бермайдиган сўзларни ишлатишни ўрганиб боришади, уларда сўз бойлиги ошиб боради. Шеърларнинг ҳикмати эса ундаги маъно мазмунининг инсон ҳаётида керакли эканлигини билдиради."Ёшлиқда олинган билим, тошга ўйилган нақш кабидир."Бу ҳадис болалар ёшлиқларида қанча кўп ва хўб билим олсалар, олган билимлари катта бўлганларида ҳаёт йўлларида йўлдош бўлиши, сабаби улар тошга ўйилган нақшдай хотираларида абадий қолиши ва керакли пайтда бу билимлардан ҳолисона фойдаланишлари мумкинлигини изоҳлайди. "Яхшилиқни чеҳралари очик, хушрўй одамлардан кутинглар." Ушбу ҳадис болалар синфдошларига, атрофдаги инсонларга кулиб туришлари, очик чеҳра ва ширинсўз бўлсалар, яхшилиқ кутиш мумкинлигини онгларига сингдириш керак. "Оддий кийиниш ҳам иймондандир." Бу ҳадисни тушунтириб, маъносини болаларга етказишда, аввало ота онанинг меҳнатлари эвазига олиб берилаётган

хар бир нарсаларнинг қанчалар қадрли халол эканлигини тушунтириш керак. Ҳадис болаларнинг камтар ва камсуқум бўлишлари, манманликдан узоқ бўлишларига ундовчи ҳадисдир."Иймоннинг афзали -сабрли ва кенг қалбли бўлишдир ." Бу ҳадиснинг мазмунини шундай изоҳлаш мумкин: Болалар дарс давомида бошқаларнинг жавобларини сабр билан эшитиш, уларга ҳалақит бермаслик, дарс давомида тўғри ўтириш, бошқаларнинг фикрларини бўлмаслик, кенг қалбли бўлиш. Педагогнинг маҳорати, вазифаси болаларнинг ёши, қабул қилишлари, тушунишлари ва англашларини ҳисобга олган ҳолда, содда, тушунарли қилиб изоҳлашдир. Бу жараёнларда педагогнинг ўзи ҳам ўз устида изланади, сўз бойлигини ошириб боради."Нонни эъзозланглар". Ушбу ҳадисни шарҳлаб бераётганда, ноннинг қандай пайдо бўлиши, бу жараёнда деҳқон боболарнинг оғир ва машаққатли меҳнатлари, завод-фабрикалардаги иш жараёнлари ёритиб берилади. Бизгача етиб келадиган тайёр нон шаклидаги маҳсулотнинг қанча одамлар меҳнатлари эвазига нонга айланганлиги, қанчадан-қанча болалар нонга зор эканликлари, нонни қадрли ва азиз билиб увол қилмаслик шартлигини болалар онгига сингдириш керак ."Бошга не келса -тилдан". Инсон хатони кўпроқ ўз тили билан содир қилади. Бу ҳадис болаларда айтадиган сўзларига эътиборли бўлишлари, тиллари билан синфдошлари ва бошқаларга озор бермасликлари, олдин ўйлаб, кейин сўзлаш одобини шакллантиради. Ҳадисларни мақоллар билан ҳам мустаҳкамлаш мумкин: "Олдин ўйла, кейин сўйла." "Ўйнаб гапирсанг ҳам ўйлаб гапир". Бу мақолларнинг маъносини болаларнинг ўзларидан сўраб, уларнинг фикрларини эшитиш ҳам болаларнинг билим томонидан ривожланаётганларидан даракдир. Хулоса қилиб айтиш керакки, болаларга ҳадис илмини бошланғич синфлардан олиб боришнинг афзал томонлари жуда кўп. Бошланғич синфларда болалар ақлий жихатдан ривожланиб борадилар. Улар ҳадислар орқали ҳар ишни "Бисмиллоҳ"дан бошлаб қиладиган, шукурли, мулоҳазали, ўйлаб иш қиладиган, ўйлаб гапирадиган, одобли, ақлли болалар бўлиб камол топадилар. Бу методларни барча мактабларда қўллаш- бошланғич синф ўқувчилар тарбиясига

ижобий таъсир қилади. Сабаби, ўша даврларда етишиб чиққан алломалар, уламолар, кўп эшитиб, кам гапириб, саволларига жавобни асосан "Қур'он"дан олганларини, улар колдирган ме'рослардан билиб олиш қийин эмас. Ўн йилдан кейин ўша иккинчи уйғониш даврида етишиб чиққан буюк алломаларимиз каби камтар, оддий ва лекин билими, кашфиётлари, тажрибалари билан оламни забт этадиган буюк аллома -мутафаккирлар етишиб чиқишига кафилман. Зотан иймони -эътиқоди бутун, сахий ва камтар инсонлардан ёмонлик чиқмайди.

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O‘ZBEK ONALARINING FARZANDLARINI O‘ZBEKONA ERKALASHLARI

Xoshimova Nargiza

Fan va texnologiyalar universiteti 2 kurs, 203 B.T talabasi

ANNOTATSIYA

Ushbu maqola avvalo "bola" soʻzining qadimiyligi, bizning kelajagimiz boʻlmish farzandlarimiz, aynan biz oʻzbek ayollari ularni qaysi soʻzlar orqali erkalashimiz toʻgʻrisida boʻlib, sodda tilda yoritilgan.

Kalit soʻzlar: bola, ona, erkalash, suyish, alla, goʻdak, oʻgʻil, qiz "arslon", "boʻtam", kelajak.

ANNOTATION

This article first say the word "child", antiquity, our our future to be our children, we are Uzbeks, women their which words through our affection about It's simple. in the language illuminated.

Keywords: child, mother, affection, kiss, Alla, baby, son, girl, "lion", "botam", future.

АННОТАЦИЯ

Этот статья сначала произнесите слово «ребенок», древность, наша наше будущее быть наши дети, мы узбеки женщины их который слова через наша ласка о Это просто на языке освещенный.

Ключевые слова: ребенок, мать, ласка, поцелуй, алла, малыш, сын, девочка, «лев», «ботам», будущее.

KIRISH.

Ayol kishining fazilati bola bilan bo'lgan munosabatida ochiladi.(F.Musajonov."Himmat".)

Oila quvonchi farzanddir. Ayol ona bo'ldi. Bag'rida orom olayotgan go'dak uning zurriyoti. Go'dakni bag'riga bosar ekan, "oppog'im", "shirintoyim" deb erkaladi. Avvalo "bola" so'zining kelib chiqishi: qadimgi turkiy tilda ba:la shaklida qo'llangan, keyinroq Mahmud Qoshg'ariy qomusiy "Devonu lug'otit turk" asarida bala-"polapon"-qush bolasini anglashini ta'kidlagan (Devon, 3 ,250). "Bola"- yangi tug'ilgan, hali ko'krakdan, ona bag'ridan ajratilmagan go'dak, chaqaloq. Bola-hali yosh, voyaga yetmagan odam¹. Barcha davlatlarda ham onalar farzandlarini eng yaxshi so'zlar bilan suyib, erkalashadi. Lekin aynan o'zbek ayollari, onalari bolajonlarini uy hayvonlarining bolalari, qushlar, gullar, hattoki yovvoyi hayvonlarga qiyoslab ham erkalashadi. Hattoki ajoyib maqollarimiz bor: Qo'ng'iz bo'lasini oppog'im deydi, kirpi bolasini yumshog'im deydi. Odamning mevasi-bola. Bol shirin, bola undan shirin². Ota-onalar bolaning ismini chaqaloqlik paytida juda kam qo'llashadi. Go'dakni erkalovchi so'zlar bilan masalan: chaqaloq qani, meni shirinim nima qilyapti, asalimni eb qo'yaman va hokazolar deb erkalashadi. Bolalarga aytiladigan "alla" umuminsoniy qoshiqdir. "Alla" xalq og'zaki ijodi bo'lib, azaliy udumlarimizdan. Ushbu qo'shiq orqali onalar o'z tuyg'ularini, erkalashlarini shirali ohangda kuylashadi, farzandlari orom olib uxlashlari uchun beshikni, belanchakni ohista tebratishadi. Alla eshitib beshikda katta bo'lgan bola albatta kuy va qo'shiqqa mehrlil va qomatli bo'lib ulg'ayadi. Ana shu "alla" qo'shig'ida ham "qo'zim, alla", "qozichog'im, alla", "arslonim, alla", "guli-rayhonim, alla" kabi so'zlar onaning bolasiga bo'lgan cheksiz mehrini ifodalaydi. Bu erkalovchi so'zlardagi "qo'zi", "qo'zichoq"-qo'yning bolasi bo'lib, yangi tug'ilganda yunglari jingalak, qop-qora, yaltirab turadi. Ovozi zaif, yoqimli, oyoqlari kuchsiz bo'ladi.

¹ www.ziyouz.comkutubxonasi.

² www.ziyouz.comkutubxona.

METODOLOGIYA.

Onalarimiz erkalovchi soʻzlarni farzandning oʻgʻil yoki qiz ekanligiga qarab ishlatishadi. Masalan oʻgʻil bolalarni "qulunim", "polaponim", "qoʻzim", "qoʻzichogʻim", "toychoqim" deb erkalatsa, qizaloqlarini "guli-rayhonim", "quyoshim", "sanam qizim", "bulbul qizim", deb erkalovchi soʻzlardan foydalanishadi. Oʻgʻil bolalar ota-onaning suyanadigan togʻidirlar, yoʻllarini yorituvchi yuldizidirlar, qoʻrqmas arslonidirlar, ertangi kunidirlar. Qadimda bola onasiga koʻp suykilib erkalansa, "xumpar" deb erkalatishar ekan. "Xumpar" deb mushukka aytiladi va bu soʻz asosan "shumtaka" mazmunida keladi. Oʻgʻil bolalarni buva-buvijonlar "boʻtalogʻim", "qulunim", "xoʻtikcham" deb ham erkalashadi. Tuyaning bolasi boʻlmish "boʻtaloq", otning bolasi "qulun", va eshshakning bolasi "xoʻtikcha" - bu soʻzlarning mohiyatan ular ham onasi bagʻridagi goʻdaklardir. Farzandlar katta boʻlishar ekan, erkalovchi soʻzlar ham oʻzgara boradi. Masalan: "boʻtam" - erkalovchi soʻz maʼnosi-bolani oʻziga yaqin olish, xol soʻrash oʻrnida keladi. "Toychoqim"- bolaga nisbatan uning chopqirligi nazarda tutiladi. "Uloqcham" erkalovchi soʻz- shoʻx, shoʻxlik qiladiqan, koʻp sakraydigan bolaga, qizaloqlarga ham qoʻllaniladi. Koʻzlari katta-katta bolajonlarni "ohu koʻzligim" deb erkalashsa, ovozi yoqimli bolajonlarni "bulbulim" deb erkalashadi. "Arslonim" deb erkalash-bolaning qoʻrqmas, botir, jasur boʻlishi nazarda tutilib aytiladi. "Bòtalogʻim" erkalovchi soʻz- bolaning "boʻtaloq" kabi sabrli, qiyinchiliklarga bardoshli, chidamliligi uning ushbu xususiyatlari bolasida ham boʻlishini xohlaydigan onalar qoʻllaydilar. "Arslonim", "boʻtam", "toy"- bu erkalashlar farzand 10-12 yoshlarda boʻlsa, qoʻllaniladi. Ushbu erkalovchi soʻzlar orqali har bir ota-ona farzandlarida ulardagi yaxshi xususiyatlarni: magʻrurlik, shijoat, ishonch, chopqirlik, chaqqonlik boʻlishini xohlashadi. Ammo farzandlarni har doim ham chiroyli, quloqqa yoqadigan soʻzlar bilan erkalashmaydi. Ularni koʻz tegishidan, nazardan asrash uchun ham "xunugim", qoravoy", "sassiqcha", "puchuqvoy", "qaqilldoq", "pahmogʻoy" kabi soʻzlar bilan ham erkalashadi. Bilamizki, farzand gulday nozik boʻladi. Hattoki ota-onaning ham oʻz farzandiga nazari tegishi bor gap, shuning uchun koʻp bora "Moshoolloh" deb aytishlari, erkalashlari tavsiya etiladi.

Bolalar ulg‘ayib katta bo‘lsalar, erkalashlar o‘rnini "uying donga to‘lsin", "o‘zingdan ko‘paygin", "orqamda qolgin", "baraka topgin", "xudo xayringni bersin", "urug‘ingdan ko‘paygin" kabi duolar bilan almashadi. Bu duolar ortida esa buvijonlarimizning o‘zgacha erkalashlari yotadi. Ya’ni kelajakka umid-nabiralarini suyib-erkalash. Ushbu maqolani yozishimga turtki bo‘lgan maqola-Filologiya fanlari doktori, professor Yorqinjon Odilovning "O‘zbekning o‘z so‘zlari" nomli yangi rukni turtki bo‘ldi. Bu ruknda har bir uy hayvonlari bolalarining nomlanishi sodda va tushunarli tarzda yoritilgan.

Xulosa qilib aytadigan bo‘lsak, barcha millatlar va elatlarda ham buva-buvijonlar, ota-ona, aka-singil va opa-uka o‘rtasida ham go‘daklarni, kichik yoshdagi bolalarni suyib erkalash, chiroyli so‘zlar qo‘llash, ularni bag‘riga olish ham erkalashning eng samimiy turlaridir. Vaholanki, bolalarning begonasi bo‘lmaydi. Bolalarga qanchalik mehr berib katta qilsak, ular shunchalik mehrli bo‘lib ulg‘ayishadi. Har bir millat, har bir elatning kelajagi- bu bolajonlarimizdir.

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BOSHLANG'ICH TA'LIMDA O'QUVCHILARNING KOMPITENTLIGINI KO'TARISH

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ANNOTATSIYA

Ushbu maqola ahillik, birdamlikning bolalar uchun qanchalik muhimligi to'g'risidadir. Hozirgi kunda ham boshlang'ich ta'limimizda katta yutuqlarga erishilmoqda.

***Kalit so'zlar:** Davr, ota-ona, tarix, farzand, o'g'il bola, sog'lom, ahillik, o'qituvchi.*

KIRISH.

Avvalo kompetentlik nima ekanligini bilib olsak. Kompetentlik-ma'lum holat xususida to'g'ri mulohaza yuritishga imkon beradigan bilimga ega bo'lish, dalil-isbotli fikr, kishining muayyan sohada saviyasini ifoda etadigan atamadir. Bunda inson vaziyatga qarab fikr bildirishi, o'zi qaror qabul qila olishi, qarorlar ishlab chiqishda ishtirok etish imkonini beradi. Demak biz kompetentlikni bolalarda rivojlantirishda uning mohiyatini ham oldindan ko'ra olishimiz zarur. Ruhiy tadqiqotlar natijalariga ko'ra, inson fe'l-atvorining 80 foizi u 5 yoshgacha bo'lgan davrda shakllanib bo'lar ekan. Ana shu davrda ota-onaning tarbiyasidagi e'tibori, oilaviy muhitning sog'lomligi, farzand kamolida katta ahamiyat kasb etadi. Ota-ona bo'lish katta mahoratdir. G'azablanishimiz kerak bo'lganda vazmin bo'lishimiz, xafa bo'lishimiz zarur mahalda esa tabassum qilishimiz kerak bo'ladi. Ota-onalar farzandlariga "Sen bilan faxrlanaman" deyishlari farzand tarbiyasidagi eng munosib xatti-harakatdir. Oilaviy munosabatlarda rostgo'ylik, sadoqatlilik, samimiylik, bir-biriga munosabatlarda shirih so'z bo'lish bolaning tarbiyasiga ijobiy ta'sir etadi.

Qadim tariximizni o'rganar ekanmiz, ajdodlarimiz o'z farzandlariga 3 yoshdan ta'lim-tarbiya bera boshlashganligiga guvoh bo'lamiz. Bolalar jismoniy chiniqtirilgan, ularga astranomiya, matematika, tarix, geografiya eng asosiysi "Qur'on o'rgatilgan. Ularga arab tili, fors tili o'rgatib borilgan. Ular yana hunar o'rganganlar. Tarixdan ma'lumki, oilani asosan erkaklar ta'minlaganlar, ular askarlar, xarbiylar bo'lib, yurtni himoya qilganlari sababli, ularning farzandlari ham juda tartibli bo'lishgan. Yana madrasalarda ham o'g'il bolalar ta'lim olishganligi ham bizgacha yetib kelgan manbalardan ma'lum. O'sha davrlarda ham o'g'il bolalarning qobiliyatlariga alohida ahamiyat berilgan. Ularni jismonan sog'lom, aqlan raso, jasur, mard yigitlar bo'lib yetishshlarida bilimlari, ko'nikmalarni rivojlantirib borishni maqsad qilib olishgan.

Nizomiddin Shomiyning "Amir Temur tuzuklari", Sharofuddin Ali Yazdiyning "Zafarnoma" asarlarida ham sohibqiron sarkarda, bunyodkor, ulug' inson, barcha masalalarga odilona yondashib yechim topa olgan buyuk amir Amir Temur farzandlariga, nabirasiga qilgan o'g'itlari o'rin olgan. Farzandlarning aqlli-zakovatli bo'lishlarida ularga biriktirilgan enagalarning hamma narsaga xolisona yondashishlari, mehr-oqibatda ham me'yorli bo'lishlari bolalarning kelajakda o'z o'rnini topa olishlarini belgilab bergan. Albatta, farzandlarni otaliqqa olgan oilalarning nasl-nasabi, halolligi, muomalasi hisobga olingan. Otaliqqa olingan bolalarni o'z farzandlari bilan bir xilda ko'rishlari, rostgo'ylik, mehnatsevarlikka o'rgatishlari bilan ham yuqori nufuzga ega bo'lganlar. Amir Temur kelajak avlodlarga davlatni boshqarishda adolatli bo'lishlarini, islom diniga suyanishlarini, halolik-poklikka rioya qilishlarini nasihat qilganlar, o'sha davrdagi nasihatlar hozirgi kunimizga ham to'g'ri kelmoqda. Keyingi avlodlarimizdan Behbudiyning avlodlariga kamida 4 tilni o'rganing, degan nasihatlari ham hozirgi tezkor zamonamizga to'g'ri kelib, o'z isbotini topmoqda.

METODOLOGIYA

Hozirgi davrlarda ham farzand tarbiyasi alohida ahamiyatga egadir. Farzandlarimizni o'z fikriga ega, bir so'zli, mard, vataniga sadoqatli, adolatparvar etib tarbiyalash muhim ahamiyat kasb etadi. Lekin menimcha ahillik, do'stlik, birdamlik

ham muhimdir. Bolalarning kompetentligini oshirishda ertaklardan foydalanish mumkin. Har bir ertak ortida bir haqiqat yotadi. Masalan, ahillikning yo'qligi sababli bir dehqonning uyida doimo janjal bo'laverar ekan. Bir kuni dehqon o'g'illarini to'plab, 1 donadan xivich berib sindirishlarini buyuribdi, o'g'illari qiynalmay bajarishibdi. Dehqon singan xivichlarni to'plab, bir butun qilib o'g'illariga beribdi, hech qaysi o'g'il uddalay olmabdi.

-O'g'illarim! -debdi dehqon, oila ham shu xivichlarga o'xshaydi. Agar siz ham jiplashib, ahil yashasangiz, hech nima sizni mag'lub qila olmaydi, aks holda parokandalik sizdan ustun kelib, barchangizni halok etadi. (Ezop masali) Boshlang'ich sinf o'quvchilarini birlashtirishda ular birlashishsa katta kuch bo'lishlarini, bir-birlariga suyanishlari kerakligini ta'kidlab borish-boshlang'ich ta'lim o'qituvchilarining vazifalaridir. Biz hozirda amaliyot o'tayotgan Chilonzor tumanidagi 200-I.D.U.M maktabda hurmatga sazovor ustozlar o'quvchilarga o'z bilimlarini berib kelmoqdalar. Boshlang'ich 1"E"-sinf o'qituvchisi Iroda ustozning bolalarga bergan motivatsiyasini siz bilan o'rtoqlashaman: "Kim bilimli?", "Biz!" "kim al'ochi?" "biz!", "kim uddalay oladi?", "biz!" kabi so'zlar bilan doimo qo'llab-quvvatlab turadilar. O'quvchilar sinfga kirgan ustozlarga alohida hurmat ko'rsatishadi: Assalomu alaykum, xush kelibsiz ustoz!". Shovqin ko'tarila boshlasa 1,2,3 deya sanay boshlaydilar. Jim-jitlik. Yoki bo'lmasa daftar tekshira boshlaganlarida "tun" deydi, bolajonlar boshlarini parta ustiga qo'yib dam ola boshlaydilar, ustoz oxirigi qatordagi daftarlarni ham tekshirib baholab oladilar. Yana bir usullari: sinfda 37 o'quvchi bor. Har biri ustozining sevimli o'quvchisi bo'lishini xohlashadi, ustozning qo'llarida o'rtacha kattalikda quti. -Sizlarga kimni yaxshi ko'rishimni aytaman, lekin sinfdoshlaringizga aytib qo'ymaysiz, kelishdik-a bolajonlar? -deya o'quvchilarni birma-bir chaqira boshladilar. Bolalar qiziqib, tortinib borishadi, quti ichiga qarashar ekan bir zum tek qotishadi, keyin yuzlariga tabassum yugurib joylariga o'tirib olishadi. Ular bir-birlariga oxirigacha aytishmadi, sababi ustozlari iltimos qildilar. 37 o'quvchi ham joyiga kelib o'tirdi. Xo'sh, ustozning eng sevimli o'quvchisi kim ekan? Ustoz bu savolni bolalarga berdilar: qani bolajonlar men kimni yaxshi ko'raman? -Meni, meni!

Barcha o'quvchilar ustozini quchoqlab oldi. Amaliyotga ko'rayotganlarimiz, bolalarning bir-birlariga samimiy munosabatlari, hazillari, bir-birlarini qo'llab-quvvatlashlari ustozlarning berayotgan ta'lim-tarbiyasi mahsulidir. Hozirgacha olgan ta'surotlarimdan xulosa yasas ekanman, men ham o'z fikr-mulohazalarimni keltirib o'taman: bizning yurtimizdagi o'zbekona mintalitetimizga "men" emas, "biz" ko'proq to'g'ri kelar ekan. Sababi-"bir kishi hamma uchun, hamma bir kishi uchun!" degan shiorimiz bejiz yaratilmagan.

XULOSA

Boshlang'ich ta'limda o'quvchilarda bir-biriga ishonch, bir-birini suyashni o'rgatib, amalda ko'rsatib borsak, "Kuch-ahillikda" ekanligini uqtirib borsak, kelgusida shu tarbiyani olgan bolalarimiz yurtimizni dunyoga tanitadigan insonlar bo'lib etishadilar. Chet mamlakatlar tajribalari ham doimo o'z o'rniga ega bo'lib kelgan. Lekin bizning qo'llaydigan metodlarimiz asosan bolalar tarbiyasi, ahloqi va bilimni rivojlantirishga qaratilgandir. Kelajakda bizning metodlardan ham chet mamlakatlar o'rganib, albatta qo'llashadi degan umiddamiz.

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**«НАЧАЛЬНОЕ ОБРАЗОВАНИЕ» РАЗВИВАТЬ ОБРАЗОВАНИЕ
УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ ЧЕРЕЗ НАУКУ О ХАДИСАХ,
ПОЛОЖИТЕЛЬНЫЕ АСПЕКТЫ**

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АННОТАЦИЯ

В данной статье освещаются положительные стороны использования хадисов для учащихся начальных классов, чтобы они стали патриотами и совершенными людьми.

***Ключевые слова:** учащиеся начальных классов, культура, образование, хадис, наука, развитие, Ибн Сина, Аль-Бухари, хадис, Аллах.*

Входить

Ценность и слава нации измеряется вкладом ее ученых и добродетельных людей в мировую науку и культуру. В этом отношении наш независимый Узбекистан и узбекский народ должны гордиться этим. Потому что вклад наших ученых и мыслителей, таких как Беруни, Фараби, Ибн Сина, Фаргани, родившихся на этой святой и благословенной земле, в социальное развитие человечества неизмерим. Тот факт, что наши великие ученые обладают крепкой памятью, самостоятельно изучают языки, придает большую мотивацию - волю и уверенность в себе молодежи нашего независимого Узбекистана, ведь мы потомки этих предков. Имам аль-Бухари также является одним из наших великих ученых. Аль-Бухари был умен, сообразителен и с юных лет имел сильное стремление к просвещению, и особенно с большим интересом изучал науку хадисов. Аль-Бухари прочитал много книг, чтобы улучшить свои знания. После смерти отца воспитание аль-Бухари было поручено его матери, которая

была набожной, набожной и интеллигентной. Аль-Бухари путешествовал по стране в поисках знаний, имел более девяноста учителей, выучил наизусть около шестисот тысяч хадисов и написал избранные книги. Его книга «Аль-джаме ас-сахих» в настоящее время используется в качестве учебника в исламских университетах. Аль-Бухари завещал нашим потомкам 7275 достоверных хадисов и 4000 неповторяемых хадисов.

Прежде всего, поговорим о хадисе. «Хадис» — это слово, которое в переводе с арабского означает «новость». Хадис – это повествование о словах, делах и исповеданиях Посланника Аллаха Мухаммада (с.а.в.). Хадис-ислам является вторым источником после «Корана» в нашей религии. Велики заслуги такого великого ученого, как Имам Аль-Бухари, одной из известных личностей своего времени, в передаче хадисов. Это наследие будет уместно использовать на начальных занятиях, в ходе урока, для развития психики детей. Очень важно выбирать хадисы с учетом возраста, принятия и понимания детей. Исходя из психологии детей, педагог должен выделить положительные, воспитательные и простые виды хадисов. Дети должны глубоко понимать смысл хадисов, которые они изучают. Достижением педагога является умение услышать процесс, который педагог хочет развить на языке детей, когда их спрашивают о содержании. Какие хадисы можно использовать в начальных классах? Эти хадисы можно применять с учетом возраста детей, влияния окружающей среды и окружающих их людей. Например: «Приветствуйте друг друга. Тогда между вами проснется привязанность». Объясняя простым и достоверным образом, что в этом хадисе одноклассники обязаны говорить «Здравствуйте» друг другу, он снимет отчужденность между ними и поможет им подружиться друг с другом как можно быстрее и вызовет у вас желание учиться. более. Еще одному важному слову «Бисмиллях» детей непременно учат бабушки и дедушки, но не у всех детей есть такая возможность. Вот почему необходимо учить это слово, объяснять и объяснять, что дети будут благословлены во всем, что они делают, защитят их от зла, и Бог защитит их даже тогда, когда они будут ходить одни, и

выделять только положительные стороны. Хадисы играют ни с чем не сравнимую роль в расширении детского воображения, позитивного настроения, способности различать хорошее и плохое. Например: «Лучшая речь перед Аллахом — это правда». В этом хадисе необходимо объяснить детям, что хорошо говорить правду, что человек, говорящий правду, будет иметь высокое положение в глазах Бога и его друзей. В детях развивается честность. «Любить страну — это от веры». Смысл этого хадиса можно объяснить детям так: что Родина велика, что ее нужно любить и чтить, чтобы дети чувствовали, что долг каждого человека защищать каждую пядь Родины с детства - стимул для детей расти верными, патриотами, защитниками Родины, путь укажем. «В словах есть волшебство, а в поэзии мудрость». Благодаря этому хадису дети думают и анализируют слова, учатся использовать слова, которые никого не ранят, и их словарный запас увеличивается. Мудрость стихов означает, что их значение необходимо в жизни человека. «Знания, полученные в юном возрасте, подобны узору, выгравированному на камне». Гет будет спутником на их жизненном пути, когда они вырастут, потому что они навсегда останутся в их памяти, как узор, высеченный на камне, объясняет, что они могут объективно использовать эти знания, когда это необходимо. «Ждите добра от открытых, добрых людей». Этот хадис следует преподавать детям, что они могут ожидать хороших вещей, если они улыбаются своим одноклассникам и окружающим людям, имеют открытое лицо и милую беседу. «Скромно одеваться — это тоже вера». При объяснении этого хадиса и донесении его смысла до детей, прежде всего, необходимо объяснить, насколько ценно и халяльно все то, что принесено усилиями родителей. Хадис – это хадис, который призывает детей быть смиренными и скромными, держаться подальше от высокомерия. «Преимущество веры в том, чтобы быть терпеливым и щедрым». Содержание этого хадиса можно интерпретировать следующим образом: Дети должны терпеливо слушать ответы других во время урока, не мешать им, правильно сидеть во время урока, не разделять мнения других, быть великодушными.

Умение и задача педагога состоит в том, чтобы объяснить просто и понятно, с учетом детского возраста, принятия, понимания и понимания. В этих процессах ищет себя и сам педагог, увеличивая свой словарный запас. При толковании этого хадиса выделяются способы приготовления хлеба, тяжелый и упорный труд крестьянских дедов, рабочие процессы на фабриках. Нужно внушать детям, что готовое хлебное изделие, дошедшее до нас, превращено в хлеб трудом многих людей, сколько детей нуждается в хлебе, и что хлеб нужно ценить и беречь, а не выбрасывать. прочь. Люди делают ошибки в основном на своем родном языке. Этот хадис учит детей быть осторожными в том, что они говорят, не обижать своих одноклассников и других своим языком, а также сначала думать, а потом говорить. Хадисы можно подкрепить пословицами: «Сначала подумай, потом говори». «Даже если вы играете и говорите, думайте и говорите». Спрашивать самих детей о значении этих пословиц и слушать их мнения — это тоже признак того, что дети развиваются в плане знаний.

В заключение следует сказать, что есть много преимуществ в обучении детей науке хадисов с начальных классов. В начальных классах дети развиваются интеллектуально. Через хадисы они вырастают благодарными, внимательными, вдумчивыми, вежливыми, умными детьми, которые все начинают со слова «Бисмиллях». Использование этих методов во всех школах положительно скажется на обучении младших школьников. Причина в том, что нетрудно понять, что ученые и ученые, выросшие в те времена, много слушали и мало говорили и черпали ответы на свои вопросы в основном из «Корана» и из оставленного ими наследия. Я уверен, что через десять лет вырастут великие ученые и мыслители, которые покорят мир своими знаниями, открытиями и опытом, подобно нашим великим ученым, выросшим в тот второй ренессанс. Зло не исходит от людей, чья вера полна, щедра и смиренна.

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ТРАНСФОРМАЦИЯ РАЗВИТИЯ ГОРНО-МЕТАЛЛУРГИЧЕСКОЙ ПРОМЫШЛЕННОСТИ СУРХАНДАРЬИНСКОЙ ОБЛАСТИ В ПЕРИОД НЕЗАВИСИМОСТИ

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АННОТАЦИЯ

Данная статья представляет комплексный анализ трансформации горно-металлургической и угольной промышленности в Сурхандарьинской области Узбекистана в период после обретения страной независимости. Основное внимание уделяется эволюции промышленного сектора с учетом внедрения новых технологий, создания новых предприятий и модернизации существующих. Статья рассматривает ключевые проекты, такие как Шаргунский угольный разрез и горнодобывающие предприятия Ханджизы и Учкулоча. Автор подчеркивает важность данных трансформаций в контексте экономического развития, улучшения производственных показателей и обеспечения рабочих мест в регионе, а также прогнозируются перспективы для дальнейшего устойчивого развития промышленного комплекса Сурхандарьинской области.

Ключевые слова: *Сурхандарьинская область, горно-металлургическая промышленность, трансформация, экономическое развитие, промышленные проекты, модернизация, эффективное использование минеральных ресурсов, национальная индустриальная политика.*

Введение. За годы независимости Узбекистан внедряет в жизнь общества практическую и теоретическую работу, проводимую во всех сферах. Также в промышленности. [1] В частности, в Сурхандарьинской области за январь-апрель 2022 года произведено промышленной продукции на 1737,9 млрд сумов,

а индекс физического объема промышленного производства к январю-апрелю 2021 года составил 103,7% [2]. Это относительно хороший результат. Принята Программа развития промышленного потенциала Сурхандарьинской области. Программа направлена на создание новых производств, модернизацию существующих, техническое и технологическое перевооружение, глубокую переработку минерально-сырьевых ресурсов и расширение производства готовой продукции. В рамках генеральной программы также утверждены целевые программы, направленные на развитие конкретных направлений отрасли.

Основная часть. На сегодняшний день актуальным является анализ состава и структурных изменений отраслей промышленности Сурхандарьинской области [6]. Потому что оазис – один из регионов с большой сырьевой базой, в том числе минеральными ресурсами [5].

Известно, что в прошедший период экономику региона в основном составляло сельское хозяйство, и оно в основном ограничивалось выращиванием продуктов [9,11].

Например, жители оазиса выращивают сельскохозяйственную продукцию: хлопок, пшеницу и различные товарные культуры, а также фрукты и овощи, поставляя их в разные регионы республики и частично экспортируя в зарубежные страны. Это буквально представляет регион как сырьевую базу. Некоторые существующие обрабатывающие предприятия также занимаются переработкой сырья. Например, в их число входят предприятия АО «Пахта тозалаш» и АО «Шурчи дон махсулотлари».

Нефтяная и газовая промышленность. В этой провинции промышленность формируется на основе обнаруженных и добываемых под землей месторождений нефти и газа. В Сурхандарьинской области расположены такие нефтяные источники, как Ховдак (1934 г.), Учкизил (1935 г.), Какайди (1939 г.), Лалмикор (1946 г.), Амударья (1966 г.), Коштор (1967 г.), Карсокли (1984 г.), Миршоди (1985 г.), Джалоир (1988 г.), Жайранхана (1988 г.), Южный Миршоди

(2007 г.), а также газовые источники «Гаджак» (1974 г.) [3]. Также действует АО «Жаркурганнефть», специализирующееся на переработке нефти.

Нефтяники Сурхандарьинской области своей продукцией и трудом вносят большой вклад в дело обеспечения нефтяной независимости. В соответствии с постановлением Президента Республики Узбекистан от 11 декабря 1998 года «О преобразовании Национальной корпорации нефтегазовой промышленности «Узбекнефтегаз» в национальную холдинговую компанию «Узбекнефт», организационные изменения в сфере нефтегазовая отрасль нашей страны сделана. Данные изменения направлены на увеличение объемов добычи нефти и газа, повышение эффективности переработки и транспортировки нефти и газа, активизацию работы по привлечению иностранных инвестиций, развитие рыночных отношений в нефтегазовой отрасли республики, совершенствование структуры управления нефтегазовая сеть [13]. С апреля 1999 года Сурхандарьинская область была преобразована в акционерное общество «Жаркургоннефт».

В 1998 году нефтяники управления «Жаркургоннефт» за семь месяцев добыли 78 240 тонн нефти, что на 320 тонн больше плана. В 1998 году всего добыто 134 500,0 тонн нефти, план по добыче газа выполнен на 102% или увеличение на 3 554 000 сумов.[7]

Угольная промышленность. В провинции имеются богатые запасы угля Шаргунский и Байсунский угольные разрезы, на которых добывают уголь.

Строительство Шаргунского угольного разреза (Сариасийский район) началось в 1943 году. Сегодня на этом руднике совместно с китайским государством на 2017-2020 годы реализуется проект общей стоимостью 105,5 миллиона долларов. Начиная с 2021 года, когда этот проект будет полностью введен в эксплуатацию, будет добывать 900 000 тонн угля в год. Также будет создано более 600 дополнительных рабочих мест.

Для информации можно сказать, что Шаргунский угольный разрез отличается от других угольных разрезов высоким качеством угля и богатыми

запасами (33 миллиона тонн) [10].

Кроме того, в настоящее время ведется разработка угольной шахты Байсун. По данным, на этом участке шахты имеются 29 миллионов тонн запасов высококачественного угля.

Горнодобывающая индустрия. Согласно постановлению Президента Республики Узбекистан от 10 августа 2006 года «Об эффективном использовании минерально-сырьевой базы полиметаллических руд Ханджизинского и Учкулочского рудников» цинка, свинца, меди, спирта и серебра добываются руды. Общая стоимость проекта составляет 147 миллионов долларов [4].

По данным экспертов Государственного комитета геологии и минеральных ресурсов Узбекистана, подтверждено, что запасы рудника «Хонджица» содержат 1,5 миллиона тонн цинка, 700 тысяч тонн свинца, 180 тысяч тонн меди и 2,3 тысячи тонн меди. серебро. Сегодня земляные работы на руднике ускоряются, а объёмы добываемой продукции увеличиваются. Например, на момент эксплуатации рудника было добыто полезных ископаемых на сумму 7-8 млрд сумов, тогда как в 2010 году этот показатель составлял 45,6 млрд сумов, а в 2018 году – 133 млрд сумов.

Кроме того, в Шерабадском районе области имеется соляная шахта Ходжайкон, а при шахте создано солеперерабатывающее предприятие ОАО «Ходжайконтуз». Помимо поставок на внутренний рынок высококачественной поваренной соли, минеральной соли, шахтной соли, компания также планирует экспортировать в Казахстан 600-700 тонн шахтной соли [13].

В целях удовлетворения спроса местного рынка на строительные материалы в регионе, эффективного использования дешевой сырьевой базы и создания дополнительных рабочих мест, согласно постановлению нашего Президента от 10 октября 2016 года «О мерах по реализации инвестиционный проект строительства цементного завода в Шерабадском районе Сурхандарьинской области», реализован еще один проект. Тот факт, что данный проект был

реализован акционерным обществом «Алмалыкский горно-металлургический комбинат» в Шерабадском районе, имеет свои преимущества. Потому что в этом районе расположены крупнейшие месторождения 708 миллионов тонн цементного сырья, в том числе 530 миллионов тонн известняка и 178 миллионов тонн грунта (глины). В результате реализации данного инвестиционного проекта стоимостью 212,8 миллиона долларов США здесь запущено производство 1,5 миллиона тонн высококачественного портландцемента в год, а также создана возможность обеспечить постоянной работой 1200 жителей района.

Заключение. В итоге, эти данные раскрывает значительные изменения, произошедшие в промышленном секторе региона за период после обретения независимости Узбекистана. Проекты по строительству угольных разрезов, горнодобывающих предприятий и инфраструктурных объектов стали ключевыми моментами в трансформации отраслей, призванных обеспечить устойчивое развитие и экономическое процветание Сурхандарьинской области.

Эффективное использование минерально-сырьевой базы, модернизация технологий и внедрение новых производственных методов способствовали увеличению объемов добычи угля и металлических руд. [8,12] Развитие горнодобывающей индустрии и угольной промышленности привело не только к экономическому росту региона, но и созданию значительного числа рабочих мест. Следует отметить, что развитие горно-металлургической и угольной промышленности играет важную роль в формировании экономической стабильности и процветания Сурхандарьинской области, а также способствует общему экономическому развитию Узбекистана.

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QASHQADARYO TURIZM RESURSLARIDAN SAMARALI FOYDALANISH

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ANNOTATSIYA

Qashqadaryo zamini o'zining boy tarixi, qadimiy osori-atiqalari, o'tmish yodgorliklari, betakror tabiati bilan soha rivojida muhim o'rin tutadi. Qashqadaryo vohasida miloddan avvalgi asrlarda vujudga kelgan, yoshi jahonning eng qadimgi manzillari bilan bo'ylashadigan viloyat hisoblanadi. Turizm nafaqat o'tmishni o'rganish, o'zga xalqlar va elatlar bilan tanishish, ularning madaniy yodgorliklaridan bahramand bo'lish, shuningdek, u katta biznes hamdir. Mazkur faoliyatni yo'lga qo'yish esa mutaxassislariga bog'liq.

Kalit so'zlar: *Turizm, turistik resurslar, turistik markazlar, litsenziya, barqaror turizm, tabiiy kompleks.*

Bugungi kunda turizm jahon iqtisodiyotining eng serdaromad sohaslaridan biriga aylanib bormoqda. Mamlakatimizda turizm sohasini iqtisodiy, tashkiliy va huquqiy jihatdan jadal rivojlantirish, hududlarning turizm salohiyatidan yanada samarali foydalanish, turizm tarmog'ini boshqarishni tubdan takomillashtirish borasida zarur chora-tadbirlar amalga oshirilmoqda. Mamlakatimizda qabul qilingan "2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishlari bo'yicha harakatlar strategiyasi"ning 3.6-bandida qayd etilgan "...turizm tarmog'ini jadal rivojlantirish, turizm sohasini boshqarish turizmni takomillashtirish; turizm sohasida viza va litsenziya berish va ruxsat olish tartib-tamoyillarini soddalashtirish; xorijiy investitsiyalar, jahon brendlarini faol jalb qilish, turizm sohasida biznes yuritish uchun qulay shart-sharoitlar yaratish; yangi turizm yo'nalishlarini yaratish, turizmning zamonaviy turlarini rivojlantirish, ularning jozibadorligini oshirish" orqali mamlakatimiz turistik salohiyatini oshirishga etibor qaratilmoqda.

Turizm iqtisodiy soxalar ichida daromad keltirish bo'yicha yetakchi soxalardan biri hisoblanadi. Mamlakatimizda xam ushbu sohani rivojlantirish bo'yicha ko'pgina ishlar olib borilmoqda. Yurtimizga tashrif buyurgan turist, eng avvalo, uning tarixi,

madaniyati, ijtimoiy xayoti, tabiat resurslari bilan Internet orqali tanishib oladi. Internet o'zining kop qirralari, axborot resurslari manbailigi, daromadliligi, va boshqa jixatlari bilan turistlarning mamlakat haqidagi bilimlarini shakllanishiga juda katta ta'sir ko'rsatadi. Turizmni rivojlantirish uchun ma'lum bir hududning jozibadorligi, birinchi navbatda, ta'lim, madaniy va tarixiy resurslar (tarixiy va madaniy yodgorliklar, ibodat joylari, yodgorlik joylari, xalq hunarmandchiligi va boshqalar) mavjudligiga bog'liq. Madaniy-tarixiy meros an'ana va urf-odatlar, maishiy va xo'jalik hayotining xususiyatlari bilan butun ijtimoiy-madaniy muhitni qamrab oladi. Madaniy-tarixiy boyliklarni turistik xizmatlar tizimiga kiritishning eng keng tarqalgan shakllari muzeylar tashkil etish va turistik-ekskursiya marshrutlarini shakllantirish hisoblanadi. Turistik resurslar negizida turistik markazlar ya'ni tabiiy va madaniy va tarixiy boyliklarning mavjudligi, transport-geografik joylashuvining qulayligi va ular haqidagi ma'lumotlarning turistlar uchun ochiqligi tufayli turistlarni jalb qiluvchi hududlar shakllanadi va rivojlanadi.



Yuqoridagi tipologiya turistik markazlar turlicha qiziqishlarni birlashtirish mumkinligini ko'rsatadi. Turizm tabiiy va madaniy-tarixiy resurslardan foydalanishga aniq yo'naltirilgan. U ko'pincha yangi hududlar va tabiiy komplekslarni tanitish va rivojlantirishda harakat qiladi. Ba'zan tabiiy va madaniy-tarixiy salohiyatdan haddan tashqari va noratsional foydalanish, antropogen yuklama me'yorlariga rioya qilmaslik, uning buzilishi sodir bo'ladi. Atrof-muhitning nozikligi va uning insoniyat jamiyati bilan ajralmasligini anglash barqaror turizm kontseptsiyasining shakllanishiga olib keldi.

Turizmning barqarorligi quyidagilarni anglatadi:

- turizmni rivojlantirishga dasturiy maqsadli yondashuv asosida tabiiy va madaniy salohiyatdan oqilona foydalanish;
- turizm korxonalarining resurslarni tejoychi texnologiyalarga o'tishi;
- sanoat chiqindilarini kamaytirish;
- atrof-muhitni minimal darajada ifloslantiruvchi transport vositalaridan foydalanish;
- turizmni rivojlantirish bo'yicha qarorlar qabul qilish jarayoniga mahalliy aholini jalb qilish;
- davlat va xususiy sektor o'rtasidagi munosabatlarda sheriklik;
- turizmni alohida hududlar va butun davlatlarning ijtimoiy-iqtisodiy rivojlanishiga ko'maklashish.

Turizm resurslarini saqlab qolish uchun deyarli barcha mamlakatlarda iqtisodiy faoliyat cheklangan yoki umuman to'xtatilgan muhofaza qilinadigan hududlar ajratiladi, o'simlik va hayvonot dunyosini rivojlantirish, madaniy va tarixiy ob'ektlarni saqlash uchun zarur bo'lganlar bundan mustasno. Ushbu hududlarda turizm rejali, qat'iy nazorat qilinadigan hajm va turlarda, hudud yoki ob'ektning o'tkazuvchanligini hisobga olgan holda amalga oshiriladi. Muhofaza etiladigan hududlarni tashkil etishning eng keng tarqalgan shakllari kurortlar va milliy bog'lardir. Dam olish maskani (kurort)- terapevtik-profilaktika maqsadida o'zlashtiriladigan va foydalaniladigan, tabiiy shifobaxsh resurslarga, ularni ishlatish uchun zarur bo'lgan

bino va inshootlarga, shu jumladan infratuzilma ob'ektlariga ega bo'lgan alohida muhofaza qilinadigan hudud. Haqiqiy hayotda turistik resurslarning barcha turlari bir-biriga bog'langan va ayrim hollarda ularni bir biri bilan ajratish qiyin. Shu ma'noda, ulardan foydalanish qiymati inson hayotining jismoniy, aqliy, ma'naviy, axloqiy va psixologik jihatlariga bir vaqtning o'zida ta'sir qilish bilan bog'liq.

FOYDALANILGAN ADABIYOTLAR RO'YHATI

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ТИББИЙ ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ТАЛАБАЛАРНИ КАСБИЙ ФАОЛИЯТГА ТАЙЁРЛАШ ЖАРАЁНИ ТАҲЛИЛИ

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АННОТАЦИЯ

Ушбу мақолада тиббий олий таълим муассасаларида бўлажак тиббиёт ходимларни технологик жараёнларнинг моделини қуриши, касбий фаолиятга тайёрлашнинг назарий асосларини аниқлаштириши ва такомиллаштириши ёритилган.

***Калит сўзлар:** моделлаштириши, педагогик технология, касбий фаолият, касбий компетенция.*

Кириш. Жаҳонда таълим сифати ва самарадорлигини ошириш, бўлажак мутахассисларнинг таълимнинг замонавий парадигмалари ва ёндашувлари асосида таълим олишларини таъминлашга алоҳида эътибор қаратилмоқда. Педагогик лойиҳалаштириш ва моделлаштириш технологияларини такомиллаштиришга оид тадқиқотлар дунёнинг етакчи университетларида Association for Educational Communications and Technology – АЕСТ (АҚШ), Belfield pedagogical university (Германия), National Advice on pedagogical technology (Англия) олиб борилаётганлигига қарамай таълим жараёнида математик, умумкасбий ва ихтисослик фанларни интеграциясини таъминлаш орқали касбий фаолиятга тайёрлаш методикасини такомиллаштириш масалалари долзарблигича қолмоқда.

Адабиётлар таҳлили. Талабаларни касбий фаолиятга тайёрлашнинг дастлабки босқичларида таълим жараёнининг педагогик шарт-шароитлари, методикаси ва дидактик имкониятларини аниқлаш М.Ю.Бокарев томонидан ўрганилган.

Меҳнат бозорида рақобатбардош мутахассисларни тайёрлаш вазифаларини муваффақиятли ҳал этиш фақат Давлат таълим стандартида (ДТС) белгиланган ўқитиш даражасига қўйиладиган малака талаблари асосидагина амалга оширилмайдди. Билиш ва билиш усуллари органик бир бутунликка бирлаштирилиши керак. Буларнинг барчаси тиббий ходимлар тайёрлаш мазмуни ва даражасига қўйиладиган талабларни, тиббий таълимнинг миллий таълимотида акс этган когнитив, касбий, коммуникатив ва аксиологик фаолият усуллари ўз ичига олувчи методологик маданиятни шакллантириш масалаларини ўз ичига олиш заруриятини келтириб чиқаради. Тиббий таълимнинг ўзига хос хусусияти юқори даражадаги методологик маданият, билиш ва фаолият усуллари мукамал эгаллаганлик даражаси билан изоҳланади.

Е.В.Бондаревская тадқиқотларида олий таълимнинг мақсади касбий фаолиятга тайёрлаш эканлигини алоҳида таъкидлаб ўтган. Касбий компетенция бир вақтнинг ўзида унинг асосий таркибий қисми сифатида фаолият кўрсатиб, юксак маданиятли мутахассисларни шакллантиришга хизмат қилади.

Педагог олим Н.А.Муслимов бўлажак касб таълими ўқитувчисида педагогик сифатларни шакллантиришнинг илмий-методик асосларини тадқиқ этиб, мутахассисларнинг янги авлодини шакллантириш, маънавий-ахлоқий жиҳатдан етук, мустақил дунёқарашга эга, ижодий фикрловчи, умуминсоний ва миллий қадриятларга садоқатли баркамол шахсни тарбиялаб вояга етказиш масалаларига алоҳида эътибор қаратилган.

Назария ва таҳлил.

Талабаларнинг касбий кўникмаларининг педагогик-психологик жиҳатларнинг ўзаро нисбатини аниқламасдан туриб касбий фаолиятга

тайёргарлигини ривожлантириш мумкин эмас.

“Атрофдаги оламни билиш - унинг моделларини яратишдан иборат. Улар ушбу олам объектлари билан бизнинг ўзаро таъсиримиз оқибатларини кўриш имконини беради. Моделларни яратиш (синтези) инсон тафаккурининг ташкилий тузилишини такомиллаштириш жараёни ҳисобланади. Мазкур психологик ташкилий тузилиш мақсадга йўналган ҳаракатлар кўринишида моддийликка айланади, уларни инсон ўзида мавжуд моделлар асосида амалга оширади”.

Инсоннинг билиш имкониятлари замонавий фанда белгилар тизими сифатида қараладиган фанларни (математика, физика, кимё ва ҳ.к.) ўзлаштириб бориши жараёнида ортиб боради.

Белгилар имкониятлари, биринчидан, улар оламдаги реал ҳодисалар ўрнини алмаштириши, иккинчидан, касбий фаолиятда восита сифатида намоён бўлишида ифодаланади.

“У ёки бу нарсани ўрганиш ёхуд касбий фаолиятнинг бошқа масалаларини ҳал қилишда белгили ифодалардан онгли равишда фойдаланиш шундагина мумкинки, уларнинг образли тасаввури талабалар хотирасида, мазкур нарсанинг илмий мазмунига тўла мувофиқ бўлган ҳолда, етарли даражада мустаҳкамланган бўлгандагина мумкин”. Шундай қилиб, белгили ифодани билиш – унинг образини тасаввур қилиш ҳамда унда муайян илмий маънони ва муайян функционал аҳамиятни кўриш деганидир.

Белги, “стимул берувчи воситадир” психологик қурол бўлиб, моддий қуролдан фарқли ўлароқ хулқ-атвор тузилишининг ўзига ёки психологик жараённинг ўзига қаратилган ҳолатда уни қуриш воситасига айланади. “Белги психологик операция объектида ҳеч нарсани ўзгартирмайди, у инсоннинг ўзлаштиришга қаратилган ички фаолият воситасидир: белги ичкарига йўналтирилган. У ёки бу қуролдан фойдаланиш бутун касбий фаолияти тузилмасини белгилаб бергани сингари, қўлланилаётган белгининг характери бутун қолган жараённинг конструкцияланиши билан боғлиқ бўлган асосий

жиҳатдир”.

Замонавий семиотикада белги деганда “билиш ва умумлаштириш жараёнида бошқа нарсанинг (ҳодиса, ҳаракат) тақдим этувчи (ўрнини босувчи) сифатида намоён бўладиган ва у ҳақида ахборот олиш, сақлаш, ўзгартириш ва узатиш учун фойдаланиладиган моддий, ҳиссий идрок қилинадиган ҳодиса” тушунилади.

Белгили модел “бирор билиш объектининг тақдим этувчи ёки унинг ўрнини босувчи ва у ҳақида қўшимча маълумот олиш имконини берувчи белгилар (тенгламалар, структуравий формулалар, график, жадвал, схема ва ҳоказолар) мажмуи”дир. Бошланғич маълумотлар таҳлили ва модел қурилиши жараёнини моделлаштириш деб номланади. Демак, белгили моделлаштиришни ўрганиш фанни бизни қизиқтирган ва биз учун муҳим бўлган унинг жиҳатларини белгили шаклда ифодалаш ёки тақдим этишдир.

Моделлаштиришни фанда тимсол-белгили идеаллаштиришнинг алоҳида тури сифатида ажратиб кўрсатилади. Хусусан, белгили моделлар махсус талқинни талаб қилиб, усиз улар модел функциясини йўқотади.

“Модел” деганда биз албатта “моделлаштирилаётган нарсани” ҳам кўзда тутамиз, у ташқи таъсир бўлиб, “унинг хусусиятлари ҳақида маълумот мазкур тизимнинг кириш қисмидир. Моделнинг моделлаштирилаётган нарсага муносабати... тизимлар кенг доирасига, шу жумладан жонли тизимлар ва, ниҳоят, инсонга бориб тарқалади ва инсон даражасида хулқ-атвори бошқариш дастур ва моделлари ёрдамида амалга оширилади”. А.Н.Леонтьев моделни бирон тизимнинг тартибга солинган элементлар кўплиги деб таърифлайди, унинг элементлари бошқа тизимнинг тартибга солинган элементлар кўплигидаги элементларга формал (гомоморфизм, изоморфизм) муносабатда бўлади.

Таълимдаги моделлаштиришнинг илмий билишдаги моделлаштиришдан фарқи қуйидагича:

1) ўқув вазиятнинг ўзи модел ҳисобланади, чунки топшириқлар кўп ҳолларда воқеликдаги масалалар моделидир. Идеалда ўқув масалалар таълим

олувчиларни воқелик билан тўқнашганда кутадиған реал вазиятларни моделлаштириши керак. Ўқув вазият масалаларда реал вазиятларни қайта тиклаши керак бўлганлиги учун у модел ҳисобланади;

2) ўқитишда аксарият тушунчалар модел тавсифига эга. Масалан, “куб”, “квадрат” геометрик тушунчаларининг реалликда (воқеликда) аналоглари йўқ, улар – “идеаллаштирилган объектлардир”.

Таълимда моделлаштиришдан тадқиқот воситаси сифатида фойдаланиш ўқув моделларини илмий моделларга яқинлаштиради.

“Моделлаштириш мураккаб фаолияти таркибига, қуйидаги таркибий қисмлар киради: дастлабки таҳлил, уни тавсифлайдиган реаллик (воқелик) ёки матнни белги-тимсол тилига ўгириш, модел билан ишлаш, моделдан олинган натижаларни реаллик билан ўзаро қиёслаш”. Ҳар бир компонент учун операцион таркиб ажратилган ўзлаштириш предмети бўлиб хизмат қиладиган махсус воситалар топилган бўлиши керак:

1. Дастлабки таҳлил тегишли фан соҳаси махсус билимларига эга бўлишни кўзда тутди.

2. Ўгириш алифбо ва қоидаларни билишни талаб қиладди.

3. Модел билан ишлаш таҳлил, модел ташқи кўринишни ўзгартириш ва қайта ташкил қилишни тақозо қиладди.

4. Ўзаро қиёслаш натижаларнинг адекватлигини баҳолаш ва моделни баҳолаш учун реалликка қайтишни кўзда тутди.

“Моддийлашган шакл ҳолида ҳаракат объекти бўлиб ҳодисанинг ўзи эмас, балки унинг ўрнини алмаштирувчи - модел хизмат қиладди” [Ошибка! Источник ссылки не найден., 26-б]. Бунда модел реал нарсани фақатгина “унинг у ёки бу ўзлаштириш объекти бўлган томонларига эга бўлганда ўрнини босмасдан ҳаракат объекти ҳиссий кўрғазмали шаклда тақдим қилиниши керак”.

Моделлар ва улар билан боғлиқ моделга асосланган тасаввурлар мураккаб билиш фаолиятининг маҳсули бўлиб, унга, аввало, дастлабки ҳиссий материалга фикрий ишлов бериш, уни тасодифий жиҳатлардан тозалаш ва шу қабилар киради. Моделлар мазкур фаолиятнинг маҳсули сифатида ҳамда ушбу фаолиятни амалга ошириш воситаси сифатида номоён бўлади.

Тиббиёт ихтисосликларини битирувчилари иккиланган касбий йўналишга эга бўлиши шарт – мутахассислиги бўйича тиббиёт тармоғининг муайян йўналишига тегишли (техник жараёнларни автоматлаштирувчи, робототехника, дастурловчи оператор ва шу кабилар) ҳамда мазкур ихтисослик бўйича таълим жараёнини ташкил қилувчи педагог. Бунга мос равишда мазкур мутахассислар касбий тафаккур фаолиятининг предмети ва касбий фаолиятнинг ўзига икки йўналиш бўйича ихтисослашган бўлиши керак. Битирувчилар тафаккури ҳозирги давр “тафаккур тарзига оид” характеристикалар даражасида шаклланган бўлиши кераклиги учун, тизимли ва фаолиятли ёндашув таълимнинг ҳам назариясида, ҳам амалиётида ўз аксини топган бўлиши керак. Улар асосида таълим мақсадлари, мазмуни, усуллари ва унинг натижаларини баҳолашга янги ёндашувларга асосланган дидактик тизим қурилиши лозим.

Ақлий ҳаракатлар ва тушунчалар босқичма-босқич шаклланиш назарияси таълим жараёни – ақлий ҳаракатлар тизимини ўзлаштириш жараёни деган ҳолатдан келиб чиқади. Унинг асосий ҳолати психологик фаолият - ташқи моддий ҳаракатларнинг соҳасига – яъни идрок, тасаввур ва тушунчалар соҳасига кўчирилиши натижаси эканлигидан иборат. Бундай кўчириш жараёни бир қатор босқичлардан иборат, уларнинг ҳар бирида ҳаракатларнинг янги ақс этирилиши, қайта ифодаланиши ва унинг тизимли қайта ташкил бўлиши содир бўлади.

Хулома қилиб айтиш муминки, мавжуд адабиётлар, илмий-тадқиқот ишларини ўрганиб таҳлил қилиш шуни кўрсатадики, таълим сифати ва самарадорлигини ошириш бўйича салмоқли ишлар амалга оширилган, лекин тиббий таълим йўналиши талабаларини касбий фаолиятга тайёргарлигини ривожлантириш масалаларини дастурий воситалар ёрдамида ечиш етарлича ўрганилмаган. Баъзи касбий масалаларни ечиш учун педагогик дастурий маҳсулотларни яратиш ва татбиқ этиш имконияти мавжуд бўлсада, бу турдаги дастурларни ишлаб чиқиш методикаси ҳамда ўқув жараёнида фойдаланишдаги камчиликларни бартараф этишга оид тавсиялар ишлаб чиқилмаган.

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MAKTABGACHA TA'LIM MUASSASALARIDA BOLALARNING OVQATLANISHINI GIGIYENIK BAHOLASH

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ANNOTATSIYA

Bolalar va o'smirlarning har tomonlama sog'lom voyaga yetishi, turli a'zolari va to'qimalarining morfologik tuzilishi va organizm funksiyalarining to'g'ri ishlashi, psixomotor va aqliy rivojlanishining maqbul ko'rsatkichlari, organizmning infeksiyalar va boshqa tashqi omillar ta'siriga chidamliligining ortishini ta'minlovchi eng muhim shartlardan biri bu oqilona ovqatlanishidir. Bolalar va o'smirlarning oqilona ovqatlanishi ularning ota onalari oldidagi, balki jamiyat oldidagi dolzarb masalalardan biri hisoblanadi. Bolalar va o'smirlarning to'g'ri ovqatlanishining nazlida kelajakda har tomonlama sog'lom va yetuk yosh avlodni ko'rishimiz mumkin.

***Kalit so'zlar:** bolalar va o'smirlar, oqilona ovqatlanish, energetik quvvat, gigiyenik baholash, kunlik ovqatlanish, miqdor va sifat.*

KIRISH.

Ijtimoiy-iqtisodiy sharoitlarning keskin o'zgarishi munosabati bilan ko'plab bolalar va o'smirlar qatlamida, ovqatlanish tarkibi va sifatiga e'tiborsizlik tufayli ular organizmida sezilarli darajada o'zgarishlar yuzaga kelmoqda. Shuning uchun bolalar

va o'smirlar qatlamida ovqatlanish holatini o'rganish va uning yosh avlod organizmiga ta'siri alohida ahamiyatga ega. Bolalarning oqilona ovqatlanishiga yetarlicha e'tibor bermaslik tufayli, bolalar va o'smirlar qatlami sog'lig'ining yomonlashishi fonida ovqat hazm qilish tizimida har xil kasalliklar yuzaga chiqayotganini ko'rishimiz mumkin. Asosan bu kasallanishlar maktabgacha yoshdagi bolalar orasida ko'proq uchramoqda. Bolalar o'rtasida kasallanishlar sonini kamaytirish uchun bolalar va o'smirlar gigiyenasi va ovqatlanish gigiyenasi shifokorlari hamkorlikda oqilona tavsiyalar ishlab chiqish, yosh avlodning ovqatlanishini yaxshilash va sog'lig'ini mustahkamlash bo'yicha maqsadli chora-tadbirlarni amalga oshirish ular oldidagi ustuvor va ahamiyatga ega vazifadir. Tadqiqotning maqsadi bolalar va o'smirlar aholisi o'rtasida ratsional ovqatlanishni tadbiq qilish orqali yosh va o'sib kelayotgan avlod kasallanishining oldini olish va kamaytirishga qaratilgan gigiyenik tadbirlarni ilmiy asoslashdir.

MATERIAL VA USULLAR

Maqola materiallari asosan davlat va xususiy maktabgacha ta'lim muassasalarida 4 - 7 yoshli bolalar uchun tavsiya etiladigan kunlik ovqat mahsulotlari misolida o'rganildi. Ma'lumotlarni yig'ish bolalarning muassasaga tashrif buyurgan kunlari amalga oshirildi.

NATIJAR VA MUNOZARA

Ovqatlanish - bolalar va o'smirlarning salomatligiga ta'sir etuvchi muhim ekologik omillardan biri.

Ratsional ovqatlanish nafaqat bolalarning balki butun insoniyatning sog'lig'ining yaxshi holatini ta'minlashida, o'sish va rivojlanish jarayonlarida, yuqumli kasalliklarga qarshi kurashishda, butun hayoti davomida organizmning sog'lom bo'lishini ta'minlaydi. Har qanday yoshdagi bolalarning to'g'ri rivojlanishining asosiy shartlaridan biri bu ularning fiziologik ehtiyojlariga mos keladigan sog'lom ovqatlanishdir. Bolalarning maktabgacha ta'lim muassasasida iste'mol qilgan oziq-

ovqati uning o'sishi va rivojlanishi uchun zarur bo'lgan yetarli miqdorda energiya va yuqori molekulyar moddalar bilan ta'minlashi kerak. Bundan tashqari, bola ovqat tarkibidan kerakli miqdordagi vitaminlar va boshqa biologik faol moddalarni qabul qilishi kerak. Bu moddalar bolaning organizmini atrof-muhitning salbiy omillaridan himoya qilishda muhim rol o'ynaydi.

Yosh bolalar organizmida kechadigan asosiy moddalar almashinuvidan hosil bo'ladigan energiyaning qiymati kattalar organizmida hosil bo'ladigan energiya qiymatidan 1,5 - 2 marta yuqori va jadal kechadi.

O'zbekiston Respublikasi Sog'liqni Saqlash Vazirligining № 0016-21 sonli San Q va Mda O'zbekiston Respublikasi maktabgacha ta'lim tashkilotlarida tarbiyalanayotgan bolalarni xavfsiz va sifatli ovqatlanishini tashkil etishga doir gigiyenik talablar to'g'risida bir qancha ma'lumotlar keltirilgan.

Bu sanitariya va qoidalar barcha maktabgacha ta'lim tashkilotlari jumladan; Davlat va xususiy maktabgacha ta'lim tashkilotlariga nisbatan tadbiq etiladi. Bu sanitariya va qoidalarga asosan:

- barcha maktabgacha ta'lim tashkilotlarida ovqatlanishning to'g'ri tashkillashtirilishi
- taomnomaning tuzilishiga oid gigiyenik talablar
- maktabgacha ta'lim tashkilotiga keltiriladigan oziq - ovqatlarning sifatining nazorati
- maxsulotlarning saqlanish va ishlatilish muddatlariga amal qilinishi
- ovqatlarni tayyorlash va oshxonaning jihozlanishiga oid gigiyenik talablar va boshqalarni o'z ichiga oladi.

Maktabgacha ta'lim tashkilotlarida 9-10 soat davomida tarbiyalanadigan bolalar uchun to'rt martadan kam bo'lmagan ovqatlanish tashkil etiladi. Fiziologik nuqtai nazardan bolalarning bir kunlik ovqatlanish tartibi quyidagicha. (1-jadval)

№	Ovqatlanish turlari	Ovqatlanish vaqti
1	Nonushta	8:30 - 9:30
2	Tushlik	12:00 - 13:00
3	Ikkinchi tushlik	15:30 - 16:00
4	Kechki ovqat	18:30 - 19:00

Maktabgacha ta'lim muassasalarida taomnomalar yil fasillariga qarab ya'ni maxsulotlarning mavjudligiga qarab, ehtiyojlarni inobatga olgan xolda tuziladi.

Maktabgacha ta'lim muassasalarida taomnoma tuzilayotganda biologik qiymatga ega bo'lgan mahsulotlar har kuni kiritiladi. Bu maxsulotlar quyidagilardan iborat bo'lishi kerak. Sut, sariyog', non, go'sht, meva, yorma, sabzavot, shakar kabilar.

Pishloq, baliq, tuxum, smetana, tvorog mahsulotlari kunlik me'yorda miqdori kam tashkil etilishi va bu maxsulotlardan har kuni aloxida taom tayyorlashning imkoni yo'qligi sababli taomnomaga har kuni kiritilmaydi. Ammo bu maxsulotlar va ulardan tayyorlangan ovqatlar kamida 10 kun davomida berilishi kerak.

Bolalar taomnomasida sabzavotli salatlar, yangi mevalar har kuni berilishi, yangi yoki quruq mevalardan tayyorlangan kompot, sutli ichimliklar ko'proq ikkinchi tushlik sifatida berilishi kerak. Bolalarga ikkinchi tushlik berishdan asosiy maqsad ularning kunduzgi uyqudan uyg'ongandan so'ng chanqog'ini qondirish uchun tashkil etiladi.

Davlat maktabgacha ta'lim tashkilotlarida Maktabgacha ta'lim vazirligi tomonidan tasdiqlangan va Respublika sanitariya-epidemiologiya qo'mitasi bilan kelishilgan namunaviy mavsumiy (kuzgi, qishki, bahorgi va yozgi) taomnomalar asosida taomlar tayyorlanadi. Davlat maktabgacha ta'lim tashkilotlari uchun taomlarni tayyorlanishida maktabgacha ta'lim vazirligi tomonidan tasdiqlangan "Maktabgacha ta'lim tashkilotlari uchun taomlar retsepti" to'plamlariga qat'iy amal qilgan xolda tashkillashtiriladi.

Xususiy maktabgacha ta'lim tashkilotlari ham yuqorida keltirilgan namunaviy mavsumiy taomnomalardan va maktabgacha ta'lim tashkilotlari uchun taomlar retsepti to'plamidan foydalanishi mumkin.

Maktabgacha ta'lim tashkilotlarida xamshira tomonidan bolalarning ertalabki soat 8-00 dan 9-00 gacha guruhlarda umumiy soni hisoblanib kunlik taomnoma tuziladi va oshxona xodimlariga hisoboti beriladi.

Bolalarga berilayotgan ovqatlarning harorati ham albatta talabga javob berishi kerak. Issiq ovqatlarning (sho'rvalar, issiq ichimliklar, asosiy taomlar) tarqatilishidagi harorati $+60 - +65^{\circ} \text{C}$ atrofida bo'lishi lozim. Sababi issiq taomlarning ushbu harorat ko'rsatkichidan past bo'lishi ovqat tarkibida mikrofloraning o'sishiga olib keladi. Aksincha issiq taomlarning harorati ushbu ko'rsatkichdan yuqori bo'lishi esa bolalarni og'iz bo'shlig'ida kuyishlarga olib kelishi mumkin.

Bolalar ovqat ratsioniga ko'katlar (ukrop, petrushka, ko'k piyoz, sarimsoq piyoz, shovul kabilar) ko'proq kiritilishi maqsadga muvofiq bo'ladi. Bunday ko'katlarning ovqat tarkibida bo'lishi ovqatni birinchidan vitaminlarga boyitadi, ikkinchidan esa bolalarning C vitamini bo'lgan ehtiyojini ham ma'lum miqdorda qondiradi. Ko'katlarni ishlatishda esa albatta yuvish qoidasiga amal qilish kerak. Ko'katlarni ishlatishdan oldin oqar suvda yaxshilab yuviladi va 3 foizli sirka kislotasi yoki 10 foizli osh tuzi eritmasiga 10 daqiqa davomida solib qo'yiladi, so'ngra oqar suvda qayta yuvib quritiladi.

Bolalarni ovqatlantirish tartibiga ham qat'iy amal qilinishi kerak. Ularni tartibsiz har xil vaqtda ovqatlantirish bolalarda ovqatlanish refleksining so'nishiga olib keladi. 1 - 3 va 4 - 7 yoshdagi bolalarning oshqozonida ovqatning hazm bo'lish jarayoni 3 - 3.5 soat davom etadi. Shularni hisobga olgan holda bolalarni ovqatlanish tartibiga e'tibor qaratilishi kerak.

Bolalarning ertalabki nonushtasi vaqti 8-30 va 9-30 oralig'iga to'g'ri keladi. Bunda nonushta issiq taomlardan iborat bo'lishi kerak. Jumladan: Pishiriqlar, bo'tqa, tuxum va sutli choylardan iborat bo'lishi maqsadga muvofiq bo'ladi.

Tushlik vaqti esa 12-00 dan 13-00 gacha bo'ladi. Tushlik suyuq ovqat (birinchi ovqat), go'shtli, baliqli, tovuq go'shtli ovqatlar (ikkinchi ovqat), sabzavotlar, ichimliklar (sharbat, qaynatilgan yoki qadoqlangan suv) dan iborat bo'lishi kerak.

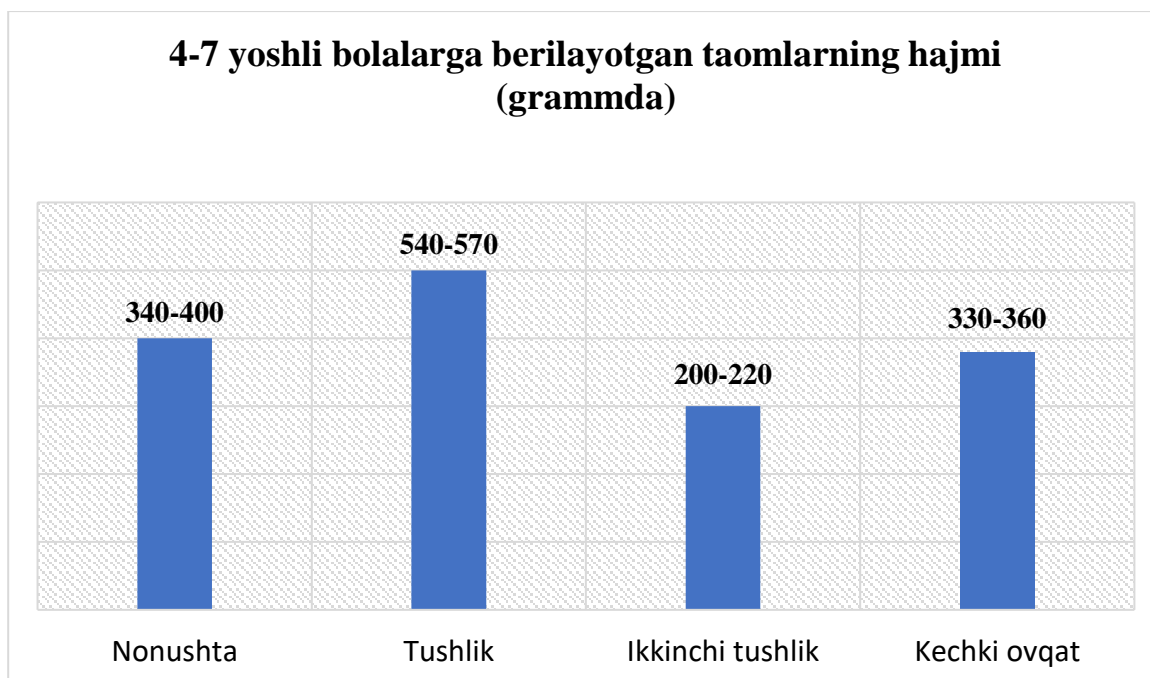
4 - 7 yoshli bolalarni barcha turdagi maktabgacha ta'lim tashkilotlarida ovqatlanish normalari, energetik quvvati (oqsil, yogʻ, uglevodlar)

2-jadval:

T/r	Mahsulotlarning turi	9 — 10,5 soat				
		kunlik normasi, g.	oqsil	yogʻ	uglevod	kkal
1.	Vitamin va minerallar bilan boyitilgan oliy va 1-navli unidan non mahsulotlari	100-120	7,7	3	49,9	257,00
2.	Oliy va 1-navli un	30	3,18	0,4	20,32	97,48
3.	Kraxmal	3	0,003	0	2,39	9,56
4.	Yormalar, dukkakli don mahsulotlari, makaron mahsulotlari, shu jumladan, mosh -3 gr	45/3	6,21	1,07	27	142,55
5.	Shakar	25	0	0	24,96	99,81
6.	Qandolat mahsulotlari (povidlo, murabbo)	10	0,03	0	6,82	27,35
7.	Sariyogʻ (tabiiy, sigir sutdan olingan)	20	0,1	16,5	0,16	149,54
8.	Oʻsimlik moyi	8	0	7,97	0	71,90
9.	Tabiiy sigir suti (yogʻlilik darajasi 2,5-3,2%)	200	5,6	6,4	9,4	117,61
10.	Qatiq, kefir.	100	2,7	3,2	4,0	56,41
11.	Smetana (yogʻlilik darajasi 15%)	5	0,12	1,5	0,16	14,63
12.	Tvorog (yogʻlilik darajasi 2,5%, 5,0%)	20	3,35	1,8	0,4	31,15
13.	Pishloq (shu jumladan qattiq turdagi)	10	2,5	2,5	0	32,51
14.	I kategoriyali mol, qoʻy, parranda, quyon goʻshti	80/60*	14,89	12,7	0	174,72
15.	Baliq (tozalangan, boshsiz, muzlatilgan)	20	3,65	0,19	0	16,17
16.	Tuxum (dona)	0,5	6,36	5,75	0,35	78,56
17.	Kartoshka	120	2,4	0,48	20,76	96,95
18.	Sabzavotlar (shu jumladan pomidor pastasi 3 — 5 gr)	180	2,34	0,18	10,8	54,17
19.	Mevalar, rezavorlar, sharbatlar.	150	1,62	0,6	19,8	91,08

20.	Quruq mevalar (turshak, mayiz, olxo‘ri, olma, namatak, yong‘oq)	10	0,18	0	5,5	22,73
21.	Choy	0,3	0,06	0	0,02	0,32
22.	Kakao	2	0,48	0,35	0,55	7,28
23.	Yodlangan osh tuzi, tabiiy ta‘m rostlovchilar (zira, kashnich don)	5				
24.	Xamirturush, razrixlitel- (pishiriq kukuni), uluchshitel- (xamirni yaxshilaydigan vosita), pishhevaya soda- (osh sodasi)	1	0,12	0,004	0,08	0,85
JAMI:		1144,8	63,59	64,59	203,37	1650,33

Nazorat o‘tkazilgan davlat va xususiy maktabgacha ta‘lim tashkilotlarida bolalarning kunlik ovqatlanishida yuqorida keltirilgan oziq - ovqat maxsulotlarining, hajmi, miqdor va sifati, energetik jihatlariga mos ravishda amalga oshirilayotganligini ko‘rishimiz mumkin.



Olingan natijalar shuni ko‘rsatadiki, nazorat o‘tkazilgan davlat va xususiy maktabgacha ta‘lim tashkilotlarida O‘zbekiston Respublikasi Sog‘liqni Saqlash Vazirligi Sanitariya - epidemiologiya qo‘mitasi tomonidan ishlab chiqilgan

O‘zbekiston Respublikasi maktabgacha ta’lim tashkilotlarida tarbiyalanayotgan bolalarni xavfsiz va sifatli ovqatlanishini tashkil etilishiga oid gigiyenik talablar № 0016-21 sonli San Q va M lar asosida tashkil etilgan.

Shuni unutmashimiz kerakki maktabgacha ta’lim tashkilotlarida bir qator oziq - ovqat maxsulotlarini ishlatisha ruxsat etilmaydi. Chunki bu maxsulotlarning iste’mol qilinishi oqibatida bolalar orasida har xil yuqumli kasalliklar, ovqatdan zaharlanish holatlari kuzatilishi mumkin. Shu sababdan quyidagi bir qancha oziq - ovqat maxsulotlarini misol tariqasida keltirish mumkin.

- kalla-poycha mahsulotlari (buyrak, yurak, jigar, o‘pka,);
- barcha yovvoyi hayvonlarning go‘shti;
- ichi tozalanmagan parranda go‘shti;
- go‘shtning yog‘i va shilliq pardalarining miqdori 20 foizdan ko‘p bo‘lishi;
- dudlangan mahsulotlar, barcha turdagi kolbasalar, sosiska, sardelka;
- charvi yog‘i, margarin va boshqa gidrogenizatsiyalangan yog‘lar;
- yog‘lilik darajasi 82,5 foizdan kam bo‘lgan sariyog‘ (sigir yog‘i);
- tvorog mahsulotiga qo‘shilgan smetana, shokolad, murabbo va o‘simlik moyi qo‘shib tayyorlangan muzqaymoq;
- qimiz va etanol saqlovchi achitilgan sut mahsulotlari (0,5 foizdan yuqori);
- pasterizatsiyalanmagan sutdan tayyorlangan tvorog va smetana, termik ishlov berilmagan, katta idishdagi tvorog va smetana;
- oshxona sharoitida tayyorlangan qatiq;
- suvda suzuvchi parrandalarni go‘shti va tuxumlari (salmonellyoz bilan zararlanish xavfi bo‘lgani sababli);
- barcha turdagi uy sharoitida tayyorlangan konservalar;
- pestitsid va nitrat miqdori laboratoriyada tekshirilmagan, mog‘orlagan, buzilgan meva va sabzavotlar;
- uy sharoitida tayyorlangan va ota-onalar tomonidan uydan olib kelingan, sifati va xavfsizligini tasdiqlovchi hujjatlari bo‘lmagan taomlar va oziq-ovqat mahsulotlari (shu jumladan, bayramlar va tug‘ilgan kunlarni nishonlashda);

- turli qo‘ziqorinlar va ulardan tayyorlangan mahsulotlar;

- kvas, gazli ichimliklar, sun‘iy rang, maza, xid beruvchi vositalar qo‘shilgan taom hamda ichimliklar.

Bolalar uchun tavsiya etilmaydigan ushbu oziq - ovqat mahsulotlarini uy sharoitida ham ota - onalar tomonidan oziqlanish uchun tavsiya etilmasa maqsadga muvofiq bo‘ladi.

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DIFFERENTIAL PRINCIPLES OF NEOLOGISMS AND REALIA

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ANNOTATION

The article discusses the terms of realia and neologism, and the challenges which translator should render them into target language and culture; differential sides of two terms are explained in the article and the criteria affecting the choice of translator when applying them in real translation practice.

Key words: *culture, source language, realia, target culture, translation, equivalency, target language, neologism, standard language.*

Neologism and realia are two linguistic terms that refer to different sides of language use. Neologisms are newly introduced into the lexicon of a language, (1) while realia are words or phrases borrowed from another language to describe a specific culture or social practice. Both neologism and realia have differential sides that impact how they are used and understood in communication. Neologisms are often created to fill a gap in the language, to express a new concept, or to reflect new changes in society. For example, the word “selfie” was coined to describe the act of taking a picture of oneself using a smartphone. Neologisms can also be created through the blending of existing words, such as “brunch” (breakfast+lunch) or “smog” (smoke+fog). While neologisms are useful in expanding the vocabulary of a language,

they can also be challenging for non-native speakers who may not be familiar with the new terms.

Realia, on the other hand, are words or phrases that are borrowed from another language to describe a specific cultural or social practice. For instance, the word “sushi” is a realia borrowed from Japanese to describe a type of food. Realia can also include words borrowed from other languages to describe cultural practices, such as “fiesta” (Spanish for party) or “karma” (Sanskrit for action or deed). (4) While realia can add richness and diversity to a language, they can also be confusing for non-native speakers who may not be familiar with the cultural practices they describe.

The usage of neologism and realia in literature. In literature, neologisms and realia can be used to create a sense of authenticity and cultural specificity. For example, Gabriel Garcia Marquez’s “One hundred years of solitude” he uses realia such as “macondo” (a fictional town in Colombia) and “gypsies” (a group of travelling people with a specific cultural identity) to create a sense of futuristic technology or concepts, such as “teleportation” or “cyberspace”. The use of both terms in literature may lead the readers to misunderstandings who may not be familiar with the language or culture being described. In some cases, authors may provide explanations or context for these terms, while in others, readers may need to rely on their own knowledge or research to fully understand the text.(2)

Neologisms and realia in translation process. In translation, both of these terms pose a challenge as they may not have direct equivalents in the target language. Translators must carefully consider how to convey the intended meaning and cultural specificity of these terms while also ensuring that the translation is understandable and natural for readers in the target language. Translators may choose to use a variety of strategies to handle neologisms and realia, such as transliteration, borrowing or creating new words or phrases in the target language. They may also provide explanations or footnotes to help readers understand the cultural context and meaning of these terms. However, it is important for translators to be aware that their choices may impact the overall tone and the style of translated text. They must balance the

need for accuracy and cultural specificity with the desire to maintain the author's voice and style. Although neologisms and realia are important aspects of translation process, they require careful consideration and handling in translation to ensure that the intended meaning and cultural specificity are conveyed effectively in the target language.

While neologism introduce new ideas and concepts, realia reflect the unique characteristics of a particular culture or community. The differential sides of both terms impact how they are used and understood in communication and translation process.

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CHALLENGES WITH LISTENING AND SPEAKING SKILLS OF FUTURE INTERPRETERS

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ANNOTATION

Although simultaneous interpreting is a complex and demanding task, even isolated and relatively simple lexical units can pose a certain difficulty. The most important point is that novice interpreters are often confused when they have to focus on what is being said and speak simultaneously even if they do not need to analyse the meaning and context and logically connected utterances in the target language. One of the primary requirements for simultaneous interpreter is confident, clear and sufficiently loud speech, where logical stress is intonationally emphasized and pauses correspond to the norms of speech segmentation. In this article, we will discuss some of the common problems that can affect the listening and speaking skills of simultaneous interpreters.

Key words: *simultaneous interpreting, concentration, misunderstanding, feedback, language learning apps, nuances, novice interpreters, language classes, speaking skills.*

Future simultaneous interpreters' problems related to their listening and speaking skills. One of the primary challenges faced by future interpreters is the ability to listen and speak at the same time. Simultaneous interpreting requires the interpreter to listen to the speaker and translate their words into another language in real-time.

This requires a high level of concentration and the ability to process information quickly. However, many interpreters struggle with this task, as they find it difficult to keep up with the speaker's pace while also translating their words accurately. Another challenge faced by future interpreters is the ability to understand and interpret complex vocabulary and terminology. Many speakers use technical jargon and specialized vocabulary, which can be challenging for interpreters who are not familiar with the subject matter. This can lead to errors in the interpretation, which can have serious consequences in certain contexts, such as legal or medical settings. In addition to these challenges, future interpreters may also struggle with maintaining their focus and concentration for extended periods of time. Simultaneous interpreting can be mentally exhausting, as it requires the interpreter to maintain a high level of concentration for several hours at a time. This can lead to fatigue, which can affect their ability to listen and speak effectively. Moreover, future interpreters may also face challenges related to cultural differences and nuances in language. Interpreters must be aware of cultural differences and sensitivities, as well as differences in language usage and idiomatic expressions. Failure to understand these nuances can lead to misunderstandings and misinterpretations, which can have serious consequences in certain contexts.

How to overcome those problems mentioned above. Interpreting is a challenging profession that requires exceptional listening and speaking skills. Future interpreters often face difficulties in these areas, which can affect their performance and confidence. However, there are several strategies that can help them overcome these problems and improve their skills.

One of the most important skills for interpreters is active listening. This involves paying close attention to what the speaker is saying and asking questions for clarification. Future interpreters can practice active listening by listening to podcasts, lectures, or speeches in their target language and taking notes on the main points. They can also try summarizing what has been said to ensure they have understood it correctly. Another key skill for interpreters is good pronunciation. Poor pronunciation can make it difficult for listeners to understand what they are saying, which can lead to

misunderstandings. Future interpreters can work on improving their pronunciation by practicing speaking exercises, such as reading aloud, repeating phrases, and recording themselves speaking. Expanding vocabulary is also crucial for interpreters. They need to be able to understand and use a wide range of words and phrases in their target language. Future interpreters can expand their vocabulary by reading books, articles, and other materials in their target language and practicing using new words in context. Attending language classes can provide a structured environment for future interpreters to practice their listening and speaking skills. They can also receive feedback from teachers and classmates to help them improve. Seeking out opportunities to practice in real-world situations, such as attending events or meetings where their target language is spoken, can also be beneficial. Finally, using technology can aid learning. There are many language learning apps and tools available that can help future interpreters improve their listening and speaking skills. These include speech recognition software, flashcard apps, and language learning games.

In conclusion, future interpreters must be aware of the challenges they may face when performing simultaneous interpreting tasks. They must develop their listening and speaking skills, as well as their ability to understand complex vocabulary and cultural nuances. With proper training and practice, future interpreters can overcome these challenges and become effective communicators in a globalized world. Without interpreters, world summits would be unworkable and international business meetings impossible to conduct.

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FUNKSIYA. FUNKSIYANING BERILISH USULLARI

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ANNOTATSIYA

Ushbu maqolada akademik litseylarda o‘qiydigan o‘quvchilarga funksiya va funksiyaning berilish usullari yordamida funksiyaning hisoblashni raqamli texnologiyalar yordamida o‘qitishni joriy etish orqali ta’lim sifatini oshirish, matematik tasavvur, mantiqiy fikirlash haqida so‘z yuritilgan.

***Kalit so‘zlar:** to‘plam, erkli o‘zgaruvchi, argument, erksiz o‘zgaruvchi, funksiya, analitik usuli, jadval usuli, grafik usuli, matn usuli.*

Funksiya

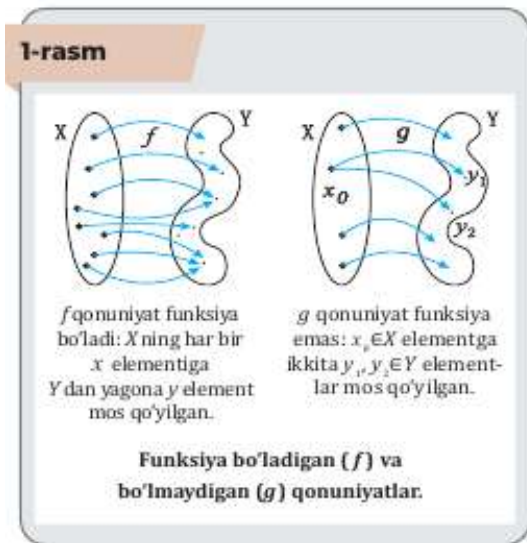
Tabiat, ishlab chiqarish, iqtisodiyat va boshqa sohalarda qaraladigan miqdorlar orasidagi bog‘lanishlarni o‘rganishda ***funksiya*** deb ataluvchi tushunchaning ahamiyati nihoyatda kattadir. Funksiya va unga bog‘liq tushunchalarni bayon etamiz.

X va Y – sonli to‘plamlar bo‘lsin. Har bir $x \in X$ nuqtada yagona $y \in Y$ nuqtani mos qo‘yuvchi qonuniyat ***funksiya*** deyiladi.

Funksiyani aniqlovchi qonuniyatlar f, g, \dots harflar orqali belgilanadi. $y=f(x)$ yozuv f qonuniyat $x \in X$ nuqtaga $y \in Y$ nuqtani mos qo‘yuvchi f funksiya berilgan deyiladi.

Bunda x -erkli o‘zgaruvchi yoki argument, y -erksiz o‘zgaruvchi yoki funksiya deb yuritiladi. f funksiya odatda $y=f(x)$ yoki $f(x)$ ko‘rinishlarda ifodalanadi.

Quyida ayrim funksiyalar keltirilgan:



13. To'g'ri proporsionallik:

$$y=kx;$$

14. Chiziqli funksiya: $y=kx+b$;

15. Kvadratik funksiya:

$$y=ax^2+bx+c;$$

16. Darajali funksiya: $y=x^n$;

17. Irratsional funksiya: $y = \sqrt[n]{x}$;

18. Teskari proporsionallik: $y = \frac{k}{x}$,

$$\frac{k}{x}$$

(bu yerda $k \neq 0$)

7) Sonning moduli:

$$|x| = \begin{cases} x, & \text{agar } x > 0, \\ x, & \text{agar } x = 0, \\ -x, & \text{agar } x < 0, \end{cases}$$

Funksiyaning berilish usullari

Funksiyalar quyidagi usullarda berilishi mumkin:

1. Funksiya berilishining **analitik usuli**. Agar funksiya bitta yoki bir nechta fo'rmla yoki tenglamalar bilan berilgan bo'lsa, u holda bu funksiya **analitik usulda berilgan** deyiladi.

Masalan, moddiy nuqtaning harakat tenglamasi $S = 20 - 5t + \frac{1}{4}t^2$ analitik usulda berilgan funksiya bo'ladi.

2. Funksiya berilishining **jadval usuli** odatda amaliy tajribalarda o'zgaruvchilar orasidagi o'zora bog'liqliqni o'rnatadi. Masalan, haroratning kunlik o'zgarishi jadval usulda berilishi mumkin.

Bu yerda kun soatlari – erkli o'zgaruvchi (ya'ni argument), harorat esa – erksiz o'zgaruvchi (ya'ni funksiya) bo'ladi. Toshkent shahrida 2022-yil 20 – 26-yanvar kunlari havo haroratining haftalik o'zgarishi quyidagi jadvalda keltirilgan.

Sana		2022. 01.20	2022. 01.21	2022. 01.22	2022. 01.23	2022. 01.24	2022. 01.25	2022. 01.26
Harorat, $t^{\circ}\text{C}$	Kunduzi	13	9	3	4	6	7	8
	Kechasi	-2	-3	-1	-2	-3	-4	-3



3. Ayrim amaliy ishlarda o'zgaruvchilarning bog'liqligi **grafik usulda** beriladi. Masalan, so'mning dollarga nisbatan qiymatining oylik, yillik o'zgarishi grafik usulda ifodalanishi mumkin. Bu yerda sanalar – argument, so'mning dollarga nisbatan qiymati esa – funksiya bo'ladi.

4. Fuksiya **matn usulida** berilishi ham mumkin. Masalan, 4 nafar a'zosi bor oila osh damlash uchun 1 kg guruch sarflaydi. Uyg 2 nafar mehmon kelganda qozonga osh uchun necha kg guruch solish maqsadga muvofiq? – degan masalada pishiriladigan oshdagi guruch miqdori uydagi kishilar sonining funksiyasi bo'ladi. Ravshanki, kishilar soni – argument, guruch miqdori – funksiya bo'ladi.

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IQLIM O'ZGARISHI DAVRIDA NORIN DARYOSI SUV REJIMI TAHLILI

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ANNOTATSIYA

Ushbu maqolada iqlim ilish davrida Norin daryosi gidrologik rejimining o'zgarishiga ta'sir etuvchi omillar va ularning oqibatlari tahlil qilib o'rganilgan. Norin daryosi suv manbalari miqdori o'zgarishining sabablari bayon qilingan.

***Tayanch so'zlar.** Gidrologik rejim, daryo havzasi, to'yinish manbayi, chang va aerozollar, gidrogeografiya, yonbag'ir ekspozitsiyasi.*

АНАЛИЗ ВОДНОГО РЕЖИМА РЕКИ НОРИН ВО ВРЕМЯ ИЗМЕНЕНИЯ КЛИМАТА

***Абстрактный.** В данной статье анализируются факторы, влияющие на изменение гидрологического режима реки Норин при изменении климата и их последствия. Описаны причины изменения объёма водных ресурсов реки Норин.*

***Ключевые слова.** Гидрологический режим, бассейн реки, источник насыщения, пыль и аэрозоли, гидрогеография, экспозиция склонов.*

ANALYSIS OF THE WATER REGIME OF THE NORIN RIVER DURING CLIMATE CHANGE

ABSTRACT

This article analyzes the factors influencing changes in the hydrological regime of the Noreen River under climate change and their consequences. The reasons for the change in the volume of water resources of the Norin River are described.

***Keywords.** Hydrological regime, river basin, source of saturation, dust and aerosols, hydrography, slope exposure.*

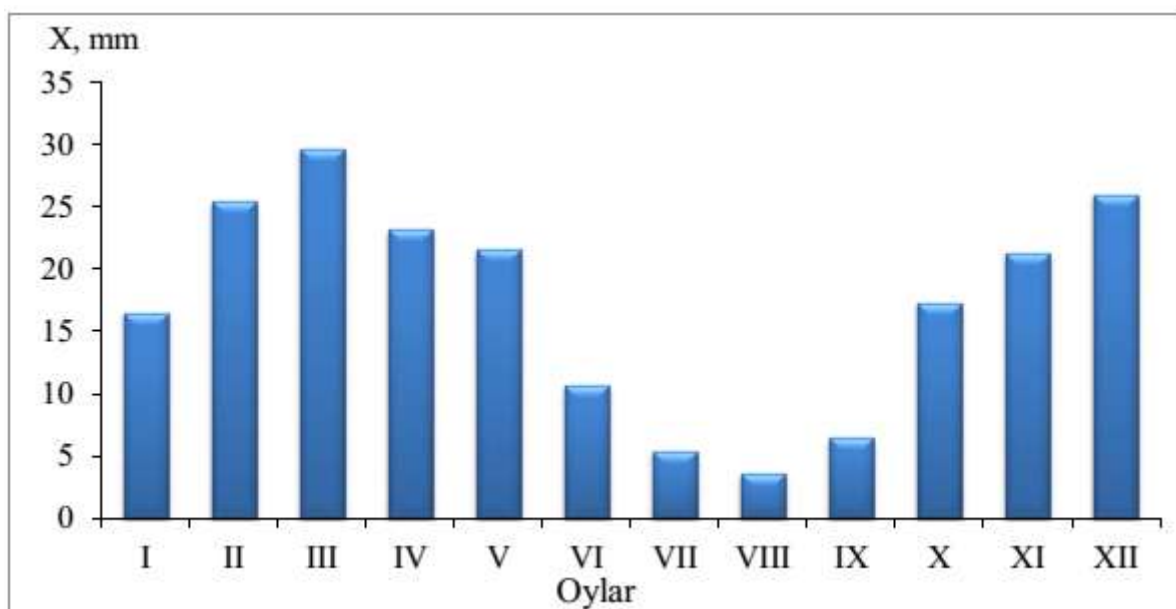
Kirish. Bugungi kunda, dunyoda kechayotgan iqlim ilishi jarayoni natijasida suv resurslari taqchilligi yildan-yilga sezilib qolmoqda. Bu ayniqsa, arid mintaqalarda jiddiy salbiy oqibatlarni keltirib chiqarmoqda. Bu bo'yicha BMTning Butunjahon ma'ruzasida "Suv resurslarining jamiyatga keltiradigan nafi, boshqa omillar bilan bir qatorda, suvni saqlash va yetkazib berishni ta'minlaydigan ... infratuzilmaga ham bog'liq. Mamlakatlarda ana shunday gidrologik infratuzilmalarning yo'qligi ularning barqaror rivojlanishiga to'sqinlik qiladi"¹, -deb ta'kidlangan. Bu holat daryolar oqimining gidrotexnik inshootlar yordamida boshqarish va uning oqibatida mintaqalarda kechadigan gidrologik jarayonlarda kelib chiqadigan o'zgarishlarni o'rganishga qaratilgan tadqiqotlarni olib borishni taqozo etadi.

Asosiy qism. Norin daryosi havzasining asosiy qismi va suv manbai ma'muriy jihatdan, qo'shni Qirg'iziston Respublikasi hududida joylashgan. Daryo havzasining quyi qismigina O'zbekistonga tegishlidir. Daryo havzasi shimoldan Chotqol, Talas Olatovi, Qirg'iz tizmalari, sharqdan Terskay Olatovi, janubda Qoqsholtov, janubi-g'arbdan esa Farg'ona tizmalari bilan chegaralangan. Daryo eng quyi oqimi mamlakatimiz hududiga, aniqrog'i yurtimizning Namangan viloyatiga kirib keladi. Norin daryosi havzasi paleozoy erasida vujudga kelgan. Paleozoy yotqiziqlari asosan havzani o'rab turgan tog'larda uchraydi.[1]

Norin daryosi havzasi tog' sistemalarining ichkarisida joylashgan va qo'shni havzalardan baland tog' tizmalari bilan to'silgan. Shu tufayli uning havzasiga nisbatan kam, yiliga taxminan 600-650 mm yog'in yog'adi. Yog'inlarning eng ko'p qismi kuz-qish oylarida yog'adi, yozda esa, aksincha, juda kam (5-15 %) yog'in yog'adi. Havzaning turli qismlarida yog'in miqdori bir-biridan farq qiladi. Namanganda o'rtacha yillik yog'in miqdori 230 mm, g'arbida 90-190 mm, 17sharqida 300-400 mm, tog' etaklarida yiliga o'rtacha 600 mm yog'in tushadi. Norin daryosi havzasining iqlimi keskin kontinental hisoblanadi. Havo haroratining sutkalik tebranishi keskin kechadi. Yozi uzoq, issiq, qishi esa nisbatan sovuq bo'ladi. Yillik o'rtacha harorat 13

¹ Всемирный доклад Организации Объединённых Наций о состоянии водных ресурсов, 2021 год. Ценность воды. www.unesco.org/water/wwap.

°C ni tashkil etadi. Yanvarda kunlik harorat harorat -25°C gacha pasayadi, iyunda esa $35-45^{\circ}\text{C}$ gacha isib ketadi Norin daryosining quyi oqimida vegetatsiya davri 229 kun bo'lib, Farg'ona vodiysining janubiy va sharqiy tomonlariga qaraganda uzoq davom etadi.



1-rasm. Namangan meteostansiyasida yog'in miqdorlarining yil davomida oylar bo'yicha ko'p yillik taqsimlanishi (1980-2022 yy.)

Grafik ma'lumotlaridan ko'rishimiz mumkinki, havzada eng ko'p yog'in mart oyida kuzatilib, uning ko'p yillik o'rtacha qiymati 30 mm ni tashkil etgan. Eng kam yog'in miqdori esa avgust oyida kuzatilgan (4 mm). Daryo havzasining nam havo massalariga ochiqroq bo'lgan eng chekka shimoli-g'arbiy qismida ko'proq yog'in yog'adi va Farg'ona vodiysiga yaqinlasha borgan sari yog'inlarning maksimal miqdorda yog'ishi yoz oylaridan bahor oylariga ko'chib boradi. Shu sababdan Norin daryosi havzasining bu qismidagi o'ng irmoqlar ancha sersuv daryolardir.

Shuningdek, havzada atmosfera yog'inlarining taqsimlanishida joyning relyefi, tog' tizmalarining yo'nalishi, balandligi, va yonbag'irlarning qaysi tomonga qaraganligi (ekspozitsiyasi) katta rol o'ynaydi. Havzaning shimoliy, shimoli-g'arbiy va janubi-g'arbiy tomonlariga ko'proq yog'in tushadi. Masalan, Qirg'iz tizmasi shimoliy yonbag'irining dengiz sathidan 2000 metr balandligida o'rtacha bir yilda 600

mm yog‘in tushsa, janubiy yonbag‘ining shu balandligida 335 mm yog‘in yog‘adi. Farg‘ona tizmasining g‘arbiy yonbag‘ida yillik atmosfera yog‘inlari 900 mm ni, sharqiy yonbag‘ida esa 200 mm ni tashkil etadi. Norin daryosi havzasida yog‘inning kam yog‘ishi, bu yerda qor chizig‘ining ancha balanddan o‘tishiga sabab bo‘ladi [2,3].

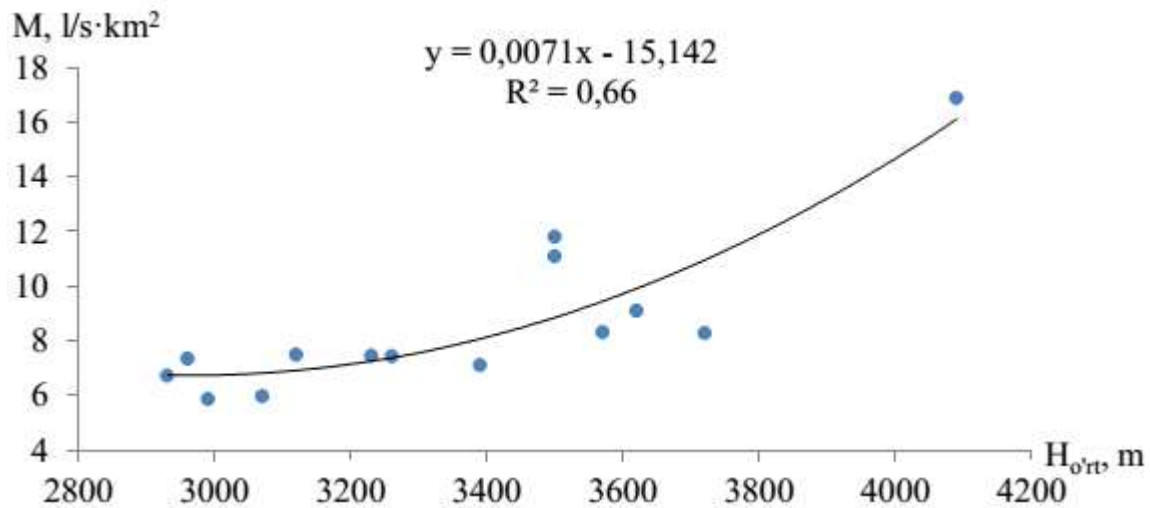
Norin havzasining janubiy qismida qor chizig‘i 4000-4250 metr balandliklardan o‘tadi, shunga ko‘ra doimiy qor va muzliklar nisbatan kam hisoblanadi. Muzliklarning ko‘pchiligi havzaning sharqiy qismida, Terskay Olatovi va Oqshiyroq tog‘ tizmalarida joylashgan. Oqshiyroq tizmasida 59 ta muzlik bo‘lib, ularning umumiy maydoni 432 km² ga teng. Norin daryosining yuqori oqimidagi Petrov muzligi ham xuddi shu tizmada joylashgan. Muzliklarning yana bir o‘chog‘i Terskay Olatovi tizmasidadir. Bu tizmada hisobga olingan muzliklarning umumiy maydoni qariyb 1080 km² ga yetadi. Umuman, Norin havzasidagi muzliklarning umumiy maydoni 1400 km² dan ortiqroqdir.[4]



2-rasm. Norin daryosining gidrografik sxemasi

Norin daryosi Katta Norin va Kichik Norin daryolarining qo‘shilishidan hosil bo‘ladi. Katta Norin daryosi Terskay va Jetibel tog‘ tizmalari yonbag‘irlaridan suv oladigan Orabel daryosi bilan Petrov muzligidan boshlanadigan Qumtor daryosining qo‘shilishidan hosil bo‘ladi. Boshlanish qismida daryo avval Tarag‘ay, so‘ngra Yaktosh nomi bilan oqadi. Qorasaroy irmog‘i kelib quyilgandan keyin u Katta Norin nomini oladi. Katta Norin daryosining uzunligi 188 km, havza maydoni esa 58500 km² ga teng. Norin daryosi havzasidagi suv rejimi bir muncha o‘rganilgan boshqa

irmoqlaridan O'narcha, Ko'kjerti, Ko'kiyrim, Chichqon, Uzunahmat, O'ng Qorasuv va Chap Qorasuv daryolarini ko'rsatib o'tish mumkin. Norin daryosining yuqori oqimidagi asosiy irmoqlarining o'rtacha balandligi ortishi bilan oqimlari modullari ham ortib boradi (3-rasm)



3-rasm. Norin daryosidagi yirik irmoqlarining o'rtacha balandligi va oqim modullari orasidagi bog'lanish grafigi

Izoh: grafikni chizishda o'rtacha balandliklari 2800 metrdan yuqori bo'lgan Norin daryosining asosiy irmoqlari tanlab olingan.

Yuqoridagi grafik ma'lumotlari Kichik Norin, Otboshi va Qumtor daryolarida oqim modullarining katta ekanligidan dalolat beradi. Norin daryosi suv sarflari to'g'risidagi ma'lumotlarning tahliliga ko'ra, Norin shahri yonida eng katta oylik suv sarfi odatda iyul oyida bo'ladi, avgust oyidagi suv sarflari iyul oyidagidan biroz kamroq bo'ladi, iyul-sentyabr davrida mart-iyun davridagiga qaraganda ancha ko'p suv oqib o'tadi. Ko'ko'meren daryosining quyilish joyidan pastroqda joylashgan Sariqamish kuzatish stansiyasida ham eng katta o'rtacha oylik suv sarfi iyun oyiga to'g'ri keladi. lekin, bu yerda iyul oyining suv sarflari iyun oyidagilardan ancha kichik bo'ladi, mart-iyun davridagi oqim bilan iyul-sentyabr davridagi oqim o'rtasidagi farq yanada katta bo'ladi[5].

Norin daryosining Farg'ona vodiysiga chiqish yerida (Uchqo'rg'on posti) iyul va may oyidagi oqim miqdorlari baravarlashadi, mart-iyun davridagi oqim miqdori esa iyul-sentyabr ortiq bo'ladi. Uchqo'rg'on gidrologik postidan quyida Norin daryosining

to'yinishida mavsumiy qorlar tobora ko'proq rol o'ynay boshlaydi, baland tog' qorlari va muzliklarning roli aksincha, kamayib boradi. Shu o'rinda ta'kidlash joizki, yuqorida keltirilgan ma'lumotlar daryoning tabiiy gidrologik rejimi uchun xosdir.

Xulosa. Norin daryosi havzasi bir nechta tog' tizmalarining ichkarisida joylashgan va qo'shni havzalardan baland tog' tizmalari bilan to'silgan. Shu tufayli uning havzasiga nisbatan kam, yiliga taxminan 600-650 mm yogin yog'adi. Yog'inlarning eng ko'p qismi kuz-qish oylarida yog'adi, yozda esa, aksincha, juda

kam (5-15 %) yog'in yog'adi. Norin daryosi Katta Norin va Kichik Norin daryolarining qo'shilishidan hosil bo'ladi. Norin daryosining irmoqlari juda ko'p. Biroq, suv to'plash maydonining kattaligi va suvining ko'pligi jihatidan bu irmoqlar orasida faqat uchta – Otboshi, Olabug'a va Ko'ko'meren daryolari diqqatga sazovordir. Bu uchta irmoqning suv to'plash maydonlari birgalikda Norin daryosining umumiy suv to'plash maydonining 37 foizini tashkil etadi. Ko'ko'meren havzasi Otboshi va Olabug'a daryolari havzalariga nisbatan ancha past joylashgan. Uning o'rtacha balandligi 2737 metr hisoblanadi. Havzasining pastroq joylashganligi sababli Ko'ko'meren daryosining to'yinishida baland tog' qorlari va muzliklar ancha kam ishtirok etadi, natijada bu daryoda to'linsuv davri Otboshi va Olabug'a daryolariga nisbatan ancha ertaroq kuzatiladi. Yuqoridagi holatlarni hisobga olib qishloq xo'jaligi va ijtimoiy soha obyektlarida Norin daryosi suvidan foydalanishni ko'rib chiqish kerak.

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**FUNKSIYALARNI INTERPOLYATSIYALASH. INTERPOLYATSION
KO'PHADLARNING MAVJUDLIGI VA YAGONALIGI.
LAGRANJ INTERPOLYATSION KO'PHADI**

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ANNOTATSIYA

Mazkur maqola funksiyalarni interpolatsiyalash haqida boshlang'ich tushunchalarni va interpolatsion ko'phadning mavjud va yagona bo'lishini ko'rib chiqadi. Interpolatsiya sodda qilib aytganda funksiyaning nuqtaviy qiymatlaridan foydalanib uning jadvalda berilmagan nuqtalardagi taqribiy qiymatlarini topish hisoblanadi.

Kalit so'zlar: *Interpolatsiya, tugunlar, interpolatsion funksiya, Bandermond, algebraik, Lagranj interpolatsion ko'phadi.*

ANNOTATION

This article reviews the basics of interpolating functions and the existence and uniqueness of an interpolating polynomial. Interpolation is, in simple words, using point values of a function to find its approximate values at points not given in the table.

Key words: *Interpolation, nodes, interpolation function, Bandermond, algebraic, Lagrange interpolation coefficient.*

Ko'plab hisoblash usullarida masalalarning qo'yilishida qatnashadigan funksiyalarni unga ma'lum ma'noda yaqin, tuzilishi esa soddarroq bo'lgan funksiyalar bilan almashtirishga asoslangan. Funksiyaning yaqinlashtirish masalasining eng keng qo'llaniladigan qismi **funksiyalarni interpoliyatsiyalash masalasi** deyiladi.

Interpolatsiya - bu belgilangan nuqtalarda ma'lum qiymatlarni qabul qiladigan funksiyani aniqlash jarayoni. Sonli hisoblashda interpoliyatsiya - bu chekli ayirmalardan foydalangan holda ma'lum funksiya nuqtalarining diskret to'plamida yangi funksiya nuqtalarini qurish usuli.

Interpolyatsiya masalasining mohiyatiga to'xtaladigan bo'lsak, faraz qilaylik $[a, b]$ oraliqda $y = f(x)$ funksiya berilgan yoki hech bo'lmaganda funksiyaning shu oraliqdan olingan n ta nuqtadagi qiymatlari mavjud bo'lsin. $[a, b]$ da aniqlangan va hisoblashga qulayroq bo'lgan qandaydir funksiyalar $\{ P(x) \}$ sinfini, misol uchun ko'phadlar sinfini olamiz. $y = f(x)$ funksiyaning $[a, b]$ da interpoliyatsiyalash masalasi shu funksiyaning berilgan sinfnining shunday $P(x)$ funksiyasi bilan taqribiy ravishda

$$f(x) \approx P(x)$$

almashtirishdan iboratki, $P(x)$ berilgan x_0, x_1, \dots, x_n nuqtalarda $f(x)$ bilan bir xil qiymatlarni qabul qilsin:

$$P(x_i) = f(x_i) \quad (i = \overline{0, n})$$

Bu yerda ko'rsatilgan x_0, x_1, \dots, x_n nuqtalar interpoliyatsiya tugunlari yoki tugunlar deyiladi, $P(x)$ esa *interpolyatsiyalovchi funksiya* deyiladi. Agar $\{ P(x) \}$ sinfi sifatida darajali ko'phadlar sinfi olinsa, u holda *interpolyatsiyalash algebraik* deyiladi.

Algebraik interpoliyatsiyalash masalasi quyidagicha: Darajasi n dan yuqori bo'lmagan shunday ko'phad qurilsinki, u berilgan $(n + 1)$ ta x_0, x_1, \dots, x_n nuqtalardan berilgan

$$f(x_0), f(x_1), \dots, f(x_n)$$

qiymatlarni qabul qilsin. Demak, c_m ($m = \overline{0, n}$) koeffitsiyentlarni shunday aniqlash kerakki,

Endi $Q_{nj}(x)$ ning oshkor ko‘rinishini topamiz, $i = j$ bo‘lganda $Q_{nj}(x_i) = 0$ shuning uchun ham $Q_{nj}(x)$ ko‘phad $i \neq j$ bo‘lganda $x - x_i$ ga bo‘linadi. Shunday qilib, n -darajali ko‘phadning n ta bo‘luvchilari bizga ma’lum bunday esa

$$Q_{nj}(x) = C \prod_{i \neq j} (x - x_i)$$

kelib chiqadi. No‘malum ko‘paytuvchi C ni esa

$$Q_{nj}(x_j) = C \prod_{i \neq j} (x_j - x_i) = 1$$

shartdan topamiz, natijada:

$$Q_{nj}(x) = \prod_{i \neq j} \frac{x - x_i}{x_j - x_i}$$

Bu ifodani 1.4 ga qo‘yib, ko‘phadni aniqlaymiz:

$$L_n(x) = \sum_{j=0}^n f(x_j) \prod_{i \neq j} \frac{x - x_i}{x_j - x_i}$$

Bu ko‘phad Lagranj interpolatsion ko‘phadi deyiladi.

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THE SIGNIFICANCE OF LINGUACULTUROLOGICAL ANALYSIS IN TRANSLATION

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ABSTRACT

A key technique for overcoming language gaps and cultural subtleties in translation is linguistic-cultural analysis. The relevance of this method is examined in this essay, with a focus on how it helps to preserve the cultural core of texts. It explores the complex interplay between language and culture, emphasising how important it is for translators to comprehend idioms, context, and cultural ramifications. The paper highlights the importance of linguaculturological analysis in promoting accurate and culturally relevant translations by explaining its main features.

Keywords: *Linguaculturological analysis, Translation, Cultural context, Idiomatic expressions, Societal implications, Contextualization, Transcreation, Pragmatic analysis, Cultural sensitivity, Linguistic nuances, Cross-cultural communication, Language and culture, Translation methodologies, Cultural adaptation, Intercultural understanding.*

Introduction. When it comes to translation, translating words from one language to another naturally isn't just a mechanical process; it's a complex art that calls for a deep comprehension of both the linguistic structures and the cultural quirks that are inherent in each language. Herein lies the essence of linguaculturological analysis, a profound approach that transcends mere word-for-word translation, delving into the intrinsic cultural underpinnings of languages.

Main part. Linguaculturological analysis stands at the crossroads of linguistics and cultural studies, aiming to decode the implicit cultural elements woven within languages. It recognizes that languages are not isolated entities but reflections of their respective cultures, embodying unique norms, values, histories, and social structures. Consequently, a comprehensive translation process goes beyond linguistic equivalency; it entails a profound comprehension of the socio-cultural context from which the source language emerges.

Moreover, linguistic structures vary across cultures. Sentence construction, tone, and even gestures contribute to the overall communication in ways that transcend dictionary definitions. Therefore, employing a linguaculturological approach requires translators to possess a profound grasp of cultural subtleties alongside a strong proficiency in both involved languages.

This strategy is especially important in industries where the cultural essence is crucial to the impact of the translated text, such as marketing, literature, and the arts. A linguaculturological study guarantees that the target language audience of the translated work will be emotionally and culturally resonated with, in addition to providing knowledge.

A multidimensional strategy known as linguaculturological analysis is used in translation to guarantee a thorough comprehension and precise meaning transfer from the source language to the destination language. The following are some crucial elements and techniques used in this process:

1. Cultural Contextualization: Understanding the socio-cultural context of the source text is fundamental. This includes historical references, social customs, traditions, and societal norms prevalent at the time of writing. For instance, a text written in the 19th century might contain cultural references or idiomatic expressions that require extensive research to contextualize accurately.

2. Idiomatic and Cultural Equivalents: Idioms, proverbs, and cultural references often pose challenges in translation due to their culture-specific nature. A linguaculturological approach involves identifying equivalent expressions or adapting

them to maintain the intended meaning while respecting the cultural context of the target language.

3. Cultural Sensitivity and Adaptation: Different cultures have varying sensitivities and taboos. A linguaculturological analysis demands sensitivity to these cultural nuances, ensuring that translations are not inadvertently offensive or insensitive in the target culture.

4. Continuous Learning and Adaptation: Languages evolve, and cultures change over time. Translators engaging in linguaculturological analysis must continuously update their knowledge and adapt their approaches to accommodate these changes.

Conclusion. A crucial component of translation is linguistic analysis, which transforms the process from a simple word exchange into a complex interaction of cultures. It acknowledges the complex web of cultures weaved in languages and celebrates the variety of languages. The relevance of this method only increases with global interconnectedness, promoting a greater comprehension and respect of the complex realm of languages and cultures.

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MAXSUS TA'LIM JARAYONIDA PEDAGOGIK TEXNOLOGIYALAR SAMARASI

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ANNOTATSIYA

Ushbu maqolada pedagogik texnologiyalarning kelib chiqish tarixi, maxsus ta'lim jarayonlarida pedagogik texnologiyalar qo'llashning foydali usullari haqida ma'lumotlar berilgan.

RU. В данной статье история возникновения педагогических технологий дает информацию о полезных методах использования педагогических технологий в специальном образовательном процессе.

EN. In this article, the history of the origin of pedagogical technologies provides information about the useful methods of using pedagogical technologies in special education processes.

Kalit so'zlar: Pedagogik texnologiyalar, ta'lim texnologiyasi, korreksiya, alohida yordamha extiyoji bor insonlar,

Hozirgi kunda zamonaviy pedagogikada shunday ta'lim modellari yaratildiki, ular ta'limga texnologik jarayon sifatida yondashilib, ma'lum sharoitlarda va belgilangan vaqt ichida ko'zlangan ta'lim maqsadlariga erishishni kafolatlaydi va keng imkoniyatlar yaratadi. Pedagogik texnologiyalar naqat sog'lom insonlar balki alohida extiyohlari bo'lgan insonlarga ham o'z samarasini ko'rsatib kelmoqda.

V.P.Bespalko pedagogik texnologiyaning quyidagi ta'rifi keltiradi: "Pedagogik texnologiya bu o'qituvchi mahoratiga bog'liq bo'lmagan holda pedagogik muvaffaqiyatni kafolatlaydigan o'quvchi shaxsini shakllantirish jarayoni

loyihasidir”. Rossiya olimlaridan B.L.Farberman: “Pedagogik texnologiya - avvaldan rejalashtirilgan natijalarga olib boruvchi va bajarilishi shart bo‘lgan tartibli amallar tizimidir” deya ta’rif beradi. M.V.Klarin fikricha: “Pedagogik texnologiya - o‘quv jarayoniga texnologik yondashgan xolda oldindan belgilab olingan maqsad ko‘rsatkichlaridan kelib chiqib, o‘quv jarayonini loyihalashdir”. N.Saydaxmedov va A.Ochilovlarning ta’kidlashlaricha pedagogik texnologiya bu o‘qituvchining o‘qitish vositalari yordamida o‘quvchilarga muayyan sharoitda ta’sir ko‘rsatishi va bu faoliyat mahsuli sifatida ularda oldindan belgilangan shaxs sifatlarini intensiv shakllantirish jarayonidir. YUNESKO quyidagicha ta’rif beradi: “Pedagogik texnologiya - bu butun o‘qitish va bilimlarni samaradorlashtirish vazifasini qo‘yuvchi texnik hamda shaxs resurslari va ularning o‘zaro aloqasini hisobga olib yaratish, qo‘llash va belgilashning tizimli metodidir”. Shu jihatdan olganda, barcha ta’riflarda keltirilgan pedagogik texnologiyaning uch jihatini asoslash mumkin:

1. Tizimli yondashuv.

2. Natijalarning kafolatlanishi.

3. Usullar majmuasi yoki usullar va vositalarning maqsadli tanlanishi va qo‘llanilishi.

Inson va vaqt resurslarining pedagogik jarayonga maqsadli va tizimli safarbar etilishi. Pedagogik texnologiya tushunchasi 20-asrda paydo bo‘ldi va turli rivojlanish bosqichlaridan o‘tib kelmoqda. Dastlab bu tushuncha 1940-yillardan 1950-yillar o‘rtasigacha «Ta’lim texnologiyasi» deb qo‘lanilib, o‘quv jarayonida audiovizual texnika vositalaridan foydalanishni ifoda qilgan. Pedagogik texnologiya tushunchasi 20-asming o‘rtalarida AQShda qo‘llanila boshlagan. Bunda «Pedagogik texnologiya» va «Ta’lim texnologiyasi» atamalari faqat texnika vositalari yordamida o‘qitishga nisbatan qo‘llanilgan edi. Vaqt o‘tishi bilan ularni qo‘llash darajasi kengayib borishi natijasida mazmuni ham tegishlicha o‘zgarib bordi. Hozirga kelib esa, pedagogik texnologiya tushunchasini zamonaviy, ilmiy asoslangan, yagona ta’rifini belgilash maqsadida bir qancha yirik olimlar tomonidan fikr va mulohazalar asoslab berildi. O‘tgan asming 50-yillari o‘rtasidan 60-yillarigacha «Ta’lim texnologiyasi» atamasi

qo'llanilib, bunda dasturlashtirilgan ta'lim nazarda tutilgan. 70-yillarda «Pedagogik texnologiya» atamasi qo'llanilib, avvaldan loyihalashtirilgan va aniq belgilangan maqsadlarga erishishni kafolatlovchi o'quv jarayonini ifodalagan. 1979-yil AQShning pedagogik kommunikatsiyalar va texnologiyalar Assotsiatsiyasi tomonidan «Pedagogik texnologiya bilimlami o'zlashtirishning hamma jihatlarini qamrab oluvchi muammoni tahlil qilish va rejalashtirish, muammoning yechimini baholash va uni boshqamvchilar, g'oyalar, vositalar va faoliyatni tashkil qilish usullarini o'z tarkibiga oladigan kompleks integrativ jarayondan iborat...» deb ta'rif berilgan edi. B.Blum, D.Kratvoli, N.Gronlund, J.Kerrol, J.Blok, L.Anderson va boshqalarning tadqiqotlari orqali rejalashtirilgan natijalarga erishishni kafolatlovchi qayta takrorlanadigan pedagog siklli pedagogik texnologiya ishlab chiqdilar. XX asming ikkinchi yarmida, ilmiy texnik taraqqiyotning talablari asosida paydo bo'lgan pedagogik texnologiya, uning jadallashuvi uchun xizmat qilmoqda. 80-yillaming boshidan pedagogik texnologiya deb ta'limning kompyuterli va axborot texnologiyalarini yaratishga aytilgan. Ta'lim texnologiyalari muammolari, pedagogik innovatsiyalaming ulkan tajribasi mualliflik maktablari, ilg'or o'qituvchilar faoliyati doimo umumlashtirish va tizimlashni talab etadi. Asos tizim hosil qiluvchi markaz sifatida pedagogika uchun yangi tushuncha «texnologiya» va pedagogik jarayonlar tahlili va loyihalashga yangi «texnologik yondashuv»ni qo'llash maqsadga muvofiq.

Maxsus ta'lim jarayonida ta'lim metodlarini tanlashda quyidagi umumiy shartlarga amal qilish maqsadga muvofiqdir:

1. Ta'lim metodlarining yetakchi va umumiy ta'lim tamoyillariga muvofiq kelishiga erishish;
2. O'zlashtirilayotgan mavzu xususiyatini inobatga olish;
3. Ta'lim maqsadiga erishish va pedagogik vazifalaming ijobiy yechimini ta'minlashga xizmat qilaolishiga ishonch hosil qilish;
4. O'quvchilarning o'quv imkoniyatlarini e'tiborda tutish;
5. Pedagogik jarayon davomida turli xil tashqi omillaming ta'siri va kutilmagan holatlar, vaziyatlardan chiqib keta olishga tayyor bo'lish.

Rivojlanishida muammosi bo'lgan bolalarni o'qitish jarayonida korreksion-tarbiyaviy ishlarni amalga oshirishga oid bilimlarni egallashga, maxsus ta'lim jarayonida ijodiy izlanuvchanlik bilan yondoshish, mulohazalar zanjirini mantiqiy qurish, qiziqarli materialni tanlash, o'rganilayotgan obyektlarning xossalarni isbotlash bo'yicha malakalar va ko'nikmalarni shakllantirishga, o'z bilim va malakalarini mustaqil to'ldirib borish ko'nikmalarini rivojlantirishda pedagogik texnologiyalarni qo'llash ijobiy samara beradi. Maxsus ta'limda pedagogik texnologiyalarni qo'llash bo'yicha ilg'or tajribalar tahlili pedagogik texnologiya funksiyasiga aniqlik kiritish va uning konseptual modelini qurishga oid yondashuv variantini asoslash imkonini berdi. Maxsus ta'limda ta'lim maqsadini amalga oshirishda turli ta'lim metodlarini tanlashda eng asosiy omil sifatida o'quv mashg'ulotlarining didaktik vazifasi inobatga olinadi. Misol uchun:

Rivojlanishida muammosi bo'lgan bolalar so'zlashuv nutqini rivojlantirishi jarayonida quyidagi usul ijobiy natija beradi: «1» dan «10» gacha raqam yozilgan qog'oz bo'laklari o'qituvchi stoliga qo'yiladi yoki qo'lida bo'ladi. O'qituvchi o'quvchilariga «omadini sinab ko'rishini taklif etadi. Qaysi o'quvchiga necha raqami chiqsa, shunga sodda gap tuzish kerak. Muhimi, ikki va undan katta raqam chiqqan bo'lsa, mazmunan o'zaro bog'liq matn tuzish kerak. Mavzu erkin. O'quvchilar tomonidan tuzilgan gaplar ko'chirgan ma'no xususiyatlari ham aniqlanishi zarur.

Rivojlanishida muammosi bo'lgan bolalar yozma bog'langan nutqini rivojlantirish, o'quvchilarni qiziqtirish va e'tiborini bir nuqtaga jalb etish uchun quyidagi topshiriq beriladi. O'quvchi yonida o'tirgan sherigiga o'z tilaklarini bildirishi kerak. Bu topshiriq shaklini biroz o'zgartirish mumkin. Ota-onasiga, boshqa mamlakatda yashovchi do'stiga maktub yozish topshiriladi. Bunda, albatta xat matnida qo'llangan gaplarning mazmuniy xususiyatlari aniqlanishi lozim bo'ladi.

Xulosa o'rnida shuni ta'kidlash joyizga pedagogik texnologiyalarning o'z o'rnida qo'llanilishi sog'lom bolalar hamda alohida yordamga ehtiyoj bo'lgan bolalar ta'lim sifatini oshirish uchun ham o'z samarasini ko'rsatadi.

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ХИРУРГИЧЕСКОЕ ЛЕЧЕНИЕ ВРОЖДЕННОЙ КАТАРАКТЫ

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АННОТАЦИЯ

Проблема амблиопии в детской офтальмологии продолжает оставаться весьма актуальной. Нарушение зрения, вызванное врожденной катарактой, может привести к развитию обскурационной амблиопии, которая характеризуется стойким снижением зрения. Раннее выявление детей с обскурационной амблиопией, в частности, своевременное хирургическое лечение (экстракция катаракты с имплантацией ИОЛ) врожденной катаракты способствуют устранению слабовидения у детей младшего возраста и улучшению их психосоматического состояния. Обскурационная амблиопия является одной из основных причин низких функциональных результатов после экстракции врожденной катаракты.

Ключевые слова: врожденная катаракта, экстракция катаракты, обскурационная амблиопия, хирургическое лечение катаракты, лечение амблиопии.

SURGICAL TREATMENT OF CONGENITAL CATARACTS

ABSTRACT

The problem of amblyopia in pediatric ophthalmology continues to be very relevant. Visual impairment caused by congenital cataract can lead to the development of obscurational amblyopia, which is characterized by persistent vision loss. Early detection of children with obscurational amblyopia, in particular, timely surgical treatment (cataract extraction with IOL implantation) of congenital cataract contribute to the elimination of low vision in young children and improvement of their psychosomatic state. Obscurational amblyopia is one of the main reasons for poor functional results after congenital cataract extraction.

Keywords: congenital cataract, cataract extraction, obscurational amblyopia, cataract surgery, amblyopia treatment.

ВВЕДЕНИЕ

Эпидемиология врожденной катаракты является самым частым пороком развития глазного яблока и составляет около 60,0% [1, 6]. Встречается относительно редко – 7 случай на 100 000 детей. [9]. Врожденная катаракта относительно редко встречается в изолированном виде, часто сочетается с другими патологическими изменениями органа зрения, которые наблюдаются у 36,8-77,3% детей: косоглазие, нистагм, микрофтальм, микрокорнеа и другие аномалии роговицы, а также изменениями стекловидного тела, сосудистой оболочки, сетчатки и зрительного нерва [4, 5, 7].

Одной из причин раннего лечения врожденных катаракт у детей является предупреждение развития обскурационной амблиопии – при наличии какого-либо препятствия для зрения, в данном случае, помутнения хрусталика. При несвоевременном хирургическом лечении врожденной катаракты часто наблюдается этот вид амблиопии [2, 3]. Это связано с отсутствием взаимосвязи между сетчаткой и корой головного мозга. Такой тип амблиопии развивается в результате окклюзии зрительной оси в раннем возрасте, что приводит к отсутствию стимуляции фовеа [5, 8].

ЦЕЛЬ ИССЛЕДОВАНИЯ

Изучить остроту зрения у больных с врожденной катарактой до и после хирургической коррекции, а также провести лечение обскурационной амблиопии.

МАТЕРИАЛ И МЕТОДЫ ИССЛЕДОВАНИЯ

Под наблюдением находилось 20 больных с врожденной катарактой. По распределению пола девочек было 12, а мальчиков - 8. Возраст больных варьировался от 1 до 12 лет, в среднем составил 5,2.

Все больные были прооперированы на отделения глазных болезней многопрофильной клиники Самаркандского государственного медицинского университета.

Дооперационные методы исследования включали: визометрию по таблице Орловой, измерение внутриглазного давления на пневмотонометре, а также апплационным тонометром грузом 10,0 гр., биомикроскопию на щелевой лампе ЩЛ-56, УЗИ исследование глаз на аппарате STRONG (Китай), офтальмометрию, рефрактометрию на аппарате Suppre (Китай), определение угла косоглазия по Гиршбергу, непрямую и прямую офтальмоскопию с узким и широким зрачком. При расчете ИОЛ использовались данные следующих параметров: преломляющая сила роговицы, переднезадний размер, глубина передней камеры. Имплантация интраокулярной линзы была первичной или вторичной в зависимости от возраста. Пред- и послеоперационная оценка проводилась посредством офтальмологических консультаций с ортоптическими измерениями.

Исходная острота зрения варьировала от правильной светопроекции до 0,09.

По виду катаракты были распределены на следующие: полные катаракты имели место у 15 (75%) больных, слоистые - у 5 (25%) больных. Сопутствующая патология глаз была у 2 (10%) - микрофтальм, у 5 (25%) - горизонтальный нистагм, у 3 (15%) – косоглазие.

Противопоказаниями к операции со стороны организма ребенка явились общесоматические и неврологические нарушения врожденного и раноприобретенного характера, при которых имелись противопоказания для дачи общего наркоза.

Техника операции: Всем больным произведена туннельная экстракция катаракты под общим наркозом. Обработка операционного поля бетадином 1% 3 раза, векорасширитель. Применение новых технологий при операциях врожденных катаракт определяют изменения «традиционных» этапов этих вмешательств.

РЕЗУЛЬТАТЫ

Осложнения во время операции: повреждение задней капсулы - 20%. Причинами ее повреждения были наличие кальцификатов, плотно лежащих на

капсуле, очень тонкая, несформированная, задняя капсула, которая самопроизвольно вскрывалась на заключительных этапах операции даже при очень незначительном травмировании.

В раннем послеоперационном периоде наблюдались: отек эндотелия и роговицы – 35%. В течение 3-х дней закапывали еже часно 0,1% раствор дексаметазона и 0,5% раствор левомецетина. На амбулаторное лечение и наблюдение больные выписывались через 5-6 дней после операции.

В отдаленном периоде помутнение задней капсулы (ПЗК) было основным послеоперационным осложнением: 28,5% при односторонней катаракте и 33,3% при двусторонней катаракте. Время наблюдения составило 2,0 года.

Повышение остроты зрения в ранние сроки после операции отмечали у всех детей. У большинства детей острота зрения, определенная субъективными методами, повысилась от 0,3 до 0,7.

ОБСУЖДЕНИЕ

Чаще всего, интраоперационные и ранние послеоперационные осложнения отмечены у детей первого года жизни. По нашим данным, мы связывали с недостаточным расширением зрачка, обусловленное анатомо-физиологическими особенностями радужки в этом возрасте. Наличие узкого или недостаточно расширенного зрачка составляет особенность операций у детей 1 года жизни, представляя трудности выведения хрусталиковых масс.

После оперативного лечения острота зрения вдаль повышается не всегда значительно, но все пациенты отмечали субъективное улучшение остроты зрения, снижалась утомляемость глаз, повышался зрительный комфорт вблизи, пациенты отмечали усиление четкости изображений, уменьшение косоглазия. Кроме того, улучшалось общее состояние детей: они становились более спокойными, уравновешенными (по мнению родителей).

Подход к лечению локальной врожденной катаракты в каждом случае должен быть персонализированным. При наличии врожденной катаракты, и обскурационной амблиопии, необходим комплексный подход, включающий

хирургическое лечение врожденной катаракты с имплантацией торической интраокулярной линзы и консервативное стимулирующее лечение в послеоперационном периоде. Проведение имплантации ИОЛ у детей эффективно, но требует увеличения периода послеоперационного наблюдения для достоверности оценки и дальнейших исследований.

Заключение. Хирургия врожденной катаракты представляется безопасной и эффективной в сочетании с ранним и добросовестным лечением обскурационной амблиопии. Туннельная экстракция врожденной катаракты с имплантацией ИОЛ обеспечивает высокие функциональные результаты. Двусторонняя врожденная катаракта имеет лучший визуальный результат, чем односторонняя катаракта.

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ПРИМЕНЕНИЕ ЗАДНЕКАМЕРНЫХ ФАКИЧНЫХ ИОЛ ПРИ КОРРЕКЦИИ МИОПИИ ВЫСОКОЙ СТЕПЕНИ

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АННОТАЦИЯ

Проведено 40 операций имплантации заднекамерной факичной ИОЛ модели РСК-3 у 20 больных (40 глаз) в возрасте от 18 до 28 лет. На 3-4 день после операции достигнута высокая острота зрения 0,7–0,8 с коррекцией. Рефракция снизилась до эметропической. В отдаленные сроки жалоб со стороны больных не отмечалось. Метод имплантации факичных ИОЛ характеризуется точностью и стабильностью рефракционного эффекта.

USE OF POSTERIOR CHAMBER PHAKIC IOLS IN THE CORRECTION OF HIGH MYOPIA

ABSTRACT

40 operations were performed to implant a posterior chamber phakic IOL model RSK-3 in 20 patients (40 eyes) aged 18 to 28 years. On days 3-4 after surgery, high corrected visual acuity of 0.7–0.8 was achieved. Refraction decreased to emmetropic. In the long term, no complaints were noted from the patients. The method of implanting phakic IOLs is characterized by the accuracy and stability of the refractive effect.

ВВЕДЕНИЕ

Коррекция высокой близорукости с целью сохранения полноценной остроты зрения актуальна, как в социальном, так и в научном плане.

Одним из направлений в рефракционной хирургии, особенно интенсивно разрабатываемым и изучаемым в течение последнего десятилетия, является имплантация отрицательной корригирующей линзы (ИОЛ) внутрь глаза при сохранении собственного прозрачного хрусталика [1, 4, 7]. Благодаря непрерывному совершенствованию материалов, технологии изготовления факичных ИОЛ, улучшению методики расчета и размера искусственного хрусталика, методов их имплантации, появлению нового инструментария и медицинских препаратов, позволяющие данной технологии быть безопасной для коррекции миопии высоких степеней, данный метод является правильным и нередко единственной безопасной альтернативой другим методам. [3, 6]. При этом можно точно прогнозировать рефракционный эффект и достигать высоких функциональных результатов, сохраняя аккомодацию.

Таким образом, комплексный подход к проблеме оптической коррекции миопии высокой степени осуществляется по следующей схеме: очковая коррекция→коррекция контактными линзами→хирургическая коррекция.

В последние годы повысился интерес к коррекции миопии высокой степени путем имплантации отрицательной ИОЛ в факичный миопический глаз (ФИОЛ) через малый, самогерметизирующийся разрез при сохранении собственного прозрачного хрусталика [2, 5].

ЦЕЛЬ ИССЛЕДОВАНИЯ

Изучить эффективность метода имплантации факичной ИОЛ с целью коррекции миопии высокой степени, а также влияние данной операции на анатомо-оптические параметры глаз.

МАТЕРИАЛ И МЕТОДЫ ИССЛЕДОВАНИЯ

Нами было обследовано 20 больных в возрасте от 18 до 28 лет с миопией высокой степени, которые находились на амбулаторном и стационарном лечении в отделении глазных болезней многопрофильной клиники Самаркандского Государственного медицинского университета и офтальмологическом центре профессора А.А. Юсупова.

Жалобы больных заключались в трудной переносимости, а иногда, и в абсолютной непереносимости очков или контактных линз, в быстрой утомляемости глаз, в дискомфорте зрительного анализатора, в головокружении, в чувстве тяжести в области глаз, в покраснении глаз после незначительной работы на близком расстоянии. Ношение толстых очков мешали больным выполнять свою работу: они давили переносицу, ограничивали поля зрения. Кроме того, даже при недлительном использовании корректирующих средств, острота зрения не удовлетворяла их бытовые и профессиональные потребности. Благодаря операции они хотели бы избавиться от неэстетических очковых линз и, тем самым, улучшить свой внешний вид. Большинство пациентов предпочли операцию по профессиональным мотивам, из-за выраженных астенопических явлений, возникающих при зрительных нагрузках. Ношение контактных линз приводило к синдрому «сухого глаза», покраснению глаз, конъюнктивиту, кератиту. Лазерная коррекция была противопоказана из-за тонкой роговой оболочки.

Всем пациентам проводилось полное офтальмологическое обследование по традиционной методике. Для оценки состояния функций органа зрения и преломляющего аппарата проводились следующие методы исследования: визиометрия по стандартной таблице Головина и Сивцева, скиаскопия после мидриаза, рефрактометрия и офтальмометрия на аппарате «Huvitus», биомикроскопия, офтальмоскопия, УЗИ глаза, ультразвуковая биомикроскопия (УБМ) и оптическая когерентная томография (ОКТ) переднего и заднего отдела глаза, пахиметрия и топография роговицы, объем аккомодации на проксиметре.

До операции особое внимание уделялось величине остроты зрения без и с полной очковой коррекцией, а также и с контактной коррекцией. На операцию отбирались больные с величиной остроты зрения с коррекцией не менее 0,2. При исследовании переднего отрезка глаза методом биомикроскопии роговица была прозрачной, рельеф и рисунок радужной оболочки без особенностей, содружественная и прямая реакции зрачки на свет были сохранены. По данным ультрабиомикроскопического исследования глубина передней камеры варьировала от 3,2 до 3,6 мм (в среднем 3,35 мм). При офтальмоскопии у 8 больных отмечалась периферическая хориоретинальная дистрофия сетчатки, которая до проведения операции предварительно подвергалась профилактической периферической лазерной коагуляции. Кератотопография показала толщину роговой оболочки, которая в центральной зоне была меньше, чем норме (в среднем 4,81 мкм). Рефракция находилась в пределах от -10,0 до -14,0 дптр (в среднем -12,5 дптр). Из общего количества пациентов у 14 была диагностирована анизометропия, из них у 5 - была выявлена разница более 3 дптр. Методика расчета ФИОЛ была подобрана по специально предложенной таблице и номограмме, разработанной в МНТК «Микрохирургии глаза», на ультразвуковом диагностическом аппарате «OcusanRXP» фирмы «Alcon» в режиме А – сканирования:

- при миопии от 7 до 11 дптр добавлялась 1 дптр и от этого значения отнималась 1 дптр,

- при миопии от 11 до 15 дптр использовалась ИОЛ той же силы,

- при миопии от 16 до 20 дптр сила ИОЛ уменьшалась на 1 дптр.

Внутриглазное давление у всех больных было в пределах нормы. Всем больным за неделю до операции под местной парабульбарной анестезией была проведена лазерная иридэктомия.

Всем больным на обоих глазах была выполнена традиционная имплантация мягких, заднекамерных факичных интраокулярных линз модели РСК-3 производства ООО «НЭП Микрохирургии глаза». Оптическая сила

имплантируемых ИОЛ варьировала от – 8,0 дптр до – 14,0 дптр, что в среднем составляла – 9,75 дптр.

Техника операции: операционное поле обрабатывалось раствором бетадина 3-хкратно. Операция проводилась под местной анестезией. Эпibuльбарно в глаз закапывали 3 раза раствора алкаина 1%, ретробульбарно вводили 2% раствор лидокаина 4 мл. Глазную щель расширяли блефаростатом. На 12 часах через туннельный самогерметизирующийся разрез шириной до 4 – 5 мм кератомом производился парацентез на 3 часах длиной 2,4 мм, через который в переднюю камеру вводился вискоэластик. Хрусталик выводили через разрез в заднюю камеру и имплантировали в камеру с помощью инжектора гибкую ИОЛ (OcuflexAcryso). Вискоэластик удалялся по технологии «push – push» с помощью канюли Симкоэ. В зависимости от характера роговичного астигматизма, либо расширялся парацентез до 2,8 мм, либо производился в сильном меридиане дополнительный тоннельный разрез ножом в 2,8 мм. Переднюю камеру и офтальмотонус восстанавливали физиологическим раствором, а также проводили гидратацию краев разреза. Наложения швов не требовалось.

РЕЗУЛЬТАТЫ

Серьезных осложнений в момент операции не наблюдалось. Сроки наблюдения операции составили от 1 года до 6 лет.

Операционный и послеоперационный периоды протекали гладко. В раннем послеоперационном периоде все больные получали макситрол по 2 капли 6 раз в день 20 дней, за исключением 2 больных, у которых отмечался транзиторная офтальмогипертензия в результате зрачкового блока. Приступ купировался медикаментозным миозом путем закапывания 0,5 % раствора тимолола – по 2 капли 2 раза в течение 3 дней и внутрь таблеткой 0,25 г диакарба – 2 раза в день. После чего больным была произведена дополнительная лазерная иридэктомия.

Острота зрения больных на 3–4 день после операции превысила величину остроты зрения до операции, то есть повысилась до 0,5 – 0,6 без коррекции, а коррекцией 0,7 – 0,8.

Через месяц некорригированная острота зрения в среднем составила $0,65 \pm 0,11$, что превысила результат дооперационной коррекции остроты зрения в среднем на 35%. Потеря корригированной остроты зрения не была выявлена ни в одном случае. Рефракция у 18 больных снизилась до эметропической, у 2 – до слабой миопической, в диапазоне сферического компонента от $-0,25$ до $-0,75$ дптр и цилиндрического компонента до $-0,5$ дптр лишь в одном случае.

В отдаленные сроки жалоб со стороны больных не отмечалось.

ОБСУЖДЕНИЕ

Одним из особых аспектов наблюдения данных больных явилось изучение эффективности операции на субъективных ощущениях пациентов, так как все больные были людьми работоспособного возраста, работая в различной отрасли народного хозяйства. После проведенной операции значительно улучшилась работоспособность больных на близком расстоянии, чувство усталости глаз уменьшилось, субъективно расширились границы периферического зрения. У больных появилась уверенность, целеустремленность, навсегда исчез страх слабовидения, они избавились от ношения толстых очков и мучительных контактных линз. Они себя считали полноправными членами общества, увеличивался круг их профессиональной деятельности.

ЗАКЛЮЧЕНИЕ

1. Коррекция миопии высокой степени методом имплантации ФИОЛ модели РСК – 3 производства ООО «НЭП Микрохирургии глаза» является весьма эффективным методом.

2. Рефракция глаз стала в пределах физиологической эметропии, острота зрения значительно улучшилась, объём и запас аккомодации восстановились – усилились, анатомо-физиологические параметры глаз стабилизировались.

4. Размещенная внутри глаза корригирующая линза значительно превосходит по качеству изображения экстраокулярные средства коррекции.

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ҚАРАҚАЛПАҚСТАНЛЫ ЖАҰЫНГЕРЛЕРДИҢ ЕКИНШИ ЖӘХӘН УРЫСЫНДАҒЫ ЕРЛИКЛЕРИ

Айзада Қурбаниязова

НМПИ академиялық лицей

тарих пәни оқытыушысы

АННОТАЦИЯ

Екинши жахән урысында Қарақалпақстанлы жауынгерлериниң фашистрлерге қарсы қахарманларша гүреси, Қарақалпақстанлылардың жауынгерлик тарихый сауашлары ҳаққында баян етиледі.

***Гилт сөзлер:** Батыс фронт, 97-Қарақалпақ миллий бригадасы, Сталинград (Волгоград) сауашы, Курск жанындағы (1943-жыл, июл) тарихый сауаш, Ленинградты азат етиу ушын болған сауашлар, Кызыл Жұлдыз ордени, «Даңқ» ордени.*

Екинши жахән урысында Өзбекистан хәм Қарақалпақстанлы жауынгерлер де фашистрлерге қарсы қахарманларша урысты. Москваны душпаннан қорғауға Қарақалпақстаннан Ж.Жумағулов, Н.Досымбетов, К.Бекбаулиев, А.Алланиязов, Х.Бекмуратов, А.Жиёмуратов, Қ. Әбдиреймов хәм басқа да жауынгерлер қатнасты. Москва түбиндеги урыста Қарақалпақстанлы жауынгер Жеңисбай Жумағулов фашистрлердиң бир топары 25 метрдей жақынласып келген ўақытта душпанға пулемёттан оқ жаўдырды, себеби оның жаўынгер дослары В.Фёдоров хәм Иванов пулемёт қасында аўыр жарадар болып жатыр еди. Пулемётши Ж.Жумағулов қызыл әскерлер келгенше өз орнын қахарманлық пенен қорғады. Бул сауашта душпанның 150 ден аслам әскер хәм офицерлер тутқынға алынды.

Қарақалпақлы жигит Ражаб Бегшанов Батыс фронттың саясий басқармасының баслығы генерал-Полковник Кузнецов Қарақалпақстан ұялаятлық партия комитетиниң секретарына былай деп жазды: «Төрткүл районының Киров атындағы колхозының бұрынғы ағзасы сержант Ражаб Бегшановтың даңқы пүткил Батыс фронтқа жайылды. Р.Бегшанов дивизиядағы ең жақсы снайперши болып, ол 132 фашистти жоқ етті». Ражаб Бегшанов Қызыл Жұлдыз ордени менен сыйлықланды.

1941-жылы сентябрьдеги мәмлекетлик қорғаныў комитетиниң фронт ушын миллий бригадалар дүзиў ҳаққындағы қарарына муўапық Қарақалпақ миллий бригадасы дүзилди ҳәм оның қурамына 4300 ге жақын Қарақалпақстанлы жаслар болды. Ол 97-Қарақалпақ атқышлар бригадасы деп аталды. Бригаданың фронтқа әскерий таярлығы Бухара ұялаяттындағы Каттақорғанда болды. Таярлық тамам болғаннан кейин бригада барлығы бирге емес, ал бирнеше фронтларға таратылып жиберилди. 97-Қарақалпақ миллий бригадасының саясий бөлиминде лейтинант Т.Бекимбетов (соң пединститут директоры) , капитан К.Айымбетов (соң илим докторы ҳәм профессор) ҳәм басқа да халқымызға белгили адамлар бар еди. Бул бригаданың барлық солдат ҳәм офицерлери фашистлерге қарсы қаҳарманларша урысты ҳәм орден және медаллар менен сыйлықланды.

Сталинград (Волгоград) саўашы 1941-жыл 17-июлден 1943-жыл 2-февраль аралығында болды. Бул дәўирдеги саўашларға Қарақалпақстаннан М.Матназаров, А.Карибаев, Х.Мамутов, А.Султанов, М.Махмудов, Б.Бабаев, О.Көптилеўов ҳәм басқалар қатнасты.

Курск жанындағы (1943-жыл, июл) тарийхый саўашта Қарақалпақстанлылар жаўынгерлик даңққа бөленди. Хожелиден урысқа кеткен аға лейтинант М.Махмудов өзиниң кишкене отряды менен бирге Курск ұялаяттының Дековский районындағы Сапилова аўылын фашистлерден азат етті. Саўашта көрсеткен батырлығы ушын М.Махмудов 1-дәрежели ўатандарлық урыс ордени менен сыйлықланды. Фашистлерге қарсы саўашта «N» ҳаўа полкиниң радисти Худайберген Мамутовтың ерлиги айрықша болды. Ол өз

самалётының экипажы менен 1941-жылы 1-25-июл аралығында душпанға 23 рет табыслы хужим жасады. 1943-жылы 7-сентябрьде Х.Мамутов Гастеллоның қахарманлық ерлигин тәкирарлап, өз командири менен бирге набыт болды.

Солай етип, жаўынгерлер фашистлерге қарсы урыс барысындағы түпкиликли бурылысқа өз үлеслерин қосты.

Ленинградты азат етиў ушын болған қатаң саўашларға Қарақалпақстаннан Ж.Искендеров, Ж.Жуманиязов, А.Оразымбетов, К.Дәўлетов, А.Жәлменов, У.Юсупов хәм басқалар қатнасып душпанға қарсы қахарманлық урыс жүргизди.

Қарақалпақстанлы капитан А.Оразымбетовтың ленинград хәм Псковтағы урысларды қахарманлық аты шықты. Ол 1944-жылы март айында өз командириниң тапсырмасы бойынша жаўынгер Л.Фомишев пенен екеўи барлаўға шығады. Ол жаўынгерлик тапсырманы орынлап, басынан жараланған жолдасы Ленинградлы сержант Л.Фомишевити қәўипли зонадан алып шығып қайтады. Саўашта көрсеткен ерлиги ушын А.Оразымбетов-Қызыл Жұлдыз орденин алыўға мияссар болды.

1941-1945-жыллары Қарақалпақстаннан фронтқа кеткен хәм фашистлерге қарсы урыста айрықша мәртлик көрсеткен 20 дан аслам жаўынгер Советлер аўқамының қахарманы атағын алыўға мияссар болды. Олар О.Абдуллаев, Б.Бабаев, М.Балмағамбетов, И.С. Банифатов, Д.В.Бернатский, М.А.Булатов, О.Жуманиязов, Ж. Қалдықараев, Ж. Қарақулов, И.Д.Лебедев, И.Ф. Махорин, И.Наўрызбаев, П.К.Нурпейсов, А.А.Пишулин, Н.А.Сараев, А.М.Симанов, Б.Е. Тихомолов, А.Д.Трашков, А.С.Умеркин, Ф.Ф.Шепуринлар еди. Ал, 6 жаўынгер I,II,III дәрежелі «Даңқ» орденлерин алыўға мияссар болды, олар-А.Аманбаев, Е.П.Беспалов, А.М.Зайка, Ж.Калимбетов, Т.Отемуратов, Р.К.Сайыпназаровлар еди.

Урыста жаўды жеңип, елге кайтып келген урыс ветеранлары елимиздин парахат раўажланыўы ушын мийнет етти. Олар: Р.Сапаров, М. Қәлимбетов, академик С.Камалов, К.Абдиров, Ж.Жиёмуратов, Д.Жумабаев, Ж.Мамбетзадиев, Н.Матмуратов, С.Жумамуратов, Д.Ожраев, Т.Шербекөв, Ж. Қойлыбаев, Ж.

Қутлымуратов, А.Панабергенов, У.Рахметуллаев, А.Нурушов, М.Абдиреймов, Ю.Даўлетов, Т.Даўлетмуратов, Д.Даўлетмуратов жазыўшылардан Ж.Аймурзаев, Б.Кайыпназаров, Т.Сейтжанов, Т.Абдимуратов ҳәм тағы басқалар.

Олар бизиң мақтанышымыз ҳәм қәдирдан устазларымыз болып есапланады. Қарақалпақстанлы жаўынгерлердиң фронттағы қаҳарманлықлары ҳақында тарийхый ўақыялар жүдә көп. Олар арнаўлы изертлеўлер, сахналық көринислер ҳәм кинолар түсириўге ылайық.

THE DEVELOPMENT OF THE REAL SECTOR OF THE ECONOMY AND THE TRANSITION TO A "GREEN ECONOMY"

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ABSTRACT

The article examines the relationship between ecology and economics, the impact of the country's economic activity on the environment, as well as its results. The advantages of the transition to a "green economy" will be highlighted to significantly reduce the environmental risks associated with the country's economy and its production. In addition, this article also analyzes and explores the annual reports of the World Bank on the transition to a "green economy".

Keywords: *sustainable development, environment, environmental sustainability, environmental problems, "green economy", renewable energy sources, "green" transition, "green" jobs*

АННОТАЦИЯ

В статье рассматривается взаимосвязь между экологией и экономикой, влияние экономической деятельности страны на окружающую среду, а также ее результаты. Будут освещены преимущества перехода к "зеленой экономике", позволяющие значительно снизить экологические риски, связанные с экономикой страны и ее производством. Кроме того, в этой статье также анализируются и исследуются ежегодные отчеты Всемирного банка о переходе к "зеленой экономике".

Ключевые слова: *устойчивое развитие, окружающая среда, экологическая устойчивость, экологические проблемы, "зеленая экономика", возобновляемые источники энергии, "зеленый" переход, "зеленые" рабочие места.*

ANNOTATSIYA

Maqolada ekologiya va iqtisodiyot o'rtasidagi munosabatlar, mamlakat iqtisodiy faoliyatining atrof-muhitga ta'siri va uning natijalari ko'rib chiqiladi. Yashil iqtisodiyotga o'tishning afzalliklari ta'kidlanadi, bu mamlakat iqtisodiyoti va uni ishlab chiqarish bilan bog'liq ekologik xavflarni sezilarli darajada kamaytiradi. Bundan tashqari, ushbu maqola Jahon bankining yashil iqtisodiyotga o'tish bo'yicha yillik hisobotlarini ham tahlil qiladi va o'rganadi.

Kalit so'zlar: barqarorlik, atrof-muhit, ekologik barqarorlik, ekologik muammolar, yashil iqtisodiyot, qayta tiklanadigan energiya, yashil o'tish, yashil ish o'rinlari

INTRODUCTION

The economic reforms carried out in recent years have created favorable conditions for Uzbekistan's transition to the next stage of market reforms. Economic reforms are more "green", and this process may be more beneficial for Uzbekistan if the economy is stable [1].

In fact, according to UNEP (the United Nations Environment Programming), the "Green economy" is an economy that contributes to "improving human well-being and social justice, as well as significantly reducing environmental risks and environmental scarcity." After all, the green economy is a new stage of development aimed at creating environmentally friendly products based on clean or "green" technologies that include new technologies, ecosystems that help and benefit nature. In addition, this system will undoubtedly directly open the way for new sectors of the economy that will help improve the nature of the country.

Due to the fact that the "green" transition for the economy of our country is a new stage, research on this issue has not yet been conducted. However, the World Bank is still conducting a number of studies and discussions. Below are a number of opinions based on these discussions regarding the measures taken towards a green economy, which are at the heart of the strategy for the transition to a green economy.

ANALYSIS AND RESULTS

Uzbekistan is taking a step towards a "green" transition, because a "green" transition is not an independent process, but an integral part of the transition to a sustainable and inclusive market economy. Abroad, the "green growth" economic policy implementing this transition has been adopted by the Organization for Economic Cooperation and Development (OECD) as a strategic direction for the long-term (until 2030) development of all Azo [2]. A step towards a "green" economy can be complemented by the introduction of innovative fiscal instruments. Economic modeling of the carbon and fuel tax can help the government better identify incentives for wider adoption of clean energy and clean fuels. According to a study by the Organization for Economic Cooperation and Development, if existing production methods and consumption levels are maintained, the flora and fauna of the world will grow from 61 to 72 percent in 2050 compared to 2000, which, in turn, may lead to the irreversible disappearance of 7.5 million square meters of natural areas. Rational and efficient use of the world's natural resources instead of information can save US\$ 2 trillion per year for the next generation by 2050 [3]. The sad thing is that in developed countries, from 1 kg to 3 kg of solid household waste per capita is generated daily. In the US, this figure increases by 10 percent every 10 years. And in Russia, the area of landfills is 2000 square meters. In the UK, in fact, over the past 5 years, 7 million tons of waste have been recycled and reused within the framework of special programs. This is 6 million. greenhouse gas emissions into the atmosphere, 10 million tons of primary materials and 10 million liters of water savings. There are 8 thousand 700 in this area a workplace has been created. This, in turn, proved how useful the green economy is for the country's economy and the creation of new jobs [4].

According to a study conducted by the World Bank, the directions of the formation of a "green economy" :

- Development of renewable energy sources;
- Improvement of the waste management system;
- Improvement of the water resources management system;

Development of "clean", sustainable "green" transport;
Development of organic farming in agriculture;
Improving energy efficiency in housing and communal services;
Improving the efficiency of ecosystem conservation and management;
Creation of "green technologies" and development of sales markets.

Uzbekistan's transition from a planned economy to a market economy in 2016 began. Market reforms have intensified in many important industries. The government managed to implement reforms during the COVID pandemic, while reducing poverty, supporting economic growth and stabilizing the economy. These efforts have yielded the intended results, and today people in Uzbekistan feel an improvement in well-being and living conditions. At the next stage of economic reforms, the goal is to halve poverty and turn Uzbekistan into a country with above-average incomes (UMIC) by 2030. By implementing "green" goals in economic reforms, Uzbekistan will be able to strengthen the transition process and increase profits from this process. This synergy is also recognized in the "strategy of transition of the Republic of Uzbekistan to a green economy".

So why should Uzbekistan switch to a "green economy"? This is caused by a number of factors, including:

- ✓ Most of the energy consumed in the national economy is produced using non-renewable natural resources.;
- ✓ Limited supply of these resources;
- ✓ Environmental pollution as a result of rapid industrial development;
- ✓ Lack of water;
- ✓ Environmental problems associated with the drying up of the Aral Sea are increasing.
- ✓ Uzbekistan for the last thirty years of independence and reforms

Thanks to environmental protection and forestry measures, significant progress has been made in combating the effects of climate change. Current national environmental plans, as well as goals, remain central elements of the transition to a

low-carbon and "green" economy. But there are still problems with the lack of irrigation and drinking water, reliable electricity supply, which include recent large-scale power outages, unprecedented sand and dust storms may be evidence. These problems, which negatively affect people, communities, the environment and infrastructure, are a reminder that much more needs to be done to ensure a "green" future of Uzbekistan [5].

The Government of Uzbekistan strives for a model of economic growth based on sustainable and efficient use of natural resources, low-carbon energy, pollution reduction and preparedness for the consequences of natural disasters and climate change. After all, sustainable development is a state of long-term balanced, continuous economic development based on full satisfaction of the needs of the population, and development that does not jeopardize the ability to meet the needs of future generations is sustainable economic development.

The objects of sustainable development according to the traditional approach are:

- ✓ Maximizing economic growth and fully satisfying the needs of the market system;
- ✓ Market failures can be corrected with the help of the macroeconomic policy of the state.
- ✓ According to the approach to sustainable development:
- ✓ Maximizing economic growth and meeting the needs of the population will ultimately lead to an increase in the well-being of the population.;
- ✓ Violation of nature leads to social relations in society, reduction of production and consumption, increase in poverty;
- ✓ Along with natural resources, economic progress is provided by information and cognitive resources.;
- ✓ Many types of natural resources are not valuable, but are a source of economic scarcity and decline.;
- ✓ Methods of measuring wealth accumulation do not take into account the depletion and degradation of natural resources;

✓ With the development of the economy, traditional natural resources are reduced.

International development partners "green" of Uzbekistan until 2030 helps in the implementation of the transition strategy [6] and the development of a long-term perspective of decarbonization of the economy by 2050.

Green economy ("green economy") the purpose of the concept is to ensure sustainable economic growth and increase investment activity, while improving the quality of environmental protection and social integration.

The agreed green growth priorities include:

- Disaster preparedness and resilience to climate change by protecting the population, providing financial and other emergency assistance to affected areas, population groups and economic sectors;
- Market reforms, inclusive policy in the field of agriculture and water management, sustainable and efficient use of natural resources through the involvement of the private sector in relevant processes;
- "Green" development of industry and economy by reducing emissions, modernizing enterprises, improving energy efficiency and reducing greenhouse gas emissions;
- "Green" investments and innovations to support the "green" transition of economic sectors;
- Support to the population and territories most affected by sustainable and inclusive urbanization and the transition to a green economy, including the development of competencies and the creation of green jobs.

The Waste Management Strategy for 2019-2028 is aimed at optimizing the collection of urban waste and improving management in the transition to a regional approach. Waste management should be addressed comprehensively, taking into account the sustainability of operations, financing, legislation, monitoring and enforcement, environmental management and social integration aimed at achieving long-term sustainability for the entire population.

It is gratifying that “Hamkorbank”, one of the first private banks in Uzbekistan, cooperates with the Dutch development Bank on "green" loans in order to finance environmentally friendly technologies and equipment that reduce environmental emissions and energy consumption, as well as the introduction of energy-saving heating and cooling systems. This direction is a novelty both for domestic entrepreneurs and for the Partner Bank itself.

CONCLUSIONS AND SUGGESTIONS

Today, Uzbekistan understands the unique opportunity to overcome the growth thresholds according to its current development model and strengthen its economic competitiveness in the global market, which is becoming more and more aware of the climate and ecology. Building on the acceleration of structural reforms, the country is taking steps for its economy, people and the planet to chart the path to a "green" model of low-carbon growth and climate resilience based on flexible, inclusive, sustainable and efficient use of natural resources (mibs) while creating new jobs in developing sectors. But in order to become a more sustainable and "green" economy, the country needs to work on existing environmental problems and other risk factors that slow down economic growth.

✓ In order to strengthen the role of the "green economy" in ensuring sustainable development in Uzbekistan, it is necessary to develop the following measures:

✓ First, priority should be given to projects aimed at informing the public about the causes of environmental degradation.

✓ Secondly, it is necessary to improve the quality of public administration in the field of environmental protection.

✓ Thirdly, it will be advisable to encourage the use of "green" technologies in the production and production of environmentally friendly products through the implementation of a policy of "green" public procurement.

✓ Fourth, it is necessary to effectively use "green" technologies to increase the energy potential of the national economy.

✓ Finally, fifthly, in the process of modernization of the economy, it is necessary to increase the volume of public investment in "green" infrastructure.

We have no doubt that by implementing the measures listed above, we will be able to ensure a more developed economy based on sustainable development for future generations.

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QARAQALPAQ AYTÍSÍNÍN XXI ÁSIRDE RAWAJLANÍWÍ

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ANNOTACIYA

Bul maqalada qaraqalpaq xalıq awızeki dóretpeleriniń bir janrı bolǵan aytıstıń XXI ásirde rawajlanıp, xalıq arasına keńnen en jayıwı hám bul joldaǵı qolaylıqları sóz etilgen.

***Gilt sózler:** awızeki dóretpе, aytıs, tariyx, K.Allambergenov, xat arqalı aytısıw, elektronlasıw*

DEVELOPMENT OF KARAKALPAK AYTIS IN 21 CENTURY

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ABSTRACT

In this article given information about aytis, one of the karkalpak folklore's genre, and it's improvement and development in 21 century.

***Key words:** folklore, aytis, history, K.Allambergenov, aytis with letters, electronic*

Hárqanday xalıq qanday waqıt yamasa jaǵday bolıwına qaramastan óz folklorlıq dóretpelerin jaratıp otıradı. Qaraqalpaq xalıqı da burınnan óz dártin hám quwanışın qosıqlar, dástanlar arqalı bóliskеn. Sonday janrlardıń biri aytıs esaplanadı. Aytıs túrkiy xalıqlarında sóz jarısı, aytısıw degen mánilerdi bildiredi. Folklordıń úlken janrı

esaplangan aytıs hár qanday xalıqtıń tariyxınan hám turmıs saltınan derek beredi. Qaqalpaq folklorındaǵı aytıs janrınıń en dáslepki úlgileri eski dáwirlerden berli dóretilip kiyatır. Aytıs negizinen eki táreptiń improvizaciyalıq qábilyetinen payda bolatuǵın awızeki hám jazba dóretpes. Xalıq arasında bilimliler kópshilikti quramaǵan dáwirlerde dóretilgen aytıslar xalıq arasında awızeki formada tarqalǵan. **K.Allambergenov** óziniń kólemlı “**Qaraqalpaq ádebiyatında aytıs**” ilimiy miynetinde aytıs janrınıń keying rawajlanıw basqıshı sıpatında shayırlar hám shayır tábiyatlı insanlardıń xat arqalı aytısıwın kórsetip ótedi. Mısalı , Berdaq penen Ótеш shayırdıń, Ábiwbákir menen Qulımbettiń, Sarıbay hám Gúlmurat shayırlardıń óz ara xat arqalı aytısıwları. Bul XIX-XX ásirdeń basında aytıs janrınıń jasap rawajlanıwına túrtki bolǵan faktorlardıń biri. Olarda shayırlardıń individual stili, xalıqtıń jasaw turmısı sáwlelengen, al xalıq arasında keńnen taralıwı aytıstıń folklorlıq janr ekenligin jáne bir márte dálilleydi.

XXI ásir texnologiyalar ásirinde de bul janrdıń dórewi hám rawajlanıwı toqtap qalǵan joq, kerisinshe jańa formalarda xalıq arasına kirip kelmekte. Xalıqtıń kópshilik bólegi házir internet tarmaqları arqalı baylanısqa túsedı. Sol siyaqlı aytıs janrı da XXI ásirde óziniń ekinshi kórinisin internet tarmaqlarında taptı dep ayta alamız. Telegramm sociallıq tarmaǵında shayır tábiyatlı adamlardıń bir biri menen sóz jarısına túsiwi ushın toparlar shólkemlestirilgen. Bunday toparlardıń biri “Qaraqalpaq aytısı” toparı. Usı topar iskerligi hám qaraqalpaq folklorınıń jańa basqıshta rawajlanıwın kórip shıqsaq.

Toparda hár kúni aytıstıń baslaması ushın túrli temalar beriledi. Qolaylı tárepi sonda topar aǵzaları tek eki tárepke bólinbesten, jeke kóz qarasin, improvizaciyalıq qábilyeti arqalı sol tema dógeresinde dóretdi. Mısalı: kún teması: Átirapqa gúzdıń nápesi endi. Bul temaǵa juwap retinde Gúlandam atlı paydalanıwshı tómendegishe juwap jazǵan:

Átirapqa gúzdin nápesi keldi,
Jaǵımlı saǵınısh samalı jeldi,
Qırmanǵa bereket berip diyxanlar,
Aq altındı jiynawǵa bilegin túrdi.

Ekinshi Dilafruz Uzaqbergenova atlı paydalanıwshı bolsa:

Atızlarda paxtalar tur ırǵalıp,
Terip alıń hámme kelip jiynalıp,
Jawın jawsa qalamızǵo qiynalıp,
Átirapqa gúzdıń nápesi endi.

Qiytaq júweriniń gellegi kútip,
Ishime salaman hámme sin jutıp,
Sharshawǵa waqıt joq hámme sin jutıp,
Átirapqa gúzdin nápesi endi.

Kún teması dógeresinde usınday qatarlar dóretiledi. Aytıs janrınıń ózine tánligin kórsetiw maqsetinde temaǵa qosa hár kungi degishpe ushında bólek tema beriledi. Avtolar usı tema átirapında bir birin sózden jeńiwge umtıladı. Joqaridaǵı temanıń degishpesi: “Jur barayıq birge alma teriwge”. Mısal:

Qız:

Shıqsa berman qosıq artı tıǵılmay,
Alma baǵqa qarap berman shıǵıń-ay,
Tayaqqa súyenip júrmisiz klaslas,
Tik ayaqta eplep seplep jıǵılmay.

Jigit:

Jur barayıq birge alma teriwge,
Deseń qayılmangó saǵan eriwge,
Baǵıńızda táwir miyweń qaldı ma,
Aynanayın má jey góy dep beriwge.

Usı tárizde degishpe bir táreptiń jeńisine shekem dawam etedi. Álbette, bul házil-dálkekke qurdaslar ortasındaǵıday jalǵasadı hám bir- birewge húrmet saqlanadı.

Bul toparda aytıs janrın ele de rawajlandırıw maqsetinde aytıskerler ortasında hár túrli tańlawlar ótkerilip turıladı. Buǵan misal retinde XX ásir shayı, qıssaxan Abbaz Dabilovtıń (1898-1970) tuwılǵanına 125 jıl tolıw múnásibeti menen ótkerilgen

tañlawdı keltirse boladı. Bir neshe kún dawam etken tañlawdıń yarım final hám juwmaqlawshı basqışları bolıp ótken. Bul tañlawda jumbaqlı aytıs túrinde aytıskerler bir birine qosıq qatarların arnağan:

Ol náirse tawdan asıp qulap keler,
Birewler way-way salıp jılap keler,
Waqıtqa salıp onı aytar bolsaq,
Ózine bul zat biraq unap keler.

Ekinshi aytısker jumbaqlı aytısqa tómendegishe juwap bergen:

Sorawıña kop qatırdım basımdı,
Qızlardan sorasań aytpay jasırdı,
Kimge shadlıq, kimge qayǵı túsingen,
Menińshe, sen ayttıń shıqqan jasımdı.

Aytıs barısı durıs juwap tabılaman degenshe dawam etedi, ortada bir neshe jumbaqlar yamasa sorawlar jasırılıwı múmkin. Bul waqıtta basqa paydalanıwshılar juwap qaytarmaydı tek eki aytısker ortasındaǵı aytıs barısın ádil túrde baqlap baradı hám jeńimpazlar anıqlanadı.

Házirgi elektronlasqan zamanımızda ádebiyattıń, ásirese xalıq awızeki dóretiwshiliginiń elektron formatqa kóshiwi rawajlanıwdıń belgisi bola aladı. Sebebi, bunday dóretiwshilik toparlarda shayırlıq qábilyetke iye yamasa shayır tábiyatlı insanlarǵa dóretiwshilik etiw qolaylı hám olardı basqalar menen bólisiw úlken unamlı jaǵday. Demek, xalıq awızeki dóretpeleriniń bir janrı esaplangan aytıs ta zamangá maslasıp, dóretiwshilerge hám xalıqqa jetip barıwda.

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ЁШ ФУТБОЛЧИЛАРНИНГ ТЕЗКОРЛИК СИФАТИНИ ЗАМОНАВИЙ УСУЛЛАР ОРҚАЛИ РИВОЖЛАНТИРИШ

Смирнов Константин Борисович

Узбекистан

АННОТАЦИЯ

Ушбу мақолада ёш футболчиларнинг жисмоний сифатларидан тезкорлигини тарбиялаш машғулотларининг муҳим жиҳатлари ёритилиб берилган.

Таянч сўзлар: Жисмоний сифатлар, жисмоний машғулот, техник, тактик, тайёргарлик.

РАЗВИТИЕ СКОРОСТНЫХ КАЧЕСТВ ЮНЫХ ФУТБОЛИСТОВ СОВРЕМЕННЫМИ МЕТОДАМИ

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АННОТАЦИЯ

В этой статье подчеркивается важность обучения молодых футболистов их физическим качествам.

Ключевые слова: Физические характеристики, физические тренировки, техника, тактика, подготовка.

Кириш, Ёш футболчининг жисмоний сифатларини тарбиялаш спорт машғулотларининг муҳим жиҳатларидан бири саналади. Жисмоний сифатлар футболчи организмнинг морфо-функционал, морфо-физиологик ва биологик хусусиятлари билан боғлиқ. Жисмоний сифатлар шуғулланувчиларнинг жисмоний, техник-тактик тайёргарликларининг такомиллашувига, бутун

организм соғломлашишига, рухий эмоционал ҳолатига ижобий таъсир кўрсатади, футболчилар ҳар бир ҳаракатни тобора ишонч билан бажарадилар, янги ҳаракатларни тезроқ ўзлаштирадилар ва юқори натижали кўрсаткичларга эришадилар.

Ёш футболчининг асосий жисмоний сифатларини ривожланиши ҳаракат кўникмаларининг шаклланиши билан узвий боғлиқликда кечади. Ана шу жараёнга хизмат қилувчи машқлар спорт машғулотлар машғулотларига қатъий изчилликда ва кетма-кетликда киришилади. Бугунги кунда футболчиларнинг жисмоний сифатларини тарбиялаш учун махсус воситалардан, машқлар мажмуасидан фойдаланишни ўзининг долзарблиги билан ажралиб туради.

Ёш футболчиларнинг тезкорлик сифатини ривожлантириш назарияси усул ва услублари ҳозирги асрга келиб адабиётлар таҳлили шуни кўрсатадики, тезкорлик сифатларини ошириш учун кўплаб тадқиқот ишлари, илмий изланишлар ва амалиётлар, хар-хил усул ва услублар ҳамма спорт турлари учун ишланиб ўрганилиб чиқилмоқда.

Мақсад ва вазифалар. Ҳозирги замон футболда ўйин усуллари такомиллашиб, футболчиларнинг ўйин ҳаракатлари мукамаллашиб бормоқда. Футболдаги янги ва самарали усулларнинг пайдо бўлиши, футболчиларнинг ҳаракатлари юксак даражада бўлишини талаб этмоқда. Ҳар бир футболчи бир ўйин давомида жамоасининг ғалаба қозониши учун кўпгина ҳаракатларни бажаришади (1,3).

Бизга шу нарсалар маълумки, футболчиларнинг майдондаги асосий ҳаракатларига: юриш, югуриш, тўп билан юриш, тўп билан югуриш, сакрашлар, тўпга зарба бериш тўп билан алдаб ўтиш, тўп узатиш, тўпни тўхтатиш, тўпни ён чизикдан ташлаш, жарима тўпини бажариш, бурчакдан тўпни тепиш, финтлар, подкад ташлаш, тўпни аниқ мўлжалга етказиш, рақиб билан тўп учун курашиш ва бошқа бир қанча ҳаракатлар киради.

Ёшлар ўртасида ўтказилиаётган мусобақалар таҳлили ҳамда илмий изланишлар шуни таъкидлайдики, мусобақа пайтида самарадорликка

етолмайдиган асосий сифатлардан бири футболчиларимизнинг жисмоний тайёргарлигининг ва тезкорлик тайёргарлигининг пастлигидир .

Илмий изланишларга кўшилган ҳолда 17 ёшга тўлган футболчиларда тезкорлик сифати юқори квалификацион спортчи даражасига етиб борган бўлади. Кейинчалик унинг сифатлари сезиларли даражада ўзгаради. Бундай жараён сабабларидан бири нерв координация алоқалари ва нерв тўқима аппарати шаклланишининг тўхташидир. Яна бир томондан эса услубий факторларни таъсири бўлади. Бунда машғулотлар давомида тезкорлик сифатига йуналтирилганлик етарли даражада эмаслиги ва машғулот самарадорлигини ошираётганда қўлланиладиган усул ва услублар оддий, бир хилда эканлиги сабаб бўлиб келмокда (45,59).

Тадқиқот усуллари ва ташкил этилиши. Олимларнинг таъкидлашича ёш футболчилар малакали футболчиларга қараганда белгиланган вақт ичида кўпроқ усулларни бажарар экан. 1-жадвалда кўришиб турганидек, кўрсаткичлар ўртасидаги фарқ жуда катта. Лекин ҳозирги замон футболда эса бундай катта фарқ бўлиши мумкин эмас.

1-жадвал.

Хар-хил ёшли футболчиларнинг ўйиндаги ҳаракатлар кўрсаткичлари

№	Ҳаракатларноми	Ўйиндаги хатти-ҳаракатлар сони		Ўйиндаги масофалар	
		Спорт усталари	Ёшлар	Спорт усталари	Ёшлар
1	Тез югуришлар (рывок)	245	378	3500	5020
2	Тез тухташ билан тугайдиган югуришлар	145	405	2050	4455
3	Йуналишни ўзгартириб югуришлар	120	230	2440	4296
4	Тўполибюришлар	109	190	1440	2165
5	Оёқлар билан зарбалар	321	475	5888	7728
6	Бош билан зарбалар	39	85	471	885

В.Д.Кудрявцев тадқиқотида шуни таъкидлайдики, 11-14 ёшли футболчиларда жисмоний жихатлар тезкорлик, кучлили ксифатлари ҳамда техник-тактик ўсишларидеярли бир хил бўлади. Лекин жуда тез сифатларнинг ўсиши 12-14 ёшда кузатилар экан.

Тадқиқот натижалари ва уларни муҳокама қилиш. Адабиёт манбаларни ўрганиб ва ўқув-машғулотлари шуни кўрсатадики кўпгина футбол мактаблари булимларида ўсмирлар ва ёшларни тезкорлик тайёрлашга етарлича эътибор берилмайди. Ёш футболчилар тарбиясини метод ва воситалар билан ошириш асосида асосан тезкорлик сифатини тарбиялаш даражасини ошириш керак.

Ёш футболчиларда тезкорлик сифатини ошириш динамикаси қуйидагича характерланади:

-натижаларнинг ўсишига қараб, 15-30 метрга стартдан чиқишини баҳолаш.

-тайёргарлик жараёнини охирида 60 метрга югуриш натижасини маълум бир ошириш.

-мусобақажараёнида 60 метрга югуришнинг юқори тезлигини узун фазаларда ушлай билиш.

-мусобақа жараёнининг тугашига вертикал сакрашларнинг юқори натижасидан ҳам оширишга ҳаракат қилиш.

Ёш футболчилар машғулот жараёнида тезкорликни ошириш учун қуйидаги машқлардан фойдаланилса мақсадга мувофиқдир: югураётган вақтларда тўпни оёқ билан олиб юриш, югураётганда тўп билан машқлар бажариш, бундан ташқари тўпни хар-хил олиб юришлар, алдаб ўтишлар, тўп узатишлар, дарвозага тўпни тепиш усуллари киради. Бир машқни бажарилиши учун ўртача 5-7 секунд вақт берилади. Югуриш оралиғи 35 метр бўлади. Олим шуни таъкидлайдики, ушбу машқлар бажариш масофасини ва вақтини тақсимлай билиш машқнинг кўп маротабалаб бажаришига боғлиқ. Бу машқлар футболчиларнинг қобилиятининг ўсишига ва функционал жисмоний сифатларини ошишига олиб келади.

Ёш футболчиларда тезкорликни тарбиялаш жуда ҳам керакли жараёндир. Футболчилар маълум бир миқдорда тезлилик ва кучлили ва тезкорлик сифати

билан бошқа спорт тури билан шуғулланаётган спортчилардан орқада. Бу тезкорликни 11-12 ёшдан бошлаб тарбиялаш ўринлидир.

Хулоса.

Футболни замонавий талаб даражаси асосида ривожлантириш футболчиларнинг юқори жисмоний тайёргарлигини талаб этади, шулардан энг асосийларидан бири бу тезкорлик сифатини тарбиялашдир. Ёшларда бу сифатларни тарбиялашда энг муҳим давр деб ҳисобланади. Тарбиялаш даврида тезкорлик сифати, ҳажми, восита ва методларни ўзгартириш ўқув-машғулот жараёнларини маълум бир даражадаги ижобий натижаларини кўрсатади.

Утказилган тажрибаларимиз таҳлили шуни кўрсатадики, футболчиларнинг лаёқатлигига ва қобилиятларига ҳар томонлама аниқ баҳо берилиши футболчи келажагининг самарали бўлишини таҳлил қилиб қуйидаги хулосага келиш мумкин, ёшларга ва ўсмирларга тезкорликтайёргарлигига етарли даражада эътибор берилиши учун ҳозирги талабларга жавоб берадиган методлар билан тарбиялаш керак.

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KAMBAG‘ALLIKNI QISQARTIRISHDA INDIVIDUAL DAROMADGA SOLIQLAR MEXANIZMIDAN SAMARALI FOYDALANISH MASALALARI

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ANNOTATSIYA

Ushbu maqola kambag‘allikni qisqartirishda individual daromadga soliqlar mexanizmidan samarali foydalanish masalalari bag‘ishlangan bo‘lib, asosiy masala sifatida mavzu doirasida rivojlangan mamlakatlar tajribalarni o‘rganish hamda olingan natijalar asosida xulosa va takliflar shakllantirishdan iborat. Ushbu maqsadga erishish uchun maqolada Xitoy Xalq Respublikasi misolida jismoniy shaxslari soliqqa tortish mexanizmini tahlil etildi, bunda ma‘lumotlarni tavsiflash, natijalarni qayta ishlash, olingan natijalarni tahlil qilish, tendensiyalarni kuzatish, induksiya va deduksiya usullaridan foydalanildi. Maqola so‘ngida o‘rganish natijalari asosida xulosalar shakllantirildi va takliflar berildi.

Kalit so‘zlar: soliqqa tortish mexanizmi, aholining turmush darajasi, daromadlarning shakllanishi, aholining real daromadlari, soliq solish obyekti, soliq stavkasi, soliqlar miqdori, iqtisodiy salohiyat, davlat soliq siyosati.

ВОПРОСЫ ЭФФЕКТИВНОГО ИСПОЛЬЗОВАНИЯ МЕХАНИЗМА НАЛОГООБЛОЖЕНИЯ ДОХОДОВ ФИЗИЧЕСКИХ ЛИЦ В СОКРАЩЕНИИ БЕДНОСТИ

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АННОТАЦИЯ

Данная статья посвящена вопросам эффективного использования механизма налогообложения индивидуальных доходов при сокращении

бедности, основным вопросом в рамках темы является изучение опыта развитых стран и формирование выводов и предложений на основе полученных результатов. Для достижения этой цели в статье был проанализирован механизм налогообложения физических лиц на примере Китайской Народной Республики с использованием методов описания данных, обработки результатов, анализа полученных результатов, отслеживания тенденций, индукции и дедукции. В конце статьи на основе результатов исследования сформулированы выводы и даны предложения.

Ключевые слова: механизм налогообложения, уровень жизни населения, формирование доходов, реальные доходы населения, объект налогообложения, ставка налога, сумма налогов, экономический потенциал, государственная налоговая политика.

ISSUES OF EFFECTIVE USE OF THE MECHANISM OF TAXATION OF PERSONAL INCOME IN POVERTY REDUCTION

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ABSTRACT

This article is devoted to the effective use of the mechanism of taxation of individual income in poverty reduction, the main issue in the framework of the topic is the study of the experience of developed countries and the formation of conclusions and proposals based on the results obtained. To achieve this goal, the article analyzed the mechanism of taxation of individuals on the example of the People's Republic of China using methods of data description, results processing, analysis of the results obtained, trend tracking, induction and deduction. At the end of the article, based on the results of the study, conclusions are formulated and suggestions are given.

Keywords: *taxation mechanism, standard of living of the population, income generation, real income of the population, object of taxation, tax rate, amount of taxes, economic potential, state tax policy.*

Kirish. Soliqqa tortish mexanizmi aholining turmush darajasiga va uning daromadlari shakllanishiga hamda ijtimoiy tabaqalanish darajasiga katta ta'sir ko'rsatadi. Shu boisdan ushbu masalani o'rganish tadqiqotchi olimlar va

mutaxassislarga alohida mas'uliyat yuklaydi hamda o'zgacha qiziqish uyg'otadi, chunki bu masala davlatning kelajagini ravnaqini belgilashda xalqning yaxshi va farovon turmush sharoiti ta'minlash mexanizmi bilan xam-ohangdir. So'nggi yillarda soliq tortishning roli va uning yurtimiz aholisi turmush darajasiga ta'siri o'zgardi, soliqqa tortishda adolat va tenglikni ta'minlash maqsad qilib olinib, soliq tizimini isloh qilish to'g'risida jiddiy qadamlar tashlandi va o'zgarishlar amalga oshirildi.

Birgina kuni kecha qabul qilingan O'zbekiston Respublikasi "Vazirlar Mahkamasining 2023-yil 17-oktyabrdagi "O'zbekiston Respublikasi hukumatining ayrim hujjatlariga ijtimoiy ahvoli va turmush sharoiti og'ir oilalarni qo'llab-quvvatlash tizimini soddalashtirishga qaratilgan o'zgartirish va qo'shimchalar kiritish to'g'risida" 547-son"[2] qaroriga muvofiq endilikda "xalq deputatlari tuman (shahar) Kengashlarining sessiyalari oralig'idagi davrda "Temir daftar"ga kiritilgan ijtimoiy ahvoli va turmush sharoiti og'ir oilalarga kechiktirib bo'lmaydigan hollarda zudlik bilan yordam ko'rsatish zarurati yuzaga kelganda, bir martalik moddiy yordamni fuqarolar yig'inlari tomonidan sektorlar rahbarlari bilan kelishgan holda taqdim etilgan xulosaga asosan bir ish kunida tuman (shahar) hokimlari qarorlari bilan beriladi"[3].

Darhaqiqat davlatimiz rahbariyati boshchiligida keyingi yillarda xalq farovonligini ta'minlashga qaratilgan ezgu g'oya asosida "inson qadri uchun" shiori asosida izchil siyosat olib borilmoqda, buning natijasida 2027 yilga borib yurtimizda kambag'allikni kamida 2 baravarga kamaytirish maqsad etib olingan. Albatta ushbu vazifani bajarishda davlatning fiskal siyosati ham salmog'i yetakchi o'rin egallaydi, zero davlat soliqlar va yig'inlar miqdorini o'zgartirish orqali aholining jamg'arma darajasiga ta'sir qiladi. Boshqa ko'plab omillarga qaraganda, fuqarolarning moddiy farovonligi shaxsiy daromadga belgilangan soliqlar ko'proq ta'sir qiladi.

Yuqoridagilarga asoslangan holda shuni aytish mumkinki, individual daromadlarga solig'i solinishi aniq ijtimoiy xususiyatga ega, chunki u istisnosiz mamlakatning iqtisodiy faol aholisining barcha qatlamlari manfaatlariga bevosita ta'sir qiladi.

Daromad solig‘i aholining real daromadlari darajasiga ta’sir qilish uchun katta imkoniyatlarga ega va shu tariqa ularning turmush darajasi aholining individual daromadlarini tartibga solish uchun imtiyozlar, soliq stavkalari tizimidan foydalanishga imkon beradi. Bundan tashqari, shaxsiy daromad solig‘i aholi daromadlarini tabaqalashtirishning mavjud darajasini, aholining turli qatlamlariga soliq yuki darajasini tartibga solishi mumkin.

Individual daromad solig‘ining maqsadi mamlakat byudjetini to‘ldirish va mablag‘larni aholi o‘rtasida teng taqsimlashdan iborat bo‘lib, bunga ushbu soliq funksiyalarini amalga oshirish orqali erishiladi.

Mavzuga oid adabiyotlarning tahlili. Aholini soliqqa tortish mavzusi darhaqiqat har bir zamon, davrda dolzarb masala bo‘lib xizmat qilgan, zero davlat ravnaqi va aholining turmush farovon hamda hayotining shinamligi ta’minlash masalalari bir biri bilan hamohang bolishi zarur. Bunday yuksak maqsadga erishish har bir davrning yetuk olimlari tomonidan chuqur o‘rganilgan va turlicha qarashlar shakllantirilgan shu o‘rinda, quyidagi taniqli olimlarning soliq tizimi va soliqlar haqidagi tariflarini ko‘rib chiqishni maqsadga muvofiq deb hisoblaymiz. Misol uchun taniqli zabardast iqtisodchi olim A. Smit birinchi marta soliq tizimi haqida yozganda [4] asosiy to‘rtta soliqqa tortish qoidalari prinsiplarini ilgari surdi:

1. Davlat xo‘jalik yurituvchi subyektlari uchun imkon qadar nisbatan teng to‘lov tizimini yaratishi zarur, ya’ni subyektlarining olayotgan foyda hamda daromadga qarab, tenglik qilishi kerak. Ushbu qoida adolat prinsipi — tenglik va universallik sifatida shakllantirilishi mumkin;

2. Soliq o‘zboshimchalik bilan emas, balki aniq bo‘lishi kerak. To‘lov muddati, uning usuli va hajmi-har bir narsa aniq va shaffof bo‘lishi kerak, ya’ni soliqlarning aniqligi;

3. Soliqlar to‘lovchilar uchun eng qulay shartlarda va usullarda olinishi hamda to‘lanishi kerak;

4.Soliq xazinaga kelgan narsadan ko‘ra aholidan kamroq miqdorda olinishi kerak. Ushbu prinsipni soliq xizmatining arzonligi deb atash mumkin.

Yuqoridagilarga asosan shuni aytish mumkinki, soliqlar har qanday sharoitda aholini qiynashi yoki yuk bo‘lishi kerak emas, balki zaruriy bo‘g‘in, tolov shakli sifatida o‘zini taqdim etishi lozim. Shundagina aholining davlat olib borayotgan siyosatidan roziligi kayfiyati shakllanadi, shu o‘rinda “Buyuk ajdodimiz Ahmad al-Farg‘oniy Misrda Nil daryosi suvi hajmining o‘zgarishiga qarab, suvni barcha dehqonlar o‘rtasida bir xil taqsimlash, suv bilan ta‘minlash darajasining hosilga ta‘siri va shular asosida soliq miqdorini adolatli o‘rnatish g‘oyasini ilgari surgan va hayotga joriy etgan. Bu insoniyat tarixida soliqqa tortish prinsiplarini ishlab chiqishga bo‘lgan ilk jiddiy urinishlardan biri”[5; 16 b] ekanligi bizga yanada faxr hamda g‘urur beradi.

“Har bir mamlakat, shu jumladan O‘zbekiston uchun optimal (maqbul) soliq yukini ishlab chiqilishi va unga amal qilinishi iqtisodiyotni barqaror rivojlanishi va aholining yashash darajasini yaxshilanib borishi uchun asos yaratadi”[6].

Soliqlar davlat byudjeti daromadlarining markaziy instituti bo‘lganiga hali 200-yil to‘lgani ham yo‘q. Ingliz iqtisodchisi S.Parkinson so‘zi bilan aytganda: “Soliqlar ko‘hnadir — xuddi dunyodek, uning yuzaga kelishida qachondir bir mahalliy qo‘mondon o‘z hududida joylashgan daryo yoki tog‘dan savdogar hamda sayohatchi o‘tsa ulardan haq olishi sabab bo‘lgan”[7].

Natija va muhokamalar. Zamonaviy sharoitda soliq tizimining samaradorligini oshirish uchun eng yaxshi mexanizm bu soliq majburiyatining bajarilishi korxonaga yoki jismoniy shaxsning farovonligiga xizmat qilishini ta‘minlashdan iboratdir.

Shu o‘rinda Xitoy Xalq Respublikasi misolida kambag‘allikni qisqartirishda individual daromadga soliqlar mexanizmidan samarali foydalanish masalalari ko‘rib chiqsak.

Xitoy Xalq Respublikasining soliq tizimi-bu mamlakatda o‘rnatilgan soliqlar va yig‘imlar tizimi, shuningdek ularni yig‘ish tamoyillari, shakllari va usullari to‘plamidir.

Ko‘plab davlatlar kabi soliqlar Xitoy Xalq Respublikasi xazinasini uchun eng muhim daromad manbai hisoblanadi. Shuningdek, u davlat tomonidan mamlakatning ijtimoiy-iqtisodiy rivojlanishiga ta‘sirini kuchaytirish uchun foydalanadigan muhim iqtisodiy dastak sifatida qo‘llaniladi. 1994-yilgi islohotdan keyin soliq tizimi ishining ijobiy natijalari dunyoda birinchi marta Xitoy Xalq Respublikasi misolida “Sotsializmning bozor iqtisodiyoti”ga moslashtirilgan samarali soliq tizimini shakllantirishga imkon beradi. Xitoy Xalq Respublikasining mavjud soliq tizimi ushbu mamlakatni tashqi dunyoga ochishga qaratilgan bo‘lib, bu milliy iqtisodiyotning jadal rivojlanishiga hissa qo‘shadi [10; 52 b].

XXI asrda Xitoy Xalq Respublikasining moliya-byudjet tizimida va soliq tizimida jiddiy o‘zgarishlar ro‘y berdi, bu hukumatga makroiqtisodiy darajada boshqaruv choralari samarali amalga oshirish uchun moliyaviy yordam ko‘rsatdi. Biroq, hozirgi fiskal va byudjet tizimi vaqtinchalik bo‘lib, bozor iqtisodiyotini rivojlantirish ehtiyojlariga javob bermaydi. Byudjet daromadlarini tartibga solish sohasida, xarajatlarni tartibga solish tizimida, shuningdek Markaziy va mahalliy byudjetlarda islohotlar hali yakunlanmagan. Fiskal tizim mamlakatning iqtisodiy tuzilishini va daromadlarni taqsimlashni tartibga solishda yanada zaif rol o‘ynaydi.

Xitoyda byudjet mablag‘lari to‘g‘ridan-to‘g‘ri iqtisodiy rivojlanish uchun emas, balki asosan ijtimoiy maqsadlar uchun sarflanadi. Hukumat iqtisodiyotni bozorga asoslangan holda rivojlantirish choralari ko‘radi, ya‘ni bozor kuchlari hisobidan va davlat byudjeti mablag‘lari milliy mudofaa, davlat boshqaruvini saqlash, o‘rta ta‘lim, sog‘liqni saqlash va ijtimoiy ta‘minotga sarflanadi. Xitoy oliy ta‘lim, ilm-fan va infratuzilma xarajatlariga alohida ahamiyat bermoqchi. Sog‘liqni saqlash va oliy ta‘lim kabi sohalarda davlat xarajatlarini nazorat qilish sohasida muhim islohotlar amalga oshirilishi kutilmoqda.

Yurtimizda farqli o‘laroq Xitoy Xalq Respublikasi soliq tizimida 25 ta asosiy soliqlardan iborat, O‘zbekistonda esa 9 tani tashkil etadi. Xitoy Xalq Respublikasining asosiy soliq turlari 1-jadvalda keltirib o‘tilgan.

1-jadval

Xitoy Xalq Respublikasining soliq tizimidagi soliq solish obyekti bo'yicha soliqlarning guruhlanishi

Soliq guruhi	Soliqlarning asosiy turlari
Aylanmadan soliqlar	QQS Iste'mol solig'i (savdo solig'i) Biznes solig'i
Foyda (daromad) solig'i	Korporativ daromad solig'i Xorijiy investitsiyalar ishtirokidagi korxonalar va xorijiy korxonalarining daromad solig'i Shaxsiy daromad solig'i
Resurslar uchun soliqlar	Resurs solig'i Yer solig'i (shahar va tumanlar yerlaridan foydalanganlik uchun to'lov)
Maqsadli soliqlar va yig'imlar	Shaharlarni saqlash va qurish uchun soliq Qishloq xo'jaligi yerlaridan foydalanganlik uchun soliq Asosiy vositalarga investitsiyalar bo'yicha soliq Yerni sotishdan olinadigan soliq
Mulk solig'i	Mulk solig'i Ko'chmas mulk solig'i
Operatsion (harakatlar) soliqlari	Avtotransport vositalari va suv kemalaridan foydalanish uchun soliq Shtamp (gerb) boji Mulkni ijaraga berish uchun soliq
Qishloq xo'jaligi soliqlari	Sug'oriladigan qishloq xo'jaligi yerlari uchun soliq Chorva mollarini parvarish qilish va ko'paytirish uchun soliq

Xitoy Xalq Respublikasining soliq qonunchiligi uzoq tarixga egaligi bilan birga u hozirgi shiddatli zamonga doimiy ravishda moslashib, takomillashib, tez rivojlanayotgan iqtisodiyotga moslashib kelmoqda.

“Soliq yig'ishni boshqarish to'g'risida” gi qonun 1992-yilda qabul qilingan (jami 3 ta tahrir qilingan, oxirgi 2013-yilda) va soliq solishning umumiy tamoyillari, soliq ma'muriyati qoidalari, soliq tekshiruvlari va soliq huquqbuzarliklari uchun qonuniy javobgarlikni belgilaydigan asosiy qonun hujjatidir. Ushbu qonun 6 bob va 94 moddadan iborat bo'lib, O'zbekiston Respublikasi soliq kodeksining analogidir. Soliqlarni joriy yetish va bekor qilish ushbu qonunga muvofiq amalga oshiriladi.

Hozirgi vaqtda korxonalar foyda soliqlarini, jismoniy shaxslar daromadlarini soliqqa tortish va transport solig'ini joriy qiluvchi faqat uchta qonun amal qiladi. Qolgan soliqlar ma'muriy huquqiy hujjatlar, ya'ni vaqtinchalik qoidalar va normalar bilan belgilanadi va tartibga solinadi.

“Soliq yig'ishni boshqarish to'g'risida” gi qonunni qabul qilishdan maqsad soliq to'lovchilarning huquqlari va qonuniy manfaatlarini himoya qilishdan iborat bo'lib, unga ko'ra soliq imtiyozlari quyidagi shakllarda taqdim yetiladi:

- Har qanday soliq va to'lovlarni to'lashdan ozod qilish;
- Obyektning ma'lum bir qismini yoki soliq solish obyektlarining ayrim turlarini soliq bazasidan chiqarib tashlash;
- Soliq stavkalarini pasaytirish;
- Soliq bazasidan soliq imtiyozlari;
- Daromad va mulk qiymati bo'yicha soliq solinmaydigan minimal miqdorlar;
- Soliq maoshidan chegirmalar;
- Soliqlar va to'lovlarni to'lash shartlarini o'zgartirish;
- Soliq ta'tillari (ma'lum vaqt uchun soliq imtiyozlari);
- To'langan soliqlarni ofset yoki qaytarish;
- Soliq hisobotlarini taqdim yetish tartibini soddalashtirish [12]

Rivojlanishning har qanday bosqichida jamiyat oldida turgan ustuvorliklarni hisobga olgan holda, davlat soliq imtiyozlarining ma'lum tarkibini tanlaydi va shu bilan soliq imtiyozlari tizimini shakllantiradi.

Xitoy Xalq Respublikasi soliq tizimida soliq imtiyozlari, soliq solinadigan obyektlar solig'idan ozod qilish, soliqni kamaytirish, stavkalarni kamaytirish, imtiyozli soliqqa tortiladigan maxsus iqtisodiy zonalar qo'llaniladi.

Jismoniy shaxslar tomonidan to'lanadigan asosiy soliq shaxsiy daromad solig'i hisoblanadi. Ushbu soliqni yig'ish Xitoy Xalq Respublikasining 3-chaqiriq Xalq Kongressining 5-sessiyasida 1980-yil 10-sentyabrda qabul qilingan “Shaxsiy daromad solig'i to'g'risida” gi qonunga muvofiq amalga oshiriladi, shu kungacha unga oltita o'zgartirish va qo'shimchalar kiritildi.

Soliq to'lovchilar Xitoy fuqarolari yoki doimiy yashash joyidan qat'i nazar, Xitoy hududida 1 yildan ortiq doimiy yashaydigan chet el fuqarolari bo'lib hisoblanadi, mamlakatda yoki chet elda olingan daromad miqdoridan jismoniy shaxslar daromad solig'ini to'lashlari shart [13].

Xitoy Xalq Respublikasida yashash joyiga ega bo'lgan shaxslar, odatda, Xitoy Xalq Respublikasida hududida doimiy ro'yxatdan o'tish, oila yoki iqtisodiy manfaatlar mavjudligi sababli Xitoy Xalq Respublikasida hududida yashovchi shaxslar hisoblanadi.

Xitoy Xalq Respublikasida yashash joyi bo'lmagan va Xitoy Xalq Respublikasida 1 yildan ortiq, lekin 5 yildan kam yashagan shaxslar soliq organining qarori bilan chet el daromadlari bo'yicha shaxsiy daromad solig'ini to'lashdan ozod qilinishi mumkin.

Jismoniy shaxslardan olinadigan daromad solig'i miqdorini kamaytirish quyidagi hollarda qo'llaniladi:

- nogironlar, yolg'iz qariyalar va xalq qahramoni boquvchisi bo'lgan oilalari daromadlari (xalq qahramon halok bo'lganda);
- tabiiy ofatlar kelib chiqqanda berilgan moddiy yordam ko'rinishidagi daromadlar uchun.

Yuqoridagilarga asoslanib shuni aytish mumkinki bugungi kunda Xitoy Xalq Respublikasi ko'plab sohalarda yetakchilik qilib kelmoqda jumladan soliq tizimi va uning ma'murchiligida ham va bu uning keyingi rivojlanish bosqichiga chiqishiga va iqtisodiy salohiyatini oshirishiga xizmat qiladi.

Xulosa. Umumiy xulosa sifatida shuni aytishimiz mumkinki, bugungi kundagi ko'plab rivojlangan mamlakatlarning iqtisodiy qudrati, uning soliq tizimi rivojlanishning asoslanadi va bu uni ajralmas qismidir. Zero, umuman iqtisodiyotning rivojlanishi davlat soliq siyosatini qanday olib borishiga bog'liq. Shu o'rinda bizning tadqiqotimiz natijalari bizga yurtimizda Xitoy Xalq Respublikasi tajribalaridan foydalangan holda quyidagilarni amalga oshirish uchun takliflarni shakllantirishga imkon berdi:

- ishlashni yoki band bo‘lishni rag‘batlantiruvchi soliq tizimini joriy etish, aholini rasmi ishlashini qo‘llab quvvatlovchi fiskal siyosatni amalga oshirish;

- aniq manzili ijtimoiy muhofazaga muhtoj bo‘lgan shaxslarni soliqlardan ozod etish tizimini tashkil etish;

- umumiy oila daromadlariga qarab individual daromadni soliqqa tortishning tizimini joriy etish (xorijiy tajriba asosida);

- ko‘p bolali oilalarni qo‘llab quvvatlovchi soliq imtiyozlarini va preferensiyalarini joriy etish;

Umumiy xulosa sifatida shuni aytishimiz mumkinki bizningcha yurtimizda kelajakda boqimandalikka kurashuvchi, shu bilan birgalikda ijtimoiy adolatni ta‘minlovchi aniq shaffof individual daromadni soliqqa tortish mexanizmlari kerak bunga xorijiy tajribalarni tahlil etish va o‘rganish orqali erishiladi.

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SUD PSIXOLOGIK EKSPERTIZASINING O‘ZIGA XOSLIGI VA UNING XUSUSIYATLARI

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ANNOTATSIYA

Ushbu maqolada sud psixologik ekspertizasining qisqacha tarixi, o‘ziga xosligi va xususiyatlari haqida so‘z boradi.

***Kalit so‘zlar:** Sud ekspertiza, sud psixologik ekspertiza, sud psixologik ekspertizasining vazifasi, sud psixologik ekspertizasi tayinlanadigan holatlar.*

CHARACTERISTICS OF FORENSIC PSYCHOLOGICAL EXPERTISE AND ITS CHARACTERISTICS

ABSTRACT

This article talks about the brief history, uniqueness and features of forensic psychological expertise.

***Key words:** Forensic examination, forensic psychological examination, the task of forensic psychological examination, circumstances in which a forensic psychological examination is appointed.*

KIRISH

Tarixan ming yillik ildizlarga ega bo‘lgan psixologiya fanida ekspertizalar turli davrlarda turli xil ko‘rinishlarda o‘tkazilgan. Bugungi ko‘rinishiga XIX asrning ikkinchi yarmidan bir qator mamlakatlarning jinoyat protsessual kodekslariga ayblanuvchining o‘z xatti-harakatlariga javob bera olish yoki javob bera olmasligini

aniqlash to'g'risidagi norma kiritilganidan keyin kelgan. Misol uchun Rossiyada 1864-yilda jinoyat ishlari bo'yicha sudlov nizomiga psixiatrik ekspertiza o'tkazish zarurligi to'g'risidagi kodeks qo'shilgan va ushbu psixiatrik ekspertiza tarkibida psixologik ekspertiza o'tkazish ham ko'zda tutilgan.[2] Shu vaqtdan e'tiboran Rossiyada psixologik ekspertiza o'tkazila boshlangan.

ADABIYOTLAR TAHLILI VA METOD

Sud psixologik ekspertizasi jinoyat protsessual kodekslariga kiritilganidan hozirgi kungacha bo'lgan davrda ko'plab rivojlanish va turg'unlik davrlarini boshdan kechirdi, metodologiyasini, metodlarini rivojlantirdi, o'z vakolatlarining chegarasini belgiladi va eng asosiysi sud jarayonlarida boshqa ekspertiza turlari singari ekspert xulosasining ishonchli ashyoviy dalil sifatida qabul qilinish darajasiga erishdi.

O'zbekiston Respublikasida sud psixologik ekspertizasi huquqiy jihatdan JK, JPK, FPK, MSiyutK va O'zbekiston Respublikasining "Sud ekspertizasi to'g'risida"gi Qonuni bilan tartibga solingan. Ushbu kodekslarda tegishliligi bo'yicha sud ekspertizasining tayinlanish asoslari, sud ekspertiga qo'yiladigan malaka talablari, ekspertning huquqlari, ekspertning majburiyatlari va javobgarligi belgilangan.

Sud psixologik ekspertizasi o'tkazishni psixologiya sohasiga tegishli oliy ma'lumotga ega bo'lishidan tashqari, sud psixologiyasi bo'yicha maxsus bilimlarga va amaliy tajribaga ega bo'lgan psixolog-ekspertga topshirish kerak. Shu o'rinda sud psixologik ekspertizasini o'tkazuvchi mutaxassis qanday bo'lishi kerak degan savolga F.S.Safuanovning "faqat oliy psixologik ma'lumotga ega bo'lgan, o'z mutaxassisligi bo'yicha faoliyat olib borayotgan va sud ekspertizasini o'tkazish uchun yetarli kasbiy tayyorgarlikka ega bo'lish bilan birgalikda psixologik ekspertizalarini amalga oshirish uchun psixologiyaning nazariyasi va metodologiyasini chuqur biladigan hamda amaliy malaka va ko'nikmalariga ega bo'lgan mutaxassis" deya bildirgan fikrlariga to'liq qo'shilmiz. [8]

Shuningdek, H.A.Ruhiyevaning ta'kidlashicha "Sud psixologik ekspertizasi sud eksperti (maxsus psixologik bilimlarga va maxsus tayyorgarlikdan o'tgan) tomonidan,

alohida holatlarda oliy o'quv yurtlarining psixologiya kafedrasida faoliyat ko'rsatayotgan hodimlar yoki ilmiy-tadqiqot institutlarining psixolog ilmiy hodimlari tomonidan o'tkazilishi mumkin" degan fikrni bildirib o'tgan. Shunga ko'ra, bu jarayon psixologik bilimlar talab qilganligi bois – psixologiya ilm-fani sohasidagi bilimlariga va maxsus tayyorgarlikka yoki lozim darajadagi ish tajribasiga ega mutaxassis tomonidan o'tkazilishi ayni maqsadga muvofiq.[3]

Sud-psixologik ekspertizasining asosiy vazifalaridan biri – guvoh, ayblanuvchi, hamda jabrlanuvchilarning o'ziga xos psixik faoliyati bo'yicha haqiqatni aniqlash imkoniyatini berish uchun muhim ahamiyatga ega bo'lgan yangi dalillarni maxsus psixologik bilimlar asosida olishdan iboratdir.

Sud-psixologik ekspertizasining vazifasi tushunchasidan kelib chiqqan holda, uning umumiy predmeti tariqasida maxsus psixologik tekshirishlar yo'li bilan sinaluvchilarning barcha psixologik xususiyatlarini aniqlash jarayoni deyishimiz mumkin.

Ekspert psixologik tekshiruvlarning ob'ekti — inson psixikasidir. Psixika deb psixik (ruhiy) hodisalarning butun bir majmuyi nazarda tutiladi.[9] Ya'ni psixika o'z ichiga psixik hodisalarning psixik jarayonlarini, psixik mahsullarini va psixik holatlarini oladi. Psixologik ekspertizada odatda yuqorida sanab o'tilgan hodisalarning barchasi o'rganiladi.

MUHOKAMA

Sud-psixologik ekspertisasi muammolariga murojaat qilgan ko'pchilik mualliflarning fikricha, sud-psixologik ekspertisasi faqat zarur hollardagina psixik jihatdan sog'lom kishilarga nisbatangina o'tkazilishi mumkin va shart, ya'ni sud-psixologik ekspertizasiga yuborilayotgan ayblanuvchi, jabrlanuvchi, guvohlarning psixik sog'ligi (salomatligi) huquqni muhofaza qilish organining vakillarida savol tug'dirmagan yoki sud-psixiatrik ekspertizasining xulosasi bilan tasdiqlangan holatlarda o'tkaziladi. [4] [7]

Sud-psixologik ekspertizasining predmeti ayblanuvchi, sudlanuvchi, guvoh va jabrlanuvchilarning ko'rsatmalarini haqqoniyligini tasdiqlash emas, balki so'roq qilinayotgan shaxsning bergan ko'rsatmalarini isbotlanishi zarur bo'lgan faktlarni, dalil isbotlarni idrok qilish, xotirasida saqlash hamda bayon etish qobiliyati, boshdan kechirayotgan psixologik jarayonlarga aynan muvofiqligini aniqlashdan iboratdir. Albatta bundan ayblanuvchi, sudlanuvchi, guvoh va jabrlanuvchilar yolg'on yoki rost gapirayotganligini aniqlash bo'yicha maxsus poligraf apparati yordamida o'tkaziladigan sud-psixofiziologik ekspertisasi mustasno.

NATIJALAR

Sud psixologik ekspertizasiga psixologiya fani jixatidan yondashadigan bo'lsak, psixologik ekspertiza psixologiya fanining mazmuni, uning amaliy sohalari (yuridik, tibbiyot, muhandislik psixologiyasi va boshqalar) bilan belgilanadi. Shuning uchun uning vakolatiga psixikaning turli ko'rinishlari, ruhiy jarayonlar, hissiy holatlar, ruhiy jixatdan sog'lom odamlarning (guvohlar, jabrlanuvchilar, ayblanuvchilar, sudlanuvchilar va boshqalar) individual-psixologik xususiyatlarini, sud muhokamasiga aylangan nizoli vaziyatlarni ko'rishda, o'ta og'ir vaziyatlarda qaror qabul qilishda o'zini tutishi va ularga nisbatan psixologik ta'sir ko'rsatuvchi omillar va shunga o'xshash yana ko'plab motivlar, xususiyatlar, omillar va darajalarni o'rganish kiradi.

Biroq, sud-psixologik ekspertisasi jinoyatning yoki mazkur harakatning huquqiy, tibbiy, pedagogik, falsafiy, estetik tomonlarini yoritish va baholash vakolatiga ega emasligini esda saqlash lozim.

Shu o'rinda Sud-psixologik ekspertizasini tayinlashga taalluqli bo'lgan holatlarni bayon etadigan bo'lsak, sudda yoki sudgacha quyidagi holatlarda psixologik ekspertiza tavsiya etilishi nazarda tutiladi:

1. Shaxsning yosh davriga ko'ra psixik rivojlanishdan ortda qolishini, ya'ni psixik va aqliy rivojlanish darajasi yoshiga nisbatan mos adekvat yoki mos adekvat emasligini aniqlash zaruriyati tug'ilgan hollarda;

2. Jinoyatning sodir etilishiga sabab bo'luvchi, jamiyat tomonidan qabul qilingan axloq me'yorlariga zid xulq namoyon bo'lgan yoki kuchli psixik hayajonlanish

holatining yuzaga kelishiga sabab bo'luvchi ayrim omillar ko'zga tashlanish holatlarida;

3. O'z xatti-harakatining ahamiyati va axloqiy mohiyatini tushunib yetmaslik holatining mavjudligi haqida shubha paydo bo'lgan paytda;

4. Ayblanuvchi, jabrlanuvchi va guvohlik beruvchining berayotgan ko'rsatmasi uning xarakter xususiyatiga to'g'ri kelmayotganligiga shubha paydo bo'lgan holatlarda;

5. Ayblanuvchi, jabrlanuvchi va guvohlarning shaxs va individual-psixologik xususiyatlarini, yosh va aqliy rivojlanish darajasiga ko'ra sodir etilgan jinoiy harakatning mohiyatini, oqibatini tushunish va aniq, baholay olish hamda to'g'ri ko'rsatma bera olish layoqatiga ega ekanligini oydinlashtirishda;

6. Jabrlanuvchining jinsiy munosabatlarga bog'liq jinoyat mazmun va mohiyatini to'g'ri idrok qila olish qobiliyatini aniqlashda;

7. Voyaga yetmagan yoshdagi ayblanuvchining psixik xastalikka bog'liq bo'lmagan holdagi aqliy qoloqlik (psixik rivojlanishdan ortda qolish) xususiyatiga ko'ra o'z xatti-harakatlariga javob bera olish qobiliyatini aniqlash zaruriyatida;

8. Jinoyat sodir etilish jarayonida ayblanuvchi ongiga ta'sir etuvchi fiziologik affekt yoki boshqa hissiy holatlarning mavjudligini aniqlash maqsadida;

9. Kishining o'z joniga qasd qilish (suitsid) jarayonidagi psixik holatini tadqiq etish maqsadida;

10. Bolalar tarbiyasi bilan bog'liq bo'lgan nizolarni hal qilishda bolaning emotsional bog'liqlik darajasini aniqlashda psixologik ekspertiza o'tkazish tavsiya etiladi. [4] [5] [6] [7]

Shuningdek, sud-psixologik ekspertiza jinoyatning sodir etilish jarayonida shaxsning psixologik xususiyatlarini, jinoiy xatti-harakatning psixologik mazmunini, sodir etilgan jinoiy harakatga nisbatan ayblanuvchi yoki jabrlanuvchining xatti-harakat, maqsad va motivini aniqlashda ham qo'llanilishi mumkin.

Yuqorida sanab o'tilgan ekspertiza tayinlash tavsiya qilinadigan holatlarda psixolog ekspert tomonidan validligi va ishonchliligi yuqori bo'lgan metod va metodikalar o'tkazish yordamida xulosa chiqariladi. Shuningdek hozirgi kunda sud ekspertiza sohasida yordamchi metod sifatida vizual psixodiagnostika (profayling) tarmog'idan keng foydalanilmoqda. Bu insonni kuzatish orqali idrok etish asosida uning psixologik holatini aniqlashdan iborat diagnostik usuldir.

Sud psixologik ekspertizasining maqsadi mamlakatimizda fuqarolarning huquq va erkinliklarini ro'yobga chiqarishda, jinoyatga jazoning muqarrarligini ta'minlashda va haqiqatni aniqlashda odil sudlovga ko'maklashishdan iborat.

XULOSA

Xulosa o'rnida shuni aytish mumkinki sud-psixologik ekspertizasi o'zining tekshirish predmeti va ob'ektiga ega bo'lgan, o'zida ekspert tekshiruvlarining mustaqil turini aks ettiradigan va shuning uchun ham u boshqa hech qanday ekspertiza bilan almashtirilishi mumkin bo'lmagan ekspertiza turi hisoblanadi.

Shuningdek bugungi kunda mamlakatimizda sud psixologik ekspertizasining nazariy va amaliy asoslari, adabiyot, darslik, o'quv va metodik qo'llanmalari sifatida chet el psixologlarining ma'lumotlaridan foydalanayotganimizni ko'rishimiz mumkinligi, lekin, shu bilan bir qatorda O'zbekiston psixologlaridan G'oziyev E.G'., Ruhiyeva H.A., Umarov B.M., Axmedova M.X., Tursunov L.S. kabi bir qator avtorlarni ham uchratishimiz mumkinligi, sud psixologiyasi sohasida qator ilmiy ishlar olib borish uchun keng imkoniyatlar yaratilganligi va bu borada davomli ravishda sohaga e'tibor qaratib kelinayotganligining dalilidir. So'zimizning isboti sifatida O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev tomonidan 2021-yil 5-iyulda imzolangan O'zbekiston Respublikasida sud-ekspertlik tizimini takomillashtirish chora-tadbirlari to'g'risidagi PF-6256-sonli Farmoni va ushu farmonning 1-ilovasidagi O'zbekiston Respublikasida sud-ekspertlik faoliyatini rivojlantirishning 2021 – 2025-yillarga mo'ljallangan Konsepsiyalarini keltirish mumkin.

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CAPUTO MA'NOSIDAGI KASR TARTIBLI TENGLAMALARDA MANBA FUNKSIYANI ANIQLASH BO'YICHA TO'G'RI MASALALAR

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ANNOTATSIYA

Bu maqolada Caputo ma'nosida kasr tartibli xususiy hosilali differensial tenglama uchun aralash masalani o'rganamiz. Ushbu maqolada to'g'ri masalani yechish va Caputo ma'nosida kasr tartibli xususiy hosilali differensial tenglamaning yechimi mavjud va yagonaligini ko'rsatish, hamda manba funksiyasini aniqlash bo'yicha to'g'ri masalaga oid natijalar olinishi ko'zda tutilgan.

***Kalit so'zlar:** Caputo hosilali differensial tenglama, to'g'ri masala, teskari masala, Koshi masalasi, fiksirlangan son.*

Aytaylik, $0 < \rho < 1$ bo'lsin. Biz quyidagi

$$D_t^\rho u(x,t) - a^2 u_{xx}(x,t) = f(x), \quad 0 < x < l, \quad 0 < t < T; \quad (1.1)$$

Kaputo ma'nosida kasr tartibli tenglamaning

$$u(x, +0) = \varphi(x), \quad 0 \leq x \leq l, \quad (1.2)$$

boshlang'ich shartni va quyidagi

$$u(0,t) = 0, \quad 0 \leq t \leq T, \quad (1.3)$$

$$u(l,t) = 0, \quad 0 \leq t \leq T, \quad (1.4)$$

chegaraviy shartlarni qanoatlantiruvchi yechimini topish masalasini qaraylik, bu yerda $\varphi(x)$, $f(x)$ – berilgan funksiyalar, a – o'zgarmas son, T – fiksirlangan son, D_t^ρ orqali Caputo ma'nosidagi ρ - tartibli kasr tartibli hosila belgilangan.

(1.1) – (1.4) masalaning yechimini topish masalasiga *to‘g‘ri masala* deyiladi.

3.1.1-ta’rif. Agar $u(x,t) \in C([0,l] \times [0,T])$ funksiya quyidagi $D_t^\rho u(x,t)$, $u_{xx}(x,t) \in C((0,l) \times (0,T))$ xossaga ega bo‘lib, (1.1) - (1.4) ning barcha shartlarini qanoatlantirsa, u holda bu $u(x,t)$ funksiya (1.1) - (1.4) *masalaning yechimi* deb ataladi.

Magistrlik dissertatsiyasida ushbu to‘g‘ri masalaning yechimini topish bilan

birga manba funksiyasini topish bo‘yicha teskari masala ham o‘rganilgan.

Faraz qilaylik (1.1) – (1.4) masalada $u(x,t)$ funksiya tashqari $f(x)$ funksiya ham noma’lum bo‘lsin. Bu masalani yechish uchun bizga qo‘shimcha shart kerak boladi. Biz qo‘shimcha shart sifatida quyidagi shartni olamiz:

$$u(x,\tau) = \psi(x), \quad 0 < \tau < T. \quad (1.5)$$

Ushbu (1.1) – (1.5) masalada $u(x,t)$ va $f(x)$ funksiyalarni topish masalasiga tenglamaning o‘ng tomonini topish bo‘yicha *teskari masala* deb ataladi.

To‘g‘ri masalani yechish

Kasr tartibli xususiy hosilali differensial tenglama uchun to‘g‘ri masalasini yechish ko‘rsatilgan, ya’ni (1.1) – (1.4) to‘g‘ri masalaning yechimi mavjud va yagonaligi isbotlangan.

(1.1) – (1.4) masalani yechish uchun quyidagi teoremani isbotlaymiz.

1.1-teorema. $\varphi(x)$, $f(x)$ funksiyalar uzluksiz, bo‘lakli - uzluksiz hosilaga ega va $\varphi(0) = \varphi(l) = 0$, $f(0) = f(l) = 0$ shartlarni qanoatlantiruvchi funksiyalar bo‘lsin. U holda (1.1) - (1.4) masalaning yechimi yagona bo‘ladi va u quyidagicha ko‘rinishiga ega:

$$u(x,t) = \sum_{n=1}^{\infty} \left[\varphi_n E_{\rho,1} \left(- \left(\frac{\pi n a}{l} \right)^2 t^\rho \right) + f_n t^\rho E_{\rho,\rho+1} \left(- \left(\frac{\pi n a}{l} \right)^2 t^\rho \right) \right] \sin \frac{\pi n x}{l}. \quad (1.6)$$

Isbot. Teoremani isbotlash uchun xususiy hosilali tenglamalarni yechishda keng tarqalgan usullardan biri o‘zgaruvchilarni ajratish, ya’ni Furiye (Fourier) usulidan foydalanamiz. (1.1) – (1.4) masalaning yechimini

$$u(x,t) = v(x,t) + w(x,t)$$

ko‘rinishda izlaymiz, bu yerda $v(x,t)$ funksiya

$$D_t^\rho v(x,t) - a^2 v_{xx}(x,t) = 0, \quad 0 < x < l, \quad 0 < t < T; \quad (1.7)$$

$$v(x, +0) = \varphi(x), \quad 0 \leq x \leq l, \quad (1.8)$$

$$v(0,t) = 0, \quad 0 \leq t \leq T, \quad (1.9)$$

$$v(l,t) = 0, \quad 0 \leq t \leq T. \quad (1.10)$$

masalaning, $w(x,t)$ funksiya esa

$$D_t^\rho w(x,t) - a^2 w_{xx}(x,t) = f(x), \quad 0 < x < l, \quad 0 < t < T; \quad (1.11)$$

$$w(x, +0) = 0, \quad 0 \leq x \leq l, \quad (1.12)$$

$$w(0,t) = 0, \quad 0 \leq t \leq T, \quad (1.13)$$

$$w(l,t) = 0, \quad 0 \leq t \leq T. \quad (1.14)$$

masalaning yechimi.

(1.1) – (1.4) masalani yechish uchun yuqoridagi ikkita yordamchi masalalarni yechish kifoya qiladi.

Yuqorida qaraganimizdek ushbu qismda (1.1) – (1.4) masalani bir jinsli va bir jinsli bo‘lmagan ikki hol uchun alohida-alohida yechib olamiz.

(1.7) – (1.10) masalani yechish uchun Furiye usulidan foydalanamiz. Yechimni

$$v(x,t) = T(t) \cdot X(x) \neq 0 \quad (1.15)$$

ko‘rinishda izlaymiz, bunda $X(x)$ – faqat x o‘zgaruvchining funksiyasi, $T(t)$ – esa faqat t o‘zgaruvchining funksiyasidir.

Endi esa, $\lambda_n = \left(\frac{\pi n}{l}\right)^2$ xos qiymatga mos xos funksiyani $T_n(t)$ lar uchun quyidagi

ifodalarni topamiz:

$$v(x,t) = \sum_{n=1}^{\infty} T_n(t) \cdot \sin \frac{\pi nx}{l} \quad (1.24)$$

(1.24) ifodani (1.7) masalaga olib borib qo‘ysak, quyidagi tenglik hosil bo‘ladi:

$$\sum_{n=1}^{\infty} D_t^\rho T_n(t) \cdot \sin \frac{\pi nx}{l} + a^2 \sum_{n=1}^{\infty} \left(\frac{\pi n}{l} \right)^2 T_n(t) \cdot \sin \frac{\pi nx}{l} = 0.$$

Bundan esa,

$$\sum_{n=1}^{\infty} \left[D_t^\rho T_n(t) + a^2 \left(\frac{\pi n}{l} \right)^2 T_n(t) \right] \cdot \sin \frac{\pi nx}{l} = 0$$

tenglikni hosil qilamiz. Shunday qilib biz quyidagi masalaga kelamiz:

$$\begin{cases} D_t^\rho T_n(t) + a^2 \left(\frac{\pi n}{l} \right)^2 T_n(t) = 0, \\ T_n(+0) = \varphi_n, \end{cases} \quad (1.25)$$

(3.1.25) Koshi masalasining yechimi (2.2.14) ga asosan quyidagicha bo‘ladi (qarang [Kilbas]):

$$T_n(t) = \varphi_n E_{\rho,1} \left(- \left(\frac{\pi na}{l} \right)^2 t^\rho \right). \quad (1.26)$$

Xususi yechimlar yig‘indisi ya’na yechim bo‘lgani uchun

$$v(x,t) = \sum_{n=1}^{\infty} T_n(t) \cdot X_n(t)$$

funksiya ham yechim bo‘ladi. Shunday qilib (1.7) – (1.10) masalaning formal yechimi

$$v(x,t) = \sum_{n=1}^{\infty} \varphi_n E_{\rho,1} \left(- \left(\frac{\pi na}{l} \right)^2 t^\rho \right) \sin \frac{\pi nx}{l} \quad (1.27)$$

ko‘rinishda bo‘ladi.

Bundan tashqari, (1.11) tenglik $D_t^\rho W_j(x,t) = \frac{\partial^2}{\partial x^2} W_j(x,t) + \sum_{k=1}^j f_k(t) \sin \frac{\pi nx}{l}$,

$t > 0$ dan $D_t^\rho w(x,t) \in C((0,l) \times (0,T))$ ekanligi kelib chiqadi. Demak, yuqoridagi

mulohazalardan (1.30) funksiya (1.11) – (1.14) masalaning yechimi ekanligi kelib chiqadi.

Bu yechimlarni umumlashtirib (1.7) – (1.10) masala uchun quyidagi yechimga ega bo‘lamiz:

$$u(x,t) = v(x,t) + w(x,t) = \sum_{n=1}^{\infty} \varphi_n E_{\rho,1} \left(- \left(\frac{\pi n a}{l} \right)^2 t^{\rho} \right) \sin \frac{\pi n x}{l} + \sum_{n=1}^{\infty} f_n t^{\rho} E_{\rho,\rho+1} \left(- \left(\frac{\pi n a}{l} \right)^2 t^{\rho} \right) \cdot \sin \frac{\pi n x}{l}. \quad (1.31)$$

Shunday qilib, (1.6) formula bilan aniqlangan $u(x,t)$ funksiya (1.7) – (1.10) masalaning yechimi bo‘lar ekan.

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KASR TARTIBLI ODDIY DIFFERENSIAL TENGLAMALAR

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ANNOTATSIYA

Kasr tartibli tenglamalarning fizik, texnik va biologik jaroyonlarga tadbiiqi katta bo‘lgani uchun butun dunyo olimlari tomonidan kasr tartibli tenglamalarni o‘rganishga bo‘lgan qiziqish ortib bormoqda. Bugungi kunda kasr tartibli aralash tipdagi tenglamalar uchun to‘g‘ri va teskari masalalarni o‘rganish va yechish dolzarb masalaga aylandi.

***Kalit so‘zlar:** Kasr tartibli hosila, Riemann-Liouville, Koshiy masalasi, Volterra integral, Mittag-Leffler funksiyasi.*

Riemann-Liouville ma’nosidagi kasr tartibli differensial tenglamalar uchun Koshi tipidagi masalalar.

Ushbu kichik bo‘limda biz chiziqli kasr tartibli differensial tenglamaning aniq echimlarini tuzamiz. Riman-Liouvil kasr tartibli hosilasi

$$D^{\alpha} f = \frac{1}{\Gamma(n-\alpha)} \left(\frac{d}{dx} \right)^n \int_0^x \frac{f(t)}{(x-t)^{\alpha-n+1}} dt.$$

Bilan aniqlanga quyidagi boshlang‘ich shartli Koshi masalasini qaraylik:

$$\begin{aligned} (D^{\alpha} y)(x) - \lambda y(x) &= f(x), (a < x \leq b, \alpha > 0, \lambda \in R) \\ (D^{\alpha-k} y)(a+) &= b_k, (b_k \in R, k = 1, 2, \dots, n = -[-\alpha]) \end{aligned} \quad (1),(2)$$

Faraz qilaylik, $f(x) \in C_\gamma[a, b], (0 \leq \gamma < 1)$ bo'lsin. U holda, $C_{n-\alpha}[a, b]$ fazoda (1),(2) koshi masalasi quyidagi

$$y(x) = \sum_{j=1}^n \frac{b_j}{\Gamma(\alpha - j + 1)} (x-a)^{\alpha-j} + \frac{\lambda}{\Gamma(\alpha)} \int_a^x \frac{y(t)}{(x-t)^{1-\alpha}} dt + \frac{1}{\Gamma(\alpha)} \int_a^x \frac{f(t)}{(x-t)^{1-\alpha}} dt \quad (3)$$

Volterra integral tenglamasiga ekvivalent tenglama bo'ladi.

Biz bu tenglamani ketma ket yaqinlashish metodi orqali yechimini topamiz.

Bu metodga ko'ra,

$$y_0(x) = \sum_{j=1}^n \frac{b_j}{\Gamma(\alpha - j + 1)} (x-a)^{\alpha-j} \quad (4),(5)$$

$$y_m(x) = y_0(x) + \frac{\lambda}{\Gamma(\alpha)} \int_a^x \frac{y_{m-1}(t)}{(x-t)^{1-\alpha}} dt + \frac{1}{\Gamma(\alpha)} \int_a^x \frac{f(t)}{(x-t)^{1-\alpha}} dt$$

Bu yaqinlashishlarni operator ko'rinishida quyidagicha yozib olishimiz mumkin:

$$y_0(x) = \sum_{j=1}^n \frac{b_j}{\Gamma(\alpha - j + 1)} (x-a)^{\alpha-j} \quad (4),(6)$$

$$y_m(x) = y_0(x) + \lambda (I^\alpha y_{m-1})(x) + (I^\alpha f)(x)$$

Yuqoridagi formula orqali y_1 ni hisoblab olamiz,

$$\begin{aligned} y_1(x) &= y_0(x) + \lambda (I^\alpha y_0)(x) + (I^\alpha f)(x) = \\ &= \sum_{j=1}^n \frac{b_j}{\Gamma(\alpha - j + 1)} (x-a)^{\alpha-j} + \lambda \sum_{j=1}^n \frac{b_j}{\Gamma(2\alpha - j + 1)} (x-a)^{2\alpha-j} + (I^\alpha f)(x) = \\ &= \sum_{j=1}^n b_j \sum_{k=1}^2 \frac{\lambda^{k-1} (x-a)^{\alpha k - j}}{\Gamma(\alpha k - j + 1)} + \frac{1}{\Gamma(\alpha)} \int_a^x (x-t)^{\alpha-1} f(t) dt. \end{aligned}$$

Yuqoridagiga o'xshash y_2 uchun ham quyidagi formulani yozib olamiz:

$$y_2(x) = y_0(x) + \lambda(I^\alpha y_1)(x) + (I^\alpha f)(x)$$

Bundan,

$$y_2(x) = y_0(x) + \lambda(I^\alpha y_1)(x) + (I^\alpha f)(x) = \sum_{j=1}^n \frac{b_j}{\Gamma(\alpha - j + 1)} (x-a)^{\alpha-j} + \\ + \sum_{j=1}^n b_j \sum_{k=1}^2 \frac{\lambda^{k-1}}{\Gamma(\alpha k - j + 1)} (I^\alpha (t-a)^{\alpha k - j})(x) + (I^\alpha f)(x) + (I^\alpha I^\alpha f)(x)$$

Buni quyidagicha ixchamlab yozish mumkin:

$$y_2 = \sum_{j=1}^n b_j \sum_{k=1}^2 \frac{\lambda^{k-1} (x-a)^{\alpha k - j}}{\Gamma(\alpha k - j + 1)} + \int_a^x \left[\sum_{k=1}^2 \frac{\lambda^{k-1}}{\Gamma(\alpha k)} (x-t)^{\alpha k - 1} \right] f(t) dt \quad (7)$$

Jarayonni davom ettirib quyidagi ketma-ketlikni hosil qilamiz:

$$y_m = \sum_{j=1}^n b_j \sum_{k=1}^{m+1} \frac{\lambda^{k-1} (x-a)^{\alpha k - j}}{\Gamma(\alpha k - j + 1)} + \int_a^x \left[\sum_{k=1}^m \frac{\lambda^{k-1}}{\Gamma(\alpha k)} (x-t)^{\alpha k - 1} \right] f(t) dt \quad (8)$$

Bu ketma-ketlikda m ni cheksizga intiltirib limitga o'tsak (3) integral tenglamaning yechimiga kelamiz.

$$y(x) = \sum_{j=1}^n b_j \sum_{k=1}^{\infty} \frac{\lambda^{k-1} (x-a)^{\alpha k - j}}{\Gamma(\alpha k - j + 1)} + \int_a^x \left[\sum_{k=1}^{\infty} \frac{\lambda^{k-1}}{\Gamma(\alpha k)} (x-t)^{\alpha k - 1} \right] f(t) dt \quad (9)$$

Endi bu yechimni ko'rinishini ixchamlash uchun 1-bobda keltirib o'tilgan

$$E_{\alpha, \beta}(z) = \sum_{k=0}^{\infty} \frac{z^k}{\Gamma(\alpha k + \beta)} \quad \text{Mittag-Leffler funksiyasidan foydalanamiz.}$$

Kerakli o'rinlarda bu funksiya ifodasini almashtirsak quyidagi ko'rinishdagi yechimga ega bo'lamiz:

$$y(x) = \sum_{j=1}^n b_j (x-a)^{\alpha-j} E_{\alpha, \alpha-j+1} \left[\lambda (x-a)^\alpha \right] + \int_a^x (x-t)^{\alpha-1} E_{\alpha, \alpha} \left[\lambda (x-a)^\alpha \right] f(t) dt \quad (10)$$

Bu funksiya (3) Volterra integral tenglamasining yechimi bo'ladi va demak (1),(2) Koshi masalasining ham yechimini ifodalaydi

Agar Koshi masalasida $0 < \alpha < 1, \lambda \in R$ bo'lsa,

$$(D^\alpha y)(x) - \lambda y(x) = f(x)$$

$$(D^{\alpha-1} y)(a+) = b$$

yechim quyidagicha bo'ladi:

$$y(x) = b(x-a)^\alpha E_{\alpha,\alpha}[\lambda(x-a)^\alpha] + \int_a^x (x-t)^{\alpha-1} E_{\alpha,\alpha}[\lambda(x-a)^\alpha] f(t) dt.$$

Agar ozod had nolga teng bo'lsa,

$$(D^\alpha y)(x) - \lambda y(x) = 0$$

$$(D^{\alpha-1} y)(a+) = b$$

Quyidagicha soda ko'rinishdagi yechim olinadi:

$$y(x) = b(x-a)^\alpha E_{\alpha,\alpha}[\lambda(x-a)^\alpha].$$

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GAMMA FUNKSIYA

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ANNOTATSIYA

Beta va Gamma funksiyalar kasr tartibli integral tenglamalarni va hosilalarni hisoblashda foydalaniladi. Mittag – Leffler funksiyasi esa Riman-Liuvill ma’nosidagi kasr tartibli differensial tenglamalarni hisoblashda bizga kerak bo‘ladi.

Kalit so‘zlar: *Betta va Gamma funksiya, Kasr tartibli hosila, Xosmas integral, Veyershtass alomati, Eyer integrali.*

Biz

$$\int_0^{+\infty} x^{a-1} e^{-x} dx \quad (6)$$

xosmas integralni qaraylik. Bu chegaralanmagan funksiyaning ($a < 1$ da $x = 0$ maxsus nuqta) cheksiz oraliq bo‘yicha olingan xosmas integrali bo‘lishi bilan birga a ga (parametrga) ham bog‘liqdir. Xosmas integralning $a < 1$ da $(0; +\infty)$ yaqinlashuvchi, $a \leq 0$ da, ya’ni $[-\infty; 0]$ da uzoqlashuvchi bo‘lishi ko‘rsatildi.

1-ta’rif: (6) integral gamma funksiya yoki ikkinchi tur Eyer integrali deb ataladi va $\Gamma(a)$ kabi belgilanadi. Demak,

$$\Gamma(a) = \int_0^{+\infty} x^{a-1} e^{-x} dx \quad (1.7)$$

SHunday qilib, $\Gamma(a)$ funksiya $(0; +\infty)$ da berilgandir. Endi $\Gamma(a)$ funksiyaning xossalari o‘rganaylik.

$$1^0 \text{ (6) integral } \Gamma(a) = \int_0^{+\infty} x^{a-1} e^{-x} dx \text{ ixtiyoriy } [a_0, b_0] \text{ (} 0 < a_0 < b_0 < +\infty \text{)}$$

oraliqda tekis yaqinlashuvchi bo'ladi.

Isbot: (6) integralni quyidagi 2 qismga ajratib,

$$\int_0^{+\infty} x^{a-1} e^{-x} dx = \int_0^1 x^{a-1} e^{-x} dx + \int_1^{+\infty} x^{a-1} e^{-x} dx$$

Ularning har birini alohida-alohida tekis yaqinlashuvchilikka tekshiramiz. Agar a_0 ($a_0 > 0$) sonni olib, parameter a ning $a \geq a_0$ qiymatlari qaralsa, unda barcha $x \in (0; 1]$ uchun

$$x^{a-1} e^{-x} \leq \frac{1}{x^{1-a_0}}$$

bo'lib, ushbu Veyrshtass alomatiga ko'ra

$$\int_0^1 x^{a-1} e^{-x} dx$$

integral tekis yaqinlashuvchi bo'ladi. Agar b_0 ($b_0 > 0$) sonni olib, parameter a ning $a \leq b_0$ qiymatlari qaraladigan bo'lsa, unda barcha $x \geq 1$ uchun

$$x^{a-1} e^{-x} \leq x^{b_0-1} e^{-x} \leq \left(\frac{b_0+1}{e}\right)^{b_0+1} \cdot \frac{1}{x^2}$$

bo'lib,

$$\int_1^{+\infty} \frac{1}{x^2} dx$$

Integralning yaqinlashuvchiligidan, yana Veyershtass alomatiga ko'ra

$$\int_1^{+\infty} x^{a-1} e^{-x} dx$$

integralning tekis yaqinlashuvchiligini bo'lishini topamiz. SHunday qilib,

$$\Gamma(a) = \int_0^{+\infty} x^{a-1} e^{-x} dx$$

$[a_0, b_0]$ ($0 < a_0 < b_0 < +\infty$) da tekis yaqinlashuvchi bo'ladi.

2^0 . $\Gamma(a)$ funksiya $(0; +\infty)$ da uzluksiz hamda barcha tartibdagi uzluksiz hosilalarga ega va

$$\Gamma^{(n)}(a) = \int_0^{+\infty} x^{a-1} e^{-x} (\ln x)^n dx \quad (n = 1, 2, \dots)$$

Isbot: $\forall a \in (0; +\infty)$ nuqtani olaylik. Unda shunday $[a_0, b_0]$ ($0 < a_0 < b_0 < +\infty$) oraliq topiladiki, $a \in [a_0; b_0]$ bo'ladi. Ravshanki,

$$\Gamma(a) = \int_0^{+\infty} x^{a-1} e^{-x} dx$$

integral ostidagi $f(x, a) = x^{a-1} e^{-x}$ funksiya

$$M = \{(x, a) \in R^2 : x \in (0; +\infty), a \in (0; +\infty)\}$$

to'plamda uzluksiz funksiyadir. (6) integral esa $[a_0; b_0]$ da tekis yaqinlashuvchi.

U holda teorema asosan $\Gamma(a)$ funksiya $[a_0; b_0]$ da binobarin, a nuqtada uzluksiz bo'ladi. (6) integral ostidagi $f(x, a) = x^{a-1} e^{-x}$ funksiya

$$f'_a(x, a) = x^{a-1} e^{-x} \ln x$$

hosilasining M to'plamda uzluksiz funksiya.

Endi

$$\int_0^{+\infty} f'_a(x, a) dx = \int_0^{+\infty} x^{a-1} e^{-x} \ln x dx$$

integralni $[a_0; b_0]$ da tekis yaqinlashuvchi bo'lishini ko'rsatamiz. Ushbu

$$\int_0^1 x^{a-1} e^{-x} \ln x dx$$

integral ostidagi $x^{a-1}e^{-x} \ln x$ funksiya uchun

$$0 < x \leq 1 \text{ da } \int_0^1 x^{\frac{a}{2}-1} dx$$

o‘rinlidir. $\Psi_1(x) = x^{\frac{a_0}{2}} |\ln x|$ funksiya $0 < x \leq 1$ da chegaralanganligidan va

$$\int_0^1 x^{\frac{a}{2}-1} dx \text{ integralning yaqinlashuvchiligidan}$$

ning ham yaqinlashuvchi bo‘lishini va Veyrshtrass alomatiga ko‘ra qaralayotgan

$$\int_0^1 x^{a-1} e^{-x} \ln x dx \text{ integralning tekis yaqinlashuvchiligini topamiz.}$$

SHunga o‘xshash quyidagi

$$\int_1^{+\infty} x^{a-1} e^{-x} \ln x dx$$

integralda, integral ostidagi $x^{a-1} e^{-x} \ln x$ funksiya uchun barcha $x \geq 1$ da

$$x^{a-1} e^{-x} \ln x \leq x^{b_0-1} e^{-x} \ln x \leq \left(\frac{b_0+2}{e}\right)^{b_0+2} \frac{1}{x^2}$$

bo‘lib, $\int_1^{+\infty} \frac{dx}{x^2}$ integralning yaqinlashuvchiligidan, ya‘na Veyrshtrass alomatiga

ko‘ra $\int_1^{+\infty} x^{a-1} e^{-x} \ln x dx$ ning tekis yaqinlashuvchiligi kelib chiqadi. Demak, $[a_0; b_0]$

da $\int_1^{+\infty} x^{a-1} e^{-x} \ln x dx$ integral tekis yaqinlashuvchi. Unda teoremaga asosan

$$f'(a) = \left(\int_0^{+\infty} x^{a-1} e^{-x} dx\right)' = \int_0^{+\infty} (x^{a-1} e^{-x})' dx = \int_0^{+\infty} x^{a-1} e^{-x} \ln x dx$$

bo'ladi va $\Gamma'(a)$ $[a_0; b_0]$ da binobarin, a nuqtada uzluksizdir. Xuddi shu yo'l bilan $\Gamma(a)$ funksiyaning ikkinchi, uchinchi va hokazo tartibdagi hosilalarining

mavjudligi, uzluksizligi hamda $\Gamma^{(n)}(a) = \int_0^{+\infty} x^{a-1} e^{-x} \ln^n x dx$ ($n = 1, 2, \dots$)

bo'lishi ko'rsatiladi)

3^o. $\Gamma(a)$ funksiya uchun ushbu $\Gamma(a+1) = a \cdot \Gamma(a)$ ($a > 0$) formula o'rinli.

Haqiqatan ham,

$$\Gamma(a) = \int_0^{+\infty} x^{a-1} e^{-x} dx = \int_0^{+\infty} e^{-x} d\left(\frac{x^a}{a}\right)$$

integralni bo'laklab integrallasak,

$$\Gamma(a) = e^{-x} \cdot \frac{x^a}{a} \Big|_0^{+\infty} + \int_0^{+\infty} \frac{x^a}{a} e^{-x} dx = \frac{1}{a} \Gamma(a+1)$$

bo'lib, undan

$$\Gamma(a+1) = a \Gamma(a) \quad (7)$$

bo'lishi kelib chiqadi. Bu formula yordamida $\Gamma(a+n)$ ni topish mumkin.

Darhaqiqat, (7) formulani takror qo'llab

$$\Gamma(a+2) = \Gamma(a+1)(a+1)$$

$$\Gamma(a+3) = \Gamma(a+2)(a+2)$$

.....

$$\Gamma(a+n) = \Gamma(a+n-1)(a+n-1)$$

bo'lishini, ulardan esa

$$\Gamma(a+n) = (a+n-1)(a+n-2)\dots(a+2)(a+1)a\Gamma(a)$$

ekanligini topamiz. Xususan, $a = 1$ bo'lganda

$$\Gamma(n+1) = n(n-1)\dots 2 \cdot 1 \cdot \Gamma(1)$$

bo'ladi. Agar

$$\Gamma(1) = \int_0^{+\infty} e^{-x} dx = 1$$

bo'lishini e'tiborga olsak, unda $\Gamma(n+1) = n!$ ekanligi kelib chiqadi. Yana, (7) formuladan foydalanib $\Gamma(2) = \Gamma(1) = 1$ bo'lishini topamiz.

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AKSIOLOGIK YONDASHUV ASOSIDA BO‘LAJAK BOSHLANG‘ICH SINF O‘QITUVCHILARIDA KREATIVLIKNI RIVOJLANTIRISH TEXNOLOGIYASI

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ANNOTATSIYA

Ushbu maqolada aksiologik yondashuv asosida boshlang‘ich sinf o‘qituvchilarida kreativlikning rivojlantirishning ahamiyati, aksiologik yondashuv atamasi, kreativlikning mohiyati, kreativlikni rivojlantirish texnologiyalari bayon etilgan. Muallif tomonidan bo‘lajak boshlang‘ich sinf o‘qituvchilarida aksiologik yondashuv asosida kreativlikning rivojlantirish usullari ishlab chiqilib, tahlil qilingan hamda hulosalar taqdim etilgan.

Kalit so‘zlar: aksiologik yondashuv, kreativlik, kreativlikning rivojlantirish texnologiyalari.

KIRISH: Bo‘lajak boshlang‘ich sinf o‘qituvchilarida aksiologik yondashuv asosida kreativlikning rivojlantirish jarayonining umumiy mohiyatini anglash uchun aksiologik yondashuv nima ekanligini bilib olish lozim.

Aksiologik yondashuv - bu ijtimoiy-pedagogik qadriyatlar tizimiga yo‘naltirilgan nazariy g‘oyalar majmui bo‘lib, ularning o‘zagi inson hayoti, erkin ijodiy faoliyat va insoniy muloqotning qadriyatini tushunish va tasdiqlashdan iborat.

Ushbu yondashuvning asosiy maqsadi umuminsoniy madaniyatning ma‘naviy va moddiy qadriyatlarini o‘zlashtirishdir.

Falsafiy lug‘atlarda aksiologiya qadriyatlar haqidagi fan sifatida ta‘riflanadi. Batafsilroq ta‘rif "Pedagogik lug‘at" da G.M. Qadjaspirova (M. 2000): aksiologiya - bu

shaxs, jamoa, jamiyatning moddiy, madaniy, ma'naviy, axloqiy va psixologik qadriyatlari, ularning voqeliklar olami bilan aloqasi, qadriyatlar va me'yoriy tizimdagi o'zgarishlar haqidagi falsafiy ta'limot, tarixiy rivojlanish jarayoni.

Aksariyat olimlarning fikriga ko'ra, qadriyatlar –bu kishilik jamiyati sivilizatsiyasini, madaniyatini butun bir spektorini o'z ichiga oladi va muqaddas dargoh oilada shakllanadi, sayqal topadi avloddan avlodga o'tadi, odamlarning maqsadlari va xatti-harakatlarining me'yorlari, har bir inson ongida mavjud bo'lgan ko'rsatmalar haqidagi umumlashtirilgan asosiy g'oyalar. Pedagogik manbalarda shaxsning ma'naviy-axloqiy madaniyati deganda insonning o'z-o'zini anglashining eng yuqori holati tushuniladi, u manba va ijodiy kuch sifatida mavjudlikning eng yuqori qadriyatlariga qaratilgan odamlarning birgalikdagi hayoti va ularning o'zini o'zi yaratish qadriyatlarini shakllantirish.

Ta'limning ma'naviyatni tarkib toptirishdagi ahamiyati uni qadriyatli bilimlarni uzatish va uning asosida insonda qadriyatli munosabat, qadriyatli xulq-atvorni shakllantirishda ekanligini o'z vaqtida Aflotun ham ta'kidlab o'tgan edi. U davlatning asosini qolgan barchasi unga bog'liq bo'lgan yagona birlik aks ettiradi, deb hisoblagan. Bunday asos - oliyjanoblikdir. Olim yuksak oliyjanoblik sifatida hech narsa yaxshilik va yomonlik haqida unday ma'lumot bera olmaydigan bilimni e'tirof etadi. Bilimda haqiqiy oliyjanoblik o'z ifodasini topganligini esa ta'lim jarayonida o'rganish mumkin.

Qadriyatlar yosh shaxsning ma'naviy-axloqiy tarbiyasining asosiy mazmunini belgilaydi. Rivojlangan ma'naviy-axloqiy qadriyatlar O'zbekistonning madaniy rivojlanish jarayoni. Bu xayriya, adolat, sharaf, vijdon, iroda, shaxsiy qadr-qimmat, ezgulikka ishonch, o'z, oila va Vatan oldidagi ma'naviy burchni bajarish istagini o'yg'otishga qaratilgan.

Milliy qadriyatlar asosida ijodiy qobiliyatni shakllantirish yosh avlodga milliylik singdirilgan zamonaviy ta'lim olish imkonini beradi. Milliylik bor joyda esa o'zlikni anglash, milliy qadriyatlarga hurmat sifatlari sayqallanib boradi. G'oyaviy bo'shliqlar kamayadi.

Endi kreativlik atamasiga to'xtalib o'tsak:

Kreativlik – bu madaniyat vositasi asosida shaxs sifatida shakllanish jarayonida namoyon bo'ladigan shaxsning shaxsiy sifati (fazilati)dir.

Kreativlik – boshqalardan ko'ra ijodkorlik bilan farqlana olishdir.

Kreativlik – o'z so'ziga, o'z uslubiga egalikdir.

Kreativlik – bu insonning shaxsiy xususiyati bo'lib, uning o'z-o'zini takomillashtirib va rivojlantirib borishi bilan bog'liq.

Kreativlik - aql mahsulidir.

O'qituvchi o'z iqtidorini, iste'dodini, ishchanligi, bilimi va saviyasini dars orqali namoyon etadi.

Hozirgi davr o'qituvchisi har qanday topshiriqni bajara oladigan, bir vaqtning o'zida o'quvchini faolligini oshirish, yangi mavzuni o'zlashtirish bilan bir qatorda dunyoqarashini kengaytirishga, ma'naviy tarbiyalashga hizmat qiluvchi metodlar qo'llay olish va samarali natija olish qobiliyatiga ega bo'lishi lozim. Tasavvur qiling, sizning fikringizcha, o'ylab ko'ring kabi so'zlar bilan o'quvchini fikrlashga undaydi.

O'qituvchining kreativligi – o'quvchilarni darsga mahorat bilan jalb qilish qobiliyati, so'zamonligi, o'zini namunali tuta olishi, harakatchanligi, topqirligi, darsga noananaviy yondashuvi, muammolarga yechim topa olishi bilan yaqqol namoyon bo'ladi.

Aksiologik yondashuv asosida pedagoglarda kreativlikni rivojlantirish izlanish va o'z ustida tinimsiz ishlashni talab etadi. Pedagoglarda ijodiy qobiliyat yuqori darajada bo'lsagina o'quvchilarda ham ta'lim-tarbiya sezilarli tarzda ijobiy tomonga o'zgaradi. Aksiologik yondashuv asosida boshlang'ich sinf o'qituvchilarida kreativlikni rivojlantirish, boshlang'ich sinf o'quvchilarida fikrini erkin bayon eta olish, mantiqiy fikrlash, bolada ijodiy qobiliyat shakllanib borishiga, milliy qadriyatlarni sevish va ardoqlash kabi fazilatlar shakllanishiga ko'maklashadi.

Xulosa qilib shuni aytishimiz lozimki, boshlang'ich sinf o'qituvchilarida aksiologik yondashuv asosida kreativlikni shakllantirish milliy tarbiyani zamonaviy ta'lim bilan chambarchas bog'lashga hamda o'qituvchini yangi metodlar yaratishga undaydi. Ijodiy qobiliyat yanada shakllanib boradi. Ta'limda yangiliklar yaratilishiga xizmat qiladi.

Eng asosiysi, jamiyatga milliy qadriyatlar singdirib boriladi. Milliy tarbiya va zamonaviy ta'lim bir-biri bilan chambarchas bog'liq ekanligi tushuniladi.

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NUCLEAR AND RENEWABLE ENERGY

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ABSTRACT

Since the mid-1980s, nuclear power has been a major source of electricity in the United States, second only to coal. Yet the future of nuclear power in the US and the rest of the world is uncertain. Although the US has the most nuclear capacity of any nation, the U.S. Department of Energy predicts that the use of nuclear fuel will have dropped dramatically by 2030, by which time more than 40% of capacity will have been retired. The Bush Administration has supported nuclear expansion, emphasizing its importance in maintaining a diverse energy supply, but currently the US has no plans to build additional reactors on its soil. Many fear nuclear energy, fueled by accidents such as those at Chernobyl and Three Mile Island and concern about disposal of nuclear fuel.

Keywords: Energy, nuclear power, solar power, capacity, Chernobyl, fossil fuels, source of electricity.

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АННОТАЦИЯ

С середины 1980-х годов ядерная энергетика стала основным источником электроэнергии в США, уступая только углю. Однако будущее ядерной энергетике в США и остальном мире остается неопределенным. Хотя США обладают наибольшим ядерным потенциалом среди всех стран, Министерство энергетики США прогнозирует, что использование ядерного топлива резко сократится к 2030 году, и к этому времени более 40% мощностей будет выведено из эксплуатации. Администрация Буша поддержала ядерную экспансию, подчеркивая ее важность в поддержании диверсифицированного энергоснабжения, но в настоящее время у США нет планов строить дополнительные реакторы на своей территории. Многие опасаются ядерной энергетике, вызванной авариями, такими как Чернобыль и Три-Майл-Айленд, и обеспокоены утилизацией ядерного топлива.

Ключевые слова: Энергетика, атомная энергетика, солнечная энергия, мощность, Чернобыль, ископаемое топливо, источник электроэнергии.

Estimates of how long fossil fuel resources will last have remained unchanged for the last few decades. Predicting when these fuels will be depleted is virtually impossible because new deposits may be discovered and because the rate of use cannot be predicted accurately. In addition some experts estimate that the world has 350 years of natural gas. We have no current need to search for a new power source. Money spent on such exploration would be better spent on creating technology to clean the output from power stations.

Even apart from the safety issues, nuclear power presents a number of problems. First, it is expensive and relatively inefficient. The cost of building reactors is enormous and the price of subsequently decommissioning them is also huge. Then there is the problem of waste. Nuclear waste can remain radioactive for thousands of years. It must be stored for this time away from water (into which it can dissolve) and far from any tectonic activity. Such storage is virtually impossible and serious concerns have arisen over the state of waste discarded even a few decades ago.

The nuclear industry has a shameful safety record. At Three Mile Island we were minutes away from a meltdown, and at Chernobyl the unthinkable actually happened. The effects on the local people and the environment were devastating. The fallout from

Chernobyl can still be detected in our atmosphere. True, modern nuclear reactors are safer, but they are not perfectly safe. Disaster is always possible. Nuclear power stations have had a number of “minor” accidents. The industry has told us that these problems will not happen again, but time and time again they recur. We have to conclude that the industry is too dominated by the profit motive to really care about safety and too shrouded in secrecy to be accountable. In addition, the nuclear industry has had a terrible impact on those living around power plants. The rate of occurrence of certain types of cancer, such as leukemia, is much higher in the population around nuclear plants.

Although alternative energy is not efficient enough to serve the energy needs of the world’s population today, it could, with investment in all these methods, be made efficient enough to serve humankind. We are not advocating a blanket solution to every problem. Many dam projects could have been replaced by solar power had the technology been available. In addition, most countries usually have at least one renewable resource that they can use: tides for islands, the sun for equatorial countries, hot rocks for volcanic regions, etc. Consequently, any country can, in principle, become energy self-sufficient with renewable energy. The global distribution of uranium is hugely uneven (much more so than for fossil fuels); accordingly, the use of nuclear power gives countries with uranium deposits disproportionate economic power. Uranium could conceivably become subject to the same kind of monopoly that the Organization of Petroleum Exporting Countries has for oil. This prevents countries from achieving self-sufficiency in energy production.

Suggesting that nuclear power is the only employment provider is completely fatuous. Energy production will always provide roughly the same number of jobs. If spending on the nuclear industry were redirected to renewable energy, then jobs would simply move from the one to the other.

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YARIMO‘TKAZGICHLARNING TEXNIKADAGI O‘RNI

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ANNOTATSIYA

Maqolada yarimo‘tkazgichlar qo‘llanadigan sohalar, elektronika, elektrotexnika sanoatlarida yarimo‘tkazgich moddalarning o‘rni o‘rganilgan. Yarimo‘tkazgich materiallar va ular tayyorlanadigan asboblarning qo‘llanilishi tahlil qilingan. Yarimo‘tkazgichli materiallarning qo‘llanilishi dunyo soha rivojiga ijobiy ta‘sir etish ko‘rilgan.

***Kalit so‘zlar:** Elektrotexnik, elektronika, integral sxema, magnitoelektrik, magnit yarimo‘tkazgichlar, optoelektronika.*

Kirish. Raqamli qurilmalar zamonaviy elektronikada tobora muhim rol o‘ynamoqda. Mikrosxemalarda ishlaydigan qurilmalar endi amalda qo‘llashning barcha sohalariga - maishiy va sanoat asboblarga, bolalar o‘yinchoqlariga, video radio teletexnika va boshqalarga kirib bordi. Biroq, hali ham analog diskret elementlar uchun ilovalar mavjud. Bundan tashqari, yarimo‘tkazgichli qurilmalar zamonaviy mikrosxemalarning mohiyatidir.

Bunday qurilmalar qanday ishlaydi? Yarimo‘tkazgichlar kabi qurilmalar yarim o‘tkazgich moddalariga asoslangan. Elektr xarakteristikalar va xossalari bo‘yicha ular dielektriklar va o‘tkazgichlar o‘rtasida joy egallaydi. Ularning o‘ziga xos xususiyatlari - elektr o‘tkazuvchanligining tashqi haroratga bog‘liqligi, ionlashtiruvchi va yorug‘lik nurlanishining ta‘sirining xususiyatlari, shuningdek, aralashmalar konsentratsiyasi. Yarimo‘tkazgichli qurilmalar taxminan bir xil xususiyatlarga ega.

Yarimo‘tkazgichlar fizikasi hozirgi zamon fizikasining eng asosiy qismi bo‘lib, uning yutuqlari asosida asbobsozlik, radiotexnika va mikroelektronika sohalari rivojlandi. Yarimo‘tkazgich materiallarining elektrofizik xususiyatlarini o‘rganish asosida yangi fizik asboblar yaratish imkoniyati tug‘iladi. Ayniqsa, qattiq jismlar fizikasining yarimo‘tkazgichlar fizikasi qismi o‘rganadigan materiallar asosida hozirgi zamon talablariga javob beradigan fizik asboblar qurilmalar yaratiladi. Elementar yarimo‘tkazgich bo‘lgan kremniy va germaniy elementlaridan, shuningdek murakkab strukturali yarimo‘tkazgichlar xususiyatlarini o‘rganish, ularning tashqi ta’sir ostida xususiyatlari o‘zgarishini kuzatish orqali ham kerakli xossalarga ega bo‘lgan asboblar yaratish imkoniyati tug‘iladi. Hozirgi zamon elektron texnikasining asosiy materiali bo‘lib hisoblangan kremniy kristallarida bunday ob’yektlarni hosil qilish juda istiqbolli masala hisoblanadi.

Asosiy qism: Zamonaviy elektronika elementlarini beshinchi avlod elektronikasi sanoatining asosiy xomashyosi hisoblanadi. Bu avlod elektronikasining asosiy elektronika elementlarini o‘zining ma’lum bir xossasiga ega bo‘lgan yarimo‘tkazgichlar tashkil etadi. Yarimo‘tkazgichli asboblarni ishlab chiqarish texnologiyasi juda tez rivojlanib bormoqda. Turli yarimo‘tkazgichli asboblarning ajoyib fizik xossalarini tushunish va ularning loyihalash prinsiplarini egallash uchun texnologik tayyorlash yo‘llarini va yarimo‘tkazgich tuzilmalarni olish usullarini bilish zarur.

Mikrosxemalarda ishlaydigan qurilmalar endi amalda qo‘llashning barcha sohalariga - maishiy va sanoat asboblariga, bolalar o‘yinchoqlariga, video radio teletexnika va boshqalarga kirib bordi. Biroq, hali ham analog diskret elementlar uchun ilovalar mavjud. Bundan tashqari, yarimo‘tkazgichli qurilmalar zamonaviy mikrosxemalarning mohiyatidir.

Har qanday moddada elektr tokini yaratish jarayonida faqat mobil zaryad tashuvchilar ishtirok etishi mumkin. Moddaning birlik hajmida qancha ko‘p harakatlanuvchi tashuvchilar bo‘lsa, elektr o‘tkazuvchanligi shunchalik katta bo‘ladi. Metalllarda deyarli barcha elektronlar erkin va bu ularning yuqori

o'tkazuvchanligini belgilaydi. Yarimo'tkazgichlar va dielektrlarda tashuvchilar ancha kichikroq va shuning uchun qarshilik yuqori bo'ladi. Integral mikrosxema - ko'p sonli tranzistor, diod, kondensator, rezistor va ularni bir-biriga ulovchi o'tkazgichlarni yagona konstruksiyaga birlashtirishni (konstruktiv integratsiya); sxemada murakkab axborot o'zgartirishlar bajarilishini (sxemotexnik integratsiya); yagona texnologik siklda, bir vaqtning o'zida sxemaning elektroradioelementlari hosil qilinishini, ulanishlar amalga oshirilishini va bir vaqtda guruh usuli bilan ko'p sonli bir xil integral mikrosxemalar hosil qilishni (texnologik integratsiya) aks ettiradi. Elementlari yarimo'tkazgich asosning sirtiga yaqin qatlamda hosil qilingan mikrosxemalar yarimo'tkazgich integral mikrosxemalardir. Yarimo'tkazgich integral mikrosxemalar tayyorlash uchun asosiy material bo'lgan -kremniy monokristall quymalari olishdan boshlanadi. Yarimo'tkazgichli mikrosxema -barcha elementlar va o'zaro bog'lanishlar bitta yarimo'tkazgich kristalida (masalan, kremniy, germaniy, galliy arsenid) amalga oshiriladi. Yarimo'tkazgichli qurilmalar tokni boshqa elementlarga qaraganda osonroq uzatish, o'zgaruvchan qarshilik va yorug'lik yoki issiqlikka sezgirlikni ko'rsatish kabi bir qator foydali xususiyatlarni namoyish etgani hamda yarimo'tkazgich materialining elektr xossalari doping yordamida yoki elektr maydonlarini yoki yorug'likni qo'llash orqali o'zgartirilishi mumkinligi sababli, yarimo'tkazgichlardan tayyorlangan qurilmalar kuchaytirish, almashtirish va energiya konversiyasi kabi vazifalar oson bajariladi. Demak yarimo'tkazgichlar asosida yaratilgan asboblar radioelektronika, elektronika, lazer sanoati, axborot texnologiyalar istiqbolini belgilovchi asosiy omillardan biri hisoblanadi.



Yarimo'tkazgichli qurilmalar

Yarimo'tkazgichli qurilmalar kabi elektr elementlar qarshilikning aniq haroratga bog'liqligiga ega. Harorat ko'tarilgach, odatda pasayadi. Shunday qilib, yarimo'tkazgichli qurilmalar elektron qurilmalar bo'lib, ularning ishlashi yarimo'tkazgichlar deb ataladigan moddalardagi muayyan jarayonlarga asoslangan. Ular eng keng dasturni topdilar. Masalan, elektrotexnikada yarimo'tkazgichli qurilmalar turli signallarni, ularning chastotasini, amplitudasini va boshqa parametrlarni o'zgartirish uchun ishlatiladi. Energetikada bunday qurilmalar energiyani aylantirish uchun ishlatiladi. Yarimo'tkazgichli qurilmalar turli yo'llar bilan tasniflanishi mumkin. Masalan, tasniflash usullari ishlash printsipiga ko'ra, maqsadiga ko'ra, konstruksiyasiga, ishlab chiqarish texnologiyasiga, soha va qo'llash sohaslariga, materiallarning turlariga ko'ra ma'lum.

Biroq, yarimo'tkazgich qurilmasi tavsiflanadigan asosiy sinflar mavjud. Bu sinflarga quyidagilar kiradi:

- bir qiymatni boshqasiga o'zgartiruvchi elektr konvertor qurilmalari;
- yorug'lik signalini elektr signaliga va aksincha o'zgartiradigan optoelektronik;
- qattiq holatdagi tasvirni o'zgartiruvchilar;
- issiqlik energiyasini elektr energiyasiga aylantiruvchi termoelektrik qurilmalar;
- magnetoelektrik va elektromagnit qurilmalar;
- piezoelektrik va deformatsiya o'lchagich.

Yarimo'tkazgichli qurilmalar kabi qurilmalarning alohida sinfini integral sxemalar deb atash mumkin, ular odatda aralashtiriladi, ya'ni ular bir qurilmada ko'plab xususiyatlarni birlashtiradi. Odatda, yarimo'tkazgichli qurilmalar seramika yoki plastmassa hollarda ishlab chiqariladi, ammo ochiq ramka variantlari ham mavjud.

Yarimo'tkazgich turlari: bitta elementli va ikki elementli ulanishlar

Eng keng tarqalgan bitta elementli yarimo'tkazgich kremniydir. Germaniya (Ge) bilan birgalikda kremniy o'xshash kristalli tuzilmalarga ega bo'lgan yarimo'tkazgichlarning keng sinfining prototipi hisoblanadi.

Si va Ge ning kristalli tuzilishi olmos va a-qalay bilan to‘rt barobar koordinatali bo‘lib, u erda har bir atom eng yaqin 4 ta atom bilan o‘ralgan. Tetradrik bog‘lanishli kristallar sanoat uchun asosiy hisoblanadi va zamonaviy texnologiyalarda muhim rol o‘ynaydi.

Bir elementli yarimo‘tkazgichlarning xususiyatlari va qo‘llanilishi:

1. Silikon quyosh xujayralarida keng ishlatiladigan yarimo‘tkazgich bo‘lib, uning amorf shaklida u yupqa plyonkali quyosh xujayralarida ishlatilishi mumkin. Bundan tashqari, u quyosh xujayralarida eng ko‘p ishlatiladigan yarimo‘tkazgichdir. Bu ishlab chiqarish oson va yaxshi mexanik va elektr xususiyatlariga ega.
2. Olmos - bu ajoyib issiqlik o‘tkazuvchanligi, mukammal optik va mexanik xususiyatlari va yuqori quvvatga ega bo‘lgan yarimo‘tkazgich.
3. Germaniy gamma-spektroskopiyada, yuqori samarali quyosh xujayralarida qo‘llaniladi. Element birinchi diodlar va tranzistorlarni yaratish uchun ishlatilgan. Bu kremniyga qaraganda kamroq tozalashni talab qiladi.
4. Selen - bu selen rektifikatorlarida ishlatiladigan yarimo‘tkazgich, u yuqori radiatsiyaga chidamliligi va o‘zini o‘zi tiklash qobiliyatiga ega.



Yarimo‘tkazgichli qurilmalar

Elementlarning ionliligini oshirish yarimo‘tkazgichlarning xususiyatlarini o‘zgartiradi va ikki elementli birikmalar hosil bo‘lishiga imkon beradi:

1. Gallium arsenidi (GaAs) silikondan keyin eng ko‘p ishlatiladigan yarimo‘tkazgich bo‘lib, u odatda boshqa o‘tkazgichlar uchun substrat sifatida ishlatiladi, masalan, infraqizil diodalarda, yuqori chastotali mikrosxemalar va

tranzistorlarda, fotoelementlarda, lazer diodalarida, yadroviy nurlanish detektorlarida. Biroq, u mo‘rt, tarkibida ko‘proq iflosliklar mavjud va uni ishlab chiqarish qiyin.

2. Sink sulfidi (ZnS) - gidrosulfat kislota rux tuzi lazerlarda va fosfor sifatida ishlatiladi.

3. Qalay sulfid (SnS) - fotodiodlar va fotorezistorlarda ishlatiladigan yarimo‘tkazgich.

Xulosa: Yarimo‘tkazgichli qurilmalar tokni boshqa elementlarga qaraganda osonroq uzatish, o‘zgaruvchan qarshilik va yorug‘lik yoki issiqlikka sezgirlikni ko‘rsatish kabi bir qator foydali xususiyatlarni namoyish etgani hamda yarimo‘tkazgich materialining elektr xossalari doping yordamida yoki elektr maydonlarini yoki yorug‘likni qo‘llash orqali o‘zgartirilishi mumkinligi sababli, yarimo‘tkazgichlardan tayyorlangan qurilmalar kuchaytirish, almashtirish va energiya konversiyasi kabi vazifalar oson bajariladi. Demak yarimo‘tkazgichlar asosida yaratilgan asboblarda radioelektronika, elektronika, lazer sanoati, axborot texnologiyalar istiqbolini belgilovchi asosiy omillardan biri hisoblanadi.

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SCIENTIFIC JUSTIFICATION OF SOIL DENSITY AND MOISTURE CAPACITY: AN INTEGRATED APPROACH FOR SUSTAINABLE AGRICULTURE

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ANNOTATION

This scientific article explores the critical relationship between soil density and moisture capacity, providing a comprehensive analysis of their interconnected roles in sustainable agriculture. The study employs advanced soil science methodologies and data analytics to investigate how variations in soil density impact moisture retention capabilities. Through a series of controlled experiments and field observations, the authors demonstrate the intricate balance required for optimal soil structure, offering valuable insights into improving water management practices in agriculture. The findings contribute to the scientific understanding of soil physics, providing a basis for informed agricultural practices that promote water conservation, nutrient retention, and overall soil health. This research addresses a critical aspect of sustainable agriculture and presents practical implications for farmers and policymakers.

Keywords: soil density, moisture capacity, sustainable agriculture, soil physics, water management, nutrient retention, agricultural practices, soil health, water conservation, data analytics.

Soil density refers to the mass of soil per unit volume (1 cm^3 , 1 dm^3 , 1 m^3). Soil density can be determined in different ways. Usually, the most accurate method is the method carried out in laboratory conditions. In addition, special instruments are widely used abroad to determine soil density on the spot.

Soil density in natural conditions is from 1.25 g/cm^3 to 1.8 g/cm^3 , depending on the type of soil. However, the density of humus-rich soils is $1.2-1.05 \text{ g/cm}^3$, and the density of peaty soils can be 0.5 g/cm^3 .

The main physical properties of the soil are characterized by the following quantities:

- Soil density;
- Soil moisture capacity;
- Water permeability of the soil;
- Soil capillarity;
- Soil porosity, etc

Soil density and volume weight are determined in the following order: A special shurf (ora) is dug in field conditions. Samples are taken from every 10 cm layer of the excavated shurf wall without disturbing the soil structure, and the samples are studied in laboratory conditions.

The relative weight of soil types does not differ much from each other. Its change is from 2.4 g/cm³ to 2.7-2.8 g/cm³.

Specific volumetric weight of the soil - D is found based on the following formulas:

$$D = \frac{(B-C)}{V} \quad , \quad V = \frac{\pi d^2}{4} h \quad ,$$

here,

B – weight (g) of the soil dried for 8 hours with the bag (container);

C is the weight of the container (g);

V – cylinder-shaped soil sample volume (cm³);

d – cylinder diameter (cm);

h – cylinder height (cm), (p=3.14).

Simple methods for determining moisture in the field: To determine the moisture content of the soil in the field, a sample is taken from a certain depth and squeezed by hand. The sample is taken from a depth of 15-20 cm in the initial period of cotton plant development, and from a depth of 35-40 cm in later stages.

If the humidity exceeds the normal level required by the plant, it is collected when the obtained sample is compressed by hand. If a soil sample is not collected, it indicates insufficient moisture.

Employing a comprehensive methodology that combines experimental studies and field assessments, the research explores how variations in soil density impact moisture capacity. The study reveals critical insights into achieving an optimal soil

structure that enhances water management practices. The findings provide a robust scientific foundation for informed agricultural development strategies, emphasizing water conservation, nutrient retention, and overall soil health. This paper contributes essential knowledge to support sustainable agricultural practices, making it a valuable resource for researchers, agronomists, and policymakers involved in the advancement of environmentally conscious and productive farming systems.

The study employs advanced soil science methodologies, including controlled experiments and field observations, to investigate how variations in soil density influence moisture capacity. The findings highlight the crucial balance required for optimal soil structure, offering insights into improved water management practices. The research contributes significantly to the understanding of soil physics, providing a foundation for informed agricultural strategies that promote water conservation, nutrient retention, and overall soil health. The paper serves as a valuable resource for farmers, agronomists, and policymakers seeking science-based approaches to enhance sustainable agricultural practices.

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**MAKTAB O‘QUVCHILARIGA EKOLOGIK-HUQUQIY TA’LIM-TARBIYA
BERISHDA MAKTAB, OILA VA MAHALLA HAMKORLIGINI
AXAMIYATI**

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ANNOTATSIYA

Umumta’lim maktablari boshlang‘ich sinf o‘quvchilari uchun huquqiy bilimlarni ko‘rgazmali o‘rgatishga qaratilgan o‘quv qo‘llanmalarini, ta’lim muassasalari uchun huquqqa oid fanlari bo‘yicha o‘quv darslik va qo‘llanmalarini tayyorlash choralari ko‘rish maqsadga muvofiqdir.

***Tayanch tushunchalar:** Oilada ekologik huquqiy ta’lim va tarbiyani olib borish o‘quvchilar tabiat to‘g‘risidagi va ekologik qonunlar talablarini o‘rganadil.*

Mustaqil yillarida mamlakatimizda yoshlarimizning ta’lim va tarbiyasi masalasiga alohida e’tibor berib kelinmoqda. Ma’lumki, O‘zbekiston Respublikasi Birinchi Prezidenti Islom Karimov tashabbusi bilan 2012 yilni “Mustahkam oila yili” deb e’lon qilindi va mazkur yilni bunday deb nomlanishi, oilada ekologik-huquqiy ta’lim va tarbiyani olib borilishini zamon talabi darajasida olib borilishini ham taqozo etadi.

O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2018 yil 7 fevral kuni xotin-qizlarni har tomonlama qo‘llab-quvvatlash va oila institutini mustahkamlash masalalariga bag‘ishlangan yig‘ilish bo‘lib o‘tdi. “Unda xotin-qizlar qo‘mitasi, mahalla va boshqa jamoat tashkilotlari yillar mobaynida faqatgina turli tadbir va yig‘ilishlar o‘tkazish bilan cheklanib, ijtimoiy vaziyati og‘ir oilalar, ayollar va yosh-qizlarga chinakam yordam berish bo‘yicha samarali faoliyat olib bormagan.

Buning oqibatida joylarda ko‘plab masalalar to‘planib qolgan, ularning yechimi bo‘yicha aniq manzilli ishlar amalga oshirilmaganligi”,- alohida ta’kidlandi.

“Yoshlarimizning hayotiy muammolariga yanada ko‘proq e’tibor qaratish, ularga mos bo‘lgan zamonaviy ish o‘rinlarini ko‘paytirish, ezgu intilish va tashabbuslari, innovatsion g‘oyalarini qo‘llab-quvvatlash, yosh avlodimizning ijtimoiy-maishiy sharoitlarini yaxshilash bundan buyon ham barcha darajadagi davlat idoralarining eng asosiy, hal qiluvchi vazifasi bo‘lib qoladi” - deb ta’kidlagan edi Prezident Shavkat Mirziyoyev.

Mazkur g‘oya yurtimizda ekologik muammolarni oldini olish, ekologik qonunchilikni takomillashtirish, ekologik xavfsizlikni ta’minlash hamda bu borada xorijiy mamlakatlar tajribasidan keng foydalanish, tabiiy resurslardan oqilona foydalanish va muhofaza qilishga hamda o‘quvchilarni ekologik-huquqiy ta’lim-tarbiyasini yanada oshirishga ham taalluqli. Xususan, O‘zbekiston Respublikasining Qonunchilik palatasi tomonidan 2016 yil 12 avgustda qabul qilingan Senat tomonidan 2016 yil 24 avgustda ma’qullangan “Yoshlarga oid davlat siyosati to‘g‘risida”gi qonuni, O‘zbekiston Respublikasi Prezidentining 2018 yil 2 fevraldagi “Xotin-qizlarni qo‘llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to‘g‘risida”gi Farmoni unga ko‘ra, oila institutini mustahkamlash bo‘yicha, eng avvalo, “Sog‘lom oila-sog‘lom jamiyat” konseptual g‘oyasini hayotga tatbiq etishga yo‘naltirilgan yagona davlat siyosatini olib borish, bu sohada normativ-huquqiy bazani yanada takomillashtirish bo‘yicha takliflar ishlab chiqilganligi, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2018 yilgi qaroriga ko‘ra, “O‘zbekiston Respublikasining ekologik ta’lim tizimini rivojlantirish Konsepsiyasi”ni qabul qilinganligi, ayniqsa O‘zbekiston Respublikasi Prezidentining 2019 yil 9 yanvardagi PF-5618-son farmoni bilan tasdiqlangan, “Jamiyatda huquqiy madaniyatni yuksaltirish Konsepsiyasi”ni qabul qilinganligi bu borada olib borilayotgan ishlar davlat siyosatining asosiy yo‘nalishlaridan biri etib belgilanganligidan dalolat beradi.

Bugungi kunda O‘zbekiston Respublikasi Prezidentining alohida “Maktabgacha ta’lim tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori qabul qilindi va unda jumladan, o‘quvchilarga ekologik-huquqiy ta’lim-tarbiya berish bilan bog‘liq quyidagi bir qator kamchiliklar mavjudligi e’tirof etildi:

Birinchi, maktabgacha ta’limni boshqarishning amaldagi holati tizimli muammolarni o‘z vaqtida aniqlash va bartaraf etish, mazkur sohada, jumladan, nodavlat sektorda zamonaviy texnologiyalarni ishlab chiqish va joriy etish imkonini bermayapti; ikkinchi, maktabgacha ta’lim sohasiga investitsiyalarni jalb qilishga, jumladan, ijtimoiy-hammabop maktabgacha ta’lim muassasalarini tashkil etish, ularni moddiy-texnik jihatdan qayta jihozlash va ilg‘or pedagogik texnologiyalarni qo‘llashga qaratilgan davlat-xususiy sheriklik mexanizmlari joriy qilinmagan; uchinchi, maktabgacha ta’lim muassasalari infratuzilmasi va moddiy-texnik bazasining amaldagi holati bolalarni maktabgacha ta’lim muassasalari bilan to‘liq qamrab olishni ta’minlashga imkon bermayapti, mamlakatda aholi sonining o‘sishi ayrim maktabgacha ta’lim muassasalarining haddan tashqari bandligiga olib kelmoqda; to‘rtinchi, milliy madaniy-tarixiy qadriyatlarni aks ettiruvchi va bolalikdan kitob o‘qishga qiziqishni uyg‘otuvchi o‘quv-metodik, didaktik (shu jumladan, o‘yinlar va o‘yinchoqlar) materiallar va badiiy adabiyotlarni tayyorlash hamda maktabgacha ta’lim muassasalari faoliyatiga joriy etish ishlari zamonaviy talablarga javob bermaydi; beshinchi, kadrlarni tayyorlash va qayta tayyorlashning amaldagi tizimi maktabgacha ta’lim sohasini bolalarni tarbiyalash va har tomonlama rivojlantirish masalalarini professional darajada hal etishga qodir yuqori malakali mutaxassislar bilan ta’minlay olmaydi; oltinchi, maktabgacha ta’lim muassasalari xodimlarini moddiy rag‘batlantirish tizimining past darajada ekanligi malakali kadrlarni jalb qilish imkonini bermayapti; yettinchi, maktabgacha ta’lim muassasalarida bolalarga tibbiy xizmat ko‘rsatish bo‘yicha hududiy sog‘liqni saqlash organlari ishini tashkil etishdagi kamchiliklar bolalarning hayoti va sog‘lig‘ini himoya qilish, shu jumladan, sog‘lom ovqatlanishini ta’minlash bo‘yicha profilaktik chora-tadbirlar samaradorligining pasayishiga olib kelishligi alohida ko‘rsatildi.

Bugungi kunda Prezident”.....yoshlarni har tomonlama barkamol shaxs qilib, vatanparvarlik va milliy mustaqillik g‘oyalariga sodiqlik ruhida tarbiyalashga, shuningdek, o‘quvchilarda boy ilmiy, madaniy va ma‘naviy merosimizga, milliy va umuminsoniy qadriyatlarga asoslangan ma‘naviy va axloqiy sifatlarni rivojlantirishga yo‘naltirilgan pedagogik jarayonni zamonaviy pedagogik texnologiyalar asosida tashkil etishlikni alohida ta‘kidlab o‘tdi. Yuqorida ko‘rsatilgan konseptual g‘oyaga asosan, maktab o‘quvchilariga ekologik-huquqiy ta‘lim va tarbiya berish quyidagi yo‘nalishlarda olib borilishi model asosida ko‘rsatilgan:

1.Oilada ekologik-huquqiy ta‘lim va tarbiyani olib borilishi yoshlarni tabiatga, atrof-tabiiy muhit va uning boyliklarini sevishga, muhofazalash hamda bundan oqilona foydalanishdagi dastlabki ekologik huquqiy ongini, taffakurini hamda tushunchalarini shakllantirishga yordam beradi. Prezident Shavkat Mirziyoyev ta‘biri bilan aytganda, “Oila masalasini kompleks o‘rganib, mavjud holatni tahlil etish, monitoring qilish va baho berishga, ilmiy tadqiqotlar orqali oila farovonligini oshirishga xizmat qiladigan yangi tizim yaratildi”... Albatta, bu borada belgilangan chora-tadbirlarning mazmuni, sifati va samarasini oshirish uchun hali ko‘p ish qilishimiz kerak. Bugungi kunda izchil amalga oshirilayotgan “Obod qishloq” va “Obod mahalla”, “Yoshlar-kelajagimiz”, “Har bir oila-tadbirkor” kabi dasturlar ayni shu maqsadlarga qaratilgani bilan ahamiyatli”.

2.Maktabgacha ta‘lim muassasalarida ekologik-huquqiy ta‘lim va tarbiyani olib borilishi esa, yosh bolalarni oilaga nisbatan ekologik huquqiy ongi, taffakurini ancha shakllanganidan dalolat beradi. Bu yoshda bolalarimiz o‘z qilmish oqibatlarini yaxshilik va yomonlikka yo‘naltirilganligini tushuna oladilar. Shuningdek, yangi avlod huquqiy darslik va o‘quv qo‘llanmalari tizimini yaratish. Zero, bu jarayon oiladagi ijobiypsixologik- pedagogik holatlarni davomi bo‘lib, oilada ekologik-huquqiy ta‘lim va tarbiyani olib borilishini mustahkamlashga yordam beradi.

3. Maktab davrida yoshlarimiz ancha mukammal jarayon, ya‘ni, ular “tabiat, jamiyat, inson va texnika” o‘rtasidagi mutanosiblik holatida o‘zlarini aniq tushunadilar. Ular 1-9-sinflarda olgan boshqa fanlarga oid bilimlarni ekologik-

huquqiy ta'lim va tarbiya bilan bog'lab olib boradilar. Ayniqsa, bu yoshdagi o'quvchilar tabiat to'g'risidagi va ekologik qonunlar talablarini o'rganadilar. Demak, oilada o'quvchilarga ekologik-huquqiy ta'lim va tarbiyani olib borishda aynan demografik, migratsion, iqtisodiy-hududiy (geografik) va ekologik hususiyatlar inobatga olinishi lozim.

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ZILZILA, KELIB CHIQISH SABABLARI VA OQIBATLARI

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ANNOTATSIYA

Ushbu maqolada, zilzila haqida umumiy ma'lumotlar, ularning turlari, sinflanishi. Yer ostida va ustidagi zilzila bilan kehadigan holatlar tariflangan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassisleri hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: “Zilzila, silkinish, geposent, eposentr, tektonik plitalar, texnogen holatlar”

Kirish. Tabiiy ofatlar ichida eng xavflisi va dahshatlisi bu - yer silkinishidir (zilzila). Yer silkinishi - yer osti zarbasi va yer ustki qatlamining tebranishi bo'lib, tabiiy ofatlar, texnologik jarayonlar tufayli yuzaga keladi. Yer ostki zarbasining paydo bo'lish o'chog'i, yerning ostki qatlamidagi uzoq vaqt yig'ilib qolgan energiyaning ozod bo'lish jarayoni tufayli yuzaga keladi. O'choqning ichki qismi markazi giposentr deyiladi, yerni ustki qismidagi markaz epitsentr deyiladi.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. Yer silkinishi yuzaga kelish sabablariga ko'ra quyidagi guruhlariga bo'linadi:

1. Tektonik zilzilalar;
2. Vulqon zilzilalari;
3. Ag'darilish, o'pirilish zilzilalari;
4. Texnogen (insonning muhandislik faoliyati bilan bog'liq) zilzilalar.

Yuqorida qayd etilgan yer silkinish turlari ichida katta maydonga tarqaladigani va eng ko'p talafot keltiradigani tektonik yer silkinishidir.

Bunday yer silkinishlar haqida gap ketganda litosfera o‘ramlarida bo‘ladigan harakat (tektonik kuchlar) tushuniladi.

Qiya sathlarida tog‘ jinslarining katta bo‘laklarini ag‘darilishi yoki tog‘larning o‘pirilishi natijasida yuzaga keluvchi yer silkinishlar ag‘darilish zilzilalari deyiladi. Bu yer silkinishining tarqalish maydoni kichik, ko‘p hollarda talofotsiz bo‘ladi.

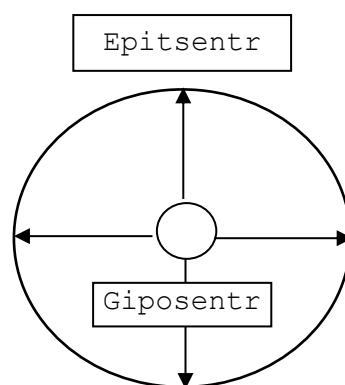
Vulqon jarayoni, ya‘ni yer ostidagi magmani vulqon kanali orqali yer yuzasiga chiqishi bilan bog‘liq bo‘lgan yer silkinishiga vulqoniy yer silkinishi deb ataladi. Bunday yer silkinish vulqonning faollashishi bilan bog‘liq bo‘lganligi sababli aksariyat ko‘p hollarda ular aniq bashorat qilinadi. Shuning uchun uning keltiradigan talofoti deyarli kuchli bo‘lmaydi.

Insonning muhandislik faoliyati bilan bog‘liq bo‘lgan yer silkinishlar asosan oxirgi yillarda kuzatilmoqda. Bunday yer silkinish yirik suv omborlari vujudga kelgan hududlarda, gaz, neft mahsulotlarining yer ostidan so‘rib olinishi jarayoni amalga oshgan maydonlarda yuz bermoqda. Inson o‘zining muhandislik faoliyati bilan yer osti komponentlariga muayyan ta‘sir etishi, u yoki bu darajada o‘zgartirishi yer silkinishining vujudga kelishiga sabab bo‘lmoqda. Daryo vodiylariga to‘g‘onlarning qurilishi natijasida maydoni bir necha ming km², hajmi bir necha yuz km³ dan katta bo‘lgan (masalan, Chorvoq suv omborining umumiy hajmi 2,1 mld. m³, suv sathi maydoni 3640 ga teng) suv omborlari vujudga kelmoqda. Yer qa‘ridan 4000-5000 m chuqurlikda yotgan gaz, neft yer sathiga so‘rib chiqarilmoqda, yer ostida uzoq geologik davrlar mobaynida yotgan ko‘mir ana shu yer qa‘rida yondirilib gazga aylantirib olinmoqda. Vaqtincha saqlash maqsadida ba‘zan yer osti g‘orlariga, chuqurlarga va tog‘ jinslari g‘ovaklariga gaz, neft mahsulotlari yuqori bosim ostida kiritilmoqda, juda katta miqdordagi mineral suvlar yer ostidan chiqarib olinmoqda. Yer qa‘rining odamlar ta‘sir etish joylarida yig‘ilayotgan energiya miqdorining u yoki bu darajada oshishi yoki kamayishi oqibatida sodir bo‘lgan yer silkinishlar Hindiston, AQSH va O‘zbekistonda kuzatilganligi fandan ma‘lum. Jumladan, Chorvoq suv ombori qurilib bo‘lingandan keyin bu hududda bir necha marta yer silkinishlar bo‘lib o‘tgan. Tekshirishlarning ko‘rsatishicha, bu yer silkinishlar o‘zlarining tayyorlanish, sodir

bo'lish mexanizmlari bilan Chorvoq suv omboriga yig'ilgan suvning miqdori va yig'ilgan suvni suv omboridan chiqarilish tezligi bilan bog'liq holda yuz berishi kuzatilgan. Bunga birinchidan, suv omborining 2,1 mld. m³ dan ortiq suv bilan to'latilishi jarayonida, ombor tubida yotuvchi tog' jinslarining siqilishi va taranglashishi oqibatida yuz beradigan mikrosiniqlar, darz ketishlar va ularning nisbiy harakati sabab bo'lsa, ikkinchidan, suvni suv omboridan bir me'yorida chiqarilmasligi va tog' jinslariga ta'sir qiluvchi kuchlarning nomutanosib holatda bo'shatilishi, o'zgarishi sabab bo'lgan.

Yer silkinish o'chog'i - giposentrning joylashgan chuqurligi bo'yicha: yerning yuza qismida - 70 km gacha, o'rta qismida - 70-300 km va chuqur qismida - 300 km dan pastda «mantiya» qatlamida vujudga keladigan xillarini ajratish mumkin. Respublikamizda kuzatiladigan zilzilalarning o'chog'i asosan 70 km gacha chuqurliklarda joylashganligi qayd etilgan.

Mantiyadagi katta bosim yoki portlashlar tufayli zilzila o'chog'i vujudga keladi, natijada katta kuchlanishlar paydo bo'ladi, bular o'z navbatida yerning ustki qatlamining tebranishiga olib keladi. Giposentrdan hamma tarafga, qaytar seysmik to'lqinlar tarqaladi, ular asosan uzunasiga va ko'ndalang turlariga bo'linadi (sxema). Yer ostidan uzunasiga tarqalayotgan (vertikal tarzda) to'lqinlar o'z yo'nalishi bo'yicha navbatma-navbat yer po'stlog'ini siqib, er yuzasiga chiqqanda tovush chiqaradi. Bu esa yer silkinish oldidan chiqadigan tovushning o'zginasidir. Ko'ndalang to'lqinlar (gorizontal) yer yuzasiga chiqib zilzila to'lqinlarini vujudga keltiradi va epitsentrdan barcha tarablarga tarqaladi:



Kuchli yer silkinishi oqibatida yerning yaxlitligi, butunligi o'zgaradi, inshootlar, jihozlar buziladi, kommunal-energetik qismlar ishdan chiqishi, insonlar o'limi yuz beradi. Yer silkinishi ko'pchilik hollarda ma'lum intensivlikda chiqadigan tovush bilan yuz beradi va uning past-balandligi yer qimirlashining kuchiga bog'liq. Yer qimirlashining asosiy ko'rsatkichlari quyidagilardan iborat: yer silkinish o'chog'ining chuqurligi, silkinish amplitudasi va yer silkinishining intensiv energiyasi.

Xulosa. MSK shkalasi bo'yicha yer silkinish kuchiga qarab quyidagi holatlar kuzatiladi:

1 ball - sezilarsiz, faqatgina seysmik asboblar qayd qiladi;

2 ball - juda kuchsiz, uy ichida o'tirgan ba'zi odamlar sezishi mumkin (deraza oynalari titraydi);

3 ball - kuchsiz, ko'pchilik odamlar sezmaydi, ochiq joyda tinch o'tirgan odam sezishi mumkin. Osilgan jismlar asta sekin tebranadi;

4 ball - o'rtacha sezilarli. Ochiq joyda, bino ichida turgan odamlar sezadi. Uy devorlari qirsillaydi. Ro'zg'or anjomlari titraydi, osilgan jismlar tebranadi;

5 ball - ancha kuchli. Hamma sezadi, uyqudagi odam uyg'onadi, ba'zi odamlar hovliga yugurib chiqadi. Idishlardagi suyuqlik chayqalib to'kiladi, osilgan uy jihozlari qattiq tebranadi;

6 ball - kuchli. Hamma sezadi, uyqudagi odam uyg'onadi, ko'pchilik odamlar hovliga yugurib chiqadi. Uy hayvonlari betoqat bo'ladi. Ba'zi hollarda kitob javonidagi kitoblar, ro'zg'or buyumlar javonlaridagi idishlar ag'darilib tushadi;

7 ball - juda kuchli. Ko'pchilik odamlarni qo'rquv bosadi, ko'chaga yugurib chiqadi, avtomobil haydovchilari harakat vaqtida ham sezadi, uy devorlarida katta - katta yoriqlar paydo bo'ladi, hovuzlardagi suv chayqaladi va loyqalanadi.

8 ball - yemiruvchi. Xom g'ishtdan qurilgan imoratlar butunlay vayron bo'ladi, ancha pishiq qilib qurilgan imoratlarda ham yoriqlar paydo bo'ladi, uy tepasidagi mo'rilar yiqiladi, ba'zi daraxtlar butun tanasi bilan yiqiladi, sinadi, tog'li joylarda qulash, surilish hodisalari yuz beradi.

9 ball - vayron qiluvchi. Yer qimirlashiga bardosh beradigan qilib qurilgan imorat va inshootlar ham qattiq shikastlanadi. Oddiy imoratlar butunlay vayron bo'ladi, yer yuzasida yoriqlar paydo bo'ladi, yer osti suvlari sizib chiqishi mumkin.

10 ball - yakson qiluvchi. Hamma imoratlar yakson bo'ladi. Temir yo'l izlari to'liqsimon shaklga kelib bir tomonga qarab egilib qoladi, yer osti kommunal quvurlari uzilib ketadi, cho'kish hodisalari yuz beradi. Suv havzalari to'liqinlanib qirg'oqqa uriladi, qoyali yon bag'rlarda katta-katta surilish hodisalari sodir bo'ladi.

11 ball - fojiali. Hamma imoratlar deyarlik vayron bo'ladi, to'g'onlar yorilib ketadi, temir yo'llar butunlay ishdan chiqadi, yerning ustki qismida katta-katta yoriqlar paydo bo'ladi, yer ostidan balchiqlar ko'tarilib chiqadi, surilish, qulash hodisalari nihoyasiga yetadi.

12 ball - kuchli fojiali. Yerning ustki qismida katta o'zgarishlar yuz beradi. Hamma imoratlar butunlay vayron bo'ladi, daryolarning o'zani o'zgarib, sharsharalar paydo bo'ladi, tabiiy to'g'onlar vujudga keladi.

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OLIV TA'LIMNING RAQAMLASHTIRISH JARAYONI. TA'LIMDA AXBOROT TEXNOLOGIYALARINI O'QITISH SAMARADORLIGI

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Farg'ona davlat universiteti axborot texnologiyalar kafedrasini o'qituvchisi

ANNOTATSIYA

Ushbu maqola axborot jamiyati rivojlanishining hozirgi bosqichida ta'limni raqamlashtirish tushunchalari va tamoyillari, ta'limda raqamli texnologiyalardan foydalanish, ta'lim jarayoniga integratsiyalashuvi, kasbiy kompetensiyalar haqida so'z boradi. Shu bois ushbu maqolada elektron axborot-ta'lim resurslari yaratish bosqichlari va ular asosida o'qitishni tashkil etish masalalari tadqiq etilgan.

Kalit so'zlar: Raqamli ta'lim, AKT, texnologiya, integratsiya, raqamli avlod, didaktika, intellektual, elektron, onlayn, virtual, o'qitish metodikasi, multimediya.

АННОТАЦИЯ

В данной статье речь пойдет о понятиях и принципах оцифровки образования на современном этапе развития информационного общества, использовании цифровых технологий в образовании, их интеграции в образовательный процесс, профессиональных компетенциях. Поэтому в данной статье рассмотрены этапы создания электронных информационно-образовательных ресурсов и вопросы организации обучения на их основе.

Ключевые слова: Цифровое образование, ИКТ, технологии, интеграция, цифровое поколение, didaktika, интеллектуальная, электронная, онлайн, виртуальная, методика обучения, мультимедиа.

ABSTRACT

This article will focus on the concepts and principles of digitization of education at the present stage of development of the information society, the use of digital technologies in education, their integration into the educational process, and professional competencies. Therefore, this article discusses the stages of creating electronic information and educational resources and the organization of training based on them.

Key words: Digital education, ICT, technologies, integration, digital generation, didactics, intellectual, electronic, online, virtual, teaching methods, multimedia.

Axborot texnologiyalari fanini o'qitish bo'yicha DTSda ko'rsatilishicha pedagogika oliy ta'lim muassasasi talabalariga qo'yiladigan malaka talablarida: fanni chuqur o'zlashtirish, kompyuter va uning jihozlari, tizim, model, modellashtirish, dasturiy ta'minot, kompyuter grafikasi va boshqalar haqidagi bilimlarga ega bo'lishi, shu asosda ko'nikma va malakalarni egallashi talab etiladi. Fanni o'qitish usullari va texnologiyasiga zamonaviy ta'limning asosiy vazifalari qatorida raqamlashtirish sharoitida talabani hayotga moslashtirish, mehnat bozorida o'ziga munosib o'rin topish, o'z-o'zini tarbiyalash ko'nikmalarini singdirish, olingan bilimlardan ijodiy foydalanish kiradi. Ta'limda axborot texnologiyalari fanini o'qitish metodikasida pedagogik texnologiyalar va ta'lim texnologiyalari tushunchalari tobora muhim ahamiyat kasb etmoqda. Ta'limni axborotlashtirish jarayoni axborot texnologiyalariga asoslangan pedagogik nazariya va amaliyotni rivojlantirish orqali ta'lim va tarbiya maqsadlariga erishishning yo'naltirilganligidir [1]. O'quv jarayonida bunday kontentdan foydalanish o'quv jarayonining tuzilishi, mazmuni va tashkil etilishidagi o'zgarishlar tufayli talabalarning qiziqishlari, moyilliklari va qobiliyatlarini to'liq hisobga olish, shuningdek, ta'limning barcha darajalarida talabalarning o'quv faoliyati uchun qo'shimcha rag'batlantirish imkonini beradi. Amaliyot shuni ko'rsatadiki, elektron ta'lim resurslarini yaratish ko'pincha fan o'qituvchilari tomonidan amalga oshiriladi va ularning ijodkorligi natijasida o'quv materialining alohida mavzulari bo'yicha turli mazmunga ega bo'ladi. Shu bilan birga, olingan materiallarning didaktik talablar va elektron ta'lim mazmuniga qo'yiladigan talablarga muvofiqligi har doim ham kuzatilmaydi. Ta'limni raqamlashtirish shartlarini ajratib ko'rsatish imkonini beruvchi me'yoriy hujjatlar, tavsiyalar, tadqiqotlar tahlili, ularga quyidagilarni kiritish mumkin:

- Ta'limni raqamlashtirish bo'yicha qonunchilik bazasini yaratish;
- Ta'lim muassasalarining raqamli ta'lim muhitini o'z ichiga olgan ta'limni raqamlashtirishni resurs bilan ta'minlash;
- Raqamli savodxonlikni oladigan AKT kompetensiyasiga ega raqamli ta'limga qodir kadrlarni tayyorlash;
- Raqamli pedagogik texnologiyalar va ta'lim ahamiyatiga ega raqamli texnologiyalardir.

Shu o'rinda U.Yo'ldashev, D.Abduraximov o'z tadqiqotlarida axborot texnologiyalaridan ta'lim tizimida foydalanish, yagona axborot makonini yaratish hamda resurs va gibrid, intellektual tizimlararo munosabatlar, ekspert-o'qitish tizimlarini o'rgangan [4]. Ta'limni raqamlashtirish va AKT kompetensiyasini shakllantirish uchun belgilangan shart-sharoitlarning paydo bo'lishi nuqtai nazaridan biz pedagogika ta'limi tizimida bo'lajak o'qituvchilarni tayyorlashni tartibga soluvchi me'yoriy hujjatlar tahlilini amalga oshiramiz. Keyingi paytlarda bo'lajak pedagog kadrlar tayyorlash tizimini takomillashtirish borasida davlatimiz tomonidan qator chora-tadbirlar amalga oshirilmoqda. Bo'lajak mutaxassislarni tayyorlashning boshqa tendentsiyalari va umuman butun ta'lim tizimini modernizatsiya qilish jarayonlari bilan bir qatorda, faol ishlab chiqilgan va qo'llaniladigan professional metodika tobora ko'proq ta'sir ko'rsatmoqda. F.M.Zakirova virtual didaktik kartochkalarni yaratish, informatikani o'qitish metodikasi hamda elektron o'quv resurslarini yaratish va ularga qo'yiladigan talablarini ishlab chiqqan [2],[3].

Mutaxassislarni tayyorlash sifatini ularning kasbiy malakalari qay darajada rivojlanganligini tekshirishning usullaridan biri bu mutaxassisning AKT komponentlari imkoniyatlarini bilish va tushunishdir. Bo'lajak o'qituvchini tayyorlashning majburiy talabi – bu o'z kasbiy faoliyatida AKT vositalari va ta'lim ahamiyatiga ega bo'lgan raqamli texnologiyalardan foydalangan holda kasbiy vazifalarni hal qilish ko'nikmasi, qobiliyati va tayyorligini namoyish etadi. Talabalarning fan dasturlari bilan tartibga solinadigan axborot kursining mazmunini o'rganish "Ta'limda axborot texnologiyalari" fanlari doirasida chuqurlashtirilgan darajada taklif etiladi. Ushbu standart bilan "Ta'limda axborot texnologiyalari" kursini chuqurlashtirishning fan natijalariga qo'yiladigan talablar belgilanadi, ular quyidagilardan iborat:

- Informatika zamonaviy dunyoning ilmiy qiyofasini shakllantirishdagi hissasini aks ettiruvchi tayanch bilimlar tizimini egallash;
- Algoritm murakkabligi tushunchasini o'zlashtirish, raqamli va matnli axborotni qayta ishlashning asosiy algoritmlarini bilish;

- Zamonaviy kompyuter grafikasining tuzilishi, kompyuter grafikasining rivojlanish tendentsiyalari haqidagi tasavvurni shakllantirish;
- Internet-illovalarni ishlab chiqish va ishlashning umumiy tamoyillari haqida tasavvurni shakllantirish;
- Kompyuter tarmoqlari obrazini shakllantirish va ularning hozirgi zamondagi roli;

Kompyuter tarmoqlarini tashkil etish va ulardan foydalanishning asosiy tamoyillari, Axborot etikasi normalari va huquqlari, axborot xavfsizligini ta'minlash tamoyillari, AKT vositalarining ishonchli ishlashini ta'minlash usullari va vositalari va boshqalar to'g'risida tasavvurni shakllantirish.

“Informatika va axborot texnologiyalari”, “Ta’limda axborot texnologiyalari” ta’lim fanlarining o‘ziga xos xususiyatlari bo‘lib, ushbu o‘quv fanlari mazmunining aniq mutaxassisliklari uchun ishlab chiqilmagan. “Informatika” umumta’lim fani sifatidagi asosiy tushunchalarni o‘rganishga qaratilgan. A.A.Xasanov o‘zining doktorlik dissertatsiyasida bo‘lajak o‘qituvchilarning AKT bo‘yicha kompetensiyasini shakllantirishga qaratilgan o‘quv fanlari bo‘yicha o‘quv materiallari mazmunini ilmiy tayyorgarlikni integratsiyalash va fanlararo tizimli aloqalarni shakllantirish zarurligini asoslab beradi. Shuningdek, ushbu muallif kelajakdagi kasbiy faoliyatda o‘quv jarayoniga AKT va didaktik birliklarni integratsiya qilish zarurligini ta’kidlaydi va bo‘lajak o‘qituvchining AKT kompetensiyasini muvaffaqiyatli shakllantirish uchun o‘qitishning umumiy sxemasi tuzilishi kerak deb fikr yuritadi. Xulosa qilib aytganda ta’limni raqamlashtirish sohasidagi me’yoriy hujjatlar, tavsiyalar, tadqiqotlar tahlili, umuman ta’limni raqamlashtirish shartlarini ajratib ko‘rsatish imkonini beruvchi, quyidagilarni kiritish mumkin: ta’lim oluvchilarning raqamli avlodi; ta’limni raqamlashtirishning qonunchilik asoslarini yaratish; ta’lim muassasalarining raqamli ta’lim muhitini o‘z ichiga olgan ta’limni raqamlashtirishni resurs bilan ta’minlash; Raqamli pedagogik texnologiyalar va o‘quv ahamiyatiga ega bo‘lgan raqamli texnologiyalar; axborot texnologiyalari bo‘yicha mutaxassislarini tayyorlash dasturining ma’lumotlar qismi bugungi kunda ham dolzarb bo‘lgan AKT kompetensiyasini shakllantirish uchun shart-sharoitlarni ta’minlash imkonini beradi.

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ADVANCEMENTS AND CHALLENGES IN CONTEMPORARY TRANSLATION STUDIES: A COMPREHENSIVE OVERVIEW

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ABSTRACT

Translation, a complex and multifaceted field, is pivotal in fostering global communication and understanding. This article provides an in-depth exploration of the current landscape of translation studies, focusing on both advancements and challenges that shape the discipline. It examines the theoretical frameworks, technological innovations, and socio-cultural considerations that influence the practice of translation in academic and professional settings.

Keywords: *Analysis, approaches, innovations, contemporary translation, challenges, advancements.*

Introduction:

Translation, as a discipline, has evolved significantly over the years, influenced by various factors such as globalization, technological advancements, and cultural shifts. This article aims to offer a comprehensive analysis of the current state of translation studies, emphasizing key developments and persistent challenges within the field.

Theoretical Foundations:

Translation studies encompass a diverse range of theoretical approaches that guide scholars and practitioners in understanding the intricacies of language transfer. From the traditional equivalence-based models to more contemporary approaches like functionalist and postcolonial theories, researchers continue to refine and expand the

theoretical foundations of translation. The ongoing dialogue between source and target text and the role of the translator as an active mediator remains central to these discussions.

Technological Innovations:

Technology advancements have revolutionized translation practice, introducing tools and platforms that enhance efficiency and accuracy. Machine Translation (MT) systems, powered by artificial intelligence and neural networks, have made significant strides, offering quick and automated translations. However, the debate between human and machine translation persists, with concerns about the loss of nuance and cultural sensitivity in automated processes.

Computer-assisted translation (CAT) tools have also gained prominence, facilitating collaboration between human translators and technology. These tools provide features like translation memory and terminology databases, streamlining the translation process and maintaining consistency across projects. The integration of technology into translation workflows has become indispensable, demanding continuous adaptation and skill development within the profession.

Socio-Cultural Considerations:

Translation is not merely a linguistic endeavor; it is deeply embedded in cultural contexts. Addressing socio-cultural considerations is crucial to producing translations that resonate with diverse audiences. Translators must navigate issues of cultural sensitivity, adaptability, and the preservation of linguistic nuances. Moreover, the impact of globalization on language diversity and the need for inclusive language practices have become central concerns in contemporary translation studies.

Challenges in Translation:

Despite the advancements in theory and technology, translation faces persistent challenges. Ambiguities in source texts, cultural untranslatability, and the evolving nature of language pose ongoing hurdles. Additionally, ethical considerations, such as the responsibility of translators in shaping narratives and representing diverse voices

accurately, demand continuous reflection and discussion within the academic community.

Conclusion:

In conclusion, translation studies continue to evolve in response to the dynamic interplay of theory, technology, and socio-cultural factors. The field's interdisciplinary nature ensures that scholars engage with linguistic, cultural, and technological dimensions, contributing to a rich and nuanced understanding of translation. As we navigate the complexities of an interconnected world, the ongoing dialogue within the academic community remains essential in shaping the future of translation studies.

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STUDYING OF THE PROBLEM OF FOOD OF WOMEN WITH EXCESS BODY WEIGHT AND OBESITY (REPUBLIC OF UZBEKISTAN)

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ABSTRACT

Excess body weight is a social problem as has an adverse effect on working capacity and life expectancy. At the heart of prevention by excess body weight and obesity at women the principle of use of various exercise stresses at obligatory accounting of the available associated diseases has to lie and use of preventive foods has to be carried out when calculating power value of foodstuff which promotes not only to decrease in body weight due to change of structure of fatty tissue, but also to improvement of a functional condition of a cardiorespiratory system, fatty and proteinaceous exchanges.

Key words: *able-bodied population, women, excess body weight, obesity, adequate food, food allowance, power value, exercise stresses.*

ИЗУЧЕНИЕ ПРОБЛЕМЫ ПИТАНИЯ ЖЕНЩИН С ИЗБЫТОЧНОЙ МАССОЙ ТЕЛА И ОЖИРЕНИЕМ (РЕСПУБЛИКА УЗБЕКИСТАН)

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АННОТАЦИЯ

Избыточная масса тела является социальной проблемой, так как отрицательно сказывается на работоспособности и продолжительности жизни. в основе профилактики избыточной массой тела и ожирения у женщин должен лежать принцип использования различных физических нагрузок при обязательном учете имеющихся сопутствующих заболеваний и применении профилактического питания должно проводиться при расчете энергоценности

пищевых продуктов, которые способствуют не только снижению массы тела за счет изменения структуры жировой ткани, но и улучшению функционального состояния кардиореспираторной системы, жирового и белкового обменов.

Ключевые слова: *трудоспособное население, женщины, избыточная масса тела, ожирение, адекватное питание, рацион питания, энергоценность, физические нагрузки.*

В настоящее время отмечается высокая распространенность ожирения в большинстве стран мира. Темпы распространенности ожирения во всем мире настолько высоки, что в 2008 году Всемирная Организация Здравоохранения признала ожирение эпидемией 21 века [1, 3]. За последние десятилетия изменился образ жизни людей. Экономический рост, технический прогресс и преобразования в социальной сфере привели к тому, что характер питания и ежедневная физическая активность стали недостаточными по отношению к потребляемой пище. Употребление высококалорийных продуктов, сладких газированных напитков, увеличение порции принимаемой пищи, учащение «перекусов» и еда вне дома – в ресторанах быстрого питания – в сочетании с малоподвижным образом жизни привели к повсеместной прогрессии распространения ожирения [4, 12].

Ожирение одновременно является и социальной проблемой, так как отрицательно сказывается на работоспособности и продолжительности жизни. Избыточное накопление жира является составной частью общего кардиометаболического риска, увеличивающего вероятность развития и прогрессирования сердечно-сосудистых заболеваний и сахарного диабета 2-го типа, которые лидируют среди причин смертности во многих странах. Ожирение также ассоциировано с некоторыми онкологическими заболеваниями, нарушениями репродуктивной функции, заболеваниями опорно-двигательного аппарата, пищеварительной системы [16, 20].

Таким образом, социально-гигиеническая значимость разработки эффективных мер профилактики и лечения избыточной массы тела и ожирения определяется значительным распространением данной патологии среди

населения (особенно среди женщин) и, связанное с этой патологией, увеличение заболеваемости, инвалидизации и смертности населения, а также снижение работоспособности и производительности труда. В связи с этим проведение исследований по гигиеническому обоснованию лечебно-профилактического питания для женщин трудоспособного возраста с избыточной массой тела и ожирением являются весьма актуальным.

Целью нашего исследования является гигиеническое обоснование и разработка принципов питания женщин трудоспособного возраста с избыточной массой тела и ожирением. Объектом исследования будут являться женщины трудоспособного возраста с избыточной массой тела и ожирением. При проведении научных исследований предлагается использование комплекса методов в зависимости от поставленных задач: метод анкетирования, медико-статистический метод и медико-социологические исследования.

Проведенный нами анализ литературных источников за последние 15-20 лет показал, что данная проблема изучалась на каждом этапе развития человечества. Во многих источниках говорится, что положительный энергетический баланс в организме служит основным стимулирующим фактором в процессе формирования избыточной массы тела и ожирения алиментарно-конституционального типа у трудоспособного населения, в том числе, конечно и женщин [2, 6].

Исследованиями зарубежных и отечественных авторов [7, 10, 17] установлено, что фактическое питание женщин, имеющих проблему избыточного веса, является неадекватным и несбалансированным в сравнении с нормируемыми физиологическими нормами с учетом содержания ряда макро- и микронутриентов. Так, был выявлен имеющийся дефицит полисахаридов, витаминов групп А, В₂, D, РР и др. Наблюдается при этом и недостаток таких необходимых элементов как магния, кальция, йода, фтора, меди и цинка [14, 19].

Многие авторы [8, 9, 18] отмечали, что в основе профилактики избыточной массой тела и ожирения у женщин должен лежать принцип использования

различных физических нагрузок при обязательном учете имеющихся сопутствующих заболеваний и применение профилактического питания должно проводиться при расчете энергоценности, в среднем суточный расход энергии должен составлять 500-600 килокалорий. Данные ряда исследований указывают на то, что соотношения в суточном рационе должно быть в соотношении белков, жиров и углеводов 20:28-29:52-51. При этом необходимо высокое содержание пищевых волокон, витаминов и минеральных веществ, использование биологически активных компонентов пищи [5].

Таким образом, во многих литературных источниках подтверждается значимость применения различных лечебно-профилактических рационов питания в сочетании с необходимыми физическими тренировками средней интенсивности, которые способствуют не только снижению массы тела за счет изменения структуры жировой ткани, но и улучшению функционального состояния кардиореспираторной системы, жирового и белкового обменов [11, 13, 15].

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MA'NAVIY ISLOHOTLAR YANGI BOSQICHDA

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O'zbekiston Respublikasi yangilangan Konstitutsiyasining muqaddimasiga nazar tashlaydigan bo'lsak, unda quyidagi chuqur mazmunga ega fikrlarni uchratish mumkin: biz, O'zbekistonning yagona xalqi, inson huquq va erkinliklariga, milliy va umuminsoniy qadriyatlarga, davlat suvereniteti prinsplariga sodiqligimizni tantanali ravishda e'lon qilib, demokratik, erkinlik va tenglik, ijtimoiy adolat va birdamlik g'oyalariga sadoqatimizni namoyon qilib, inson, uning hayoti, erkinligi, sha'ni va qadr-qimmatini oliy qadriyat hisoblanadigan insonparvar demokratik davlatni, ochiq va adolatli jamiyatni barpo etish borasida hozirgi va kelajak avlodlar oldidagi yuksak mas'uliyatimizni anglagan holda, davlatchiligimiz rivojining uch ming yildan ziyod tarixiy tajribasiga, shuningdek, jahon sivilizatsiyasiga beqiyos hissa qo'shgan buyuk ajdodlarimizning ilmiy, madaniy va ma'naviy merosiga tayanib, ko'p millatli jonajon O'zbekistonimizning farovonligini va gullab yashnashini ta'minlashni maqsad qilgan holda, ushbu konstitutsiyani qabul qilamiz va e'lon qilamiz.¹

Ushbu muqaddimadan, Yangi O'zbekistonni bunyod etishda iqtisodiy rivojlanish bilan tengma-teng milliy va ma'naviy qadriyatlar poydevor vazifasini bajarishini anglashimiz mumkin.

Shu ma'noda mamlakatimizda barcha sohalar qatori ma'naviy-ma'rifiy sohani har tomonlama rivojlantirish borasida salmoqli ishlar amalga oshirilmoqda.

Xususan, 2023-yilning 22-dekabr kuni O'zbekiston Respublikasi Prezidenti raisligidagi Respublika Ma'naviyat va ma'rifat kengashining yig'ilishida aynan

¹ O'zbekiston Respublikasi Konstitutsiyasi Muqaddima qismi.

ma'naviyat sohasida amalga oshirilgan islohotlar va kelgusidagi rejalar atroflicha muhokama etildi.

Jumladan, O'zbekiston Respublikasining yangilangan Konstitutsiyasida O'zbekistonga nisbatan Ijtimoiy davlat degan ta'rif berilgani, 2017-yil 3-avgustda ijodkor ziyolilar bilan uchrashuvning tashkil etilishi, Ma'naviyat va ijodni qo'llab-quvvatlash maqsadli jamg'armasi tuzilgani, Ijtimoiy-ma'naviy tadqiqotlar institutining tashkil etilgani, Ma'naviyat va ijodni qo'llab-quvvatlash uchun har yili 45 milliard so'm miqdoridagi mablag' ajratilayotganligini ta'kidlash joiz.

Shu bilan birgalikda Kengash yig'ilishi doirasida 2024-yildan boshlab ma'naviyat sohasini rivojlantirish uchun bir qator o'zgarishlar amalga oshirilishini muhtaram Prezidentimiz aytib o'tdilar.

Xususan, Ma'naviyat va ijodni qo'llab-quvvatlash uchun har yili 100 mlrd. so'm ajratilishi, Buxorodagi tarixiy maskanda Jadidlar merosi davlat muzeyi bunyod etilishi, "Jadid" nomli yangi gazeta va uning online versiyasi chop etilishini alohida ta'kidladilar.

Kelgusida bajarish lozim bo'lgan islohotlarni sanasak ular juda ko'p va hop.

Ayni vaqtda azaliy qadriyatlar, ijtimoiy-siyosiy qarashlar tizimida chuqur transformatsiya jarayonlari yuz bermoqda.

Ilgari o'z maqsad va manfaatlarini asosan diplomatiya va siyosat bilan ximoya qilib kelgan dunyodagi qudratli markazlar endi ochiqchasiga bosim o'tkazish qarama-qarshilik va to'qnashuvlar yo'liga o'tgani sir emas.

Afsuski bunday keng ko'lamlı va o'ta ziddiyatli jarayonlarning ta'siri Markaziy Osiyo mintaqasi va uning tarkibiy qismi bo'lgan mamlakatimizni ham chetlab o'tmayapti.

Shunday vaziyatda O'zbekistonning milliy manfaatlariga javob beradigan to'g'ri yo'lni topish albatta oson bo'lmayapti.

Biz dunyodagi barcha yaqin va uzoq davlatlar bilan o'zaro manfaatli aloqalarni rivojlantirishga harakat qilayapmiz. Ziddiyatlar kuchaygan paytda aynan millat

fidoyilari, uygʻoq qalbli ziyolilar, shoir va adiblar, sanʼat namoyondalari, maʼnaviyat va maʼrifat sohasi xodimlari jasorat bilan maydonga chiqqanlar.

Bugungi tahlikali vaziyatda Gʻarb ilm fani va yutuqlari bilan birga milliy qadriyatlar ruhida tarbiya topgan vatan oʻgʻlonlari suv bilan havodek zarur.

Ularni biz tarix saboqlari va zamon talablari asosida tarbiyalashimiz shart.

Maʼrifatparvar ajdodlarimizning merosi bugun biz qurayotgan demokratik huquqiy davlat va fuqarolik jamiyati uchun poydevor boʻlib xizmat qilishi tabiiydir.

Chunki uning gʻoya va dasturlari Yangi Oʻzbekistonni barpo etish strategiyasi bilan har tomonlama uygʻun va hamohangdir.

Bugungi gʻoyaviy mafkura sharoitida kurashga tayyormizmi? Agar biz bu dunyoda Oʻzbek, Oʻzbekiston degan nom bilan yashab qolishni istasak bu savolga javob berish lozim.

Shu oʻrinda Prezidentimiz quyidagi eng muhim masalalarga atroflicha toʻxtaldi:

- maʼnaviyat va madaniyat sohasidagi ishlar uchun metodik asos boʻlib xizmat qiladigan Milliy gʻoyamizni rivojlantirish boʻyicha alohida zaruriy hujjat ishlab chiqish;
- madaniy-maʼrifiy sohadagi ishlarni yangi bosqichga koʻtarishda hokimlarning masʼulligini oshirish;
- teatr sohasini rivojlantirish;
- madaniy dam olish tizimini takomillashtirish, aholining boʻsh vaqtini mazmunli oʻtkazish uchun madaniyat markazlarini koʻpaytirish;
- Maqom va baxshichilikni rivojlantirish;
- musiqa va raqs sanʼatini ravnaq toptirishga qaratilgan chora-tadbirlarni amalga oshirish;
- Xalqaro maydonda oʻzbek madaniy diplomatiyasini rivojlantirish, boy madaniy merosimizni xalqimizga va xorijiy sayyohlarga keng tanitish ishlarini yangi bosqichga koʻtarish;
- Muzeylar faoliyatini takomillashtirish;
- kinochilikni ham rivojlantirishdan iborat.

Yuqoridagilar asosida anglashimiz mumkinki, davlat tomonidan milliy qadriyat va an'analarni kelajak avlodga yetkazish uchun ko'plab ishar qilinmoqda. Inson fuqaro, shu jamiyatning, yurtning bir a'zosi sifatida uni rivojlantirishi uchun nima qilishi kerak? Ushbu savol barchamizni qiynashi, o'ylashga, fikrlashga, tabir joiz bo'lsa qayg'uga solishi lozim.

Yangi O'zbekistonni, Uchinchi Renessansni bunyod qilish uchun bizdan talab etiladigan bitta narsa - bu o'zbekona urf-odat va qadriyatlar ruhida tarbiya topish, diniy va dunyoviy ilmlarni chuqur o'zlashtirish, umuminsoniy qadriyatlarni hayotiy jarayonda doimiy qo'llash va boshqalarni ham da'vat etish lozim.

Zero ma'rifatparvar Ibrat domlarning quyidagi fikrlari buning yorqin dalilidir: "millatni kim isloh etar? Ulamo g'ayrat etganda millat albatta isloh topur"

Xulosa o'rnida bir nechta hikmatlarimni maqolaga ko'chirmoqchiman.

Ona buytuk zot. Ma'naviyat ham xuddi ona kabidir. Noqobil farzand onaning umrini kamaytirgani kabi, demokratiyaning ayrim jihatlari ma'naviyatni yemirmoqda.

Siyosat va mafkura ma'naviyat bilan oziqlansagina mamlakat barqaror bo'ladi.

Iqtisod va ma'naviyat bir-biri bilan urishishi emas, murosa qilishi lozim, yo'qsa insoniyat yosh bolaga o'xshab xo'rozqandga talashadigan bo'lib qoladi.

Ma'naviyatning yuragi adabiyot, adabiyotning yuragi so'z, so'zning yaratuvchisi til va qo'l. Til va qo'lni qalb harakatga keltiradi. Ha odam inson bo'lishi uchun baribir ma'naviyatga suyanadi, yo'qsa, yiqilib to'rt oyoq bo'lib qoladi.¹

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O‘ZBEKISTON TABIIY SHAROITIDA CHO‘LLANISHNING RIVOJLANISH OMILLARINI O‘RGANISH

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Cho‘llanish–qurg‘oqchil iqlimli o‘lkalarda ekologik tizimlarning buzilishi, ulardagi organik hayotning barcha shakllari yomonlashuviga va natijada tabiiy-iqtisodiy imkoniyatlarning pasayib ketishiga olib keluvchi tabiiy-geografik hamda antropogen jarayonlar majmuidir.

Inson bilan tabiat munosabatlarining tobora chigallashuvi va murakkablashuvi borgan sari kuchayib borayotganligi, buning oqibatida jamiyat uchun noxush hodisalarning rivojlanishi, chunonchi, ekologik inqiroz, iqtisodiy tanglik, aholi salomatligining buzilishi, tabiiy resurslarning qashshoqlanishi va kamayishi, yer kurrasi bo‘yicha sodir bo‘layotgan iqlim o‘zgarishlari va boshqa salbiy jarayonlarning endilikda keng miqyosda sayyoramiz bo‘ylab taraqqiy qilayotganligi biosfera resurslaridan xo‘jalikda foydalanishni tartibga solish, me‘yorida foydalanishni tatbiq etish, sanoat, transport va qishloq xo‘jaligi, maishiy, chiqindilar chiqarishni imkoni boricha miqdor jihatdan kamaytirish yo‘nalishiga o‘tishni taqozo etmoqda.

SHu bilan birga cho‘llarni paydo bo‘lishi va kengayishiga antropogen, ya‘ni tabiat va inson o‘rtasidagi munosabatlar muvozanatining buzilishi: suv resurslaridan oqilona foydalanmaslik, flora va faunaning qashshoqlanishi va boshqalar sabab bo‘lmoqda.

Global iqlim o‘zgarishining foydali oqibatlaridan ko‘ra salbiy, ayniqsa, qirg‘oq bo‘yi mamlakatlari hamda qurg‘oqchil iqlim mintaqalarda borgan sari yaqqol namoyon bo‘lmoqda. Ushbu global salbiy jarayonlar 1960 yillar oxirida iqlimshunos va dunyo muammolari bilan shug‘ullanuvchi olimlar e‘tiboriga tushdi va ushbu muammolarni hal etish yo‘lidagi harakatlarga rahbarlik qilishni BMT (Birlashgan Millatlar Tashkiloti) o‘z zimmasiga oldi.

Hozirgi kunda cho‘llanish eng dolzarb geografik muammolardan biri hisoblanadi. SHu boisdan 1977 y. BMTning maxsus konferensiyasida “Cho‘llanishga qarshi kurash bo‘yicha dastur” qabul qilindi. 1994 y. esa “Cho‘llanishga qarshi kurash konvensiyasi” qabul qilindi va u 1996 y. kuchga kirdi.

SHuni ta‘kidlash joizki, respublikamiz cho‘l hududlarini rivojlantirish asoslari bugungi kunda kam o‘rganilgan. Zero, cho‘l geomajmualarining mavjud imkoniyatlarini tahlil qilish va baholash, dolzarb muammolarni aniqlash va ularni ilmiy

asosda hal etish yoʻllarini ishlab chiqish muhimdir. SHuning uchun mamlakatimiz choʻl hududlarini geografik nuqtai nazardan tadqiq etish muhim masalalardan biri boʻlib hisoblanadi.

Keyingi yillarda olib borilayotgan ilmiy izlanishlar geografiyaning ajralmas tarmogʻi hisoblangan landshaftshunoslik va geoeologik yoʻnalishlarda boʻlib, bu sohada bajarilgan ishlarda tabiiy va antropogen omillar taʼsirida choʻllanish va uning geoeologik oqibatlarini, choʻl sharoitida komponentlararo aloqadorlikning barqarorligi, geoeologik rayonlashtirishning tamoyillarini ishlab chiqish, choʻllangan geomajmualarni ekologik optimallashtirishning geografik asoslari hamda choʻllanishning hozirgi holati va xavfi kabi xaritalar dolzarb muammolar kam yoritilgan.

Shu bois, choʻl zonasini ekologik holatini chuqur tahlil qilish, uni barqaror rivojlanishini umumiy tarzda hamda choʻllanishning oʻziga xos muammolari bilan uzviy bogʻliqlikda oʻrganish, mavjud muammolarni bartaraf etish boʻyicha zaruriy ilmiy-amaliy takliflar ishlab chiqish hamda Oʻzbekiston arid choʻllanishni hozirgi holati va choʻllanish xavfi muammolari oʻrganib tahlil qilib xaritalarni yaratish dolzarb ahamiyat kasb etadi.

Mirzachoʻl, Qarshi, SHerobod, Qizilqum, Markaziy Fargʻona, Zarafshon vodiysi, Orolboʻyi, choʻlini majmuali tadqiq etish va tabiiy geografik rayonlashtirish muammosi asosan L.N.Babushkin, N.A.Kogay [5], A.A.Rafikov [6-7], L.A.Alibekov [3] va boshqa tadqiqotchilarning ilmiy ishlarida oʻz ifodasini topgan. Biroq Oʻzbekiston arid zonalari landshaftlarining makonda zonal va regional tabaqalanish xususiyatlari, hududda tabiiy va antropogen omillar taʼsirida sodir boʻlayotgan choʻllanish jarayonlari, buning oqibatida vujudga kelgan ekologik muammolar tahlil qilinmagan, geoeologik rayonlashtirish ishlari, arid zonalari choʻllanish xavfi jarayolarini xaritalashtirish masalasi muammolari amalga oshirilmagan.

Hozirgi kunda Oʻzbekistonning arid geotizimlarini majmuali tadqiq etishda landshaft yondashuv bir qator dolzarb muammolarni yechimini topishga imkoniyat yaratadi. Ayniqsa, arid landshaftlarni shakllantiruvchi indikatorlarni yoritish, ularning tabaqalanish qonuniyatlarini, choʻllanish tufayli vujudga kelgan geoyekologik vaziyatlarni tahlil qilish, ekologik vaziyatni baholash va optimallashtirish kabi muammolar tadqiqotchilardan oʻz yechimini kutmoqda.

Quyoshdan kelayotgan issiqlik hudud iqlimining tarkib topishida muhim omil boʻlishi bilan birga, respublikaning tabiiy boyliklaridan biri hisoblanadi va Oʻzbekistonda qimmatli issiqsevar oʻsimliklarni yetishtirishga imkon beradi. Quyosh radiatsiyasidan sanoatda, maishiy xizmatda, tibbiyotda ham keng foydalaniladi.

Er yuzasi holatining O'zbekiston iqlimi shakllanishidagi roli. O'zbekiston hududi janubiy kengliklarda joylashganligidan Quyoshdan katta energiya oladi. SHuning uchun havo haroratining ko'rsatgichlari ancha yuqori. YOz juda issiq, uzoq davom etadi. Qizilqumda, O'zbekistonning janubida havoning juda ham qizib ketgan o'choqlari paydo bo'lib, havo haroratining o'rtacha ko'rsatgichi yoz oylarida 30⁰Sdan ham ko'tarilib ketadi. Bunga sabab tuproq va o'simliklarning qattiq qurib ketishi natijasida bug'lanish va transpiratsiya uchun sarf bo'ladigan energiyaning havoning isitishga sarflanishidir. O'zbekistonda tekislik va tog' oldi hududlarida havoning bunday isib ketishi mamlakat tabiatining o'ziga xos xususiyatidir.

Mamlakatning shimol va g'arb tomonlarida orografik to'siq yo'qligi uchun shu tomondan O'zbekistonga qishda sovuq havo massalari bemalol kirib kelib, havo haroratini pasaytirib yuboradi va bizning hududimiz kengliklariga xos bo'lmagan sovuqlarga sabab bo'ladi. Markaziy Osiyoda, shu jumladan O'zbekistonda ham, havo haroratining yillik amplitudasi qo'shni hududlardagiga nisbatan ancha katta ko'rsatgichni tashkil qiladi. Bu esa O'zbekiston iqlimining yuqori darajada kontinentalligini ko'rsatadi. Bu jihatdan Markaziy Osiyo faqat SHarqiy Sibirdan keyin turadi. SHu sababli O'zbekiston iqlimi juda kontinental iqlim tipiga kiritadi.

O'zbekistonning cho'l va adirlardan iborat katta qismida tabiiy nam yetarli emas. Ma'lumki, bizga yog'in-sochinni Atlantika okeani ustida tarkib topgan nam havo massalari keltiradi. Lekin bu nam havo massalari O'zbekistonga kelgunga qadar yo'l-yo'lakay namligini ma'lum miqdorda yo'qotadi, yoz oylarida esa qurib keladi. SHu sababli O'zbekiston iqlimi juda ham qurg'oqchil bo'lib qoladi.

Atmosfera sirkulyatsiyasining O'zbekiston iqlimining tarkib topishidagi roli. O'zbekiston iqlimining shakllanishida havo massalari va ularning harakati katta o'rin tutadi. Havo oqimlari yer yuzida issiqlikni va namlikni qayta taqsimlaydi. SHu tufayli okeanlardan ancha uzoqda joylashgan O'zbekiston ham muayyan miqdorda nam havo bilan ta'minlanadi.

Respublikamiz iqlimining shakllanishida tropik, mo'tadil va arktika havo massalari juda faol ishtirok etadi, ular hududimizda yil davomida bir-biri bilan almashinib turadi.

Qish oylarida O'zbekiston ob-havosiga Markaziy Osiyo antitsikloni sezilarli ta'sir etadi. Bu antitsiklonning g'arb tomonga cho'zilgan markaziy o'qi (uni XIX asrning 80-yillarida birinchi bo'lib A.I.Voyeykov aniqlagani uchun Voyeykov o'qi ham deb yuritiladi) 50⁰ shimoliy kenglik bo'ylab o'tadi. Antitsiklonning ta'siri respublikamiz shimolida ancha kuchli bo'lib, Ustyurtning janubi – Quyi Amudaryo – SHimoliy Qizilqum chizig'igacha bo'lgan hududlar iqlimida yaxshi sezilib turadi. SHuning uchun Ustyurtda, Quyi Amudaryoda, Qizilqumning shimolida qish uzoq davom etadi, sovuq qattiq bo'ladi, qor qoplami uzoq turadi, yog'in kam tushadi. Atmosferaning

pastki qatlamlarida ko‘pincha kuchsiz shimoli-sharqiy, sharqiy shamollar esadi, havo ochiq bo‘lib, kechasi havo nur tarqatish yo‘li bilan soviydi, kunduzi Quyosh nurlari uni yana isitadi.

O‘zbekistonning iqlimi g‘oyat quruq bo‘lishiga qaramasdan uning hududida daryo va ko‘llar ancha ko‘p. Lekin ular respublikamizda notekis joylashgan. Tekislik qismida oqar suvlar juda kam. Tog‘larida esa serirmoq daryolar, katta-kichik soy va jilg‘alar juda ham ko‘p. Tog‘lardan oqib tushgan daryolar tekislikka kelishi bilan asosan ekin dalalarini sug‘orishga sarf bo‘ladi, qisman bug‘lanadi, yer ostiga sizib ketadi va shunday qilib, suvi asta-sekin kamayib qoladi. SHuning uchun ham O‘zbekiston daryolarining ko‘pchiligi ma‘lum bir suv havzasiga quyilmasdan tugab qoladi.

O‘zbekistonning tog‘larini o‘rab turgan tog‘ oldi tekisliklarida ham gidrografik tarmoqlar ko‘p, lekin ularning ko‘pchiligi bosh daryolar va ularning irmoqlaridan suv olib tevarak-atrofdagi yerlarni sug‘orish uchun tarqatib beruvchi kanallar va ariqlardan iborat. Binobarin, O‘zbekiston tog‘lari yog‘in suvi yig‘iladigan asosiy joy bo‘lsa, tekisliklar suv sarf bo‘ladigan va bug‘lanadigan hududlardir. Oqim doimiy oqar suvlardan, vaqtincha oqar suvlar va qorasuvlardan tashkil topgan.

O‘zbekistonda ko‘llar ham notekis taqsimlangan. Ko‘llarning ko‘pchiligi tekisliklarda, asosan Amudaryo, Sirdaryo, Zarafshon vodiylarida va del‘talarida, vohalarning chekkalarida joylashgan. Katta maydonni egallagan cho‘llarda esa tabiiy ko‘llar juda kam. Ular daryolarning qayirlarida saqlanib qolgan. Tog‘lik qismida ko‘llar 2000-3000 m balandlikda, ayniqsa 3000 m dan yuqorida eng ko‘p uchraydi.

O‘zbekiston tog‘laridagi muzliklar ham hududda notekis taqsimlangan. Muzliklar Piskom, Hisor tog‘ tizmalarining g‘arbiy, janubi-g‘arbiy yonbag‘irlarining 3500 metrdan baland qismlarida ko‘proq uchraydi.

Respublikamizda daryo va ko‘llarning notekis taqsimlanganligiga asosiy sabab O‘zbekiston hududining iqlimiy, gidrologik va orografik xususiyatlaridir. Respublika maydonining 20% ga yaqiniga yil davomida 80-200 mm, qolgan 80% esa 200-300 mm va undan ko‘p yog‘in tushadi. YOg‘inning asosiy qismi qish va bahor oylariga to‘g‘ri keladi. YOzda yog‘ingarchilik juda kam bo‘ladi.

O‘zbekistonning tekislik qismida Quyosh radiatsiyasining katta bo‘lishi, havoning quruq va issiq kelishi, yog‘inning oz yog‘ishi, qorning kamligi va uzoq turmasligi, yer yuzasi nishobliining kamligi hamda qumoq, qum jismlarining keng tarqalgani oqimlar, ayniqsa oqar suvlar hosil bo‘lishiga imkon yaratmaydi. SHuning uchun O‘zbekistonning tekislik qismida doimiy oqar suvlar hosil bo‘lmaydi. Faqatgina gil keng tarqalgan va taqirli yerlarda qattiq jala yog‘ganda, qor birdan eriganda vaqtincha oqar suvlar vujudga keladi.

O'zbekistonda foydalaniladigan daryo suvlarining faqat 10% (10 km^3 atrofida) respublika hududida vujudga keladi, qolgan 90%, ya'ni 89 km^3 suv manbai mamlakatdan tashqarida joylashgan. Bevosita O'zbekiston hududida vujudga keladigan daryo oqimi Amudaryo havzasi umumiy oqimining 6%, Sirdaryo havzasi oqimining 15% tashkil qiladi.

Sirdaryo havzasining tog'li qismida yiliga o'rta hisobda 38 mlrd m^3 suv hosil bo'ladi. Sirdaryo Farg'ona vodiysidan chiqqach chap tomondan unga birona ham yirikroq irmoq kelib qo'shilmaydi. O'ng tomondan esa unga Ohangaron, CHirchiq, Kalas va Aris irmoqlari kelib qo'shiladi. Quyida Amudaryo va Sirdaryo haqida gidrologik ma'lumotlarni keltiramiz. O'tgan asrning 60-yillarida Markaziy Osiyo va Janubiy Qozog'istonda yangi yerlarning o'zlashtirilishi va ekin maydonlarining kengaytirilishi oqibatida sug'orishga olinadigan suv miqdori keskin ortgan. 1965 yilda yerlarni sug'orishga jami bo'lib $63,2 \text{ km}^3$ suv olingan bo'lsa, 1985 yilda $111,5 \text{ km}^3$ suv olingan. Orol dengizida Amudaryo va Sirdaryodan quyiladigan suv miqdori yildan-yilga kamaya bordi. Oqibatda dengiz suv sathi 1960 yildan boshlab jadal sur'atlarda pasaya boshladi.

O'zbekistonning tog'li qismida ko'llar ko'p, lekin ular tog'larda ham notekis taqsimlangan. Ko'llar asosan 2000-3000 metr balandliklarda, ayniqsa 3000 m dan yuqorida ko'p uchraydi.

Er osti suvlari. O'zbekiston hududi yer osti suvlarining yetarli zahirasi ega. Respublikamizda ularning aniqlangan zahirasi sekundiga 1001 m^3 ni yoki 1 yilda $31,5$ mlrd m^3 ni tashkil etadi. Ularning kimyoviy tarkibi va sho'rlanganlik darajasi har xil. Respublikada chuchuk va bir oz sho'rlangan yer osti suvlarining foydalanish mumkin bo'lgan zahirasi sutkasiga $50,6$ mln m^3 bo'lib, uning 80% ya'ni 40 mln m^3 tog' oldi, tog'li yerlarga to'g'ri keladi. Uning yarmi chuchuk yer osti suvlaridir. Hidrogeologlar O'zbekiston hududini tabiiy sharoitidan kelib chiqib, 3 ta –tog' oldi, tog' va tekisliklarga bo'linadi. Har bir o'lka o'ziga xos yer osti suvlari va to'yinish manbalariga ega.

Respublikaning tog' oldi, tog'li hududi baland tog' tizmalari, past tog'lar va tog'lar oralig'idagi va tog' oldi botiqlaridan iborat. Bularning har birida yer osti suvlarining rejimi o'ziga xosligi bilan ajralib turadi. Tog'larda yer yoriqlarida paydo bo'lgan yer osti suvi havzalari vujudga kelgan bo'lsa, tog' oralig'i botiqlarida artezian havzalardan iborat.

Tog' oldi mintaqasida grunt va qatlamlararo suvlar asosan yog'in-sochin va baland tog'lardan sizib kelgan suvlar hisobiga shakllanadi. Bu mintaqada yer osti suvlari yer ostidan sizilib borib, pastda joylashgan artezian havzalariga qo'shib ketadi. Mintaqadagi yer osti suvlari sho'rlik darajasi chuchukdan to sho'rgacha bo'ladi.

Bu mintaqada yer osti suvlariga eng boy hudud Farg‘ona botig‘idir. Bu yerda to‘yinish manbaiga ega va foydalanish mumkin bo‘lgan yer osti suvlari miqdori sekundiga 289 m^3 teng.

O‘zbekistonning tekislik mintaqasi Amudaryo, Sirdaryo va Ustyurt artezian havzalaridan iborat, ularning tabiiy yer osti suvi resurslarining umumiy miqdori sekundiga 120 m^3 tashkil etadi va buning asosiy qismi sug‘oriladigan del’ta tekisliklariga to‘g‘ri keladi. CHuchuk suvlar yer osti suvi jami miqdorining taxminan 10% tashkil etadi. Ular asosan sug‘oriladigan yer, kanal va ariqlardan sizib vujudga keladi, yirik magistral kanallar yoqasida uchraydi.

Artezian suvlar O‘zbekistonda ancha chuqurdan–100-400 m va undan ham chuqurdan chiqqanligi sababli suvining sifati hamma yerda bir xil emas. yer yuzasiga yaqin qatlamlar orasidagi suvlar chuchuk, harorati pastroq, chuqurda joylashganlarida issiq, biroz minerallasgan bo‘ladi.

O‘zbekistonning cho‘l mintaqasida joylashgan artezian havzalarida qatlamlararo suvlar qumli yotqiziqlarda uchraydi. Ular ancha sifatli bo‘lib, yaylovlarni suv bilan ta‘minlashda, kichik vohalarda sug‘orma dehqonchilikda ishlatilmoqda. Bu suvlarni (sho‘rli 1,5g/l dan -5,0g/l maxsus qurilmalar yordamida chuchuklashtirib xo‘jalikda va aholini ichimlik suv bilan ta‘minlashda foydalanish ham mumkin. Hozirgi kunda Janubiy Orolbo‘yida 100 dan ortiq maxsus qurilmalar yordamida yuqori bo‘r yotqiziqlari orasidagi suvlar chuchuklashtirilib, aholi manzillari ichimlik suv bilan ta‘minlanmoqda.

Xulosa

O‘zbekiston hududida arid iqlimli cho‘l zonalarining hozirgi bosqichidagi barcha geotizimlarning o‘zgarishi, rivojlanishi va yuz berayotgan cho‘llanish jarayonlari hamda vujudga kelgan keskin geoeologik vaziyatlar ikki guruh omillar ta‘sirida sodir bo‘lmoqda. Bular o‘zaro bog‘liq holda barcha geotizimlarga ta‘sir etuvchi tabiiy va antropogen omillar guruhidir.

Tuproq sho‘rlanishi, chorvachilikda yaylovlardan foydalanishning past darajasi dehqonchilikni rivojlanishida noqulay inson xo‘jalik faoliyatining qishloq xo‘jalik hayvonlarining tabiatga ta‘siri cho‘llanishning mo‘‘tadil sinfi sifatida baholanadi. Lekin umuman olganda bu kontur cho‘llanishning yuqori sinfi hisoblanadi.

Ma‘lumki Respublikamiz hududining aksariyat qismi dasht va cho‘llardan iborat. Bu esa yildan-yilga hududda yaylovlarning tobora kamayib ketishi muammosini keltirib chiqarishi tabiiy. Ana shu muammoning oldini olish, qolaversa, foydalanishga yaroqli butasimon daraxt hamda o‘simliklarni ko‘paytirish davr talabi darajasiga aylantirish kerak. Buning oqibatida cho‘llanishni kamaytirish samaradorligi oshadi.

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THE PHYSICS OF TRUTH

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ABSTRACT

Physics is the oldest branch of science in human history. With many fields of study, from astrophysics to nuclear physics, physics has a significant impact on the development of technology and industry. Physics is often described as a difficult branch of science to understand. Therefore, this article aims to explain some information about different fields of physics by finding similarities between phenomena and situations encountered in everyday life, thereby making physics more interesting and understandable.

Keywords: *Physics, everyday life, physics without formulas*

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Physics is the branch of science that studies how the universe works from the microscopic to the macroscopic scale through quantities such as matter, force, energy, and frequency. Physics, one of the major natural sciences, can generally be examined in three main areas; classical physics. The main subjects of classical physics are; classical mechanics, optics, electromagnetism, fluid mechanics and thermodynamics.

Subjects such as atomic theory, condensed matter physics, nuclear physics, particle physics, and quantum field theory are among the disciplines of quantum physics. Relativity can be tested in two ways: general and special relativity. In this study, the similarities of various information in many fields of physics with events or situations encountered in everyday life are tried to be expressed only with numbers and definitions without using formulas. Thus, this article, which tries to make various information about physics more interesting, understandable and memorable, also allows you to look at physics from a different perspective.

Some expressions used in everyday life and their equivalents in physics

In this section, we will try to explain expressions that are used in everyday life events, some emotions we feel, thoughts that pass through our mind, or by finding their alternatives in physics.

Pursuit on the Run: The phrase "pursuit on the run" refers to the attraction and desire for people who are hard to communicate with and reach, and has its equivalent in physics in Lenz's law of magnetism. It is known that magnets create magnetic fields. When bringing a magnet closer to a conducting ring, the magnetic field lines begin to pass through the closed area surrounded by the ring. The number of magnetic field lines (magnetic flux) passing through this closed area increases and decreases accordingly as the magnet approaches and moves away from the ring. Due to this time variation of the magnetic flux due to the movement of the magnet, a current is created in the loop. In the first case, when the magnet is brought closer to the ring, the magnetic field lines in the ring are strengthened and a current is created in the ring (induction). The magnetic field created by this current is in the opposite direction to the field created by the magnet and pulls the magnet away from itself. When the magnet is removed from the loop, the value of the magnetic flux in the loop decreases with time. In this case, the direction of the current changes and the direction of the magnetic field created by the current also changes.

Visible portion of an iceberg: It is well known that a certain portion of the ice that remains in the water remains above the water. This is because the density of ice is

less than that of water. By comparing the density of ice and water, the volume of ice under water can be found. This indicator is about 89%. In other words, about 11% of the ice is above water. The invisible part of the ice, that is, under water, is 89% larger. The expression "the tip of the iceberg", which is also used in everyday life, is also scientifically correct.

Soaring: The phrase "not touching the ground," meaning to be very happy, may find its equivalent in superconductors. Conductors; They are systems that exhibit extraordinary quantum mechanical properties such as quantum gravity and quantum entanglement. A material that can be a conductor has zero electrical resistance below a certain critical transition temperature. Superconducting materials capable of excluding an applied external magnetic field remain suspended in air when placed in a magnet. This property of conductors, which exhibits some of the most unusual behavior related to conduction, can be the physics equivalent of the phrase "flying in the air" in everyday life.

Stop Time: The concept of time is defined as the period during which a time, task or event occurs, passes or passes. Although the quantity of time in classical physics and quantum physics has different properties, in both cases the largest indicator of the passage and passage of time is the change in the system or phenomena. If there is no change in the system under consideration, the concept of time has no meaning, and the system concerned continues to exist as if time had stopped. In superconductors, the quantity that preserves all the properties of the system and can replace time is temperature. If the material is kept in a temperature range where it can remain superconducting, and there are no other effects of the external environment that change the temperature, none of the properties of the material will change. In short, the phrase "time stands still" is used in physics to mean that nothing changes or changes. In this case, temperature is the same as the concept of time.

Nothing can be created from nothing: The concept of "cannot be created from nothing", which is widely used in everyday life, manifests itself in the laws of conservation in physics. Conservation laws are principles in physics that state that a

certain physical property, a measurable quantity, does not change with time within an isolated physical system. In classical physics, we encounter the laws of conservation of energy, momentum, mass, and electric charge. In its simplest form, the principle of conservation of energy can be described as follows: The energy of any system in its initial state is equal to the energy after its state or velocity has changed. If a frictional force acts on the system, part of the energy is converted into heat energy. But in any case, energy balance is achieved. In short, the initial state energy of a system is always equal to its final state energy. In other words, energy cannot be created or destroyed, it can only be transformed into another form.

Equitable distribution: The expression for equal distribution can be explained by the law of conservation of charge. According to this law, the total charge of two charged conducting spheres before they touch is equal to the total charge after they touch. In the latter case, whichever area has a larger radius will have more load. In this case, a sphere of radius $2R$ has a charge of $2Q$, while a sphere of radius R has a charge of Q , as shown in Figure 3. In other words, the total load is distributed proportionally to the dimensions of the spheres.

Creating each other: Maxwell's equations describe how electric and magnetic fields are related to each other. Maxwell's equations state that electric and magnetic fields do not always need a medium for them to occur. To briefly explain; A change in electric field over time creates a magnetic field, and a change in magnetic field over time creates an electric field. In other words, a decrease in the magnetic field over time leads to an increase in the electric field. The opposite is also true. It is known that time-varying electric and magnetic fields create electromagnetic fields, and therefore electromagnetic waves can travel through space without the need for a medium. If these fields did not form each other, the Sun's rays could not reach the Earth and life would not exist on the planet.

Always found in pairs: There are some quantities in nature which always exist in pairs. The first example of this situation is magnetic poles. A magnet always has magnetic north and south poles. As shown in Figure 4, even if the bar magnet is divided

into small pieces, it retains this property and only the intensity of the attraction of the poles decreases. In short, a single isolated magnetic pole has yet to be identified in nature. The other quantity in the couple is the action-reaction forces. For example, when we sit on a chair, there is a downward force acting on the chair due to our weight. In the opposite direction, there will be a reaction force applied by the chair with an intensity equal to our weight. When these two forces are in balance, you can sit comfortably in a chair. Otherwise, if the impact force is greater than the reaction force, the chair will break and the person sitting on the chair will fall. Therefore, to satisfy the equilibrium condition, the action and reaction forces are always paired and equal to each other.

Sudden change: There are many situations in physics where sudden change is found. An example of this is the Curie temperature, the critical temperature at which a ferromagnetic substance loses its permanent magnetism and becomes paramagnetic. In the case of conductors, a material that is an insulator at room temperature suddenly becomes a superconductor when the temperature drops to a critical transition temperature. Another example is the change in water conditions. At a temperature of 374.14 oC and 22.09 MPa, water suddenly changes from a liquid phase to an invisible gas phase, which is called the critical point. In short, dramatic changes can be observed in all systems when the necessary conditions are met.

Advantages of Motion: The subject of motion finds many areas of study in physics. One of the most important is the role of movement in the production of electricity. If a loop or frame of conducting wire is placed between the poles of the magnet and rotated, an alternating current generator is obtained, as shown in Figure 5. But when the movement stops, the system can no longer generate electricity.

It has potential but does not move : Potential energy is a type of energy that can be stored in a system and converted into kinetic energy due to its location and position. For example, if an object is located at a high place, it has the potential energy of the height, while a compressed or stretched spring has elastic potential energy. An object falling from a height begins to fall and accelerates. In this case, the potential energy of

the height is converted into kinetic energy due to the speed of the body. When an object is placed in front of the compressed spring and released, the object regains momentum. In short, both potential energies can be converted into kinetic energy when the necessary conditions are met. The same goes for people. Everyone can always have potential energy to act, but the most important thing is to make a decision that activates it. Just because it stops doesn't mean it doesn't work. The ball at the head rises from its equilibrium position and hits the next ball when released. Thus, the potential energy of the height is converted into kinetic energy, i.e. speed, and transfers momentum (increasing mass and speed) to the first ball next to it. Even though the 3 balls in between do not move, it transfers the momentum to the last ball. The last ball rises quickly with a given impulse. If there are no balls touching each other, there is no transfer of momentum to the last ball and the last ball cannot move. In short, we must not forget that sometimes things that don't work or seem insignificant can be key elements necessary for the system to continue.

Are the things we call normal not normal?: More than 95% of the universe we live in is made up of dark matter and dark energy, which means the unknown. The remaining less than 5% consists of known or so-called common substances. At this point, the following thought may come to mind: "Why is less than 5% of the universe called ordinary matter?". In everyday life, one should not forget that the fact that the majority or minority in the system can be normal can change according to the existing situation and conditions.

Just because you can't see it doesn't mean it doesn't exist: The visible region is the part of the electromagnetic spectrum that corresponds to wavelengths between about 400-800 nm (nanometers, 1×10^{-9} m). In the visible region, the rays with the longest wavelength are red, and the shortest wavelength is violet. The rest of the spectrum, from radio waves to gamma rays, is invisible. Some properties and areas of use of the electromagnetic spectrum are given. Wavelengths can range from hundreds of kilometers to sub-nanometer sizes. In short, only a very small part of the spectrum can be seen by the human eye. Some regions of the spectrum, such as the infrared

region, can only be detected by devices such as thermal cameras. In short, there is no such thing as invisible things. Through this example, it can be understood that the concept of truth is a very broad concept that cannot always be determined by the five senses.

Two in one: Wave-particle duality means that physical entities (such as light and electrons) have both wave-like and particle-like properties. Based on experimental evidence, the German physicist Albert Einstein first showed that light, considered a form of electromagnetic waves, should also be considered as particle-like structures localized in discrete packets of energy. The most famous example on this topic is X-rays obtained with X-rays. X-rays are located in the region of the electromagnetic spectrum with the smallest wavelength, after gamma rays, in the nanometer range. Since the wavelength is small, the particle properties of X-rays dominate and their interaction with matter is enhanced. Therefore, cracks in the bones can be seen thanks to X-rays. As the wavelength increases, the wave character begins to dominate. In short, a change in one of the quantities of the system can cause the corresponding system to have very different properties.

Conclusions and recommendations

It is important to relate information about different research areas of physics to known, simple phenomena so that they are easily understood and remembered. For this reason, in this study, an attempt was made to explain some facts about physics, from Lenz's law to wave packets, by analogy with everyday life. In this way, it becomes easier to conceptually understand the relevant topics and then it becomes easier for teachers to elaborate them with formulas and graphs.

There may be other ways to make physics lessons understandable and therefore interesting. For example; Students can be given a variety of information about the lives of scientists such as Albert Einstein, Max Planck, Isaac Newton and Marie Curie. It is recommended to watch films about the life stories of scientists. Science fiction films are sure to appeal to many. In this context, the teacher chooses a science fiction film, after watching the film, the accuracy of the story or information in the film can be

discussed from the point of view of physics. Philosophy of physics can be another way to develop an interest in physics. Philosophical examination of concepts such as time, space, and energy also make physics interesting for students. It should not be forgotten that physics is a part of life, a field of science that tries to show the reality to humanity in all its details and is constantly developing with new information. Therefore, by using the various methods mentioned or suggested in this study, it is possible to instill interest and love for physics in students.

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ON THE RELATION OF METAPHYSICS TO PHYSICS

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ABSTRACT

Ignoring a crucial nuance in using the concept of metaphysics is "Does physics come first or metaphysics?" It makes it difficult to answer the question. The nuance under consideration is related to the "two-sided" structure of metaphysics. Metaphysics as a science refers to two types of phenomena with the existence of metaphysical principles - things that cannot be entered into concepts, closed to interpretation, and things that are realized through experience. From this point of view, it can be said that every society, regardless of the level of civilization, has some metaphysical principles. However, it is also observed that societies with metaphysical principles fail to develop metaphysics as a science. To develop metaphysics as a science, it is necessary to engage in natural sciences and use the results of natural sciences. In our research, we will try to show the connection between the areas that feed metaphysical teachings and these areas and metaphysical teachings with examples from the history of philosophy.

Key words: metaphysics, physics, natural sciences, existence, reality.

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If we look at the history of philosophy, we see that metaphysical doctrines have always been criticized, and these criticisms have been advanced by philosophers with metaphysical doctrines. Even this fact requires us to distinguish between metaphysical principles or the ground that makes metaphysics exist—what one might call "existence"—and metaphysics as a science. The fact that the cracks in the history of philosophy - Kant's three criticisms - could not prevent the emergence of metaphysical teachings can be explained by the fact that the ground that created metaphysical sciences was not the destination of these cracks. However, with Kant, it was confirmed that any metaphysical discipline cannot survive without observing developments in the natural sciences. 2,500 years of philosophical history and even more ancient wisdom tells us that the ground that creates metaphysics is never broken.

Because at no point in history have people stopped speculating about existence in general, and their non-physical aspects in particular. The main problem is with the nature of the idea. Metaphysical principles are a kind of guarantee of metaphysical doctrines, they do not feed metaphysical doctrines, but only make them exist. Since the ground that makes metaphysics possible, that is, "existence," did not provide nourishment for metaphysical doctrines, both different and contradictory metaphysical doctrines arose. If the ground on which metaphysics exists feeds metaphysical discourses, then the rejection of any metaphysical doctrine—especially Kant's rejection of classical metaphysics—means the rejection or even the disappearance of the ground on which metaphysics exists. However, since attempts to deal with metaphysics did not end after Kant, it is understandable that the ground on which metaphysics exists was not struck by these criticisms.

The nature of the land in question and the forms of its determination should also be emphasized. Since our research is an analysis of the history of philosophy, we will content ourselves with showing the existence of such a foundation. As we have learned from the written history of philosophy, it is no coincidence that the first philosophers were particularly interested in nature and were naturalists. The Ion School can be

considered an organization where scientific thinkers work together. Similarly, Whitfield echoes Sarach's findings. Greek science was initially speculative rather than empirical, and from B.C. From the 6th to the 5th centuries, thinkers who were both the first scientists and the first philosophers of the history of thought grew up.

Therefore, there is a high probability that pre-Socratic natural philosophers went to Egypt, Iran, and Mesopotamia, got acquainted with the scientific developments there, and returned to their countries. He (Thales) went to Egypt as a merchant, where he studied geometry and astronomy from Mesopotamia. The discoveries and other achievements attributed to Thales were related to the sciences developed in Egypt and Babylon. Likewise, Conford notes in one of his articles that Greek philosophers enjoyed the sciences that originated in Egypt and Babylon. Thus the rise of science means that the mind becomes dispassionate and sails on seas of thought that seem strange to minds bent on the immediate problems of action. The connection between philosophy and the natural sciences in the classical period continued in the same way in the modern period. Although there are differences between classical metaphysics and modern metaphysical approaches, the source from which they feed is the sciences of their time. What do we mean by a change in metaphysical approach? As social dynamics change, the nature of the search for truth—though not its form—changes, and one of the ultimate results of this change is a change in metaphysical doctrines.

The ancients could not achieve what we have set forth because they were deficient in learned ignorance. It is a very optimistic and modern attitude to read metaphysical teachings as the process of transformation/transformation as the development of the consciousness of being. But in this case, it is useful to consider Comte's point of view. It can be said that the positive philosophy created by Comte should be considered metaphysical, it was influenced by changes in the natural sciences and in this direction turned to positive science to explain all phenomena. Comte establishes a sociology based on biology. The subject matter of biology and sociology is the same; organism and collective organism. When we move from the inorganic world to the organic world in nature, we encounter new concepts that did not exist before.

Another example of how metaphysical teachings are closely related to the understanding of science of his time is Galileo. The point where you should turn your eyes to determine the goal is the "book of nature". In fact, the main subject of philosophy is to examine the "book of nature". Examples of science providing data for metaphysics can also be seen in the analysis of the history of thought. The influence of philosophy on scientific research was not only general; Individual scientific achievements have also influenced and directed philosophical views. However, Plato, who gave his color to classical metaphysics, under the influence of the materialism of the early physicists, was convinced that there is a plan and purposefulness everywhere in nature. It has become a common endeavor to argue that science is a flawed means of attaining truth, especially after criticisms of positivism. Especially K. Popper, T. Kuhn, I. Lakatos, P. Feyerabend, and others, while valuable, miss a very basic point. Science is not a finished activity.

Criticism of anything is possible if the frame of that thing is drawn, filled, or covered. Consider Kant's critique of classical metaphysics. It was clear what principles classical metaphysics was based on, what logic it derived from, and what universe it led to. In other words, Kant had clear boundaries and scope. Does the same apply to science? No, it's not real. Because science is not a finished activity, its results cannot be looked at from now or through the history of science.

The science of existence or the existence of science?

Trying to understand nature is the first step in human efforts to understand existence. We must remember that scientific theories advance metaphysical theses before metaphysics. The natural studies of the first philosophers and the knowledge they gained later led to the emergence of metaphysical doctrines. First of all, many philosophers thought that the first basis of all objects was only in the form of matter. The conclusion that follows from this is that it is impossible to do metaphysics without referring to nature.

Depending on their exposure to philosophy, people are more or less elevated to the point where they stand out from the crowd, some to a greater or lesser degree. The

point where you should turn your eyes to determine the goal is the "book of nature". So why did the metaphysicians who enjoyed the natural sciences, including Aristotle, who said that existence has many meanings, assume that the theses they developed represent absolute truth? Could it be that the fact that they accept the data of the natural sciences as immutable is what gives them such a standard of certainty? Aristotle, who used the principle of the 4th cause in the book "Physics" and composed the work "On the Heavens" with the principle of the 4th cause, assumed that the science of physics and astronomy to which he referred contained certain information. Similarly, is there a classical metaphysician or philosopher who philosophically criticizes the natural sciences, in other words, the philosophy of science? Criticism of the natural sciences is related to the use of science as a political tool and the process of turning science into a tool of exploitation in the service of the economy. Therefore, it is difficult to say that the claim of science to the truth did not exist in the classical period. In this respect, it is significant that Aristotle found the solid information he was looking for in geometry, his firm belief in geometry, and his belief that accurate and reliable information can be obtained in the natural sciences based on this science or by accepting it as such. example When Aristotle wrote "Physics", did he think that the theses he put forward were not absolute? We all know it can't be any other way.

When things happen that may be beyond our observation, it is impossible to say whether they exist or not. Hence, the object of knowledge is something that is necessary and therefore eternal. Did Aristotle, who asserted that scientific knowledge is different from thoughts disconnected from experience that we encounter in speculation, think that it is possible to falsify theses he developed in physics? If the idea that sciences could change over time and that new systems of physics could emerge had dominated classical thought, the scholastic era would not have arisen in the West and the East. For centuries the data of the natural sciences must have been accepted as immutable and absolute, so that the metaphysical doctrines derived from these data could be proved to be fixed and absolute. With the innovations in other natural sciences, especially classical physics, classical metaphysics lost the ground on which it was nourished.

When it was decided that metaphysics should take into account the innovations in natural science and be modified accordingly, new metaphysical doctrines were developed. We can evaluate metaphysical approaches that account for developments in the natural sciences and consider their agreement with these developments in these directions. Because scientific results give meaning to metaphysics.

Ways of metaphysical research

Several metaphysical approaches that are highly representative in terms of understanding the problem can be considered in this context. For example, Descartes argues that we need to account for changes/changes in the natural sciences, especially physics. As for me, I am a little more curious, and I would like you to explain to me the particular difficulties I have encountered in every discipline, chiefly in connection with the inventions, images (...) of men; for I think it is useful to know these things, not only to profit by them, but also that our judgment may not be led astray, so that we may admire what we do not know. As the quote shows, Descartes argues that sciences and inventions are not only useful, but also necessary for the use of sound reasoning. The logical result of this approach was a metaphysical doctrine derived from the data of natural science.

And the Cartesian world is a strictly formal mathematical world, a world of realized geometry, of which our clear and precise ideas give clear and definite knowledge. There is nothing in this world but matter and motion; or because matter is the same as space or extension, there is nothing but extension and motion. The metaphysical doctrine that Descartes developed because of the interaction he perceived can be criticized from various points of view. But the important point is that Descartes understood. Descartes, who said that the truths I say will be accepted even if I don't get them from Aristotle or Plato, realized that classical metaphysics could not respond to new developments/changes in physics, and thus classical metaphysics was incompatible. the universe drawn by the new physics led to the development of metaphysics based on this epistemology. The incompatibility of existential thinking with the changes/changes in the natural sciences made it inevitable for Descartes to

develop an epistemological way of thinking that could quickly adapt to the changes/changes in the natural sciences.

We know that Descartes wrote to Mersenne that "Meditations contain all the principles of physics." His opposition to scholastic logic can also be interpreted in this direction. Henceforth logic must also check; but not scholastic logic, for it is nothing more than dialectic, which serves no other purpose than to teach others the means of explaining certain things, or to utter a great deal of nonsense, and it destroys rather than enhances common sense. It is not logical to say that Descartes' only option was to develop an epistemologically centered way of thinking. But we must emphasize that it is not Descartes's decision that matters, but his decision. The search for truth by the light of nature, this pure light shows all the ideas which the intelligent man can form without the help of religion and philosophy about everything that occupies his mind, and penetrates everything, even the mysteries of the strangest things.

Islamic Thought: Ontologies Based on the Natural Sciences

The influence of the natural sciences on metaphysics also applies to theology, Sufism, and Islamic philosophy. The metaphysical scheme described in "Gulshen-i Raz", one of the important works of the Akbari wing of Sufism metaphysics, was created taking into account Ptolemy's astronomical data. This great sky, this Throne, makes a complete revolution around the universe every day and night... However, in the continued section, the eight heavens turn from west to east, unlike the sky we call Atlas, Shebüsteri in his to see the existence and observe that the section is based on Ptolemaic astronomy data. Ibn Sina's theory of emanation - on the contrary, the metaphysical picture drawn by other scientists is based on the data of physics, astronomy and natural sciences developed in antiquity.

It can be seen that Ibn Sina's theory of emanation in its simplest form is closely related to Ptolemaic cosmology, and Ibn Sina interprets the "scientific" paradigm originating from Ancient Greece with new views, but does not go beyond the paradigm and does not present it. another view or expansion. also in the theological works of the contractor on the metaphysical topics of the ancient natural sciences; It is widely used

in arguments for God and creation arguments. Ironically, the word adopted atomistic cosmology and VIII. This cosmology, which began to dominate in the second half of the century, dates back to at least the 14th century. This lasted until the century. The atomic physics of Democritus, considered a materialist, was the physics adopted by theologians. The "Atomic Universe Model" is the dominant universe vision that has guided Islamic civilization for more than a decade. With the development of the natural sciences, the question of how well grounded the body unity or emanational metaphysics is becomes important.

Turning these classical metaphysical teachings into a matter of faith not only creates intellectual violence in academic life, but also leads to an existential problem: the problem of associating the Qur'an, the source of existence and knowledge, only with a certain kind of metaphysics. . As a natural consequence of this association, a certain type of metaphysics is accepted as the only legitimate and orthodox interpretation of the Qur'an. The perception that the Qur'an, accepted as a source of existence and knowledge, only leads to/should lead to classical metaphysics, prevents a proper evaluation of classical traditions of thought. And the issue takes on an ideological dimension rather than a search for truth. In the texts of Kalam, Sufism and Islamic philosophy, there are valuable information for their time, information suitable for our time, and approaches that provide solutions to many problems. However, the use of the texts in question for ideological purposes, their commodification, in Marxist terminology, prevents them from being given their due place.

Criticism of science and metaphysics

In the current period, the process of deification of metaphysics is being observed in line with the intensification of criticism of science. If we do not take into account that the source of both classical metaphysics and post-Kantian metaphysics is the natural sciences of their time, especially physics, the process of deification in question becomes "academic dominance". The fact that science undergoes constant changes/changes means that metaphysical doctrines also change/change in each period, and this leads us to the conclusion that there can be no fixed metaphysical doctrine. To

say that a stable metaphysics is possible is to say that "the truth is attainable." However, although this is a reality independent of humans, at best it can touch reality. Such communication allows for unlimited translation activities. On the other hand, we should avoid defending Heidegger's theses, such as that the theses about being developed by natural philosophers or early naturalists are true, that pre-Socratic philosophy is closer to being, and so on.

Because the exceptional aspect of epistemology of the Heideggerian attitude seriously jeopardizes the possibility of speaking about being. His goal was to put existence, existence itself, at the center. Thus, the act of "searching for the foundation" was placed from the epistemological plane to the ontological plane. However, Heidegger must have faced such a danger because of his special interest in poetry and his insistence that we should heed the call of being. However, poetry should not have a special place at the point where such a relationship should be reached. Because Heidegger's philosophy still remains at the core of metaphysics, with poetic themes such as revealing the meaning of being, taking possession as gift and gift, dividing existence and losing its origin.

Poetic ontology is inevitably at the margins of theological discourse. In this case, the best course of action we should take is to "keep quiet". Therefore, Heidegger's understanding of being is difficult to defend because it does not take epistemology into account. Even Heidegger himself put forward theses against this attitude. Since the sciences are one of human relations, they have the type of existence of this being (man). Terminologically, we call the entity in question Dasein - it is very interesting that when the concept of Dasein, one of the defining concepts of being and time, is mentioned for the first time, its definition is given and its connection with science is emphasized. Therefore, we must speak from a certain epistemological basis to be able to say that studying the meaning of being requires us to listen to the voice of being. Fate remains hidden as the sender of truth. But although it is not revealed as the history of existence, the fate of the world is predicted in the poem. The meaning of existence can be given

in poetry, but it cannot be ignored that every poem has a certain epistemological character. We do not need to say that every poem is the work of a certain cogito.

Offer

The metaphysical doctrines present in Western thought today make the most of the information revealed by the natural sciences, and the epistemological attitude formed by the natural sciences defines ontology and cosmology. For example, the cosmological debates of famous physicists Penrose and Hawking differ from classical metaphysics or classical cosmology. In fact, astronomy, biochemistry, physics, etc. It is formed through the data of sciences. In modern science, cosmology is the study of the structure of the universe or universe, i.e. all material components as distinct from mental and spiritual entities. This research is mainly carried out under the umbrella of (...) physics and astronomy . Penrose, Hawking and others develop a new vision of the universe and a new understanding of existence based on the information discovered by the natural sciences.

According to Hawking and Mlodinow, science, at its current level, can explain within its limits questions such as how the universe came into being and why it has such delicate habitable conditions. However, all metaphysical teachings try to do exactly what Hawking and Mlodinov say. If we want to go deeper into the main questions of philosophy, we must come to terms with quantum theory, which is the most precise and mysterious of physical theories. In this sense, it can be said that Hawking, Penrose, Mlodinov and others have their place in the history of philosophy has and is an iterative process. A change in the model of the universe also leads to a change in the concept of God. For example, in Europe in the 17th century. The concept of the universe, which changed with the scientific revolution of the 19th century, also caused a change in the concept of God. The fact that classical metaphysicians assert that their theses are absolutely correct stems from their faith in natural sciences. The failure of the natural sciences to convey truth and embody certainty is due to events/developments in the history of science over the last few centuries.

Changes in the natural sciences opened up a critique of science that did not exist in the classical period. Since no such change/transformation took place in science during the classical period, there was complete faith in the natural sciences and the metaphysical doctrines enjoyed by them were claimed to contain immutable and certain information. Today's metaphysical teachings must also take into account changes/changes in the natural sciences. If we want to use our philosophical intuitions to the extent we want, we must interpret our worldview according to quantum theory. Just as a person cannot abandon the practice of science, he cannot abandon the development of metaphysical teachings. Given Hegel's description of philosophy, "The owl of Minera begins to fly only at sunset," it can be said that philosophy flies over the changes/transformations that occur "at noon" in the natural sciences. Alain Badiou also says the following in this context: "We can start by considering that the future in question is based primarily not on philosophy and the history of philosophy, but on new phenomena in certain fields that do not have a direct philosophical nature.

This future is especially based on facts in science: for example, mathematics for Plato, Descartes or Leibniz, physics for Kant, Whitehead or Popper; History for Hegel or Marx; Biology for Nietzsche, Bergson or Deleuze.

Summary

It is observed that the dethroned concept of metaphysics has come back to life. It has been said that metaphysics, whether in the continental or the analytic tradition, has returned to the stage of philosophy, so that true thought cannot exist without metaphysics. But a returning metaphysics is not a banished metaphysics. The prevailing perception in the intellectual life of our country is that classical metaphysics once again dominates or is a candidate to dominate the scene of philosophy. This perception is both wrong and dangerous. Since metaphysical teachings have been nourished by the natural sciences from the beginning, today's metaphysical teachings cannot ignore the post-Copernican concept of science; Actually, it doesn't come. In addition, the gradual disintegration of the traditional ontology under the impact of the new philosophy weakened the validity of inferring from the predicate the substance

that supports it. Every development in Newtonian science brought new evidence to Leibniz's thesis.

XX. The reason why positivist philosophy became popular in the 19th century was because the metaphysics of the time could not reform or change itself in the face of changing/changing understandings of science. The reason why metaphysics, which could not fully effect this change, but was at least on the way to change it, quickly drove positivism from the philosophical scene was that metaphysics found a way to feed on the modern sciences. Undoubtedly, metaphysicians saw the results of science and revised their metaphysical theses. What needs to be done is to develop a new metaphysical perspective that takes into account the data of the natural sciences. Because metaphysics is based on science, which is the source of knowledge.

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POPULAR PHYSICS CONCEPTS OWN INTO RECEIVED VISUAL COURSE MATERIALS WORK EXIT

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ABSTRACT

A visual learning material was prepared by collecting the necessary inventory from the website, library, popular physics concepts, current lectures, articles and documentaries. The purpose of the research is to develop a virtual and visual course material. A preliminary study was conducted to measure the educational impact of the material developed in the study and positive results were obtained. Document analysis was conducted in the study. All data collected were evaluated according to scientific methods and materials development criteria. The virtual tools used, the paths followed, the methods and each step of the process are explained in the method section so that the study can help similar studies. The achievements of the study, its contribution to education and the conclusions drawn are presented in the results and recommendations section.

Keywords: Educational material, Popular physics concepts, concept

Enter

The use of audiovisual and virtual concepts is extremely important in educating abstract and hard-to-reach concepts. Concepts are units of thought. They are the building blocks of information. Concepts in and out of nature; It is an expression of encoding that represents an event, event, entity, and anything else in terms of semantic

integrity. In addition to being virtual and abstract, concepts can also be inaccessible. Popular physics concepts that we use all the time in our daily lives are concepts that are very difficult for human hands to manipulate or achieve. Concepts such as the Big Bang, particle physics, the universe, the Hubble Space Telescope, asteroids, stars, quasars, blazars, black holes, and our Earth or Solar System are just some of the thousands of concepts we cannot reach or formally place. These concepts are known in society as popular physics concepts. The material used in teaching these concepts and educating a person in this field is important. Materials designed to present concepts visually and audibly make concept teaching easier.

The audiovisual preparation of the concept is reminiscent of video, which comes from the same root as the Latin verb "to see" and has meanings such as "to see" or "to be visible". Combining sound, motion, and images, video has become a popular field of interest, captured and shared on television, the Internet, or mobile devices for a wide variety of purposes. Education is one of the environments where visual video applications are used effectively in all spheres of life, from advertising, film, music, advertising and entertainment. The importance of visual materials in education and training is the sense of sight in learning. It has been found that children learn to speak and understand concepts faster by imitating them from TV shows from a young age. Based on this result, it is necessary to prepare visual and audio materials, which are an important factor in the education of the concept of personality, using the possibilities of technology that is developing and developing in the educational system today. The ability to break down images that emphasize, explain, or illustrate concepts and reassemble them in a way that suits learning objectives can transform video into images that teach human perception. Materials prepared in this way can be accessed anytime and anywhere, regardless of time and place, thanks to the Internet and mobile applications. In particular, actions such as start, stop, save and even replay reinforce the integral nature of these materials. In addition to its ability to enrich learning, it enhances the quality of knowledge through balance and consistency in sharing. What makes visual and audio material so important is undoubtedly the rapidly evolving

technology. In particular, the development of information and communication technologies such as computers, mobile phones, and the Internet increases the importance of visual and audio materials today.

Teaching materials are tools used to make abstract concepts concrete and to model hard-to-reach concepts. Some criteria are taken into account when choosing these materials. The first step in the selection of material is to determine the required performance of the student in the subject being taught, the target audience in this context and their characteristics and types of learning. First of all, the size of the audience for which the material will be used and the types of learning should be determined, and then the method should be chosen. When choosing a method, in addition to these characteristics, opportunities such as money, time, and student characteristics should also be taken into account. After choosing a suitable method, the teacher's skills and abilities should also be included in this process, and the final stage, the selection of materials, should be started.

The material prepared in teaching should have certain characteristics. These features can be defined as follows.

1. It should be simple, simple and clear,
2. Curriculum should be selected in a supportive manner and in accordance with the objectives and achievements of the course;
3. It should be equipped with important and brief information, not all the information that constitutes the subject of the course,
4. The visual features used should be used to emphasize the important points of the material and should be avoided.
5. The written texts and the audiovisual elements used should match the student's pedagogical characteristics and correspond to the student's real life,
6. To give the student the opportunity to practice and practice,
7. It should reflect real life as much as possible,
8. Learning materials should be available and accessible to every student.
9. It should be simple for students to use,

10. Materials for reuse must be durable and must not break during single use.

11. Should be easily developed and updated if necessary,

12. To use all possibilities in its preparation and to get help from nearby,

13. Manuals for the preparation and use of materials should be created. In addition

to these specified features, there are also principles that should be followed in the preparation of materials.

The principles of material development to be followed in achieving the research objective are defined below.

1. Principle of meaningfulness: Following this principle, care was taken to ensure that the definitions and entries used were positive and well-structured sentences to demonstrate the meaningful integrity of the study.

2. The principle of starting from the known: In the preparation of the material, the selected concepts are arranged in such a way that they go from simple to complex, from known to unknown, and from concrete to abstract. For this purpose, selected concepts are presented in alphabetical order, classified by each letter (including W, Q, X) and connected to the Internet. A DVD was also produced.

3. The principle of many examples: Many examples should be given to show the breadth of the concept. For this purpose, the number of selected concepts from sources in the research inventory was kept more than one. Also included are concept films that explain the concept in different ways. Some concepts are prepared as both .pdf and .swf.

4. The principle of relativity: Features are perceived relative to each other. Everyone should be able to distinguish between images and shapes. To do this, the font size, background, sound level and screen coverage of the concepts are equalized so that every student who uses the material understands the same thing.

5. The principle of selectivity: It is necessary to place important elements in the educational material in a way that attracts the most attention. For this, colors that reveal the main element were used.

6. Complementary principle: Instead of giving the whole series of an event or thing, it may be enough to give a part of it. For this purpose, each concept that was cut

from the main film was chosen so that the student could give feedback on the main film.

7. The principle of meaningfulness of the background: There should be a background that adds meaning to the picture or text.

8. Principle of Proximity: Forms should be clear and not left open or incomplete.

9. The principle of associativeness: Things and events that are similar and close to each other are perceived as related and are better remembered.

10. Consistency in perception: objects that the student already knows can be represented with very simple lines.

11. The principle of depth: If the creatures in nature are close to us, they appear with their true sizes and colors. This gives the impression that these same creatures become smaller as they move away, and their colors fade.

12. Novelty Principle: Attention is directed to situations that are new and especially familiar and contrast with recent experiences. Special attention was paid to this issue in the prepared material.

No such material was observed in internet research or environmental studies. Especially in the process of teaching and learning concepts with the help of films, it is seen that the concept set is new and unique.

13. The principle of simplicity: To attract and retain attention, the elements of the visual medium should be simple, not complicated.

14. Goal-behavior principle: the tool used must be able to create the target behavior that is expected to be achieved.

15. Suitability for the learner: The tool used should be suitable for the learner's characteristics (age, intelligence and pattern of past experience).

Summary

When teaching abstract and hard-to-reach concepts, it is recommended to prepare virtual course materials using virtual computer programs. Abstract and hard-to-reach concepts that people from all walks of life encounter in their daily lives but struggle to make sense of or schematize are encouraged to use Internet-integrated learning

material (DVD) because it facilitates learning. Popular Physics Concepts. Place (Place) of the article in the Science Section Elementary Education / Science Section Education Uniqueness in Science Visual material is very important in mastering abstract and hard-to-reach concepts. With this emphasis, visual, auditory and descriptive virtual course materials have been prepared to ensure that concept teaching is carried out effectively. This material, which was prepared by means of document review and analysis, was prepared in accordance with the principles of material development. With this material, the teaching of abstract and hard-to-reach concepts is ensured. If the material is not used, it is inevitable that the mental schemas that students construct about popular physics concepts will be incomplete or inaccurate. This material can be used to teach popular physics concepts of interest to students at all levels, from early childhood to university level.

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MEDIUM IN EDUCATION MODERN PHYSICS OF TEACHING IMPORTANCE AND HOW BOLIS NEED ABOUT THANK YOU

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ABSTRACT

This study defines physics education and highlights the importance and necessity of physics education in secondary education, its benefits and goals in child development. Considering the benefits of physics knowledge in personal and social life, school students should get the best possible physics education. In addition, in today's world of rapidly developing and changing technology, it is said that basic physics education is needed for people to perceive and interpret technological changes, and it is emphasized what an effective and continuous physics education should be. As a result, an assessment and suggestions were made about what modern physics teaching and teachers should be in order to achieve the general goals of physics education.

Key words: *Physics teaching, learning-teaching, teaching strategy, technology*

Enter

Today, living in the information age, following the science and technology created as a result of scientific activity is the basis of progress and development. The most characteristic feature of modern civilization; It is scientific, considering scientific attitude and behavior as an integral part of life. A person begins to learn from birth, the acquired knowledge, skills and experiences increase day by day. Every day, new technologies are produced, new inventions are made. From computers to space and communication technologies, these changes must be tracked and understood in order to take advantage of them. It is not enough to follow the changes in the world to reach

and surpass the age; Also, it is necessary to adapt to them in a short time and produce new technologies. Only countries that have adapted to these conditions can be leaders in the international economic and technological race. The rate of emergence of new information in science and technology; This is an indication of the importance of knowledge production, knowledge utilization and the training of knowledge creators. As a result, modern civilization has brought with it competition. Society's way to win this competition and progress in the rapidly developing science and technology environment; The main thing is to educate individuals who have received education in various fields, who can think, research, apply what they see and think to life, who have the ability to think constructively, creatively and critically, and to educate a person well. In this respect, science is in society; It can grow and develop in integration with its style, theory, products, producers and transmitters of science, inventions and discoveries, technology, national and universal values and education system.

There is a great need for people who are armed with the knowledge and skills required by the times, who have achieved qualifications that are sought after all over the world, who know how to think constructively, creatively and independently. The most general goal of our education system is to educate good human behavior accepted by the society, to educate competent and versatile individuals who have the necessary behavioral and scientific qualities to raise the society to the level of modern civilizations. , and who can serve the development of a scientific, modern country. On the other hand, it is necessary to develop children if it is intended that they will be able to cope with the difficulties of the time we live in individually and become a new driving force for the survival of the society in which they live. creativity, self-confidence, excellence, independent thinking, self-control and problem-solving potential through the education provided. Our age, in which technology is rapidly developing and dominating the world day by day, has been given various names such as "Age of Science", "Age of Space", "Age of Communication and Technology". The development and existence of countries depends on their ability to keep pace with this age. In parallel with such a rapid development, all the research conducted by man in

order to know and understand nature gave birth to Science. The contribution of science and the technology produced on its basis to the development of societies is incalculable. The new information produced and the developing technology make the importance of science especially clear. Science is also called basic science and it affects other fields of science with the research conducted and the results obtained, besides showing structural differences from other fields of science. These differences can be summarized by saying that Science is international in nature, it is based on more practical applications than other branches of science, and therefore it is expensive, continuous, and information at every stage is constantly available. Considering these structural differences, it can be said that science is of great importance in the country's development. science; It is a branch of science that tries to explain animate and inanimate things and the relationships between them based on cause and effect.

Science lessons are included in school programs for three purposes.

These are:

- provide general information on subjects;
- Acquiring mental and manual skills through science classes;
- to provide the basis of vocational education in the fields of science and technology.
- develop a realistic and consistent outlook;
- explain the conceptual structure of science;
- Formation of skills necessary for using the scientific method;
- Ability to adapt to new developments in the field of science and technology;
- Training productive citizens for society.

It can be said that based on the goals mentioned above, natural science courses are of great importance in the education process of a person in the education of people needed in our country. One of the main goals of science education is to make students scientifically literate. Scientific literacy; This is knowing the essence of science, understanding how knowledge is obtained, understanding how information in science depends on known facts and how it can change when new evidence is collected,

knowing the main concepts and hypotheses in science and understanding the difference between is described. scientific evidence and personal opinion. Societies composed of scientifically literate individuals can both easily adapt to innovation and lead innovation themselves. It is well known today that the achievement of the level of modern civilization depends on research in the field of science, in particular, physics. The contribution of science, especially physics, to the formation of a coherent and rational system of thinking is greater than that of other sciences. Physics, with its methods and results, forms the rational and technological basis of worldview. Physical; It is a branch of science that tries to find the laws governing the development in space and time of all kinds of matter around us, including us. Physics is a science that studies the understanding of nature, the study of the causes and consequences of natural phenomena, and their mathematical expression. For this purpose, it develops methods of scientific investigation and research, forms the basis of technological developments, and contributes to the development of other sciences. influence their findings, rules and research methods and contribute to their development in all areas of everyday life. In this context, the purpose of a given physics course can be defined as creating a multifaceted, cultural learning environment in which life is lived, new experiences are gathered, personal skills are developed, and sources of error are eliminated. The goal here is to channel nature for the benefit of humanity. The source of all natural sciences is physics.

General goals of physics education;

- Formation of students' scientific thinking skills;
- Be able to show the student how to use his mind;
- to be able to make connections between science and technology;
- understanding the importance of science and technology in the development of society;
- Acquire the ability to think constructively and critically;
- be able to show the results of research, investigation, observation and experiment in words, writing and drawing;

- To be able to use the methods of observation, investigation, experiment and research in achieving scientific results and understanding the laws;

- Interest in physics, following new developments and understanding the importance of new developments. In accordance with these goals, physics sets specific goals for the acquisition of appropriate behavioral characteristics, taking into account the development and ability levels of students.

A student taking a physics course;

- Appreciates physics as a human activity and understands it as one of several ways to help us understand the world in which we live.

- Understands and applies research methods used in physics;

- Knows, understands and applies concepts and principles in physics;

- Use knowledge, concepts and methods in physics to evaluate changes in society and technology;

- Understands the historical development of science and technology.

Today, the great progress of science and technology is changing the social structure at a rapid pace, and at the same time, there are changes in the goals and methods of education, the physical structure of the educational environment, the interests and desires of students, and traditional social structures. changes are happening. the role of teachers. The new goal of education is to create a model of a person who knows where and how to use information, who recognizes his own learning methods and makes good use of them, who uses previous knowledge to generate new information. One of the most important goals of physics education. to ensure students' continuous understanding and learning of physics concepts. Access to information has become much easier these days; However, deciding how to use the information proved difficult. At the same time, the formation of the ability to apply theoretical knowledge in practice is of great importance. In education, it is emphasized the need to use methods aimed at educating individuals who can use knowledge and turn it into production.

Based on the realization that the importance of physics education is increasing day by day, researches on this issue are manifested as the need to improve the quality of science education. The purpose of physics education is to form and learn high-level thinking skills in students. and scientifically study the environment and the world they live in. In this way, students adapt to life easily. By observing the environment very well and establishing cause-effect relationships between events, it is possible to achieve results. It can be said that an active learning approach that allows students to learn through action and experience helps to make the "Physics Course" more effective and efficient in our schools. In recent years, the theory of constructive education, which has been increasingly included in the curriculum, allows students to actively participate in learning, to conduct research for in-depth knowledge, and to be able to use the information they have learned in various situations both at school and at school. . Instead of being a passive receiver of information in the behaviorist theory, in everyday life. It emphasizes the need for a learning environment in which students can grow. aimed at building knowledge through learning. environment instead of passively receiving information.

A successful active learning program should have the following key features.

- Students spend most of their class time active, thinking, working, and interacting with other students.
- The student is in constant contact with other students and the teacher. But in the classical teaching model, there is almost no interaction between students.
- The teacher plays the role of a guide in accessing information, not a transmitter of information. In other words, the teacher guides more.
- Students take responsibility for their learning. This can be demonstrated by attending classes, learning independently from the textbook, and completing homework assignments on time.

In the classical teaching method, the teacher is active, and the student is semi-passive or completely passive. If we consider the teacher as the transmitter, the student as the receiver, and the lesson as the message, most of the message in the learning

environment cannot be received by the receiver. The classical teaching method does not provide sufficient understanding for most students. "Research shows that the classical method of teaching is not enough. Information transmission is effective, but the student's assimilation of information is hardly noticeable." Some of the disadvantages of this method are listed below.

- Physically, a person's concentration time is between 10-15 minutes.
- A lesson taught classically can be compared to a raging river.
- There is no time to think on the river. If no thought action occurs, most of the incoming information is recorded in short-term memory and does not leave a deep impression on the student.
- Most of the courses cover the topics covered in the textbook, there is never time for advanced topics and techniques.
- Most courses focus on highly technical issues. However, what needs to be done is to focus on the physical phenomena themselves and try to understand these phenomena on a conceptual basis.

Traditional teaching methods follow the method of delivering information directly to the learner. This guides the students to remember the information conveyed. In addition, the student's opinions, interests and abilities are not taken into account in subjects taught in traditional ways. It does not take into account knowing the student and responding to his needs. In the classic teaching model, there is interaction. Students are encouraged to ask questions and are allowed to discuss things among themselves. But this noise is never as much as it should be. Only a small number of students present in the classical environment are interested in the course, ask questions and participate in discussions. Most of the rest of the class are passive spectators and listeners. On the contrary, due to discussion groups in an active learning environment, interaction within and between groups increases and every student inevitably participates in the lesson. Physics classes taught by classical teaching methods cannot give students a deep idea about the workings of nature. Therefore, it is necessary to abandon the descriptive approach in teaching classical physics and use one of the active teaching methods.

possible with the methods used. . Therefore, teaching physics with scientific teaching methods; It plays an important role in educating a person who understands the essence of subjects through constant research, conducts experiments, observes, and develops scientific views.

Summary

Many situations we encounter and observe in our daily lives are related to physics. Understanding that the events that affect a person's life are related to the information they have acquired at school will serve to increase their scientific literacy and increase their interest in science and technology. If these relationships are not established in school, people will not be able to acquire the necessary knowledge and skills for an easy life in today's technology-dominated world. If students feel that physics knowledge is not abstract, but related to their own experiences, they will learn the science experientially, because their relationship with it will increase. In fact, this association makes it easier for them to learn. With the help of properly selected and applied methods in the classroom environment, the educational process can be effective and educational goals can be achieved. Therefore, teaching physics with scientific teaching methods; It plays an important role in educating a person who understands the essence of the topics through constant research, experiences, observes, interprets, and develops a scientific attitude.

Instead of the classic functions of schools, which are considered mainly as a place of learning, techniques such as research and effective work should be provided. Naturally, in fulfilling these tasks, in ensuring that physics education is at the required level, teachers are undoubtedly responsible for a great deal of responsibility. depends on the activity. The main task of physics teachers is not to directly provide information to students; Provide access to information to students by creating an effective learning environment and be a role model for students in the learning environment. In order to become an example for students, the students' attitude towards the teacher, their lessons with the teacher should first of all develop positively. Because the positive or negative attitude of the students based on the value and belief system has a direct

impact on the learning process and this influence will control the future life of the students.

Students achieve the goals of physics education through the following four processes, which are inseparable from each other and must be implemented as a whole:

- by asking questions, conducting inspections and observations, generating and evaluating data; In short, scientific thinking,

- compare their own results and conclusions with other relevant results and conclusions and different opinions and write and present them appropriately; In short, through scientific communication,

- c) explain the various observations, problems and ideas they encounter using the results of science; In short, by applying science to life,

- By correctly and correctly applying the acquired knowledge and skills; In short, by acting responsibly.

While these processes are being carried out;

- active participation of students in learning is required;

- students

- learns in different ways and at different speeds,

- It should be noted that learning is an individual and group process.

In conclusion, the use of student-oriented teaching method in physics education can arouse students' interest in science, look at the subject from different perspectives, consult, discuss, work in cooperation with others, solve problems or It teaches students to find the answers, arouse interest in the subject, and look at the subject in a different way. asking questions, identifying problems, thinking critically, using information independently, and standing on your feet. From these considerations, it is clear that student-centered teaching plays an important role in teaching physics.

Suggestions

- Teaching in which the teacher is active should be abandoned and the focus should be on student-centered teaching. It is necessary to ensure that all students are active.

- A student should experience the learning process from beginning to end and experience the pleasure of acquiring knowledge. A student must learn to learn. .
- In order for students to understand and use emerging technologies and keep abreast of innovations, it is necessary to create the necessary procedures in the program and ensure that the subjects in the program are parallel with the technological progress.
- Even if it is not possible to conduct experiments in schools due to various negative circumstances such as lack of laboratories and insufficient experimental materials, at least instead of not conducting experiments, students should be asked to work in groups or conduct demonstration experiments. should be required. In addition, in such cases, exercises and experiments related to the subjects of the physics course curriculum should be included in which each student can take materials from the environment in which he lives, nature, which is considered a unique laboratory, and perform them.
- Teachers should be given the ability to use laboratory equipment that changes in parallel with technological developments, conduct experiments and closely monitor technological changes in the world.

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LEARNING MANAGEMENT SYSTEM IMKONIYATLARI

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KIRISH

Jahon tajribasida oliy ta’limning muhim maqsadlaridan biri - bu talabalarni kasbiy rivojlantirish, ularning bilish mahoratlarini shakllantirish va olingan bilimi, ko‘nikma, malaka va kompetentsiyalarini hayotga amaliy qo‘llash texnologiyalari tatbiq etilgan. O‘zbekiston Respublikasi vazirlar mahkamasining 2020-yil 2-martdagi PF-5953-son farmonida “2020/2021 o‘quv yilidan boshlab respublika oliy ta’lim muassasalarida o‘quv jarayonini bosqichma-bosqich kredit-modul tizimiga o‘tkazish tartibi joriy etilsin” deyilgan. Bu tizimda talabalarning mustaqil ishlashiga ajratilgan soatlar ulushi oshirilgan.

Shunga asosan oliy ta’lim muassasalarida ta’lim tizimining sifatini oshirish maqsadida an’anaviy o‘qitish vositalari bilan bir qatorda zamonaviy axborot-kommunikatsiya texnologiyalarini yaratish va qo‘llash kerak bo‘ladi. Bu masalani hal qilish uchun o‘qitishga mo‘ljallagan dasturiy vositalarni, jumladan elektron o‘quv-uslubiy majmualarni ishlab chiqish kerak bo‘ladi.

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Elektron ta’lim zamonaviy dunyo ta’lim sohasining ajralmas qismiga aylandi. Texnologiyaning rivojlanishi va Internetning mavjudligi bilim va ko‘nikmalarga ega bo‘lish uchun yangi imkoniyatlarni ochdi. Elektron ta’lim ta’limni o‘zgartiruvchi va uni yanada qulayroq hamda samaraliroq qiladigan kuchli vositadir. Bu bilim va ko‘nikmalarga ega bo‘lish uchun qulaylik, moslashuvchanlik va ko‘plab

imkoniyatlarni taqdim etadi. Texnologiyaning rivojlanishi bilan elektron ta'lim rivojlanishda davom etadi va kelajakda ta'lim uchun yangi istiqbollarni ochadi.

Zamonaviy dunyoda elektron ta'lim turli sohalarda o'quvchilarni o'qitish va rivojlantirish jarayonining ajralmas qismiga aylandi. Biroq, platformalar va kontent formatlarining xilma-xilligi bilan elektron o'quv materiallarini standartlashtirishga ehtiyoj mavjud. Quyida biz eng keng tarqalgan elektron ta'lim standartlaridan biri bo'lgan SCORMni ko'rib chiqamiz. Biz uning asosiy tamoyillari va imkoniyatlarini tavsiflaymiz, shuningdek, undan foydalanishning afzalliklarini ko'rib chiqamiz.

SCORM nima: SCORM (Sharable Content Object Reference Model) yoki "Umumiy kontent ob'ektiga havola modeli" - bu eLearning kontentini yaratish va yetkazib berish uchun ishlab chiqilgan texnologiya standartlari va spetsifikatsiyalar to'plami. SCORM umumiy qoidalar va tarkibning tuzilishini, shuningdek, ta'lim mazmuni va ta'limni boshqarish tizimi (LMS) o'rtasidagi o'zaro ta'sir usullarini belgilaydi. SCORMning asosi hisoblanadi.

SCORM elektron ta'lim sohasidagi muhim standart bo'lib, kontentning muvofiqligi va tuzilishini, shuningdek, ta'limni boshqarish tizimlari bilan integratsiyani ta'minlaydi. Uning ishlatilishi interaktiv va moslashuvchan o'quv materiallarini yaratish, shuningdek, taraqqiyotni kuzatish va talabalar faoliyatini baholash imkonini beradi. SCORM rivojlanishda va ta'lim va o'qitishdagi o'zgaruvchan ehtiyojlarga moslashishda davom etmoqda, bu esa uni elektron ta'limning asosiy standartlaridan biriga aylantiradi.

TinCan API (shuningdek, Experience API yoki xAPI nomi bilan ham tanilgan) o'quvchilarning o'rganishi va tajribasi ma'lumotlarini elektron tarzda kuzatish va to'plash uchun mo'ljallangan ma'lumotlar uzatish standartidir. Bu avvalgi SCORM standarti bilan solishtirganda yangi darajadagi moslashuvchanlik va imkoniyatlarni ta'minlaydi va ta'lim va rivojlanishda zamonaviy ta'lim usullari va tahlillarini rivojlantirish uchun eshiklarni ochadi.

TinCan API SCORMga zamonaviy muqobil sifatida uning cheklovlarini yengib o'tish va zamonaviy muhitda, jumladan, mobil qurilmalar, ijtimoiy tarmoqlar va onlayn

platformalarda o'rganish va rivojlanish imkoniyatlarini oshirish uchun ishlab chiqilgan. Bu yerda TinCan API ning ba'zi asosiy jihatlari va xususiyatlarini ko'rish mumkin :

Elektron ta'limning sakkizta jihatlari o'rganish. *Bedral Xan* (Badrul H. Khan) tomonidan taklif etilgan elektron ta'lim kontseptsiyasida sakkizta: pedagogik, texnologik, pedagogik interfeys dizayni, baholash, boshqarish, resurslarni qo'llab quvvatlash, etik asoslar, asbob uskunalari jihati mavjud. Tizim qulay va batafsil tekshiruvchi ro'yxatdan iborat. Ushbu ro'yxat muassasalar ta'lim texnologiyalarini joriy etishga qanchalik tayyorligini yoki ularning o'sishi uchun qanday imkoniyatlari mavjudligini mustaqil baholash uchun instrument bo'lib xizmat qiladi. Ushbu tizim model bo'lib hisoblanmaydi, chunki tizim o'quv muhiti texnologiyalarini ishlab chiqishning muayyan protsedurasini nazarda tutmaydi. Biroq tizim veb va aralash o'qitish negizida o'qitishni ishlab chiqish, yaratish, joriy etish va baholash masalalarini hisobga oladi hamda quyidagilarni boshqarishga xizmat qiladi:

- Ta'lim texnologiyalarini va aralash o'qitish uchun materiallarni rejalashtirish va ishlab chiqish;
 - Ta'lim texnologiyalari, virtual o'qitishning aralash va qulaylik yaratilgan muhit uchun resurslarni tashkil etish;
 - Korporatsiya, davlat va xususiy oliy o'quv yurtlari, virtual universitetlar va kiber-maktablar uchun taqsimlangan o'qitish tizimini yaratish;
 - Ta'limni boshqarish tizimini va mualliflikning kompleksli tizimini ishlab chiqish;
 - Aralash o'qitishning ta'lim texnologiyalari, kurslari va dasturlarini baholash;
- Ta'lim texnologiyalarini yaratish, o'qitishni boshqarish va o'quv kontentini boshqarish uchun instrumentlar va tizimlarni baholash.

Nazorat ishlarini ro'yxatga olish tartibi

1. Talabalar nazorat ishlarini o'rganilayotgan fanning ishchi dasturida ko'rsatilgan grafik asosida bajarishi va ularni sessiya boshlanishiga qadar topshirishi zarur.

2. Talabalar tomonidan semestr (o'quv yili) davomida Moodle ta'lim axborot tizimida avtomatik ravishda bajarilgan barcha nazorat ishlari qayd etilib boriladi.
3. Moodle ta'lim axborot tizimida avtomatik ravishda ushbu ishlar ro'yxatga olish jurnaliga qayd qilinadi va ular topshirilgan sana ko'rsatiladi.
4. Nazorat ishlari kafedralarning mas'ul professor-o'qituvchilari tomonidan olib ketiladi va bu haqida dekanatdagi ro'yxatga olish jurnaliga qayd qilinadi, bunda sana va nazorat ishlarini qabul qilib olgan shaxsning imzosi ko'rsatiladi.
5. 7 kundan kechiktirilmagan holda barcha topshirilgan nazorat ishlariga taqriz beriladi va taqriz natijalari o'qituvchi tomonidan Moodle ta'lim axborot tizimidagi ro'yxatga olish jurnaliga sinov topshirilganligi yoki topshirilmaganligi haqida qayd qilinadi, ishlarni qaytarish sanasi ko'rsatiladi. Salbiy taqriz olgan ishlar qayta ishlash uchun qaytariladi.

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TOLALI OPTIKA ASBOBLARINING TIBBIYOTDAGI AHAMIYATI**Mukhtaram Bobokulova Khamroyevna**

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e-mail: Bobokulova607@gmail.com**ABSTRACT**

This article provides information about fiber optic devices and their importance in medicine.

Key words: *microscope, ophthalmoscope, endoscope, ophthalmologist, optical prisms, microscope lenses, contact lenses, biomedical imaging.*

АННОТАЦИЯ

В этой статье представлена информация об оптоволоконных устройствах и их значении в медицине.

Ключевые слова: *микроскоп, офтальмоскоп, эндоскоп, офтальмолог, оптические призмы, линзы микроскопа, контактные линзы, биомедицинская визуализация.*

ANNOTATSIYA

Ushbu maqolada tolali optika asboblar va ularning tibbiyotdagi ahamiyati haqida ma'lumotlar keltirilgan.

Kalit so'zlar: *mikroskop, oftalmoskop, endoskop, oftalmolog, optik prizmalar, mikroskop ob'ektlari, kontakt linzalari, biotibbiy tasvirlash.*

Optik uskunalarning amaliyoti tibbiyot sohasida juda muhim ahamiyatga ega. Bu uskunalar optik mikroskop, oftalmoskop, endoskop va boshqalar kabi asboblar uchun asosiy qismlardan biri bo'ladi. Optik uskunalar tibbiyot sohasida murakkab jarayonlarni vizual ravishda ko'rish va tekshirish uchun ishlatiladi.

Misol uchun, oftalmoskoplar oftalmologlar tomonidan ko'zning ichki qismidagi holatni aniqlash va shifoxonada saratanlikni tekshirish uchun ishlatiladi.

Tibbiyotda optik asboblari optik prizmalar, mikroskop ob'ektivlari, kontakt linzalari va oftalmoskoplar kabi ko'zni tekshirish asboblari iborat. Ushbu asboblari tibbiyotda qo'llaniladigan optik printsiplardan foydalangan holda tasvirlash, diagnostika va davolashda yordam beradi.

Eng ko'p ishlatiladigan Tolali optik asboblari:

1. Optik prizmalar: Optik prizmalar yorug'likning sinishi va aks ettirish xususiyatlaridan foydalangan holda tasvirlarni manipulyatsiya qilish yoki turli rangdagi yorug'likni ajratish uchun ishlatiladi. Tibbiyot sohasida optik prizmalar ko'zoynak yoki kontakt linzalari uchun retseptlarni aniqlash va tuzatish uchun ishlatiladi.

2. Mikroskoplar: Mikroskoplar kichik va ko'rinmas narsalarni kattalashtirish orqali tekshirishga imkon beradi. Tibbiyot sohasida qo'llaniladigan mikroskoplar; U patologiya, gistologiya, mikrobiologiya va gematologiya kabi sohalarda hujayra va to'qimalar namunalarni tekshirish uchun ishlatiladi.

3. Kontakt linzalari: Kontakt linzalari ko'zoynak o'rniga ishlatiladigan va ko'zga qo'yilgan plastik linzalardir. Bu ko'zoynakdan ko'ra tabiiyroq ko'rishni ta'minlaydi va harakat erkinligini ta'minlaydi. Kontakt linzalari to'g'ri ko'rishni ta'minlash uchun ko'z nuqsonlarini tuzatish uchun ishlatiladi.

4. Oftalmoskop: Oftalmoskop ko'zning ichki tuzilishini tekshirish uchun ishlatiladigan asbobdir. Fundus tekshiruvida ishlatiladigan oftalmoskop retinani, optik asabni, tomirlarni va boshqa tuzilmalarni ko'rish uchun ishlatiladi. Shu tarzda, u ko'z kasalliklarini tashxislash va davolashda yordam beradi.

Ushbu tolali optik asboblari tibbiy diagnostika va davolash jarayonlarida muhim o'rin tutadi. Ular aniq va aniq ko'rishni ta'minlash, kasalliklarni erta tashxislash va tegishli davolash usullarini aniqlash uchun ishlatiladi.

Tibbiyot sohasida optik asboblardan foydalanishning muhim jihatlari:

1. Ko'zni tekshirish: Ko'zni tekshirishda optik asboblari qo'llaniladi. Ko'rish nuqsonlarini (miyopi, gipermetropiya, astigmatizm) aniqlash va tuzatish uchun ko'zoynak, kontakt linzalari va ko'zoynak linzalari kabi optik asboblari qo'llaniladi.

Bundan tashqari, optik asboblarning ko'z kasalliklarini tashxislash va davolashda qo'llaniladi.

2. Biotibbiy tasvirlash: Optik asboblarning biotibbiyot tasvirlash usullarida qo'llaniladi. Masalan, optik kogerent tomografiya (OCT) retinaning muammolarini tashxislash va ko'z bo'shlig'idagi nervlarning shikastlanishini aniqlash uchun ishlatiladi. Optik mikroskoplar hujayra darajasidagi tekshiruvlarni o'tkazish uchun ham qo'llaniladi.

3. Jarrohlik: Optik asboblarning tibbiy jarrohlik amaliyotlarida muhim rol o'ynaydi. Masalan, lazer jarrohligi optik lazerlardan foydalanadigan protseduradir. Lazerlar shox pardani shakllantirish, katarakt jarrohligi va retinani davolash uchun ko'z operatsiyalarida qo'llaniladi. Optik tolalar endoskopik jarrohlikda ham qo'llaniladi.

4. Diagnostik testlar: Optik asboblarning tibbiy diagnostika testlarida qo'llaniladi. Misol uchun, optik spektroskopiya to'qima va hujayra darajasida tahlillarni o'tkazish uchun ishlatiladi. Optik miqdoriy tasvir ham to'qimalar namunalarda molekulyar o'zgarishlarni aniqlash uchun ishlatiladi.

5. Optik tibbiy asboblarning tibbiy asboblarning bilan qo'llaniladi. Masalan, optik kogerent tomografiya (OCT) apparatlari retinaning tasvirlarini yaratish uchun ishlatiladi. Optik tolalar tasvir yoki yorug'lik uzatish uchun ishlatiladigan moslashuvchan va ingichka kabellardir.

Bu misollar optik asboblarning tibbiyot sohasidagi ahamiyatini ko'rsatadi. Optik asboblarning tibbiy diagnostika, davolash va tasvirlash kabi ko'plab sohalarda qo'llash orqali bemorlarning sog'lig'ini himoya qilish va yaxshilashga yordam beradi.

Optik uskunalarning tibbiyot sohasidagi boshqa sohalardan ham foydalaniladi. Misol uchun, optik mikroskoplar laboratoriyalarda mikroorganizmlarni va ko'ngildanib ketgan qismlarni ko'rish uchun, yakka, osimliklar va hayvonlarning hayot jarayonlarini o'rganish uchun ishlatiladi.

Shunday qilib, tibbiyotda optik uskunalarning murakkab jarayonlarni ko'rish, tekshirish va o'rganishda muhim ahamiyatga ega bo'lib, bu sohadagi asbobiy qurilmalarning rivojlantirishida muhim rol o'ynaydi.

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ISSIQLIK TARQALISH TENGLAMASI UCHUN KOSHI MASALASI

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ANNOTATSIYA

Maqolada issiqlik tenglamasiga qo‘yilgan to‘g‘ri va teskari masalalarning umumlashgan yechimlarining to‘g‘riligi o‘rganilgan.

Kalit so‘zlar: *Uzluksizlik, funksional qator, Fure koeffitsienti, tor tebranish tenglamasi.*

ANNOTATION

The dissertation “Non local boundary conditional direct and inverse problems in an unbounded domain for the heat propagation in three-dimensional space” is one of the important sections of mathematics. Interest in this field is determined by the theoretical significance if the obtained results and their practical applications.

Kirish

Matematik fizikaning juda ko‘p masalalarini xususiy hosilali tenglamalar ko‘rinishida tavsiflash mumkin. Bunday tavsivlashda unga mos bo‘lgan chegaraviy masalalar yechimini tabiiy aniqlash imkoniyati mavjud va shu bilan birga, ularni yechishga ma‘lum usullarni qo‘llash mumkin. Tabiatda uchraydigan jarayonlarni kasr tartibli tenglamalar aniqroq ifoda etadi.

Issiqlik tarqalish tenglamasi.

Koshi masalasi: Tekislikdagi $\Omega = \{(x, t) : 0 < x < l, 0 < t < T\}$ sohada bir jinsli

$$\frac{\partial u}{\partial t} = a^2 \frac{\partial^2 u}{\partial x^2} \quad (a = \text{const}) \quad (1)$$

issiqlik tarqalish tenglamasining

$$u(x,0) = \varphi(x), \quad 0 \leq x \leq l \quad (2)$$

boshlang'ich va

$$u(0,t) = 0, \quad u(l,t) = 0, \quad 0 \leq t < T \quad (3)$$

bir jinsli chegaraviy shartlarni qanoatlantiruvchi regulyar yechimi topilsin.

Ta'rif: (1) tenglamaning regulyar yoki klassik yechimi deb Ω sohada, tenglamada qatnashuvchi o'zining hosilalari bilan uzluksiz va tenglamani ayniyatga aylantiruvchi $u=u(x,y)$ funksiyaga aytiladi.

Aralash masalani o'zgaruvchilarni ajratish (yoki Furrye) usuli bilan yechamiz.

Bu usulga asosan (1) tenglamaning yechimini

$$u(x,t) = X(x)T(t) \quad (4)$$

shaklda izlasak, quyidagi

$$X''(x) + \lambda X(x) = 0, \quad (5)$$

$$T'(x) + a^2 \lambda T(t) = 0 \quad (6)$$

ikkita oddiy differensial tenglama hosil bo'ladi, bunda $\lambda = \text{const}$. (4) ifoda va (3) chegaraviy shartlardan (5) tenglama uchun quyidagi

$$X(0) = X(l) = 0 \quad (7)$$

chegaraviy shartlar kelib chiqadi.

(5), (7) masala - xos son va xos funksiyalarni topish xaqidagi Shturm-Liuvill masalasi bo'lib, u tor tebranish tenglamasi uchun aralash masalani yechishda ham qurilgan edi.

Bu masalaning xos sonlari $\lambda_n = \left(\frac{\pi n}{l}\right)^2$, ($n = 1, 2, \dots$), bu xos sonlarga mos

trivial bo'lmagan xos funksiyalari $X_n(x) = \sin \frac{\pi n}{l} x$ ko'rinishda ekanligini aniqlagan edik. $\lambda = \lambda_n$ bo'lganda (6) tenglamaning umumiy yechimi

$$T_n(t) = a_n e^{-(a\pi n/l)^2 t}$$

ko'rinishga ega bo'lib, (1.2.4) tenglikka asosan

$$U_n(x,t) = X_n(x)T_n(t) = a_n e^{-\left(\frac{\pi n a}{l}\right)^2 t} \sin \frac{\pi n}{l} x$$

funksiyalar (a_n -ixtiyoriy, o'zgarimas sonlar) (1) tenglamani va (3) chegaraviy shartni qanoatlantiradi. Tenglama bir jinsli bo'lgani uchun bu yechimlar yig'indisi yana yechim bo'ladi. Shuning uchun (1) tenglamaning (2), (3) shartlarni qanoatlantiruvchi yechimini

$$u(x,t) = \sum_{n=1}^{\infty} a_n e^{-\left(\frac{\pi n a}{l}\right)^2 t} \sin \frac{\pi n}{l} x \quad (8)$$

qator ko'rinishida izlaymiz. Agar (8) Funktsional qator va uning t bo'yicha birinchi, x bo'yicha ikkinchi tartibli hosilalari tekis yaqinlashuvchi bo'lsa, u holda bum qator yig'indisi (1) tenglamani va (3) chegaraviy shartlarni qanoatlantiradi. Boshlang'ich shartni ham qanoatlantirishini talab qilsak,

$$u(x,0) = \varphi(x) = \sum_{n=1}^{\infty} a_n \sin \frac{\pi n}{l} x$$

tenglikka ega bo'lamiz. Bu tenglikni $\varphi(x)$ funksiyaning $(0,l)$ oraliqdagi sinuslar bo'yicha Fure qatoriga yoyilmasi desak, u holda a_n Fure koeffitsienti bo'lib,

$$a_n = \frac{2}{l} \int_0^l \varphi(x) \sin \frac{\pi n}{l} x dx \quad (9)$$

formula bo'yicha topiladi.

(9) tenglikka asosan (1)-(3) masalaning (8) yechimini quyidagi ko'rinishda yozish mumkin

$$u(x,t) = \int_0^l G(x,y,t) \varphi(y) dy, \quad (10)$$

bu yerda

$$G(x,y,t) = \frac{2}{l} \sum_{n=1}^{\infty} e^{-\left(\frac{\pi n a}{l}\right)^2 t} \sin \frac{\pi n}{l} x \sin \frac{\pi n}{l} y.$$

Bu funksiya oniy manbaning ta'sir funksiyasi deyiladi.

1- Teorema. Agar $[0,1]$ kesmada $\varphi(x)$ funksiya

1. uzluksiz;
2. bo'lakli-uzluksiz hosilaga ega va
3. $\varphi(0)=\varphi(1)=0$

shartni qanoatlantirsa, u holda (8) qator aralash masalaning $\bar{\Omega}$ da uzluksiz va cheksiz differensiallanuvchi yechimi bo'ladi.

(2) funksiya aralash masalaning yechimi bo'lishi uchun, (2) boshlang'ich shartda berilgan $\varphi(x)$ funksiya uzluksiz, bo'lakli silliq va boshlang'ich hamda chegaraviy shartlarning moslashganlik shartiga ($\varphi(0)=\varphi(1)=0$) bo'ysunishi kerak. Lekin $\varphi(x)$ funksiyaning uzluksizligi va moslashganlik shartini qanoatlantirishi amaliyot uchun og'ir shartdir.

Masalan, $U_0 = const$ temperaturagacha isitilgan va chetlarida nol temperaturaga ega bo'lgan, soviyotgan sterjenda issiqlik tarqalish masalasida, boshlang'ich va chegaraviy shartlarning moslashganlik sharti bajarilmaydi, ya'ni $\varphi(0)=\varphi(1)=0=U_0 \neq 0$. Bu holda quyidagi teorema o'rinalidir.

2- Teorema. Agar $[0,1]$ kesmada $\varphi(x)$ funksiya bo'lakli-uzluksiz (I - tur uzilishlarga ega) bo'lsa, u xolda (10) funksiya:

- 1) Ω sohada (1) tenglamasining yechimi bo'ladi;
- 2) $\bar{\Omega} = \{(x,t) : 0 \leq x \leq l, 0 \leq t \leq T\}$ sohada chegaralangan;
- 3) (3) chegaraviy shartlarni qanoatlantiradi;
- 4) $t=0$ da $\varphi(x)$ funksiyaning uzluksiz nuqtalarida uzluksiz va $u(x,0)=\varphi(x)$

bo'ladi.

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PSYCHOLOGY OF STORIES AND NOVELS OF ULUG‘BEK HAMDAM

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ABSTRACT

This article discusses one of the most important topics of modern literature - the concept of artistic psychology and its history. As an introduction to the concept, theoretical views of literary scholars and definitions of the term by Uzbek scholars are given.

Key words: *psychology, social consciousness, life reality, modernism, realism, character, concept.*

Introduction. A work of art is a product of the artist's thinking, in which the life of man and society, his destiny and destiny find their image. In every works of art, the events that have happened or may happen in our lives are conveyed by the author to the reader based on the laws of art continues to form. The problems raised in the works of art, the issues referred to the reader's attention and judgment - the theme and content of the work of art are closely related to the social environment when the work was created. In order to deeply and completely reveal the character of the artistic image in the work, the author used the means of artistic imagery as well as the means of psychological imagery. In the work, the author goes deep into the inner world of the

hero, describes the mental world of the character in detail depicts, the feelings of the soul - it is called "artistic psychology".

In scientific sources related to literary studies, three main principles of artistic psychology are distinguished - dynamic principle, analytical principle and typological principle. In the dynamic principle, the psyche of the hero is expressed through his actions, facial expressions and actions, his behavior in various life situations and his words, "in essence, this is similar to the way of revealing the psyche of the characters of a dramatic work, therefore the dynamic principle is sometimes It is defined as the dramaturgy of psychological analysis. In the typological principle, the spirit of the image is described in connection with the conditions of the environment that formed and surrounded it. The analytical principle describes the heroic experiences, feelings in the heart, thinking and reflection, dynamics of thoughts grows, they complement each other, change their quality." This form allows you to show sharp turns in the fate and thinking of the characters. It should be noted that the author can use the above-mentioned three forms together and complement each other to reveal the character of the artistic image and its psyche. If one of the principles is the leader, the other two serve to complement it. In general, the concept of "character" occupies a leading place in researches related to artistic psychology. The reason is that, although research in this direction is related to the science of literary studies, on the one hand, it is directly related to the science of psychology, and is based on the intersection of these two fields. This, in turn, requires clarifying the concept of "character" from the point of view of both literary studies and psychology. only then can it be the achievement of the work. When a writer creates a character, he can directly or indirectly reveal his psyche. The description of the character's home experiences and feelings in the form of "inner monologue", "stream of consciousness" or from the author's language (the author's own speech) is considered a direct form of psychological image. In the work, revealing the psyche of the character by showing his actions, words, facial expressions (mimicry), physiological changes in him is an indirect psychological image. These two types of mental image complement each other, therefore, when describing the psyche

of a certain character, the writer uses both of them effectively. There is a relationship between the concept of artistic psychology and concepts such as psychological analysis or psychological image, which creates controversial situations between scientists and researchers. But these questions remain theoretically open to this day - some researchers clarify these terms, while other groups of scientists try to avoid this theory. In this, the writer reveals his inner world and psychology through his style. In it, the writer reveals the inner world of the hero using the means of psychological images such as internal monologue, speech characterization, psychological portrait, hallucination, dream. In this case, the writer turns to the outside world only to illuminate his inner world.

ANALYSIS OF LITERATURE ON THE SUBJECT

Among the representatives of Uzbek literature today, Ulugbek Hamdam is one of the writers who have become popular with his deep novels and stories. His novels such as "Muvozanat", "Isyon va Itoat", "Sabo va Samandar" and the collection of short stories and short stories "Uzoqdagi Dilnura" have their place in the Uzbek literature of the 20th century. In addition, poetry collections "Tangriga eltuvchi isyon", "Atirgul" and "Seni kutdim", monographs "Badiiy tafakkur tadriji", "Yangilanish ehtiyoji", "Yangi o'zbek she'riyati" were also published. Among modern Uzbek writers, Ulugbek Hamdam is one of the few creators whose works are often translated into other languages and recognized outside Uzbekistan. His novel "Isyon va Itoat", short story "Yolg'izlik", about ten stories and poems were translated into Russian. The author's story "Tosh" and several poems were translated into English. The novel "Muvoznat" and the story "Tosh" were recognized in America. Ulugbek Hamdam's work is full of novelty and updates. Literary scholars and critics also acknowledge this. The writer's novel "Muvozanat", which has recently entered the literature and is liked by both young and old readers, was announced, and every critic and scholar of literature could not help but react to it. Ulugbek Hamdam penned the situation that was tormenting many people at the time when the novel was written, and which had passed or was passing in the minds of many people. Dilmurod Quronov explains this situation

as follows: " Muvozanat " was born as a novel that was very relevant in terms of the topic and was written at the time. The second side of the issue is how the current topic is covered. The novel is largely autobiographical. Ulug'bek wrote many parts of the work while crying, pouring his heart and soul into the text. Ulug'bek Hamdam's novel "Muvozanat " describes a situation that many people are going through or are going through. " Muvozanat "describes the state of imbalance in our recent past, when changes in our habitual lifestyle caused sharp changes in our psyche. The work is devoted to a very topical problem. The theme chosen in the novel "Muvozanat", the idea of the work can be felt from the name of the novel. In the novel, the criterion in the heart of a person standing on the threshold of a new era is widely covered, due to changes in the social system, time and place, the maintained balance is disturbed to a certain extent. In fact, the theme is new in the novel. The author was able to approach the concept of balance in artistic creation in a new way. "So, it's not about realism or modernism here. It's about the artist, his thinking and skills. And in order for a literary work to be an example of a true work, whether it belongs to realism, is written in the style of romanticism, or adheres to some other modernist style, it is necessary to repeat again and again that the human condition is at the center of it. the reader should be able to get some information about the fate, nature, and life of a person, as well as get aesthetic pleasure from this work. The concept of balance, which seems simple at first glance, acquires a very large and extensive essence during the work. He shows his height in every aspect of marriage, life, human spirituality. In the work, the writer connects the same concept with the main idea and theme of the work as the main criterion in illuminating the period and environment after the independence. The composition and plot of the work is also based on this.

At the center of the balance is a person, Yusuf's fate, his suffering no one denies that their search is on. The work of the student of "Muvozanat" is artistic he sees his reality through the eyes of the author, living in it together with the heroes sees, feels; together with the writer, their fate, mutual relations discusses, tries to understand the root of tragedies, problems looks for a solution and comes to certain conclusions. All

this is aesthetic pleasure. That is, aesthetic pleasure is not a self-manifesting objective property of the work rather it's a spiritual and spiritual process that takes place in the mind and heart of the student. That's why the phenomenon of art exists only in the process of reading, it is always a writer, a work, a reader appears in unity. So, the creation of an artistic event is a work not only to himself, but to the student, his creative imagination, general knowledge and to a number of factors such as cultural level, reading skills, emotional state, intention depend. Based on the description of the author's characters' life paths tried to reveal that period. From the beginning to the end of the novel, Yusuf fought for one thing - for the highest value. "He can give what has happened in life and around him

be that as it may, he did not turn his back on the highest value that holds a person - balance, and the difficulty of achieving it. But it wasn't just a balance. One root of this balance starts from the person himself and the other surely he drinks water from the bosom of the society where he lives. Well, that's it. So the issue of independence and prosperity of the country was meant by Yusuf and the novel itself they are inseparable links of the great Balance, which is sought from the beginning to the end", says Marhabo Kochkarova. Yusuf studied at the university with one goal, after that he worked at the university. He followed only the honest way and supported his family with his monthly salary. But it was difficult to make a living with this money in the city. Difficulty in life showed its effect more and more. Moving from house to house, financial difficulties caused his relationship with Oygul to take a sharp turn. No matter how successful the family is, the union, financial hardship still has its effect. In between, the balance weakens. He loses his balance when he loses his son. The image of Yusuf is a nationalist, a patriot, a person with a high spirit. The historian Muhammadjon in the novel is the image of a man whose era has passed. He realizes that his life is built on a false foundation. That's why he leaves with his eyes open. When the birds are released from the cage, they give symbolic hints to the will of man. While releasing his beloved birds, Mr. Muhammadjon said: "There are no gardens left here, mountains too. They destroyed everything and turned it into a cotton farm! Go,

my bird, three, now, three!" The spirit of the age affects human experiences and man realizes what he has done by fighting with himself. Amir, the biggest and most impressive character in the work, is a typical person of the present past. Although Amir is healthy in spirit and body, he is thrown into a madhouse. Amir is forced to drive himself crazy while being healthy. Symbolically, he sees himself in the form of a feather plucked by the hands of madmen. Amir himself Unsatisfied desires after not being able to achieve your dreams in your life dream life, unrequited love - left their mark on his future destiny. The reader cannot indifferently read the images related to the image of Amir without mental torture and unrestrained questions.

Conclusion. Looking at the history of the issue of artistic psychology within the framework uzbek literary studies, we can see that the scientific research that should be carried out on this issue in uzbek literary studies is relevant and necessary today. The problem of artistic psychology has been studied in more detail in the scientific researches of uzbek literary scholars-scientists, and their views on this theory have been revealed in detail. Among the samples of modern literature, which world literary processes are rapidly developing, growing and changing day by day, the research and study of prose genres such as psychological novel, psychological short story and psychological story within the framework of the literature of each nation is one of the urgent issues facing today's science. With his novel "Muvozanat", Ulug'bek Hamdam fully proved that it is possible to express new artistic and aesthetic thinking in uzbek literature of the 20th century with traditionalism. Especially, the image of Amir in the work entered the Uzbek literature as a completely new symbol. It became clear that there are undiscovered aspects and problems of literature in discovering a person through his means. It can be concluded from the work that if the whole universe is based on the law of balance, then society and the people who form its foundation are stable because of the same balance. As soon as the balance is disturbed in life, then all kinds of unexpected changes and even derailments begin among its members. When we read not only novels, but also short stories of the writer, we see that he has fully demonstrated his writing skills, portraying the heroes of the work and the spirit of the

time in true ways. Deep scientific research of Ulug‘bek Hamdam’s work provides new information for the science of literary studies. Therefore, increasing research in this regard is not without benefit.

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**A BRIEF ANALYSIS OF THOMAS WOLFE'S FICTION:
"LOOK HOMEWARD, ANGEL"**

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ABSTRACT

A writer of great reputation and recognition, presenting sound dramatic and narrative works, rich in theme, tightly controlled, often with an objective point of view. It vividly reflects his first and best novel, Look Homeward, Angel, which, like Woolf's best novel, deals with the plight of small-town American life, particularly the strain of "loneliness" in the character of the novel's protagonist, Eugene Gant. Dealing with life's problems, trying to avoid feelings of loneliness, and trying to show "Look Home," Angel demonstrates Woolf's rhetorical techniques to describe the feelings and ideas of a tender youth.

Key words: *Thomas Wolfe, novel, character, realism, symbolism, literature, social consciousness, modernism, concept.*

Introduction. Thomas Woolf, a writer of some reputation and acclaim, is said to have written several short novels that were powerful dramatic and narrative works, rich in subject matter, tightly controlled, and often objective. It is in the middle of the short novel that he works most effectively. He is said to have produced seven medium-length plays, all of which were originally published as independent titles in magazines. Five of them were later separated into full-length novels, including The Web of Earth, Portrait of Another Hawk, Time and the River, No Door, You Can't Go Home . If we focus on three concepts: realism, symbolism, broad autobiography" (Brown 154-55).

Novels are autobiographical in nature. Thomas Wolfe was born on October 3, 1900 in Usherville, located in the mountains of North Carolina. He is an American author, short story writer, is an essayist, playwright, and poet. Woolf's parents, who divorced when she was young, served as models for some of her interesting characters and are believed to have had a strong influence on Woolf's psychologically troubled adult life. Thomas Wolfe entered the University of North Carolina at the age of sixteen. He had an interest in drama and trained himself as a playwright. He wrote and directed plays as part of George Pierce Baker's famous 47 workshops. He studied English with John Livingston Laws. Woolf studied at the Harvard Library. He spent hours trying to read all the major works of world literature. After receiving his master's degree in 1992, he accepted a teaching position at New York University. As teaching exhausted him, Woolf resigned his post in 1925 and decided to make a living solely by writing. After that, Wolfe had the opportunity to contact the New York set designer Aline Bernstein. She was the woman who became the center of his personal life and career. She gave him emotional and financial support that helped him write his first and best novel, *Look Home, Angel*. Margaret Wallace called it Thomas Woolf's masterpiece. *Look Homeward Angel* is a compelling and powerful book inspired by the harsh conditions of life in the American countryside. He is simultaneously highly emotional, full of joy and joy in life, and sensitive, disgusting and torn by hatred. Mr. Wolfe's style is comprehensive, efficient, delicately rhythmic and surprisingly vital. He deftly twists language to his own ends, paying no attention either to the propriety of the word or to its sanctioned presence as long as it produces a concrete and immediate effect. Undoubtedly, "this book should be savored and re-read slowly, and the final judgment of it will probably remain with a generation different from ours." A few years later, Wolf came up with a multi-volume series called "October Fair". His theme of personal loneliness expanded to include what he considered a universal quest; Finding a spiritual father or someone who can help you will lighten your burden. This is the subject of his second novel, *Time*. Cowley rates *Time and the River* as a novel both powerful and vulnerable: "This Thomas Wolfe book is better and worse than I dare say—richer, meaner. Cut it in half, it's twice the

size. Ironically, among its greatest flaws, it gives you a sense that Woolf could and did write what was undoubtedly a great novel" (P 164). After the publication of her second novel in 1935, Woolf was widely considered unnoticed critics. They objected to the autobiographical aspect of her novel. In 1937, Woolf began work on an objective novel. "The Internet, the Rock and You Can't Go Home Again" shows little evidence of a shift toward objectivity. However, they feature a stronger and more mature retelling of Woolf's story, now starring Eugene Gant as George Webber and Elin Burstein as Hester Jack. Wolfe's views include social problems, as well as the individual's desire for self-realization. Wolfe explained through Webber. Her view of life is outlined in the book *You Can't Go Home Again* by editor Foxhall Edwards. "Man is born to live, suffer and die, and what happened to him is tragic. In the end there is no denying it. But we, dear Fox, must deny it along the way" (YCGH 737). In the words of Louis Untermeyer, "He is always greater than himself. He is not only a dual American artist, but also a symbol of America itself, uncompromising and contradictory, seeking salvation and inspiration in Europe, and at the same time denying the past." denies any inheritance other than his own" (Untermeyer 731). *The Hills Beyond* is undoubtedly his most objective work. In part the style is more romantic and naked than anything one would expect from Thomas Wolfe. There is both gain and loss in his early lyrical works and poetic intensity to write. Beyond that, *The Hills* is a work of pure imagination, with few traces of factual intensity here and there with its family history. Most of them represent the latest work he did" (Aswell 383). C. Hugh Holman edited five of *The Short Novels of Thomas Wolfe*, reminding readers that Wolfe's best-worked form was the Proustian novel. "The Jock Party" is its own straightforward account, almost entirely devoted to the events of one night's progression. The work is Proustian, not in its use of memory or emotional detail, but in its systematic inclusion of members of a wide range of society. But, in fact, it Woolf is at her best when she presents the precise content of a specific scene with a wealth of convincing detail and a great sense of vitality, and here the techniques Woolf touches on several central themes in her collections of four long and two short stories. concepts, the search for a

spiritual father, and his romantic quest were no longer decisive. He was a sensitive artist detached from his environment. At the end of his life, he looked outside. He examined and assimilated the political, social and economic world and tried to bring it in his latest novel *You Can't Go Home Again*. Woolf's writing is loosely autobiographical, and her style is often pure, simple, and very interesting, which can illuminate the work of writers. Thomas Woolf's novels are a record of the rebellion of a young soul. We search through life for some sign - "a rock, a leaf, a door" - that opens to us a world of perfection and magic, Woolf believes in original sin. We are born under the curse of spiritual isolation and must attain grace by ending this isolation. This is the main theme of Thomas Wolfe's novels. The two main symbols are "love and death" They are the only thing that ends the spiritual isolation of the soul. The great poem that prefaces "Time and the River" expresses these symbols and they are expanded throughout the novel. Eugene's brother Ben is a symbol for all men who cannot speak or give a sign of brotherhood. The Simpsons - millions of single families. Eugene's desire to read all written books is connected with his hunger to see the outside world through the walls of his soul. The trains running through America are a representation of America itself, violent, magnificent, powerful, and rushing blindly to the right. In his novels, he caught a strange and unique combination of bright hope and dark despair. This is the essence of the American spirit. Thomas Woolf was a lyricist. There was only one world for him, and he was at the center of it. On the one hand, Woolf describes the concrete, direct and emotional with great effectiveness. But he is also guilty of rhetorical excesses in quantitative and quantitative terms. However, Thomas Woolf's novels are a successful attempt at writing his autobiography. He is a representative of his time with a vision of the nature and hope of his democratic land. One of the main themes in his fiction is "loneliness". A month after the publication of *Look Home Angel*, Woolf told her mother that her theme was clearly stated in the first pages: "We were born alone - we lived or live - we love alone and alone o "We are strangers to each other and will never know each other" The hero of the novel, Eugene Gant, struggles with problems in his life. He tries to escape from the feeling of

loneliness - a mental state that seems to be a unique condition of human existence: "He realized that people are forever strangers to each other, that no one will ever know everyone, the prisoners. In the dark womb of our mother, we stand faceless, we become strangers to her bosom, and we fall into that insoluble dungeon of existence, from which we cannot escape, no matter how many arms embrace us. the heart warms us". Eugene began to symbolically search for safety and security by searching for his father. But the search is not completely futile. The hero's failure is a means of self-discovery. This experience of failure gives him a sense of good and evil. , success and uncovers a tangled web of failure. He symbolically manages to free himself from his enmity. His quest is a continuation of humanity's search for the unattainable. Eugene Gant accepts the past as a constant source of comfort and even inspiration. does. He identifies himself with the millions of people who have gone on similar futile quests in the past. His journey is the journey of humanity. His dead brother Ben tells him in a dream that "there is only one journey and one failure" (see Home, 447 .The general nature of his search, as in the case of Whitman, is a complete hunger and thirst for experience that leads to the aspirations and forces of the American personality. The central and simplest theme of this novel is the rebellion of a small town. Throughout the novel, the theme of the symphony is restrained in the notes of a defeated search for an answer to the riddle of loneliness and eternal loneliness. What he achieved was a finished portrait of the artist in his youth and a portrait of the continent within the man. The theme of loneliness is included in the prose poem and the final sentence: " O lost, and by the wind grieved ghost, come back again." This is repeated at several points in the story. Rich in emotional detail and passionate intensity, the novel is increasingly recognized as one of the most important novels in 20th century American literature. The characters in this novel are precious and wonderful. In addition to Eugene, there are several characters who are monumental in their graphic individuality and personality. Most memorable - William Oliver Gant, Eliza, Ben and Helen. W. Oliver Gant was a man of great energy, power, and magnetism, but was ruined by disease, drunkenness, irresponsibility, and all sorts of great vices. Children loved him because he was a good

provider. He had love and lust for her, reciting some of Shakespeare's lines loudly in his speech in drunken glory. Eliza's character is more complex. She was egocentric. She depended on the love of her family without giving up the freedom she was born with. She is described as a woman obsessed with real estate and money-making speculation. Her family became a concern and obstacle. Only Ben, her beloved brother, had no idea about the boy's problem. This was true because she likes Eugene, was always trying to find "some entrance into life, some unopened secret door—a stone, a leaf—that would lead him into light and friendship" (Walser 65). Ben's great death scene is the young man's most profound experience. For Eugene, it was the death of recognition. Yevgeny's sister Helen is a warm image. Her effective use of language is clear and lively in his communication. Woolf had a great ear for the vernacular, and her characters speak in very convincingly established personal dialects. His characters sometimes seem to talk forever, but their speech is always distinguished by the uniqueness of diction, syntax and cadence. Style is one of the tools that creates a sense of variety and abundance in the book, as Wolfe uses a variety of styles. Here in this novel style is used for both depth and breadth. Woolf often uses the stream-of-consciousness style in the book - a series of phrases and images that are usually meant to express the characters' stream of thought.

To conclude, Thomas Wolfe's work constitutes a major and remarkably successful effort to write his autobiography as a representative American: "Look Home and, Angel remains the most unified of his novels, lyrically and dramatically, because it naturally falls into a simple pattern. It covers a natural stage in a man's life; it tells with whole-hearted intensity the story of growing pains, which to the youth are very complicated but to the grown man an old story" (Muller 55). Thus, *Look Home Ward*, *Angel* exhibits the major tendencies in Wolfe's rhetoric. It is his best book because his rhetorical flourishes are most happily employed to describe the emotions and the imagination of a sensitive child or youth.

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ANALYSIS OF GEORGE BERNARD SHAW'S PLAYS

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ABSTRACT

George Bernard Shaw is a noteworthy name in English history who has contributed to the history with his plays and other writings. Drama for Shaw was an activity that could be used as a moral agent as through his dramas, he helped people in terms of solving moral issues. Moreover, he discussed different moral problems in his plays to help the people of society to consider the issue seriously. The issues that he highlighted in his plays are marriage and equal rights for men and women, prostitution and its reasons, relationships and many other social issues. Most of his plays are instructional as they ponder over some social issue being prevalent in the society. According to Shaw, comedy is the best way to deliver even the harsh realities of the society, so he developed comedy dramas mostly along with philosophical, romantic and other kinds of works, in which he revealed different aspects and truths concerning a problem of society with the help of characters of the dramas (Carpenter 1969). As far as the form of Shaw's drama is concerned, Shaw develops his dramas against Aristotelian ideology in terms of form of drama. The dramas by George Bernard Shaw usually have a well-structured characterization and the plot is secondary (Berst 1973). Major importance is given to plot according to Aristotelian ideology concerning development of a drama. In this paper, George Bernard Shaw's three dramas are taken into consideration, which are 'Pygmalion', 'Mrs. Warren's Profession' and 'Widowers' Houses'. These dramas are considered in this article to depict G.B Shaw's concept of drama.

Key words: *George Bernard Shaw, history, drama, problem and solution, society, character, realism, literature, social consciousness, modernism, concept.*

Introduction. George Bernard Shaw (26 July 1856 – 2 November 1950) came to an English theater settled into the well-made play, a theater that had not known a first-rate dramatist for more than a century. The pap on which its audiences had been fed, not very different from television fare today, provided a soothing escape from the realities of the working world. Instead of fitting himself to this unreal mold, Shaw offered reality in all its forms: social, political, economic, and religious. He was a didact, a preacher who readily acknowledged that the stage was his pulpit. In startling contrast to his contemporary Oscar Wilde and Wilde's fellow aesthetes, Shaw asserted that he would not commit a single sentence to paper for art's sake alone; yet he beat the aesthetes at their own artistic game. Though he preached socialism, creative evolution, the abolition of prisons, and real equality for women, and railed against the insincerity of motives for war, he did so as a jester in some of the finest comedy ever written. He had no desire to be a martyr and insisted that, though his contemporaries might merely laugh at his plays, "a joke is an earnest in the womb of time." The next generation would get his point, even if the current generation was only entertained. Many of the next generations have gotten his point, and Shaw's argument—that he who writes for all time will discover that he writes for no time—seems to have been borne out. Only by saying something to the age can one say something to posterity. Today, evolution and creationism and Shaw's ideas on creative evolution and the Life Force remain timely issues. In Shaw's own day, as Dan Laurence points out, Henri Bergson changed the dramatist's Life Force into the *élan vital* four years after Shaw wrote of it in *Man and Superman*, and Pierre Teilhard de Chardin's evolutionary ideas, so appealing to moderns, about the movement of the "noosphere" toward an omega man, show the timeliness of Shaw's evolutionary theory that humankind is in the process of creating a God. Shaw's condemnation of the prison system as a vindictive, not a rehabilitative force, matches the widespread concern with the ineffectiveness of that system today. His struggle for the genuine equality of women with men before the law also gives his work a surprisingly contemporary thrust. Shaw brought serious

themes back to the trivialized English stage, creating a body of drama that left him second to none among twentieth century dramatists.

A religious thinker, George Bernard Shaw saw the stage as his pulpit. His major interest was to advance the Life Force, a kind of immanent Holy Spirit that would help to improve and eventually perfect the world. Shaw believed that to help in this conscious purpose, human beings must live longer in order to use their intellectual maturity. They must be healthier, without the debilitating force of poverty, and—most important— they must be interested in purpose, not simply pleasure. As the giraffe could develop its long neck over aeons because of a need to eat from the tops of trees, so can human beings, with a sense of purpose, work toward the creation of healthier, longerlived, more intelligent individuals.

According to Shaw, evolution is not merely haphazard but is tied to will. Human beings can know what they want and will what they know. Certainly, individuals cannot simply will that they live longer and expect to do so. Such desire might help, but it is the race, not the individual, that will eventually profit from such a common purpose. Ultimately, Shaw believed, this drive toward a more intelligent and spiritual species would result after aeons in human beings' shucking off matter, which had been taken on by spirit in the world's beginning so that evolution could work toward intelligence. When that intelligence achieves its full potential, matter will no longer be necessary. Humankind is working toward the creation of an infinite God. Shaw's plays are not restricted to such metaphysics. They treat political, social, and economic concerns: the false notion that people help criminals by putting them in jail or help themselves by atonement (*Major Barbara*, *Captain Brassbound's Conversion*, *The Simpleton of the Unexpected Isles*), the need for tolerance (*On the Rocks*, *Androcles and the Lion*), the superstitious worship of medicine and science (*The Philanderer*, *The Doctor's Dilemma*), the superiority of socialism to capitalism (*Widowers' Houses*, *The Apple Cart*, *The Inca of Perusalem*), the evils of patriotism (*O'Flaherty*, *V.C.*, *Arms and the Man*), the need for a supranational state (*Geneva*), the necessity for recognizing women's equality with men (*In Good King Charles's Golden Days*, *Press Cuttings*),

and so on. Nevertheless, all of Shaw's efforts to question social and political mores were subsumed by his religious purpose. All were meant to help free the human spirit in its striving toward the creation of a better and more intelligent person, the creation of a superman, the creation, finally, of a God.

Shaw's Dramatic Technique

The special features of Shaw's dramatic technique are:

1. His prefaces,
2. His elaborate stage-directions,
3. His rejection of the artificial limitations of the classical unities, and
4. Lack of action and conflict in his plays.

Shaw was hardly dependent on the stage for the publicity of his plays. He was fully conscious of the blindness of the commercial theaters of London. He knew that the theatrical managers would be shy to produce his plays for commercial reasons since his plays would not readily attract a large audience. He, therefore, decided to make the appeal of his plays wider by first committing them to print. So, he wrote his plays, primarily more for reading than for acting. With this end in view he wrote a preface for each of his plays to introduce it to the reading public. With the same end in view he gave elaborate stage-directions in his plays. His prefaces were intended to explain the purpose of his plays and the messages they were meant to convey. They gave him an opportunity to argue at length certain matters which were of interest to him. By means of his elaborate stage-directions he aimed at creating the atmosphere of the stage in the study of his plays. They combine the function of the novel and the drama. They create the necessary atmosphere, comment upon stage-settings and interpret characters rightly.

Shaw's Refusal of Three Classical Unities of Time, Place and Action

The English playwrights immediately before Shaw were in favor of keeping up the three classical unities of time, place and action in their plays under the influence of the French dramatists whom they imitated. Shaw rejected those artificial restrictions outright and followed Shakespeare in violating the classical unities in the construction of his plays.

It is generally believed that Shaw's characterization is defective. The characters of Shaw's dramas are shadowy unrealities. They are not individuals but mere types. They are not characters by automatons bestriding the characters are merely "mouthpieces for his own ideas", and they preach openly or by implication Shaw's own gospel. The view regarding the characters of Shaw's dramas is only partially true. It is true that "the larger numbers of his personages are instinct only with the life of intelligence and are but the mouthpieces of the author." It is equally true that "everything that a character says comes out of his creators mind." But it is not true that all his characters are not "individual people with authentic personalities but only gramophone records" to express his own ideas and air his own views. Shaw's characters are not without variety and vividness. They have a peculiar quality which makes them stay in the memory and enables them to pass into conversation. Shaw's principal characters are, with more or less deliberation, abstraction from humanity but his minor characters are human beings drawn in the spirit of Shakespeare or Dickens, though they too serve as black ground to his ideas. Shaw's women "are distinctly unpleasant and practically unsexed women. Their bodies are as dry and hard as their minds, and even where they run after men, as in the case of Anne in *Man and Superman*, the pursuit has as much sense appeal as a time table. Whether such women ever existed, or whether in creating them Ibsen convinced Shaw, they ought to exist as a counter-irritant to the romantic, swooning, novel reading females of our boyhood, is an open question." Shaw's characters are excellent talkers. They are never dull and monotonous. They are "various, versatile and vital". They live in a world of their own ideas and are quite at home there. George Bernard Shaw is a realist. He writes with a serious purpose. The reality of life is the most serious and exciting thing to him. He finds that 'life is real, life is earnest,' But he has not imitated the appearances of life. He has explained to his audiences the reality that lies at the core of things beneath their deceptive appearances. His realism is absolutely free from any touch of romance and sentimentalism. He has based his dramas on what he regards, as 'genuinely scientific

natural history'. As scientific history is free from romance, his dramas too are entirely free from it.

All in all, Shaw writes with a purpose. He has made his plays vehicles of his ideas. His plays are about something that matters. The following observation of Cyril Edwin Mitchinson Joad deserves attention in this connection. He says, "Shaw's interests in his plays lie pre-eminently in morals, politics and philosophy. He is in fact, a philosopher. Moreover, he possesses, as did Plato, a strong dramatic gift. The gift he deliberately uses to bring his ideas on human life and how it should be lived and on human communities and how they should be run to the notice of the people who would not read strictly philosophical works, presenting them so entertainingly and startlingly that audiences who saw the plays would remember either through pleasure or from shock the ideas which had been brought so forcibly to their notice."

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ОПТИЧЕСКИЕ СВОЙСТВА ПОЛУПРОВОДНИКОВ

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АННОТАЦИЯ

Полупроводники способны поглощать свет, а затем испускать его при рекомбинации электронов и дырок. Этот процесс лежит в основе работы светодиодов, лазеров и других оптоэлектронных устройств. Это важное понимание оптических свойств полупроводников позволяет нам расширить область их применения, включая солнечные батареи, фотодетекторы и фотонику в целом.

Ключевые слова: *Полупроводник, фотон, рекомбинация, генерация, электрон, дырок, поглощение, испускание, светодиод, лазер, валентная зона, зона проводимости, запрещенная зона, люминесценция, термолюминесценция, электролюминесценция фотодетектор.*

Множество приложений полупроводников связано с их оптическими свойствами. Возможность инженерного изменения этих свойств делает полупроводники особенно полезными. Инженерия оптических свойств, конечно, связана с инженерией проводимых свойств. В каждом случае ключевым является возможность перестройки энергетических уровней полупроводников и их заселения способами, практически недостижимыми для металлов.

Зональная структура полупроводников играет фундаментальную роль в оптических свойствах этих материалов. В чистых полупроводниках, таких как кремний или германий, электронная структура можно разделить на несколько энергетических зон:

- *Валентная зона*: Это самая нижняя зона в зональной структуре полупроводника. В этой зоне находятся электроны с наибольшей энергией, которые не участвуют в проводимости. Эти электроны сильно связаны с атомами материала.

- *Зона проводимости*: Это зона выше валентной зоны и содержит электроны, которые могут участвовать в проводимости. Электроны в зоне проводимости обладают достаточной энергией для движения и участия в электрической проводимости.

- *Запрещенная зона*: Зона между валентной и зоной проводимости называется запрещенной зоной или энергетическим зазором. Это энергетическое расстояние между наивысшей энергией электрона в валентной зоне и наименьшей энергией электрона в зоне проводимости. Значение этого зазора определяет оптические свойства полупроводника.

Энергетические уровни в полупроводниках представляют собой дискретные энергетические состояния, на которых могут находиться электроны. Уровни энергии в полупроводниках разделены энергетической зазором на две категории:

- *Уровни внутри запрещенной зоны* : Эти уровни представляют собой энергетические состояния, которые находятся внутри запрещенной зоны. Они могут быть вызваны дефектами в кристаллической структуре полупроводника и могут влиять на его оптические свойства.

- *Уровни в зоне проводимости и валентной зоне*: Эти уровни определяют движение электронов в полупроводнике. Электроны валентной зоны находятся на наиболее низких энергетических уровнях, и для перехода в зону

проводимости им необходимо преодолеть энергетический барьер в виде энергетической запрещенной зоны.

Поглощение и испускание света в полупроводниках Одним из важных аспектов оптических свойств полупроводников является их способность поглощать и испускать свет.

Это происходит в результате взаимодействия света с электронами в полупроводнике:

Поглощение света: Когда фотон света попадает в полупроводник и его энергия соответствует или превышает ширину запрещенной зоны (E_g), электрон валентной зоны может абсорбировать фотон и перейти в зону проводимости, оставив "дырку" в валентной зоне. Поглощение света зависит от энергетического соответствия фотона и энергетических уровней в полупроводнике.

Испускание света: Когда электрон в зоне проводимости рекомбинирует с "дыркой" в валентной зоне, он может испустить фотон света. Это происходит, когда электрон переходит на более низкий энергетический уровень, и энергия этого перехода излучается в виде фотона. Именно этот процесс лежит в основе работы светодиодов и лазеров. Процессы излучения и поглощения света в полупроводниках очень аналогичны атомным процессам, с которыми мы хорошо знакомы: электрон в возбужденном состоянии с энергией E_1 переходит в состояние с пустым местом (энергия E_0) и излучает фотон; электрон в более низком состоянии (энергия E_0) поглощает уже присутствующий фотон и переходит в состояние с более высокой энергией (E_1). Уравнение сохранения энергии имеет вид:

$$E_{\text{фотон}} = \hbar\omega = \Delta E_{\text{электрон}} = E_1 + E_0$$

Ширина запрещенной зоны для диэлектриков определяет их относительную прозрачность: если входящий свет имеет частоту ω , меньшую, чем E_g/\hbar , то он не может быть поглощен электронами, находящимися в валентной зоне. Очень

низкая поглощаемость широко зонных диэлектриков обычно обусловлена примесями, и свет проникает в них довольно глубоко. Трудность в наблюдении через многие диэлектрики также связана со спреями на поверхностях микрокристаллитов, а не с поглощением (подумайте о $NaCl$).

Свет почти не проникает в металлы – очень тонкий лист алюминиевой фольги всего в несколько микронов толщиной полностью непрозрачен.

В полупроводниках ситуация более сложная, особенно если они легированы. Тем не менее, для внутренних диэлектриков ситуация довольно проста. Существует порог для поглощения на энергии ширины запрещенной зоны.

Прямые и косвенные энергетические зазоры.

Одним из ключевых понятий в оптических свойствах твердых тел является сохранение импульса. Вернемся к двум уровням, и пусть у верхнего состояния будет волновой вектор k_1 , а у нижнего – k_0 . (Для векторов используются полужирные шрифты) Таким образом, для излучения уравнение сохранения импульса выглядит следующим образом:

$$P_{\text{фотон}} = p_1 + p_0 = \hbar(k_1 + k_0)$$

Теперь, типичная энергия в таком переходе составляет 1 эВ. Таким образом,

$$P_{\text{фотон}} = |P_{\text{фотон}} P_1| = \frac{\Delta E}{c} = 1.6 \times 10^{-19} \text{ Дж} / (3 \times 10^8 \text{ м/с}) = 0.53 \times 10^{-27} \text{ кг} \cdot \text{м/с}$$

и

$$k_{\text{фотон}} = P_{\text{фотон}} / \hbar = \Delta E / c = 0.53 \times 10^{-27} \text{ кг} \cdot \text{м/с} / 1.0 \times 10^{-34} \text{ Дж} \cdot \text{с} = 0.53 \times 10^7 \text{ м}^{-1}$$

На диаграмме зон, как мы видели, единицы измерения для k - это π/a , где a - постоянная кристаллической решетки, поэтому типичное значение k или разница в k , если выбрать две случайные точки, составляет

$$\Delta k = 1 / 10^{-10} \text{ м} = 10^{10} \text{ м}^{-1}$$

Это намного больше, чем k фотона. В результате сохранение импульса ограничивает переходы между расширенными состояниями, делая их

вертикальными – вектор k электронов практически не изменяется в оптическом переходе.

Это имеет следствие, что материалы с прямыми зазорами, такие как $GaAs$ и большинство соединений III-V, легко могут излучать и поглощать свет на частоте зазора. Для материалов с косвенными зазорами, таких как Si и Ge , это невозможно. Косвенно зазорные материалы практически бесполезны для оптических устройств: лишние носители заряда, будь то дырки или электроны, не имеют пустых состояний для оптической генерации, ни для поглощения, ни для излучения.

Люминесценция.

Оптоэлектронные устройства работают за счет возбуждения пары электрон-дырка; когда такая пара рекомбинирует, она излучает свет. Этот процесс называется люминесценцией. Мы можем различить разные виды люминесценции по механизму возбуждения. Термолюминесценция - самый простой метод - нагреваем образец до тех пор, пока не создаются пары электрон-дырка, и свет начинает излучаться. Тем не менее, это обычно не очень практично - даже узкие зазоры измеряются в долях электронвольта, и один электронвольт соответствует около 10^4 К, что достаточно для плавления любого твердого материала. Электролюминесценция - это возбуждение носителей заряда электрическими токами, часто практический метод, и фотолюминесценция - это возбуждение носителей заряда светом самим по себе, также важный прием.

Люминесценция также подразделяется на две категории в зависимости от скорости рекомбинации. Прямая рекомбинация электрон-дырка обычно довольно быстрая: время жизни зависит от количества конечных состояний, как мы увидим, но времена порядка 10^{-8} секунд не редкость. Это называется флуоресценцией. Однако некоторые приложения требуют более долгих времен жизни. В этом случае рекомбинация происходит через промежуточные состояния, известные как ловушки, обычно локализованные состояния, часто расположенные на местах примесей. (Заметьте, что вопрос вертикальных или

невертикальных переходов здесь не возникает, так как локализованное состояние не имеет определенного вектора k) Возбужденный электрон сначала совершает переход в такое состояние, энергия которого обычно находится в зазоре. Затем он совершает второй переход, чтобы, наконец, рекомбинировать с дыркой в валентной зоне. Часто один из этих переходов является нерадиационным: это означает, что энергия, выделяемая в переходе, проявляется как тепло, а не как свет. Этот процесс называется фосфоресценцией, так как он часто происходит в материалах, содержащих фосфор. Времена жизни могут быть практически любыми, вплоть до часов и даже дольше. Это очень важный процесс для таких приложений, как телевизионные экраны, покрытия для ламп накаливания и так далее.

Зональная структура включает в себя валентную зону, зону проводимости и запрещенную зону, которые сильно влияют на оптическое поведение материала. Запрещенная зона, определяющая минимальную энергию для перехода электрона из валентной зоны в зону проводимости, играет центральную роль в понимании поглощения и испускания света в полупроводниках. Энергетические уровни внутри полупроводника также имеют значение, особенно при рассмотрении дефектов в кристаллической структуре. Эти знания оказываются весьма ценными при разработке и применении оптоэлектронных устройств и технологий. Полупроводники способны поглощать свет, а затем испускать его при рекомбинации электронов и дырок. Этот процесс лежит в основе работы светодиодов, лазеров и других оптоэлектронных устройств. Это важное понимание оптических свойств полупроводников позволяет нам расширить область их применения, включая солнечные батареи, фотодетекторы и фотонику в целом.

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O‘ZBEK LUG‘ATSHUNOSLIGI TADQIQIGA DOIR AYRIM MULOHAZALAR

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ANNOTATSIYA

Mazkur maqolada lug‘atshunoslik tarixi, lug‘atlarning ahamiyati, hozirgi va qadimgi lug‘atlarning bir-biridan farq qiluvchi jihatlari va namunalari haqida ayrim ma’lumotlar berib o‘tiladi.

***Kalit so‘zlar:** lug‘atshunoslik, lug‘at, so‘z, Mahmud Koshg‘ariy, tarix, atama, ma’no, izoh.*

SOME REMARKS ON THE STUDY OF UZBEK LEXICOLOGY

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ANNOTATION

This article provides some information about the history of lexicology, the importance of dictionaries, the differences and examples of modern and ancient dictionaries.

***Key words:** lexicology, dictionary, word, Mahmud Koshgari, history, term, meaning, explanation.*

Lug‘atshunoslik haqida gapirar ekanmiz, avvalo, "lug‘at nima?" degan savolga javob berishimiz lozim. Lug‘at - muayyan tilda, yo uning hudud yoki ijtimoiy lahjasida mavjud bo‘lgan, u yoki bu yozuvchi asarlarida uchraydigan so‘zlar yig‘indisi yoki

boshqacharoq ta'rif bersak, so'zlar muayyan tartibda joylashtirilgan, tavsiflanuvchi birliklar, ularning kelib chiqishi, ma'nolari, yozilishi, talaffuzi, uslubiy mansubligi haqida ma'lumotlar jamlangan kitobdir. Shu xususiyatlariga qarab, imlo lug'atlari, izohli lug'atlar va tarjima lug'atlari bir-biridan farqlanadi. Lug'atlar ma'naviy, madaniy sohada muhim o'rinni egallaydi, chunki lug'atlarda jamiyatning ma'lum davrda erishgan bilimlari aks etadi. Lug'at bir qator ijtimoiy vazifalarni bajaradi: o'quvchiga muayyan voqea- hodisa haqida ma'lumot beradi, uni o'z va o'zga tillardagi so'zlar bilan tanishtiradi, tilni, uning lug'at tarkibini takomillashtirish va tartibga solishga yordam beradi.

Leksikologiyaning lug'atlar tuzish bilan shug'ullanadigan bo'limi leksikografiya deb nomlanadi.

Anatol Fransning yozishicha, "lug'at- alvafit tartibida joylashtirilgan voqelikdir". Bundan borliqdagi jamiki narsa, hodisa va voqealar har bir tilning lug'at boyligida aks etadi, degan ma'no kelib chiqadi.[1. 115]

Lug'atlar juda qadim davrlarda paydo bo'lgan va tilshunoslikning leksikografiya bo'limida bu haqda bir qancha ma'lumotlar o'rganilib kelinmoqda. Hozirgi davrda lug'atlar ma'lumot - axborot to'plash va uni o'quvchiga yetkazishda muayyan ahamiyatga ega.

Leksikografiya turli xalqlarda yozuv taraqqiyotining ilk bosqichlarda u yoki bu tushunarsiz (eskirgan, dialektal, maxsus yoki chet tiliga mansub) so'zning qanday ma'no anglatishini bilish ehtiyoji natijasida paydo bo'lgan. Dastlabki tuzilgan lug'atlar umumlashgan ya'ni universal xususiyatga ega bo'lgan, keyinchalik esa lug'atlarning bir nechta turlari paydo bo'lgan.

O'zbek leksikografiyasi tarixi Mahmud Koshg'ariyning "Devoni lug'otit- turk" asaridan boshlangan deb aytish mumkin. Ushbu lug'at faqat so'zlar va ularning ma'nolarini tavsiflab qolmasdan, turkiy xalqlar tarixi, urf-odatlar, geografik joylashuvi kabi keng ma'lumotlar manbai hisoblanadi. Shu bilan birga u dastlabki ikki tili ya'ni turkiycha-arabcha lug'atlardandir.

"Devoni lugʻotit-turk" ning lugʻat qismida 7500 soʻz sakkiz boʻlimda izohlanadi. Mahmud Koshgʻariy turkiy tillar qurilishini tasvirlashda qiyosiy usuldan foydalanib, tilshunoslikda qiyosiy -tarixiy metodning asoschilaridan biri boʻlib qoldi. [2.68]

Eski oʻzbekcha -forscha lugʻatnavislik anʼanalarining XVIII asrdagi ravnaqi Mirza Muhammad Mahdiyxon nomi bilan bogʻliq, lekin uning hayot yoʻli haqida maʼlumot juda kam. Mirza Mahdiyxon Navoiy asarlariga bagʻishlab oʻzining "Sangloh" lugʻatini tuzgan. Bu lugʻat Navoiy asarlari boʻyicha eng katta lugʻat hisoblanadi.

Bulardan tashqari oʻnlab lugʻatlar bor: "Kitobi lugʻati atrokiya", "Farhangi Hazrati Alisher muqallab ba al-Navoiy"[2. 69]. Oʻzbek lugʻatchiligi tarixida XX asr alohida oʻrin tutadi. Bu davrda turli maqsadlarni koʻzda tutgan koʻplab terminalogik lugʻatlar, oʻquv va imlo lugʻatlari, ikki va uch tilli soʻzlashgichlar yaratildi. Bunda ayniqsa, ruscha -oʻzbekcha va oʻzbekcha- ruscha, shuningdek oʻzbek tilini boshqa yevropa va xorijiy sharq tillari bilan qiyoslab oʻrganishga moʻljallanganlari alohida oʻrin tutadi. Ularning eng muhimlari sifatida E.D. Polivanovning "Qisqacha ruscha - oʻzbekcha lugʻati"(Toshkent, Moskva 1926), Ashurali Zohiriyning 2 jildli "Ruscha - oʻzbekcha mukammal lugʻati" (34 ming soʻz, Toshkent, 1927- 3m28) kabi lugʻatlarni keltirishimiz mumkin.*[2. 70]

Lugʻatshunoslik haqida gapirar ekanmiz, yana mumtoz adabiyotga qaytamiz. Mumtoz adabiyotda Zamaxshariy, Navoiy asarlari lugʻatlarning eng sara namunalarini uchratishimiz mumkin. Mahmud Zamaxshariy oʻzining "Asos ul- balogʻa", "Muqaddimat ul -adab" asarlari bilan ham amaliy, ham nazariy leksikografiyaning rivojiga ulkan hissa qoʻshdi.

Hazrat Alisher Navoiy XV - XVI asrlarda oʻzining 2 jildli qomusiy lugʻatini yaratdi. Bundan tashqari uning yana bir lugʻatshunoslikka oid asari 1499-yilda yaratilgan "Muhokamat ul-lugʻatayn"asaridir. Mazkur asarda Navoiy qiyoslash asnosida turkiy tilning boy va keng imkoniyatlarga egaligini isbotladi. Yana bir asari " Sab'atul- abhur" ("Yetti dengiz") - Alisher Navoiyning arabshunoslik, xususan, arab

leksikografiyasida yaratgan yirik ishidir. Lugʻatda klassik arab tilidagi soʻzlar arab tilida izohlanadi.

Shunday ekan, tilshunoslikda lugʻat sathi muhim ahamiyatga ega, chunki lugʻat sathi boshqa til sathlarining shakllanishi uchun asos hisoblanadi. Lugʻat sathi oʻzgaruvchidir, yaʼni vaqt oʻtishi bilan ayrim soʻzlar eskirib istorizmga aylanadi. Shu bilan birga boshqa tillardan soʻz olish yoki qoʻshimchalar qoʻshish natijasida yangi soʻzlar - neologizmlar paydo boʻladi. Shu yoʻl bilan lugʻat sathi boyib boradi.

Foydalanilgan adabiyotlar roʻyxati

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САМЫЕ РАСПРОСТРАНЕННЫЕ ГИНЕКОЛОГИЧЕСКИЕ ЗАБОЛЕВАНИЯ, ЭРОЗИИ У ЖЕНЩИН

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АННОТАЦИЯ

В данной статье будет рассмотрено понимание и обсуждение самых распространенных гинекологических заболеваний у женщин, в том числе эрозии.

Ключевые слова: Эрозия, метод, лечение, гинекология, диагноз.

ВВЕДЕНИЕ

Эрозия шейки матки (эндоцервикоз, эктопия шейки матки) – нарушение целостности слизистой оболочки влагалищной части органа, дефект или покрытие ранками. Эрозия открывает путь проникновению инфекции в матку и ее придатки и вызывает развитие хронических воспалительных заболеваний малого таза и даже может привести к бесплодию. На приеме у гинеколога почти у каждой второй пациентки диагностируется эрозия шейки матки. В целом это заболевание является одной из самых частых патологий у женщин детородного возраста. Самым опасным осложнением эрозии матки является возможность ее превращения в опухоль низкого качества. Поэтому очень важно как можно раньше обнаружить это заболевание.

МАТЕРИАЛЫ И МЕТОДЫ

Причин патологии и факторов, стимулирующих ее развитие, множество, основными из них являются:

- Гормональные нарушения и снижение иммунитета;
- Нарушения менструального цикла;

- Очень раннее начало половой жизни, а также ранние сроки беременности и родов;
- Частая смена сексуальных партнеров;
- Несоблюдение личной гигиены;
- Механические травмы в результате тяжелых родов, абортов и других медицинских манипуляций;
- Неправильное использование вагинальных контрацептивов или неправильное их полоскание, очень грубый секс;
- Воспалительные и инфекционные заболевания мочеполовой системы, в том числе их позднее и неправильное лечение;
- Бактериальные и вирусные заболевания;
- Наследственность.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Гинекологические больные обычно жалуются на боли, судороги, нерегулярность менструального цикла, бесплодие. Боли при гинекологических заболеваниях различны по интенсивности, локализации, описанию, распространению. При сборе анамнеза необходимо обратить внимание на наследственность. Наличие хронических инфекций родителей или близких родственников больного, туберкулеза и др., психических, репродуктивных, опухолевых заболеваний, болезней крови, болезней обмена веществ, алкоголизма позволяет определить склонность больного к этим заболеваниям. Анамнез жизни определяют путем расспроса больного с периода младенчества. В определении причин гинекологических заболеваний большое значение имеют ранее пережитые боли. Частые у человека стенокардия, ревматизм, заболевания печени, нейроинфекции и другие заболевания нередко приводят к нарушению менструальной функции, физической и половой отсталости.

Ситуация с эрозией шейки матки осложняется тем, что это заболевание не имеет четких симптомов и в большинстве случаев никак себя не проявляет. Но при развитии эрозии у пациентов можно выявить следующие симптомы:

- Выделение кровянистых, а иногда и гнойных выделений между менструациями, например, после полового акта;
- Выделения из влагалища с неприятным запахом;
- Менструация длится дольше обычного, кровотечения больше;
- Боль внизу живота во время мочеиспускания или полового акта.

В любом случае также проводят кольпоскопию (осмотр шейки матки и влагалища под увеличением) и берут мазок и анализируют его с поверхности эрозии для исключения онкологических заболеваний. Исследование шейки матки оптическим прибором, увеличивающим изображение в 25-32 раза, абсолютно безболезненно.

Диагностика патологии несколько затруднена в связи с тем, что специфического симптома заболевания нет, а также не наблюдаются состояния, вызывающие жалобы больного.

Во время осмотра пациентки гинеколог сначала осматривает шейку матки с помощью зеркал. В результате на его слизистой оболочке можно выявить дефекты эпителия в виде ярко-красного пятна на фоне здоровых тканей, кровоточащего при контакте с гинекологическим инструментом. В зависимости от вида эрозии наблюдаются и другие внешние признаки заболевания.

Истинные эрозии имеют ярко-розовый цвет, участки дисплазии — желтые, атипичные очаги — жидкие. При подозрении на дисплазию слизистой оболочки из этой области берут биопсию и проводят гистологическое исследование.

ЗАКЛЮЧЕНИЕ

При обнаружении заболевания не стоит его бояться, особенно учитывая, что сегодня существует множество методов лечения. Вместо этого вам следует

внимательно относиться к последствиям несвоевременного лечения, поскольку оно может привести к различным осложнениям еще до возникновения рака.

Сегодня эрозия эффективно лечится, поэтому нет необходимости лечить ее самостоятельно в домашних условиях, использовать народные средства, которые хоть и кажутся эффективными, но могут усугубить имеющуюся ситуацию.

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TYPES OF STYLISTIC CONNOTATIVE EXPRESSIVENESS

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ABSTRACT

Expressiveness is a generic linguistic category and as such it is inherent in all language level, as well as appropriate linguistic units. On a broad scale, expressiveness is defined as a magnification of the speech figurativeness and expression. In modern linguistics expressiveness is related to the interaction of the emotional.

Keywords: *category of expressiveness, category of tension, category of evaluation, category of emotiveness, language and speech, language system, transmitter and receptor, expression and figurativeness.*

INTRODUCTION

One of the primary domains of modern Linguistics is the Syntactic Expressiveness. It is a distinctive interdisciplinary subject interweaving a number of disciplines, such as syntax, stylistics and the study of expressiveness. Having achieved a certain degree of autonomy, in recent years this discipline has elaborated its specific methodological and conceptual apparatus.

MATERIALS AND METHODS

Language being the main tool of communication is not a mere means of information transfer, but also the way of expressing the subjective attitude of the

speaker to the utterances. As initiated by R. Jakobson there have been singled out six language functions, namely referential, poetic, emotive, conative, phatic and metalingual [2]. Thought conceived in speech and hence the text, adorned by different gradations of expressive behavior and tension, is the result of the emotive language function, perceived as “the emotional state of the speaker, his/her subjective attitude towards the phenomena and objects of extralinguistic reality” [1]. It is worth mentioning that expressiveness is one of the key problems in linguistics, since it is directly related to the individual perspective of human language, particularly the speaker’s emotional attitude to the utterance.

RESULTS AND DISCUSSION

“Expressiveness” is a cluster of semantic- stylistics features of a linguistic unit, and these features enable the given linguistic unit to convey the subjective attitude of the speaker to the content of the utterance or the addressee in speech. It can be characterized as a “logically non-disintegrated unit” with supplementary loading as related to the lexical or grammatical unit or as an enhancement, highlighting of a meaning. It can also be interpreted as an expressive component of the meaning, a parallel meaning of the referential meaning, which reveals the subjective emotional, personal evaluation of the word. Given the above-mentioned hints at the multi-faceted nature of the phenomenon in question, it cannot cover the whole spectrum of the features of expressiveness. Expressiveness is such a semantic category which ensures the transmission of the speaker’s attitude via the exterior and interior factors. The nature of the category of expressiveness is the transmission of additional semantic connotations as augmented to the lexical and grammatical meaning with the aim of enhancing it.

Generalizing different views on “expressiveness” in modern linguistics, it is obvious that “expressiveness” is interpreted along with [4]:

1. emotionality and evaluation;
2. figurativeness, tension and stylistic coloring;

3. quantitative loading;
4. imagery.

All these subcategories never function separately, but rather they co-function bringing about emotionalilty, evaluation and tension. Research shows that the classification and re- occurrence of these subcategories varies across different text genres and the specific approach of the researchers. For example, “emotionality” can re-occur with “evaluation”, “figurativeness”, and “stylistic coloring”; “evaluation” can go with “emotionality”; “figurativeness”, “tension”, “stylistic markedness”; “figurativeness ” is accompanied by “tension”, “emotionality”, “stylistic markedness”, “horizontal peculiarities of the text” and so on.

Any means of expression has explicit and implicit evaluation. This is how the category of expressiveness is related to the category of evaluation. Evaluation is present in any situation and act wherein the subject cognizing the world deals with the objective reality. Linguistics has borrowed the concept of “evaluation” from “logic of evaluation”, where evaluation is perceived as an utterance about values. Often evaluation is quite fairly interpreted as a subjective category, assuming that the nature of evaluation is to express subjective attitude towards the extralinguistic reality, neglecting features of objective reality.

The category of expressiveness, a sophisticated notion, comes forth only in conjunction with tension. In modern linguistics there are various terms to refer to this category, such as “grading”, “gradation”, “scaling”, “Intensivierung”, “Verstaerkung”, “Steigerung”, “Graduierung”, “Grad” ansion have been investigated based on tnd others.

CONCLUSION

Taking into consideration the interpretations of the linguistic category of expressiveness in modern literature and adhering to different views, the interrelation of expressiveness with other linguistic categories such as emotionality, evaluation, and tension, can be reiterated as follows:

1. “Expressiveness” is the enhancement of the utterance, its figurativeness

and illocutionary force.

2. “Expressiveness” is classified among the means of subjective modes of communication.

3. Evaluation is a linguistic category which reflects the speaker’s/writer’s evaluation of certain objects or phenomena of the objective reality.

4. Tension is a linguistic category which reflects and nominates the objective quantitative characteristics of this or that attributive feature. Tension indicates the quantitative nature of this or that phenomenon or object.

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ESSENCE OF DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCE

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ANNOTATION

Skill is a way of doing an action. In linguodidactic testing, the object of control is communicative skills, which might be understood as the ability of a person to carry out a speech action to solve certain communicative tasks derived from acquired skills and knowledge. The skill is formed through exercises and creates the ability to perform actions.

Key words: *skill, competence, communicative skill and competence, external and internal components.*

Introduction

Having studied the different interpretation of the concept of "Skill", it may be decided to use the following definition of this concept: "Skill is the mastery of the methods (techniques, actions) of applying acquired knowledge in practice". Various communicative aspects were already considered at the beginning of the development of methodological ideas by O. A. Alexandrova, M. V. Grigoryeva, and M. E. Dashkin. They believed that one of the most important goals of education should be precisely the preparation of students for practical activities. [1]

Methodology

Communicative skills are understood as the ability to correctly, intelligibly, adequately and competently convey one's thought, to perceive information from communication participants in interpersonal communication. According to G. M. Andreyeva, communicative skills are a complex of conscious communicative actions, which are based on a sufficiently high theoretical and practical readiness of the person, contributing to the creative use of knowledge to reflect and transform reality. [2]

Data collection and analysis

A. V. Mudrik defines the concept of communicative skills as skills associated with the correct alignment of their behavior i.e. it is necessary to understand human psychology: to be able to choose the right intonation and gestures correctly, to be able to understand other people, to try to predict the reaction of the interlocutor, to imagine oneself in his/her place, to be able to correctly choose the most correct way to address different interlocutors. [3]

The primary sources of communicative skills from rhetorical positions are rhetorical skills, namely:

1. The ability to invent and find material;
2. The ability to arrange material in the correct (logical) sequence;
3. The ability to consistently express thoughts;
4. The ability to memorize pre-prepared speech;
5. The ability to deliver a prepared speech using sound means of emotional-semantic expressiveness [4]

Result and Discussion

According to A. V. Mudrik, the components of communicative skills include: objective perception of people (understanding of their character and mood); orientation of partners; the ability to correctly understand the communicational situation (to understand the rules, to establish new contacts); to cooperate in various types of activities (plan and set goals) and to analyze what has been achieved. [3] N. I. Zhinkin believed that there was a need to pay attention to what pupils say and how they respond

to the actions and actions of other people. It is necessary to identify their thoughts and feelings that accompany the schoolchildren's acts of their communication with other people, their difficulties that they encounter when coming into contact with others. He defined the external and internal components of communication. External components include verbal (speech utterances) and non-verbal forms of behavior (tone of voice, pace of speech, facial expressions and gestures). [5]

The developing of communicative skills remains an urgent problem since the level of formation of communicative skills affects not only the effectiveness of children's education, but also the process of their socialization and personality development in general. Skills are formed in the course of activity, and communicative skills are formed and improved in the direct process of communication. Formation is the process of shaping something[6]; in a broad sense, formation is understood as any process in which stability is given to something, completeness, a certain type or something which is created, organized, composed or combined.

Conclusion

In education system, insufficient attention is paid to the work on the formation of communicative skill; therefore, there is no basis for the further development of these skills among middle-level pupils. Most often, in the work on the development of speech, the age characteristics of the pupil are not fully taken into account. Pupils think specifically and are not always able to establish an internal relationship between the word and the image.

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POSITIVE EFFECTS OF DEBATE FOR LEARNERS

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ANNOTATION

Main goal of this article is to show effects of using debate in learning, pupils can easily avert being scared of communication in English. Moreover, if they practice regularly, they are able to boost up their pronunciation, fluency and vocabulary.

Key words: *interactive methods, debate technique, real-life situations, persuasive speech, argumentative skills, practice skills, critical thinking abilities.*

Introduction

The use of active and interactive technologies in the lessons of the English language increases interest in the subjects which are being studied, helps to improve the quality of education, and allows pupils to use various sources of information. The forms of embodiment of active teaching methods are diverse: discussions, brainstorming, and various conversations. Interactive methods include project activities, role-playing, debates and so forth.

When using an interactive strategy, the role of the teacher changes dramatically; he/she ceases to be central, defines the general direction, controls the time and order of fulfillment of work plans, helps in case of serious difficulties. At the same time, pupils need to jointly solve assigned tasks, overcome conflicts, and find common ground. It is also essential for interactive methods that there is interdependence between group tasks, and the results of their work complement each other. One of the most effective forms of implementing an interactive strategy is the Debate technology.

Methodology

According to the doctor of pedagogical sciences E.O. Galitsky, debate is a form of communicative training, a way of organizing schoolchildren in educational work, which allows you to train independent work skills with literature and other sources of information, develops the ability to conduct a discussion and defends his/her own point of view, taking into account the fact that the opposite position also has a right to exist. [1] It should be noted that technology “debate” might be used in EFL lessons as a device make students’ practice skills of English Language in real-life situations. Krieger comments: “Debate is an excellent activity for language learners. This is owing to the fact that it engrosses students in a broad range of cognitive and linguistic ways. To add to providing meaningful speaking, writing and listening practice, debate is also highly efficient for developing argumentative skills for persuasive speech and writing.” [2]

Data collection and Analysis

Debate is an educational technology, an interactive form of vocational training, based on independent work of students, which within the framework of the intellectual game format contributes to the systematization and formation of knowledge, skills necessary for professional development of students. Debate is a competition of words and arguments, formal discussion of a topic in accordance with certain rules. [3] It is a technique that activates mental human activity and creativity, defend his/her point of view. Debate feature is that they allow the parties to better understand each other's positions. [4]

It should be also mentioned that in an EFL setting, where language learners might have inadequate possibilities for practicing English in real-life situations, debating opens up chances for them in order for expressing their opinions to use the language with common sense. This is a single practice in which pupils need to use all English skills along with skills in presentation, delivery and vocabulary building. Makiko Ebata puts it: “Learners are required to confidently express their thoughts when learning a new language for global communication in order for students to be vocal, critical

thinking skills are essential. The use of debate has been an effective technique for improving my students' speaking and critical thinking abilities. English language teachers and practitioners have already proved debating as an effective technique in teaching English which is a strong source of motivation for EFL teachers who are yet to use debate in their classes.” [5]

Result and Discussion

It is clear that debating in English is a practice that calls for all English language skills alongside the skills of presentation and delivery. Debaters need updated data about cutting-edge issues and ideas of various fields. What's more, they need to conduct research on different issues. While presenting their argument and logic, debaters require standard delivery skills to persuade judges and audiences. While practicing in an EFL lesson, debating makes students use language and presentation skills.

The student who is involved in this form at the preparation stage, simulates the game, and in subsequent stages acts inside the structure, inside the created form, inside the invented rules and procedures. This process greatly enhances the responsibility of participants, since designed means of thinking covers a wider contact field of interaction: from equipping a personal position to forms of communication.

Debate method requires significant intellectual and emotional stress. From this point of view, it is important to create a positive emotional atmosphere in the team, whose members have entered into an argument. Entering into a dispute, students have the opportunity to show their erudition in various fields of knowledge, the acquisition of social experience, the level of possession of moral values, beliefs. Therefore, participants of the debate technique have the opportunity to affirm their position in the team, to rise one more step of social maturity. It is essential that all students participate in the preparation and conduct the debate. Through the usage of debate, pupils can easily avert being scared of communication in English. Moreover, if they practice regularly, they are able to boost up their pronunciation, fluency and vocabulary.

Conclusion

In conclusion, debates develop students' skills, which are necessary for an effective communication in any area of human activity, develop critical thinking, being at the same time a popular form of intellectual pastime. Participation in the debate provides an opportunity for developing the ability to work in a team, the ability to concentrate on the essence of the problem and defend uncommon solutions. Debate prepares pupils for responsible decision making, to be an independent and for other skills which are necessary in a society.

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ADVANTAGES OF COMMUNICATIVE APPROACH

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ANNOTATION

The aim of the article is to show advantages of communicative approach and its effects on students’ speech and connection between real life situations. The Communicative Approach is a way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorizing a series of rules.

***Key words:** communication, real life situations, training, communicative approach, skill, speaking ability, social context, didactic and authentic material.*

Introduction

When teaching a foreign language, one of the difficulties is the fear of speaking associated with certain psychological complexes due to the inefficiency of language learning in the framework of the traditional approach at the previous stages of training. Another reason for difficulties in starting active communication in a foreign language is the established stereotypes that learning a foreign language is a complex and costly process in terms of both time and effort. An additional complexity that substantially impedes the effectiveness of training in the traditional approach is the use of artificial speech situations in the educational process. A communicative approach allows you to remove these restrictions. The use of typical everyday situations in training sessions encourages and motivates students to actively communicate. Language communication does not become far-fetched, but spontaneous and laid-back due to the relevance of the topics discussed. The communicative approach involves, above all, a pragmatic

approach to learning a foreign language. It is aimed to prepare the listener for the use of a foreign language in life, in everyday situations, rather than in a shorter time frame than to teach academic communication in the language.

Methodology and Analysis

One of the advantages of the communicative approach is communication with an “open ending”, in which the listeners manage their conversation themselves, and its outcome depends on the responses and reactions of the interlocutors in the group. In order to maintain interest in training sessions, each student selects and plays out new situations and organizes meaningful communication on topics that are important for pupils, involving the formation of skills to express a particular communicative intention (request, consent, invitation, refusal, advice, rebuke, etc.)

The obvious advantage of this technique is its psycholinguistic orientation, since a foreign language acts as a means of communication. When using traditional teaching methods, the student is inclined to consider a foreign language as an object of study, and not as an instrument of communication. Accordingly, the process of teaching a foreign language is often characterized by a state of anxiety of the listener, a fear of error.

Data collection And Result

The development of communicative language teaching was bolstered by new academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching. This method was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the time could not explain the variety found in real communication. In addition, applied linguists such as Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

Some fundamental provisions of the communicative approach are interpreted by specialists in the field of education in different ways. So, for example, some modern foreign scientists believe that the learning process should be based only on the content side, real communication and exclude work on the linguistic form. To do this, it is necessary to use genuine communicative tasks that are adequate to the goal. The initial stage of training consists of discussions, role-playing games and modeling various events from everyday life. For schoolchildren at a higher level, intellectual games are used that increase their horizons and expand their understanding of the realities of the country of the language being studied. The first step to master the language is to memorize words, expressions, then pupils learn to use them when constructing in a real communicative situation, which group work is organized for: in pairs, triples, etc. The teacher creates all kinds of situations so that pupils can get a variety of communicative practice. At the first stage of training, the use of role-playing games promotes a higher learning efficiency. Listeners are offered all kinds of interesting situations, including intriguing and problematic ones. Various representations are played out, everyday life situations are played out, the main task of which is to improve speaking skills. Participants must get out of any difficult situation using only a foreign language.

Discussion and Conclusion

Speaking a second language, especially English, is getting more and more common between learners and, as a matter of fact the oral practice is being increasingly valued in the English language courses. Furthermore, speaking activities provide opportunities for rehearsal give both teacher and pupils' feedback and motivate pupils because of their engaging qualities and they contribute to the students' capacity of producing large conversational pattern and developing a variety of social contexts' arguments easily. It also showed the importance of didactic and authentic material related to the motivation of the schoolchildren during the practicing time; exercises based on the Communicative Competence to improve students' speaking and motivation to talk about a specific context, and finally, the influence that speaking activities can play on the pupils' written production.

In this study, it was concluded that the Communicative Approach plays an important role, contributing to the schoolchildren's oral production. It was identified that the speaking skill is one area that matters most pupil's time while learning a second language; speaking activities perform an activate rather than a study function; the historical contribution concerning the Communicative Approach in order to help teachers understand how the process of teaching or learning was done and its importance to improve the teaching time.

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COGNITIVE AND PSYCHOLOGICAL FEATURES OF THE INTERPRETER'S ACTIVITIES

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ABSTRACT

The article highlights the current problems of Cognitive and psychological features of the interpreter's activities. Also author gave more information about that. The following article provides information about the psychological changes that occur in adolescents. The author summarizes the results of his empirical research in this article.

Key words: *interpreter, person, emotionalintellect, generalintellect, emotional competence, empathy, frustration, personal communication, socialization, interpersonal relationships.*

Introductions

As you know, emotional intelligence is a highly developed own sense of personality- understanding emotions and feelings of other people, managing them is the ability to research it into the problem of emotional intelligence in the science of psychology it is unlikely that a number of new approaches will arise. Psychological according to the content, emotional intelligence is a lightening of the feelings of other people it is also the justification of emotions based on understanding or intellectual processes. All components of emotional consciousness in a person are inextricably linked with each other, their interdependence contributes to the effective course of interpersonal relationships gives [1]. Emotional intelligence is a rapidly developing study in modern psychology one of its areas. Many researchers have attributed this

phenomenon to tamoni. Emotional intelligence is the perception of emotions, the perception of other people and their personal the ability to realize goals, motivations and desires, as well as practical problems to solve their feelings and feelings of other people management[2]. His own feeling without managing their own, a person in his professional career and personal life does not succeed, because the successful solution of common problems perception of emotions and related. With intelligence in most emotional situations there are situations when you need to be judged. Control and control of emotions an important ability of an individual[3]. There have been many studies on this for example: A.K. Kravtsova considers issues of emotional intelligence and leadership in the team. T.I.Solodkova analysis of the resource capabilities of emotional intelligence in the work of teachers makes, K.S. Kuznetsova, I. N. Meshcheryakova and others in people of different ages they study the pressing problems of emotional intelligence. In the early 1930s L.S.Vigotsky considers both the effects themselves and the emotions to be more complex psychological systems bilsn combines the problem of studying the order and relationship of links and he defined it as the main task of scientific psychology. Emotional states and another famous Russian scientist of ideas about the unity and interdependence of intelligence A.N.It can be observed in the works of Leontev, who divided thinking from emotional activity it is impossible to see on the floor, and the most important feature of emotions noted that they are inside [4].

Methods

As early as the 1930s, psychologist Edward Thorndike described the concept of " social intelligence he had described it as the ability to get along with other people. In the 1940s psychologist David Wexler various effective components of intelligence in people's lives suggested that it could play an important role in how successful it was. John Gottman, an experienced psychologist about emotional intelligence, believed that we were right stereotypes of behavior contribute to the development of a child's

emotional intelligence (EQ) explicitly stating that he would not give, he noted the quids:

- Pay attention to the child's emotions;
- Emotional as an opportunity to learn and communicate with your child use;.from the expression
- Show empathy and better understand the child's mood;
- Help your child overcome difficult situations and problems.

Emotional intelligence, deep empathy, among other things, makes you feel to lead and follow others wisely without losing , respect the boundaries of others and develop your own love and includes the ability to accept and give support. Science emotional divides intelligence into 5 separate components. The first three are self-contained and the other two are belonging to the outside world: [5]

1. Self-confidence:
2. Self-regulation:
3. Self-stimulation:
4. Empathy:
5. Social competence.

Emotional intelligence (EQ) is the perception, interpretation, demonstration of emotions, control and effective and constructive communication with others and with the ability to use for communication. Expressing and controlling these emotions the ability is very important, but to understand, interpret and understand the feelings of others the ability to respond to them is also important. Some of the main signs and examples of emotional intelligence: [1, 3]

- Ability to identify and describe what people feel
- Knowledge of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to give up mistakes
- Acceptance and acceptance of changes ability
- Strong sense of interest, especially to other people

- Feelings of empathy and anxiety towards others
- Sensitivity to other people's feelings show
- * Acceptance of liability for errors
- Ability to control emotions in difficult situations

Results

Tom meaning according to, the concept of emotional intelligence with emotional competence are interrelated and are counted with the same content. The "emotional competence" is- in understanding and blessed by man the feelings of himself and others all knowledge and skills and qualifications. For example, besides the familiar ability the ability of a person to understand his merits and inspire others, to influence them provides the opportunity to develop. In a suitable way, it is better to make your own emoticons people capable of managing, resistant and able to work in various stress situations holder is counted. Emotional intelligence it is also the fact that we all have feelings hidden in US perhaps, let's say who was not interested in the feelings of a teenager, and he went to the universe jar lowered; I need attention, I need help, but Hecht who did not hear it and as a result, his feelings were left unanswered. The consequence is that in it emotional intelligence becomes more and more declining decided not to use his feeling for any further activity. As a result it began to turn into a biorobot, which is why in society the emotionality of intellect we all understand and realize how important it is. Zeroki, the opportunities created by our state are at the same time mental and emotional in young people you can give out Your Side achievements. And this is anew-new thoughts and gives innovation. When and in what order do we use emotional intelligence? Uni the following in a series of examples we carry out during our activities. one Work at school or at work. High emotional intelligence gives you a place to work helps overcome social complexities, guides others, and encourages and in your career, you will be encouraged. Indeed, it is important to evaluate methods when it comes to emotional intelligence, many companies now like technical ability they evaluate as important and use the EQ test before hiring. Your physical health. If

you can't control your feelings, you may also be unable to manage stress. This leads to serious health problems can lead. Uncontrolled stress increases blood pressure, makes the immune system suppresses, increases the risk of heart attack and stroke, contributes to infertility and accelerates the aging process. The first step to improving emotional intelligence is learning how to manage stress. Your mental health. Uncontrolled emotions and stress are also mental it can affect your health, making you vulnerable to anxiety and depression makes. If you can't understand your feelings, you can feel free even to build strong relationships if you can't or can't control them you fight. This, in turn, can make you feel lonely and isolated, and mental health it can exacerbate any problems associated with it.

Conclusion

In other words, today's daytime emotional intellect the concept of local in research, the need for learning is considered high, both theoretically and practically. Of course, emotional intelligence is noticeable in the implementation of social and biological needs in an individual influence; theoretical, practical and professional training in professional interests are it is from the sentence. The development and formation of this intelligence is an important factor in the individual regarded as. General of excessively high levels of behavior and activity it is seen as a false reaction that manifests itself in its disorder. High anxiety individuals belonging to the category have a wide range for their respect and vital activity situations tend to see in themselves a personal and situational threat. Such in cases, they respond to the exact state of tension. Anxiety general in the sense that the same comes to the surface through your initial experiences that appear in our memory. That is why good memories can keep a person from worrying [6]. Opening up the nature of emotional intelligence is a culture of understanding others it is natural that it serves to increase. Because mental abilities and emotional abilities are one is closely related to one. Changes in emotional experiences in the individual of course it can also cause intellectual abilities to change. Most certain emoticons by scientists increase the mental abilities of people or reduction

have been shown to have an effect. The fact that a person can control his emotions of course it has been found that is important in finding its place in society. Considering modern leader models during the training of leaders at the moment the acquisition is also carried out through emotionality intelligence, which is why how important it is for the leader to understand and motivate his employees it should be taken into account[8]. If more extensive research is carried out in this regard, then the development of emotional intelligence typologically understanding, emotional intellect and age, emotional intelligence and profession, emotional intelligence and its role in management, typological of personality emotional intelligence aspects are unlikely to find a specific solution.

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FEATURES OF THE ROLE-PLAYING TO FORM COMMUNICATIVE SKILLS OF LEARNERS

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ANNOTATION

Main goal of the article is to show the importance of using role-playing activities for forming communicative skills of learners, that, there is a general increase in mood, motivation to study the subject, the development of imagination, creativity, the formation of labor, moral education, as well as the development of communication skills.

Key words: Communication skill, role-play activity, teaching methods, social skills, day-to-day roles, real life situations.

INTRODUCTION

Currently, education is characterized by an intensive search for a new theory and practice of teaching, new approaches to further improving the content, forms, methods and methods of teaching. This process is due to a number of contradictions, the main of which is the mismatch of traditional methods and forms of training and education with new trends in the development of education. Role-play activity can serve as a valuable teaching and training tool where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.¹ In the learning process, a role-playing can be considered as a form of organizing a speech situation used for educational purposes.

¹ Ashok A. M. *Effectiveness of Role Play in Enhancing Communication Skills of English Language Learners // Language in India*. - 2015. - T. 15. - No. 4. - Pp. 4-7.

METHODOLOGY

The role-playing is based on an organized speech communication of pupils in accordance with the roles distributed between them. For learners, it is a fascinating activity since even the weakest students are able to take part in it. The great interest of researchers is the use of unconventional, interactive forms and methods in teaching a foreign. That is why it is relevant to consider the use of interactive methods, in particular role play method in teaching oral monological and dialogical speech at early levels of teaching a foreign language.¹

DATA COLLECTION AND ANALYSIS

In the context of teaching oral foreign language speech, a role-playing is primarily a speech activity, a game and training at the same time. In this regard a role-playing activity from the perspective of the student and teacher might be considered. From the student's point of view, a role-playing is an activity in which they play certain roles. The purpose of the role-playing game is ongoing activities. From the position of a teacher, role-playing can be considered as a form of organization of the educational process, in particular, the process of teaching dialogue. For the teacher, the goal of the game is the formation and development of speech and student skills. The role-playing activity is controllable and its educational nature is clearly recognized by the teacher.

Learners need to learn how to use the target language in "real-life" situations and not structured dialogues which are taught in classroom and role-play like any other task based language teaching technique helps them in language acquisition through real life situations. As Qing states, "Role-play is defined as the projection in real life situations with social activities".² Role-play is an effective technique which, arouses the interest of learners, and makes the language acquisition impressive as Lucantoni points out,

¹ Gorovaya NN Role play as a method of forming communicative competence in teaching a foreign language // *Science and Education*. - 2018. - No. 7 (19). P. 156.

² Qing, X. Role-play an effective approach to developing overall communicative competence. *Cross-Cultural Communication*, 7(4), 37, 2011. P. 37.

“role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations”.¹

Ments comments that role-play are “motivational and effective because it involves activity”. In role-play the participant is asked to play the part of someone else. He is given details about the person and situation that he is supposed to be in. Role-play must not be confused with acting because, unlike acting, role-playing is focused on how the roles of the players interact with and affect each other. Ments also comments that the most obvious uses of role-play are in those areas which deal primarily with aspects of communication. Role-play is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. Ments also states “by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way”². Thus it also helps in developing linguistic competence and also empowers the vocabulary. This enables them to use language in their real life situation in a free and interesting way with confidence.

RESULT AND DISCUSSION

The use of role-playing methods by teachers in practice may contribute to the implementation of career guidance tasks, and also represents a conditional reproduction by its participants and creates the conditions for real communication. Role play motivates speech activity, as students find themselves in a situation where they need to say something, explain, ask, find out, prove, share something with the interlocutor. What’s more, it activates students' desire for contact with each other and the teacher, creates conditions for equality in speech contact, destroys the traditional barrier between teacher and student.

In a role-playing game, everyone receives a role and should be an active partner in verbal communication. Role-playing gives an opportunity to shy, insecure students

¹ Lucantoni P. *Teaching and assessing skills in English as a second language*. – Cambridge University Press, 2002. P. 44.

² Van Ments M. *The effective use of role-play: Practical techniques for improving learning*. – Kogan Page Publishers, 1999. P. 19.

to speak and thereby overcome the barrier of uncertainty. Conducting role-playing games can contribute to students' conscious learning and ownership of factual material. In addition, they contribute to the development of such qualities as independence, initiative; fostering a sense of collectivism. Students actively, enthusiastically work, help each other, carefully listen to their interlocutors and the teacher only manages the learning activities.¹

Key Benefits of Role-play in English Language Learning:

- to develop communication and language skills;
- to develop social skills when learners collaborate with others and work as a team;
- to encourage a learner to express their ideas and feelings in a relaxed environment created by them;
- to allow a learner to explore, to experiment and to investigate real life situations and language used in various circumstances;
- to build confidence level of team members which in turn can help them in their day-to-day roles;
- to help the students in critical thinking. They can transcend and think beyond the confines of the classroom setting;
- to help them in creative problem-solving and also helps them in handling difficult situation;
- to allow for the interaction between classmates and peers;
- to teach lessons that are needed in society like competition and cooperation;
- to help the introverted students to speak out and it breaks down “cliques” and “isolates”.
- to develop learners’ awareness of themselves and others.²

¹ Safina L.G. *Role-playing games as a way of forming communicative universal educational actions // Modernization of natural science education: teaching methods and practical application: collection of articles of the IV International scientific and practical conference dedicated to the 85th anniversary of the natural-geographical faculty of FSBEI HPE PSGSA. Samara - 2014 . - P. 175.*

² Ashok A. M. *Effectiveness of Role Play in Enhancing Communication Skills of English Language Learners // Language in India. - 2015. - T. 15. - No. 4. - Pp. 4-7.*

Role play is built on interpersonal relationships that are realized in the process of communication, role play causes a need for communication, stimulates interest in participating in communication in a foreign language, and in this case it performs a motivational and incentive function.

CONCLUSION

To sum up, being a model of interpersonal communication, a role-playing method causes the need for communication, the introduction of role-playing activities in the educational process is an important component of the educational process of the learning because in the process of role-play activities, it is possible to realize all the requirements for a modern lesson, namely learners do not receive knowledge in a ready-made form, but they acquire it by joint efforts, and the teacher only directs them.

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INGLIZCHADAN TARJIMADA FRAZELOGIZMLAR MA'NOSINI BERISH MUAMMOLARI

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ANNOTATSIYA

Ushbu maqolada inglizchadan tarjimada frazeologizmlar ma'nosini berish muammolari haqida ma'lumotlar berilgan. Tarjima, bir qarashda, oddiy ish jarayoniga o'xshasa-da, asar boshqa tilda qayta yaratilar ekan, tarjimon ijodiy vazifa bilan band bo'lib, muallif singari har bir so'z, birikma, jumlaning ishonchli bo'lishi uchun butun mas'uliyatni o'z zimmasiga oladi. Agar u so'z zamiridagi muallif ko'rgan narsani ko'rmas, u his qilgan narsani tuymas ekan, tarjimada so'z qanchalik maqbul tanlangan bo'lmasin, ma'no anglashilmay qolaveradi. Chunki tarjimadagi so'z har jihatdan aslyat so'ziga monand bo'lish bilan birga voqelikka zid bo'lmasligi kerak.

***Kalit so'zlar:** G'arb adabiyoti, tarjima muammolari, frazeologizmlar, badiiy asar, tarjima jarayoni,*

Kirish qismi: G'arb mamlakatlari adabiyotining ajralmas qismi bo'lgan Angliya adabiyoti va inglizabon ijodkorlar sanalgan amerika adabiyoti vakillari asarlarining o'zbek tiliga tarjimalari haqida gap ketganda, qayd etish lozimki, bunday tarjima asarlari o'zbek kitobxonlari e'tiborini darhol o'ziga tortdi va tez orada ularning ko'pchiligi xalqimizning sevimli asarlariga aylandi.

Tarjimon voqelikni asarda ko'rsatilgani darajasida bilsagina, badiiy asarda tasvirlangan milliy xususiyatlarni tarjimada ham aynan saqlab qolish yoki o'zgartirish orqali tarjima tili mansub xalq yashayotgan zaminga ko'chirish orqali haqqoniy tarjima yarata oladi.

Asosiy qism: Voqelikni qayta yaratish metodikasini ishlab chiqish tarjima estetikasining ilk shartlaridan biridir. Gap tarjimonning personajlar, ular o'rtasidagi konflikt sabablari, voqea sodir bo'ladigan muhit haqida umuman konkret tasavvurga ega bo'lishi xususidagina emas, balki tarjimonning ancha keng xabardorligi masalasida boryapti: tasvirlanayotgan voqealar ortida nima turibdi, chinakam xarakterlar, haqiqiy turtki nimadan iborat?

Masalan: Asliyatda *“Mrs Rogers’ breath came in quick gasps”*.

O'zbekcha bilvosita tarjimada ushbu frazeologizm qisqa va lo'nda qilib *“Uning yuragi tez ura boshladi”* tarzida berilgan.

Bevosita tarjimada: *“mister Rojersning nafas olishi tezlashib ketdi (bu suv ostida biroz suzgandan keyin hovuz yuzasiga chiqqanda foydalanadigan nafas turi)”*.

Tarjimon o'zining voqealardan voqif ekanligidan foydalanib, hali yozuvchi aytmay turgan narsani oshkor etib, og'zidan gullaydi-qo'yadi. Yana shunday ham bo'ladiki, tarjimon uslubiy vositalarning o'zi bilanoq asarning semantik (ma'noviy) aloqalarini keragidan ancha oldin ochib qo'yadi.

Asliyatda: *“Her face turned green again, her eyelids fluttered”*.

Bilvosita tarjimada: *“Uning yuzi yashil rangga kirib bo'lib, qovoqlari qaltirardi”*. Yevropa davlatlarida yuzning yashil rangda tuslanishi, qovoqlarning qaltirib kettishi – qattiq qo'rquvdan keyingi holatni ifodalaydi. O'quvchiga asarni bilvosita tarjimada havola qilsak, biroz tushunarsiz tuyulishi aniq. Shunday ekan, ushbu jumlaning qo'rquvdan uning yuzi oqarib, qovog'i uchib qoldi tarzida bersak, maqsadga muvofiq bo'lardi. Faqatgina sharq xalqlarida *qovog'i uchsa* iborasi muayyan ma'noni ifodalaydi. Asliyatda: *“Before God, I didn't know what it was, sir”*.

Bilvosita tarjimasida: *“Xudo haqqi qasam ichamanki, men hech narsani bilmagandim»* va yana bir jumlada *“I swear to God it's the truth”* frazeologizmi ham ruscha tarjimasida: *«Христом Богом клянусь, это чистая правда»* o'z ma'nosida berilgan bo'lsa-da, o'zbekcha tarjimasida: *“non ursin bu haqiqat”* tarzida ochib berilgan, o'zbeklarda ko'pchilik o'zaro suhbatda, gapiga boshqalarni ishontirish

maqsadida “non ursin”, “til tortmay o‘lay”, “ko‘zim chiqsin” singari iboralarni keltiradi.

Tarjima jarayonida ijodkor birdaniga ikki madaniyat, ikki tilning so‘z va obrazlari ustida ish olib borar ekan, har safar begona so‘zlardan qaysi birini o‘girib, tarjima matniga o‘tkazish mumkinligi, agar mumkin bo‘lsa, so‘z yoki obraz begona negizda o‘z o‘rnini topa olishi haqida o‘ylab ko‘rishi kerak.

Asliyatda: *“This fellow Owen whoever he is-Emily Brent interrupted”*.

Bilvosita tarjimada: *“bu Onim deganlari kim ekan dedi, – Emili Brent”*.

Bevosita tarjimada *“Bu o‘rtoq Oven (anonim), kim bo‘lishidan qat‘i nazar – Emili Brent shartta gapini”*. Bevosta va bilvosita tarjima o‘rtasidagi farqlar shundaki, frazeologizmlar milliylikka asoslangani uchun ularni tarjima qilish hamisha qiyinchilik tug‘dirib, ko‘pincha muayyan muammolar kelib chiqishiga sabab bo‘ladi. Odatda, boshqa tilga ularning shakli emas, mazmuni ko‘chadi. Lekin ana shu mazmuni to‘g‘ri ifodalash, u yoki bu frazeologizmning boshqa tildagi muvofiq muqobilini topish uchun ba’zida bir necha avlod tarjimonlar izlanishlar olib borganlar.

Quyidagi misolda tarjima jarayonida o‘zaro aloqalar kuchaygan va ba’zi frazeologizmlar boshqasiga o‘zlashib ketaveradi.

Asliyatda: *“I’ve given her a sedative to take”*.

Bilvosita tarjimasida: *“Men unga suv berdim tinchlanib olish uchun”*. Bevosta tarjimada ko‘rish mumkinki, men unga tinchlantiruvchi dori berdim. Ruschadan qilingan bilvosita tarjimada “tinchlantiruvchi dori” so‘zi tushib qoldirilgan va kitobxonlarga tushunarli bo‘lish uchun “suv berdim” shaklida berilgan.

A. Quronbekov so‘z ma’nosi xususida shunday yozadi: “...so‘zlar ko‘p ma’noli bo‘lib, ularning eng avvalgi vujudga kelgan “tom ma’nosi”, “asl ma’no”, “to‘g‘ridan to‘g‘ri ma’no”si deb ataladi. Ulardan keyingi biron-bir ma’no qirrasini bilan o‘xshashlik, yondoshlik jihati bilan paydo bo‘lgan ma’nolar “hosila ma’no deyiladi. Bas, shunday ekan, so‘z har bir gap kesimida yo tom ma’nosi bilan, amalda esa ko‘pincha “hosila” ma’nosi bilan qatnashadi. Badiiy asarda esa shoir yoki yozuvchi so‘zning hech bir lug‘atda qayd etilmagan yashirin ma’nolarini kashf qiladi”.

Bevosita va bilvosita tarjima asari qiyoslanishida tarjima davrlari o'rtasidagi farq hisobga olinishi maqsadga muvofiq, albatta, lekin rus tilidan qilingan dastlabki tarjimada shunday qusurlar ko'zga tashlanadiki, bundan agar mutarjim asliyat tiliga murojaat qilib, bevosita unga yondashib ish tutganda, bu xatoliklarga yo'l qo'yilmasligi borasida mulohaza tug'iladi. Zero, rus tili orqali qilingan tarjimada g'aliz jumlar uchrab qoladi. Tarjima uchun umumiy bo'lgan holat, ularning bevosita muloqotlari va birining ikkinchisiga "oqib o'tish" hududidir. Bu ikki sohilni birlashtiruvchi ko'priksiz emas, bu ularni bir vaqtning o'zida birlashtiruvchi va ajratib yuboruvchi daryoning o'zidir", deydi P. Nerler. Bu fikrning tasdig'ini quyida ko'rish mumkin: *"On the north-west side, towards the coast, the cliffs fell sheer to the sea below, their surface unbroken"*.

Rus tilidan bilvosita tarjima: *"Uni tintuv qilish unchalik qiyin bo'lmadi. Shimoli-g'arbda silliq qoya dengizga tik tushgan"*.

Inglizcha jumlaning quyidagicha bevosita tarjima qilish mumkin: *"Shimoli-g'arbiy tomonda, qirg'oqqa qarab, qoyalar pastdagi dengizga to'g'ri tushkanki, qoyalarning yuzasi buzilmagan"*. Bilvosita o'girilgan asarda ma'no ham o'zgarib ketgan.

Yana bir misol: *"Then Dr. Armstrong jumped up and went over to him, kneeling beside him. When he raised his head his eyes were bewildered."*

'My God! he's dead.'

They didn't take it in. Not at once.

Dead? Dead? That young Norse God in the prime of his health and strength. Struck down all in a moment".

Rus tilidan tarjima: *"Dastlab Armstrong hushini yig'ib oldi. Shu zahoti Marston tomon otildi. Bir daqiqa o'tar-o'tmas uning ko'zlarida qo'rquv aralash hayrat aks etardi."*

Yo parvardigor, u o'ldi! – dedi Armstrong dahshatli bo'g'iq ovozda.

O'ldi? Ko'z ochib yumguncha o'ldimi? Vujudidan yoshlik kuchi yog'ilib turgan shimol afsonalaridagi yosh ma'bud-a? "

Inglizchadan bevosita tarjimasida: *“doktor Armstrong sakrab turdi va tiz cho ‘kib, uning yoniga bordi. Boshini ko ‘targanida ko ‘zlari dovdirab qoldi.*

U qo ‘rquv bilan pichirlab dedi: “Ey Xudoyim! U o ‘lgan”.

Ular buni birdaniga qabul qilishmadi.

–O ‘lganmi? O ‘lganmi?

Bu yosh Skandinaviya Xudosi kabi kuch-qudratga to ‘la va sog ‘lom edi. Bir zumda hammasidan yiqildi”.

Tarjimalarda “Skandinaviya Xudo”siga o ‘xshatish o ‘quvchiga biroz tushunarsiz tuyulsa-da, tarjimon Skandinaviya Xudosi ga o ‘xshatish ma ‘nosida farishtani ta ‘riflagan.

Masalan, asardagi *“Xonaga o ‘lik sukunat cho ‘kdi”, “– Ont ichaman, shprisni o ‘g ‘irlashdi!”* frazeologizmlarning ko ‘chma ma ‘noda qo ‘llanilishi tufayli, ayni vositalar vazifaviy o ‘zaro mos kelganlari holda, tarjimada ular bir- birlarini almashtira oladilar. Odamlar orasida keng tarqalgan qasam ichish mazmunidagi *“Xudo ursin”, “Qasam ichaman”, “Ont ichaman”* degan frazeologizmlar mavjud.

Qasam shakllarini tarjima qilishda ham qator qiyinchiliklarga duch kelinadi. Bayon etilgan muayyan fikrning rostligiga, tutilgan yo ‘lning to ‘g ‘riligiga suhbatdoshni ishontirish, biror narsa yoki harakatning to ‘g ‘ri yoki noto ‘g ‘ri, yaxshi yoki yomonligini alohida qayd qilish kabi holatlarda xalqlar qator birliklar yordamida qasam ichadilarki, bunday qasam shakllarining obyektlari odatda kishilar nazarida eng aziz, mo ‘tabar, muqaddas narsalar, tushunchalar nomlaridan iborat bo ‘ladi.

Xulosa qismi: Inglizchadan tarjimada so ‘z tanlash muammolari va uning yutuqlari ham tarjimon mahoratiga bog ‘liq bo ‘lib, tarjimaning barcha qiyinchiliklari, xususan, bir vaqtning o ‘zida tarjima qilinadigan va tarjima qilinmaydigan so ‘z muammosini keltirib chiqaradi va tarjima yo ‘llarini yangi vositalar bilan boyitadi. Mazkur jarayonlarning barchasi bilish va tushunishning o ‘zaro bog ‘liqligida inson ongida sodir bo ‘ladigan til, tafakkur va madaniyat uchligini o ‘z ichiga olgan lingvomadaniy kategoriyalarni yuzaga keltiradi.

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USE OF NATIONAL AND ACTIVITY GAMES IN PHYSICAL EDUCATION

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ANNOTATION

In the article, in order to ensure the implementation of measures related to the development of national and action games in our country today, it is more effective to teach the elements of national and folk games to students of higher education institutions. and methods of teaching folk games are discussed.

Key words: *National and action games, game elements, body structure, stature, action games, introductory exercises, chillak, team, opponent's side, referee.*

Introduction

In the Republic of Uzbekistan, a rational system of personnel training is of great importance for the development of physical culture and sports. Therefore, the goals and objectives of physical culture in our republic are implemented based on the decisions of the government and the republican state committee for physical culture and sports. The goal of the physical culture implemented in the republic is to prepare a healthy, mentally fresh and creative person for life. This goal is a necessary task for all institutions and organizations engaged in physical culture in the Republic. Everyone should understand the necessity of physical culture and sports in order to educate himself physically and diligently build his health based on a certain system of physical training.

Methodology

Comprehensive development of the physical abilities of our people's children is carried out in the process of physical culture, which is an integral part of education. The purpose of physical culture is the process of making society healthy, cheerful, physically developed in all aspects, ready for work and protection of the Motherland. The essence of the need to teach and engage in national games with students in physical education classes in the higher education system is explained through an analytical method.

Data Collection and Analysis

There is no sport in nature that does not use the elements of national action games. The role of active games in strengthening the health of school children and educating young athletes is incomparable. The proof of this is that the standard and normative (limited) physical exercises (walking, running, hanging, pulling, bending legs and arms, bending, etc.) used during classes or training sessions are mostly in some cases, it extinguishes children's interest and lowers their mood. Most of the time, such trainings are not productive. According to the opinion of many experts, active games are recognized as a very effective tool for strengthening health and developing physical qualities. In order for students to succeed in classes aimed at acquiring movement skills, it is necessary to take into account the age characteristics of children in every way. The selection of national and movement games for training the qualities of movement is carried out taking into account the age. It is characteristic that dexterity, quickness, precision of movement and coordination occur in students of junior school age. The main questions of education and the formation of the physiological basis of conditioned reflexes and movement skills in children are now deeply studied and form the basis of physical education and sports. Based on the above, collecting national and action games, dividing them into categories, and increasing the quality and intensity of physical education classes is an important tool for raising children's interest. Therefore,

their study is one of the urgent issues of the day. In the process of physical culture, the following main tasks are solved:

- a) strengthening health, training the body and increasing the level of physical development and work capacity;
- b) acquisition of skills and abilities necessary for life, including those of a practical nature;
- c) education of a person's moral and willful qualities;
- g) increase physical quality (speed, strength, dexterity, endurance);
- d) mastering the technique of performing a special sports exercise.

The task of the teacher as an organizer and educator is very responsible when conducting active games. It is important to pay special attention to the methodological consistency of the materials studied in the lesson, as well as in the process of conducting various games. Because consistency allows, firstly, to correctly solve the educational and educational tasks of the lesson, secondly, to achieve a complete passage of the lesson materials, and thirdly, to perform each exercise in a certain way throughout the lesson.

One of the important features of the physical education lesson is the efficient use of time. This event allows you to pass the lesson effectively. The teacher should use all opportunities for active participation of students in the lesson, as well as ensure that the tasks given to all students are the same. This can be achieved by clearly allocating time for each game and each participant. If the number of players is too large, it is necessary to form several groups or teams, to reduce the time set for completing the task. In order not to allow the game to be divided, it is necessary to prepare well for it, prepare the place of the game and the necessary equipment in advance.

Of course, weather conditions should be taken into account when planning action games according to the seasons of the school year. However, when the weather is good, games such as "Chillak", "Aq tosh", "Kaziq" are planned, but if necessary, they can be held inside the building instead. It is also necessary to specify the games (Usmonkho'jayev, 1992).

Result and Discussion

At the same time, collecting the national and dynamic games of the Uzbek people and implementing them in life, using them wisely, is an important task of both theoretical and practical importance. This task also placed a great responsibility on the physical culture that educates the young generation to be healthy and well-rounded. National movement games have their own characteristics because they are conducted mainly in the preparatory and final parts of physical education classes, because movement games are an auxiliary tool and focus on mastering one or another goal by preparing the body of pupils and students. Sometimes there may not be conditions in schools for the physical education program, but it is necessary to perform the tasks specified in the program. That's when using non-standard methods, i.e. elements of national action games, will give good results. Often, in rural conditions, due to the lack of equipment and the lack of a sports hall in rural conditions, if people use outdoor games, the purpose of the lesson will be partially fulfilled. National and movement games are complex activities consisting of emotional movements of this type. This activity is performed under the conditions and situations that suddenly change based on the established rules.

Conclusion

National and movement games differ from other physical exercises in the features of organizing and managing the activities of the participants. During the game, there is a need to act in suddenly changing situations and to solve movement tasks in a short period of time, showing physical qualities such as quickness and agility. It strengthens movement skills. During the game, children's activities are organized on the basis of figurative, plot or game tasks and arouse positive emotions with enthusiasm and long-term performance. This, in turn, strengthens their effect on the body, helps to develop physical qualities.

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THE LINGUISTIC AND STYLISTIC SIGNIFICANCE OF ANALYZING MASS MEDIA TEXTS

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ANNOTATION

The use of language in mass media, for example, specific types of grammatical structure or specific intonation patterns, the content of the text and its cognitive meaning are of interest to linguistics. For example, newspaper headlines have specific syntactic features that determine their grammatical oddity and have long attracted the attention of linguists. It is unique in several studies that linguistic and stylistic analysis is carried out in ways that illuminate the socio-cultural analysis of news media.

Key words: *Linguistic and stylistic analysis, foregrounding, mass media, print media, news, broadcasting, discourse, article, political ideology, society.*

Introduction

Mainly, the analysis of media texts focuses on the correlation between the changing linguistic features and the changing aspects of the social context. While conversation analysis is primarily applied to informal language (e.g. telephone conversations), recent work has focused on institutional forms of discourse, including media discourse¹. For example, many studies have dealt with media interviews²

Methodology

Two forms of media in particular have played an important role in shaping the current understanding of mass media stylistics: the investigation of broadcast news (on radio and television) and the investigation of advertisements (usually in magazines or on television). Some features of the development of approaches to the analysis of each

¹ HERITAGE, John (1985): “Analysing news interviews: aspects of the production of talk for an overhearing audience”, in Teun Adrianus Van Dijk (ed.): *Discourse and Dialogue (Handbook of Discourse Analysis, vol. 3)*. London: Academic, pp. 95-119.

² HUTCHBY, Ian (1991): “The organization of talk on talk radio”, in Paddy Scannell (ed.): *Broadcast talk*. London: Sage, pp. 119-137.

of these types of discourse are presented below. Also, a third media format, media interviewing, is also doing a great deal of research and political studies, covering in-depth news and analysis articles; discussion formats, celebrity and chat show interviews.

Data collection and Analysis

Analysis of broadcast news became particularly important during the mass media era due to the social importance of the format. From the 1940s to the 1990s, there were usually a limited number of media channels due to limited broadcast spectrum, which created an atmosphere of influence and controversy around what was said on radio and television programs, and a barrier to public discourse: ownership controls, mandatory program standards, and a complex concept of balance that will be solved by regulation in the form of Following the growth of satellite, cable, and more recently Internet television, forms such as 24-hour news and individual news feeds, portable devices (such as smartphones)¹ have historically taken over from print media and radio challenged the dominance of broadcast news as the primary public source of information and opinion. In the main era of centralized, public broadcasting, radio and television news are still used in some settings. The news formats developed in television news evolved from earlier forms of radio news, propaganda films shown in theaters, and before that, print news. But the formats later developed in new directions. Television news has attracted particular interest in stylistics because of the political impact of its content and reception, as well as how its ever-evolving techniques contribute to the formation of political ideology.

Result and discussion

In print media, especially in the early period of stylistics, a particular area of study focused on newspaper discourse, including newspaper headlines. In the 18th and 19th centuries, "dramatic" stylistic changes took place in the register of newspapers, when newspaper prose became more like academic prose and saw an increasingly dense use of passive verbs and relative clauses². These changes focused on a more colloquial style, with changes to greater use of first and second pronouns, contractions, and idioms

¹ Kleineberg, K. K., & Boguná, M. (2014). Evolution of the digital society reveals balance between viral and mass media influence. *Physical Review X*, 4(3), 031046.

² Jones, B. D., & Wolfe, M. (2010). Public policy and the mass media. *Public policy and mass media: The interplay of mass communication and political decision making*, 17-43.

to broaden the appeal of newspapers. Through a corpus-based study, the specific role of compressed noun-phrase structures in the linguistic patterns that make up newspaper prose, especially headlines, has been revealed.

Through the analysis, we can see several elements that focus on different types of media discourse and provide an overview of new developments in mass communication studies from the point of view of critical discourse analysis. Media speech is the most widely heard speech, which includes news speech, advertising speech, television speech, film speech, colloquial speech, demonstration speech, etc. Stylistic linguistics became the critical analysis of speech, and cognitive linguistics became the analysis of speech text. With the innovations of printing and broadcasting, much of the first stylistic interest focused on transitivity. Transitivity essentially concerns who does what to whom, and is reflected in the structures of the arguments associated with these verbs: for example, when the subject of an active verb becomes an optional agent in the corresponding passive construction, it becomes the object of the active construction occupied by the various transitive models offer alternative ways of describing social activity in the field of conflict. Provides a basis for a critical approach to news texts.

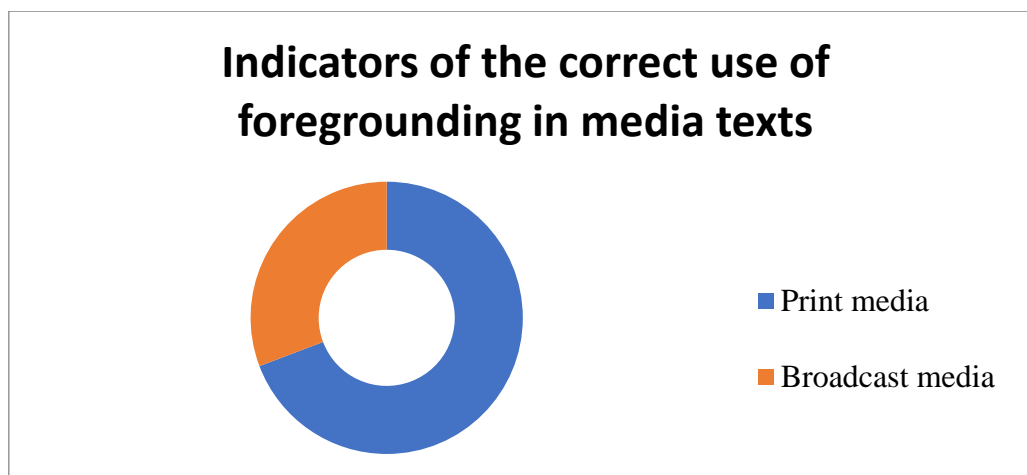


Figure 1 Use of foregrounding in two types of media text: Print media and Broadcast media

The diagram above shows that despite the popularity of media broadcasts today, the public is less aware of foregrounding in broadcasts than foregrounding in media texts. We can see that print media has always had its influence. It is foregrounding that

highlights content in print media texts and prompts people to engage in cognitive analysis.

Conclusion

Cognitive analysis of media texts is one of the topical topics of the current period, through which the sphere of influence on the reader and listener is of primary importance. In this case, foregrounding increases the impact of conveying text content. We have observed to what extent the addressee is affected by the use of foregrounding types in modern media texts. And the extent of their use was shown in the percentage of correct use of foregrounding in public media broadcasting and media publication texts.

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METHODOLOGY OF TEACHING AUTOMOTIVE TERMS

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ANNOTATION

The scientific goal of the work is to shed light on the lexical-semantic analysis of "Terms that organize the relationship between the passenger and the car and the main mechanisms" in English, to analyze the history of its formation and structural features, and to present a detailed cross-linguistic comparison. In addition, the problems of connection between lexical and conceptual meanings are identified.

Key words: *Term, automotive vocabulary, word formation, automotive industry extra- and intralinguistic situations, multilingual lexemes, mechanical engineering.*

Introduction

Numerous terminological studies conducted on the materials of different languages have consistently revealed in them a unique combination of general linguistic patterns and specific extra- and intralinguistic situations that affect the vocabulary of a particular field of knowledge. The need to study the equivalence of multilingual lexemes and the peculiarities of the formation of special words belonging to the automotive industry arose due to a number of external and internal reasons, among which, in our opinion, the most important are the following. The automotive industry is the largest industry on the global scale of mechanical engineering, and its share is constantly increasing. Every year, up to one billion cars are produced around the world, and this figure is constantly growing. The automobile industry is one of the foundations of economic development in many countries. The level of development of the automobile industry is an indirect indicator of the country's economic well-being.

Methodology

Descriptive method (for the complex description of terminological units), linguistic modeling method (for the construction of the classification scheme and the definition of terminology), onomasiological method (for the purpose of determining the productivity of the methods of word formation), semasiological method, method of quantitative analysis, comparative-historical analysis, method of sopostavitelnogo analysis.

Data collection and Analysis

Along with the increase in the number of manufactured cars, there is also a technological improvement in their design. Currently, the buyer has the opportunity to purchase a hybrid car, which is an intermediate link for the transition to alternative fuels. In the future, hydrocarbon fuels will be used less, which will give way to technologically advanced and environmentally friendly types of energy. In addition, the car of the future is not only a vehicle, but also a concentration of advanced engineering, which gives the owner not only the opportunity to drive, but also replaces some of the actions of the driver himself.

In recent years, our compatriots began to prefer foreign cars. This is clearly shown by the statistics of 2006, according to the results of which more than a million new foreign cars were sold in our country.

Automotive engineering English is a special purpose English based on public college English and automobile related professional knowledge. Especially for the students of automobile service engineering, to learn automotive engineering English well, they must have solid fundamental of Basic English. Automobile engineering English is different from public college English. Vocabularies of public college English, in most cases, will appear polysemy, while in automotive engineering English they are relatively fixed. There are many professional words in automobile professional English, but there are no rules to follow. Many compound words and derivative words are important characteristics of automotive engineering English. In addition, in the automotive engineering English, especially in the foreign literature or the introduction

of automotive technology, the reader may see a large number of abbreviated vocabulary. With the accumulation of professional vocabularies, phrases and other knowledge, the basic elements of automobile engineering English are built, but this is not enough. In the process of language input, only with excellent grammar knowledge can we correctly understand the content of automotive professional English. In the process of language output, students with grammar knowledge can correctly compose words and phrases into sentences, articles, etc. Automotive engineering English is a highly practical course. By the training of professional English reading, translation and writing skills, students can skillfully read the professional English literature, master the basic skills of professional English translation and writing, and lay a solid foundation for relevant work after graduation.

As a complex technological product, the car requires qualified maintenance. It is technically correct but also requires an accessible literature in terms of understanding, much of which has recently been published.

Result and Discussion

Many technological innovations in the automotive industry that appeared in different countries of the world, as a rule, initially have English names. In addition, it should be taken into account that the most motor countries are English-speaking countries, in particular, the United States of America. Thus, we considered it necessary to stop at the American version of English in some aspects of the study.

The main goal of teaching terms related to the automotive industry is to analyze it, which is described as follows:

- conducting an inventory, selecting lexical material in English and Russian within the terminology under consideration for further description, analysis and comparison. Determine the number of terms that most fully describe modern car design and its main parameters;
- to study the history of the emergence, formation and development of the term "Passenger car design and its main parameters" in English and Russian, involving cultural and historical facts;

- identify the factors that influenced the development of this terminology;
- to study the formal and structural characteristics of English and Russian terms and their comparative analysis;
- study of semantic phenomena (ie: synonymy, polysemy, homonymy, antonymy, paronymy and hyponymy) on the term "passenger-car relationship and car structure and its main parameters" in two languages;
- to clarify the interlinguistic compatibility of the main terms of the studied field of knowledge.

Conclusion

The rapid growth of the number of terminological units due to the rapid development of the automotive industry and related industries has led to the emergence of many publications and practical manuals on the studied topics. However, the contradiction of information in this type of literature sometimes causes a number of ambiguities in the understanding of special literature and technical documents. Such problems revealed the need for the regulation and comprehensive unification of terms. However, the effective unification of the terminology system must be based on preliminary linguistic research. In order to create a clear terminological system, it is necessary to determine the laws of natural formation and development of terminology, to distinguish its characteristic features, in this work, a multifaceted study of special units related to historical (diachronic) automobile terminology was carried out.), onomasiological, semasiological, as well as comparative aspect.

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ROLE OF LEADERSHIP STYLE IN TEACHING PROCESS

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ANNOTATION

This article discusses the nature of leadership and its important role in the educational process. The purpose of the scientific article is to reveal the theoretical analysis of leadership and its positive results in practice.

Key words: *leadership style, trust, self-confidence, human development, teaching process, pedagogy, high standards, high-performance.*

Introduction

"Leadership means never forgetting the why, the ethics of the purpose, and all those people—teachers and students—who have put their trust in you," said one leader. "Leadership is never believing your own press." Leigh Patel (2018) stated that a modest stewardship of learning is the first and most important quality of educational leadership. We have plenty of highly compensated leaders in education right now, but they tend to talk more about innovation than learning and even less about the patterns of denied access to education at the population level. Leadership in education must be able to acknowledge the legacies and flaws of individualistic, Eurocentric frameworks of human development that exist for the sake of success and dominance.

To quote Ken Lindblom Leadership in education entails continuously keeping the pupils' learning as the only objective. An education leader will always stay focused on the right things if they keep that at the forefront of their minds.

Methodology

It entails being current with organizational theory, content theory, and instructional theory. It refers to inspiring and instructing. It entails resisting disruptive, even hostile, external pressures and encouraging societal change that will improve learning for all kids. It entails promoting student learning both internally and externally.

It entails doing all possible to make sure that every student has everything they require) in order to learn as well as possible. It entails supplying a professional environment that enables—and obliges—teachers to carry out the actions they believe are best for students' learning, including the freedom to disregard anything that might get in the way of that learning, if necessary.

The "bottom line" in education is student learning, yet standardized tests don't accurately reflect student learning sufficiently to serve as independent dependable assessments.

Data collection and Analysis

Good educational leadership is important because schools constantly seek to enhance their operations and give students the best education possible. Surprisingly, a large number of individuals participating in their community's educational system are unsure of what constitutes educational leadership. Education leadership is a process that combines the efforts, skills, and expertise of educators, parents, and educators with the aim of enhancing not only the standard of instruction but also the educational system as a whole.

The major goal of educational leadership is to ensure academic success through improvements to procedures, instruction, and resources. Unfortunately, without the assistance and cooperation of all parties concerned, including the children, parents, instructors, decision-makers, and even the broader public, this achievement cannot be ensured or even achieved. Educational leadership is a way of quality actually works:

- establish a goal of achieving academic success for all children, regardless of socioeconomic status;
- strive to keep a responsive, safe, and healthy learning environment;
- assign accountability to everyone and enhance the curriculum and teaching strategies.

A strong teaching culture can be developed with the help of leadership in education. It may also affect how well students learn and perform. Effective leadership is widely seen as the foundation for significant changes in education.

Leaders must have a thorough understanding of pedagogy and engage in practice themselves in this effort to enhance learning within the school community. This collaborative leadership approach puts the ego to one side and prioritizes others' needs over one's own. A great leader "must first serve others and that this simple fact is key to his or her greatness: true leadership arises from people whose first motive is a desire to help others," according to the servant leadership school of thought. Servant leaders in education uphold high standards while also assisting teachers and students in developing their abilities to achieve better. These leaders foster a desire for improvement while keeping an eye on both relationships and results. The ten traits of servant leaders, according to the previous president of the Robert K. Greenleaf Center for Servant Leadership, are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and fostering community. By removing obstacles, offering resources, and facilitating communication with the entire school community, servant leaders can develop high-performance teachers.

Result and Discussion

People frequently use leadership philosophies that are derived from their genetic makeup, personality, and social environments. This is not a bad thing; part of being a strong leader is understanding which leadership style naturally works the best for you. It's essential to establish a pliable style that incorporates many leadership strategies and

can be adjusted to new situations as they arise in order to increase leadership effectiveness. Authoritarian leaders, often known as autocrats, construct a distinct vision of the final result and how to get there. They establish precise standards and unambiguous expectations. These leaders typically anticipate that their followers would follow their directives without question and without delay. Autocratic leaders don't always think of themselves as "know-it-alls" who are superior to others. In fact, they frequently have a laser-like focus on attaining effective outcomes by predetermined activities that they feel are best for the company. Sometimes an authoritarian leader would consult a small circle of trusted peers before making a decision.

Conclusion

A growing amount of research demonstrates that teaching with instructional leadership do better than others. By enhancing teaching quality, this coaching leadership approach focuses on student learning outcomes. Planning, evaluating, coordinating, and improving teaching and learning are all practices of instructional leadership. Instructional leaders work closely with teachers to assess their performance and support their professional development through coaching and mentoring. To become an instructional leader, one must invest time in pedagogical problem-solving, take steps to enhance instructors' instruction, and hold teachers responsible for developing their instructional abilities. Great teaching processes are built on strong school leadership. According to the evidence, strong leadership is necessary to foster a climate in which every student can receive a high-quality education. Teachers who seek leadership in postgraduate education will be able to support successful teaching and learning practices, keep up with changes in the education sector, and introduce fresh ideas into classrooms. Everyone is aware of the importance of effective leadership for corporate success.

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SHAYXZODA CHO‘LPONNING ILK TADQIQOTCHISI

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ANNOTATSIYA

Maqolada Maqsud Shayxzodaning tahlikali yillarda Cho‘lpon ijodi va faoliyati haqida olib borgan tadqiqoti va bu ishning oqibatlari haqida so‘z boradi.

Kalit so‘zlar: *Cho‘lpon, qo‘lyozmalar, matn, dramaturgiya, ijodkor laboratoriyasi, hujjat, aslyiat, ko‘rsatkich, tasnif, tahlil, adabiyot, metod, matn, manba, navoiyshunoslik, tabdil.*

ANNOTATION

The article discusses Maqsud Shaykhzoda’s research on Cholpon’s work and activities during the dangerous years and the consequences of this work.

Keywords: *manuscript, text, dramaturgy, creative laboratory, document, originality, index, classification, analysis, literature, method, text, source, Navoi studies, conversion.*

Maqsud Shayxzodaning O‘zbekiston Fanlar akademiyasi Alisher Navoiy nomidagi Davlat Adabiyot muzeyi “O‘zbekiston yozuvchilari arxivi” fondida saqlanayotgan qo‘lyozmalar bilan tanishar ekanman mingga yaqin manbalardan birontasida Cho‘lpon oid tadqiqot yo‘qarashlari, hatto bironta “Cho‘lpon” degan so‘z uchramaydi. Aslida, kimgadir buni qidirishning o‘zi mantiqsizlik tuyulishi, o‘sha davr siyosatitini bilmaslikka yo‘yishlari mumkin. Bizga ma‘lumki, Shayxzoda qo‘lyozmalari shoirning o‘limidan to‘rt yil o‘tib, 1972-yilda xotini Sakina xonim roziligi bilan o‘sha paytdagi O‘zSSR FAning H. S. Sulaymonov nomidagi Qo‘lyozmalar instituti fondga olib kelingan, so‘ng shu manbalar asosida institut xodimlari tomonidan 1985-yilda “Maqsud Shayxzoda arxivi” [1]kitob-ko‘rsatkich chop etilgan. Ushbu ko‘rsatkichda Cho‘lpon haqidagi bironta jumla yo‘q, vaholangki kitob chop etilgan davrga kelib oshkoralik nafasi butun mintqada kezzgan bo‘lsa-da, u hali Cho‘lpon ijodi ustida to‘plangan qora bulutlarni to‘laqonli haydab yuborishga ojizlik qilar, qo‘rquv va hadik omon edi.

Shayxzodaning Cho‘lpon ijodiga bo‘lgan qiziqishlarini bilish uchun biroz ilgoriga, xosatan, 20-30-yillarga nazar tashlamog‘imiz o‘rinlidir. Bunda shoir ijodiga bizdan kam “qiziqmagan” idora – NKVD arxivlarida saqlanayotgan tergov hujjatlari ko‘makka keladi. Ayblanuvchi (Shayxzodaning 1951-yildagi tergovidan) Cho‘lpon haqidagi savolga quyidagicha javob bergan: “Cho‘lpon to‘g‘risida ilk bor 1928-1929-yillarda, ya‘ni Toshkentga kelganimdan keyin eshitdim. Uni katta avlodga mansub o‘zbek shoirlardan biri, deb aytishardi. Men u bilan taxminan 1932-yilda tanishdim. Ammo bizning tanishuvimiz qachon va qanday sharoitda ro‘y berganini hozir eslay olmayman. Har holda men havaskor sifatida borib yurganim Toshkentning o‘sha paytdagi yozuvchilar tashkilotida yoki gazeta va jurnal tahririyatlaridan birida ko‘rishgan bo‘lsam ajab emas”. [2:187] Albatta, bu zulmkor va sovuq niyatli tergovchilar shoirni chiqib bo‘lmas tuynukka boshlab borayotganini bilar va mahbusning hamma javobi ehtiyotkorlik bilan berilgan yoki umuman soxta, majburan qo‘l qo‘ydirilgan bo‘lishi mumkinligini sira esdan chiqarmasligimiz kerak.

Cho‘lpon ijodidan ommaviy qo‘rquv erta boshlangan. Balki adabiyot haqidagi fikrlarini erta bildirgani uchundir. Hozirgi kunda darsliklar betida va televideniya kanallarida tez-tez ko‘rinadigan va ko‘pchilik shunchaki, yoki bo‘lmasa, gap topilmaganda ishlatadigan ibora “Adabiyot yashasa millat yashaydi”, degan xulosani erta anglaganidandandir. Shunday qilib Cho‘lpondan “cho‘chish” uning hayotligidan boshlangan bo‘lib, to mustaqillik yillarigacha davom qildi (o‘limidan so‘ng yarim asr). Cho‘lpon “Ko‘ngil” nomli she‘rida (Toshkent, 1922) “Na faryoding, na doding bor” deya millatga murojaat etarkan, xalqda ulkan qo‘rquv shakillanib ulgurganini anglab, his qilib turganini, buni erta ich-ichidan anglab yetganini ko‘rishimiz mumkin.

Cho‘lpon she‘riyatini erk va ozodlik, zulmdan qutilish va milliy hurlikka erishish harakati edi. Cho‘lpon ana’anaviy she‘riyat tilini xalqqa yaqinlashtirdi va barmoq vaznidagi she‘rlarini xalq o‘zgacha chanqoqlik va hurmat bilan qabul qildi, xalq o‘zlari to‘la tushunadigan va dildan his qiladiagn she‘ryatdan zavq ola boshladi va hozirgi o‘zbek tili Cho‘lponning tili ekanligini alohida ta’kidlanadi va bu shubhasiz to‘g‘ridir. Uning she‘riyatiga ko‘chgan ramzlari ham shunga xizmat qiladi. Ammo borgan sari kuch olib, mustahkamlanib olgan “qizil emperiya” xalqni qo‘rqitib qo‘ydi. Xalq ko‘z oldida qurollangan hukumtaning ulkan soyasini his qilib turardi. Bu omil Cho‘lpon she‘riyatining qanchalik sevmasin, uning maslagi naqadar xavfli ekanligini erta payqagan va xushyor torta boshlagan. Bu sergaklik, ayniqsa, “ijodkor do‘stlar”lar orasida kuchayadi. Lekin shunday bo‘lsa-da bu to‘siq va hayiqishlarga qaramay Cho‘lpon xalqning birinchi raqamdagi mashhur shoir edi.

Muxtoriyat uchun o‘tkazilgan namoyishlarning birida Cho‘lponga so‘z beriladi va u Turkiston muxtoriyatining ozodlik madhiyasini o‘qiydi va butun xalq unga jo‘r bo‘ladi. Bu haqda akademik Naim Karimov quyidagilarni ta’kidlaydi: “Cho‘lpon

namoyish chogʻi otashin nutq soʻzlab, nutqi orasida “badiha yoʻli bilan “Olluhu akbar” sheʼrini aytgan va bu sheʼrning har bir satridan keyin namoyish ahli “Olluhu akbar!” soʻzlari bilan shoirga joʻrlik qilgan... “Ozod turk bayrami” sheʼri varaqa shaklida tarqatilib, Muxtoriyatning madhiyasi sifatida xalq orasida ijro etilgan”. [3:393] Bu ham shoir va uning ijodini xalq naqadar qadrlaganini anglash mumkin.

Yana bir misol, 1922-yil Turkiston oʻlkasida tuzilgan va millat yoshlarini chetta oʻqitish bilan shugʻillangan “Koʻmak” tashkiloti ham Choʻlponning bu mashhurligidan koʻp foydalangan. Choʻlpon qatnashishi aytilgan adabiy uchrashuvlardan joy topish mushkul boʻlar va kattagina mablagʻ yigʻilardi. Hatto bir talabaga yordam berish haqida Choʻlponning oʻz maqolasi bor: “Vatanning bir bolasi ilm olaman, deb tursayu, pul sababli oʻqishni tashlab ketsa, bizning turkiy millatimizga, shaʼnimizga uyat, sharmandali hol emasmi?!” – deya barchani yordam berishga chaqirdi. Shu yerning oʻzida toshkentlik gap-gashtakchilar har oy maoshlarining yigirma besh foizini chetda oʻqiyotgan talabalar maishatlari uchun ajratishga vaʼda berdi. “Agar sariq chaqasi yonimizda qolsa, bolalarimizga harom boʻlsin!” – dedi azamatlar. Bundan tashqari, shu paytgacha eshik yonida jim turgan kalta soqol bir kishi (men uning kimligini aniqlay olmadim) hamyonidagi bor pulni talabalar uchun bagʻishladi. Hatto uyga ketish uchun bir-ikki chaqa olib qolishga ham koʻnmadi. Shunda hamma uning millatparvarligiga tahsin aytdi!” Bu ham Choʻlponning naqadar mashhur va hurmatli ekanligini koʻrsatadi.

Oʻsha davr matbuoti va adbiyotini kuzatgan har qanday qiziquvchi Choʻlpon naqadar mashhur boʻlganligini anglaydi. Bunga, albatta, Choʻlponning barq etgan isteʼdodi va barakali ishlashi omil boʻladi. 20-yillarning oʻzida “Uygʻonish”(1922), “Buloqlar” (1923), “Tong sirlari” kabi toʻplamlari chop etiladi, “Oʻzbek yosh shoirlari”(1923), “Goʻzal yozgʻichlar”(1925), “Adabiyot parchalari”singari toʻplam va majmualarda, gazeta va jurnallarda sheʼrlari hamda maqolalari muntazam berib borilgan. “Yorqinoy”(1921), “Halil farang” (1921), “Choʻrining isyoni” (1926), “Yana uylanaman” (1926), “Oʻrtoq Qarshiboyev” (1928), “Hujum” (1928) milliy dard va fojialar bilan jadid teatrlar repertuarlarini boyitadi.

Tazyiqlar va chaquvlar natijasida 1927-yilning 4 – 5-oktyabrida boʻlib oʻtgan hukumat rahbari ishtirokitdagi madaniyat xodimlarining II Choʻlpon ijodi “gʻoyaviy tutiriqsiz” deb topiladi [4:146]. Bu yetilgan qoʻrquvning natajasi edi. Shundan soʻng koʻpchilik ochiqcha oʻzini millat shoiridan olib qochadi. Choʻlponni qoralashda qatnashgan Oʻzbekiston Kompartiyasi Markaziy Komitetining birinchi kotibi Akmal Ikromov, hatto choʻlponning tuzalishiga ham umid bildirmasligini aytadi. “Shuningdek Choʻlponni qayta tarbiyalash mumkinligi ham bahsli masala” [5:331-335] deydi u ochiqcha. Natijada, 1929-yilning noyabr oyida boshlangan qamaqamalarning xavfli toʻlqinidan soʻng uning asarlari deyarli chop etilmay qoʻyadi. 1932

va 1935-yillarda u Moskvada yashaydi va qator asarlarni rus tiliga tarjima qiladi (Gogolning “Tergovchi”, I. Frankoning “Feruza”, Andrevning “Osilgan yetti kishining hikoyasi”). 1935-yildan to hib qilingunga qadar (14-iyul, 1937) u yana sermazmun ijod qildi. “Kecha va kunduz” romani, “Soz” to‘mlami va qator muvaffaqiyatli chiqqan “Hamlet”, Pushkinning “Boris Godonov”, “Dubrovskiy”, Gorkiyning “Ona” kabi tarjimlarni qiladi.

Shayxzoda Toshkentga surgun qilmasligidan oldin (1928) Cho‘lpon ijodi bilan tanishib bo‘lgan. Chunki Shayxzoda Bokudagi ko‘zga ko‘ringan adabiy davrlarda bo‘lar va bunday suhbatlar Cho‘lpon ijodi va shaxsiyati haqida gapirilmaligi mumkin emas, chunki u Bokudagi turkiy xalqlar qurultoyida mudom qatnashib kelgan va shoir o‘laroq butun turkiy xalqlar o‘rtasida mashhur bo‘lgan. Ozod Sharafiddinov yozadi: “1920-yilda uni Turkiston vakillari qatorida Bokuga Sharq qurultoyiga yuboradilar. Qurultoy Cho‘lponning g‘oyaviy o‘shida muayyan rol o‘ynaydi – shu qurultoydan keyin uning she‘riyatida mazlum sharq mavzusi, mustamlakachilik siyosatiga qarshi kurash motivlari kuchayadi, erkin kuylash yanada teranroq mazmun kasb etadi” [6:8]

1927-yilda 14-fevral kuni “Qizil O‘zbekiston” gazetasida “O‘zbek shoiri Cho‘lpon” degan maqola e‘lon qilindi. Maqola muallifi adabiyotshunos Olim Sharafiddinov edi. Unda shoir asarlari keskin tanqid qilinadi. “Cho‘lponga bir-biridan dahshatli ayblar qo‘ydi, uning sovet tuzumining oshkora dushmani deb e‘lon qildi. To‘g‘ri, maqola muallifi Cho‘lponning “ba‘zi bir xizmatlarini” tan olishga majbur: Uning tili sodda, har turli fikrlarni ifoda qilishda yararli ham nuqsonsizdir. Bu kungi o‘zbek adabiy tili, shubhasiz, Cho‘lpon tilidir. Lekin shunga qaramay, uning asarlari g‘oyaviy mazmuni butunlay zararli va bizga yotdir: “Cho‘lpon yo‘qsul xalqning shoiri emas. U – millatchi, vatanparast, badbin ziyolilarning shoiridir”, deb yozadi Olim Sharafiddinov. Ammo bir ozdan keyin bu hukm o‘ziga yetarli emasday ko‘rinadi-da, ba‘zi she‘rlarini o‘ta bir tomonlama tahlil qilgan holda, “xalqni hech qanday qatlamga ajratmasdan “xalq uchun yonaman” deyish “men millatchiman” deyishdan iboratdir” deganga o‘xshagan o‘ta tuturiqsiz fikrga asoslanib, uzil-kesil hukm chiqaradi: “Cho‘lpon boylar, millatchi ziyolilarning mafkurachisidir, shularning shoiridir. Shularning ishtahasini keltiraturg‘on ruhiy oziq beradi. Asarlari shularning qarashlarini, manfaatlarini, mafkurasini aks etirgan oynadir. O‘n millionlarcha yo‘qsulni unutadir!” Dogmatik tafakkur asoratiga tushib qolgan muallifi “sinfliylik”, “g‘oyaviylik” tushunchalarini o‘ta bir tomonlama, g‘oyatda tor ko‘lamda talqin qilgani uchun, butun olam, butun adabiyot, ja‘miki ijodkorlar faqat ikki rangga – oqu qoraga ajraladi, oqi – yaxshi, qorasi – yomon deb hisoblangani uchun ham Cho‘lponga shunday tang‘alar bosdi. U hatto maqola so‘nggida shunday maslahat berishdan ham toymaydi: Cho‘lponning asarlari bostirilar ekan, uni qattiq tahlil qilib, kuchli senzurdan o‘tkazib, muvofiylarini bosishi kerak” [6:11].

Bunga javobon “Qizil O‘zbekiston” gazetasida yosh shoir Oybekning maqolasi chop etiladi. U shoirning o‘zining kuzatishlari va fikricha kamchiliklardan holi emasligi, lekin Olim Sharafiddin keltirayotgan vajlar asossiz ekanligini ta’kidlaydi. Maqola 1927-yil, 17-may kuni “Cho‘lpon shoirni qanday tekshirish kerak?” nomi ostida e’lon qilinib, uning ijodini Pushkin bilan taqqoslaydi va Pushkin ijodini qanday pirinsiplar asosida tekshirsak, Cho‘lpon ijodiga ham shunday yondashish zarurligini ta’kidlaydi. “Qizil O‘zbekiston” gazetasining 22, 23, va 27-iyun kunlaridagi sonlarida Usmonxon Eshonxo‘jayev Oybekni keskin tanqid qilib, Cho‘lponni qoralash kompaniyasiga qo‘shiladi.

O‘ttiz yillik azob va o‘lim. Ozod Sharafiddinov Cho‘lponning bu azobli davri haqid shunday deydi: “Cho‘lpon hayotining fojialarga to‘la, dramalar, haqoratlarga, xo‘rlklarga to‘la yillari boshlandi. Bular oz emas, ko‘p emas – o‘n yil davom etdi. O‘n yil mislsiz ruhiy iztiroblar shoir jismini kemirdi, asablarini qaqshatdi. U qand kasaliga muhtalo bo‘ldi. Uning asarlarini bosmay qo‘yishdi, nomlari ro‘yxatlardan o‘chirildi, hatto yoru do‘stlar ko‘rishib qolganda ko‘channing nargi betiga ketadigan bo‘lib qolishdi. Na sovet yozuvchisi deb tan olishgan, na burja yozuvchisi deb uzil-kesil qoralangan Cho‘lpon arosatda qoldi, qismatining noaniqligi unga to‘xtovsiz azob berardi. U bugun bo‘lmasa ertaga qamalishini sezib, muttasil xavotirlik ichida hayot kechira boshladi. Lekin shoirning bardoshiga, asablarining metinligiga, iroda kuchiga qoyil qolish kerak – ana shunday dahshatli muhitda ham u mehnat qilishdan, ijodan to‘xtamadi”.

1937-yilda Cho‘lponni ta’qib qilish har qachongidan ham oshadi. “So‘ngra mash‘um 1937-yil yaqinlashgan sari Cho‘lponning “fosh qiluvchi” maqolalarining soni ham ortadi, ulardagi tahdid va po‘pisa kuchayadi. Bu o‘rinda o‘sha maqolalarni tahlil qilishning zarurati yo‘q. O‘ylaymanki, sarlavhalarning o‘zi ham ularning chirkin mazmuni haqida ma’lumot bera oladi: “Yodgorov. Olaqarg‘alar (Cho‘lponchilik haqida)”, “Yolqin qora dog‘lar” (Cho‘lponning millatchilik ruhdagi she‘rlari haqida), “Oltoy, Cho‘lponning millatchilik ruhdagi she‘rlari bilan kurashaylik”, “To‘raqulov “Hamletga” tuhmat”, “Natsionalisticheskaya agentura v literature. Redaksion maqola”, Akbarov. “Rasputat do konsa”, Tuyg‘un, Razoblachat do konsa”, “Tuyg‘un. Dushmani bitta ham qo‘ymay fosh qilamiz”, Tuyg‘un. Jo‘shqin lirika niqobi ostida zararkunandachilik”, “Uyg‘un. Poeziyada siyosiy o‘tkirlik bo‘lsin”, “Sh. A va G‘. Sh. Sovet yozuvchilari qatorini dushman unsurlardan tozalaymiz”, “Sharipov J., Akbarov B, Aksilinqilobiy millatchilarni oxirgacha fosh qilaylik” kabi siyosiy qarashlar ko‘zlangan maqolalar chop etildi.

Shayxzoda deyarli yakkalanib qolgan ijodkorning ko‘ngliga malham bo‘lish uchun Cho‘lpon ijodini tadqiq qila boshlaydi. Ular orasidagi rishta esa ancha qalin bo‘lib, doimiy a’loqada bo‘ladi. Akademik Naim Karimov 1933-yildan boshlab shoir va

yoʻzuvchilar davrasida boʻlgan adabiyotshunos Nasrullo Davron fikrlarini oʻzining “Maqsud Shayxzoda” maʼrifiy-biografik romanida quyidagicha ifoda qilgan: “Shayxzoda Choʻlpon bilan Usmon Nosirni, ayniqsa, yoqtirar, ularning ham Shayxzodaga boʻlgan hurmatlari gʻoyat ziyoda ekan. “Sozim” sheʼrlar toʻplami nashr etilganida, Choʻlpon bu toʻplamiga: “Sozini qoʻliga qaytadan olgan shoirlardan – ulugʻ Navoiy va Fuzuliy vatandoshi boʻlmish shoir Maqsud Shayx oʻgʻliga”, deb yozib bergan. Uning aytishicha, Shayxzoda Choʻlpon sheʼrlaridagi badiiy nafosatni chuqur his etgan va qadrlagan”. [2:183] Afsuski, bu kitob ham Shayxzoda kutubxonasidan yoʻqolgan.

Shayxzoda Navoiy ijodidan soʻng, Choʻlpon ijodiga toʻxtalishi uning naqadar kuchli tanlovi, didi va jurʼati borligini ham koʻrsatadi. Til va adabiyot institutining oʻsha paytdagi direktori Otajon Hoshimovning 1937-yil 13-avgustda Shayxzodaning Choʻlpon haqida tadqiqot olib borgan haqida quyidagicha koʻrsatma beradi: “...Shunday qilib, Shayxzoda – Choʻlpon, Oybek – Abdulla Qodiriy, Yoqubov esa Oybek toʻgʻrisida yozishdi”. Bundan ham koʻrinib turibdiki, Shayxzoda Choʻlponga boʻlgan muhabbatini tadqiqotida koʻrsatgan. Lekin Otajon Hoshimovning keyingi, yaʼni 1937-yil 25-sentyabrda boʻlib oʻtgan tergovdan yozib olingan soʻzlari qattiq qiynoq evaziga majburan imzolanganini bilsak boʻladi: “Biz Fayzulla Xoʻjayevning keksa aksilinqilobchi, millatchi kadrlarni avaylash toʻgʻrisidagi barcha koʻrsatmalarini bajardik: ashaddiy aksilinqilobchilar: Fitrat, Gʻ.O.Yunusov, Elbek, Gʻozi Yunus..., Oybek, Muhammadjonov va boshqalarni institut tevaragida jipslashtirdik...”¹

“Turk beshigi – Turkiston, Yeri oltin, togʻlari kon, Bolalari qahramon, Vatan uchun berur jon. Turkistonlik – shonimiz, Turonlik – unvonimiz,

Vatan – bizning jonimiz, fido oʻlsun qonimiz!” deya madhiya bitgan shoirning qoni Vatanga fido boʻldi.

Bugun Shayxzodaning Choʻlpon haqidagi tadqiqot yoʻq, aniqroq aytadigan boʻlsak topilmagan. Tahlikali yillarda qoʻlyozma yoʻq qilingan yoki maxsus idoralar tomonidan olib ketilgan. Katta ehtimol bilan Shayxzoda uni butunlay yoqib yubormagan, qayergadir yashirgan boʻlishi mumkin. Bu haqda ustozimiz, akademik Naim Karimov tahminiy qarashiga koʻra, Choʻlpon haqidagi xavfli tadqiqotni u oʻz yurt Azorbayjonga olib borib yashirgan boʻlishi mumkin. Ammo oʻsha paytda barcha sovet davlatlarida xoʻroz bir xilda qichqirayotgan edi, buni yaxshi anglagan Shayxzoda balki qoʻlyozmani u yoqqa olib ketmagandir.

Shayxzoda oʻzining “Mirzo Ulugʻbek” tragediyasida shoh va yetuk olim Mirzo Ulugʻbek tilidan aziz shogirdi Ali Qushchiga aytgan quyidagi soʻzlari muallifning taqdir iplariga naqadar bogʻliq holda yangrashiga quloq tutaylik: “Oh, azizim, shu serxatar, yirqich zamonda, Senu menga ilm-fanga fursat qayonada!”[7:47] ... Afsuslar boʻlsinki shu serxatar va yertqich zamon bizni Shayxzodaning Choʻlpon haqidagi tadqiqotidan bebahra qildi.

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