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**ФУНКЦИОНИРОВАНИЕ ВОЕННОЙ ЛЕКСИКИ В
ХУДОЖЕСТВЕННОЙ ТКАНИ РОМАНА
Ю. БОНДАРЕВА «ГОРЯЧИЙ СНЕГ»**

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***Аннотация:** Научная статья посвящается исследованию военной лексики и терминологии в русской военной прозе на материале Ю. Бондарева «Горячий снег». Особое внимание было обращено функционированию военных терминов романа. В публикации приведён тщательный и детальный анализ слов, обозначающих военные действия.*

***Ключевые слова:** общеупотребительная лексика, специальная лексика, терминология, мессеримитт, гаубица, контрнаступление, резерв.*

***Abstract:** The scientific article is devoted to the study of military vocabulary and terminology in Russian military prose based on the material of Y. Bondarev "Hot Snow". Special attention was paid to the functioning of the novel's military terms. The publication provides a thorough and detailed analysis of the words denoting military actions.*

***Keywords:** common vocabulary, special vocabulary, terminology, messerschmitt, howitzer, counteroffensive, reserve.*

ВВЕДЕНИЕ

Актуальность исследования: мы знаем, что Великая Отечественная война уже много лет привлекает к себе постоянное активное внимание. Она породила литературу, которая не убывает, хотя поколение тех, кто воевал,

уходит; она уже проделала ту великую работу в сознании и исторической памяти народа, которая обещает появление шедевров, созданных талантом тех, для кого прошедшая война станет историей, той самой прошлое их отцов, а не опыт их собственной жизни. Ю. В. Бондарев, безусловно, помогает читателям погрузиться в эпоху Второй мировой войны. Ю. В. Бондарев в своих произведениях максимально правдиво описывает военную жизнь, без сомнения, используя военную лексику, так как он сам является участником Великой Отечественной войны.

ЛИТЕРАТУРА: Исследованию исторического развития военной лексики посвящены работы А.К. Абдульмановой, А.С. Будиловича, Д.А. Гарибян, А.И. Генсёрского, В.В. Ильенко, Л.Л. Кутиной, С.Д. Ледяевой, В.И. Максимова, С.А. Мартьяновой, О.Г. Пороховой, Р.И. Сидоренко, Ф.П. Сороколетова, М.Ф. Тузовой, Ф.П. Филина, И.С. Хаустовой и др.

Методологическую основу статьи составляют:

- общенаучный метод;
- экспериментальный метод (моделирования, сравнения);
- метод сравнения (выявить сходства и различия языковых единиц);
- метод моделирования (построение модели исследуемого объекта и исследовании его свойств на базе построенной модели).

Результаты: - представлено многокомпонентное исследование семантических, стилистических и лингвокультурологических связей военной лексики (терминологической и нетерминологической) на материале языка художественной литературы о Великой Отечественной войне;

- разработана классификация терминологической системы "Военная лексика";
- описан образный потенциал воинских частей;

- теоретически обосновано систематическое рассмотрение военной лексики на разных уровнях языка: лексическом, словообразовательном, фразеологическом.

Обсуждение: подтверждено, что исследование способствует изучению русской языковой картины мира, национальной концептосферы, разработке ключевых понятий лингвокультурологии, таких как культурный концепт, культурный код и др. Классификационные данные могут быть использованы для анализа воинских частей при изучении терминологической и жаргонной военной лексики.

С точки зрения сферы употребления лексика русского языка делится на общеупотребительную и лексику ограниченного употребления. Общий словарный запас включает в себя слова, которые в основном используются в различных стилях речи, их значения известны всем: *говорить, мать, лес, мечта, дом, страна, честь, красивый* и т.д.

Специальная, жаргонная и диалектная лексика относится к ограниченной сфере употребления. Кроме того, диалектная и жаргонная лексика не относится к русскому литературному языку. Неотъемлемой частью состава русского литературного языка является специальная лексика.

Специальная лексика включает в себя слова, которые используются ограниченным кругом людей в различных сферах человеческой деятельности. Например, в живописи (*мольберт, акварель, пейзаж, марка, пристань для яхт*); в музыке (*аккорд, ансамбль, скрипичный ключ, октава*); в медицине (*лимфа, катаракта, эритроциты*) и т.д. Эти слова относятся только к их профессиональной сфере.

Военная лексика относится к мобильному слою словарного запаса языка. В связи с изменениями, происходящими в обществе, некоторые термины устаревают из-за прогресса (*позиционная оборона, винтовка, оборонительный граница*), и появляются новые (*ядерное оружие, стратегическая война*).

Чтобы проанализировать военные лексемы в произведениях Бондарева, мы опирались на роман «Горячий снег».

Автор активно использует военную лексику в своих произведениях, он сам участвовал в Великой Отечественной войне и знает все факты того времени. Соответствующая терминология помогает автору передать колорит военной эпохи. Бондарев описывает войну подробно и доходчиво.

Военная терминология в романах Ю. Бондарева можно разделить на следующие лексические и семантические группы:

1. Слова, обозначающие человека по роду военной деятельности (Командир, генерал, лейтенант, капитан, комиссар, сержант, курсант, командир батальона, санинструктор, старший сержант, подполковник, наводчик): *Где командир орудия Уханов? Не вижу его в строю!* [«Горячий снег»: 25] *Батарея к бою готова, товарищ генерал!* [«Горячий снег»: 87] *Слушаю, товарищ дивизионный комиссар.* [«Горячий снег»: 65]

2. Слова, обозначающие армию, включая военную технику (танки, гранаты, самолеты, пулеметы, пистолет, пушки, гильзы от снарядов, эшелон, винтовка, карабин, мессершмитты, гаубица): *Танки их живьем людей душат* [«Горячий снег»: 6]. *На каждое орудие было выдано по три гранаты!* [«Горячий снег»: 190] *Огонь!.. Огонь из карабинов по самолетам!* [«Горячий снег»: 21] *Дроздовский вскочил в раскрытые двери вагона и выпрыгнул оттуда с ручным пулеметом в руках* [«Горячий снег»: 21]. *Скажи, ты умеешь обращаться с оружием — с пистолетом, с автоматом?* [«Горячий снег»: 289] *Похоже было, в теплых избах спали или не торопясь завтракали, будто и не было налета "мессершмиттов", — наверно, к этому привыкли в хуторе* [«Горячий снег»: 34].

3. Слова, определяющие объекты военного значения (военкомат, штаб, склад, медпункт, госпиталь): *И не торопиться с подробным докладом в штаб фронта...* [«Горячий снег»: 383] *Отправляйтесь в госпиталь, майор Титков* [«Горячий снег»: 383].

4. Слова, которые обозначают форму воина, снаряжение (гимнастерка, обмундирование, мундир, вещмешок, погоны, фляга, сумка, пилотка): *Запрокинув голову, он здоровой рукой обезумело рванул под маскхалатом пуговицы телогрейки, пуговицы **гимнастерки**, окровавленными пальцами зацарапал ключицы, выступавшие над застиранным морским тельником* [«Горячий снег»: 159]. *Потом множество напряженных и строгих женских лиц, множество обтянутых по выпирающим грудям **мундиров** на фоне казарменного здания* [«Горячий снег»: 125]. Судя по узким серебристым погонам, это был офицер [«Горячий снег»: 270].

5. Слова, вызывающие удовлетворение (паек, довольствие, тыловая норма, кормежка): ***Паек-то** получили? Вон в том краю всем, говорят, выдали!* [«Горячий снег»: 78] *Он доставил ей жестяной чайник, сушеной моркови — заваривать, крупы, сала, картошки — все **довольствие** недели на две* [«Горячий снег»: 201].

6. Слова, обозначающие военные операции (бой, патрулирование, атака, наступление, штурм, окружение, оборона, осада, схватка, победа, удар, боевая готовность, сопротивление, плен, минировать, бомбежка): *Непонятнее было всего то, что с наступлением темноты, **бой** стал отдаляться...* [«Горячий снег»: 156] *Танковая **атака** не захлебнулась, не ослабла под непрерывным огнем артиллерии* [«Горячий снег»: 29]. *От этого теперь зависит многое: четырехмесячная оборона Сталинграда, наше **контрнаступление, окружение** немецких армий* [«Горячий снег»: 190]. ***Бомбежка** длилась минут сорок* [«Батальоны просят огня»: 1].

7. Слова, обозначающие территорию, связанную с военными действиями (граница, фронт, сектор обстрела, тыл, передовая, поле): *...теперь видел впереди машину охраны, на всей скорости выскочившую по зеркальному наезженному подъему на возвышенность за околицей, где кончалась **граница** огня* [«Горячий снег»: 234]. *А теперь, слава богу, на **фронт**, дадут роту или взвод...* [«Горячий снег»: 190].

8. Слова приказа и повелевания (выгружайсь, смирно, равнение направо, подтянись, шагом марш, строиться, огонь!): *Орудия с платформы! Лошадей выводи! С-смирно!* [«Горячий снег»: 12] *Равнение направо!* – рванулась громкая команда спереди от темнеющего против вагона строя [«Горячий снег»: 65].
9. Слова, обозначающие оборонительные сооружения (убежище, землянка, укрытие, блиндаж, ров): *Если что – сигнал, выстрел из карабина, и немедленно в землянку!* [«Горячий снег»: 29]
10. Слова, связанные с развертыванием войск (призыв, мобилизация, резерв, колонна, маневр, сбор, расположение, привал, отступление, маршрут): *Сегодня, введя резерв, по нашим данным, и даже удобным плацдарм захватив, затихли* [«Горячий снег»: 78]. *...почему погромыхивало за спиной, – и невозможно было определить, где сейчас фронт, в каком направлении идет колонна* [«Горячий снег»: 129].
11. Наименование противника (враг, фашист, немцы, оккупанты, противник, фриц): *Враг должен чувствовать нашу ненависть и силу полной мерой* [«Горячий снег»: 232]. *Немцы по-прежнему атакуют на южном и северном крыле армии при массированной поддержке с воздуха* [«Горячий снег»: 49].
12. Слова, определяющие типы родов войск (пехота, артиллерия, разведка, десант, взвод, батарея, дивизия): *Ты, пехота, мной не командуй! Вы со взводом впереди батареи* [«Горячий снег»: 198]. *В третьем часу ночи дивизия полковника Деева, завершив двухсоткилометровый марш, вышла в заданный район* [«Горячий снег»: 210].

Таким образом, наибольшее количество исследуемых единиц относится к словам, обозначающим людские ресурсы, их формирование и военную технику. Чаще всего используются имена лиц по роду занятий, названия военной техники и военных действий. Они составляют около 70% от общего объема рассматриваемой военной лексики. Автор активно использует военные термины, стараясь передать атмосферу того времени, погрузить читателей в пучину военных действий.

ЗАКЛЮЧЕНИЕ

В ходе работы были рассмотрены и проанализированы военные лексемы в произведении Ю. В. Бондарева. На примере творчества Ю. В. Бондарева было рассмотрено значение военных лексем в произведениях искусства. Военные лексемы рассматривались на разных языковых уровнях языка. Отмечается, что военная терминология в этом тексте составляет значительную долю, с помощью которой автор передает колорит эпохи, погружает в атмосферу военных событий.

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SEISMIC RESILIENCE THROUGH DIAPHRAGM WALL CONSTRUCTION

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Abstract: *In a world where the stability of built environments faces relentless tests from seismic forces, the integration of diaphragm walls within reinforced concrete frames emerges as a formidable strategy to enhance earthquake resistance. This article embarks on an exploration of this innovative approach, delving into the intricate interplay between diaphragm walls and seismic resilience. We unravel the essence of diaphragm walls as stalwart elements that distribute lateral forces, mitigate torsional effects, and uphold a building's integrity during seismic events. Our journey navigates through the construction nuances of diaphragm walls, explores their seismic advantages, and celebrates the monumental achievements of structures that epitomize their potential. Through this exploration, we unlock a world where architectural marvels rise to defy both the forces of nature and the limits of conventional design, heralding an era where structures stand unshaken, resilient, and unwavering.*

Keywords: *Seismic resilience, diaphragm walls, reinforced concrete frames, earthquake resistance, structural integrity.*

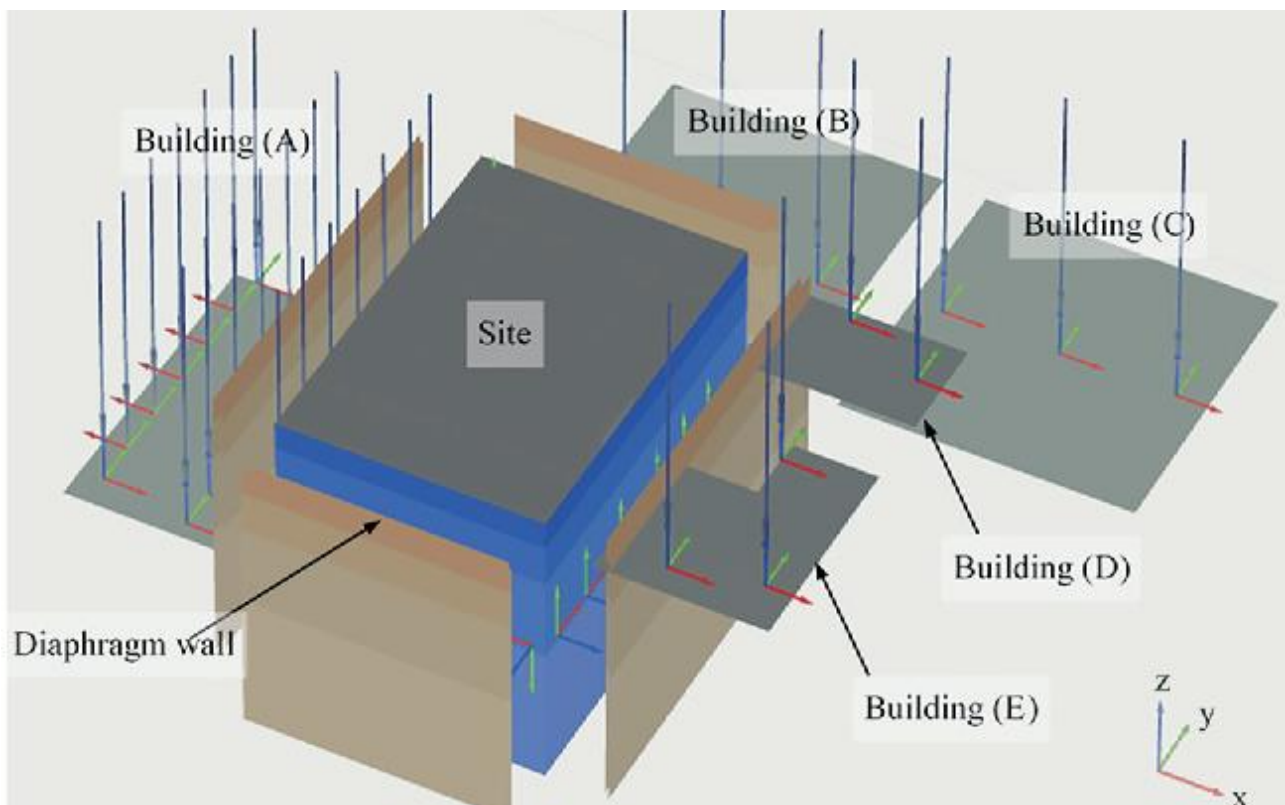
1. Introduction. In an ever-evolving world where natural disasters pose significant threats to the stability of built environments, the study of earthquake resistance in building structures has taken center stage. As seismic activities continue to challenge architectural and engineering norms, innovative solutions are imperative to ensure the safety of occupants and the longevity of structures. One such solution that has gained prominence is the utilization of diaphragm walls in conjunction with reinforced

concrete frames—an approach that not only showcases remarkable seismic resilience but also transforms the way we perceive and construct buildings.

This article delves into the captivating realm of earthquake-resistant construction, with a specific focus on the integration of diaphragm walls and reinforced concrete frames. The diaphragm wall, a horizontal or near-horizontal structural element, serves as a linchpin in this resilient strategy, seamlessly connecting various components of a building to withstand lateral forces, including those induced by earthquakes and other dynamic loads. In tandem with this, the reinforced concrete frame—a stalwart in the construction world—provides the backbone of vertical and lateral load-bearing capabilities, further fortifying a building's ability to withstand seismic challenges.

As we embark on this illuminating exploration, we invite you to delve deeper into the heart of earthquake resistance, where structural ingenuity and scientific prowess converge to create buildings that not only touch the skies but stand unwavering in the face of the Earth's formidable forces.

2. Diaphragm Wall Construction



Diaphragm wall construction stands as a cornerstone of modern engineering, offering a robust solution to enhance the seismic resilience of buildings. These below-ground,

vertical structural elements play a pivotal role in distributing lateral forces and maintaining the overall stability of a structure. In this section, we delve into the intricacies of diaphragm wall construction, uncovering its fundamental principles and highlighting its significance in earthquake-resistant design.

2.1 Defining Diaphragm Walls Diaphragm walls, often referred to as slurry walls due to the construction process involving a slurry mixture, are reinforced concrete barriers that extend either vertically or at a slight angle beneath the ground. Their primary purpose is twofold: to provide lateral support against soil and water pressure, and to transfer lateral loads induced by seismic activities or other external forces to the foundation and structural components of a building.

2.2 Construction Methodology The construction of diaphragm walls involves a meticulous process that demands precision and expertise. Typically, the process unfolds as follows:

1. **Excavation:** A trench is excavated using specialized equipment such as grabs or cutters. The trench's dimensions are determined by the structural requirements and engineering specifications.
2. **Slurry Support:** To prevent soil collapse during excavation, a slurry mixture—usually composed of water, bentonite, and sometimes polymers—is pumped into the trench. This slurry stabilizes the trench walls, allowing safe excavation to considerable depths.
3. **Reinforcement Placement:** Steel reinforcement cages are inserted into the trench, which will provide tensile strength to the diaphragm wall.
4. **Concrete Pouring:** High-quality concrete is poured into the trench while the slurry is simultaneously removed, ensuring that a continuous, dense diaphragm wall is formed.
5. **Curing and Extraction:** Once the concrete attains adequate strength, the slurry is extracted, and the diaphragm wall is left to cure, achieving its full design strength.

2.3 Seismic Functionality In the context of earthquake resistance, diaphragm walls assume a critical role. By virtue of their strategic positioning within a building's foundation, diaphragm walls act as conduits for transferring lateral seismic forces to the ground. Their interlocking presence enhances the overall stiffness of a structure, reducing swaying and preventing differential movements between different parts of the building. This translates to a higher level of seismic performance and occupant safety during an earthquake event.

2.4 Additional Benefits of Diaphragm Walls Beyond seismic considerations, diaphragm walls offer several advantages:

- **Water and Soil Retention:** Diaphragm walls effectively prevent water ingress and soil collapse, ensuring stable excavation for below-ground structures.
- **Foundation Support:** They provide a solid foundation for tall buildings and underground structures, distributing loads evenly to the ground.
- **Barrier Against Contaminants:** Diaphragm walls act as barriers against groundwater contamination, safeguarding the environment.

Incorporating diaphragm walls into earthquake-resistant design reflects an intelligent fusion of engineering innovation and practicality. Their ability to harmonize structural stability, lateral force distribution, and foundation support positions diaphragm walls as a fundamental element in the pursuit of resilient and secure building structures. As we move forward, the application of diaphragm wall technology continues to shape the landscape of earthquake engineering, providing architects and engineers with a versatile tool to defy the forces of nature.

3. Seismic Benefits of Diaphragm Walls

The integration of diaphragm walls within building structures yields a spectrum of seismic benefits that contribute to enhanced resilience during earthquakes. This section delves into the seismic advantages offered by diaphragm walls, shedding light on their role in fortifying buildings against the formidable forces of seismic events.

3.1 Increased Lateral Stiffness Diaphragm walls play a pivotal role in bolstering a building's lateral stiffness, a characteristic essential for mitigating swaying and

oscillations during an earthquake. By interlocking with the surrounding soil and transferring lateral forces efficiently, diaphragm walls reduce the building's overall flexibility. This reduction in flexibility limits excessive lateral displacements, enhancing the structure's ability to withstand seismic ground motions while maintaining occupant comfort and safety.

3.2 Uniform Lateral Load Distribution One of the standout features of diaphragm walls is their ability to distribute lateral loads uniformly across a building's foundation. During an earthquake, forces acting on a structure vary across different sections. Diaphragm walls effectively mitigate the creation of stress concentrations by uniformly dispersing these forces. This uniform distribution helps prevent localized structural failures and ensures that the building responds to seismic forces as a cohesive unit.

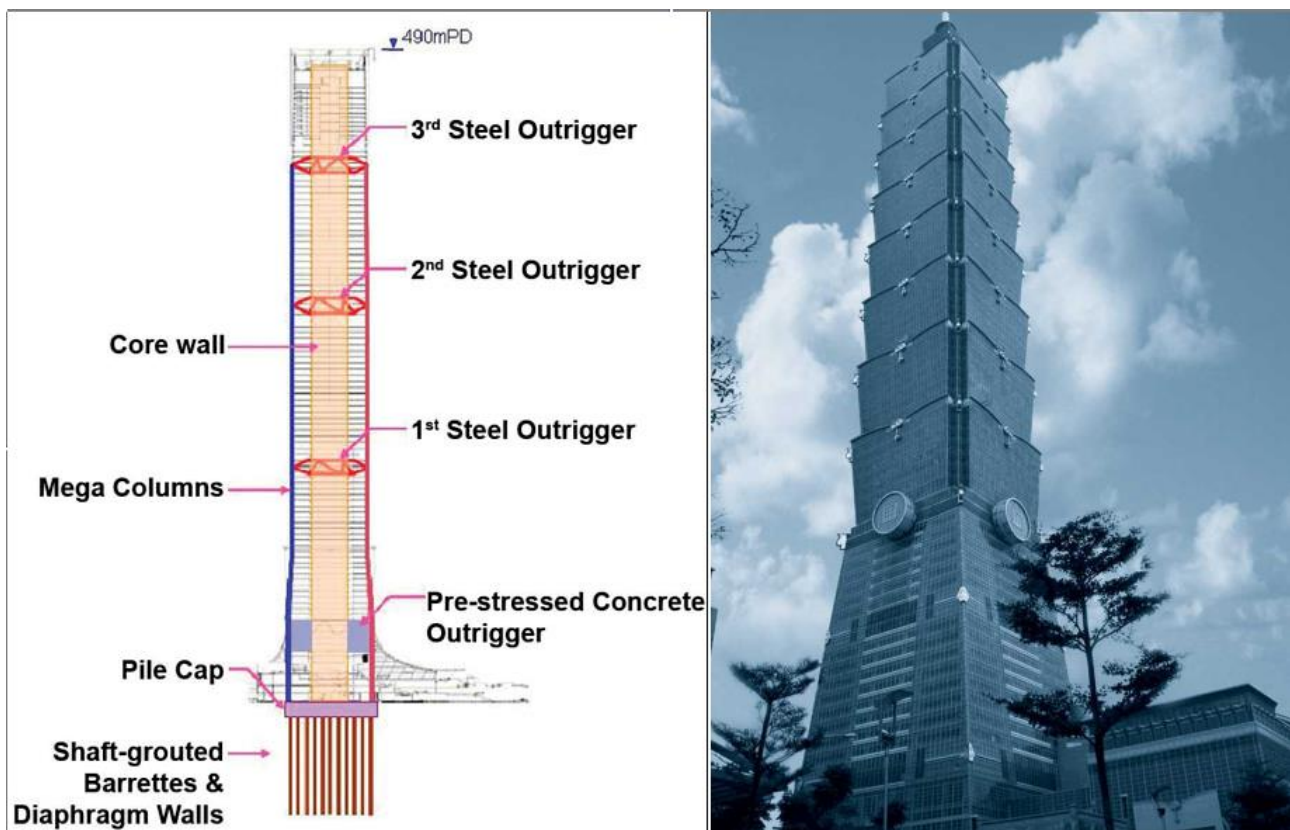
3.3 Energy Dissipation and Damping Diaphragm walls contribute to a building's energy dissipation capabilities, an essential aspect of earthquake resistance. As seismic waves induce lateral movements, the flexibility of diaphragm walls allows them to absorb and dissipate a significant portion of the seismic energy. This energy dissipation reduces the impact on other structural elements, safeguarding the building from excessive deformations and potential damage.

3.4 Mitigation of Torsional Effects Diaphragm walls excel in countering torsional effects, which can be particularly hazardous during earthquakes. These walls effectively prevent differential movements between different parts of a building, minimizing torsional twisting that could lead to structural instability. By maintaining a harmonious response to seismic forces, diaphragm walls contribute to a building's overall integrity and reduce the risk of torsional-induced failures.

3.5 Overall Structural Integrity The cumulative impact of the seismic benefits provided by diaphragm walls culminates in the preservation of a building's overall structural integrity. By minimizing structural deformations, stress concentrations, and excessive movements, diaphragm walls ensure that the building's critical components, such as columns and foundations, remain resilient and capable of withstanding seismic challenges.

Incorporating diaphragm walls into seismic-resistant design strategies is a testament to the intricate balance between engineering precision and nature's forces. The seismic benefits of diaphragm walls go beyond theoretical concepts, manifesting as tangible advantages that reinforce buildings against the unpredictability of earthquakes. As we delve deeper into the seismic landscape, it becomes increasingly evident that diaphragm walls are not merely structural elements; they are guardians of stability, guiding buildings through the tumultuous terrain of seismic activity with unwavering strength and resilience.

4. Taipei 101: A Triumph of Diaphragm Wall Engineering



Nestled within the bustling metropolis of Taipei, Taiwan, the Taipei 101 skyscraper stands as an awe-inspiring testament to the capabilities of diaphragm wall engineering in seismic resilience. This section unveils the remarkable journey of Taipei 101, where innovative design, meticulous engineering, and strategic integration of diaphragm walls converge to create a structure that defies earthquakes and captivates the world.

4.1 Innovative Design and Engineering Marvel At a staggering height of 508 meters, Taipei 101 reigned as the world's tallest building upon its completion in 2004.

However, its significance transcends mere height; it serves as an exemplar of seismic engineering ingenuity. The tower's foundation is a tour de force of diaphragm wall construction, showcasing the fusion of advanced engineering principles with a deep understanding of seismic challenges.

4.2 Foundation Anchoring Through Diaphragm Walls Taipei 101's foundation is a complex network of reinforced concrete diaphragm walls that extend deep into the earth, anchoring the tower securely to the bedrock. These diaphragm walls serve as formidable barriers against lateral forces, channeling seismic energy away from the building's core. The walls' deep penetration into the bedrock ensures stability, minimizing the risk of settlement or tilting during earthquakes.

4.3 Countering Sway and Torsion One of the paramount achievements of Taipei 101's diaphragm wall engineering is its ability to counteract both swaying and torsional motion during seismic events. The interconnected diaphragm walls effectively eliminate differential movement between different segments of the tower, reducing torsional effects that can lead to structural instability. This design feature enables Taipei 101 to remain steadfast even under the most intense seismic tremors.

4.4 Integration of Advanced Technologies Beyond its diaphragm walls, Taipei 101 embraces cutting-edge technologies to enhance its seismic resilience. The tower features a tuned mass damper—a colossal pendulum suspended near its pinnacle—that oscillates in response to lateral forces, counterbalancing the building's movements and reducing sway. This innovative addition showcases how multiple engineering strategies can converge to amplify a building's ability to withstand earthquakes.

4.5 Legacy and Inspiration The legacy of Taipei 101 reverberates throughout the world of architecture and engineering. Its success serves as an enduring source of inspiration for future projects in seismically active regions. The skyscraper's innovative foundation design, characterized by its strategic employment of diaphragm walls, serves as a testament to the transformative potential of engineering excellence in the realm of earthquake resilience.

In the saga of Taipei 101, diaphragm walls emerge as unsung heroes, silently fortifying the skyscraper against the formidable forces of nature. This triumph of engineering showcases the profound impact of integrating diaphragm walls within a seismic context, underscoring their pivotal role in creating structures that not only touch the sky but stand unshaken amidst the Earth's seismic symphony. As the world marvels at Taipei 101's towering presence, it also embraces the enduring lessons of its diaphragm wall engineering—a resounding testament to human ingenuity and the relentless pursuit of safety and resilience in the face of adversity.

5. Lessons Learned and Future Implications

The remarkable journey through diaphragm wall engineering and seismic resilience, as demonstrated by the iconic Taipei 101, unveils a treasure trove of lessons that extend beyond its towering presence. This section delves into the profound insights garnered from Taipei 101's triumph and explores the future implications of diaphragm wall technology in the realm of earthquake-resistant design.

5.1 Engineering Innovation and Collaboration The success of Taipei 101 underscores the power of innovation and collaboration in the face of seismic challenges. The integration of diaphragm walls into the tower's foundation was not merely a technical endeavor; it was a symphony of architectural vision, engineering expertise, and a deep understanding of local seismic conditions. The tower's legacy serves as a testament to the remarkable outcomes that arise from the fusion of diverse disciplines and the unwavering pursuit of excellence.

5.2 Tailoring Solutions to Regional Challenges Taipei 101's seismic resilience serves as a beacon of hope for regions prone to earthquakes. Its design takes into account the unique seismic risks of its location, showcasing the importance of tailoring solutions to specific regional challenges. The integration of diaphragm walls within the tower's foundation highlights the critical role of site-specific engineering in mitigating seismic risks and creating safe havens amidst tectonic turmoil.

5.3 Inspiration for Future Designs The lessons derived from Taipei 101's diaphragm wall engineering pave the way for future architectural and engineering endeavors. The

tower's seismic triumph inspires a generation of designers and engineers to explore innovative solutions that harness the potential of diaphragm walls and other advanced technologies. As new challenges emerge, the legacy of Taipei 101 serves as a guiding light, illuminating the path toward safer and more resilient structures.

5.4 The Nexus of Sustainability and Resilience Beyond seismic considerations, the integration of diaphragm walls also aligns with the principles of sustainability and long-term resilience. By fortifying buildings against seismic events, diaphragm walls extend the lifespan of structures, minimizing the need for costly repairs and reconstruction. This marriage of sustainability and resilience reflects a holistic approach to building design that considers both present and future generations.

5.5 Global Impact and Knowledge Exchange The seismic resilience showcased by Taipei 101's diaphragm wall engineering reverberates globally, transcending borders and cultures. The tower's lessons provide a platform for knowledge exchange, fostering international collaboration in earthquake-resistant design. As regions around the world grapple with seismic hazards, Taipei 101's legacy acts as a bridge, connecting expertise and experiences to create a collective defense against nature's forces.

As we reflect on the lessons learned from Taipei 101, a resounding message emerges: the marriage of diaphragm wall engineering with seismic resilience is a testament to human tenacity and innovation. It underscores the limitless potential of human intellect and serves as a beacon of hope in an uncertain world. As we embark on the journey ahead, armed with the insights gleaned from Taipei 101, we carry forth the torch of progress, resilience, and a steadfast commitment to shaping a future where structures stand unwavering against the Earth's most formidable challenges.

6. Conclusion

In a world where the Earth's seismic forces can shake even the mightiest of structures, the study of earthquake resistance emerges as a profound quest for stability and safety. Through the lens of diaphragm wall construction and the remarkable story of Taipei 101, we have embarked on a captivating exploration of seismic resilience that spans

engineering ingenuity, architectural marvels, and the indomitable spirit of human achievement.

Diaphragm walls, those unassuming yet stalwart elements, stand as guardians of stability, connecting a building's diverse components into a harmonious symphony of seismic resistance. Their ability to distribute lateral forces, mitigate torsional effects, and enhance a structure's overall integrity showcases their transformative potential in the realm of earthquake engineering.

The towering presence of Taipei 101—its heights piercing the sky and its foundation anchored deep within the earth—symbolizes a triumph over nature's tumultuous symphony. Its diaphragm walls, meticulously engineered and strategically integrated, serve as an enduring testament to the synergy between visionary design and scientific prowess. As Taipei 101 stands unshaken amidst seismic challenges, it becomes a beacon of inspiration, igniting the flames of innovation and resilience in the hearts of architects, engineers, and dreamers around the world.

In closing, the journey through diaphragm wall engineering and seismic resilience leaves us with a resounding message: that the pursuit of knowledge, the power of collaboration, and the unwavering commitment to safety can transcend the boundaries of what is possible. As we embrace the lessons of Taipei 101 and its diaphragm walls, we step into a future where structures not only touch the heavens but stand firm in the face of nature's might. The legacy of Taipei 101's seismic triumph invites us all to rise above challenges, transcend limits, and forge a world where buildings, like the human spirit, remain unbroken and resilient through the tests of time.

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FEATURES OF DIVORCE PROCEEDINGS IN CIVIL COURTS IN UZBEKISTAN

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***Abstract.** Currently, the published statistics confirm that the number of divorces in Uzbekistan is increasing year by year. One of the reasons for the increase in early rulings in these cases, especially among young families, due to the breakdown of family relations due to various disagreements, is that some unregulated relations in this area, gaps in our legislation, errors in the application of legal norms are to a certain extent the cause. In this article, the legal system of Uzbekistan of divorce cases is analyzed based on the norms of the law, its differences from other disputes, and what aspects are paid more attention by the courts when considering these disputes. In addition, in practice, what problems arise in the process of considering divorce cases and their solutions are discussed.*

***Keywords:** divorce, termination of marriage, adjournment, issue of legality, maintenance of children.*

Divorce is one of the grounds for ending a marriage. In accordance with the norms of the Family Code of the Republic of Uzbekistan, divorce is carried out in civil registry offices if both parties (spouses) agree to it, if there are no minor children between them, and if there are no other disputes. But in all other cases these disputes are considered by civil courts. In some cases where the issue of divorce falls within the jurisdiction of the civil registry office, it can also be carried out in court, for example, if one of the spouses refuses to file an application for divorce or has the opportunity to

appear in person to file an application at the civil registry office or if he is not present to file and register the divorce.

The Matrimonial Causes Act from 1857 was the first divorce law which found the general application¹². From this period, the divorce already assumes juridical connotation, its competencies are handed over to state bodies, more specifically to the civil courts.

Courts in Uzbekistan should take into account several important aspects when considering these types of disputes.

Firstly, in accordance with Article 39 of the Family Code of the Republic of Uzbekistan, during the pregnancy of the wife and within one year after the birth of the child, the husband has no right to file for divorce without the consent of the wife. It is necessary to pay attention to this aspect when the courts accept applications for divorce. This norm is also applied to cases where the child's father is not recorded in the birth register, the child was stillborn or died before reaching one year of age. If a lawsuit is filed in violation of the above norm, the court will reject the lawsuit in accordance with Article 122, Clause 8 of the Civil Procedure Code of Republic of Uzbekistan. But this does not deprive the husband of the opportunity to file a claim again after a year. If the claim application is accepted despite this defect and it becomes known during the process of consideration of the case, the application will be left without consideration. But in this case, the wife can file a lawsuit with the court and there is no limit to this.

Second, a marriage certificate, copies of children's birth certificates, monthly salary and other income of the spouses, state tax and postage documents on the payment of expenses, evidence confirming the demands of the claim, as well as the conclusion of the reconciliation commission of the citizen assembly at the place of residence of the plaintiff, which indicates that the divorce dispute was resolved before the court, are attached.

Thirdly, according to the norms of the Law "On State Duty", a state duty in the amount of 2 times of the base calculation amount is charged for divorce petitions. Postal costs are set at no more than ten percent of the same base calculation amount for

all types of work. Failure to pay the state duty and postal costs will result in the return of the application.

Fourthly, it is necessary to pay attention to the aspects of jurisdiction in this matter. According to the general rules of jurisdiction of the court provided in Article 33 of the Code of Civil Procedure, a claim for divorce must be filed with the civil court in the place where the respondent permanently lives. But there are some exceptions. That is, if the plaintiff has minor children, as well as because of his disability or serious illness, he has difficulty going to the inter-district, district (city) court for civil cases in the place where the defendant lives, the annulment of marriage claims may also be filed in the court of the plaintiff's place of residence. The claim must be accepted in compliance with the rules of judicial procedure. If it contradicts the rules of jurisdiction, the claim will be returned. If it is known that these rules have been violated during the hearing of the case, the case must be transferred to another relevant court.

Fifth, after accepting the application for divorce, the judge must prepare it for hearing in court in accordance with Chapter XXI of the Code of Civil Procedure. In particular, in order to prepare the case for hearing in court, as a rule, he should call the other party and determine his attitude towards the application. For these purposes, the judge will hold a conversation with the parties on the issue of preserving the family. The judge also determines whether there are other disputes between the spouses that should be resolved at the same time as the divorce action, explains to the parties the right to order alimony for the support of their minor children, determines other issues that are important for.

Sixthly, according to Article 44 of the Family Code, when a husband and wife are separated from marriage by court decision, with whom their minor children will live, the procedure for paying funds for providing support to children and (or) a husband or wife who is incapacitated and in need of help, this amount can submit to the court for consideration of the agreement on the division of the joint property of the spouses. In the event that there is no agreement between the husband and wife on these

issues, as well as in the event that this agreement is found to be against the interests of the children or one of the spouses, the court:

determining with which of the parents the minor children will live after the divorce;

determining from which parent and how much alimony will be collected to provide for minor children;

at the request of a husband and wife (one of them) to divide their jointly owned property;

the wife, who has the right to receive maintenance from her husband, must determine the amount of this maintenance according to the request of the husband.

In cases where the division of property affects the interests of third parties, the court shall separate the request for division of property for separate proceedings. Also, disputes related to the transfer of property found before the marriage, bringing it into the house, and the upbringing of children should be separated into separate proceedings. It is not allowed to see such cases together.

Seventh, the court should also take action to preserve the family during the process of considering the case, and the legislation also provides several ways to ensure it in cases where it is possible to preserve the family. In other words, courts have the right to postpone the hearing of the case and appoint up to six months for reconciliation when the circumstances confirming the possibility of saving the family (the presence of children, duration of marriage, characteristics of family relations, temporary disagreement, etc.) are determined. However, it is not allowed to give this deadline for less than three months, and it is stated in the law that a deadline of less than three months is ineffective. However, the court has the right to shorten the period for reconciliation at the request of the husband and wife or one of them in cases where there are serious reasons and to consider the case until the end of this period. The issue of shortening the period for reconciliation will be resolved at the court session by notifying the parties and issuing a decision.

Eighth, according to Article 41 of the Family Code, if the court finds that there is no possibility for the husband and wife to live together and save the family from now on, it will divorce them. Temporary disagreements in marriage and disagreements between the spouses due to accidental reasons, as well as the unwillingness of one or both of the spouses to continue the marital relationship without serious reasons, cannot be sufficient grounds for divorce. In this case, if there are no sufficient grounds, the court will refuse to satisfy the claim. Another difference between divorce cases and other types of cases is that even if the claim is rejected, the parties retain the right to appeal to the court again. After six months after the decision enters into legal force, they have the right to appeal to the court with a petition for divorce.

Ninthly, it should be explained to the courts that the husband (wife) who changed his surname during the marriage has the right to remain in this surname even after the divorce. However, according to her wish, when issuing a divorce decree, the court may return her pre-marital surname. If this issue has not been resolved by the court at the time of issuing a decision, the change of surname will be resolved by the registry office at the time of registration of divorce.

During the 9 months of 2022, 45 thousand 853 divorce cases were considered by the civil courts in the courts of the first instance. Of them, 24 thousand 416 were satisfied, 18 thousand 698 were rejected, 3 thousand 649 were left unreviewed, and proceedings on 1 thousand 855 were completed.

According to Sunnat Mahmudov, a teacher of the Tashkent State Law University, some unregulated norms in our legislation cause the number of early divorces to increase. In other words, the insufficiency of the norms of the current law on divorce, which preserve family relations and limit the divorce, leads to an increase in the number of divorces among young families. Unlike ours, in the laws of countries such as Great Britain and China, it is not allowed to divorce within one year from the conclusion of the marriage. This norm is also promoted in the concept of controlling the divorce process and preserving the family. According to a 2020 change to China's Civil Code, parties will be given another thirty days to consider before formalizing a

divorce, which has led to a much lower number of divorces than in previous years, according to statistics. data confirm.

Now, if we turn to the problems arising in practice in this matter, most of these problems arise from the deadlines set by the court. There are a number of pros and cons to setting an appropriate deadline in divorce cases. The positive side is that during the period given by the court, the husband and wife will have the opportunity to reconcile with each other and restore the family. But there are many problems that arise due to this deadline. During this period, as a result of increasing disagreements, in practice, there are cases where the husband inflicts physical injuries on the wife, as a result of which the woman becomes disabled, or even leads to death. Therefore, I would like to introduce into the legislation, as a proposal, divorce without delay for the parties who apply for divorce on the grounds of such violence (if it is proved by sufficient evidence). There are norms in the legislation of Uzbekistan that women who have suffered violence can obtain a "protection warrant" by applying to the internal affairs department. But the implementation of these norms does not give the expected result. This requires further improvement of this mechanism.

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THE CHALLENGES OF SIMULTANEOUS TRANSLATION, SUCH AS THE NEED FOR SPEED AND ACCURACY, THE NEED TO HANDLE MULTIPLE CHANNELS OF INFORMATION, AND THE NEED TO MAINTAIN COHERENCE AND CLARITY

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***Abstract:** This article focuses on the main aspects of interpreting challenges that interpreters may encounter such as speed and accuracy, the need to handle multiple channels of information, and the need to maintain coherence and clarity. Also, this article introduces linguistic and non-linguistic problems including momentous categorization. Some feasible solutions are proposed when the difficulties came across. Additionally, A questionnaire is made for novices in order to check what linguistic and non-linguistic challenges they encounter while interpreting.*

***Keywords:** speed, accuracy, clarity, coherence, challenges, linguistic, non-linguistic, short-term memory, long term memory, lack of memorization.*

Simultaneous translation can be effort taking and challenging task for interpreters. The main reason is that it requires them to quickly and accurately translate spoken language in real-time. Simultaneous translation requires a high level of language proficiency, cognitive processing speed and the skills to deal with multiple channels of information while maintaining coherence and clarity. Interpreters who are capable of handling these issues effectively can provide valuable communication support in a wide range of settings, from international conferences to legal proceedings and healthcare consultations. Here are some of the key challenges that interpreters may encounter:

1.Speed and accuracy

One of the biggest challenges of simultaneous translation is the need to translate the speech at a very fast pace while ensuring accuracy. Interpreters should listen carefully to the speaker and translate the message into the target language without delay. This process demand high level of language proficiency and cognitive processing speed.

¹For instance, Ten professional interpreters from the United Nations were asked to simultaneously interpret three speeches, which were written to be read and were of similar lexical density, at different speeds. The findings indicate that at higher speeds interpreters omit more redundant information, and it would appear that omission is a strategy the interpreter resorts to for coping with speed. Professional interpreters at the United Nations and in the private market, and have observed that speed has become an increasingly present challenge in their work, have conducted an experimental study with the aim of elucidating one of the strategies that expert interpreters resort to when confronted with different speed rates, such as the omission of redundant information. There is a plethora of factors that can hinder the process, speed and accuracy being one of the contributors most frequently put forward by practicing interpreters as a major challenge.

2.Handling multiple channels of information:

Interpreters should be able to deal with multiple channels of information at the same time, particularly the speaker's tone of voice, body language, and any visual aids or presentations. They should be capable for filtering out any background noise or distractions while preserving their focus on the speaker. Handling multiple channels of information is a highly complex process which targets to deliver a complete and accurate rendition of the original message in real time.

3.Sustaining coherence and clarity:

Interpreters should make sure that their translations are coherent and clear, even dealing with complex or technical language. They should be capable of conveying

¹ [www.certified translation services](https://www.certifiedtranslation.com/)\by CTS content team

speaker's intended meaning accurately, even if the words applied ambiguous or multiple meanings.

4. Managing cognitive load:

Interpreters may experience cognitive overload due to the demands of simultaneous translation, which can lead to fatigue, stress, and decreased accuracy. They should be able to manage their cognitive load effectively by taking breaks, using appropriate coping strategies, and staying alert and focused throughout the translation.

In addition, one of the biggest challenges in interpreting is that multiple processes take place at once. You start with listening and analyzing the speech, putting in short term memory efforts and then reproducing it in the language of the audience. The fast pace of the speaker and unfamiliarity with the subject can make the process more difficult. Another challenging point with interpreting is that while you are interpreting what the speaker has just said you are also listening to the speaker's next phrase and analyzing it to deliver it in the native language of your audience. This process continues until the speaker stops speaking. All this requires strict concentration. Interpreters should make sure that they deliver the speech in the same style and tone as that of the speaker to make sure that the message reaches the audience in the right form. They also should sustain the same level of fluency in the target language.

¹After conducting the actual interpreting texts, a number of problems has emerged. These problems can be classified into two categories. The first one concerns language - related problems. The second category constitutes problems related to non-linguistic aspects.

Language -related problems: these problems include:

1. Specialized terminology: which is the major problem in our study. Each discipline has its own terminology, as we are in the age of specialization.

¹ Challenges that Novice Interpreters Encounter when Interpreting Scientific Texts from English into Arabic By Ibrahim A. Alhiyari page 62

2. *Lack of equivalence* : for some terms since Uzbek is far lagging behind English speaking countries in terms of scientific progress.

3. *Lack of specialized scientific dictionaries and resources*: One of the main problems facing speakers and language practitioners is the shortage of appropriate dictionaries for a variety of purposes. This lack results in users consulting any available but inappropriate dictionaries which leads to improper lexicography.

4. *Acronyms and abbreviations*: there are recognized acronyms and abbreviations as well as symbols for almost all fields of knowledge that cannot be realized except by the experts of that field.

5. *Numbers recognition*: since scientific texts are abundant and rich of figures and statistics which pose additional burden on the interpreter as he lacks time.

6. *language mistakes and erroneous pronunciation which may result in misinterpreting or omission*.

7. *Style*: interpreters should be familiar with scientific style in order to render the text appropriately without distorting the original meaning.

8. *reproduction of coherent interpretations from messages which were sometimes incoherent*.

Non-Linguistic Problems:

Non-linguistic factors in the form of context are important for bridging the gap between the linguistic meaning of an utterance and the meaning that the communicator wishes to convey. Good knowledge of context, background and world are important elements in the determination of utterance interpretation. Hence, non-linguistic problems can be categorized as follows:

- **Lack of prior knowledge of the subject matter**: since the interpreter has no specialized knowledge, or even no general knowledge which may lead to poor rendition.

- **Speed of delivery**: which is a considerable problem in interpreting in general, but more demanding for scientific aspects in particular.

- **Working memory:** which differs from one discipline to another. Scientific fields need more short term memory than literary ones.

- **Lack of time for preparation:** when the institution or organization that held the conference did not inform the interpreter early before the conference so that he/she can prepare well and consult adequate information and documents about the subject in question.

- **Loss of concentration:** the interpreter becomes distracted and suffers from stress and information overload. The interpreter's attention is split between comprehending one set of words and speaking the translation of a just-prior set of words, and one must self-monitor to assure that the translation produced is correct in content, structure, and word-choice. - **Non-visibility of the speaker:** the interpreter cannot take advantage of the body language and gestures of the speaker making him/her feel unconfident and annoyed. - **Number of attendees and attitudes towards the interpreters** which can affect the morals and, consequently, the performance of interpreters. - **Necessity of the knowledge of the target audience** because it will determine whether the text is translated or interpreted to layperson or to specialist one. When physicians talk to their patients they usually use a common term of the disease which is different from its scientific name since this patient does not know its professional name. If the audience is specialized then the interpreter should stick to the specialized technical terms, but if it is directed to laypersons, the interpreter has to choose the proper technical term that can be understood by such audience

- **Time constraints:** when the interpreters need to make treatment and adjustment as mentioned in the above point which consumes more precious time and may hinder the overall interpretation. However, the interpreter should be fully prepared as s/he interprets "on the spot".

In addition, student interpreters were interviewed and asked three questions. The first question dealt with the difficulties that they encountered while interpreting scientific texts that contained specialized terminology. Their answers were summarized as follows:

- *Unfamiliarity with some technological and specialized terminology* that require high level of proficiency in order to pick up the most proper vocabulary or synonym, without distorting the original meaning, since some of them have more than one meaning.

- *Difficulty to grasp the overall meaning of the text*, i.e. in context.

- *Poor rendition due to both the peculiarity of scientific discourse* as well as lack of proficiency in the mother tongue.

- *Loss of interest in the subject matter*. Some novice interpreters get bored to handle such technical texts since they entail more concentration, higher attention and additional effort.

- *Lack of experience in using specialized dictionaries*.

- *Complexity of the structure, syntax and semantics of the scientific text*. - *Lack of solid background in this subject area*. As novice interpreters, they have never been exposed to this type of discourse before.

- *Lack of equivalence*, since some English words do not have equivalence in Arabic.

- *Lack of memorization* since the interpreter has to concentrate on listening, memorizing and reproduction at the same time (in the case of simultaneous interpreting) with extra focus on technical terms. - *The need for more accuracy when dealing with scientific texts*, since they are more sensitive and contain figures and numbers as well as symbols. - *Abbreviations and acronyms*, which cause a serious problem to the interpreter, are used heavily by specialists because of the ease of use and time saving. Additionally, interpreters also listed a number of errors that can occur during interpreting which include:

- *Loss of information*

- *Lack of intelligibility*

- *Interference between source language and target language*

- *Errors in the use of target language*. These errors may all contribute to the incomprehensibility of the message which is sent.

A questionnaire is made for novices in order to check what linguistic and non-linguistic challenges they encounter while interpreting. Results indicate that:

	Novice 1	Novice 2	Novice 3	Expert 1	Expert 2
Linguistic	Terminology of a certain field particularly medical ones, are the major problems	Technical challenges lie in the presence of untranslatable terms.	-Little knowledge of the subjects -terminology of a certain field.	The existence of technical terms, acronyms and abbreviations and stylistic forms of scientific discourse.	The inadequate language proficiency in L2 related to structures, vocabulary is a major problem
Non-linguistic	<ul style="list-style-type: none"> -the lack of specialized disciplines -there are many people listening to what she is saying and this may lead her to panic and stop interpreting 	<ul style="list-style-type: none"> -Being under pressure -the accent of the speaker - memory loss or (blocking) -the idea of being in a booth and the responsibility. 	Lack of attention and concentration	-the accent of the speaker	memory loss or (blocking)

Briefly, novice 1 indicated that technical terms, particularly medical ones, are the major problems, in addition to the lack of specialty for the interpreter who should not stand for such specialized disciplines. Rather, she should specialize in one sub

discipline. Another issue she points out knowing that there are many people listening to what she is saying and this may lead her to panic and stop interpreting.

As for novice 2 clarified that technical challenges lie in the presence of untranslatable terms. This trend leads individual to feel pressure as well as owing to the idea of being in a booth and the responsibility that it implies. In addition, she believed that the accent of the speaker can also be problematic for interpreters in general and for novice interpreters in particular. Another issue, she added, is memory loss or (blocking).

Novice 3 indicated incorrect interpreting of science subjects such as physics and chemistry conferences is due to interpreters' little knowledge of these subjects. He also indicated that lack of attention and concentration are substantial drawbacks while 56 interpreting scientific texts.

The first expert pointed out that the major challenge is the existence of technical terms, acronyms and abbreviations and stylistic forms of scientific discourse. Compared to novices, the accent of the speaker is also effort-taking task for both novices and speakers.

The second expert referred that inadequate language proficiency in L2 related to structures, vocabulary and science register is a major problem. she added, is memory loss or (blocking) when the interpreter loses the ability to remember a certain term while it is on the tip of one's tongue is also a problem that needs to be dealt with if it continues to happen.

Taking all challenges into an account feasible solution can be offered. These include the ability to speak two languages fluently. The simultaneous interpreter needs to speak two languages fluently .The simultaneous interpreter needs to speak both tongues with native ability. Particularly, specialist knowledge of terms .This is essential for speeches that include a lot of legal jargon, technological references or medical terminology, for example. An extensive vocabulary is a must. Another basic point is active listening skills. Simultaneous interpretation techniques involve listening with all these senses and with full concentration. This is one of the reasons that simultaneous

translators need regular breaks between boots of interpretation. Also, outstanding memories is one of the contributor to convey coherence and clarity. Simultaneous interpreters need to have superb short-term and long-term memories in order to perform effectively. Empirical knowledge of cultural awareness is the key to ensuring that you use the right language and tone to convey the speaker's message effectively to the target.

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ҚОРАКЎЛ МЎЙНА ЯРИМАҲСУЛОТИНИ ИҚТИСОДИЙ ВА ЭКОЛОГИК САМАРАДОР ЁҒЛАНТИРИШ ТЕХНОЛОГИЯСИ

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АННОТАЦИЯ. *Чиқиндисиз технология яратиши, сув ресурсларидан оқилонга фойдаланиши ва тозаланган оқова сувлар сифатига қўйиладиган талабларнинг ортиб бориши корхоналар олдида қайта ишлайдиган технологиялар ва сув таъминотини яратиши, атроф-муҳитга салбий антропоген таъсирни камайтириши учун қимматли компонентларни қайта тиклаш муаммоларини ҳал қилиши заруратини қўяди. Мазкур мақола шу каби муаммолар ечимига қаратилган бўлиб, ёғлантириши жараёнида маҳаллий саноат чиқинди ёғларидан фойдаланиши иқтисодий жиҳатдан самарали бўлиб қолмай, балки оқова сувлар таркибининг яхшиланганлиги жиҳатидан ҳам экологик самарадорликка эга.*

ТАЯНЧ ИБОРАЛАР: *ёғловчи композиция, эмулсион ёғлантириши, чиқинди ёғ, эмулгатор, ишчи эритма, оқова сув, умумий қаттиқлик, лойқаланиши даражаси.*

АННОТАЦИЯ. *Создание безотходной технологии, рациональное использование водных ресурсов, а также возрастающие требования к качеству очищаемых сточных вод ставят перед предприятиями необходимость создания технологий утилизации и водоснабжения, решения задач извлечения ценных компонентов для снижения негативных антропогенное воздействие на окружающую среду. Данная статья направлена на решение таких задач, а использование местных промышленных отработанных масел в процессе*

жирования не только экономически эффективно, но и имеет экологическую эффективность в плане улучшения состава сточных вод.

КЛЮЧЕВЫЕ СЛОВА: жирующая композиция, эмульсионная жирования, отработанное масло, эмульгатор, рабочий раствор, сточная вода, общая жесткость, степень мутности.

ANNOTATION. The creation of a waste-free technology, the rational use of water resources, as well as increasing requirements for the quality of treated wastewater make it necessary for enterprises to create recycling and water supply technologies, solve the problems of extracting valuable components to reduce the negative anthropogenic impact on the environment. This article is aimed at solving such problems, and the use of local industrial waste oils in the fatliquoring process is not only cost-effective, but also environmentally effective in terms of improving the composition of wastewater.

KEY WORDS: fatliquoring composition, emulsion fatliquor, waste oil, emulsifier, working solution, waste water, total hardness, degree of turbidity.

Бугунги кунда атроф-муҳитга зарарли чиқиндилар чиқишини камайтириш, айниқса, сув ҳавзаларини ифлосланишдан асраш нафақат республикамиз балки дунё экологияси учун ҳам муҳим вазифа ҳисобланади.

Бунинг учун оқава сувларга чиқадиган корхона чиқинди сувларини тозалаш катта аҳамиятга эга ҳисобланади. Тадқиқотнинг мақсади қорақўл ярим тайёр мўйналарини ёғлантиришдан сўнг ишчи эритма таркибида сирт фаол моддалар сақламаганлиги ҳисобидан оқава сувларга юборишдан олдин мураккаб тозалаш босқичларини ўтамаган ҳолда техник сув мақсадида фойдалани олиш мумкинлиги ўрганишдир.

Республикамиз худудида ишлаб чиқариш саноатидан атроф муҳитга чиқадиган зарарли чиқиндиларни камайтириш мақсадида бир қатор фармон ва қарорлар ишлаб чиқарилиб, уларнинг ижроси амалда бажариляпти. Ўзбекистон

Республикаси Президентининг 30.10.2019 йилдаги ПФ-5863-сон фармонида 2030-йилгача бўлган даврда Ўзбекистон Республикасининг атроф-муҳитни муҳофаза қилиш концепциясида ҳам муҳим топшириқлар кўрсатиб ўтилган [1].

Сув саноати билан боғлиқ бўлган ишлаб чиқариш турларидан бири ҳисобланадиган чарм ва мўйна саноати айниқса қорақўл мўйна соҳасида сув сарфи юқори бўлиши унда қўлланилган ишчи эритмаларнинг оқава сувга чиқариб юборишдан олдин мураккаб тозалаш жараёнларидан ўтиши лозим бўлади.

Мўйнали хом ашёларга ишлов беришда кимёвий эритмалар асосий усуллардан бири ҳисобланади. Ярим тайёр маҳсулот турига, хом ашё турига ва ишлаб чиқариш технологиясига қараб 1 кг терини қайта ишлаш учун 40 дан 120 дм³ гача сув керак бўлади [2].

Корхоналардан чиқадиган чиқинди сувларни оқава сувларига чиқишидан олдин чиқариладиган чиқиндиларни сақлаш, ифлослик даражасини назорат қилиш ва уларни тозалаш иқтисодий жиҳатдан кўшимча харажатларни талаб қилади.

Чарм ва мўйна саноатининг оқава сувлари юқори концентратсияли, захарли ва ўта агрессив деб таснифланади. Уларда жуда кўп турли хил ифлослантирувчи моддалар мавжуд: жун, соч, қон, мездра бўлаклари, оксилларни парчалаш маҳсулотлари, сирт фаол моддалар, ёғ моддалари, бўёқлар, ўсимлик ва синтетик ошловчи моддалари ҳамда турли минерал бирикмалар: сульфидлар, ишқорлар, кислоталар, хром, титан тузлари, ва бошқалар. Органик моддаларнинг юқори миқдори туфайли оқава сувлар ҳидланишга мойил. Бундай оқава сувлар сув ҳавзасига тушганда экотизимнинг тўлиқ вайрон бўлиш хавфини истисно қилмайди [3].

Чқиқинди сувларни тозалаш ва экинларни суғориш учун қайта ишлатиш мумкин, бу сувли қатламларни ҳаддан ташқари фойдаланишдан ва ер ости сувларининг ифлосланишининг мумкин бўлган экологик хавфларидан ҳимоя қилишга ёрдам беради [4].

Сувдан қайта фойдаланишда чиқинди сувлар таркибида зарарли микроорганизмларнинг кўп бўлиши атроф-муҳитга салбий таъсир кўрсатиши мумкин. Тупроқдаги шўрланишнинг кўпайиши, ифлосланиш ҳодисалари ёки тупроқнинг деградацияси ва бошқалар.

Қорақўл териларини қайта ишлашга мўлжалланган ишлаб чиқариш корхоналарида ивитиш, ачитиш ёки пикеллаш, ошлаш, бўяш, ёғлантириш ҳамда ювиш жараёнлари сувли муҳитда олиб борилади [5].

Мўйна корхоналаридан суюқликда ишлов бериш жараёнида айниқса ёғлантириш жараёнидан сўнг ҳосил бўладиган чиқинди сувларни қайта ишлатиш қатъий тозалашни ва белгиланган сифат чекловлари стандартларига мувофиқ турли параметрларни жуда батафсил таҳлил қилишни талаб қилади.

Чарм ва мўйна хом ашёни қайта ишлаш оқава сувларининг таркиби ва ҳажми хом ашё ва тайёр маҳсулотларнинг тури, ассортименти, ишлаб чиқариш технологияси билан белгиланади, шунинг учун турли корхоналар учун бу кўрсаткичлар ҳар хил [2].

Оқава сувларда органик моддалар, тўхтатилган қаттиқ моддалар, ёғлар ва сирт фаол моддаларнинг ортиқча миқдори мавжуд. Тозалаш иншоотлари мавжудлигига қарамай, тери хом ашёсини қайта ишлашдан кейин кўпроқ ифлосланган оқава сувлар кузатилади. Оқава сувларга кирувчи ифлослантирувчи моддаларнинг хилма-хиллиги туфайли уларнинг ҳар бирининг концентратциясини аниқлаш жуда қийин ҳисобланади [6].

Тармоқ корхоналарида сув таъминотининг турли манбаларида сувнинг қаттиқлиги 2,1 дан 5,5 мг·экв./л га тенг. Маълумки, энг қаттиқ сув, артезиан қудуқларидан келади, чунки ернинг турли жинсларидан ўтиб, у асосан тупроқли ишқорий металл тузлари билан бойитилган бўлади. Юмшоқ сув манбаларига эса шаҳар сув таъминоти ва айрим табиий сув ҳавзалари ҳисобланади. Сувнинг рН кўрсаткичи 6,65-7,9 оралиғида фарқланади. Бу эса сув таъминоти манбалари орасида рН кўрсаткичи бўйича аниқ бир қонуният йўқлигини кўрсатади [7].

Чарм ва мўйналарга ишлов беришда қўлланиладиган кимёвий моддаларнинг миқдори катталиги туфайли оқова сувлар таркибига сезиларли даража зарар етказди. Бу эса мавжуд экотизимга таъсир қилмай қўймайди.

Чарм ва мўйна саноатида иқтисодий самарадорликка эришиш, ишлаб чиқариладиган маҳсулот турларини кенгайтириш, технологик жараёнларда маҳаллий иккиламчи маҳсулотлардан унумли фойдаланган ҳолда импортбоп кимёвий материаллар ўрнини боса оладиган хом-ашё базани яратиш муҳим аҳамиятга эга ҳисобланади.

Шу сабабли тадқиқот ишида қорақўл териларига суюқликда ишлов бериш технологиясининг ёғлантириш босқичида иқтисодий ва оқова сув муаммосини қисман ечиш мақсадида озиқ-овқат масканларидан чиқадиган ишлатилган чиқинди ёғдан фойдаланган ҳолда таркибида сирт фаол модда сақламаган янги ёғловчи композиция ишлаб чиқилди.

Ишлатилган чиқинди ёғдан олинган мой ва эмулгатор асосида тайёрланган ёғловчи композиция билан қорақўл яриммаҳсулотлари эмулсион ёғлантирилганда органалептик баҳоланганда юмшоқлиги, жиловланиши ва эластикликни намоён этди ва импорт қилинган ёғловчилар билан ёғлантирилган намуналардан фарқ қилмади [8-9]. Бундан ташқари, маҳаллий ёғловчи таркиби асосан ишлатилган чиқинди ёғлардан иборат бўлганлиги сабабли импорт қилинган ёғловчига нисбатан 4,5 бараваргача иқтисодий самара келтиради.

Қорақўл яриммаҳсулотларини ёғлантиришда кунгабоқар ёғида балиқ қовурилиши натижасида ҳосил бўлган ёғлар аввал оқартирилган бўлиб, сўнгра тайёрланган эмулсия қорақўл яриммаҳсулотларин ёғлаш жараёнида қўлланилган.

Ишлатилган чиқинди ёғни оқартириш мақсадида Покистонда ишлаб чиқарилган “Super Gold” гилидан фойдаланилди ва тозаланган ёғнинг асосий физик-кимёвий кўрсаткичлари аниқланди.

Тадқиқот ишида, қорақўл яриммаҳсулотларини ёғлантиришда ишлатилган чиқинди ёғдан олинган мой ва эмулгатор асосида тайёрланган эмулсион ёғловчи композиция билан ёғлантириш жараёни бажарилган ишчи эритма олиниб,

Ўзбекистон Республикаси Соғлиқни Сақлаш вазирлиги Бухоро Вилоят Санитария-эпидемиологик осойишталик ва жамоат саломатлиги хизмати бўлимнинг Санитария гигиеник лабораторияси унинг таркиби ўрганилди.

1 – жадвал

Сувнинг органолептик хусусиятларига таъсири бўйича тажриба-синов вариантлари асосида қўлланилган ишчи эритма таркибининг таҳлили

№	Давлат стандарти бўйича талаблар				Синов натижалари
	Номи	Бирлиги	Кўрсаткичи	ДСТ	
1.	Ҳиди	Балл	2	ДСТ 3351	3
2.	Рангдорлиги	Даражаси	20(25)	ДСТ 3351	5,3
3.	Лойқалиги	мг/дм ³	1,5(2,0)	ДСТ 3351	1,6
4.	Водород- кўрсаткичи-рН	рН	6-9	рН – метрда ўлчанади	6,0
5.	Умумий минералланиши (куруқ қолдик)	мг/дм ³	1 000 (1 500)	ДСТ 18164	9500,0
6.	Умумий қаттиқлиги	мг-эқв/дм ³	7 (10)	ДСТ 4151	11,0
7.	Азот амоний	-	-	-	0,28
8.	Азот нитрит	-	-	-	Мавжуд эмас
9.	Темир (Fe)	мг/дм ³	0,3	ДСТ 4011	0,01
10.	Хлоридлар (Cl)	мг/дм ³	250 (350)	ДСТ 4245	40,853
11.	Сулфатлар (SO ₄)	мг/дм ³	400 (500)	ДСТ 4389	51,437
12.	Ёғ миқдори (оқава сув таркибида)	мг/л	1	экстракция усули билан аниқланади	0,8

Ўрганилаётган ишчи эритма таркиби ичимлик сувига нисбатан таҳлиллари олинган бўлиб, жадвдан кўриниб турибдики сувнинг ҳиди 1 баллга юқорилиги, ишчи эритманинг умумий қаттиқлиги 1,1 ва куруқ қолдик миқдори 6,03 бараварга ошганлигини кўришимиз мумкин.

Аммо ранги, лойқаланиш даражаси, рН муҳити, таркибидаги темир, хлор, сульфатлар миқдори стандарт бўйича мос келиши, ёғ моддалари миқдори ҳам оқава сув таркиби талабларига жавоб бериши, 0,8 мг/л ни ташкил етганлиги бу бизга ижобий натижаларни берганлигидан далолатдир.

Шу ўринда таъкидлаш керакки, сувнинг саноат ва маиший эҳтиёжлар учун яроқлилигини тавсифловчи асосий кўрсаткичлари унинг шаффофлиги ва қаттиқлиги ҳисобланади.

Тадқиқот иши ва олинган таҳлиллар асосида хулоса қилинадиган бўлса, ишлатилган чиқинди ёғдан олинган ёғ ва эмулгатор асосида ёғлантириш жараёни олиб борилган ишчи эритмада қўшимча сирт фаол модда йўқлиги ҳисобида, уни оқава сув ҳавзаларига чиқариб юборишдан олдин мураккаб тозалаш босқичларидан ўтиши зарурат туғдирмаслиги билан ва бу оқава сувдан техник сув мақсадида бир неча марта фойдаланиш имконини беради.

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HAMKORLIKDA O‘QITISH METODLARI YORDAMIDA BO‘LAJAK TIBBIYOT XODIMLARINI KASBIY MULOQOTGA TAYYORGARLIGINI RIVOJLANTIRISHNING O‘ZIGA HOS AFZALLIKLARI

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***Annotatsiya.** Ushbu maqolada, bo‘lajak tibbiyot xodimining kasbiy muloqotini rivojlantirishda hamkorlikda o‘qitish metodlaridan samarali foydalanish asosida ularning bilimi, malakasi va kasbiy kommunikativ ko‘nikmalarini shakllantirishning ahamiyati va afzalliklari haqida mulohazali fikrlar keltiriladi. O‘zbekiston ta’limini modernizatsiya qilish sharoitida mutaxassislarning kasbiy malakasini shakllantirish dolzarb pedagogik muammodir.*

***Kalit so‘zlar:** aloqa, professional muloqot, kvaziprofessional, empatiya, aks ettirish, og‘zaki bo‘lmagan aloqa vositalari.*

Hamkorlikda o‘rganish turli til darajadagi o‘quvchilarni birlashtirishning eng samarali usullaridan biridir. Bunday o‘qitishda o‘quvchilar bir-biriga yordam berish zarurligini ko‘radilar, ularning faoliyati shunday tashkil qilinadiki, o‘quvchilar birgalikda va hamkorlik qilsagina topshiriqlarning bajarilishiga erishiladi. Bundan tashqari, topshiriqning bajarilishi guruh rahbariga emas, balki jamoaning har bir a’zosiga bog‘liq, chunki har bir kishi ma’lum rolga ega va umumiy maqsadga erishish uchun o‘z hissasini qo‘shadi. Faoliyatni tashkil etishning guruh shakli faol lug‘atni ishlab chiqish, ma’lum bir til darajasini ta’minlaydigan kommunikativ mashqlarni bajarish, shuningdek, loyihani ishlab chiqish bosqichlarida qo‘llaniladi.

Kasbiy muloqotga tayyorlikni shakllantirishning sharti bo‘lajak tibbiyot xodimining kasbiy malakasini shakllantirishning asosi sifatida rivojlanayotgan ta’lim

kvazprofessional va o'quv-kasbiy faoliyatga bosqichma-bosqich qo'shilish jarayonida sub'ekt pozitsiyasini shakllantirishdir. sub'ektivlik, shuningdek, loyiha faoliyati jarayonida.

Yuqori malakali mutaxassislarni tayyorlash nafaqat ular tomonidan fundamental bilimlarni chuqur, tizimli va sifatli o'zlashtirishni tashkil etish, tegishli amaliy ko'nikma va malakalarni shakllantirish, balki motivatsion sohani, o'z-o'zini rivojlantirish qobiliyatini rivojlantirishni ham nazarda tutadi. - amalga oshirish va ijodkorlik.

Afsuski, zamonaviy ta'lim standartlari bo'lajak mutaxassisning kasbiy ahamiyatli shaxsiy xususiyatlarini shakllantirish, sub'ektiv pozitsiyani shakllantirishdan ko'ra ko'proq bilim bilan qurollantirishga qaratilgan. Shu bilan birga, mehnat psixologiyasi, pedagogika va psixologiya bo'yicha zamonaviy tadqiqotlarda yangi ta'lim va tarbiya texnologiyalariga, xususan, shaxsga yo'naltirilgan ta'lim va ta'limga o'tish tavsiya etiladi.

Ushbu yondashuvga muvofiq, kasbiy sub'ektiv pozitsiyani shaxsiy xususiyat sifatida rivojlantirish va ijodiy o'zini o'zi anglash, bilim, ko'nikma va ko'nikmalar sifatini oshirish, o'z-o'zini tarbiyalash, o'z-o'zini takomillashtirish va o'z-o'zini rivojlantirishga bo'lgan ehtiyojni oshirish uchun zarur shartdir. Ijodiy faoliyatni rivojlantirish mutaxassis tayyorlash uchun katta ahamiyatga ega. Argiris o'zining o'rganishning "ikki halqa" kontseptsiyasidagi kabi, biz o'z-o'zini kuzatish va o'z-o'zini aks ettirishning individual va guruh jarayonlari individual va guruhning o'zini o'zi o'zgartirish uchun kuchli vosita ekanligiga ishonamiz [5]. Talabaning sub'ektiv pozitsiyasini rivojlantirish uchun maxsus kurs doirasida asosiy e'tibor quyidagi texnologiyalardan foydalanishga qaratildi: muammoli ta'lim, o'yin, loyiha.

Talabalarning mustaqil faoliyatiga asoslangan faollashtiruvchi texnologiyaning yorqin namunasi loyiha asosidagi ta'limdir.

Loyihaga asoslangan ta'lim yoki amaliy mashg'ulotlarda qo'llaniladigan loyihalar usuli talabalarning intellektual, ijodiy va kommunikativ ko'nikmalarini shakllantirishga yordam beradi, xususan:

- matn bilan ishlash qobiliyati (asosiy narsani ajratib ko'rsatish, ikkinchi darajali narsani qoldirmaslik, kerakli ma'lumotlarni qidirish);
- axborotni tahlil qilish;
- umumlashtirish, xulosalar chiqarish;
- solishtirish va o'xshash yaratish;
- turli xil ma'lumotnomalar bilan ishlash;
- suhbatdoshni tinglash va eshitish uchun munozarani olib borish;
- O'z fikringizni ixcham ifodalang va hokazo.

Ushbu usuldan foydalanish tajribasi loyiha usuli faktik bilimlarni birlashtirishga emas, balki ularni qo'llash va yangilarini, ba'zan o'z-o'zini o'qitish orqali o'zlashtirishga qaratilgan degan xulosaga kelish imkonini beradi. Loyiha ustida ishlash tashabbuskorlik, ijodkorlik, muloqot qobiliyatlari va jamoada ishlash qobiliyatini rivojlantiradi.

Talabaning sub'ektiv pozitsiyasini shakllantirishga qaratilgan darslarda didaktik material sifatida har xil turdagi matnlardan foydalaniladi. Ularni tanlash muayyan darsdagi ishning maqsadlariga bog'liq. Bu namunali matnlar, o'z bayonotlaringizni yaratish uchun modellar va nuqsonli matnlar bo'lishi mumkin. O'quv jarayoni, shuningdek, aniq kasbiy vaziyatlarni, kasbiy yo'naltirilgan kommunikativ vazifalarni (kommunikativ vazifalarning mazmuni kasbiy faoliyatdagi muloqotning ma'nosi haqidagi bilimlar bilan boyitish, og'zaki va og'zaki bo'lmagan muloqotni o'rgatish, suhbatdoshni tinglash va tushunish qobiliyatini rivojlantirish, ish suhbatini o'tkazish qobiliyati, taqdimot). Subyektiv pozitsiyani shakllantirishni ta'minlaydigan pedagogik jarayonning shartlaridan biri - muloqotda o'quvchilarning tashabbuskorligini rivojlantirishning turli usullaridan foydalanish, shifokor va bemor o'rtasidagi suhbatlarni tahlil qilishga talabalarning murojaati. Amalda, ijobiy ko'rinishlar bilan birga, xatolarga yo'l qo'yiladi, shuning uchun ulardan qochishga o'rgatish kerak.

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ERKIN A'ZAMNING "SHOIRNING TO'YI" QISSASIDA INSON FOJIASI

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***Annotatsiya:** Maqolada keyingi yillarning iste'dodli yozuvchilaridan biri Erkin A'zam qalamiga mansub "Shoirning to'yi" qissasi tahlil qilindi. Qissa qahramonlari xarakteri va psixologiyasini tasvirlashdagi kinoyaning o'rni, yozuvchi shoir Otashqalb obrazi yordamida sho'ro davri fojialari ochib berilgan.*

***Аннотация:** В статье был проанализирован рассказ "свадьба поэта", написанный одним из талантливейших писателей последующих лет Эркином Азамом. Роль иронии в изображении характера и психологии героев повести раскрывается с помощью образа писателя-поэта огнедышащего.*

***Annotation:** the article analyzed the story "The Poet's wedding", which belongs to the pen of one of the talented writers of the following years free organ. The role of irony in the description of the character and psychology of the heroes of the story, the tragedies of the silent era are revealed with the help of the image of the writer poet Hitchhiker.*

***Kalit so'zlar:** Davr, fojia, mafkura, kinoya, xarakter, obraz, Otashqalb, Mafkuraxonim, qissa, voqea, tahlil.*

Kirish: Erkin A'zam asarlarining o'ziga xos va ajralib turuvchi jihati shundaki, adib asarlarida kinoya tilining ustalik bilan ishlatilishi, asar kulminatsiyasi kutilmagan qahramon va kutilmagan badiiy yechimlarga ega ekanligi hisoblanadi. Yozuvchi inson tabiatiga xos bo'lgan chigalliklarni ochiq ko'rsatmasdan imo-ishora orqali aks ettirishi uning asarlarining tasirchanligini oshiradi.

Yozuvchi qahramon xarakterini yaratishda, asar syujetining xarakterlar asosiga qurilishi, voqealar o'rtasidagi bog'liqliklarni obrazlar, detallar yordamida ifodalashi, muallif va qahramon nutqining yaqinligiga alohida e'tibor beradi. Erkin A'zam o'z asarlarida qahramonlar xakteri va psixologiyasini tasvirlashda, tasvir va ifoda yo'sinining hayotda ko'rish mumkin bo'lgan jihatlarini kinoya ostida "kosa tagida nimkosa" shaklida ifodalaydi. Bu jihatdan "Shoirning to'yi" qissasidagi personajlar xakteri alohida ajralib turadi. Qissa syujetini qatag'onga uchragan va keyinchalik vaqt o'tib oqlangan shoir xotirasiga bag'ishlangan xotira kechasi va o'sha kechada qatnashuvchi ijobiy va salbiy xakterlarga ega bo'lgan qahramonlar tashkil qiladi. Asarning o'ziga xos bo'lgan xususiyatlaridan yana biri asar qahramonlariga ism qo'yilishi ham diqqatni jalb etadi. Ismlarda ham yuqorida aytilgan kinoya uslubi yaqqol sezilib turadi.

Qissadagi

voqealar hamma hodisa va lavhalar bosh qahramon Otashqalb shoirning butun hayoti atrofida birlashadi.

Adabiyotlar tahlili va metodologiyasi: Yozuvchining mazkur qissasi adabiyotshunoslar tomanidan bir qancha bahslarga sabab bo'lgan. Xususan, Feruza Rajabovaning "Achchiq qismatli shaxs fojeasi" nomli maqolasida Erkin A'zam Otashqalb shoir obrazi orqali ko'proq Usmon Nosir va Cho'lpon shaxsiga murojaat qilingan deyiladi. Bu o'xshashlik Usmon Nosir shaxsiyati, harakat intilishlari doirasida, Cho'lponning esa ijodi, muayyan asarlariga munosabat aspektida ko'proq aks etgan deya izohlaydi. Ammo asarda aynan ikki shaxs fojeasini emas 1930-1950-yillar oralig'ida qatag'onga uchragan butun o'zbek shoir va yozuvchilarining qismatini uchratish mumkin.

Natijalar: Qissa tadbir o'tkazilayotgan binoning qurilishi unda qatnashayotgan asirlar –harbiylar, siyosat qurbonlari, jinoyatchilar yoxud o'zinikimi, begonami farqi yo'q "aybi bor" mahbuslar. Aybdor sho'rlik o'lib tirilib ishlaydi, shunga majbur. Mehnat bilan gunohni yuvmoqni o'ylamasada, mahkumlikni, mahrumlik uqubatlarini shu yo'sin yengmoq bo'ladi. Bunga "Mo'ylovdor dohiy"ning tamal toshini qo'yib berish bilan boshlanadi va asar boshlanmasidanoq tushkin ruhiyat seziladi. Qissada

davr va shaxs fojiasi bir- biriga qarama –qarshi qo‘yiladi. Otashqalb shoir shaxs fojiasi bo‘lsa, Oqsaqol shoir, Mafkuraxonim, Ajoyib domla singari obrazlarda davr fojiasi tasvirlanadi.

Asar kulminatsiyasi ham Otashqalb shoirning o‘z xotira kechasida qatnashishi, o‘z fojiasiga sababchi bo‘lgan insonlarning bugun davr bir teskari aylanib uning eng yaqin kishilaridek ko‘rsatishiga guvoh bo‘lib o‘tirishi ammo bir og‘iz ham so‘zlay olmasligida va uni hech kim tanimasligida.

Qissadagi Musofir muxlis deya atalgan qahramonning tasviri diqqatni tortadi. Chunki: “...Qo‘lbola aravachada o‘tirgan bu odam nogirinlikning jamuljam timsoli edi. Tizzadan kesilgan oyoqlarining po‘ntig‘iga kirza etikning qo‘njidan yasalgan qoplama kiyg‘izilgan, ikkala qo‘lining ham tirsagidan osti yo‘q- isqirt, yag‘iri chiqqan qora paxtalikning shalviragan yerlari yuqoriga qayrilib, bilakkacha chandib qo‘yilgan. Avji bahorning ilk oqshomi bo‘lishiga qaramasdan G‘aroyib muxlisning egnida qalin paxtaligu, boshida esgidan esgi quloqchin; soch-soqoli o‘sib ketgan qo‘sqi. Tashqi qiyofasidan bu yurtning fuqarosiga o‘xshamaydi, uzoqdan kelgan, juda uzoqdan-musofir. Ammo uning asov baroq qoshlari tagidan boqib turgan o‘tli ko‘zlarini ko‘rgan odam bir seskanib tushishi muqarrar! Va uni shubhasiz og‘ir bir savol o‘rtay boshlaydi: bu qadar tanish ko‘zlar kimniki?”

Bu yuqorida aytib o‘tilgan xotira kechasi nishonlanayotgan Otashqalb shoirning xuddi o‘zginasi faqat uni hech kim sezmaydi.

Anjumanning tantanali qismini ochib berish uchun so‘z Otashqalbning yoshlikdagi “eng yaqin do‘sti, safdoshi” Oqsaqol shoirga beriladi. Oqsaqol shoir odatdagi samimiy desa noinsoflikka o‘tadigan mujmal va chuchmal kirish so‘z boshlaydi. Oqsaqol shoir Otashqalbning fojeasiga o‘z hissasini qo‘shgan va bunga bosh -qosh bo‘lganlardan biri sanaladi. Mana qarib ellik yil o‘tib endi turli tuman so‘zlar bilan uni ko‘kka ko‘tarib, Otashqalbning mudhish o‘tmishi uchun qayg‘urib o‘tiribdi. Qissa davomida Oqsaqol shoirning vijdoni va qalbidagi riyokorlik, mansabparastlik tuyg‘ulari bir- biriga konflikt tarzda qo‘yiladi lekin alar oqibat nafs

butun umri davomidagidek ustun keladi. Umri oxirida ham haqiqat bilan yuzlasha olmaydi, bunga kuchi yetmaydi.

Asarda davr fojiasini o'zida mujassamlashtirgan yana bir obraz Mafkuraxonim obrazi. U sobiq sho'ro mafkurasini o'z manfaati yo'lida bayroq qilib olgan ayol. Shu bilan birga nafsini har narsadan ustun qo'yib, o'zligidan kechishga tayyor obraz hisoblanadi. "Mafkuraxonim deganimiz asli komsomoldan yetishib chiqqan keyinchalik talay yil poytaxt tumanlarining birida partiya qo'mitasiga yetakchilik qilgan, biroz muddat madaniyat vaziri ham bo'lgan, mana olti oydirki yana egarga o'rinishib, mafkura otining jilovidan tutgan edi. 45 yoshlar chamasidagi bu xotin so'zga nihoyatda chechan, bir pasda dunyoni ag'dar- to'ntar qilgudek faol tashkilotchi, oqni qora, qorani oq deb isbotlamoqqa ayniqsa mohir edi. U tagi oqsuyak xo'jalar avlodidan bo'lib, markischa-lenincha talimotga azboroyi mehri zo'rligidan nasl-nasabini inkor etadi. O'z ona-tilida yaxshi gapira olmaydigan ikkinchi ona-tili qilib olgan tilida binoyidek so'zlaydigan va bundan hech ham hijolat chekmaydigan bir so'z bilan aytganda mafkuraga yopishib olgan ayol edi". Mafkuraxonim anjumanga ham o'z tannoqliгинi namoyish qilganday odamni yalintira- yalintira tashrif buyurdi. Aslida u bunday davralarga mutlaqo begona.

Yozuvchi ushbu holatni quyidagi manzaralarda fosh qiladi. "Qani domlani o'zlari kelmadilarmi? – deb qolsa bo'ladimi! Hamma bir- biriga qaragan hamma hijolat. Sho'x, hozirjavob madaniyat vaziri, to'qsonlarni qoralab qolgan, qulog'i og'ir keksa rassomni ro'para qilib vaziyatni yumshatmoqchi bo'ladi. Domlani taniyman kamsomalda ishlaganimda mani chizganlar – dedi xushhollik bilan rassomga oppoq barmoqlarining uchini tutqazib – man yubilyarni so'ravomman ... Yana hamma jim bir -biriga qaragan, yana hamma hijolat. "U kishi yetib kelaolmadilar – dedi kimdir orqaroqdan jasorat ko'rsatib. Uzoqlarda, ha u uzoq sharqda". Yuqoridagi holat orqali yozuvchi istehzoli kulgu bilan birgalikda, "Mafkuraxonim" nomini yana bir bor tasniflaydi.

Anjumanda keyingi so'zga Ajoyib domla chiqadi. Domla obrazi orqali davr charxpalagiga moslab turli tomonlarga aylanadigan, hayot sinovlaridan turli qing'ir

yo'llar bilan o'tgan inson obrazi gavdalantiriladi. Quyida keltiriladigan tarif orqali bu so'z o'z tasdig'ini topadi. "Otashqalbning o'zidan ham bir necha yosh katta, ko'p qirg'inlarni ko'rgan hammasiga chap berib omon qolgan ya'ni kelgan baloga boshqasini ro'baro qilib, panasida jon saqlaydigan, zamon har aylanganida shamolning yelparragi qay tarafga yo'nalganini ilg'orlar qatori ilg'ab o'sha tarafga bayroq ko'tarib yugurgan, o'zining bu turlanishiga ilmiy va siyosiy asoslari hamisha tayyor benihoya makkor va maddoh bir zot edi". Domla ham boshqa safdoshlari singari Otashqalb shoirni maqtab uni ko'klarga ko'taradi. U ham Otashqalbning fojeasiga o'z hissasini qo'shganlardan biridir. Endi esa u o'z xarakteriga mos ravishda charxpalak aylanmasiga qarab o'zi ham ishonmaydigan maqtovlar va olqishlar aytib Otashqalbni ko'kka ko'taradi. Yozuvchi anjumanda keyingi o'rinlarda so'zga chiqqan Otashqalb shoirning jiyani Jiyanbeka shoirning birga o'qigan do'sti, go'yoki Otashqalbning yaxshi ko'rgan insonidek o'zini ko'rsatgan Mashuqaxonim yoki Alvastixonim deya atalgan obrazlar orqali yuqorida tariflangan personajlar xarakteri va ruhiyatini yanada to'laroq ochib berishga harakat qiladi. Shu o'rinda yozuvchi faqat zamon zayliga qarab turlanuvchi insonlarni emas, ularda qarama-qarsh yani konflikt tarzda shoirning chinakkam muxlislari, yoshligidagi do'sti temir yo'l xizmatchisi va Jasur shoir singari qahramonlar kiritiladi.

Otashqalbning yoshlikdan birga bolalar uyida katta bo'lgan do'sti temir yo'l xizmatchisi so'zga chiqqanda o'zi sezmaganda holda Ajoyib domlani fosh etadi. "Ajoyib domla hozir menimch boshqa Otashqalb shoir haqida gapirdi, men tanigan shoir boshqacharoq edi, haqiqiy mard, jasur, dovyurak yigit edi" deya do'stining haqiqiy fazilatlari haqida gapiradi. Anjuman so'ngida zo'rg'a navbat olib so'zga chiqqan Jasur shoir nutqida butun asar kulminatsiyasi va yechimi ifodalanadi. Jasur shoir savollari bilan zalda o'tirganlarni haqiqat bilan yuzlashishga majbur qiladi.

Jasur shoir anjuman bo'layotgan binoga va anjumanda o'tirgan bazi bir insonlarga sha'ma qilib "bu bino qurilishida Otashqalb shoir ham bo'lgandir, boshqalar singari binoning tagida yotgandi, ajabo binoning usti ham tomoshaxona, osti ham tomoshaxona, kecha senga hukm chiqqanlar bugun oshingga bakovul bo'lib

o‘tiribdi” – deya davrada o‘tirgan ikkiyuzlamachi, munofiq kimsalarga ishora qiladi. Otashqalbning fojeasiga hech kimni ochiq ayblamaydi. “Uning fojeasida bir-ikki odamnigina aybdor sanash kaltabinlik bo‘ladi. Bandasi ojiz jon esa shirin. Uni avvalo o‘sha muhit juvonmarg qilgan” – deya nutqini tamomlaydi shu bilan Otashqalb shoirning ham xotira kechasi o‘z nihoyasiga yetadi.

O‘sha kecha hamma o‘z o‘y hayollari bilan band bo‘ladi. Oqsaqol shoir to‘satdan vafot etadi. Yuqorida ta’kidlanganidek u umrining oxirida ham haqiqat bilan yuzlasha olmaydi. Oqsaqol shoir Musofir muxlisning ko‘zlaridan taniydi, uning Otashqalb shoir ekanligini sezadi lekin doimgidek qo‘rqoq va juratsizligi sababli unga ikki og‘iz so‘z aytolmay vafot etadi. Ajoyib domla, Mafkuraxonim singari insonlar esa hamon nafs yo‘lida bosh qotirib o‘tirishadi. Anjumanda chinakkam jasorat ko‘rsatgan Jasur shoir esa bugungi zafar zavqidan sarmast qattiq uyquda. Ertaga nima bo‘lishni bilmaydi. Ertadan boshlab unga barcha eshiklar yopiladi.

Xulosa: Xulosa qilib aytganda asar bir shaxs fojeasi orqali butun o‘tgan davrni tasvirlaydi. O‘z o‘rnida esa bunga sababchi bo‘lgan insonlar tashqaridan emas o‘z ichidan yetishib chiqqan munofiq, manfur kimsalardir.

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MARKET CONTROL ISSUES**(1991-2020 ON THE EXAMPLE OF TASHKENT MARKETS)****Okhunjonova Shakhodat Yusubjon kizi, tffd (PhD)**oxunjonova191@mail.ru**ANNOTATSIYA**

Maqolada poytaxtdagi yirik dehqon bozorlari va savdo majmualaridagi asosiy savdo o'rinlari, o'rtada turib vositachilik bilan shug'ullanuvchilar, ya'ni olib sotarlar tomonidan egallab olinganligi, eng muhim turdagi mahsulot turlari bilan savdo qiluvchilarning narxlarni sun'iy oshirib olish holatlari va bu kabi holatlarning doimiy nazorat qilib turilishi, qay tartibda nazorat amalga oshirib kelinganligi hususida fikr yuritiladi.

Tayanch so'z va iboralar - Aralash bozorlar, moki savdogarlar, bozor iqtisodiyoti, moki savdogarlik.

ANNOTATION

In the article, the main trading places in the capital's large farmers' markets and shopping complexes are occupied by middlemen, that is, sellers, the cases of artificially increasing prices by traders with the most important types of products, and this It is thought about the constant control of such cases, the manner in which the control was carried out.

Keywords and phrases - Mixed markets, shuttle traders, market economy, shuttle trader.

In order to provide quality services to the population in the markets of Tashkent city, market activity has been monitored. According to the Decree of the President of the Republic of Uzbekistan dated March 5, 1996 "Additional measures to improve the

organization of markets and the quality of services to the population" ¹, in order to regulate payments for land areas used by trade, household and other types of service outlets, according to the decision of the mayor of Tashkent city "On the collection of market and fair land fees", all markets and fairs in the city of Tashkent have been grossly registered ².

Weighers, supervisors and other employees under the leadership of the market director are obliged to faithfully perform their duties and civil duties, first of all, to create the necessary conditions for the sale and storage of products, to control prices, and to ensure that citizens pay the appropriate taxes without hiding their profits. They should take all necessary measures ³.

In 2000, the organizational work on the control of markets in Tashkent was carried out. On April 15, 2008, the situation in the markets of Tashkent was discussed at a special meeting held in the Cabinet of Ministers of Uzbekistan under the chairmanship of the Prime Minister of the Republic of Uzbekistan. The main trading positions in a number of large farmers' markets in the capital are occupied by middlemen, that is, exporters, the most important types of fruits and vegetables and vegetable products, in particular, onions (up to 1800 soums), potatoes (up to 800 soums) and egg (up to 210 soums) prices have been criticized. It was also pointed out at the meeting. For this reason, they did not organize enough work in order to regulate the activities of Tashkent city markets, clean the markets from sellers, ensure price stability, fill with basic products, improve sanitary conditions and create an effective control system in this regard, and until now it was noted that the failure to create an effective control system will be pointed out to district governors, internal affairs, tax and prosecutor's offices, sanitary-epidemiological control, trade department,

¹ Ўзбекистон Республикаси Президентининг 1996 йил 5 мартдаги "Бозорларнинг фаолиятини ташкил этишни ва аҳолига хизмат кўрсатиш сифатини яхшилашга доир қўшимча чора-тадбирлар" тўғрисидаги Фармони // <https://lex.uz/ru/docs/173304>

² Central state archive of Tashkent city, fund 582, list 1, case 265, page 113.

³ Бозор – мўътабар маскан // Халқ сўзи. – 1996. – 3 апрель № 65.

"Tashbozatarayorlovsavdo" association and farmers' markets, and the noted deficiencies will be eliminated ¹.

As a result of the meeting, in order to establish a daily control system in order to regulate the activities of the markets, to remove middlemen, to ensure price stability, to fill with basic types of products, and to improve sanitary conditions, Tashkent city administration a special headquarters was established. Their composition is approved, the district headquarters will be located in the building of a large farmer's market in the area, and their main tasks - the members of the headquarters will study the general condition of the market every morning until 7:00 a.m. It is aimed to determine the specific responsible for supply, to conduct a conversation with the sellers occupying the main sales positions in the market and to study the sources of product supply and price formation by them.

In conclusion, strict measures have been taken against those who engage in mediation on a regular basis. Allotment of their places to real peasants and farmers, condition of trade stalls, additional stalls have been placed. Providing stone-scales to stone -throwers, assisting farmers in bringing products into the market area, preventing any pressure on farmers and farmers from the market administration or vendors, market area and stalls during the day it is planned to clean the streets from waste, to ensure the fulfillment of the schedule of removal of the collected waste, to study the condition of the material and technical base of the market and to take measures to eliminate the identified deficiencies.

¹Central State Archive of Tashkent city, Fund 582, List 1, Case 1188, Sheet 39.

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SECRET OF TEACHING ENGLISH

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ABSTRACT

Maqolada umumta'lim maktablarida turli metodlardan foydalanish orqali ingliz tilini o'rgatishning sifatini oshirish yo'llari yoritib berilgan.

Key words: *Method, teaching, traditional method, translator method, innovative, instructor, principle, colorful balloons, verbally, flashcard, fascinating homework.*

Nowadays there are a lot of methods in teaching English language, however, it is difficult for teachers to choose the best one in the world. I decided to help English teacher with useful teaching ways. For instance, teachers only use traditional methods like translator method which is very boring for children. We should use innovative methods to attract pupils to our subject as a professional instructor.

First of all, I want to introduce a new innovative principles. This principle is able to make interest in pupils' heart. We know that interest for something is the best way to bring up pupils to high stages in subject. Now I show some methods to make lesson interesting.

1. Teach lesson with singing the theme.

It is tough to concentrate pupils' attention during teaching new a theme, but if you use this method, it will become a very easy way to attract learners. Because, when you sing a theme they look at you and try to listen your words carefully, also both rising and decreasing your voice make your lesson interesting during singing.

2. Use colorful balloons to ask questions.

Most of the teachers ask questions verbally, however, such kind of asking is dull for kids, since they cannot listen group mates answers because of boredom. But, we can solve this problem with using colorful balloons for asking questions. For example, If pupil burn balloon their friends look at him, and they listen his question without any doubt.

3. Play games which is suitable for theme.

Playing games during lesson is a key to raise learners' positive thinking for your lesson, so, with the help of games teacher can remove young pupils' yawning. For example, if instructor use group games, all of the pupil forget their every past feeling.

4. Use flashcards to teach new words.

Flashcards are very attractive for youngsters with beautiful outfits. For example, teacher stick seven flashcards to board and say names of flashcards five times and give three minutes to recall them. Then he says sleep, when they sleep, teacher loose one flashcard and pupils should find. While this situation, pupils can listen new words more than 15 times how to pronounce and they are able to imagine this word with watching flashcard. Learners can learn new word interestingly without nervous.

5. Give fascinating homework.

Now humans are becoming lazy, it becomes difficult to do even important tasks for people, although they know how it is necessary for their future. Also, pupils loose to do homework at home. Fascinating homework is good to get pupils to do their homework. If teacher teaches new vocabularies, she should give to draw picture of one of the word, as a result, pupil repeat all wards in order to find best one to draw.

These methods make lessons beautiful and turn teachers the best instructor from bad one. Dear teachers, if you want to be a hero for your learners, please use these methods.

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INFORMATIKA FANINI O'QITISHDA INNOVATSION USLUBLAR

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Informatika fani o'qituvchisi.

***Annotatsiya.** Informatika o'quv predmetining asosiy vazifasi o'quvchilarni zamonaviy informatikaning ba'zi bir umumiy g'oyalari bilan tanishtirish, informatikaning amaliyotdagi tatbig'ini va kompyuterlarning zamonaviy hayotdagi rolini ochib berishdan iborat.*

***Kalit so'zlar.** Didaktik, tarbiyaviy, faoliyat, o'yinli texnologiyalar, kommunikativlik, Didaktik tamoyil, chaynvord, chaynkrossvord, krosschaynvord, aylanma krossvord.*

Informatika kompyuter texnikasini qo'llashga asoslanib inson faoliyatining turli sohalarida axborotlarni izlash, to'plash, saqlash, qayta ishlash va undan foydalanish masalalari bilan shug'ullanuvchi fandır. Mamlakatimizda Birinchi Prezidentimiz tomonidan axborot-kommunikatsiya texnologiyalarini hayotimizning barcha jabhalari, jumladan, ta'lim jarayoniga keng tatbiq etishga katta e'tibor qaratilgan edi. Bu 2012 yil 21 martda qabul qilingan "Zamonaviy axborotkommunikatsiya texnologiyalarini yanada kengroq joriy qilish va rivojlantirish chora-tadbirlari"ga oid qaror va "Axborotlashtirish to'g'risida"gi qonunda, belgilangan asosiy vazifalardan biridir. Zero, zamonaviy axborot texnologiyalarini samarali qo'llash talabalarga bilim berish sifatini oshirish, uning mazmun mohiyatini takomillashtirish, ta'limni zamonaviy talablar darajasida tashkil etish, ta'lim muassasalarida ta'lim samaradorligini oshirish maqsadida ta'lim-tarbiya jarayoniga yangi pedagogik, axborot texnologiyalarini joriy etish, ularda interfaol usul va vositalardan foydalanish ko'zda tutilgan. Shu sababli, bugungi kunda ta'lim muassasalarida faoliyat yuritayotgan "Informatika" fani

o'qituvchilari oldida quyidagi muhim vazifalar turadi: - talabalarning mustaqil bilim olish, o'rganish qobiliyatlarini shakllantirish va rivojlantirishda fanning o'rnini va ahamiyatini oshirish; - mashg'ulotlarini zamonaviy pedagogik texnologiyalar asosida tashkil etish va o'tkazish; - talabalarning faolligini oshirish, o'zlashtirish darajalarini rivojlantirishga yo'naltirilgan metod va shakllarni qo'llash; - ta'lim jarayonida zamonaviy axborot texnologiyalaridan samarali foydalanish. Ta'limda yangi bilimlarni amalda qo'llash natijasi innovatsiyalarga asoslangan yangi ta'lim yaratilishiga olib kelmoqda. Respublikamizda ta'lim tizimini har tomonlama rivojlantirish kadrlar tayyorlash tizimini tubdan yangilash va isloh qilish davlat ahamiyatidagi eng ustuvor vazifalar qatoriga kiradi. O'quvchi o'zlashtirgan bilimni amaliyotda qo'llay bilishi uchun uni o'z vaqtida mustahkamlashi, boshqa tushunchalarni o'rganishda qo'llay bilishi va olingan bilimlarni tizimlashtirish ta'lim samaradorligini ta'minlashga olib keladi. O'quvchining bilish faoliyati deganda: - o'rganilayotgan mavzuga doir barcha axborotlarni to'plash; - to'plangan axborotlarni qayta ishlash; - o'rganilgan axborotlarni (ma'lumotlarni) qo'llash kabi uchta bosqichdan iborat faoliyat tushuniladi. "Informatika" fanini o'qitish samaradorligini oshirish o'quv mashg'ulotlarini tashkil etish hamda o'tkazishda pedagogik va axborot texnologiyalaridan keng foydalanish, o'qitish mazmuniga mos dasturiy ta'minotini ishlab chiqish, ularni o'quv jarayoniga joriy etish asosiy vazifalardan hisoblanadi. Ushbu vazifalarni dolzarbligini e'tiborga olgan holda "Informatika" fanini o'qitishda o'yinli texnologiyalardan foydalanish holatini o'rganish, tahlil etish, ulardan samarali foydalanish metodikasini, mos uslubiy tavsiyalarni ishlab chiqish zarur. O'yinli texnologiyalardan foydalanishning asosini talabalarning faollashtiruvchi va jadallashtiruvchi faoliyati tashkil etadi. O'yin olimlar tadqiqotlariga ko'ra mehnat va o'qish bilan birgalikda faoliyatning asosiy turlaridan biri hisoblanadi. Psixologlarning ta'kidlashlaricha, o'yinli faoliyatning psixologik mexanizmlari shaxsning o'zini namoyon qilish, hayotda o'z o'rnini barqaror qilish, o'zini o'zi boshqarish, o'z imkoniyatlarini amalga oshirishning fundamental ehtiyojlariga tayanadi. O'yin bilish va uning bir qismi (kirish, mustahkamlash, mashq, nazorat) tarzida tashkil etiladi.

O‘yinlar turli maqsadlarga yo‘naltirilgan bo‘ladi. Ular didaktik, tarbiyaviy, faoliyatni rivojlantiruvchi va ijtimoiylashuv maqsadlarda qo‘llanadi. O‘yinning didaktik maqsadi bilimlar doirasi, bilish faoliyati, amaliy faoliyatida bilim, malaka va ko‘nikmalarni qo‘llash, umumta’lim malaka va ko‘nikmalarni rivojlantirish, mehnat ko‘nikmalarini rivojlantirishni kengaytirishga qaratilgan bo‘ladi. O‘yinning tarbiyaviy maqsadi mustaqillik, irodani tarbiyalash, muayyan yondashuvlar, nuqtai nazarlar, ma’naviy, estetik va dunyoqarashni shakllantirishdagi hamkorlikni, kollektivizmni, jamoaga kirishib keta olishni, kommunikativlikni tarbiyalashga qaratilgan bo‘ladi. Didaktik tamoyillarni hisobga olgan holda, o‘quvchilarga nafaqat faktlarning qat’iy ilmiy bayonini berish, balki o‘qitishning turli qiziqarli metodlarini ham qo‘llash lozim. Masalan, ko‘pchilikka ma’lum va ommabob bo‘lgan krossvord o‘yini o‘quvchilarda qiziqish uyg‘otishi tabiiydir. Qomusiy lug‘atda ta’riflanishicha, uning atamasi inglizcha “kross” – kesishgan, “vord” – so‘z degan ma’noni anglatib, ilk bor XX asr boshlarida kashf etilgan. Vaqt o‘tishi bilan uning turlari ko‘payib, chaynvord, chaynkrossvord, krosschaynvord, aylanma krossvord, diagonal krossvordlar o‘ylab topildi. Ularning har biri shaklda so‘zlarning joylashishi va bog‘lanishi bilan farq qiladi. Krossvord ko‘rinishidagi so‘rov shakli o‘quvchilar uchun har doim qiziqarli va o‘ziga tortadigan metoddir. Mustaqil ijodiy faoliyatning bunday shaklidan foydalanilganda darsda faqatgina kuchli o‘quvchilargina emas, balki kuchsiz o‘quvchilar ham faol ishtirok etadilar. Darslarda qiziqtirishdan foydalanishning boshqa shakllaridan, ya’ni rebus va boshqotirmalardan ham foydalanish yaxshi samara beradi.

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“OYNING GARDISHI” HIKOYASIDA RAMZLAR TASVIRI

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***Annotatsiya:** Ushbu maqolada mashhur o‘zbek yozuvchisi Ahmad A‘zamning “Oyning gardishi” hikoyasi tahlilga tortilgan. Undagi ramz va majozlarning tavsifi yoritilgan. O‘shini istamaydigan, yangiliklarni qabul qilgisi kelmaydigan, bir joyda qotib qolgan xalq tasviri tahlillar bilan yoritilgan.*

***Аннотация:** В этой статье к анализу был привлечен рассказ известного узбекского писателя Ахмада Азама “фланец Луны”. В нем освещается описание символов и образов. Образ народа, не желающего расти, не желающего принимать новшества, застрявшего где-то, освещается анализом.*

***Annotation:** in this article, The Story of the famous Uzbek writer Ahmad a‘zam “the flange of the Moon” is drawn into analysis. The description of the symbols and metaphors in it is illuminated. A folk image, which does not want to grow, does not accept the news, hardened in one place, is illuminated by analyzes.*

***Kalit so‘zlar:** oy, oyning gardishi, oq qo‘y, xarakter, obraz, realizm, qobiq, kitob, ramz, xarakter.*

Kirish: Taniqli yozuvchi Ahmad A‘zam o‘zining takrorlanmas va samimiy ruhda yozilgan asarlari bilan o‘quvchi qalbidan munosib o‘rin egalladi. Yozuvchi asarlarining “tili qiyin”ligi uni o‘qimasligimizga sabab bo‘la olmaydi. Uning o‘ta nozik tarzda asarlarida ko‘targan muammolar va mulohazalar ularni mutolaa qilgan har bir ongli inson yuragini bezovta qiladi. Ahmad A‘zamning ruhiyati uning asarlarida yaqqol ko‘zga tashlanadi. G‘oyoki, u barcha asarlarida aynan o‘zini tasvirlagandek. Yozuvchi bemor yillarida ham ijoddan to‘xtamadi.

Adabiyotlar tahlili va metodologiyasi: U “Asarlardan firqalar” to‘plamida: “Odam hamma narsaga shukur qilishi kerak. Avvalo, Xudoning bergan umriga. Men bergan dardiga ham, davosiga ham shukur qilaman. Hastalik davrida 3ta kitob yozdim. Bu jihatdan umrimdan roziman. Men Allohning ko‘rsatgan har kuniga shukur qilib yashadim”, – deb yozib o‘tadi. Adibning deyarli yozgan har bir asarida davrning eng dolzarb nuqtalaridagi illat va qusurlar ochib beriladi.

Natijalar: Yozuvchining “Oyning gardishi “ hikoyasini ham o‘zida chuqur ma’no kasb etgan asarlari qatoriga qo‘shishimiz mumkin. Hikoya sof realizm uslubida yozilgan . Asar biografik xarakterga ega bo‘lib, unda kattalardek fikrlovchi yosh Ma’sudning atrofdagi turli voqea va hodisalarni o‘z ta’biri bilan talqin etishi natijasida, bola nigohi orqali ba’zi bir insonlarga ko‘zgu tutiladi. Asarda sodda qishloq hayoti, beg‘ubor qalbli insonlarning oddiygina turmush tarzi gavdalanadi. Hikoya bosh qahramonni Ma’sud va uning kichik safarchasi, xayollar olami orqali asosiy g‘oya va mazmun ochib beriladi. Ma’sud asarda keng yoritilgan obraz hisoblanadi. Voqealar rivojida uning bilimga chanqoq, sho‘x, quvnoq, orzularga beriluvchan, o‘zining jajji dunyochasiga ega va shu bilan bir qatorda otasiga juda ham g‘amxo‘r farzand sifatida ko‘ramiz. Uning otasi Akrom bobo juda ham qattiqo‘l, yoshi 60 dan oshgan, ammo qomatini tik tutib yuradi. Otasi biron kimsa bilan urishmagan, san-manga bormagan bo‘lsa ham qishloqdagilar undan qo‘rqishardi, hayiqardi. Mas’ud ko‘p o‘qiganligi uchun otasidan ko‘p tanbehlar ham eshitgan. Bu quyidagi nutqlarda seziladi: “Uxlab qolibsang kitobing surilib, chiroqqa tegay -tegay deb turibdi. Uyqusirab turtib yuborsang, omin, Ollohu Akbar, hammayoq yonib ketadi. Eng birinchi o‘zing yonasan kitobing bilan birga”. Yana bir o‘rinda otasi: “ Birov seni majburlayaptimi, dunyodagi hamma kitoblarni o‘qiysan, deb. Darsingni 5 ga o‘qisang bo‘ldi-da”, deb aytgan o‘rinlarlarida yaqqol ko‘zga tashlanadi. Bu ikki nutq nafaqat Akrom boboni balki, yosh Ma’sudning ham xarakterini ochib bergan. Jumladan, bu ikki nutq orqali bolaning qanchalar bilimga chanqoq, serg‘ayrat ekanligini ko‘ramiz . U tunni bilan kitob o‘qib chiqib qachon uyquga ketganini ham sezmay qoladi. Garchi, bunga majbur bo‘lmasa ham hamma kitoblarni o‘qigisi keladi. Bir kuni Mas’ud maktab bog‘idagi

olmani yoshlik qilib o'g'irlab yeganini bilib qolgan Akram ota uni oyog'idan olmaga osib qo'yadi. Shu voqeadan keyin ham Mas'udning otasiga bo'lgan mehr-muhabbati zarracha kamaymaydi. Otasi bir tomondan bolani tushungisi keladi. Axir bola bechoraga ham qiyin, shuncha mol-holga yolg'iz o'zi qaraydi, kitobdan boshqa ovunchog'i yo'q bechoraning. Mas'udning otasi Akrom ota qattiqqo'l ko'ringani bilan aslida farzandini judayam yaxshi ko'radi. U o'z otalik mehrini shu jahldorlik ortiga yashiradi. Asarda bolaning tili bilan tabiat hodisalariga ajoyib beriladi: "Oyning nuri nimadan, mayda changga o'xshagan bo'yoqmi? Havoni, yo'lni shu rangga bo'yagan. Soyalar qora, chunki ularni daraxtlar to'sgan. Nega Oy daraxtlarni ham oqish rangga bo'yamagan? Ularning yashil tusi oq bo'yoq ostida qolib ketmaydimi? Xuddi suyuq rang surtilgandek yaltiraydi. Yana bir o'rinda, "Oy Yer bilan Quyosh orasiga kirganida soyasi yerga tushadi. Muallim aytgani to'g'ri-yu, lekin soyasi buncha bahaybat? Oyning soyasi tipratikandan sal kattaroq bo'lmaydimi?" kabi. U qishloq aholisi shu darajada fikrlaydiki, o'z tasavvurlari bilan tabiatga ta'sir o'tkazmoqchi bo'lishadi. Jumladan, ular quyosh tutilganda "tog'arani dang'illatish" kerak degan qarashlari ham bor. Bola katta bobosi bir paytlar ajina tutib olganini va undan 7 avlodiga zarar bermaslikni so'rab olganligiga ishonardi. Bu ham u yer aholisining sodda va ishonuvchanligiga bir ishora o'laroq ko'rsatilgan.

Mas'udda qorong'u o'rmonda kechgan ruhiy holati atrofidagi ovozlari yordamida kuchliroq tasvirlanadi. Unga qushlar sayrashi, mashinalar gurillashi, traktorlar tirillashi, shamol shovullashi, aravaning g'iyqillashi birdan eshitilib ketadi. Xuddi, yer nafas olayotgandek edi. Bu tovushlar tez orada to'xtaydi. Shunday bo'ladiku, tovushdan asar ham qolmaydi endi undan ham qo'rqinchliroq muhit hukmron edi. Asarda yoritilgan yana bir obraz haqida gapirib o'tish lozim. Bu Mas'udning akasi, Salohiddin edi. Akram ota bu o'g'li haqida: "Ne -ne azoblar bilan o'qitdim. Qanday pir yillar edi! U bo'lsa, o'qishni bitirib kelib, muallimligini boshlagach: "Ota dindan kechasiz, nima qilasiz yo'q Xudoga ishonib" dedi. Uni dindorligi uchun yuqori mansabga chiqolmayotgan emish. U o'qimishli edi. Ammo o'z imkoniyatlaridan oilasi, yurti uchun foydalanmaydi. Uning nomigina ziyoli edi,

xolos. Akasi necha yillar shaharda yashagan va o‘z qarashlarini, qadriyatlarini butkul unutgan edi. Yuqorida Akram otaning qiynalib bo‘lsa ham o‘g‘lini o‘qitganini ko‘ramiz. Bundan chiqdi u shaharda farzandiga o‘qishiga qarshi bo‘lmagan, xattoki o‘zi buni yoqlagan, ham. Adib bu yerda nima demoqchi? U aytmoqchiki, farzandlarimiz har qanday holatda ham ilm olsin, yuksalsin. Faqat bilimlaridan to‘g‘ri maqsadda foydalansin. Mansab uchun dinidan, o‘zligidan kechmasin.

Oy, oyning gardishi, oq qo‘y asarda voqealarning ko‘p o‘rinlarida real qatnashgan bo‘lsada, ular o‘z ma‘nosida bo‘lmay ramziy ma‘no anglatib kelgan. Bizningcha, bu yerda “oy” detali “yuksaklik, taraqqiy etgan dunyo” ma‘nosida qo‘llanilgan. Voqealar davomida bolaning xayollarga berilishi va oy bilan safari keltiriladi. Masud osmonga oq qo‘yida chiqishni “qo‘y qo‘rasiga qamalib olgan oy”ni u yerdan chiqarishni xohlaydi. U oyning gardish eshigini qidira -qidira topa olmaydi. Oq qo‘y esa bir joyda tiralib turaveradi. Bola qo‘yni yurgazishga harakat qilsa ham qo‘y tisarilmaydi. Otasi esa bu ishni baribir uddalay olmasligi aytadi. Ya‘ni bu “orzudagi dunyo”ni qurishni yolg‘iz o‘zi uddalay olmasligini aytadi. Bu ish uchun bir emas minglab bilimli Masudlar kerak edi. Mamat mesh esa bolaga havasi kelib: “Ko‘p o‘qiganda o‘qimasa oyga chiqarmidi”, –deydi. Bu yerda “oq qo‘y” - “ilm”, “bilim” ma‘nosida keltirilgan.

Xulosa: Adib aytmoqchiki, bola oq qo‘y orqaligina oyga chiqa oldi. Lekin qancha urinsa hamki oyning qo‘ra singari qamagan gardish eshigini topa olmadi. Ich-ichidan xohlaganda ham u bir qadam ham siljiy olmay qoldi. Shunda Orziqul bobo: “Bizni pulsirotdan o‘tkazadigan qo‘yni minib olibsizku”, –deydi. Ya‘ni, bu o‘rinda Orziqul bobo tilidan “bizga najot bo‘luvchi bilimlarni egallay olibsiz”, deyilmoqda. “Oyning gardishi” esa “o‘z qobig‘idan chiqa olmayotgan jamiyat” ma‘nosida ko‘rsatiladi. Xalq o‘sishni istamaydi. Yangiliklarni qabul qilgisi kelmaydi, u bir joyda qotib qolgandek tasvirlanadi. Zero, bolani ilk qiynagan savol garchi oddiy ko‘rinsada, unda ham chuqur falsafiy ma‘no yashiringan edi. Bu savolni bola emas, aslida adib bizlarga bergan edi. Savol quyidagicha keltirilgan: “Shunday yorug‘ bo‘lgan oy atrofida gardish(doirasi)qayerdan paydo bo‘ladi. U qanday qilib shu kattakon oyni

yopiq qo‘ya oladi?” Bolaning savoliga otasi javob berishni istamaydi, amakisi ham unchalik ahamiyat bermay javob qaytaradi. Asli bu savol orqali “ Shunday osoyishta hayotga erishishimizga nahotki shu mayda jamiyat qusurlari yo‘l bermayotgan bo‘lsa”, deyilmoqda. Oyning gardishidan chiqarish uchun bola oq qo‘yida qancha harakat qilsa ham foyda bo‘lmadi. Bu jamiyatni harakatga keltirish, uni turli qusurlarini yo‘qotish uchun bir-ikki o‘qigan odam kamlik qilardi. Agar ular birlashmasa oxirigacha mana shunday bir qobiqqa o‘ralib qolshini Ahmad A‘zam mohirona tarzda ramziy ifodalab bera oldi.

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DIDACTIC TOOLS THAT CAN BE USED IN FORMING STUDENTS ' INDEPENDENT PERFORMANCE SKILLS

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ABSTRACT

This article talks about the didactic tools and methods that can be used in the formation of students' independent performance skills, and the methods of games and competitions that organize the students' movement towards such methods.

Keywords: *equipped dressing rooms, toilets and showers for maintaining personal hygiene, stopwatch, whistle, batons, cones.*

The science of physical education, which plays an important role in the formation of the individual personality of a primary school student, including general development exercises, is a tool that can be a source of development of the child's skills, knowledge, and creative potential. By teaching holistic development exercises that students can do themselves, it is the result of a recognized methodology at the intersection of education, upbringing and development.

It is known that there are also teaching methods specific to the science of Islamic education. Special methods related to physical education are directed to master movement skills and physical development of students.

Among such methods, we can mention the methods of games and competitions that form the movement of students. The peculiarity of these methods is that the possibility of increasing the load during their use is limited. Of course, the rapid change

of game situations and the dynamism of children's activities make it difficult to make clear restrictions. These methods are widely used in the period of performance improvement (MO). In order to ensure that the student acquires new movement skills, a strictly regulated teaching method can be used in the process of creating optimal conditions.

One of the most important aspects of physical education methods is student a It will be necessary to coordinate loading and rest time. To determine the list of didactic tools that can be used in the system of didactic foundations and at the same time in physical education lessons, in our case, in the process of learning physical education, in the formation of independent performance skills of students. The following list of tools is approved in the standard of physical education in primary grades. It is based on the methodological system that we offer. According to the standard, the necessary conditions for teaching "Physical education" in primary grades: places and rooms that create conditions for physically active teaching; common and playgrounds, open spaces and different sizes and closed rooms in the form; at least one room equipped with air conditioning or a good ventilation system, various places in the open space for exercise; The educational process of "Physical education" should be dynamic and interactive; indoor and outdoor spaces suitable for a wide range of activities and learning opportunities within the program; closed classrooms should be well equipped with ventilation systems and the temperature regime should be suitable; equipped outdoor areas depending on the volume of physical training loads and the frequency of breaks for recovery; outdoor environments should be viewed as the most natural enhancement of indoor learning opportunities; Safe, specialized, well-equipped dressing rooms and work rooms for physical education teachers, as well as coaches from other regions, teachers or instructors supporting or supplementing the educational program ; dressing rooms should be separated according to gender and age ; toilets and shower rooms for maintaining personal hygiene.

The minimum amount of standard special equipment - athletics: stopwatch, tape measure, whistle, relay batons, cones, stick with unit of measurement used in high

jump, sand pit for landing in long jump, 150 gr. rubber balls, 500-700 gr. grenades, obstacles used in running.

- soccer: team uniform, soccer balls, cones, goals, whistle;
- volleyball: short sleeve team uniform, volleyball balls, net, poles, whistle;
- basketball: short sleeved team uniform, basketballs, basket, roller, whistle, circle;
- table tennis: tables for table tennis, rackets, table tennis balls;
- badminton: rackets, net, rackets; whistle;
- senior tennis: rackets, nets, tennis balls;
- national games: white poplar or blue poplar, wrestling;
- gymnastics: ropes, gymnastic mat, Swedish walls, gymnastic log (low), gymnastic small wooden horse, gymnastic wooden horse, gymnastic ball, gymnastic tapes (with tape sticks), gymnastic roller, bridge, filler ball;
- swimming: ribbons, pads, water toys, balls.

As a conclusion, we can say that among those shown, we have described the tools related to the implementation of specific elements of URM in connection with the methodological system. About the didactic system of developing the ability of primary school students to perform independently through general development exercises. It was determined that the improvement of physical culture as an important component that adds to the general cultural level of mankind can only be done through a systematic, scientifically based and theoretically based teaching process.

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